

Berea Students Rate High in Academic Engagement

Compared to national norms, Berea students' ratings of engagement were outstanding related to understanding and interacting with people from different backgrounds, ethnic groups, or those with opinions and ideas different from their own. Berea students also reported significantly higher levels of synthesizing and applying knowledge, reading, writing, internship participation, study abroad, and community service. These findings are part of the results of the National Survey of Student Engagement (NSSE) administered to freshmen and seniors in Spring Term 2003. The Lumina Foundation funded the survey as part of a larger study aimed at understanding the relationship of work and learning at the work colleges.

The NSSE measures the extent to which students are involved in educational practices related to high levels of learning and development. It has a strong national reputation and is often used as evidence of institutional effectiveness.

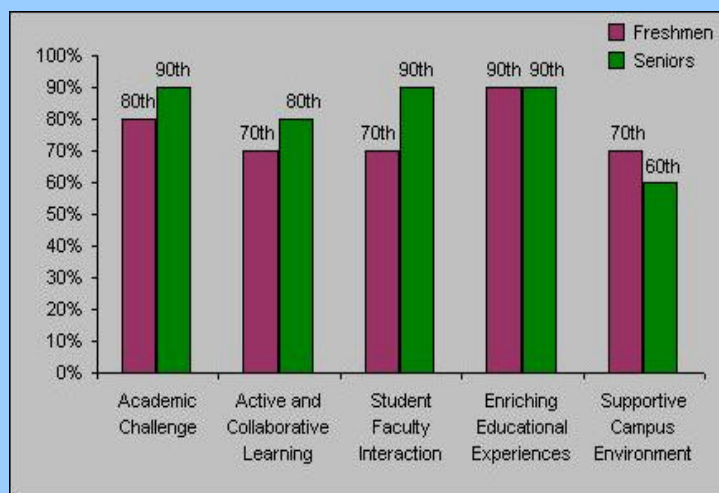
Overall, Berea seniors rated survey items related to *academic challenge*, *active and collaborative learning*, and *student-faculty interaction* higher than did Berea freshmen. Both freshmen and seniors had similar ratings for items within the category of *enriching educational experiences*. Also, the ratings of both Berea seniors and freshmen ranked very favorably compared to students at other *Baccalaureate General* institutions (our Carnegie category that includes schools that grant the majority of their degrees in what are considered the non-liberal arts majors like nursing, education, business, industrial arts).

When compared to liberal arts colleges, including 14 of Berea's benchmark institutions (those we use for faculty salary comparisons), our students' ratings ranked somewhat lower in most categories but higher in the category of *active and collaborative learning*.

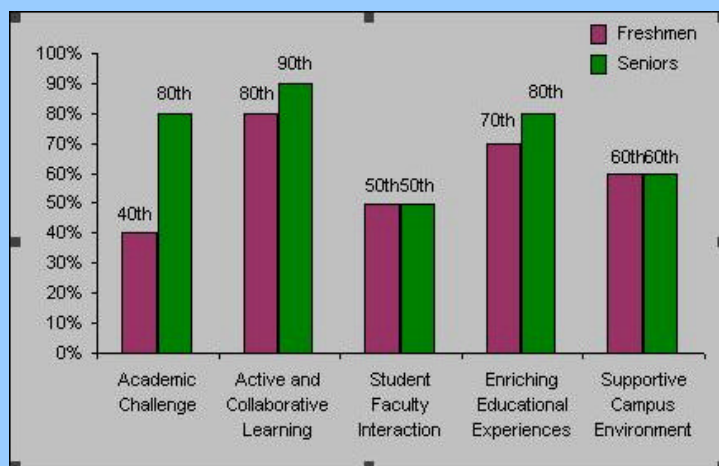
Response from the Provost's Committee

These results are relevant to our commitment to provide a top quality liberal arts education to our students. They will be the subject of conversations in a variety of areas including academic programs, academic support services, student life, and student government. We'll need to work together to understand the reasons why our students' ratings are high in some areas and not as high in others. We believe that improvement, where needed, will flow from both a shared understanding and the willingness of all parties to engage in dialog and problem-solving.

How Berea Students' NSSE Ratings Ranked Among
Among *Baccalaureate General* Colleges
(Our Carnegie Classification)



How Berea Students' NSSE Ratings Ranked Among
Among *Liberal Arts* Colleges



We will be sending more Study Briefs over the next few weeks. Please send your ideas, comments, or questions to Judith Weckman. Also, feel free to contact any of the Provost's Committee members listed below.

This study summary is provided by the Office of Institutional Research and Assessment
Berea College CPO 2177, Phone: (859) 985-3790

Provost Committee Members:

Dave Porter, Provost
Joe Bagnoli, Associate Provost
Jamie Ealy, Director of Admissions

Stephanie Browner, Dean of the Faculty
Jackie Burnside, Associate Dean of the Faculty
Delphia Canterbury, Staff Support

Gail Wolford, Vice President for Labor and Student Life
Don Hudson, Associate Provost for Advising & Academic Success
Judith Weckman, Director of Institutional Research & Assessment

The College Student Report 2003

National Survey of Student Engagement

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often	Often	Some- times	Never
	▼	▼	▼	▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often	Often	Some- times	Never
	▼	▼	▼	▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
	▼	▼	▼	▼
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

Very little Very much

▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼

1 2 3 4 5 6 7

4 During the current *school year*, about how much reading and writing have you done?

									More than 20
									Between 11 and 20
									Between 5 and 10
									Between 1 and 4
									None

- a. Number of assigned textbooks, books, or book-length packs of course readings
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- c. Number of written papers or reports of **20 pages or more**
- d. Number of written papers or reports **between 5 and 19 pages**
- e. Number of written papers or reports of **fewer than 5 pages**

5 In a *typical week*, how many homework *problem sets* do you complete?

	None	1-2	3-4	5-6	More than 6
	▼	▼	▼	▼	▼
a. Number of <i>problem sets</i> that take you more than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of <i>problem sets</i> that take you less than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 In a *typical week*, how many homework *problems* take you more than 15 minutes each to complete?

None	1-3	4-6	7-10	More than 10
▼	▼	▼	▼	▼
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Which of the following have you done or do you plan to do before you graduate from your institution?

	Yes	No	Undecided
	▼	▼	▼
a. Practicum, internship, field experience, co-op experience, or clinical assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work on a research project with a faculty member outside of course or program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Foreign language coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Independent study or self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with:

<p>a. Other Students</p> <p>Friendly, Supportive, Sense of Belonging</p> <p>▼</p> <p>7 <input type="checkbox"/></p> <p>6 <input type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>4 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>▲</p> <p>Unfriendly, Unsupportive, Sense of Alienation</p>	<p>b. Faculty Members</p> <p>Available, Helpful, Sympathetic</p> <p>▼</p> <p>7 <input type="checkbox"/></p> <p>6 <input type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>4 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>▲</p> <p>Unavailable, Unhelpful, Unsympathetic</p>	<p>c. Administrative Personnel and Offices</p> <p>Helpful, Considerate, Flexible</p> <p>▼</p> <p>7 <input type="checkbox"/></p> <p>6 <input type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>4 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>▲</p> <p>Unhelpful, Inconsiderate, Rigid</p>
---	---	---

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

# of hours per week	More than 30						
	26-30	21-25	16-20	11-15	6-10	1-5	0
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working for pay on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working for pay off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 To what extent does your institution emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing the support you need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Voting in local, state, or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 Overall, how would you evaluate the quality of academic advising you have received at your institution?

- Excellent
- Good
- Fair
- Poor

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

- Excellent
- Good
- Fair
- Poor

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

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

15 Write in your year of birth:

16 Your sex
 Male Female

17 Are you an international student or foreign national?
 Yes No

18 Are you of Hispanic, Latino, or Spanish origin?
 Yes No

19 What is your racial or ethnic identification?
(Mark all that apply.)

- American Indian or other Native American
- Asian American or Pacific Islander
- Black or African American
- White
- Other:

20 What is your current classification in college?

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

21 Did you begin college at your current institution or elsewhere?
 Started here Started elsewhere

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

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

23 Thinking about this current academic term, how would you characterize your enrollment?
 Full-time Less than full-time

24 Are you a member of a social fraternity or sorority?
 Yes No

25 Are you a student-athlete on a team sponsored by your institution's athletics department?
 Yes No

26 What have most of your grades been up to now at this institution?
 A B-, C+
 A-, B+ C, C-, or lower
 B

27 Which of the following best describes where you are living now while attending college?
 Dormitory or other campus housing (not fraternity/sorority house)
 Residence (house, apartment, etc.) within **walking distance** of the institution
 Residence (house, apartment, etc.) within **driving distance**
 Fraternity or sorority house

28 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father Mother



- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Did not finish high school |
| <input type="checkbox"/> | <input type="checkbox"/> | Graduated from high school |
| <input type="checkbox"/> | <input type="checkbox"/> | Attended college but did not complete degree |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed an Associate's degree (A.A., A.S., etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a Bachelor's degree (B.A., B.S., etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a Master's degree (M.A., M.S., etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a Doctoral degree (Ph.D., J.D., M.D., etc.) |

29 Please print your primary major, or your expected primary major.

30 If applicable, please print your second major or your expected second major (*not* minor, concentration, etc.).

THANKS FOR SHARING YOUR VIEWS!

After completing The Report, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, Ashton Aley Hall, 1913 East Seventh Street, Bloomington IN 47405 or nsse@indiana.edu or www.iub.edu/~nsse. Copyright © 2002 Indiana University.

Work Colleges Consortium Questions for the National Survey of Student Engagement

DIRECTIONS: The following questions are being asked of students of the six work colleges in the US. This is your opportunity to rate your unique educational experience of being a student at a work college. Please respond to each question below by considering *the overall work/internship experience you have had as part of your college's requirements*. Please do not include other work experiences that were unrelated to your college's program. Use the following 5-point scale:

Agree Completely **Agree Somewhat** **Neutral** **Disagree Somewhat** **Completely Disagree**
A **B** **C** **D** **E**

1. Overall, I am satisfied with the work assignment(s) I have had at my college.
2. I believe my work is valuable.
3. Going to a work college helps me develop a strong work ethic.
4. My work has contributed to my academic success.
5. I apply what I learn in my academic courses to my work.
6. Going to a work college helps me learn the value of community service.
7. My work college experience has helped me learn from many different types of people.
8. My work affects my overall college experience in a positive way.
9. I never think about how my work affects my college experience.
10. One of the reasons I chose to attend this college was because of its work program.
11. My experiences in the work program have affected my decision to remain at this college rather than withdraw or transfer.
12. My work program experiences have influenced my choice of academic major.
13. My experience in the work program has influenced my career goals.
14. I have become a more productive worker because of my work college experience.
15. My participation in the work program will increase my value in the job market.
16. By attending a work college, I have learned that there is dignity in all types of work.

Agree Completely **Agree Somewhat** **Neutral** **Disagree Somewhat** **Completely Disagree** **Not Applicable**
A **B** **C** **D** **E** **F**

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

Please answer this last question about your family. Respond either Yes, No, or Don't Know:

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

THANK YOU!!!

**Berea College National Survey of Student Engagement (NSSE) Frequency Distribution of Background Items
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac -LA	NSSE 2003	Berea College	Bac-Gen	Bac - LA	NSSE 2003
15. Age	19 or younger	59%	53%	63%	59%	0%	0%	1%	0%
	20-23	35%	37%	36%	36%	82%	53%	83%	59%
	24-29	4%	3%	0%	2%	16%	20%	10%	22%
	30-39	1%	4%	0%	2%	1%	12%	3%	9%
	40-55	1%	3%	0%	1%	1%	12%	2%	8%
	Over 55	0%	1%	0%	0%	0%	2%	1%	1%
16. Sex	Male	34%	30%	35%	34%	31%	31%	34%	34%
	Female	66%	70%	65%	66%	69%	69%	66%	66%
17. Are you an international student or foreign	No	89%	93%	95%	95%	89%	94%	95%	95%
	Yes	11%	7%	5%	5%	11%	6%	5%	5%
18. Are you of Hispanic, Latino, or Spanish	No	97%	93%	96%	92%	99%	93%	96%	92%
	Yes	3%	7%	4%	8%	1%	7%	4%	8%
19. What is your racial or ethnic identification? (Mark all that apply.)	American	4%	2%	2%	2%	6%	2%	2%	2%
	Asian American, Pacific Islander	5%	4%	5%	6%	3%	4%	6%	6%
	Black or African American	18%	11%	6%	8%	15%	13%	5%	8%
	White	70%	79%	84%	78%	77%	78%	85%	79%
	Other	0%	1%	1%	1%	1%	1%	1%	1%
Multiple racial or ethnic identifications	Single race or ethnicity	87%	92%	94%	91%	83%	93%	94%	92%
	More than one race or ethnicity	7%	5%	6%	6%	10%	5%	6%	6%
20. What is your current classification in college?	Freshman/first-year	84%	88%	93%	90%	0%	0%	1%	0%
	Sophomore	16%	8%	5%	8%	0%	0%	0%	0%
	Junior	0%	2%	1%	1%	0%	3%	2%	3%
	Senior	0%	1%	1%	1%	99%	93%	96%	93%
	Unclassified	0%	2%	0%	1%	1%	3%	1%	3%
21. Did you begin college at your current institution	Started here	88%	89%	96%	92%	86%	58%	83%	62%
	Started elsewhere	12%	11%	4%	8%	14%	42%	17%	38%

**Berea College National Survey of Student Engagement (NSSE) Frequency Distribution of Background Items
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac -LA	NSSE 2003	Berea College	Bac-Gen	Bac - LA	NSSE 2003
22. Since high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)	Vocational-technical	4%	5%	1%	3%	3%	11%	3%	7%
	Community or junior college	7%	8%	5%	8%	12%	31%	18%	33%
	Other 4-year college	8%	7%	4%	5%	14%	27%	16%	25%
	None	78%	78%	86%	82%	65%	44%	64%	46%
	Other school	4%	3%	2%	2%	9%	5%	6%	5%
23. How would you characterize your enrollment this term?	Less than full-time	0%	6%	1%	4%	1%	19%	8%	17%
	Full-time	100%	94%	99%	96%	99%	81%	92%	83%
24. Are you member of a social fraternity or sorority?	No	100%	95%	85%	90%	97%	91%	79%	87%
	Yes	0%	5%	15%	10%	3%	9%	21%	13%
25. Are you a student-athlete on a team sponsored by the athletics department?	No	85%	83%	75%	87%	82%	90%	82%	92%
	Yes	15%	17%	25%	13%	18%	10%	18%	8%
26. What have most of your grades been up to now at this institution?	C, C-, or lower	5%	5%	4%	5%	1%	1%	1%	2%
	B-, C+	16%	15%	13%	15%	17%	10%	9%	12%
	B	22%	21%	22%	21%	25%	18%	20%	20%
	B+	25%	19%	23%	21%	21%	20%	24%	21%
	A-	18%	18%	21%	18%	21%	21%	25%	20%
	A	14%	23%	17%	20%	15%	30%	21%	25%
27. Which of the following best describes where you are living now while attending college?	Dormitory, campus housing	91%	67%	90%	70%	75%	26%	49%	21%
	Residence, walking distance	5%	4%	3%	4%	15%	13%	21%	19%
	Residence, driving distance	4%	29%	6%	25%	10%	60%	26%	58%
	Fraternity, sorority house	0%	0%	1%	1%	0%	1%	4%	2%

**Berea College National Survey of Student Engagement (NSSE) Frequency Distribution of Background Items
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac -LA	NSSE 2003	Berea College	Bac-Gen	Bac - LA	NSSE 2003
28a. Father's educational attainment	Did not finish high school	15%	9%	3%	7%	10%	13%	5%	10%
	Graduated from high school	37%	29%	16%	22%	31%	29%	16%	23%
	Attended college, no degree	17%	15%	13%	15%	19%	16%	12%	15%
	Completed Associate's degree	4%	9%	6%	8%	10%	8%	7%	8%
	Completed Bachelor's degree	13%	22%	28%	26%	18%	19%	27%	24%
	Completed Master's degree	11%	12%	21%	15%	7%	11%	20%	14%
	Completed Doctoral degree	3%	4%	13%	7%	3%	4%	13%	7%
28b. Mother's educational attainment	Did not finish high school	12%	7%	3%	6%	12%	10%	4%	8%
	Graduated from high school	27%	29%	16%	23%	33%	32%	19%	27%
	Attended college, no degree	22%	18%	14%	17%	24%	15%	13%	15%
	Completed Associate's degree	13%	12%	10%	12%	9%	12%	11%	12%
	Completed Bachelor's degree	17%	23%	32%	27%	18%	21%	28%	23%
	Completed Master's degree	9%	10%	20%	14%	4%	9%	21%	13%
	Completed Doctoral degree	0%	1%	4%	2%	1%	1%	3%	2%
29. Primary major or expected primary major, in collapsed categories	Arts and humanities	17%	11%	22%	14%	12%	12%	26%	15%
	Biological science	7%	6%	14%	8%	11%	6%	12%	7%
	Business	11%	16%	8%	15%	13%	26%	10%	19%
	Education	10%	18%	6%	11%	10%	16%	5%	11%
	Engineering	0%	2%	2%	6%	0%	3%	1%	5%
	Physical science	8%	3%	7%	3%	10%	2%	7%	3%
	Professional	8%	12%	3%	10%	5%	7%	1%	6%
	Social science	15%	10%	23%	13%	17%	12%	28%	15%
	Undecided	15%	17%	8%	15%	23%	16%	11%	17%
Other	7%	5%	7%	5%	0%	0%	0%	0%	

**Berea College National Survey of Student Engagement (NSSE) Frequency Distribution of Background Items
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac -LA	NSSE 2003	Berea College	Bac-Gen	Bac - LA	NSSE 2003
30. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	Arts and humanities	7%	7%	29%	9%	5%	4%	26%	5%
	Biological science	1%	2%	5%	2%	0%	1%	3%	1%
	Business	3%	6%	5%	5%	3%	5%	5%	4%
	Education	4%	5%	5%	3%	3%	4%	5%	3%
	Engineering	1%	0%	0%	1%	0%	0%	0%	0%
	Physical science	4%	2%	6%	2%	2%	1%	5%	1%
	Professional	3%	3%	3%	2%	0%	1%	1%	1%
	Social science	7%	5%	18%	6%	3%	3%	17%	4%
	Undecided	7%	5%	6%	5%	3%	4%	6%	3%
	Other	22%	14%	24%	14%	27%	12%	31%	13%
	No second major indicated	43%	52%		50%	55%	65%		65%
Institution reported gender	Male	35%	31%	36%	34%	31%	31%	35%	34%
	Female	65%	69%	64%	66%	69%	69%	65%	66%
Institution reported race or ethnicity	African American/Black	19%	9%	4%	7%	10%	11%	3%	7%
	American Indian/Alaska Native	0%	0%	1%	1%	0%	0%	1%	1%
	Asian/Pacific Islander	2%	3%	4%	5%	1%	3%	5%	4%
	Caucasian/White	69%	76%	80%	75%	73%	76%	82%	76%
	Hispanic	2%	6%	4%	7%	0%	5%	3%	6%
	Other	0%	1%	1%	1%	0%	1%	1%	1%
	Multi-racial	9%	2%	2%	1%	10%	2%	2%	2%
	Foreign	0%	0%	1%	0%	0%	0%	1%	0%
Unknown	0%	3%	4%	4%	5%	2%	3%	3%	
Mode of completion	Paper	0%	47%	30%	42%	0%	60%	42%	55%
	Web	100%	53%	70%	58%	100%	40%	58%	45%

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
Academic and Intellectual Experiences: <i>In your experience at your institution during the current school year, about how often have you done each of the following?</i>									
1a. Asked questions in class or contributed to class discussions	Never = 1	1%	2%	1%	3%	0%	1%	1%	2%
	Sometimes = 2	20%	34%	27%	36%	15%	21%	20%	25%
	Often = 3	36%	36%	35%	35%	26%	33%	29%	32%
	Very often = 4	43%	28%	36%	26%	59%	45%	50%	41%
	Mean	3.21	2.89*** (0.37)	3.07	2.84*** (0.44)	3.45	3.22*** (0.28)	3.29	3.12*** (0.39)
b. Made a class presentation	Never = 1	7%	8%	11%	14%	0%	3%	2%	4%
	Sometimes = 2	56%	52%	60%	55%	24%	29%	36%	33%
	Often = 3	30%	30%	24%	24%	37%	41%	42%	39%
	Very often = 4	7%	9%	5%	7%	39%	28%	21%	24%
	Mean	2.37	2.41	2.23	2.24* (0.17)	3.16	2.95** (0.26)	2.81	2.84*** (0.38)
c. Prepared two or more drafts of a paper or assignment before turning it in	Never = 1	18%	11%	12%	12%	13%	14%	17%	16%
	Sometimes = 2	36%	31%	33%	31%	44%	37%	40%	38%
	Often = 3	29%	32%	30%	32%	29%	28%	25%	27%
	Very often = 4	17%	27%	24%	25%	13%	21%	18%	20%
	Mean	2.44	2.75*** (-0.32)	2.65	2.7*** (-0.26)	2.43	2.56	2.42	2.51
d. Worked on a paper or project that required integrating ideas or information from various sources	Never = 1	0%	1%	1%	2%	0%	1%	0%	1%
	Sometimes = 2	18%	20%	19%	22%	8%	11%	9%	12%
	Often = 3	47%	46%	43%	44%	34%	39%	35%	39%
	Very often = 4	35%	33%	36%	32%	59%	49%	56%	48%
	Mean	3.17	3.11	3.15	3.06* (0.14)	3.51	3.36** (0.21)	3.46	3.34** (0.23)
e. Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments	Never = 1	2%	6%	4%	7%	2%	6%	4%	7%
	Sometimes = 2	17%	38%	31%	35%	13%	35%	30%	35%
	Often = 3	29%	36%	37%	36%	40%	35%	35%	33%
	Very often = 4	52%	20%	28%	22%	45%	25%	30%	25%
	Mean	3.30	2.7*** (0.71)	2.89	2.73*** (0.66)	3.27	2.78*** (0.56)	2.92	2.75*** (0.58)
f. Came to class without completing readings or assignments	Never = 1	12%	24%	20%	21%	14%	23%	16%	19%
	Sometimes = 2	74%	61%	64%	61%	65%	61%	64%	62%
	Often = 3	12%	11%	12%	13%	17%	12%	14%	14%
	Very often = 4	2%	4%	4%	5%	4%	5%	5%	6%
	Mean	2.04	1.95	1.99	2.01	2.11	1.98* (0.19)	2.08	2.07
g. Worked with other students on projects during class	Never = 1	15%	11%	16%	12%	17%	8%	15%	11%
	Sometimes = 2	51%	48%	51%	49%	53%	44%	51%	45%
	Often = 3	28%	32%	26%	30%	24%	33%	26%	31%
	Very often = 4	6%	10%	6%	8%	6%	14%	8%	13%
	Mean	2.26	2.4* (-0.17)	2.22	2.34	2.21	2.54*** (-0.4)	2.27	2.46*** (-0.3)

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
h. Worked with classmates outside of class to prepare class assignments	Never = 1	4%	11%	6%	12%	3%	6%	5%	6%
	Sometimes = 2	40%	46%	44%	47%	31%	39%	39%	37%
	Often = 3	39%	31%	37%	31%	32%	36%	37%	35%
	Very often = 4	17%	12%	13%	11%	34%	19%	19%	22%
	Mean	2.68	2.43*** (0.29)	2.57	2.4*** (0.33)	2.97	2.69*** (0.33)	2.71	2.73*** (0.27)
i. Put together ideas or concepts from different courses when completing assignments or class discussions	Never = 1	4%	8%	7%	8%	1%	4%	2%	3%
	Sometimes = 2	45%	46%	42%	46%	31%	32%	28%	31%
	Often = 3	37%	35%	37%	34%	41%	44%	42%	42%
	Very often = 4	14%	11%	14%	11%	27%	21%	27%	23%
	Mean	2.63	2.49* (0.17)	2.59	2.49* (0.17)	2.94	2.82	2.93	2.85
j. Tutored or taught other students (paid or voluntary)	Never = 1	39%	52%	47%	51%	22%	42%	35%	43%
	Sometimes = 2	42%	33%	38%	34%	36%	36%	37%	35%
	Often = 3	13%	10%	10%	10%	17%	12%	15%	12%
	Very often = 4	6%	5%	5%	5%	25%	10%	13%	9%
	Mean	1.87	1.68** (0.22)	1.73	1.68** (0.22)	2.46	1.89*** (0.59)	2.05	1.87*** (0.61)
k. Participated in a community-based project as part of a regular course	Never = 1	61%	60%	64%	66%	42%	50%	54%	56%
	Sometimes = 2	29%	28%	26%	24%	36%	34%	33%	30%
	Often = 3	8%	8%	7%	7%	17%	11%	9%	9%
	Very often = 4	3%	4%	3%	3%	5%	6%	5%	5%
	Mean	1.52	1.56	1.48	1.46	1.85	1.73	1.65	1.63*** (0.27)
l. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	Never = 1	17%	16%	16%	17%	11%	13%	13%	12%
	Sometimes = 2	26%	28%	30%	29%	22%	27%	31%	28%
	Often = 3	27%	28%	28%	28%	32%	28%	27%	27%
	Very often = 4	30%	28%	27%	27%	34%	32%	29%	33%
	Mean	2.69	2.67	2.65	2.65	2.89	2.80	2.73	2.81
m. Used e-mail to communicate with an instructor	Never = 1	1%	7%	2%	5%	1%	5%	1%	3%
	Sometimes = 2	24%	30%	20%	27%	14%	24%	14%	21%
	Often = 3	40%	34%	35%	35%	37%	33%	31%	32%
	Very often = 4	35%	29%	42%	33%	48%	38%	54%	44%
	Mean	3.10	2.85*** (0.26)	3.18	2.96* (0.16)	3.33	3.04*** (0.32)	3.38	3.18* (0.18)
n. Discussed grades or assignments with an instructor	Never = 1	7%	6%	5%	7%	4%	4%	3%	4%
	Sometimes = 2	35%	43%	38%	42%	25%	34%	31%	35%
	Often = 3	36%	33%	35%	33%	40%	37%	35%	35%
	Very often = 4	22%	18%	22%	18%	31%	25%	31%	26%
	Mean	2.73	2.62	2.75	2.62* (0.14)	2.97	2.84	2.94	2.83

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
o. Talked about career plans with a faculty member or advisor	Never = 1	14%	21%	19%	23%	6%	15%	8%	15%
	Sometimes = 2	51%	48%	47%	47%	35%	38%	35%	40%
	Often = 3	23%	21%	23%	20%	31%	28%	30%	26%
	Very often = 4	12%	10%	11%	9%	29%	19%	27%	18%
	Mean	2.32	2.20	2.26	2.15** (0.19)	2.82	2.52*** (0.32)	2.75	2.15** (0.19)
p. Discussed ideas from your readings or classes with faculty members outside of class	Never = 1	28%	40%	28%	40%	13%	23%	15%	25%
	Sometimes = 2	52%	43%	49%	43%	51%	48%	47%	47%
	Often = 3	17%	13%	17%	13%	24%	20%	25%	19%
	Very often = 4	3%	4%	6%	4%	11%	8%	12%	8%
	Mean	1.96	1.82* (0.17)	2.01	1.81** (0.19)	2.34	2.13** (0.24)	2.34	2.1*** (0.28)
q. Received prompt feedback from faculty on your academic performance (written or oral)	Never = 1	3%	7%	4%	7%	4%	4%	2%	4%
	Sometimes = 2	40%	37%	30%	37%	31%	29%	23%	30%
	Often = 3	40%	40%	45%	40%	44%	46%	48%	45%
	Very often = 4	17%	16%	21%	15%	21%	22%	27%	21%
	Mean	2.70	2.65	2.82	2.63	2.82	2.85	3.00	2.83
r. Worked harder than you thought you could to meet an instructor's standards or expectations	Never = 1	7%	7%	8%	8%	5%	5%	6%	6%
	Sometimes = 2	31%	37%	36%	39%	30%	35%	35%	36%
	Often = 3	44%	39%	37%	37%	43%	40%	39%	39%
	Very often = 4	17%	17%	19%	16%	22%	20%	20%	19%
	Mean	2.73	2.66	2.68	2.61* (0.13)	2.82	2.75	2.73	2.71
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never = 1	44%	56%	49%	60%	24%	44%	31%	46%
	Sometimes = 2	39%	30%	35%	27%	41%	32%	37%	32%
	Often = 3	13%	11%	12%	9%	15%	15%	19%	14%
	Very often = 4	5%	4%	5%	4%	19%	9%	13%	8%
	Mean	1.78	1.63** (0.19)	1.73	1.56*** (0.28)	2.29	1.89*** (0.42)	2.15	1.84*** (0.47)
t. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never = 1	1%	6%	3%	6%	2%	4%	2%	4%
	Sometimes = 2	33%	36%	28%	35%	17%	32%	25%	31%
	Often = 3	29%	37%	38%	36%	49%	39%	38%	38%
	Very often = 4	37%	22%	30%	23%	32%	25%	35%	27%
	Mean	3.02	2.75*** (0.31)	2.95	2.77*** (0.29)	3.12	2.86*** (0.31)	3.06	2.88*** (0.28)
u. Had serious conversations with students of a different race or ethnicity than your own	Never = 1	3%	19%	11%	15%	1%	16%	10%	13%
	Sometimes = 2	26%	36%	32%	34%	22%	39%	36%	37%
	Often = 3	26%	24%	27%	26%	29%	25%	26%	26%
	Very often = 4	46%	22%	30%	25%	49%	20%	28%	24%
	Mean	3.14	2.49*** (0.63)	2.76	2.61*** (0.51)	3.26	2.48*** (0.79)	2.71	2.6*** (0.67)

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never = 1	3%	13%	6%	10%	3%	12%	6%	10%
	Sometimes = 2	20%	36%	26%	32%	21%	41%	31%	36%
	Often = 3	31%	27%	31%	29%	25%	28%	31%	29%
	Very often = 4	46%	24%	37%	29%	51%	20%	33%	25%
	Mean	3.20	2.62*** (0.59)	2.99	2.76*** (0.45)	3.25	2.55*** (0.74)	2.9	2.68*** (0.59)
Mental Activities: During the current school year, how much has your coursework emphasized the following mental activities?									
2a. Coursework emphasizes: Memorizing facts, ideas or methods from your courses and readings	Never = 1	8%	6%	8%	5%	8%	10%	14%	10%
	Sometimes = 2	30%	24%	29%	25%	29%	32%	36%	31%
	Often = 3	41%	42%	38%	41%	36%	36%	32%	36%
	Very often = 4	22%	28%	25%	29%	26%	22%	19%	23%
	Mean	2.76	2.92** (-0.18)	2.79	2.93** (-0.19)	2.80	2.70	2.54	2.72
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	Never = 1	1%	2%	1%	2%	1%	2%	1%	1%
	Sometimes = 2	15%	20%	11%	17%	6%	14%	10%	13%
	Often = 3	47%	46%	42%	44%	41%	44%	38%	42%
	Very often = 4	37%	33%	46%	36%	52%	41%	52%	44%
	Mean	3.19	3.09	3.33	3.15	3.45	3.24*** (0.28)	3.4	3.28** (0.22)
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Never = 1	4%	5%	2%	4%	1%	3%	2%	4%
	Sometimes = 2	25%	30%	23%	29%	13%	23%	16%	22%
	Often = 3	45%	42%	41%	41%	40%	42%	38%	40%
	Very often = 4	26%	24%	34%	26%	46%	32%	45%	35%
	Mean	2.94	2.84	3.06	2.88	3.31	3.03*** (0.34)	3.24	3.07*** (0.29)
d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Never = 1	3%	6%	4%	6%	3%	5%	4%	6%
	Sometimes = 2	23%	29%	26%	29%	11%	24%	22%	24%
	Often = 3	45%	40%	41%	40%	39%	39%	38%	39%
	Very often = 4	30%	24%	28%	24%	46%	32%	36%	31%
	Mean	3.01	2.83** (0.21)	2.93	2.83** (0.21)	3.29	2.97*** (0.37)	3.06	2.95*** (0.38)
e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Never = 1	3%	4%	3%	4%	1%	3%	2%	3%
	Sometimes = 2	23%	25%	21%	24%	14%	17%	16%	17%
	Often = 3	40%	39%	39%	39%	34%	38%	36%	36%
	Very often = 4	34%	32%	37%	33%	50%	43%	46%	43%
	Mean	3.05	2.99	3.09	3.01	3.34	3.21* (0.16)	3.25	3.2* (0.17)

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
Examinations									
3. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	Very little = 1	0%	1%	0%	0%	0%	1%	1%	1%
	2	1%	1%	1%	1%	3%	1%	1%	2%
	3	3%	3%	2%	3%	3%	3%	3%	4%
	4	7%	10%	7%	9%	3%	10%	9%	10%
	5	25%	32%	29%	32%	33%	31%	31%	31%
	6	40%	35%	39%	36%	38%	33%	37%	34%
	Very much = 7	25%	19%	22%	19%	20%	19%	17%	18%
	Mean	5.72	5.52* (0.18)	5.66	5.54* (0.16)	5.61	5.47	5.49	5.45
Reading and Writing: During the current school year, about how much reading and writing have you done?									
4a. Number of assigned textbooks, books, or book-length packs of course readings	None =1	0%	1%	0%	1%	0%	2%	1%	1%
	Between 1-4 = 2	6%	17%	8%	15%	4%	24%	13%	23%
	Between 5-10 = 3	36%	36%	27%	35%	37%	34%	27%	33%
	Between 11-20 = 4	40%	31%	40%	32%	35%	25%	33%	26%
	More than 20 = 5	18%	15%	25%	17%	24%	15%	26%	17%
	Mean	3.69	3.43*** (0.27)	3.82	3.49** (0.21)	3.78	3.28*** (0.48)	3.71	3.33*** (0.43)
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None =1	22%	26%	22%	26%	18%	21%	16%	21%
	Between 1-4 = 2	55%	55%	59%	55%	49%	52%	55%	53%
	Between 5-10 = 3	15%	12%	13%	12%	21%	16%	18%	16%
	Between 11-20 = 4	6%	4%	4%	4%	6%	6%	6%	6%
	More than 20 = 5	3%	3%	2%	3%	6%	5%	4%	5%
	Mean	2.12	2.04	2.05	2.01	2.33	2.23	2.27	2.21
c. Number of written papers or reports of 20 pages or more	None =1	89%	80%	84%	83%	40%	46%	37%	47%
	Between 1-4 = 2	10%	15%	12%	13%	54%	43%	55%	43%
	Between 5-10 = 3	0%	3%	2%	2%	4%	7%	6%	6%
	Between 11-20 = 4	0%	2%	1%	1%	1%	2%	1%	2%
	More than 20 = 5	0%	1%	1%	1%	0%	2%	1%	1%
	Mean	1.14	1.3** (-0.22)	1.20	1.24* (-0.16)	1.67	1.69	1.75	1.66
d. Number of written papers or reports between 5 and 19 pages	None =1	7%	11%	6%	11%	4%	8%	4%	8%
	Between 1-4 = 2	52%	48%	44%	48%	28%	41%	33%	41%
	Between 5-10 = 3	26%	28%	35%	28%	45%	32%	39%	32%
	Between 11-20 = 4	12%	11%	13%	10%	19%	14%	19%	14%
	More than 20 = 5	2%	3%	3%	3%	4%	5%	6%	5%
	Mean	2.49	2.48	2.65	2.44	2.93	2.66*** (0.27)	2.91	2.66*** (0.28)

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
e. Number of written papers or reports of fewer than 5 pages	None = 1	0%	2%	2%	3%	3%	6%	5%	7%
	Between 1-4 = 2	13%	20%	18%	23%	15%	28%	26%	29%
	Between 5-10 = 3	34%	31%	34%	33%	22%	25%	29%	27%
	Between 11-20 = 4	33%	27%	28%	26%	31%	21%	23%	21%
	More than 20 = 5	20%	19%	18%	16%	29%	20%	18%	17%
	Mean	3.60	3.41** (0.18)	3.44	3.3*** (0.28)	3.68	3.2*** (0.4)	3.22	3.11*** (0.48)
Problem Sets: In a typical week, how many homework problem sets do you complete?									
5a. Number of problem sets that take you more than an hour to complete	None = 1	13%	16%	23%	18%	36%	23%	39%	27%
	1-2 = 2	31%	35%	34%	36%	17%	33%	30%	32%
	3-4 = 3	33%	30%	27%	29%	27%	27%	20%	25%
	5-6 = 4	11%	11%	9%	9%	11%	9%	6%	8%
	More than 6 = 5	12%	8%	7%	7%	9%	7%	5%	7%
	Mean	2.77	2.58* (0.17)	2.44	2.52*** (0.23)	2.40	2.44	2.08	2.35
b. Number of problem sets that take you less than an hour to complete	None = 1	12%	16%	26%	19%	42%	29%	47%	35%
	1-2 = 2	37%	34%	34%	35%	29%	33%	28%	33%
	3-4 = 3	26%	25%	23%	25%	15%	21%	15%	19%
	5-6 = 4	13%	13%	9%	11%	9%	9%	5%	7%
	More than 6 = 5	12%	12%	8%	10%	5%	8%	5%	7%
	Mean	2.75	2.71	2.38	2.58* (0.14)	2.05	2.32** (-0.23)	1.91	2.18
Homework Problems									
6. In a typical week, how many homework problems take you more than 15 minutes each to complete?	None = 1	16%	14%	21%	17%	28%	20%	34%	23%
	1-3 = 2	27%	32%	29%	32%	19%	28%	24%	28%
	4-6 = 3	30%	29%	25%	28%	21%	28%	22%	26%
	7-10 = 4	14%	14%	14%	13%	15%	13%	11%	12%
	More than 10 = 5	13%	11%	11%	10%	18%	11%	10%	11%
	Mean	2.80	2.75	2.64	2.68	2.76	2.67	2.38	2.61
Enriching Educational Experiences: Which of the following have you done or do you plan to do before you graduate from your institution?									
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided = 0	16%	15%	15%	15%	6%	6%	5%	7%
	No = 0	3%	6%	3%	4%	13%	23%	21%	21%
	Yes = 1	81%	79%	82%	81%	80%	71%	74%	72%
	Mean	.97	0.93* (0.15)	0.96	.95	.86	0.76** (0.23)	0.78	0.77* (0.19)
b. Community service or volunteer work	Undecided = 0	18%	18%	13%	17%	9%	9%	6%	10%
	No = 0	4%	8%	5%	7%	11%	25%	17%	25%
	Yes = 1	78%	73%	82%	75%	80%	67%	77%	66%
	Mean	.95	0.9* (0.16)	0.94	.91	.88	0.73*** (0.34)	0.81	0.73*** (0.34)

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Bacallaureate-General, Bacallaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
c. Participate in a learning community or formal program where groups take 2+ classes together	Undecided = 0	50%	43%	46%	41%	13%	12%	9%	12%
	No = 0	18%	24%	25%	26%	52%	60%	66%	62%
	Yes = 1	32%	34%	30%	34%	35%	28%	25%	27%
	Mean	.64	.59	0.55	.57	.40	.32	0.28	0.3* (0.21)
d. Worked on a research project with a faculty member outside of course or program requirements	Undecided = 0	49%	46%	46%	46%	15%	12%	8%	12%
	No = 0	20%	29%	17%	25%	45%	65%	53%	61%
	Yes = 1	31%	25%	38%	29%	40%	24%	39%	27%
	Mean	.61	0.46** (0.31)	0.69	.55	.47	0.27*** (0.46)	0.42	0.31*** (0.35)
e. Foreign language coursework	Undecided = 0	22%	26%	15%	23%	4%	7%	3%	7%
	No = 0	18%	33%	18%	29%	30%	57%	32%	52%
	Yes = 1	61%	41%	67%	48%	65%	35%	65%	41%
	Mean	.78	0.55*** (0.45)	0.79	0.62*** (0.32)	.68	0.38*** (0.62)	0.67	0.44*** (0.49)
f. Study abroad	Undecided = 0	19%	35%	28%	33%	6%	7%	4%	7%
	No = 0	10%	35%	16%	29%	53%	78%	61%	74%
	Yes = 1	71%	30%	56%	38%	40%	15%	35%	18%
	Mean	.88	0.46*** (0.83)	0.78	0.57*** (0.62)	.43	0.16*** (0.75)	0.37	0.2*** (0.59)
g. Independent study or self-designed major	Undecided = 0	41%	37%	41%	38%	3%	7%	4%	7%
	No = 0	42%	45%	34%	44%	63%	63%	53%	63%
	Yes = 1	17%	19%	25%	18%	33%	30%	43%	29%
	Mean	.29	.29	0.42	.29	.34	.32	0.45	.32
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Undecided = 0	37%	40%	36%	43%	3%	7%	4%	8%
	No = 0	6%	15%	7%	14%	17%	27%	22%	32%
	Yes = 1	57%	46%	57%	43%	80%	66%	73%	59%
	Mean	.91	0.76*** (0.34)	0.88	0.76*** (0.34)	.83	0.71** (0.26)	0.76	0.65*** (0.38)

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
Quality of Relationships: Mark the box that best represents the quality of your relationships with people at your institution.									
8a. ...with other students	Unfriendly, Unsupportive, Sense of Alienation = 1	0%	1%	1%	1%	0%	0%	1%	1%
	2	2%	2%	1%	2%	1%	1%	2%	2%
	3	3%	3%	3%	4%	4%	3%	3%	4%
	4	9%	7%	7%	9%	3%	8%	7%	8%
	5	18%	18%	17%	20%	20%	17%	18%	19%
	6	36%	31%	33%	32%	36%	31%	33%	32%
	Friendly, Supportive, Sense of Belonging = 7	31%	38%	37%	34%	37%	39%	36%	36%
	Mean	5.76	5.84	5.86	5.74	5.96	5.91	5.83	5.80
b. ...with faculty members	Unavailable, Unhelpful, Unsympathetic = 1	0%	0%	0%	1%	0%	1%	0%	1%
	2	0%	1%	1%	2%	1%	1%	1%	2%
	3	1%	3%	2%	4%	4%	3%	2%	3%
	4	9%	9%	6%	11%	4%	7%	5%	9%
	5	21%	23%	20%	26%	24%	18%	16%	20%
	6	42%	35%	39%	35%	40%	35%	37%	35%
	Available, Helpful, Sympathetic = 7	25%	28%	31%	23%	26%	35%	40%	30%
	Mean	5.77	5.71	5.88	5.56** (0.18)	5.78	5.86	6.06	5.72
c. ...with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid = 1	1%	2%	2%	2%	3%	3%	4%	4%
	2	6%	3%	2%	4%	3%	6%	6%	7%
	3	5%	6%	6%	7%	15%	8%	9%	10%
	4	16%	14%	14%	16%	22%	15%	16%	17%
	5	32%	25%	25%	26%	33%	22%	25%	24%
	6	25%	28%	31%	28%	18%	25%	26%	23%
	Helpful, Considerate, Flexible = 7	16%	21%	20%	17%	7%	20%	15%	16%
	Mean	5.10	5.26	5.32	5.09	4.60	5.03** (-0.27)	4.89	4.81

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
Time Usage: About how many hours do you spend in a typical 7-day week doing each of the following?									
9a. Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	0 hr/wk = 1	0%	1%	0%	0%	0%	0%	0%	0%
	1-5 hr/wk = 2	11%	21%	10%	18%	7%	22%	12%	20%
	6-10 hr/wk = 3	31%	26%	20%	25%	23%	26%	21%	25%
	11-15 hr/wk = 4	21%	19%	21%	20%	15%	17%	20%	18%
	16-20 hr/wk = 5	18%	15%	19%	16%	22%	14%	18%	15%
	21-25 hr/wk = 6	9%	10%	14%	10%	13%	9%	12%	9%
	26-30 hr/wk = 7	4%	5%	8%	6%	12%	6%	8%	6%
	30+ hr/wk = 8	7%	4%	7%	5%	9%	5%	9%	7%
	Mean	4.25	3.94** (0.19)	4.6	4.11	4.82	3.98*** (0.48)	4.54	4.12*** (0.39)
b. Working for pay <i>on campus</i>	0 hr/wk = 1	1%	66%	63%	74%	2%	65%	47%	68%
	1-5 hr/wk = 2	2%	7%	10%	6%	2%	7%	14%	6%
	6-10 hr/wk = 3	52%	16%	18%	11%	29%	12%	21%	11%
	11-15 hr/wk = 4	41%	7%	6%	5%	35%	7%	10%	7%
	16-20 hr/wk = 5	4%	3%	2%	3%	24%	6%	5%	5%
	21-25 hr/wk = 6	0%	1%	0%	1%	6%	1%	1%	1%
	26-30 hr/wk = 7	0%	0%	0%	0%	1%	1%	1%	1%
	30+ hr/wk = 8	0%	0%	0%	0%	1%	1%	1%	1%
	Mean	3.44	1.8*** (1.27)	1.76	1.6*** (1.57)	4.04	1.94*** (1.35)	2.23	1.88*** (1.41)
c. Working for pay <i>off campus</i>	0 hr/wk = 1	94%	63%	83%	68%	88%	39%	64%	44%
	1-5 hr/wk = 2	1%	6%	5%	5%	5%	5%	7%	5%
	6-10 hr/wk = 3	1%	6%	4%	5%	2%	6%	7%	7%
	11-15 hr/wk = 4	1%	5%	3%	5%	1%	6%	5%	7%
	16-20 hr/wk = 5	1%	6%	2%	5%	3%	9%	6%	9%
	21-25 hr/wk = 6	1%	4%	1%	4%	1%	6%	4%	7%
	26-30 hr/wk = 7	0%	2%	1%	2%	0%	4%	2%	5%
	30+ hr/wk = 8	0%	8%	1%	5%	0%	23%	5%	17%
	Mean	1.15	2.48*** (-0.58)	1.48	2.2*** (-0.5)	1.26	3.93*** (-0.93)	2.29	3.57*** (-0.84)
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hr/wk = 1	31%	39%	19%	36%	25%	45%	22%	42%
	1-5 hr/wk = 2	42%	34%	37%	34%	45%	32%	36%	31%
	6-10 hr/wk = 3	19%	12%	18%	13%	18%	10%	18%	12%
	11-15 hr/wk = 4	5%	6%	11%	7%	8%	6%	10%	6%
	16-20 hr/wk = 5	3%	4%	7%	5%	3%	3%	7%	4%
	21-25 hr/wk = 6	1%	2%	4%	2%	1%	2%	4%	2%
	26-30 hr/wk = 7	0%	1%	2%	1%	1%	1%	2%	1%
	30+ hr/wk = 8	0%	1%	2%	1%	1%	1%	2%	2%
	Mean	2.14	2.18	2.78	2.28	2.30	2.08	2.73	2.17

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	0 hr/wk = 1	1%	2%	1%	1%	1%	2%	1%	2%
	1-5 hr/wk = 2	40%	27%	22%	23%	30%	32%	22%	28%
	6-10 hr/wk = 3	31%	27%	29%	28%	37%	29%	31%	30%
	11-15 hr/wk = 4	17%	17%	21%	19%	15%	16%	20%	18%
	16-20 hr/wk = 5	6%	12%	12%	12%	10%	9%	13%	11%
	21-25 hr/wk = 6	1%	6%	6%	7%	3%	5%	6%	5%
	26-30 hr/wk = 7	1%	3%	3%	3%	0%	2%	3%	3%
	30+ hr/wk = 8	3%	6%	5%	7%	3%	4%	5%	4%
	Mean	3.09	3.7*** (-0.36)	3.81	3.87*** (-0.45)	3.25	3.42	3.75	3.57* (-0.2)
	f. Providing care for dependents living with you (parents, children, spouse, etc.)	0 hr/wk = 1	91%	74%	92%	79%	82%	59%	85%
1-5 hr/wk = 2		4%	12%	5%	10%	6%	10%	6%	10%
6-10 hr/wk = 3		1%	4%	1%	4%	3%	6%	2%	5%
11-15 hr/wk = 4		0%	2%	1%	2%	3%	4%	1%	3%
16-20 hr/wk = 5		1%	1%	0%	1%	1%	3%	1%	2%
21-25 hr/wk = 6		0%	1%	0%	1%	1%	2%	1%	2%
26-30 hr/wk = 7		0%	1%	0%	1%	1%	2%	1%	1%
30+ hr/wk = 8		2%	5%	1%	3%	3%	14%	3%	10%
Mean		1.27	1.76*** (-0.28)	1.17	1.54** (-0.19)	1.55	2.68*** (-0.44)	1.46	2.24*** (-0.3)
g. Commuting to class (driving, walking, etc.)		0 hr/wk = 1	10%	20%	27%	16%	12%	12%	23%
	1-5 hr/wk = 2	77%	63%	67%	66%	76%	66%	66%	66%
	6-10 hr/wk = 3	10%	10%	4%	11%	10%	13%	7%	15%
	11-15 hr/wk = 4	1%	3%	1%	3%	1%	4%	2%	5%
	16-20 hr/wk = 5	1%	1%	1%	1%	1%	2%	1%	2%
	21-25 hr/wk = 6	0%	1%	0%	1%	0%	1%	0%	1%
	26-30 hr/wk = 7	0%	1%	0%	0%	1%	0%	0%	0%
	30+ hr/wk = 8	0%	1%	0%	1%	0%	2%	0%	1%
	Mean	2.10	2.14	1.82	2.13	2.05	2.31** (-0.22)	1.95	2.29** (-0.23)

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.
Significance test is not available for the Liberal Arts Schools.

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
Institutional Environment: To what extent does your institution emphasize each of the following?									
10a. Spending significant amounts of time studying and on academic work	Very little = 1	1%	2%	1%	2%	2%	2%	1%	2%
	Some = 2	10%	15%	11%	16%	6%	17%	11%	17%
	Quite a bit = 3	39%	47%	40%	45%	25%	48%	41%	45%
	Very much = 4	50%	36%	48%	37%	67%	33%	46%	36%
	Mean	3.38	3.17*** (0.29)	3.34	3.18*** (0.27)	3.57	3.13*** (0.59)	3.32	3.15*** (0.55)
b. Providing the support you need to help you succeed academically	Very little = 1	1%	2%	1%	3%	2%	3%	2%	4%
	Some = 2	12%	18%	12%	20%	18%	21%	16%	24%
	Quite a bit = 3	43%	45%	41%	45%	39%	46%	43%	45%
	Very much = 4	44%	35%	46%	33%	41%	30%	39%	27%
	Mean	3.29	3.12** (0.22)	3.32	3.09*** (0.26)	3.19	3.02* (0.2)	3.19	2.95*** (0.29)
c. Encouraging contact among students from different economic, social, racial/ethnic backgrounds	Very little = 1	1%	14%	10%	14%	2%	18%	16%	20%
	Some = 2	13%	33%	32%	34%	17%	38%	36%	38%
	Quite a bit = 3	27%	30%	31%	31%	30%	26%	29%	27%
	Very much = 4	59%	23%	26%	21%	51%	18%	19%	16%
	Mean	3.43	2.61*** (0.83)	2.73	2.59*** (0.86)	3.30	2.44*** (0.87)	2.5	2.39*** (0.93)
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little = 1	17%	25%	20%	28%	19%	34%	29%	39%
	Some = 2	36%	40%	45%	42%	45%	39%	44%	39%
	Quite a bit = 3	32%	24%	25%	22%	23%	19%	20%	16%
	Very much = 4	14%	11%	10%	9%	13%	8%	7%	6%
	Mean	2.44	2.21*** (0.24)	2.24	2.11*** (0.36)	2.30	2.01*** (0.31)	2.03	1.89*** (0.46)
e. Providing the support you need to thrive socially	Very little = 1	16%	16%	14%	19%	17%	24%	22%	28%
	Some = 2	37%	39%	39%	40%	39%	42%	43%	42%
	Quite a bit = 3	34%	32%	33%	30%	32%	25%	27%	23%
	Very much = 4	13%	12%	14%	11%	12%	9%	8%	7%
	Mean	2.45	2.41	2.45	2.34	2.40	2.19** (0.23)	2.22	2.09*** (0.34)
f. Attending campus events and activities (speakers, performances, athletics, etc.)	Very little = 1	1%	9%	4%	9%	3%	15%	6%	14%
	Some = 2	10%	24%	20%	26%	11%	31%	26%	33%
	Quite a bit = 3	39%	39%	43%	40%	40%	34%	42%	35%
	Very much = 4	50%	29%	34%	26%	45%	21%	26%	17%
	Mean	3.37	2.87*** (0.54)	3.06	2.82*** (0.6)	3.28	2.6*** (0.7)	2.88	2.57*** (0.77)
g. Using computers in academic work	Very little = 1	0%	2%	2%	2%	1%	2%	1%	2%
	Some = 2	6%	12%	12%	13%	5%	11%	9%	10%
	Quite a bit = 3	29%	35%	34%	35%	22%	33%	30%	31%
	Very much = 4	65%	50%	52%	51%	72%	55%	59%	57%
	Mean	3.59	3.33*** (0.33)	3.37	3.34*** (0.32)	3.66	3.4*** (0.34)	3.47	3.44*** (0.3)

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
Educational and Personal Growth: <i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>									
11a. Acquiring a broad general education	Very little = 1	0%	3%	1%	2%	1%	2%	1%	2%
	Some = 2	15%	15%	10%	16%	5%	12%	7%	13%
	Quite a bit = 3	37%	45%	39%	44%	31%	39%	29%	38%
	Very much = 4	48%	37%	50%	38%	64%	48%	63%	47%
	Mean	3.32	3.17** (0.19)	3.37	3.17** (0.19)	3.58	3.32*** (0.34)	3.54	3.3*** (0.37)
b. Acquiring job or work-related knowledge and skills	Very little = 1	7%	9%	10%	11%	3%	5%	8%	7%
	Some = 2	22%	30%	34%	32%	15%	19%	28%	22%
	Quite a bit = 3	39%	38%	35%	35%	29%	36%	35%	36%
	Very much = 4	32%	23%	21%	22%	53%	39%	29%	35%
	Mean	2.95	2.75** (0.22)	2.67	2.68*** (0.3)	3.32	3.09** (0.25)	2.85	3*** (0.35)
c. Writing clearly and effectively	Very little = 1	2%	4%	3%	5%	3%	3%	2%	4%
	Some = 2	20%	19%	18%	22%	11%	17%	13%	20%
	Quite a bit = 3	42%	43%	40%	42%	43%	41%	35%	40%
	Very much = 4	36%	34%	40%	31%	43%	39%	50%	37%
	Mean	3.13	3.08	3.16	2.98* (0.17)	3.26	3.15	3.33	3.09* (0.2)
d. Speaking clearly and effectively	Very little = 1	6%	7%	8%	10%	3%	3%	4%	5%
	Some = 2	32%	28%	30%	31%	18%	21%	20%	23%
	Quite a bit = 3	37%	39%	37%	37%	39%	41%	38%	39%
	Very much = 4	26%	26%	25%	22%	40%	35%	39%	32%
	Mean	2.82	2.83	2.77	2.72	3.15	3.08	3.11	2.99* (0.19)
e. Thinking critically and analytically	Very little = 1	2%	2%	2%	2%	1%	1%	1%	2%
	Some = 2	15%	16%	11%	16%	8%	11%	7%	11%
	Quite a bit = 3	40%	43%	36%	42%	33%	38%	30%	37%
	Very much = 4	43%	39%	52%	40%	59%	49%	63%	50%
	Mean	3.23	3.19	3.38	3.20	3.50	3.35* (0.2)	3.54	3.35* (0.19)
f. Analyzing quantitative problems	Very little = 1	8%	9%	11%	9%	6%	6%	8%	7%
	Some = 2	39%	35%	32%	34%	28%	28%	29%	27%
	Quite a bit = 3	40%	37%	36%	37%	36%	38%	33%	37%
	Very much = 4	13%	19%	21%	20%	30%	28%	29%	29%
	Mean	2.59	2.66	2.67	2.68	2.91	2.88	2.83	2.89
g. Using computing and information technology	Very little = 1	3%	6%	9%	7%	3%	3%	5%	4%
	Some = 2	19%	24%	29%	25%	17%	19%	23%	19%
	Quite a bit = 3	39%	39%	36%	37%	40%	36%	37%	35%
	Very much = 4	39%	32%	26%	31%	39%	41%	35%	42%
	Mean	3.14	2.96** (0.2)	2.8	2.92*** (0.25)	3.15	3.15	3.02	3.15

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
h. Working effectively with others	Very little = 1	1%	4%	5%	6%	1%	2%	3%	3%
	Some = 2	27%	25%	27%	28%	12%	18%	19%	20%
	Quite a bit = 3	39%	42%	42%	41%	37%	40%	40%	39%
	Very much = 4	33%	28%	26%	25%	50%	40%	38%	38%
	Mean	3.03	2.94	2.9	2.86** (0.19)	3.35	3.17** (0.22)	3.14	3.12*** (0.28)
i. Voting in local, state, or national elections	Very little = 1	48%	48%	45%	46%	39%	46%	42%	47%
	Some = 2	33%	31%	32%	31%	30%	31%	32%	31%
	Quite a bit = 3	13%	15%	15%	15%	24%	14%	15%	14%
	Very much = 4	5%	7%	8%	7%	8%	9%	10%	9%
	Mean	1.74	1.81	1.86	1.84	2.01	1.86	1.93	1.85* (0.17)
j. Learning effectively on your own	Very little = 1	7%	5%	4%	5%	3%	4%	3%	4%
	Some = 2	26%	26%	21%	25%	17%	20%	16%	20%
	Quite a bit = 3	37%	43%	43%	42%	43%	41%	38%	40%
	Very much = 4	30%	26%	32%	28%	37%	36%	44%	36%
	Mean	2.91	2.91	3.03	2.93	3.14	3.09	3.23	3.07
k. Understanding yourself	Very little = 1	12%	11%	8%	12%	8%	9%	7%	11%
	Some = 2	25%	26%	26%	28%	20%	23%	20%	25%
	Quite a bit = 3	34%	35%	36%	35%	39%	34%	33%	33%
	Very much = 4	28%	27%	30%	26%	32%	33%	41%	32%
	Mean	2.79	2.79	2.88	2.75	2.95	2.91	3.08	2.85
l. Understanding people of other racial and ethnic backgrounds	Very little = 1	4%	17%	14%	16%	5%	16%	14%	16%
	Some = 2	22%	32%	34%	34%	21%	32%	33%	33%
	Quite a bit = 3	34%	31%	32%	32%	36%	29%	31%	29%
	Very much = 4	40%	21%	21%	19%	38%	23%	22%	21%
	Mean	3.11	2.55*** (0.56)	2.59	2.54*** (0.58)	3.08	2.59*** (0.48)	2.60	2.54*** (0.53)
m. Solving complex real-world problems	Very little = 1	8%	13%	11%	13%	8%	10%	11%	11%
	Some = 2	41%	36%	37%	37%	28%	32%	31%	32%
	Quite a bit = 3	29%	33%	35%	33%	36%	35%	35%	35%
	Very much = 4	22%	17%	17%	16%	28%	22%	24%	22%
	Mean	2.66	2.54	2.57	2.52* (0.15)	2.83	2.70	2.72	2.68* (0.17)
n. Developing a personal code of values and ethics	Very little = 1	18%	13%	12%	15%	15%	11%	11%	14%
	Some = 2	27%	28%	28%	30%	26%	24%	25%	28%
	Quite a bit = 3	26%	33%	33%	32%	32%	33%	31%	30%
	Very much = 4	29%	26%	28%	23%	28%	32%	33%	28%
	Mean	2.66	2.72	2.76	2.62	2.72	2.86	2.86	2.71

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation. Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
o. Contributing to the welfare of your community	Very little = 1	9%	21%	15%	22%	8%	18%	14%	21%
	Some = 2	36%	35%	35%	37%	32%	34%	32%	35%
	Quite a bit = 3	33%	28%	31%	26%	35%	28%	30%	26%
	Very much = 4	21%	17%	19%	14%	26%	20%	23%	18%
	Mean	2.67	2.4*** (0.26)	2.54	2.34*** (0.34)	2.79	2.51*** (0.28)	2.62	2.4*** (0.38)
Academic Advising									
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor = 1	5%	5%	3%	5%	5%	6%	4%	9%
	Fair = 2	15%	16%	14%	18%	15%	18%	13%	20%
	Good = 3	46%	48%	45%	48%	46%	43%	40%	41%
	Excellent = 4	34%	31%	37%	29%	34%	33%	43%	30%
	Mean	3.09	3.06	3.17	3.01	3.09	3.03	3.21	2.93* (0.18)
Satisfaction									
13. How would you evaluate your entire educational experience at this institution?	Poor = 1	1%	2%	1%	2%	0%	2%	1%	2%
	Fair = 2	8%	11%	7%	11%	6%	11%	7%	11%
	Good = 3	46%	50%	42%	51%	45%	47%	40%	48%
	Excellent = 4	45%	37%	50%	37%	49%	41%	52%	39%
	Mean	3.35	3.22** (0.18)	3.40	3.23* (0.17)	3.43	3.27** (0.23)	3.43	3.24** (0.26)
14. If you could start over again, would you go to the <i>same institution</i> you are now attending?	Definitely no = 1	3%	5%	4%	4%	4%	6%	5%	5%
	Probably no = 2	10%	12%	10%	12%	8%	13%	12%	14%
	Probably yes = 3	35%	40%	37%	41%	41%	39%	36%	40%
	Definitely yes = 4	52%	43%	48%	43%	48%	42%	47%	41%
	Mean	3.35	3.2** (0.18)	1.00	3.22* (0.16)	3.32	3.18* (0.16)	3.26	3.22* (0.16)

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
Technology Items (only students responding to the online survey received these questions)									
1	How often do your instructors require you to use information technology, other than word processing, to complete assignments?	Never = 1	1%	2%	2%	2%	1%	2%	1%
		Sometimes = 2	16%	20%	23%	17%	17%	23%	17%
		Often = 3	30%	38%	35%	29%	32%	33%	30%
		Very often = 4	53%	41%	40%	52%	50%	42%	52%
		Mean	3.35	3.17	3.13	3.21	3.31	3.31	3.16
2a.	Used computer and information technology when making class presentations.	Never = 1	14%	13%	21%	5%	5%	9%	7%
		Sometimes = 2	21%	27%	27%	18%	19%	22%	17%
		Often = 3	26%	0%	26%	29%	27%	27%	25%
		Very often = 4	39%	31%	27%	48%	49%	42%	50%
		Mean	2.91	2.79	2.59	2.68	3.20	3.21	3.02
b.	Communicated with classmates online to complete academic work.	Never = 1	14%	20%	15%	14%	14%	14%	13%
		Sometimes = 2	29%	34%	32%	29%	32%	32%	29%
		Often = 3	32%	28%	29%	15%	26%	27%	27%
		Very often = 4	25%	19%	24%	42%	27%	26%	31%
		Mean	2.67	2.46	2.61	2.57	2.84	2.66	2.65
c.	Worked in teams during class using information technology.	Never = 1	22%	26%	32%	18%	23%	31%	25%
		Sometimes = 2	40%	42%	42%	43%	40%	41%	38%
		Often = 3	24%	22%	18%	19%	22%	18%	21%
		Very often = 4	15%	10%	8%	20%	16%	9%	15%
		Mean	2.31	2.15	2.02	2.12	2.40	2.30	2.06
d.	Worked in teams outside of class using information technology to complete course assignments.	Never = 1	12%	19%	18%	11%	10%	14%	12%
		Sometimes = 2	36%	40%	41%	27%	33%	38%	30%
		Often = 3	28%	27%	27%	28%	32%	29%	30%
		Very often = 4	23%	14%	14%	35%	25%	19%	28%
		Mean	2.63	2.36	2.37	2.35	2.87	2.72	2.54
e.	Used email to ask an instructor to clarify an assignment.	Never = 1	12%	11%	7%	11%	7%	4%	6%
		Sometimes = 2	33%	35%	29%	26%	29%	24%	27%
		Often = 3	26%	29%	32%	28%	30%	31%	30%
		Very often = 4	28%	25%	32%	35%	34%	41%	38%
		Mean	2.71	2.69	2.90	2.78	2.88	2.92	3.09

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors			
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003
f. Expressed ideas to a professor via email that you did not feel comfortable saying in class	Never = 1	50%	50%	45%	47%	39%	42%	40%	41%
	Sometimes = 2	25%	26%	28%	27%	33%	31%	0%	31%
	Often = 3	12%	13%	14%	14%	13%	14%	13%	14%
	Very often = 4	14%	11%	12%	12%	16%	14%	14%	15%
	Mean	1.91	1.85	1.94	1.91	2.06	1.99	2.02	2.03
g. Used your institution's library website to obtain resources for your academic work.	Never = 1	9%	10%	8%	12%	2%	8%	3%	9%
	Sometimes = 2	29%	34%	28%	33%	16%	26%	18%	27%
	Often = 3	36%	33%	33%	31%	32%	31%	29%	29%
	Very often = 4	26%	23%	30%	24%	49%	35%	49%	35%
	Mean	2.77	2.71	2.85	2.66	3.29	2.92	3.24	2.90
h. Used another library website to obtain resources for your academic work.	Never = 1	49%	48%	55%	53%	23%	35%	33%	38%
	Sometimes = 2	31%	33%	27%	29%	41%	37%	36%	35%
	Often = 3	12%	13%	11%	12%	19%	16%	17%	16%
	Very often = 4	8%	7%	6%	6%	17%	12%	14%	11%
	Mean	1.79	1.79	1.69	1.73	2.31	2.05	2.11	2.00
i. Asked a librarian at your school for help in obtaining resources for your academic work.	Never = 1	20%	30%	27%	35%	13%	29%	22%	30%
	Sometimes = 2	43%	44%	44%	41%	42%	45%	45%	44%
	Often = 3	25%	19%	20%	17%	26%	16%	21%	17%
	Very often = 4	12%	8%	9%	7%	20%	10%	12%	9%
	Mean	2.29	2.05	2.10	1.97	2.53	2.07	2.23	2.04
j. Used the WWW to obtain resources for your academic work.	Never = 1	2%	3%	3%	3%	1%	1%	2%	1%
	Sometimes = 2	18%	18%	19%	18%	13%	13%	16%	13%
	Often = 3	37%	36%	36%	36%	34%	33%	32%	31%
	Very often = 4	43%	43%	42%	44%	53%	53%	51%	55%
	Mean	3.20	3.19	3.17	3.21	3.38	3.38	3.32	3.39
k. Made judgments about the quality of information you find on the WWW for use in your academic work.	Never = 1	4%	5%	6%	6%	3%	3%	3%	4%
	Sometimes = 2	23%	24%	22%	23%	13%	17%	16%	17%
	Often = 3	33%	37%	35%	35%	32%	35%	32%	33%
	Very often = 4	40%	34%	38%	36%	52%	46%	49%	46%
	Mean	3.08	3.00	3.05	3.00	3.34	3.23	3.27	3.22
3 How often do your instructors use information technology in the classroom?	Never = 1	4%	3%	4%	4%	6%	2%	3%	3%
	Sometimes = 2	35%	33%	35%	32%	35%	31%	36%	29%
	Often = 3	37%	42%	40%	40%	33%	39%	40%	39%
	Very often = 4	25%	22%	21%	25%	27%	27%	20%	30%
	Mean	2.82	2.83	2.79	2.86	2.80	2.90	2.78	2.96

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

**Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means
Compared to Baccalaureate-General, Baccalaureate-Liberal Arts, and all NSSE Participating Institutions**

		First-Year Students				Seniors				
		Berea College	Bac-Gen	Bac-LA	NSSE 2003	Berea College	Bac-Gen	Bac-LA	NSSE 2003	
4	How many courses are you taking this semester that are offered entirely online via the WWW/internet/email?	0 = 1	83%	87%	94%	89%	88%	89%	96%	90%
		1 = 2	13%	7%	3%	6%	4%	5%	2%	6%
		2 = 3	2%	3%	1%	2%	5%	2%	1%	2%
		3 = 4	0%	1%	1%	1%	3%	1%	<1%	1%
		4 or more = 5	2%	2%	1%	2%	1%	2%	1%	1%
		Mean	1.27	1.25	1.12	1.20	1.24	1.21	1.07	1.17
5	To what extent do you gain new insights into course materials from online discussions?	Very little = 1	13%	19%	19%	18%	14%	19%	24%	20%
		Some = 2	43%	47%	49%	47%	52%	45%	48%	47%
		Quite a bit = 3	25%	28%	26%	28%	25%	28%	23%	26%
		Very much = 4	5%	7%	5%	7%	9%	8%	5%	7%
		Mean	1.96	2.22	2.18	2.23	2.28	2.24	2.09	2.20
6a.	Spending time online (WWW/internet/email) for any reason. (During a week)	0 hours = 1	1%	1%	<1%	1%	0%	<1%	<1%	<1%
		1-5 hours = 2	30%	30%	25%	26%	39%	37%	31%	31%
		6-10 hours = 3	30%	25%	27%	25%	25%	29%	29%	28%
		11-15 hours = 4	16%	17%	17%	17%	16%	14%	17%	17%
		16-20 hours = 5	9%	10%	11%	11%	10%	9%	9%	10%
		21-25 hours = 6	4%	6%	7%	1%	5%	4%	5%	5%
		26-30 hours = 7	4%	3%	4%	4%	4%	2%	3%	3%
		More than 30 = 8	8%	8%	9%	9%	2%	5%	5%	6%
		Mean	3.66	3.77	3.94	3.96	3.38	3.37	3.57	3.62
b.	Spending time online (WWW/internet/email) doing academic work. (During a week)	0 hours = 1	3%	3%	3%	3%	1%	3%	3%	3%
		1-5 hours = 2	56%	60%	61%	59%	57%	59%	62%	58%
		6-10 hours = 3	24%	23%	22%	23%	28%	23%	22%	24%
		11-15 hours = 4	11%	8%	9%	9%	8%	8%	8%	9%
		16-20 hours = 5	4%	4%	3%	4%	5%	4%	3%	4%
		21-25 hours = 6	1%	1%	1%	1%	3%	2%	1%	1%
		26-30 hours = 7	0%	1%	<1%	1%	0%	1%	<1%	1%
		More than 30 = 8	1%	1%	<1%	1%	0%	1%	<1%	1%
		Mean	2.62	2.58	2.56	2.61	2.67	2.63	2.54	2.65
7	How often do students at your institution copy and paste information from the WWW/internet into reports/papers without citing the source?	Never = 1	13%	11%	24%	14%	9%	10%	18%	11%
		Sometimes = 2	64%	62%	61%	60%	66%	59%	63%	58%
		Often = 3	16%	20%	10%	18%	16%	21%	14%	21%
		Very often = 4	7%	7%	4%	7%	10%	11%	5%	10%
		Mean	2.16	2.23	1.94	2.18	2.27	2.32	2.07	2.28

*p<.05, **p<.01, ***p<.001 (2-tailed)

NOTE: Number in parentheses indicates effect size=mean difference divided by comparison group standard deviation.

Significance test is not available for the Liberal Arts Schools.

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means Additional Questions

		First-Year Students	Seniors
		Berea College	Berea College
1. Overall, I am satisfied with the work assignment(s) I have had at my college.	Completely Disagree = 1	4%	0%
	Disagree Somewhat = 2	6%	2%
	Neutral = 3	15%	9%
	Agree Somewhat = 4	47%	51%
	Agree Completely = 5	28%	38%
	Mean	3.88	4.25
2. I believe my work is valuable.	Completely Disagree = 1	5%	1%
	Disagree Somewhat = 2	4%	3%
	Neutral = 3	10%	3%
	Agree Somewhat = 4	39%	40%
	Agree Completely = 5	42%	55%
	Mean	4.10	4.45
3. Going to a work college helps me develop a strong work ethic.	Completely Disagree = 1	2%	1%
	Disagree Somewhat = 2	8%	4%
	Neutral = 3	15%	10%
	Agree Somewhat = 4	33%	37%
	Agree Completely = 5	42%	49%
	Mean	4.04	4.29
4. My work has contributed to my academic success.	Completely Disagree = 1	15%	3%
	Disagree Somewhat = 2	16%	11%
	Neutral = 3	28%	18%
	Agree Somewhat = 4	31%	36%
	Agree Completely = 5	10%	32%
	Mean	3.05	3.82
5. I apply what I learn in my academic courses to my work.	Completely Disagree = 1	24%	3%
	Disagree Somewhat = 2	15%	8%
	Neutral = 3	27%	21%
	Agree Somewhat = 4	24%	34%
	Agree Completely = 5	10%	32%
	Mean	2.80	3.84

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means Additional Questions

		First-Year Students	Seniors
		Berea College	Berea College
6. Going to a work college helps me learn the value of community service.	Completely Disagree = 1	7%	5%
	Disagree Somewhat = 2	7%	10%
	Neutral = 3	25%	21%
	Agree Somewhat = 4	36%	31%
	Agree Completely = 5	24%	34%
	Mean	3.64	3.80
7. My work college experience has helped me learn from many different types of people.	Completely Disagree = 1	7%	3%
	Disagree Somewhat = 2	4%	3%
	Neutral = 3	14%	8%
	Agree Somewhat = 4	41%	40%
	Agree Completely = 5	35%	45%
	Mean	3.94	4.21
8. My work affects my overall college experience in a positive way.	Completely Disagree = 1	6%	1%
	Disagree Somewhat = 2	7%	3%
	Neutral = 3	23%	12%
	Agree Somewhat = 4	32%	40%
	Agree Completely = 5	32%	44%
	Mean	3.78	4.21
9. I never think about how my work affects my college experience.	Completely Disagree = 1	25%	35%
	Disagree Somewhat = 2	31%	39%
	Neutral = 3	24%	13%
	Agree Somewhat = 4	13%	9%
	Agree Completely = 5	8%	4%
	Mean	2.48	2.08
10. One of the reasons I chose to attend this college was because of its work program.	Completely Disagree = 1	18%	24%
	Disagree Somewhat = 2	12%	12%
	Neutral = 3	27%	23%
	Agree Somewhat = 4	29%	25%
	Agree Completely = 5	14%	16%
	Mean	3.09	2.97

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means Additional Questions

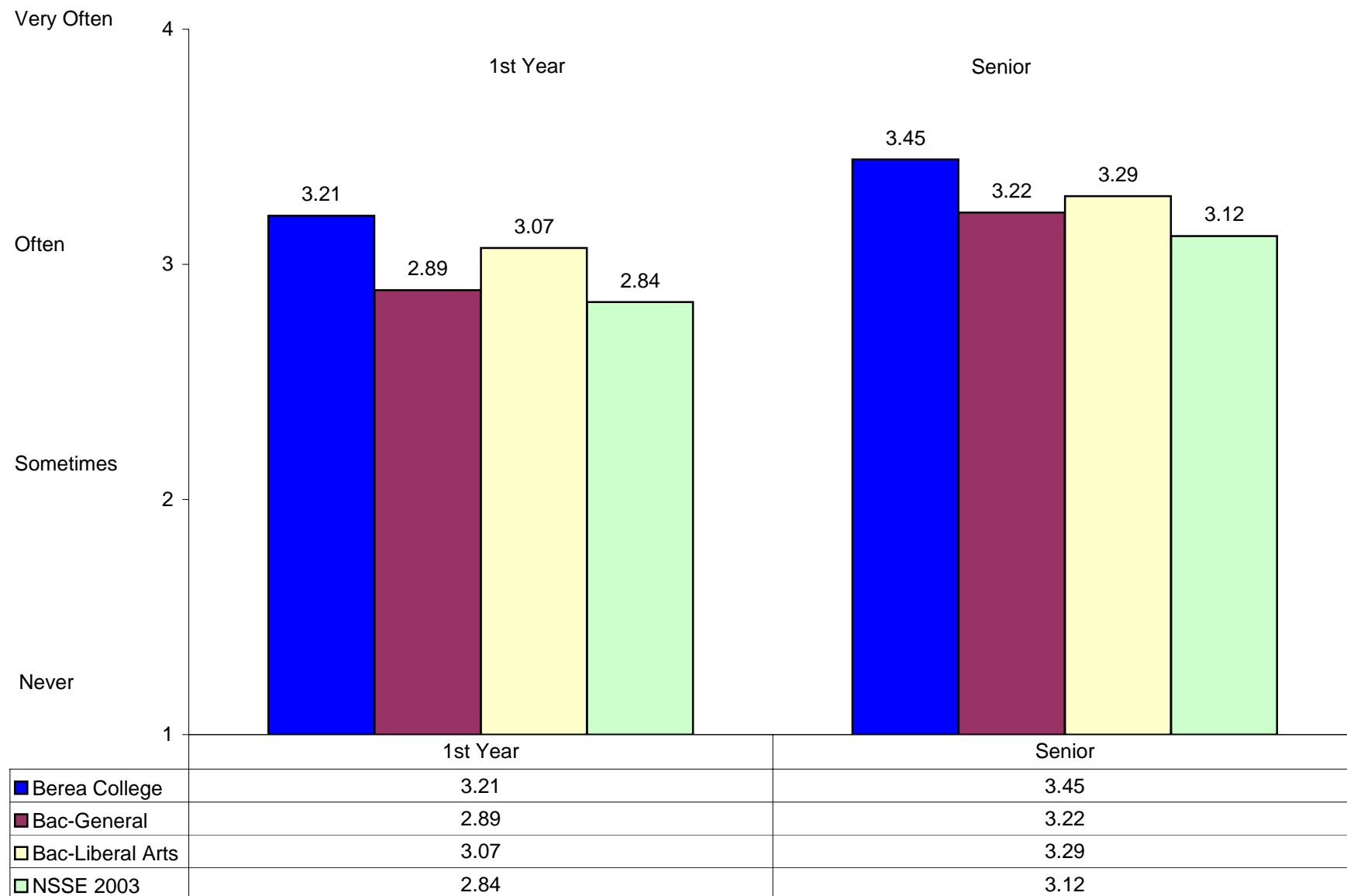
		First-Year Students	Seniors
		Berea College	Berea College
11.	My experiences in the work program have affected my decision to remain at this college rather than withdraw or transfer.	Completely Disagree = 1 Disagree Somewhat = 2 Neutral = 3 Agree Somewhat = 4 Agree Completely = 5	25% 10% 37% 17% 10%
		Mean	2.78
12.	My work program experiences have influenced my choice of academic major.	Completely Disagree = 1 Disagree Somewhat = 2 Neutral = 3 Agree Somewhat = 4 Agree Completely = 5	26% 12% 40% 12% 10%
		Mean	2.69
13.	My experience in the work program has influenced my career goals.	Completely Disagree = 1 Disagree Somewhat = 2 Neutral = 3 Agree Somewhat = 4 Agree Completely = 5	45% 14% 25% 9% 6%
		Mean	2.16
14.	I have become a more productive worker because of my work college experience.	Completely Disagree = 1 Disagree Somewhat = 2 Neutral = 3 Agree Somewhat = 4 Agree Completely = 5	34% 11% 26% 21% 7%
		Mean	2.56
15.	My participation in the work program will increase my value in the job market.	Completely Disagree = 1 Disagree Somewhat = 2 Neutral = 3 Agree Somewhat = 4 Agree Completely = 5	18% 10% 15% 36% 20%
		Mean	3.30
14.	I have become a more productive worker because of my work college experience.	Completely Disagree = 1 Disagree Somewhat = 2 Neutral = 3 Agree Somewhat = 4 Agree Completely = 5	12% 11% 28% 33% 15%
		Mean	3.29
15.	My participation in the work program will increase my value in the job market.	Completely Disagree = 1 Disagree Somewhat = 2 Neutral = 3 Agree Somewhat = 4 Agree Completely = 5	12% 10% 14% 38% 26%
		Mean	3.57
15.	My participation in the work program will increase my value in the job market.	Completely Disagree = 1 Disagree Somewhat = 2 Neutral = 3 Agree Somewhat = 4 Agree Completely = 5	7% 5% 18% 36% 33%
		Mean	3.83
15.	My participation in the work program will increase my value in the job market.	Completely Disagree = 1 Disagree Somewhat = 2 Neutral = 3 Agree Somewhat = 4 Agree Completely = 5	2% 6% 8% 34% 49%
		Mean	4.21

Berea College National Survey of Student Engagement (NSSE) Frequency Distributions and Means Additional Questions

		First-Year Students	Seniors
		Berea College	Berea College
16. By attending a work college, I have learned that there is dignity in all types of work.	Completely Disagree = 1	3%	6%
	Disagree Somewhat = 2	5%	3%
	Neutral = 3	16%	17%
	Agree Somewhat = 4	34%	29%
	Agree Completely = 5	43%	45%
	Mean	4.07	4.04
17. One of the reasons my parent(s) or guardian(s) encouraged me to attend this college was because of its work program.	Completely Disagree = 1	14%	20%
	Disagree Somewhat = 2	12%	7%
	Neutral = 3	22%	21%
	Agree Somewhat = 4	22%	18%
	Agree Completely = 5	7%	12%
	Not Applicable	22%	22%
Mean	2.96	2.93	
18. One or both of my parent(s) or guardian(s) attended a work college.	No	86%	92%
	Yes	7%	3%
	Don't Know	7%	5%

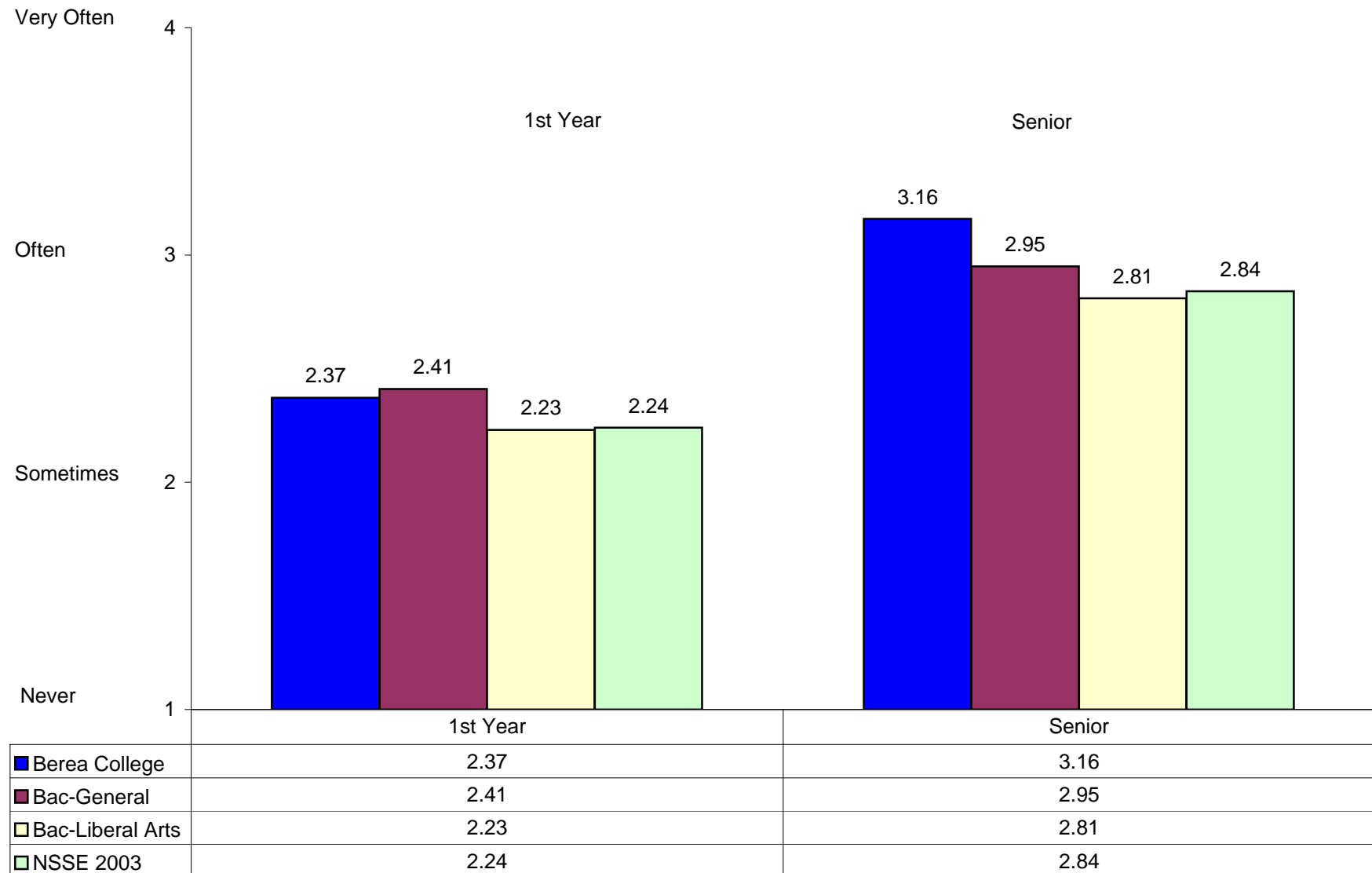
In your experience at your institution during the current school year, about how often have you done each of the following?

Asked questions in class or contributed to class discussions



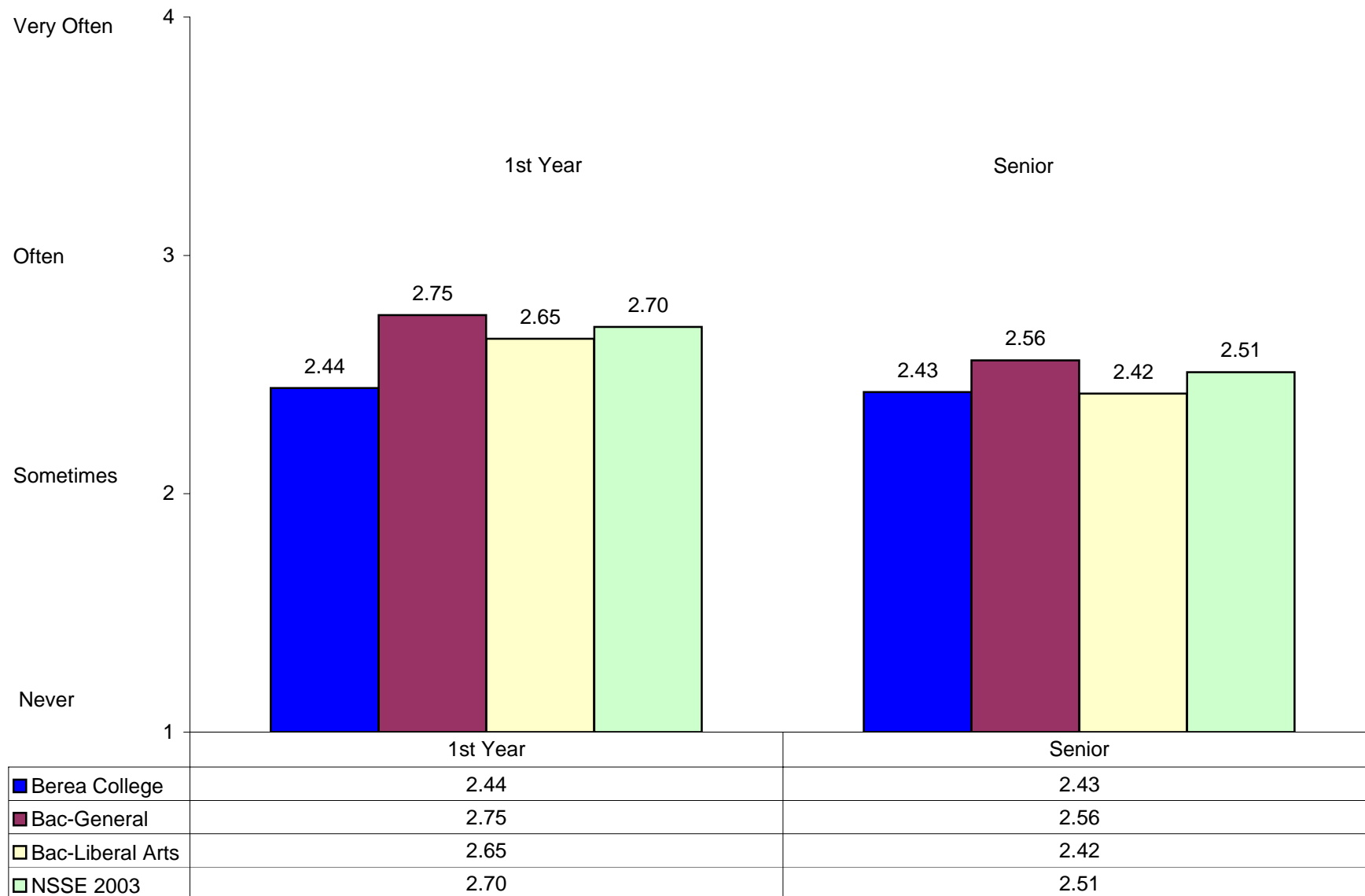
In your experience at your institution during the current school year, about how often have you done each of the following?

Made a class presentation



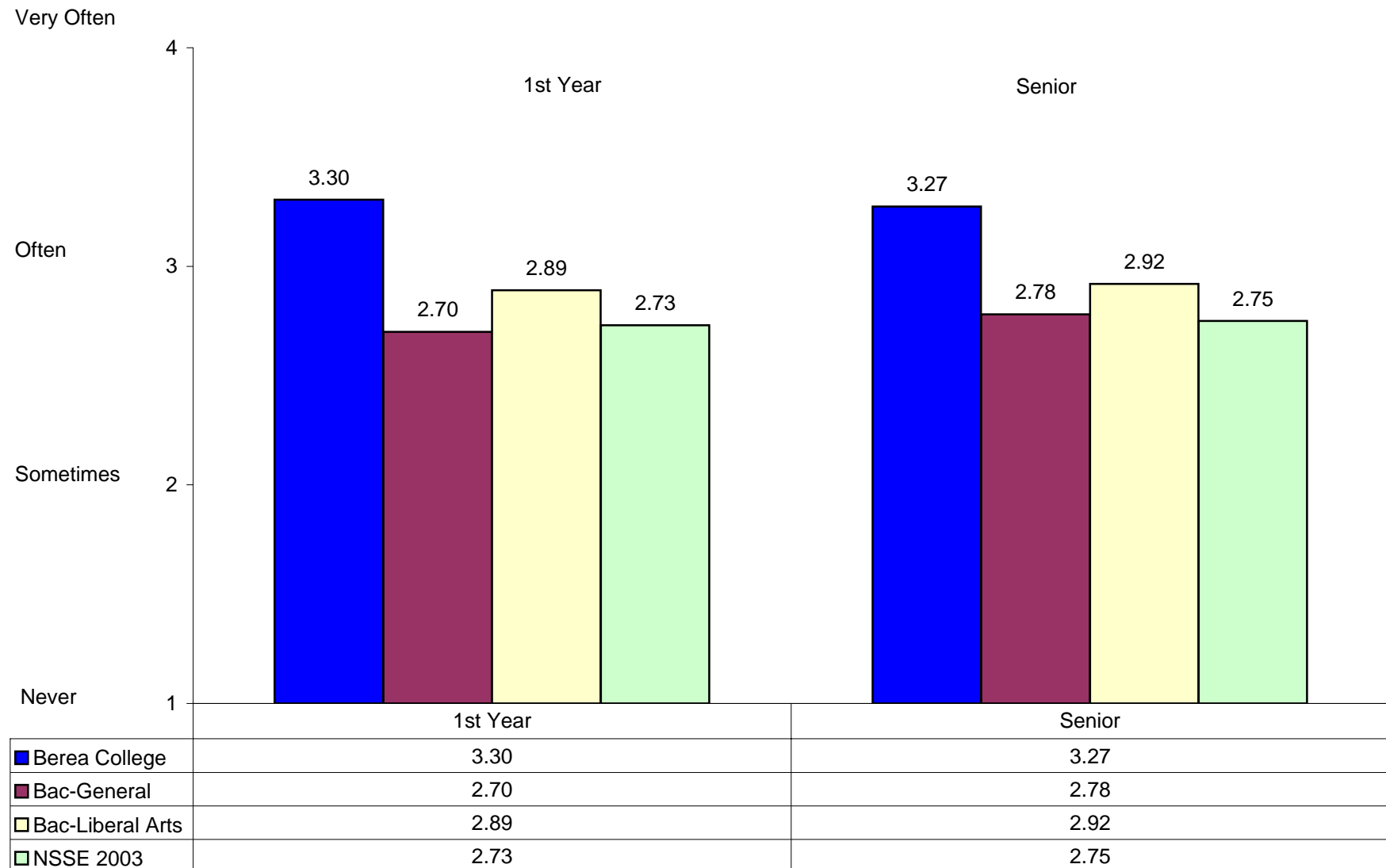
In your experience at your institution during the current school year, about how often have you done each of the following?

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



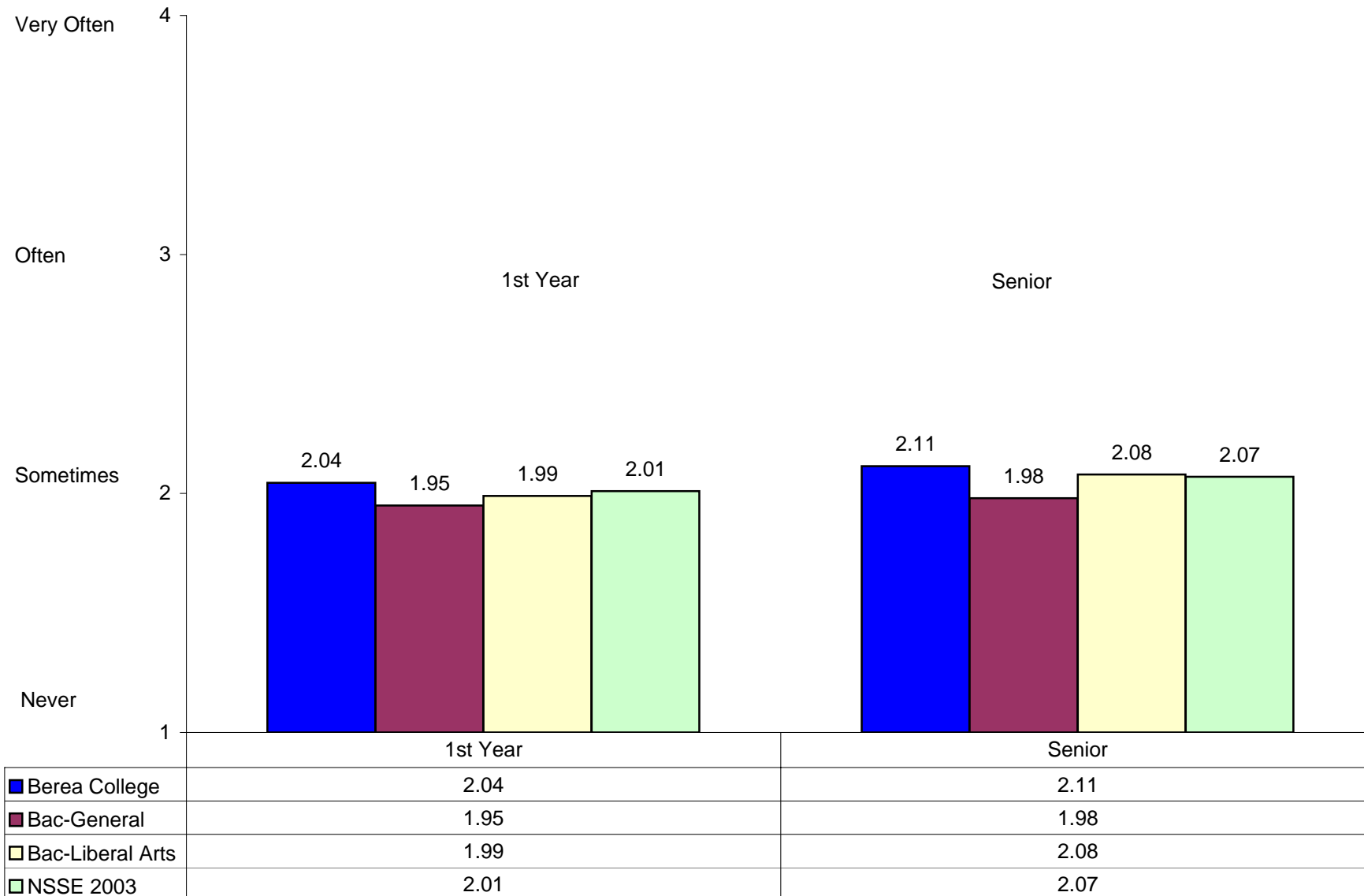
In your experience at your institution during the current school year, about how often have you done each of the following?

**Included diverse perspectives (by race, religion, gender, political)
in class discussions or assignments**



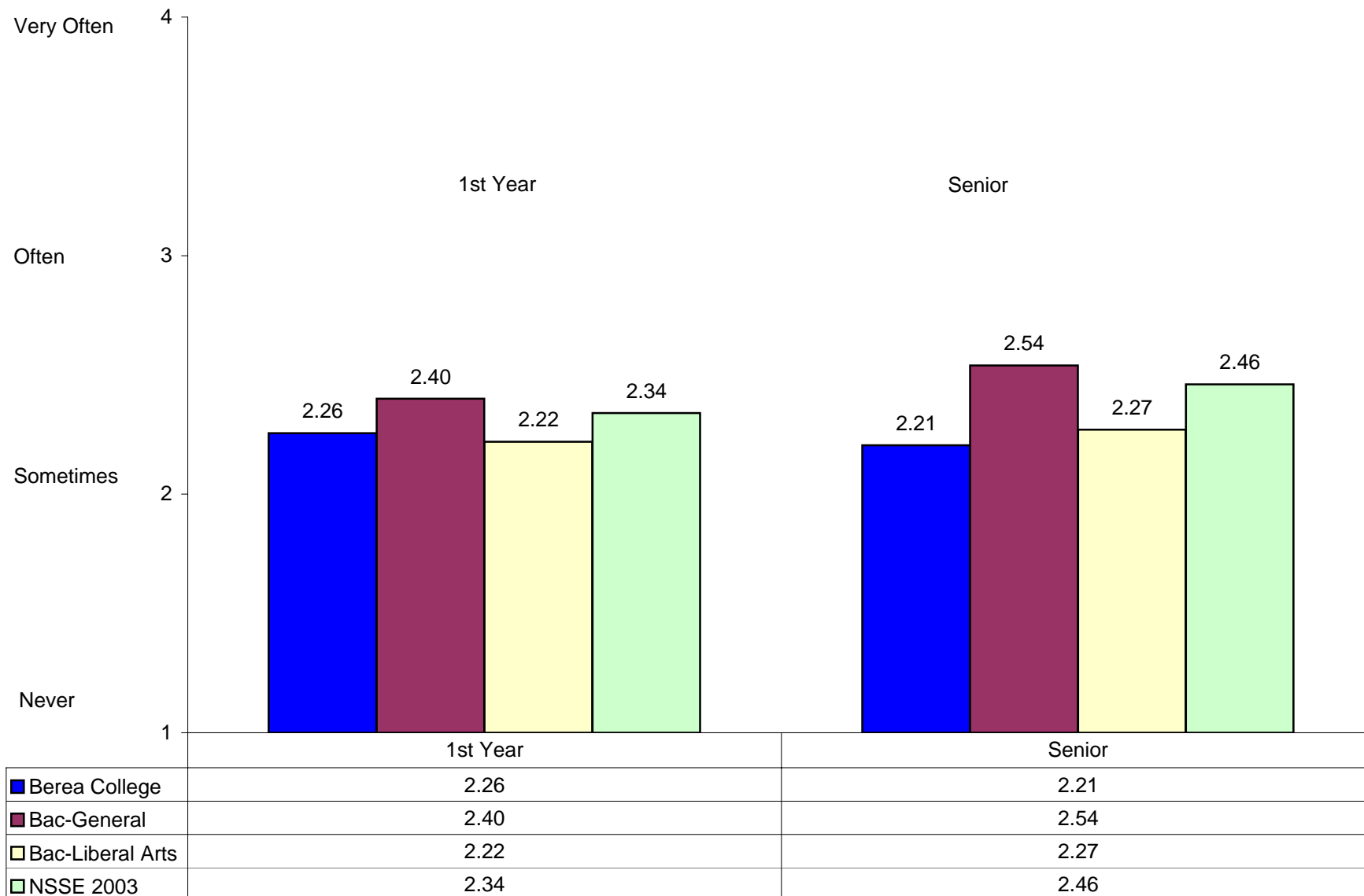
In your experience at your institution during the current school year, about how often have you done each of the following?

Came to class without completing readings or assignments



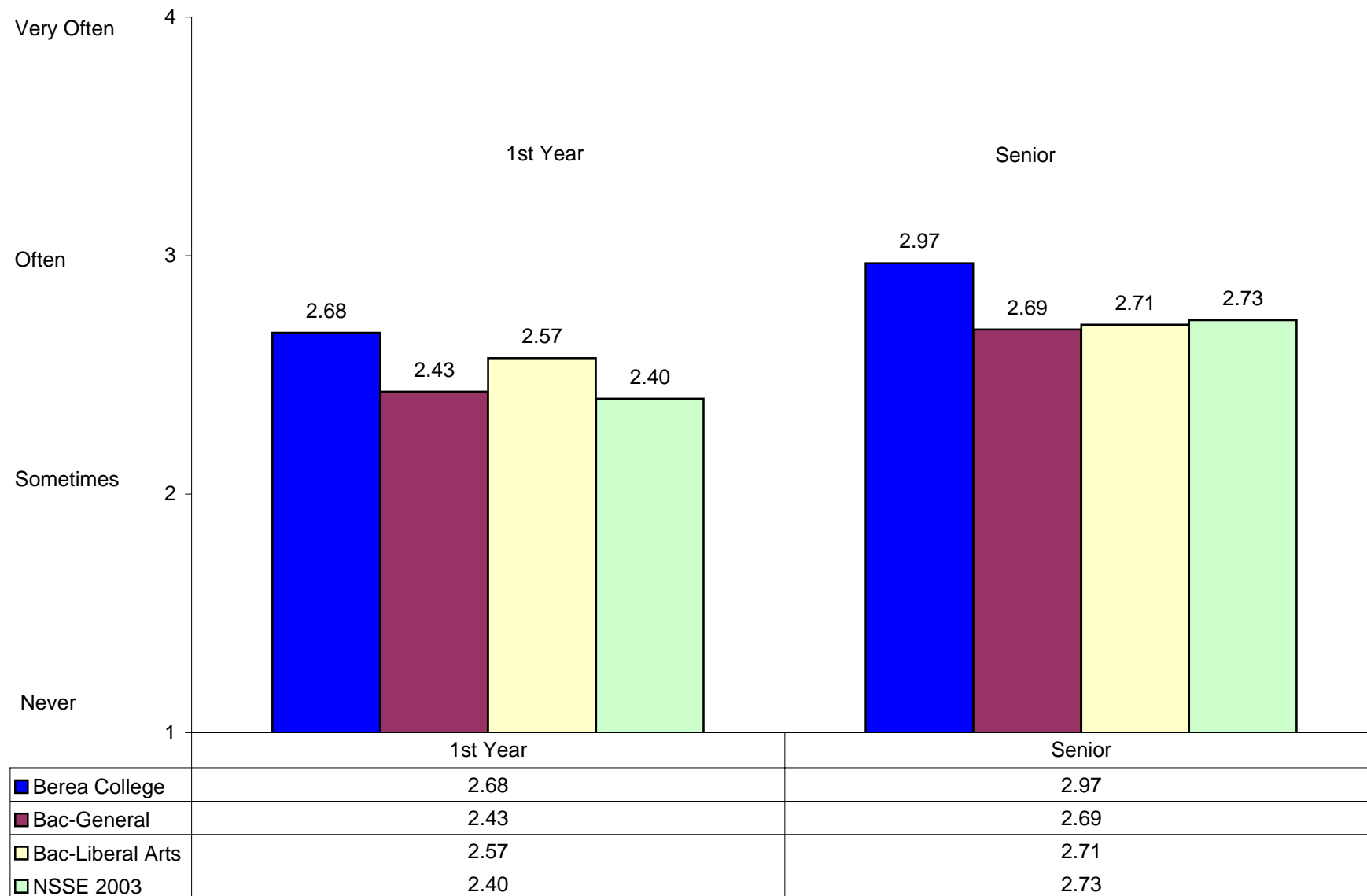
In your experience at your institution during the current school year, about how often have you done each of the following?

Worked with other students on projects during class



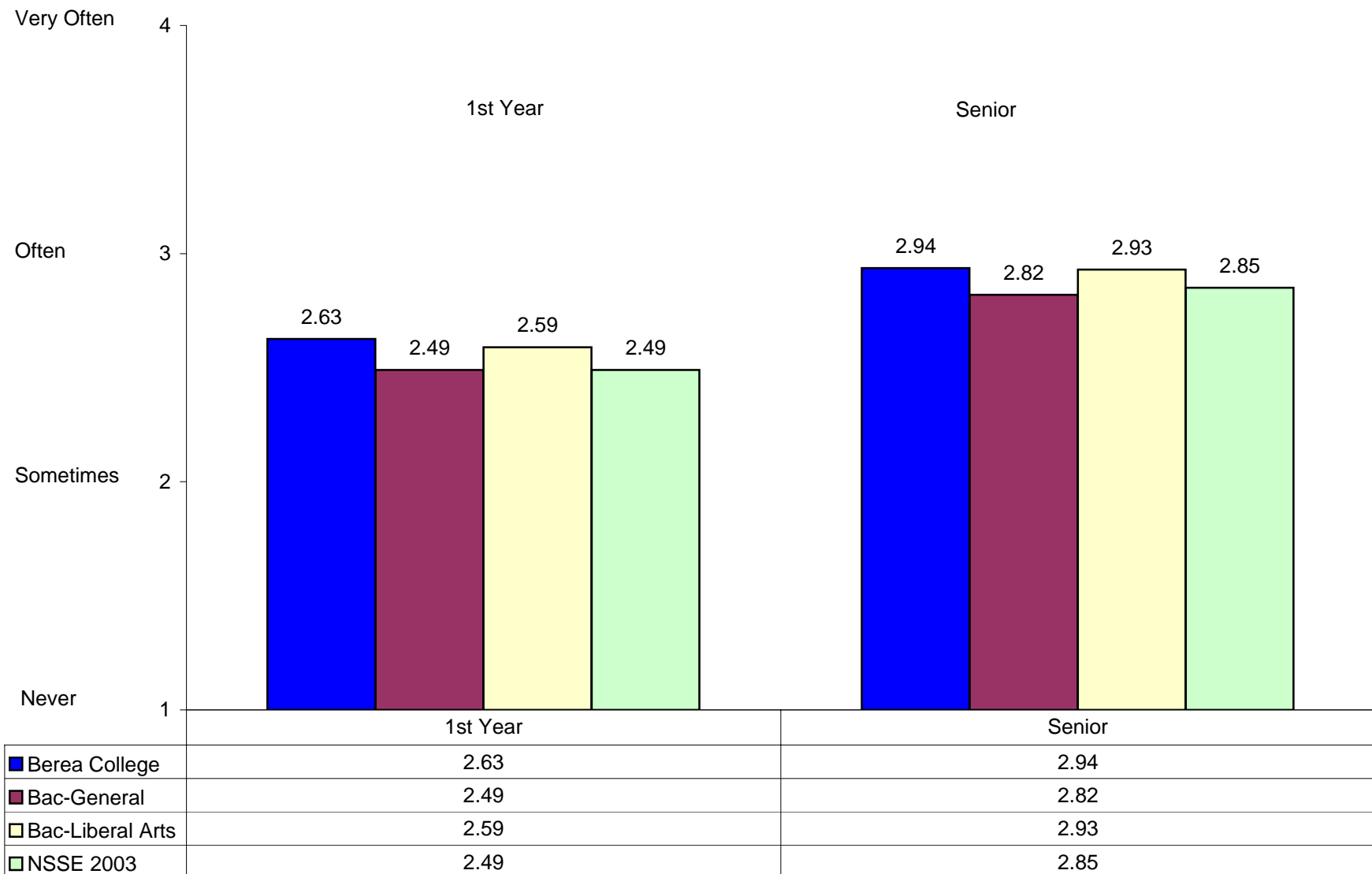
In your experience at your institution during the current school year, about how often have you done each of the following?

Worked with classmates outside of class to prepare class assignments



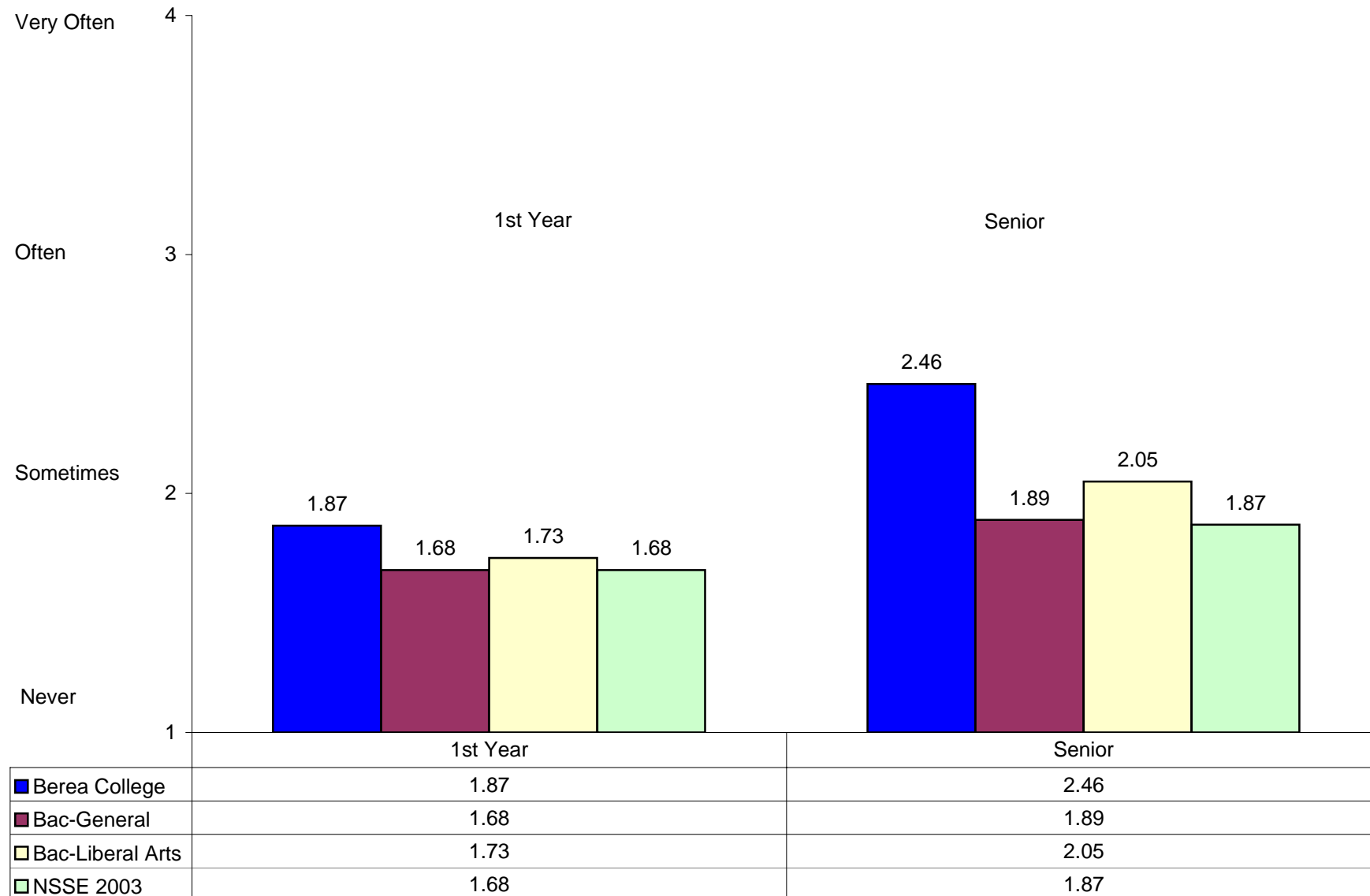
In your experience at your institution during the current school year, about how often have you done each of the following?

**Put together ideas or concepts from different courses
when completing assignments or during class discussions**



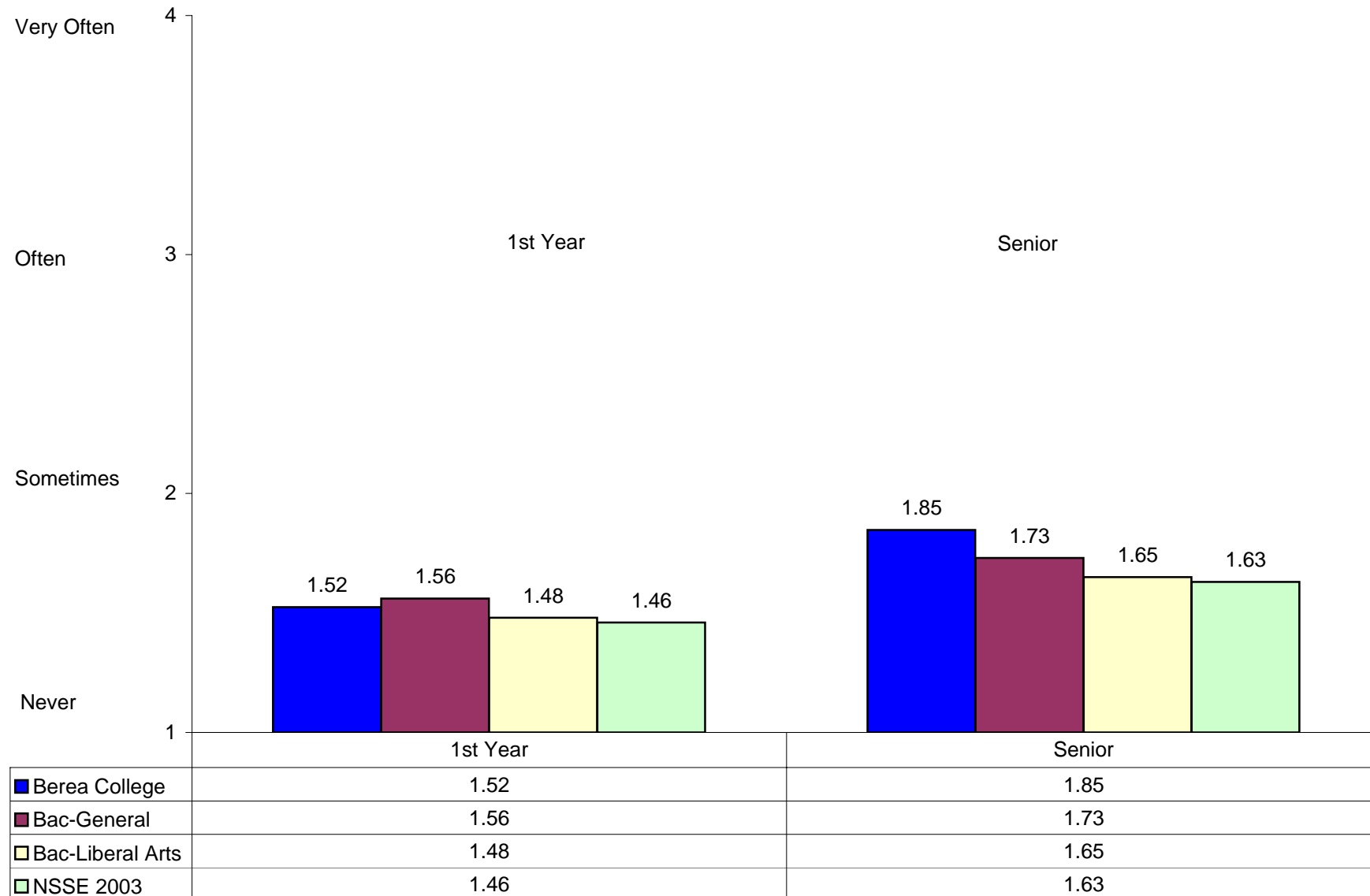
In your experience at your institution during the current school year, about how often have you done each of the following?

Tutored or taught other students (paid or voluntary)



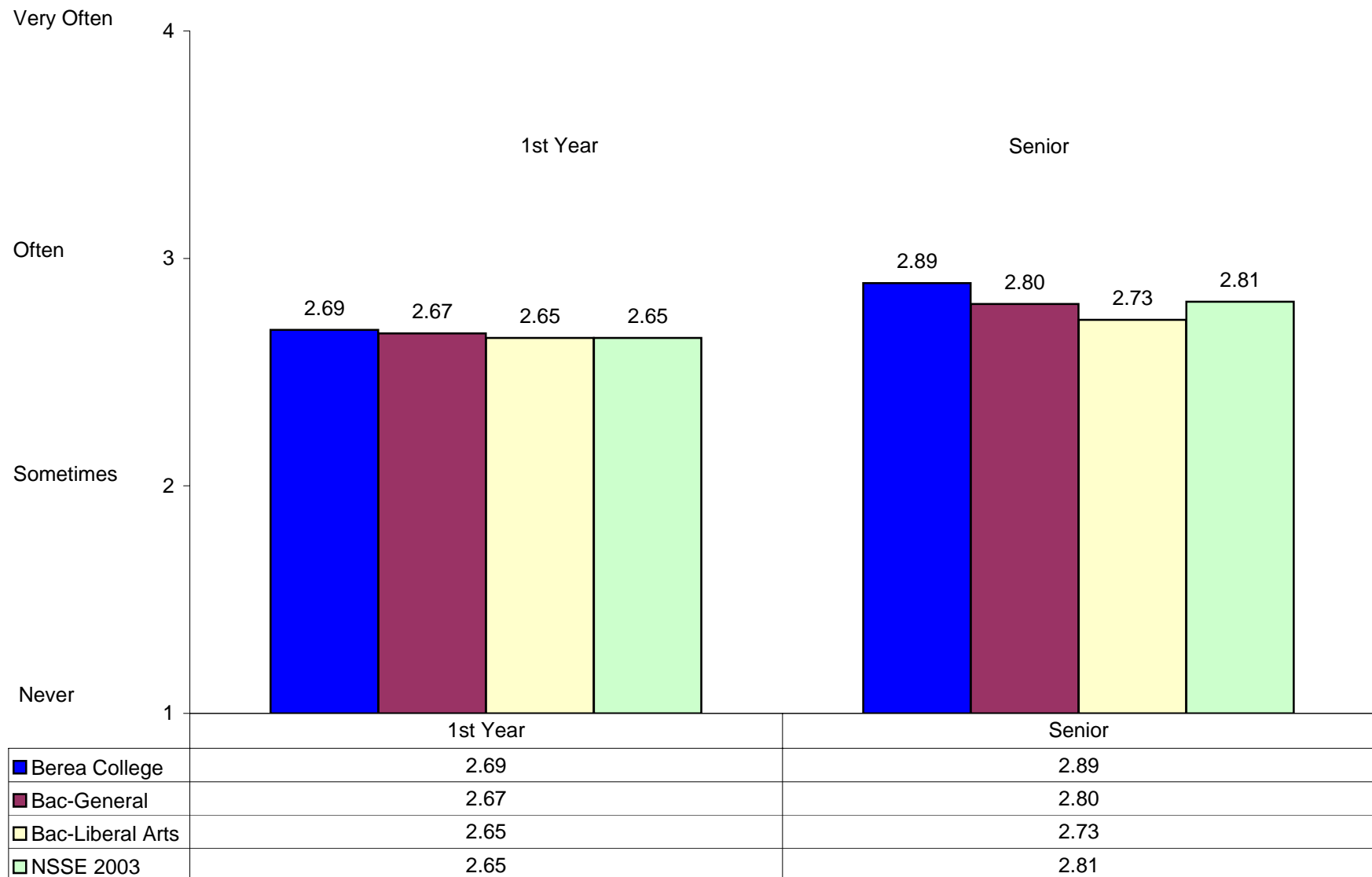
In your experience at your institution during the current school year, about how often have you done each of the following?

Participated in a community-based project as part of a regular course



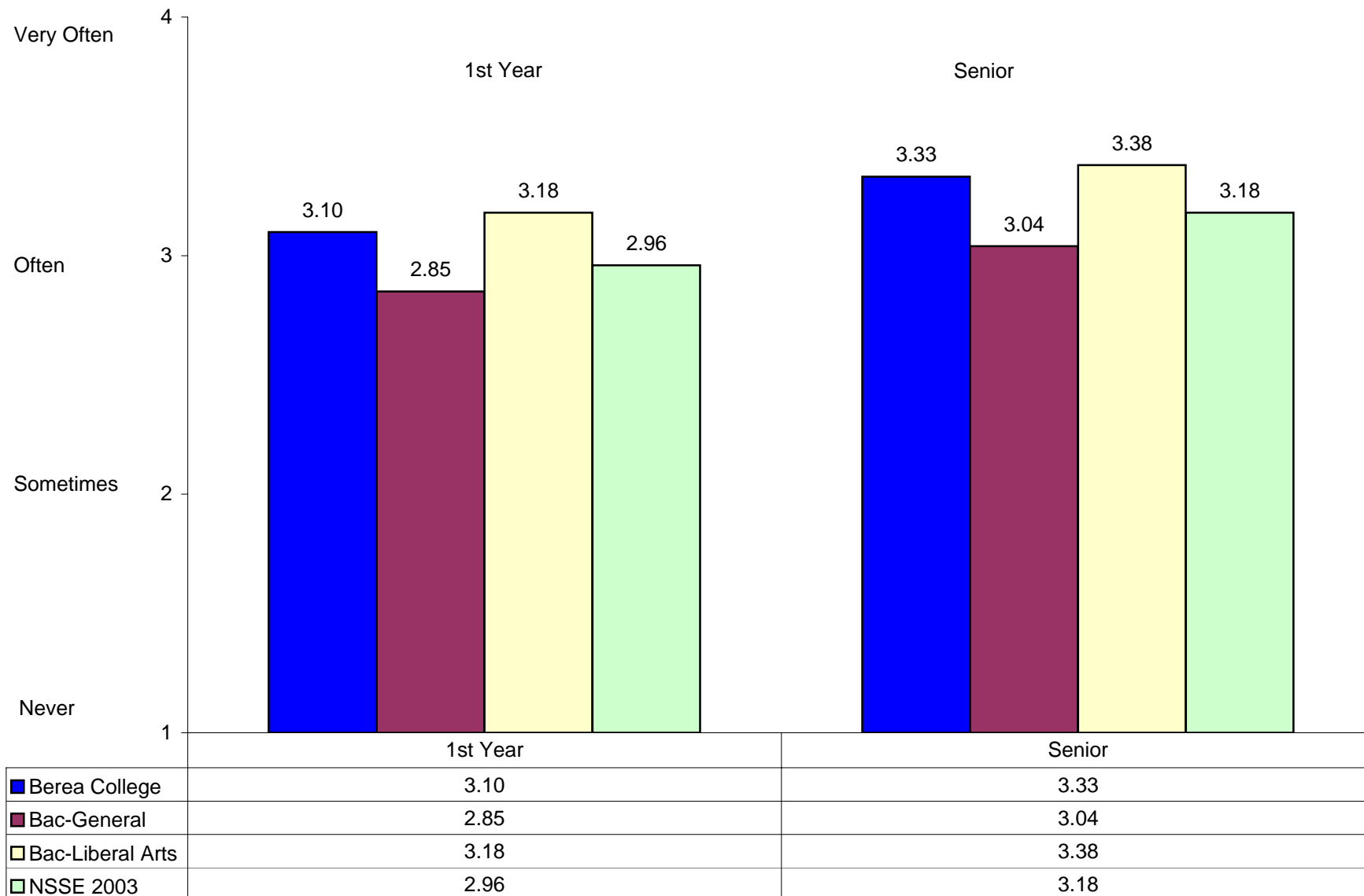
In your experience at your institution during the current school year, about how often have you done each of the following?

**Used an electronic medium (list-serv, chat group, Internet, etc.)
to discuss or complete an assignment**



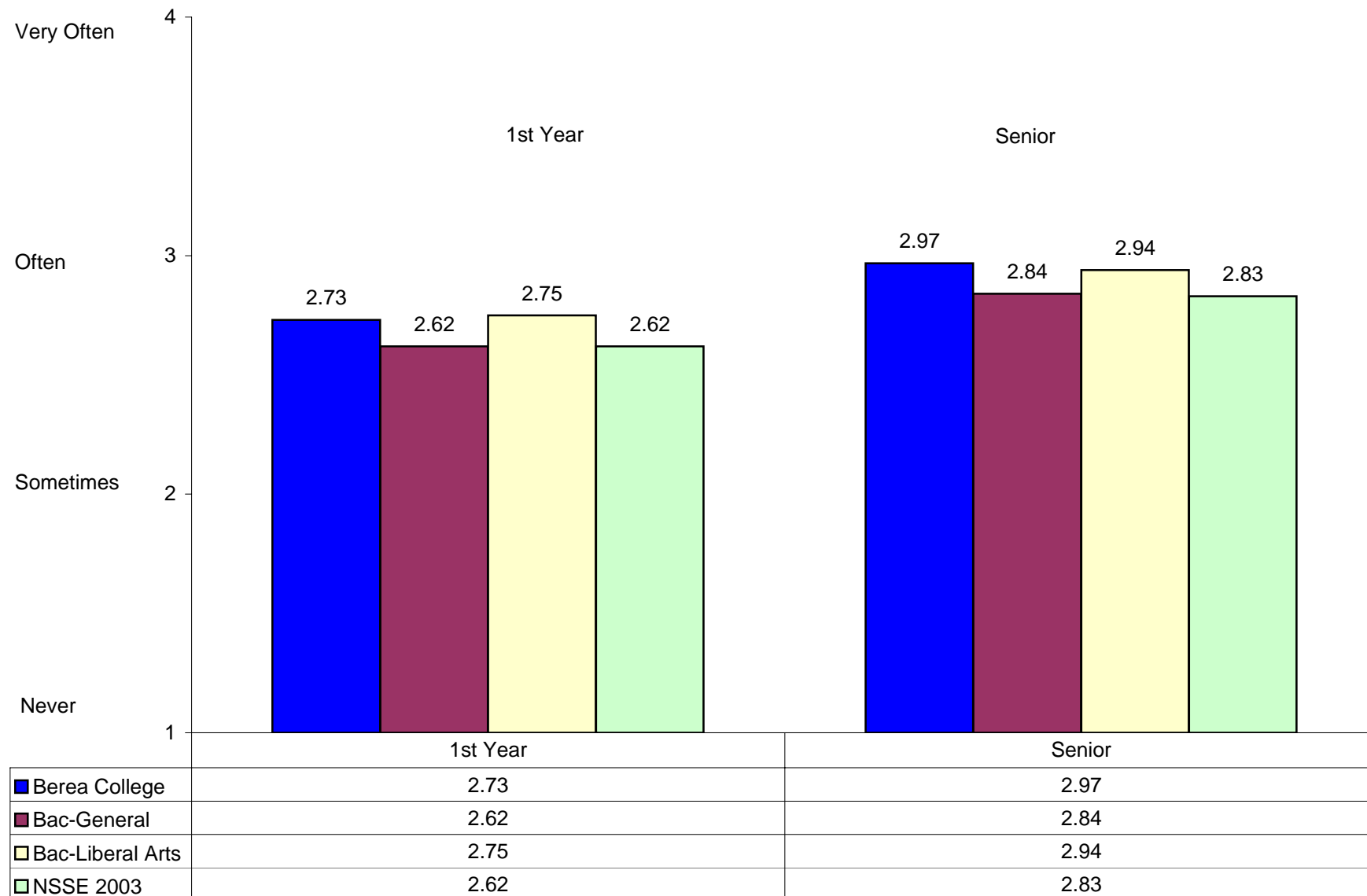
In your experience at your institution during the current school year, about how often have you done each of the following?

Used e-mail to communicate with an instructor



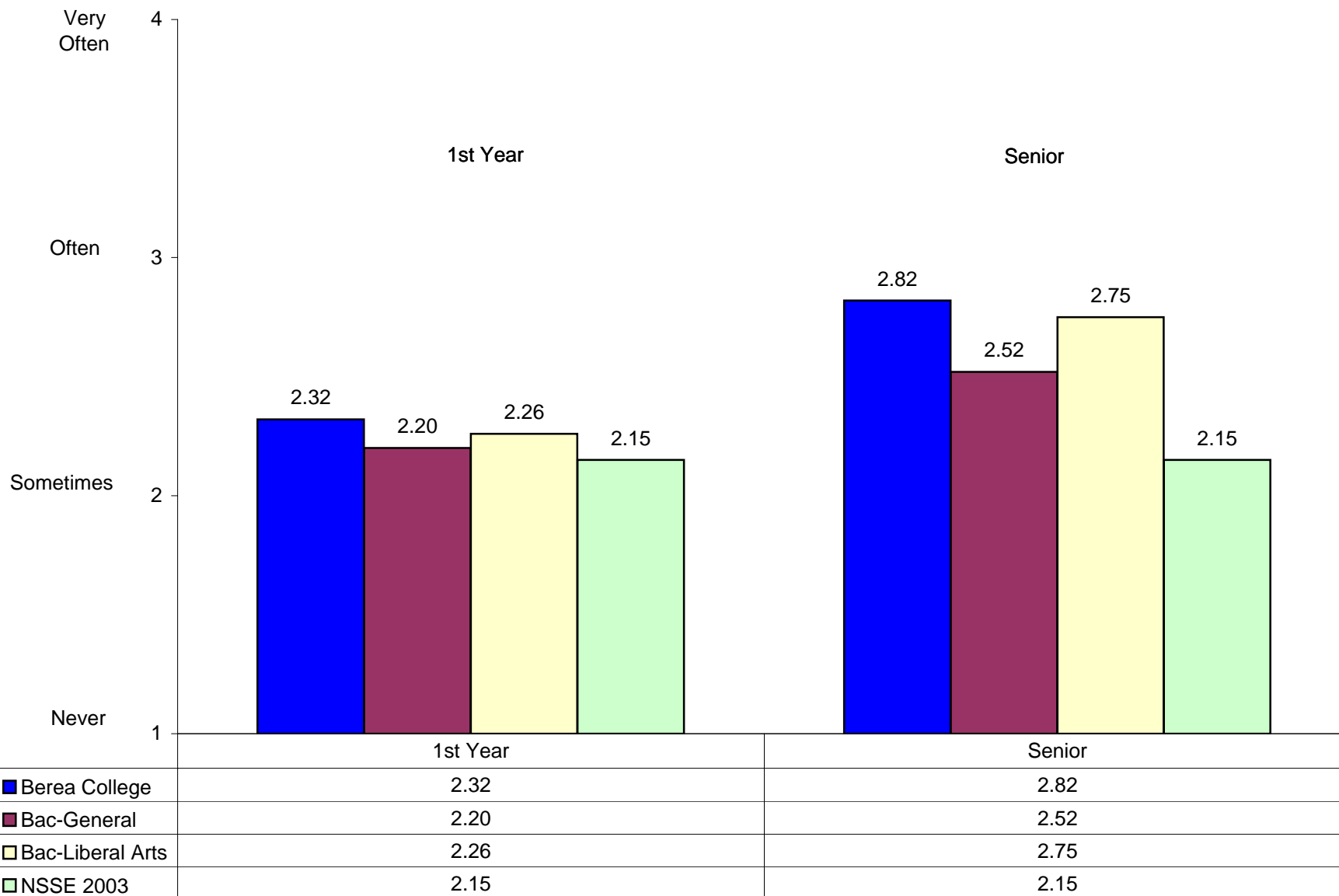
In your experience at your institution during the current school year, about how often have you done each of the following?

Discussed grades or assignments with an instructor



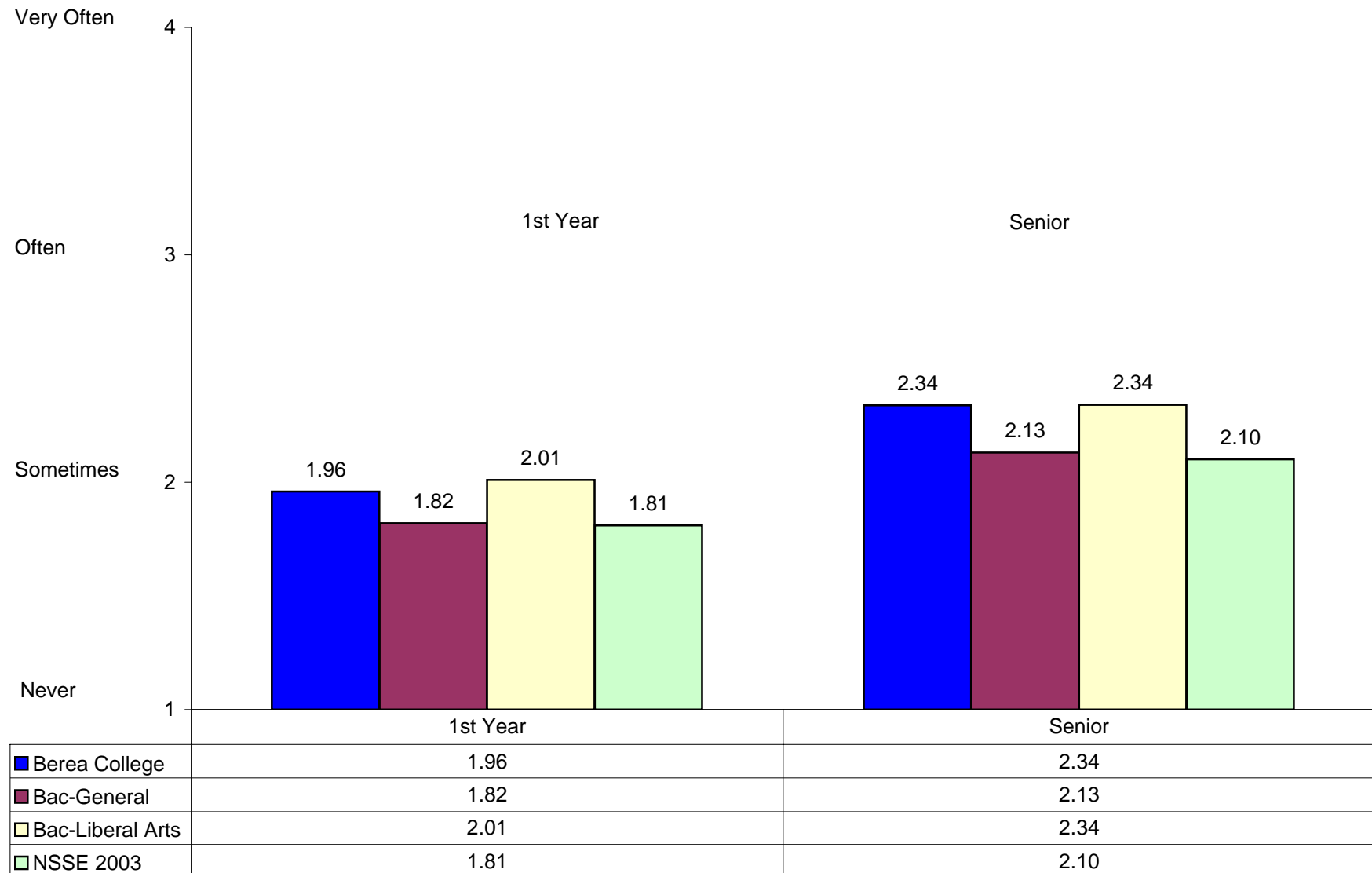
In your experience at your institution during the current school year, about how often have you done each of the following?

Talked about career plans with a faculty member or advisor



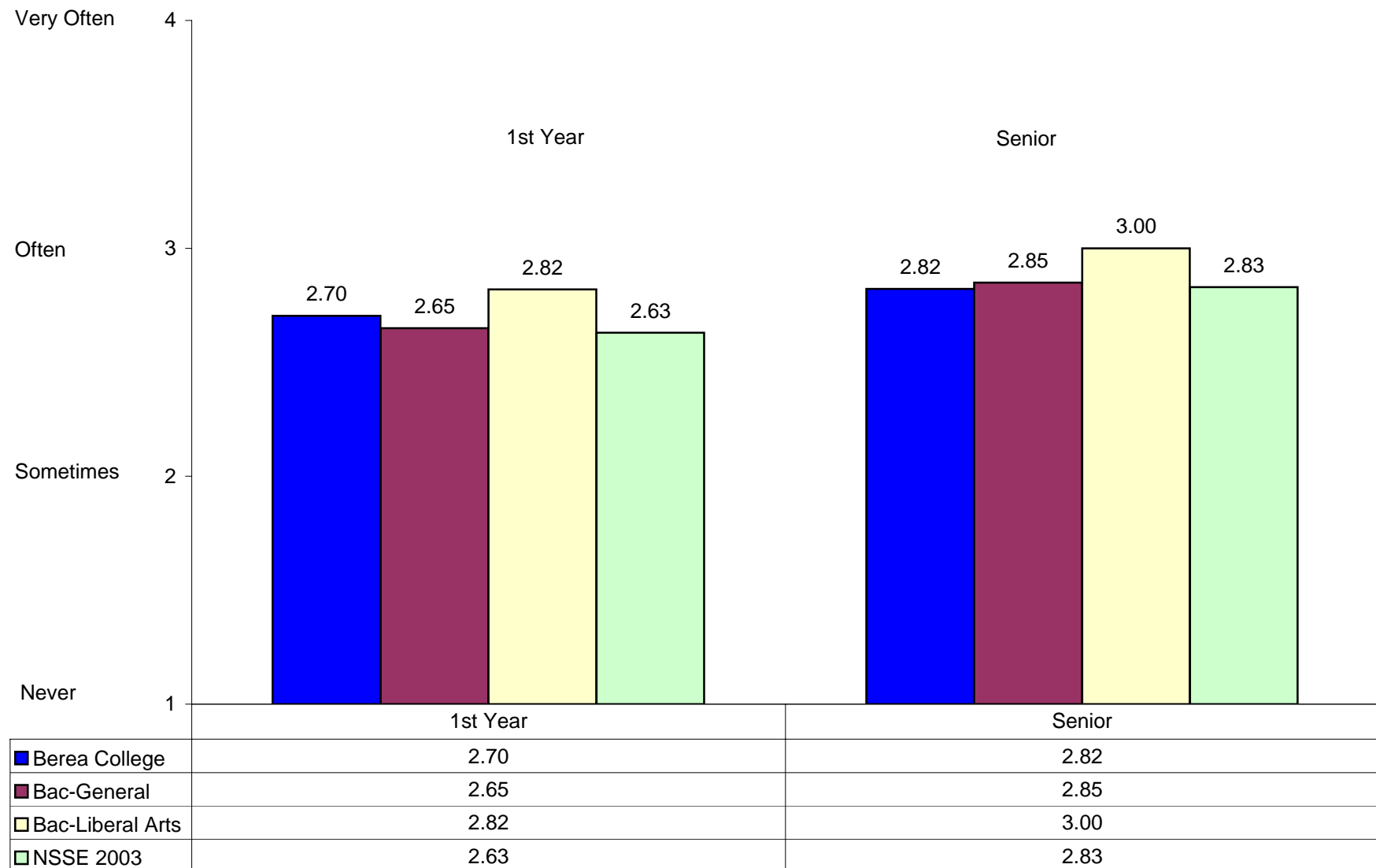
In your experience at your institution during the current school year, about how often have you done each of the following?

**Discussed ideas from your readings or classes
with faculty members outside of class**



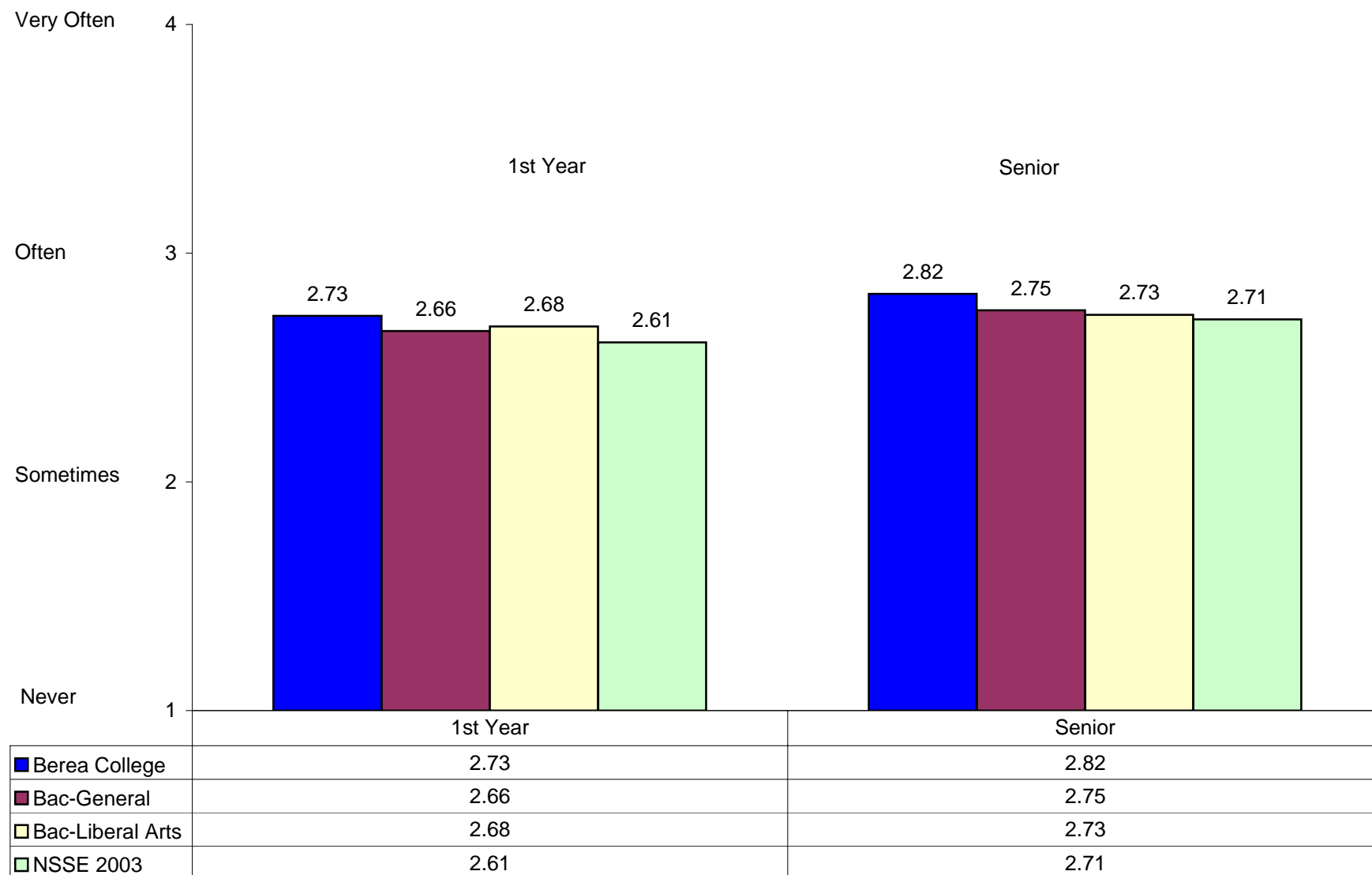
In your experience at your institution during the current school year, about how often have you done each of the following?

Received prompt feedback from faculty on your academic performance (written or oral)



In your experience at your institution during the current school year, about how often have you done each of the following?

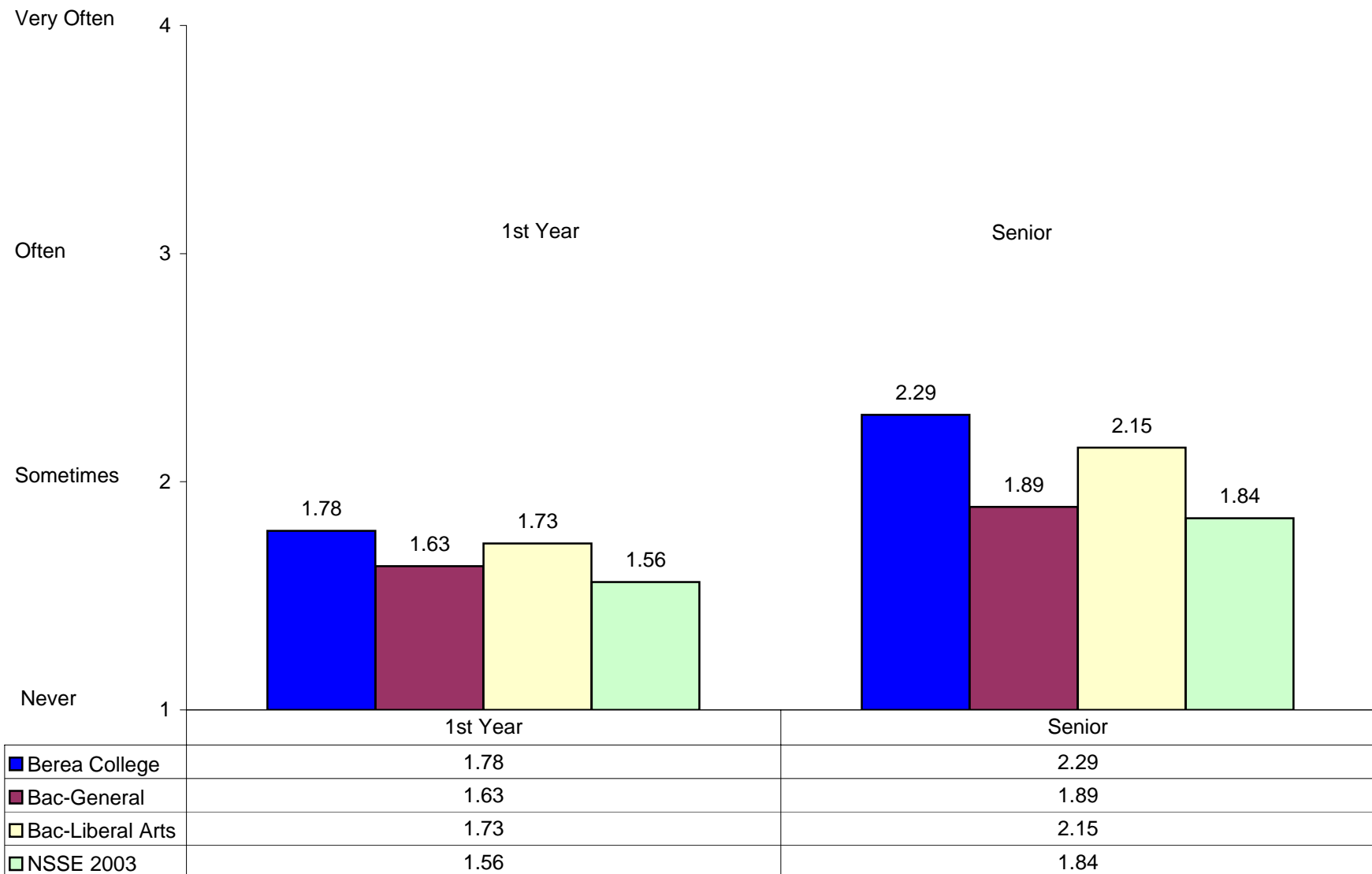
Worked harder than you thought you could to meet an instructor's standards or expectations



	1st Year	Senior
■ Berea College	2.73	2.82
■ Bac-General	2.66	2.75
■ Bac-Liberal Arts	2.68	2.73
■ NSSE 2003	2.61	2.71

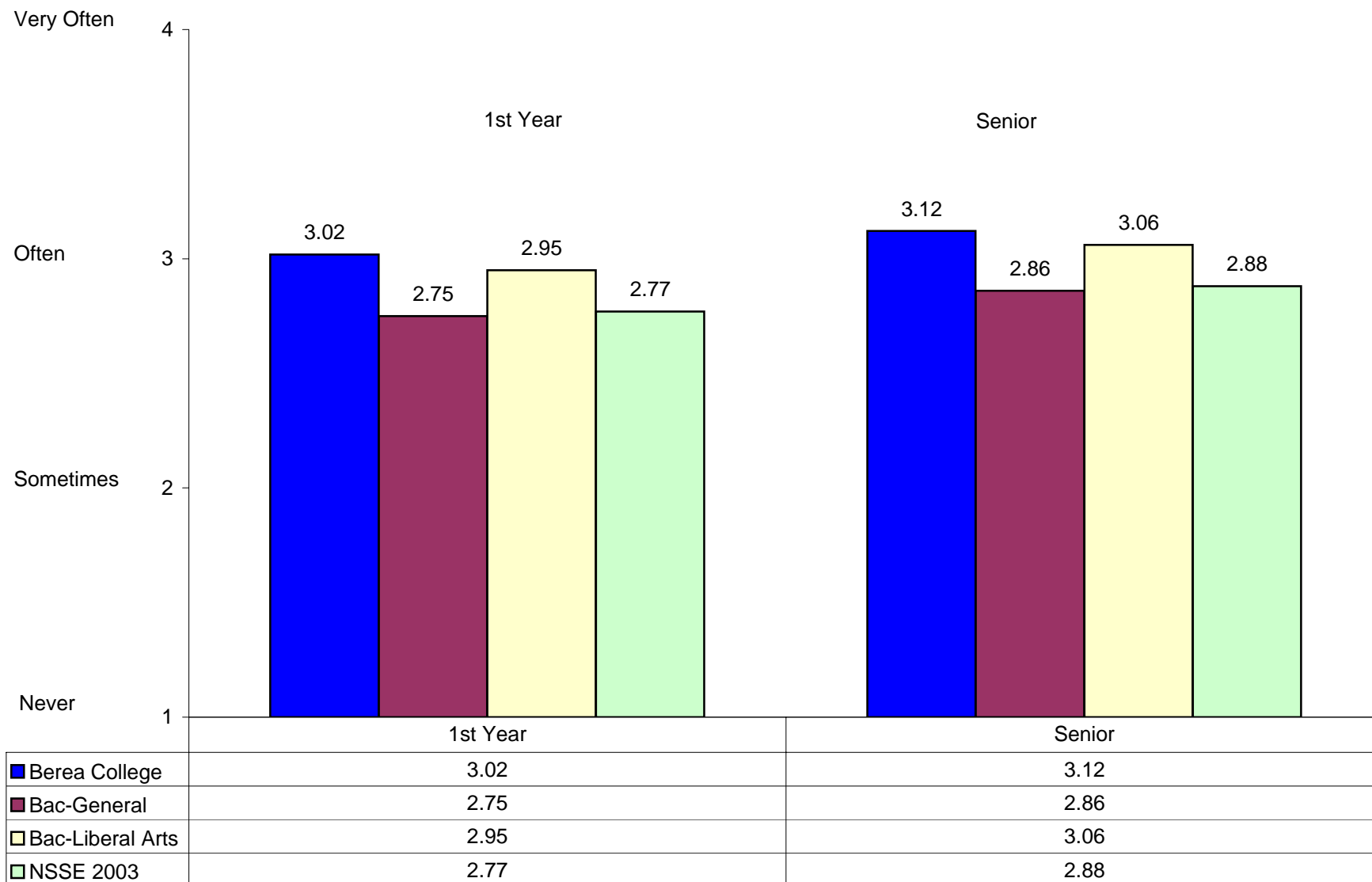
In your experience at your institution during the current school year, about how often have you done each of the following?

**Worked with faculty members on activities other than coursework
(committees, orientation, student life activities, etc.)**



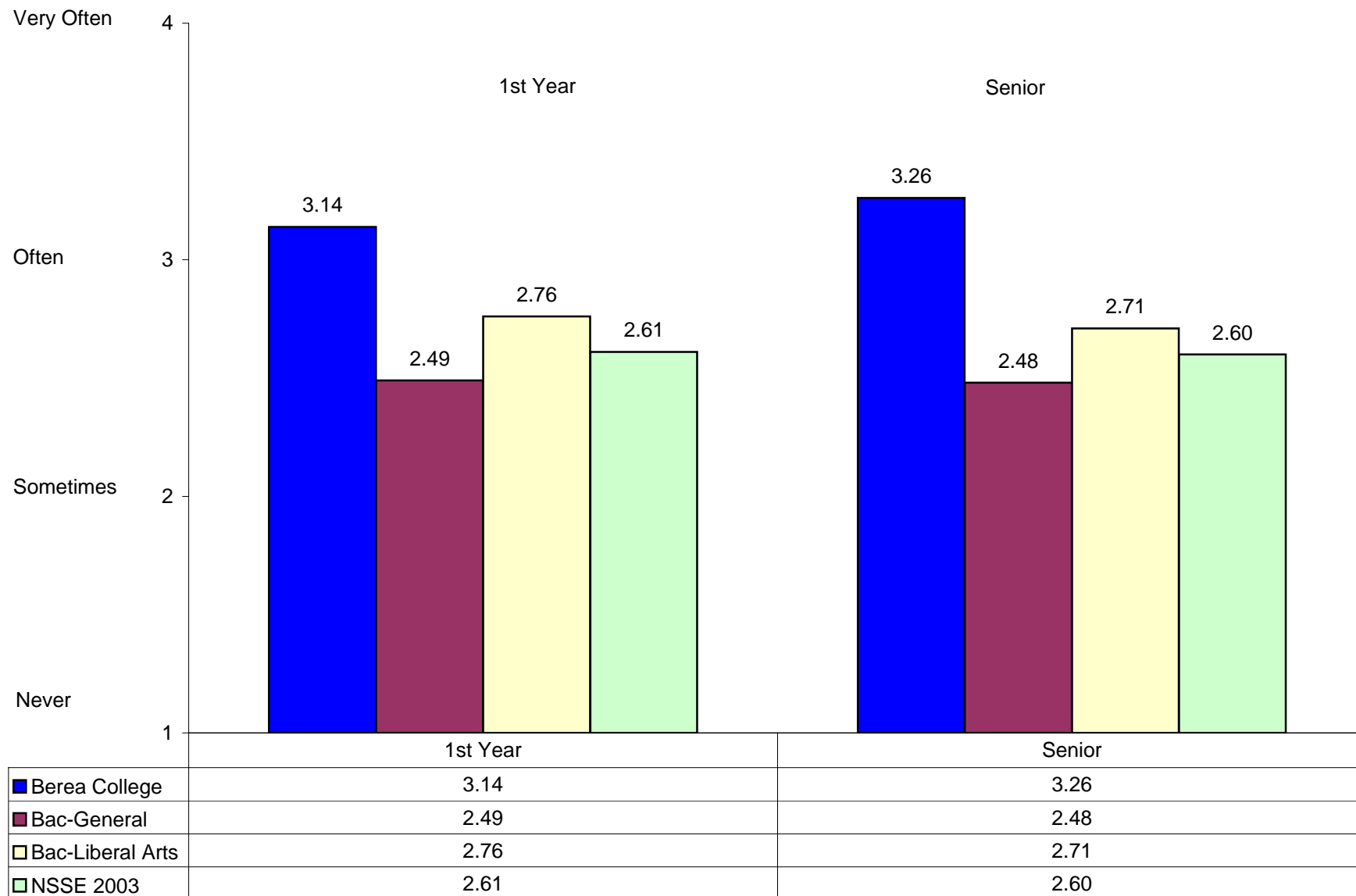
In your experience at your institution during the current school year, about how often have you done each of the following?

Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)



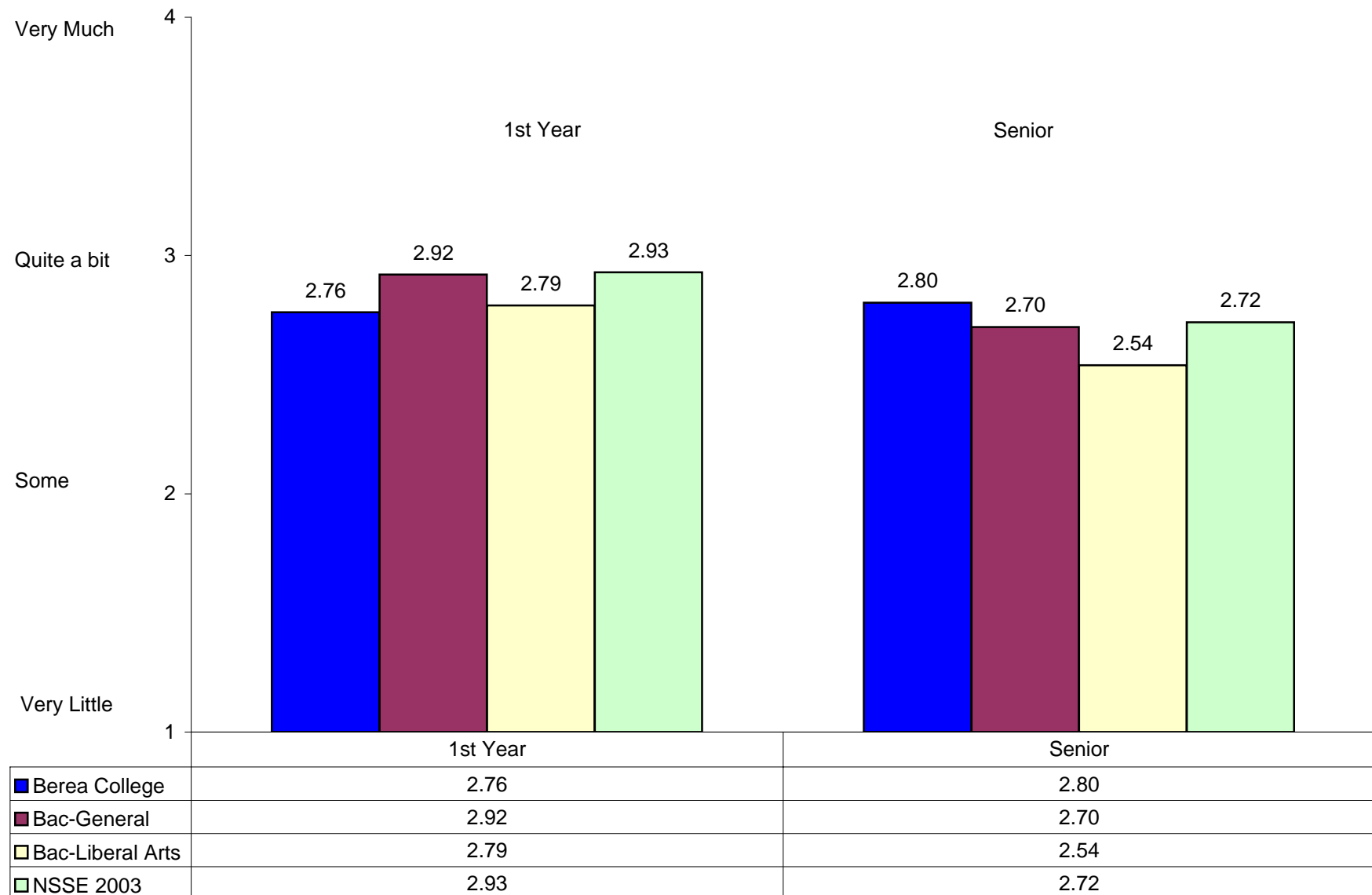
In your experience at your institution during the current school year, about how often have you done each of the following?

Had serious conversations with students of a different race or ethnicity than your own



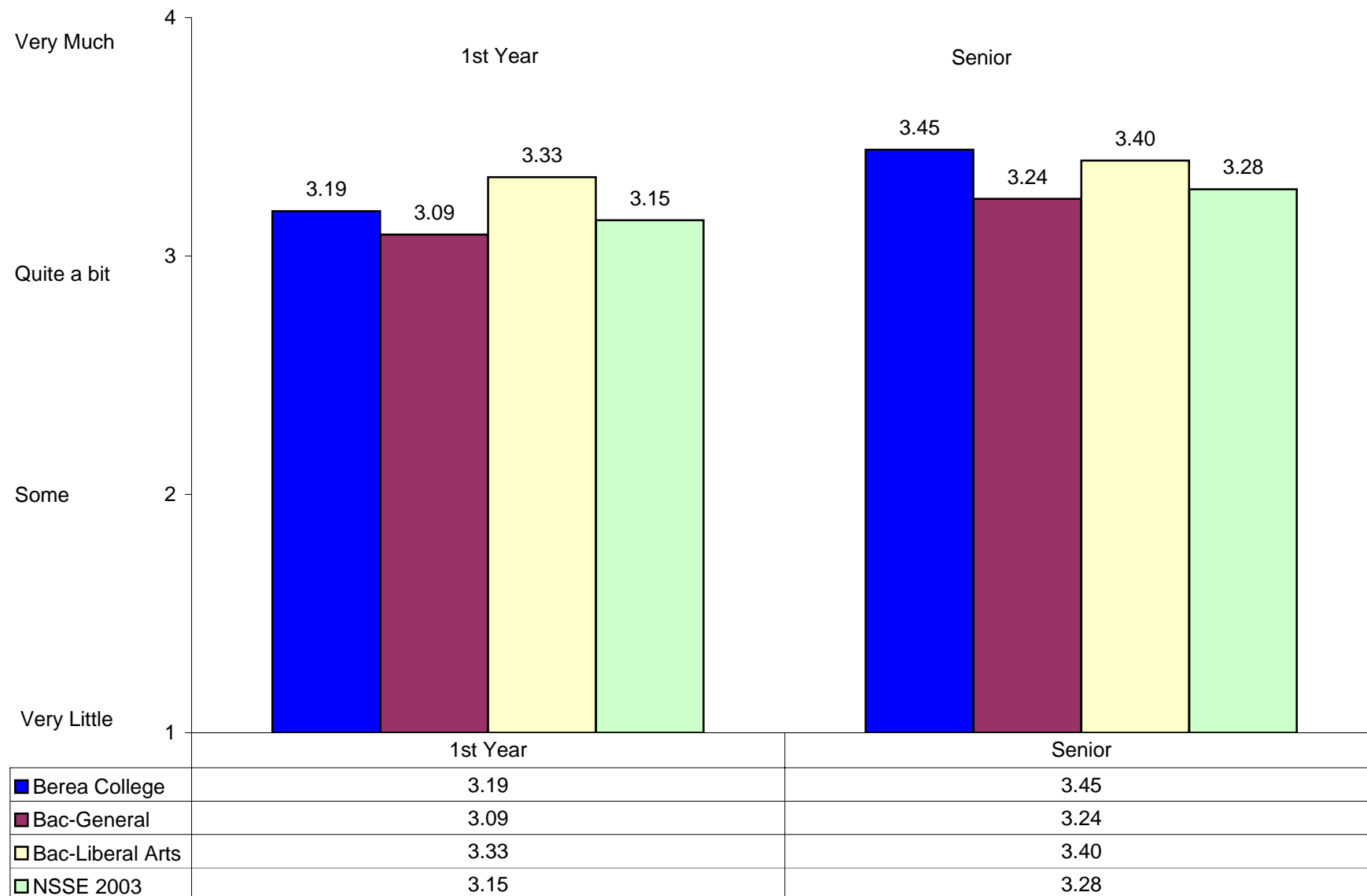
During the current school year, how much has your coursework emphasized the following mental activities?

**Memorizing facts, ideas or methods from your courses and readings
so you can repeat them in pretty much the same form.**



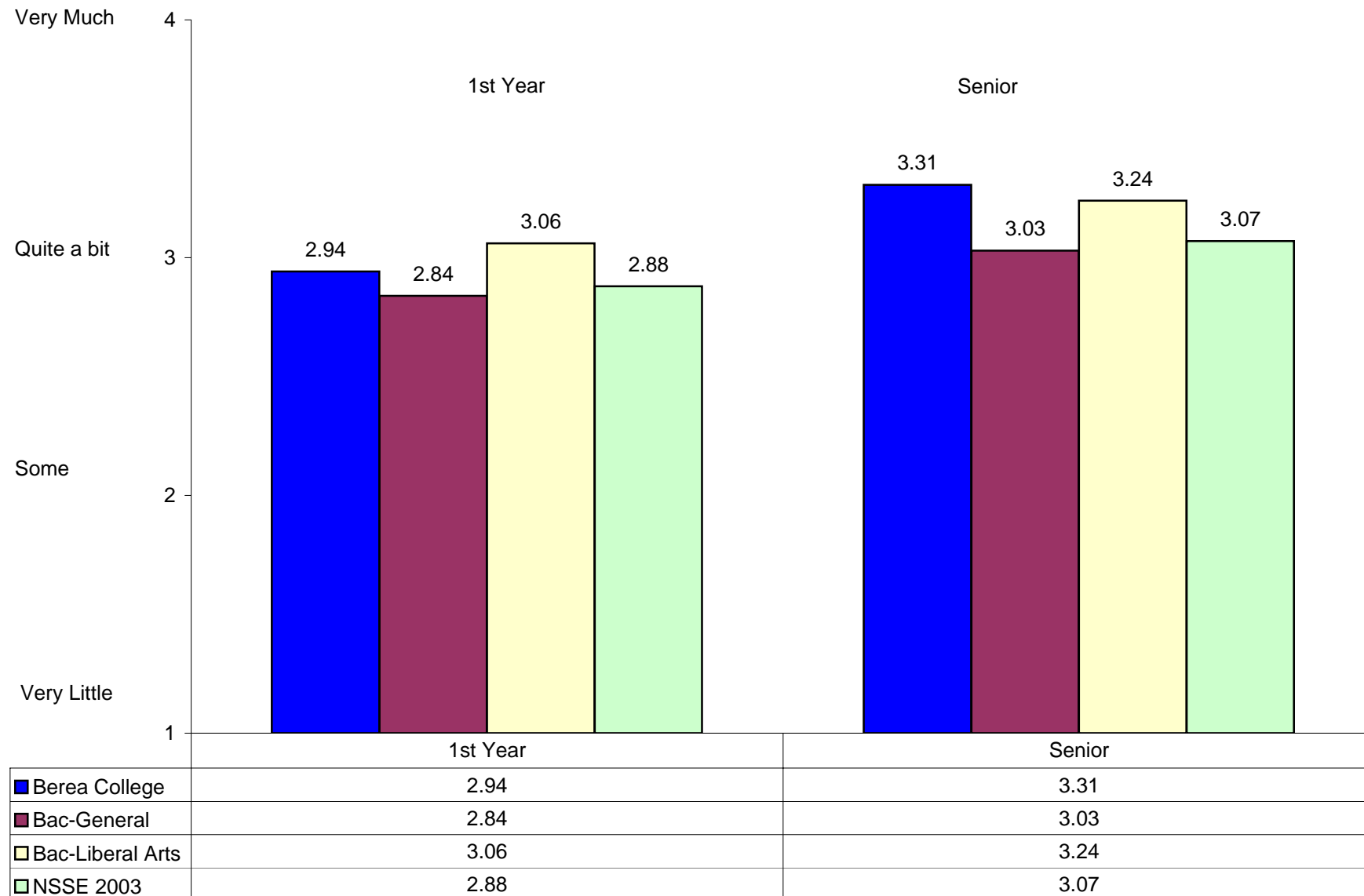
During the current school year, how much has your coursework emphasized the following mental activities?

Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components.



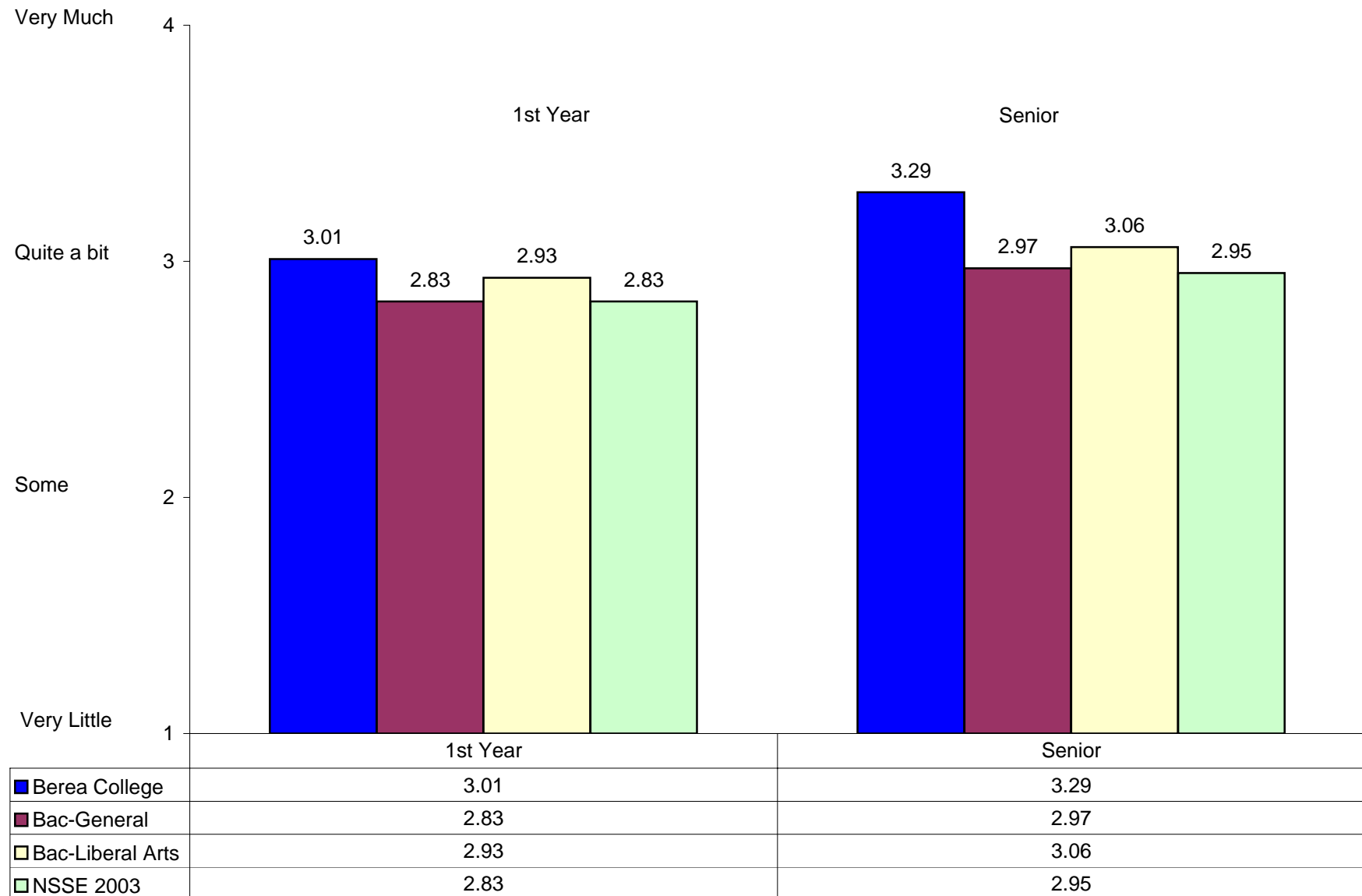
During the current school year, how much has your coursework emphasized the following mental activities?

Synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships



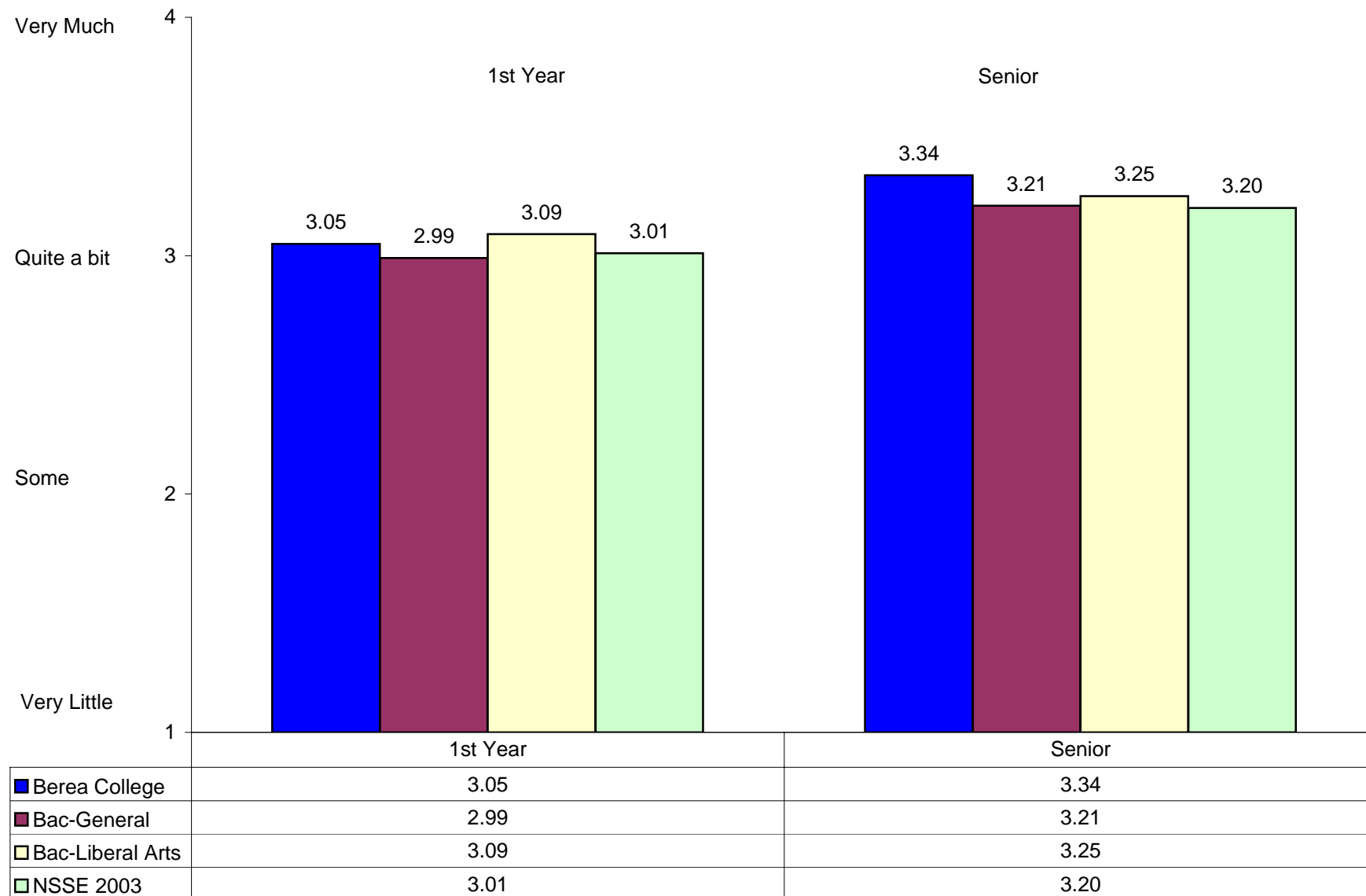
During the current school year, how much has your coursework emphasized the following mental activities?

Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.

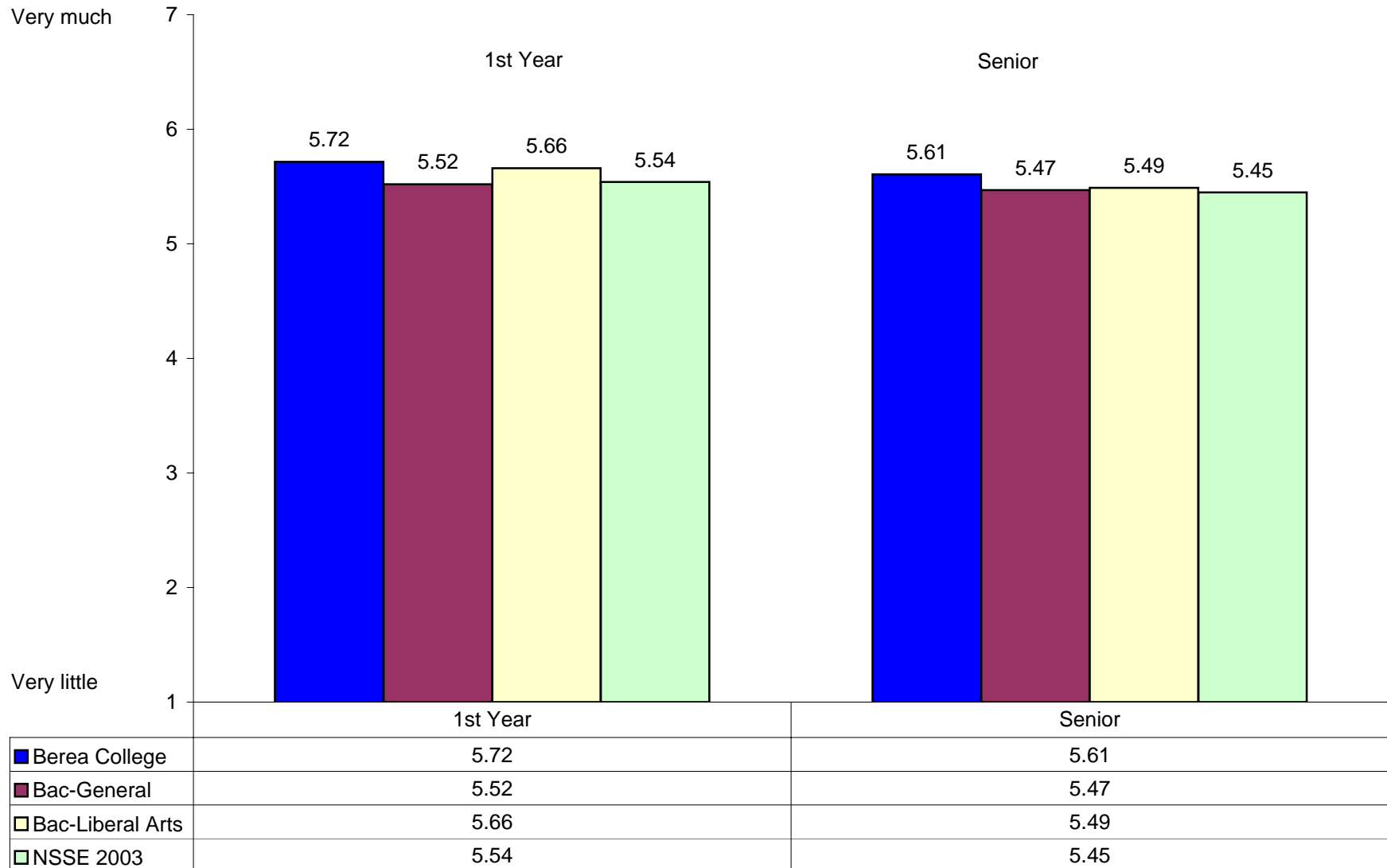


During the current school year, how much has your coursework emphasized the following mental activities?

Applying theories or concepts to practical problems or in new situations

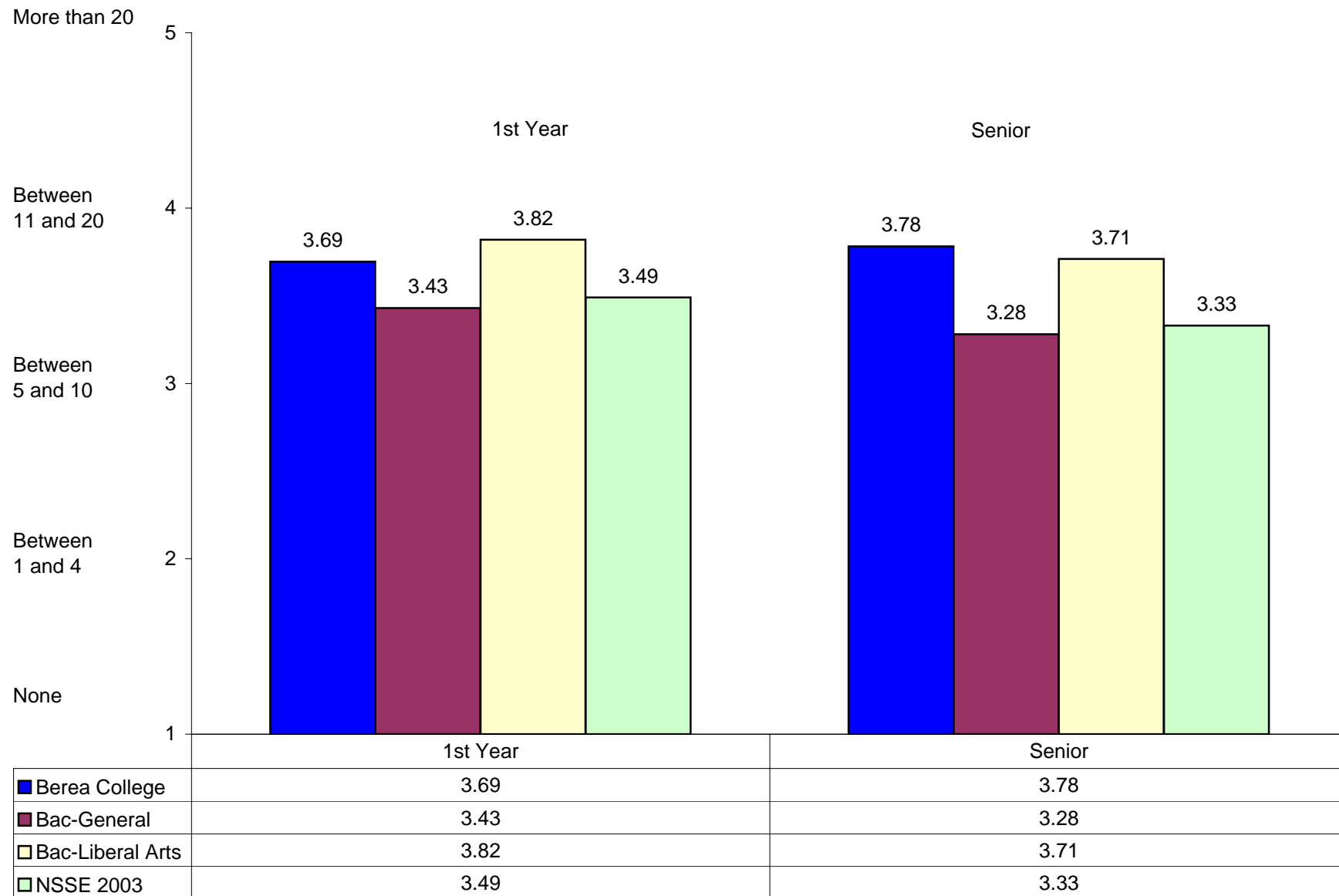


What best represents the extent to which your examinations during the current school year have challenged you to do your best work.



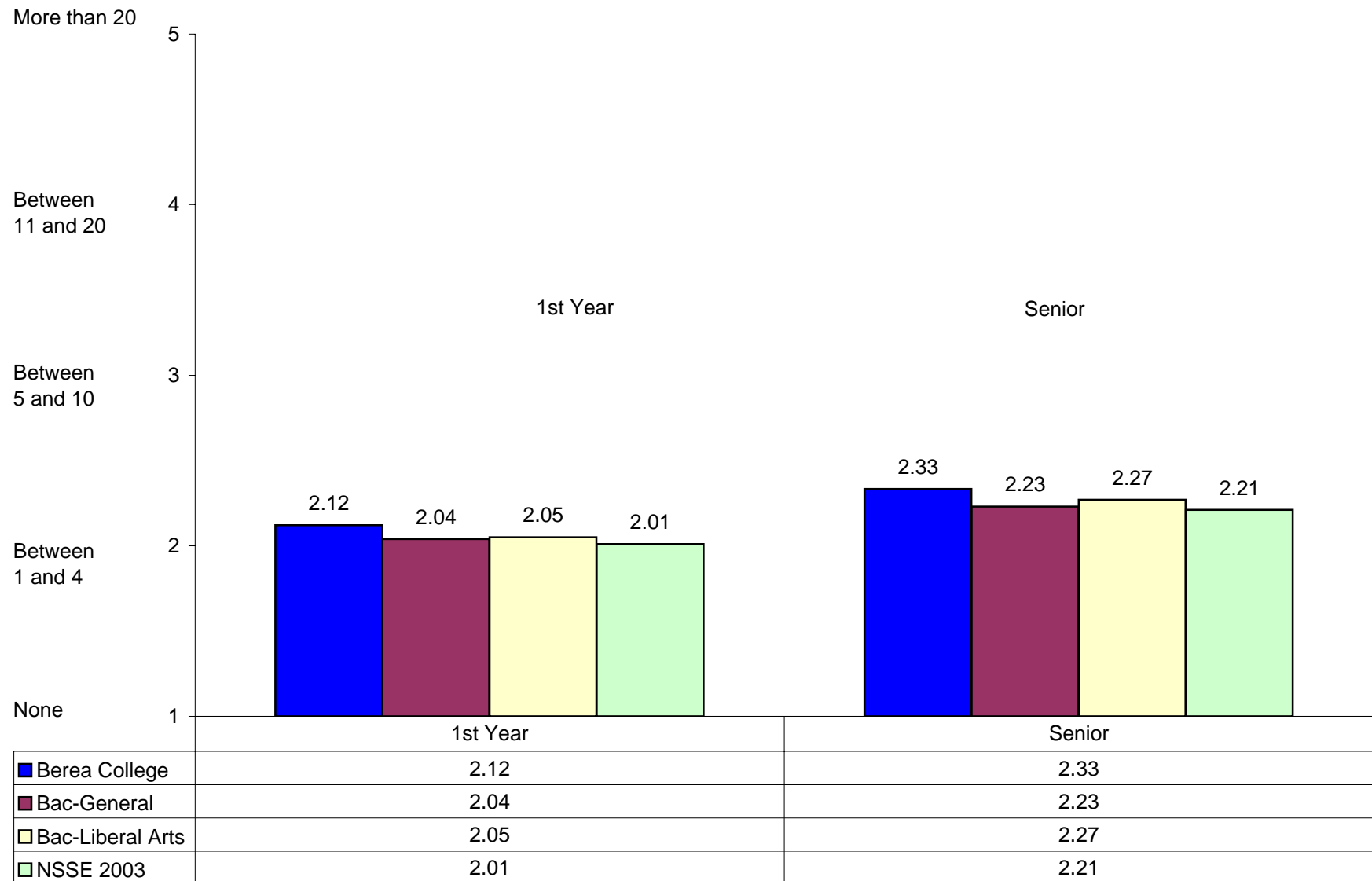
During the current school year, about how much reading and writing have you done?

Number of assigned textbooks, books, or book-length packs of course readings



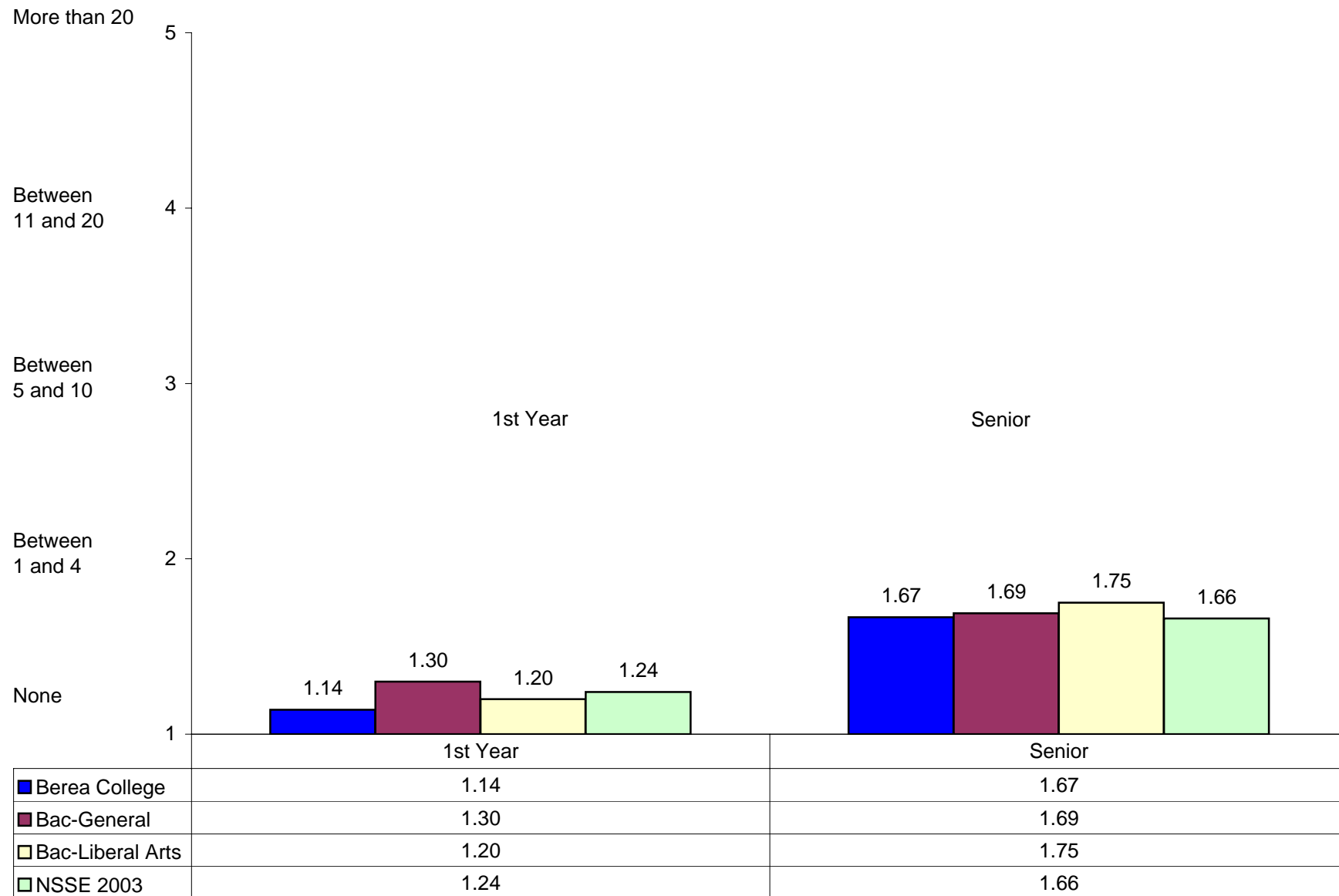
During the current school year, about how much reading and writing have you done?

**Number of books read on your own (not assigned)
for personal enjoyment or academic enrichment**



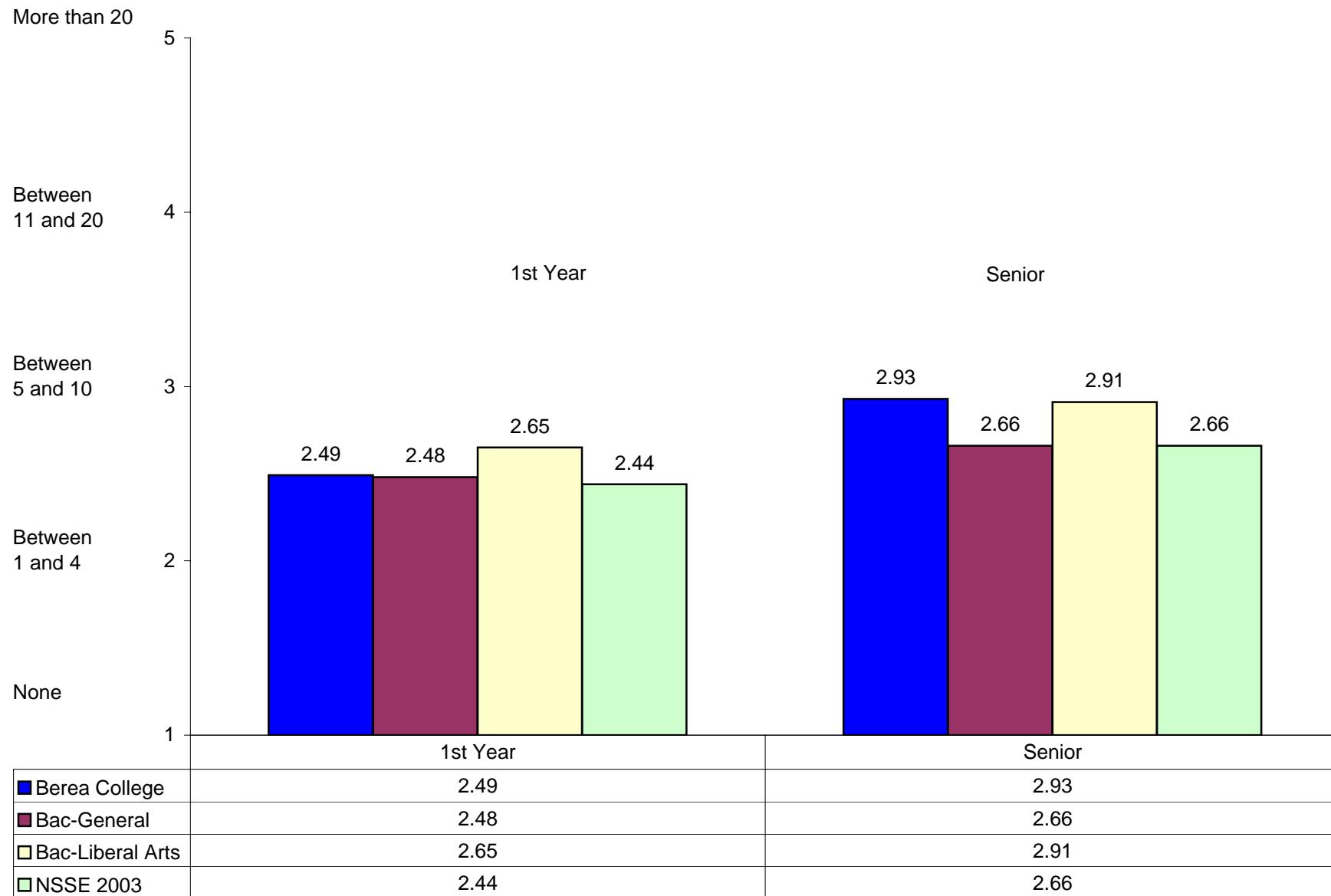
During the current school year, about how much reading and writing have you done?

Number of written papers or reports of 20 pages or more



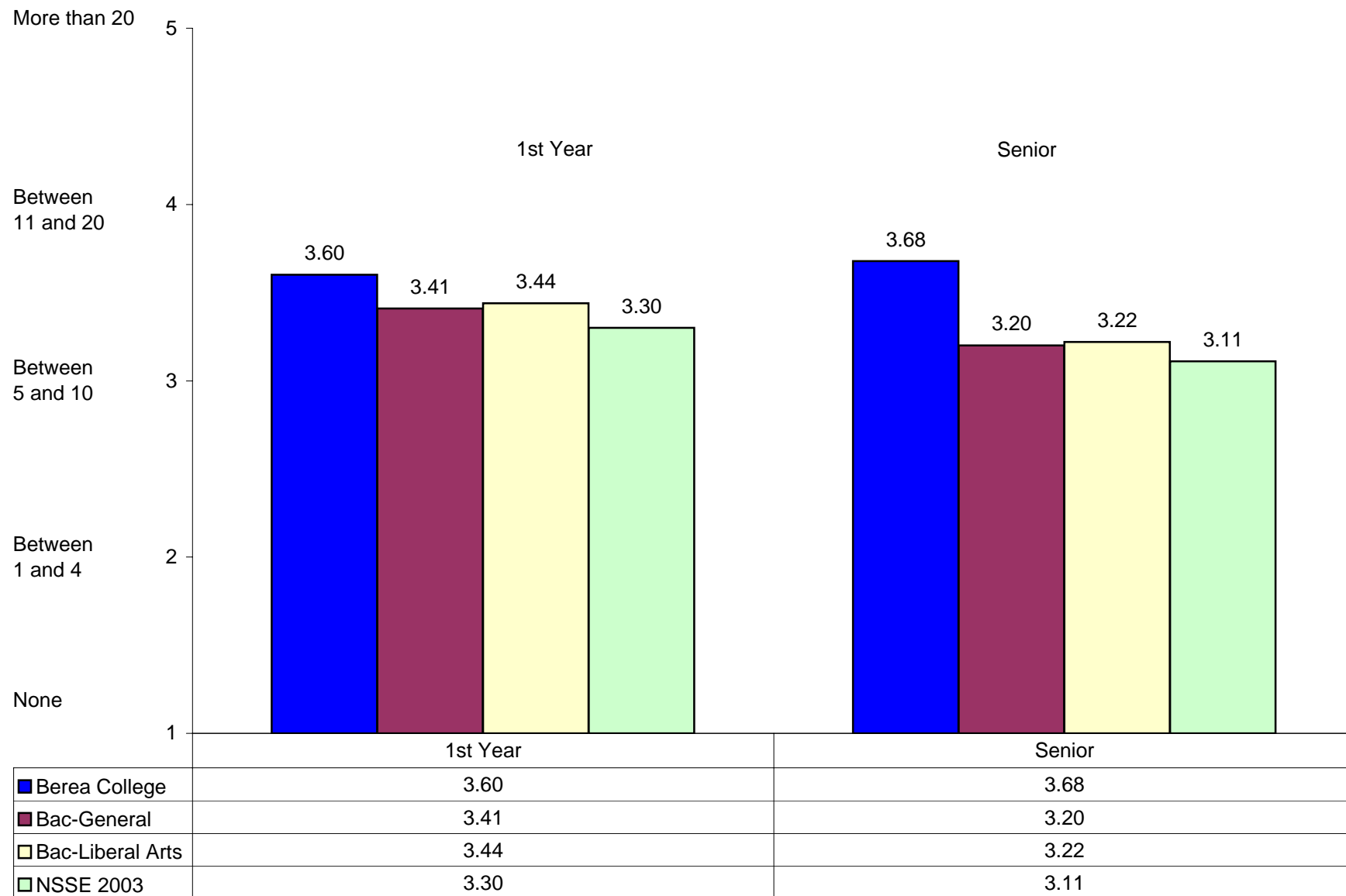
During the current school year, about how much reading and writing have you done?

Number of written papers or reports between 5 and 19 pages



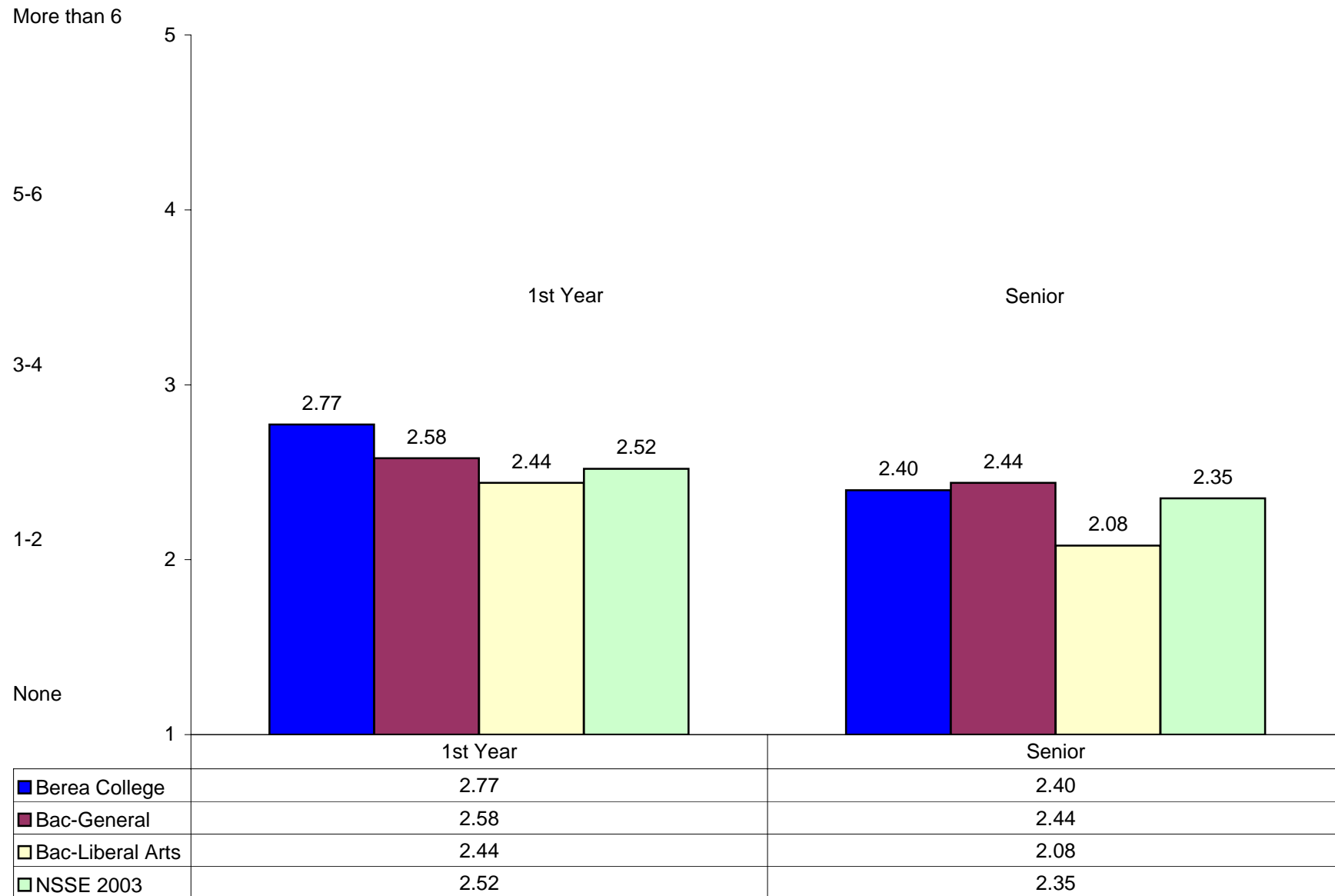
During the current school year, about how much reading and writing have you done?

Number of written papers or reports of fewer than 5 pages



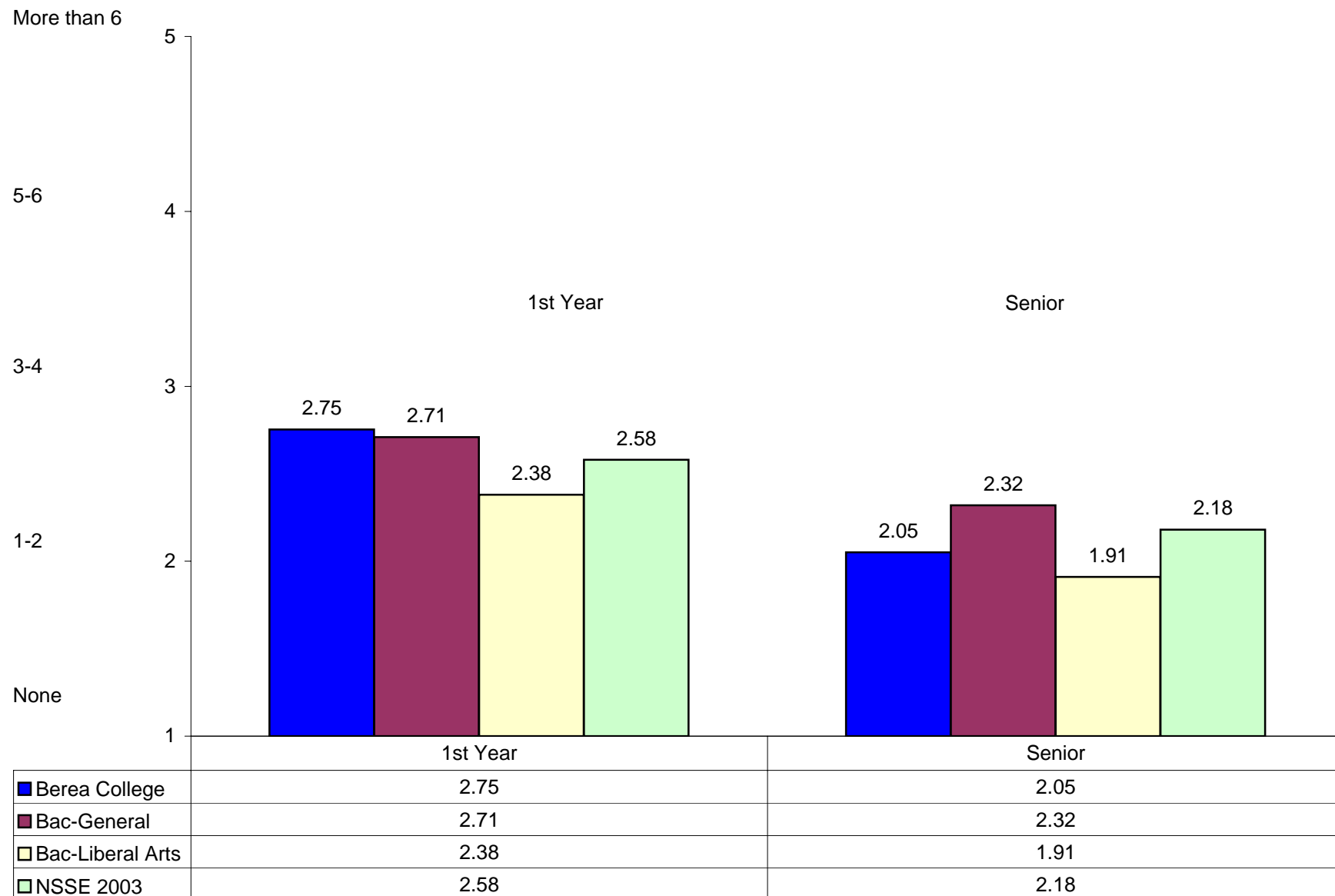
In a typical week, how many homework problem sets do you complete?

Number of problem sets that take you more than an hour to complete

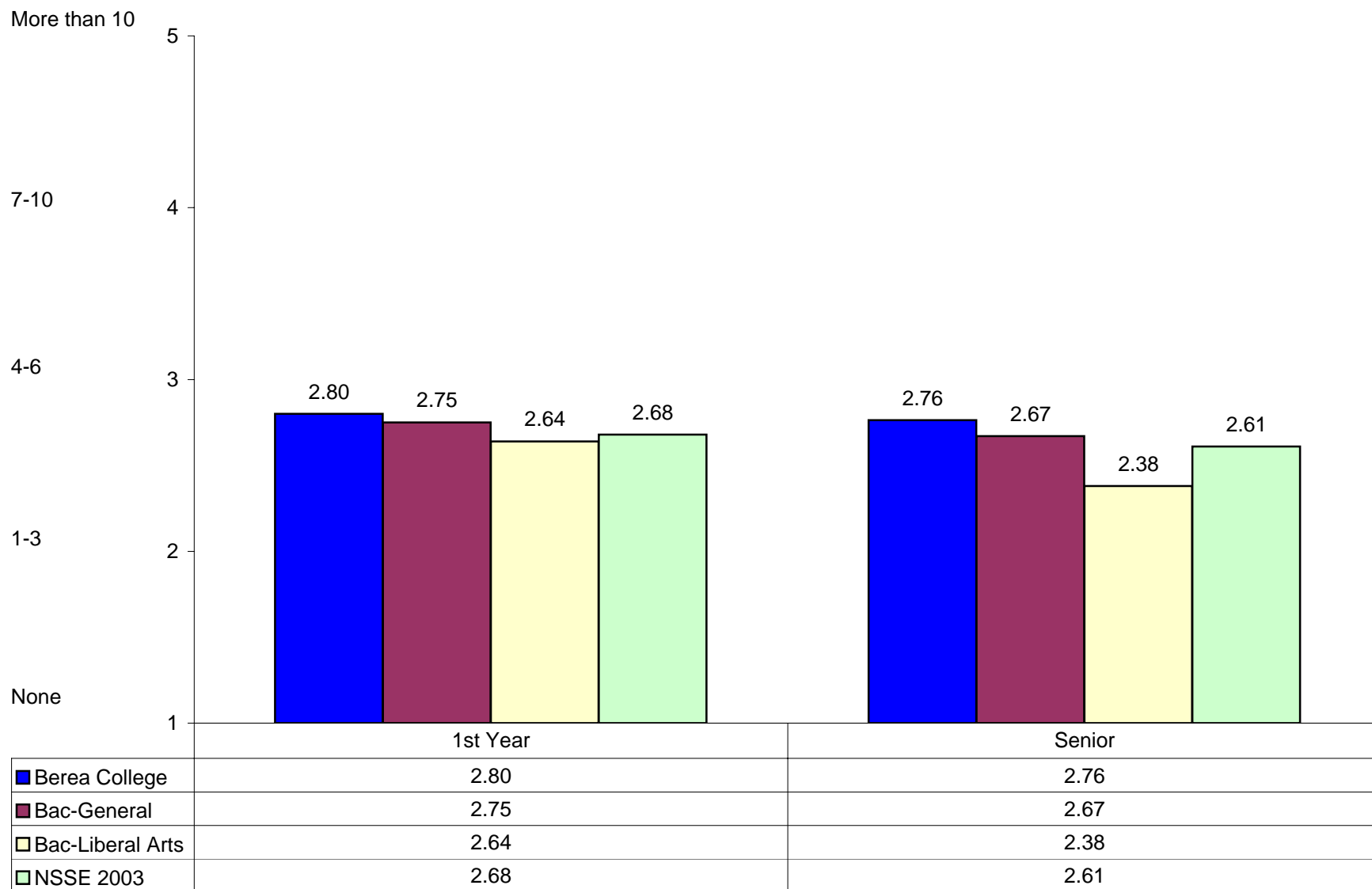


In a typical week, how many homework problem sets do you complete?

Number of problem sets that take you less than an hour to complete

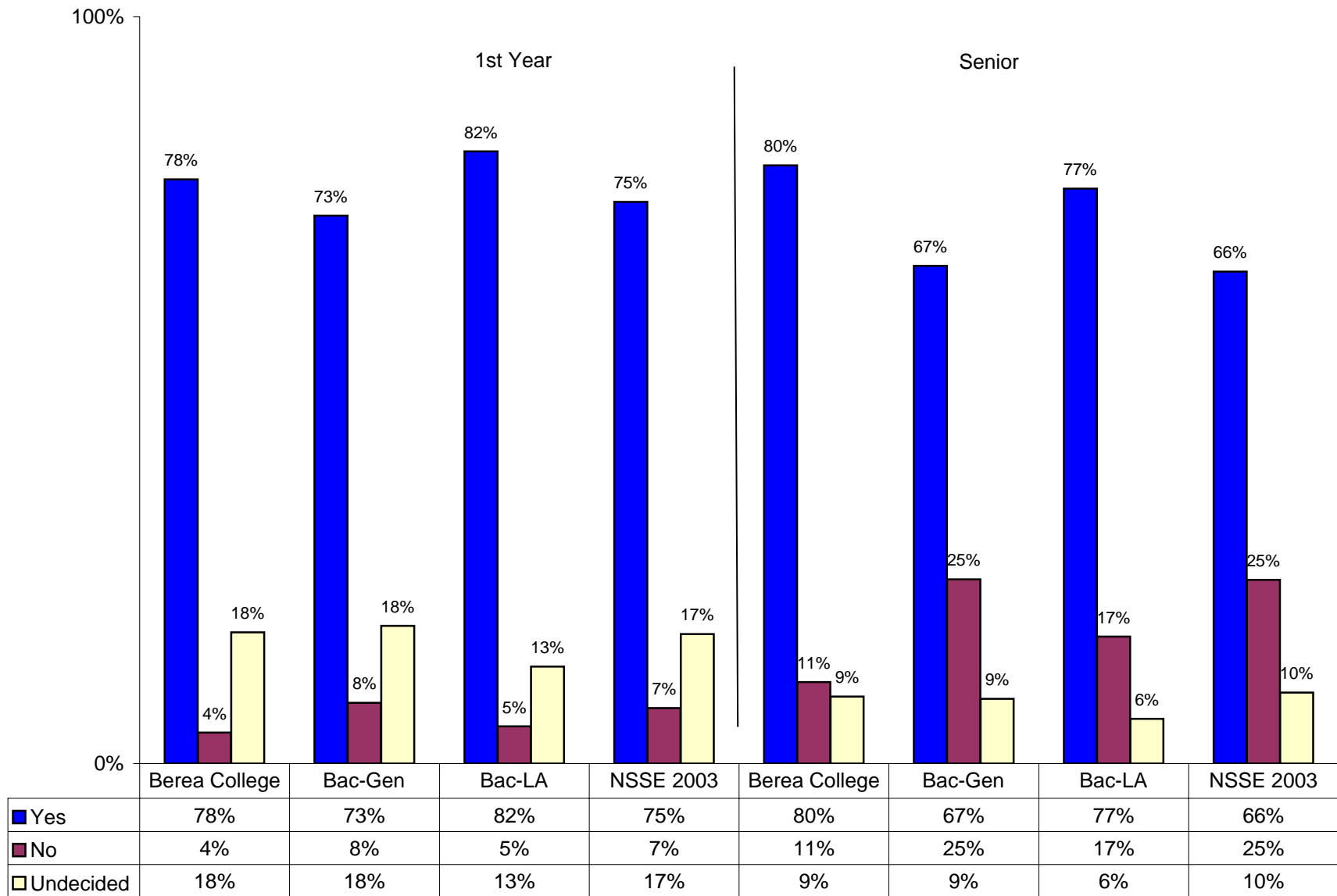


In a typical week, how many homework problems take you more than 15 minutes each to complete?



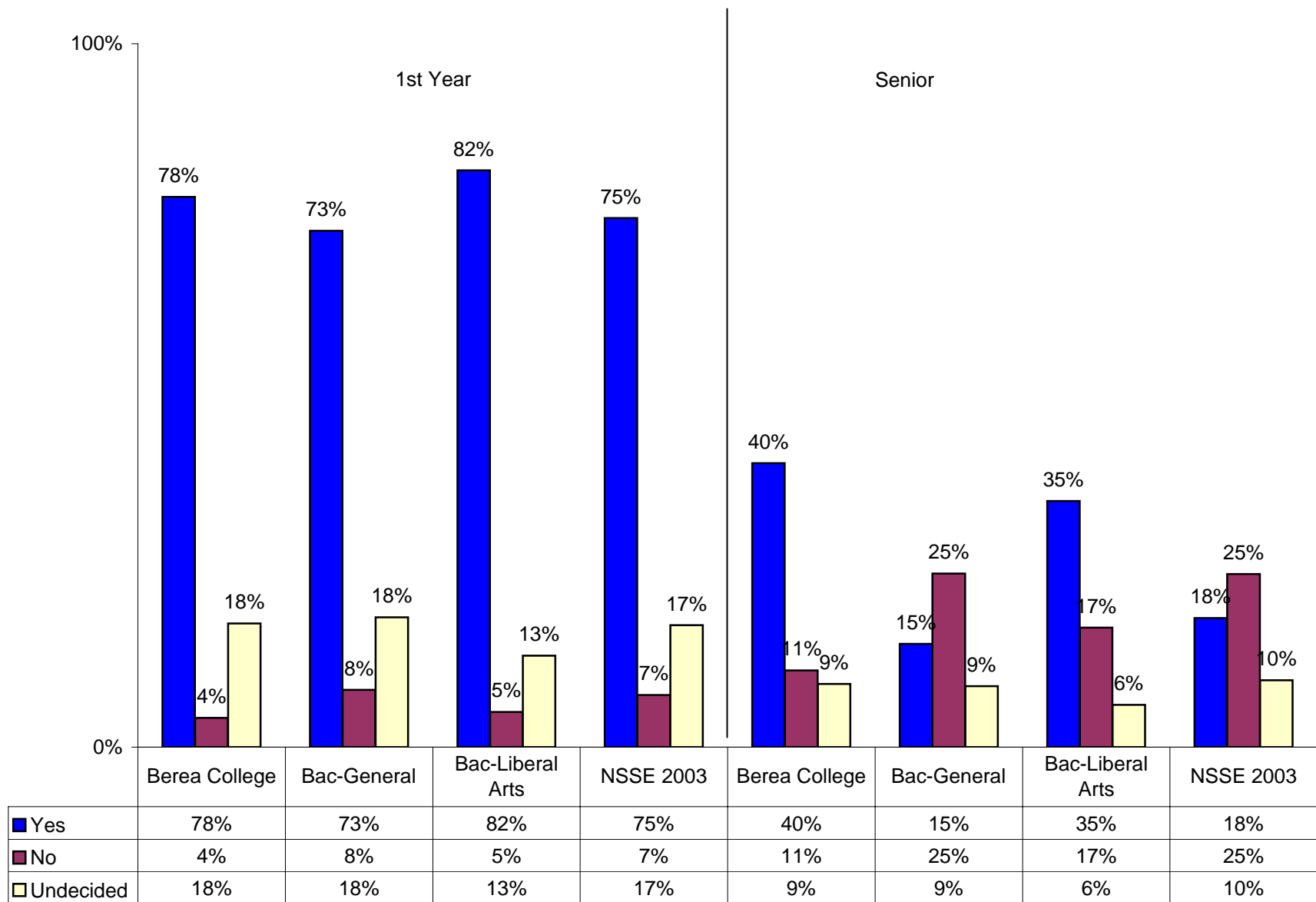
Which of the following have you done or do you plan to do before you graduate from your institution?

Practicum, internship, field experience, co-op experience, or clinical assignment



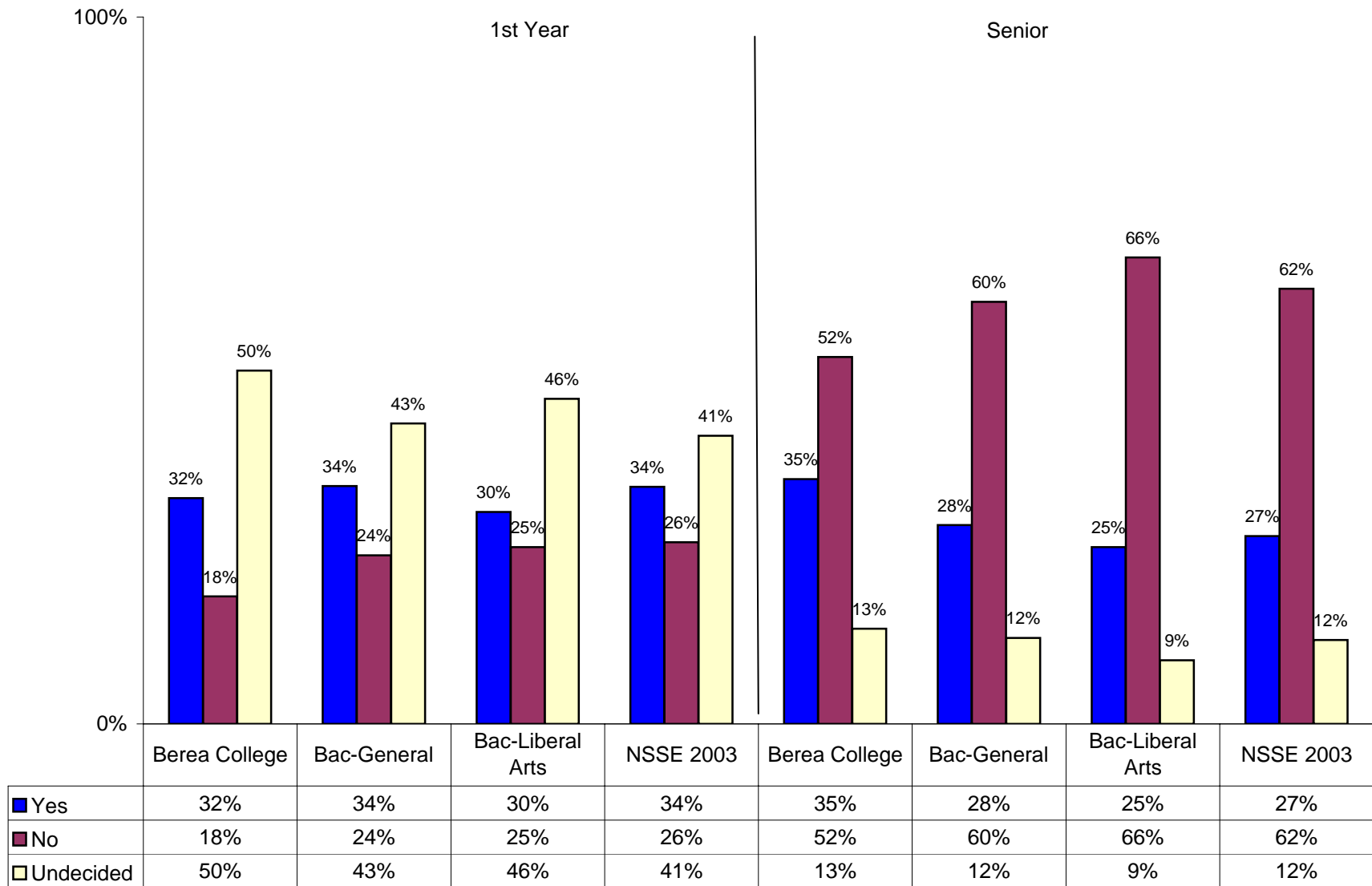
Which of the following have you done or do you plan to do before you graduate from your institution?

Community service or volunteer work



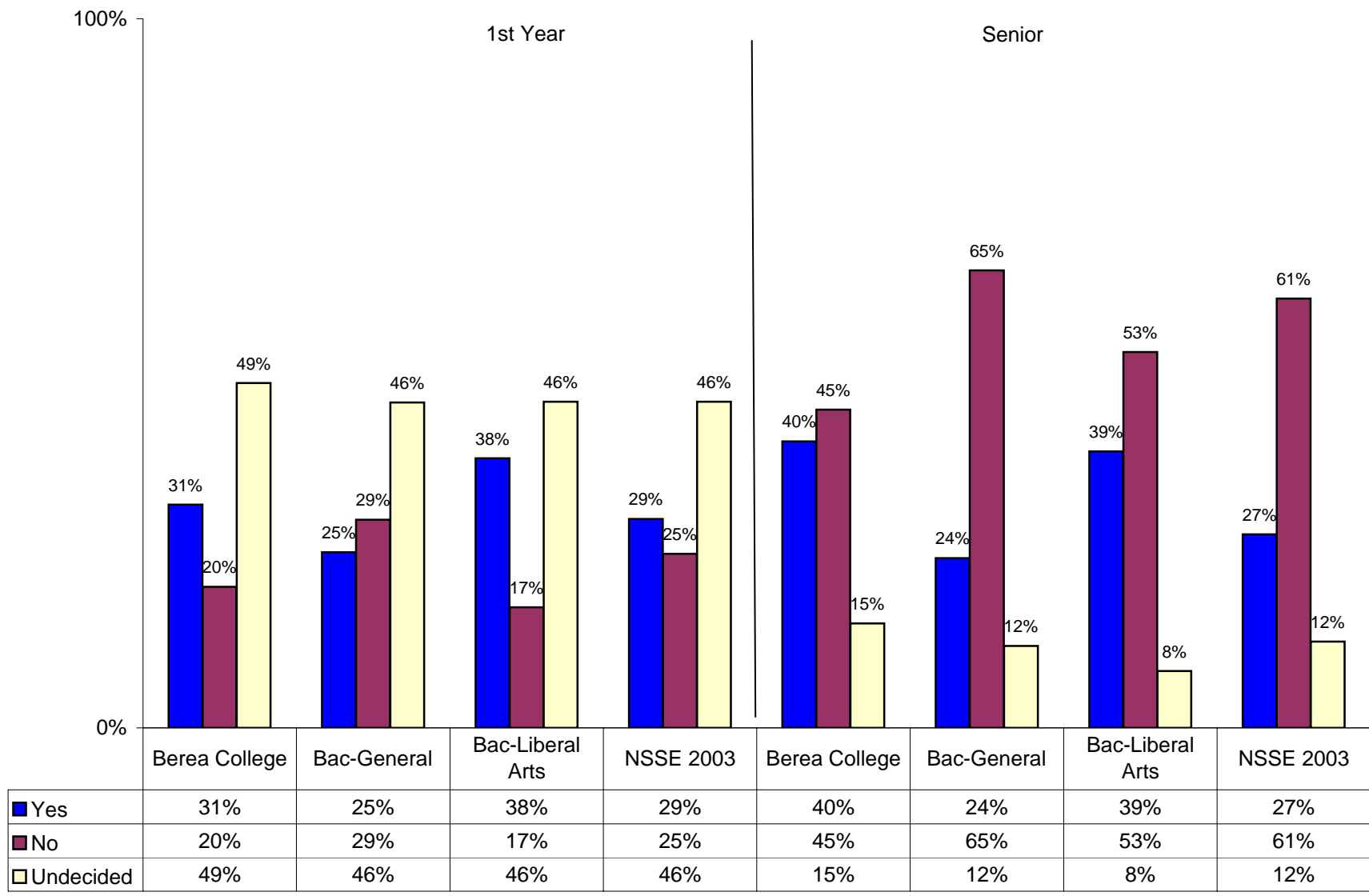
Which of the following have you done or do you plan to do before you graduate from your institution?

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



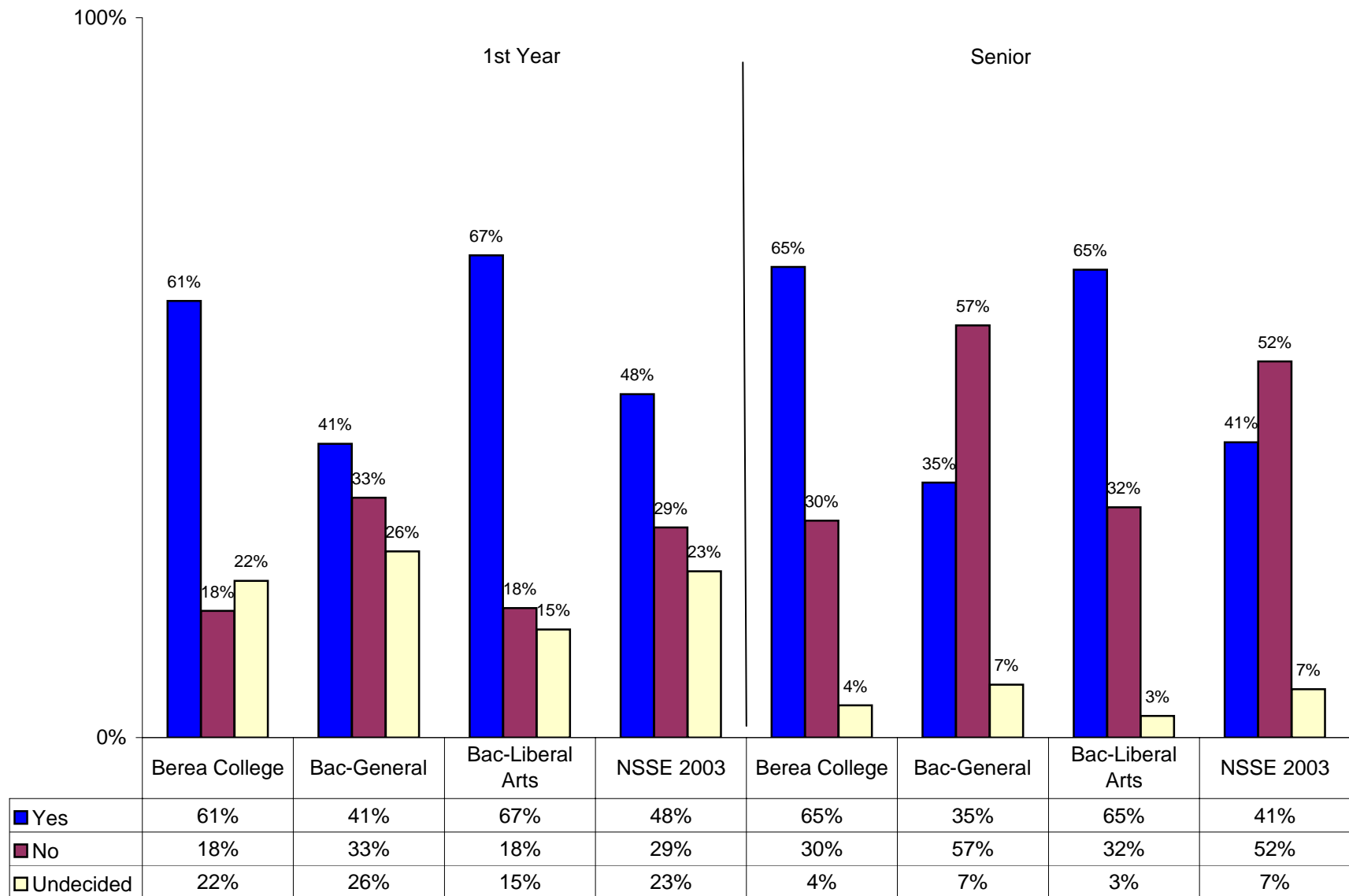
Which of the following have you done or do you plan to do before you graduate from your institution?

Work on a research project with a faculty member outside of course or program requirements



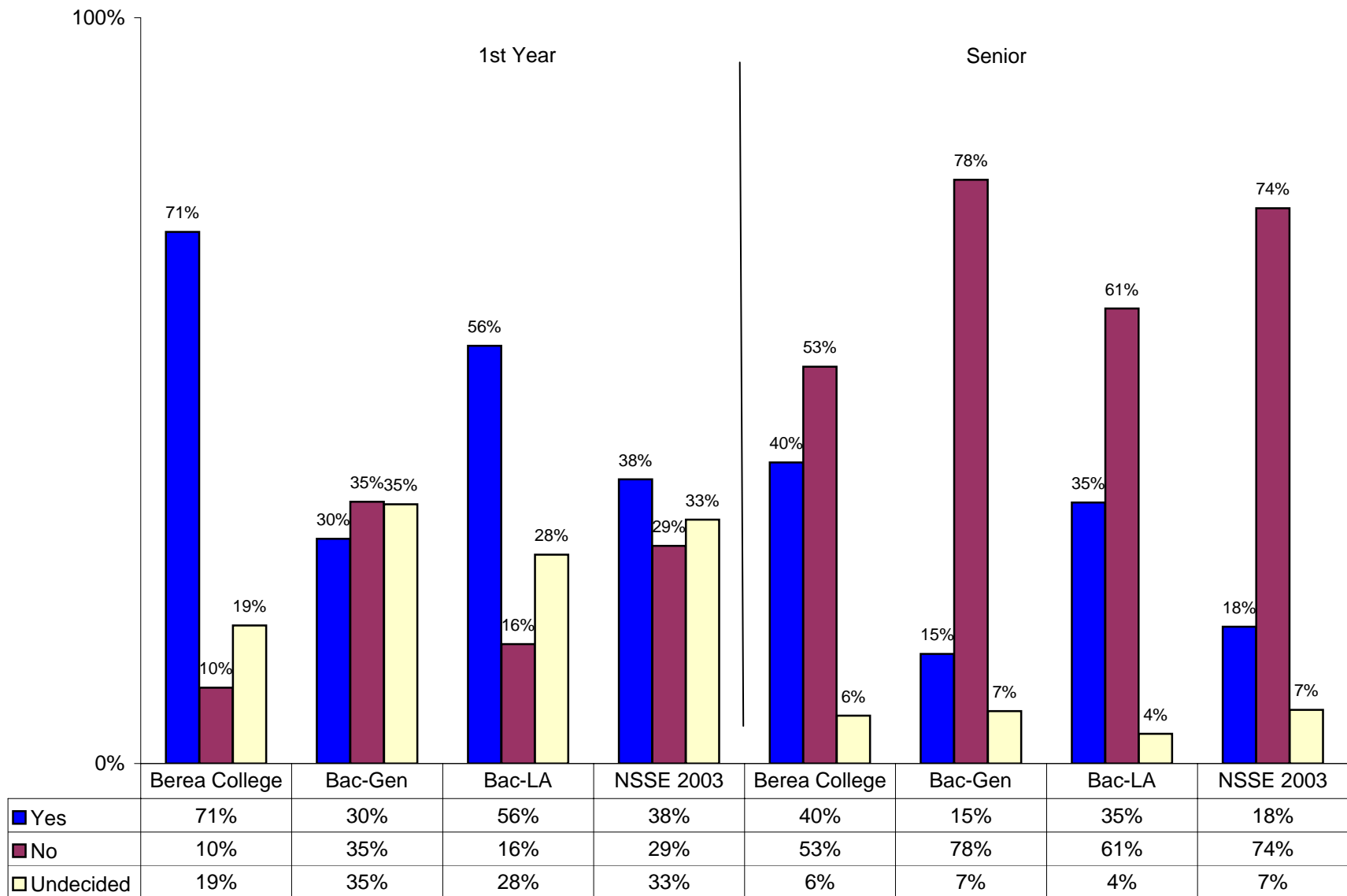
Which of the following have you done or do you plan to do before you graduate from your institution?

Foreign language coursework



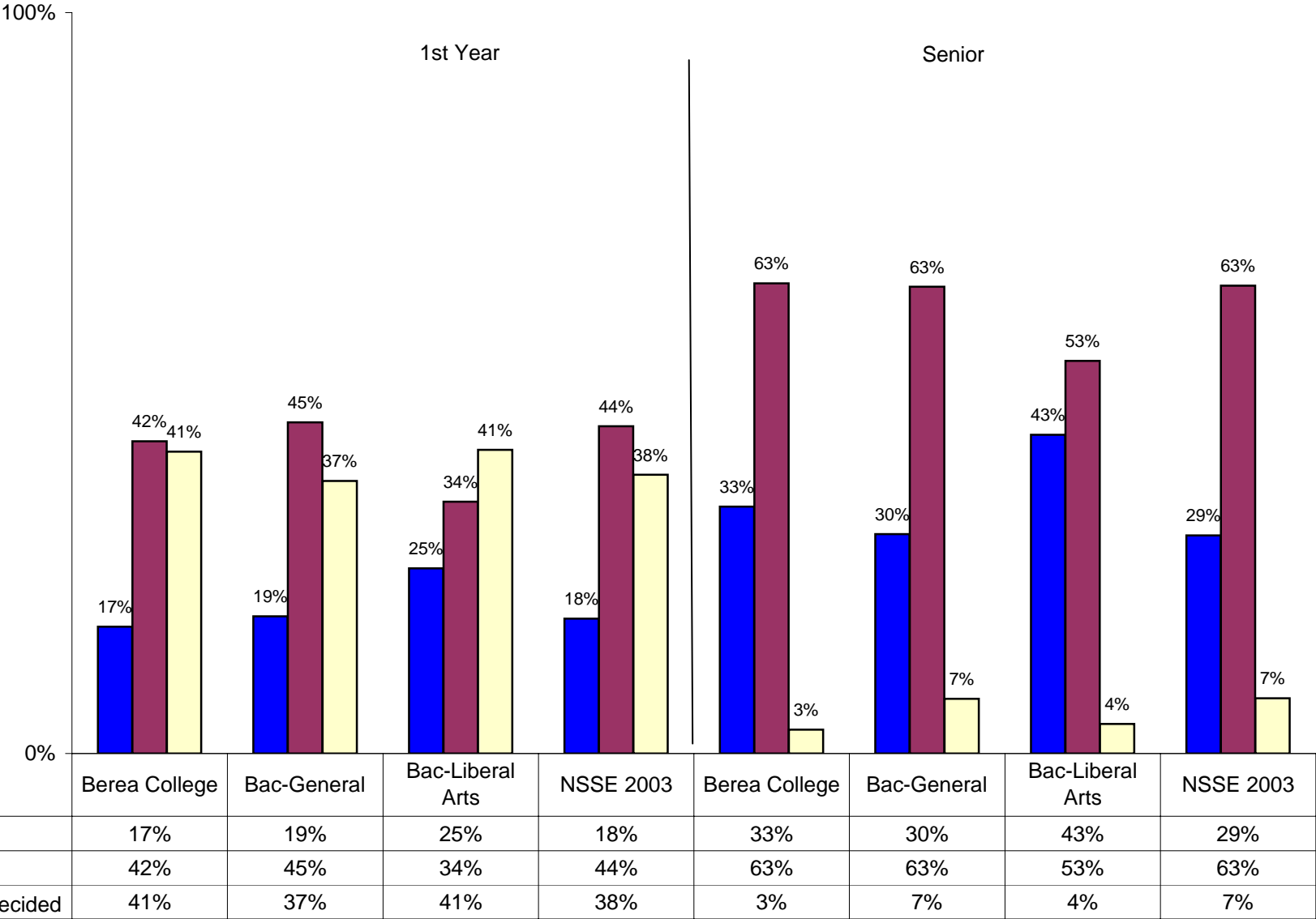
Which of the following have you done or do you plan to do before you graduate from your institution?

Study abroad



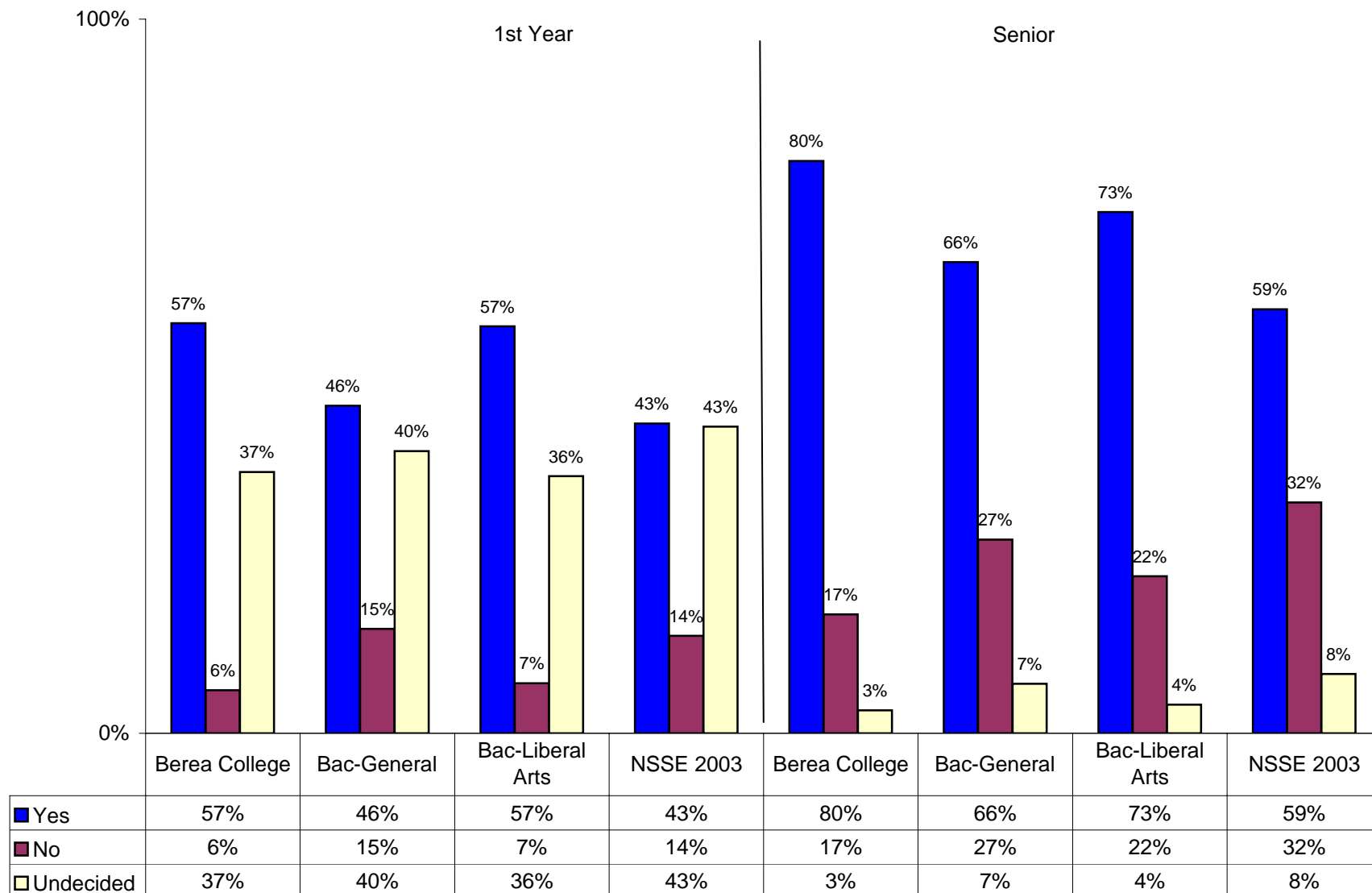
Which of the following have you done or do you plan to do before you graduate from your institution?

Independent study or self-designed major



Which of the following have you done or do you plan to do before you graduate from your institution?

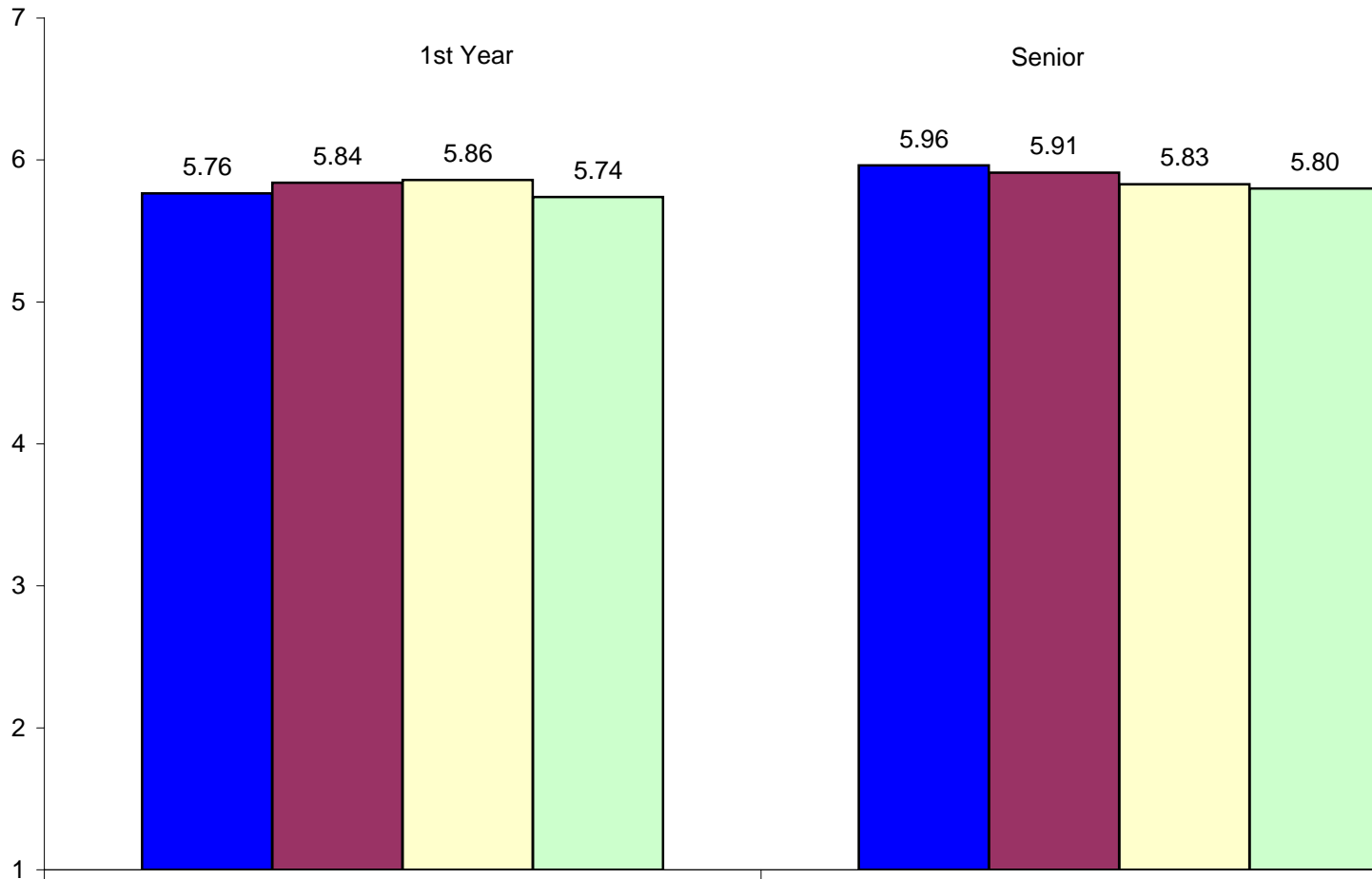
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)



Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with other students

Friendly,
Supportive,
Sense of
Belonging



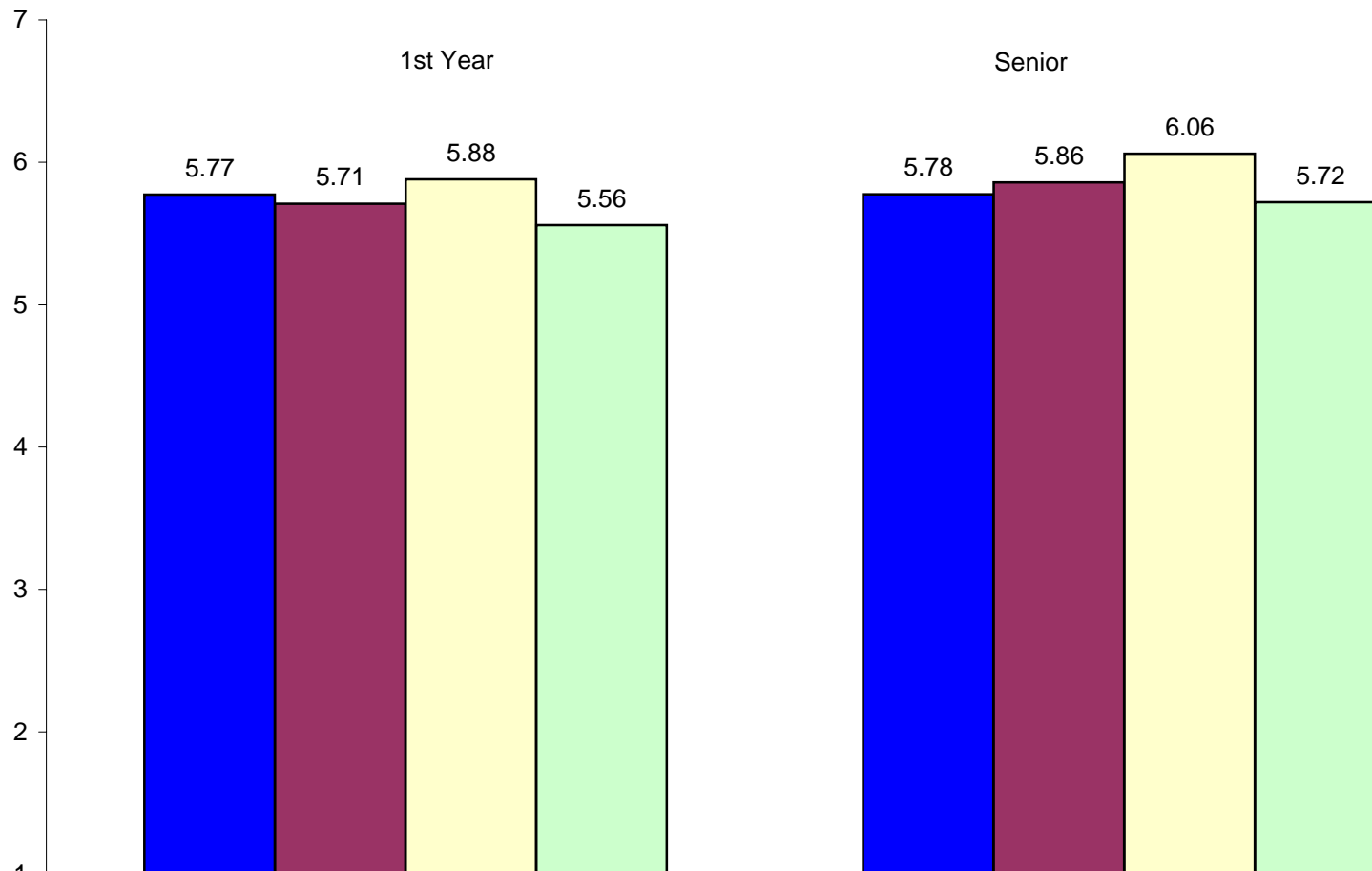
Unfriendly,
Unsupportive,
Sense of
Alienation

	1st Year	Senior
■ Berea College	5.76	5.96
■ Bac-General	5.84	5.91
■ Bac-Liberal Arts	5.86	5.83
■ NSSE 2003	5.74	5.80

Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with faculty members

Available,
Helpful,
Sympathetic

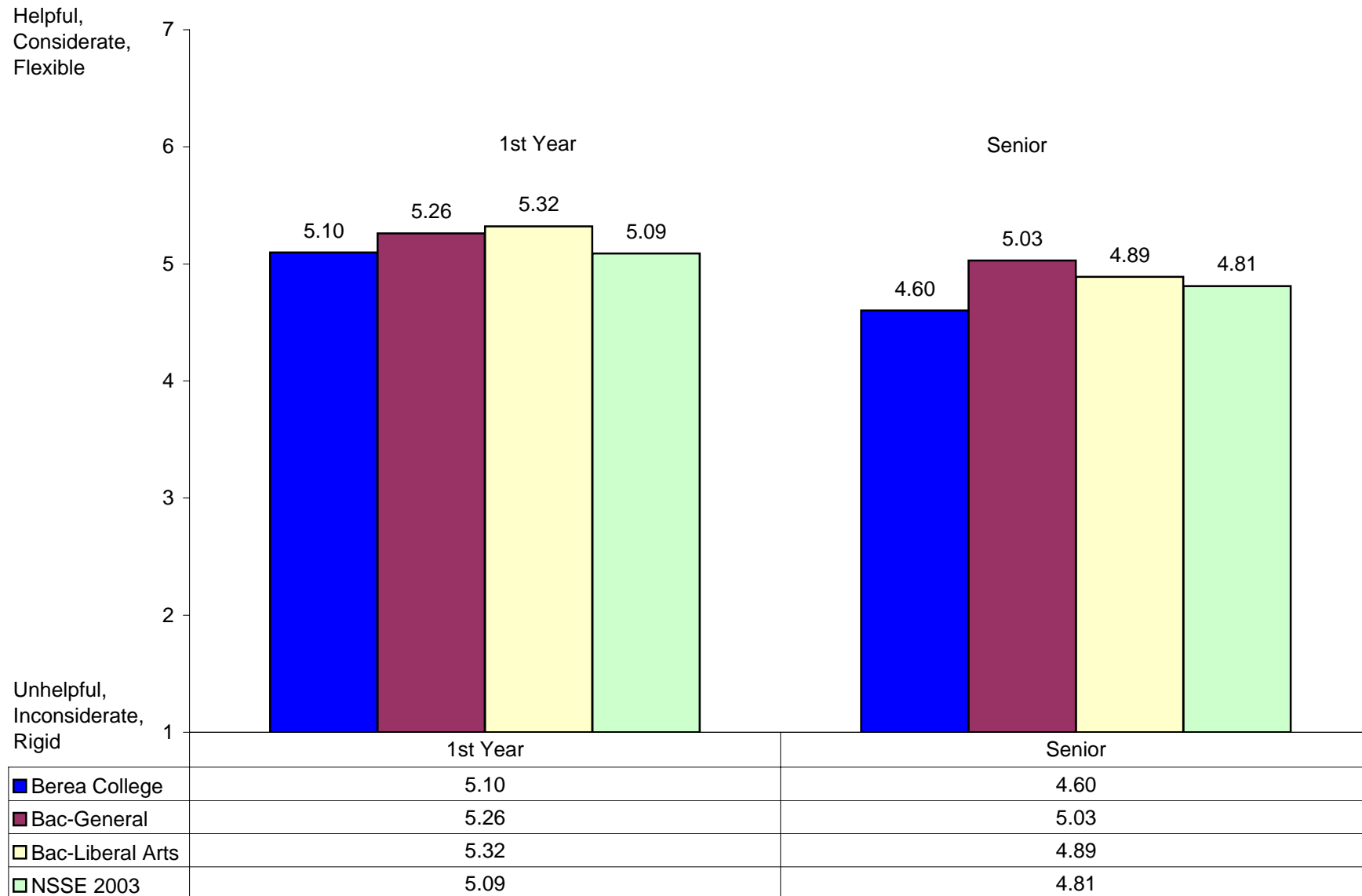


Unavailable,
Unhelpful,
Unsympathetic

	1st Year	Senior
■ Berea College	5.77	5.78
■ Bac-General	5.71	5.86
■ Bac-Liberal Arts	5.88	6.06
■ NSSE 2003	5.56	5.72

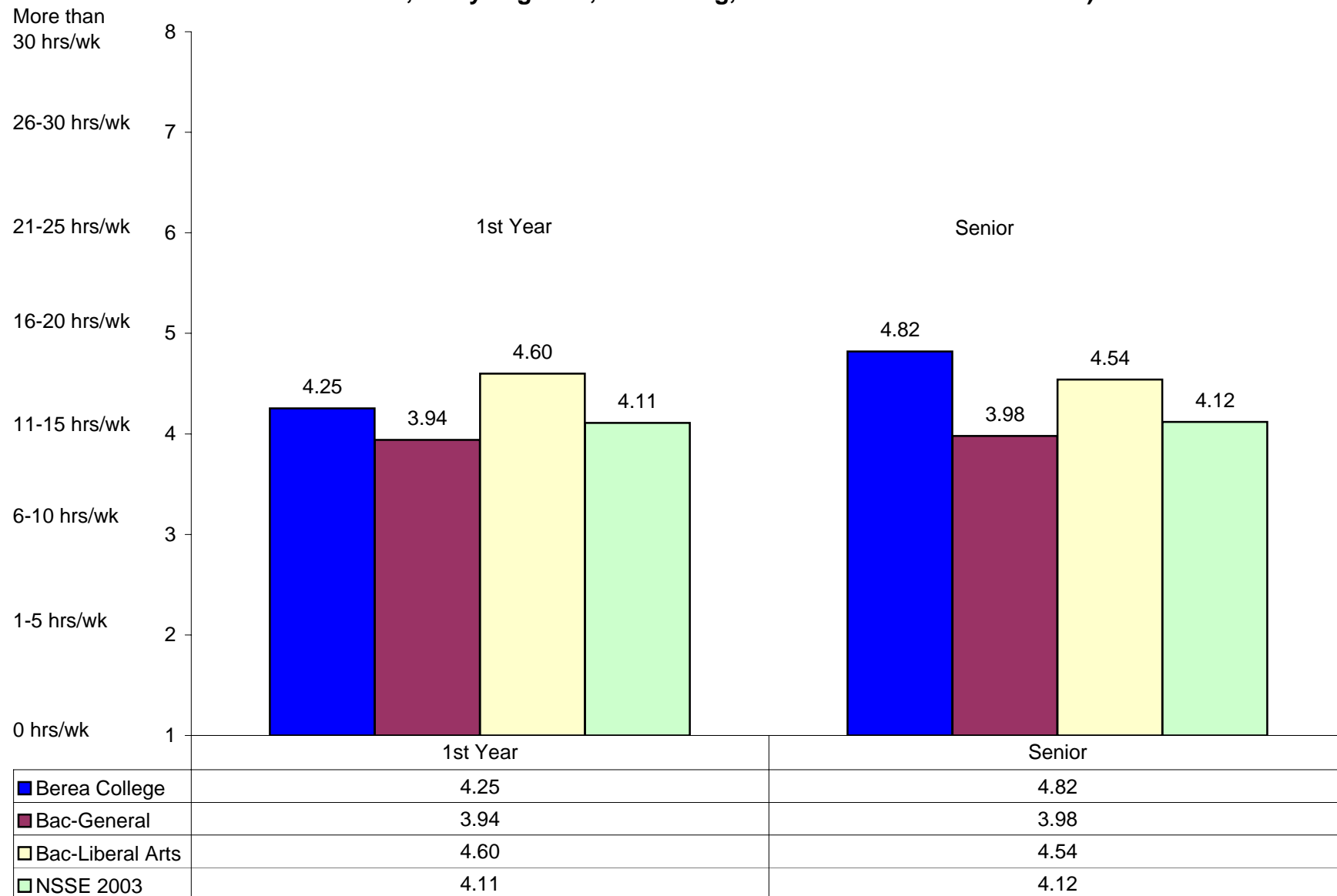
Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with administrative personnel and offices



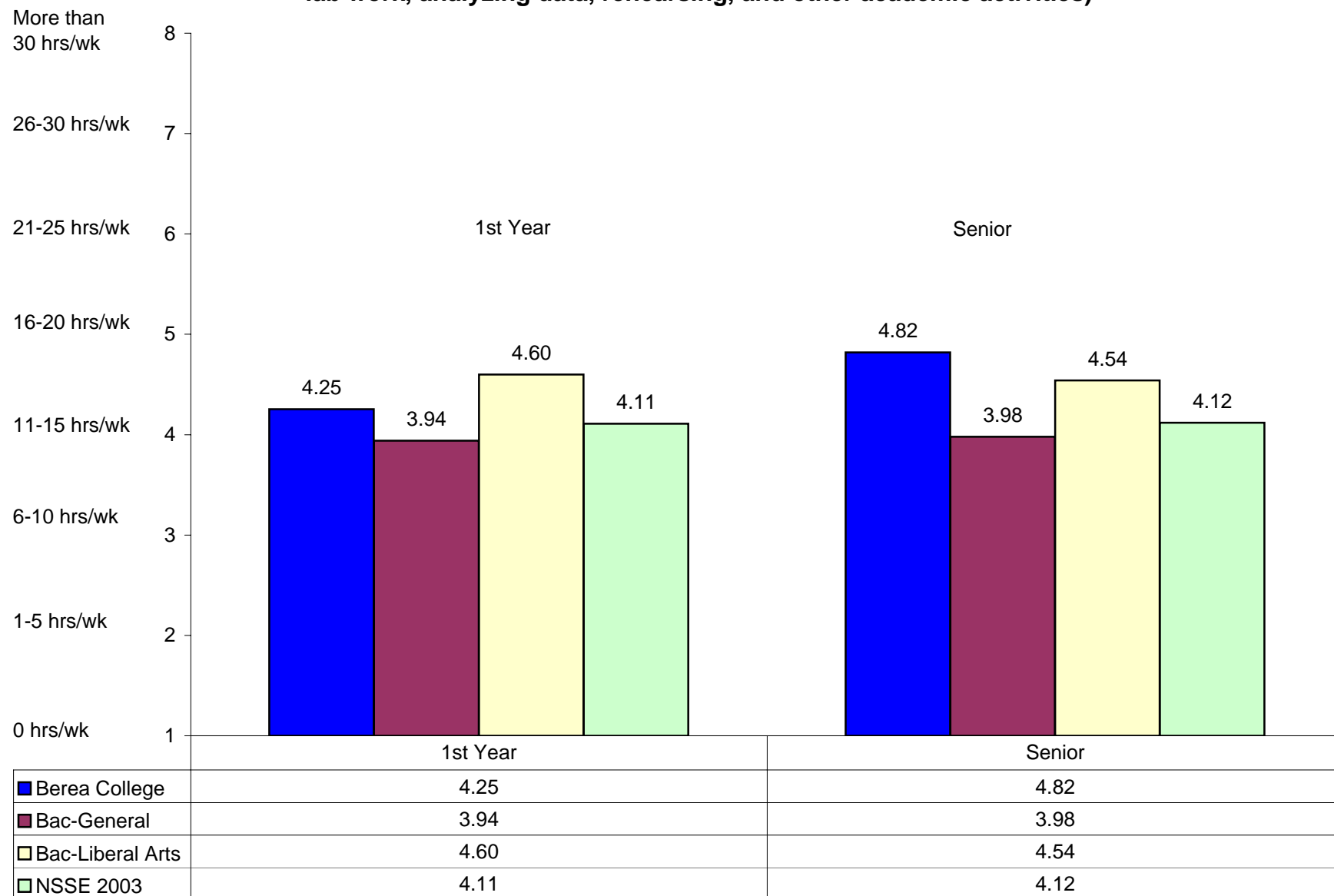
About how many hours do you spend in a typical 7-day week doing each of the following?

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



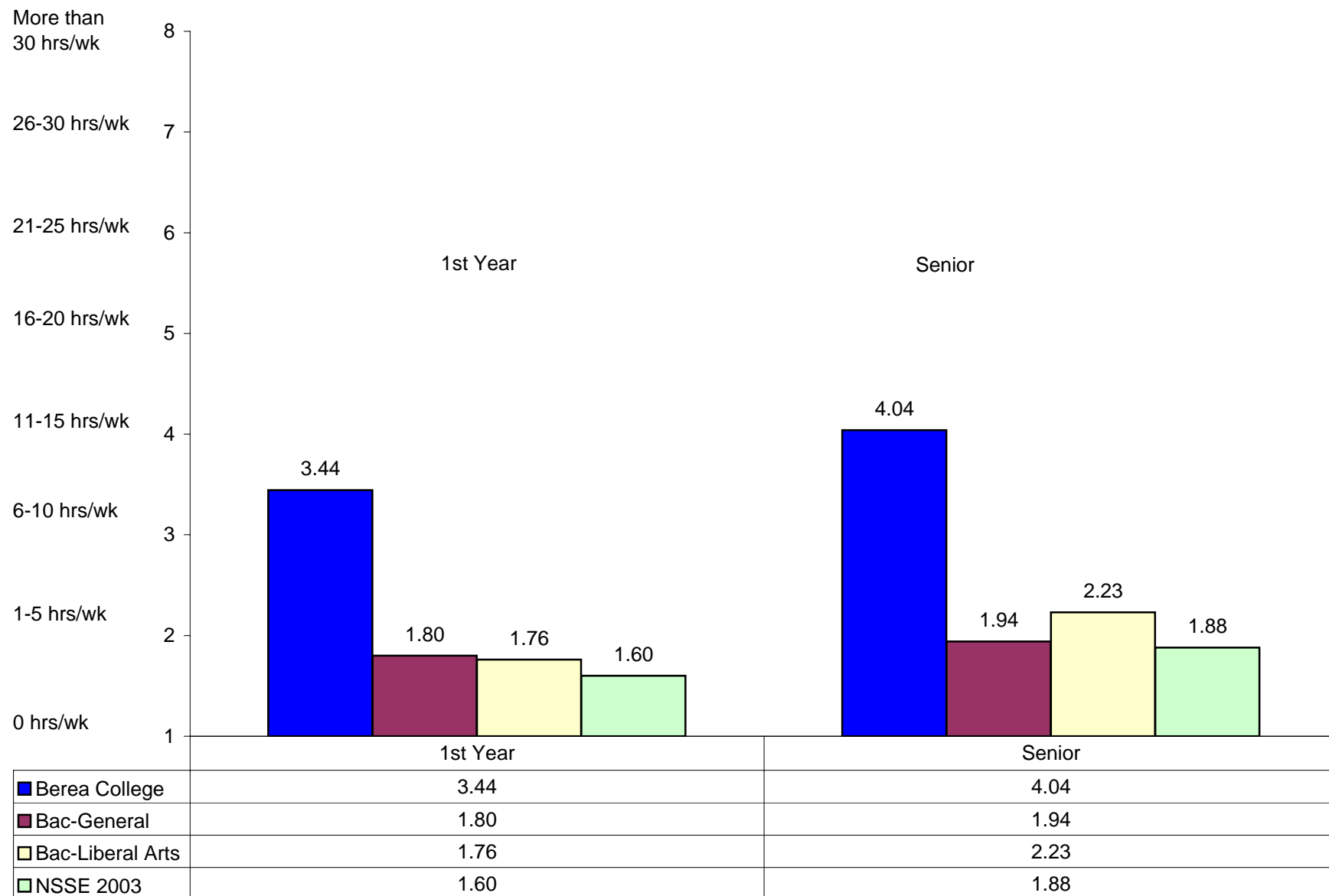
About how many hours do you spend in a typical 7-day week doing each of the following?

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



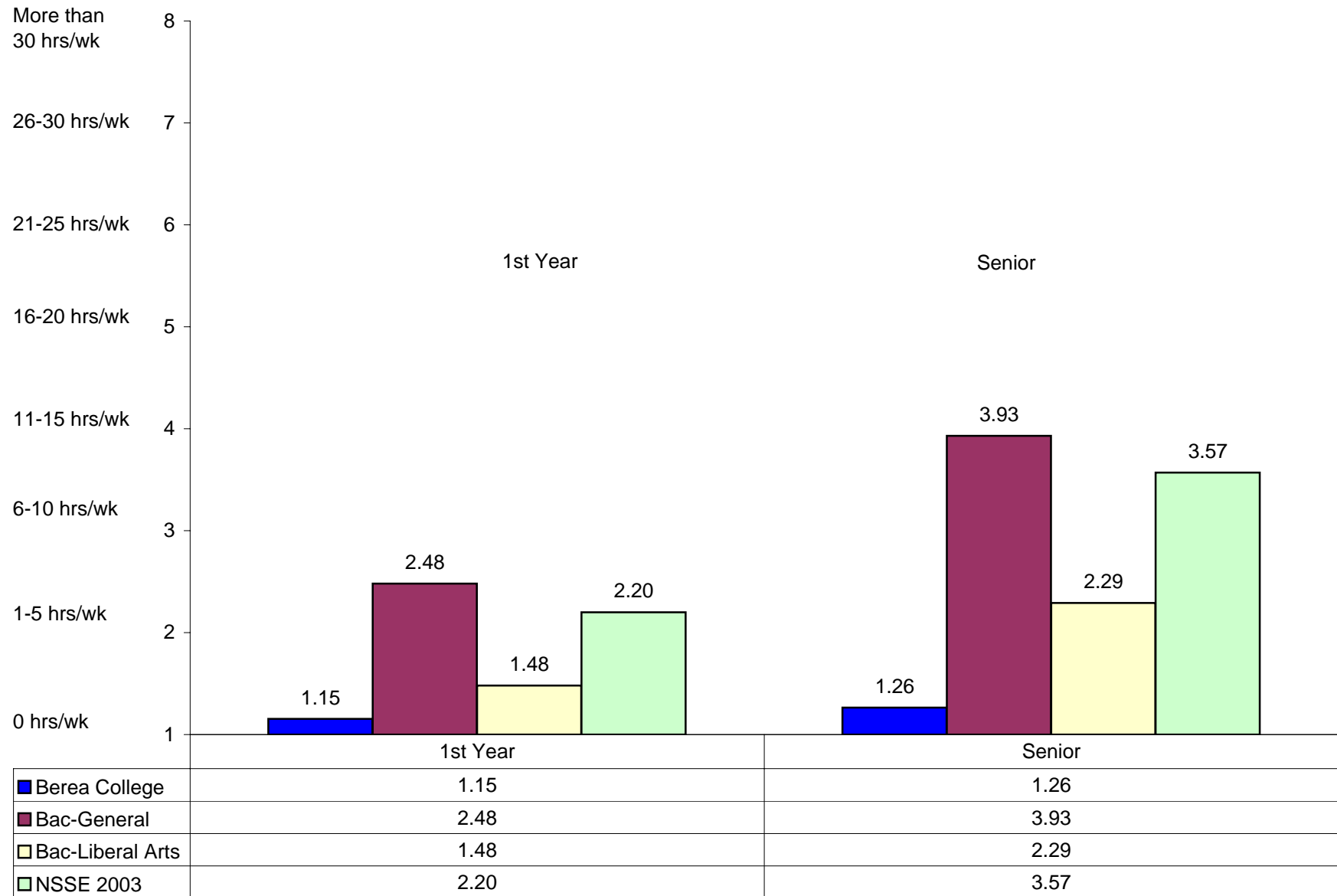
About how many hours do you spend in a typical 7-day week doing each of the following?

Working for pay on campus



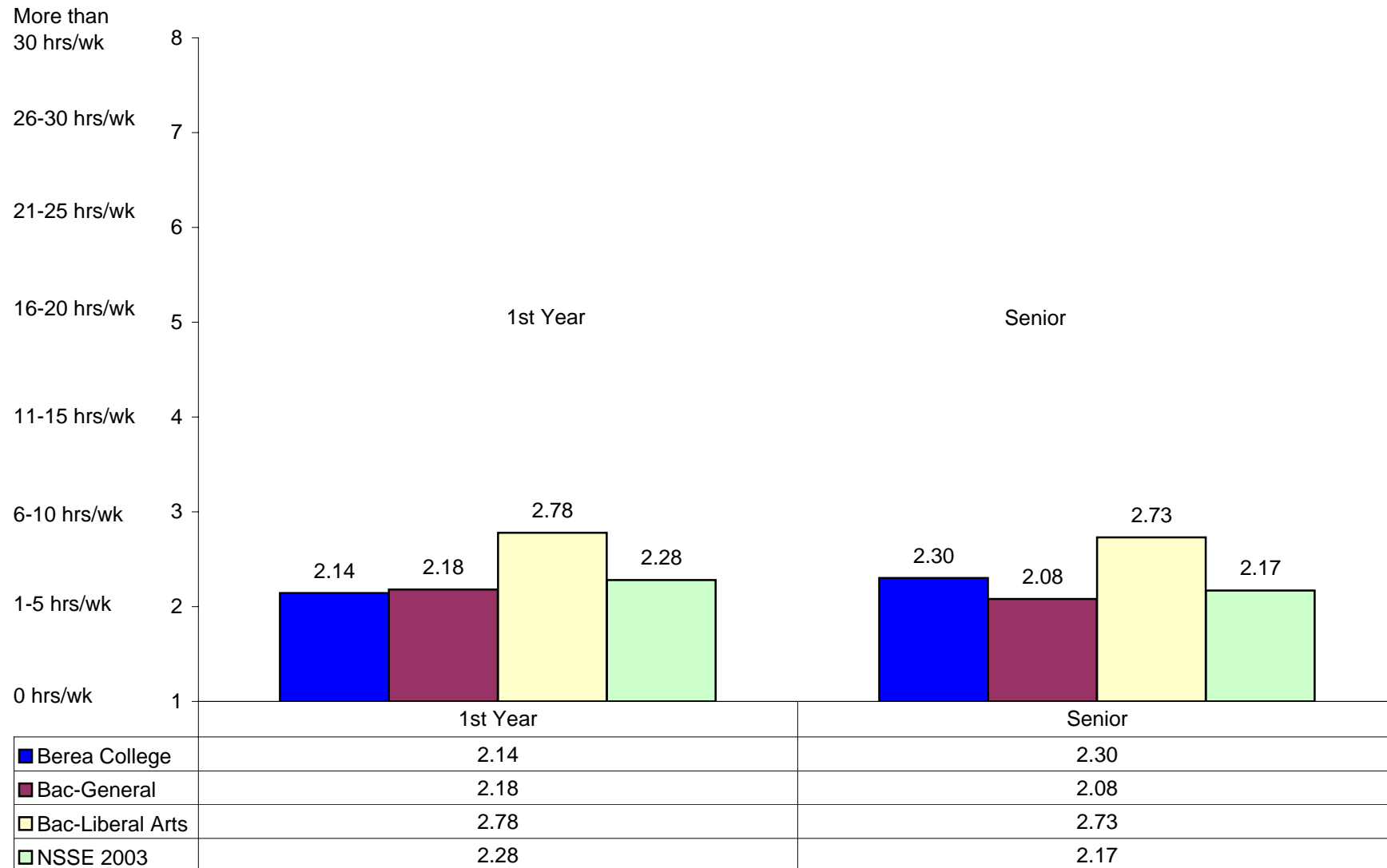
About how many hours do you spend in a typical 7-day week doing each of the following?

Working for pay off campus



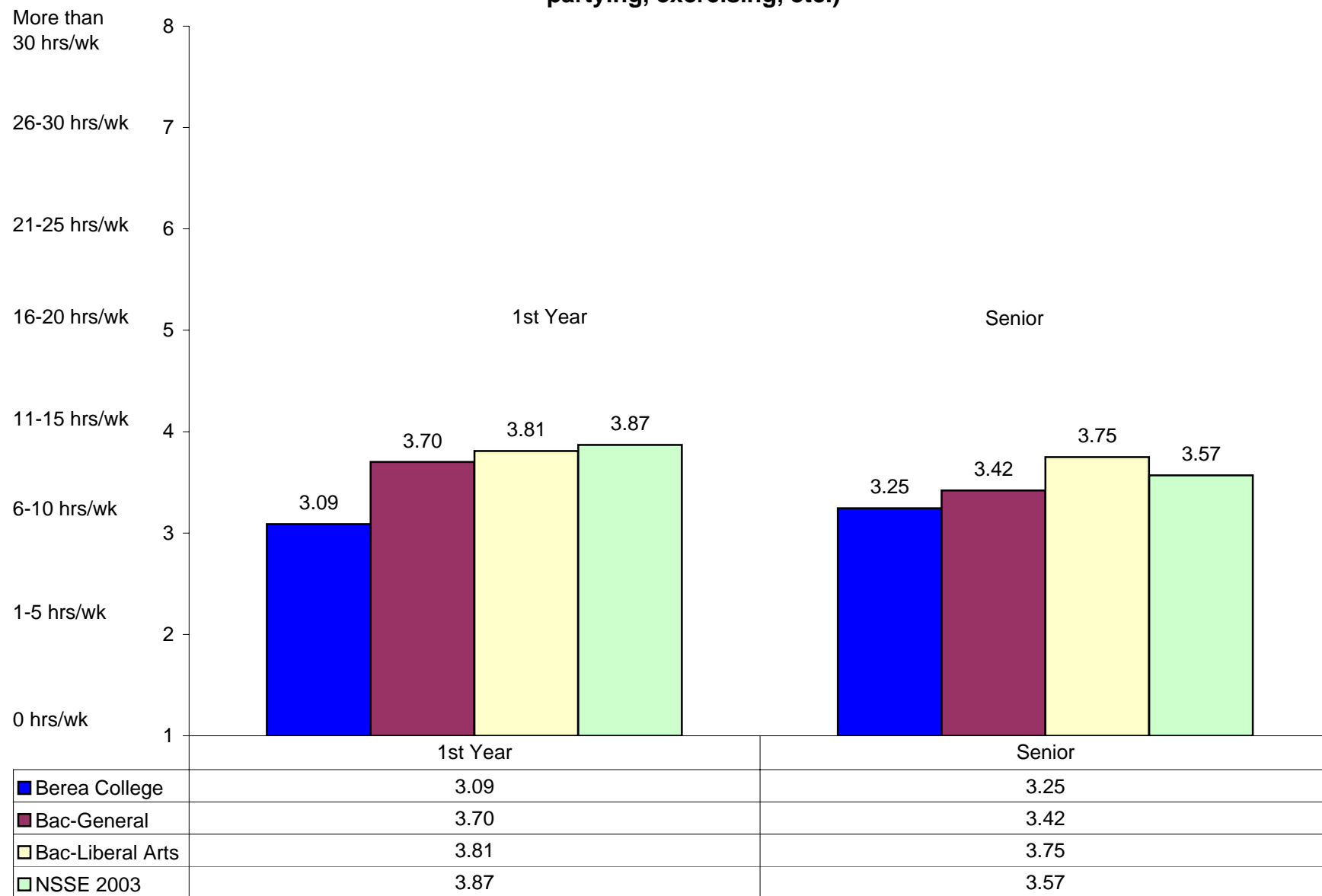
About how many hours do you spend in a typical 7-day week doing each of the following?

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



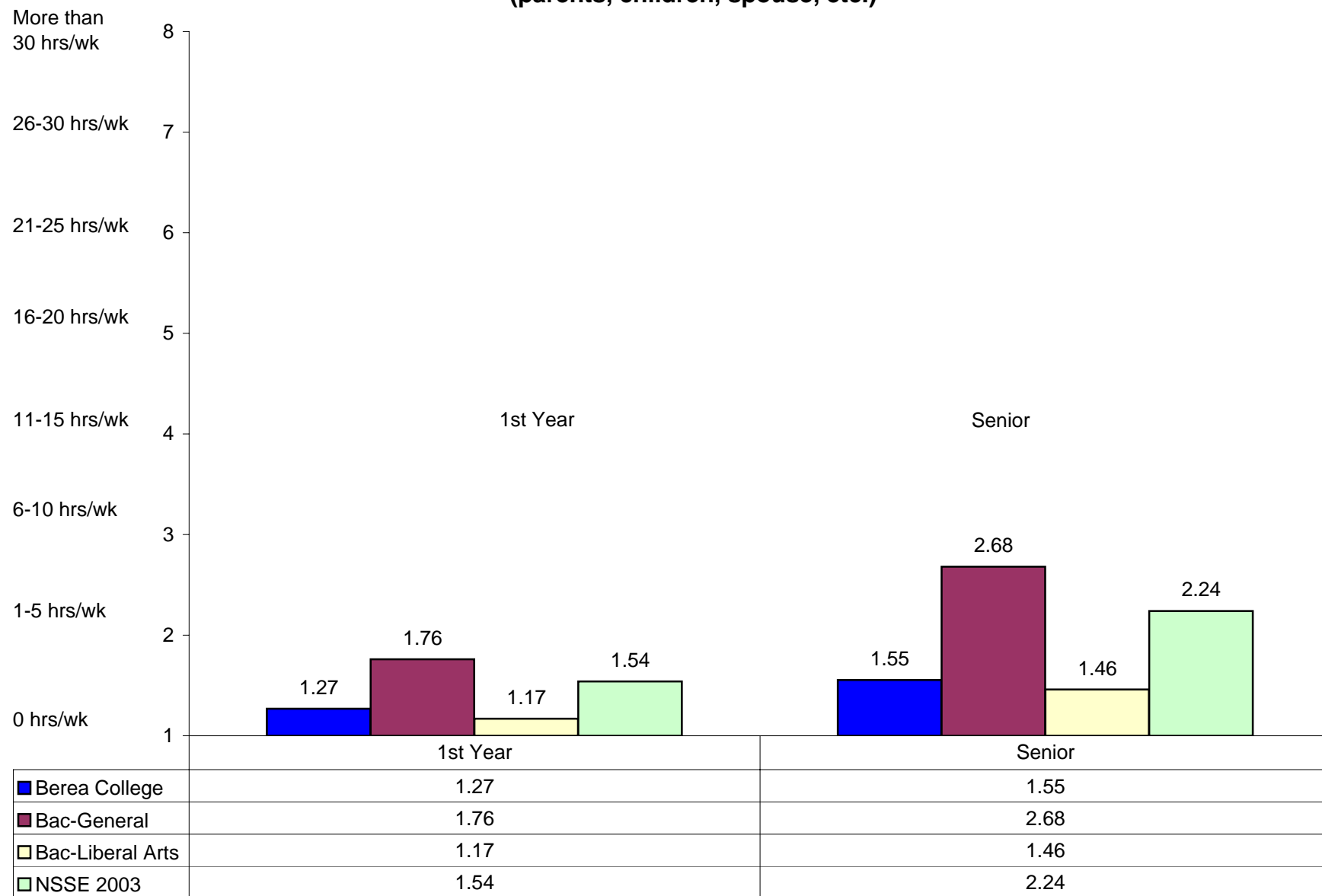
About how many hours do you spend in a typical 7-day week doing each of the following?

Relaxing and socializing (watching TV, partying, exercising, etc.)



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

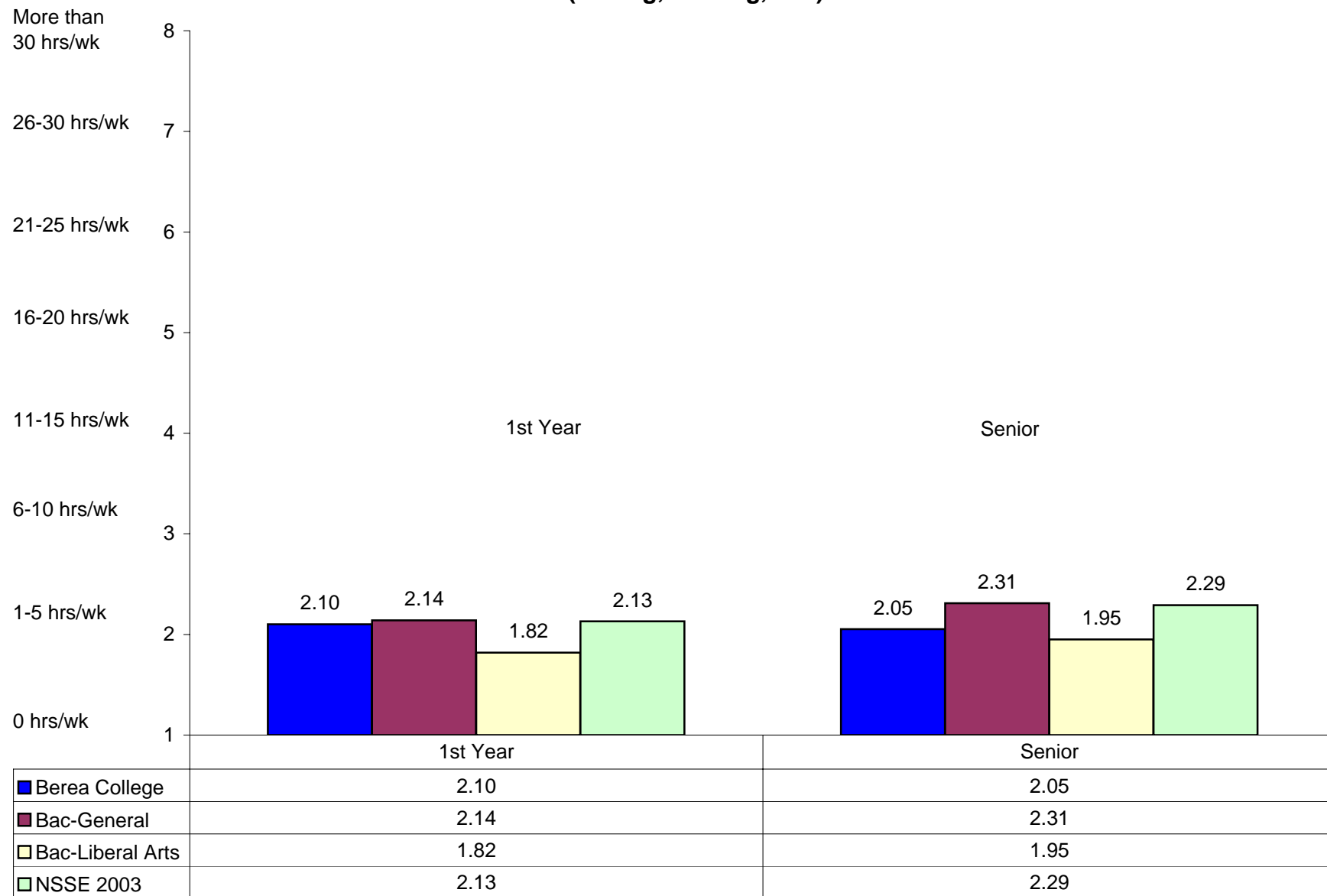
**Providing care for dependents living with you
(parents, children, spouse, etc.)**



National Survey of Student Engagement (NSSE), Spring 2003

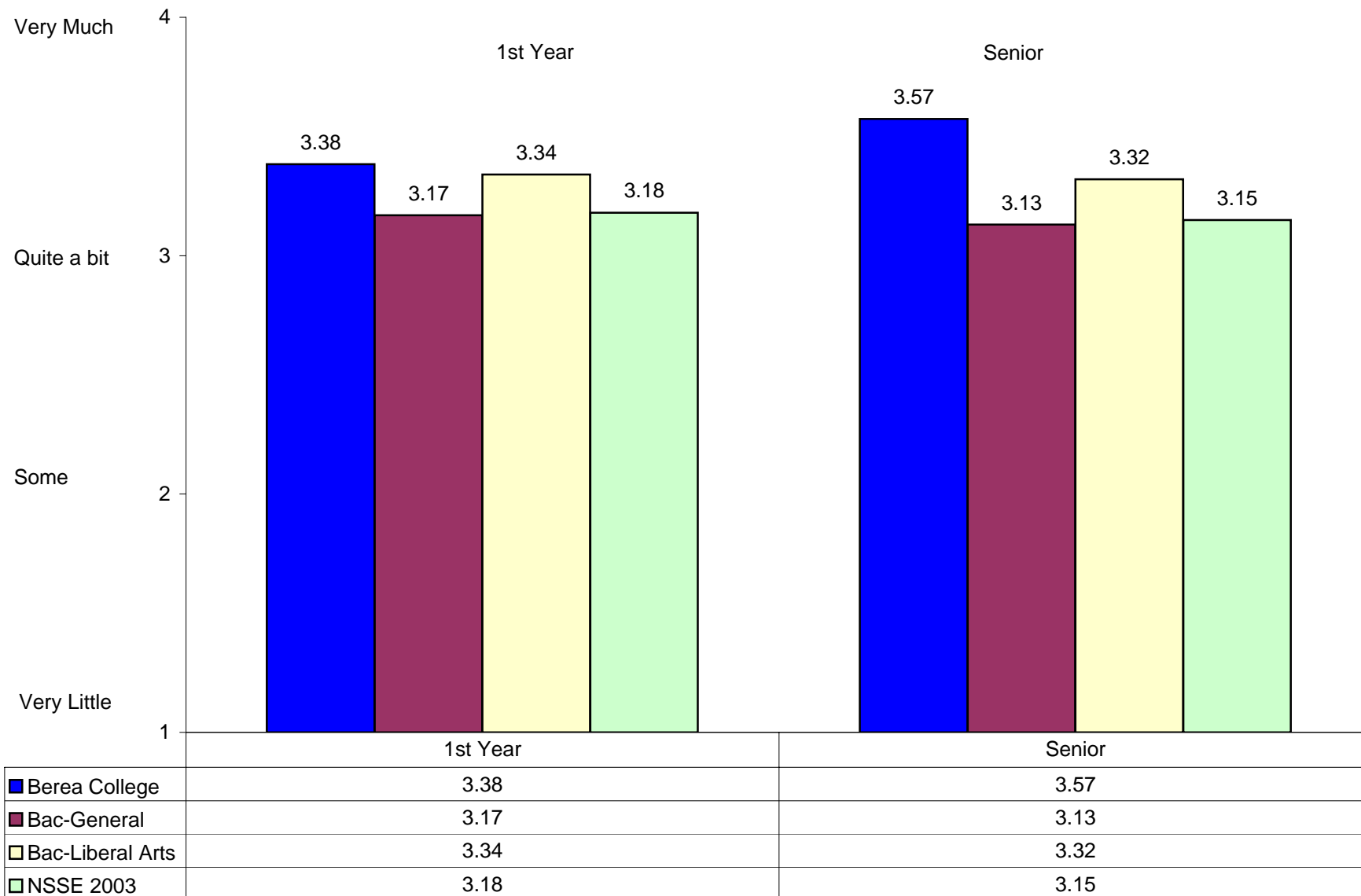
About how many hours do you spend in a typical 7-day week doing each of the following?

**Commuting to class
(driving, walking, etc.)**



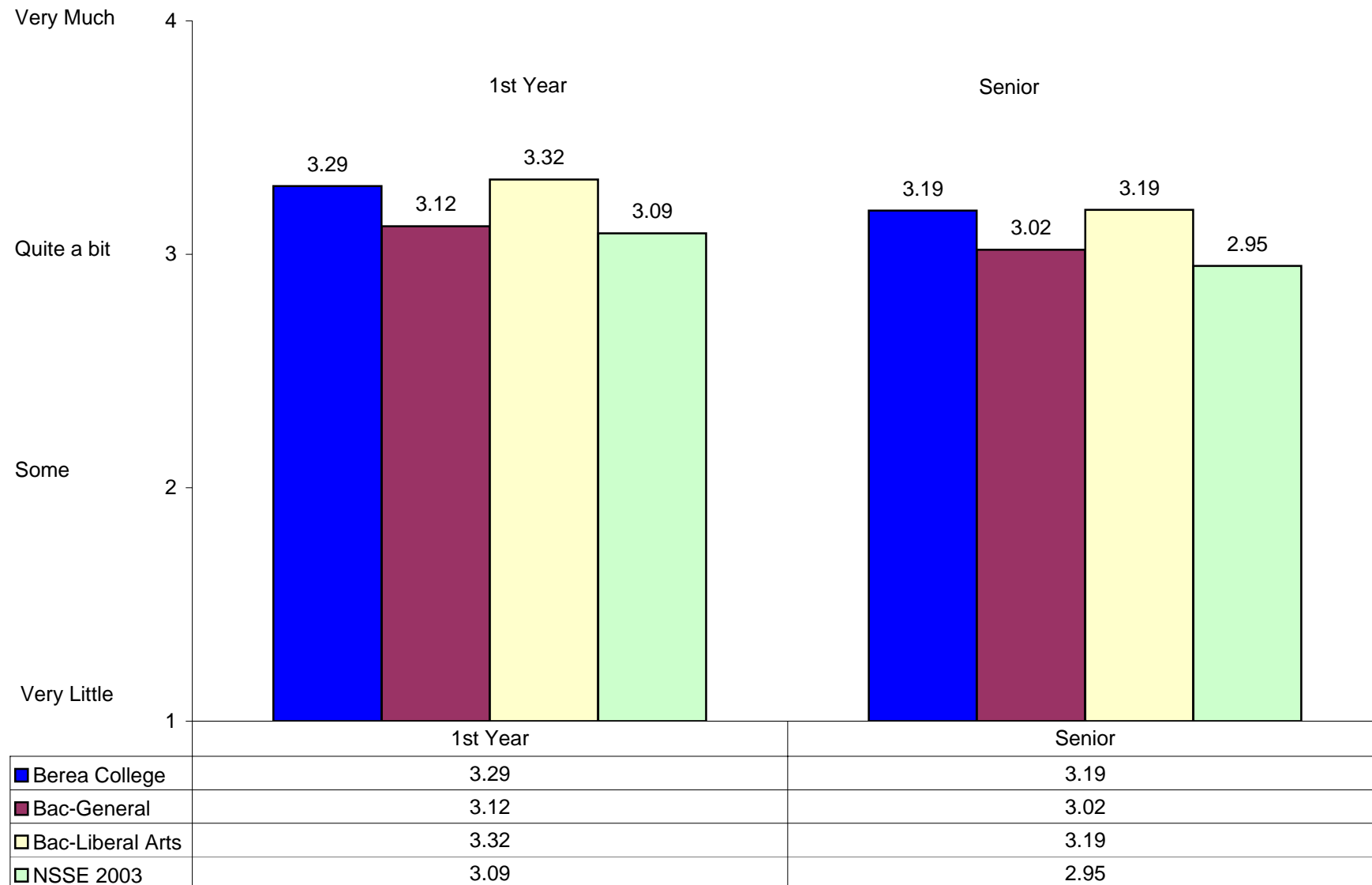
To what extent does your institution emphasize each of the following?

Spending significant amounts of time studying and on academic work



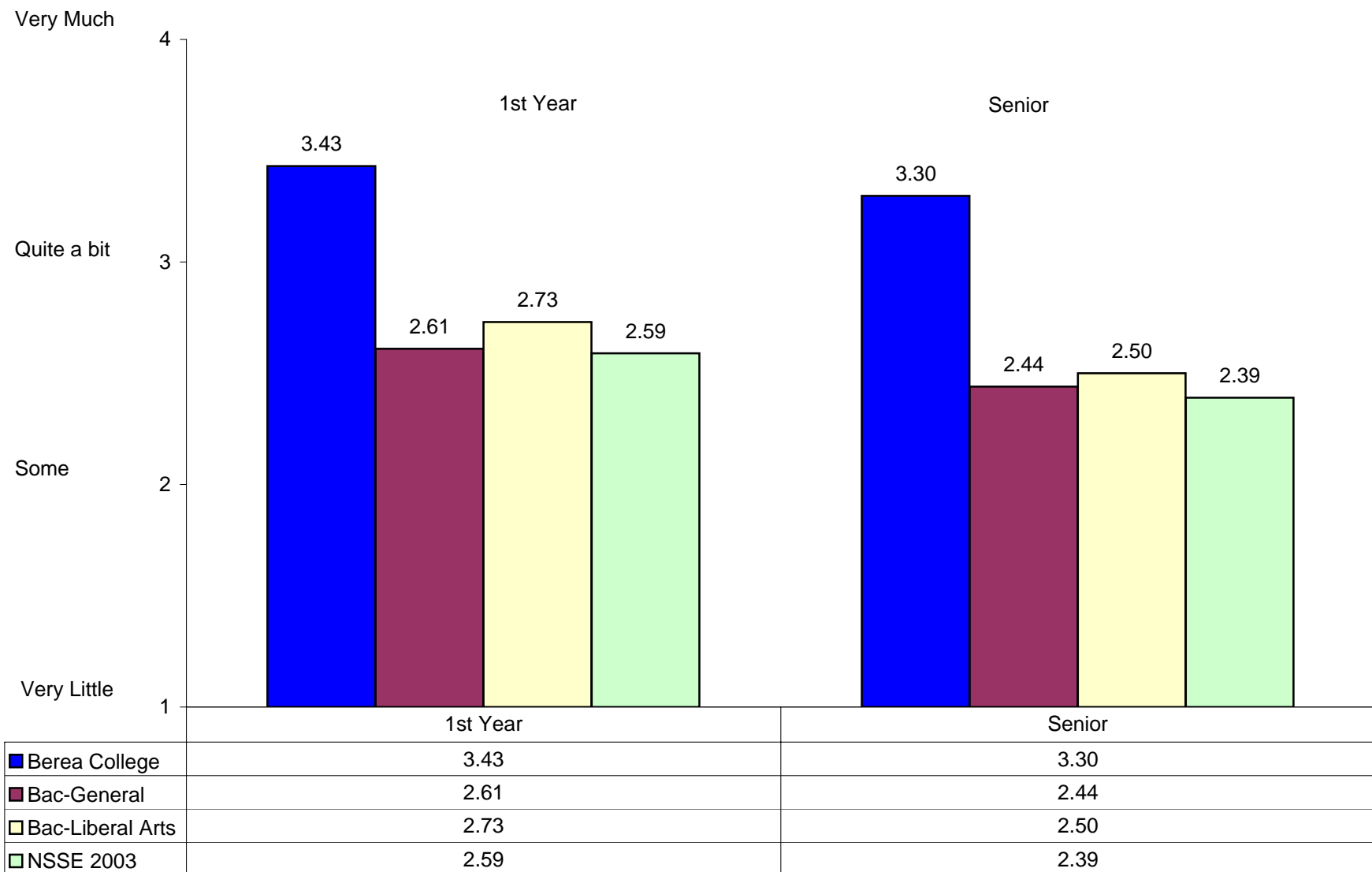
To what extent does your institution emphasize each of the following?

Providing the support you need to help you succeed academically



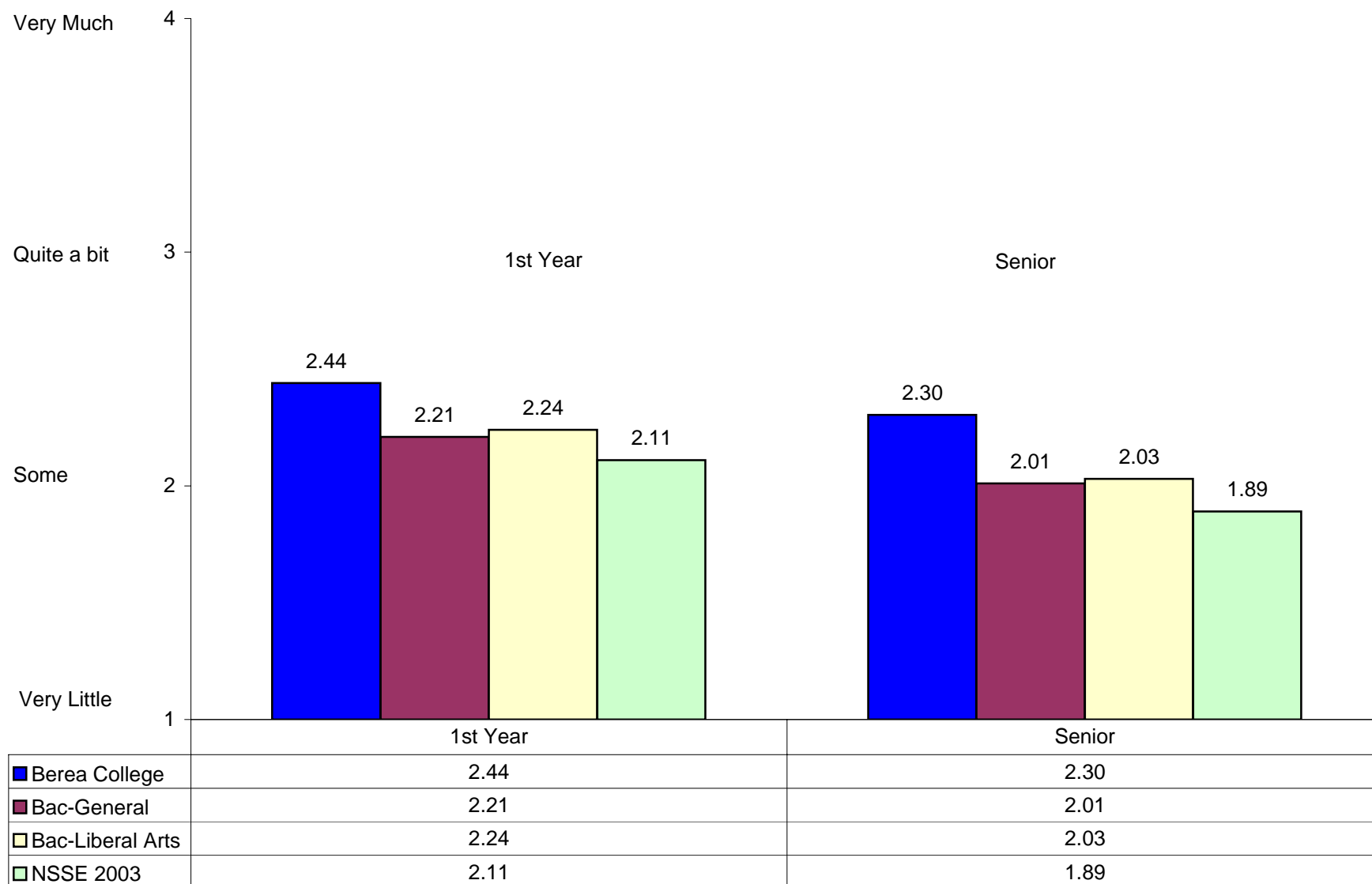
To what extent does your institution emphasize each of the following?

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds



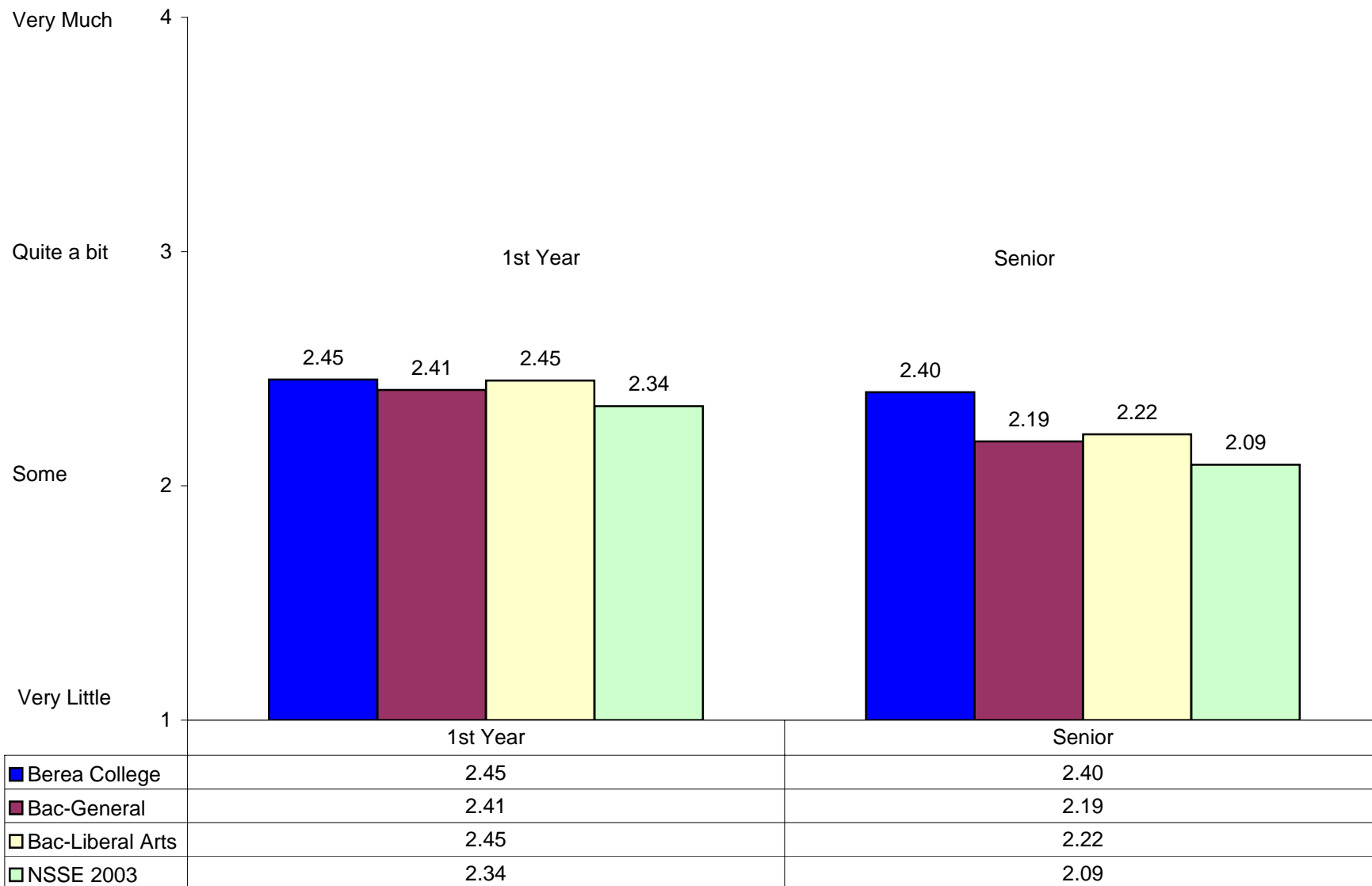
To what extent does your institution emphasize each of the following?

**Helping you cope with your non-academic responsibilities
(work, family, etc.)**



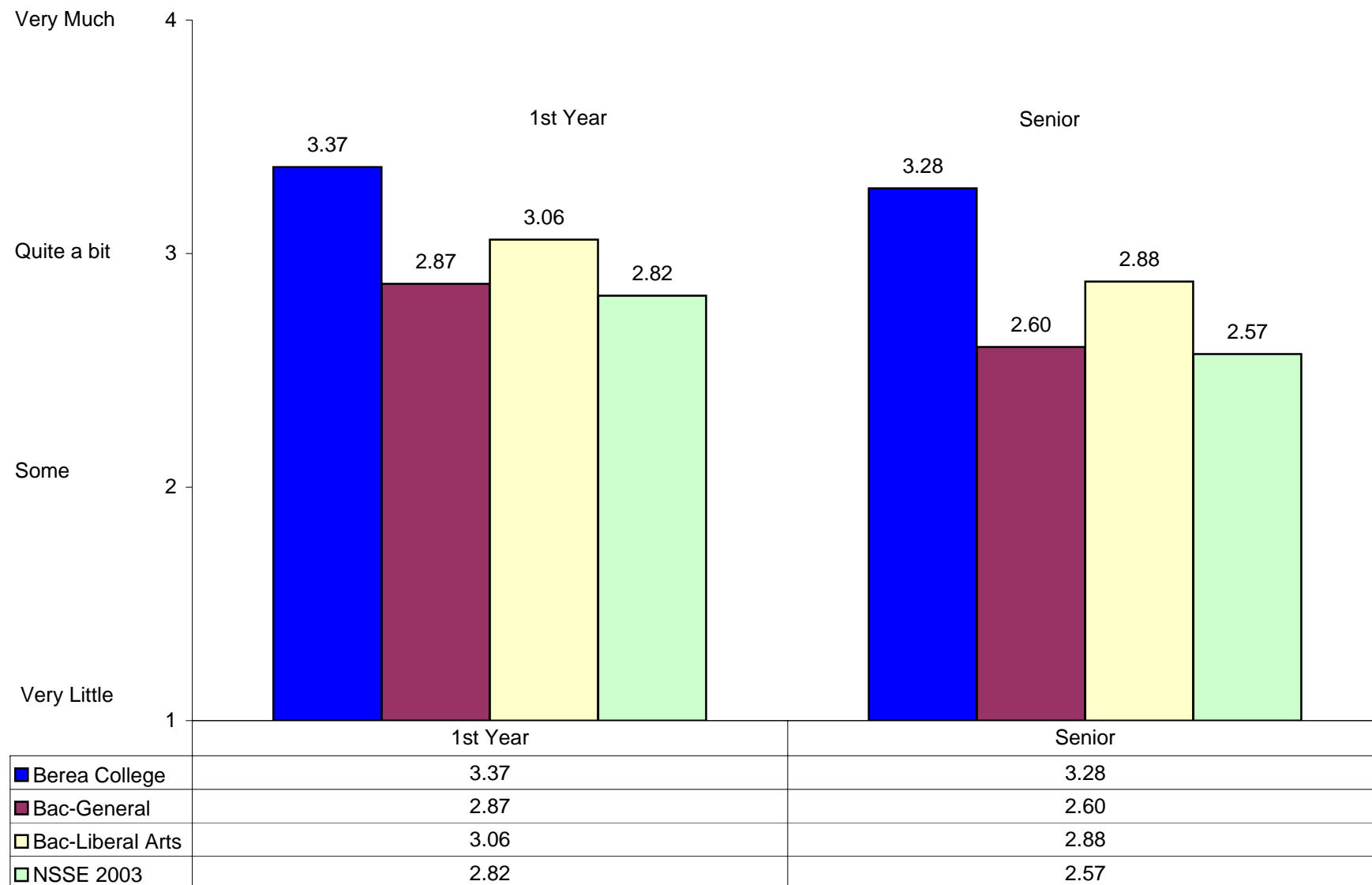
To what extent does your institution emphasize each of the following?

Providing the support you need to thrive socially



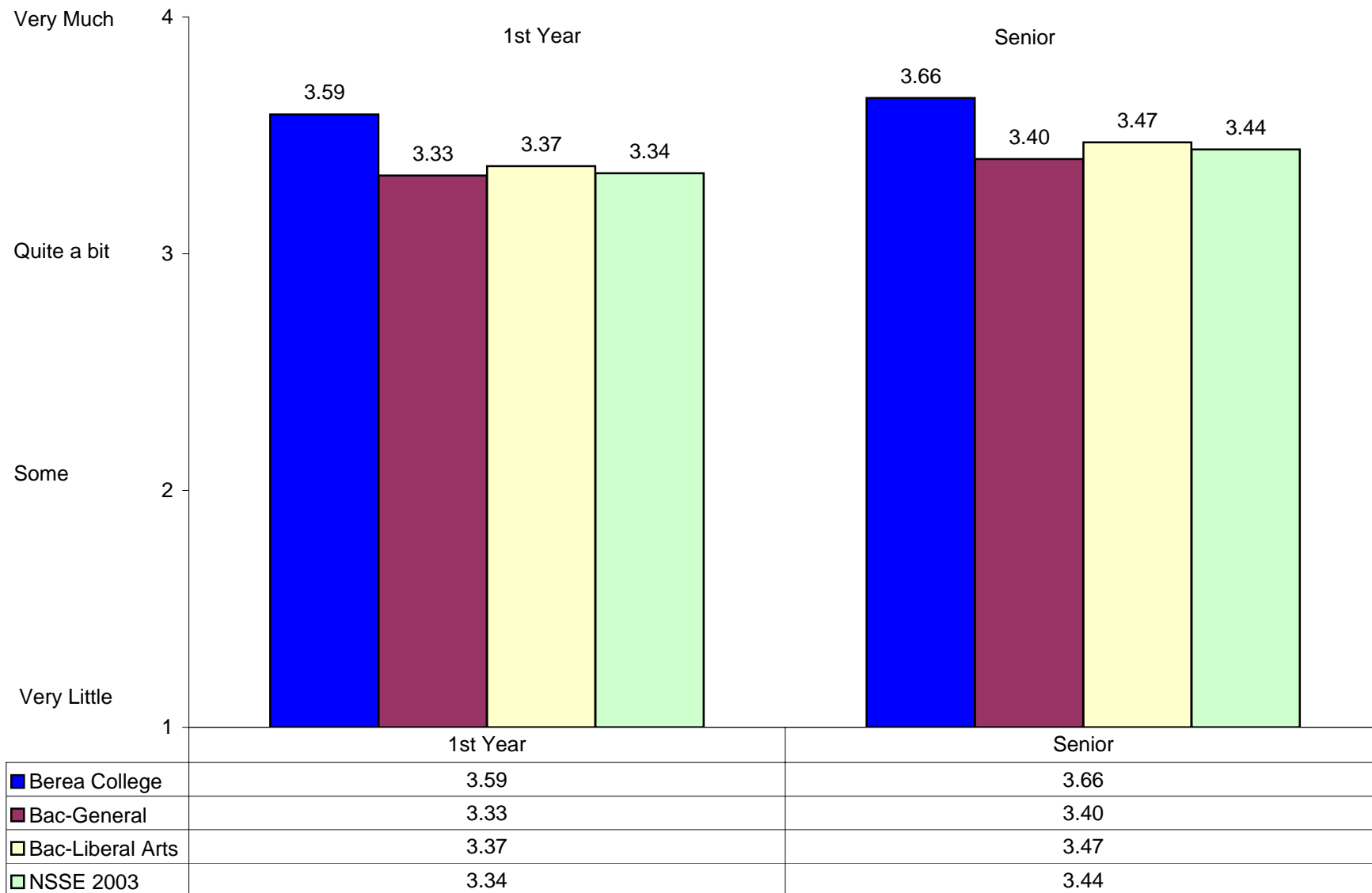
To what extent does your institution emphasize each of the following?

Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)



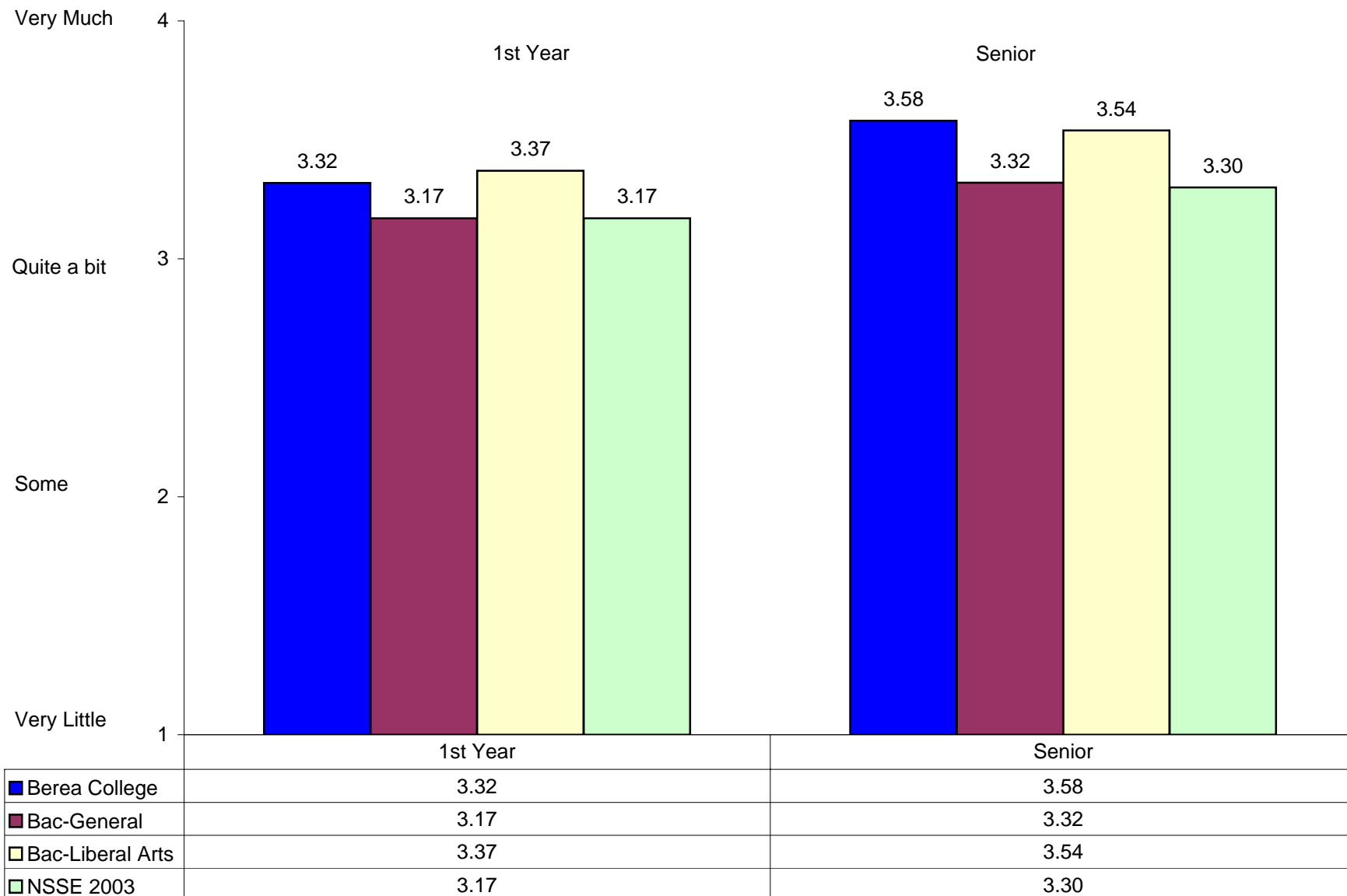
To what extent does your institution emphasize each of the following?

Using computers in academic work



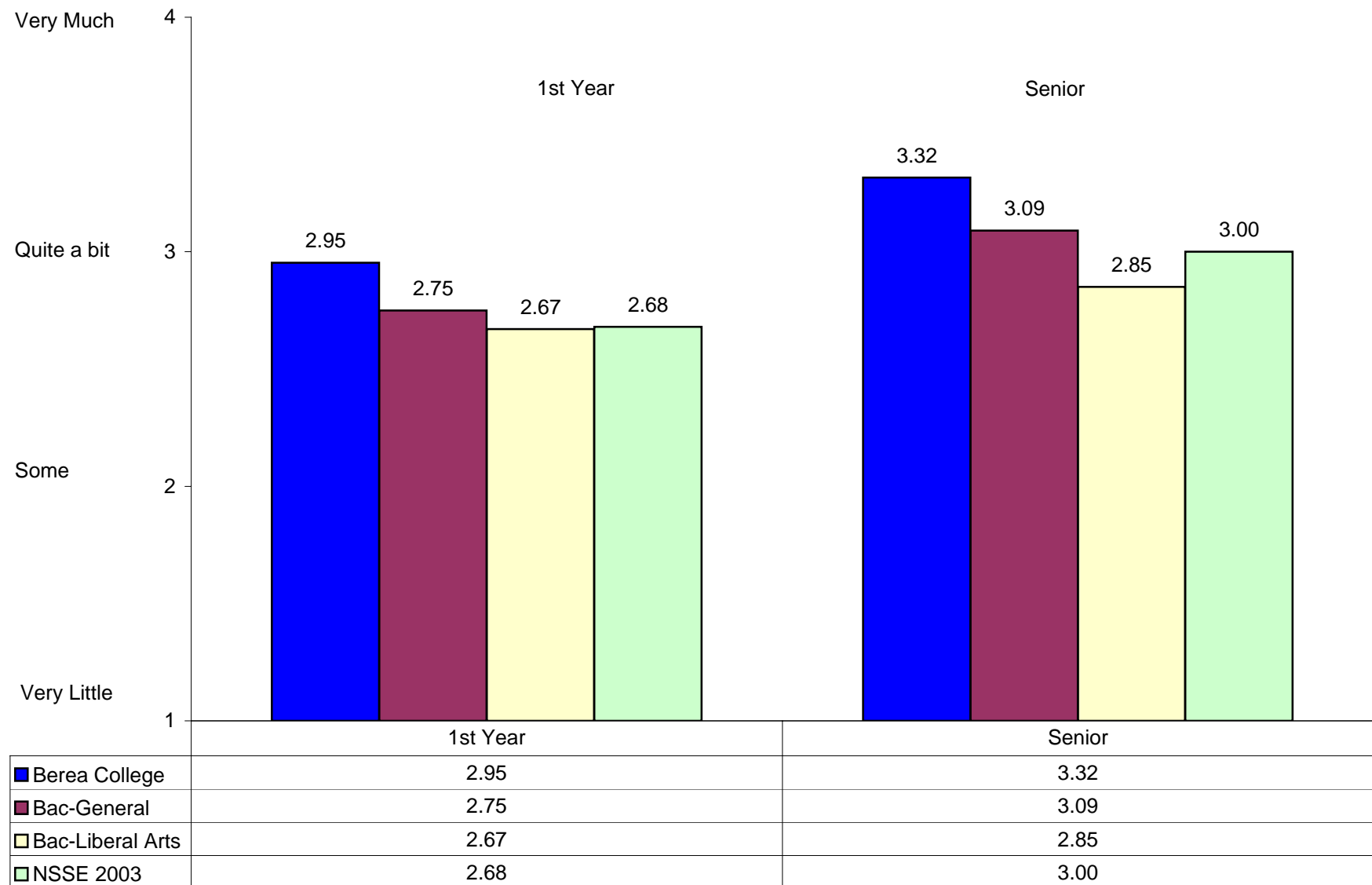
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Acquiring a broad general education



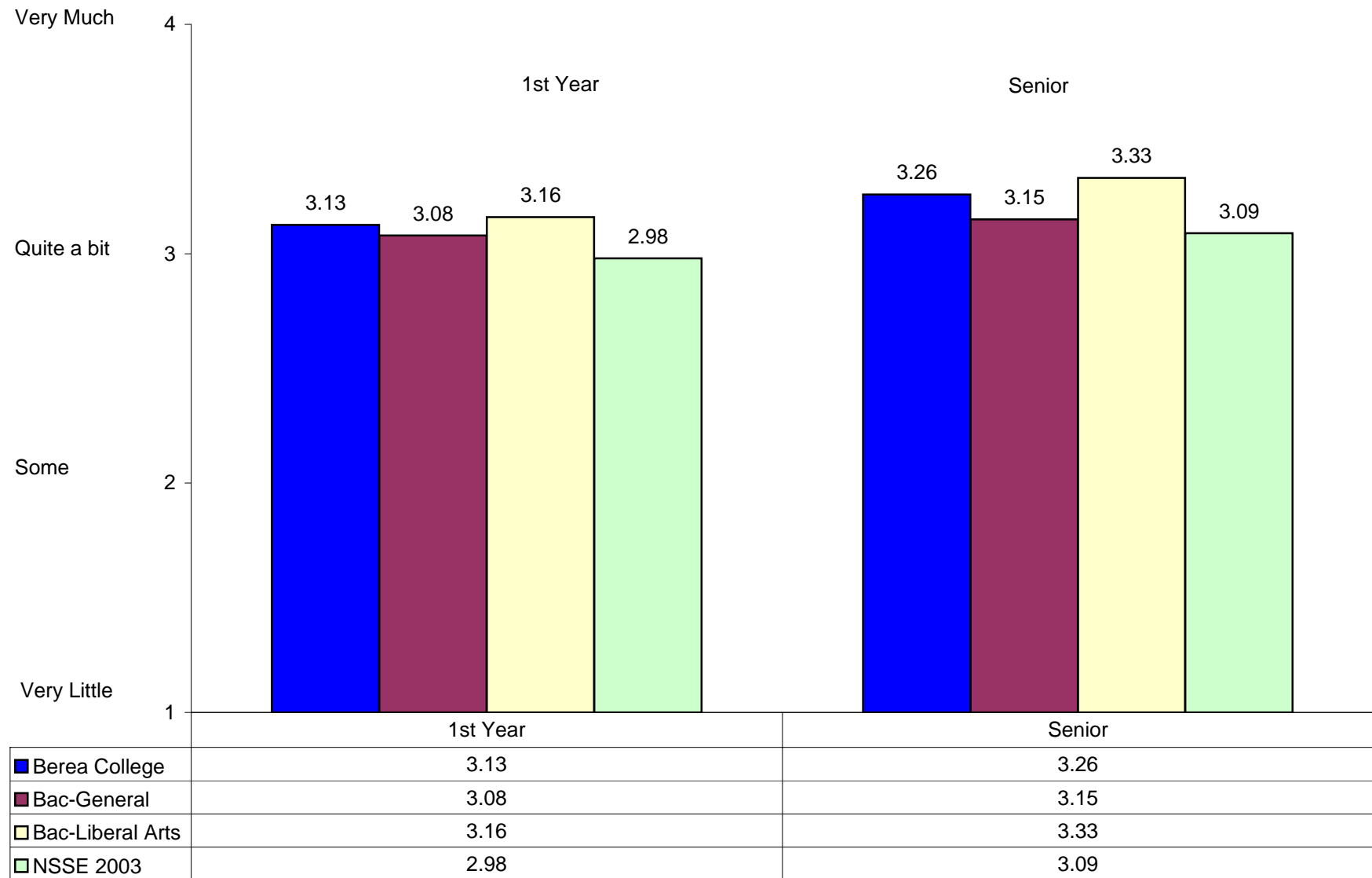
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Acquiring job or work-related knowledge and skills



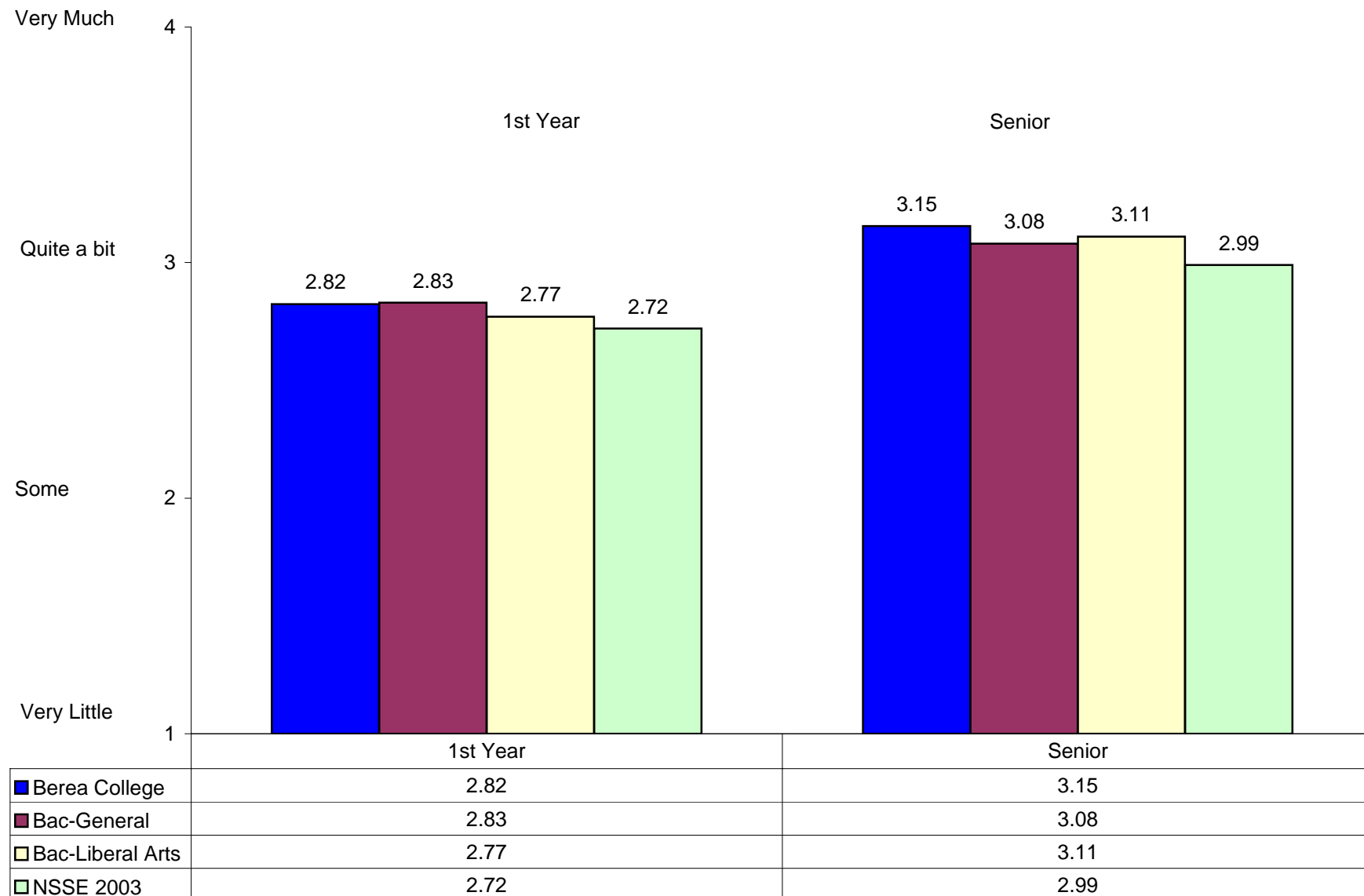
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Writing clearly and effectively



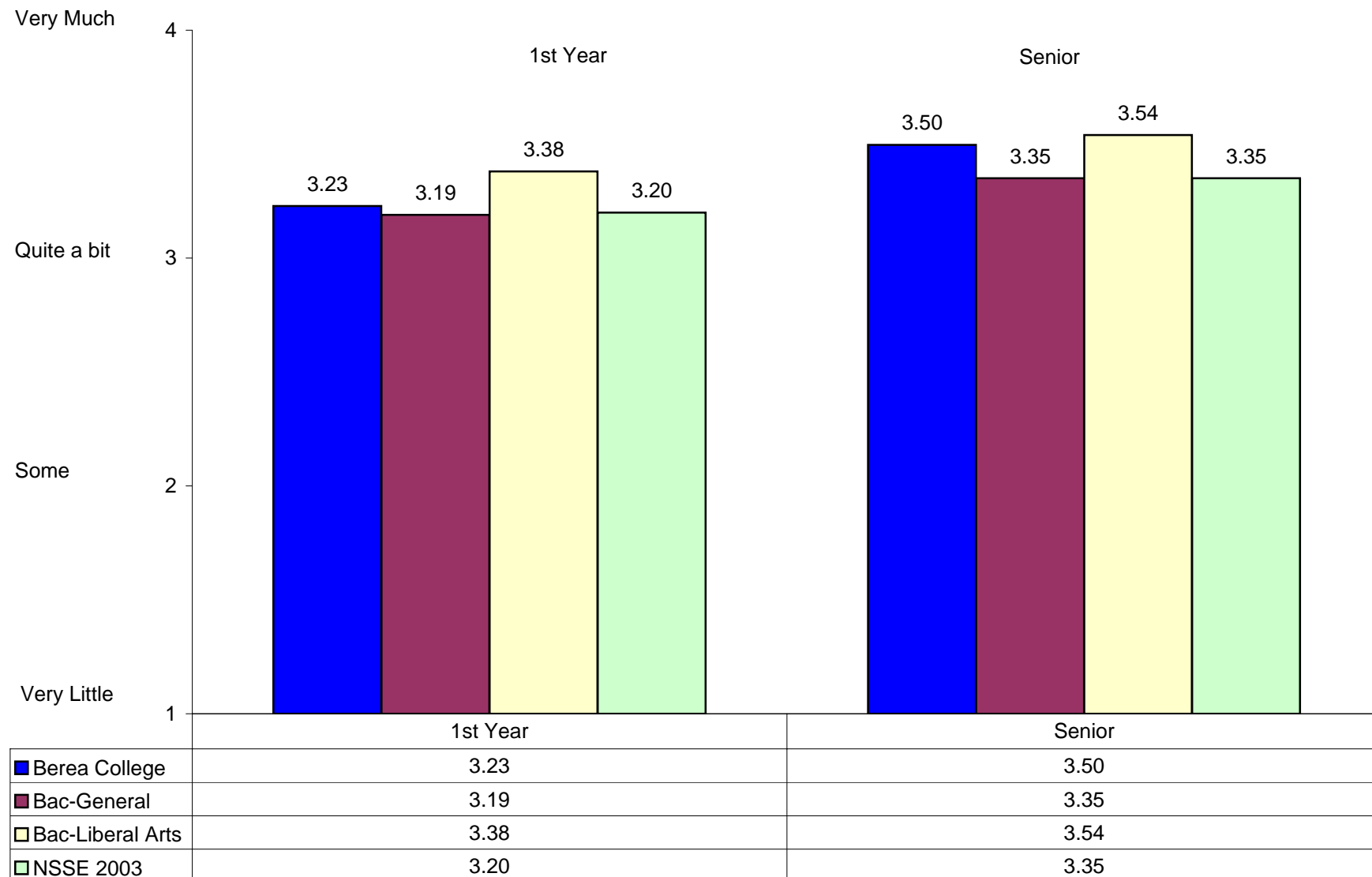
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Speaking clearly and effectively



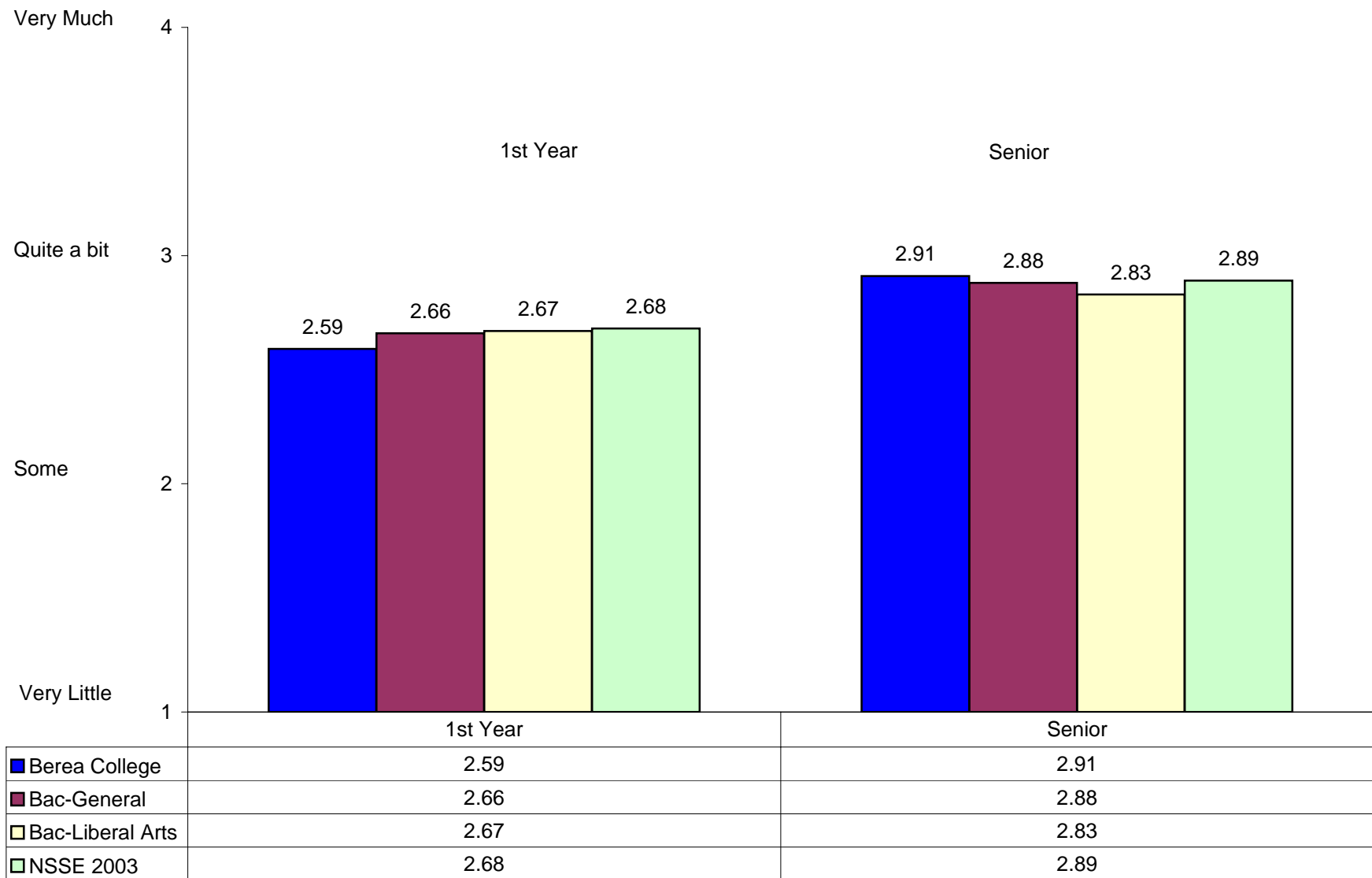
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Thinking critically and analytically



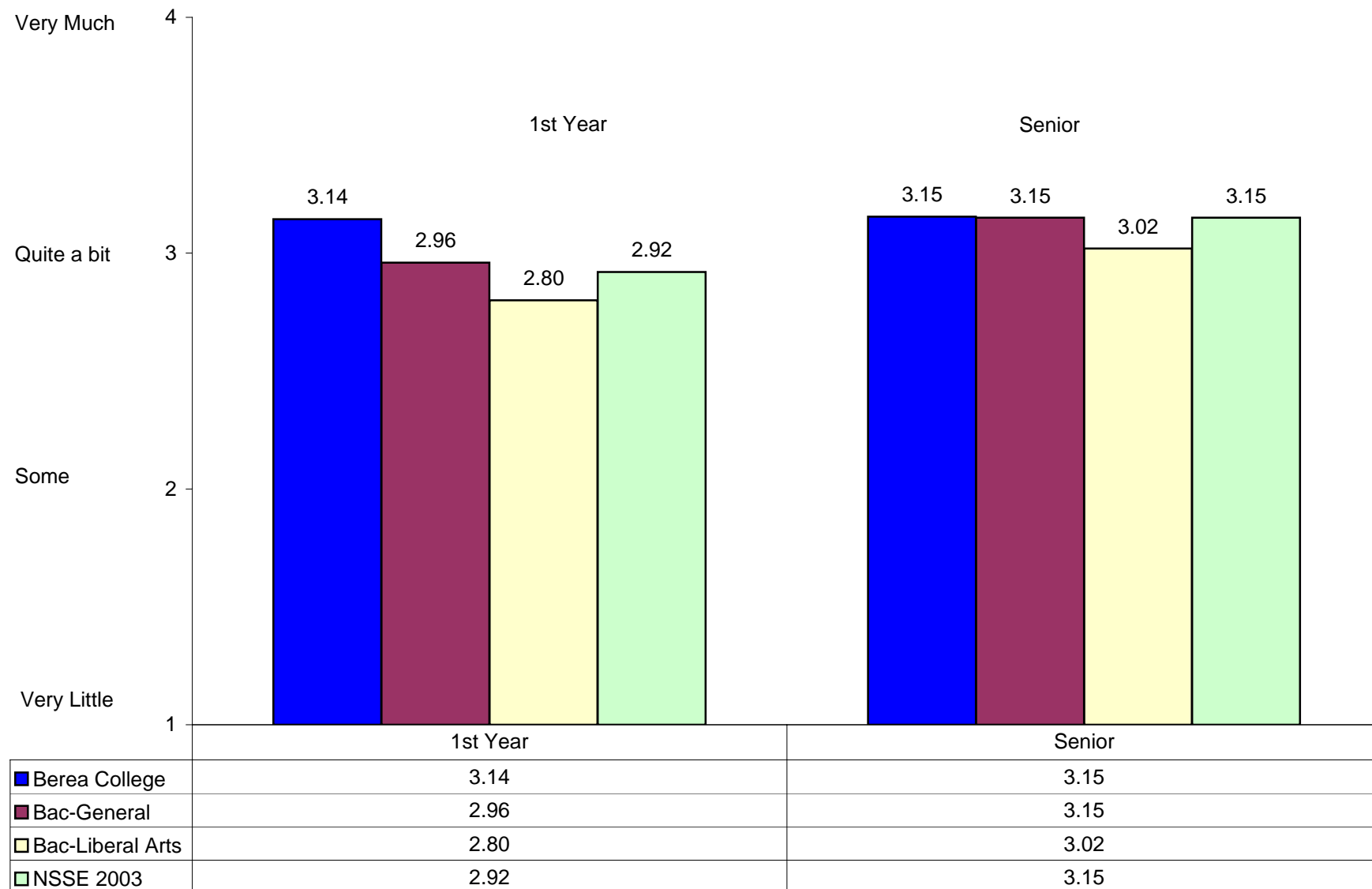
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Analyzing quantitative problems



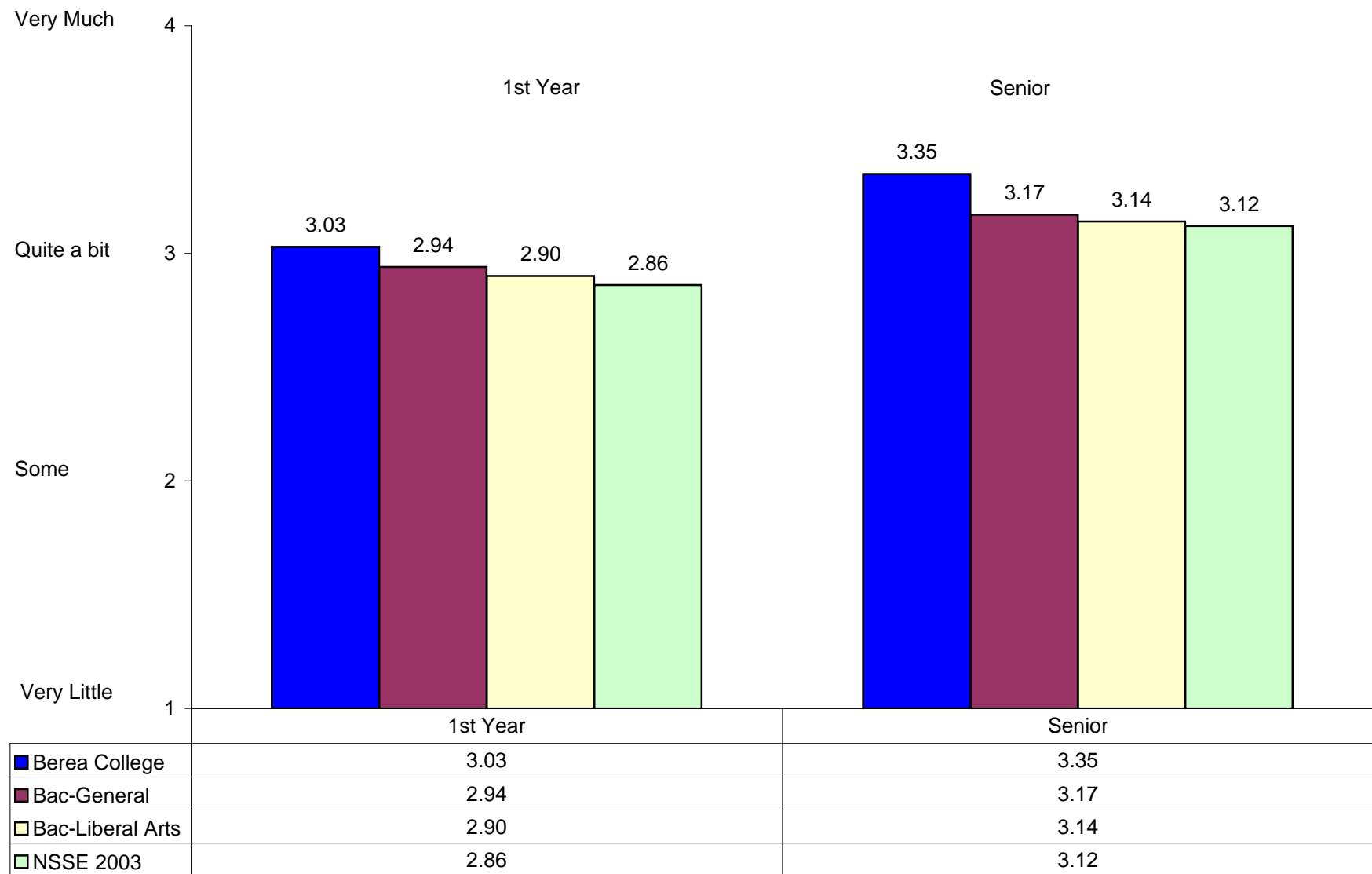
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Using computing and information technology



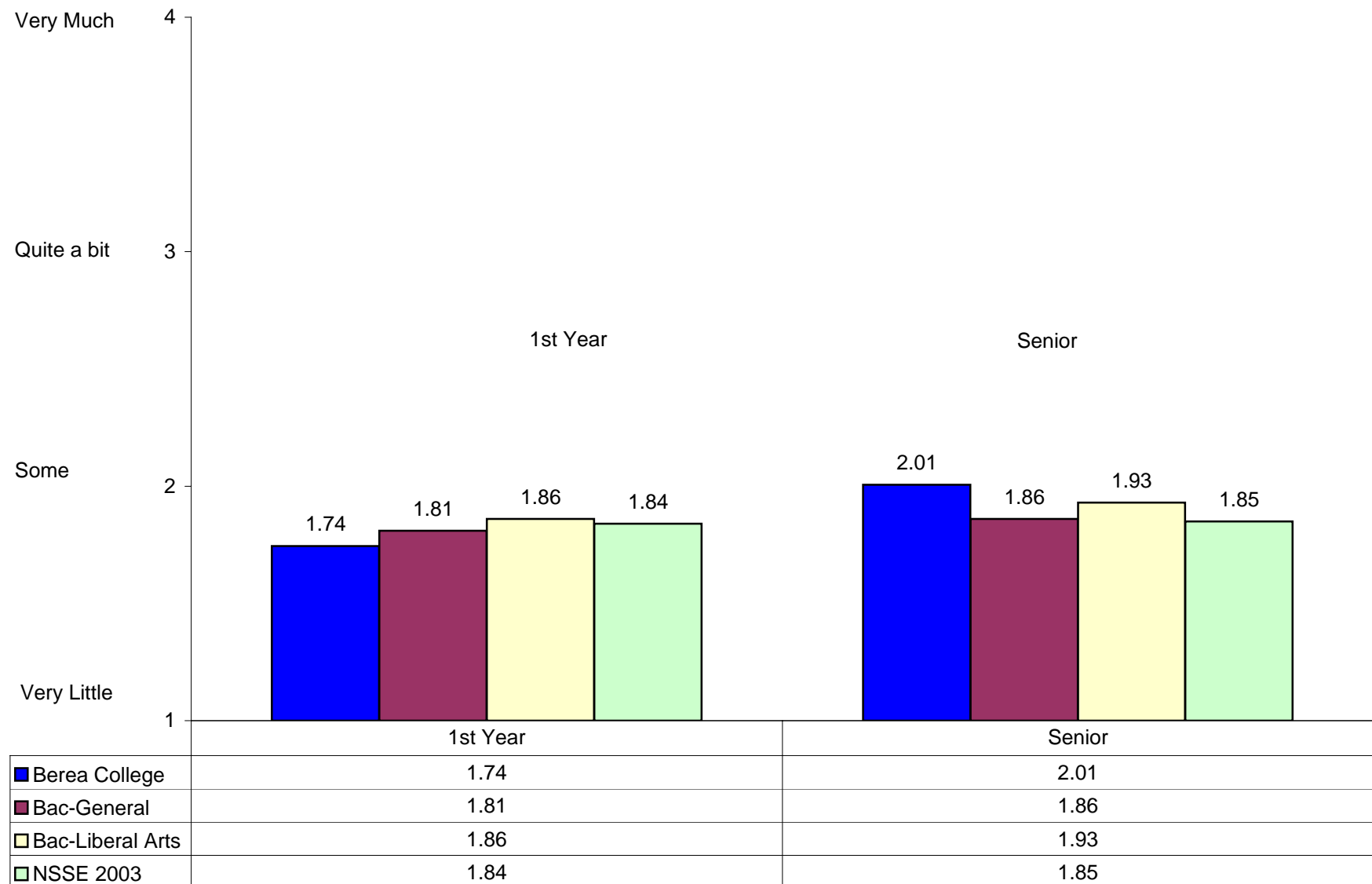
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Working effectively with others



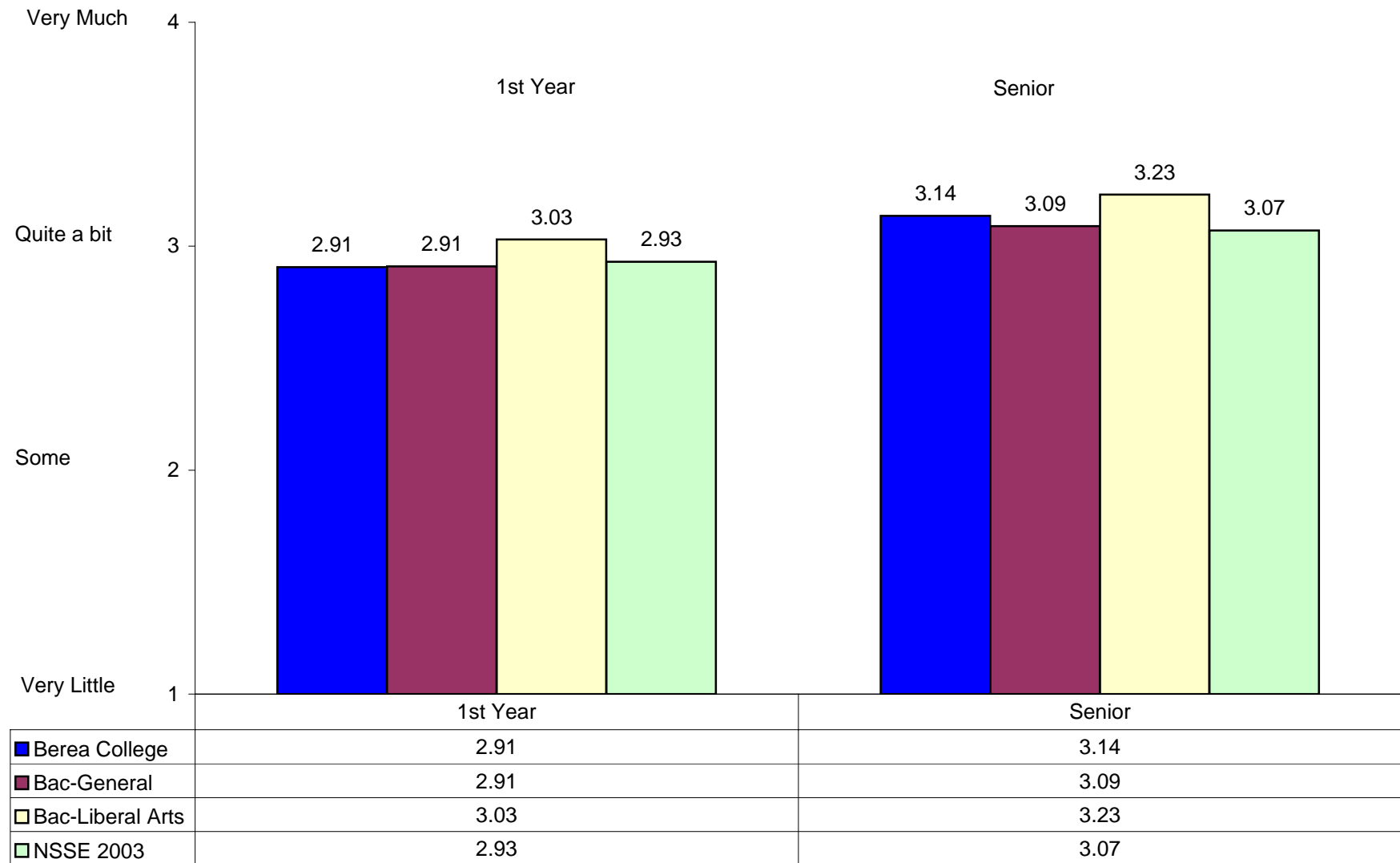
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Voting in local, state, or national elections



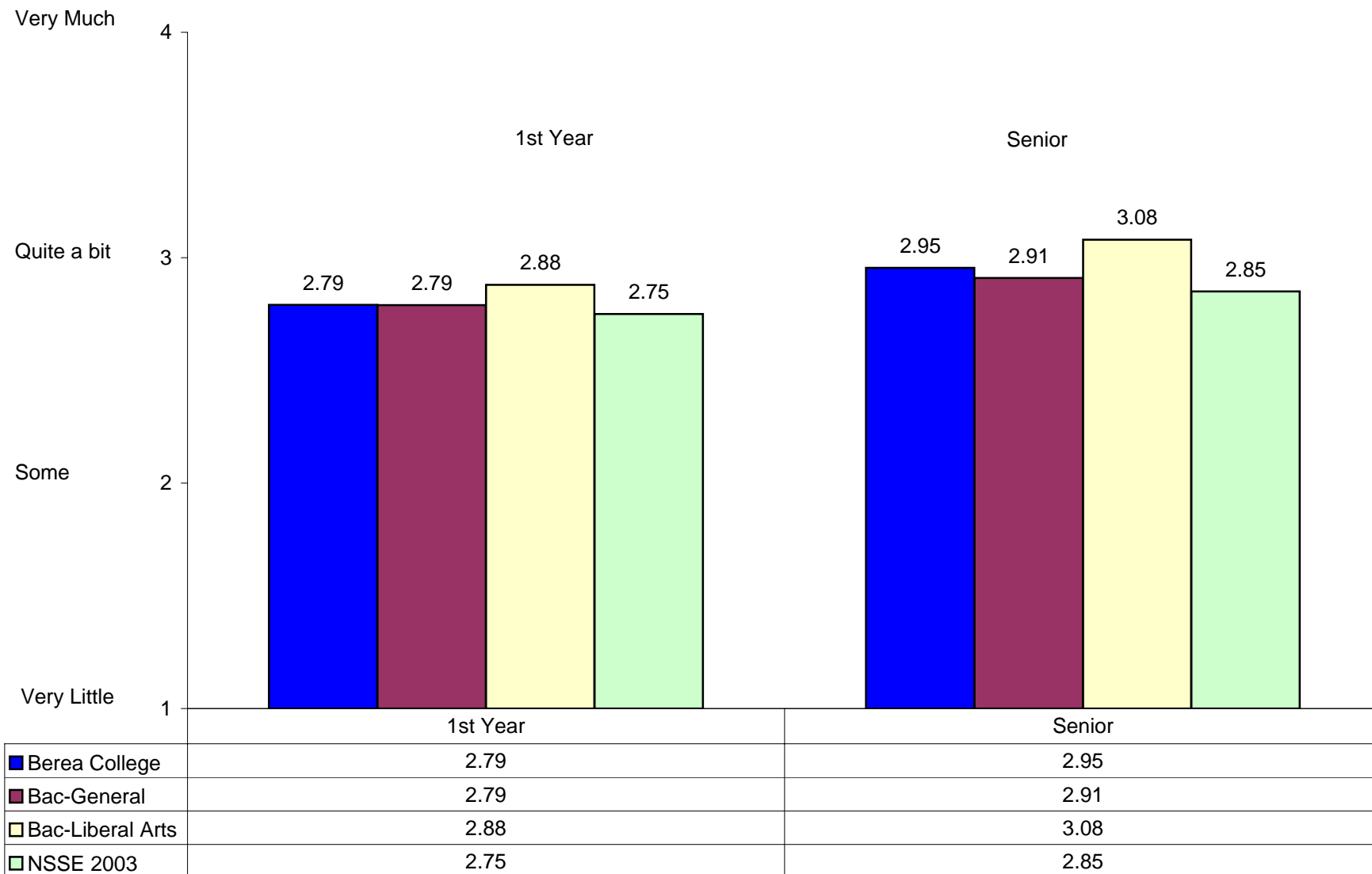
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Learning effectively on your own



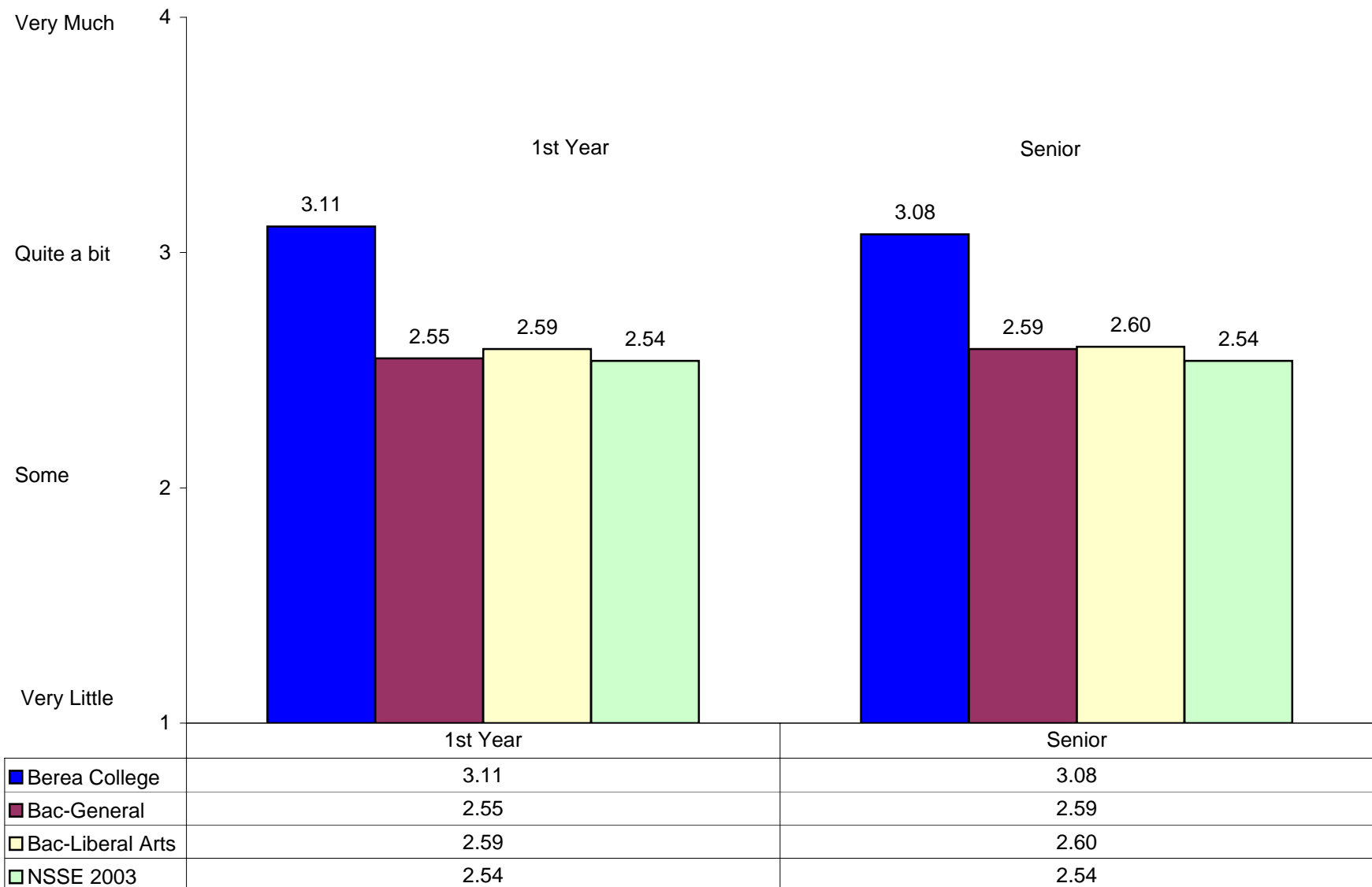
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Understanding yourself



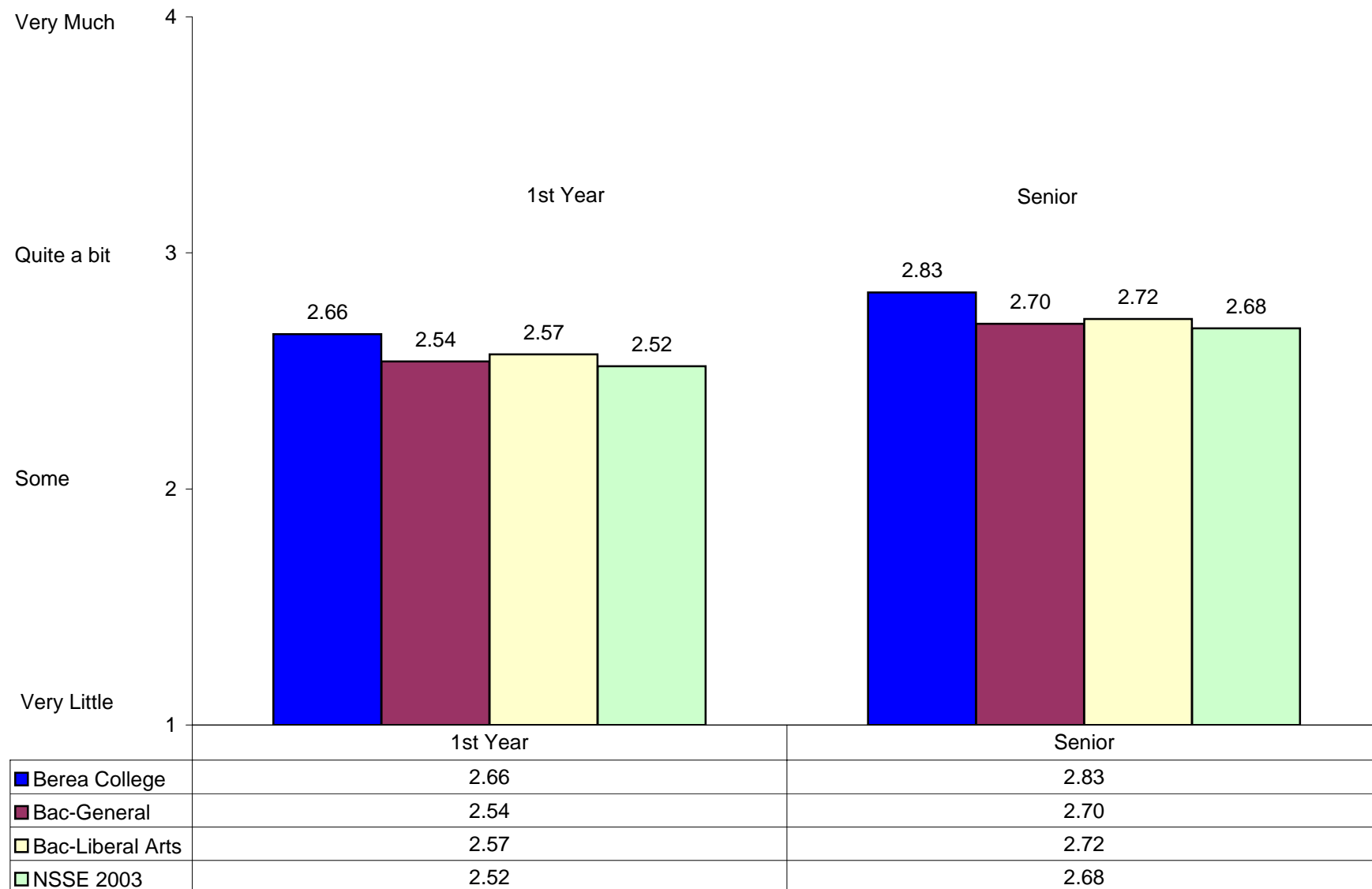
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Understanding people of other racial and ethnic backgrounds



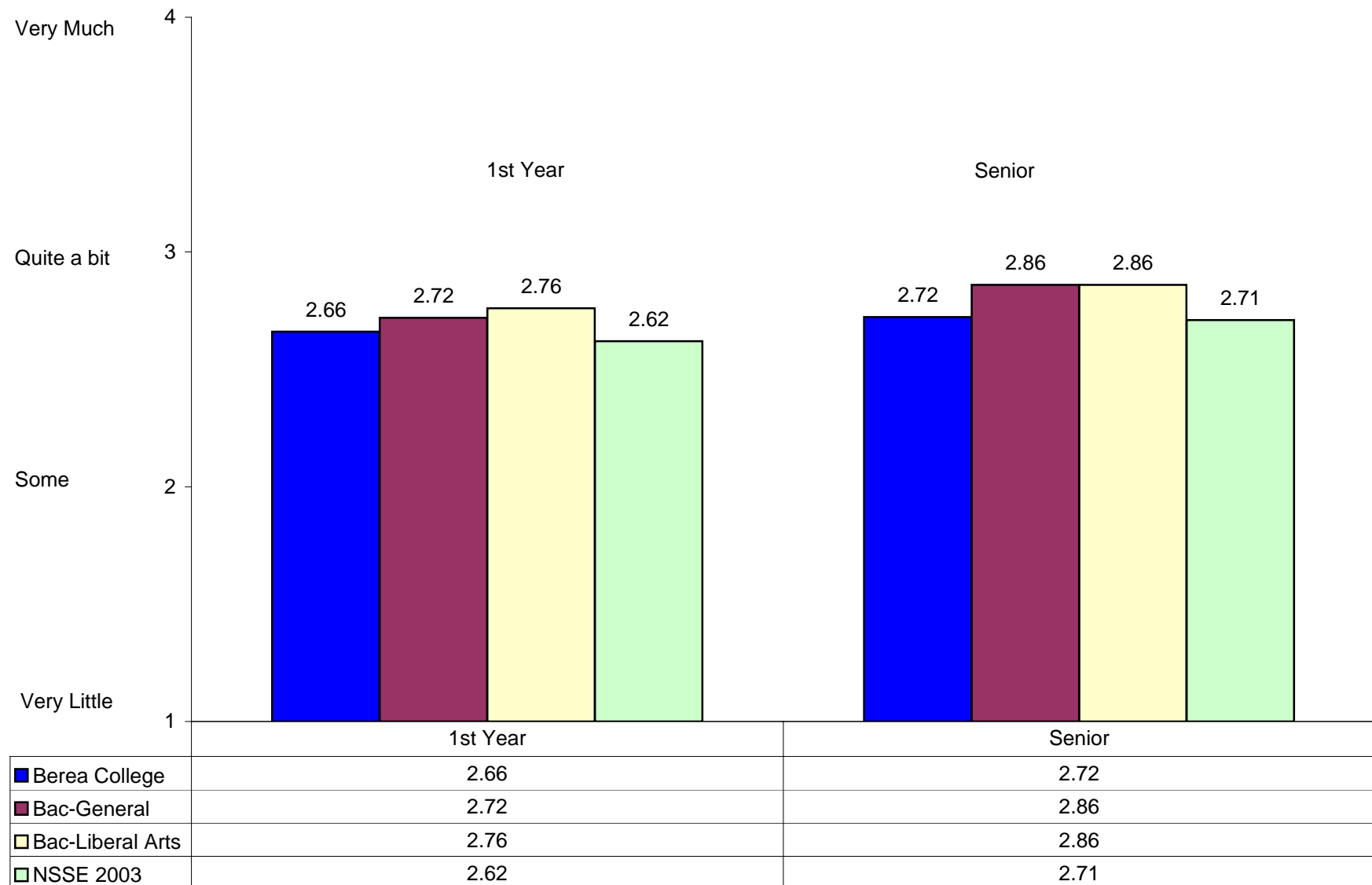
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Solving complex real-world problems



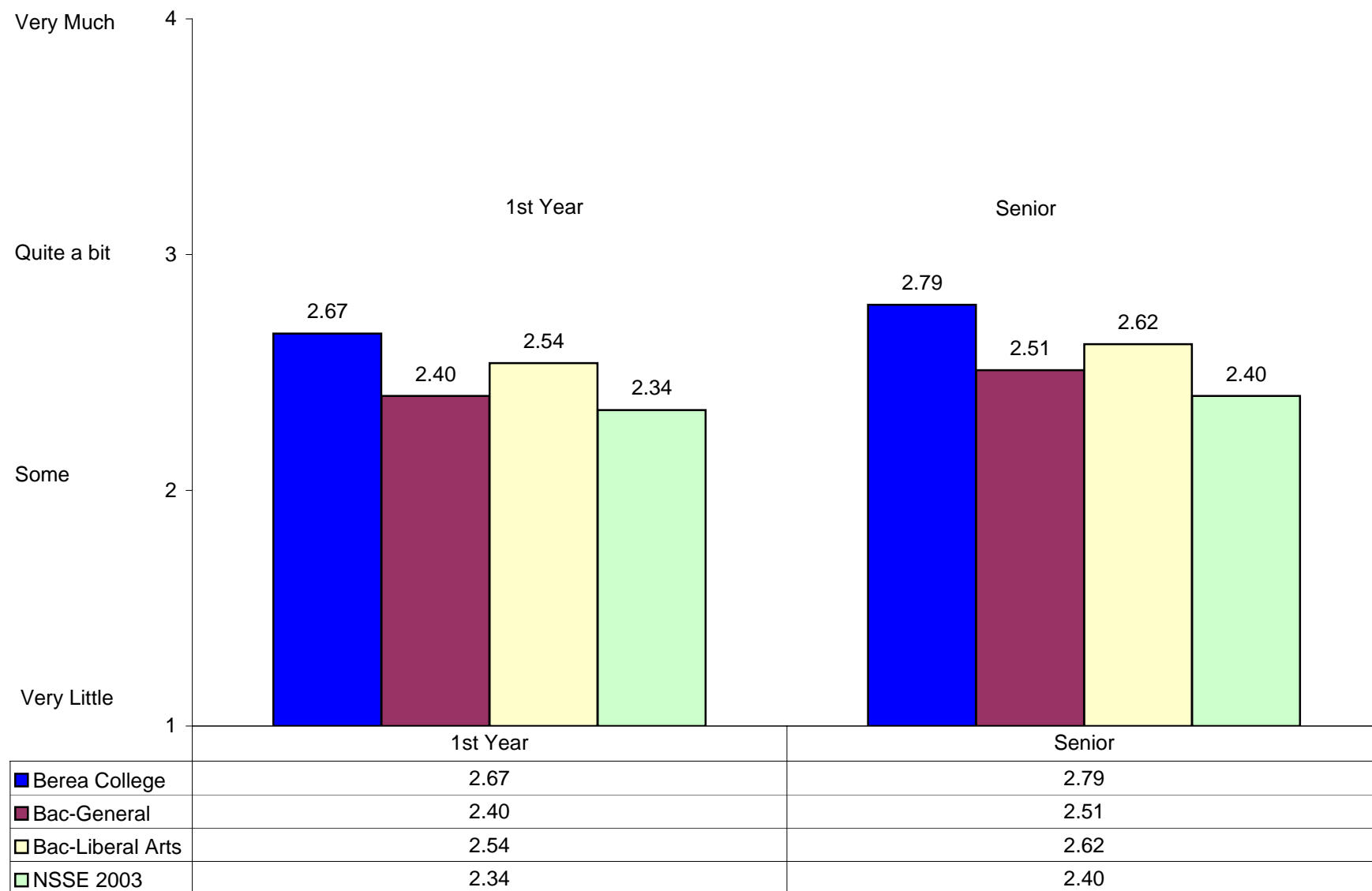
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Developing a personal code of values and ethics

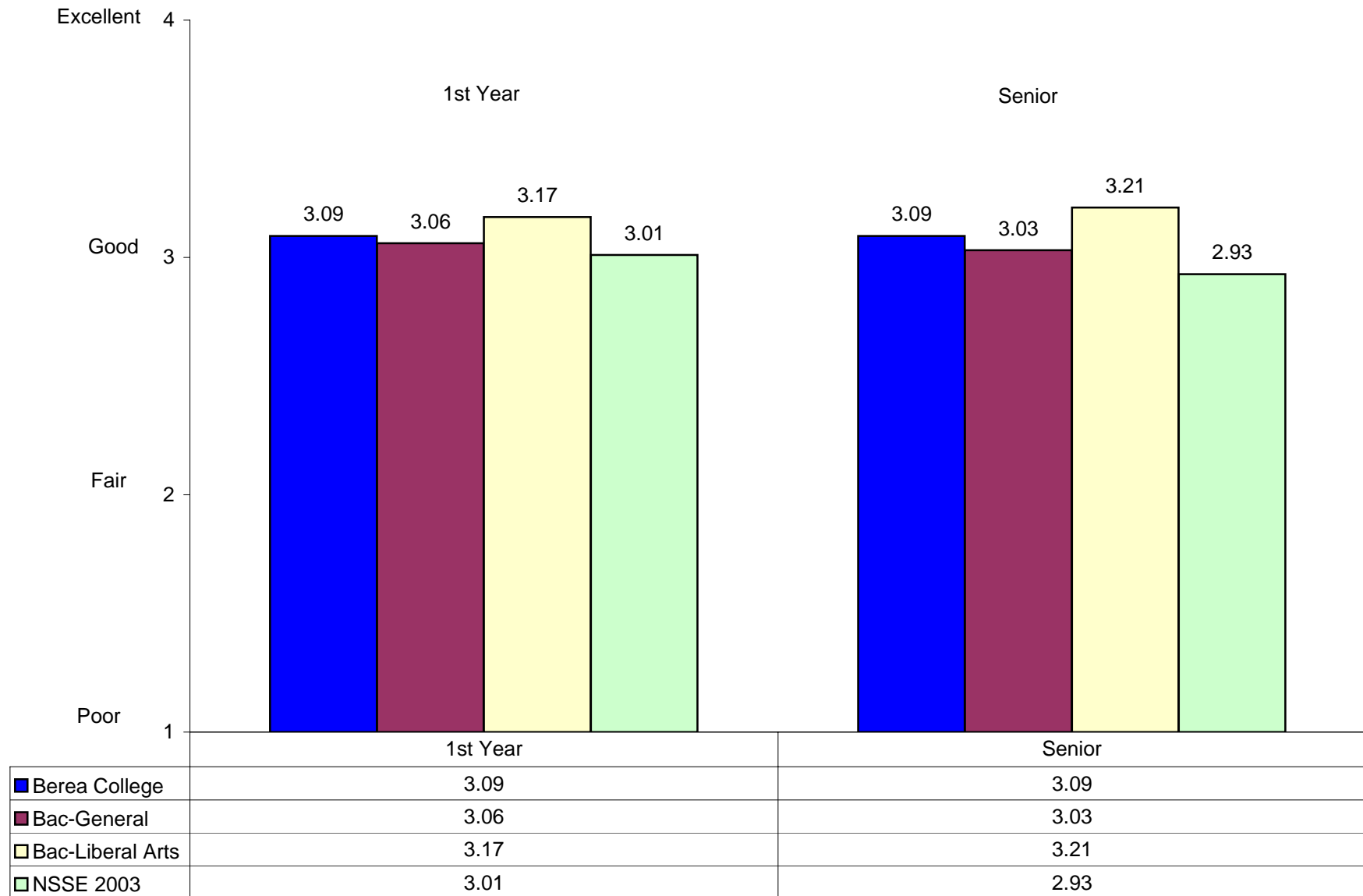


To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

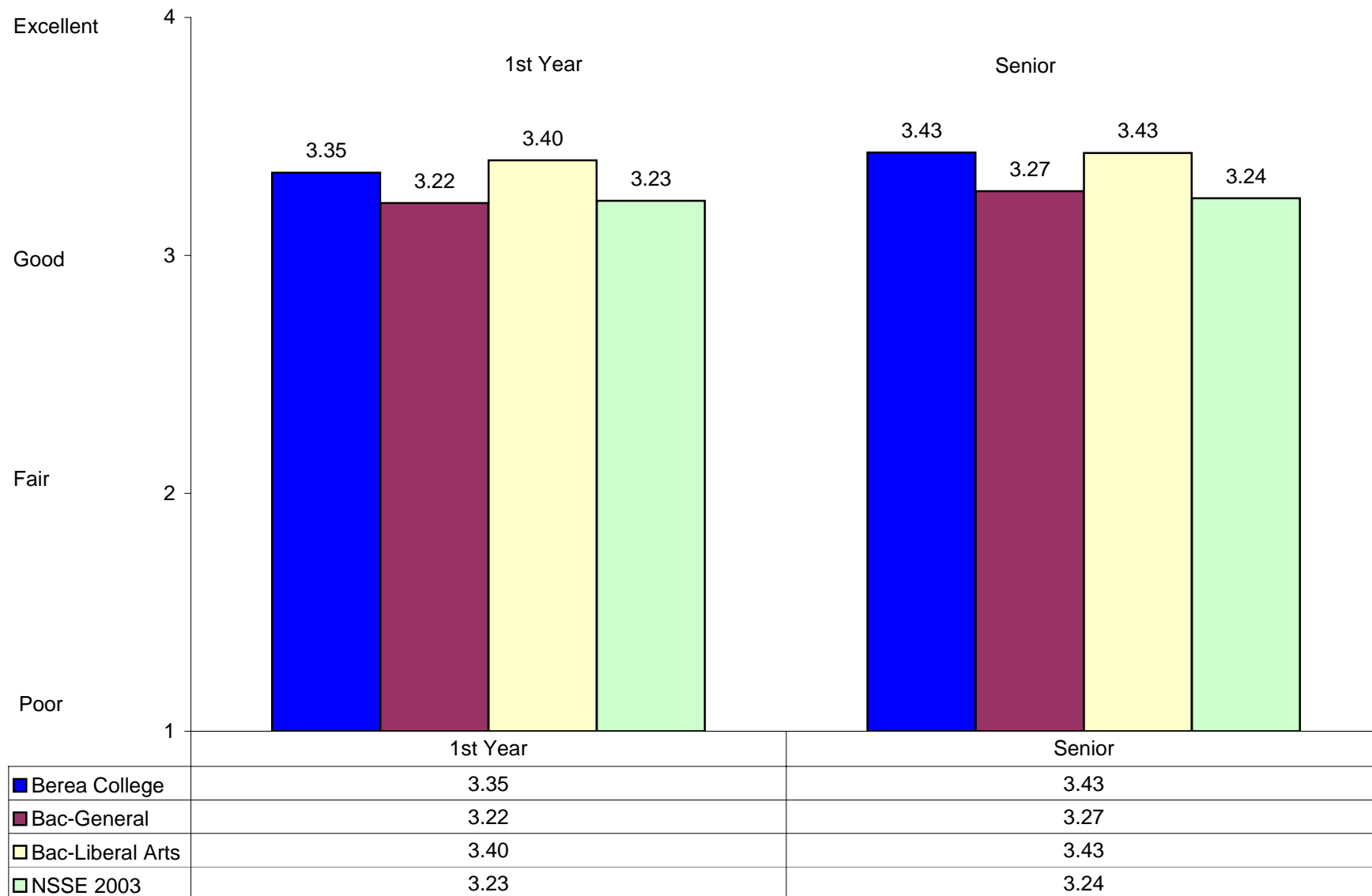
Contributing to the welfare of your community



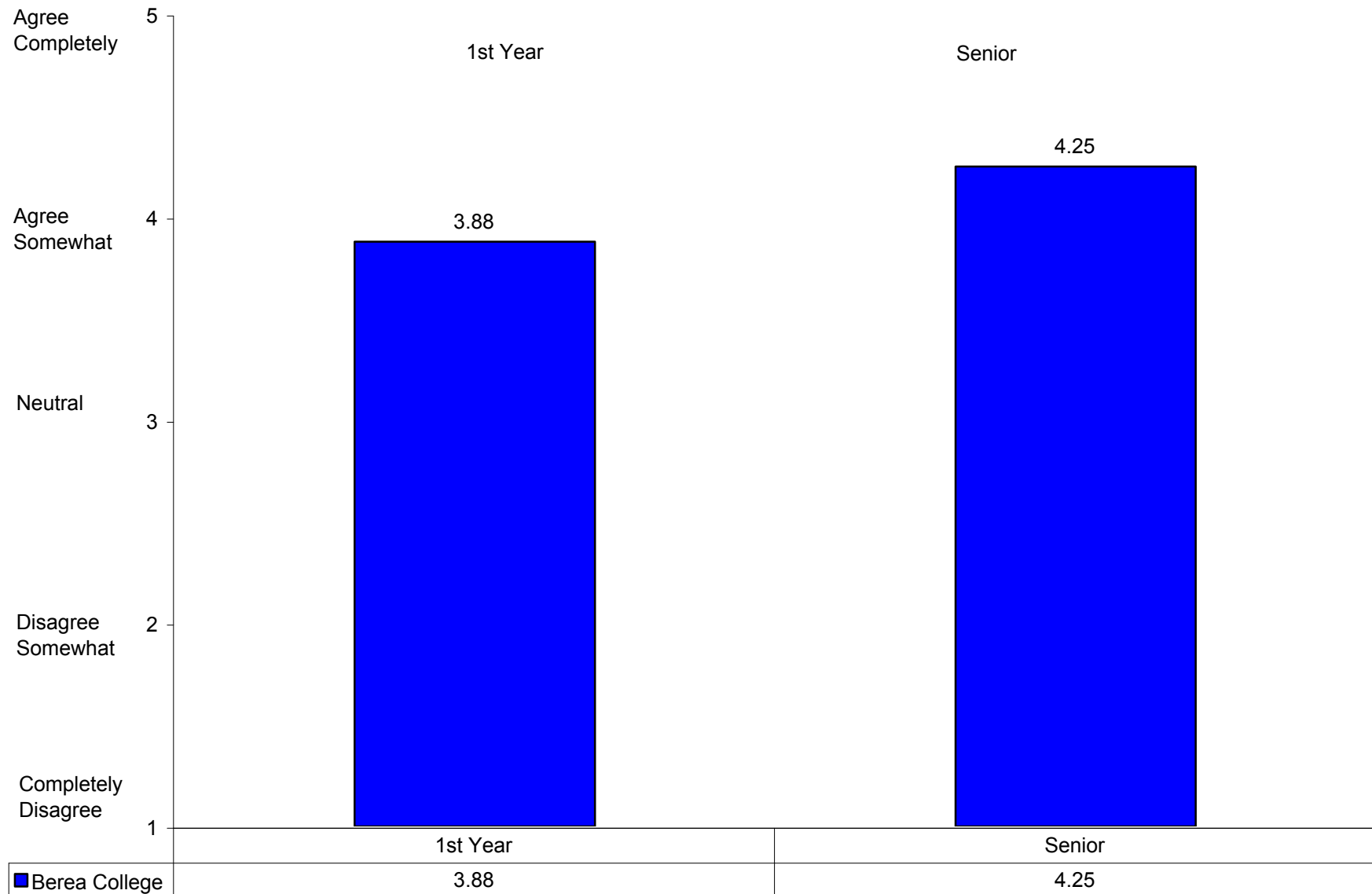
Overall, how would you evaluate the quality of academic advising you have received at your institution?



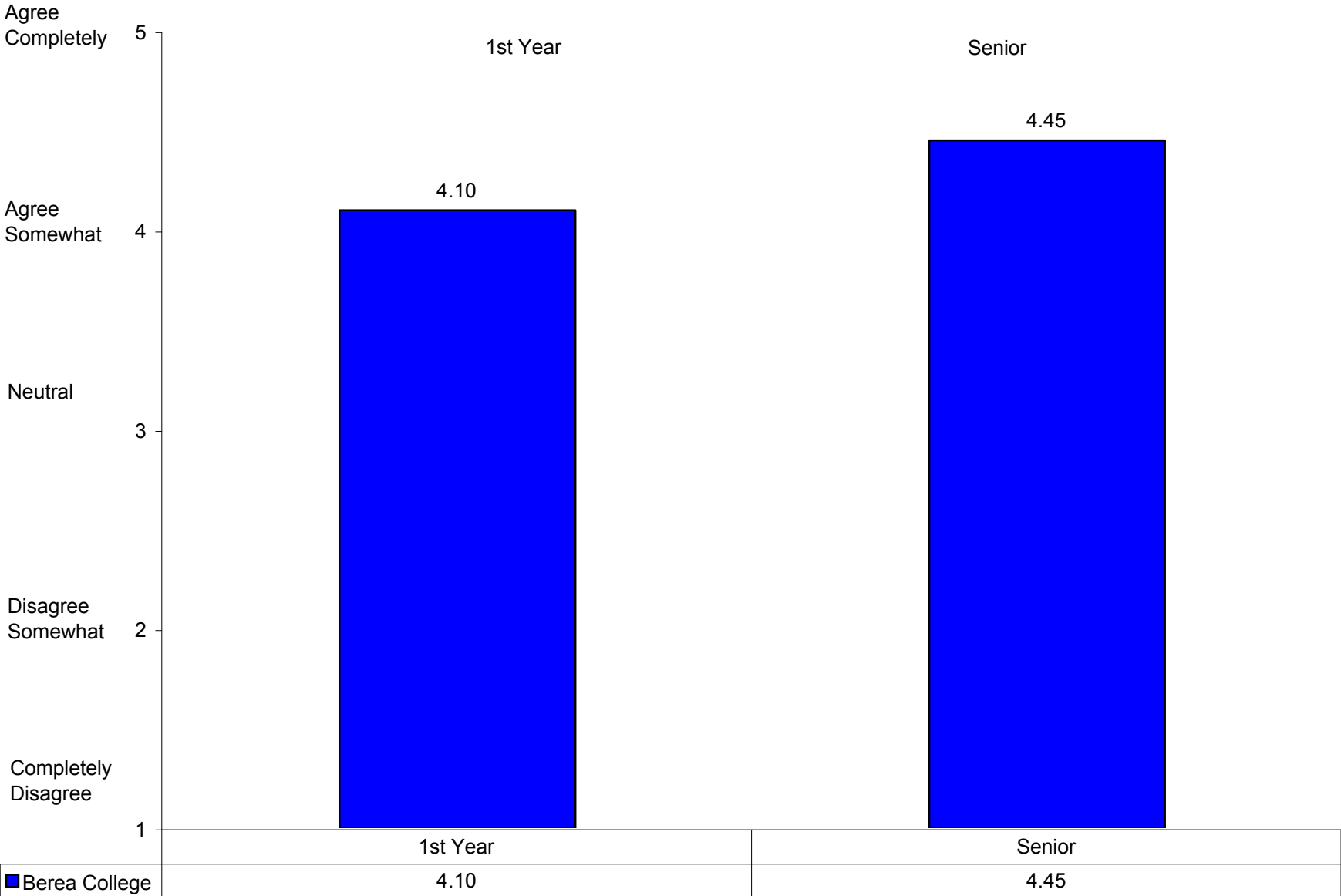
How would you evaluate your entire educational experience at this institution?



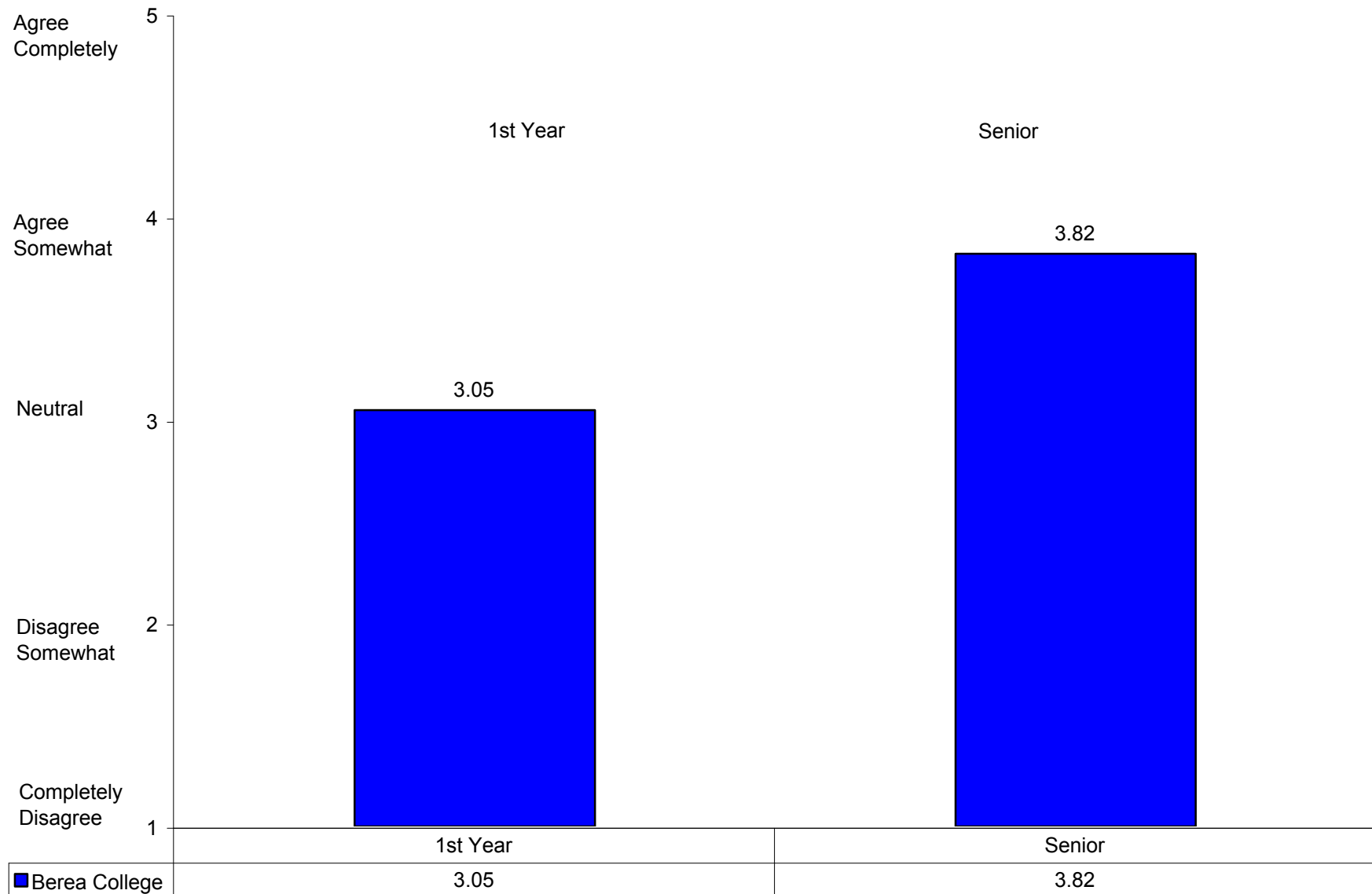
Overall, I am satisfied with the work assignment(s) I have had at my college



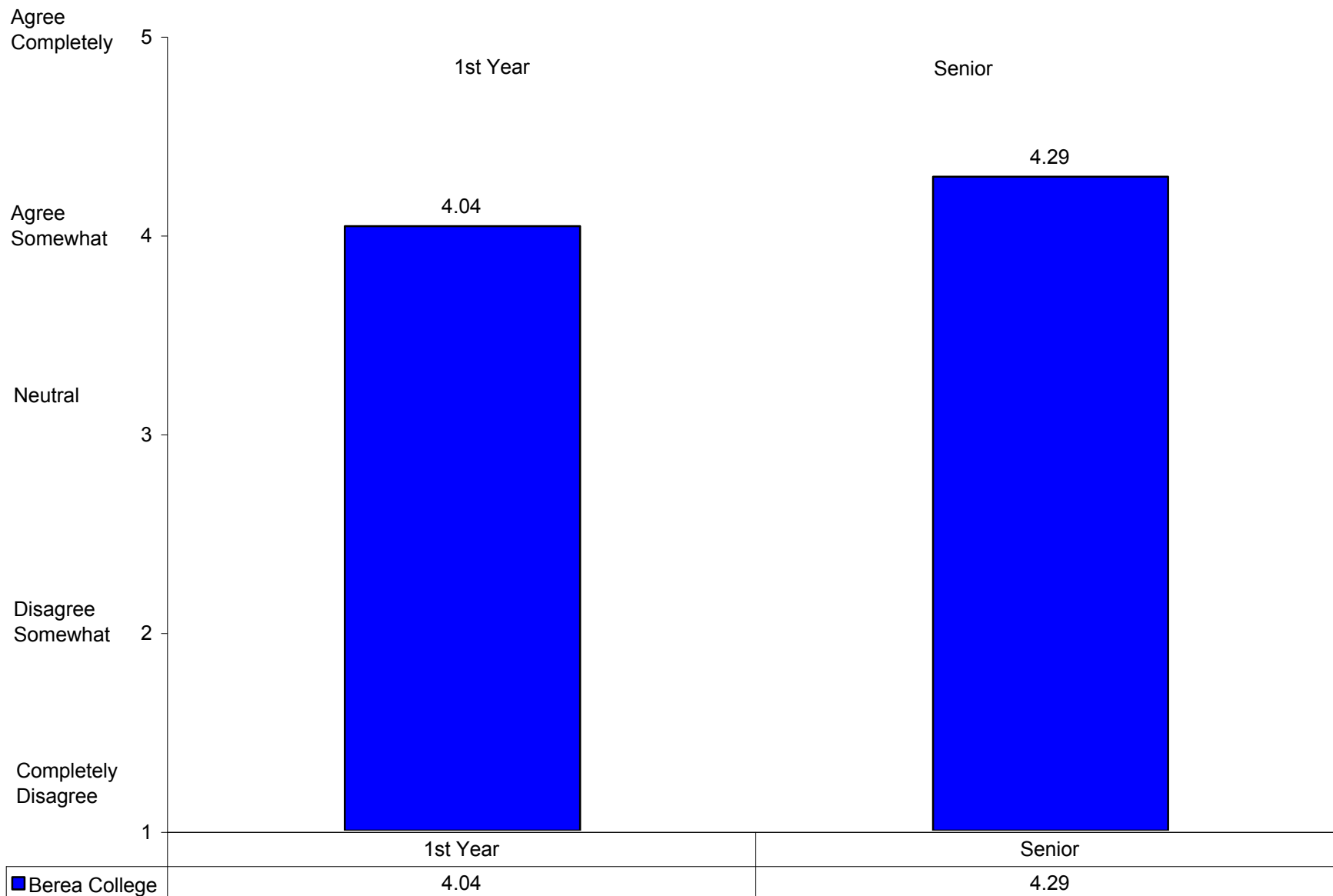
I believe my work is valuable



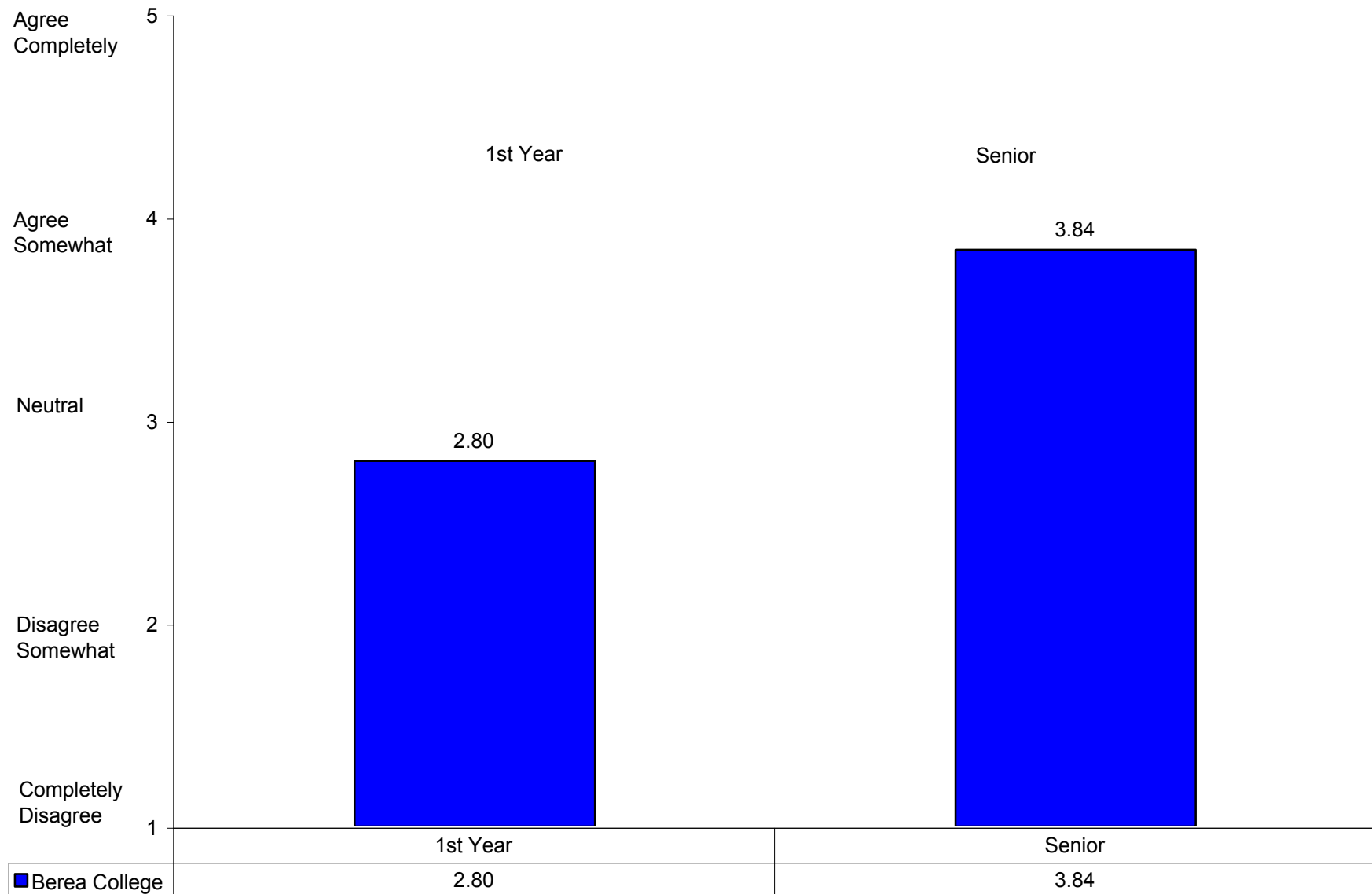
My work has contributed to my academic success



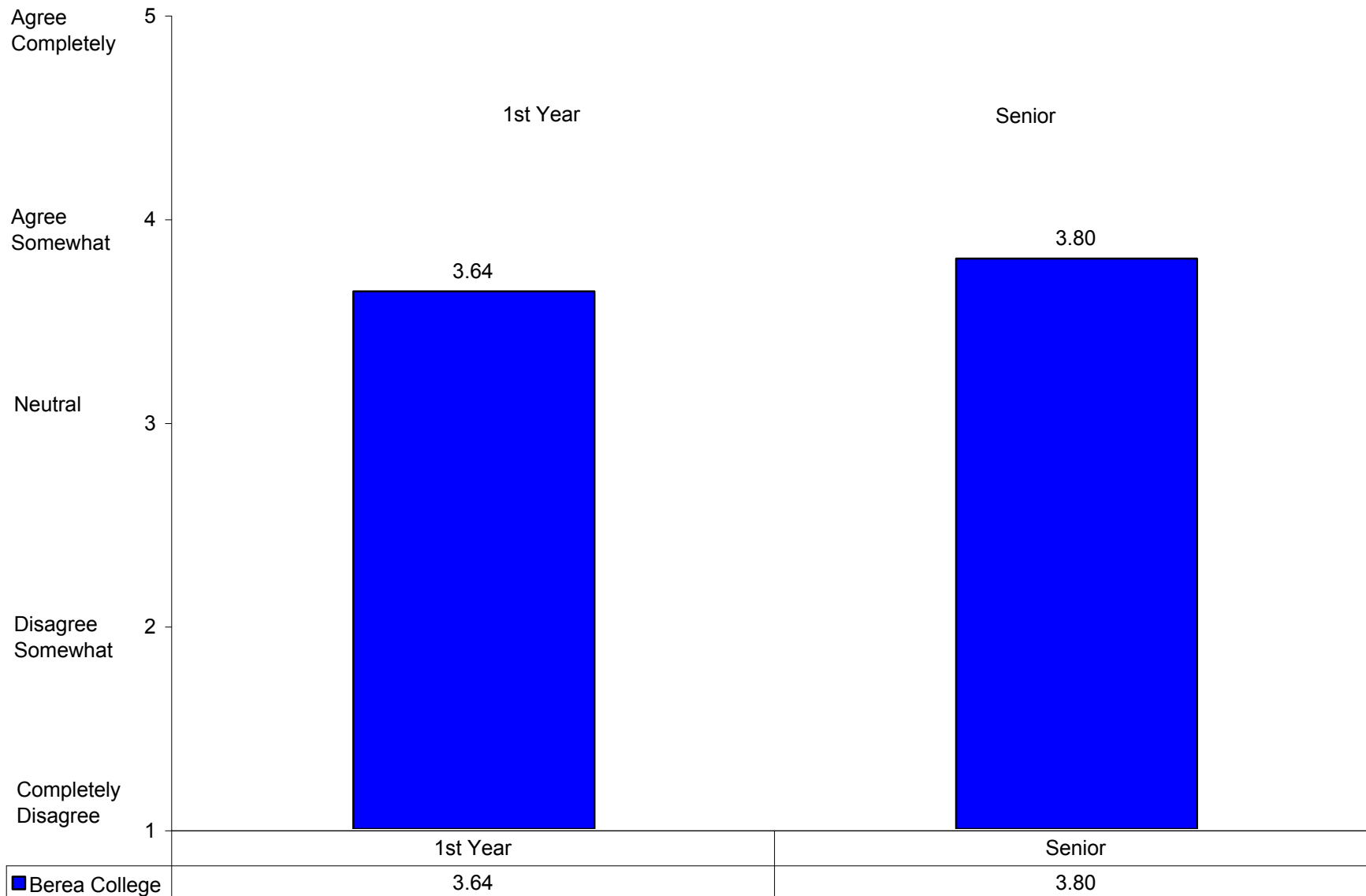
Going to a work college helps me develop a strong work ethic



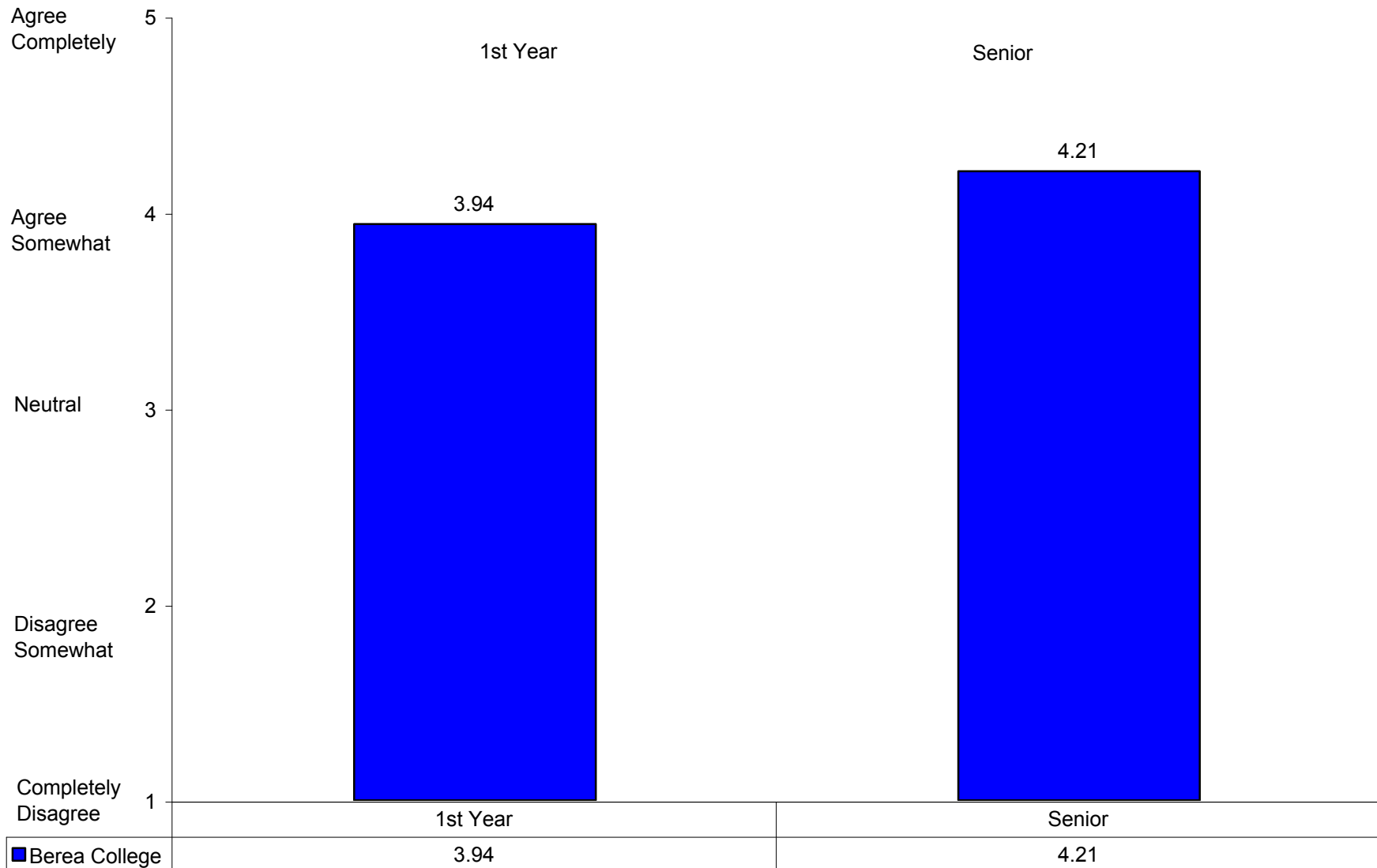
I apply what I learn in my academic courses to my work



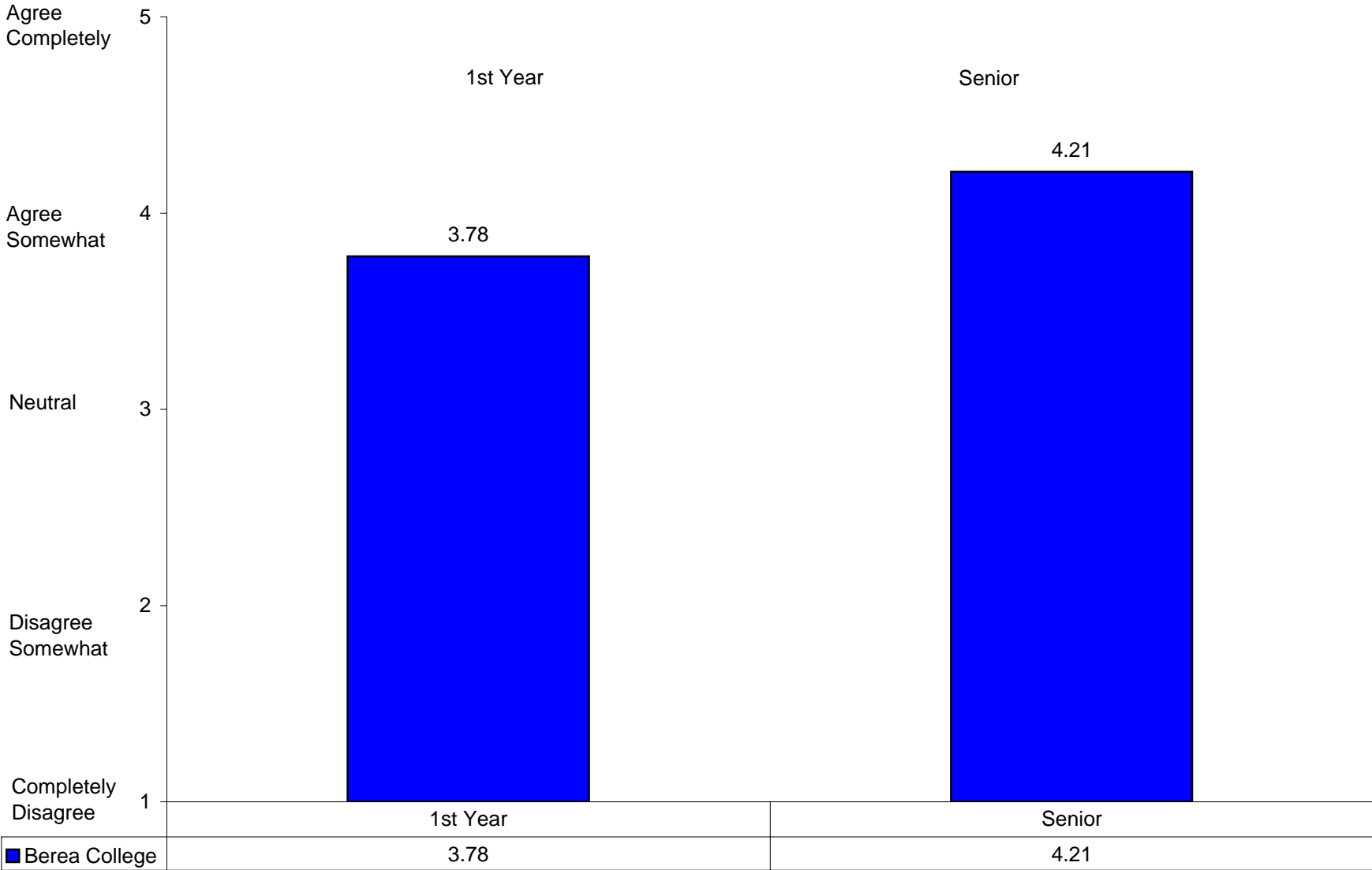
Going to a work college helps me learn the value of community service



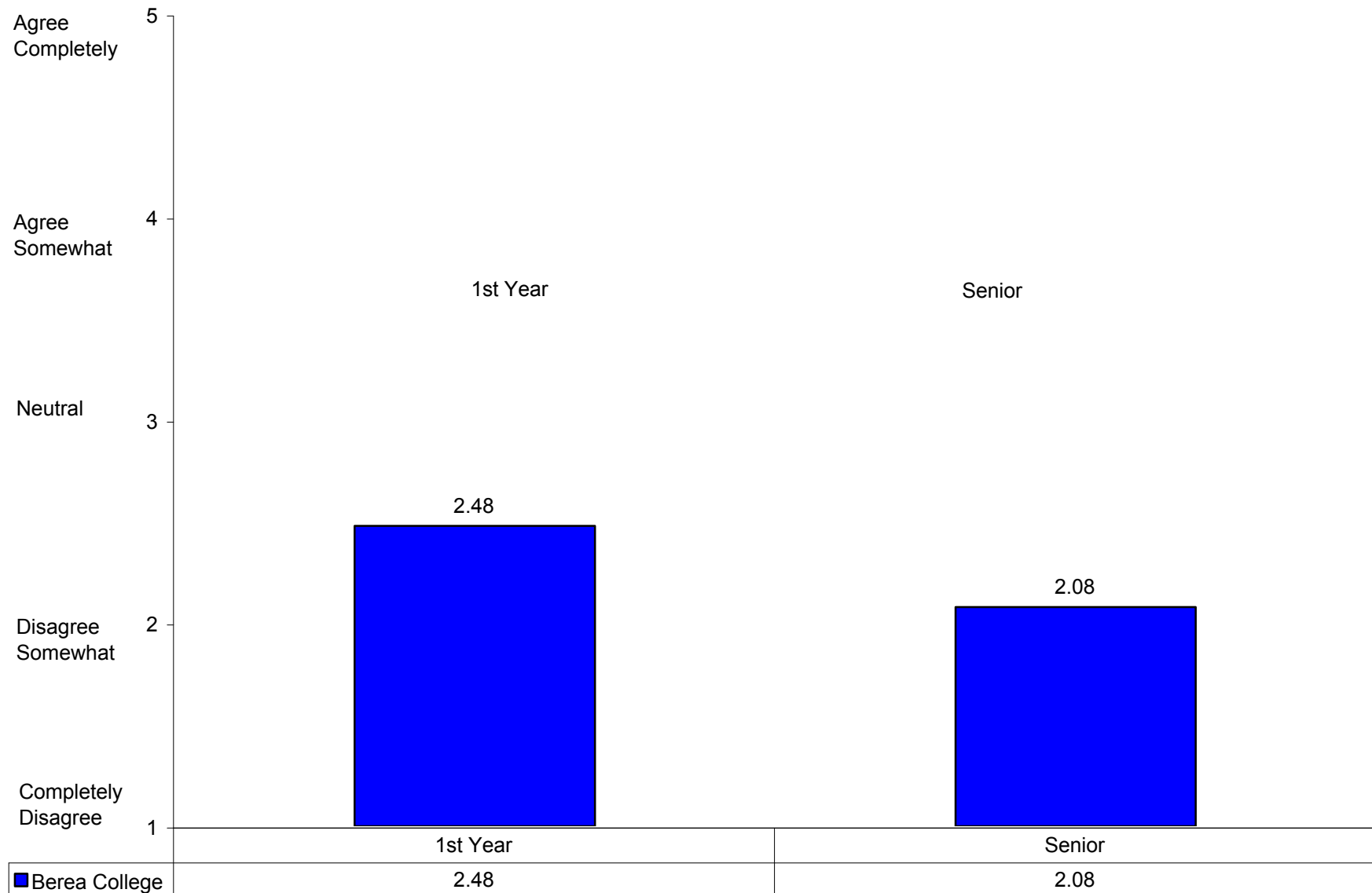
My work college experience has helped me learn from many different types of people



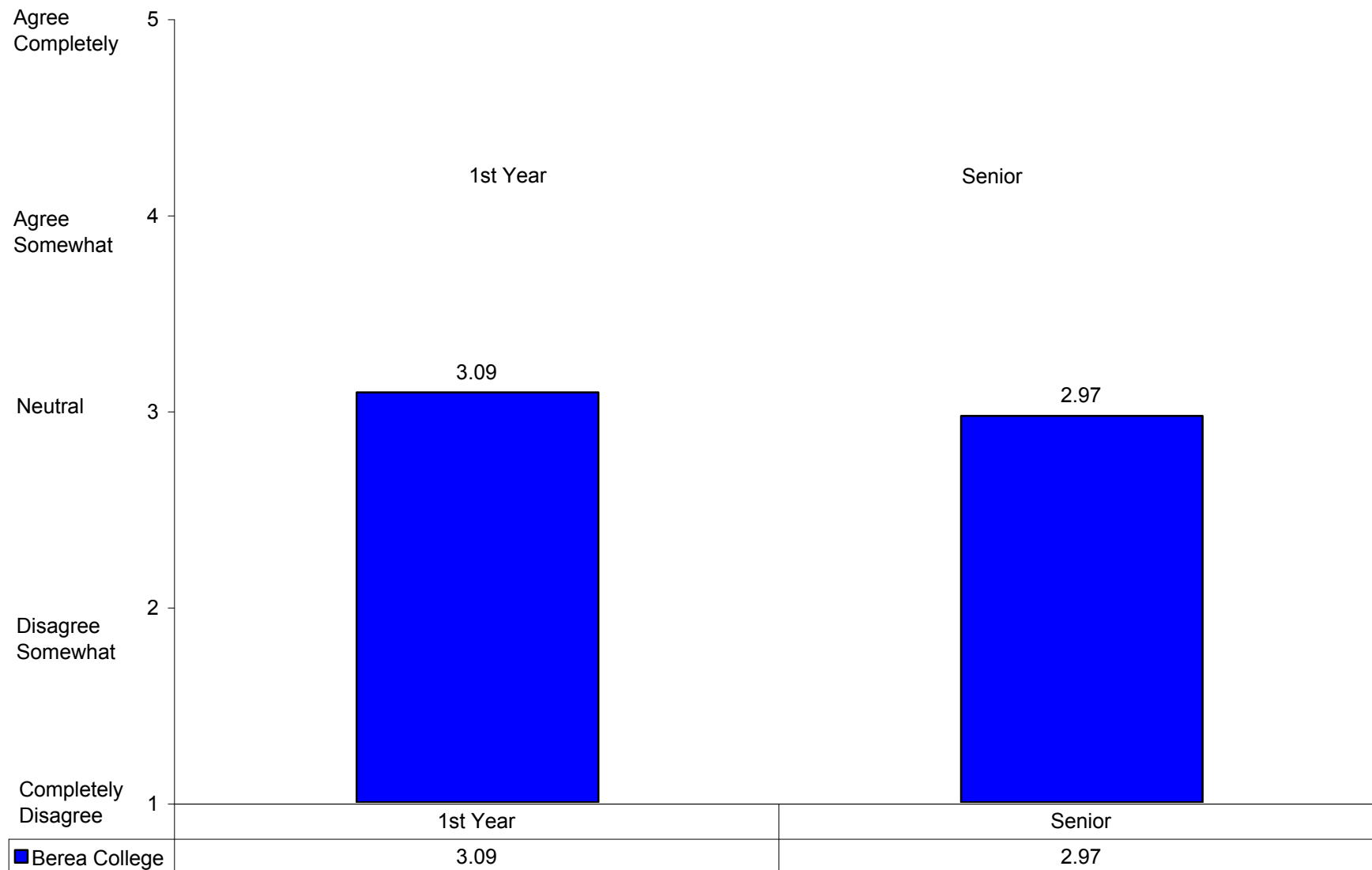
My work affects my overall college experience in a positive way.



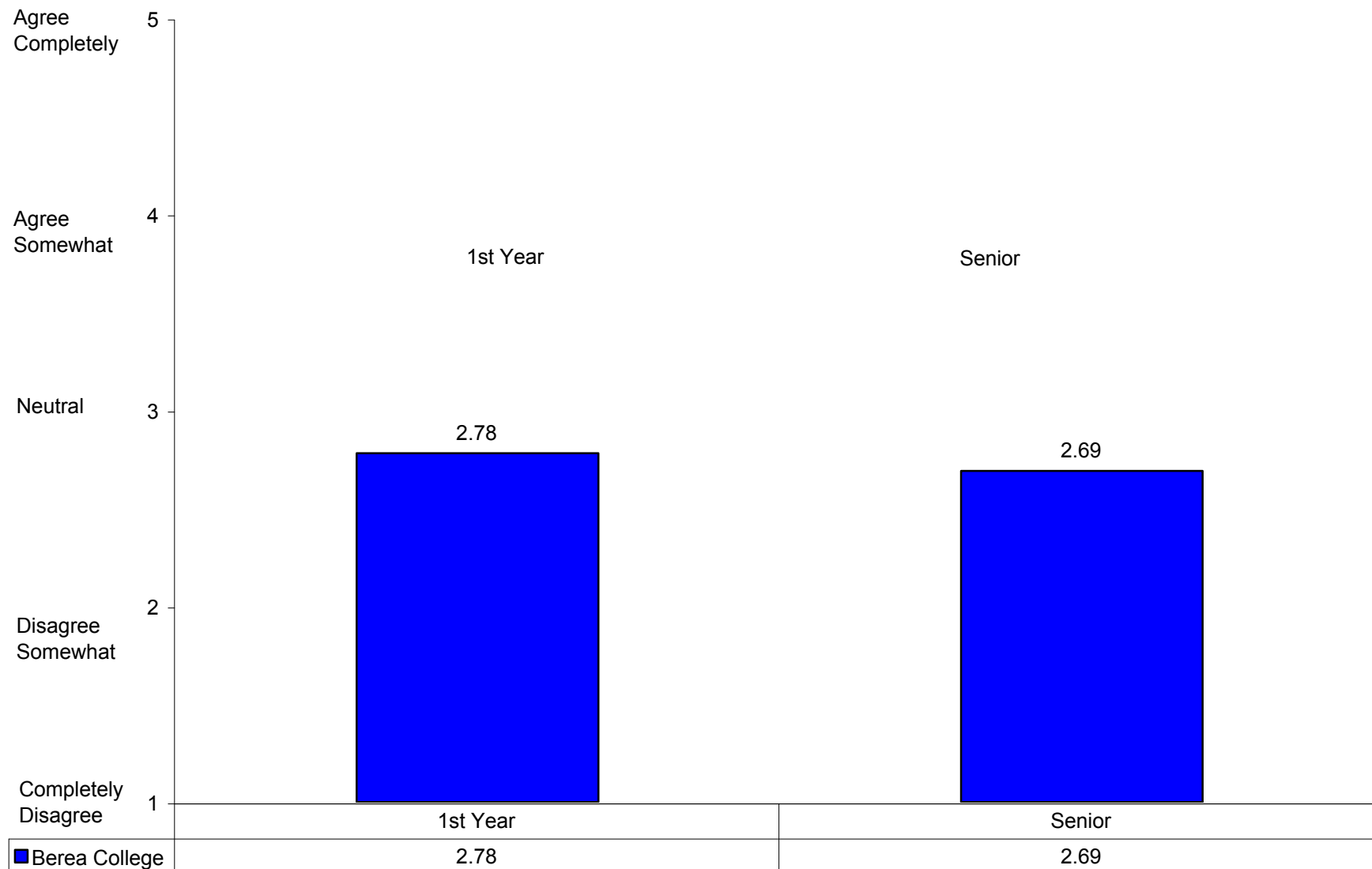
I never think about how my work affects my college experience



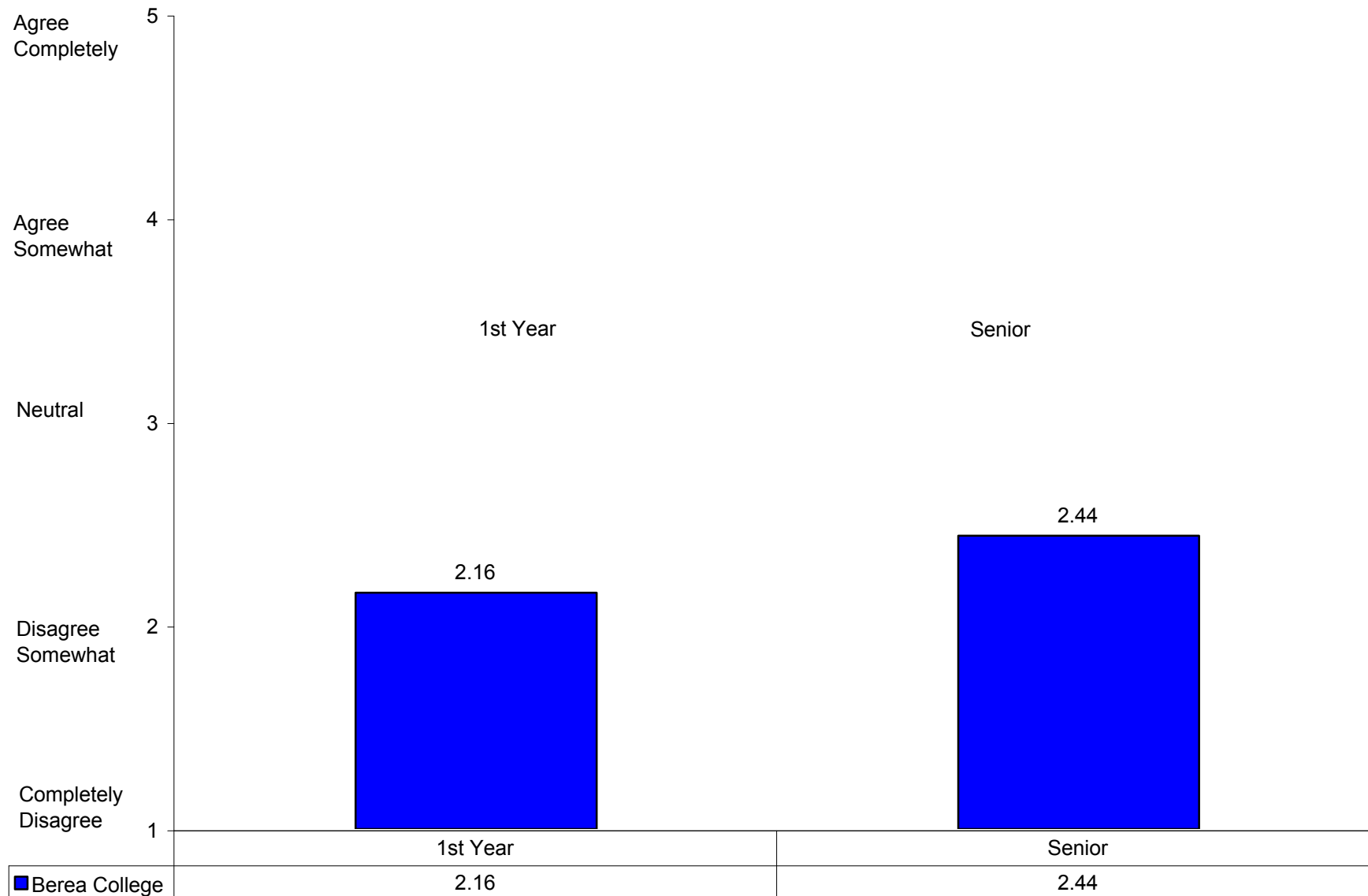
One of the reasons I chose to attend this college was because of its work program



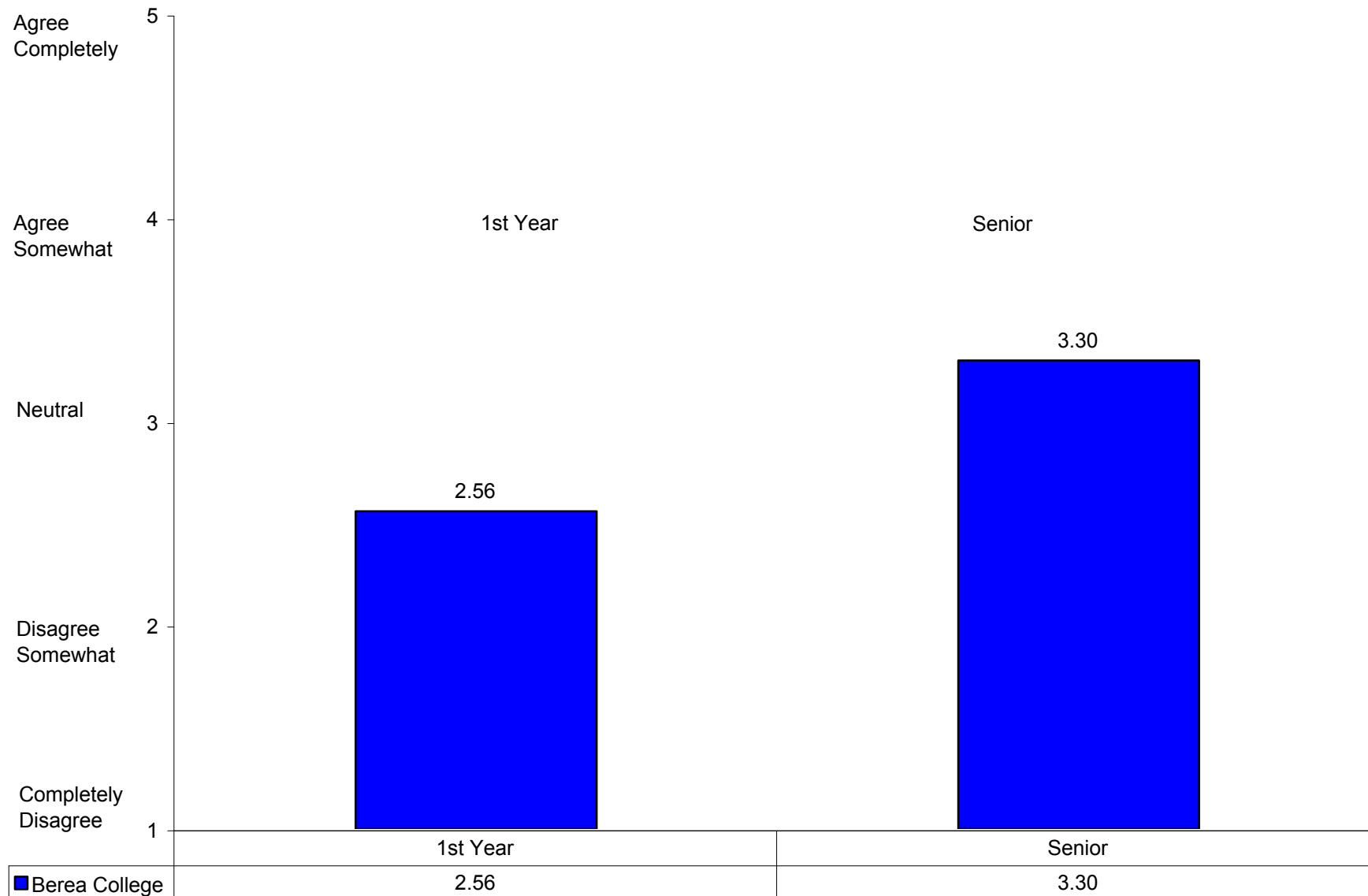
My experiences in the work program have affected my decision to remain at this college rather than withdraw or transfer



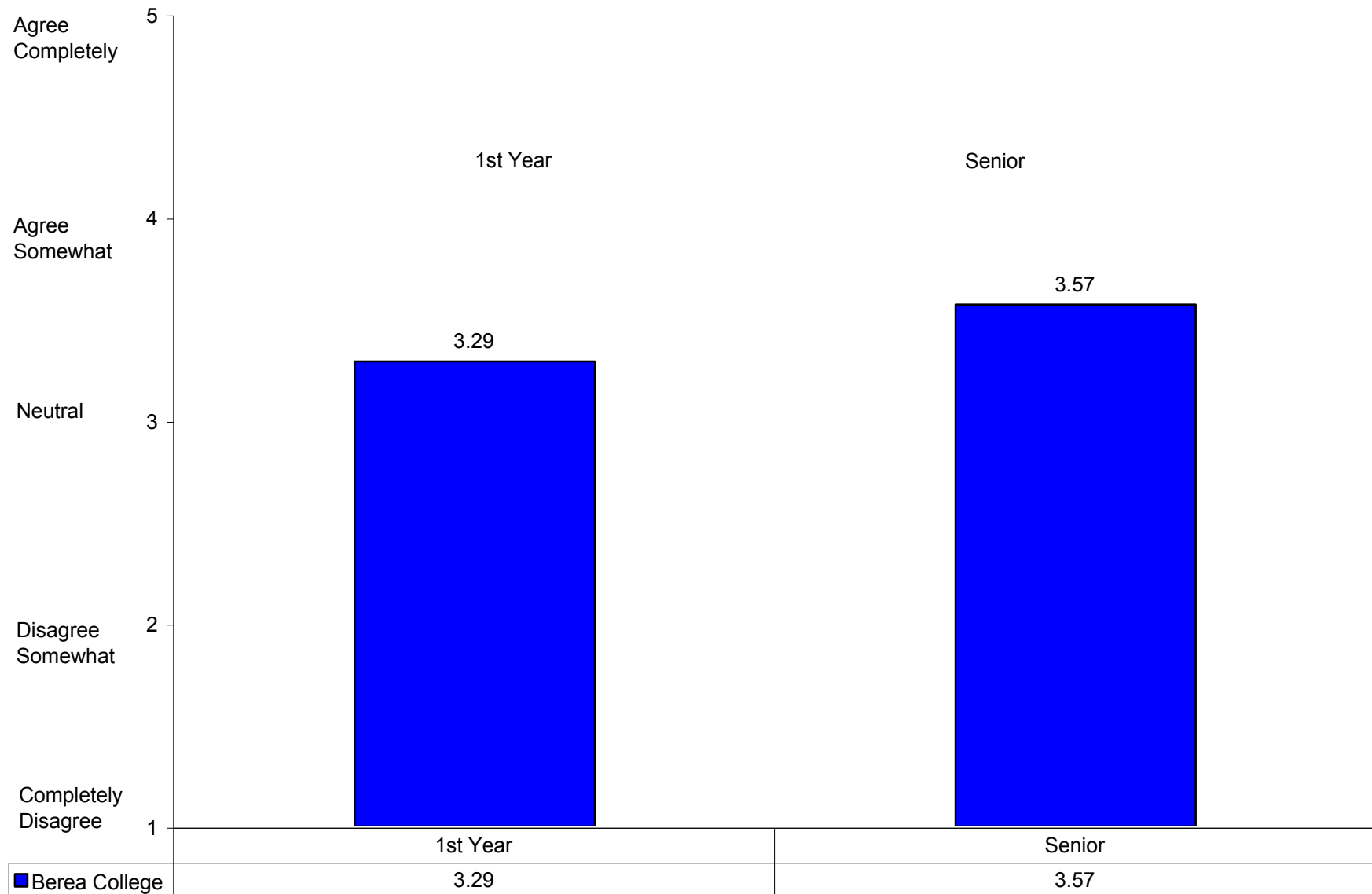
My work program experiences have influenced my choice of academic major



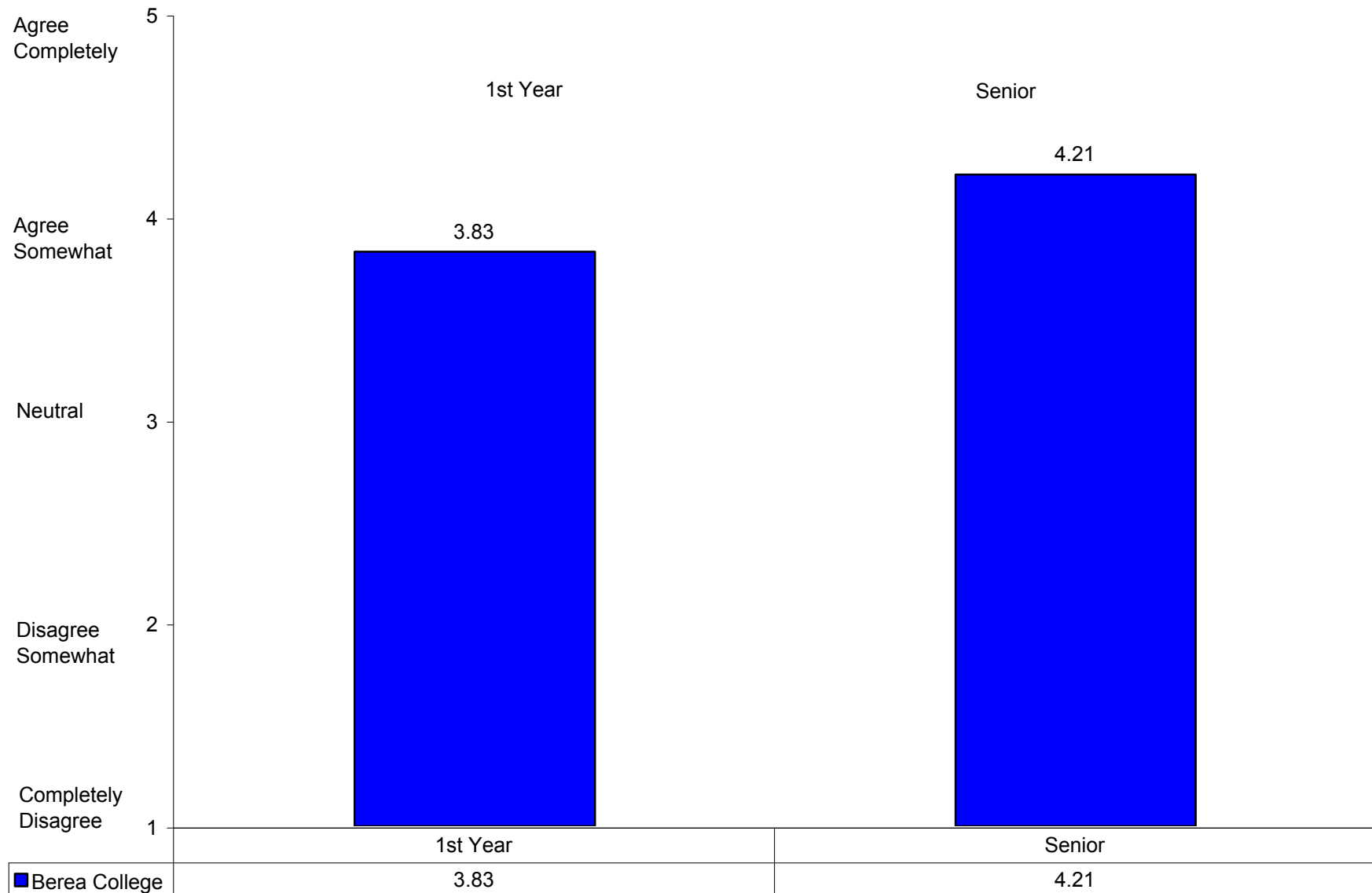
My experience in the work program has influenced my career goals



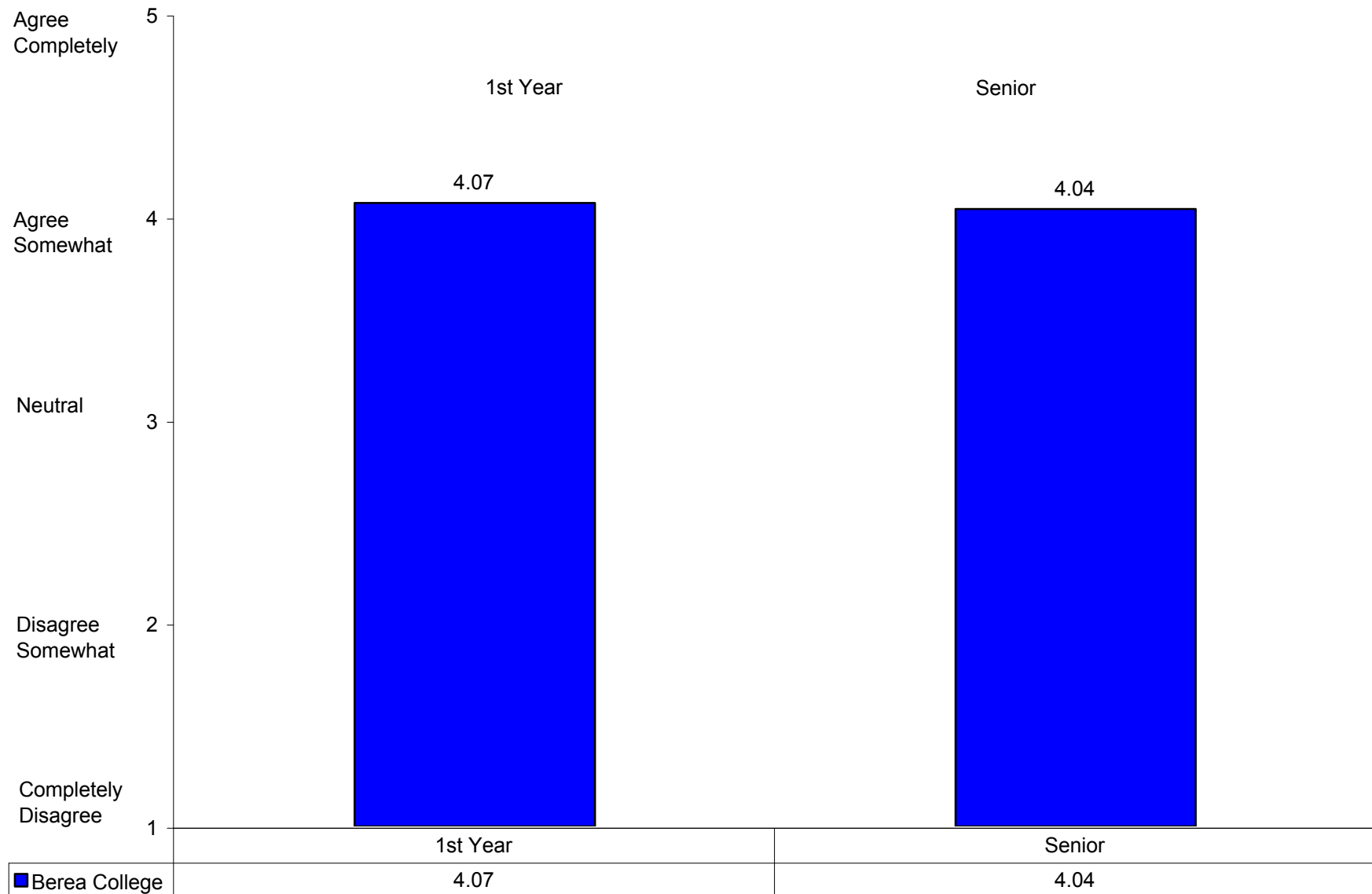
I have become a more productive worker because of my work college experience



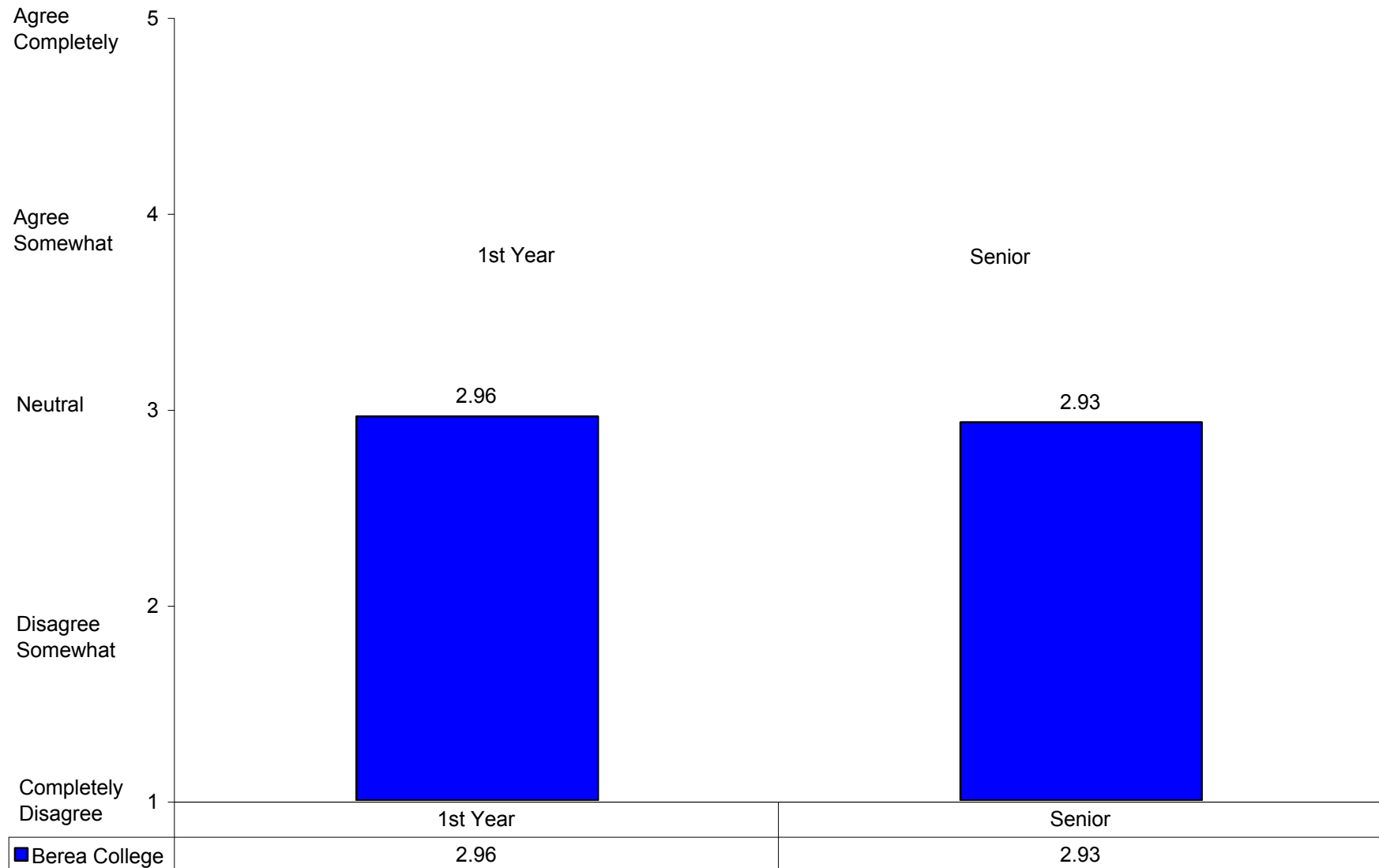
My participation in the work program will increase my value in the job market



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

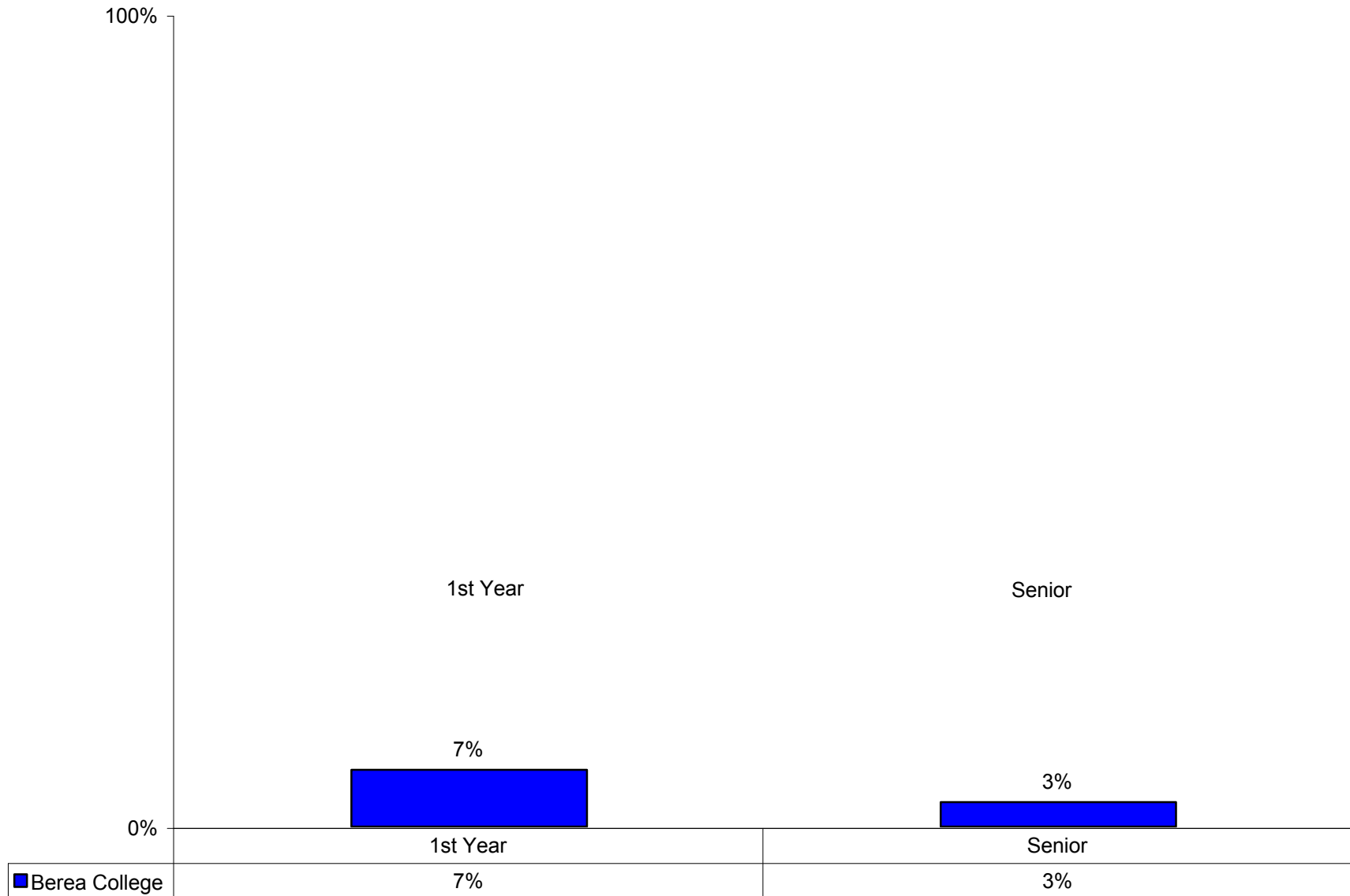


One of the reasons my parent(s) or guardian(s) encourage me to attend this college was because of its work program



Which of the following have you done or do you plan to do before you graduate from your institution?

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



Engagement

National Survey of Student Engagement (NSSE)

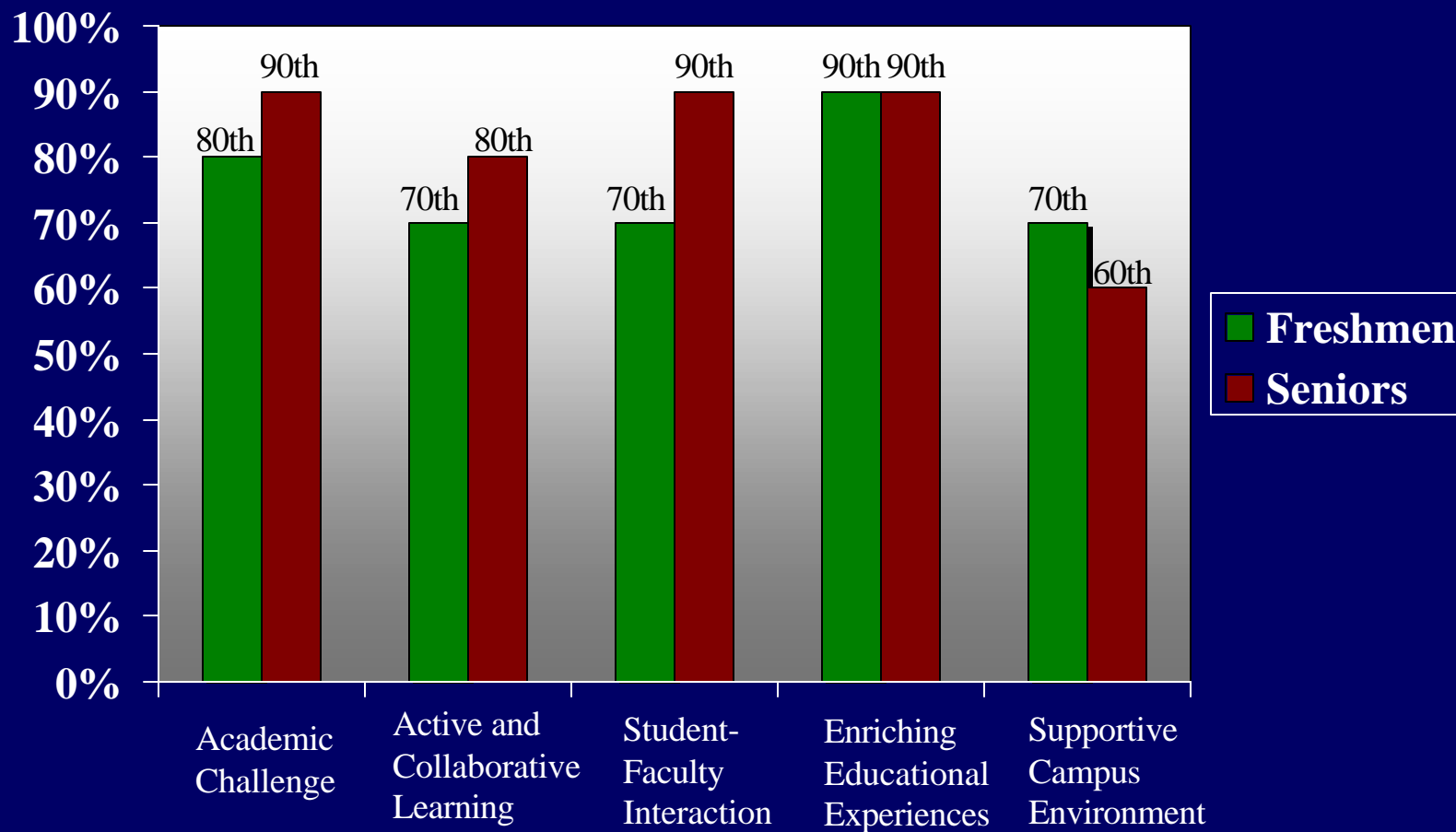
All Students, Spring 2003

The NSSE survey measures the extent to which students are involved in educational practices that are indicators of high levels of learning and development.

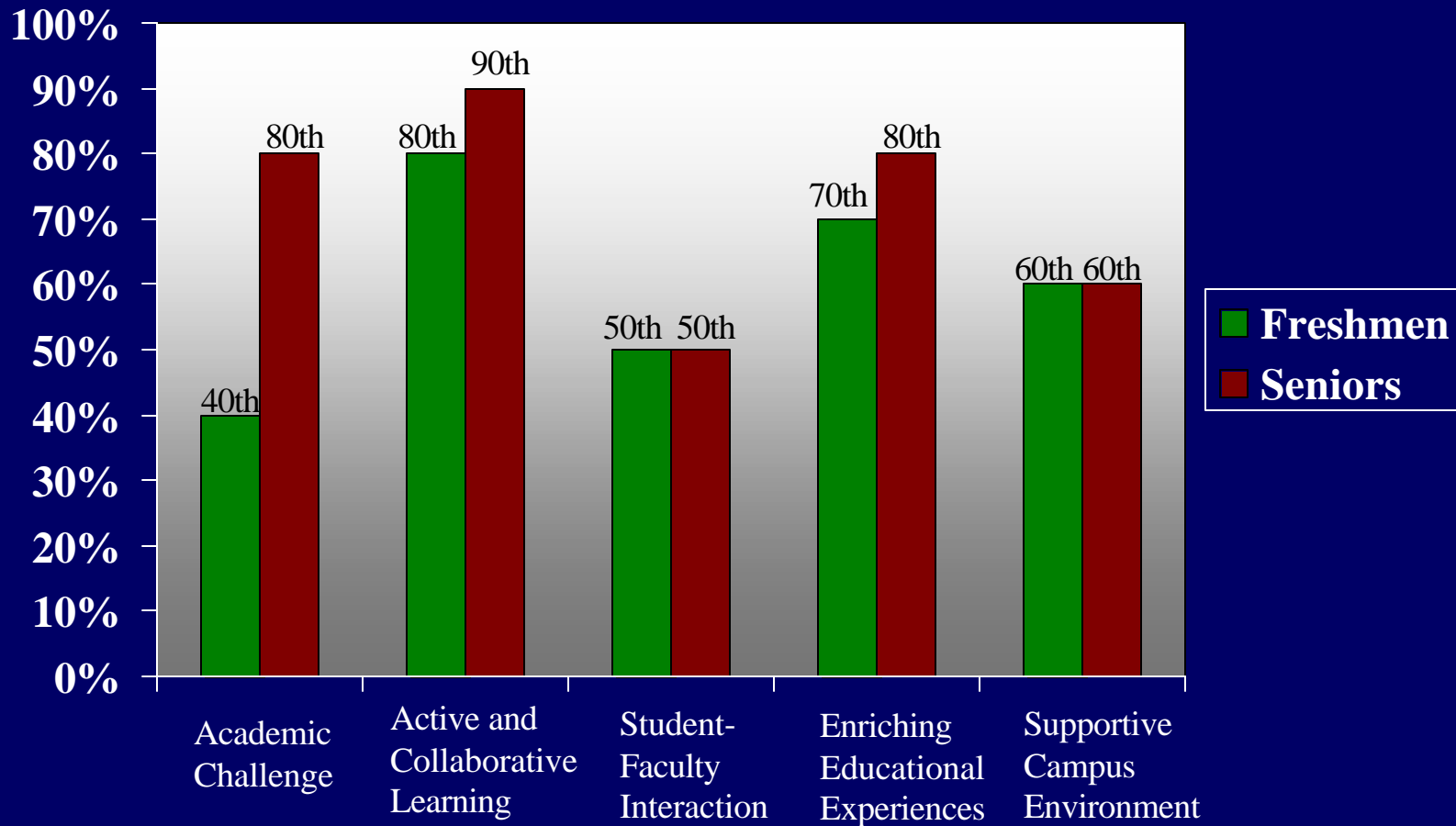
The NSSE measures the emphasis the institution places on various experiences and self-reported academic behaviors in five areas:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

Berea's Percentile Rank Among *Baccalaureate General* Colleges (Our Carnegie Classification)



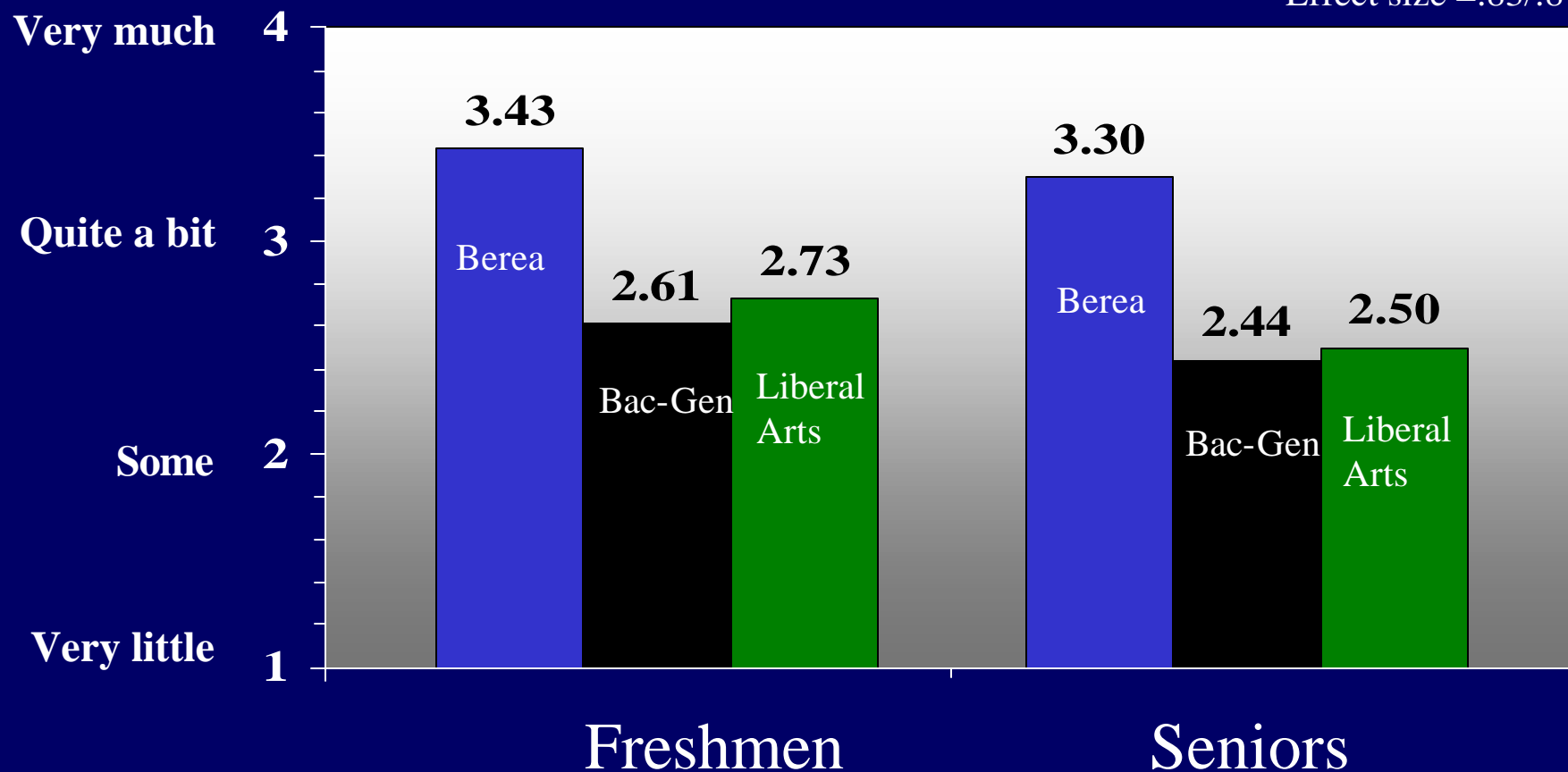
Berea's Percentile Rank Among *Liberal Arts* Colleges



To what extent does your institution emphasize each of the following?

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

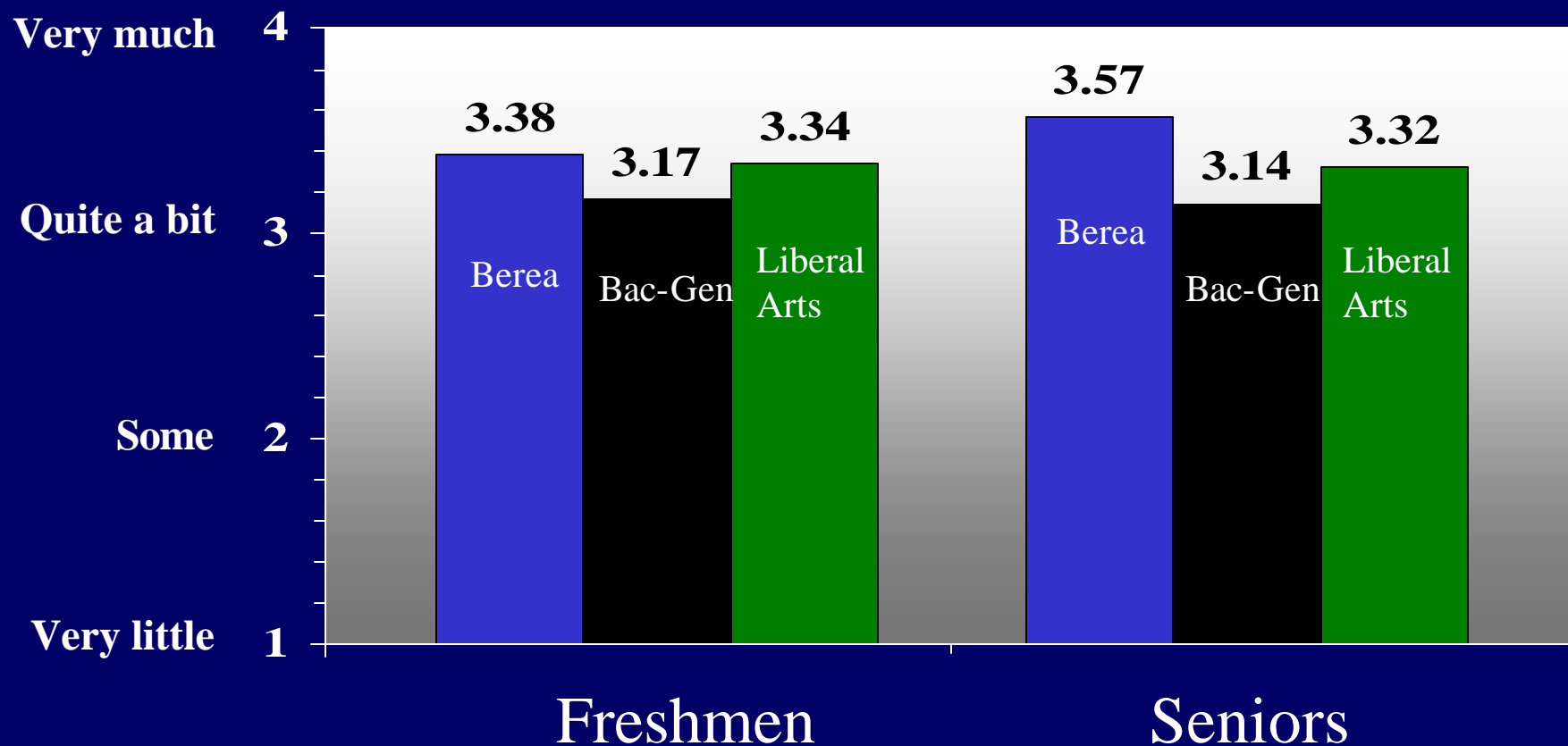
Effect size = .83/.87 (F/S)



To what extent does your institution emphasize each of the following?

*Spending significant amounts of time
studying and on academic work*

Effect size = .29/.59 (F/S)



NSSE Gender and Cohort Type Differences

- Several significant differences
- Small effect sizes
(affecting fewer than 5-10% of students in various subgroups)



Inside

NSSE Institutions and Respondents..... 1

- Profile of Institutions
- Profile of Respondents
- Response Rates

Selected Results 5

- Activities
- Course Emphasis
- Community Service
- Student Satisfaction
- Time on Task
- Integration of Knowledge and Experience

Patterns of Engagement..... 8

Information Technology 10

Guidelines for Interpreting

NSSE Results 11

- Representativeness of Respondents
- Patterns in Item Differences
- Unweighted Results
- Effect Size
- Consortium Questions
- Mode-of-Administration Effects
- Experimental Questions
- Oversampling



Introduction

Each year the National Survey of Student Engagement (NSSE) collects information from undergraduates at four-year colleges and universities across the country to assess the extent to which students engage in a variety of effective educational practices. The NSSE project is grounded in the proposition that student engagement, the frequency with which students participate in activities that represent effective educational practice, is a meaningful proxy for collegiate quality. Launched with a generous grant from The Pew Charitable Trusts, the annual survey is now supported by institutional participation fees. NSSE is cosponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning.

This overview is divided into several key sections. First, we compare the characteristics of participating institutions and students with institutional and national profiles as well as provide general information on overall response rates. In the second section we present selected findings, including descriptive information about the students who completed the survey and preliminary analyses of patterns of engagement among various groups of students. Finally, we provide suggestions for interpreting the data presented in this report.

Later this fall you will receive national benchmarks of effective educational practice as well as benchmarks for your institution. This information will be based on the aggregated data from 731 different colleges and universities that have participated in NSSE since 2000.

NSSE 2003 Institutions and Respondents

About 348,000 first-year and senior students were included in the NSSE 2003 sample.¹ These students were randomly selected from data files provided by 437 participating four-year colleges and universities. A list of these institutions is available in the “Additional Information” tab of the institutional report. NSSE sampling procedures call for sending the survey to an equal number of first-year and senior students with the standard sample size determined by the number of undergraduate students enrolled at the institution. Students at the majority of colleges and universities (73% or 316 schools) had the option of responding either via a traditional paper questionnaire or via the World Wide Web. One-hundred and nineteen (27%) schools opted to be Web-only institutions where students received an introduction letter through the mail and all further contact electronically.

Tables 1 and 2 on the next two pages show that NSSE 2003 participating institutions and respondents approximate the characteristics of students enrolled at participating schools as well as the national profile of all four-year colleges and universities. The source of the comparative data is the 1999-2000 Integrated Postsecondary Education Data System (IPEDS) database, the most recent complete data file available. However, the IPEDS data are three years old so the comparisons may not accurately reflect certain institutional and student characteristics for the 2002-2003 academic year.

**NSSE 2003 schools
closely resemble
the national profile
of four-year
colleges and
universities**



**Table 1
NSSE 2003 Institutions and
all Four-Year Colleges and Universities**

Carnegie Classification	NSSE 2003	National
Doc/Res – Ext	10%	11%
Doc/Res – Int	9%	8%
Master’s I & II	45%	43%
Bac – Liberal Arts	19%	16%
Bac – General	17%	22%
Sector		
Public 4-year	42%	37%
Private 4-year	58%	63%
Region		
Far West	8%	10%
Great Lakes	18%	15%
Mideast	19%	19%
New England	8%	9%
Plains	11%	11%
Rocky Mountains	2%	3%
Southeast	24%	26%
Southwest	9%	7%
Location		
Large city (>250,000)	20%	19%
Mid-size city (<250,000)	30%	29%
Urban fringe large city	17%	17%
Urban fringe mid-size city	7%	8%
Large town (>25,000)	3%	4%
Small town (~5,000)	17%	17%
Rural	4%	6%

Source: National data are from 1999-2000 IPEDS Data File

Profile of NSSE 2003 Institutions

NSSE 2003 schools closely resembled the national profile of four-year colleges and universities in terms of region of the country and location. However, NSSE 2003 institutions included slightly more Master’s Universities and Baccalaureate Colleges-Liberal Arts and slightly fewer Baccalaureate Colleges-General as defined by the 2000 Carnegie Classification of Institutions of Higher Education.

Doctoral/Research Universities and Master’s Colleges and Universities enroll more than three-quarters of all undergraduates. At the same time, ample numbers of smaller, independent colleges also took part in NSSE 2003, insuring that the results reflect the experiences of a broad cross-section of students attending four-year colleges and universities from both the public and private sector, from all regions of the country, and from different types of settings.

Profile of NSSE 2003 Respondents

Table 2, on the following page, shows selected characteristics of the students who completed *The College Student Report* in 2003. The first column represents students who responded to the NSSE survey in 2003. The second column shows the characteristics of students at four-year schools that participated in NSSE 2003, as reflected by 1999-2000 IPEDS data. The third column represents the national profile of students at all four-year colleges and universities from IPEDS data.

Year in School

The sample was equally divided between first-year (50%) and senior (50%) students.

Gender

Women made up two-thirds (66%) of the respondents compared with 55% of the students enrolled at NSSE 2003 schools and 58% nationally (Table 2). The larger proportion of women respondents is consistent with the widely reported survey research findings that women are more likely than men to return questionnaires.

Age

Students 19 years of age or younger compose the largest group (45%), reflecting the fact that half the students selected to receive the survey were in their first year of college. About 37% of respondents were 20-23, 8% were between the ages of 24 and 29, and 10% were 30 years of age or older.

Table 2
Characteristics of NSSE 2003 Respondents,
Students at NSSE 2003 Institutions, and
Students at all Four-Year Institutions

	<u>NSSE Respondents</u>	<u>All NSSE 2003 Schools</u>	<u>National</u>
<u>Gender</u>			
Men	34%	45%	45%
Women	66%	55%	55%
<u>Race/Ethnicity*</u>			
African American/Black	8%	10%	11%
Amer. Indian/Alaska Native	2%	1%	1%
Asian/Pacific Islander	6%	5%	6%
Caucasian/White	79%	70%	68%
Hispanic	8%	8%	8%
Other	1%	3%	4%
Multiple	6%	-	-
<u>International</u>	5%	3%	3%
<u>Enrollment Status</u>			
Full-time	89%	83%	82%
Part-time	11%	17%	18%

* Notes: Students could check more than one racial or ethnic group so the percentages exceed 100%. The IPEDS and NSSE categories for race and ethnicity differ.

Source for All NSSE 2003 Schools and National: 1999-2000 IPEDS Enrollment Data File



Demographic characteristics of NSSE respondents nearly mirror the national profile

Race and Ethnicity

White, Asian/Pacific Islander, and American Indian/Alaska Native students are slightly over-represented and African American students are slightly under-represented (Table 2).

Living Arrangements

Forty-five percent of all students lived in campus housing (70% of first-year students, 21% of seniors). The remainder lived within driving distance (42%), within walking distance (12%), or in a fraternity or sorority house (1%).

Fraternity or Sorority

Thirteen percent of men and 11% of women were members of a social fraternity or sorority.

Grades

Just over 41% of all students reported that they have earned mostly A grades. Only 3% of students reported earning mostly C's or lower.

Parents' Education

Thirty-two percent of all respondents were first-generation college students. Almost two-fifths (39%) had parents who both graduated from college.

Enrollment Status

About 89% of all students were enrolled full-time (Table 2). Approximately 36% of all students attended one or more other institutions in addition to the one at which they were currently enrolled. Of this group of multiple-institution attendees, 15% went to another four-year college, 20% to a community college, 5% to a vocational-technical school, and 4% to some other form of postsecondary education.

Female students are almost three times more likely to major in education than their male counterparts

Male students are six times more likely than female students to major in engineering

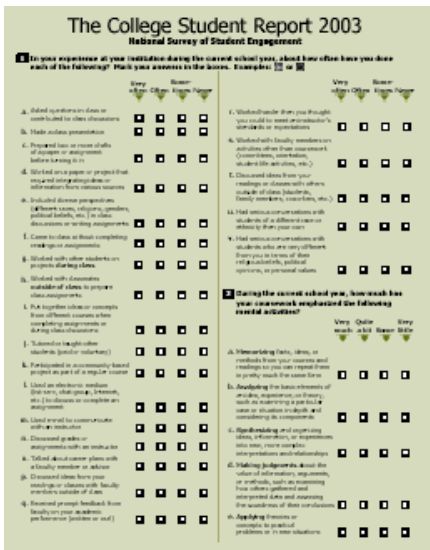
Primary Major Field

Table 3 shows the percentages of students majoring in different fields broken down by class and gender. More men are majoring in business, engineering, and physical sciences, while more women are pursuing degrees in education, professional schools, and the social sciences.

Major	1st Year Students		Seniors	
	Male	Female	Male	Female
Arts & Humanities	13%	15%	14%	16%
Biological Sciences	7%	8%	6%	7%
Business	18%	14%	22%	18%
Education	5%	14%	5%	14%
Engineering	13%	2%	12%	2%
Physical Sciences	5%	3%	5%	2%
Professional Schools	4%	12%	3%	9%
Social Sciences	11%	14%	12%	17%
Other	19%	13%	21%	15%
Undecided	5%	5%	-	-

Response Rates

The average institutional response rate for NSSE 2003 was 43%.² The average institutional response rate for paper schools (institutions where students had the option of completing either the paper or the Web version of *The College Student Report*) was 43%, with a range of 14% to 70% across schools. The average institutional response rate for NSSE 2003 Web-only schools (institutions where students only had the option of completing the survey online) was 44%, with a range of 7% to 78% across schools. About 48% of the NSSE 2003 respondents completed the paper version of *The College Student Report* and approximately 52% completed it using the Web. Additional information about response rates, including the response rate for your institution, can be found under the Respondent Characteristics tab of the institutional report.



Selected Results

This section is divided into two parts. The first part presents a general view of the nature and frequency of undergraduate student engagement in effective educational practices. The second part briefly summarizes the results from a series of regression analyses examining the levels of engagement of different groups of students, controlling for various student characteristics and institutional factors such as selectivity and sector.

College Activities

Page 1 of *The Report* includes questions about the nature of the activities in which students engage. A “substantial amount” of engagement is defined to be at least 50% of all students reporting “often” or “very often” (Table 4).

The least frequent activities are those where the percentage of students who responded “never” exceeded 35%, meaning that roughly one third or more of the students had no experiences in these areas during the 2002-2003 academic year (Table 4).

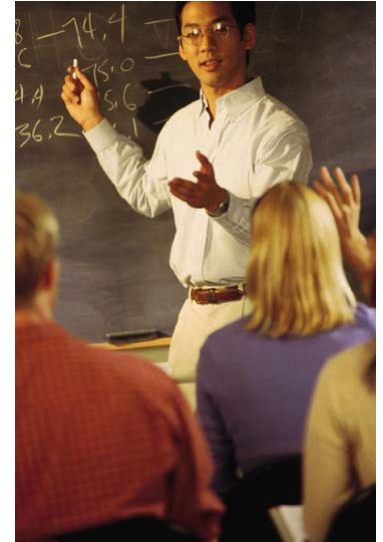


Table 4
Most Frequently and Least Frequently Reported Activities

	1st Year Students Responding Very Often or Often	Seniors Responding Very Often or Often
<u>Most Frequent Activities</u>		
Worked on a paper or project that required integrating ideas or information from various sources	76%	87%
Used email to communicate with an instructor	68%	76%
Asked questions in class or contributed to class discussions	61%	73%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	59%	65%
Received prompt feedback from faculty on your academic performance (written or oral)	55%	66%
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignments	58%	58%
<u>Least Frequent Activities</u>		
	1st Year Students Responding Never	Seniors Responding Never
Participated in community-based project as part of a regular course	66%	56%
Worked with faculty members on activities other than coursework	61%	46%
Tutored or taught other students	51%	43%

87% of seniors worked on a paper or project that required integrating ideas or information from various sources

More than half (56%) of all seniors never participated in a community-based project as part of a course.

35% of seniors at Baccalaureate Liberal Arts colleges studied abroad, whereas only 18% of all seniors studied abroad

Course Emphasis and Educational Programs

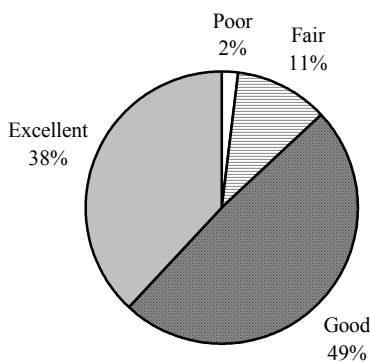
Another way to gain insight into the student experience is to look at the kinds of intellectual and mental activities that institutions emphasize and the types of educational programs in which students take part that complement and enrich their collegiate experience.

- Nearly 80% of seniors said their classes, to a substantial degree, emphasized applying theories or concepts to practical problems (combination of “quite a bit” and “very much” responses).
- More than four-fifths (86%) of seniors said their classes emphasized analyzing ideas or situations.
- Seven of ten seniors completed an internship or other type of field experience.
- About one-quarter of seniors (27%) worked on a research project with a faculty member outside of course or program requirements.
- About 41% of seniors took foreign language coursework.
- One-fifth (18%) of seniors studied abroad.

Table 5
Percentage of Seniors who Participated in Various Educationally Enriching Activities

	<u>DR- Ext</u>	<u>DR - Int</u>	<u>Master’s</u>	<u>B-LA</u>	<u>B-Gen</u>	<u>Total</u>
Practicum, internship, field experience	72%	72%	72%	74%	71%	72%
Community service/volunteer work	66%	60%	64%	77%	67%	66%
Research with faculty member	29%	26%	23%	39%	24%	27%
Learning community	25%	25%	27%	25%	28%	27%
Foreign language	44%	35%	35%	65%	36%	41%
Study abroad	18%	14%	14%	35%	15%	18%
Independent study/self-designed	24%	26%	26%	43%	30%	29%
Culminating senior experience	49%	58%	55%	73%	66%	60%

Figure 1
Satisfaction with College Experience



Community Service and Volunteerism

Two thirds of seniors (66%) did community service or volunteer work during college. Students who belong to Greek organizations were more likely than their non-member peers to perform a service activity. In addition, transfer and older students were less likely to engage in community service than their non-transfer or traditional-age peers. We also found that students who live on or near campus are more engaged in volunteer work than their peers who drive to campus.

Student Satisfaction

Most students were generally satisfied with their college experience. Eighty-seven percent of all students rated their college experience “good” or “excellent” (Figure 1). Only 2% said their experience was “poor.” Eighty-four percent of first-year students and 81% of seniors would “probably” or “definitely” attend the same school if they were starting college again.

Time on Task

What students put into their education determines what they get out of it. Of the six time-usage items, three are positively correlated with other engagement items and self-reported educational and personal growth. They are time devoted to preparing for class, extracurricular activities, and on-campus work. Of the remaining three items, two of them, working off campus and caring for dependents, may be prompted by circumstances not fully under the control of the student.

- Only about 13% of full-time students spent more than 25 hours a week preparing for class, the approximate number that faculty members say is needed to do well in college. More than two-fifths (41%) spent 10 or fewer hours a week (Figure 2).
- More than half of all part-time students (51% first-year students, 61% seniors) work off-campus more than 20 hours per week (Figure 3).
- A non-trivial fraction of seniors (about 18%) spent 11 or more hours per week caring for dependents.
- Seventy-four percent of all students spent 15 or fewer hours a week relaxing and socializing. Nearly one out of every ten students spent more than 25 hours.
- Sixteen percent of all students participated in co-curricular activities more than 10 hours a week.

Integration of Knowledge and Experience

Deep learning requires the acquisition of knowledge, skills, and competencies across a variety of academic and social activities and integration of these diverse experiences into a meaningful whole. To estimate the degree to which students take part in activities that provide opportunities to integrate their curricular and co-curricular experiences, we created an integration scale composed of six NSSE questions (1d, 1e, 1i, 1p, 1t, 2c). These items represent such activities as incorporating ideas from various sources into a paper, including diverse perspectives in class discussions or writing, and putting together ideas and concepts from different courses. OLS regression models indicate that integration is a very strong predictor of engagement, satisfaction, and self-reported gains, with effect sizes ranging from .22 to .61. For example, the higher the integration score, the more likely a student is to:

- interact with faculty (.58)
- experience diversity (.44)
- report their courses emphasize higher-order thinking (.61)
- engage in active and collaborative learning (.47)
- work harder than they thought they could in response to instructor standards (.45)
- report making substantial gains in a variety of desired outcomes of college (.51)
- be satisfied with the college experience (.31).

Women, seniors, and students attending Baccalaureate-Liberal Arts Colleges tend to engage more frequently in activities that require integration. In contrast, traditional-age students (under 24 years old), student-athletes, and students living on campus are less engaged in integration activities.

Figure 2
Hours Per Week Students Spend Preparing for Class

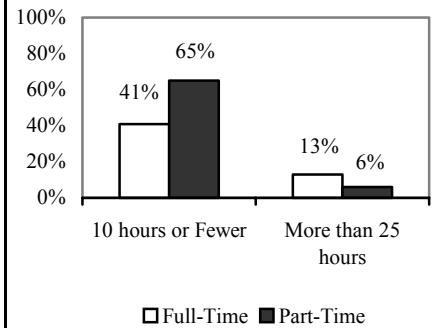
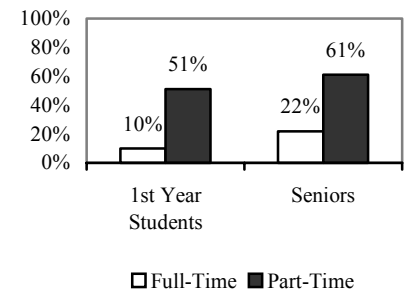


Figure 3
Percentages of Students Working Off Campus More than 20 Hours Per Week



Patterns of student engagement are similar to those reported in previous years

Patterns of Student Engagement

We conducted multivariate regression analyses for different groups of students using nine clusters of items from *The College Student Report* as dependent variables.³ These clusters are:

- (1) college activities (22 items in question #1);
- (2) course emphasis on higher-order mental activities (Question #2, items b through e);
- (3) reading and writing (Question #4);
- (4) educational programs (Question #7);
- (5) quality of relationships (Question #8);
- (6) time-usage (Question #9, items a, b, d);
- (7) opinions of campus environment (Question #10);
- (8) educational and personal growth (Question #11);
- (9) satisfaction with your overall college experiences (Questions #12 through #14).

In general, the results reported below are similar to those reported in previous years.

Year in School

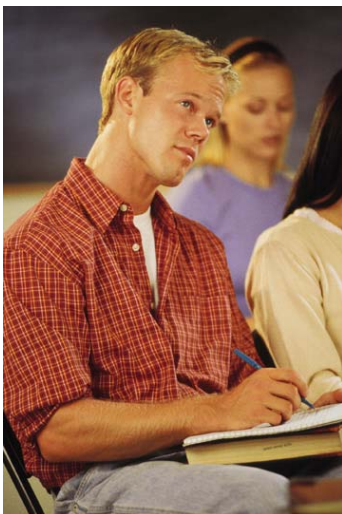
Compared to first-year students, seniors were more engaged in effective educational practices. That is, they were more engaged in college activities, did more reading and writing, reported greater course-emphasis on higher-order mental activities, and spent more time on educationally productive activities. Therefore, it's no surprise seniors report greater gains on all educational and personal growth items. First-year students held higher opinions of their campus, perceived their relationships with peers, faculty, and administrators to be more positive and the campus environment to be more supportive, and were more satisfied with their overall college experience.

Gender

Women engaged more frequently in good educational practices than did their male counterparts.

Race and Ethnicity

African American and Hispanic students generally were a little more engaged in college activities, more frequently took advantage of enriching educational programs, reported greater course-emphases on higher-order mental activities, and had higher self-reported gains in educational and personal growth than their peers. Asian students also reported increased educational and personal growth and greater participation in educational programs. Compared with other groups, White and Hispanic students had the most favorable opinions about campus climate and the quality of relations among people on campus.



Age

Younger, traditional-aged students (18-24 years) reported participating more frequently in enriching educational programs, spent more time in educationally productive activities, and perceived their campus environment to be more supportive. However, older students did not differ much from their younger counterparts in educational and personal growth. Older students reported more positive relationships with other students, faculty, and administrative personnel, and were more satisfied with their overall college experience.

Transfer Students

Overall, transfer students were less engaged in effective educational activities than their non-transfer peers. Transfer students tended to be older and had more external responsibilities such as working for pay off-campus and caring for dependents. Transfer students spent more time preparing for class and believed their coursework provided more emphasis on cultivating higher-order thinking abilities than did their peers, yet they interact with faculty members and engage enriching educational programs at levels lower than their counterparts. Transfer students were also less satisfied with their quality of relationships with peers, faculty, and administrators and perceived the campus environment to be less supportive.

Fraternity and Sorority Members

Taking into account selected student and institutional characteristics, members of Greek-letter social organizations were more engaged than non-members in all areas of good educational practice. In terms of reading, writing, and the nature of exams, Greek students were more similar to their non-Greek peers than in other areas.

Student-Athletes

Student-athletes, compared to their peers who did not participate in intercollegiate athletics, were more engaged in a variety of educationally effective activities. In general, athletes were similar to their non-athlete peers in participating in enriching educational programs and taking classes that emphasized higher-order thinking skills. However, student-athletes had more positive perceptions of the campus environment and reported more positive relationships with other constituencies on campus.

Parents' Education

Students whose parents hold college degrees were more engaged than first-generation college students in enriching educational programs, reading and writing, and a variety of college activities and spent more time on educationally productive activities. However, students with college-educated parents did not differ from their first-generation counterparts in terms of their opinion of the campus, quality of relationships, as well as the overall satisfaction with the college experience. Differences in engagement between first-generation students and their counterparts were even greater when a student's parent held a graduate degree.



**Student-athletes
were more engaged
in a variety of
educationally
effective activities**

Figure 4
Students Who Frequently Used E-mail to Clarify an Assignment

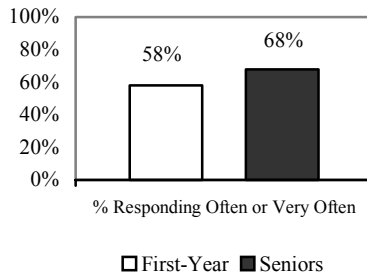
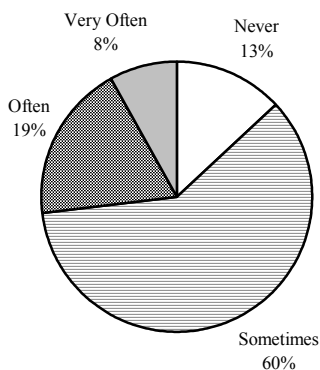


Figure 5
Students Who Report Their Peers Copy and Paste from the Web Without Citing the Source



Experimental Questions: Information Technology

NSSE continues to pilot survey items for future administration. This year a set of questions about information technology was attached to the end of the on-line survey. Thus, only students responding to the on-line version of *The College Student Report* were asked these questions.

Student responses to the information technology questions indicate that many students use information technology regularly for personal and academic uses as well as to communicate with students and instructors. More than half of all students reported that their instructors frequently (often or very often) use information technology in the classroom. Students also used information technology in the following ways:

- Of all student respondents, 72% spent more than 5 hours per week online for any reason; whereas almost two-fifths (39%) spent more than 5 hours per week online doing academic work.
- Most students (80%) reported that instructors frequently required the use of information technology (e.g., internet, computer conferencing, etc.).
- Two-thirds of all students (67%) reported that instructors frequently used information technology in their courses.
- Most students frequently used the WWW to obtain resources (82%) and made judgments about the quality of those resources (75%).
- One troubling note is that a sizeable majority (87%) of all students indicated that their peers at least “sometimes” copied and pasted information from the internet for reports/papers without citing the source.

Here are some other interesting results based on various student characteristics:

- Compared to first-year student respondents, seniors appeared to use information technology more often in their academic work.
- Women were more likely than men to use information technology to gather resources for academic work.
- Men were more likely to use information technology when working with other students on academic work.
- Part-time students were less likely to communicate electronically with other students or their instructors. However, they were more likely to use information technology to obtain resources from libraries at other institutions.
- Over one-third (34%) of education majors reported that their peers frequently copied and pasted from the WWW without attribution as did about one-quarter (24%) of arts and humanities, engineering, physical science, and social science majors.

Guidelines for Interpreting NSSE Results

Before sharing your NSSE results institution-wide, become familiar with the nature of the data and “story line” of your school’s performance. Here are some things to consider.

Check The Representativeness of Your Respondents

An essential early step is comparing your student respondents’ demographic characteristics, summarized in the Frequency Distribution section, with your institutional data files for first-year and senior students. Women and some historically underrepresented groups are somewhat over-represented among NSSE 2003 respondents. Check to see if this is also true in your case and whether your respondents differ in any other ways from the profiles of your first-year and senior students. The determination of student year in school (“first-year” or “senior”) is based on the information from the electronic file that your school provided to us last fall. The Frequency Distribution section contains students’ responses to this question on *The Report*, which in a few cases may differ from the institution’s classification.

Another way to gauge representativeness is through sampling error, an estimate of the margin by which the “true” score for your institution on a given item could differ from the reported score for one or more reasons, such as differences in one or more important characteristics between the sample and the populations. For example, if 60% reply “very often” to a particular item and the sampling error is +/- 5% there is a 95% chance that the population value is between 55% and 65%. Keep in mind that sampling error is based on the population of interest. If you want to estimate the sampling error for first-year male students, it must be calculated using the numbers of all first-year male students and the first-year male respondents (as contrasted with all undergraduates or all male and female first-year students). Increasing the number of respondents relative to the total population reduces sampling error. For this reason some schools are increasing their sample size using NSSE oversampling.

Look for Patterns in Item Differences

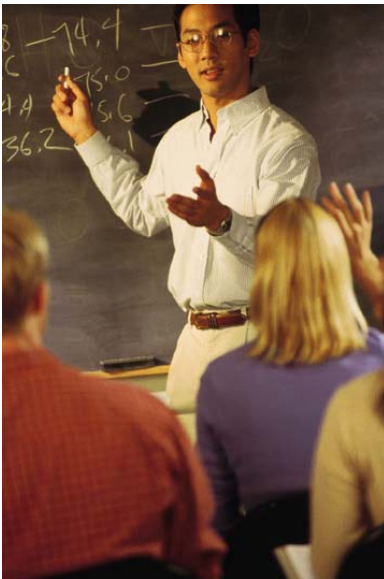
In addition to focusing on items with medium to large effect sizes, look for patterns in your students’ responses. For example, are your students consistently above or below the mean of your comparison group in certain areas of engagement? Are the differences explainable, perhaps a function of your school’s mission, the nature of the undergraduate program, or certain students’ characteristics?

Also, don’t rely exclusively on statistical significance tests to identify areas that warrant attention. A consistent pattern of scoring above the mean, even though all items may not reach statistical significance, may indicate your institution is doing the right things in terms of good educational practice. At the same time, some institutions have very high expectations for student engagement and may fall short of their own aspirations even though comparisons with other institutions are favorable.



Check to see if your respondents differ from the profiles of your first-year and senior students

Focus on items with medium to large effect sizes and look for patterns in your students' responses



The Results Are Unweighted

The data in the Means Summary Report comparisons are not weighted. That is, no adjustments were made to correct for potential bias in students' responses to approximate the populations of first-year and senior students at your school and other colleges and universities in your comparison groups. Later this fall, when we prepare the five national benchmarks of student engagement, we'll use appropriate weighting techniques, similar to those employed in previous years, to make the appropriate adjustments. That said, the unweighted and weighted results for most NSSE items tend to be very similar at the institution, comparison group, and national levels. Some possible exceptions may be the reading, writing, and time on task questions (e.g., study hours, caring for dependents) at schools that have substantial proportions of part-time students, as they take fewer classes per term and cannot be expected to read and write as much as full-time students. Keep this in mind when interpreting the results.

Look Carefully At Items With Large Effect Sizes

In the Means Summary Report an asterisk (*) marks those items where your students' responses differ at a statistically significant level from students at schools in your respective comparison group(s) or at all NSSE 2003 institutions. The more asterisks reported for a particular item indicate a smaller probability that the difference noted is due to chance ($p < .01$ for consortia comparisons, $p < .001$ for Carnegie and national comparisons). Even so, the actual magnitude of some item score differences may seem trivial, even though they are highly reliable and statistically significant. For this reason, we also report the effect size associated with those item comparisons that are statistically significant. The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item. When the effect size is large, or a pattern of moderate effect sizes exists, it's likely that the quality of the student experience is appreciably different and, therefore, may be of practical as well as statistical significance in the respective area of student engagement.

Finding large effect sizes is not that common in most areas of non-experimental educational and social science research including the NSSE project. If your results include some medium or large effects, something may be going on that warrants immediate attention, especially if other empirical or anecdotal information corroborate the NSSE data. Here are some general guidelines for determining the relative importance of a Cohen's *d* effect size:

- .20 is a small effect
- .50 is a medium effect
- .80 is a large effect

If Your School Is In A Consortium

If your school belongs to a consortium that used additional questions, the responses to these additional questions are included in the Means Summary Report and Frequency Distribution sections. These data are also in the institutional data file. Answers to such questions as "What is your reason for working off campus?" and "Who is your academic advisor?" have categorical response options that are meaningless when displayed in the Means Summary Report format. For this reason the response cells for such questions are empty. When presenting the results to categorical questions to colleagues and others, please use the information in the Frequency Distributions.

Take Into Account Possible Mode-of-Administration Effects

Our analyses show that a mode-of-administration effect slightly favors schools where a high percentage of students completed *The College Student Report* via the Web. However, the differences that favor the Web mode have very small effect sizes. This phenomenon has also been noted by others using the Web for survey research and is discussed in more detail in Appendix A. We still don't know for sure whether this pattern of responses is a function of the mode of administration itself (e.g., something about responding via the Web induces students to slightly inflate their responses), a function of certain institutional features (e.g., technology investment), or whether students who complete the survey via the Web are different in some ways including engaging more frequently in good educational practices. Evidence of the last of these is that the Web effect is most prominent on the three technology-related items ("used e-mail to communicate with an instructor," "used an electronic medium to discuss or complete an assignment," and self-reported gain in "using computing and information technology"). We are continuing to monitor this issue and will alert you if our analyses lead us to modify our conclusion that the Web mode has little practical impact on student responses to *The College Student Report*.

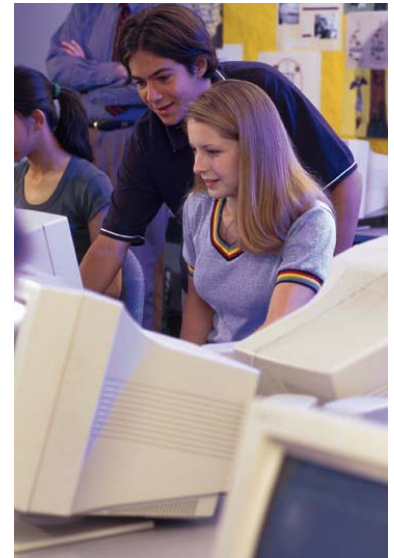
Review Responses to Experimental Questions (if applicable)

In an effort to test potential survey items for future administration, a small set of experimental questions related to technology were added to the NSSE online survey. These questions were attached to the end of the survey and only students responding to the online version received these extra questions.

For schools that chose to participate, responses to the experimental questions about technology are included in the institutional data file. However, due to their experimental nature and the fact that only students completing the survey online received the technology items, these questions are not included in the Frequency Distribution and Means Comparison Reports. Rather, frequencies and means by Carnegie type and at the national level are provided in a separate file named "Technology Item Summary by Carnegie and National" to inform institutional comparisons.

When reviewing your institution's experimental item results, please pay attention to the number of respondents. If the number is small compared with your overall respondent group, interpret your results with extreme caution.

**For more
information about
mode-of-
administration
effects visit our
website at
www.iub.edu/~nsse**



The responses of *all* your students are included in your institution's reports and data file



National Survey of Student Engagement
 Indiana University
 Center for Postsecondary Research,
 Policy and Planning
 Ashton Aley Hall 102
 1913 East Seventh Street
 Bloomington, IN 47405-7510

Phone: 812-856-5824
 Fax: 812-856-5150

E-mail: nsse@indiana.edu
 Web: www.iub.edu/~nsse

Consortium, Carnegie, and National Comparisons Do Not Include Oversampled Students

NSSE's minimum sample sizes are determined by undergraduate enrollment (i.e., less than 4,000 students = 450; 4,000 to 15,000 students = 700; greater than 15,000 students = 1,000). It is possible to add students to the minimum sample size by oversampling in one of two ways: (1) all Web-only schools are oversampled using an algorithm based on undergraduate enrollment; and (2) some institutions request oversampling, which requires an additional fee. An increasing number of schools are using the oversampling option to add students to their sample, reduce sampling error, insure an adequate number of respondents to analyze the information by major field, race and ethnicity, or other variables.

NSSE's policy is to use only respondents from the institution's standard random sample when developing the national benchmarks of effective educational practice and sector and national norms. This protects against the possibility that colleges and universities with oversamples might unduly influence the results. However, if your school requested a NSSE oversample, the responses of **all** your students (standard sample and NSSE oversample) **are included** in your institution's reports and data file.

Notes

¹The NSSE 2003 number of respondents reported in the "Overview" does not include the additional students who were oversampled. Oversampling was done at Web-only institutions and at schools that requested more of their students be surveyed than dictated by the NSSE sampling strategy, which is a function of institutional size. All in all, 147,166 students responded to the NSSE 2003 survey.

²The NSSE 2003 average institutional response rates most likely underestimate the actual adjusted rate. Student postal service and e-mail addresses were based on fall 2002 enrollment information provided by the institutions. An unknown number of students in the sample were no longer eligible to complete the survey because they had dropped out or transferred to another institution. Even though first-class postage was used to guarantee the return of survey packets that could not be delivered, experience suggests that packets were not returned for some students who were no longer in school or residing at their fall 2002 address. In addition, at Web-only schools institution-provided email addresses were used to send students their invitation to participate in NSSE 2003. We have found that many students have multiple e-mail accounts (e.g., Yahoo, AOL, Hotmail). Some institutions have more difficulty tracking these multiple email accounts and some students may not forward their institution assigned e-mail. Therefore, the actual response rate for Web-only institutions, when corrected for the unknown number of students who were no longer in school or did not receive the invitation to participate, may be several percentage points higher than 44%.

³ The regression of each cluster of items on a group characteristic is net of the following student and institutional controls: class, residence, gender, enrollment status, race/ethnicity, age, major, parental education, 2001 Barron's admissions selectivity, sector, and 2000 Carnegie Classification.

Institutional Benchmark Report

November 2003

Berea College



**National Survey of
Student Engagement**

The College Student Report



Introduction

The National Survey of Student Engagement (NSSE) annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to make it easier for people on and off campus to talk productively about student engagement and its importance to student learning, collegiate quality, and institutional improvement, NSSE created five clusters or benchmarks of effective educational practice:

- (1) Level of academic challenge
- (2) Active and collaborative learning
- (3) Student-faculty interactions
- (4) Enriching educational experiences
- (5) Supportive campus environment.

The benchmarks are made up of groups of items on the survey and are expressed in 100-point scales. Each year, NSSE calculates benchmark scores to monitor performance at the institutional, sector, and national level. This year's analysis is based on approximately 185,000 randomly selected students at 649 four-year colleges and universities that participated in 2001, 2002, and 2003. The students represent a broad cross-section of first-year and senior students from every region of the country. The institutions are similar in most respects to the universe of four-year schools. More detailed information about the benchmarks can be found in the annual report that accompanies this mailing and on the NSSE website at www.iub.edu/~nsse.

Benchmark Report

The Benchmark Report presents your institution's benchmark scores and compares them to schools in your Carnegie Classification, and the NSSE national norms. In addition, it provides summary statistics, a decile chart that gauges your institution's performance compared with other schools, and your Institutional Engagement Index. This index represents the degree to which your students do more or less than expected in terms of their engagement in the five areas of effective educational practice after adjusting for the types of students that attend your school and various institutional characteristics.

NSSE and the benchmarks of effective educational practice provide an instructive way to look at and talk about teaching and learning. Thus, they are intended to help stimulate conversations on campus and help determine whether student behavior and institutional practices are headed in the right direction.

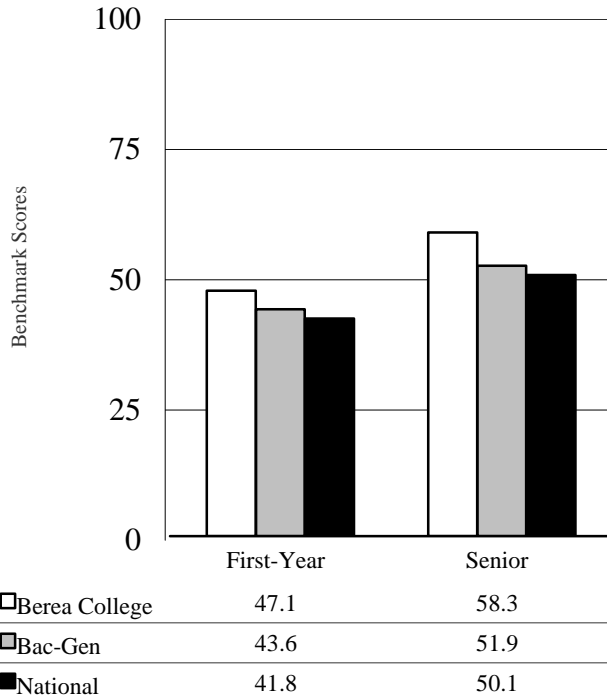
Level of Academic Challenge

<p>Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.</p>	<table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Year</th> <th>Berea College</th> <th>Bac-Gen</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>First-Year</td> <td>57.0</td> <td>53.8</td> <td>53.9</td> </tr> <tr> <td>Senior</td> <td>64.8</td> <td>57.4</td> <td>57.3</td> </tr> </tbody> </table>	Year	Berea College	Bac-Gen	National	First-Year	57.0	53.8	53.9	Senior	64.8	57.4	57.3	<p>Level of Academic Challenge Survey Items:</p> <ul style="list-style-type: none"> Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program) Number of assigned textbooks, books, or book-length packs of course readings Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages Coursework emphasizing analysis of the basic elements of an idea, experience or theory Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships Coursework emphasizing the making of judgments about the value of information, arguments, or methods Coursework emphasizing application of theories or concepts to practical problems or in new situations Working harder than you thought you could to meet an instructor's standards or expectations Campus environment emphasizing time studying and on academic work
Year	Berea College	Bac-Gen	National											
First-Year	57.0	53.8	53.9											
Senior	64.8	57.4	57.3											



Active and Collaborative Learning

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

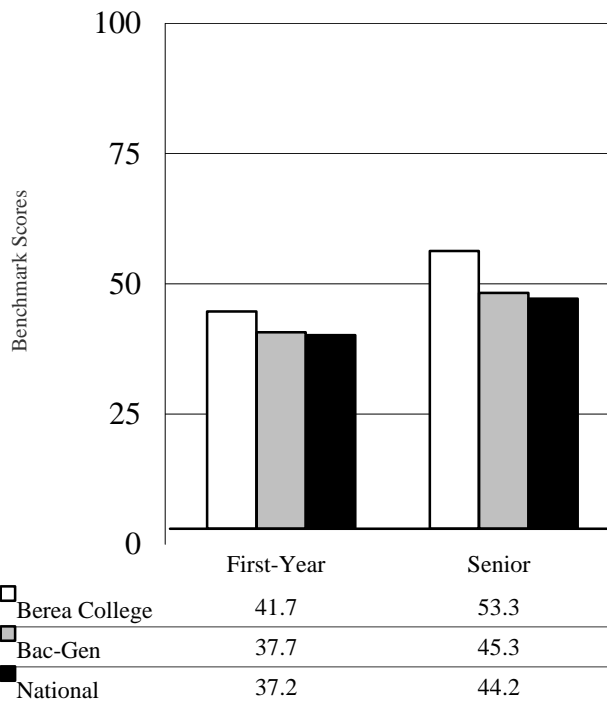


Active and Collaborative Learning Survey Items:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



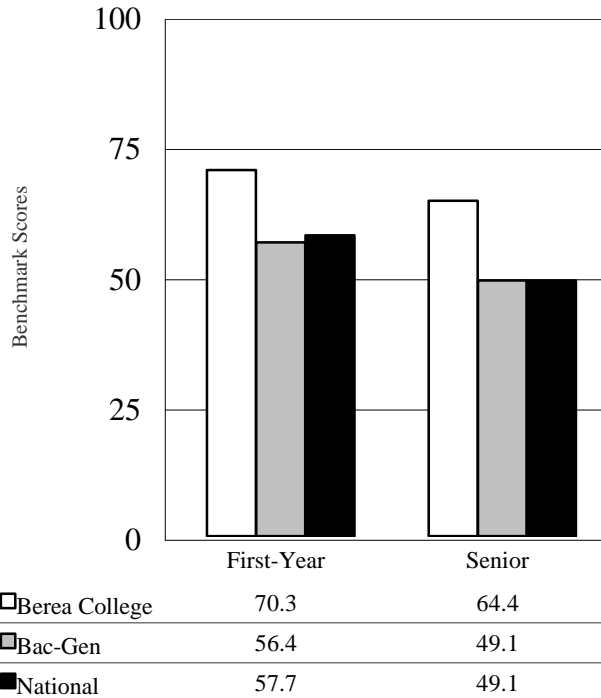
Student-Faculty Interaction Survey Items:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked or planned to work with a faculty member on a research project outside of course or program requirements



Enriching Educational Experiences

Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

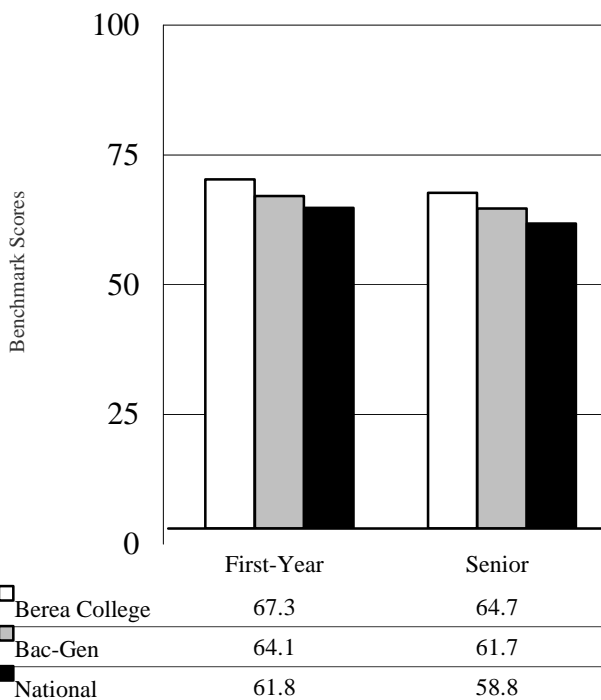


Enriching Educational Experiences Survey Items:

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.



Supportive Campus Environment Survey Items:

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices



First-Year				
Benchmark	Berea College Benchmark Score	Comparison Group Statistics		
			Bac-Gen	National
Level of Academic Challenge	57.0	Benchmark Score	53.8	53.9
		Score Difference	3.2	3.1
		Standard Deviation	3.3	4.2
		Standard Score	1.0	0.8
Active and Collaborative Learning	47.1	Benchmark Score	43.6	41.8
		Score Difference	3.5	5.3
		Standard Deviation	4.8	4.8
		Standard Score	0.7	1.1
Student-Faculty Interaction	41.7	Benchmark Score	37.7	37.2
		Score Difference	4.0	4.5
		Standard Deviation	5.5	5.7
		Standard Score	0.7	0.8
Enriching Educational Experiences	70.3	Benchmark Score	56.4	57.7
		Score Difference	13.9	12.5
		Standard Deviation	6.9	7.3
		Standard Score	2.0	1.7
Supportive Campus Environment	67.3	Benchmark Score	64.1	61.8
		Score Difference	3.2	5.5
		Standard Deviation	5.0	5.3
		Standard Score	0.6	1.0
Number of Institutions			91	646

Senior				
Benchmark	Berea College Benchmark Score	Comparison Group Statistics		
			Bac-Gen	National
Level of Academic Challenge	64.8	Benchmark Score	57.4	57.3
		Score Difference	7.4	7.5
		Standard Deviation	4.2	3.9
		Standard Score	1.8	1.9
Active and Collaborative Learning	58.3	Benchmark Score	51.9	50.1
		Score Difference	6.4	8.2
		Standard Deviation	5.0	4.3
		Standard Score	1.3	1.9
Student-Faculty Interaction	53.3	Benchmark Score	45.3	44.2
		Score Difference	8.0	9.2
		Standard Deviation	6.3	6.8
		Standard Score	1.3	1.3
Enriching Educational Experiences	64.4	Benchmark Score	49.1	49.1
		Score Difference	15.3	15.3
		Standard Deviation	6.9	7.3
		Standard Score	2.2	2.1
Supportive Campus Environment	64.7	Benchmark Score	61.7	58.8
		Score Difference	3.0	5.9
		Standard Deviation	5.5	5.7
		Standard Score	0.5	1.0
Number of Institutions			91	648

Explanation of Statistics

Benchmark Score: The weighted arithmetic average (mean) of the corresponding survey items, calculated by dividing the sum of values for each item by the total number of students responding to that item. Each benchmark was put on a 100-point scale. Comparison group benchmark scores are the average of all institutional benchmark scores within the group.

Score Difference: The result of subtracting the comparison group score (Carnegie Classification or national) from your institution's score on each benchmark.

Standard Deviation: The average amount each institution's benchmark score deviates from the mean of all benchmark scores in the comparison group. The greater the dispersion of scores the larger the standard deviation.

Standard Score (SS): In statistical terms, this is a z score, the standardized magnitude of the difference between your school's benchmark score and the mean of the comparison group. It is calculated by dividing the score difference by the standard deviation of the distribution of scores for the comparison group.

Assuming the group means are normally distributed, a SS of 0.5 refers to a benchmark score that is greater than 69% of all comparison group schools, and 1.0 is greater than 84%. Likewise, a negative SS of -0.5 corresponds to a score that is better than 31% of the comparison group, and a -1.0 corresponds to an institution score better than only 16% of the comparison group. A SS of zero indicates that the institution and comparison group benchmark scores are equal, and that the institution's score is higher than roughly 50% of the other schools in the group. These values are illustrated in the table and chart at the bottom of page 8 of this report.

Also note the sign of the SS. A positive sign means that your institution's score was greater than the comparison group average, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind, suggesting that the student behavior or institutional practice represented by the benchmark may warrant attention.



These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both first-year and senior students. Deciles are percentile scores that divide the range of benchmark scores into ten equal groups. A percentile is the point in a distribution at or below which a given percentage of institutional benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the institutional benchmark scores fall for the respective comparison group. Deciles are listed for both the NSSE national results and for each of the Carnegie Classifications. To help you gauge your institution's performance relative to the comparison groups, the shaded areas on the national and Carnegie Classification tables indicate the deciles that are less than or equal to your benchmark score. For example, if your benchmark score on Academic Challenge for first-year students is 56.1, then your institution falls within the 70th and 80th percentile range on the national table, and between the 80th and 90th percentiles on the Doc-Extensive table.

	First-Year											Senior										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
National																						
Level of Academic Challenge	44.6	48.9	50.2	51.2	52.4	53.5	54.9	55.9	57.4	59.7	68.2	40.3	52.6	54.2	55.1	56.0	56.8	57.7	59.0	60.2	62.6	74.0
Active and Collaborative Learning	30.5	35.6	37.4	39.1	40.4	41.5	42.8	44.0	45.8	47.9	59.8	38.1	44.8	46.6	47.8	48.9	49.8	50.8	52.0	53.5	55.5	65.8
Student-Faculty Interaction	23.1	30.7	32.4	33.7	35.1	36.3	37.6	39.5	41.5	44.8	74.0	28.1	36.0	38.2	40.0	41.8	43.3	45.3	47.3	49.7	53.5	69.8
Enriching Educational Experiences	39.9	48.4	51.4	53.4	55.7	57.6	59.3	61.3	63.8	67.3	80.3	30.5	40.6	42.5	44.4	45.9	47.7	50.6	52.6	55.1	59.0	75.3
Supportive Campus Environment	45.6	55.1	57.3	58.7	60.1	61.6	63.0	64.5	66.4	68.8	85.4	44.8	51.3	53.7	55.4	57.1	58.6	60.4	61.8	63.7	66.2	76.4
Doc-Extensive																						
Level of Academic Challenge	47.0	48.5	49.5	50.0	50.6	51.4	52.5	53.6	55.2	57.1	62.1	50.5	52.4	53.2	53.8	54.8	54.9	55.3	56.6	57.0	59.0	61.5
Active and Collaborative Learning	33.1	34.7	35.3	36.1	37.1	37.6	38.1	39.7	40.5	41.8	47.1	39.3	42.8	43.7	44.8	45.5	46.2	46.7	47.4	48.3	49.5	55.7
Student-Faculty Interaction	28.7	30.5	31.9	32.4	32.9	33.5	34.0	35.2	36.0	37.8	44.2	30.8	36.2	37.1	37.9	38.5	39.0	40.6	41.7	43.4	44.4	49.7
Enriching Educational Experiences	47.9	51.7	53.2	54.6	56.3	57.6	58.9	59.6	60.8	63.6	71.0	39.0	42.6	44.4	45.2	46.0	46.7	47.6	49.3	51.9	54.2	57.6
Supportive Campus Environment	50.0	53.8	55.0	56.5	57.5	58.2	58.7	59.5	60.4	61.1	72.3	44.9	48.5	50.1	51.2	52.2	53.4	54.1	55.3	56.7	58.1	69.1
Doc-Intensive																						
Level of Academic Challenge	46.0	48.5	50.2	51.0	51.8	52.8	53.4	54.0	55.5	57.1	60.2	50.9	52.4	53.6	54.2	54.7	55.2	56.1	57.0	58.0	58.9	59.6
Active and Collaborative Learning	31.4	34.6	35.5	37.5	38.2	39.4	40.5	41.9	44.0	47.7	54.0	39.9	43.4	44.8	45.6	46.5	47.8	48.5	49.6	51.0	52.8	61.2
Student-Faculty Interaction	27.1	29.3	31.0	32.4	33.6	35.3	36.0	37.2	39.4	41.2	46.4	30.5	34.5	35.9	37.1	39.5	41.4	42.7	43.4	44.5	47.3	50.8
Enriching Educational Experiences	45.3	48.8	50.1	51.2	52.9	55.6	57.4	59.6	60.7	64.5	68.2	38.3	40.4	41.4	42.3	43.6	44.8	45.9	47.9	51.7	55.5	65.6
Supportive Campus Environment	49.3	52.2	55.3	56.6	57.5	58.5	59.1	61.2	61.8	62.3	67.3	45.6	48.8	51.4	52.6	53.6	55.2	55.6	56.8	57.7	60.8	65.6
Master's I & II																						
Level of Academic Challenge	45.2	48.3	49.7	50.4	51.5	52.4	53.2	54.8	55.8	57.4	64.4	48.5	52.6	53.7	54.9	55.6	56.2	56.9	57.7	59.0	60.7	65.4
Active and Collaborative Learning	30.5	35.5	37.1	38.8	40.0	41.0	41.8	43.5	44.7	46.5	54.5	38.7	45.8	47.3	48.2	49.2	50.0	50.8	51.9	53.3	54.6	63.9
Student-Faculty Interaction	23.1	30.0	31.6	33.2	34.4	35.4	36.6	37.7	39.7	41.6	50.0	28.1	35.4	37.5	39.3	40.9	42.2	43.5	45.4	47.2	49.6	57.1
Enriching Educational Experiences	40.5	47.6	49.7	51.8	53.2	55.0	57.0	58.9	60.9	63.4	71.4	30.5	39.9	41.4	42.6	44.5	45.7	47.3	49.4	51.9	54.7	64.0
Supportive Campus Environment	45.6	55.0	56.9	58.6	59.7	61.2	62.6	63.8	65.3	67.5	73.7	44.8	52.2	54.3	55.8	57.4	58.7	59.9	61.3	62.7	64.8	71.8
Bac-Liberal Arts																						
Level of Academic Challenge	48.9	52.6	54.4	55.7	56.9	58.0	58.9	60.2	62.1	63.2	68.2	52.0	56.2	58.0	59.1	60.0	60.9	62.1	63.1	64.2	66.4	72.3
Active and Collaborative Learning	35.9	39.7	41.0	41.9	42.8	43.7	44.7	46.1	47.1	49.1	55.3	41.9	47.1	48.9	49.9	51.0	51.8	52.6	53.7	54.4	56.9	62.0
Student-Faculty Interaction	30.6	35.8	38.1	39.6	40.8	41.7	43.4	45.0	47.1	48.6	59.5	34.4	42.9	47.0	49.1	50.4	51.5	53.4	54.7	56.8	58.9	66.2
Enriching Educational Experiences	48.4	55.2	59.5	63.0	64.5	65.9	67.9	69.4	72.3	74.1	80.3	35.2	47.8	51.9	53.8	55.4	56.7	58.7	60.7	63.2	67.2	75.3
Supportive Campus Environment	54.7	59.7	61.5	63.0	64.6	65.5	66.7	68.2	69.5	71.3	78.8	51.3	57.3	59.8	60.7	61.7	62.5	63.9	64.8	66.1	67.1	72.5
Bac-General Colleges																						
Level of Academic Challenge	44.6	49.4	51.2	52.5	53.4	53.7	54.9	55.6	56.4	57.6	61.8	48.5	51.4	54.8	55.8	56.5	57.3	58.2	59.0	60.2	62.0	74.0
Active and Collaborative Learning	34.0	36.7	39.8	40.9	42.3	43.4	44.4	45.8	47.4	50.4	55.9	42.0	46.7	48.3	49.2	50.0	50.8	51.7	54.2	55.9	58.7	65.8
Student-Faculty Interaction	27.2	31.8	32.8	34.7	35.9	37.1	38.6	39.6	42.1	44.7	56.5	32.5	36.6	39.3	41.5	44.5	45.5	46.9	48.8	49.4	52.3	69.8
Enriching Educational Experiences	42.2	44.6	50.5	53.7	56.3	57.6	58.7	60.3	61.7	64.3	71.0	32.5	40.1	42.6	45.3	46.5	49.0	51.5	52.6	54.8	58.9	64.8
Supportive Campus Environment	49.1	56.3	60.9	62.0	63.5	64.6	65.5	67.0	68.7	70.0	73.9	48.7	54.5	56.5	58.1	59.6	60.7	63.6	64.8	66.8	70.0	73.9



This report represents the degree to which your students engage more or less than *expected* in the five areas of effective educational practice described in the *NSSE 2003 Annual Report*. The scores are statistically adjusted for the types of students that attend your school and other institutional characteristics.¹ Thus, the Institutional Engagement Index provides an alternative way to view institutional performance.

The report answers three main questions:

- 1) If your actual benchmark scores were statistically adjusted for the types of students at your school and other institutional characteristics, what would happen to your benchmark scores?
- 2) Is your institution doing better or worse than expected given your student and institutional characteristics?
- 3) How does the difference between your actual and predicted benchmark scores compare to other NSSE colleges and universities?

Benchmark	First-Year				Senior			
	Actual ²	Predicted ³	Residual	Standardized Residual ⁴	Actual ²	Predicted ³	Residual	Standardized Residual ⁴
Level of Academic Challenge	57.0	56.5	0.5	0.2	64.8	60.3	4.5	1.6
Active and Collaborative Learning	47.1	44.9	2.2	0.6	58.3	54.5	3.8	1.2
Student-Faculty Interaction	41.7	39.1	2.6	0.6	53.3	51.2	2.1	0.5
Enriching Educational Experiences	70.3	60.6	9.6	2.4	64.4	55.3	9.1	2.2
Supportive Campus Environment	67.3	66.0	1.3	0.3	64.7	63.0	1.7	0.4

The first column “Actual” highlights your institution’s first-year and senior actual benchmark scores, which correspond to the numbers reported in the Institutional Benchmark Report, with the exception of Level of Academic Challenge².

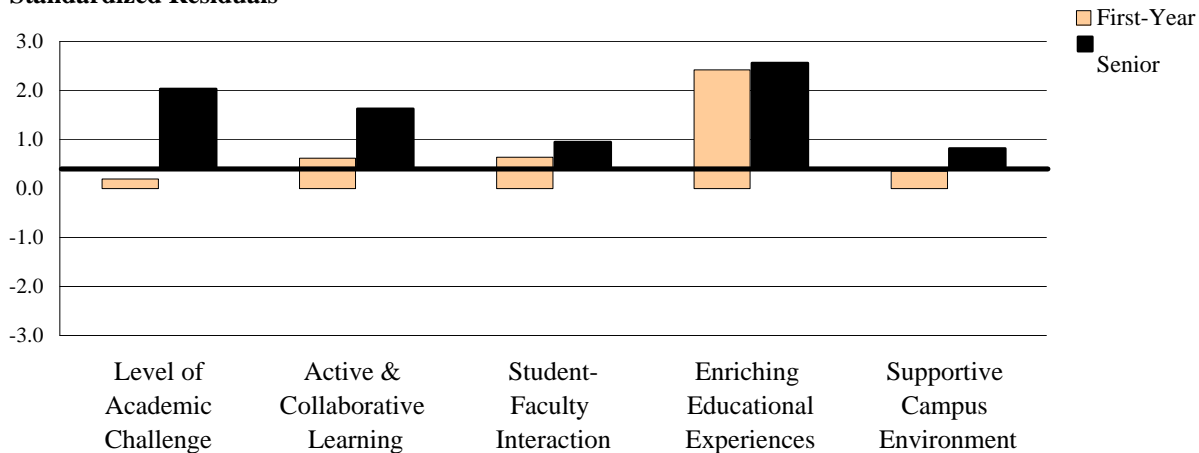
The second column “Predicted” represents what your students are predicted or expected to do across this range of important activities, given their background characteristics and selected institutional information.³

The third column “Residual” is the difference between the actual and predicted scores. A positive score indicates that students are more engaged in the respective educational practice (and likely benefiting more) *than expected*. A negative score indicates that students are doing less than expected in these areas of effective educational practice.

The last column is a standardized residual (SR), an estimate of the degree to which your institution exceeded or fell short of its predicted score on each benchmark relative to all other NSSE institutions. It expresses the residual score in standard deviation units. When your school’s actual benchmark score is equal to the predicted score both the residual score and the SR are equal to zero. A large, positive SR indicates that your school exceeded its predicted score by a larger margin than most other schools.⁴

The chart below highlights the value of your institution’s standardized residuals for each benchmark.

Standardized Residuals





National Survey of Student Engagement

The College Student Report

Notes to NSSE 2003 Institutional Engagement Index

The information in these notes will help in understanding the Institutional Engagement Index.

- ¹ Supporting materials related to the Institutional Engagement Index, including the adjusted R^2 and regression coefficients, are available on NSSE's website at www.iub.edu/~nsse.
- ² The actual score for Level of Academic Challenge reported here may differ somewhat from what is reported on previous pages in the Benchmark Report. The score in the Benchmark Report includes an enrollment status adjustment. This adjustment was not included here because enrollment status is included in the regression model to create the predicted scores for the Institutional Engagement Index.
- ³ The following student and institutional characteristics were included in an ordinary least squares regression model to produce the predicted benchmark scores: (a) public/private institutional control, (b) admissions selectivity rating from *Barron's Profiles of American Colleges*, (c) Carnegie Classification (d) undergraduate enrollment, (e) level of urbanization, (f) proportion full-time, (g) proportion female, (h) proportion of different races/ethnicities, (i) proportion of different student-reported major fields, (j) mean student-reported age and, (k) proportion of students reporting on-campus residence. Unless noted otherwise, institutional and student characteristics were obtained from IPEDS data, the most complete database available. These student and institutional characteristics were included in the regression model since they are not easily changed.
- ⁴ Statistically speaking, the standardized residual is known as the studentized deleted residual or externally studentized residual. To understand how your institution's residuals compare to other NSSE institutions, refer to the table and chart below that applies to both the benchmark standard scores (page 5) and the standardized residual scores.

Understanding Standard Scores

A standard score of 1.0 indicates a score that is greater than approximately 84 percent of all institutions' scores; a standard score of .5 indicates the score is greater than about 69 percent of all institutions' scores. In contrast, a negative standard score of -.5 indicates the score exceeds about 31 percent of all NSSE institutions, and a standard score of -1.0 indicates the score is greater than only 16 percent of the scores of all other NSSE institutions.

