



Office for Institutional Effectiveness

TO: Cabinet
FROM: Dale Mort, AVP for Institutional Effectiveness
Dawn Brandt, Office for Institutional Effectiveness
DATE: December 9, 2015
RE: 2015 NSSE Summary

The National Survey of Student Engagement (NSSE) is conducted annually at hundreds of four-year colleges and universities, for the purpose of collecting information about Student Engagement (the amount of time and effort students put into their studies), and High Impact Practices (how colleges use resources and organize learning opportunities to maximize student learning). The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

LBC participated in NSSE for the first time in spring of 2015. A total of 323,801 students from 587 colleges and universities participated in the 2015 administration of the NSSE. The final results were received in November of 2015. This report examines LBC first-year and senior students' responses to the NSSE questions. NSSE also allows us to segment the findings according to the students' majors. Unfortunately, while we were able to customize the titles of the majors, each major had to have at least 20 first-year respondents and at least 20 senior respondents. Therefore, we combined several of the LBC majors to create just three categories:

- Theology-Ministry: Biblical Studies and Church & Ministry Leadership programs
- Education: All three Education programs
- All Other programs

This report will summarize 1), how LBC first-year and senior students scored Engagement Indicators and High-Impact Practices items, 2), how first-year and senior students in the three categories of majors scored these items, and 3), how these scores compare to Close Christian Competitors, CCCU schools, and Local Colleges. [See Appendix for a listing of the schools included in each comparison group.]

Sections of the Report

[Student Engagement Background](#)
[High-Impact Practices Background](#)
[Executive Summary](#)
[Within-Institution Comparisons of Engagement Indicators](#)
[A Closer Look at Academic Challenge](#)
[Engagement Scores by Major, Relative to Comparison Groups](#)
[Within-Institution Comparisons of High Impact Practices](#)
[High-Impact Practice Scores by Major, Relative to Comparison Groups](#)
[Appendix](#)

Student Engagement Background

The NSSE measures two primary student engagement items: the amount of time and effort students put into their studies and other educationally purposeful activities, and how institutions use resources and “organize curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.” (nsse.indiana.edu/about)

To determine levels of engagement, students are asked questions covering ten indicators, which are organized into four “themes,” as shown below.

Table 1

<i>Theme</i>	<i>Engagement Indicator</i>
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experience with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Some examples of Engagement Indicator questions include

- how often courses have emphasized analysis and evaluation,
- to what extent students have related course content to their own experience,
- how students review and summarize material,
- how often they engage with instructors outside of class, and
- to what extent they have been challenged to do their best work.

Responses from LBC students were examined by level (first-year and senior), and by grouping them into three categories according to their majors: Theology-Ministry Majors, Education Majors, and All Other Majors. These four categories (including All LBC) were also compared with three other groups: Close Christian Competitors (a group of eight LBC-chosen Christian/Bible colleges), 83 CCCU schools, and nine Local Colleges.

High-Impact Practices Background

NSSE designates certain undergraduate academic opportunities as "high-impact" due to their positive associations with student learning and retention. High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown below. The HIP report provides information on the first three items for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

Table 2

<i>High-Impact Practices Measured by NSSE</i>
Learning community or some other formal program where groups of students take two or more classes together
Courses that included a community-based project (service-learning)
Work with a faculty member on a research project
Internship, co-op, field experience, student teaching, or clinical placement
Study abroad
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Executive Summary

Student Engagement - Comparisons within LBC

When Student Engagement items were compared between LBC first-year students and seniors, seniors tended to score these items higher than did freshmen, indicating that engagement increases as students progress through their programs. The greatest increases were in Learning Strategies for Theology-Ministry majors and in Student-Faculty Interaction for Education majors. The only instance of a significant decrease from first year to senior was for Education Majors, whose ratings for Supportive Environment dropped considerably.

Student Engagement - Relative to Comparison Groups

According to the students who completed the NSSE, LBC compares well to similar colleges in student engagement in the specific areas of Reflective and Integrative Learning, Effective Teaching Practices, and Quality of Interactions. Seniors also rated LBC's Learning Strategies and Supportive Environment significantly higher than did seniors at comparable colleges, despite the previously mentioned drop in rating by Education majors.

The items that emerged as challenges for LBC included Quantitative Reasoning, Collaborative Learning, Discussions with Diverse Others, and Student-Faculty Interaction.

High-Impact Practices - Comparisons within LBC

NSSE results showed that Education majors participate in more High-Impact activities while at LBC than do students in other majors. All (100%) Education seniors responding to the NSSE had participated in at least two of these opportunities, while Theology-Ministry majors had done so at a rate of only 58%, and All Other majors at a rate of 82%.

For first-year LBC students, Service-learning was the High-Impact item with the highest participation. Over half of LBC students in all majors experience Service-Learning in their first year. By the time they reach their senior year, well over 75% of LBC students have participated in Service-learning activities.

High-Impact Practices - Relative to Comparison Groups

LBC Theology-Ministry students participated at lower rates than students at CCCU schools in every High-Impact measure other than Research with Faculty (LBC 6, CCCU 5), which was the lowest-rated of all items measured. LBC Theology-Ministry seniors also participated at lower rates than all three comparison groups in every measure.

LBC Education freshmen were lower in High-Impact Practice participation than were freshmen at CCCU schools and Local Colleges in all measures except for Research with Faculty (LBC 4, CCCU 4). Education seniors were higher in Learning Community and Internships, and lower in the remaining categories.

First-year students in All Other majors were higher in all three measures than CCCU and Local College freshmen, and seniors were higher in all measures except Study Abroad and participation in a Culminating Senior Experience.

Within-Institution Comparisons of Engagement Indicators

Chart 1

		NSSE 2015 Major Field Report, Part I: Within-Institution Comparisons					
		LBC Engagement Indicators by Related-Major Group					
Theme	Engagement Indicator	First-Year Students			Seniors		
		Theology - Ministry	All Others	Education	Theology - Ministry	All Others	Education
Academic Challenge	Higher-Order Learning	38	42	38	43	44	43
	Reflective & Integrative Learning	41	42	37	43	44	39
	Learning Strategies	37	40	32	46	40	36
	Quantitative Reasoning	15	26	14	22	26	22
Learning with Peers	Collaborative Learning	27	32	33	27	28	32
	Discussions with Diverse Others	32	34	31	37	37	31
Experiences with Faculty	Student-Faculty Interaction	18	22	15	22	25	26
	Effective Teaching Practices	43	43	44	47	42	46
Campus Environment	Quality of Interactions	46	45	48	50	49	48
	Supportive Environment	36	42	44	37	40	39

As can be seen in the chart above, seniors scored student engagement items slightly higher than did first-year students, with the following exceptions:

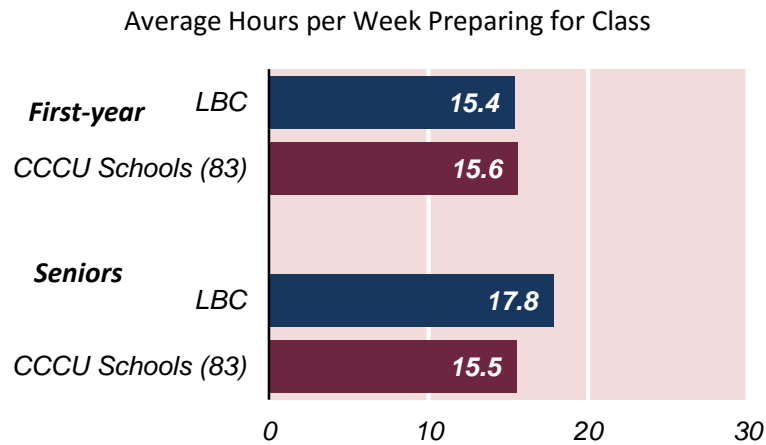
- EDU decreased (from first-year score to senior score) from 33 to 32 in Collaborative Learning.
- All Others decreased from 43 to 42 in Effective Teaching Practices.
- The largest decrease was from 44 to 39 for EDU students scoring Supportive Environment.

The largest increase was the score Theology-Ministry students gave for Learning Strategies; first year students gave a score of 39, and seniors gave a score of 46.

A Closer Look at Academic Challenge

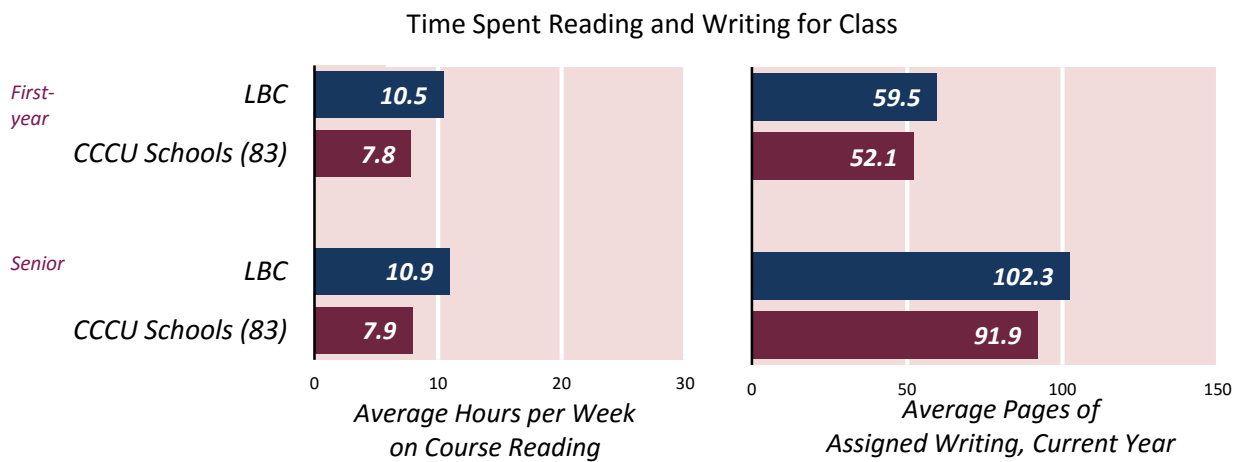
As can be seen in the chart below, LBC freshmen spent almost the exact amount of time preparing for class as did freshmen at CCCU schools, while LBC seniors spent more time in preparation for class.

Chart 2



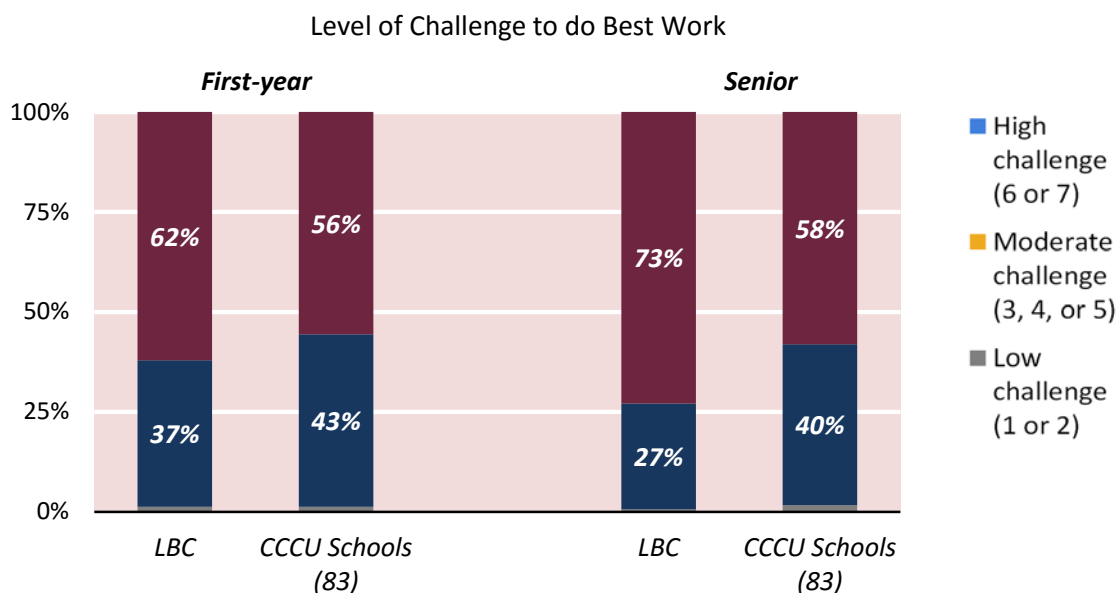
Both freshmen and seniors spent more time in reading and writing for class than did their counterparts at CCCU schools.

Chart 3



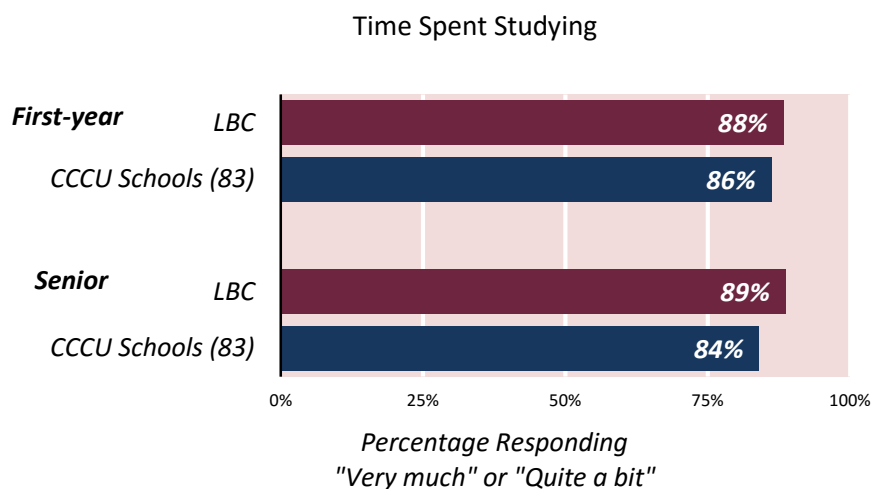
Likewise, LBC students, particularly seniors, felt challenged to do their best work at slightly higher rates than did students at CCCU schools (see Chart 4).

Chart 4



When students were asked how much their institution emphasizes spending significant time studying and on academic work, LBC students rated LBC’s emphasis slightly higher than did students at CCCU schools.

Chart 5



Engagement Scores by Major, Relative to Comparison Groups

When All LBC first-year and senior students’ responses were compared with the three comparison groups, LBC scored significantly higher in three out of ten Engagement Indicator categories for first year students, and five out of ten categories for seniors (see Charts 6 and 6a below).

When separated by major, first-year Theology-Ministry majors did not score LBC higher than the comparison groups in any category, but senior Theology-Ministry majors scored LBC’s Student Engagement significantly higher in three out of the ten categories. Education majors tended to rate these indicators lower than the comparison groups, while All Other majors rated LBC’s Student Engagement higher in three categories and lower in two.

Senior students tended to rate engagement higher than first year students. Overall, the largest increase in reported engagement was for Theology-Ministry majors, followed by Education majors.

For results of each comparison, see the charts on the next two pages. Symbols on these charts signify the following:





	LBC students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
	LBC students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
--	No significant difference.
	LBC students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
	LBC students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Chart 6	All LBC						Theology Majors						Education Majors							
	First Year			Seniors			First Year			Seniors			First Year			Seniors			First Year	
	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools
<i>Academic Challenge</i>																				
Higher-Order Learning	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Reflective & Integrative Learning	▲	△	△	△	△	△	--	--	--	--	--	--	--	--	--	--	--	--	▲	▲
Learning Strategies	--	--	--	▲	▲	△	--	--	--	▲	▲	▲	▼	▼	▼	--	--	--	--	--
Quantitative Reasoning	▼	▼	▼	--	▽	▽	--	--	--	--	--	--	▼	▼	▼	--	--	--	▲	--
<i>Learning with Peers</i>																				
Collaborative Learning	▼	▼	▼	▼	▼	▼	▼	▼	--	--	--	▼	--	--	--	--	--	--	--	--
Discussions with Diverse Others	▼	▼	▼	--	--	▽	--	▼	--	--	--	--	--	--	▼	--	--	--	--	▼

	All LBC						Theology Majors						Education Majors									
	First Year			Seniors			First Year			Seniors			First Year			Seniors			First Year			
	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	Compared with Close Christian Competitors	Compared with CCCU Schools	Compared with Local Colleges	
<i>Experiences with Faculty</i>																						
Student-Faculty Interaction	▽	--	▽	▽	--	▽	--	--	--	--	--	▽	--	▽	▽	--	--	--	--	--	--	--
Effective Teaching Practices	△	△	--	△	△	△	--	--	--	--	△	△	--	--	--	--	--	--	--	--	--	--
Campus Environment																						
Quality of Interactions	--	△	△	△	△	△	--	--	--	△	△	--	△	--	--	--	--	--	△	--	--	--
Supportive Environment	--	--	--	△	△	△	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The following Student Engagement items emerged as areas of concern, with LBC students indicating that they engage in these activities less frequently than do students in the comparison groups:

- Quantitative Reasoning
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction


Table 3 lists the questions that were asked in each of the categories above.

Table 3

	How often have you...
Quantitative Reasoning	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
	Evaluated what others have concluded from numerical information
Collaborative Learning	Asked another student to help you understand course material
	Explained course material to one or more students
	Prepared for exams by discussing or working through course material with other students
Discussions with Diverse Others	Worked with other students on course projects or assignments
	Had discussions with people from a race or ethnicity other than your own
	Had discussions with people from an economic background other than your own
	Had discussions with people with religious beliefs other than your own
Student-Faculty Interaction	Had discussions with people with political views other than your own
	Talked about career plans with a faculty member
	Worked w/faculty on activities other than coursework (committees, student groups, etc.)
	Discussed course topics, ideas, or concepts with a faculty member outside of class
	Discussed your academic performance with a faculty member

Within-Institution Comparisons of High Impact Practices

Chart 7

		NSSE 2015 Major Field Report, Part I: Within-Institution Comparisons High-Impact Practices by Related-Major Group Lancaster Bible College					
		First-Year Students			Seniors		
High-Impact Practice		Theology - Ministry	All Others	Education	Theology - Ministry	All Others	Education
		%	%	%	%	%	%
Learning community		12	20	9	21	45	55
Service-learning		53	72	70	75	82	85
Research with faculty		6	7	4	11	27	5
Internship or field exp.					58	85	100
Study abroad					12	9	10
Culminating senior exp.					33	45	70
<i>Participated in at least one</i>		60	75	74	82	91	100
<i>Participated in two or more</i>		6	18	9	58	82	100

As can be seen in the chart above, the High-Impact Practice in which the highest percentage of LBC first-year students participated was Service-learning. Fifty-three percent of Theology-Ministry first year students experienced Service-learning. Education majors did so at a rate of 70%, and All Other majors at a rate of 72%. By the time they reached their senior years, all LBC Education majors (100%) had participated in a field experience or internship; Theology-Ministry majors had done so at a rate of only 58%. Eighty-five percent of All Other majors participated in internships and field experience.

The High-Impact Practice with the lowest participation among LBC students was Study Abroad. Theology-Ministry majors participated at the rate of 12%, followed by Education majors at 10%, and All Others at 9%. This item was followed closely by Research with Faculty. Only 5% of Education majors had an opportunity to do Research with Faculty by their senior year, while 11% of Theology-Ministry majors and 27% of All Other majors had done so.

The NSSE results also showed the disparity between programs in implementing High-Impact Practices. By their senior year, 100% of Education majors had been involved in at least two of the five High-Impact Practices, but the rate for Theology-Ministry majors was only 58%. Eighty-two percent of students in All Other majors had been involved in at least two High-Impact Practices by the time they graduated from LBC.

High-Impact Practice Scores by Major, Relative to Comparison Groups

LBC Theology-Ministry freshmen participated in High-Impact Practices at significantly lower rates than all three comparison groups. Although Service-learning was the highest-participation item for LBC Theology-Ministry freshmen, it still scored only 53%, compared to the CCCU average of 73%. The freshmen Learning Community score of 12% was very close to the comparison groups' range of 10% to 15%. Seniors in these majors also participated at lower rates than the comparison groups, particularly for the measure of participation in two or more of these High-Impact items. LBC Theology-Ministry seniors participated in a Culminating Senior Experience at a rate of only 33%, compared to the CCCU schools' 59%, Close Christian Competitors' 80%, and Local Colleges' 81%. LBC seniors came closest to the comparison groups in the area of Learning Community, where they participated at a rate of 21%, compared to Close Christian Competitors and CCCU Schools at 29% and Local Colleges at 33%. LBC Education majors participated in High-Impact Practices at lower rates at the first year level, and higher or comparable rates at the senior level. The exceptions were Study Abroad and Research with Faculty, where seniors rated their participation lower than did students in the comparison groups. All LBC Education seniors had completed an internship, compared to the comparison groups' rates of 73% to 77%. By the time they graduated, 100% of LBC Education majors had experienced at least two High-Impact Practices, which was higher than each of the comparison groups (Close Christian Competitors 75%, CCCU 84%, Local Colleges 80%).

LBC first year students in All Other majors participated in at least one High-Impact Practice at a rate of 75%, which is comparable to the other groups' rates of between 69% and 78%. The item with the highest participation for first year students was Service-learning (72%) and for seniors was Internship (85%). The items with the lowest participation were Research with Faculty for freshmen (7%) and Study Abroad for seniors (9%). Only Study Abroad was significantly lower than the comparison groups.

Each comparison by major can be seen in the charts on the following pages.

Chart 8

High-Impact Practices Comparison - Theology-Ministry

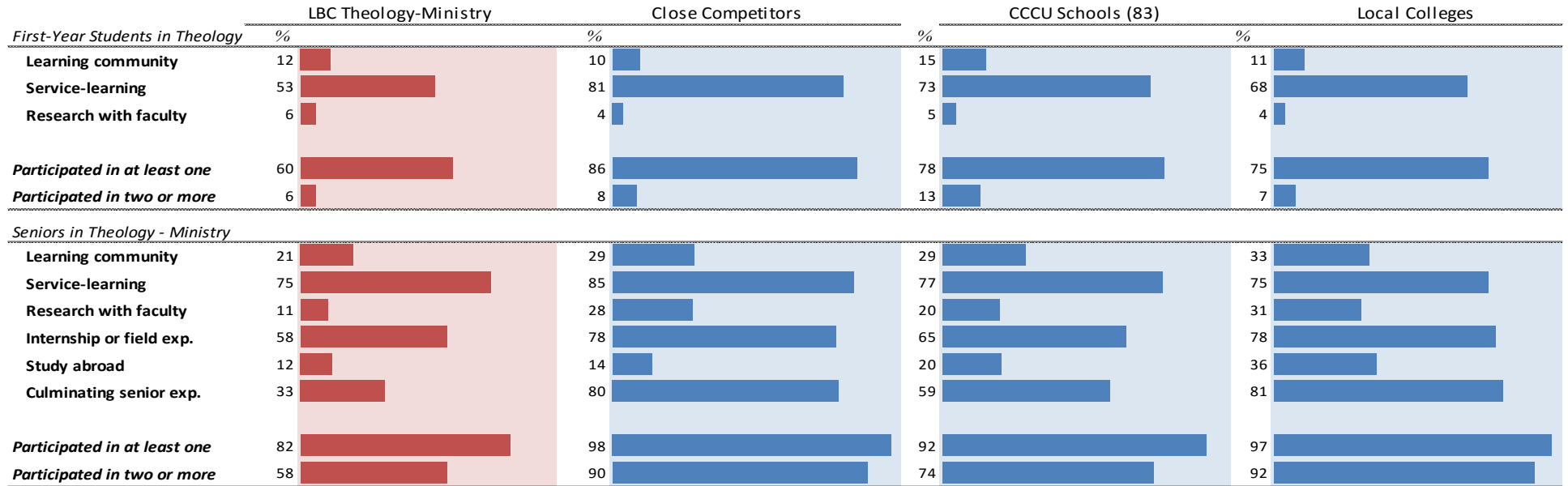


Chart 8a

High-Impact Practices Comparison - Education

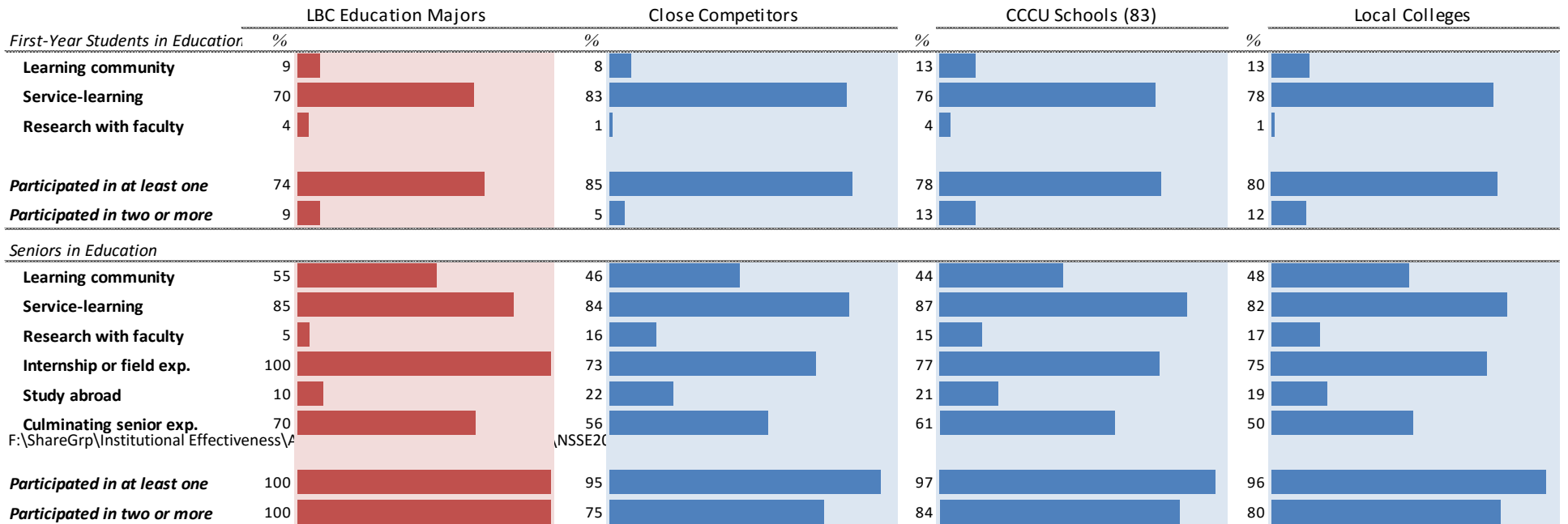


Chart 8b

High-Impact Practices Comparison - All Other Majors



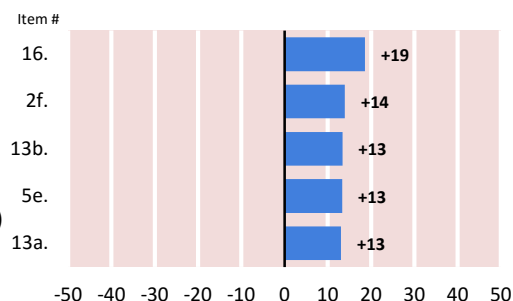
An examination of individual NSSE questions can provide a better understanding of what contributes to LBC's performance on Engagement Indicators and High-Impact Practices. The following chart displays the five questions on which first-year and senior LBC students scored the highest and the five questions on which they scored the lowest, relative to students at CCCU schools. Parenthetical notes indicate whether an item is an Engagement Indicator (EI) or is a High-Impact Practice (HIP).

Chart 9

First-year

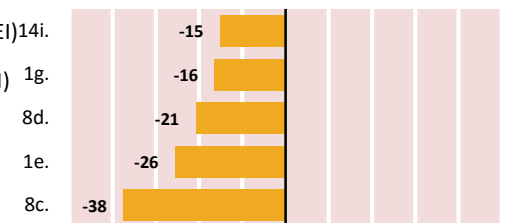
Highest Performing Relative to CCCU Schools

- Spent more than 10 hours per week on assigned reading (EI)
- Learned something that changed the way you understand an issue or concept (EI)
- Quality of interactions with academic advisors (EI)
- Instructors provided prompt and detailed feedback on tests or completed assignments (EI)
- Quality of interactions with students (EI)



Lowest Performing Relative to CCCU Schools

- Institution emphasis on attending events that address important soc./econ./polit. issues (EI) 14i.
- Prepared for exams by discussing or working through course material w/other students (EI) 1g.
- Discussions with... People with political views other than your own (EI) 8d.
- Asked another student to help you understand course material (EI) 1e.
- Discussions with... People with religious beliefs other than your own (EI) 8c.

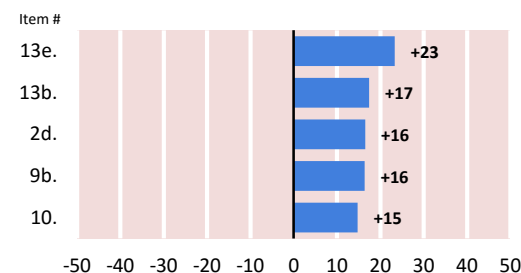


Percentage Point Difference with CCCU Schools (83)

Senior

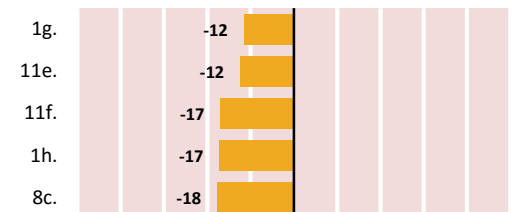
Highest Performing Relative to CCCU Schools

- Quality of interactions with other administrative staff and offices (...) (EI)
- Quality of interactions with academic advisors (EI)
- Examined the strengths and weaknesses of your own views on a topic or issue (EI)
- Reviewed your notes after class (EI)
- Extent to which courses challenged you to do your best work



Lowest Performing Relative to CCCU Schools

- Prepared for exams by discussing or working through course material w/other students (EI) 1g.
- Worked with a faculty member on a research project (HIP) 11e.
- Completed a culminating senior experience (HIP) 11f.
- Worked with other students on course projects or assignments (EI) 1h.
- Discussions with... People with religious beliefs other than your own (EI) 8c.



Percentage Point Difference with CCCU Schools (83)

Appendix - Comparison groups

Close Christian Competitors

1. Cedarville University (Cedarville, OH)
2. Eastern University (Saint Davids, PA)
3. Grace College and Theological Seminary (Winona Lake, IN)
4. Life Pacific College (San Dimas, CA)
5. Lincoln Christian University (Lincoln, IL)
6. Manhattan College (Bronx, NY)
7. Messiah College (Grantham, PA)
8. William Jessup University (Rocklin, CA)

CCCU Schools

1. Abilene Christian University (Abilene, TX)
2. Ambrose University (Calgary, AB)
3. Anderson University (Anderson, IN)
4. Anderson University (Anderson, SC)
5. Arizona Christian University (Phoenix, AZ)
6. Bethel University (Saint Paul, MN)
7. Biola University (La Mirada, CA)
8. Bluefield College (Bluefield, VA)
9. Briercrest College and Seminary (Caronport, SK)
10. California Baptist University (Riverside, CA)
11. Campbell University Inc. (Buies Creek, NC)
12. Carson-Newman University (Jefferson City, TN)
13. Cedarville University (Cedarville, OH)
14. Charleston Southern University (Charleston, SC)
15. College of the Ozarks (Point Lookout, MO)
16. Concordia University Irvine (Irvine, CA)
17. Cornerstone University (Grand Rapids, MI)
18. Covenant College (Lookout Mountain, GA)
19. East Texas Baptist University (Marshall, TX)
20. Eastern Nazarene College (Quincy, MA)
21. Eastern University (Saint Davids, PA)
22. Emmanuel College (Boston, MA)
23. Faulkner University (Montgomery, AL)
24. Franciscan University of Steubenville (Steubenville, OH)
25. Friends University (Wichita, KS)
26. George Fox University (Newberg, OR)
27. Goshen College (Goshen, IN)
28. Grace College and Theological Seminary (Winona Lake, IN)
29. Greenville College (Greenville, IL)

30. Hardin-Simmons University (Abilene, TX)
31. Hope International University (Fullerton, CA)
32. Houston Baptist University (Houston, TX)
33. Huntington University (Huntington, IN)
34. John Brown University (Siloam Springs, AR)
35. Judson College (Marion, AL)
36. Judson University (Elgin, IL)
37. King's University, The (Edmonton, AB)
38. Lee University (Cleveland, TN)
39. Life Pacific College (San Dimas, CA)
40. Lincoln Christian University (Lincoln, IL)
41. Lipscomb University (Nashville, TN)
42. Malone University (Canton, OH)
43. McMaster University (Hamilton, ON)
44. Messiah College (Grantham, PA)
45. MidAmerica Nazarene University (Olathe, KS)
46. Milligan College (Milligan College, TN)
47. North Central University (Minneapolis, MN)
48. North Park University (Chicago, IL)
49. Northwest Nazarene University (Nampa, ID)
50. Northwestern College (Orange City, IA)
51. Nyack College (Nyack, NY)
52. Oklahoma Baptist University (Shawnee, OK)
53. Oklahoma Christian University (Edmond, OK)
54. Olivet Nazarene University (Bourbonnais, IL)
55. Palm Beach Atlantic University-West Palm Beach (West Palm Beach, FL)
56. Pepperdine University (Malibu, CA)
57. Point Loma Nazarene University (San Diego, CA)
58. Redeemer University College (Ancaster, ON)
59. Regent University (Virginia Beach, VA)
60. Roberts Wesleyan College (Rochester, NY)
61. Samford University (Birmingham, AL)
62. San Diego Christian College (El Cajon, CA)
63. Seattle Pacific University (Seattle, WA)
64. Simpson College (Indianola, IA)
65. Southeastern University (Lakeland, FL)
66. Southwest Baptist University (Bolivar, MO)
67. Sterling College (Craftsbury Common, VT)
68. Taylor University (Upland, IN)
69. Trevecca Nazarene University (Nashville, TN)
70. Trinity Western University (Langley, BC)
71. Tyndale University College (Toronto, ON)

73. Union College (Schenectady, NY)
74. University of Mary Hardin-Baylor (Belton, TX)
75. University of Mobile (Mobile, AL)
76. Vanguard University of Southern California (Costa Mesa, CA)
77. Walla Walla University (College Place, WA)
78. Warner Pacific College (Portland, OR)
79. Waynesburg University (Waynesburg, PA)
80. Westmont College (Santa Barbara, CA)
81. Wheaton College (Wheaton, IL)
82. Whitworth University (Spokane, WA)
83. William Jessup University (Rocklin, CA)

Local Colleges

1. Albright College (Reading, PA)
2. Cabrini College (Radnor, PA)
3. Central Penn College (Summerdale, PA)
4. Eastern University (Saint Davids, PA)
5. Elizabethtown College (Elizabethtown, PA)
6. Franklin and Marshall College (Lancaster, PA)
7. Gettysburg College (Gettysburg, PA)
8. Messiah College (Grantham, PA)
9. Millersville University of Pennsylvania (Millersville, PA)