

Degrees of Preparation Survey

Response Rates

First-Year Students: 43% (162/377)

Seniors: 46% (168/362)

Administered in Spring 2009

Compiled by the Office of Institutional Research and Assessment

Administered online along with Smith and Hampshire Colleges
through an agreement with the American Association of State
Colleges and Universities (AASCU)

Degrees of Preparation

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Change Type Size

When making decisions that affect the future of higher education, legislators and policy makers value information about what students learn in the classroom and the experiences that prepare them for the workplace and their communities.

This questionnaire addresses these important concerns. Participation is completely voluntary. Responses will be kept confidential, and only summarized responses will be reported.

This questionnaire will be administered in the fall to first-year students and in the spring to seniors as they prepare to graduate. This questionnaire takes about 15 minutes to complete.

This questionnaire is being distributed to students in many types of colleges and universities across the country. Your responses are important to develop a portrait of the broad range of experiences students have while in college. Please take the time to complete this questionnaire in a thoughtful way.

Informed Consent

- Change Type Size +

The institution's review board that approves survey use for the campus requires evidence that participation is voluntary. Please review this information and indicate whether your participation is voluntary and that you understand your rights with regard to taking this survey.

PURPOSE OF THE STUDY

You are asked to complete this survey as part of a national study conducted by the American Association of State Colleges and Universities because you are a freshman or senior. This study is designed to determine what changes occur in student preparation for success in the workplace and preparation for civic engagement during the course of an undergraduate baccalaureate program. This is the first field test of this survey. The data gathered will be used in studies designed to better understand student growth and to help improve the quality of an undergraduate college experience. Your participation in this research study (or decision not to participate) will not affect your relationship with your college nor your grades.

PROCEDURES

If you volunteer to participate in this study, we would ask you to complete the survey and submit it via the Internet. Most respondents can complete this questionnaire in about 15 minutes, although individual

Decline

Agree

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Information Sources about Current World Events

Change Type Size

Please indicate how often you use the following sources to inform yourself about current world events (for example, political, environmental, social, economic, or other issues).

	Never	Rarely	Sometimes	Often
U.S.-based media (internet, cable/TV, radio/podcasts, print)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-U.S.-based media (Telemundo, BBC, Al Jazeera, CBC, The Economist, Financial Times)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs, social networking sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations (face-to-face, emailing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the importance of the following people in informing you about current world events.

	Not Important	Somewhat Important	Important	Very Important
Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends, co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professors, teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Media (e.g., blogosphere, citizen journalists)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mainstream Media (e.g., newspapers, radio, cable TV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientists, researchers, other professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Global and International Activities

Change Type Size

Have you ever done the following?

- | | | |
|---|---------------------------|--------------------------|
| Developed friendship(s) with individuals from outside the United States | <input type="radio"/> Yes | <input type="radio"/> No |
| Taken a class that included international or global issues | <input type="radio"/> Yes | <input type="radio"/> No |
| Studied a foreign language | <input type="radio"/> Yes | <input type="radio"/> No |
| Attended international or global events on campus | <input type="radio"/> Yes | <input type="radio"/> No |
| Participated in international clubs or activities | <input type="radio"/> Yes | <input type="radio"/> No |
| Traveled outside the United States with my family | <input type="radio"/> Yes | <input type="radio"/> No |
| Served as a host family for an international student | <input type="radio"/> Yes | <input type="radio"/> No |
| Lived outside the United States with my family | <input type="radio"/> Yes | <input type="radio"/> No |
| Traveled outside the United States by myself or with friends | <input type="radio"/> Yes | <input type="radio"/> No |
| Participated in a volunteer service outside the United States | <input type="radio"/> Yes | <input type="radio"/> No |
| Participated in a study abroad or an exchange program | <input type="radio"/> Yes | <input type="radio"/> No |
| Participated in workplace experiences outside the United States | <input type="radio"/> Yes | <input type="radio"/> No |

12%

Language Learning

Change Type Size

How many languages other than English do you know? (ex: 2) If none, skip to the next section

Which non-English language do you know best? (ex: Spanish)

Have your skills with that language improved since you started college?

Yes

No

Please indicate how well you can understand the language you listed above

Can understand the language professor in class Yes No

Can understand radio/television/podcasts Yes No

Can follow an analysis or speech with complex ideas and idiomatic phrases Yes No

Have near-native or native abilities, for example, can understand most forms of discussion Yes No

Please indicate how well you can read the language you listed above

Can understand a menu or the headlines in a newspaper Yes No

Can get the gist of an entire newspaper article Yes No

Can use original language sources for college papers Yes No

Have near-native or native abilities, for example, can read complex reports and data important in a professional environment Yes No

Please indicate how well you can communicate in the language you listed above

Can answer questions in language class, order a meal, ask directions Yes No

Can participate in general conversation, although I have difficulty expressing myself at times Yes No

Can explain complex ideas with few grammatical mistakes Yes No

Have near-native or native abilities, for examples, can participate effectively in most

settings

Yes No

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Political Involvement

Change Type Size

Are you registered to vote?

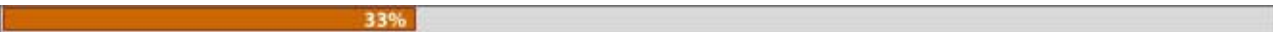
Ineligible

Yes

No

Please indicate whether you have EVER DONE any of following for each of the columns below.

	Student Government (Student Body representatives)	Local Government (Mayor, Commissioner, School Board, etc.)	State/Provincial Government (Governor, State Legislator, Judges, etc.)	Federal/National Government (President, Senator, Representative)
Informed myself about (Read or watched news, watched debates, attended rallies, etc.)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Discussed political issues about (Joined a political organization, blogged, etc.)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Promoted a candidate for (Wore a campaign button, gave money, joined a Facebook group, displayed a bumper sticker, etc.)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Worked on a campaign in (Registered voters, volunteered, canvassed a neighborhood, etc.)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Voted	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

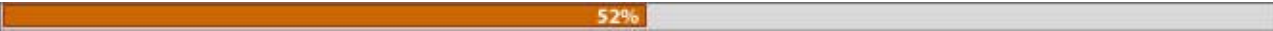


Group Skills

Change Type Size

The statements in the left and right columns below are intended to represent ends of a scale. Please click the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.

I do not have skills to facilitate change on my campus or in the local community	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I have skills to facilitate change on my campus or in the local community
I am not skillful at resolving conflicts with people	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I am skillful at resolving conflicts with people
I am not skillful at resolving conflicts that involve bias, discrimination, and prejudice	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I am skillful at resolving conflicts that involve bias, discrimination, and prejudice
I do not have the skills to create an environment where members feel included	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I have the skills to create an environment where members feel included



Beliefs about Community

Change Type Size

The statements in the left and right columns below are intended to represent ends of a scale. Please click the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.

People should not try to make a contribution to their community	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	People should try to make a contribution to their community
People cannot play an important role in making the world better	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	People can play an important role in making the world better
By working together, people cannot influence decisions that affect their community	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	By working together, people can influence decisions that affect their community
Communicating with decision makers does not help people solve problems facing their community	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Communicating with decision makers helps people solve problems facing their community



Helping Others

Change Type Size

We are interested in knowing about your participation in activities to help others. You may have volunteered for an activity, or you may have been a member of an organization that adopted the activity. The activity may have been an assignment in a course you took.

During the past 12 months, did you participate in activities to help others ?

(for example, tutor students in elementary or secondary schools, help at a senior citizens' center, lead a recycling program)

Yes

No

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59%

Workplace Experience with Careers

Change Type Size

We are interested in knowing about your experiences over the past year with careers in business, industry, government, health, and education.

Examples include interning at a marketing agency, preparing a business plan for an engineering firm as part of a class assignment, assisting at a law office, doing a clinical practicum at a hospital, and being a research assistant on a professor's project.

Have you had similar workplace experiences in the past 12 months?

- Yes
 No

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62%

Critical Thinking and Communication Skills

Change Type Size

For each of the items below, please indicate how often you have engaged in each activity *either in or out of the classroom* and indicate how effectively you do each activity.

HOW FREQUENTLY				ACTIVITY	HOW EFFECTIVELY				
Never	Rarely	Sometimes	Often		Not able to do effectively	Able to do somewhat effectively		Able to do effectively	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Participate in a debate or discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Make a speech to a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Use numerical data to make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Use information from a variety of different resources (books, journals, magazines, internet, data bases, etc.) to write a report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Write a paper or report that presents a point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Incorporate feedback from others in revising a report or presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Reconsider my point of view about an important issue based on information that I gather	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Critical Thinking and Communication Skills

Change Type Size

For each of the items below, please indicate how often you have engaged in each activity *either in or out of the classroom* and indicate how effectively you do each activity.

HOW FREQUENTLY				ACTIVITY	HOW EFFECTIVELY				
Never	Rarely	Sometimes	Often		Not able to do effectively	Able to do somewhat effectively	Able to do effectively		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lead a group project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Work in groups of people who differ from me in terms of education, political orientation, points of view, 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"/>	<input type="radio"/>	Evaluate the credibility of information sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Discuss the ethical consequences of a course of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Creatively think about new ideas or ways to improve things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Critically evaluate different approaches to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Discuss complex problems with others to develop a better solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Civic Engagement

Change Type Size

For each of the items below, please indicate how often you have engaged in each activity and indicate how effectively you do each activity.

HOW FREQUENTLY				ACTIVITY	HOW EFFECTIVELY				
Never	Rarely	Sometimes	Often		Not able to do effectively	Able to do somewhat effectively	Able to do effectively	Able to do effectively	Able to do effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Create a plan to address an issue or a problem in your community (campus, local, 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"/>	<input type="radio"/>	Raise awareness about an issue or a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Organize a group to address an issue or problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Identify others who could help deal with an issue or a problem in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Present your opinion about an issue in the media (for example, blog, email, radio call-in, letter to editor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Organize a petition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Date: March 3 (afternoon)

Subject Line: Will you be Prepared?

Dear FirstName,

Berea College is participating in a national study about college freshmen and seniors. Conducted by the American Association of State Colleges and Universities, this survey asks your opinion on many items relevant to examining the impact of college.

Berea receives very important information about your class from this survey, and we hope you will take the time to complete it.

The website for the survey is: <http://www.aascu.org/accountability/survey/?u=NTY3NTAgIA%3d%3d>

Simply click on this address to go directly to the survey. If this does not work, "copy and paste" this address into the address bar of your Internet Browser.

Your participation in this research is strictly voluntary. Furthermore, your response (or decision not to respond; you may opt out of the project if you like on our website) will not affect your relationship with your school.

Your completion and submission of the questionnaire indicate your consent to participate in the project (please read the "Survey Information Sheet" linked on the survey website for more information about your rights as a research subject). If you have questions about your rights as a research subject, you may contact the Berea College Office of Institutional Research and Assessment at ext. 3790.

Thank you for participating in this important research project.

Sincerely,

John M. Hammang
Director, Special Projects and Development
American Association of State Colleges and Universities

Judith Weckman
Director, Institutional Research and Assessment
Berea College

Date: March 6 (late morning)

Subject Line: Are you prepared?

Dear First Name,

Complete the survey linked below by Monday morning at 8 a.m. (March 9) and you may win a **\$25 prize**. Four freshmen and four seniors will be lucky winners. We really need your feedback on this survey. We are comparing Berea to other colleges.

Recently we sent you a request to participate in an important survey of college freshmen and seniors conducted by The American Association of State Colleges and Universities(AASCU) at UCLA. Please consider adding your feedback on your experiences as a college student.

The website for the survey is: <http://www.aascu.org/accountability/survey/?u=NTY3NDggIA%3d%3d>

Simply click on this address to go directly to the survey. If this does not work, "copy and paste" this address into the address bar of your Internet Browser.

Your participation in this research is strictly voluntary. Furthermore, your response (or decision not to respond; you may opt out of the project if you like on our website) will not affect your relationship with your school.

Your completion and submission of the questionnaire indicate your consent to participate in the project (please read the "Survey Information Sheet" linked on the survey website for more information about your rights as a research subject). If you have questions about your rights as a research subject, you may contact the Office of Institutional Research and Assessment at ext. 3790.

Thanks!

Sincerely,

John M. Hammang
Director, Special Projects and Development
American Association of State Colleges and Universities

Judith Weckman
Director, Institutional Research and Assessment
Berea College

Date: March 11 (later afternoon)

Subject Line: 27% is not good enough!

Dear First Name,

Please complete the linked survey below. We have eight more cash prizes of \$25 to award to four freshmen and four seniors. Our response rate is still low (27%). Help us do better.

The website for the survey is: <http://www.aascu.org/accountability/survey/?u=NTY3NDggIA%3d%3d>

Simply click on this address to go directly to the survey. If this does not work, "copy and paste" this address into the address bar of your Internet Browser.

Your participation in this research is strictly voluntary. Furthermore, your response (or decision not to respond; you may opt out of the project if you like on our website) will not affect your relationship with your school.

Your completion and submission of the questionnaire indicate your consent to participate in the project (please read the "Survey Information Sheet" linked on the survey website for more information about your rights as a research subject). If you have questions about your rights as a research subject, you may contact the Office of Institutional Research and Assessment at ext. 3790

Thank you for participating in this important research project.

Sincerely,

Judith Weckman
Director, Institutional Research and Assessment
Berea College

Clara Chapman
Assistant Director, Institutional Research and Assessment
Berea College

March 13, 2009

Dear First Name,

Congratulations! You have won \$25 for your participation in the Degrees of Preparation survey.

Thank you for taking time to complete the survey. Your feedback is critical in helping us do a better job in serving Berea College students. I truly appreciate your participation.

Sincerely,

Clara Chapman, Assistant Director

Clara Chapman

From: Clara Chapman
Sent: Friday, March 06, 2009 10:10 AM
To: Cary Hazelwood
Subject: RE: Portal Message -- Degrees of Preparation survey

Cary – Can you change the message to the following until 8 am Monday and then change it back to this same message?

Title: Degrees of Preparation Survey – Chance to Win \$25

Text: If you complete the survey (sent by Clara Chapman in the Office of Institutional Research and Assessment) by Monday, March 9 at 8 a.m., you will have a chance to win \$25. Four freshmen and four seniors will be lucky winners.

From: Cary Hazelwood
Sent: Tuesday, March 03, 2009 2:44 PM
To: Clara Chapman
Subject: RE: Portal Message -- Degrees of Preparation survey

Clara,

I have posted this on myBerea. I titled it "Degrees of Preparation Survey" because we needed a more descriptive subject.

I hope this helps,

Cary

From: Clara Chapman
Sent: Tuesday, March 03, 2009 2:24 PM
To: Cary Hazelwood
Subject: Portal Message -- Degrees of Preparation survey

Cary –

I would like this to post to First-year and senior students' portal pages. Leave it up at least until 2/13 – and at that point, I will probably send you a new message.

Subject: Attention

Text: You have been sent a survey invitation from Clara Chapman in the Office of Institutional Research and Assessment. This is a critical institutional project. Please take a few minutes and compete the survey.

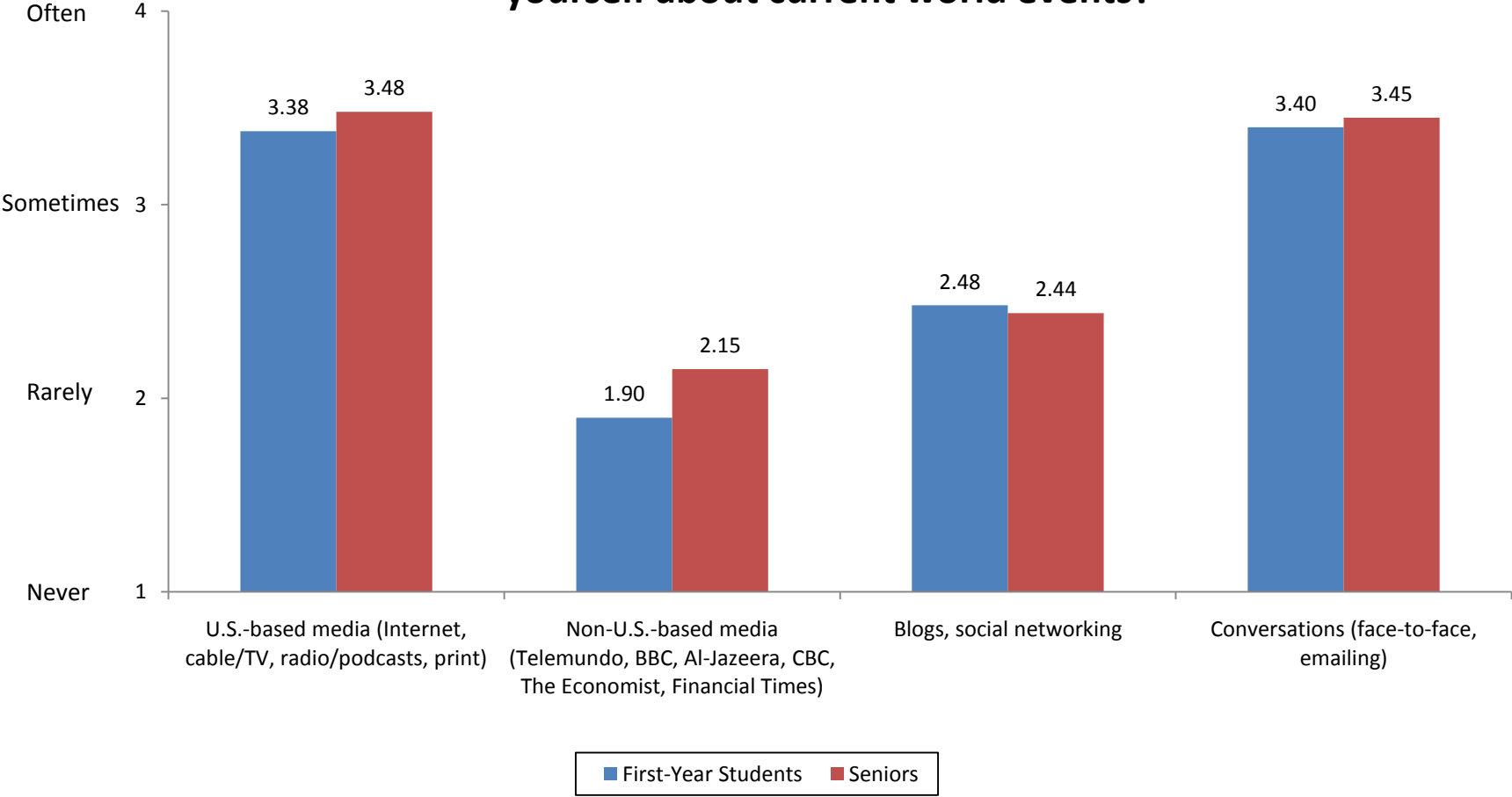
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

Please indicate how often you use the following sources to inform yourself about current world events (for example, political, environmental, social, economic, or other issues).

	Never	Rarely	Sometimes	Often	No response	Mean
U.S.-based media (Internet, cable/TV, radio/podcasts, print)						
First-Year Students	4 (2%)	20 (11%)	59 (32%)	95 (51%)	7 (4%)	3.38
Seniors	4 (2%)	17 (9%)	52 (26%)	115 (58%)	10 (5%)	3.48
Non-U.S.-based media (Telemundo, BBC, Al Jazeera, CBC, The Economist, Financial Times)						
First-Year Students	73 (40%)	60 (32%)	35 (19%)	10 (5%)	7 (4%)	1.90
Seniors	65 (33%)	54 (27%)	41 (21%)	26 (13%)	12 (6%)	2.15
Blogs, social networking sites						
First-Year Students	41 (22%)	51 (28%)	46 (25%)	40 (22%)	7 (4%)	2.48
Seniors	48 (24%)	46 (23%)	54 (27%)	38 (19%)	12 (6%)	2.44
Conversations (face-to-face, emailing)						
First-Year Students	3 (2%)	19 (10%)	59 (32%)	97 (52%)	7 (4%)	3.40
Seniors	4 (2%)	15 (8%)	60 (30%)	108 (55%)	11 (6%)	3.45

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

How often do you use the following sources to inform yourself about current world events?



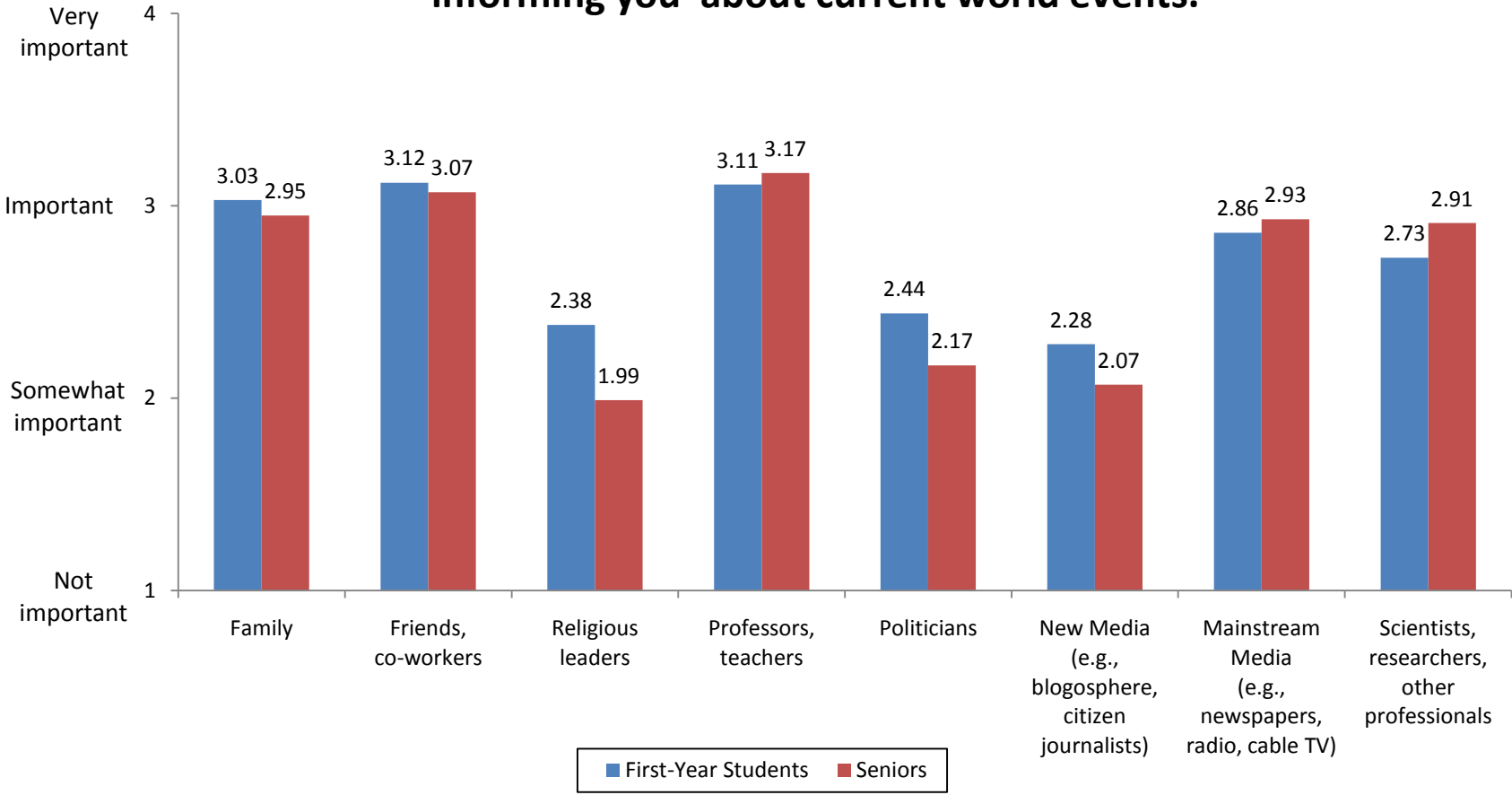
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

Please indicate the importance of the following people in informing you about current world events.

	Not Important	Somewhat Important	Important	Very Important	No response	Mean
Family						
First-Year Students	10 (5%)	41 (22%)	61 (33%)	66 (36%)	7 (4%)	3.03
Seniors	14 (7%)	39 (20%)	78 (39%)	57 (29%)	10 (5%)	2.95
Friends, co-workers						
First-Year Students	3 (2%)	22 (12%)	104 (56%)	49 (27%)	7 (4%)	3.12
Seniors	3 (2%)	36 (18%)	94 (48%)	55 (28%)	10 (5%)	3.07
Religious leaders						
First-Year Students	45 (24%)	51 (28%)	52 (28%)	30 (16%)	7 (4%)	2.38
Seniors	83 (42%)	42 (21%)	44 (22%)	19 (10%)	10 (5%)	1.99
Professors, teachers						
First-Year Students	4 (2%)	32 (17%)	83 (45%)	59 (32%)	7 (4%)	3.11
Seniors	4 (2%)	31 (16%)	81 (41%)	71 (36%)	11 (6%)	3.17
Politicians						
First-Year Students	26 (14%)	73 (40%)	54 (29%)	25 (14%)	7 (4%)	2.44
Seniors	45 (23%)	76 (38%)	57 (29%)	10 (5%)	10 (5%)	2.17
New Media (e.g., blogosphere, citizen journalists)						
First-Year Students	42 (23%)	65 (35%)	50 (27%)	21 (11%)	7 (4%)	2.28
Seniors	59 (30%)	72 (36%)	40 (20%)	16 (8%)	11 (6%)	2.07
Mainstream Media (e.g., newspapers, radio, cable TV)						
First-Year Students	13 (7%)	43 (23%)	77 (42%)	44 (24%)	8 (4%)	2.86
Seniors	12 (6%)	47 (24%)	72 (36%)	57 (29%)	10 (5%)	2.93
Scientists, researchers, other professionals						
First-Year Students	21 (11%)	47 (25%)	67 (36%)	42 (23%)	8 (4%)	2.73
Seniors	16 (8%)	37 (19%)	82 (41%)	53 (27%)	10 (5%)	2.91

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

Indicate the importance of the following people in informing you about current world events.



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

Have you ever done the following?

	Yes	No	No Response
Developed friendship(s) with individuals outside the United States			
First-Year Students	164 (89%)	10 (5%)	11 (6%)
Seniors	177 (89%)	8 (4%)	13 (7%)
Taken a class that included international or global issues			
First-Year Students	129 (70%)	44 (24%)	12 (7%)
Seniors	178 (90%)	7 (4%)	13 (7%)
Studied a foreign language			
First-Year Students	160 (87%)	14 (8%)	11 (6%)
Seniors	177 (89%)	8 (4%)	13 (7%)
Attended international or global events on campus			
First-Year Students	146 (79%)	28 (15%)	11 (6%)
Seniors	155 (78%)	30 (15%)	13 (7%)
Participated in international clubs or activities			
First-Year Students	93 (50%)	81 (44%)	11 (6%)
Seniors	124 (63%)	61 (31%)	13 (7%)
Traveled outside the United States with my family			
First-Year Students	55 (30%)	119 (64%)	11 (6%)
Seniors	84 (42%)	101 (51%)	13 (7%)
Served as a host family for an international student			
First-Year Students	15 (8%)	159 (86%)	11 (6%)
Seniors	29 (15%)	156 (79%)	13 (7%)
Lived outside the United States with my family			
First-Year Students	22 (12%)	152 (82%)	11 (6%)
Seniors	42 (21%)	143 (72%)	13 (7%)
Traveled outside the United States by myself or with friends			
First-Year Students	54 (29%)	120 (65%)	11 (6%)
Seniors	122 (62%)	63 (32%)	13 (7%)
Participated in a volunteer service outside the United States			
First-Year Students	33 (18%)	141 (76%)	11 (6%)
Seniors	54 (27%)	131 (66%)	13 (7%)
Participated in a study abroad or an exchange program			
First-Year Students	14 (8%)	159 (86%)	12 (7%)
Seniors	93 (47%)	92 (47%)	13 (7%)
Participated in workplace experiences outside the United States			
First-Year Students	17 (9%)	157 (85%)	11 (6%)
Seniors	33 (17%)	152 (77%)	13 (7%)

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

How many languages other than English do you know? (If none, skip to the next section)

	First-Year Students	Seniors
None	35 (19%)	36 (18%)
One	67 (36%)	69 (35%)
Two	35 (19%)	35 (18%)
Three	4 (2%)	12 (6%)
Four	1 (1%)	4 (2%)
Five	1 (1%)	0 (0%)
No response	42 (23%)	42 (21%)

Which non-English language do you know best?

	First-Year Students	Seniors
American Sign Language	1 (1%)	--
Amharic	1 (1%)	1 (1%)
Arabic	1 (1%)	1 (1%)
Bahasa Indonesia	1 (1%)	--
Bali	1 (1%)	--
Chinese	2 (1%)	2 (1%)
Danish	--	1 (1%)
Dutch	--	1 (1%)
French	16 (9%)	17 (9%)
German	4 (2%)	11 (6%)
Hawaiian	1 (1%)	--
Japanese	1 (1%)	2 (1%)
Kikuyu	1 (1%)	--
Kiswahili	--	1 (1%)
Lakota, Sign Language	--	1 (1%)
Latin	1 (1%)	2 (1%)
Malay	1 (1%)	--
Nepali	--	2 (1%)
Portuguese	2 (1%)	--
Russian	1 (1%)	5 (3%)
Russian and German	1 (1%)	--
Sinhala	--	1 (1%)
Spanish	65 (35%)	65 (33%)
Spanish and French	--	1 (1%)
Spanish and German	1 (1%)	--
Swahili, French	1 (1%)	1 (1%)
Swedish	1 (1%)	--
Tibetan	--	1 (1%)
Turkish	2 (1%)	--
Twi	--	1 (1%)
Vietnamese	1 (1%)	1 (1%)
Yoruba	1 (1%)	--
No response/missing	77 (42%)	80 (40%)

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

Based on the 108 First-Year Students and the 120 Seniors who know at least one other language besides English.

Have your skills with that language improved since you started college?

	Yes	No	No response
First-Year Students	50 (46%)	58 (54%)	0 (0%)
Seniors	81 (68%)	37 (31%)	2 (2%)

*Please indicate how well you can **understand** the language listed above.*

	Yes	No	No response
Can understand the language professor in class			
First-Year Students	88 (82%)	20 (19%)	0 (0%)
Seniors	108 (90%)	11 (9%)	1 (1%)
Can understand radio/television/podcasts			
First-Year Students	52 (48%)	56 (52%)	0 (0%)
Seniors	71 (59%)	49 (41%)	0 (0%)
Can follow an analysis or speech with complete ideas and idiomatic phrases			
First-Year Students	32 (30%)	76 (70%)	0 (0%)
Seniors	42 (35%)	78 (65%)	0 (0%)
Have near-native or native abilities, for example, can understand most forms of discussion			
First-Year Students	46 (43%)	62 (57%)	0 (0%)
Seniors	45 (38%)	75 (63%)	0 (0%)

*Please indicate how well you can **read** the language listed above.*

	Yes	No	No response
Can understand a menu or the headlines in a newspaper			
First-Year Students	97 (90%)	11 (10%)	0 (0%)
Seniors	110 (92%)	10 (8%)	0 (0%)
Can get the gist of an entire newspaper article			
First-Year Students	73 (68%)	35 (32%)	0 (0%)
Seniors	101 (84%)	19 (16%)	0 (0%)
Can use original language sources for college papers			
First-Year Students	32 (30%)	76 (70%)	0 (0%)
Seniors	47 (39%)	73 (61%)	0 (0%)
Have near-native or native abilities, for example, can read complex reports and data important in a professional environment			
First-Year Students	21 (19%)	87 (81%)	0 (0%)
Seniors	35 (29%)	85 (71%)	0 (0%)

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

Based on the 108 First-Year Students and the 120 Seniors who know at least one other language besides English.

*Please indicate how well you can **communicate** in the language listed above.*

	Yes	No	No response
Can answer questions in language class, order a meal, ask directions			
First-Year Students	98 (91%)	10 (9%)	0 (0%)
Seniors	115 (96%)	5 (4%)	0 (0%)
Can participate in general conversation, although I have difficulty expressing myself at times			
First-Year Students	80 (74%)	28 (26%)	0 (0%)
Seniors	101 (84%)	19 (16%)	0 (0%)
Can explain complex ideas with few grammatical mistakes			
First-Year Students	35 (32%)	73 (68%)	0 (0%)
Seniors	37 (31%)	83 (69%)	0 (0%)
Have near-native or native abilities, for example, can participate effectively in most settings			
First-Year Students	32 (30%)	75 (69%)	1 (1%)
Seniors	34 (28%)	86 (72%)	0 (0%)

Degrees of Preparation Survey, Spring 2009
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Seniors (168/362 or 46%)

Are you registered to vote?

	Yes	No	Ineligible	No response
First-Year Students	145 (78%)	6 (3%)	13 (7%)	21 (11%)
Seniors	142 (72%)	17 (9%)	13 (7%)	26 (13%)

Please indicate whether you have EVER DONE any of the following.

	Yes	No	No Response
Informed myself about (Read or watched news, watched debates, attended rallies, etc.)			
Student Government (Student body representatives)			
First-Year Students	94 (51%)	74 (40%)	17 (9%)
Seniors	95 (48%)	80 (40%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	78 (42%)	89 (48%)	18 (10%)
Seniors	76 (38%)	98 (50%)	24 (12%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	103 (56%)	64 (35%)	18 (10%)
Seniors	97 (49%)	77 (39%)	24 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	149 (81%)	18 (10%)	18 (10%)
Seniors	157 (79%)	18 (9%)	23 (12%)

Discussed political issues about (Joined a political organization, blogged, etc.)

	Yes	No	No Response
Student Government (Student body representatives)			
First-Year Students	70 (38%)	98 (53%)	17 (9%)
Seniors	66 (33%)	109 (55%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	59 (32%)	108 (58%)	18 (10%)
Seniors	57 (29%)	117 (59%)	24 (12%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	74 (40%)	93 (50%)	18 (10%)
Seniors	82 (41%)	93 (47%)	23 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	106 (57%)	61 (33%)	18 (10%)
Seniors	122 (62%)	53 (27%)	23 (12%)

Degrees of Preparation Survey, Spring 2009
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Seniors (168/362 or 46%)

Promoted a candidate for (Wore a campaign button, gave money, joined a Facebook group, displayed a bumper sticker, etc.)

	Yes	No	No Response
Student Government (Student body representatives)			
First-Year Students	64 (35%)	104 (56%)	17 (9%)
Seniors	63 (32%)	112 (57%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	41 (22%)	126 (68%)	18 (10%)
Seniors	26 (13%)	148 (75%)	24 (12%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	41 (22%)	126 (68%)	18 (10%)
Seniors	32 (16%)	142 (72%)	24 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	102 (55%)	65 (35%)	18 (10%)
Seniors	100 (51%)	75 (38%)	23 (12%)

Worked on a campaign in (Registered voters, volunteered, canvassed a neighborhood, etc.)

	Yes	No	No Response
Student Government (Student body representatives)			
First-Year Students	36 (20%)	131 (71%)	19 (10%)
Seniors	17 (9%)	158 (80%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	24 (13%)	142 (77%)	19 (10%)
Seniors	17 (9%)	156 (79%)	25 (13%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	17 (9%)	148 (80%)	20 (11%)
Seniors	23 (12%)	151 (76%)	24 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	28 (15%)	136 (74%)	21 (11%)
Seniors	29 (15%)	145 (73%)	24 (12%)

Degrees of Preparation Survey, Spring 2009
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Seniors (168/362 or 46%)

Voted

	Yes	No	No Response
Student Government (Student body representatives)			
First-Year Students	126 (68%)	42 (23%)	17 (9%)
Seniors	122 (62%)	53 (27%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	96 (52%)	71 (38%)	18 (10%)
Seniors	94 (48%)	80 (40%)	24 (12%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	107 (58%)	60 (32%)	18 (10%)
Seniors	107 (54%)	67 (34%)	24 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	130 (70%)	36 (20%)	19 (10%)
Seniors	121 (61%)	54 (27%)	23 (12%)

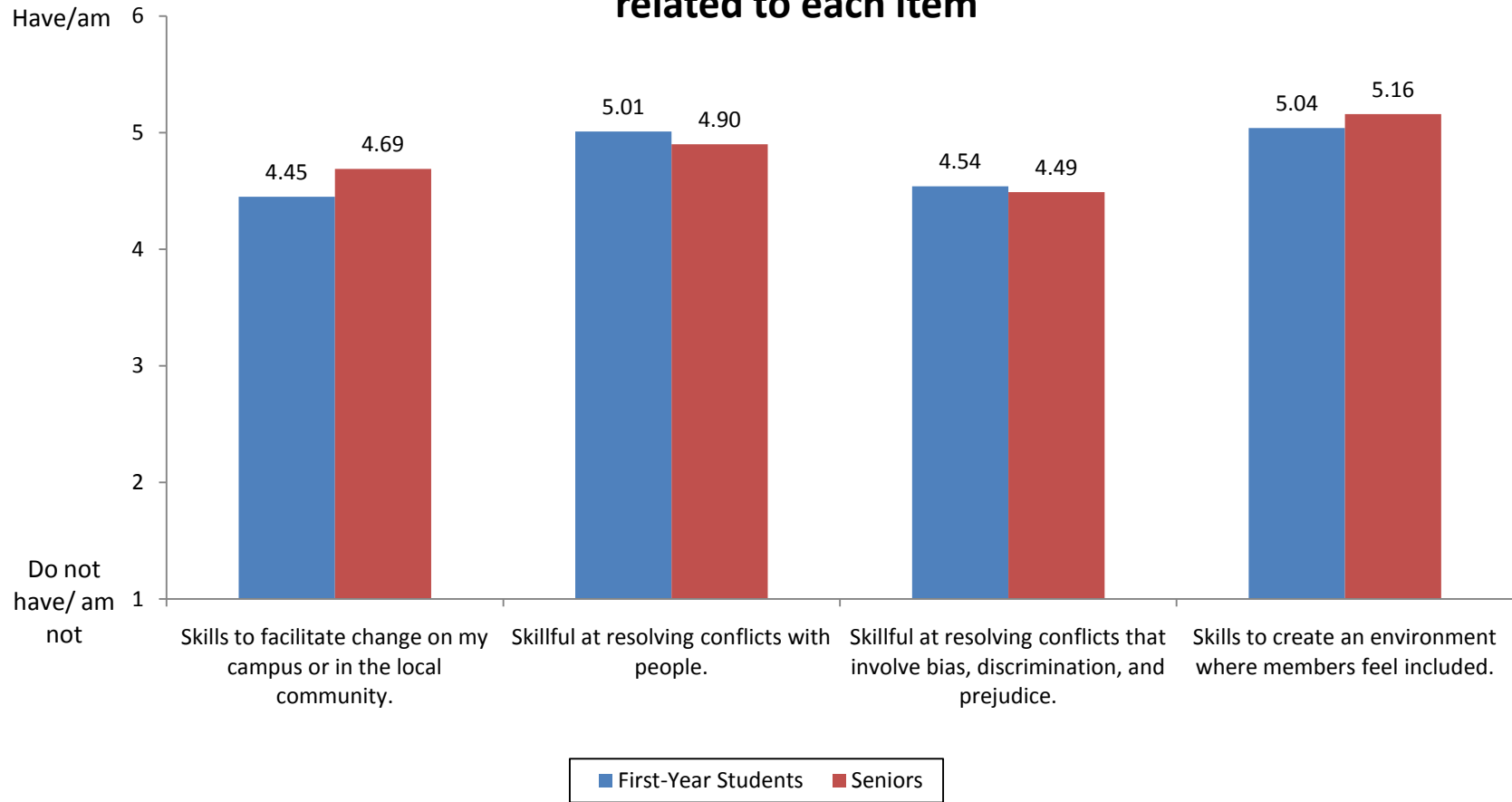
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

The statements in the left and right columns below are intended to represent ends of a scale. Please check the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.

	Do not have/ Am not (1)	(2)	(3)	(4)	(5)	Have/am (6)	No response	Mean
Skills to facilitate change on my campus or in the local community.								
First-Year Students	3 (2%)	9 (5%)	18 (10%)	53 (29%)	48 (26%)	36 (20%)	18 (10%)	4.45
Seniors	7 (4%)	5 (3%)	15 (8%)	34 (17%)	63 (32%)	53 (27%)	21 (11%)	4.69
Skillful at resolving conflicts with people.								
First-Year Students	3 (2%)	1 (1%)	5 (3%)	32 (17%)	67 (36%)	59 (32%)	18 (10%)	5.01
Seniors	5 (3%)	3 (2%)	5 (3%)	36 (18%)	71 (36%)	57 (29%)	21 (11%)	4.90
Skillful at resolving conflicts that involve bias, discrimination, and prejudice.								
First-Year Students	2 (1%)	5 (3%)	18 (10%)	55 (30%)	49 (27%)	38 (21%)	18 (10%)	4.54
Seniors	6 (3%)	9 (5%)	15 (8%)	48 (24%)	61 (31%)	38 (19%)	21 (11%)	4.49
Skills to create an environment where Members feel included.								
First-Year Students	3 (2%)	3 (2%)	8 (4%)	26 (14%)	56 (30%)	70 (38%)	19 (10%)	5.04
Seniors	3 (2%)	0 (0%)	5 (3%)	26 (13%)	66 (33%)	76 (38%)	22 (11%)	5.16

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

Which most accurately reflects your feelings, beliefs, or behaviors related to each item



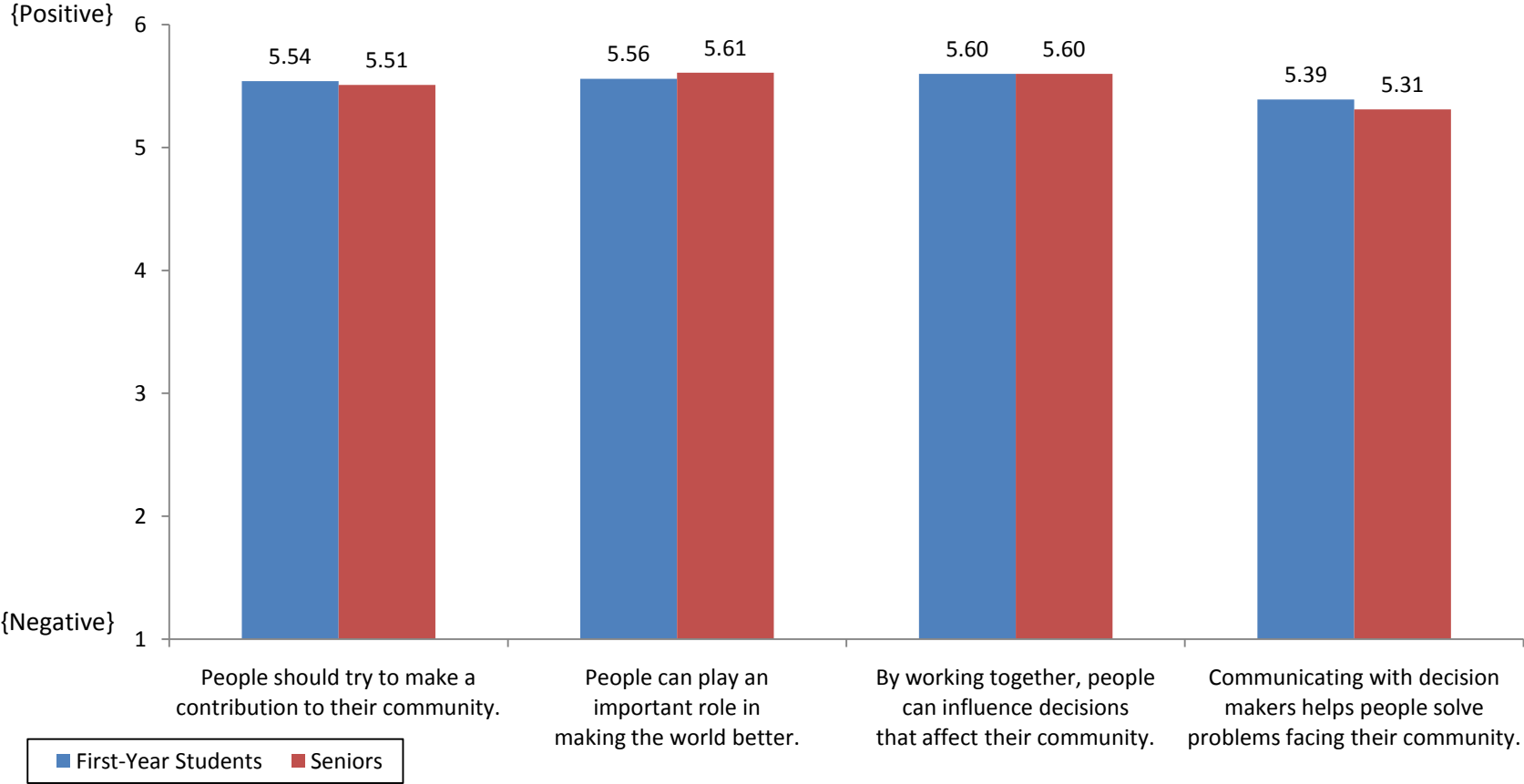
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

The statements in the left and right columns below are intended to represent ends of a scale. Please check the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.

	{Negative} (1)	(2)	(3)	(4)	(5)	{Positive} (6)	No response	Mean
People should try to make a contribution to their community.								
First-Year Students	0 (0%)	0 (0%)	4 (2%)	9 (5%)	47 (25%)	107 (58%)	18 (10%)	5.54
Seniors	3 (2%)	1 (1%)	1 (1%)	12 (6%)	40 (20%)	120 (61%)	21 (11%)	5.51
People can play an important role in making the world better.								
First-Year Students	0 (0%)	1 (1%)	1 (1%)	19 (10%)	29 (16%)	117 (63%)	18 (10%)	5.56
Seniors	2 (1%)	0 (0%)	2 (1%)	9 (5%)	35 (18%)	129 (65%)	21 (11%)	5.61
By working together, people can influence decisions that affect their community.								
First-Year Students	0 (0%)	1 (1%)	4 (2%)	7 (4%)	37 (20%)	118 (64%)	18 (10%)	5.60
Seniors	2 (1%)	1 (1%)	1 (1%)	7 (4%)	39 (20%)	127 (64%)	21 (11%)	5.60
Communicating with decision makers helps people solve problems facing their community.								
First-Year Students	0 (0%)	0 (0%)	8 (4%)	18 (10%)	42 (23%)	98 (53%)	19 (10%)	5.39
Seniors	2 (1%)	0 (0%)	9 (5%)	22 (11%)	42 (21%)	102 (52%)	21 (11%)	5.31

Degrees of Preparation Survey, Spring 2009
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Which most accurately reflects your feelings, beliefs, or behaviors related to each item



Degrees of Preparation Survey, Spring 2009
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During the past 12 months, did you participate in activities to help others? (for example, tutor students in elementary or secondary schools, help at a senior citizen's center, lead a recycling program).

	Yes	No	No response
First-Year Students	120 (65%)	47 (25%)	18 (10%)
Seniors	122 (62%)	55 (28%)	21 (11%)

What was the most meaningful activity when helping others?

First-Year Students

Respondent 1 - The most meaningful to me was the Summer Camp experience because I got to see people touched. It was a Christian youth camp and people's lives were changed and I had the privilege of taking part in that.

Respondent 2 - befriended a classmate who had been outcasted

Respondent 3 - I am promoting the awareness about Invisible Children to others. So they can help out the cause. It is necessary that we get many people involved in this cause.

Respondent 4 - Giving kids a positive role model and informative, interactive, and non-judgmental environment to play and learn in.

Respondent 5 - The Most meaningful to me was assist a young man overcome a severe case of homesickness. He went from my worst camper to my best camper in the course of an evening.

Respondent 6 - I liked track in high school and knew the Jr. High Coach, I would help him take times for his athletes

Respondent 7 - By the tutoring program I took part in, I could give the children the chance to stay at school after their school time and bring some activities during which they were learning about cultures around the world as well as having fun. It was pleasing to see the kids interested in coming to program and getting involved in the activities more and more.

Respondent 8 - My ability is not useless.

Respondent 9 - In the summer of 2005, I volunteered at Brazosview Healthcare Center in Richmond, Texas and spent a total of 340 hours during that summer assisting with the residents.

Respondent 10 - I have tutored both high school students and elementary students in math. I think that it is a wonderful experience because you are helping the student understand what is happening and why it is that way. Math is a universal language and, being interested in linguistics, I find that very fascinating and like to share that enthusiasm with others.

NOTE: Comments are presented verbatim; grammar and spelling errors have not been corrected. Comments in blue were given by male students.

Degrees of Preparation Survey, Spring 2009
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What was the most meaningful activity when helping others?, continued:

First-Year Students, continued:

Respondent 11 - I have been active in environmental projects in the schools I have attended. I have also participated in activities for elementary and middle schools.

Respondent 12 - To help people realize how important their finances are and to develop their financial literacy.

Respondent 13 - I had a lot of stress and to be able to see them to have fun taught me a lot.

Respondent 14 - Having the person I help smile and bring joy into their life even if it's only for an hour or two hours. The best gift of all is through their smile.

Respondent 16 - The most meaningful experience to me didn't take place in the last 12 months. I worked as a hospital aid for three summers of high school. Part of that time was spent with families of patients in the intensive care unit. Being with the families during their time of need gave me a whole new view of what it meant to show compassion.

Respondent 17 - talking with the elderly and calling out the bingo numbers and letters.

Respondent 18 - Most meaningful was working one on one with the elementary students. Throughout the year I was leading a small group of students and it was so amazing to get to know them and lead them in their life.

Respondent 19 - The most meaningful thing about helping others is that they see that you care for them, and hopefully that God cares for them even more.

Respondent 20 - I have really enjoyed working with the first and second grade children. It's exciting to see them learn so much, and to also see them overcome their insecurities with English.

Respondent 21 - The most meaningful time to me is when I feed the homeless every year through my church. It makes me feel I have something to live for because I am able to help someone else live by feeding and holding a conversation with them on Thanksgiving Eve.

Respondent 22 - I think that helping out the kindergardeners was one of the most meaningful experiences. I got to watch them go from not knowing how to read or count, to being able to read small words and sentences and count by adding and subtracting. I got to interact with them, and help them to see the fun in staying inside when they wanted to be outside. We would play games where they had to find objects in the room, or outside on the playground, that began with each letter of the alphabet. Their answers were so incredible.

Respondent 23 - My efforts to volunteer have been sporadic because of transportation issues, but most efforts have been annual events. The most meaningful event is an annual toy drive and giveaway to low income families that provide new toys and household goods to families so that children can have a Christmas.

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Degrees of Preparation Survey, Spring 2009
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What was the most meaningful activity when helping others?, continued:

First-Year Students, continued:

Respondent 25 - I played music and served food for people and helped with many fundraiser. I enjoyed going out and helping with people and making a difference in their lives and day.

Respondent 26 - Helping children understand new things is the most meaningful thing for me.

Respondent 27 - building houses with habitat for humanity

Respondent 28 - The most meaningful thing about this experience was seeing the people that the food bank helped out. Families that would not have food did not go hungry. That was really special to me.

Respondent 30 - Both of these activities are fairly new for me - and so far both have been equally rewarding and exciting.

Respondent 31 - I like helping others because I like to make them feel like they are not a charity case but that they didn't need help I was just supporting them (especially if they do not like asking for help)

Respondent 32 - I think the most meaningful part about these experiences is that to give is to receive. If I go in feeling exhausted and empty, by the end I feel more fulfilled than I entered.

Respondent 33 - i LOVED WORKING WITH THE CHILDREN- I AM GOING TO BE A HIGH SCHOOL ART TEACHER. IT GAVE ME MANY EXPERIENCES THAT I WILL TAKE WITH ME INTO MY TEACHING AFTER COLLEGE. i LOVED THE CHILDREN'S ENTHUSIASM AND EXCITEMENT IN SPENDING TIME WITH ME. I LOVED MAKING A DIFFERENCE AND HELPING THEM WITH THEIR WORK

Respondent 34 - Making sure a person has the same education quality as me.

Respondent 35 - Working with children means a lot to me. Since, I want to major in education, working with children is not a problem for me. By being a Big Buddy I was able to make an impact in the life of my Little Buddy, which means a lot to me. The main reason why I want to major in education is because of the lives I will change and have an influence on along the way.

Respondent 36 - Tutoring elementary students that have special needs has been the most meaningful because it gives the student an opportunity to succeed although the "odds" are not in their favor all the time.

Respondent 37 - I really liked working with the college's recycling program. It gives me a sense of fulfillment and encourages me to continue these habits at home.

NOTE: Comments are presented verbatim; grammar and spelling errors have not been corrected. Comments in blue were given by male students.

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
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What was the most meaningful activity when helping others?, continued:

First-Year Students, continued:

Respondent 38 - ? Tutoring Calculus II, Intermediate Algebra and Statistics in Gymnasium M. Dobrasinovic and Economics high school to some second and third year students, in my last two years of high school; Gymnasium M. Dobarsinovic and Economics High School in Bijelo Polje, Babica Brijeg, bb., B. Polje, Montenegro ? Community Service: A member of NGO The School That Gives More: directly involved in work with mentally challenged children, age 8 to 16; activities include painting and drawing with them, taking them for walks outside, cooking with them, etc. The School That Gives More, Bijelo Polje, Montenegro ? Community Service: Involved in working with refugees from Kosovo in two Montenegrin communities Bijelo Polje and Rozaje. My duties included helping to organize free dinners; collecting free food, clothes and house elementary appliances for refuge families. I was also a member of the student club which helped new children to settle in both schools and outside the schools (organizing movie nights, cafes and open market in both towns). Bijelo Polje, Rozaje; Montenegro

Respondent 39 - Seeing how happy people get when you do something nice for them, even if it something small.

Respondent 40 - After 14 years of Girl Scouts and 3 and a 1/2 years of Beta Club- Community service is a very large portion of my life. My friends and I would clean up the local park or tutor the younger kids in our free time. I would generally stay after school at least two hours a day to help people with their studies of various subject. On the weekends i would work on Service projects fo Girl Scouts or Volunteer to help take care of the elderly shut-ins from church. I was raised to think of others first- because everything that you do comes back to you three fold- wether it be good or bad- it always comes back.

Respondent 41 - seeing them learn and understand things they weren't previously able to

Respondent 42 - I would have to say going to Nicaragua last spring with my church. We have really helped build up that community, and they are so grateful for us. I'm just grateful i got to help serve others in the name of the Lord!

Respondent 43 - The most meaningful thing to me was knowing that I was helping someone else who wanted help. I could provide someone with the aid they needed and wanted as best I could, and they either chose me or accepted me to do so.

Respondent 44 - I really like volunteering at my church, or to help others in need.

Respondent 45 - I volunteered and/or was selected to be my high school's assistant academic coach which is a heck of a job. It's about teaching the kids better ways to learn and retatain knowledge, how to work together in a team setting, good sportsmanship, and a myriad of other things. Doing this is a passion of mine. I love the head coach and the kids I work with. It's so rewarding to watch them grow and bind with each other throughout the years and its just fun to be a part of something as special as the tradition we have there.

Respondent 46 - Being an ESL tutor to people who want to learn English in this country has been the most meaningful to me. My mother is an immigrant and knowing her story only gives me a glimpse of the difficulties these other people have been facing in this country.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was the most meaningful activity when helping others?, continued:

First-Year Students, continued:

Respondent 47 - i enjoy spending time with middle school and high school students simply because i went through so much drama when i was in that stage that i believe it could have been avoided, provided i had the right mentor. i like to give younger people the opportunity to talk with me, seek advice and encouragement because being a teenager in these days are really hard. what i do mostly, as a volunteer in the peer mentoring program is to give motivation, and it helps them stay focussed in school and society. that is what is most important to me.

Respondent 48 - North View Baptist Mission, Weaverville, North Carolina -Helped teach English to more than fifty Hispanic children and adults for approximately eighteen months -Established positive community relationships and motivated many individuals to achieve their linguistic potential -Kept an open mind as I helped people with problems

Respondent 49 - I feel that I helped people in different ways that were not exactly organizational. I helped children train because I have ran for several years. I also helped friends with different things going on in their lives.

Respondent 50 - By volunteering for a local VFW post with collecting money for soldiers.

Respondent 51 - I enjoyed watching the child who I was mentoring bring up grades and meet new people with whom he could identify. The program was designed to help "problem children" or those from low income backgrounds who had chances of becoming "problem children"

Respondent 52 - It helped me get a first hand experience of people living in camps in Kenya, East Africa after during the post election violence

Respondent 54 - Just getting the job done in an accurate fashion and being able to aid the teacher so that he or she may be able to acquire more time for grading, planning, ect.

Respondent 55 - I helped a lady who was starving and it made me cry because she was so happy...I have never been happier in my life.

Respondent 56 - working with small children and teaching them new things.

Respondent 59 - This was a way for me to help the Pre-K through 5 have backpacks for school

Respondent 60 - The most meaningful experience i have had was during high school i went to an inner-city school and helped teach remedial math and reading courses. Actually getting through to students when the three teachers had no luck was a relief to everyone involved.

Respondent 61 - I loved teaching Vacation Bible School, because I love kids. I've been doing it every summer since I was in middle school.

Respondent 62 - I help make various activities available to students.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was the most meaningful activity when helping others?, continued:

First-Year Students, continued:

Respondent 63 - Going to Jamaica was amazing. Through bible school and holding Revival's I really got to know the Jamaican people. I saw how they really live and their day to day lives. When we left the children were holding on to us and begging us not to go. To have someone that would spend time with them and really want to know what their life was all about mean to much to the people. This experience has called me into a life on missions. I want to continue touching peoples lives in the name of Jesus Christ.

Respondent 64 - The most meaningful thing I have done to help others is probably raising money for the children's cancer center. It was amazing to see the children smiling and laughing even though some of them had terminal illnesses. This was two years ago.

Respondent 65 - I helped in German language

Respondent 66 - One-on-One elementary tutoring. However, this is more than 12 months ago.

Respondent 68 - As a Vista volunteer I worked with both elders and hospice patients. Additionally I taught poetry to students in after school programs. Volunteer work is very important to my quality of life, it gives me a sense of purpose and connection to my community. My most meaningful volunteer experience was working with elders in the community center. With no budget I created a vibrant activities program and learned valuable lessons about the difference between "serving" a community and helping those you serve become equal collaborators in that community.

Respondent 69 - The most meaningful part of helping others is doing a service purely for the good. I selflessly give my time to help others and do not think twice about it. I love helping others and wish I could do it as a full time job. With school, that is impossible. Making a difference in the life of a young child is priceless. The friendship and trust one builds is essential for these young children.

Respondent 70 - I went on a mission trip to Toronto in 2007. I was with my youth group and we were supposed to be there to just sing and provide free day camps. We were having lunch one day, eating out of a cooler with far too much food for the group and there were homeless people all around, but they were completely invisible to the rest of the youth group and the leaders. It broke my heart, so I got a couple friends and we fed about 10 homeless people. I felt good setting an example for people who had forgotten the two greatest commandments they were given by Christ. Love God, and love your neighbor like yourself. It made me want to help homeless people.

Respondent 71 - The most meaningful to me was the fact that I was able to help younger children learn the things they were having trouble with.

Respondent 72 - Just knowing that even in a crisis I was able to find somewhere inside of me and a few other students and help other people who were going through the same thing.

Respondent 74 - Helped friends with papers for their classes, making corrections and asking to clarify what they are saying.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was the most meaningful activity when helping others?, continued:

Seniors

Respondent 76 - I Volunteer helping local elementary school students tutoring a student for two hours a week. I not only work on educational goals set up by the school but I also address social issues and work to prepare my student for further deveolopment in life. Through this program I developed a monthly read aloud program at the local library for a semester as well as a black history event for the local fifth graders that did not have black history month at their school.

Respondent 77 - This service and community/campus organization was very meaningful to me because it allowed me to share my faith and help bolster other Christians in the area as well as help those who did not share our faith but just wanted fellowship and a place to worship on their own accord.

Respondent 78 - When students needed help with projects and the teacher was not around I was there to help...

Respondent 79 - I teach people how to ballroom dance

Respondent 82 - Seeing people that seem forgotten in our current society full of vitality once again.

Respondent 85 - Driving with the Micah 6 program was a great opportunity for me to build a good relationship with a member of the town community and also feel that I was doing a necessary service for someone who could use some help.

Respondent 87 - Experiences that allow for the gathering, processing, and disseminating of objectively sound information ideally lead to increased personal and public awareness on any given issue (in this case, socioeconomic stratification and issues in healthcare in a developing nation).

Respondent 89 - Helping in the dentist office or with the high school kids. You were able to see the most change and I really felt i was helping.

Respondent 90 - Talked about sustainability, offer my helps in doing school work and other personal issues.

Respondent 91 - I definitely feel that teaching women self-defense is the most meaningful one to me. I feel that it is a very important and often ignored subject.

Respondent 92 - I think that the Safe Zone Training Manual and Program development is by far the most meaningful to me because it is something that needs to happen on this campus. Project Pericles is also a very meaningful project because it is a nationwide campaign and addresses the dangers of clean coal and mountaintop removal.

Respondent 94 - I helped a high school band camp at my alma mater. I also helped a high school band around college.

Respondent 95 - very meaningful

Respondent 96 - My purpose is to serve.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was the most meaningful activity when helping others?, continued:

Seniors, continued:

Respondent 98 - Helped to sponsor (lobby) student's events on campus in Student Government Association

Respondent 99 - The most meaningful thing I have done is talked to a girl at summer camp once for hours. She was adopted and felt resentment for her birth mother and also had extremely low self-esteem. I walked back and forth with her across a football field for nearly two hours talking about how she's a wonderful person and the people who gave her up didn't know what they were missing. We still keep in contact, and that was 6 or 7 years ago.

Respondent 100 - Organized visits to a Nursing home/ home for the elderly in Nepal that was maintained by a missionary when I was President of a student led organization in High school (Social Service Club). The residents were really happy to have someone to talk to. I was really touched.

Respondent 101 - I tutored a grade 3 student. I helped her in subjects such as math and English (reading). The student's grade went up because of her improvement in her math and reading skills. Also, I work as a teaching assistant for the chemistry department where I tutor and assist students in labs.

Respondent 102 - I listen and try to help family and friends to sort out dilemmas and choices.

Respondent 103 - The most meaningful thing to me is to see the kids and youth that I work with to grow up into great outstanding citizens that have a strong and powerful heart for the Lord.

Respondent 104 - The self satisfaction gained from helping others and doing something worthwhile.

Respondent 105 - I took my 5 year old daughter down to a local event at the food bank...it was a dinner/carnival for families with kids that could not afford enough food...we served the families there desserts, and it was an amazing experience to teach my daughter how to give back

Respondent 106 - The most meaningful thing to mean is knowing that I have contributed to betterment of other people's lives.

Respondent 107 - The most meaningful was actually not volunteer work... it was being there for the friends and others that I love the most and wanted to help, or even just helping someone on campus... e.g. sending money to someone in my college community who I knew might not be able to afford his bills that month. Of specific volunteer work, I most liked visiting the elderly woman in the nursing home, because I know how happy she always was to see me, and how much she appreciated my visiting and helping her.

Respondent 108 - I see my role as a nursing student, and soon to be a nurse as my greatest and most meaningful means to help people. It is a major component of nursing. There is not a single day that passes where I am not helping someone, even if it's something small like lending a pen to a neighbor or something more time consuming such as helping someone with a major project. I strive to help people to the best of my ability.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was the most meaningful activity when helping others?, continued:

Seniors, continued:

Respondent 109 - Because the Computer center that we helped to develop the management structure for was actually built the following fall.

Respondent 110 - Being able to help others achieve their goals. It is so fulfilling to see your work through others.

Respondent 111 - Mentoring the youth, and just being there for them and loving them I think is pretty incredibly meaningful to me.

Respondent 112 - The most meaningful to me is working with college students to help them graduate college. This is just something special I do and it helps people know that I believe in them and someone is in their corner...wanting them to succeed!!!

Respondent 115 - each of these things i do is important to me... but the most priceless in my eyes was the summer i spent at the therapeutic horse-back riding facility working with children and young adults with special needs.

Respondent 116 - I believe helping others is a committment as well as a mindset. Any opportunity to improve someone's life is an opportunity for mutual growth.

Respondent 117 - I have helped people in many ways through habitat, community action and girl scouts and after school programs. They are all meaningful to me in seperate ways.

Respondent 119 - I've worked for Habitat and as a tutor for the biology department (paid).

Respondent 120 - I want people to know where their food comes from, and why buying locally produced goods is the way to go. I love growing my own food and find joy in feeding others what I have to offer. I want to teach them how to find the joy that I get from producing and enjoying my own food. I also think that cultural awareness is an incredible, incredible way to find yourself and learn from others. I help students find programs and places that they'd like to go to learn and I also love talking to them after they return about their experiences and try to help them reintegrate into the American way of life.

Respondent 121 - Habitat for Humanity is amazing. I love getting out and really helping people who need help. Plus you can really see a difference

Respondent 122 - I work at a camp for underpriviledged kids in the summer. It has changed my life and helped me to become the person I want to be.

Respondent 123 - Being a camp counselor. Some weeks were really challenging, but I will never forget what it feels like to make up songs while rowing a boat filled with campers or painting your entire body green to see kids laugh. Best two summers of my life.

Respondent 124 - Gained confidence and better grades from tutoring

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was the most meaningful activity when helping others?, continued:

Seniors, continued:

Respondent 125 - I traveled to Egypt for a four week study abroad trip. During two of those weeks, I helped teach in two different Sudanese refugee schools in Cairo. The first was in a higher grades school, fourth grade through eighth grade. I taught the sixth grade, which was full of students from age 14 to 19. I consider that to be my best experience with teaching (and traveling) thus far in my life.

Respondent 126 - Recycling is one of the easiest ways to sustain our planet.

Respondent 128 - Seeing a young girl read an entire passage without stumbling because she doesn't recognize certain words

Respondent 129 - I have worked a lot with missions groups, particularly medical mission groups. These hold the most meaning for me because it provides healing to people, not only in a physical sense, but in a spiritual sense as well. John 14:6

Respondent 130 - The most meaningful thing to me is that I might be a positive role model for kids. I do believe that kids can help change the way things are. If we raise them right and teach them to love one another, this world might be peaceful one day.

Respondent 132 - Most meaningful memory was noticing that the children were excited about joining in on the activities held at the pool. They started to stay in the pool longer and not associate themselves with the much older kids that hung outside of the community area that sold drugs. I felt important at helping them redirect their paths. Although it was only a summer hopefully it lasted throughout the school year.

Respondent 133 - helping children come to enjoy learning

Respondent 134 - I think a lot of things that I have done have been meaningful in different ways. I enjoyed working with special needs students because it was a population of students I had never worked with before and I learned a lot, and I know my students did as well. I only hope they had half as much fun as I did!

Respondent 135 - I have thoroughly enjoyed the time I've spent being a mentor. She has been such a blessing to my life and I've learned a lot from her.

Respondent 136 - Coaching the project leaders of the projects that we carried out this year.

Respondent 137 - Tutoring is meaningful to me because it is the most effective way in which I can help others.

Respondent 140 - I believe that everyone has the capacity to make the world a better place and by teaching children about the world and their role in it, I believe I am helping them to do just that.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was the most meaningful activity when helping others?, continued:

Seniors, continued:

Respondent 141 - I work on a Student Run Farm and throughout the year, we give programs and tours to local children to teach them the importance of farming and growing your own food. This is always a lot of fun to me and I love teaching the kids about how to farm. Someday we all may need to know these skills and someday maybe they will look back and remember their visit to my college farm.

Respondent 142 - I think that the most meaningful is any situations in which I know that I have been able to make someone's life a little easier by helping them to understand something.

Respondent 143 - What was most important to be about this project was that I got to spend time around ex-child soldiers and it was a remarkable experience.

Respondent 144 - The most meaningful experience I have had helping others has been through my volunteer work with Habitat for Humanity. I'm working directly on a project - a home - that will change someone's life.

Respondent 145 - The faces of individuals when we explained to them the voter registration process and they were so happy because people actually invested time in them and really wanted them to register.

Respondent 147 - I am very interested in the environment and raising awareness in students around me about our earth. This is an area I am passionate about, and have chosen to become involved in. I have an ongoing interest in environmental improvement that will continue this semester.

Respondent 149 - I always try to help people out with what they are doing. If they need help with physical labor or if they need directions...I just do anything I can to help people out.

Respondent 151 - Helping children is such an important responsibility of every individual in our community. Children are the future of our world. Helping a child helps create change in this world.

Respondent 153 - Knowing that I am doing what I am supposed to be doing. Putting others first, above myself.

Respondent 154 - Being able to give kids the camp experiences that I had when I was growing up is something that I cherished this past summer and every summer that I worked at a summer camp. To be able to help them have a great camp experience and to give them experiences (i.e. riding horses, getting 3 meals a day, a loving ear, etc.) they might not get elsewhere is a great feeling.

Respondent 155 - they are all meaningful to me because I love doing what I do. Every opportunity is a unique in its way which makes it meaningful.

Respondent 156 - I just try to be helpful and if I have time that I can give then I volunteer because people will always need help in some way or another

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was the most meaningful activity when helping others?, continued:

Seniors, continued:

Respondent 157 - The most meaningful experience was being a classroom aid to fourth graders at a local community school. I worked all year helping kids with assignments, leading small groups, helping them with writing, and even teaching the whole class sometimes. It was important because the teachers and students needed the extra hands to better learning. I got to be those hands.

Respondent 158 - I hate using the word help. It exudes a sense of superiority. Anytime I have worked or volunteering doing anything I have learned and benefited from the person I was serving just as much or more than they benefited from me.

Respondent 159 - Where I work has been a wonderful experience because I get to watch the children learn. And see them develop in wonderful ways.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

We are interested in knowing about your experiences over the past year with careers in business, industry, government, health, and education.

Examples include interning at a marketing agency, preparing a business plan for an engineering firm as part of a class assignment, assisting at a law office, doing a clinical practicum at a hospital, and being a research assistant on a professor's project.

Have you had similar workplace experiences in the past 12 months?

	Yes	No	No response
First-Year Students	40 (22%)	122 (66%)	23 (12%)
Seniors	96 (49%)	77 (39%)	25 (13%)

What was your most meaningful workplace experience?

First-Year Students

Respondent 8 - Earn money and gain experience.

Respondent 13 - To be able to work as a team and efficiently.

Respondent 15 - Very meaningful great job i love and still work there.

Respondent 22 - Working at Subway has given me many life skills that I will need when I enter into my job. I had to learn the different combinations for subs, deal with people that did not agree with the total, and how to manage time so that all of the work would be completed.

Respondent 23 - I loved working actively with both customers and technicians to learn to solve hardware and software issues and help the user in the use of their computer.

Respondent 24 - Working at Hardees taught me how to handle customers and people in a nicely manner, always treating the customer with respect. I also figured out how to pace myself.

Respondent 26 - Working as a manager at Mcdonald's has been the most meaningful to me because I started there when I was 16 and worked up to management in 2 years.

Respondent 29 - My most meaningful experience was working at my local library. It allowed me to develop essential communication skills, and helped me to influence the academic and social growth of children.

Respondent 30 - I really enjoy my work as an Office Aide because it is a job in which I am truly invested, and I have gret flexibility.

Respondent 34 - making sure people are helped on hand and foot

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was your most meaningful workplace experience?, continued:

First-Year Students, continued:

Respondent 45 - See my other response. I feel like doing this is preparing me for a career as a high school English Teacher.

Respondent 49 - I feel that this job helped me not only with interpersonal skills, but also I learned a lot about mechanics and cars. This was very useful in life.

Respondent 51 - I learned a lot about how an office works from my experience as an office assistant and as my job assignment.

Respondent 53 - Our foods class had to set up a business and sell things to our fellow students. we all had to work together as a team and learn how to do all aspects of our business.

Respondent 57 - The fact that the job always kept me busy and I felt I earned my money because I had to work hard.

Respondent 58 - eh...i was learning that's it rerally

Respondent 62 - i help keep the crossroads complex clean. i also help set up events for various conventions and such.

Respondent 63 - I really enjoyed getting to work with the residents of the nursing home. Training to be a CNA allowed me to give the residents the personal care that the didn't get from the nurses. Because I had more time than the nurses I could tend to the non-essential needs of the residents. It made a really big impact on the residents. I had multiple people tell me that they actually felt like a human when the CNA girls were there.

Respondent 64 - I really loved helping the people in the hospital whether it was helping them eat or helping them get dressed. They really appreciate all the help you can give them. They also enjoy having someone to talk to.

Respondent 66 - Learnig to combine work with study and take both seriously with or without supervision.

Respondent 67 - I also work at the food service at my college.

Respondent 69 - My job on campus is to do service for others. No better job exists. I love my job. I am in a team with 4 other students and we plan 2 days of a program for middle school students. Every week we try to have a theme. I love my job! We have kids from all backgrounds come together and work together and learn!

Respondent 73 - The work was nice, enjoyable considering I like to sew. But Some of the people at Weaving had little work ethic and made the job a burden when it didn't have to be.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was your most meaningful workplace experience?, continued:

Seniors

Respondent 75 - Tutoring children ages ranging from 5 years of age to 17 who happened to have learning disabilities in the field of mathematics. I learned that education is a worthwhile and absolutely lifelong pursuit that is absolutely necessary for the growth of all people. All deserve the right to be educated, just like all deserve the right to eat to nourish their physical bodies.

Respondent 77 - This program was very meaningful to me as it helped me find guidance and calling in the medical field as a sophomore/junior, I got to meet others in the field and I made some very important gains in applications and test scores through the program.

Respondent 78 - The most meaningful experience to me was helping the children wash their hands and sit them down to eat their lunch...

Respondent 80 - The most meaningful aspect of the research experiences that I had was without doubt the invaluable wisdom gained from working in real world settings, with real-world problems. Working on something that is actually not known and the answer would actually make an impact is so much more rewarding than answering a question on an exam correctly.

Respondent 81 - The most meaningful experience has been figuring out how to put the NSIA database back on the web after the ice storm knocked it out.

Respondent 83 - They were all meaningful. The experiences are mainly presentations dealing with business concepts. I remember doing a product & marketing plan presentation for a marketing class i took. We are now in the process of doing mock interviews and product development in a senior seminar capstone course i am taking. I also remember doing a project where I had to keep a spending journal and analyze my own spending habits in a consumer behavior class. These were all beneficial and getting the knowledge of the business world and concepts we would need to tackle certain tasks that we may encounter or should be aware of.

Respondent 84 - The on hands experiece supervising people and the implications with doing so.

Respondent 86 - Interacting with the elderly was the most rewarding, as well as the most challenging with respect to developing a work ethic, good work attitude, a consistent level of quality, and communication skills (with other employees).

Respondent 88 - Being a TA was the most meaningful to me. I liked helping people and having them listen.. unlike some bosses i've had.

Respondent 93 - Research is different than a class, it is open ended and the goals of the project are more than just what you tell the people who are paying you. It is up to you to be interested in what you are doing, using your knowledge and ability to gain knowledge, to be able to research something meaningful.

Respondent 97 - I have trully enjoyed this job experience because it allows me to learn new things about my technology major. It also gives me basic experience in troubleshooting technological problems. This is why i continue to hold onto this job.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was your most meaningful workplace experience?, continued:

Seniors, continued:

Respondent 98 - [Helping local communities in energy Efficiency workshop, Research on social-economic cosequences of coal industry in Appalachian region, small business funding \(microlending\)](#)

Respondent 99 - I loved learning about real-world recording studios and how musicians live. It was great.

Respondent 101 - I tutor students and assist them with their labs.

Respondent 103 - Working with other students and building a great relationship with them that could definitely continue on in the future.

Respondent 104 - Learning more about the research process.

Respondent 105 - The clinical settings as a nursing student are amazing. I love to help others, and I love to make the best out of situations that can be scary or painful for others. I live to serve!

Respondent 107 - It completely depends... working with children at the daycare center was probably the most meaningful in a way, but my other jobs might have been more meaningful in a career way, or more enjoyable in another way.

Respondent 108 - Helping people is most meaningful to me, i do this every day in the classroom, or in student labor. I also help people when i'm in clinical as a student nurse.

Respondent 112 - The most meaningful experience to me was going to the country and interacting with students in a place where I was the minority. And just to be the first Black person that some children have ever met in their life.

Respondent 113 - Both experiences were at the same place. I loved the atmosphere and the helping of patients.

Respondent 114 - Seeing the children use the information I taught them and witnessing them learning through their own experiences.

Respondent 118 - Educational improvement; research experience

Respondent 119 - I like it when my students show enthusiasm for the material, or you see the lightbulb go off

Respondent 120 - I love working with food plants! I am very interested in teaching people to garden and to use edible plants to beautify their houses and yards with.

Respondent 123 - Working as a camp counselor.

Respondent 126 - Creating a community

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was your most meaningful workplace experience?, continued:

Seniors, continued:

Respondent 127 - I write news releases for the Berea College Convocations--a weekly event, including presentations and concerts by off-campus visitors. A variety of people lead these convocations, including influential figures and musicians. I do research in order to give a brief synopsis for the public of what can be expected from the program. In the process, I learn a little bit of what's going on in the world.

Respondent 131 - My work with the College Bookstore was most meaningful because I was able to connect things I was learning with the project.

Respondent 132 - Most meaningful to me working at Seabury is making students laugh during a job that they most likely do not enjoy performing and giving them a sense of pride of their duty that they performed during their work hour. Giving them pride about their job and hopefully that person will make someone else at work have pride/integrity about their jobs at Seabury.

Respondent 133 - gaining skills and becoming more comfortable and understanding of students

Respondent 136 - Working as on a projects in Ukraine as a temporary assistant of a CEO and being a student leader at a summer venture management camp

Respondent 138 - I worked on the same research project with a professor for two summers, 07 and 08. The most rewarding part of the research is presenting what we've done to fellow researchers and colleagues in the field. People are always interested and very enthusiastic about students collaborating with professors to solve real world problems dealing with higher education.

Respondent 139 - being able to really help people

Respondent 144 - The research I did this past summer was incredibly self-directed. My adviser, unfortunately, didn't have the time to advise and mentor his research like he had hoped, so the team of students I worked with progressed through the summer with a lot of trial-and-error methods. It was a difficult learning experience, but one I feel was beneficial.

Respondent 145 - The smile on the faces of the single parent and children when they knew in their hearts that we understood them.

Respondent 146 - Working at church camp was much more rewarding and meaningful to me because I felt like I was able to fully serve others. At clinical we have to focus more on the academic part and do not really fulfill the nursing role.

Respondent 148 - The most meaningful experience came out of the Summer Research that I participated in. Seeing the implications being presented to influential people was pretty great.

Respondent 150 - I have a great learning experience. I learned proper research methods and helped people learn about their heritage.

Respondent 151 - Experiencing another culture and educational system.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

What was your most meaningful workplace experience?, continued:

Seniors, continued:

Respondent 152 - The life skills i learned, the improvement to my nursing skills, the environment.

Respondent 154 - I was able to gain new skills and develope previous skills that I know will help me out later in life. I was also able to earn and save enough money to continue to pay for tuition and save money for a summer trip that I have always wanted to take.

Respondent 155 - helping the people in the community.

Respondent 156 - I found out that where I was working and where I was heading with my life was not exactly what I wanted to do after I graduated from college

Respondent 157 - Student teaching was most meaningful because it showed me what my future career would be like.

Respondent 160 - It was important to me in that it has helped me to gain some experience in relation to my major. I'm a business administration major and being a student manager has allowed me to supervise staff and work with them to make the store that I worked at look good as well as provide great customer service so as to enable customers to return to the shop and continue buying our products.

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Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

*For each of the items below, please indicate how often you have engaged in each activity **either in or out of the classroom** and indicate how effectively you do each activity.*

HOW FREQUENTLY

	Never	Rarely	Sometimes	Often	No response	Mean
Participate in a debate or discussion						
First-Year Students	15 (8%)	20 (11%)	70 (38%)	53 (29%)	27 (15%)	3.02
Seniors	5 (3%)	28 (14%)	67 (34%)	69 (35%)	29 (15%)	3.18
Make a speech to a group						
First-Year Students	11 (6%)	63 (34%)	67 (36%)	16 (9%)	28 (15%)	2.56
Seniors	11 (6%)	51 (26%)	83 (42%)	24 (12%)	29 (15%)	2.71
Use numerical data to make decisions						
First-Year Students	9 (5%)	50 (27%)	65 (35%)	33 (18%)	28 (15%)	2.78
Seniors	12 (6%)	39 (20%)	64 (32%)	54 (27%)	29 (15%)	2.95
Use information from a variety of different resources (books, journals, magazines, Internet, data bases, etc.) to write a report.						
First-Year Students	2 (1%)	12 (7%)	58 (31%)	85 (46%)	28 (15%)	3.44
Seniors	2 (1%)	3 (2%)	46 (23%)	118 (60%)	29 (15%)	3.66
Write a paper or report that presents a point of view						
First-Year Students	0 (0%)	10 (5%)	54 (29%)	93 (50%)	28 (15%)	3.53
Seniors	2 (1%)	12 (6%)	63 (32%)	92 (47%)	29 (15%)	3.45
Incorporate feedback from others in revising a report or presentation						
First-Year Students	3 (2%)	29 (16%)	60 (32%)	66 (36%)	27 (15%)	3.20
Seniors	6 (3%)	24 (12%)	74 (37%)	64 (32%)	30 (15%)	3.17
Reconsider my point of view about an important issue based on information that I gather						
First-Year Students	0 (0%)	17 (9%)	75 (41%)	65 (35%)	28 (15%)	3.31
Seniors	2 (1%)	13 (7%)	80 (40%)	73 (37%)	30 (15%)	3.33

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity., continued:

HOW FREQUENTLY, continued:

	Never	Rarely	Sometimes	Often	No response	Mean
Lead a group project						
First-Year Students	15 (8%)	26 (14%)	86 (47%)	32 (17%)	26 (14%)	2.85
Seniors	5 (3%)	18 (9%)	80 (40%)	64 (32%)	31 (16%)	3.22
Work in groups of people who differ from me in terms of education, political orientation, points of view, etc.						
First-Year Students	3 (2%)	13 (7%)	63 (34%)	80 (43%)	26 (14%)	3.38
Seniors	2 (1%)	9 (5%)	64 (32%)	92 (47%)	31 (16%)	3.47
Evaluate the credibility of information sources						
First-Year Students	8 (4%)	23 (12%)	74 (40%)	54 (29%)	26 (14%)	3.09
Seniors	3 (2%)	19 (10%)	59 (30%)	86 (43%)	31 (16%)	3.37
Discuss the ethical consequences of a course of action						
First-Year Students	10 (5%)	20 (11%)	73 (40%)	56 (30%)	26 (14%)	3.10
Seniors	3 (2%)	21 (11%)	66 (33%)	77 (39%)	31 (16%)	3.30
Creatively think about new ideas or ways to improve things						
First-Year Students	1 (1%)	23 (12%)	58 (31%)	76 (41%)	27 (15%)	3.32
Seniors	2 (1%)	7 (4%)	52 (26%)	106 (54%)	31 (16%)	3.57
Critically evaluate different approaches to a problem						
First-Year Students	0 (0%)	25 (14%)	58 (31%)	76 (41%)	26 (14%)	3.32
Seniors	2 (1%)	10 (5%)	62 (31%)	93 (47%)	31 (16%)	3.47
Discuss complex problems with others to develop a better solution						
First-Year Students	4 (2%)	23 (12%)	59 (32%)	72 (39%)	27 (15%)	3.26
Seniors	2 (1%)	13 (7%)	66 (33%)	85 (43%)	32 (16%)	3.41

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity., continued:

HOW EFFECTIVELY

	Not able to effectively (1)	(2)	Able to do somewhat effectively (3)	(4)	Able to do effectively (5)	No response	Mean
Participate in a debate or discussion							
First-Year Students	2 (1%)	9 (5%)	34 (18%)	61 (33%)	40 (22%)	39 (21%)	3.88
Seniors	1 (1%)	7 (4%)	49 (25%)	61 (31%)	47 (24%)	33 (17%)	3.88
Make a speech to a group							
First-Year Students	6 (3%)	19 (10%)	45 (24%)	40 (22%)	39 (21%)	36 (20%)	3.58
Seniors	2 (1%)	12 (6%)	49 (25%)	57 (29%)	39 (20%)	39 (20%)	3.75
Use numerical data to make decisions							
First-Year Students	5 (3%)	15 (8%)	49 (27%)	47 (25%)	35 (19%)	34 (18%)	3.61
Seniors	3 (2%)	14 (7%)	38 (19%)	61 (31%)	42 (21%)	40 (20%)	3.79
Use information from a variety of different resources (books, journals, magazines, Internet, data bases, etc.) to write a report							
First-Year Students	3 (2%)	7 (4%)	28 (15%)	57 (31%)	62 (34%)	28 (15%)	4.07
Seniors	0 (0%)	4 (2%)	15 (8%)	63 (32%)	86 (43%)	30 (15%)	4.38
Write a paper or report that presents a point of view							
First-Year Students	0 (0%)	9 (5%)	23 (12%)	60 (32%)	68 (37%)	25 (14%)	4.17
Seniors	0 (0%)	6 (3%)	22 (11%)	60 (30%)	80 (40%)	30 (15%)	4.27
Incorporate feedback from others in revising a report or presentation							
First-Year Students	1 (1%)	9 (5%)	43 (23%)	56 (30%)	48 (26%)	28 (15%)	3.90
Seniors	1 (1%)	7 (4%)	28 (14%)	65 (33%)	63 (32%)	34 (17%)	4.11
Reconsider my point of view about an important issue based on information that I gather							
First-Year Students	1 (1%)	9 (5%)	38 (21%)	53 (29%)	57 (31%)	27 (15%)	3.99
Seniors	0 (0%)	3 (2%)	38 (19%)	64 (32%)	63 (32%)	30 (15%)	4.11

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity., continued:

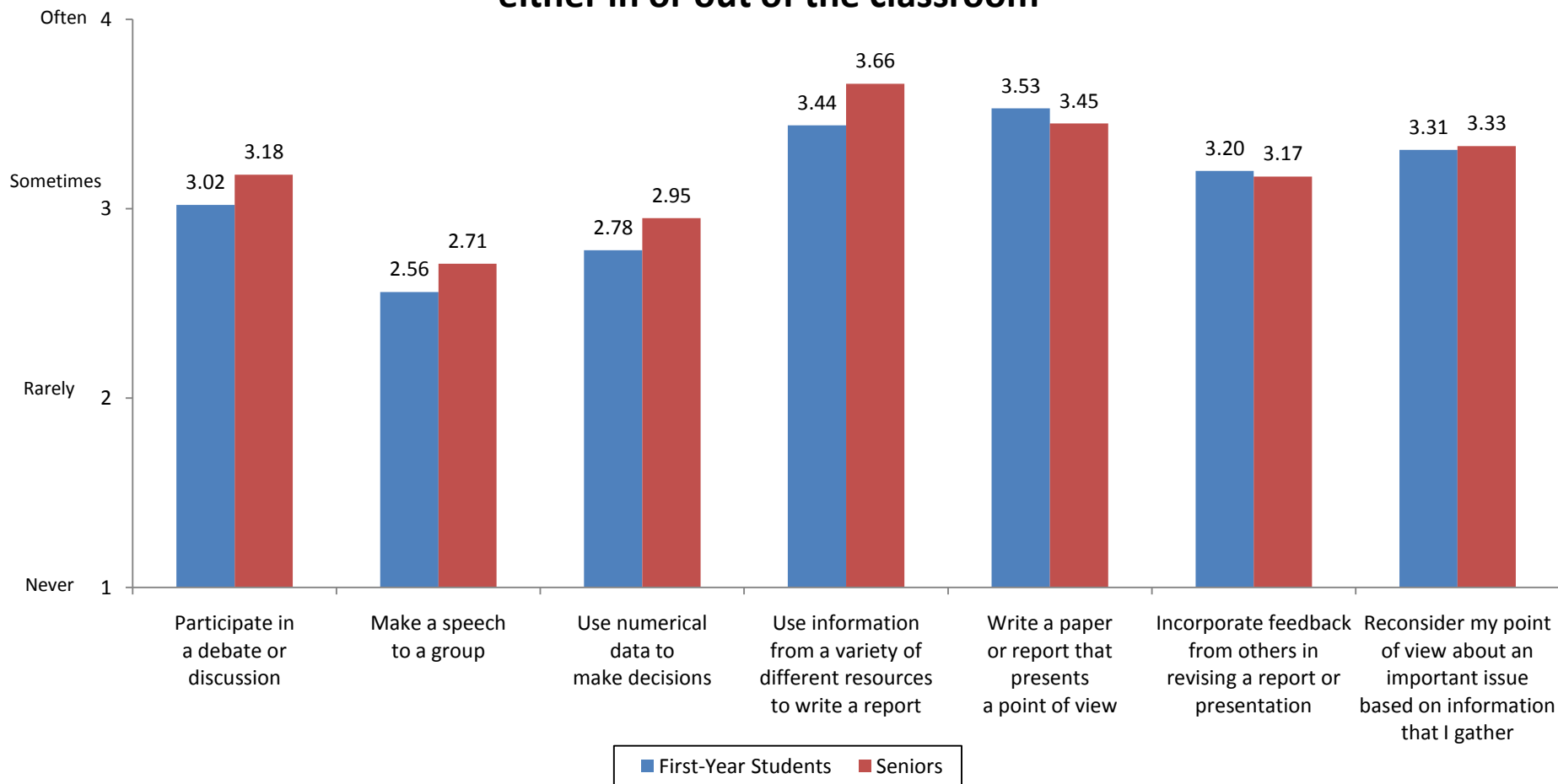
HOW EFFECTIVELY, continued

	Not able to effectively (1)	(2)	Able to do somewhat effectively (3)	(4)	Able to do effectively (5)	No response	Mean
Lead a group project							
First-Year Students	1 (1%)	7 (4%)	31 (17%)	59 (32%)	49 (27%)	38 (21%)	4.01
Seniors	1 (1%)	8 (4%)	20 (10%)	66 (33%)	67 (34%)	36 (18%)	4.17
Work in groups of people who differ from me in terms of education, political orientation, points of view, etc.							
First-Year Students	0 (0%)	5 (3%)	31 (17%)	56 (30%)	66 (36%)	27 (15%)	4.16
Seniors	0 (0%)	4 (2%)	27 (14%)	65 (33%)	69 (35%)	33 (17%)	4.21
Evaluate the credibility of information sources							
First-Year Students	3 (2%)	3 (2%)	43 (23%)	61 (33%)	43 (23%)	32 (17%)	3.90
Seniors	0 (0%)	5 (3%)	33 (17%)	68 (34%)	58 (29%)	34 (17%)	4.09
Discuss the ethical consequences of a course of action							
First-Year Students	1 (1%)	7 (4%)	36 (20%)	47 (25%)	60 (32%)	34 (18%)	4.05
Seniors	0 (0%)	4 (2%)	27 (14%)	56 (28%)	77 (39%)	34 (17%)	4.26
Creatively think about new ideas or ways to improve things							
First-Year Students	1 (1%)	5 (3%)	33 (18%)	59 (32%)	60 (32%)	27 (15%)	4.09
Seniors	1 (1%)	2 (1%)	26 (13%)	61 (31%)	75 (38%)	33 (17%)	4.25
Critically evaluate different approaches to a problem							
First-Year Students	0 (0%)	8 (4%)	31 (17%)	66 (36%)	56 (30%)	24 (13%)	4.06
Seniors	0 (0%)	2 (1%)	36 (18%)	64 (32%)	63 (32%)	33 (17%)	4.14
Discuss complex problems with others to develop a better solution							
First-Year Students	0 (0%)	6 (3%)	28 (15%)	68 (37%)	55 (30%)	28 (15%)	4.10
Seniors	0 (0%)	5 (3%)	31 (16%)	64 (32%)	66 (33%)	32 (16%)	4.15

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 1 of 2

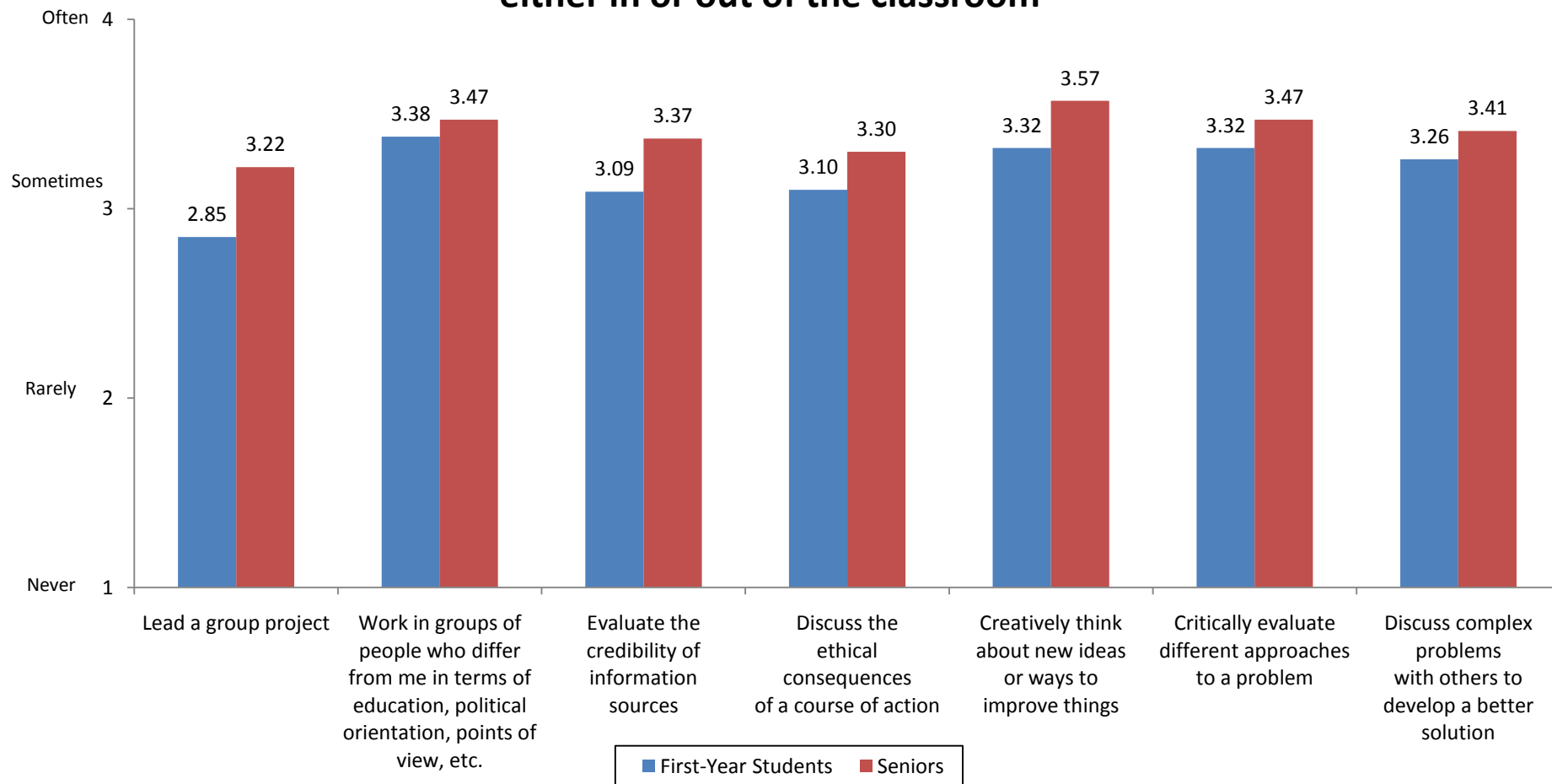
**How frequently do you engage in each activity
either in or out of the classroom**



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 2 of 2

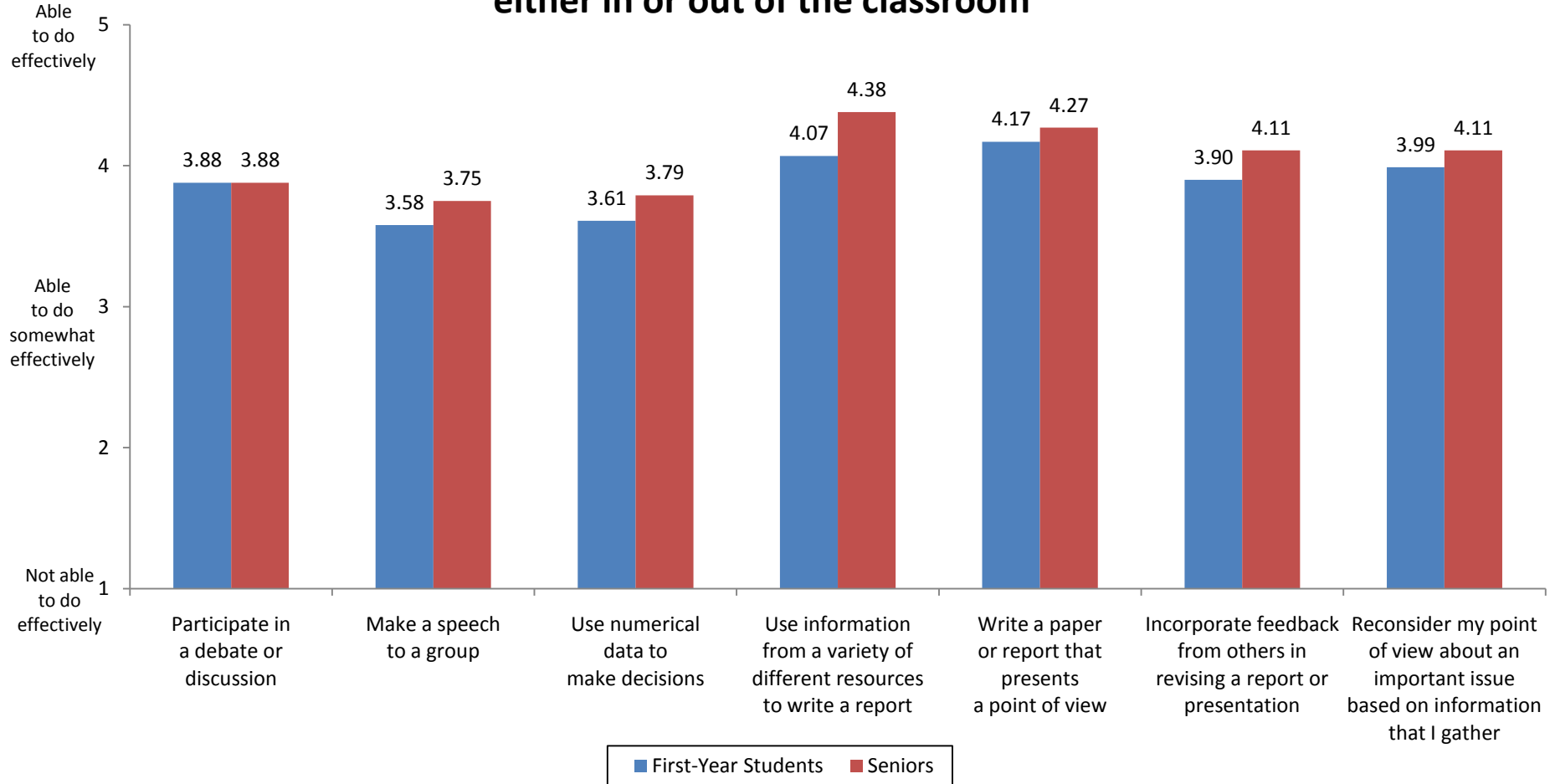
**How frequently do you engage in each activity
either in or out of the classroom**



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 1 of 2

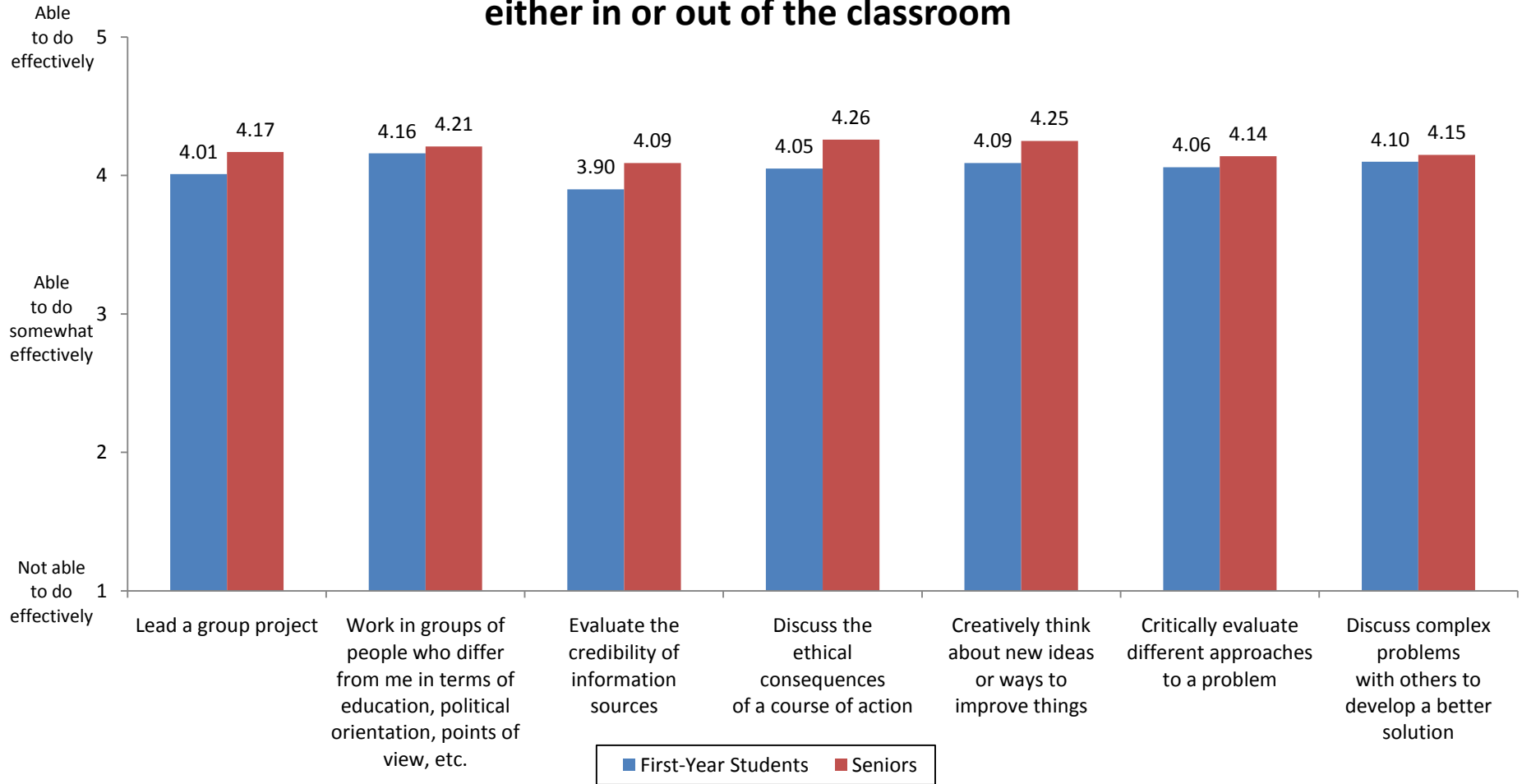
**How effectively have you done in each activity
either in or out of the classroom**



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 2 of 2

**How effectively have you done in each activity
either in or out of the classroom**



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%)
and Seniors (168/362 or 46%)

*For each of the items below, please indicate how often you have engaged in each activity **either in or out of the classroom** and indicate how effectively you do each activity.*

	First-Year Students		Seniors	
	Frequently	Effectively	Frequently	Effectively
Participate in a debate or discussion	3.02	3.88	3.18	3.88
Make a speech to a group	2.56	3.58	2.71	3.75
Use numerical data to make decisions	2.78	3.61	2.95	3.79
Use information from a variety of different resources (books, journals, magazines, Internet, data bases, etc.) to write a report	3.44	4.07	3.66	4.38
Write a paper or report that presents a point of view	3.53	4.17	3.45	4.27
Incorporate feedback from others in revising a report of presentation	3.20	3.90	3.17	4.11
Reconsider my point of view about an important issue based on information I gather	3.31	3.99	3.33	4.11
Lead a group project	2.85	4.01	3.22	4.17
Work in groups of people who differ from me in terms of education, political orientation, points of view, etc.	3.38	4.16	3.47	4.21
Evaluate the credibility of information sources	3.09	3.90	3.37	4.09
Discuss the ethical consequences of a course of action	3.10	4.05	3.30	4.26
Creatively think about new ideas or ways to improve things	3.32	4.09	3.57	4.25
Critically evaluate different approaches to a problem	3.32	4.06	3.47	4.14
Discuss complex problems with others to develop a better solution	3.26	4.10	3.41	4.15

NOTE: Frequently is based on a four-point scale (4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never) while effectiveness is based on a five-point scale (5 = Able to do effectively, 3 = Able to do somewhat effectively, and 1 = Not able to do effectively).

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

For each of the items below, please indicate how often you have engaged in each activity and indicate how effectively you do each activity.

HOW FREQUENTLY

	Never	Rarely	Sometimes	Often	No response	Mean
Create a plan to address an issue or a problem in your community (campus, local, etc.)						
First-Year Students	41 (22%)	58 (31%)	49 (27%)	11 (6%)	26 (14%)	2.19
Seniors	32 (16%)	52 (26%)	57 (29%)	25 (13%)	32 (16%)	2.45
Raise awareness about an issue or a problem						
First-Year Students	27 (15%)	44 (24%)	62 (34%)	26 (14%)	26 (14%)	2.55
Seniors	29 (15%)	38 (19%)	57 (29%)	42 (21%)	32 (16%)	2.67
Organize a group to address an issue or problem						
First-Year Students	62 (34%)	49 (27%)	35 (19%)	12 (7%)	27 (15%)	1.98
Seniors	49 (25%)	47 (24%)	46 (23%)	24 (12%)	32 (16%)	2.27
Identify others who could help deal with an issue or a problem in your community						
First-Year Students	30 (16%)	45 (24%)	51 (28%)	32 (17%)	27 (15%)	2.54
Seniors	27 (14%)	37 (19%)	61 (31%)	40 (20%)	33 (17%)	2.69
Present your opinion about an issue in the media (for example, blog, email, radio call-in, letter to editor)						
First-Year Students	51 (28%)	44 (24%)	39 (21%)	24 (13%)	27 (15%)	2.23
Seniors	54 (27%)	45 (23%)	40 (20%)	27 (14%)	32 (16%)	2.24
Organize a petition						
First-Year Students	90 (49%)	40 (22%)	22 (12%)	6 (3%)	27 (15%)	1.65
Seniors	99 (50%)	38 (19%)	18 (9%)	11 (6%)	32 (16%)	1.64

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

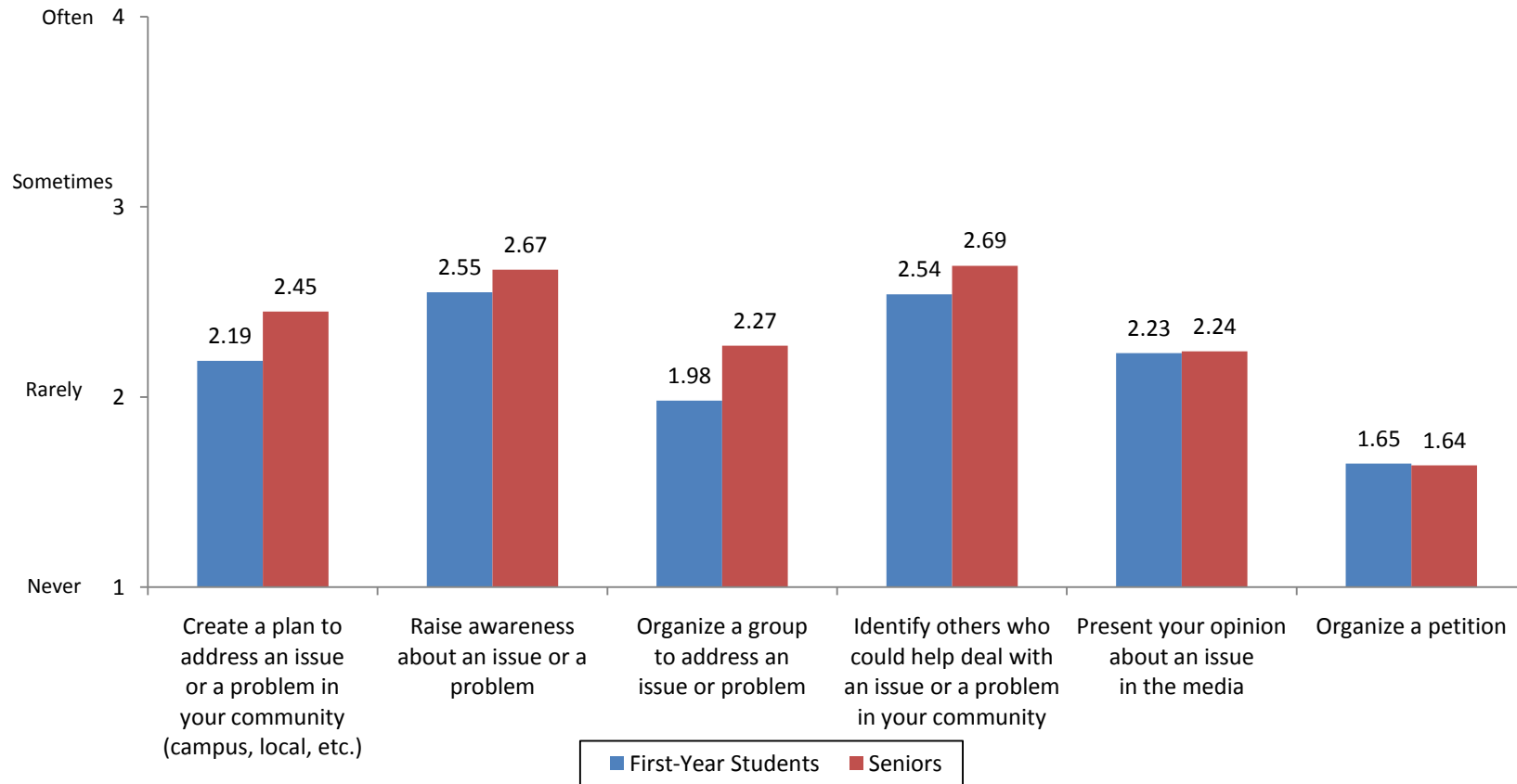
For each of the items below, please indicate how often you have engaged in each activity and indicate how effectively you do each activity., continued:

HOW EFFECTIVELY

	Not able to effectively (1)	(2)	Able to do somewhat effectively (3)	(4)	Able to do effectively (5)	No response	Mean
Create a plan to address an issue or a problem in your community (campus, local, etc.)							
First-Year Students	1 (1%)	13 (7%)	43 (23%)	40 (22%)	22 (12%)	66 (36%)	3.58
Seniors	2 (1%)	11 (6%)	35 (18%)	59 (30%)	26 (13%)	65 (33%)	3.72
Raise awareness about an issue or a problem							
First-Year Students	4 (2%)	10 (5%)	40 (22%)	42 (23%)	37 (20%)	52 (28%)	3.74
Seniors	1 (1%)	6 (3%)	43 (22%)	49 (25%)	36 (18%)	63 (32%)	3.84
Organize a group to address an issue or problem							
First-Year Students	4 (2%)	13 (7%)	28 (15%)	30 (16%)	23 (12%)	87 (47%)	3.56
Seniors	1 (1%)	4 (2%)	38 (19%)	43 (22%)	30 (15%)	82 (41%)	3.84
Identify others who could help deal with an issue or a problem in your community							
First-Year Students	3 (2%)	15 (8%)	45 (24%)	40 (22%)	27 (15%)	55 (30%)	3.56
Seniors	1 (1%)	6 (3%)	36 (18%)	49 (25%)	46 (23%)	60 (30%)	3.96
Present your opinion about an issue in the media (for example, blog, email, radio call-in, letter to editor)							
First-Year Students	3 (2%)	12 (7%)	32 (17%)	29 (16%)	32 (17%)	77 (42%)	3.69
Seniors	1 (1%)	5 (3%)	29 (15%)	42 (21%)	35 (18%)	86 (43%)	3.94
Organize a petition							
First-Year Students	3 (2%)	8 (4%)	17 (9%)	28 (15%)	14 (8%)	115 (62%)	3.60
Seniors	1 (1%)	3 (2%)	21 (11%)	23 (12%)	19 (10%)	131 (66%)	3.84

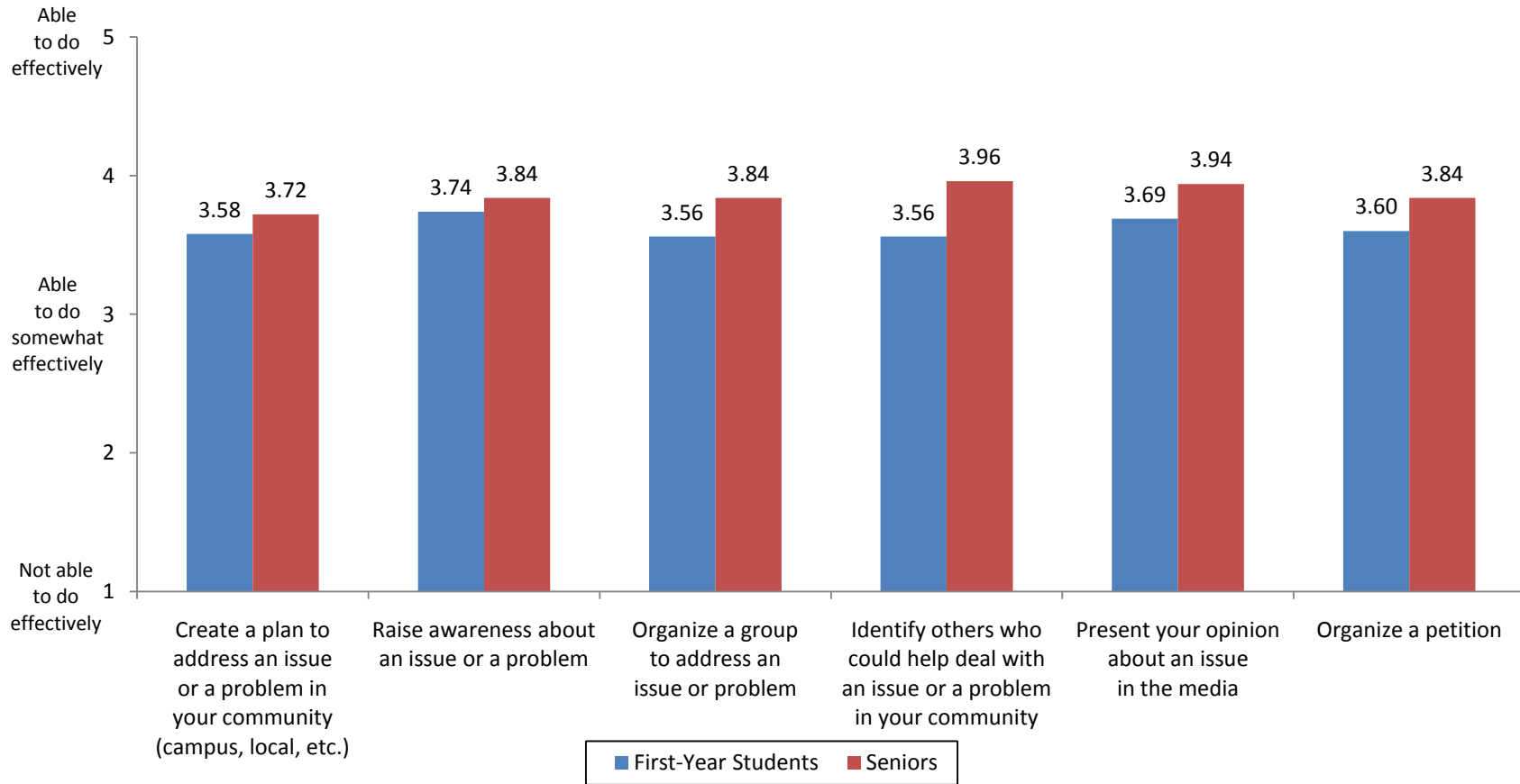
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

How frequently do you engage in each activity



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

How effectively have you done in each activity



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%)
and Seniors (168/362 or 46%)

For each of the items below, please indicate how often you have engaged in each activity and indicate how effectively you do each activity.

	First-Year Students		Seniors	
	Frequently	Effectively	Frequently	Effectively
Create a plan to address an issue or a problem in your community (campus, local, etc.)	2.19	3.58	2.45	3.72
Raise awareness about an issue or a problem	2.55	3.74	2.67	3.84
Organize a group to address an issue or problem	1.98	3.56	2.27	3.84
Identify others who could help deal with an issue or a problem in your community	2.54	3.56	2.69	3.96
Present your opinion about an issue in the media (for example, blog, email, radio call-in, letter to editor)	2.23	3.69	2.24	3.94
Organize a petition	1.65	3.60	1.64	3.84

NOTE: Frequently is based on a four-point scale (4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never) while effectiveness is based on a five-point scale (5 = Able to do effectively, 3 = Able to do somewhat effectively, and 1 =Not able to do effectively)