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Abstract

The purpose of this study was to determine whether student engagement in three good educational practices (cooperation with peers, active learning, faculty-student interaction) increased between 1983 and 1997 in response to the calls to improve the quality of undergraduate education in the United States. The data source was 73,050 students who completed the College Student Experiences Questionnaire. The results from multiple regression and effect size analyses showed that the frequency of involvement in these good practices did not change over time. Variation in the scores of the three indicators across years and types of institution (doctoral-granting universities, comprehensive universities, liberal arts colleges) was minimal indicating a stable pattern with only random fluctuations during this 15 year period. (HRK / Abstract übernommen)