# National Survey of Student Engagement (NSSE) 

## Administered to First-Year and Senior Students

Spring 2010 Administration
64\% Response Rate

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\begin{gathered}
\text { National } \\
\text { NSSE } 2010 \\
\text { Survey } \\
\text { Administration } \\
\text { Information }
\end{gathered}
$$

## NSSE 2010 Overview

The National Survey of Student Engagement (NSSE) collects information annually from samples of first-year and senior students about the nature and quality of their undergraduate experience. Since its inception, more than 1,400 baccalaureate-granting colleges and universities in the US and Canada have used NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as satisfaction, persistence, and graduation. NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, accountability, and related purposes. Launched by a generous grant from The Pew Charitable Trusts, NSSE has been fully supported by institutional participation fees since 2002.

More than 1.2 million first-year and senior students from 595 institutions in the US and Canada were invited to participate in the 2010 NSSE administration. Of this survey population, 393,630 students responded, including 19,148 students from Canadian institutions. A searchable list of participating institutions by year is available on the NSSE Web site.

## nsse.iub.edu/html/participants.cfm

The 2010 introduction of census administrations for the Web-only survey mode contributed to 491 institutions $(83 \%)$ choosing this administration type, in which students received all contacts by e-mail and completed the survey online. The Web survey option was used by 77 institutions ( $13 \%$ ). This mode includes multiple e-mail contacts and one paper questionnaire sent to a portion of nonrespondents. The remaining 27 institutions ( $4 \%$ ) chose the paper questionnaire mode. Notably, about half (57\%) of all respondents at paper administration institutions elected to complete the survey online. Overall, $99 \%$ of all NSSE 2010 respondents completed the survey online.

## U.S. Institutions and Respondents

Table 1 shows how NSSE 2010 institutional characteristics compare with the profile of all baccalaureate-granting colleges and universities in the United States. Comparative data for these tables are from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The New England and Far West regions are slightly underrepresented in NSSE 2010, while the Southeast region is overrepresented. NSSE 2010 institutions are generally representative of the distribution of institutional types in the 2005 Basic Carnegie Classification. Master's Colleges and Universities with larger programs and Baccalaureate Colleges-Arts \& Sciences are slightly overrepresented, and Baccalaureate Colleges-Diverse Fields and Research Universities with very high research activity are slightly underrepresented. Very small institutions - those with fewer than 1,000 undergraduates - are underrepresented in NSSE 2010, but overall NSSE 2010 participating institutions reflect the diversity of U.S. higher education with respect to institutional type, size, sector, region, and location.


College of Saint Benedict

Table 1
Profile of U.S. NSSE 2010 Institutions and Respondents Against All U.S. Baccalaureate-Granting Institutions and Their Students ${ }^{\text {a }}$

|  | Institutions |  | Students |  |
| :---: | :---: | :---: | :---: | :---: |
|  | NSSE | US ${ }^{\text {b }}$ | NSSE | US ${ }^{\text {b }}$ |
| Carnegie Classification - Basic $2005^{\text {c }}$ |  |  |  |  |
| RU/VH | 4\% | 6\% | 14\% | 21\% |
| RU/H | 8\% | 7\% | 18\% | 16\% |
| DRU | 6\% | 5\% | 7\% | 9\% |
| Master's L | 24\% | 22\% | 28\% | 28\% |
| Master's M | 13\% | 12\% | 10\% | 8\% |
| Master's S | 7\% | 8\% | 4\% | 4\% |
| Bac/A\&S | 20\% | 18\% | 12\% | 6\% |
| Bac/Diverse | 18\% | 23\% | 8\% | 8\% |
| Sector |  |  |  |  |
| Public | 36\% | 35\% | 59\% | 66\% |
| Private | 64\% | 65\% | 41\% | 34\% |
| Undergraduate Enrollment |  |  |  |  |
| Fewer than 1,000 | 13\% | 17\% | 2\% | 2\% |
| 1,000-2,499 | 35\% | 34\% | 16\% | 10\% |
| 2,500-4,999 | 21\% | 19\% | 16\% | 12\% |
| 5,000-9,999 | 18\% | 15\% | 23\% | 19\% |
| 10,000-19,999 | 10\% | 10\% | 24\% | 27\% |
| 20,000 or more | 5\% | 6\% | 20\% | 30\% |
| Region |  |  |  |  |
| New England | 7\% | 9\% | 5\% | 6\% |
| Mid East | 18\% | 18\% | 14\% | 17\% |
| Great Lakes | 15\% | 15\% | 20\% | 15\% |
| Plains | 11\% | 10\% | 11\% | 9\% |
| Southeast | 30\% | 24\% | 27\% | 23\% |
| Southwest | 8\% | 8\% | 10\% | 13\% |
| Rocky Mountains | 3\% | 3\% | 6\% | 4\% |
| Far West | 7\% | 10\% | 6\% | 12\% |
| Outlying Areas | <1\% | 2\% | <1\% | 2\% |
| U.S. Service Schools | <1\% | <1\% | <1\% | <1\% |
| Location |  |  |  |  |
| City | 46\% | 45\% | 56\% | 60\% |
| Suburban | 20\% | 23\% | 17\% | 18\% |
| Town | 24\% | 21\% | 19\% | 15\% |
| Rural | 9\% | 9\% | 7\% | 6\% |


| RU/VH | Research Universities (very high research activity) |
| :--- | :--- |
| RU/H | Research Universities (high research activity) |
| DRU | Doctoral/Research Universities |
| Master's L | Master's Colleges and Universities (larger programs) |
| Master's M | Master's Colleges and Universities (medium programs) |
| Master's S | Master's Colleges and Universities (smaller programs) |
| Bac/A\&S | Baccalaureate Colleges-Arts \& Sciences |
| Bac/Diverse | Baccalaureate Colleges-Diverse Fields |

a. Percentages are unweighted and based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of the eight Carnegie classes in the table. Totals may not sum to $100 \%$ due to rounding.
b. U.S. percentages are based on data from the 2009 IPEDS Institutional Characteristics File.
c. For information on the 2005 Carnegie Classifications, see classifications.carnegiefoundation.org.

Table 1 also shows the distribution of NSSE 2010 respondents and the national distribution of students by these same characteristics. NSSE 2010 respondents largely reflect the U.S. undergraduate population, but the patterns of institutional representation discussed above are also evident at the student level. Students from the largest and most research-intensive institutions are well represented in NSSE 2010 but fall short of their national representation. While small and private institutions account for a majority of institutions in NSSE and nationally, a majority of students and NSSE respondents attend large and public institutions. NSSE comparison reports use weights to ensure proportional representation.

Table 2 shows selected characteristics of NSSE 2010 U.S. respondents. The first column represents the students who responded to the survey in 2010. The second column represents the first-year and senior student population at NSSE 2010 participating institutions. The third column shows the profile of all students attending all baccalaureate-granting institutions in the US as indicated by IPEDS data.

## NSSE 2010 U.S. Cohort Profile

The standard NSSE sampling scheme calls for either all first-year and senior students at a given institution (Webonly administrations) or an equal number of randomly sampled students from each group (with the sample size based on the total number of undergraduate students enrolled). Web+ administrations were afforded larger standard sample sizes than paper mode institutions of comparable enrollment because of the efficiency of Web-based data collection. Many Web+ and paper-mode institutions request random oversamples to increase the number of respondents, thereby reducing sampling error and enhancing their ability to examine results by subgroups. All randomly selected eligible student respondents from U.S. institutions are referred to collectively as the NSSE 2010 U.S. cohort. ("Randomly selected" respondents include those from census administrations.) Only randomly selected respondents are included in institutional reports. The NSSE 2010 U.S. cohort consists of 367,645 first-year and senior respondents. The data provided in the remainder of this NSSE 2010 Overview are based on the NSSE 2010 U.S. cohort unless otherwise noted.

Table 2
Characteristics of NSSE 2010 Respondents, Undergraduate Population at Participating U.S. NSSE Institutions, and Undergraduate Population at All U.S. Baccalaureate-Granting Institutions ${ }^{\text {a }}$

|  | NSSE 2010 <br> Respondents | NSSE 2010 <br> Population | U.S. Baccalaureate <br> Population $^{\text {c }}$ |
| :--- | :---: | :---: | :---: |
| Gender |  |  |  |
|  | Male | $36 \%$ | $44 \%$ |
| Female | $64 \%$ | $56 \%$ | $44 \%$ |
| Race/Ethnicity |  | $56 \%$ |  |
| $\quad$ African American/Black | $11 \%$ | $14 \%$ |  |
| American Indian/Alaska Native | $1 \%$ | $1 \%$ | $12 \%$ |
| $\quad$ Asian/Asian American/Pacific Islander | $6 \%$ | $6 \%$ | $1 \%$ |
| Caucasian/White | $73 \%$ | $66 \%$ | $7 \%$ |
| Hispanic | $9 \%$ | $10 \%$ | $67 \%$ |
| Other | $1 \%$ | $<1 \%$ | $10 \%$ |
| Multiracial/Ethnic | $<1 \%$ | $<1 \%$ | $\mathrm{n} / \mathrm{a}$ |
| International | $6 \%$ | $2 \%$ | $\mathrm{n} / \mathrm{a}$ |
| Enrollment Status |  |  | $3 \%$ |
| Full-time | $88 \%$ | $85 \%$ |  |
| Part-time | $11 \%$ | $15 \%$ | $82 \%$ |

a. Totals may not sum to $100 \%$ due to rounding.
b. NSSE 2010 population data are provided by participating institutions.
c. U.S. percentages are unweighted and based on data from the 2009 IPEDS Institutional Characteristics and Enrollment data.
d. IPEDS and NSSE categories for race and ethnicity differ. Percentages exclude students whose ethnicity was unknown or not provided.

## Select NSSE 2010 U.S. Cohort Characteristics ${ }^{\text {a }}$ <br> Year in School

The NSSE 2010 U.S. cohort respondents were almost equally divided between first-year (46\%) and senior (54\%) students.

## Gender

Women made up more than three-fifths ( $64 \%$ ) of respondents, compared with $56 \%$ of first-year and senior students enrolled at NSSE 2010 institutions and 56\% of students enrolled nationally (Table 2). The larger proportion of female respondents is consistent with widely reported survey research findings that women are more likely than men to respond to surveys. Weighting adjusts for the gender imbalance in institutional comparisons.

## Age

Approximately three-quarters (76\%) of all respondents were less than 24 years old. About $10 \%$ of respondents were between the ages of 24 and 29 , and $13 \%$ were 30 years of age or older. Of first-year student respondents, $15 \%$ were 20 years of age or older, while $36 \%$ of seniors were 24 years of age or older.

## Race and Ethnicity

African American/Black students are somewhat underrepresented, while Caucasian/White students are overrepresented (Table 2).

## Living Arrangements

Overall, approximately $37 \%$ of respondents lived in campus housing ( $65 \%$ of first-year students and $15 \%$ of seniors). The next most common locations were within driving distance ( $38 \%$ ) and within walking distance ( $17 \%$ ). The remainder lived in a fraternity or sorority house ( $1 \%$ ) or indicated that none of the choices applied (7\%).

## Fraternity or Sorority

About $11 \%$ of men and $10 \%$ of women were members of a fraternity or sorority.

## Grades

Approximately $46 \%$ of all students reported earning mostly A grades ( $42 \%$ of first-year students and $49 \%$ of seniors). Only 4\% of students reported earning mostly C grades or lower ( $6 \%$ of first-year students and $2 \%$ of seniors).

## Enrollment Status

About $88 \%$ of all respondents were enrolled full time, slightly higher than the NSSE 2010 population (Table 2). Institutional reports are weighted to adjust for the overrepresentation of full-time students among NSSE respondents.

## Parents' Education

Of all respondents for whom education information was provided for one or both parents, about $80 \%$ of respondents had at least one parent with some college education. Approximately $56 \%$ had at least one parent who completed a baccalaureate degree, and about onethird of respondents ( $30 \%$ ) indicated both parents having a baccalaureate or higher degree.

## Transfer Status

Approximately two-fifths (44\%) of senior respondents began postsecondary education at an institution other than the one they were attending when they completed the NSSE survey. About $51 \%$ of these transfer students had previously attended another baccalaureate-granting institution, $71 \%$ had attended a community college, $14 \%$ had attended a vocational-technical school, and 5\% had enrolled in some other form of postsecondary education (percentages sum to more than $100 \%$ because some students previously attended more than one type of institution).

## Primary Major Field

Table 3 shows the percentage of students pursuing majors in various fields of study, by class and by gender. Proportionally more men pursue studies in business and engineering, while majors in the arts and humanities, education, the social sciences, and other professional fields (e.g., nursing) are more popular among women.


Table 3
Primary Majors by Class and Gender at NSSE U.S. Institutions ${ }^{\text {a }}$

|  | First-Years |  | Seniors |  |
| :--- | ---: | ---: | ---: | ---: |
|  | Male | Female | Male | Female |
| Arts \& Humanities | $12 \%$ | $13 \%$ | $12 \%$ | $14 \%$ |
| Biological Sciences | $8 \%$ | $10 \%$ | $7 \%$ | $7 \%$ |
| Business | $18 \%$ | $12 \%$ | $22 \%$ | $17 \%$ |
| Education | $5 \%$ | $12 \%$ | $5 \%$ | $13 \%$ |
| Engineering | $14 \%$ | $2 \%$ | $12 \%$ | $2 \%$ |
| Physical Sciences | $5 \%$ | $3 \%$ | $4 \%$ | $2 \%$ |
| Professional (other) | $6 \%$ | $16 \%$ | $5 \%$ | $13 \%$ |
| Social Sciences | $10 \%$ | $14 \%$ | $11 \%$ | $16 \%$ |
| Other | $20 \%$ | $13 \%$ | $22 \%$ | $15 \%$ |
| Undecided | $4 \%$ | $4 \%$ | $<1 \%$ | $<1 \%$ |

a. NSSE codes major information using 85 categories developed by NSSE from the 2000 Classification of Instructional Programs. For information on the classification, see nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165. The condensed major categories above are used for NSSE reporting purposes. Additional details concerning the majors included in each category are available in the NSSE 2010 Codebook.

## U.S. and Canadian Response Rates

The average institutional response rate for NSSE 2010 was $37 \%$ (Table 4). For paper mode schools (institutions where students were invited by postal mail, but had the option of completing either the paper or the Web version of the survey) the average institutional response rate was $33 \%$. More than half of the students responding at these institutions ( $57 \%$ ) elected to complete NSSE online. The average institutional response rate for NSSE 2010 Web-only institutions (institutions where students were
invited by e-mail to complete the survey online) was $38 \%$. Institutions participating using the Web mode of administration recorded an average institutional response rate of $35 \%$. The highest institutional response rate in NSSE 2010 was $89 \%$, and $69 \%$ of institutions achieved a response rate of at least $30 \%$

Additional information about response rates, including response rates for your institution, is provided in the NSSE 2010 Respondent Characteristics report.

Table 4
NSSE 2010 Participation and Response Information by Survey Administration Mode ${ }^{\text {a }}$

| Survey <br> Administration Mode | Number of <br> Institutions $^{\text {b }}$ | Average <br> Institutional <br> Response Rate | Percentage of Students <br> Responding <br> via Web |
| :--- | :---: | :---: | :---: |
| Paper | 26 | $33 \%$ | $57 \%$ |
| Web-only | 486 | $38 \%$ | $100 \%$ |
| Web+ | 77 | $35 \%$ | $96 \%$ |
| All Institutions | 589 | $37 \%$ | $99 \%$ |

a. Response rates and percentage of students responding via Web are based on census and randomly sampled participants only.
b. Table does not include results for six U.S. NSSE 2010 institutions that participated as part of a special research project,

## Canadian Institutions and Respondents

Twenty-three Canadian institutions from six provinces participated in NSSE 2010. Of these, nine institutions were from British Columbia, another seven institutions were from Ontario, three were from Alberta, two were from Manitoba, and one each was from Quebec and New Brunswick. All Canadian institutions participated via the Web-only administration mode.

## Response Rates

The average Canadian institutional response rate for NSSE 2010 was $38 \%$, with the highest rate achieved being $89 \%$. About three-quarters ( $74 \%$ ) of Canadian institutions achieved a response rate of at least $30 \%$.

## Student Overview

More than 57,000 Canadian students were invited to participate and the total number of respondents was 19,148 (Table 5). Women made up $66 \%$ of the respondents, and $83 \%$ of respondents were enrolled full-time. Of all respondents, $23 \%$ were enrolled in a social science major, $18 \%$ in arts \& humanities, $13 \%$ in business, and $9 \%$ in biological sciences.

## Summary of Ethno-cultural Categories

The majority of students providing ethno-cultural information identified themselves as White (77\%). Additionally, $8 \%$ identified as Chinese, $5 \%$ as South Asian, 3\% as Black, and 2\% self-identified as North American Indian. Less than $2 \%$ of respondents identified with each of the remaining categories. Ethno-cultural categories for Canadian institutions participating in NSSE were adapted from Statistics Canada, Canada's national statistical agency.
statcan.gc.ca


Sweet Briar College

## Age

Approximately three-quarters (76\%) of all Canadian respondents were less than 24 years old. About $15 \%$ were between 24 and 29 years old and $9 \%$ were 30 years old or more.

Table 5
Characteristics of Canadian NSSE 2010 Respondents ${ }^{\text {a }}$
NSSE 2010 Respondents
at Canadian Institutions $\quad N=19,148$

Gender
Male $34 \%$

Enrollment Status

| Full-time | $83 \%$ |
| :--- | :--- |
| Part-time | $17 \%$ |

Major
Arts \& Humanities 18\%
Biological Sciences 9\%
Business 13\%
Education 5\%
Engineering 4\%
Physical Sciences 3\%
Professional (other) 9\%
Social Sciences 23\%
Other 16\%
Undecided 1\%
a. Percentages are unweighted.

II

## NSSE

national survey of
student engagement
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Web: nsse.iub.edu

# National Survey of Student Engagement NSSE 2010 Participating Institutions by State/Province 

| INSTITUTION | CITY | INSTITUTION | CITY |
| :--- | :--- | :--- | :--- |
| Alabama |  | National University | La Jolla |
| Alabama A \& M University | Normal | Notre Dame de Namur University | Belmont |
| Auburn University | Auburn University | Pepperdine University | Malibu |
| Auburn University at Montgomery | Montgomery | Panta Clara University | Claremont |
| Birmingham Southern College | Birmingham | Sonoma State University | Santa Clara |
| Faulkner University | Montgomery | University of La Verne | Rohnert Park |
| Jacksonville State University | Jacksonville | Vanguard University of Southern California | La Verne |
| Southeastern Bible College | Birmingham | Westmont College | Canta Mesa |
| Spring Hill College | Mobile | Colorado | Sarbara |
| Troy University | Troy | Colorado State University-Pueblo | Pueblo |
| University of Alabama, The | Colorado Technical University Online | Colorado Springs |  |
| University of Mobile | Fort Lewis College | Durango |  |
| University of Montevallo | Johnson \& Wales University-Denver | Denver |  |
| Alaska | Mesa State College | Grand Junction |  |
| Alaska Pacific University | Metropolitan State College of Denver | Denver |  |
| Arizona | Anchorage | Naropa University | Boulder |
| Northern Arizona University | Regis University | Denver |  |
| University of Advancing Technology | University of Colorado Denver | Denver |  |
| Arkansas | Tompe | University of Denver | Denver |
| Arkansas State University-Jonesboro | Corry University |  |  |
| Central Baptist College | Connecticut | Miami |  |
| Henderson State University | State University | Callaudet University | Central Connecticut State University |


| INSTITUTION | CITY | INSTITUTION | CITY |
| :---: | :---: | :---: | :---: |
| Bethune Cookman University | Daytona Beach | Illinois |  |
| Eckerd College | Saint Petersburg |  |  |
| Edward Waters College | Jacksonville | Columbia College Chicago | Chicago |
| Flagler College | Saint Augustine | Concordia University | River Forest |
| Florida Atlantic University | Boca Raton | DePaul University | Chicago |
| Florida Gulf Coast University | Fort Myers | Dominican University | River Forest |
| Florida Hospital College of Health Sciences | Orlando | Eastern Illinois University | Charleston |
| Florida International University | Miami | Elmhurst College | Elmhurst |
| Florida Memorial University | Miami Gardens | Eureka College | Eureka |
| Florida Southern College | Lakeland | Illinois Institute of Technology | Chicago |
| Jacksonville University | Jacksonville | Illinois State University | Normal |
| Johnson \& Wales University-Florida Campus | North Miami | Illinois Wesleyan University | Bloomington |
| Northwood University-Florida Education | West Palm Beach | Judson University | Elgin |
| Center |  | Knox College | Galesburg |
| Nova Southeastern University | Fort Lauderdale | Loyola University Chicago | Chicago |
| Palm Beach Atlantic University-West Palm Beach | West Palm Beach | Monmouth College | Monmouth |
|  |  | North Central College | Naperville |
| Ringling College of Art and Design | Sarasota <br> Winter Park | North Park University | Chicago |
| Rollins College |  | Northeastern Illinois University | Chicago |
| Saint Thomas University | Miami Gardens <br> Lakeland | Quincy University | Quincy |
| Southeastern University |  | Rockford College | Rockford |
| Stetson University | DeLand | Saint Xavier University | Chicago |
| University of South Florida | Tampa | Southern Illinois University Carbondale | Carbondale |
| University of Tampa, The | TampaLake Wales | Southern Illinois University Edwardsville | Edwardsville |
| Warner University |  | University of Illinois at Springfield | Springfield |
| Georgia |  | University of Illinois at Urbana-Champaign | Urbana |
| Agnes Scott College | Decatur | Western Illinois University | Macomb |
| Berry College | Mount Berry | Indiana |  |
| Brenau University | Gainesville | Butler University | Indianapolis |
| Clark Atlanta University | Atlanta | DePauw University | Greencastle |
| Clayton State University | Morrow | Grace College and Theological Seminary | Winona Lake |
| Dalton State College | Dalton | Hanover College | Hanover |
| Emory University | Atlanta | Holy Cross College | Notre Dame |
| Georgia Gwinnett College | Lawrenceville | Indiana State University | Terre Haute |
| LaGrange College | Lagrange | Indiana University Bloomington | Bloomington |
| Macon State College | Macon | Indiana University East | Richmond |
| Mercer University | Macon | Indiana University South Bend | South Bend |
| Oglethorpe University | Atlanta | Martin University | Indianapolis |
| Southern Catholic College | Dawsonville | Purdue University | West Lafayette |
| Spelman College | Atlanta | Purdue University-Calumet Campus | Hammond |
| Truett-McConnell College | Cleveland | Purdue University-North Central Campus | Westville |
| University of West Georgia | Carrollton | Saint Josephs College | Rensselaer |
| Wesleyan College | Macon | Saint Mary's College | Notre Dame |
| Guam |  | University of Indianapolis | Indianapolis |
| University of Guam | Mangilao | University of Southern Indiana | Evansville |
|  |  | Valparaiso University | Valparaiso |
| Hawaii |  | Wabash College | Crawfordsville |
| Brigham Young University-Hawaii | Laie | Iowa |  |
| Chaminade University of Honolulu | Honolulu |  | Clinton |
| Hawaii Pacific University | HonoluluHonolulu | Ashford University Buena Vista University | Storm Lake |
| University of Hawai'i at Manoa |  | Central College | Pella |
| Idaho |  | Clarke University | Dubuque |
| Boise State University | Boise | Drake University | Des Moines |
| Idaho State University | Pocatello | Iowa Wesleyan College | Mount Pleasant |


| INSTITUTION | CITY | INSTITUTION | CITY |
| :---: | :---: | :---: | :---: |
| Kaplan University | Davenport | Stevenson University | Stevenson |
| Northwestern College | Orange City | University of Maryland Eastern Shore | Princess Anne |
| University of Northern Iowa | Cedar Falls | Massachusetts |  |
| Wartburg College | Waverly | Massachusetts |  |
|  |  | American International College | Springfield |
| Kansas |  | Anna Maria College | Paxton |
| Baker University | Baldwin City | Assumption College | Worcester |
| Benedictine College | Atchison | Eastern Nazarene College | Quincy |
| Emporia State University | Emporia | Emmanuel College | Boston |
| Fort Hays State University | Hays | Framingham State College | Framingham |
| Kansas State University | Manhattan | Franklin W. Olin College of Engineering | Needham |
| Newman University | Wichita | Lesley University | Cambridge |
| Pittsburg State University | Pittsburg | Massachusetts College of Liberal Arts | North Adams |
| Southwestern College | Winfield | Merrimack College | North Andover |
| Tabor College | Hillsboro | Newbury College-Brookline | Brookline |
| University of Kansas | Lawrence | Nichols College | Dudley |
| Kentucky |  | Salem State College | Salem |
| Kentucky |  | Springfield College | Springfield |
| Berea College | Berea | Wentworth Institute of Technology | Boston |
| Brescia University | Owensboro | Wheaton College (MA) | Norton |
| Centre College | Danville |  |  |
| Kentucky Wesleyan College | Owensboro | Michigan |  |
| Midway College | Midway | Adrian College | Adrian |
| Pikeville College | Pikeville | Alma College | Alma |
| Thomas More College | Crestview Hills | Andrews University | Berrien Springs |
| Transylvania University | Lexington | Davenport University | Grand Rapids |
| Louisiana |  | Eastern Michigan University | Ypsilanti |
| Louisiana |  | Ferris State University | Big Rapids |
| Dillard University | New Orleans | Grand Valley State University | Allendale |
| Grambling State University | Grambling | Hope College | Holland |
| Louisiana Tech University | Ruston | Kuyper College | Grand Rapids |
| Loyola University New Orleans | New Orleans | Madonna University | Livonia |
| McNeese State University | Lake Charles | Marygrove College | Detroit |
| Nicholls State University | Thibodaux | Michigan State University | East Lansing |
| Northwestern State University of Louisiana | Natchitoches | Northern Michigan University | Marquette |
| Our Lady of the Lake College | Baton Rouge | Northwood University | Midland |
| Southeastern Louisiana University | Hammond | Siena Heights University | Adrian |
| Southern University and A \& M College | Baton Rouge | University of Michigan-Flint | Flint |
| Southern University at New Orleans | New Orleans | Western Michigan University | Kalamazoo |
| University of Louisiana at Lafayette | Lafayette | Minnesota |  |
| University of Louisiana Monroe | Monroe |  |  |
| University of New Orleans | New Orleans | Augsburg College | Minneapolis |
| Xavier University of Louisiana | New Orleans | Bethel University | Saint Paul |
| Maine |  | Capella University | Minneapolis |
|  |  | College of Saint Scholastica, The | Duluth |
| College of the Atlantic | Bar Harbor | Concordia College at Moorhead | Moorhead |
| Husson University | Bangor | Saint Mary's University of Minnesota | Winona |
| Unity College | Unity | The College of Saint Benedict and Saint | Saint Joseph |
| University of Maine at Augusta | Augusta | John's University |  |
| University of Maine at Machias | Machias | University of Minnesota-Crookston | Crookston |
| Maryland |  | University of Minnesota-Duluth | Duluth |
|  |  | University of Minnesota-Morris | Morris |
| McDaniel College | Westminster | Mississippi |  |
| Morgan State University | Baltimore | Alcorn State University | Alcorn State |
| Saint Mary's College of Maryland | Saint Mary's City | Delta State University | Cleveland |


| INSTITUTION | CITY | INSTITUTION | CITY |
| :---: | :---: | :---: | :---: |
| Jackson State University | Jackson | New Jersey City University | Jersey City |
| Millsaps College | Jackson | New Jersey Institute of Technology | Newark |
| Mississippi State University | Mississippi State | Ramapo College of New Jersey | Mahwah |
| University of Mississippi | University | Richard Stockton College of New Jersey, The | Pomona |
| University of Southern Mississippi | Hattiesburg | Rider University | Lawrenceville |
| Missouri |  | Seton Hall University | South Orange |
|  |  | Stevens Institute of Technology | Hoboken |
| Central Methodist University-College of Liberal Arts \& Sciences | Fayette | William Paterson University of New Jersey | Wayne |
| Drury University | Springfield | New Mexico |  |
| Fontbonne University | Saint Louis | New Mexico Institute of Mining and | Socorro |
| Harris-Stowe State University | Saint Louis | Technology |  |
| Lindenwood University | Saint Charles | New York |  |
| Missouri University of Science and Technology | Rolla | Adelphi University | Garden City |
| Rockhurst University | Kansas City | Berkeley College | New York |
| Saint Louis University | Saint Louis | Clarkson University | Potsdam |
| Saint Luke's College | Kansas City | Colgate University | Hamilton |
| Truman State University | Kirksville | College of Mount Saint Vincent | Bronx |
| University of Central Missouri | Warrensburg | CUNY Bernard M Baruch College | New York |
| Webster University | Saint Louis | CUNY Medgar Evers College | Brooklyn |
| Westminster College | Fulton | Daemen College | Amherst |
| William Jewell College | Liberty | Fordham University | Bronx |
| William Woods University | Fulton | Hartwick College | Oneonta |
| Montana |  | Hilbert College | Hamburg |
|  |  | Hobart William Smith Colleges | Geneva |
| University of Great Falls | Great Falls | Hofstra University | Hempstead |
| Nebraska |  | Houghton College | Houghton |
| Bellevue University | Bellevue | Iona College | New Rochelle |
| Concordia University | Seward | Keuka College | Keuka Park |
| Doane College | Crete | Manhattan College | Bronx |
| Nebraska Methodist College of Nursing \& Allied Health | Omaha | Marist College Medaille College | Poughkeepsie <br> Buffalo |
| Peru State College | Peru | Mount Saint Mary College | Newburgh |
| Union College | Lincoln | New School, The | New York |
| University of Nebraska at Kearney | Kearney | Niagara University | Niagara University |
| University of Nebraska at Omaha | Omaha | Pace University-New York | New York |
| University of Nebraska-Lincoln | Lincoln | Polytechnic Institute of New York University | Brooklyn |
| Nevada |  | Russell Sage College | Troy |
|  |  | Sage College of Albany | Albany |
| Nevada State College | Henderson | Saint Bonaventure University | Saint Bonaventure |
| New Hampshire |  | Saint Francis College | Brooklyn Heights |
|  |  | Saint John's University-New York | Queens |
| Colby-Sawyer College | New London | School of Visual Arts | New York |
| Franklin Pierce University | Rindge | Siena College | Loudonville |
| New England College | Henniker | Skidmore College | Saratoga Springs |
| Rivier College | Nashua | SUNY at Geneseo | Geneseo |
| New Jersey |  | SUNY at Purchase College | Purchase |
| Berkeley College | West Paterson | SUNY College at Potsdam | Potsdam |
| Bloomfield College | Bloomfield | Touro College | New York |
| Centenary College | Hackettstown | United States Merchant Marine Academy | Kings Point |
| Felician College | Lodi | Vaughn College of Aeronautics and Technology | Flushing |
| Georgian Court University | Lakewood | Yeshiva University | New York |
| Kean University | Union |  |  |
| Monmouth University | West Long Branch |  |  |


| INSTITUTION | CITY | INSTITUTION | CITY |
| :---: | :---: | :---: | :---: |
| North Carolina |  | University of Science and Arts of Oklahoma | Chickasha |
|  |  | University of Tulsa | Tulsa |
| Barton College | Wilson |  |  |
| Belmont Abbey College | Belmont | Oregon |  |
| Brevard College | Brevard | George Fox University | Newberg |
| Chowan University | Murfreesboro | Lewis \& Clark College | Portland |
| Elon University | Elon | Oregon State University | Corvallis |
| Fayetteville State University | Fayetteville | Pacific University | Forest Grove |
| Gardner-Webb University | Boiling Springs | Southern Oregon University | Ashland |
| Greensboro College | Greensboro | Pennsylvania |  |
| Guilford College | Greensboro |  |  |
| Johnson \& Wales University-Charlotte | Charlotte | Albright College | Reading |
| Johnson C Smith University | Charlotte | Alvernia University | Reading |
| Lenoir-Rhyne University | Hickory | Bloomsburg University of Pennsylvania | Bloomsburg |
| Livingstone College | Salisbury | Carnegie Mellon University | Pittsburgh |
| Meredith College | Raleigh | Chestnut Hill College | Philadelphia |
| Methodist University | Fayetteville | Cheyney University of Pennsylvania | Cheyney |
| Peace College | Raleigh | Clarion University of Pennsylvania | Clarion |
| Queens University of Charlotte | Charlotte | Delaware Valley College | Doylestown |
| Saint Andrews Presbyterian College | Laurinburg | Drexel University | Philadelphia |
| Saint Augustines College | Raleigh | Franklin and Marshall College | Lancaster |
| University of North Carolina at Asheville | Asheville | Grove City College | Grove City |
| University of North Carolina at Chapel Hill Warren Wilson College | Chapel Hill | Harrisburg University of Science and Technology | Harrisburg |
|  | Swannanoa | Keystone College | La Plume |
| Wingate University | Wingate | La Roche College | Pittsburgh |
| Winston-Salem State University | Winston-Salem | La Salle University | Philadelphia |
| North Dakota |  | Lafayette College | Easton |
| Dickinson State University | Dickinson | Lebanon Valley College | Annville |
|  |  | Lycoming College | Williamsport |
| Ohio |  | Mansfield University of Pennsylvania | Mansfield |
| Baldwin-Wallace College | Berea | Marywood University | Scranton |
| Defiance College | Defiance | Mercyhurst College | Erie |
| Denison University | Granville | Millersville University of Pennsylvania | Millersville |
| Franklin University | Columbus | Misericordia University | Dallas |
| Notre Dame College | Cleveland | Neumann University | Aston |
| Ohio Northern University | Ada | Pennsylvania College of Technology | Williamsport |
| Ohio State University, The | Columbus | Robert Morris University | Moon Township |
| Ohio State University-Lima Campus | Lima | Saint Vincent College | Latrobe |
| Ohio State University-Mansfield Campus | Mansfield | Shippensburg University of Pennsylvania | Shippensburg |
| Ohio State University-Marion Campus | Marion | Slippery Rock University of Pennsylvania | Slippery Rock |
| Ohio State University-Newark Campus | Newark | Susquehanna University | Selinsgrove |
| Ohio Wesleyan University | Delaware | University of Pittsburgh-Bradford | Bradford |
| University of Dayton | Dayton | University of Scranton | Scranton |
| University of Findlay, The | Findlay | Waynesburg University | Waynesburg |
| Ursuline College | Pepper Pike | West Chester University of Pennsylvania | West Chester |
| Walsh University | North Canton | York College Pennsylvania | York |
| Xavier University | Cincinnati | Puerto Rico |  |
| Youngstown State University | Youngstown |  |  |
| Oklahoma |  | University of Puerto Rico-Carolina University of Puerto Rico-Mayaguez | Carolina Mayaguez |
| East Central University | Ada | University of Sacred Heart | Santurce |
| Northeastern State University | Tahlequah | Rhode Island |  |
| Oklahoma City University | Oklahoma City |  |  |
| Southwestern Oklahoma State University | Weatherford | Johnson \& Wales University | Providence |
| University of Oklahoma Norman Campus | Norman | Roger Williams University | Bristol |


| INSTITUTION | CITY | INSTITUTION | CITY |
| :---: | :---: | :---: | :---: |
| Salve Regina University | Newport | Midwestern State University | Wichita Falls |
| South Carolina |  | Northwood University | Cedar Hill |
|  |  | Prairie View A \& M University | Prairie View |
| Charleston Southern University | Charleston | Saint Mary's University | San Antonio |
| Citadel Military College of South Carolina | Charleston | Schreiner University | Kerrville |
| Clemson University | Clemson | Southwestern University | Georgetown |
| Coastal Carolina University | Conway | Texas Christian University | Fort Worth |
| Coker College | Hartsville | Texas State University-San Marcos | San Marcos |
| College of Charleston | Charleston | Texas Woman's University | Denton |
| Columbia College | Columbia | University of Dallas | Irving |
| Converse College | Spartanburg | University of Houston | Houston |
| Francis Marion University | Florence | University of Houston-Clear Lake | Houston |
| Lander University | Greenwood | University of North Texas | Denton |
| Presbyterian College | Clinton | University of St. Thomas (TX) | Houston |
| University of South Carolina-Aiken | Aiken | University of Texas at Arlington, The | Arlington |
| University of South Carolina-Beaufort | Bluffton | University of Texas at Austin, The | Austin |
| Voorhees College | Denmark | University of Texas at Brownsville, The | Brownsville |
| Wofford College | Spartanburg | University of Texas at Dallas, The | Richardson |
| South Dakota |  | University of Texas at El Paso, The | El Paso |
| Black Hills State University | Spearfish | University of Texas at San Antonio, The |  |
| Dakota State University | Madison | University of Texas at Tyler, The | Tyler |
| Dakota Wesleyan University | Mitchell | University of Texas of the Permian Basin, The | Odessa |
| Mount Marty College | Yankton | University of Texas-Pan American, The | Edinburg |
| Northern State University | Aberdeen | University of the Incarnate Word Wayland Baptist University | San Antonio Plainview |
| Presentation College | Aberdeen | West Texas A\&M University | Canyon |
| South Dakota School of Mines and Technology | Rapid City | Wiley College | Marshall |
| South Dakota State University | Brookings | Utah |  |
| University of South Dakota | Vermillion | Brigham Young University | Provo |
| Tennessee |  | Dixie State College of Utah | Saint George |
| Belmont University | Nashville | Utah Valley University | Orem |
| Cumberland University | Lebanon | Western Governors University | Salt Lake City |
| Fisk University | Nashville | Westminster College (UT) | Salt Lake City |
| Johnson Bible College | Knoxville | Vermont |  |
| King College | Bristol | Castleton State College | Castleton |
| Lincoln Memorial University | Harrogate | Johnson State College | Johnson |
| Lipscomb University | Nashville | Norwich University | Northfield |
| Martin Methodist College | Pulaski | Saint Michael's College | Colchester |
| Southern Adventist University | Collegedale |  |  |
| Tennessee State University | Nashville | Virginia |  |
| Trevecca Nazarene University | Nashville | Bluefield College | Bluefield |
| Tusculum College | Greeneville | Christopher Newport University | Newport News |
| University of Tennessee, The | Knoxville | Eastern Mennonite University | Harrisonburg |
| University of Tennessee-Martin, The | Martin | Hampden-Sydney College | Hampden-Sydney |
| University of the South, Sewanee | Sewanee | Lynchburg College | Lynchburg |
| Texas |  | Mary Baldwin College | Staunton |
| Abilene Christian University | Abilene | Norfolk State University | Norfolk |
| Baylor University | Waco | Old Dominion University | Norfolk |
| Concordia University Texas | Austin | Randolph College | Lynchburg |
| East Texas Baptist University | Marshall | Randolph-Macon College | Ashland |
| Huston-Tillotson University | Austin | Regent University | Virginia Beach |
| LeTourneau University | Longview | Shenandoah University | Winchester |
| McMurry University | Abilene | Southern Virginia University <br> Sweet Briar College | Buena Vista Sweet Briar |


| INSTITUTION | CITY | INSTITUTION | CITY |
| :---: | :---: | :---: | :---: |
| University of Mary Washington | Fredericksburg | Ontario, Canada |  |
| University of Richmond | Richmond | Ontario, Canada |  |
| Virginia Commonwealth University | Richmond | Brescia University College | London |
| Virginia Intermont College | Bristol | Humber College Institute of Technology and | Toronto |
| Virginia Military Institute | Lexington | Advanced Learning |  |
| Virginia Wesleyan College | Norfolk | King's College <br> Trent University | London <br> Peterborough |
| Washington |  | Tyndale University College and Seminary | Toronto |
| Eastern Washington University | Cheney | Université de Hearst | Hearst |
| Evergreen State College, The | Olympia | Université d'Ottawa / University of Ottawa | Ottawa |
| Seattle University | Seattle | Quebec, Canada |  |
| University of Washington-Tacoma Campus | Tacoma | Université de Sherbrooke | Sherbrooke |
| Washington State University | Pullman |  |  |
| West Virginia |  | Afghanistan |  |
| Alderson Broaddus College | Philippi | American University of Afghanistan, The | Kabul |
| Bluefield State College | Bluefield | Egypt |  |
| Concord University | Athens | American University in Cairo, The | New Cairo |
| Davis \& Elkins College | Elkins |  |  |
| Marshall University | Huntington | Lebanon |  |
| Mountain State University | Beckley | Lebanese American University | Beirut |
| Shepherd University | Shepherdstown | Qata |  |
| University of Charleston | Charleston | Qatar |  |
| West Virginia University | Morgantown | Carnegie Mellon, Qatar Campus | Doha |
| Wisconsin |  | Georgetown University School Of Foreign Service In Qatar | Doha |
| Lawrence University | Appleton | Texas A \& M University At Qatar | Doha |
| Marquette University | Milwaukee | Virginia Commonwealth University In Qatar | Doha |
| Mount Mary College | Milwaukee | United Arab Emirates |  |
| Ripon College | Ripon | American University of Sharjah | Sharjah |
| Saint Norbert College | De Pere | Amarican University of Sharjah | Shaja |
| University of Wisconsin-Whitewater | Whitewater |  |  |
| Viterbo University | La Crosse |  |  |
| Alberta, Canada |  |  |  |
| Ambrose University College | Calgary |  |  |
| Grant MacEwan University | Edmonton |  |  |
| Mount Royal University | Calgary |  |  |
| British Columbia, Canada |  |  |  |
| Capilano University | North Vancouver |  |  |
| Kwantlen Polytechnic University | Surrey |  |  |
| Quest University Canada | Squamish |  |  |
| Simon Fraser University | Burnaby |  |  |
| Thompson Rivers University | Kamloops |  |  |
| Trinity Western University | Langley |  |  |
| University of the Fraser Valley | Abbotsford |  |  |
| University of Victoria | Victoria |  |  |
| Vancouver Island University | Nanaimo |  |  |
| Manitoba, Canada |  |  |  |
| Brandon University | Brandon |  |  |
| University of Winnipeg | Winnipeg |  |  |

## New Brunswick, Canada

University of New Brunswick - Fredericton Fredericton

# National Survey of Student Engagement 2010 <br> The College Student Report 

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: $\boxtimes$ or 圈

|  | Very often | Often | Sometimes | Never |  |  | Very often | Often | Some- <br> times | Nev |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| a. Asked questions in class or contributed to class discussions |  | $\square$ | $\square$ | $\square$ |  | r. Worked harder than you thought you could to meet an instructor's standards or expectations |  |  |  |  |
| b. Made a class presentation |  |  |  | $\square$ |  | s. Worked with faculty members on |  |  |  |  |
| c. Prepared two or more drafts of a paper or assignment before turning it in |  |  | $\square$ | $\square$ |  | activities other than coursework (committees, orientation, student life activities, etc.) |  | $\square$ |  |  |
| d. Worked on a paper or project that required integrating ideas or information from various sources |  |  |  | $\square$ |  | t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) |  |  |  |  |
| e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments |  |  |  | $\square$ |  | u. Had serious conversations with students of a different race or ethnicity than your own |  |  |  |  |
| f. Come to class without completing readings or assignments | $\square$ |  | $\square$ | $\square$ |  | v. Had serious conversations with students who are very different from you in terms of their |  |  |  |  |
| g. Worked with other students on projects during class |  |  |  | $\square$ |  | religious beliefs, political opinions, or personal values |  |  |  | $\square$ |
| h. Worked with classmates outside of class to prepare class assignments |  |  | $\square$ | $\square$ |  |  |  |  |  |  |
| i. Put together ideas or concepts from different courses when completing assignments or during class discussions | $\square$ | $\square$ | $\square$ | $\square$ |  | During the current school y your coursework emphasiz mental activities? | ear, ho d the <br> Very much | w mu follow <br> Quite a bit | ch has Some | Very little |
| j. Tutored or taught other students (paid or voluntary) |  |  |  | $\square$ |  |  |  |  |  | , |
| k. Participated in a community-based project (e.g., service learning) as part of a regular course |  |  |  | $\square$ |  | methods from your courses and readings so you can repeat them in pretty much the same form | $\square$ | $\square$ |  |  |
| I. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | $\square$ | $\square$ | $\square$ | $\square$ |  | 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 |  |  |  | $\square$ |
| m . Used e-mail to communicate with an instructor | $\square$ | $\square$ | $\square$ | $\square$ |  | c. Synthesizing and organizing ideas, information, or experiences |  |  |  |  |
| n. Discussed grades or assignments with an instructor |  |  |  | $\square$ |  | into new, more complex interpretations and relationships |  |  |  | $\square$ |
| o. Talked about career plans with a faculty member or advisor | $\square$ |  | $\square$ | $\square$ |  | d. Making judgments about the value of information, arguments, |  |  |  |  |
| p. Discussed ideas from your readings or classes with faculty members outside of class | $\square$ | $\square$ |  | $\square$ |  | or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions |  |  |  | $\square$ |
| q. Received prompt written or oral feedback from faculty on your academic performance |  |  |  | $\square$ |  | Applying theories or concepts to practical problems or in new situations |  |  |  | $\square$ |

3 During the current school year, about how much reading and writing have you done?
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 $\mathbf{2 0}$ pages or more

d. Number of written papers or reports between 5 and 19 pages

$\square$

More than 20


4 In a typical week, how many homework problem sets do you complete?
a. Number of problem sets that take you more than an hour to complete
b. Number of problem sets that take you less than an hour to complete

None 1-2 $\quad$ 3-4 $\quad$ 5-6 than 6

5 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


6 During the current school year, about how often have you done each of the following?
Very Some-
often Often times Never
a. Attended an art exhibit, play, dance, music, theater, or other performance

b. Exercised or participated in physical fitness activities
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)

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

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

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

7 Which of the following have you done or do you plan to do before you graduate from your institution?
a. Practicum, internship, field experience, co-op experience, or clinical assignment
b. Community service or volunteer work

| Done | Plan <br> to do | Do not <br> plan <br> to do | Have <br> not |
| :---: | :---: | :---: | :---: |
|  | $\square$ | $\square$ | $\square$ |
| $\square$ | $\square$ | $\square$ |  |
| $\square$ | $\square$ | $\square$ | $\square$ |

c. Participate in a learning community or some other formal program where groups of students take two or more classes together
d. Work on a research project with a faculty member outside of course or program requirements
e. Foreign language coursework
f. Study abroad
g. Independent study or self-designed major
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

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

Unfriendly,
Unsupportive,
Sense of alienation

b. Relationships with faculty members

c. Relationships with administrative personnel and offices


9 About how many hours do you spend in a typical 7-day week doing each of the following?
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

c. Working for pay off campus


Hours per week
than 30
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)


Hours per week
than 30
f. Providing care for dependents living with you (parents, children, spouse, etc.)


Hours per week
g. Commuting to class (driving, walking, etc.)


Hours per week
than 30

10

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

a. Spending significant amounts of time studying and on academic work
b. Providing the support you need to help you succeed academically $\begin{array}{ll}\text { Very Quite } & \text { Very } \\ \text { much a bit Some little }\end{array}$
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
d. Helping you cope with your nonacademic responsibilities (work, family, etc.)
e. Providing the support you need to thrive socially
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) $\square$
g. Using computers in academic work

11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
a. Acquiring a broad general education
b. Acquiring job or work-related knowledge and skills
c. Writing clearly and effectively
d. Speaking clearly and effectively
e. Thinking critically and analytically
f. Analyzing quantitative problems
g. Using computing and information technology
h. Working effectively with others
i. Voting in local, state, or national elections
j. Learning effectively on your own
k. Understanding yourself
I. Understanding people of other racial and ethnic backgrounds
m. Solving complex real-world problems
n. Developing a personal code of values and ethics
o. Contributing to the welfare of your community
p. Developing a deepened sense of spirituality

12
Overall, how would you evaluate the quality of academic advising you have received at your institution?
$\square$ ExcellentGood
$\square$ Fair
$\square$ Poor
How would you evaluate your entire educational experience at this institution?


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

Female

Are you an international student or foreign national?Yes No

18 What is your racial or ethnic identification? (Mark only one.)
$\square$ American Indian or other Native American
$\square$ Asian, Asian American, or Pacific IslanderBlack or African AmericanWhite (non-Hispanic)Mexican or Mexican American
$\square$ Puerto RicanOther Hispanic or LatinoMultiracialOtherI prefer not to respond

19 What is your current classification in college?Freshman/first-year $\square$ Senior
Sophomore Unclassified
Junior

Did you begin college at your current institution or elsewhere?
$\square$ started here Started elsewhere

Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)
$\square$ Vocational or technical school
$\square$ community or junior college
$\square$ 4-year college other than this one
$\square$ None
$\square$ other

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

23 Are you a member of a social fraternity or sorority?
$\square$ YesNo

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

$\square \mathrm{C}+$C- or lower

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

Dormitory or other campus housing (not fraternity/ sorority house)
$\square$ Residence (house, apartment, etc.) within walking distance of the institution
$\square$ Residence (house, apartment, etc.) within driving distance of the institutionFraternity or sorority house
$\square$ None of the above
What is the highest level of education that your parent(s) completed? (Mark one box per column.)
Father Mother


Please print your major(s) or your expected major(s).
a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):


## THANKS FOR SHARING YOUR RESPONSES!

National Survey of Student Engagement

The College Student Report


FAQs

Save and Exit

## National Survey of Student Engagement

## What it's about-

You are invited to participate in a research study about your college experiences. The information from this National Survey of Student Engagement (NSSE) is used by faculty and administrators at your institution and by other higher education leaders to improve the collegiate experiences of undergrads.
Study participants are primarily first-year and senior students selected from the bachelor's degreeseeking students at your institution.

Students from hundreds of other colleges and universities are also being asked these same questions-about how they spend their free time, what they feel they have gained from classes, and their interaction with faculty and other students. Filling out the questionnaire takes about 15 minutes. Your participation is completely voluntary. Declining participation or leaving the study will not result in any penalty or loss of benefits to which you are entitled.

## Things you should know-

This survey is conducted on behalf of your institution by the Indiana University Center for Postsecondary Research; we will send your identified responses to your school for institutional assessment. Your school and the Center will make every effort to keep your responses confidential, although we cannot guarantee absolute confidentiality. No information associated with your name will ever be released publicly, but personally identifiable survey responses may be inspected by university and government organizations when required by law.

If you have questions at any time about the study or the procedures, you may contact the National Survey of Student Engagement at nsse@indiana.edu or by calling 812-856-5824.

For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to obtain information or offer input, contact the IUB Human Subjects Office, 530 E Kirkwood Ave, Carmichael Center, L03, Bloomington IN 47408, 812-855-3067 or by e-mail at iub_hsc@indiana.edu.

## On to the survey-

If you have read this form and agree to take part in this survey, click the "Proceed to the survey" button.

## Proceed to the survey

## I do not wish to participate

National Survey of Student Engagement

The College Student Report

Contact Us $?$ FAQs

Save and Exit

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

| Very |
| :--- |
| often |


| Asked questions in class or contributed to |
| :--- |
| class discussions |


| Often |
| :--- | | Some- |
| :---: |
| times |


| Never |
| :--- |
| Prepared two or more drafts of a paper or |
| assignment before turning it in |


| Worked on a paper or project that required |
| :--- |
| integrating ideas or information from |
| various sources |

Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments

Come to class without completing readings or assignments

Worked with other students on projects during class

Worked with classmates outside of class to prepare class assignments

## Continue

National Survey of Student Engagement

The College Student Report


Save and Exit

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

## Sometimes

## Never

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

Tutored or taught other students (paid or voluntary)

Participated in a community-based project (e.g., service learning) as part of a regular course

Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment

Used e-mail to communicate with an instructor
-
r
-
-

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

## Continue

National Survey of Student Engagement

The College Student Report


Help
Contact Us FAQs

## $\square$

Save and Exit

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

## Very

often Often

0 faculty on your academic performance

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

0


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

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

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

Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

## Continue

National Survey of Student Engagement

The College Student Report


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

| Very | Quite |  | Very |
| :---: | :---: | :---: | :---: |
| much | a bit | Some | little |

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

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

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

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

Applying theories or concepts to practical problems or in new situations

## Continue

National Survey of Student Engagement

The College Student Report


FAQs

Save and Exit

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


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


Number of written papers or reports of $\mathbf{2 0}$ pages or more
$C$
None
$C$
$1-4$
$\stackrel{C}{5-10}$
$\stackrel{\text { C }}{11-20}$
0
More than 20

Number of written papers or reports between 5 and 19 pages


Number of written papers or reports of fewer than 5 pages

| $C$ | $C$ | $C$ | $C$ | $C$ |
| :---: | :---: | :---: | :---: | :---: |
| None | $1-4$ | $5-10$ | $11-20$ | More than 20 |



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

|  | None | $\mathbf{1 - 2}$ | $\mathbf{3 - 4}$ | $\mathbf{5 - 6}$More <br> than $\mathbf{6}$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Number of problem sets that take you more <br> than an hour to complete | 0 | 0 | 0 | 0 | 0 |
| Number of problem sets that take you less <br> than an hour to complete | 0 | 0 | 0 | 0 | 0 |

## Continue



Select the circle 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 m |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\boldsymbol{V}$ |  | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 3 | 4 | 5 | 6 | 7 |



During the current school year, about how often have you done each of the following?
(1) Contact Us

Very
often Often
Attended an art exhibit, play, dance, music, theater, or other performance

Exercised or participated in physical fitness activities

Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)

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

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

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

0
0
0
0

## Continue



National Survey of Student Engagement

The College Student Report

$=$ Help
1 Contact Us

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

|  | Done | $\begin{aligned} & \text { Plan to } \\ & \text { do } \end{aligned}$ | Do not plan to do | Have not decided |
| :---: | :---: | :---: | :---: | :---: |
| Practicum, internship, field experience, co-op experience, or clinical assignment | c | c | $\bigcirc$ | $\bigcirc$ |
| Community service or volunteer work | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | - | c | c | - |
| Work on a research project with a faculty member outside of course or program requirements | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| Foreign language coursework | - | c | c | - |
| Study abroad | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | c |
| Independent study or self-designed major | c | c | c | - |
| Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 |

## Continue

National Survey of Student Engagement

The College Student Report


FAQs

Select the circle that best represents the quality of your relationships with people at your institution.

Relationships with other students

## Unfriendly, Unsupportive, Sense of alienation



23

Friendly, Supportive, Sense of belonging
$\square$

Relationships with faculty members


Relationships with administrative personnel and offices

Unhelpful,
I nconsiderate, Rigid


1

National Survey of Student Engagement

The College Student Report

$=$ Help

FAQs

Save and Exit

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)

Working for pay on campus

| r | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 0 Hours per | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than |
| week |  |  |  |  |  |  | 30 |

Working for pay off campus

| $\nabla$ | $c$ | $c$ | $c$ | $c$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hours per <br> week | $1-5$ | $6-10$ | $11-15$ | $16-20$ | $21-25$ | $26-30$ |
| More than |  |  |  |  |  |  |
| 30 |  |  |  |  |  |  |

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

| $\nabla$ | $c$ | $c$ | $c$ | $C$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hours per <br> week | $1-5$ | $6-10$ | $11-15$ | $16-20$ | $21-25$ | $26-30$ | More than |
| 30 |  |  |  |  |  |  |  |



The College Student Report


About how many hours do you spend in a typical 7-day week doing each of the following?
Relaxing and socializing (watching TV, partying, etc.)


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


Commuting to class (driving, walking, etc.)


Continue


National Survey of Student Engagement

The College Student Report

(1) Contact Us

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

| Very | Quite |
| :---: | :---: | :---: |
| much | a bit | Some $\quad$| Very |
| :---: |
| little |

Spending significant amounts of time studying and on academic work

Providing the support you need to help you succeed academically

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

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

Providing the support you need to thrive socially

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

Using computers in academic work

## Continue



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 <br> little |
| :---: | :---: | :---: | :---: | :---: |
| Acquiring a broad general education | c | c | c | - |
| Acquiring job or work-related knowledge and skills | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| Writing clearly and effectively | $\bigcirc$ | $\bigcirc$ | c | $\bigcirc$ |
| Speaking clearly and effectively | $\bigcirc$ | c | c | $\bigcirc$ |
| Thinking critically and analytically | - | c | - | - |
| Analyzing quantitative problems | $\bigcirc$ | $\bigcirc$ | c | - |
| Using computing and information technology | - | c | - | - |
| Working effectively with others | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 |



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 |
| :---: | :---: | :---: | :---: | :---: |
| Voting in local, state, or national elections | - | - | $\bigcirc$ | - |
| Learning effectively on your own | $\bigcirc$ | $\bigcirc$ | c | c |
| Understanding yourself | $\bigcirc$ | - | - | $\bigcirc$ |
| Understanding people of other racial and ethnic backgrounds | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| Solving complex real-world problems | c | - | - | c |
| Developing a personal code of values and ethics | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| Contributing to the welfare of your community | - | - | - | - |
| Developing a deepened sense of spirituality | $\bigcirc$ | $\bigcirc$ | c | 0 |

## Continue



National Survey of Student Engagement

The College Student Report

(1) Contact Us


FAQs

Overall, how would you evaluate the quality of academic advising you have received at your institution?
C Excellent
$\bigcirc$ Good
$\bigcirc$ Fair
$\bigcirc$ Poor

How would you evaluate your entire educational experience at this institution?
$\bigcirc$ Excellent
$\bigcirc$ Good
$\bigcirc$ Fair
$\bigcirc$ Poor
If you could start over again, would you go to the same institution you are now attending?
C Definitely yes
$\bigcirc$ Probably yes
$\checkmark$ Probably no
C Definitely no

Continue




What is your current classification in college?
C Freshman/first-year
C Sophomore
0 J
JuniorSeniorUnclassified

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

Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)
$\Gamma$ Vocational or technical school
$\lceil$ Community or junior college
「 4-year college other than this one
$\Gamma$ None
$\square$ Other


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

- Yes
- No

If yes:
As part of your military experience, did you receive combat pay, hostile fire pay, or imminent danger pay?

- Yes
- No

Continue


The College Student Report


Contact Us
$?$ FAQs

Thinking about this current academic term...
How would you characterize your enrollment?
C Full-time

- Less than full-time

Are you taking all courses entirely on-line?
C Yes
$\bigcirc$ No

Continue


Contact Us

## Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided.

Do you have any disabilities or impairments? (Select all that apply.)
$\square$ No, I do not have any disabilities or impairments
$\square$ Yes, I have a sensory impairment (vision or hearing)
Yes, I have a mobility impairment
Yes, I have a learning disability
$\square$ Yes, I have a developmental disorder (ADHD, Autism spectrum disorder, etc.)
Yes, I have a mental health disorder
$\square$ Yes, I have a medical disability not listed above
$\square$ Yes, I have another disability
I choose not to answer

If yes:
Please specify your disabilities or impairments:

Continue




What have most of your grades been up to now at this institution?
C A
C A-
C B+
$\bigcirc \mathrm{B}$
© B-
C $\mathrm{C}+$
0
CC- or lower

Which of the following best describes where you are living now while attending college?
C Dormitory or other campus housing (not fraternity/sorority house)
O Residence (house, apartment, etc.) within walking distance of the institution
C Residence (house, apartment, etc.) within driving distance of the institution
C Fraternity or sorority house
C None of the above

## Continue



What is the highest level of education that your father completed?Did not finish high school
$\bigcirc$ Graduated from high school
C Attended college but did not complete degree
C Completed an associate's degree (A.A., A.S., etc.)
C Completed a bachelor's degree (B.A., B.S., etc.)
C Completed a master's degree (M.A., M.S., etc.)
C Completed a doctoral degree (Ph.D., J.D., M.D., etc.)
What is the highest level of education that your mother completed?
© Did not finish high school
$\bigcirc$ Graduated from high school
C Attended college but did not complete degree
C Completed an associate's degree (A.A., A.S., etc.)
$\bigcirc$ Completed a bachelor's degree (B.A., B.S., etc.)
C Completed a master's degree (M.A., M.S., etc.)
C Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

## Continue



Please enter your major(s) or your expected major(s).
Primary major (Enter only one.):
If applicable, second major (not minor, concentration, etc.):



We're sorry, but we weren't able to identify the second major you entered.
Please select the response below that most closely matches your second major.
Select from a general area below to view a list of specific majors.
Expand all categories Contract all categories

Arts \& Humanities:
Biological Science:
Business:
Education:
Engineering:
Physical Science:
Professional:
Social Science:
Other:

Continue

If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please type them below.

National Survey of Student Engagement

The College Student Report

$=-\quad$ Help

Contact Us
$?$ FAQsSave and Exit

Continue


## THANKS FOR SHARING YOUR RESPONSES!

Your responses to the survey were successfully submitted.
Questions or comments? Contact us.

For security purposes, please close your browser window to exit the survey.

National Survey of Student Engagement

The College Student Report


## Help

## How to Complete the Survey

- Returning to a Previous Page
- Using Radio Buttons
- Using Checkboxes
- Using Textboxes


## Common Problems

- Submit Button Doesn't Respond


## Returning to a Previous Page

Use your browser's back button to return to a previous page in the survey. After you finish reviewing the previous page or changing answers, select the "Continue" button to return.

## Using Radio Buttons

To select a radio button, move your mouse pointer over the radio button you wish to select and click once. If you want to change your answer, just click another radio button under the same question and your previous mark will be deleted.

## Using Checkboxes

Selecting a checkbox is almost exactly like selecting a radio button. Move your mouse cursor over the checkbox you wish to select and click once. Checkboxes work a bit differently when it comes to deselecting compared to radio buttons. With checkboxes one must actually reclick the selection again for the check mark to go away because more than one checkbox can be selected under a single question.

## Using Textboxes

To put your answer into a textbox move your mouse pointer over any part of the textbox and click once. Then just type in your answer using the keyboard. To delete an answer double-click in the box (the text should now be highlighted) and then press
 either the "Backspace" or "Delete" key. When you have the correct answer in the textbox, proceed to the next question or submit button.

## Submit Button Doesn't Respond

"I keep clicking the submit/next page/continue button, but nothing happens." -
Repeatedly clicking a submit button does not make any page on the web load faster. When you click a submit button, the process of sending your information and moving onto the next page begins. If the button is clicked again, then the progress so far is abandoned, and the process starts over again from the beginning.

If it takes a long time for anything to occur after you press a submit button, it is probably because of a slow network connection, heavy network traffic, or other similar problems. In any case, the fastest procedure is to click the submit button once and wait for the network to transfer your information and load the next page. Repeatedly clicking the button will only slow the process down.


## Contact Us

## For technical questions regarding the survey:

E-mail: help@nssesurvey.org
Phone: 1-800-676-0390
Mail: Center for Survey Research
Indiana University
Eigenmann Hall 2 South
1900 E. 10th Street
Bloomington, IN 47406-7512
USA
Link: Center for Survey Research Home Page

## For general NSSE issues:

E-mail: nsse@indiana.edu
Mail: Center for Postsecondary Research
Indiana University Bloomington
1900 East 10th Street
Eigenmann Hall Suite 419
Bloomington, IN 47406-7512
Link: The National Survey of Student Engagement


## Frequently Asked Questions

## Survey Details

- What is the National Survey of Student Engagement?

Survey Administration

- How did you get my name?
- Why don't you ask someone else?


## Data Reporting

- What will you do with the data?
- Will my answers be shared with the institution?
- Are you surveying my school only?
- Are my survey responses anonymous?
- Are my survey responses confidential?


## Reasons to Participate

- Why should I complete the survey?
- I get surveyed all the time. How is this survey different?
- Who is in charge of the survey?


## What is the National Survey of Student Engagement?

The National Survey of Student Engagement, or NSSE, is a survey specially designed for students like you to provide information about your undergraduate experience, including your views about the quality of your education and how you spend your time. The survey has a very broad scope in that your school is one of more than 650 universities and colleges from different parts of the US and Canada using the survey this spring. But the main reason your school is participating is that it wants to learn more about what students think and do because it wants to improve the undergraduate program at your school.

This year more than $1,100,000$ students will be invited to express their views and describe their experiences.
Return to top

## How did you get my name?

When your school got involved in this project it gave us a data file with the names and mailing addresses of all first-year students and seniors. Every first-year student and every senior at your school had an equal chance of being chosen because the names were randomly selected from the list your school provided. At some schools, all students are surveyed.

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## Why don't you ask someone else?

This survey is being completed by a random sample of students, although some schools also survey additional students to get more useful results. Random sampling and high response rates are critical to collecting statistically valid results. Collecting valid data will help your school make better decisions about improving undergraduate education.

Return to top

## What will you do with the data?

We will present data to your institution in an Institutional Report that summarizes the responses from all students who completed the survey at your school. This report includes a data file that your school can use to examine the information in different ways; examples might include comparing the experiences of women and men or learning about the experiences of students in different major fields. This is extremely valuable because most schools do not have good information about how students spend their time and what they think of their institution.

In addition, your institution's data will be combined with data from students across the country to generate an overall profile of the undergraduate student. This national data set will be used to conduct research to improve undergraduate education. Individual student responses are not identifiable in any reports.

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## Will my answers be shared with the institution?

Absolutely. One of the most important reasons to do this survey is so that your institution discovers what you and other students at your school do and think.

## Are you surveying my school only?

In spring 2009, more than 650 schools will be involved in the survey. This is an annual study, so the information you provide now will become part of the national database and be used for some time to come as people compare your responses with students in the future.

Return to top

## Are my survey responses anonymous?

No. When we send the final survey data file to your institution, your responses will be linked to the unique ID number your institution provided us. In some cases this number will be your institutional student ID number, while in other cases they may assign a number specific to this study. NSSE never uses Social Security numbers for identification. Though your school can identify your responses, however, we use measures to ensure the confidentiality of your responses so that no one besides your school can share your responses.

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## Are my survey responses confidential?

Yes. Confidentiality of student data is a high priority at NSSE. NSSE will only release survey responses identified by student to the institution at which that student is enrolled, and even then only to personnel designated as our official contacts at that institution. Our use of student data is regulated by the U.S. federal Family Educational Rights and Privacy Act [FERPA, 34CFR 99.31(a)6(i)], which allows educational institutions to share student data with outside agencies conducting research for the purpose of improving instruction. For the full text of FERPA: http:/ / www.ed.gov/ policy/ gen/ guid/ fpco/pdf/ ferparegs.pdf. Students should contact their own institution for information about institutional policies for protecting student records.

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## Why should I complete the survey?

Simply put, your school needs to know what you think of your educational experience, the kinds of activities you do, and how you are benefiting from your studies. Without this information, it's not very easy for faculty and staff at your institution to identify the areas that can and should be improved. And because you were randomly selected from among your classmates to represent your school, it's important that you make your views known in order for the results to be valid. The more your institution knows about its students and what they do there, the more likely it is that faculty, academic and student life administrators and others can take appropriate action that will improve undergraduate education.

Return to top

## I get surveyed all the time. How is this survey different?

Have you heard the expression, "think globally, act locally?" This is a national project with immediate local implications. That is, more than one million students around the country are getting the same survey. And people will be interested in what undergraduate students as a group think about their education. But it's also important that your school find out directly from you about your experience and then share what it learns through comparisons with other schools. This will, probably for the first time, give your faculty and administrators an answer to the question: "How well are we doing?"

Finally, this survey differs from most others you get because what you say will become part of a continuing national study that people at your school as well as hundreds of other institutions around the country will continue to use for the foreseeable future. So, your answers will not only help your school, but many others around the country as well.

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## Who is in charge of the survey?

The project is located at Indiana University Bloomington and is directed by Alexander C. McCormick, a faculty member in the School of Education. The Center for Survey Research at IUB, directed by John Kennedy, administers the surveys. These people are supported by dozens of others who help design, package, mail, and collect the surveys and then analyze and report the results to your school and the other participating institutions around the country.

# Berea-Specific Survey <br> Administration Information 

## Official

## Correspondence to Students

 Regarding NSSEFebruary 22, 2010

Name
CPO

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

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

Approximately 708 Berea College students have been asked to participate and all respondents will receive a coupon for $10 \%$ off a College bookstore purchase (excludes textbooks, health/beauty items, and food items). Also, as an added incentive, we are offering eight lucky participants a chance to win \$25.

You can view past results of this survey at:
http://www.berea.edu/ira/surveysstudies.asp\#AllEnrolledStudents .
Your participation will help Berea College in many ways.
Sincerely,


[^0]```
Subject: Time to Complete National Survey of Student Engagement (NSSE)
```

Dear [Name]:
You received a letter from President Shinn a week ago asking that you
complete the National Survey of Student Engagement (NSSE). Your input is
critical to our decision-making. The survey takes about 15 minutes to
complete.
Click here to take the survey. http://www.nssesurvey.org
All respondents will receive a coupon for $10 \%$ off a College bookstore
purchase (excludes textbooks, health/beauty items, and food items). As an
added incentive, we are offering eight lucky participants a chance to win
\$25.
If you have any difficulty logging in, please e-mail help@nssesurvey.org or
call 1-800-676-0390 for assistance. More information about NSSE is at
http://www.nsse.iub.edu. You can e-mail them at nsse@indiana.edu or call 812-
856-5824.
If you have any questions about the project or how we will use the results,
please contact me.
Thank you,
Judith Weckman
Director, Institutional Research and Assessment
CPO 2177
Ext. 3791
--------------------------------
If you have problems accessing the link posted above, please follow these
instructions:
In your web browser, type: www.nssesurvey.org
In the Survey ID box, enter: \{caseid\}
In the Password box, enter: \{password\}
If you do not wish to participate or receive further notices about this
study, please use the instructions above to access the survey site. Select
the button marked "I do not wish to participate".

```
Subject: Help evaluate Berea College
Dear [Name]:
I recently e-mailed you about the National Survey of Student Engagement
(NSSE). Your participation will help improve the experiences of our students.
Click here to take the survey. http://www.nssesurvey.org
All respondents will receive a coupon for 10% off a College bookstore
purchase (excludes textbooks, health/beauty items, and food items). As an
added incentive, we are offering eight lucky participants a chance to win
$25.
If you have any difficulty logging in, please e-mail help@nssesurvey.org or
call 1-800-676-0390 for assistance. More information about NSSE is at
http://www.nsse.iub.edu. You can e-mail them at nsse@indiana.edu or call 812-
856-5824.
If you have any questions about the project or how we will use the results,
contact me.
Thank you,
Judith Weckman
Director, Institutional Research and Assessment
CPO 2177
Ext. 3791
If you have problems accessing the link posted above, please follow these
instructions:
In your web browser, type: www.nssesurvey.org
In the Survey ID box, enter: {caseid}
In the Password box, enter: {password}
If you do not wish to participate or receive further notices about this
study, please use the instructions above to access the survey site. Select
the button marked "I do not wish to participate".
```



April 28, 2010

Dear Name,

Thank you so much for taking the time to complete the National Survey of Student Engagement! Below is your 10\% off discount coupon for the Berea College Bookstore.


Judith Weckman, Director
Office of Institutional Research and Assessment

## 10\% OFF BOOKSTORE PURCHASE*

For Participation in the
National Survey of Student Engagement
*Does not include textbooks, health/beauty or food items.
Name $\qquad$ Date $\qquad$


May 4, 2010

Dear
Thank you for your participation in the National Survey of Student Engagement (NSSE) this Spring. You are one of the 8 students who won a prize for your participation. Your prize is enclosed.

Overall, $64 \%$ of all first-year and senior students responded to the survey. The results of the survey will be used to help the College to improve our curriculum and general campus life.

Sincerely,


Judith Weckman, Director
Office of Institutional Research and Assessment

# Supplementary 

Announcements,
E-mails, Posters,
and Advertising
for NSSE
Participation

## Can you catch NSSE?

First-Year Students and Seniors
Take the National Survey of Student Engagement (NSSE)
All participants will receive $10 \%$ off of a bookstore* purchase.
*Does not include textbooks, heath/beauty or food items.

## Win 525

Watch e-mail for link to complete survey-

## senior Men

First Year Students and Seniors

Take the National Survey of Student Engagement (NSSE).
All participants will receive $10 \%$ off of a bookstore* purchase.
*Does not include textbooks, heath/beauty or food items.

## Win \$25

Watch your e-mail for the survey link.

| From: | Clara Chapman |
| :--- | :--- |
| To: | $\underline{\text { Cary Hazelwood }}$ |
| Cc: | Pudith Weckman |
| Subject: | Portal Messages -- Please update today, if possible |
| Date: | Tuesday, March 09, 2010 4:13:00 PM |

## For the Student Portal (post until 3/17)

Title: Are you engaged?

M essage: The National Survey of Student Engagement (NSSE) is now open for completion by first-year and senior students. Please check your e-mail for a message from Judith Weckman that contains the survey link. All participants will receive a coupon for $10 \%$ off a purchase at the bookstore (excludes textbooks, health/beauty and food items). If you have already completed the survey, thanks for taking your time and be on the lookout for your coupon in the CPO.

## For the Faalty/ Staff Portal (post until 3/17)

Title: How many students are engaged?

M essage: The National Survey of Student Engagement (NSSE) is now open for completion by first-year and senior students. Please encourage your students to complete this important survey - students will receive an e-mail from Judith Weckman with the survey link.. All participants will receive a coupon for $10 \%$ off a purchase at the bookstore (excludes textbooks, health/ beauty and food items).

| From: | Cary Hazelwood |
| :--- | :--- |
| To: | Ludith Weckman |
| Cc: | Bill Ramsay; Clara Chapman; David Slinker |
| Subject: | RE: I Need Your Help--NSSE |
| Date: | Monday, March 01, 2010 10:28:48 AM |

Judith,

The messages have been posted.

Thanks!

Cary

From: Judith Weckman
Sent: Monday, March 01, 2010 9:49 AM
To: David Slinker; Cary Hazelwood
Cc: Bill Ramsay; Clara Chapman
Subject: RE: I Need Your Help--NSSE
David,

Right you are! The survey link is unique to each student but messages are needed.

Cary,

Could you please put a message on the student portal that says the following:

The National Survey of Student Engagement (NSSE) is now open for completion by first year and senior students. Please look for the survey link in your e-mail.

Also, for the staff and faculty portals, please say the following:

The National Survey of Student Engagement (NSSE) is now open for completion by first year and senior students. Please encourage your students to complete this important survey.

Thanks.

Judith

From: David Slinker
Sent: Monday, March 01, 2010 9:41 AM
To: Cary Hazelwood
Cc: Bill Ramsay; Judith Weckman
Subject: FW: I Need Your Help--NSSE

Cary,
Is it possible to get this message on the portal for students and Supervisors/staff to see?

We would need to include the link as well.
Thanks!

## David A. Slinker

Training and Assessment Specialist
Labor Program Office
Fairchild 10
CPO 2180 Berea, KY 40404
Office: 859-985-3734
Fax: 859-985-3152

From: Judith Weckman
Sent: Monday, March 01, 2010 9:13 AM
To: \#LaborSupervisors
Subject: I Need Your Help--NSSE
Dear Labor Supervisor,

Today, all first year and senior students were sent an e-mail message linking them to the National Survey of Student Engagement (NSSE).

We administer this survey every four years and use it to monitor and improve educational effectiveness in several areas including: Academic Challenge, Active and Collaborative Learning, Faculty-Student Interaction, Enriching Experiences, and Supportive Campus Environment.

I am writing today to ask for your help. Please encourage your first year and senior students to take the time to complete this survey. If you can give them some labor time to complete the survey, that would be great. It takes about 15 minutes.

Please read a short report comparing our NSSE 2003 and 2007 results to see what this survey is all about.
http://www.berea.edu/ira/documents/2008nssEresearchreport.pdf

In order to make the survey results useful, we need a very high response rate. I appreciate any help you can give us in this regard.

Judith

Judith Weckman, Director
Office of Institutional Research and Assessment
CPO 2177
Berea College
Berea, KY 40404

| From: | Clara Chapman |
| :--- | :--- |
| To: | Cary Hazelwood |
| Cc: | Judith Weckman |
| Subject: | FW: Portal Messages -- Please update today, if possible |
| Date: | Tuesday, March 16, 2010 1:40:00 PM |
| Importance: | High |

Cary - Can you please update the portal today with these messages? Thanks, Clara

## For the Student Portal (post until 4/1)

Title: Can you help us?

M essage: First-year and senior students: We need for you to complete the National Survey of Student Engagement (NSSE) when you receive an e-mail reminder from Judith Weckman. In order to remain an accredited College, we are required to evaluate our educational effectiveness. The results of the NSSE help us do this. Please complete the survey as soon as possible. Thanks!

## For the Faalty/ Staff Portal (post until4/ 1)

Title: Help us increase our NSSE response rates

M essage: The National Survey of Student Engagement (NSSE) is now open for completion by first-year and senior students. Right now, fewer than half of our students have completed this survey. Please encourage your students to complete this important survey - students will receive an e-mail from Judith Weckman with the survey link.

| From: | Ludith Weckman |
| :--- | :--- |
| To: | \#LaborSupervisors |
| Subject: | I Need Your Help--NSSE |
| Date: | Monday, March 01, 2010 9:13:13 AM |

Dear Labor Supervisor,

Today, all first year and senior students were sent an e-mail message linking them to the National Survey of Student Engagement (NSSE).

We administer this survey every four years and use it to monitor and improve educational effectiveness in several areas including: Academic Challenge, Active and Collaborative Learning, Faculty-Student Interaction, Enriching Experiences, and Supportive Campus Environment.

I am writing today to ask for your help. Please encourage your first year and senior students to take the time to complete this survey. If you can give them some labor time to complete the survey, that would be great. It takes about 15 minutes.

Please read a short report comparing our NSSE 2003 and 2007 results to see what this survey is all about.
http://www.berea.edu/ira/documents/2008nssEresearchreport.pdf

In order to make the survey results useful, we need a very high response rate. I appreciate any help you can give us in this regard.

Judith

Judith Weckman, Director
Office of Institutional Research and Assessment
CPO 2177
Berea College
Berea, KY 40404

Dear Editor,
I ask myself how filling out another survey (the National Survey of Student Engagement) is going to help me, a senior, who will not directly receive any benefits that may come from it. However, I'm reminded I have already received benefits from past surveys just as I will benefit from future results. That is, if this year's results are similar to the last administrations of the NSSE, the College will find students are well engaged, and that Berea College is an above average institution when looking at the NSSE survey. When I enter the job market, employers will look at my resume, see I'm a graduate of Berea College and know that I had an excellent education and was well prepared for the diversity, work load, and life experiences that a career holds. Berea College needs YOU to maintain this reputation.

So seniors, take a time out from your graduation countdown and fill out the NSSE survey. When you hear the words "You're hired," you'll be glad you did.

Dear Editor,
Here comes another survey to fill out. All first-year and senior students have been sent a link to complete the National Survey of Student Engagement (NSSE) through e-mail. Why should anyone bother filling it out? Here's why...

Of course, the College is offering an incentive to fill out the survey (a couple for $10 \%$ off a purchase at the bookstore, and eight lucky responders will receive \$25.) This may be great for the lucky eight, but still, why should we take it? Here's why I think we should.

Based on how students answer the survey questions, the College is able to improve. For example, student responses from the 2003 survey showed that Berea first year students, compared to those from similar schools, were only about average when rating their academic challenge. After the GSTR program was reorganized, first year students rated a much higher level of challenge (in the 2007 administration). Berea now scores above average on academically challenging its first year students and this is a testament to the quality of the education this college wants to provide for you. Studying the NSSE data from 2003-2007, I observed that both the seniors and first-year students rated enriching educational experiences and having a supportive campus environment as slightly lower in 2007. It's important to point out that Berea College has gone through some major changes very rapidly and it would benefit all members of the college community to get more informed about the issues at hand. As I see it, being involved in the changes that are happening right now at Berea College by offering innovative ideas are at the core of being engaged, and it's up to student to relay what is important to them so the administration can decide what's best for the institution. As a truly engaged student myself, I have to ask myself how these areas could be improved. Checking responses from the current students will help see if the ratings have improved, and if not, help administrators work on these issues.

Berea responses rates for the NSSE were $79 \%$ in 2007 which can be improved in the upcoming NSSE survey. One problem is that males respond in lower numbers than do females. We need male respondent numbers to rise so the data is more representative.

Fill out the NSSE. It's a great way to make a difference. If you would like to see a summary of the NSSE results from past years, please go to this website. http://www.berea.edu/ira/documents/2008nssEresearchreport.pdf

| From: | Ludith Weckman |
| :--- | :--- |
| To: | \#LaborSupervisors; \#Faculty |
| Subject: | Why I need your help: NSSE response rates |
| Date: | Wednesday, March 10, 2010 11:16:37 AM |

Dear Labor Supervisors and Faculty members,.

I am writing to ask for your help. Please encourage your first-year and senior students to take the time to complete the web-based National Survey of Student Engagement (NSSE). Students have received e-mails from me with the survey link and the link is on the student portal as well. It takes about 15 minutes to complete and we administer it only once every four years.
$40 \%$ of first-year and senior students have completed it at this point and we need a much higher response rate.

We use the results of the NSSE to help us understand our educational effectiveness. Our accreditation organization, the Southern Association of Colleges and Schools (SACS) requires us to demonstrate that we evaluate educational effectiveness so we use the NSSE results as one of several measures.

In order to make the survey results useful, we need a very high response rate. I appreciate any help you can give us in this regard.

If you would like to read a very brief article summarizing the Berea NSSE results from the last two administrations, click the following:
http://www.berea.edu/ira/documents/2008nssEresearchreport.pdf

Judith

Judith Weckman, Director
Office of Institutional Research and Assessment
CPO 2177
Berea College
Berea, KY 40404

| From: | David Slinker |
| :--- | :--- |
| To: | \#LaborSupervisors |
| Subject: | FW: Why I need your help: NSSE response rates |
| Date: | Friday, March 12, 2010 11:12:12 AM |
| I mportance: | High |

Dear Friends,
I would like to encourage you to discuss Judith's e-mail with your first-year and senior students during labor meeting times and/or in casual conversation in the workplace. The research her department does is so vital to our institution and is used in numerous ways.
Right now the response rate is below $50 \%$ and that really needs to increase in order to produce effective survey results. Let's do what we can to assist her in the effort.

Thanks in advance for your assistance in this work.

## David A. Slinker

Training and Assessment Specialist
Labor Program Office
Fairchild 10
CPO 2180 Berea, KY 40404
Office: 859-985-3734
Fax: 859-985-3152

From: Judith Weckman
Sent: Wednesday, March 10, 2010 11:12 AM
To: \#LaborSupervisors; \#Faculty
Subject: Why I need your help: NSSE response rates
Dear Labor Supervisors and Faculty members,.
I am writing to ask for your help. Please encourage your first-year and senior students to take the time to complete the web-based National Survey of Student Engagement (NSSE). Students have received e-mails from me with the survey link and the link is on the student portal as well. It takes about 15 minutes to complete and we administer it only once every four years.
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Judith Weckman, Director
Office of Institutional Research and Assessment
CPO 2177
Berea College
Berea, KY 40404

| From: | Judith Weckman |
| :--- | :--- |
| To: | Clara Chapman |
| Subject: | FW: Message to your 410 students |
| Date: | Tuesday, March 16, 2010 9:04:23 AM |

From: J udith Weckman<br>Sent: Tuesday, March 16, 2010 9:04 AM<br>To: Billy Wooten; Caryn Vazzana; Chad Berry; Daniel N. Huck; Deborah G. Martin; Edwin Broadhead; Eileen Mckiernan Gonzalez; J ackie Burnside; J ason Coomes; Jason E. Cohen; J ohn Heyrman; Julia Dickinson; Libby Jones; Lisa Kriner; Mark Roselli; Martha Beagle; Martie Kazura; Michael Berheide; Oliver Keels; Pam Farley; Paul Poston; Peggy Rivage-Seul; Peter H. Hackbert; Randall Roberts; Rebecca Bates; Richard Olson; Robert Foster; Scott Steele; Shan R. Ayers; Stephen Pulsford; Steve Gowler<br>Subject: Message to your 410 students

All,

Please encourage your senior students to complete the National Survey of Student Engagement (NSSE). A reminder e-mail is being sent to each of them tomorrow with the survey link (unique to each student).

Our response rate is very low this time (42\%). For this survey, the response rate is normally twice as high. We have tried everything we know to increase participation. I think your voice will help a lot.

This is one of the key pieces of evidence that we use in our documentation for accreditation with SACS. Our next Compliance Report is due next summer (2011).

Thanks for your help.

Judith

| From: | Ludith Weckman |
| :--- | :--- |
| To: | Lay Buckner |
| Cc: | Clara Chapman |
| Subject: | for College Facebook |
| Date: | Tuesday, March 16, 2010 9:27:09 AM |

Jay,
Could you post the following on the College Facebook?

First-year and senior students. Please complete the National Survey of Student Engagement (NSSE). Look for e-mail messages from Judith Weckman, the Director of Institutional Research and Assessment for Berea College. These e-mails contain a unique link for you to open the survey which takes only about 15 minutes to complete.

We administer this survey only once every four years and the response rates have been very high in the past but are very low this time. We use the results to help evaluate the educational effectiveness of your experiences which is required by our accreditation organization.

Thanks,

Judith

## ATTENTION SENIORS

We need for you to complete the National Survey of Student Engagement (NSSE) when you receive an e-mail reminder (from Judith Weckman).

Not even half of all seniors have completed this survey and if we don't get more responses, our results will not be representative of the class of 2010. In past years we have had over $70 \%$ of seniors respond.

In order to remain an accredited College, we are required to evaluate our educational effectiveness. The results of the NSSE help us do this.

Please complete the survey as soon as possible. Thanks!

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$$
\begin{gathered}
\text { First-Year and Senior } \\
\text { Reports with } \\
\text { Comparisons of } \\
\text { Benchmark Institutions, } \\
\text { Baccalaureate - Arts \& } \\
\text { Sciences Institutions, and } \\
\text { All } 2010 \text { NSSE } \\
\text { Participants }
\end{gathered}
$$





| NSSE <br> national survey of student engagement |  |  | NSSE 2010 Background Item Frequency Distributions ${ }^{\text {a }}$ Berea College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | First-Year Students |  |  |  |  |  |  |  | Berea College |  | Seniors |  |  |  |  |  |
|  |  |  | Berea College |  | Benchmark Schools |  | accalau <br> Arts a <br> Scienc | eate - <br> nd <br> es | NSSE 2010 |  |  |  | BenchmarkSchools |  | Baccalaureate - <br> Arts and Sciences |  | NSSE 2010 |  |
|  | Variable | Response Options | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 25. What have most of your grades been up to now at this institution? | GRADES04 | C- or lower | 4 | 2\% | 25 | 1\% | 322 | 2\% | 2,949 | 2\% | 2 | 1\% | 0 | 0\% | 24 | 0\% | 487 | 0\% |
|  |  | C | 14 | 6\% | 62 | 3\% | 644 | 4\% | 5,158 | 4\% | 7 | 4\% | 32 | 2\% | 301 | 2\% | 3,056 | 2\% |
|  |  | C+ | 26 | 11\% | 112 | 5\% | 980 | 6\% | 8,133 | 6\% | 10 | 5\% | 58 | 3\% | 592 | 3\% | 6,868 | 4\% |
|  |  | B- | 24 | 10\% | 184 | 8\% | 1,428 | 8\% | 10,821 | 8\% | 17 | 9\% | 111 | 6\% | 1,118 | 6\% | 11,571 | 7\% |
|  |  | B | 50 | 21\% | 522 | 22\% | 3,819 | 21\% | 28,431 | 20\% | 58 | 30\% | 389 | 19\% | 3,422 | 18\% | 33,119 | 19\% |
|  |  | B+ | 50 | 20\% | 520 | 21\% | 3,741 | 20\% | 27,903 | 19\% | 41 | 21\% | 496 | 24\% | 4,185 | 22\% | 36,573 | 20\% |
|  |  | A- | 36 | 15\% | 544 | 22\% | 3,836 | 20\% | 27,300 | 18\% | 46 | 23\% | 592 | 28\% | 4,432 | 23\% | 37,013 | 20\% |
|  |  | A | 36 | 15\% | 437 | 17\% | 3,508 | 20\% | 32,327 | 23\% | 14 | 7\% | 419 | 19\% | 4,573 | 25\% | 48,950 | 27\% |
|  |  | Total | 240 | 100\% | 2,406 | 100\% | 18,278 | 100\% | 143,022 | 100\% | 195 | 100\% | 2,097 | 100\% | 18,647 | 100\% | 177,637 | 100\% |
| 26. Which of the following best describes where you are living now while attending college? | LIVENOW | Dormitory or other campus housing Residence, walking | 215 | 91\% | 2,196 | 92\% | 15,317 | 76\% | 94,410 | 60\% | 150 | 78\% | 1,050 | 52\% | 7,149 | 34\% | 25,904 | 12\% |
|  |  | distance | 20 | 8\% | 85 | 4\% | 697 | 4\% | 9,559 | 7\% | 27 | 14\% | 679 | 30\% | 4,257 | $21 \%$ | 44,198 | 24\% |
|  |  | Residence, driving distance | 2 | 1\% | 40 | 2\% | 1,910 | 17\% | 32,488 | 27\% | 14 | 7\% | 129 | 6\% | 5,900 | 37\% | 90,607 | 54\% |
|  |  | Fraternity or sorority house | 0 | 0\% | 71 | 3\% | 109 | 1\% | 1,056 | 1\% | 0 | 0\% | 213 | 11\% | 592 | 3\% | 2,669 | 1\% |
|  |  | None of the above | 1 | 0\% | 8 | 0\% | 192 | 2\% | 4,856 | 4\% | 1 | 0\% | 25 | 1\% | 706 | 4\% | 13,683 | 8\% |
|  |  | Total | 238 | 100\% | 2,400 | 100\% | 18,225 | 100\% | 142,369 | 100\% | 192 | 100\% | 2,096 | 100\% | 18,604 | 100\% | 177,061 | 100\% |
| 27a. What is the highest level of education that your father completed? | FATHREDU | Did not finish HS | 31 | 13\% | 83 | 4\% | 951 | 6\% | 11,450 | 9\% | 34 | 18\% | 54 | $3 \%$ | 1,126 | 7\% | 17,565 | 11\% |
|  |  | Graduated from HS | 87 | 37\% | 365 | 16\% | 3,612 | 21\% | 35,118 | 25\% | 58 | 30\% | 316 | 14\% | 3,658 | 21\% | 43,156 | 25\% |
|  |  | Attended, no degree | 38 | 16\% | 252 | 11\% | 2,299 | 13\% | 19,532 | 14\% | 33 | 17\% | 211 | 10\% | 2,276 | 13\% | 24,092 | 14\% |
|  |  | Completed Associate's | 8 | 3\% | 150 | 6\% | 1,424 | 8\% | 11,501 | 8\% | 8 | 4\% | 120 | 6\% | 1,445 | 8\% | 14,209 | 8\% |
|  |  | Completed Bachelor's | 47 | 20\% | 723 | 30\% | 5,091 | 27\% | 35,982 | 25\% | 36 | 19\% | 618 | 30\% | 4,979 | 26\% | 43,071 | 24\% |
|  |  | Completed Master's | 17 | 7\% | 487 | 20\% | 3,109 | 16\% | 19,025 | 13\% | 17 | 9\% | 443 | 22\% | 3,127 | 16\% | 22,136 | 12\% |
|  |  | Completed Doctorate | 8 | 3\% | 326 | 14\% | 1,618 | 8\% | 8,682 | 6\% | 6 | 3\% | 331 | 16\% | 1,894 | 10\% | 11,892 | 7\% |
|  |  | Total | 236 | 100\% | 2,386 | 100\% | 18,104 | 100\% | 141,290 | 100\% | 192 | 100\% | 2,093 | 100\% | 18,505 | 100\% | 176,121 | 100\% |
| 27b. What is the highest level of education that your mother completed? | MOTHREDU | Did not finish HS | 32 | 14\% | 74 | 3\% | 695 | 5\% | 8,735 | 7\% | 24 | 12\% | 31 | 2\% | 811 | 5\% | 13,876 | 9\% |
|  |  | Graduated from HS | 71 | 30\% | 303 | 13\% | 2,947 | 18\% | 29,759 | 22\% | 49 | 24\% | 294 | 14\% | 3,523 | 20\% | 42,534 | 24\% |
|  |  | Attended, no degree | 45 | 19\% | 280 | 11\% | 2,474 | 14\% | 22,300 | 16\% | 40 | 21\% | 235 | 11\% | 2,458 | 14\% | 27,312 | 15\% |
|  |  | Completed Associate's | 19 | 8\% | 259 | 11\% | 2,185 | 12\% | 17,971 | 13\% | 29 | 15\% | 233 | 11\% | 2,174 | 12\% | 21,781 | 12\% |
|  |  | Completed Bachelor's | 54 | 22\% | 855 | 36\% | 5,962 | 31\% | 40,825 | 27\% | 37 | 19\% | 699 | 33\% | 5,580 | 29\% | 45,123 | 25\% |
|  |  | Completed Master's | 15 | 6\% | 487 | 20\% | 3,171 | 16\% | 18,826 | 13\% | 16 | 9\% | 470 | 23\% | 3,321 | 17\% | 22,213 | 12\% |
|  |  | Completed Doctorate | 2 | 1\% | 137 | 6\% | 776 | 4\% | 3,624 | 2\% | 1 | 0\% | 135 | 7\% | 717 | 4\% | 3,993 | 2\% |
|  |  | Total | 238 | 100\% | 2,395 | 100\% | 18,210 | 100\% | 142,040 | 100\% | 196 | 100\% | 2,097 | 100\% | 18,584 | 100\% | 176,832 | 100\% |







| NSSE <br> national survey of student engagement |  |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ Berea College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | First-Year Students Baccalaureate - |  |  |  |  |  |  |  |  |  | Seniors |  |  |  | NSSE 2010 |  |
|  |  |  |  |  | Berea College |  | Benchmark Schools |  | Arts an Scienc |  | NSSE 2010 |  | Berea College |  | Benchmark Schools |  | Baccalaureate - <br> Arts and Sciences |  |  |  |
|  |  | Variable | Response |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 3b. | Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | READOWN | None |  | 58 | 24\% | 624 | 25\% | 4,841 | 26\% | 39,127 | 26\% | 40 | 20\% | 407 | 19\% | 3,742 | 19\% | 38,851 | 21\% |
|  |  |  | 1-4 |  | 137 | 55\% | 1,430 | 57\% | 10,597 | 54\% | 81,014 | 52\% | 109 | 54\% | 1,242 | 58\% | 10,746 | 55\% | 98,668 | 53\% |
|  |  |  | 5-10 |  | 30 | 12\% | 315 | 12\% | 2,548 | 14\% | 21,289 | 14\% | 33 | 17\% | 356 | 16\% | 3,120 | 16\% | 30,426 | 16\% |
|  |  |  | 11-20 |  | 15 | 6\% | 85 | 3\% | 674 | 4\% | 6,244 | 4\% | 11 | 6\% | 100 | 4\% | 895 | 5\% | 9,771 | 5\% |
|  |  |  | More than 20 |  | 5 | 2\% | 52 | 2\% | 525 | 3\% | 5,150 | 3\% | 6 | 3\% | 66 | 3\% | 771 | 4\% | 8,645 | 5\% |
|  |  |  |  | Total | 245 | 100\% | 2,506 | 100\% | 19,185 | 100\% | 152,824 | 100\% | 199 | 100\% | 2,171 | 100\% | 19,274 | 100\% | 186,361 | 100\% |
| з. | Number of written papers or reports of $\mathbf{2 0}$ pages or more | WRITEMOR | None |  | 206 | 84\% | 2,064 | 82\% | 15,590 | 80\% | 122,911 | 79\% | 71 | 36\% | 722 | 33\% | 7,566 | 41\% | 92,462 | 50\% |
|  |  | (LAC) | 1-4 |  | 27 | 11\% | 328 | 13\% | 2,534 | 14\% | 19,916 | 14\% | 111 | 56\% | 1,257 | 58\% | 9,891 | 50\% | 74,953 | 39\% |
|  |  |  | 5-10 |  | 8 | 3\% | 51 | 2\% | 540 | 3\% | 5,586 | 4\% | 13 | 7\% | 141 | 7\% | 1,248 | 7\% | 12,232 | 7\% |
|  |  |  | 11-20 |  | 2 | 1\% | 27 | 1\% | 260 | 2\% | 2,309 | 2\% | 1 | 1\% | 19 | 1\% | 265 | 1\% | 3,525 | 2\% |
|  |  |  | More than 20 |  | 1 | 0\% | 26 | 1\% | 208 | 1\% | 1,866 | 1\% | 2 | 1\% | 25 | 1\% | 279 | 1\% | 2,964 | 2\% |
|  |  |  |  | Total | 244 | 100\% | 2,496 | 100\% | 19,132 | 100\% | 152,588 | 100\% | 198 | 100\% | 2,164 | 100\% | 19,249 | 100\% | 186,136 | 100\% |
| 3d. | Number of written papers or reports between 5 and 19 pages | WRITEMID | None |  | 11 | 5\% | 99 | 4\% | 1,313 | 8\% | 20,722 | 15\% | 4 | 2\% | 38 | 2\% | 921 | 6\% | 16,862 | 10\% |
|  |  | (LAC) | 1-4 |  | 116 | 48\% | 1,202 | 48\% | 9,587 | 50\% | 80,236 | 52\% | 68 | 34\% | 641 | 30\% | 7,078 | 38\% | 81,343 | 44\% |
|  |  |  | 5-10 |  | 82 | 33\% | 867 | 34\% | 6,229 | $32 \%$ | 39,313 | 25\% | 83 | 42\% | 967 | 44\% | 7,374 | 37\% | 58,136 | 30\% |
|  |  |  | 11-20 |  | 29 | 12\% | 287 | 12\% | 1,705 | 9\% | 9,960 | 6\% | 31 | 16\% | 384 | 18\% | 2,909 | 14\% | 21,431 | 11\% |
|  |  |  | More than 20 |  | 6 | 2\% | 49 | 2\% | 323 | 2\% | 2,328 | 2\% | 11 | 6\% | 137 | 7\% | 961 | 5\% | 8,346 | 4\% |
|  |  |  |  | Total | 244 | 100\% | 2,504 | 100\% | 19,157 | 100\% | 152,559 | 100\% | 197 | 100\% | 2,167 | 100\% | 19,243 | 100\% | 186,118 | 100\% |
| 3 e | Number of written papers or reports of fewer than $\mathbf{5}$ pages | WRITESML | None |  | 2 | 1\% | 25 | 1\% | 298 | 2\% | 4,185 | 3\% | 2 | 1\% | 58 | 3\% | 856 | 5\% | 10,645 | 6\% |
|  |  | (LAC) | 1-4 |  | 34 | 14\% | 466 | 18\% | 4,656 | 26\% | 46,082 | $32 \%$ | 40 | 19\% | 447 | $21 \%$ | 5,460 | 30\% | 60,970 | 34\% |
|  |  |  | 5-10 |  | 90 | 37\% | 894 | 36\% | 6,838 | 35\% | 52,917 | 34\% | 45 | 22\% | 637 | 30\% | 5,660 | 29\% | 52,651 | 28\% |
|  |  |  | 11-20 |  | 62 | 26\% | 712 | 28\% | 4,716 | 24\% | 32,174 | 20\% | 54 | 27\% | 520 | 24\% | 3,951 | 20\% | 33,949 | 18\% |
|  |  |  | More than 20 |  | 56 | 23\% | 414 | 16\% | 2,688 | 14\% | 17,563 | 11\% | 58 | 30\% | 508 | 23\% | 3,336 | 16\% | 28,132 | 14\% |
|  |  |  |  | Total | 244 | 100\% | 2,511 | 100\% | 19,196 | 100\% | 152,921 | 100\% | 199 | 100\% | 2,170 | 100\% | 19,263 | 100\% | 186,347 | 100\% |
| 4 a | Number of problem sets that take you more than an hour to complete | PROBSETA | None |  | 21 | 9\% | 336 | 13\% | 2,504 | 13\% | 17,603 | 12\% | 32 | 16\% | 684 | 32\% | 4,604 | 23\% | 33,338 | 17\% |
|  |  |  | 1-2 |  | 55 | 23\% | 751 | 31\% | 6,368 | 34\% | 52,445 | 35\% | 51 | 26\% | 638 | 29\% | 5,893 | 31\% | 58,362 | 32\% |
|  |  |  | 3-4 |  | 94 | 38\% | 840 | 34\% | 6,287 | 33\% | 49,905 | 33\% | 61 | 30\% | 519 | 24\% | 5,187 | 28\% | 53,645 | 29\% |
|  |  |  | 5-6 |  | 40 | 16\% | 320 | 13\% | 2,188 | 11\% | 16,670 | 11\% | 23 | 11\% | 154 | 7\% | 1,725 | 9\% | 18,473 | 10\% |
|  |  |  | More than 6 |  | 36 | 15\% | 242 | 10\% | 1,785 | 9\% | 15,895 | 11\% | 32 | 16\% | 168 | 8\% | 1,759 | 9\% | 21,645 | 12\% |
|  |  |  |  | Total | 246 | 100\% | 2,489 | 100\% | 19,132 | 100\% | 152,518 | 100\% | 199 | 100\% | 2,163 | 100\% | 19,168 | 100\% | 185,463 | 100\% |
| 4 b . | Number of problem sets that take you less than an hour to complete | PROBSETB | None |  | 32 | 13\% | 423 | 17\% | 3,108 | 16\% | 19,076 | 13\% | 52 | 26\% | 831 | 40\% | 6,217 | 31\% | 48,040 | 26\% |
|  |  |  | 1-2 |  | 96 | 39\% | 875 | 35\% | 6,779 | 36\% | 54,012 | 36\% | 60 | 30\% | 646 | 30\% | 6,423 | 34\% | 66,820 | 36\% |
|  |  |  | 3-4 |  | 50 | 20\% | 661 | 27\% | 4,946 | 26\% | 40,238 | 26\% | 46 | 23\% | 394 | 18\% | 3,677 | 19\% | 38,249 | 20\% |
|  |  |  | 5-6 |  | 32 | 13\% | 276 | 11\% | 2,170 | 11\% | 17,865 | 11\% | 19 | 10\% | 151 | 7\% | 1,382 | 7\% | 14,534 | 8\% |
|  |  |  | More than 6 |  | 35 | 15\% | 254 | 10\% | 2,123 | 12\% | 21,297 | 14\% | 22 | 12\% | 132 | 6\% | 1,409 | 8\% | 17,648 | 10\% |
|  |  |  |  | Total | 245 | 100\% | 2,489 | 100\% | 19,126 | 100\% | 152,488 | 100\% | 199 | 100\% | 2,154 | 100\% | 19,108 | 100\% | 185,291 | 100\% |



[^1]| NSSE <br> national survey of student engagement |  |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ Berea College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | First-Year Students Baccalaureate - |  |  |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |
|  |  |  |  |  | Berea College |  | Benchmark Schools |  |  |  | NSSE 2010 |  | Berea College |  | Benchmark Schools |  | Arts and Sciences |  | NSSE 2010 |  |
|  |  | Variable | Response Options |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 7a. | Practicum, internship, field experience, co-op experience, or clinical assignment | INTERN04 | Have not decided |  | 48 | 20\% | 280 | 12\% | 2,407 | 14\% | 18,816 | 13\% | 14 | 7\% | 77 | 4\% | 1,273 | 7\% | 14,867 | 9\% |
|  |  | (EEE) | Do not plan to do |  | 11 | 5\% | 48 | 2\% | 522 | 3\% | 5,591 | 4\% | 43 | 22\% | 293 | 14\% | 2,930 | 16\% | 26,638 | 15\% |
|  |  |  | Plan to do |  | 175 | 70\% | 1,933 | 78\% | 14,615 | 76\% | 114,393 | 75\% | 29 | 15\% | 213 | 10\% | 2,976 | 18\% | 45,303 | 26\% |
|  |  |  | Done |  | 12 | 5\% | 215 | 8\% | 1,327 | 7\% | 10,437 | 7\% | 113 | 56\% | 1,563 | 72\% | 11,871 | 59\% | 96,319 | 50\% |
|  |  |  |  | Total | 246 | 100\% | 2,476 | 100\% | 18,871 | 100\% | 149,237 | 100\% | 199 | 100\% | 2,146 | 100\% | 19,050 | 100\% | 183,127 | 100\% |
| 7b. | Community service or volunteer work | VOLNTR04 | Have not decided |  | 34 | 14\% | 208 | 9\% | 1,843 | 11\% | 16,720 | 12\% | 17 | 9\% | 73 | 4\% | 1,272 | 8\% | 16,194 | 10\% |
|  |  | (EEE) | Do not plan to do |  | 12 | 5\% | 75 | 3\% | 708 | 5\% | 7,583 | 6\% | 22 | 12\% | 170 | 8\% | 2,173 | 13\% | 23,100 | 14\% |
|  |  |  | Plan to do |  | 120 | 49\% | 996 | 41\% | 7,734 | 41\% | 61,947 | 42\% | 25 | 13\% | 150 | 7\% | 2,150 | 13\% | 28,610 | 16\% |
|  |  |  | Done |  | 78 | 32\% | 1,190 | 47\% | 8,510 | 43\% | 62,454 | 40\% | 133 | 66\% | 1,739 | 81\% | 13,364 | 67\% | 114,462 | 60\% |
|  |  |  |  | Total | 244 | 100\% | 2,469 | 100\% | 18,795 | 100\% | 148,704 | 100\% | 197 | 100\% | 2,132 | 100\% | 18,959 | 100\% | 182,366 | 100\% |
| 7 c . | Participate in a learning community or some other formal program where groups of students take two or more classes together | LRNCOM04 | Have not decided |  | 104 | 43\% | 1,066 | 43\% | 7,180 | 37\% | 48,753 | 32\% | 27 | 14\% | 232 | 11\% | 2,479 | 14\% | 27,405 | 16\% |
|  |  | (EEE) | Do not plan to do |  | 48 | 20\% | 540 | 22\% | 4,025 | 22\% | 34,986 | 24\% | 98 | 50\% | 1,289 | 61\% | 10,151 | 53\% | 87,747 | 48\% |
|  |  |  | Plan to do |  | 71 | 29\% | 641 | 26\% | 5,067 | 27\% | 39,846 | 27\% | 13 | 7\% | 78 | 4\% | 1,178 | 7\% | 16,569 | 10\% |
|  |  |  | Done |  | 20 | 8\% | 223 | 9\% | 2,475 | 13\% | 24,792 | 17\% | 58 | 29\% | 533 | 25\% | 5,120 | 26\% | 50,321 | 27\% |
|  |  |  |  | Total | 243 | 100\% | 2,470 | 100\% | 18,747 | 100\% | 148,377 | 100\% | 196 | 100\% | 2,132 | 100\% | 18,928 | 100\% | 182,042 | 100\% |
| 7d. | Work on a research project with a faculty member outside of course or program requirements | RESRCH04 | Have not decided |  | 96 | 39\% | 968 | 39\% | 7,222 | 38\% | 56,926 | 38\% | 21 | 10\% | 191 | 9\% | 2,462 | 14\% | 32,027 | 18\% |
|  |  | (SFI) | Do not plan to do |  | 52 | 21\% | 305 | 12\% | 3,139 | 18\% | 32,903 | 22\% | 92 | 46\% | 1,009 | 47\% | 9,500 | 50\% | 90,384 | 49\% |
|  |  |  | Plan to do |  | 89 | 37\% | 1,118 | 46\% | 7,669 | 40\% | 51,622 | 34\% | 28 | 14\% | 151 | 7\% | 1,811 | 10\% | 24,046 | 14\% |
|  |  |  | Done |  | 8 | 3\% | 83 | 3\% | 812 | 5\% | 7,533 | 5\% | 57 | 30\% | 791 | 37\% | 5,235 | 26\% | 36,417 | 19\% |
|  |  |  |  | Total | 245 | 100\% | 2,474 | 100\% | 18,842 | 100\% | 148,984 | 100\% | 198 | 100\% | 2,142 | 100\% | 19,008 | 100\% | 182,874 | 100\% |
| 7 e . | Foreign language coursework | FORLNG04 | Have not decided |  | 44 | 18\% | 207 | 9\% | 2,194 | 13\% | 27,124 | 19\% | 10 | 5\% | 30 | 1\% | 981 | 6\% | 16,201 | 9\% |
|  |  | (EEE) | Do not plan to do |  | 45 | 18\% | 223 | 9\% | 2,726 | 16\% | 37,866 | 26\% | 67 | 34\% | 290 | 13\% | 5,027 | 29\% | 73,285 | 41\% |
|  |  |  | Plan to do |  | 81 | 33\% | 759 | 32\% | 6,453 | 35\% | 49,659 | 34\% | 8 | 4\% | 49 | 2\% | 1,021 | 6\% | 15,746 | 9\% |
|  |  |  | Done |  | 76 | 31\% | 1,289 | 50\% | 7,503 | 36\% | 34,548 | 21\% | 114 | 58\% | 1,778 | 83\% | 12,011 | 59\% | 77,871 | 41\% |
|  |  |  |  | Total | 246 | 100\% | 2,478 | 100\% | 18,876 | 100\% | 149,197 | 100\% | 199 | 100\% | 2,147 | 100\% | 19,040 | 100\% | 183,103 | 100\% |
| 7 f . | Study abroad | STDABR04 | Have not decided |  | 54 | 22\% | 472 | 19\% | 4,200 | 24\% | 42,051 | 29\% | 14 | 7\% | 82 | 4\% | 1,541 | 9\% | 24,077 | 14\% |
|  |  | (EEE) | Do not plan to do |  | 26 | 11\% | 256 | 11\% | 2,760 | 17\% | 36,276 | 26\% | 79 | 40\% | 1,037 | 50\% | 9,951 | 55\% | 112,594 | 62\% |
|  |  |  | Plan to do |  | 159 | 65\% | 1,704 | 68\% | 11,481 | 57\% | 66,062 | 42\% | 15 | 8\% | 110 | 5\% | 1,257 | 7\% | 16,194 | 9\% |
|  |  |  | Done |  | 4 | 2\% | 34 | 1\% | 353 | 2\% | 4,293 | 3\% | 90 | 45\% | 915 | 41\% | 6,216 | 29\% | 29,426 | 14\% |
|  |  |  |  | Total | 243 | 100\% | 2,466 | 100\% | 18,794 | 100\% | 148,682 | 100\% | 198 | 100\% | 2,144 | 100\% | 18,965 | 100\% | 182,291 | 100\% |
| 7 g . | Independent study or selfdesigned major | INDSTD04 | Have not decided |  | 84 | 35\% | 971 | 39\% | 7,032 | 37\% | 50,393 | 34\% | 14 | 7\% | 113 | 5\% | 1,532 | 9\% | 24,004 | 14\% |
|  |  | (EEE) | Do not plan to do |  | 111 | 46\% | 871 | 35\% | 7,579 | 40\% | 66,914 | 44\% | 131 | 66\% | 1,189 | 55\% | 10,986 | 58\% | 109,775 | 60\% |
|  |  |  | Plan to do |  | 45 | 19\% | 578 | 24\% | 3,686 | 20\% | 25,691 | 18\% | 7 | 3\% | 67 | 3\% | 1,153 | 7\% | 16,398 | 10\% |
|  |  |  | Done |  | 3 | 1\% | 49 | 2\% | 498 | 3\% | 5,394 | 4\% | 46 | 24\% | 767 | 37\% | 5,267 | 26\% | 31,842 | 17\% |
|  |  |  |  | Total | 243 | 100\% | 2,469 | 100\% | 18,795 | 100\% | 148,392 | 100\% | 198 | 100\% | 2,136 | 100\% | 18,938 | 100\% | 182,019 | 100\% |


| NSSE <br> national survey of student engagement |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ Berea College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | First-Year Students Baccalaureate - |  |  |  |  |  |  |  |  |  | Seniors |  |  |  | NSSE 2010 |  |
|  |  |  | Berea College |  | Benchmark Schools |  | Arts an Scienc |  | NSSE 2010 |  | Berea College |  | Benchmark Schools |  | Baccalaureate - <br> Arts and Sciences |  |  |  |
|  | Variable | Response Options | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | SNRX04 | Have not decided | 73 | 30\% | 769 | 31\% | 5,854 | 32\% | 55,287 | 37\% | 3 | 2\% | 59 | 3\% | 1,018 | 6\% | 19,509 | 11\% |
|  | (EEE) | Do not plan to do | 16 | 7\% | 115 | 5\% | 1,125 | 7\% | 15,699 | 11\% | 3 | 2\% | 259 | 12\% | 2,586 | 14\% | 40,339 | 23\% |
|  |  | Plan to do | 153 | 62\% | 1,559 | 63\% | 11,552 | 59\% | 75,165 | 49\% | 61 | 31\% | 506 | 23\% | 5,510 | 31\% | 59,795 | 33\% |
|  |  | Done | 4 | 1\% | 32 | 1\% | 325 | 2\% | 2,961 | 2\% | 131 | 66\% | 1,323 | 62\% | 9,941 | 50\% | 63,445 | 33\% |
|  |  | Total | 246 | 100\% | 2,475 | 100\% | 18,856 | 100\% | 149,112 | 100\% | 198 | 100\% | 2,147 | 100\% | 19,055 | 100\% | 183,088 | 100\% |
| 8a. Quality of relationships with other students | $\begin{gathered} \hline \text { ENVSTU } \\ \text { (SCE) } \end{gathered}$ | 1 Unfriendly, Unsupportive, Sense of alienation | 0 | 0\% | 22 | 1\% | 175 | 1\% | 1,658 | 1\% | 0 | 0\% | 13 | 1\% | 146 | 1\% | 1,527 | 1\% |
|  |  | 2 | 7 | 3\% | 55 | 2\% | 414 | 2\% | 3,477 | 2\% | 3 | 1\% | 27 | 1\% | 349 | 2\% | 3,417 | 2\% |
|  |  | 3 | 7 | 3\% | 95 | 4\% | 811 | 5\% | 7,206 | 5\% | 13 | 6\% | 61 | 3\% | 687 | 4\% | 7,019 | 4\% |
|  |  | 4 | 26 | 10\% | 184 | 7\% | 1,819 | 10\% | 17,675 | 12\% | 15 | 7\% | 159 | 8\% | 1,758 | 10\% | 18,748 | 11\% |
|  |  | 5 | 58 | 24\% | 457 | 19\% | 3,734 | 20\% | 31,412 | 21\% | 65 | 33\% | 382 | 18\% | 3,691 | 20\% | 36,023 | 20\% |
|  |  | 6 | 92 | 38\% | 812 | 33\% | 6,277 | 32\% | 46,706 | 31\% | 60 | 30\% | 747 | 35\% | 6,329 | 33\% | 59,056 | 32\% |
|  |  | 7 Friendly, Supportive, Sense of belonging | 55 | 23\% | 847 | 34\% | 5,635 | 29\% | 40,879 | 27\% | 43 | 22\% | 757 | $34 \%$ | 6,076 | $31 \%$ | 57,062 | 30\% |
|  |  | Total | 245 | 100\% | 2,472 | 100\% | 18,865 | 100\% | 149,013 | 100\% | 199 | 100\% | 2,146 | 100\% | 19,036 | 100\% | 182,852 | 100\% |
| 8b. Quality of relationships with faculty members | $\begin{gathered} \text { ENVFAC } \\ (\mathrm{SCE}) \end{gathered}$ | 1 Unavailable, Unhelpful, Unsympathetic | 0 | 0\% | 11 | 0\% | 93 | 1\% | 1,267 | 1\% | 0 | 0\% | 6 | 0\% | 108 | 1\% | 1,709 | 1\% |
|  |  | 2 | 2 | 1\% | 16 | 1\% | 204 | 1\% | 3,175 | 2\% | 2 | 1\% | 19 | 1\% | 232 | 1\% | 3,745 | 2\% |
|  |  | 3 | 10 | 4\% | 62 | 3\% | 647 | 4\% | 8,100 | 6\% | 12 | 6\% | 30 | 1\% | 483 | 3\% | 8,036 | 5\% |
|  |  | 4 | 38 | 15\% | 211 | 9\% | 2,087 | 12\% | 23,461 | 16\% | 21 | 10\% | 101 | 5\% | 1,481 | 8\% | 21,440 | 12\% |
|  |  | 5 | 75 | 31\% | 562 | 23\% | 4,549 | 24\% | 39,330 | 26\% | 45 | 22\% | 371 | 18\% | 3,747 | 20\% | 41,296 | 23\% |
|  |  | 6 | 83 | 34\% | 951 | 38\% | 6,948 | 35\% | 45,846 | 30\% | 76 | 39\% | 837 | 39\% | 7,087 | 37\% | 60,458 | 33\% |
|  |  | 7 Available, Helpful, Sympathetic | 37 | 15\% | 660 | 27\% | 4,335 | 23\% | 27,802 | 18\% | 43 | 22\% | 780 | 36\% | 5,887 | 30\% | 46,152 | 24\% |
|  |  | Total | 245 | 100\% | 2,473 | 100\% | 18,863 | 100\% | 148,981 | 100\% | 199 | 100\% | 2,144 | 100\% | 19,025 | 100\% | 182,836 | 100\% |
| 8c. Quality of relationships with administrative personnel | $\begin{gathered} \hline \text { ENVADM } \\ \text { (SCE) } \end{gathered}$ | 1 Unhelpful, Inconsiderate, Rigid | 1 | 0\% | 33 | 1\% | 332 | 2\% | 3,922 | 3\% | 6 | 3\% | 61 | 3\% | 783 | 4\% | 8,139 | 5\% |
| and offices |  | 2 | 16 | 6\% | 74 | 3\% | 688 | 4\% | 7,302 | 5\% | 16 | 8\% | 140 | 7\% | 1,293 | 7\% | 12,827 | 7\% |
|  |  | 3 | 24 | 10\% | 153 | 6\% | 1,461 | 8\% | 13,803 | 10\% | 30 | 15\% | 176 | 9\% | 1,805 | 10\% | 18,906 | 11\% |
|  |  | 4 | 68 | 27\% | 449 | 18\% | 3,705 | 20\% | 32,837 | 22\% | 43 | 21\% | 388 | 19\% | 3,780 | 20\% | 36,429 | 20\% |
|  |  | 5 | 71 | 30\% | 626 | 25\% | 4,677 | 24\% | 35,863 | 24\% | 59 | 30\% | 550 | 25\% | 4,436 | 23\% | 40,199 | 22\% |
|  |  | 6 | 42 | 17\% | 717 | 29\% | 4,951 | 25\% | 33,073 | 21\% | 30 | 16\% | 493 | 22\% | 4,034 | 21\% | 37,869 | 20\% |
|  |  | 7 Helpful, Considerate, Flexible | 23 | 10\% | 420 | 17\% | 3,032 | 16\% | 22,095 | 15\% | 14 | 8\% | 339 | 15\% | 2,892 | 15\% | 28,464 | 15\% |
|  |  | Total | 245 | 100\% | 2,472 | 100\% | 18,846 | 100\% | 148,895 | 100\% | 198 | 100\% | 2,147 | 100\% | 19,023 | 100\% | 182,833 | 100\% |


|  | Variable |  |  |  | NSSE 2010 Engagement Item Frequency Distributions Berea College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | First-Year Students |  |  |  |  |  |  |  | Berea College |  | Seniors |  |  |  | NSSE 2010 |  |
|  |  |  |  |  | Berea College |  | Benchmark Schools |  | Arts Scienc |  | NSSE 2010 |  |  |  | Benchmark Schools |  | Baccalaureate - <br> Arts and Sciences |  |  |  |
|  |  |  | Response |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 9a. | Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | ACADPR01 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 0 | 0\% | 4 | 0\% | 53 | 0\% | 630 | 0\% | 0 | 0\% | 3 | 0\% | 48 | 0\% | 573 | 0\% |
|  |  | (LAC) | 1-5 hrs/wk |  | 17 | 7\% | 139 | 6\% | 1,646 | 11\% | 18,799 | 14\% | 4 | 2\% | 120 | 6\% | 1,972 | 12\% | 26,000 | 15\% |
|  |  |  | 6-10 hrs/wk |  | 41 | 17\% | 368 | 16\% | 3,739 | 22\% | 34,436 | 24\% | 34 | 17\% | 334 | 15\% | 3,966 | 22\% | 43,295 | 24\% |
|  |  |  | 11-15 hrs/wk |  | 52 | 22\% | 511 | 21\% | 4,186 | 22\% | 32,955 | 22\% | 48 | 24\% | 466 | 22\% | 4,086 | 21\% | 36,777 | 20\% |
|  |  |  | 16-20 hrs/wk |  | 57 | 23\% | 583 | 24\% | 3,907 | 20\% | 27,890 | 18\% | 38 | 19\% | 460 | 22\% | 3,597 | 19\% | 30,965 | 17\% |
|  |  |  | 21-25 hrs/wk |  | 43 | 18\% | 423 | 16\% | 2,654 | 13\% | 16,706 | 10\% | 25 | 13\% | 308 | 14\% | 2,318 | 11\% | 19,029 | 10\% |
|  |  |  | 26-30 hrs/wk |  | 16 | 6\% | 255 | 10\% | 1,452 | 7\% | 8,678 | 5\% | 22 | 10\% | 211 | 10\% | 1,456 | 7\% | 11,342 | 6\% |
|  |  |  | 30+ hrs/wk |  | 17 | 7\% | 180 | 7\% | 1,112 | 5\% | 7,911 | 5\% | 28 | 14\% | 236 | 11\% | 1,498 | 8\% | 13,877 | 8\% |
|  |  |  |  | Total | 243 | 100\% | 2,463 | 100\% | 18,749 | 100\% | 148,005 | 100\% | 199 | 100\% | 2,138 | 100\% | 18,941 | 100\% | 181,858 | 100\% |
| 9 b . | Working for pay on campus | WORKON01 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 3 | 1\% | 1,475 | 60\% | 12,399 | 69\% | 116,097 | 81\% | 0 | 0\% | 786 | 37\% | 10,010 | 57\% | 128,101 | 73\% |
|  |  |  | 1-5 hrs/wk |  | 0 | 0\% | 296 | 12\% | 1,868 | 9\% | 6,648 | 4\% | 2 | 1\% | 348 | 16\% | 2,274 | 11\% | 8,907 | 4\% |
|  |  |  | 6-10 hrs/wk |  | 91 | 37\% | 489 | 20\% | 2,832 | 13\% | 11,791 | 7\% | 28 | 14\% | 624 | 29\% | 3,385 | 16\% | 15,656 | 8\% |
|  |  |  | 11-15 hrs/wk |  | 127 | 52\% | 137 | 6\% | 1,019 | 5\% | 6,931 | 5\% | 99 | 50\% | 220 | 10\% | 1,627 | 8\% | 11,639 | 6\% |
|  |  |  | 16-20 hrs/wk |  | 16 | 6\% | 43 | 2\% | 436 | 3\% | 4,237 | 3\% | 58 | 30\% | 109 | 5\% | 1,045 | 5\% | 10,635 | 6\% |
|  |  |  | 21-25 hrs/wk |  | 3 | 1\% | 14 | 1\% | 97 | 1\% | 970 | 1\% | 12 | 6\% | 21 | 1\% | 268 | 1\% | 2,856 | 2\% |
|  |  |  | 26-30 hrs/wk |  | 1 | 0\% | 5 | 0\% | 38 | 0\% | 384 | 0\% | 0 | 0\% | 10 | 0\% | 108 | 1\% | 1,142 | 1\% |
|  |  |  | 30+ hrs/wk |  | 3 | 1\% | 4 | 0\% | 58 | 0\% | 788 | 1\% | 0 | 0\% | 17 | 1\% | 185 | 1\% | 2,519 | 2\% |
|  |  |  |  | Total | 244 | 100\% | 2,463 | 100\% | 18,747 | 100\% | 147,846 | 100\% | 199 | 100\% | 2,135 | 100\% | 18,902 | 100\% | 181,455 | 100\% |
| 9c. | Working for pay off campus | WORKOF01 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 227 | 93\% | 2,197 | 90\% | 15,208 | 77\% | 104,733 | 68\% | 183 | 93\% | 1,621 | 77\% | 11,164 | 56\% | 83,160 | 45\% |
|  |  |  | 1-5 hrs/wk |  | 6 | 2\% | 90 | 4\% | 843 | 4\% | 6,974 | 5\% | 7 | 3\% | 172 | 8\% | 1,208 | 6\% | 9,585 | 5\% |
|  |  |  | 6-10 hrs/wk |  | 3 | 1\% | 56 | 2\% | 659 | 4\% | 6,862 | 5\% | 3 | 2\% | 115 | 5\% | 1,178 | 6\% | 11,090 | 6\% |
|  |  |  | 11-15 hrs/wk |  | 2 | 1\% | 46 | 2\% | 534 | 3\% | 6,820 | 5\% | 2 | 1\% | 93 | 4\% | 1,044 | 5\% | 11,421 | 6\% |
|  |  |  | 16-20 hrs/wk |  | 4 | 2\% | 40 | 2\% | 509 | 3\% | 7,479 | 5\% | 2 | 1\% | 65 | 3\% | 1,173 | 6\% | 14,892 | 8\% |
|  |  |  | 21-25 hrs/wk |  | 0 | 0\% | 10 | 0\% | 323 | 2\% | 4,764 | 4\% | 0 | 0\% | 35 | 2\% | 742 | 4\% | 11,460 | 6\% |
|  |  |  | 26-30 hrs/wk |  | 1 | 0\% | 5 | 0\% | 184 | 2\% | 2,935 | 2\% | 0 | 0\% | 14 | 1\% | 521 | 3\% | 8,218 | 5\% |
|  |  |  | 30+hrs/wk |  | 0 | 0\% | 7 | 0\% | 453 | 5\% | 7,177 | 6\% | 0 | 0\% | 19 | 1\% | 1,890 | 13\% | 31,925 | 19\% |
|  |  |  |  | Total | 243 | 100\% | 2,451 | 100\% | 18,713 | 100\% | 147,744 | 100\% | 197 | 100\% | 2,134 | 100\% | 18,920 | 100\% | 181,751 | 100\% |
| 9d. | Participating in co-curricular | COCURR01 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 72 | 30\% | 352 | 14\% | 4,422 | 29\% | 53,736 | 40\% | 67 | 34\% | 197 | 9\% | 5,663 | 34\% | 81,504 | 47\% |
|  | activities (organizations, | (EEE) | 1-5 hrs/wk |  | 104 | 43\% | 787 | 30\% | 6,397 | 31\% | 45,960 | 29\% | 66 | 33\% | 692 | $31 \%$ | 5,819 | 29\% | 50,976 | 27\% |
|  | campus publications, student |  | 6-10 hrs/wk |  | 33 | 14\% | 530 | 22\% | 3,278 | 16\% | 21,050 | 13\% | 34 | 18\% | 520 | 24\% | 2,985 | 15\% | 21,009 | 11\% |
|  | government, fraternity or |  | 11-15 hrs/wk |  | 17 | 7\% | 328 | 14\% | 1,922 | 10\% | 11,575 | 7\% | 17 | 9\% | 275 | 13\% | 1,691 | 8\% | 11,249 | 6\% |
|  | sorority, intercollegiate or |  | 16-20 hrs/wk |  | 9 | 4\% | 234 | 10\% | 1,344 | 7\% | 7,480 | 5\% | 7 | 3\% | 214 | 10\% | 1,230 | 6\% | 7,360 | 4\% |
|  | intramural sports, etc.) |  | 21-25 hrs/wk |  | 5 | 2\% | 129 | 6\% | 717 | 4\% | 3,768 | 2\% | 2 | 1\% | 96 | 5\% | 645 | 3\% | 3,866 | 2\% |
|  |  |  | 26-30 hrs/wk |  | 2 | 1\% | 48 | 2\% | 282 | 1\% | 1,641 | 1\% | 3 | 2\% | 57 | 3\% | 325 | 2\% | 1,990 | 1\% |
|  |  |  | 30+ hrs/wk |  | 0 | 0\% | 55 | 2\% | 395 | 2\% | 2,807 | 2\% | 1 | 1\% | 90 | 5\% | 573 | 3\% | 3,863 | 2\% |
|  |  |  |  | Total | 242 | 100\% | 2,463 | 100\% | 18,757 | 100\% | 148,017 | 100\% | 197 | 100\% | 2,141 | 100\% | 18,931 | 100\% | 181,817 | 100\% |


| NSSE |  |  |  |  |  | NSSE 2010 Engagement Ite |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Berea |  |  |  |  |  |
|  |  |  |  |  |  | First-Year Students |  |  |  | NSSE 2010 |  |
|  | ment |  |  | Berea College |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Benchmark Schools |  | Baccalaureate - <br> Arts and Sciences |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | Variable | Response Options |  | Count | \% | Count | \% | Count | \% | Count | \% |
| 9e. Relaxing and socializing | SOCIAL05 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 6 | 3\% | 12 | 1\% | 188 | 1\% | 1,732 | 1\% |
| (watching TV, partying, etc.) |  | 1-5 hrs/wk |  | 75 | 30\% | 520 | 21\% | 4,081 | 22\% | 33,008 | 22\% |
|  |  | 6-10 hrs/wk |  | 80 | 33\% | 771 | 31\% | 5,652 | 29\% | 42,845 | 28\% |
|  |  | 11-15 hrs/wk |  | 39 | 17\% | 549 | 22\% | 4,055 | 21\% | 30,960 | 21\% |
|  |  | 16-20 hrs/wk |  | 23 | 9\% | 323 | 13\% | 2,408 | 13\% | 19,236 | 13\% |
|  |  | 21-25 hrs/wk |  | 13 | 5\% | 149 | 6\% | 1,107 | 6\% | 8,670 | 6\% |
|  |  | 26-30 hrs/wk |  | 1 | 0\% | 58 | 3\% | 481 | 3\% | 3,932 | 3\% |
|  |  | 30+ hrs/wk |  | 7 | 3\% | 76 | 3\% | 741 | 4\% | 7,134 | 5\% |
|  |  |  | Total | 244 | 100\% | 2,458 | 100\% | 18,713 | 100\% | 147,517 | 100\% |
| 9f. Providing care for dependents | CAREDE01 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 201 | 82\% | 2,219 | 90\% | 15,455 | 78\% | 106,052 | 69\% |
| living with you (parents, |  | 1-5 hrs/wk |  | 21 | 9\% | 151 | 6\% | 1,655 | 10\% | 18,134 | 13\% |
| children, spouse, etc.) |  | 6-10 hrs/wk |  | 4 | 2\% | 29 | 1\% | 586 | 4\% | 7,700 | 6\% |
|  |  | 11-15 hrs/wk |  | 6 | 2\% | 27 | 1\% | 325 | 2\% | 4,501 | 4\% |
|  |  | 16-20 hrs/wk |  | 2 | 1\% | 14 | 1\% | 197 | 2\% | 2,717 | 2\% |
|  |  | 21-25 hrs/wk |  | 0 | 0\% | 6 | 0\% | 96 | 1\% | 1,307 | 1\% |
|  |  | 26-30 hrs/wk |  | 1 | 0\% | 3 | 0\% | 42 | 0\% | 847 | 1\% |
|  |  | 30+ hrs/wk |  | 9 | 3\% | 7 | 0\% | 321 | 3\% | 5,980 | 5\% |
|  |  |  | Total | 244 | 100\% | 2,456 | 100\% | 18,677 | 100\% | 147,238 | 100\% |
| 9g. Commuting to class (driving, | COMMUTE | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 16 | 7\% | 619 | 25\% | 4,982 | 24\% | 24,334 | 15\% |
| walking, etc.) |  | 1-5 hrs/wk |  | 180 | 73\% | 1,673 | 68\% | 11,611 | 61\% | 90,137 | 60\% |
|  |  | 6-10 hrs/wk |  | 30 | 12\% | 93 | 4\% | 1,280 | 9\% | 19,930 | 15\% |
|  |  | 11-15 hrs/wk |  | 8 | 3\% | 38 | 2\% | 435 | 3\% | 6,806 | 5\% |
|  |  | 16-20 hrs/wk |  | 4 | 2\% | 10 | 0\% | 193 | 1\% | 3,085 | 2\% |
|  |  | 21-25 hrs/wk |  | 2 | 1\% | 12 | 1\% | 99 | 1\% | 1,275 | 1\% |
|  |  | 26-30 hrs/wk |  | 1 | 0\% | 10 | 0\% | 43 | 0\% | 611 | 0\% |
|  |  | 30+ hrs/wk |  | 3 | 1\% | 6 | 0\% | 99 | 1\% | 1,553 | 1\% |
|  |  |  | Total | 244 | 100\% | 2,461 | 100\% | 18,742 | 100\% | 147,731 | 100\% |
| 10a. Spending significant amounts | ENVSCHOL | Very little |  | 1 | 0\% | 25 | 1\% | 209 | 1\% | 2,472 | 2\% |
| of time studying and on | (LAC) | Some |  | 23 | 10\% | 208 | 9\% | 2,282 | 14\% | 21,816 | 16\% |
| academic work |  | Quite a bit |  | 91 | 38\% | 945 | 39\% | 8,174 | 45\% | 66,276 | 46\% |
|  |  | Very much |  | 127 | 52\% | 1,256 | 51\% | 7,920 | 40\% | 55,514 | 36\% |
|  |  |  | Total | 242 | 100\% | 2,434 | 100\% | 18,585 | 100\% | 146,078 | 100\% |
| 10b. Providing the support you need to help you succeed academically | ENVSUPRT | Very little |  | 1 | 0\% | 14 | 1\% | 256 | 2\% | 3,560 | 3\% |
|  | (SCE) | Some |  | 35 | 15\% | 239 | 10\% | 2,321 | 14\% | 25,484 | 19\% |
|  |  | Quite a bit |  | 123 | 50\% | 919 | 38\% | 7,632 | 42\% | 62,940 | 43\% |
|  |  | Very much |  | 84 | 35\% | 1,253 | 51\% | 8,285 | 42\% | 53,483 | 35\% |
|  |  |  | Total | 243 | 100\% | 2,425 | 100\% | 18,494 | 100\% | 145,467 | 100\% |

## Berea College

| Berea College |  | Seniors <br> Baccalaureate - |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Benchmark Schools |  | Arts and Sciences |  | NSSE 2010 |  |
| Count | \% | Count | \% | Count | \% | Count | \% |
| 5 | 3\% | 7 | 0\% | 178 | 1\% | 2,393 | 1\% |
| 68 | 34\% | 424 | 20\% | 4,689 | 25\% | 50,634 | 28\% |
| 60 | 29\% | 680 | 32\% | 5,876 | 31\% | 55,106 | 30\% |
| 33 | 16\% | 476 | 22\% | 3,917 | 20\% | 34,553 | 19\% |
| 19 | 10\% | 292 | 14\% | 2,234 | 12\% | 19,928 | 11\% |
| 7 | 4\% | 125 | 6\% | 931 | 5\% | 8,440 | 5\% |
| 2 | 1\% | 55 | $2 \%$ | 400 | 2\% | 3,787 | $2 \%$ |
| 4 | 2\% | 71 | 4\% | 649 | 4\% | 6,478 | 4\% |
| 198 | 100\% | 2,130 | 100\% | 18,874 | 100\% | 181,319 | 100\% |
| 157 | 80\% | 1,950 | 92\% | 14,095 | 71\% | 108,592 | 58\% |
| 14 | 7\% | 119 | 6\% | 1,762 | 10\% | 22,368 | 13\% |
| 10 | 5\% | 24 | 1\% | 797 | 5\% | 11,945 | 7\% |
| 3 | 1\% | 10 | 0\% | 433 | 3\% | 7,082 | 4\% |
| 1 | 0\% | 9 | 0\% | 337 | 2\% | 5,555 | 3\% |
| 1 | 0\% | 3 | 0\% | 193 | 1\% | 3,044 | 2\% |
| 0 | 0\% | 0 | 0\% | 145 | 1\% | 2,406 | 1\% |
| 12 | 6\% | 12 | 1\% | 1,093 | 7\% | 20,215 | 12\% |
| 198 | 100\% | 2,127 | 100\% | 18,855 | 100\% | 181,207 | 100\% |
| 27 | 14\% | 543 | 27\% | 3,829 | 19\% | 21,695 | 11\% |
| 149 | 75\% | 1,449 | 67\% | 12,147 | 63\% | 112,421 | 61\% |
| 17 | 8\% | 104 | 5\% | 2,017 | 12\% | 30,843 | 18\% |
| 2 | 1\% | 20 | 1\% | 538 | $3 \%$ | 9,358 | 6\% |
| 1 | 1\% | 8 | 0\% | 174 | 1\% | 3,307 | 2\% |
| 1 | 0\% | 1 | 0\% | 69 | 0\% | 1,320 | 1\% |
| 1 | 0\% | 2 | 0\% | 34 | 0\% | 706 | 0\% |
| 0 | 0\% | 5 | 0\% | 107 | 1\% | 1,998 | 1\% |
| 198 | 100\% | 2,132 | 100\% | 18,915 | 100\% | 181,648 | 100\% |
| 0 | 0\% | 19 | 1\% | 271 | 2\% | 3,528 | 2\% |
| 16 | 9\% | 170 | 8\% | 2,449 | 14\% | 28,128 | 16\% |
| 50 | 26\% | 806 | 38\% | 8,087 | 44\% | 79,417 | 44\% |
| 130 | 65\% | 1,125 | 53\% | 7,997 | 40\% | 69,084 | 37\% |
| 196 | 100\% | 2,120 | 100\% | 18,804 | 100\% | 180,157 | 100\% |
| 3 | 1\% | 30 | 2\% | 474 | 3\% | 7,378 | 5\% |
| 36 | 18\% | 232 | 11\% | 2,948 | 17\% | 38,459 | 22\% |
| 94 | 49\% | 834 | 40\% | 7,960 | 43\% | 77,657 | 43\% |
| 60 | 31\% | 1,020 | 47\% | 7,355 | 37\% | 56,055 | 30\% |
| 193 | 100\% | 2,116 | 100\% | 18,737 | 100\% | 179,549 | 100\% |


| NSSE <br> national survey of student engagement |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Berea College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | First-Year Students Baccalaureate - |  |  |  |  |  |  |  |  |  | $\underset{\text { Baccala }}{\text { Seniors }}$ |  |  |  |  |  |
|  |  |  |  | Berea College |  | Benchmark <br> Schools |  | Arts a Scienc |  | NSSE 2010 |  | Berea College |  | Benchmark Schools |  | Arts and Sciences |  | NSSE 2010 |  |
|  | Variable | Respons |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | ENVDIVRS | Very little |  | 4 | 2\% | 171 | 7\% | 1,664 | 10\% | 15,793 | 11\% | 9 | 5\% | 224 | 11\% | 2,586 | 15\% | 28,222 | 16\% |
|  | (EEE) | Some |  | 43 | 18\% | 622 | 26\% | 5,006 | 28\% | 41,889 | 29\% | 31 | 16\% | 693 | 32\% | 6,055 | 32\% | 57,720 | 32\% |
|  |  | Quite a bit |  | 84 | 35\% | 840 | 35\% | 6,287 | 34\% | 49,379 | 34\% | 71 | 37\% | 696 | 33\% | 5,713 | 30\% | 54,312 | 30\% |
|  |  | Very much |  | 111 | 46\% | 783 | 32\% | 5,535 | 29\% | 38,335 | 26\% | 83 | 43\% | 503 | 24\% | 4,401 | 23\% | 39,253 | 22\% |
|  |  |  | Total | 242 | 100\% | 2,416 | 100\% | 18,492 | 100\% | 145,396 | 100\% | 194 | 100\% | 2,116 | 100\% | 18,755 | 100\% | 179,507 | 100\% |
| 10d. Helping you cope with your non-academic responsibilities (work, family, etc.) | ENVNACAD | Very little |  | 45 | 18\% | 393 | 16\% | 3,287 | 20\% | 32,023 | 23\% | 53 | 26\% | 466 | 23\% | 5,246 | 30\% | 60,729 | 35\% |
|  | (SCE) | Some |  | 84 | 35\% | 971 | 40\% | 7,084 | 37\% | 53,995 | 37\% | 87 | 45\% | 945 | 44\% | 7,533 | 39\% | 65,780 | 36\% |
|  |  | Quite a bit |  | 77 | 31\% | 710 | 29\% | 5,446 | 28\% | 39,709 | 27\% | 32 | 17\% | 507 | 24\% | 4,163 | 22\% | 35,250 | 19\% |
|  |  | Very much |  | 36 | 15\% | 354 | 14\% | 2,733 | 14\% | 19,964 | 13\% | 24 | 12\% | 198 | 9\% | 1,835 | 9\% | 18,007 | 10\% |
|  |  |  | Total | 242 | 100\% | 2,428 | 100\% | 18,550 | 100\% | 145,691 | 100\% | 196 | 100\% | 2,116 | 100\% | 18,777 | 100\% | 179,766 | 100\% |
| 10e. Providing the support you need to thrive socially | ENVSOCAL | Very little |  | 48 | 20\% | 273 | 12\% | 2,119 | 13\% | 20,190 | 15\% | 40 | 21\% | 310 | 15\% | 3,569 | 21\% | 39,879 | 23\% |
|  | (SCE) | Some |  | 83 | 34\% | 768 | 32\% | 6,073 | 34\% | 49,020 | 34\% | 83 | 42\% | 786 | 38\% | 7,188 | 39\% | 67,501 | 38\% |
|  |  | Quite a bit |  | 75 | 30\% | 862 | 35\% | 6,726 | 35\% | 50,109 | 34\% | 52 | 27\% | 708 | 33\% | 5,540 | 28\% | 49,280 | 27\% |
|  |  | Very much |  | 36 | 16\% | 517 | $21 \%$ | 3,558 | 18\% | 25,755 | 17\% | 21 | 11\% | 306 | 14\% | 2,416 | 12\% | 22,419 | 12\% |
|  |  |  | Total | 242 | 100\% | 2,420 | 100\% | 18,476 | 100\% | 145,074 | 100\% | 196 | 100\% | 2,110 | 100\% | 18,713 | 100\% | 179,079 | 100\% |
| 10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | ENVEVENT | Very little |  | 3 | 1\% | 70 | 3\% | 828 | 6\% | 11,475 | 9\% | 2 | 1\% | 55 | 3\% | 1,434 | 9\% | 23,594 | 14\% |
|  |  | Some |  | 37 | 16\% | 393 | 17\% | 3,343 | 20\% | 33,683 | 24\% | 36 | 18\% | 386 | 19\% | 4,389 | 25\% | 50,421 | 29\% |
|  |  | Quite a bit |  | 78 | 32\% | 1,000 | 42\% | 7,477 | 39\% | 55,491 | 37\% | 72 | 36\% | 907 | 43\% | 7,417 | 38\% | 63,947 | 35\% |
|  |  | Very much |  | 124 | 51\% | 968 | 38\% | 6,868 | 34\% | 44,908 | 29\% | 86 | 44\% | 771 | 35\% | 5,508 | 28\% | 41,290 | 22\% |
|  |  |  | Total | 242 | 100\% | 2,431 | 100\% | 18,516 | 100\% | 145,557 | 100\% | 196 | 100\% | 2,119 | 100\% | 18,748 | 100\% | 179,252 | 100\% |
| 10g. Using computers in academic work | ENVCOMPT | Very little |  | 1 | 0\% | 42 | 2\% | 395 | 2\% | 3,151 | 2\% | 1 | 0\% | 31 | 2\% | 347 | 2\% | 3,412 | 2\% |
|  |  | Some |  | 27 | 11\% | 365 | 15\% | 2,614 | 14\% | 18,772 | 13\% | 13 | 7\% | 205 | 10\% | 1,876 | 10\% | 16,800 | 9\% |
|  |  | Quite a bit |  | 61 | 25\% | 848 | 35\% | 6,602 | 35\% | 49,677 | 34\% | 52 | 26\% | 721 | 34\% | 5,849 | 31\% | 51,057 | 28\% |
|  |  | Very much |  | 154 | 63\% | 1,182 | 48\% | 8,959 | 48\% | 74,200 | 51\% | 130 | 66\% | 1,164 | 54\% | 10,727 | 57\% | 108,574 | 60\% |
|  |  |  | Total | 243 | 100\% | 2,437 | 100\% | 18,570 | 100\% | 145,800 | 100\% | 196 | 100\% | 2,121 | 100\% | 18,799 | 100\% | 179,843 | 100\% |
| 11a. Acquiring a broad general education | GNGENLED | Very little |  | 1 | 0\% | 22 | 1\% | 241 | 2\% | 3,309 | 3\% | 0 | 0\% | 12 | 1\% | 257 | 2\% | 4,506 | 3\% |
|  |  | Some |  | 29 | 12\% | 170 | 7\% | 1,883 | 11\% | 20,812 | 15\% | 10 | 5\% | 86 | 4\% | 1,565 | 10\% | 23,049 | 14\% |
|  |  | Quite a bit |  | 91 | 37\% | 854 | 36\% | 7,261 | 40\% | 60,917 | 43\% | 76 | 39\% | 616 | 29\% | 6,038 | 33\% | 64,821 | 37\% |
|  |  | Very much |  | 121 | 50\% | 1,361 | 56\% | 8,978 | 46\% | 58,646 | 39\% | 110 | 56\% | 1,397 | 66\% | 10,791 | 56\% | 85,488 | 47\% |
|  |  |  | Total | 242 | 100\% | 2,407 | 100\% | 18,363 | 100\% | 143,684 | 100\% | 196 | 100\% | 2,111 | 100\% | 18,651 | 100\% | 177,864 | 100\% |
| 11b. Acquiring job or work-related knowledge and skills | GNWORK | Very little |  | 7 | 3\% | 182 | 8\% | 1,395 | 9\% | 11,196 | 9\% | 5 | 3\% | 179 | 9\% | 1,186 | 7\% | 10,162 | 6\% |
|  |  | Some |  | 47 | 20\% | 694 | 29\% | 4,985 | 27\% | 37,833 | 27\% | 36 | 19\% | 601 | 29\% | 4,231 | 23\% | 34,249 | 20\% |
|  |  | Quite a bit |  | 89 | 37\% | 868 | 36\% | 6,892 | 37\% | 53,251 | 37\% | 62 | 32\% | 688 | 33\% | 6,472 | 35\% | 60,464 | 34\% |
|  |  | Very much |  | 97 | 40\% | 654 | 27\% | 5,054 | 27\% | 41,345 | 28\% | 93 | 47\% | 637 | 29\% | 6,764 | 36\% | 73,119 | 40\% |
|  |  |  | Total | 240 | 100\% | 2,398 | 100\% | 18,326 | 100\% | 143,625 | 100\% | 196 | 100\% | 2,105 | 100\% | 18,653 | 100\% | 177,994 | 100\% |


| NSSE <br> national survey of student engagement |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Berea College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | First-Year Students <br> Baccalaureate - |  |  |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |
|  |  |  |  | Berea College |  | Benchmark Schools |  | Arts Scien |  | NSSE 2010 |  | Berea College |  | Benchmark Schools |  | Arts and Sciences |  | NSSE 2010 |  |
|  | Variable | Respon |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 11c. Writing clearly and effectively | GNWRITE | Very little |  | 5 | 2\% | 61 | 3\% | 499 | 3\% | 5,866 | 4\% | 5 | 3\% | 23 | 1\% | 424 | 3\% | 6,480 | 4\% |
|  |  | Some |  | 38 | 16\% | 320 | 13\% | 3,016 | 17\% | 28,938 | 21\% | 28 | 15\% | 217 | 10\% | 2,501 | 14\% | 31,606 | 18\% |
|  |  | Quite a bit |  | 100 | 42\% | 911 | 38\% | 7,365 | 40\% | 58,848 | 41\% | 83 | 42\% | 701 | 33\% | 6,727 | 36\% | 67,382 | 38\% |
|  |  | Very much |  | 99 | 40\% | 1,112 | 46\% | 7,483 | 40\% | 50,198 | 34\% | 77 | 41\% | 1,167 | 55\% | 9,006 | 47\% | 72,746 | 40\% |
|  |  |  | Total | 242 | 100\% | 2,404 | 100\% | 18,363 | 100\% | 143,850 | 100\% | 193 | 100\% | 2,108 | 100\% | 18,658 | 100\% | 178,214 | 100\% |
| 11d. Speaking clearly and effectively | GNSPEAK | Very little |  | 15 | 6\% | 142 | 6\% | 1,130 | 7\% | 10,096 | 7\% | 10 | 5\% | 50 | 3\% | 681 | 4\% | 9,535 | 6\% |
|  |  | Some |  | 66 | 28\% | 582 | 24\% | 4,584 | 25\% | 36,342 | 25\% | 38 | 19\% | 331 | 16\% | 3,450 | 19\% | 37,390 | 22\% |
|  |  | Quite a bit |  | 87 | 36\% | 847 | 35\% | 6,926 | 38\% | 55,114 | 38\% | 80 | 41\% | 764 | 36\% | 7,044 | 38\% | 65,940 | 37\% |
|  |  | Very much |  | 72 | 29\% | 830 | 34\% | 5,681 | 31\% | 41,895 | 29\% | 65 | 34\% | 960 | 45\% | 7,445 | 39\% | 64,913 | 36\% |
|  |  |  | Total | 240 | 100\% | 2,401 | 100\% | 18,321 | 100\% | 143,447 | 100\% | 193 | 100\% | 2,105 | 100\% | 18,620 | 100\% | 177,778 | 100\% |
| 11e. Thinking critically and analytically | GNANALY | Very little |  | 2 | 1\% | 24 | 1\% | 242 | 2\% | 2,874 | 2\% | 3 | 2\% | 10 | 1\% | 197 | 1\% | 2,969 | 2\% |
|  |  | Some |  | 30 | 13\% | 211 | 9\% | 1,891 | 11\% | 19,045 | 14\% | 11 | 6\% | 94 | 4\% | 1,315 | 8\% | 17,720 | 10\% |
|  |  | Quite a bit |  | 89 | 37\% | 793 | 33\% | 6,776 | 37\% | 57,939 | 40\% | 75 | 38\% | 546 | 26\% | 5,815 | 32\% | 62,075 | 35\% |
|  |  | Very much |  | 120 | 49\% | 1,371 | 57\% | 9,402 | 50\% | 63,650 | 43\% | 107 | 55\% | 1,455 | 69\% | 11,293 | 59\% | 95,010 | 52\% |
|  |  |  | Total | 241 | 100\% | 2,399 | 100\% | 18,311 | 100\% | 143,508 | 100\% | 196 | 100\% | 2,105 | 100\% | 18,620 | 100\% | 177,774 | 100\% |
| 11f. Analyzing quantitative problems | GNQUANT | Very little |  | 13 | 6\% | 120 | 5\% | 890 | 5\% | 7,017 | 5\% | 3 | 1\% | 111 | 6\% | 886 | 5\% | 7,706 | 4\% |
|  |  | Some |  | 54 | 23\% | 505 | 21\% | 4,126 | 23\% | 32,209 | 23\% | 50 | 26\% | 474 | 22\% | 3,948 | 21\% | 35,229 | 20\% |
|  |  | Quite a bit |  | 95 | 39\% | 893 | 38\% | 7,203 | 39\% | 57,895 | 40\% | 80 | 41\% | 726 | 35\% | 6,618 | 36\% | 64,329 | 36\% |
|  |  | Very much |  | 78 | 33\% | 875 | 36\% | 6,047 | 32\% | 46,063 | 32\% | 60 | 31\% | 790 | 38\% | 7,118 | 38\% | 70,182 | 40\% |
|  |  |  | Total | 240 | 100\% | 2,393 | 100\% | 18,266 | 100\% | 143,184 | 100\% | 193 | 100\% | 2,101 | 100\% | 18,570 | 100\% | 177,446 | 100\% |
| 11g. Using computing and information technology | GNCMPTS | Very little |  | 11 | 5\% | 167 | 7\% | 1,136 | 6\% | 7,420 | 5\% | 3 | 1\% | 89 | 5\% | 795 | 4\% | 6,477 | 4\% |
|  |  | Some |  | 52 | 21\% | 605 | 25\% | 4,596 | 25\% | 30,114 | 21\% | 41 | 21\% | 505 | 24\% | 3,945 | 21\% | 29,969 | 17\% |
|  |  | Quite a bit |  | 91 | 38\% | 858 | 36\% | 6,928 | 37\% | 54,477 | 37\% | 83 | 43\% | 808 | 38\% | 6,722 | 36\% | 61,113 | 34\% |
|  |  | Very much |  | 88 | 36\% | 771 | 32\% | 5,683 | 31\% | 51,760 | 37\% | 67 | 35\% | 707 | 33\% | 7,184 | 39\% | 80,558 | 46\% |
|  |  |  | Total | 242 | 100\% | 2,401 | 100\% | 18,343 | 100\% | 143,771 | 100\% | 194 | 100\% | 2,109 | 100\% | 18,646 | 100\% | 178,117 | 100\% |
| 11h. Working effectively with others | GNOTHERS | Very little |  | 8 | 3\% | 76 | 3\% | 604 | 4\% | 6,037 | 5\% | 1 | 1\% | 24 | 1\% | 436 | 3\% | 5,611 | 4\% |
|  |  | Some |  | 46 | 19\% | 455 | 20\% | 3,642 | 21\% | 30,407 | 22\% | 26 | 13\% | 297 | 15\% | 2,903 | 17\% | 29,304 | 17\% |
|  |  | Quite a bit |  | 101 | 42\% | 954 | 40\% | 7,299 | 39\% | 56,363 | 39\% | 81 | 41\% | 802 | 38\% | 6,887 | 37\% | 63,514 | 36\% |
|  |  | Very much |  | 86 | 35\% | 915 | 37\% | 6,815 | 36\% | 50,950 | 35\% | 88 | 45\% | 984 | 46\% | 8,417 | 44\% | 79,636 | 44\% |
|  |  |  | Total | 241 | 100\% | 2,400 | 100\% | 18,360 | 100\% | 143,757 | 100\% | 196 | 100\% | 2,107 | 100\% | 18,643 | 100\% | 178,065 | 100\% |
| 11i. Voting in local, state, or national elections | GNCITIZN | Very little |  | 122 | 51\% | 1,161 | 49\% | 8,166 | 45\% | 63,195 | 44\% | 55 | 28\% | 579 | 28\% | 5,674 | 32\% | 61,869 | 35\% |
|  |  | Some |  | 62 | 25\% | 695 | 29\% | 5,417 | 29\% | 41,598 | 29\% | 73 | 37\% | 822 | 39\% | 6,204 | 33\% | 55,763 | 31\% |
|  |  | Quite a bit |  | 40 | 17\% | 327 | 14\% | 2,952 | 17\% | 23,481 | 17\% | 39 | 20\% | 437 | 21\% | 3,925 | 21\% | 34,240 | 19\% |
|  |  | Very much |  | 16 | 7\% | 192 | 8\% | 1,595 | 9\% | 13,439 | 10\% | 29 | 15\% | 257 | 13\% | 2,724 | 15\% | 24,380 | 14\% |
|  |  |  | Total | 240 | 100\% | 2,375 | 100\% | 18,130 | 100\% | 141,713 | 100\% | 196 | 100\% | 2,095 | 100\% | 18,527 | 100\% | 176,252 | 100\% |


| NSSE <br> national survey of student engagement |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Berea College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | First-Year Students <br> Baccalaureate - |  |  |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |
|  |  |  |  | Berea College |  | Benchmark Schools |  | Arts Scien |  | NSSE 2010 |  | Berea College |  | Benchmark Schools |  | Arts and Sciences |  | NSSE 2010 |  |
|  | Variable | Respon |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 11j. Learning effectively on your own | GNINQ | Very little |  | 16 | 7\% | 83 | 4\% | 714 | 5\% | 6,636 | 5\% | 10 | 5\% | 43 | 2\% | 680 | 4\% | 8,905 | 5\% |
|  |  | Some |  | 55 | 23\% | 471 | 20\% | 3,919 | 22\% | 32,125 | 23\% | 42 | 22\% | 291 | 14\% | 3,014 | 17\% | 32,121 | 19\% |
|  |  | Quite a bit |  | 109 | 45\% | 1,051 | 45\% | 8,127 | 44\% | 62,151 | 43\% | 83 | 43\% | 840 | 40\% | 7,616 | 41\% | 70,276 | 39\% |
|  |  | Very much |  | 61 | 25\% | 762 | 32\% | 5,327 | 29\% | 40,459 | 29\% | 59 | 30\% | 914 | 43\% | 7,191 | 38\% | 64,630 | 36\% |
|  |  |  | Total | 241 | 100\% | 2,367 | 100\% | 18,087 | 100\% | 141,371 | 100\% | 194 | 100\% | 2,088 | 100\% | 18,501 | 100\% | 175,932 | 100\% |
| 11k. Understanding yourself | GNSELF | Very little |  | 27 | 12\% | 159 | 7\% | 1,318 | 8\% | 13,033 | 10\% | 19 | 10\% | 109 | 6\% | 1,312 | 8\% | 17,741 | 11\% |
|  |  | Some |  | 61 | 26\% | 559 | 24\% | 4,207 | 24\% | 35,017 | 25\% | 36 | 18\% | 339 | 17\% | 3,795 | 21\% | 40,942 | 24\% |
|  |  | Quite a bit |  | 85 | 35\% | 918 | 39\% | 7,052 | 38\% | 52,823 | 37\% | 77 | 40\% | 744 | 36\% | 6,481 | 35\% | 59,857 | 34\% |
|  |  | Very much |  | 66 | 28\% | 729 | 31\% | 5,506 | 30\% | 40,375 | 28\% | 63 | 32\% | 893 | 42\% | 6,863 | 36\% | 57,086 | 32\% |
|  |  |  | Total | 239 | 100\% | 2,365 | 100\% | 18,083 | 100\% | 141,248 | 100\% | 195 | 100\% | 2,085 | 100\% | 18,451 | 100\% | 175,626 | 100\% |
| 111. Understanding people of other racial and ethnic backgrounds | GNDIVERS | Very little |  | 8 | 4\% | 221 | 9\% | 1,882 | 11\% | 16,498 | 12\% | 2 | 1\% | 203 | 10\% | 2,112 | 12\% | 22,434 | 13\% |
|  |  | Some |  | 37 | 15\% | 682 | 29\% | 5,370 | 30\% | 42,947 | 30\% | 35 | 18\% | 653 | 31\% | 5,726 | 31\% | 53,761 | 30\% |
|  |  | Quite a bit |  | 89 | 37\% | 884 | 37\% | 6,432 | 35\% | 49,190 | 34\% | 82 | 42\% | 713 | 34\% | 6,031 | 32\% | 56,250 | 32\% |
|  |  | Very much |  | 105 | 44\% | 582 | 24\% | 4,448 | 24\% | 33,048 | 24\% | 77 | 39\% | 522 | 25\% | 4,644 | 25\% | 43,785 | 25\% |
|  |  |  | Total | 239 | 100\% | 2,369 | 100\% | 18,132 | 100\% | 141,683 | 100\% | 196 | 100\% | 2,091 | 100\% | 18,513 | 100\% | 176,230 | 100\% |
| 11m Solving complex real-world problems | GNPROBSV | Very little |  | 19 | 8\% | 181 | 8\% | 1,442 | 9\% | 13,289 | 10\% | 12 | 6\% | 145 | 8\% | 1,433 | 8\% | 15,584 | 9\% |
|  |  | Some |  | 62 | 26\% | 736 | 31\% | 5,506 | 30\% | 43,499 | 30\% | 63 | 32\% | 590 | 28\% | 5,021 | 27\% | 46,725 | 27\% |
|  |  | Quite a bit |  | 108 | 45\% | 942 | 40\% | 7,032 | 38\% | 53,275 | 37\% | 72 | 37\% | 811 | 38\% | 7,005 | 37\% | 64,431 | 36\% |
|  |  | Very much |  | 50 | 21\% | 523 | 22\% | 4,158 | 23\% | 31,682 | 22\% | 49 | 25\% | 543 | 26\% | 5,061 | 27\% | 49,522 | 28\% |
|  |  |  | Total | 239 | 100\% | 2,382 | 100\% | 18,138 | 100\% | 141,745 | 100\% | 196 | 100\% | 2,089 | 100\% | 18,520 | 100\% | 176,262 | 100\% |
| 11n. Developing a personal code of values and ethics | GNETHICS | Very little |  | 33 | 14\% | 214 | 10\% | 1,686 | 11\% | 16,430 | 13\% | 27 | 14\% | 176 | 9\% | 1,855 | 12\% | 22,108 | 14\% |
|  |  | Some |  | 53 | 22\% | 580 | 24\% | 4,420 | 25\% | 37,948 | 27\% | 47 | 24\% | 476 | 23\% | 4,354 | 24\% | 44,001 | 26\% |
|  |  | Quite a bit |  | 87 | 36\% | 908 | 38\% | 6,626 | 36\% | 49,725 | 34\% | 69 | 35\% | 702 | 33\% | 6,120 | 33\% | 55,811 | 31\% |
|  |  | Very much |  | 67 | 28\% | 672 | 28\% | 5,397 | 29\% | 37,582 | 26\% | 53 | 27\% | 736 | 35\% | 6,173 | 32\% | 54,381 | 30\% |
|  |  |  | Total | 240 | 100\% | 2,374 | 100\% | 18,129 | 100\% | 141,685 | 100\% | 196 | 100\% | 2,090 | 100\% | 18,502 | 100\% | 176,301 | 100\% |
| 110. Contributing to the welfare of your community | GNCOMMUN | Very little |  | 24 | 10\% | 252 | 11\% | 2,121 | 14\% | 22,896 | 18\% | 17 | 9\% | 219 | 11\% | 2,388 | 15\% | 29,981 | 18\% |
|  |  | Some |  | 72 | 31\% | 769 | 33\% | 5,552 | $31 \%$ | 46,685 | $33 \%$ | 38 | 19\% | 615 | 30\% | 5,587 | $31 \%$ | 55,815 | 32\% |
|  |  | Quite a bit |  | 86 | 36\% | 811 | 34\% | 6,158 | $33 \%$ | 44,296 | 30\% | 78 | 40\% | 716 | 34\% | 5,854 | 31\% | 51,324 | 28\% |
|  |  | Very much |  | 55 | 23\% | 546 | 22\% | 4,310 | 22\% | 27,842 | 19\% | 63 | 32\% | 542 | 25\% | 4,687 | 24\% | 39,226 | 21\% |
|  |  |  | Total | 237 | 100\% | 2,378 | 100\% | 18,141 | 100\% | 141,719 | 100\% | 196 | 100\% | 2,092 | 100\% | 18,516 | 100\% | 176,346 | 100\% |
| 11p. Developing a deepened sense of spirituality | GNSPIRIT | Very little |  | 69 | 29\% | 865 | 38\% | 6,002 | 35\% | 48,984 | 36\% | 65 | 34\% | 853 | 43\% | 7,636 | 44\% | 76,855 | 46\% |
|  |  | Some |  | 64 | 26\% | 655 | 28\% | 4,934 | 27\% | 37,545 | 26\% | 61 | 30\% | 519 | 25\% | 4,817 | 25\% | 42,632 | 24\% |
|  |  | Quite a bit |  | 62 | 26\% | 467 | 19\% | 3,932 | 21\% | 30,246 | 21\% | 42 | 22\% | 352 | 16\% | 3,075 | 16\% | 28,154 | 15\% |
|  |  | Very much |  | 45 | 19\% | 391 | 15\% | 3,283 | 17\% | 25,058 | 17\% | 27 | 14\% | 369 | 17\% | 3,013 | 15\% | 28,766 | 15\% |
|  |  |  | Total | 240 | 100\% | 2,378 | 100\% | 18,151 | 100\% | 141,833 | 100\% | 195 | 100\% | 2,093 | 100\% | 18,541 | 100\% | 176,407 | 100\% |



# NSSE 2010 Mean Comparisons 

## Berea College

national survey of student engagement

Berea College compared with:


## Baccalaureate -

$\frac{\text { Arts and Sciences }}{\substack{\text { Effect }}} \xrightarrow{\text { NSSE } 2010}$

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

1. Academic and Intellectual Experiences

| a. <br> Asked questions in class or contributed to class discussions | CLQUEST | ACL |  |  |  |  |  |  |  |  |  |  | 33 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | FY SR | $\begin{aligned} & 3.13 \\ & 3.36 \end{aligned}$ | 3.14 3.42 |  | -. 01 | 3.04 3.32 |  | .11 .05 |  |  | .33 .28 |
| Made a class presentation | CLPRESEN | ACL | FY | 2.36 | 2.31 |  | . 06 | 2.35 |  | . 02 | 2.29 |  | . 08 |
| b. Made a class presentation |  |  | SR | 2.91 | 2.91 |  | -. 01 | 2.88 |  | . 04 | 2.79 | * | . 13 |
| Prepared two or more drafts of a paper or | REWROPAP |  | FY | 2.65 | 2.67 |  | -. 02 | 2.70 |  | -. 06 | 2.70 |  | -. 06 |
| assignment before turning it in |  |  | SR | 2.42 | 2.42 |  | . 00 | 2.51 |  | -. 09 | 2.51 |  | -. 09 |
| Worked on a paper or project that required <br> d. integrating ideas or information from | INTEGRAT |  | FY | 3.21 | 3.20 |  | . 01 | 3.20 |  | . 01 | 3.11 |  | . 12 |
| various sources |  |  | SR | 3.50 | 3.50 |  | . 01 | 3.46 |  | . 07 | 3.35 | *** | . 21 |
| Included diverse perspectives (different races, <br> e. religions, genders, political beliefs, etc.) in class | DIVCLASS |  | FY | 3.23 | 2.91 | *** | . 39 | 2.90 | *** | . 40 | 2.80 | *** | . 49 |
| discussions or writing assignments |  |  | SR | 3.21 | 3.02 | ** | . 22 | 2.95 | *** | . 30 | 2.85 | *** | . 38 |
| Come to class without completing readings or | CLUNPREP |  | FY | 2.07 | 1.96 | * | . 15 | 1.96 | * | . 15 | 1.99 |  | . 10 |
| assignments |  |  | SR | 2.19 | 2.06 | * | . 17 | 2.05 | * | . 18 | 2.09 |  | . 12 |
| Worked with other students on projects during | CLASSGRP | ACL | FY | 2.47 | 2.34 | * | . 15 | 2.41 |  | . 06 | 2.46 |  | . 01 |
| class |  |  | SR | 2.51 | 2.34 | ** | . 21 | 2.49 |  | . 02 | 2.56 |  | -. 06 |
| Worked with classmates outside of class to | OCCGRP | ACL | FY | 2.58 | 2.72 | * | -. 16 | 2.57 |  | . 02 | 2.45 | ** | . 15 |
| prepare class assignments |  |  | SR | 2.82 | 2.85 |  | -. 03 | 2.75 |  | . 08 | 2.78 |  | . 04 |
| Put together ideas or concepts from different <br> i. courses when completing assignments or during | INTIDEAS |  | FY | 2.74 | 2.79 |  | -. 05 | 2.73 |  | . 02 | 2.65 |  | . 12 |
| class discussions |  |  | SR | 3.13 | 3.12 |  | . 02 | 3.02 | * | . 14 | 2.95 | ** | . 22 |
| Tutored or taught other students | UTOR | ACL | FY | 1.87 | 1.78 |  | . 10 | 1.70 | ** | . 20 | 1.70 | ** | . 20 |
| (paid or voluntary) |  |  | SR | 2.51 | 2.21 | ** | . 29 | 1.97 | *** | . 53 | 1.86 | ** | . 67 |
| Participated in a community-based project (e.g. service learning) as part of a regular course | COMMPROJ | ACL | FY | 1.69 | 1.57 | * | . 14 | 1.61 |  | . 08 | 1.60 |  | . 10 |
|  |  |  | SR | 2.29 | 1.75 | *** | . 63 | 1.76 | *** | . 59 | 1.74 | *** | . 61 |

[^2]national survey of
student engagement


[^3]Benchmark
Berea College $\quad$ Schools

Baccalaureate -

## 2. Mental Activities

Memorizing facts, ideas, or methods from your
a. courses and readings so you can repeat them in pretty much the same form
Analyzing the basic elements of an idea,
b. experience, or theory, such as examining a
particular case or situation in depth and considering its components
Synthesizing and organizing ideas, information, or
c. experiences into new, more complex interpretations and relationships
Making judgments about the value of info.,
d. arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
e.

| Applying theories or concepts to practical <br> problems or in new situations | APPLYING | LAC |
| :--- | :--- | :--- |

3. Reading and Writing

| a. Number of assigned textbooks, books, or <br> a. book-length packs of course readings | READASGN | LAC | $\begin{aligned} & \text { FY } \\ & \text { SR } \end{aligned}$ |
| :---: | :---: | :---: | :---: |
| b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | READOWN |  | FY SR |
| c. <br> Number of written papers or reports of $\mathbf{2 0}$ pages or more | WRITEMOR | LAC | $\begin{aligned} & \text { FY } \\ & \text { SR } \end{aligned}$ |
| d. Number of written papers or reports between 5 and 19 pages | WRITEMID | LAC | $\begin{aligned} & \text { FY } \\ & \text { SR } \end{aligned}$ |
| e. Number of written papers or reports of fewer than 5 pages | WRITESML | LAC | FY |

4. Problem Sets
${ }^{a}$ Weighted by gender and enrollment status (and size for comparisons),
${ }^{\mathrm{b}} * \mathrm{p}<.05 \quad{ }^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001 \quad$ (2-tailed).
${ }^{\text {c }}$ Mean difference divided by pooled SD
national survey of student engagement

[^4]
## Berea College

|  |  |  | $\begin{gathered} \text { Bench- } \\ \text { mark } \end{gathered}$ | Class | Mean ${ }^{\text {a }}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size co } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Variable |  |  |  |  |  |  |
|  | Community service or volunteer work | VOLNTR04 | EEE | FY |  |  | *** | -. 31 |
|  |  |  |  | SR | . 66 | . 81 | *** | -. 37 |
|  | Participate in a learning community or some other formal program where groups of students take two or more classes together | LRNCOM04 | EEE | FY SR | $\begin{aligned} & .08 \\ & . \end{aligned}$ | $\begin{aligned} & .09 \\ & .25 \end{aligned}$ |  | -.04 .10 |
| d. | Work on a research project with a faculty member outside of course or program requirements | RESRCH04 | SFI | FY SR | $\begin{aligned} & .03 \\ & .30 \end{aligned}$ |  | * | -.01 -.16 |
|  | reign language coursework | FORLNG04 | EEE | FY | . 31 | . 50 | *** | -. 39 |
|  |  |  |  | SR | . 58 | . 83 | *** | -. 65 |
| f. | Study abroad | STDABR04 | EEE | FY | . 02 | . 01 |  | . 02 |
|  |  |  |  | SR | . 45 | . 41 |  | . 08 |
| g. | Independent study or self-designed major | INDSTD04 | EEE | FY | . 01 | . 02 |  | -. 07 |
|  |  |  |  | SR | . 24 | . 37 | *** | -. 27 |
| h. | Culminating senior experience (capstone course, | SNRX0 | EEE | FY | . 01 | . 01 |  | . 01 |
|  | senior project or thesis, comprehensive exam, etc.) |  |  | SR | . 66 | . 62 |  | . 10 |

Berea College compared with:

## Benchmark

Schools
Berea College
$\xrightarrow[\text { Arts and Sciences }]{\text { Effect }} \quad$ NSSE 2010

| Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { EEffect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{gathered} \text { Effect } \\ \text { Size } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| . 43 | *** | -. 22 | . 40 | ** | -. 17 |
| . 67 |  | -. 01 | . 60 |  | . 12 |
| . 13 | ** | -. 15 | . 17 | *** | -. 23 |
| 26 |  | 08 | 27 |  | 07 |

Select the circle that best represents the quality of your relationships with people at your institution.
8. Quality of Relationships

| a. | students | ENVSTU | SCE | FY | 5.58 | 5.75 | * | -. 14 | 5.58 |  | -. 01 | 5.49 |  | . 06 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | SR | 5.49 | 5.84 | *** | -. 29 | 5.67 |  | -. 14 | 5.65 |  | -. 12 |
| 1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. | Relationships with faculty members | ENVFAC | SCE | FY | 5.38 | 5.74 | *** | -. 32 | 5.54 | * | -. 13 | 5.27 |  | . 09 |
|  |  |  |  | SR | 5.59 | 5.98 | *** | -. 38 | 5.76 | * | -. 15 | 5.49 |  | . 08 |
| $1=$ Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Relationships with administrative personnel and | ENVADM | SCE | FY | 4.69 | 5.17 | *** | -. 36 | 4.98 | ** | -. 19 | 4.82 |  | -. 08 |
|  | offices |  |  | SR | 4.43 | 4.84 | *** | -. 26 | 4.73 | ** | -. 18 | 4.69 | * | -. 16 |

[^5]
# NSSE 2010 Mean Comparisons 

## Berea College

national survey of
student engagement
Berea College compared with:

## Benchmark

Berea College

## Baccalaureate -



About how many hours do you spend in a typical 7-day week doing each of the following?
$1=0 \mathrm{hrs} / \mathrm{wk}, 2=1-5 \mathrm{hrs} / \mathrm{wk}, 3=6-10 \mathrm{hrs} / \mathrm{wk}, 4=11-15 \mathrm{hrs} / \mathrm{wk}, 5=16-20 \mathrm{hrs} / \mathrm{wk}, 6=21-25 \mathrm{hrs} / \mathrm{wk}, 7=26-30 \mathrm{hrs} / \mathrm{wk}$,
9. Time Usage

Preparing for class (studying, reading, writing,
a. doing homework or lab work, analyzing data, rehearsing, and other academic activities)
b. Working for pay on campus WORKON01
c. Working for pay off campus WORKOF01 FY
$8=$ More than $30 \mathrm{hrs} / \mathrm{wk}$

| Participating in co-curricular activities <br> d. (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | COCURR01 | EEE | FY SR | 2.23 2.28 | 3.12 3.32 | $* * *$ $* * *$ | -.54 <br> -.60 | 2.62 2.54 | *** | -.23 <br> -.15 | 2.29 2.13 |  | $\begin{array}{r}-.04 \\ .10 \\ \hline\end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Relaxing and socializing (watching TV, | SOC |  | FY | 3.33 | 3.71 | *** | -. 26 | 3.74 | *** | -. 26 | 3.78 | *** | -. 27 |
| partying, etc.) |  |  | SR | 3.23 | 3.76 | *** | -. 35 | 3.58 | ** | -. 23 | 3.53 | ** | -. 19 |
| Providing care for dependents living with you | CAREDE01 |  | FY | 1.50 | 1.18 | *** | . 40 | 1.56 |  | -. 05 | 1.89 | *** | -. 22 |
| (parents, children, spouse, etc.) |  |  | SR | 1.66 | 1.15 | *** | . 61 | 1.96 | * | -. 15 | 2.50 | *** | -. 36 |
|  | COMMUTE |  | FY | 2.30 | 1.88 | *** | . 51 | 2.03 | *** | . 28 | 2.31 |  | -. 01 |
|  |  |  | SR | 2.02 | 1.83 | *** | . 27 | 2.09 |  | -. 07 | 2.37 | *** | -. 32 |

10. Institutional Environment

To what extent does your institution emphasize each of the following? $1=$ Very little, $2=$ Some, $3=$ Quite a bit, $4=$ Very much

| 4.44 | ** | . 19 | 4.21 | *** | . 33 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4.48 | *** | . 35 | 4.29 | *** | . 46 |
| 1.68 | *** | 1.72 | 1.52 | *** | 1.82 |
| 2.07 | *** | 1.45 | 1.84 | *** | 1.52 |
| 1.89 | *** | -. 38 | 2.26 | *** | -. 50 |
| 2.90 | *** | -. 68 | 3.62 | *** | -. 88 |
| 2.62 | *** | -. 23 | 2.29 |  | -. 04 |
| 2.54 | ** | -. 15 | 2.13 |  | . 10 |
| 3.74 | *** | -. 26 | 3.78 | *** | -. 27 |
| 3.58 | ** | -. 23 | 3.53 | ** | -. 19 |
| 1.56 |  | -. 05 | 1.89 | *** | -. 22 |
| 1.96 | * | -. 15 | 2.50 | *** | -. 36 |
| 2.03 | *** | . 28 | 2.31 |  | -. 01 |
| 2.09 |  | -. 07 | 2.37 | *** | -. 32 |



| 3.42 | 3.39 |  | .04 |
| ---: | ---: | ---: | ---: |
| 3.56 | 3.42 | $* *$ | .21 |
| 3.19 | 3.40 | $* * *$ | -.30 |
| 3.10 | 3.33 | $* * *$ | -.32 |
| 3.25 | 2.93 | $* * *$ | .35 |
| 3.18 | 2.71 | $* * *$ | .50 |


| 3.23 | $* * *$ | .25 |  |  | 3.16 | $* * *$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 3.23 | $* * *$ | .45 |  | .34 |  |  |
|  |  |  | 3.16 | $* * *$ | .52 |  |
| 3.24 |  | -.07 |  | 3.10 |  | .11 |
| 3.14 |  | -.06 |  | 2.98 |  | .14 |
| 2.81 | $* * *$ | .46 |  | 2.74 | $* * *$ | .53 |
| 2.61 | $* * *$ | .57 |  | 2.57 | $* * *$ | .61 |

[^6]national survey of student engagement

## NSSE 2010 Mean Comparisons

## Berea College

Bench- Berea College
d.

|  | Variable | Bench- mark | Class |
| :---: | :---: | :---: | :---: |
| d. Helping you cope with your non-academic responsibilities (work, family, etc.) | ENVNACAD | SCE | FY |
| e. Providing the support you need to thrive socially | ENVSOCAL | SCE | FY SR |
| Attending campus events and activities (special <br> f. speakers, cultural performances, athletic events, etc.) | ENVEVENT |  | FY SR |
| g. Using computers in academic work | ENVCOMPT |  | FY SR |



[^7]NSSE
national survey of student engagement

## Berea College

Berea College compared with:
Benchmark Baccalaureate -

| Arts and Sciences |  |  | NSSE 2010 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Mean ${ }^{\text {a }}$ | $s i g{ }^{\text {b }}$ | $\begin{aligned} & \text { EEffect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | Effect Size ${ }^{\text {c }}$ |
| 1.91 |  | -. 11 | 1.94 | * | -. 14 |
| 2.18 |  | . 04 | 2.12 |  | . 10 |
| 2.97 |  | -. 10 | 2.95 |  | -. 08 |
| 3.13 | * | -. 17 | 3.07 |  | -. 10 |
| 2.90 |  | -. 12 | 2.84 |  | -. 05 |
| 2.98 |  | -. 03 | 2.86 |  | . 09 |
| 2.72 | *** | . 52 | 2.69 | *** | . 54 |
| 2.69 | *** | . 52 | 2.69 | *** | . 51 |
| 2.75 |  | . 04 | 2.72 |  | . 07 |
| 2.83 |  | -. 02 | 2.83 |  | -. 02 |
| 2.82 |  | -. 05 | 2.73 |  | . 04 |
| 2.84 |  | -. 09 | 2.77 |  | -. 01 |
| 2.63 |  | . 09 | 2.50 | *** | . 22 |
| 2.63 | *** | . 32 | 2.52 | *** | . 42 |
| 2.20 | * | . 14 | 2.18 | * | . 15 |
| 2.02 |  | . 13 | 2.00 | * | . 14 |

12. Academic Advising

| Overall, how would you evaluate the quality of |  |  |
| :--- | :--- | :--- |
| academic advising you have received at your <br> institution? | ADVISE | FY |


| 1=Poor, 2=Fair, 3=Good, 4=Excellent |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
|  | 3.05 | 3.26 | $* * *$ | -.27 |
| F | 3.11 | 3.34 | $* * *$ | -.28 |
| SR | 3.11 |  |  |  |


|  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: |
|  | -.10 |  | 3.07 |  | -.03 |
| 3.13 | -.03 |  | 2.94 | $* *$ | .19 |

13. Satisfaction

| How would you evaluate your entire educational <br> experience at this institution? | ENTIREXP | FY |
| :--- | :--- | :--- |
|  |  | SR |


| 1=Poor, $2=$ Fair, $3=$ Good, $4=$ Excellent |  |  |  |
| :---: | :---: | :---: | :---: |
| 3.24 | 3.44 | $* * *$ | -.30 |
| 3.27 | 3.54 | $* * *$ | -.42 |


|  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | -.10 |  | 3.23 |
| 3.37 | $*$ | -.14 |  | 3.24 | .02 |
|  |  |  |  |  |  |

14. 

| If you could start over again, would you go to the same institution you are now attending? | SAMECOLL | FY | 3.34 | 3.34 |  | -. 01 | 3.24 | . 11 | 3.24 | . 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | SR | 3.23 | 3.35 | * | -. 14 | 3.25 | -. 02 | 3.22 | . 01 |

[^8]
## Benchmark Graphs for Berea Students for All Three Administrations: 2003, 2007, and 2010


*According to NSSE definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.

*According to NSSE definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.


NOTE: Due to a 2004 change to the item, "Worked on a research project with a faculty member outside of course or program requirements," the above benchmarks are all calculated without that item.
*According to NSSE definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.


NOTE: Due to a 2004 change to the item, "Worked on a research project with a faculty member outside of course or program requirements," our benchmark mean from 2003 is not comparable to the benchmark means above.
*According to NSSE definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.

## Enriching Educational Experiences



NOTE: Due to a 2004 change in response options for several of the items in this benchmark category, our 2003 benchmark means are incompatible with those of later years.
*According to NSSE definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.

*According to NSSE definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.

2010 Benchmark Graphs: Comparisons (with significance indicated) of Berea, Benchmark Schools, Carnegie Peers, NSSE Top 50\% and NSSE Top 10\%


[^9]*According to NSSE 2010 definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.

## Benchmark: Level of Academic Challenge Included Items

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.

About how many hours do you spend in a typical 7 -day week doing each of the following? ( $1=0 \mathrm{hrs}, 2=1-5 \mathrm{hrs}, 3=6-10$ hrs, $4=11-15 \mathrm{hrs}, 5=16-20 \mathrm{hrs}, 6=21-25 \mathrm{hrs}, 7=26-30 \mathrm{hrs}, 8=$ more than 30 )

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

During the current school year, about how much reading and writing have you done? $(1=$ none, $2=1-4,3=5-10,4=11$ 20, 5 = more than 20)

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
Number of written paper or reports of fewer than 5 pages
During the current school year, how much has your coursework emphasized the following mental activities? ( $1=$ very little, 2
= some, 3 = quite a bit, 4 = very much)
Analyzing the basic elements of an idea, experience or theory, such as examining a particular case of situation in depth and considering its components
$\qquad$ relationships
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
Applying theories or concepts to practical problems or in new situations

In your experience at your institution during the current school year, about how often have you done each of the following? (1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)

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

To what exent does your institution emphasize each of the following? $(1=$ very little, $2=$ some, $3=$ quite a bit, $4=$ very much)

Spending significant amounts of time studying and on academic work.

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


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3 -year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
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


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3 -year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

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


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
During the current school year, about how much reading and writing have you done?
Number or written papers or reports between 5 and 19 pages


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
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


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

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


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

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



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3 -year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
During the current school year, how much has your coursework emphasized the following mental activities?
Making judgements about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
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


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

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

Worked harder than you thought you could to
meet an instructor's standards or expectations
First-Year Students


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
To what extent does your institution emphasize each of the following?
Spending significant amounts of time studying and on academic work


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.


[^10]*According to NSSE 2010 definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.

## Benchmark: Active and Collaborative Learning Included Items

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 difficutl material prepares students for the messy, unscripted problems they will encounter daily during and after college.

In your experience at your institution during the current school year, about how often have you done each of the following? (1 = never, 2 = sometimes, 3 = often, 4 = very often)

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 (paid or voluntary)
Participated in a community-based project 9e.g. service learning) as part of a regular course
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 the following?


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
In your experience at your institution during the current school year, about how often have you done the following?


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

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


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

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


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

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


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3 -year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
In your experience at your institution during the current school year, about how often have you done the following?


[^11]National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
In your experience at your institution during the current school year, about how often have you done the following?
Discussed ideas from your readings or classes with others


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.


[^12]*According to NSSE 2010 definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.

## Benchmark: Student-Faculty Interaction Included Items

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 guies for continuous, life-long learning.

In your experience at your institution during the current school year, about how often have you done each of the following? (1 = never, 2 = sometimes, 3 = often, 4 = very often)

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
Working with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
Received prompt written or oral feedback from faculty on your academic performance

Which of the following have you done or do you plan to do before you graduate from your institution? (Scale: Done, Plan to do, do not plan to do, have not decided -- recoded into $0=$ have not decided, do not plan to do, plan to do, $1=$ done)

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

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
In your experience at your institution during the current school year, about how often have you done the following?


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
In your experience at your institution during the current school year, about how often have you done the following?


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

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

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

First-Year Students


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
In your experience at your institution during the current school year, about how often have you done the following?
Worked with faculty members on activities other than coursework
(committees, orientation, student life activities, etc.)


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
In your experience at your institution during the current school year, about how often have you done the following?

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



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
Which of the following have you done or do you plan to do before you qraduate from your institution?
Work on a research project with a faculty member
outside of course or program requirements


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.


[^13]*According to NSSE 2010 definition. NSSE weights student responses on various ratings used in the survey by gender, enrollment status, and institutional size to arrive at the mean score shown in the graph above.

## Benchmark: Enriching Educational Experiences Included Items

Complementary learning opportunities enhance 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.

About how many hours do you spend in a typical 7-day week doing each of the following? ( $1=0 \mathrm{hrs}, 2=1-5 \mathrm{hrs}, 3=6-10$ hrs, $4=11-15 \mathrm{hrs}, 5=16-20 \mathrm{hrs}, 6=21-25 \mathrm{hrs}, 7=26-30 \mathrm{hrs}, 8=$ more than 30 )

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

Which of the following have you done or do you plan to do before you graduate from your institution? (Scale: Done, Plan to do, do not plan to do, have not decided -- recoded into $0=$ have not decided, do not plant to do, plan to do, $1=$ done)

Practicum, internship, field experience, co-op experience, or clinical assignment
Community service or volunteer work
Participate in a learning community or some other formal program where groups of students take two or more classes together
Foreign language coursework

## Study abroad

Independent study or self-designed major
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

In your experience at your institution during the current school year, about how often have you done each of the following? ( 1 = never, 2 = sometimes, $3=$ often, $4=$ very often)

Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
Had serious conversations with students of a different race or ethnicity than your own
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment

To what extent does your institution emphasize each of the following? ( $1=$ very little, $2=$ some, $3=$ quite a bit, $4=$ very much)

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

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, fraternity or sorority, intercollegiate or intramural sports etc.)


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3 -year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
Which of the following have you done or do you plan to do before you qraduate from your institution?
Practicum, internship, field experience, co-op experience or clinical assignment


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
Which of the following have you done or do you plan to do before you qraduate from your institution?


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

Which of the following have you done or do you plan to do before you qraduate from your institution?
Participate in a learning community or some other formal program where groups of students take two or more classes together


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
Which of the following have you done or do you plan to do before you qraduate from your institution?
Foreign language coursework


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
Which of the following have you done or do you plan to do before you qraduate from your institution?


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
Which of the following have you done or do you plan to do before you graduate from your institution?


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%
Which of the following have you done or do you plan to do before you qraduate from your institution?
Culminating senior experience (capstone course,
senior project or thesis, comprehensive exam, etc.)


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

In your experience at your institution during the current school year, about how often have you done the following?
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

National Survey of Student Engagement (NSSE)
Response Rates: 2003: 57\%; 2007: 79\%; 2010: 64\%

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

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



NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

In your experience at your institution during the current school year, about how often have you done the following?
Used an electronic medium (listserv, chat group, Internet,


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.


[^0]:    Larry Chin
    President

[^1]:    ${ }^{\text {a }}$ Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.

[^2]:    Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}}$ * $\mathrm{p}<.05 \quad{ }^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001$ (2-tailed).
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^3]:    ${ }^{a}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05 \quad{ }^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001$ (2-tailed)
    ${ }^{\text {c }}$ Mean difference divided by pooled SD

[^4]:    ${ }^{a}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01{ }^{* * *} \mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^5]:    ${ }^{a}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01{ }^{* * *} \mathrm{p}<.001$ (2-tailed)
    ${ }^{\text {c }}$ Mean difference divided by pooled SD

[^6]:    Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01{ }^{* * *} \mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^7]:    Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{6}$ * $\mathrm{p}<.05{ }^{* *} \mathrm{p}<.01{ }^{* * *} \mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^8]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} \mathrm{p}<.05 \quad{ }^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^9]:    ${ }^{1}$ Benchmark Schools includes 12 (out of 26) participating institutions that Berea identified in its 1987 Long Range Plan as institutions to be used as benchmarks for faculty salary, benefits, and library holdings.
    ${ }^{2}$ Carnegie Peers includes institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges- Arts and Sciences." This is defined as an institution that confers at least half of its degrees in the Arts and Sciences (non-professional) based on one year's data.
    ${ }^{3}$ NSSE Top $50 \%$ includes institutions whose benchmark scores places them in the top $50 \%$ of all NSSE schools in 2010.
    ${ }^{4}$ NSSE Top $10 \%$ includes institutions whose benchmark scores places them in the top $10 \%$ of all NSSE schools in 2010.

[^10]:    ${ }^{1}$ Benchmark Schools includes 12 (out of 26) participating institutions that Berea identified in its 1987 Long Range Plan as institutions to be used as benchmarks for faculty salary, benefits, and library holdings.
    ${ }^{2}$ Carnegie Peers includes institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges- Arts and Sciences." This is defined as an institution that confers at least half of its degrees in the Arts and Sciences (non-professional) based on one year's data.
    ${ }^{3}$ NSSE Top $50 \%$ includes institutions whose benchmark scores places them in the top $50 \%$ of all NSSE schools in 2010.
    ${ }^{4}$ NSSE Top $10 \%$ includes institutions whose benchmark scores places them in the top $10 \%$ of all NSSE schools in 2010.

[^11]:    NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

[^12]:    ${ }^{1}$ Benchmark Schools includes 12 (out of 26) participating institutions that Berea identified in its 1987 Long Range Plan as institutions to be used as benchmarks for faculty salary, benefits, and library holdings.
    ${ }^{2}$ Carnegie Peers includes institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges- Arts and Sciences." This is defined as an institution that confers at least half of its degrees in the Arts and Sciences (non-professional) based on one year's data.
    ${ }^{3}$ NSSE Top $50 \%$ includes institutions whose benchmark scores places them in the top $50 \%$ of all NSSE schools in 2010.
    ${ }^{4}$ NSSE Top $10 \%$ includes institutions whose benchmark scores places them in the top $10 \%$ of all NSSE schools in 2010.

    $$
    \text { Items on back } \longrightarrow
    $$

[^13]:    ${ }^{1}$ Benchmark Schools includes 12 (out of 26) participating institutions that Berea identified in its 1987 Long Range Plan as institutions to be used as benchmarks for faculty salary, benefits, and library holdings.
    ${ }^{2}$ Carnegie Peers includes institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges- Arts and Sciences." This is defined as an institution that confers at least half of its degrees in the Arts and Sciences (non-professional) based on one year's data.
    ${ }^{3}$ NSSE Top $50 \%$ includes institutions whose benchmark scores places them in the top $50 \%$ of all NSSE schools in 2010.
    ${ }^{4}$ NSSE Top $10 \%$ includes institutions whose benchmark scores places them in the top $10 \%$ of all NSSE schools in 2010.

