

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

**Administered Online in Spring 2019  
to First-Year and Senior Students**

**Response Rates:  
First-Year Students: 46% (185/404)  
Senior Students: 54% (157/293)**

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

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

**2019 Survey Administration Materials**

## WHAT THIS SURVEY IS ABOUT

You are invited to answer a series of questions about your college experiences by completing the National Survey of Student Engagement (NSSE). Information from this survey is used by faculty and administrators at your school to improve the undergraduate experience and by other higher education leaders and researchers.

After reading the information on this page, if you agree to take part in this survey, click the "Proceed to the Survey" button below.

## SURVEY PARTICIPANTS

Survey participants are primarily first-year and senior bachelor's degree-seeking students at your school as well as other colleges and universities.



## TAKING THE SURVEY

The survey asks you about your college experiences, how you spend your time, what you have gained from college, and your interactions with peers, faculty, and others. Filling out the questionnaire takes about 15 minutes. Your participation is completely voluntary. Declining participation or not completing the survey will not result in any penalty or loss of benefits.

## SURVEY PARTNERS

This survey is conducted in a partnership between your school and the Indiana University Center for Postsecondary Research. The Center will send your survey responses to your school for institutional assessment, improvement, and research.

## CONFIDENTIALITY

Your school and the Center will make every effort to keep your responses confidential, although absolute confidentiality cannot be guaranteed. Neither your college nor the Center will make any public release of information associated with your name while using survey results and related student records for their intended purpose (to improve the college experience and conduct research), but personally identifiable responses may be inspected by college and government organizations when required by law.

## FURTHER INFORMATION

If you have any questions at any time about the study or the procedures, you may contact the National Survey of Student Engagement at [nsse@indiana.edu](mailto: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 Indiana University Human Subjects Office at 530 E. Kirkwood Avenue, Carmichael Center 203, Bloomington, IN 47408; by phone at 812-856-4242; or by email at [irb@iu.edu](mailto:irb@iu.edu).

[Proceed to the Survey](#)

[I Decline to Participate](#)

IRB Approval Date: April 10, 2018 | Study #0709000079

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## National Survey of Student Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## National Survey of Student Engagement

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

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

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

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

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

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

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

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

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

Response options: Excellent, Good, Fair, Poor

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

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

### 20. Do you intend to return to this institution next year? [Only non-seniors receive this question]

Response options: Yes, No, Not sure

### 21a. How many majors do you plan to complete? (Do not count minors.)

Response options: One, More than one

21b. [If answered "One"] Please enter your major or expected major: [Text box]

21c. [If answered "More than one"] Please enter up to two majors or expected majors (do not enter minors): [Text box]

### 22. What is your class level?

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

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

Response options: Yes, No

### 24a. How many courses are you taking for credit this current academic term?

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

24b. Of these, how many are *entirely online*?

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

# National Survey of Student Engagement

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

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

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

*Response options: Started here, Started elsewhere*

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

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

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

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

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

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

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

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

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

**32a. Are you an international student?**

*Response options: Yes, No*

**32b. [If answered "yes"] What is your country of citizenship?**

**33. How would you describe yourself? (Select all that apply.)**

*Response options: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latina/o, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, White, Another race or ethnicity, I prefer not to respond*

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

*Response options: Yes, No*

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

*Response options: Campus housing (other than a fraternity or sorority house), Fraternity or sorority house, House, apartment, or other residence within walking distance to campus, House, apartment, or other residence farther than walking distance to campus, Not applicable: No campus, entirely online program, etc., Not applicable: Homeless or in transition*

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

*Response options: Yes, No*

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

*Response options: Yes, No*

**38a. Have you been diagnosed with any disability or impairment?**

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

**38b. [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)**

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

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

*Response options: Straight (heterosexual); Bisexual; Gay; Lesbian; Queer; Questioning or unsure; Another sexual orientation, please specify: \_\_; I prefer not to respond*

**40. Prompt for Open-Ended Comments (Institutions select one of four questions for the end of the NSSE questionnaire.)**

- If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please enter them below.
- What has been most satisfying about your experience so far at this institution, and what has been most disappointing?
- Please describe the most significant learning experience you have had so far at this institution.
- What one change would most improve the educational experience at this institution, and what one thing should not be changed?

*Adapted from a pilot survey developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills, and examines perceptions of support for activism and how often students have engaged with campus, local, state, national, or global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen. (Similar FSSE set available.)*

**1. Select the response that best represents your ability to do the following:**

	Poor 1	2	3	4	Excellent 5
a. Help people resolve their disagreements with each other	0	0	0	0	0
b. Resolve conflicts that involve bias, discrimination, and prejudice	0	0	0	0	0
c. Lead a group in which people from different backgrounds feel welcomed and included	0	0	0	0	0
d. Participate in a constructive dialogue with someone who disagrees with you	0	0	0	0	0
e. Contribute to the well-being of your community	0	0	0	0	0

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

	Very much	Quite a bit	Some	Very little
a. Discussing important social, economic, or political issues with others	0	0	0	0
b. Organizing activities focused on important social, economic, or political issues	0	0	0	0
c. Being an informed and active citizen	0	0	0	0
d. Being involved in an organization or group focused on important social, economic, or political issues	0	0	0	0
e. Voting in campus, local, state, or national elections	0	0	0	0
f. Encouraging free speech and expression	0	0	0	0

**3. How much do you feel encouraged addressing important social, economic, or political issues in the following?**

	Very much	Quite a bit	Some	Very little
a. In course assignments	0	0	0	0
b. In course discussions	0	0	0	0
c. Outside of class	0	0	0	0

**4. During the current school year, whether course-related or not, about how often have you done the following?**

	Very often	Often	Sometimes	Never
d. Informed yourself about campus or local issues	0	0	0	0
e. Informed yourself about state, national, or global issues	0	0	0	0
f. Discussed campus or local issues with others	0	0	0	0
g. Discussed state, national, or global issues with others	0	0	0	0
h. Raised awareness about campus or local issues	0	0	0	0
i. Raised awareness about state, national, or global issues	0	0	0	0
j. Asked others to address campus or local issues	0	0	0	0
k. Asked others to address state, national, or global issues	0	0	0	0
l. Organized others to work on campus or local issues	0	0	0	0
m. Organized others to work on state, national, or global issues	0	0	0	0

**5. Think about the experiences you may have had with campus, local, state, national, or global issues. What about these experiences has been most meaningful to you? (5,000 character limit)**



## Topical Module: Inclusiveness and Engagement with Cultural Diversity

*This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The module replaces the former Experiences with Diverse Perspectives module. (Similar FSSE set available.)*

### 1. During the current school year, how much has your coursework emphasized the following?

	Very much	Quite a bit	Some	Very little
a. Developing the skills necessary to work effectively with people from various backgrounds	0	0	0	0
b. Recognizing your own cultural norms and biases	0	0	0	0
c. Sharing your own perspectives and experiences	0	0	0	0
d. Exploring your own background through projects, assignments, or programs	0	0	0	0
e. Learning about other cultures	0	0	0	0
f. Discussing issues of equity or privilege	0	0	0	0
g. Respecting the expression of diverse ideas	0	0	0	0

### 2. How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
a. Demonstrating a commitment to diversity	0	0	0	0
b. Providing students with the resources needed for success in a multicultural world	0	0	0	0
c. Creating an overall sense of community among students	0	0	0	0
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	0	0	0	0
e. Providing information about anti-discrimination and harassment policies	0	0	0	0
f. Taking allegations of discrimination or harassment seriously	0	0	0	0
g. Helping students develop the skills to confront discrimination and harassment	0	0	0	0

### 3. How much does your institution provide a supportive environment for the following forms of diversity?

	Very much	Quite a bit	Some	Very little
a. Racial/ethnic identity	0	0	0	0
b. Gender identity	0	0	0	0
c. Economic background	0	0	0	0
d. Political affiliation	0	0	0	0
e. Religious affiliation	0	0	0	0
f. Sexual orientation	0	0	0	0
g. Disability status	0	0	0	0

### 4. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
a. I feel comfortable being myself at this institution.	0	0	0	0
b. I feel valued by this institution.	0	0	0	0
c. I feel like part of the community at this institution.	0	0	0	0

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

	Very often	Often	Sometimes	Never
a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	0	0	0	0
b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	0	0	0	0
c. Participated in a diversity-related club or organization	0	0	0	0
d. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	0	0	0	0
e. Reflected on your cultural identity	0	0	0	0

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

February 5, 2019

Name  
CPO

Dear first name:

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

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

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

You can view past results of this survey at:  
<https://www.berea.edu/ira/wp-content/uploads/sites/27/2016/04/NSSE2014Report.pdf>.

Your participation will help Berea College in many ways.

Sincerely yours,



Lyle D. Roelofs  
President



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**From:** Judith Weckman  
**Sent:** Monday, February 18, 2019 10:53 AM  
**To:** #Students\_Announce; #Staff\_Announce; #Faculty\_Announce  
**Subject:** Important Information for Berea College First-Year Students and Seniors  
**Attachments:** NSSE Infographic1.pdf

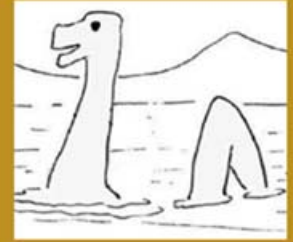
**First –year and Senior Students:** Please read the short infographic below. It explains the College’s commitment to administering NSSE survey invitation link I sent last week. The College needs your input so please complete it if you have not already.

**Staff/Faculty:** Please encourage your first-year and senior students to complete this institutional survey (link was sent via “external sender” email from me) ! It helps us make comparisons to national peers on important institutional characteristics.

Thank you,

Judith Weckman, Director  
Office of Institutional Research and Assessment  
Berea College  
985-3791

# What is NSSE?



The NSSE (National Survey of Student Engagement) measures the extent to which first-year and senior students across the country are involved in educational practices that are indicators of high levels of learning and development. Berea College administers the NSSE every five years.

Last week, first-year and senior students were sent an e-mail asking them to complete the NSSE. **\$50 cash prizes will be given to 10 lucky students who complete the survey.**

## First-Year and Senior Students

Make your voice heard by completing the 2019 NSSE!

Look for the survey link in the e-mail reminder coming this Wednesday from Judith Weckman marked "external sender."

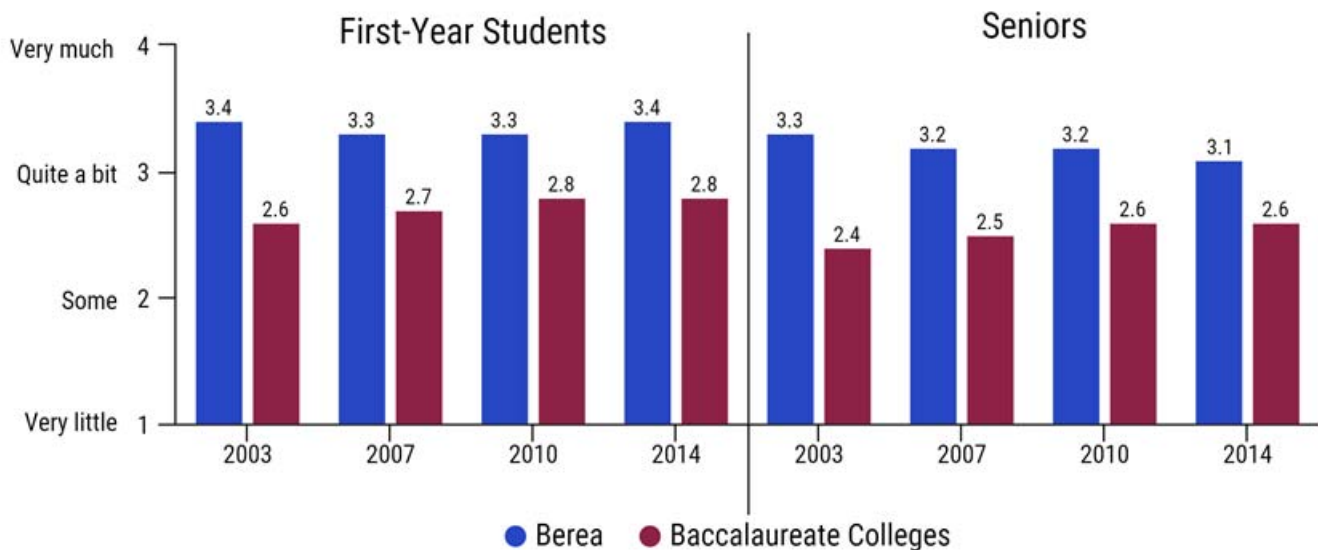


The graph below illustrates historical trends for one item on the NSSE.

More examples to follow next week!

Your institution emphasizes:

*Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)*



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**From:** Judith Weckman <nsse@nsesurvey.org>  
**Sent:** Tuesday, February 12, 2019 2:36 PM  
**To:** <@bera.edu>  
**Subject:** Please help Berea College by completing NSSE

**[EXTERNAL SENDER]**

Hi, ÀÇ•Dæ ^:

At Berea College we want our students to have the best educational experience possible, and the National Survey of Student Engagement (NSSE) helps by providing vital information about activities in and out of the classroom. Your participation is critical, so I hope you will complete NSSE—an opportunity only available to first-year and senior students once every five years.

In appreciation for participating, students who complete the survey by March 22 will be automatically entered in a random drawing to win 1 of 10 \$50 cash prizes. Your chance of winning depends on how many complete the survey; the last time we administered NSSE, about 460 students responded.

Click the link below to start NSSE: ÁŃ ã ~ ^Šã \

For help with logging into the survey or to find answers to a variety of other questions, please go to: <https://nsesurvey.org/contact/JD9963F974/21>. More information about NSSE is at [nsse.indiana.edu](http://nsse.indiana.edu). If

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you have other questions, please contact Clara Chapman at [chapmanc@bera.edu](mailto:chapmanc@bera.edu) or 859-985-3790.

Thank you in advance for taking a few moments to reflect on your experiences and help us strengthen Berea College!

Sincerely,

Judith Weckman  
Director, Institutional Research and Assessment

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**From:** Judith Weckman <nsse@nsesurvey.org>  
**Sent:** Wednesday, February 20, 2019 10:06 AM  
**To:** <@bera.edu>  
**Subject:** Please take the time to help Berea College

[EXTERNAL SENDER]

À••••• ^:

Have you heard about the National Survey of Student Engagement (NSSE)? Berea College participates in the NSSE only once every five years. Other students have already taken a few minutes to complete the survey, but we haven't yet heard from you. Your response is important and we want to make good use of it so that all current and future students can benefit.

In appreciation for participating, students who complete the survey by March 22 will be automatically entered in a random drawing to win 1 of 10 \$50 cash prizes. Your chance of winning depends on how many complete the survey; the last time we administered NSSE, about 460 students responded.

Click the link below to start the survey: [Wjã~^Åã\](#)

For help with logging into the survey or to find answers to a variety of other questions, please go to: <https://nsesurvey.org/contact/JD9963F974/22>. More information about NSSE is at [nsse.indiana.edu](https://nsse.indiana.edu). If you have other questions, please contact Clara Chapman at [chapmanc@bera.edu](mailto:chapmanc@bera.edu) or 859-985-3790.

Thank you in advance for taking the time to make Berea College the best it can be!

Sincerely,

Judith Weckman  
Director, Institutional Research and Assessment

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If you have problems accessing the survey above, please follow these instructions:

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**From:** Judith Weckman <nse@nsesurvey.org>  
**Sent:** Tuesday, February 26, 2019 12:24 PM  
**To:** <@bera.edu>  
**Subject:** Please help Berea College by completing NSSE

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**[EXTERNAL SENDER]**

Hi, ÀÇ•Dæ ^:

I am writing again to ask you to please take a few minutes to tell us about your experiences at Berea College by completing the National Survey of Student Engagement (NSSE). We participate in the NSSE only once every five years, so your response at this time is important.

In appreciation for participating, students who complete the survey by March 22 will be automatically entered in a random drawing to win 1 of 10 \$50 cash prizes. Your chance of winning depends on how many complete the survey; the last time we administered NSSE, about 460 students responded.

Click the link below to start the survey: Wj ã ~ ^Šã \

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For help with logging into the survey or to find answers to a variety of other questions, please go to: <https://nsesurvey.org/contact/JD9963F974/23>. More information about NSSE is at [nsse.indiana.edu](http://nsse.indiana.edu). If you have other questions, please contact Clara Chapman at [chapmanc@bera.edu](mailto:chapmanc@bera.edu) or 859-985-3790.

Thank you in advance for taking the time to help Berea College!

Sincerely,

Judith Weckman  
Director, Institutional Research and Assessment

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If you have problems accessing the survey above, please follow these instructions:



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**From:** Judith Weckman <nssesurvey.org>  
**Sent:** Wednesday, March 13, 2019 10:20 AM  
**To:** <@bera.edu>  
**Subject:** Can you please help Berea College?

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**[EXTERNAL SENDER]**

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Berea College depends on feedback from our students. That is why I'm sending you this reminder to complete the National Survey of Student Engagement (NSSE). NSSE was created to collect key information about your college experience that will help us make Berea College the best it can be. The survey is conveniently designed for mobile devices as well as desktop computers for smooth and easy completion.

In appreciation for participating, students who complete the survey by March 22 will be automatically entered in a random drawing to win 1 of 10 \$50 cash prizes. Your chance of winning depends on how many complete the survey; the last time we administered NSSE, about 460 students responded.

Click the link below to start the survey: } ã ^ Á \

For help with logging into the survey or to find answers to a variety of other questions, please go to: <https://nssesurvey.org/contact/JD9963F974/24>. If you have other questions, please contact Clara

Chapman at chapmanc@bera.edu or 859-985-3790.

Thank you in advance for taking the time to help Berea College!

Sincerely,

Judith Weckman  
Director, Institutional Research and Assessment

---

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**From:** Judith Weckman <nsse@nsse-survey.org>  
**Sent:** Tuesday, March 19, 2019 3:01 PM  
**To:** <@bera.edu>  
**Subject:** 7 V , please help Berea College by completing NSSE

**[EXTERNAL SENDER]**

Hi, Clara Chapman ^:

Before this opportunity passes, I want to make another plea for your participation in the National Survey of Student Engagement (NSSE), which asks questions about your college experience and helps us improve the education we provide at Berea College.

In appreciation for participating, students who complete the survey by March 22 will be automatically entered in a random drawing to win 1 of 10 \$50 cash prizes. Your chance of winning depends on how many complete the survey; the last time we administered NSSE, about 460 students responded.

Click the link below to start the survey: <https://nsse-survey.org/contact/JD9963F974/25>

The success of this important initiative depends on students like you, and I hope you will complete the survey as soon as possible. For help with logging into the survey or to find answers to a variety of other questions, please go to: <https://nsse-survey.org/contact/JD9963F974/25>. If you have other questions,

please contact Clara Chapman at [chapmanc@bera.edu](mailto:chapmanc@bera.edu) or 859-985-3790.

With gratitude,

Judith Weckman  
Director, Institutional Research and Assessment

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If you have problems accessing the survey above, please follow these instructions:

---

**From:** Judith Weckman  
**Sent:** Monday, February 25, 2019 10:02 AM  
**To:** #Students\_Announce; #Staff\_Announce; #Faculty\_Announce  
**Subject:** NSSE: It's Not a Myth, Berea Students Study More  
**Attachments:** NSSE Infographic #2.pdf

**First –year and Senior Students:** Please complete the NSSE survey when you receive a reminder email from me tomorrow. We are awarding **10 respondents \$50** each. Look for my name: Judith Weckman—the email will come from an **“external sender”** but it is a SAFE email.

**Labor Supervisors/Academic Advisors/Professors:** Please encourage your first-year and senior students to complete this institutional survey. It helps us make comparisons to national peers on important institutional characteristics.

**Look at the graph below for another example of NSSE results comparing Berea students to national peers:**



# NSSE Results Matter: It's Not a Myth



## First-Year and Senior Students

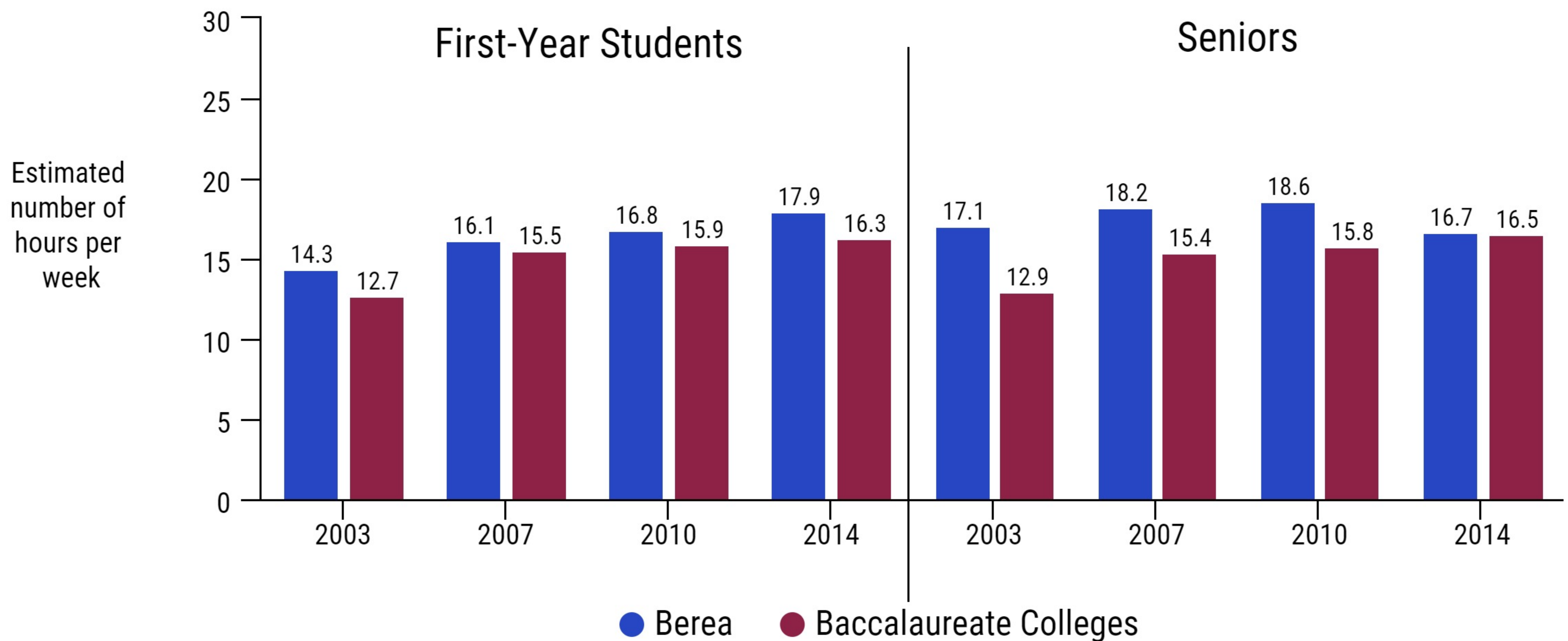
Make your voice heard by completing the 2019 NSSE!

Look for survey link in e-mail reminder Tuesday, February 26 from Judith Weckman marked "external sender."

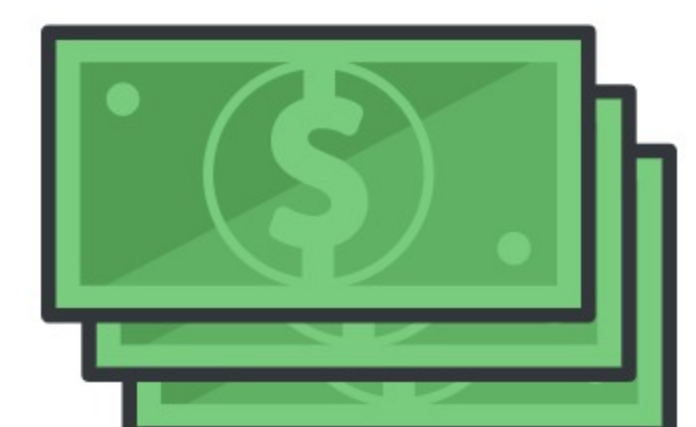
Results from previous years:

Estimated hours spent in a typical 7-day week:

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



**10** lucky students who complete the survey will win a \$50 cash prize!



**Clara Chapman**

---

**From:** Judith Weckman  
**Sent:** Thursday, March 7, 2019 9:51 AM  
**To:** #Students\_Announce  
**Cc:** #Faculty\_Announce; #Staff\_Announce; Aaron A. Stover  
**Subject:** Reminder to First-Year and Senior Students: Complete NSSE Survey



# NSSE Still Available Over Spring Break

## *First-Year and Senior Students*

Make your voice heard by completing  
the 2019 NSSE!

Look for  
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Tuesday  
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marked "e

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**10** lucky students who complete the survey will win a

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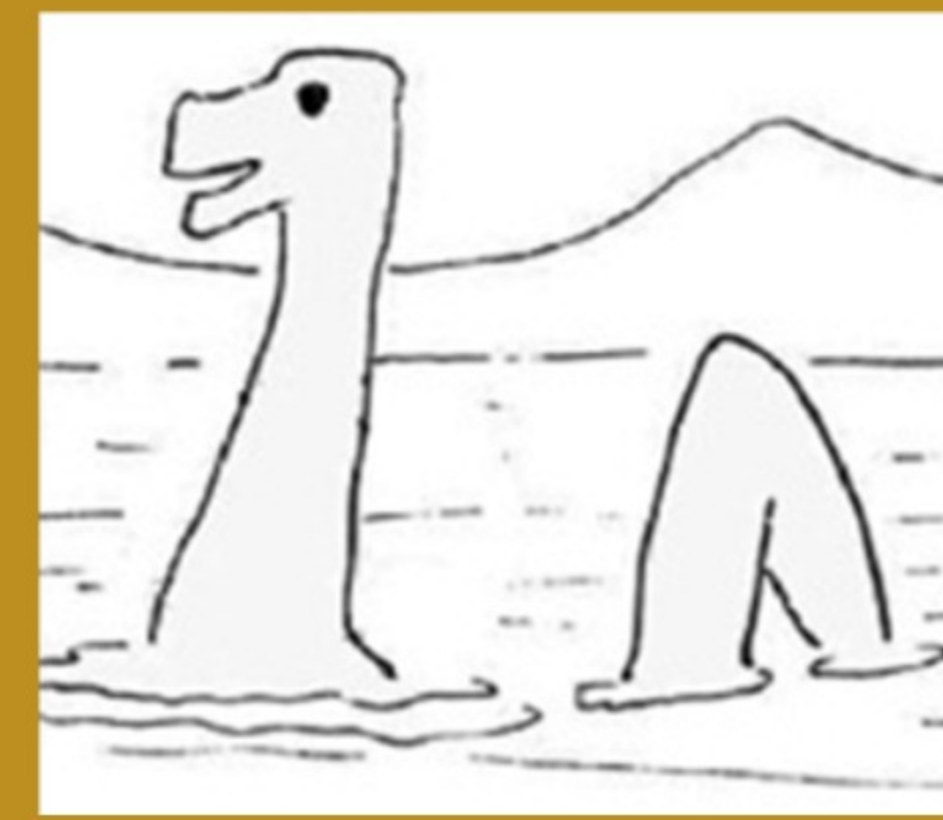
Results from previous years:

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

*Attended an art exhibit, play, or other arts performance (da*



# NSSE Still Available Over Spring Break

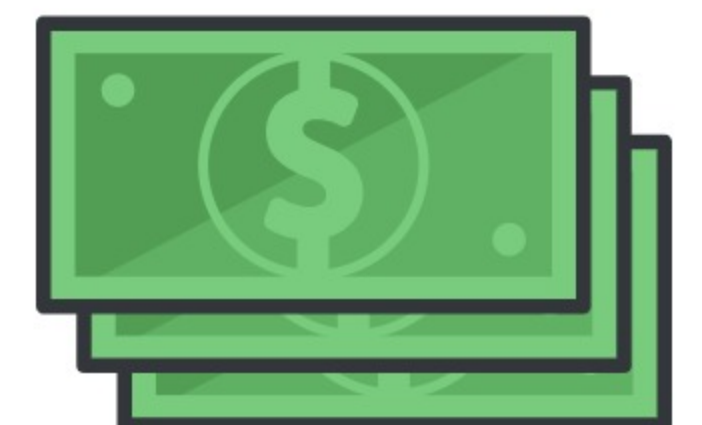


## First-Year and Senior Students

Make your voice heard by completing the 2019 NSSE!

Look for survey link in e-mail sent on Tuesday, February 26 from Judith Weckman marked "external sender."

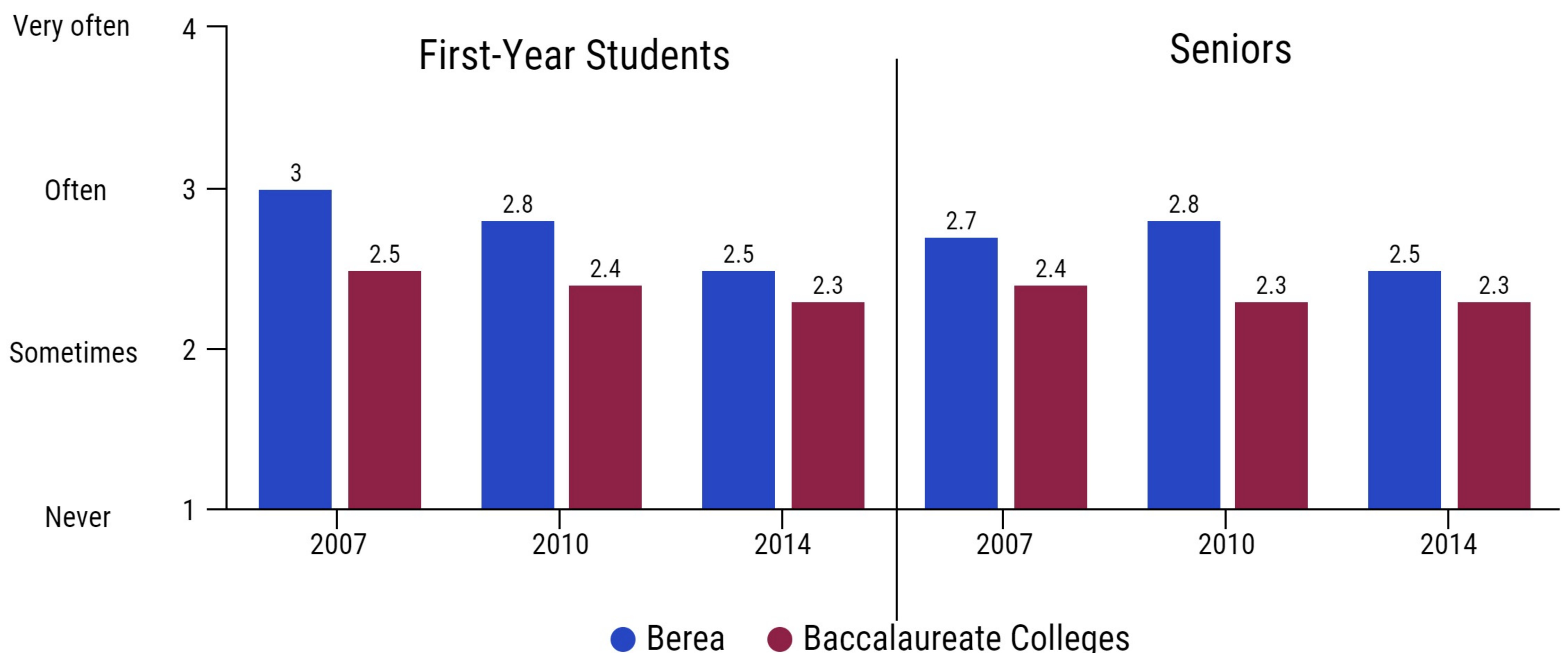
**10** lucky students who complete the survey will win a \$50 cash prize!



### Results from previous years:

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

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



---

**From:** Judith Weckman  
**Sent:** Tuesday, March 12, 2019 11:37 AM  
**Cc:** Clara Chapman  
**Subject:** Please complete the NSSE Tomorrow

Dear Student,

I have not received your response to the NSSE survey and would like to encourage you to complete it when you receive a reminder tomorrow. The results help us determine our strengths and weaknesses in many areas (supportiveness of our campus environment, academics, student-faculty interaction, etc.).

We only have two weeks left in the administration and currently do NOT yet have a very good response rate (33%). Because we would like to double this response rate, **we have increased the number of \$50 prizes from 10 to 20.**

**You will receive a reminder e-mail from me tomorrow (March 13) with the link to the survey.** It will be marked "External Sender" but it is SAFE.

Please complete the NSSE survey this Wednesday!

Judith Weckman  
Director, Institutional Research and Assessment  
Berea College  
Berea, KY  
985-3791

---

**From:** Clara Chapman  
**Sent:** Tuesday, March 12, 2019 11:43 AM  
**To:** #LaborSupervisors  
**Cc:** Judith Weckman  
**Subject:** Help us increase the response rate to the NSSE Survey

Labor Supervisors –

We are administering the National Survey of Student Engagement (NSSE) to all first-year and senior students this semester. This is our fourth time using NSSE over the last 20 years. The results help us determine our strengths and weaknesses in many areas (supportive campus environment, academics, student-faculty interaction, etc.).

Non-respondents will receive an e-mail reminder tomorrow (March 13) from Judith Weckman – it will be marked as an “External Sender” e-mail but it is safe. **If you have first-year and/or senior labor students, could you PLEASE ask them to complete this survey?** If you can give them about 15 minutes of labor time to complete the survey, that would be great.

It is important for Berea to get a high response rate. Right now, our response rate is low at 33%. In the past, our response rate was 60%.

Also, you can remind them that we will randomly award **twenty** \$50 cash gifts drawn from all respondents. We increased the number of \$50 prizes from 10 to 20.

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



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**From:** Clara Chapman  
**Sent:** Tuesday, March 12, 2019 11:46 AM  
**To:** #GSTR410ContemporaryIssues  
**Cc:** Judith Weckman  
**Subject:** Need your help

GSTR 410 Faculty,

We are administering the National Survey of Student Engagement (NSSE) to all first-year and senior students this semester. This is our fourth time using NSSE over the last 20 years. The results help us determine our strengths and weaknesses in many areas (academics, student-faculty interaction, supportive campus environment, etc.).

It is important for Berea to get a high response rate. Right now, our response rate for senior students is low at 35%. In the past, our response rate was 69% for this group.

Also, you can remind them that we will randomly award **twenty** \$50 cash gifts drawn from all respondents. We increased the number of \$50 prizes from 10 to 20.

**Please take a couple of minutes in class this week to remind your senior students to complete the NSSE survey.** They will receive a reminder e-mail from Judith Weckman tomorrow (March 13) with the link to the survey. It will be marked "External Sender" but it is safe.

We appreciate your help.

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

---

**From:** Clara Chapman  
**Sent:** Tuesday, March 12, 2019 11:45 AM  
**To:** #GSTR210WritingSeminarII  
**Cc:** Judith Weckman  
**Subject:** Need your help

GSTR 210 Faculty,

We are administering the National Survey of Student Engagement (NSSE) to all first-year and senior students this semester. This is our fourth time using NSSE over the last 20 years. The results help us determine our strengths and weaknesses in many areas (academics, student-faculty interaction, supportive campus environment, etc.).

It is important for Berea to get a high response rate. Right now, our response rate for first-year students is low at 31%. In the past, our response rate was 53% for this group.

Also, you can remind them that we will randomly award **twenty** \$50 cash gifts drawn from all respondents. We increased the number of \$50 prizes from 10 to 20.

**Please take a couple of minutes in class this week to remind your first-year students to complete the NSSE survey.** They will receive a reminder e-mail from Judith Weckman tomorrow (March 13) with the link to the survey. It will be marked "External Sender" but it is safe.

We appreciate your help.

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

---

**From:** Clara Chapman  
**Sent:** Tuesday, March 12, 2019 11:44 AM  
**To:** #Advisors  
**Cc:** Judith Weckman  
**Subject:** Help us increase the response rate to the NSSE Survey

Academic Advisors –

We are administering the National Survey of Student Engagement (NSSE) to all first-year and senior students this semester. This is our fourth time using NSSE over the last 20 years. The results help us determine our strengths and weaknesses in many areas (academics, student-faculty interaction, supportive campus environment, etc.).

Non-respondents will receive an e-mail reminder tomorrow (March 13) from Judith Weckman – it will be marked as an “External Sender” e-mail but it is safe. **If you advise first-year and/or senior students, could you PLEASE ask them to complete this survey?**

It is important for Berea to get a high response rate. Right now, our response rate is low at 33%. In the past, our response rate was 60%.

Also, you can remind them that we will randomly award **twenty** \$50 cash gifts drawn from all respondents. We increased the number of \$50 prizes from 10 to 20.

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

---

**From:** Clara Chapman  
**Sent:** Tuesday, March 26, 2019 9:22 AM  
**To:**  
**Subject:** NSSE Prize Winner

Dear %HtuP co g,

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

You are one of the 20 students who won \$50 for your participation. You will be receiving your prize through direct deposit within the next two weeks.

Overall, 50% 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,

Clara Chapman, Assistant Director  
Office of Institutional Research and Assessment






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

**2019 Report Materials**
















### Engagement Indicators within Themes: Berea comparisons

















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

**KEY:**

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

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

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

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

"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.  
 "Carnegie Peers" includes 152 institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges - Arts and Sciences." This category is for institutions that confer at least half of its degrees in the Arts and Sciences (non-professional).  
 "NSSE Top 50%" includes institutions whose average scores place them in the top 50% of all 2018 and 2019 NSSE institutions.  
 "NSSE Top 10%" includes institutions whose average scores place them in the top 10% of all 2018 and 2019 NSSE institutions.

## Theme: Academic Challenge

### Engagement Indicators with Individual Survey Items

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

#### Higher-Order Learning

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

---

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

---

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

---

Evaluating a point of view, decision or information source.

---

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

#### Reflective and Integrative Learning

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

---

Combined ideas from different courses when completing assignments.

---

Connected your learning to societal problems or issues.

---

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

---

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

---

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

---

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

---

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

#### Learning Strategies

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

---

Identified key information from reading assignments.

---

Reviewed your notes after class.

---

Summarized what you learned in class or from course materials.

#### Quantitative Reasoning

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

---

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

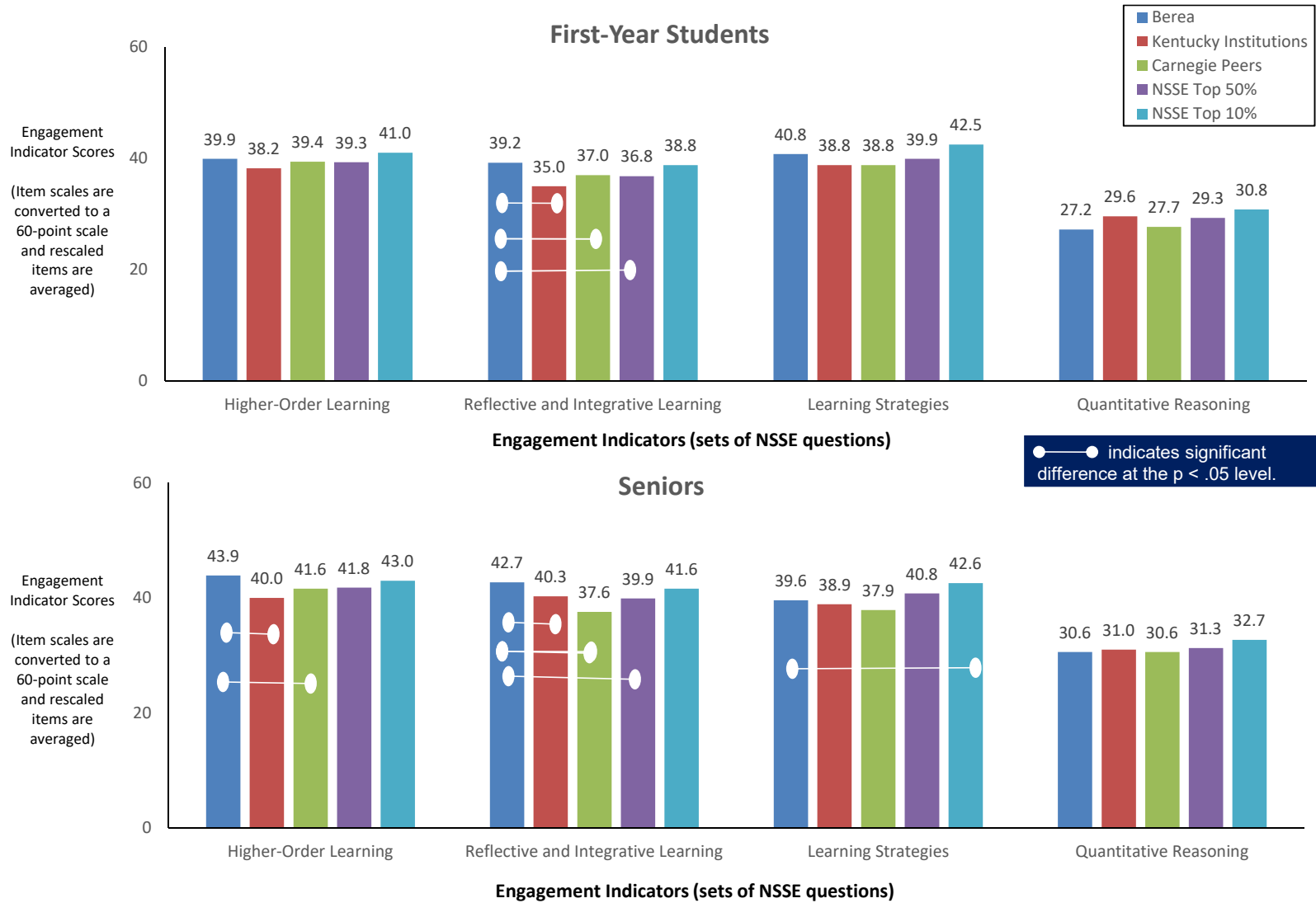
---

Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.).

---

Evaluated what others have concluded from numerical information.

**THEME: Academic Challenge**



"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.

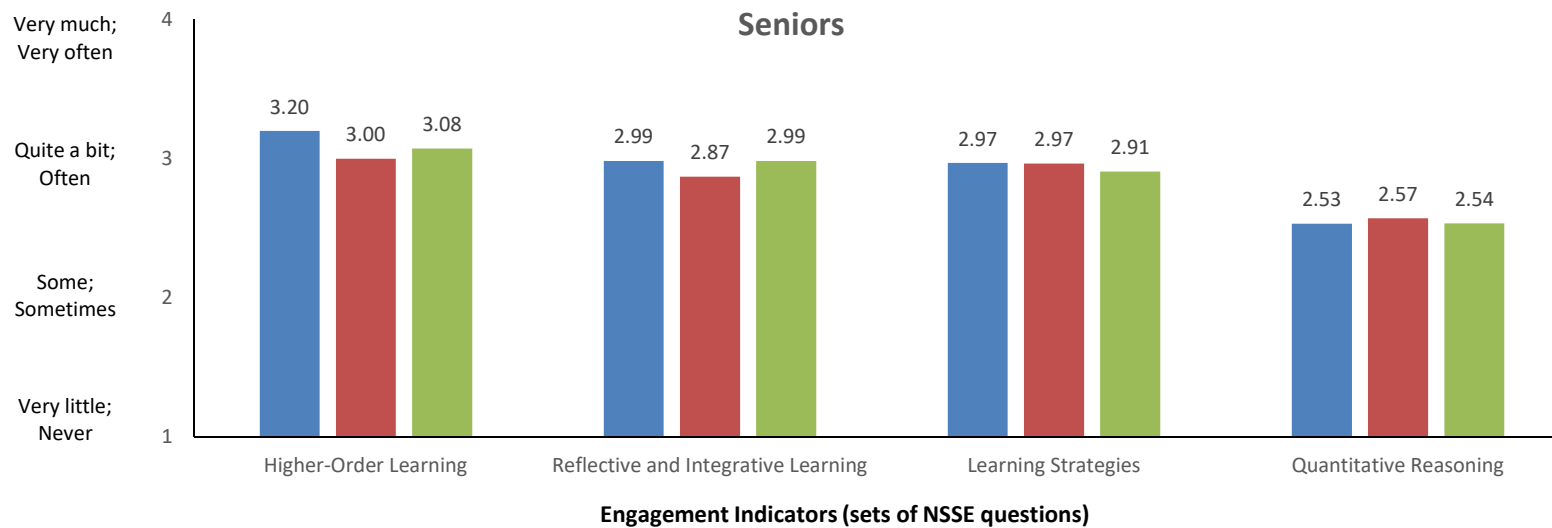
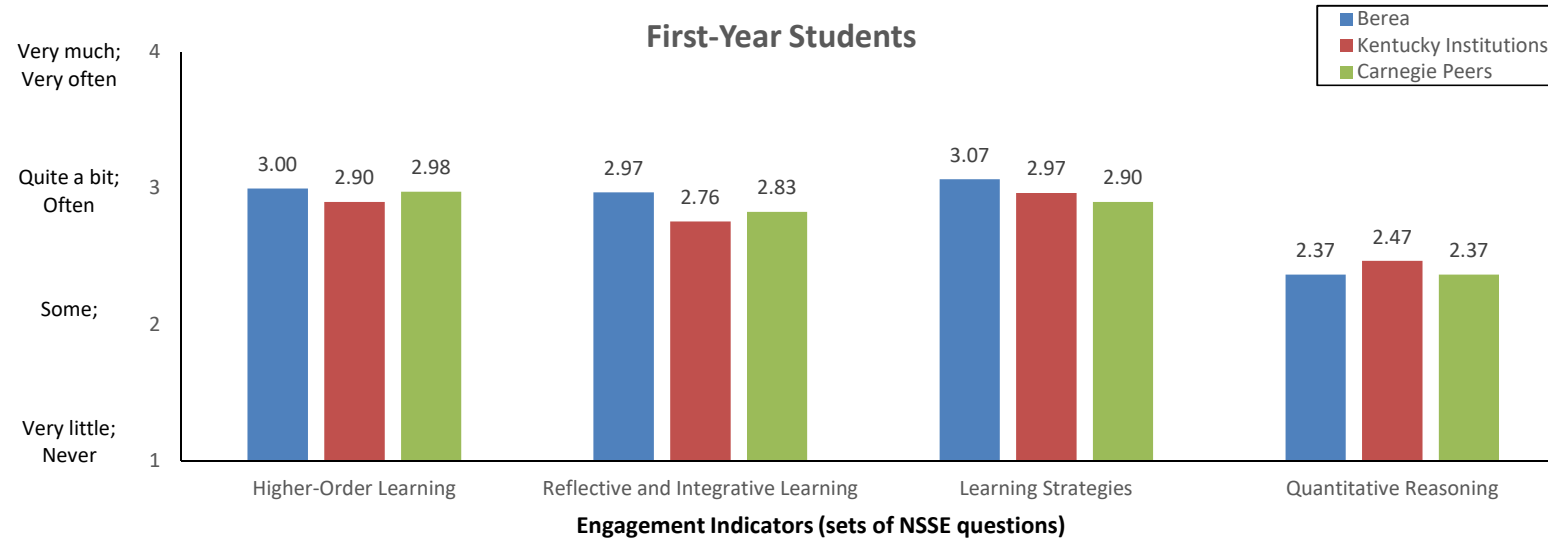
"Carnegie Peers" includes 152 institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges - Arts and Sciences." This category is for institutions that confer at least half of its degrees in the Arts and Sciences (non-professional).

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

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



**THEME: Academic Challenge**



"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.

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

## Theme: Academic Challenge

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

**KEY:**

- ▲ Berea's average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ Berea's average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference
- ▽ Berea's average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
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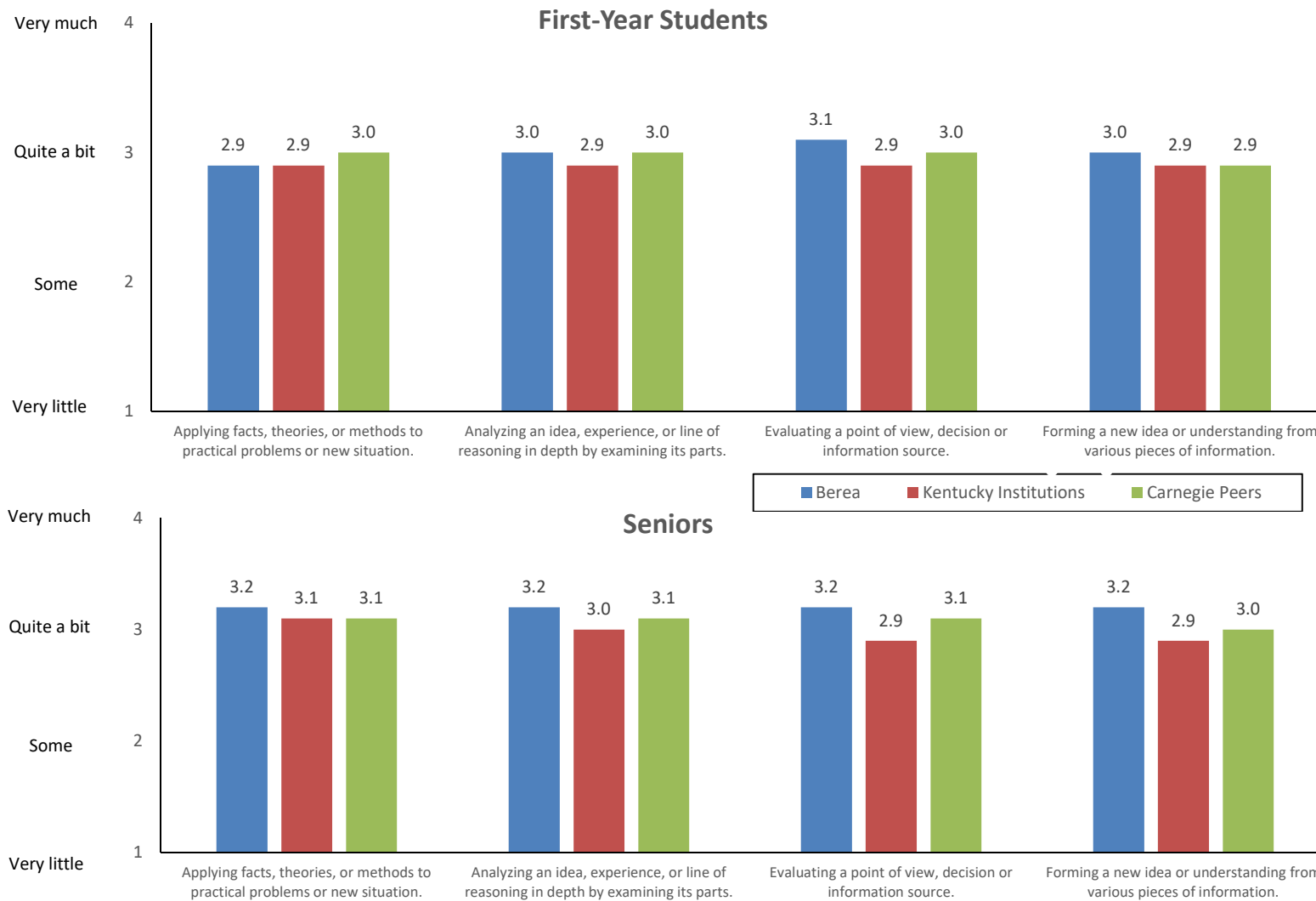
"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.

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**THEME: Academic Challenge**

**Engagement Indicator: Higher-Order Learning**

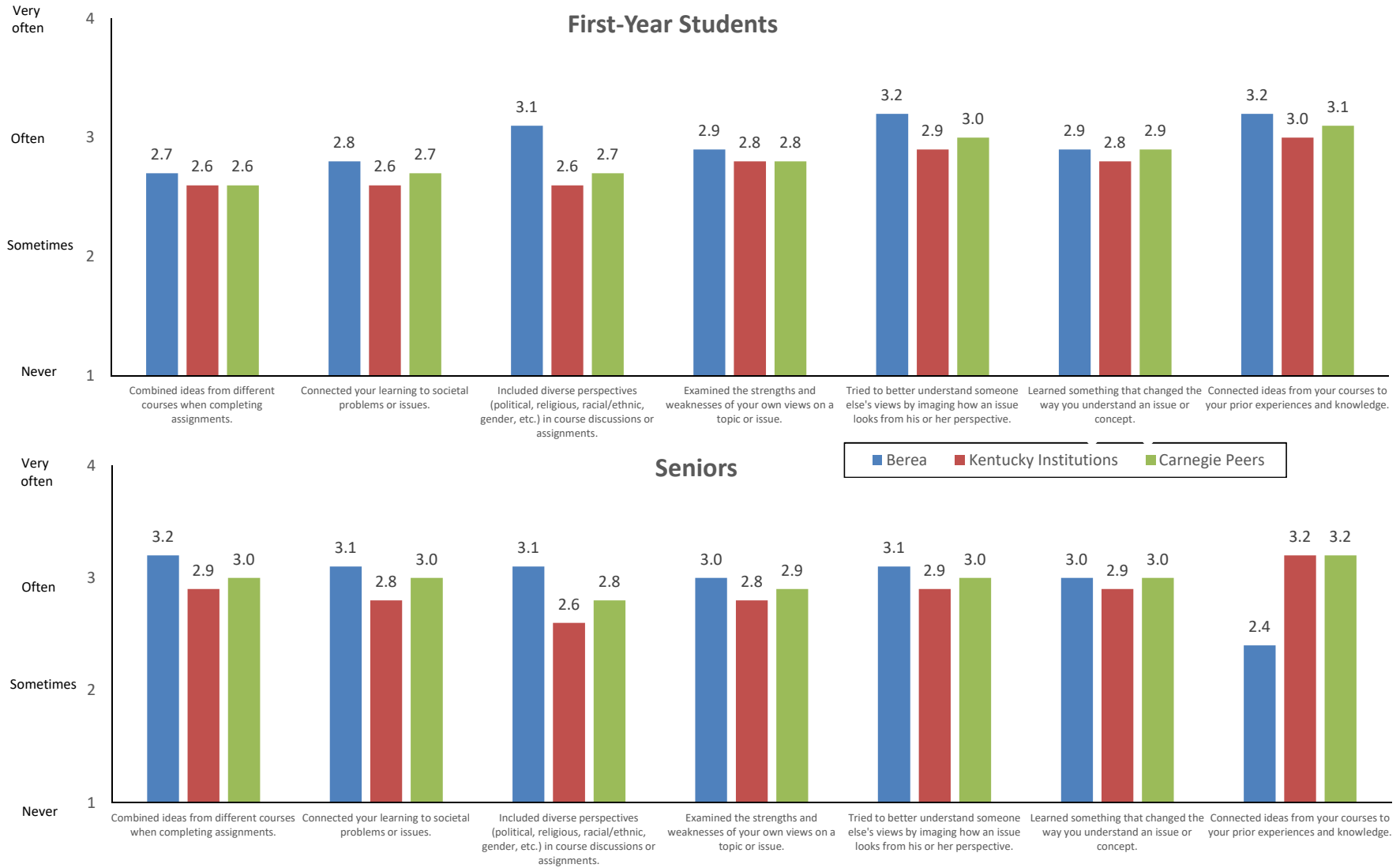
*During the current school year, how much has your coursework emphasized the following?*



"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.

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

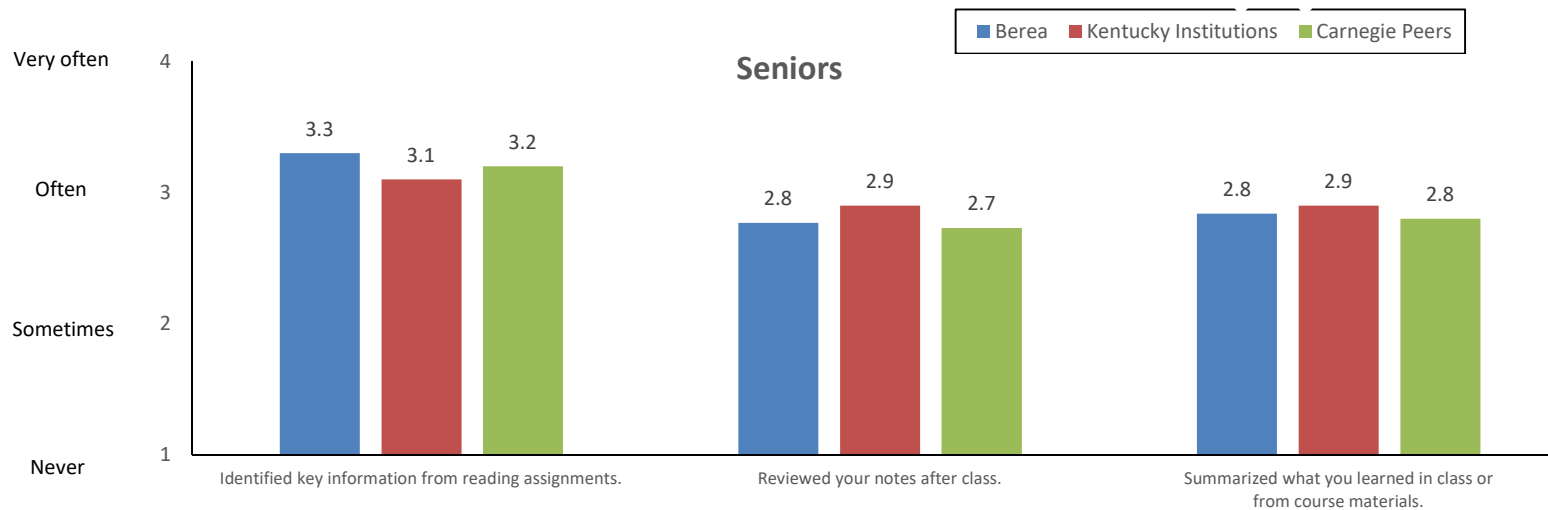
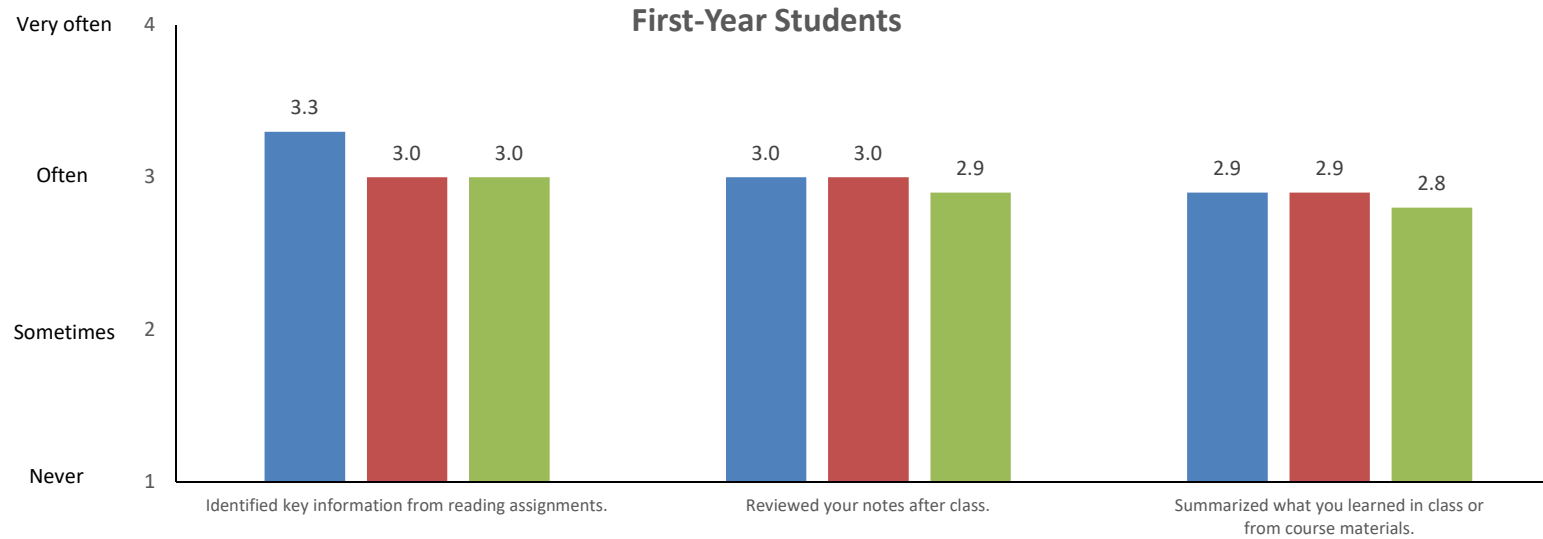
During the current school year, about how often have you done the following?



"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.

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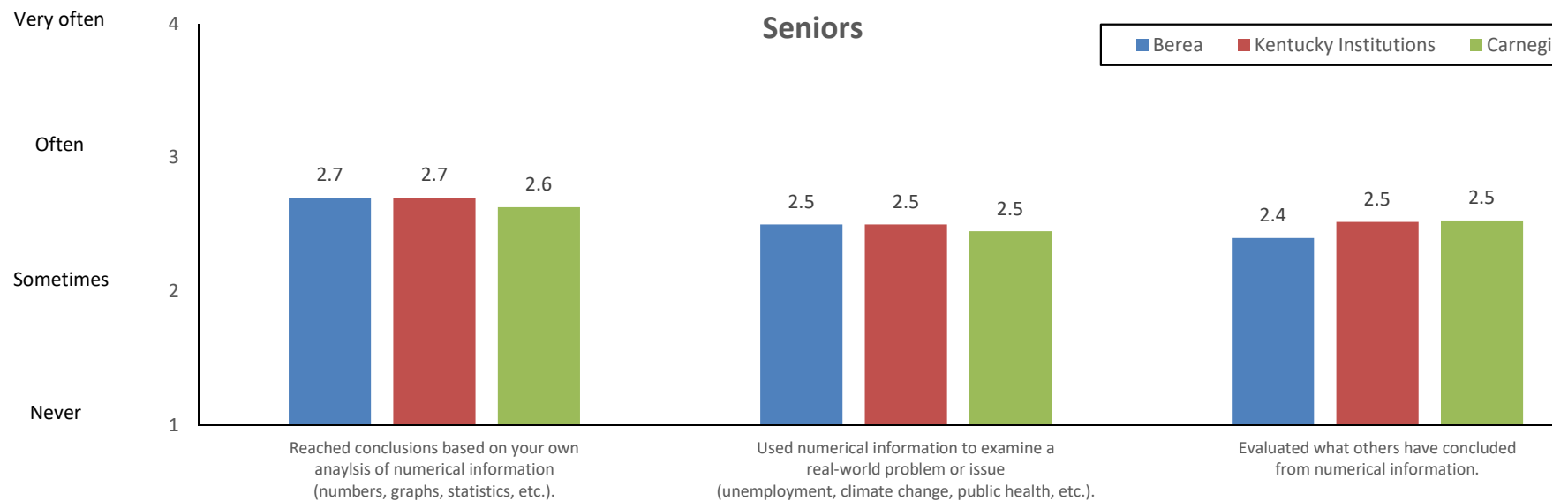
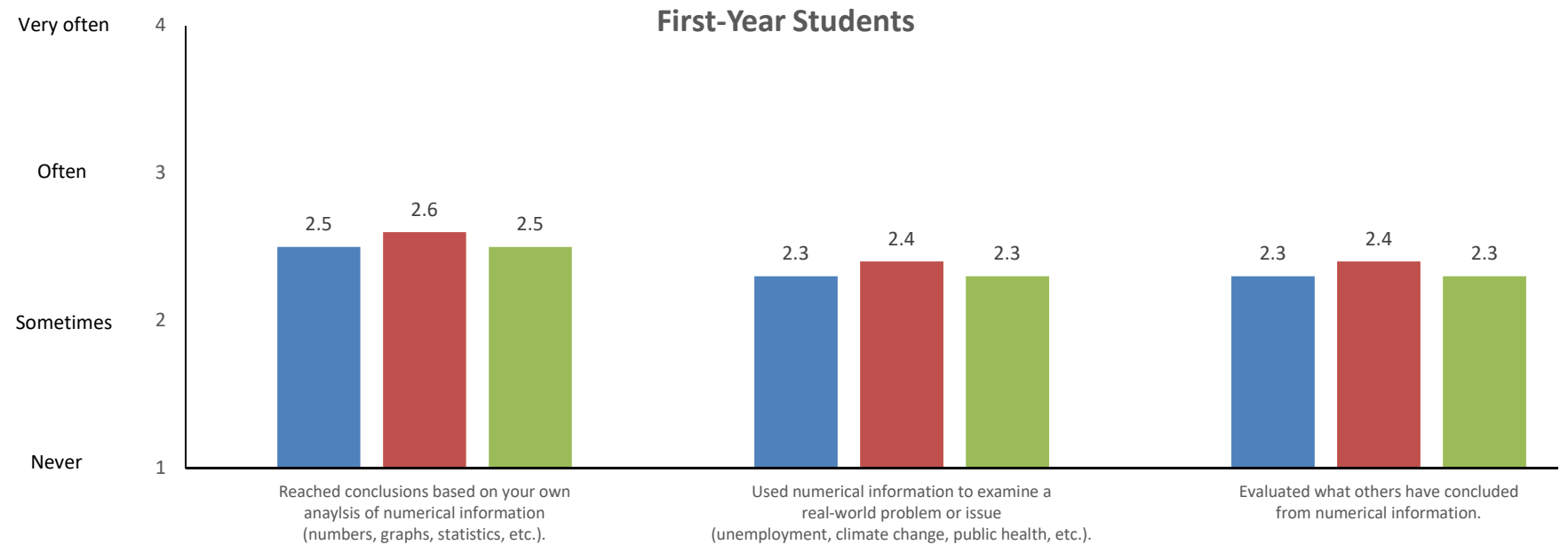
*During the current school year, about how often have you done the following?*



"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.

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

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



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

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

**Collaborative Learning**

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

---

Asked another student to help you understand course material.

---

Explained course material to one or more students.

---

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

---

Worked with other students on course projects or assignments.

---

**Discussions with Diverse Others**

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

---

People of a race or ethnicity other than your own.

---

People from an economic background other than your own.

---

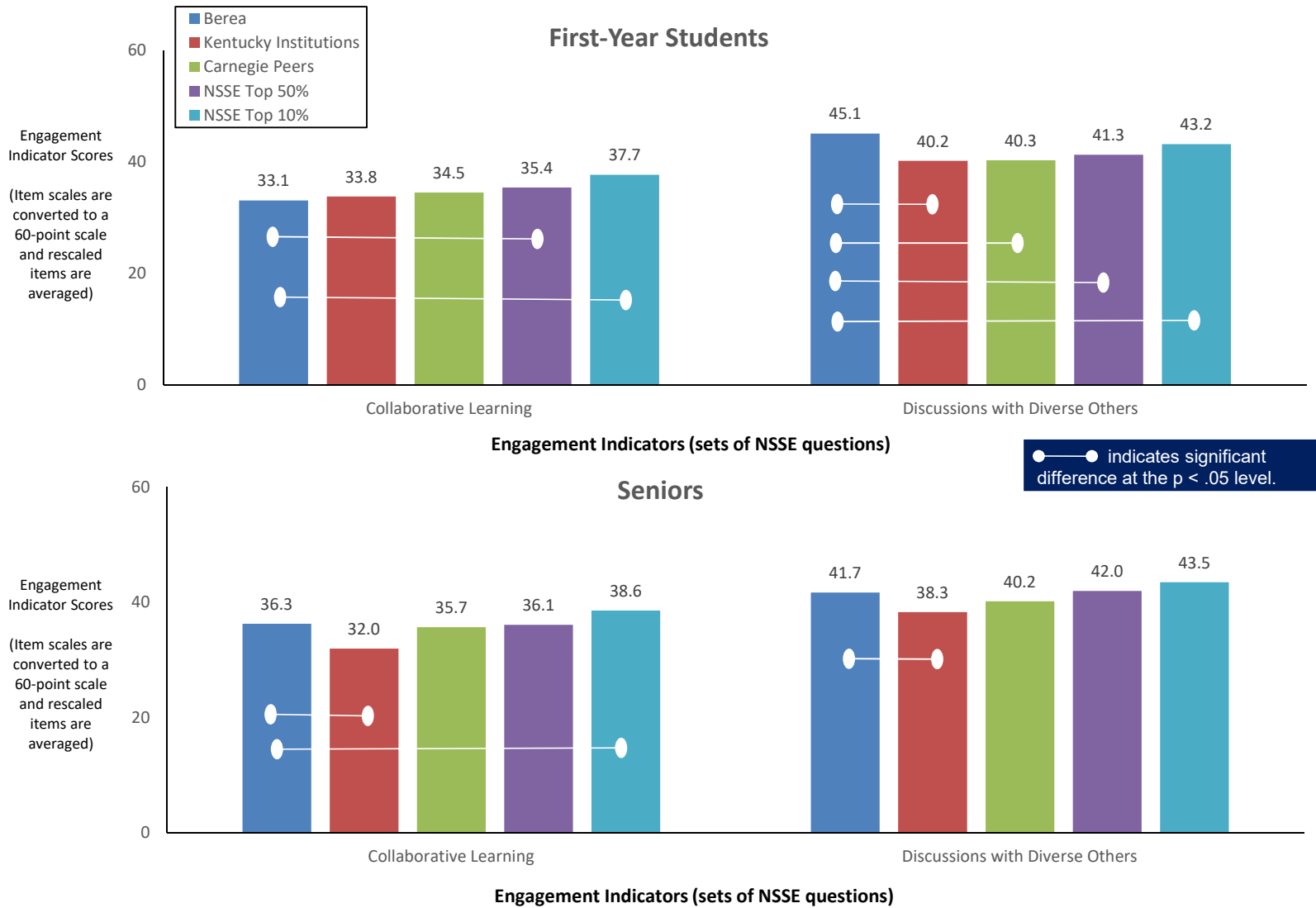
People with religious beliefs other than your own.

---

People with political views other than your own.

---

**THEME: Learning with Peers**



"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.

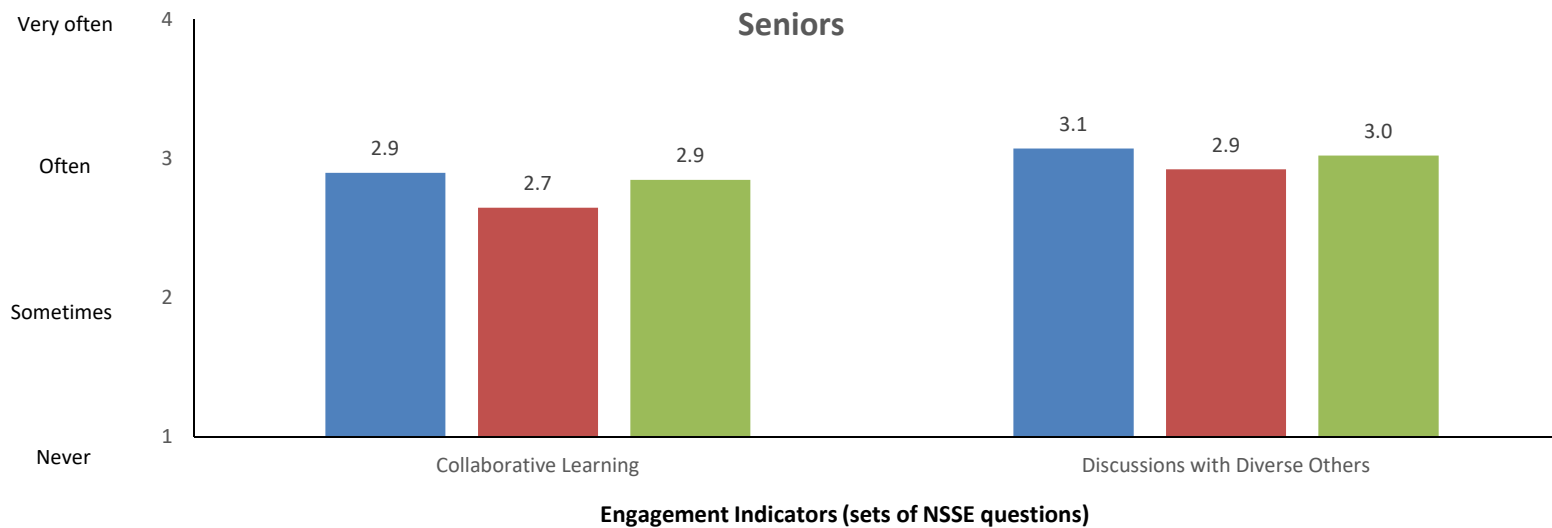
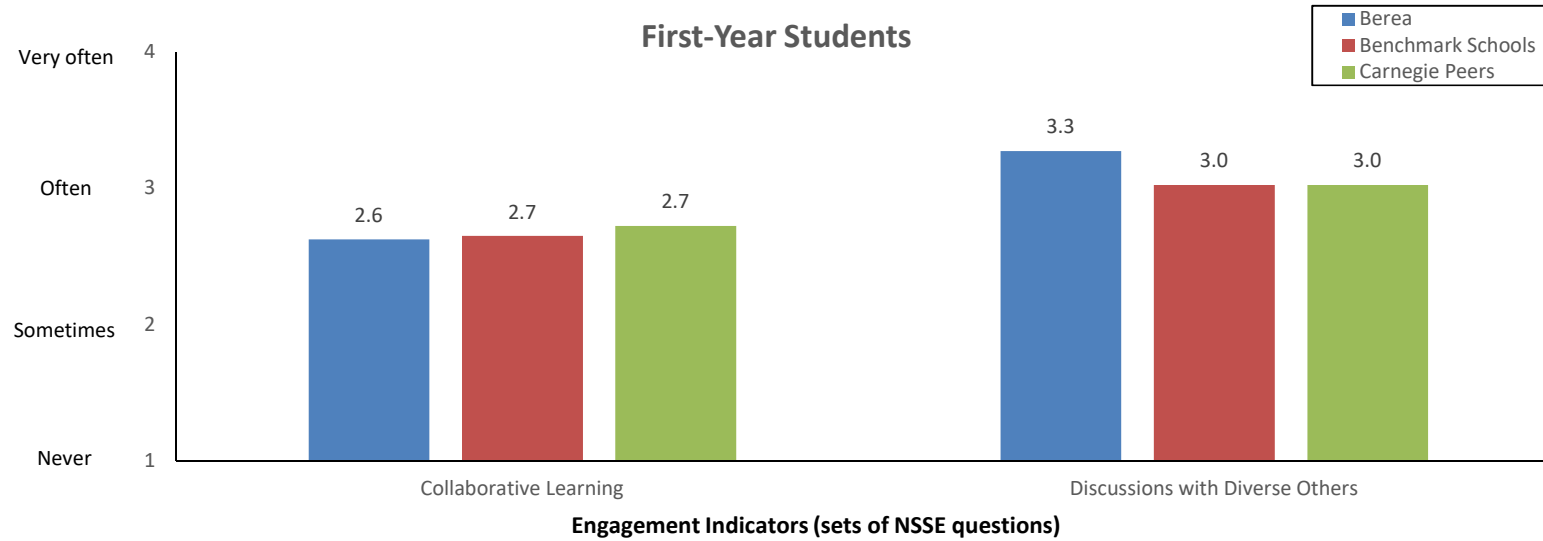
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"NSSE Top 50%" includes institutions whose average scores place them in the top 50% of all 2013 and 2014 NSSE institutions.

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



**THEME: Learning with Peers**



"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.

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

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

## Theme: Learning with Peers

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

**KEY:**

- ▲ Berea's average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ Berea's average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference
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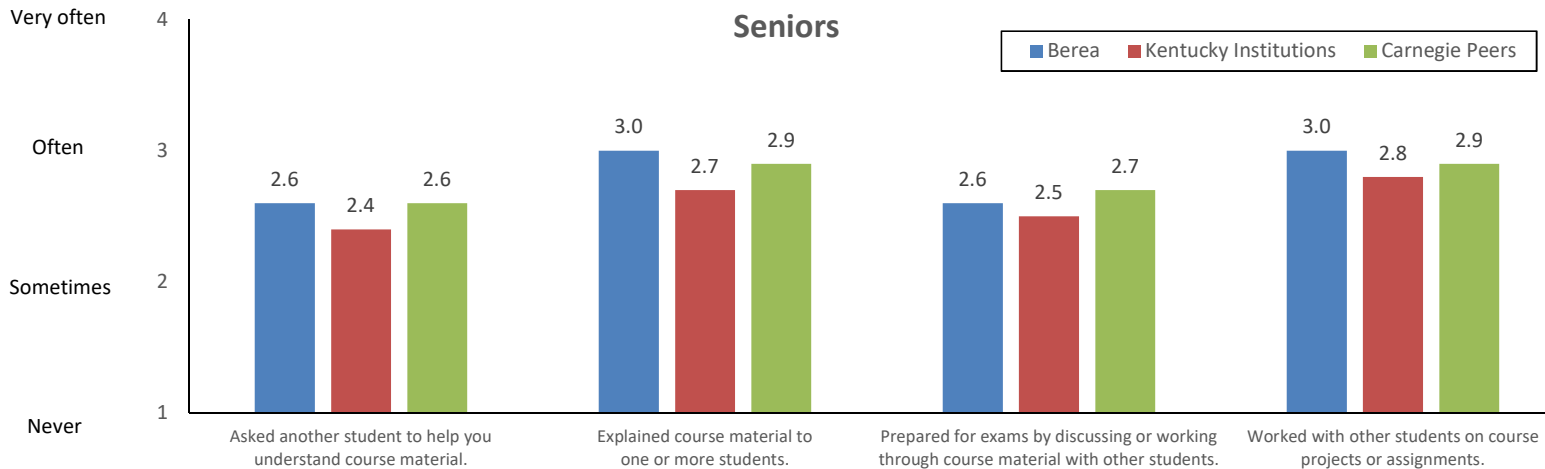
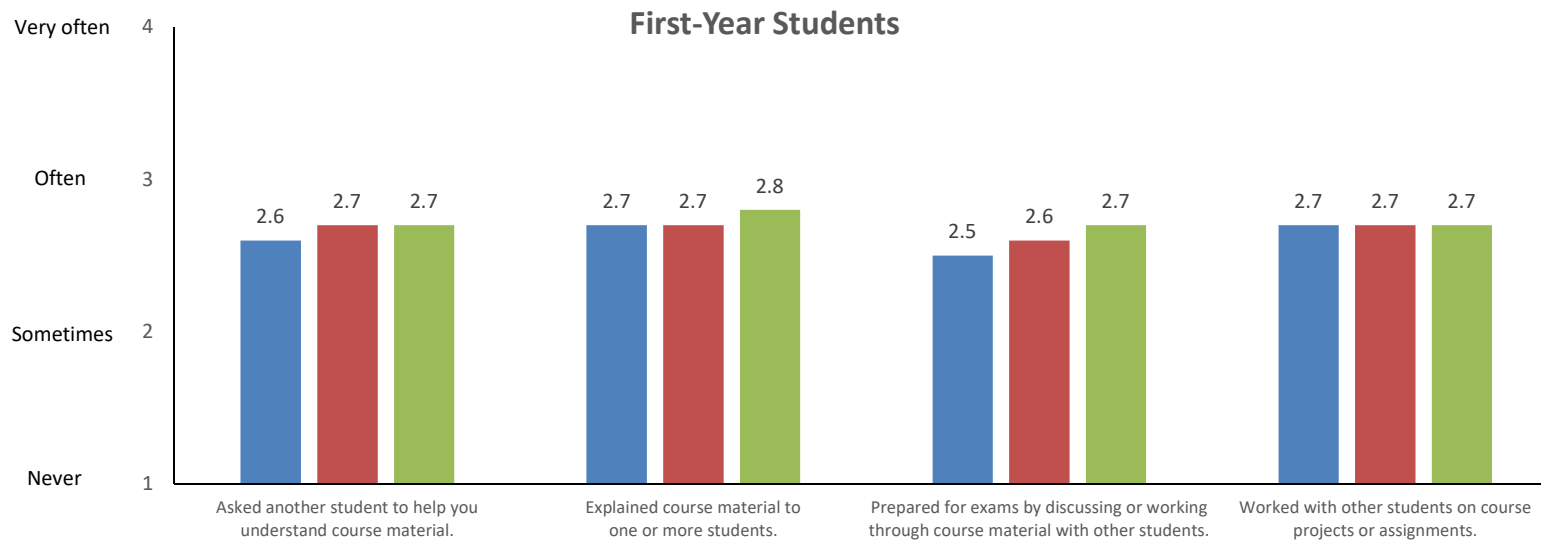
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**THEME: Learning with Peers**

**Engagement Indicator: Collaborative Learning**

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



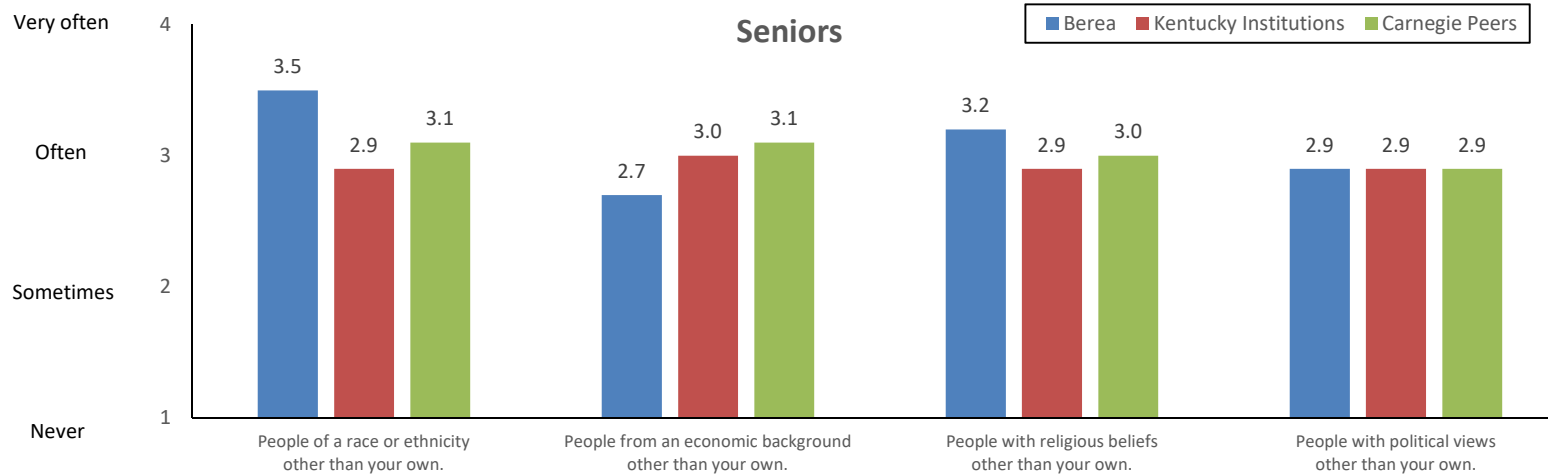
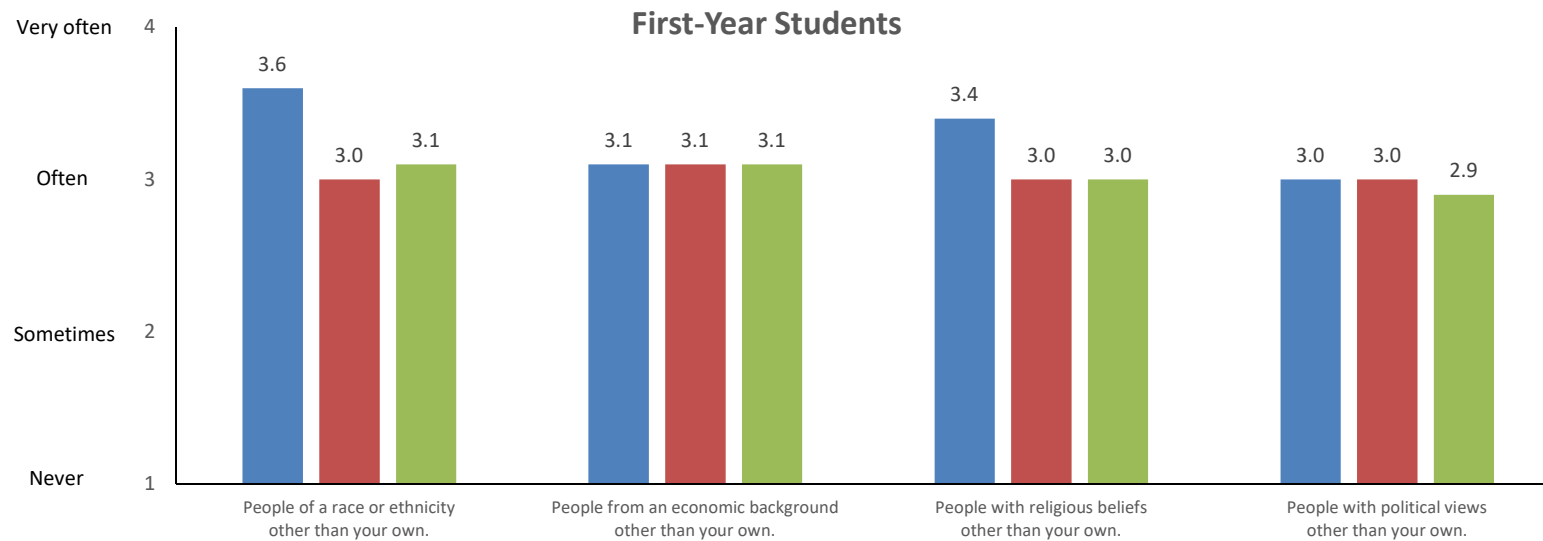
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**THEME: Learning with Peers**

**Engagement Indicator: Discussions with Diverse Others**

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



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

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

**Student-Faculty Interaction**

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

- 
- Talked about career plans with a faculty member.

---

  - Worked with a faculty member on activities other than coursework (committees, student groups, etc.).

---

  - Discussed course topics, ideas, or concepts with a faculty member outside of class.

---

  - Discussed your academic performance with a faculty member.

---

**Effective Teaching Practices**

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

- 
- Clearly explained course goals and requirements.

---

  - Taught course sessions in an organized way.

---

  - Used examples or illustrations to explain difficult points.

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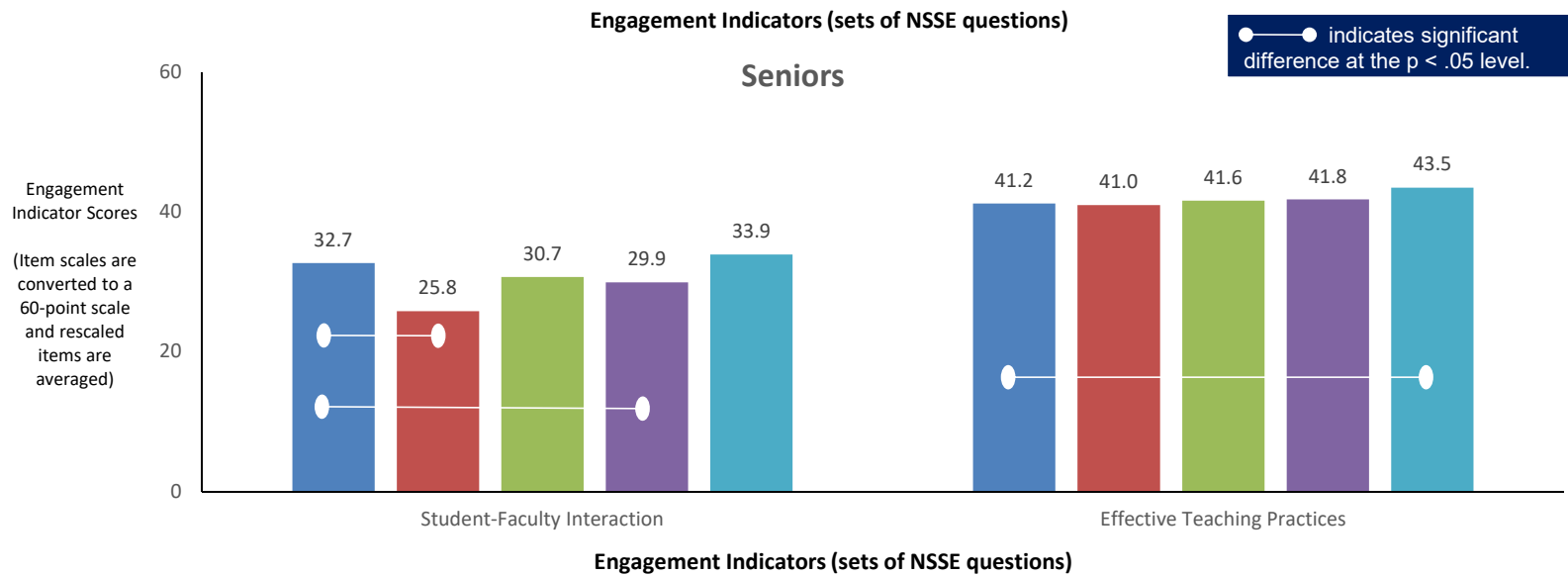
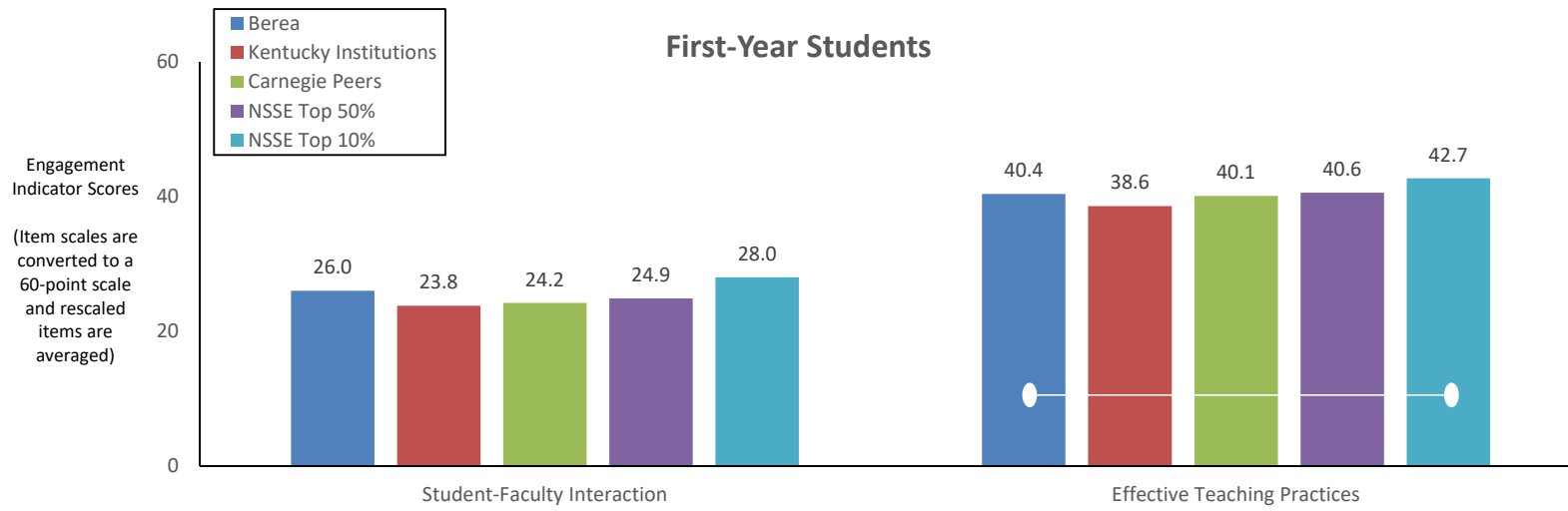
  - Provided feedback on a draft or work in progress.

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

---

**THEME: Experiences with Faculty**



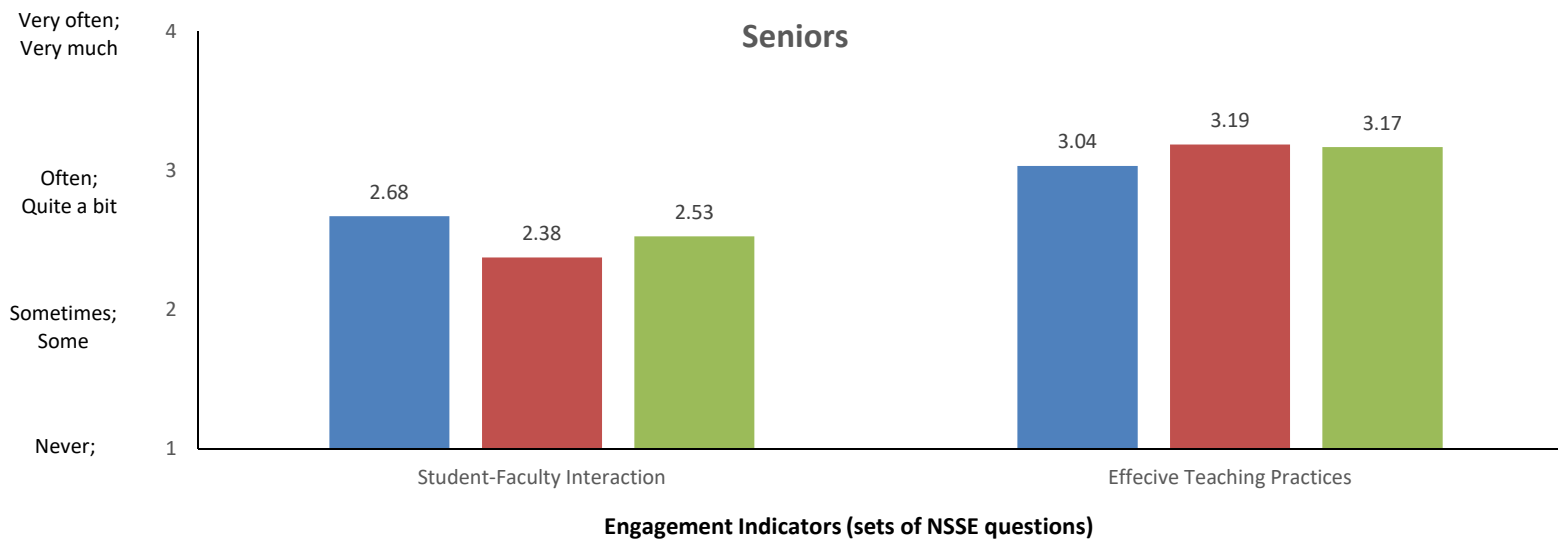
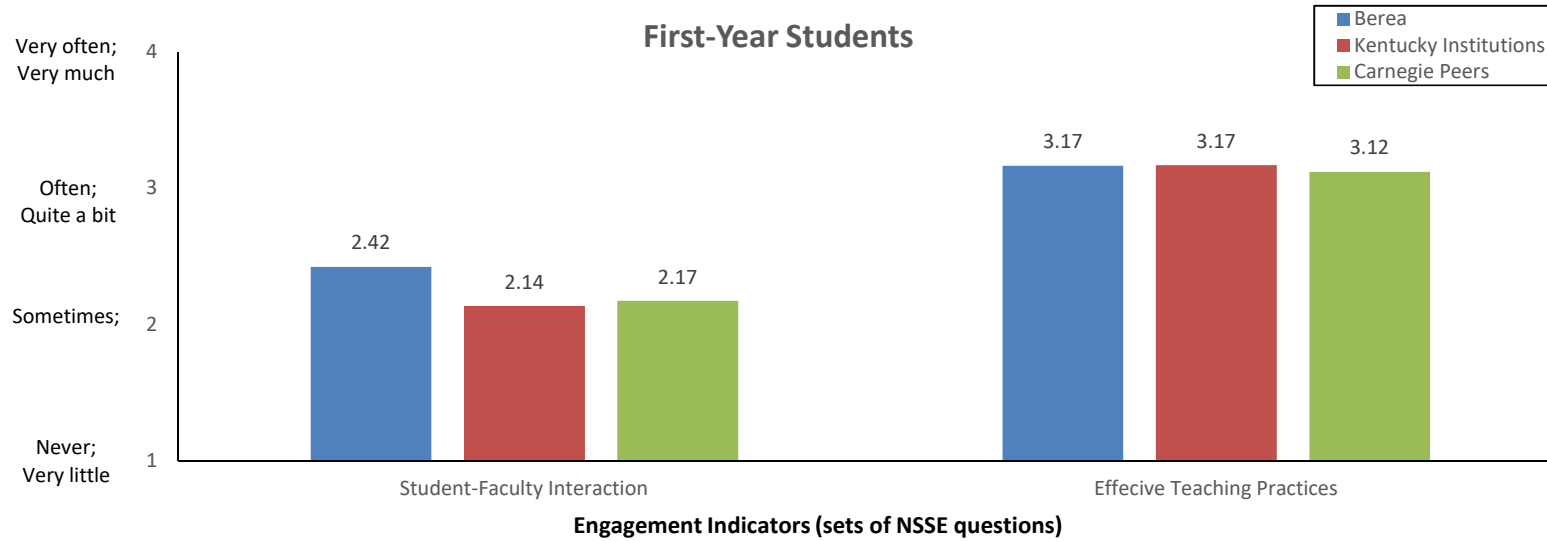
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"NSSE Top 50%" includes institutions whose average scores place them in the top 50% of all 2013 and 2014 NSSE institutions.

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**THEME: Experiences with Faculty**



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

## Theme: Experiences with Faculty

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

**KEY:**

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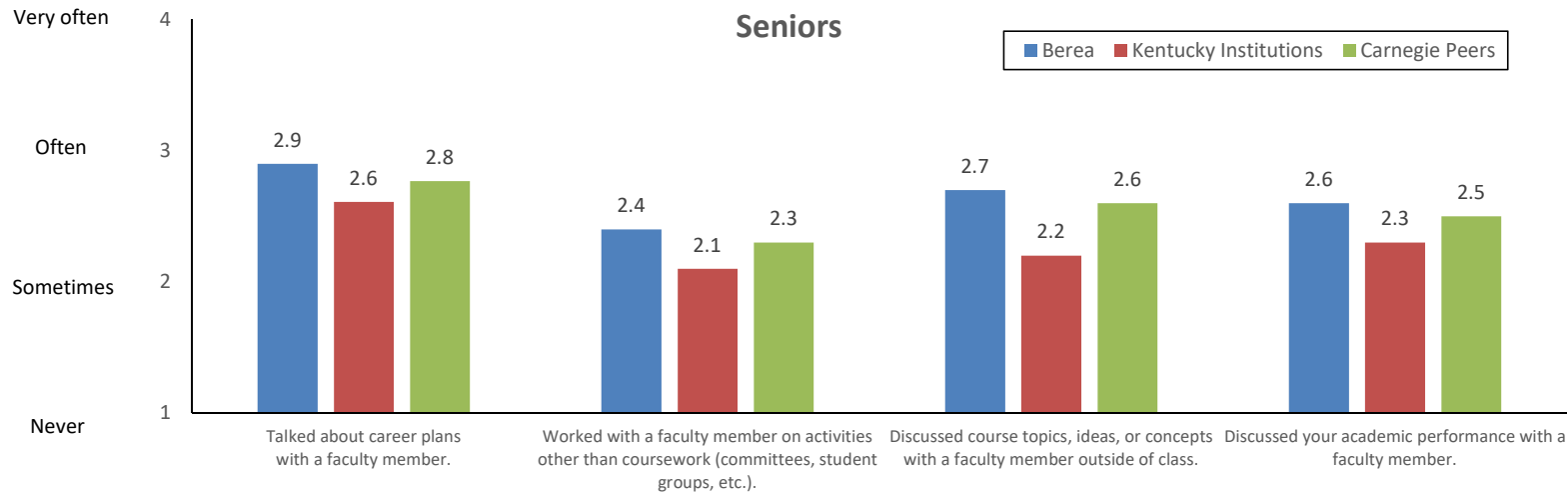
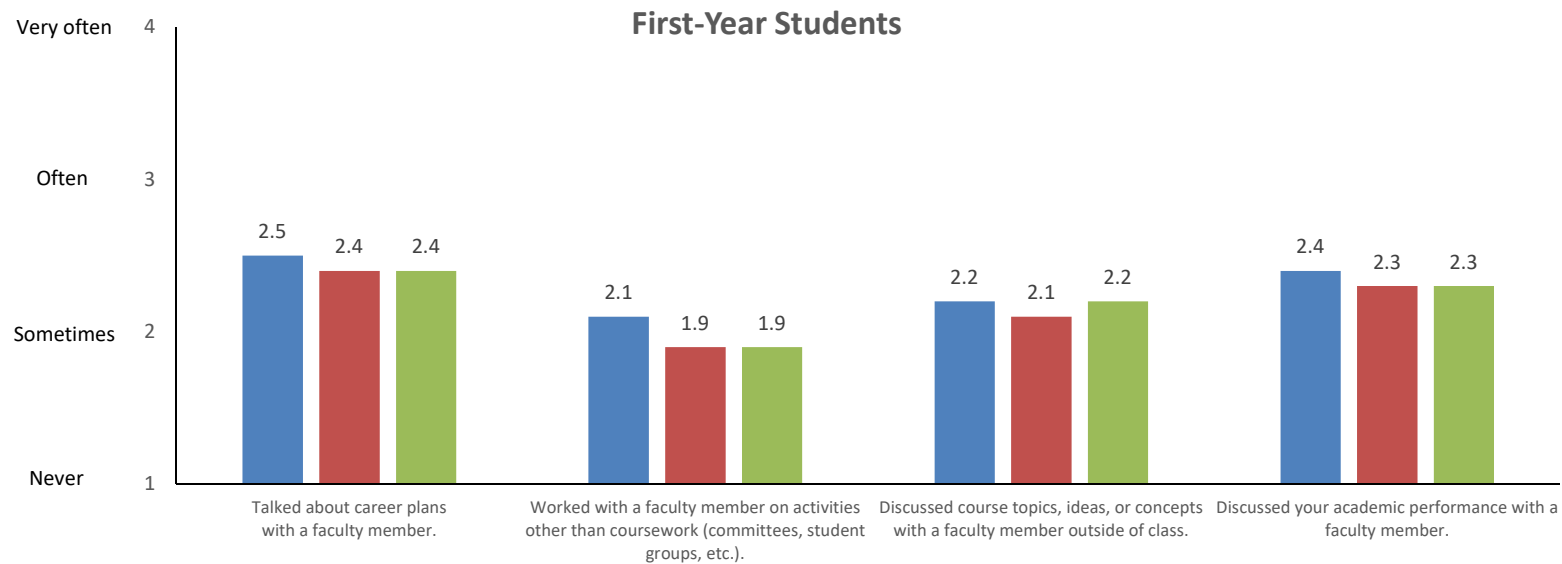
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Engagement Indicator: Student-Faculty Interaction

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

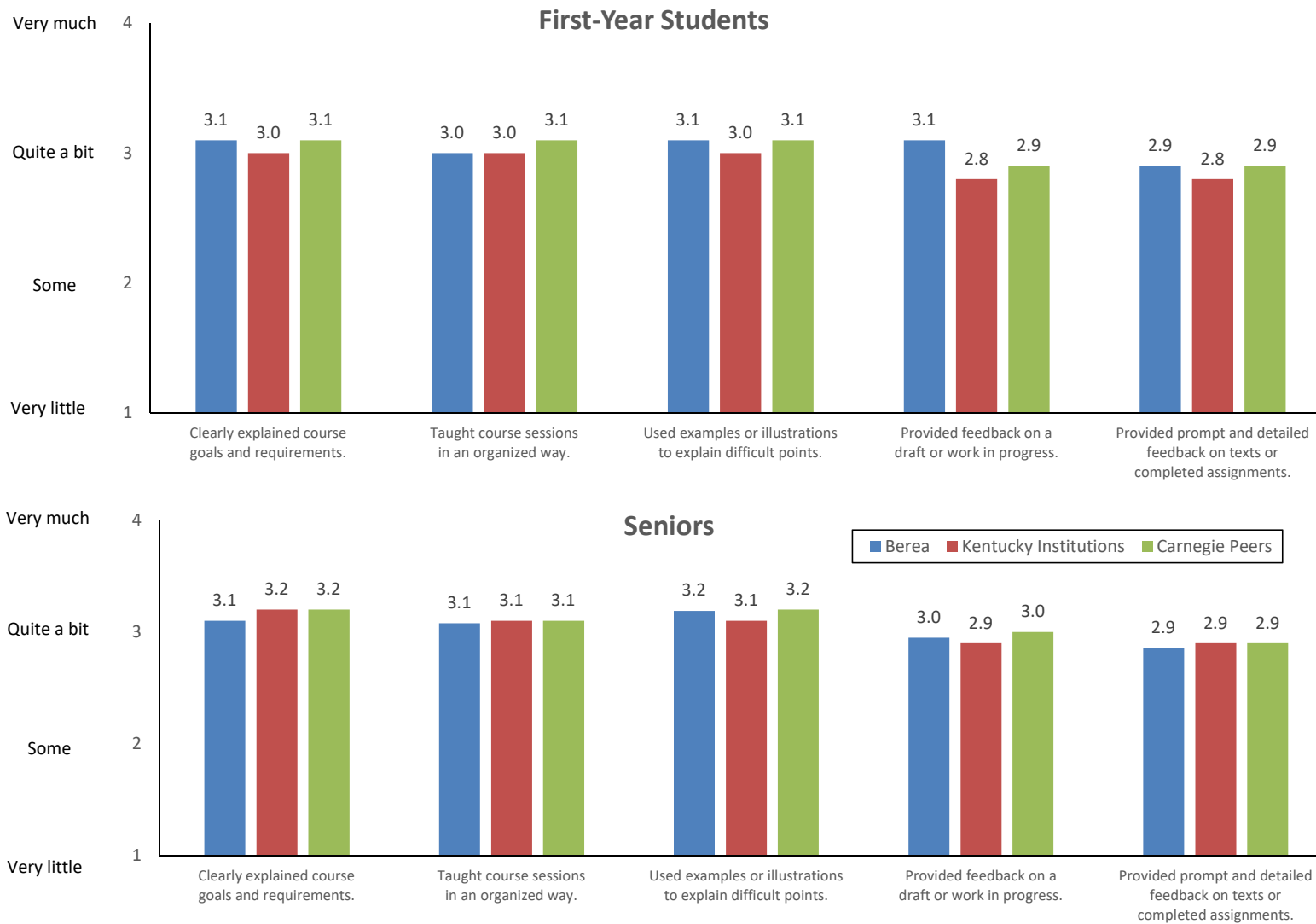


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Engagement Indicator: Effective Teaching Practices

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



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

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

**Quality of Interactions**

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

---

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

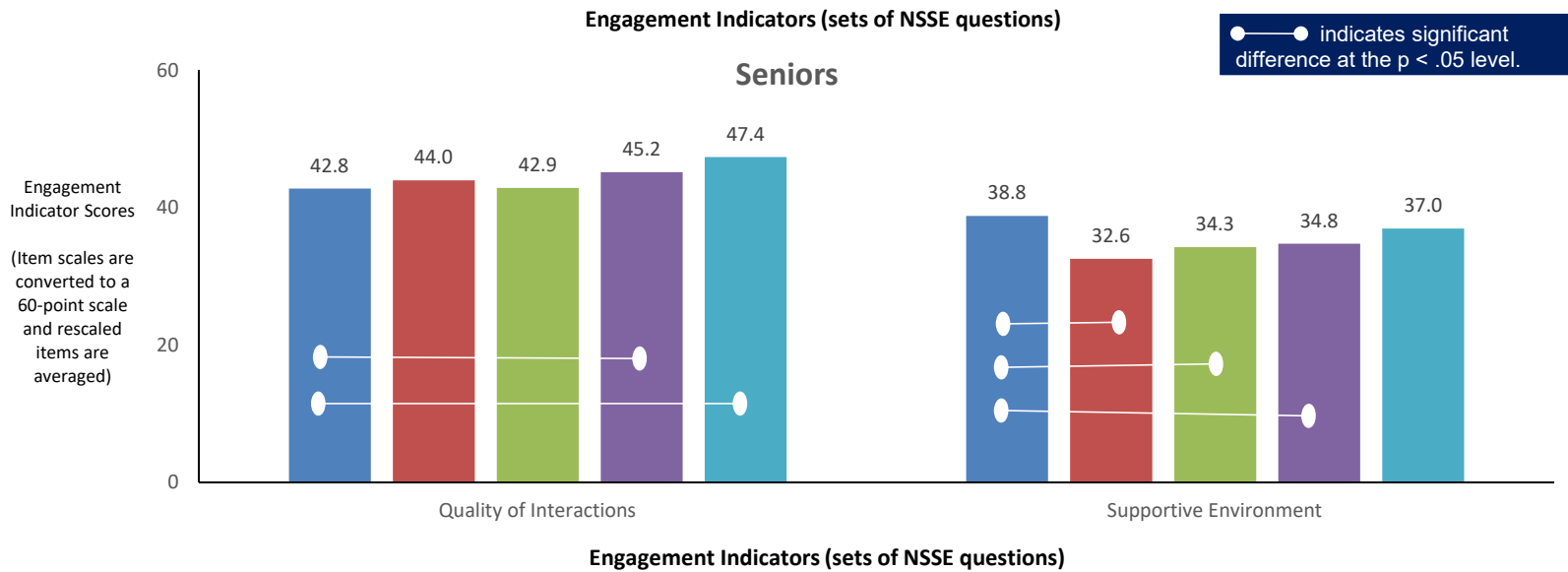
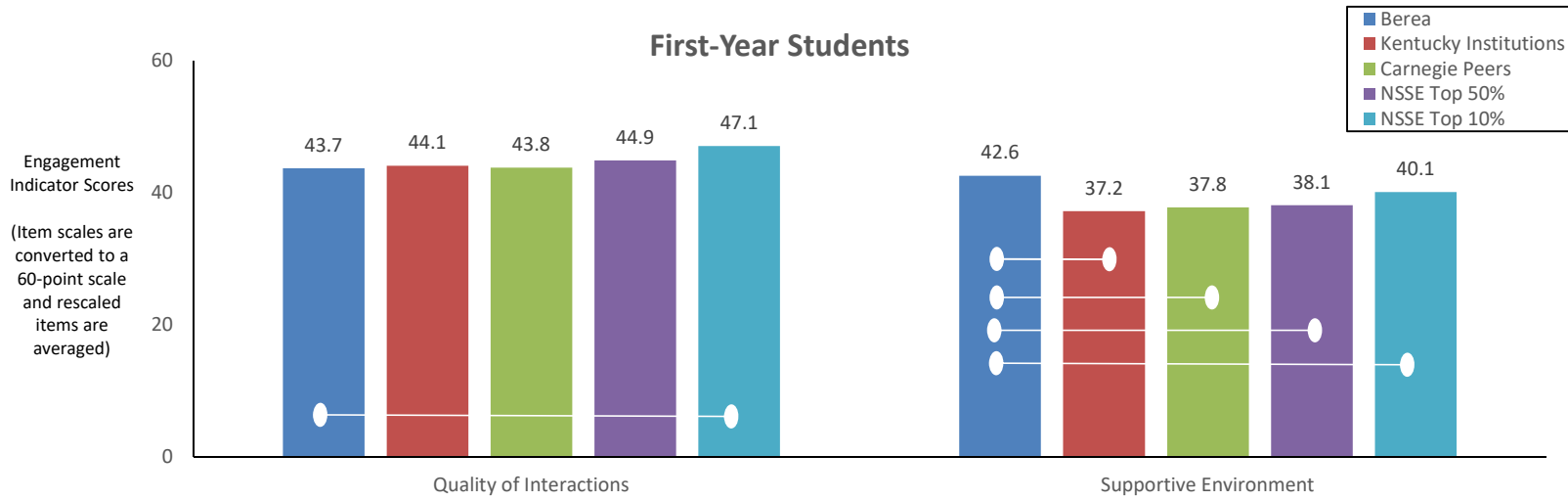
**Supportive Environment**

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

---

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

**THEME: Campus Environment**



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## Theme: Campus Environment

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

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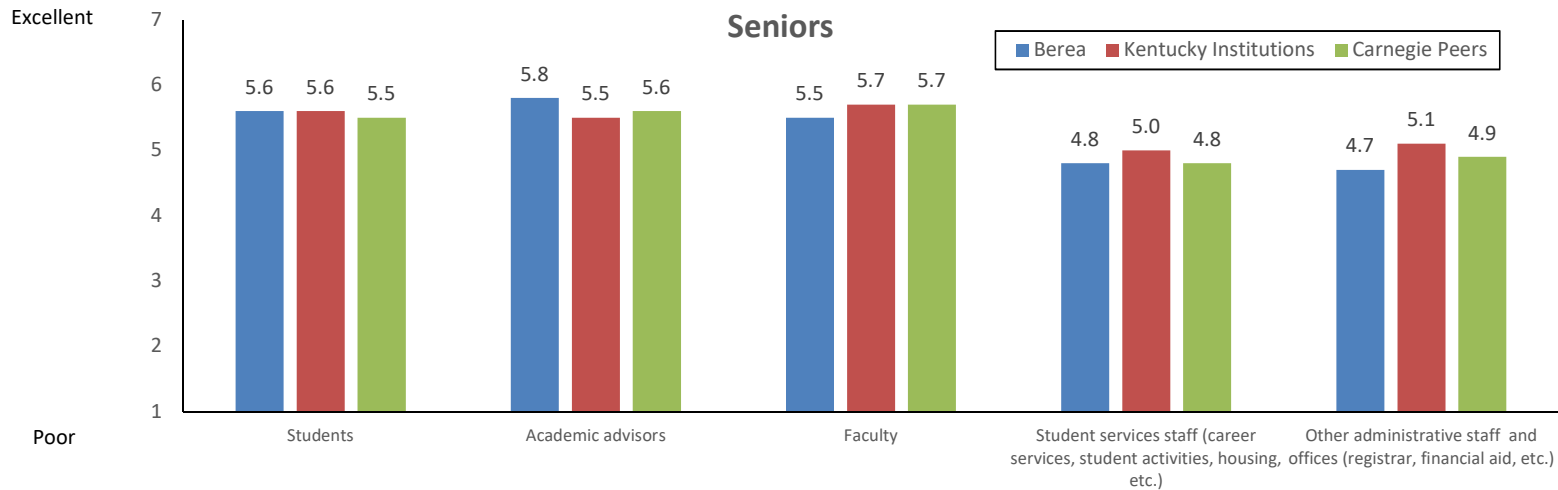
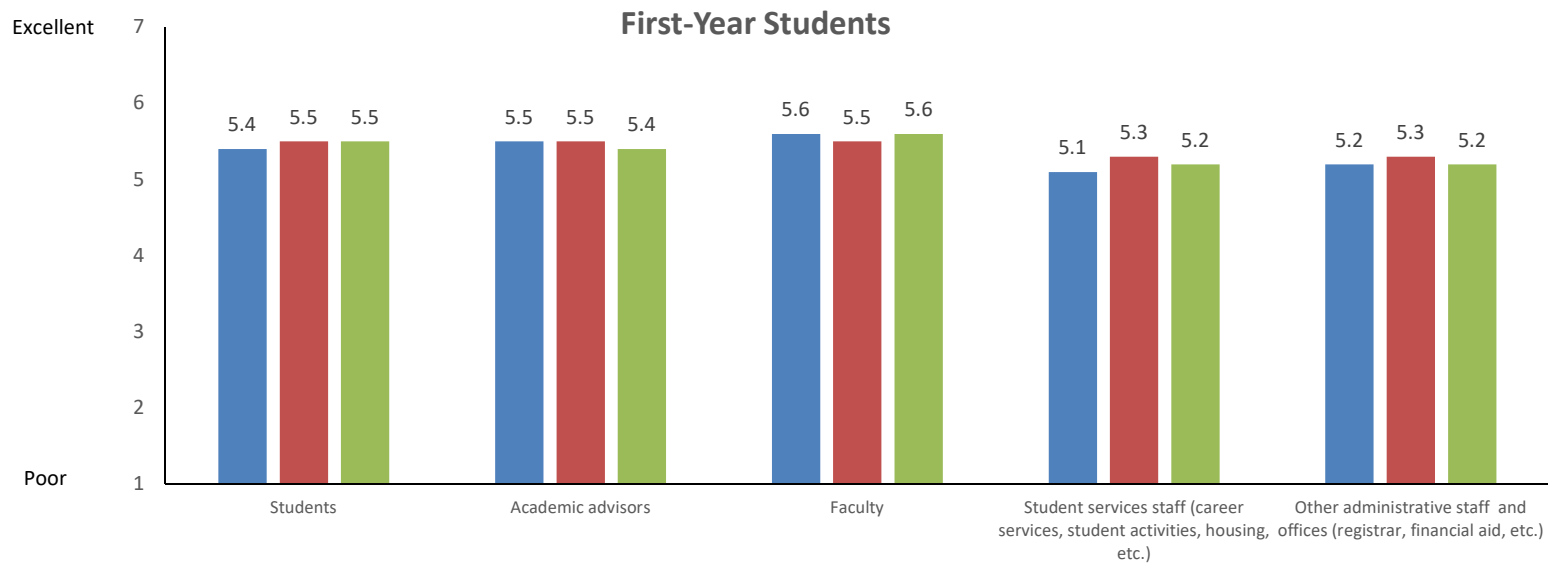
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**THEME: Campus Environment**

**Engagement Indicator: Quality of Interactions**

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

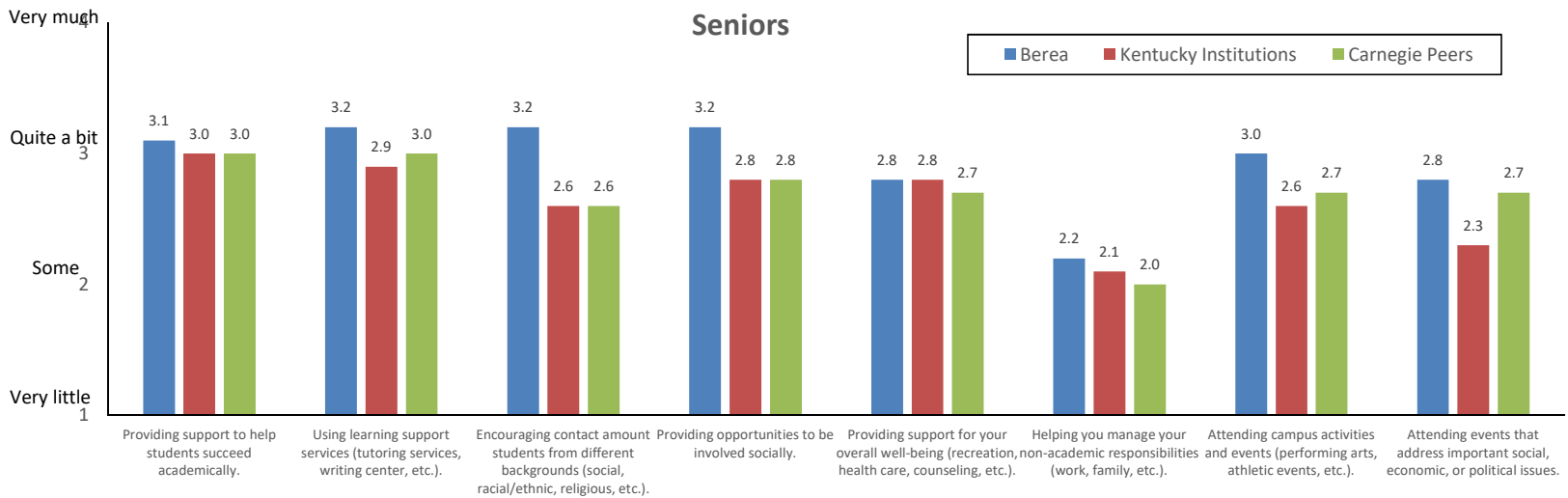
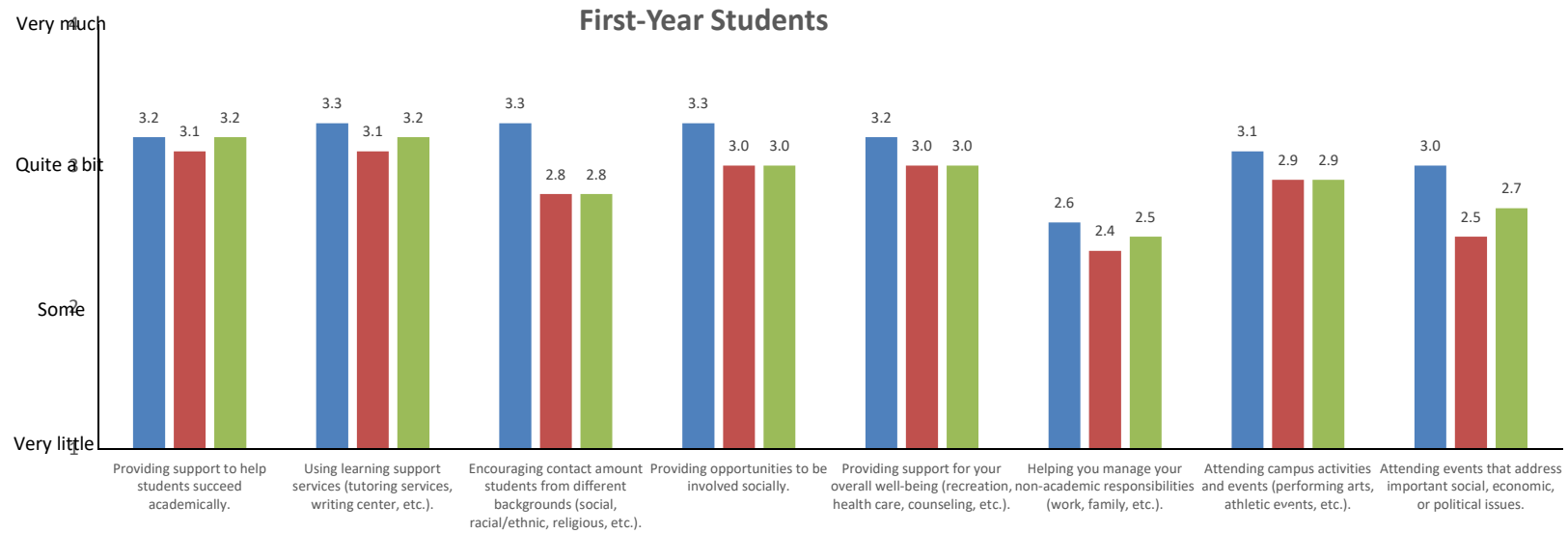


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Engagement Indicator: Supportive Environment

How much does your institution emphasize the following?



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## High Impact Practices

*Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (George Kuh).*

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

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

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

---

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

---

Work with a faculty member on a research project.

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

*(All, Most, Some, None)*

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

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

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

---

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

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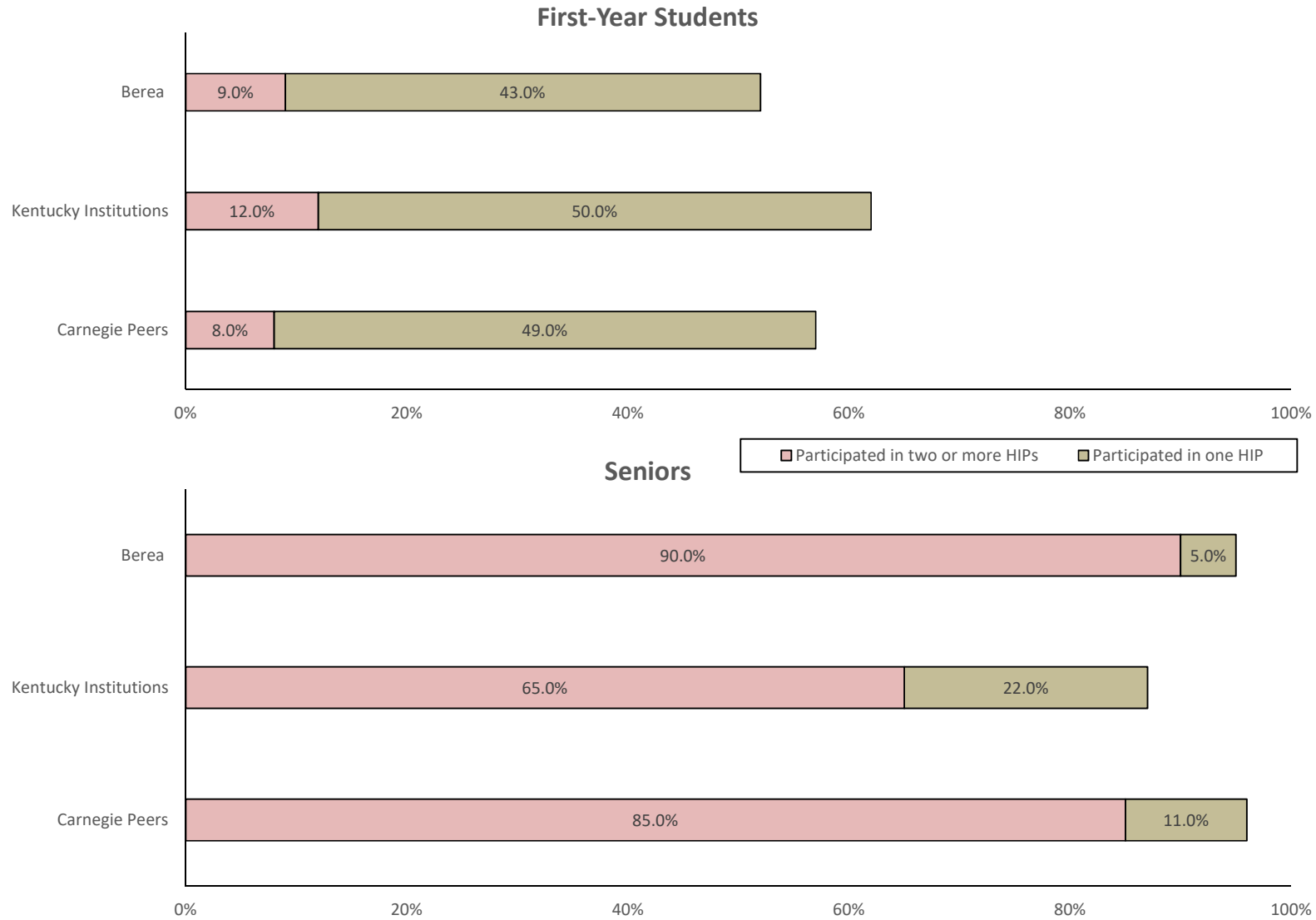
Participate in a study abroad program.

---

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



High Impact Practices (HIPs)



"Kentucky Institutions" includes 15 total institutions, 7 public and 8 private.

"Carnegie Peers" includes 102 institutions that are classified in the Basic Carnegie classification of "Baccalaureate Colleges - Arts and Sciences." This category is for institutions that confer at least half of its degrees in the Arts and Sciences (non-professional).

## High Impact Practices (HIPs)

	First-Year Students					Seniors				
	Berea College	Carnegie Peers		Kentucky Institutions		Berea College	Carnegie Peers		Kentucky Institutions	
	% Participated	% Participated	Significance	% Participated	Significance	% Participated	% Participated	Significance	% Participated	Significance
<i>Which of the following have you done or do you plan to do before you graduate? (Done or in progress, Plan to do, Do not plan to do, Have not decided)</i>										
Participate in a learning community or some other formal program where groups of students take two or more classes together.	7%	10%	--	14%	▽	40%	29%	△	28%	△
Work with a faculty member on a research project.	7%	5%	--	6%	--	44%	43%	--	27%	▲
Participate in an internship, co-op, field experience, student teaching, or clinical placement.	Not asked of First-Year Students					66%	68%	--	52%	▲
Participate in a study abroad program.	Not asked of First-Year Students					54%	38%	▲	15%	▲
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).	Not asked of First-Year Students					80%	75%	--	46%	▲
<i>About how many of your courses at this institution have included a community-based project (service-learning)? (All, Most, Some, None)</i>	49%	53%	--	56%	▽	80%	67%	△	65%	△
<b>Participated in at least one HIPs</b>	43%	49%	--	50%	--	5%	11%	--	22%	--
<b>Participated in two or more HIPs</b>	9%	8%	--	12%	--	90%	85%	--	65%	--

**KEY:**

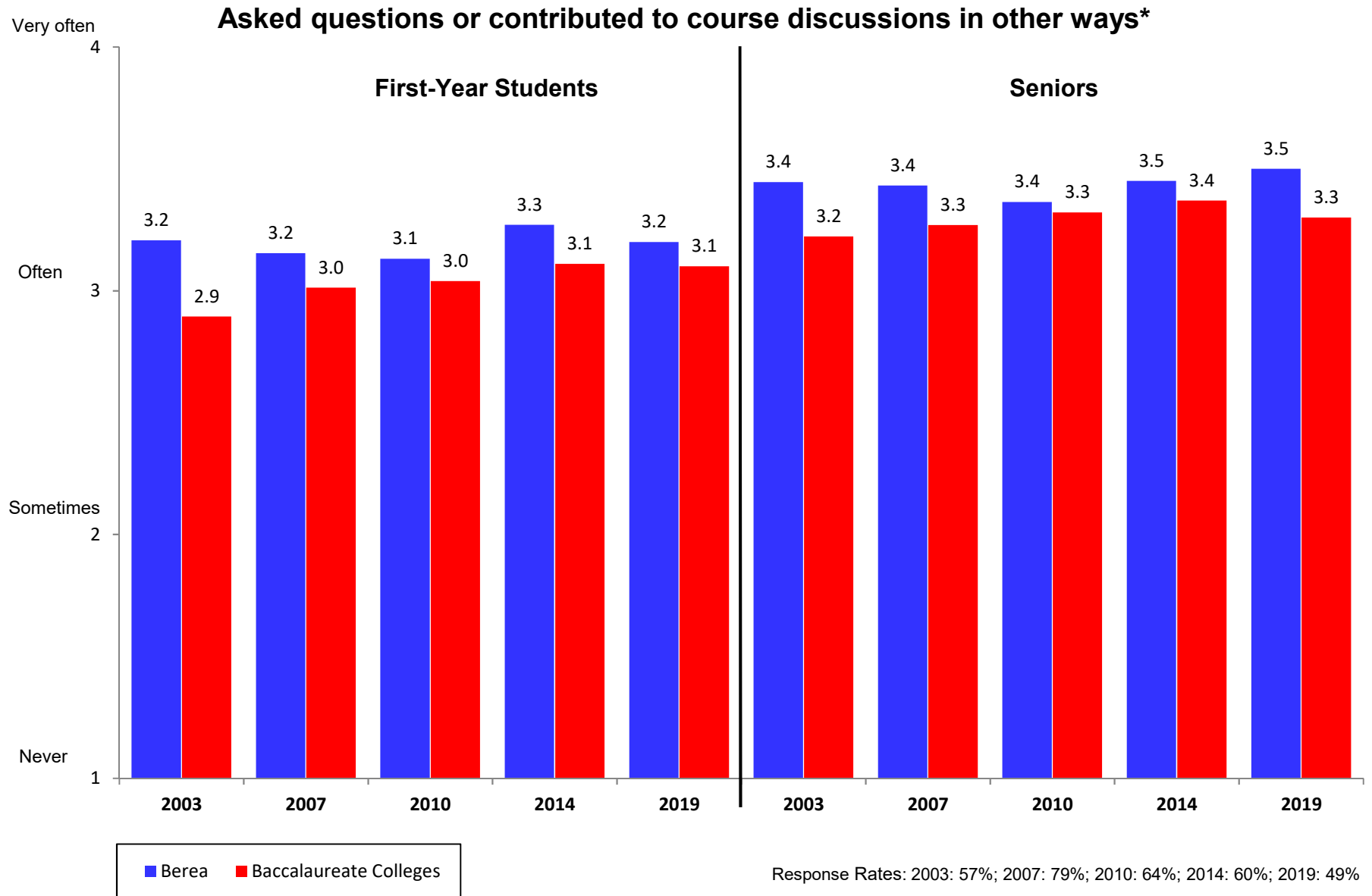
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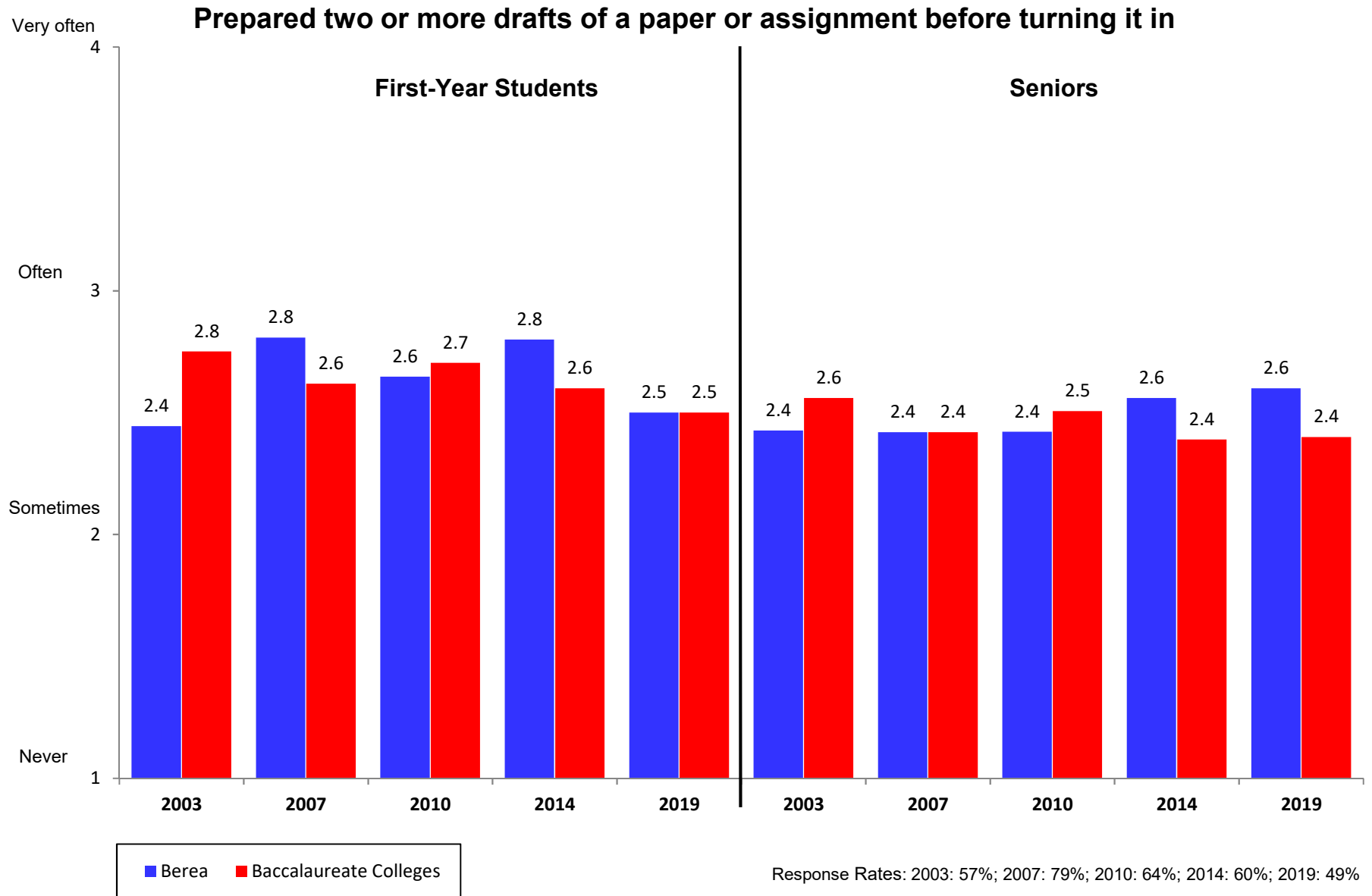
*During the current school year, about how often have you done the following?*



\*Item wording changed slightly in 2014; previous wording was "Asked questions in class or contributed to course discussions."

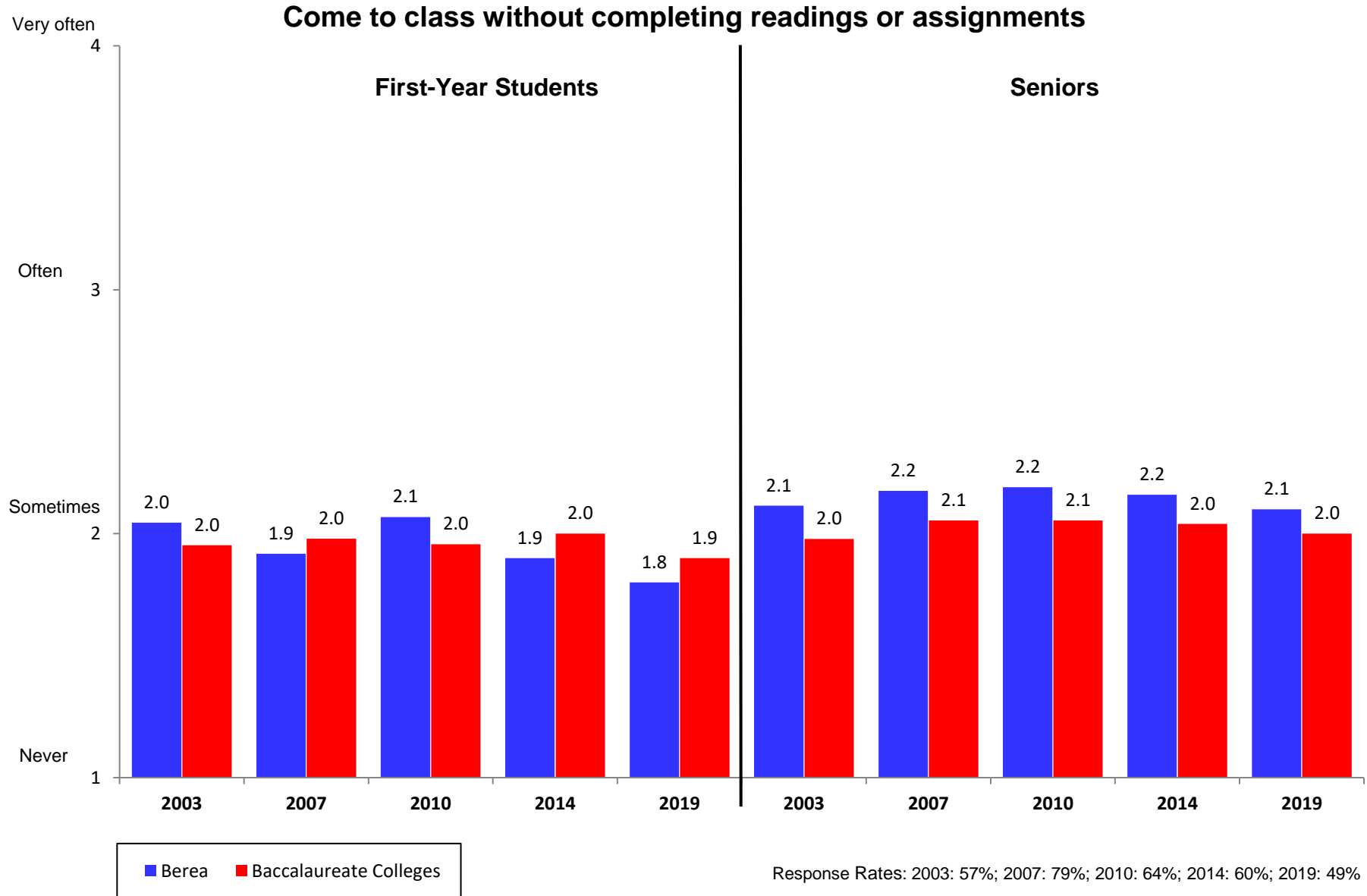
National Survey of Student Engagement (NSSE)

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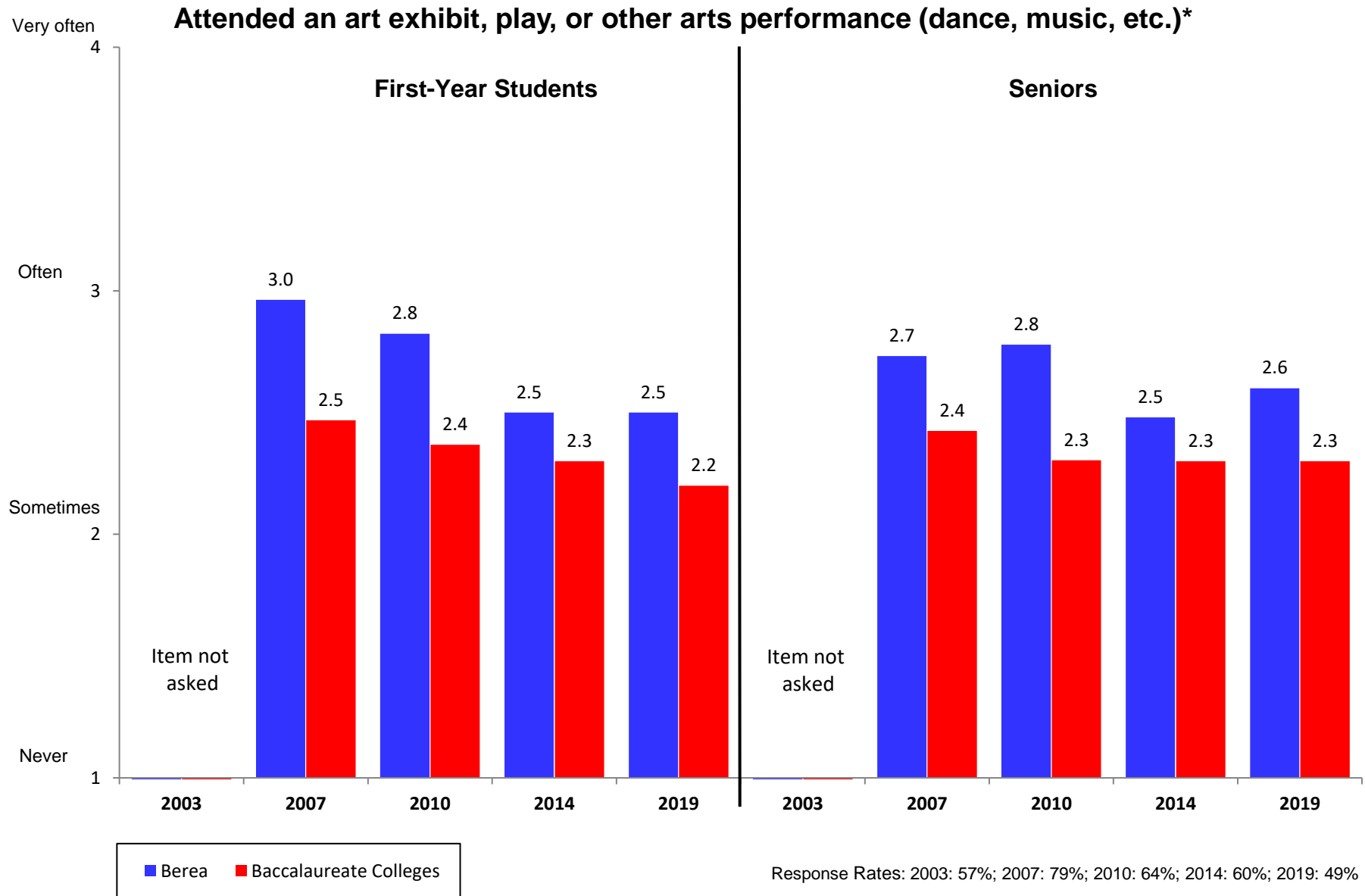


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During the current school year, about how often have you done the following?



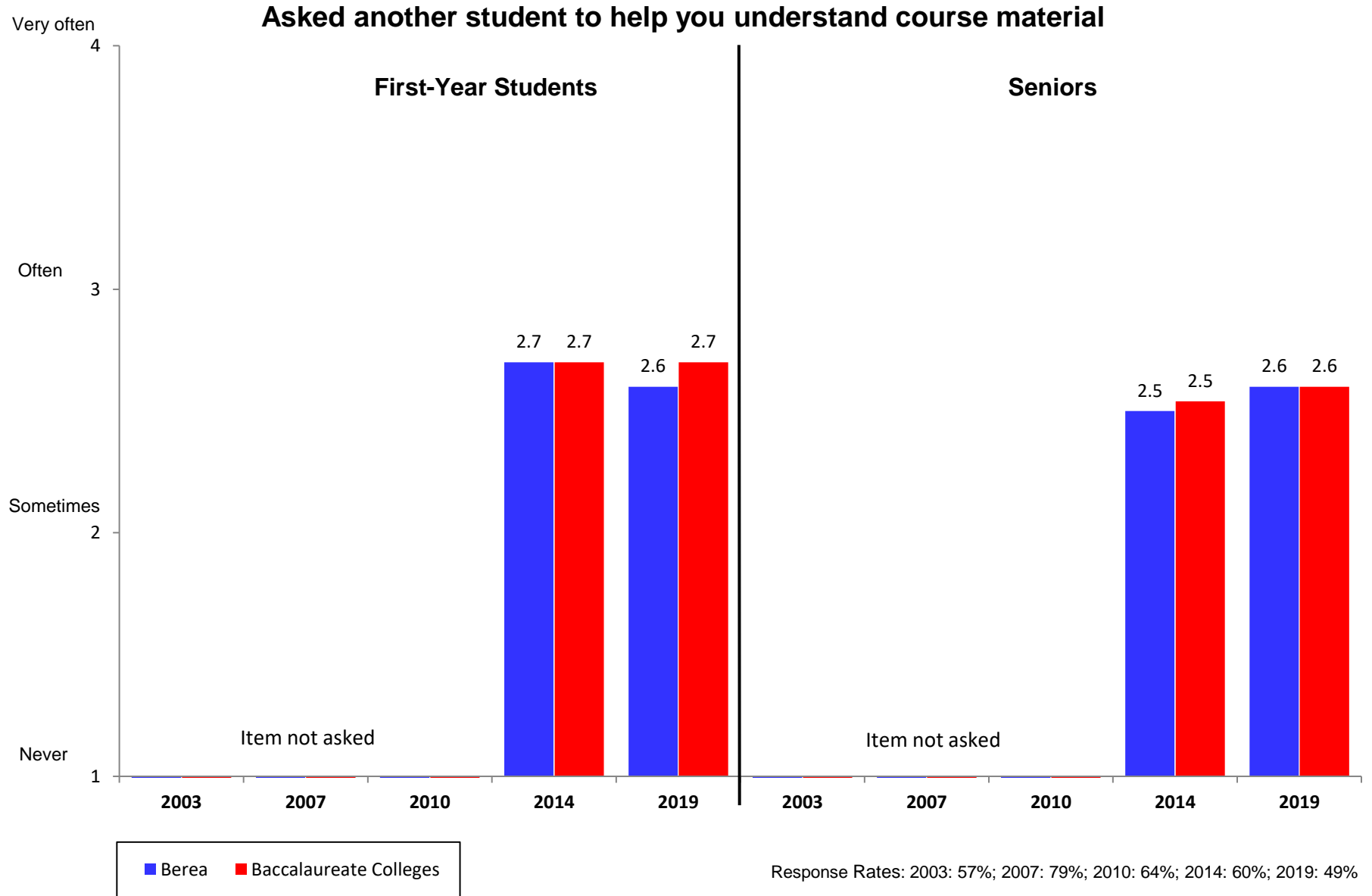
*During the current school year, about how often have you done the following?*



\*Item wording changed slightly in 2014; previous wording was "Attended an art exhibit, play, dance, music, theatre, or other performance"

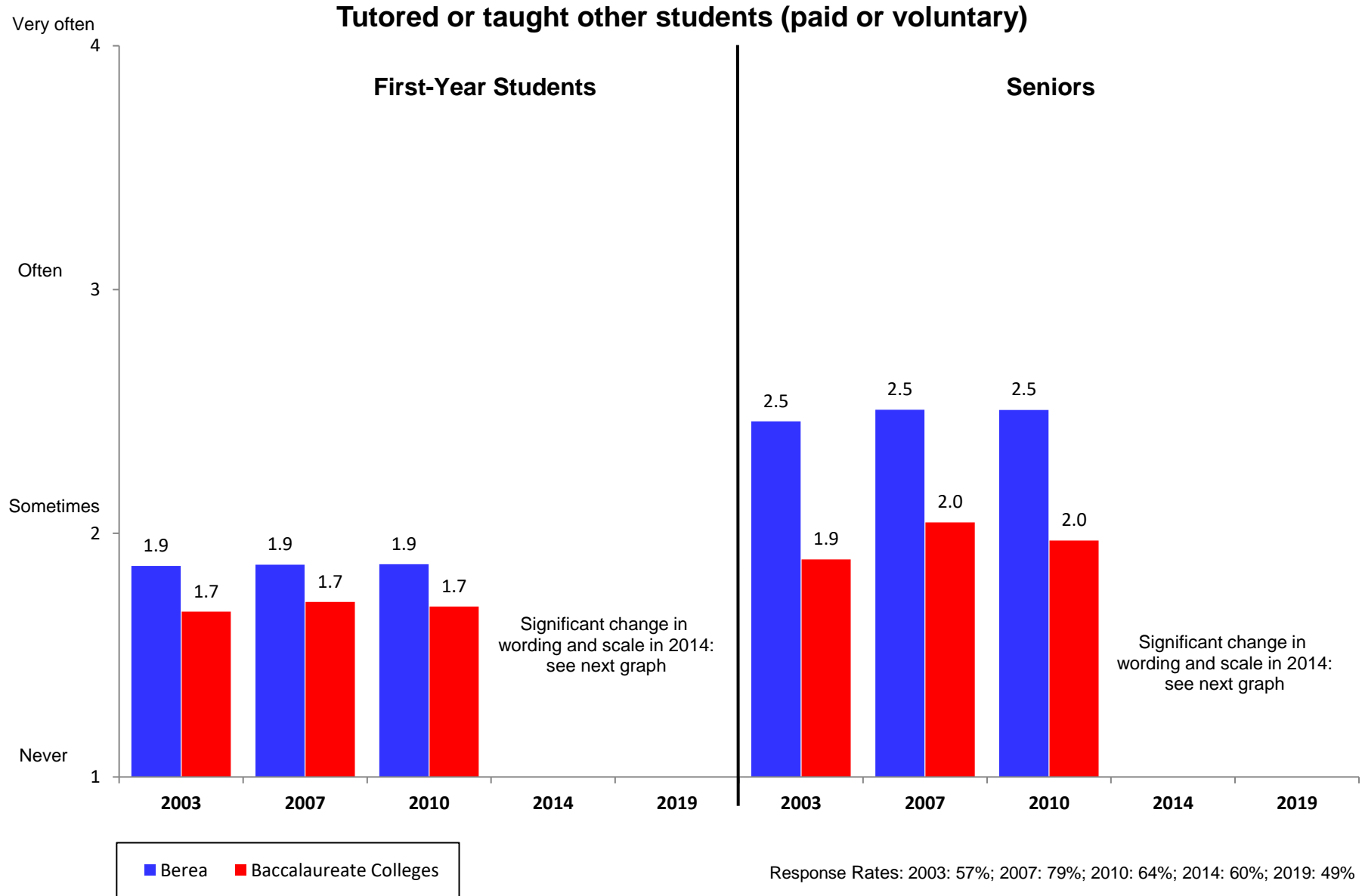
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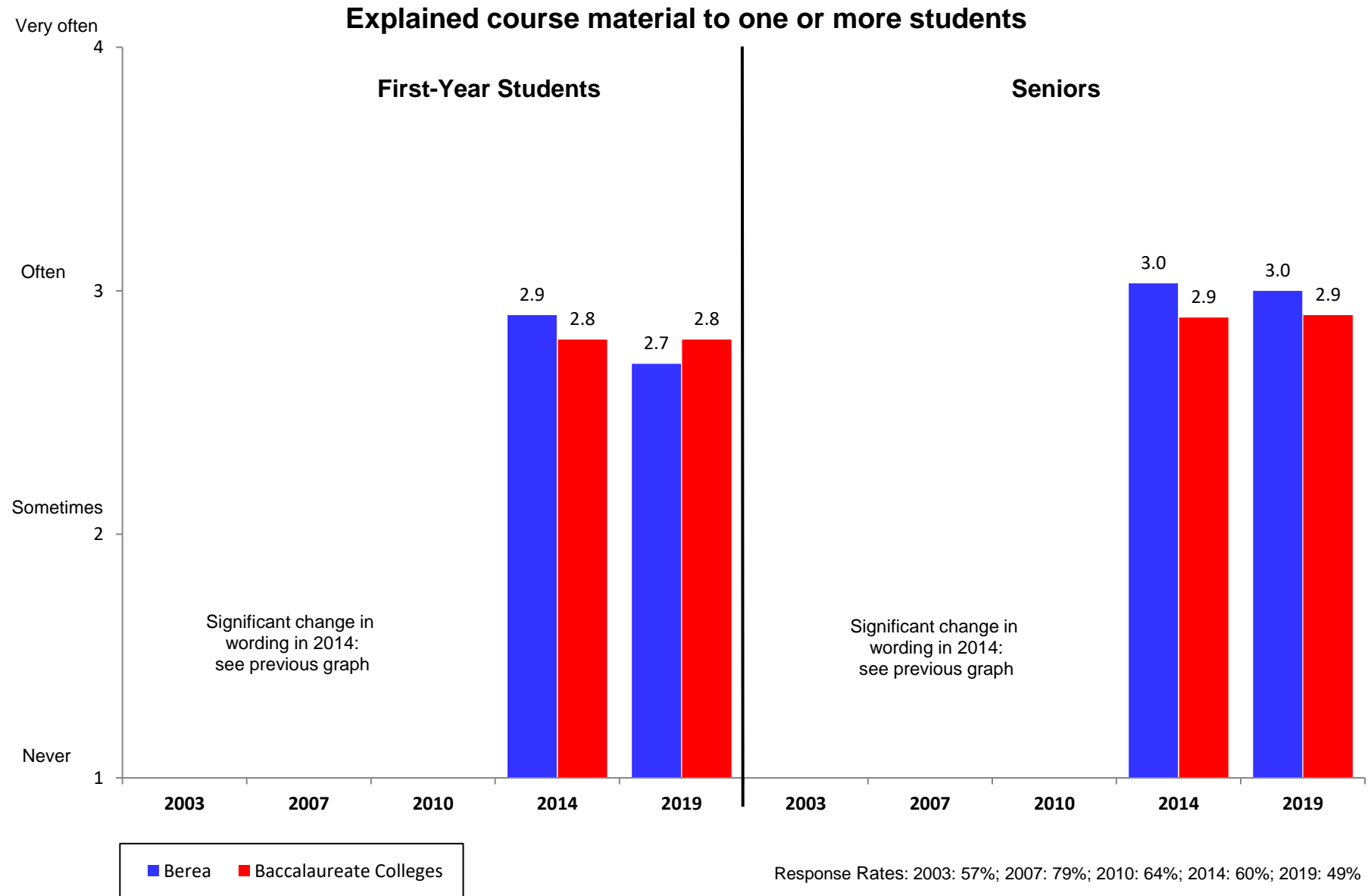
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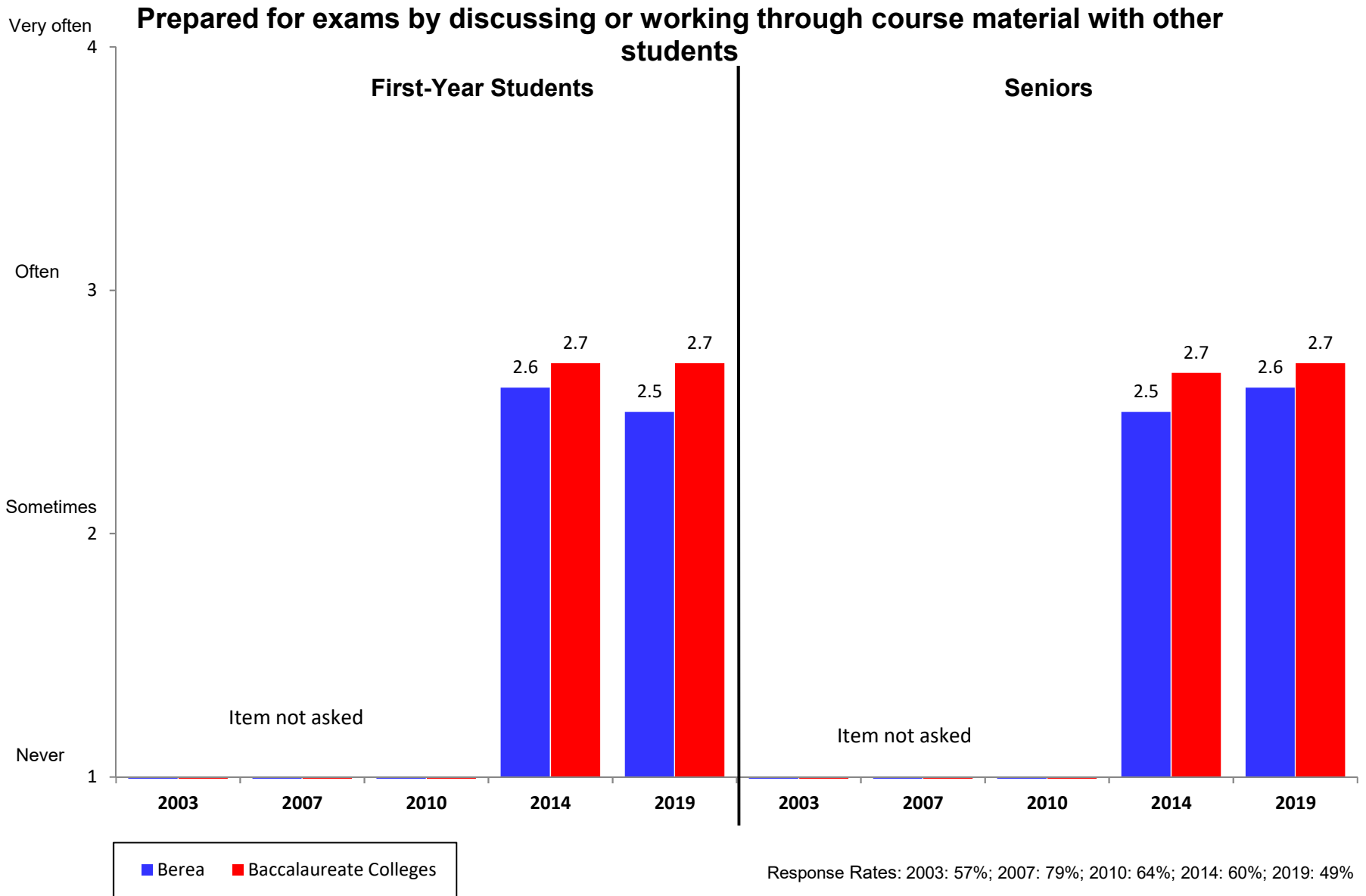




*During the current school year, about how often have you done the following?*

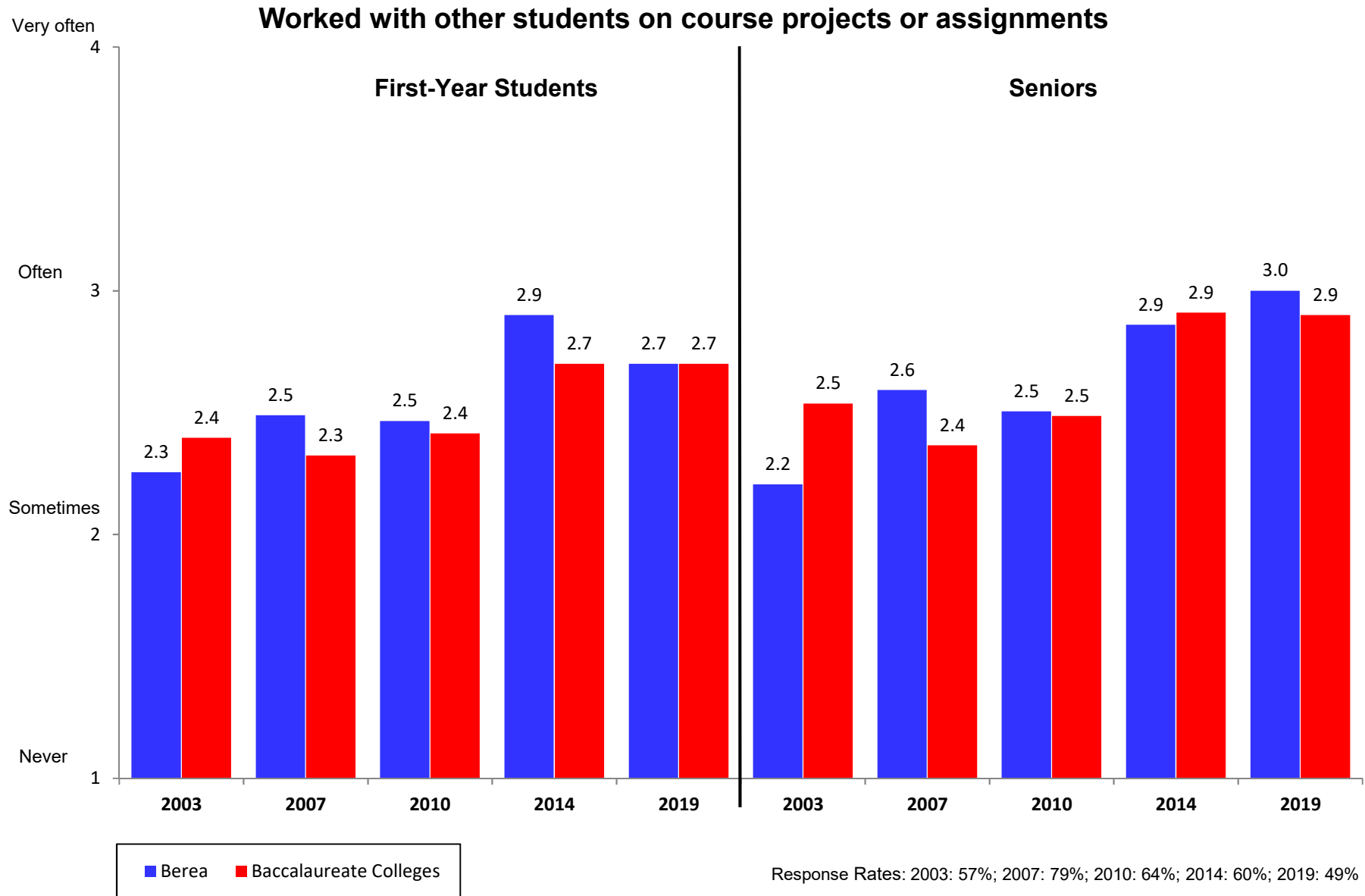


*During the current school year, about how often have you done the following?*



National Survey of Student Engagement (NSSE)

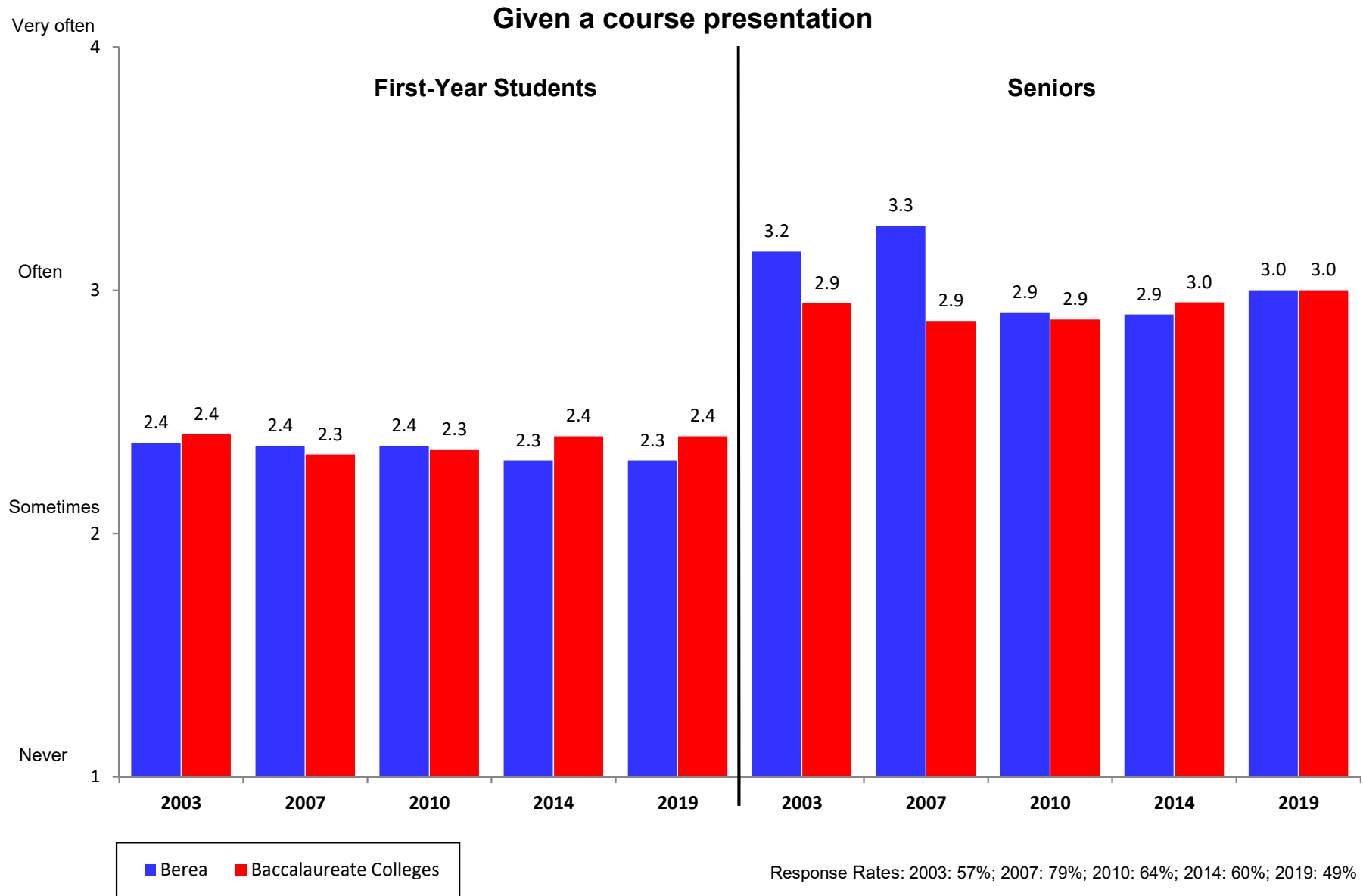
During the current school year, about how often have you done the following?



\*Item wording changed slightly in 2014; previous wording was "Worked with other students on projects during class."

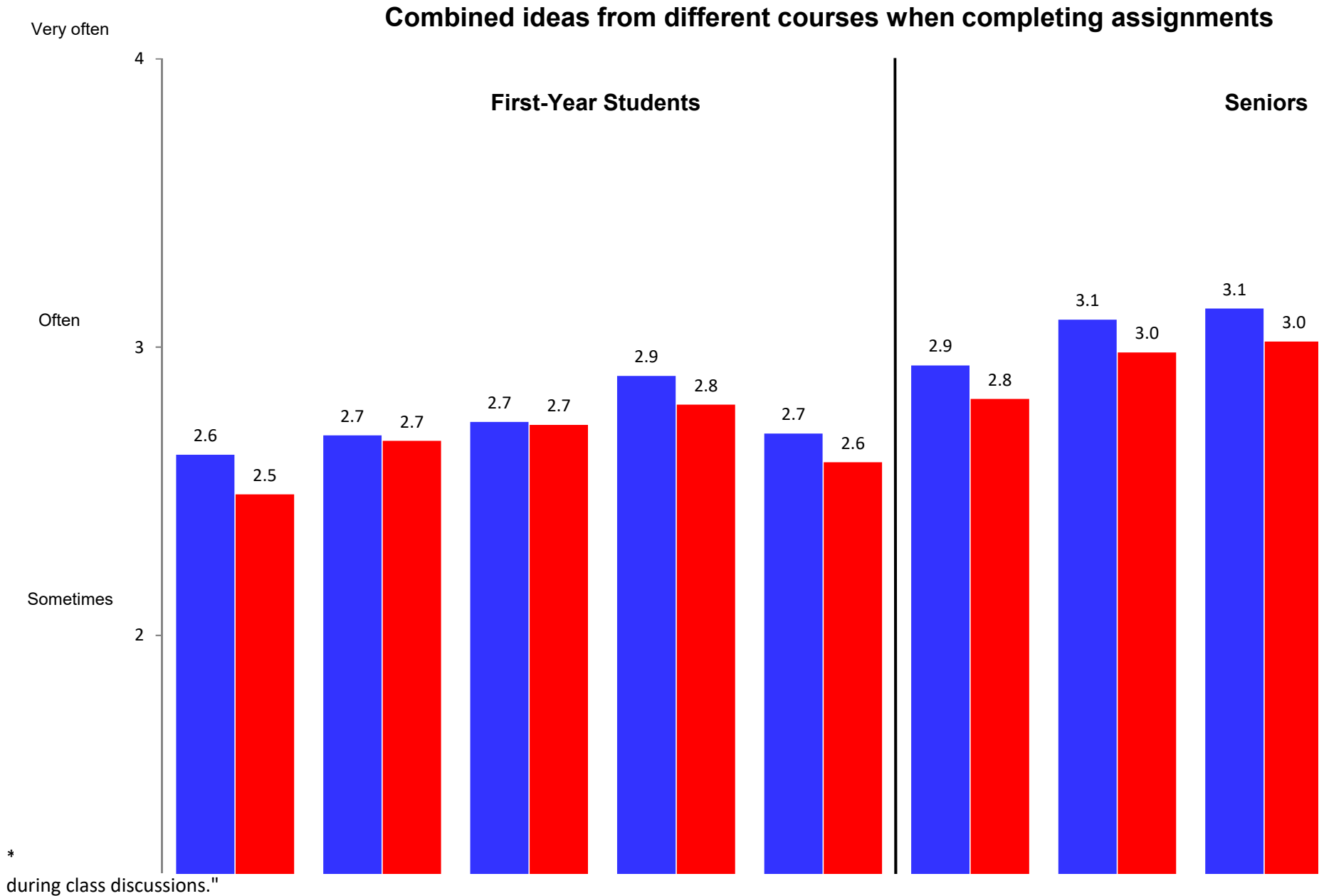
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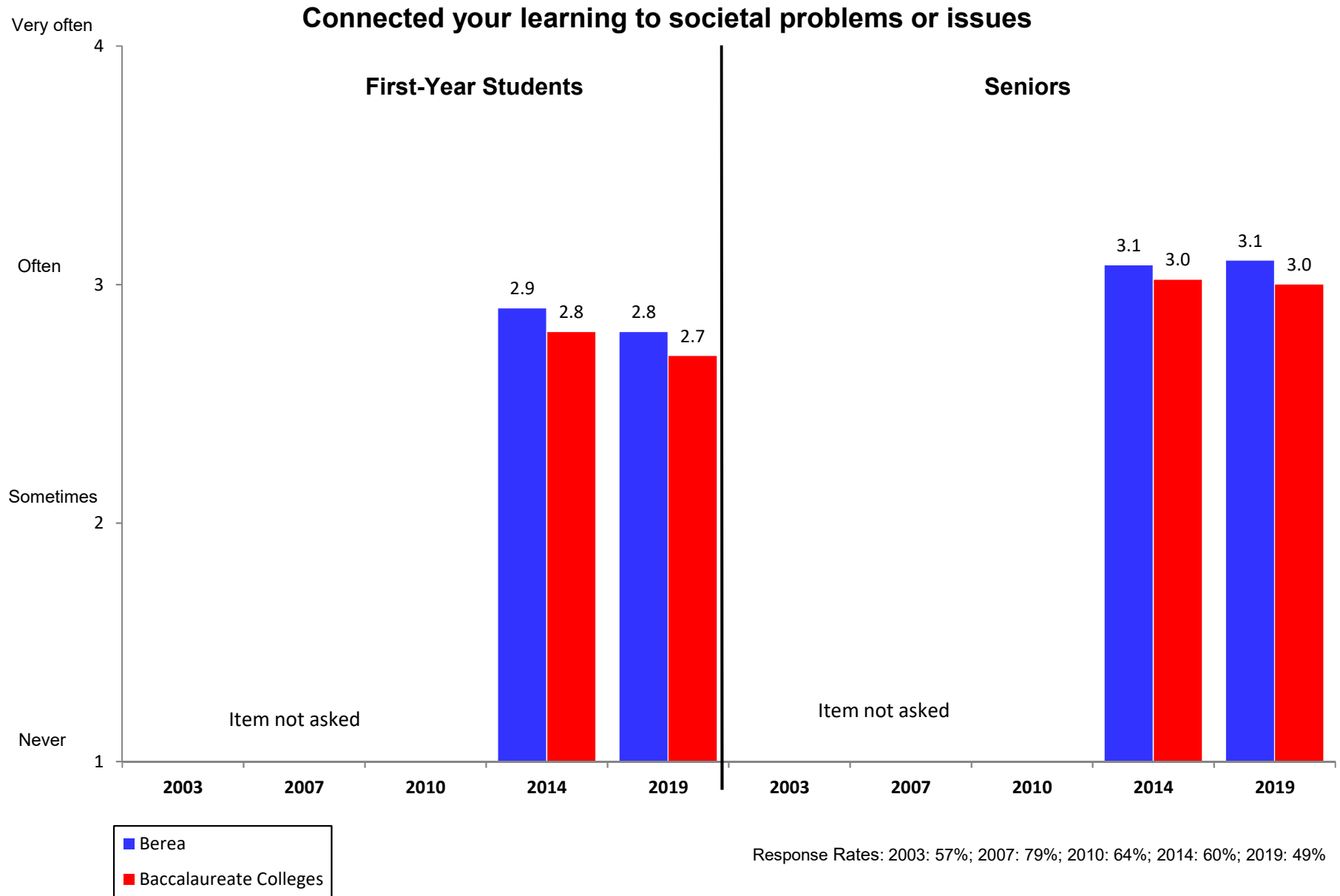
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*During the current school year, about how often have you done the following?*



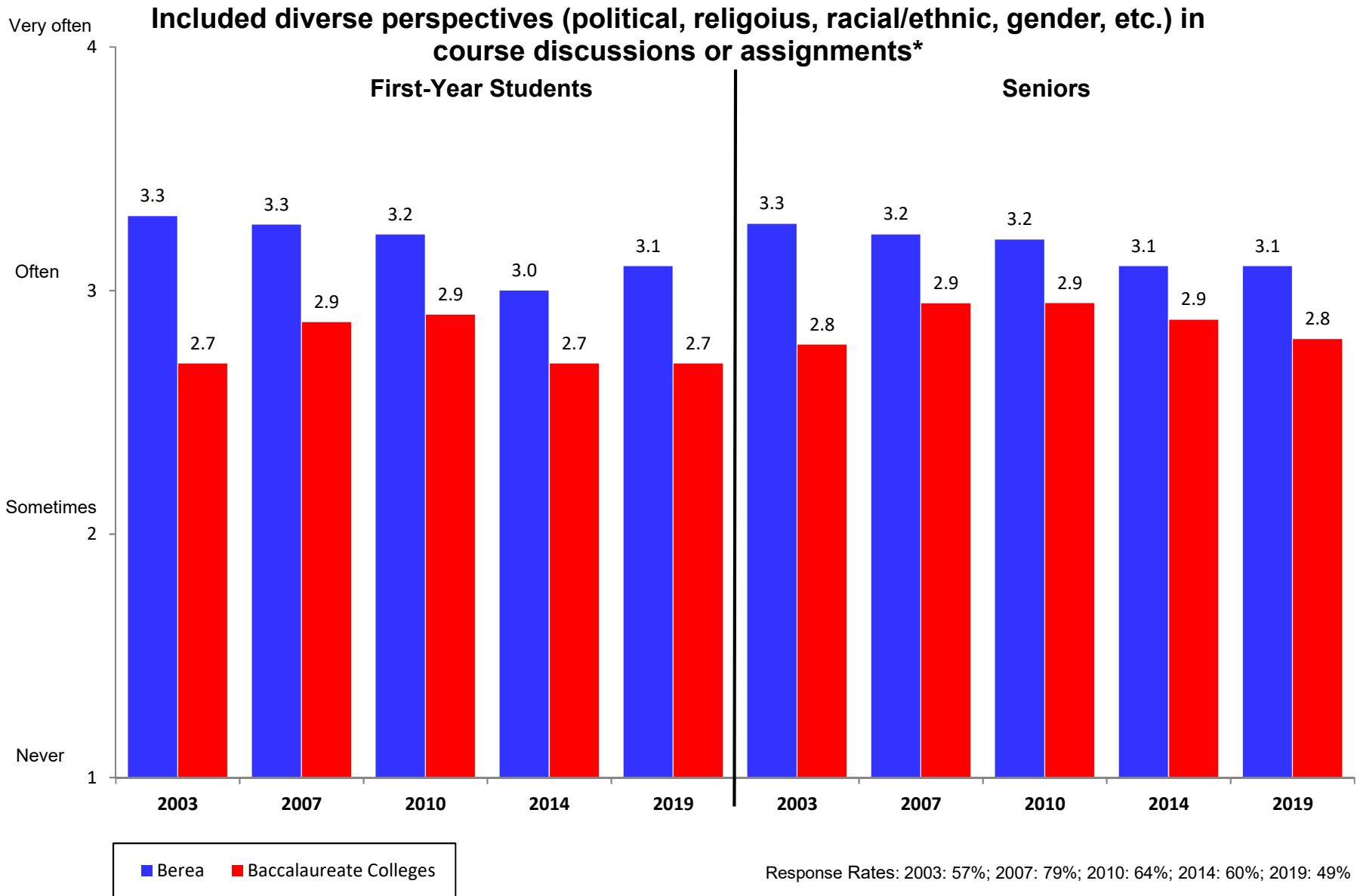
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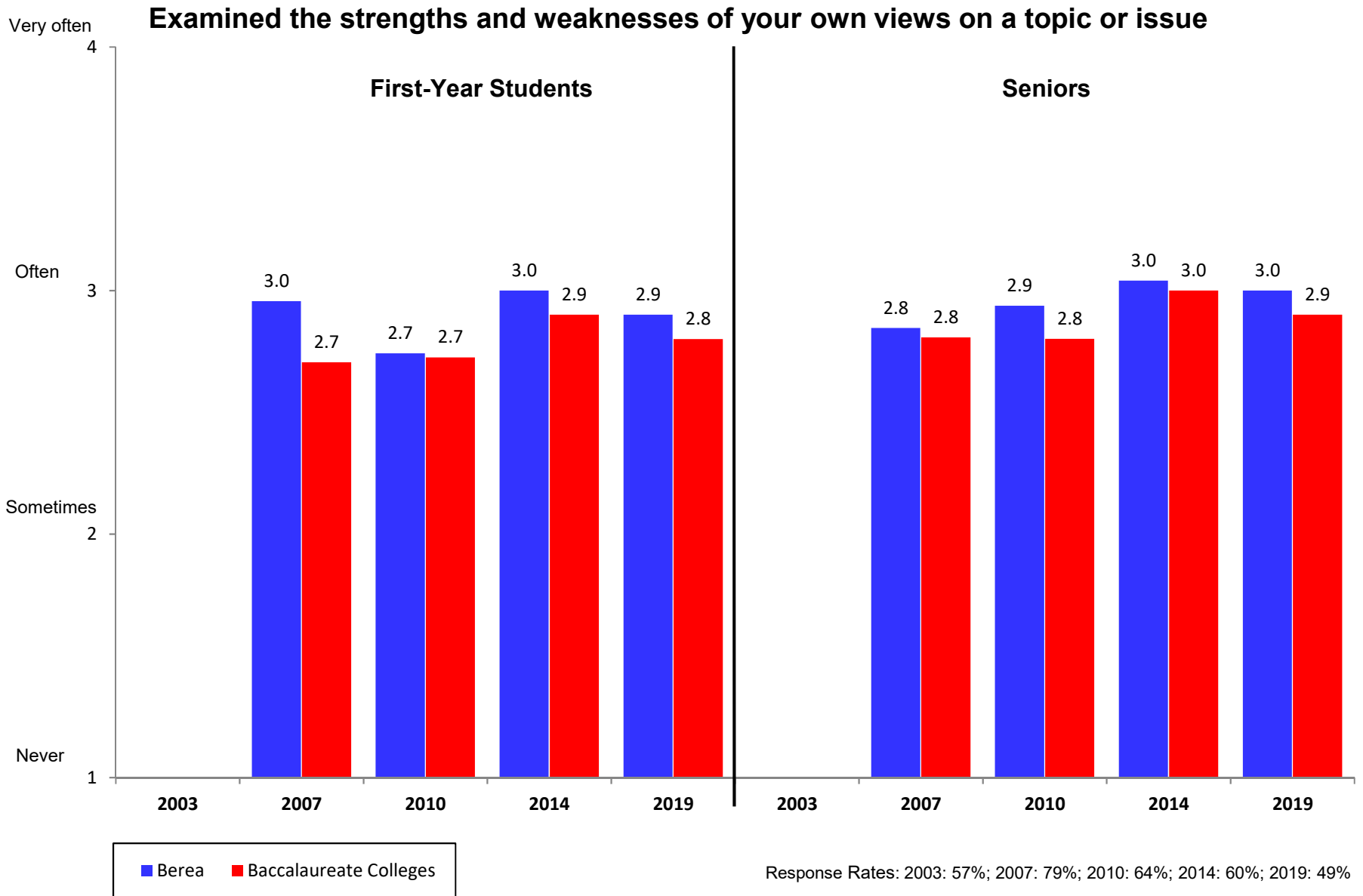


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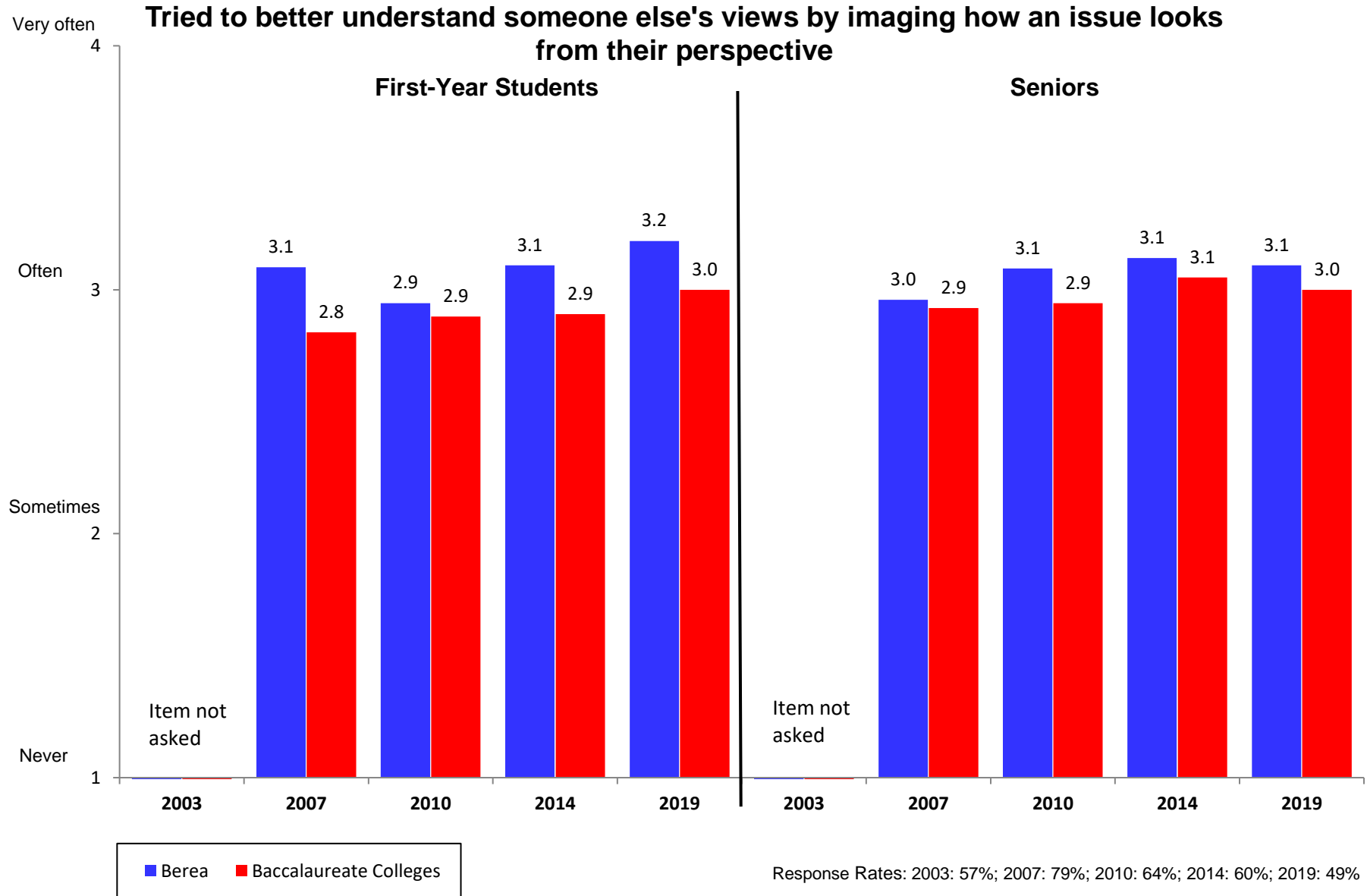


*During the current school year, about how often have you done the following?*

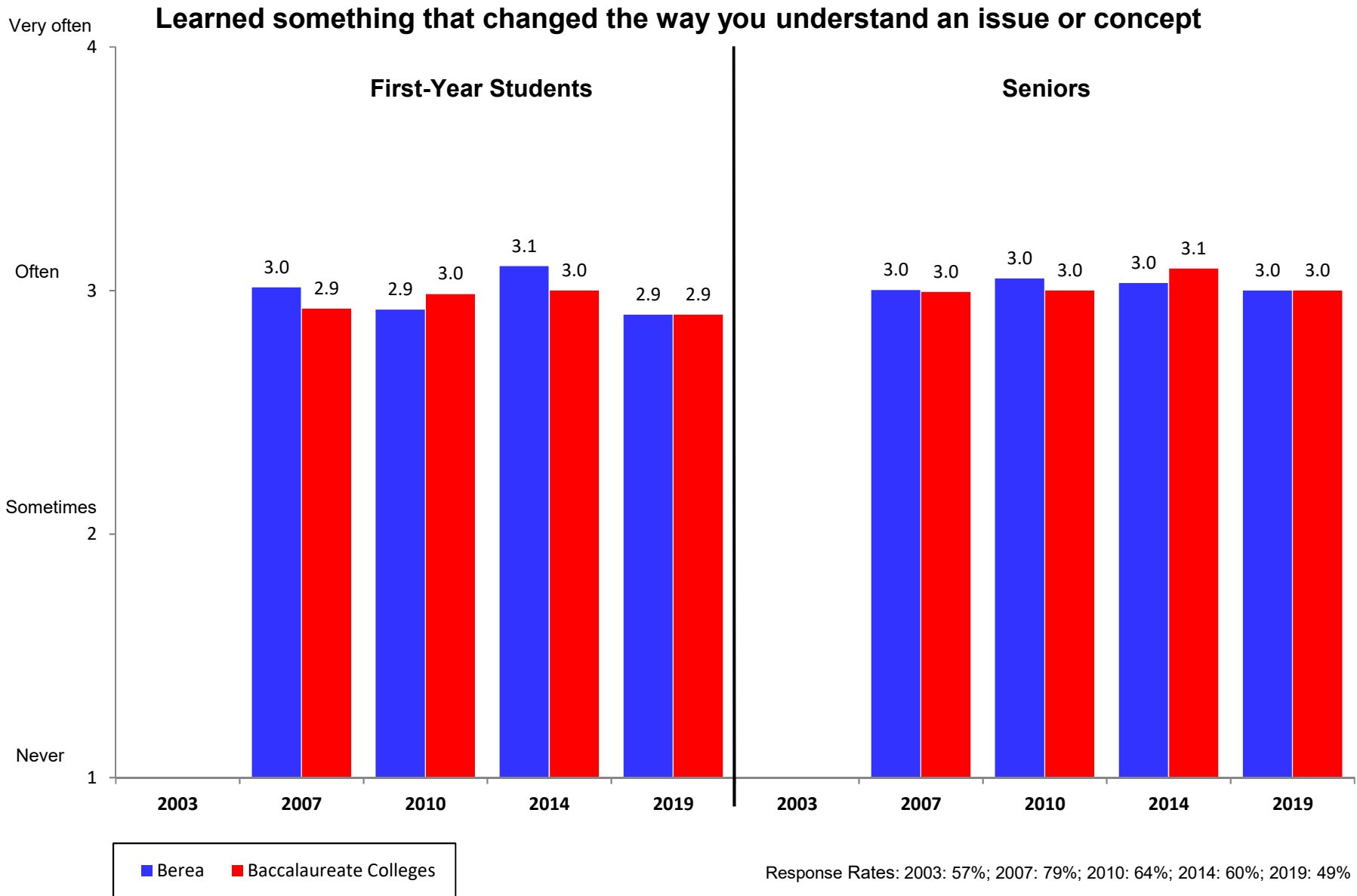




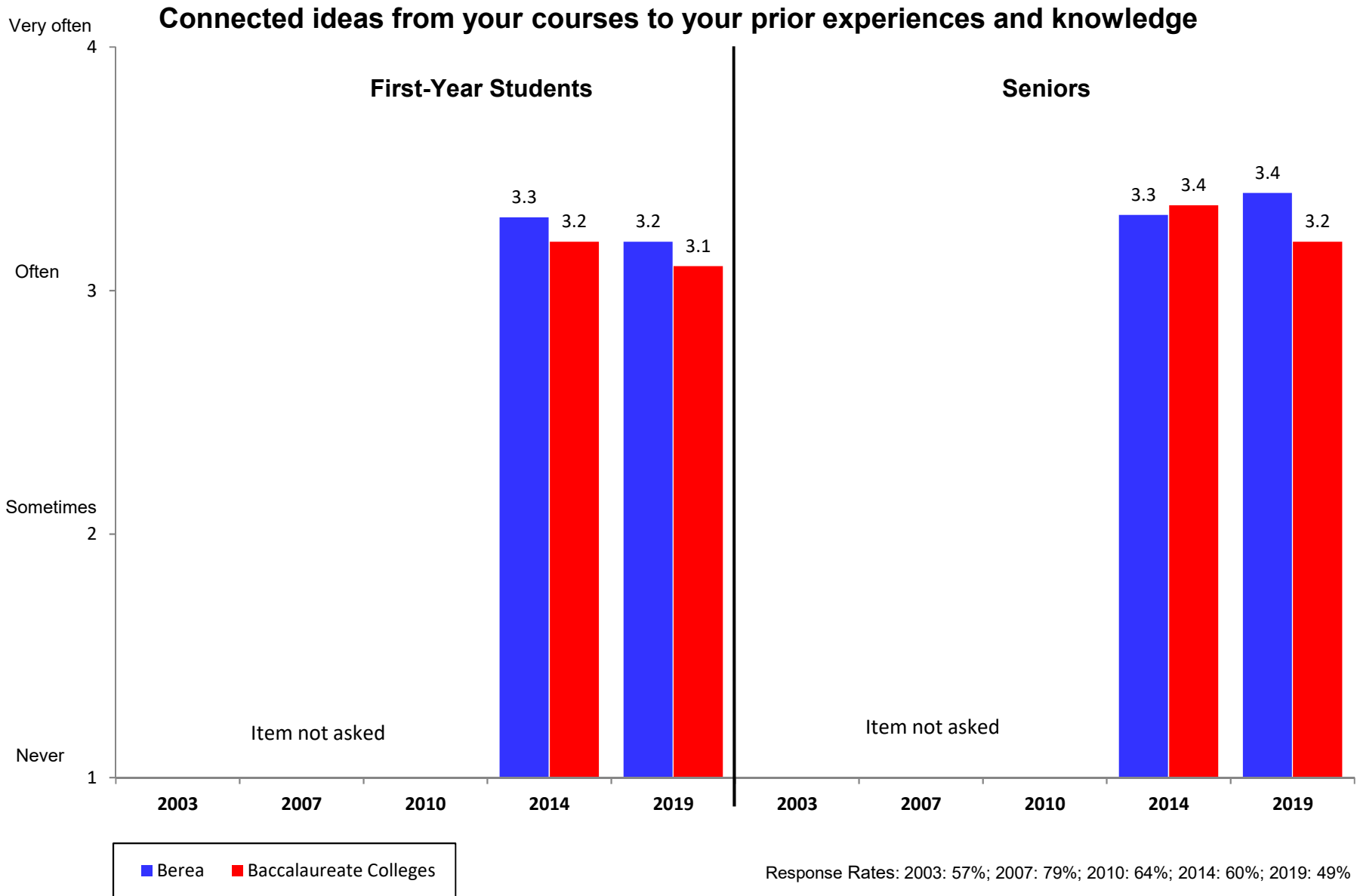
*During the current school year, about how often have you done the following?*



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



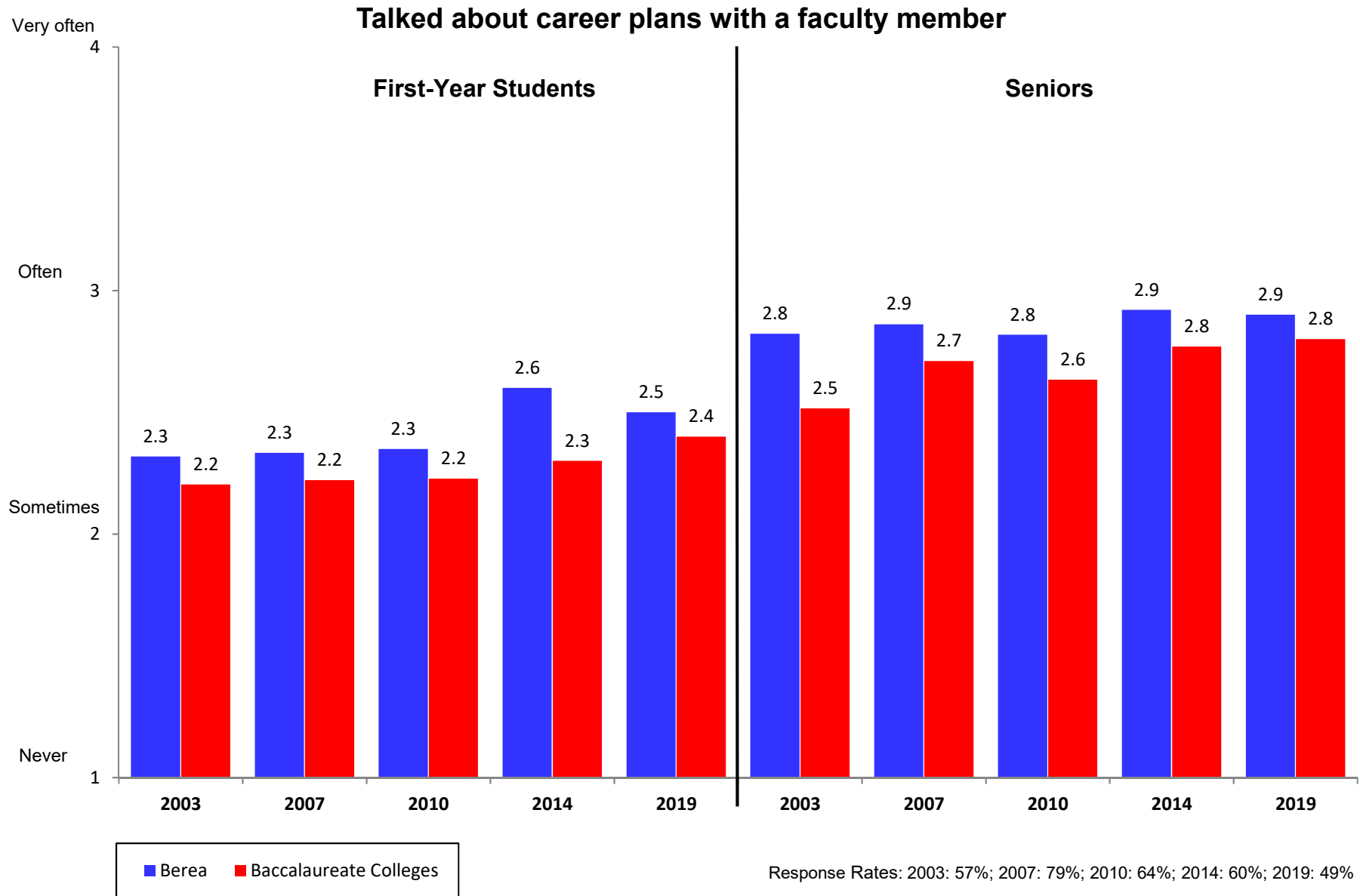
*During the current school year, about how often have you done the following?*



\*Item wording changed slightly in 2014; previous wording was "Worked with other students on projects during class."

National Survey of Student Engagement (NSSE)

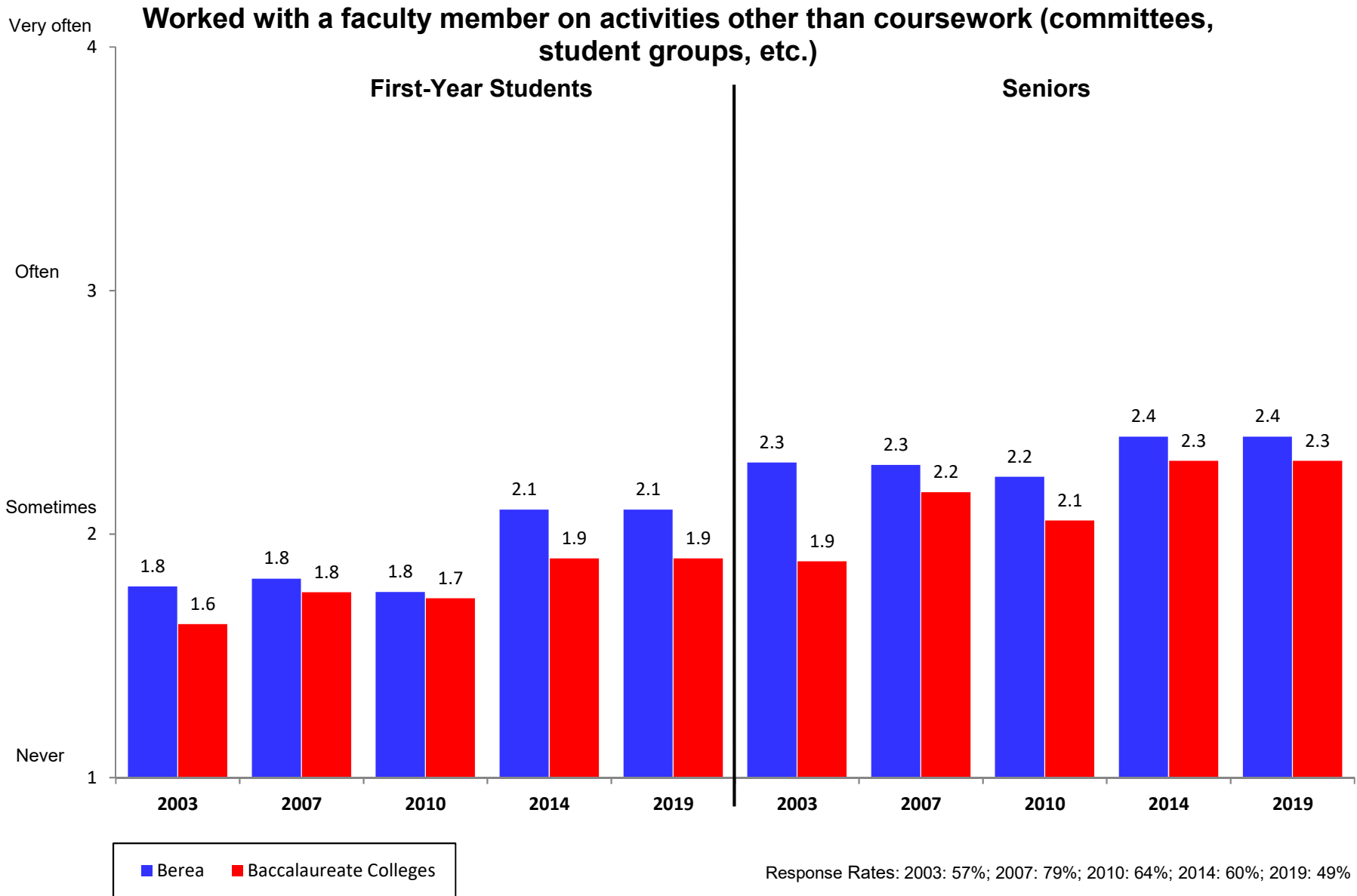
During the current school year, about how often have you done the following?



\*Item wording changed slightly in 2014; previous wording was "Talked about career plans with a faculty member or advisor."

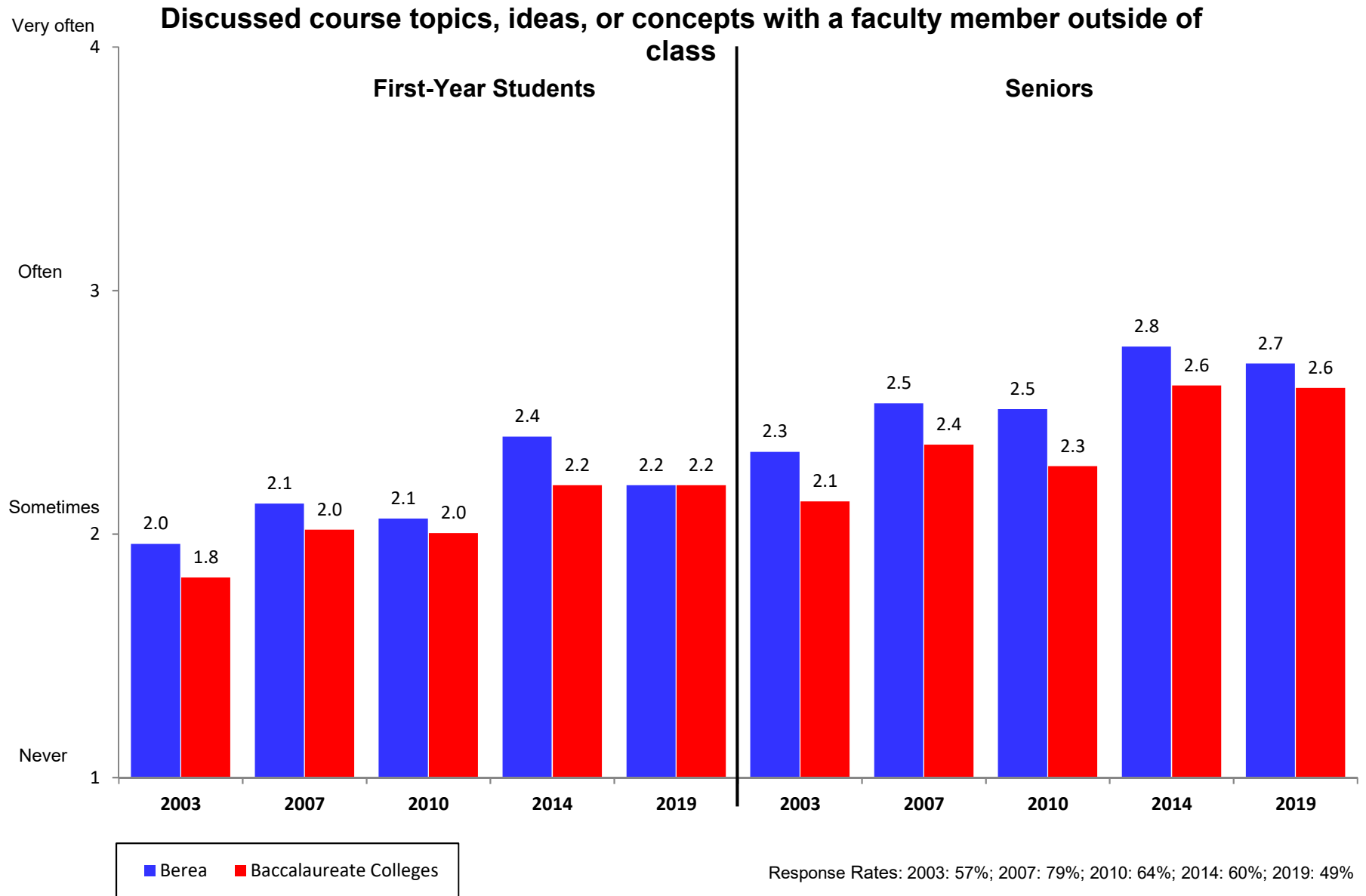
National Survey of Student Engagement (NSSE)

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



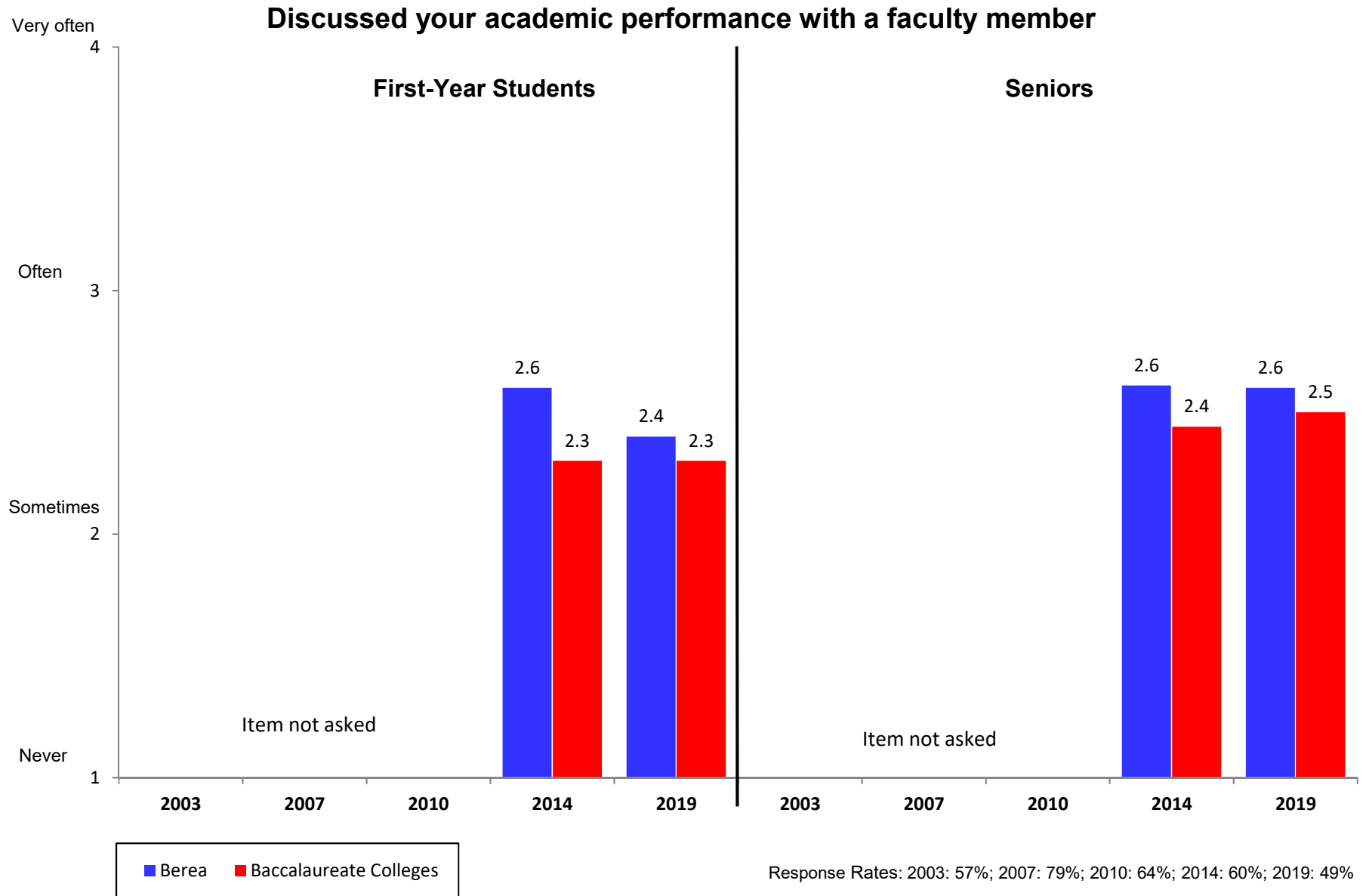
\* student life activities, etc.)

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



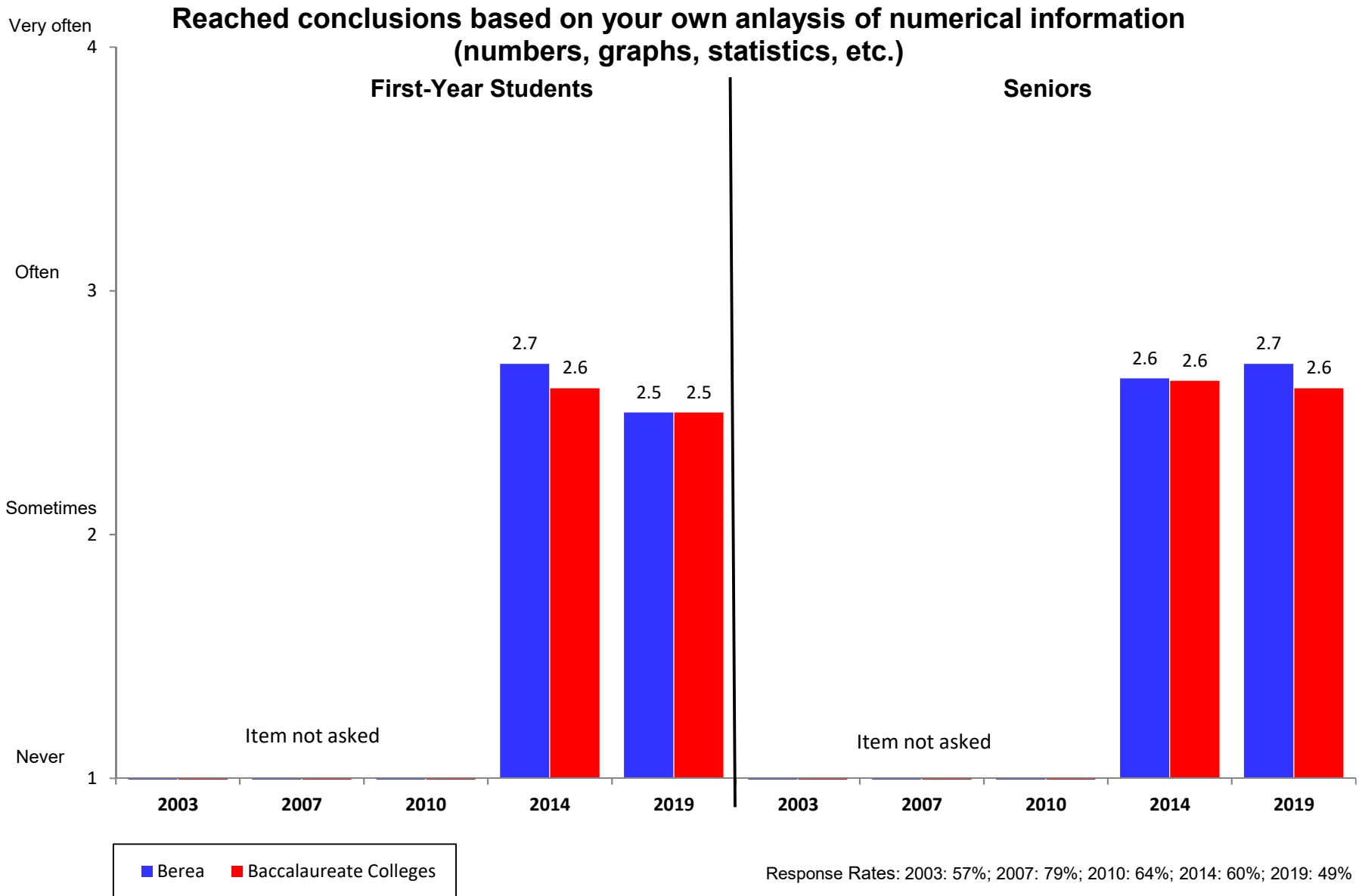
\*Item wording changed slightly in 2014; previous wording was "Discussed ideas from your readings or classes with faculty members outside of class."

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



National Survey of Student Engagement (NSSE)

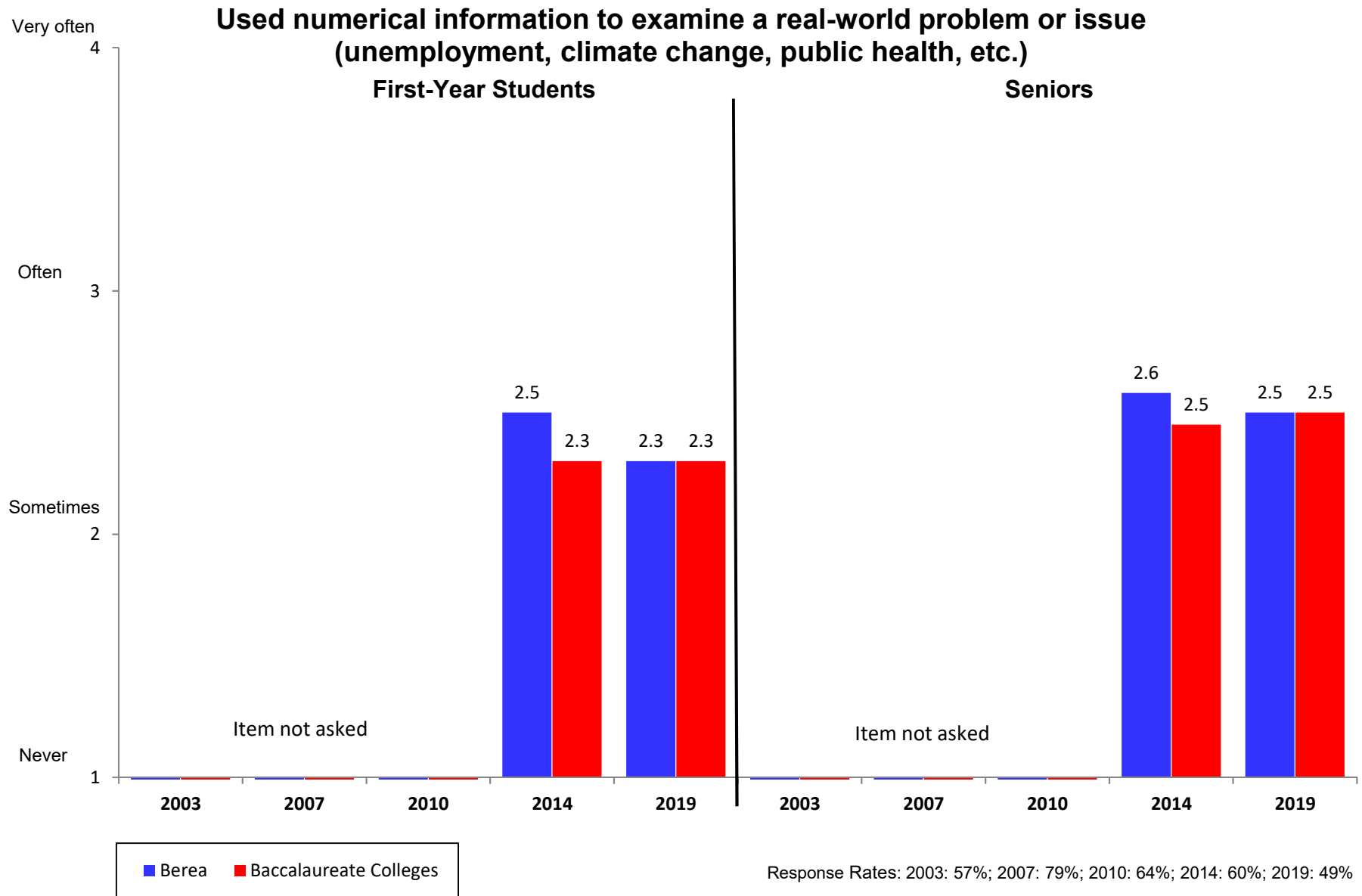
During the current school year, about how often have you done the following?





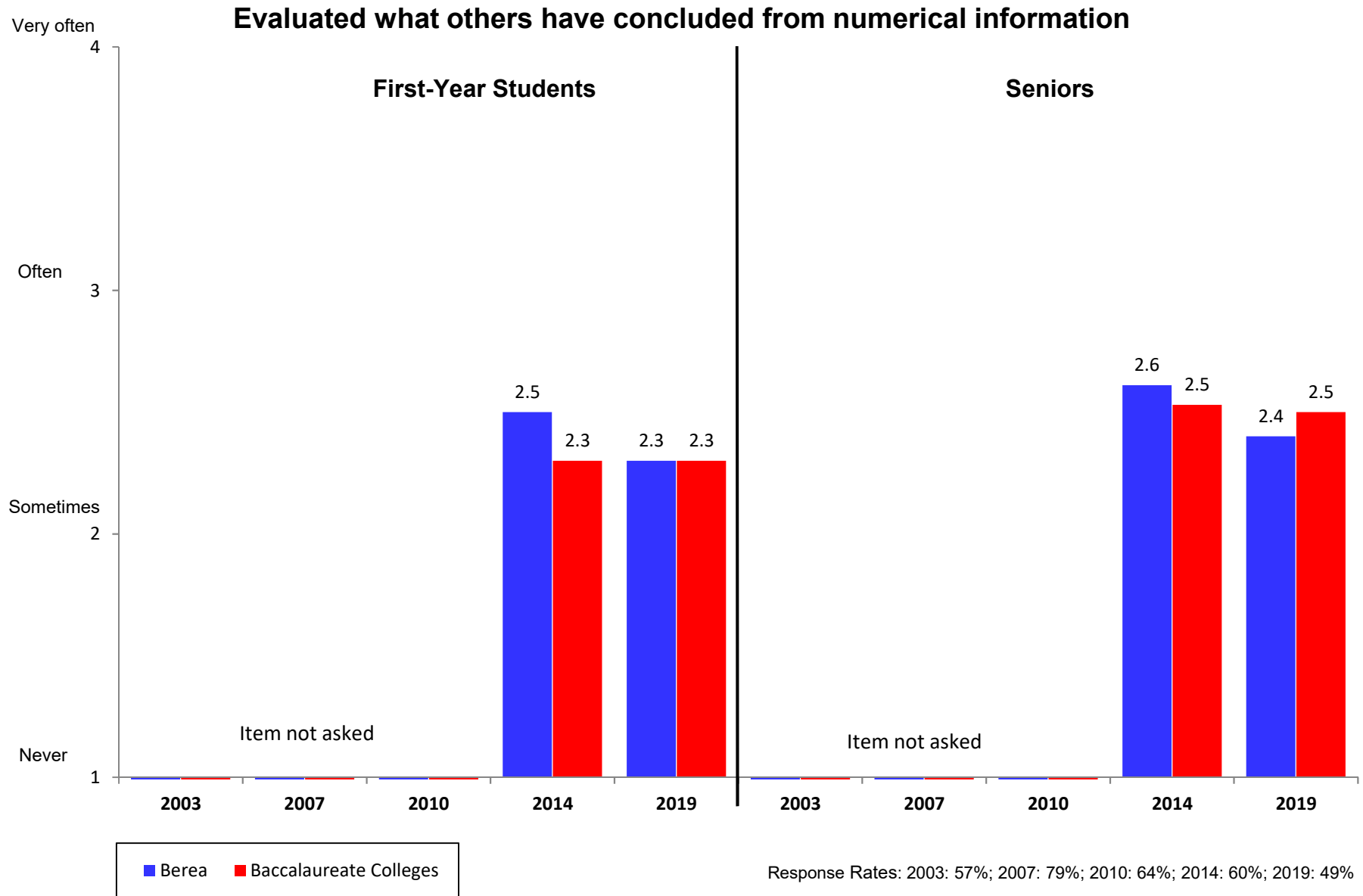
National Survey of Student Engagement (NSSE)

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



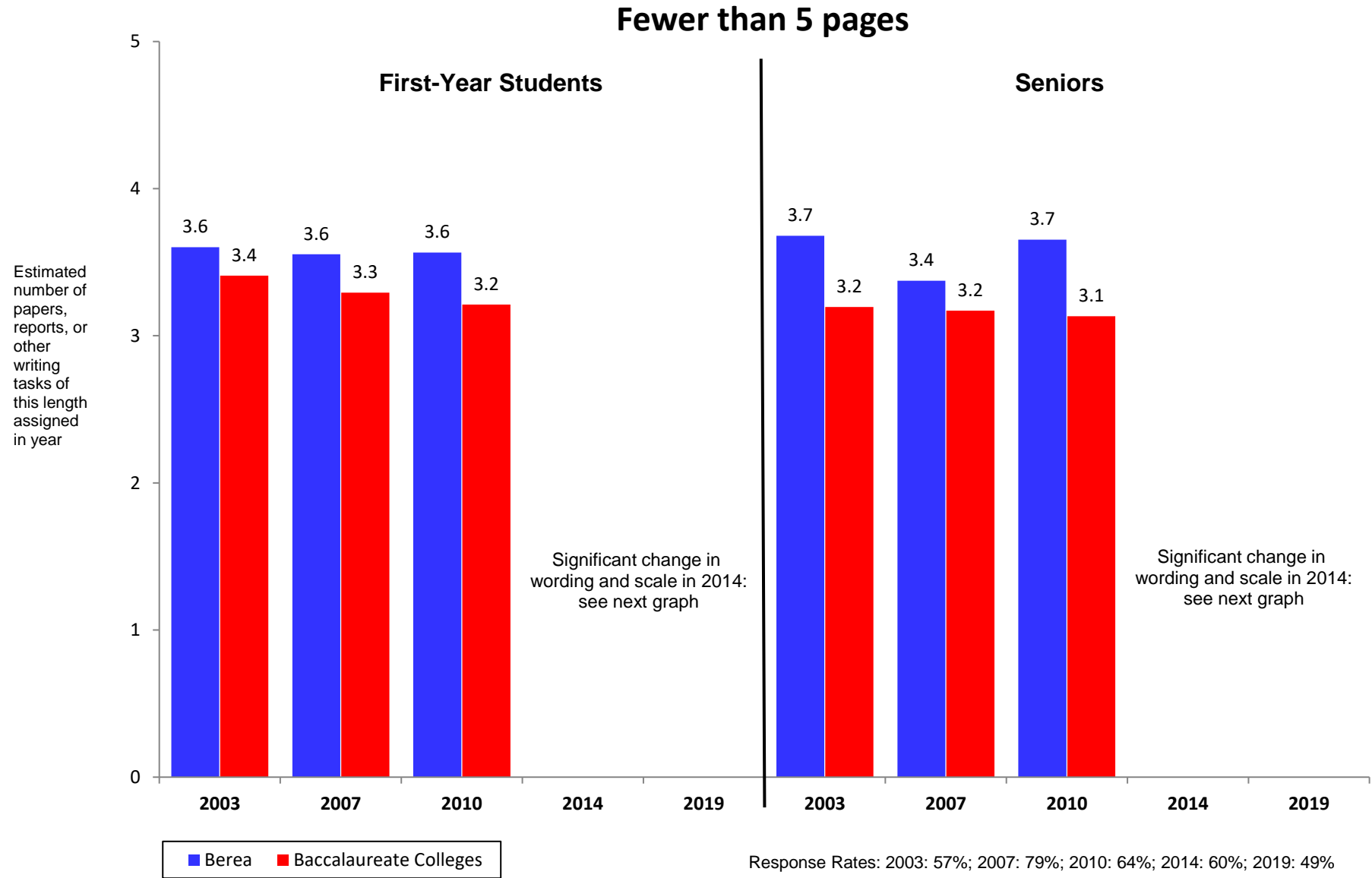
National Survey of Student Engagement (NSSE)

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



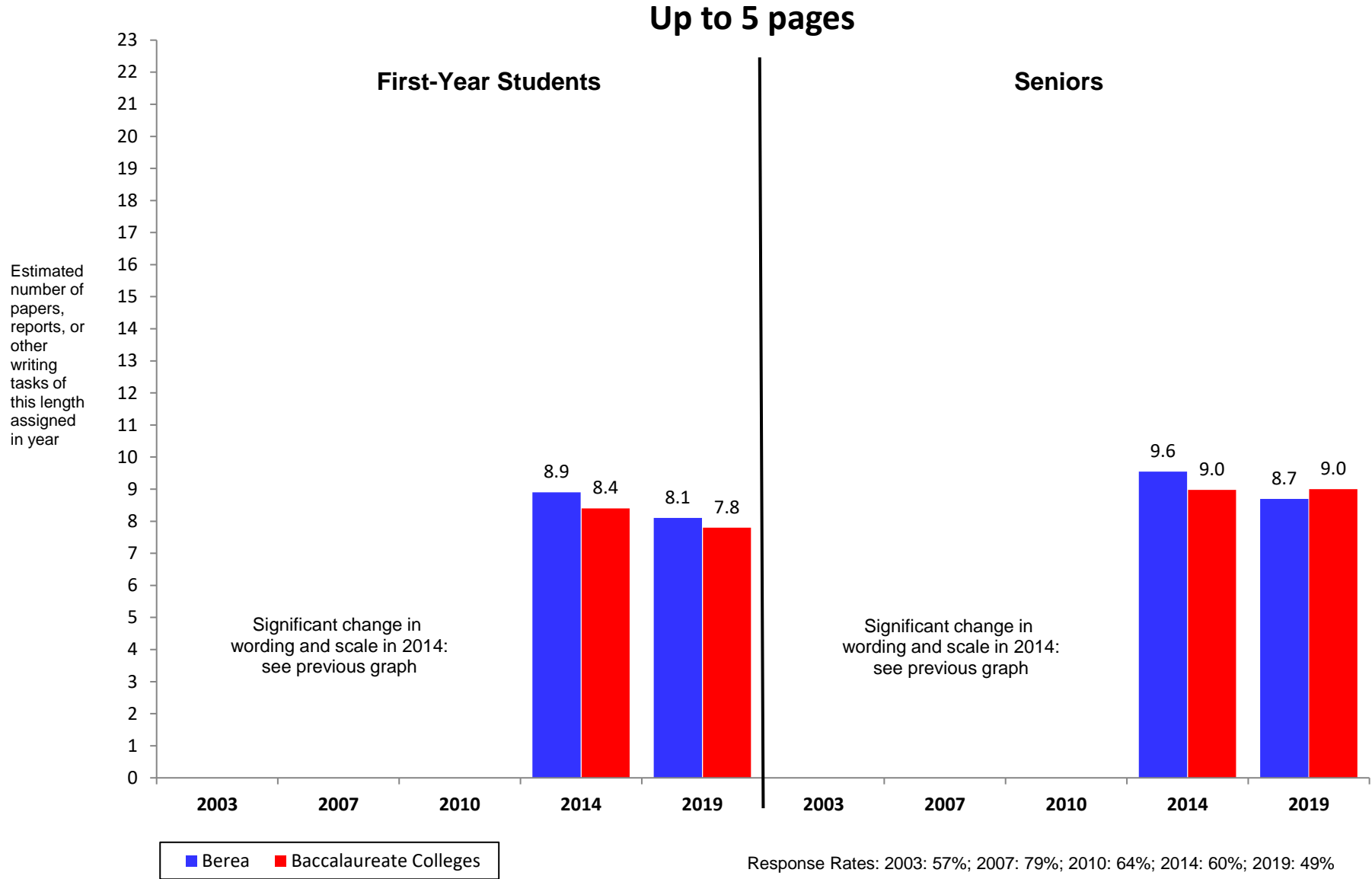
National Survey of Student Engagement (NSSE)

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

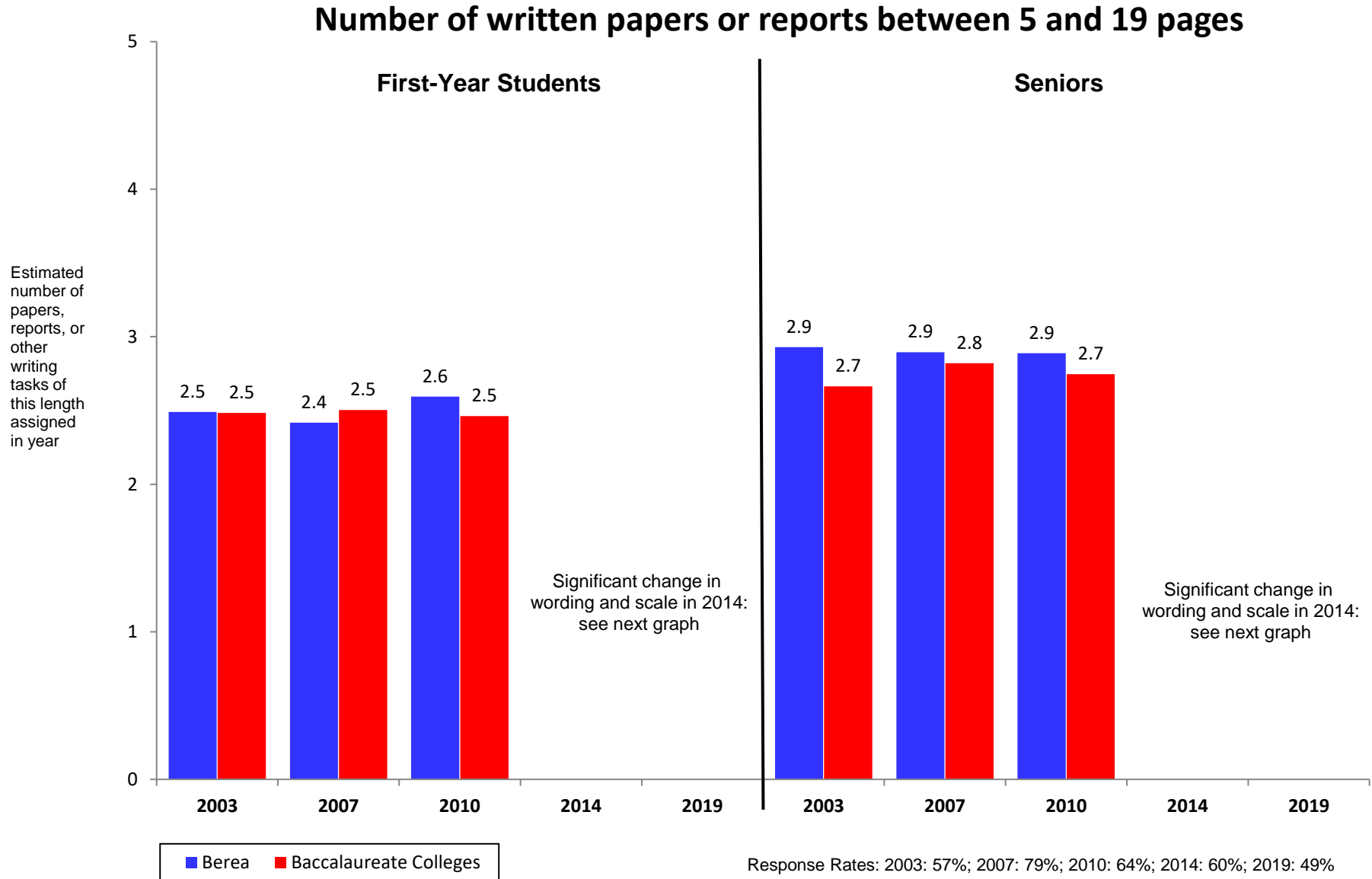


National Survey of Student Engagement (NSSE)

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

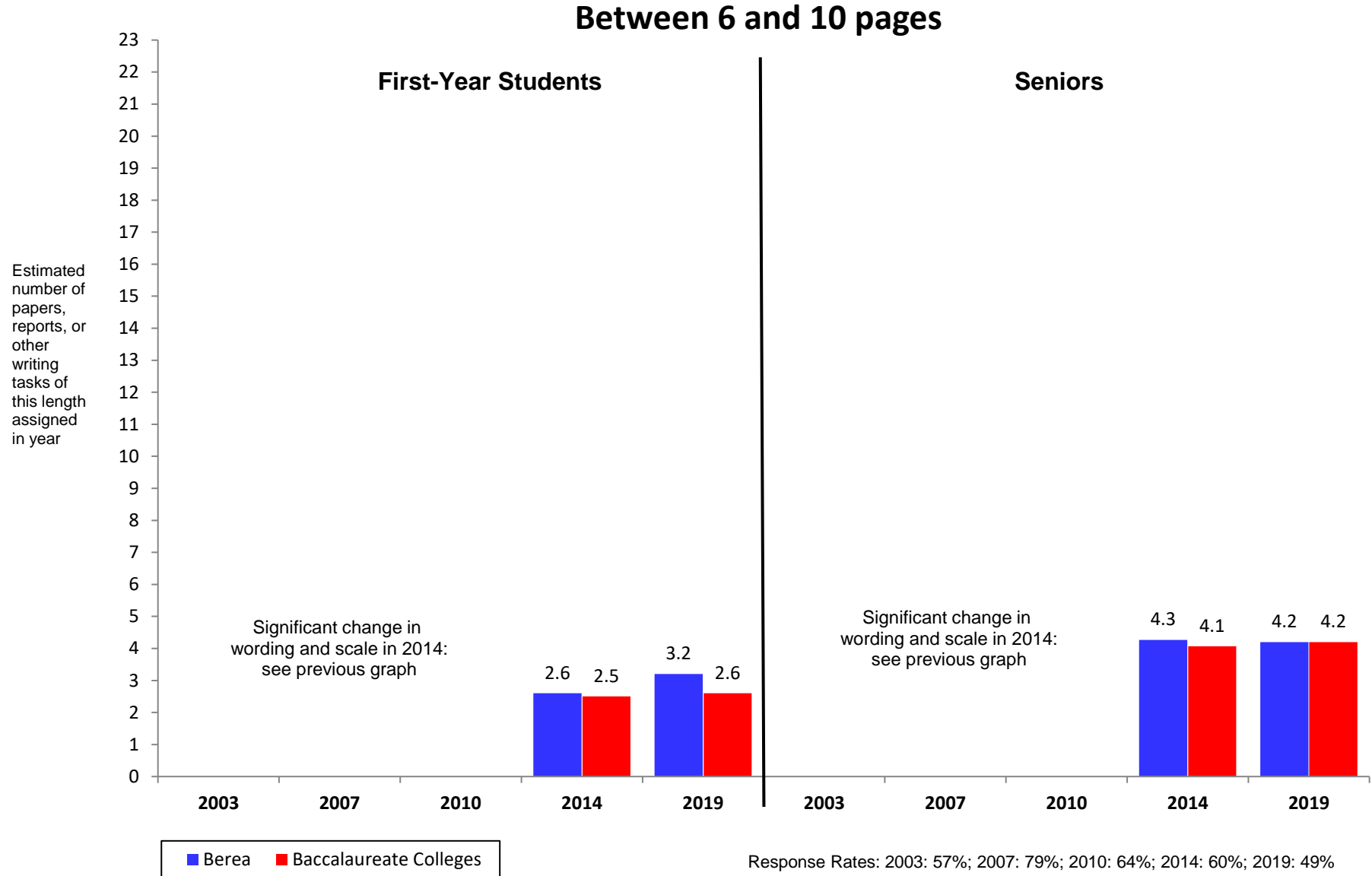


How many writing tasks of the following lengths have you been assigned?

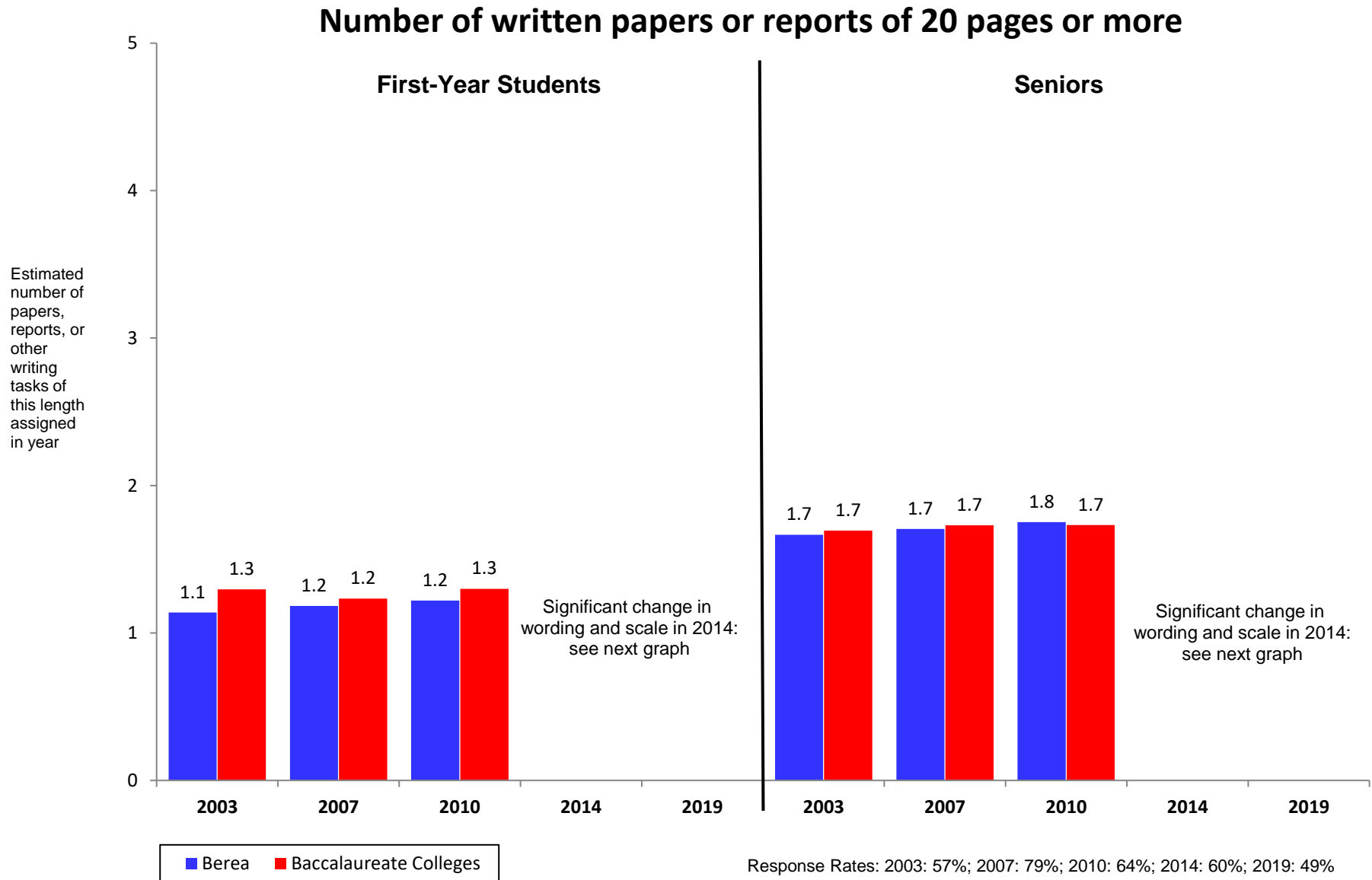


National Survey of Student Engagement (NSSE)

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

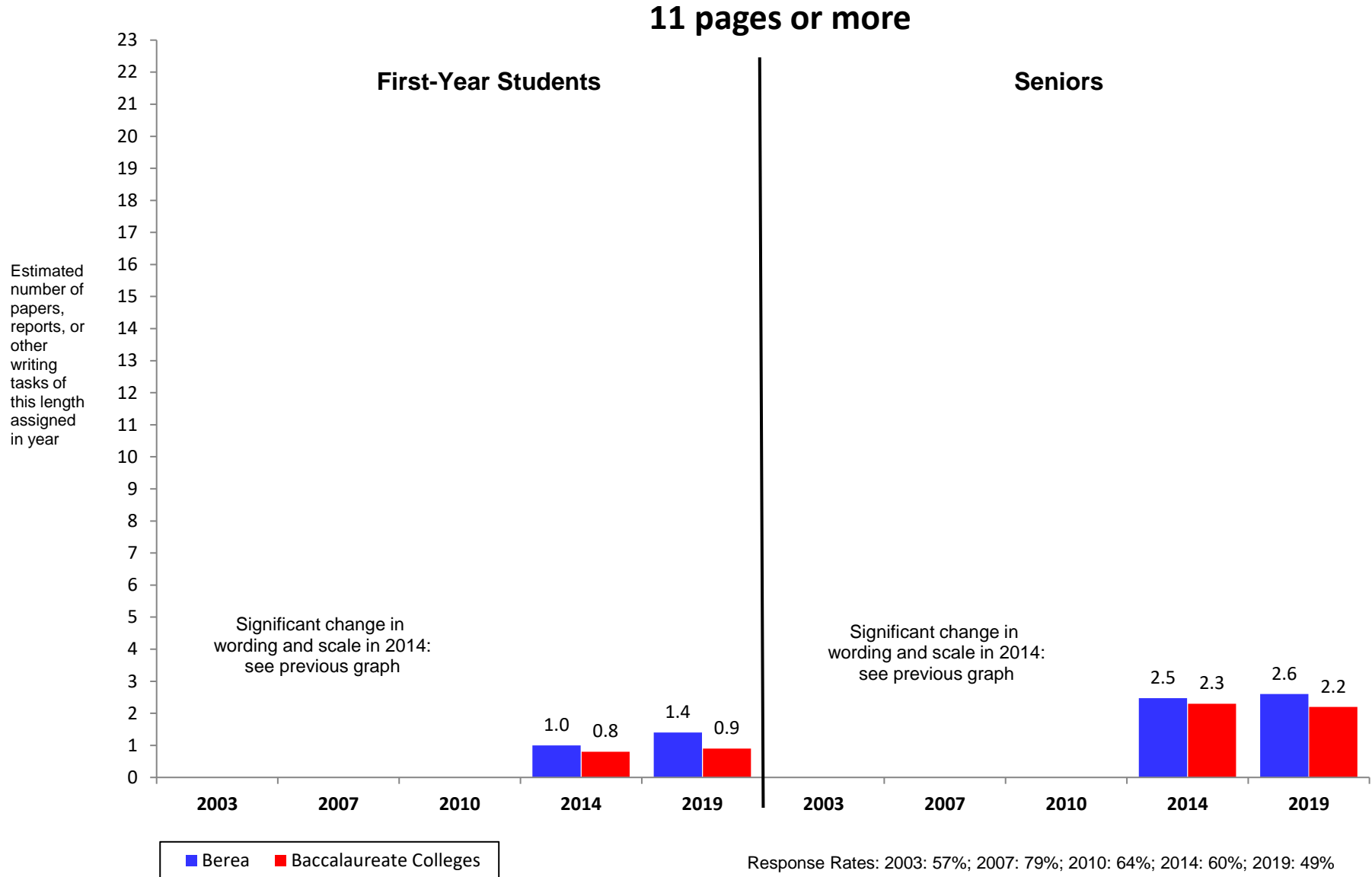


*How many writing tasks of the following lengths have you been assigned?*



National Survey of Student Engagement (NSSE)

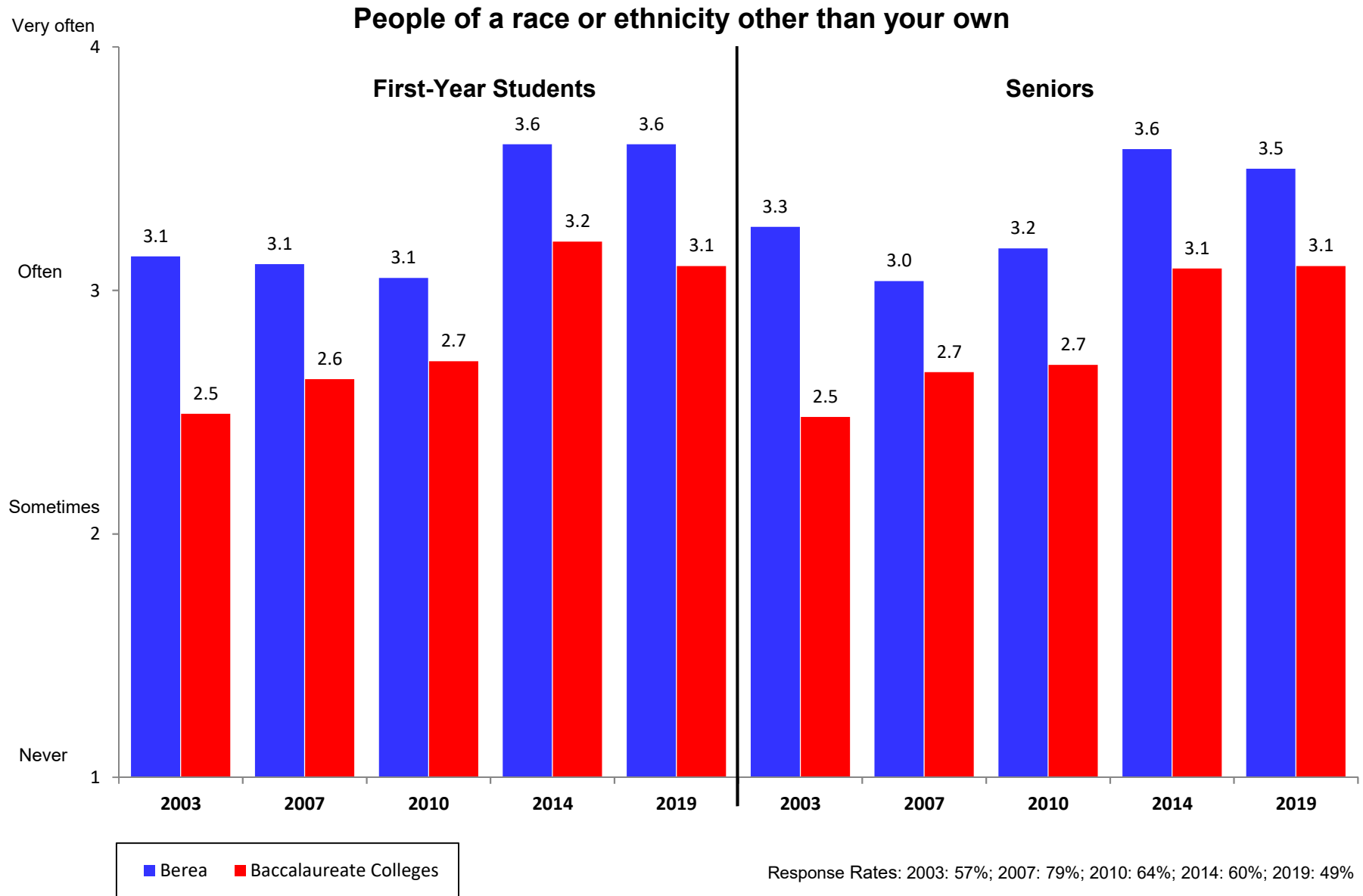
How many writing tasks of the following lengths have you been assigned?





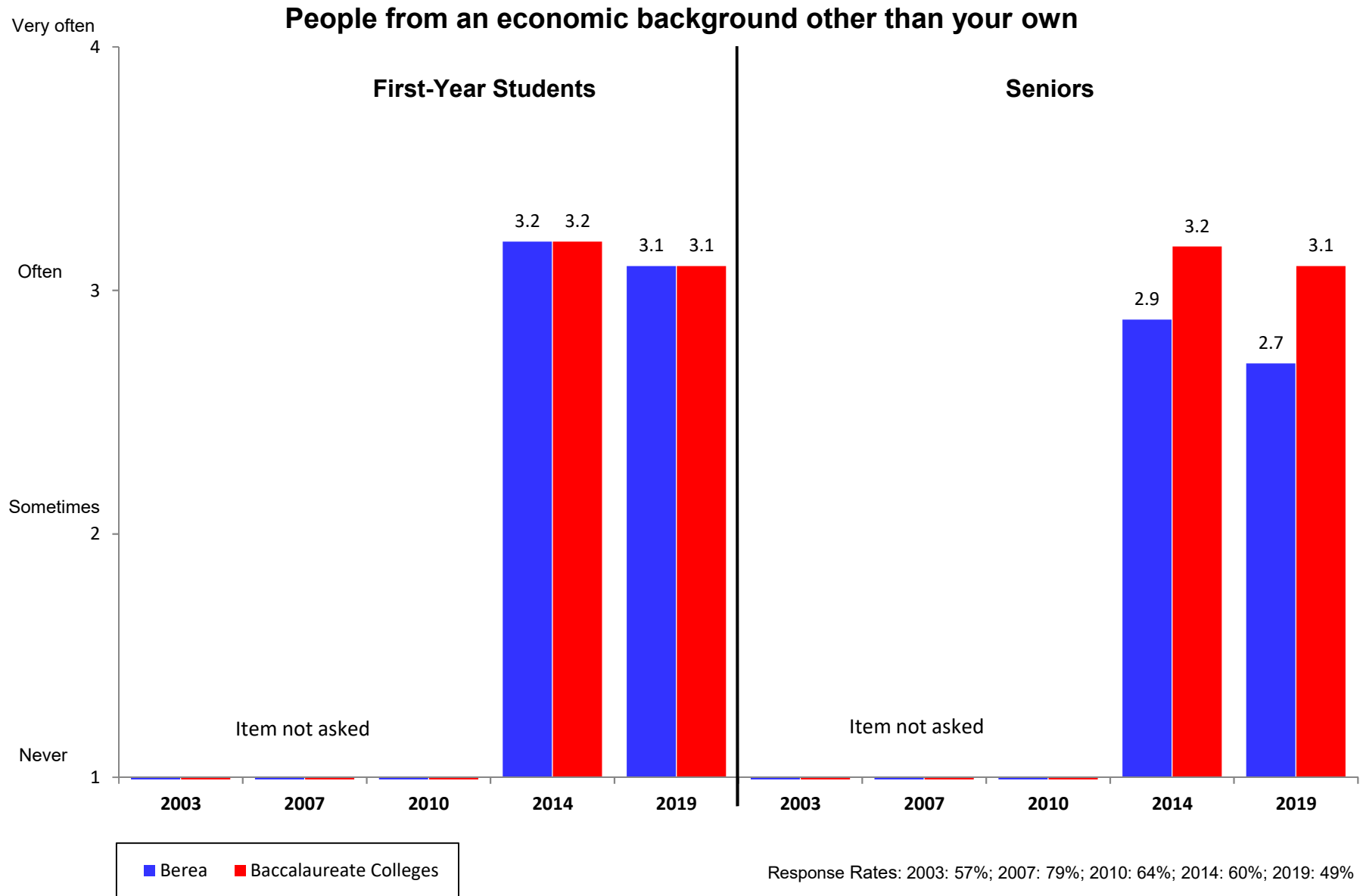
National Survey of Student Engagement (NSSE)

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

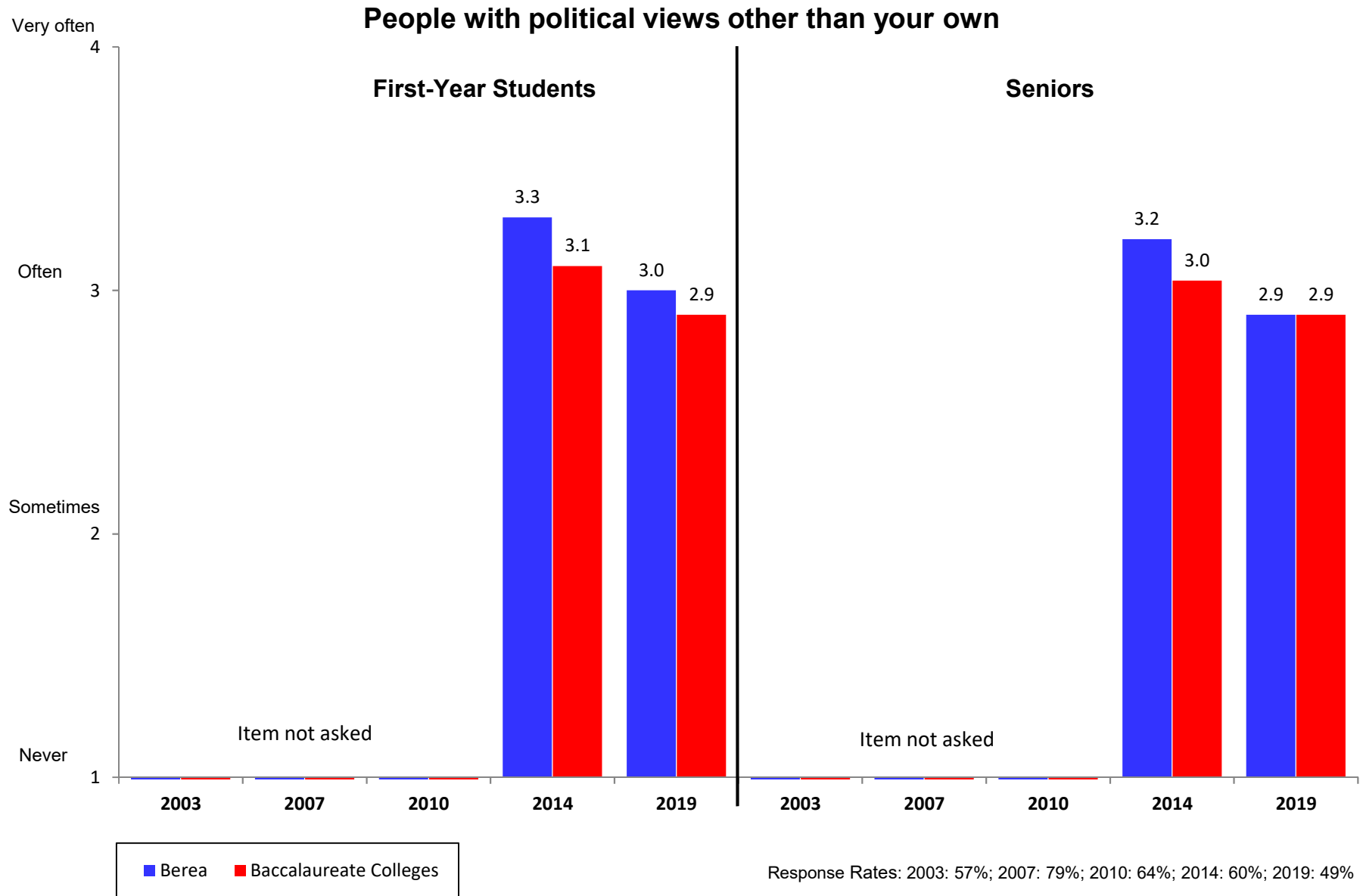


\*Item wording changed slightly in 2014; previous wording was "Had serious conversations with students of a different race or ethnicity than your own"

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

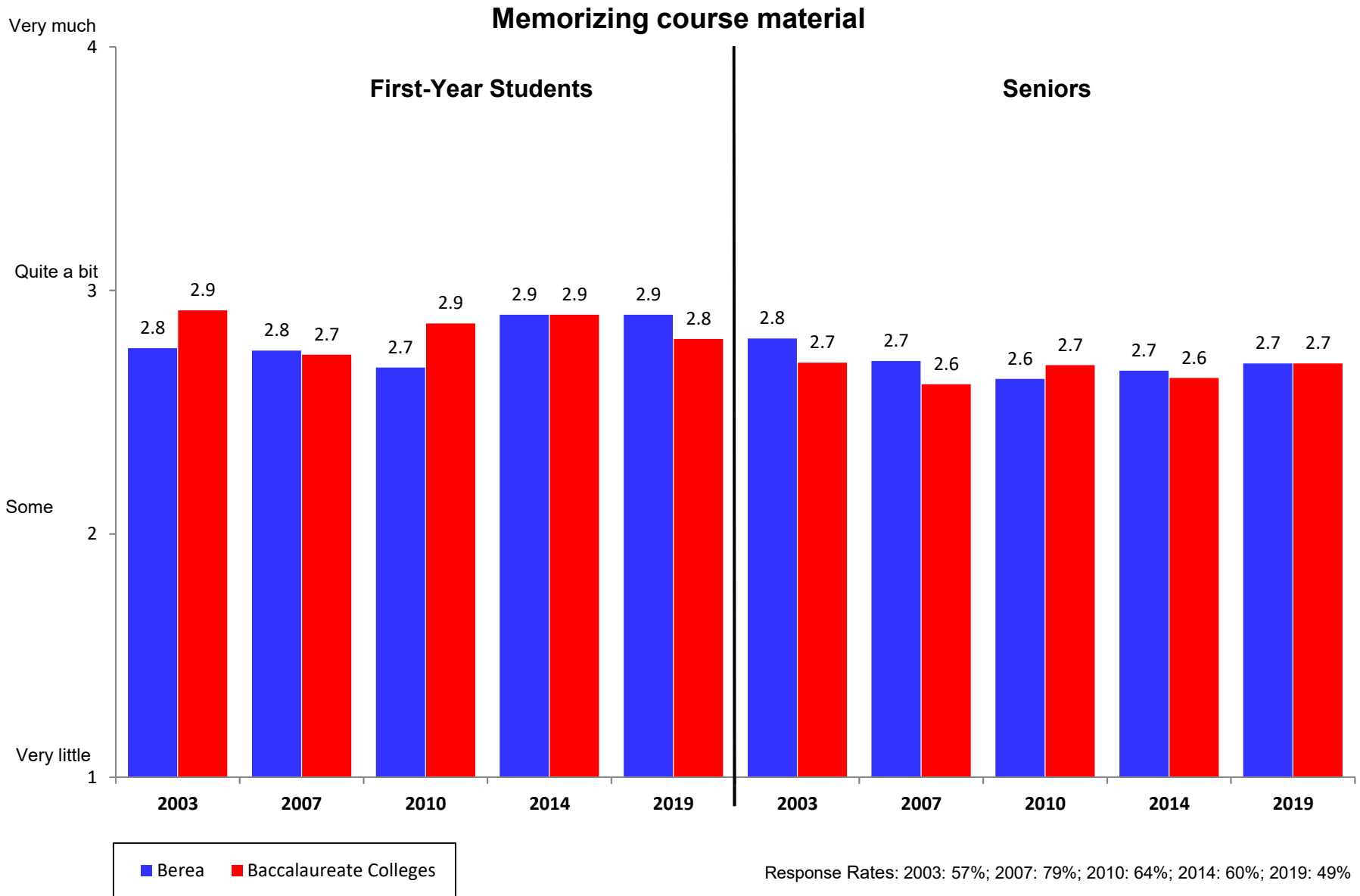


*During the current school year, about how often have you had discussions with people from the following groups?*



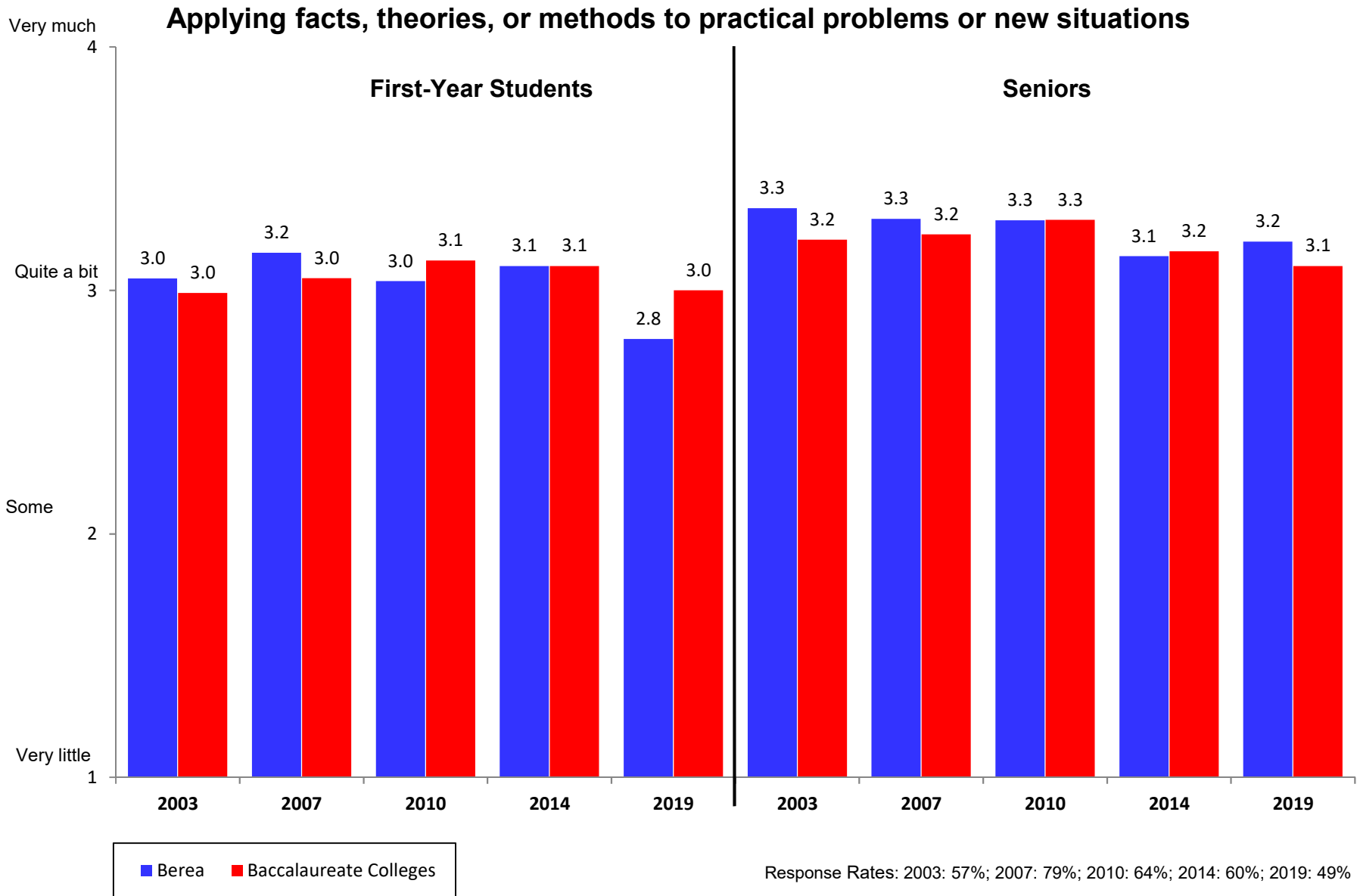
National Survey of Student Engagement (NSSE)

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



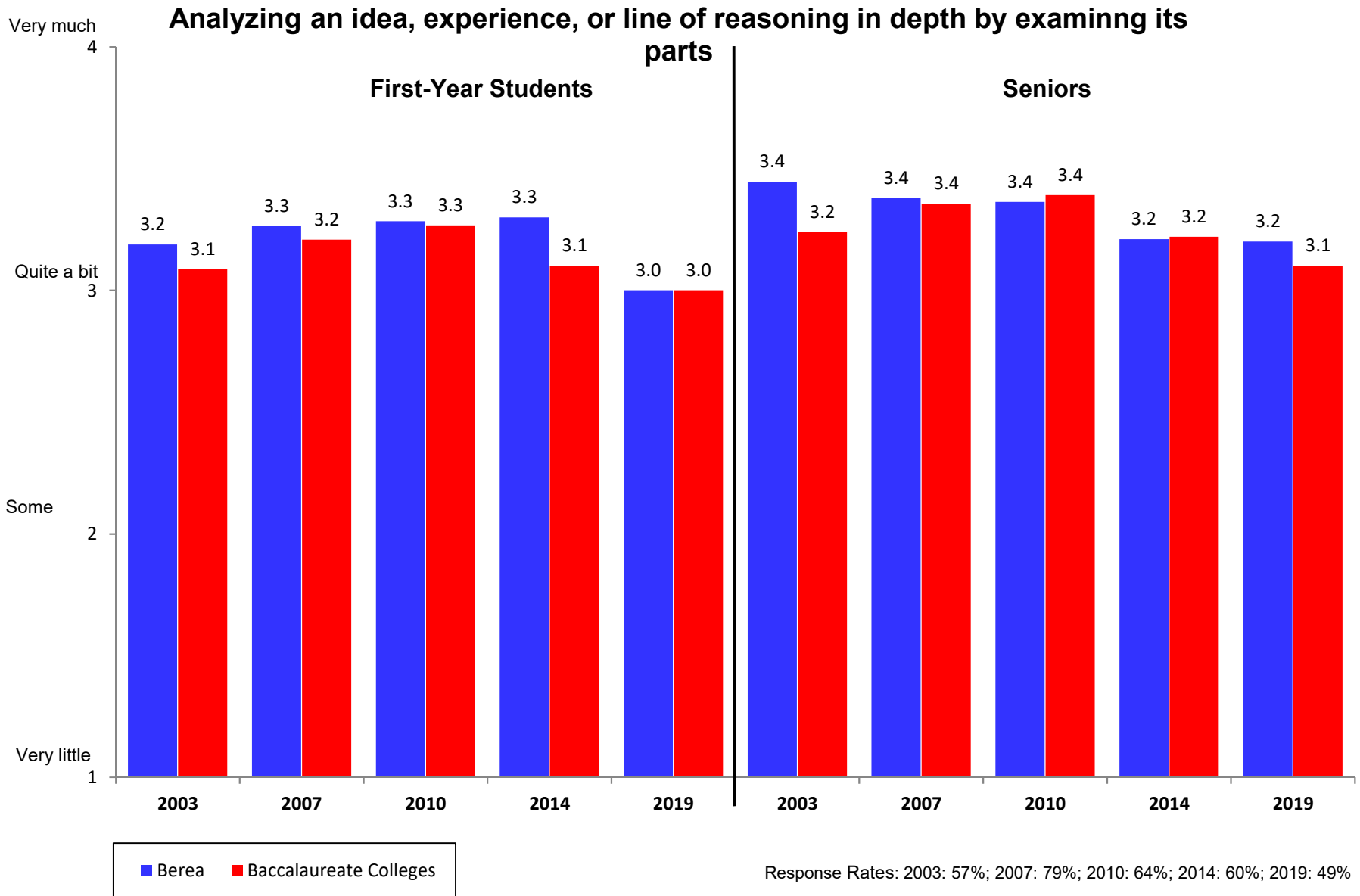
\* ... pretty much the same form"

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



\*Item wording changed slightly in 2014; previous wording was "Applying theories or concepts to practical problems or in new situations"

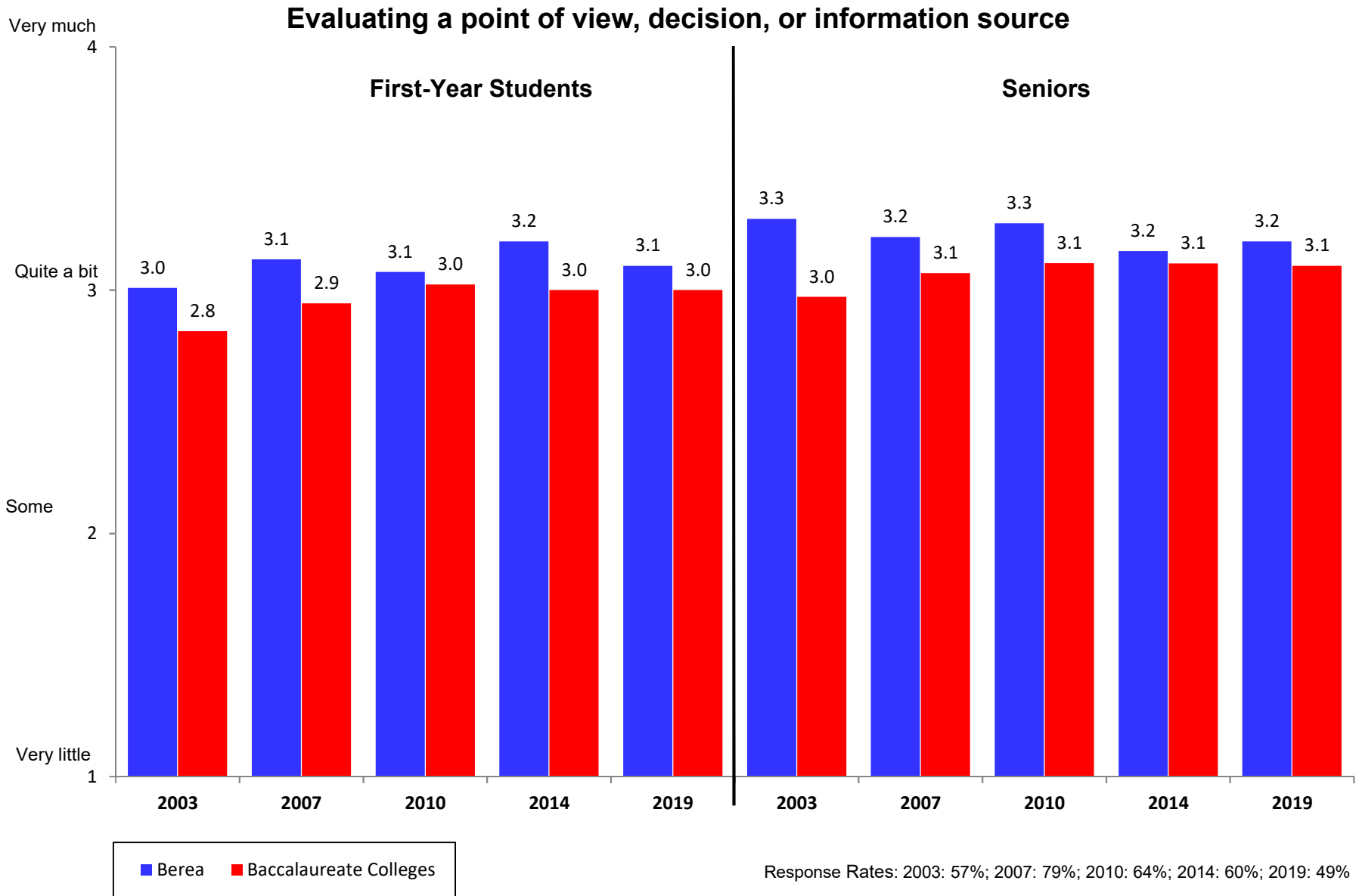
*During the current school year, how much has your coursework emphasized the following?*



\*Item wording changed in 2014

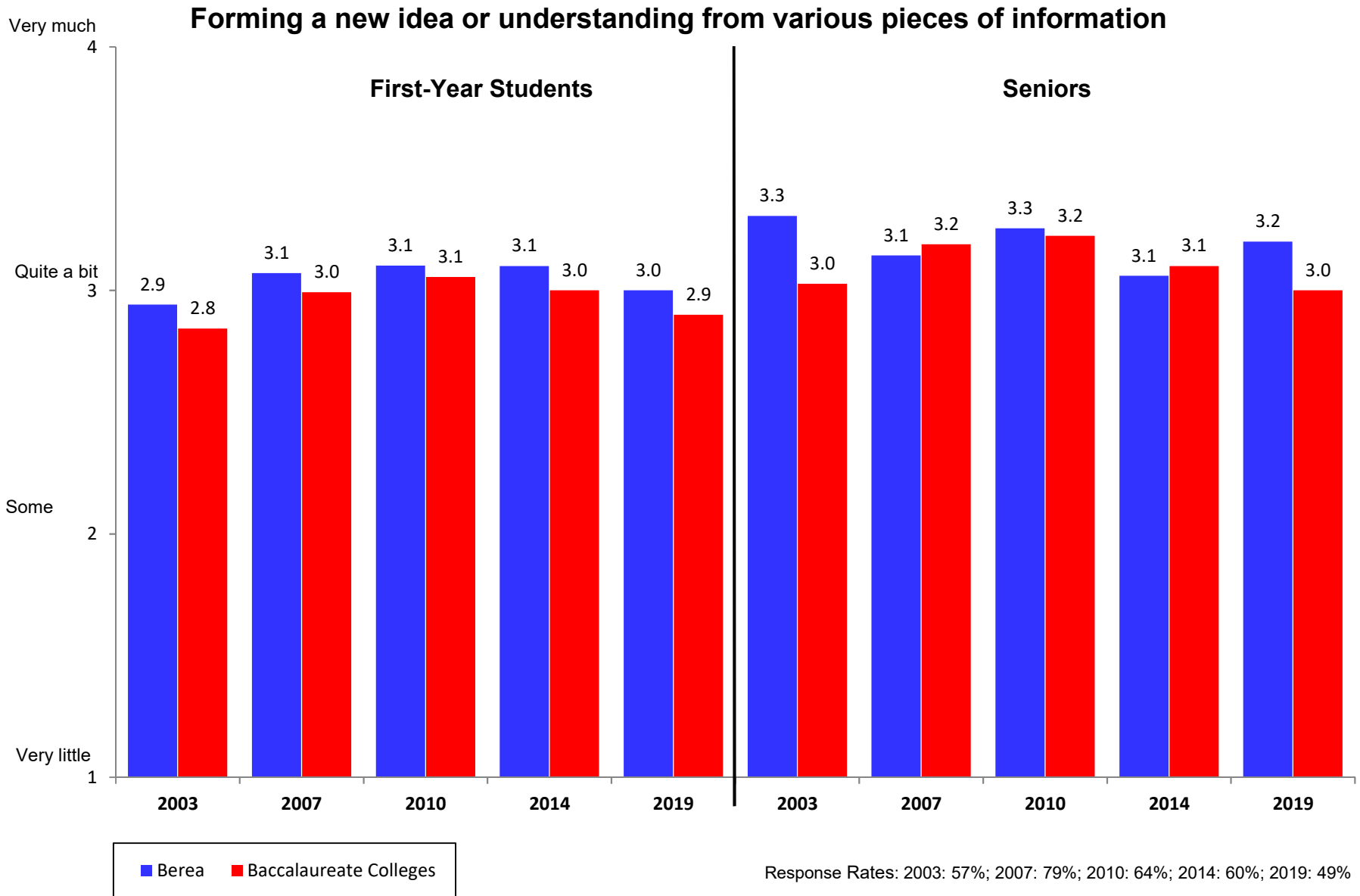
National Survey of Student Engagement (NSSE)

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



\*Item wording changed slightly in 2014

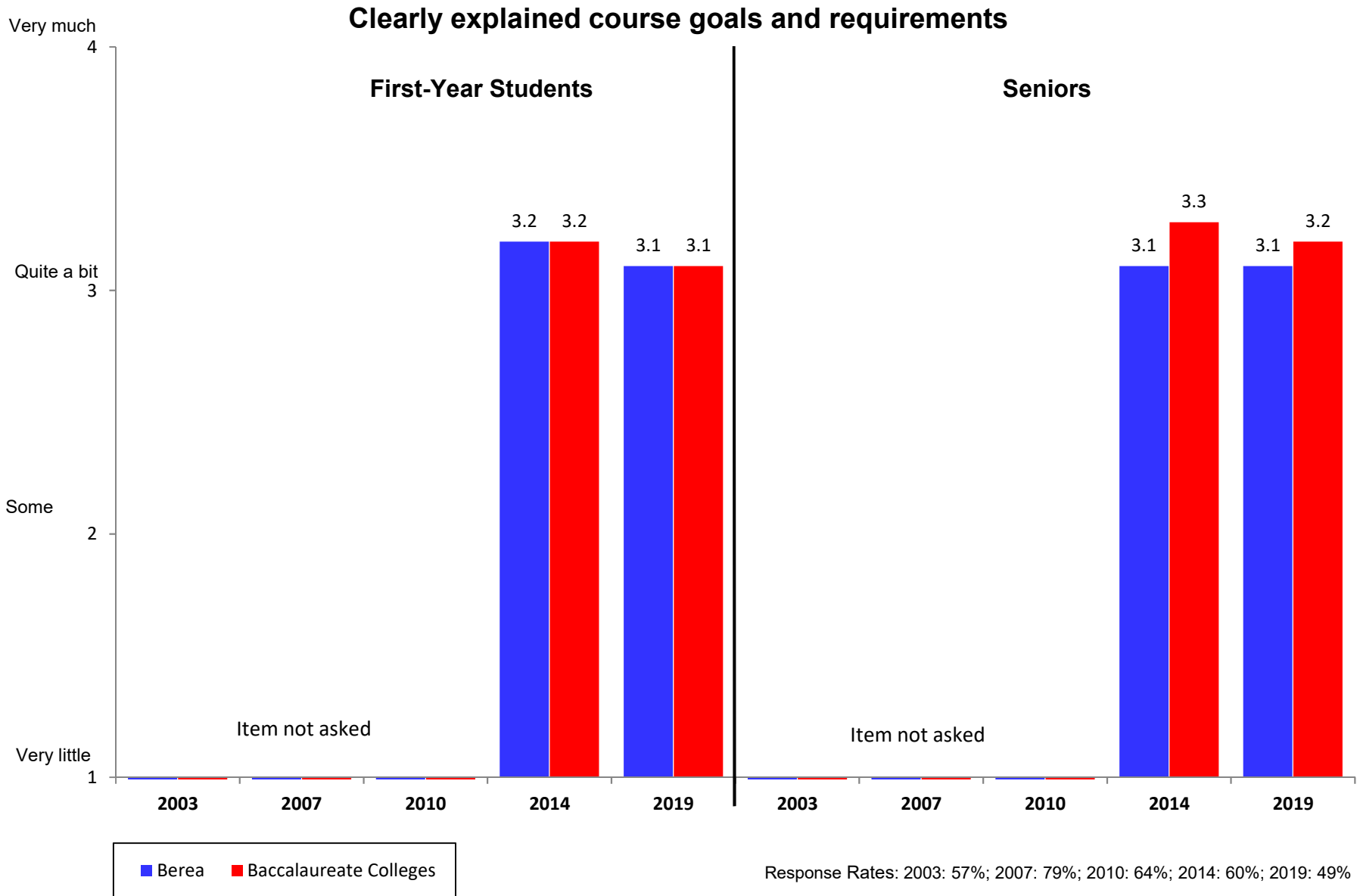
*During the current school year, how much has your coursework emphasized the following?*



\* ...interpretations and relationships"

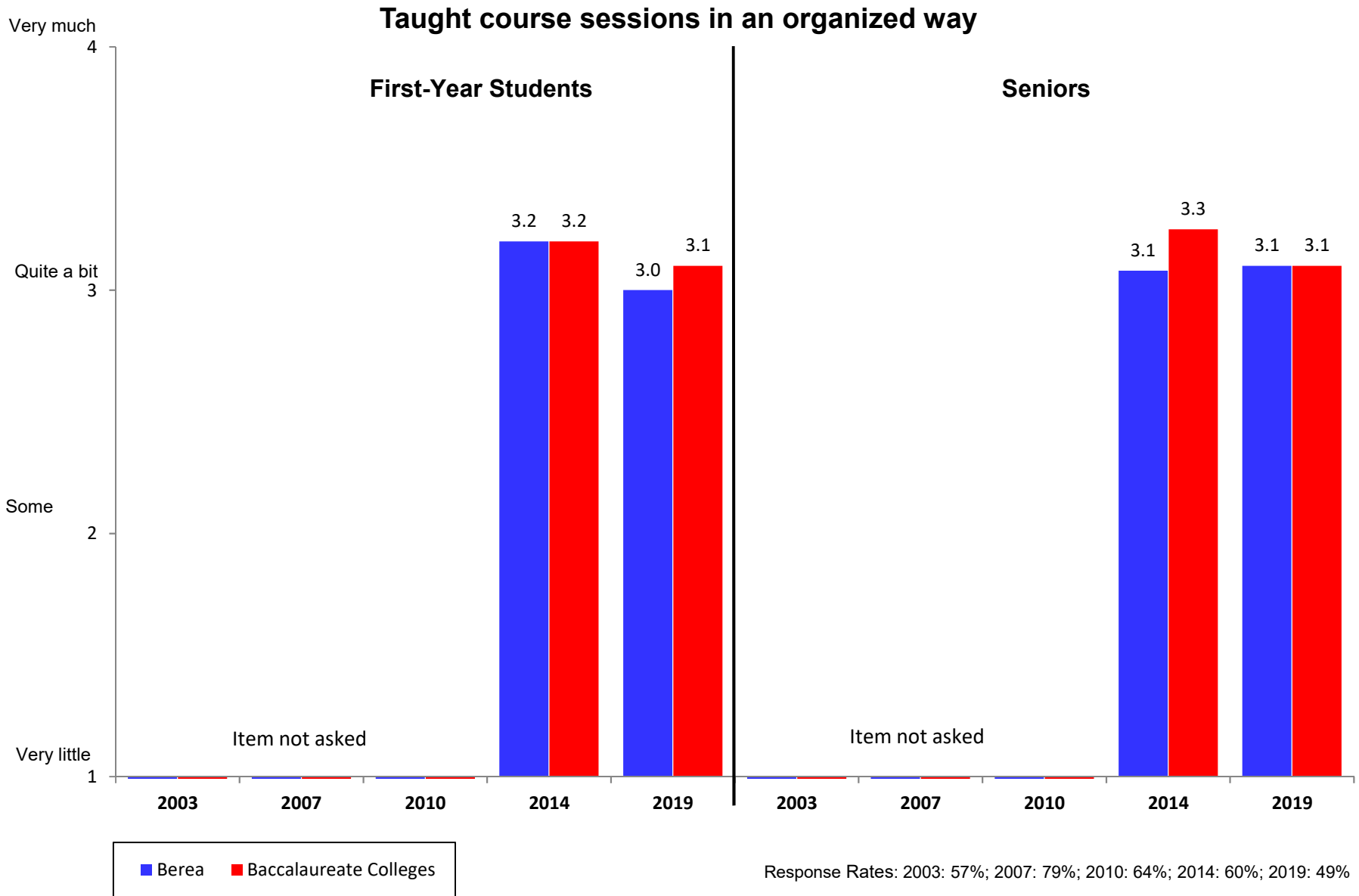


*During the current school year, to what extent have your instructors done the following?*



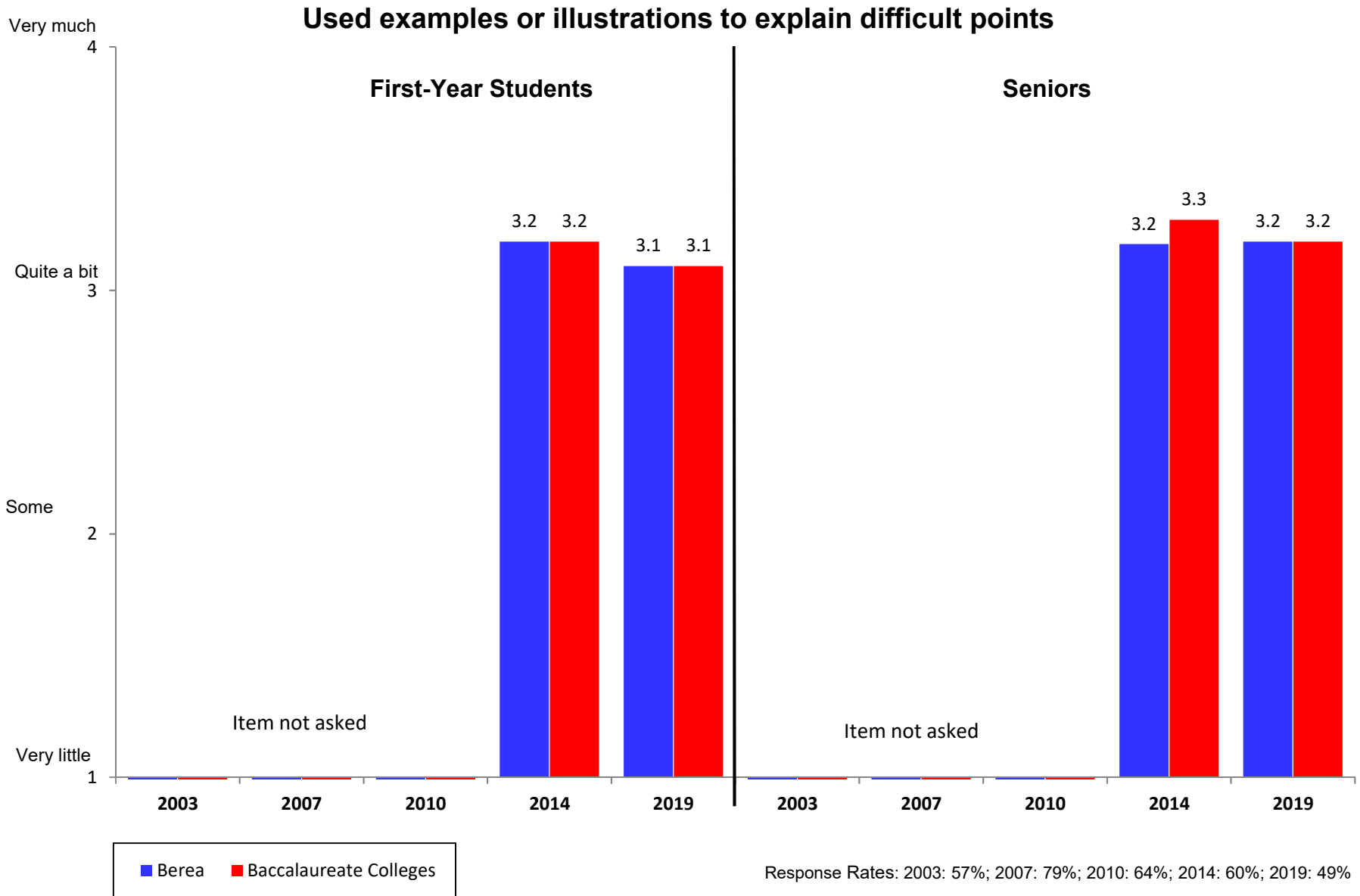
National Survey of Student Engagement (NSSE)

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

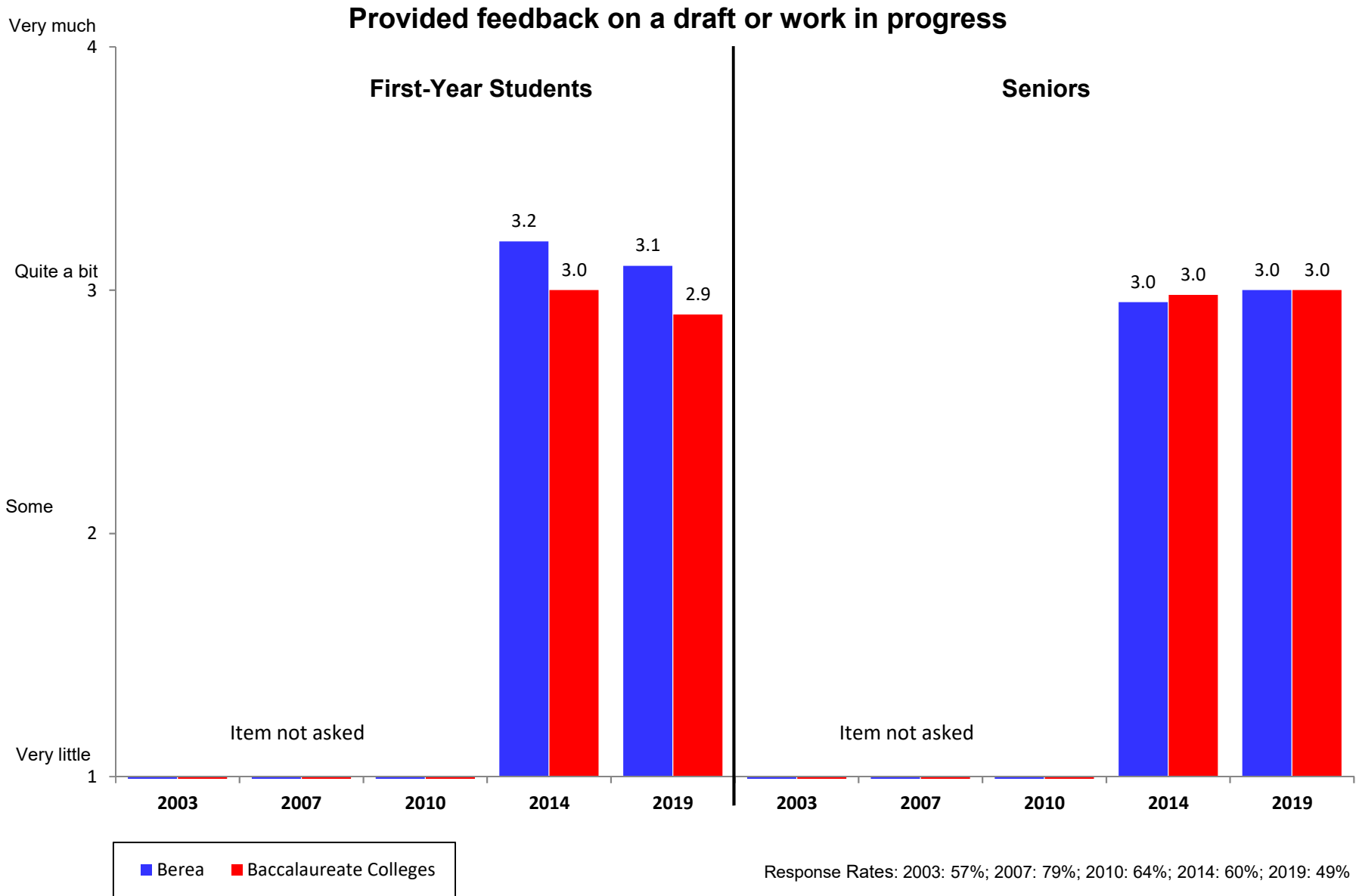


National Survey of Student Engagement (NSSE)

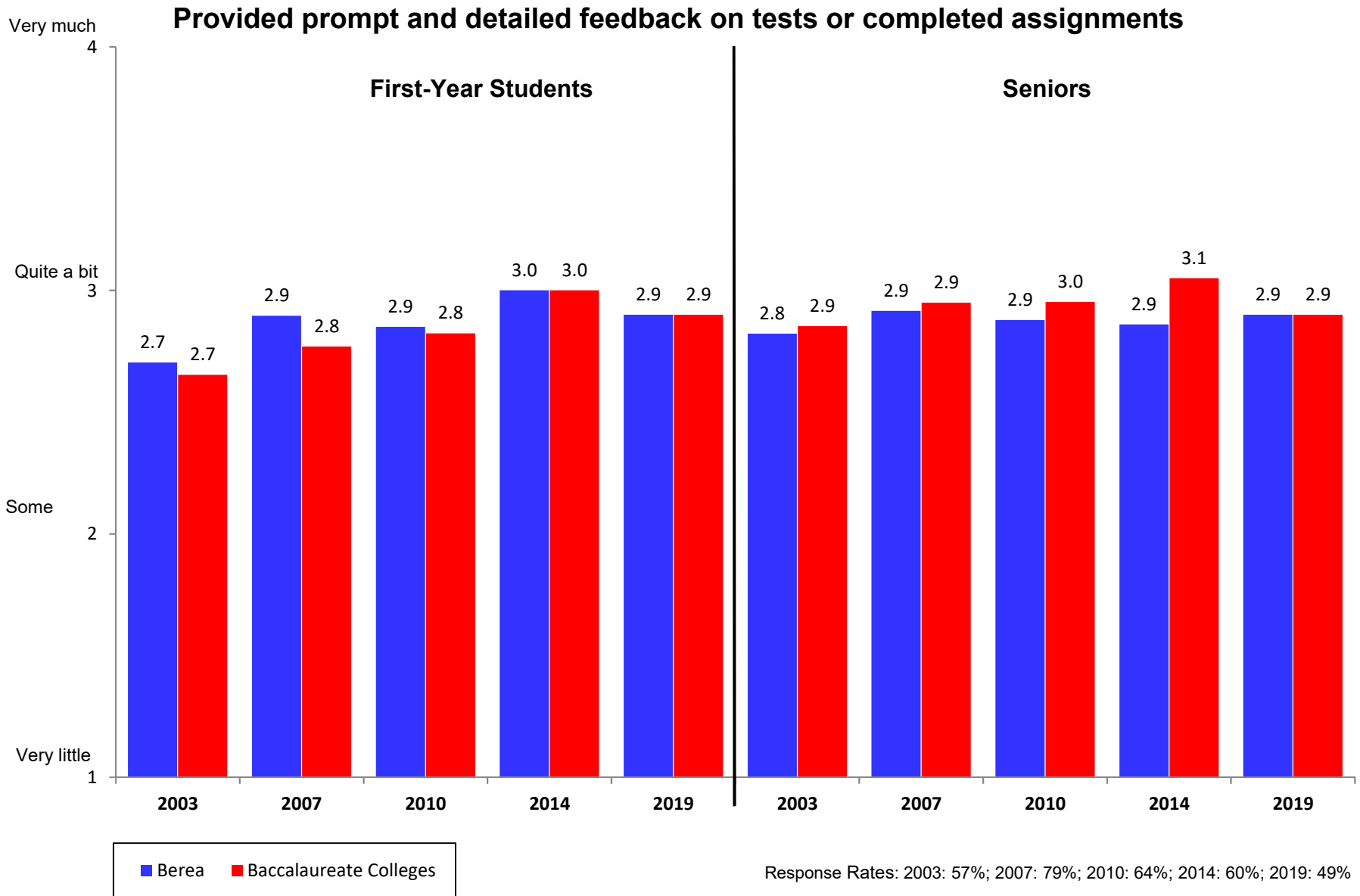
During the current school year, to what extent have your instructors done the following?



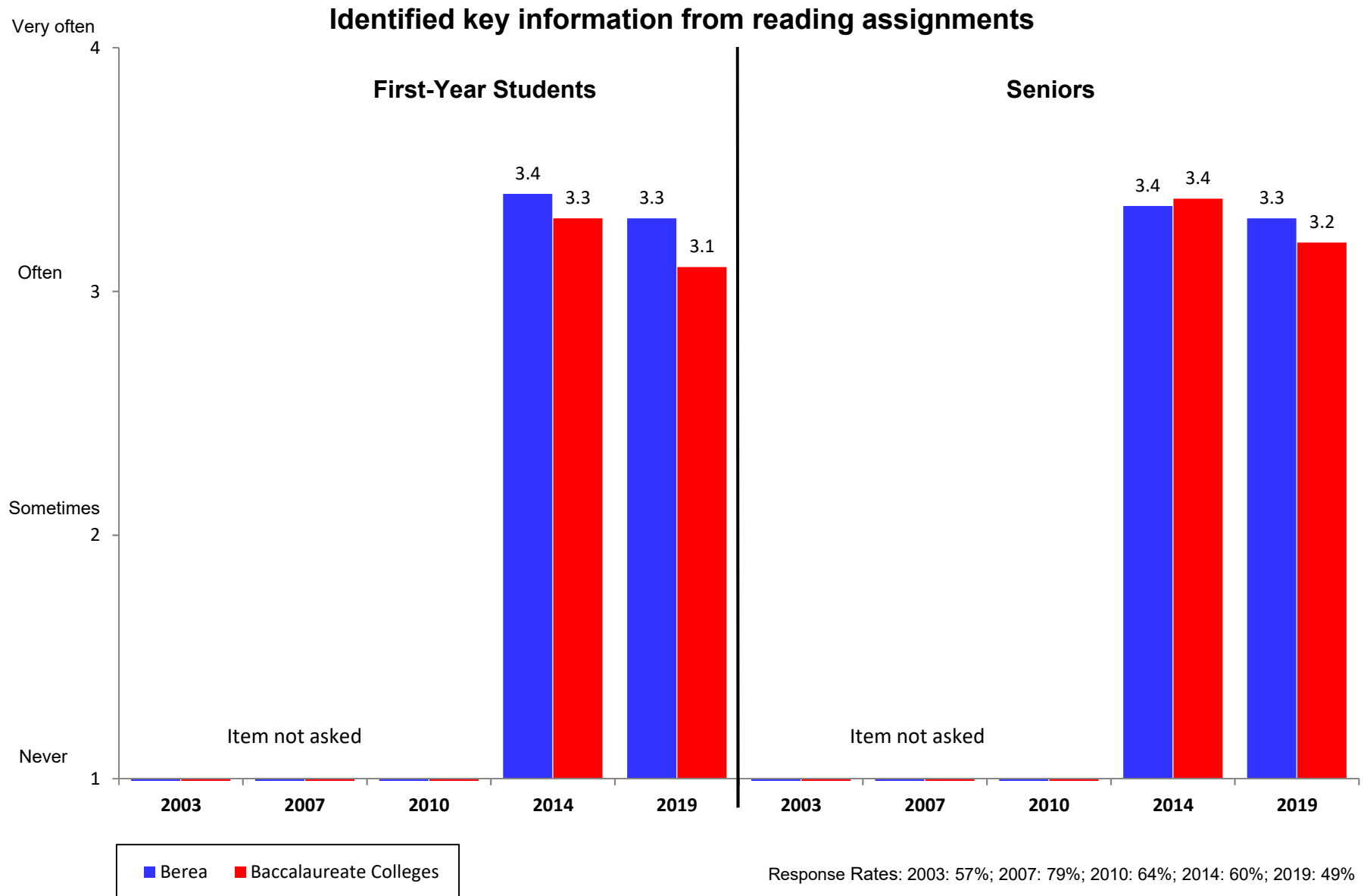
*During the current school year, to what extent have your instructors done the following?*



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

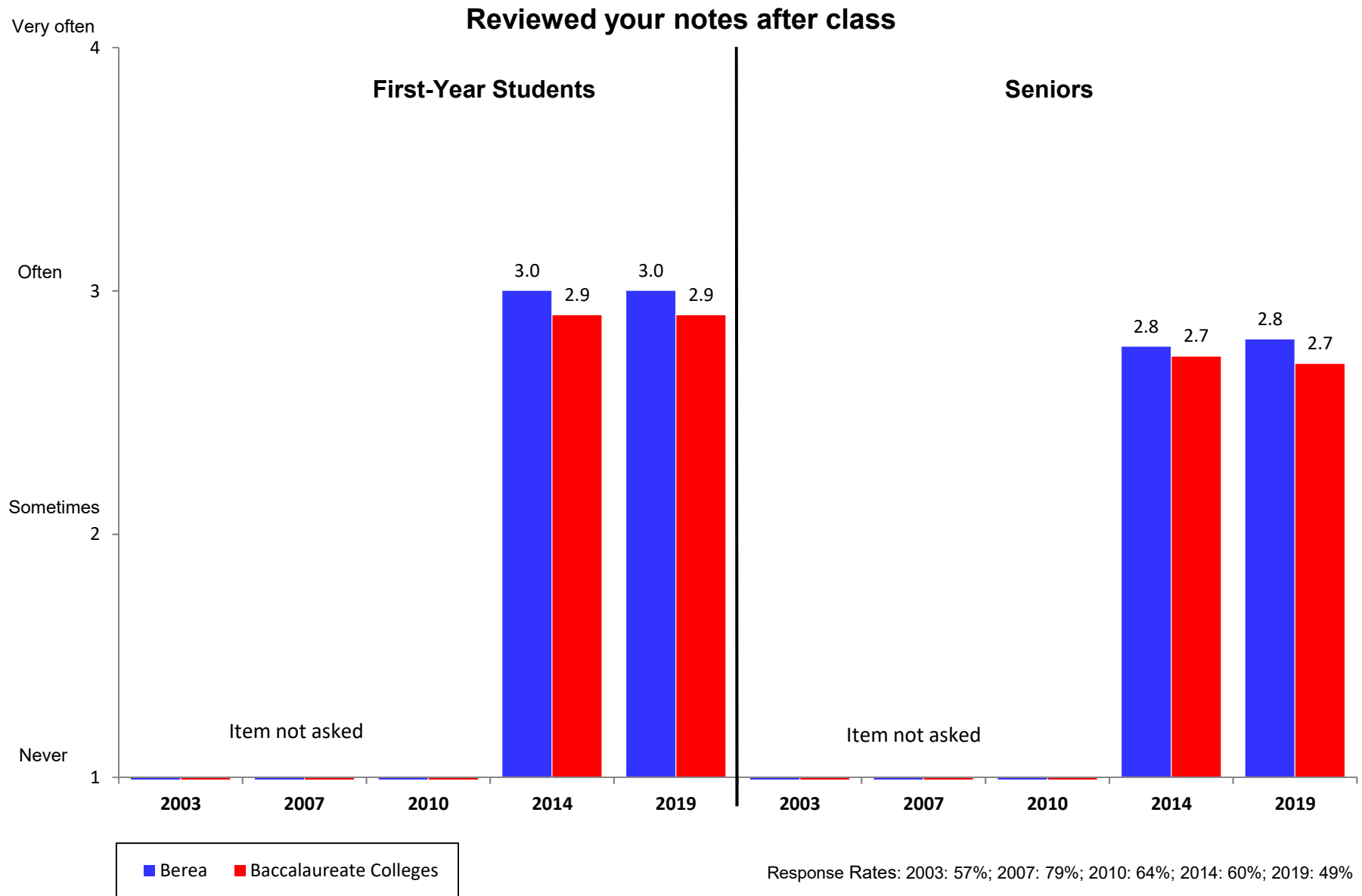


During the current school year, about how have you had discussions with people from the following groups?

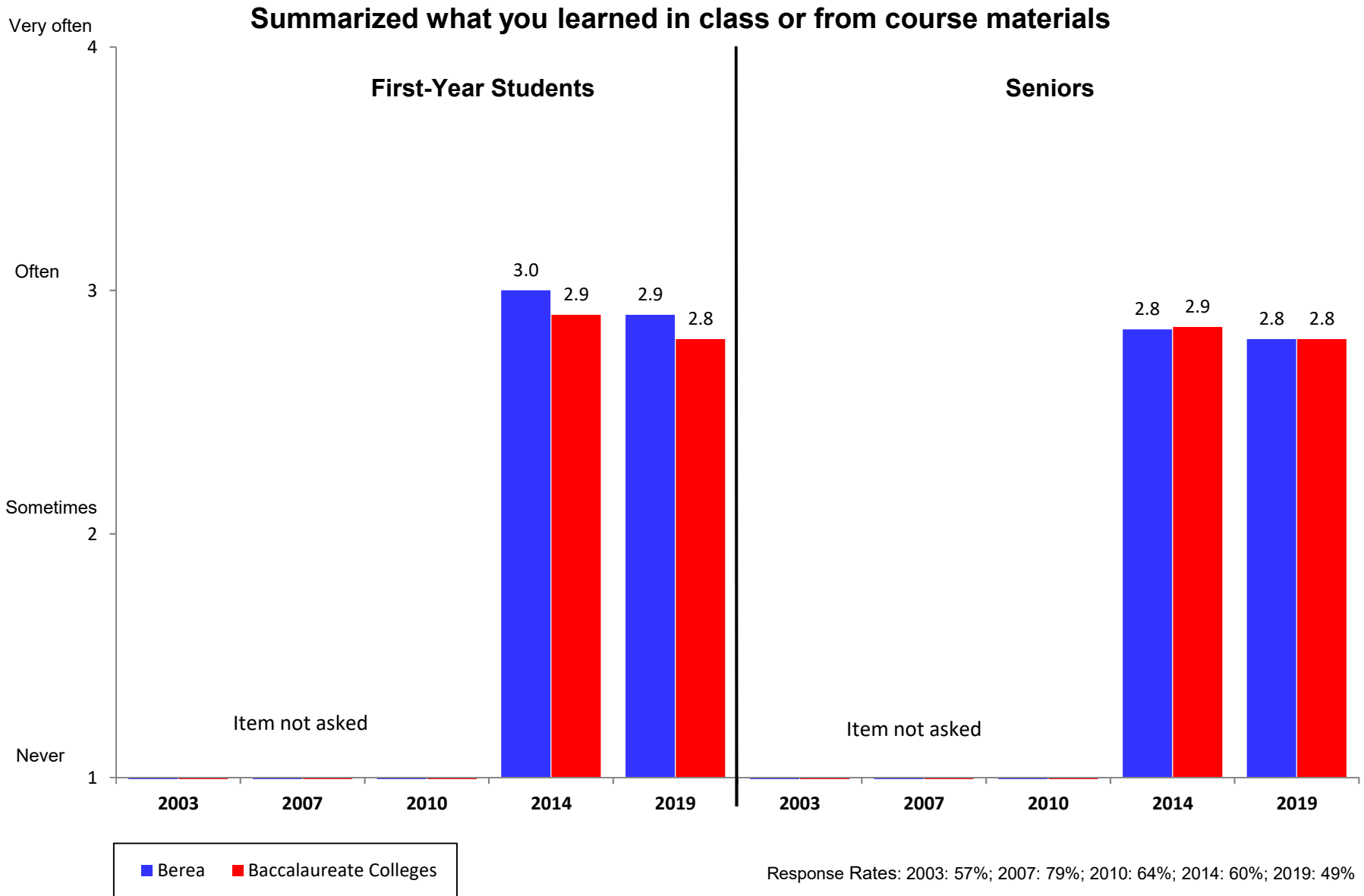


National Survey of Student Engagement (NSSE)

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

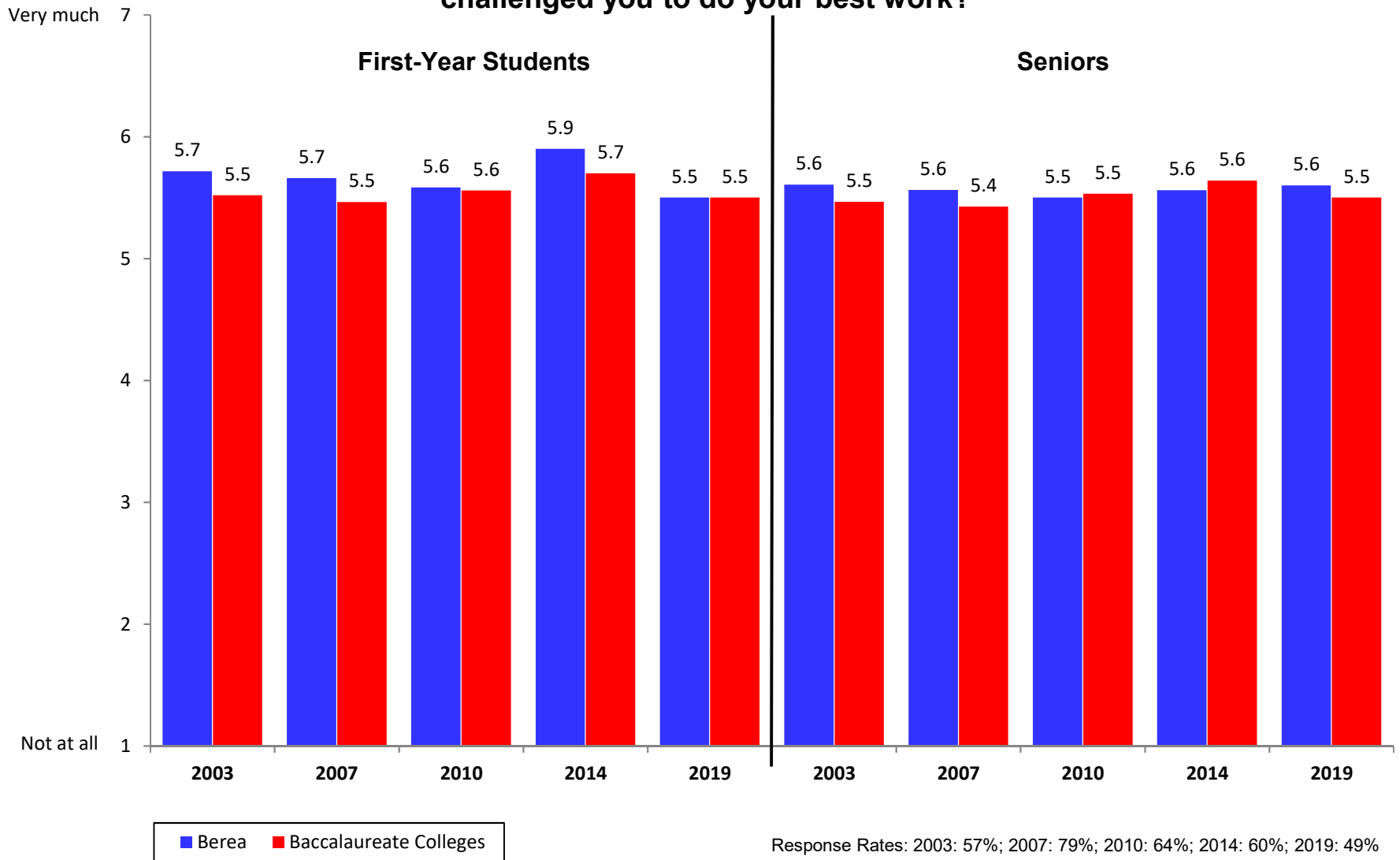


*During the current school year, about how often have you had discussions with people from the following groups?*





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



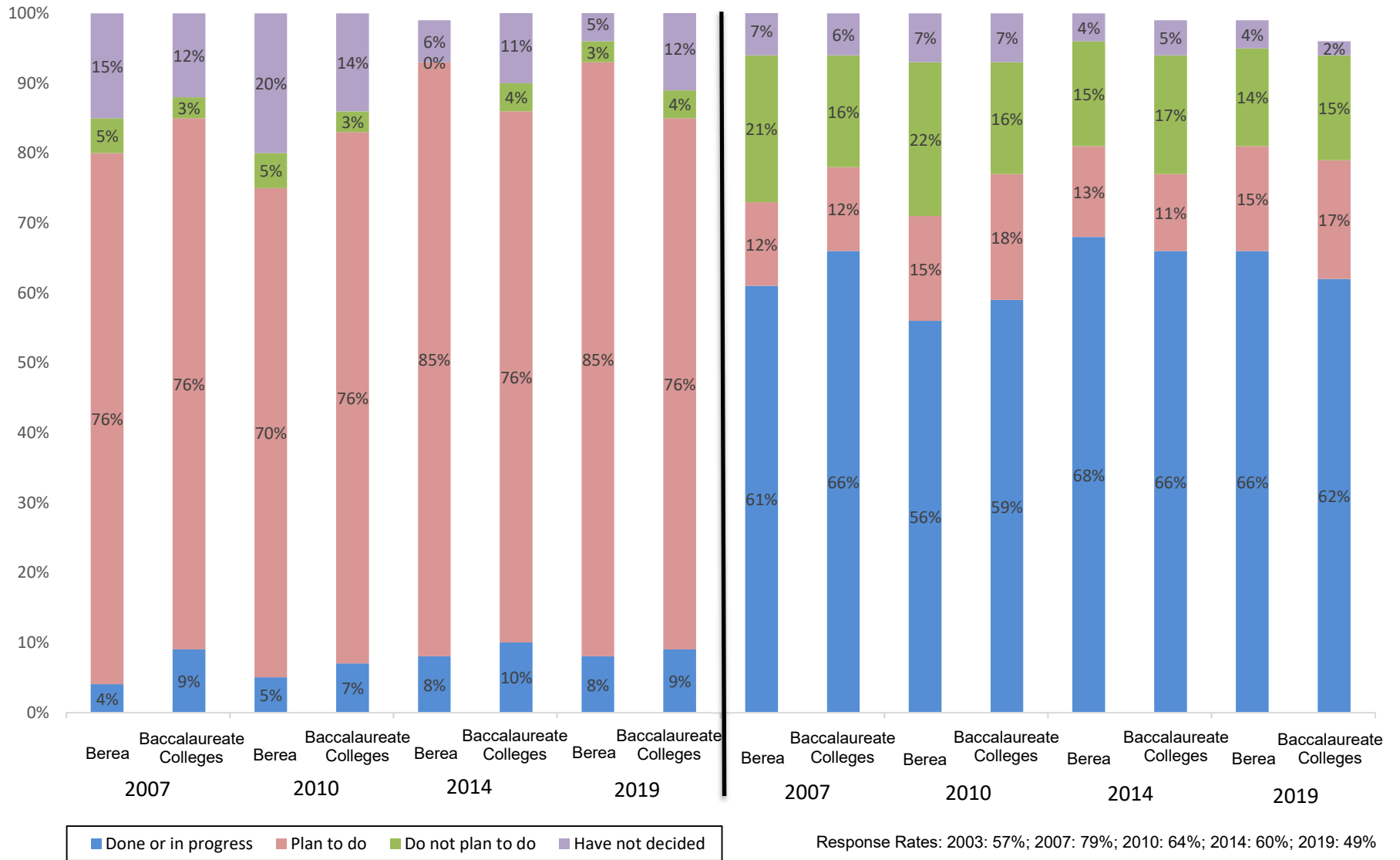
National Survey of Student Engagement (NSSE)

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

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

First-Year Students

Seniors



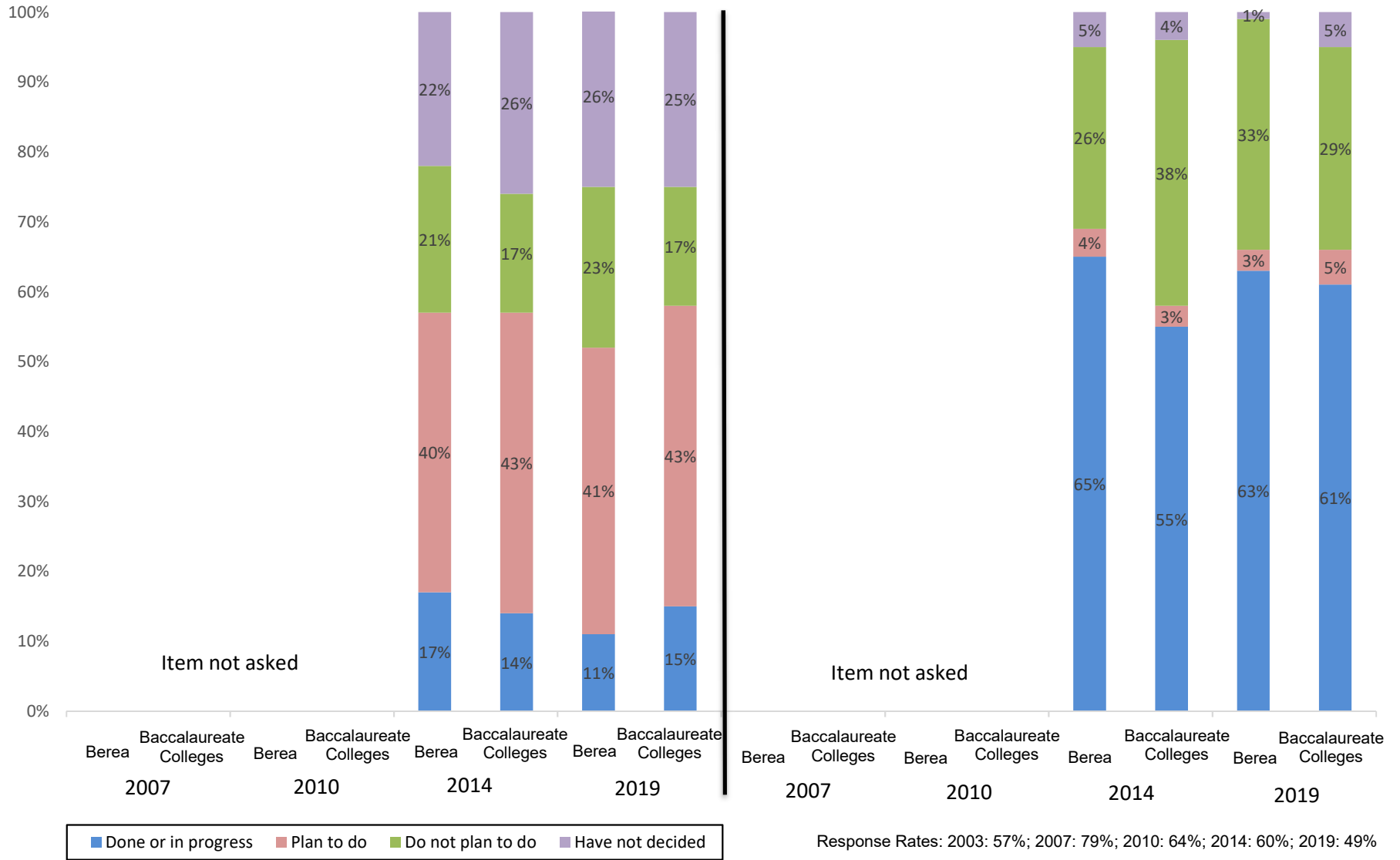
National Survey of Student Engagement (NSSE)

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

Hold a formal leadership role in a student organization or group

First-Year Students

Seniors

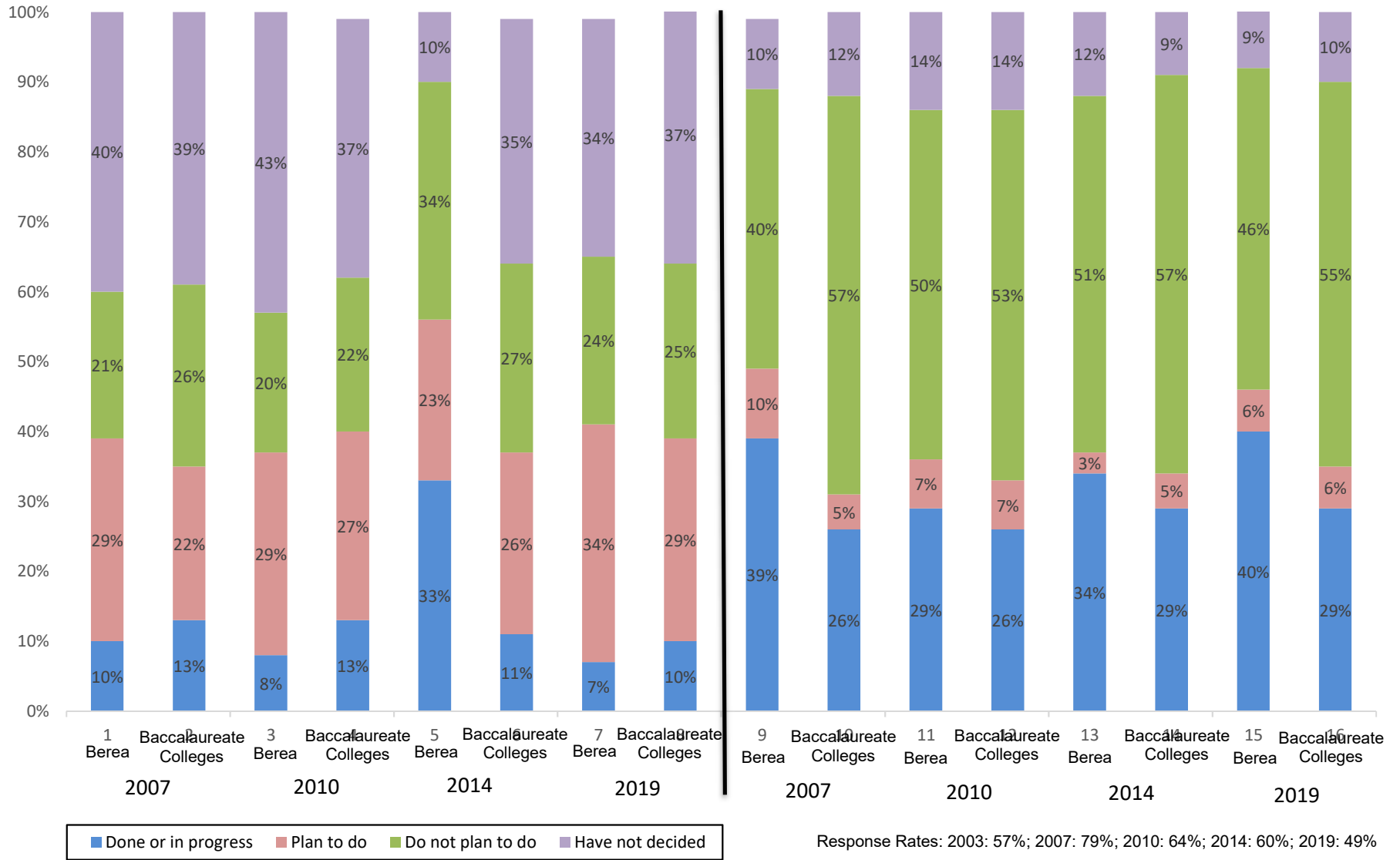


Which of the following have you done or do you plan to do before you graduate?

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

**First-Year Students**

**Seniors**



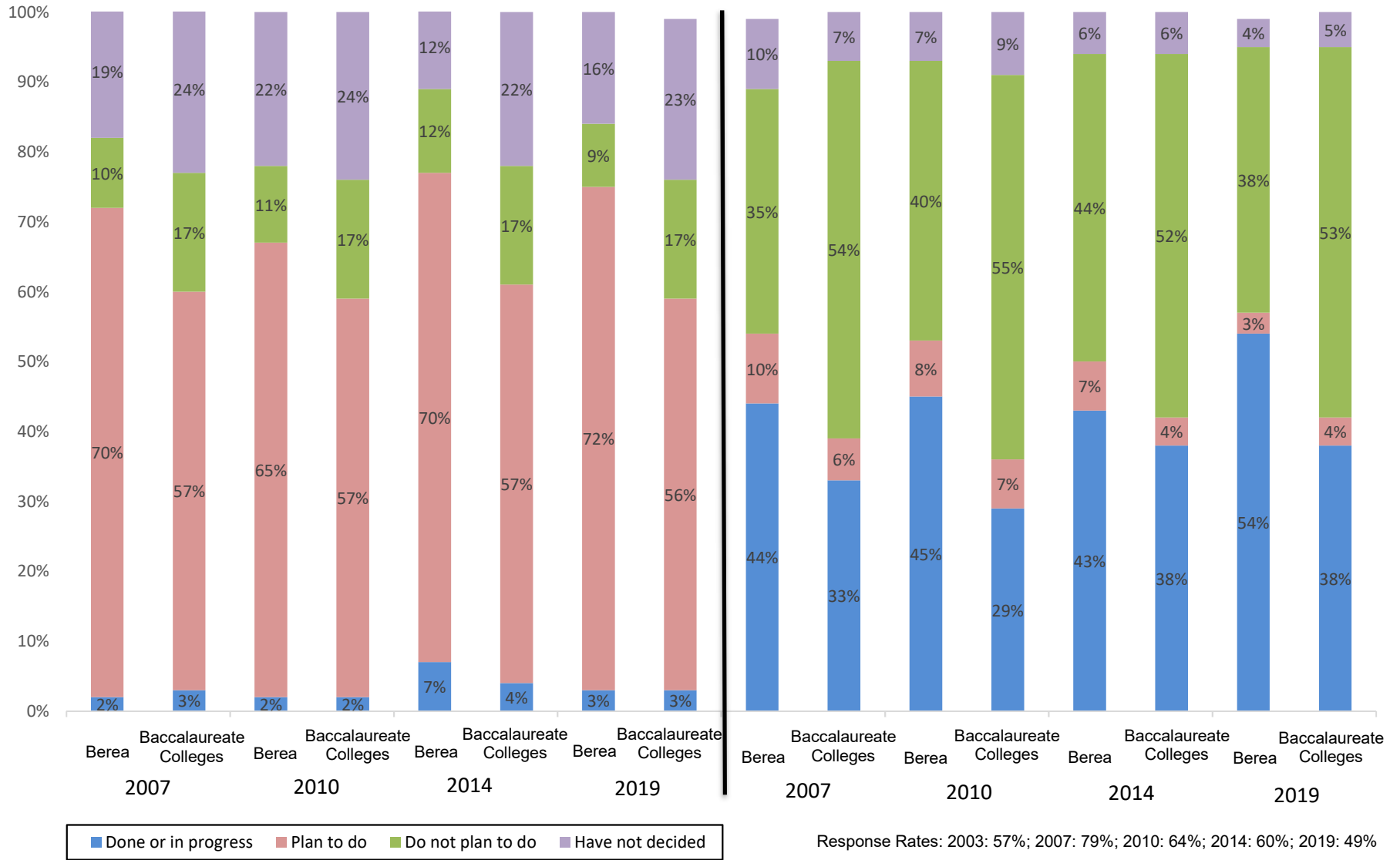
National Survey of Student Engagement (NSSE)

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

Participate in a study abroad program

First-Year Students

Seniors

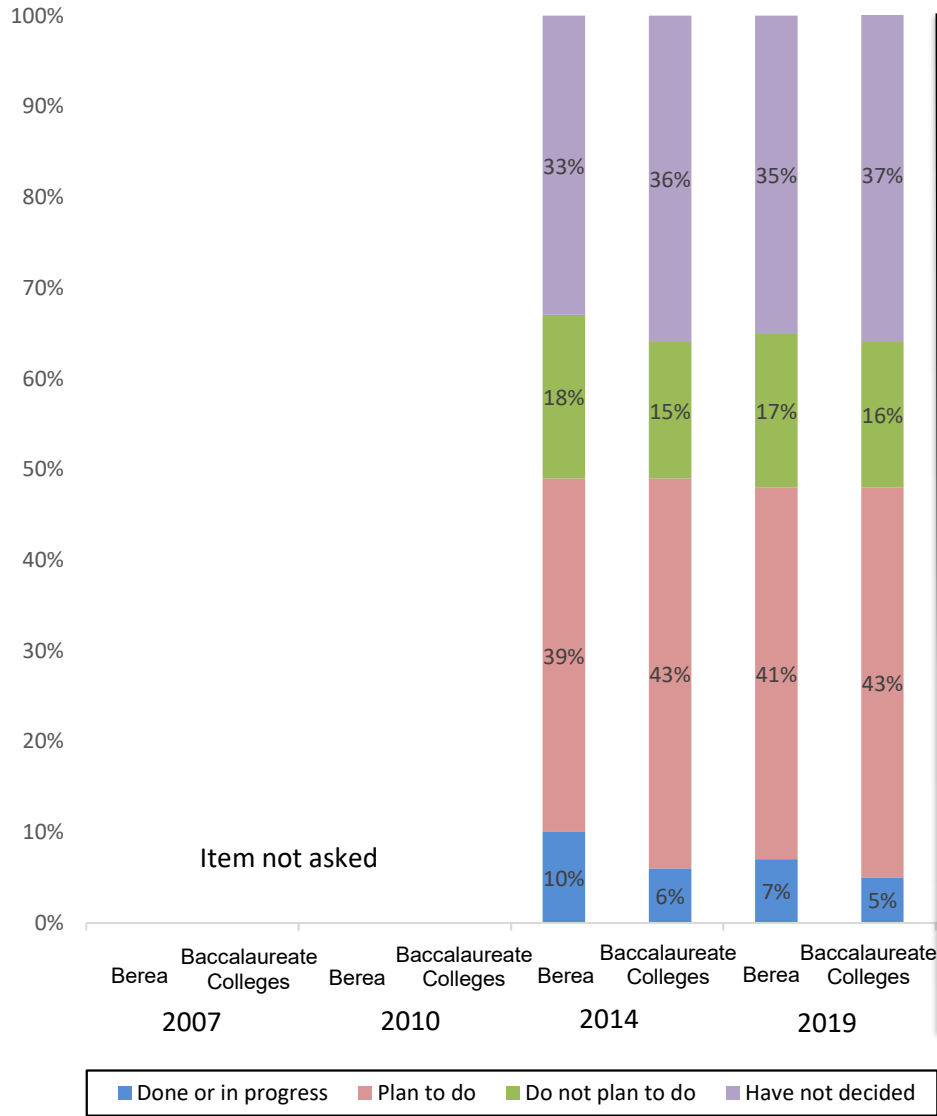


National Survey of Student Engagement (NSSE)

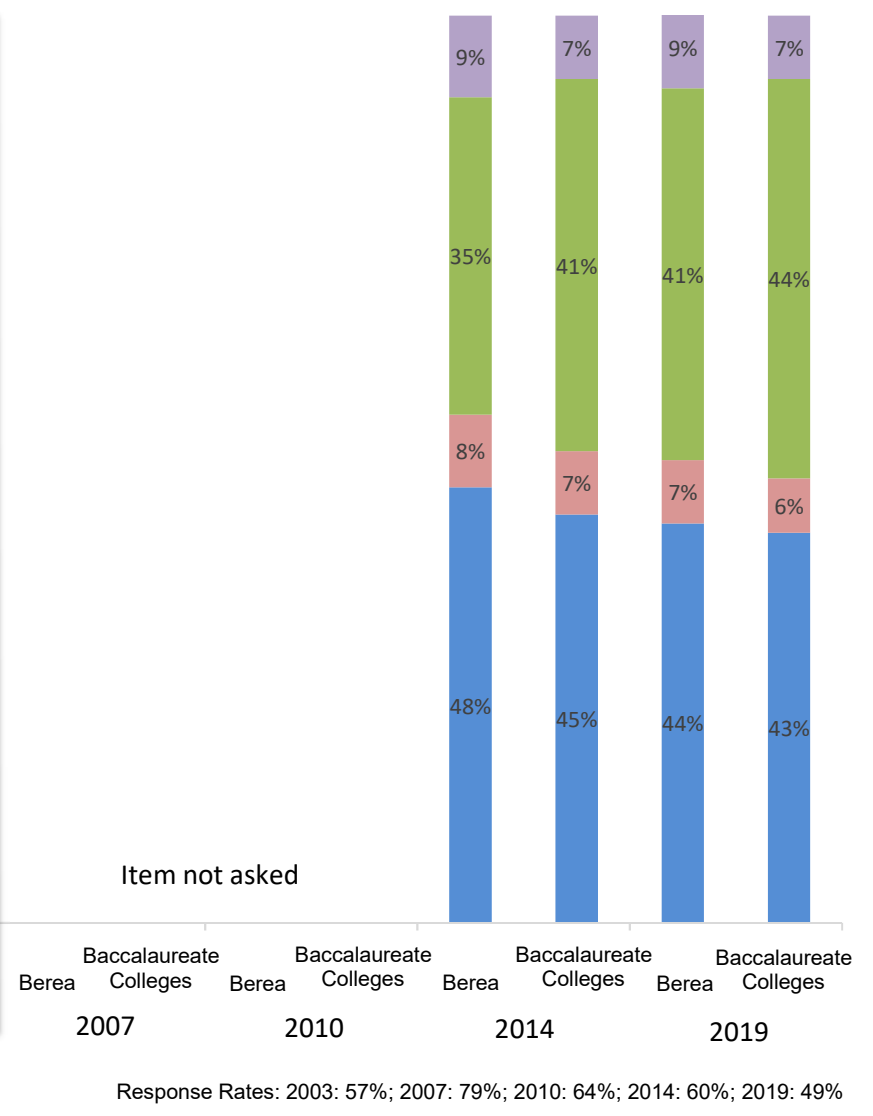
Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project

First-Year Students



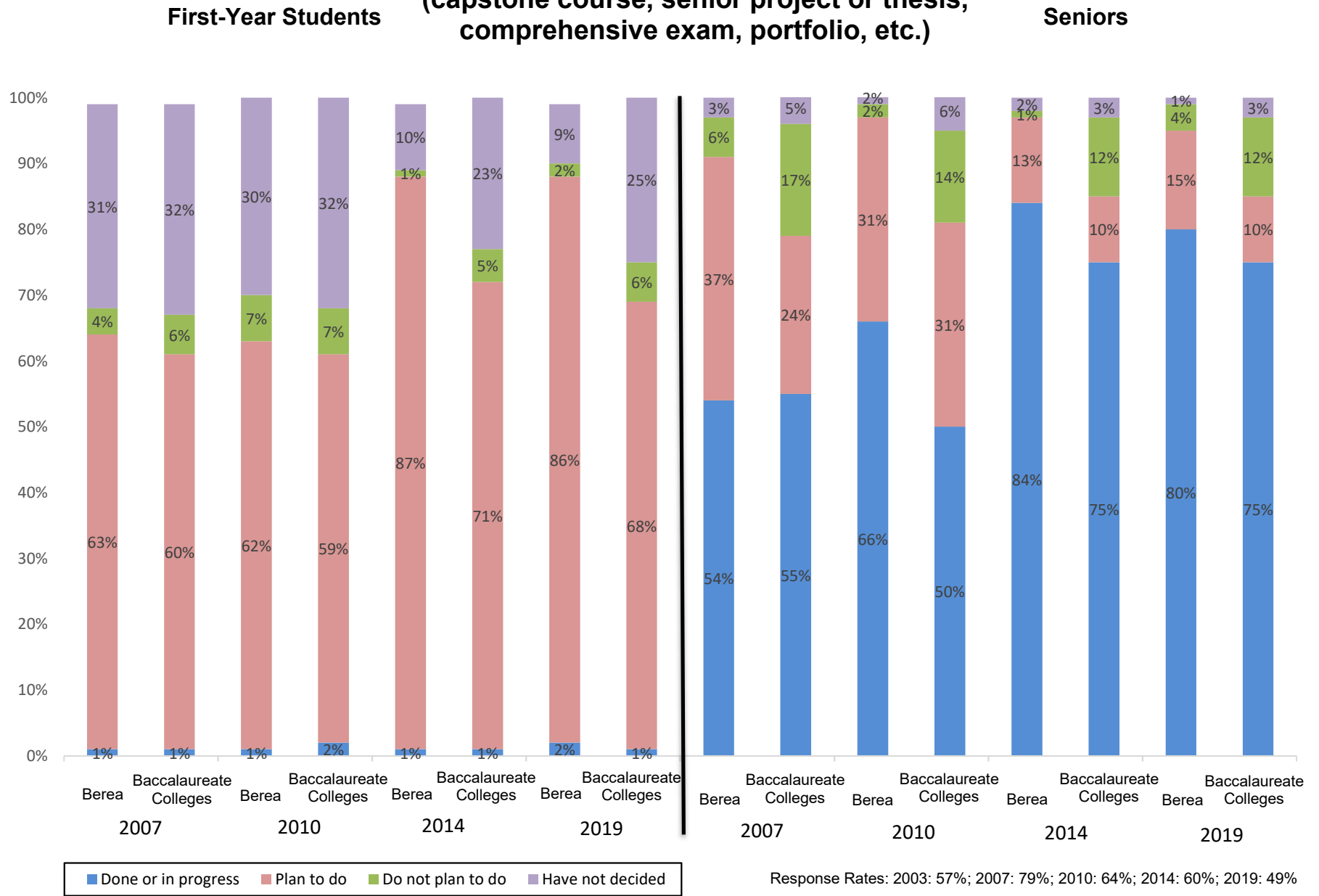
Seniors

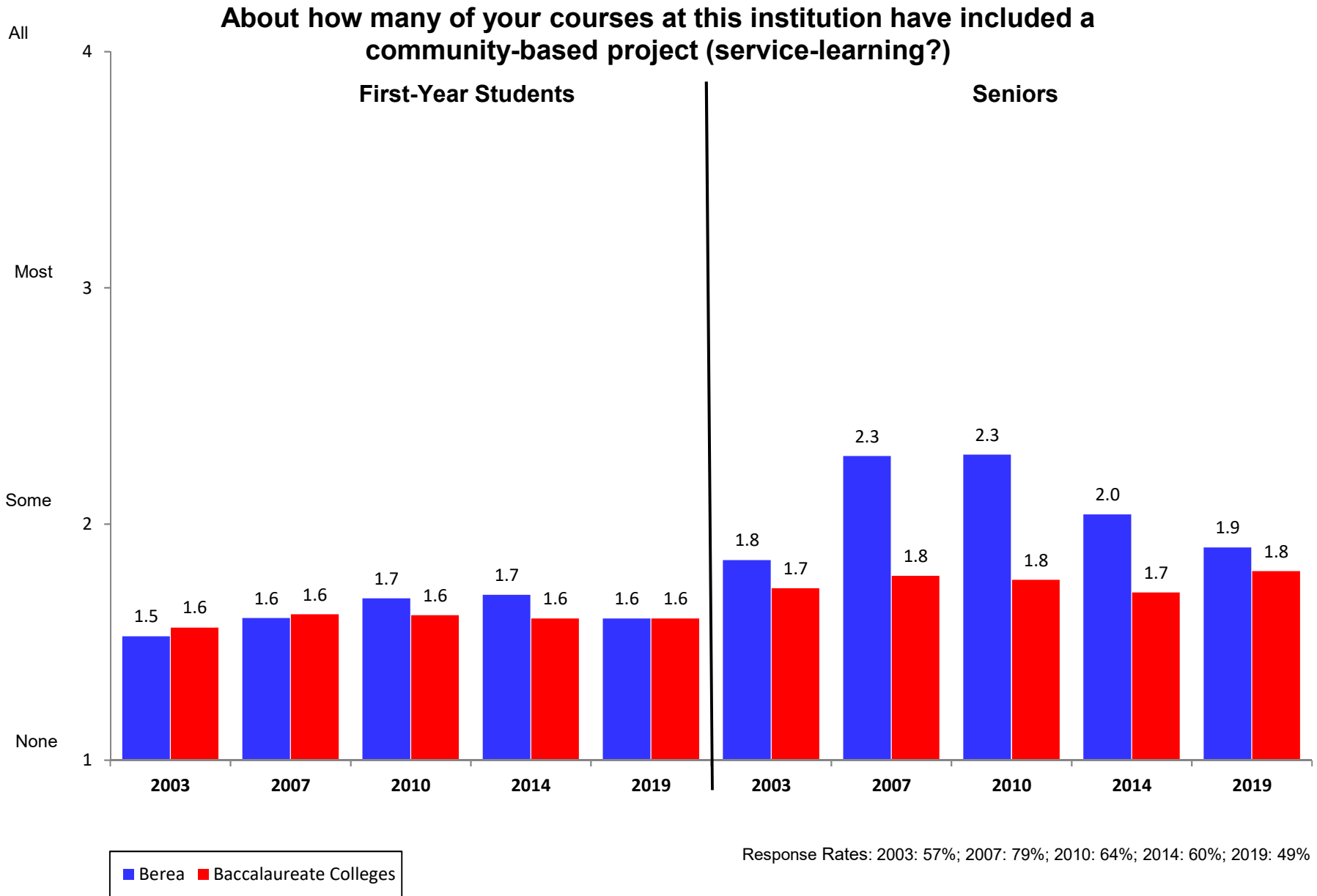


National Survey of Student Engagement (NSSE)

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

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



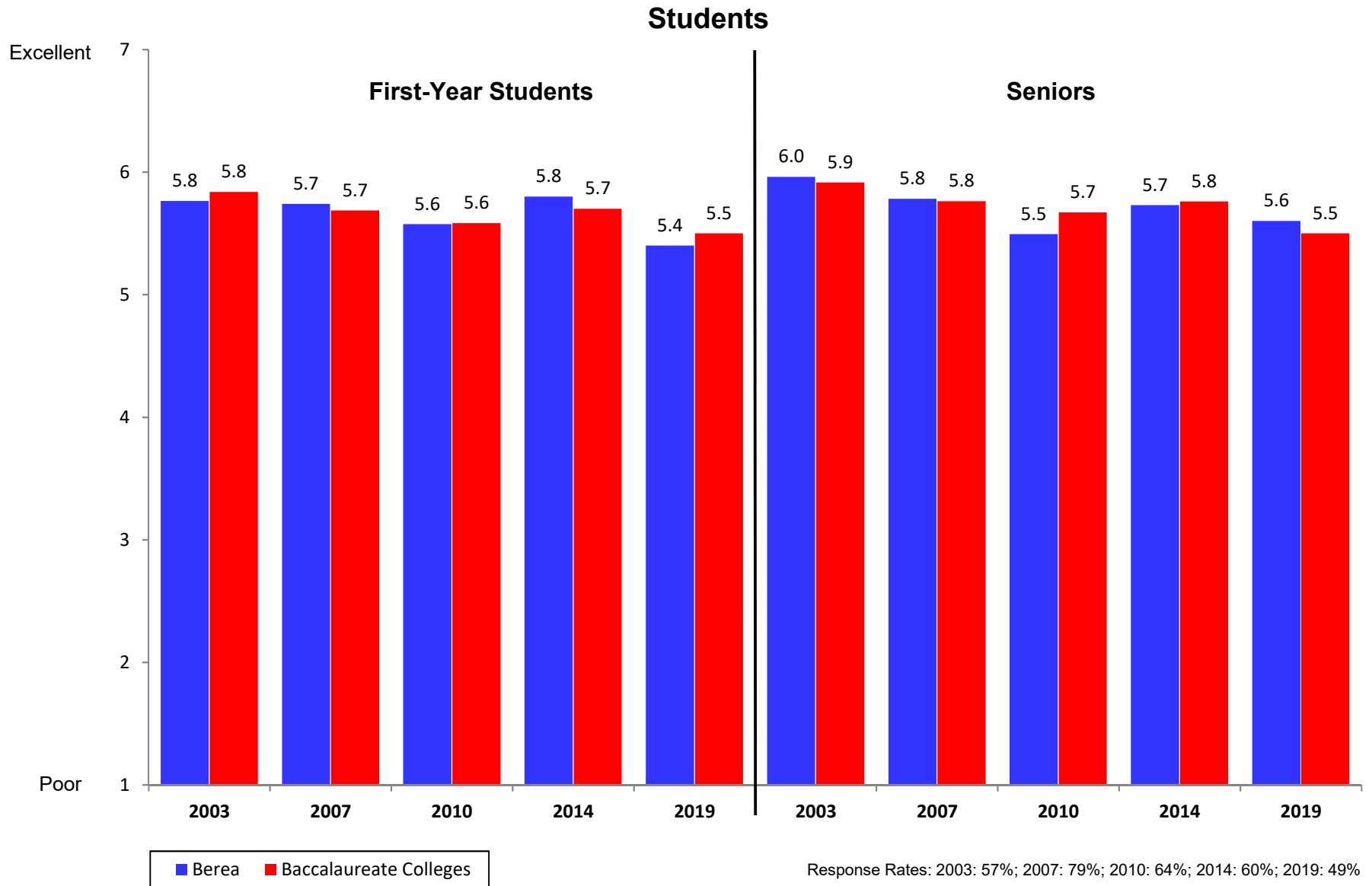




National Survey of Student Engagement (NSSE)

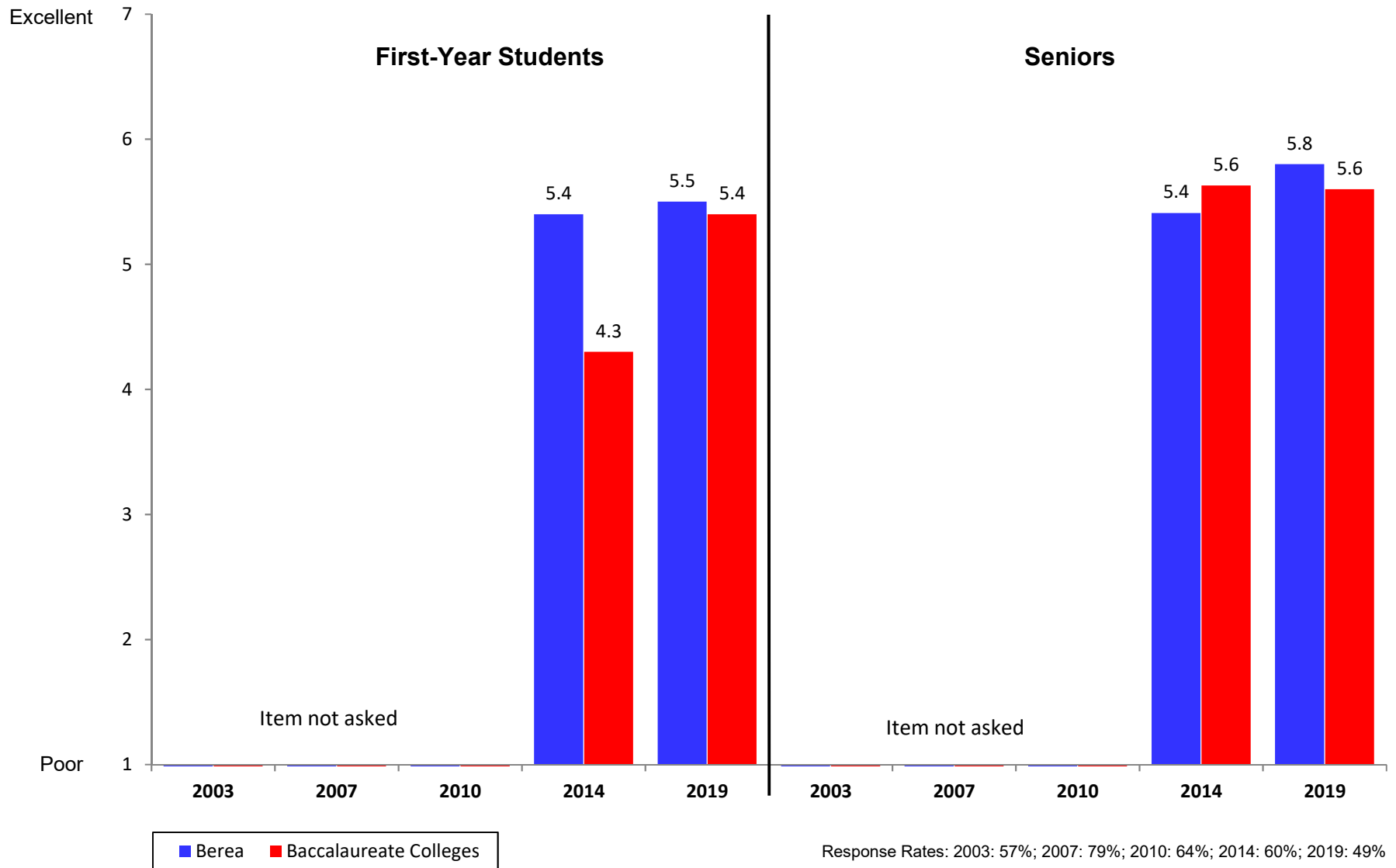
Indicate the quality of your interactions with

Response Rates:  
2003: 57%; 2007: 79%;  
2010: 64%, 2014: 60%



*Indicate the quality of your interactions with*

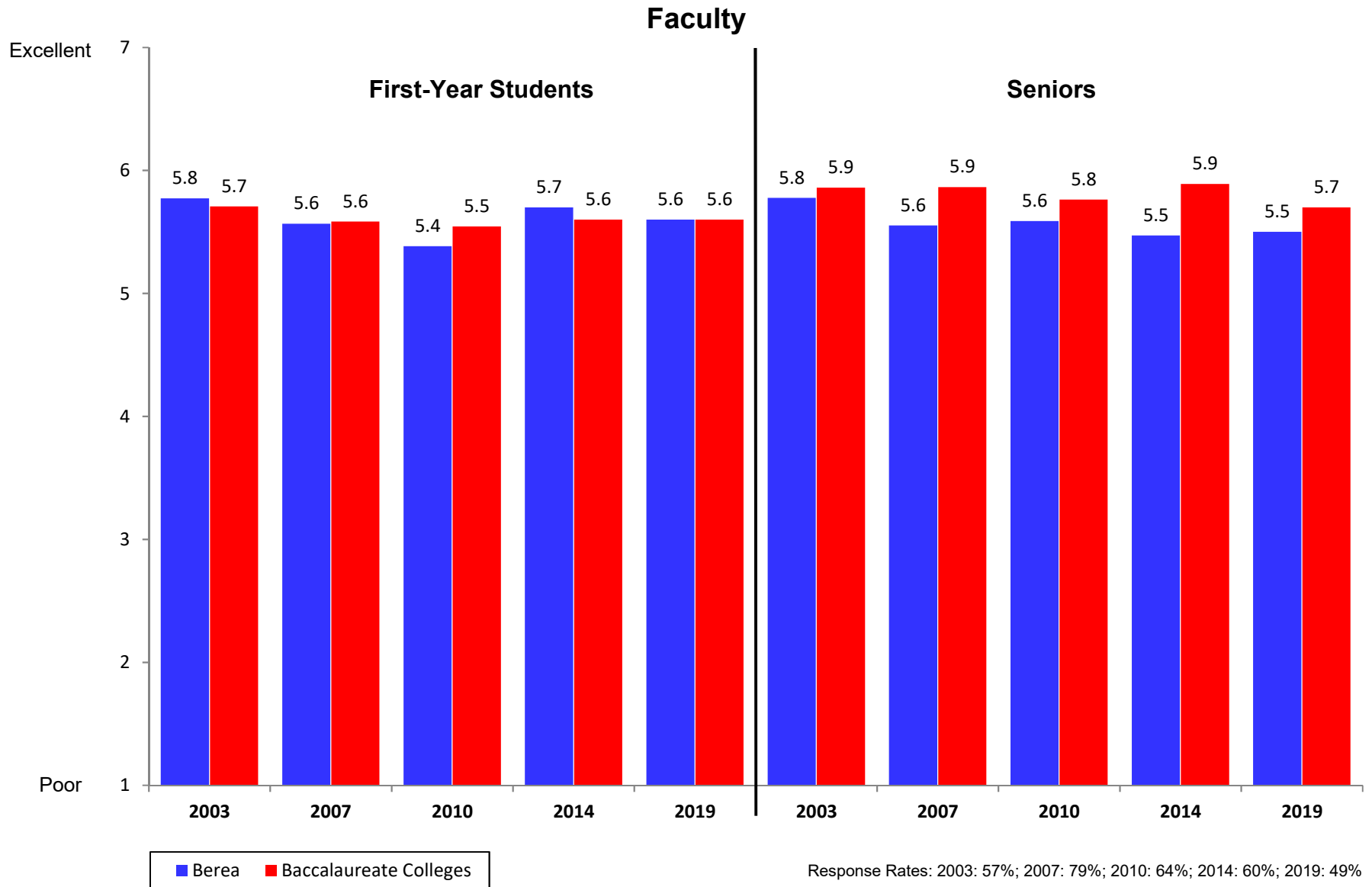
### Academic Advisors



National Survey of Student Engagement (NSSE)

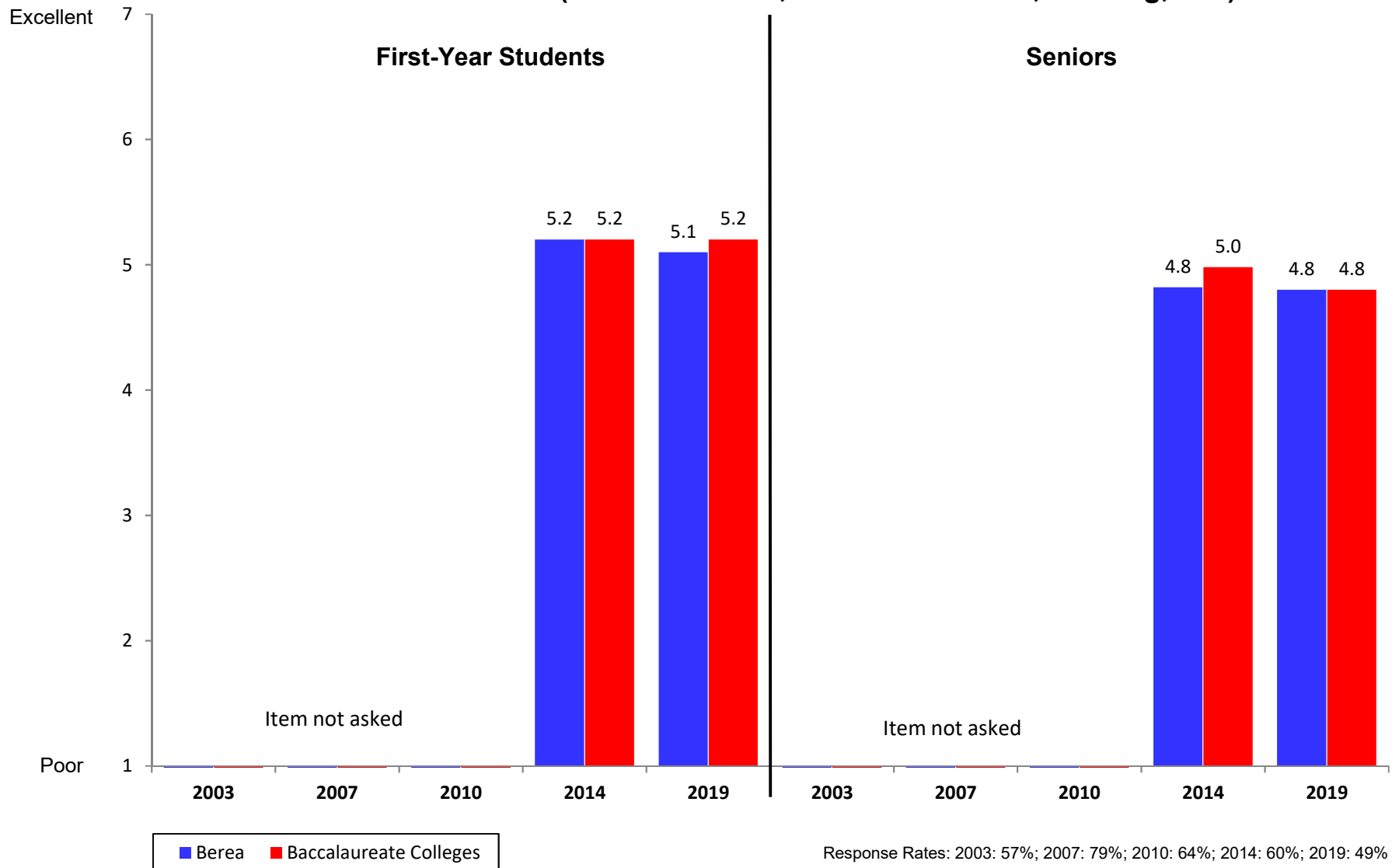
Indicate the quality of your interactions with

Response Rates:  
2003: 57%; 2007: 79%;  
2010: 64%, 2014: 60%



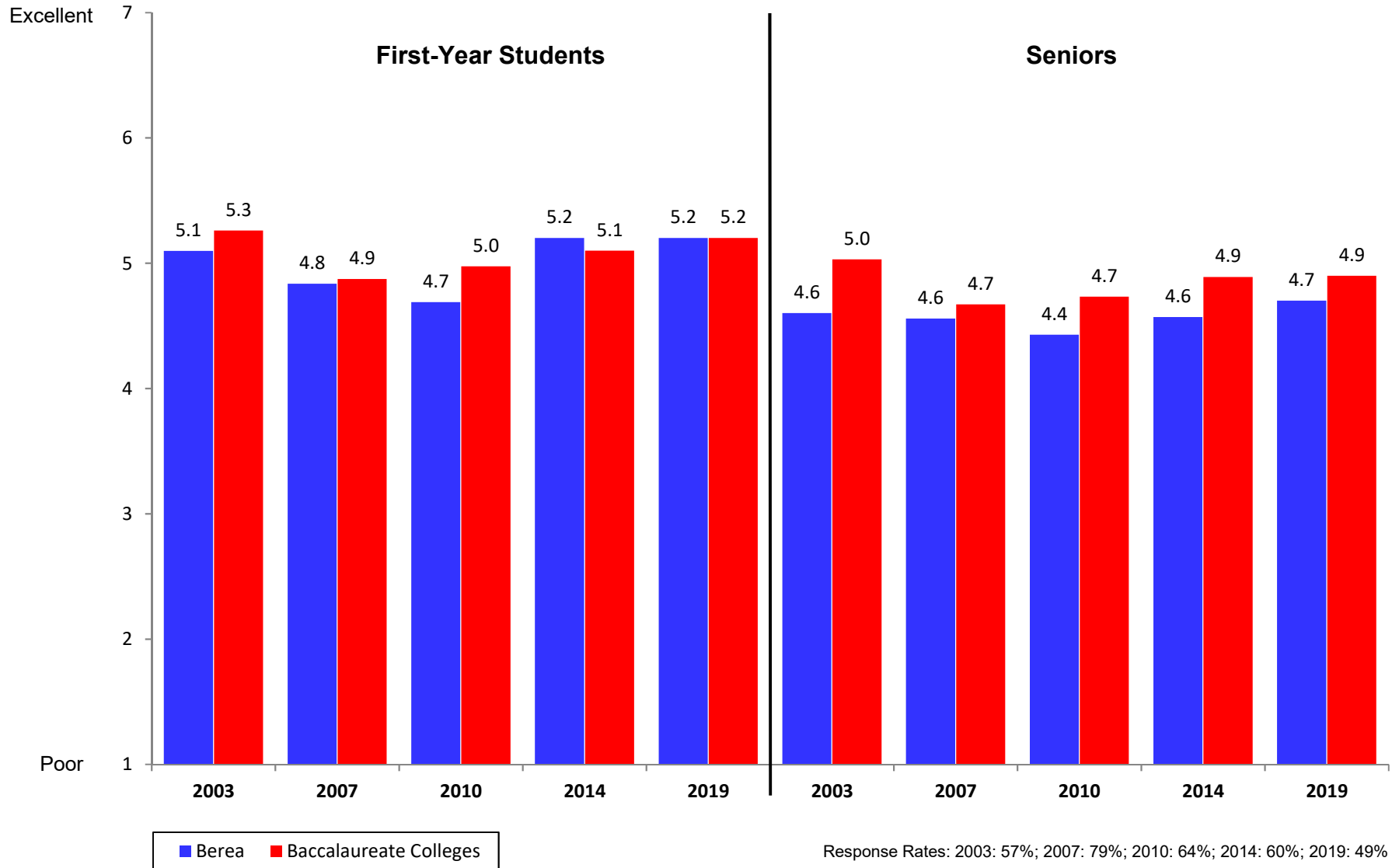
*Indicate the quality of your interactions with*

**Student services staff (career services, student activities, housing, etc.)**



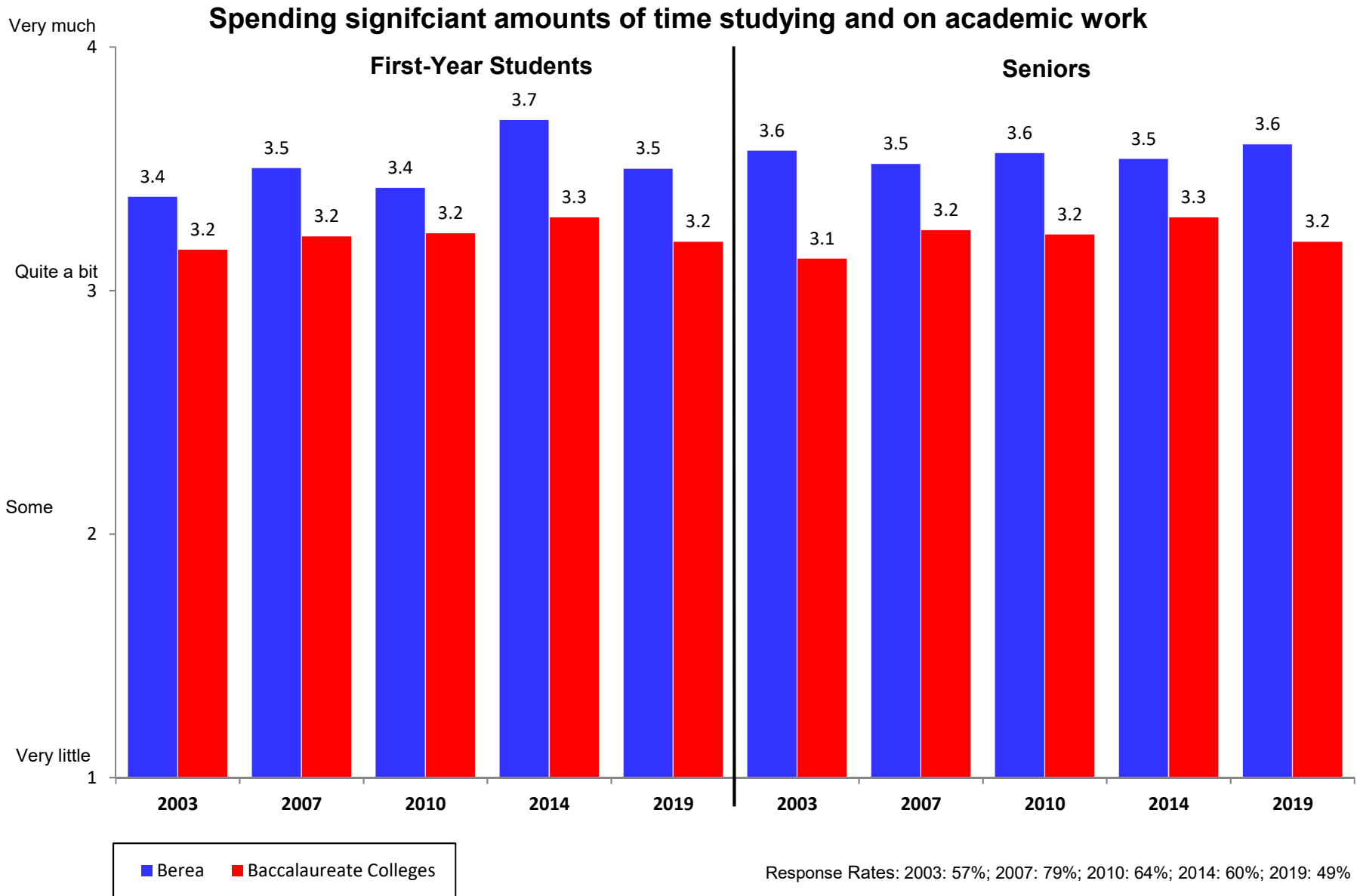
*Indicate the quality of your interactions with*

**Other administrative staff and offices (registrar, financial aid, etc.)**

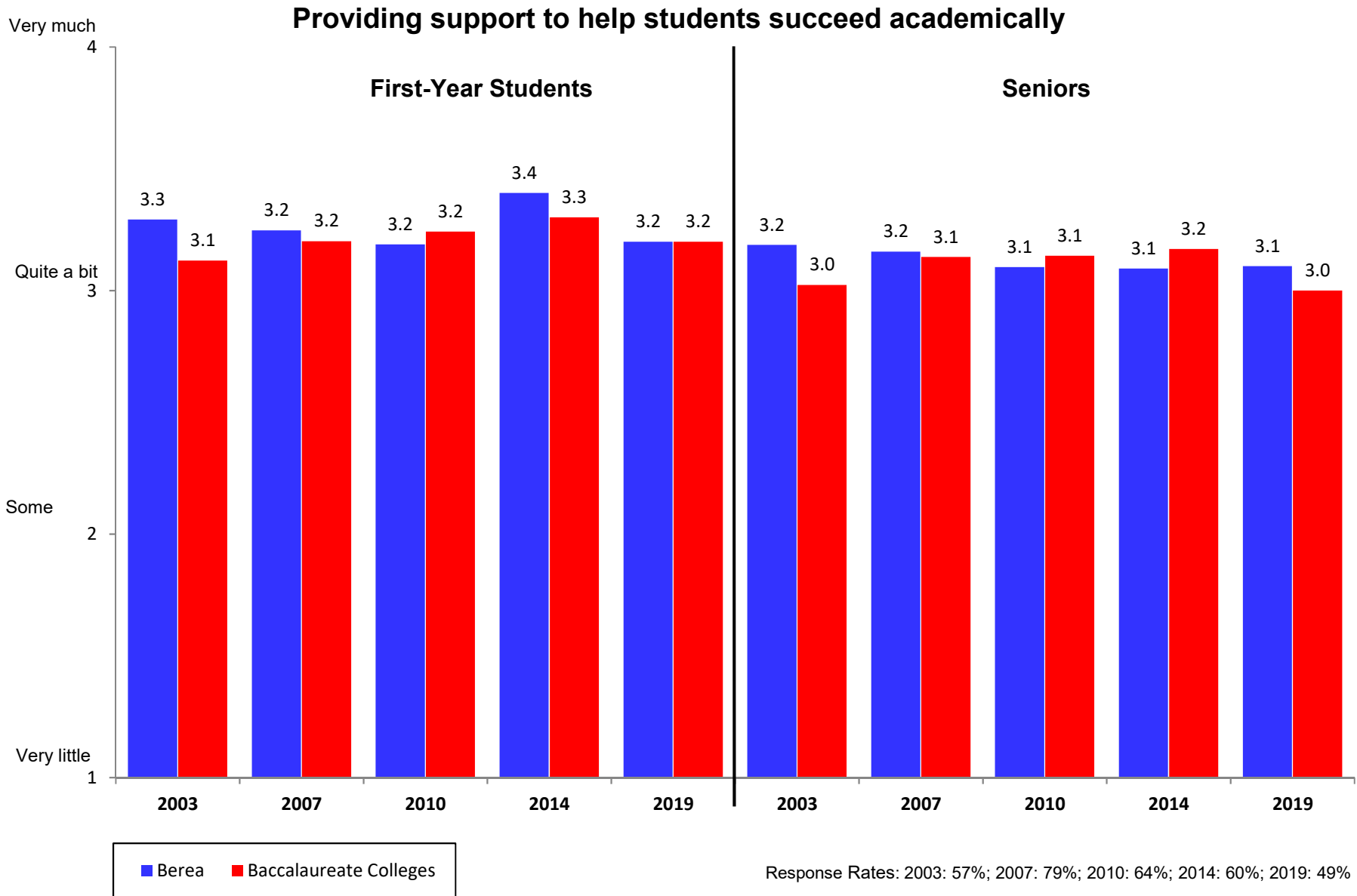


National Survey of Student Engagement (NSSE)

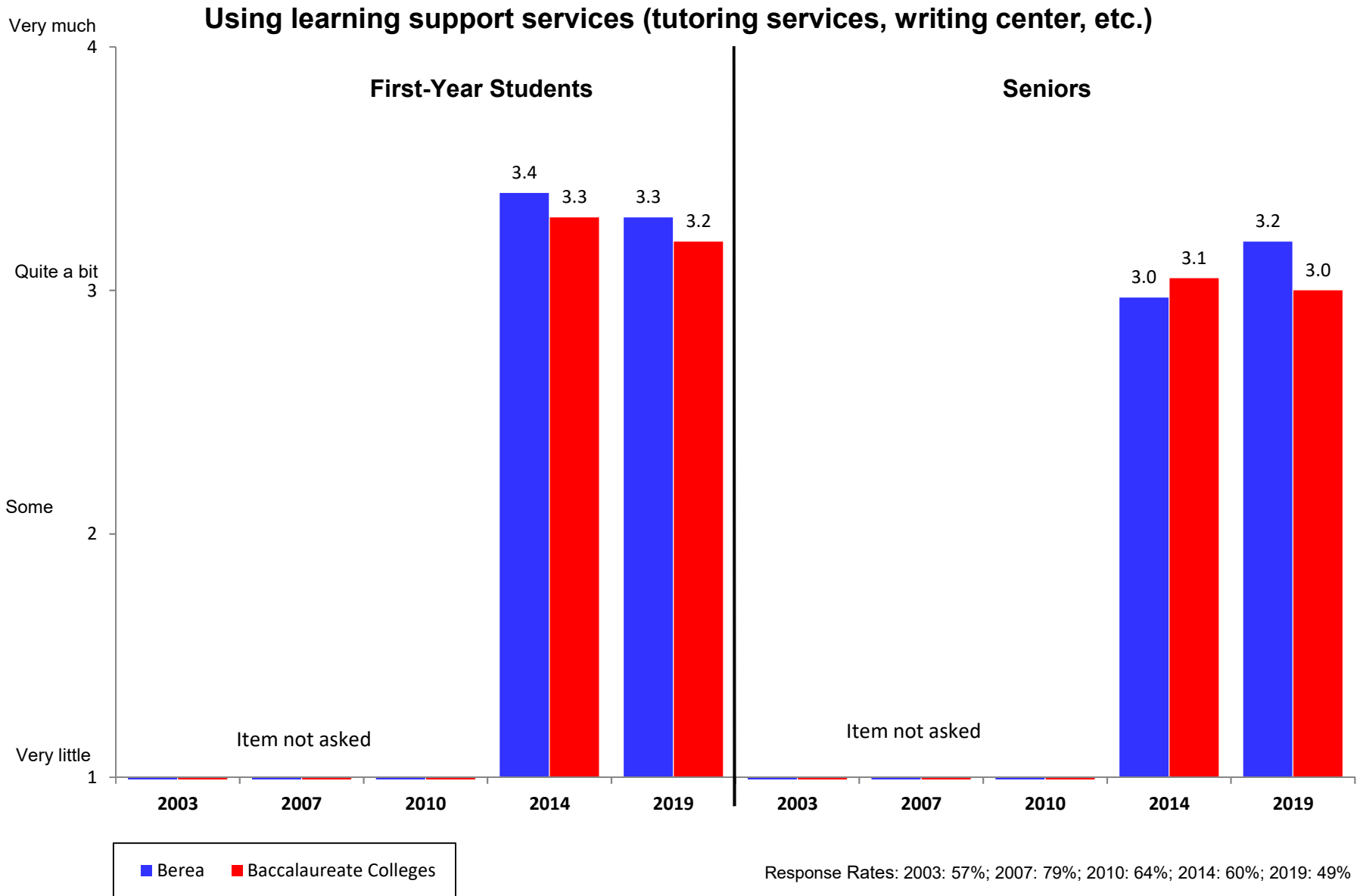
*During the current school year, how much has your coursework emphasized the following?*



*How much does your institution emphasize the following?*

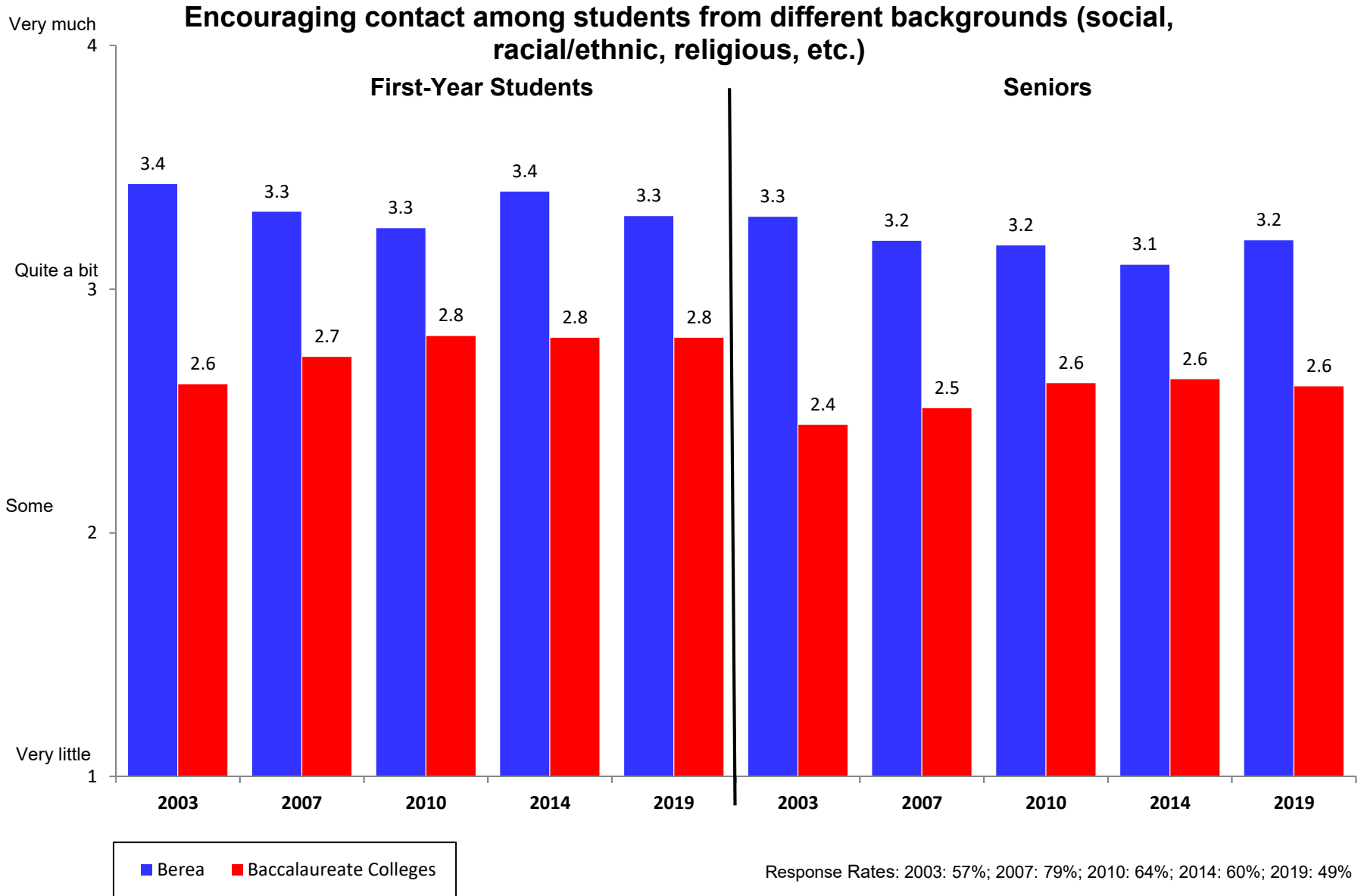


*How much does your institution emphasize the following?*

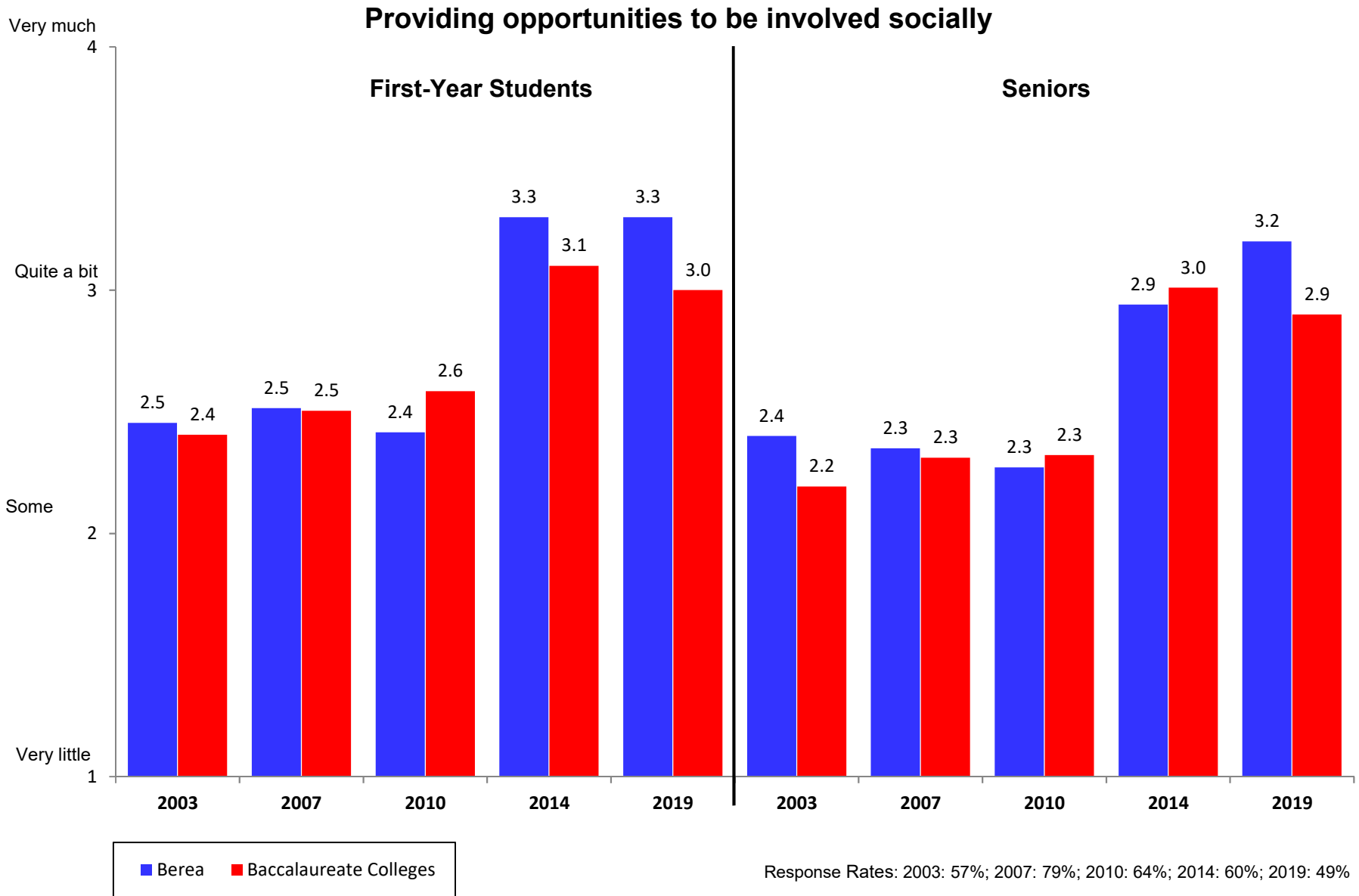




*How much does your institution emphasize the following?*

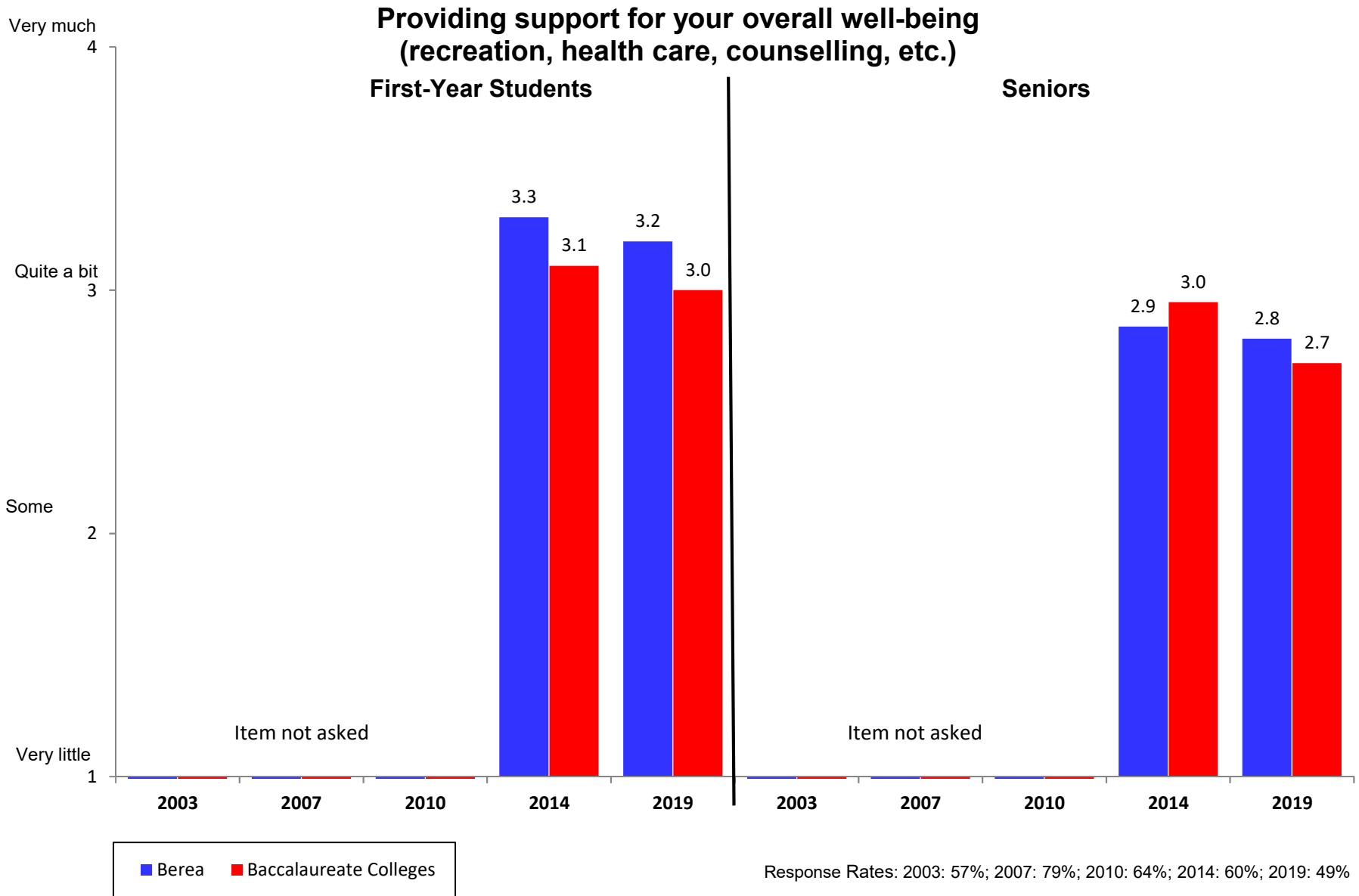


*How much does your institution emphasize the following?*

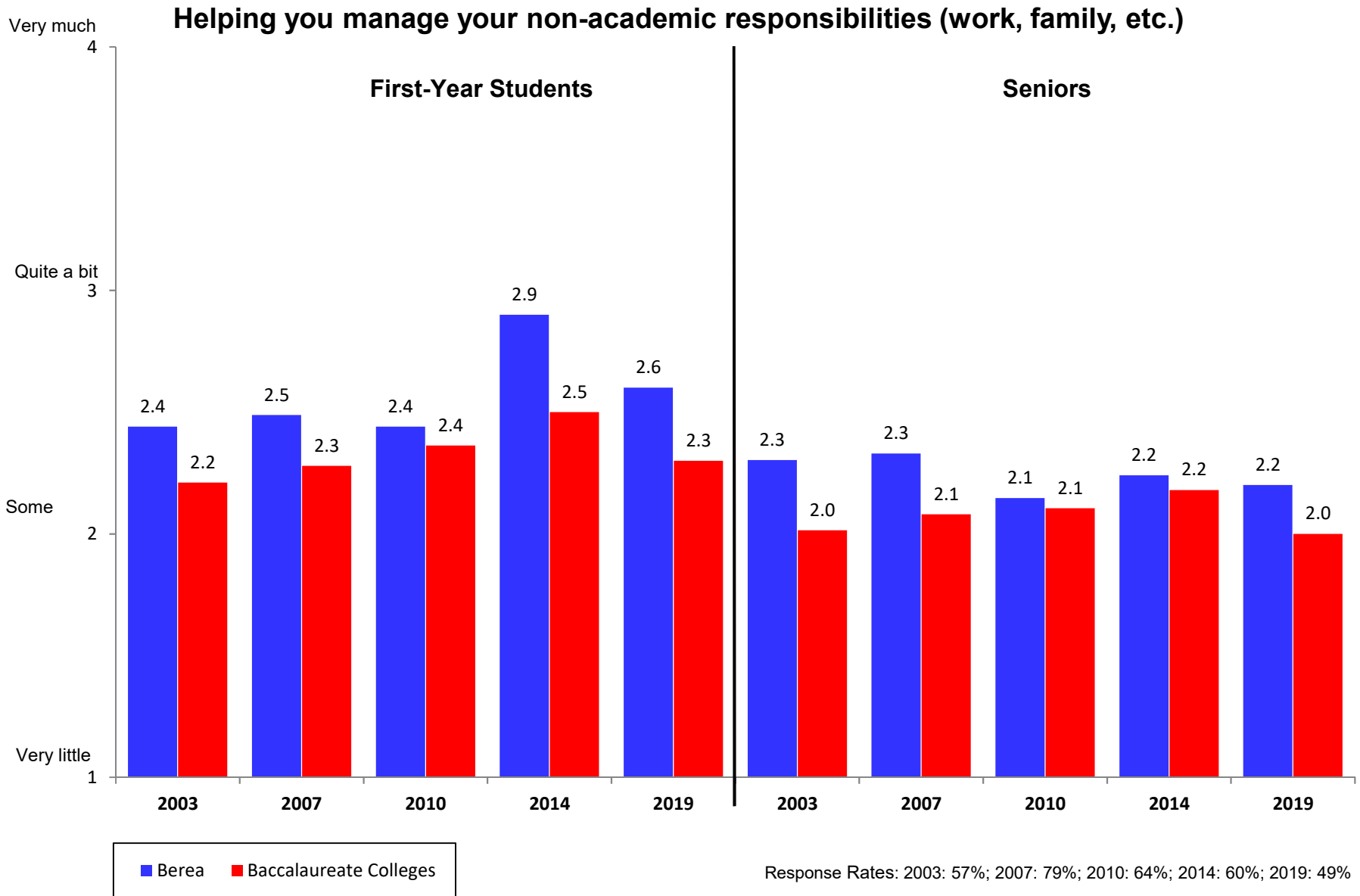


National Survey of Student Engagement (NSSE)

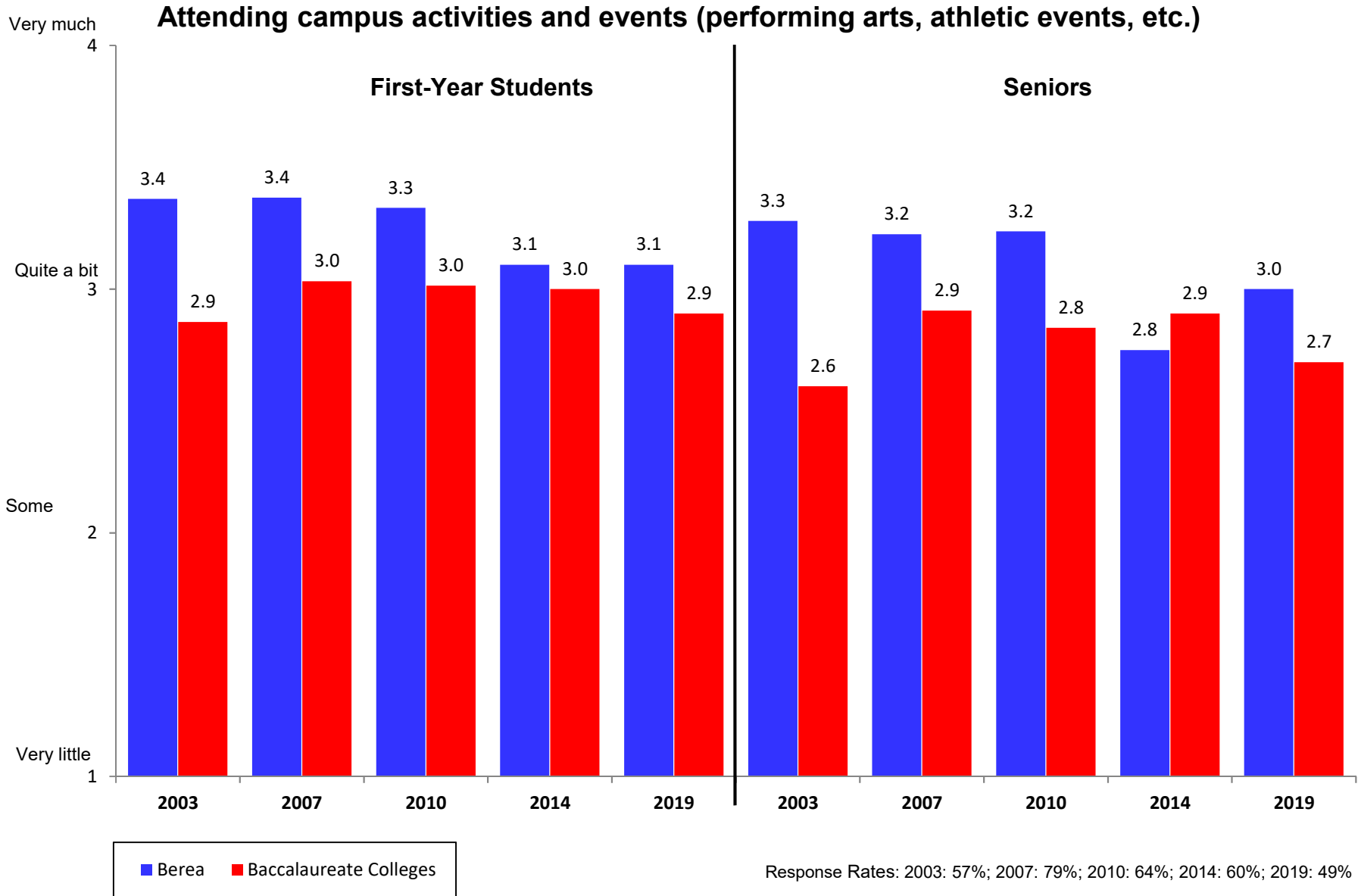
How much does your institution emphasize the following?



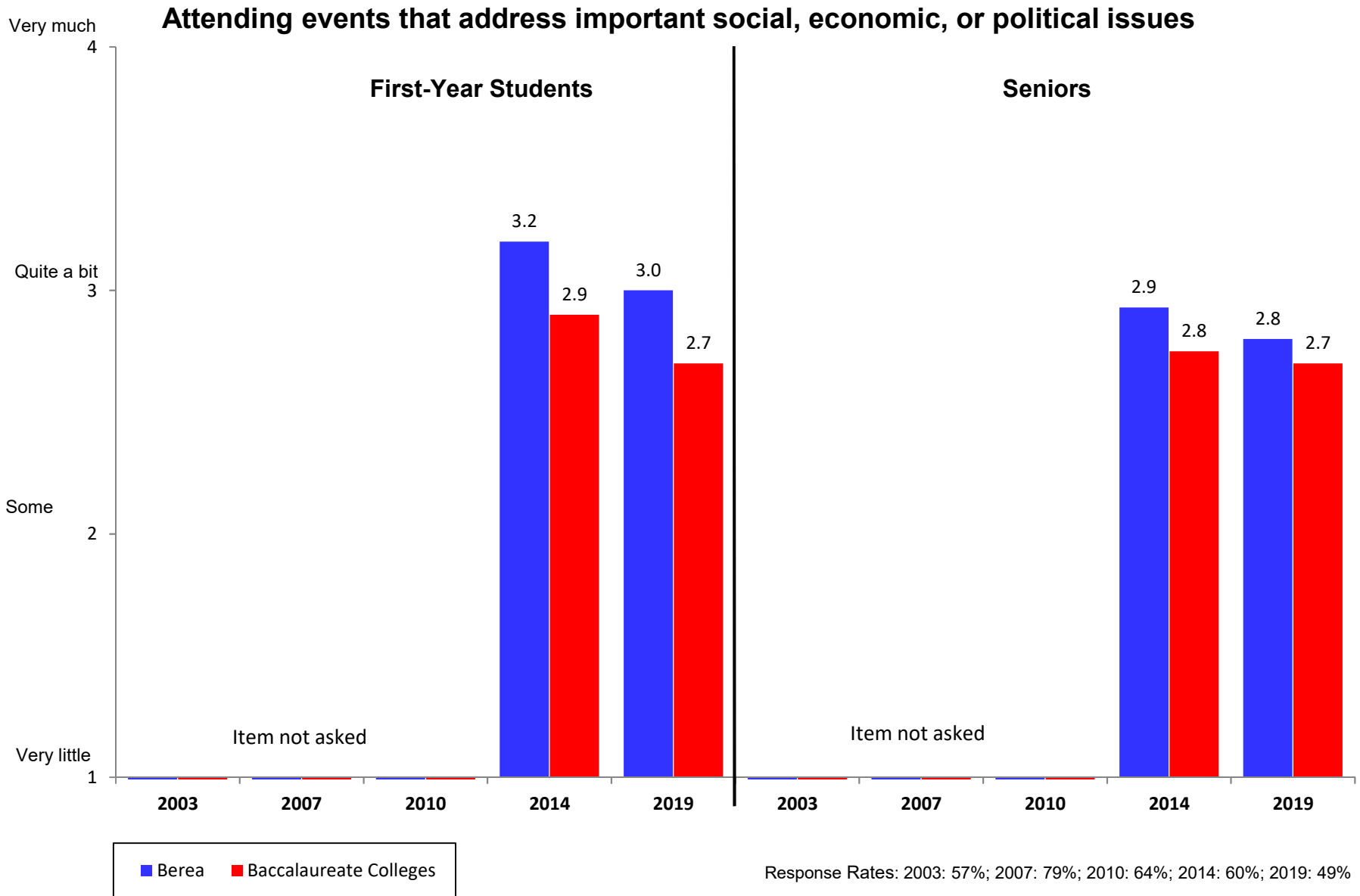
*How much does your institution emphasize the following?*



How much does your institution emphasize the following?

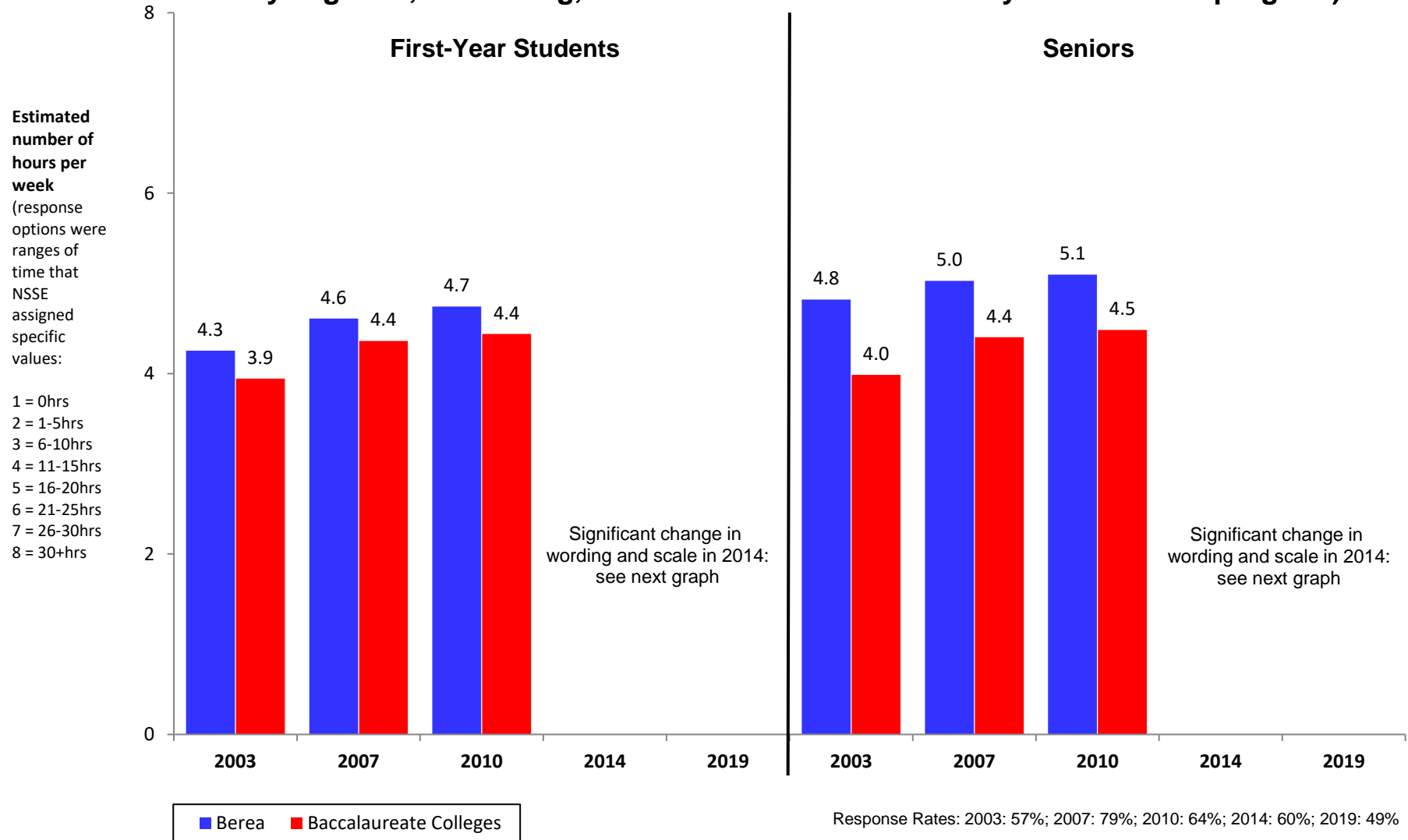


How much does your institution emphasize the following?



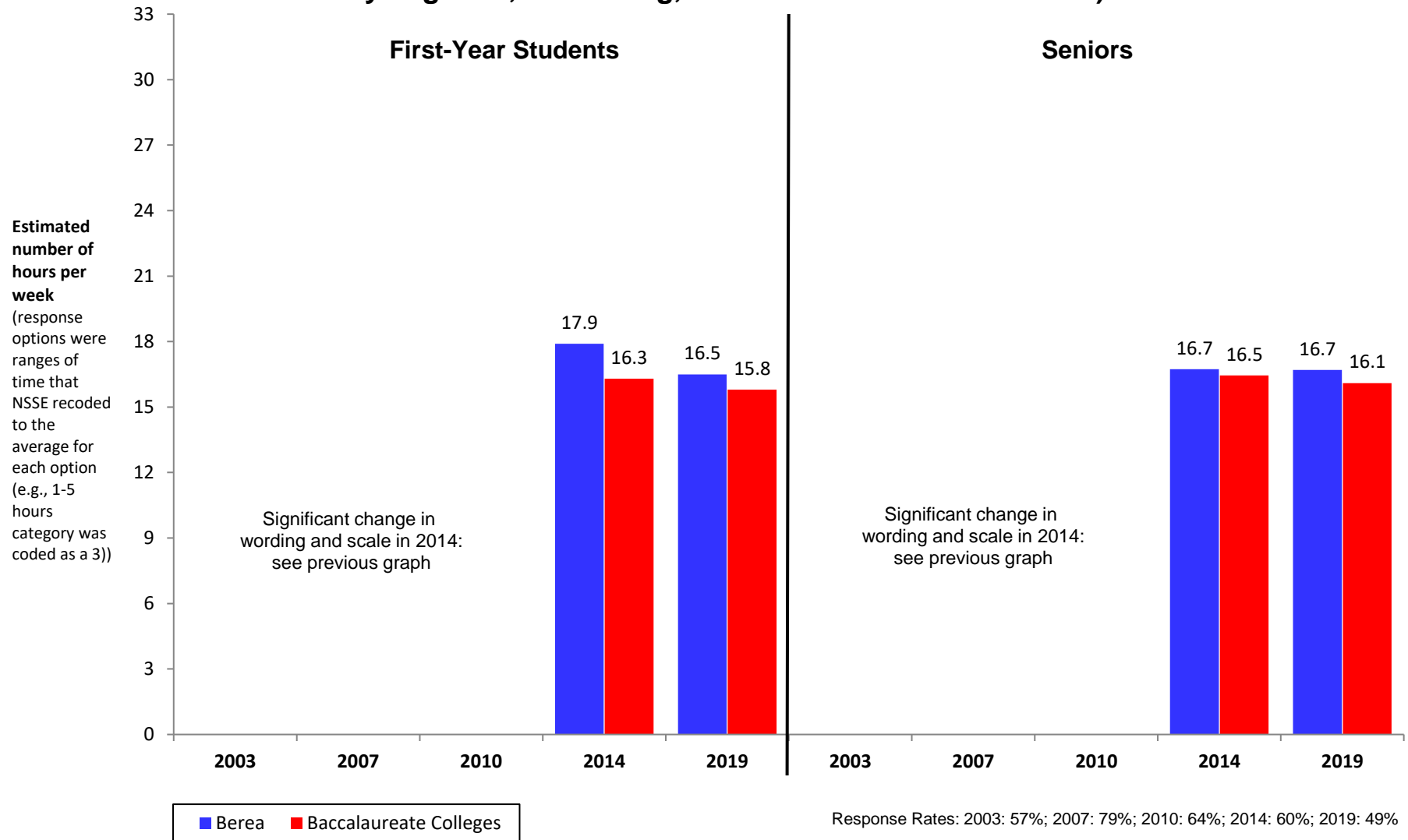
*About how many hours do you spend in a typical 7-day week doing the following?*

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



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

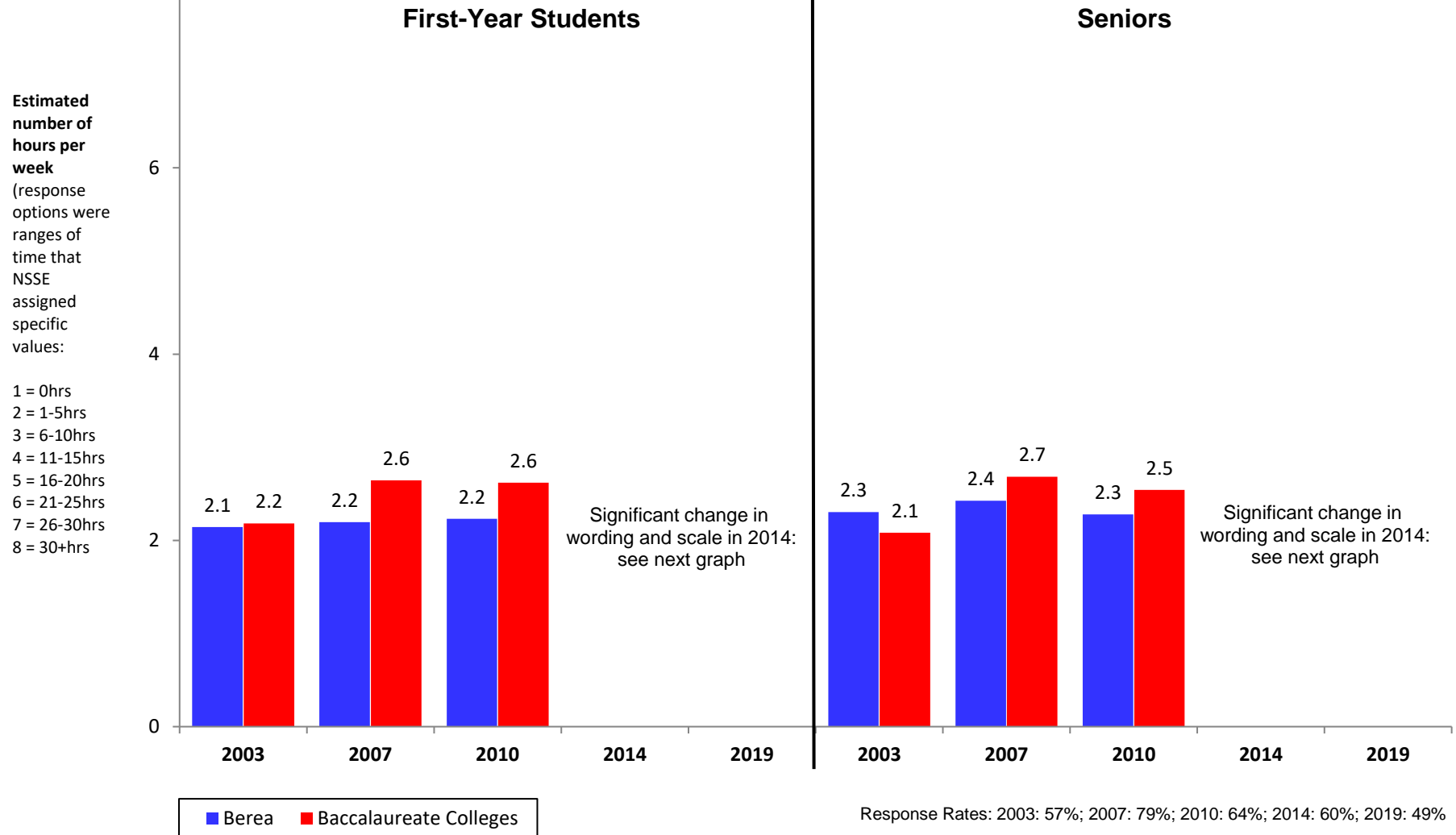
**Preparing for class (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities)**





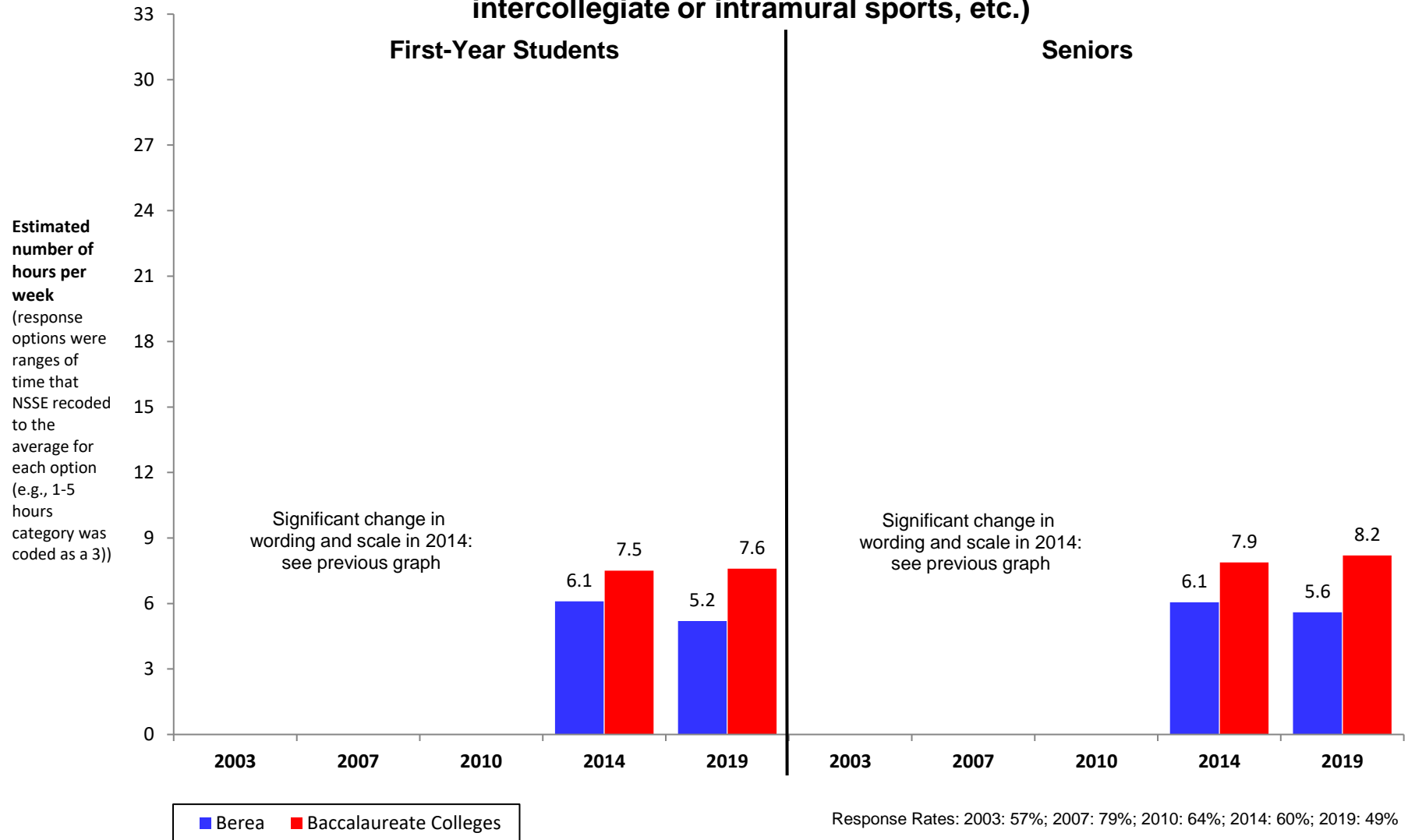
*About how many hours do you spend in a typical 7-day week doing the following?*

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



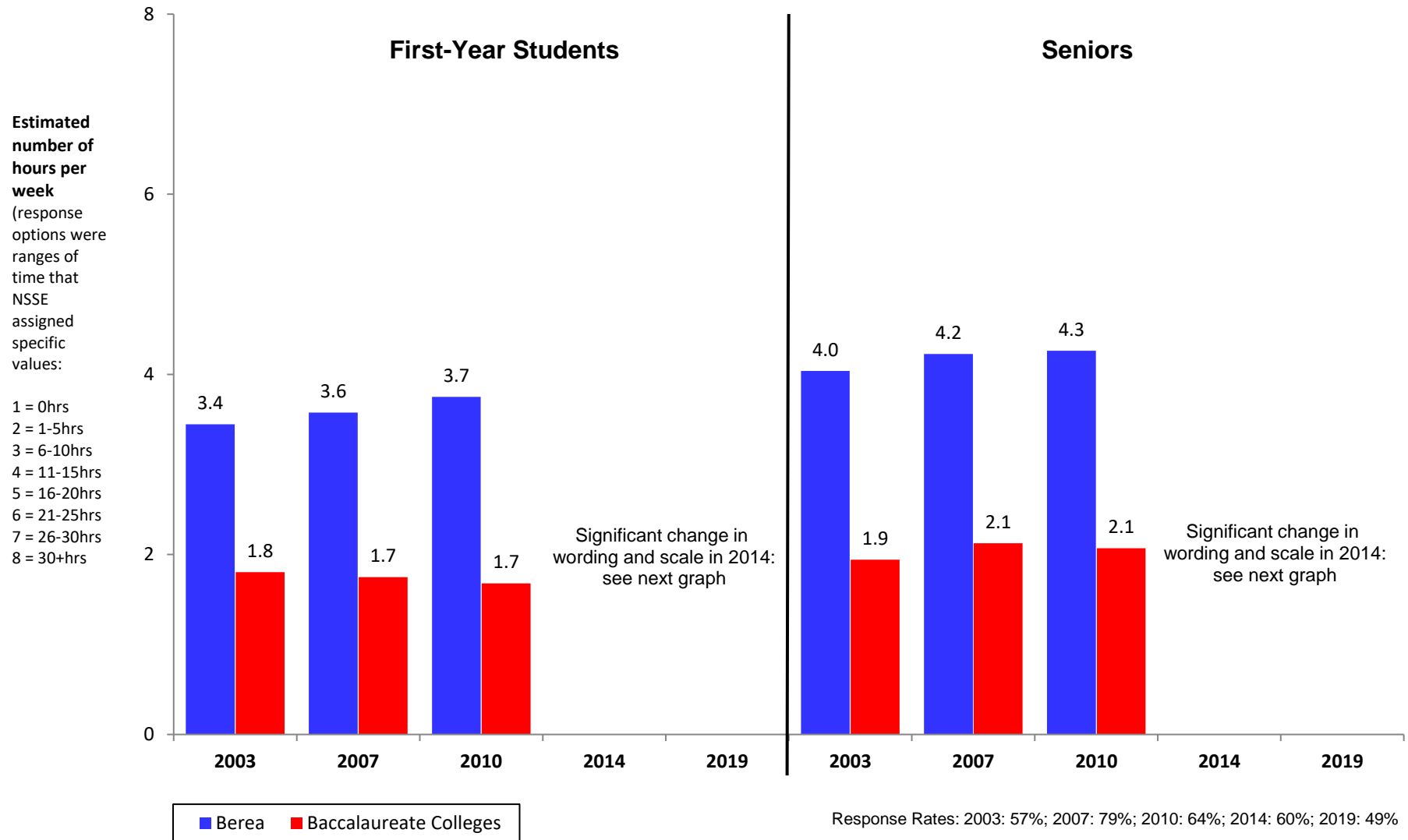
*About how many hours do you spend in a typical 7-day week doing the following?*

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



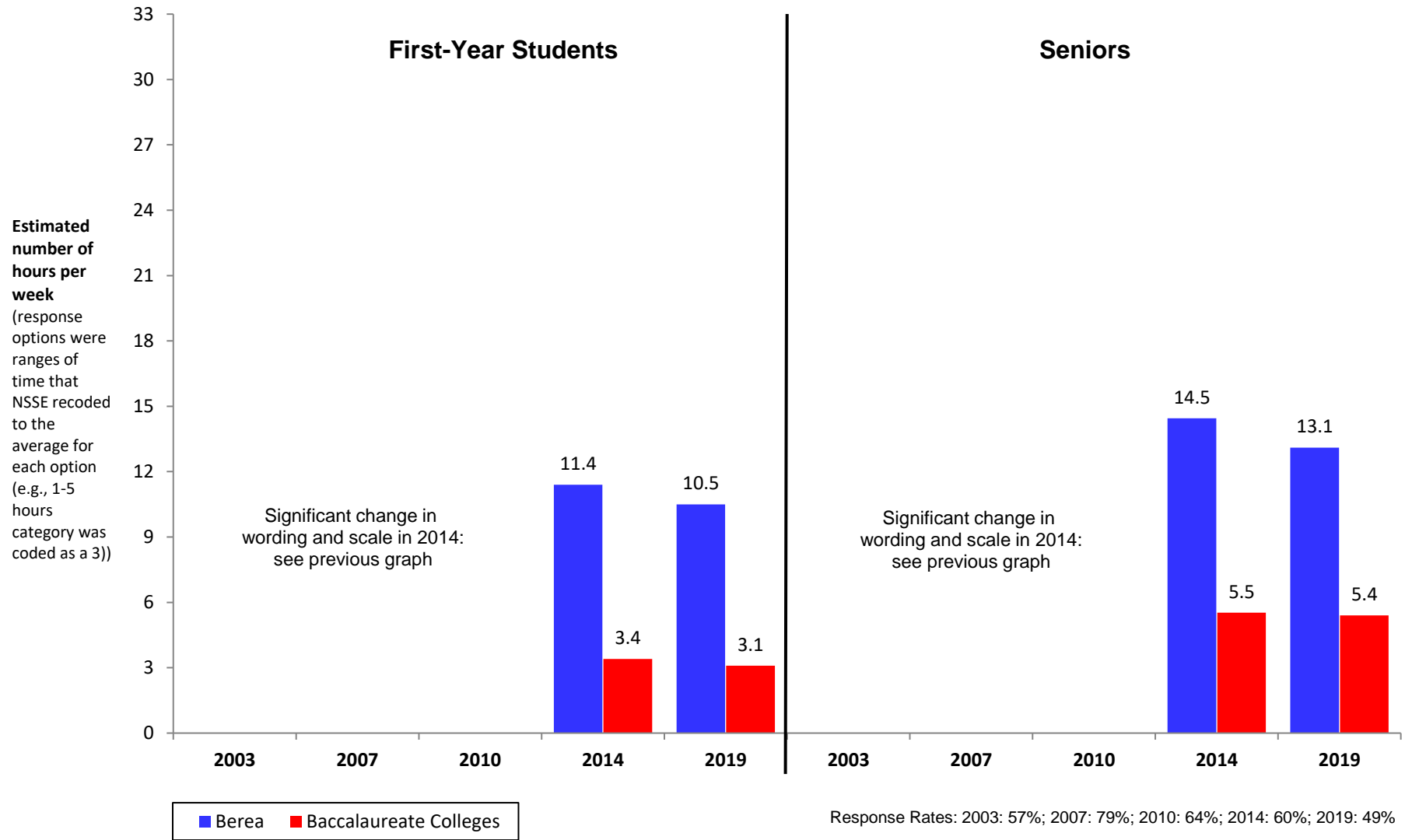
About how many hours do you spend in a typical 7-day week doing the following?

### Working for pay on campus



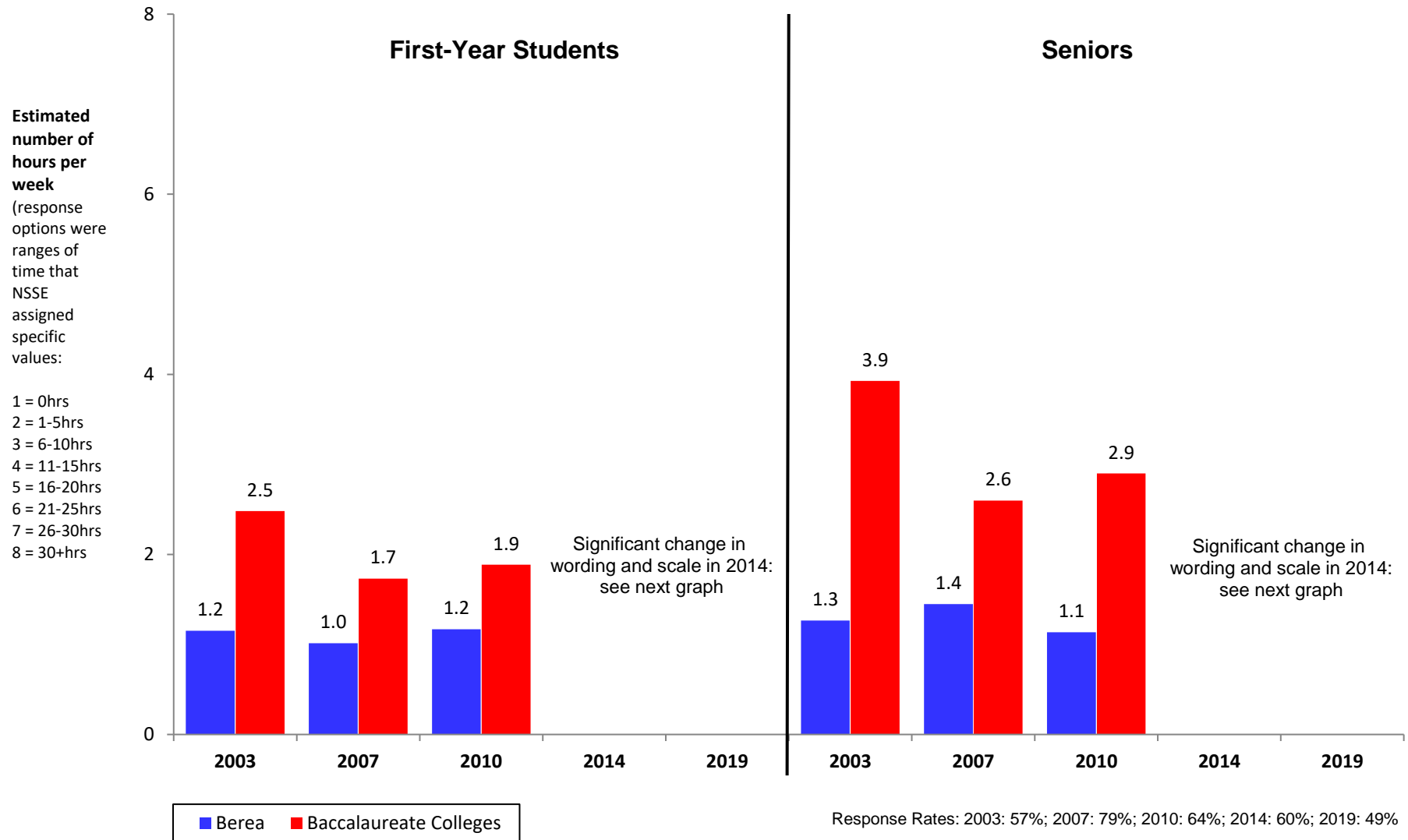
*About how many hours do you spend in a typical 7-day week doing the following?*

### Working for pay on campus



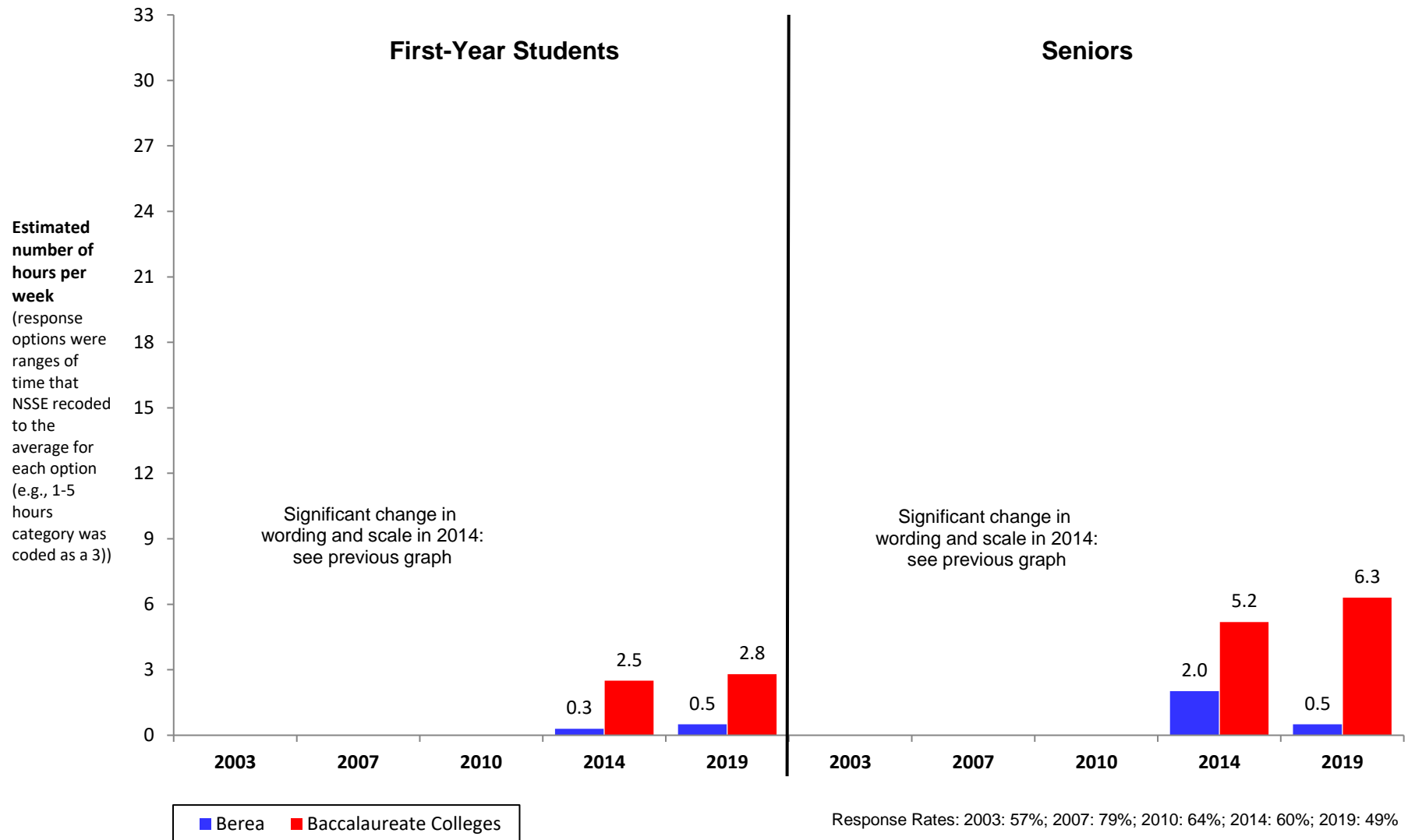
*About how many hours do you spend in a typical 7-day week doing the following?*

**Working for pay off campus**



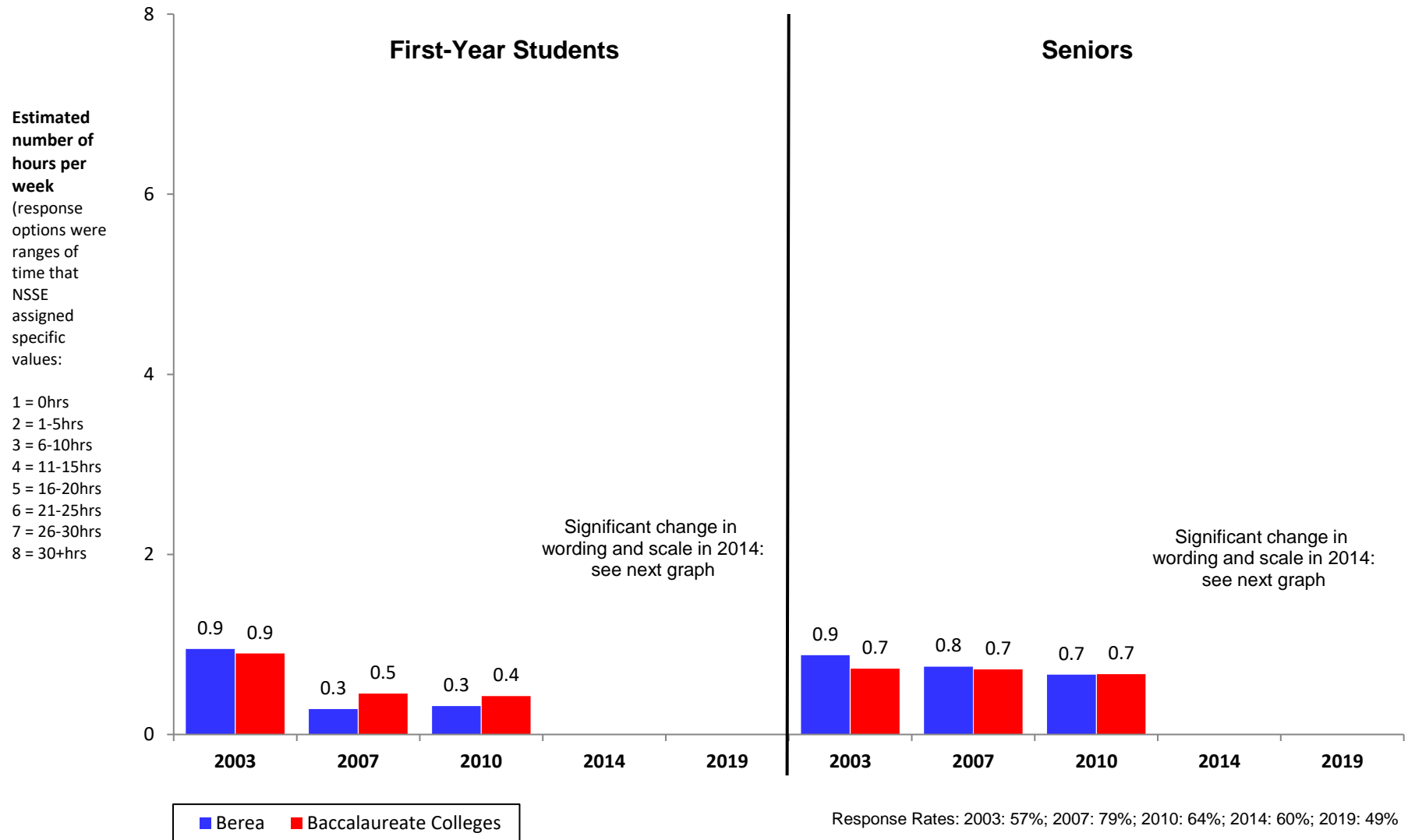
*About how many hours do you spend in a typical 7-day week doing the following?*

### Working for pay off campus



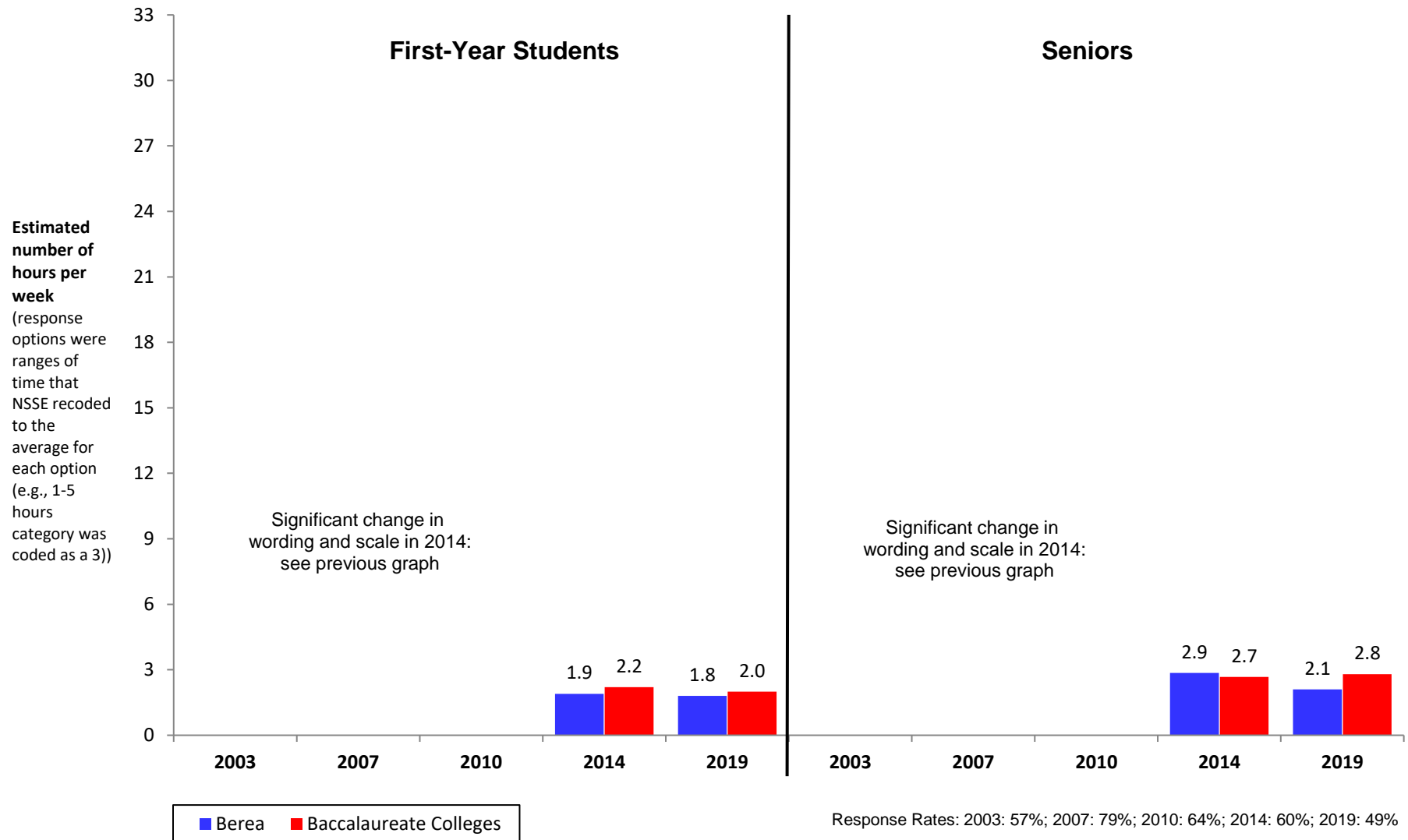
*About how many hours do you spend in a typical 7-day week doing the following?*

### Community service or volunteer work



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

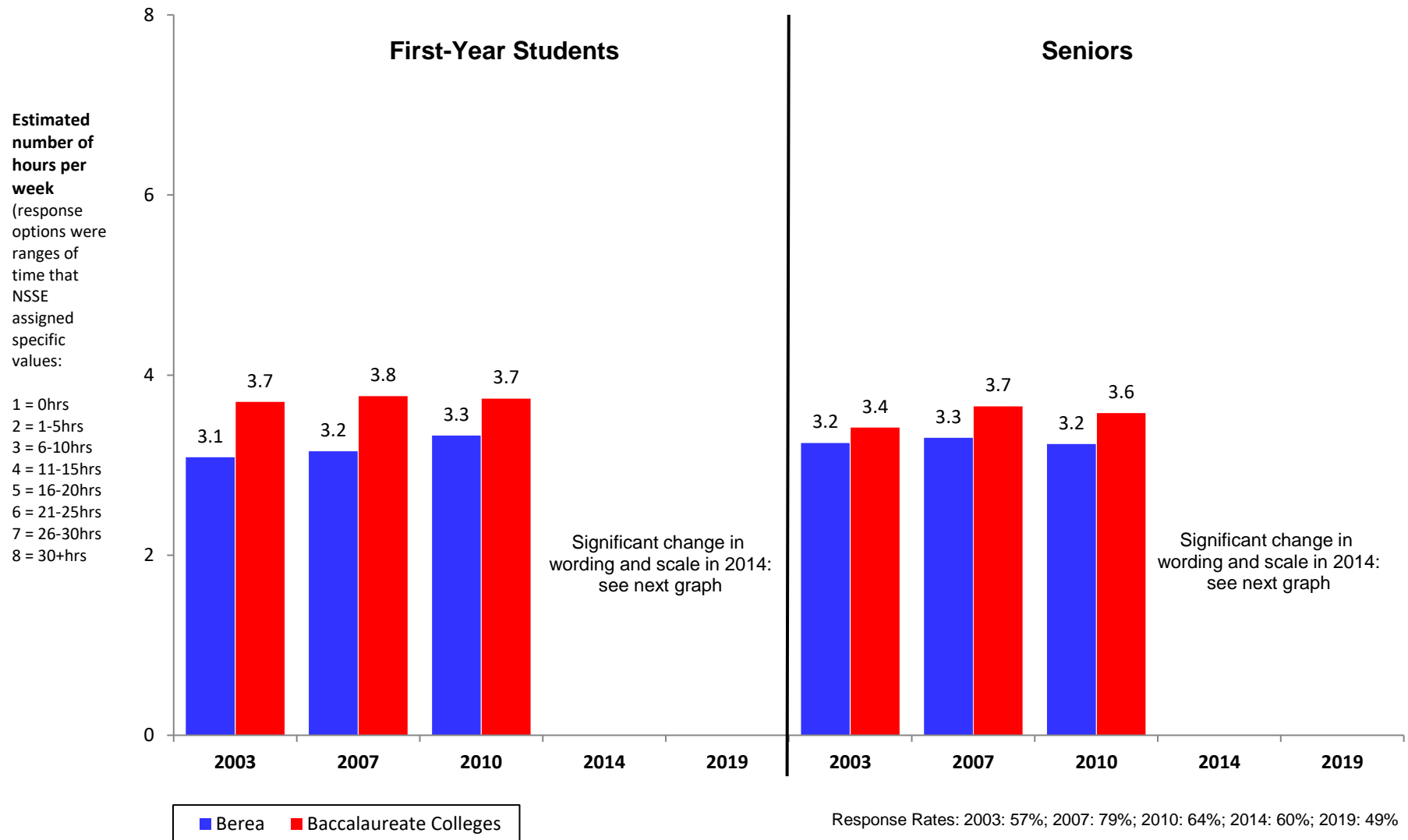
### Doing community service or volunteer work





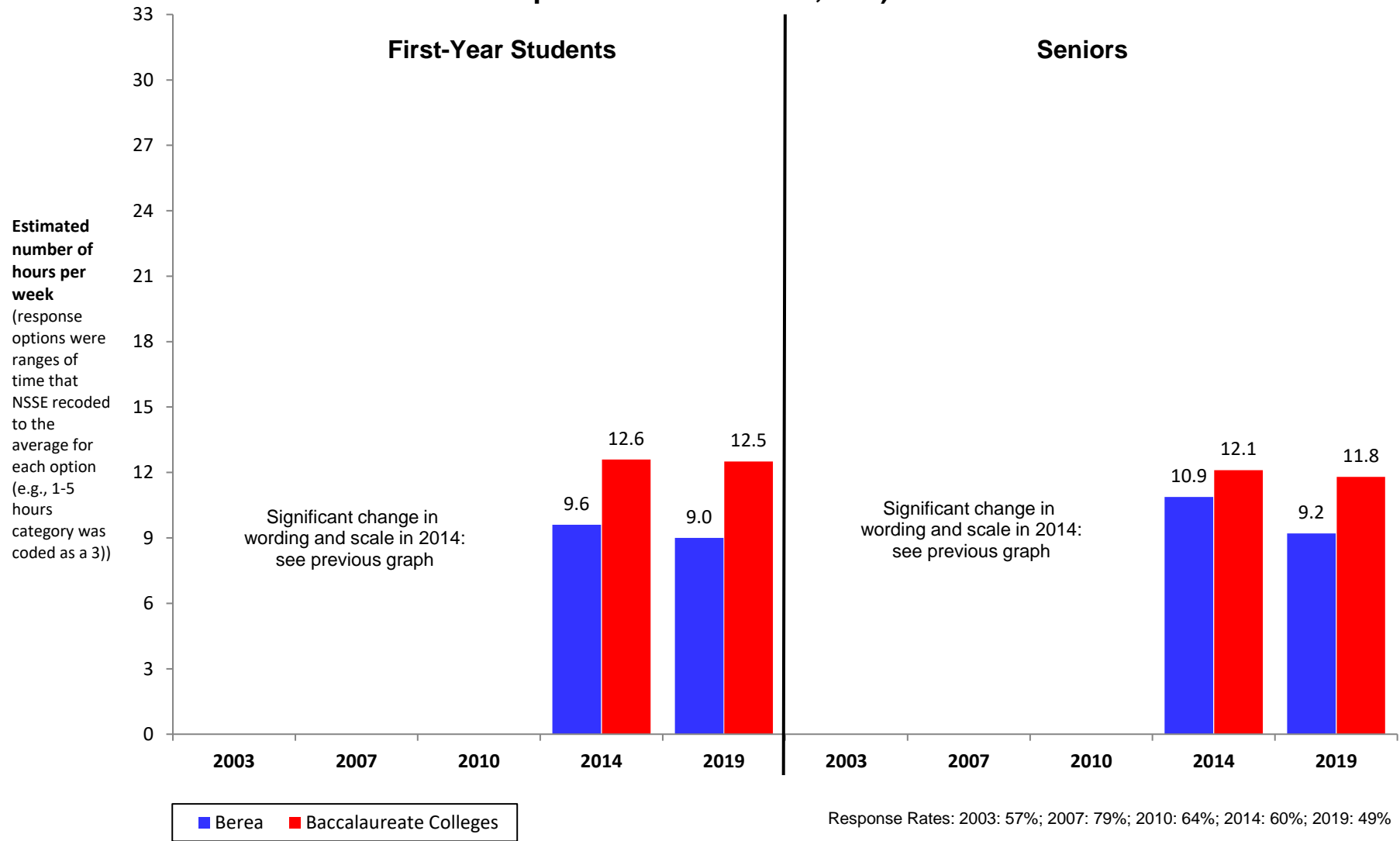
About how many hours do you spend in a typical 7-day week doing the following?

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



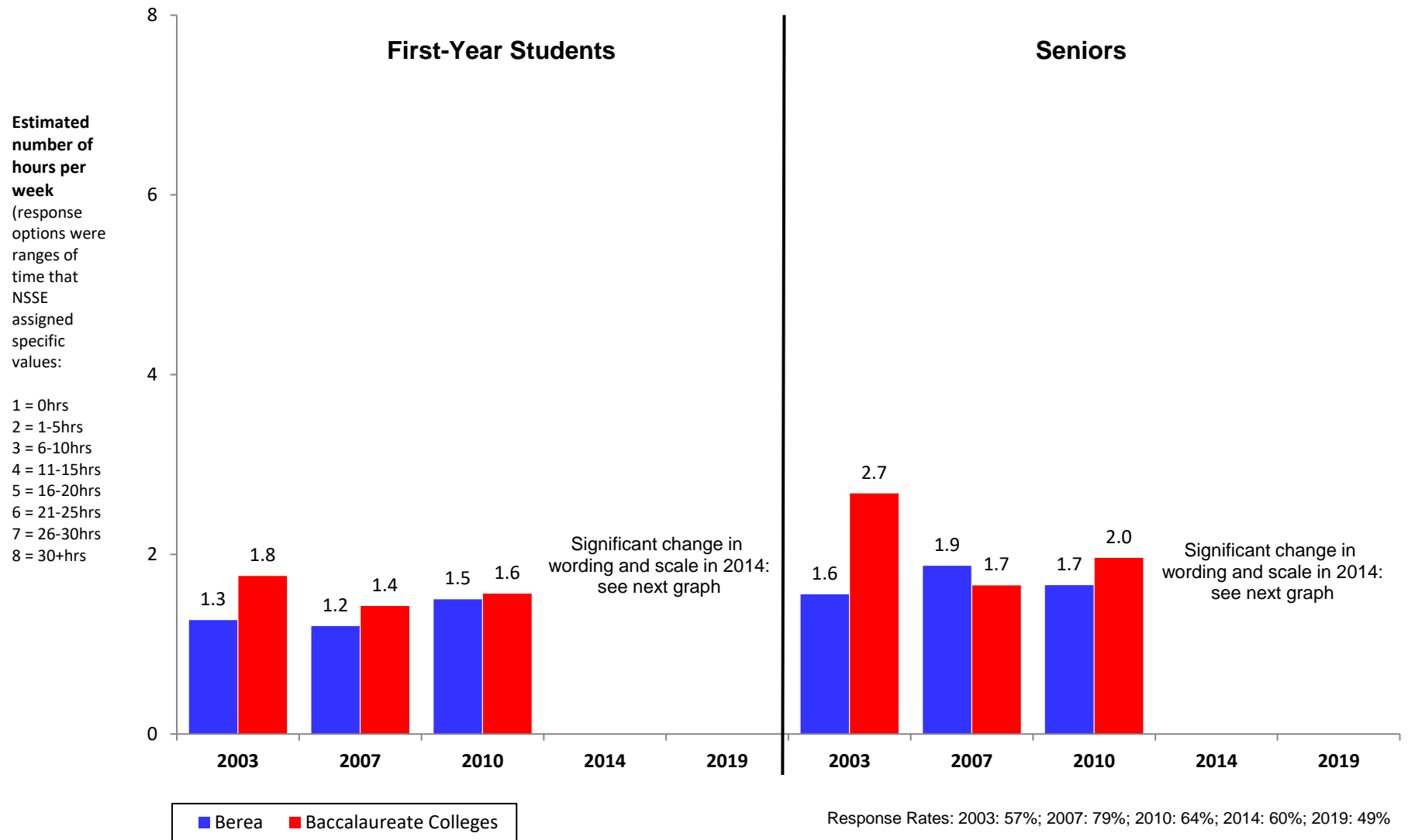
*About how many hours do you spend in a typical 7-day week doing the following?*

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



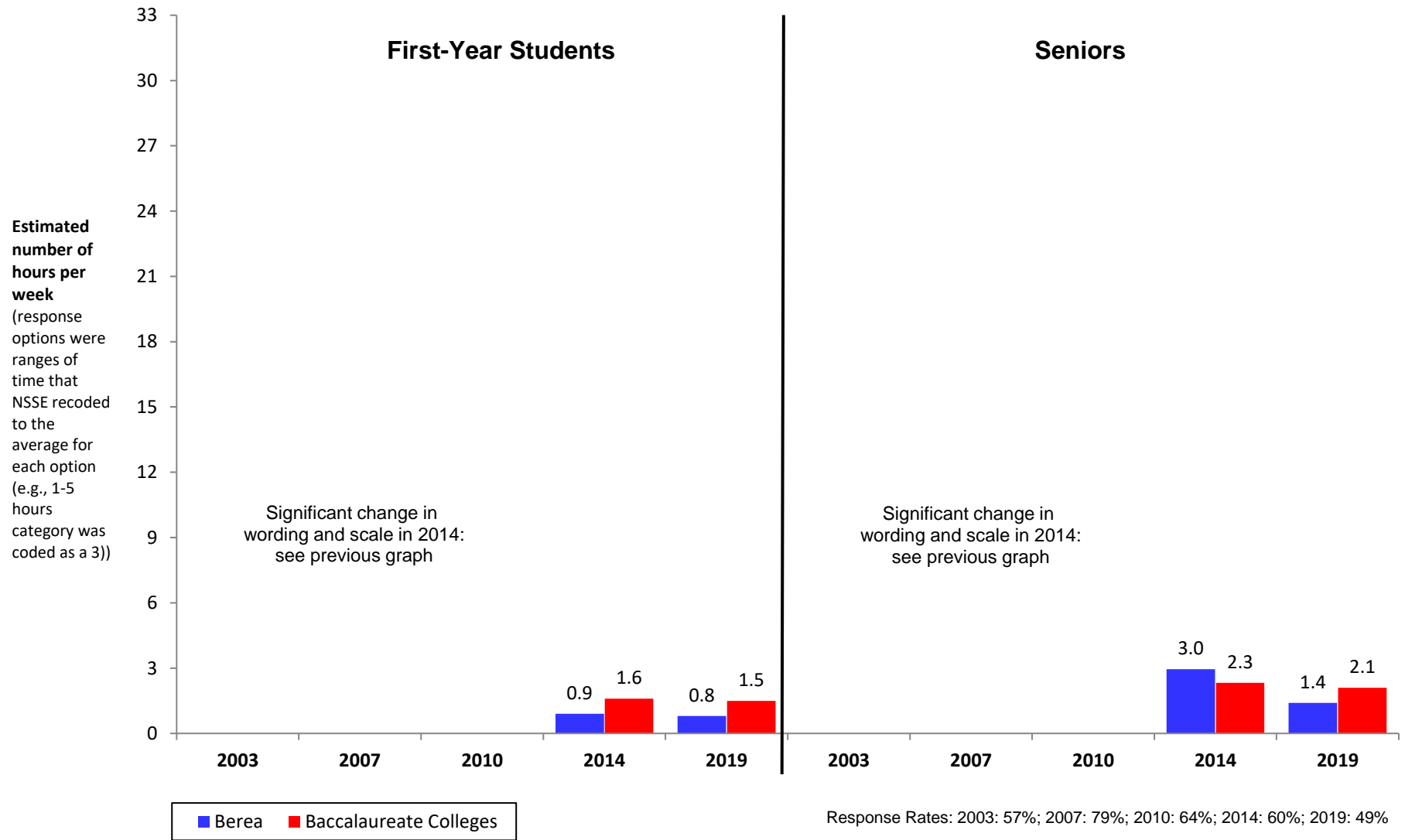
*About how many hours do you spend in a typical 7-day week doing the following?*

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



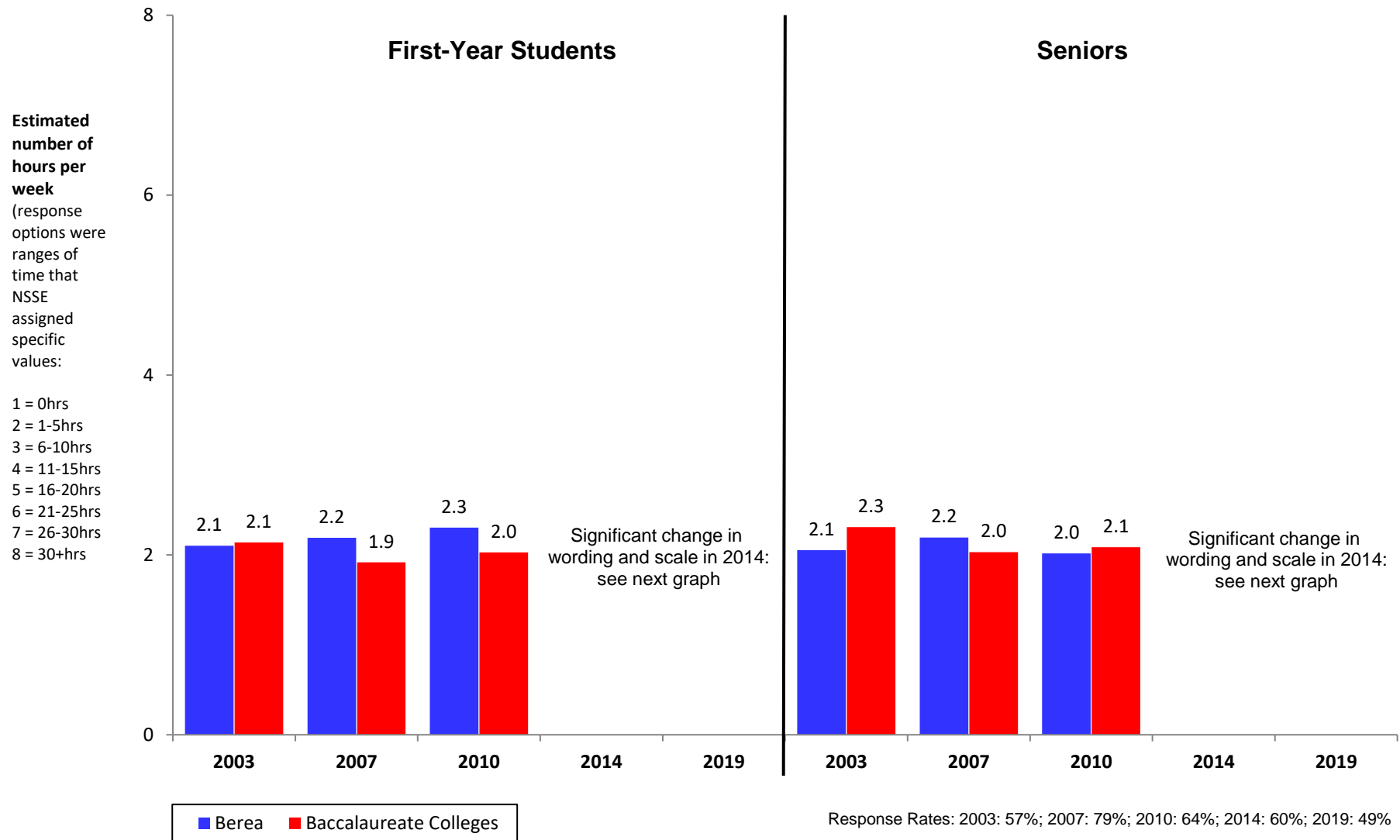
*About how many hours do you spend in a typical 7-day week doing the following?*

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



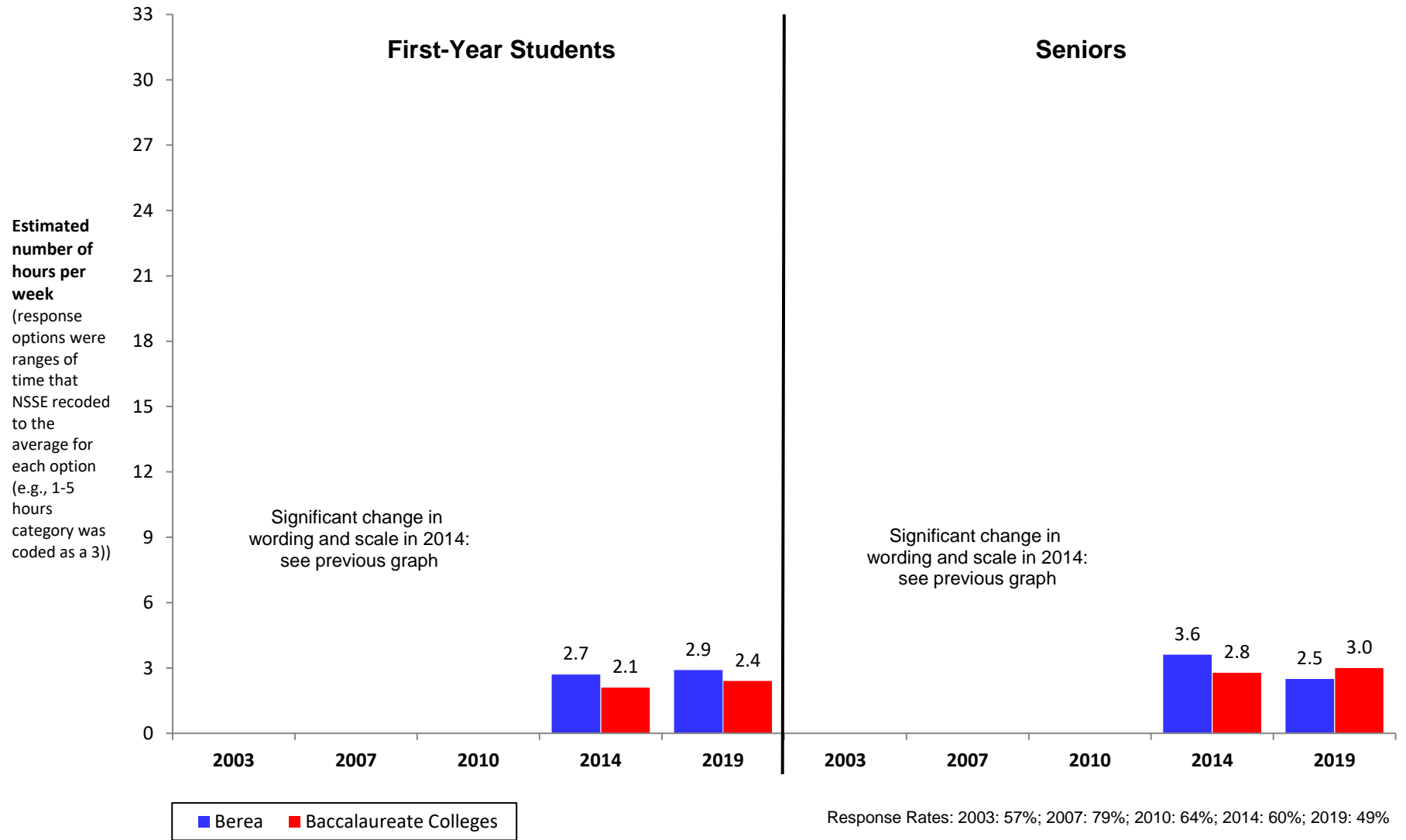
*About how many hours do you spend in a typical 7-day week doing the following?*

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



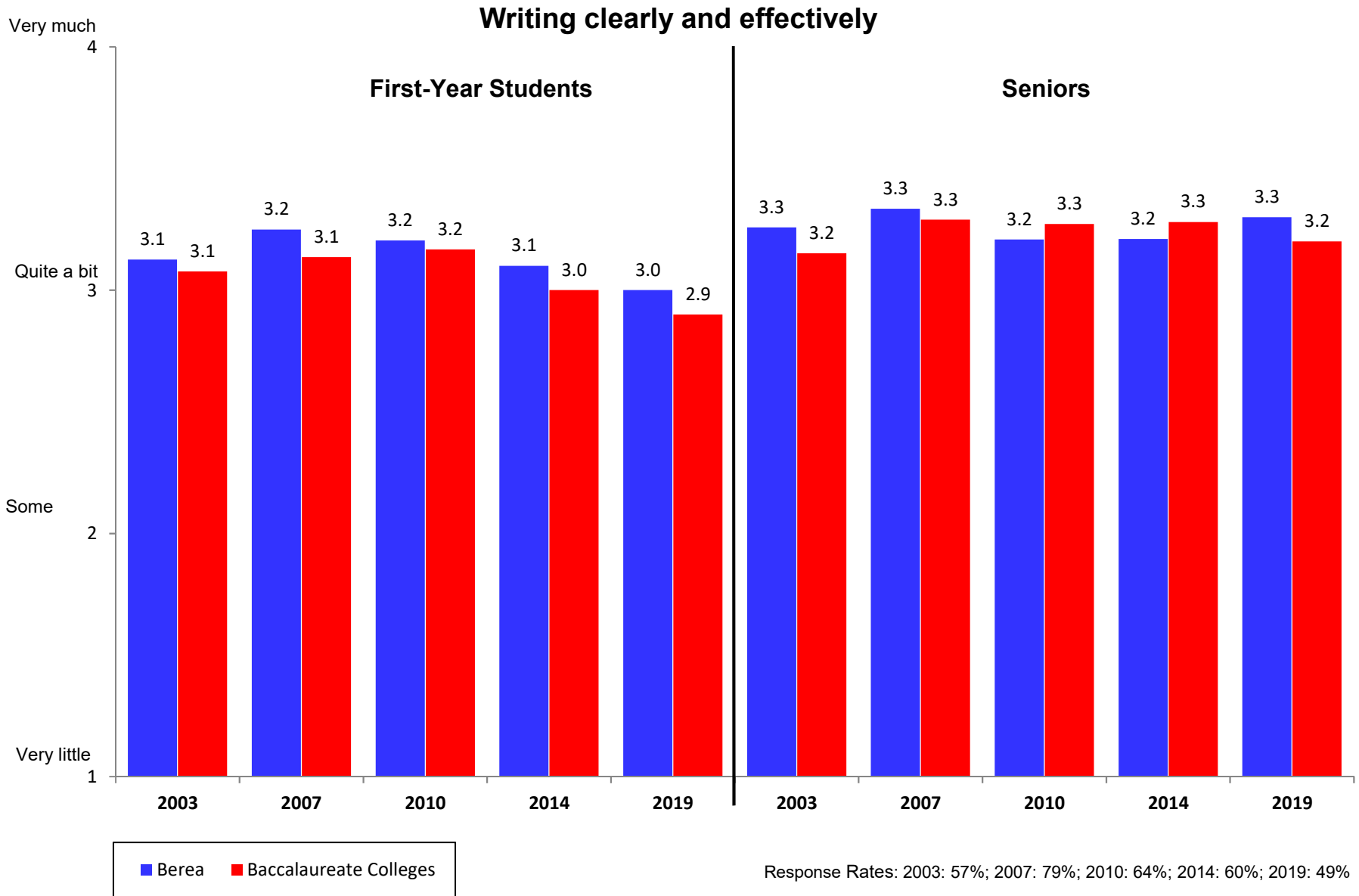
About how many hours do you spend in a typical 7-day week doing the following?

Commuting to campus (driving, walking, etc.)



National Survey of Student Engagement (NSSE)

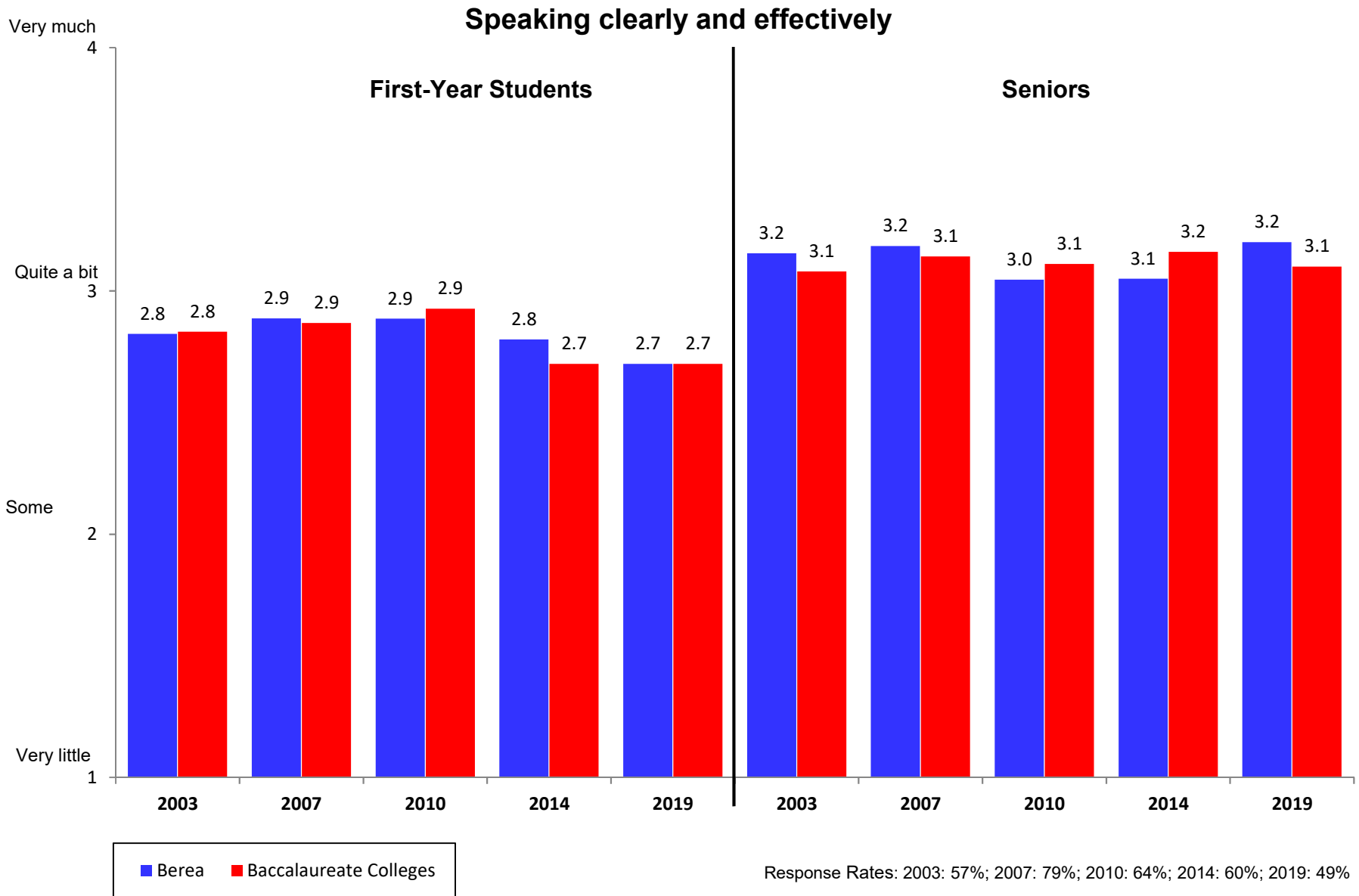
During the current school year, how much has your coursework emphasized the following?



\* ... pretty much the same form"

National Survey of Student Engagement (NSSE)

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

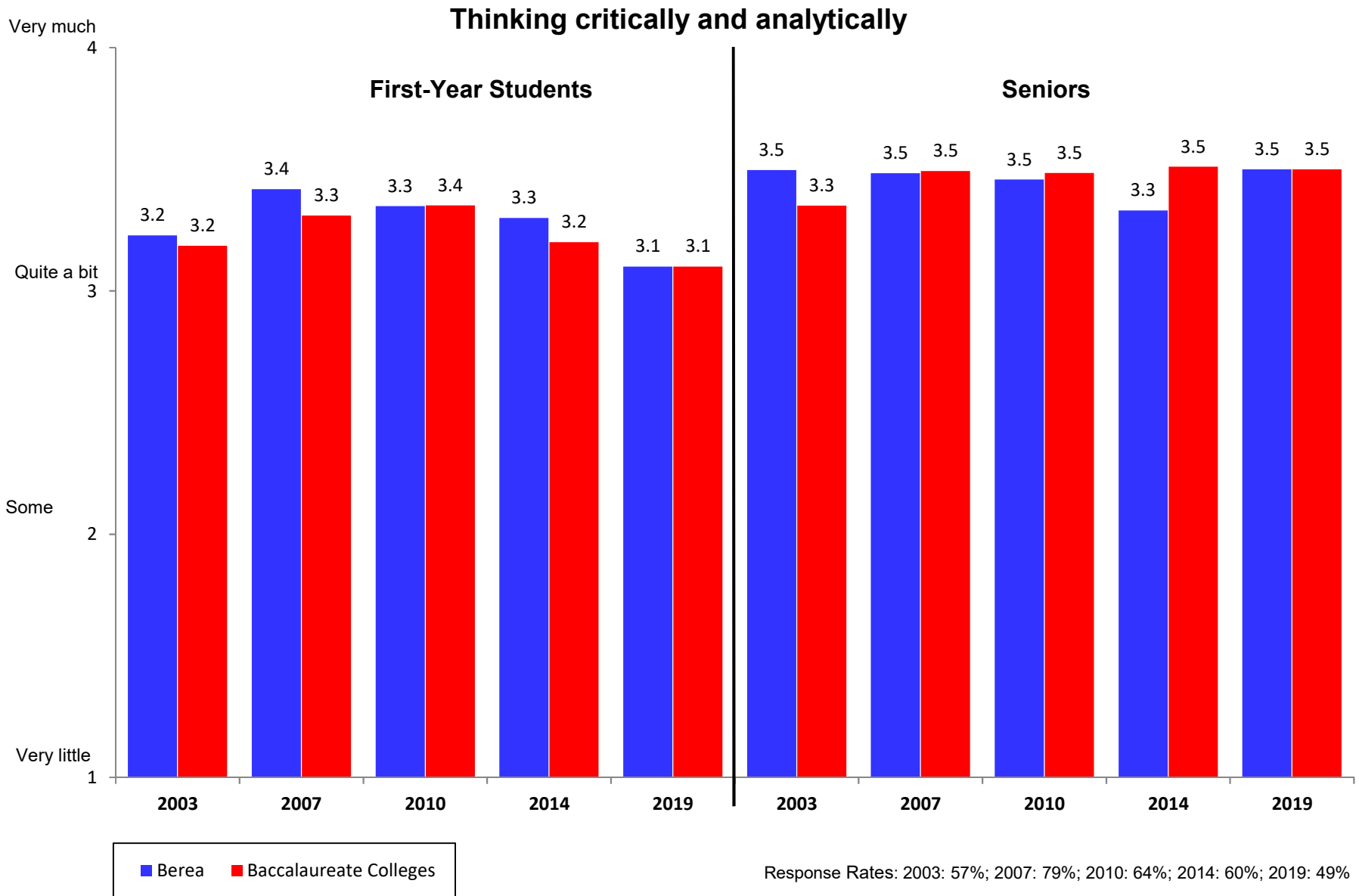


\* ... pretty much the same form"



National Survey of Student Engagement (NSSE)

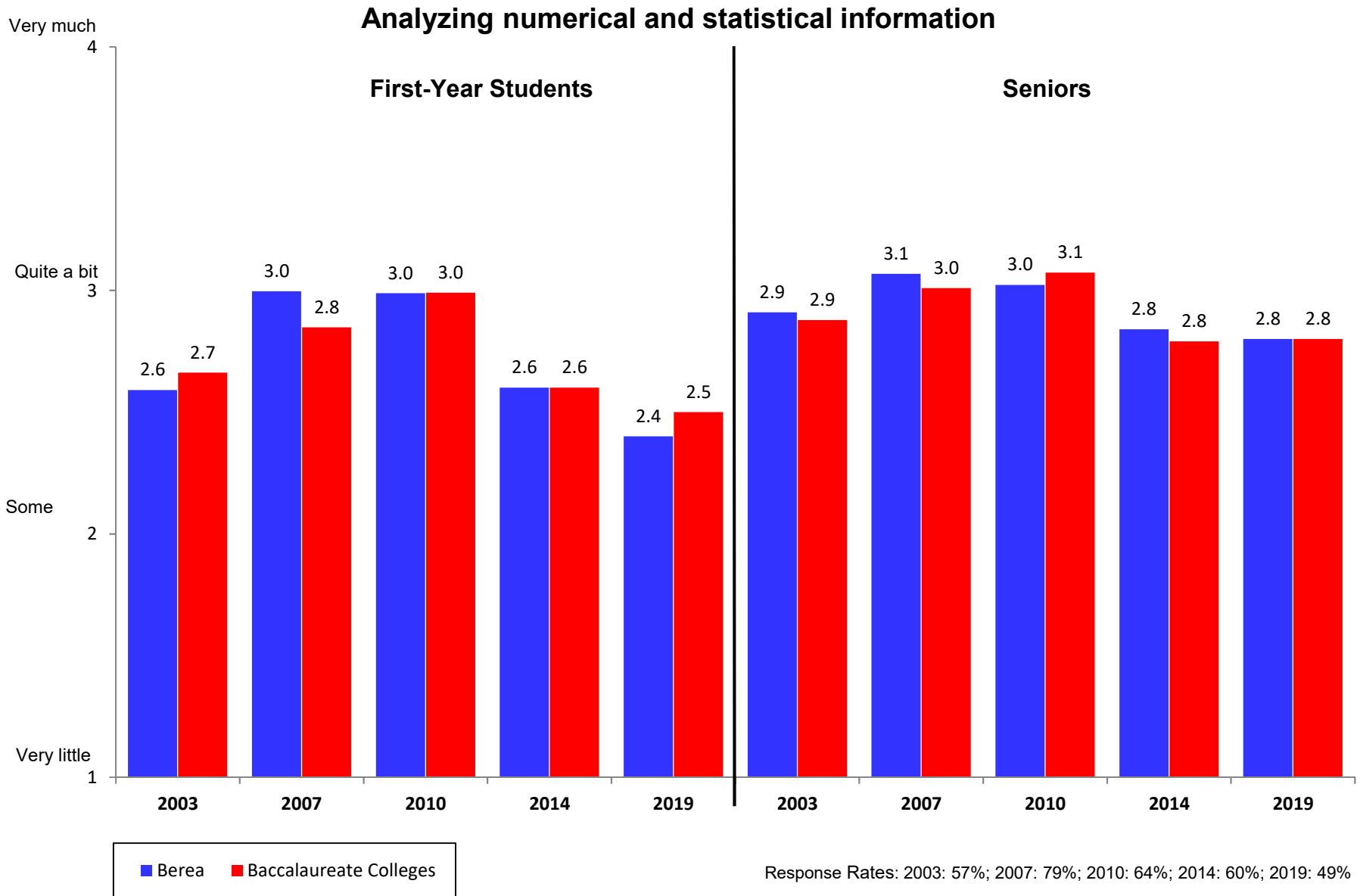
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?



\* ... pretty much the same form"

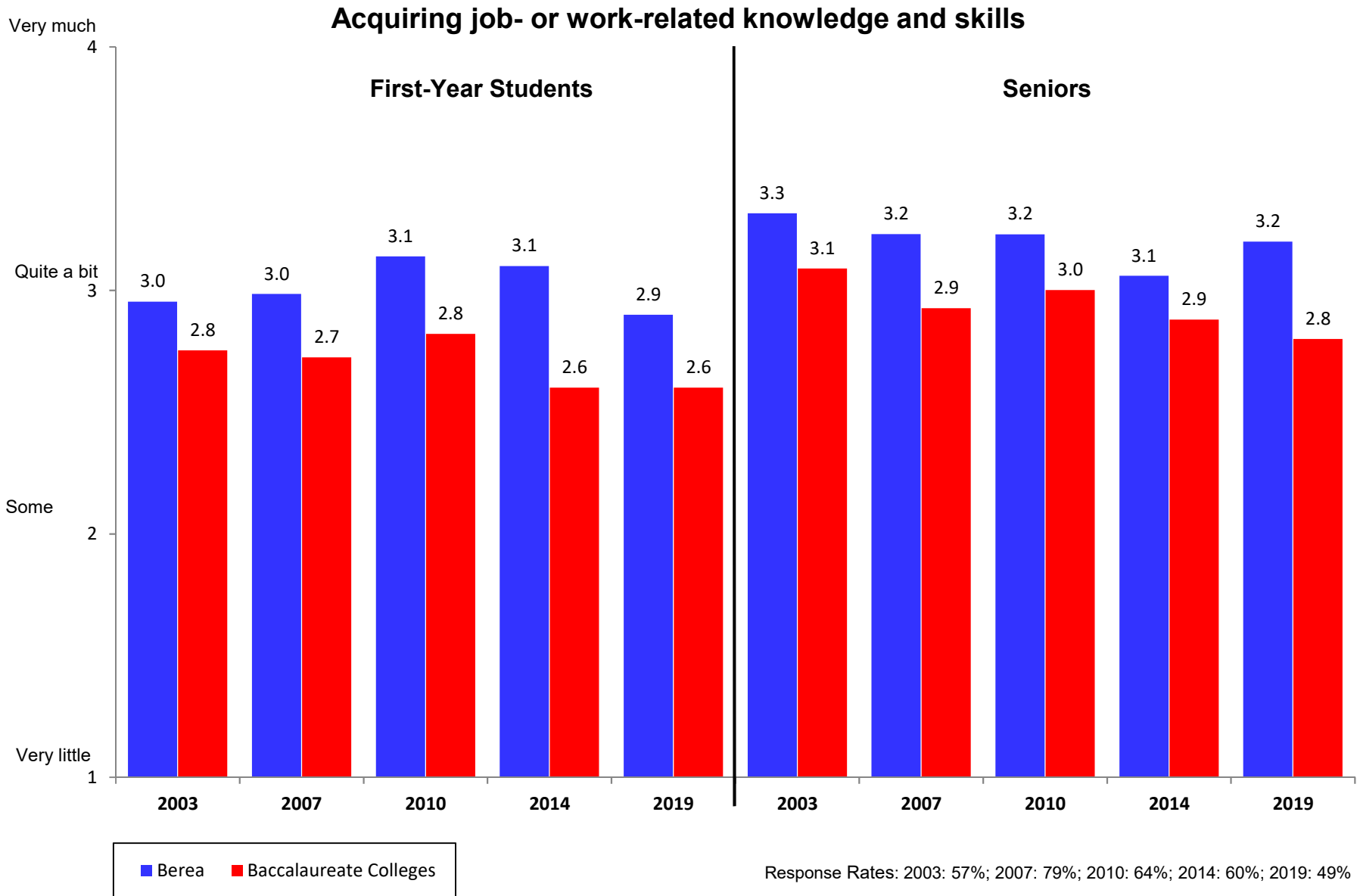
National Survey of Student Engagement (NSSE)

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



\* ... pretty much the same form"

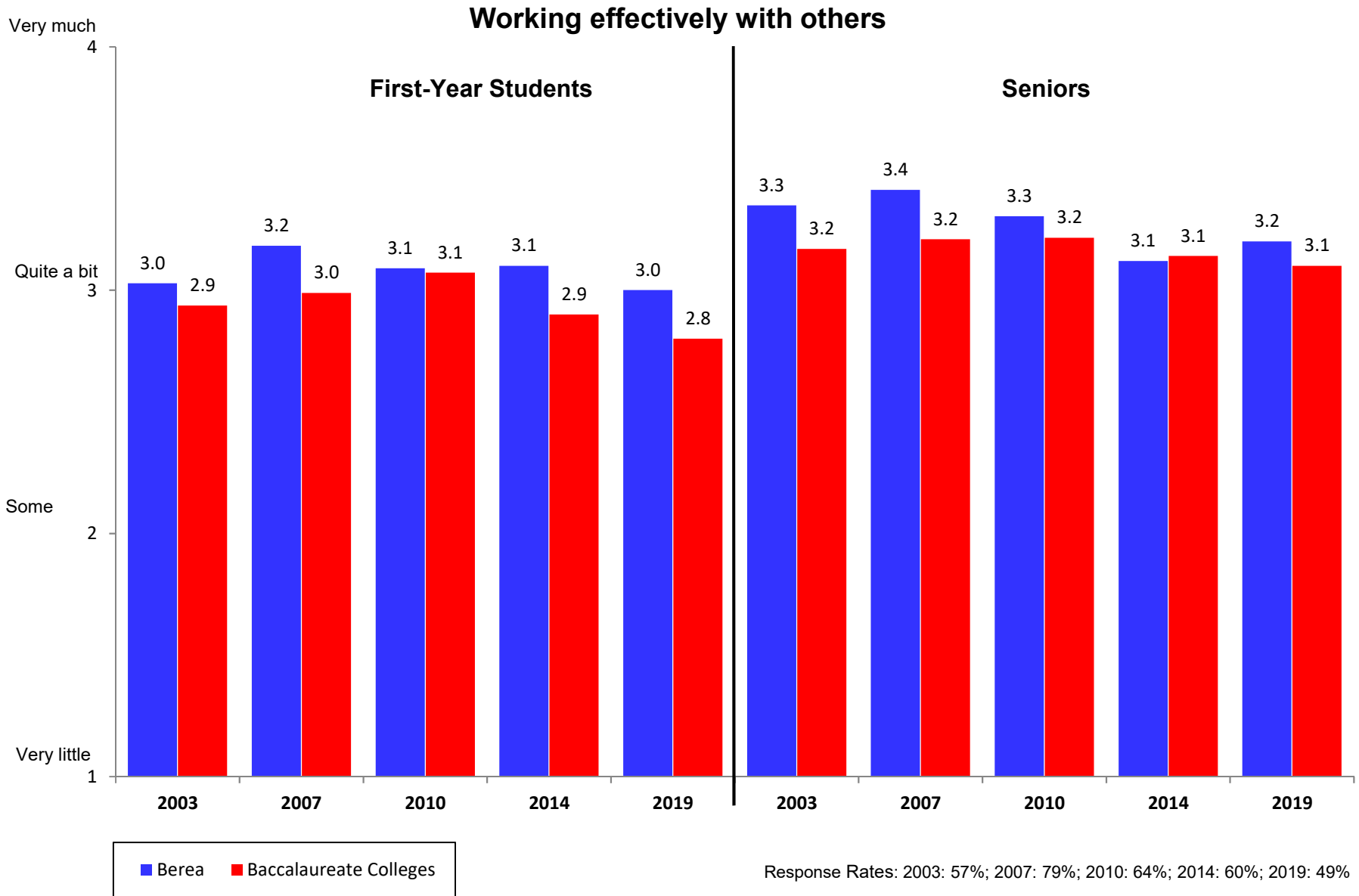
*During the current school year, how much has your coursework emphasized the following?*



\* ... pretty much the same form"

National Survey of Student Engagement (NSSE)

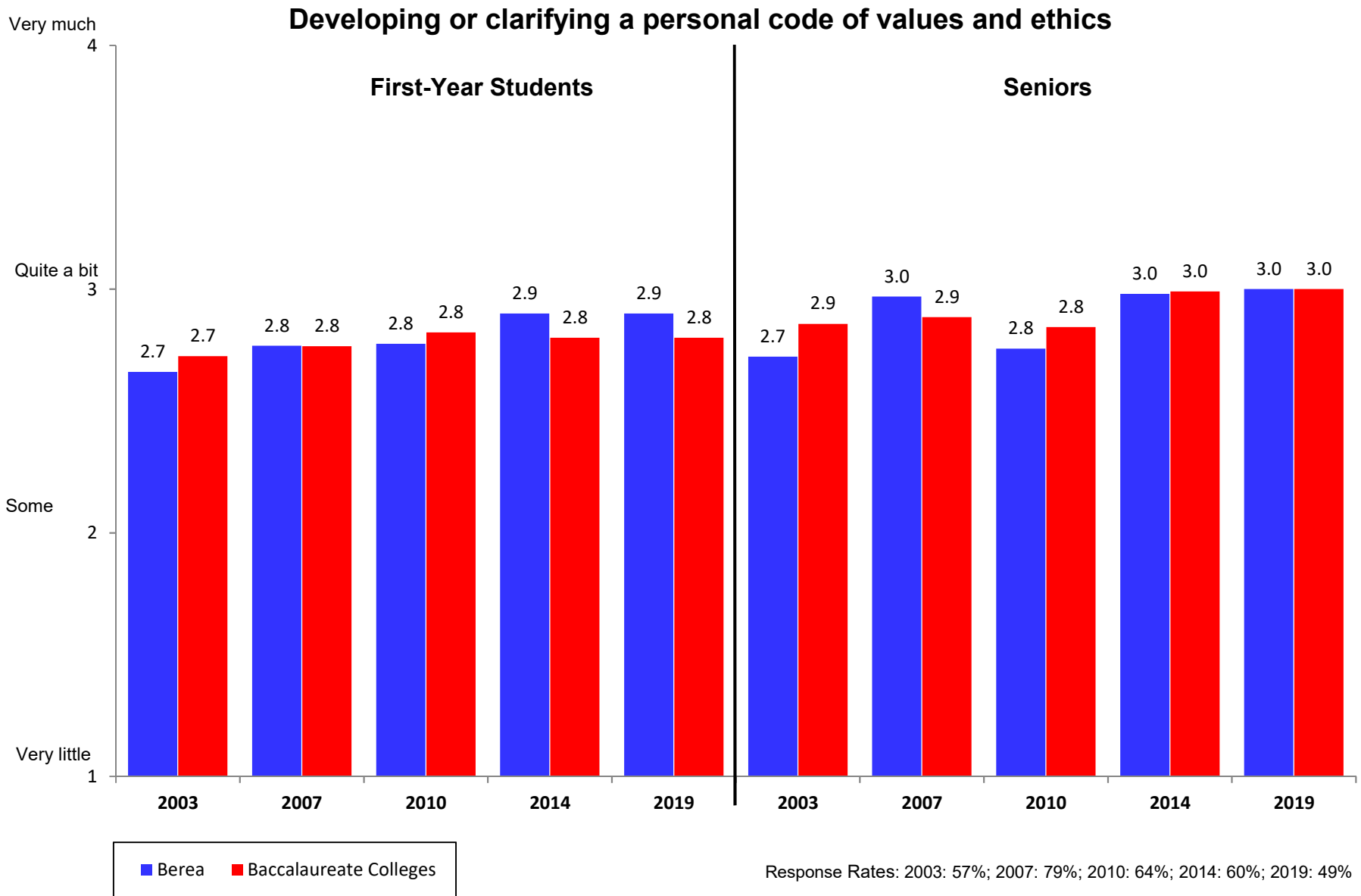
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?



\* ... pretty much the same form"

National Survey of Student Engagement (NSSE)

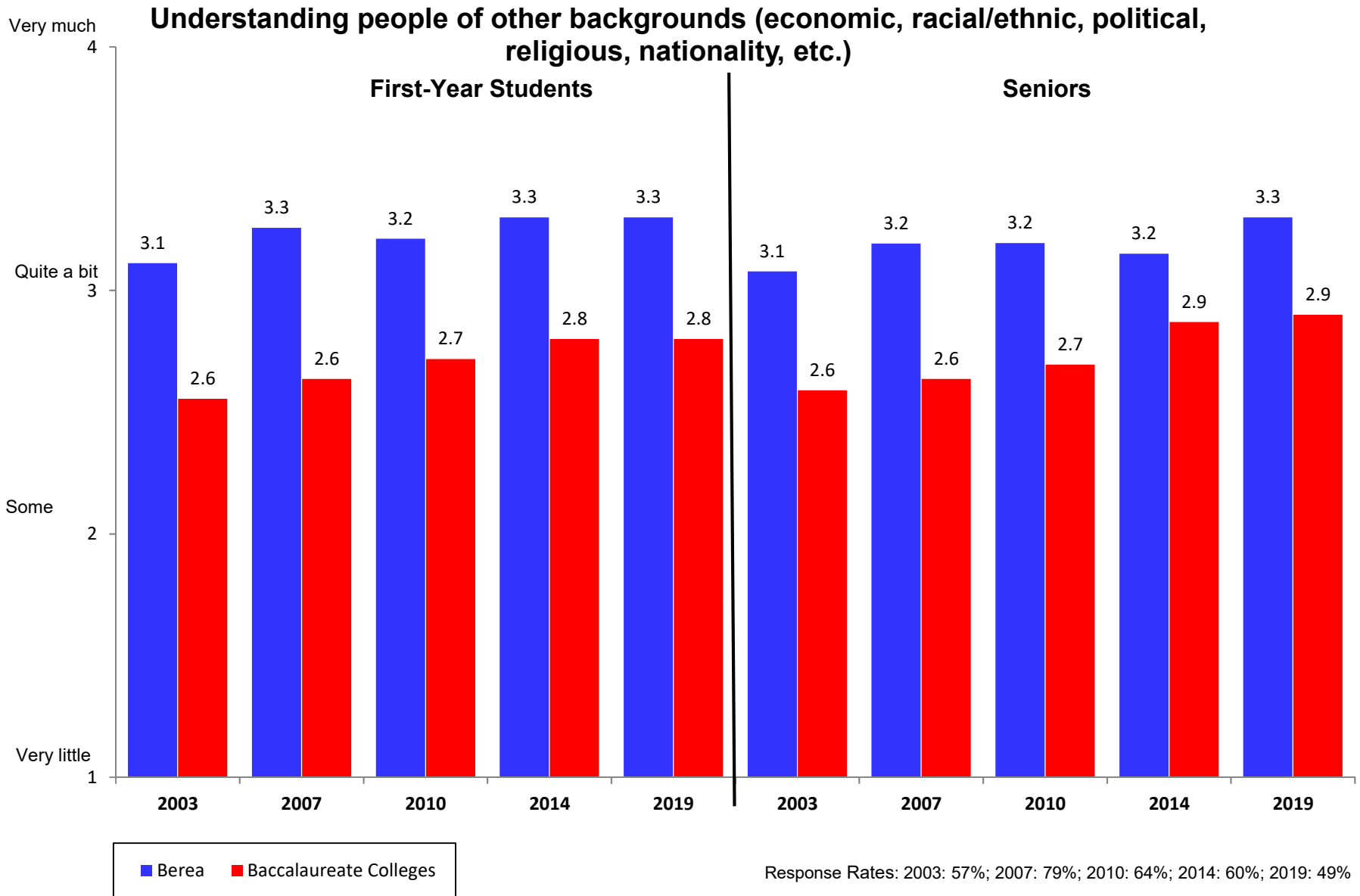
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?



\* ... pretty much the same form"

National Survey of Student Engagement (NSSE)

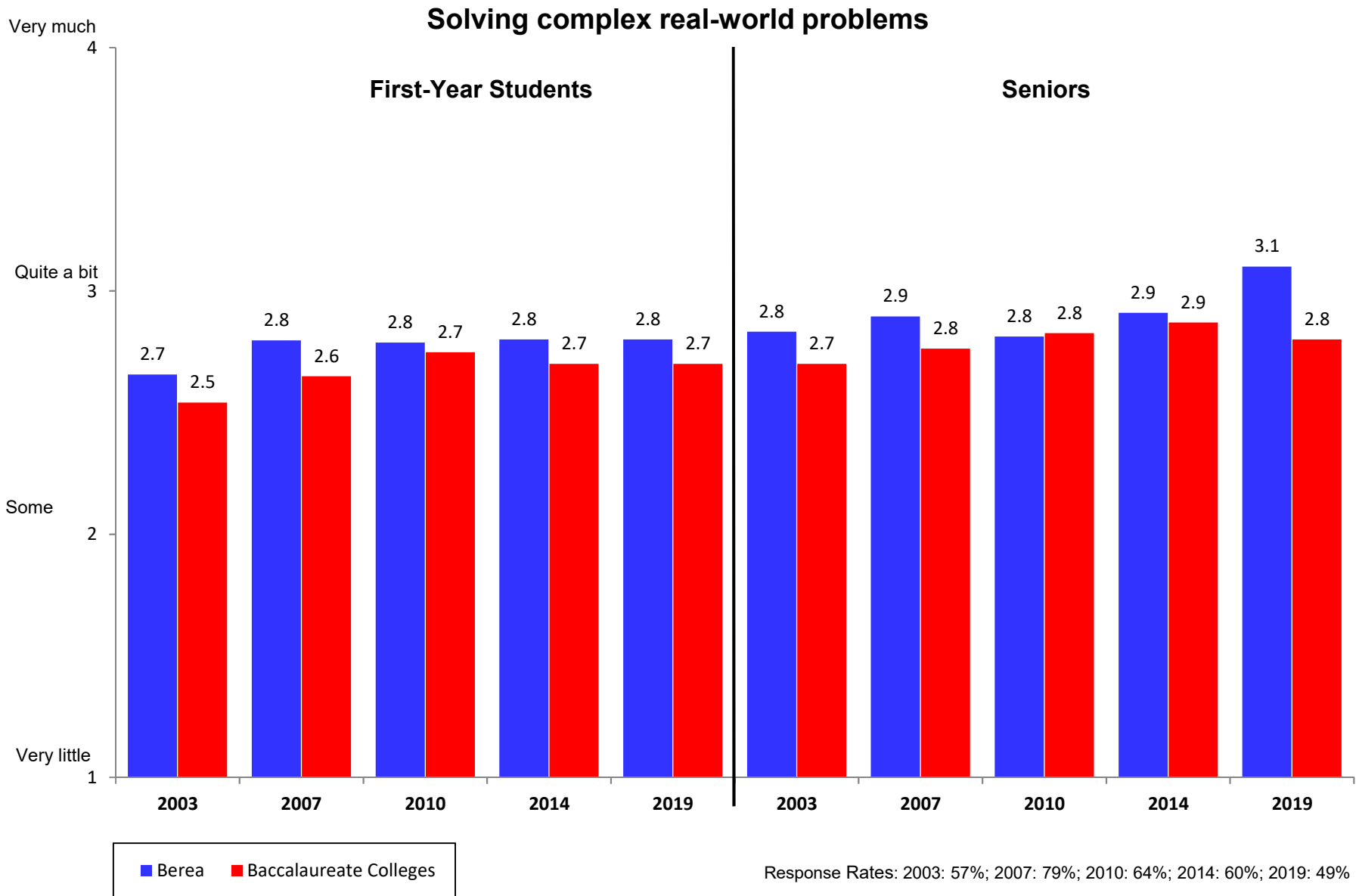
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?



\* ... pretty much the same form"

National Survey of Student Engagement (NSSE)

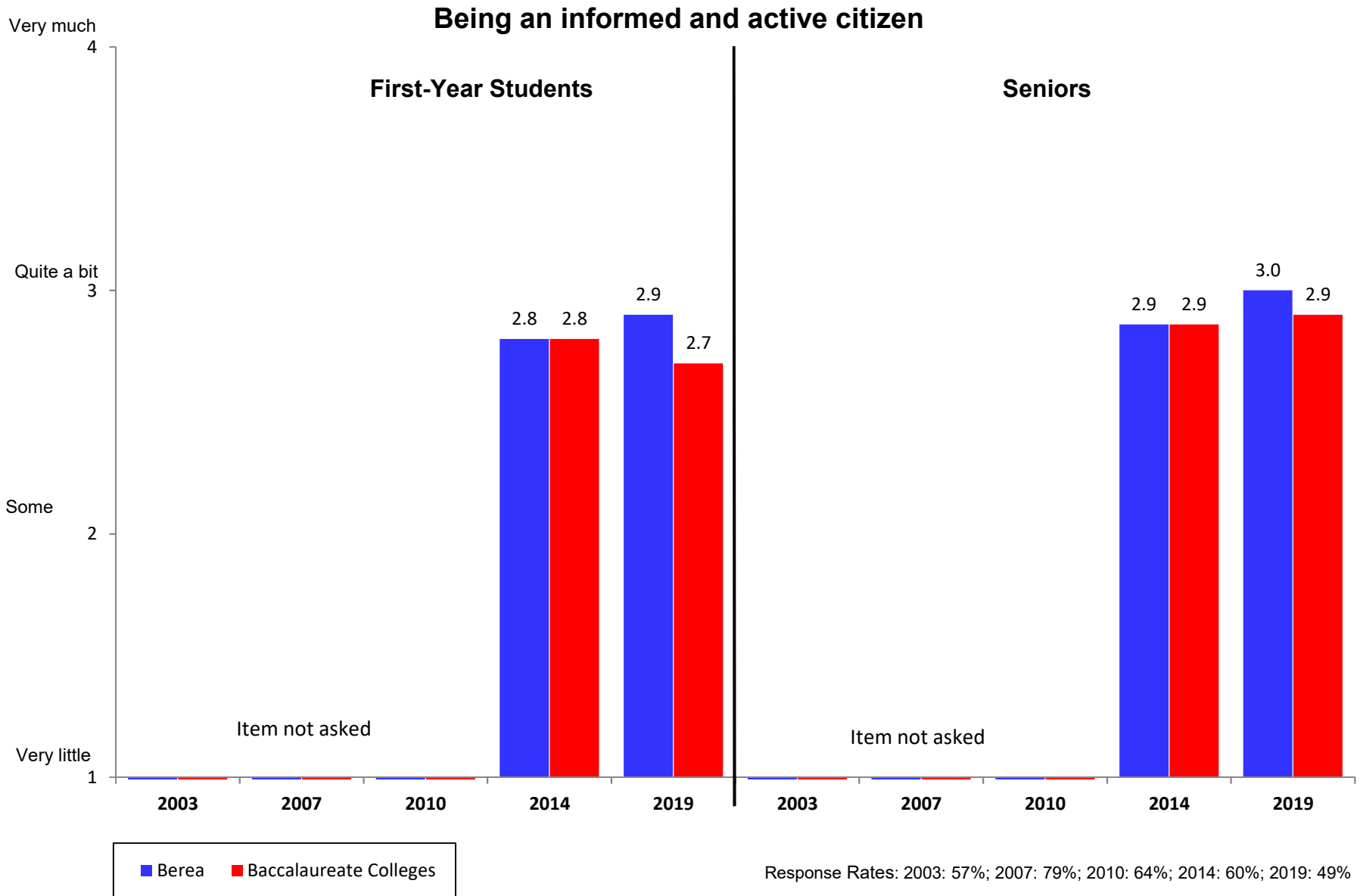
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?



\* ... pretty much the same form"

National Survey of Student Engagement (NSSE)

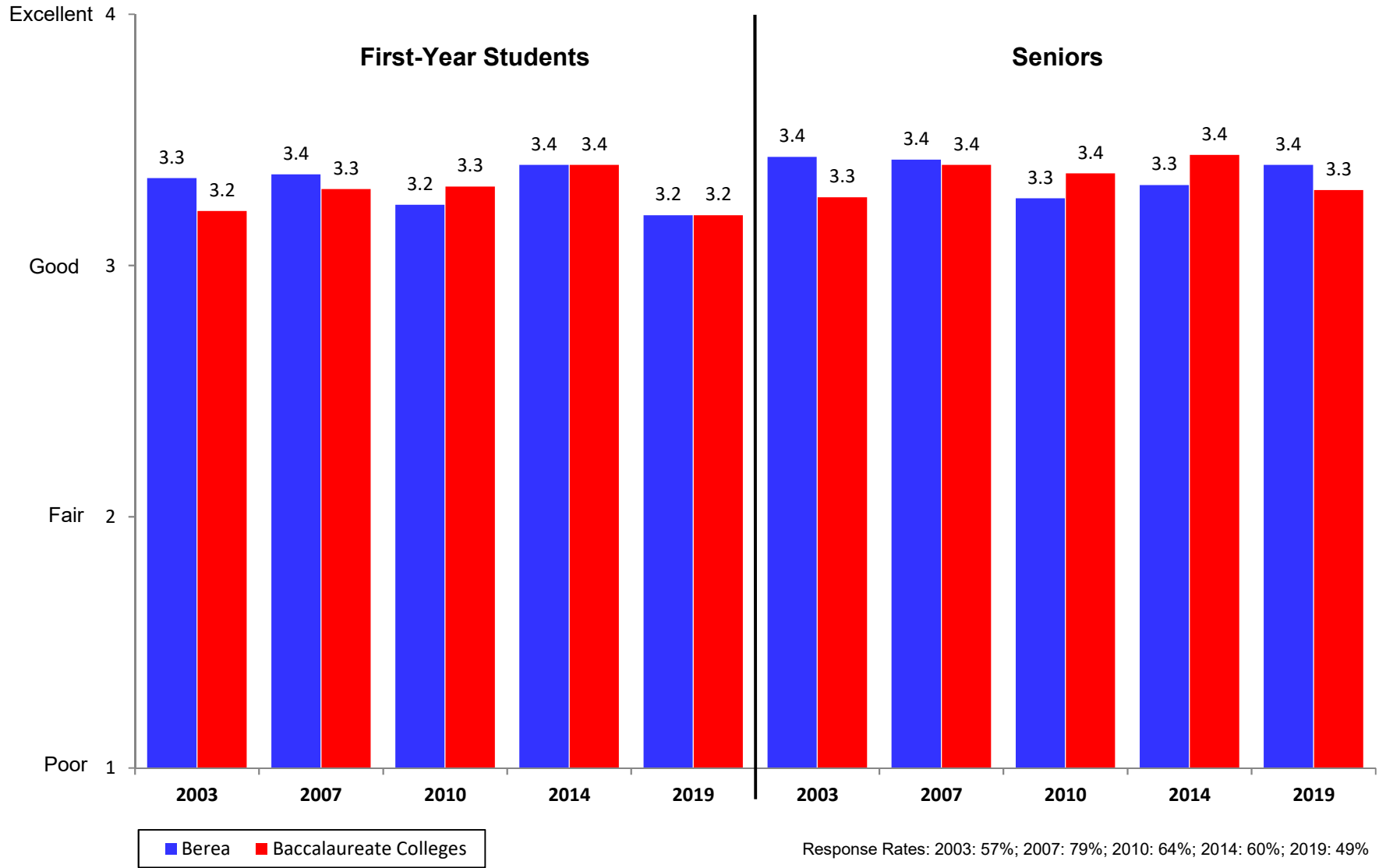
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

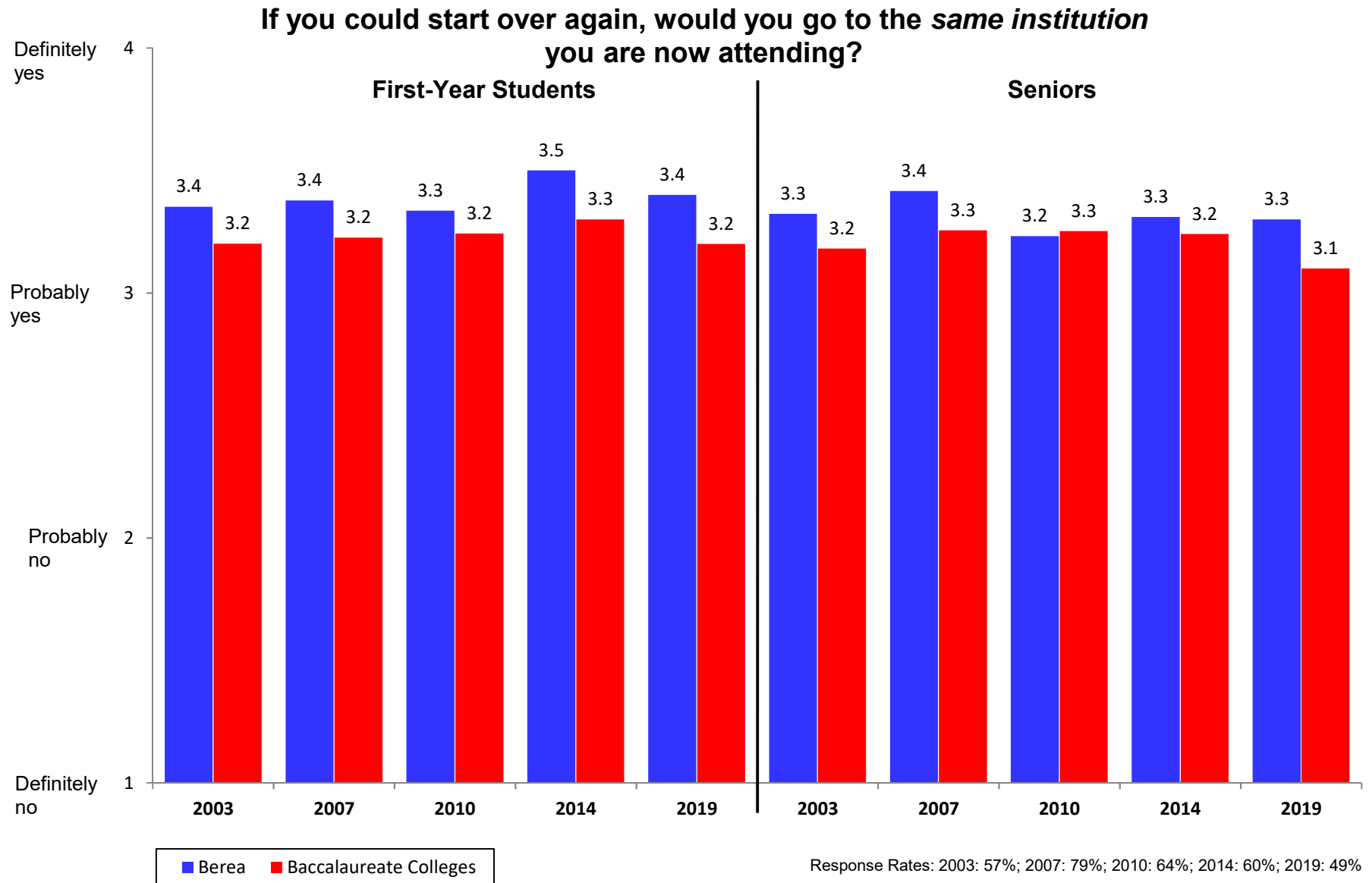


\* ... pretty much the same form"



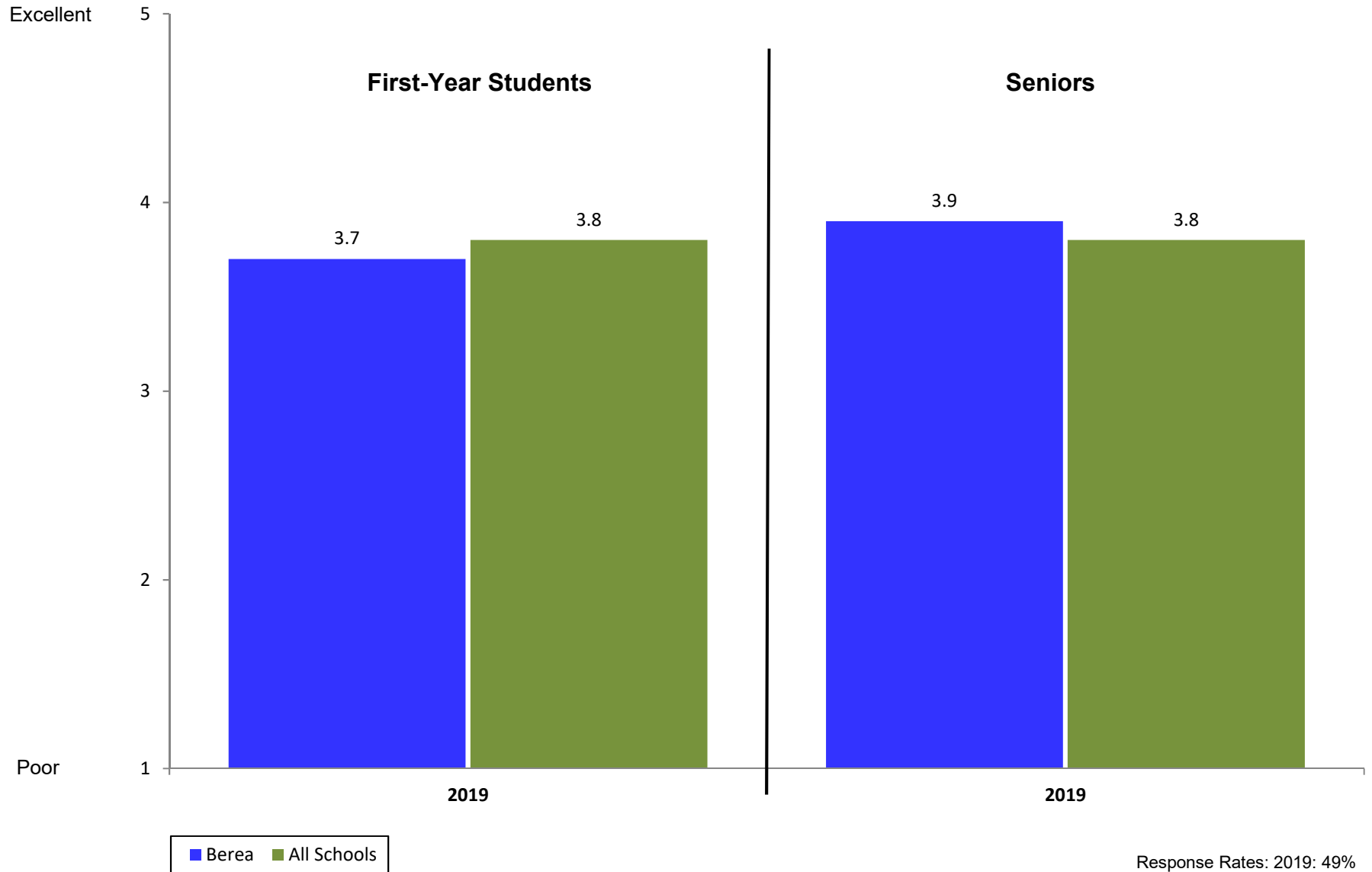
### How would you evaluate your entire educational experience at this institution?





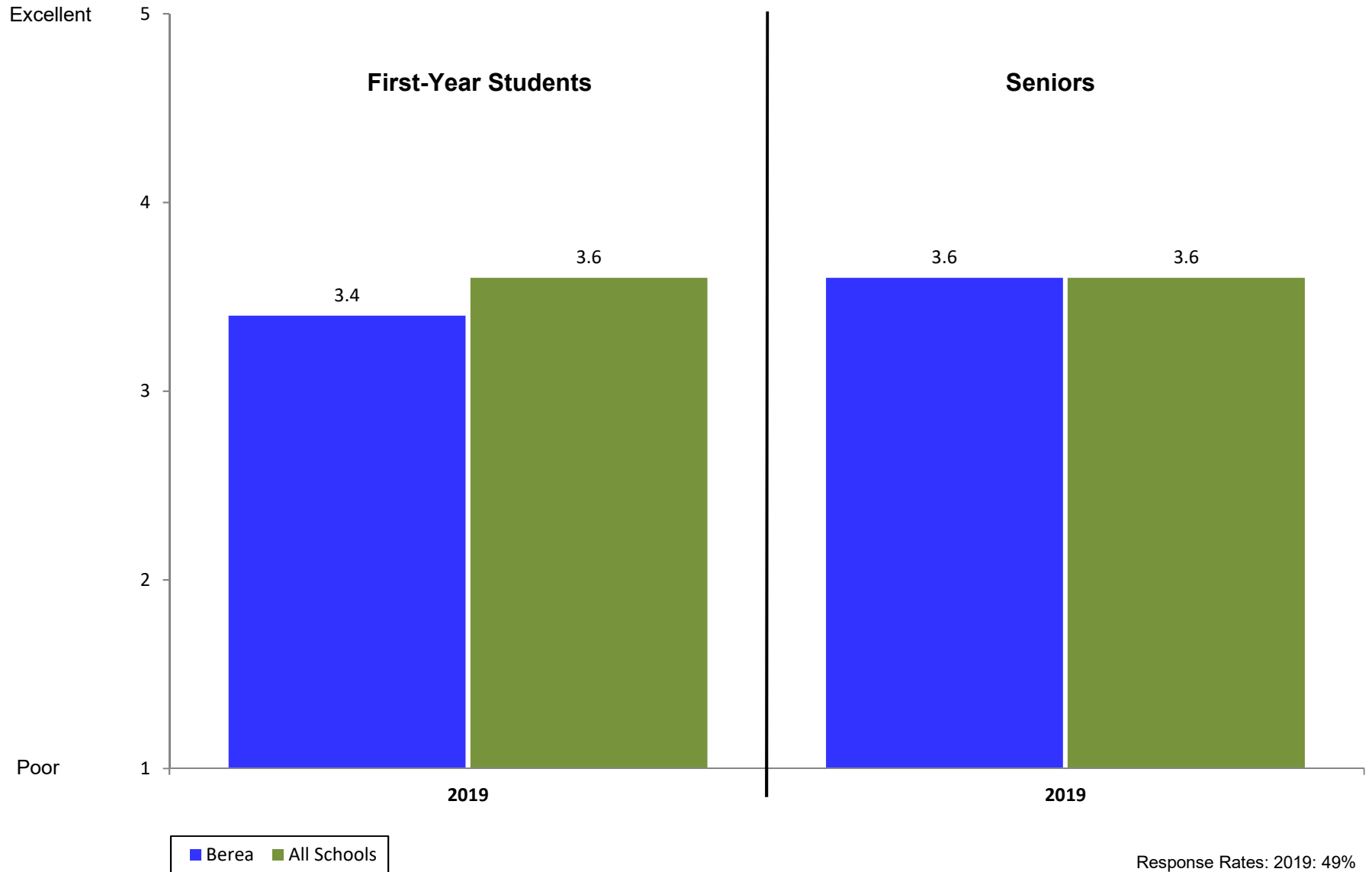
Select the response that best represents your ability to do the following:

**Help people resolve their disagreements with each other**



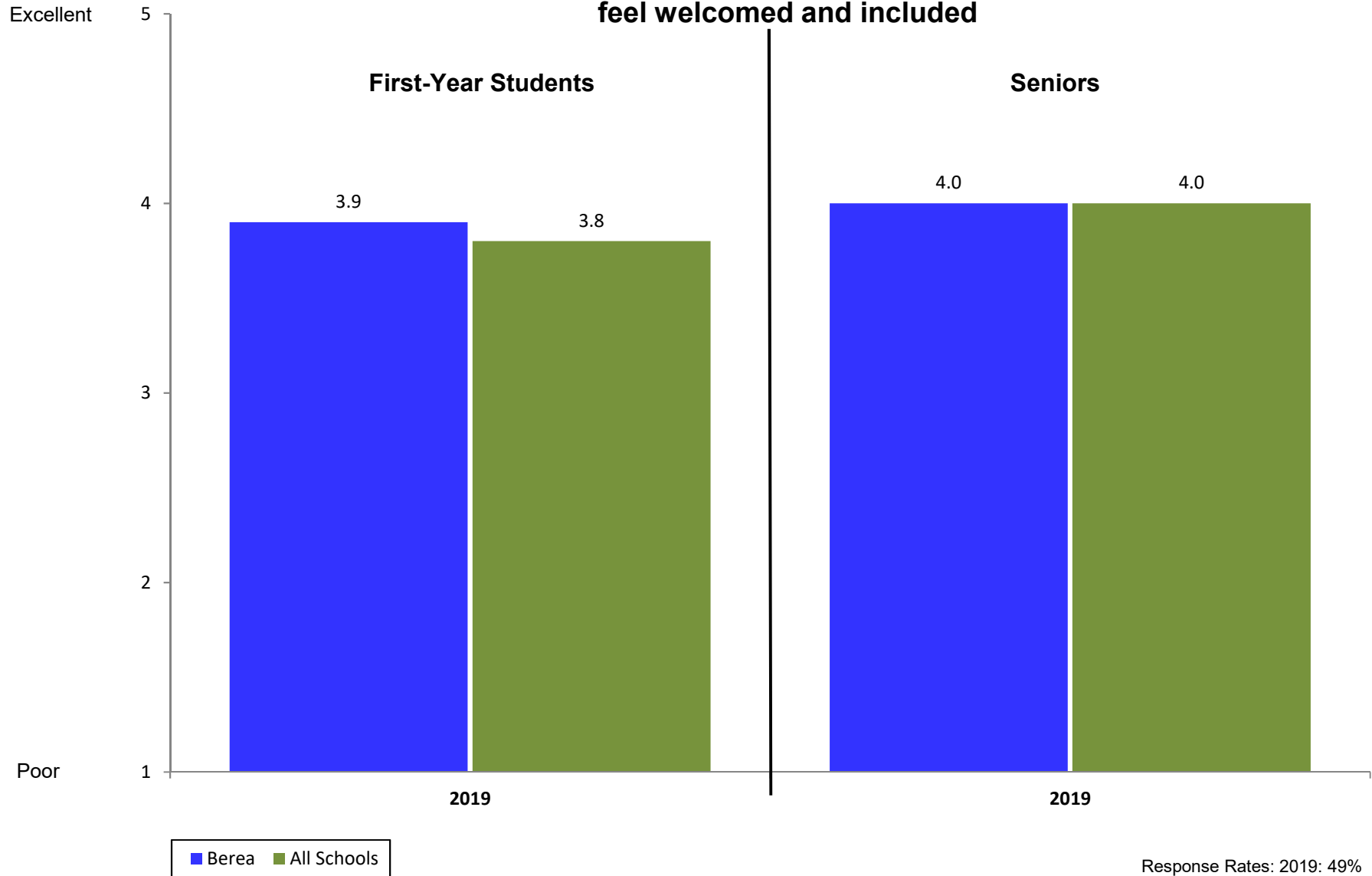
Select the response that best represents your ability to do the following:

**Resolve conflicts that involve bias, discrimination, and prejudice**



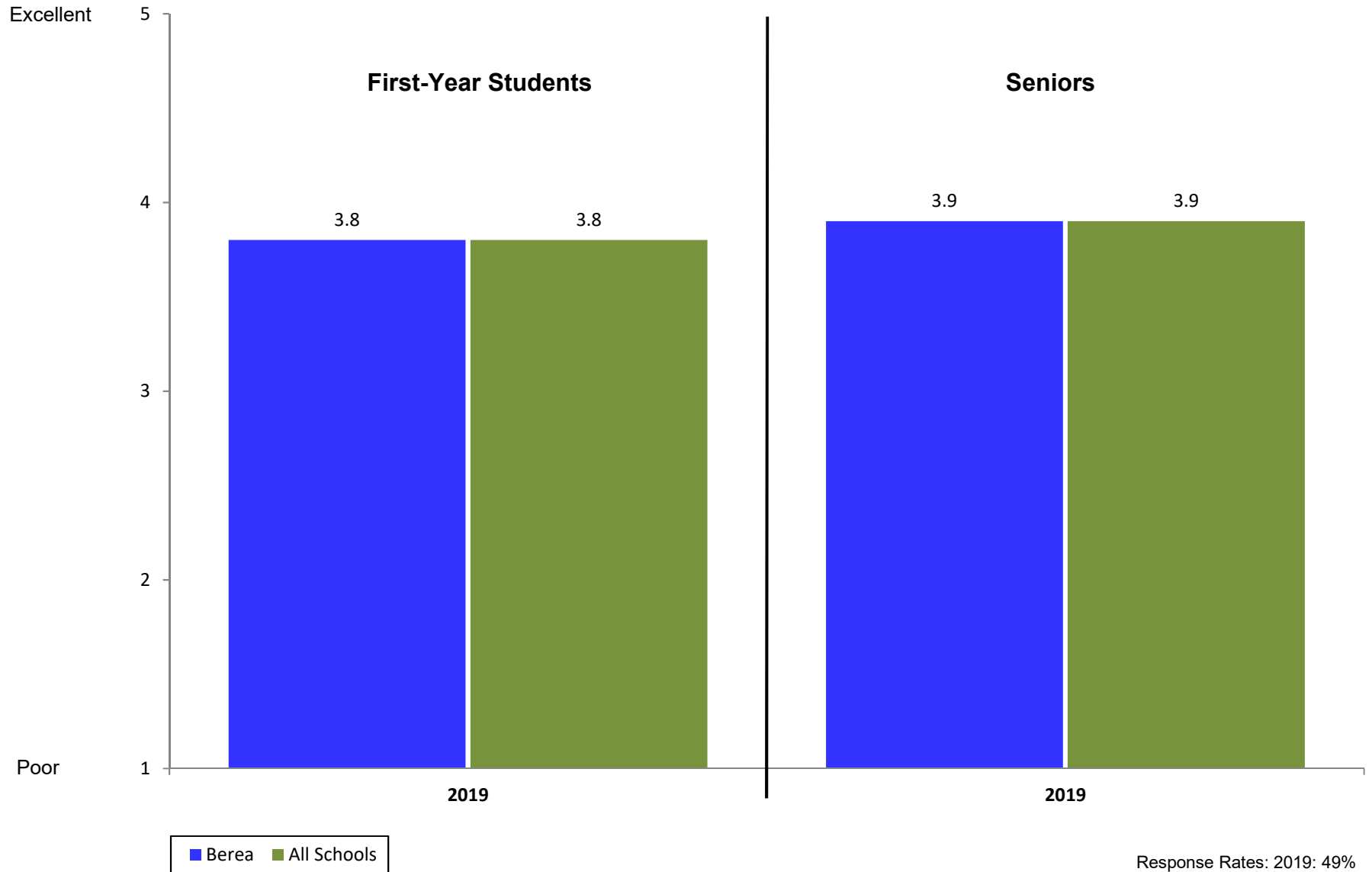
Select the response that best represents your ability to do the following:

**Lead a group in which people from different backgrounds feel welcomed and included**



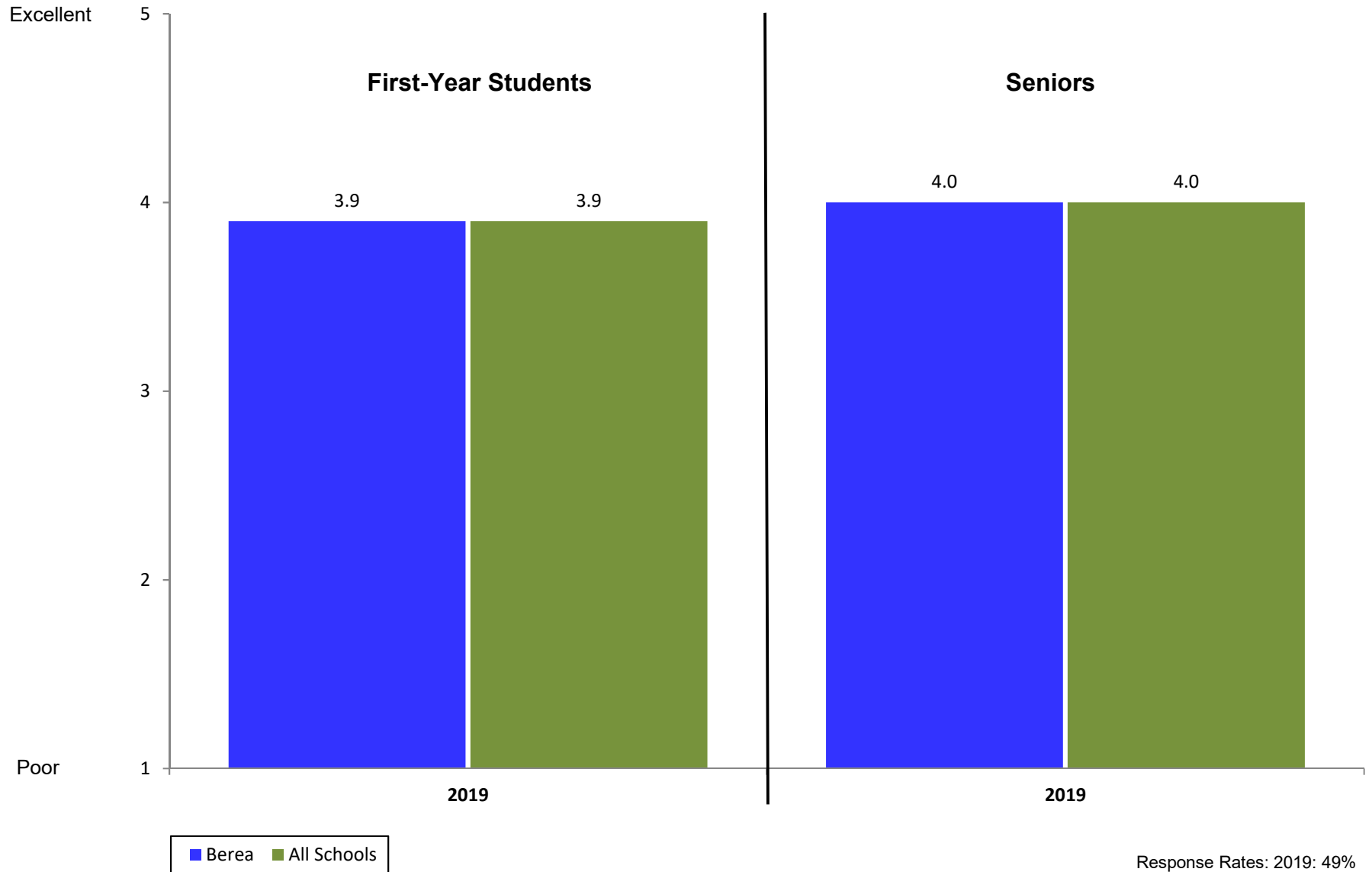
Select the response that best represents your ability to do the following:

**Participate in a constructive dialogue with someone who disagrees with you**



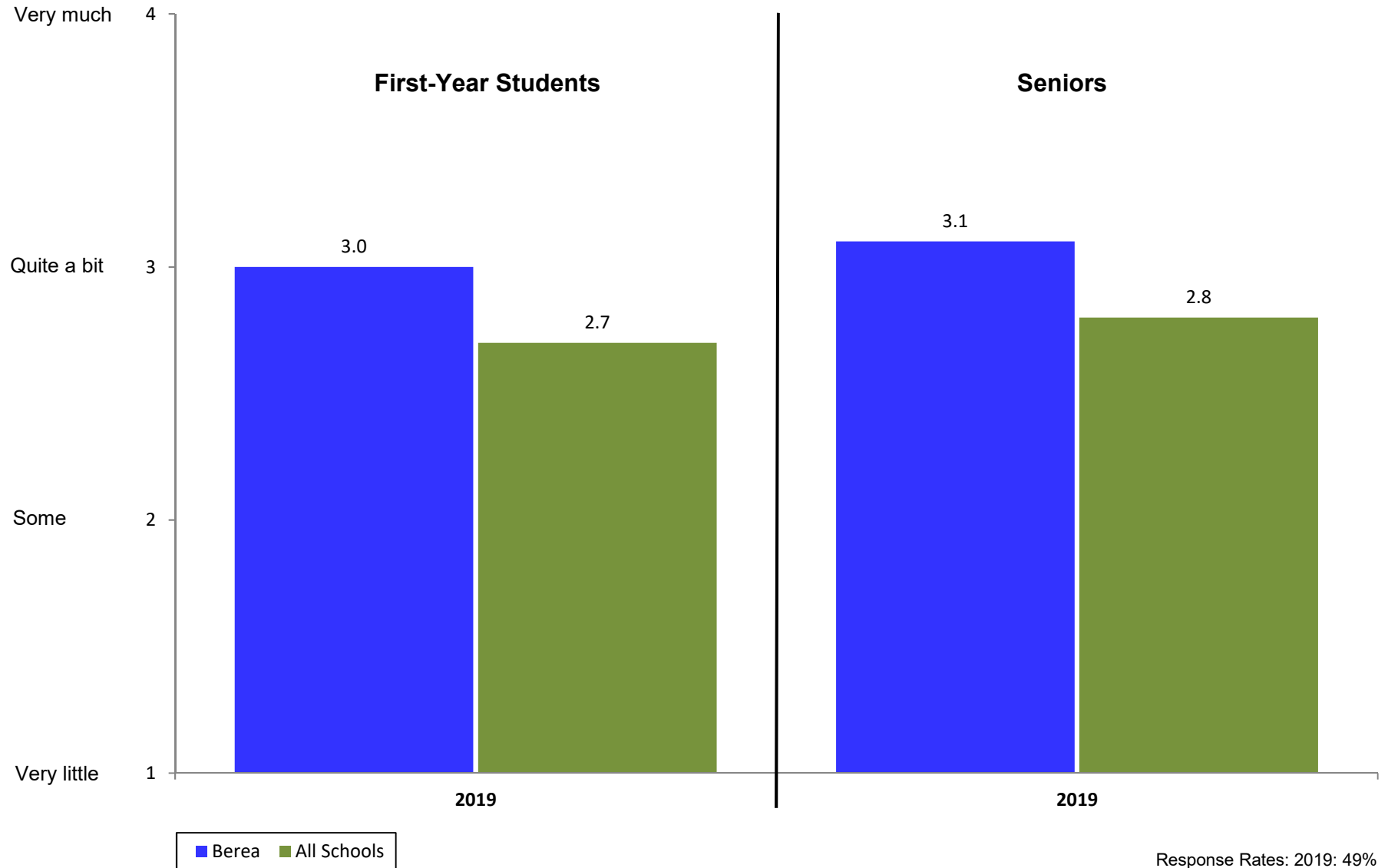
Select the response that best represents your ability to do the following:

### Contribute to the well-being of your community



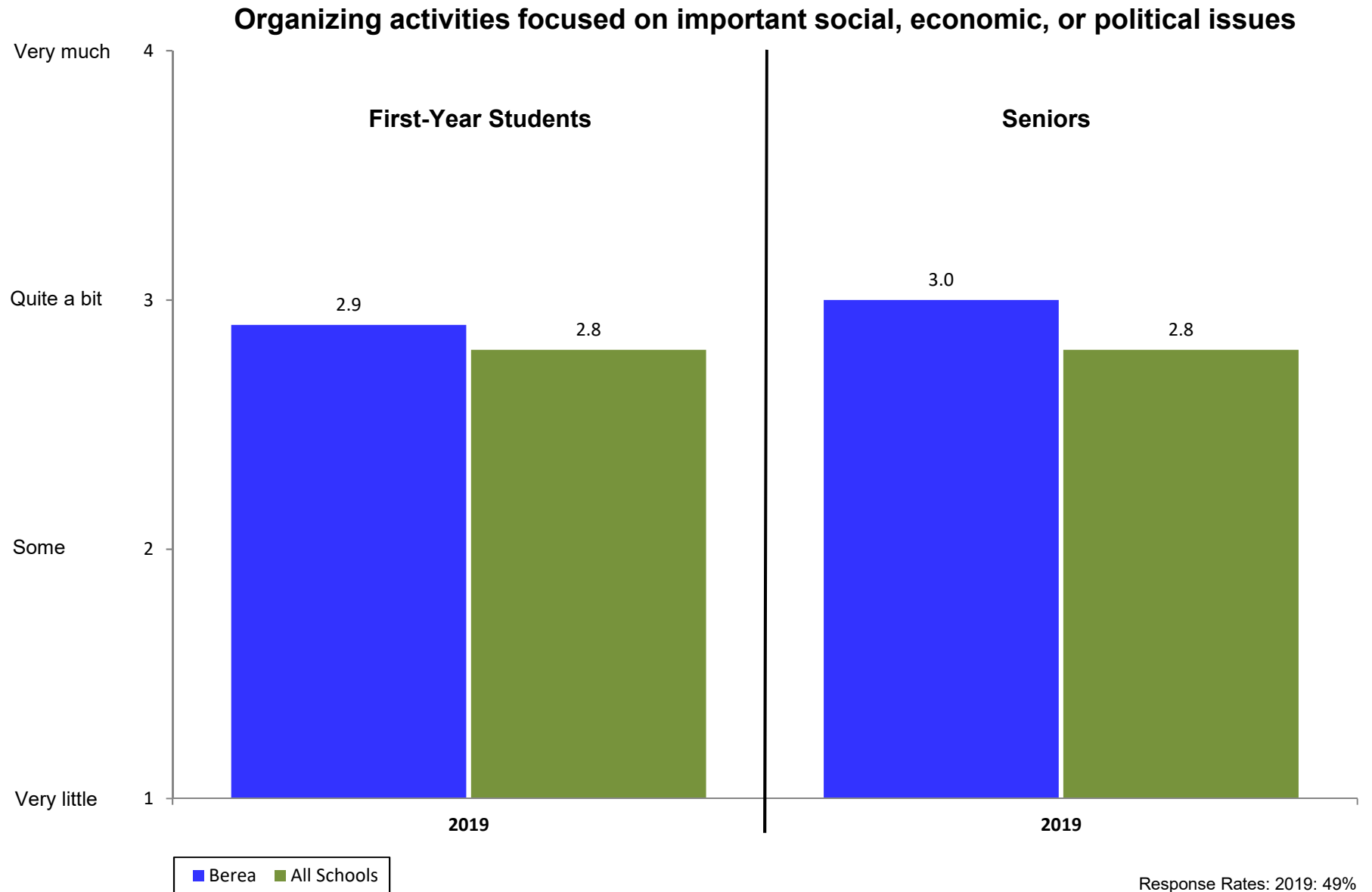
*How much does your institution emphasize the following?*

**Discussing important social, economic, or political issues with others**

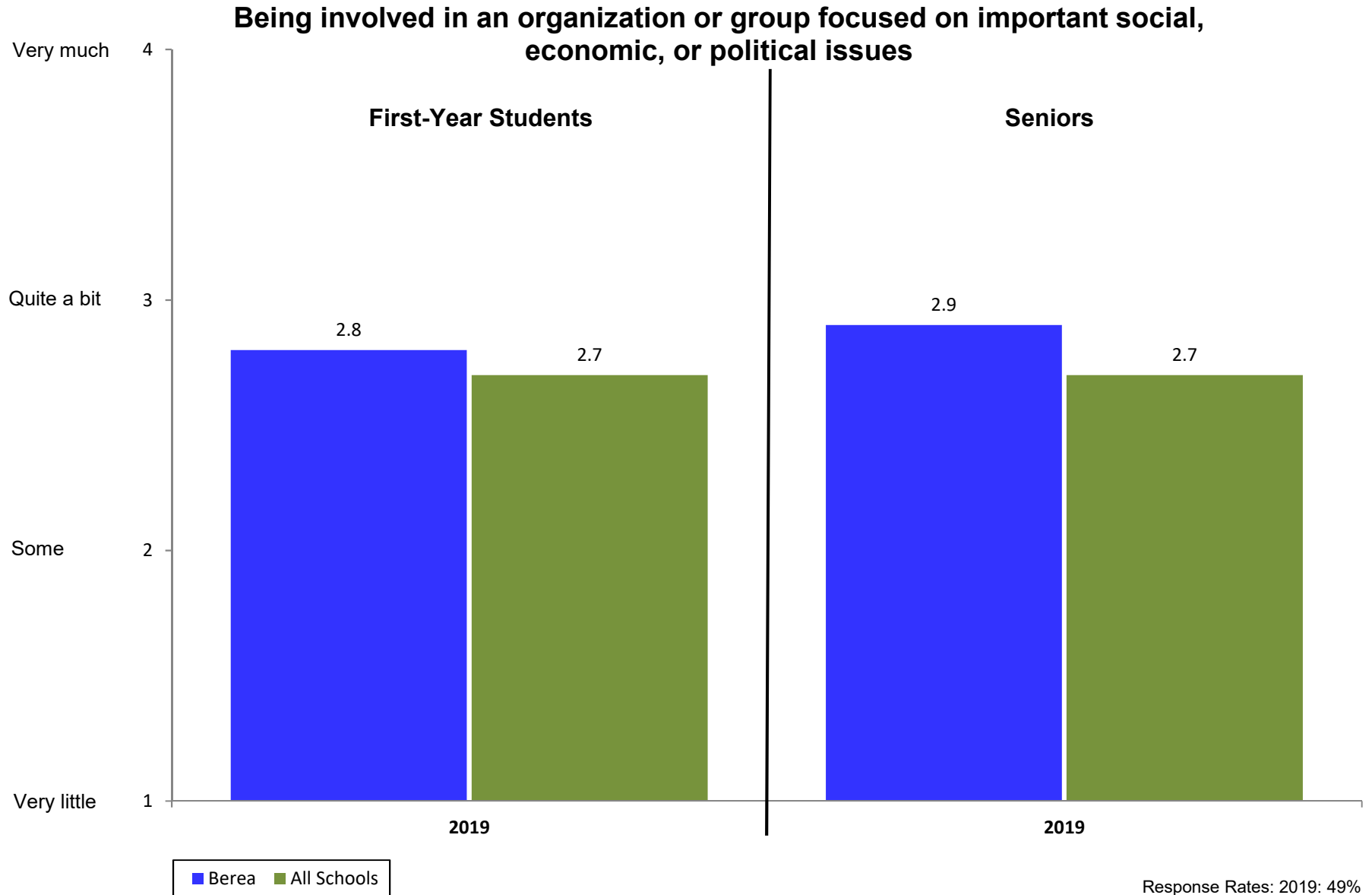




*How much does your institution emphasize the following?*

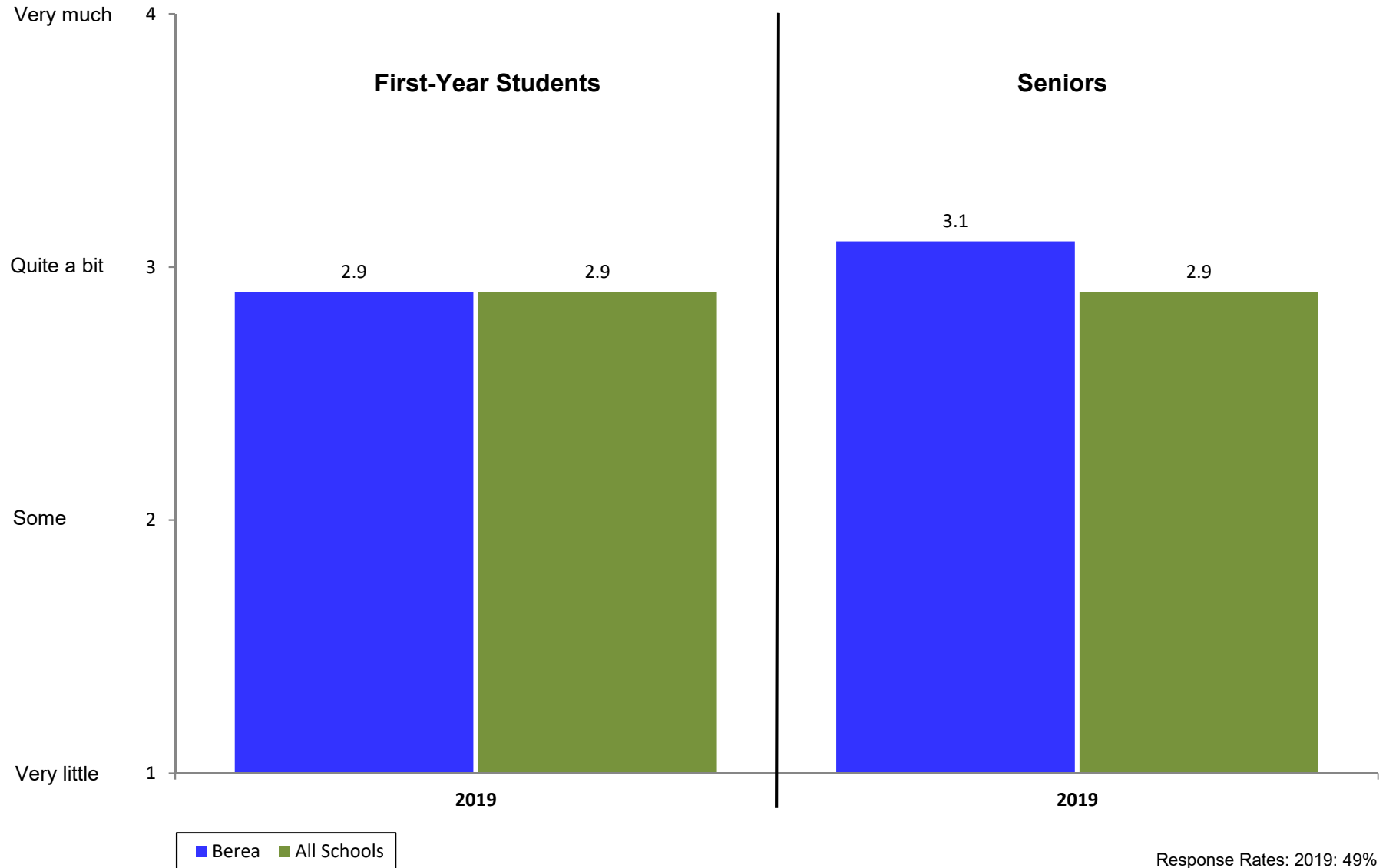


*How much does your institution emphasize the following?*



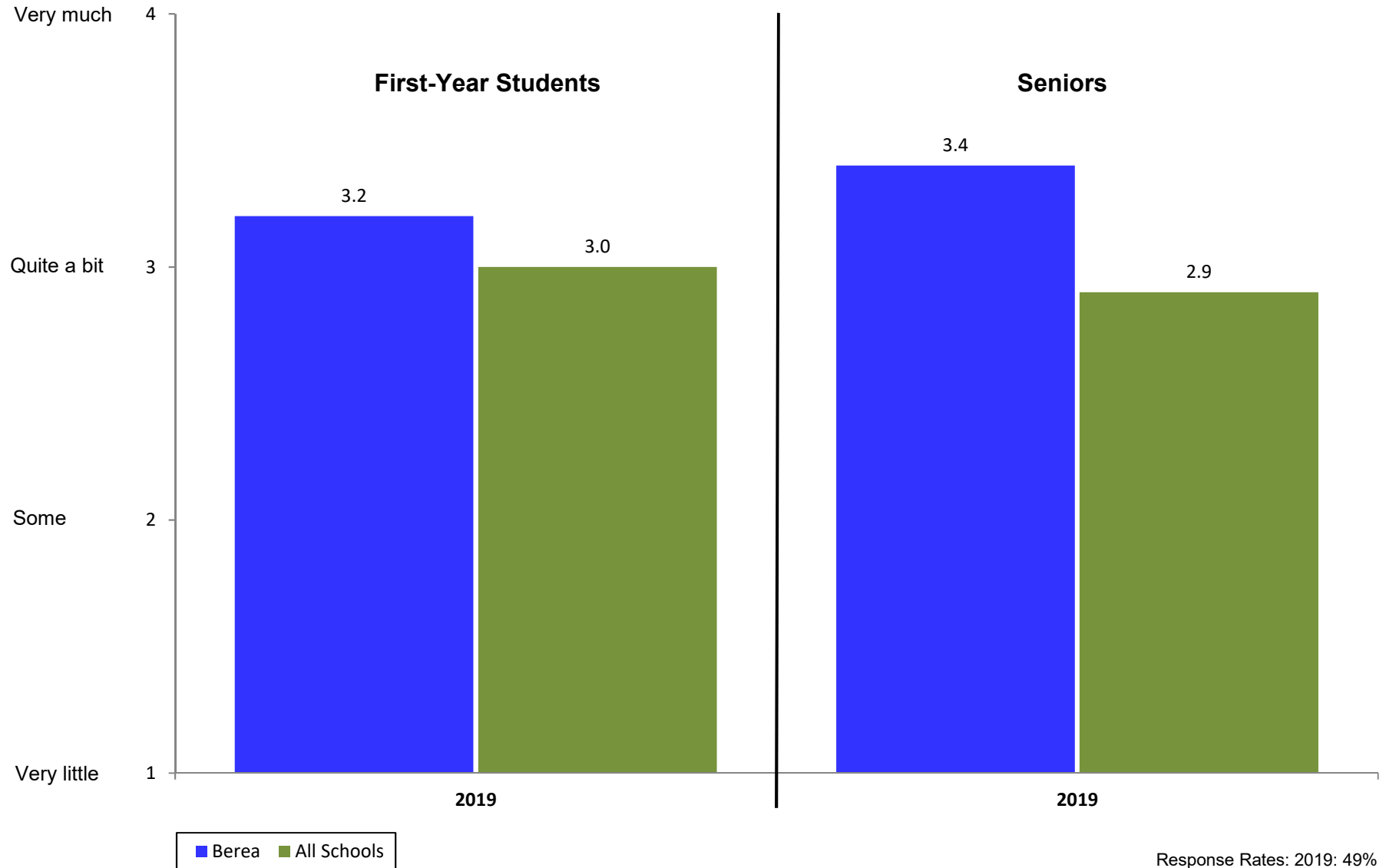
*How much does your institution emphasize the following?*

### Being an informed and active citizen



*How much does your institution emphasize the following?*

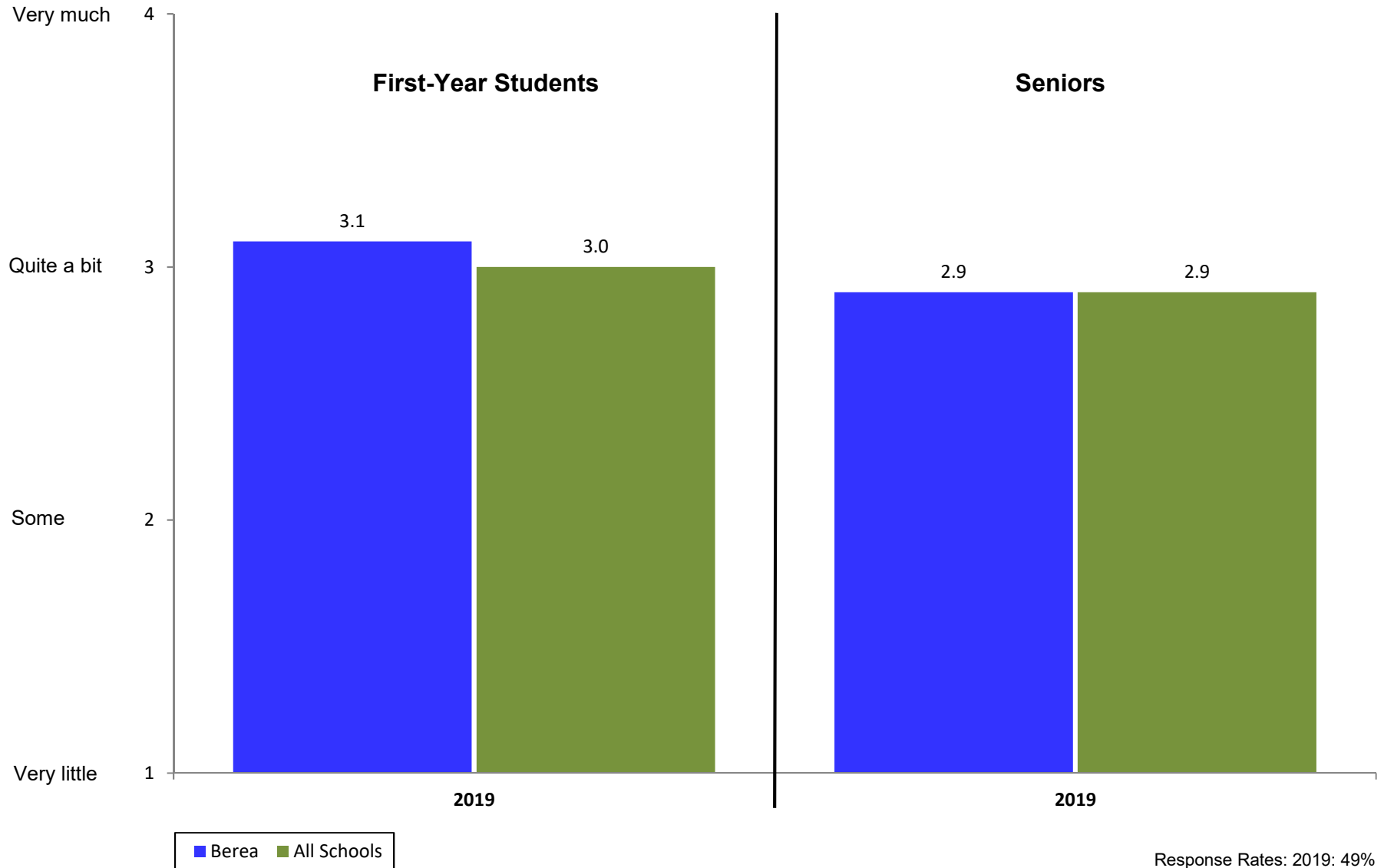
### Voting in campus, local, state, or national elections



Response Rates: 2019: 49%

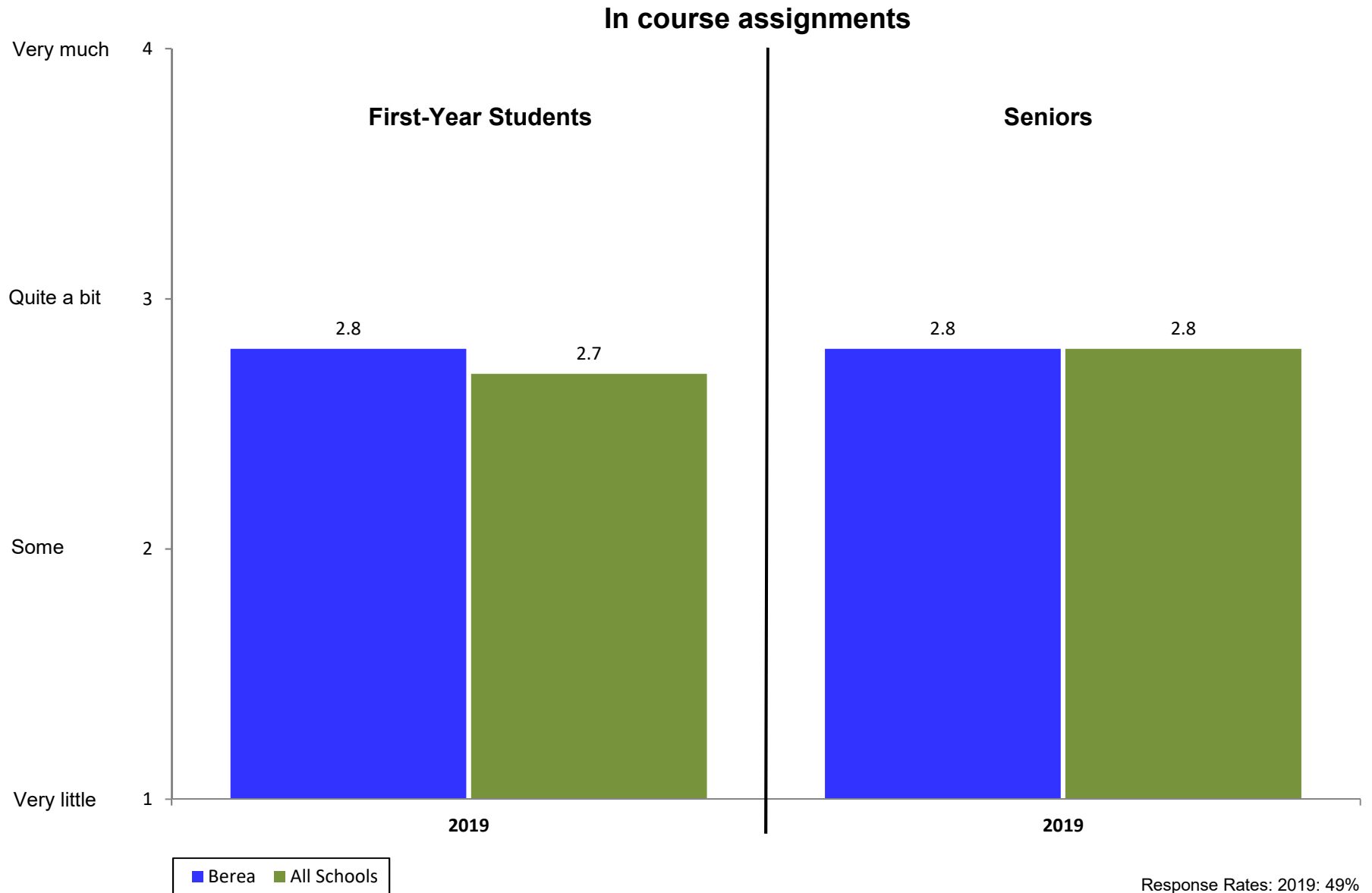
*How much does your institution emphasize the following?*

### Encouraging free speech and expression

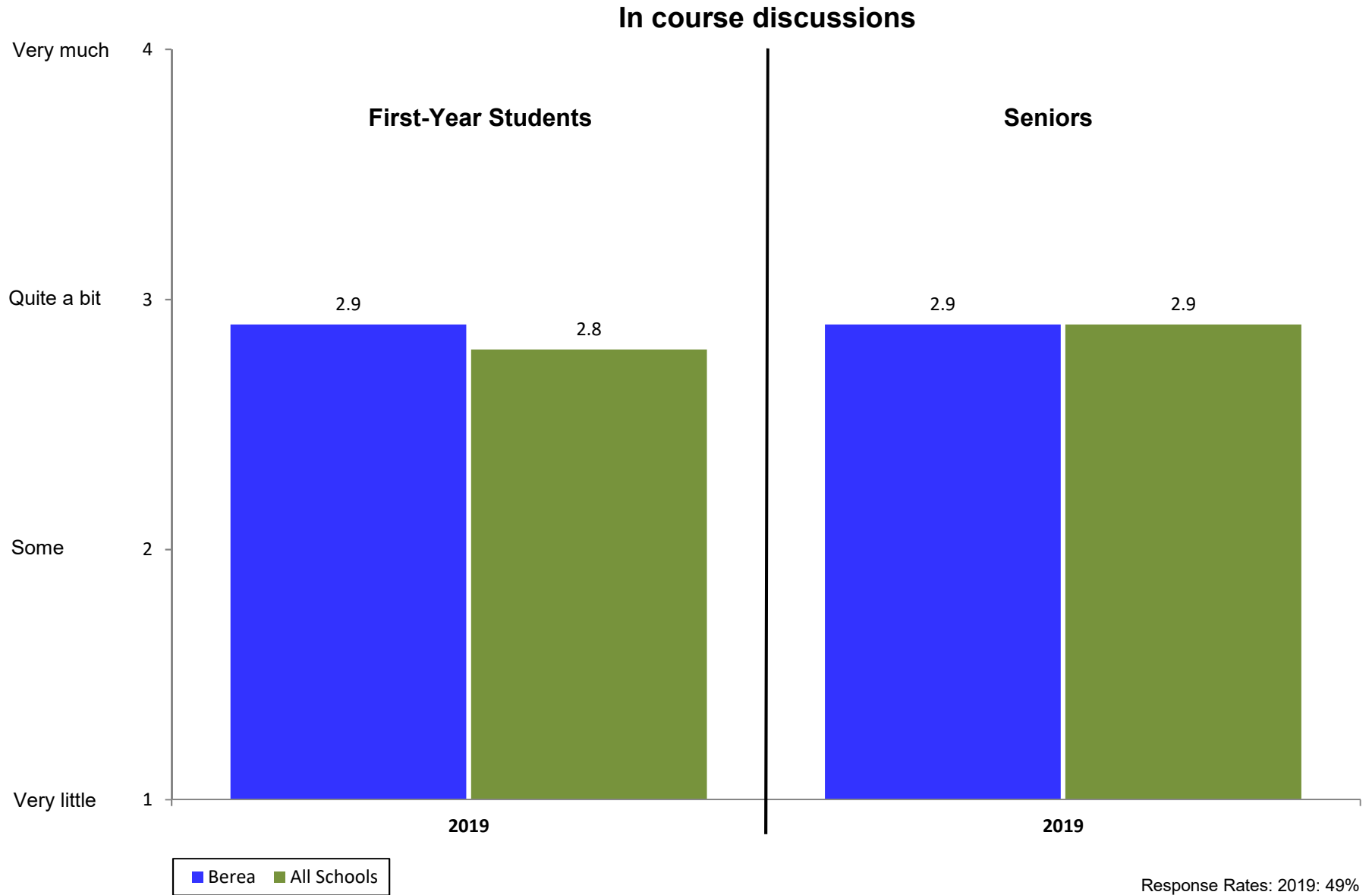


National Survey of Student Engagement (NSSE)

How much do you feel encouraged addressing important social, economic, or political issues in the following?

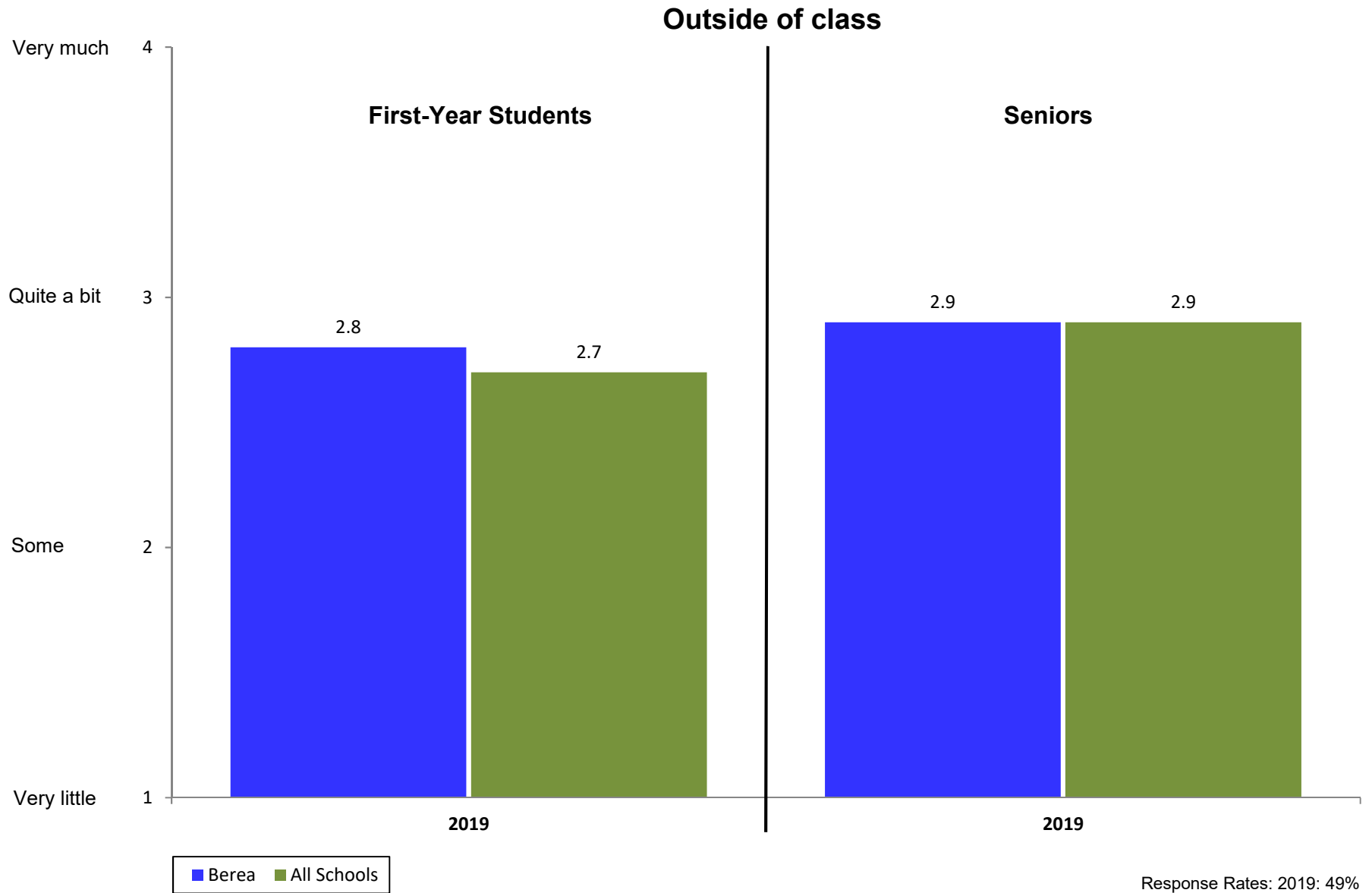


*How much do you feel encouraged addressing important social, economic, or political issues in the following?*



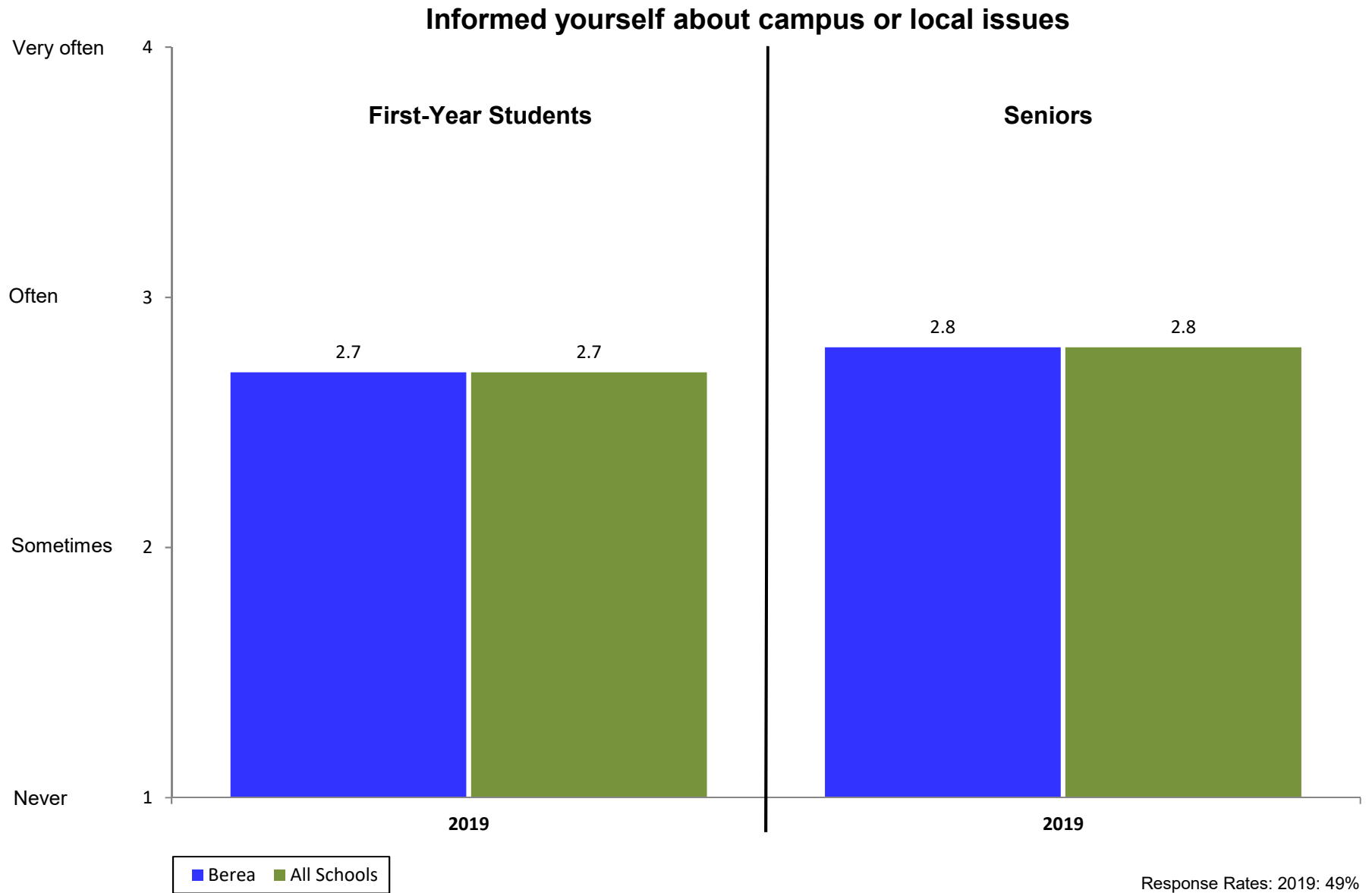
National Survey of Student Engagement (NSSE)

*How much do you feel encouraged addressing important social, economic, or political issues in the following?*

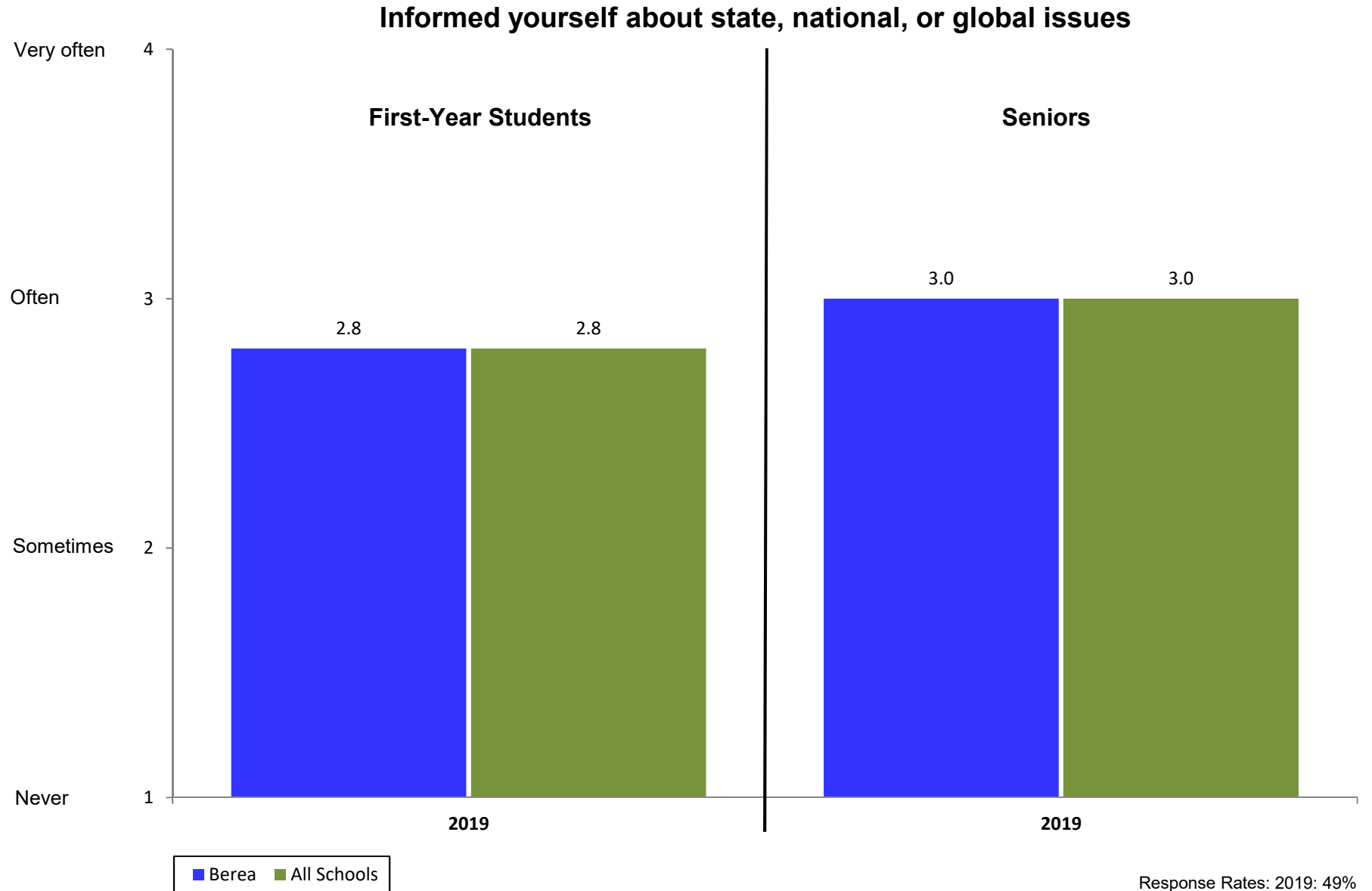




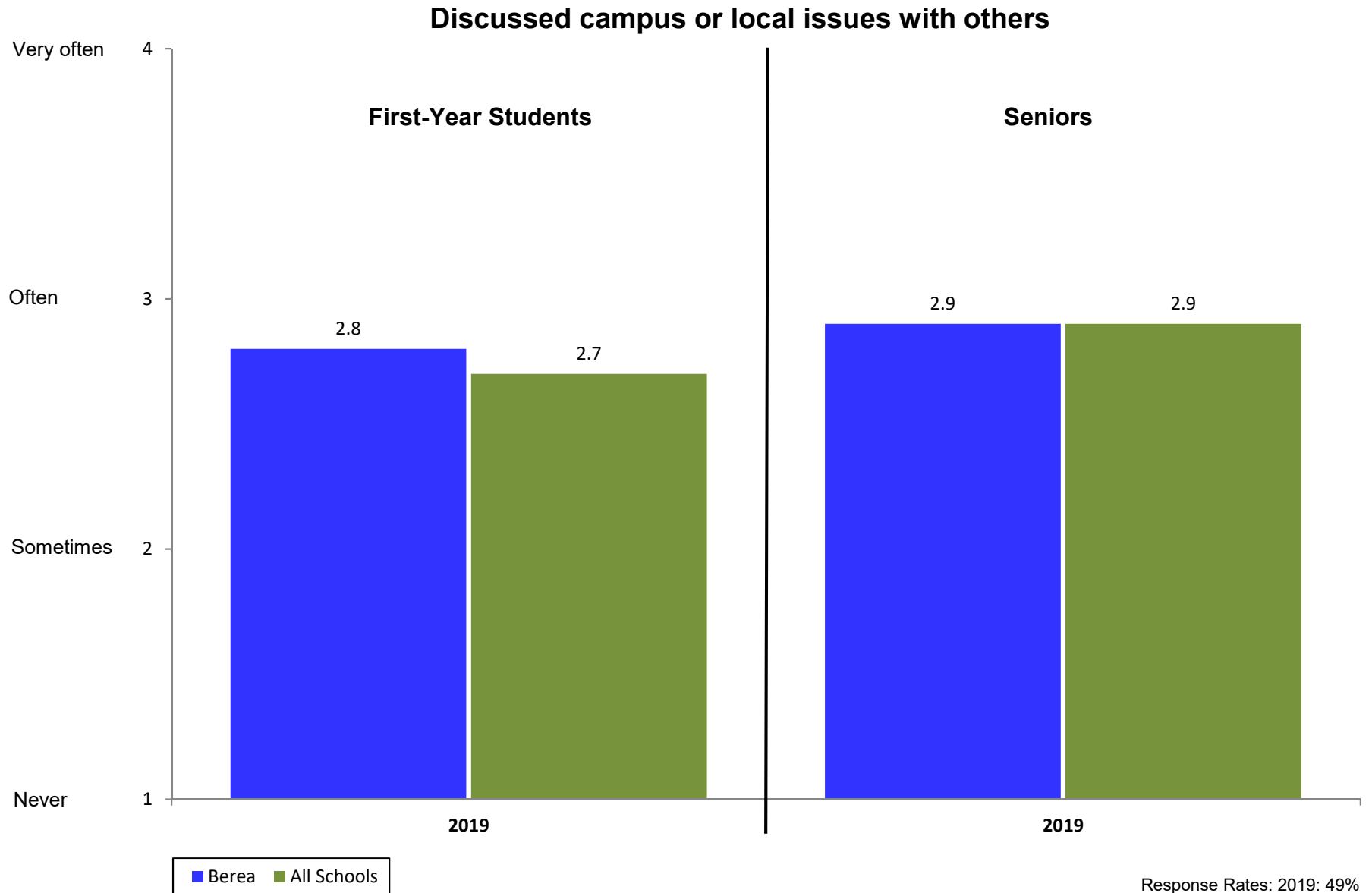
*During the current school year, whether course-related or not, about how often have you done the following?*



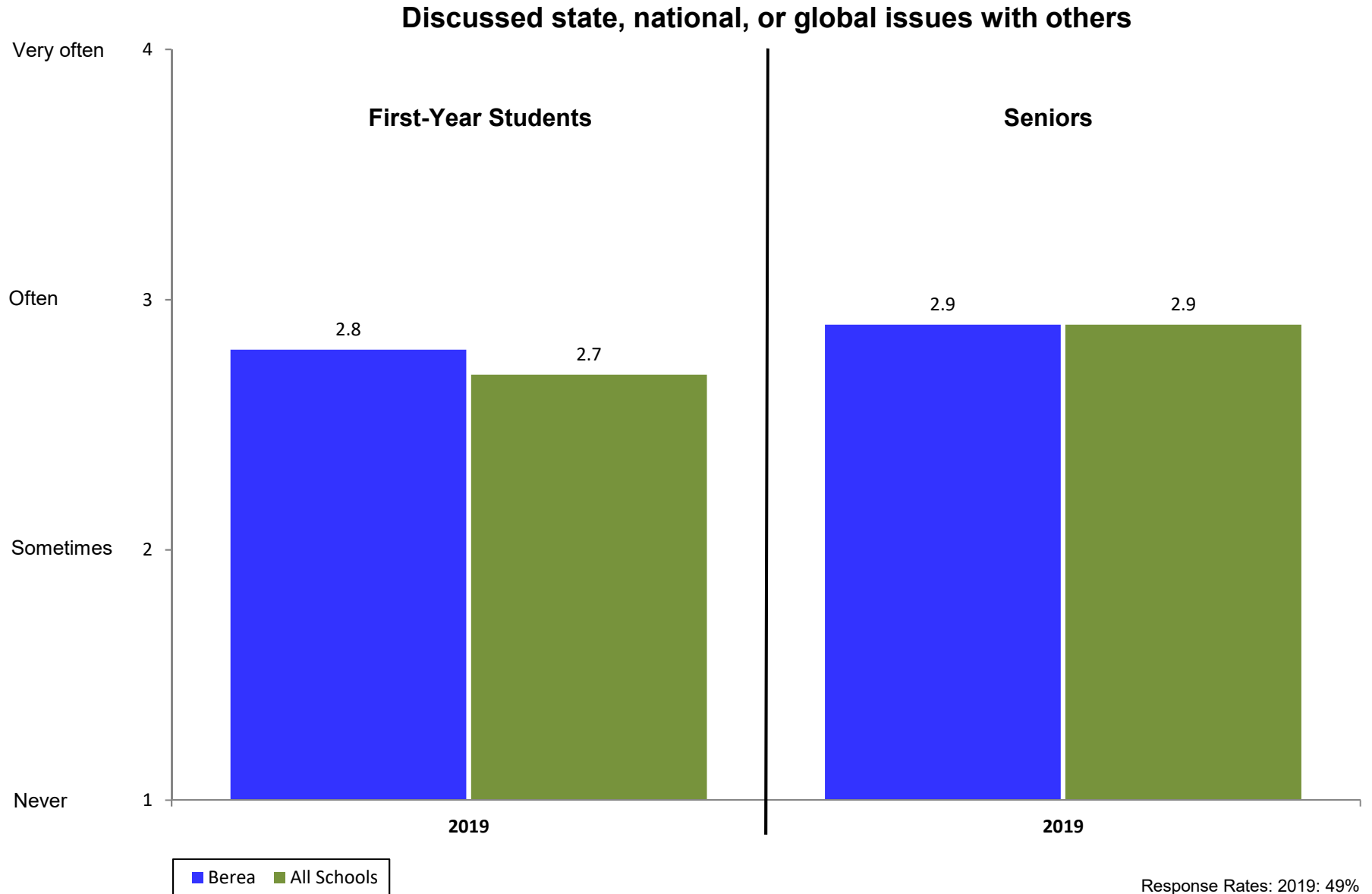
*During the current school year, whether course-related or not, about how often have you done the following?*



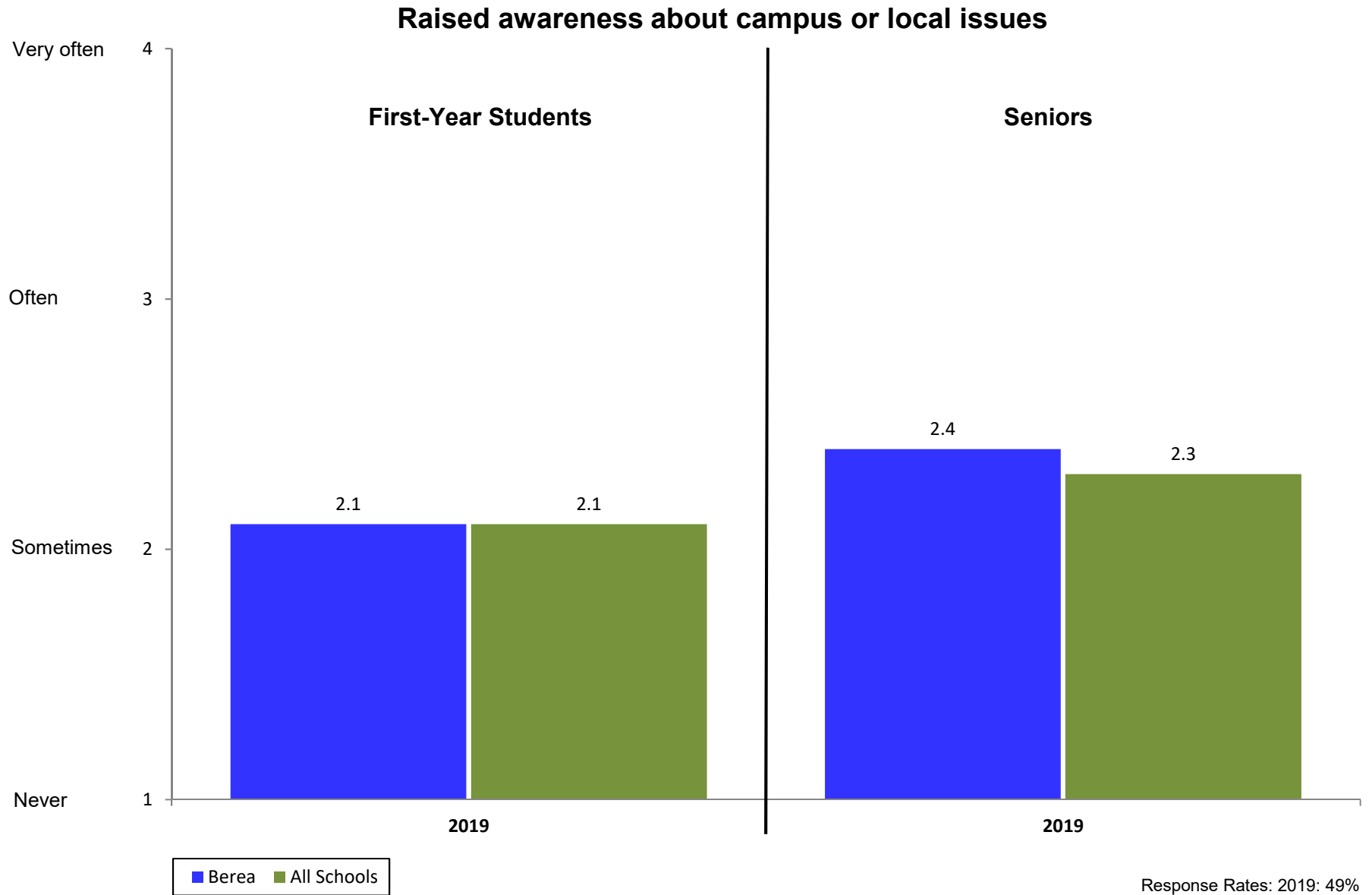
*During the current school year, whether course-related or not, about how often have you done the following?*



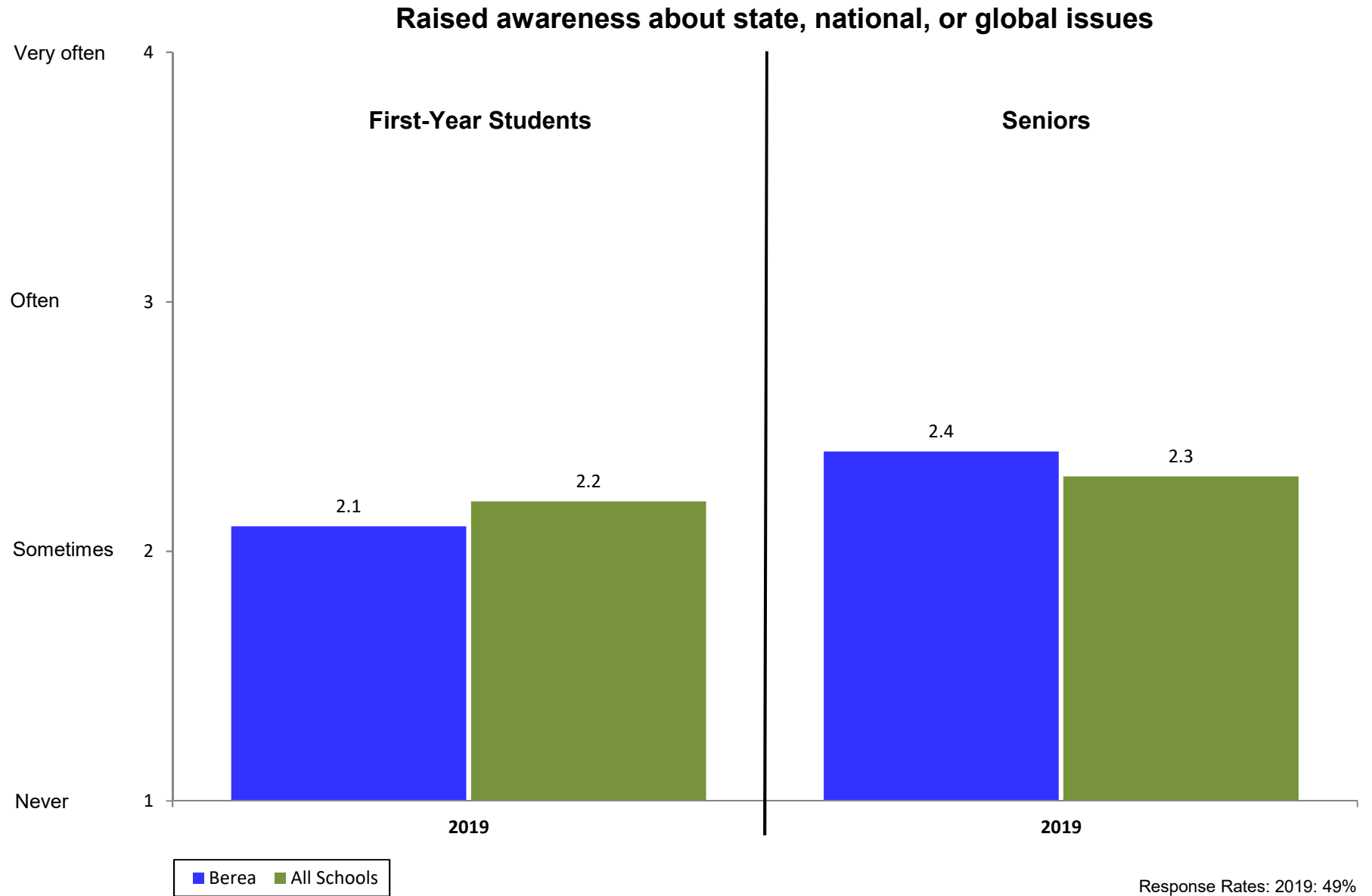
*During the current school year, whether course-related or not, about how often have you done the following?*



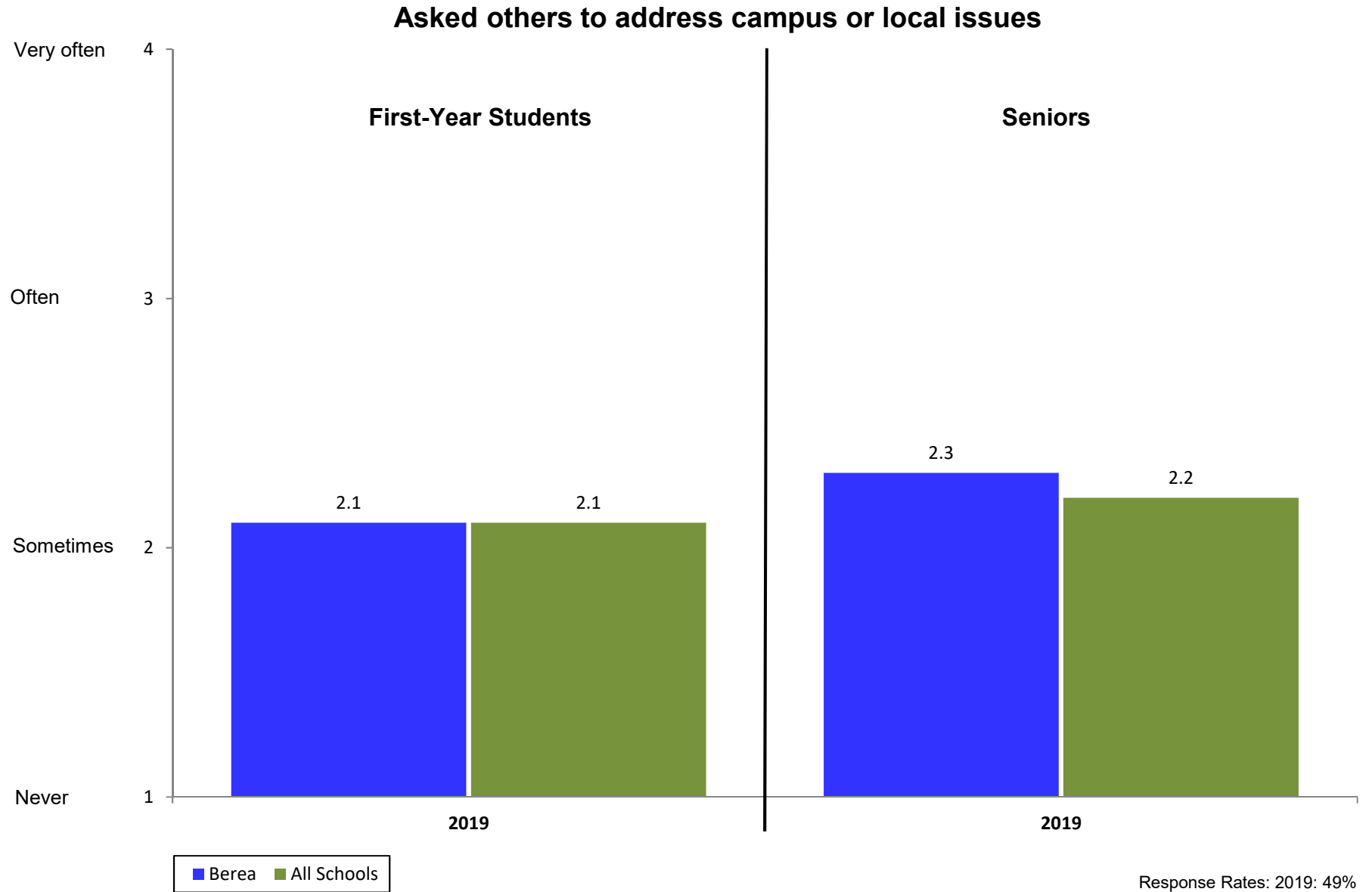
*During the current school year, whether course-related or not, about how often have you done the following?*



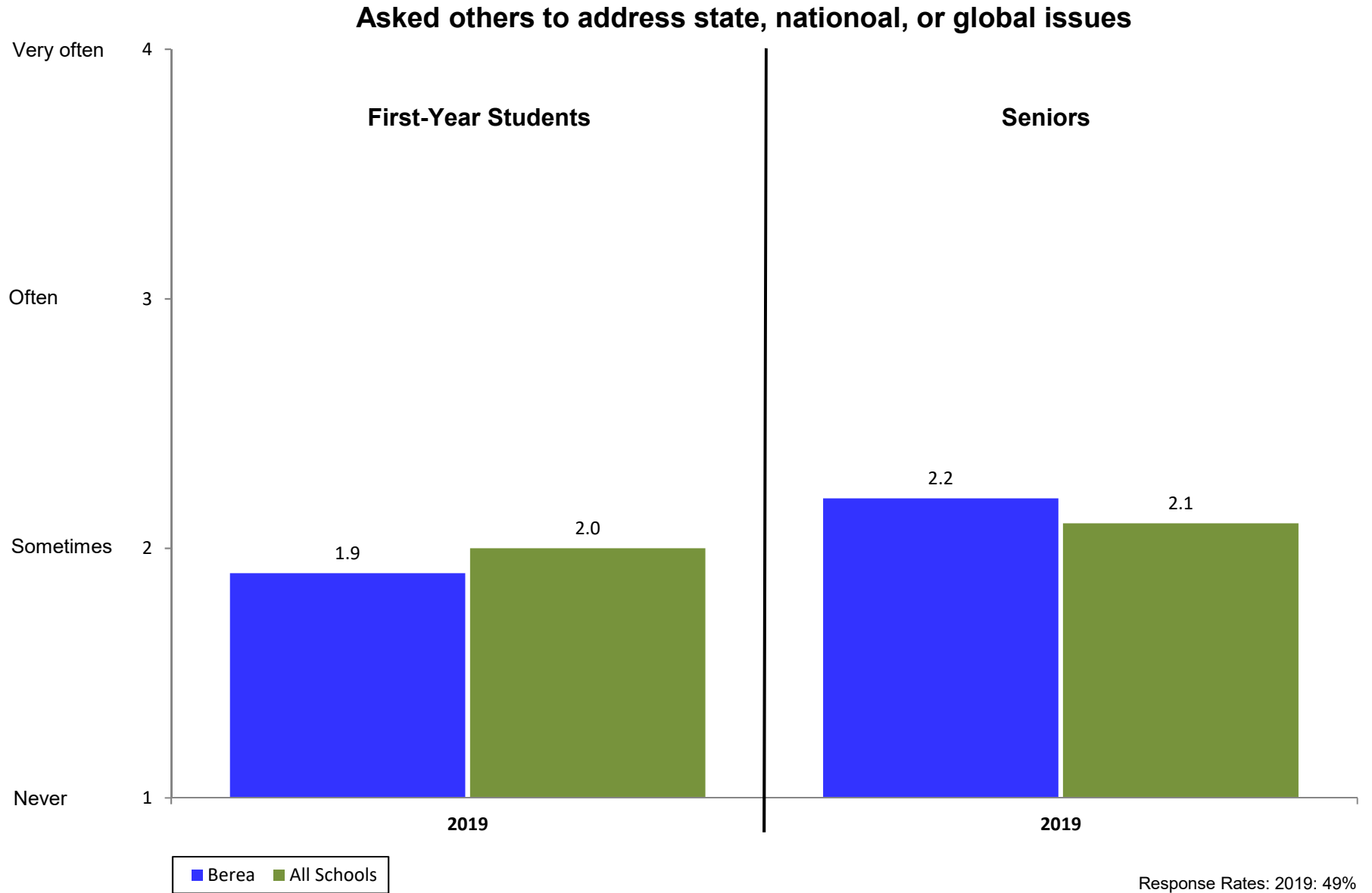
*During the current school year, whether course-related or not, about how often have you done the following?*



*During the current school year, whether course-related or not, about how often have you done the following?*

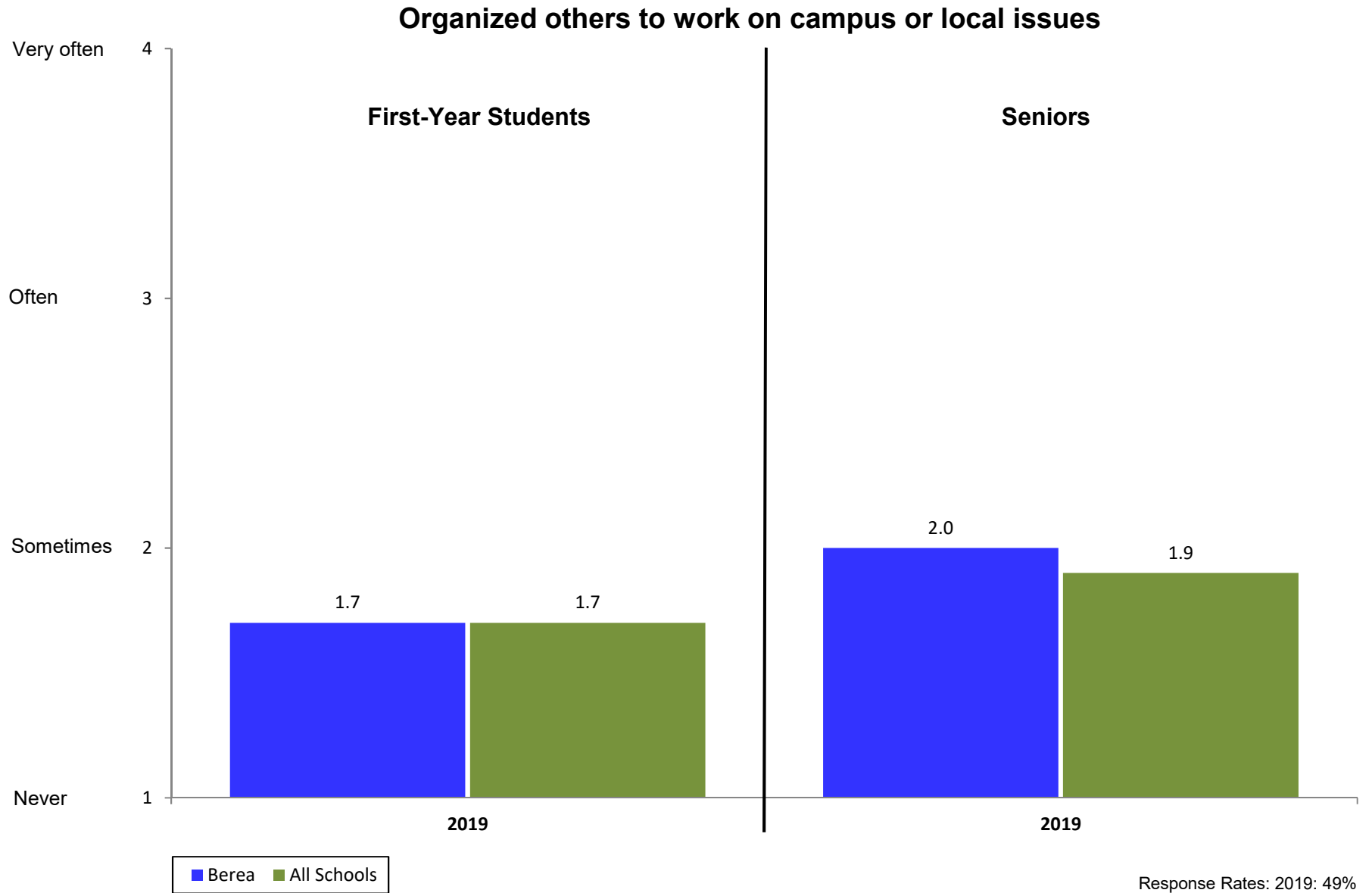


*During the current school year, whether course-related or not, about how often have you done the following?*

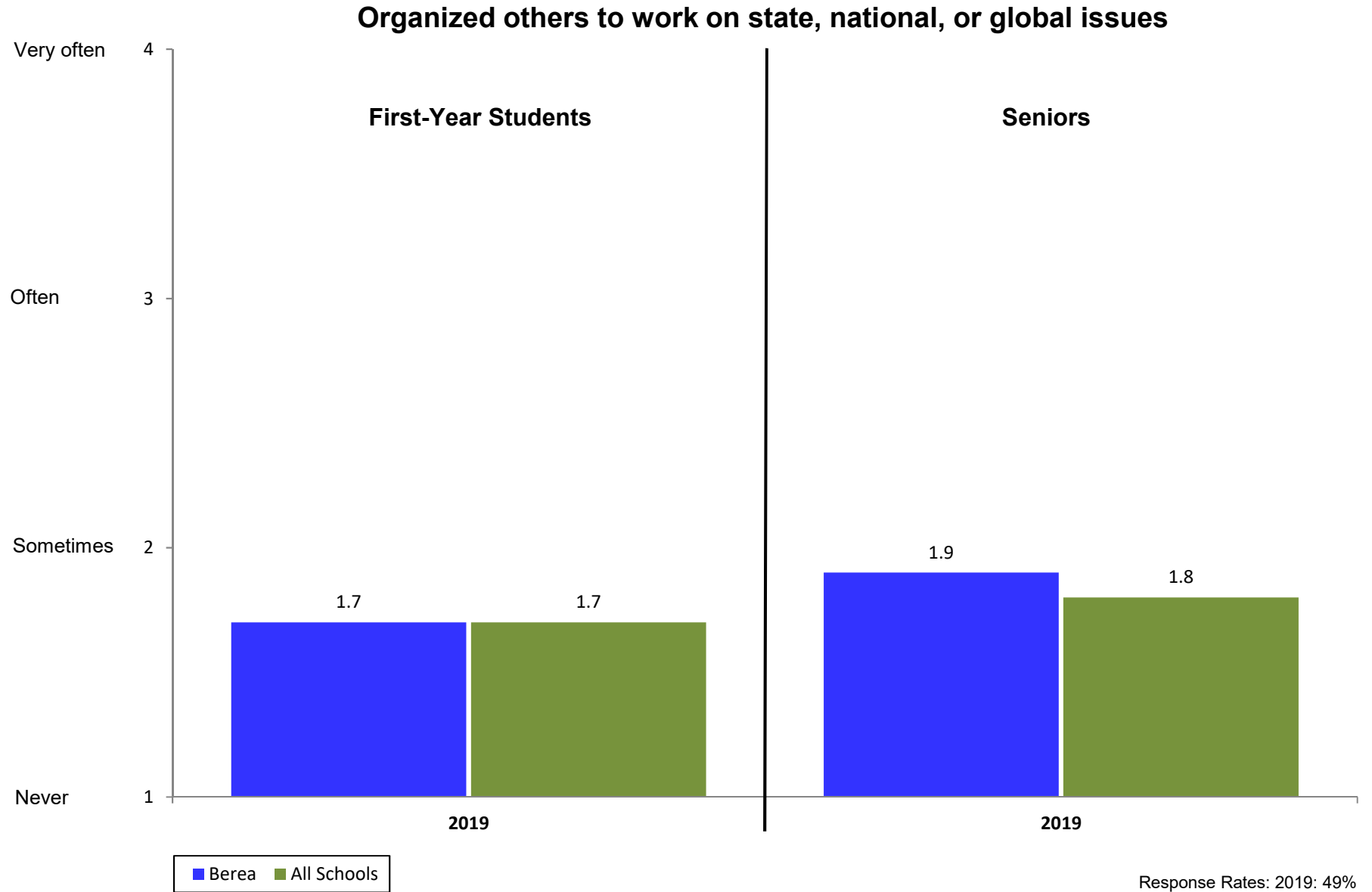




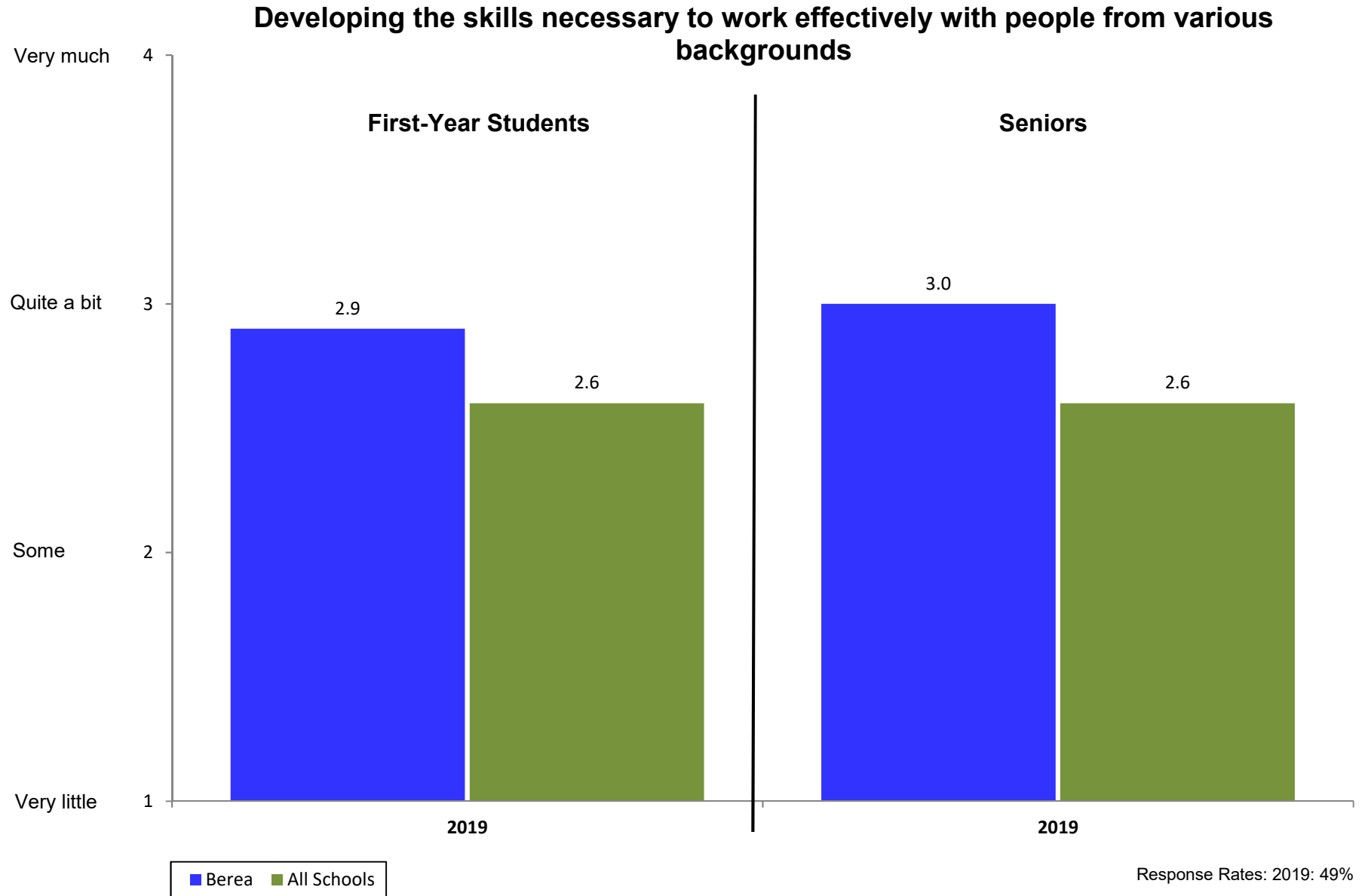
*During the current school year, whether course-related or not, about how often have you done the following?*



*During the current school year, whether course-related or not, about how often have you done the following?*

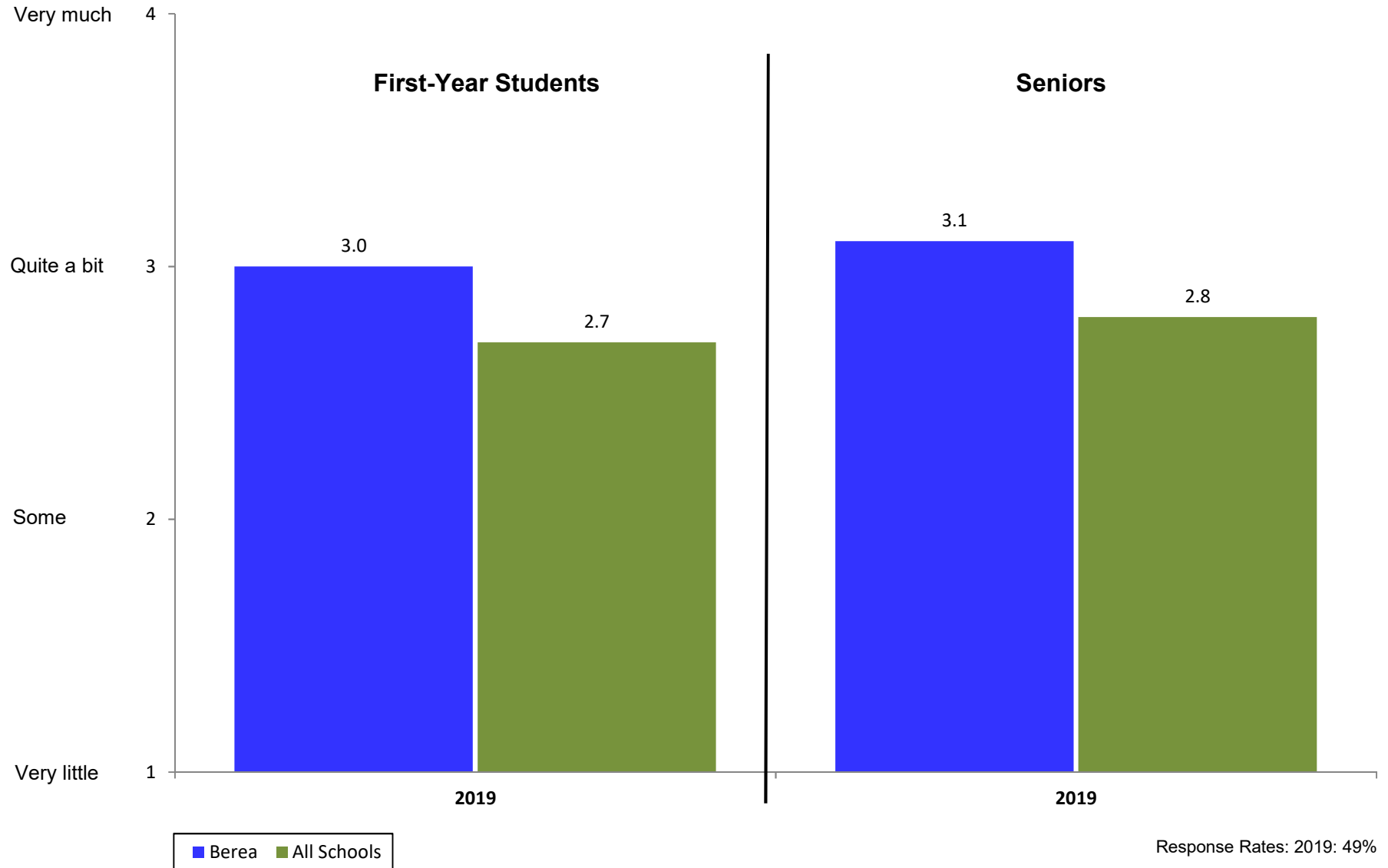


*During the current school year, how much has your coursework emphasized the following?*



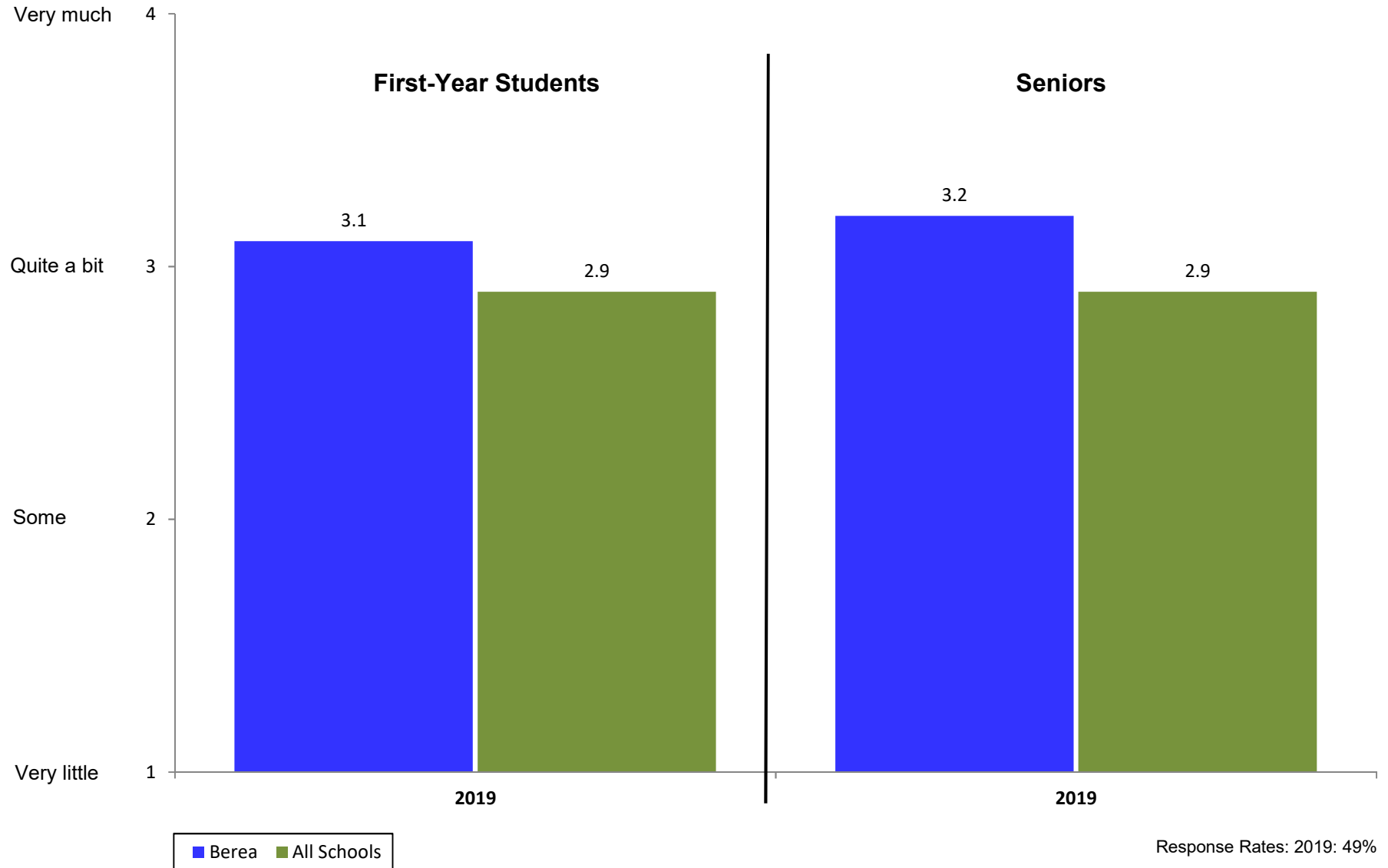
*During the current school year, how much has your coursework emphasized the following?*

### Recognizing your own cultural norms and biases



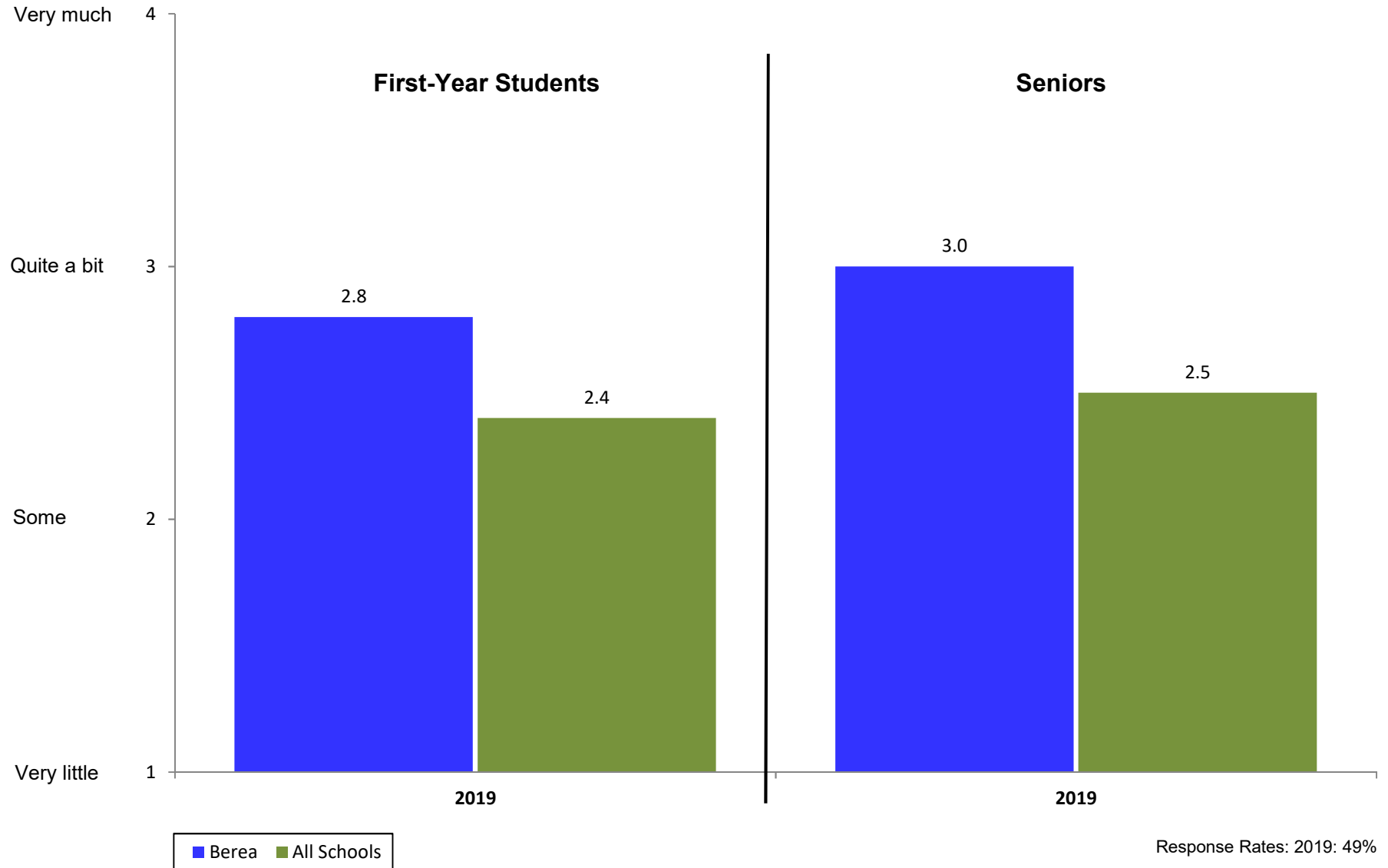
*During the current school year, how much has your coursework emphasized the following?*

### Sharing your own perspectives and experiences



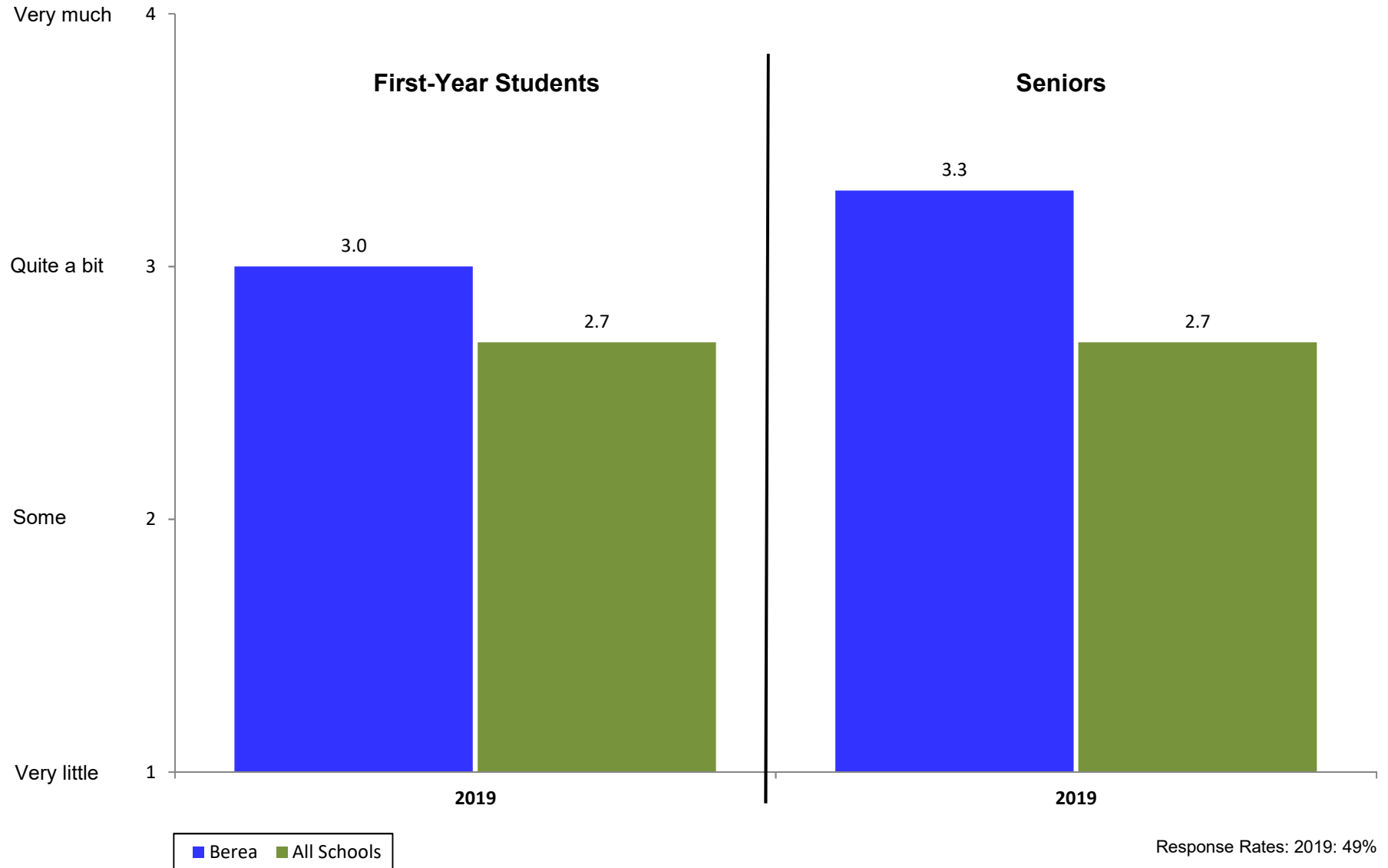
*During the current school year, how much has your coursework emphasized the following?*

**Exploring your own background through projects, assignments, or programs**



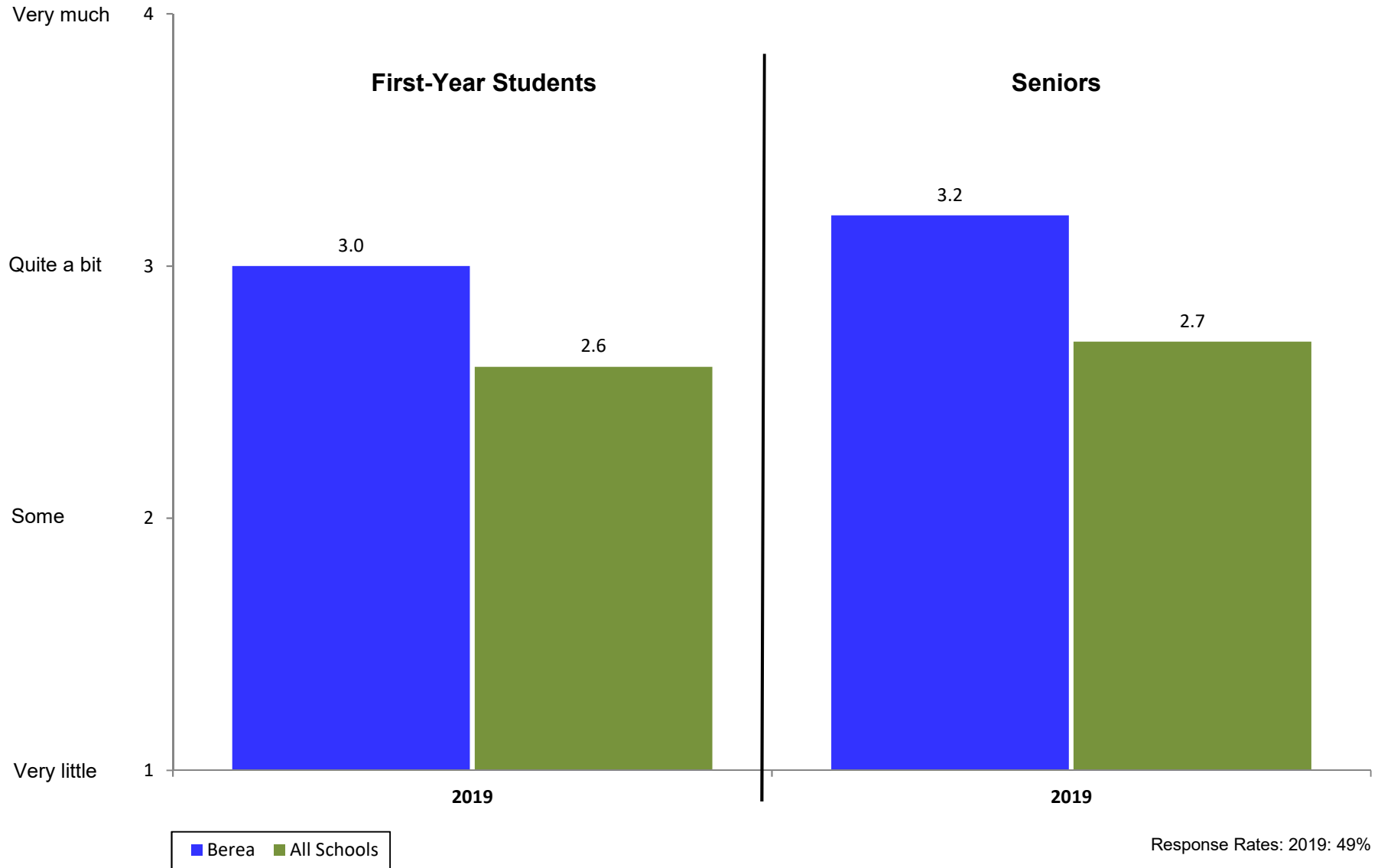
*During the current school year, how much has your coursework emphasized the following?*

### Learning about other cultures



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

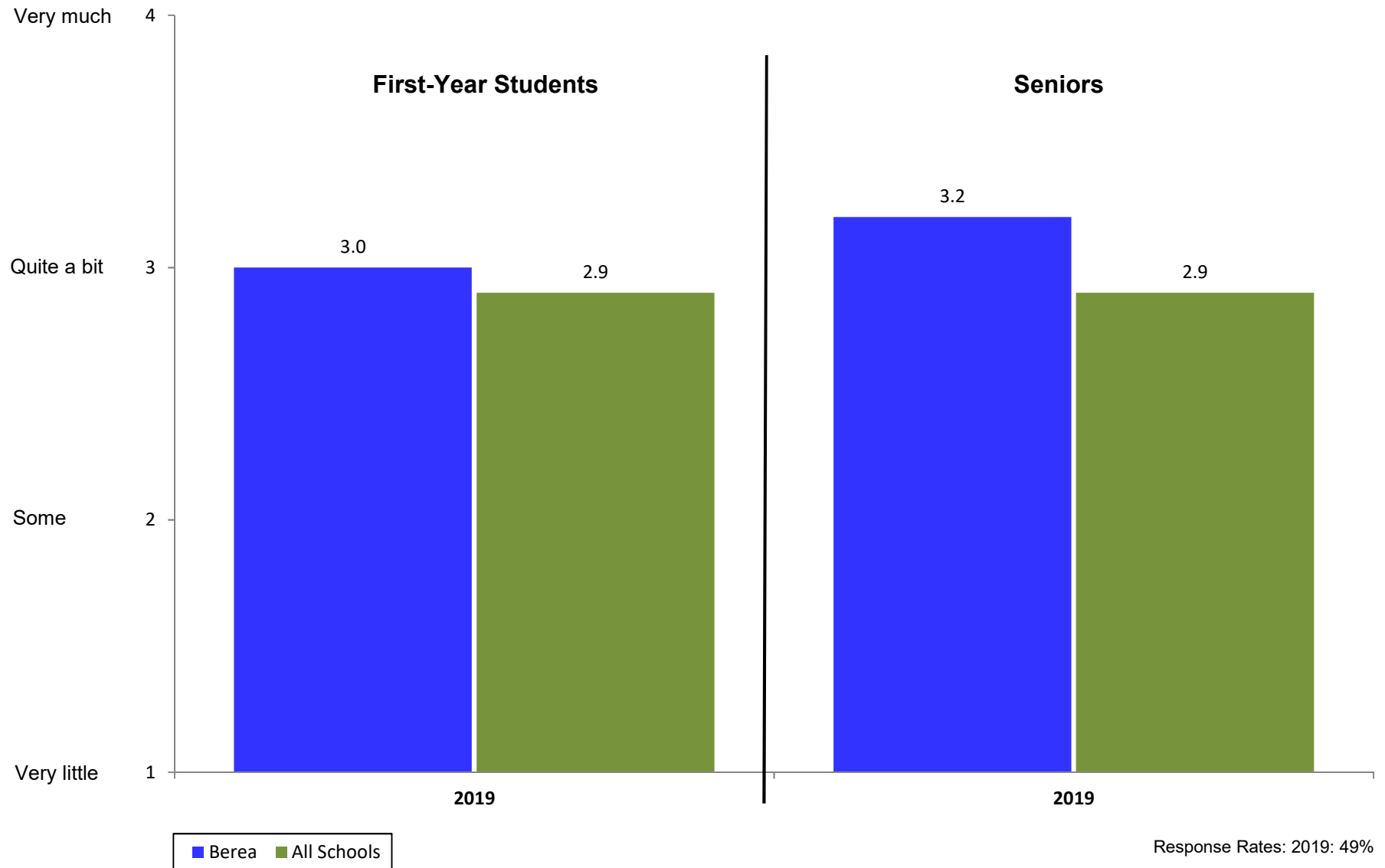
### Discussing issues of equity or privilege





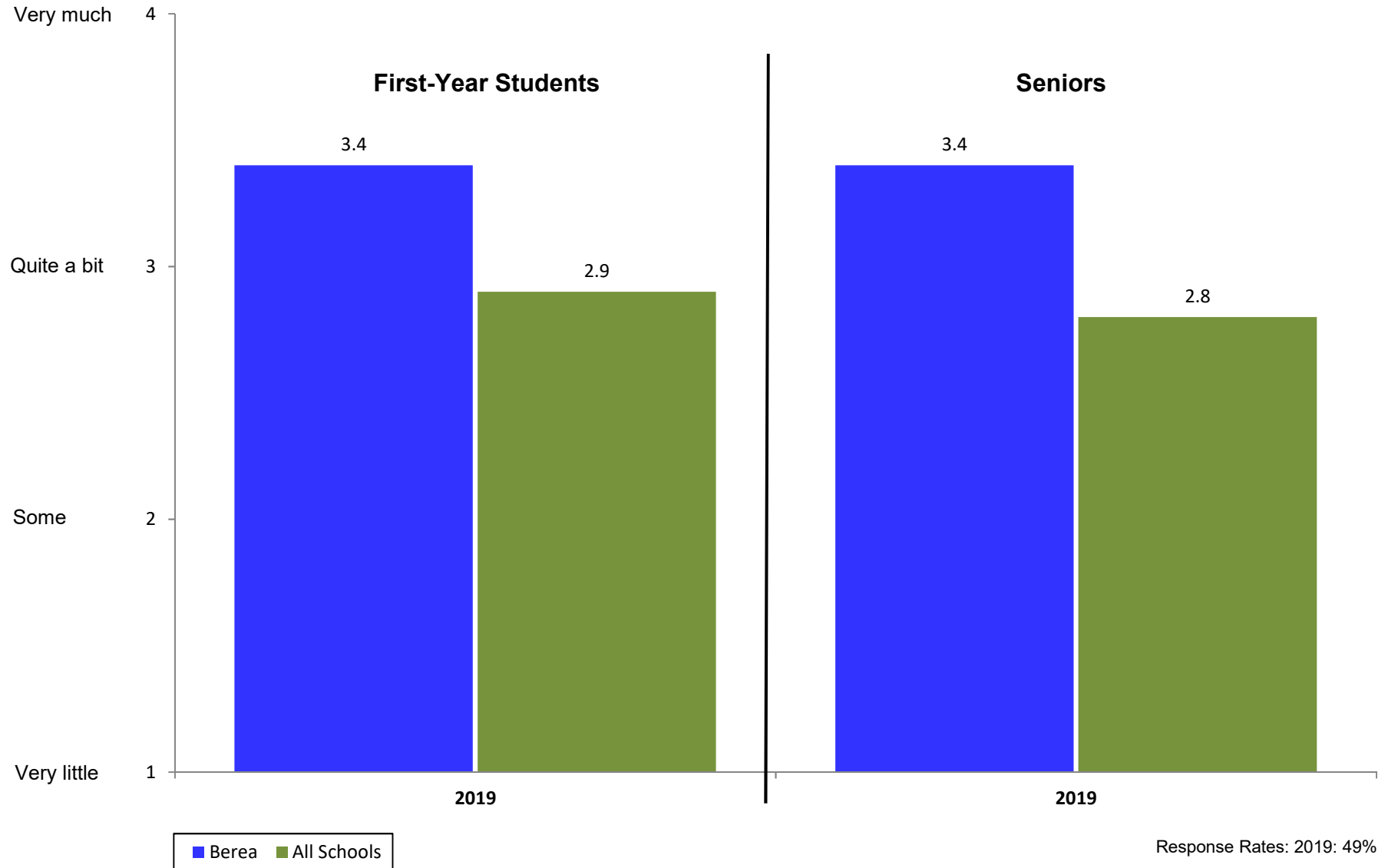
*During the current school year, how much has your coursework emphasized the following?*

### Respecting the expression of diverse ideas

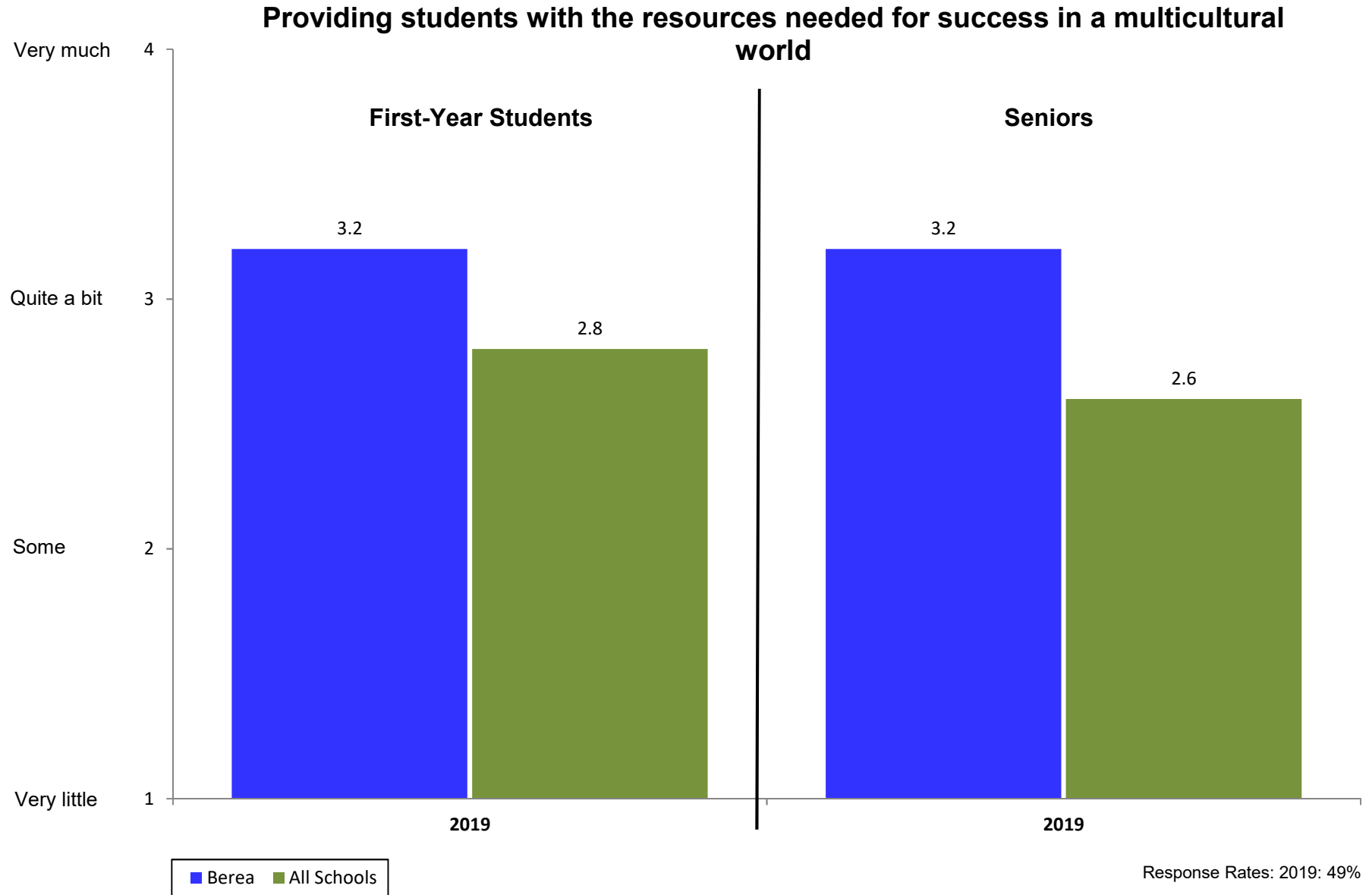


*During the current school year, how much has your coursework emphasized the following?*

### Demonstrating a commitment to diversity

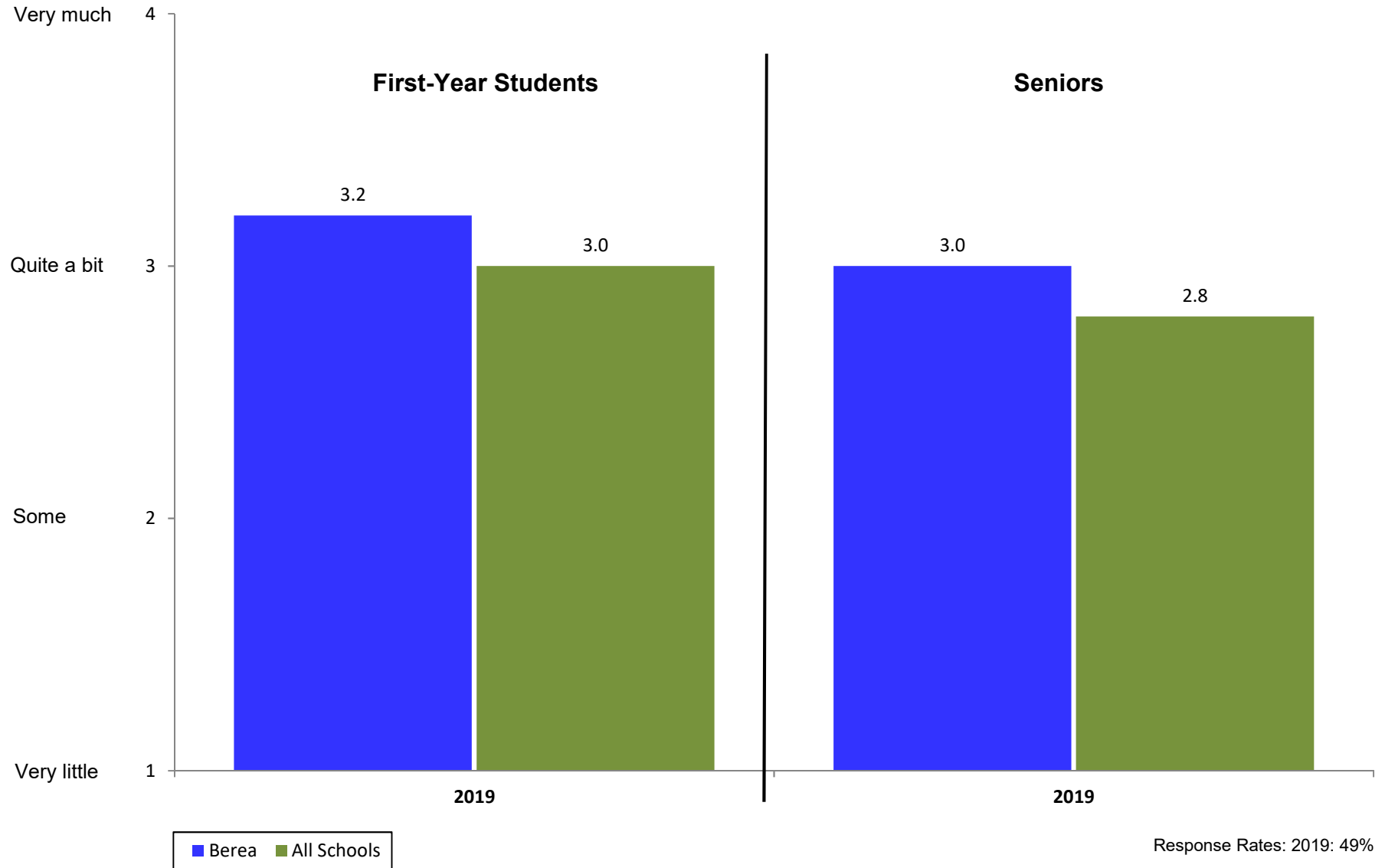


*During the current school year, how much has your coursework emphasized the following?*

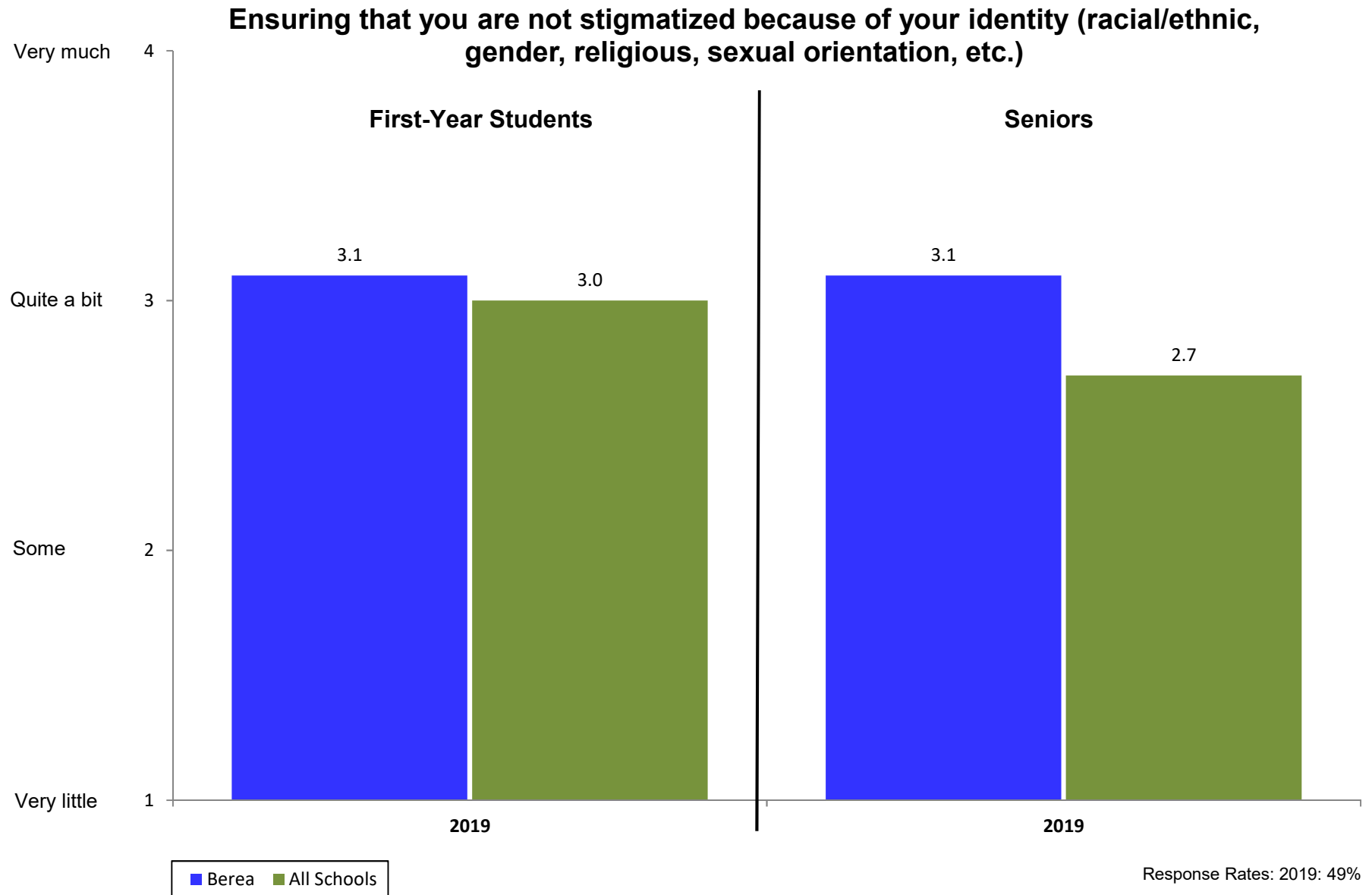


*During the current school year, how much has your coursework emphasized the following?*

### Creating an overall sense of community among students

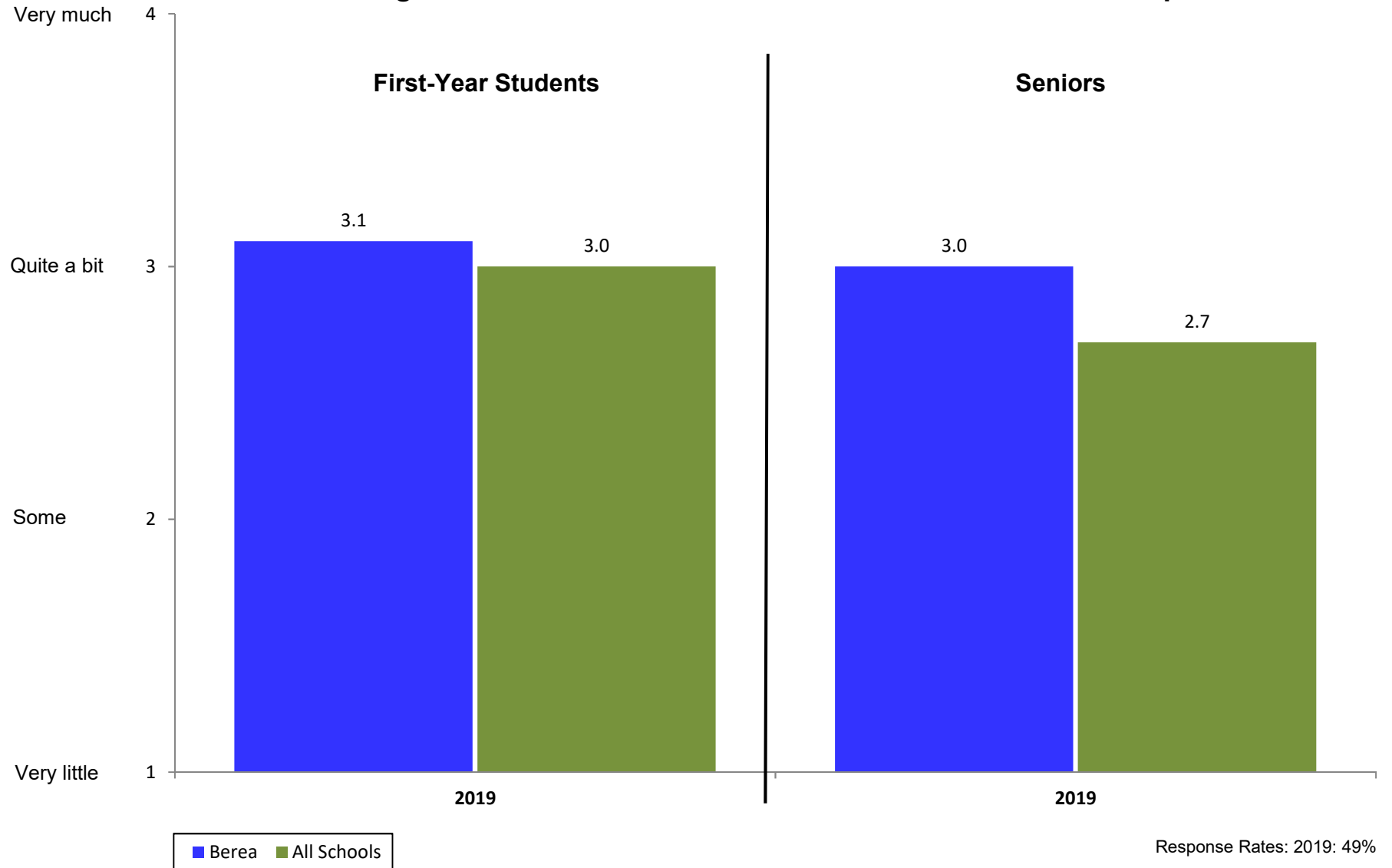


*During the current school year, how much has your coursework emphasized the following?*



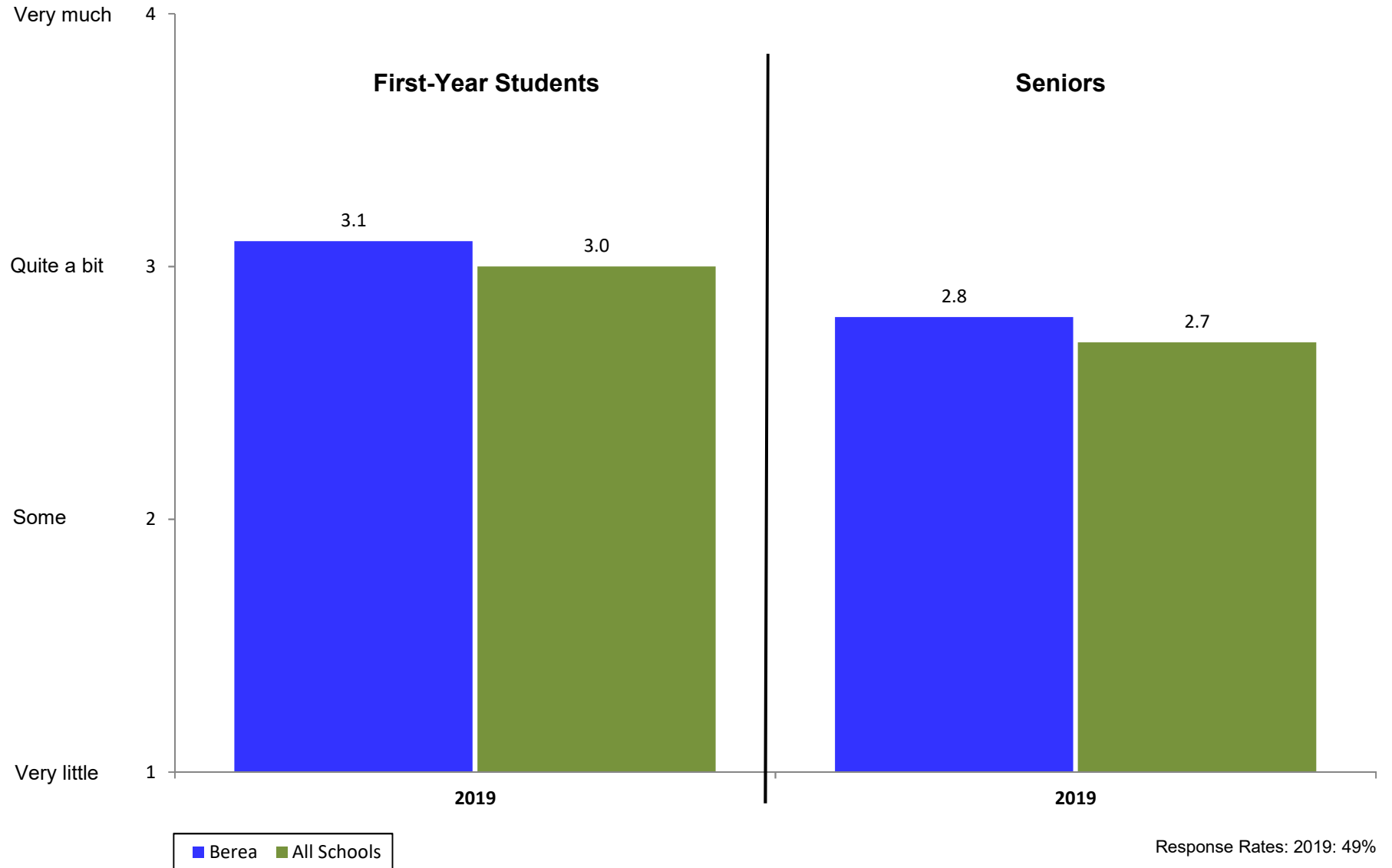
*During the current school year, how much has your coursework emphasized the following?*

### Providing information about anti-discrimination and harassment policies



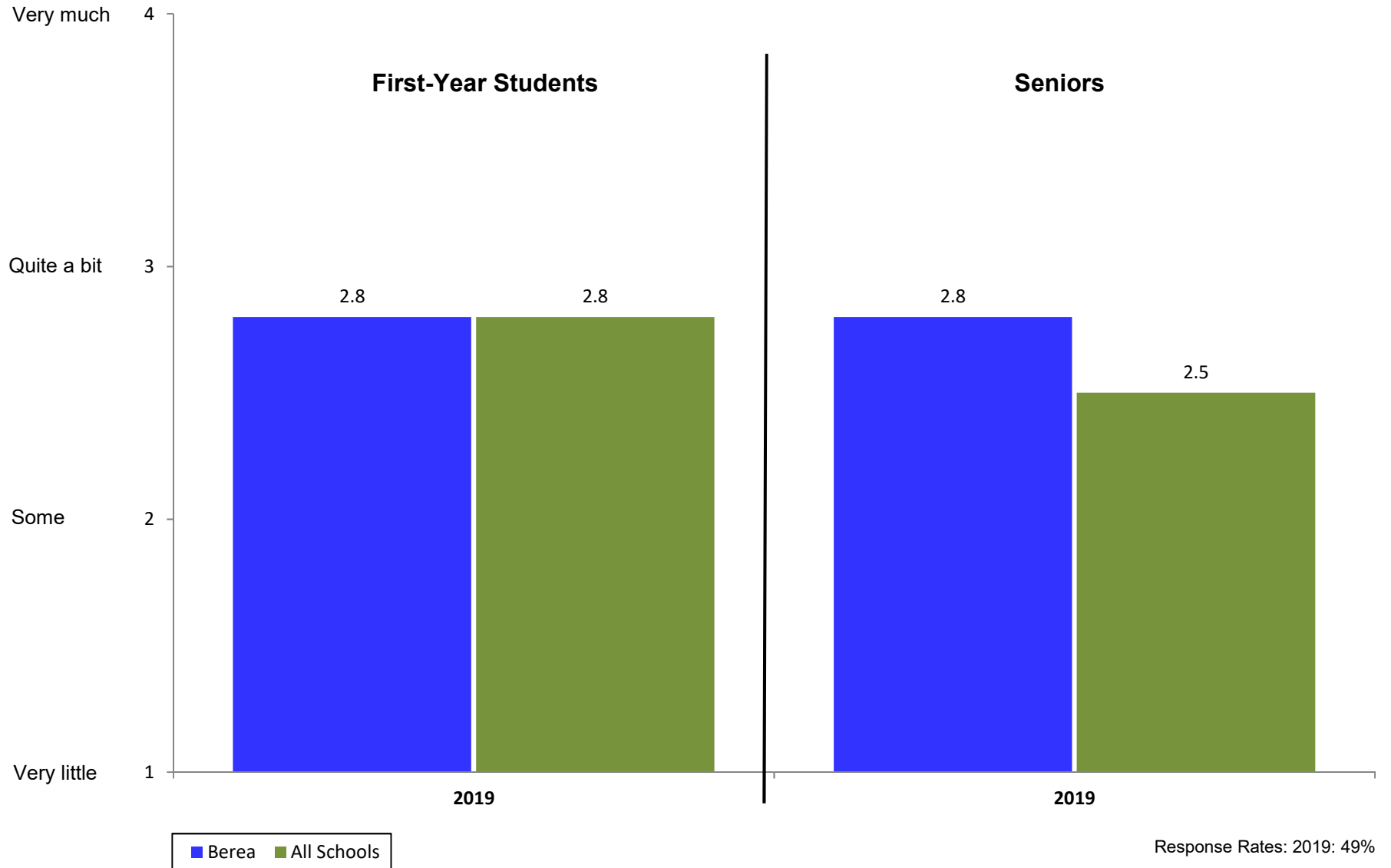
*During the current school year, how much has your coursework emphasized the following?*

### Taking allegations of discrimination or harassment seriously



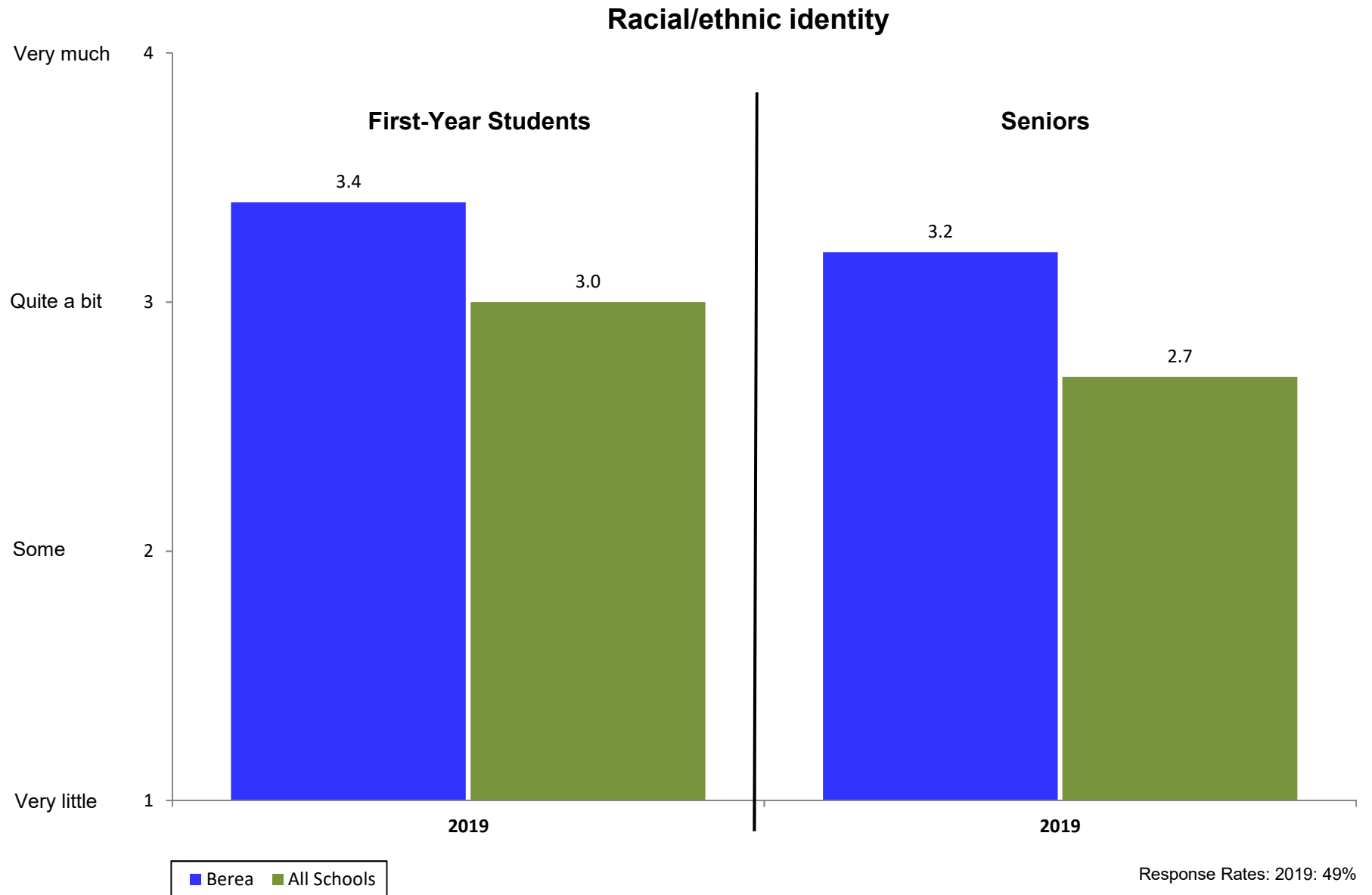
*During the current school year, how much has your coursework emphasized the following?*

### Helping students develop the skills to confront discrimination and harassment

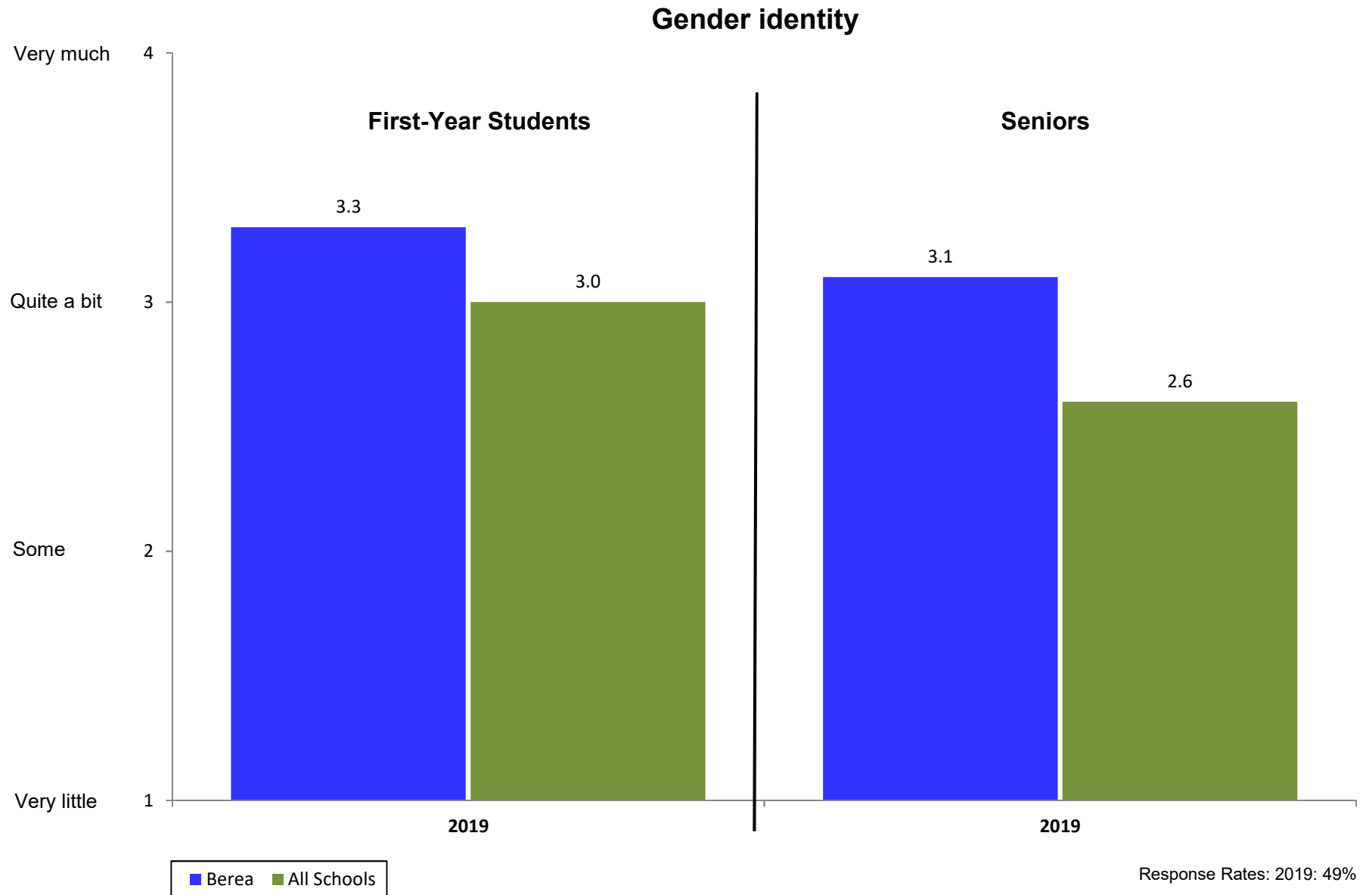




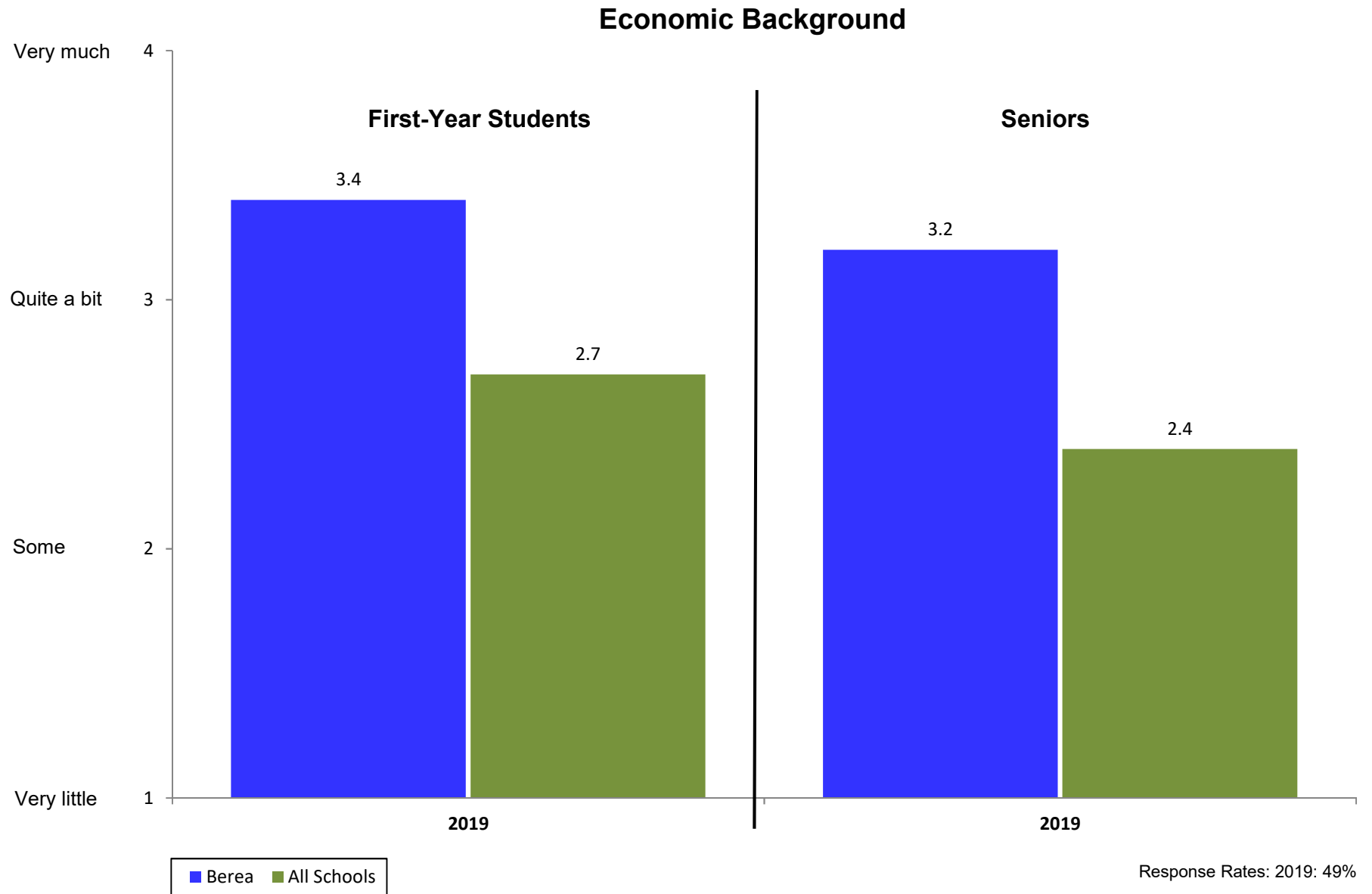
*How much does your institution provide a supportive environment for the following forms of diversity?*



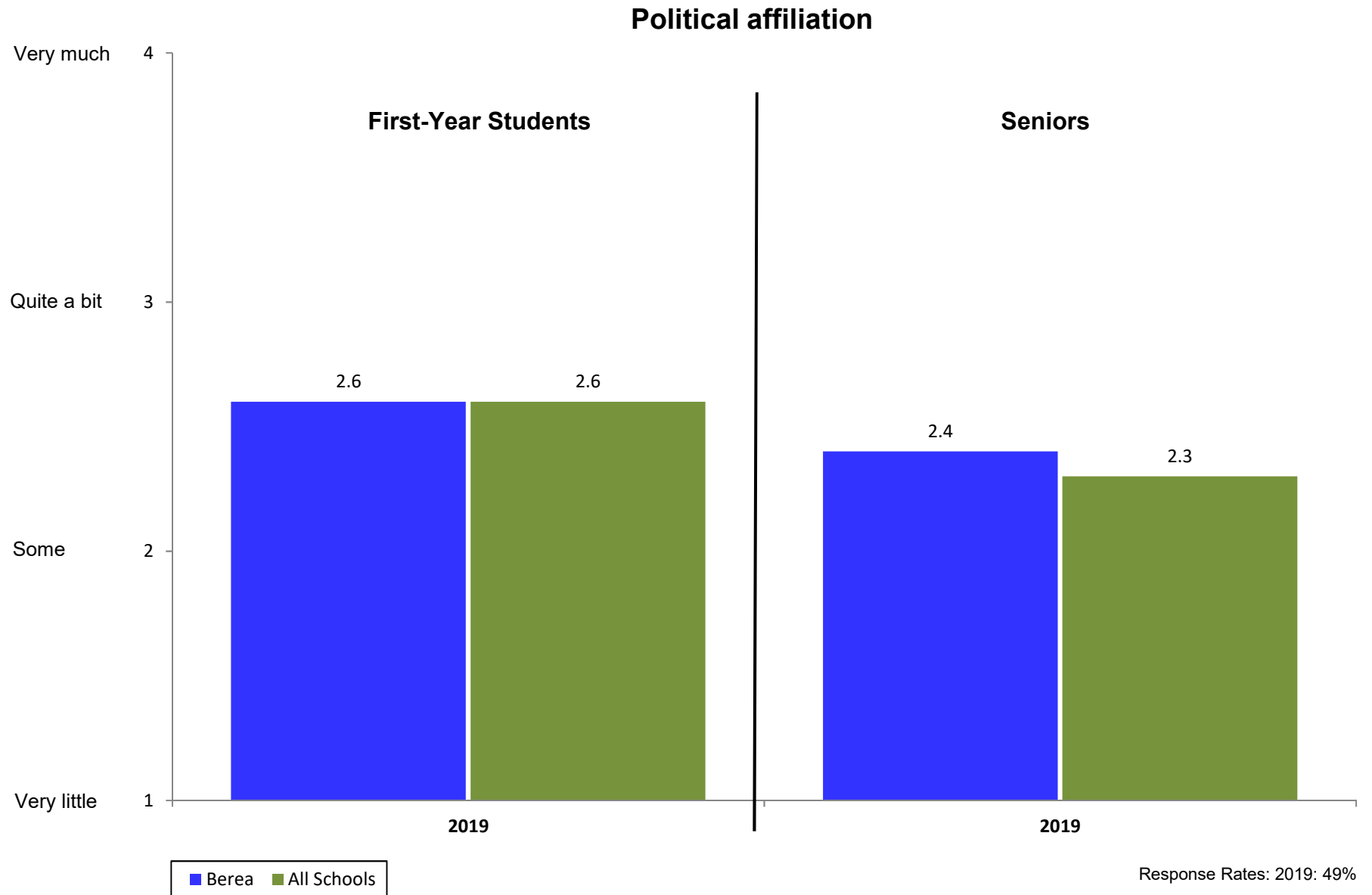
*How much does your institution provide a supportive environment for the following forms of diversity?*



*How much does your institution provide a supportive environment for the following forms of diversity?*

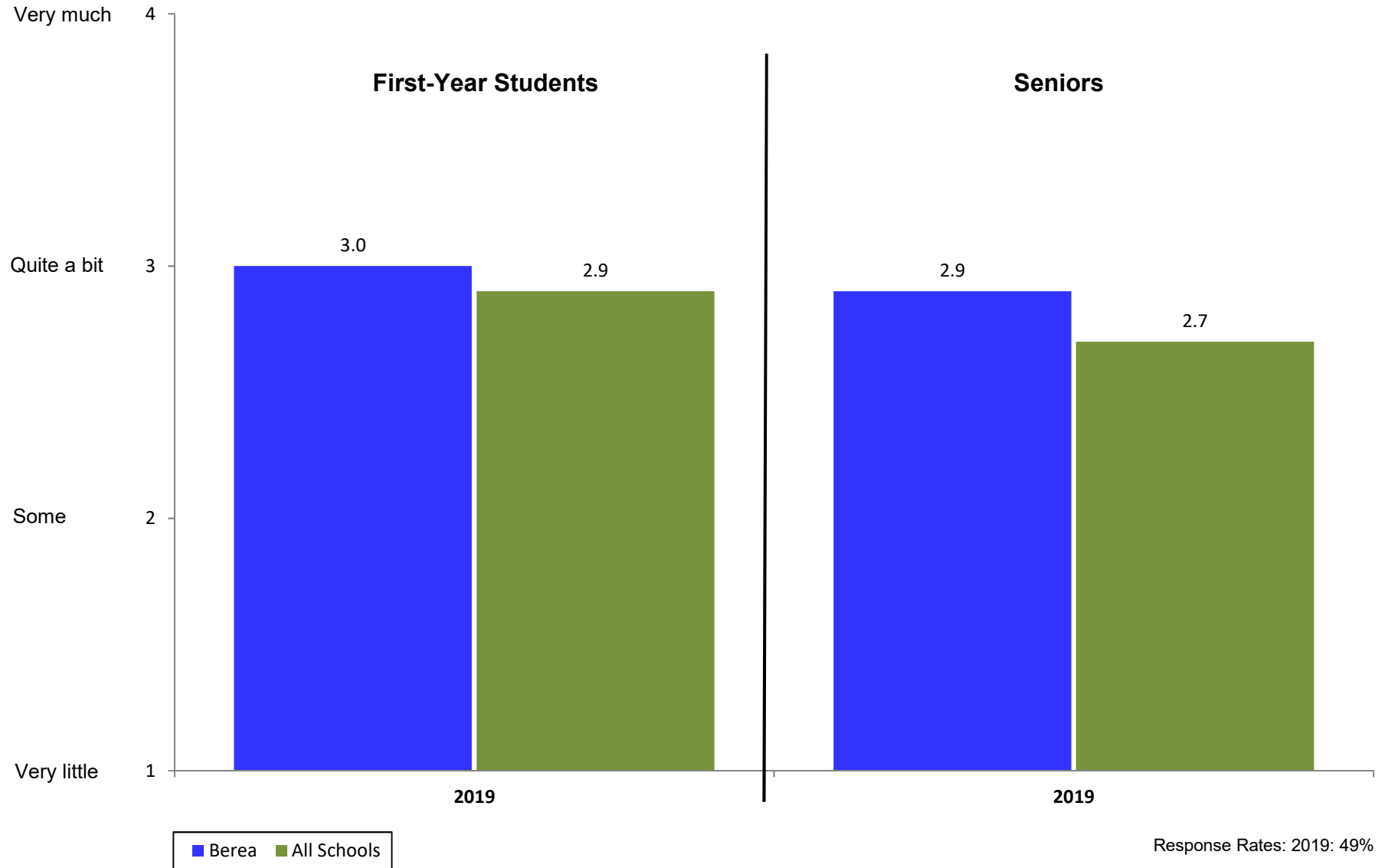


*How much does your institution provide a supportive environment for the following forms of diversity?*

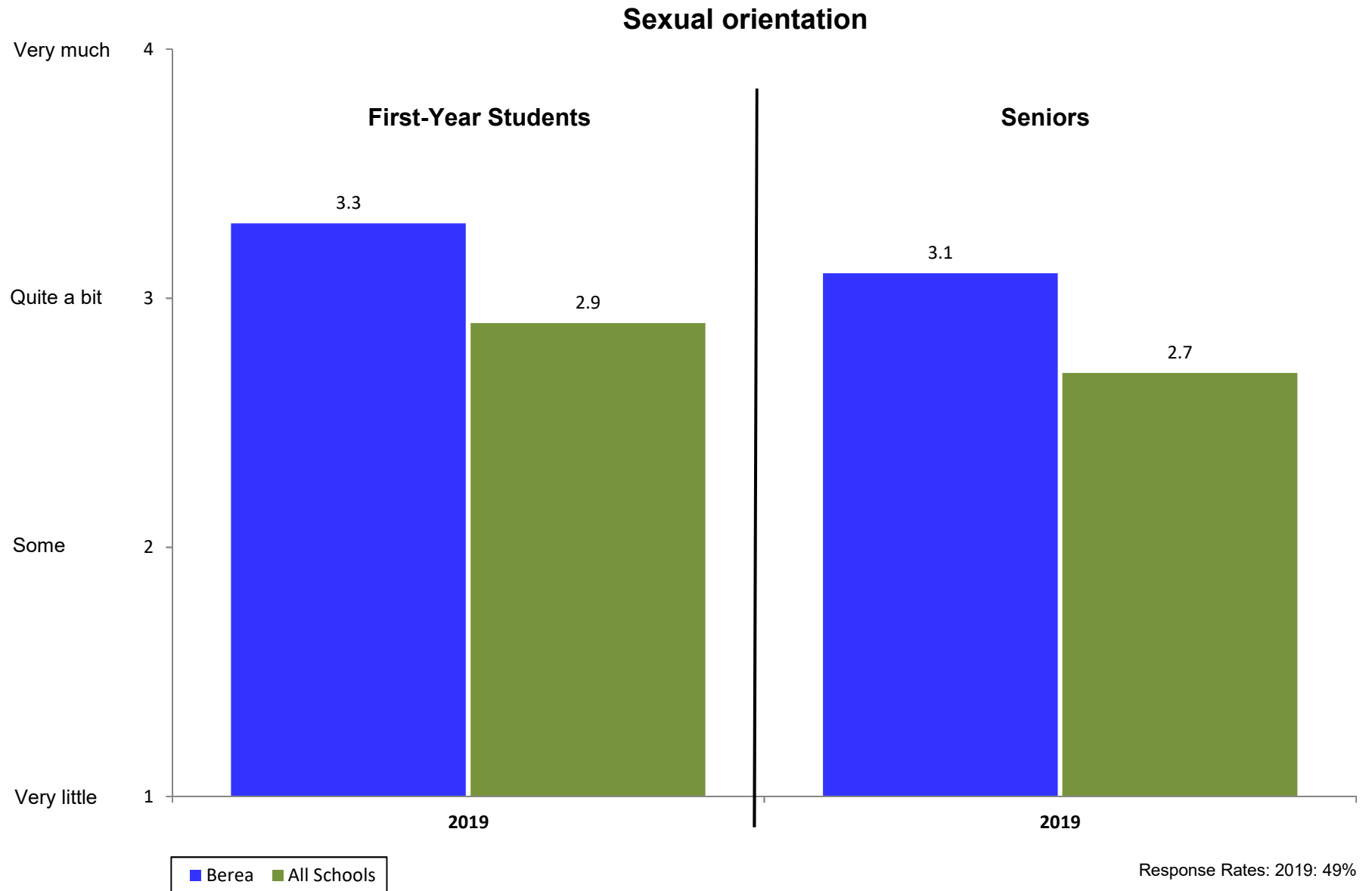


*How much does your institution provide a supportive environment for the following forms of diversity?*

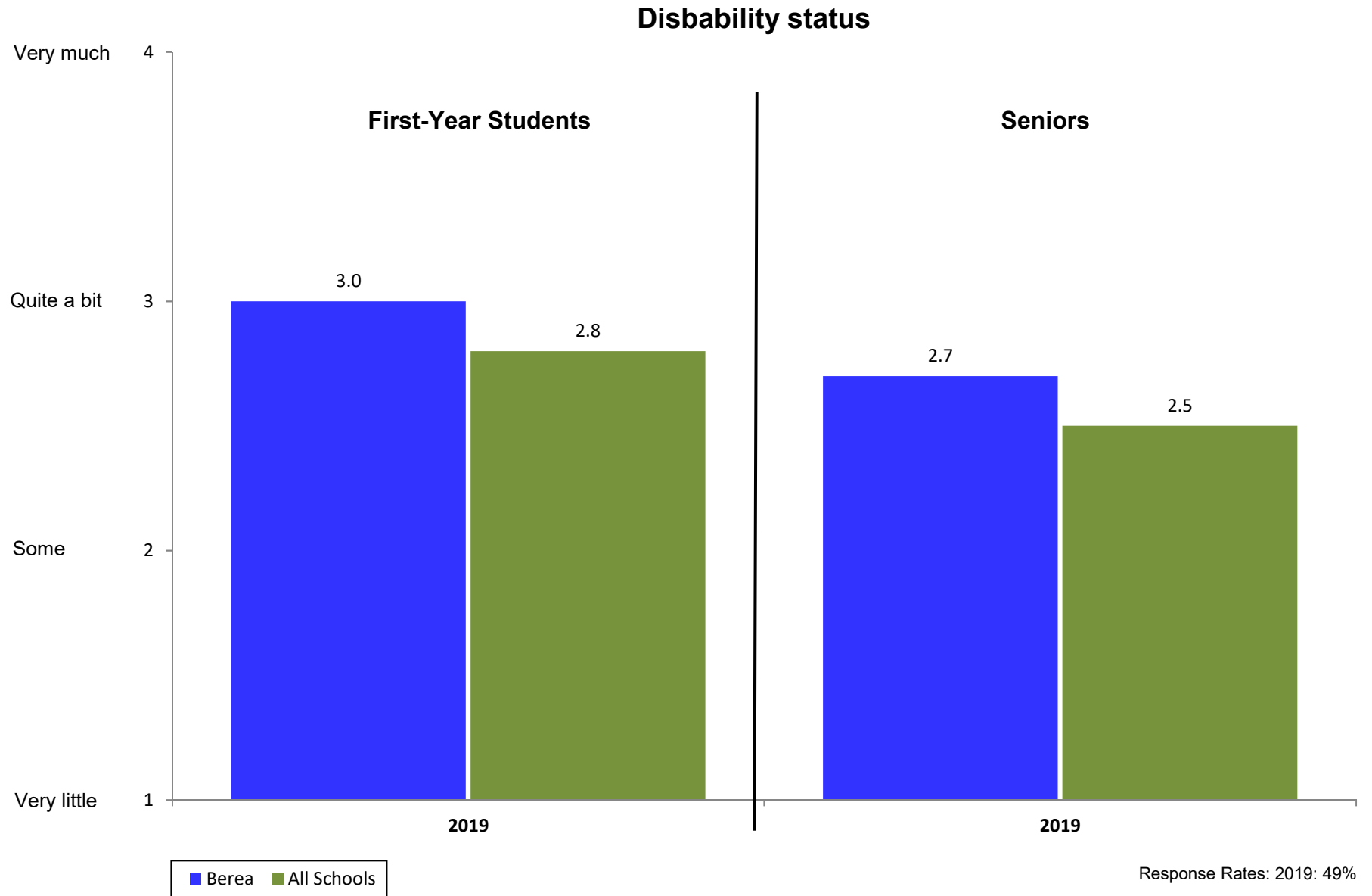
### Religious affiliation



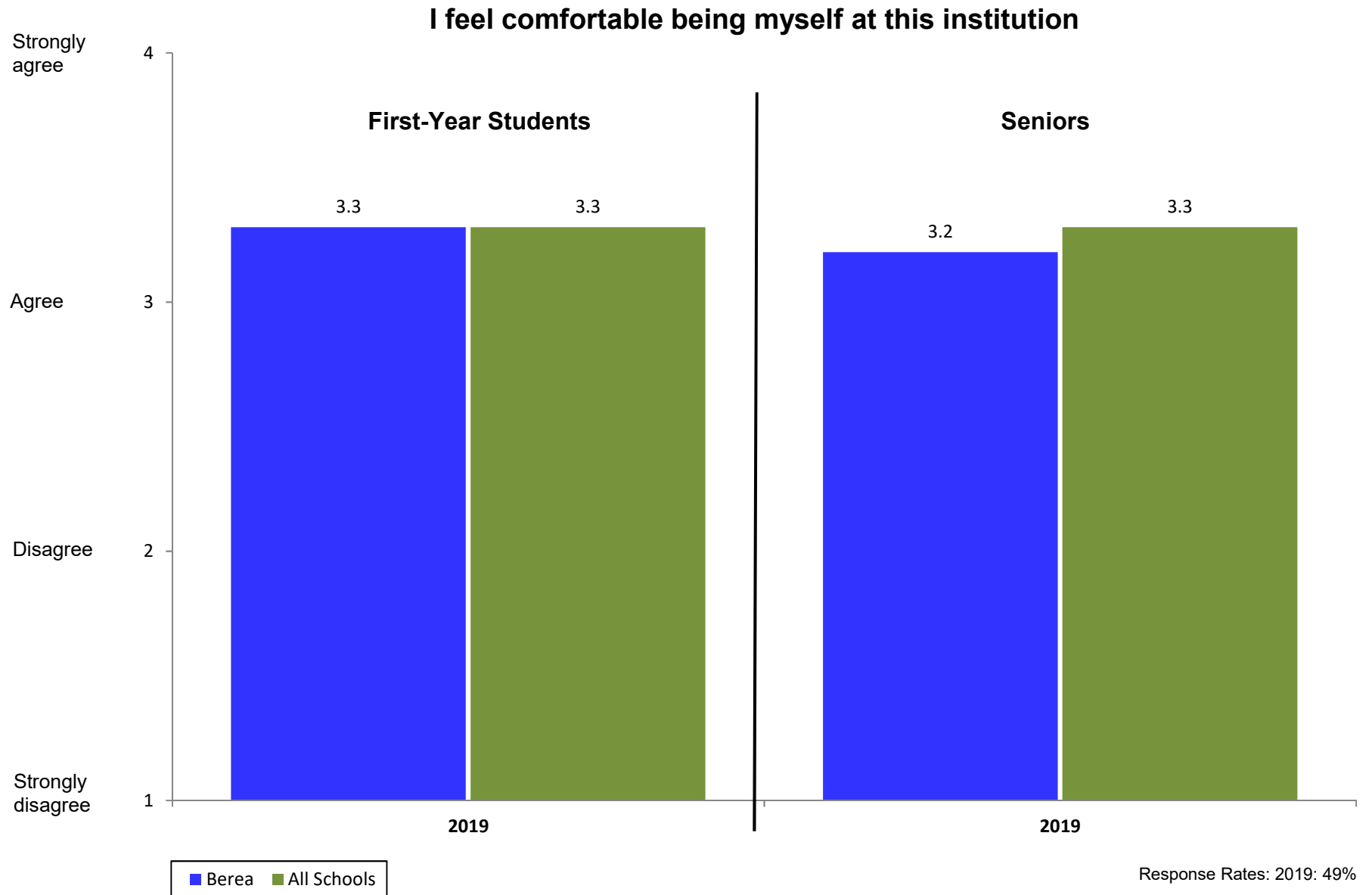
*How much does your institution provide a supportive environment for the following forms of diversity?*



*How much does your institution provide a supportive environment for the following forms of diversity?*



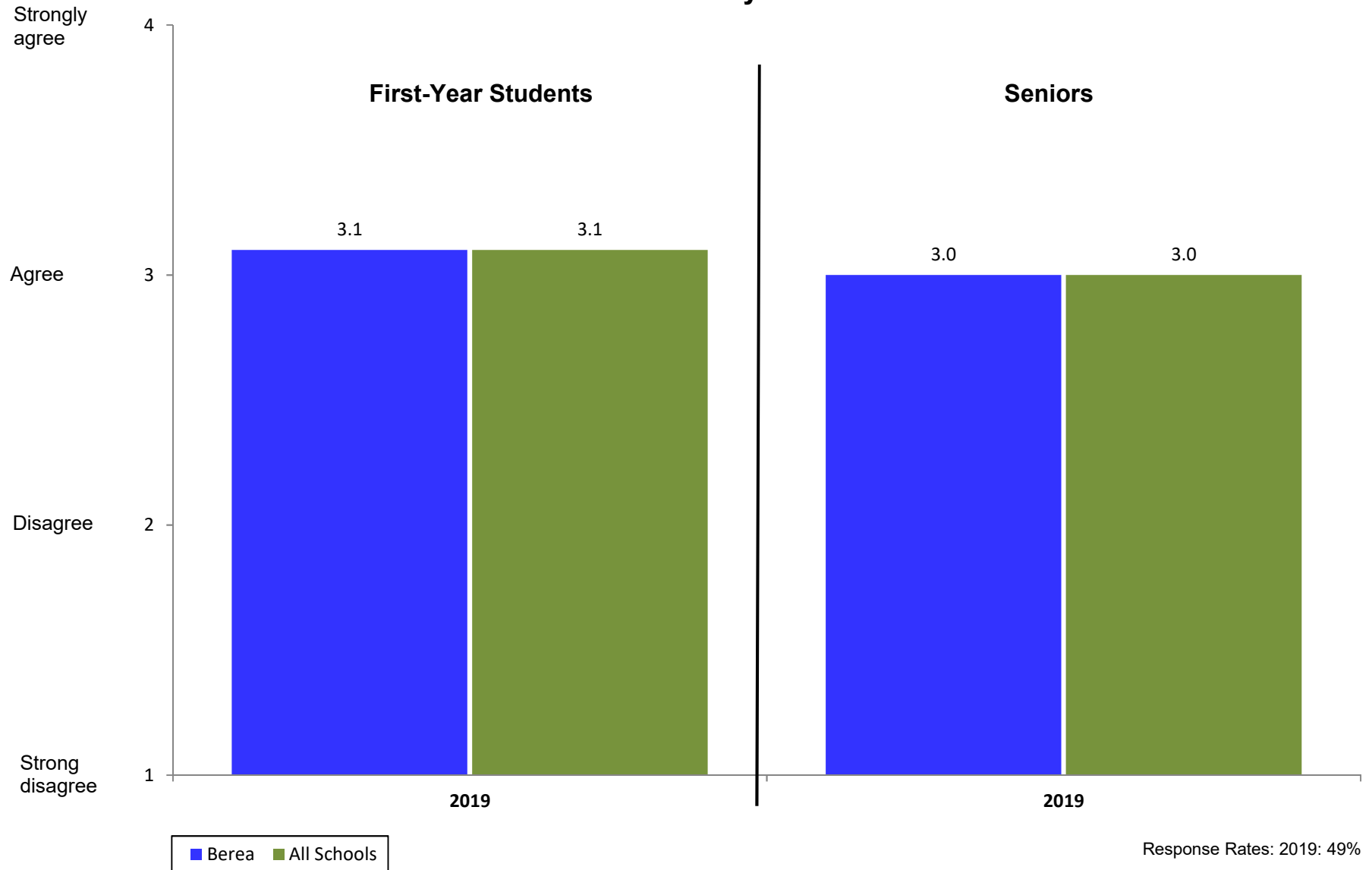
To what extent do you agree or disagree with the following statements?





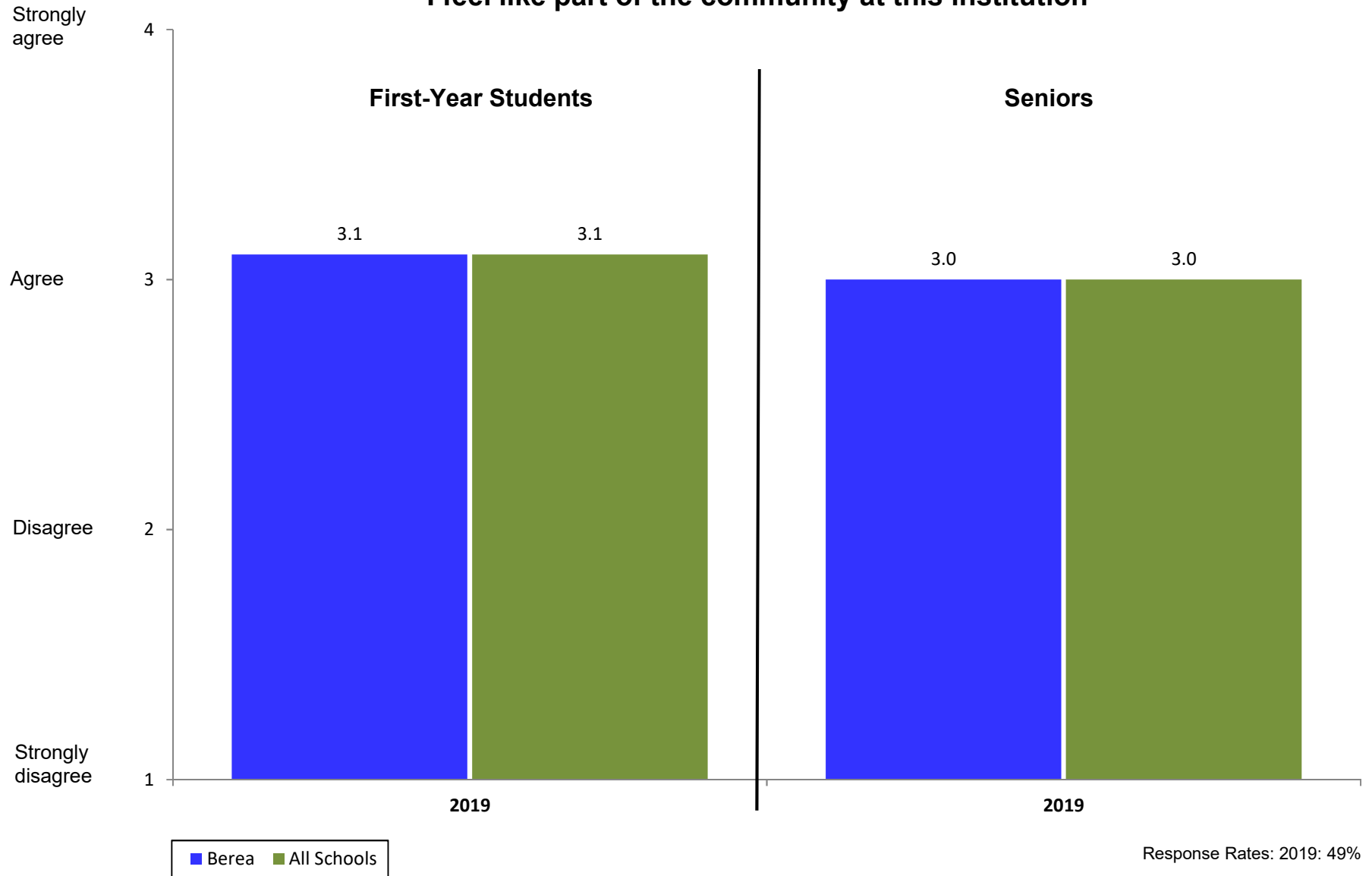
To what extent do you agree or disagree with the following statements?

I feel valued by this institution

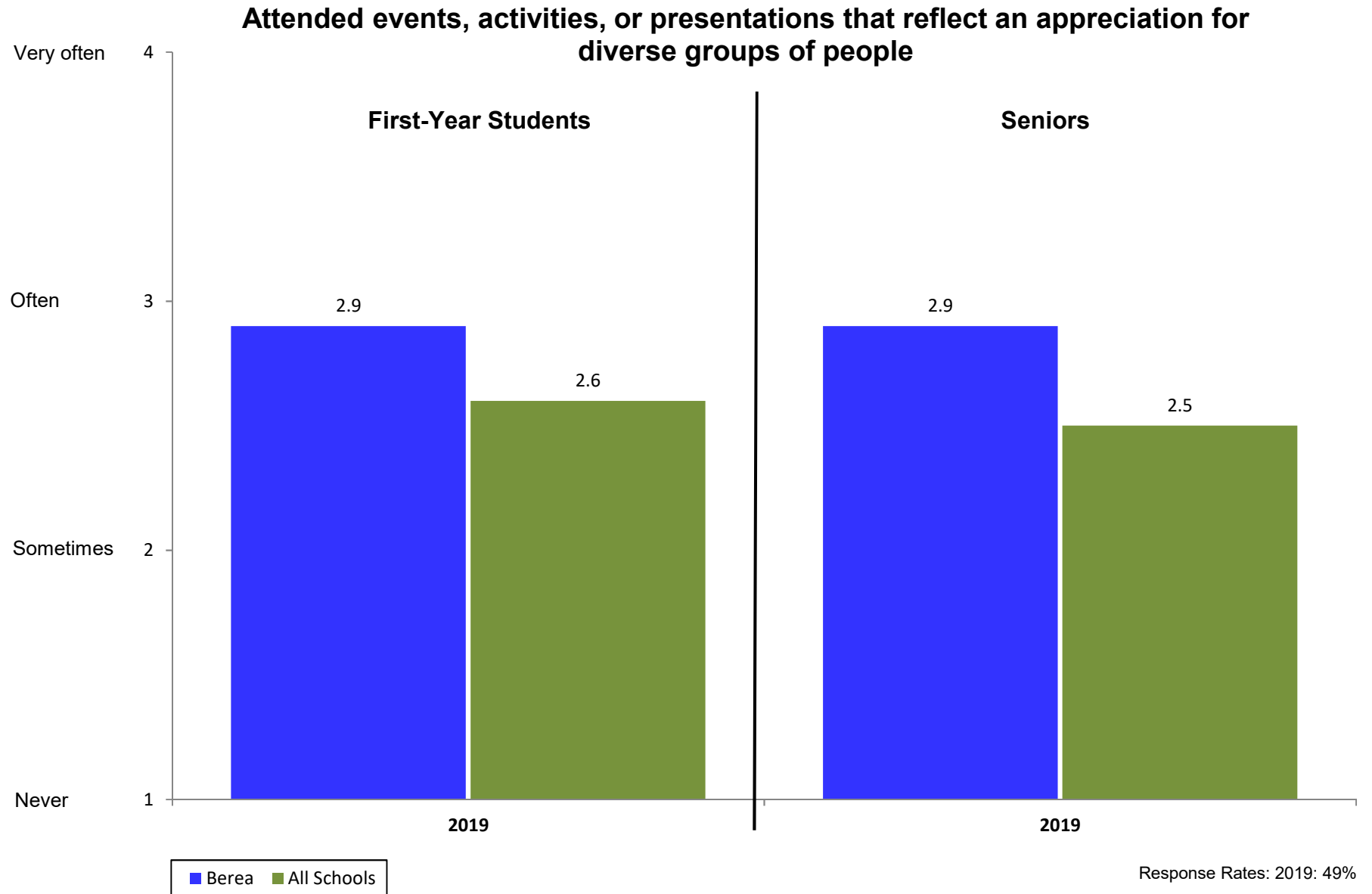


To what extent do you agree or disagree with the following statements?

I feel like part of the community at this institution

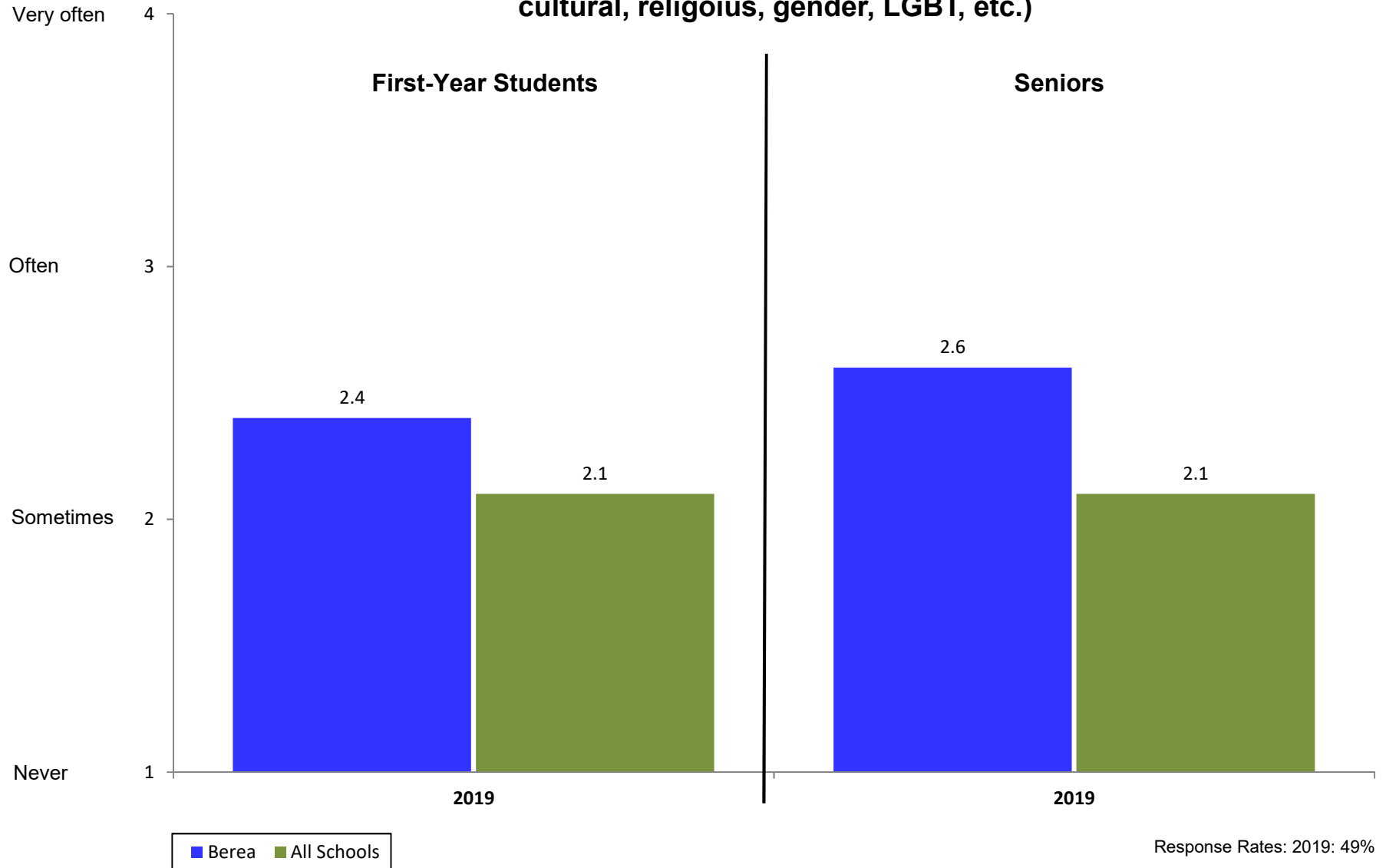


To what extent do you agree or disagree with the following statements?



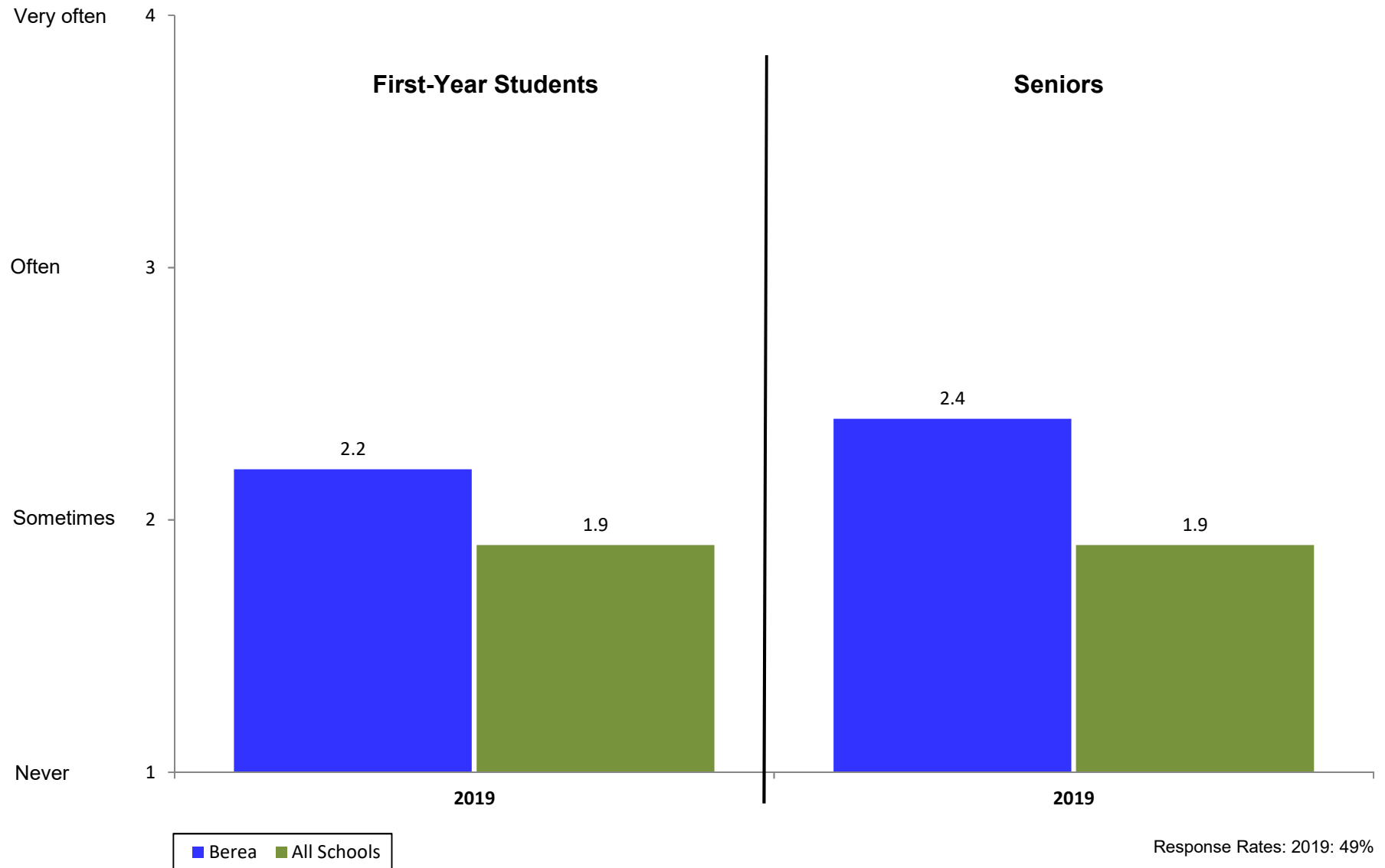
To what extent do you agree or disagree with the following statements?

**Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)**



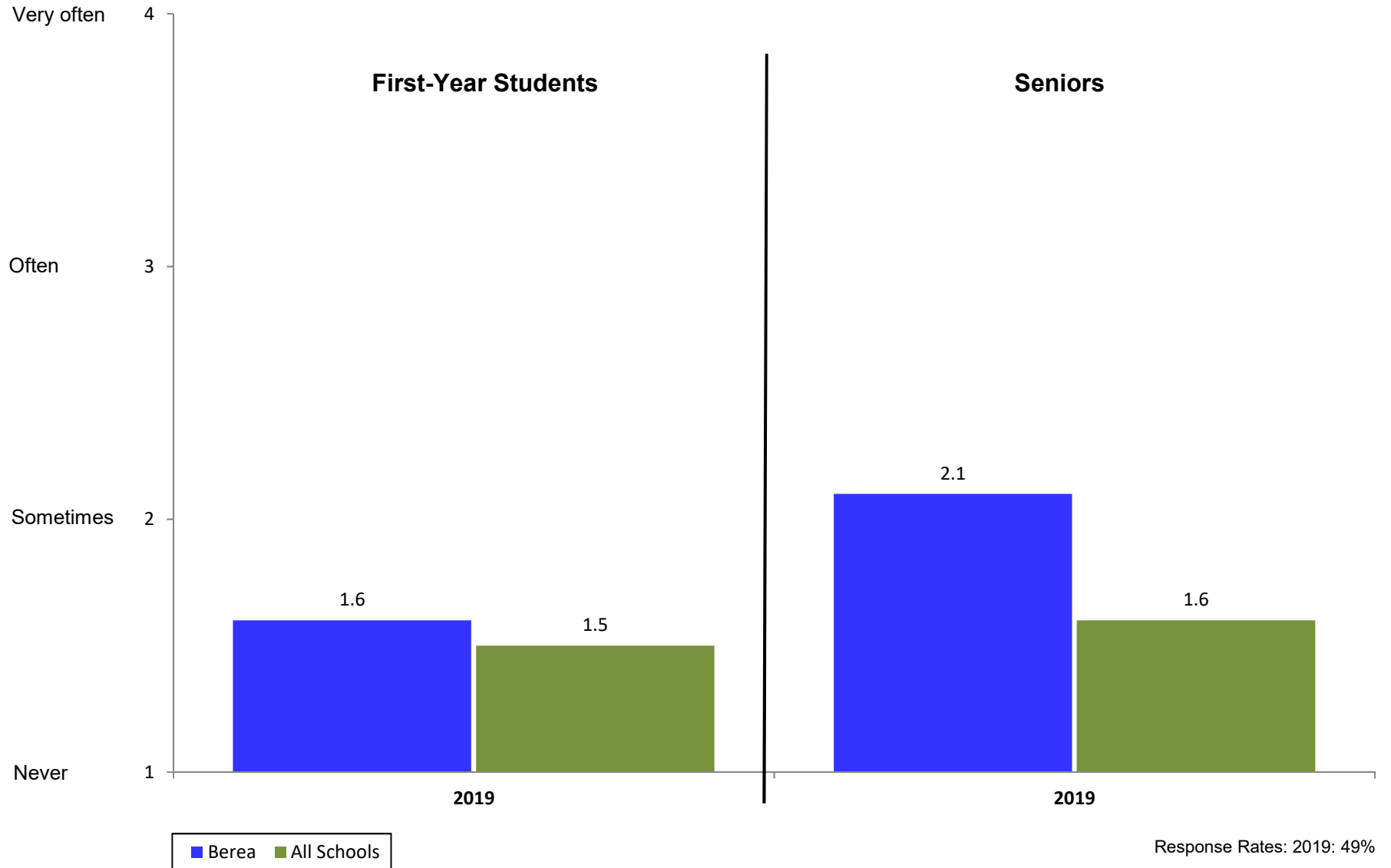
To what extent do you agree or disagree with the following statements?

### Participated in a diversity-related club or organization



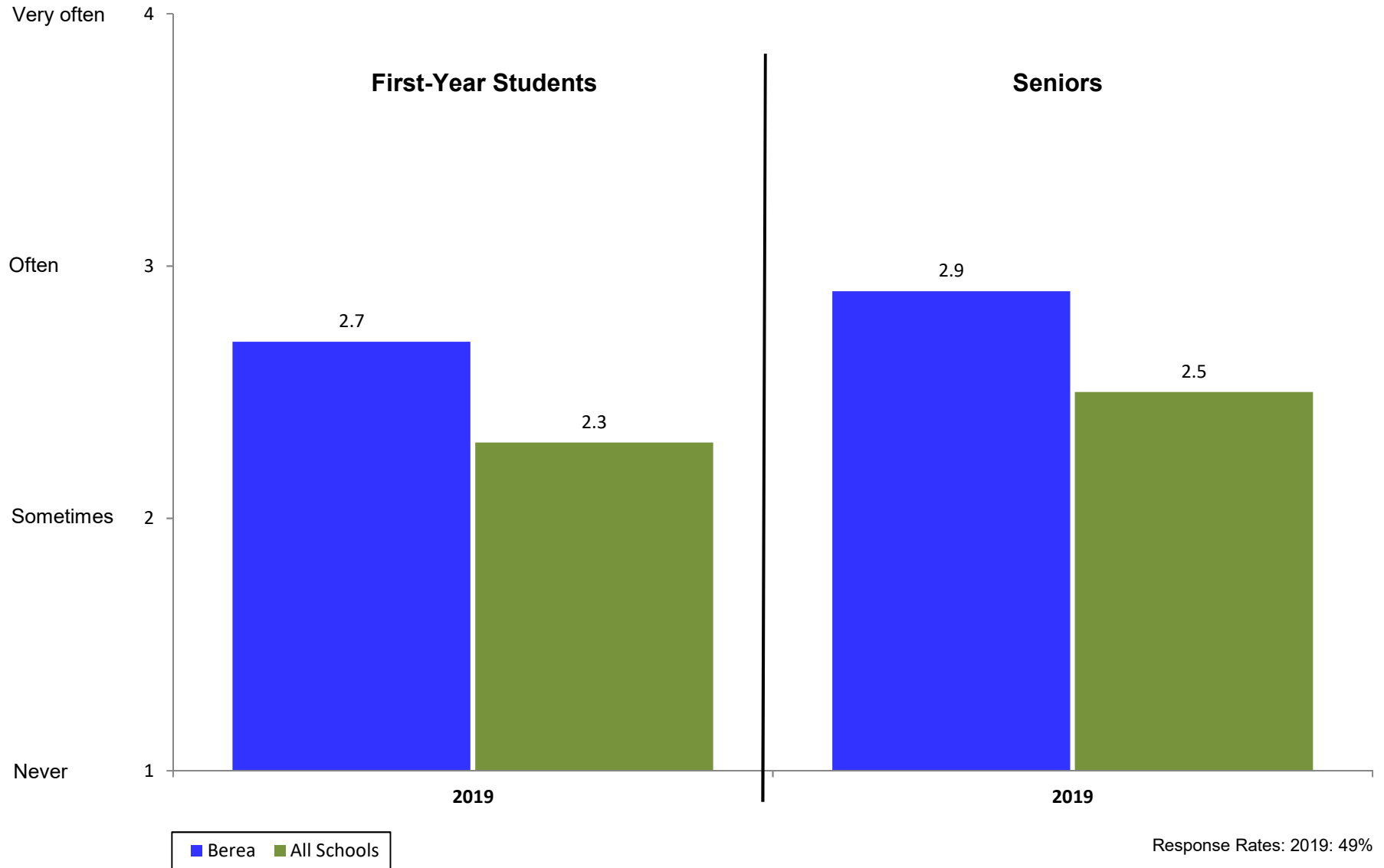
To what extent do you agree or disagree with the following statements?

**Participated in a demonstration for a diversity-related cause (rally, protest, etc.)**



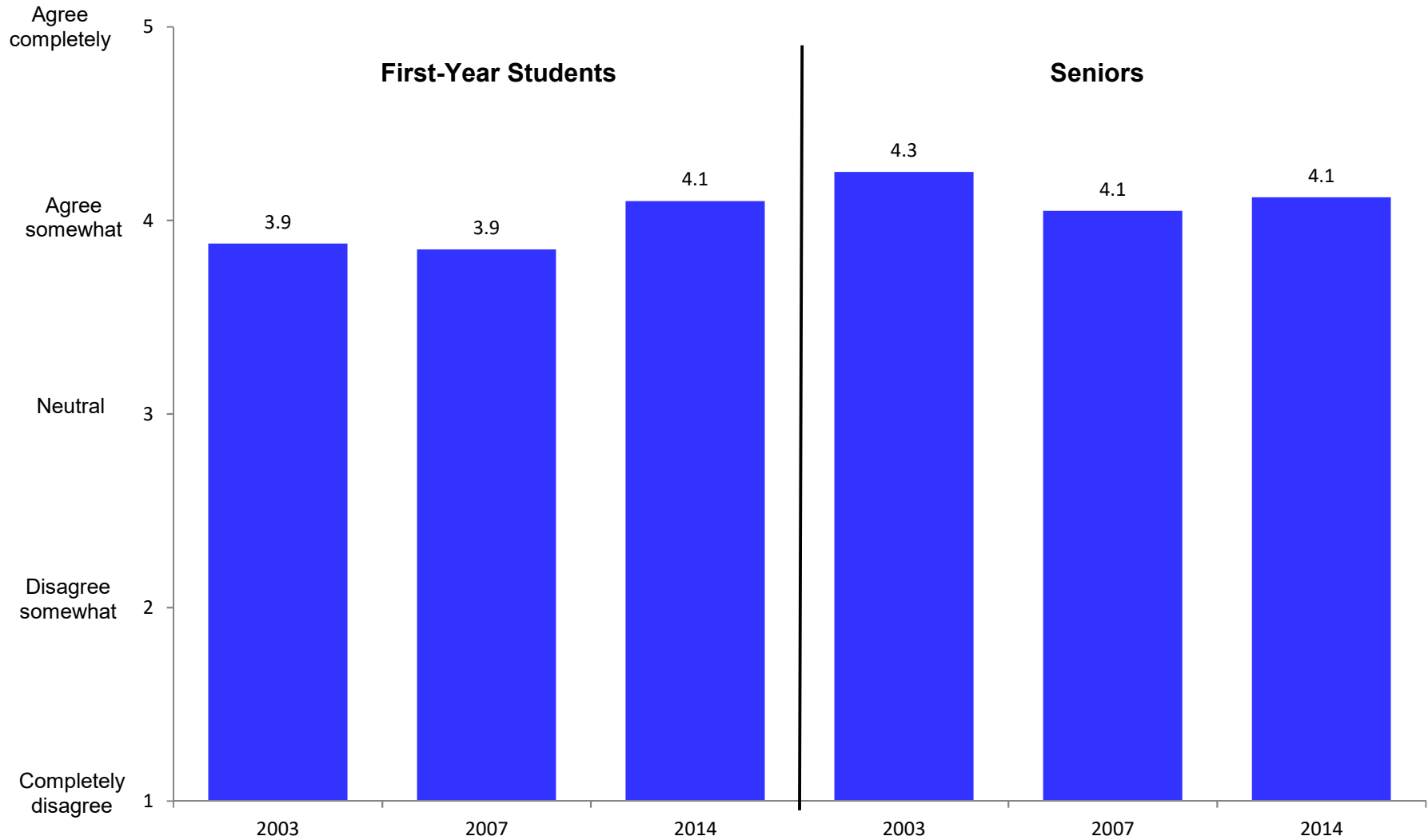
To what extent do you agree or disagree with the following statements?

Reflected on your cultural identity



To what extent do you agree with the following?

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

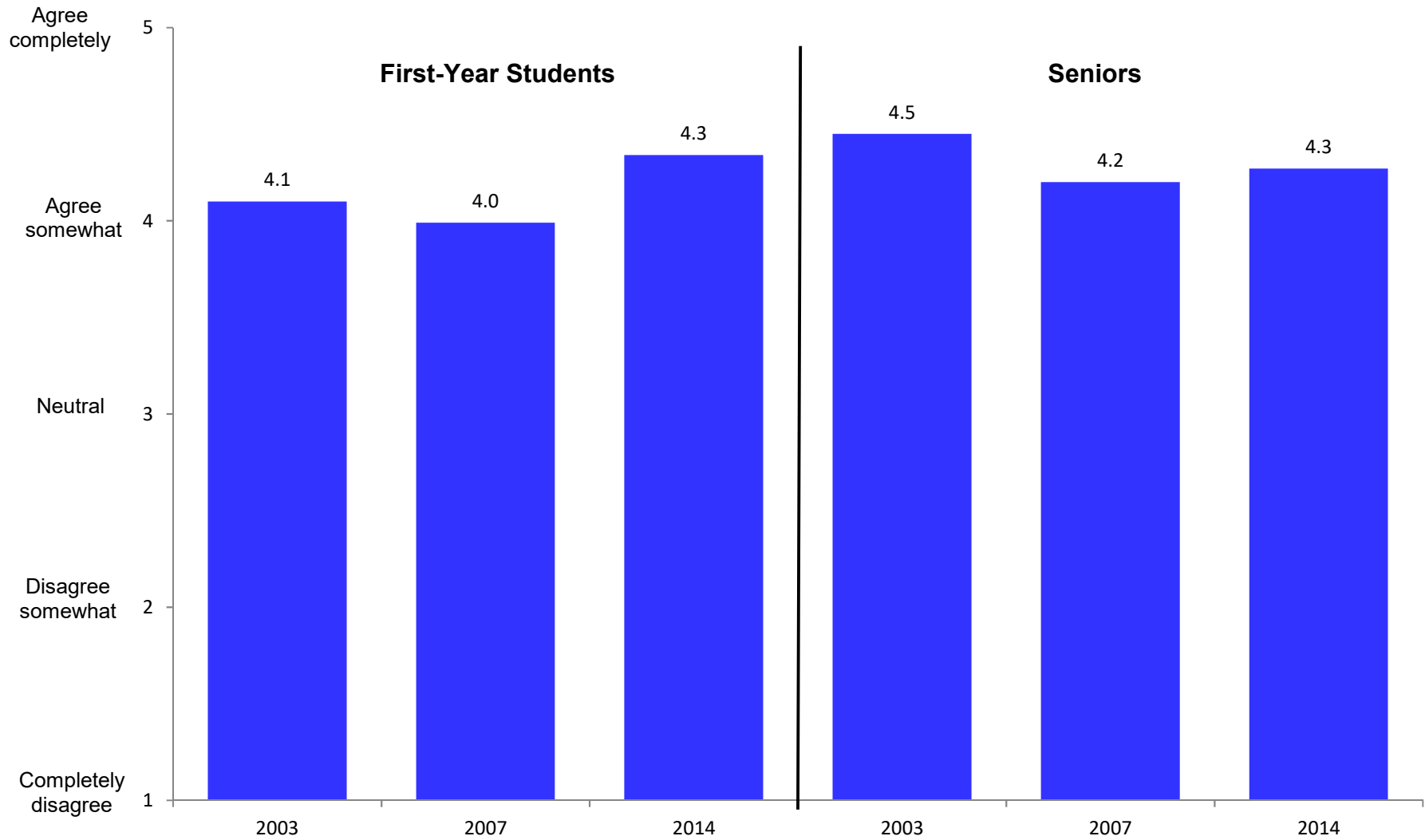


NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.



To what extent do you agree with the following?

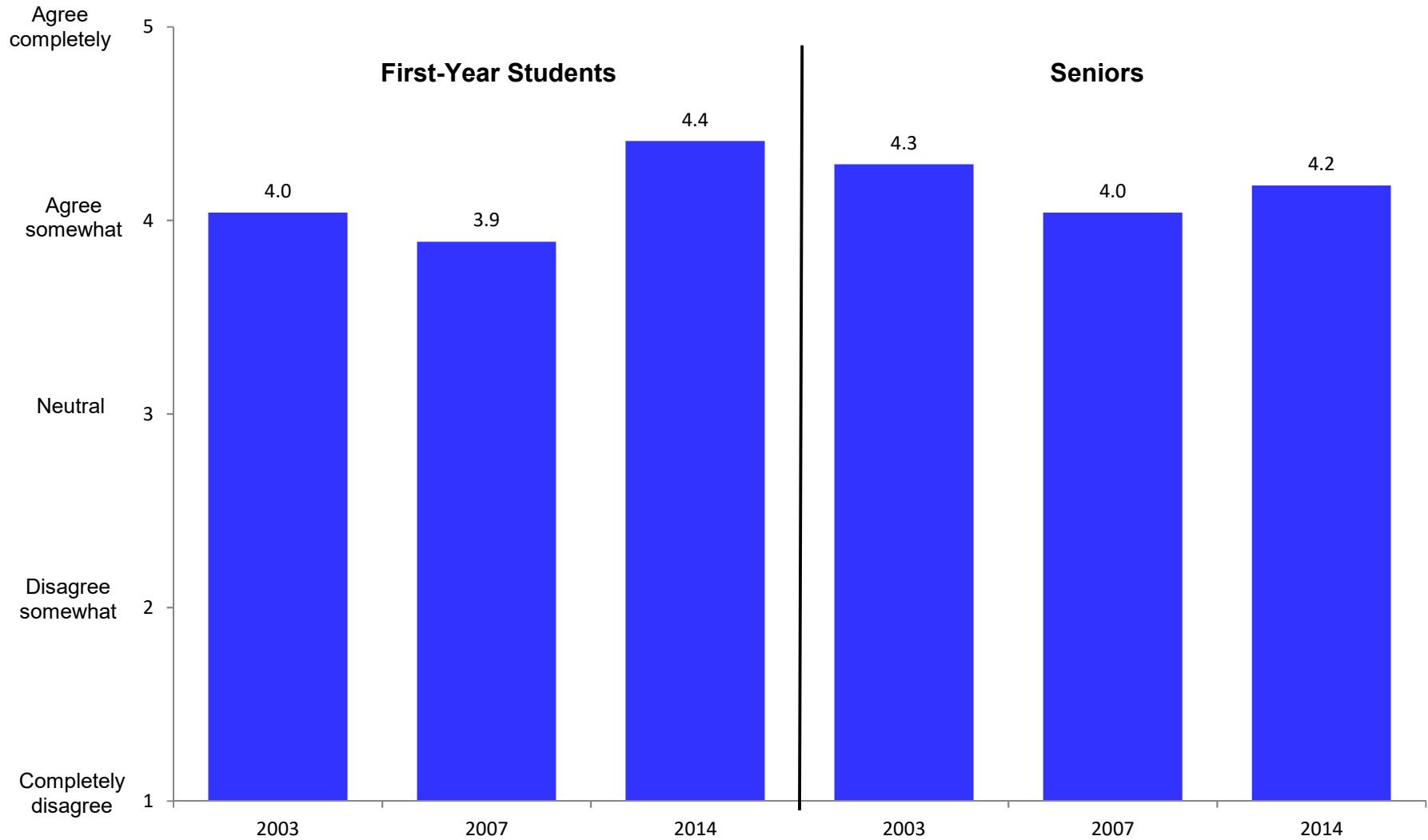
**I believe my work is valuable.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

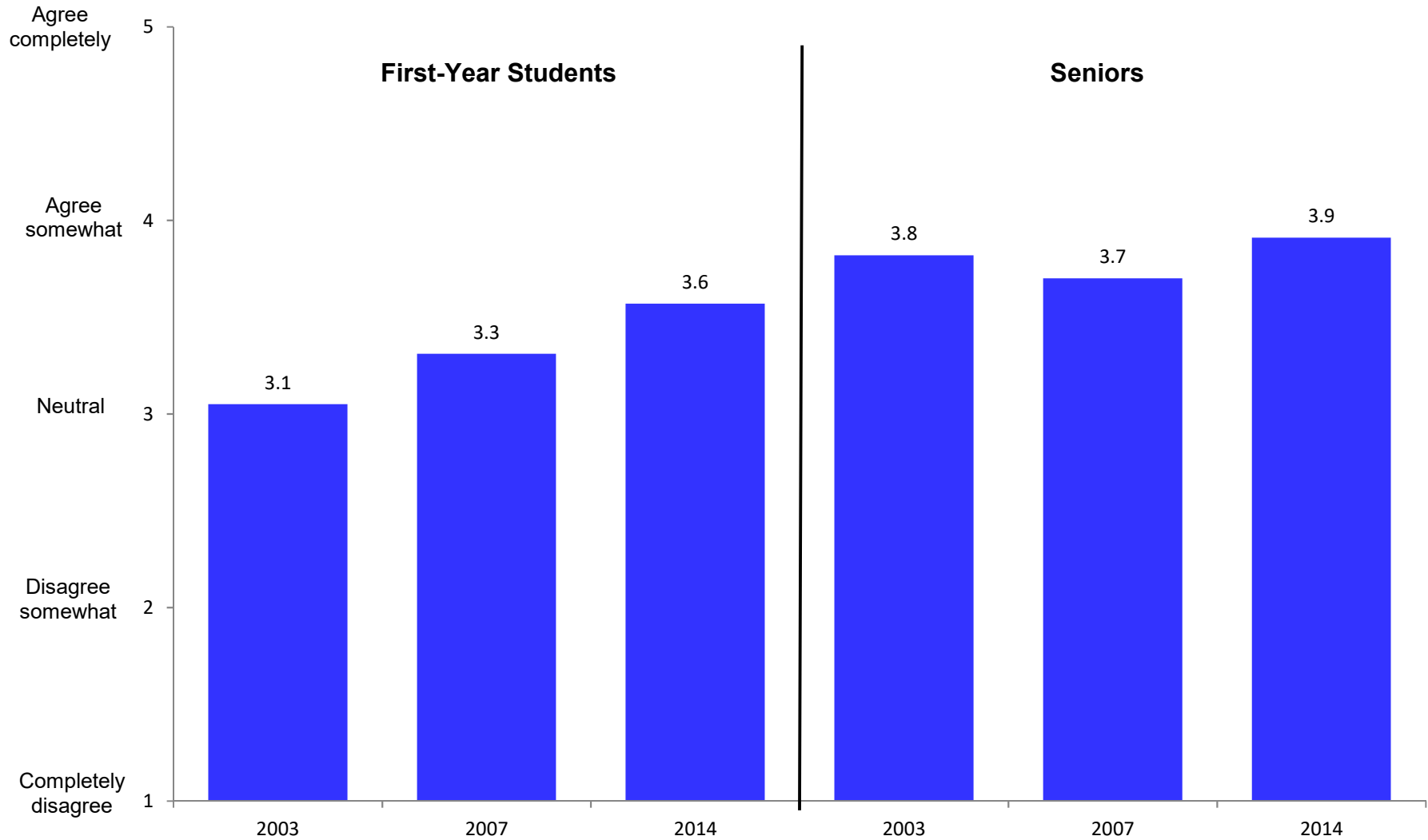
**Going to a work college helps me develop a strong work ethic.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

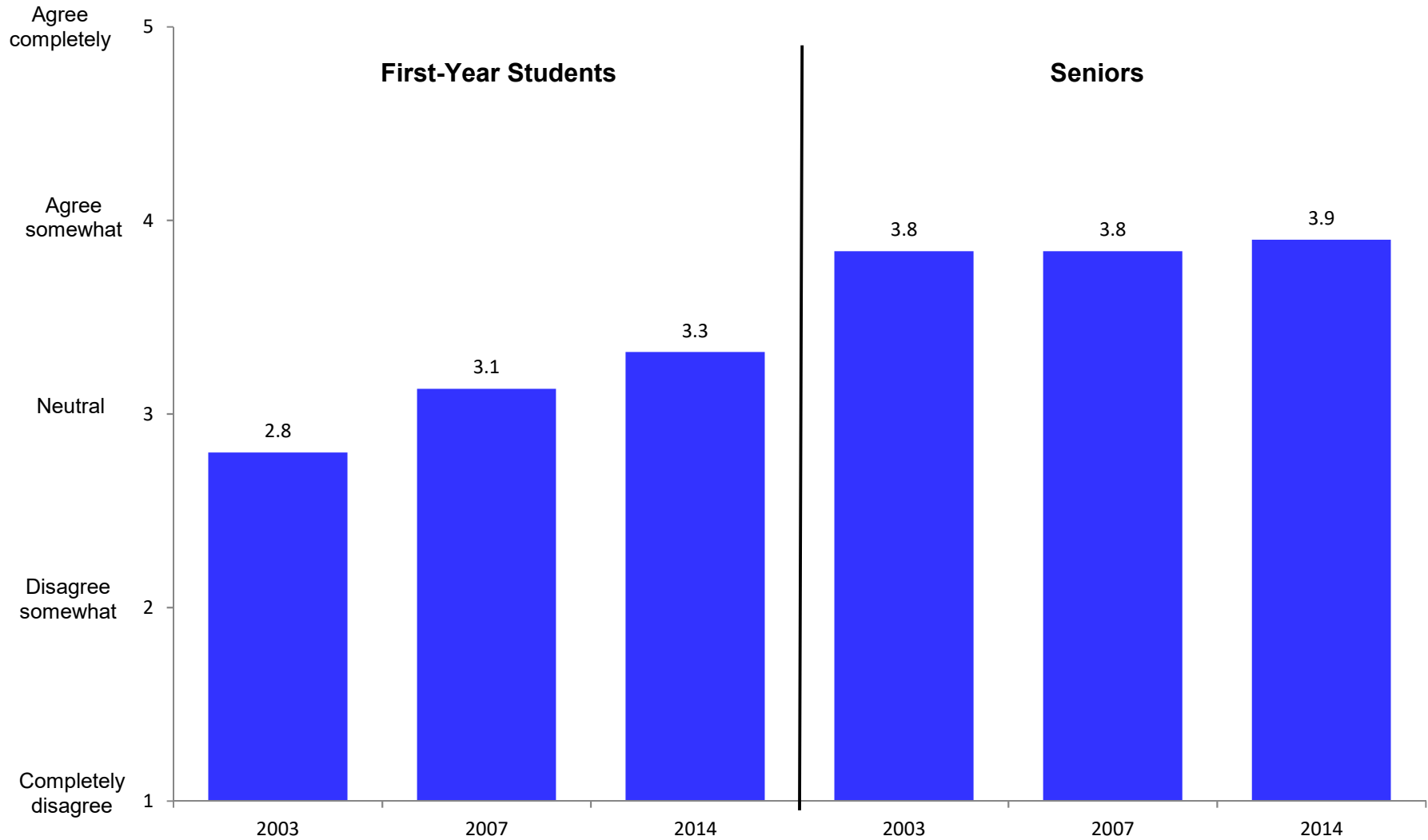
**My work has contributed to my academic success.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

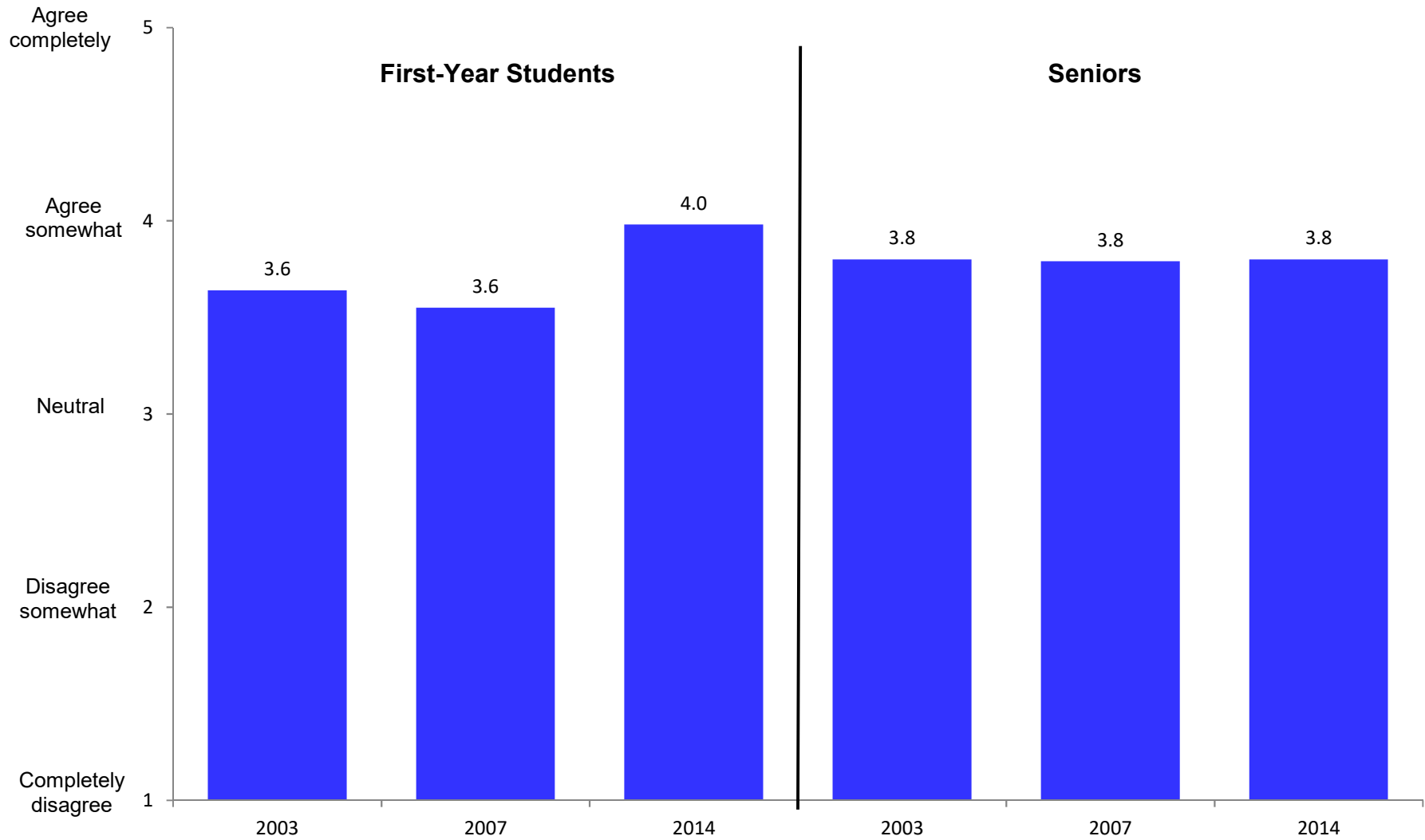
**I apply what I learn in my academic courses to my work.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

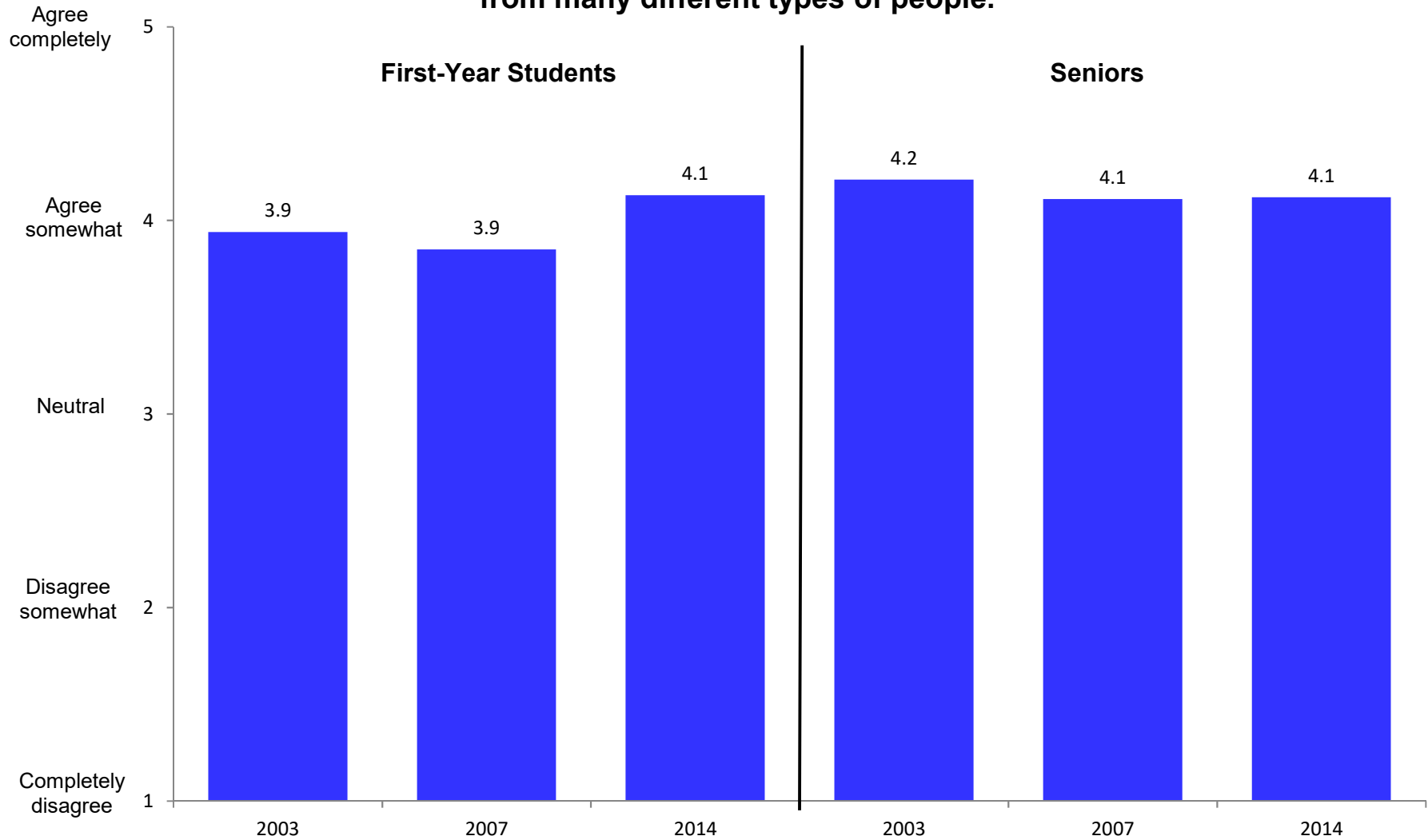
**Going to a work college helps me learn the value of community service.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

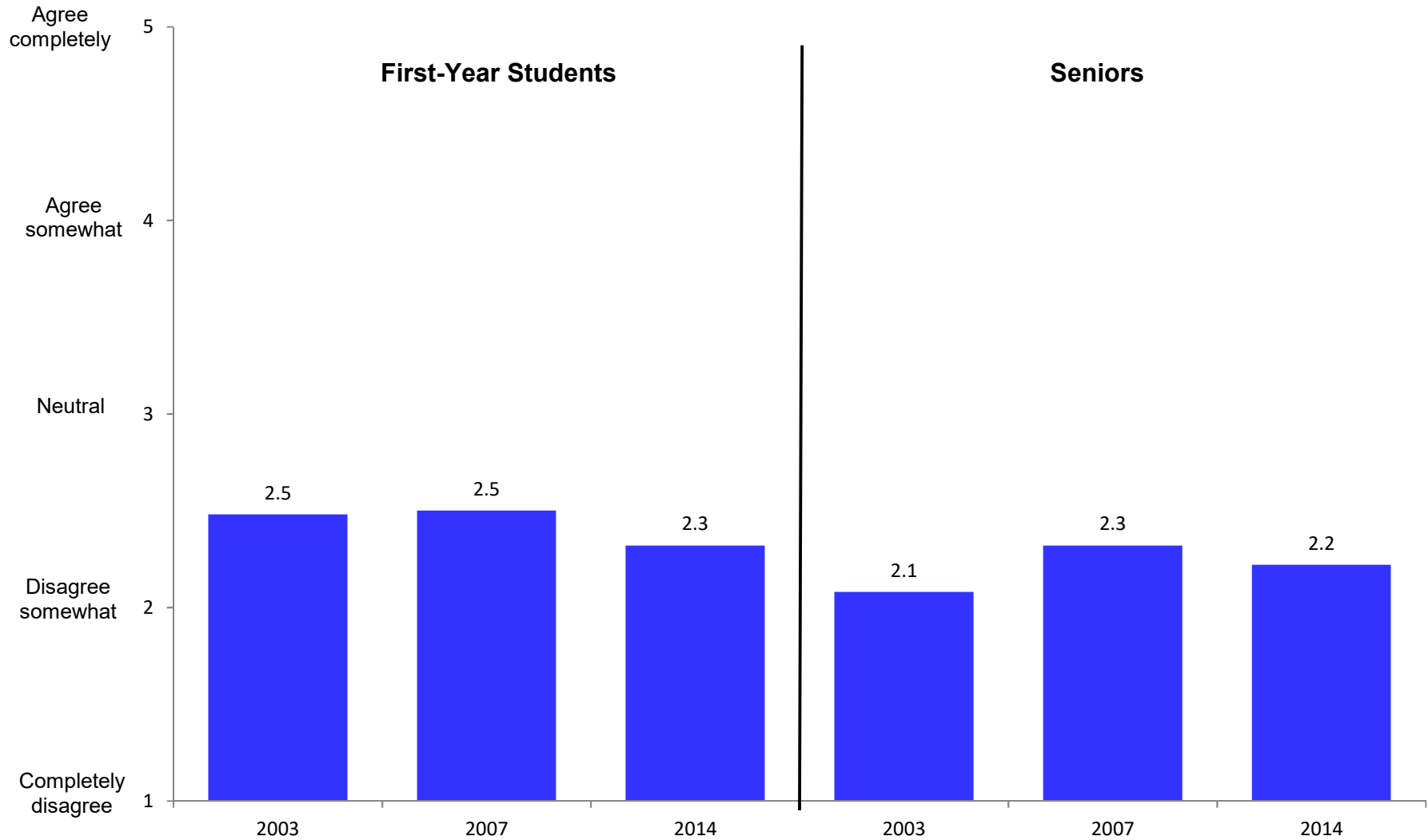
**My work college experience has helped me learn from many different types of people.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

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

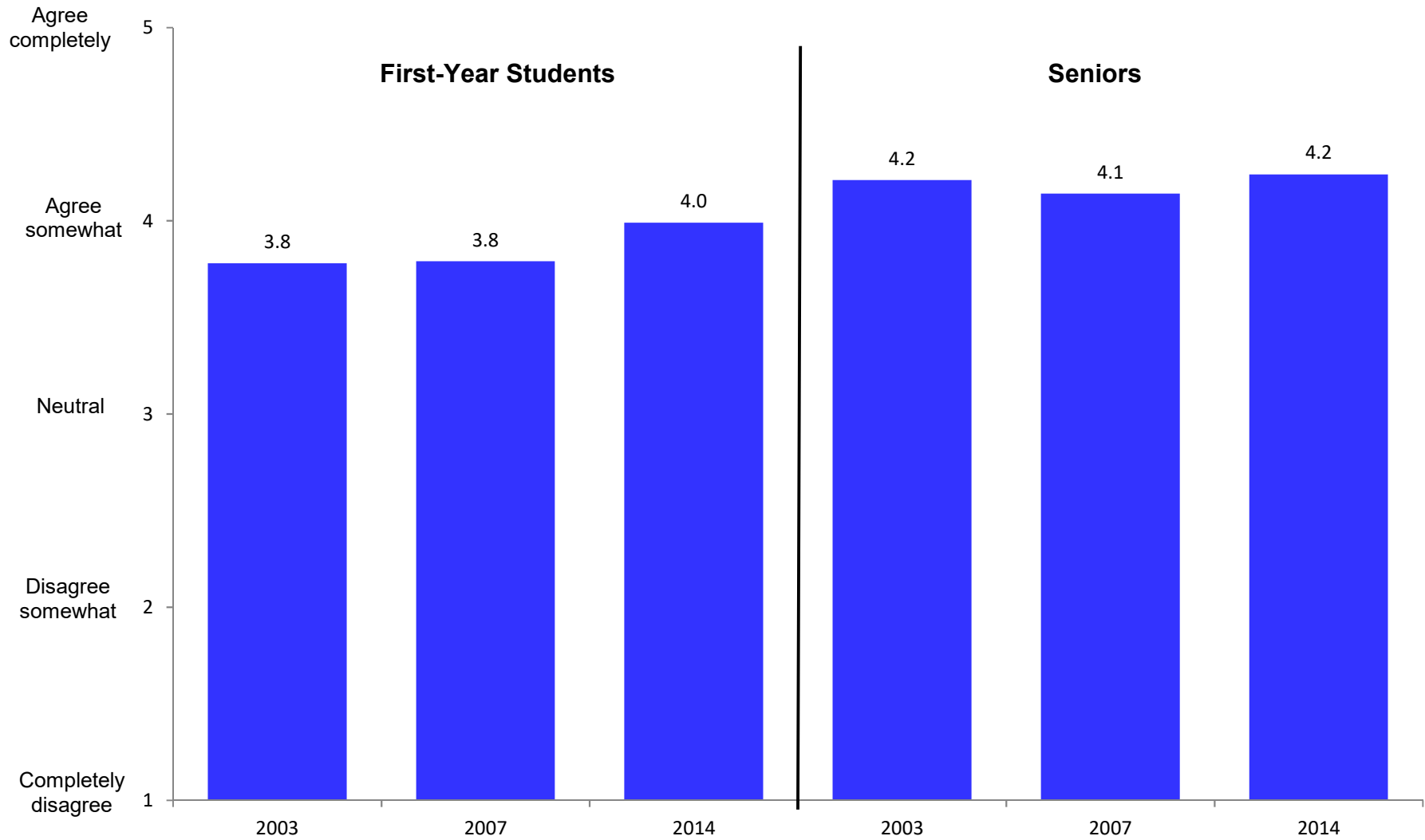


NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

Response Rates:  
2003: 57%; 2007: 79%;  
2010: 64%, 2014: 60%  
2019: 49%

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

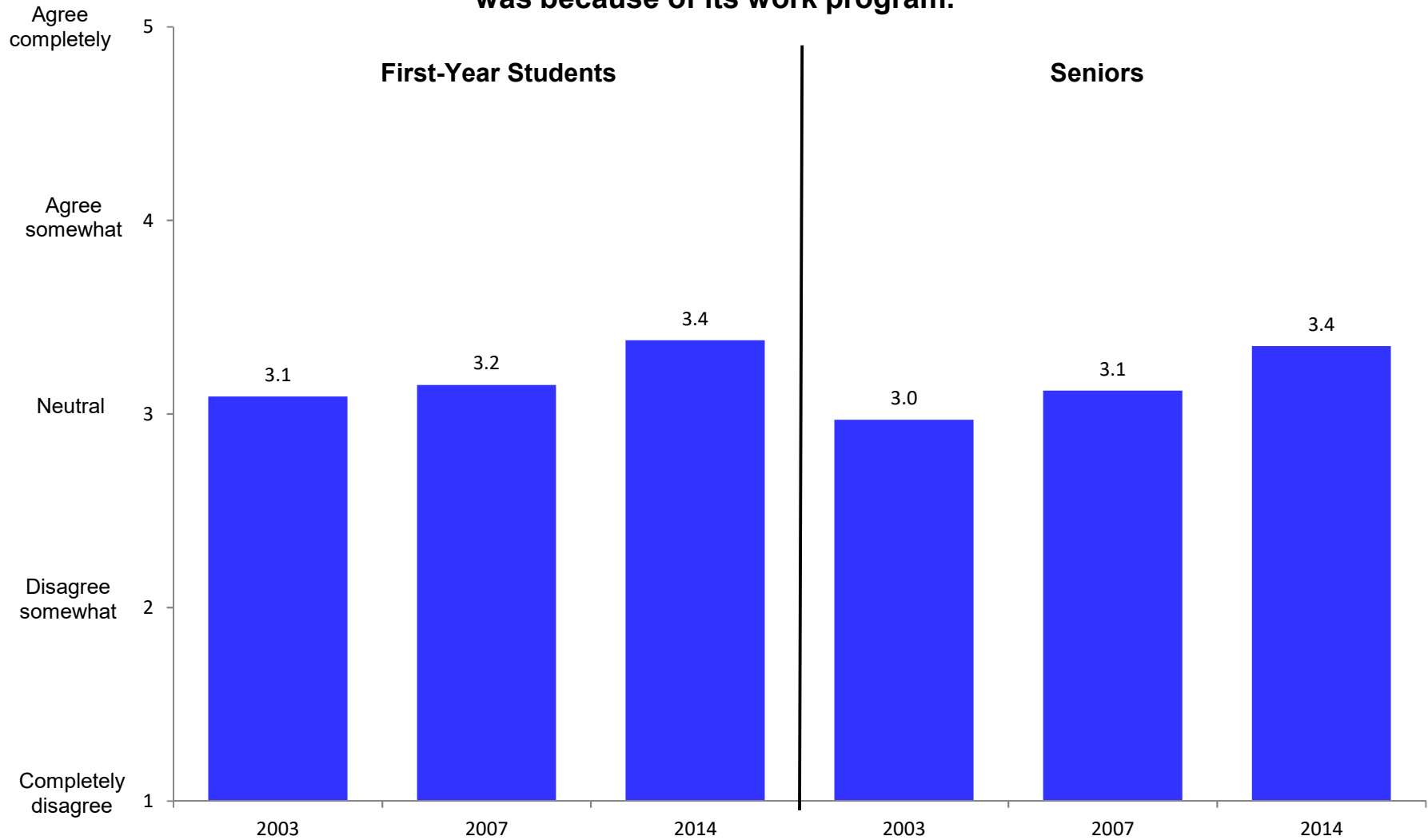


NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.



To what extent do you agree with the following?

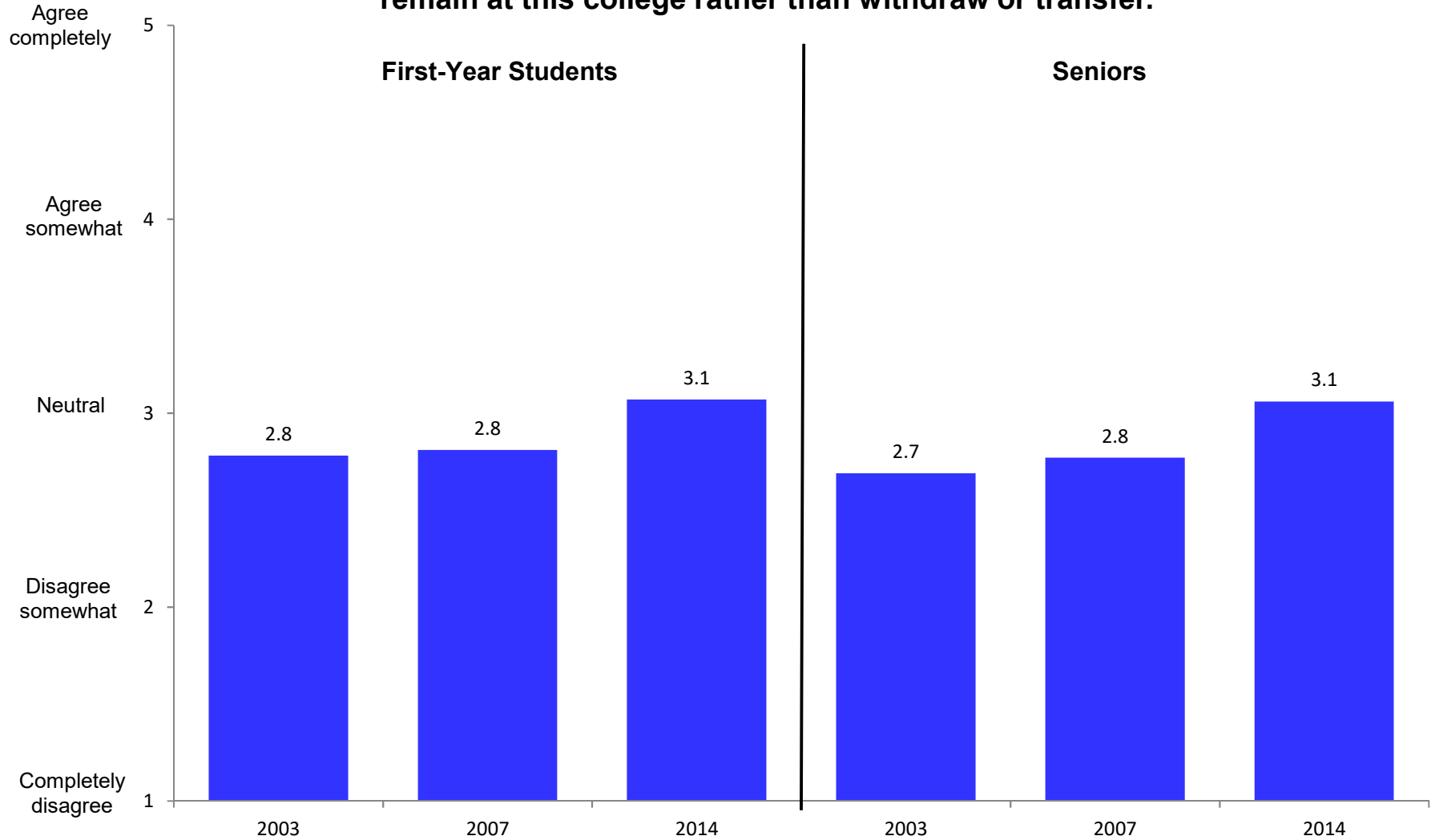
**One of the reasons I chose to attend this college was because of its work program.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

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

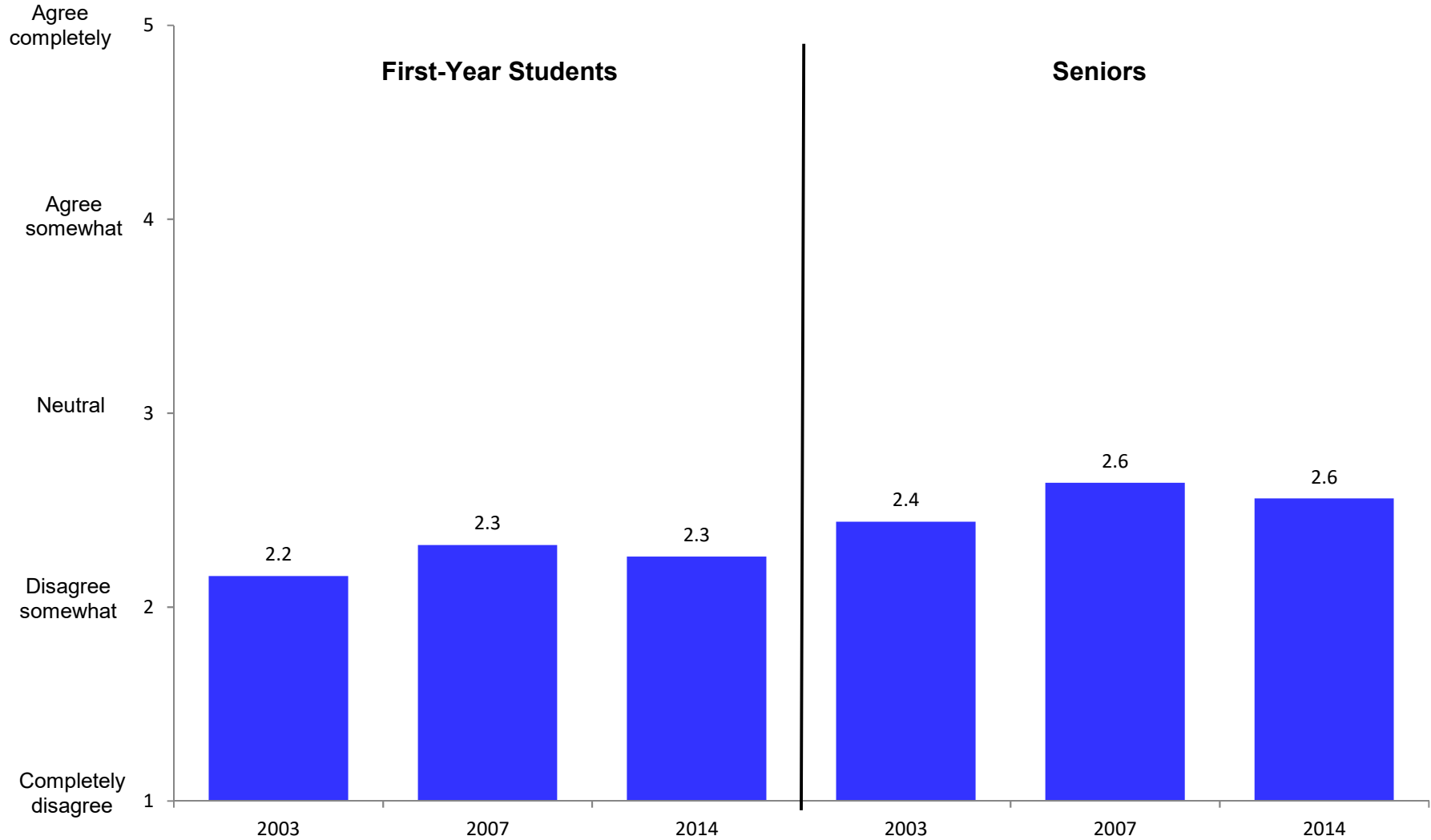


NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

Response Rates:  
2003: 57%; 2007: 79%;  
2010: 64%, 2014: 60%  
2019: 49%

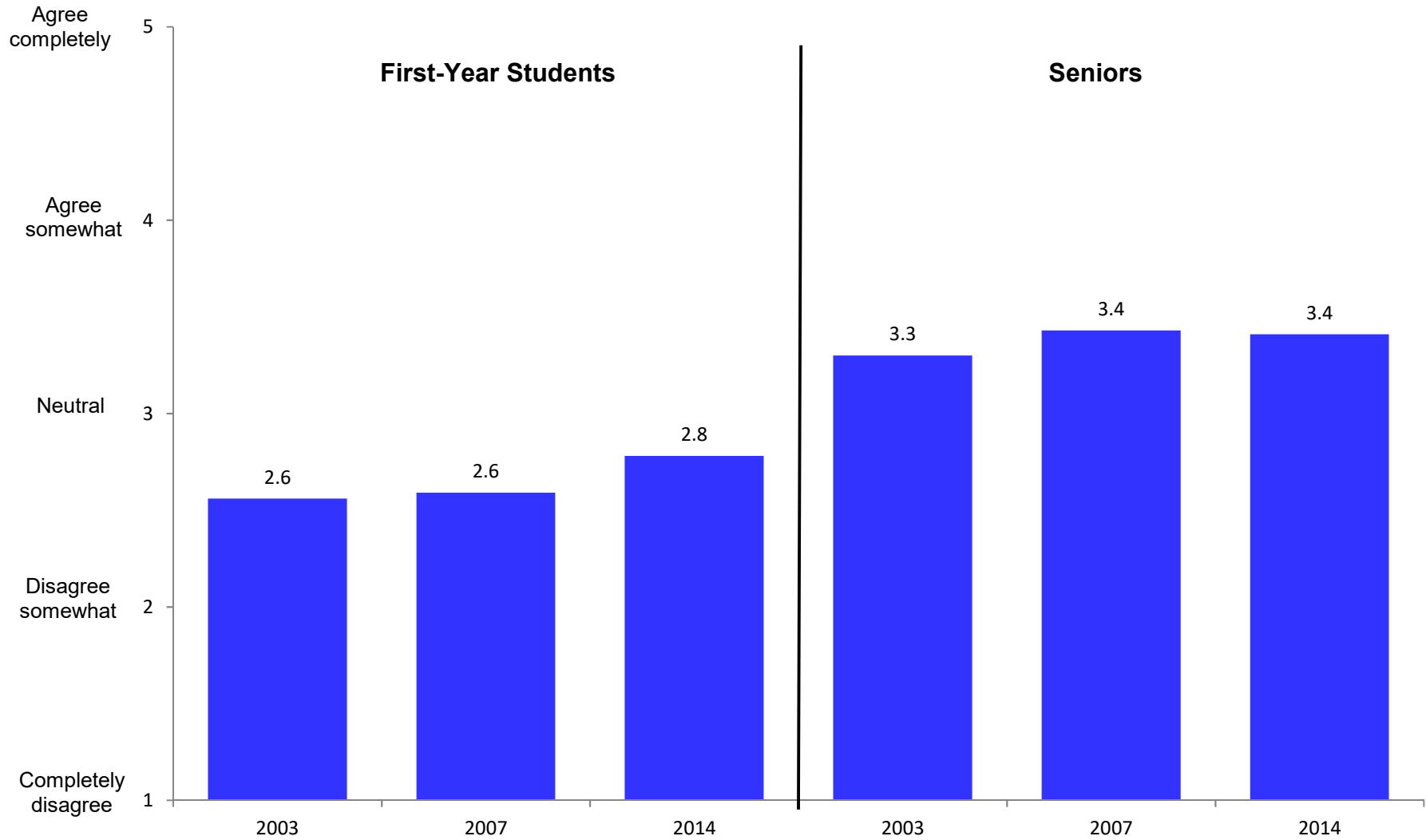
**My work program experiences have influenced my choice of academic major.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

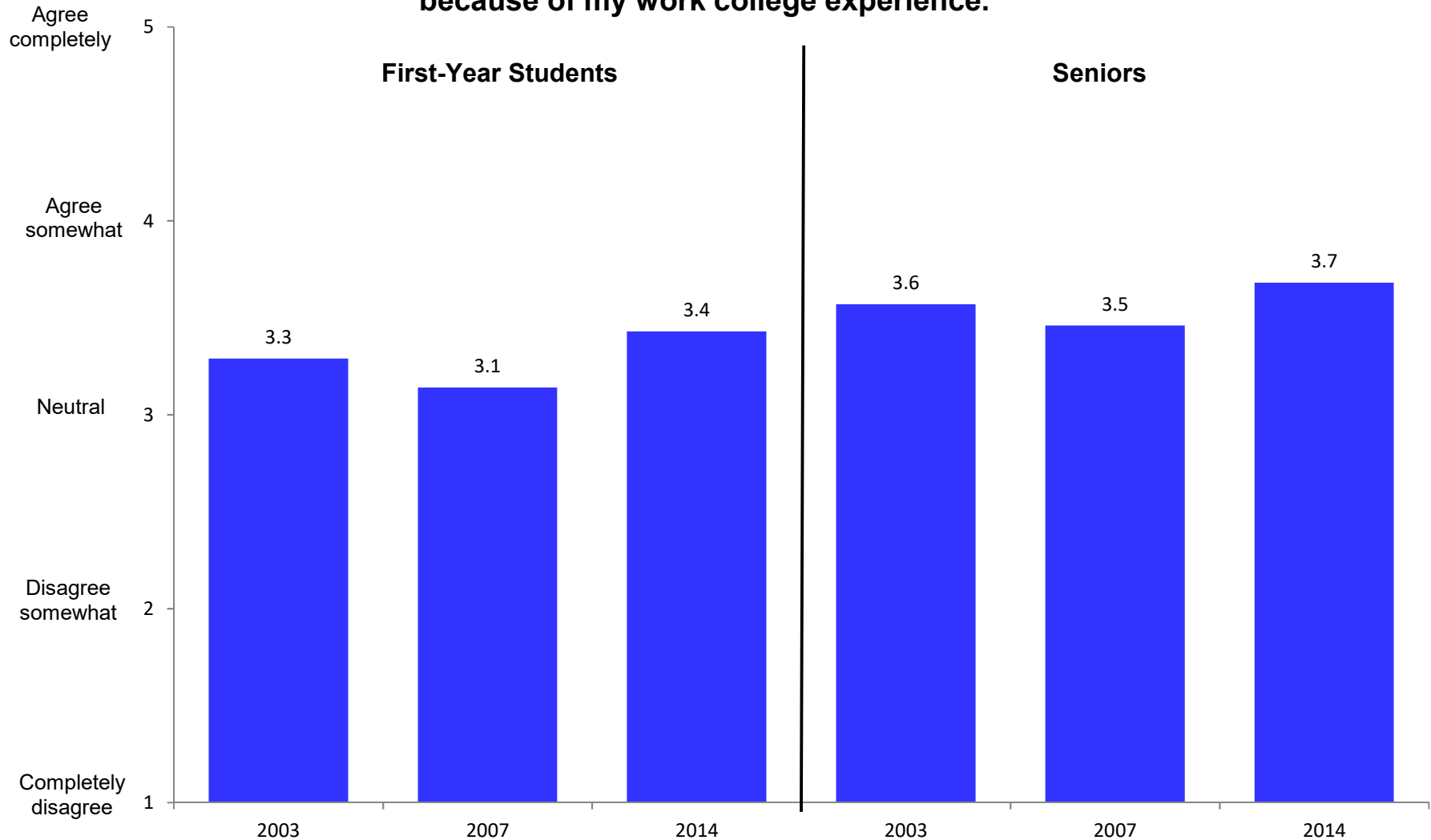
**My experience in the work program has influenced my career goals.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

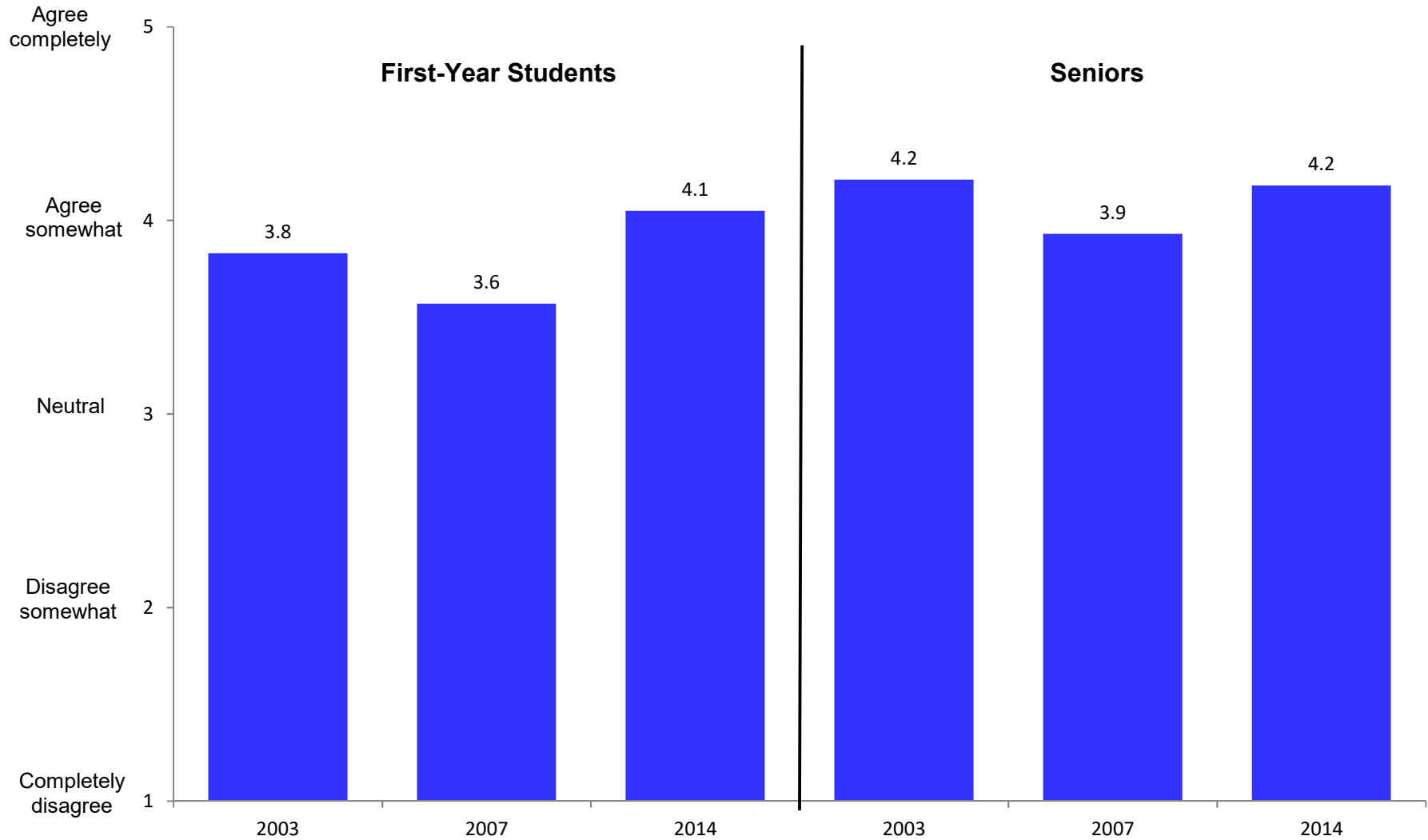
**I have become a more productive worker because of my work college experience.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

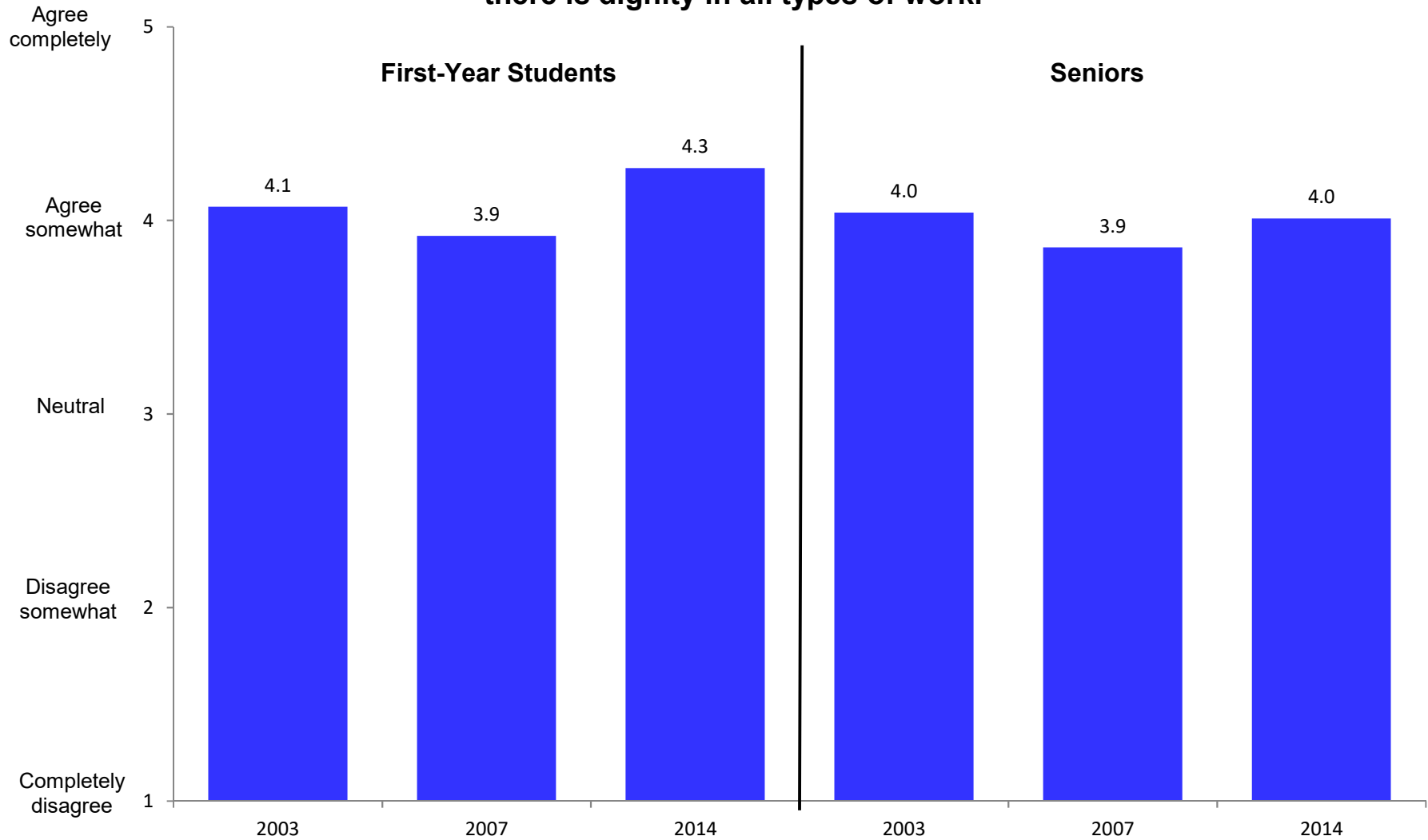
**My participation in the work program will increase my value in the job market.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

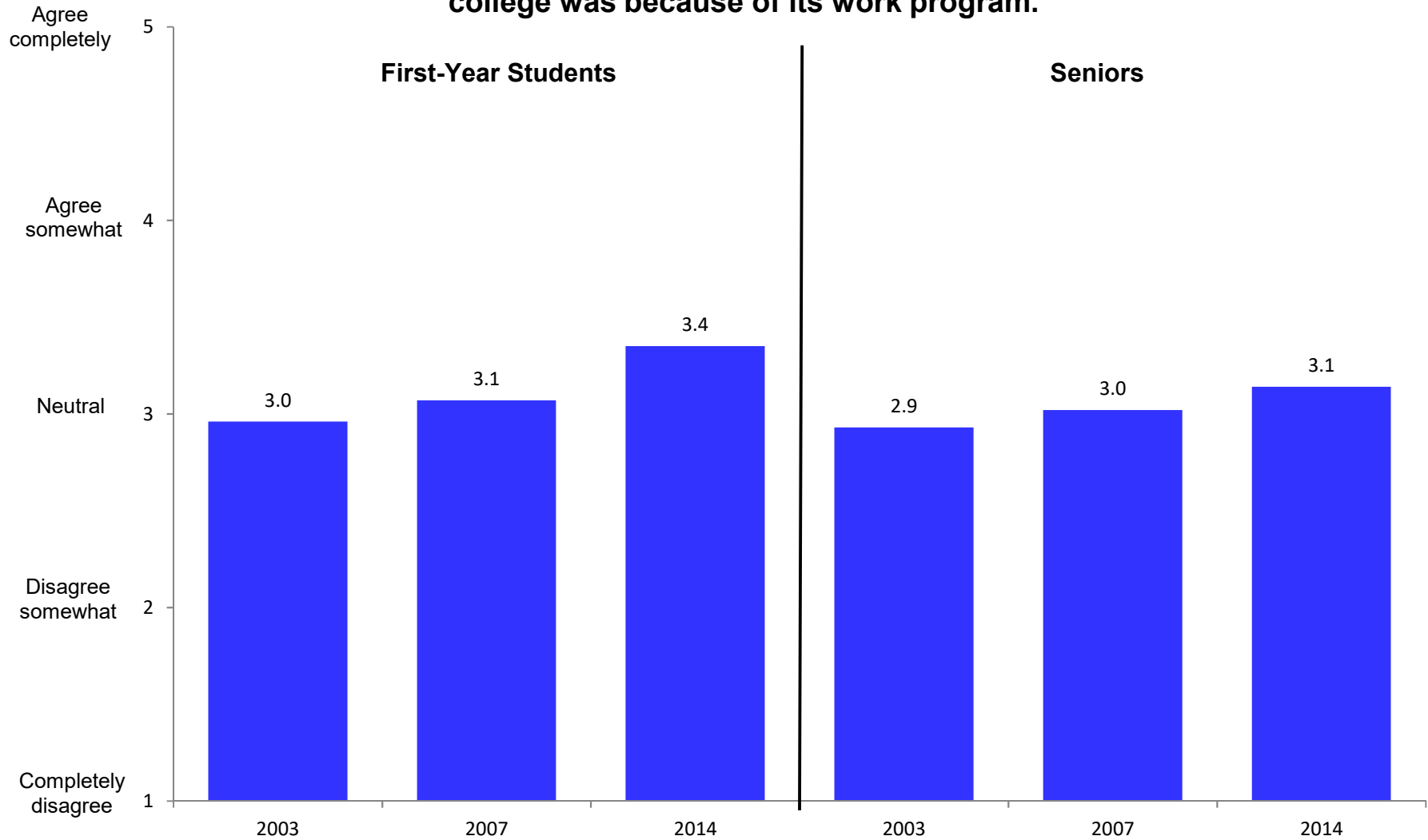
**By attending a work college, I have learned that there is dignity in all types of work.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.

To what extent do you agree with the following?

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

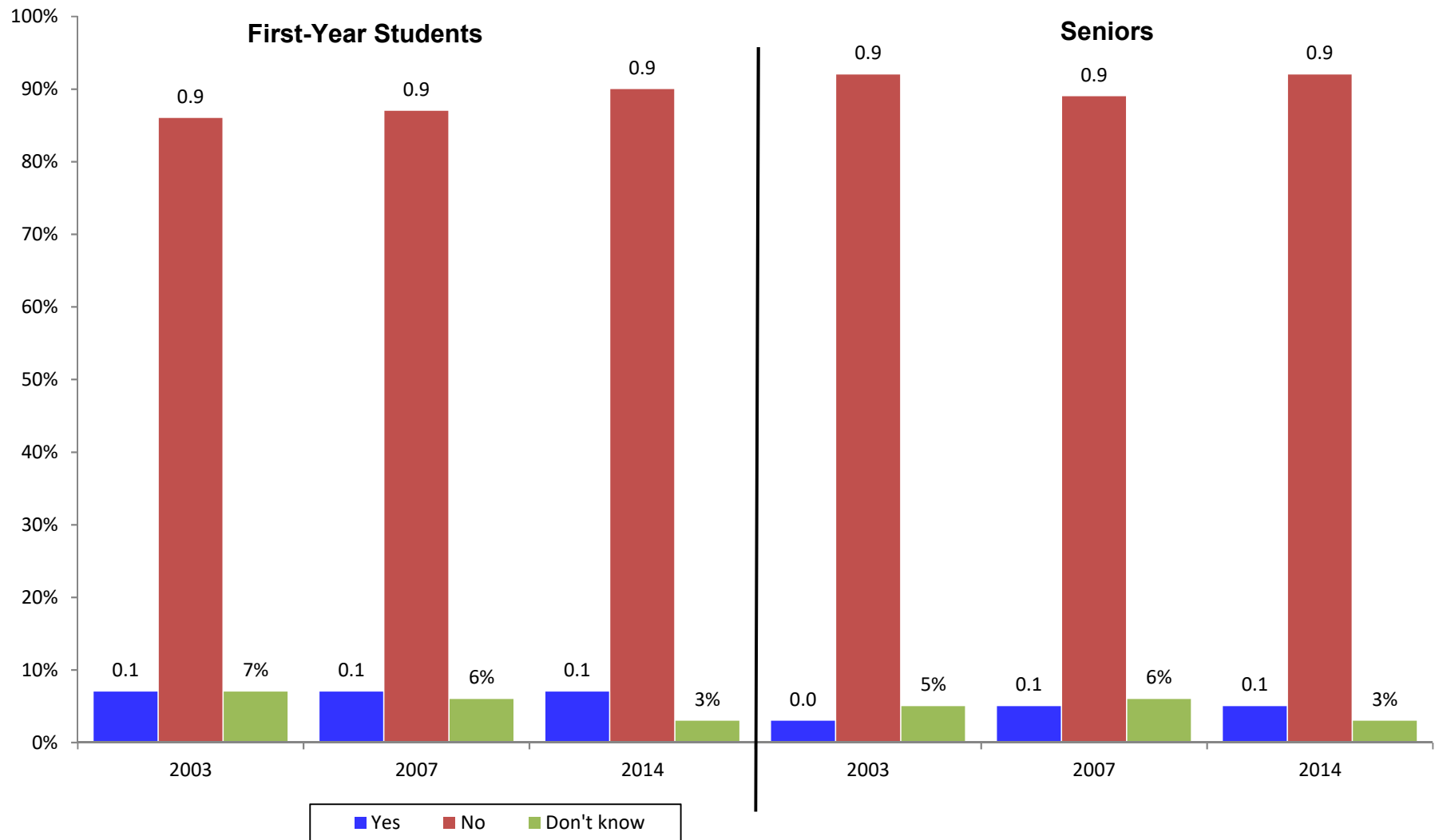


NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.



To what extent do you agree with the following?

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



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010 or 2019.