



The BEAMS Beat

Issue 3
August 2005

Alliance for Equity
in Higher Education



Uniting for America's Future



National Survey
of Student Engagement

BEAMS is a partnership between the Alliance for Equity in Higher Education and the National Survey of Student Engagement and is supported by Lumina Foundation for Education.

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A letter from the Director

I am honored to be the new Director of BEAMS. We've had some very busy months since my appointment on May 1st. Along with the transition from AAHE to the Institute for Higher Education Policy and the Alliance for Equity in Higher Education, we had the many preparations for the 2005 Summer Academy in July. A high standard had been set by Barbara Cambridge and Clara Lovett during their tenure at BEAMS and AAHE. Thanks to Lacey Leegwater and Melissa Del Rios, plus the wonderful team at the Institute, everything went quite smoothly. Our NSSE allies George Kuh, Jillian Kinzie, and Brian Bridges, as well as our outstanding group of consultants, plenary speakers, and workshop presenters brought substance and flair to the Summer Academy. We all had to work hard—especially the BEAMS teams!—but the evaluations confirmed our feeling that it was very worthwhile.

One of my goals for the Summer Academy and for the months to come is to draw from the know-how and the human resources of the Alliance for Equity in Higher Education to enhance the BEAMS experience. In the first week of August, there were two important meetings held in Washington, DC which allowed very promising interactions with institutions and individuals whose goals are very similar to ours: the community colleges taking part in "Achieving the Dream", a project also funded by the Lumina Foundation to enable data-based planning and decision making to enhance student engagement and student academic achievement; and the third cohort of the Kellogg Fellows MSI Leadership Initiative, a project supported by the Kellogg Foundation, backed by the Alliance, and coordinated by the Institute. Everybody agreed we can learn from each other's experiences, and use these venues to disseminate our findings and projects, as well as to build new relationships.

We will continue to use the WebCenter to share information about these and other opportunities critical to your work. For those of you new to online collaboration and information sharing, know that I, too, am learning how to use this medium to enhance our work together. Therefore, as a green, but very eager beginner, I challenge us all to commit to using the WebCenter to share our experiences and resources with each other and engage our colleagues in meaningful discussions about project work. In the end, the sharing and rich information exchanges generated through the WebCenter will be worth any technology-induced growing pains.

Best wishes for a new academic year and new opportunities to move our BEAMS work forward!

Margarita Benítez
BEAMS Project Director

The BEAMS Project Moves to the Alliance for Equity in Higher Education

On May 1, 2005, the Alliance for Equity in Higher Education assumed leadership and management of BEAMS. The announcement was made by Jamie P. Merisotis, President of the Institute for Higher Education Policy, on behalf of the Alliance, and Clara M. Lovett, President of the American Association for Higher Education (AAHE). The Alliance for Equity in Higher Education will serve as the management and fiscal agent for the project, replacing the role that had been played by AAHE, which closed operations in June.

The Alliance for Equity in Higher Education was selected to take over management of the BEAMS project because it represents a major national network of minority-serving institutions and because of its early involvement in the project. The Alliance coalition represents some 350 schools that include Tribal Colleges and Universities, Hispanic-Serving Institutions, and Historically Black Colleges and Universities.

The Alliance has been breaking new ground in minority collaboration and mutual goal setting since its founding in 1999. Its founding members are the American Indian Higher Education Consortium (AIHEC), the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO). Moreover, Alliance member institutions educate more than one-third of all students of color in the United States, and the numbers are increasing. Alliance programs are coordinated and facilitated by the Institute for Higher Education Policy, a leading independent research organization, which also will provide general project administration for BEAMS activities. For more information about the Alliance visit www.msi-alliance.org.

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BEAMS Staff: New Appointments, Changes, and Accolades

With the transition of BEAMS to the Alliance for Equity in Higher Education, two new staff members have been tapped for the project. Margarita Benítez and Melissa Del Rios joined the BEAMS Project in May 2005. Lacey Leegwater is continuing with the project as senior program manager, and NSSE staff members George Kuh, Jillian Kinzie, and others will continue as BEAMS staff at NSSE.



Margarita Benítez is the new project director for BEAMS. Her work with BEAMS is part of her new role as senior associate at the Institute for Higher Education Policy. "Throughout her career Margarita Benítez has been an outstanding advocate and leader in higher education policy," said Jamie P. Merisotis, President of the Institute. "Her presence will significantly enhance the Institute's capacity in several critical areas of our work."

Benítez was born and raised at the University of Puerto Rico. She holds degrees from Vassar College, Middlebury College, and Columbia University. After heading the Cayey campus of the University of Puerto Rico from 1985 to 1994, she moved to address higher education issues beyond Puerto Rico. She was active in the Commission on Higher Education of the Middle States Association of Colleges and Schools (1990-1996), and held various positions at the U.S. Department of Education from 1998 to 2004. As a senior advisor to the Assistant Secretary for Postsecondary Education, she coordinated the nationwide launching of federal programs such as GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in 1998-99, and Title V (Developing Hispanic-Serving Institutions) in 1999. She oversaw the Title III and Title V institutional development programs for all minority-serving institutions (2002-2002) as well as other federal programs designed to assist disadvantaged students prepare for, enter, and succeed in post-secondary education (TRIO: Upward Bound, Talent Search, Educational Opportunity Centers, 2002-2004).

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Benítez writes and lectures frequently on topics related to higher education, accreditation, minority-serving institutions, women's issues, Hispanic literatures, and Hispanics in the United States. She currently coordinates academic initiatives in the United States for the University of Puerto Rico, and is an advisor to the Puerto Rico Federal Affairs Administration. She also chairs the EXITO (Excellent Ideas Transform Outcomes) Task Force for Excelencia in Education, an organization that focuses on Latino student success in higher education



Melissa Del Rios is the new BEAMS program associate. She joined the Institute as a Program Associate in May 2005. Prior to her appointment, Melissa was a Programs Intern at the Institute, working mainly on the Model Institutions for Excellence initiative. In May 2005 she graduated from American University with a Master's degree in Public Policy. During her time at American University she worked as a Research Assistant to the Dean of the School of Public Affairs focusing on Cuba-U.S. Relations. When she first arrived in Washington, DC, she interned at the Puerto Rico Federal Affairs Administration providing assistance on their four year Voter Registration Campaign. Melissa received her bachelor's degree, cum laude, from Rutgers, the State University of New Jersey, where she majored in Sociology and Hispanic-Caribbean Studies.

Brian Bridges Appointed Assistant Professor of Higher Education at George Washington University

Brian Bridges has worked with BEAMS on the NSSE administrative side since the project began in 2003. He has worked at the Indiana University Center for Postsecondary Research and NSSE since 2000. In late July, he left NSSE to begin an appointment as assistant professor of higher education administration at The George Washington University in Washington, DC. His BEAMS work at NSSE will be carried on by current project staff: Jillian Kinzie, Susan Johnson, and Michelle Holmes.

Brian has been a great colleague and support to all involved in BEAMS, and his work at NSSE will be greatly missed. However, we hope to keep Brian engaged in BEAMS through other roles over time.



Kuh Receives 2005 Virginia B. Smith Innovative Leadership Award



George Kuh received the 2005 Virginia B. Smith Innovative Leadership Award for his work in crafting the National Survey of Student Engagement and using it as a tool to change the way individual institutions, higher education researchers and practitioners, public policy makers, and others restructure campuses to provide quality learning experiences. Presented at AAHE's final National Conference on Higher Education in March 2005, this award "recognizes individuals whose leadership in higher education has resulted in better ways to educate people to participate in and improve an open and inclusive democratic society." Congratulations George, and thank you for your continued dedication to the BEAMS project and higher education writ large. For the full press release, visit the [NCPPE website](#).

Learning from the 2003 Cohort: Reporting Progress toward Plan Implementation

At the 2005 Spring meeting of the first cohort of BEAMS campuses, campus representatives reported on progress toward plan implementation. Feedback from the teams' preparation for the Summer Academy and experience in beginning to implement action plans generated at the Summer Academy will be useful within the first cohort and across the second and third cohort as all campuses in the BEAMS project look to campus change initiatives to strengthen student engagement and learning.

Key Strategies for Project Success

1. **Strategic communication:** Start by seeking buy-in from key constituents (ie boards of directors, senior administrators, etc.), and then use the buy-in as leverage for bringing other campus stakeholders on board.
2. **A Deeply Committed Team:** A core group of team members should be committed to the BEAMS work for the long haul. Having others to share implementation successes and obstacles is important for sustaining energy for this work over time.
3. **Required Campus Forums for Disseminating BEAMS Information:** Build project reporting into other naturally occurring and/or required campus events. For example, use a required faculty convocation to report out project work.
4. **Centrality of Student Involvement:** Because the focus of BEAMS work is on increasing student engagement, learning, and success, students must be central to the planning, decision-making, and implementation of a campus's BEAMS project.
5. **Do One Small Thing Completely Before Moving To Something Else:** By completing necessary implementation steps fully before beginning the next phase of implementation, team members are able to use short-term success to provide needed energy for the long-term action and learn from formative assessment results for future planning.
6. **Implement Low Cost Action Items:** So that resource needs do not overwhelm steps toward project implementation, build a number of low cost options into the action plan. Successful implementation of the low cost items may provide additional evidence for devoting more campus resources to this work in the future.
7. **Match the BEAMS Plan to the Campus Strategic Plan:** A campus strategic plan captures the key interests of campus leaders. By linking BEAMS work directly to this document, campus stakeholders are better able to see how BEAMS fit into their vision for the institution and are more likely to support BEAMS work over time as a means of meeting their institutional goals.
8. **Incremental Persistence:** Implementation success requires persistence along a number of critical lines: building buy-in from key constituents, changing campus cultures across constituent groups, securing needed funding and/or recognition, etc. Expect success for some activities to come more quickly than success for other activities. Use the quick successes as leverage for generating other successes.
9. **Build BEAMS-related requirements into faculty roles and rewards structures:** Faculty must be recognized for work that leads to greater student learning and success. Roles and rewards structures that are not aligned with student learning goals will undermine campus initiatives like BEAMS that seek to change faculty practice.
10. **Merge BEAMS team with other teams doing similar work:** By integrating the BEAMS team with other teams doing similar work, campus leaders are less likely to overextend a core group of willing workers and/or duplicate campus change of efforts.
11. **Keep work within the team so that accountability is built in:** BEAMS team members must take ownership over plan implementation while working to build a critical mass of campus constituents beyond the team who will be able to take on pieces of the BEAMS implementation work over time.
12. **Capitalize on existing university programs to piggy back BEAMS work:** Integrating BEAMS work into other campus initiatives builds long-term sustainability. BEAMS work is not isolated but is seen as a compliment to other important campus work.

Building Administrative Buy-In and Support

Support by key campus administrators is a critical aspect of project success. Such support better ensures the initiatives connection to other campus work, access to institutional resources, and support for faculty and staff work toward project implementation. The following strategies were offered as best practices for securing and/or increasing administrative buy-in and support for BEAMS work.

(Continued from page 4)

1. **Relate work to external accountability requirements:** College administrators are increasingly called upon to meet external accountability requirements. Relating BEAMS work to these demands and offering ways BEAMS can help provide needed accountability data and solutions for making improvements gives administrators useable information to share with external stakeholders regarding accountability demands.
2. **Keep the message simple and directly relate it to audience needs:** Tailoring NSSE and BEAMS-related presentations to audience interest and needs is important to building buy-in from any campus stakeholder groups. For administrators, who typically have a range of time-related demands, providing succinct information directly tied to current administrative needs and priorities helps them more quickly see the relationship of BEAMS work to current campus goals.
3. **Present the plan as a team, there is safety in numbers:** By speaking on behalf of your work as a team, members of the working group showcase the current campus collaboration and buy-in for project work. The BEAMS work does not become tied directly to one person or unit, but is seen as work important to a range of campus roles and offices. Administrators also see more opportunity for sustaining BEAMS work when they see multiple individuals contributing to the implementation effort.
4. **Relate projects to the higher education community and important higher education research:** Keeping abreast of current higher education research and practice is a demanding responsibility for campus administrators. By linking BEAMS work to current trends in higher education, the team shows its knowledge of the higher education field and highlights the importance of the work from a national and/or international perspective.
5. **Highlight that BEAMS is a national project:** A campus's BEAMS work is done in conjunction with over 100 other campuses doing similar work. This builds in an automatic network of support and feedback on successful strategies for change. It also gives the campus a more public platform by which to share its own success stories. By highlighting a campus's BEAMS work as a national project, the BEAMS team underscores the campus's opportunities for national recognition of good work, a selling point for most campus administrators.

Additional ideas for building administrative buy-in:

- Ask the administration to appoint a broad-based task force to study, recommend, plan and do a pilot.
- Communicate broadly prior to seeking approval of a course.
- Use an existing, related task force for measuring student success. Do not reinvent the wheel.
- Stay close, and keep the message up front to administrators.
- Present the plan to the entire faculty at meetings, workshops, or institutes.
- Meet in President or Provost's offices/ conference room to maintain visibility on campus.
- Link NSSE findings to student and institutional behaviors.

More Findings In Next Issue of BEAMS Beat

Participants also reporting strategies for building student buy-in and creative strategies for supporting project work. This information will be reported in upcoming issues of the BEAMS Beat.

The 2004 Cohort Begins Implementing Action Plans Crafted at the 2005 Summer Academy

Thirty-four campuses in the 2004 cohort recently participated in the 2005 Summer Academy. This year's Academy was held July 13-17 in Snowbird, Utah, under the leadership of the Institute for Higher Education Policy and the Alliance for Equity in Higher Education. Now in its tenth year, the Summer Academy was begun by the American Association for Higher Education, which spawned so many valuable initiatives to advance our understanding of education issues. The Alliance and the Institute are honored to carry on the tradition of the Summer Academy and proud to add some of their own distinctive features to the Academy experience.

The BEAMS teams were joined by twelve teams from the Campus Program Clusters, made up of campuses moving forward various lines of work related to the Scholarship of Teaching and learning and a number of other teams working on institutional change initiatives. Altogether, between the Clusters and BEAMS, additional Academy teams, consultants, funders, staff, and presenters, over 125 institutions of higher education were represented at the Summer Academy.

A practice that proved to be particularly effective and popular last year was tapping consultants to work with BEAMS teams at the Academy. This year's Summer Academy Consultants for BEAMS included:

- **Sally Andrade**, *Adjunct Professor, Department of Political Science, The University of Texas at El Paso and President, Andrade & Associates, Inc.*
- **Richard Chavolla**, *Independent Educational Consultant and faculty, Maricopa Community College District*
- **Alex Chough**, *Associate Director for Policy, Research, and Evaluation Services, National Council for Community and Education Partnerships*
- **Scott Evenbeck**, *Dean of the University College, Indiana University Purdue University Indianapolis*
- **Camille Hazeur**, *Assistant to the President and Director, University Equity and Diversity Services, George Mason University*
- **Nitza Hernandez**, *Executive Director, Hispanic Education Telecommunications System (HETS)*
- **Emily Lardner**, *Co-Director, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College*
- **Gillies Malnarich**, *Co-Director, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College*
- **Betty Overton-Adkins**, *Vice President for Academic Affairs, Spring Arbor University*
- **Hazel Symonette**, *Senior Policy and Program Development Specialist, University of Wisconsin-Madison*

This year's Academy opened with a welcome from the Institute by Margarita Benitez and Jamie Merisotis and a welcome from the Alliance by Cheryl Crazy Bull, president of Northwest Indian College and the American Indian Higher Education Consortium. Faye Harrison, professor of African American Studies and Anthropology at the University of Florida, Gainesville, lead the opening plenary by focusing on the incorporation of multiculturalism and global awareness into student engagement strategies. Additional plenaries included a panel led by George Kuh on sustainability of institutional improvement efforts, Gillies Malnarich and Emily Lardner's session on using learning research to inform practice, and a plenary on assessment led by Estela Lopez and Betty Overton-Adkins.

The over twenty workshops offered this year included a session by federal funding representatives on project sustainability, a number of workshops led by Campus Clusters reporting best practices from SoTL work, and a range of workshops targeted to support BEAMS work. In addition, participants provided a number of roundtables and posters on their campuses' best practices to encourage cross-team collaboration and support.

Teams attending this year's Academy had a rich range of resources to draw upon for BEAMS work and had ample opportunities for sharing their own expertise with others at the Academy.

As was the case with the first cohort, this year's action plans ranged in both purpose and scope. A significant number of campuses are working on increasing out-of-the-classroom learning activities to better connect their students with the institution. Others are using NSSE data to inform upcoming regional accreditation visits. Still others are working on writing-across-the-curriculum initiatives, first-year programs, enhanced student services, and technology-enhanced learning experiences. We look forward to following the progress of plan implementation for the campuses over this next year and helping BEAMS teams share their progress across cohorts.



Snowbird, Utah



Lopez and Overton-Adkins on Assessment



Meeting and greeting



The Student Panel



A BEAMS team hard at work

NSSE 2005 Administration

Data collection for NSSE 2005 and the final BEAMS cohort has ended. Response rates are comparable to previous years and BEAMS schools continued a shift toward administering surveys locally. Twelve of the 27 participating institutions in the 2005 cohort chose the local option and over 11,000 surveys were sent to these schools for distribution. Almost 23,000 students were sampled at the other 15 BEAMS campuses using the standard administration method. For future NSSE administrations institutions need to consider their context and the administration mode that will most likely elicit responses. Institutions in the 2005 cohort have received their NSSE Institutional Report binder. The binder is a rich resource of information, including means and frequency reports, a guide to interpreting data and examples of institutional use of NSSE data, an accreditation toolkit that maps NSSE items to accreditation standards, and most importantly, your schools data file on CD rom! As always, the NSSE team is ready to respond to your questions about the data file, your administration, and any special analysis requests you might have. Please be in touch with your NSSE team.

Since 2003, almost 40,000 students have completed the NSSE at BEAMS schools. This rich data set will provide valuable information about student engagement patterns at minority serving institutions.

Second NSSE Administration

Institutions in BEAMS are committed to funding their second NSSE administration as stipulated in the project participation agreement. This second administration is intended to assess the impact of the campus action plan by exploring changes in student engagement scores. As you plan for your second administration, please keep the following in mind:

- Data should be collected in the same manner as the initial administration. In other words, schools that locally administered surveys during their cohort year should locally distribute surveys in the second administration.
- At least three years should elapse between the first and second NSSE administrations. Therefore, schools in the 2003 cohort should not conduct their second administration until 2006 or later. This timeline allows institutions adequate opportunity to interpret their first administration, determine and implement their action plan and then conduct a second administration to evaluate impact of their intervention.
- Registration for the second administration will occur through the NSSE registration site (www.iub.edu/nsse).

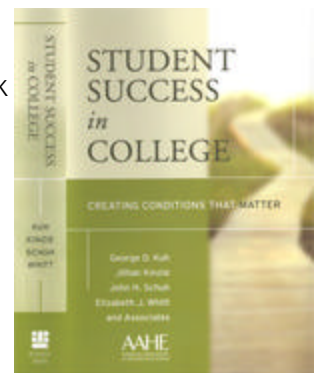
Please feel free to contact the NSSE office to discuss the details of your second administration.

DEEP Book an Important Resource for BEAMS Campuses

In May, 2005 all BEAMS institutions received two copies of the book, *Student Success in College: Creating Conditions That Matter*, compliments of Lumina Foundation for Education. One copy was sent to your President or Chancellor and the second copy was sent to the BEAMS contact. The book tells the stories of 20 noteworthy colleges and universities, all of which perform better-than-predicted in two areas of special interest to BEAMS schools and the public at large: student engagement and graduation rates. Four of the institutions featured are BEAMS participants: California State University, Monterey Bay; Fayetteville State University; University of Texas at El Paso; and Winston-Salem State University. There is much to learn from this careful, intensive study of these schools and what they do to help their students survive and thrive in college.

BEAMS working group members are encouraged to explore ways the lessons from this work can be put to use on campus. The book should have immediate accessibility since the five NSSE clusters of effective educational practice are used to illustrate, examine, and explain what DEEP schools do to engage students at high levels in educationally purposeful activities (see chapters 8-12). BEAMS institutions may find opportunities to consider DEEP examples in response to their NSSE scores. For example, if a campus is concerned about students' engagement in active and collaborative learning experiences and their scores on these items are lower than expected, take a look at chapter 9, which illustrates practices at the DEEP institutions that promote this important educational practice.

The book features a wide array of examples of effective educational practice and policies from the twenty DEEP institutions and offers suggestions for how other colleges and universities can create and sustain effective practices and develop a culture to promote student success. If you are interested in purchasing more copies of *Student Success in College* visit www.indiana.edu/~nsse for more information on a 15% discount.



WebCenter Continues as Primary Tool for Project: Enhanced Features and Newly Posted Resources

The WebCenter has been central to keeping project participants updated on the BEAMS transition and preparing cohorts for current and upcoming work. This collaborative tool will continue to be the online resource for project participants and the central place for participants to collaborate with each other and project staff.

The r-smart group has recently resumed its development work to make the site more user-friendly. We are happy to announce that the WebCenter upgrade is complete. In addition to a new look and color scheme, the site is faster to load and the tools are more streamlined to ease use of the site. Also, a new help feature is in place to help you better understand the tools on your own. I encourage you to go to the site and poke around. The more you use the site, the more comfortable you'll become with it.

Continue to use <http://webcenter.msi-alliance.org> to access the site. Your user id and password have not changed. Again your user id is your first initial followed by your last name (if you have a hyphenated or double last name, your id is your first initial followed by both last names without spaces or hyphens). Unless you have changed your password, it will be your first and last initials followed by 03 (double last names are just your first initial and the initial of the first of the two names followed by 03). Examples are `jdoe`, `jd03` and `jdoesmith`, `jd03`.

If you have questions about the site, don't hesitate to contact us. We look forward to your use of WebCenter to enhance your team's work and to connect with others in the project. We think it quite an innovative approach to collaborative project work. While we cannot meet face-to-face as regularly as we would like, the WebCenter provides opportunities to connect in other important ways. Please take advantage! We look forward to seeing you online.

New Added Resources: A number of resources have recently been added to the site; see a list of selected resources below. We'd encourage you to explore the site regularly to view the newly added resources. In addition, be sure to change your notification preferences on your "My Workspace" so that you are notified when new resources are posted.

On the BEAMS site: All BEAMS participants have access to these resources. To access the resources, click the tab at the top of the WebCenter entitled BEAMS. All of the following resources are located in the "Resources for Supporting Minority Students in Higher Education Folder."

- *How Latinos Pay for College*, a joint report by the Institute for Higher Education Policy and Excelencia in Education
- *First-Generation Students In Postsecondary Education*, a report by the National Center for Postsecondary Research
- Information on Campus Compact's Indicators of Engagement Project-Indicators for MSIs

On the 2004 Cohort site: Only team members who attended the 2005 Summer Academy will be able to access these resources. To access this information, click the tab at the top of WebCenter entitled BEAMS: 2004 Cohort

- Presentations from the 2005 Summer Academy—A number of presentations from the 2005 Summer Academy are currently available in the folder entitled "Summer Academy Presentations." Project staff are working with the remaining presenters to secure those not yet posted on the site.
- Photos from the 2005 Summer Academy—Visit the "Summer Academy Photos" folder for a number of fun pictures from the Academy. And please post any pictures you many have snapped for others to enjoy.

Reminder: Campus-to-Campus Visits Available for All BEAMS Campuses

Collaboration across campus teams is a central component of the BEAMS Project. Campuses learn from each other's experiences, draw strength from others support, and prompt additional change. Through campus-to-campus visits, campuses have the opportunity to collaborate with colleagues in BEAMS. Each campus has available for its use up to \$500 for one representative to visit another campus in the project. These funds can be used at any stage of the campus's work in the project. Possible purposes of the visit include

- observing structures, practices, or campus roles to learn for campus/project work;
- participating in a campus-based meeting or conference on topic of campus project; and
- sharing draft of plans for change or critique.

A campus must notify project staff and complete a pre-visit questionnaire prior to making plans for the visit. The campus representative must also submit a post-visit report with travel receipts outlining learning from the visit. To discuss a possible campus visit, contact Melissa Del Rios, BEAMS program associate, at mdelrios@ihp.org.

The BEAMS Beat

August 2005

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About BEAMS

BEAMS is a 5-year initiative fostering the ways in which Historically Black, Hispanic-serving, and Tribal colleges and universities using National Survey of Student Engagement (NSSE) can develop data-based decision making and increase student engagement and learning.

BEAMS serves over 100 four-year colleges and universities from the Alliance for Equity in Higher Education. Each institution commits to analyzing the scope and character of their students' engagement in learning and to implementing well-designed action plans for improvement of engagement, learning, persistence, and success. The project offers five primary ways for campuses to move toward these institutional goals.

- Data on the student experience from the National Survey of Student Engagement
- Design of action plans at the Summer Academy for initiatives to enhance student engagement and learning
- Collegial support for implementing action plans
- Web-based support throughout Project participation
- Opportunities to report nationally on campus initiatives and successes

Campuses administer NSSE at least twice during the project. Consortia of BEAMS campuses generate action plans based on NSSE data at the 2004, 2005, and 2006 Summer Academies. They interact and disseminate their learning throughout the project.

The logo for BEAMS, with the letters in a bold, orange-to-yellow gradient font.

BUILDING ENGAGEMENT AND ATTAINMENT OF MINORITY STUDENTS

For more information about BEAMS visit the WebCenter at <http://webcenter.msi-alliance.org>.

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