

# **The Impact of Day School: A Comparative Analysis of Jewish College Students**

## **Methodological Appendix**

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## Focus Groups

As part of the initial exploration of the experiences and issues most relevant to former day school students, four focus groups were conducted with undergraduates who attended day schools for at least one year. A total of 32 students participated in focus groups. Three of these groups were conducted at college campuses. At each campus the local Hillel organization assisted in the recruitment of focus group participants by electronically distributing and physically posting promotional materials. Appendix A provides the promotional flyer used at these campuses.

The fourth group was held at a JCC in a metropolitan area with several day schools and was attended by students home for summer break. Undergraduates were recruited for this group with the cooperation of the five major day schools in the area, two of which were high schools. Three of these schools electronically distributed promotional materials, one included the information in an alumni newsletter, and the last school mailed materials directly to college-age alumni. Appendix B provides the text of the promotional flyer used to recruit participants for this community-based focus group.

All focus groups were conducted by a senior researcher from the Maurice and Marilyn Cohen Center for Modern Jewish Studies (CMJS). At the beginning of each focus group the facilitator distributed and reviewed information regarding the reasons for the study, the types of questions they will be asked during the focus group, the confidentiality of the information they would be sharing, and the voluntary nature of the focus group (see Appendix C for Briefing Sheet). Subjects were then asked to sign an informed consent document acknowledging that they were over age 18 and were willing participants in the study (Appendix D).

Focus group participants were asked to reflect on their educational experiences in day school and in college and share their thoughts about the lasting impact of having a day school education. Appendix E includes the discussion protocol used in focus groups. Each group discussion lasted ninety minutes and included a kosher meal or snack. In addition, all focus group participants received a token compensation in the form of a \$20 gift certificate to Amazon.com.

## Development of Survey Instrument

The survey was an eight-section instrument that could be completed in 10-15 minutes. Where possible, items were drawn from existing surveys of school social climate, civic responsibility, academic self-confidence, and drug and alcohol use. Table 1 provides an overview of the items adapted from other sources for use in this study. The first section of the survey consisted of general questions, such as gender, year in school, area of concentration, and type of high school attended. The second section focused on educational experiences prior to college. Respondents were asked to indicate the type of school they attended for each grade between first and twelfth grade. Students who

indicated that they attended a day school were asked to evaluate the educational experience of the day school they most recently attended. Students who never attended a day school were prompted to respond to the same questions with reference to either the elementary, middle, or high school they attended. The remaining sections covered educational experiences at college, social life at college, activities on campus, involvement in Jewish campus life and programming, perspectives on Israel, future degree and career plans, and Jewish background and upbringing. The survey was subjected to extensive pilot testing. Appendix F includes the complete text of the survey.

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Table 1: Source of Survey Items

<b>Concept</b>	<b>Items Used</b>	<b>Source</b>
School Sense of Community	I felt I belonged at this school The students in my class enjoyed being together When I needed extra help I could get it	Samdal, Wold, & Torsheim 1998
College Academic Self-Efficacy	How confident are you that you can successfully... Take "objective" tests Take essay tests Write a high quality course paper Understand most ideas presented in class Master most content in a math course Challenge a professor's/instructor's opinion in class Participate in class discussions	Owen & Froman 1988
College Self-Efficacy	How confident are you that you can successfully... Research a term paper Do well on your exams Keep up to date with your schoolwork Manage time effectively Understand your textbooks Ask a professor/instructor a question	Solberg, O'Brien, Villareal, Kennel, & Davis, 1993
Civic Responsibility	How important is it to you to... Help others in difficulty Participate in community action programs Become a community leader Influence social values	HERI
Personal Social Responsibility	How important is it to you to ... Find a career that provides you with the opportunity to be helpful to others or useful to society Volunteer your time helping people	Parker-Gwin & Mabry
Drug and Alcohol Use	During the past 30 days, on how many days did you consume at least one drink of any alcoholic beverage such as beer, wine, a malt beverage, or liquor Considering all types of alcoholic beverages, on how many days during the past 30 days did you consume 5(4) or more drinks of alcohol in a row, that is within a couple of hours During the past 30 days how many times did you use marijuana During the past 30 days how many times have you used any other type of illegal drug such as cocaine,, LSD, PCP, Ecstasy, speed or heroin	CDC 1995 National College Health Risk Behavior Survey

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## Sampling Strategy

A two-frame sampling strategy was used to accomplish the dual goals of the study to reach both a broad cross section of college-age alumni of Jewish day schools, and Jewish undergraduates representing the full spectrum of pre-college educational choices. The primary sampling strategy was college based and entailed the use of contact information for Jewish undergraduates obtained through campus Hillel organizations. The study also employed two supplementary sampling strategies designed to ensure that sufficient numbers of day school alumni were reached. This over-sample involved the use of lists of college-age alumni from Jewish day schools predominantly comprised of Jewish high schools as well as a “snowball” sample obtained by asking day school alumni who responded to the survey to identify other known day school alumni.

### *Hillel Sample*

An initial group of 34 colleges and universities was identified using *Hillel’s Guide to Jewish Life on Campus* (Cernea, 1999) and the *RJ Insider’s Guide to College* (Reform Judaism Magazine, Summer 2006). Emphasis was placed on identifying a geographically diverse sample of schools that are known to have large Jewish populations and have been demonstrated to be academic destinations for Jewish high school alumni (PEJE, 2006). In addition, schools were targeted that offered some form of kosher food service. Materials describing the study were sent to the director of the Hillel organization at each of the targeted schools (Appendix G).

To allay concerns about the privacy of list members, Hillels at seven schools employed an “opt-out” strategy which allowed list members to indicate directly to Hillel that they did not want their information included in the data transmitted to CMJS. Appendix H provides a sample “opt-out” letter. This “opt-out” letter described the study as one related to the educational experiences of Jewish undergraduates and did not mention the focus on day school experience. It may therefore be safe to assume that those who opted out did so for reasons unrelated to whether they did or did not have experience with day schools. With only one exception, the number of list

members at each school that requested their information be omitted was very small ranging from 3-15 individuals per school. At one college, one hundred list members asked that their information not be included.

Fourteen colleges agreed to share their contact information and twelve of these lists proved to have sufficient information for use in our survey. Of the schools that did not agree to participate, fifteen indicated that the contact list for Jewish undergraduates on their campus either originated with and/or was maintained by the university and that school policy did not allow distribution of the list to outside parties. At an additional three schools the student Hillel board decided not to participate due to privacy concerns. The remaining two schools either refused without reason or did not respond to repeated inquiries.

### *Day School Alumni Sample*

A master list of Jewish day schools in North America was created by merging the contact lists from the AVI CHAI Foundation and from PEJE. This yielded a list of 734 schools. Forty schools were excluded because they were either preschools or exclusively served children with special educational needs.

In November 2006, materials describing the study were sent by PEJE to each of the 281 high schools on the list (Appendix I) followed by a telephone contact by CMJS requesting alumni contact information. Day schools who declined to share their alumni contact lists did so for two primary reasons. The majority of schools reported that they did not maintain e-mail contact information for alumni. In many cases, schools had no systematic strategy for gathering and maintaining alumni contact information. The second reason cited for declining to share contact lists related to internal policies intended to protect the privacy of student and alumni personal information.

Alumni contact lists were received from 21 Jewish high schools. Additionally, two primary/middle level day schools sent lists of their college-age alumni for inclusion. Of these, the lists from 16 schools provided

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enough information to contact alumni. One Jewish high school employed an “opt-out” strategy similar to that used in the Hillel sample. Again only a small number of individuals requested that their information not be transmitted to CMJS. The final sixteen schools that submitted lists are diverse both in their geographic location and in their denominational orientation (Table 2 and Table 3).

Table 2: Regional Distribution of Day Schools that Provided Lists

New England	2
Middle Atlantic	3
Mountain	1
South Atlantic	1
West North Central	1
East North Central	3
West South Central	1
Pacific	3
Outside United States (Canada)	1

Table 3: Denominational Orientation of Day Schools that Provided Lists

Conservative	2
Orthodox	3
Reform	1
Non-Denominational	10

Day school alumni who participated in the survey were asked to pass on a URL and/or a toll free telephone number to day school alumni peers for survey registration. Forty-five individuals registered for the survey using either the toll free number or URL.

As each new list was obtained through any of the sampling strategies described above, it was checked against previously received lists. Duplicate entries were flagged so that only one invitation to the survey would be received by each student. As an extra check to screen out duplicate respondents, each potential participant was presented with a screener question asking if they had previously responded to the survey. Only those that indicated that they had not already responded were admitted entry to the remainder of the survey.

The sample of Jewish high school graduates, drawn from both Hillel and day school alumni lists, is comprised of students from cities across the United States and Canada (Figure 1). As can be seen in Figure 2 these graduates of Jewish high schools come from over 20 states in the United States.

Figure 1: City of Origin for Jewish High School Alumni

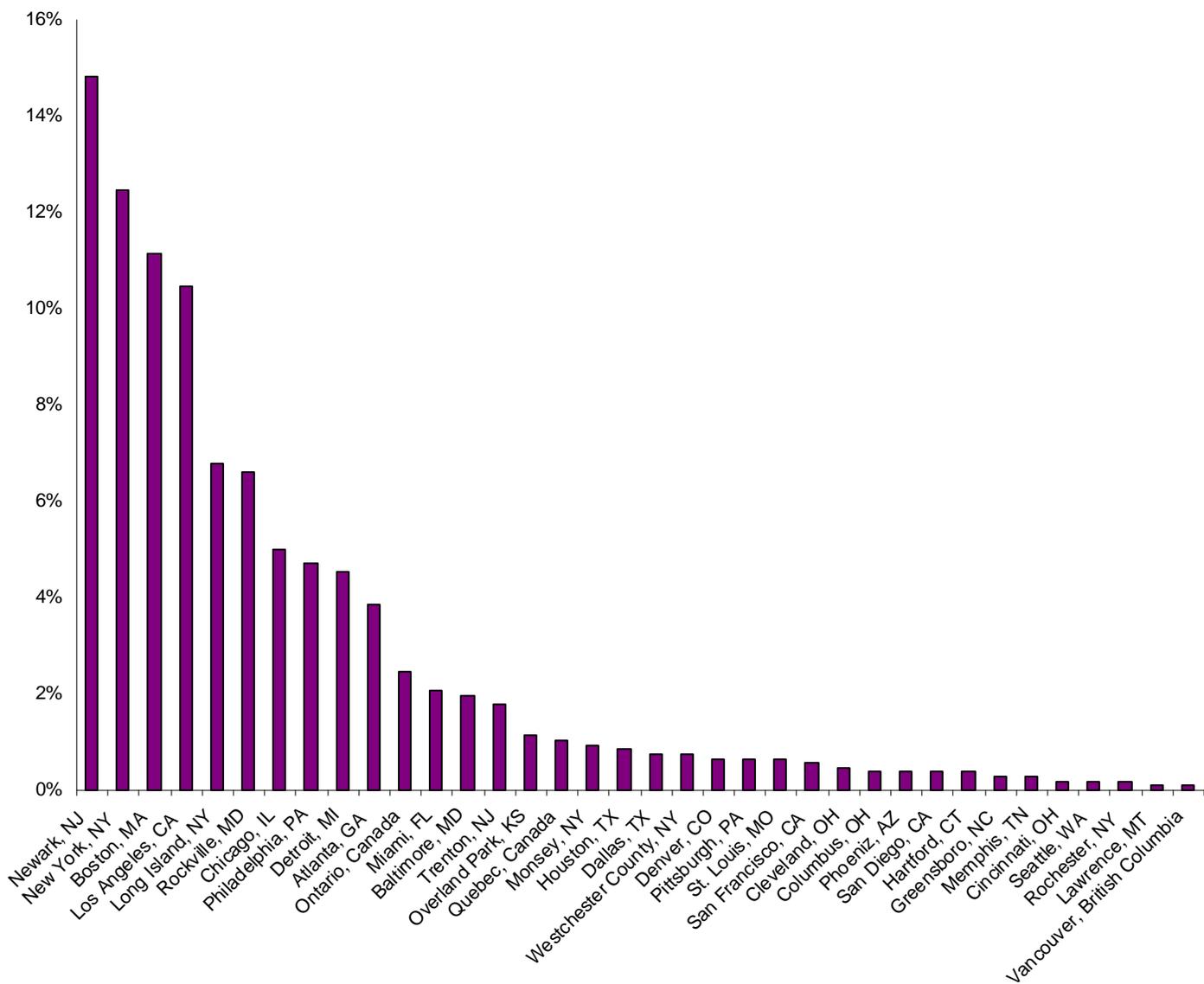
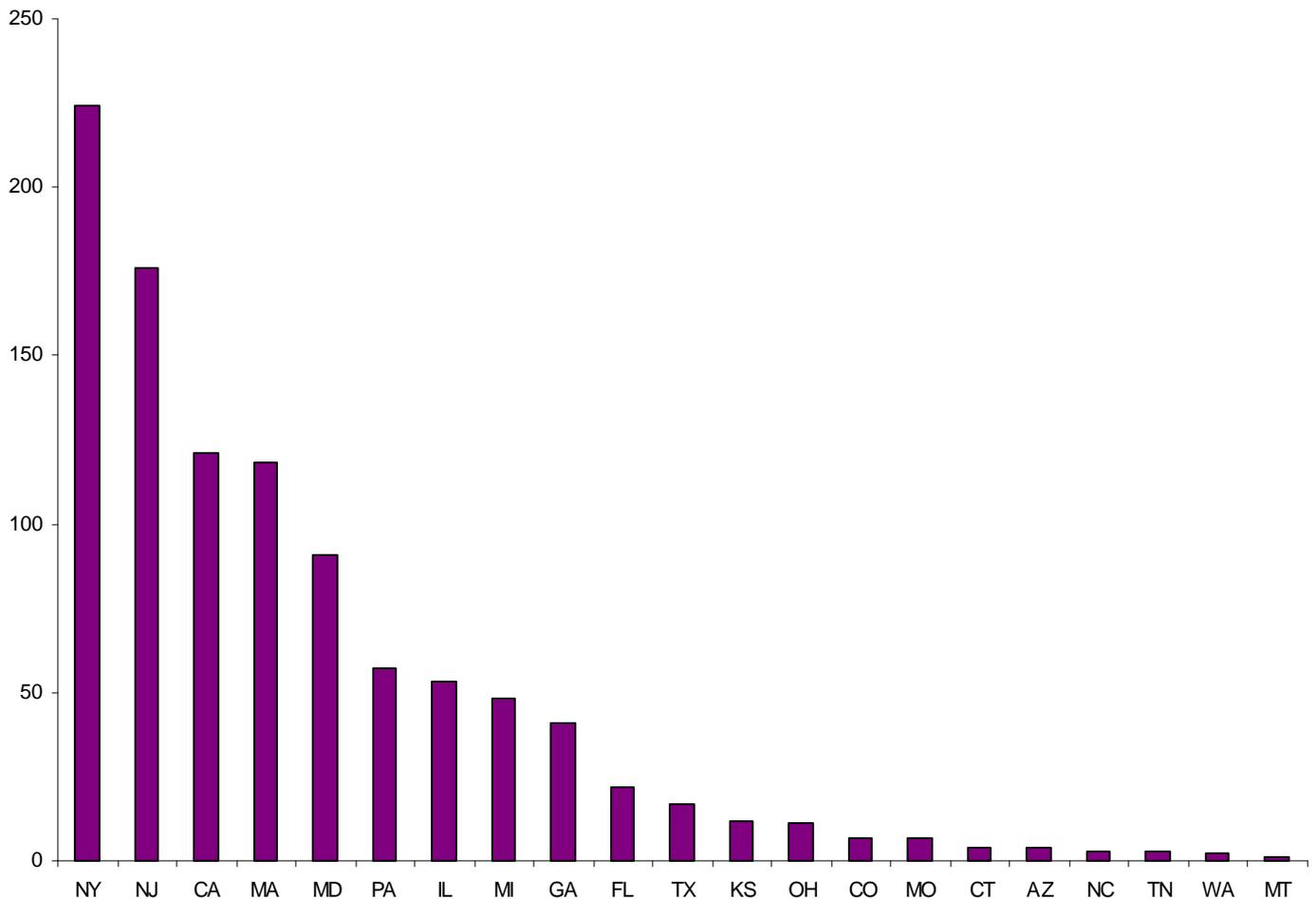


Figure 2: Jewish High School Alumni by State

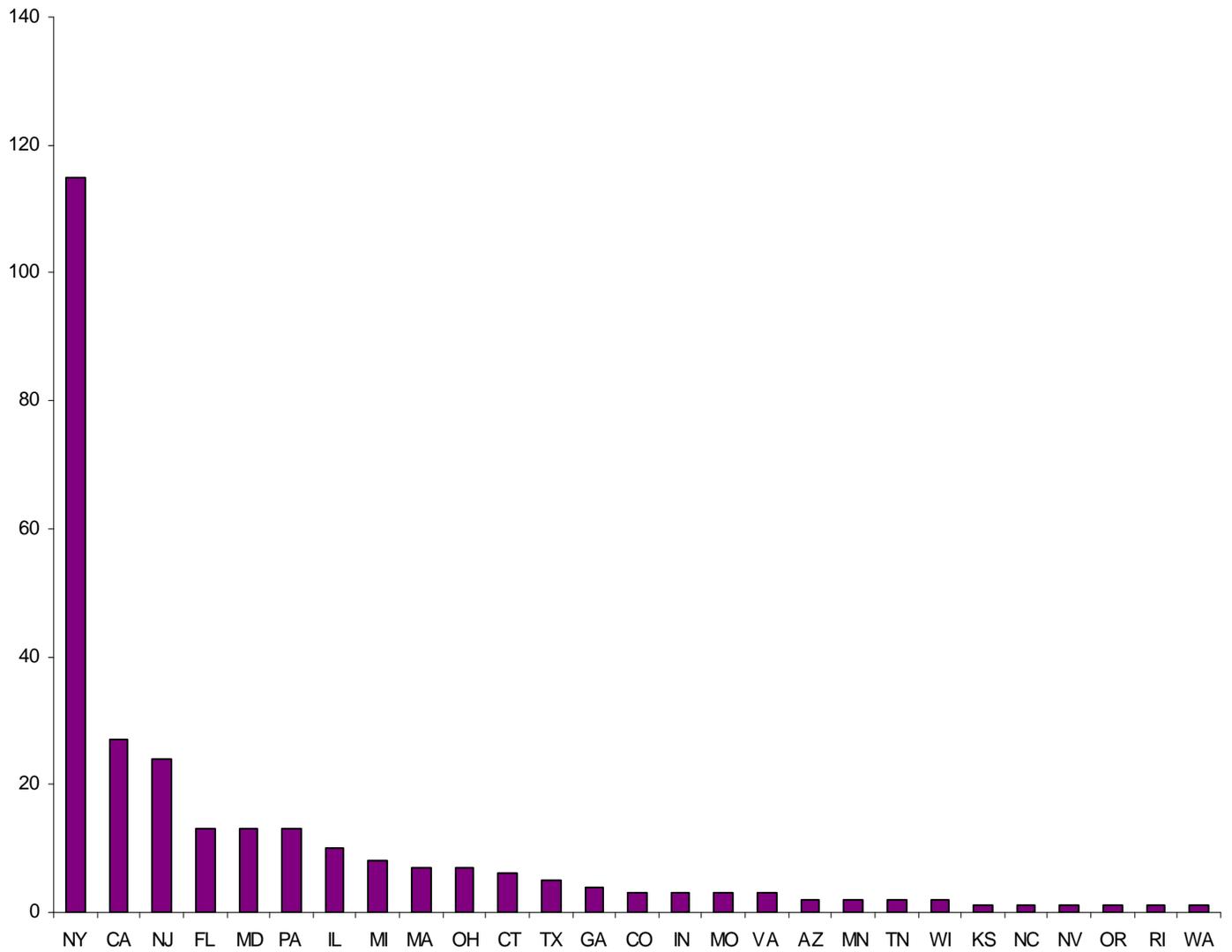


A comparison of the cities of origin of survey respondents who graduated from a Jewish high school with the overall number of Jewish high schools in each state<sup>1</sup> shows a remarkably similar distribution (Figure

3). The only discrepancy in the distributions is in the magnitude of the difference between New York and the remaining states.

<sup>1</sup>PEJE and AVI CHAI data combined.

Figure 3: Number of Jewish High Schools by State\*



\* Data collected from PEJE and AVI CHAI lists

## Survey Data Collection

Invitations to participate in the survey were sent electronically in six waves. Initial emails were sent between November 20, 2006 and January 16, 2007. The survey was closed on February 2, 2007. Each invitation contained a unique link to the survey (Appendix J). Once potential respondents clicked on this link they were directed to a brief set of screener questions. These determined whether the respondents had previously completed the survey (as noted earlier), whether they were undergraduates currently enrolled in a college or university, and if they considered themselves to be Jewish. Students who did not respond affirmatively to the questions on undergraduate status and Jewish self identity as well

as negatively to the question regarding previous completion of the survey were thanked but told that they were not eligible for the study. Those who indicated that they were undergraduates and considered themselves to be Jewish were directed to an informed consent screen and were asked to indicate that they were willing to participate.

Approximately four days after the initial invitation, all students who had not yet completed the survey were sent a follow-up e-mail, encouraging them to participate and to contact the researchers if they had any questions or problems concerning the survey. A series of 3-5 such follow-up e-mails were sent.

## Incentive Strategy

Prior research with this population indicated that incentives were important to insuring participation. The primary incentive strategy utilized was a series of raffles offering \$180 gift certificates to Amazon.com. Five raffles were held at approximately 1-2 week intervals. Ten gift certificates were raffled in the first week and 20 in each of the next four drawings, for a total of 90 gift certificates. The survey invitation and successive reminders indicated that once a participant completed their survey they would be entered into each successive drawing from that point forward (Appendix K). During the last week prior to the close

of the survey a one-time drawing for a single \$360 gift certificate to Amazon.com was offered to anyone who responded within a 24-hour window. Eighty-one individuals responded during this time frame.

A second incentive technique was also employed. On three different dates, in addition to entry in the gift certificate raffle, participants were also told that for each individual who responded within a 24-hour window a \$5 donation would be made to a specified charity (Appendix L). A total of 299 individuals responded across the three occasions when this incentive strategy was available.

## Survey Response Rate

Of the 4,525 individuals who responded to the e-mail invitation, 3859 indicated that they were Jewish undergraduates and therefore eligible to complete the survey. There are as yet no established and accepted guidelines for computing response rates in web surveys. To estimate response rates for this study, we used the following formula:

This formula represents the percentage of those valid e-mails that received invitations and subsequently responded to the survey. Bounced E-mails were omitted from the calculation. Table 4 summarizes the criteria for the various dispositions.

$$RR = \frac{(Arrived \ \& \ Eligible) + (Arrived \ \& \ Ineligible)}{(Arrived \ \& \ Eligible) + (Arrived \ \& \ Ineligible) + (NonContacts)}$$

Table 4: Respondent Dispositions

Disposition	Criteria
Arrived and Eligible	Arrived at Survey and a Jewish College Student
Arrived and Ineligible	Arrived at Survey, but either not Jewish or not currently a College Student
Non-Contact	Did not arrive at survey but invitation did not bounce back

Use of the formula and the criteria stated earlier yields an overall response rate of 32%.

As intended, the majority (82%) of the sample was derived through Hillel contact lists. For the Hillel sample only, the response rate is broken down by college (see Table 5). The response rate for the Hillel sample alone is 33%

Table 5: Hillel Sample Response Rates

School	Response Rate
College 1	23.2%
College 2	58.6%
College 3	42.9%
College 4	31.2%
College 5	25.7%
College 6	16.1%
College 7	50.0%
College 8	40.8%
College 9	41.8%
College 10	25.2%
College 11	34.8%
College 12	17.6%

The response rate is probably a conservative estimate for several reasons. First, an unknown number of e-mail invitations were blocked by spam filters and/or placed in “junk” mailboxes. There is also no way to know how many of the names on the Hillel contact lists corresponded with graduate students, faculty,

staff, or community members all of whom would not be eligible to complete the survey. Thus, it is likely that the actual response rate is significantly higher. A response rate of one-third is also in line with the outcomes of other survey research conducted with the college population. For example, Sax et al. (2003) report response rates of 17%-24% in a study comparing the efficacy of various survey methods among a sample of college students, and Porter and Umbach (2006) find an average response rate of 43% across 321 colleges with substantial variation among schools.

Although the response rate obtained in this study is in line with other research conducted with college undergraduates, it does raise concerns about how representative the resulting sample is of the larger population of Jewish undergraduates. Previous research has shown that when the focus is comparison across samples, rather than on developing point estimates of specific outcomes (e.g., GPA), representativeness is not essential (Kadushin, Phillips, & Saxe, 2005; Pew Research Center, 2004). A key question, however, is whether members of any particular group of potential respondents were either disproportionately attracted to or deterred from participation in the survey. For example, did the survey draw an over or underrepresentative group of students with particularly positive or negative attitudes toward one type of schooling? To avoid this possibility, initial communications with potential respondents described the study using neutral language: “pre-college and college-level educational and social experiences.” Although it is possible that students with the most negative high school experiences would not be drawn to the study, there is

no reason to believe that this bias was expressed in only one of the comparison groups. Since all potential respondents received the same invitation within the same time frame, it is assumed that whatever biases

exist in the sample are not restricted to one particular group but instead affect all comparison groups equally.

## Data Analysis

In order to determine the effect of day schooling on various outcomes, a categorization schema was developed that takes into account the type of schools attended, the number of years of day school

experience, and denominational background. Using this approach respondents were divided into five categories (see Table 6).

Table 6: Categorization by Type of School Attended and Denominational Background

Category	Criteria
Private School	Never attended a day school  Attended a non-Jewish private school more than any other form of schooling (includes private schools with religious but non-Jewish affiliation and home schooling)  Not raised Orthodox
Public School	Never attended a day school  Attended a public school more than any other form of schooling (includes magnet and charter schools with public funding)  Not raised Orthodox
Less than 6 Years Day School/Raised Non-Orthodox	Attended day school for less than six years (does not include kindergarten at a day school)  Not raised Orthodox
6+ Years Day School/Raised Non-Orthodox	Attended day school for at least six years (does not include kindergarten at a day school)  Not raised Orthodox
Day School/Raised Orthodox	Attended day school for any amount of time (does not include kindergarten at a day school)  Raised Orthodox

Only 23 respondents who were raised Orthodox did not attend a day school. Due to concerns about the biases that this group might introduce, these individuals were omitted from the analysis.

For some analyses it was essential to draw a distinction based on what type of high school a respondent attended. For these analyses four categories were used (see Table 7).

Table 7: Categorization by Type of High School Attended and Denominational Background

<b>Category</b>	<b>Criteria</b>
Private High School	Never attended a day school Graduated from a non-Jewish private school (includes private schools with religious but non-Jewish affiliation) Not raised Orthodox
Public High School	Never attended a day school Graduated from a public high school (includes magnet and charter schools with public funding) Not raised Orthodox
Jewish High School/ Raised Non-Orthodox	Graduated from a Jewish High School Not raised Orthodox
Jewish High School/ Raised Orthodox	Graduated from a Jewish High School Raised Orthodox



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## **Appendix A**

### **Campus Based Focus Group Invitation**

Did you spend at least one year at a Jewish day school?

The Cohen Center for Modern Jewish Studies (CMJS) At Brandeis University is doing research on the day school experience. Whether you loved every minute, couldn't wait to leave or felt a little bit of both we want to hear about your experience at Jewish day school.

Let us buy you dinner!

We are looking for students to participate in a focus group. We will provide kosher dinner. We will talk about your educational experiences in day school and in college, and your thoughts about the lasting impact of having a day school education.

What you tell us in the focus group will be kept confidential by CMJS.

Participate in a focus group and receive a \$20 Amazon.com gift card!

R.S.V.P. to: Aron Klein  
asklein@brandeis.edu  
781-736-3821  
R.S.V.P required for gift card





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## **Appendix B**

### **Community Based Focus Group Invitation**

College Students

Tell us about your Day School Experience!

The Cohen Center for Modern Jewish Studies (CMJS) at Brandeis University is doing research on the day school experience. Whether you loved every minute, couldn't wait to leave or felt a little bit of both we want to hear about your experience at Jewish day school.

Let us buy you dinner!

We are looking for College Students to participate in a focus group. We will provide kosher dinner. We will talk about your educational experiences in day school and in college, and your thoughts about the lasting impact of having a day school education.

What you tell us in the focus group will be kept confidential by CMJS.

Participate in a focus group and receive a \$20 Amazon.com gift card!

Space is limited

R.S.V.P. to: Aron Klein

asklein@brandeis.edu

781-736-3821

R.S.V.P required for gift card

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## **Appendix C**

### **Briefing Sheet for Focus Group Participants**

Enrollment in Jewish day schools in North America has more than doubled since the 1960s and now totals more than 200,000. More students are attending day schools during at least part of their pre-college educational preparation, yet there is little systematic information about the impact of a day school education on individual students. The Partnership for Excellence in Jewish Education has awarded a research grant to the Cohen Center for Modern Jewish Studies at Brandeis University to explore the impact of Jewish day school education on a variety of outcomes.

This focus group is an important part of this study. The focus group, which will be moderated by a member of the Cohen Center for Modern Jewish Studies research team, will last approximately 90 minutes. During this time we will talk about your day school background, your educational experiences in day school and in college, the social aspects of your transition from day school to more secular educational settings, and your thoughts about the outcomes for you of having a day school education.

Participation in this study is completely voluntary. We hope that you will participate fully and honestly but you are also free to pass on any questions that you choose not to answer. At the end of the focus group you will be given a \$20 gift certificate for amazon.com.

The fact of your participation in this focus group and the information obtained through it will be kept confidential by CMJS. During the focus group we will be taking notes, however, no one from the day school(s) you attended, or from your current college will see the notes from this focus group. All information from this study will be reported in ways that do not identify individuals.

If you have any questions or concerns at any time, you are welcome to contact Fern Chertok or Len Saxe, the co-principal investigators on this project, or the Brandeis Committee for the Protection of Human Subjects 9781-736-7596). This committee works to safeguard the interests of individuals who participate in Brandeis-sponsored research.

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## **Appendix D**

### **Informed Consent Form**

### **Focus Group Participants**

I have received and read and understand the contents of the attached information about the focus group being conducted by researchers from the Cohen Center for Modern Jewish Studies at Brandeis University as part of their study of Day School Alumni. I acknowledge that I am 18 years of age or older and I understand the rights of participants in this study and willingly agree to take part.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)





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## **Appendix E**

### **Focus Group Protocol**

I'd like to start by getting to know a bit about each of you. Tell me where you are now in terms of the college you attend, your major, whether you are a freshman, sophomore, etc., and which day school(s) you attended and for which grades?

Was your day school affiliated with a denomination or community based?

When you think of your day school experience, what one memory seems to capture overall what day school was like for you?

Students often have individual learning needs or styles. How well did your day school respond to your particular learning needs? When you needed some extra help or support did you feel it was available at your school?

How well did you feel that you fit into the social life of your day school? Were you able to make friends? Did you feel socially accepted?

If you left day school before the last grade offered at that school why did you leave and what school did you go to?

For those of you who left day school during or at the end of grades 1-8, how well prepared did you feel for the academic aspects of high school? Did you feel that you could keep up, that you were ahead of the other students or behind them?

In Math and Science

In English, Language Arts and Social Studies

In Foreign Language

For those of you who attended or graduated from a Jewish high school, how well prepared did you feel for the academic aspects of college? Did you feel that you could keep up, that you were ahead of the other students or behind them?

In Math and Science

In English, Language Arts and Social Studies

In Foreign Language

What was it like to make the social transition from a Jewish high school to a secular college? What was it like to socialize with a more diverse group of students?

What are the skills, attitudes or beliefs that you took away from your day school experience?

In terms of yourself as a learner

In terms of your ability to get to know people

In terms of yourself as a Jew

In terms of your relationship to the larger Jewish community

Is there anything that you felt was missing from your day school experience?

Academic skills you wish you had learned

Social skills you wish you had learned

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## Appendix F

### Student Survey

Welcome

In an effort to learn more about the pre-college and college level educational experiences of Jewish students the Partnership for Excellence in Jewish Education has awarded a research grant to the Cohen Center for Modern Jewish Studies at Brandeis University. The survey you are being asked to complete is an important part of this research.

This survey takes about 15 minutes to complete. Please respond as quickly and accurately as possible to minimize the amount of your time required. You will have the opportunity at the end of the survey to describe your experiences in greater detail.

All of your responses will remain strictly confidential. Only the research team will see your answers. No one from your college / university or from any of the other schools you have attended will see your responses. Findings of this research will be reported only in ways that do not identify individuals.

If you have any questions or difficulties, please contact Aron Klein by email at [education@cmjs.org](mailto:education@cmjs.org) or by phone at 781-736-3821.

Thank you very much for your interest and helpfulness in participating!

Click on the button below to begin the survey.  
Dr. Leonard Saxe & Fern Chertok  
Co-Principal Investigators

-----  
Q. Already  
Have you already completed this survey?

- No  
 Yes

-----  
Q. AlreadyYes

Thank you for your help. We have received your first response to the survey. Multiple responses are not permitted.

-----  
This survey asks about the educational experiences of Jewish undergraduates.

Q. Jewish  
Do you consider yourself to be Jewish?

- No. I do not consider myself to be Jewish.  
 Yes. I do consider myself to be Jewish.

Q. Undergrad  
Are you currently an undergraduate student?

- No. I am not currently an undergraduate student.  
 Yes. I am currently an undergraduate student.

-----  
Thank you  
Q. NotEligible

---



---

Q. GradCity

City:

[ text box ]

Q. GradState

State / Province

[drop down menu]

Q. HSGradYear

What year did you graduate from high school or receive a GED?

Before 2002

2002

2003

2004

2005

2006

Q. DaySchool

Have you ever attended a full-time Jewish day school, even for one year?

No. I never attended a full-time Jewish day school.

Yes. I have attended a full-time Jewish day school.

-----  
What is the name and location of the college you currently attend?

Q. CollegeName

Name:

[ text box ]

Q. CollegeCity

City:

[ text box ]

Q. CollegeState

State / Province

[drop down menu]

Q. CollChoice

Was this college your

First choice?

Second choice?

Third choice?

Less than third choice?

Q. BeginCollege

What year did you begin your college education?

---



( ) Public school &mdash; non-charter or magnet ( ) Public charter or magnet school ( ) Jewish day school ( ) Private secular school ( ) Private Non-Jewish religious school ( ) Home schooled

8

( ) Public school &mdash; non-charter or magnet ( ) Public charter or magnet school ( ) Jewish day school ( ) Private secular school ( ) Private Non-Jewish religious school ( ) Home schooled

9

( ) Public school &mdash; non-charter or magnet ( ) Public charter or magnet school ( ) Jewish day school ( ) Private secular school ( ) Private Non-Jewish religious school ( ) Home schooled

10

( ) Public school &mdash; non-charter or magnet ( ) Public charter or magnet school ( ) Jewish day school ( ) Private secular school ( ) Private Non-Jewish religious school ( ) Home schooled

11

( ) Public school &mdash; non-charter or magnet ( ) Public charter or magnet school ( ) Jewish day school ( ) Private secular school ( ) Private Non-Jewish religious school ( ) Home schooled

12

( ) Public school &mdash; non-charter or magnet ( ) Public charter or magnet school ( ) Jewish day school ( ) Private secular school ( ) Private Non-Jewish religious school ( ) Home schooled

-----  
[If attended day school]

Thinking about your experience at the Jewish day school you most recently attended, how much do you agree or disagree with each of the following statements?

Q. DschoolQs\_A

I felt I belonged at this school.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

The students in my class enjoyed being together.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

When I needed extra help I could get it.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

The school did not respond to my learning needs.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

My family fit in with the level of religious observance of other families at this school.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

I was bored.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

I received support and encouragement from teachers.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

It was intellectually challenging and stimulating.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

There were enough extra-curricular opportunities to meet my interests.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

Teachers actively engaged students during class.

( ) Strongly disagree ( ) Somewhat disagree ( ) Neither agree nor disagree ( ) Somewhat agree ( ) Strongly agree

Again, thinking about the Jewish day school you most recently attended, how well did it prepare you in the areas of:

Q. DSchoolprep\_A

Math?

( ) Not well at all ( ) Somewhat well ( ) Very well ( ) Extremely well ( ) Not applicable

Science?

( ) Not well at all ( ) Somewhat well ( ) Very well ( ) Extremely well ( ) Not applicable

Judaics ?

- Not well at all  Somewhat well  Very well  Extremely well  Not applicable  
 Hebrew language?  
 Not well at all  Somewhat well  Very well  Extremely well  Not applicable  
 Social Studies / History?  
 Not well at all  Somewhat well  Very well  Extremely well  Not applicable  
 English / Writing?  
 Not well at all  Somewhat well  Very well  Extremely well  Not applicable  
 Computer literacy?  
 Not well at all  Somewhat well  Very well  Extremely well  Not applicable  
 Organizational or study skills?  
 Not well at all  Somewhat well  Very well  Extremely well  Not applicable

-----  
 [If did not attend day school]

Thinking about your experiences at [prompted Elementary, Middle or High school], how much do you agree or disagree with each of the following statements?

Q. NDSchoolQs\_A

- I felt I belonged at this school.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 The students in my class enjoyed being together.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 Most of the students in my grade were kind and helpful.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 When I needed extra help I could get it.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 The school did not respond to my learning needs.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 I was bored.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 I felt overwhelmed by all I had to do.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 I received support and encouragement from teachers.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 It was intellectually challenging and stimulating.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 There were enough extra-curricular opportunities to meet my interests.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree  
 Teachers actively engaged students during class.  
 Strongly Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Strongly Agree

Again, thinking about the %QElemMidHigh\_1%, how well did it prepare you in the areas of:

Q. Ndschoolprep\_A

- Math?  
 Not well at all  Somewhat well  Very well  Extremely well  Not applicable  
 Science?  
 Not well at all  Somewhat well  Very well  Extremely well  Not applicable  
 Foreign language?  
 Not well at all  Somewhat well  Very well  Extremely well  Not applicable  
 Social Studies / History?  
 Not well at all  Somewhat well  Very well  Extremely well  Not applicable

English / Writing?

Not well at all  Somewhat well  Very well  Extremely well  Not applicable

Computer literacy?

Not well at all  Somewhat well  Very well  Extremely well  Not applicable

Organizational or study skills?

Not well at all  Somewhat well  Very well  Extremely well  Not applicable

-----  
Your educational experience at College

How confident are you that you can successfully:

Q. Confident\_A

Research a term paper?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Write high quality course papers?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Do well on your exams?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Keep up-to-date with your schoolwork?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Manage time effectively?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Understand your textbooks?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Participate in class discussions?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Take "objective" tests (multiple choice)?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Take essay tests?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Ask a professor / instructor a question?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Understand most ideas presented in class?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Master most content in a math course?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Challenge a professor's / instructor's opinion in class?

Not at all confident  Slightly confident  Moderately Confident  Very Confident  Completely Confident

Q. GPA

Which of the following best describes your current undergraduate grade point average

3.7 - 4.0

3.3 - 3.69

2.7 - 3.29

2.3 - 2.69

1.7 - 2.29

below 1.7

First semester first-year student

-----

---

Since beginning college have you had, or do you feel you will need tutoring or remedial work in any go the following subject areas?

Q. Tutor\_A

Writing

Have had  Will need

Mathematics

Have had  Will need

Science

Have had  Will need

Foreign language

Have had  Will need

Q. OtherTutor

Are there any other subject areas in which you have had, or feel you will need tutoring or remedial work?

[ text box ]

Q. OtherTutoringNeeds

Have had

Will need

Q. Jclass

Have you taken or are you currently enrolled in any college level courses on Jewish subjects, such as Jewish history, the Holocaust or Hebrew?

No

Yes

-----  
Q. Jclassnum

How many of these classes did you take?

1

2

3

4

5

6

7

8

9

10 or more

-----  
Thinking about the course work you have done in college, how well did your high school prepare you for college level:

Q. Hsprep\_A

Mathematics?

Not well at all  Somewhat well  Very well  Extremely well  Not applicable

Science?

Not well at all  Somewhat well  Very well  Extremely well  Not applicable

History?

Not well at all  Somewhat well  Very well  Extremely well  Not applicable

Writing?

Not well at all  Somewhat well  Very well  Extremely well  Not applicable

Study Skills?

Not well at all  Somewhat well  Very well  Extremely well  Not applicable

Computer literacy?

Not well at all  Somewhat well  Very well  Extremely well  Not applicable

-----  
Social life at college

Thinking about this academic year, how many of your closest friendships at college are with:

Q. Friends\_A

People you met in student organizations / activities?

None  Some  About half  Most  Almost all

Students from the same town / city where you grew up?

None  Some  About half  Most  Almost all

People you met in courses?

None  Some  About half  Most  Almost all

Jewish students?

None  Some  About half  Most  Almost all

People who live in your dorm or apartment?

None  Some  About half  Most  Almost all

People who went to the same high school as you?

None  Some  About half  Most  Almost all

Students you knew from a Jewish youth group or Jewish camp?

None  Some  About half  Most  Almost all

People you work out with or play sports with?

None  Some  About half  Most  Almost all

Non-Jewish students?

None  Some  About half  Most  Almost all

People you met while studying abroad?

None  Some  About half  Most  Almost all

Q. Dated

Since beginning college have you:

Dated only Jews

Dated mostly Jews

Dated Jews and non-Jews about equally

Dated mostly non-Jews

Dated only non-Jews

Not dated

-----  
[If attended day school]

To what extent do you feel connected to:

Q. DSConnected\_A

The student body at your college / university?

Not at all  Very little  Somewhat  Very much  Great extent

Other Jewish students on your campus?

Not at all  Very little  Somewhat  Very much  Great extent

Hillel on your campus?

Not at all  Very little  Somewhat  Very much  Great extent

Other day school alumni on your campus?

Not at all  Very little  Somewhat  Very much  Great extent

-----  
[If did not attend day school]

To what extent do you feel connected to:

Q. NonDSConnected\_A

The student body at your college / university?

Not at all  Very little  Somewhat  Very much  Great extent

Other Jewish students on your campus?

Not at all  Very little  Somewhat  Very much  Great extent

Hillel on your campus?

Not at all  Very little  Somewhat  Very much  Great extent

-----  
Q. OneBeer

During the past 30 days, on how many days did you consume at least one drink of any alcoholic beverage such as beer, wine, a malt beverage or liquor?

0 days

1 - 2 days

3 - 5 days

6 - 9 days

10 - 19 days

20 - 29 days

All 30 days

-----  
Q. BingeDrinkM

Considering all types of alcoholic beverages, on how many days, during the past 30 days, did you consume 5 or more drinks of alcohol in a row, that is, within a couple of hours?

0 days

1 - 2 days

3 - 5 days

6 - 9 days

10 - 19 days

20 - 29 days

All 30 days

-----  
Q. BingeDrinkF

Considering all types of alcoholic beverages, on how many days, during the past 30 days, did you consume 4 or more drinks of alcohol in a row, that is, within a couple of hours?

0 days

1 - 2 days

3 - 5 days

6 - 9 days

10 - 19 days

20 - 29 days

All 30 days

-----  
Q. Marijuana

During the past 30 days, on how many times did you use marijuana?

- 0 times
- 1 - 2 times
- 3 - 9 times
- 10 - 19 times
- 20 - 39 times
- 40 or more times

Q. OtherDrugs

During the past 30 days, how many times have you used any other type of illegal drug such as cocaine, LSD, PCP, Ecstasy, speed, or heroin?

- 0 times
- 1 - 2 times
- 3 - 9 times
- 10 - 19 times
- 20 - 39 times

-----

Your activities at college

Thinking about this academic year, how involved have you been in each of the following activities?

Q. GenActivities\_A

Sports or exercise

Not at all involved  A little involved  Moderately involved  Very involved

Fraternities or Sororities

Not at all involved  A little involved  Moderately involved  Very involved

Hillel or other Jewish-affiliated clubs, programs or activities

Not at all involved  A little involved  Moderately involved  Very involved

Political or social action groups

Not at all involved  A little involved  Moderately involved  Very involved

Music or other performing arts groups

Not at all involved  A little involved  Moderately involved  Very involved

Student media organizations (radio, newspaper, etc.)

Not at all involved  A little involved  Moderately involved  Very involved

Student government

Not at all involved  A little involved  Moderately involved  Very involved

Community service / volunteering

Not at all involved  A little involved  Moderately involved  Very involved

Working at a paid job

Not at all involved  A little involved  Moderately involved  Very involved

Q. Leader

Do you currently hold any leadership positions on campus?

- No
- Yes. What position(s) and for what organization(s)? [ \_\_\_\_\_ ]

Thinking about this semester, how involved have you been in each of the following activities?

Q. JewActivities\_A

Israel-related programs or events

Not at all involved  A little involved  Moderately involved  Very involved

---

Jewish cultural / arts (e.g. a capella or Israeli dance group)

Not at all involved  A little involved  Moderately involved  Very involved

Jewish learning / text study

Not at all involved  A little involved  Moderately involved  Very involved

Jewish observance or celebration with friends outside of any formal organization or group

Not at all involved  A little involved  Moderately involved  Very involved

Holiday celebrations organized by Hillel or another Jewish group on campus

Not at all involved  A little involved  Moderately involved  Very involved

Jewish sponsored community service

Not at all involved  A little involved  Moderately involved  Very involved

Holocaust education or remembrance activities

Not at all involved  A little involved  Moderately involved  Very involved

Jewish social events

Not at all involved  A little involved  Moderately involved  Very involved

-----

Q. ServicesThisYear

How often have you attended Jewish religious services this academic year?

Never

Only on special occasions (bar / bat mitzvahs, weddings)

Only on High Holidays (Rosh Hashanah, Yom Kippur)

A few times

About once a month

Several times a month

Weekly

Daily

Q. Religious

Compared to high school, since coming to college is your Jewish life

Much less religiously observant

Somewhat less

The same

Somewhat more

Much more religiously observant

Q. ImportantJewish

How important is being Jewish in your life as a college student?

Not at all important

A little important

Somewhat important

Very important

Extremely important

-----

Perspectives on Israel

How much do you feel you know about:

Q. IsraelKnowledge\_A

Israeli culture and lifestyle?

Not at All  A little  Somewhat  Very much  Great extent

Jewish history?

Not at All  A little  Somewhat  Very much  Great extent

Jewish customs and practices?

- Not at All  A little  Somewhat  Very much  Great extent  
 The Arab-Israeli conflict?  
 Not at All  A little  Somewhat  Very much  Great extent  
 Modern Israeli history?  
 Not at All  A little  Somewhat  Very much  Great extent  
 Israeli social problems?  
 Not at All  A little  Somewhat  Very much  Great extent

## Q. ComfortIPConflict

How comfortable do you feel engaging in discussions about the Israeli-Palestinian conflict?

- Not at all  
 Very little  
 Somewhat  
 Very much  
 Completely

Have you ever been to Israel:

## Q. IsraelTRavel\_A

- On a birthright israel trip?  
 No  Yes  
 On a study abroad program in college?  
 No  Yes  
 For a post high school year?  
 No  Yes  
 On a teen trip?  
 No  Yes  
 On a family trip?  
 No  Yes  
 On any other trip?  
 No  Yes

Future plans

## Q. Degree

What is the highest academic degree that you intend to obtain?

- Associate (A.A. or equivalent)  
 Bachelor's degree (B.A., B.S., etc)  
 Master's degree (M.A., M.S., M.S.W., etc)  
 Doctorate (Ph.D. or Ed.D).  
 Medical Degreee (M.D., D.O., D.D.S., or D.V.M)  
 Legal degree (J.D.)

To what extent have you considered any of the following careers in the Jewish community?

## Q. JewishCareer\_A

- Jewish education  
 Never considered  Considered a little  Considered somewhat  Considered very strongly  
 Rabbi / Cantor  
 Never considered  Considered a little  Considered somewhat  Considered very strongly

Fund-raising / development

Never considered  Considered a little  Considered somewhat  Considered very strongly

Working for a Jewish organization (e.g. Federation, JCC)

Never considered  Considered a little  Considered somewhat  Considered very strongly

Jewish camping

Never considered  Considered a little  Considered somewhat  Considered very strongly

Hillel

Never considered  Considered a little  Considered somewhat  Considered very strongly

How important it is to you to:

Q. FutureValues\_A

Help others in difficulty?

Not at all  A little  Somewhat  Very much  Great extent

Participate in community action programs?

Not at all  A little  Somewhat  Very much  Great extent

Become a community leader?

Not at all  A little  Somewhat  Very much  Great extent

Influence social values?

Not at all  A little  Somewhat  Very much  Great extent

Find a career that provides you with the opportunity to be helpful to others or useful to society?

Not at all  A little  Somewhat  Very much  Great extent

Volunteer your time helping people?

Not at all  A little  Somewhat  Very much  Great extent

-----  
Your Background

Q. RelRaised

What denomination of Judaism, if any, did your family identify with while you were growing up?

Orthodox

Traditional

Conservative

Reform

Reconstructionist

Secular / cultural Jew

Just Jewish / No denomination

Post-denominational

None

Don't know

Not raised as a Jew

Other. Please specify: [ text box ]

Q. RelNow

What denomination of Judaism, if any, do you currently identify with?

Orthodox

Traditional

Conservative

Reform

Reconstructionist

Secular / cultural Jew

Just Jewish / No denomination

Post-denominational

None

- Don't know  
 Other. Please specify: [ text box ]

Do your parents (or step parents) consider themselves Jewish?

Q. ParentsJew\_A

- Parent 1  
 None  Mother  Father  Step-mother  Step-father  Other relative  Other non-relative  
 Parent 2  
 None  Mother  Father  Step-mother  Step-father  Other relative  Other non-relative  
 Parent 3  
 None  Mother  Father  Step-mother  Step-father  Other relative  Other non-relative  
 Parent 4  
 None  Mother  Father  Step-mother  Step-father  Other relative  Other non-relative

Q. ParentsJew\_B

Is this parent Jewish?

- Parent 1  
 N/A  Born Jewish  Converted to Judaism  Partly Jewish  Not Jewish  
 Parent 2  
 N/A  Born Jewish  Converted to Judaism  Partly Jewish  Not Jewish  
 Parent 3  
 N/A  Born Jewish  Converted to Judaism  Partly Jewish  Not Jewish  
 Parent 4  
 N/A  Born Jewish  Converted to Judaism  Partly Jewish  Not Jewish
- 

As a child or teenager (before college) did you ever:

Q. ChildJewish\_A

- Have a bar or bat mitzvah?  
 No  Yes  
 Attend a part-time Hebrew school that met several times a week?  
 No  Yes  
 Attend a part-time Hebrew school that met only once a week?  
 No  Yes  
 Participate in a Jewish youth group? (e.g. USY, NFTY, NCSY, BBYO, Young Judea)  
 No  Yes  
 Attend a summer camp or program with Jewish content?  
 No  Yes  
 Work at a summer camp or program with Jewish content?  
 No  Yes

Q. ServicesChild

When you were in high school, how often, if at all, did you attend Jewish religious services?

- Never  
 Only on special occasions (bar / bat mitzvahs, weddings)  
 Only on High Holidays (Rosh Hashanah, Yom Kippur)  
 A few times  
 About once a month  
 Several times a month  
 Weekly  
 Daily
-

-----  
Q. WhichTests

Which of the following standardized tests did you take prior to entering college? (check all that apply)

- SAT (Before May 2005)
- SAT (After May 2005)
- ACT
- None

What were your highest scores on the SAT I and / or ACT?

## Q. SATVerbal

SAT Verbal (Before May 2005) / Critical Reading (After May 2005):

[ ]

## Q. SATMath

SAT Mathematics:

[ ]

## Q. SATWriting

SAT Writing (after May 2005):

[ ]

## Q. ACT

ACT Composite:

[ ]

-----

## Q. final

Click the 'submit' button to submit your responses. You will be automatically entered into the lottery to receive a \$180 gift certificate to Amazon.com. Thank you!

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## Appendix G

### Hillel Sample

### Recruitment Materials



Cohen Center for Modern Jewish Studies  
Brandeis University  
Mailstop 014  
Waltham, MA 02454-9110  
phone (781) 736-2060 · fax (781) 736-3929

The Cohen Center for Modern Jewish Studies (CMJS) at Brandeis University is launching an important study of the educational experiences, identity and aspirations of Jewish undergraduates. This research will consider the impact of formal and informal Jewish educational experiences on a range of outcomes including the development of Jewish identity, relationship to Jewish communal life, preparedness for the diverse social and political environment of higher education. The findings of this study will be critically important to local and national Jewish organizations as they develop educational strategies to encourage Jewish identity and involvement.

A major part of this study is a survey that will be completed by college undergraduates. Specifically, we would like to be able to use your Hillel e-mail list to invite students to participate in this survey. Please be assured that the information you share with us will be treated confidentially and will be used only to contact students for the purposes of gathering information relevant to this research. We will not share this list with any other organization or for any other purpose.

The study has already been endorsed by Hillel International. It has also been approved by the Brandeis Committee for the Protection of Human Subjects (781-736-7596). This committee works to safeguard the interests of individuals who participate in Brandeis-sponsored research. All responses to the survey will remain strictly confidential and findings of this research will be reported only in ways that do not identify individuals.

Students who complete the survey will be entered in a lottery to win one of seventy-five \$180 gift certificates from Amazon.com.

If you wish to know more about this research, you can contact Fern Chertok, the Co-Principal Investigator at [fchertok@brandeis.edu](mailto:fchertok@brandeis.edu) or by phone at 781-736-2079.

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## FAQS FOR HILLEL

Who is funding the research?

The Partnership for Excellence in Jewish Education (PEJE) has developed funding for the study through the Slifka Foundation as well as through a group of individual donors.

Who will have access to our contact lists?

Any information you share with us will be used only to contact students for the purposes of gathering information relevant to this research. We **will not** share your list with any other organization or for any other purpose.

Will we receive information specifically about our students?

Individual Hillels will not receive information from their own students. However, your Hillel will receive a copy of the final report which will contain information that may be useful as you plan for future marketing efforts.

Why can't we just distribute the information about the study directly to our list without having to send you the e-mail addresses?

Each person who is invited to participate in the survey is sent an individualized link that is associated with their e-mail address. This allows us to know who has not responded and to target reminders just to those who have not responded.

Is there any incentive for students to fill out the survey?

Once a student has completed the survey they will be entered into a weekly drawing to win one of several \$180 Amazon.com gift certificates. Students are entered in all of the drawings held following their completion of the survey.

Who should they send the information to?

Electronic lists should be sent to Aron Klein, the data manager for the project at [asklein@brandeis.edu](mailto:asklein@brandeis.edu). If you are sending a paper list please fax it to 781-736-3929. Please identify all lists with the name of your college or university.

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## **Appendix H**

### **Sample “Opt-Out” E-Mail to Hillel List Members**

The Cohen Center for Modern Jewish Studies (CMJS) at Brandeis University is launching an important study of the educational experiences, identity and aspirations of Jewish undergraduates. They have asked to use the Name of School Hillel contact list for the purpose of inviting students to participate in a brief on-line survey. All responses to the survey will remain strictly confidential and findings of this research will be reported only in ways that do not identify individuals.

The study has already been approved by the Brandeis Committee for the Protection of Human Subjects (781-736-7596). This committee works to safeguard the interests of individuals who participate in Brandeis-sponsored research.

We think that this is an important study and will provide needed information to the Jewish community. However, we also respect your right to the privacy of your contact information. If you do not wish to be invited to participate in this survey please e-mail us at ----- and we will remove your information from the list that we will be sharing with CMJS.

CMJS has assured us that our e-mail list will not be shared with any other organizations and will not be used for any other purposes, research or otherwise.

If you wish to know more about this research, you can contact Aron Klein by email at [asklein@brandeis.edu](mailto:asklein@brandeis.edu) or by phone at 781-736-3821.

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## Appendix I

### Day School Sample Recruitment Materials

November 1, 2006  
10 Cheshvan 5767

Dear

We are writing to ask for your help in a very exciting research project that is currently underway in collaboration with the Cohen Center for Modern Jewish Studies (CMJS). The project – a ground-breaking study of the impact of Jewish day school education – is being funded by a small group of Jewish philanthropists in response to a challenge grant to PEJE from the Alan B. Slifka Foundation. Our goal is to understand more about the impact of Jewish day schooling on a range of critical outcomes:

the development of Jewish identity;  
relationship to Jewish communal life;  
preparedness for high school, college, graduate school and the workplace;  
attitudes toward moral and civic responsibility.

As you know, enrollment in day schools in North America has more than doubled since the 1960's. Yet, despite this substantial growth, day schools are still selected by only a small percentage of non-Orthodox families. A major constraint in making the case for day school education to parents is the current lack of systematic data on the long-term impact of this educational option. We believe that the findings of this study will be critically important to Jewish day schools as you develop strategies to encourage parents to select the day school option.

We have asked Dana Selinger-Abutbul, Research Analyst at CMJS, to contact you sometime during the next two weeks, asking that you share with us the names and email addresses of your college-aged alumni. We hope to include these individuals in our research sample for the study that will be launched during November and December. Please be assured that the information you share with us will be treated confidentially and will be used only to contact alumni for the purposes of gathering information relevant to the research. We will not share this list with any other organization for any other purpose.

We look forward to speaking with you about the involvement of [school name] alumni in this important research. Should you have any questions or concerns before our phone call, please contact Fern Chertok, director of the project, by e-mail at [Fchertok@Brandeis.edu](mailto:Fchertok@Brandeis.edu), or by phone at 781-736-2079. Thank you in advance for your support and assistance.

Sincerely,



Joshua Elkin, Ed.D.  
Executive Director

Bonnie Hausman, Ph.D.  
Program Officer, Research and Evaluation

cc: Fern Chertok

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## FAQS FOR DAY SCHOOL DIRECTORS

### 1. What is the goal of the research?

A major constraint in making the case for day school education to non-Orthodox parents is the current lack of data systematically gathered on the long-term impact of this educational option. The research about to be conducted by CMJS will address this lacuna. Employing both quantitative and qualitative information from college age day school alumni, and college age Jewish peers, this study will consider the impact of day school on a range of outcomes including the development of Jewish identity, relationship to Jewish communal life, preparedness for high school and college academic work, as well as preparedness for a diverse social and political environment.

### Who is funding the research?

The Partnership for Excellence in Jewish Education (PEJE) has developed funding for the study through the Slifka Foundation as well as through a group of individual donors.

### Who will have access to our contact lists?

Any information you share with us will be used only to contact alumni for the purposes of gathering information relevant to this research. We will not share your list with any other organization or for any other purpose.

### Will we receive information specifically about our students?

Individual schools will not receive information from their own graduates. As part of our informed consent process we guarantee the alumni that their responses will only be reported in aggregate with other alumni. However, your school will receive a copy of the final report which will certainly contain information that will be useful as you plan for future marketing efforts.

### Why can't we just distribute the information about the study directly to our alumni list without having to send you the e-mail addresses?

Each person who is invited to participate in the survey is sent an individualized link that is associated with their e-mail address. This allows us to know who has not responded and to target reminders just to those who have not responded.

### Is there any incentive for alumni to fill out the survey?

Once a participant has completed the survey they will be entered to win one of # \$Amazon.com gift certificates to be awarded each week. Survey participants are entered in all of the drawings held following their completion of the survey. This means that those who respond earlier have more chances to win. Our extensive work with college age students has shown that this is a very effective way to motivate them to participate.

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Who are the researchers involved in this study?

Dr Leonard Saxe, the director of the Cohen Center for Modern Jewish Studies and Fern Chertok, a Senior Research Associate at CMJS are the co-principal investigators on this project. For more information about other projects conducted by these researchers you can access our website: [cmjs.org](http://cmjs.org)

Any specific questions about the research can also be addressed to these researchers.

Dr. Leonard Saxe <a href="mailto:Saxe@brandeis.edu">Saxe@brandeis.edu</a> 781-736-3952	Fern Chertok <a href="mailto:Fchertok@brandeis.edu">Fchertok@brandeis.edu</a> 781-736-2079
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What format should the contact information be in?

The easiest format for us to use would be an electronic spreadsheet but if they only have a word document or paper list we would be happy to use that also. Whatever format they use, they should be sure to include the name and location of the school.

Who should they send the information to?

Electronic lists should be sent to Aron Klein at [asklein@brandeis.edu](mailto:asklein@brandeis.edu).

Paper information should be sent to:

Aron Klein  
Cohen Center for Modern Jewish Studies  
MS 014  
Brandeis University  
415 South Street  
Waltham, MA 02454-9110

When will our alumni receive the invitation to the survey?

Invitations to participate in the survey will start going out the week of November 13<sup>th</sup>. However, since we send out waves of invitations, your alumni may not be contacted for several weeks after that date.



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## Appendix J

### E-Mail Invitation to Survey

Subject: Education Experiences Survey

Dear Name of Student,

You are being invited to complete a brief survey of Jewish undergraduates that asks about your educational experiences before and during college. This survey is part of a study funded by the Partnership for Excellence in Jewish Education and is being conducted by the Cohen Center for Modern Jewish Studies at Brandeis University.

The survey is short and takes only about 15 minutes to complete. All of your responses will remain strictly anonymous and confidential.

You could win a \$180 gift certificate to Amazon.com!

If you complete the survey you will be entered in a lottery to win a \$180 gift certificate from Amazon.com. At least 10 winners will be drawn each week over the next several weeks. Once you complete the survey, your name will be entered in each week's drawing. The sooner you respond, the more chances you have to win. The first drawing, for 10 certificates, will be held on December 1, 2006. Winners will be notified by e-mail.

Clicking on the link below will take you directly to the survey:

<Link>

If you have any questions or if you have any difficulty accessing the survey, please do not hesitate to contact Aron Klein by email at [education@cmjs.org](mailto:education@cmjs.org). If you are not a Jewish undergraduate and would like to stop receiving future e-mails about this survey, please respond to this e-mail and let us know or click on your link and answer your first two pages of questions indicating that you are not eligible to complete the survey.

Thank you for taking the time to complete this important survey.

Sincerely,  
Dr. Leonard Saxe & Fern Chertok  
Co-Principal Investigators  
Cohen Center for Modern Jewish Studies  
Brandeis University  
[www.CMJS.org](http://www.CMJS.org)

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## Appendix K

### Survey Incentives (Raffle) Reminder

Subject: Education Experiences Survey – Don't Miss the Raffle

Dear Name of Student,

Complete your Educational Experiences survey by Friday, December 1<sup>st</sup>, 2006 to be eligible to win one of TEN \$180 gift certificates to Amazon.com!

Click on the link below and take a few minutes to complete the survey. Already started the survey? Click the link below to continue from where you left off.

Your personal link for the survey is:

<link>

If you have any questions, do not hesitate to contact us. If you are not a Jewish undergraduate and would like to stop receiving future e-mails about this survey, just respond to this e-mail and let us know that you are not eligible.

Thank you in advance!

Sincerely,  
Dr. Leonard Saxe & Fern Chertok  
Co-Principal Investigators  
Cohen Center for Modern Jewish Studies  
Brandeis University  
[www.CMJS.org](http://www.CMJS.org)

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## Appendix L

### Survey Incentives (Donation) Reminder

Subject: We Still want to hear from YOU

Dear Name of Student,

The Partnership for Excellence in Jewish Education has just released extra funds to allow us to make a special donation to American Jewish World Services Darfur Action Campaign. ([http://www.ajws.org/index.cfm?section\\_id=2&sub\\_section\\_id=2&page\\_id=585](http://www.ajws.org/index.cfm?section_id=2&sub_section_id=2&page_id=585)). We will make a \$5 donation to AJWS for every person who completes the survey in the next 24 hours. We will also be holding our regular weekly raffle for 20 \$180 gift certificates on Tuesday, January 23<sup>rd</sup>.

Click on the link below NOW to complete a brief survey about your educational experiences. Make sure you complete the survey in the next 24 hours so that a contribution can be made in your honor.

<link>

If you have any questions or if you have any difficulty accessing the survey contact Aron Klein at [education@cmjs.org](mailto:education@cmjs.org). If you do not want to receive future e-mails about this survey, no problem. Just respond to this e-mail and let us know.

Thank you for taking the time to fill out our survey,

Sincerely,  
Dr. Leonard Saxe & Fern Chertok  
Co-Principal Investigators  
Cohen Center for Modern Jewish Studies  
Brandeis University  
[www.CMJS.org](http://www.CMJS.org)

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