

# **National Survey of Student Engagement (NSSE)**

**Administered online in Spring 2014 to  
First-Year and Senior Students**

**Response Rates:  
First-Year Students: 53% (241/454)  
Senior Students: 69% (218/315)**

**Compiled by the Office of Institutional Research and Assessment**

# **National Survey of Student Engagement (NSSE)**

**2014 Survey Administration Information**

*This is a facsimile of the NSSE survey (available at [nsse.iub.edu/links/surveys](http://nsse.iub.edu/links/surveys)). The survey itself is administered online.*

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**1. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- a. Asked questions or contributed to course discussions in other ways
- b. Prepared two or more drafts of a paper or assignment before turning it in
- c. Come to class without completing readings or assignments
- d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)
- e. Asked another student to help you understand course material
- f. Explained course material to one or more students
- g. Prepared for exams by discussing or working through course material with other students
- h. Worked with other students on course projects or assignments
- i. Gave a course presentation

**2. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- a. Combined ideas from different courses when completing assignments
- b. Connected your learning to societal problems or issues
- c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- f. Learned something that changed the way you understand an issue or concept
- g. Connected ideas from your courses to your prior experiences and knowledge

**3. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- a. Talked about career plans with a faculty member
- b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- d. Discussed your academic performance with a faculty member

**4. During the current school year, how much has your coursework emphasized the following?**

*Response options: Very much, Quite a bit, Some, Very little*

- a. Memorizing course material
- b. Applying facts, theories, or methods to practical problems or new situations
- c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- d. Evaluating a point of view, decision, or information source
- e. Forming a new idea or understanding from various pieces of information

**5. During the current school year, to what extent have your instructors done the following?**

*Response options: Very much, Quite a bit, Some, Very little*

- a. Clearly explained course goals and requirements
- b. Taught course sessions in an organized way
- c. Used examples or illustrations to explain difficult points
- d. Provided feedback on a draft or work in progress
- e. Provided prompt and detailed feedback on tests or completed assignments

**6. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- c. Evaluated what others have concluded from numerical information

## National Survey of Student Engagement

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- 7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)**

*Response options: None, 1-2, 3-5, 6-10, 11-15, 16-20, More than 20 papers*

- Up to 5 pages
- Between 6 and 10 pages
- 11 pages or more

- 8. During the current school year, about how often have you had discussions with people from the following groups?**

*Response options: Very often, Often, Sometimes, Never*

- People of a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

- 9. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

- 10. During the current school year, to what extent have your courses challenged you to do your best work?**

*Response options: 1=Not at all to 7=Very much*

- 11. Which of the following have you done or do you plan to do before you graduate?**

*Response options: Done or in progress, Plan to do, Do not plan to do, Have not decided*

- Participate in an internship, co-op, field experience, student teaching, or clinical placement
- Hold a formal leadership role in a student organization or group
- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

- 12. About how many of your courses at this institution have included a community-based project (service-learning)?**

*Response options: All, Most, Some, None*

- 13. Indicate the quality of your interactions with the following people at your institution.**

*Response options: 1=Poor to 7=Excellent, Not Applicable*

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

- 14. How much does your institution emphasize the following?**

*Response options: Very much, Quite a bit, Some, Very little*

- Spending significant amounts of time studying and on academic work
- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

## National Survey of Student Engagement

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**15. About how many hours do you spend in a typical 7-day week doing the following?**

*Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 (Hours per week)*

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- c. Working for pay **on campus**
- d. Working for pay **off campus**
- e. Doing community service or volunteer work
- f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- g. Providing care for dependents (children, parents, etc.)
- h. Commuting to campus (driving, walking, etc.)

**16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?**

*Response options: Very little, Some, About half, Most, Almost all*

**17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

*Response options: Very much, Quite a bit, Some, Very little*

- a. Writing clearly and effectively
- b. Speaking clearly and effectively
- c. Thinking critically and analytically
- d. Analyzing numerical and statistical information
- e. Acquiring job- or work-related knowledge and skills
- f. Working effectively with others
- g. Developing or clarifying a personal code of values and ethics
- h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- i. Solving complex real-world problems
- j. Being an informed and active citizen

**18. How would you evaluate your entire educational experience at this institution?**

*Response options: Excellent, Good, Fair, Poor*

**19. If you could start over again, would you go to the same institution you are now attending?**

*Response options: Definitely yes, Probably yes, Probably no, Definitely no*

**20. How many majors do you plan to complete? (Do not count minors.)**

*Response options: One, More than one*

**20b.** [If answered "One"] Please enter your major or expected major: [Text box]

[If answered "More than one"] Please enter up to two majors or expected majors (do not enter minors): [Text boxes]

**21. What is your class level?**

*Response options: Freshman/first-year, Sophomore, Junior, Senior, Unclassified*

**22. Thinking about this current academic term, are you a full-time student?**

*Response options: Yes, No*

**23a. How many courses are you taking for credit this current academic term?**

*Response options: 0, 1, 2, 3, 4, 5, 6, 7 or more*

**23b. Of these, how many are entirely online?**

*Response options: 0, 1, 2, 3, 4, 5, 6, 7 or more*

**24. What have most of your grades been up to now at this institution?**

*Response options: A, A-, B+, B, B-, C+, C, C- or lower*

## National Survey of Student Engagement

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**25. Did you begin college at this institution or elsewhere?**

*Response options: Started here, Started elsewhere*

**26. Since graduating from high school, which of the following types of schools have you attended *other than* the one you are now attending? (Select all that apply.)**

*Response options: Vocational or technical school, Community or junior college, 4-year college or university other than this one, None, Other*

**27. What is the highest level of education you ever expect to complete?**

*Response options: Some college but less than a bachelor's degree, Bachelor's degree (B.A., B.S., etc.), Master's degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)*

**28. What is the highest level of education completed by either of your parents (or those who raised you)?**

*Response options: Did not finish high school, High school diploma or G.E.D., Attended college but did not complete degree, Associate's degree (A.A., A.S., etc.), Bachelor's degree (B.A., B.S., etc.), Master's degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)*

**29. What is your gender identity?**

*Response options: Man; Woman; Another gender identity, please specify: ; I prefer not to respond*

**30. Enter your year of birth (e.g., 1994):**

**31. Are you an international student or foreign national?**

*Response options: Yes, No*

**32. What is your racial or ethnic identification? (Select all that apply.)**

*Response options: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, Other, I prefer not to respond*

**33. Are you a member of a social fraternity or sorority?**

*Response options: Yes, No*

**34. Which of the following best describes where you are living while attending college?**

*Response options: Dormitory or other campus housing (not fraternity or sorority house), Fraternity or sorority house, Residence (house, apartment, etc.) **within walking distance** to the institution, Residence (house, apartment, etc.) **farther than walking distance** to the institution, None of the above*

**35. Are you a student-athlete on a team sponsored by your institution's athletics department?**

*Response options: Yes, No*

**36. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?**

*Response options: Yes, No*

**37a. Have you been diagnosed with any disability or impairment?**

*Response options: Yes, No, I prefer not to respond*

**37b. [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)**

*Response options: A sensory impairment (vision or hearing), A mobility impairment, A learning disability (e.g., ADHD, dyslexia), A mental health disorder, A disability or impairment not listed above*

**38. Which of the following best describes your sexual orientation? [Question administered per institution request.]**

*Response options: Heterosexual; Gay; Lesbian; Bisexual; Another sexual orientation, please specify;; Questioning or unsure; I prefer not to respond*

This is a facsimile of the U.S. English version of the online NSSE instrument as it appears to the student.  
 A paper-formatted facsimile of the survey which includes item numbering is available on the  
 NSSE Web site: [nsse.iub.edu/html/survey\\_instruments.cfm](http://nsse.iub.edu/html/survey_instruments.cfm)



**During the current school year, about how often have you done the following?**

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play, or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**During the current school year, about how often have you done the following?**

	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected your learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected ideas from your courses to your prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**During the current school year, about how often have you done the following?**

	Very often	Often	Sometimes	Never
Talked about career plans with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed course topics, ideas, or concepts with a faculty member outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your academic performance with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**During the current school year, how much has your coursework emphasized the following?**

	Very much	Quite a bit	Some	Very little
Memorizing course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying facts, theories, or methods to practical problems or new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating a point of view, decision, or information source	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forming a new idea or understanding from various pieces of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**During the current school year, to what extent have your instructors done the following?**

	Very much	Quite a bit	Some	Very little
Clearly explained course goals and requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught course sessions in an organized way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used examples or illustrations to explain difficult points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided feedback on a draft or work in progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided prompt and detailed feedback on tests or completed assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**During the current school year, about how often have you done the following?**

	Very often	Often	Sometimes	Never
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluated what others have concluded from numerical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Which of the following have you done or do you plan to do before you graduate?**

	Done or in progress	Plan to do	Do not plan to do	Have not decided
Participate in an internship, co-op, field experience, student teaching, or clinical placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold a formal leadership role in a student organization or group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**About how many of your courses at this institution have included a community-based project (service-learning)?**

- All
- Most
- Some
- None

**Indicate the quality of your interactions with the following people at your institution.**

	Poor 1	2	3	4	5	6	Excellent 7	Not Applicable
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services staff (career services, student activities, housing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other administrative staff and offices (registrar, financial aid, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**How much does your institution emphasize the following?**

	Very much	Quite a bit	Some	Very little
Spending significant amounts of time studying and on academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support to help students succeed academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning support services (tutoring services, writing center, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities to be involved socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support for your overall well-being (recreation, health care, counseling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping you manage your non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending campus activities and events (performing arts, athletic events, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending events that address important social, economic, or political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**About how many hours do you spend in a typical 7-day week doing the following?**

	Hours per week							
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for pay <b>on campus</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for pay <b>off campus</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing community service or volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for dependents (children, parents, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to campus (driving, walking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading*?**

- Very little
- Some
- About half
- Most
- Almost all

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing numerical and statistical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job- or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing or clarifying a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving complex real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an informed and active citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you evaluate your entire educational experience at this institution?

- Excellent
- Good
- Fair
- Poor

If you could start over again, would you go to the *same institution* you are now attending?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

How many majors do you plan to complete? (Do not count minors.)

- One
- More than one

Please enter your major or expected major:

Major

Second Major

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[Why do we ask about your personal background?](#)

**What is your class level?**

- Freshman/first-year
- Sophomore
- Junior
- Senior
- Unclassified

**Thinking about this current academic term, are you a full-time student?**

- Yes
- No

**How many courses are you taking for credit this current academic term?**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

**Of these, how many are *entirely online*?**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

**What have most of your grades been up to now at this institution?**

- A
- A-
- B+
- B
- B-
- C+
- C
- C- or lower

**Did you begin college at this institution or elsewhere?**

- Started here
- Started elsewhere

**Since graduating from high school, which of the following types of schools have you attended *other than* the one you are now attending? (Select all that apply.)**

- Vocational or technical school
- Community or junior college
- 4-year college or university other than this one
- None
- Other

**What is the highest level of education you ever expect to complete?**

- Some college but less than a bachelor's degree
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

**What is the highest level of education completed by either of your parents (or those who raised you)?**

- Did not finish high school
- High school diploma or G.E.D.
- Attended college but did not complete degree
- Associate's degree (A.A., A.S., etc.)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

**What is your gender identity?**

- Man
- Woman
- Another gender identity
- I prefer not to respond

**Enter your year of birth (e.g., 1994):**

**Are you an international student or foreign national?**

- Yes
- No

**What is your racial or ethnic identification? (Select all that apply.)**

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other
- I prefer not to respond

**Are you a member of a social fraternity or sorority?**

- Yes
- No

**Which of the following best describes where you are living while attending college?**

- Dormitory or other campus housing (not fraternity or sorority house)
- Fraternity or sorority house
- Residence (house, apartment, etc.) *within* walking distance to the institution
- Residence (house, apartment, etc.) *farther than* walking distance to the institution
- None of the above

**Are you a student-athlete on a team sponsored by your institution's athletics department?**

- Yes
- No

**Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?**

- Yes
- No

**Have you been diagnosed with any disability or impairment?**

- Yes
- No
- I prefer not to respond

**Which of the following has been diagnosed? (Select all that apply.)**

- A sensory impairment (vision or hearing)
- A mobility impairment
- A learning disability (e.g., ADHD, dyslexia)
- A mental health disorder
- A disability or impairment not listed above

**Which of the following best describes your sexual orientation?**

- Heterosexual
- Gay
- Lesbian
- Bisexual
- Another sexual orientation
- Questioning or unsure
- I prefer not to respond

**Continue**

[Save and Return Later](#)

[Contact Us](#)

[Frequently Asked Questions](#)



Sent through CPO on President's Letterhead (a screen cleaner with a NSSE reminder was also included)

February 5, 2014

Name  
CPO

Dear first name:

I am writing to encourage you to help us evaluate your educational experiences. Every few years, Berea College students participate in the *National Survey of Student Engagement* (NSSE). The results help us determine our strengths and weaknesses in five areas: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. We want to know if we are making improvements in each area.

In about a week, you will receive an e-mail message describing the online survey from Judith Weckman, Institutional Research Director for the College. Please participate in NSSE because we use the results to improve the undergraduate education at Berea.

All first-year and senior students have been asked to participate and ten lucky participants will be awarded \$50.

You can view past results of this survey at:  
<http://www.berea.edu/ira/student-faculty-and-staff-surveys-and-studies/#2>.

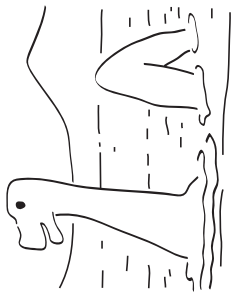
Your participation will help Berea College in many ways.

Sincerely yours,



Lyle D. Roelofs  
President





National Survey of Student Engagement (NSSE)

# Complete the NSSE

Freshmen and Seniors

## \$50 cash prizes

For your chance to win one of 20

For your chance to win one of 20

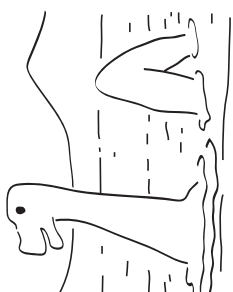
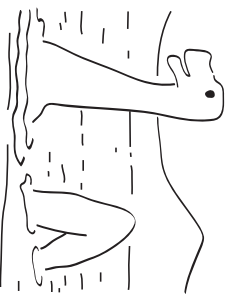
## \$50 cash prizes

Freshmen and Seniors

# Complete the NSSE

National Survey of

Student Engagement (NSSE)



National Survey of Student Engagement (NSSE)

# Complete the NSSE

Freshmen and Seniors

## \$50 cash prizes

For your chance to win one of 20

For your chance to win one of 20

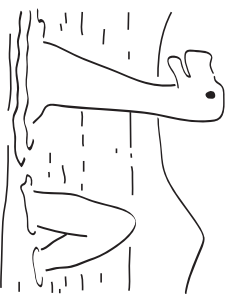
## \$50 cash prizes

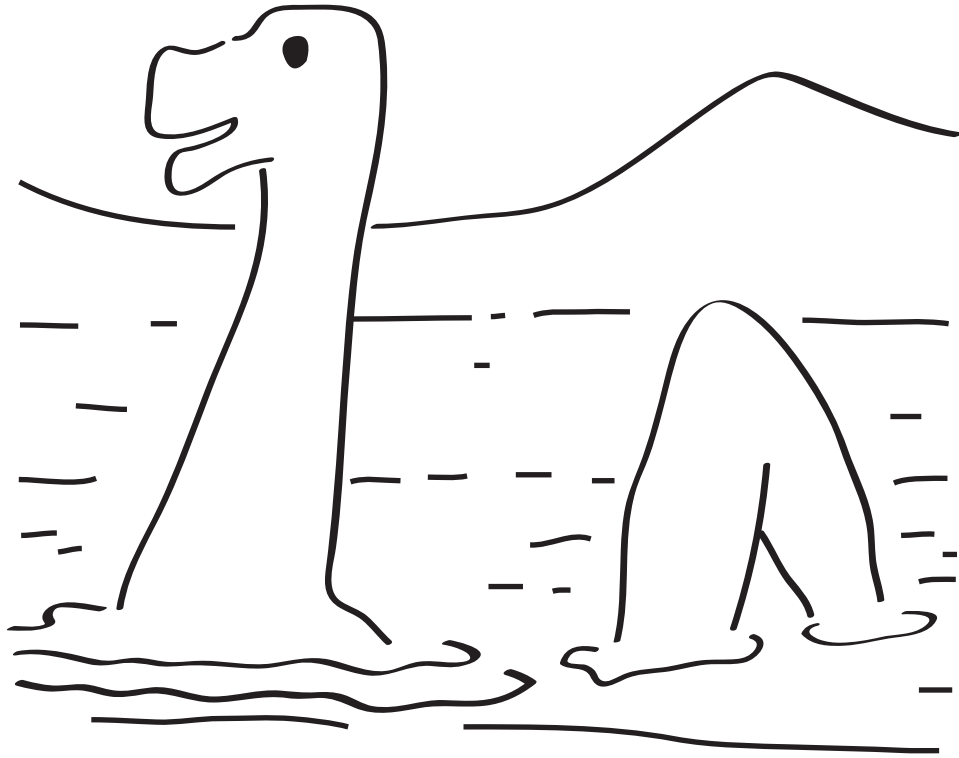
Freshmen and Seniors

# Complete the NSSE

National Survey of

Student Engagement (NSSE)





# Nessie Sighting

*Calling all freshmen and  
seniors to complete the*

National Survey of  
Student Engagement (NSSE)

**Win \$50**

Look for survey link in your email on February 12

## Clara Chapman

---

**From:** Clara Chapman  
**Sent:** Monday, March 10, 2014 8:27 AM  
**To:** #LaborSupervisors  
**Cc:** Judith Weckman  
**Subject:** Help us increase the response rate to the NSSE Survey

Labor Supervisors –

We are administering the National Survey of Student Engagement (NSSE) to all first-year and senior students this semester. This is our third administration of the survey. The results help us determine our strengths and weaknesses in five areas: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment.

Non-respondents will receive an e-mail reminder today from Judith Weckman. If you have first-year and senior labor students, could you please ask them to complete this survey? If you can give them some labor time to complete the survey, that would be great. It takes about 15 minutes.

It is important for Berea to get a high response rate. Right now, our response rate is 45%. In the past, our response rate was 79%

Also, you can remind them that we will randomly award twenty \$50 cash gifts drawn from all respondents.

Thanks,  
Clara Chapman  
Assistant Director, Institutional Research and Assessment  
Ext. 3790

## Clara Chapman

---

**From:** Clara Chapman  
**Sent:** Monday, March 10, 2014 8:29 AM  
**To:** #Advisors  
**Cc:** Judith Weckman  
**Subject:** Help us increase the response rate to the NSSE survey

Academic Advisors –

We are administering the National Survey of Student Engagement (NSSE) to all first-year and senior students this semester. This is our third administration of the survey. The results help us determine our strengths and weaknesses in five areas: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment.

Non-respondents will receive an e-mail reminder today from Judith Weckman. If you advise first-year and senior students, could you please ask them to complete this survey?

It is important for Berea to get a high response rate. Right now, our response rate is 45%. In the past, our response rate was 79%

Also, you can remind them that we will randomly award twenty \$50 cash gifts drawn from all respondents.

Thanks,  
Clara Chapman  
Assistant Director, Institutional Research and Assessment  
Ext. 3790

## Clara Chapman

---

**From:** Judith Weckman  
**Sent:** Monday, March 24, 2014 9:12 AM  
**To:** #GSTR210WritingSeminarII  
**Cc:** Chad Berry; Lyle D. Roelofs; Clara Chapman  
**Subject:** Need your help

Dear Colleagues,

As you may know, we administer the National Survey of Student Engagement (NSSE) to first-year students and seniors every five years. The results help us understand more about:

- the level of academic challenge
- active and collaborative learning
- student-faculty interaction
- supportive campus environment
- enriching educational experiences

I am writing to you because only about 50% of our first-year students have responded to the survey thus far. This is a particularly low response rate.

Please take a couple of minutes in class this week to remind your first-year students to complete the NSSE survey. They will receive a reminder email from me today with the link to the survey.

We appreciate your help.

Judith

Judith Weckman, Director  
Office of Institutional Research and Assessment  
CPO 2177  
Berea College  
Berea, KY 40403

859-985-3791

Sent through CPO on letterhead with a check for \$50

April 14, 2014

Dear FirstName,

Thank you for your participation in the National Survey of Student Engagement (NSSE) this Spring.

You are one of the 20 students who won \$50 for your participation. Your check is enclosed.

Overall, 60% of all first-year and senior students responded to the survey. The results of the survey will be used to help the College to improve our curriculum and general campus life.

Sincerely,

A handwritten signature in black ink, appearing to read "Judith Weckman". The signature is fluid and cursive, with a large initial "J" and a long, sweeping underline.

Judith Weckman, Director  
Office of Institutional Research and Assessment



# **National Survey of Student Engagement (NSSE)**

**2014 Report Materials**

### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

#### Comparison Group

The comparison group featured in this report is

#### Carnegie Class

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2014 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

#### Key:

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

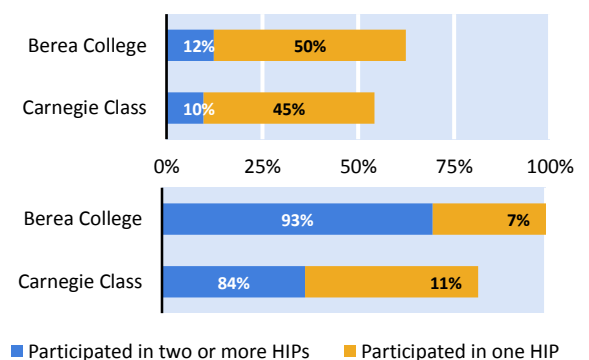
Theme	Engagement Indicator	Your students compared with Carnegie Class	
		First-year	Senior
Academic Challenge	Higher-Order Learning	△	--
	Reflective & Integrative Learning	△	--
	Learning Strategies	--	--
	Quantitative Reasoning	△	--
Learning with Peers	Collaborative Learning	--	--
	Discussions with Diverse Others	▲	△
Experiences with Faculty	Student-Faculty Interaction	▲	△
	Effective Teaching Practices	--	▽
Campus Environment	Quality of Interactions	--	▽
	Supportive Environment	▲	--

### High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

*First-year*  
Learning Community, Service-Learning, and Research w/Faculty

*Senior*  
Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

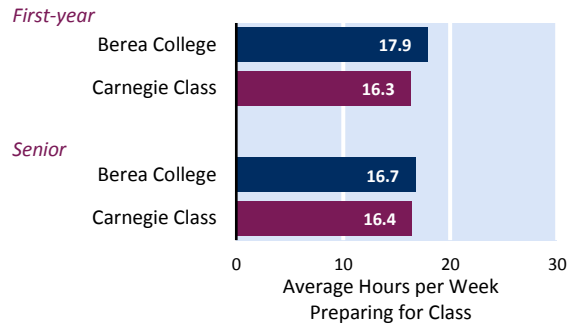


### Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

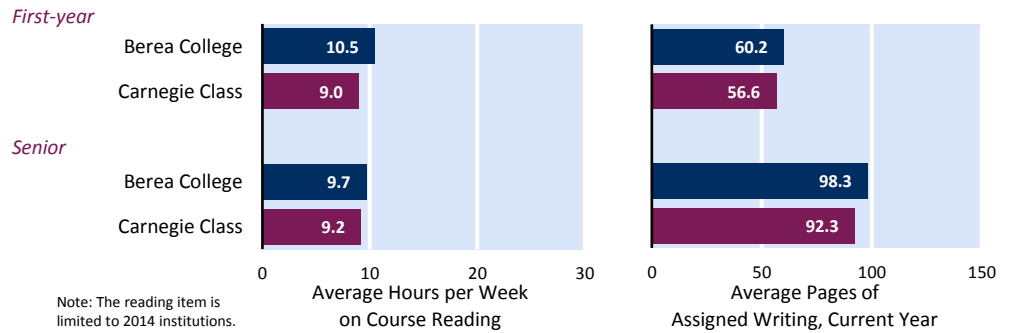
#### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



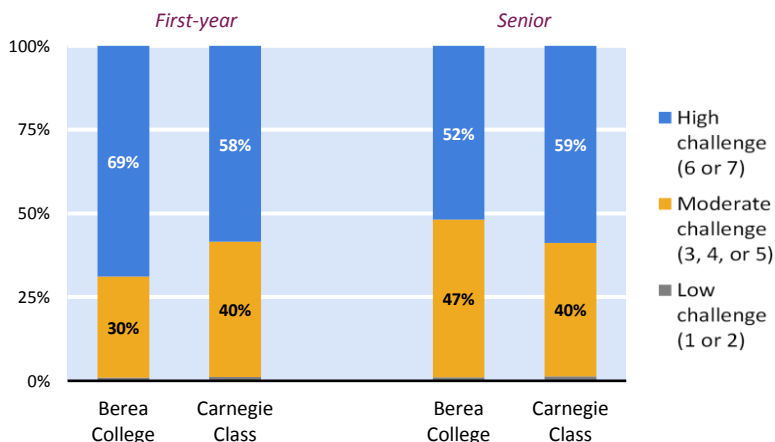
#### Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



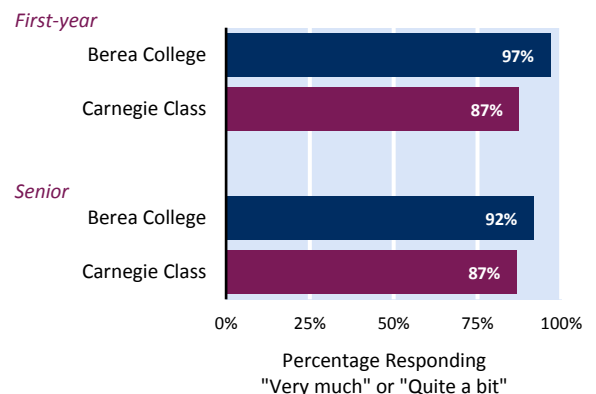
#### Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



#### Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



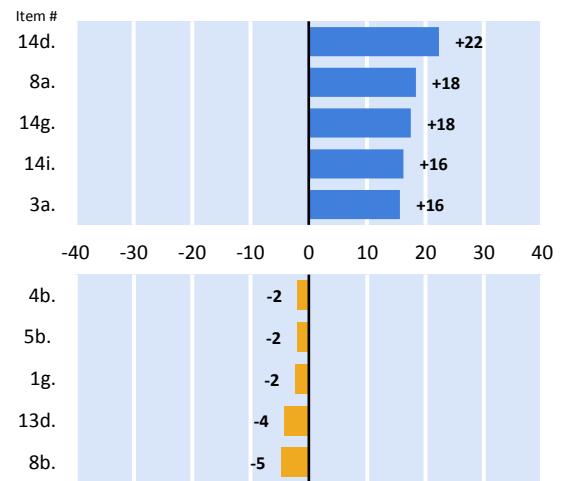
### Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions<sup>a</sup> on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, refer to your *Frequencies and Statistical Comparisons* report.

#### First-year

##### Highest Performing Relative to Carnegie Class

- Institution emphasis on encouraging contact among students from different backgrounds...<sup>c</sup> (SE)
- Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)
- Institution emphasis on helping you manage your non-academic responsibilities (...)<sup>c</sup> (SE)
- Institution emphasis on attending events that address important social/econ./polit. issues<sup>c</sup> (SE)
- Talked about career plans with a faculty member<sup>b</sup> (SF)



Percentage Point Difference with Carnegie Class

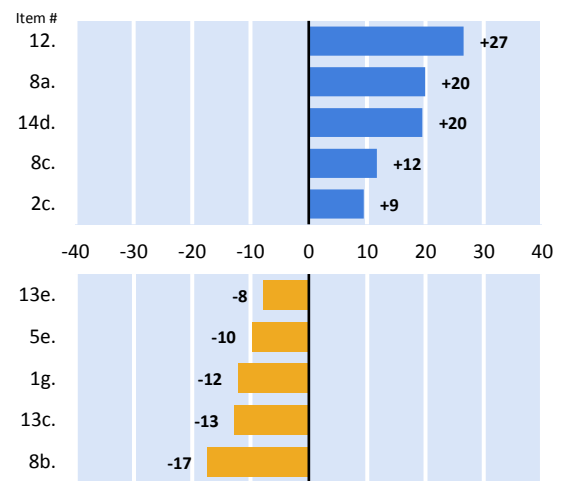
##### Lowest Performing Relative to Carnegie Class

- Applying facts, theories, or methods to practical problems or new situations<sup>c</sup> (HO)
- Instructors taught course sessions in an organized way<sup>c</sup> (ET)
- Prepared for exams by discussing or working through course material w/other students<sup>b</sup> (CL)
- Quality of interactions with student services staff (...)<sup>d</sup> (QI)
- Discussions with... People from an economic background other than your own<sup>b</sup> (DD)

#### Senior

##### Highest Performing Relative to Carnegie Class

- About how many courses have included a community-based project (service-learning)?<sup>e</sup> (HIP)
- Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)
- Institution emphasis on encouraging contact among students from different backgrounds...<sup>c</sup> (SE)
- Discussions with... People with religious beliefs other than your own<sup>b</sup> (DD)
- Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)



Percentage Point Difference with Carnegie Class

##### Lowest Performing Relative to Carnegie Class

- Quality of interactions with other administrative staff and offices (...)<sup>d</sup> (QI)
- Instructors provided prompt and detailed feedback on tests or completed assignments<sup>c</sup> (ET)
- Prepared for exams by discussing or working through course material w/other students<sup>b</sup> (CL)
- Quality of interactions with faculty<sup>d</sup> (QI)
- Discussions with... People from an economic background other than your own<sup>b</sup> (DD)

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

### How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, refer to your *Frequencies and Statistical Comparisons* report.

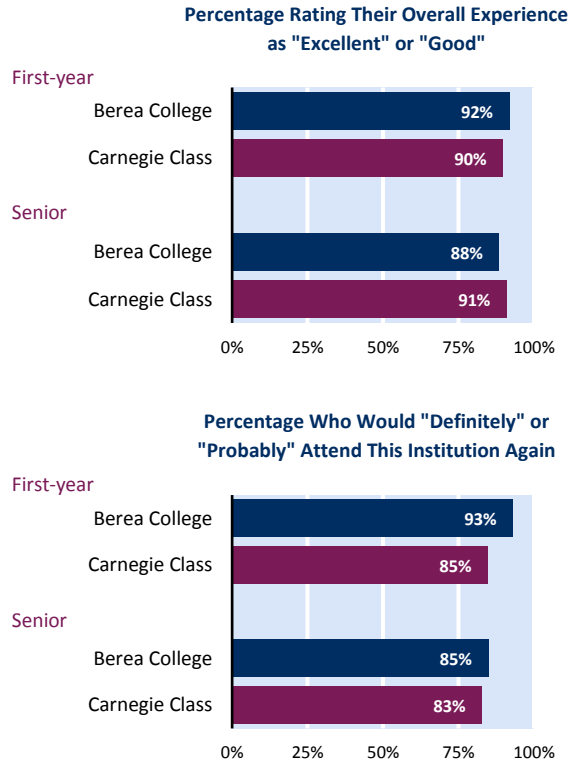
#### Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	84%
Writing clearly and effectively	81%
Speaking clearly and effectively	77%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	77%
Working effectively with others	77%
Acquiring job- or work-related knowledge and skills	74%
Solving complex real-world problems	70%
Developing or clarifying a personal code of values and ethics	69%
Analyzing numerical and statistical information	66%
Being an informed and active citizen	64%

#### Satisfaction with Berea College

Students rated their overall experience at the institution, and whether or not they would choose it again.



### Administration Details

#### Response Summary

	Count	Resp. rate	Female	Full-time
First-year	241	53%	58%	100%
Senior	218	69%	65%	100%

Refer to your *Administration Summary* and *Respondent Profile* reports for more information.

#### Additional Questions

Your institution administered the following additional question sets:

- Development of Transferable Skills
- Work Colleges

Refer to your *Topical Module* and *Consortium* reports for results.

### What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our Web site: [nsse.iub.edu](http://nsse.iub.edu)

### Engagement Indicators within Themes: Berea comparisons

Overview: Engagement indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for Berea students to those in our comparison groups.

**KEY:**

- ▲ Berea's average was significantly higher (p<.05) with an effect size at least .3 in magnitude.
- △ Berea's average was significantly higher (p<.05) with an effect size less than .3 in magnitude.
- No significant difference
- ▼ Berea's average was significantly lower (p<.05) with an effect size less than .3 in magnitude.
- ▽ Berea's average was significantly lower (p<.05) with an effect size at least .3 in magnitude.

NOTE: Effect size indicates the practical importance of a statistical difference. An effect size of .2 is rather small, .5 medium, and .8 large.

<b>First-Year Students</b>		<i>Berea first-year students compared with</i>			
Theme	Engagement Indicator	Carnegie Peers	Benchmark Schools	NSSE Top 50%	NSSE Top 10%
<i>Academic Challenge</i>	Higher-Order Learning	△	--	△	--
	Reflective and Integrative Learning	△	--	▲	△
	Learning Strategies	--	--	--	--
	Quantitative Reasoning	△	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	△	--	--
	Discussions with Diverse Others	▲	▲	▲	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲	--
	Effective Teaching Practices	--	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--	▼
	Supportive Environment	▲	▲	▲	△

<b>Seniors</b>		<i>Berea seniors compared with</i>			
Theme	Engagement Indicator	Carnegie Peers	Benchmark Schools	NSSE Top 50%	NSSE Top 10%
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--	▼
	Reflective and Integrative Learning	--	--	--	--
	Learning Strategies	--	--	▼	▼
	Quantitative Reasoning	--	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--	▼
	Discussions with Diverse Others	--	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▲	△	--
	Effective Teaching Practices	▼	▼	▼	▼
<i>Campus Environment</i>	Quality of Interactions	▼	▼	▼	▼
	Supportive Environment	--	--	--	▼

"Benchmark Schools" includes 19 (out of 26) participating institutions that Berea identified in its 1987 Long Range Plan as institutions to be used as benchmarks for faculty salary, benefits, and library holdings.

"Carnegie Peers" includes 152 institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges - Arts and Sciences." This category is for institutions that confer at least half of its degrees in the Arts and Sciences (non-professional).

"NSSE Top 50%" includes institutions whose average scores place them in the top 50% of all 2013 and 2014 NSSE institutions.

"NSSE Top 10%" includes institutions whose average scores place them in the top 10% of all 2013 and 2014 NSSE institutions.

**Theme: Academic Challenge**  
**Engagement Indicators with Individual Survey Items**

*Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective and Integrative Learning, Learning Strategies, and Quantitative Reasoning.*

**Higher-Order Learning**

*During the current school year, how much has your coursework emphasized the following?  
(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)*

---

Applying facts, theories, or methods to practical problems or new situation.

---

Analyzing an idea, experience, or line of reasoning in depth by examining its parts.

---

Evaluating a point of view, decision or information source.

---

Forming a new idea or understanding from various pieces of information.

**Reflective and Integrative Learning**

*During the current school year, about how often have you done the following?  
(1 = never, 2 = sometimes, 3 = often, 4 = very often)*

---

Combined ideas from different courses when completing assignments.

---

Connected your learning to societal problems or issues.

---

Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.

---

Examined the strengths and weaknesses of your own views on a topic or issue.

---

Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.

---

Learned something that changed the way you understand an issue or concept.

---

Connected ideas from your courses to your prior experiences and knowledge.

**Learning Strategies**

*During the current school year, about how often have you done the following?  
(1 = never, 2 = sometimes, 3 = often, 4 = very often)*

---

Identified key information from reading assignments.

---

Reviewed your notes after class.

---

Summarized what you learned in class or from course materials.

**Quantitative Reasoning**

*During the current school year, about how often have you done the following?  
(1 = never, 2 = sometimes, 3 = often, 4 = very often)*

---

Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.).

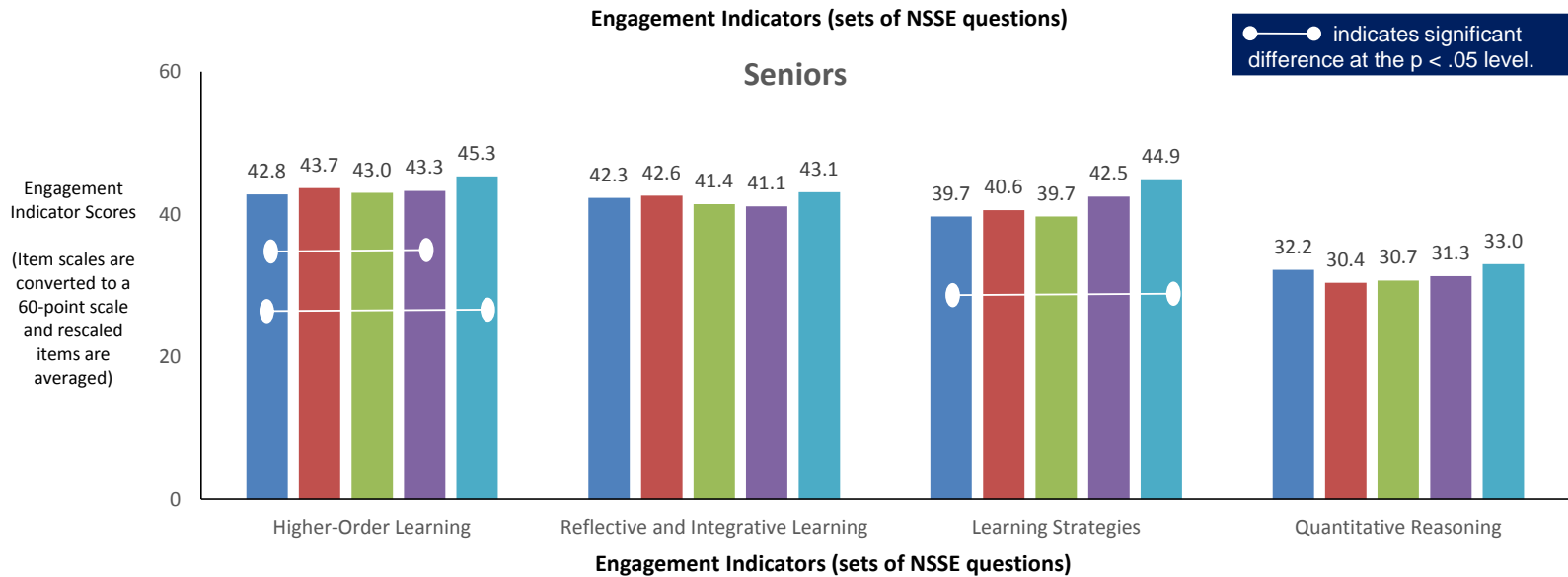
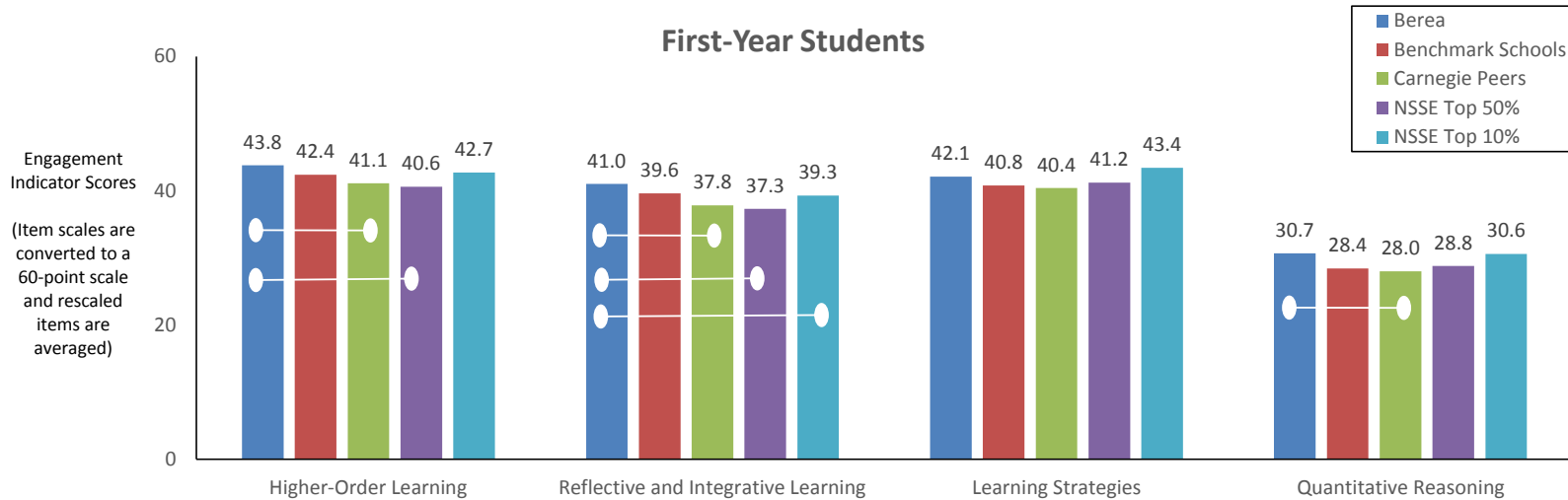
---

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.

**THEME: Academic Challenge**



"Benchmark Schools" includes 19 (out of 26) participating institutions that Berea identified in its 1987 Long Range Plan as institutions to be used as benchmarks for faculty salary, benefits, and library holdings.

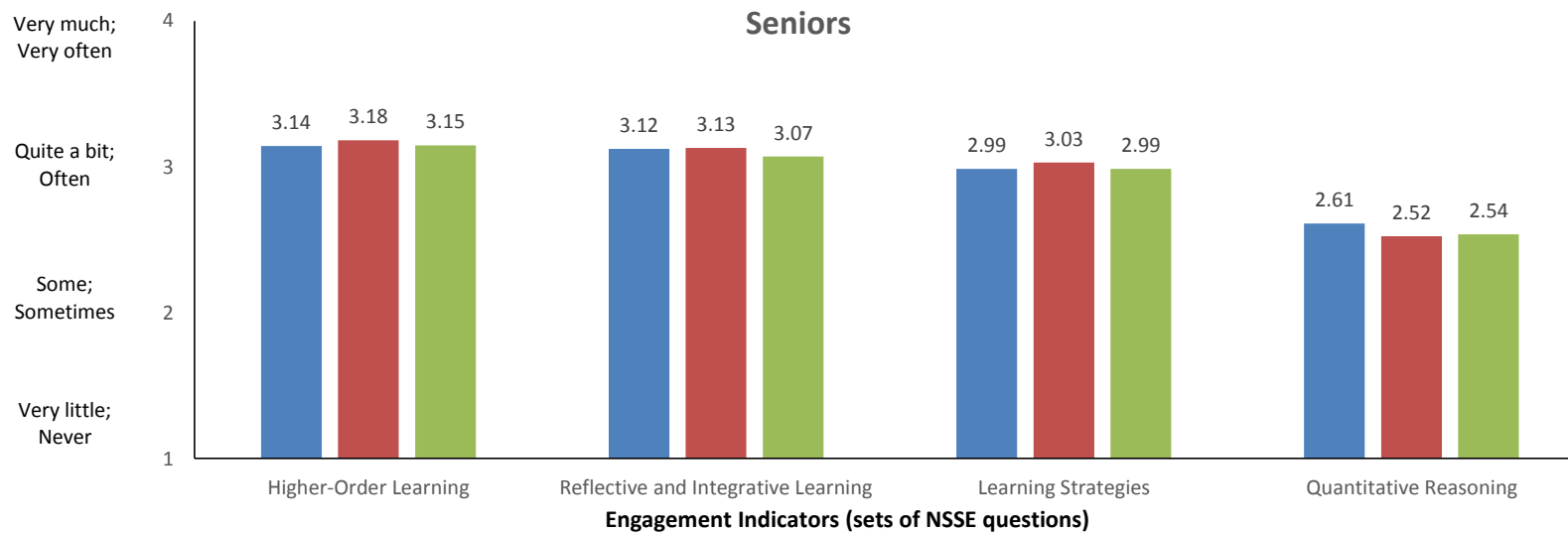
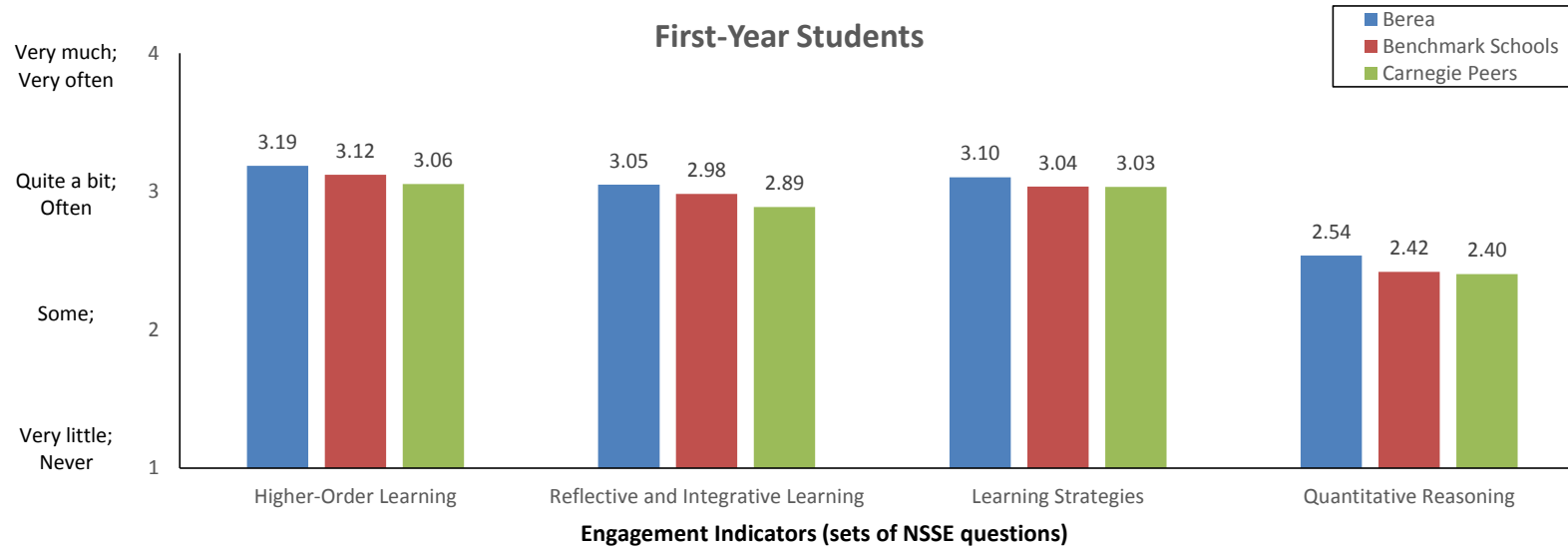
"Carnegie Peers" includes 152 institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges - Arts and Sciences." This category is for institutions that confer at least half of its degrees in the Arts and Sciences (non-professional).

"NSSE Top 50%" includes institutions whose average scores place them in the top 50% of all 2013 and 2014 NSSE institutions.

"NSSE Top 10%" includes institutions whose average scores place them in the top 10% of all 2013 and 2014 NSSE institutions.



**THEME: Academic Challenge**



"Benchmark Schools" includes 19 (out of 26) participating institutions that Berea identified in its 1987 Long Range Plan as institutions to be used as benchmarks for faculty salary, benefits, and library holdings.

"Carnegie Peers" includes 152 institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges - Arts and Sciences." This category is for institutions that confer at least half of its degrees in the Arts and Sciences (non-professional).

NOTE: Average ratings are an average of individual NSSE items within each engagement indicator.

Berea students compared with...	First-Year Students		Seniors	
	Carnegie Peers	Benchmark Schools	Carnegie Peers	Benchmark Schools
<b>Engagement Indicator: Higher-Order Learning</b>				
<i>During the current school year, how much has your coursework emphasized the following? (Very much; Quite a bit; Some; Very little)</i>				
Applying facts, theories, or methods to practical problems or new situation.	--	--	--	--
Analyzing an idea, experience, or line of reasoning in depth by examining its parts.	▲	--	--	--
Evaluating a point of view, decision or information source.	▲	▲	--	--
Forming a new idea or understanding from various pieces of information.	--	--	--	--
<b>Engagement Indicator: Reflective and Integrative Learning</b>				
<i>During the current school year, about how often have you done the following? (Very often; Often; Sometimes; Never)</i>				
Combined ideas from different courses when completing assignments.	▲	▲	--	--
Connected your learning to societal problems or issues.	▲	--	--	--
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.	▲	▲	▲	▲
Examined the strengths and weaknesses of your own views on a topic or issue.	▲	--	--	--
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.	▲	--	--	--
Learned something that changed the way you understand an issue or concept.	--	--	--	▼
Connected ideas from your courses to your prior experiences and knowledge.	▲	--	--	--
<b>Engagement Indicator: Learning Strategies</b>				
<i>During the current school year, about how often have you done the following? (Very often; Often; Sometimes; Never)</i>				
Identified key information from reading assignments.	--	--	--	--
Reviewed your notes after class.	--	--	--	--
Summarized what you learned in class or from course materials.	▲	▲	--	--
<b>Engagement Indicator: Quantitative Reasoning</b>				
<i>During the current school year, about how often have you done the following? (Very often; Often; Sometimes; Never)</i>				
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.	▲	--	--	--

**KEY:**

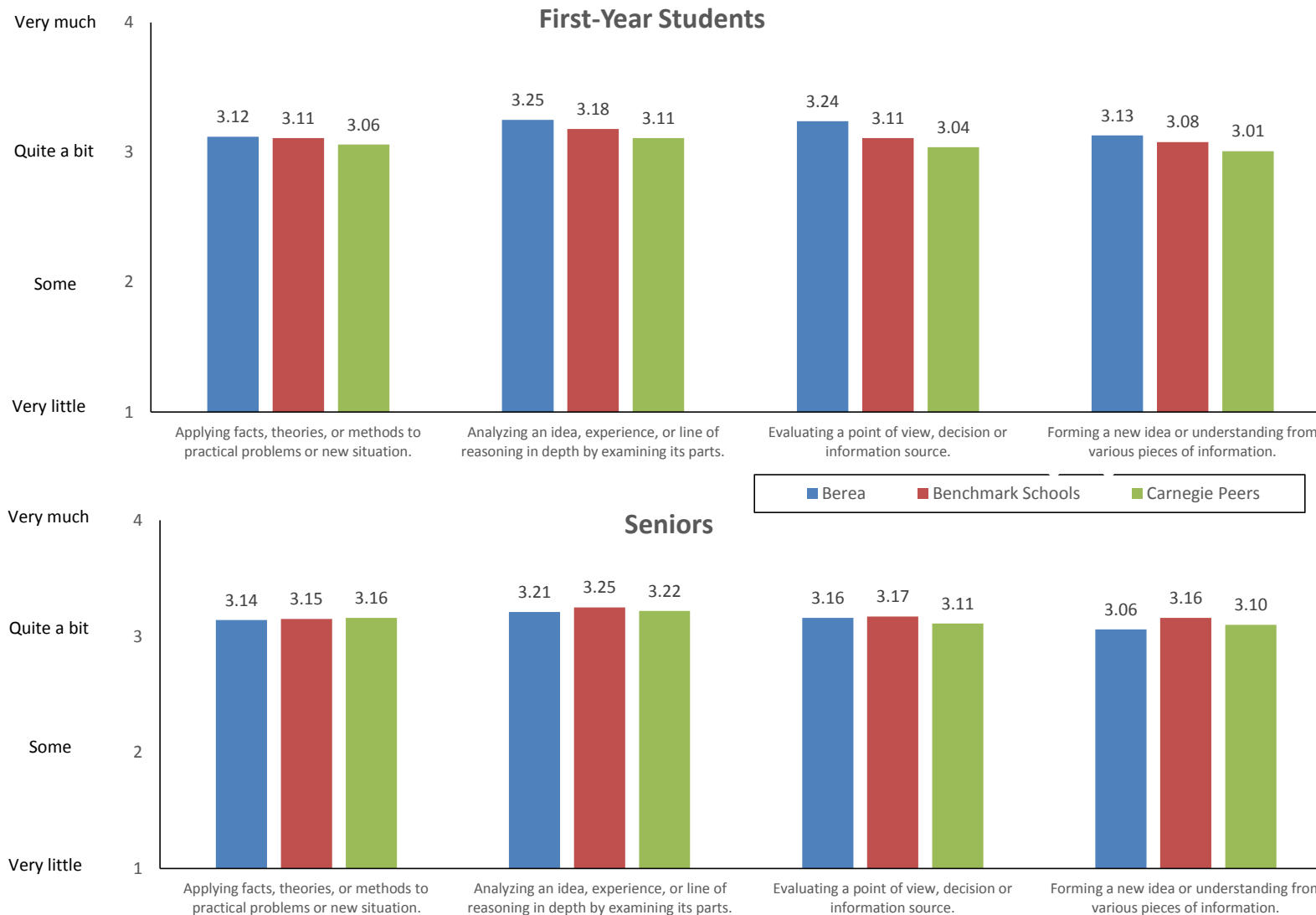
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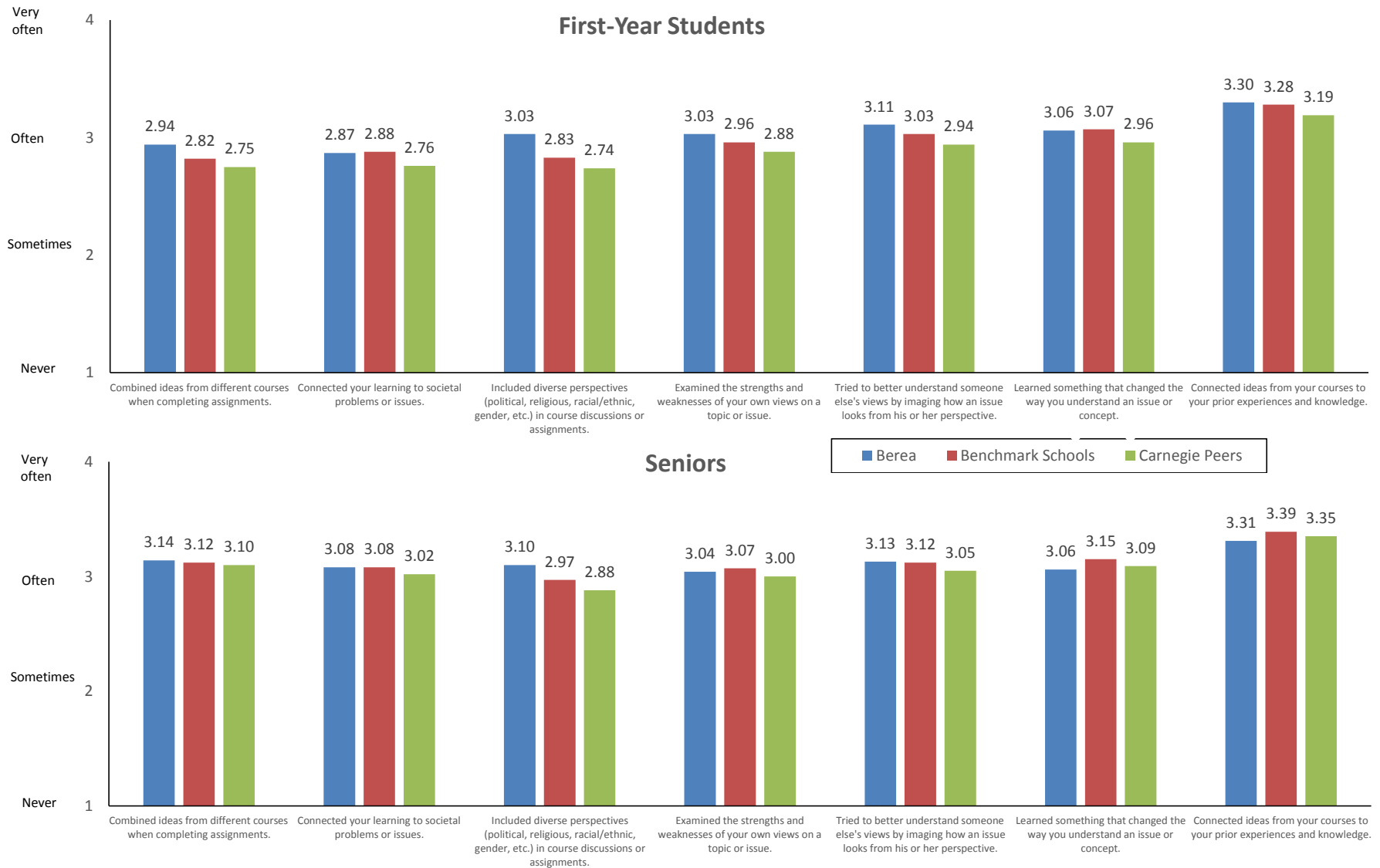
*During the current school year, how much has your coursework emphasized the following?*



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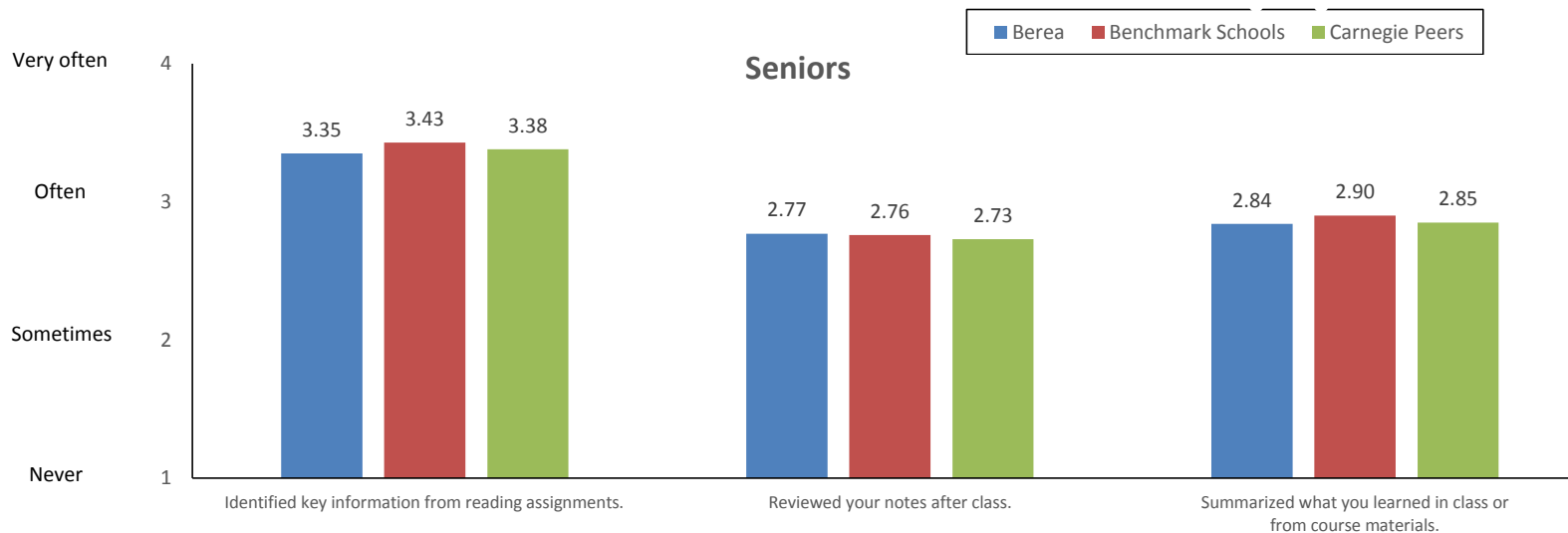
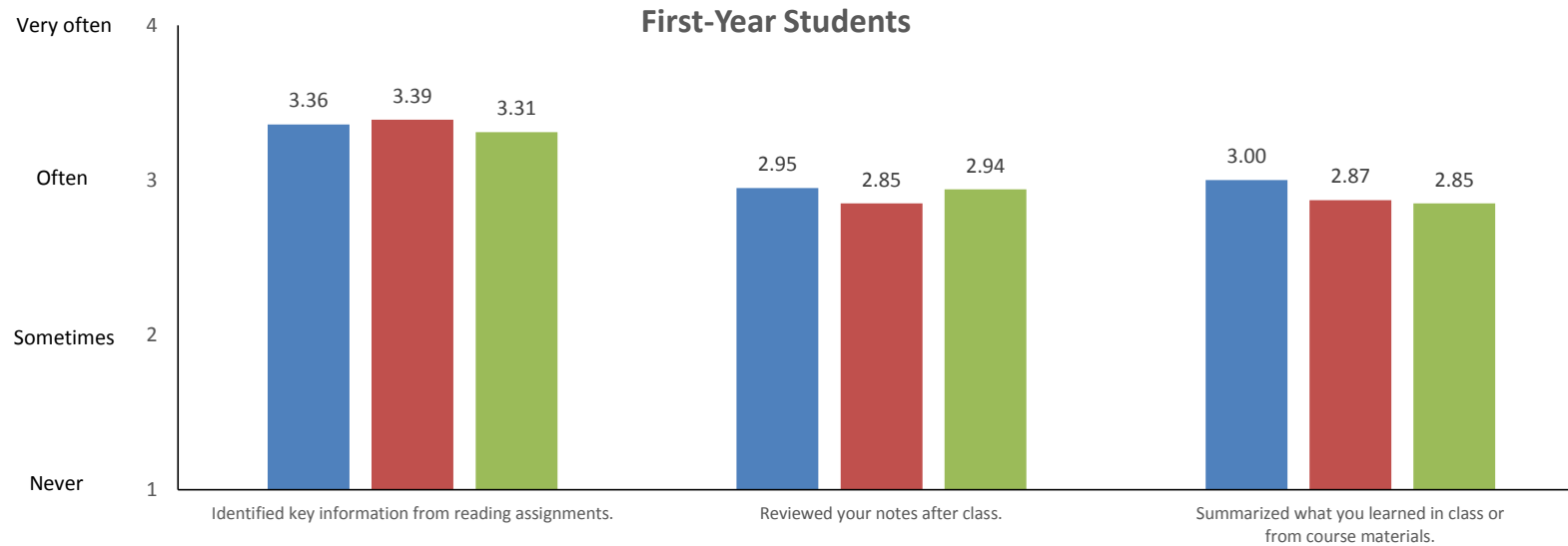
During the current school year, about how often have you done the following?



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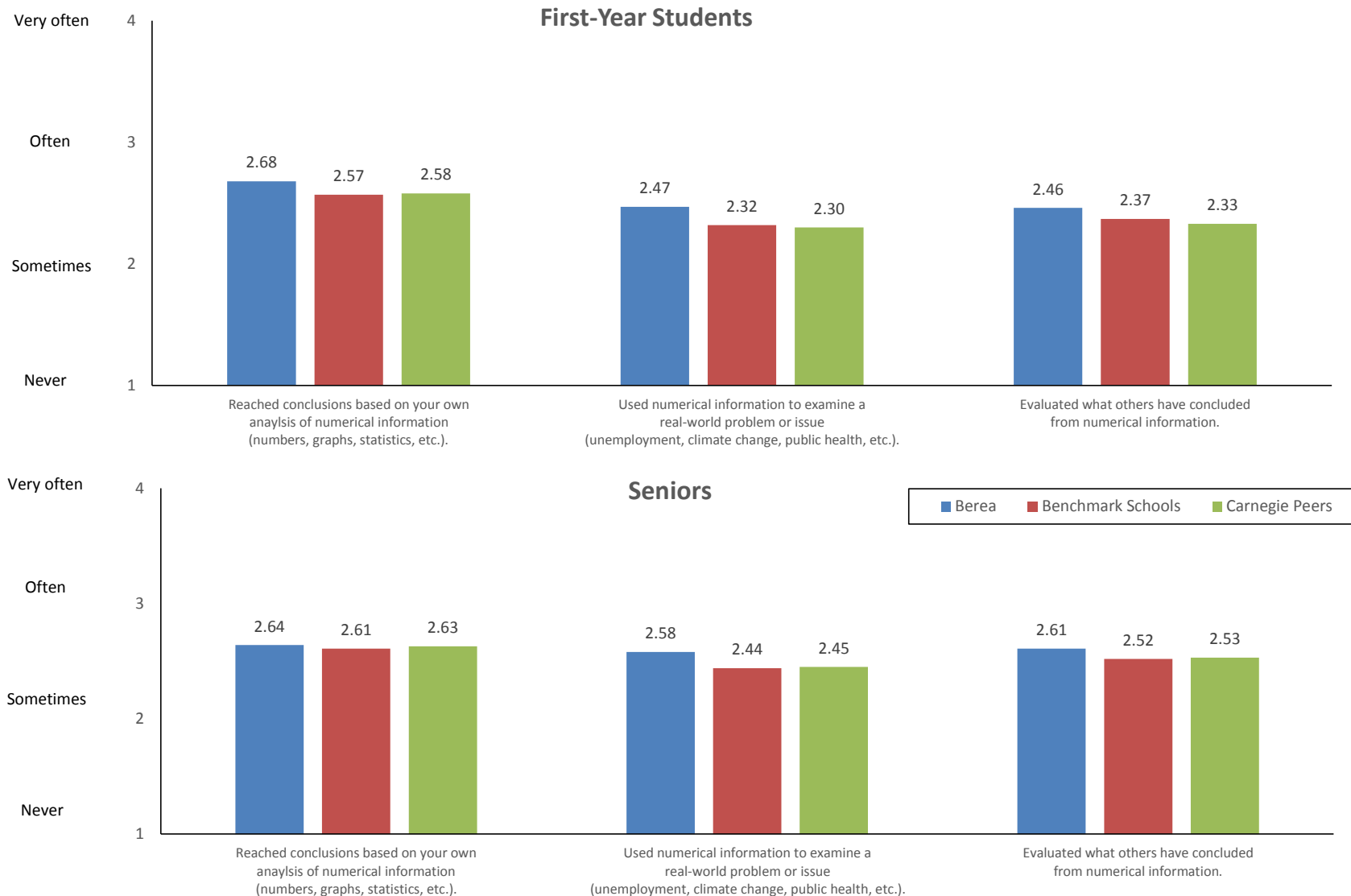
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**Theme: Learning with Peers**  
**Engagement Indicators with Individual Survey Items**

*Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators are part of this theme: Collaborative Learning and Discussions with Diverse Others.*

**Collaborative Learning**

*During the current school year, about how often have you done the following?  
(1 = never, 2 = sometimes, 3 = often, 4 = very often)*

---

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.

---

Worked with other students on course projects or assignments.

---

**Discussions with Diverse Others**

*During the current school year, about how often have had discussions with people from the following groups?  
(1 = never, 2 = sometimes, 3 = often, 4 = very often)*

---

People of a race or ethnicity other than your own.

---

People from an economic background other than your own.

---

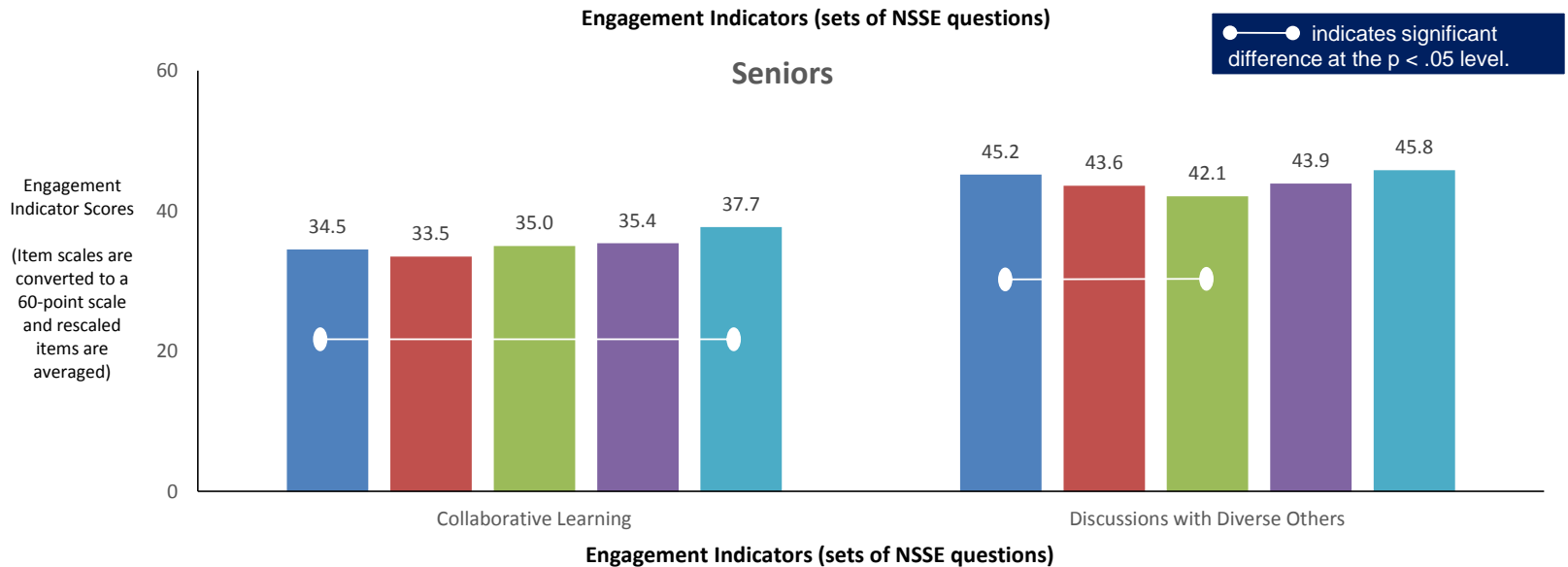
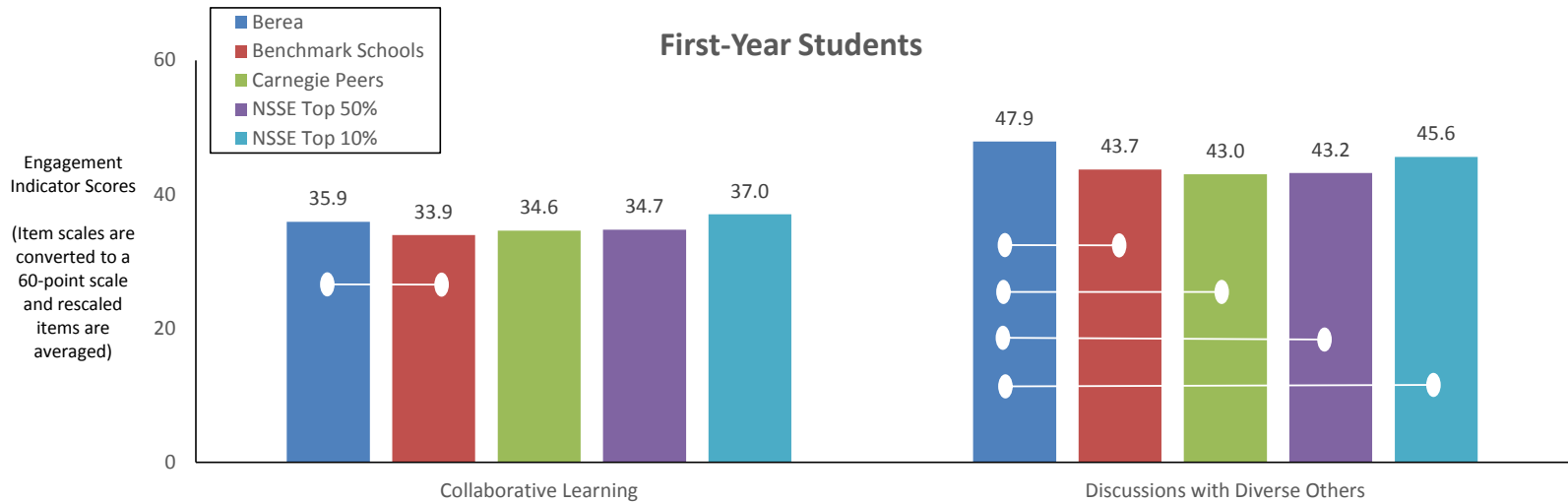
People with religious beliefs other than your own.

---

People with political views other than your own.

---

**THEME: Learning with Peers**



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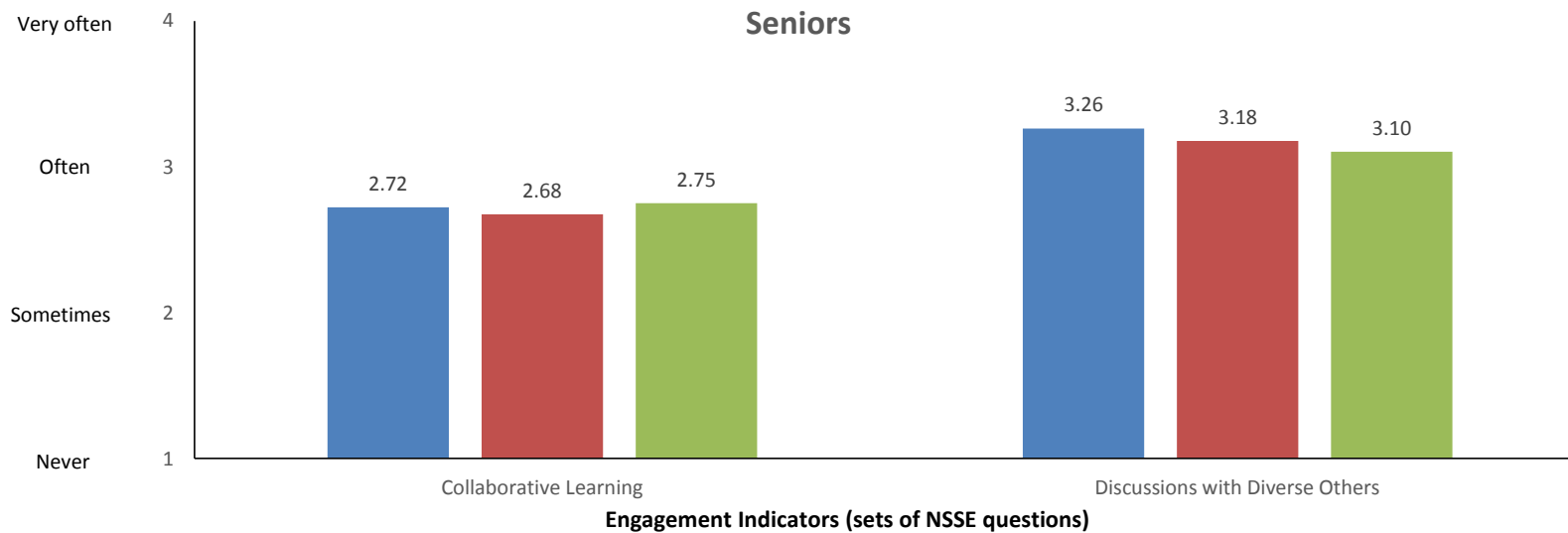
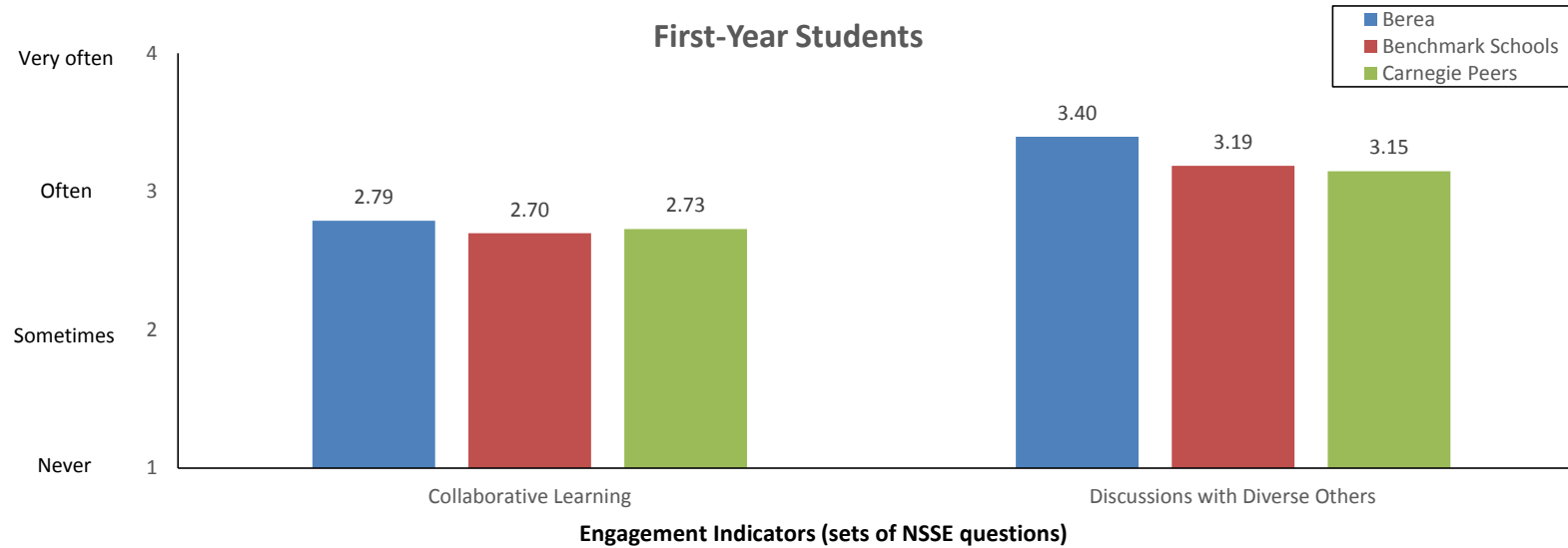
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**THEME: Learning with Peers**



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NOTE: Average ratings are an average of individual NSSE items within each engagement indicator.

Berea students compared with...	First-Year Students		Seniors	
	Carnegie Peers	Benchmark Schools	Carnegie Peers	Benchmark Schools
<b>Engagement Indicator: Collaborative Learning</b>				
<i>During the current school year, about how often have you done the following? (Very often; Often; Sometimes; Never)</i>				
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.	--	--	▽	--
Worked with other students on course projects or assignments.	△	△	--	--
<b>Engagement Indicator: Discussions with Diverse Others</b>				
<i>During the current school year, about how often have you had discussions with people from the following groups? (Very often; Often; Sometimes; Never)</i>				
People of a race or ethnicity other than your own.	▲	▲	▲	▲
People from an economic background other than your own.	--	--	▼	▼
People with religious beliefs other than your own.	▲	▲	▲	▲
People with political views other than your own.	△	▲	△	△

**KEY:**

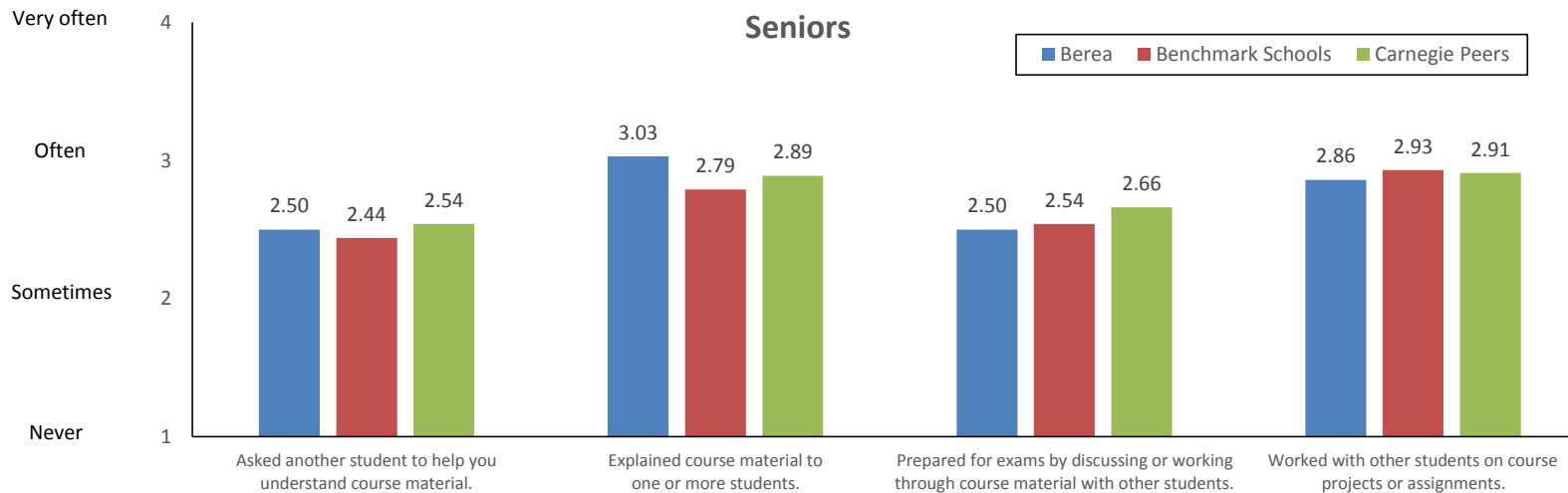
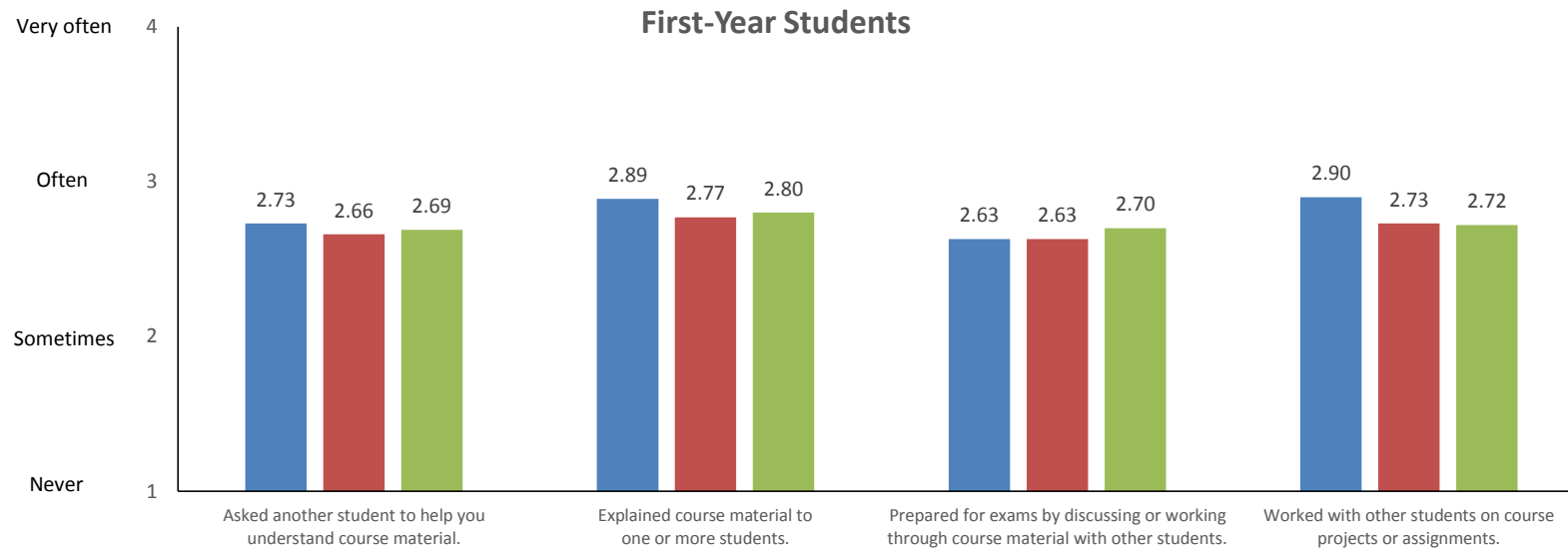
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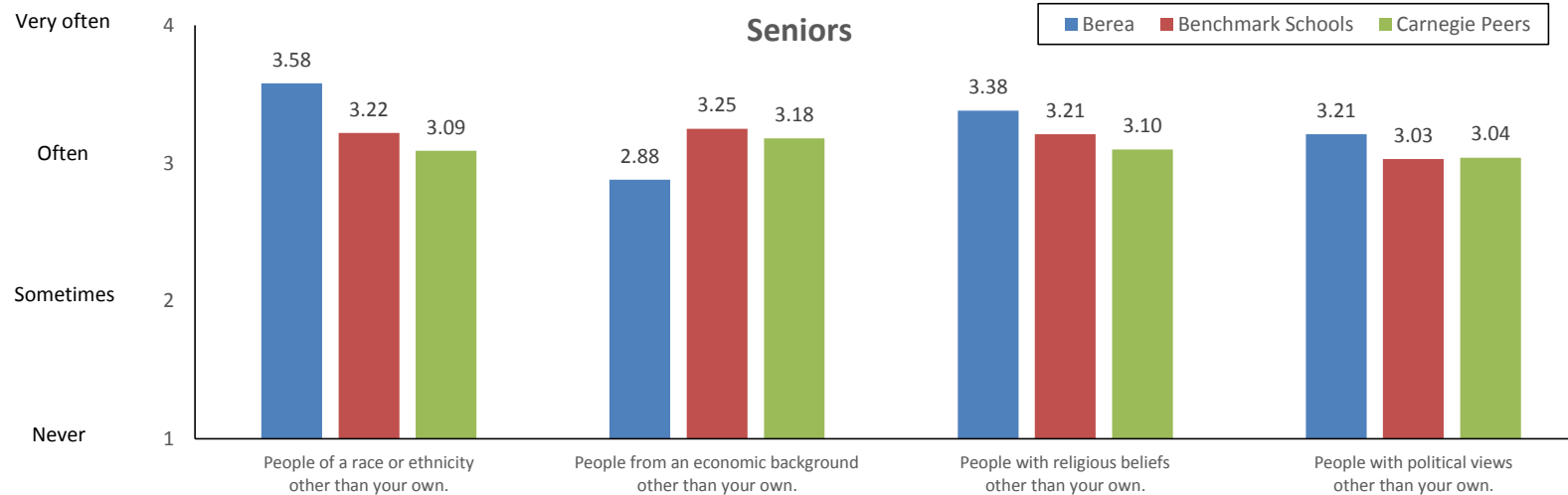
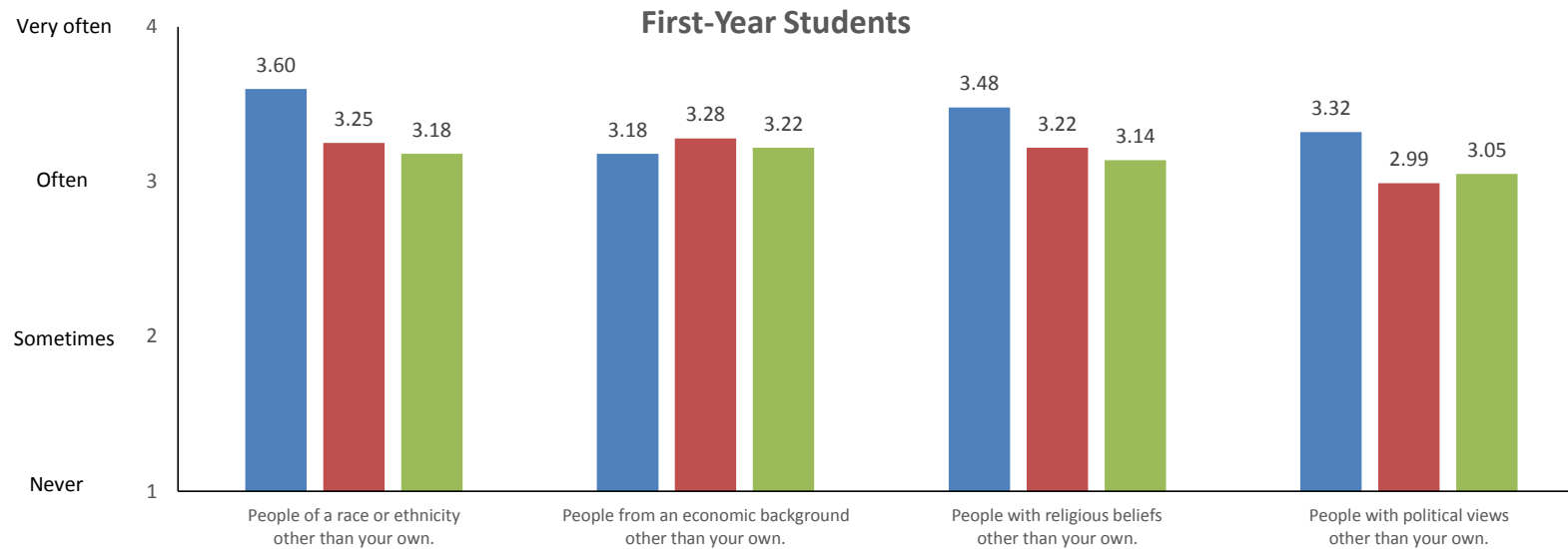
*During the current school year, about how often have you done the following?*



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**Theme: Experiences with Faculty  
Engagement Indicators with Individual Survey Items**

*Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators are part of this theme: Student-Faculty Interaction and Effective Teaching Practices.*

**Student-Faculty Interaction**

*During the current school year, about how often have you done the following?  
(1 = never, 2 = sometimes, 3 = often, 4 = very often)*

- 
- Talked about career plans with a faculty member.

---

  - Worked with a faculty member 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.

---

**Effective Teaching Practices**

*During the current school year, to what extent have your instructors done the following?  
(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)*

- 
- Clearly explained course goals and requirements.

---

  - Taught course sessions in an organized way.

---

  - Used examples or illustrations to explain difficult points.

---

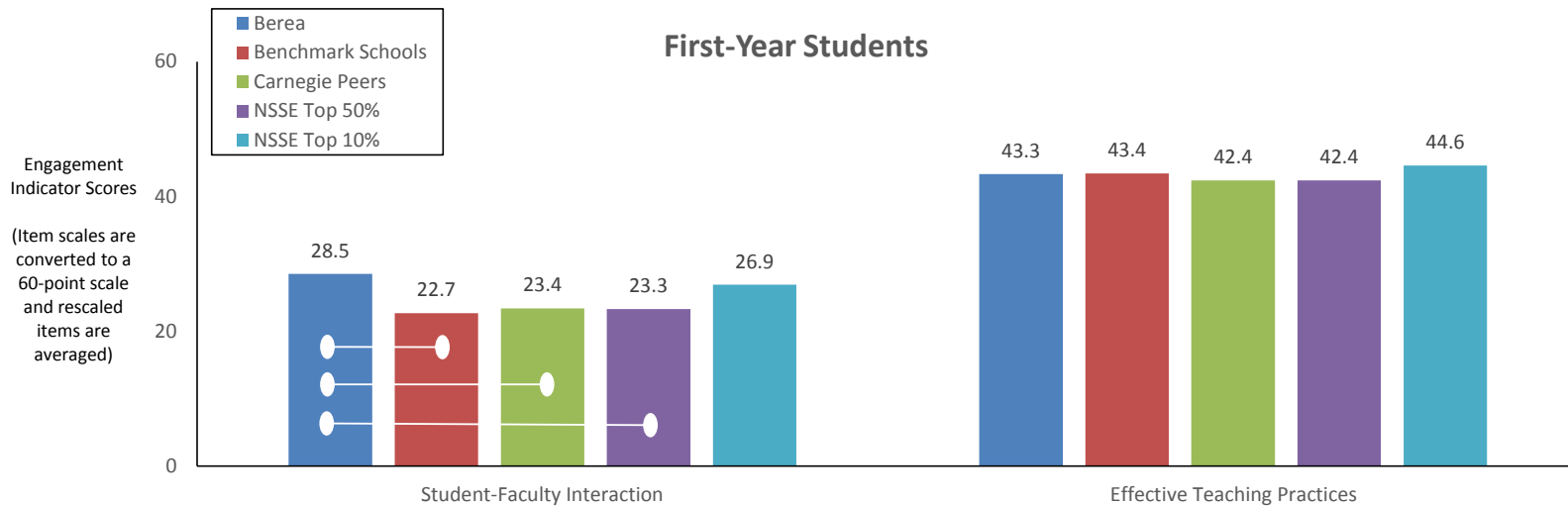
  - Provided feedback on a draft or work in progress.

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  - Provided prompt and detailed feedback on texts or completed assignments.

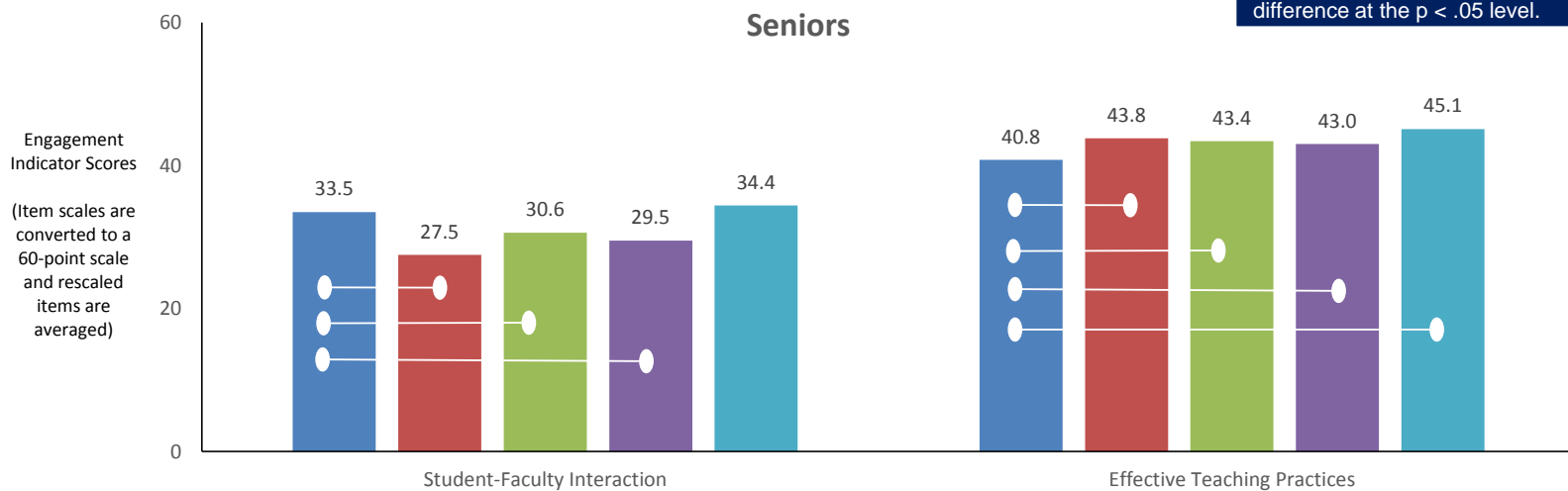
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**THEME: Experiences with Faculty**



Engagement Indicators (sets of NSSE questions)

● indicates significant difference at the  $p < .05$  level.



Engagement Indicators (sets of NSSE questions)

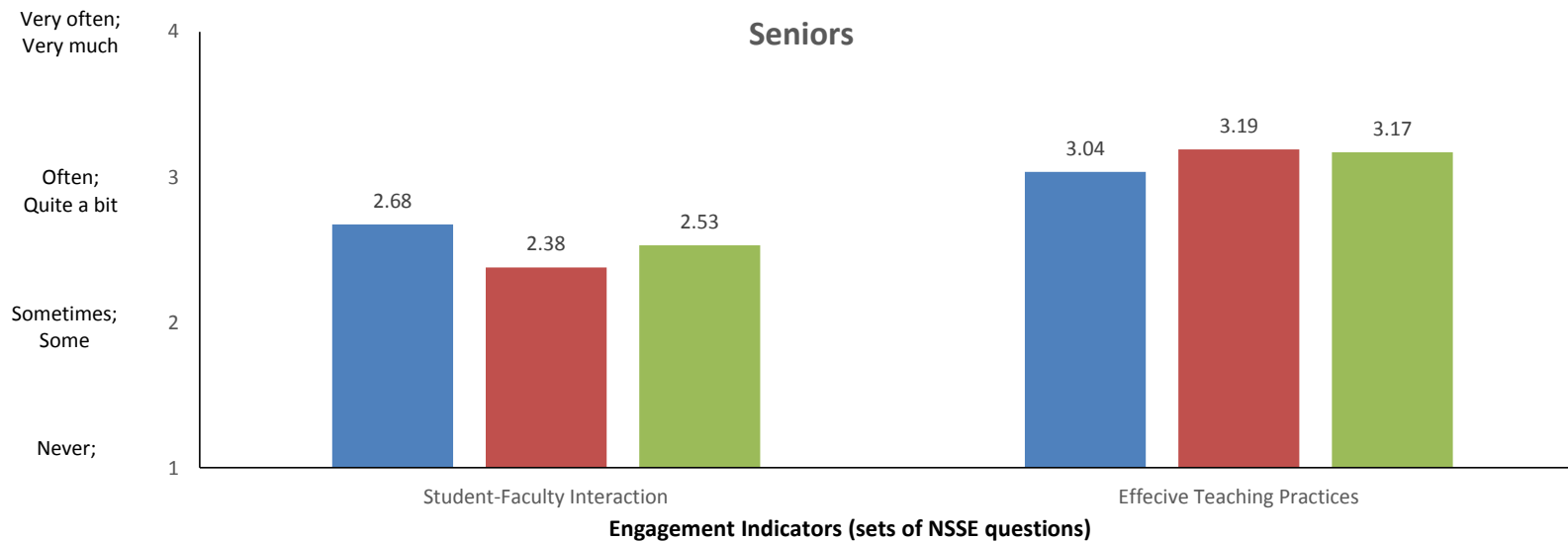
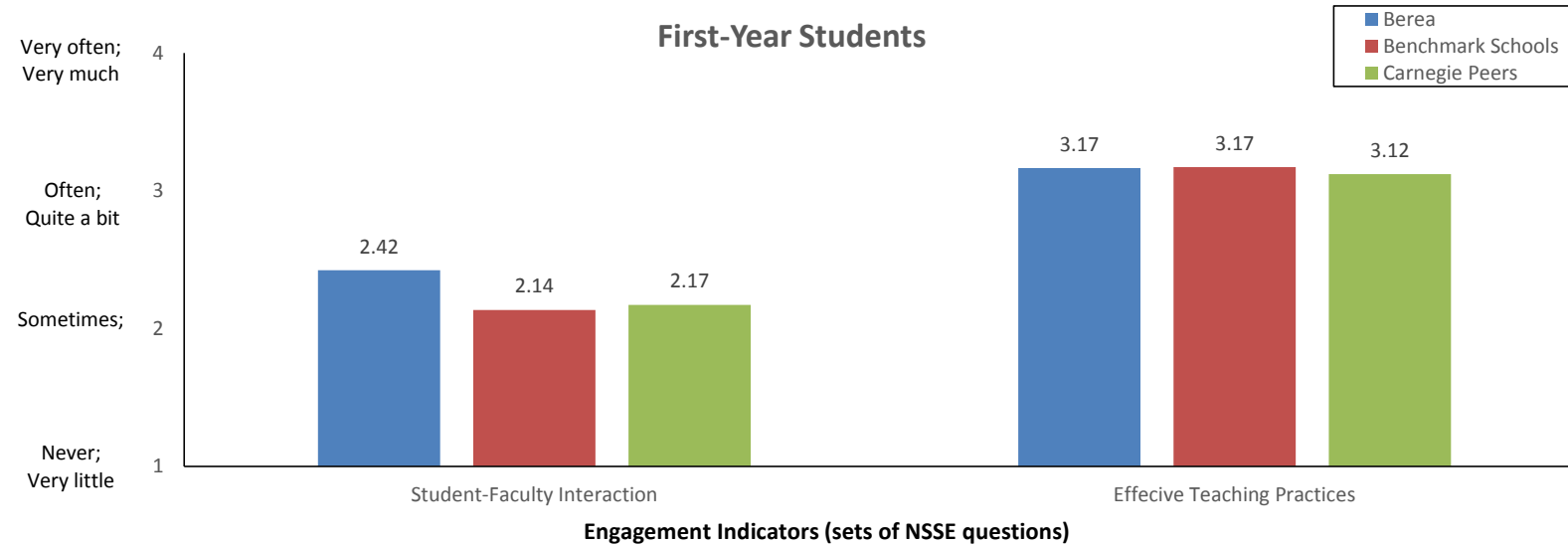
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NOTE: Average ratings are an average of individual NSSE items within each engagement indicator.

Berea students compared with...	First-Year Students		Seniors	
	Carnegie Peers	Benchmark Schools	Carnegie Peers	Benchmark Schools
<b>Engagement Indicator: Student-Faculty Interaction</b>				
<i>During the current school year, about how often have you done the following? (Very often; Often; Sometimes; Never)</i>				
Talked about career plans with a faculty member.	▲	▲	△	▲
Worked with a faculty member 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.	▲	▲	△	▲
<b>Engagement Indicator: Effective Teaching Practices</b>				
<i>During the current school year, to what extent have your instructors done the following? (1 = very little, 2 = some, 3 = quite a bit, 4 = very much)</i>				
Clearly explained course goals and requirements.	--	--	▼	▼
Taught course sessions in an organized way.	--	▼	▼	▼
Used examples or illustrations to explain difficult points.	--	--	--	▼
Provided feedback on a draft or work in progress.	△	△	--	--
Provided prompt and detailed feedback on texts or completed assignments.	--	--	▼	▼

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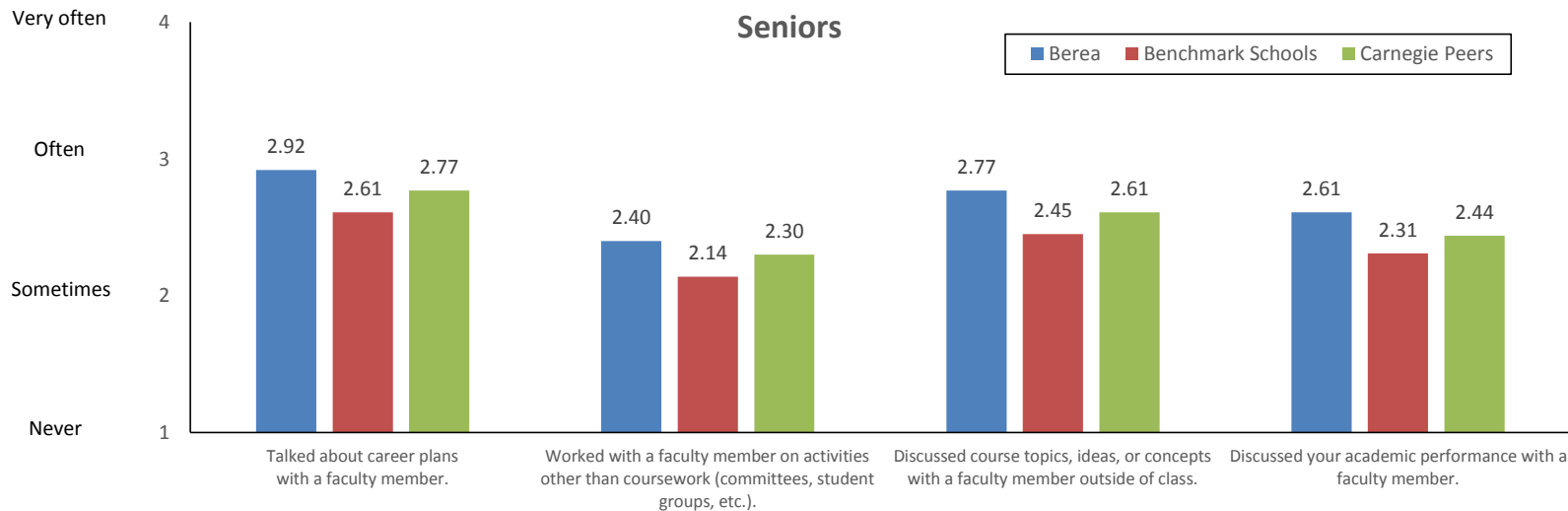
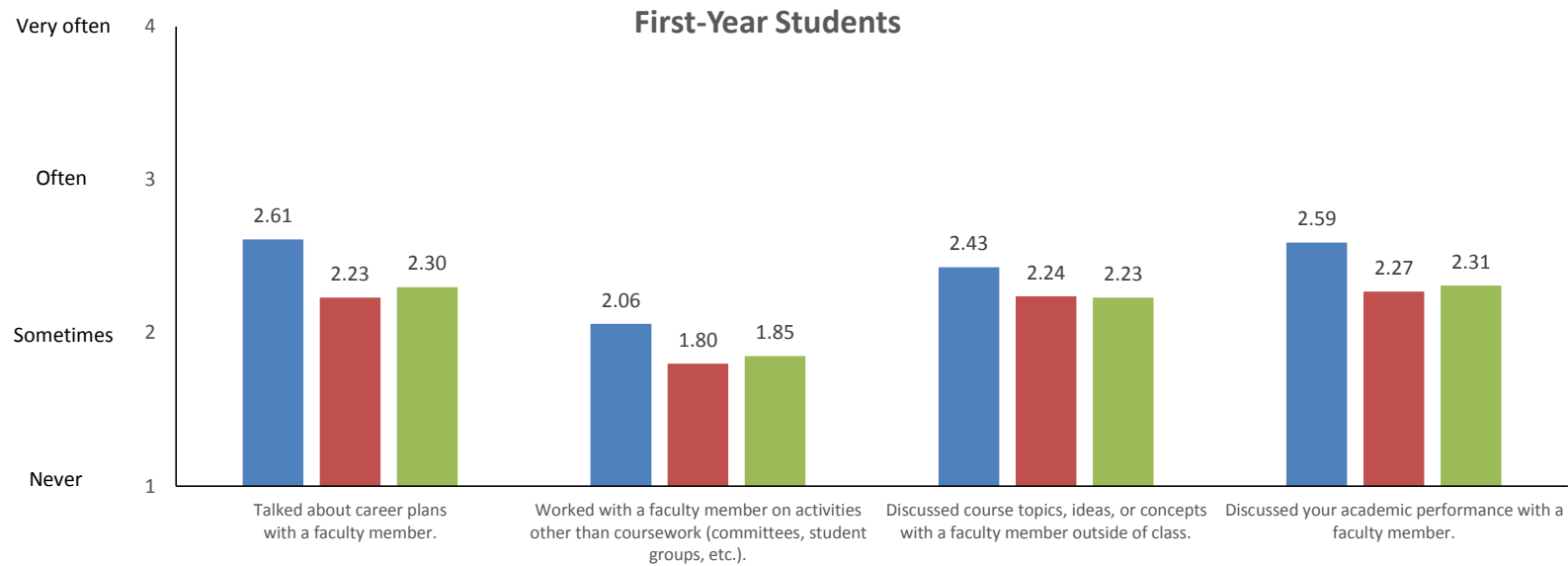
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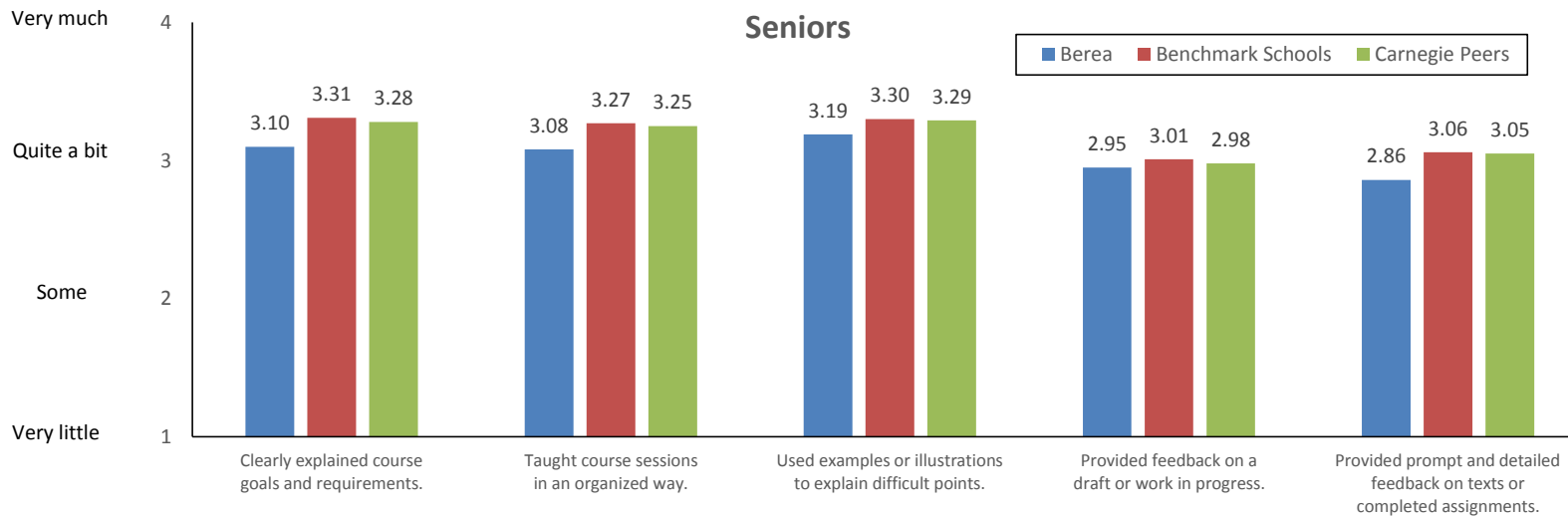
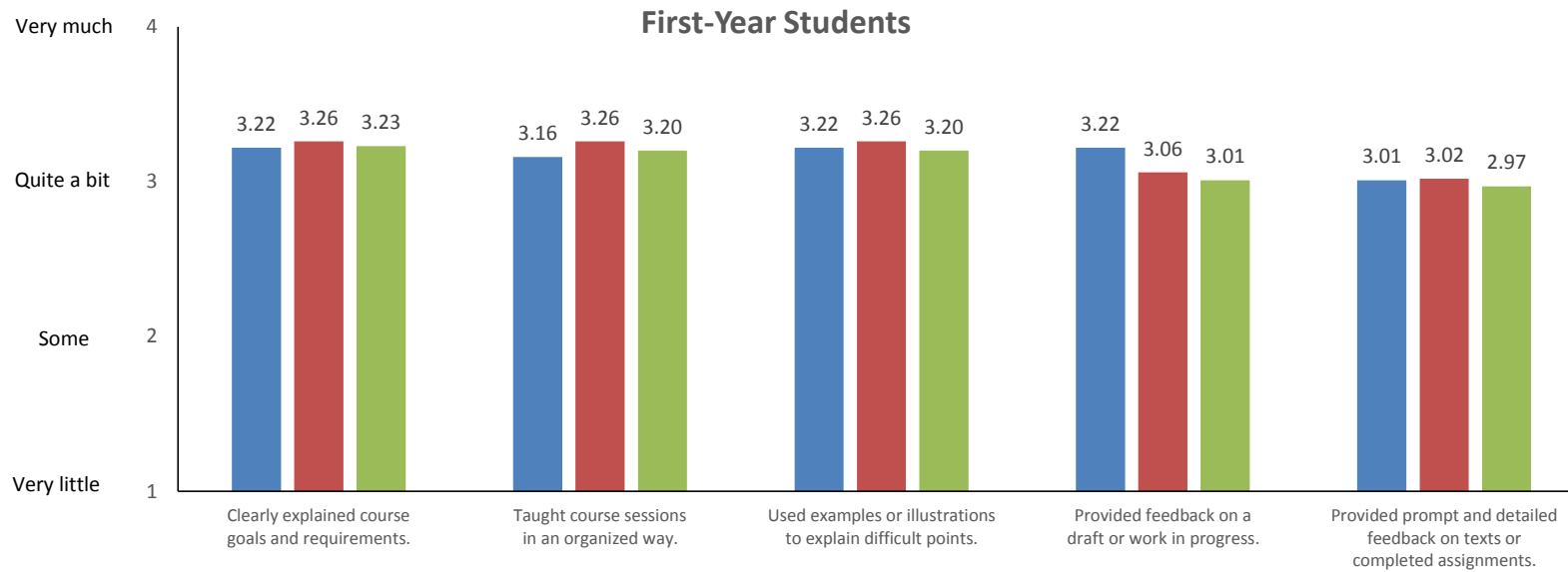
*During the current school year, about how often have you done the following?*



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*During the current school year, to what extent have your instructors done the following?*



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**Theme: Campus Environment**  
**Engagement Indicators with Individual Survey Items**

*Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators are part of this theme: Quality of Interactions and Supportive Environment.*

**Quality of Interactions**

*Indicate the quality of your interactions with the following people at your institution.  
(1 = poor to 7 = excellent; Not applicable)*

---

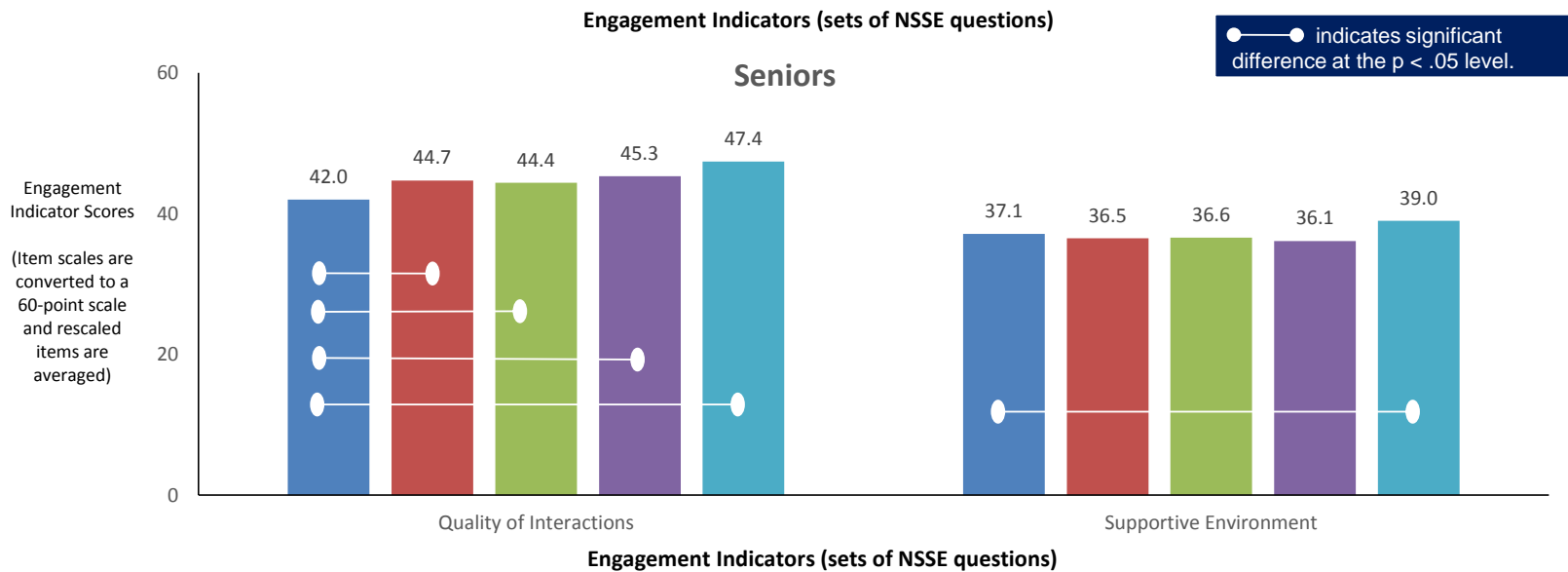
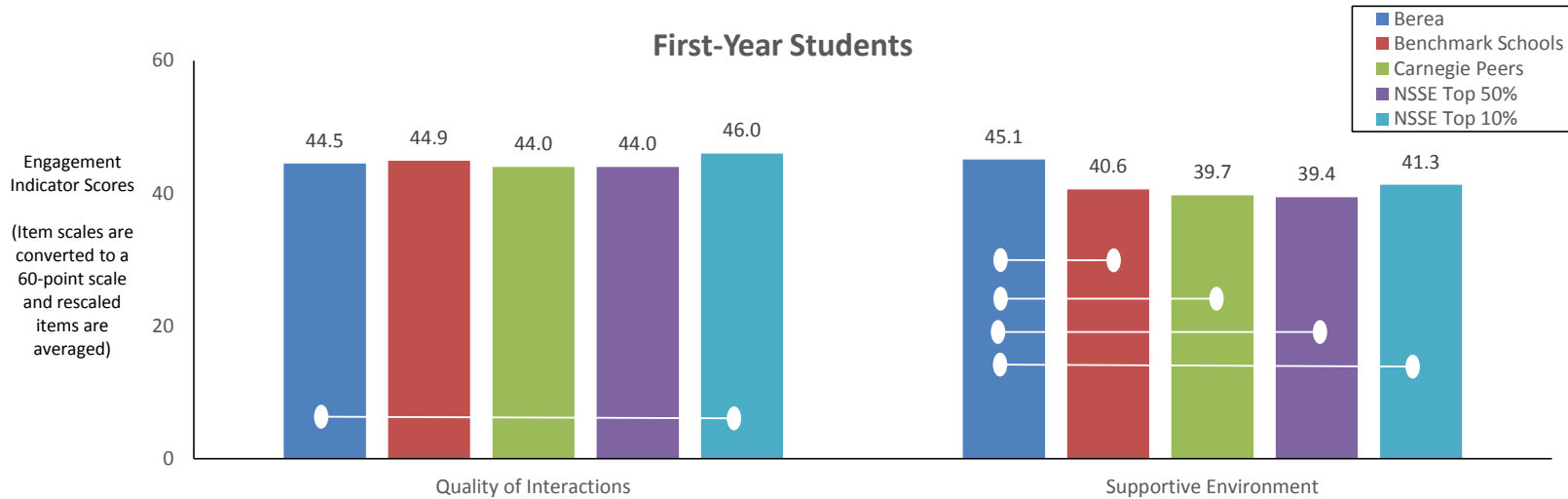
Students
Academic advisors
Faculty
Student services staff (career services, student activities, housing, etc.)
Other administrative staff and offices (registrar, financial aid, etc.)

**Supportive Environment**

*How much does your institution emphasize the following?  
(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)*

---

Providing support to help students succeed academically.
Using learning support services (tutoring services, writing center, etc.).
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.).
Providing opportunities to be involved socially.
Providing support for your overall well-being (recreation, health care, counseling, etc.).
Helping you manage your non-academic responsibilities (work, family, etc.).
Attending campus activities and events (performing arts, athletic events, etc.).
Attending events that address important social, economic, or political issues.



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Berea students compared with...	First-Year Students		Seniors	
	Carnegie Peers	Benchmark Schools	Carnegie Peers	Benchmark Schools
<b>Engagement Indicator: Quality of Interactions</b>				
<i>Indicate the quality of your interactions with the following people at your institution. (1 = poor to 7 = excellent; Not applicable)</i>				
Students	--	--	--	--
Academic advisors	--	--	▽	--
Faculty	--	--	▽	▽
Student services staff (career services, student activities, housing, etc.)	--	--	--	▽
Other administrative staff and offices (registrar, financial aid, etc.)	--	--	▽	▽
<b>Engagement Indicator: Supportive Environment</b>				
<i>How much does your institution emphasize the following? (1 = very little, 2 = some, 3 = quite a bit, 4 = very much)</i>				
Providing support to help students succeed academically.	△	△	--	--
Using learning support services (tutoring services, writing center, etc.).	△		--	▽
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.).	▲	▲	▲	▲
Providing opportunities to be involved socially.	△	△	--	--
Providing support for your overall well-being (recreation, health care, counseling, etc.).	△	△	--	--
Helping you manage your non-academic responsibilities (work, family, etc.).	▲	▲	--	--
Attending campus activities and events (performing arts, athletic events, etc.).	--	--	▽	--
Attending events that address important social, economic, or political issues.	▲	▲	▲	▲

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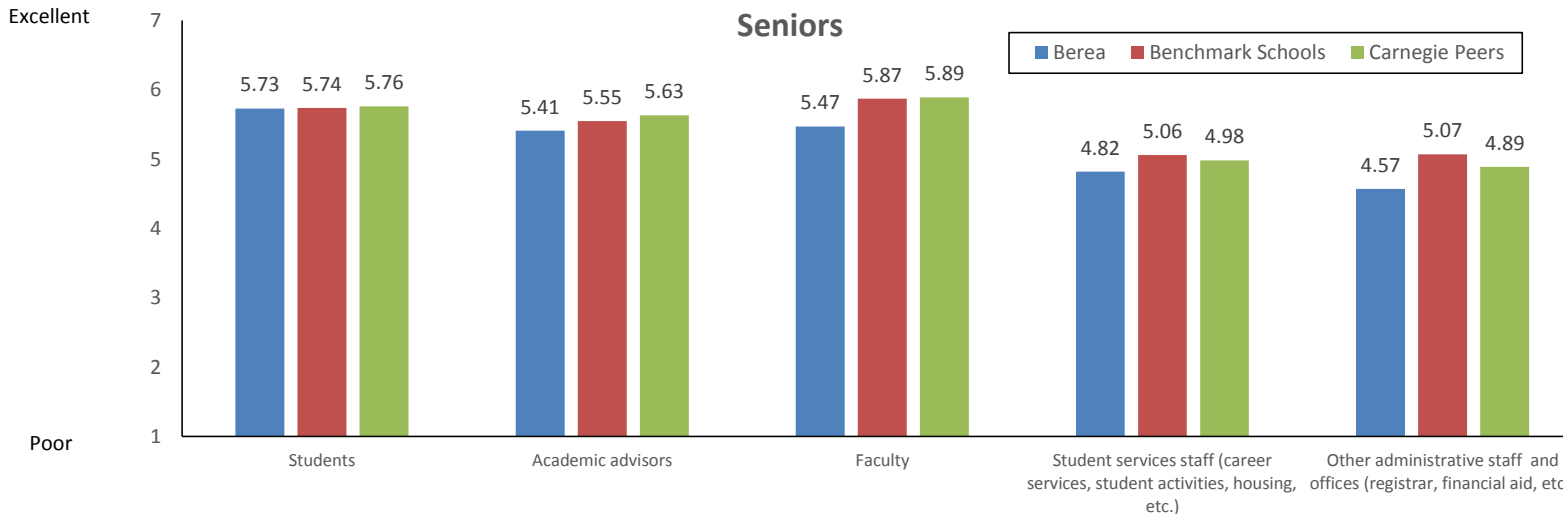
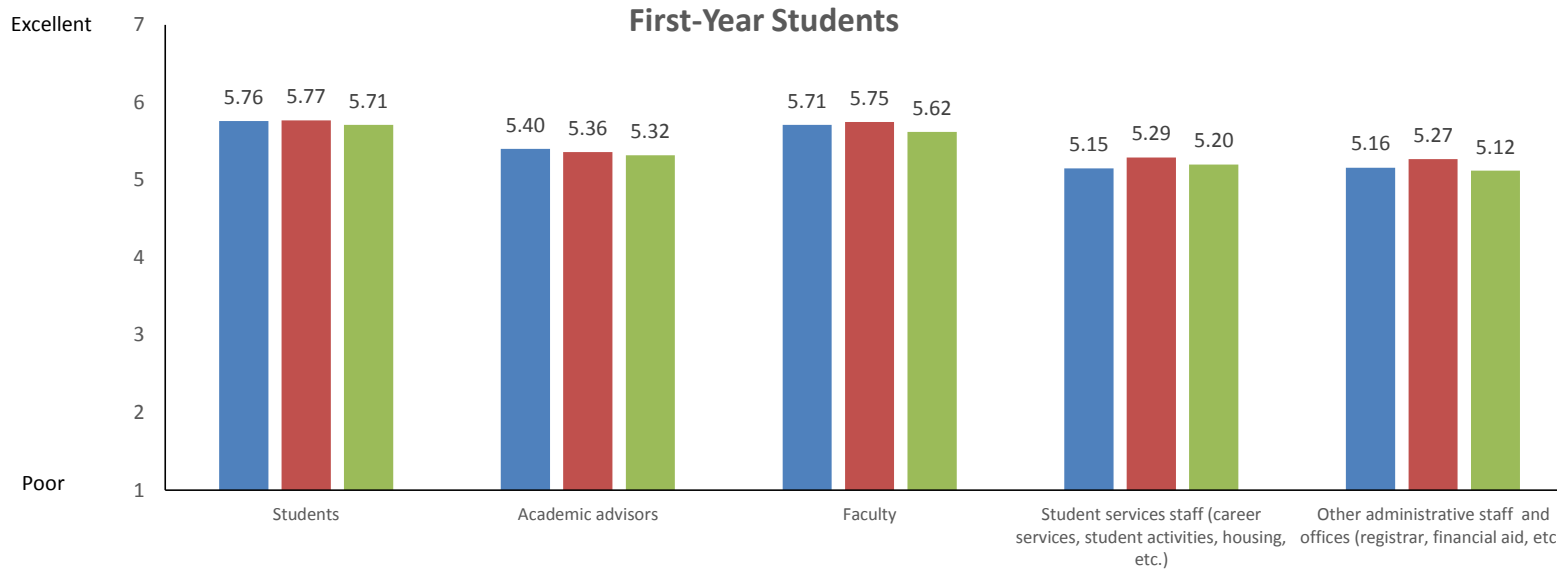
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Engagement Indicator: Quality of Interactions

Indicate the quality of your interactions with the following people at your institution.

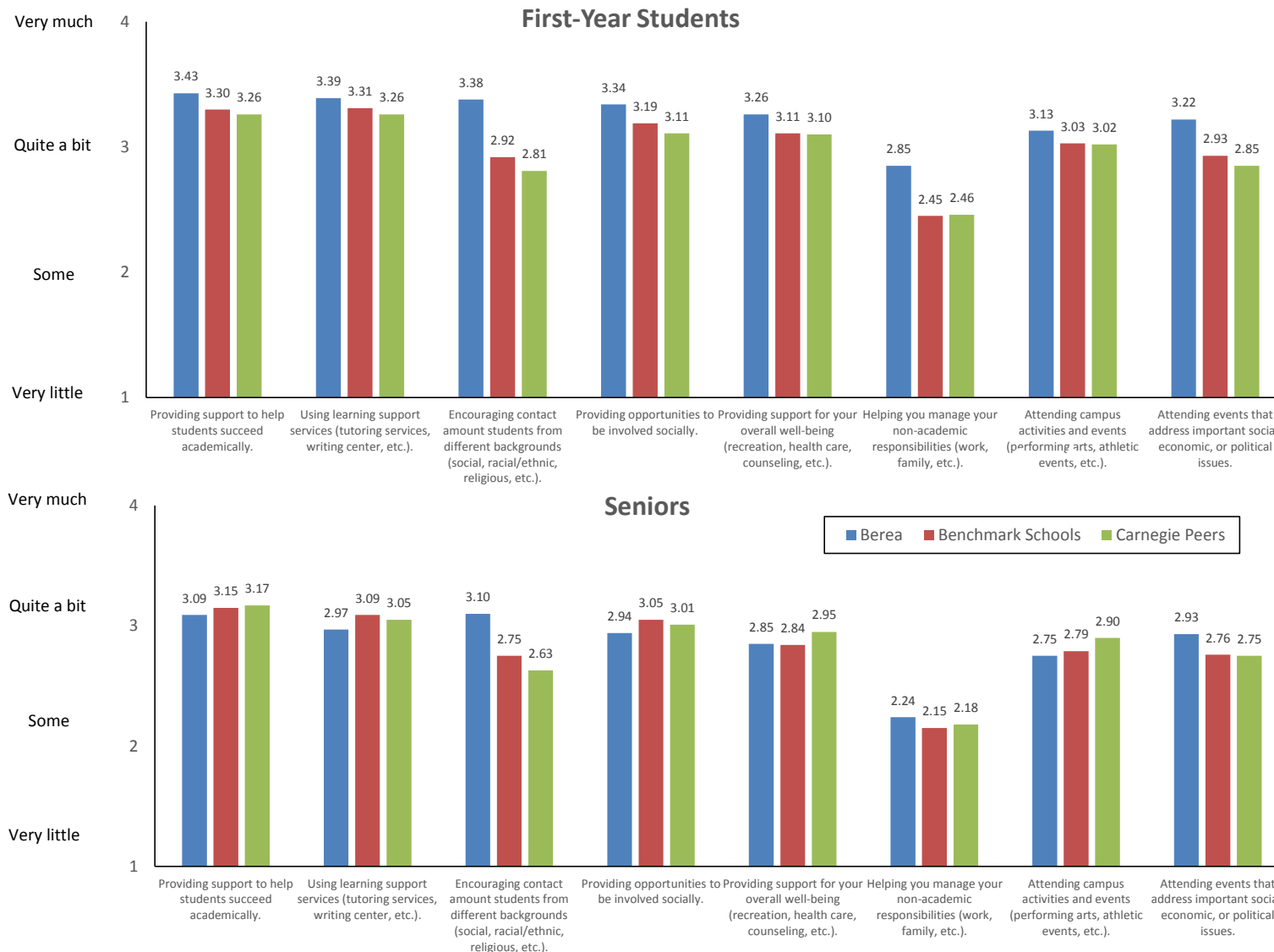


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Engagement Indicator: Supportive Environment

How much does your institution emphasize the following?



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## High Impact Practices

*Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." 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. As a result, participation in these practices can be life-changing (George Kuh).*

### Asked of **both** First-Year and Senior Students

*Which of the following have you done or do you plan to do before you graduate?*

*(Done or in progress, Plan to do, Do not plan to do, Have not decided)*

---

Participate in a learning community or some other formal program where groups of students take two or more classes together.

---

Work with a faculty member on a research project.

*About how many of your courses at this institution have included a community-based project (service-learning)?*

*(All, Most, Some, None)*

### Asked **only** of Senior Students

*Which of the following have you done or do you plan to do before you graduate?*

*(Done or in progress, Plan to do, Do not plan to do, Have not decided)*

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Participate in an internship, co-op, field experience, student teaching, or clinical placement.

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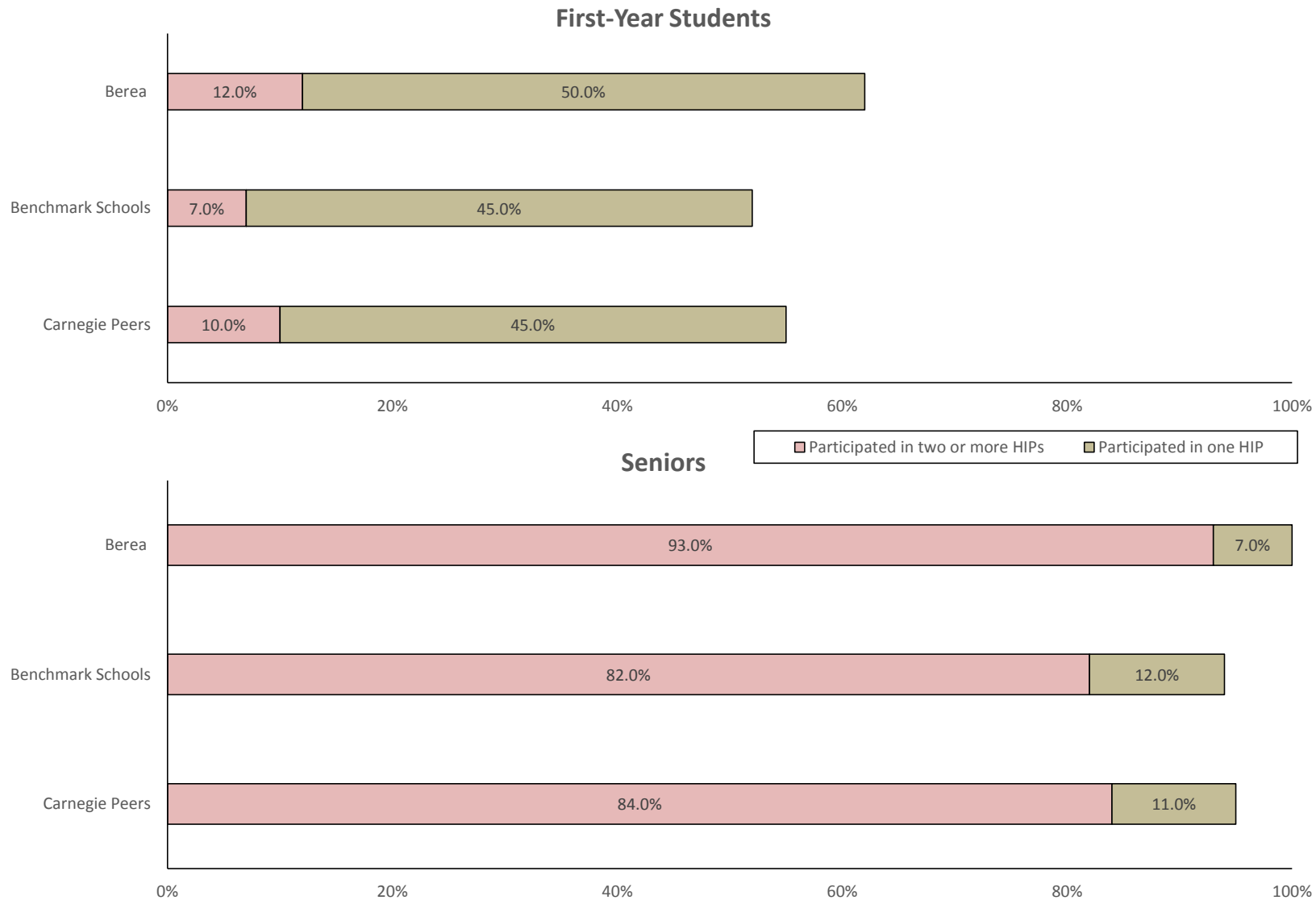
Participate in a study abroad program.

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Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



High Impact Practices (HIPs)



"Benchmark Schools" includes 19 (out of 26) participating institutions that Berea identified in its 1987 Long Range Plan as institutions to be used as benchmarks for faculty salary, benefits, and library holdings.

"Carnegie Peers" includes 152 institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges - Arts and Sciences." This category is for institutions that confer at least half of its degrees in the Arts and Sciences (non-professional).

	First-Year Students					Seniors				
	Berea College	Carnegie Peers		Benchmark Schools		Berea College	Carnegie Peers		Benchmark Schools	
	% Participated	% Participated	Significance	% Participated	Significance	% Participated	% Participated	Significance	% Participated	Significance
<i>Which of the following have you done or do you plan to do before you graduate?                      (Done or in progress, Plan to do, Do not plan to do, Have not decided)</i>										
Participate in a learning community or some other formal program where groups of students take two or more classes together.	10%	11%	--	9%	--	34%	29%	--	24%	▲
Work with a faculty member on a research project.	10%	6%	▲	5%	▲	48%	45%	--	40%	▲
Participate in an internship, co-op, field experience, student teaching, or clinical placement.	Not asked of First-Year Students					68%	66%	--	67%	--
Participate in a study abroad program.	Not asked of First-Year Students					43%	38%	--	38%	--
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).	Not asked of First-Year Students					84%	75%	▲	72%	▲
<i>About how many of your courses at this institution have included a community-based project (service-learning)?                      (All, Most, Some, None)</i>	58%	49%	▲	48%	▲	90%	63%	▲	65%	▲
<b>Participated in at least one HIPs</b>	62%	54%	▲	53%	▲	100%	96%	▲	95%	▲
<b>Participated in two or more HIPs</b>	12%	10%	--	7%	▲	93%	84%	▲	82%	▲

**KEY:**

- ▲ Berea's participation rate was significantly higher (p<.05) with an effect size at least .3 in magnitude.
- △ Berea's participation rate was significantly higher (p<.05) with an effect size less than .3 in magnitude.
- No significant difference
- ▼ Berea's participation rate was significantly lower (p<.05) with an effect size less than .3 in magnitude.
- ▽ Berea's participation rate was significantly lower (p<.05) with an effect size at least .3 in magnitude.

NOTE: Effect size indicates the practical importance of a statistical difference. An effect size of .2 is rather small, .5 medium, and .8 large.

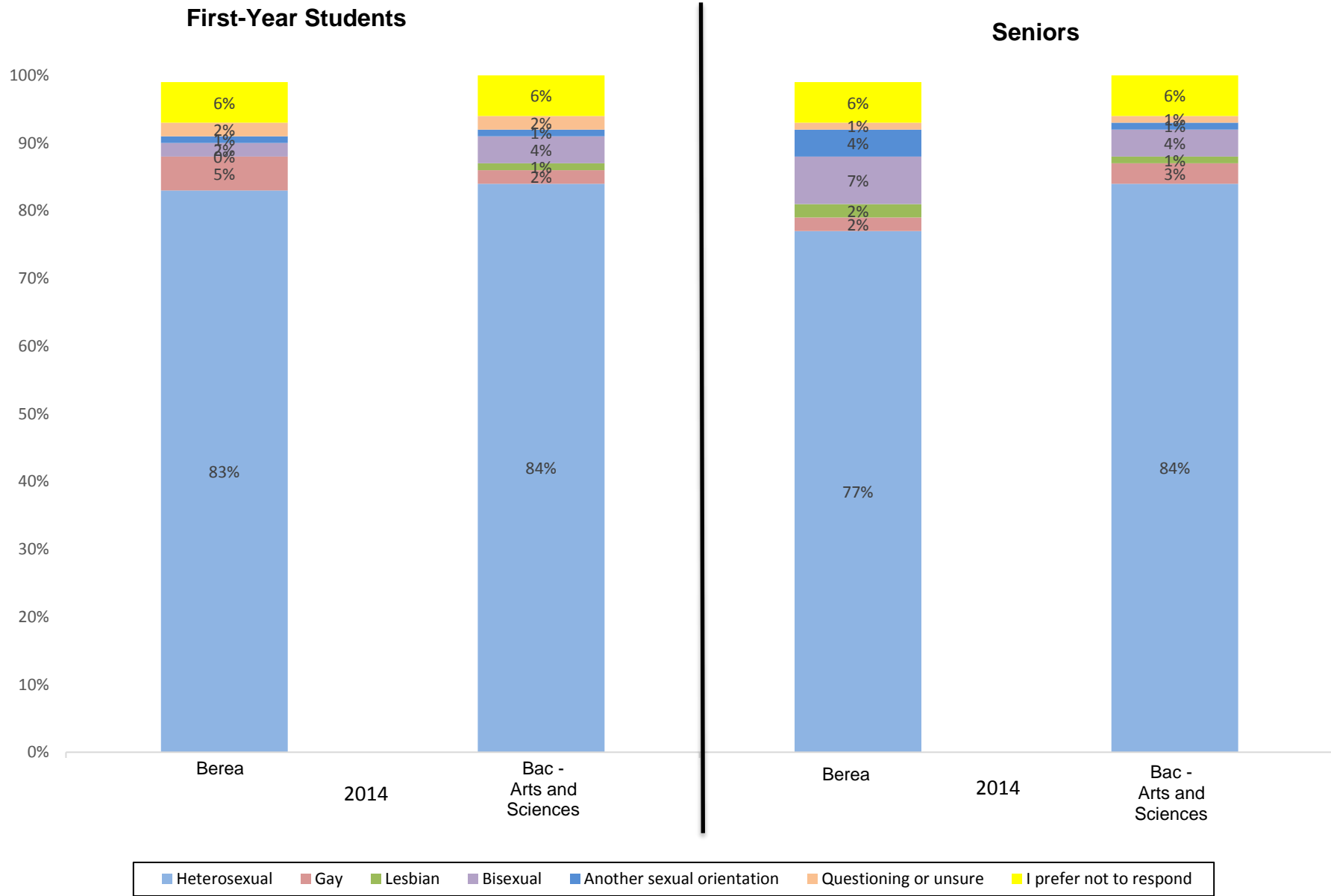
"Benchmark Schools" includes 19 (out of 26) participating institutions that Berea identified in its 1987 Long Range Plan as institutions to be used as benchmarks for faculty salary, benefits, and library holdings.

"Carnegie Peers" includes 152 institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges - Arts and Sciences." This category is for institutions that confer at least half of its degrees in the Arts and Sciences (non-professional).

# **National Survey of Student Engagement (NSSE)**

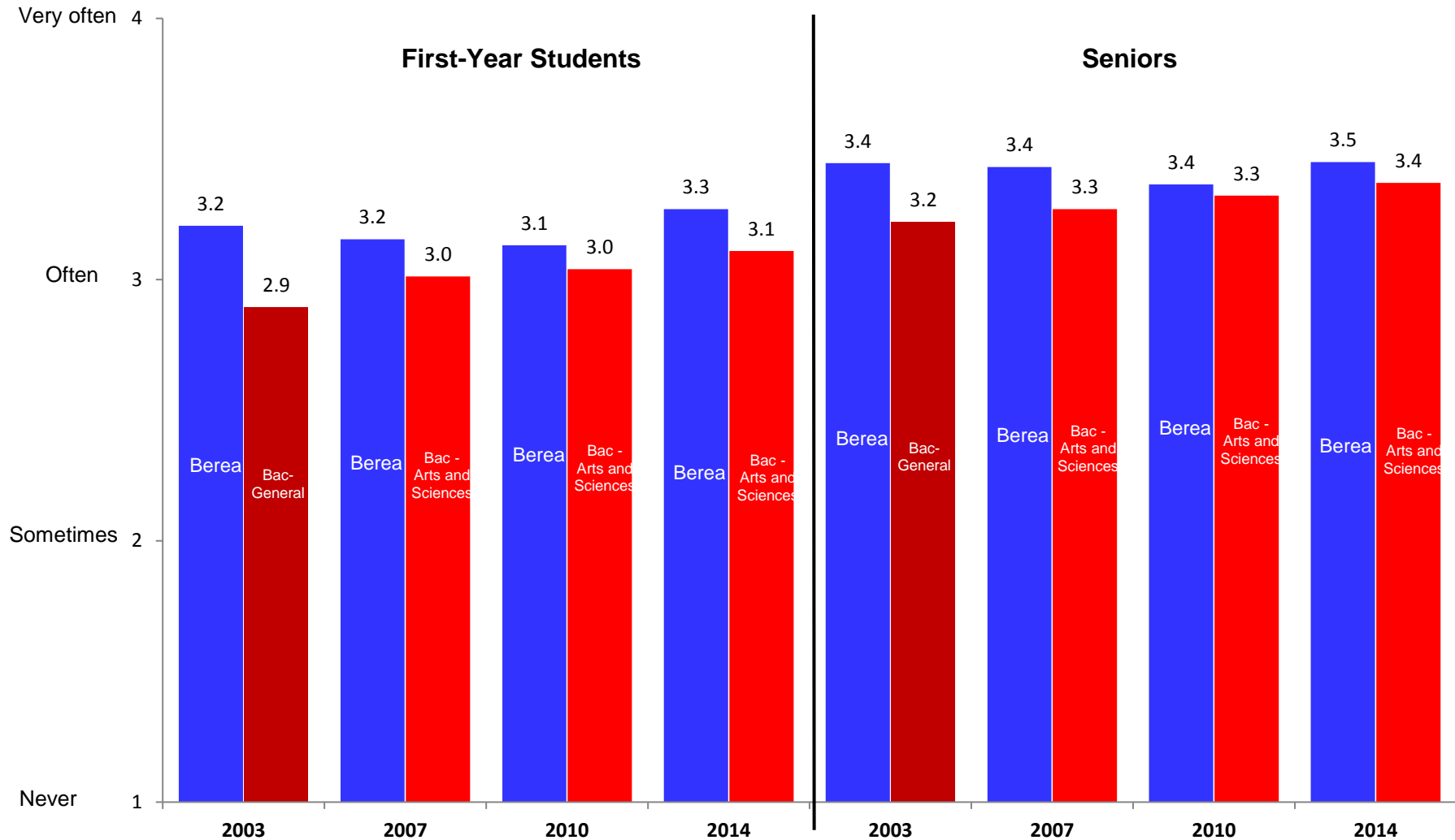
**Comparison Graphs for  
2003, 2007, 2010, and 2014**

### Which of the following best describes your sexual orientation?



*During the current school year, about how often have you done the following?*

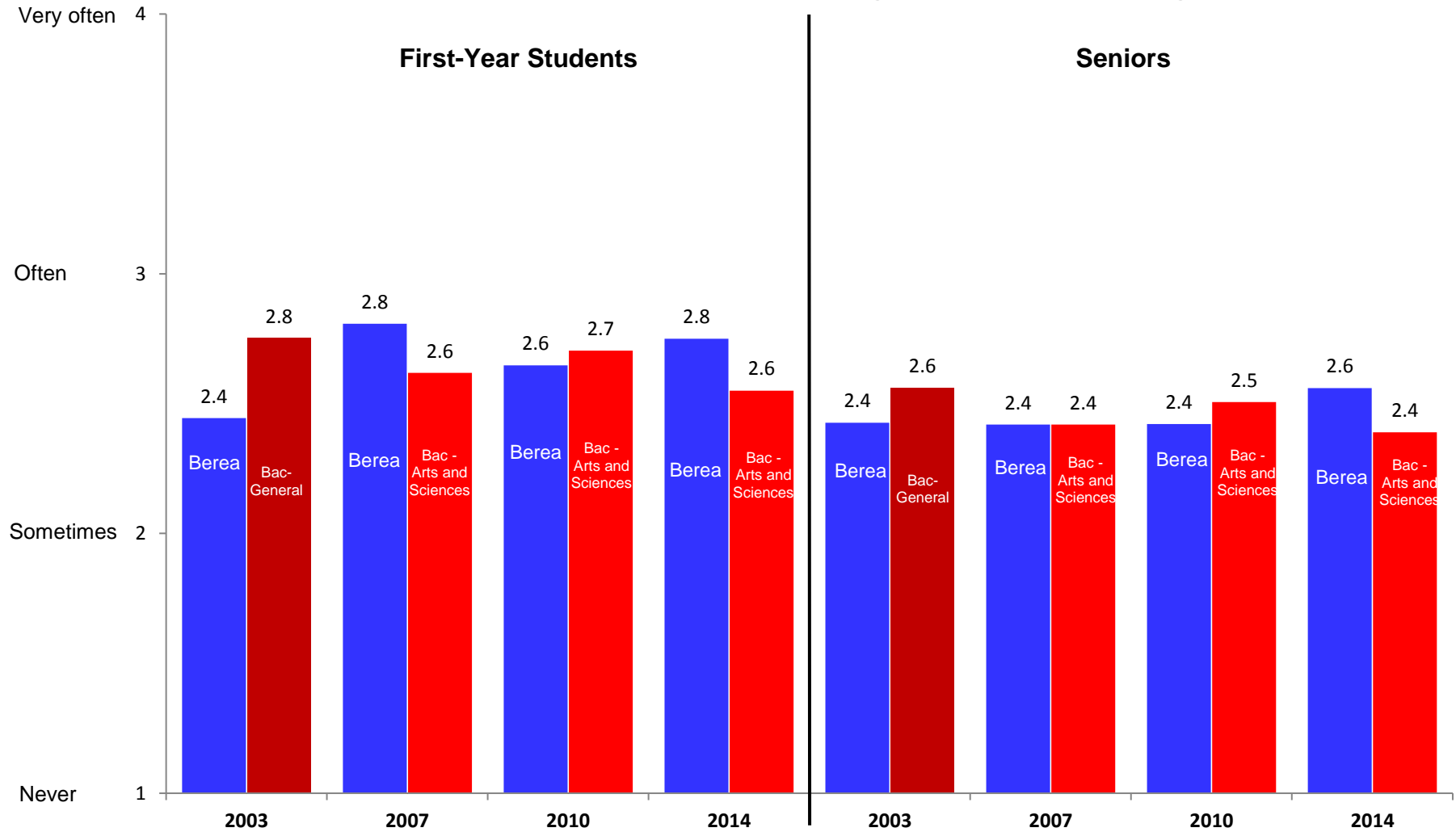
**Asked questions or contributed to course discussions in other ways**



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

*During the current school year, about how often have you done the following?*

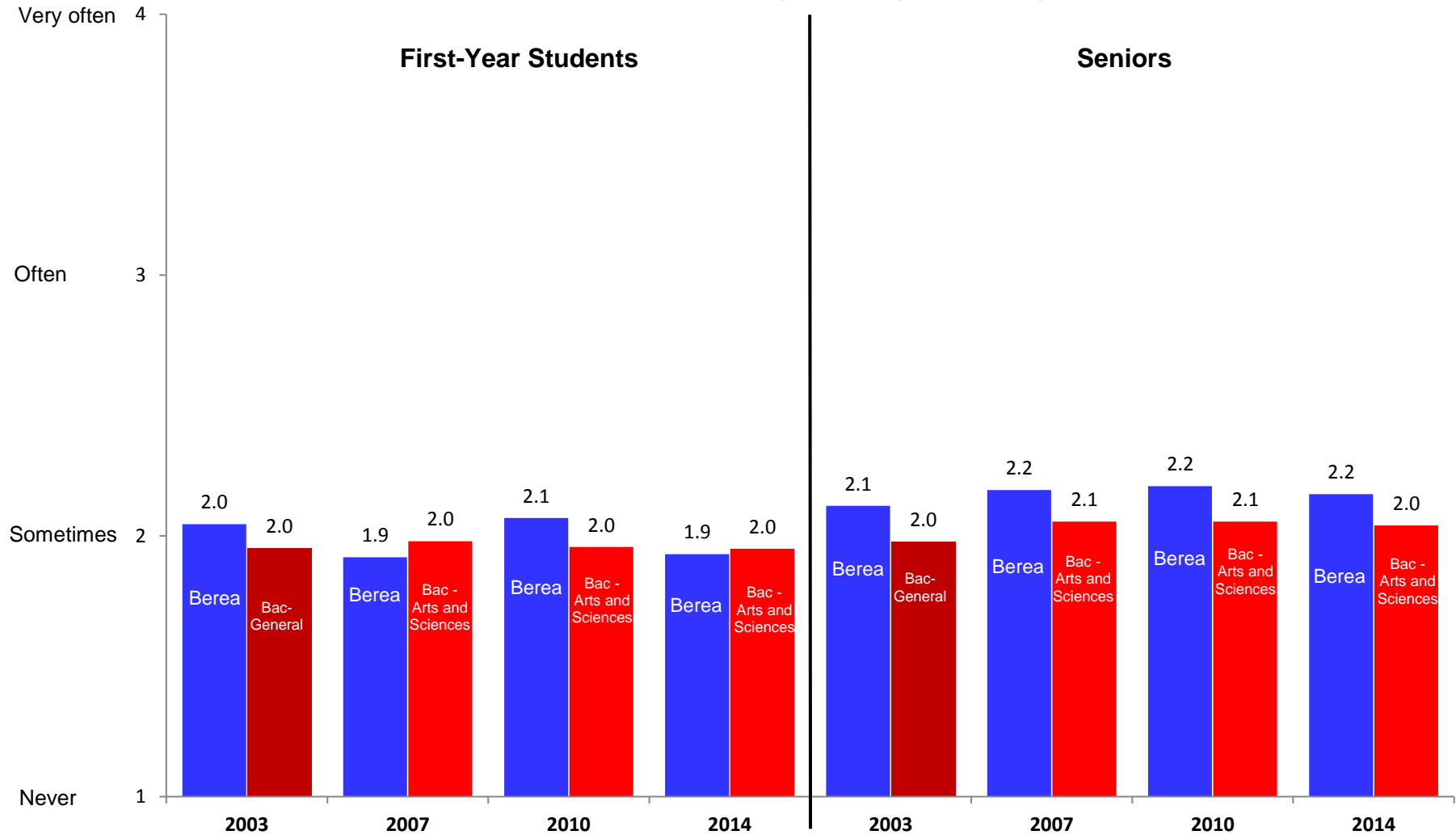
**Prepared two or more drafts of a paper or assignment before turning it in**



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

*During the current school year, about how often have you done the following?*

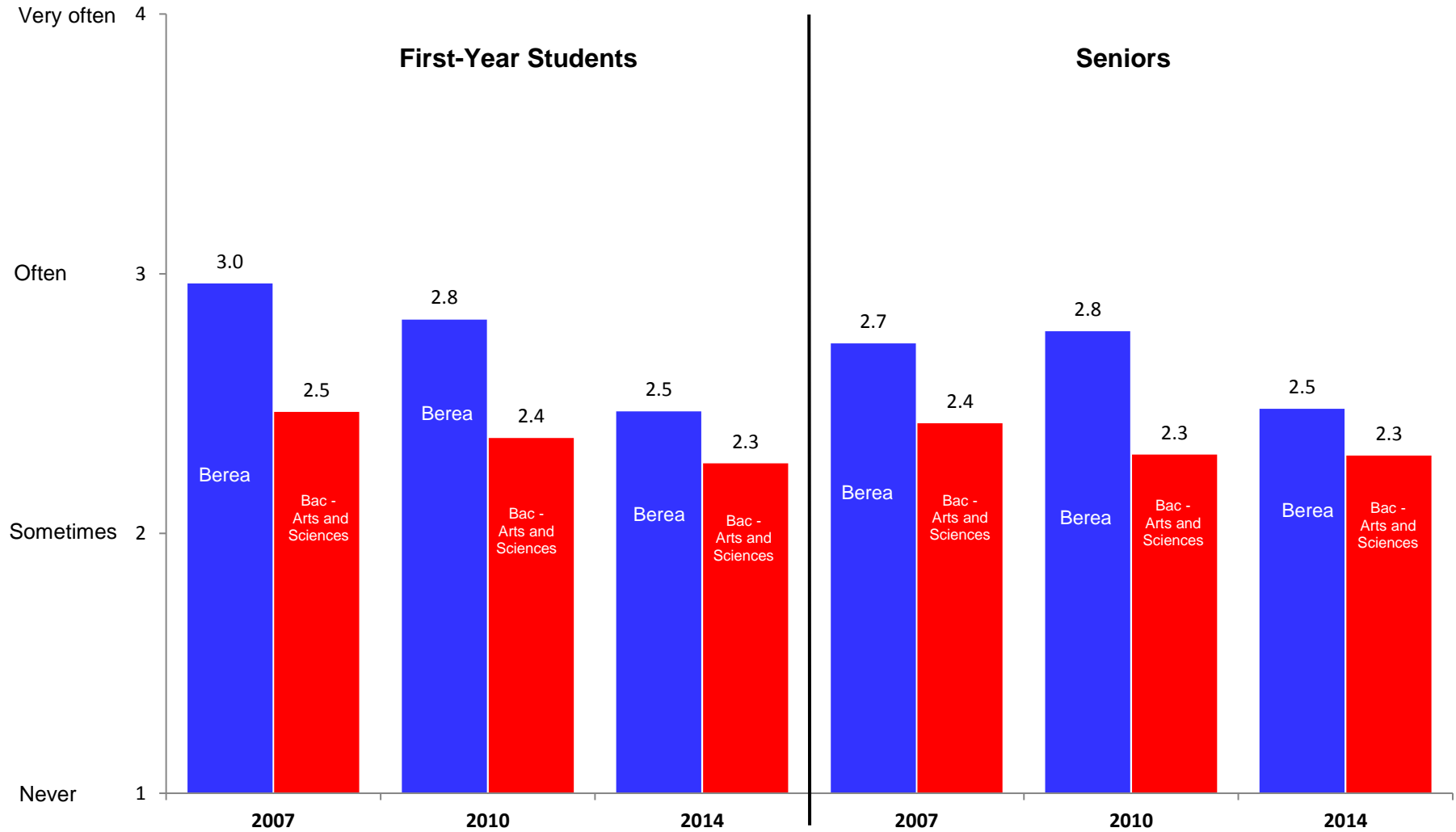
**Come to class without completing readings or assignments**



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*During the current school year, about how often have you done the following?*

**Attended an art exhibit, play or other arts performance (dance, music, etc.)\***

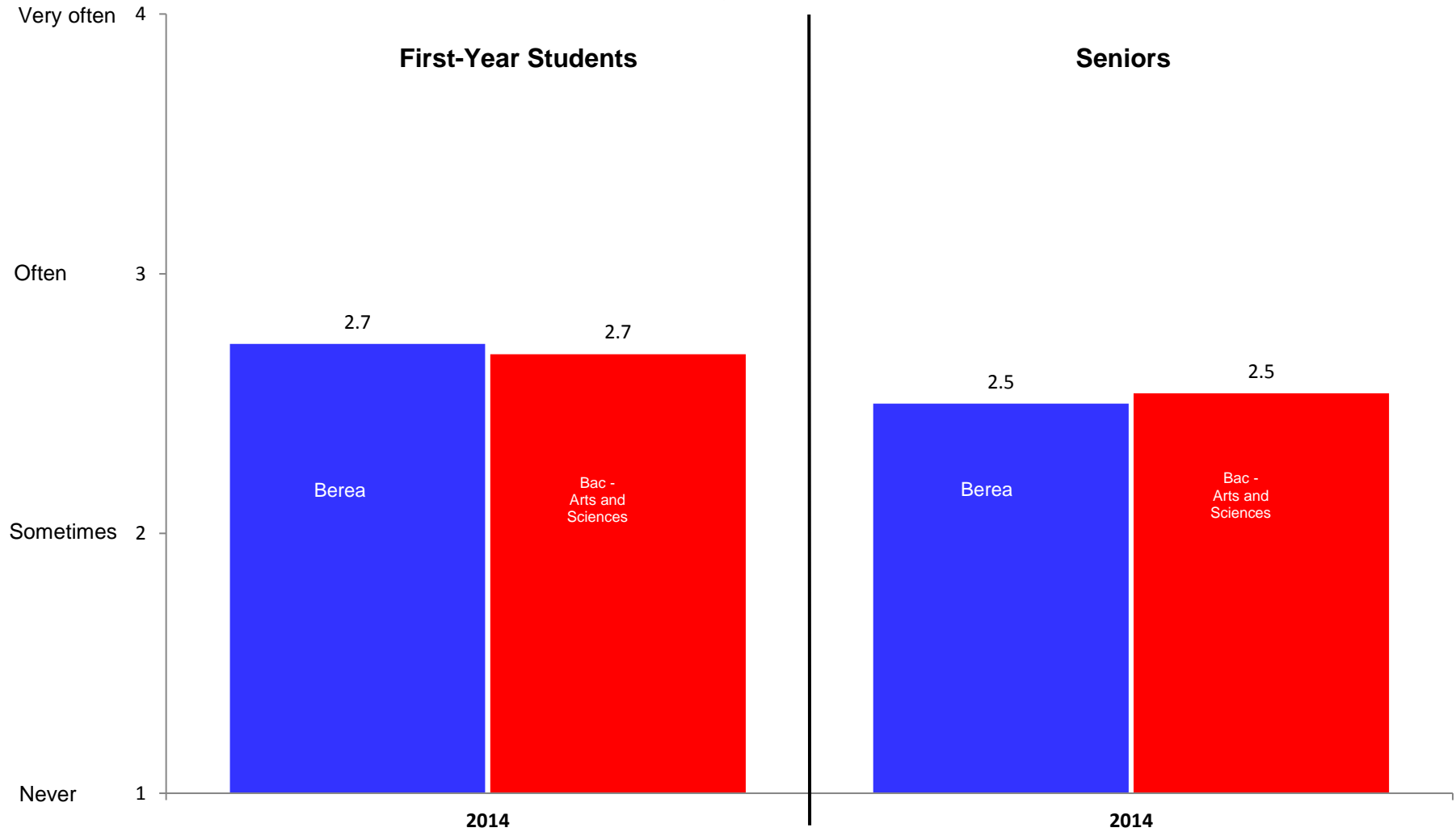


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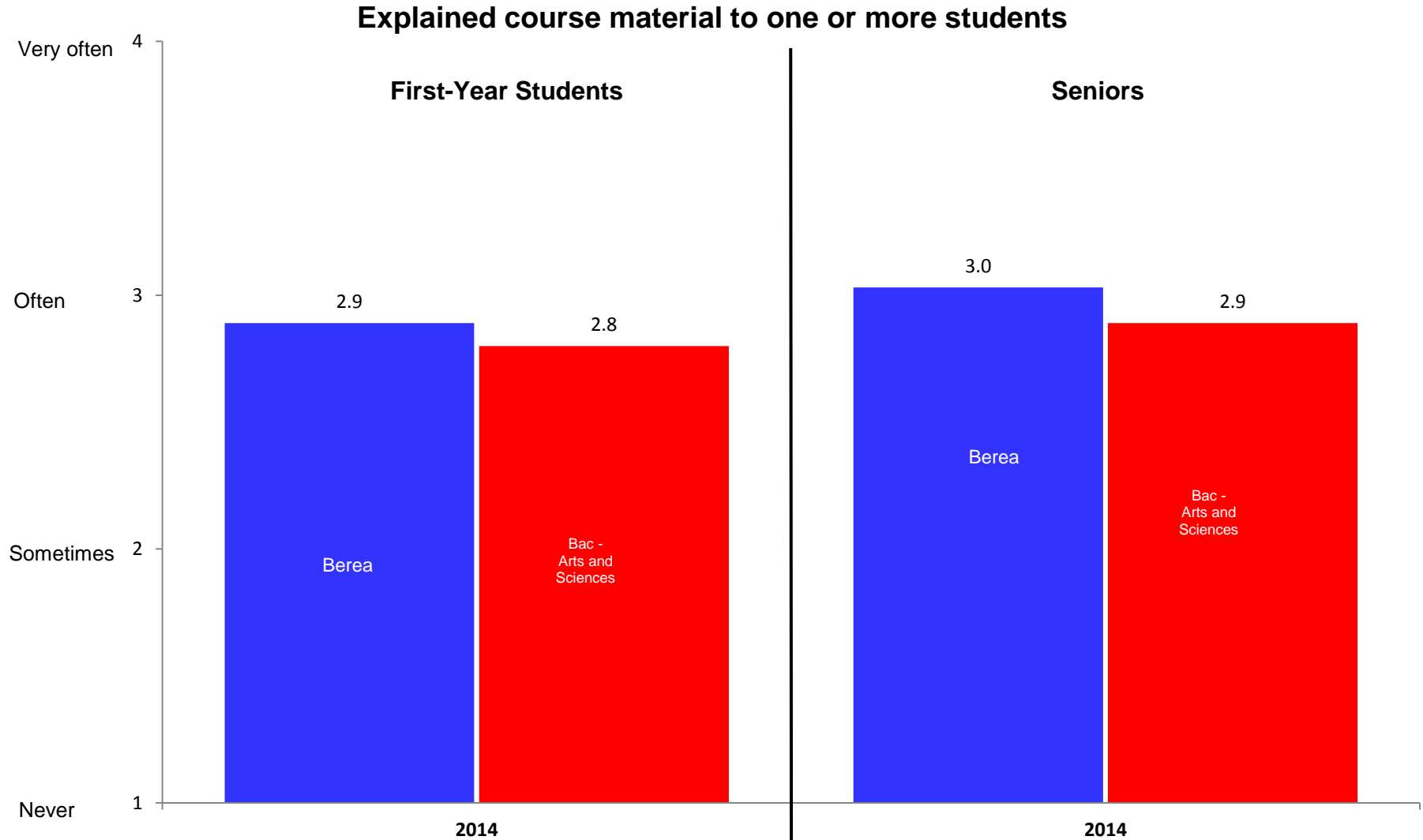
*During the current school year, about how often have you done the following?*

**Asked another student to help you understand course material**



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

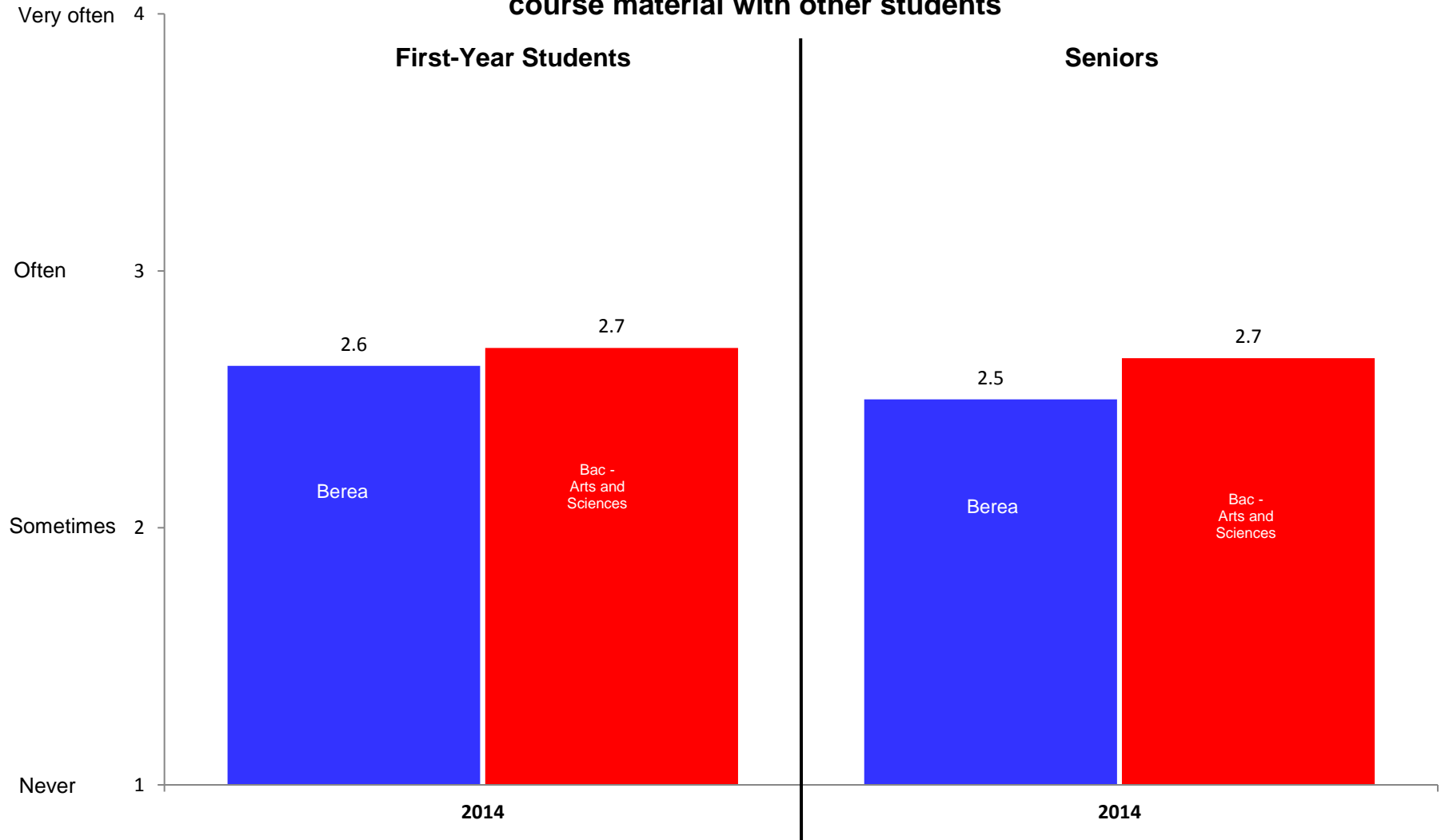
*During the current school year, about how often have you done the following?*



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

*During the current school year, about how often have you done the following?*

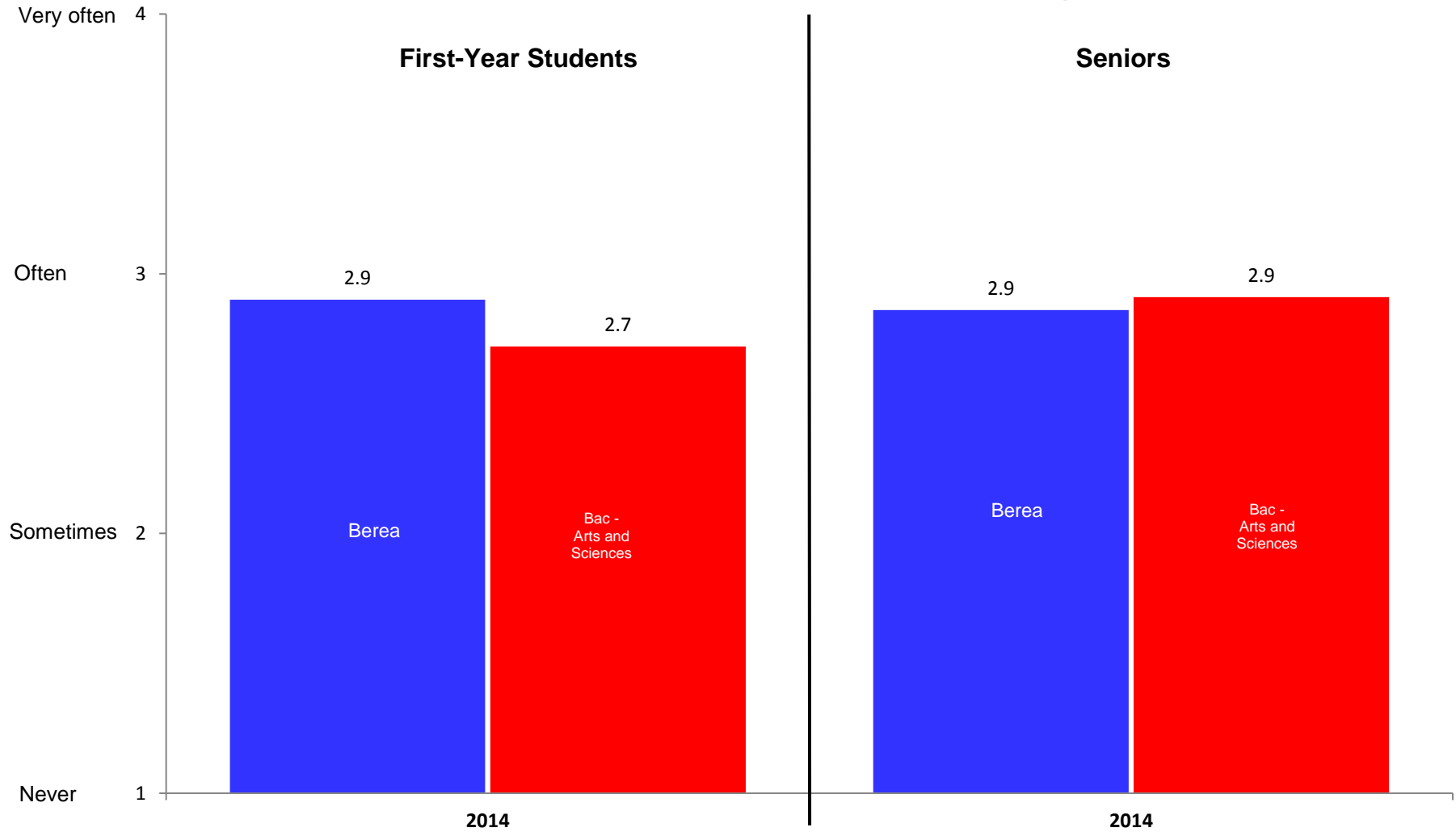
**Prepared for exams by discussing or working through course material with other students**



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*During the current school year, about how often have you done the following?*

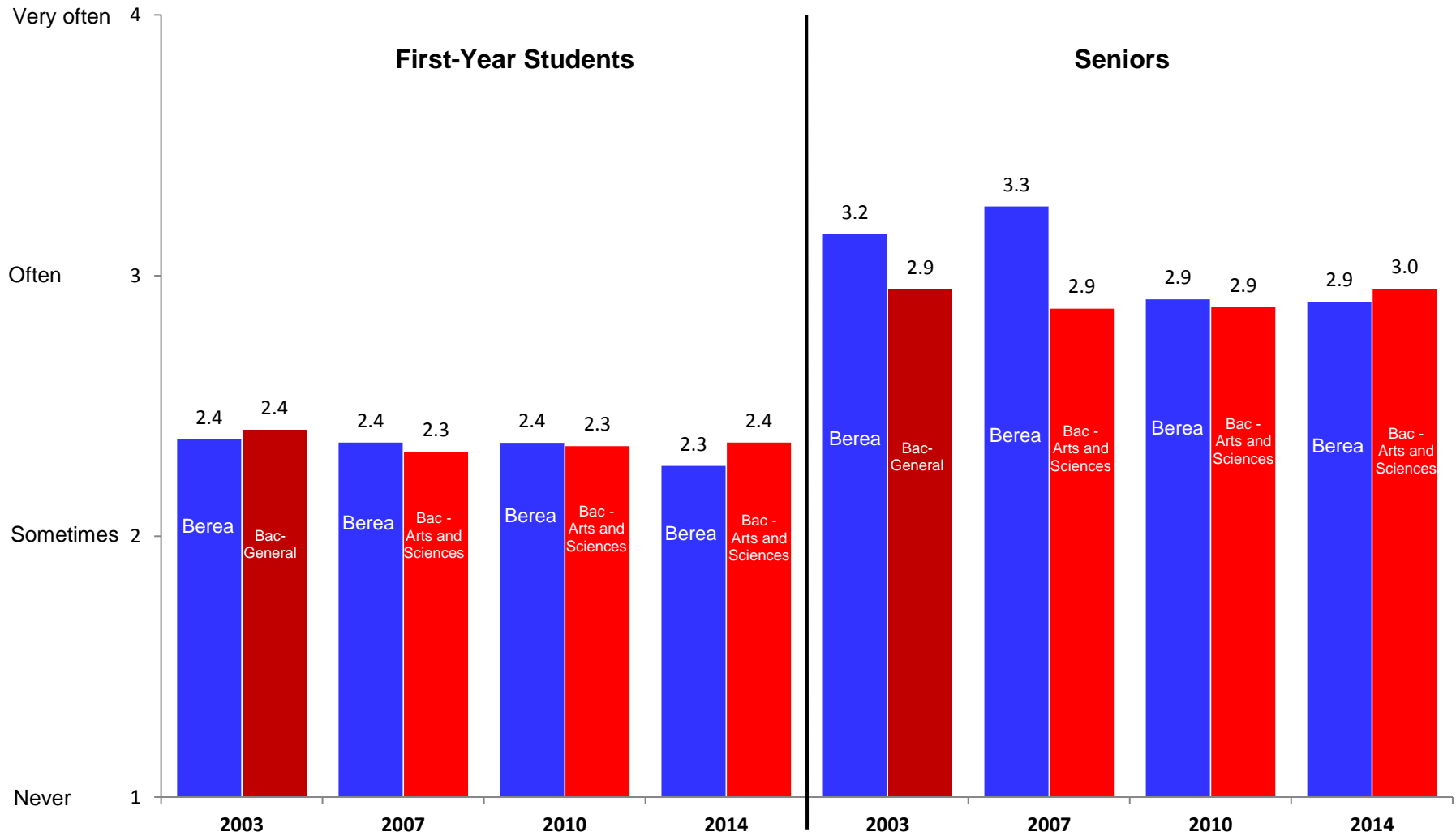
**Worked with other students on course projects or assignments**



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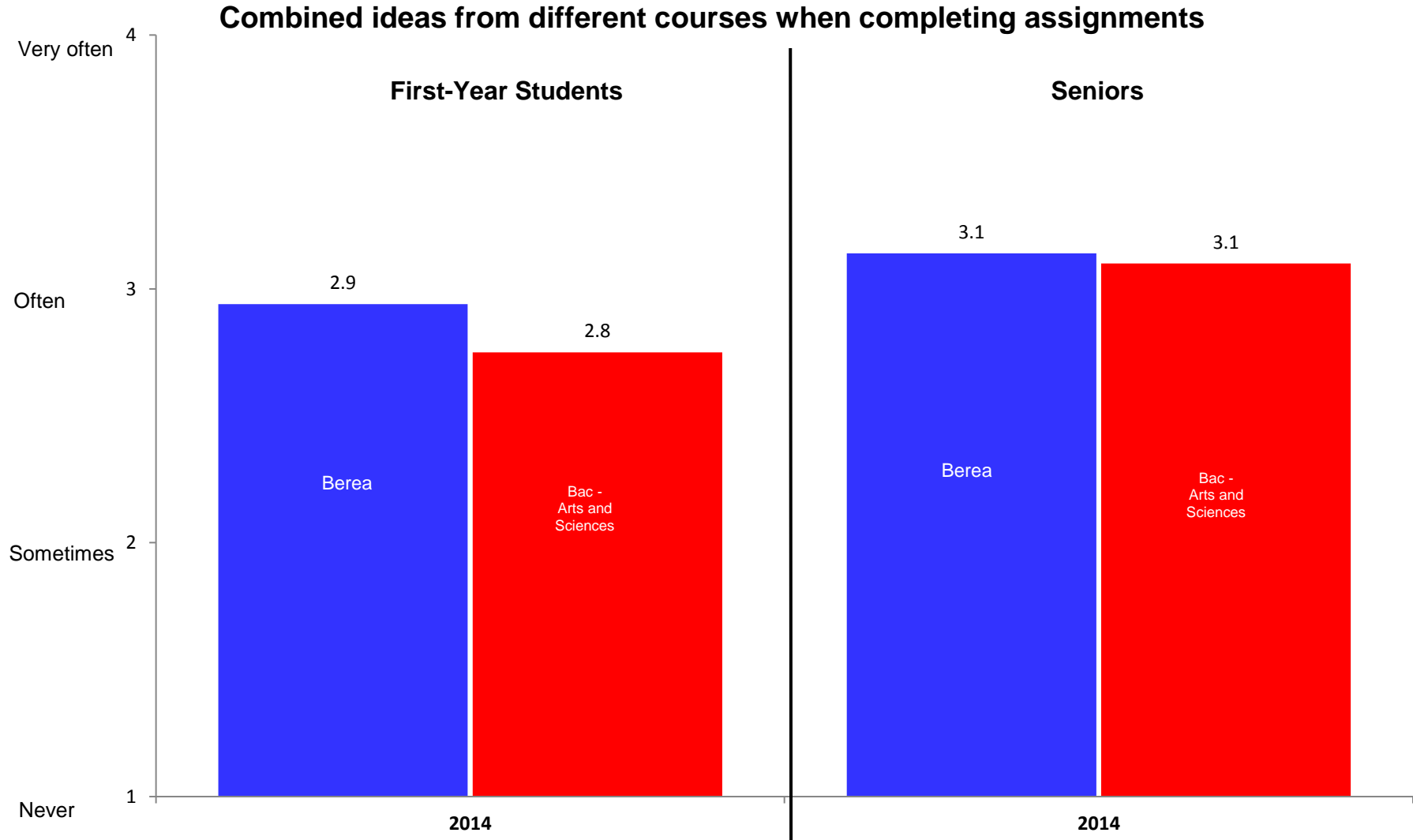
*During the current school year, about how often have you done the following?*

**Gave a course presentation\***



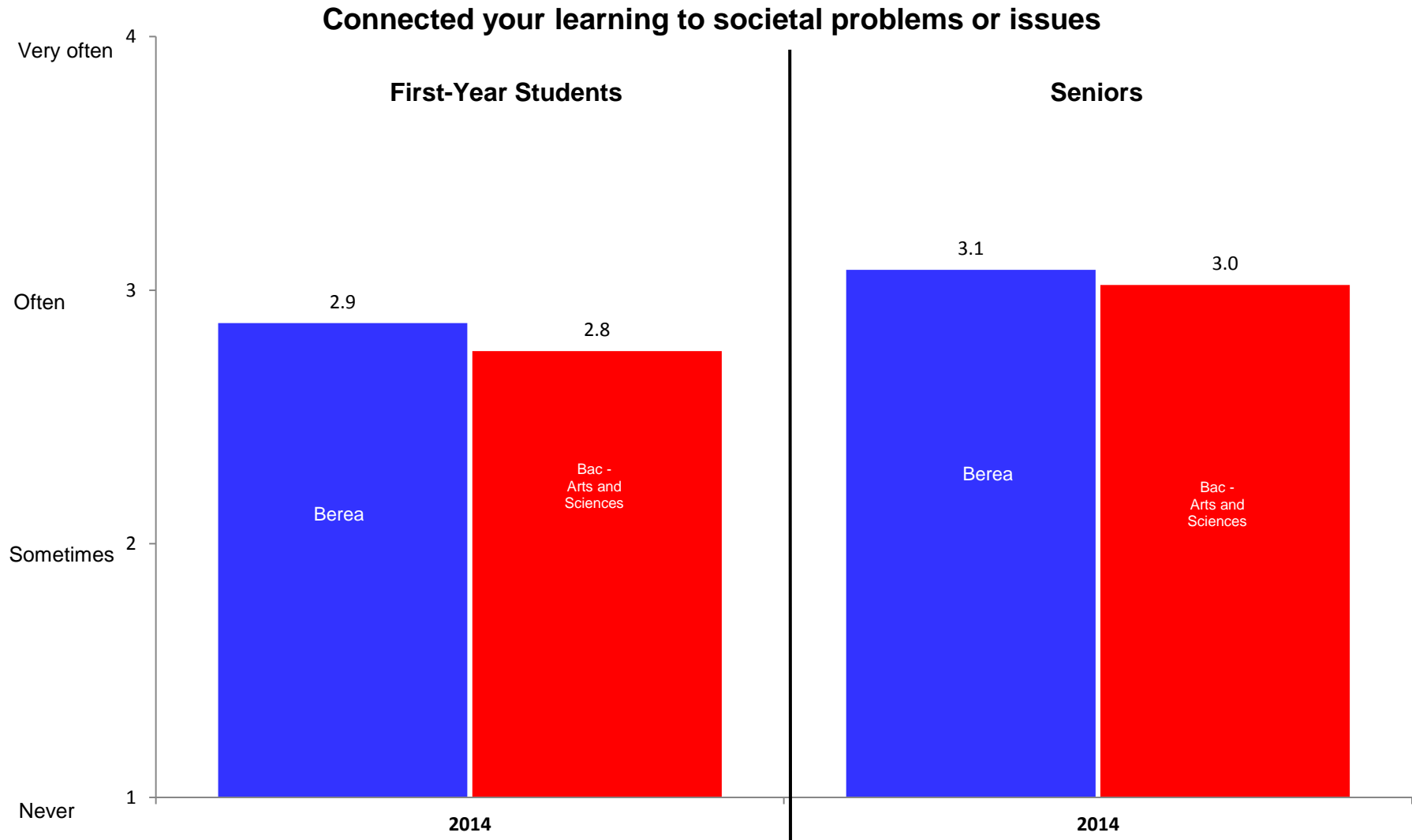
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*During the current school year, about how often have you done the following?*



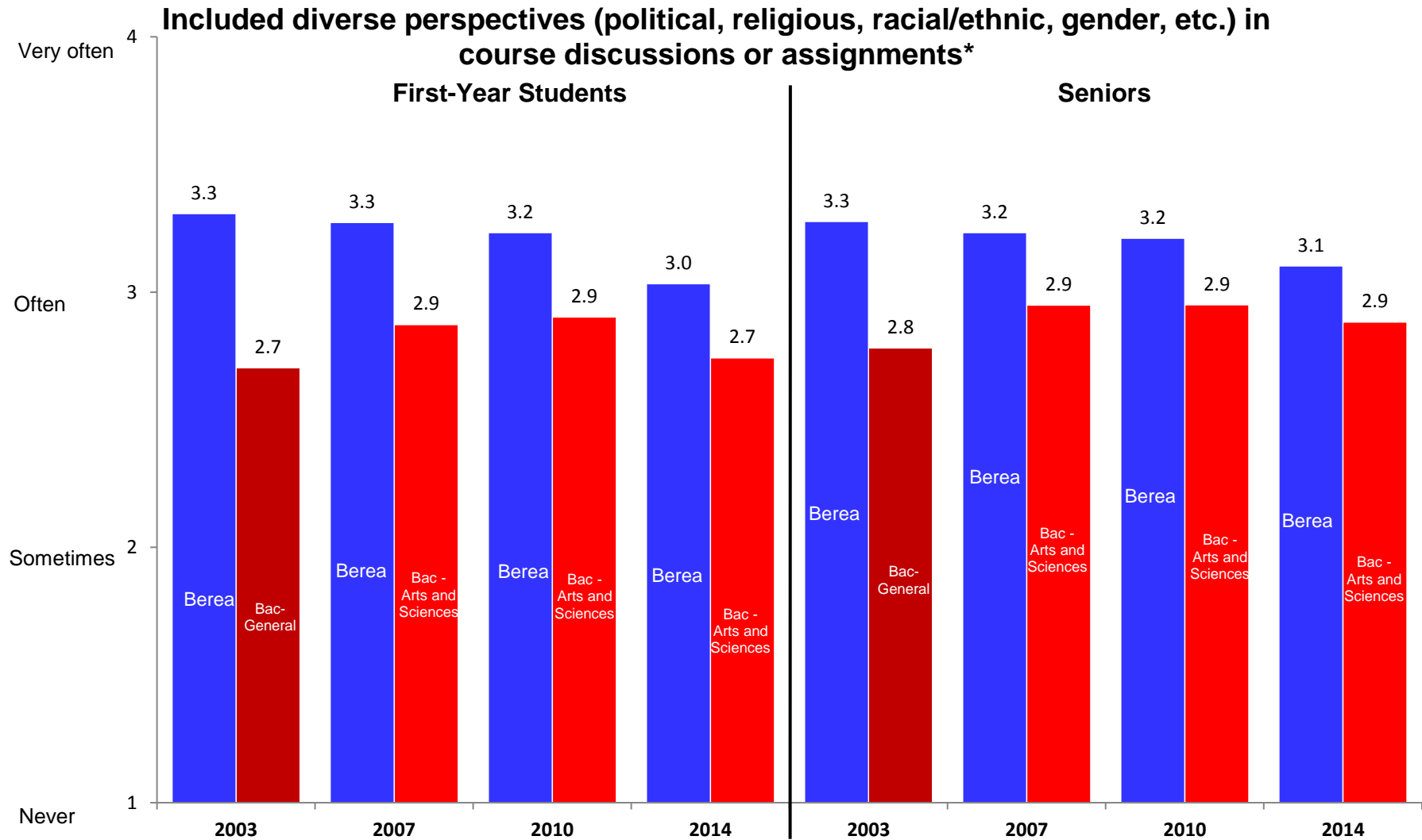
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*During the current school year, about how often have you done the following?*



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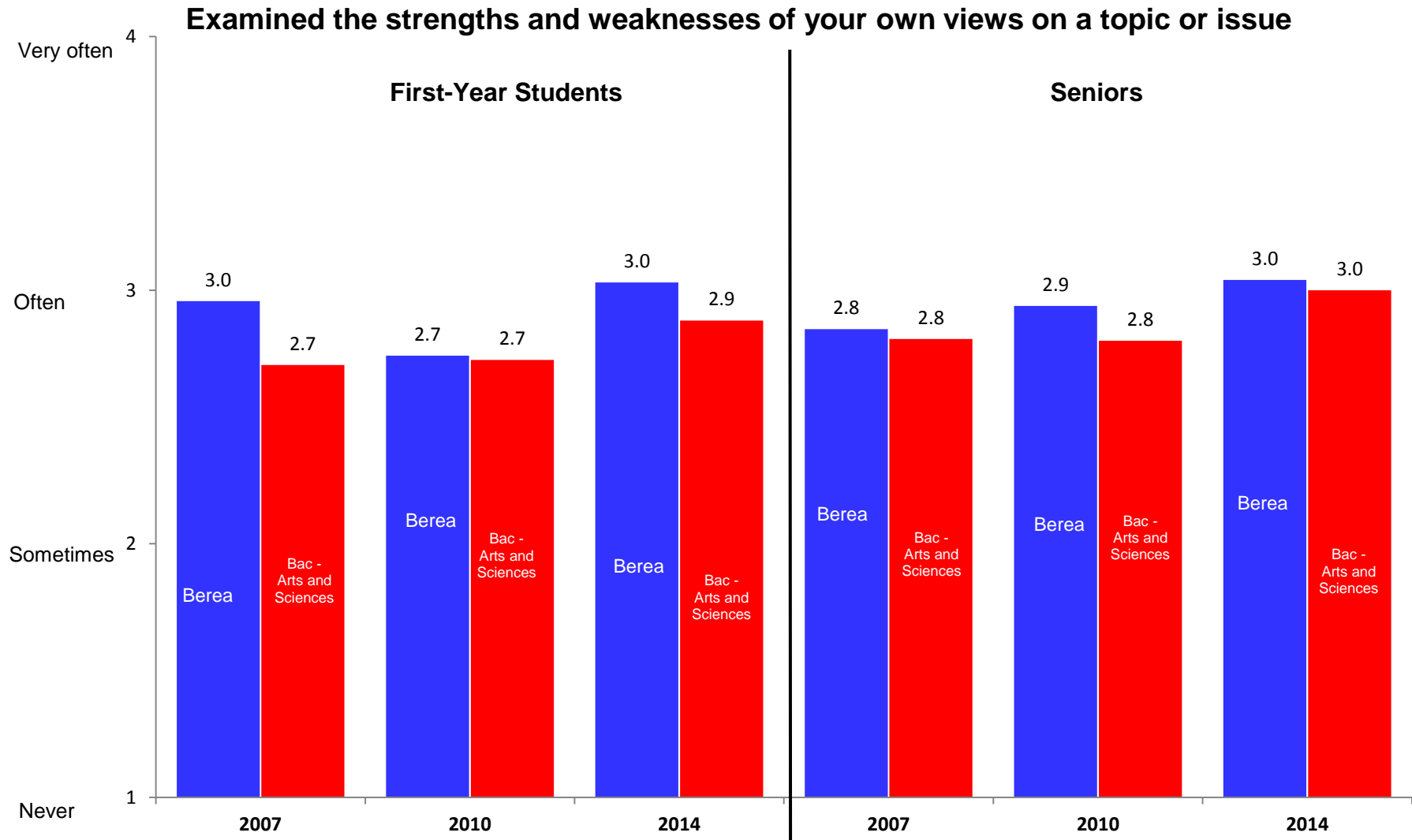
*During the current school year, about how often have you done the following?*



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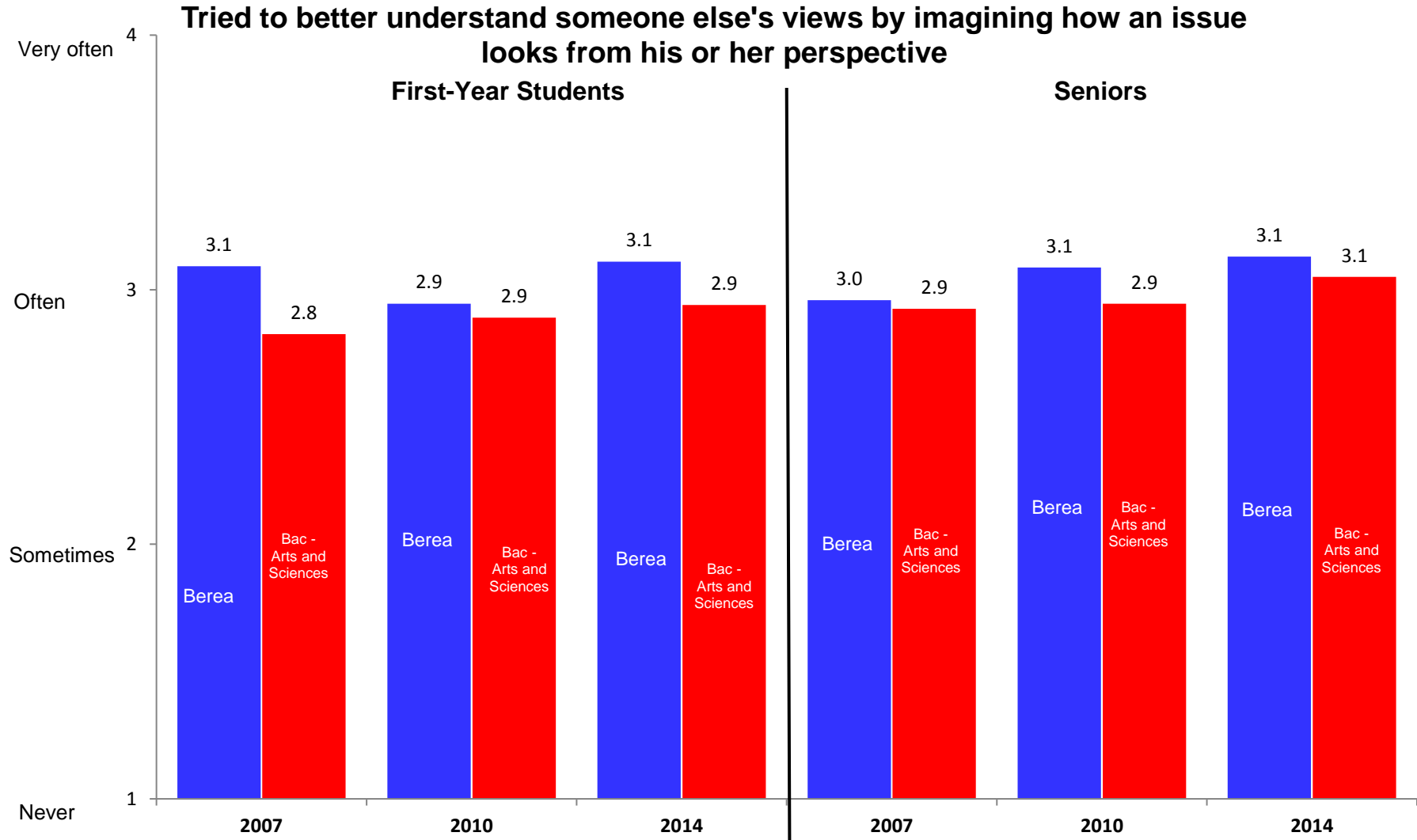


*During the current school year, about how often have you done the following?*



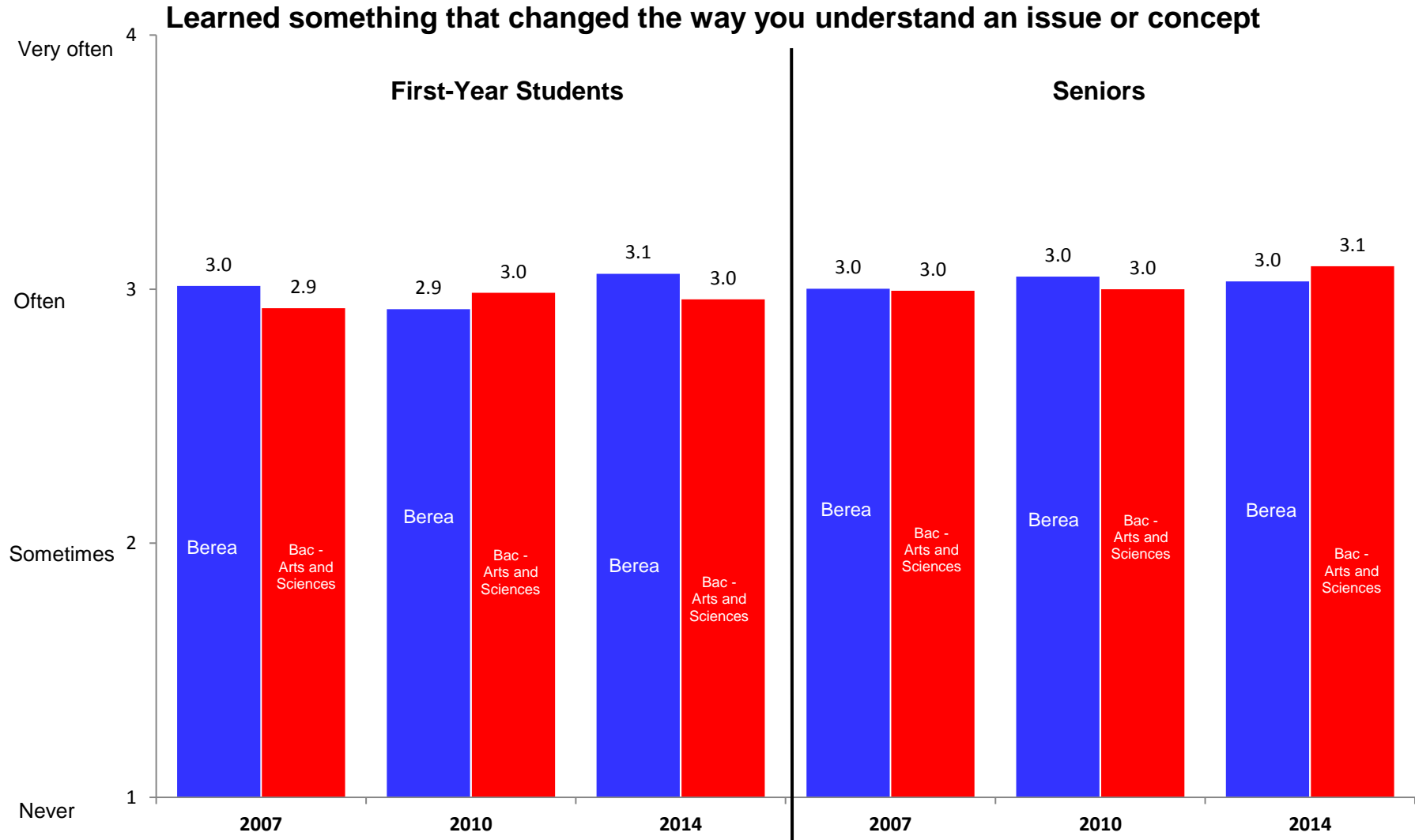
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*During the current school year, about how often have you done the following?*



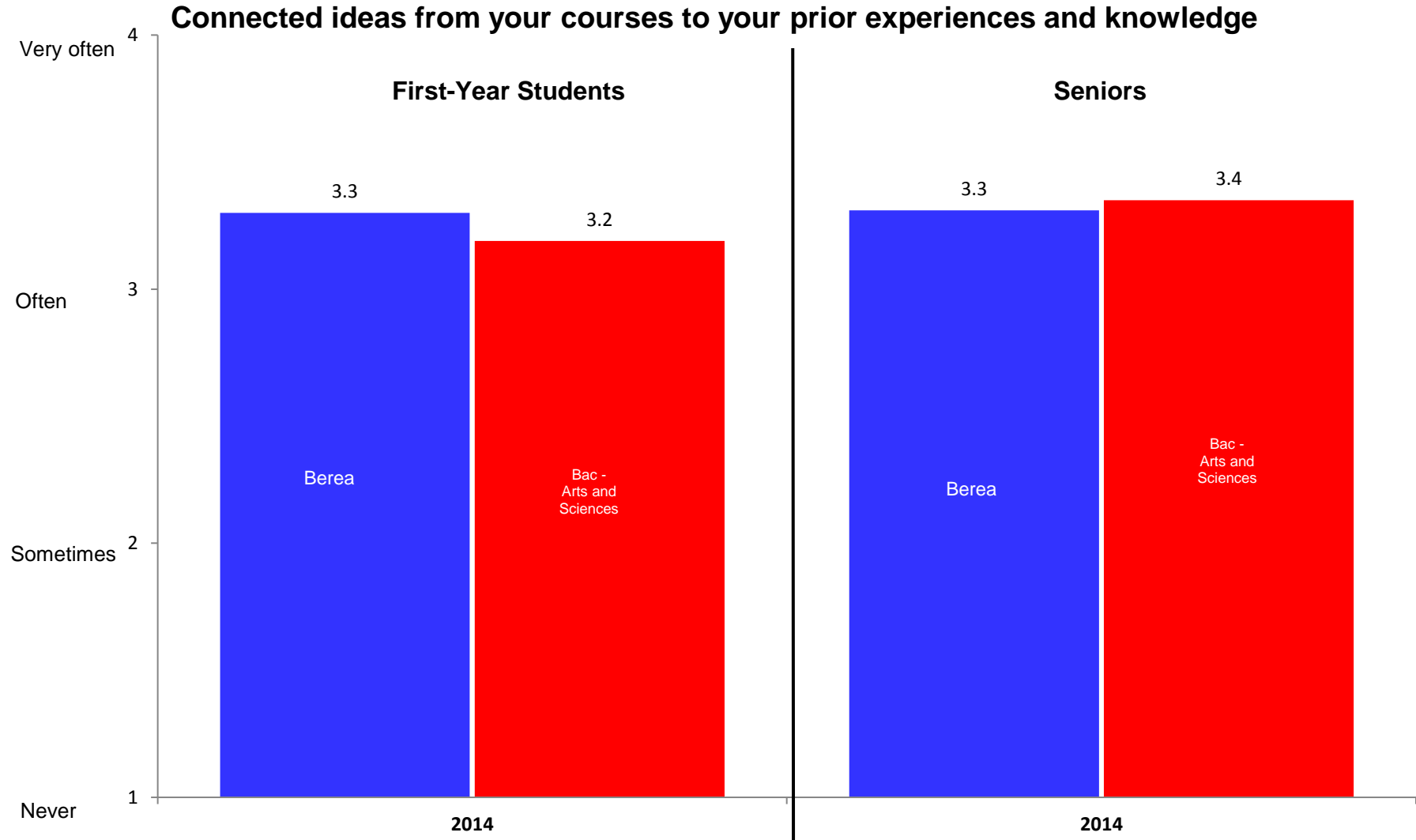
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*During the current school year, about how often have you done the following?*



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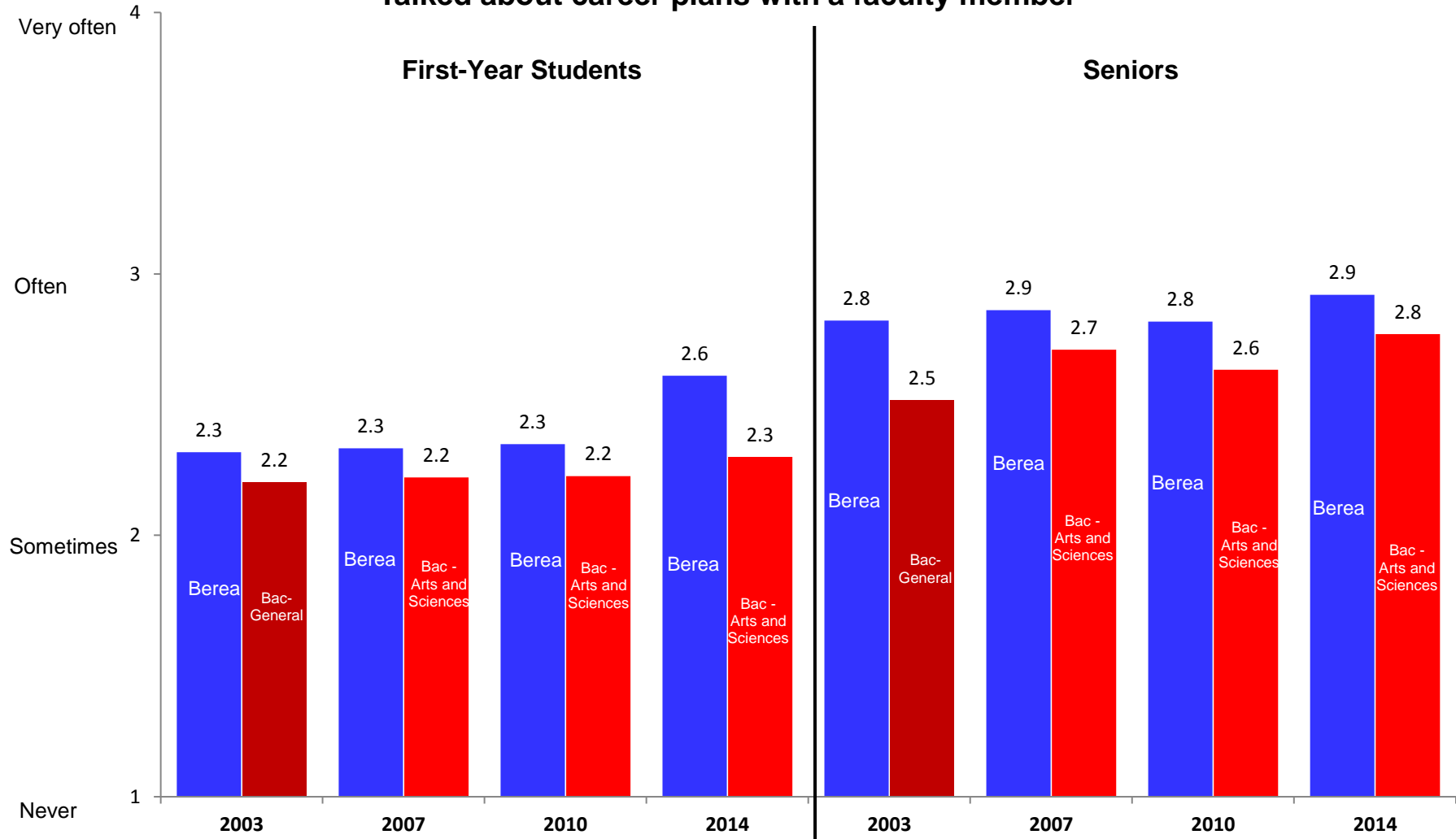
*During the current school year, about how often have you done the following?*



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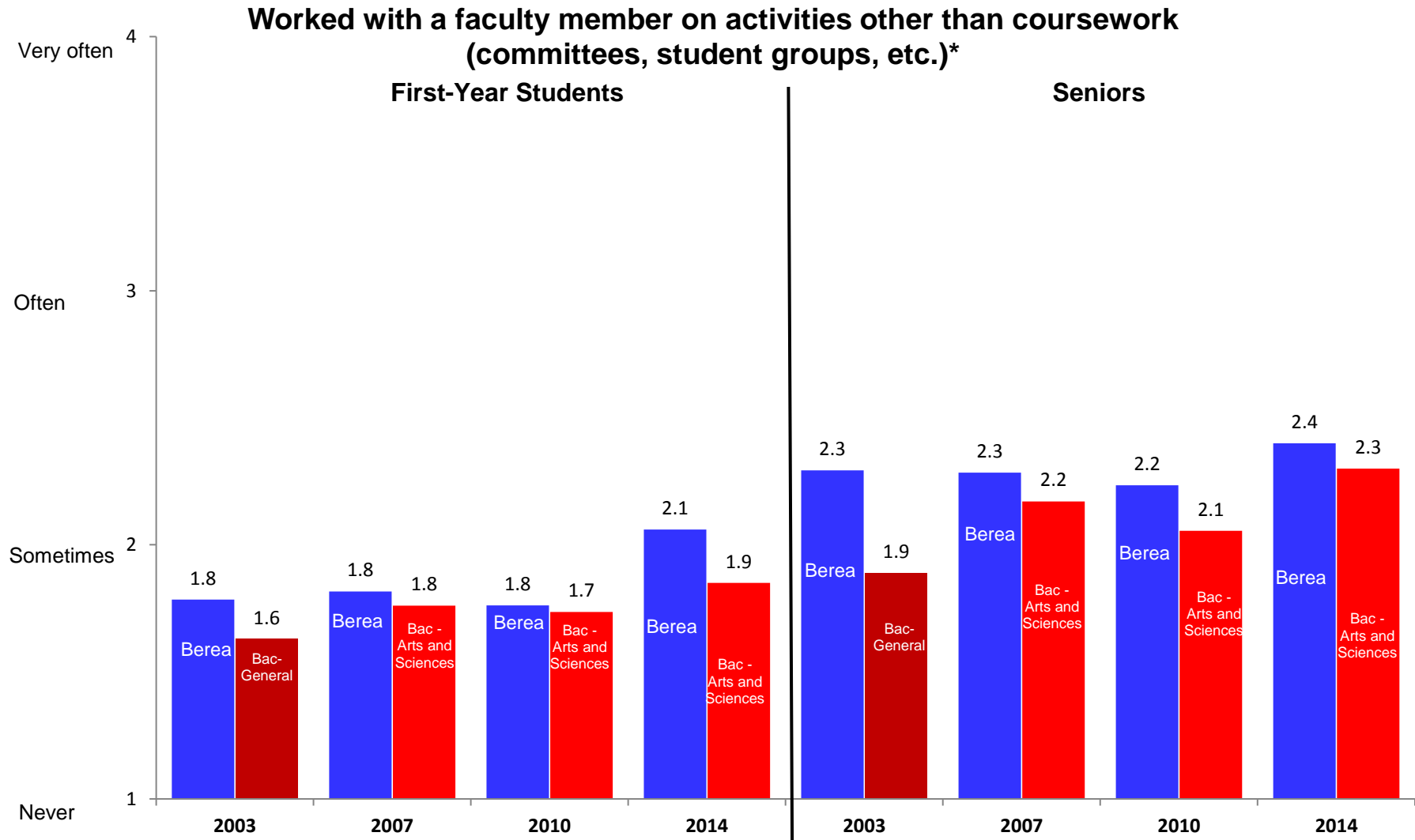
*During the current school year, about how often have you done the following?*

**Talked about career plans with a faculty member\***



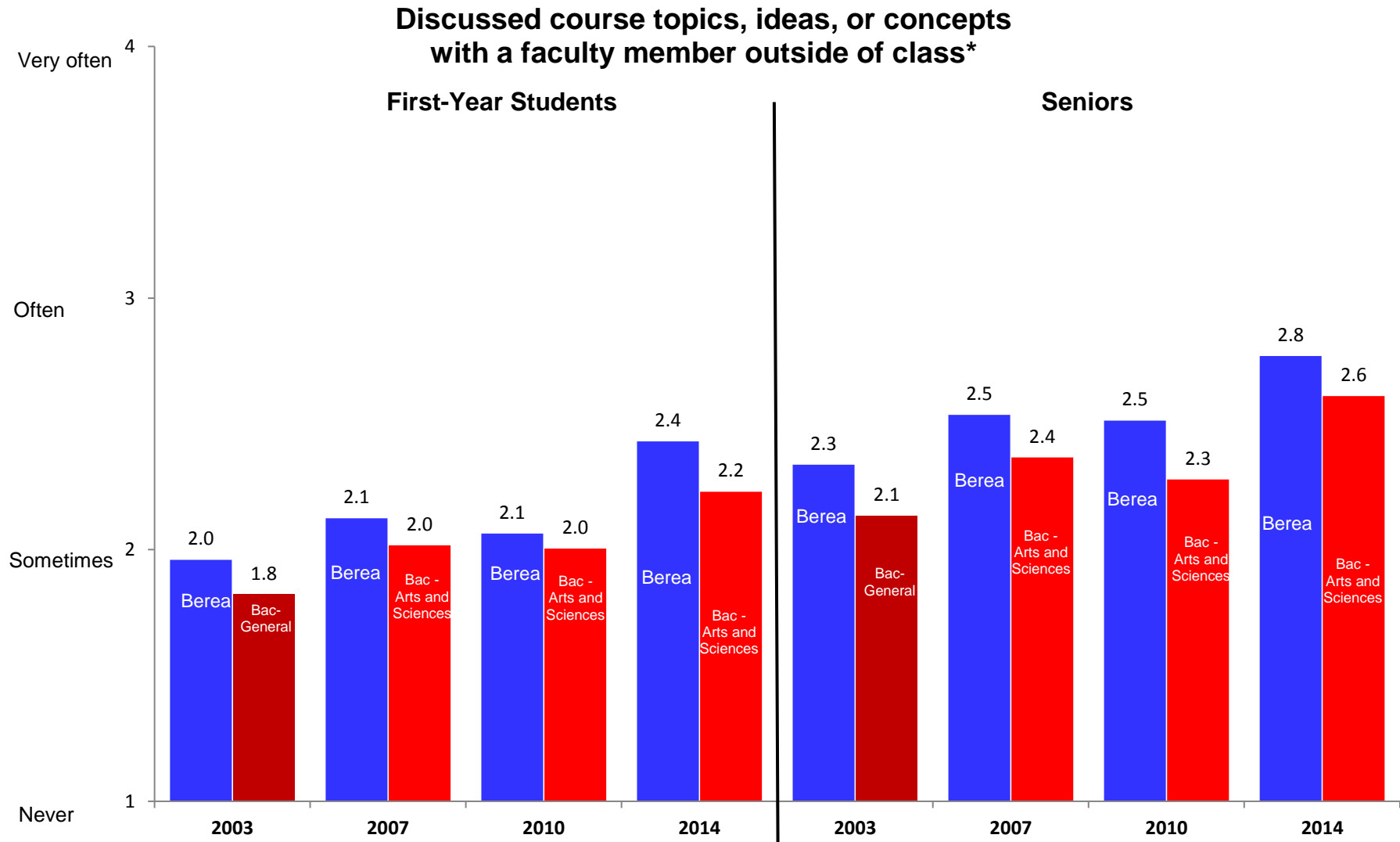
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*During the current school year, about how often have you done the following?*



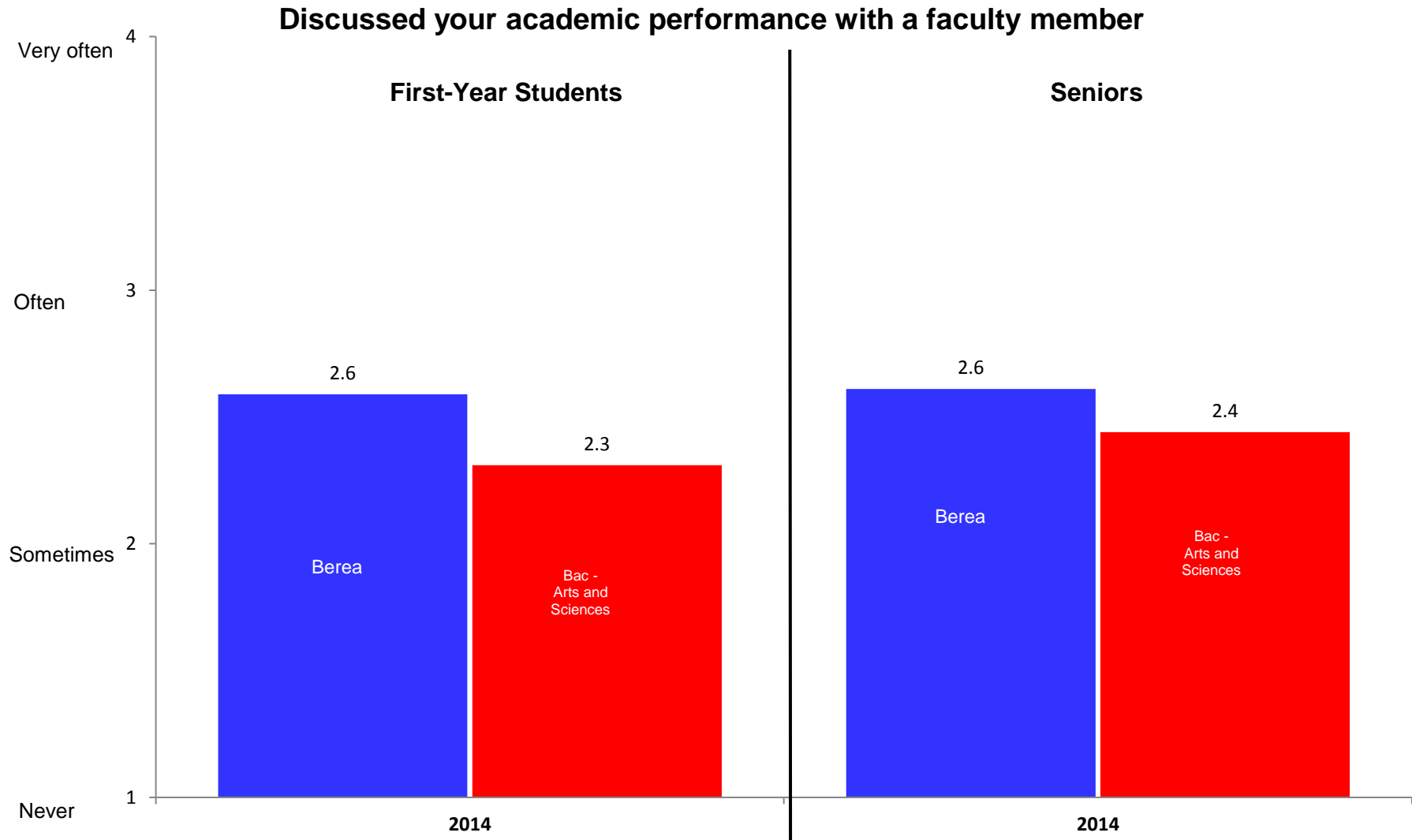
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*During the current school year, about how often have you done the following?*



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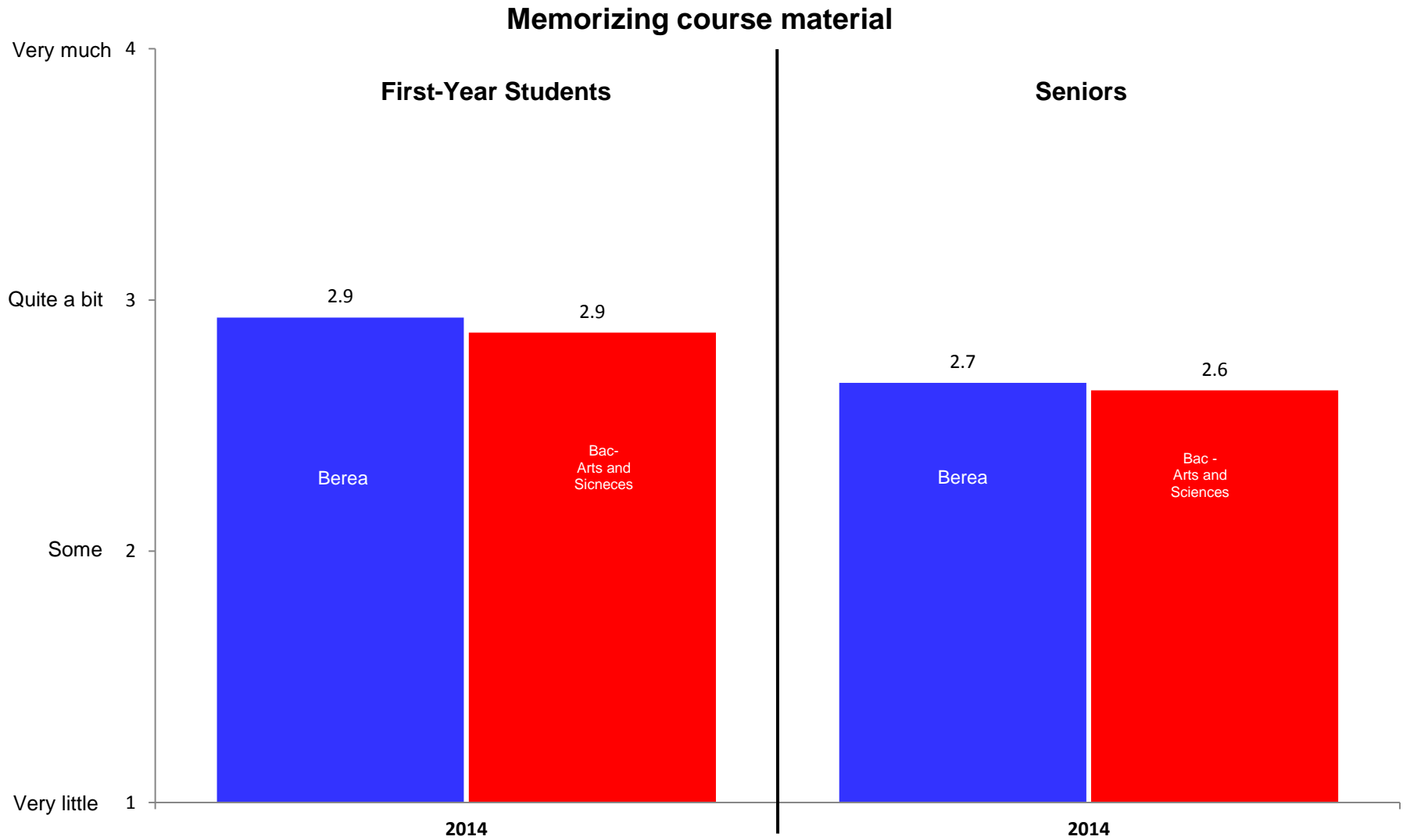
*During the current school year, about how often have you done the following?*



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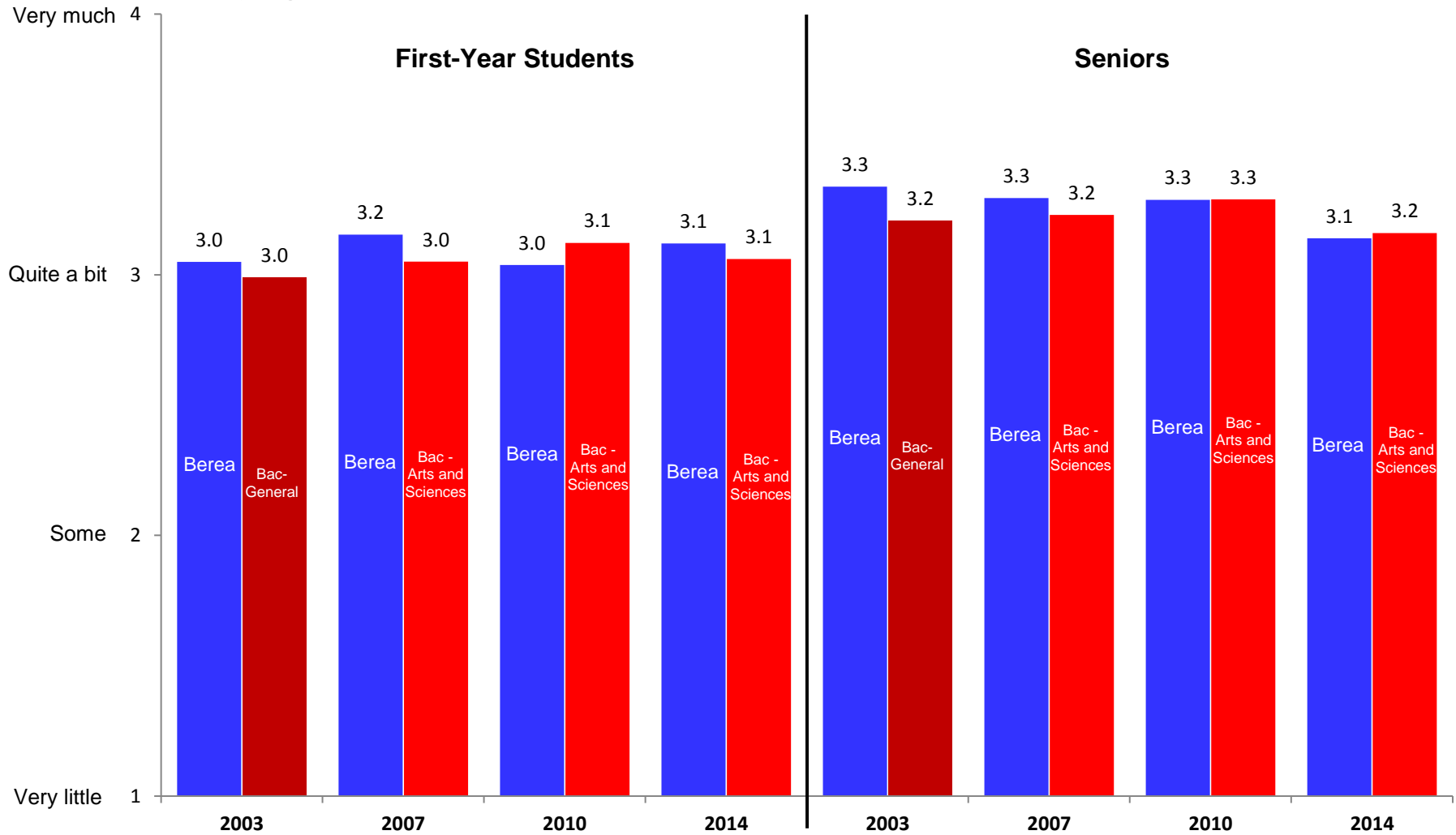
*How much has your coursework emphasized the following?*



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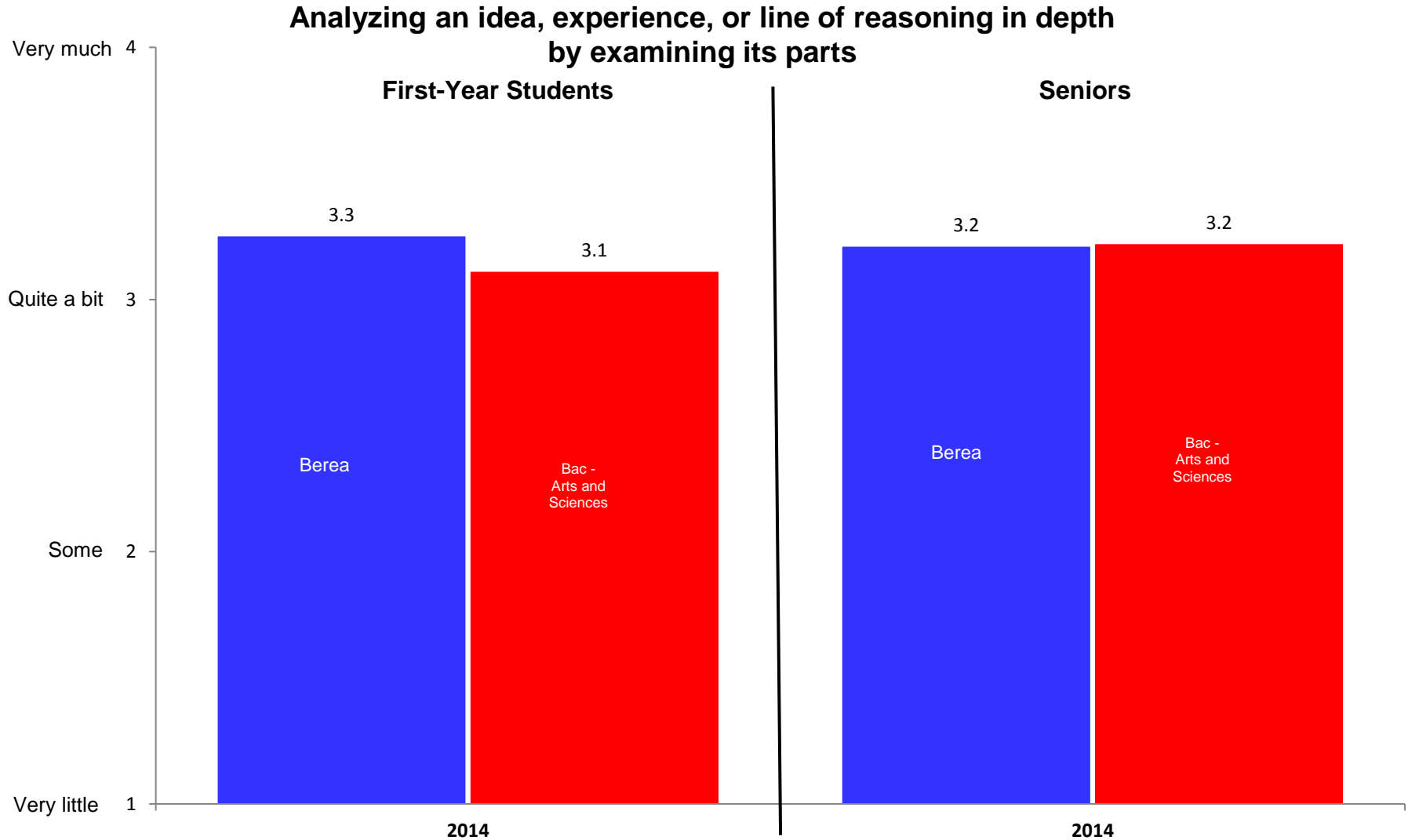
*How much has your coursework emphasized the following?*

**Applying facts, theories, or methods to practical problems or new situations\***



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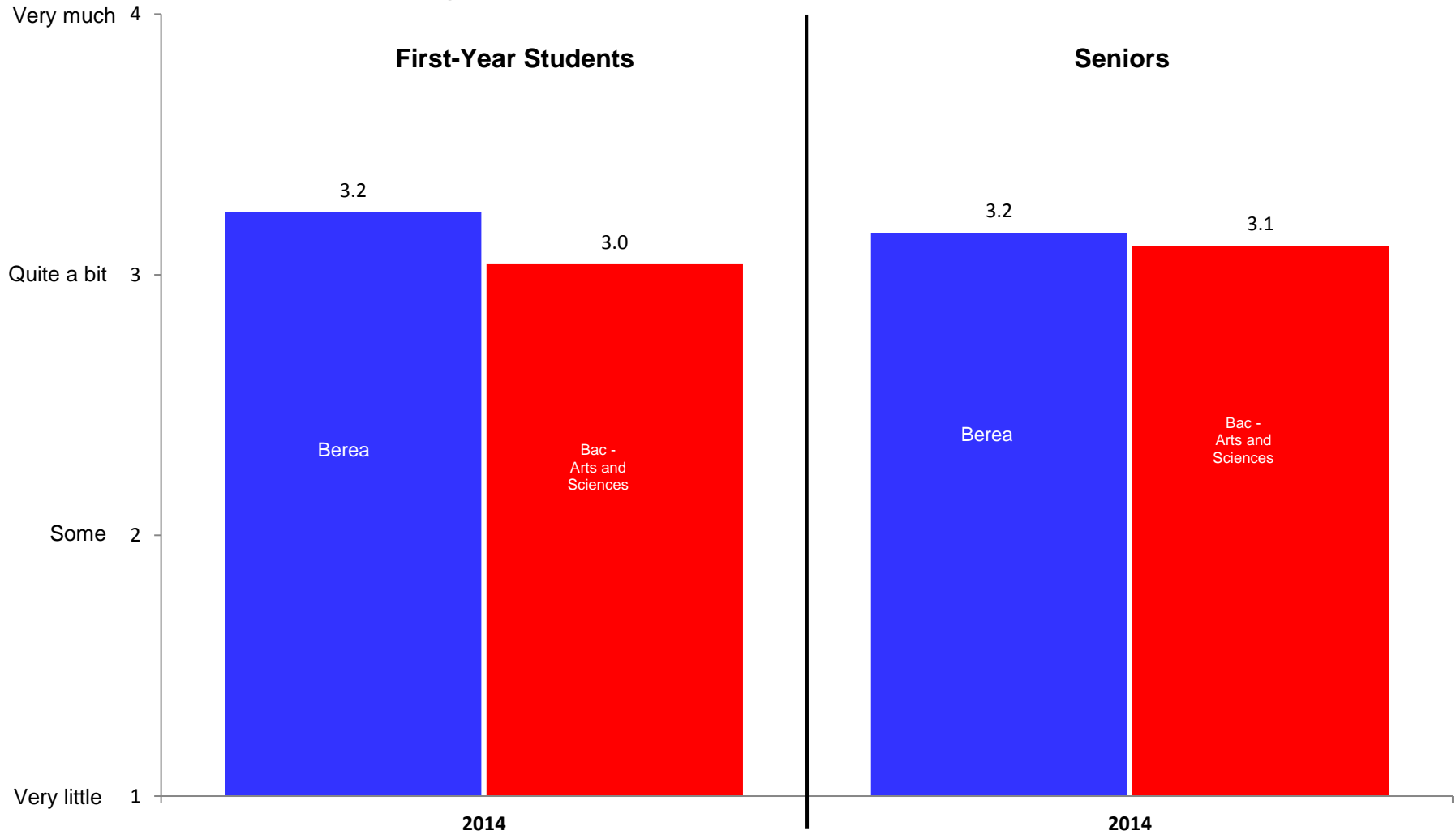
*How much has your coursework emphasized the following?*



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*How much has your coursework emphasized the following?*

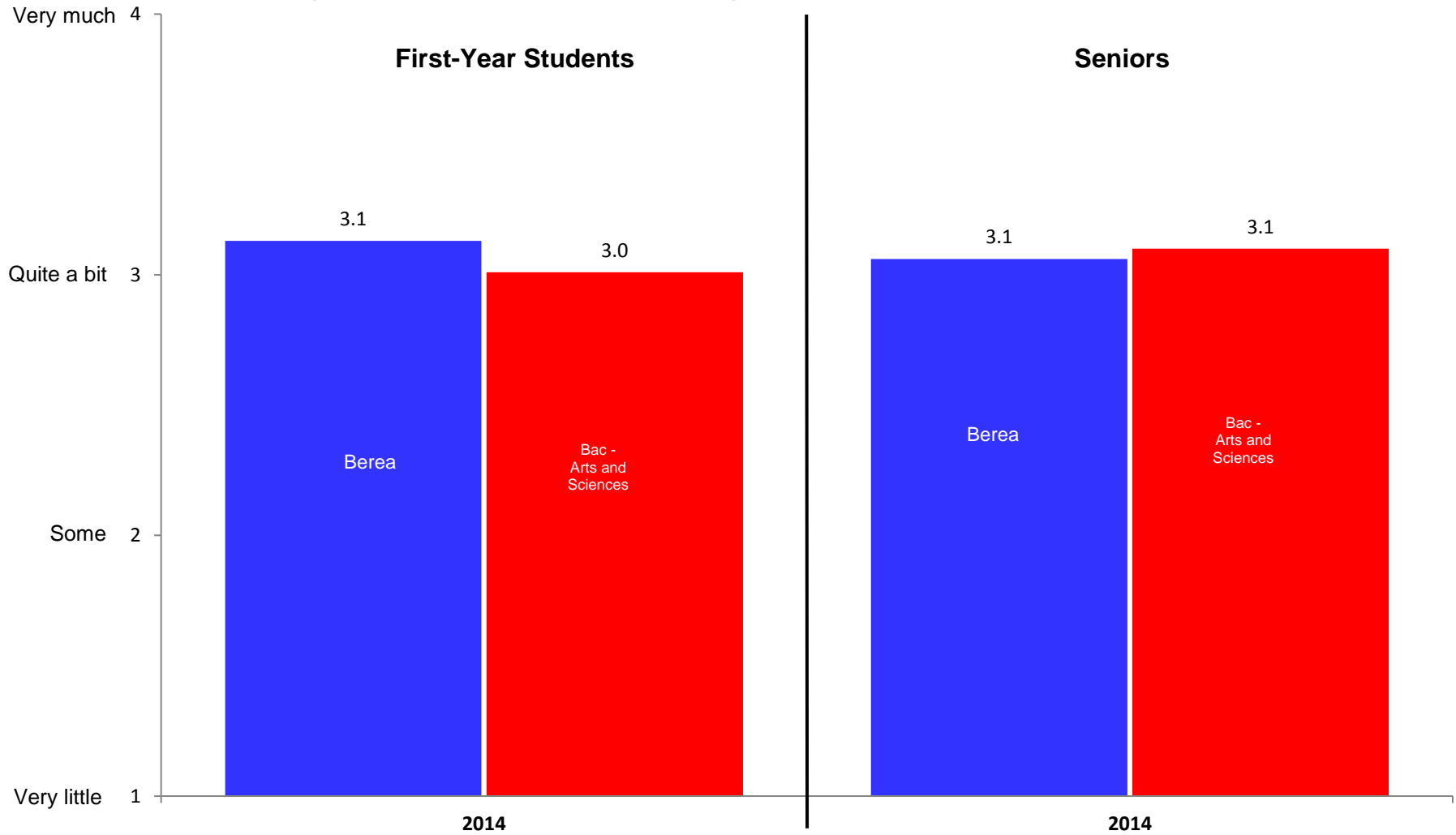
### Evaluating a point of view, decision, or information source



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*How much has your coursework emphasized the following?*

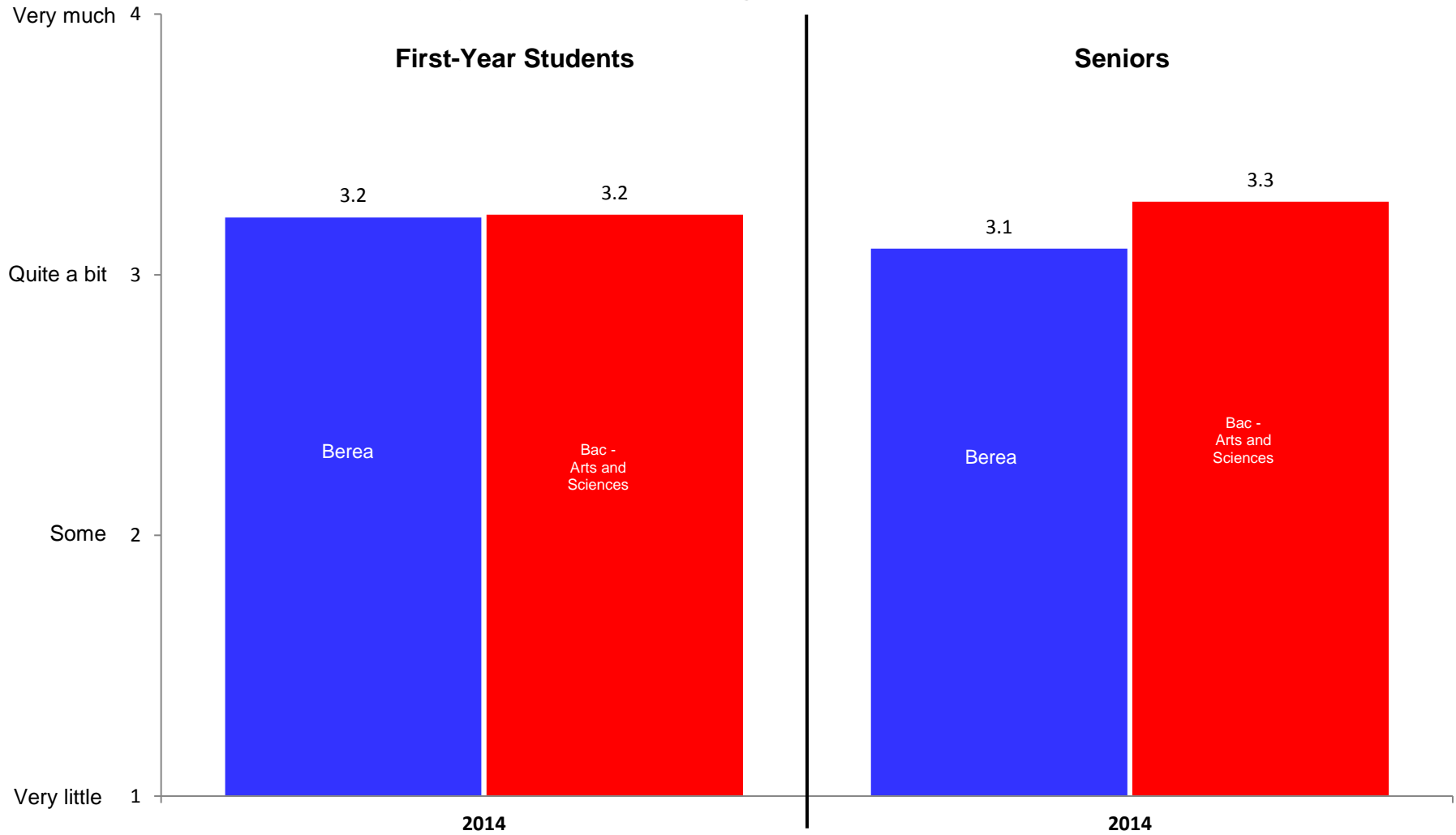
**Forming a new idea or understanding from various pieces of information**



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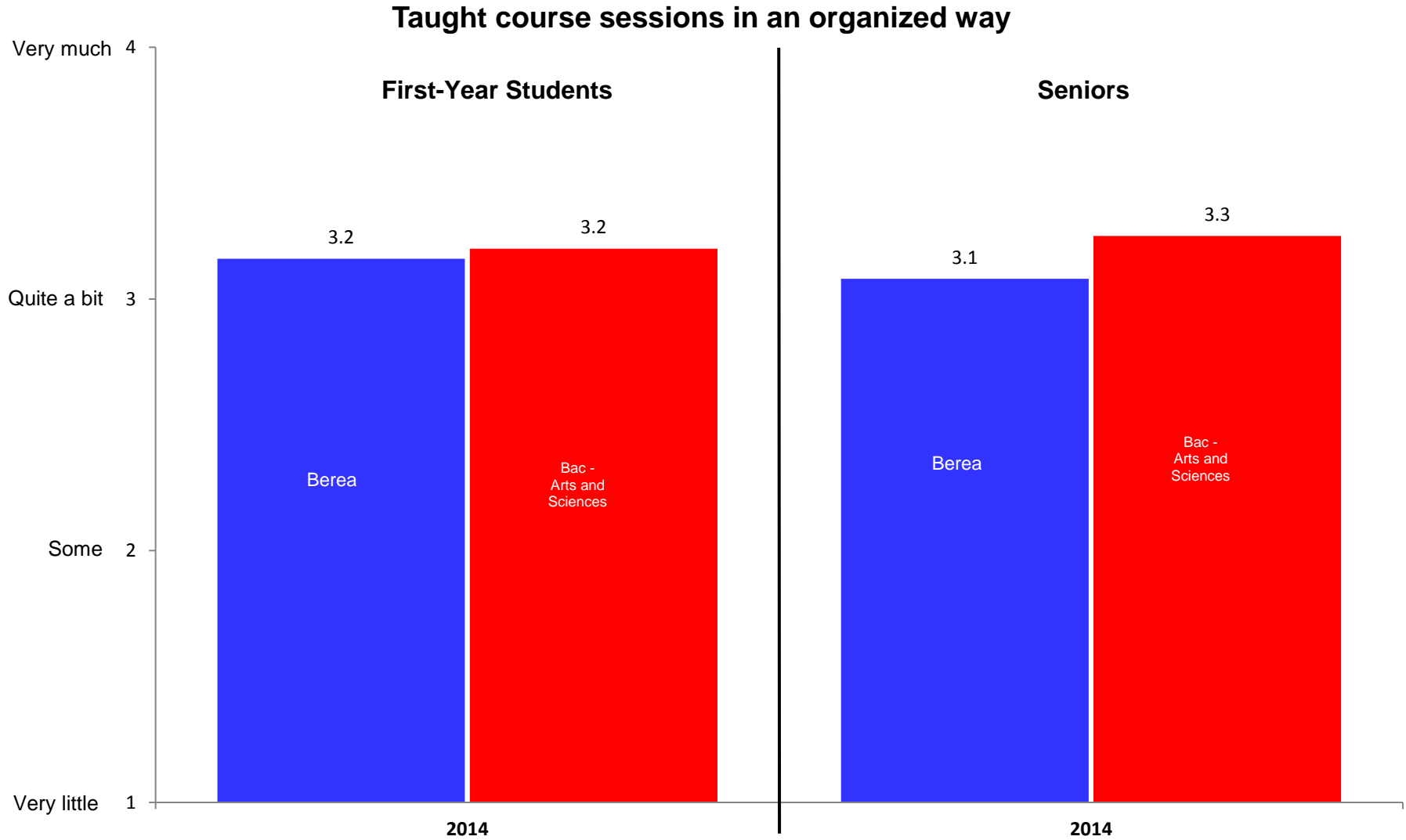
*During the school year, to what extent have your instructors done the following?*

**Clearly explained course goals and requirements**



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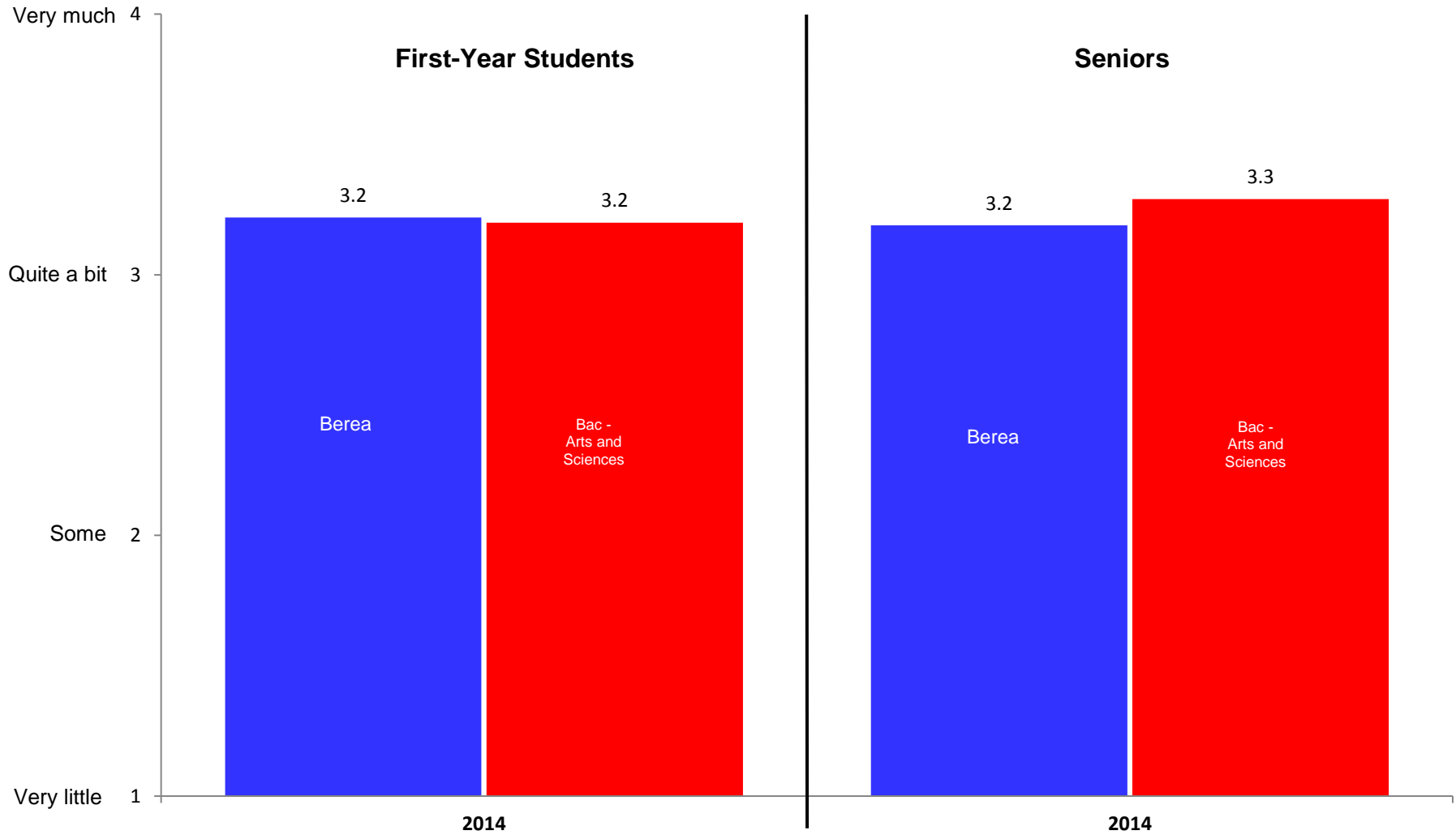
*During the school year, to what extent have your instructors done the following?*



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

*During the school year, to what extent have your instructors done the following?*

**Used examples or illustrations to explain difficult points**

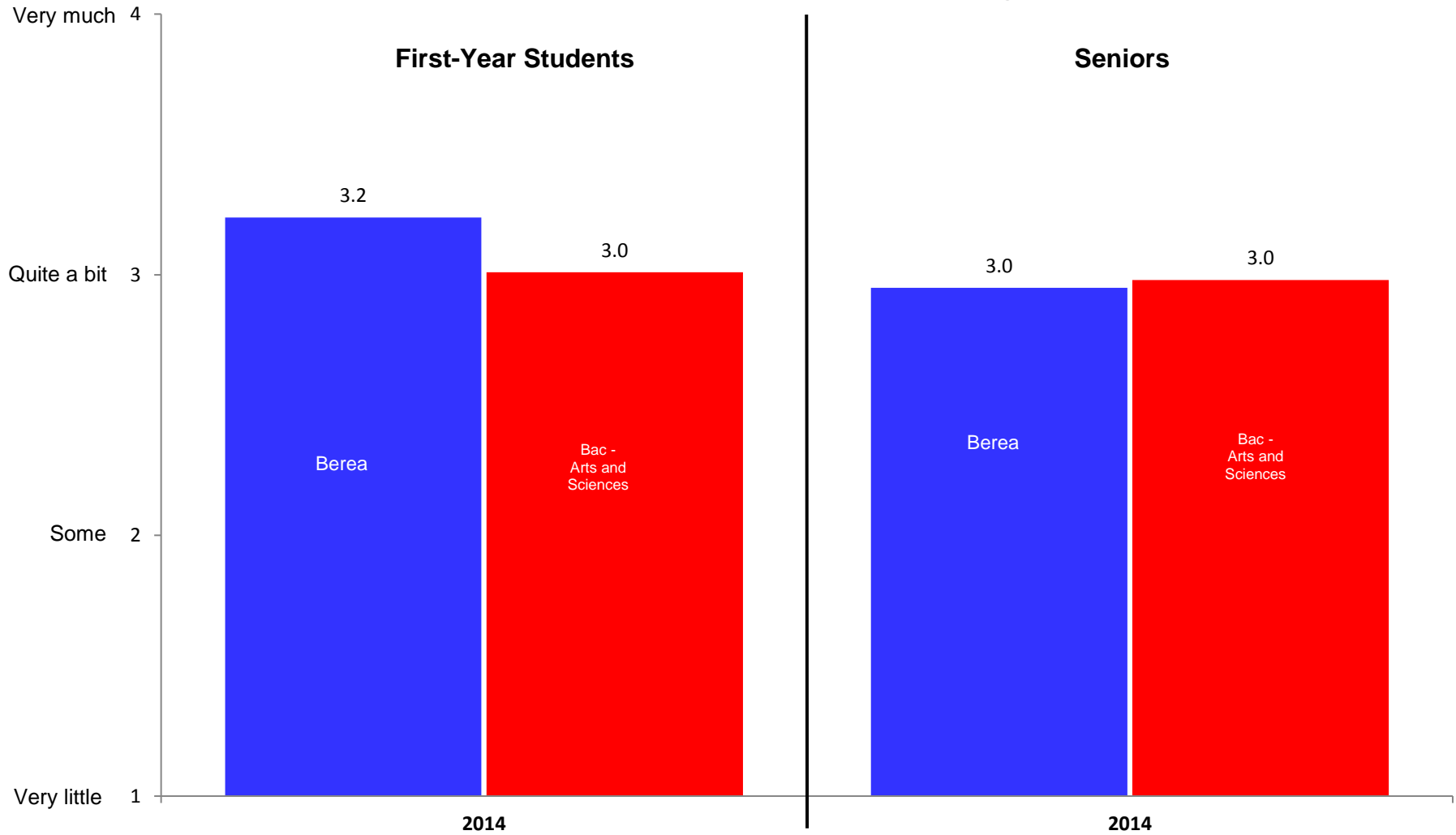


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*During the school year, to what extent have your instructors done the following?*

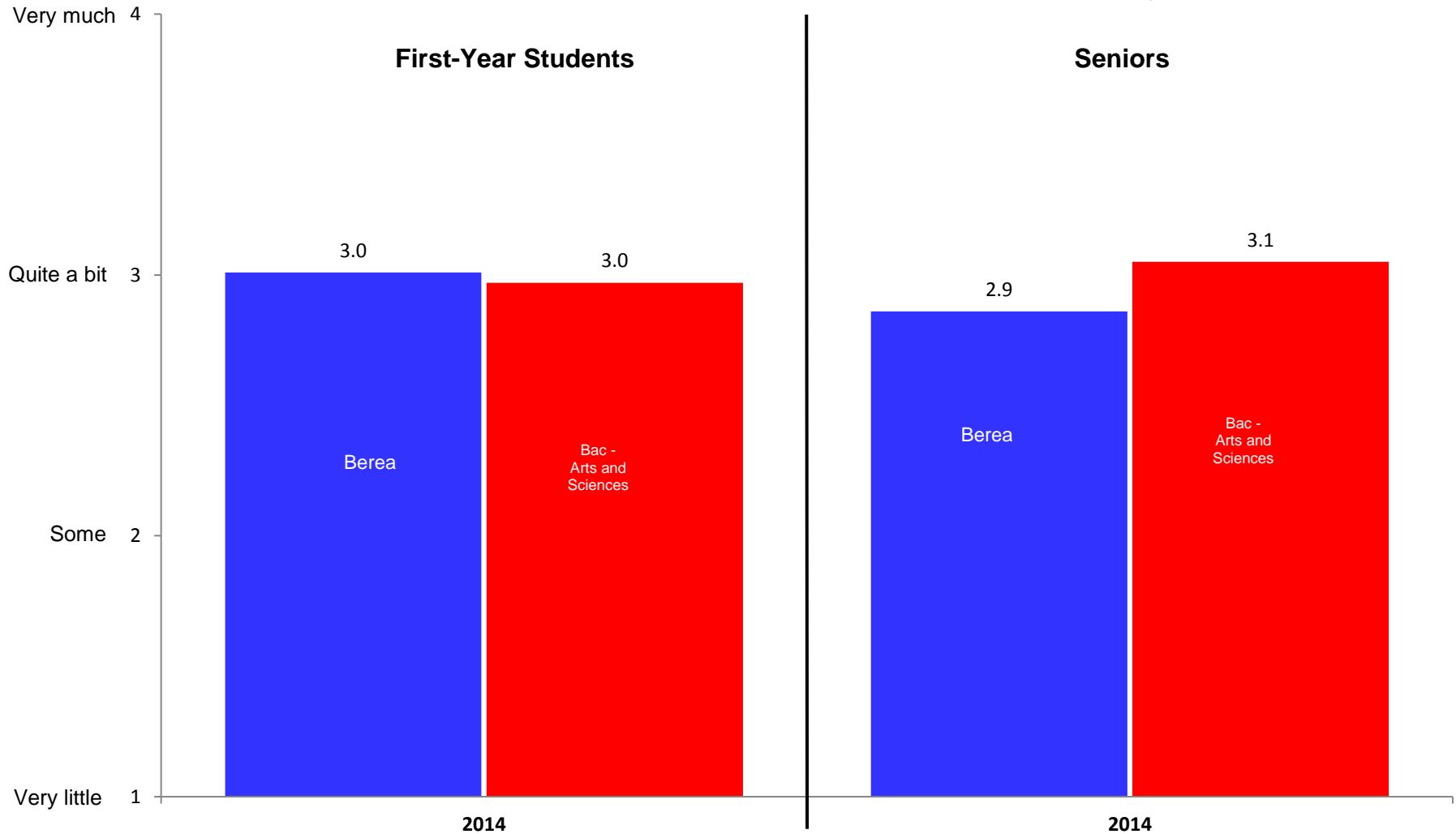
### Provided feedback on a draft or work in progress



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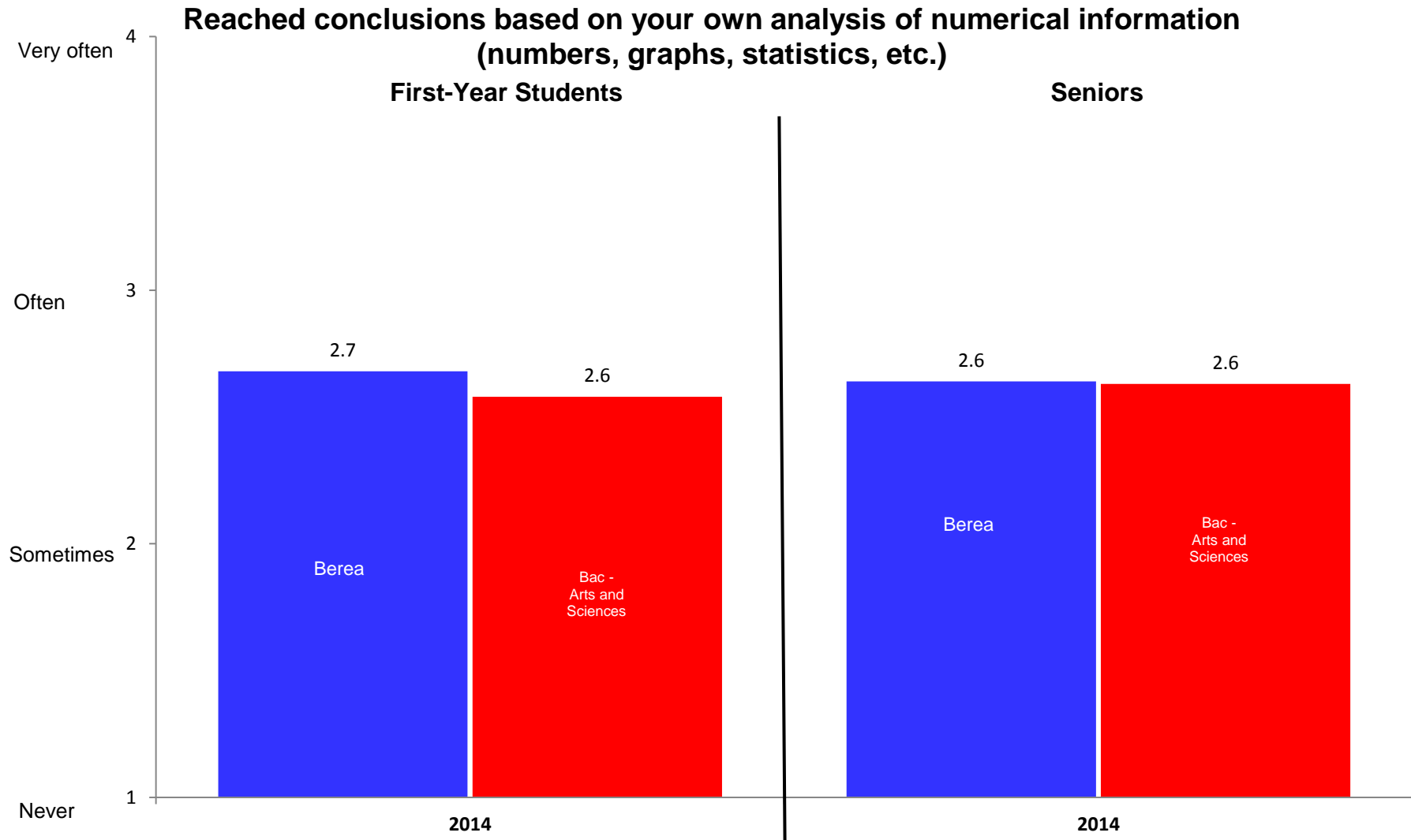
*During the school year, to what extent have your instructors done the following?*

**Provided prompt and detailed feedback on tests or completed assignments**



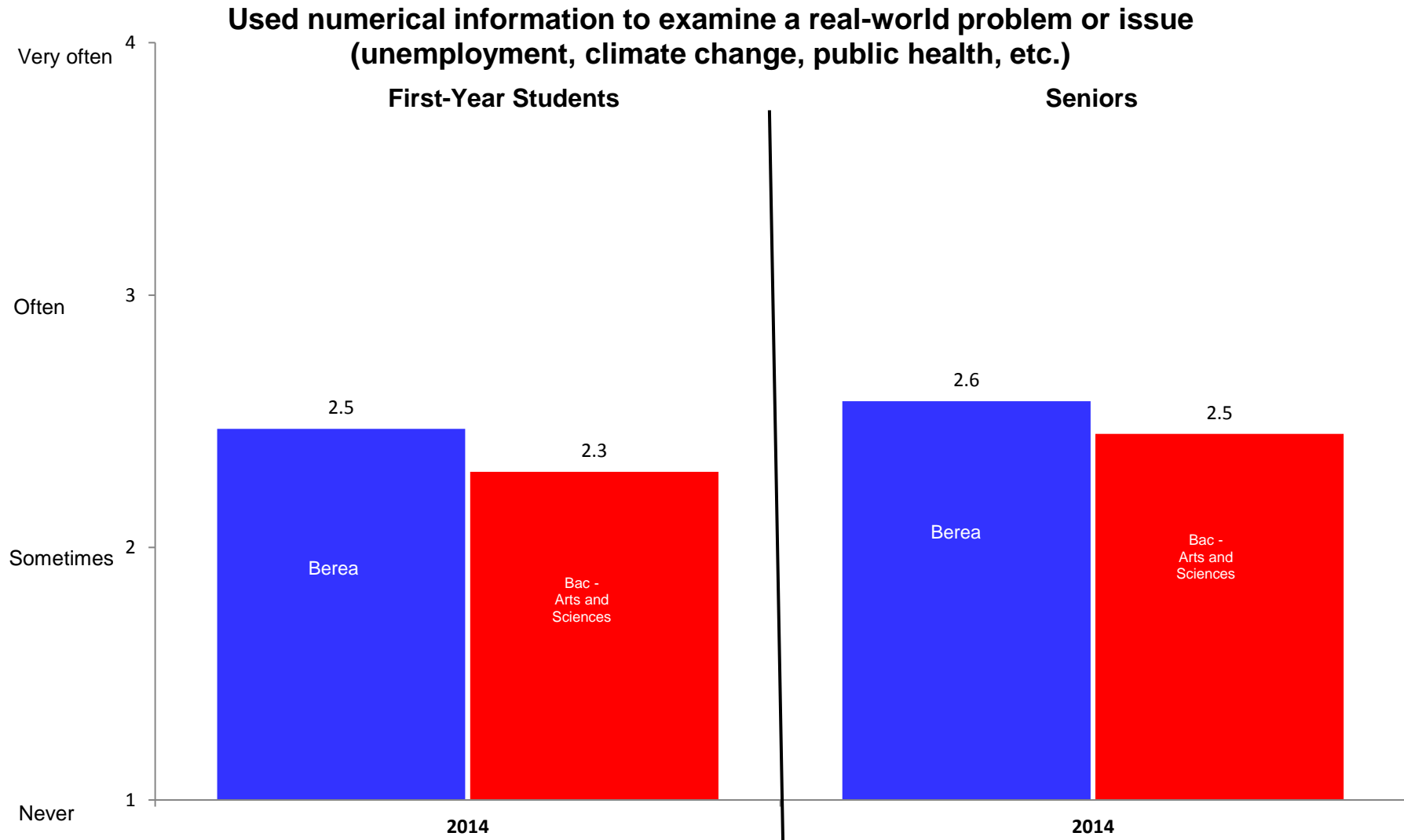
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*During the current school year, about how often have you done the following?*



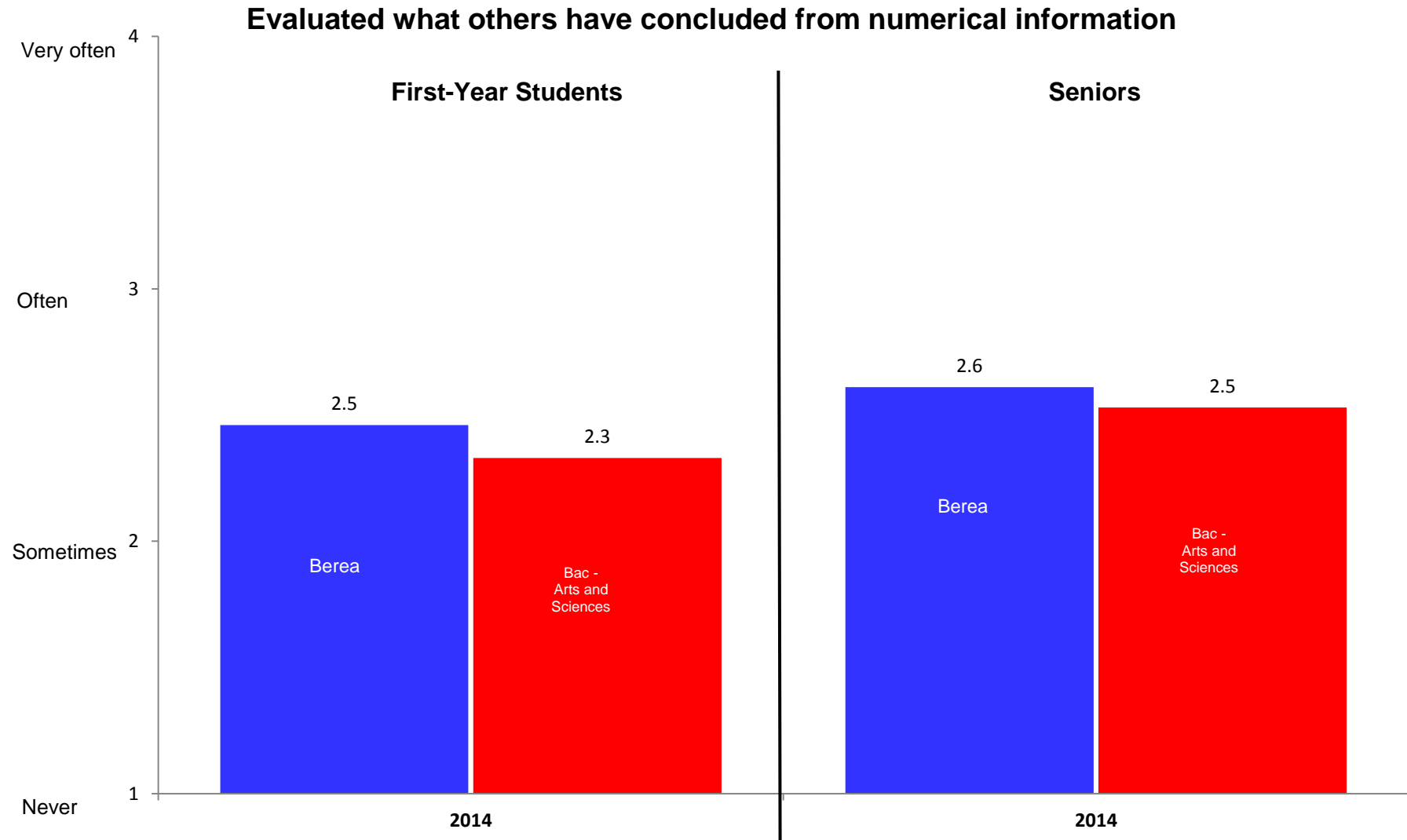
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*During the current school year, about how often have you done the following?*



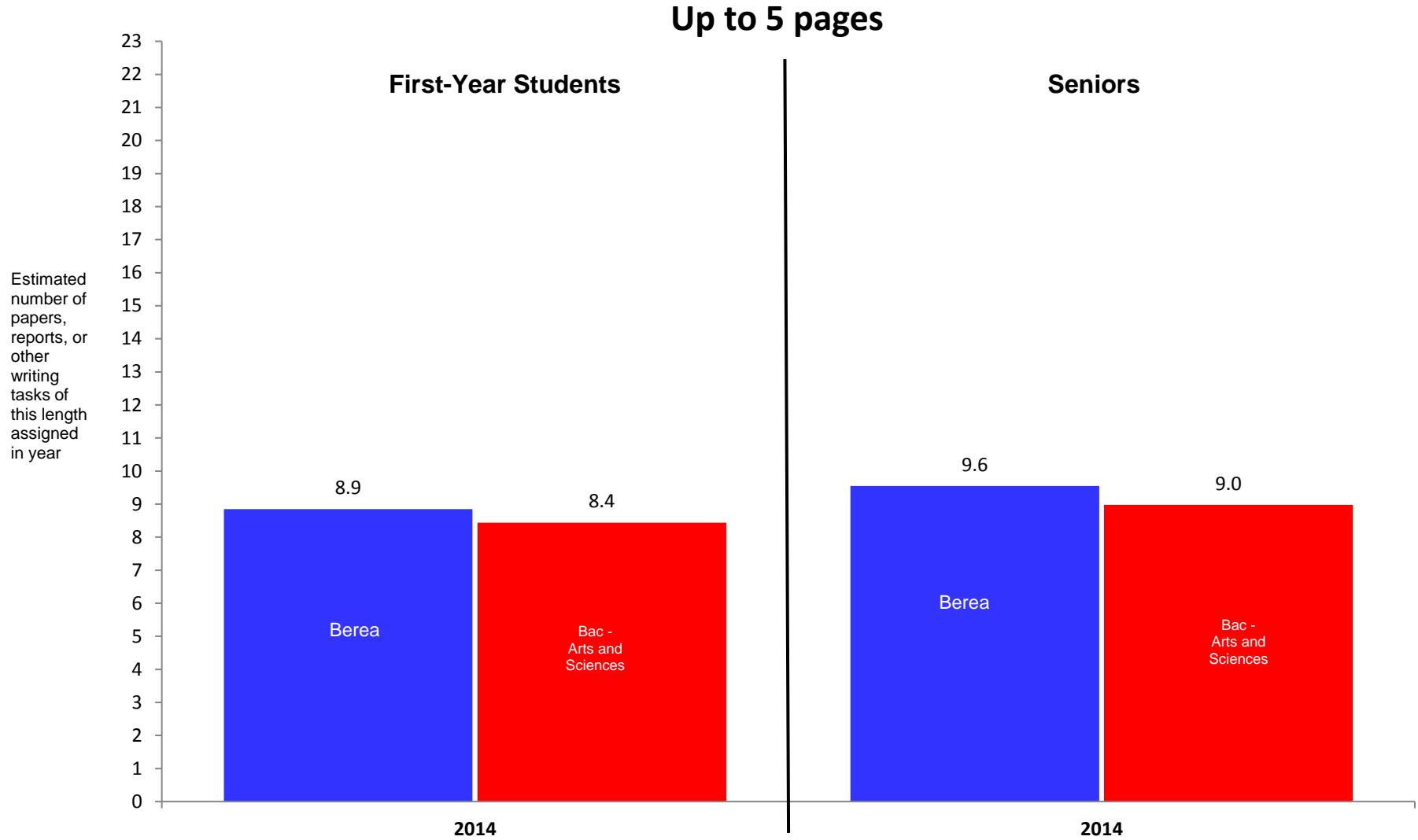
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*During the current school year, about how often have you done the following?*



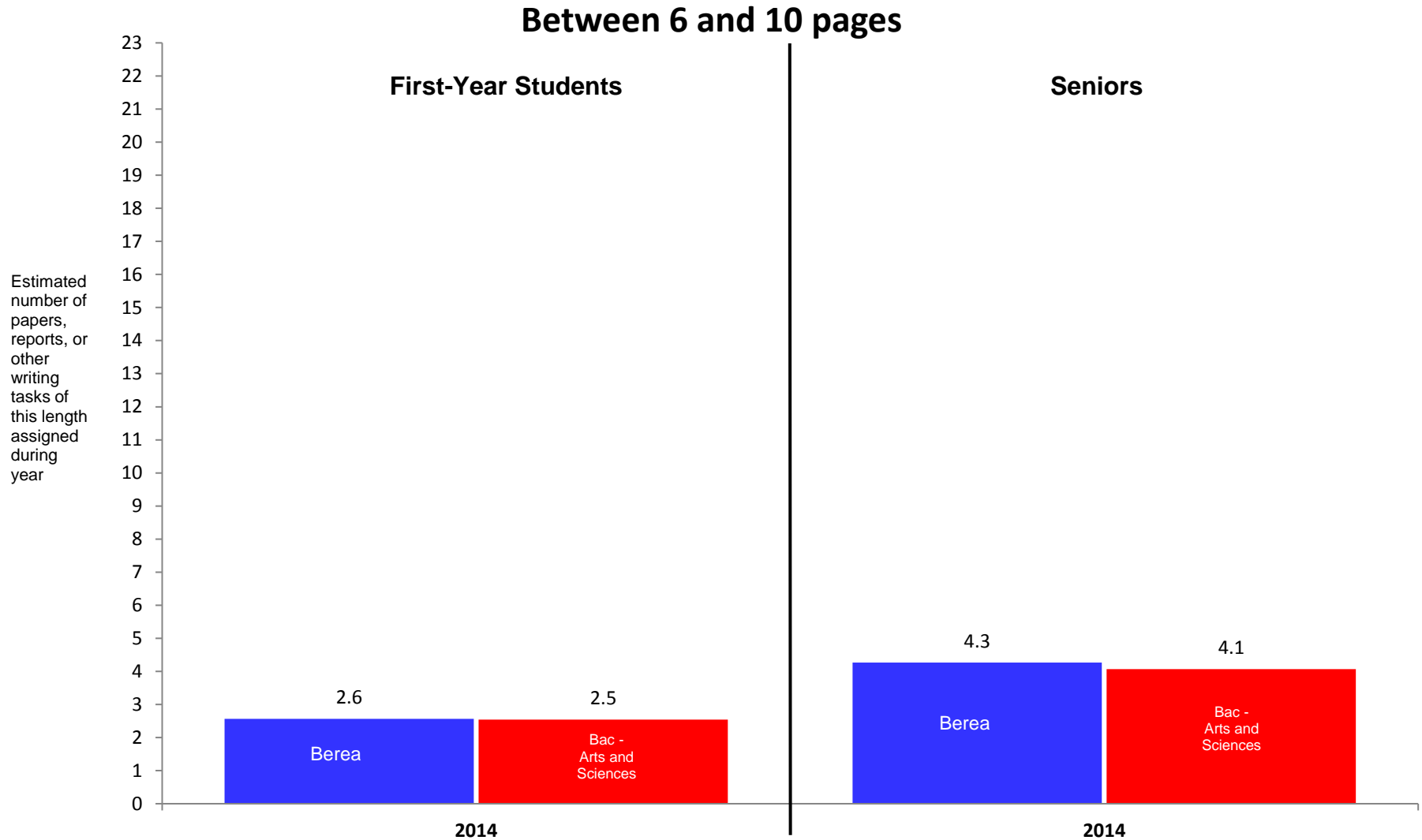
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*How many writing tasks of the following lengths have you been assigned?*



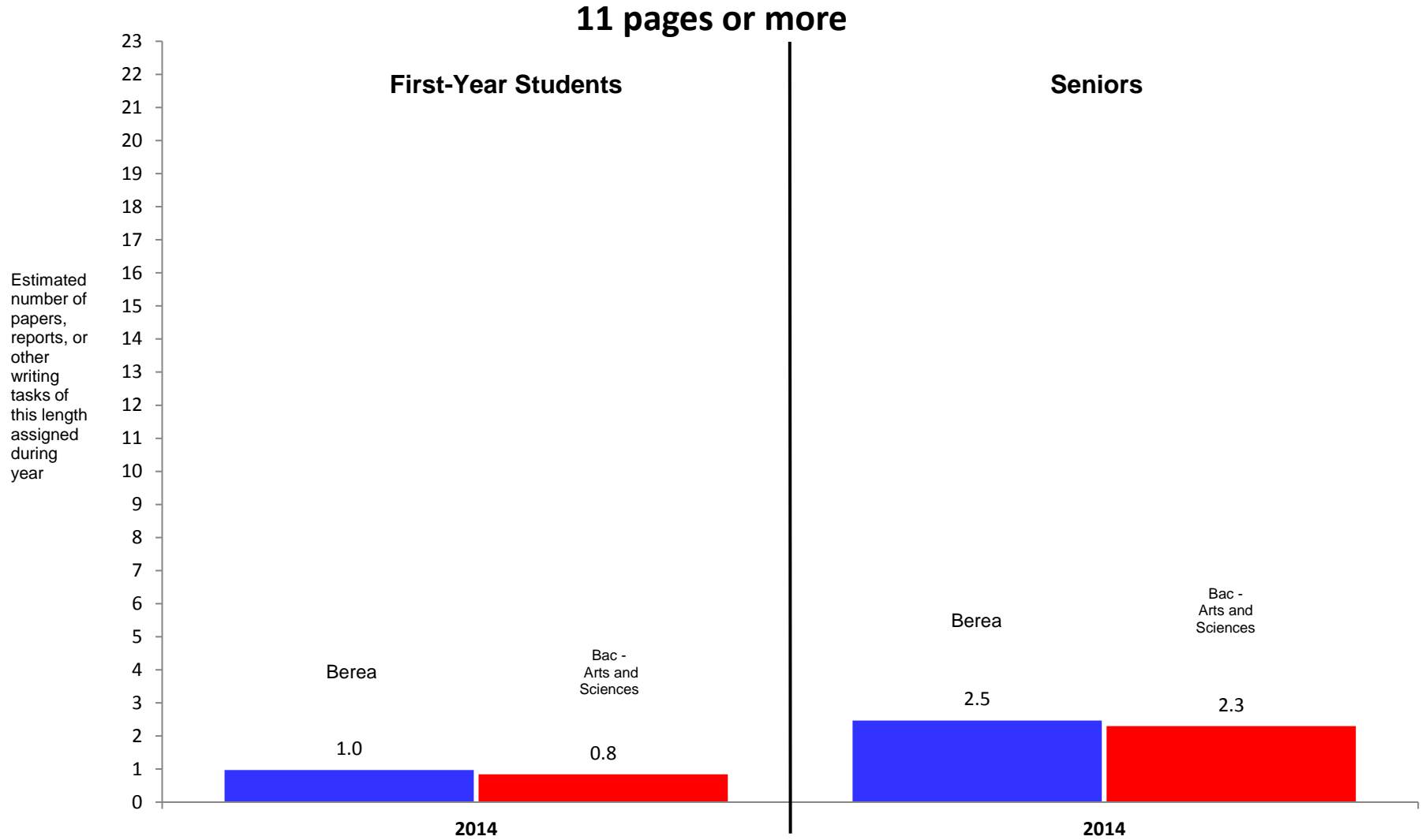
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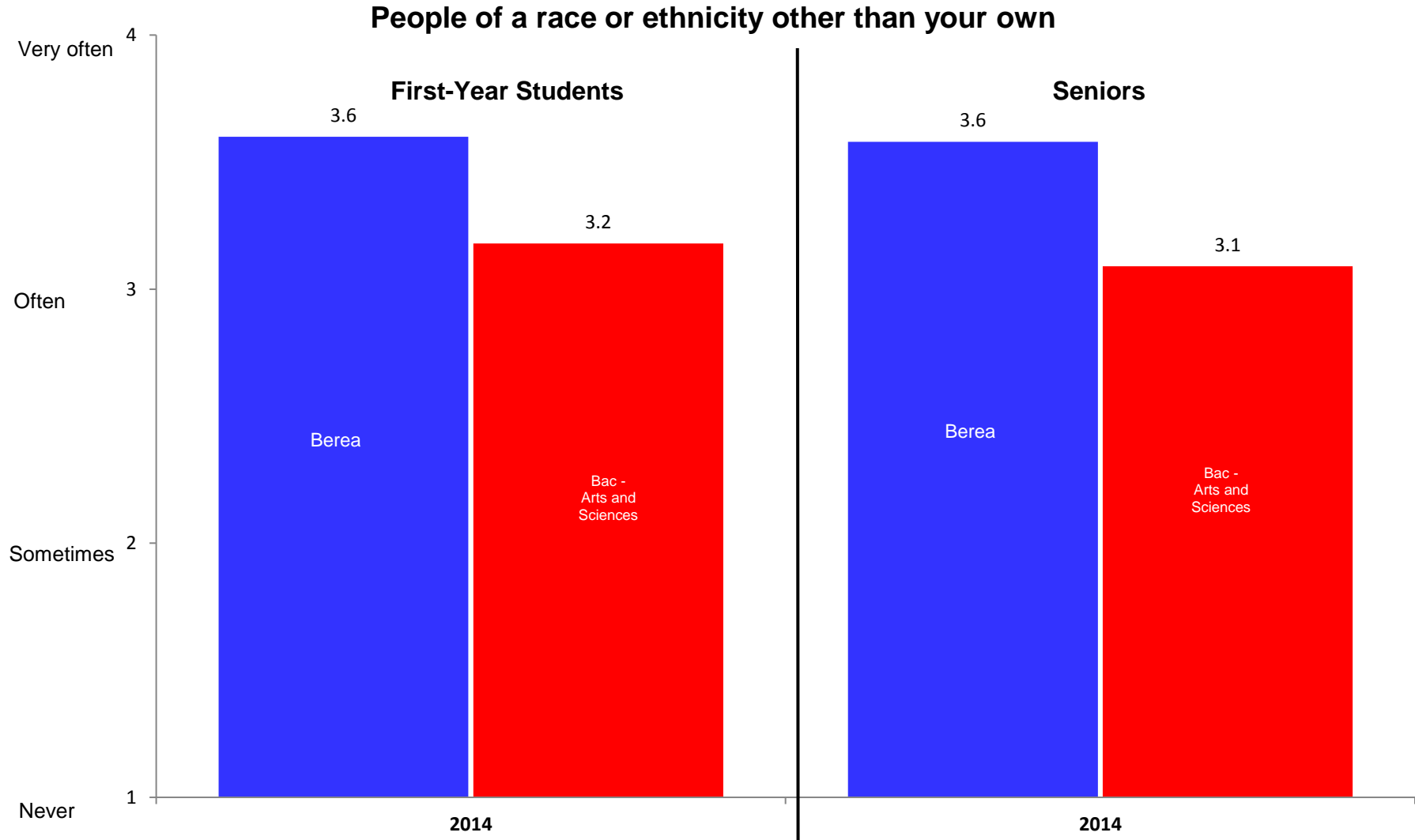
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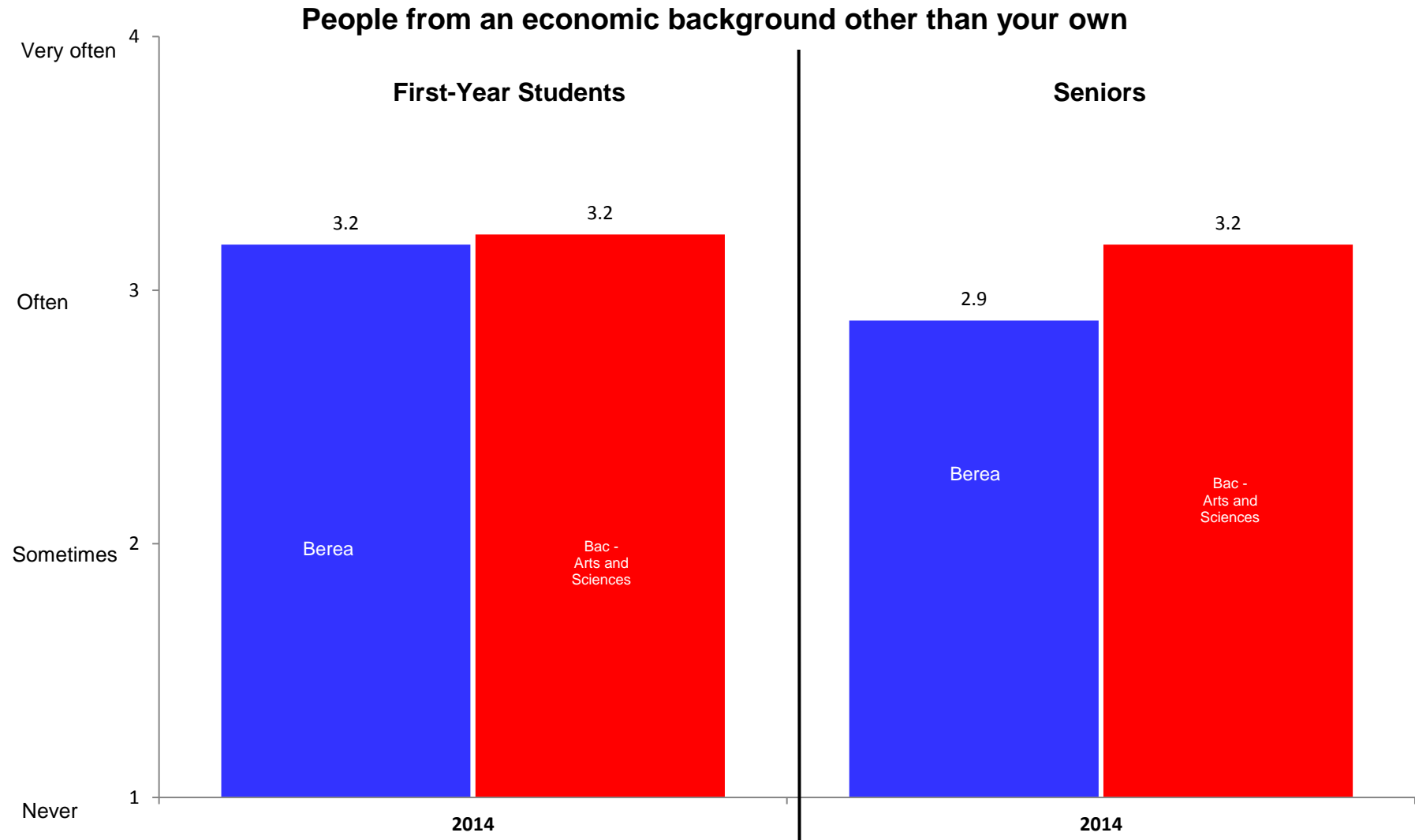


*During the current school year, about how often had you had discussions with*



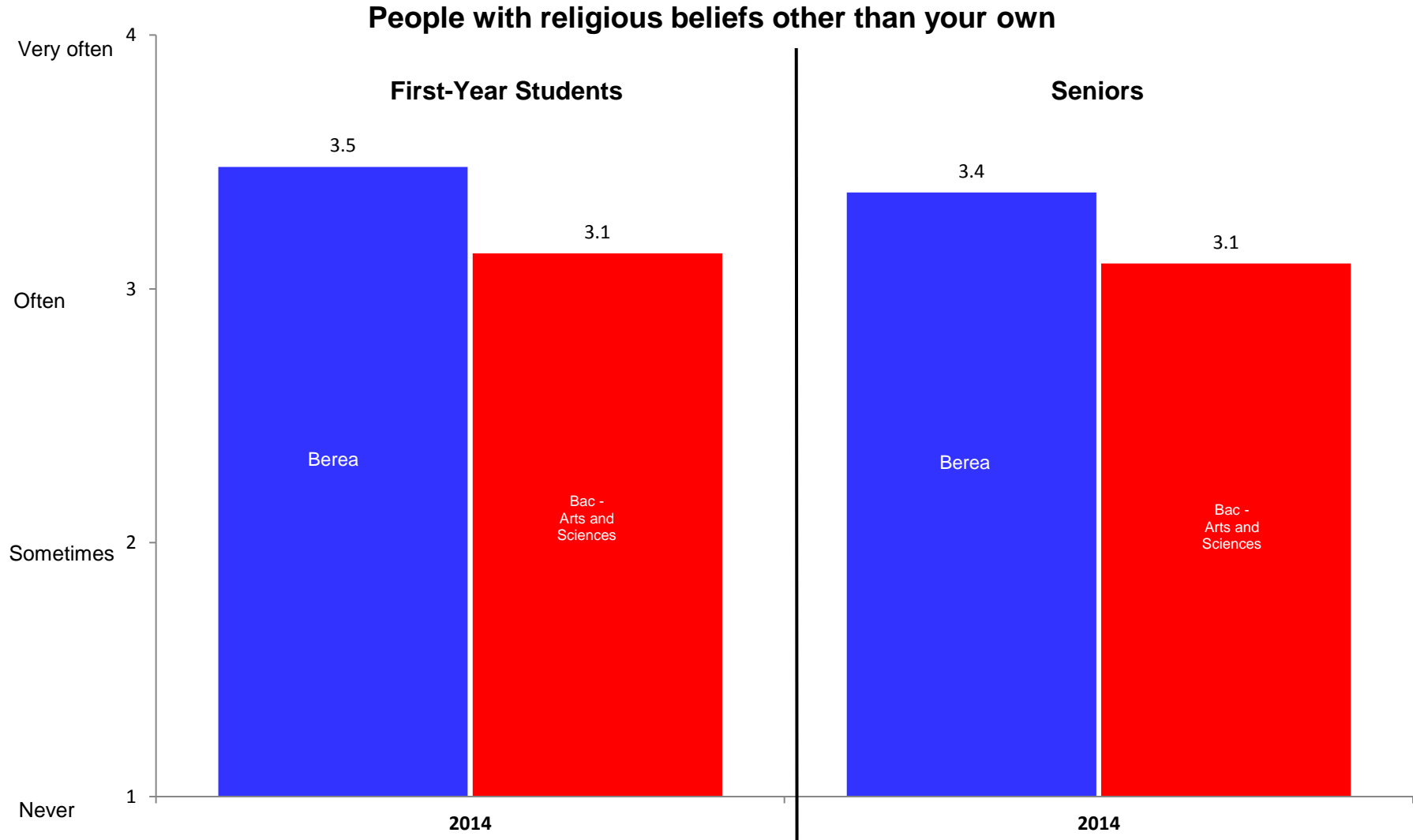
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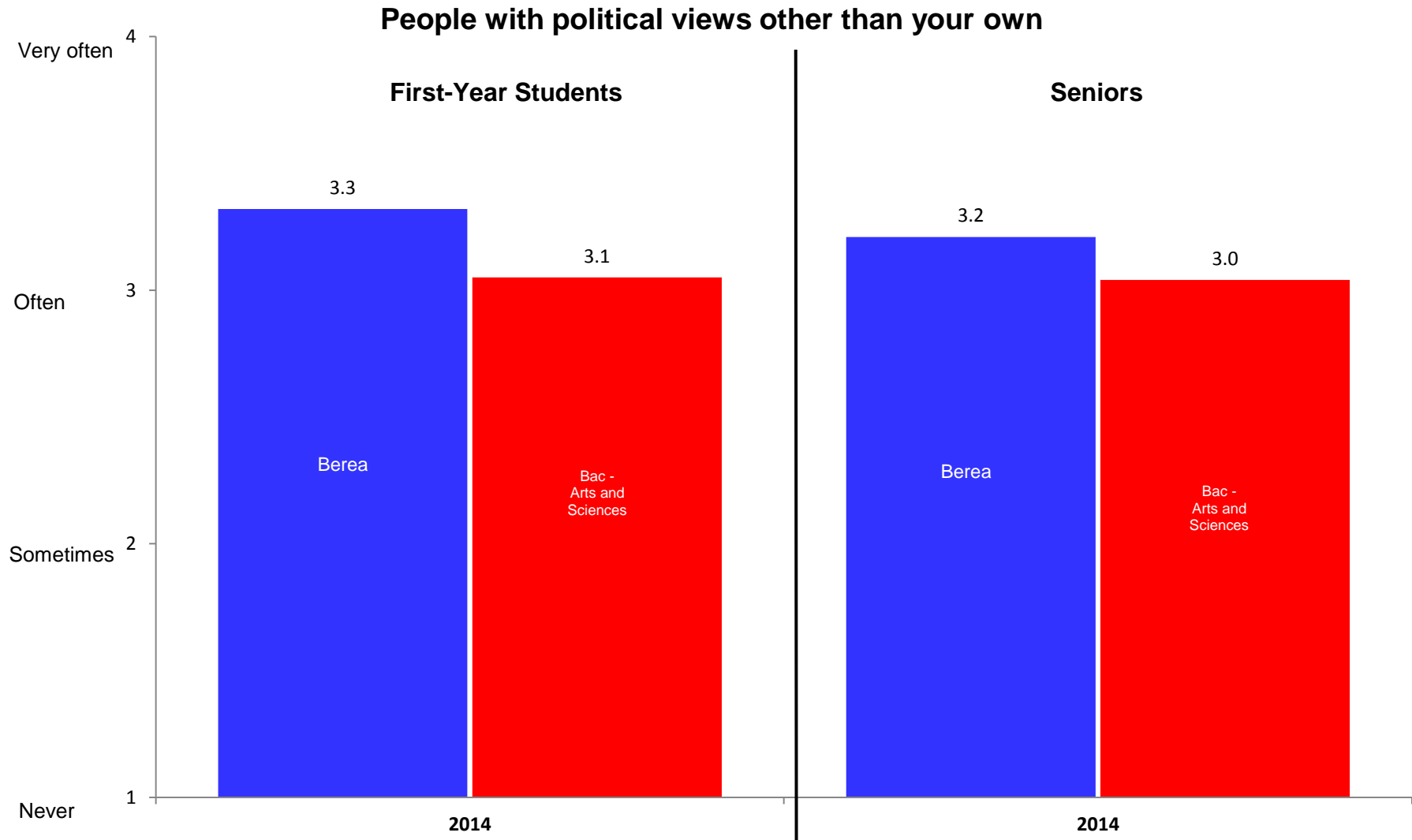
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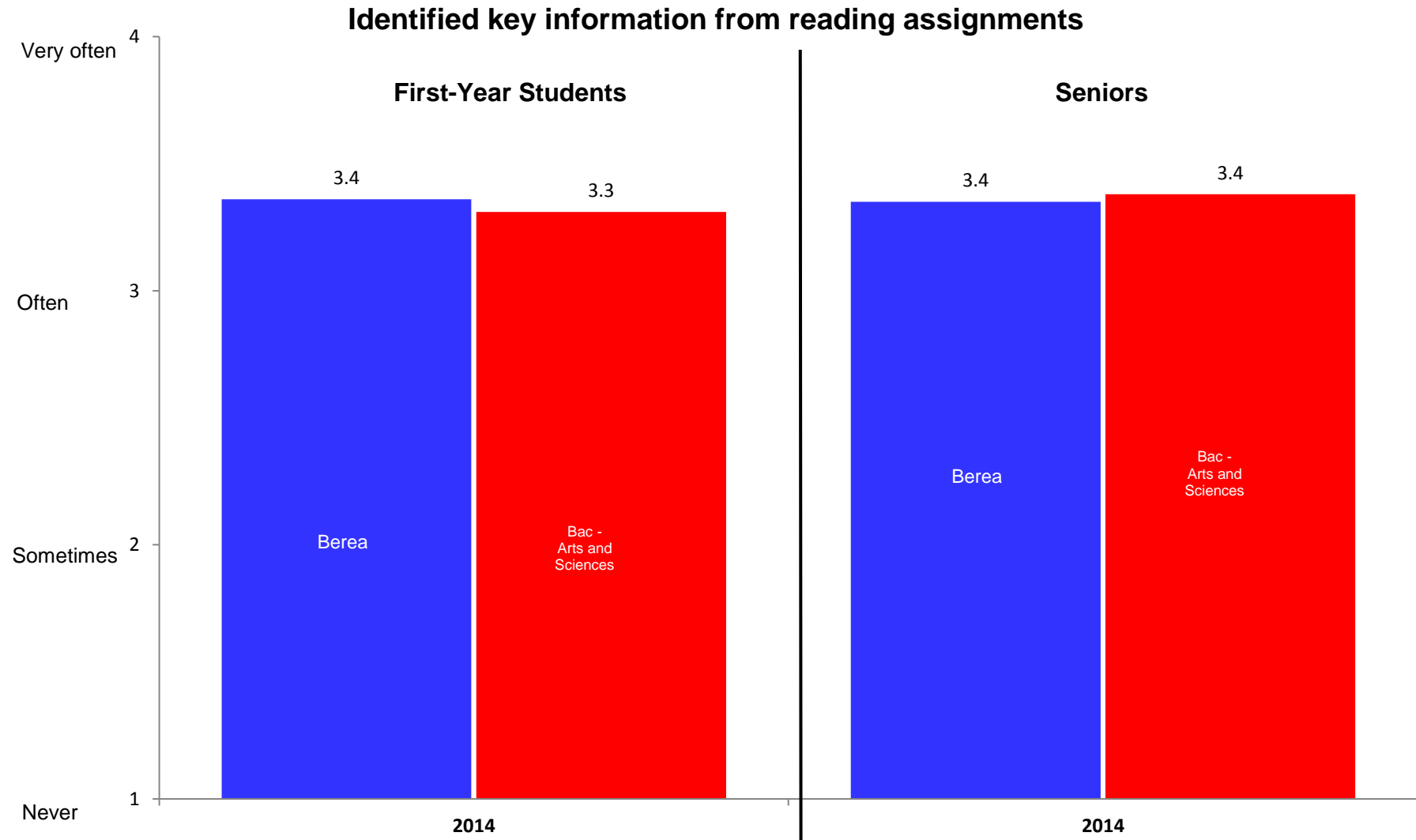
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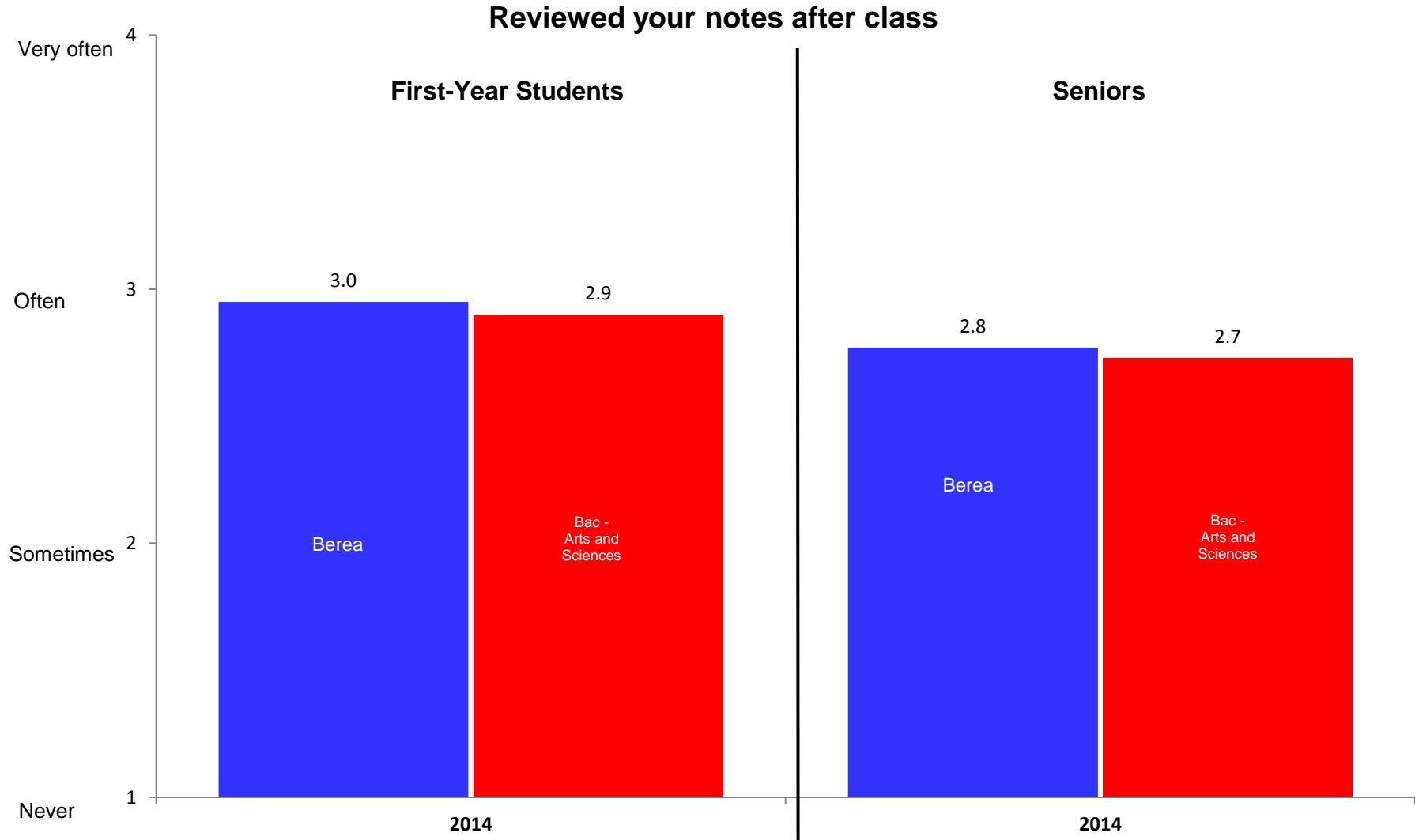
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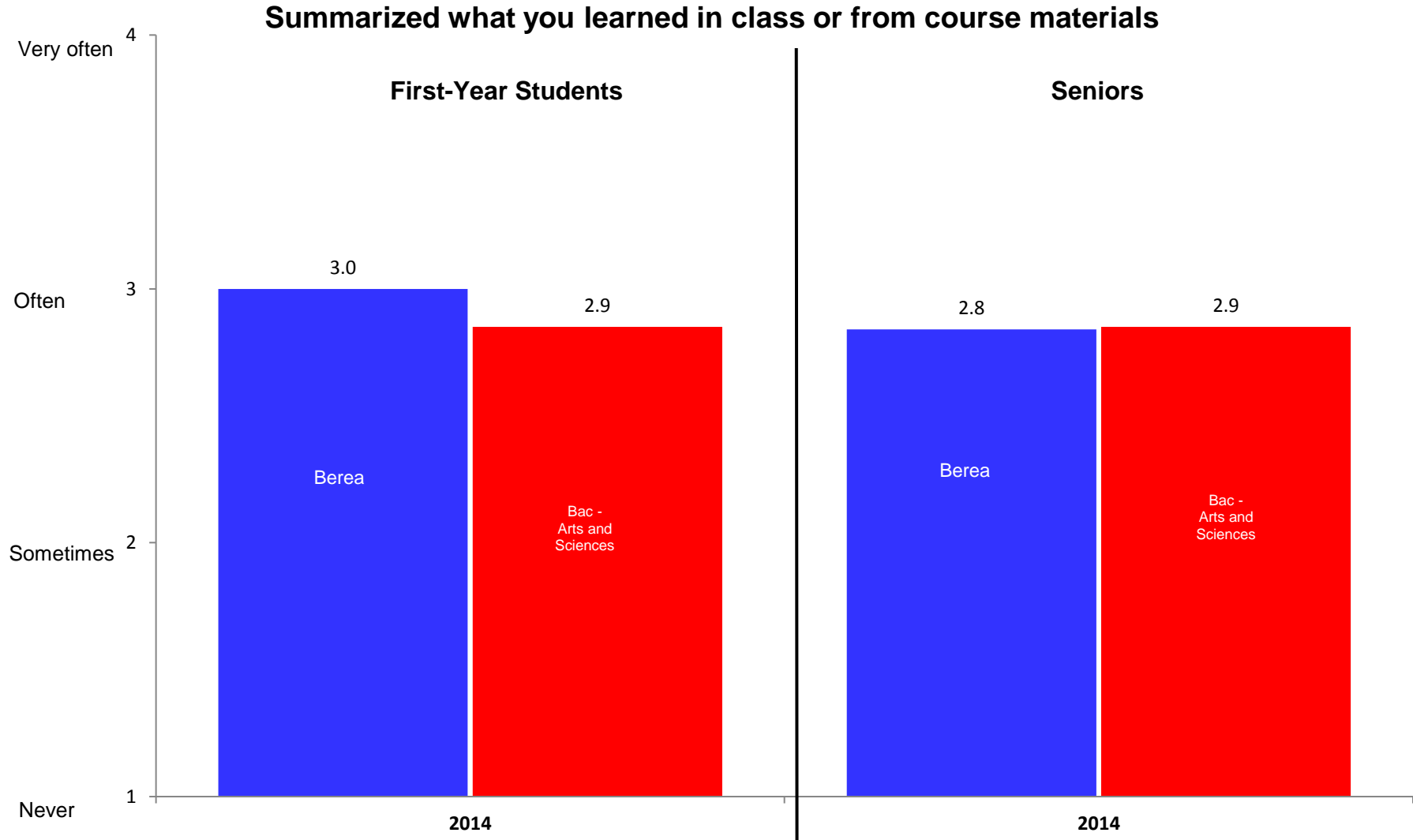
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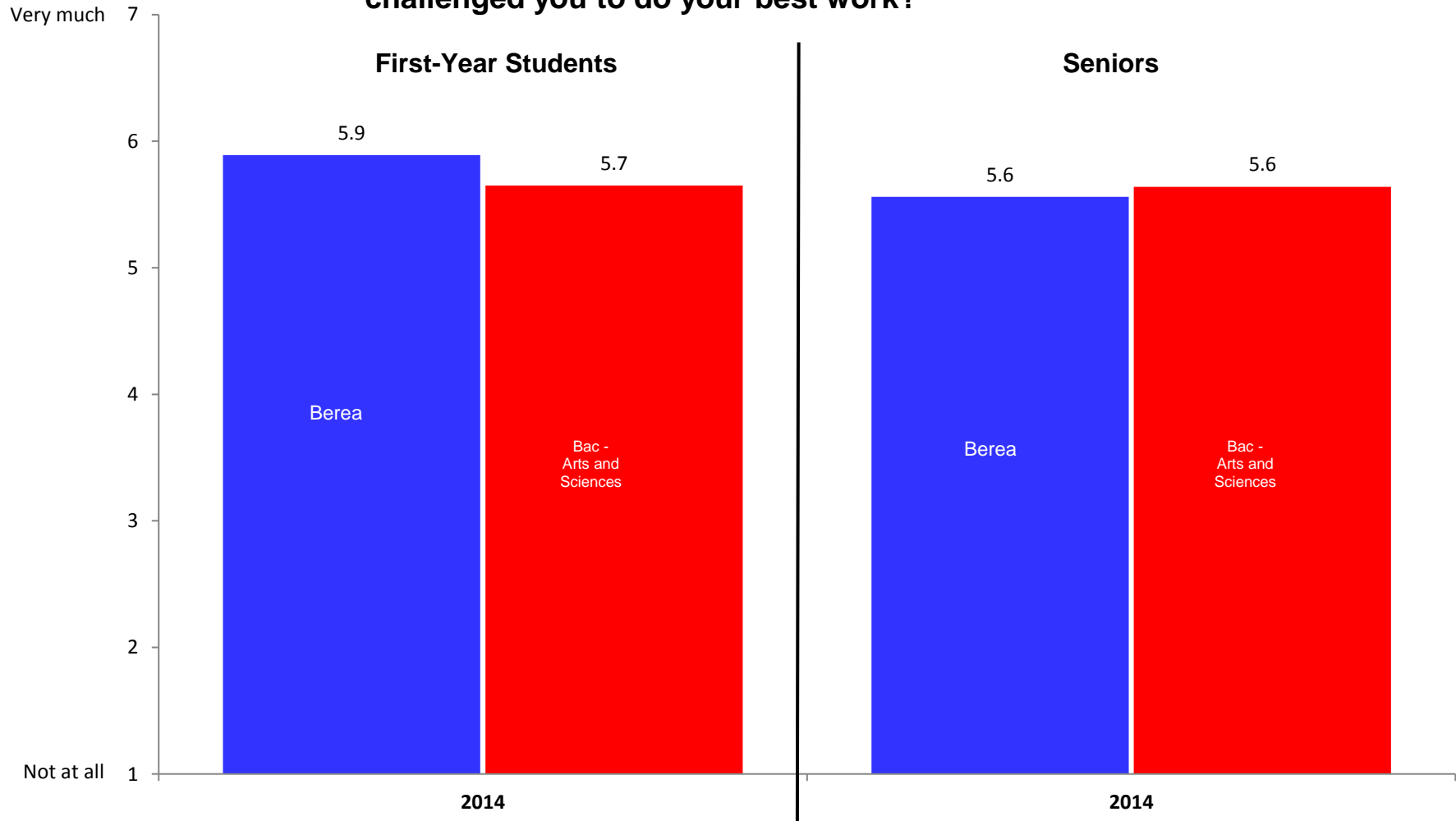
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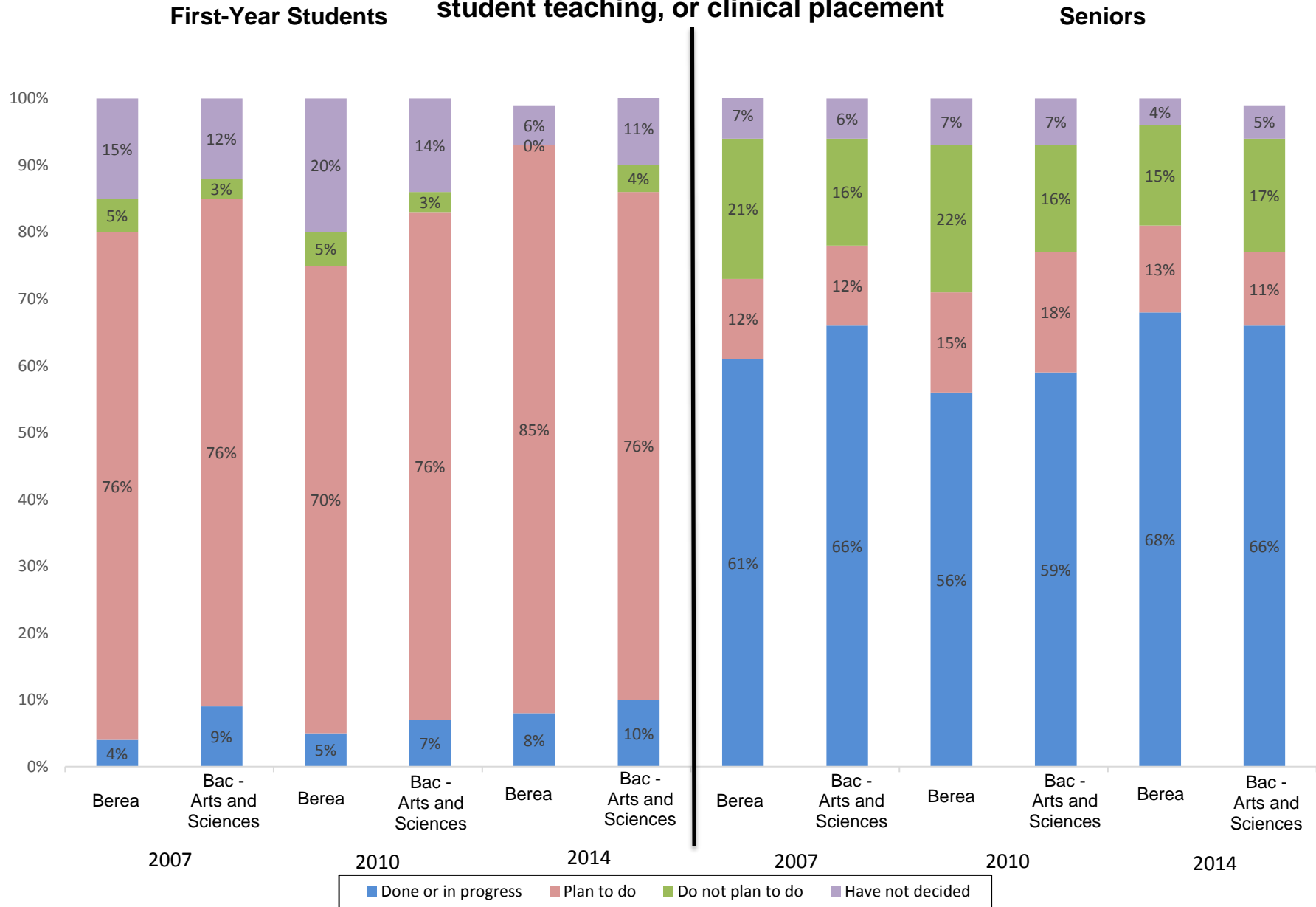
**During the current school year, to what extent have your courses challenged you to do your best work?**



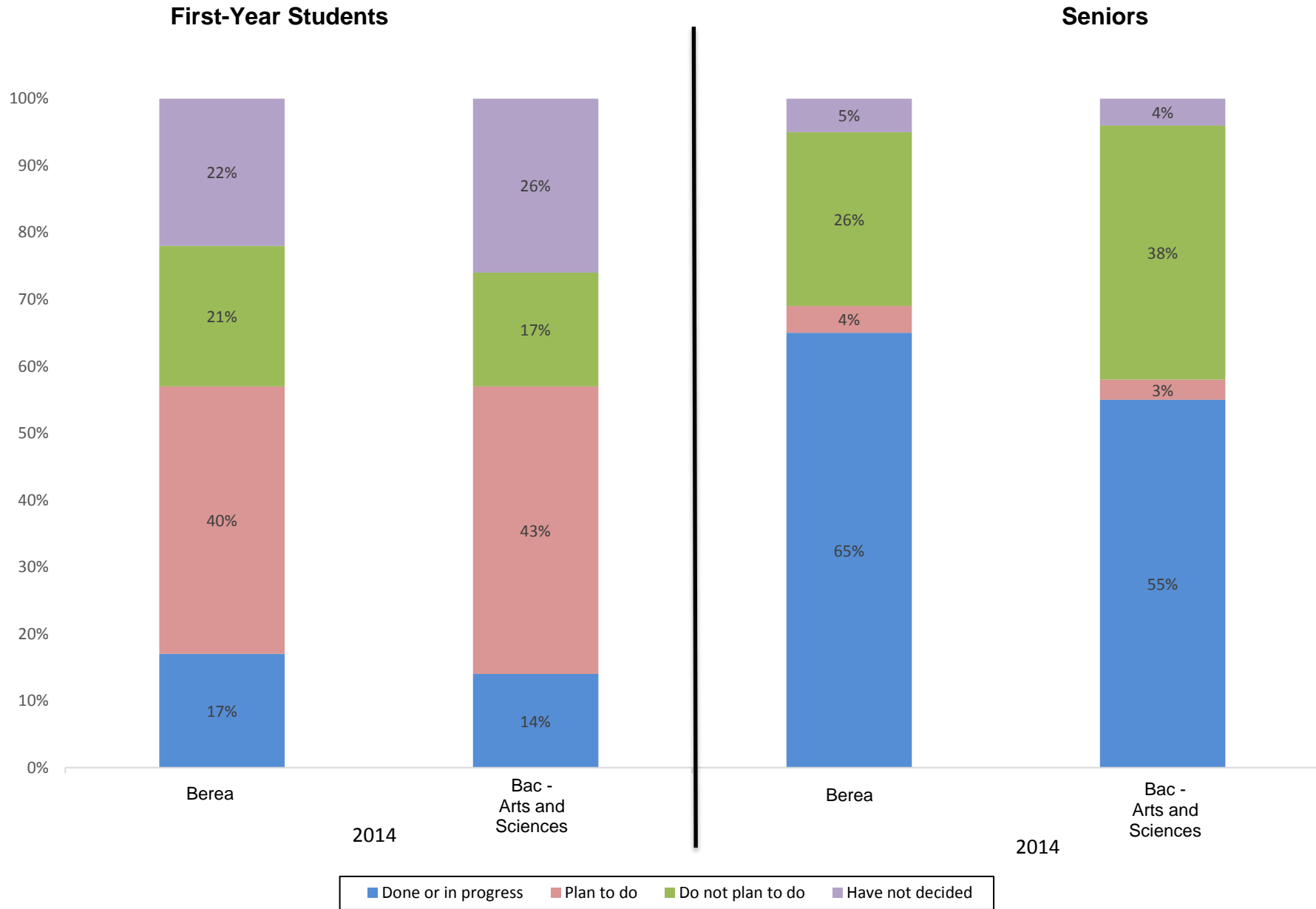
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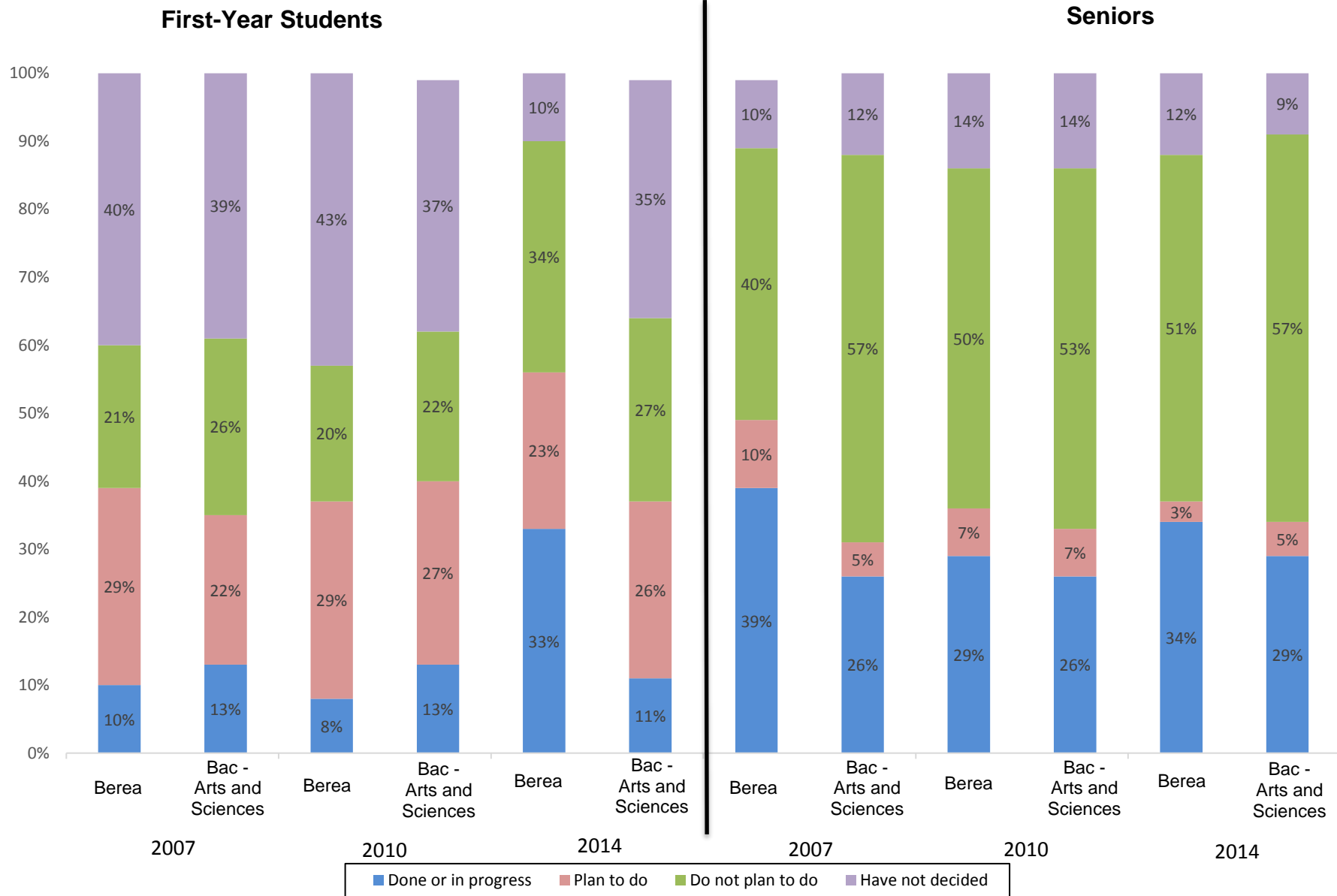
**Participate in an internship, co-op, field experience,  
student teaching, or clinical placement**



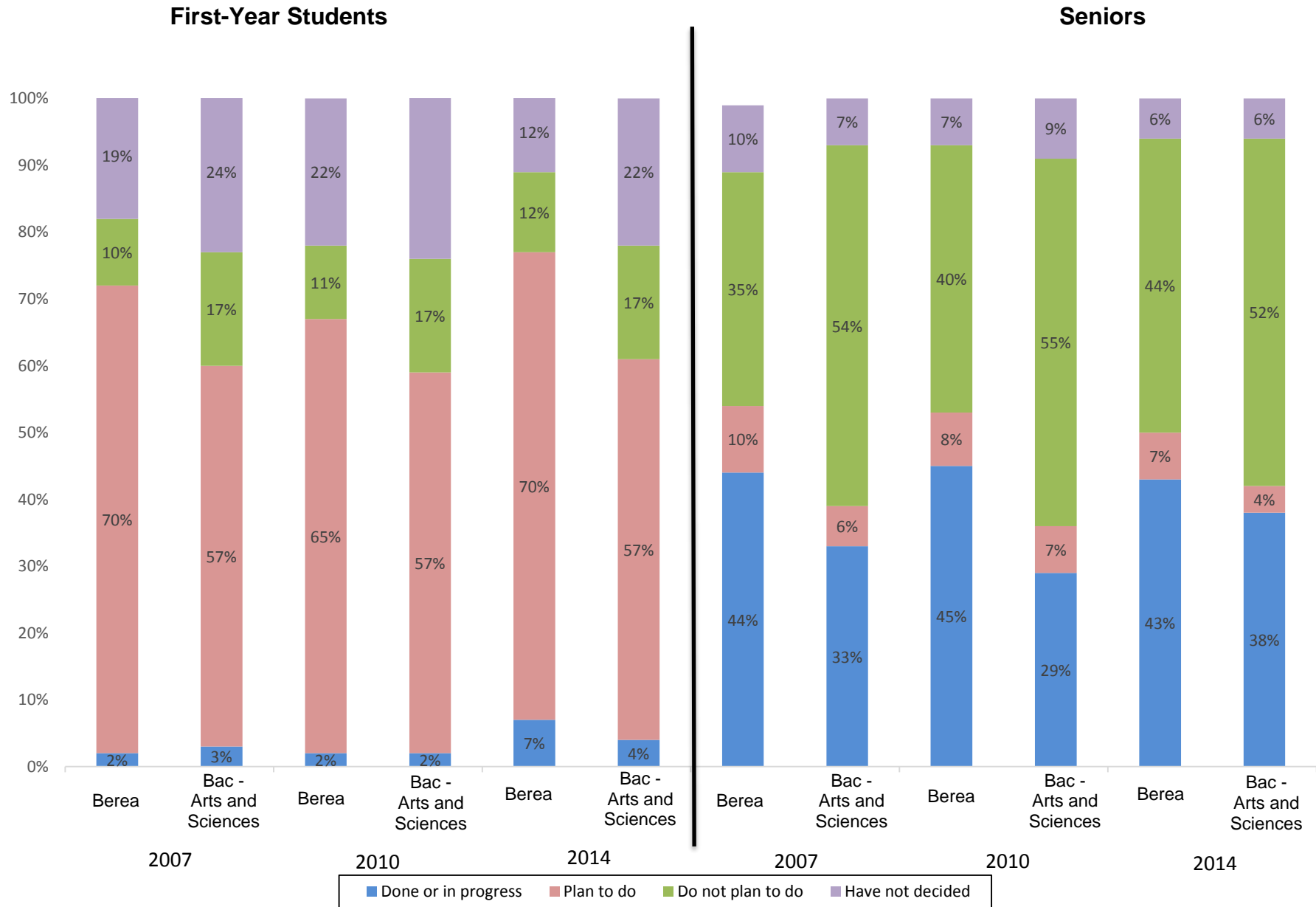
Hold a formal leadership role in a student organization or group



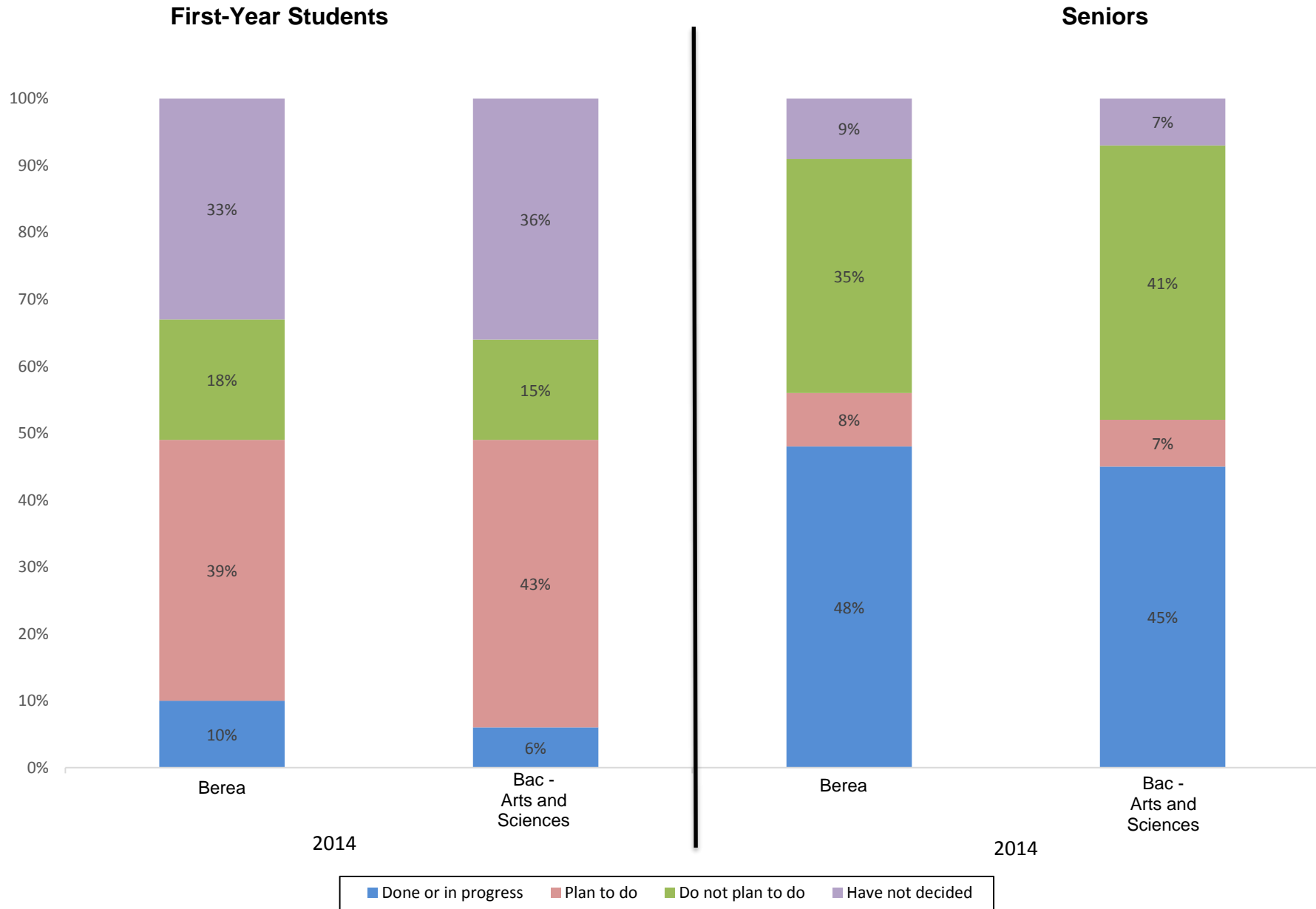
**Participate in a learning community or some other formal program  
where groups of students take two or more classes together**



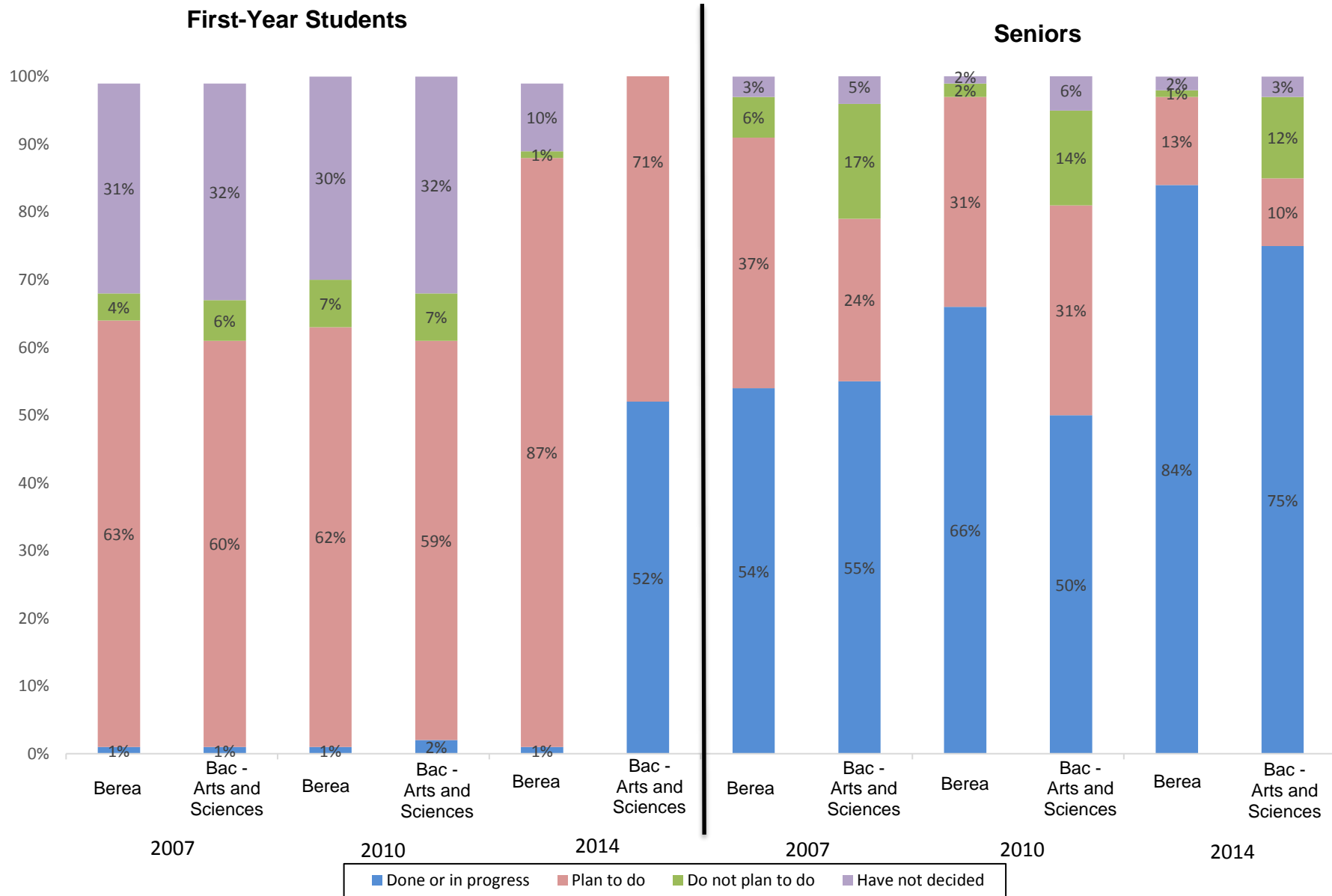
Participate in a study abroad program



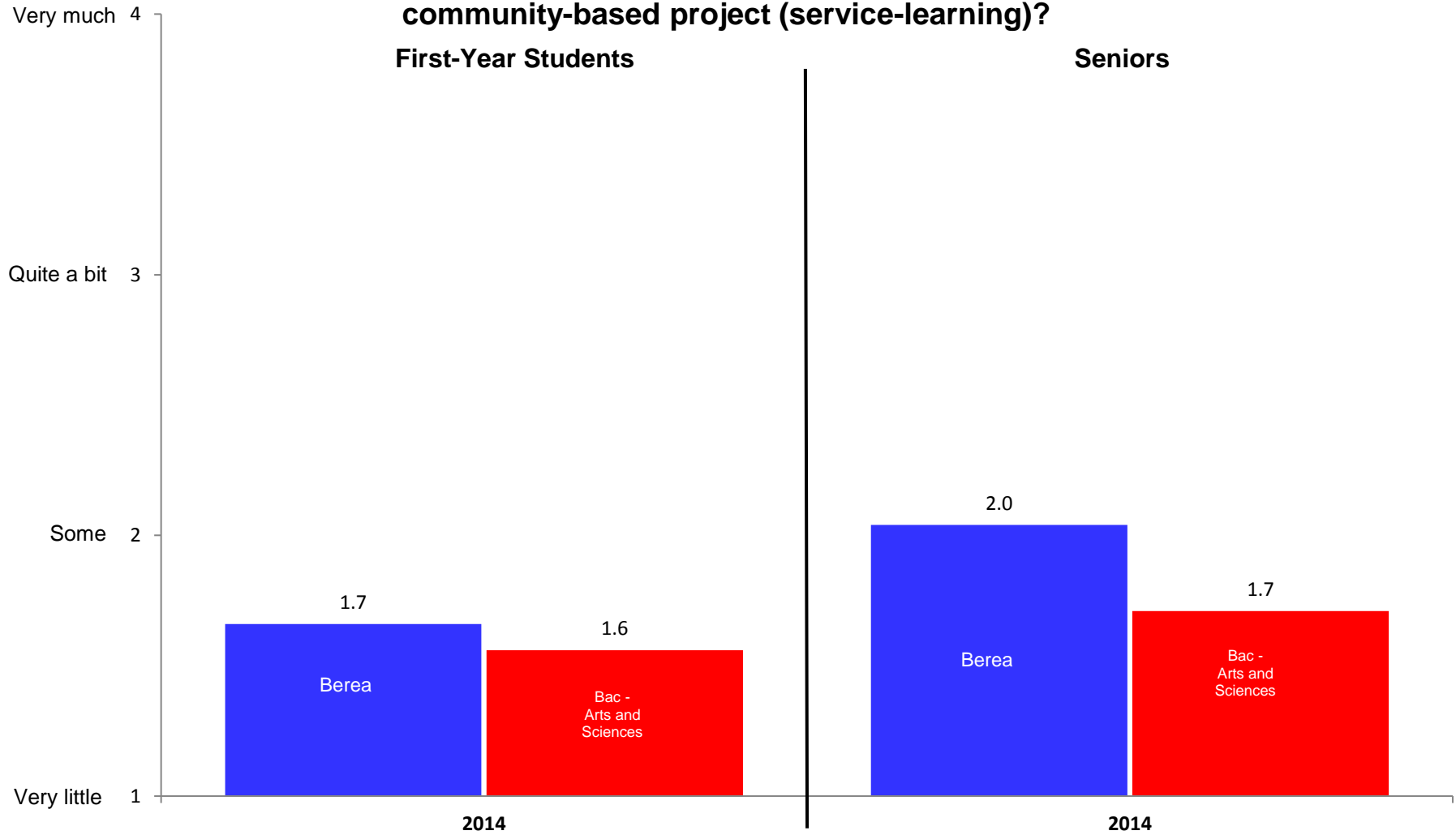
Work with a faculty member on a research project



**Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)**



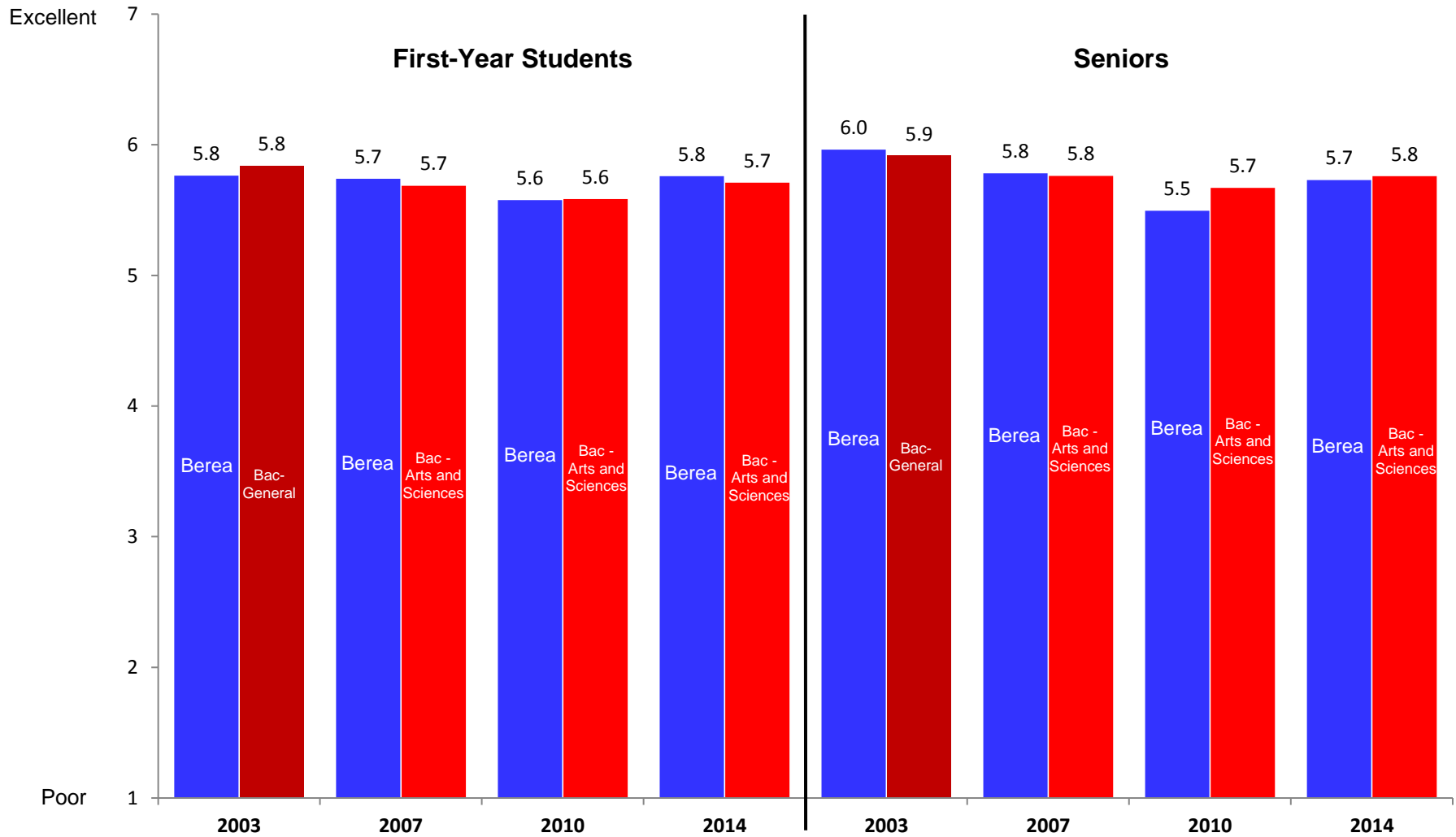
**About how many of your courses at this institution have included a community-based project (service-learning)?**



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Indicate the quality of your interactions with

**Interactions with other students**

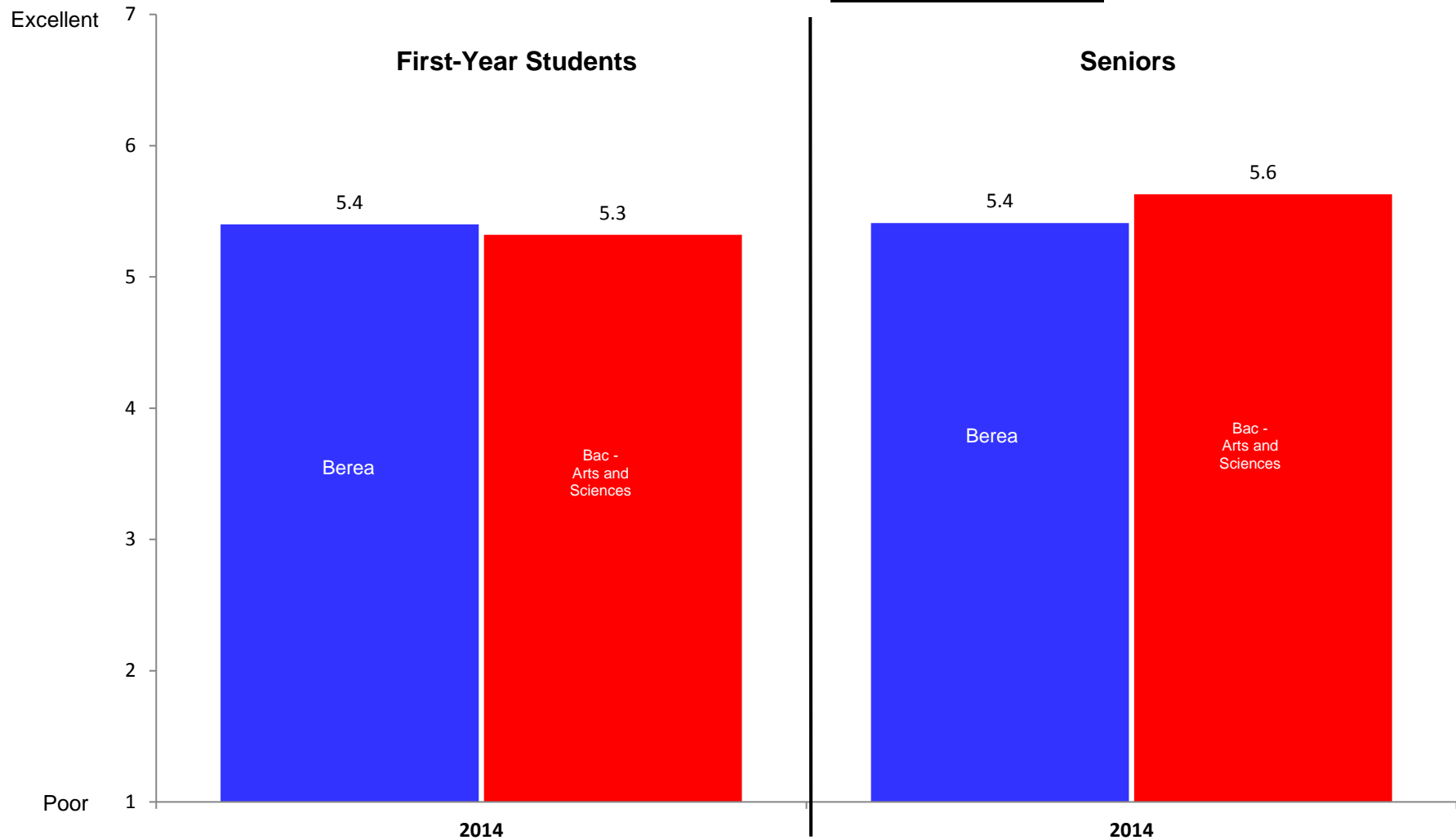


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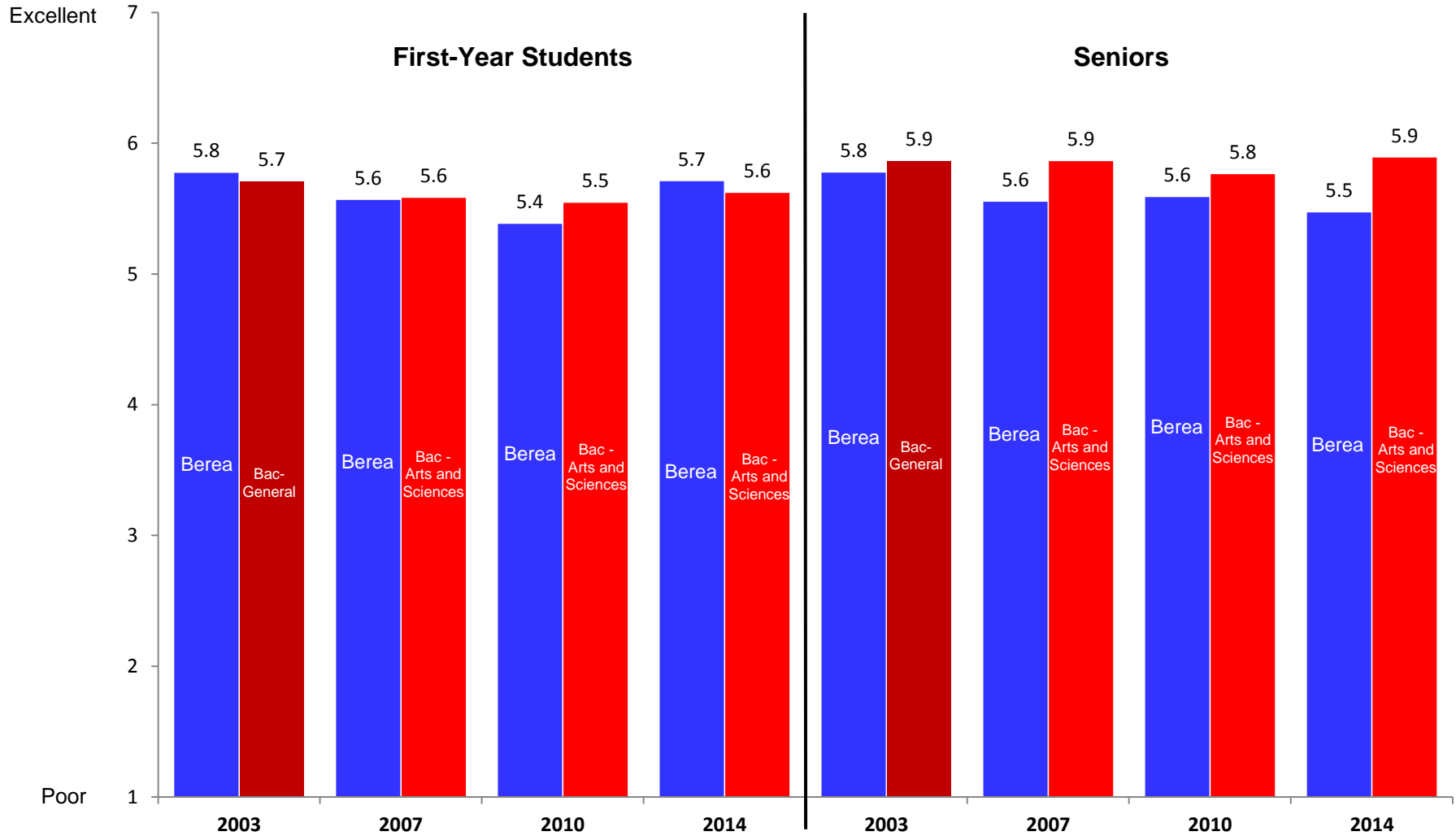
### Interactions with academic advisors



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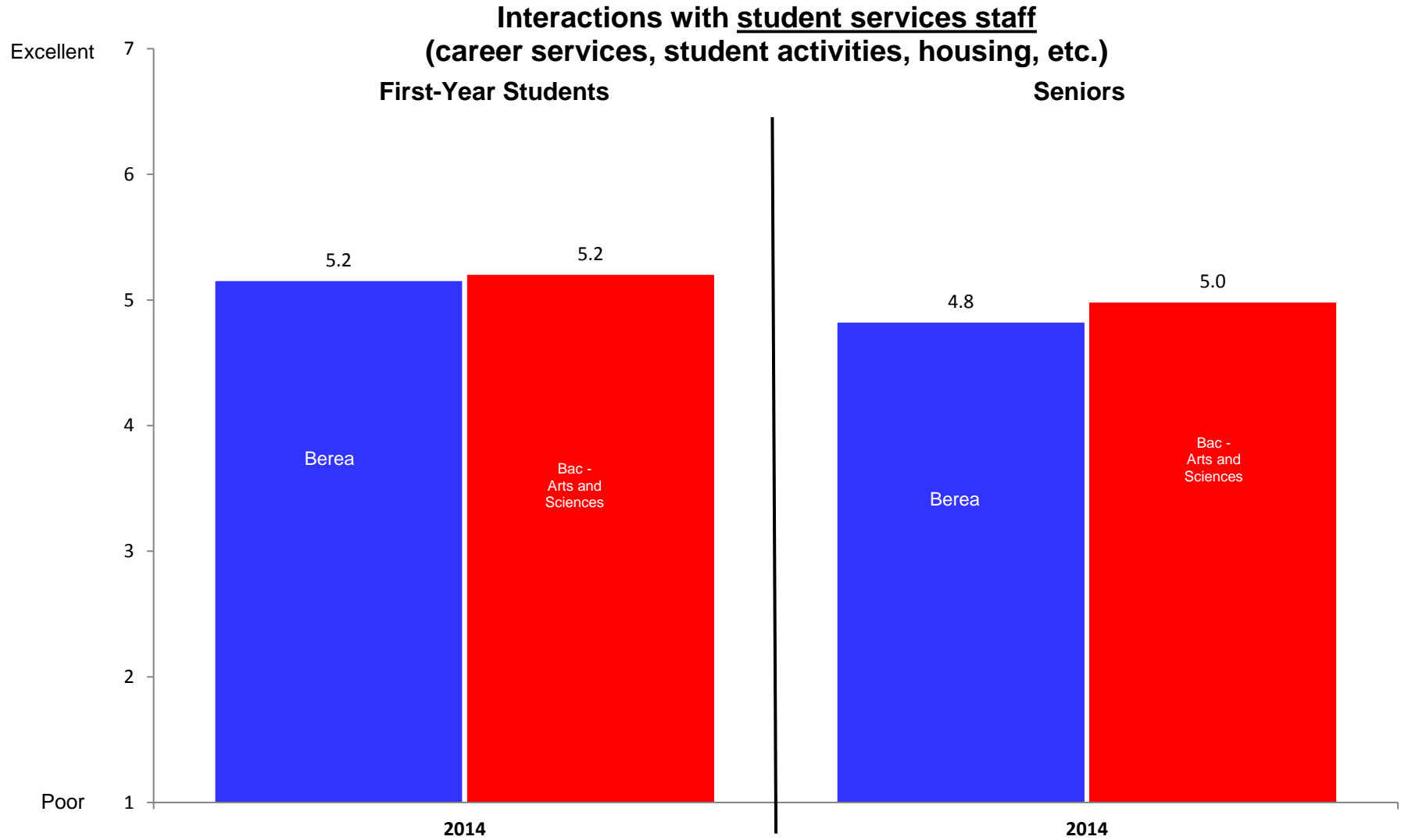
Indicate the quality of your interactions with

**Interactions with faculty**



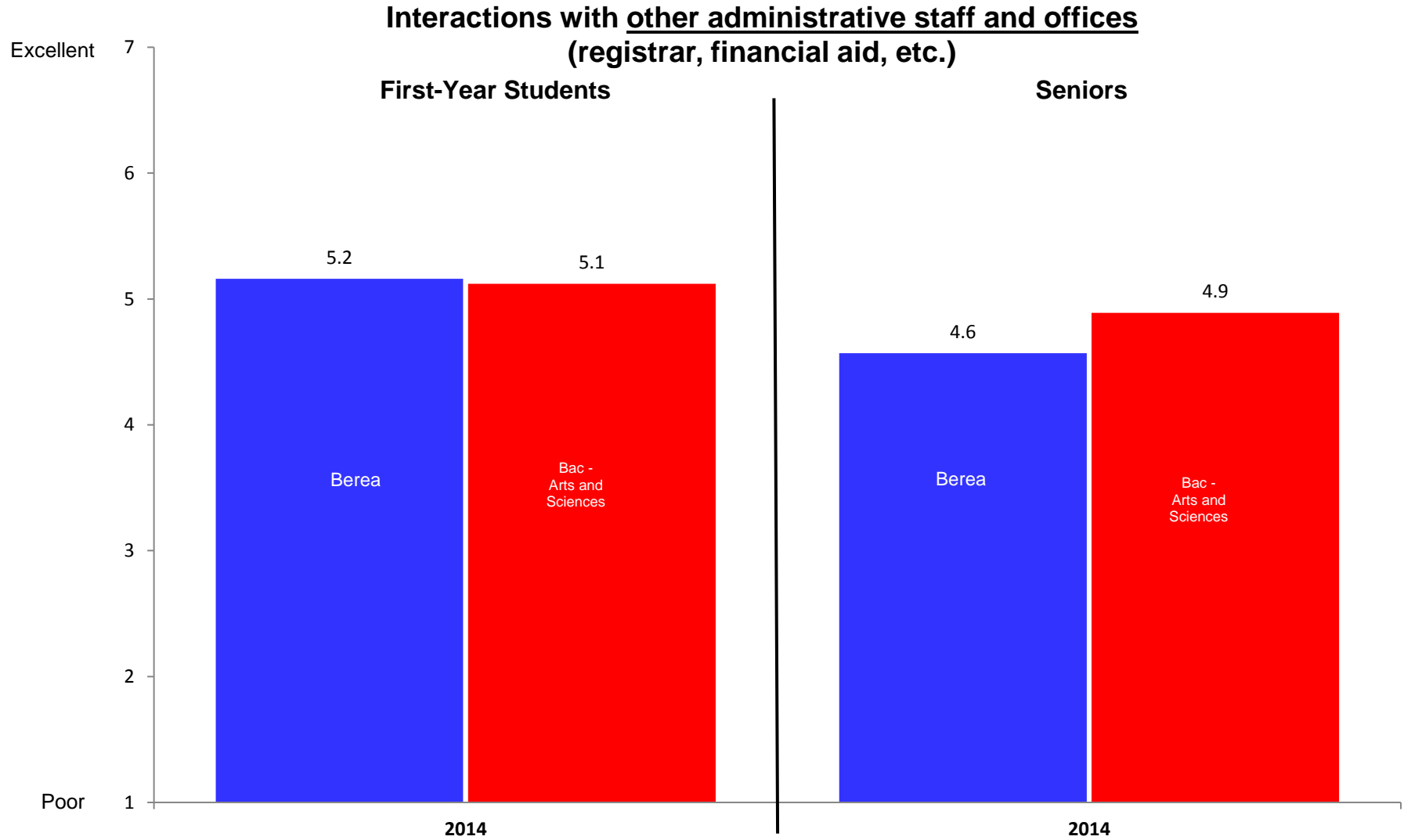
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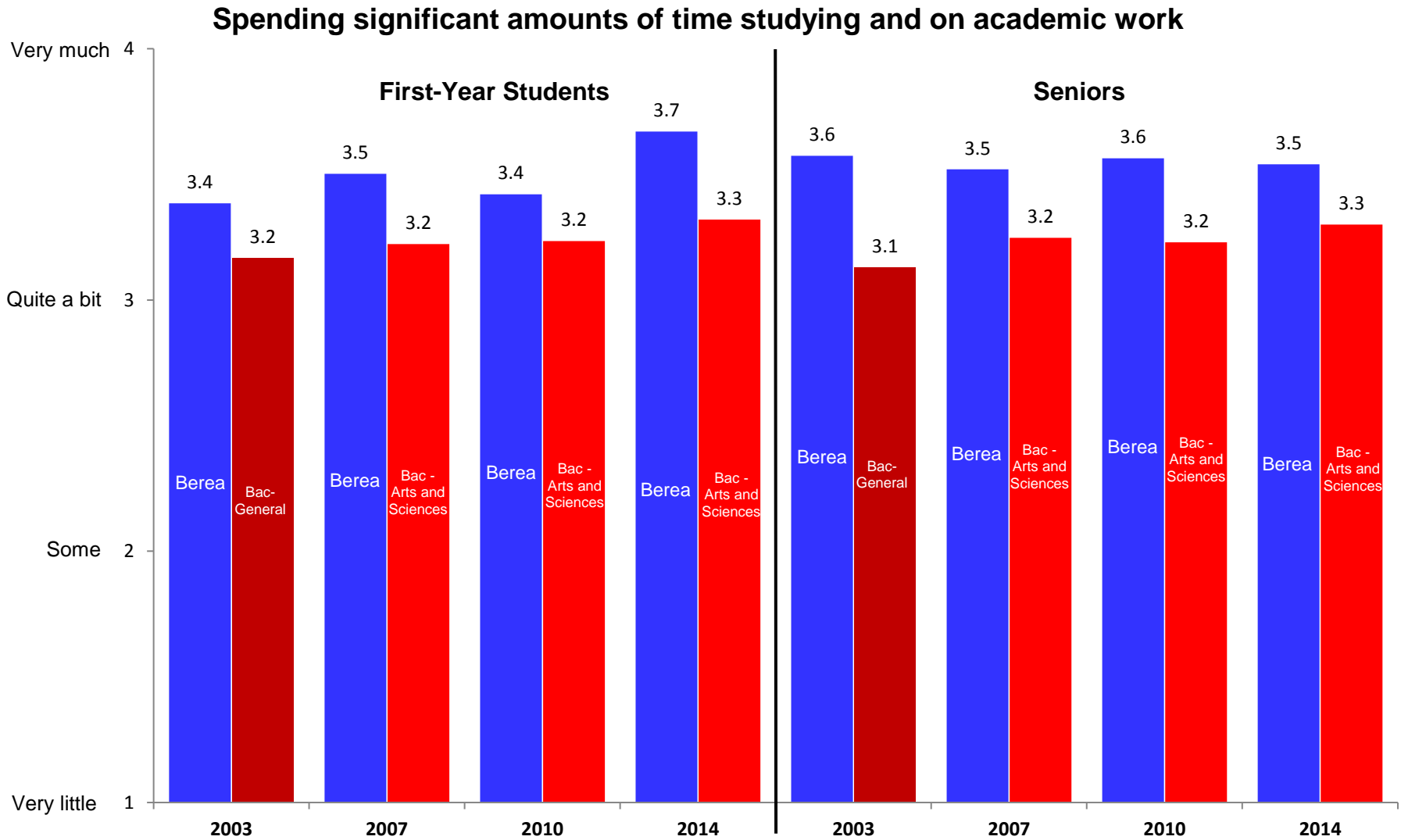
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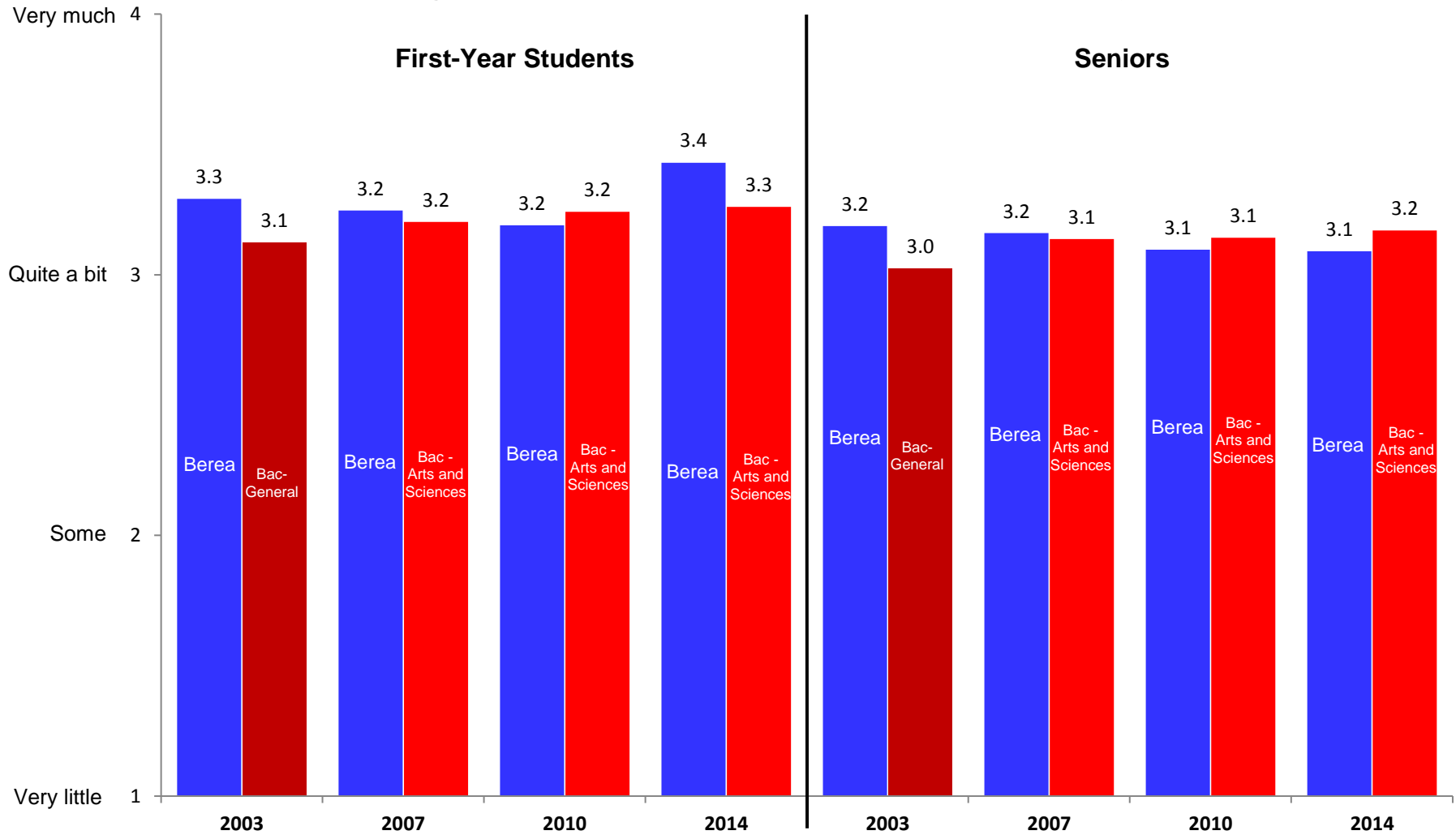
*How much does your institution emphasize the following?*



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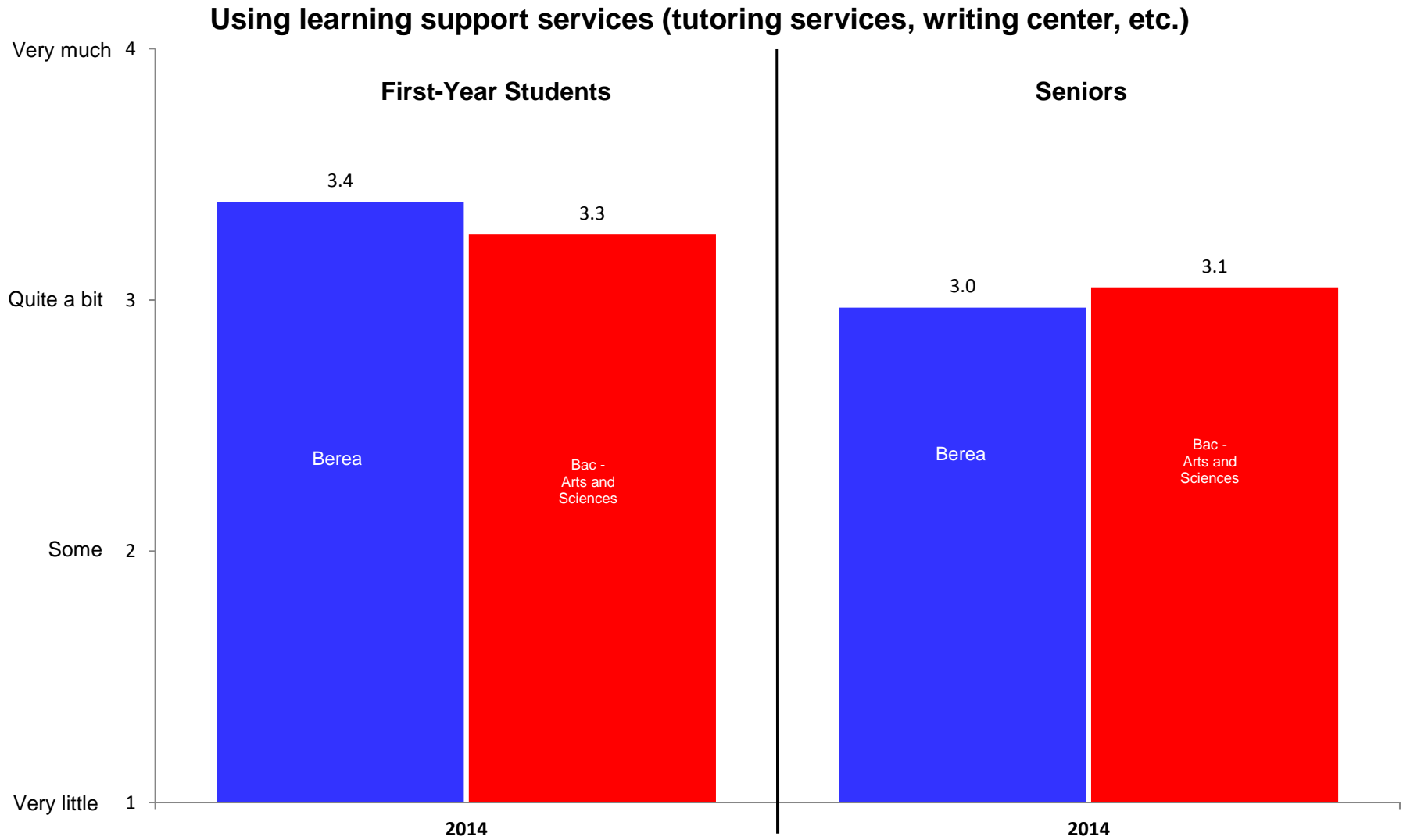
*How much does your institution emphasize the following?*

**Providing support to help students succeed academically\***



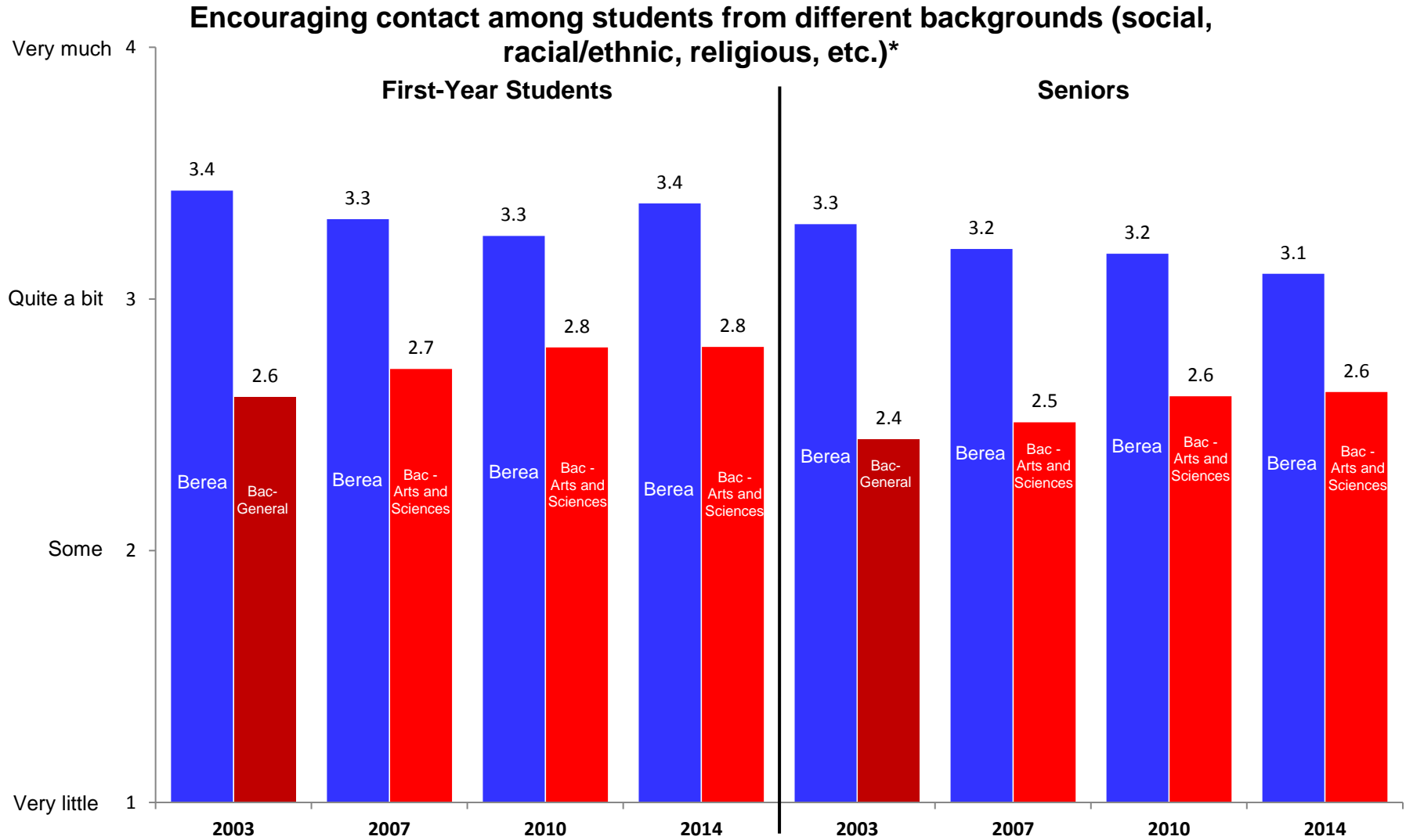
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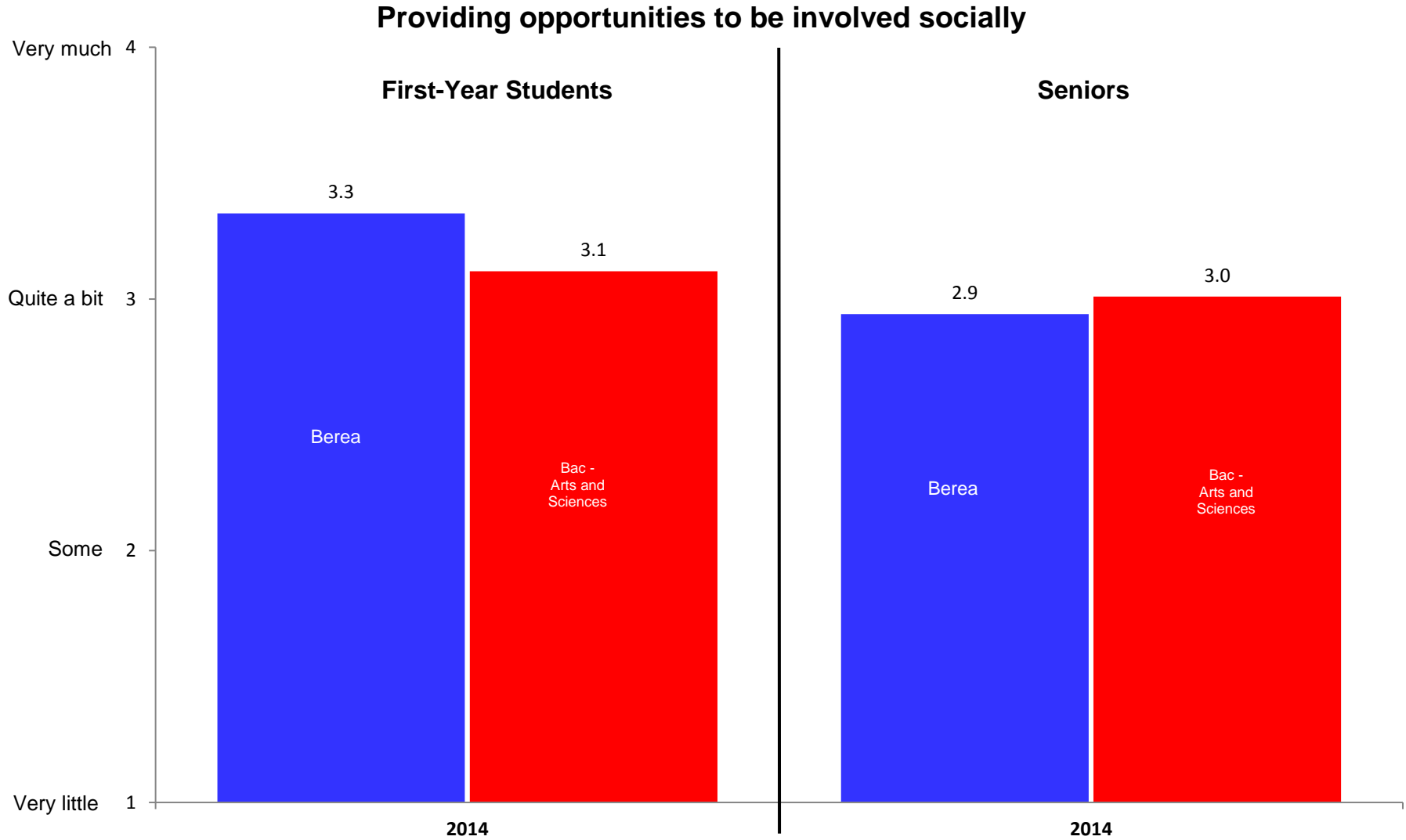
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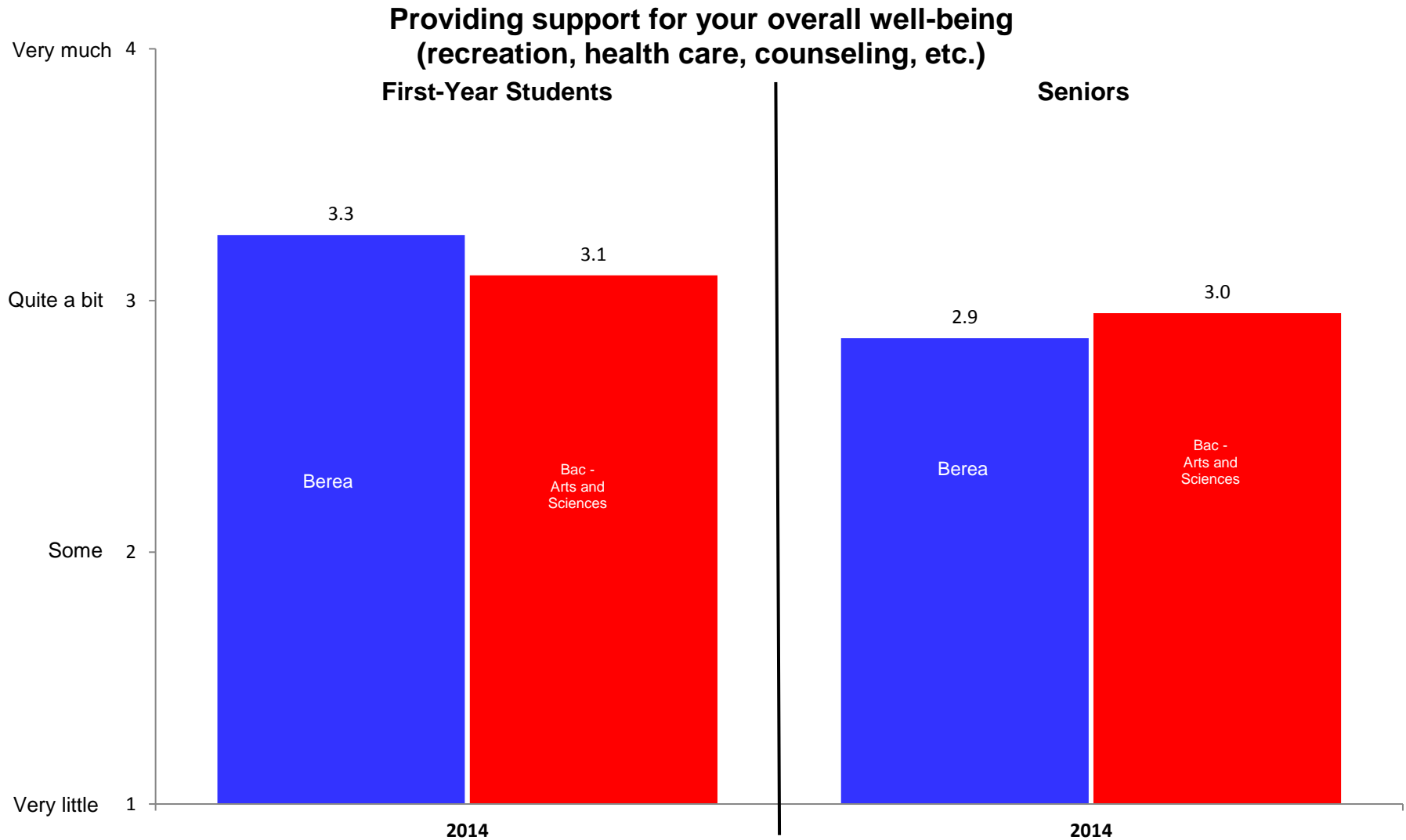


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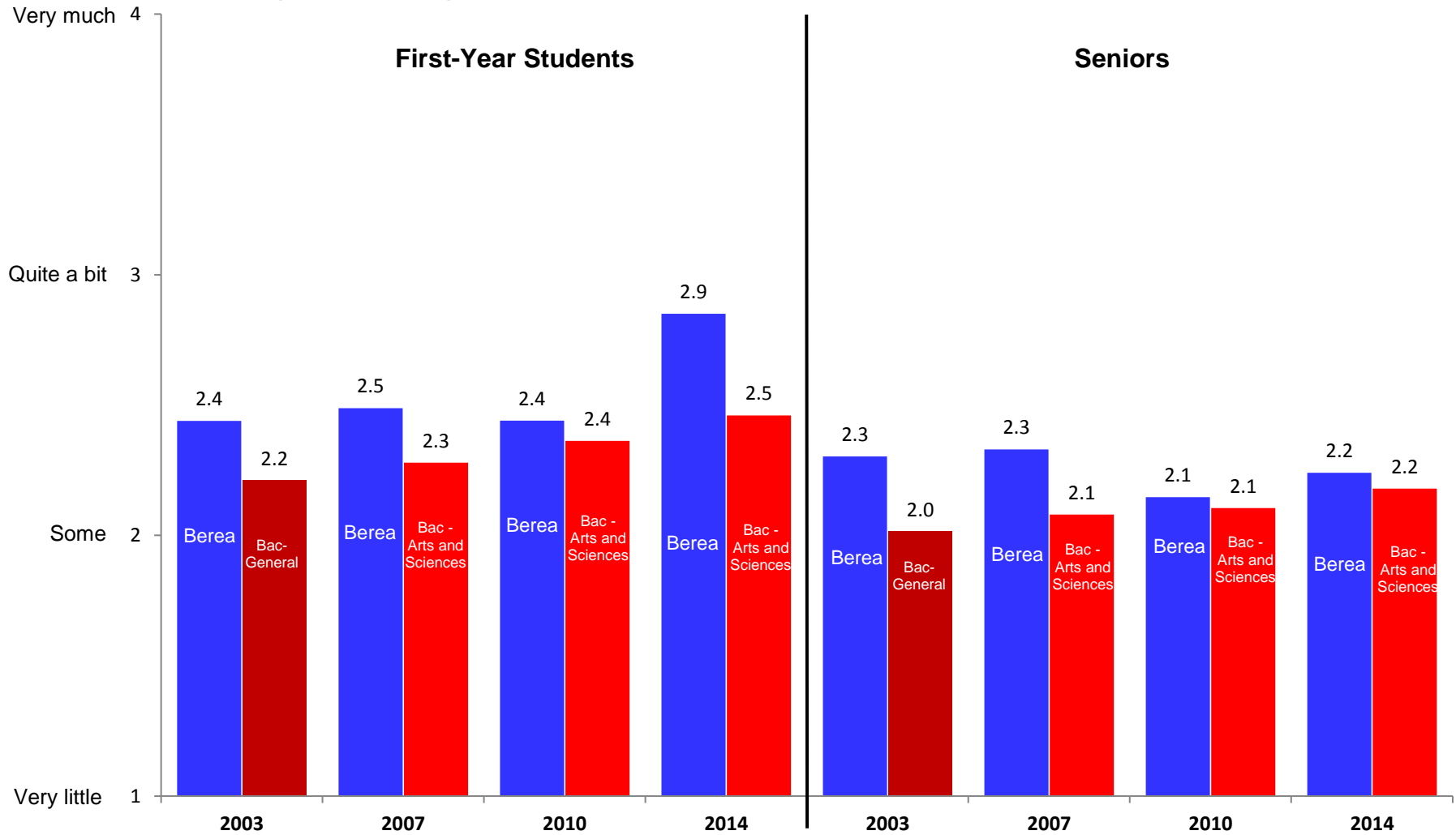
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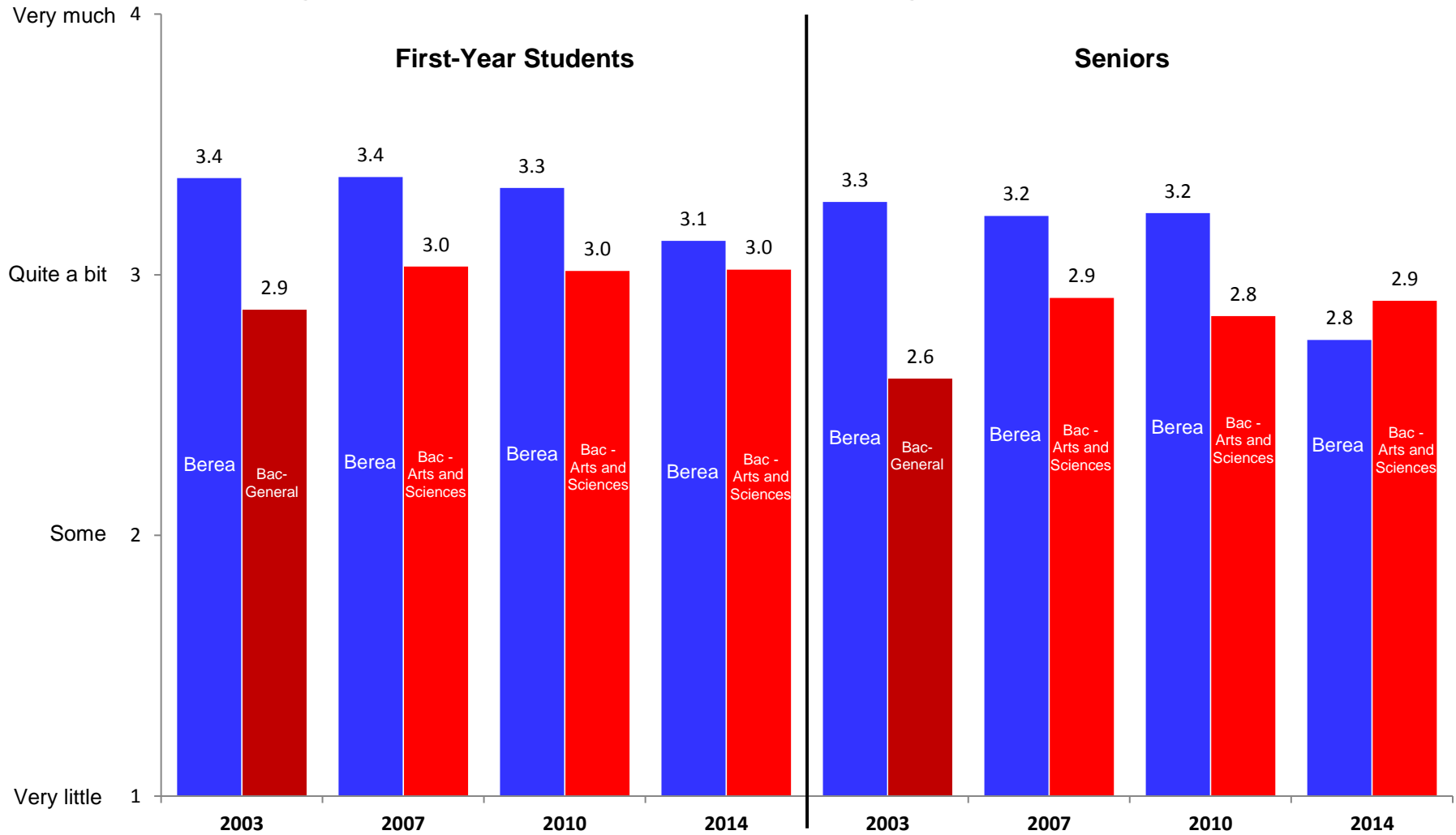
**Helping you manage your non-academic responsibilities (work, family, etc.)\***



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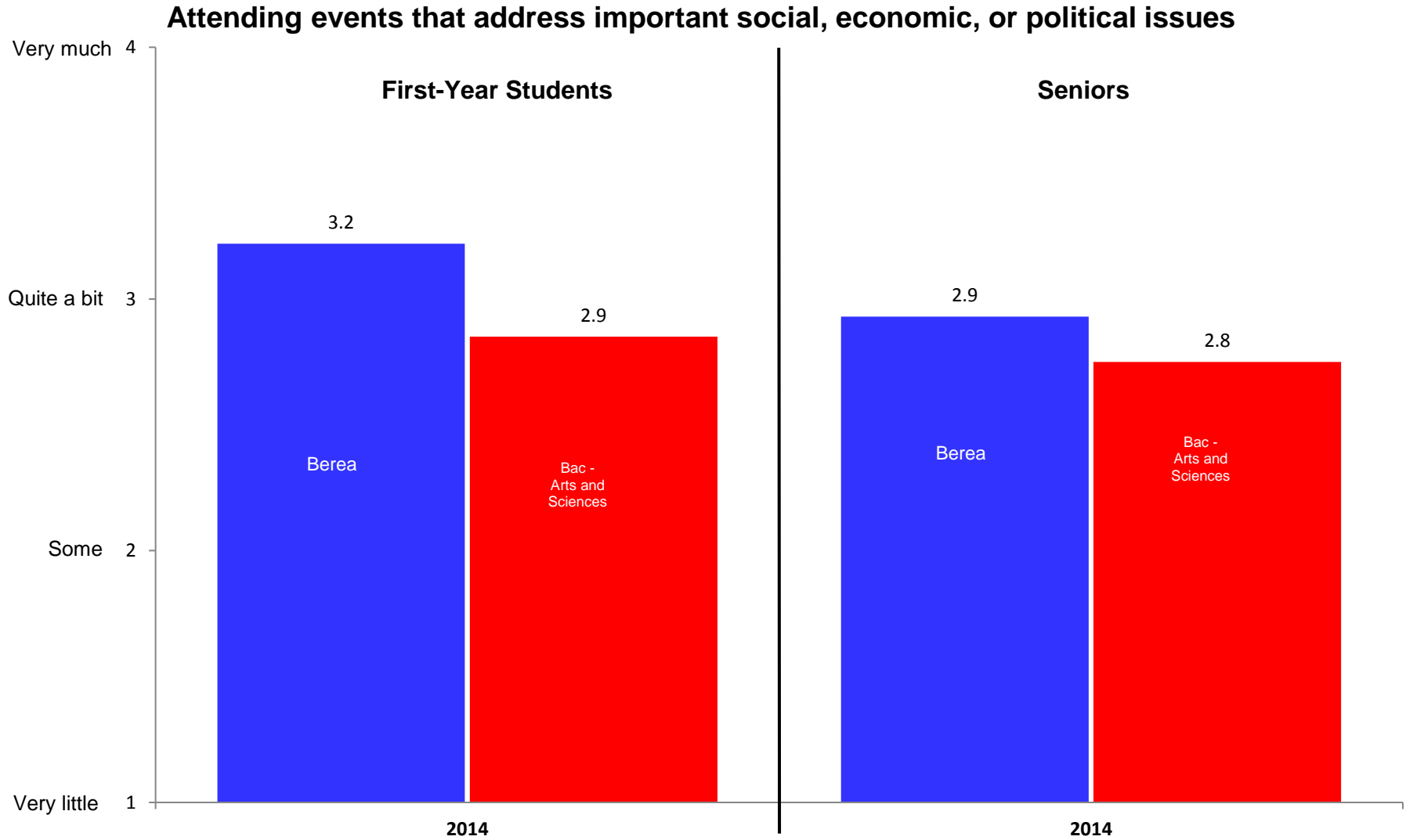
*How much does your institution emphasize the following?*

**Attending campus activities and events (performing arts, athletic events, etc.)\***



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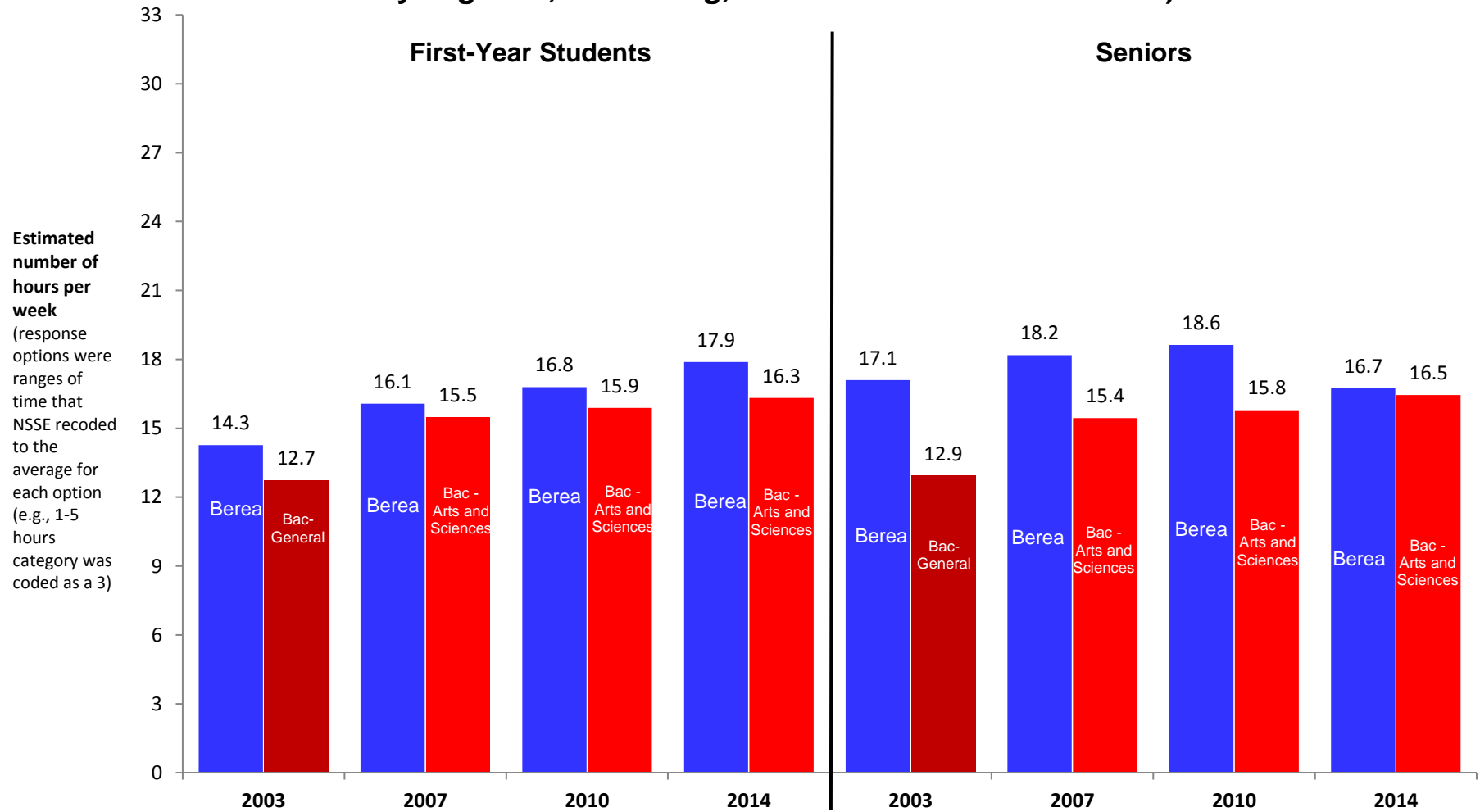
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*About how many hours do you spend in a typical 7-day week doing the following?*

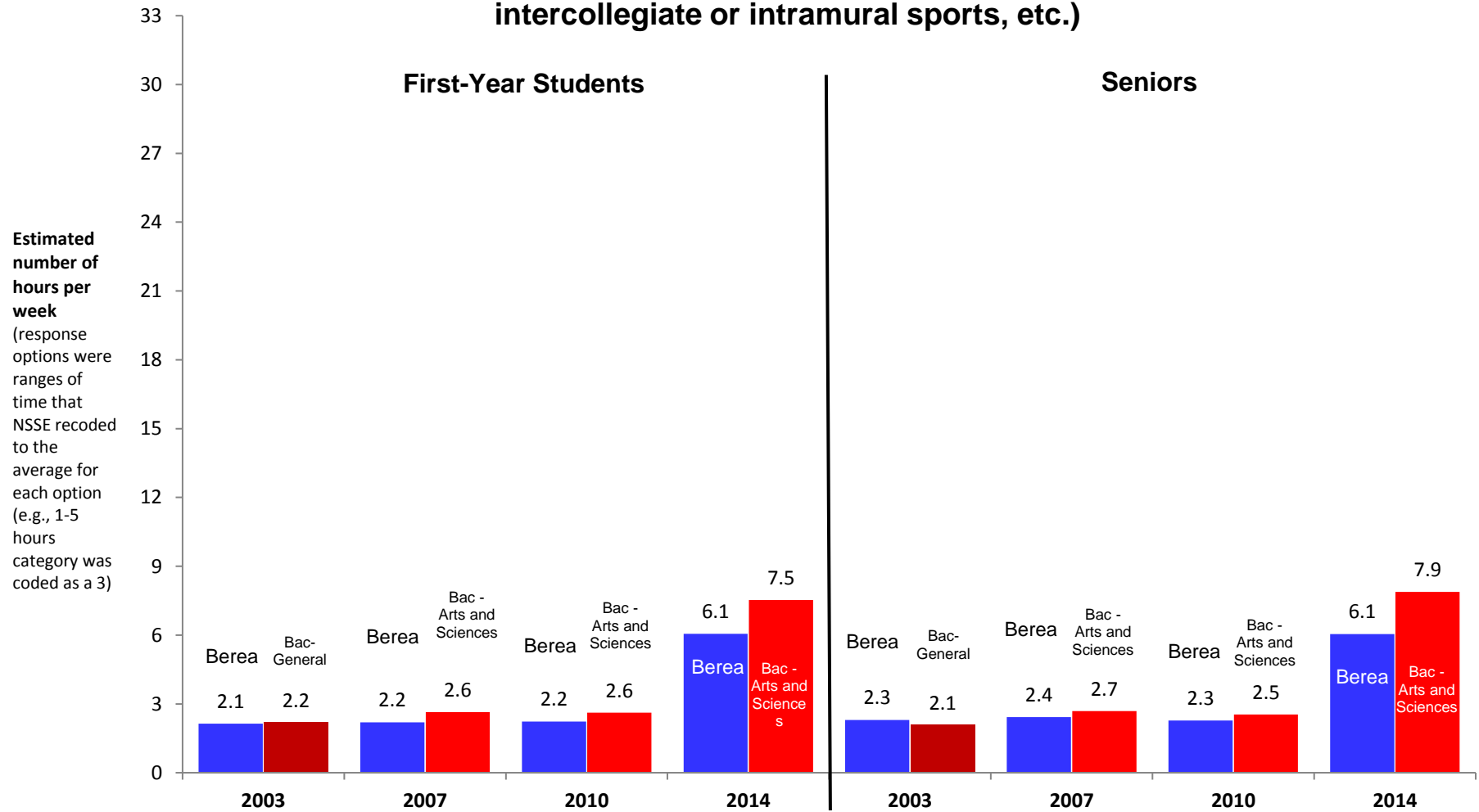
**Preparing for class (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)**



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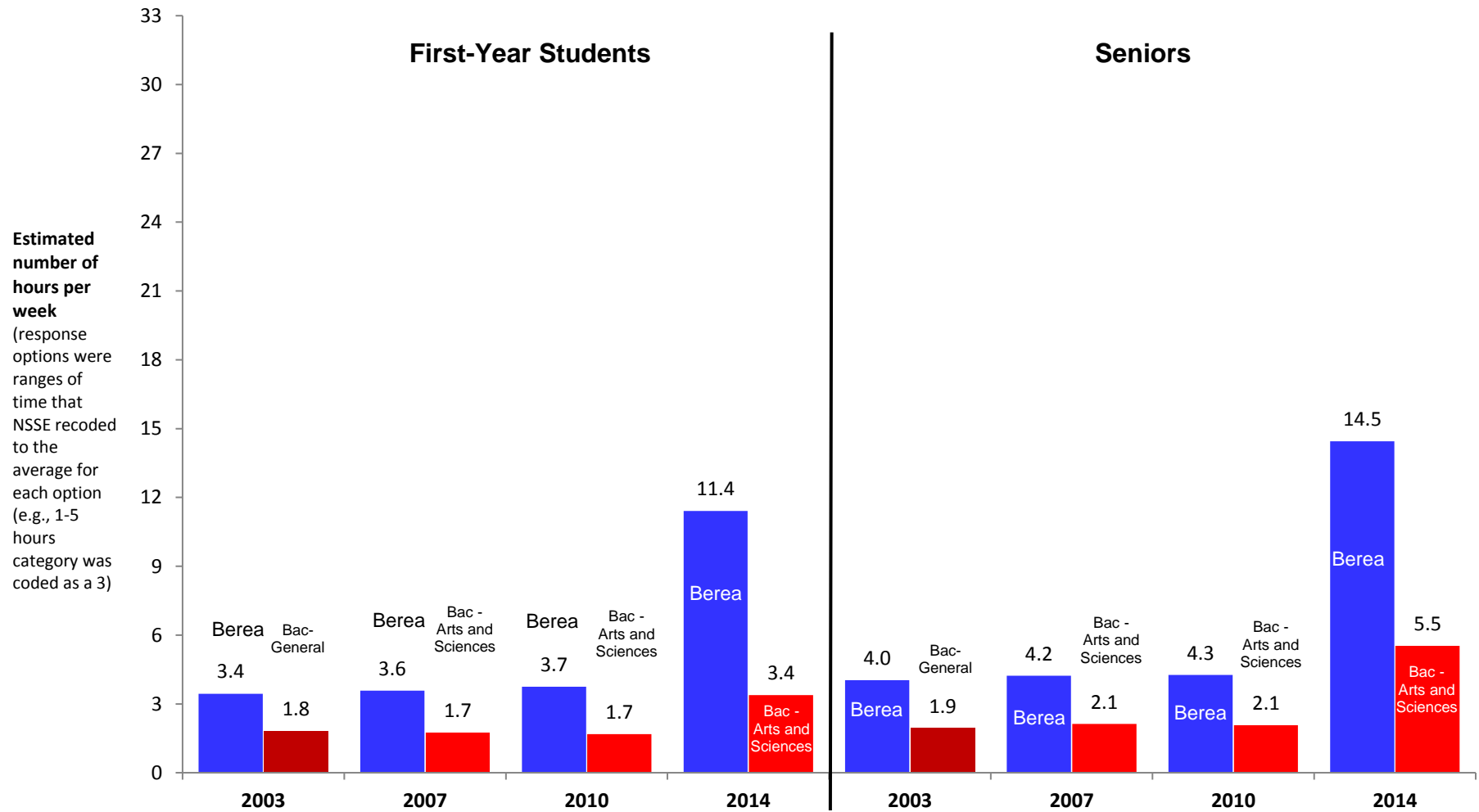
**Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)**



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### Working for pay on campus

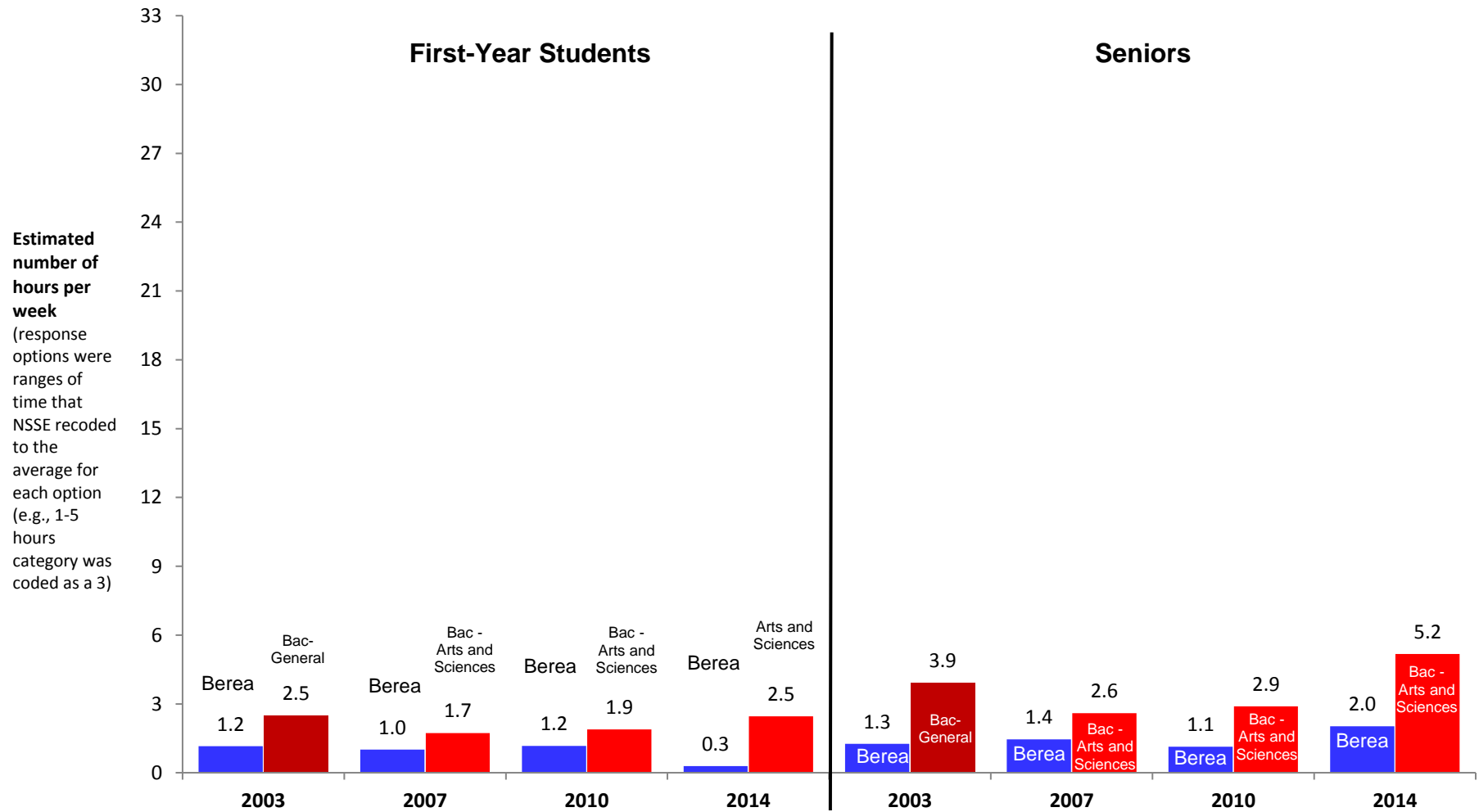


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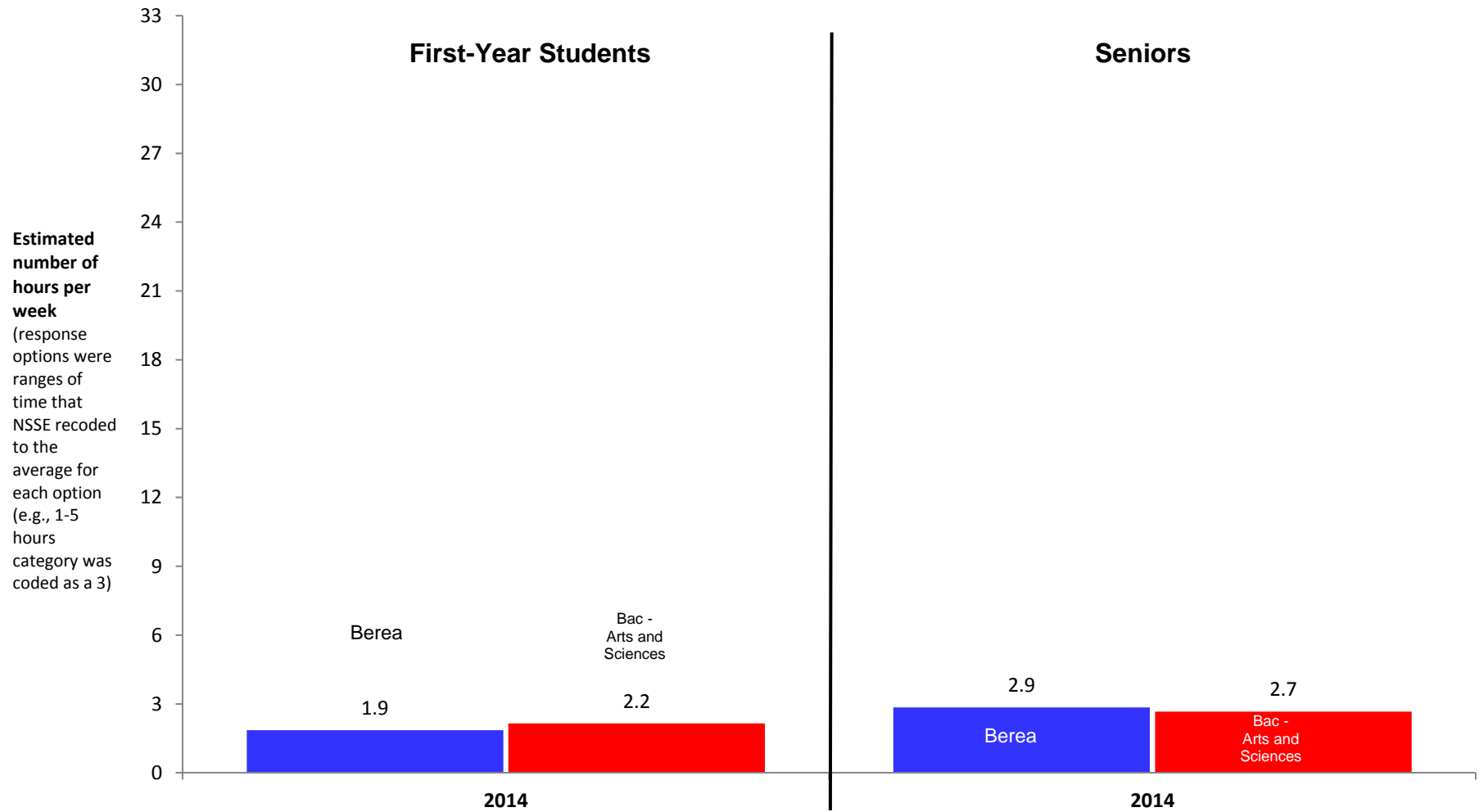
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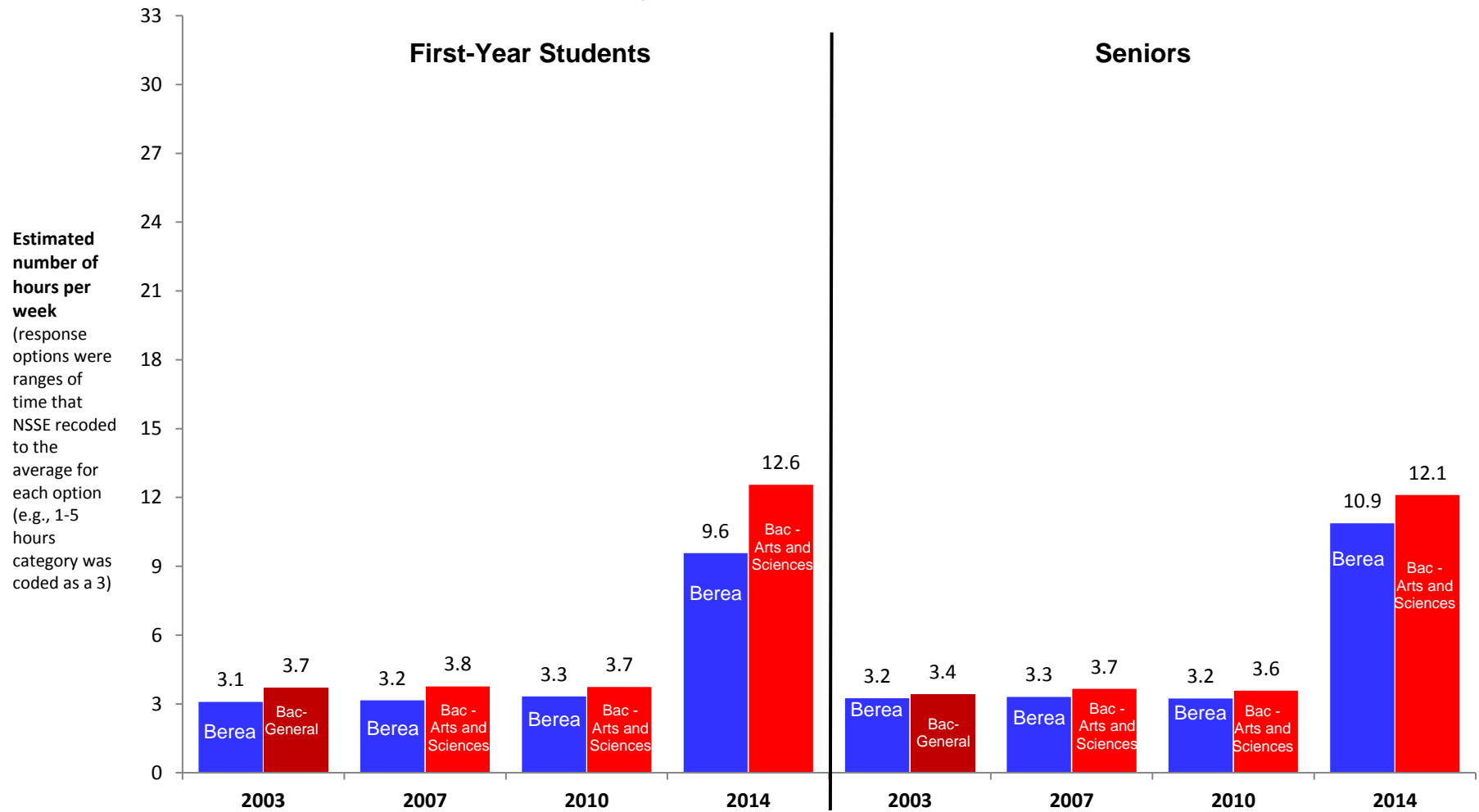
### Doing community service or volunteer work



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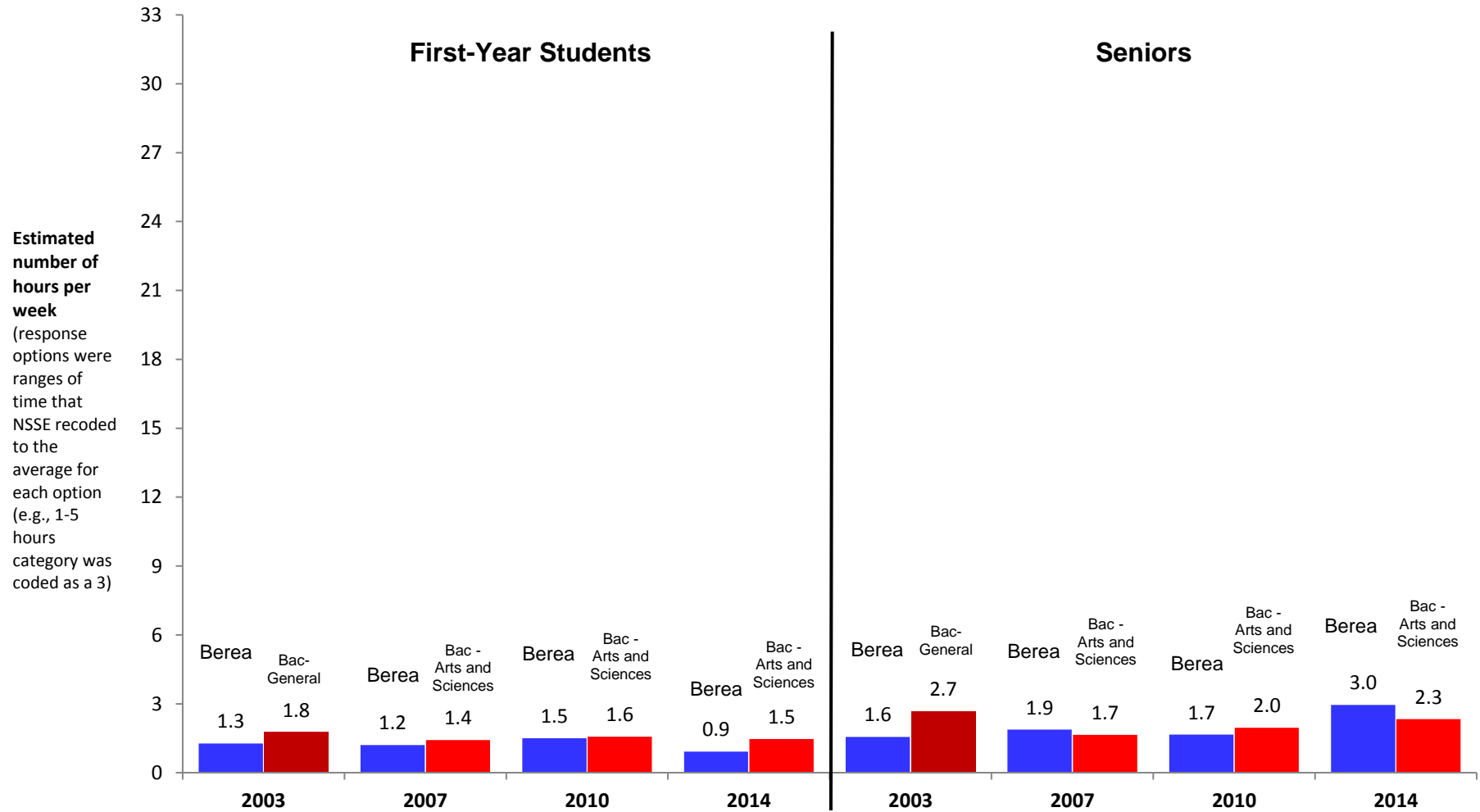
**Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)**



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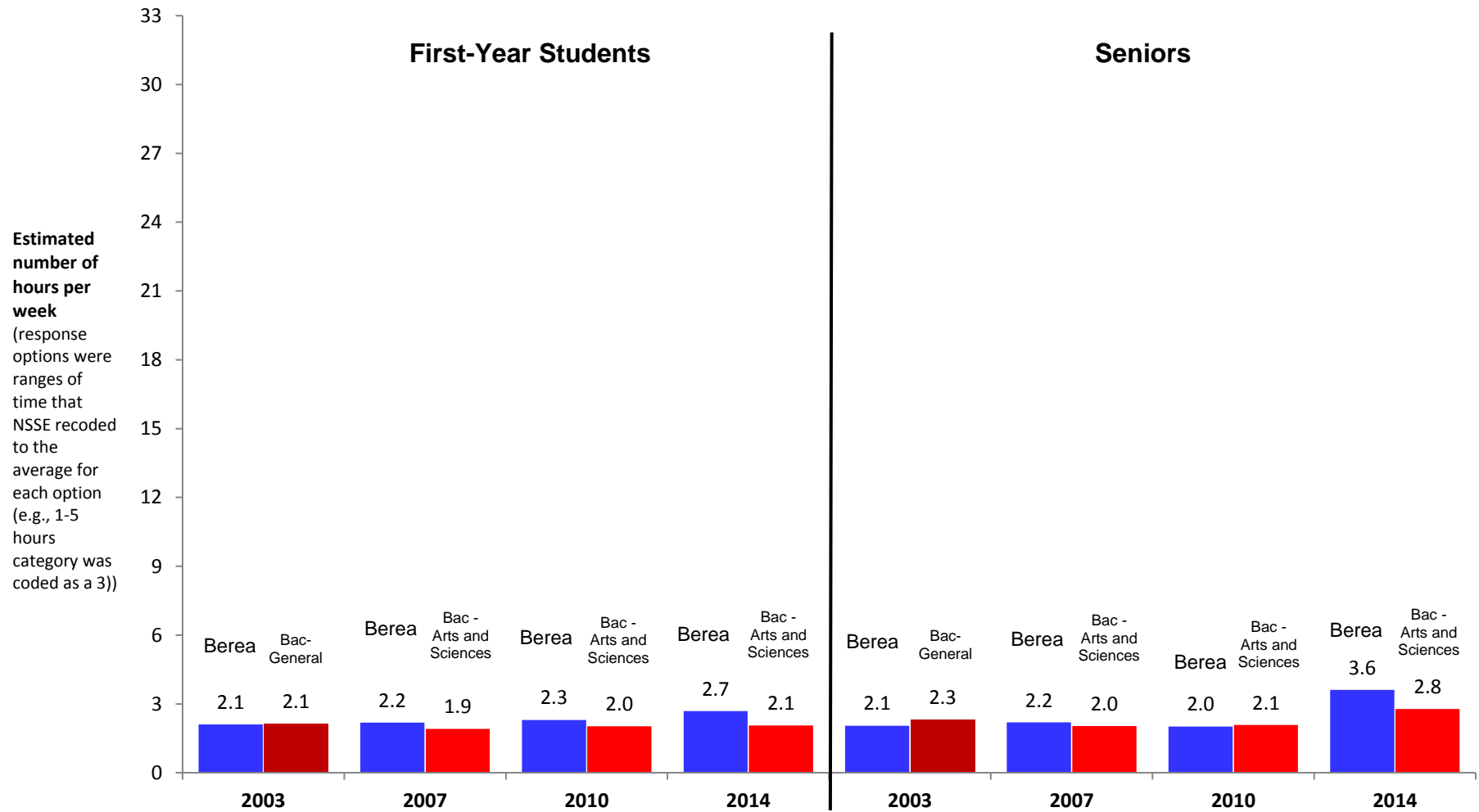
**Providing care for dependents (children, parents, etc.)\***



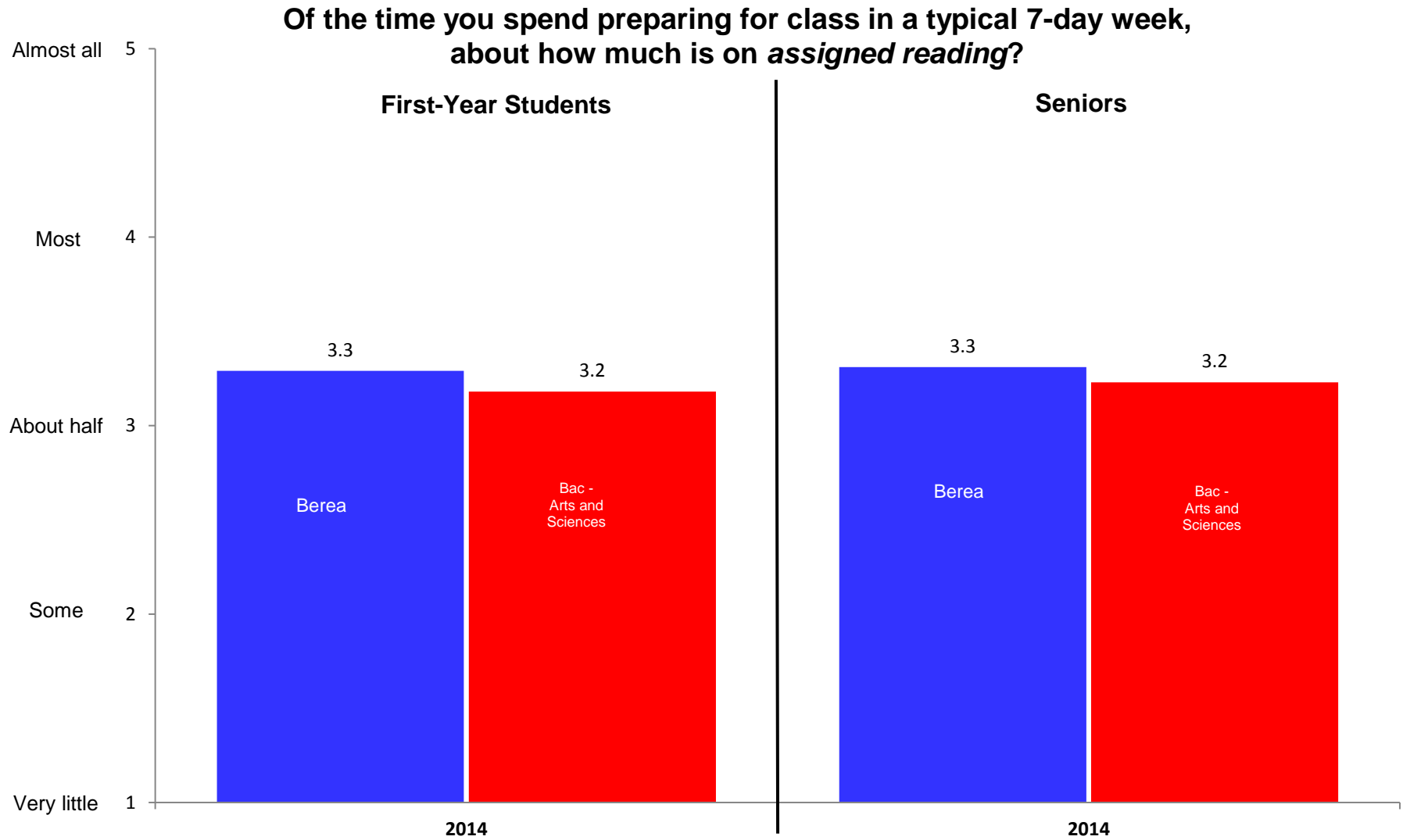
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*About how many hours do you spend in a typical 7-day week doing the following?*

### Commuting to campus (driving, walking, etc.)



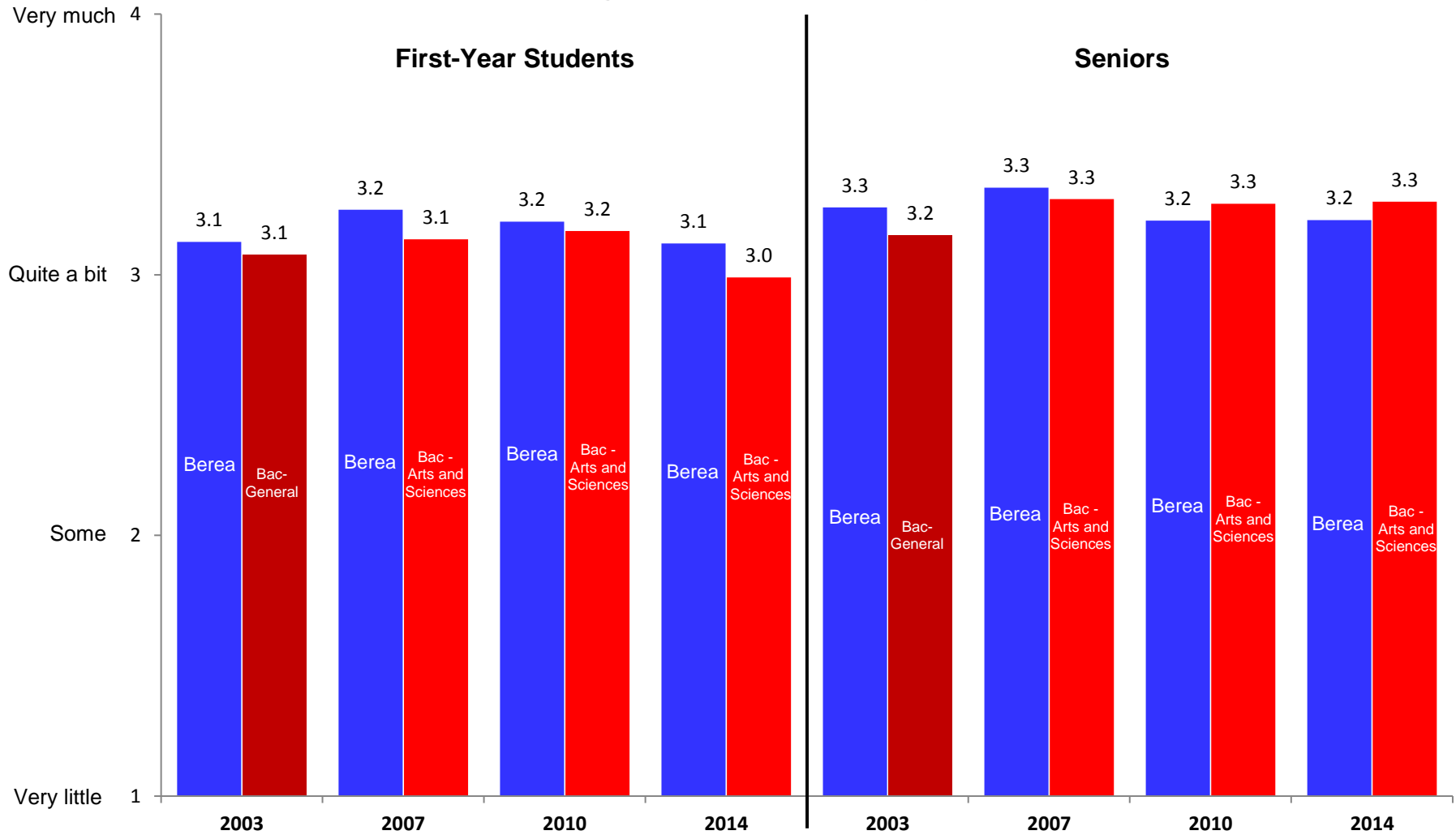
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*How much has this institution contributed to your knowledge and development in*

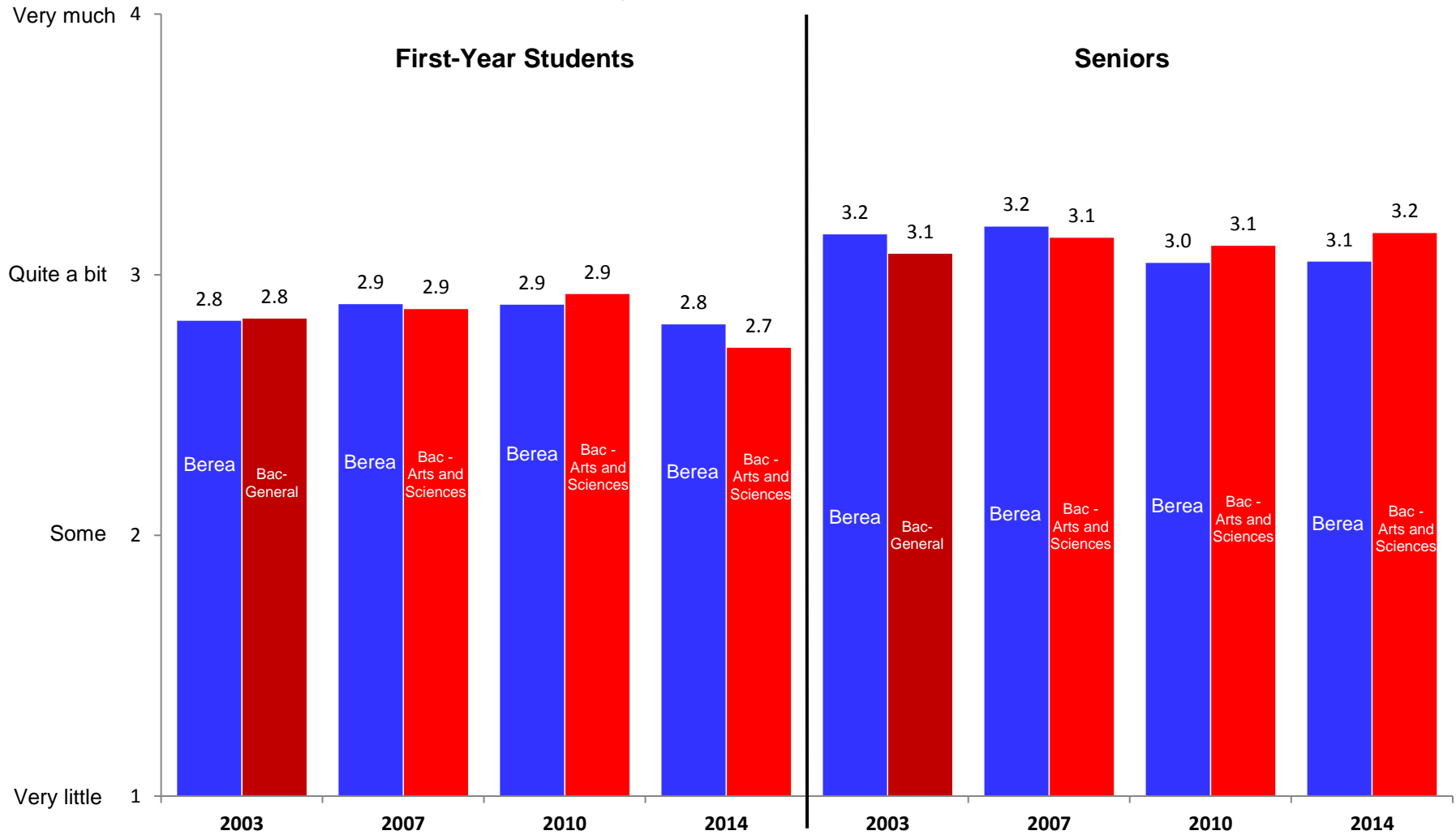
**Writing clearly and effectively**



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*How much has this institution contributed to your knowledge and development in*

**Speaking clearly and effectively**

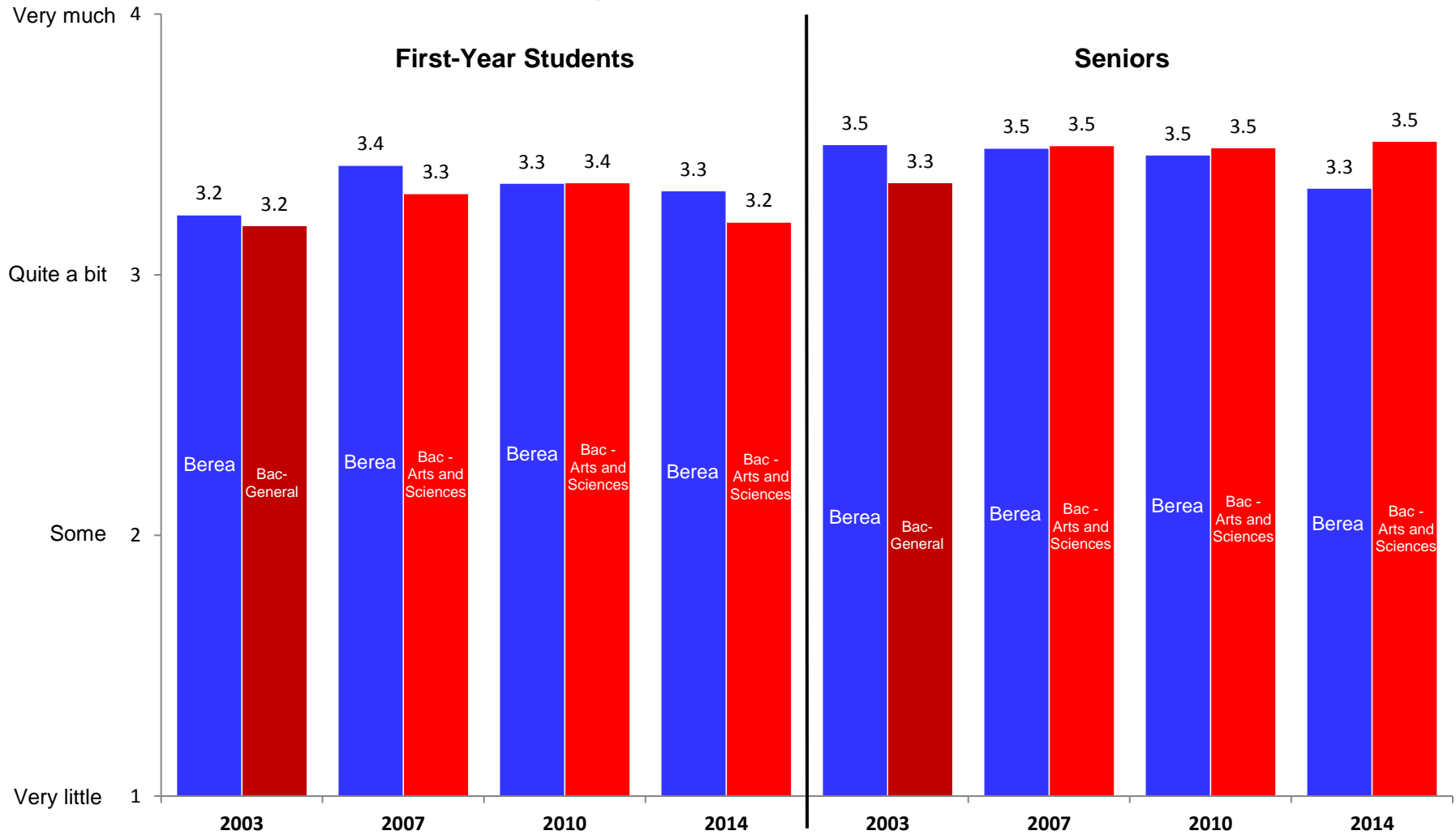


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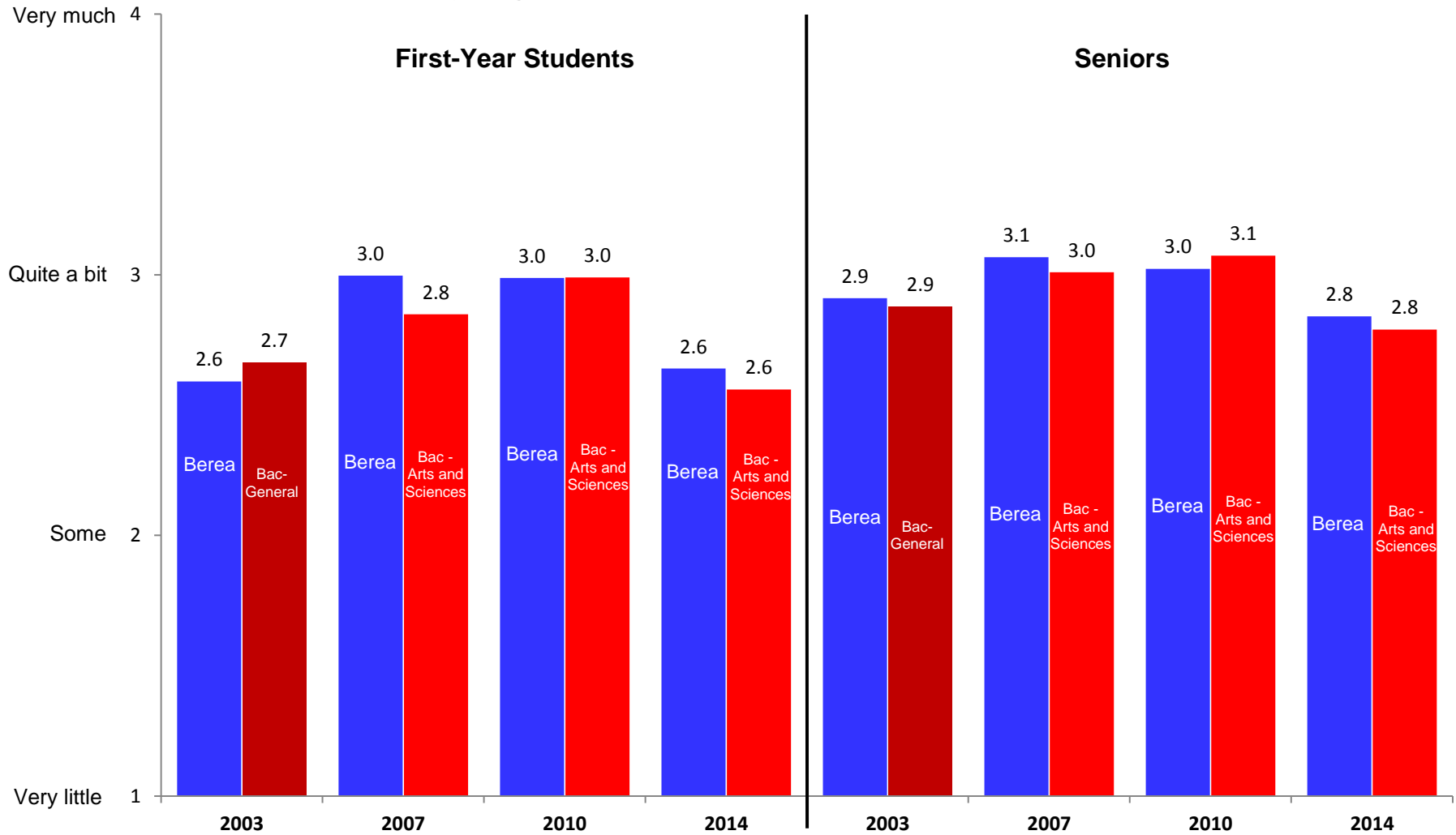
**Thinking critically and analytically**



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

*How much has this institution contributed to your knowledge and development in*

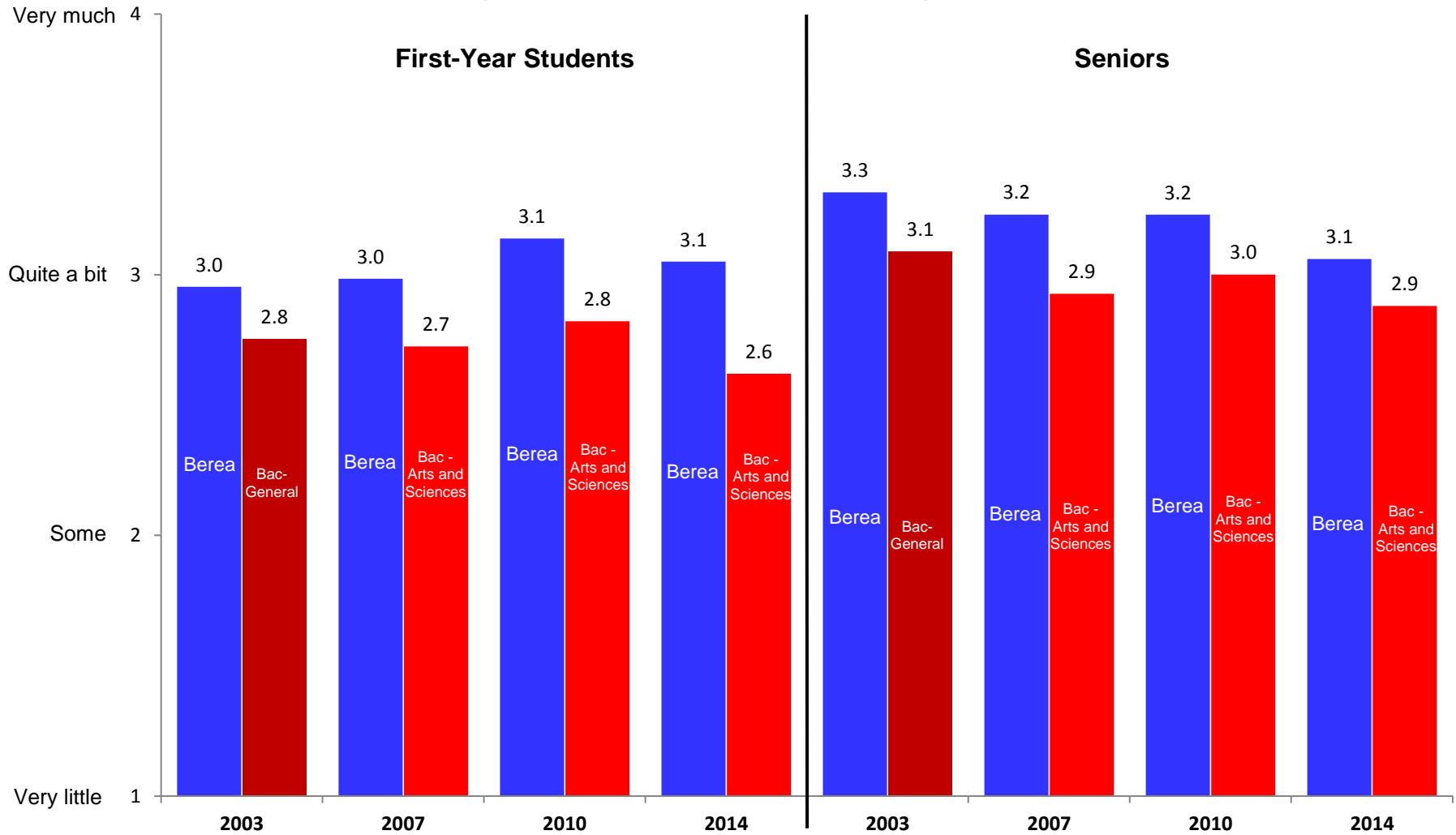
### Analyzing numerical and statistical information



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

*How much has this institution contributed to your knowledge and development in*

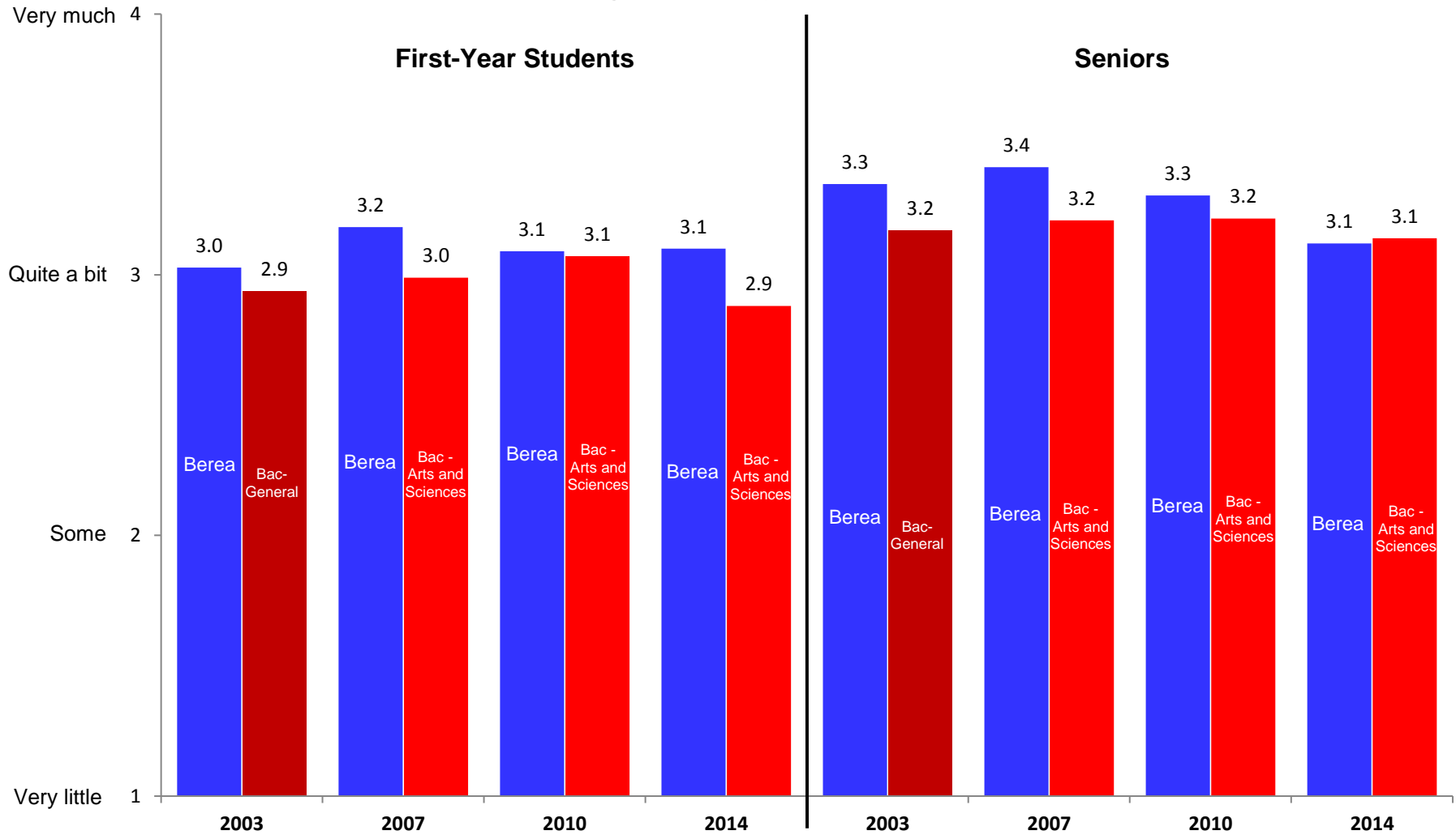
### Acquiring job- or work-related knowledge and skills



NOTE: Comparison groups are based on Bera's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Bera College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Bera College is in this category currently.

*How much has this institution contributed to your knowledge and development in*

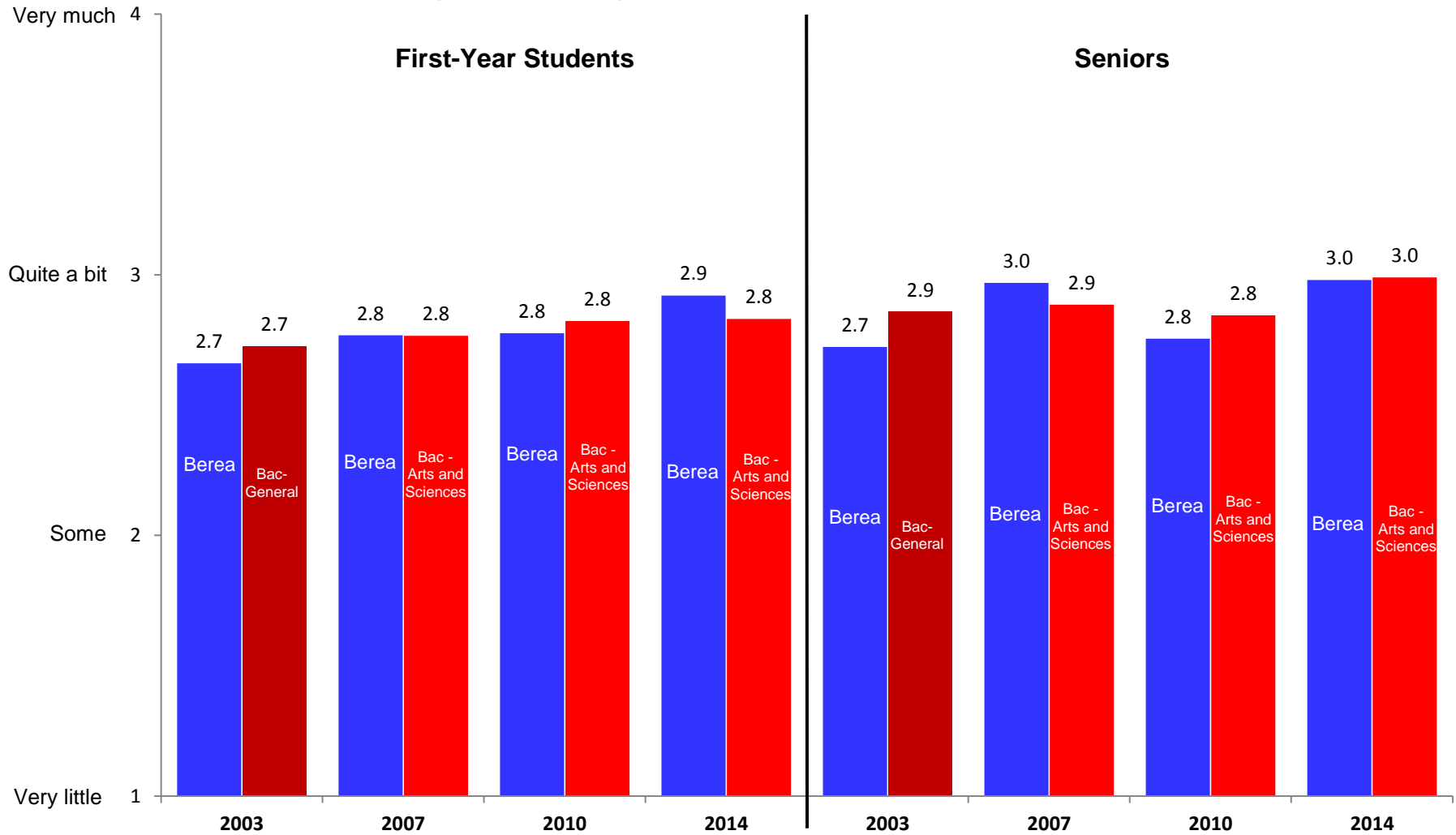
**Working effectively with others**



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

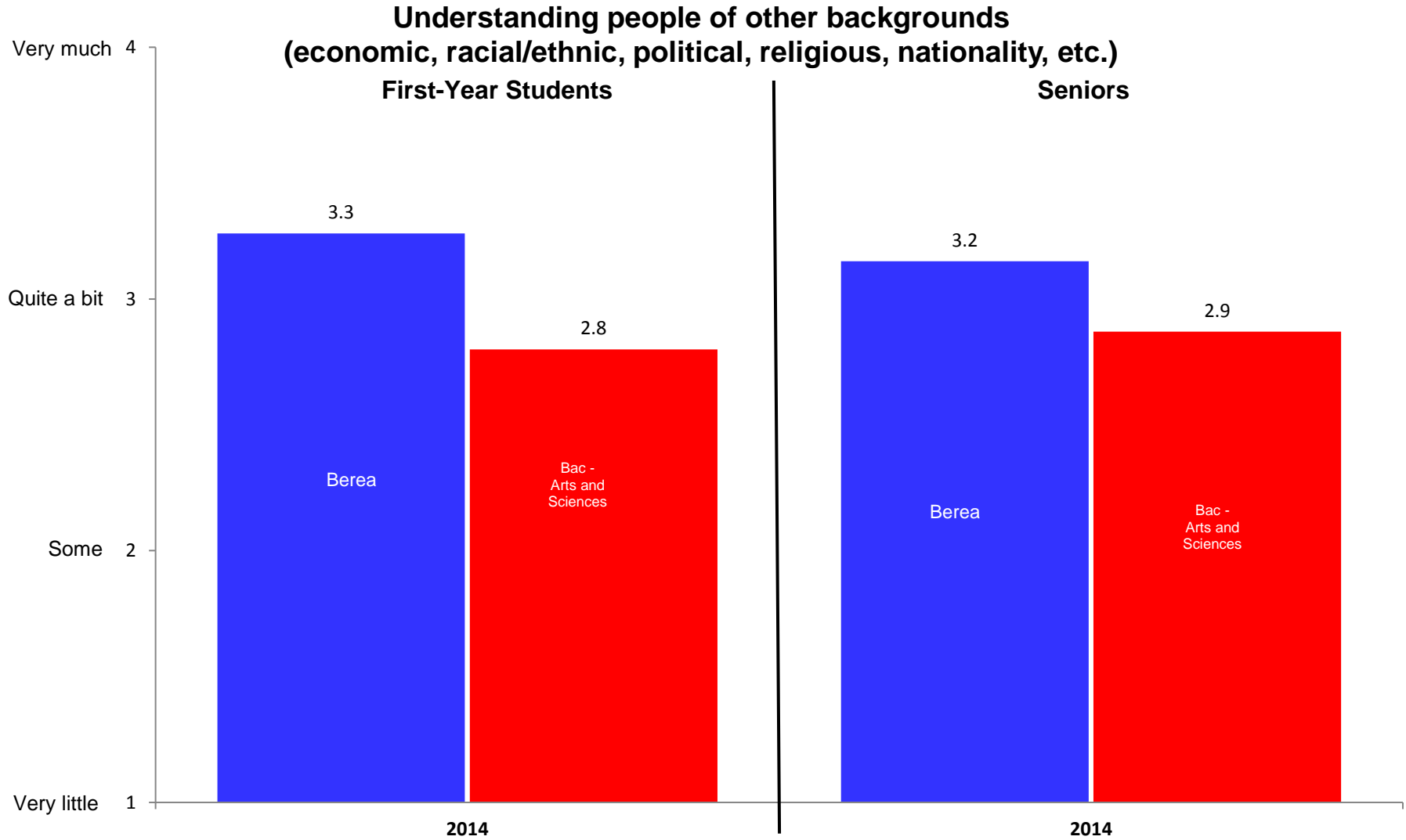
*How much has this institution contributed to your knowledge and development in*

**Developing or clarifying a personal code of values and ethics**



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

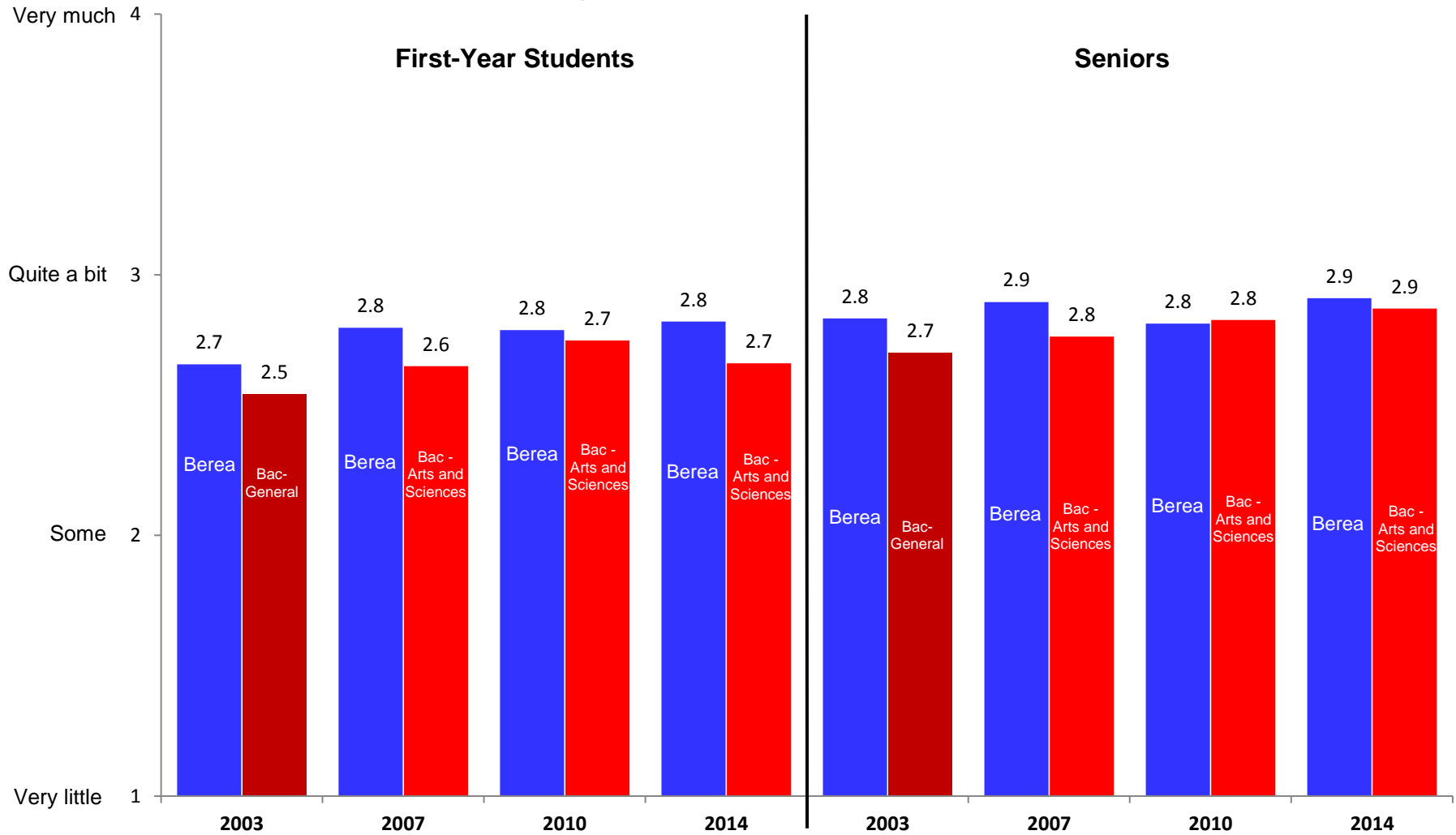
*How much has this institution contributed to your knowledge and development in*



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

*How much has this institution contributed to your knowledge and development in*

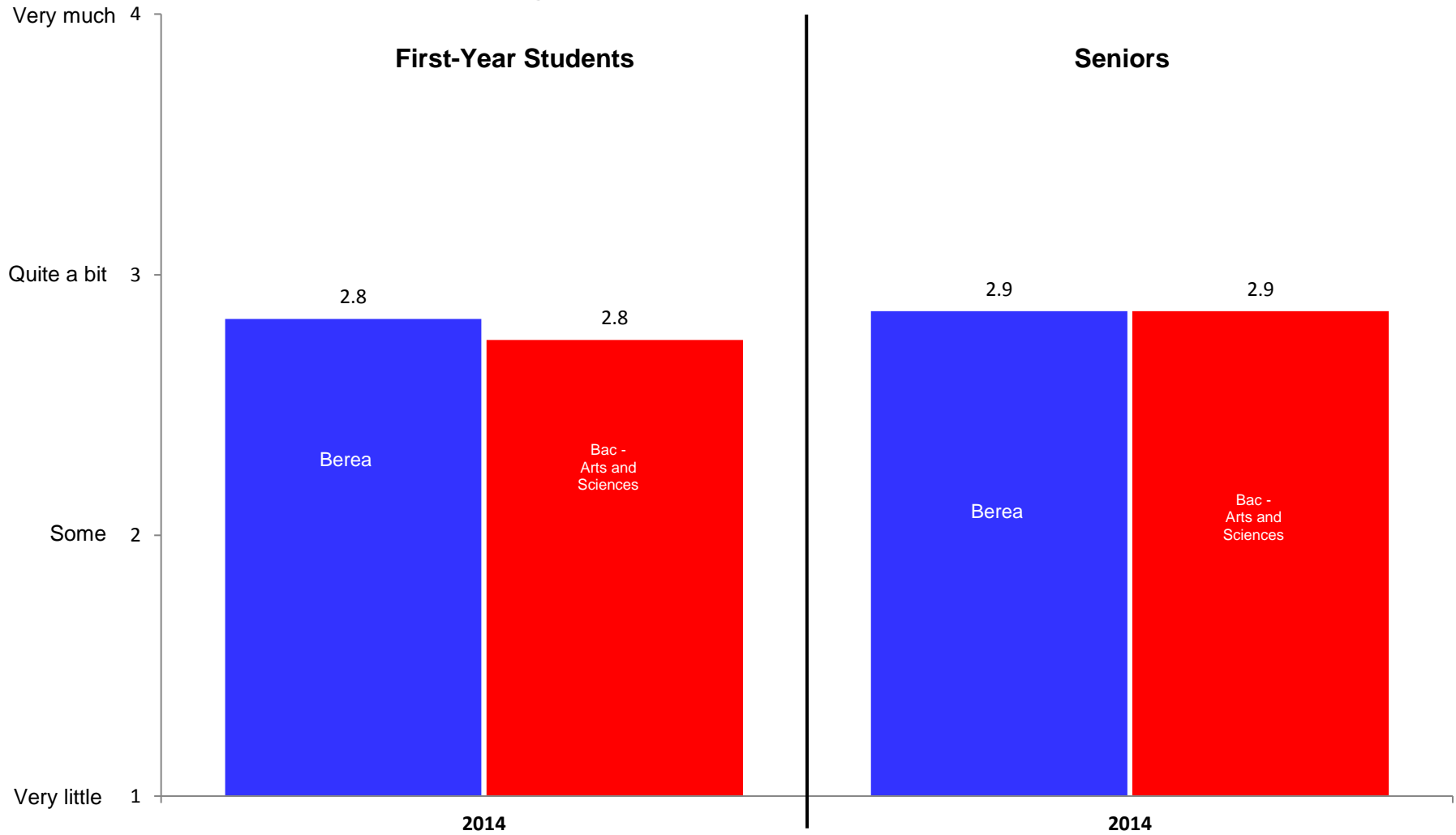
### Solving complex real-world problems



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

*How much has this institution contributed to your knowledge and development in*

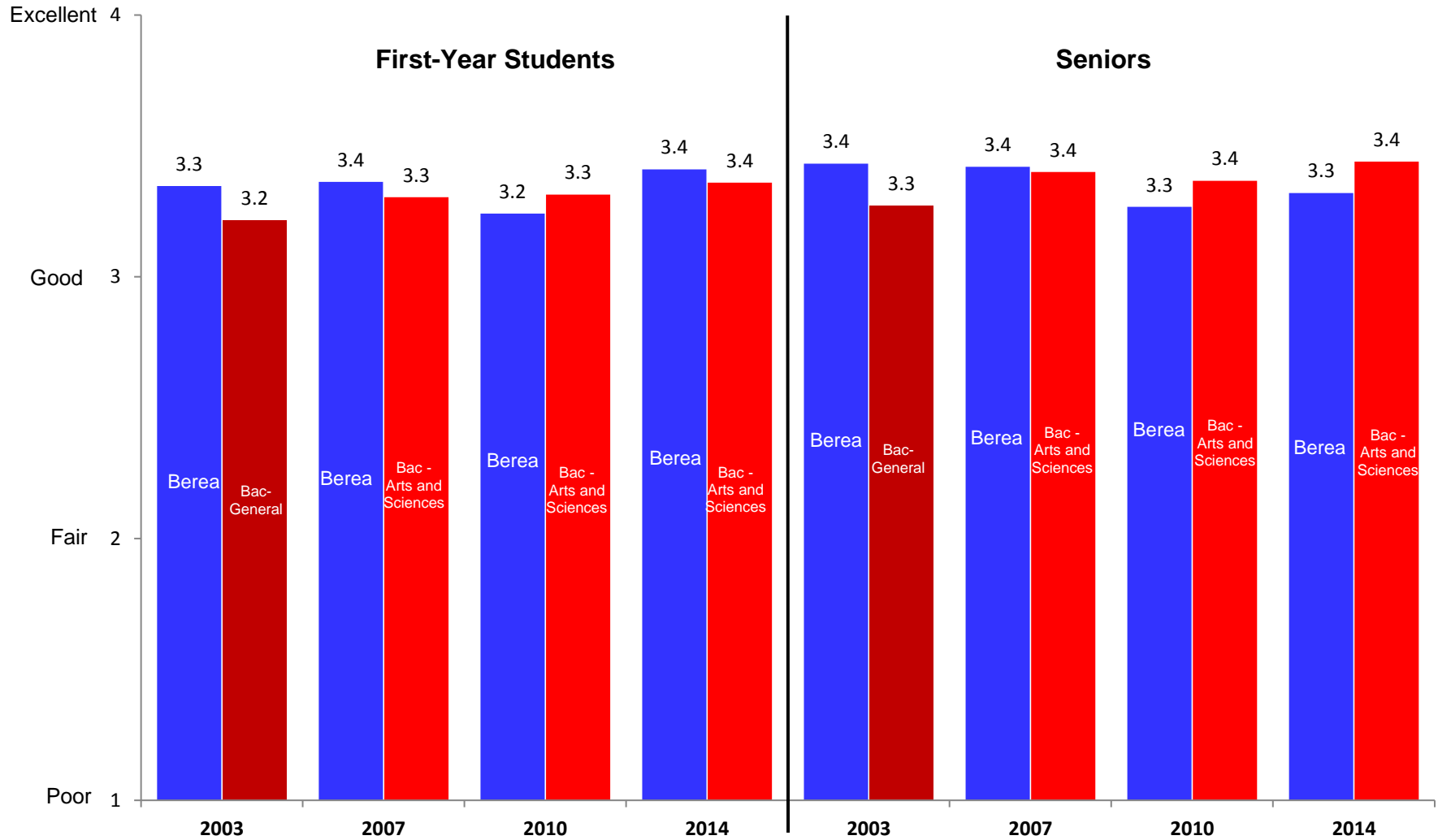
**Being an informed and active citizen**



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

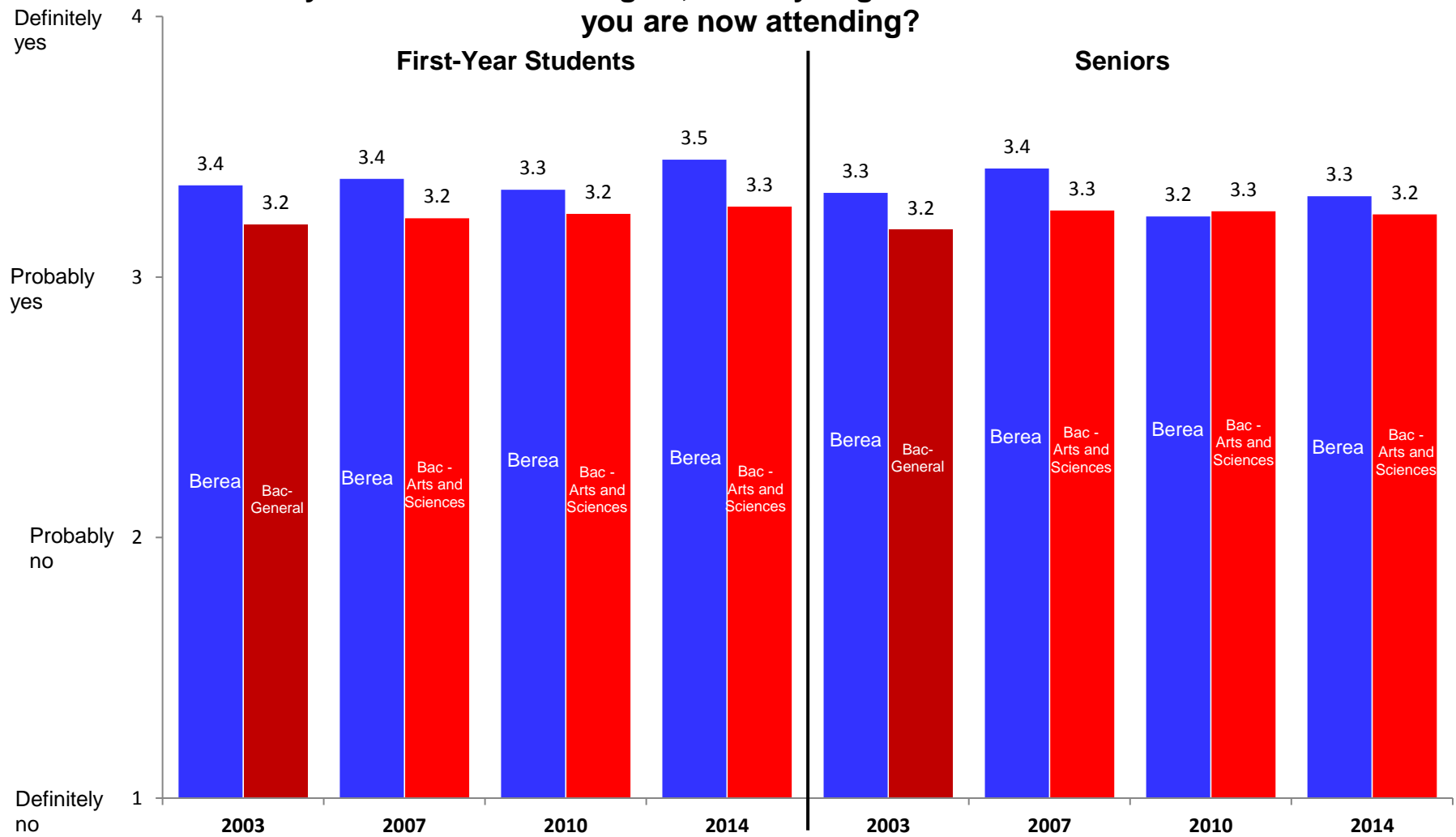


### How would you evaluate your entire educational experience at this institution?



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

**If you could start over again, would you go to the *same institution* you are now attending?**



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the Arts and Sciences (non-professional fields). Berea College is in this category currently.

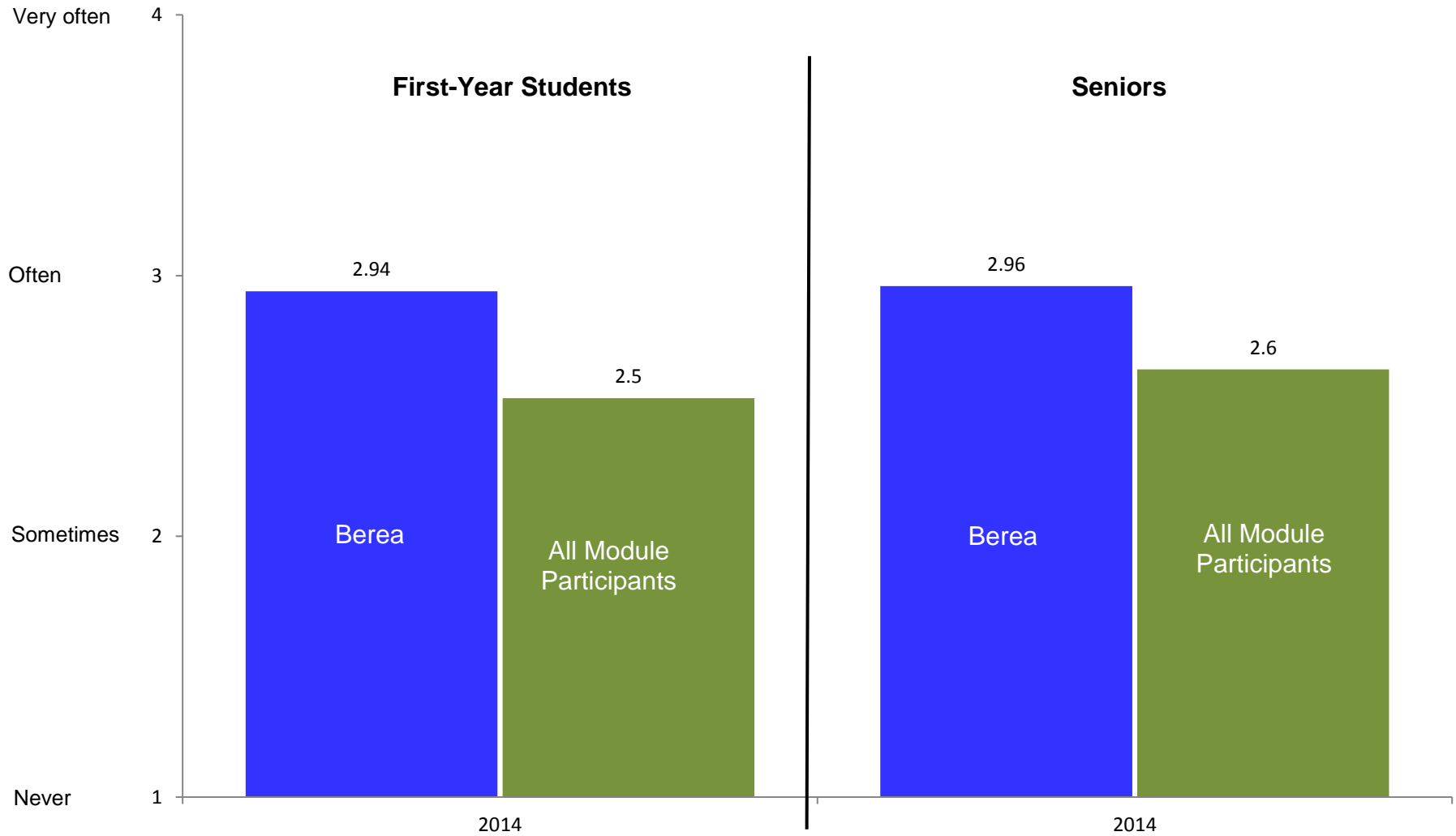
# **National Survey of Student Engagement (NSSE)**

**Topical Module:  
Development of Transferable Skills**

**Comparison Graphs for 2014**

*During the current school year, about how often have you written something that:*

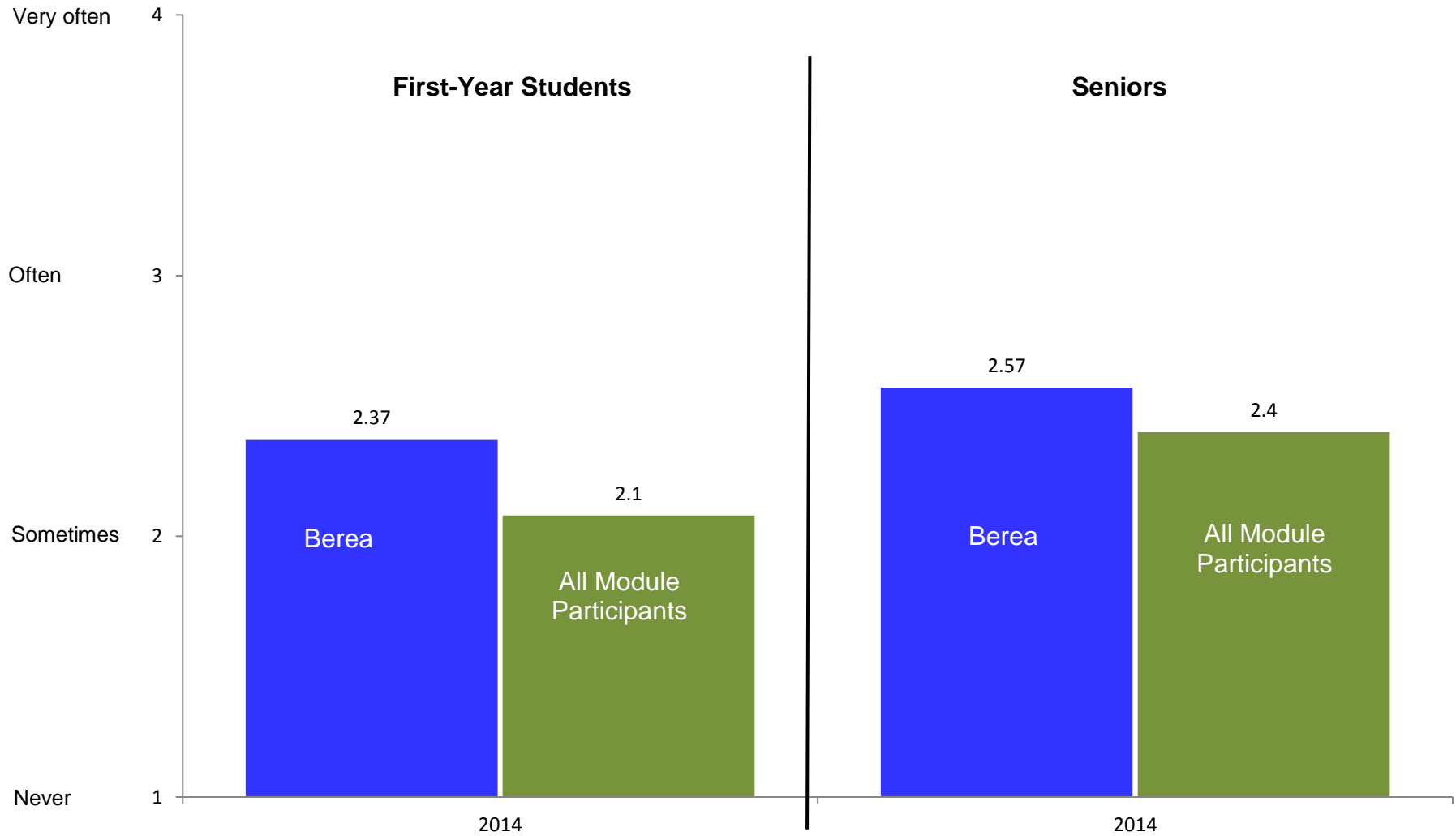
### Discussed or debated an issue of social, political, or philosophical importance



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

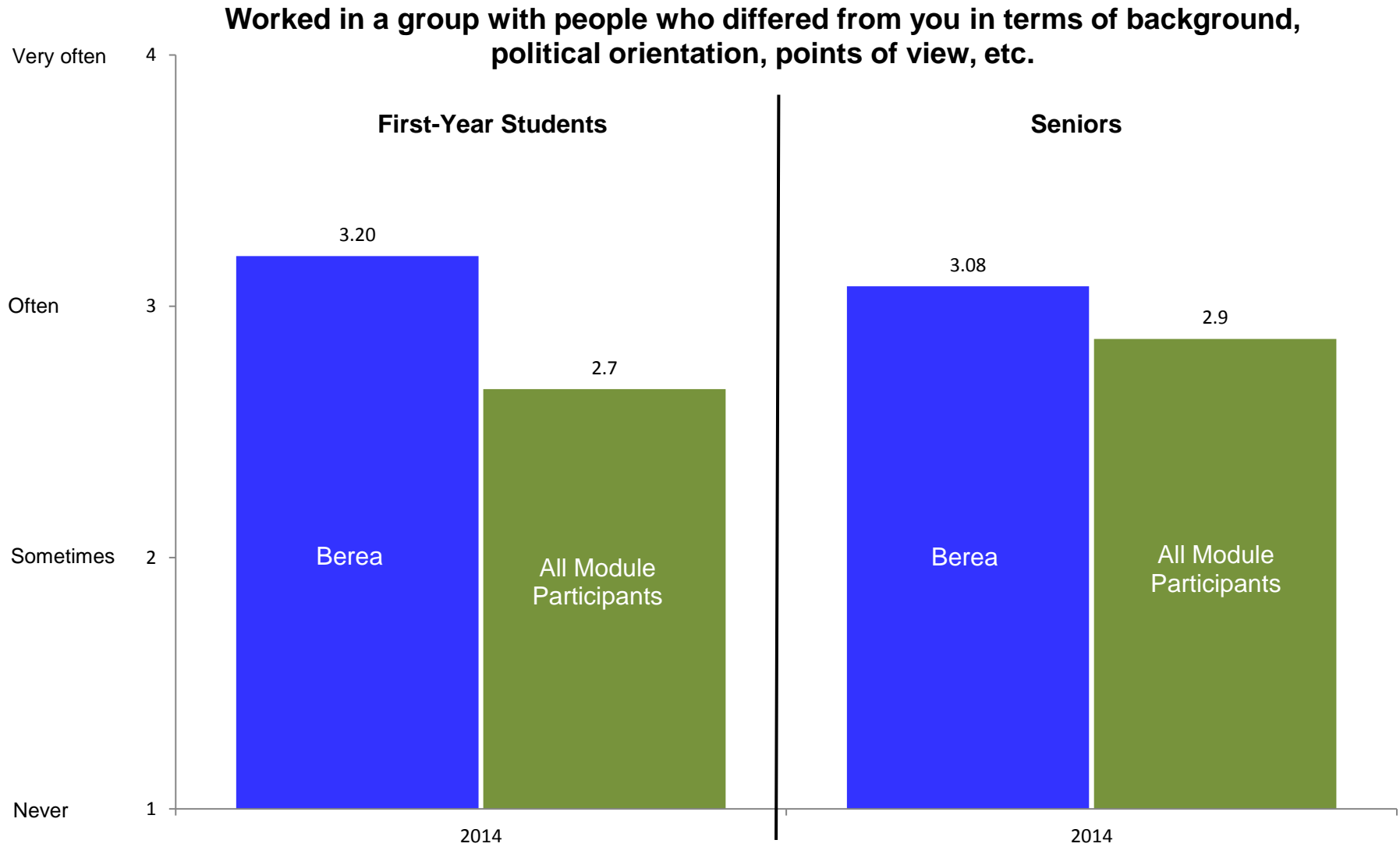
*During the current school year, about how often have you written something that:*

### Made a speech to a group



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

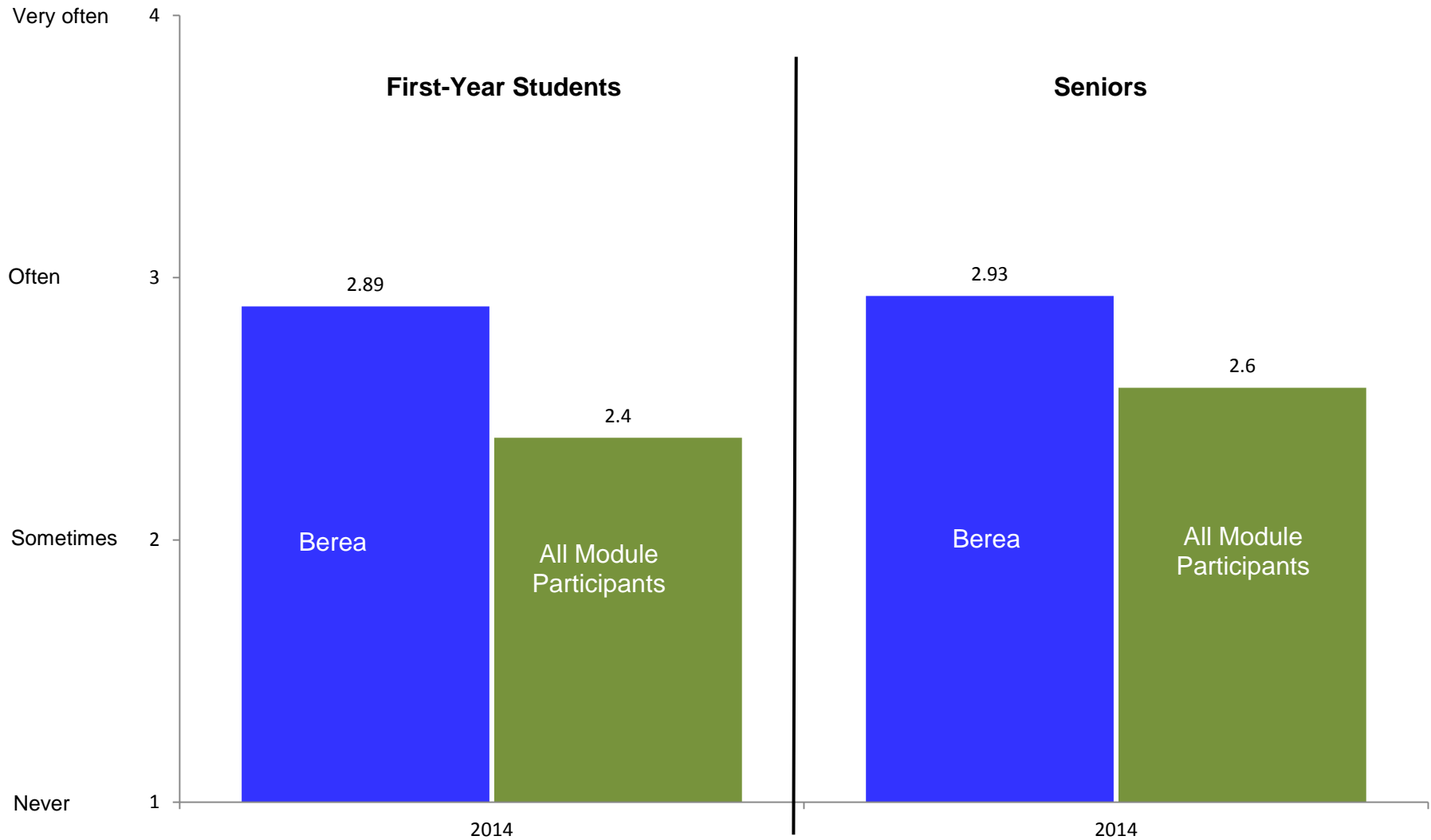
*During the current school year, about how often have you written something that:*



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

*During the current school year, about how often have you written something that:*

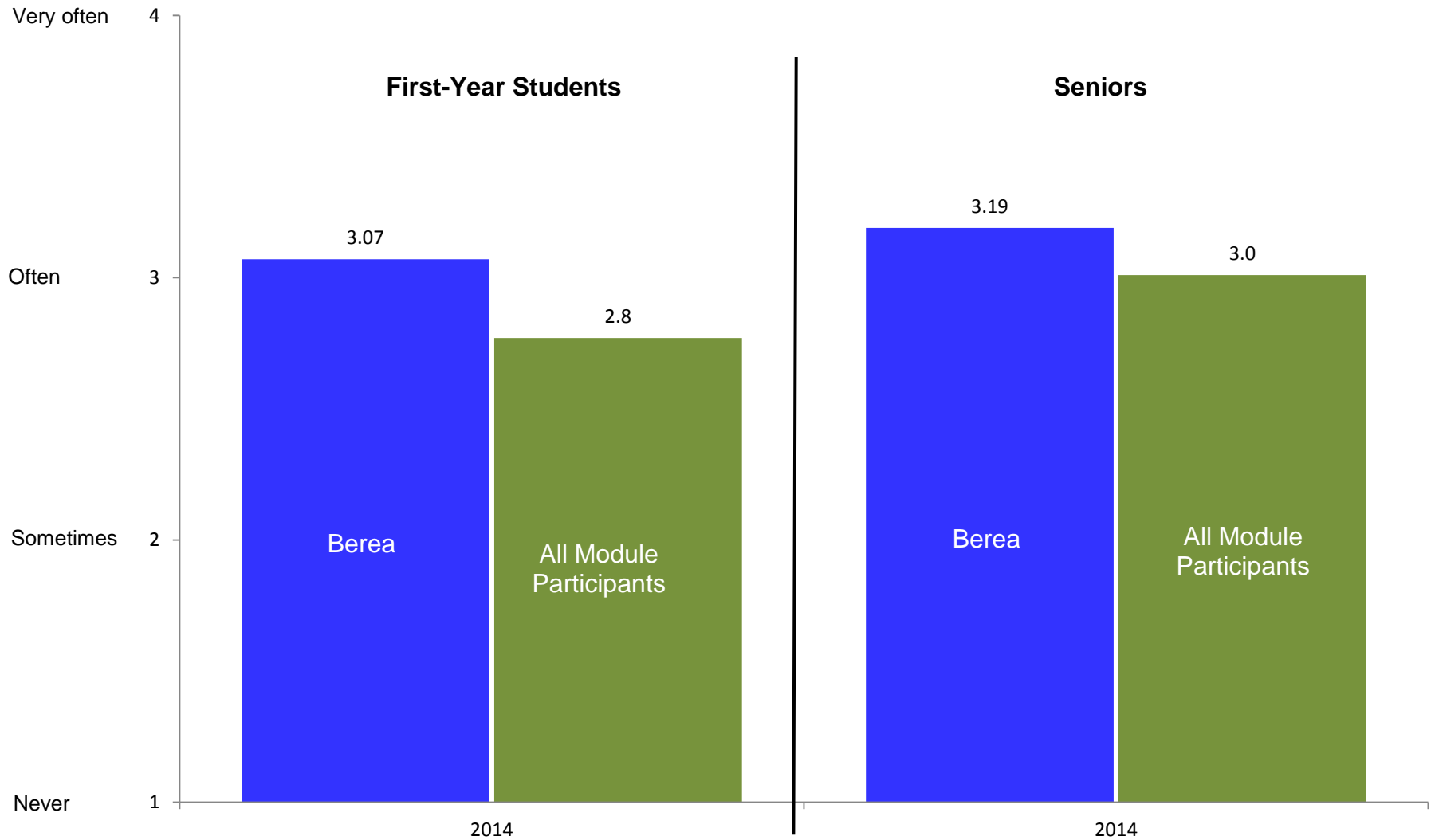
### Discussed the ethical consequences of a course of action



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

*During the current school year, about how often have you written something that:*

### Creatively thought about new ideas or about ways to improve things

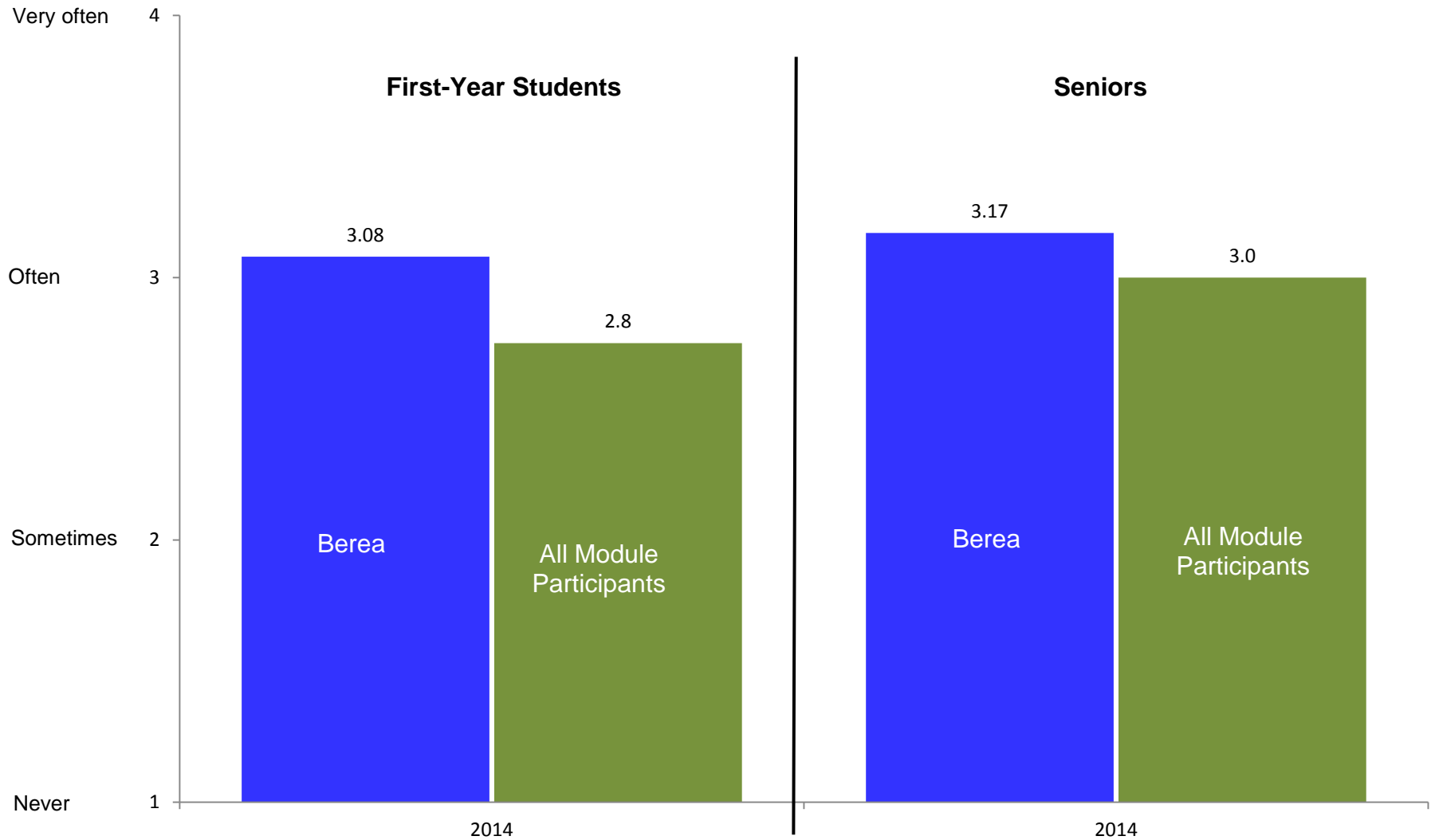


NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).



*During the current school year, about how often have you written something that:*

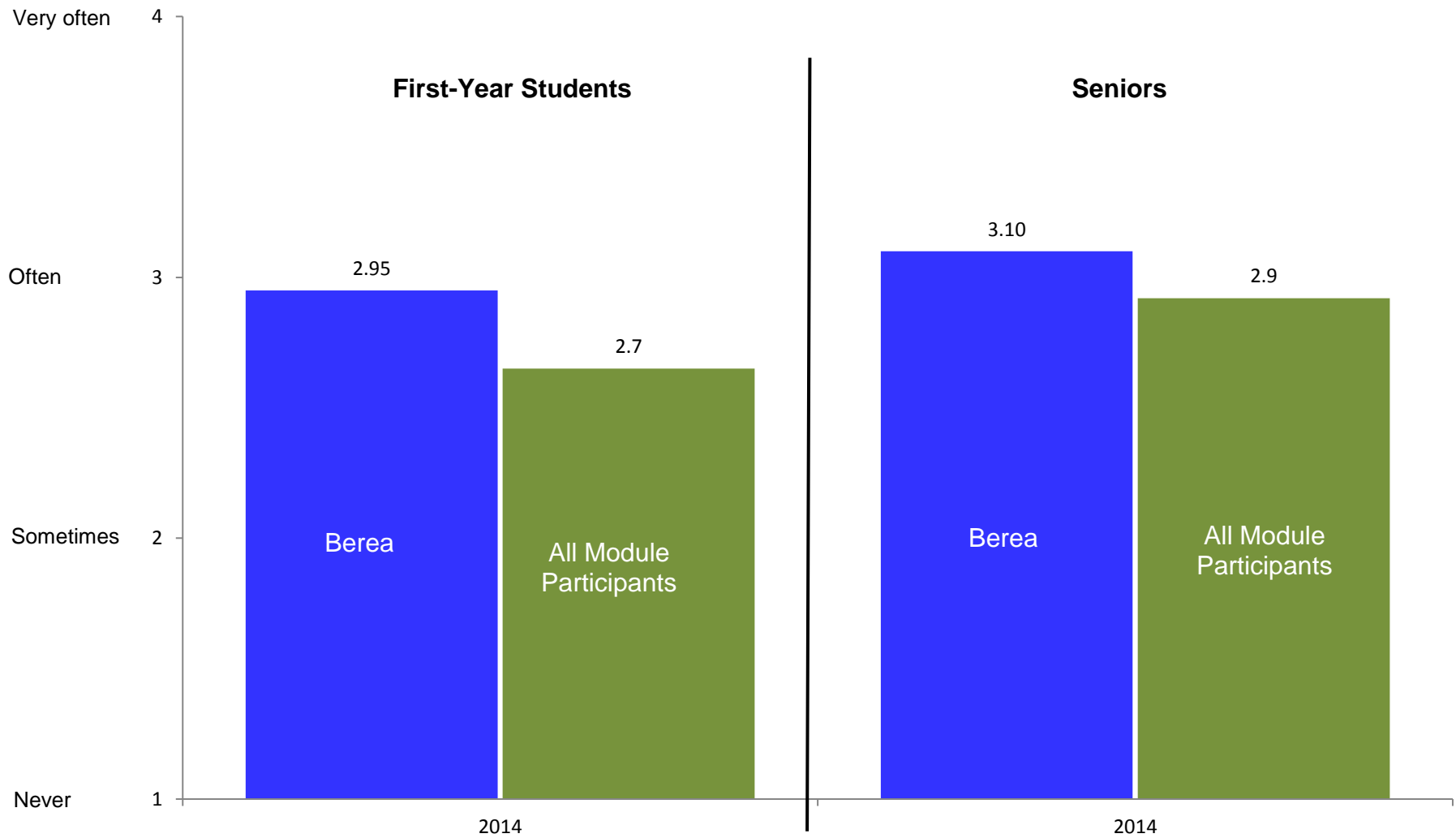
### Critically evaluated multiple solutions to a problem



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

*During the current school year, about how often have you written something that:*

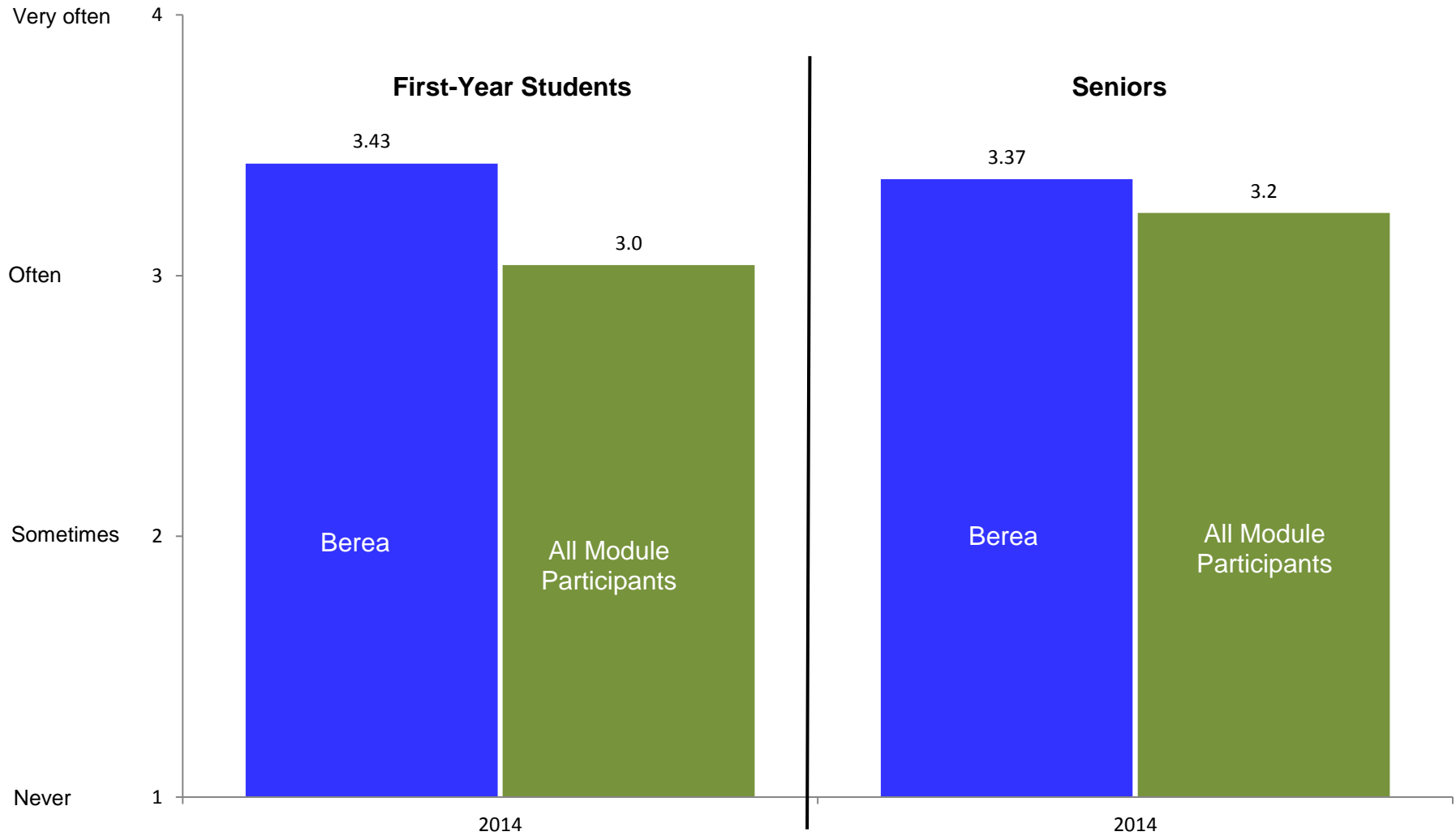
### Discussed complex problems with others to develop a better solution



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

*During the current school year, about how often have you written something that:*

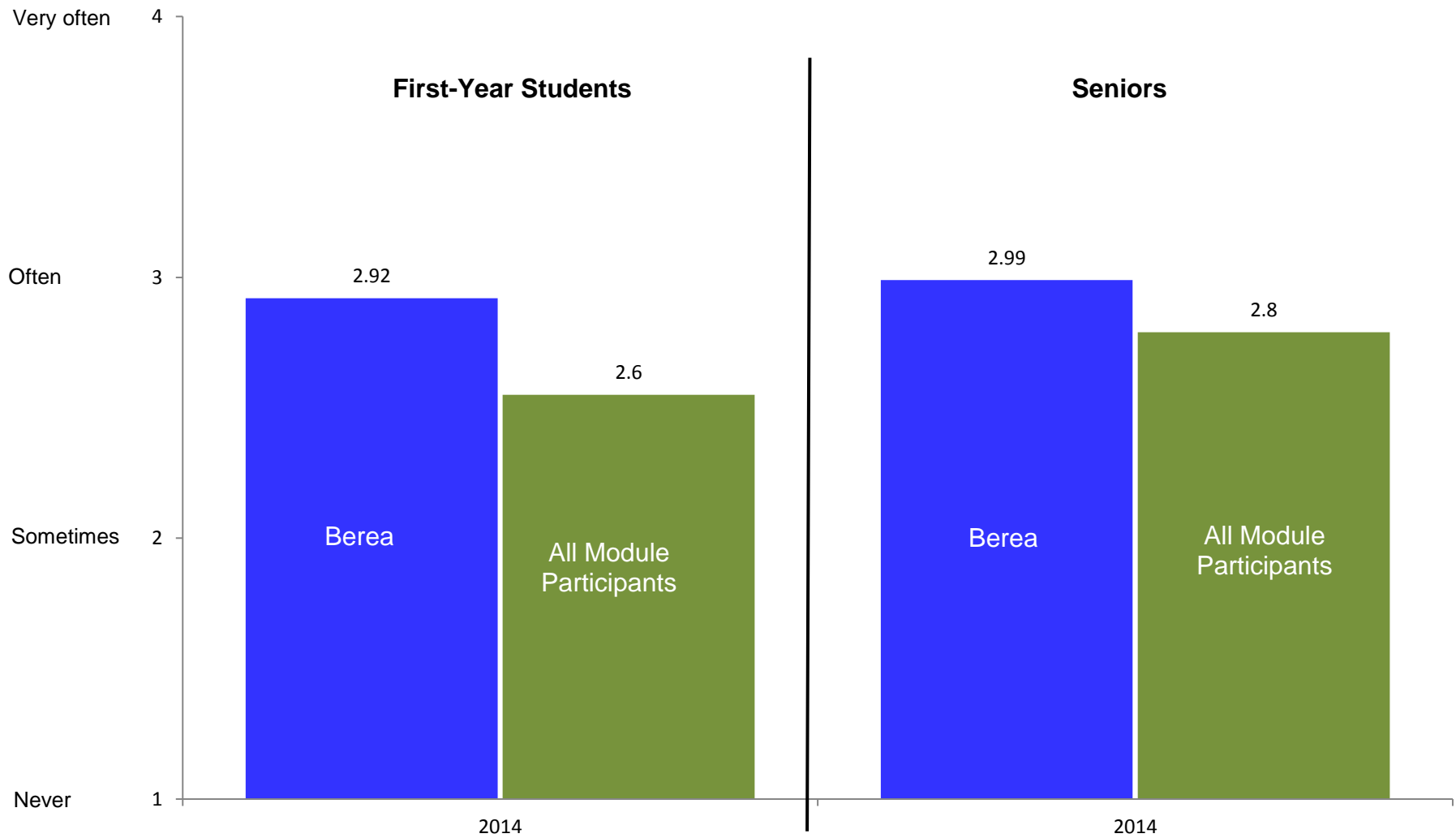
**Used information from a variety of sources (books, journals, databases, etc.)**



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

*During the current school year, about how often have you written something that:*

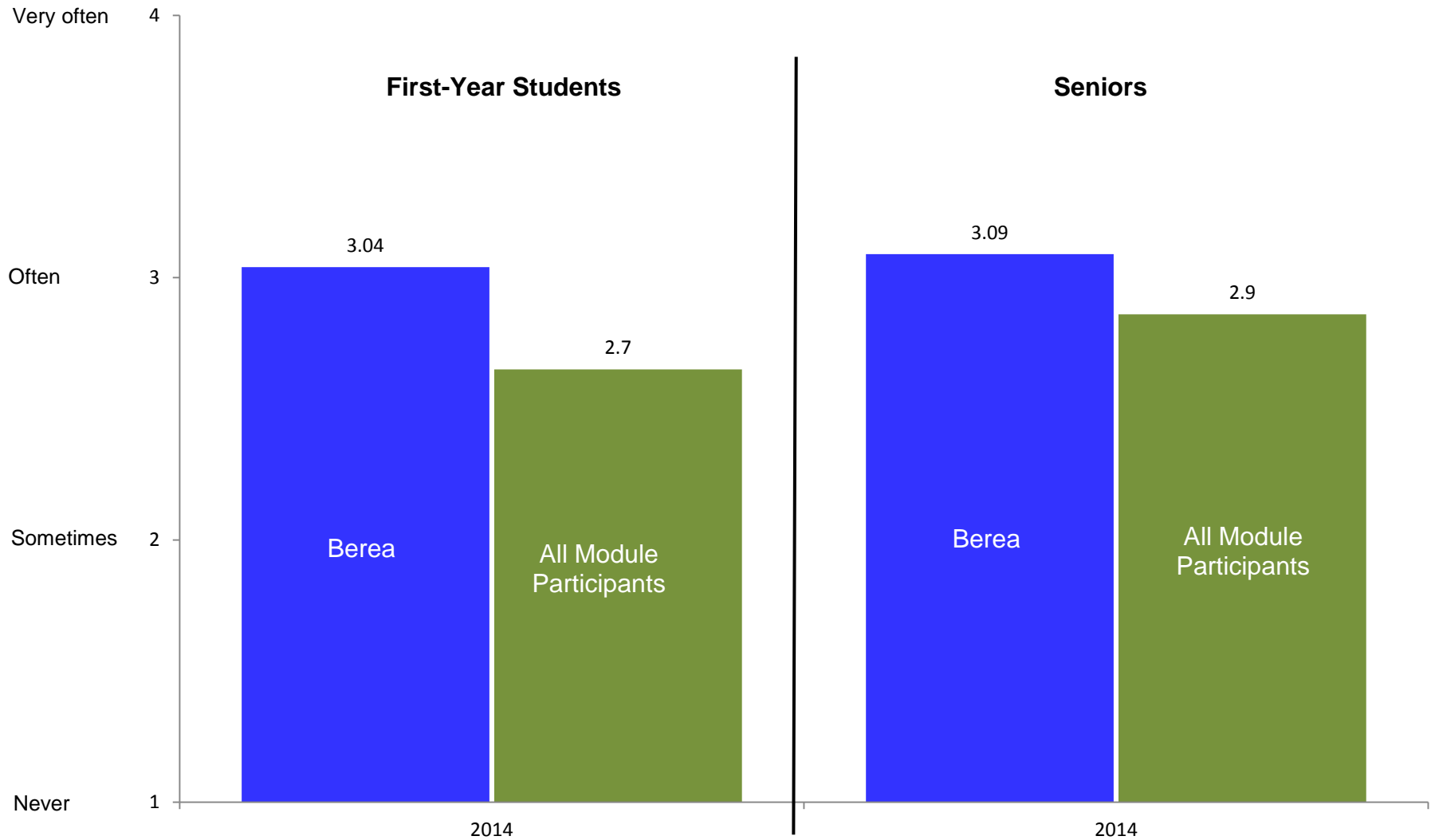
### Assessed the conclusions of a published work



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

*During the current school year, about how often have you written something that:*

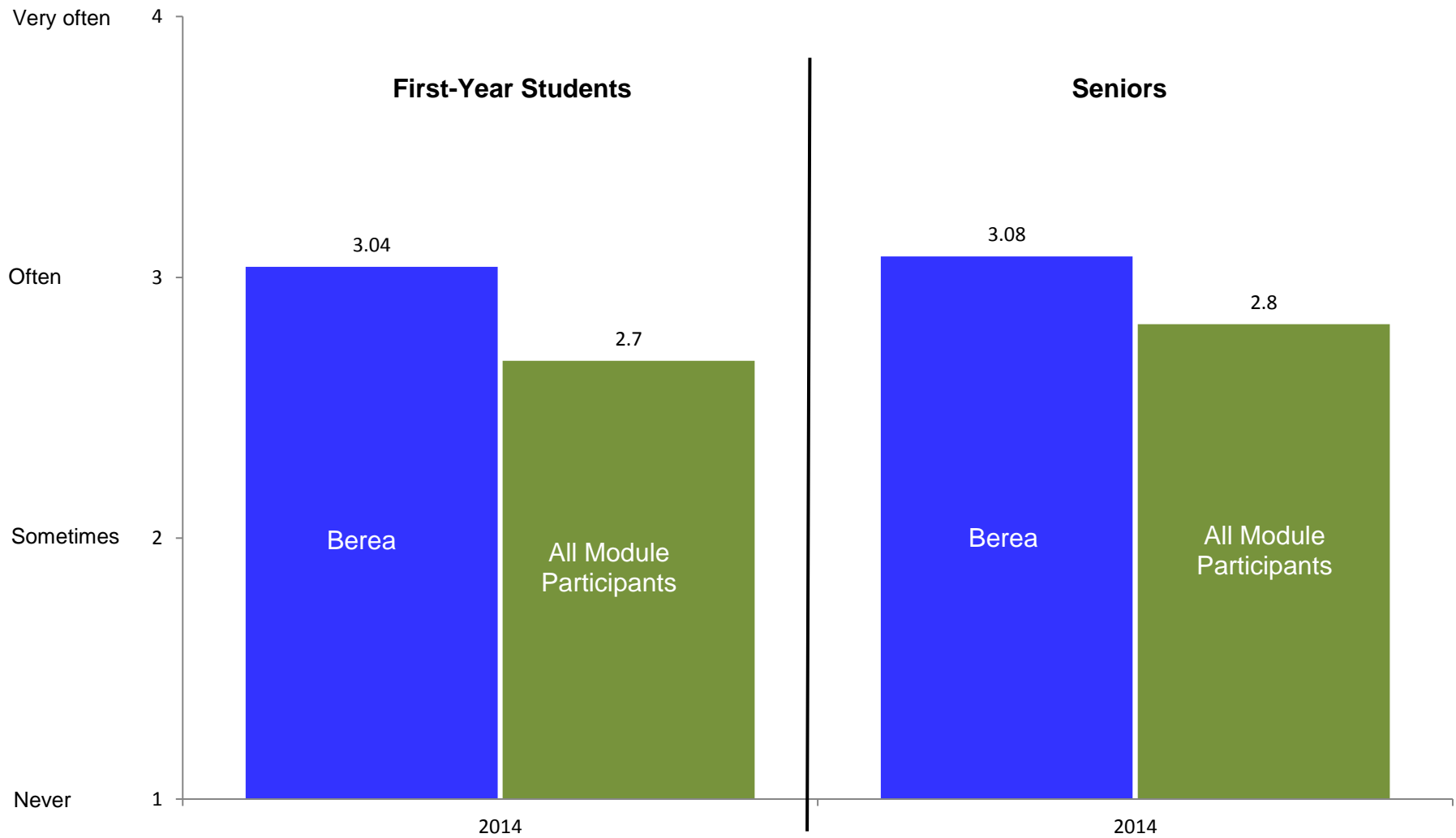
### Included ideas from more than one academic discipline



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

*During the current school year, about how often have you written something that:*

### Presented multiple viewpoints or perspectives



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

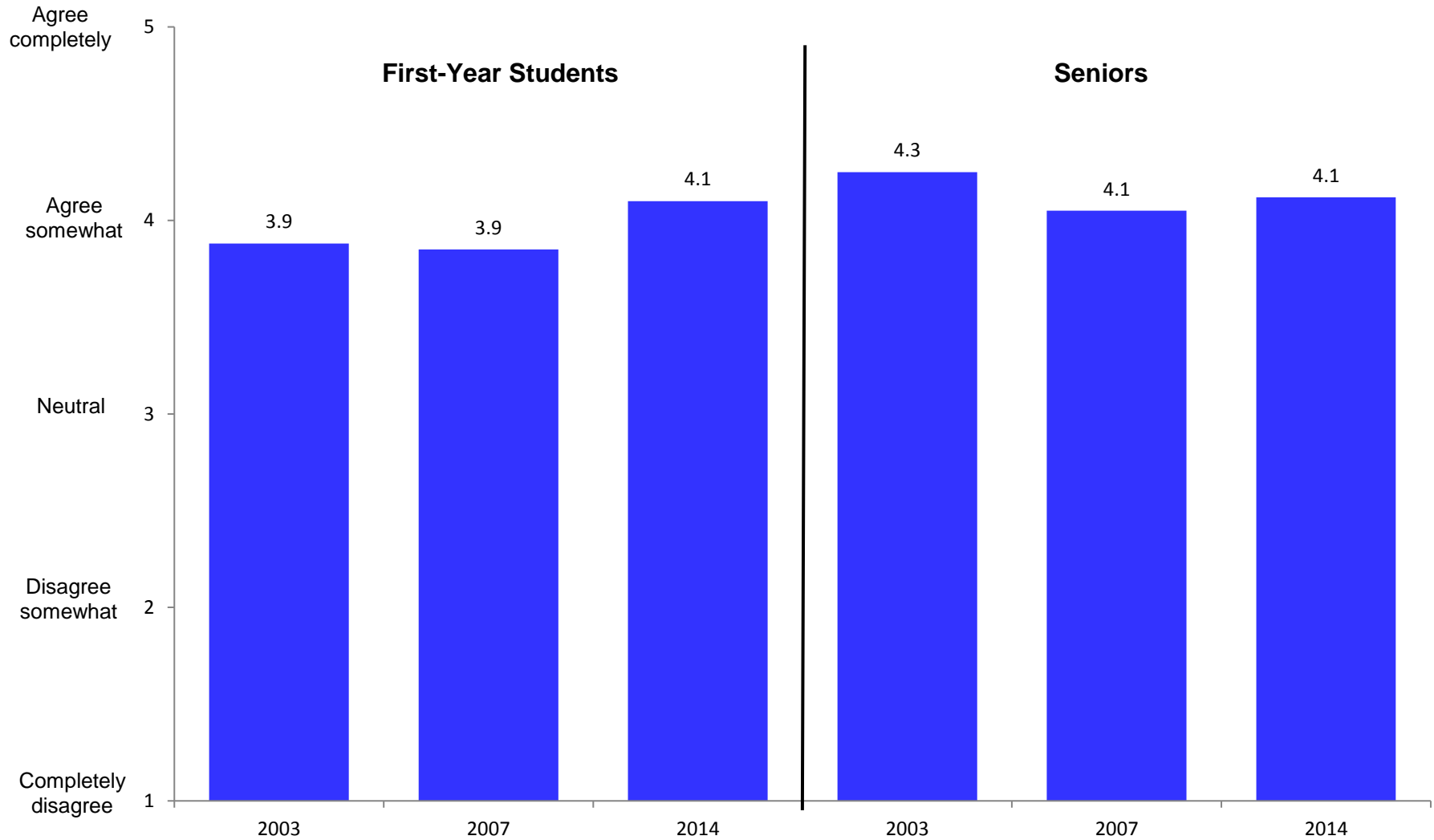
# **National Survey of Student Engagement (NSSE)**

**Work Colleges Consortium (WCC)  
Additional Items**

**Comparison Graphs for 2003, 2007, and 2014**

*To what extent do you agree with the following?*

**Overall, I am satisfied with the work assignment(s) I have had at my college.**

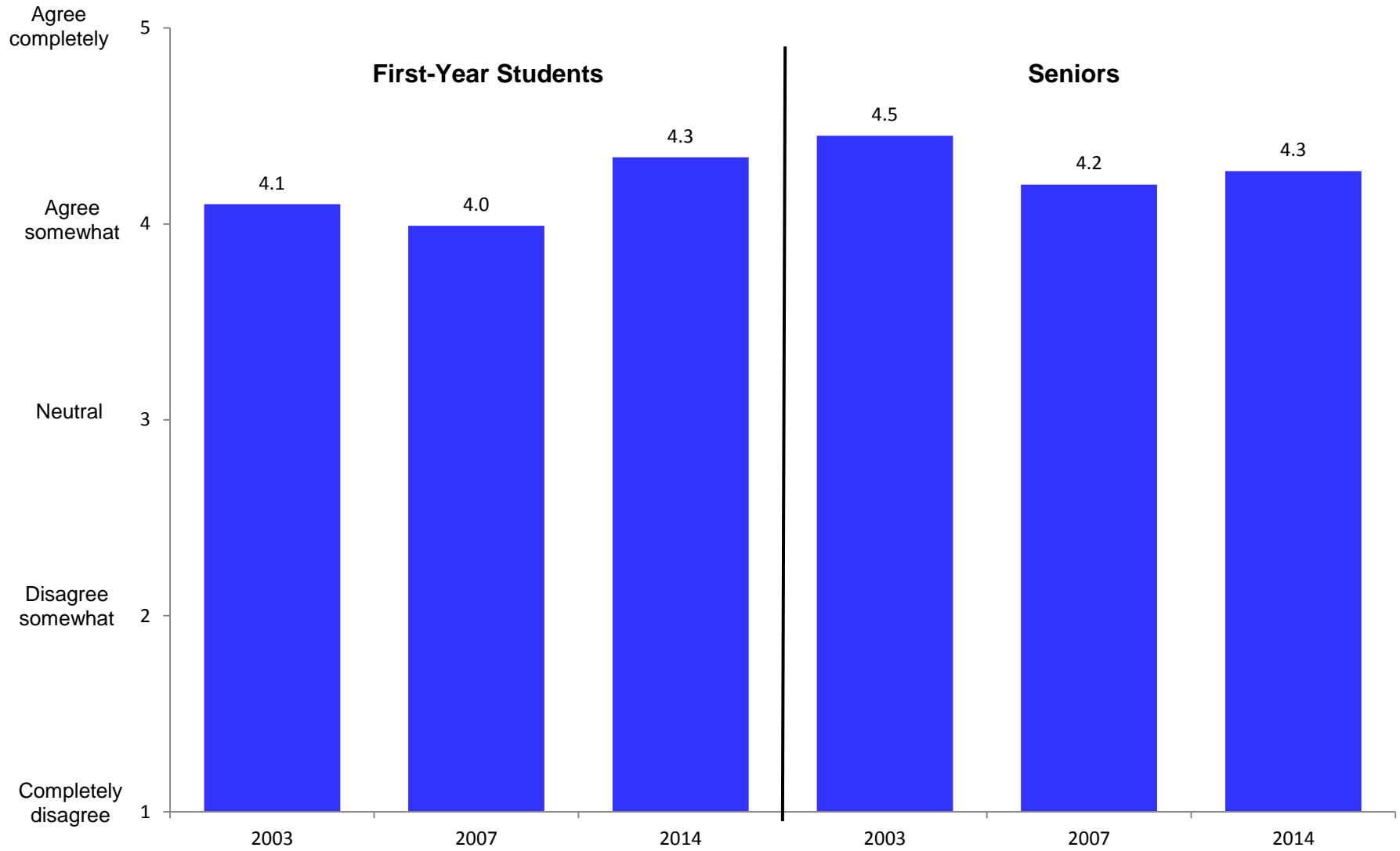


NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.



To what extent do you agree with the following?

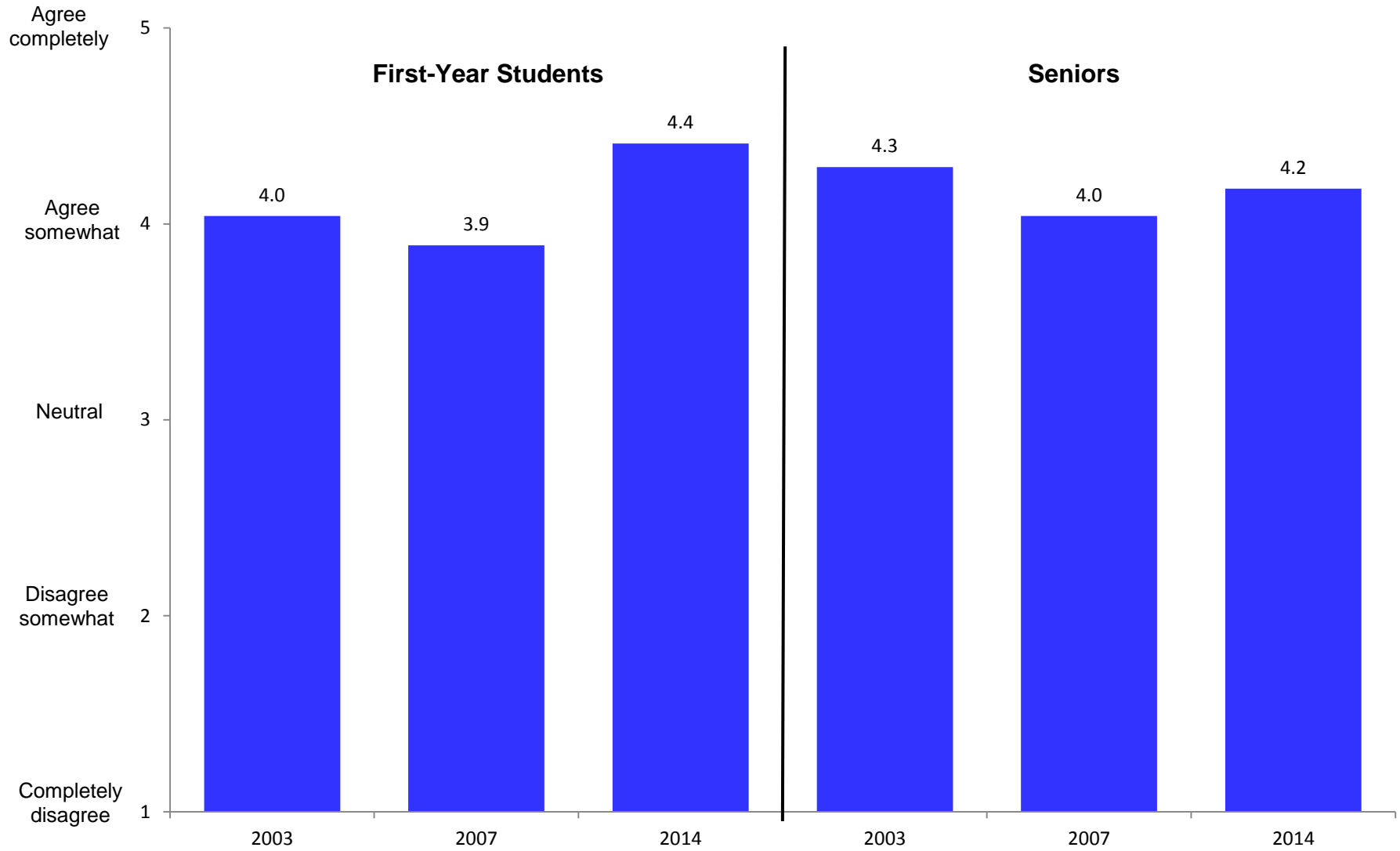
**I believe my work is valuable.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

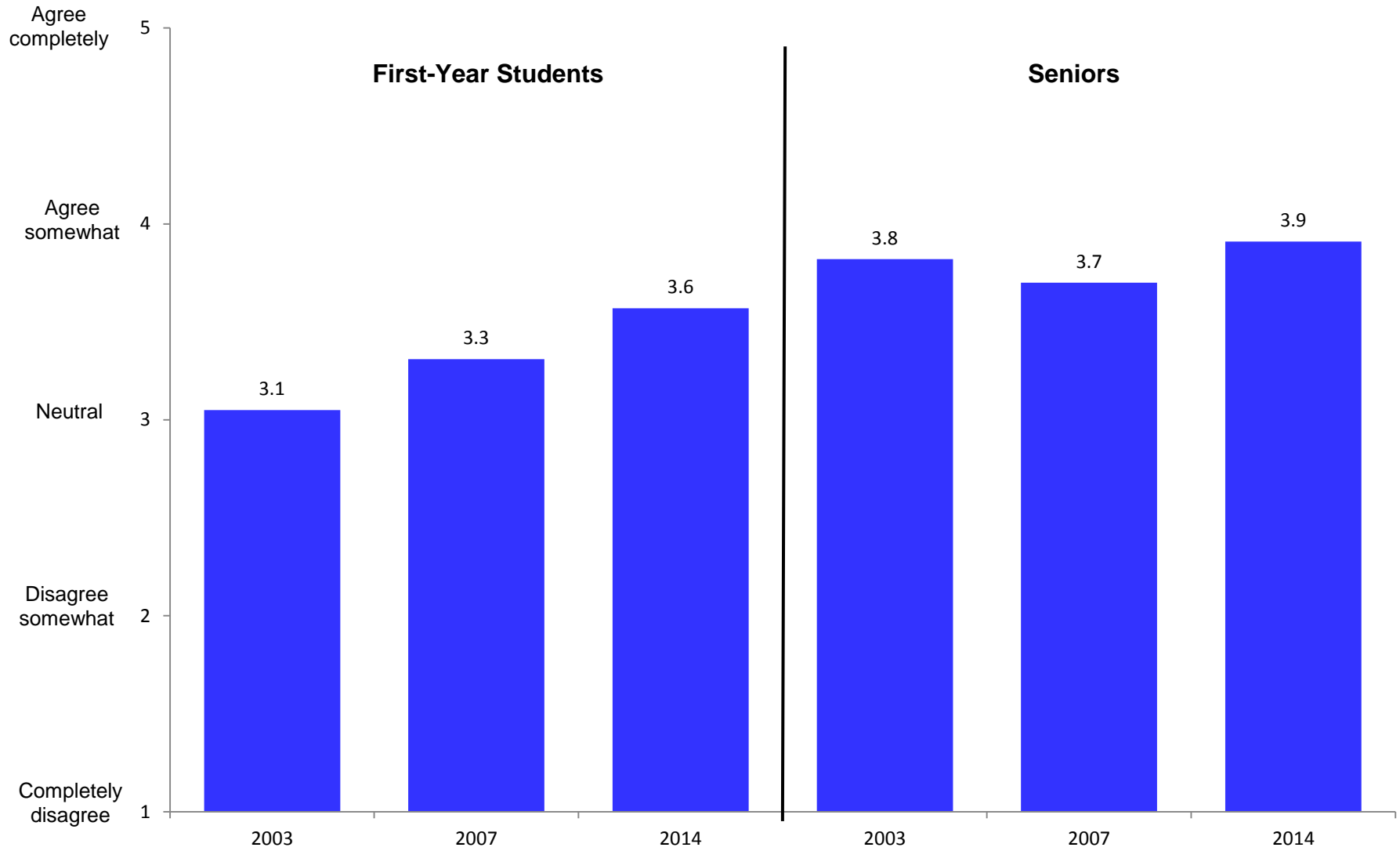
**Going to a work college helps me develop a strong work ethic.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

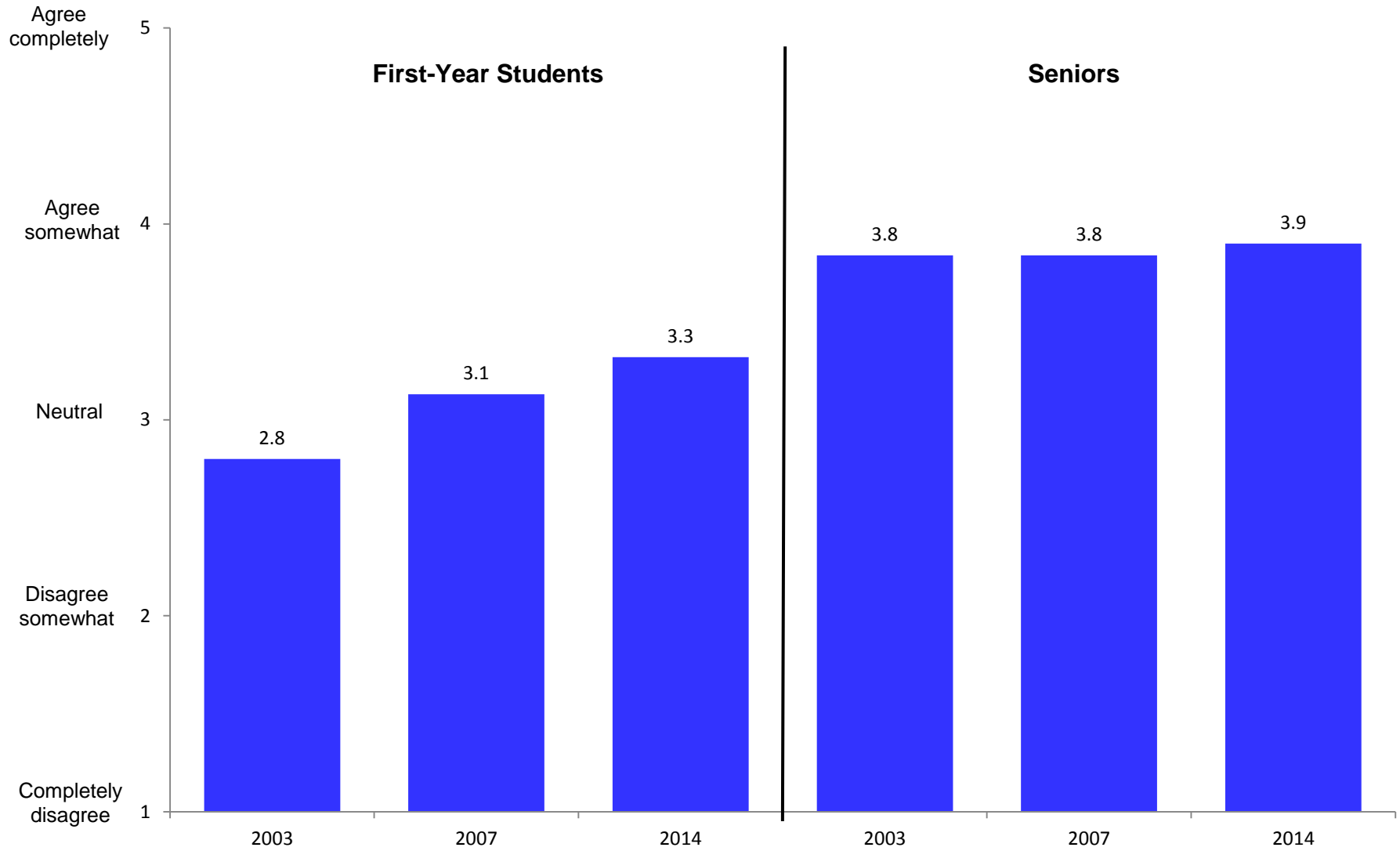
**My work has contributed to my academic success.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

*To what extent do you agree with the following?*

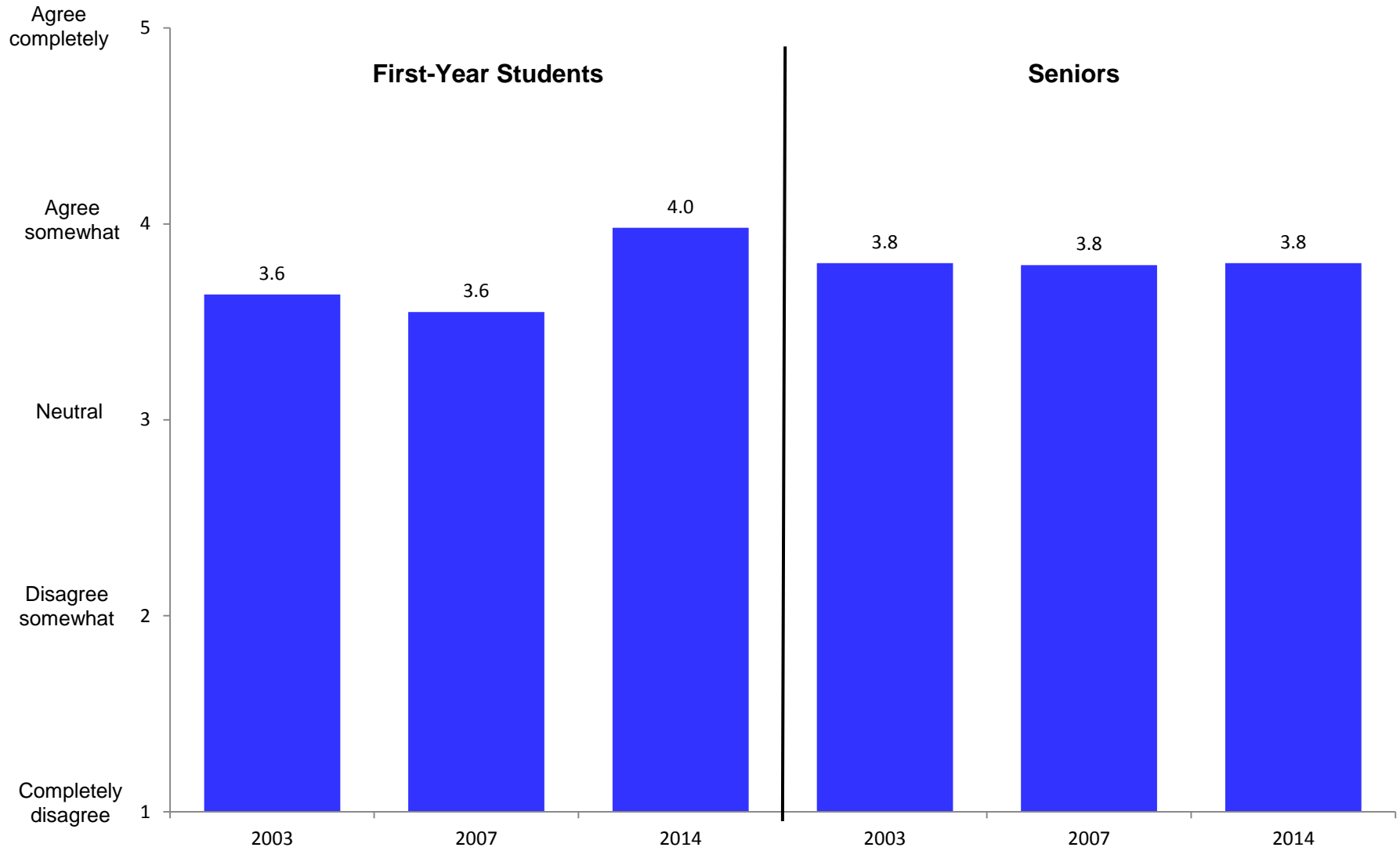
**I apply what I learn in my academic courses to my work.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

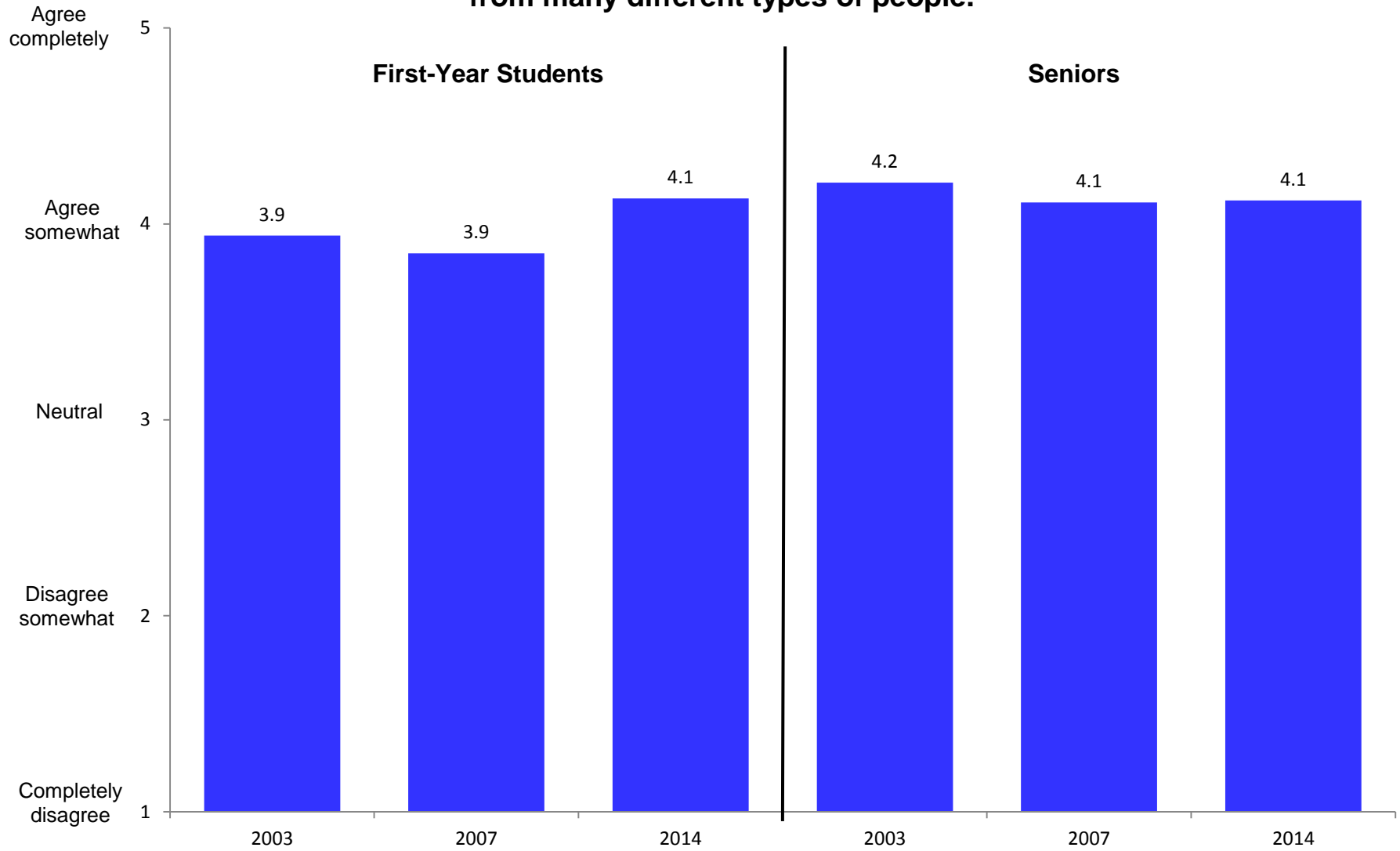
**Going to a work college helps me learn the value of community service.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

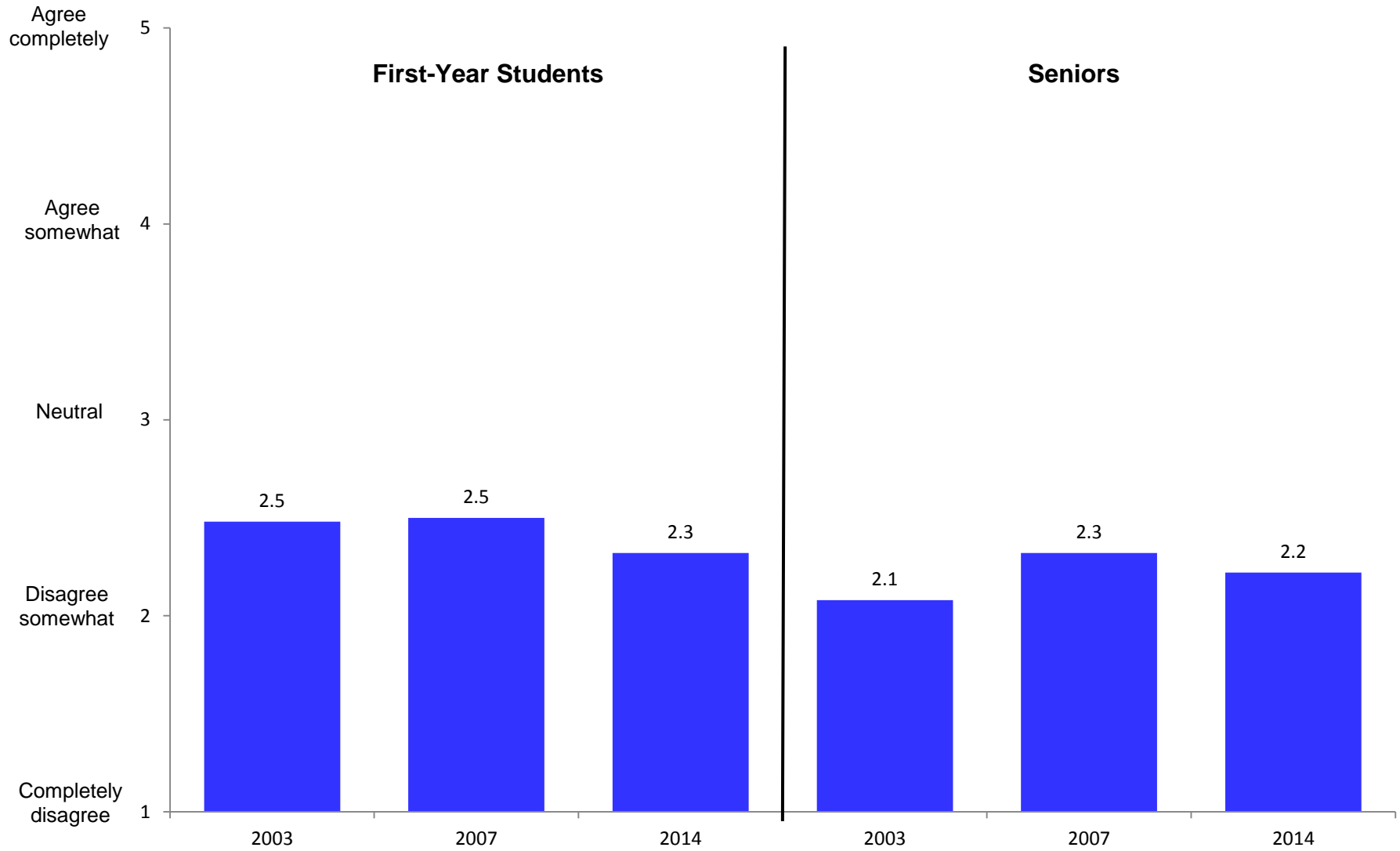
**My work college experience has helped me learn from many different types of people.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

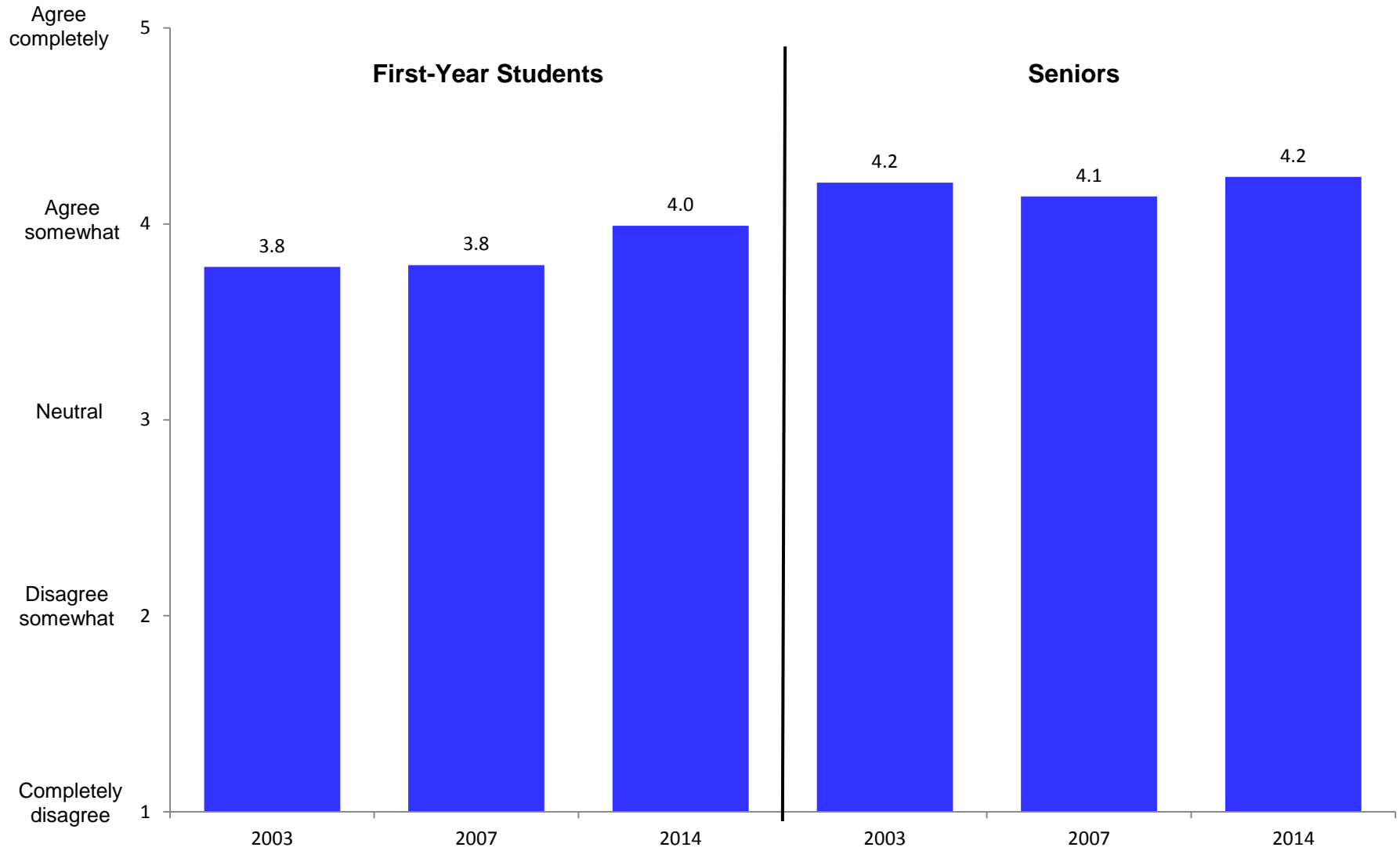
**I never think about how my work affects my college experience.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

**My work affects my overall college experience in a positive way.**

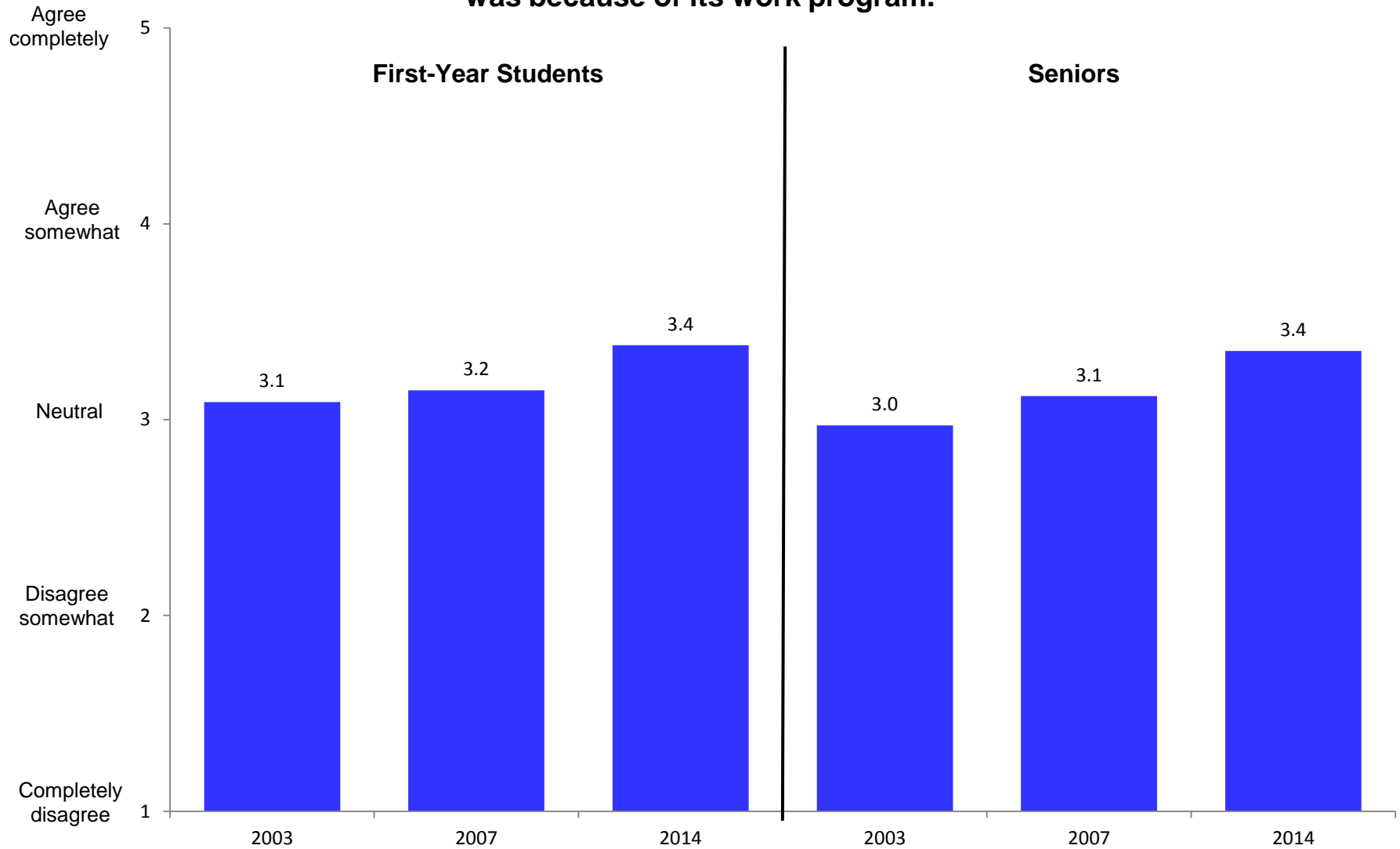


NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.



To what extent do you agree with the following?

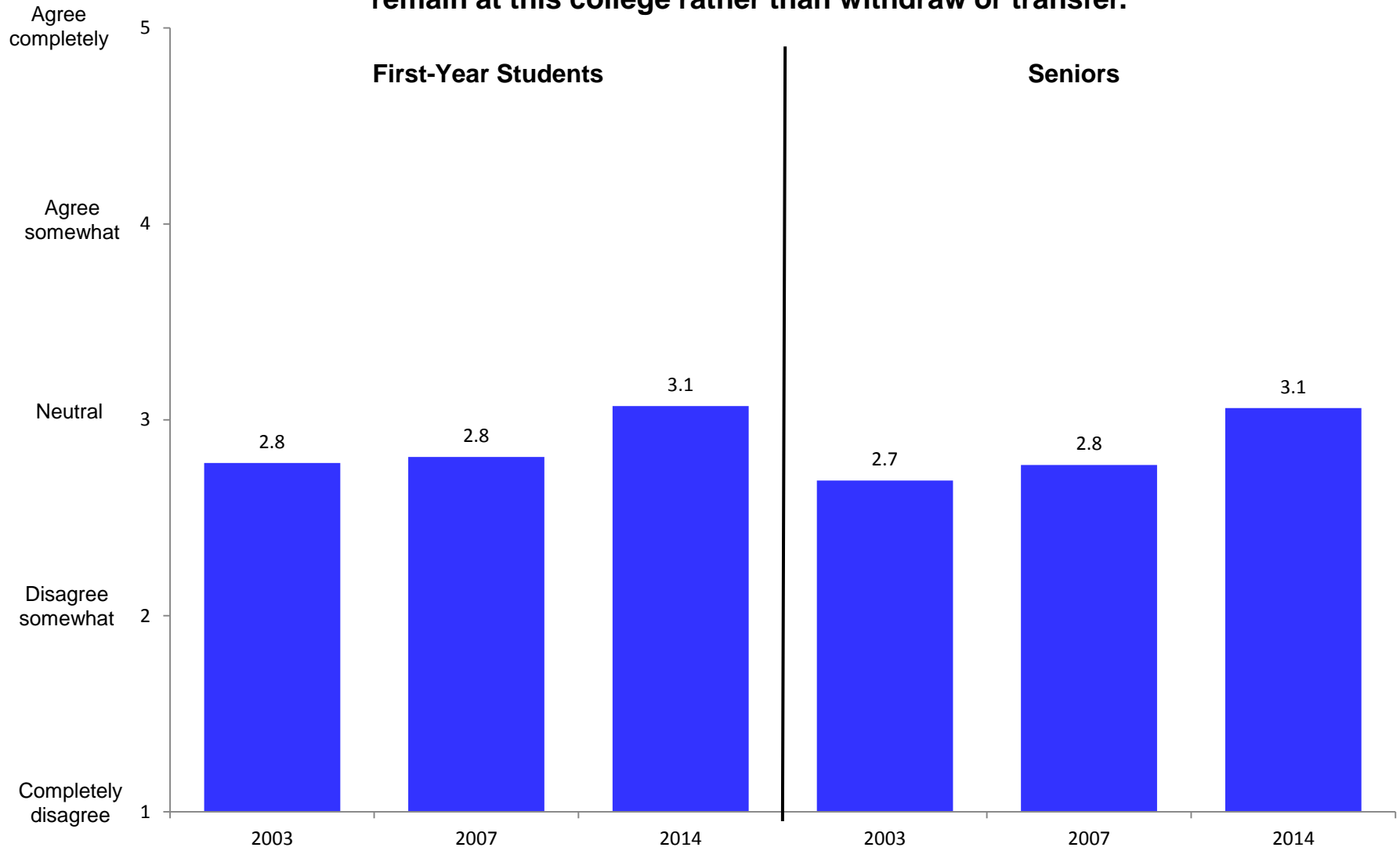
**One of the reasons I chose to attend this college was because of its work program.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

*To what extent do you agree with the following?*

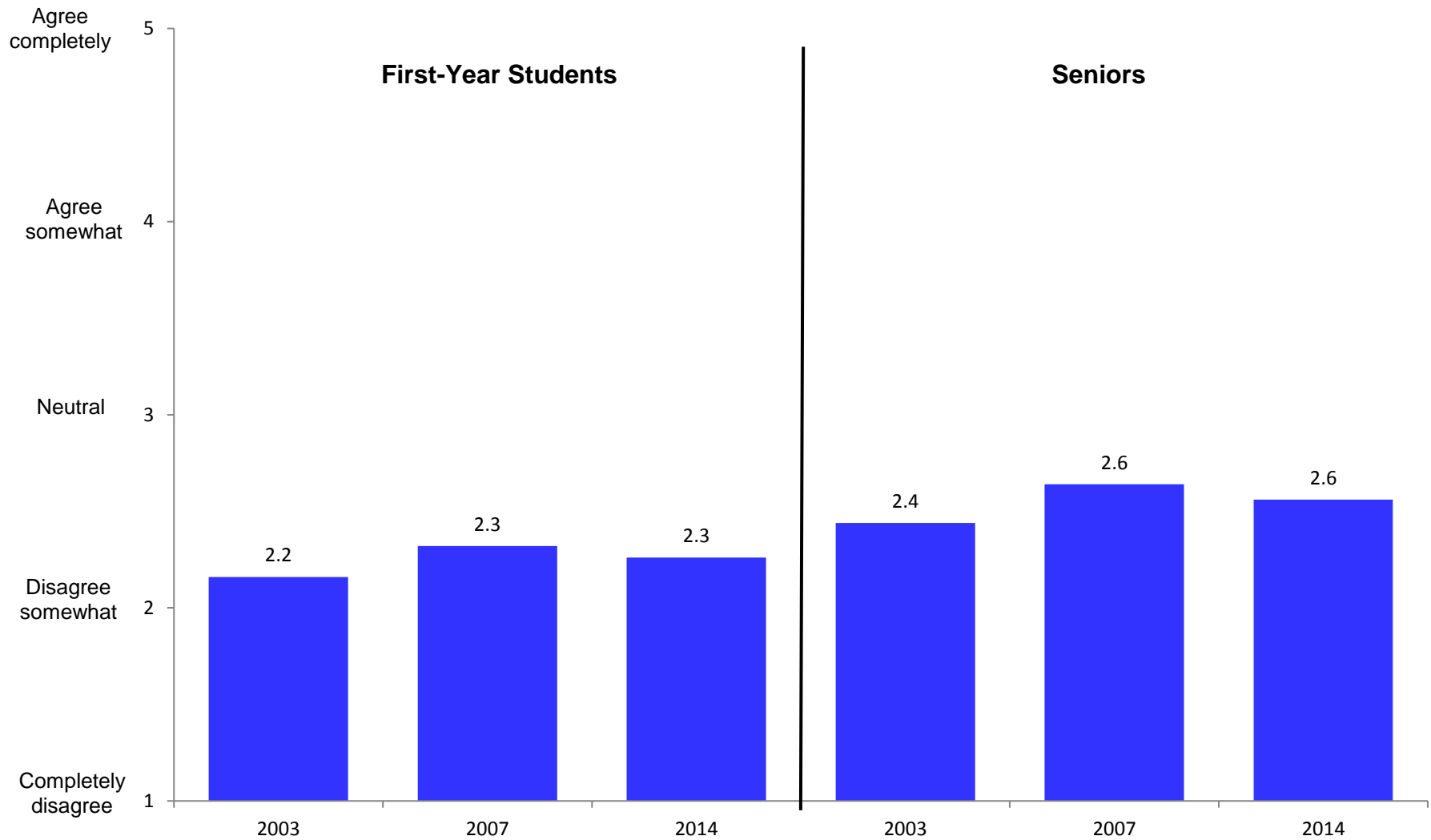
**My experiences in the work program have affected my decision to remain at this college rather than withdraw or transfer.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

*To what extent do you agree with the following?*

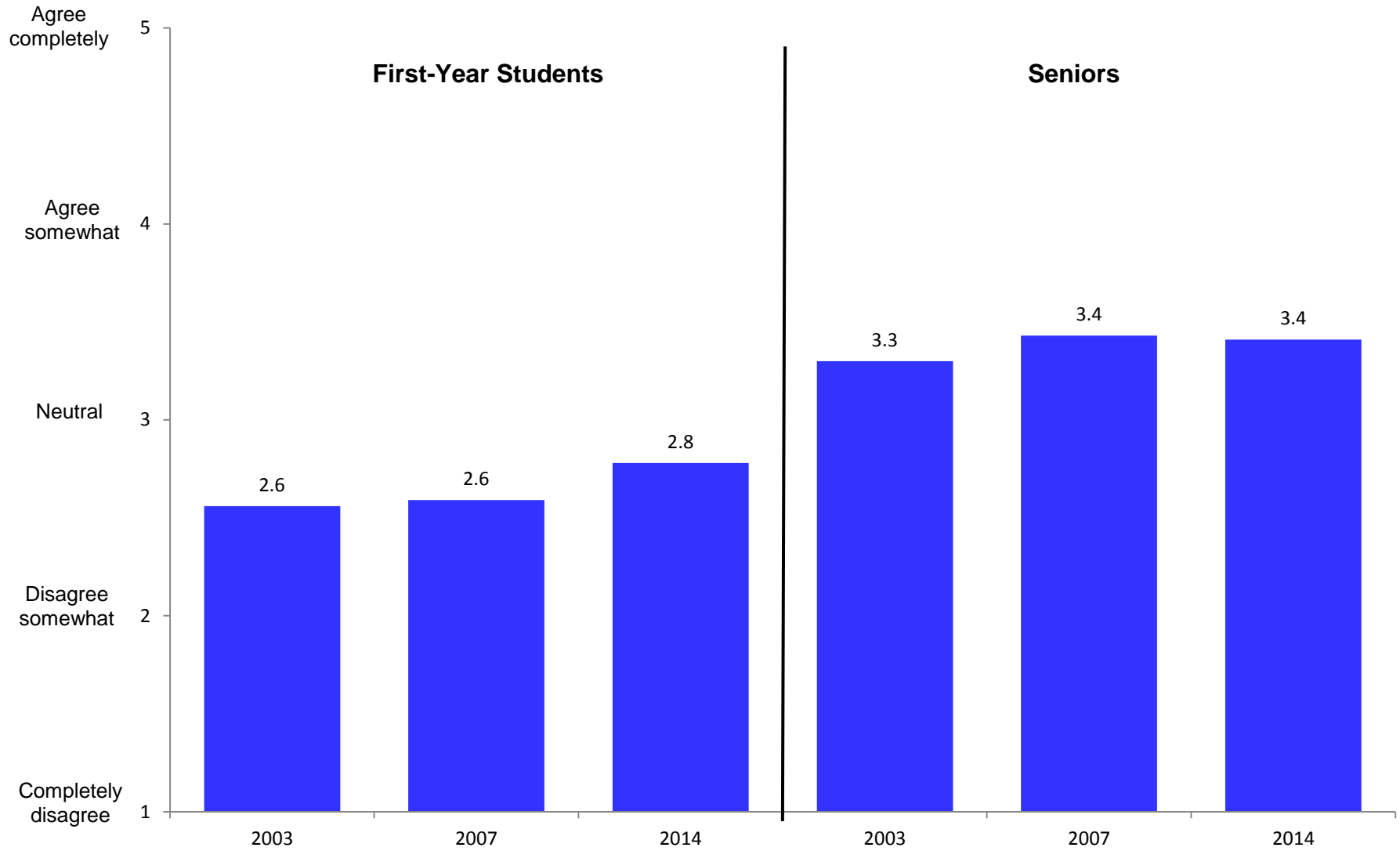
**My work program experiences have influenced my choice of academic major.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

*To what extent do you agree with the following?*

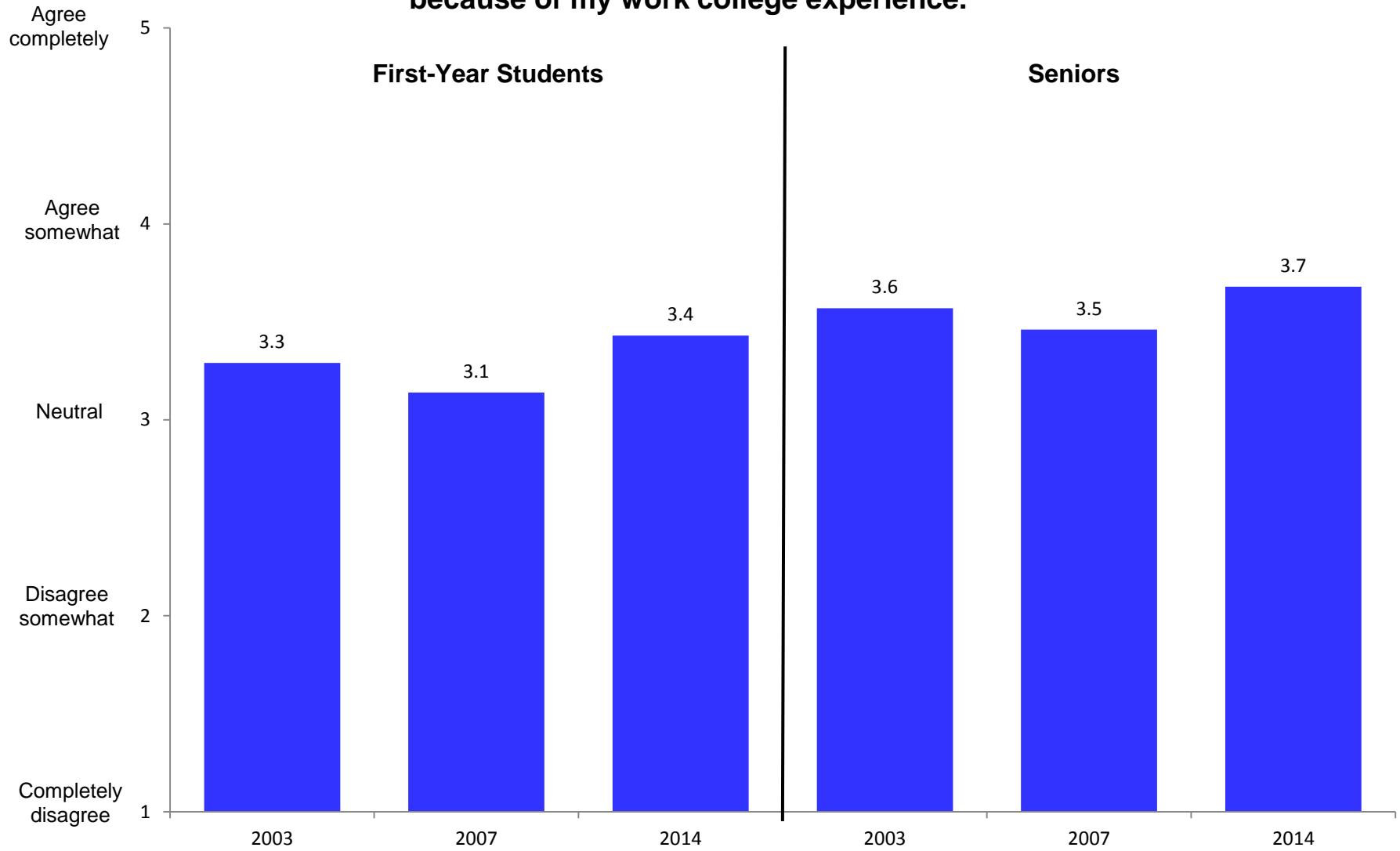
**My experience in the work program has influenced my career goals.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

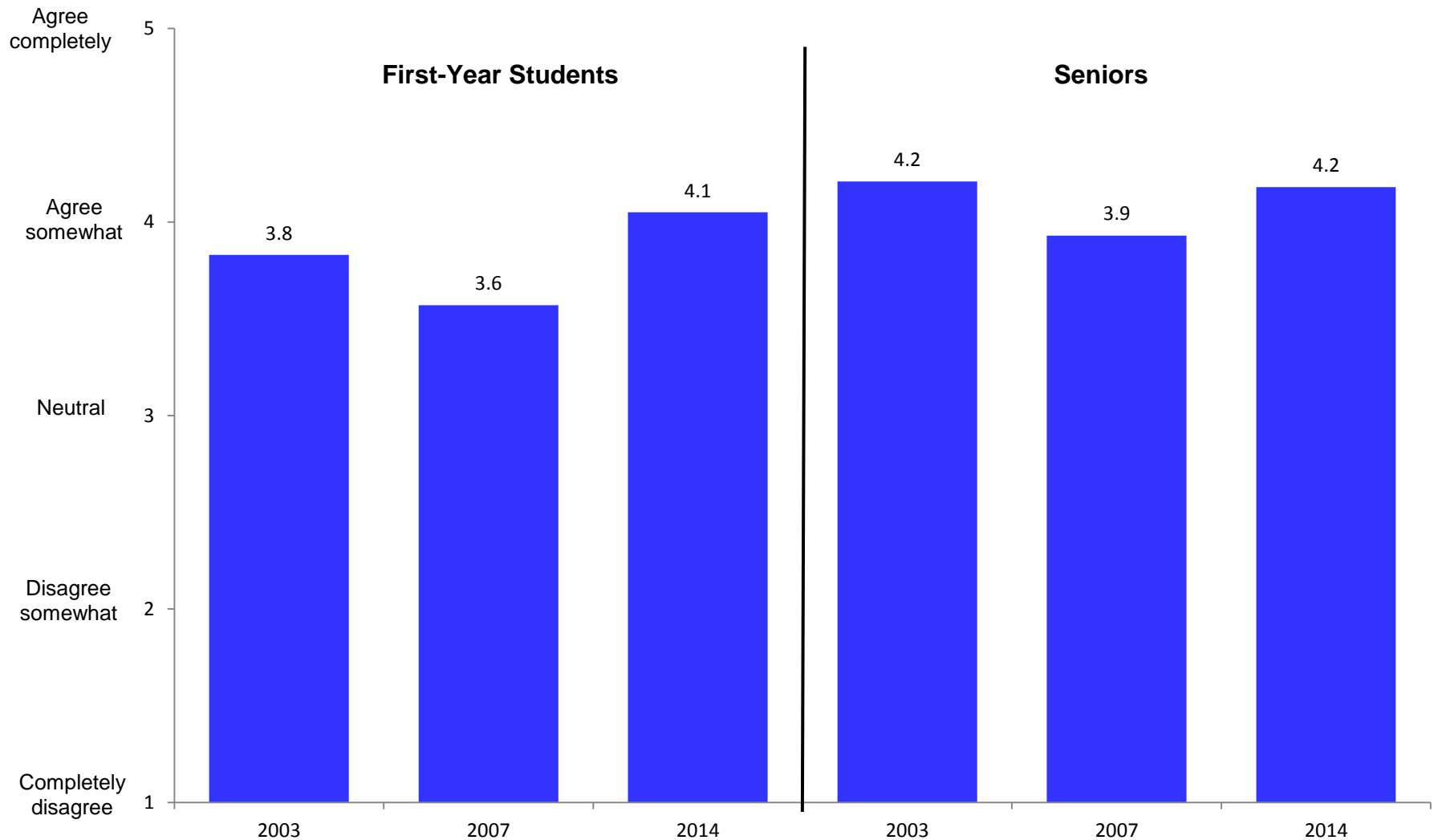
**I have become a more productive worker  
because of my work college experience.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

*To what extent do you agree with the following?*

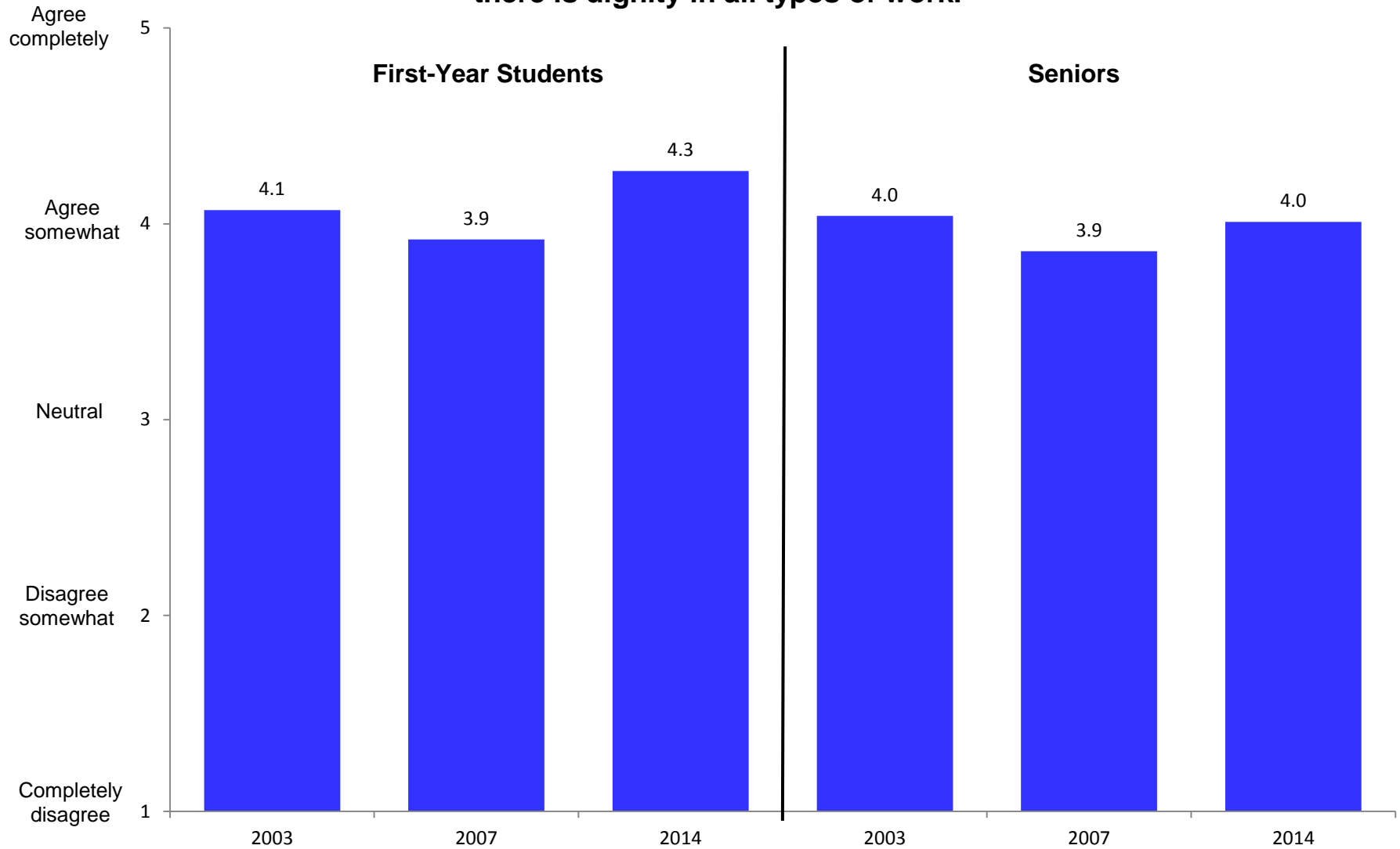
**My participation in the work program will increase my value in the job market.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

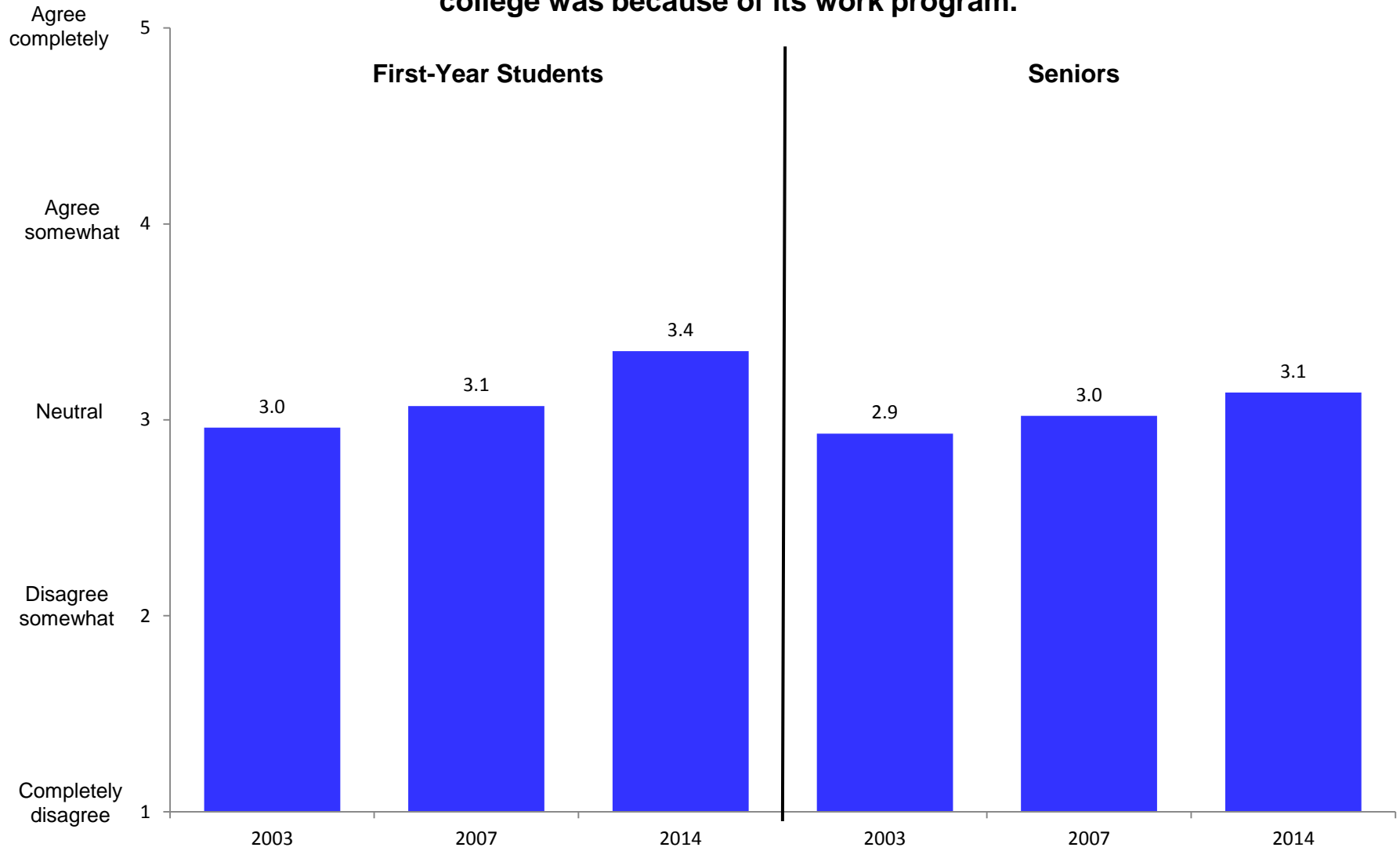
**By attending a work college, I have learned that there is dignity in all types of work.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

**One of the reasons my parent(s) or guardian(s) encouraged me to attend this college was because of its work program.**

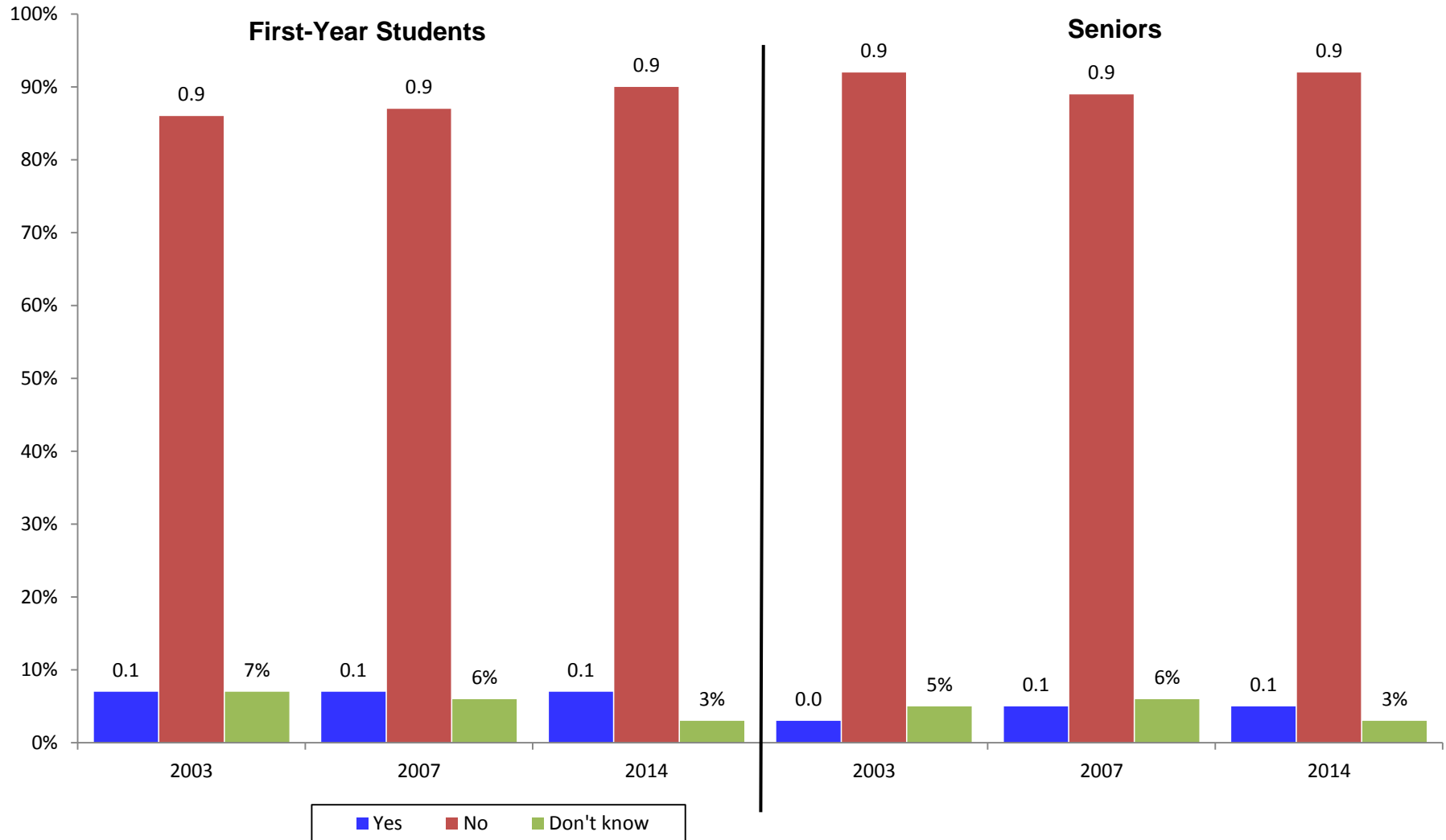


NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.



To what extent do you agree with the following?

**One or both of my parent(s) or guardian(s) attended a work college.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.