

The BEAMS Beat

Issue 7
December 2006

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 staff

Dear BEAMS Colleagues:

I recently attended the National Postsecondary Education Cooperative (NPEC) National Symposium on Student Success held here in Washington, DC and was struck with just how important your work is to the growing national concern on how we both define student success and reorganize our institutions to better support and report student success. In fact, I was heartened by the substantial number of BEAMS campuses represented on the program—CSU Fresno, CSU Monterey Bay, Fayetteville State, Huston-Tillotson, Jarvis Christian, Kentucky State, Morgan State, and Tennessee State—in addition to other BEAMS participants on the roster. Your strong presence at the conference reflects the centrality of your voice to this conversation. The BEAMS work in which your campuses have been engaged these last four years has led to the implementation of over 100 initiatives aimed at increasing student success. With this work have come campus conversations of what student success means, how your campuses can best realign current work to meet student success goals, and how you measure and report the effectiveness of your efforts. As we begin 2007, our last year of the BEAMS project, we encourage you to leverage your considerable student success expertise to help the higher education community writ large define, foster, assess, and report student success.

One important way for you to contribute to the national dialogue on student success is to share your work with each other and with others outside of the project. The upcoming Mid-Year Meeting and the 2007 Summer Academy both provide opportunities for representatives from all three BEAMS cohorts to come together, learn from each others' work, and begin documenting common indicators of project success. We encourage you to use these two meetings as opportunities to collaborate and document your progress so that we can develop tools for other institutions considering similar initiatives. Another reporting tool will be a planned monograph about the BEAMS Project to be published in Fall 2007. We will be tapping a number of you for contributions. We also hope to recruit teams and collaborations of multiple teams to write practice briefs in conjunction with the monograph. National forums, such as the recent BEAMS sessions at HACU and AAC&U meetings, also offer platforms for reporting your work to other institutions and organizations outside of the project. We will continue to look for opportunities to organize BEAMS sessions at national venues, and we encourage you to continue identifying other occasions for you to tell your BEAMS story to new audiences.

As we wind up the BEAMS project in 2007, we will also consider ways to build on your good work. At the Mid-Year Meeting and the Summer Academy we will discuss our ideas with you and begin planning for our future efforts together. We have a lot of exciting work planned for this year, work that is dependent upon your participation and collaboration. To that end, we look forward to seeing you in New Orleans, LA in March and in Santa Ana Pueblo, NM in July!

Lacey Leegwater,
Senior Program Manager, BEAMS

2007 Mid Year Meeting Brings Cohorts Together

To capitalize on the last year of the BEAMS project, project staff invite all cohorts to attend the project's final Mid Year Meeting, March 1-3, 2007, in New Orleans, Louisiana. In addition to providing space for the 2005 cohort to reflect on plan implementation progress following the 2006 Summer Academy, the meeting will foster cross-fertilization between cohorts and look ahead to what might be next for participating campuses. All participants will have opportunities to discuss their work, learn from the New Orleans area schools how they have continued their work post-Katrina, and inform others on the progress that has been made and how that progress has been achieved.

Sessions during the mid-year meeting will focus on progress toward plan implementation with a discussion on what has and has not worked at the institutions to date. Some areas that will be explored in more depth are assessing project success, gauging data usage on campus, learning how past teams have successfully implemented campus change plans, and knowing when and how to change the focus of campus plans to meet shifting institutional priorities.

During the meeting we will also look ahead to the end of the project and post-BEAMS work. Project staff are hoping that all cohorts will work together to inform discussions regarding a final BEAMS report and practice briefs for dissemination among participating campuses, Institute stakeholders, and others interested in your work. Project staff are also considering options to continue the work begun through BEAMS. Part of the Mid Year Meeting discussions will help staff determine the interests from potential participating campuses and where they would like to focus their efforts.

This meeting will be a great opportunity to connect with others from your cohort, learn from those in other cohorts, and inform discussions that can continue the good work that all of you have begun at your institutions. BEAMS is supporting all travel expenses for one representative from each 2005 cohort campus and select meal and hotel expenses for one representative from the 2004 and 2003 cohort campuses, as space permits. We have been very encouraged by the response to date and only have a few spaces remaining for past cohort participants. If you have not yet sent the name of your institution's participant please do so by emailing Melissa Del Rios, BEAMS program associate to mdelrios@ihep.org. All cohorts are welcome to send a second participant (space permitting) at their own expense. We hope to see you in New Orleans!

USA Funds Symposium Also in New Orleans

This year's mid-year meeting is being held in conjunction with the USA Funds' sixth Symposium for Minority-Serving Institutions. The 2007 USA Funds Symposium, "Pursuing

Excellence in Student Preparation, Access and Success," will be held prior to the Mid-Year meeting, February 27 – March 1, 2007, at the JW Marriott Hotel in New Orleans. Campuses selected to attend have been notified, including a substantial number of BEAMS institutions.

The two meetings compliment each other in their focus on data-informed change and student success. We encourage those of you attending the Symposium to take advantage of the meeting's reporting opportunities to share information about your BEAMS work.

Announcing the 2007 Summer Academy

The 2007 Summer Academy will be held July 23-27 at the Hyatt Regency Tamaya Resort and Spa in Santa Ana Pueblo, New Mexico. This year's theme—"Cultivating Access and Success for Students of Color: Inspiring Communities of Learners"—highlights this year's emphasis on connected and collaborative learning experiences and institutional change work across stakeholder groups, campus departments, institutions, and national projects. This year's daily themes—align institutional resources for systemic change, contextualize data accountability and assessment, and integrate efforts for sustainability—both deepen this emphasis on connectedness and extend foundations built at previous academies. This year's keynote speaker is Dr. Vincent Tinto, Distinguished Professor of Education at Syracuse University. Dr. Tinto is well known for his work on student success.

As BEAMS moves into its final year, your presence at the Academy will be critical. We will use this time to highlight your work for



summer academy

other participants, document best practices, and begin preparing for future work together. For this year's Academy, project staff are anticipating providing partial funding for selected returning BEAMS teams. Selection will be based on your team's readiness to report project outcomes, participation in BEAMS dissemination activities, and interest in and readiness for future work. Summer Academy applications for returning BEAMS participants will be available in late January or early February; more details about funding and the selection process will be available at that time.

A primary purpose for reconvening BEAMS campuses at this year's Summer Academy is to highlight successful BEAMS institutions and synthesize your accomplishments. Building on the success of last year's impromptu session, we are planning a featured panel of returning BEAMS participants to discuss how teams have leveraged their past Summer Academy experiences to initiate campus change. This session will be opened to all Summer Academy participants so that other attendees can learn about your work. We are also asking that returning BEAMS campuses propose roundtables to share specific student success initiatives with other attendees. Finally, we will encourage your contribution to project dissemination efforts by providing opportunities for documenting best practices and collaborating with other institutions doing similar work while at the Academy.

Another purpose of the Academy is to look ahead to what is next for BEAMS institutions. One possible direction for new work would be to create inter-institutional learning communities (ILCs) based on common themes from your BEAMS work. The ILCs would develop common best practices, assessments, student learning outcomes, and research agendas. At the 2007 Summer Academy BEAMS campuses will discuss possible learning community topics and groupings and how you might contribute to this work.

Finally, we encourage teams to use this time to continue the campus change work begun at previous Academies. We know how critical the Summer Academy has been for refining campus plans, reenergizing the implementation process, and/or building on implementation success for campuses returning in the past.

In addition to the BEAMS presence, representatives from two other national projects will be convening at this year's Summer Academy—the National Articulation and Transfer Network (NATN) and Model Replication Institutions (MRI). NATN brings together 2- and 4-year institutions committed to developing articulation agreements to ease transfer among participating institutions; MRI builds on the work of the Models of Excellence program by helping campuses to develop successful STEM programs for students of color (see the article on page 8 for more information about MRI). At this year's Academy, there will be structured opportunities for these three projects to interact and learn from each other.

This year's Academy offers rich opportunities for synthesis and reporting of student success efforts, looking ahead to future work, and networking with other institutions and participants in other national projects. We hope your campus begins organizing yourselves to submit an application so that your team is well positioned to take advantage of this opportunity!

Upcoming NATN Events of Interest

The National Articulation and Transfer Network (NATN) has some events planned that may be of interest to your institutions. We hope you take advantage of some of these great opportunities.

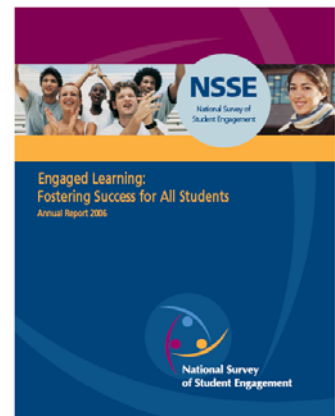
- The 5th Annual Institute for the Study of Transfer Students will be taking place on January 28-30th in Fort Worth, Texas. The Institute is a national forum that addresses the needs of transfer students from both 2-year and 4-year perspectives. For registration information and forms, please visit the Institute website: www.unt.edu/transferinstitute.
- From February 16-20th the 26th Annual Conference on the First Year Experience will be held in Dallas, Texas. The Institute for Higher Education Policy's Cliff Adelman is the keynote speaker at this event. The Annual Conference on The First-Year Experience provides a forum where faculty, academic administrators, student affairs professionals, academic support specialists, counselors, students, and staff from professional organizations, accrediting agencies, and state governing boards can share experiences, concerns, and accomplishments regarding the first-year experience. For more information please visit <http://www.sc.edu/fye/events/annual/index.htm>

NSSE 2006 Annual Report: Engaged Learning

On November 13, 2006, the National Survey of Student Engagement (NSSE) released its seventh annual report titled "Engaged Learning: Fostering Success of All Students." The report, based on information from approximately 260,000 randomly selected first-year and senior students at 523 four-year colleges and universities, shows that while student engagement helps all learners, those who come to college less well prepared academically or are from historically underrepresented racial and ethnic backgrounds tend to benefit even more. Being involved in educationally purposeful activities such as interacting with faculty members and working with peers on projects inside and outside of class has positive effects on grades and increases the odds that students will return to college for a second year.

Other key findings from the 2006 report are:

- Both first-year and senior students spend on average only about 13-14 hours a week preparing for class, far below what faculty members say is necessary to do well in their classes.
- New students studied fewer hours during their first-year than they expected to when they started college.
- Compared with campus-based students, distance education learners reported higher levels of academic challenge and engaged more often in deep learning activities.



In a time when colleges and universities are asked to become more transparent and accountable about what they do and how their students are performing, institutions must find ways to adequately assess the quality of a postsecondary education. One important dimension of collegiate quality is student engagement. Results from NSSE document the extent to which students find their academic work challenging, the degree to which they are active learners, how often they interact in meaningful ways with their teachers and diverse peers, the richness of their out-of-class experiences, the nature of the campus environment, and the range and educational impact of technology use. More importantly, NSSE is widely used in part because it provides information that faculty, staff, and others can use to improve the quality of the undergraduate experience.

Several BEAMS institutions are featured in the 2006 Annual Report for their innovative use of student engagement results—much of which has been initiated as part of their BEAMS work. To foster more student-faculty contact, **Florida A&M University (FAMU)** is modifying its approach to academic advising by developing a student-status alert system, observing prerequisite requirements, creating an academic advisement database, and providing academic advising workshops for faculty advisers. FAMU will supplement NSSE data with student and faculty focus groups to further explore how to increase student-faculty interaction in meaningful ways.

From its participation in the BEAMS project, **New Jersey City University** discovered that its students were less engaged in course-related and co-curricular activities (e.g., clubs, research, cultural events) and were preoccupied with economic and family support issues. The university developed a comprehensive strategy to increase the engagement of entering students with a particular focus on racial and ethnic minority students in order to improve persistence and graduation rates. Among the planned interventions are a virtual academic resource center, a committee for cultural competencies development, faculty development activities sponsored by the University Center for Teaching and Learning, a faculty-driven early warning system for at-risk students, and addition of community service projects tied to the curriculum.

North Carolina Central University uses NSSE to compare its performance against other Historically Black Colleges and Universities (HBCUs) similarly classified by Carnegie in five main areas: academic advising, academic support, orientation and class level experience, diversity and multiculturalism, and culminating senior year experiences. Initiatives designed to increase student engagement

include adding a career development component to academic advising and freshmen orientation programs, academic support services that feature experiential activities, diversity training for each class during the Fall and Spring semesters, and requiring a second semester senior year capstone course. Equally important, students are highly involved in planning these new initiatives. Another attempt to increase student engagement is appointing student leaders to every major and minor university committee for the first time in the 2006-2007 academic year.

For more examples of how a variety of institutions are using their NSSE data and further details on the NSSE 2006 Report, please visit http://nsse.iub.edu/NSSE_2006_Annual_Report/index.cfm.

BEAMS on the Road

Project staff would like to thank participants in two recent conference panels. Alexei Matveev of Norfolk State, a 2003 cohort campus, and Brian Bridges of ACE, a BEAMS consultant, participated in the BEAMS session at AAC&U's Diversity and Learning Conference on October 21. This session focused on Norfolk State's BEAMS work and how BEAMS is contributing to the national conversation on the engagement of students of color. Less than a week later, Mildred de Santiago of Inter American San Germán and Donna Aronson and Denise Doyle of University of the Incarnate Word, all from 2004 cohort campuses, shared their institution's BEAMS work with a packed audience at HACU's 20th Annual Conference in San Antonio, TX on October 29. Colleagues from Texas A&M International also referenced the role their BEAMS work played in enhancing student writing on their campus during another session at HACU. Needless to say, BEAMS has been well represented nationally in these past few months!



Other Upcoming Conferences and Meetings

- NASPA is preparing for their annual International Assessment and Retention Conference. This year's meeting, *A Shared Enterprise: Assessment as a Cross-Campus Strategy for Improving Student Learning and Retention*, will be held in St. Louis, MO from June 7 – 10, 2007. The conference is designed to address emerging issues in assessment and retention as well as to showcase effective practice, thereby serving a wide range of institutional audiences, from those that are just initiating assessment to those that are integrating and modifying structures and practice. It thus will address the needs of practitioners and institutional policy-makers and will raise new and challenging issues in the related areas of assessment and retention. If you are interested in this meeting please visit: <http://www.naspa.org/events/detail.cfm?id=243>. BEAMS project staff will be submitting a proposal to host a workshop. If you are interested in joining this session please contact Lacey Leegwater, BEAMS Senior program manager (lleegwater@ihep.org).
- The NC State University Office of Assessment is seeking proposals for concurrent session presentations for the 2007 NCSU Undergraduate Assessment Symposium, "Systematic, Systemic & Sustainable Assessment: A Process of Inquiry," April 13 - 15, 2007 Embassy Suites Hotel Cary, NC. Dr. Peggy Maki, Higher Education Consultant, Peggy Maki Associates, will be the keynote speaker. Campuses are invited to share their knowledge and experiences with higher education professionals of various experience levels from across the nation. Tracks featured include: Academic Disciplines, General Education, Community Colleges, Academic Support Services, Student Development, and International Education. For more details, please go to: <http://www.ncsu.edu/assessment/symposium/proposal.htm>.

We continue to encourage campuses to independently submit BEAMS-related proposals to these and other national/regional conferences. Disseminating your work highlights campus successes, provides a platform to mentor and/or collaborate with other institutions, and emphasizes the broader importance of the BEAMS project. If you have submitted or are considering submitting a BEAMS-related proposal at an upcoming conference, contact Melissa Del Rios, BEAMS Program associate, (mdelrios@ihep.org) to apply for a one time \$500 travel grant to support session presentation.

Campus Spotlights: Highlighting the Work of the BEAMS teams

This is the second installation of snapshots of your BEAMS colleagues. We will continue these spotlights in all future editions of the BEAMS Beat and hope that they will prompt collaborations between institutions engaged in similar work.. If you are interested in sharing your team's progress please send a short summary to Melissa Del Rios, BEAMS program associate, at mdelrios@ihep.org.

Kentucky State University – 2003 Cohort

The goal of our project was to initiate a Campaign for Student Success by improving the campus environment to be more supportive of students. In response to findings discovered through two NSSE surveys, our team-designed student survey, and student focus groups, we planned to improve relations between our students and the local community and address the “run-around” problem identified by students. The team was able to set up a 411 information center, organize summits for academic support personnel, and with the support of the Office of Academic Affairs, invite guests to speak at forums designed to inform personnel about issues pertaining to student success. We had administrative buy-in from the very beginning. We had the support of the president and provost and both were kept informed of our activities. Our BEAMS team was constituted to include a broad spectrum of faculty and staff. A major advantage that we had was that our plan was in alignment with the University's strategic plans to enhance the environment for student success.

If one were to sum up the status of our project in one sentence, it would be that the project has become fully integrated into the University's mainstream operations. On our return from the 2004 Summer Academy, the BEAMS team met with the president and provost to present our action plan. We also had the opportunity to present to all faculty and professional staff at an institute that marked the beginning of that semester. Since then we have had several opportunities to talk about our project to different campus constituencies. The work of the team is regularly referred to in University reports. Our team quickly realized that aspects of our action plan were being implemented by other units on campus, sometimes without our knowledge. As a team member jokingly put it, our project was being hijacked. We thought that was a good thing.

We learned some important lessons along the way. For instance, it would have been easier to ask for a separate budget from the very beginning, so the team could do little things without waiting for offices to fund them. We also learned that focusing on one issue at a time was a more productive approach than trying to do too much at the same time. We learned to be flexible while keeping the focus of our project on student success. We came to the conclusion that moving to break down communication barriers between different offices was a greater need and achievement than our originally stated goals. We lost many team members along the way and the momentum has waned. We have not completed all that we set out to achieve; however, a University-wide taskforce on student success has incorporated many of the ideas generated by the BEAMS team into their recommendation. We can report that we surpassed our goals, on every count, in the assessment measures that we agreed upon to gauge our project success.

California State University, Northridge—2004 Cohort

After returning from the 2005 Summer Academy, the Cal State Northridge BEAMS team joined forces with the Freshman Connection, another campus group working to support student success through active learning. Together we offered cohorted classes in Fall 2005 to approximately 250 freshmen entering as pre-business or undecided majors. The focus for this first round was on the mechanics of linking faculty and classes across department boundaries. The Fall 2006 semester has allowed us to expand our offerings to include psychology majors; include professional advising staff in our planning meetings; and to strengthen our collaborative faculty work. With adequate lead time, we were able to secure funding to support promotional materials that we used at the March 2006 Open House event: a professionally produced poster, a large banner, and informative brochures. The result was heightened student and parent interest in our program, as well as quicker enrollment.

The two big successes for Fall 2006 took place outside of the traditional classroom, and were made possible by funding from Student Affairs. The first was our decision to build community among participating students, faculty, and advisors by designing and purchasing official Freshman Connection t-shirts. Friday became the weekly official t-shirt day for the Freshman Connection. We included key administrators on the list of those receiving free t-shirts, figuring that this gesture would demonstrate our commitment to cross-divisional community-building while also calling attention to our work.

The second big success was the Freshman Connection Celebration, an event envisioned as another way to build community. We selected a day when the Associated Students were hosting a noontime concert because we thought it would establish a welcoming environment to freshmen. We invited freshmen to display evidence of their learning by designing exhibits highlighting their work. In a faculty planning meeting, an anthropology professor also suggested we have an oral history booth, using the free services of the on-campus video studio. To make sure that the celebration also included an opportunity for learning, we designed a reflection sheet that students were asked to complete in writing and/or on camera at the Oral History Booth. Between the free food, the fact that many faculty brought their classes to the exhibit in lieu of class time, the creative exhibits, and the hard work of the team members, the Freshman Connection Celebration was a tremendous success. We even garnered positive press coverage on the front page of the student newspaper the next day. In addition, we invited the sponsoring administrators to drop by for lunch, see the exhibits, and present awards. That enabled them to see firsthand how their money was being spent, and led to on-the-spot unsolicited assurances that funding would be available for a repeat event next year. We've already begun planning that event.

Miles College – 2005 Cohort

The Miles BEAMS team used the opportunity at the 2006 Summer Academy to draft an action plan that detailed a *First Year Academy* program. The *First Year Academy* is an overhaul of the freshman experience designed to increase retention of first year students in hopes that they will persist and enjoy their time at Miles. The project has been able to count on the support from the president and the administrative cabinet. Upon returning from the Academy the team was welcomed to the August Faculty/Staff Conference to present on the *First Year Academy*. The deans of Academic and Student Affairs also endorsed the increase of the original team to a larger group, the First Year Academy Steering Committee. The larger team, which meets monthly, includes those who are functionally involved in the various components, teach freshman courses and/or have demonstrated a focus on student learning. The Committee allows for greater dissemination of duties ensuring that no one individual is overwhelmed by the many elements of the program. The Committee has already begun to hear reports from working committees and making decisions on how to move forward to get component elements implemented.

Miles has already begun to make a more deliberate inclusion of first year students into the community. During an induction ceremony, entering students experienced a symbolic ritual of 'academia'. After students were seated, the faculty and staff, led by division chairs, ceremoniously arrived to sit on either side of the students. The president and Cabinet took the podium as the President ignited the 'candle of knowledge'. After a brief charge from the president, the students repeated a newly developed Milean's Creed, lit their candles from the 'candle of knowledge,' and signed the "Book of Mileans". Each entering student received a laminated wallet card of the Creed as a sign of entry into this community of learners. The deans of Academic and Student Affairs reinforced the Creed during a seminar and open forum later in the semester. The induction ceremony is planned to become a tradition at Miles College to mark the initial experience of transition to a learning community and commitment to one's personal responsibility for learning.

Presenting the *First Year Academy* to the faculty and staff spawned several focused activities across campus that were unrelated to the work of the Steering Committee, but meets the spirit of support for the transitioning freshman student: more specific directives for freshman class advisors, workshops in fashion and etiquette, and service related co-curricular projects. In January, we will take our first official steps toward institutional approval of the academic components of the plan. Since we are adding more instructional time for the fundamental 'orientation' courses this is the most difficult, necessary and costly portion of the *First Year Academy*. Wish us luck!!!

Model Replication Institutions: A Second Wave of Commitment to STEM at MSIs

In 2007, the Alliance for Equity in Higher Education will continue to support and grow the number of science, technology, engineering, and mathematics (STEM) graduates from Minority-Serving Institutions through a new program called the Model Replication Institutions (MRI) program. This program reflects a second phase of investment from the National Science Foundation to address the growing workforce demand in STEM fields and the need to prepare students of color to meet that demand.

From 1995 to 2006, the Model Institutions for Excellence (MIE) program employed a range of strategies touching almost every area of institutional operations, from physical infrastructure and capacity building to faculty development and student research opportunities. The original six MIE institutions—Bowie State University, the Oyate Consortium [composed of Oglala Lakota College, Sinte Gleska University, Sitting Bull College, Sisseton-Wahpeton College, and Si Tanka College], Spelman College, Universidad Metropolitana, the University of Texas at El Paso, and Xavier University—saw increased enrollments, increased completion rates for associate and bachelor degrees, and increased faculty diversity—all at levels that exceeded the national average for that period.

The MRI program will build upon this success by identifying nine new MSIs to implement the model and its proven strategies. The Summer Academy will serve as a forum for MRI institutions to gather and learn from consultants intimately involved in the practice, evaluation, and research of MIE, as well as engage in the larger Academy goals of student success, minority student engagement, and data-driven decision making.

New FIPSE Project Accepting Applications

The National Center for Academic Transformation (NCAT) is launching a FIPSE sponsored project, *Colleagues Committed to Redesign (C2R)*, that will bring four-person teams from 60 institutions together with NCAT staff and Redesign Scholars to help them develop plans for course redesigns on their home campuses. The purpose of the program is to support the efforts of colleges and universities to redesign their instructional approaches using technology to achieve improvements in student learning while reducing instructional costs.

Teams that have chosen to undertake technology as the focus of their BEAMS Project, or institutions that are also involved or planning for instructional change based on technology, may be interested in applying. For a full description of the *Colleagues Committed to Redesign (C2R)* program and the application guidelines, please visit <http://www.thencat.org/RedesignAlliance/DissemProgram.htm>. The deadline for applying to participate in the first round is Monday, January 15, 2007.

Campus-To-Campus Visits

Project funds are available for campus-to-campus visits, providing teams the opportunity to visit other schools in the BEAMS project to observe the structures and practices implemented there, participate in a campus-based meeting or conference, or exchange drafts of plans for feedback. If your team is interested in visiting a fellow BEAMS campus or would like guidance as to an institution that your team would benefit from visiting, contact Melissa Del Rios at mdelrios@llep.org for further information.

About BEAMS

BEAMS is a five-year initiative fostering ways in which Historically Black, Colleges and Universities, Hispanic-Serving Institutions, 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 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 NSSE
- 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 Academy meetings. They interact and disseminate their learning throughout the project.

BEAMS

Building Engagement and Attainment for Minority Students

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