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## Results and Recommendations from the 2004 National Survey of Student Engagement (NSSE)

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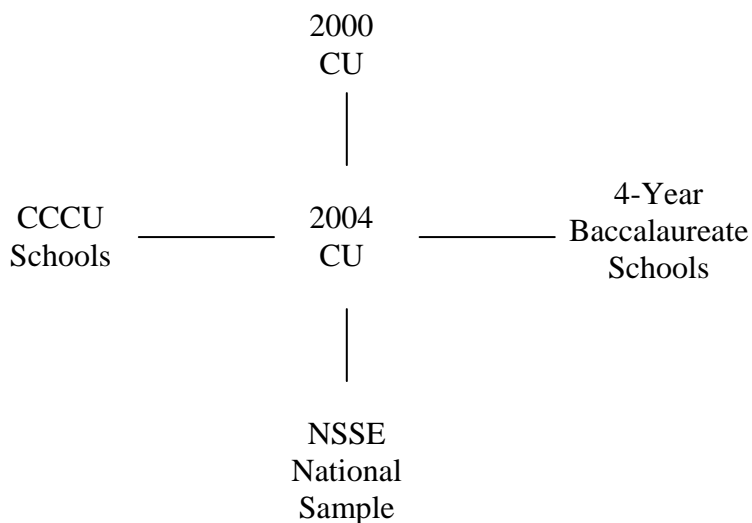
The Cedarville University learning community seeks to create an environment that encourages students to be actively and effectively engaged in growth-producing educational experiences.

The NSSE surveys freshmen and seniors through responses to 81 questions/issues distributed across fourteen categories. Demographic characteristics for sixteen variables are also captured. Moreover, through a cooperative effort by a consortium of CCCU schools, responses to eighteen spiritual development questions and two information technology/internet course questions are also solicited. The survey is given at Cedarville University every four years.

The NSSE study (begun in 2000) has identified five key factors related to successful educational engagement of students:

1. Level of academic challenge
2. Active and collaborative learning
3. Student-Faculty interaction
4. Enriching educational experiences
5. Supportive campus environment

Cedarville University participated in the first national administration of the NSSE in 2000 and, again, in 2004. Through a consortium of CCCU schools Cedarville is able to compare its 2004 results to the following reference groups.



The resulting database provides a multidimensional opportunity to ask such questions as

1. In what ways have Cedarville students changed perceptions of their educational experiences over the last four years?
2. In what ways do Cedarville student perceptions differ from (a) schools of similar faith-based convictions, (b) schools that are 4-year baccalaureate focused and (c) the entire 473-school, 560,000 student NSSE sample?

Answers to these questions provide valuable insight into which effective educational practices are evidenced in greater proportions (either absolutely regarding Cu in 2000 vs. 2004, or relatively regarding CU and the three comparison populations) and should be recognized and reinforced. In addition, answers to the questions help us identify those effective educational practices that occur in lesser proportions and should be recognized and remediated.

There are no simple answers to the question, “How well does Cedarville University educate its students?” It is better to ask, “What are the different impacts Cedarville University has on various students?” These impacts are varied and related to such factors as class (freshman vs. senior), gender, grades, residence status, and department of major.

This report discusses:

- The most positive results of the 2004 NSSE
- The CU Freshman-Senior differences that call for institutional responses
- The CU vs. other institution differences that call for institutional responses
- Observations about CU differences of note across selected demographic boundaries that call for institutional responses
- The NSSE Executive Summary Report (which further elaborates on some of the issues raised in the primary report)
- The NSSE data itself for each of the survey questions.

## **MOST POSITIVE RESULTS**

The 2004 NSSE provides Cedarville University with much to celebrate.

- Many measures of academic and intellectual experiences improved from 2000 to 2004. Especially significant changes included
  - Greater numbers of both freshmen and seniors reported preparing two or more drafts of a paper or assignment before turning it in
  - Greater numbers of both freshmen and seniors reported having discussed ideas from readings or classes with faculty outside of class
  - Greater numbers of both freshmen and seniors received prompt feedback from faculty on their academic performance
  - Greater numbers of both freshmen and seniors reported working with faculty on activities other than coursework (committees, student life activities, etc)
  - Greater numbers of both freshmen and seniors reported being challenged at higher levels of Bloom's taxonomy of educational functions (analysis, synthesis, application)
  - Greater numbers of freshmen and seniors self-reported spending more time in preparing for class
- On many measures of academic and relational experiences Cedarville positively exceeded the performance of CCCU, 4-year colleges and/or the national NSSE sample:
  - Cedarville freshmen reported a greater likelihood of working on a paper or project that required integrating ideas or information from various sources
  - Cedarville freshmen and seniors reported a greater likelihood of having worked with classmates outside of class to prepare assignments
  - Cedarville freshmen and seniors reported a greater likelihood of putting together ideas or concepts from different courses when completing class assignments or participating in class discussions
  - Cedarville freshmen and seniors reported being more likely to both use electronic media to discuss/complete assignments (such as WebCT, internet) and to have communicated with instructors by email
  - Cedarville freshmen and seniors reported greater promptness in receiving feedback from faculty on their academic performance
  - Cedarville freshmen and seniors reported greater opportunities to participate in academic experiences which led them to make judgments about the value of information, arguments, or methods of reaching conclusions
  - Cedarville freshmen report higher agreement that their examinations challenged them to do their best
  - Cedarville freshman and seniors reported greater likelihoods of attending a theatre performance, of exercising and/or participating in physical fitness activities, and engaging in activities that enhanced their spirituality
  - Cedarville freshmen and seniors were more likely to have participated in community service or volunteer work
  - Cedarville freshmen reported higher quality relationships with other students, faculty members, and administrative personnel and offices
  - Cedarville freshmen report greater amounts of time in preparing for class
  - Cedarville freshmen perceive the institution as emphasizing spending significant amounts of time on academic work
  - Cedarville freshmen report receiving higher levels of support to help them succeed academically
  - Cedarville freshmen and seniors report receiving greater support in helping them cope with non-academic responsibilities (work, family, etc)

- Cedarville freshmen and seniors report receiving higher levels of support for them to thrive socially
- Cedarville freshmen and seniors reported higher attendance at campus events and activities
- Cedarville freshmen and seniors report a greater degree of acquiring job or work-related knowledge and skills
- Cedarville freshmen report greater encouragement to speak clearly and effectively
- Cedarville freshmen report greater encouragement to think critically and analytically
- Cedarville freshmen and seniors reported higher degrees of using computer and information technology
- Cedarville freshmen report greater encouragement to learn effectively on their own
- Cedarville freshmen and seniors report greater growth in self understanding
- Cedarville freshmen and seniors report greater exposure to solving complex real-world problems
- Cedarville freshmen and seniors report greater encouragement to develop a personal code of values and ethics
- Cedarville freshmen and seniors report greater emphasis in contributing to the welfare of their community
- Cedarville freshmen and seniors report a greater growth in a deepening sense of spirituality
- Cedarville freshmen and seniors report higher levels of satisfaction with the quality of their academic advising
- Cedarville freshmen and seniors report high levels of satisfaction with their overall educational experience and a greater likelihood of choosing Cedarville University if they could start all over again
- On a wide variety of spiritual development measures Cedarville freshmen and seniors self-report higher levels of growth

## FRESHMAN/SENIOR DIFFERENCES OF NOTE

- **Regarding Academic and Intellectual Experiences.** On most measures seniors reported higher levels of participation than freshman demonstrating the growth in breadth and depth of education expected in movement through their CU program.
  - The exceptions to this pattern are notable.
    - 1) Seniors were less likely to report having prepared two or more drafts of a paper or assignment before turning it in. Best educational practice studies clearly show that students who prepare (and have assessed) multiple drafts of work demonstrate greater learning development.
    - 2) Seniors were less likely to report having had serious conversations with students of a different race or ethnicity than their own – similarly they reported less likelihood of having serious conversations with students different in religious, political, or even personal values. Both of these exceptions are reinforced in importance when we note that CU students report lower levels on these variables than students at CCCU schools, 4-year undergraduate programs at the whole NSSE sample base. And, in terms of exposure to diversity, Cedarville students in 2004 reported less exposure than CU students in 2000.

### Action Suggestions

Taken together these two factors clearly point to the need for intentional efforts to

- encourage faculty to require and provide feedback on early drafts of written assignments
- identify opportunities for students to have significant interactions with diverse student populations

- **Regarding exams.** Cedarville seniors were less likely than Cedarville freshmen (as well as seniors at CCCU, 4-year schools and the total NSSE sample) to report that their exams challenged them to do their best work. The change from freshman to senior year for Cedarville students was far more steep than that of students in the CCCU/4-year school/NSSE samples.

### Action Suggestions

- The institution should encourage and equip faculty to develop and deploy exams in the senior year which challenge students to stretch and learn. There is a real difference between an exam that is merely difficult and one that is educationally valuable. Most teachers have never studied in any systematic way the development and deployment of tests in research-validated educationally effective ways. Providing them expert assistance could pay off in significant institutional advancement.

- **Regarding mental activities.** We report this factor because of the changes it doesn't show. In the CCCU, 4-year College, and NSSE sample, seniors noted greater numbers of educational experiences calling for higher levels of mental function (analysis, synthesis, judgments, and applications). Cedarville seniors reported lower experience for two of four levels. The good news is that CU freshmen reported greater experience with high levels of mental function in 2004 than in 2000.

### Action Suggestions

- Faculty teaching seniors should be encouraged and equipped to focus in-class and out-of-class activities which focus on higher levels of Bloom's taxonomy.
- Faculty teaching freshmen should be encouraged to continue in-class and out-of-class activities which focus on higher levels of Bloom's taxonomy.

- **Regarding enriching educational experiences.** There is good news here as in every category seniors indicated greater levels of participation in enriched educational experiences (internships, study abroad, research projects with faculty) than freshmen.

- **Regarding perceived institutional emphases.** In every area of perceived emphases, seniors perceive Cedarville University to
  - place less emphasis on studying and academic work
  - provide less support needed to underwrite academic success
  - encourage less contact with diverse students
  - provide less help in coping with non-academic responsibilities
  - provide less support for thriving socially
  - less emphasis on attending campus events and activities

It is also sobering to note that on all these measures Cu seniors rated the institution lower in 2004 than in 2000.

This set of observations is tempered by several other observations

- On most measures Cedarville freshmen and seniors perceive higher levels of institutional emphases and support than students at CCCU schools, 4-year schools, and the NSSE national sample.
- Lowered perceptions from freshmen to the senior year are common across all sample groups.

*Action  
Suggestions*

Cedarville University must find ways to better represent its desire to support academic, personal, and social growth for its senior students. While acknowledging that other schools face this challenge, it still is not a healthy sign when clients think less of an institution after years of contact with that institution. It is not readily apparent what should be done – but some steps we might take include:

- Ensuring that all senior-level classes are appropriate demanding
- Assess the availability to and awareness of support services to seniors
- Increased efforts of engaging seniors in diversity-focused situations (perhaps through programmed contact with students from other institutions).

- **Regarding spiritual development.** On fifteen of eighteen spiritual development issues, seniors evaluated themselves and/or Cedarville University lower than freshmen. A similar freshman-to-senior decline was noted at CCCU schools, and was evidenced in both 2000 and 2004 surveys.

It remains an anomaly that schools dedicated to Christian growth cannot sustain that momentum from the freshman to the senior year. One could argue a growth in natural cynicism on the part of seniors who have come to see both themselves and their institutions less through the rose-colored glasses of freshman. One could argue that both freshman and seniors at CU register higher scores than their CCCU counterparts – so that our absolute decline is relatively less pronounced. One could argue that freshman are overly optimistic about the spiritual culture realities of a large university – the senior scores thus reflecting an inevitable reality adjustment (remember, many CU senior scores are higher than CCCU scores).

*Action  
Suggestions*

So, one can argue away the issue – both from a behavioral and statistical perspective. Yet, it remains a worrisome problem – one for which ready solutions are not readily apparent. Perhaps this is a case where greater discussion with seniors in structured focus groups would be helpful. One way to do this would be to share the NSSE survey results with seniors regarding issues related to spiritual development and to listen carefully to their “take” on the underlying sentiments seniors.

## **CEDARVILLE UNIVERSITY VS. OTHER INSTITUTION DIFFERENCES OF NOTE**

### Academic and Intellectual Experiences

- It should be a matter of significant concern that on so many measures in this arena CU students respond less favorably than students at some CCCU schools and many 4-year bachelor degree schools, and when compared to some NSSE national sample scores.
- If student perceptions are related to the reality of their experience, then CU students are experiencing far less intellectual and personal challenge than at other schools.
- While many of these measures were higher in 2004 than in 2000, most of these differences were not statistically significant, and as many were lower as were higher.

*Action  
Suggestions*

Therefore, there needs to be a significant and sustained conversation among Cedarville faculty about the level of classroom academic challenge on campus.

## CEDARVILLE UNIVERSITY DIFFERENCES BY SELECTED DEMOGRAPHICS

### NSSE/CCCU Questions by Residence for CU Students

On-campus, versus off-campus, residence is associated with very positive and pervasive benefits. Put in the negative, off-campus living is clearly associated with a variety of adverse attitudes and the absence of a number of important positively engaging experiences and behaviors particularly in the senior year.

Seniors who live off-campus report

- They are more likely to come to class without completing readings or assignments
- They are less likely to feel they receive prompt feedback from faculty on assignments
- They are less likely to have experienced coursework which encouraged synthesis (organizing ideas or information into new, more complex interpretations and relationships)
- They are less likely to have participated in activities to enhance their spirituality
- They are more likely to evaluate the quality of their relationships with other students, faculty, and administrators lower (than on-campus residents)
- They perceive the university is less likely to provide the support they need to succeed academically, to encourage contact with a diversity of students, to provide help in coping with nonacademic responsibilities, and to provide support to help them thrive socially
- They are less likely to credit the university as contributing to their acquisition of work-related knowledge and skills, their ability to write clearly and effectively, their ability to think critically and analytically, their ability to work effectively with others, their ability to learn effectively on their own, their understanding of people of other ethnicities, their ability to solve complex real-world problems, their development of a personal code of values and ethics, their desire to contribute to community welfare, the development of a deepened sense of spirituality
- They evaluate both their overall educational experience and their likelihood of choosing Cedarville University again (if they could start over) lower than on-campus residents.
- On a variety of spiritual development indicators, off-campus seniors report lower levels of growth. They are less likely to agree that the way they do things day to day is influenced by their relationship with God, the university's general education courses help them develop good values, the campus environment encourages development of Christ-like values, the university supports living out values through community service or ministry, and that the university encourages students to worship God in meaningful ways.

*Action  
Suggestions*

The results from the 2004 NSSE, as well as the Noel-Levitz Student Satisfaction Inventory, clearly demonstrate that off campus living is associated with a variety of negative attitudes and self-described behaviors. It is my suggestion that we

- Minimize the number of students allowed to live off-campus
- Establish criteria for granting permission to live off-campus only to those who have exhibited an established track record of superior academic achievement, active student life service and participation, and strong spiritual development.

## NSSE/CCCU Question Responses by Gender

The existence of gender-based differences in self-reported attitudes and behaviors is well documented in national student surveys. In general, females are more positive about their institutions and their relationships within those institutions. They also indicate higher levels of spiritual maturity, and report they engage in more positive academic and time usage behaviors.

The 2004 NSSE (with CCCU supplemental questions) survey demonstrates that (1) male and female freshmen early on demonstrate key academic, social, relational, and spiritual differences; and (2) that the differences between male and female students become more pronounced and reflected in a greater variety of variables among seniors.

Female students are

- More likely to have prepared two or more drafts of papers/assignments before turning it in
- More likely to have worked on a project requiring integrating ideas/information from various sources
- More likely to have discussed grades or assignments with their instructors
- More likely to have worked harder in a course than they thought they could
- Less likely to have been in courses where memorizing facts/information was stressed
- More likely to have participated in activities to enhance their spirituality
- More likely to have engaged in community service or volunteer work
- More likely to have devoted greater time to preparing for class
- More likely to perceive the university emphasizes spending significant amounts of time on academic work
- More likely to credit the university with helping them speak clearly and effectively
- Less likely to credit the university with helping them analyze quantitative problems and using computer information technology
- More likely to credit the university with helping them develop a deepened sense of spirituality

In terms of the CCCU spiritual development questions, freshmen female students indicated:

- a more personally meaningful relationship with God and that this relationship contributed to their sense of well-being
- a greater degree of conviction about their Christian beliefs in face of opposition
- a more positive exposure to professors being willing to discuss their values/beliefs in class and interacting with students outside of class to help them clarify their personal values
- more likely to credit the university helped them to live-out their values through community service or ministry
- more likely to believe the institution encouraged students to worship God in meaningful ways

The senior year gender differences are deeper and wider (the previous discussion already adequately suggests the nature of this phenomena).

*Action  
Suggestions*

It is clear that females report a more positive, affirming, and growth-producing education experience at Cedarville University than males. We call for several campus-wide efforts.

- A campus-wide task-force to study gender-based differences and identify potential campus-wide responses especially focusing on how to make the male scholastic, social, and spiritual experience more positive and supporting
- Individual academic and student service units should develop targeted strategies to better identify male students who are scholastically, socially, and or spiritually “at risk” and intervene in these areas

## NSSE/CCCU Question Responses by Self-Reported Grade Experience

One of the more intriguing results of the 2004 NSSE is the positive association of grades and some measures of scholastic, social, and spiritual success and growth.

Statistical correlation does not equal real-world causation. However, the relationship between positive grade experiences and experiences across a variety of collegiate experiences is substantial. Furthermore it is persistent – it appears as early as the freshman year, and grows stronger by the senior year.

Students with more positive grade experiences report

- Greater likelihood of engaging in active learning experiences (asking questions in class, coming prepared to class, tutoring other students, discussing ideas from readings/classes outside of class, and having conversations with diverse students).
- Greater degrees of self-reported spiritual engagement and development. This finding was very broad and deep and unmistakable.
- Greater amounts of time devoted to preparing for class
- Higher levels of quality relationships with other students
- Greater likelihood of affirming CU’s positive impact on their ability to think critically and analytically

*Action  
Suggestions*

The positive association of academic, social, and spiritual development is encouraging. The notion that “A” students are “eggheads” who lead one-dimensional lives could not be further from the truth. Intellectual, relational, and spiritual growth are at least complimentary and arguably reinforcing.

Cedarville University should clearly and consistently advocate academic success. The survey results show that careful admissions selection processes that target academically enabled students strengthens far more than classroom performance – it underwrites the entire relational and religious strength of the Cu student body experience.

Of course we cannot assert simple cause and effect: there are academically-challenged students who demonstrate remarkable relational and spiritual growth – and there are academically-gifted students who demonstrate regrettable relational and/or spiritual weakness. But anecdotal exceptions do not negate the fundamental statistically significant bond between intellectual and spiritual growth.

Some possible implications of this positive relationship:

- CU should monitor grade performance of students and assume that significantly below-average academic performance is associated with relational and spiritual struggles. Academic advisors and student life representatives should work together to identify and intervene in the lives of such students.
- The current mid-term academic/student life/chapel “watch listing” which originally included all students, was recently downsized to freshman/sophomores. It should be immediately redeployed to all grade levels.
- Chapel programs should continue to urge students to strive for academic success. Urging students to take academic development seriously will generate an intensity of commitment to Christ-likeness inside and outside the classroom.

# **Institutional Benchmark Report**

November 2004

***Cedarville University***

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## Introduction

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

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

The benchmarks are made up of groups of items on the survey and are expressed in 100-point scales. Each year, NSSE calculates benchmark scores to monitor performance at the institutional, sector, and national level. This year's analysis is based on approximately 162,000 randomly selected students at 472 four-year colleges and universities that participated in 2004. The students represent a broad cross-section of first-year and senior students from every region of the country. The institutions are similar in most respects to the universe of four-year schools. More detailed information about the benchmarks can be found in the annual report that accompanies this mailing and on the NSSE website at [www.iub.edu/~nsse](http://www.iub.edu/~nsse).

## Benchmark Report

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

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

## Level of Academic Challenge

<p>Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.</p>		<p><b>Level of Academic Challenge Survey Items:</b></p> <ul style="list-style-type: none"> <li>Preparing for class (studying, reading, writing, rehearsing etc. related to academic program)</li> <li>Number of assigned textbooks, books, or book-length packs of course readings</li> <li>Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages</li> <li>Coursework emphasizing analysis of the basic elements of an idea, experience or theory</li> <li>Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships</li> <li>Coursework emphasizing the making of judgments about the value of information, arguments, or methods</li> <li>Coursework emphasizing application of theories or concepts to practical problems or in new situations</li> <li>Working harder than you thought you could to meet an instructor's standards or expectations</li> <li>Campus environment emphasizing time studying and on academic work</li> </ul>												
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>□ Cedarville</td> <td style="text-align: center;">57.6</td> <td style="text-align: center;">56.5</td> </tr> <tr> <td>▨ CCC&amp;U</td> <td style="text-align: center;">54.9</td> <td style="text-align: center;">56.8</td> </tr> <tr> <td>■ Bac-Gen</td> <td style="text-align: center;">53.2</td> <td style="text-align: center;">57.8</td> </tr> <tr> <td>■ National</td> <td style="text-align: center;">53.6</td> <td style="text-align: center;">57.6</td> </tr> </table>	□ Cedarville	57.6	56.5	▨ CCC&U	54.9	56.8	■ Bac-Gen	53.2	57.8	■ National	53.6	57.6	
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### Active and Collaborative Learning

<p>Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.</p>	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>First-Year</th> <th>Senior</th> </tr> </thead> <tbody> <tr> <td>□ Cedarville</td> <td>40.6</td> <td>48.6</td> </tr> <tr> <td>▨ CCC&amp;U</td> <td>43.1</td> <td>50.3</td> </tr> <tr> <td>▩ Bac-Gen</td> <td>44.5</td> <td>53.4</td> </tr> <tr> <td>■ National</td> <td>42.3</td> <td>51.4</td> </tr> </tbody> </table>		First-Year	Senior	□ Cedarville	40.6	48.6	▨ CCC&U	43.1	50.3	▩ Bac-Gen	44.5	53.4	■ National	42.3	51.4	<p><b>Active and Collaborative Learning Survey Items:</b></p> <ul style="list-style-type: none"> <li>Asked questions in class or contributed to class discussions</li> <li>Made a class presentation</li> <li>Worked with other students on projects during class</li> <li>Worked with classmates outside of class to prepare class assignments</li> <li>Tutored or taught other students</li> <li>Participated in a community-based project as part of a regular course</li> <li>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</li> </ul>
	First-Year	Senior															
□ Cedarville	40.6	48.6															
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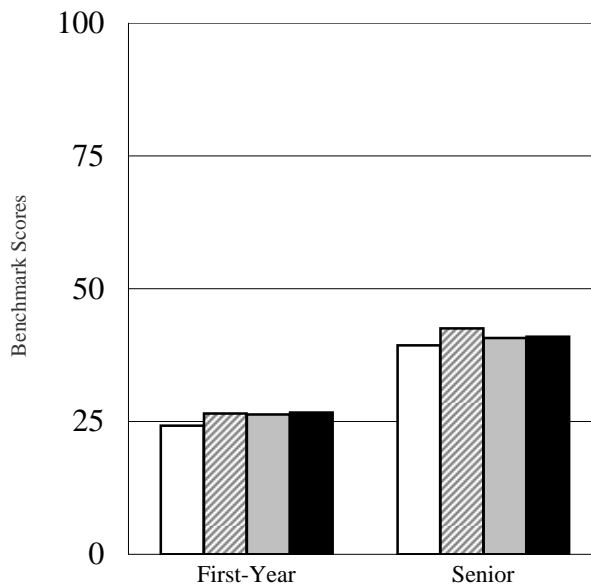
### Student-Faculty Interaction

<p>Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.</p>	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>First-Year</th> <th>Senior</th> </tr> </thead> <tbody> <tr> <td>□ Cedarville</td> <td>33.5</td> <td>43.9</td> </tr> <tr> <td>▨ CCC&amp;U</td> <td>33.0</td> <td>44.2</td> </tr> <tr> <td>▩ Bac-Gen</td> <td>35.3</td> <td>45.5</td> </tr> <tr> <td>■ National</td> <td>33.3</td> <td>44.0</td> </tr> </tbody> </table>		First-Year	Senior	□ Cedarville	33.5	43.9	▨ CCC&U	33.0	44.2	▩ Bac-Gen	35.3	45.5	■ National	33.3	44.0	<p><b>Student-Faculty Interaction Survey Items:</b></p> <ul style="list-style-type: none"> <li>Discussed grades or assignments with an instructor</li> <li>Talked about career plans with a faculty member or advisor</li> <li>Discussed ideas from your readings or classes with faculty members outside of class</li> <li>Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)</li> <li>Received prompt feedback from faculty on your academic performance (written or oral)</li> <li>Worked with a faculty member on a research project outside of course or program requirements</li> </ul>
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### Enriching Educational Experiences

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



□ Cedarville	24.2	39.3
▨ CCC&U	26.5	42.5
▩ Bac-Gen	26.3	40.7
■ National	26.7	40.9

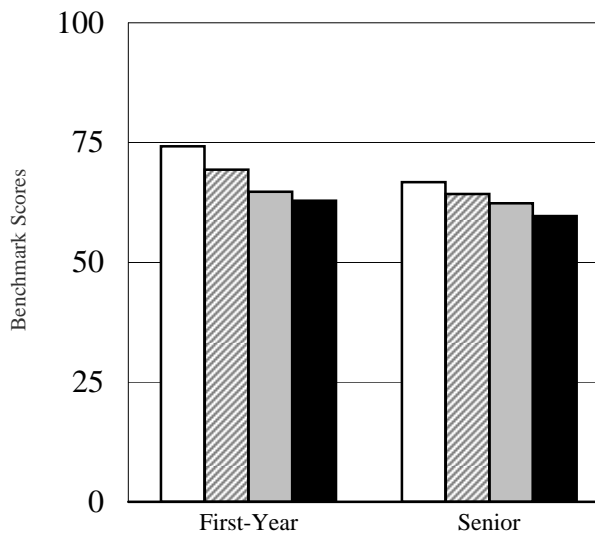
#### Enriching Educational Experiences

##### Survey Items:

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

### Supportive Campus Environment

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



□ Cedarville	74.2	66.7
▨ CCC&U	69.3	64.2
▩ Bac-Gen	64.7	62.3
■ National	62.8	59.7

#### Supportive Campus Environment

##### Survey Items:

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



First-Year				
Benchmark	Cedarville Benchmark Score	Comparison Group Statistics		
			Bac-Gen	National
<b>Level of Academic Challenge</b>	57.6	Benchmark Score	53.2	53.6
		Score Difference	4.4	4.0
		Standard Deviation	2.9	4.0
		Standard Score	1.5	1.0
<b>Active and Collaborative Learning</b>	40.6	Benchmark Score	44.5	42.3
		Score Difference	-3.9	-1.7
		Standard Deviation	5.5	4.8
		Standard Score	-0.7	-0.3
<b>Student-Faculty Interaction</b>	33.5	Benchmark Score	35.3	33.3
		Score Difference	-1.8	0.2
		Standard Deviation	5.2	4.9
		Standard Score	-0.3	0.1
<b>Enriching Educational Experiences</b>	24.2	Benchmark Score	26.3	26.7
		Score Difference	-2.1	-2.5
		Standard Deviation	4.4	4.1
		Standard Score	-0.5	-0.6
<b>Supportive Campus Environment</b>	74.2	Benchmark Score	64.7	62.8
		Score Difference	9.5	11.3
		Standard Deviation	4.1	5.2
		Standard Score	2.3	2.2
Number of Institutions			71	458

Senior				
Benchmark	Cedarville Benchmark Score	Comparison Group Statistics		
			Bac-Gen	National
<b>Level of Academic Challenge</b>	56.5	Benchmark Score	57.8	57.6
		Score Difference	-1.3	-1.0
		Standard Deviation	3.4	3.8
		Standard Score	-0.4	-0.3
<b>Active and Collaborative Learning</b>	48.6	Benchmark Score	53.4	51.4
		Score Difference	-4.8	-2.8
		Standard Deviation	4.9	4.3
		Standard Score	-1.0	-0.7
<b>Student-Faculty Interaction</b>	43.9	Benchmark Score	45.5	44.0
		Score Difference	-1.6	-0.1
		Standard Deviation	5.8	6.9
		Standard Score	-0.3	0.0
<b>Enriching Educational Experiences</b>	39.3	Benchmark Score	40.7	40.9
		Score Difference	-1.4	-1.6
		Standard Deviation	6.0	7.9
		Standard Score	-0.2	-0.2
<b>Supportive Campus Environment</b>	66.7	Benchmark Score	62.3	59.7
		Score Difference	4.5	7.1
		Standard Deviation	4.6	5.5
		Standard Score	1.0	1.3
Number of Institutions			71	459

**Explanation of Statistics**

**Benchmark Score:** The arithmetic average (mean) of the corresponding items is calculated for each student after each item is re-scaled to range from 0 to 100. Each benchmark is the weighted mean of students' scores at your institution. Each comparison group benchmark score is the mean of all institutional benchmark scores within the group.

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

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

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

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

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

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

	First-Year											Senior										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>National</b>																						
Level of Academic Challenge	43.0	48.5	50.0	51.3	52.4	53.3	54.2	55.5	56.8	58.8	66.7	46.1	53.3	54.5	55.2	56.3	57.0	58.2	59.3	60.6	62.5	74.6
Active and Collaborative Learning	31.1	36.5	37.9	39.5	40.7	41.9	43.4	44.6	46.1	48.6	65.3	40.2	46.4	47.8	49.2	50.2	51.0	52.3	53.8	54.9	57.1	68.3
Student-Faculty Interaction	23.5	27.6	29.2	30.6	31.6	32.7	34.0	35.4	36.9	38.8	54.7	28.5	36.1	37.8	39.6	41.2	43.0	45.0	47.1	50.3	54.4	68.6
Enriching Educational Experiences	17.8	21.9	23.2	24.2	25.1	26.4	27.5	28.7	30.1	32.3	41.4	24.6	31.5	34.2	36.1	37.8	39.7	41.6	44.6	48.0	52.1	66.1
Supportive Campus Environment	48.7	55.7	58.1	59.7	61.5	63.0	64.2	65.5	67.2	69.4	80.4	46.0	52.7	55.0	56.5	57.9	59.1	60.8	62.8	64.4	66.8	84.5
<b>Doc-Extensive</b>																						
Level of Academic Challenge	47.7	48.8	49.4	49.5	50.7	51.3	52.1	53.7	54.4	57.9	59.7	52.1	52.9	53.4	53.9	54.4	55.4	56.0	56.6	57.2	59.4	60.7
Active and Collaborative Learning	32.3	35.6	36.3	36.9	37.2	38.1	39.5	40.1	41.5	43.7	49.3	42.4	44.1	45.2	46.0	46.6	47.0	47.8	48.8	49.7	51.6	52.5
Student-Faculty Interaction	25.5	26.6	27.6	28.0	28.3	28.8	30.0	30.8	31.7	32.7	36.7	32.1	34.7	36.2	37.0	37.8	39.0	40.2	41.3	42.1	43.9	47.9
Enriching Educational Experiences	20.7	22.9	23.6	24.3	26.3	26.8	27.3	28.4	29.4	29.8	34.7	31.0	33.0	35.6	36.5	38.1	38.5	40.2	41.1	42.8	45.1	55.9
Supportive Campus Environment	52.9	54.7	56.5	57.4	57.6	58.8	59.5	59.9	60.8	63.6	73.4	47.9	49.4	51.0	52.2	53.0	53.8	54.5	55.9	56.9	58.6	69.7
<b>Doc-Intensive</b>																						
Level of Academic Challenge	47.2	48.4	49.1	49.8	51.1	51.6	53.0	54.3	56.0	57.3	59.0	49.4	53.0	53.7	54.4	55.0	55.5	56.6	57.0	58.4	59.1	63.4
Active and Collaborative Learning	31.1	35.1	36.8	37.5	38.6	39.2	40.4	41.8	43.4	45.1	48.2	40.4	42.5	46.1	47.4	48.3	49.4	50.3	51.4	52.4	54.0	55.3
Student-Faculty Interaction	23.9	25.2	26.9	28.1	29.3	30.3	31.1	32.5	33.8	35.2	38.1	30.2	32.1	35.2	36.4	37.5	38.6	39.8	41.6	42.9	47.5	51.7
Enriching Educational Experiences	18.6	21.8	23.1	23.9	24.4	25.0	25.8	26.6	28.6	31.1	34.8	26.1	30.0	32.2	34.6	35.6	36.4	37.2	39.7	42.1	46.2	54.7
Supportive Campus Environment	50.0	53.8	55.2	55.8	57.6	58.1	60.1	62.3	63.6	64.5	67.8	47.6	50.0	51.5	52.3	53.6	54.6	55.7	57.2	58.9	60.8	69.0
<b>Master's I &amp; II</b>																						
Level of Academic Challenge	43.0	47.9	49.4	50.8	51.5	52.6	53.4	54.4	55.7	57.6	64.0	48.7	53.0	54.2	55.0	55.9	56.7	57.2	58.5	59.5	61.0	65.7
Active and Collaborative Learning	31.2	36.3	37.7	39.0	40.3	41.4	42.3	43.8	44.9	47.1	55.2	40.2	47.2	48.3	49.5	50.2	50.8	51.7	53.2	54.5	56.2	62.2
Student-Faculty Interaction	23.5	27.2	29.1	30.1	31.2	32.3	33.4	34.6	35.8	37.3	41.0	28.5	36.0	37.9	39.3	40.5	42.2	44.0	45.5	46.9	49.6	55.8
Enriching Educational Experiences	18.6	21.6	23.0	23.7	24.5	25.3	26.3	27.6	28.9	30.4	36.0	24.6	30.9	33.0	34.7	36.3	37.8	39.3	41.4	44.7	48.2	57.4
Supportive Campus Environment	48.7	55.8	58.1	59.7	60.8	62.6	63.7	65.0	66.0	67.8	74.9	48.2	54.4	56.0	56.9	57.8	58.9	59.9	62.1	63.3	65.1	74.9
<b>Bac-Liberal Arts</b>																						
Level of Academic Challenge	50.4	52.7	54.7	55.5	56.7	57.4	58.6	59.6	61.9	62.9	66.7	46.1	56.0	57.9	59.0	60.3	60.7	62.2	63.0	65.3	67.3	74.6
Active and Collaborative Learning	39.1	41.0	41.7	42.5	43.9	45.0	46.3	47.6	48.4	49.4	54.0	45.7	48.9	50.2	52.1	53.1	54.0	54.5	55.4	56.1	58.3	66.8
Student-Faculty Interaction	28.5	32.0	32.9	34.6	35.6	36.8	37.5	38.4	40.7	43.0	54.7	37.2	41.7	48.0	50.2	51.8	52.8	54.7	55.5	56.5	59.0	68.6
Enriching Educational Experiences	24.2	26.2	27.7	28.7	29.6	30.3	31.4	32.3	33.2	33.9	40.9	33.5	40.6	46.0	48.1	49.8	51.3	52.9	54.7	57.6	59.7	66.1
Supportive Campus Environment	52.4	60.7	63.0	64.2	65.4	66.6	67.6	68.8	71.0	71.9	80.4	52.7	56.3	59.5	60.6	61.8	62.9	63.9	65.9	67.4	69.2	76.7
<b>Bac-General Colleges</b>																						
Level of Academic Challenge	45.4	48.6	51.4	52.3	52.7	53.2	54.1	54.9	55.5	56.8	59.2	49.4	53.6	54.7	55.6	56.7	58.1	58.6	59.8	61.2	62.4	65.1
Active and Collaborative Learning	35.8	37.6	39.5	41.0	43.1	43.5	45.1	46.9	49.8	50.9	58.6	41.6	47.8	48.8	50.5	51.2	52.5	54.8	56.2	58.4	59.6	68.3
Student-Faculty Interaction	26.3	29.2	31.3	32.4	33.6	34.1	35.5	36.9	38.6	43.4	50.7	34.2	37.3	40.7	41.6	43.5	44.9	46.4	48.0	52.1	53.7	57.2
Enriching Educational Experiences	17.8	20.8	22.2	23.7	24.7	26.6	27.3	28.6	30.2	32.3	37.7	27.0	33.0	35.9	37.6	39.3	40.5	42.2	43.7	45.5	49.5	54.9
Supportive Campus Environment	52.6	58.6	62.2	63.2	64.2	64.9	66.0	67.3	67.9	69.0	74.2	53.0	55.8	57.4	58.7	60.8	63.4	64.5	65.4	66.7	68.1	71.8

This report represents the degree to which your students engage more or less than *expected* in the five areas of effective educational practice described in the *NSSE 2004 Annual Report*. The scores are statistically adjusted for the types of students that attend your school and other institutional characteristics.<sup>1</sup> Thus, the Institutional Engagement Index provides an alternative way to view institutional performance.

The report answers three main questions:

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

Benchmark	First-Year				Senior			
	Actual	Predicted <sup>2</sup>	Residual	Standardized Residual <sup>3</sup>	Actual	Predicted <sup>2</sup>	Residual	Standardized Residual <sup>3</sup>
Level of Academic Challenge	57.6	55.4	2.2	0.9	56.5	58.0	-1.5	-0.6
Active and Collaborative Learning	40.6	45.8	-5.1	-1.5	48.6	53.0	-4.4	-1.4
Student-Faculty Interaction	33.5	35.2	-1.6	-0.5	43.9	46.8	-2.9	-0.8
Enriching Educational Experiences	24.2	27.7	-3.6	-1.2	39.3	44.2	-4.9	-1.2
Supportive Campus Environment	74.2	68.0	6.2	1.7	66.7	62.7	4.1	1.0

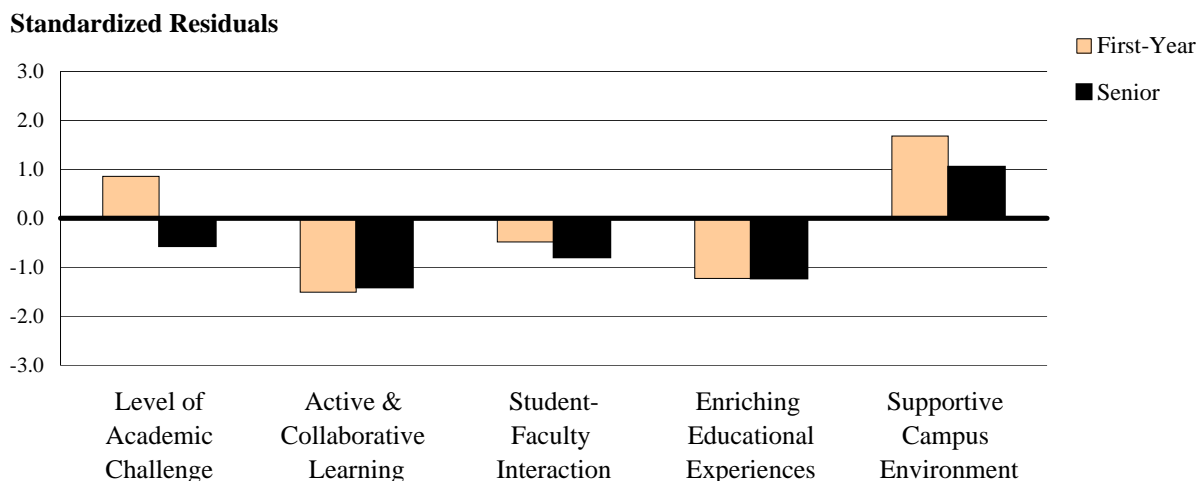
The first column “Actual” highlights your institution’s first-year and senior actual benchmark scores, which correspond to the numbers reported in the Institutional Benchmark Report.

The second column “Predicted” represents what your students are predicted or expected to do across this range of important activities, given their background characteristics and selected institutional information.<sup>2</sup>

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

The last column is a standardized residual (SR), an estimate of the degree to which your institution exceeded or fell short of its predicted score on each benchmark relative to all other NSSE institutions. It expresses the residual score in standard deviation units. When your school’s actual benchmark score is equal to the predicted score both the residual score and the SR are equal to zero. A large, positive SR indicates that your school exceeded its predicted score by a larger margin than most other schools.<sup>3</sup>

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



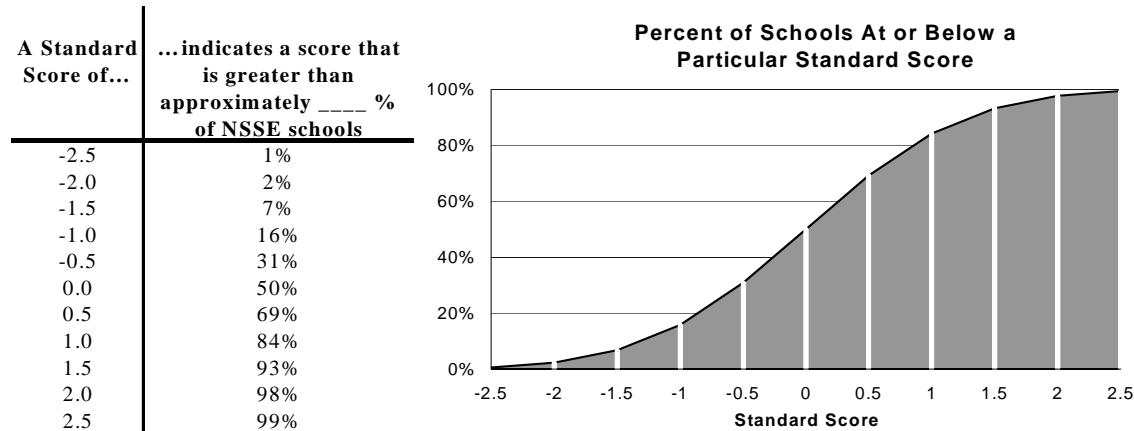
## Notes to NSSE 2004 Institutional Engagement Index

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

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

### Understanding Standard Scores

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



Cedarville 2004-2000 Comparison		FR SR 2004		Cedarville compared with:								
				CCC&U 2004			Bac-Gen 2004			NSSE 2004		

2004 higher	2004 lower
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CU Higher	CU Lower
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Class Mean Mean Sig Sig Effect Effect Effect  
 Mean Sig<sup>a</sup> Size<sup>b</sup> Mean Sig<sup>a</sup> Size<sup>b</sup> Mean Sig<sup>a</sup> Size<sup>b</sup>  
*In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*

**I. Academic and Intellectual Experiences**

a.	Asked questions in class or contributed to class discussions	FY	2.64	2.62		***	2.76	*	-.14	2.88	***	-.28	2.84	***	-.23
		SR	3.03	3.04			3.08			3.24	***	-.26	3.16	*	-.16
b.	Made a class presentation	FY	2.17	2.23		***	2.14			2.41	***	-.31	2.24	*	-.08
		SR	2.72	2.76			2.75			2.98	***	-.33	2.86	**	-.16
c.	Prepared two or more drafts of a paper or assignment before turning it in	FY	2.64	2.17	***	***	2.66			2.78	**	-.14	2.70		
		SR	2.09	1.80	**		2.14			2.57	***	-.48	2.51	***	-.42
d.	Worked on a paper or project that required integrating ideas or information from various sources	FY	3.21				3.08	**	.18	3.12	*	-.12	3.05	***	-.21
		SR	3.26				3.32			3.37	*	-.16	3.35	*	-.13
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	2.64				2.64			2.71			2.73	*	-.11
		SR	2.54				2.78	***	-.28	2.82	***	-.31	2.81	***	-.29
f.	Come to class without completing readings or assignments	FY	1.97	1.75	*	***	2.03			1.98			2.01		
		SR	2.17	1.90	***		2.18			2.01	***	.22	2.07	*	-.14
g.	Worked with other students on projects during class	FY	2.10	2.53	***		2.09			2.39	***	-.36	2.33	***	-.28
		SR	2.18	2.50	***		2.23			2.50	***	-.37	2.44	***	-.30
h.	Worked with classmates outside of class to prepare class assignments	FY	2.58	2.63		***	2.50			2.45	***	.15	2.39	***	.23
		SR	2.84	2.95			2.68	*	.20	2.71	*	.15	2.73	*	.12
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	2.56				2.49			2.47	*	.11	2.47	*	.11
		SR	2.68				2.77			2.83	**	-.19	2.86	***	-.22
j.	Tutored or taught other students (paid or voluntary)	FY	1.60	1.68		**	1.70	*	-.13	1.69	*	-.11	1.67		
		SR	1.75	2.01	**		1.92	*	-.18	1.95	***	-.20	1.91	**	-.16
k.	Participated in a community-based project as part of a regular course	FY	1.43	1.33		***	1.89	***	-.51	1.69	***	-.31	1.56	***	-.16
		SR	1.68	1.61			1.88	**	-.23	1.85	**	-.19	1.74		
l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	FY	2.77	2.57			2.54	***	.22	2.61	**	.14	2.63	**	.13
		SR	2.73	2.89			2.56	*	.16	2.76			2.78		
m.	Used e-mail to communicate with an instructor	FY	3.18	3.46	***	***	2.98	***	.25	2.93	***	.28	2.98	***	.23
		SR	3.46	3.66	***		3.13	***	.42	3.17	***	.33	3.24	***	.26
n.	Discussed grades or assignments with an instructor	FY	2.59			**	2.49			2.62			2.59		
		SR	2.77				2.70			2.88	*	-.13	2.84		
o.	Talked about career plans with a faculty member or advisor	FY	2.28			***	2.08	***	.24	2.25			2.14	**	.15
		SR	2.70				2.59			2.58	*	.13	2.49	***	.22
p.	Discussed ideas from your readings or classes with faculty members outside of class	FY	1.76	1.59	*	***	1.74			1.86	*	-.11	1.81		
		SR	2.14	2.04			2.14			2.16			2.11		
q.	Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.79	2.55	***	**	2.67	**	.17	2.64	***	.19	2.63	***	.19
		SR	2.94	2.85			2.84			2.86			2.84	*	.13
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.61	2.69		**	2.62			2.64			2.60		
		SR	2.47	2.57			2.61	*	-.17	2.75	***	-.33	2.72	***	-.30
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.60	1.34	***	***	1.64			1.69	*	-.11	1.57		
		SR	1.89	1.69			2.03	*	-.16	1.99			1.90		
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	FY	3.02	2.99			2.85	**	.21	2.72	***	.36	2.73	***	.33
		SR	2.92	2.90			2.99			2.87			2.90		
u.	Had serious conversations with students of a different race or ethnicity than your own	FY	2.35	2.19		***	2.52	**	-.17	2.45	*	-.10	2.56	***	-.21
		SR	2.05	2.34			2.48	***	-.46	2.49	***	-.44	2.62	***	-.57
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.21	2.49	***	**	2.54	***	-.36	2.62	***	-.42	2.74	***	-.54
		SR	2.03	2.36	***		2.46	***	-.49	2.58	***	-.58	2.72	***	-.72

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
-------------	------------

CU Higher	CU Lower
-----------	----------

Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

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

1=very little, 2=some, 3=quite a bit, 4=very much

2. Mental Activities

a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY	2.95	2.88		***	2.98			2.92			2.91		
		SR	2.55	2.57			2.77	***	-.24	2.76	***	-.22	2.74	***	-.20
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	FY	3.20	2.90	***		3.11			3.08	**	.16	3.13		
		SR	3.17	3.02			3.21			3.26			3.30	**	-.17
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.90	2.62	***		2.80			2.84			2.88		
		SR	2.95	2.83			3.03			3.05			3.09	**	-.17
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	2.98	2.55	***		2.73	***	.29	2.84	**	.16	2.84	***	.16
		SR	2.97	2.78	*		2.93			3.01			2.99		
e.	Applying theories or concepts to practical problems or in new situations	FY	3.18	2.96	**		3.00	***	.22	2.99	***	.22	3.03	***	.18
		SR	3.25	3.29			3.15			3.24			3.23		

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

1=very little to 7=very much

3. Examinations

	To what extent have your examinations during the current school year challenged you to do your best work?	FY	5.80			***	5.67	*	.13	5.52	***	.26	5.54	***	.24
		SR	4.99				5.38	***	-.36	5.51	***	-.44	5.48	***	-.42

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

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

1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

4. Reading and Writing

a.	Number of assigned textbooks, books, or book-length packs of course readings	FY	3.50	3.47		***	3.60			3.35	***	.16	3.42	*	.08
		SR	3.26	3.40			3.47	**	-.21	3.30			3.32		
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	FY	2.07	2.28	*	***	2.10			2.03			2.03		
		SR	2.28	2.37			2.26			2.24			2.21		
c.	Number of written papers or reports of 20 pages or more	FY	1.13	1.33	***	***	1.19	*	-.13	1.29	***	-.23	1.25	***	-.19
		SR	1.67	1.80			1.56	*	-.17	1.69			1.66		
d.	Number of written papers or reports between 5 and 19 pages	FY	2.35			***	2.45			2.41			2.40		
		SR	2.58				2.72	*	-.16	2.69	*	-.11	2.66		
e.	Number of written papers or reports of fewer than 5 pages	FY	3.86			***	3.64	***	.21	3.33	***	.49	3.24	***	.58
		SR	3.42				3.46			3.23	**	.16	3.11	***	.26

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

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

1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6

5. Problem Sets

a.	Number of problem sets that take you more than an hour to complete	FY	2.56			***	2.52			2.66			2.59		
		SR	2.22				2.31			2.55	***	-.29	2.49	***	-.24
b.	Number of problem sets that take you less than an hour to complete	FY	2.69			***	2.67			2.80			2.68		
		SR	2.18				2.34			2.47	***	-.23	2.29		

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

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

### 6. Additional Collegiate Experiences

a.	Attended an art exhibit, gallery, play, dance, or other theatre performance	FY	2.27						2.26			2.15	**	.14	2.12	***	.17
		SR	2.17						2.20			2.02	*	.16	2.03	*	.15
b.	Exercised or participated in physical fitness activities	FY	3.28			***			3.07	***	.22	2.75	***	.48	2.72	***	.51
		SR	2.96						2.89			2.54	***	.38	2.57	***	.35
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	3.72						3.45	***	.35	2.32	***	1.20	2.08	***	1.46
		SR	3.65						3.16	***	.53	2.29	***	1.17	2.07	***	1.41

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)

### 7. Enriching Educational Experiences

a.	Practicum, internship, field experience, co-op experience, or clinical assignment	FY	.04			***			.05			.08	***	-.17	.06	**	-.11
		SR	.67						.64			.59	**	.16	.56	***	.22
b.	Community service or volunteer work	FY	.52			*			.49			.41	***	.22	.37	***	.30
		SR	.74						.71			.64	***	.20	.60	***	.27
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	.06			***			.09			.11	***	-.16	.12	***	-.17
		SR	.23						.26			.25			.23		
d.	Work on a research project with a faculty member outside of course or program requirements	FY	.02			***			.02			.04	**	-.10	.03	**	-.09
		SR	.17						.16			.19			.20		
e.	Foreign language coursework	FY	.08			***			.21	***	-.30	.16	***	-.21	.23	***	-.35
		SR	.22						.47	***	-.51	.39	***	-.36	.43	***	-.43
f.	Study abroad	FY	.01			***			.03	**	-.14	.03	***	-.13	.02	**	-.09
		SR	.08						.32	***	-.50	.13	**	-.14	.16	***	-.22
g.	Independent study or self-designed major	FY	.01			***			.02			.03	***	-.12	.02	***	-.11
		SR	.28						.27			.24			.23		
h.	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	FY	.01			***			.00			.01			.01		
		SR	.55						.37	***	.38	.38	***	.36	.35	***	.43

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

Mark the box that best represents the quality of your relationships with people at your institution. 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

### 8. Quality of Relationships

a.	Relationships with other students	FY	6.10	6.28		**			6.01			5.76	***	.26	5.68	***	.32
		SR	5.83	6.08	**				5.87			5.86			5.75		

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic

b.	Relationships with faculty members	FY	6.00	6.10		**			5.85	*	.14	5.69	***	.26	5.58	***	.35
		SR	5.74	5.96					5.91	*	-.15	5.86			5.73		

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

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

c. Relationships with administrative personnel and offices	FY	5.80	5.75		***	5.52	***	.23	5.31	***	.35	5.12	***	.47
	SR	5.23	5.32			5.10			5.04			4.82	***	.25

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

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

9. Time Usage

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	FY	4.77	4.02	***	***	4.43	**	.20	3.92	***	.52	4.00	***	.47
	SR	4.25	4.25			4.16			4.00	*	.15	4.08		
b. Working for pay on campus	FY	1.53	1.24	***	***	1.93	***	-.31	1.81	***	-.21	1.63	*	-.08
	SR	2.11	1.51	***		2.05			2.01			1.92	*	.12
c. Working for pay off campus	FY	1.26	1.17		***	1.66	***	-.28	2.36	***	-.51	2.28	***	-.47
	SR	1.68	1.90			2.66	***	-.45	3.59	***	-.69	3.54	***	-.68
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	2.31	1.87	***		2.41			2.24			2.22		
	SR	2.41	1.89	***		2.43			2.21	*	.13	2.14	**	.18
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	FY	3.69	3.01	***	*	3.70			3.68			3.82		
	SR	3.45	2.92	***		3.45			3.43			3.54		
f. Providing care for dependents living with you (parents, children, spouse, etc.)	FY	1.07	1.01	*	*	1.19	**	-.15	1.69	***	-.38	1.60	***	-.34
	SR	1.18	1.26			1.53	***	-.25	2.51	***	-.54	2.26	***	-.48
g. Commuting to class (driving, walking, etc.)	FY	2.06				1.83	***	.28	2.18	**	-.10	2.15	*	-.08
	SR	2.04				2.12			2.32	***	-.23	2.30	***	-.24

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

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

1=very little, 2=some, 3=quite a bit, 4=very much

10. Institutional Emphasis

a.	Spending significant amounts of time studying and on academic work	FY	3.44	3.39		***	3.22	***	.31	3.14	***	.40	3.14	***	.39
		SR	3.10	3.31	**		3.19			3.13			3.14		
b.	Providing the support you need to help you succeed academically	FY	3.39	3.34		***	3.18	***	.28	3.15	***	.30	3.10	***	.36
		SR	3.10	3.14			3.00			3.05			2.97	**	.16
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.73	2.67		***	2.69			2.65			2.60	**	.14
		SR	2.48	2.27			2.36			2.47			2.41		
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.69	2.95	**	***	2.41	***	.32	2.25	***	.48	2.14	***	.60
		SR	2.35	2.50			2.15	**	.23	2.07	***	.30	1.92	***	.48
e.	Providing the support you need to thrive socially	FY	2.87	3.01		***	2.61	***	.30	2.43	***	.48	2.36	***	.56
		SR	2.55	2.77	*		2.39	*	.18	2.24	***	.33	2.12	***	.47
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	3.49			***	3.18	***	.39	2.94	***	.62	2.83	***	.72
		SR	3.26				2.92	***	.41	2.68	***	.61	2.59	***	.71
g.	Using computers in academic work	FY	3.77				3.31	***	.59	3.35	***	.55	3.32	***	.57
		SR	3.83				3.38	***	.59	3.44	***	.52	3.45	***	.51

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:					
			CCC&U 2004		Bac-Gen 2004		NSSE 2004	

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much

11. Educational and Personal Growth

a.	Acquiring a broad general education	FY	3.43	3.31			3.35			3.16	***	.35	3.16	***	.35
		SR	3.37	3.46			3.47			3.35			3.32		
b.	Acquiring job or work-related knowledge and skills	FY	3.06	2.77	***		2.67	***	.44	2.76	***	.32	2.67	***	.42
		SR	3.14	3.31			3.00	*	.15	3.10			3.02	*	.13
c.	Writing clearly and effectively	FY	3.00	3.05			3.02			3.02			2.97		
		SR	3.00	2.99			3.09			3.14	**	-.17	3.12	*	-.14
d.	Speaking clearly and effectively	FY	2.98	3.04			2.68	***	.34	2.84	**	.16	2.73	***	.26
		SR	3.02	3.07			2.98			3.07			3.01		
e.	Thinking critically and analytically	FY	3.44	3.25	**		3.23	***	.28	3.17	***	.35	3.17	***	.34
		SR	3.40	3.36			3.43			3.35			3.37		
f.	Analyzing quantitative problems	FY	2.63	2.65			2.51	*	.15	2.63			2.64		
		SR	2.53	2.88	***		2.65			2.85	***	-.36	2.87	***	-.37
g.	Using computing and information technology	FY	3.05	3.17			2.68	***	.42	2.90	**	.17	2.85	***	.21
		SR	3.18	3.52	***		2.86	***	.37	3.12			3.12		
h.	Working effectively with others	FY	2.99	3.07			2.87	*	.14	2.92			2.85	**	.16
		SR	3.13	3.35	**		3.15			3.18			3.14		
i.	Voting in local, state, or national elections	FY	1.85	1.91			1.73	*	.13	1.84			1.88		
		SR	1.79	1.69			1.73			1.88			1.84		
j.	Learning effectively on your own	FY	3.01	3.02			2.85	**	.19	2.92	*	.11	2.91	*	.11
		SR	3.02	3.05			3.04			3.10			3.09		
k.	Understanding yourself	FY	3.04	3.01			2.99			2.80	***	.25	2.74	***	.32
		SR	3.14	3.09			3.11			2.94	***	.21	2.88	***	.27
l.	Understanding people of other racial and ethnic backgrounds	FY	2.45	2.25	*	***	2.53			2.56	*	-.11	2.53		
		SR	2.16	2.26			2.48	***	-.35	2.62	***	-.45	2.58	***	-.42
m.	Solving complex real-world problems	FY	2.70				2.48	***	.25	2.52	***	.20	2.50	***	.22
		SR	2.68				2.65			2.71			2.69		
n.	Developing a personal code of values and ethics	FY	3.43				3.11	***	.37	2.72	***	.74	2.60	***	.84
		SR	3.30				3.27			2.86	***	.44	2.72	***	.56
o.	Contributing to the welfare of your community	FY	2.92	2.51	***	*	2.75	**	.18	2.41	***	.53	2.32	***	.61
		SR	2.73	2.70			2.74			2.54	**	.19	2.42	***	.30
p.	Developing a deepened sense of spirituality	FY	3.65			***	3.39	***	.34	2.39	***	1.14	2.09	***	1.45
		SR	3.45				3.26	**	.21	2.34	***	.96	1.99	***	1.34

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

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Cedarville 2004-2000 Comparison		FR SR 2004		Cedarville compared with:								
				CCC&U 2004			Bac-Gen 2004			NSSE 2004		

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

Cedarville 2004-2000 Comparison		FR SR 2004		Cedarville compared with:								
				CCC&U 2004			Bac-Gen 2004			NSSE 2004		

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

12. Academic Advising

1=poor, 2=fair, 3=good, 4=excellent

Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.37			***	3.15	***	.30	3.11	***	.33	3.02	***	.43
	SR	3.12				3.06			3.07			2.95	**	.18

Cedarville 2004-2000 Comparison		FR SR 2004		Cedarville compared with:								
				CCC&U 2004			Bac-Gen 2004			NSSE 2004		

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

13. Satisfaction

1=poor, 2=fair, 3=good, 4=excellent

How would you evaluate your entire educational experience at this institution?	FY	3.63	3.74	*	***	3.41	***	.35	3.22	***	.59	3.22	***	.58
	SR	3.42	3.61	*		3.38			3.27	**	.22	3.25	***	.23

Cedarville 2004-2000 Comparison		FR SR 2004		Cedarville compared with:								
				CCC&U 2004			Bac-Gen 2004			NSSE 2004		

2004 higher	2004 lower
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CU Higher	CU Lower
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Class	Mean	Mean	Sig	Sig	Effect			Effect			Effect		
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>

14.

1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes

If you could start over again, would you go to the same institution you are now attending?	FY	3.68	3.77		***	3.47	***	.30	3.21	***	.56	3.22	***	.55
	SR	3.34	3.57	**		3.34			3.17	**	.19	3.18	**	.19

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Cedarville 2004-2000 Comparison		FR SR 2004	Cedarville compared with:		
			CCC&U 2004	Bac-Gen 2004	NSSE 2004

2004 higher	2004 lower
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CU Higher	CU Lower
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Class Mean Mean Sig Sig Mean Sig<sup>a</sup> Effect Size<sup>b</sup> Mean Sig<sup>a</sup> Effect Size<sup>b</sup> Mean Sig<sup>a</sup> Effect Size<sup>b</sup>

Cedarville 2004-2000 Comparison		FR SR 2004	CCC&U 2004		

2004 higher	2004 lower
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CU High	CU Low
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Class Mean Mean Sig Sig Mean Sig<sup>a</sup> Effect Size<sup>b</sup>

How much do you agree or disagree with the following statements? 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

15. Spiritual development

I have a personally meaningful relationship with God.	FY	4.74	4.78		**	4.63	**	.19
	SR	4.60	4.64			4.62		
My relationship with God contributes to my sense of well-being.	FY	4.80	4.87		*	4.69	**	.19
	SR	4.70	4.80			4.67		
The way I do things from day to day is often affected by my relationship with God.	FY	4.64	4.78	**	**	4.40	***	.32
	SR	4.50	4.64			4.43		
Even if the people around me were opposed to my Christian convictions, I would still hold fast to them.	FY	4.66	4.67			4.51	***	.22
	SR	4.60	4.69			4.56		
I feel as if I need to be open to consider new insights and truths about my faith.	FY	4.18	4.29			4.27		
	SR	4.19	4.23			4.33	*	-.18
General education courses at this institution help students develop good values.	FY	4.09	4.19		***	3.90	***	.25
	SR	3.68	3.91	*		3.73		
Courses in my major have helped me think about how values relate to my future profession.	FY	4.30	4.29			4.05	***	.32
	SR	4.25	4.39			4.28		
When appropriate, professors here take time to talk about their values and personal beliefs in class.	FY	4.51	4.57			4.16	***	.47
	SR	4.40	4.44			4.18	***	.29
Faculty here interact with students outside of class in ways that help us clarify our personal values.	FY	3.98	4.08			3.71	***	.30
	SR	3.91	4.07			3.88		
There is an environment on this campus that encourages me to develop values which reflect my faith in Jesus Christ.	FY	4.69	4.67		***	4.38	***	.40
	SR	4.38	4.48			4.24	*	.17
This institution has helped me to "live out" my values through community service or ministry.	FY	4.21	4.19		**	3.82	***	.45
	SR	3.97	4.08			3.70	***	.29
This institution has helped me to critically evaluate whether or not my behavior is consistent with Christian values.	FY	4.52	4.55		***	4.07	***	.56
	SR	4.20	4.41	*		3.94	***	.29
This institution encourages students to worship God in meaningful ways.	FY	4.69	4.77		***	4.44	***	.35
	SR	4.42	4.56			4.25	**	.21
As a result of my experience at this institution, I am more aware of what my own personal values are.	FY	4.46	4.49			4.15	***	.37
	SR	4.33	4.41			4.28		
As a result of my experience at this institution, my values are more consistent with a Christian world and life view.	FY	4.36	4.34		*	3.92	***	.49
	SR	4.12	4.24			3.89	**	.23
This institution has reinforced values that I have always held.	FY	4.37	4.48		***	4.10	***	.33
	SR	4.08	4.22			3.93	*	.17
This institution has challenged me to critically evaluate and reconsider values that I have always held.	FY	3.98	3.89		***	3.73	***	.24
	SR	3.85	3.96			3.83		
My values have changed significantly since I enrolled at this institution.	FY	2.33	2.19	*		2.41		
	SR	2.47	2.36			2.75	***	-.25
My institution does a good job using technology to improve classroom instruction.	FY	4.55	4.68	*		3.85	***	.88
	SR	4.52	4.54			3.77	***	.83
I would take classes over the Internet if institutions like mine would provide them.	FY	3.31	3.38		**	3.06	***	.22
	SR	3.60	3.22	**		3.13	***	.37

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

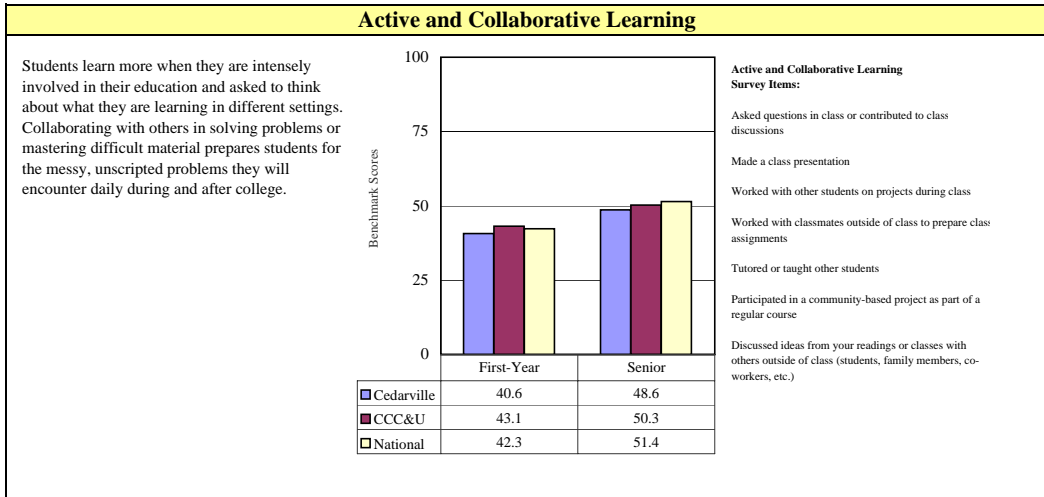
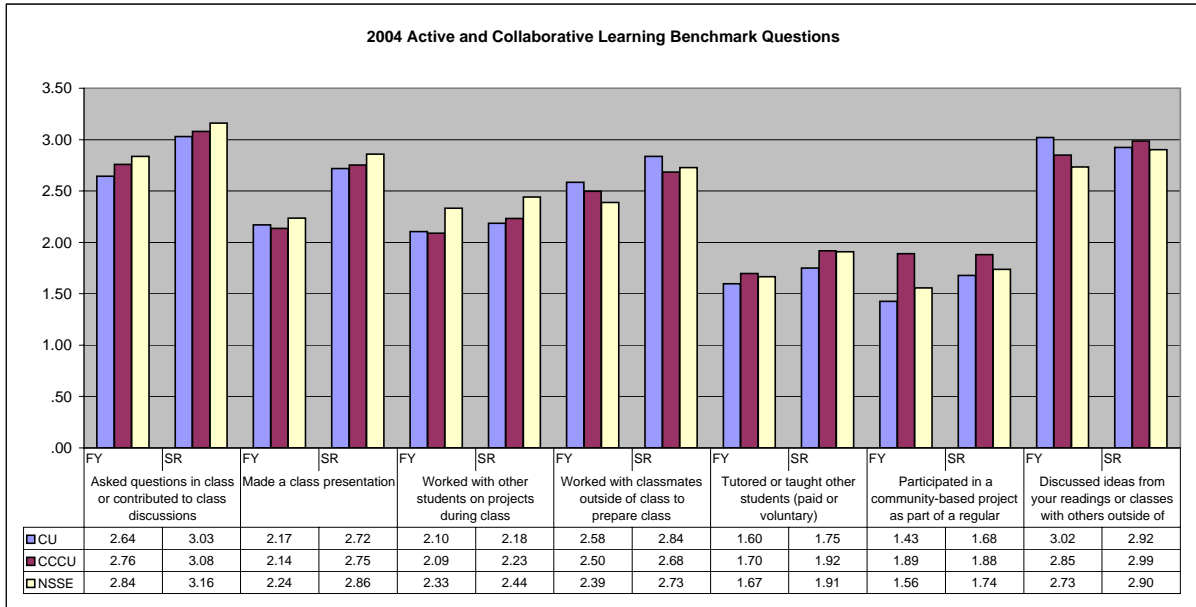
Active and Collaborative Learning Benchmark

Cedarville 2004-2000 Comparison	FR SR 2004	Cedarville compared with:		
		CCC&U 2004	Bac-Gen 2004	NSSE 2004

2004 higher	2004 lower	CU Higher	CU Lower
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Class	CU 2004 Mean	CU 2000 Mean	YY Sig	FS 2004 Dif Sig	CCCU Mean	Sig	Effect Size	BG Mean	Sig	Effect Size	NSSE Mean	Sig	Effect Size	
1. Asked questions in class or contributed to class discussions	FY	2.64	2.62		***	2.76	*	-.14	2.88	***	-.28	2.84	***	-.23
	SR	3.03	3.04			3.08			3.24	***	-.26	3.16	*	-.16
2. Made a class presentation	FY	2.17	2.23		***	2.14			2.41	***	-.31	2.24	*	-.08
	SR	2.72	2.76			2.75			2.98	***	-.33	2.86	**	-.16
3. Worked with other students on projects during class	FY	2.10	2.53	***		2.09			2.39	***	-.36	2.33	***	-.28
	SR	2.18	2.50	***		2.23			2.50	***	-.37	2.44	***	-.30
4. Worked with classmates outside of class to prepare class assignments	FY	2.58	2.63		***	2.50			2.45	***	.15	2.39	***	.23
	SR	2.84	2.95			2.68	*	.20	2.71	*	.15	2.73	*	.12
5. Tutored or taught other students (paid or voluntary)	FY	1.60	1.68		**	1.70	*	-.13	1.69	*	-.11	1.67		
	SR	1.75	2.01	**		1.92	*	-.18	1.95	***	-.20	1.91	**	-.16
6. Participated in a community-based project as part of a regular course	FY	1.43	1.33		***	1.89	***	-.51	1.69	***	-.31	1.56	***	-.16
	SR	1.68	1.61			1.88	**	-.23	1.85	**	-.19	1.74		
7. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	FY	3.02	2.99			2.85	**	.21	2.72	***	.36	2.73	***	.33
	SR	2.92	2.90			2.99			2.87			2.90		

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



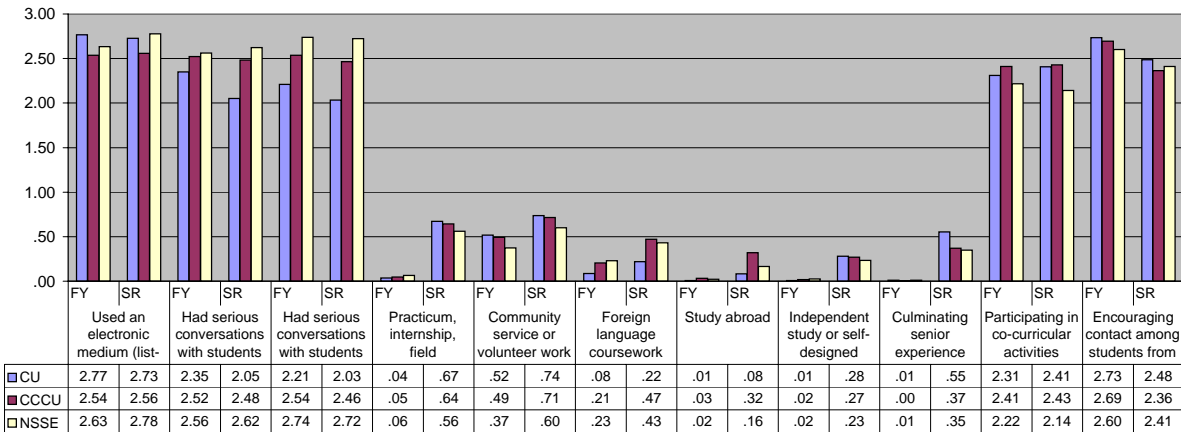
Enriching Educational Experiences Benchmark

Cedarville 2004-2000 Comparison	FR SR 2004	Cedarville compared with:			
		CCC&U 2004	Bac-Gen 2004	NSSE 2004	

Class	CU 2004 Mean	CU 2000 Mean	YY Sig	FS Sig	2004 higher		2004 lower		CU Higher		CU Lower		NSSE Mean	NSSE Sig	Effect Size
					CU 2004	CU 2000	CU Higher	CU Lower	Effect	Effect					
					Mean	Mean	Mean	Mean	Size	Size					
1. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	FY	2.77	2.57			2.54	***	.22	2.61	**	.14	2.63	**	.13	
	SR	2.73	2.89			2.56	*	.16	2.76			2.78			
2. Had serious conversations with students of a different race or ethnicity than your own	FY	2.35	2.19		***	2.52	**	-.17	2.45	*	-.10	2.56	***	-.21	
	SR	2.05	2.34			2.48	***	-.46	2.49	***	-.44	2.62	***	-.57	
3. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.21	2.49	***	**	2.54	***	-.36	2.62	***	-.42	2.74	***	-.54	
	SR	2.03	2.36	***		2.46	***	-.49	2.58	***	-.58	2.72	***	-.72	
4. Practicum, internship, field experience, co-op experience, or clinical assignment	FY	.04			***	.05			.08	***	-.17	.06	**	-.11	
	SR	.67				.64			.59	**	-.16	.56	***	-.22	
5. Community service or volunteer work	FY	.52			*	.49			.41	***	-.22	.37	***	-.30	
	SR	.74				.71			.64	***	-.20	.60	***	-.27	
6. Foreign language coursework	FY	.08			***	.21	***	-.30	.16	***	-.21	.23	***	-.35	
	SR	.22				.47	***	-.51	.39	***	-.36	.43	***	-.43	
7. Study abroad	FY	.01			***	.03	**	-.14	.03	***	-.13	.02	**	-.09	
	SR	.08				.32	***	-.50	.13	**	-.14	.16	***	-.22	
8. Independent study or self-designed major	FY	.01			***	.02			.03	***	-.12	.02	***	-.11	
	SR	.28				.27			.24			.23			
9. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	FY	.01			***	.00			.01			.01			
	SR	.55				.37	***	.38	.38	***	.36	.35	***	.43	
10. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	2.31	1.87	***		2.41			2.24			2.22			
	SR	2.41	1.89	***		2.43			2.21	*	-.13	2.14	**	-.18	
11. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.73	2.67		***	2.69			2.65			2.60	**	.14	
	SR	2.48	2.27			2.36			2.47			2.41			

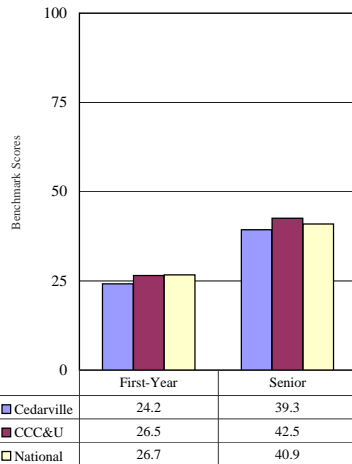
*In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often OR Which of the following have you done or do you plan to do before you graduate from this institution? (Recorded: 0=have not decided, do not plan to do or plan to do; 1=done. Thus, the mean is the proportion responding "done" among all the respondents.)*

NSSE 2004 ENRICHING EDUCATIONAL EXPERIENCES BENCHMARK FACTORS



Enriching Educational Experiences

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



Enriching Educational Experiences Survey Items:

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

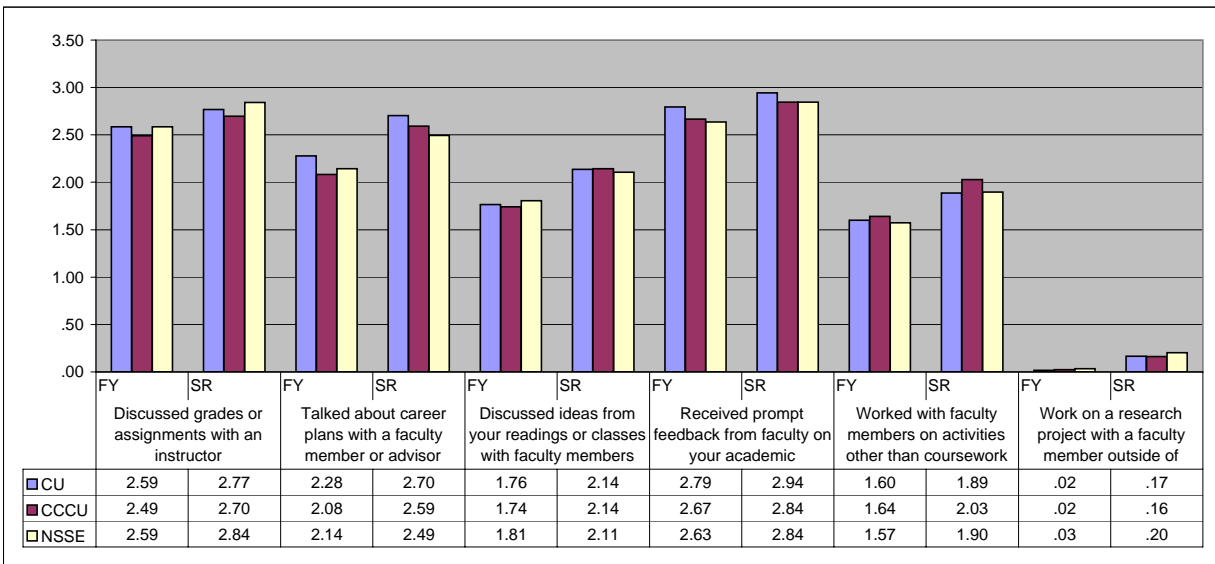
Student-Faculty Interaction

Cedarville 2004-2000 Comparison	FR SR 2004	Cedarville compared with:		
		CCC&U 2004	Bac-Gen 2004	NSSE 2004

2004 higher	2004 lower	CU Higher	CU Lower
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Class	CU 2004 Mean	CU 2000 Mean	YY Sig	FS Sig	CCCU Mean	Sig	Effect Size	BG Mean	Sig	Effect Size	NSSE Mean	Sig	Effect Size
1. Discussed grades or assignments with an instructor	FY	2.59			**	2.49			2.62		2.59		
	SR	2.77				2.70			2.88	*	2.84		
2. Talked about career plans with a faculty member or advisor	FY	2.28			***	2.08	***	.24	2.25		2.14	**	.15
	SR	2.70				2.59			2.58	*	2.49	***	.22
3. Discussed ideas from your readings or classes with faculty members outside of class	FY	1.76	1.59	*	***	1.74			1.86	*	1.81		
	SR	2.14	2.04			2.14			2.16		2.11		
4. Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.79	2.55	***	**	2.67	**	.17	2.64	***	2.63	***	.19
	SR	2.94	2.85			2.84			2.86		2.84	*	.13
5. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.60	1.34	***	***	1.64			1.69	*	1.57		
	SR	1.89	1.69			2.03	*	-.16	1.99		1.90		
6. Work on a research project with a faculty member outside of course or program requirements	FY	.02			***	.02			.04	**	.03	**	-.09
	SR	.17				.16			.19		.20		

In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often OR Which of the following have you done or do you plan to do before you graduate from this institution? (Recorded: 0=have not decided, do not plan to do or plan to do; 1=done. Thus, the mean is the proportion responding "done" among all the respondents.)



### Student-Faculty Interaction

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

	First-Year	Senior
Cedarville	33.5	43.9
CCC&U	33.0	44.2
National	33.3	44.0

**Student-Faculty Interaction Survey Items:**

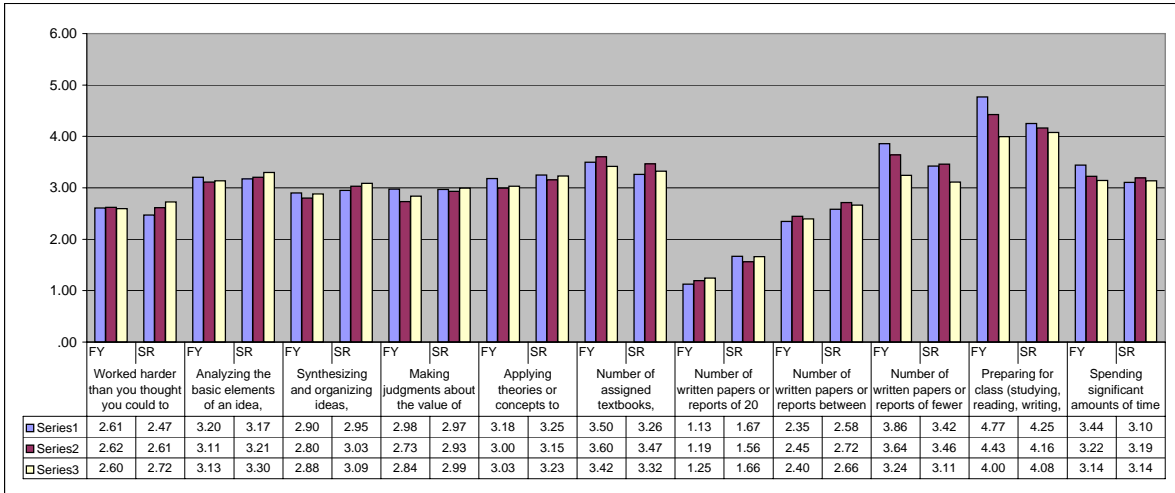
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life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

Level of Academic Challenge

Cedarville 2004-2000 Comparison	FR SR 2004	Cedarville compared with:		
		CCC&U 2004	Bac-Gen 2004	NSSE 2004

Class	CU 2004 Mean	CU 2000 Mean	YY Sig	FS Sig	2004 higher		2004 lower		CU Higher			CU Lower			NSSE Mean	NSSE Sig <sup>a</sup>	Effect Size <sup>b</sup>
					CCC	Effect	BG	Effect	NSSE	Effect							
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>				
1. Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.61	2.69		**	2.62		2.64		2.60		2.60					
	SR	2.47	2.57			2.61	*	-.17	2.75	***	-.33	2.72	***	-.30			
2. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	FY	3.20	2.90	***		3.11		3.08	**	.16	3.13						
	SR	3.17	3.02			3.21		3.26		3.30	**	-.17					
3. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.90	2.62	***		2.80		2.84		2.88							
	SR	2.95	2.83			3.03		3.05		3.09	**	-.17					
4. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	2.98	2.55	***		2.73	***	.29	2.84	**	.16	2.84	***	.16			
	SR	2.97	2.78	*		2.93		3.01		2.99							
5. Applying theories or concepts to practical problems or in new situations	FY	3.18	2.96	**		3.00	***	.22	2.99	***	.22	3.03	***	.18			
	SR	3.25	3.29			3.15		3.24		3.23							
6. Number of assigned textbooks, books, or book-length packs of course readings	FY	3.50	3.47		***	3.60		3.35	***	.16	3.42	*	.08				
	SR	3.26	3.40			3.47	**	-.21	3.30		3.32						
7. Number of written papers or reports of 20 pages or more	FY	1.13	1.33	***	***	1.19	*	-.13	1.29	***	-.23	1.25	***	-.19			
	SR	1.67	1.80			1.56	**	-.17	1.69		1.66						
8. Number of written papers or reports between 5 and 19 pages	FY	2.35			***	2.45		2.41		2.40							
	SR	2.58				2.72	*	-.16	2.69	*	-.11	2.66					
9. Number of written papers or reports of fewer than 5 pages	FY	3.86			***	3.64	***	.21	3.33	***	.49	3.24	***	.58			
	SR	3.42				3.46		3.23	**	.16	3.11	***	.26				
10. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	FY	4.77	4.02	***	***	4.43	**	.20	3.92	***	.52	4.00	***	.47			
	SR	4.25	4.25			4.16		4.00	*	.15	4.08						
11. Spending significant amounts of time studying and on academic work	FY	3.44	3.39		***	3.22	***	.31	3.14	***	.40	3.14	***	.39			
	SR	3.10	3.31	**		3.19		3.13		3.14							

During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much OR During the current school year, about how much reading and writing have you done? OR During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much OR About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk



### Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

**Level of Academic Challenge Survey Items:**

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

	First-Year	Senior
Cedarville	57.6	56.5
CCC&U	54.9	56.8
National	53.6	57.6

Supportive Campus Environment

Cedarville 2004-2000 Comparison	FR SR 2004	Cedarville compared with:		
		CCC&U 2004	Bac-Gen 2004	NSSE 2004

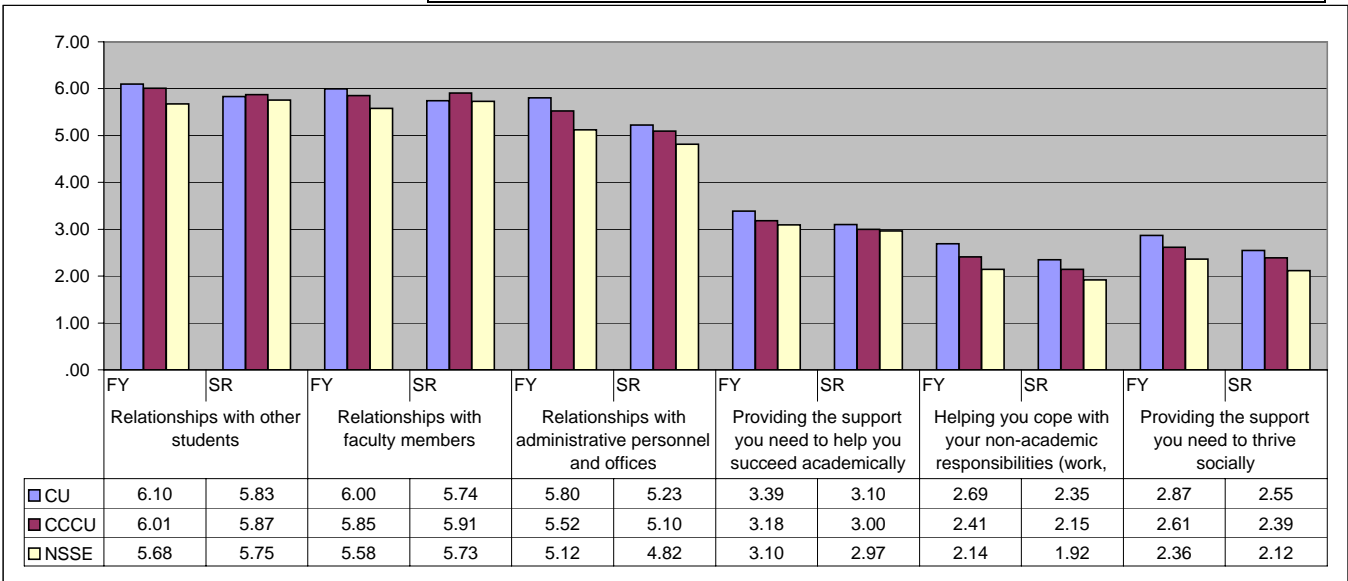
2004 higher 2004 lower

CU Higher CU Lower

Class	CU 2004 Mean	CU 2000 Mean	YY Sig	FS Sig	CCCU		Effect		BG		NSSE		Effect	
					Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Size <sup>b</sup>	
1. Relationships with other students	FY	6.10	6.28		**	6.01			5.76	***	.26	5.68	***	.32
	SR	5.83	6.08	**		5.87			5.86			5.75		
2. Relationships with faculty members	FY	6.00	6.10		**	5.85	*	.14	5.69	***	.26	5.58	***	.35
	SR	5.74	5.96			5.91	*	-.15	5.86			5.73		
3. Relationships with administrative personnel and offices	FY	5.80	5.75		***	5.52	***	.23	5.31	***	.35	5.12	***	.47
	SR	5.23	5.32			5.10			5.04			4.82	***	.25
4. Providing the support you need to help you succeed academically	FY	3.39	3.34		***	3.18	***	.28	3.15	***	.30	3.10	***	.36
	SR	3.10	3.14			3.00			3.05			2.97	**	.16
5. Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.69	2.95	**	***	2.41	***	.32	2.25	***	.48	2.14	***	.60
	SR	2.35	2.50			2.15	**	.23	2.07	***	.30	1.92	***	.48
6. Providing the support you need to thrive socially	FY	2.87	3.01		***	2.61	***	.30	2.43	***	.48	2.36	***	.56
	SR	2.55	2.77	*		2.39	*	.18	2.24	***	.33	2.12	***	.47

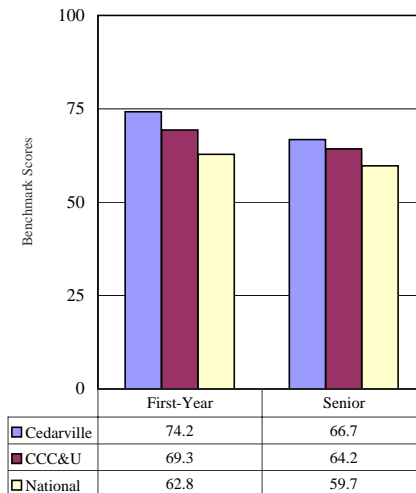
Mark the box that best represents the quality of your relationships with people at your institution.

1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging OR To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much



Supportive Campus Environment

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



Supportive Campus Environment Survey Items:

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