

Academics: Goals, Values, and Skills

Student, Faculty, and Staff Survey Items



Student survey names listed in blue
Faculty and staff survey names listed in green

Student, Faculty, and Staff Survey Feedback by Topical Area: **Academics: Goals, Values, and Skills**

Cooperative Institutional Research Program (CIRP), Entering Fall Term First-Year and New Transfer Students

2010-2020 Construct Reports

Construct: Habits of Mind *a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.*

Construct: Academic Self-Concept *is a unified measure of students' beliefs about their abilities and confidence in academic environments.*

2016, 2018, 2020 Construct: Science Identity – *the extent to which students conceive of themselves as scientists.*

2020 Theme Report – Includes comparisons with other Non-Sectarian Institutions

Theme: Academic Disengagement *these items relate to the extent to which students engage in behaviors that are inconsistent with academic success.*

In the past year, how often have you.

- Been bored in class
- Been late to class
- Skipped school/class
- Fallen asleep in class
- Failed to complete homework on time

Theme: Interaction with Teachers *these items relate to the amount of time and types of interactions students have with their high school teachers.*

For the activities below, indicate which ones you did during the past year.

- Asked a teacher for advice after class
- Ask questions in class

How important was each reason in your decision to come here?

- My teacher advised me

Theme: Written and Oral Communication *these items illustrate students' written and oral communication skills and how these skills compare to their peers.*

Self-reported:

- SAT Critical Reading and Writing

Rate yourself on each of the following traits as compared with the average person your age.

- Public speaking ability
- Writing ability

Cooperative Institutional Research Program (CIRP), Entering Fall Term First-Year and New Transfer Students, continued:

Theme: Academic Preparation *these items illustrate the academic skills and experiences students bring to college.*

Self-reported:

- SAT Critical Reading and Writing, Mathematics
- ACT Composite

Prior to this term, have you ever taken courses for credit at this institution? (Yes, No)

Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4-or 2-year college, technical, vocational, or business school)? (Yes, No)

Please mark which of the following courses you have completed:

- Algebra II
- Pre-calculus/ Trigonometry
- Probability & Statistics
- Calculus
- AP Probability & Statistics
- AP Calculus
- AP Computer Science

How many years did you study each of the following subjects in high school?

(None, ½, 1, 2, 3, 4, 5, or more)

- Mathematics
- Foreign Language
- Physical Science
- Biological Science
- History/American Government
- Computer Science
- Arts and/or Music

How often in the past year did you?

(Frequently, Occasionally, Not at All)

- Ask questions in class
- Support your opinions with a logical argument
- Seek solutions to problems and explain them to others
- Evaluate the quality or reliability of information you received
- Take a risk because you feel you have more to gain
- Seek alternative solutions to a problem
- Look up scientific research articles and resources
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Analyze multiple sources of information before coming to a conclusion
- Take on a challenge that scares you

Rate yourself on each of the following traits as compared with the average person your age.

(Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)

- Academic Ability
- Mathematical ability
- Self-confidence (Intellectual)

During your last year in high school, how much time did you spend during a typical week

(None = 0, Less than 1 hour = 1, 1-2 = 2, 3-5 = 3, 6-10 = 4, 11-15=5, 16-20=6, over 20 =7)

- Studying/homework

Cooperative Institutional Research Program (CIRP), Entering Fall Term First-Year and New Transfer Students, continued:

Theme: Science Identity and Self-Efficacy – *these items illustrate the extent to which students identify with the community of scientists and feel confident in their science-related skills.*

To what extent are the following statements true of you.

- I have a strong sense of belonging to a community of scientists.
- I derive great personal satisfaction from working on a team that is doing important research.
- I think of myself as a scientist.
- I feel like I belong in the field of science.

How confident are you that you can:

- Use technical science skills (use of tools, instruments, and/or techniques).
- Generate a research question.
- Determine how to collect appropriate data.
- Explain the results of a study.
- Use scientific literature to guide research.
- Integrate results from multiple studies.
- Ask relevant questions.
- Identify what is known and not known about a problem
- See connections between different areas of science and mathematics.
- Understand scientific concepts.

Will you pursue a science-related career?

Graphical Report (Recent Trends, 2020, Historical Trends)

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

- At any college?

In deciding to go to college, how important to you was each of the following reasons?

- To be able to get a better job (not asked in 2008)
- To gain a general education and appreciation of ideas (not asked in 2008)
- To make me a more cultured person (not asked in 2008)
- To learn more about things that interest me (not asked in 2008)
- To prepare myself for graduate or professional school (not asked in 2008)
- To get training for a specific career (not asked in 2008)

Rate yourself on each of the following traits as compared with the average person your age.

- Academic Ability
- Artistic Ability
- Drive to achieve
- Self-Confidence (Intellectual)

During your last year in high school, how much time did you spend during a typical week doing the following activities?

- Studying/homework

How important was each reason in your decision to come here?

- This college has a very good academic reputation
- This college's graduates gain admission to top graduate/professional schools (added in 2004)
- The academic reputation of my intended major (added in 2020)

Cooperative Institutional Research Program (CIRP), Entering Fall Term First-Year and New Transfer Students, continued:

Graphical Report (Recent Trends, 2020, Historical Trends, continued:

How would you rate yourself in the following areas?

- Critical thinking skills (added in 2014)
- Ability to manage our time effectively (added in 2014)

Please indicate the importance to you personally of each of the following.

- Becoming an authority in my field
- Obtaining recognition from my colleagues for contributions to my special field
- Making a theoretical contribution to science
- Writing original works (poems, novels, short stories, etc.)
- Becoming successful in a business of my own
- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Creating artistic works (painting, sculpture, etc.)

How often in the past year did you?

- Analyze multiple sources of information before coming to a conclusion (*added in 2016*)

Mark one in each row (Agreement scale)

- Intelligence is something that can be improved by studying or working harder (*asked in 2016*)

What is your best guess as to the chance that you will:

- Make at least a “B” average (*not asked in 2016*)

In the past year, how often have you.:

- Been late to class (previously worded as: Came late to class)
- Felt challenged by my coursework (added in 2020)

To what extent are the following statements true of you. (added in 2016)

- I have a strong sense of belonging to a community of scientists.
- I derive great personal satisfaction from working on a team that is doing important research.
- I think of myself as a scientist.
- I feel like I belong in the field of science.

How confident are you that you can: (added in 2016)

- Use technical science skills (use of tools, instruments, and/or techniques).
- Generate a research question.
- Determine how to collect appropriate data.
- Explain the results of a study.
- Use scientific literature to guide research.
- Integrate results from multiple studies.
- Ask relevant questions.
- Identify what is known and not known about a problem
- See connections between different areas of science and mathematics.
- Understand scientific concepts.

Will you pursue a science-related career?(added in 2016)

Higher Education Research Institute (HERI), Faculty Survey: 1989, 2004, and 2014

2014 Construct Report

Construct: Undergraduate Education Goal – *Measures the extent to which faculty believe that personal development is a central goal for undergraduate education*

2014 Graphical Report

Indicate the importance to you each of the following education goals for undergraduate students:

- Develop ability to think critically
- Prepare students for employment after college
- Prepare students for graduate or advanced education
- Develop moral character
- Provide for students' emotional development
- Teach students the classic works of Western civilization
- Help students develop personal values
- Instill in students a commitment to community service
- Enhance students' knowledge of and appreciation for other racial/ethnic groups
- Promote ability to write effectively
- Help students to evaluate the quality or reliability of information they receive
- Teach students tolerance and respect for different beliefs
- Encourage students to become agents of social change

Please indicate your agreement with each of the following statements:

- The chief benefit of a college education is that it increases one's earning power
- A racially/ethnically diverse student body enhances the educational experience of all students

Indicate how important you believe each priority listed below is at your college or university:

- Promote the intellectual development of students
- Develop leadership ability among students
- Develop an appreciation for multiculturalism
- Prepare students for the workplace

Please indicate the extent to which you:

- Structure your courses so that students master a conceptual understanding of course content
- Structure your courses so that students develop study skills that prepare them for college-level work

During the past two years, have you engaged in any of the following activities?

- Engaged in academic research that spans multiple disciplines
- Taught an interdisciplinary course

In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?

- Look up scientific research articles and resources
- Integrate skills and knowledge from different sources and experiences

How often in the past year have you encouraged students to:

- Use different points of view to make an argument
- Make connections between ideas from different courses
- Think more broadly about an issue

Higher Education Research Institute (HERI), Faculty Survey: 1989, 2004, and 2014, continued:

How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

- Use research methods from your discipline in field or applied settings
- Apply learning from both academic and field settings
- Describe how different perspectives would affect the interpretation of a question or issue in your discipline
- Weigh the meaning and significance of evidence
- Analyze and interpret data
- Apply mathematical concepts and computational thinking

STEM Module

In the courses you have taught in the past year, how often do you:

- Incorporate audience response systems to gauge students' understanding (e.g., clickers)
- Integrate authentic (i.e., not "cookbook") research experiences into labs
- Incorporate mini-labs into lecture

In the STEM courses you have taught in the past year, how often do you encourage students to:

- Make connections between different areas of science and mathematics
- Draw a picture to represent a problem or concept
- Identify what is known and not known about a problem
- Analyze the basic elements of ideas or theories
- Make sense of scientific/technical concepts
- Synthesize several sources of information
- Conduct an experiment
- Relate scientific concepts to real-world problems
- Memorize large quantities of information
- Make predictions based on existing knowledge
- Translate scientific concepts or terminology into non-scientific language

Indicate the personal importance to you of each of the following:

- Making a theoretical contribution to science
- Working to find a cure for a health problem

To what extent do you structure your STEM courses so that students:

- Develop a stronger interest in STEM disciplines
- Have the foundational knowledge for advanced study in STEM

National Survey of Student Engagement (NSSE), First-Year & Senior Students: Spring 2003, 2007, 2010, 2014, and 2019

You can find the full report online: [Full Report](#)

Student Satisfaction Inventory (SSI), All Students: 1998, 2003, 2008, 2013, and 2018

National Item

Breakdowns by: All, African-American, International, Male, and Female Students

How important were each of the following factors in your decision to enroll here?

- Academic reputation

Berea-Specific Items

Breakdowns by: All, African-American, International, Male, and Female Students

Importance/Satisfaction Ratings

- The range of major programs available at Berea is adequate.
- The academic program provides me with adequate opportunities to explore personal interests.

Graduating Seniors' Survey (includes ACT College Outcomes Survey)

Educational Achievements and Goals

- Highest goal you had when you first enrolled here
- Highest goal you now intend to pursue in your lifetime

Indicate the extent to which you agree with the following statements about this college

- This college has helped me meet the goals I came here to achieve.
- I am proud of my accomplishments at this college.

How much progress have you made toward the following outcome?

- Appreciating the fine arts, music, literature, and the humanities

The extent of Berea College's contribution (i.e., your college experiences both in and out of class) to your personal growth.

- Gaining insight into human nature through the study of literature, history, and the arts.

Berea-Specific Items

Rate the importance to you of each of the following:

- Developing a desire for life-long learning
- Learning more about Appalachian culture/history
- Learning more about African and African American (Black) culture/history
- Learning more about women's culture/history
- Finding work that is challenging and stimulates personal growth

Historical Survey Data (Prior to 2012)

Berea-Specific Entering Survey, Entering Fall Term First-Year and New Transfer Students

What is the highest degree you intend to obtain?

How important is it to you to accomplish each of the following goals?

- To earn a college degree (Bachelor's degree)
- To earn a post graduate degree such as Master's, Ph.D., or M.D.
- To learn more about religion or philosophy
- To learn more about a variety of subjects
- To learn more about a specific subject

Rate the importance to you of each of the following:

- Getting a good education
- Finding a fulfilling career
- Learning more about the arts

Indicate whether each of the following was a major reason,

- Offered the courses I wanted
- College's academic reputation
- Has the major I want

Your First College Year (YFCY), Spring 2005 Follow up to Fall 2004 CIRP

Percent of students who rated themselves "above average" or "highest 10%" compared with the average person their age in:

- Academic ability
- Drive to achieve
- Leadership ability
- Mathematical ability
- Public speaking ability
- Self-confidence (intellectual)
- Self-confidence (social)
- Writing ability
- Ability to work as part of a team
- Critical thinking skills
- Analytical/problem-solving skills
- Artistic Ability

Percent of Berea Students who marked the objective as "very important" or "essential"

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Becoming an authority in my field
- Obtaining recognition from my colleagues for contributions to my special field
- Having administrative responsibility for the work of others
- Making a theoretical contribution to science
- Helping others who are in difficulty
- Writing original works (poems, novels, short stories, etc.)
- Creating artistic work (painting, sculpture, decorating, etc.)
- Becoming successful in a business of my own
- Developing a meaningful philosophy of life
- Working to find a cure for a health problem
- Writing original works (poems, novels, short stories, etc.)

Degrees of Preparation Survey, Spring 2009 First-Year and Senior Students

How many languages other than English do you know?

Which non-English language do you know best?

Have your skills with that language improved since you started college?

Please indicate how well you can understand the language you listed above.

- Can understand the language professor in class
- Can understand radio/television/podcast
- Can follow an analysis or speech with complex ideas and idiomatic phrases
- Have a near-native or native abilities, for example, can understand most forms of discussion.

Please indicate how well you can read the language you listed above.

- Can understand a menu or the headlines of a newspaper
- Can get the gist of an entire newspaper article
- Can use the original language sources for college papers
- Have near-native or native abilities, for example, can read complex reports and data important in a professional environment.

Please indicate how well you can communicate in the language you listed above.

- Can answer questions in language class, order a meal, ask directions
- Can participate in general conversation, although I have difficulty expressing myself at times
- Can explain complex ideas with few grammatical mistakes
- Have near-native or native abilities, for example, can participate effectively in most settings.

For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity.

- Participate in a debate or discussion
- Make a speech to a group
- Use numerical data to make decisions
- Use information from a variety of different resources (books, journals, magazines, Internet, data bases, etc.) to write a report
- Write a paper or report that presents a point of view
- Incorporate feedback from others in revising a report or presentation
- Reconsider my point of view about an important issue based on information that I gather

For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity, continued:

- Lead a group project
- Work in groups of people who differ from me in terms of education, political orientation, points of view, etc.
- Evaluate the credibility of information sources

Degrees of Preparation Survey, continued:

For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity, continued:

- Discuss the ethical consequences of a course of action
- Creatively think about new ideas or ways to improve things
- Critically evaluate different approaches to a problem
- Discuss complex problems with others to develop a better solution
- Create a plan to address an issue or a problem in your community (campus, local, etc.)
- Raise awareness about an issue or a problem
- Organize a group to address an issue or problem
- Identify others who could help deal with an issue or a problem in your community
- Present your opinion about an issue in the media (for example, blog, email, radio call-in, letter to editor)
- Organize a petition

How often you use the following sources to inform yourself about current world events?

- U.S.-based media (internet, cable/TV, radio/podcasts, print)
- Non-U.S.-based media (Telemundo, BBC, Al Jazeera, CBC, The Economist, Financial Times)
- Blogs, social networking sites
- Conversations (face-to-face, emailing)

Indicate the importance of the following people in informing you about current world events.

- Family
- Friends
- Co-workers
- Religious leaders
- Professors, teachers
- Politicians
- New Media (e.g., blogosphere, citizen journalists)
- Mainstream Media (e.g., newspapers, radio, cable TV)
- Scientists, researchers, other professionals

Research Practices Higher Education Data Sharing (HEDS) Consortium Survey, Fall 2010, GSTR 110 students

Students enrolled in GSTR 110 courses in the Fall 2010 were asked to participate in the HEDS Research Practices Survey online. This survey explores the experiences and opinions of college students concerning academic research. Its purposes are to (1) study students' research habits, (2) use these findings to improve the ways we help students develop their research skills, and (3) determine what changes occur in research abilities as students progress through their academic careers. You can find the full report on the website by clicking here: [Full Report](#)

Berea-Specific Exit Survey, Graduating Seniors

What is the highest degree you intend to obtain?

How well did Berea College help you:

- To earn a college degree (Bachelor's degree)
- To prepare to earn a post graduate degree such as a Masters, Ph.D., or M.D.
- To learn more about religion or philosophy

What do you plan to do in the immediate future?

What are your long range plans?

Rate the importance to you of each of the following:

- Getting a good education
- Finding a fulfilling career
- Learning about the arts

How well did your experiences at Berea College help you accomplish the following goal:

- Developing a knowledge of and appreciation for liberal arts

Overall, do you feel prepared to go on to a job or begin a career?

Overall, do you feel prepared to enter graduate school if you wanted to?

ACT Alumni Survey, Graduates two years after graduation

What is the highest degree you plan to obtain?

How much did your education at this college contribute to your personal growth in each of the following areas?

- Persisting at difficult tasks
- Understanding and appreciating the arts

ACT Appalachian Region Alumni Outcomes Survey, 1974-76, 1984-86, 1994-96 Graduates

What was the highest lifetime degree goal you had at the time you completed high school?

What is the highest lifetime degree goal you now have?

Importance to your current endeavors/Contribution that your experiences at this college made to your growth.

- Appreciating literature and the fine arts

ACT Alumni Outcomes Survey, Fall 2010 (Work Colleges Consortium Project), 1992-93 through 2006-07 Graduates

First, indicate your opinion of the importance of the skill an individual's efforts to be personally/professionally successful in today's world. Then, indicate the impact of your experiences at this school on your attainment of each skill.

- Developing original ideas and/or products
- Defining and solving problems
- Accessing and using a variety of information sources
- Recognizing and using effective written communication skills
- Understanding and appreciating art, music, literature, etc.

ACT Alumni Outcomes Survey, Fall 2010, continued:

Rate this college on each of the factors below

- Quality of academic programs
- Availability of cultural/fine arts/speaker programs

Indicate the extent to which you agree/disagree with each of the following statements about this school.

- Overall, the school had an intellectually stimulating atmosphere
- Academic success was encouraged and supported at this school

Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



Administered Fall Terms 2002, 2004, 2006, 2008,
2010, 2012, 2014, 2016, 2018, and 2020

[Select to see survey instruments](#)

Response Rates:			
2002	87.6%	2004	93.2%
2006	85.6%	2008	89.6%
2010	87.0%	2012	76.0%
2014	84.0%	2016	74.7%
2018	64.0%	2020	74.0%

Cooperative Institutional Research Program (CIRP), Fall 2010, 2012, 2014, 2016, 2018, and 2020

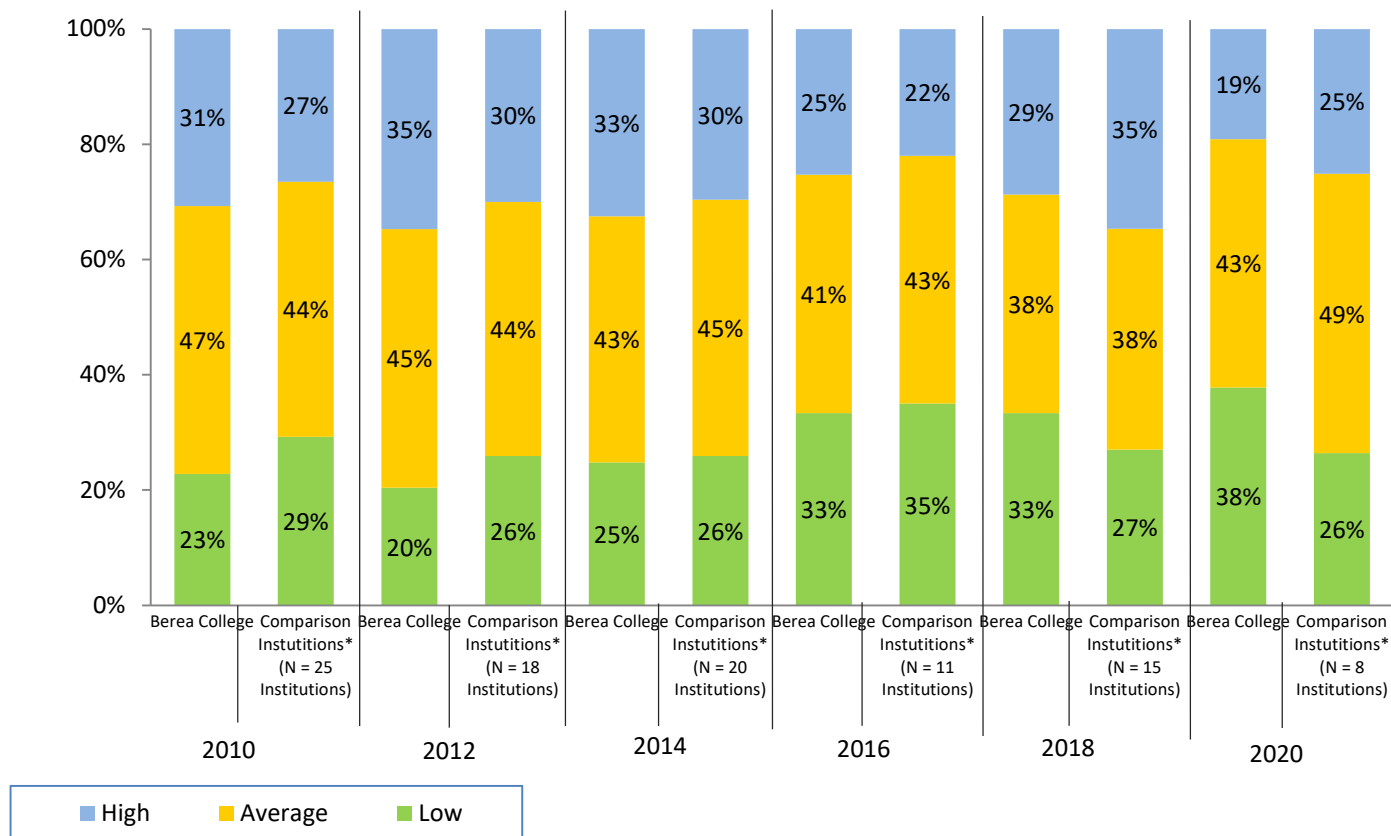
(Based on First-Year Students Only; does not include New Transfer Students)

Construct: Habits of Mind - A unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

Survey items included in the construct, **Habits of Mind**:

How often in the past year did you...? (Frequently, Occasionally, Not at All)

- Ask questions in class
- Support your opinions with a logical argument
- Seek solutions to problems and explain them to others
- Evaluate the quality or reliability of information you receive
- Take a risk because you feel you have more to gain
- Seek alternative solutions to a problem
- Look up scientific research articles and resources
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Analyze multiple sources of information before coming to a conclusion
- Take on a challenge that scares you



*Comparison institutions are high-selectivity private nonsectarian 4-year institutions.

Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

NOTE: "Low" represents students who are one-half standard deviation below the construct, Habits of Mind, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Source: Office of Institutional Research and Assessment, February 2021

Cooperative Institutional Research Program (CIRP), Fall 2010, 2012, 2014, 2016, 2018, and 2020

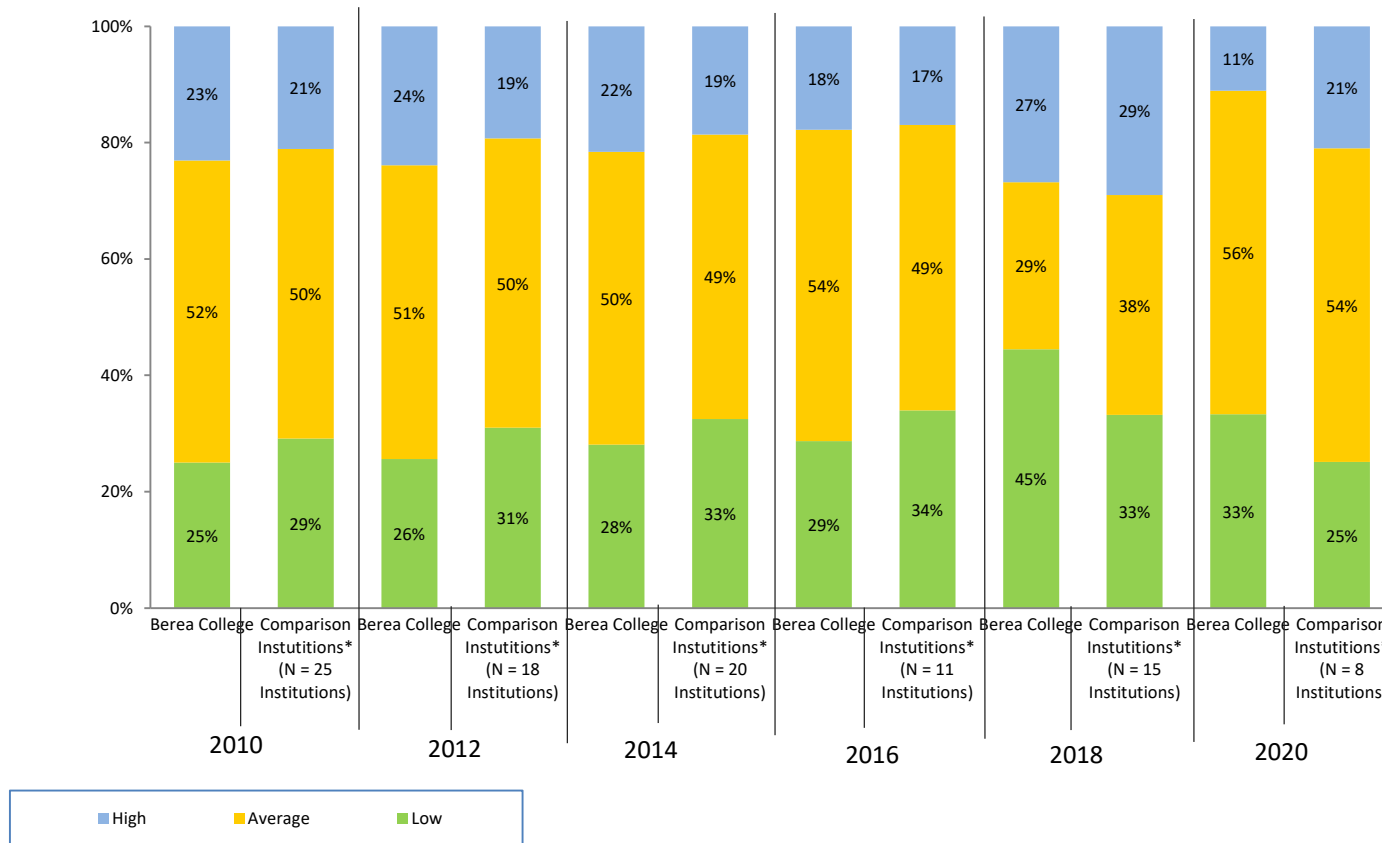
(Based on First-Year Students Only; does not include New Transfer Students)

Construct: Academic Self-Concept - *A unified measure of students' beliefs about their abilities and confidence in academic environments.*

Survey items included in the construct, **Academic Self-Concept**:

Rate yourself on each of the following traits as compared with the average person your age: (Highest 10%, Above Average, Average, Below Average, Lowest 10%)

- Academic ability
- Mathematical ability
- Self-confidence (intellectual)
- Drive to achieve



*Comparison institutions are high-selectivity private nonsectarian 4-year institutions.

Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

NOTE: "Low" represents students who are one-half standard deviation below the construct, Academic Self-Concept, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

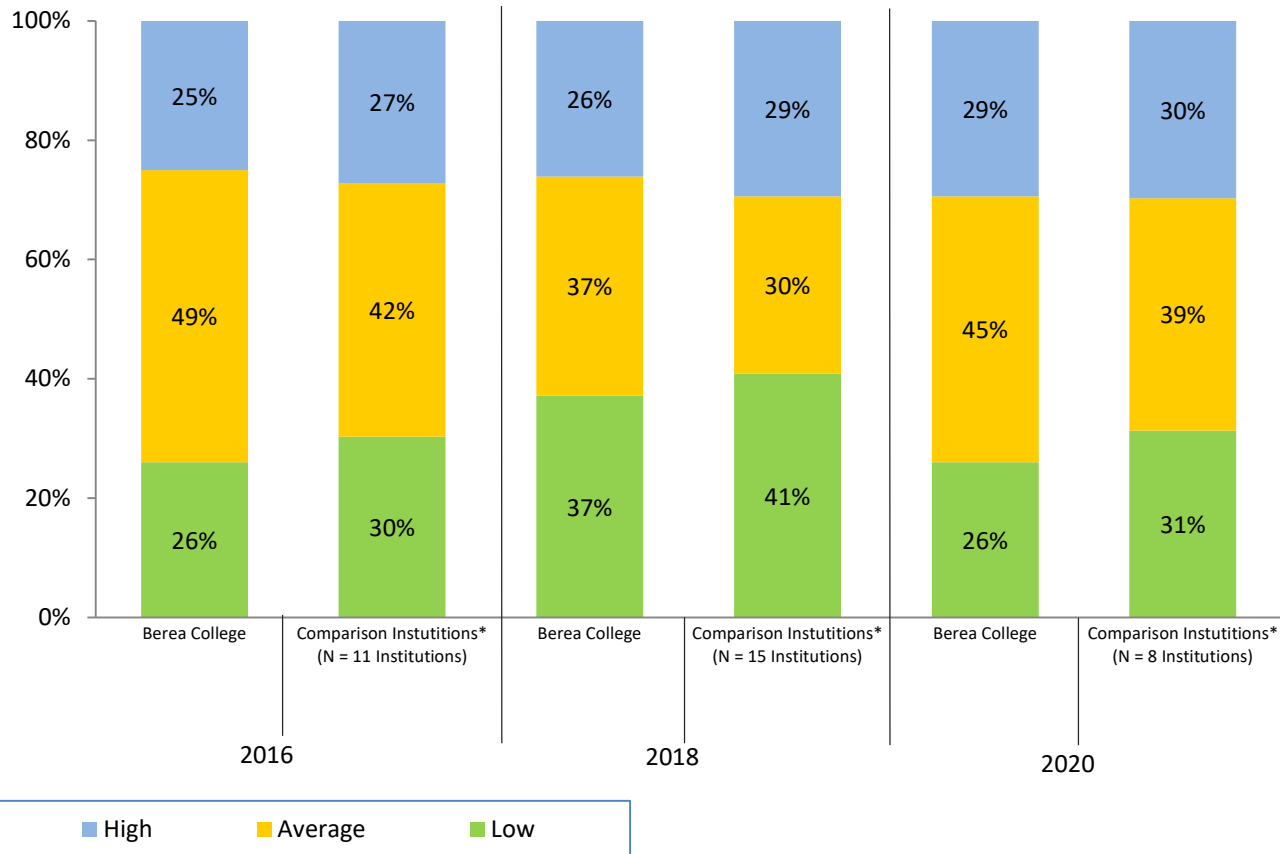
NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Source: Office of Institutional Research and Assessment, February 2021

Cooperative Institutional Research Program (CIRP), Fall Terms: 2016, 2018, and 2020

(Based on First-Year Students Only; does not include New Transfer Students)

Construct: Science Identity - Measures the extent to which students conceive of themselves as scientists.



Survey items included in the construct, Science Identity

To what extent are the following statements true of you: (Strongly agree, Agree somewhat; Neutral; Disagree somewhat; Strongly disagree)

- I have a strong sense of belonging to a community of scientists
- I derive great personal satisfaction from working on a team that is doing important research
- I think of myself as scientist
- I feel like I belong in the field of science

*Comparison institutions are high-selectivity private nonsectarian 4-year institutions.

Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

NOTE: "Low" represents students who are one-half standard deviation below the construct, Social Self-Concept, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

Response Rates: 16: 75%; 18: 64%; 20: 74%. NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

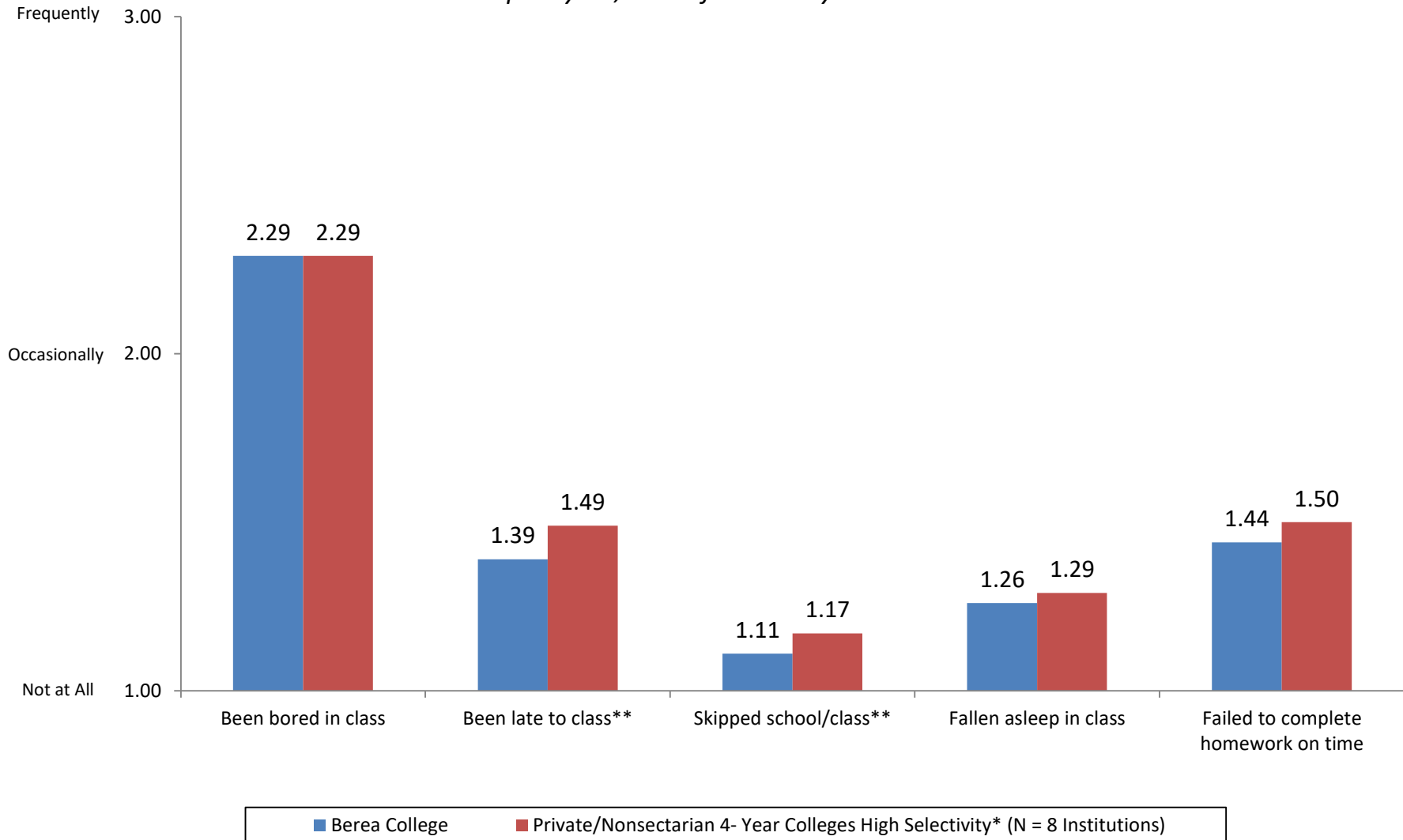
Theme: Academic Disengagement -- *These items relate to the extent to which students engage in behaviors that are inconsistent with academic success.*

- In the past year, how often have you:
(*Frequently = 3, Occasionally = 2, Not at all = 1*)
 1. Been bored in class
 2. Been late to class
 3. Skipped school/class
 4. Fallen asleep in class
 5. Failed to complete homework on time

THEME: Academic Disengagement

(Based on First-Year Students Only)

In the past year, how often have you...



*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

Theme: Interaction with Teachers -- *These items relate to the amount of time and types of interactions students have with their high school teachers.*

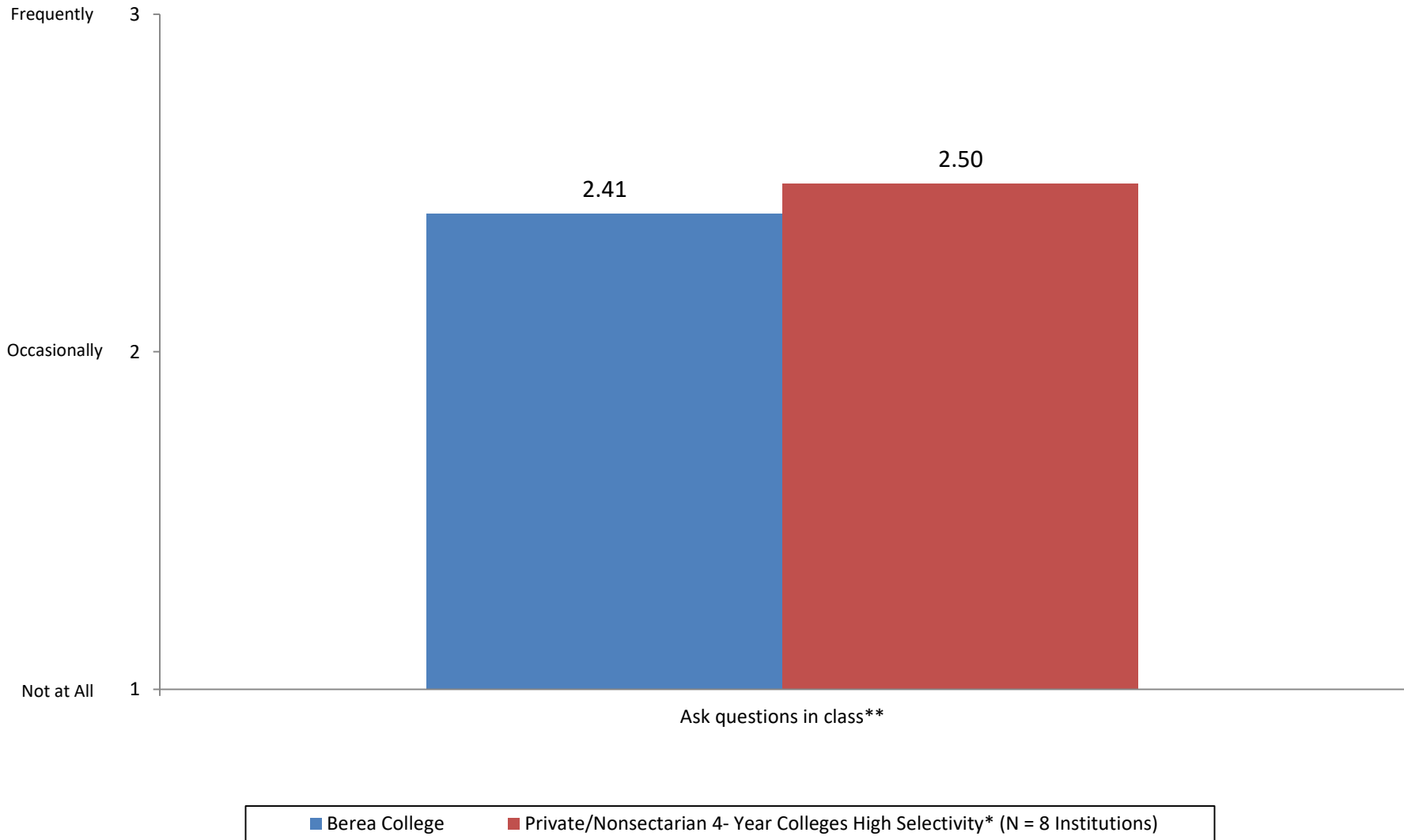
- In the past year, how often have you:
(*Frequently = 3, Occasionally = 2, Not at All = 1*)
 1. Asked a teacher for advice after class
 2. Asked questions in class

- How important was each reason in your decision to come here?
(*Very important = 3, Somewhat important = 2, Not important = 1*)
 1. My teacher advised me

THEME: Interaction with Teachers

(Based on First-Year Students Only)

How often in the past year did you..?

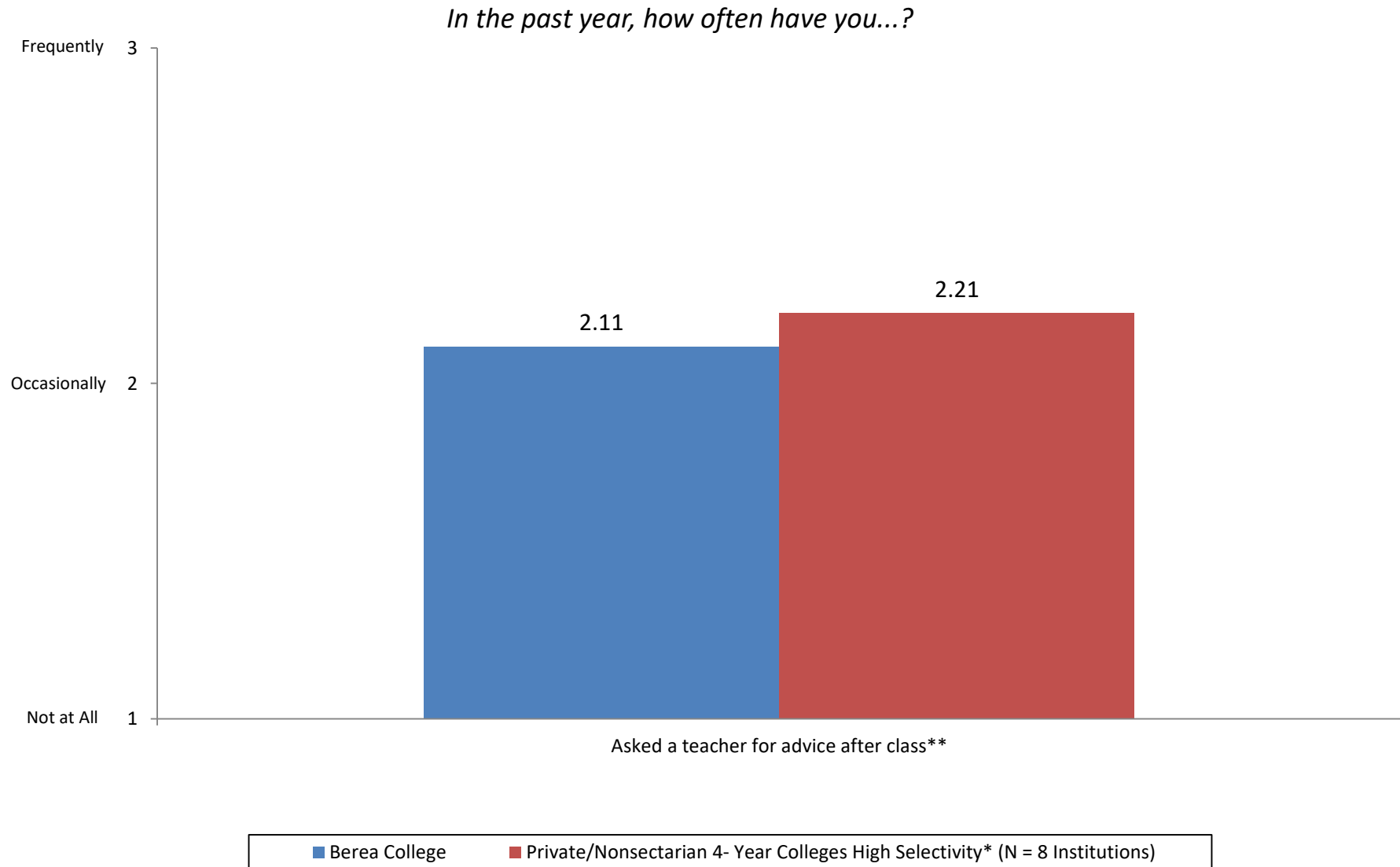


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**Difference is statistically significant.

THEME: Interaction with Teachers

(Based on First-Year Students Only)



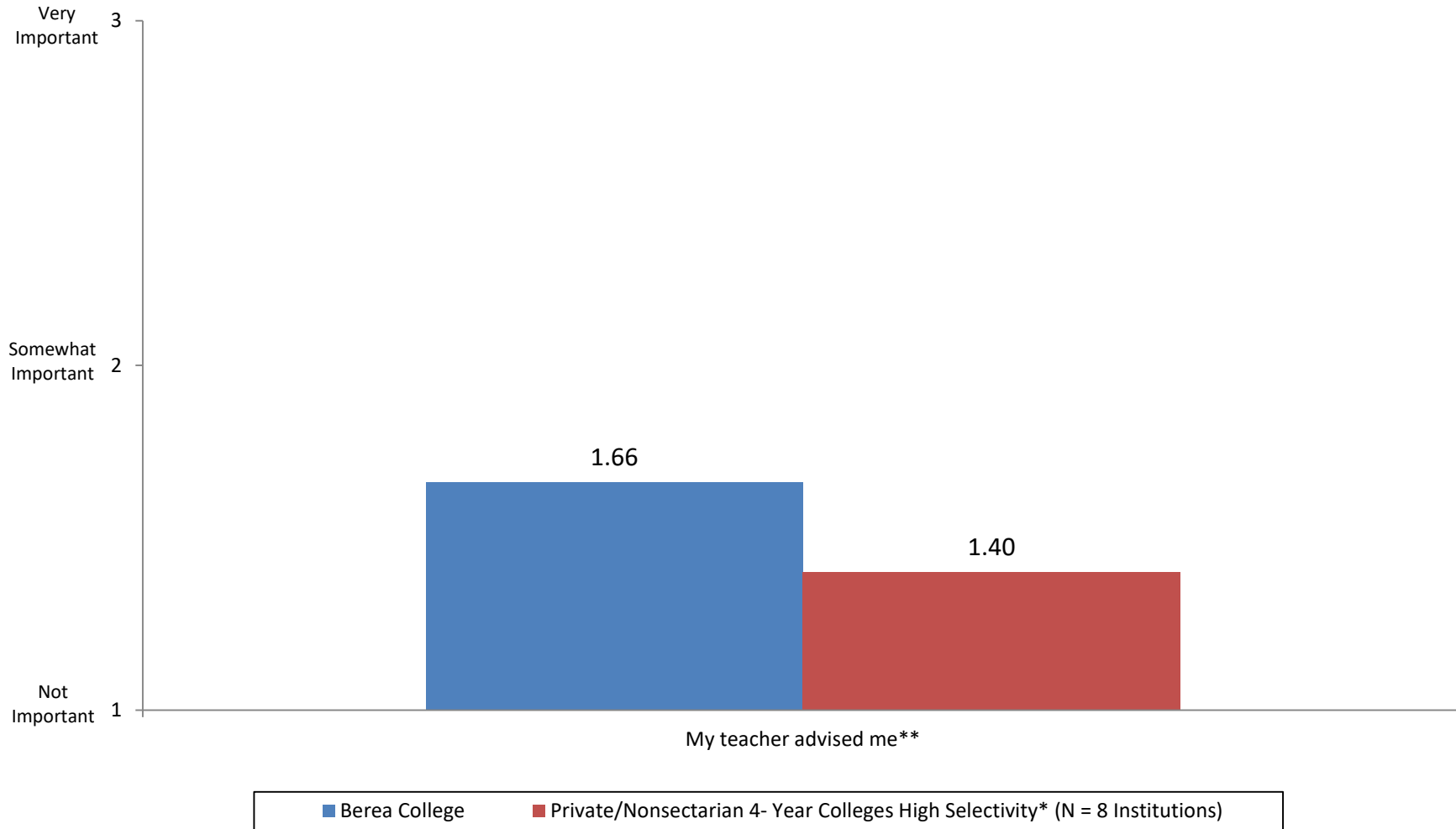
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Interaction with Teachers

(Based on First-Year Students Only)

How important was each reason in your decision to come here?



*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

Theme: Written and Oral Communication -- *These items illustrate students' written and oral communication skills and how these skills compare to their peers.*

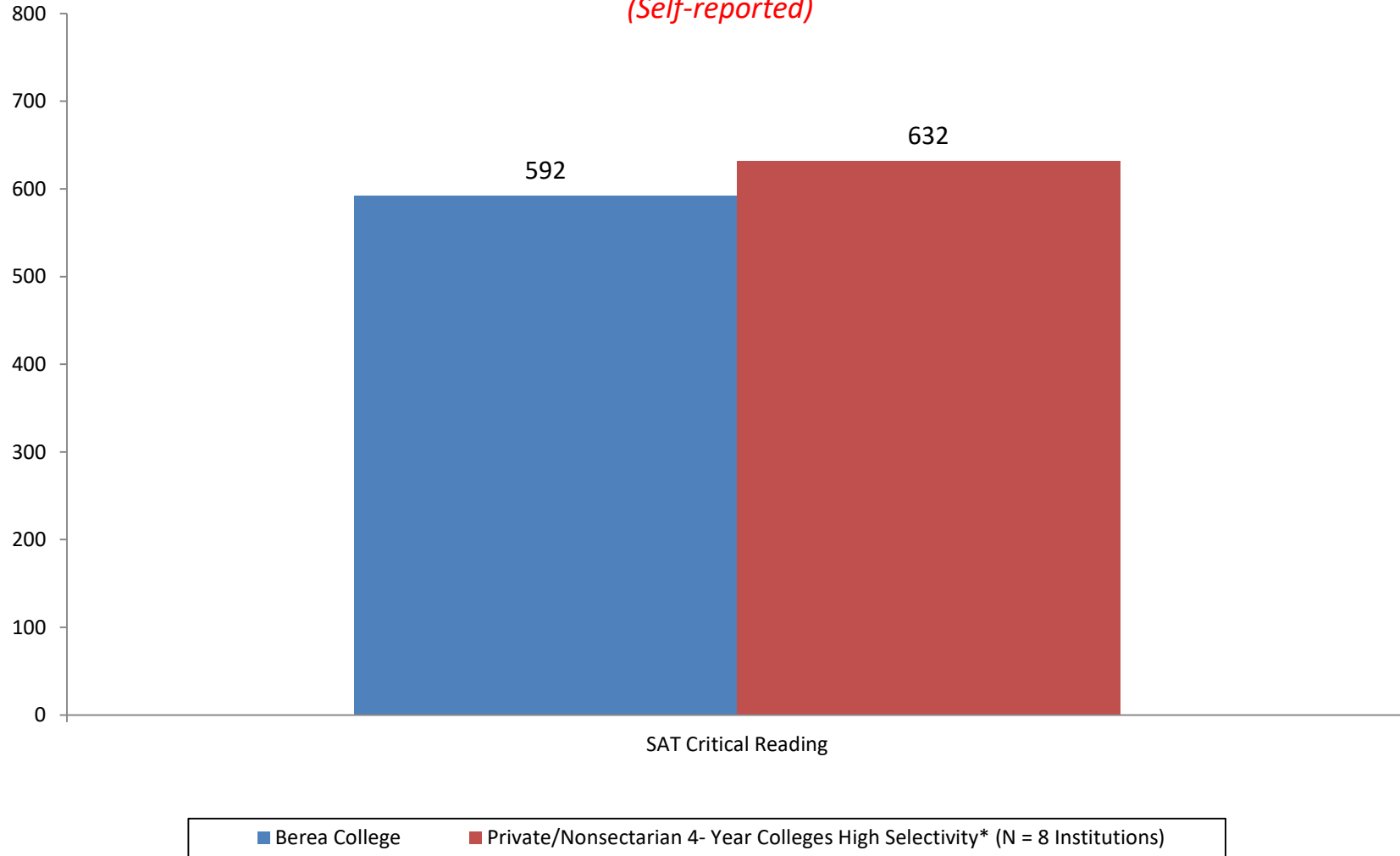
- Self-Reported:
SAT Critical Reading

- Rate yourself on each of the following traits as compared with the average person your age.
(*Highest 10% = 5, About Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1*)
 1. Public speaking ability
 2. Writing ability

THEME: Written/Oral Communication

(Based on First-Year Students Only)

What were your scores on the SAT I? (Mean Score)
(Self-reported)

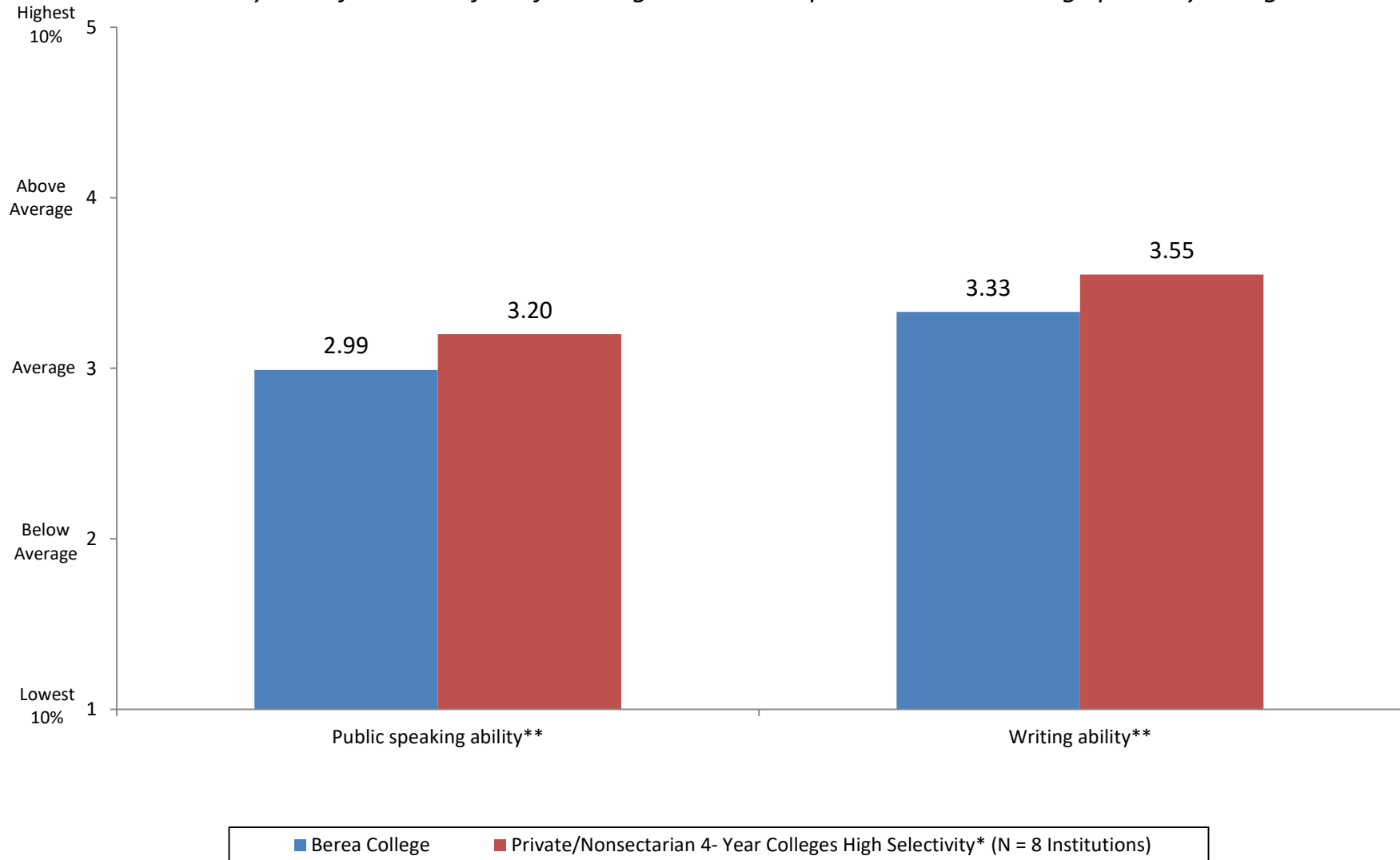


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Written/Oral Communication

(Based on First-Year Students Only)

Rate yourself on each of the following traits as compared with the average person your age.



*Selectivity is based on median SAT Critical Reading/math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

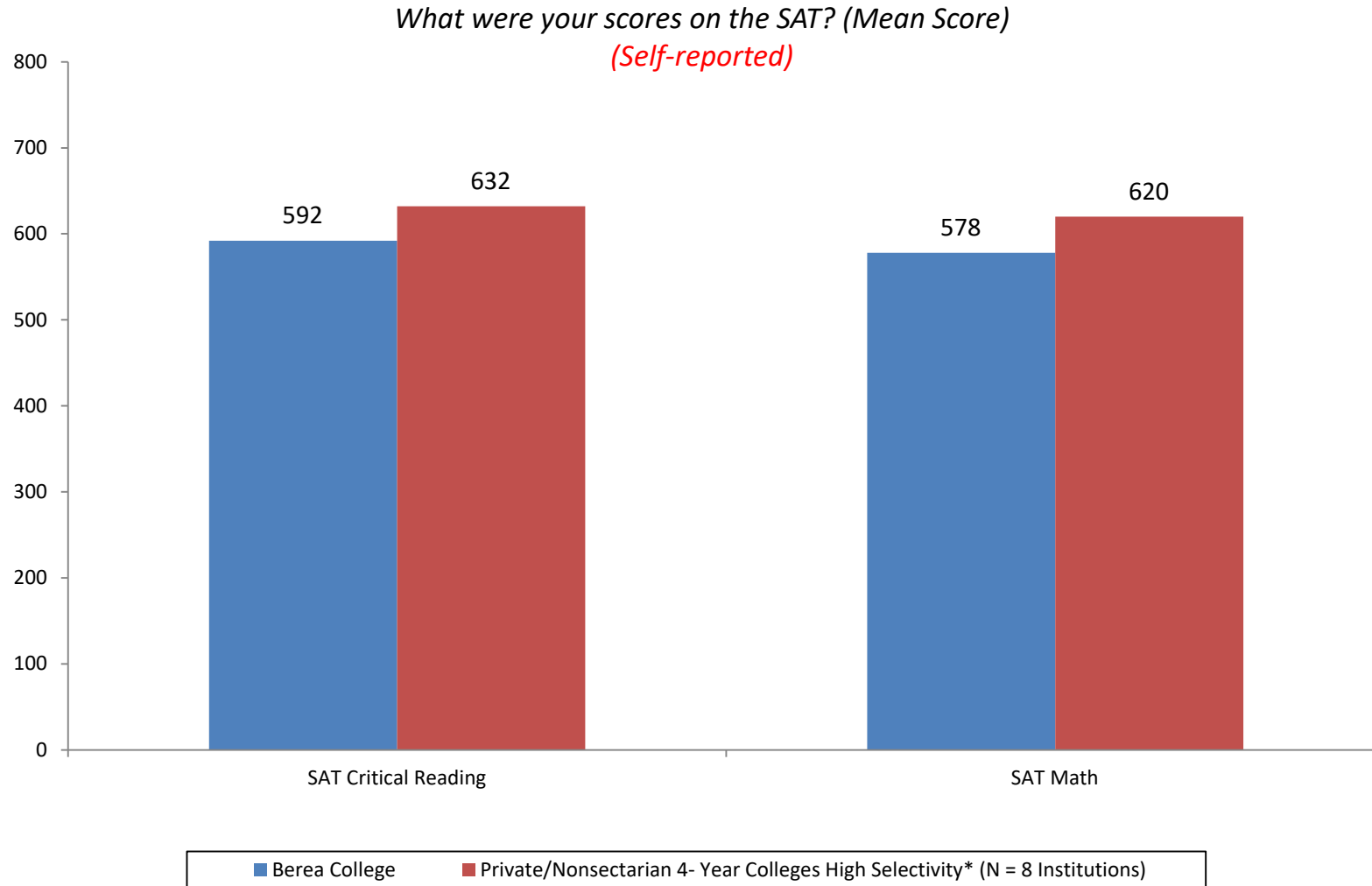
**Difference is statistically significant.

Theme: Academic Preparation -- *These items illustrate the academic skills and experiences students bring to college.*

- Self-Reported:
SAT Critical Reading
SAT Mathematics
ACT Composite
- Prior to this term, have you ever taken courses for credit at this institution?
(Yes, No)
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution?
(Yes, No)
- Please mark which of the following courses you have completed:
(Yes, No)
 1. Pre-calculus/Trigonometry
 2. Probability & Statistics
 3. Calculus
 4. AP Probability & Statistics
 5. AP Calculus
- During high school (grade 9-12), how many years did you study each of the following subjects?
(None, 1/2, 1, 2, 3, 4, 5 or more)
 1. Mathematics
 2. Physical Science
 3. Biological Science
 4. Computer Science
- How often in the past year did you?
(Frequently, Occasionally, Not at All)
 1. Ask questions in class
 2. Support your opinions with a logical argument
 3. Seek solutions to problems and explain them to others
 4. Evaluate the quality or reliability of information you received
 5. Take a risk because you feel you have more to gain
 6. Seek alternative solutions to a problem
 7. Look up scientific research articles and resources
 8. Explore topics on your own, even though it was not required for a class
 9. Accept mistakes as part of the learning process
 10. Analyze multiple sources of information before coming to a conclusion
 11. Take on a challenge that scares you
- Rate yourself on each of the following traits as compared with the average person your age.
(Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)
 1. Academic ability
 2. Mathematical ability
 3. Self-confidence (intellectual)
- During your last year in high school, how much time did you spend during a typical week doing the following activities?
(None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20)
 1. Studying/homework

THEME: Academic Preparation

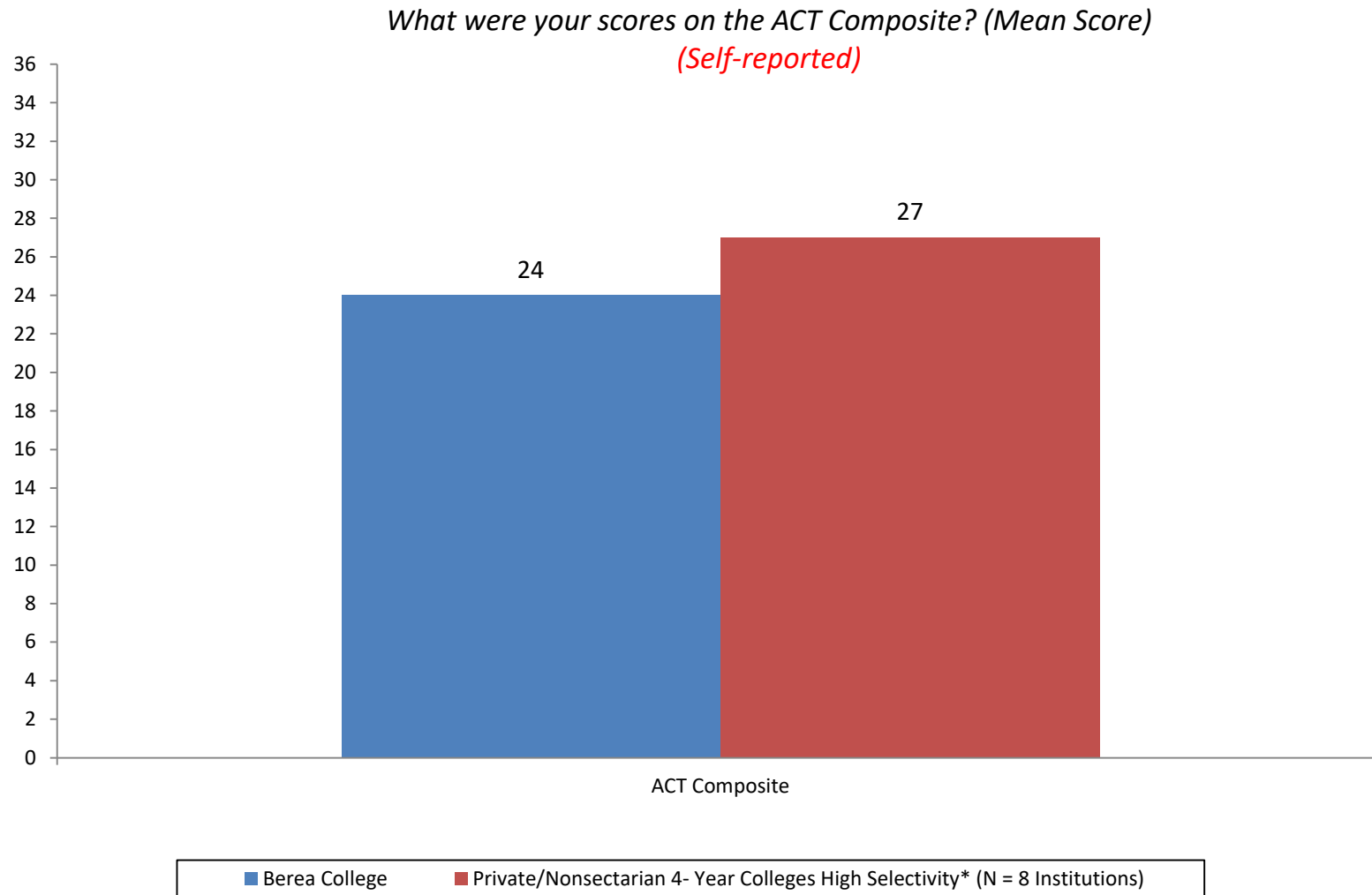
(Based on First-Year Students Only)



*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

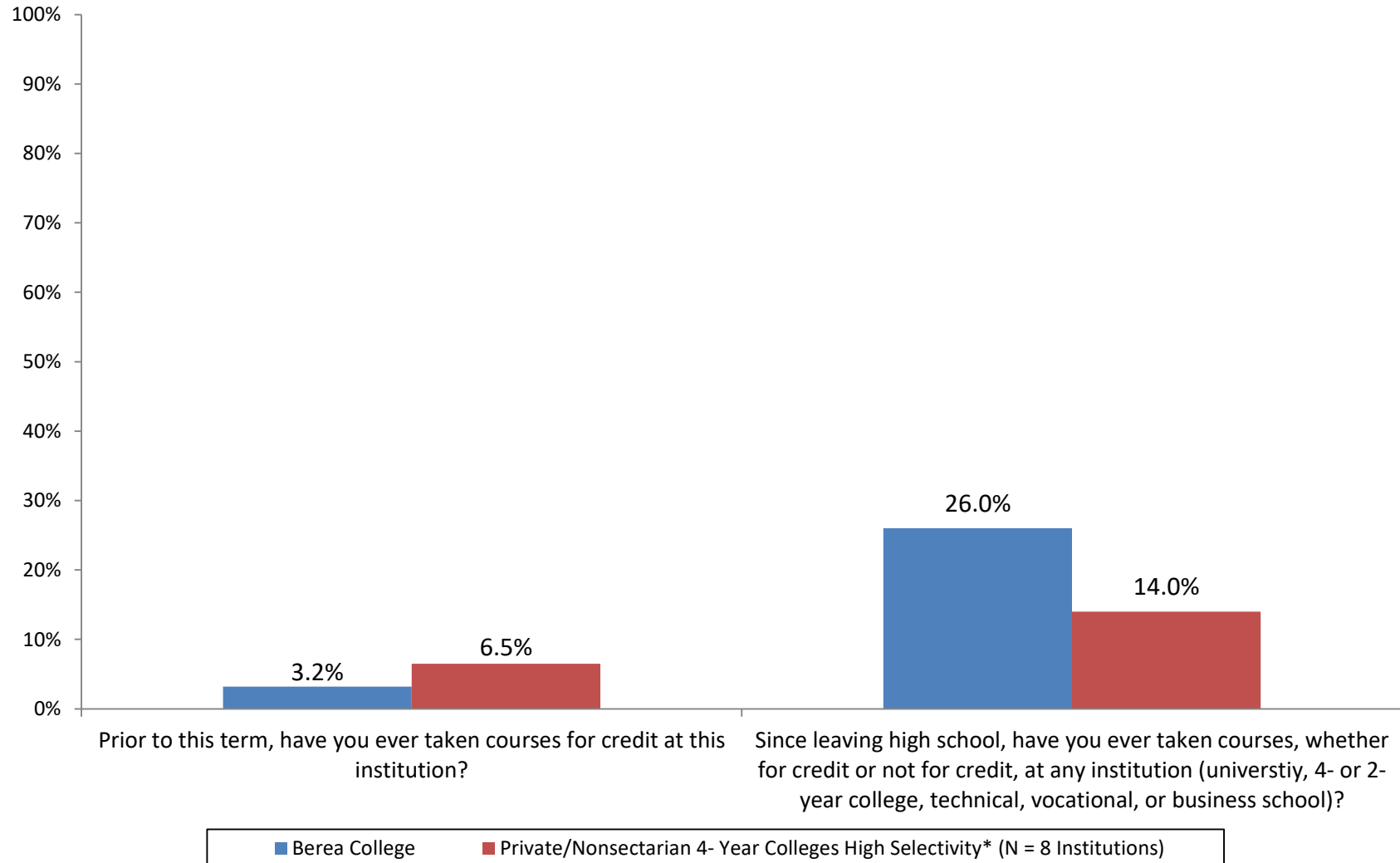


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

Percent of respondents indicating "yes"

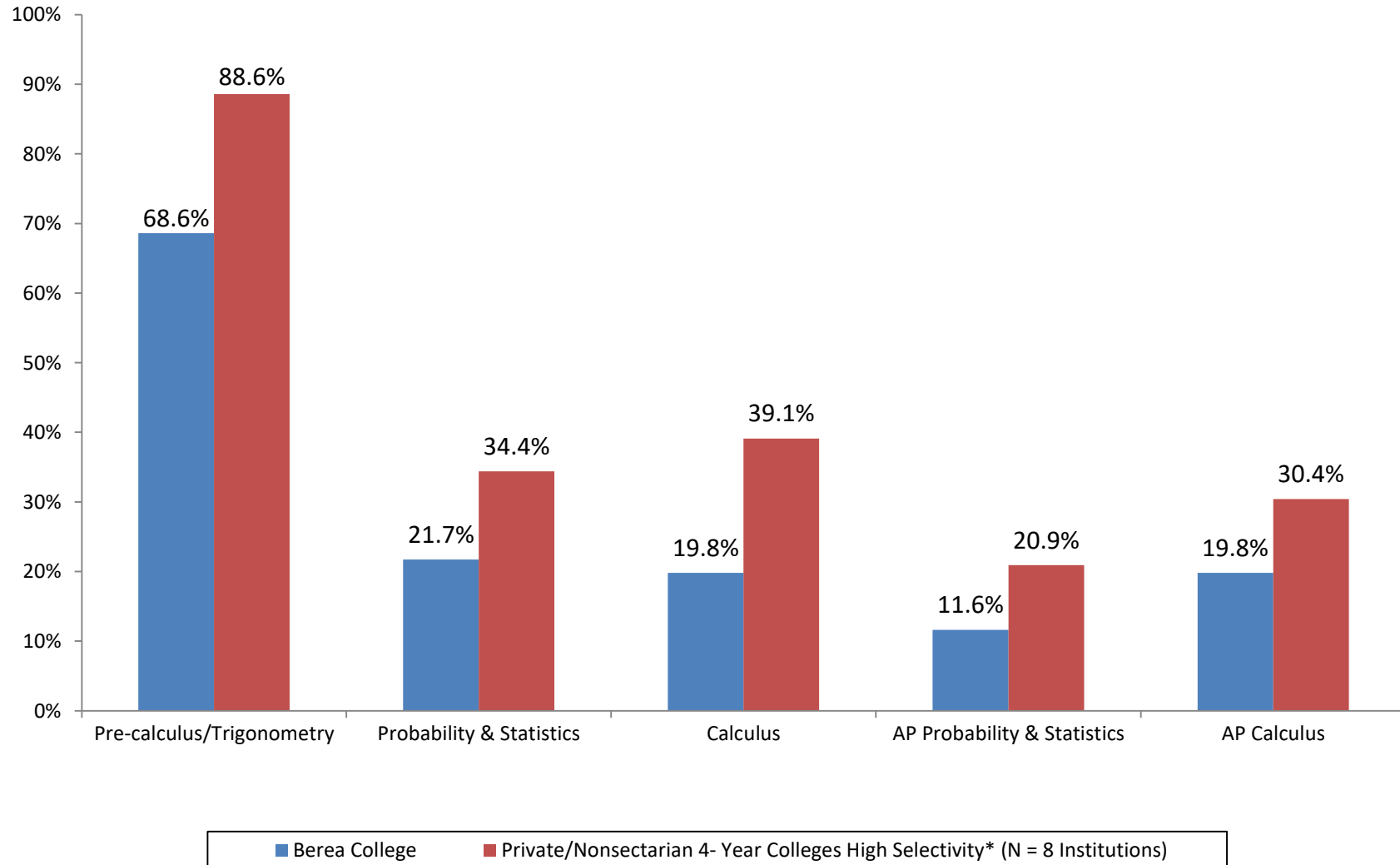


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

Please mark which of the following courses you have completed:

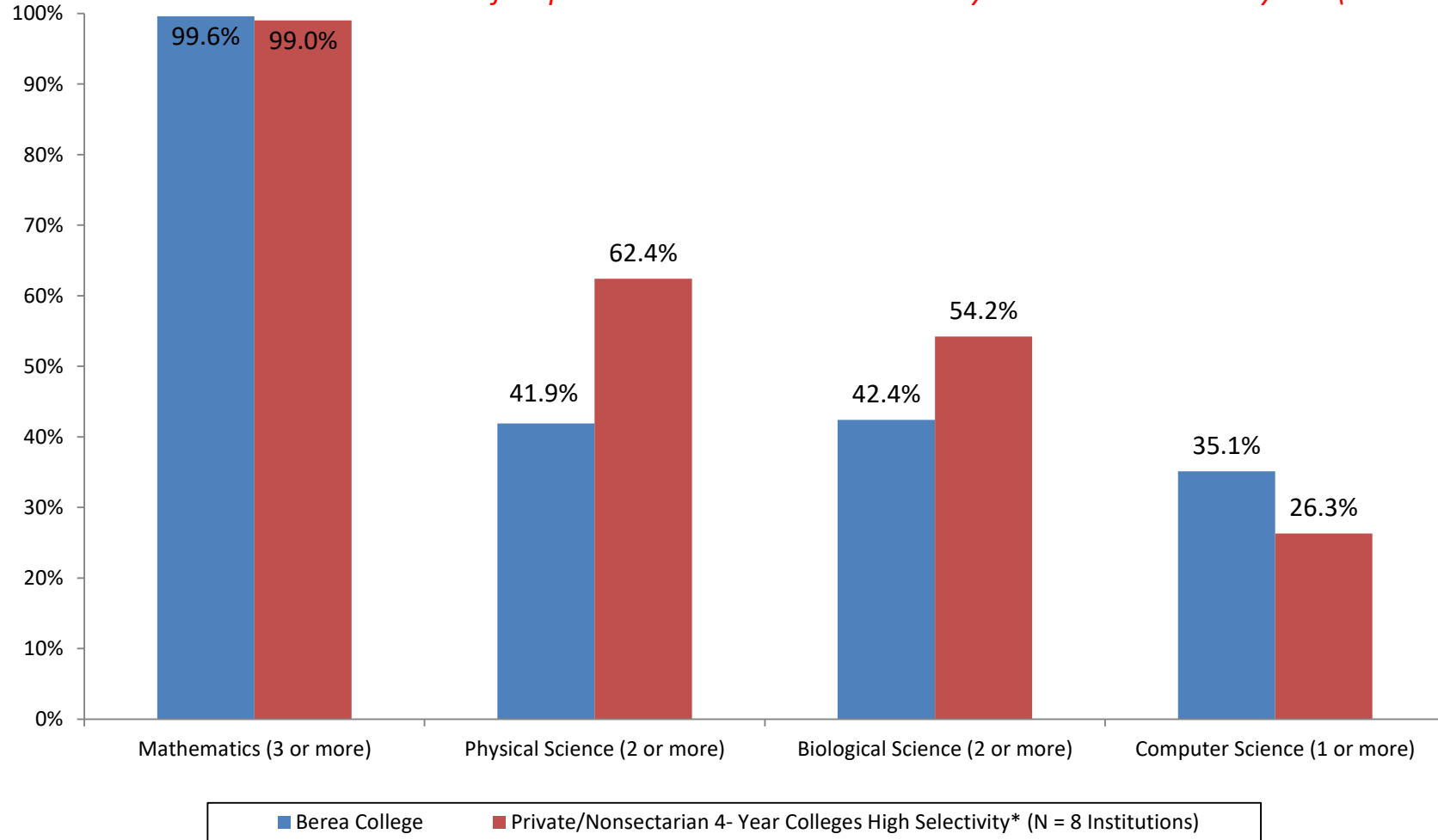


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

*How many years did you study each of the following subjects in high school?
Percent of respondents who indicated that they had taken x or more years (see x-axis)*

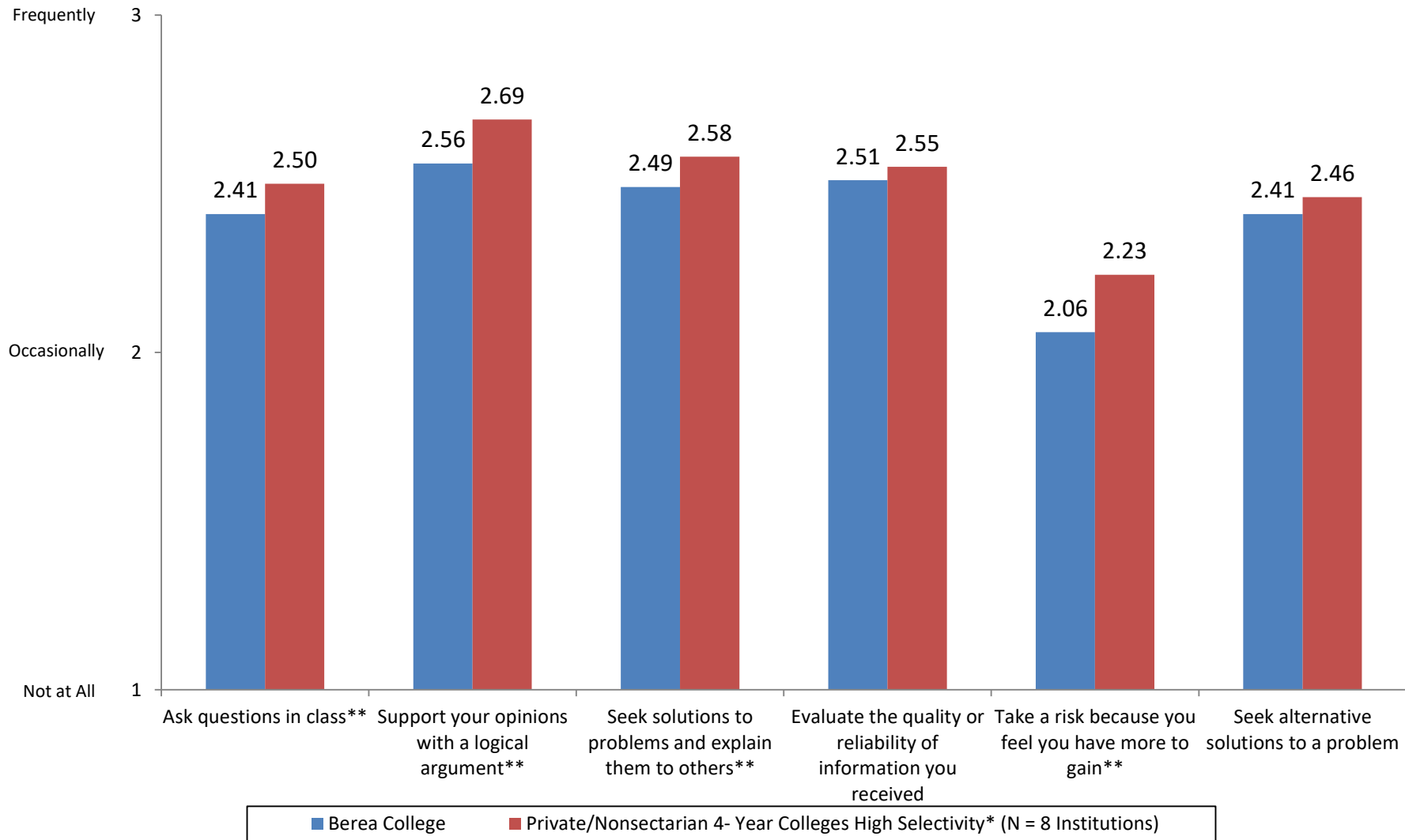


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

How often in the past year did you...?



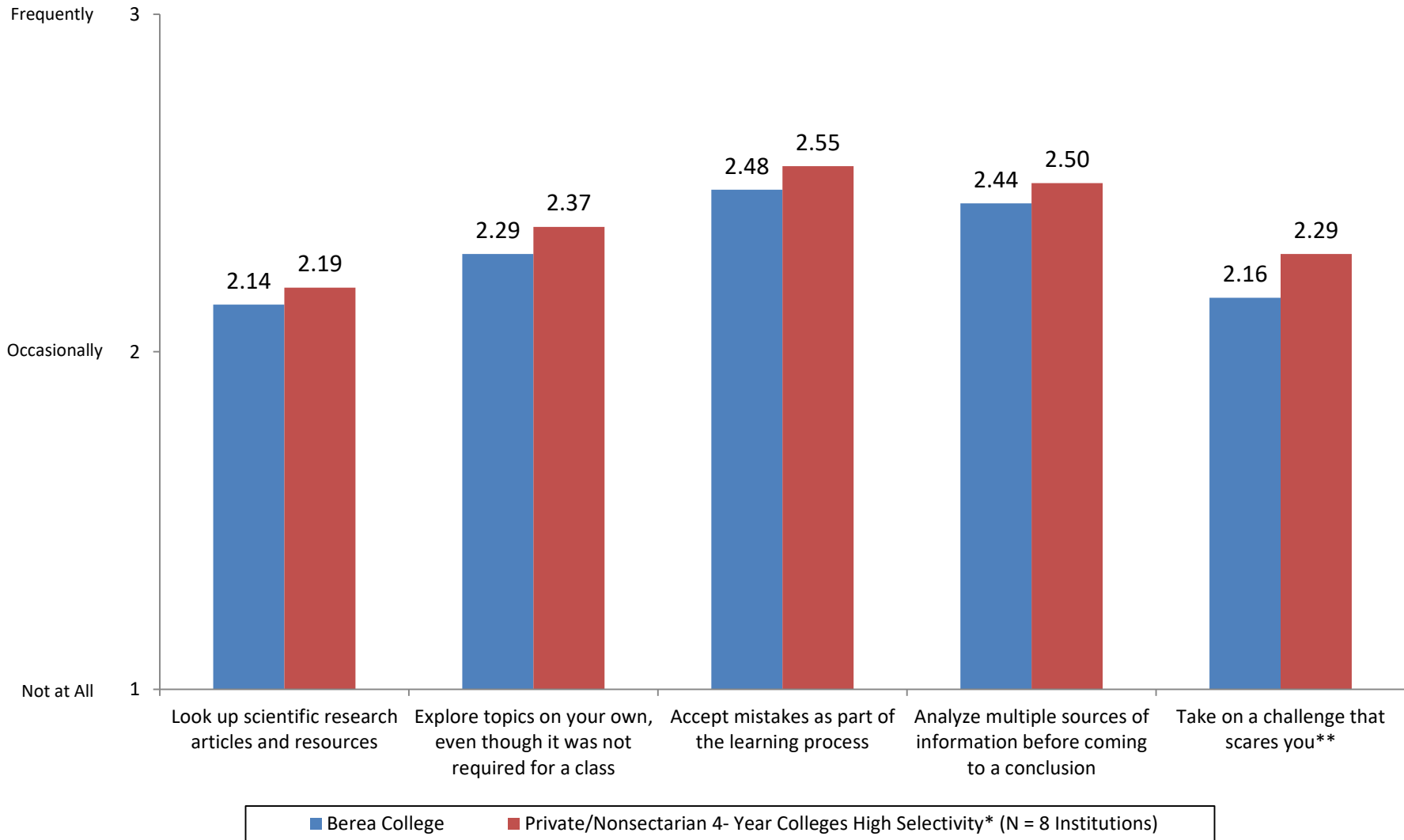
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Academic Preparation

(Based on First-Year Students Only)

How often in the past year did you...?



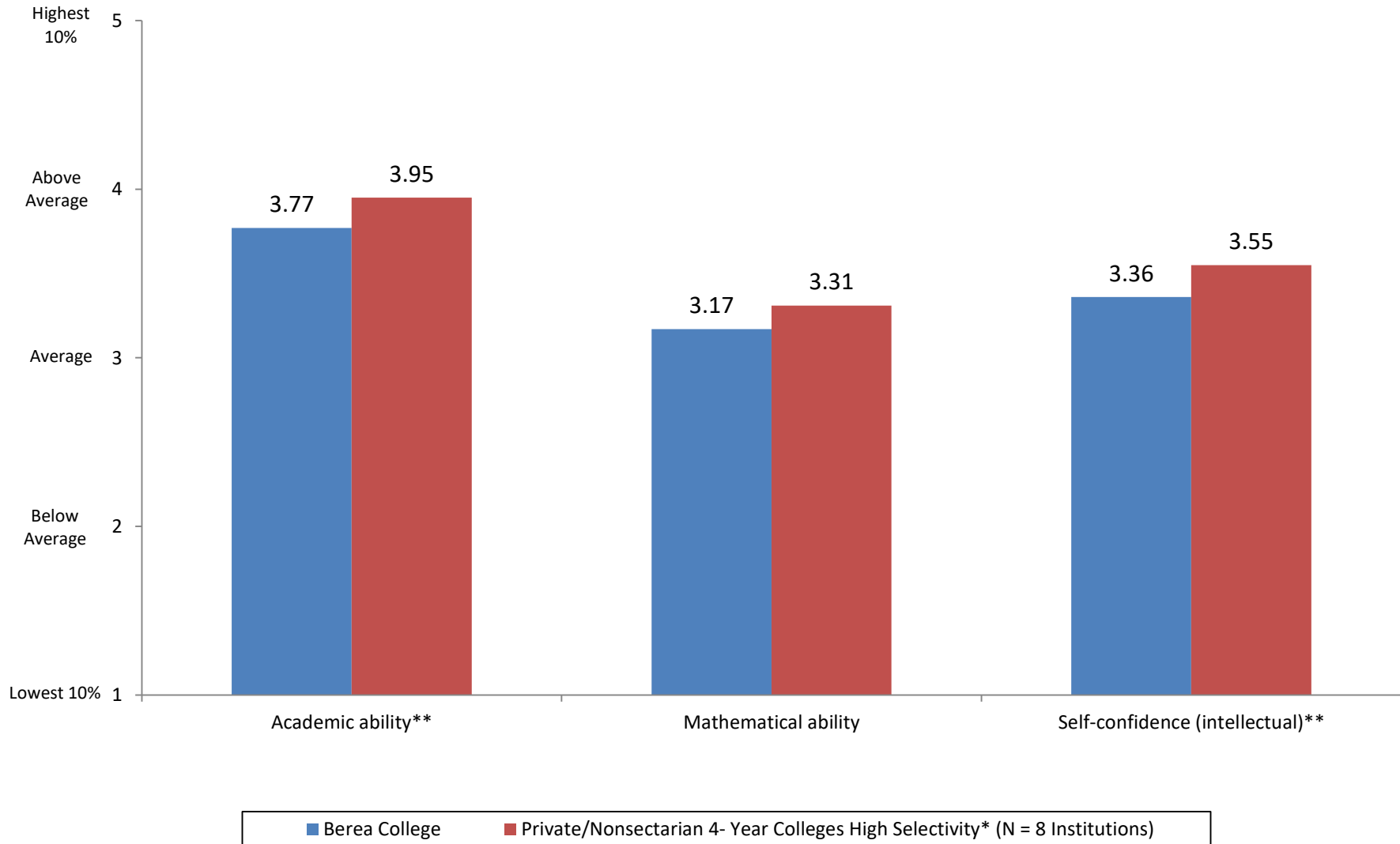
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Academic Preparation

(Based on First-Year Students Only)

Rate yourself on each of the following traits as compared with the average person your age.



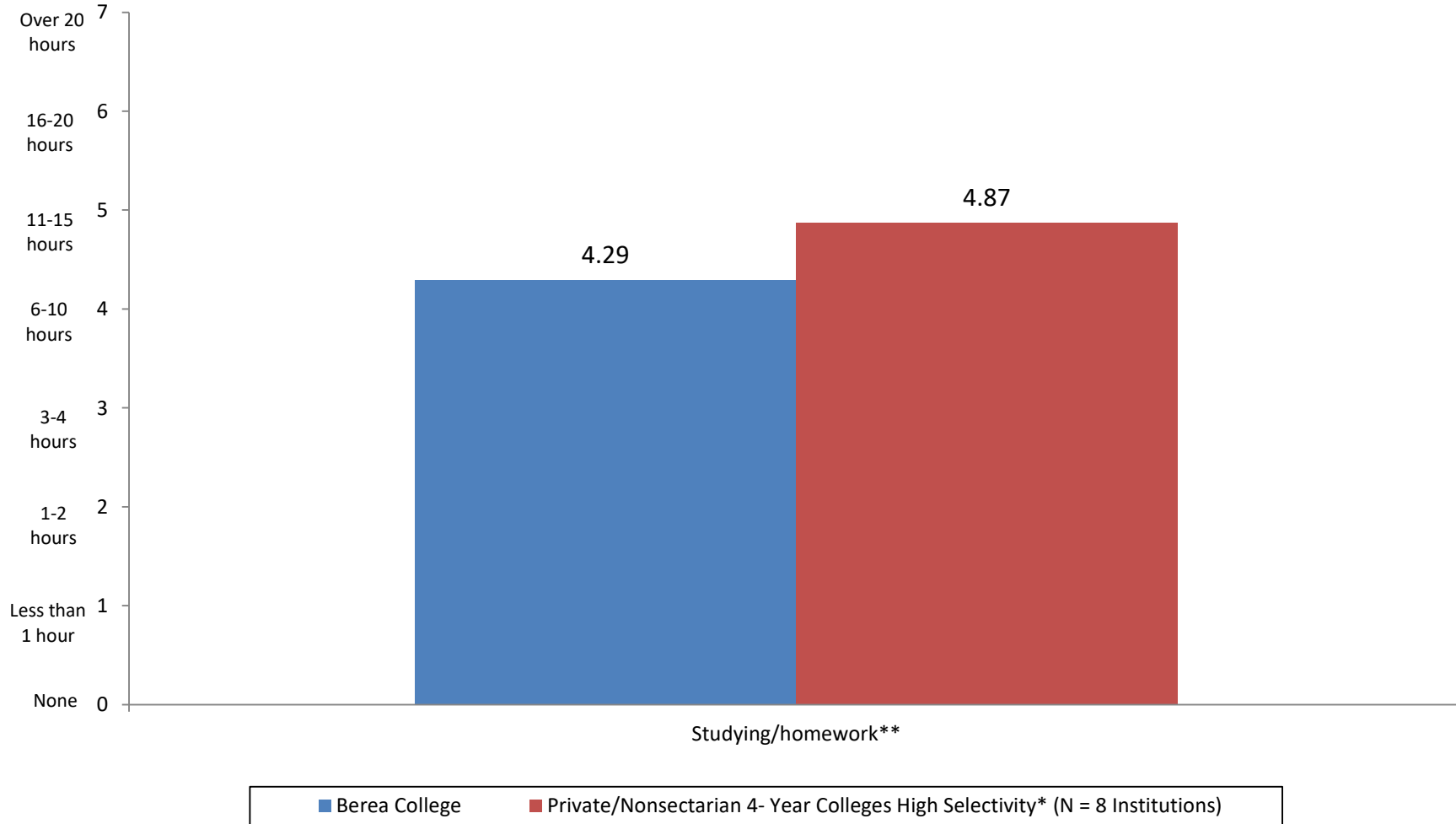
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Academic Preparation

(Based on First-Year Students Only)

During your last year in high school, how much time did you spend during a typical week doing the following...?



*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

Theme: Science Identity and Self-Efficacy -- *These items illustrate the extent to which students identify with the community of scientists and feel confident in their science-related skills.*

- To what extent are the following statements true of you?
(*Strongly Agree, Agree Somewhat, Neutral, Disagree Somewhat, Strongly Disagree*)
 1. I have a strong sense of belonging to a community of scientists.
 2. I derive great personal satisfaction from working on a team that is doing important research.
 3. I think of myself as a scientist.
 4. I feel like I belong in the field of science.

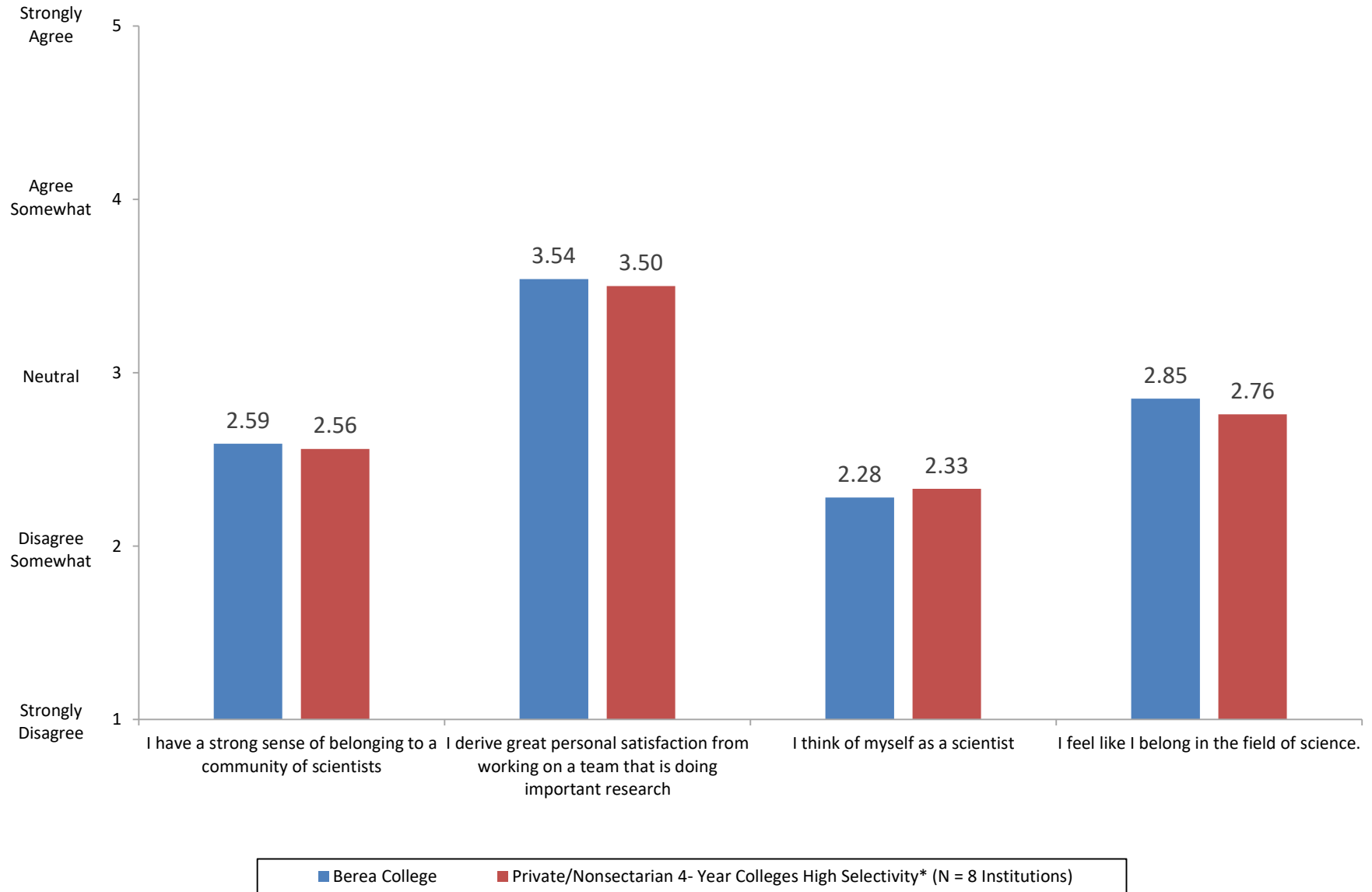
- How confident are you that you can:
(*Absolutely, Very, Moderately, Somewhat, Not at All*)
 1. Use technical science skills (use of tools, instruments, and/or techniques)
 2. Generate an answerable research question.
 3. Determine how to collect appropriate data.
 4. Explain the results of a study.
 5. Use scientific literature to guide research.
 6. Integrate results from multiple sources.
 7. Ask relevant questions.
 8. Identify what is known and not known about a problem.
 9. Understand scientific concepts.
 10. See connections between different areas of science and mathematics.

- Will you pursue a science-related research career?
(*Definitely Yes, Probably Yes, Uncertain, Probably No, Definitely No*)

THEME: Science Identity and Self-Efficacy

(Based on First-Year Students Only)

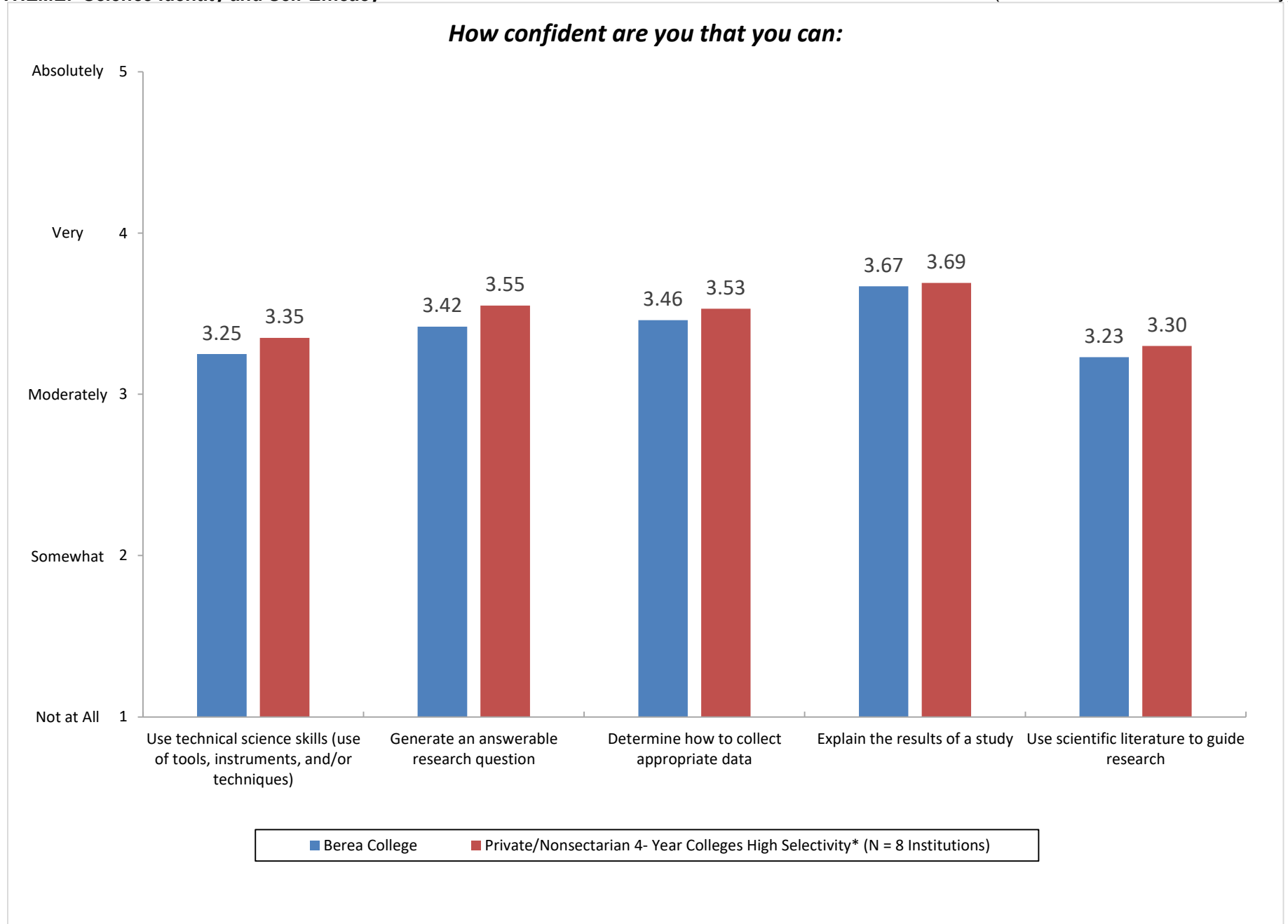
To what extent are the following statements true of you?



*Selectivity is based on median SAT Critical Reading Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Science Identity and Self-Efficacy

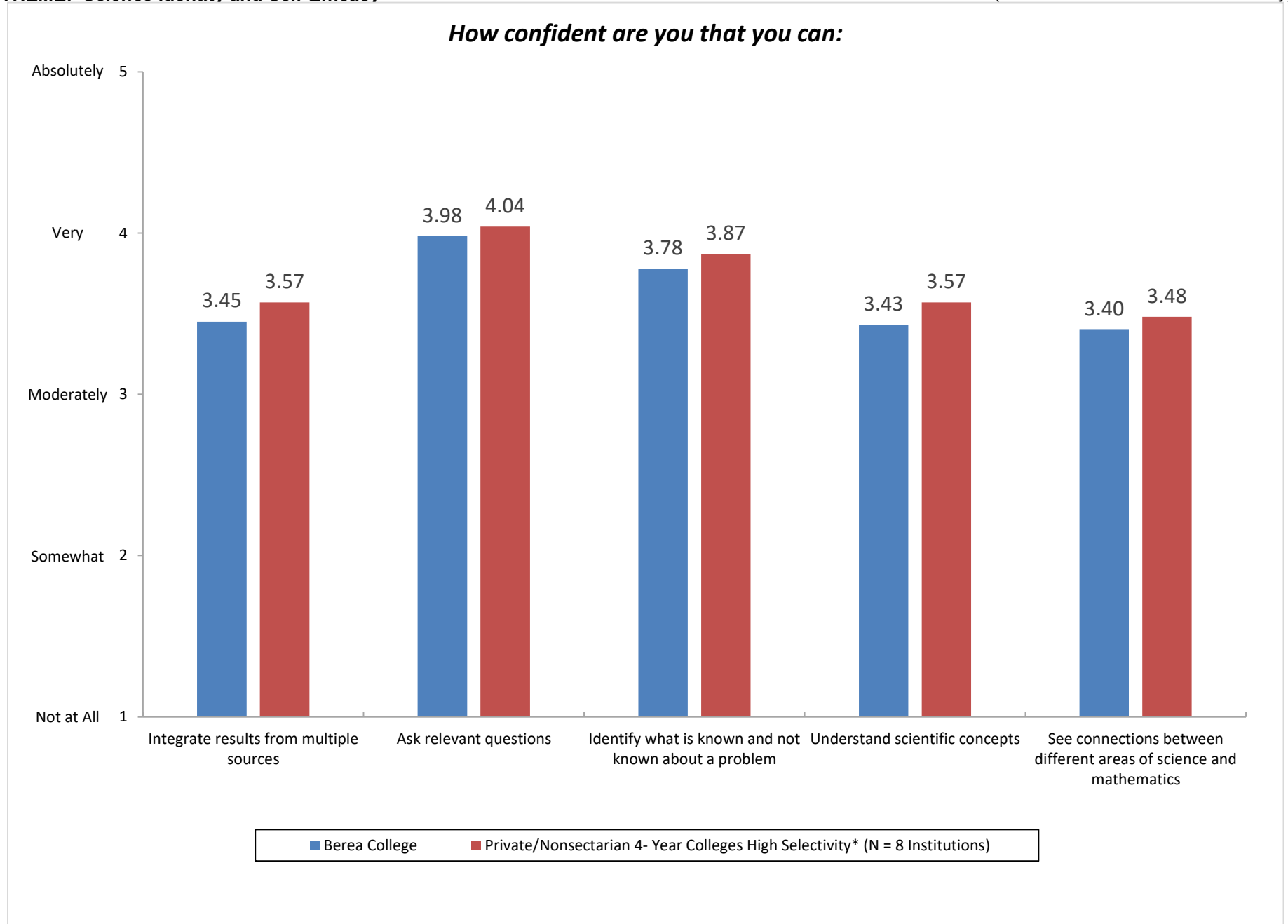
(Based on First-Year Students Only)



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THEME: Science Identity and Self-Efficacy

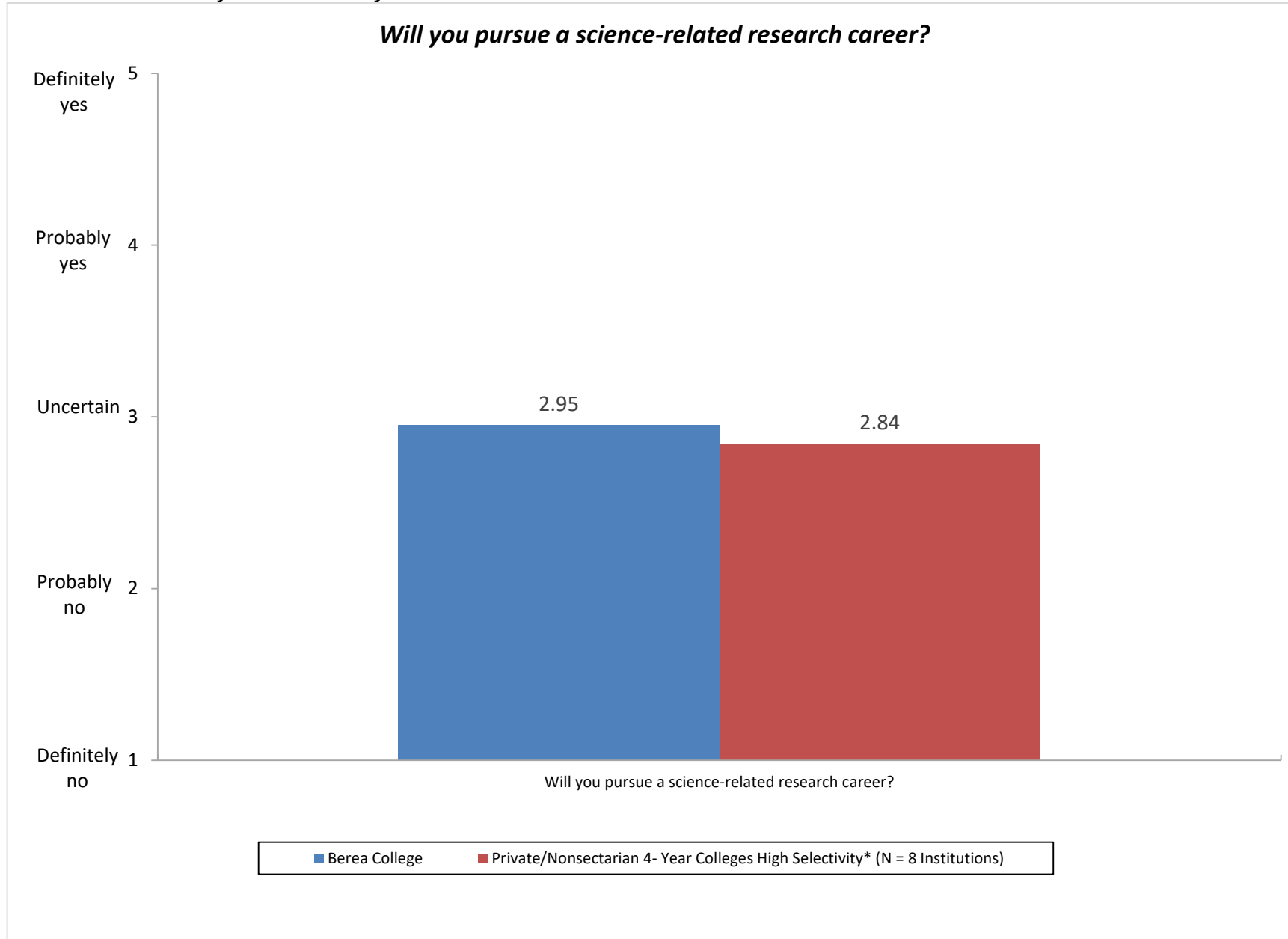
(Based on First-Year Students Only)



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THEME: Science Identity and Self-Efficacy

(Based on First-Year Students Only)



*Selectivity is based on median SAT Critical Reading Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

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

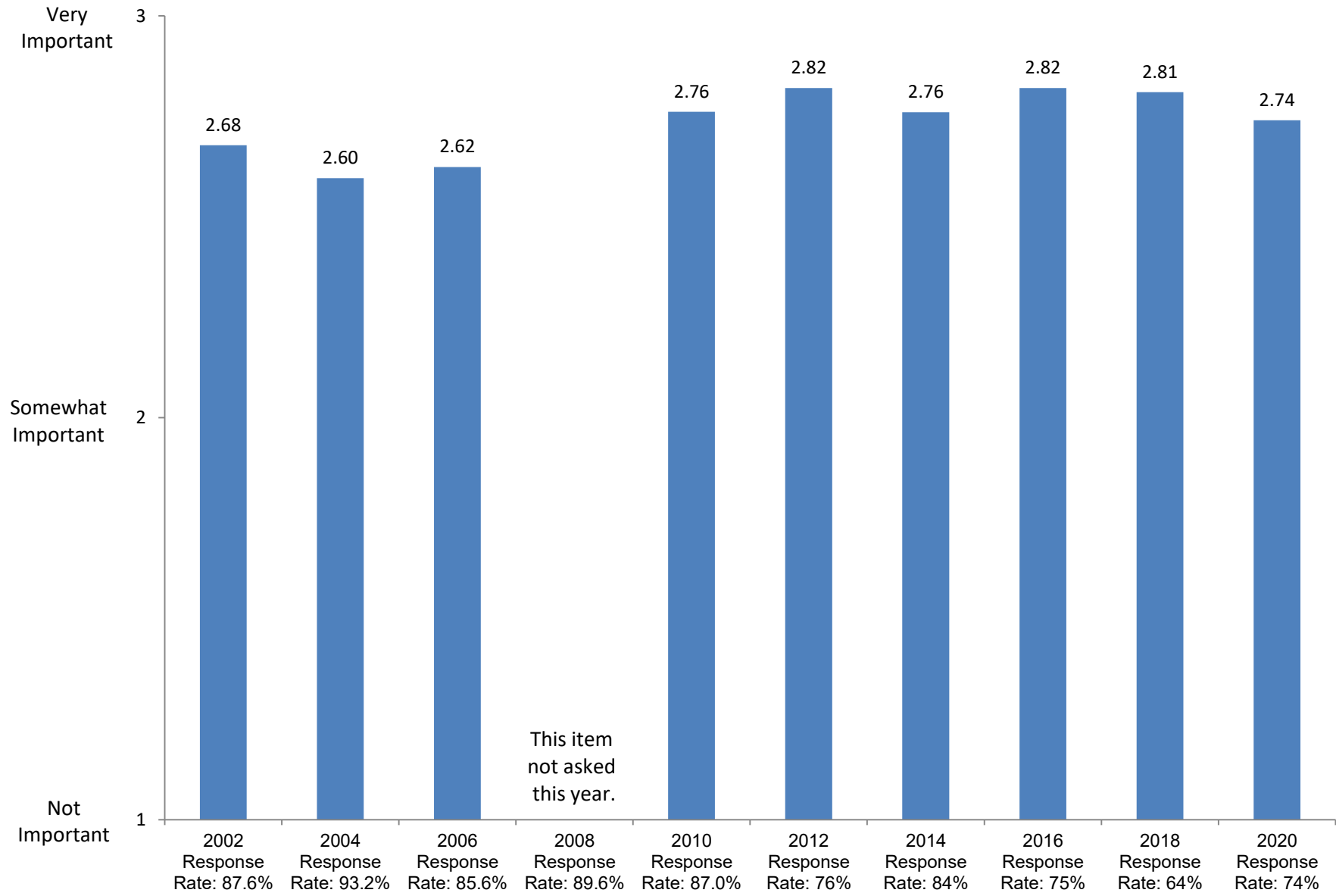
	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	1%	1%	0.3%	1%	0.3%	1%	1%	1%	0.4%	1%	0.3%	0.3%	0.3%	1%	1%	1%	0%	0.4%
Vocational certificate	0%	0.1%	0%	0.2%	0%	0.2%	0%	0.1%	0%	0.2%	1%	0.1%	0%	0.2%	0.0%	0.2%	0%	0.1%
Associate	0.3%	1%	0%	1%	0%	1%	0.3%	0.4%	1%	0.4%	1%	0.4%	1%	1%	0.4%	0.2%	1%	1%
Bachelor's degree	14%	24%	20%	29%	21%	27%	15%	18%	24%	20%	22%	24%	18%	23%	25%	18%	34%	20%
Master's degree	38%	47%	41%	46%	36%	46%	37%	41%	38%	44%	35%	43%	40%	42%	36%	38%	32%	36%
J.D. (Law)	6%	5%	4%	4%	3%	3%	6%	5%	2%	5%	3%	3%	4%	4%	3%	6%	4%	9%
Medical Doctorate	9%	7%	12%	6%	11%	6%	10%	10%	11%	11%	11%	10%	11%	10%	8%	15%	12%	13%
Ph.D.	29%	14%	21%	12%	27%	14%	29%	22%	22%	19%	26%	18%	25%	18%	14%	14%	9%	15%
Professional Doctorate	*	*	*	*	*	*	*	*	*	*	*	*	8%	5%	12%	7%	8%	6%
Other	3%	2%	1%	2%	2%	2%	2%	3%	2%	2%	1%	0.9%	1%	1%	2%	1%	1%	1%

NOTES: Medical Doctorate includes M.D., D.V.M, DDS, etc.; Ph.D. category added 2016 (prev.: Ph.D and Ed.D.)

*Professional Doctorate (Ed.D, Psy.D.) category added 2016

In deciding to go to college, how important to you was each of the following reasons?

To be able to get a better job

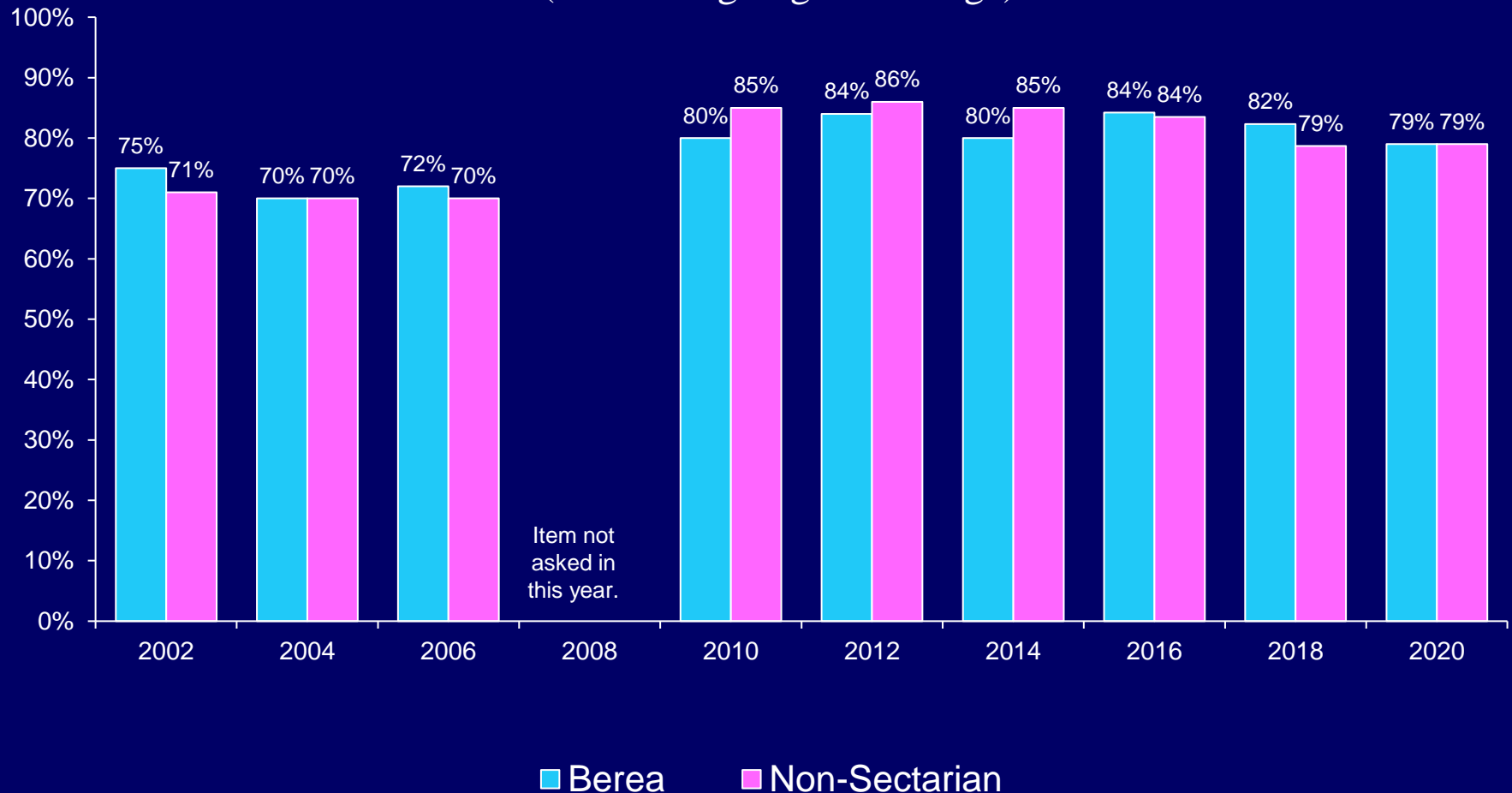


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who rated item as “very important”

To be able to get a better job

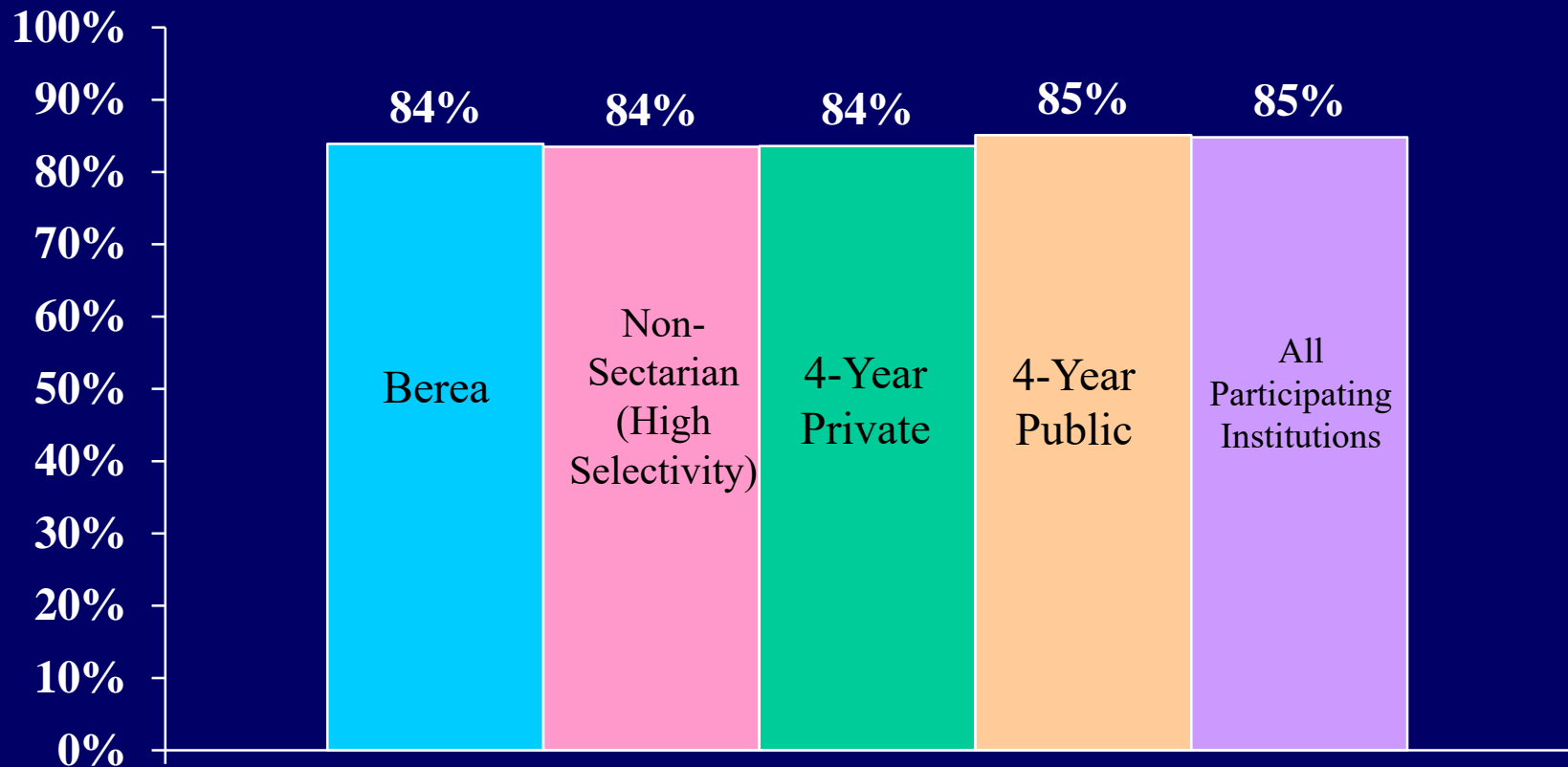
(in deciding to go to college)



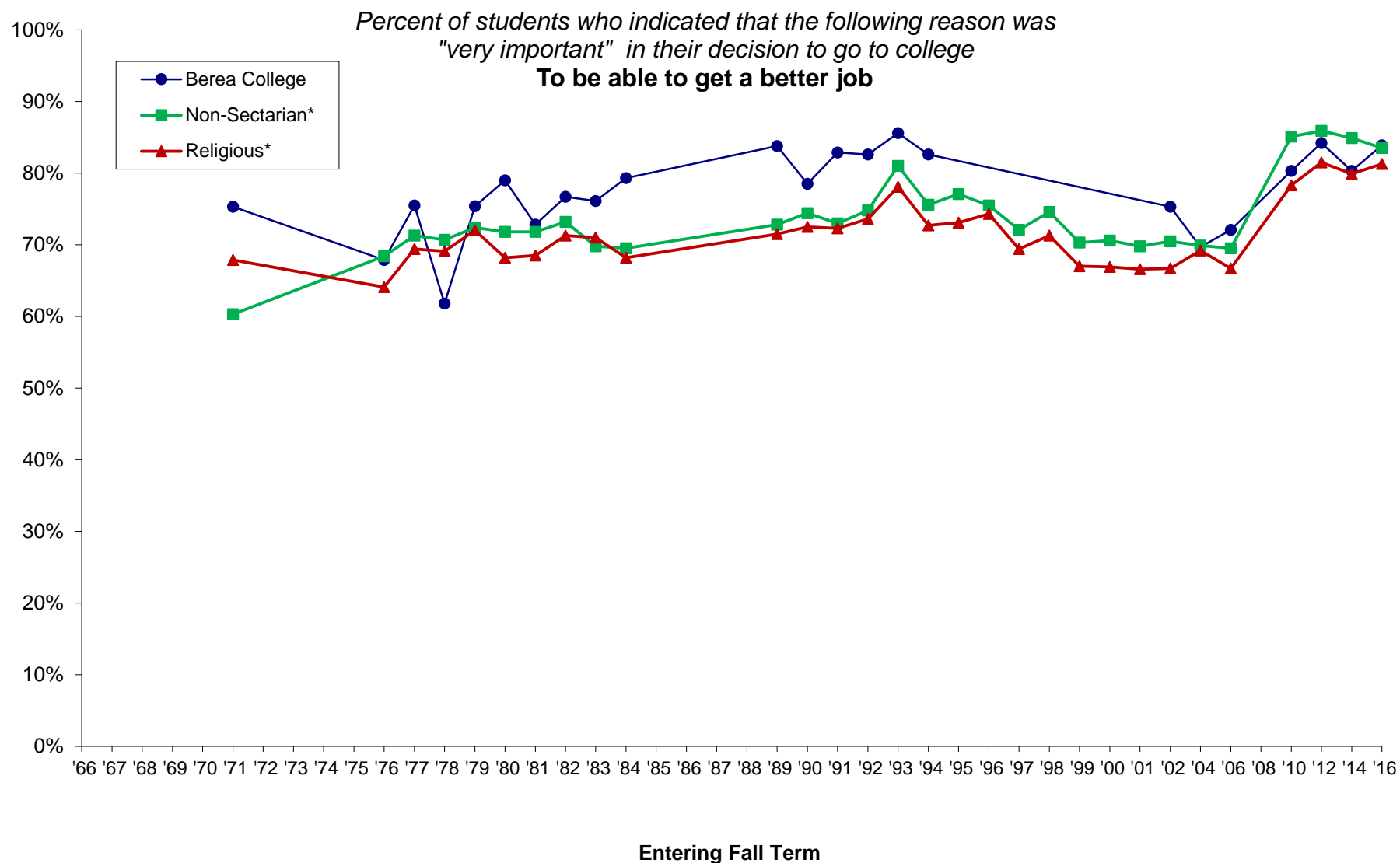
Percentage of students who rated item as “very important”:

To be able to get a better job

(for deciding to go to college)



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

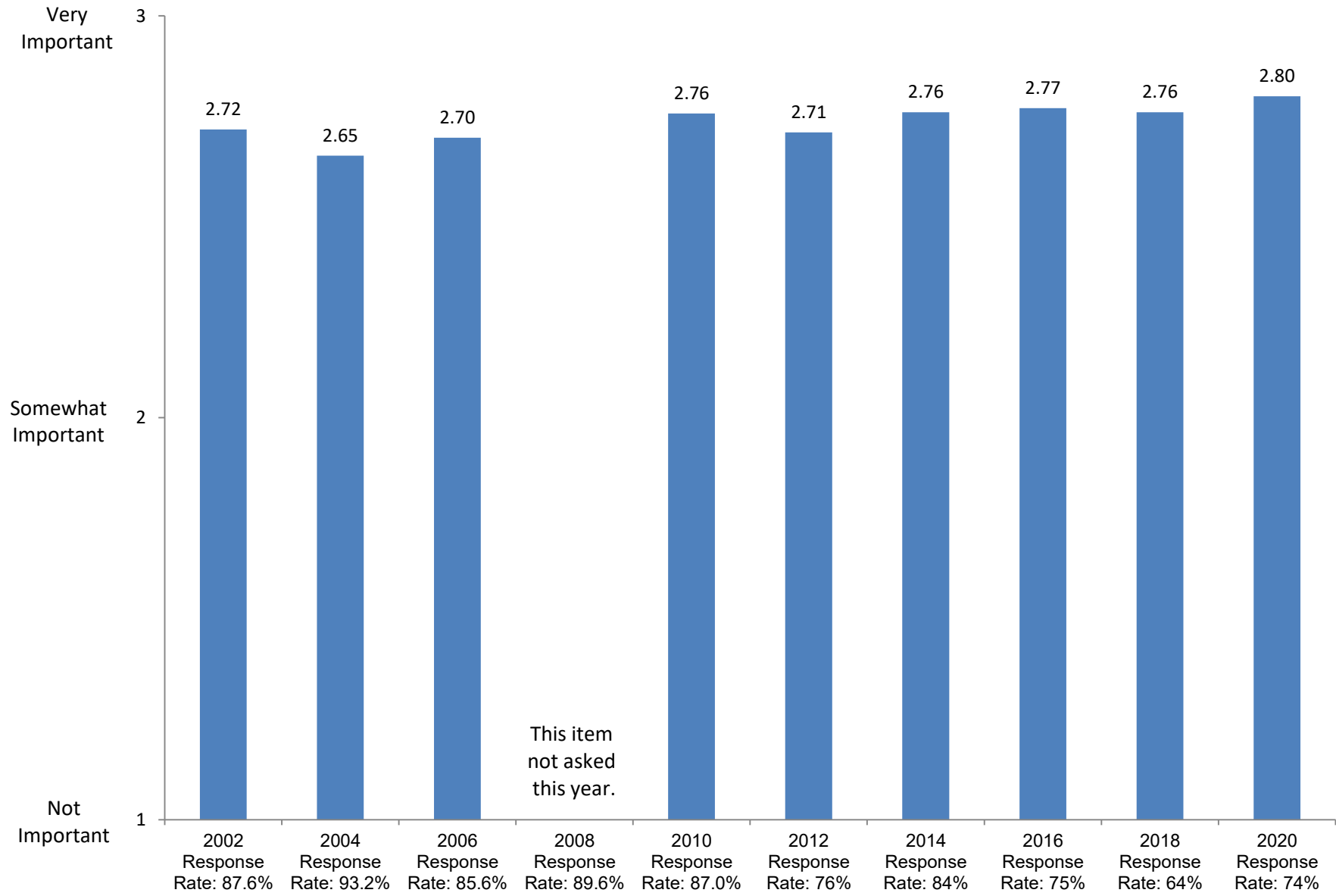


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

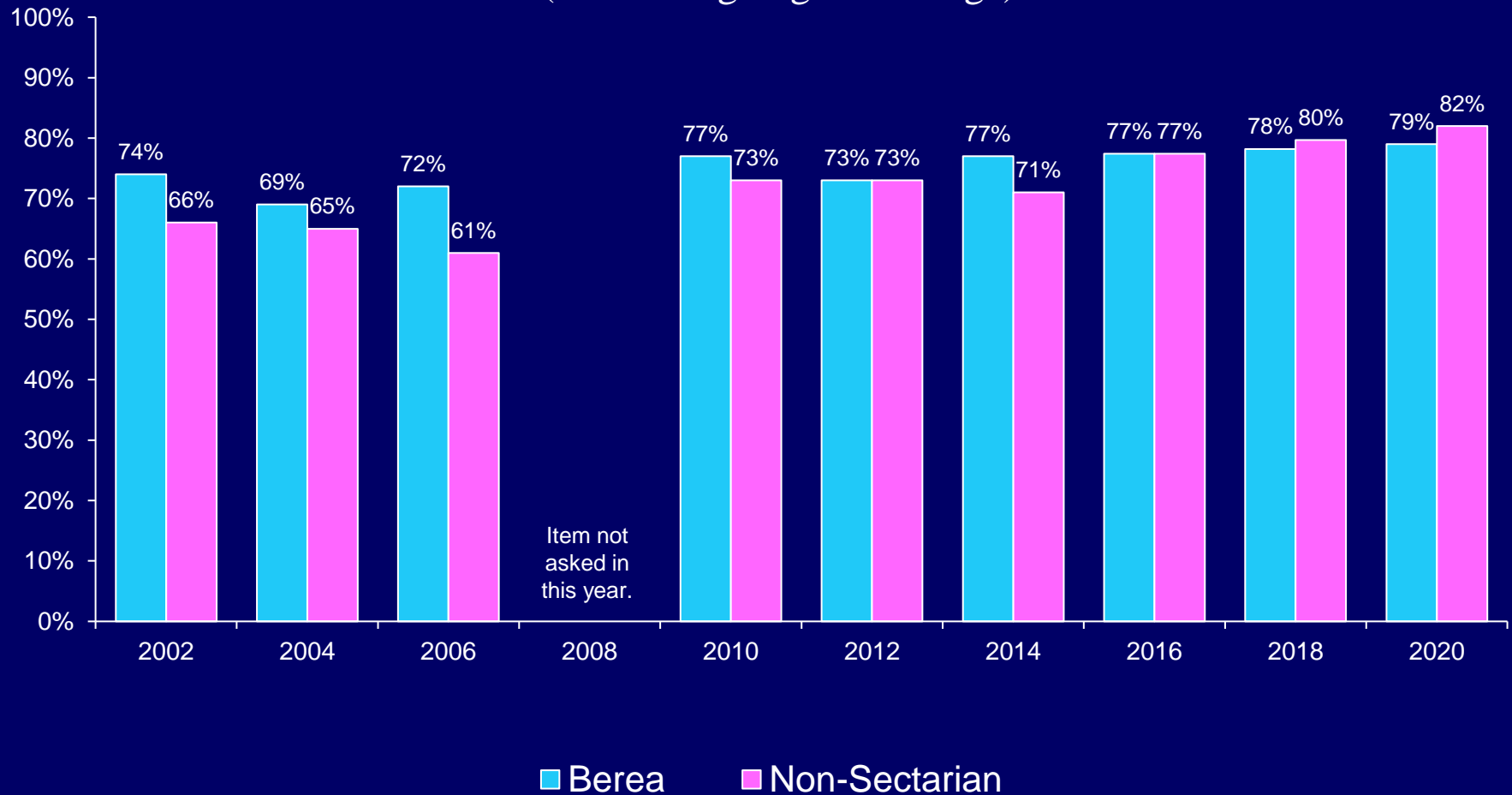
In deciding to go to college, how important to you was each of the following reasons?

To gain a general education and appreciation of ideas



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

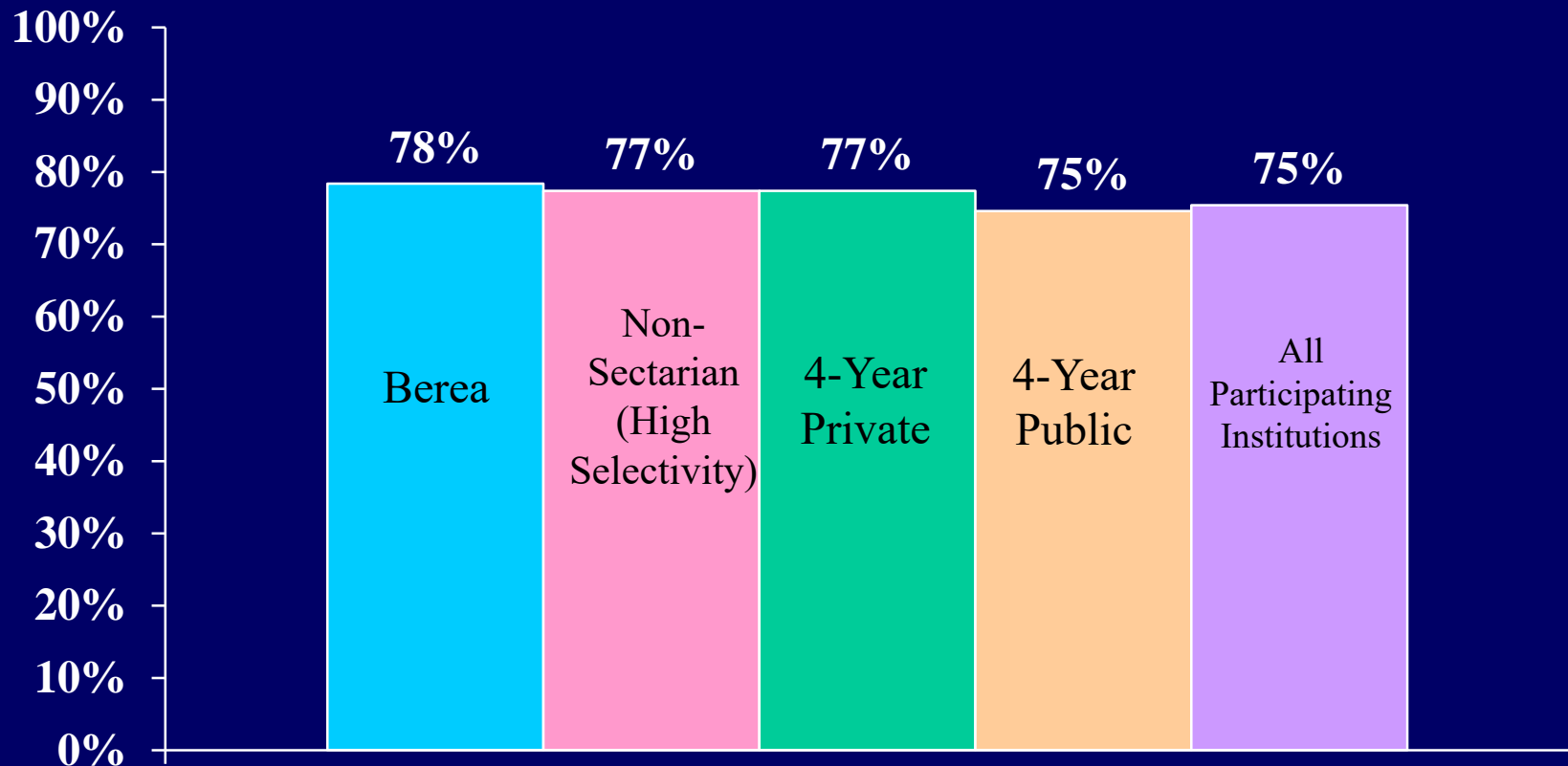
Percent of students who rated item as “very important”
To gain a general education and appreciation of ideas
(in deciding to go to college)



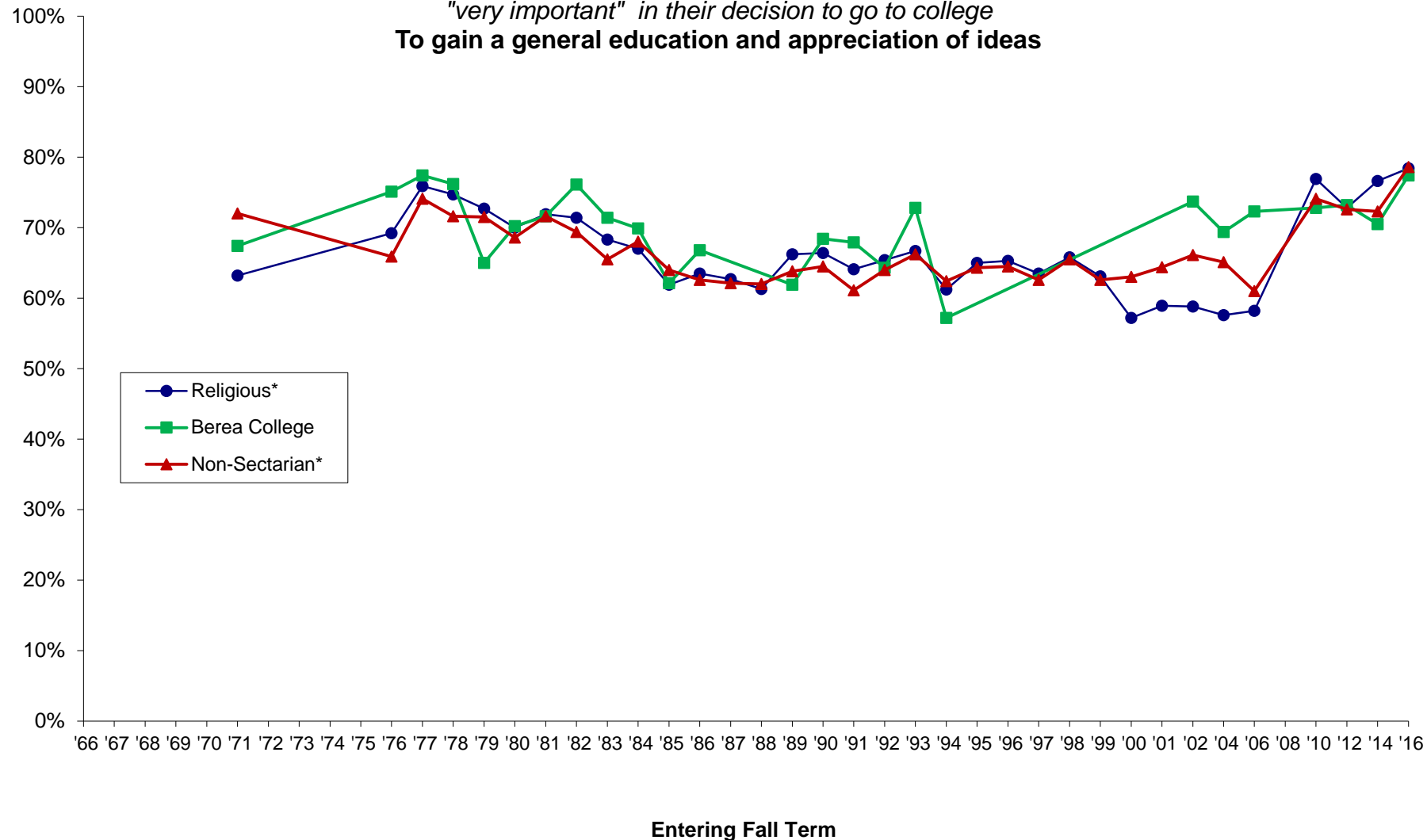
Percentage of students who rated item as “very important”:

*To gain a general education and
appreciation of ideas*

(for deciding to go to college)



Percent of students who indicated that the following reason was "very important" in their decision to go to college
To gain a general education and appreciation of ideas

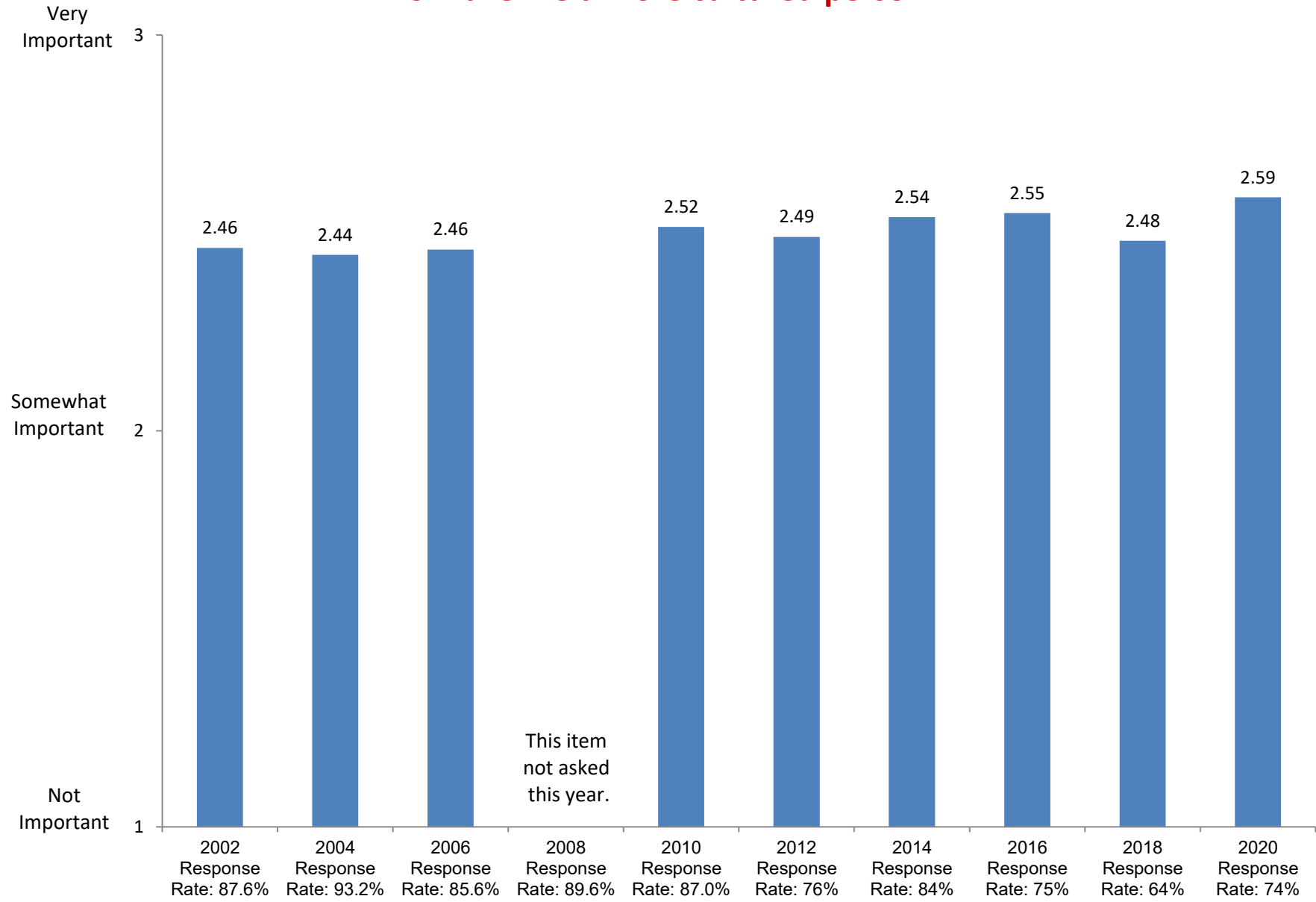


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

In deciding to go to college, how important to you was each of the following reasons?

To make me a more cultured person

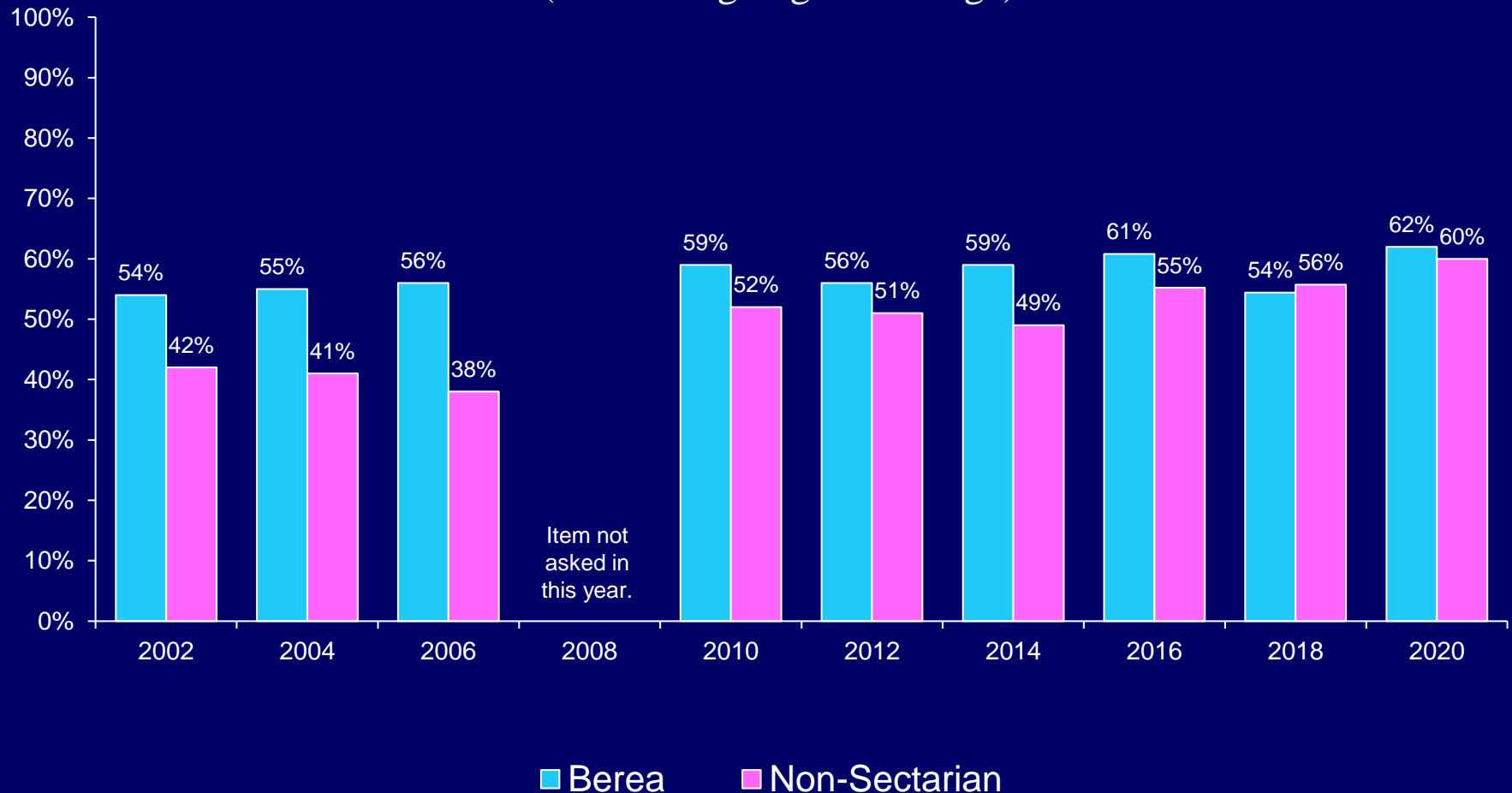


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who rated item as “very important”

To make me a more cultured person

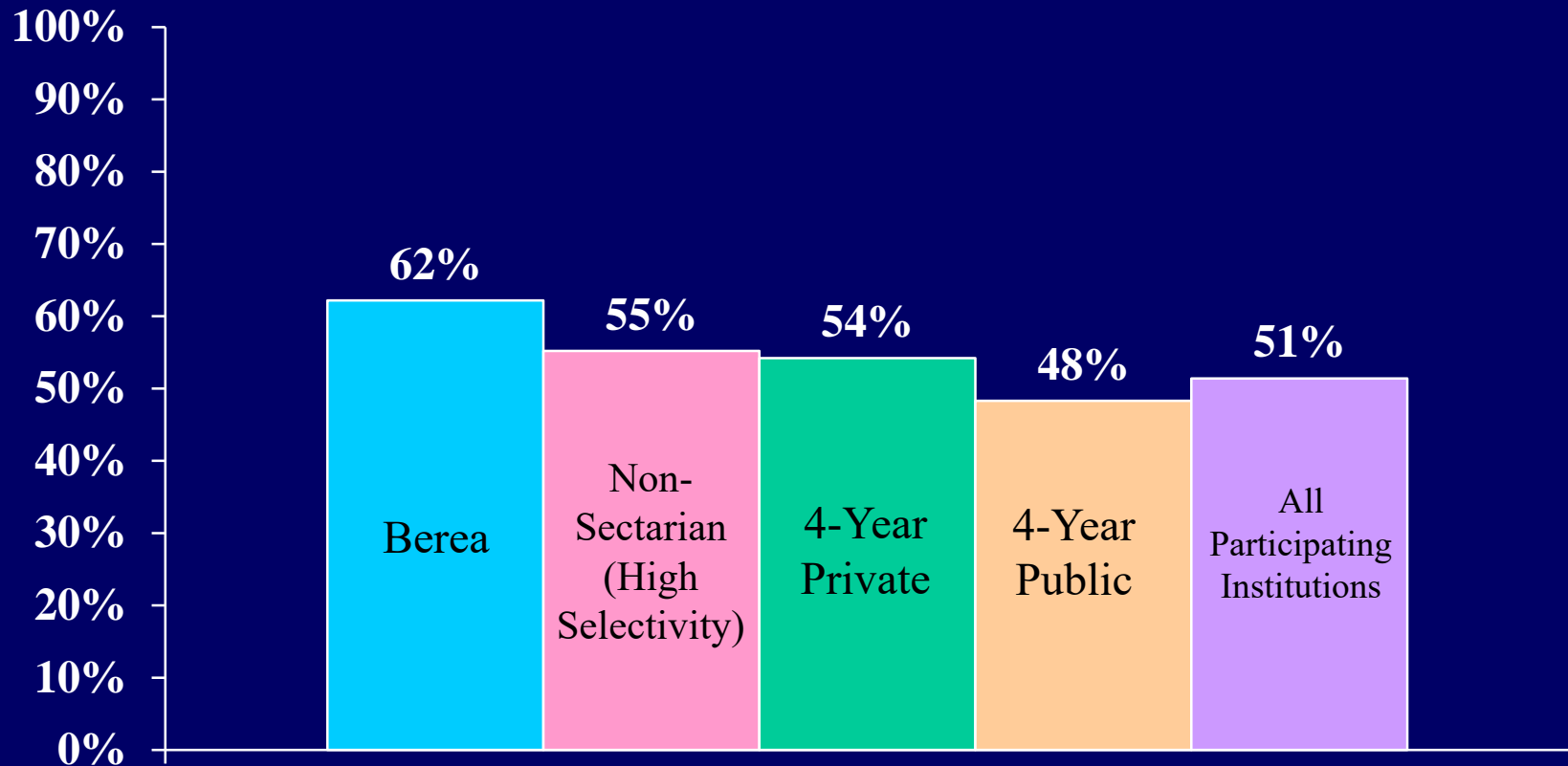
(in deciding to go to college)

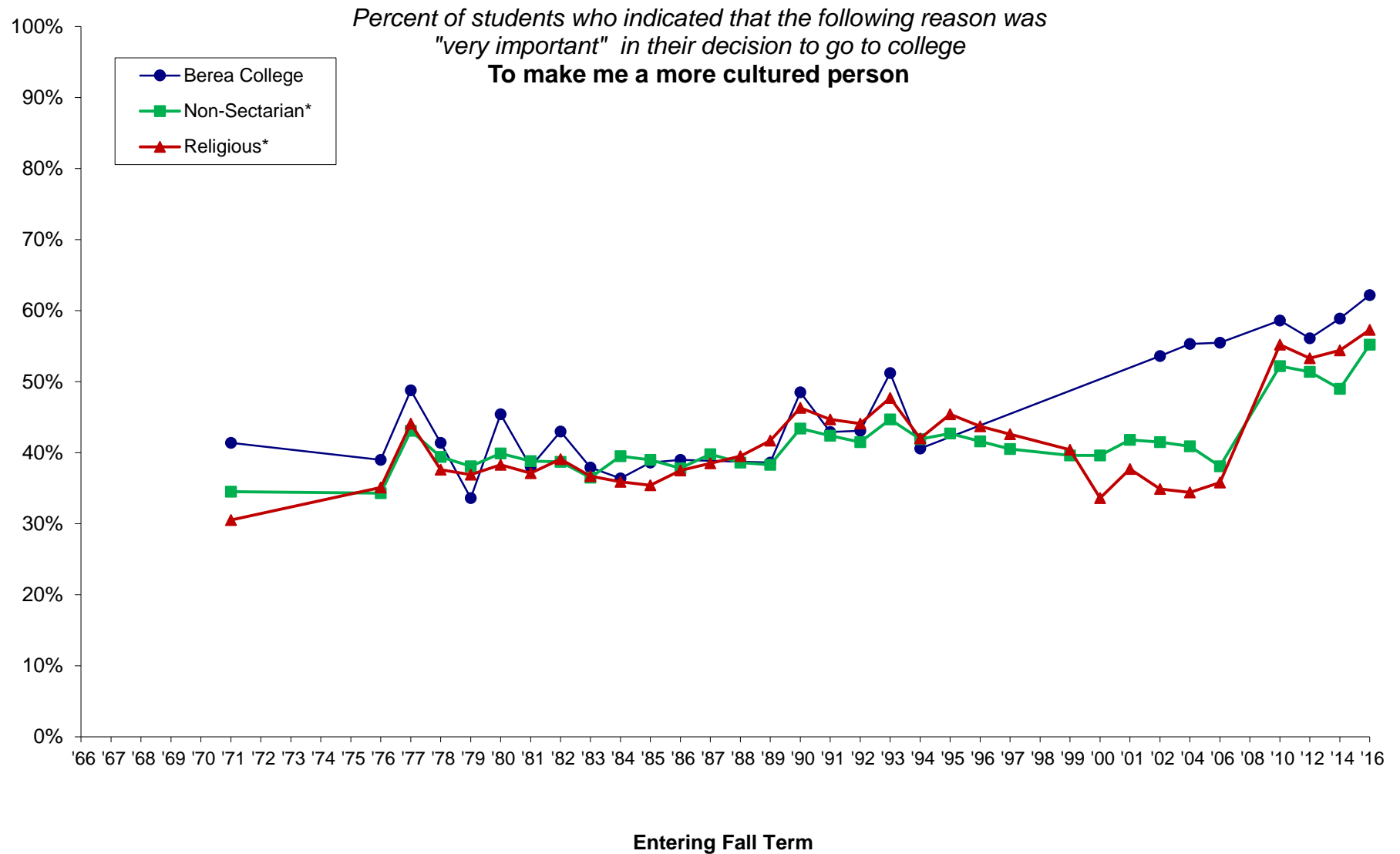


Percentage of students who rated item as “very important”:

To make me a more cultured person

(for deciding to go to college)



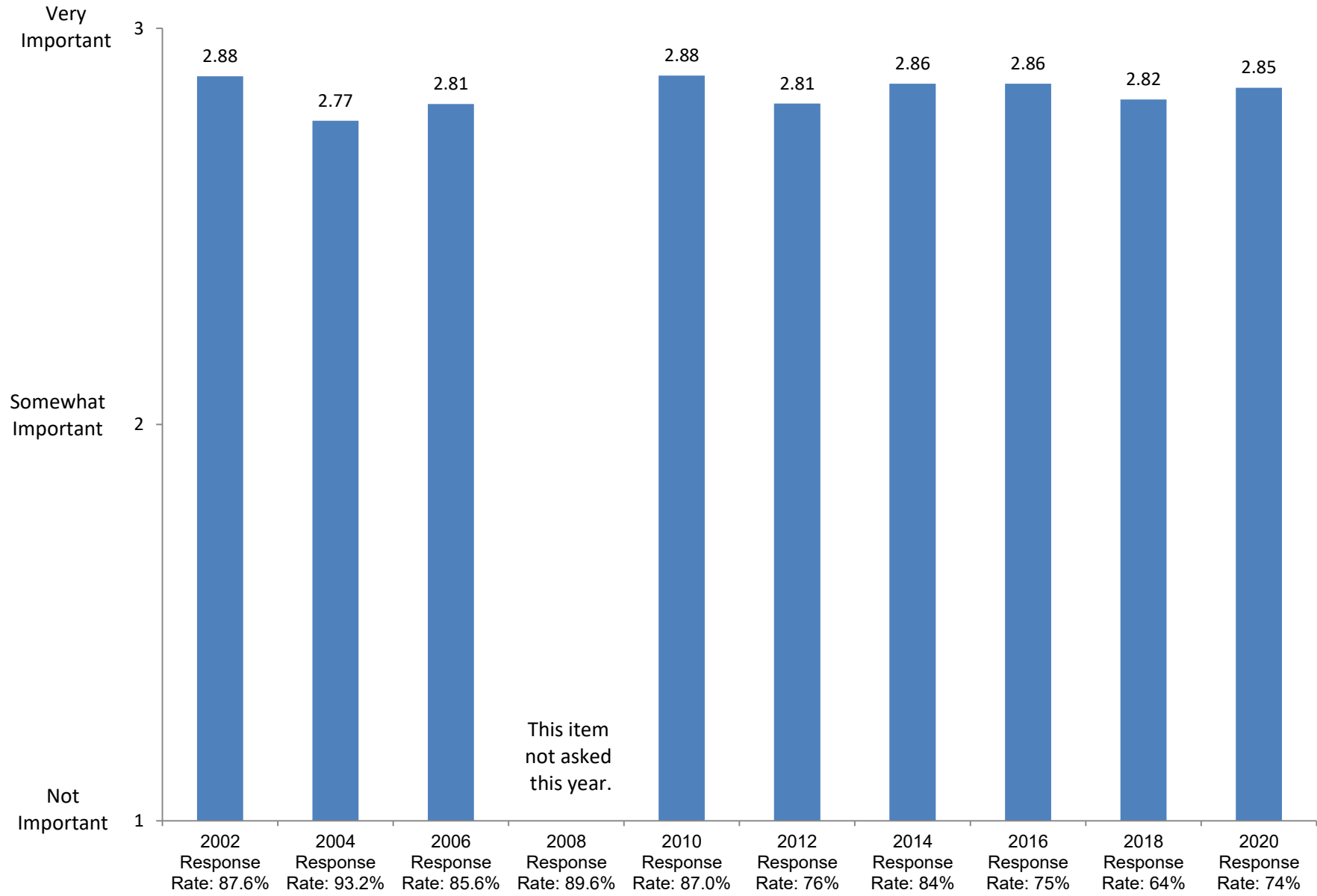


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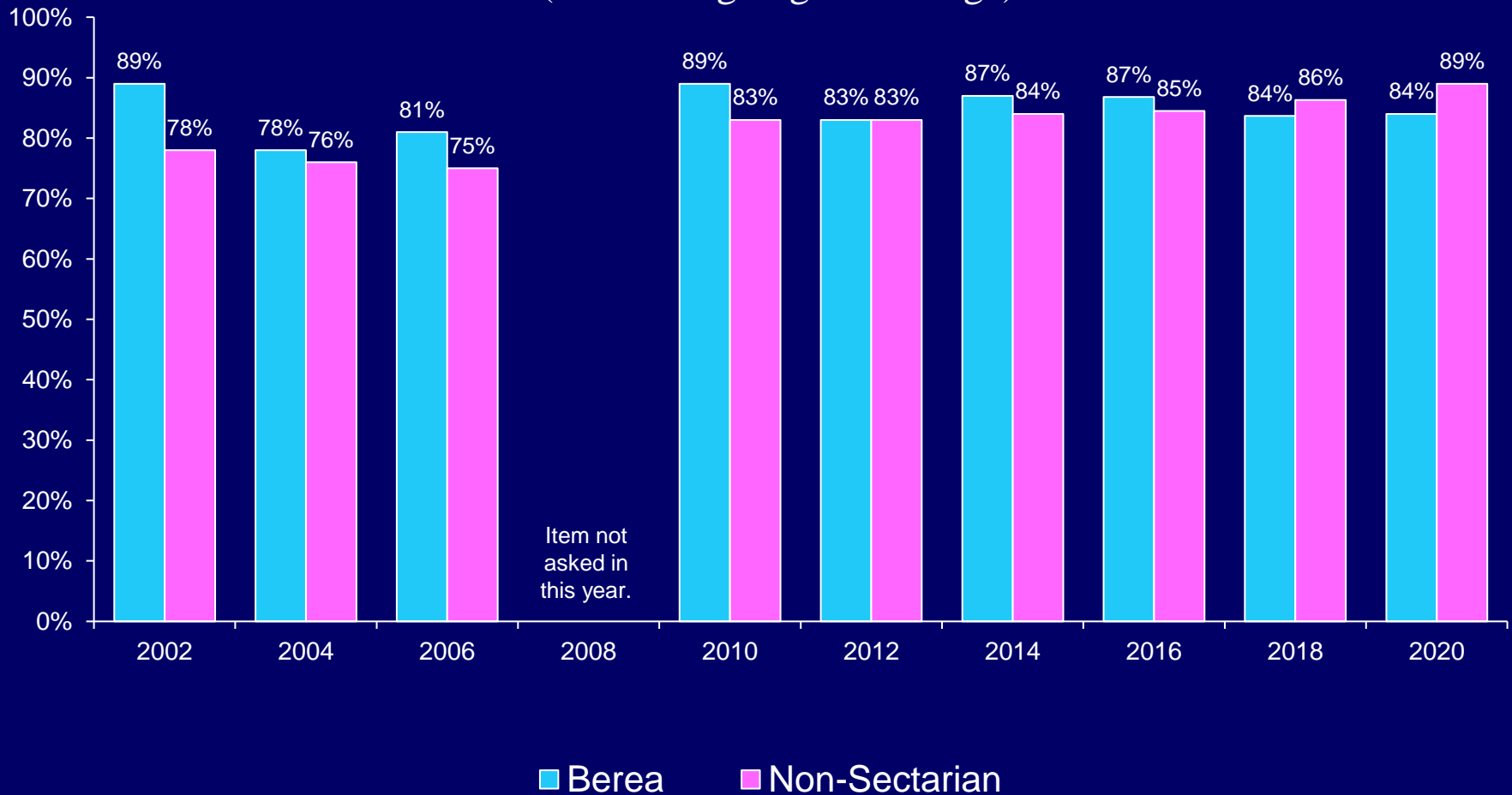
In deciding to go to college, how important to you was each of the following reasons?

To learn more about things that interest me

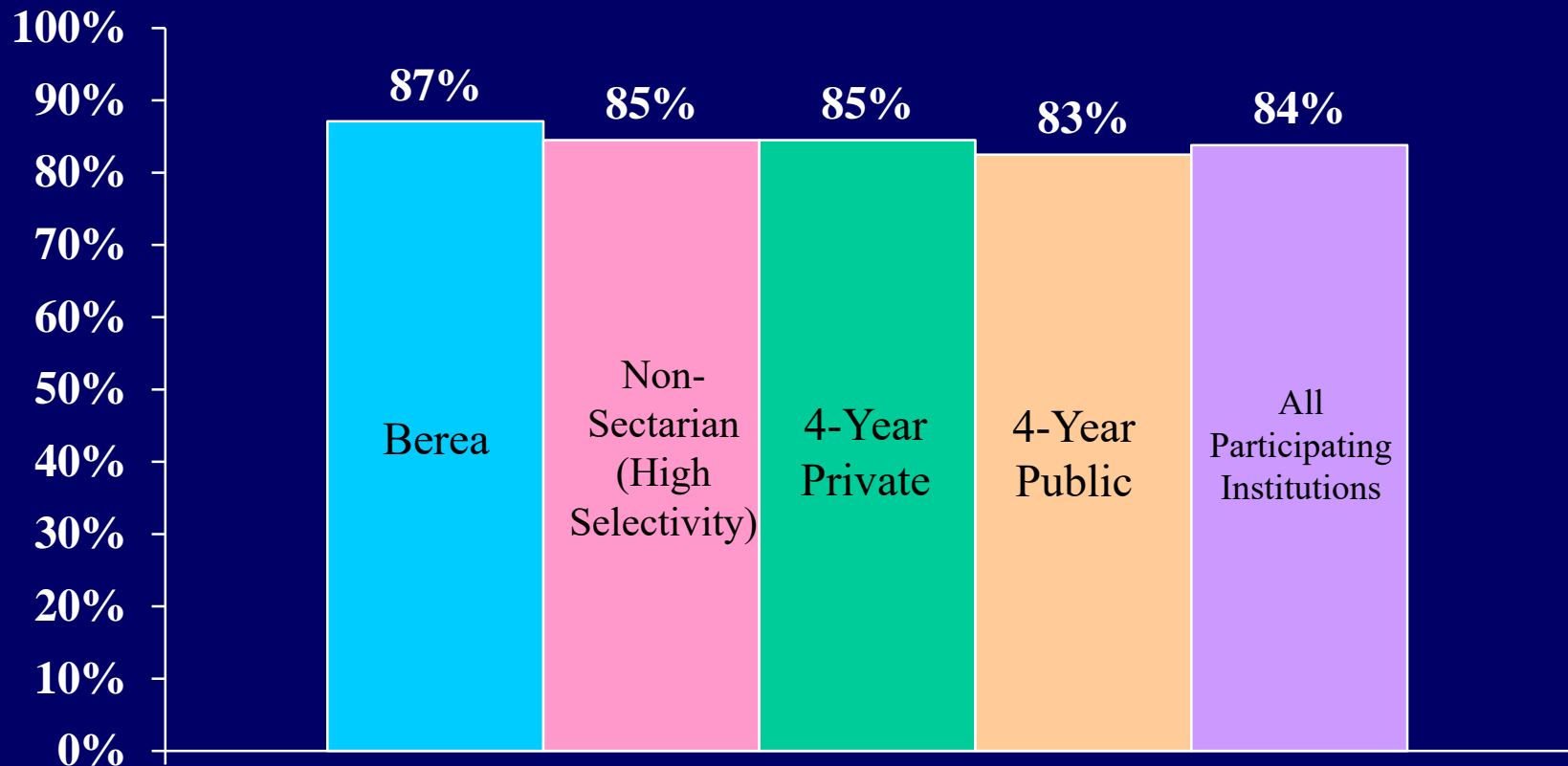


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

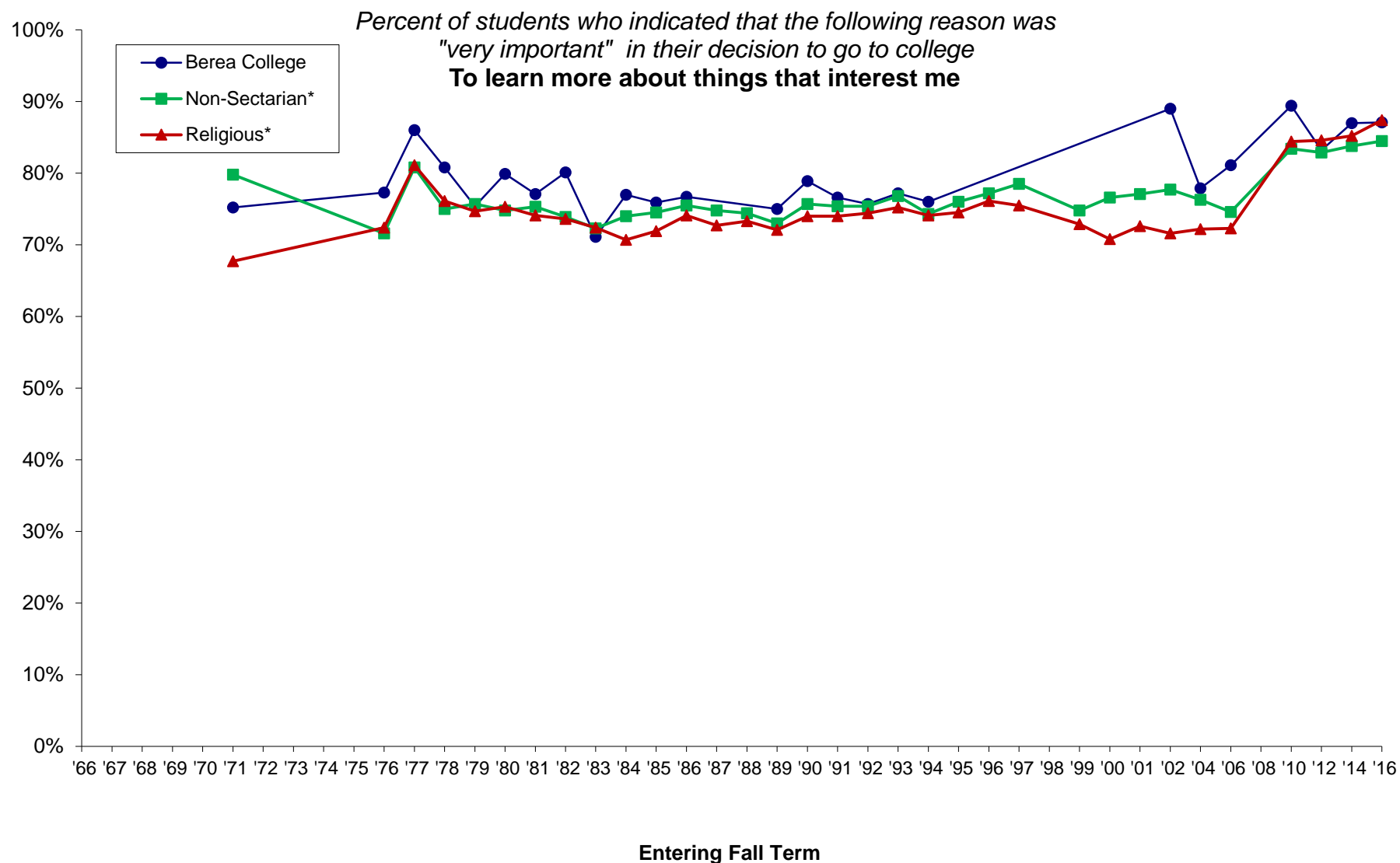
Percent of students who rated item as “very important”
To learn more about things that interest me
(in deciding to go to college)



Percentage of students who rated item as “very important”:
To learn more about things that interest me
(for deciding to go to college)



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

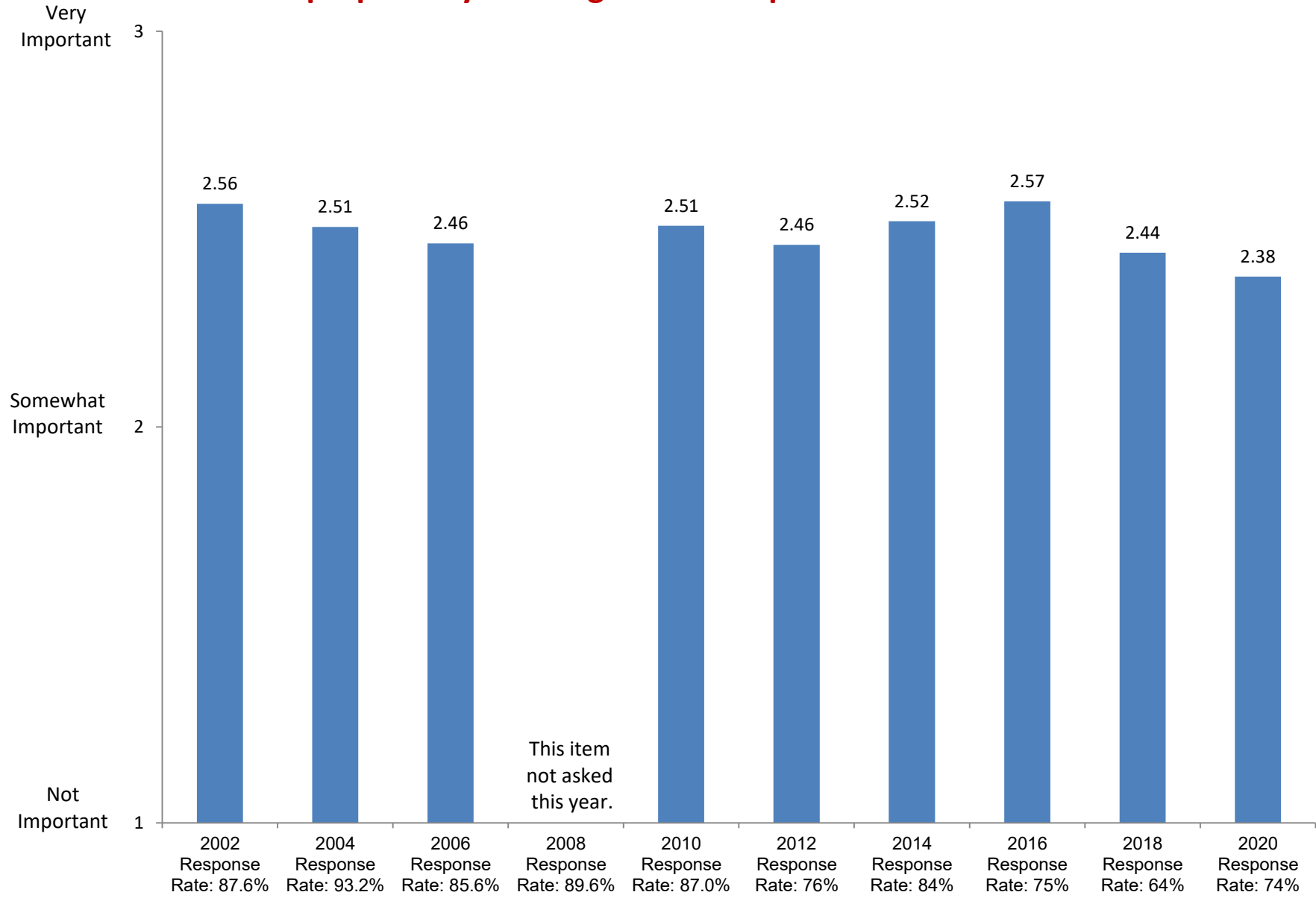


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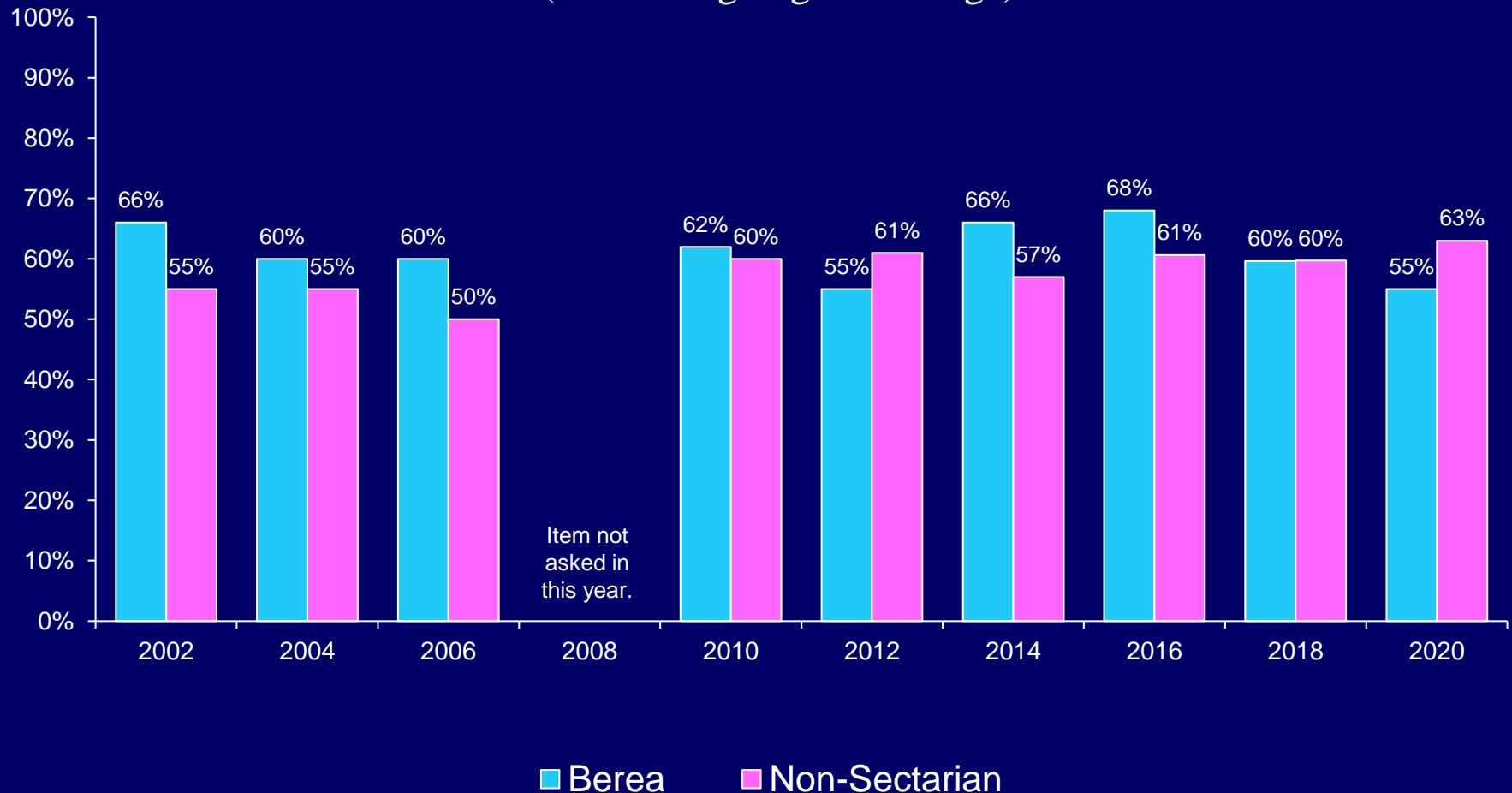
In deciding to go to college, how important to you was each of the following reasons?

To prepare myself for graduate or professional school



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

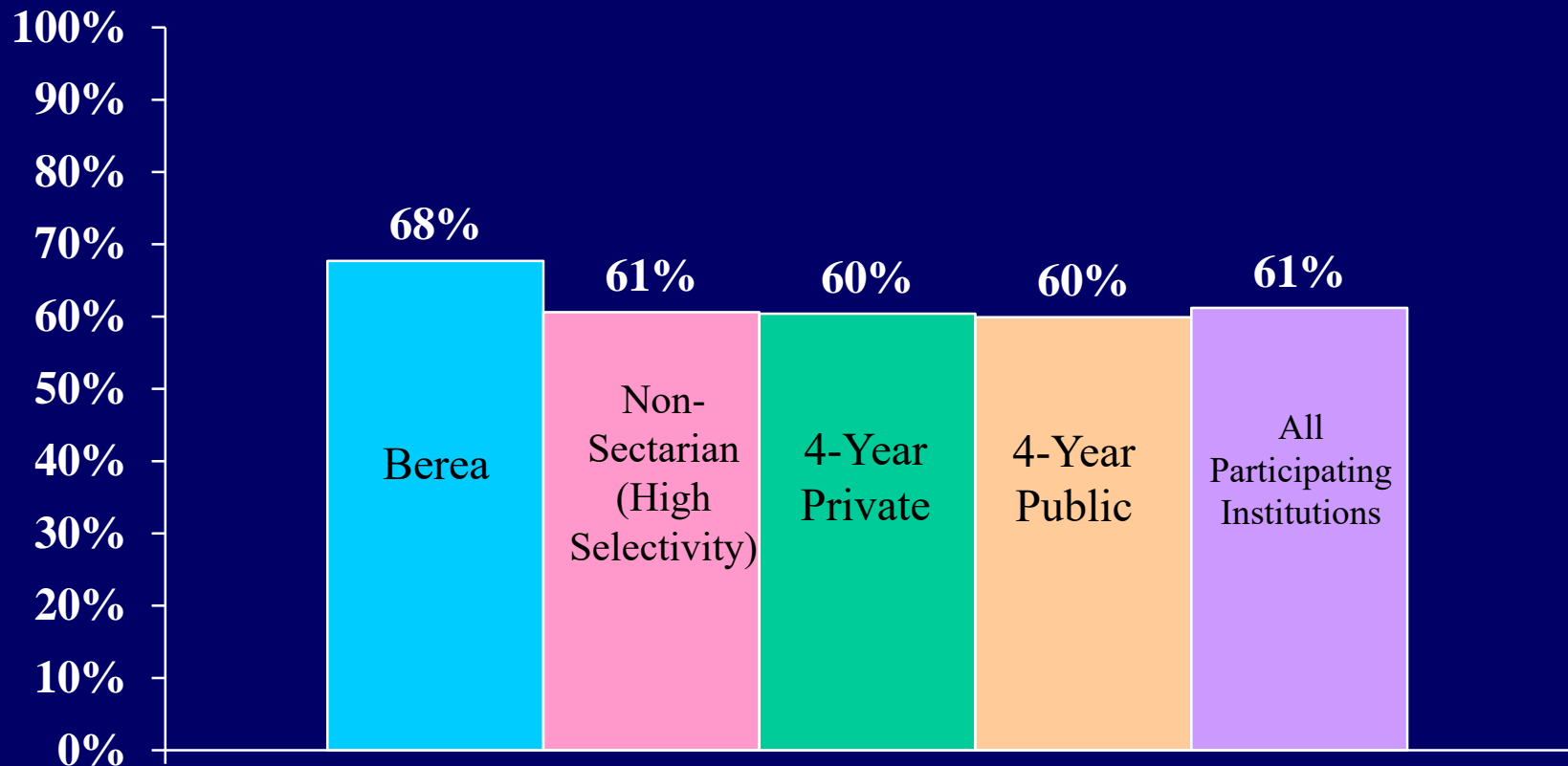
Percent of students who rated item as “very important”
To prepare myself for graduate or professional school
(in deciding to go to college)

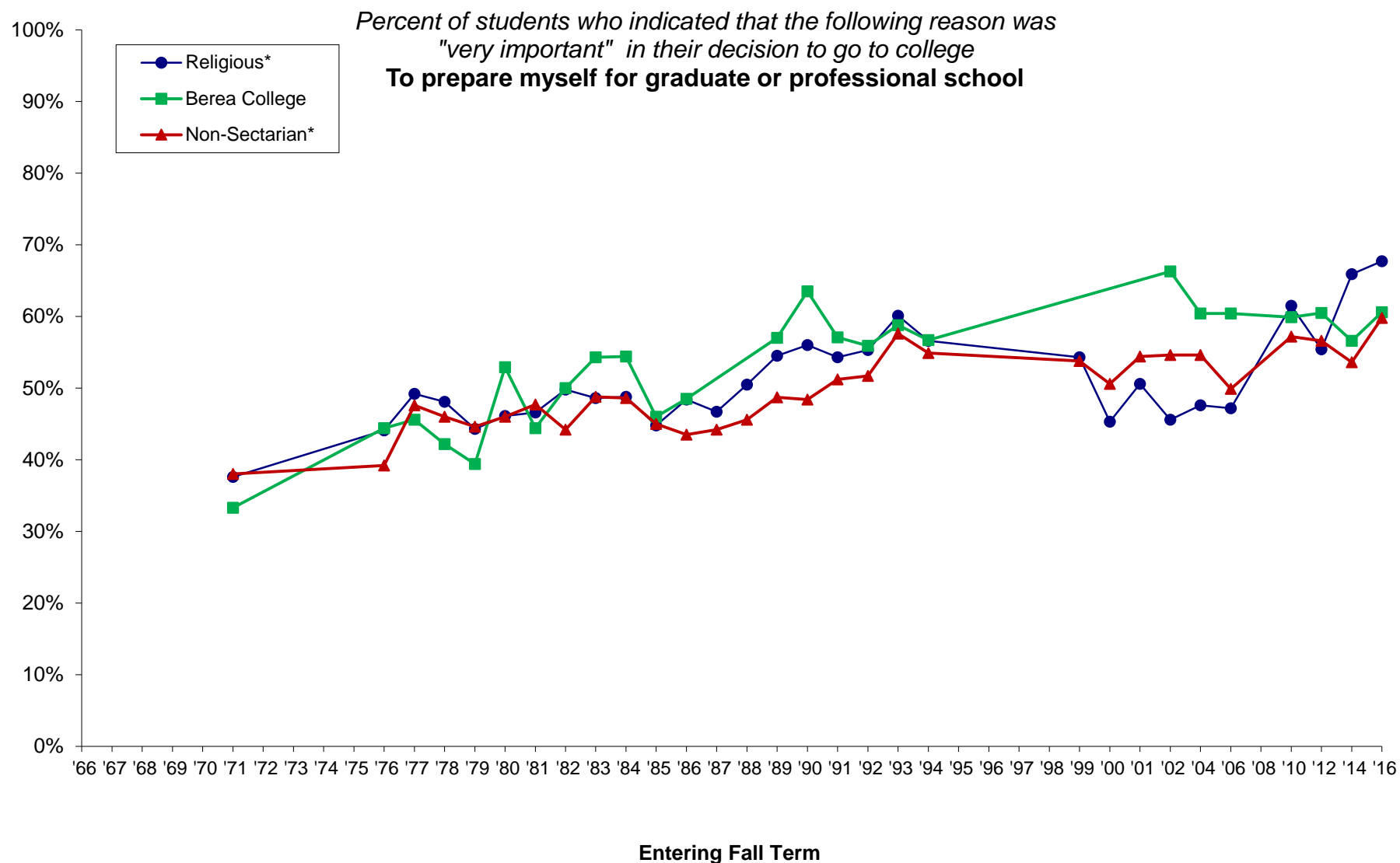


Percentage of students who rated item as “very important”:

To prepare myself for graduate or professional school

(for deciding to go to college)



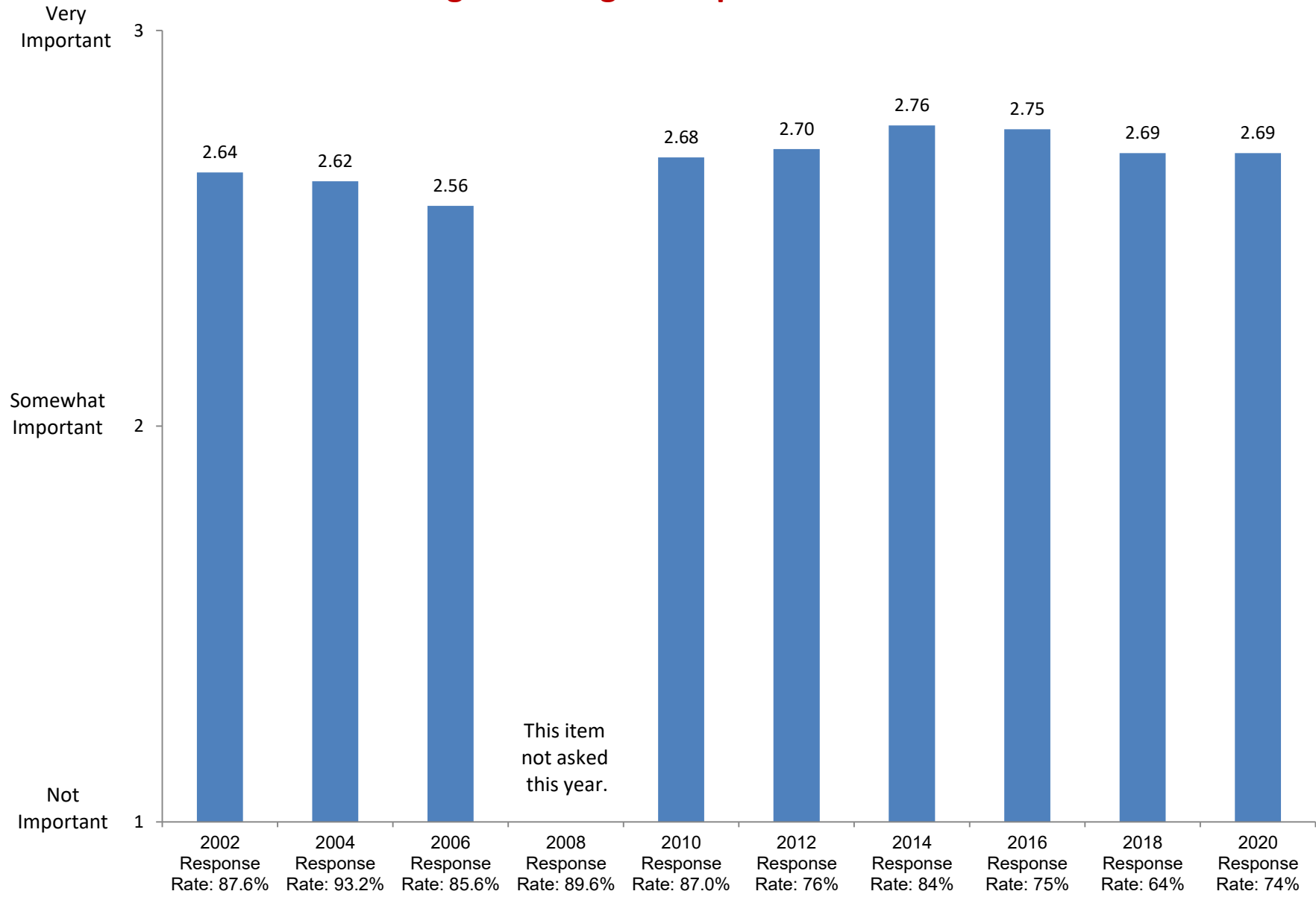


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

In deciding to go to college, how important to you was each of the following reasons?

To get training for a specific career

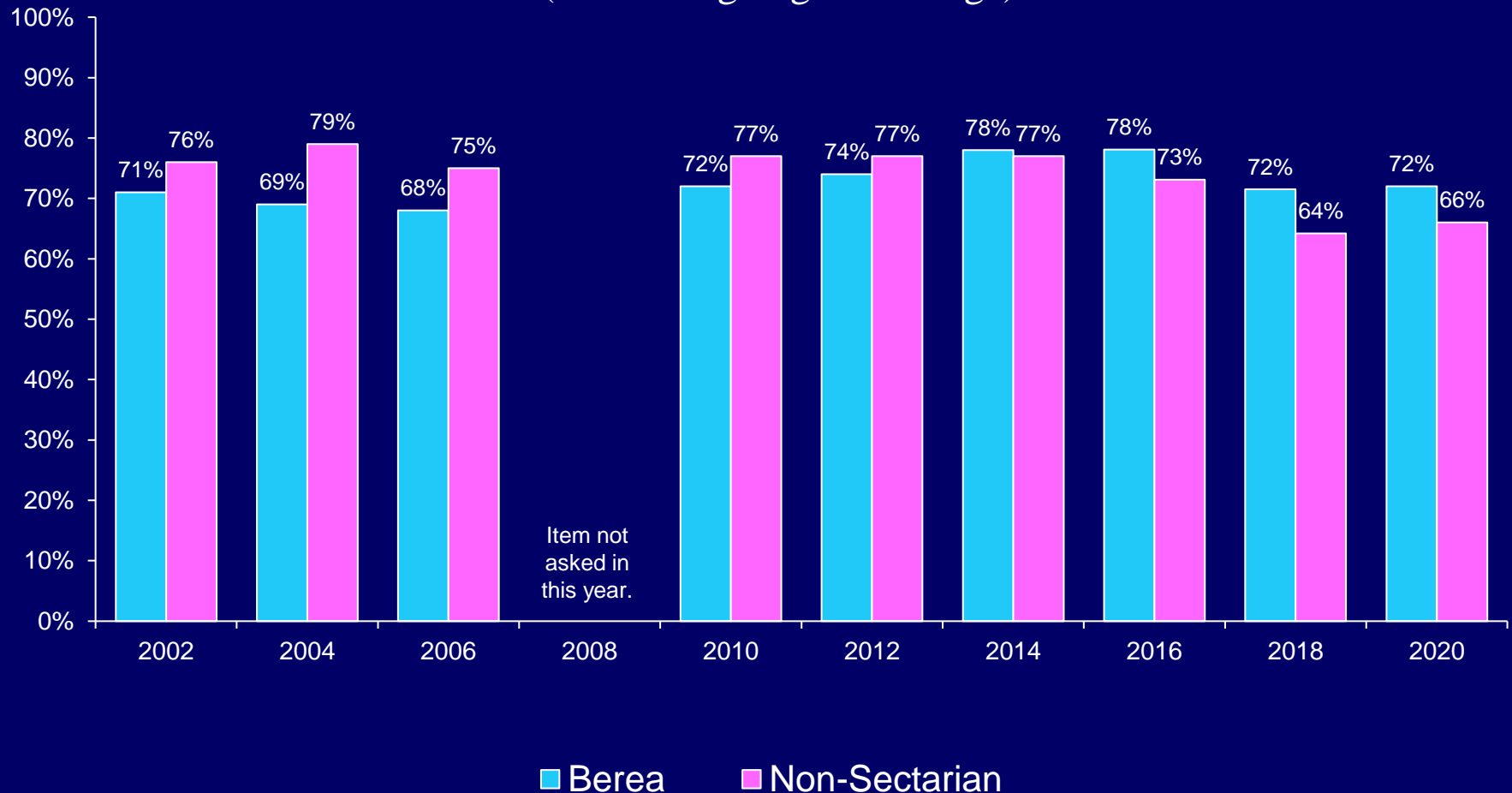


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who rated item as “very important”

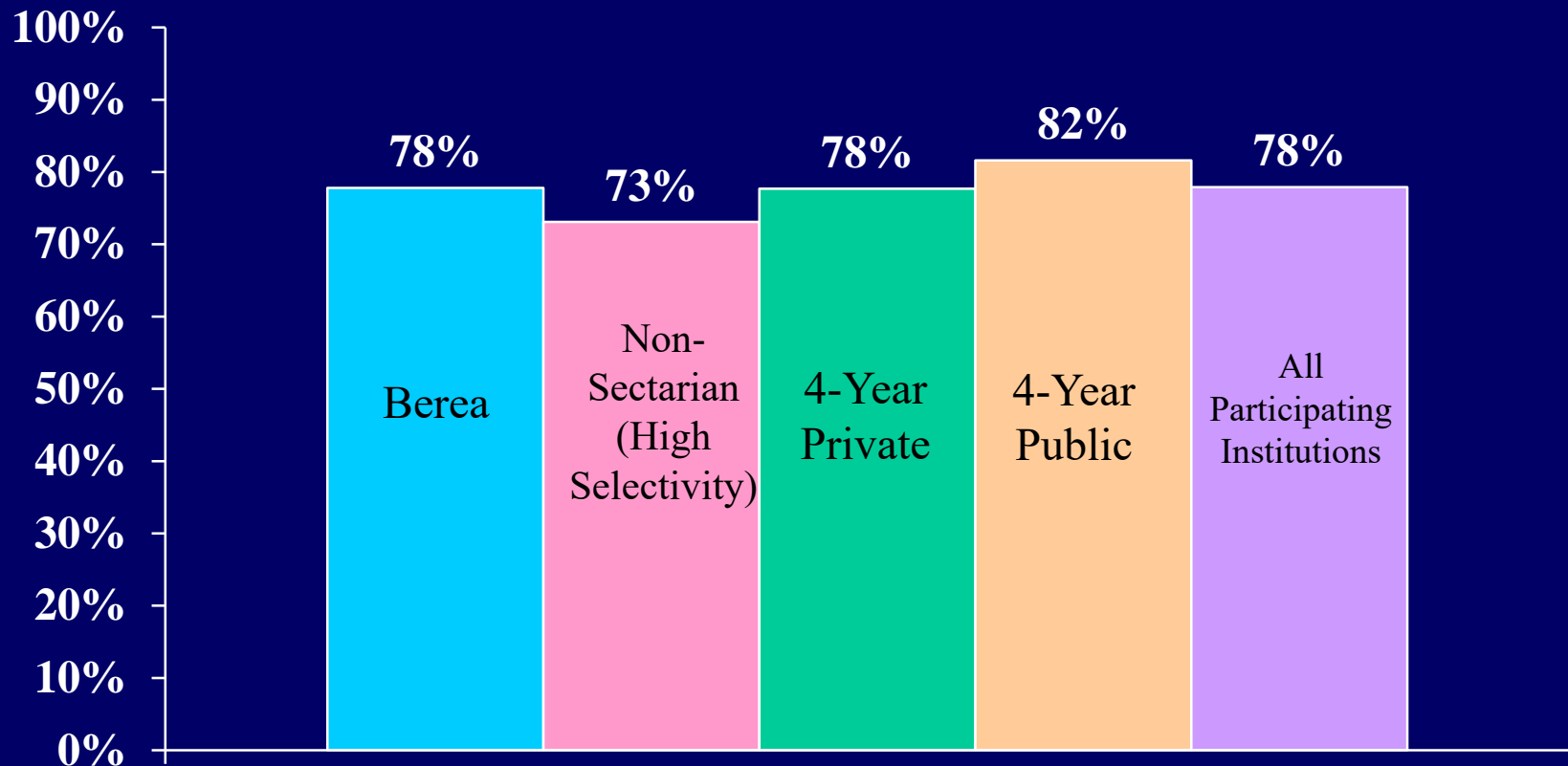
To get training for a specific career

(in deciding to go to college)

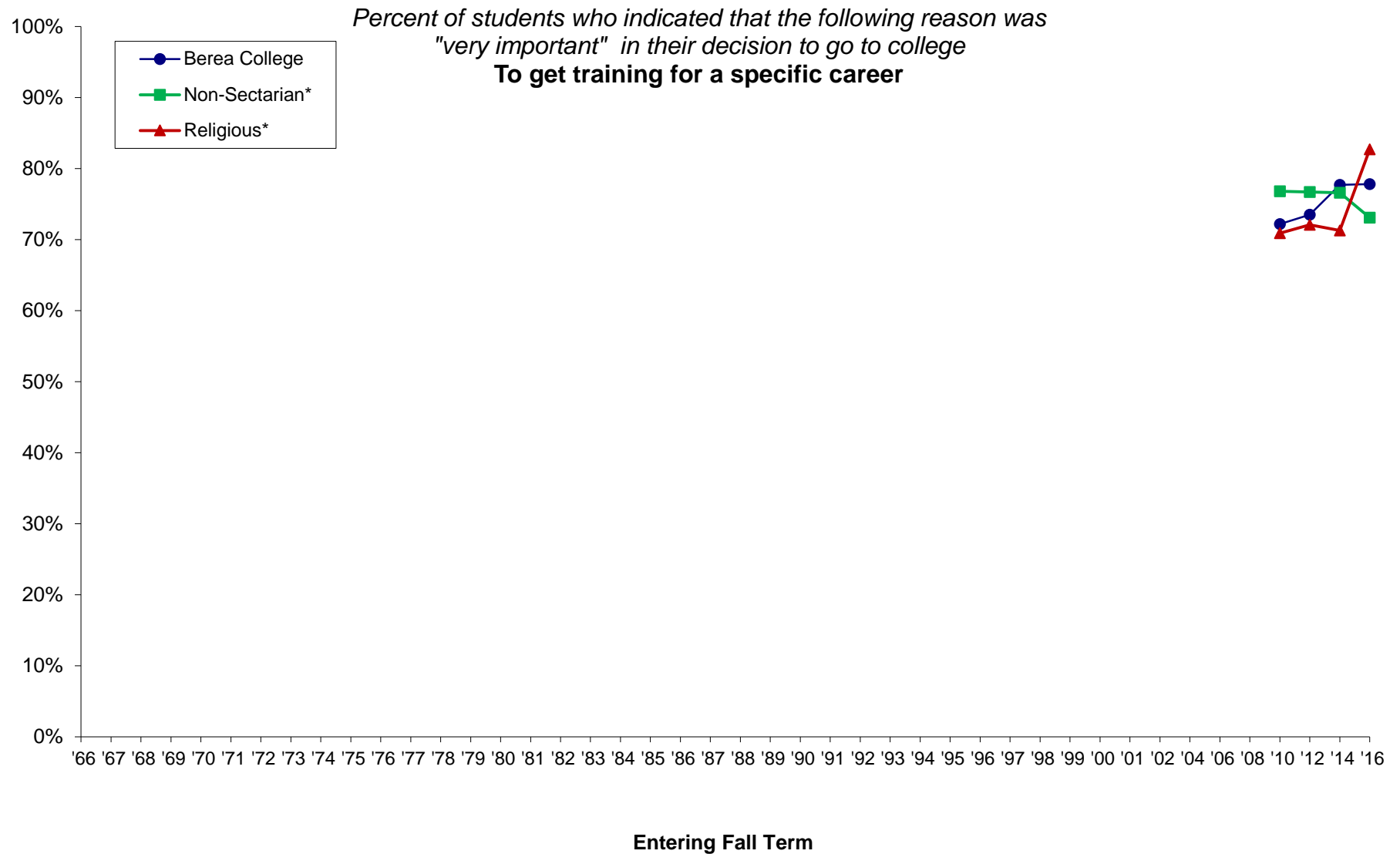


Percentage of students who rated item as “very important”:

To get training for a specific career
(for deciding to go to college)



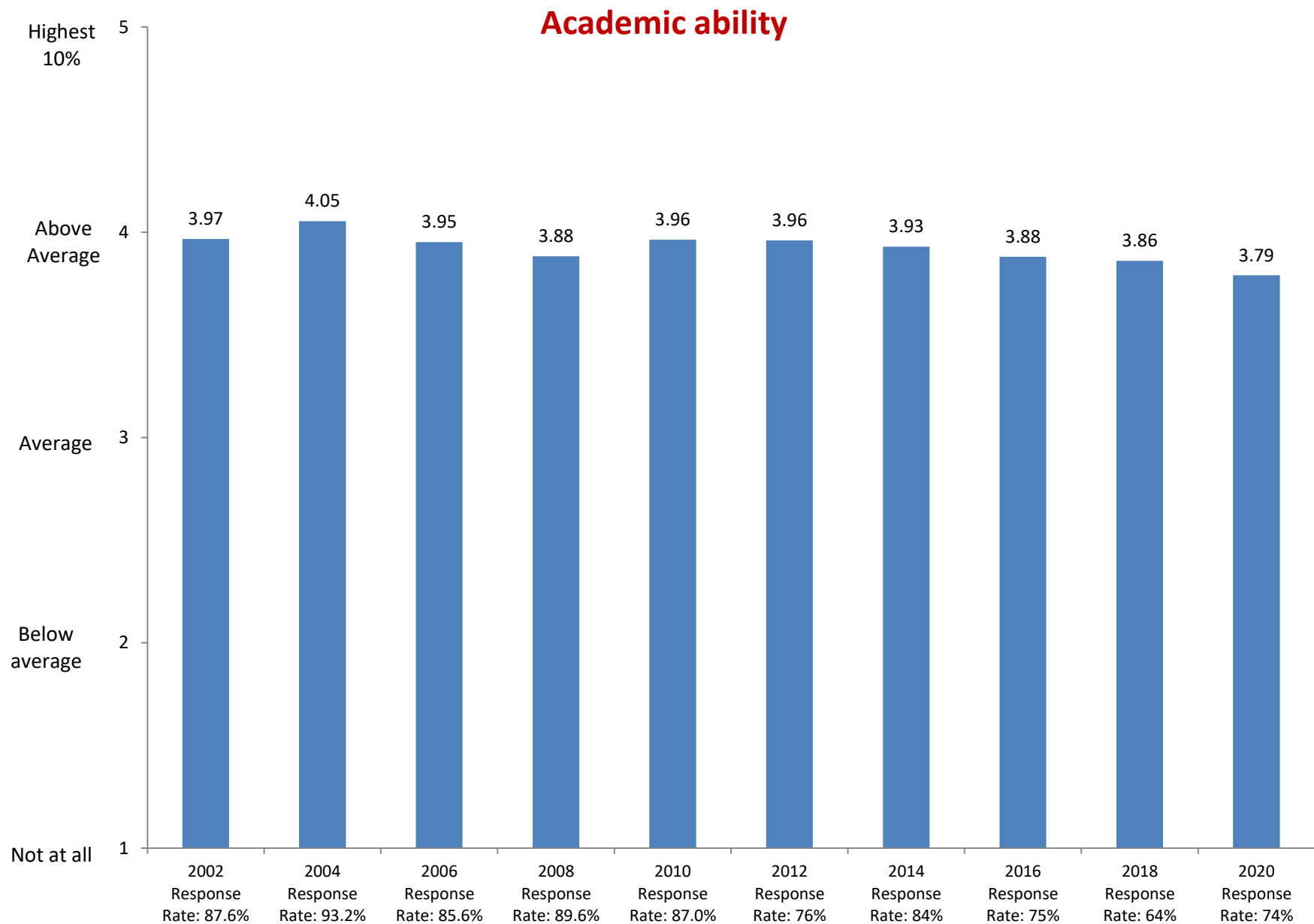
Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016



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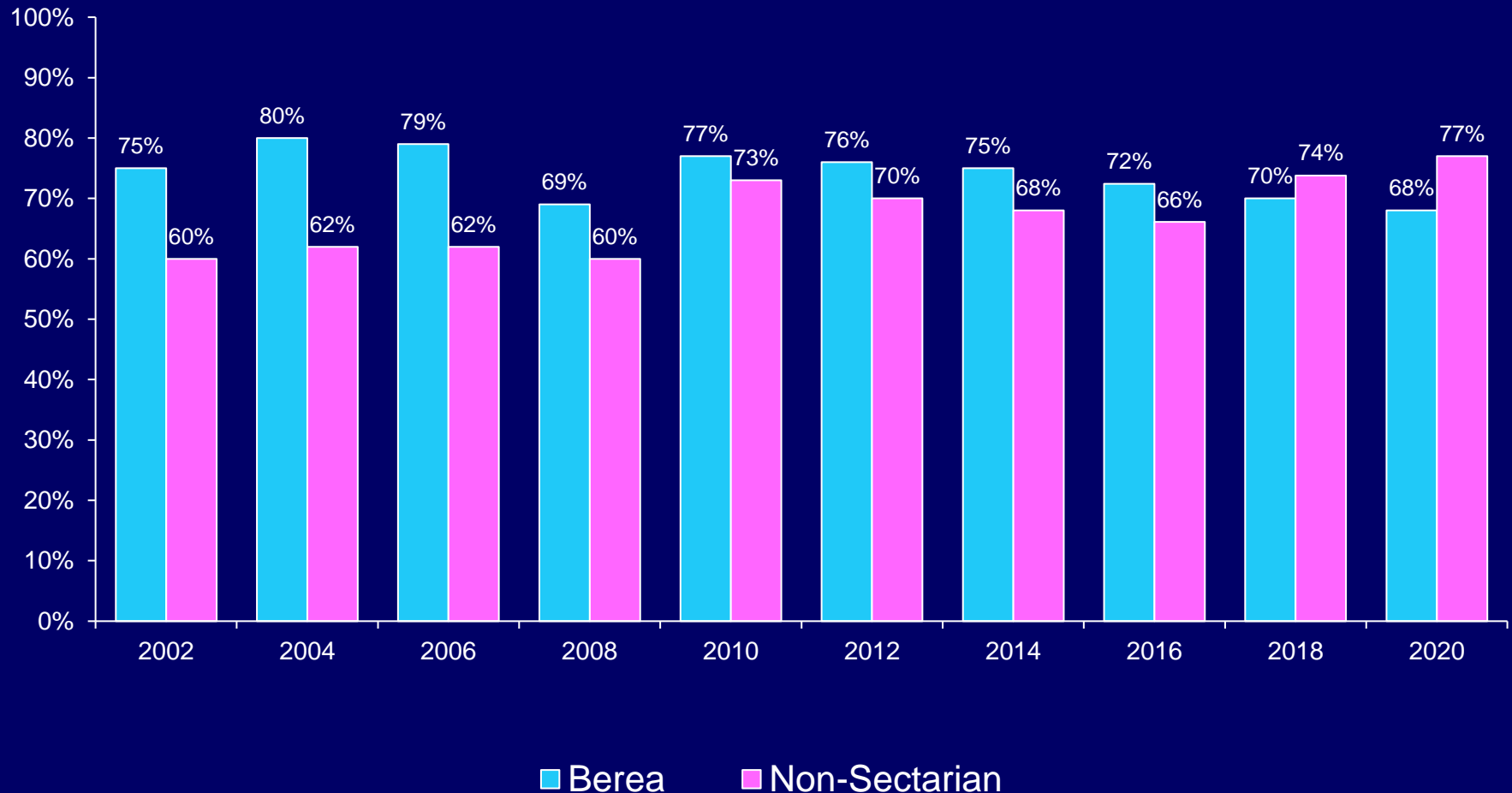
Rate yourself on each of the following traits as a compared with the average person your age.



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

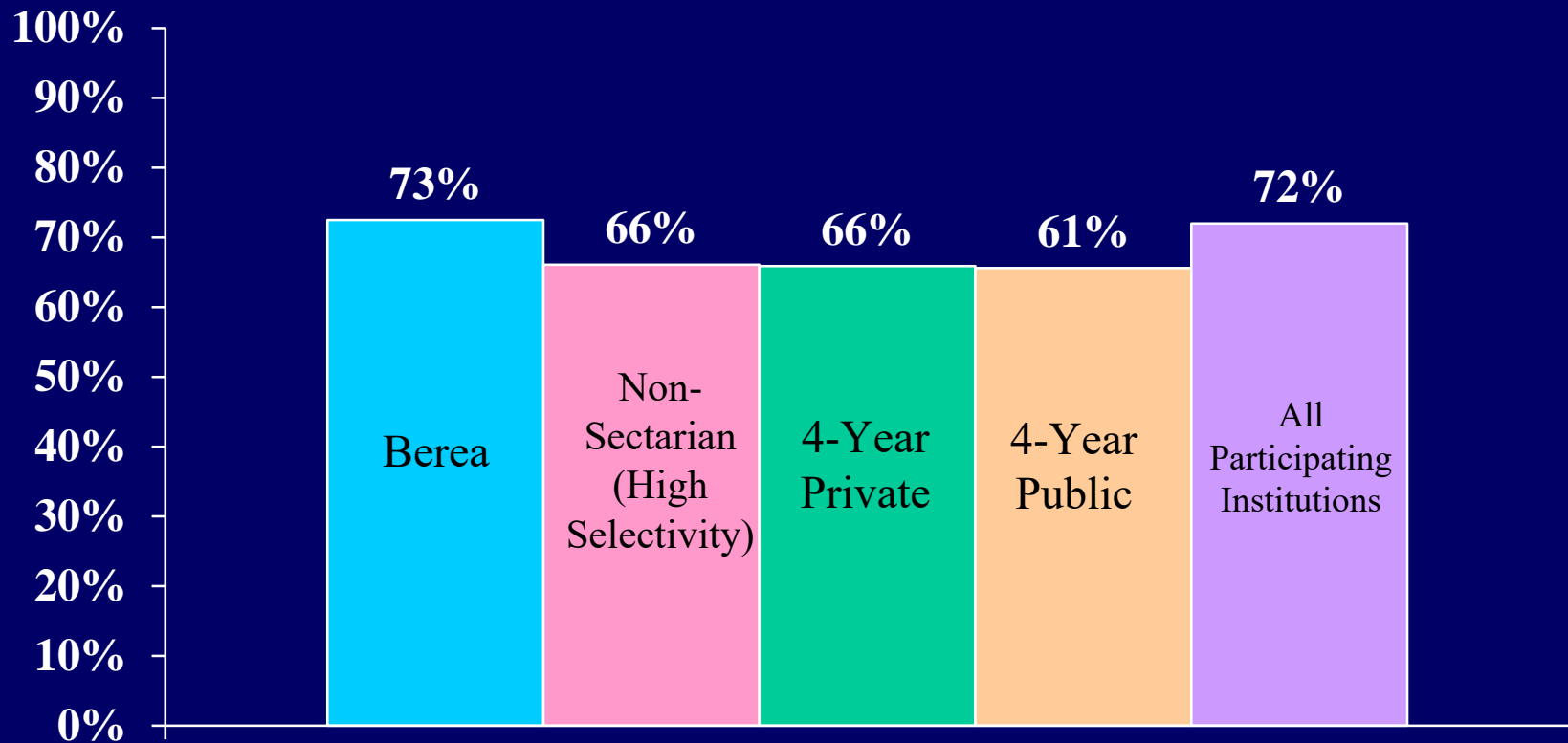
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

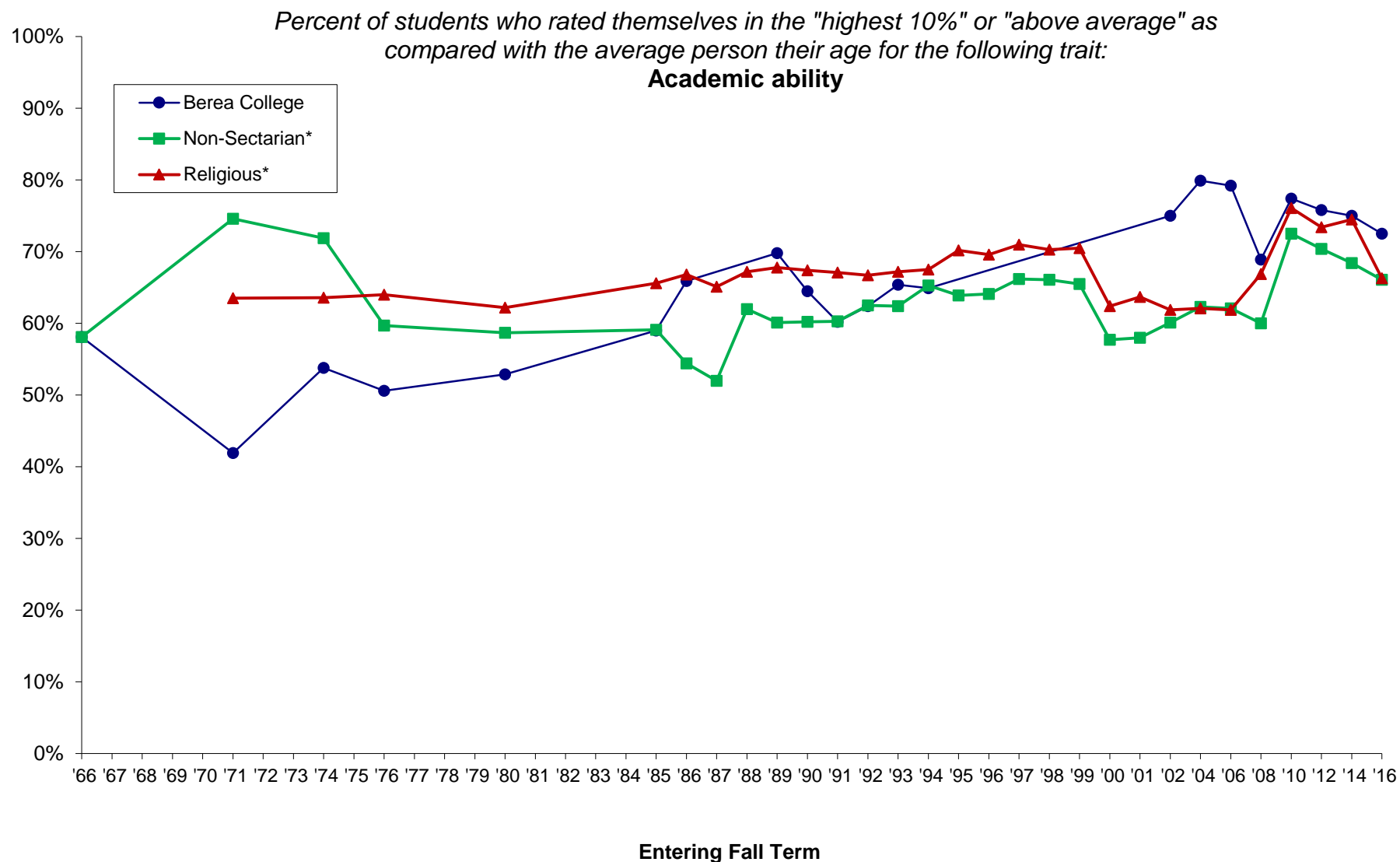
Academic ability



Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Academic Ability

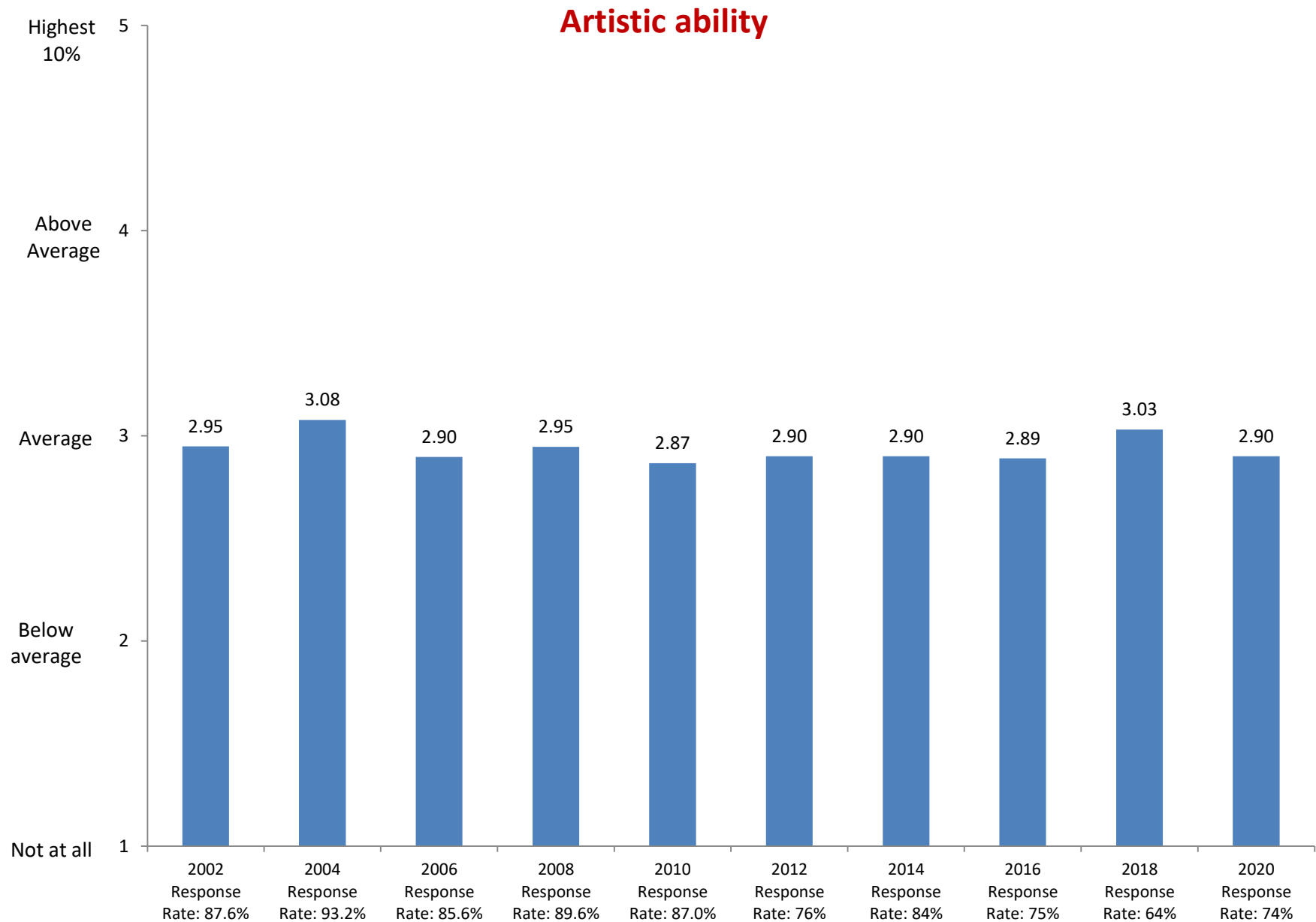




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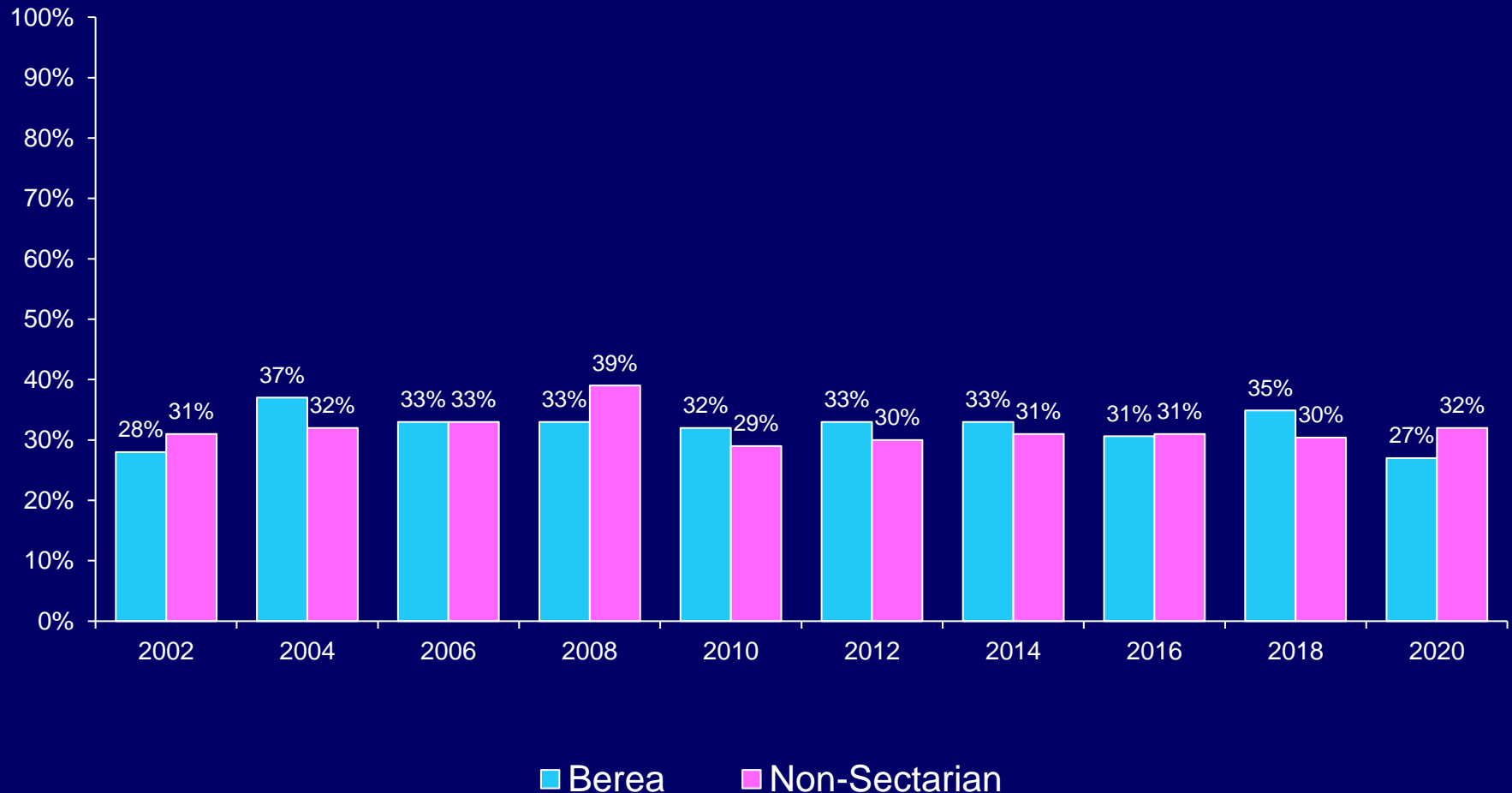
Rate yourself on each of the following traits as a compared with the average person your age.



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

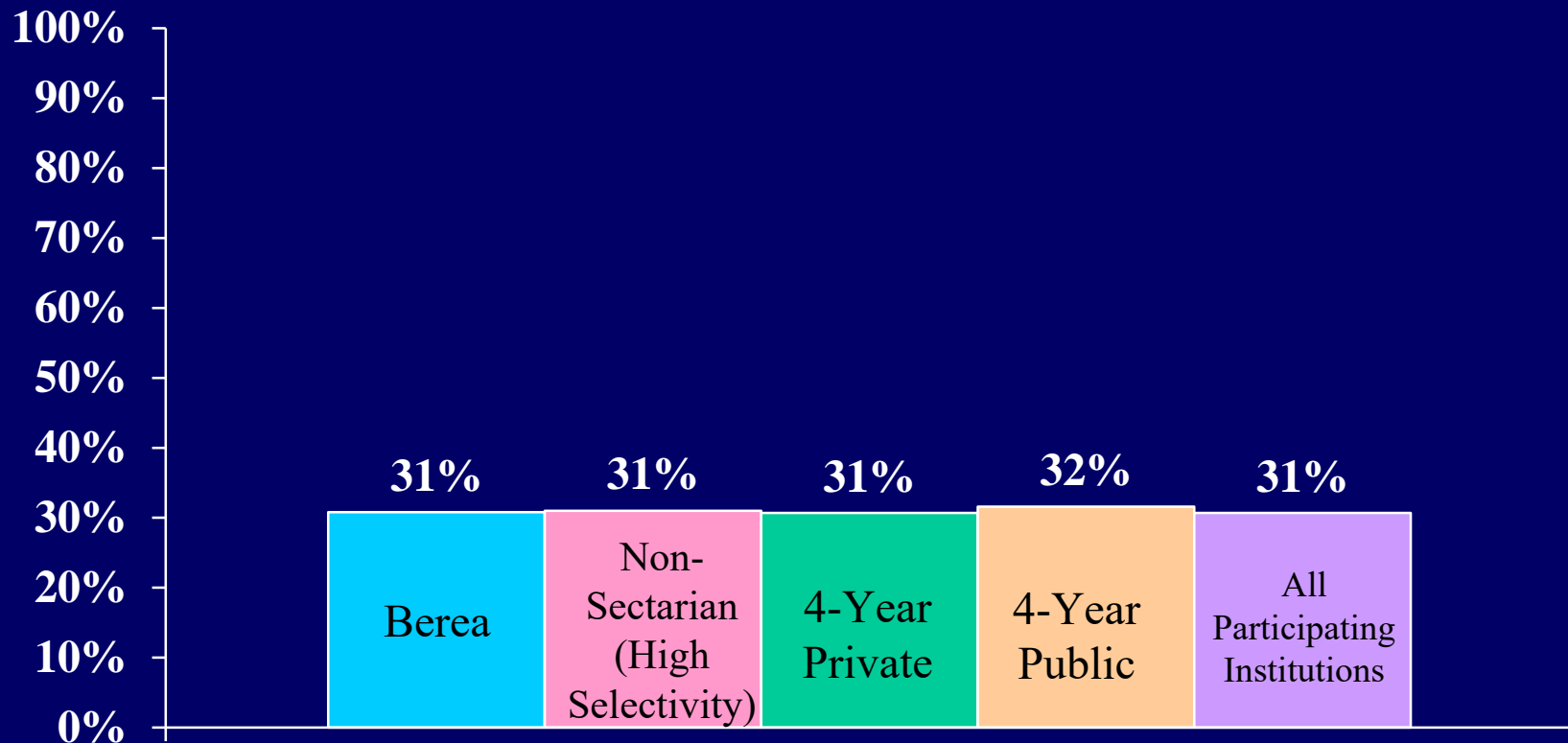
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

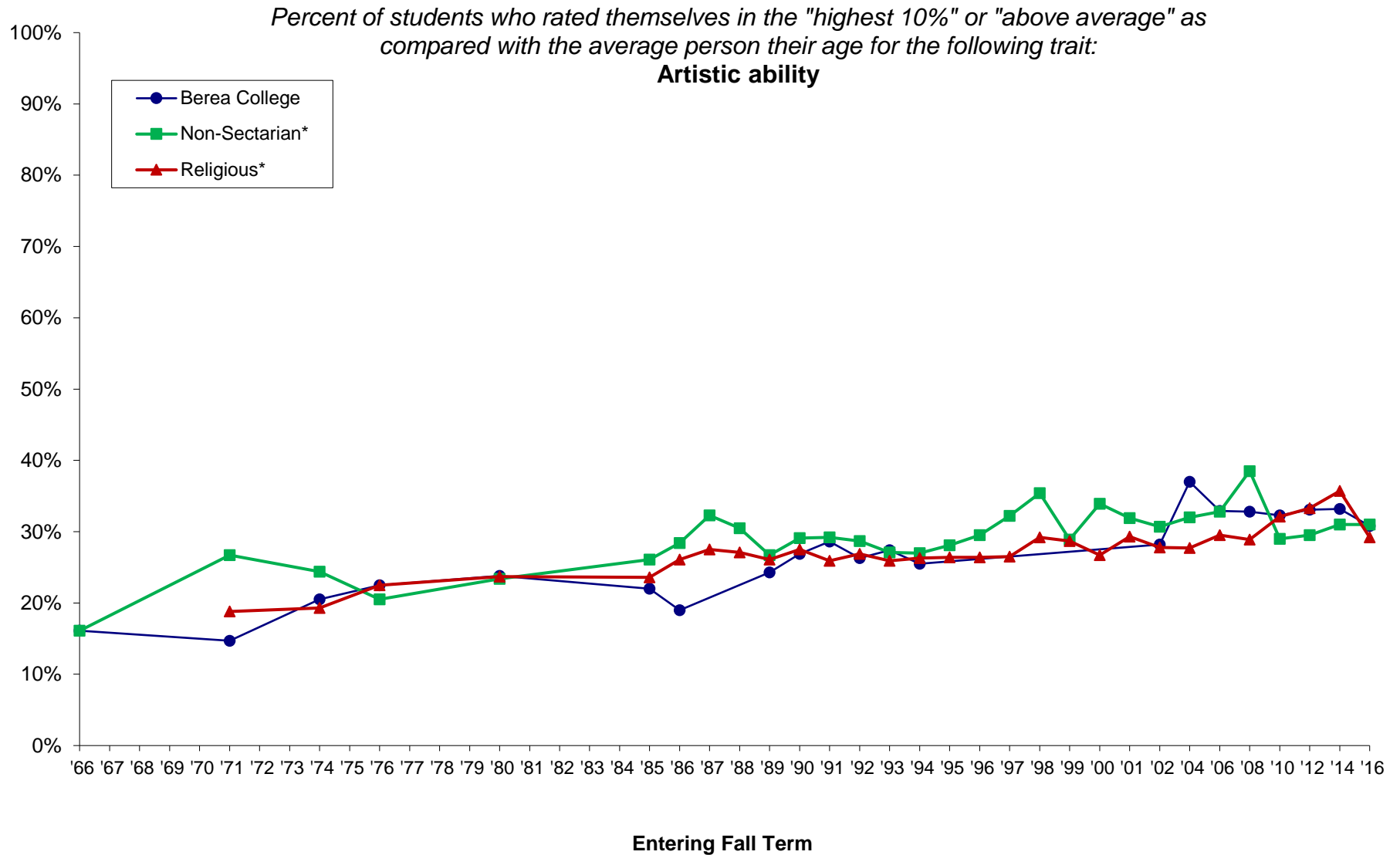
Artistic ability



Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Artistic Ability

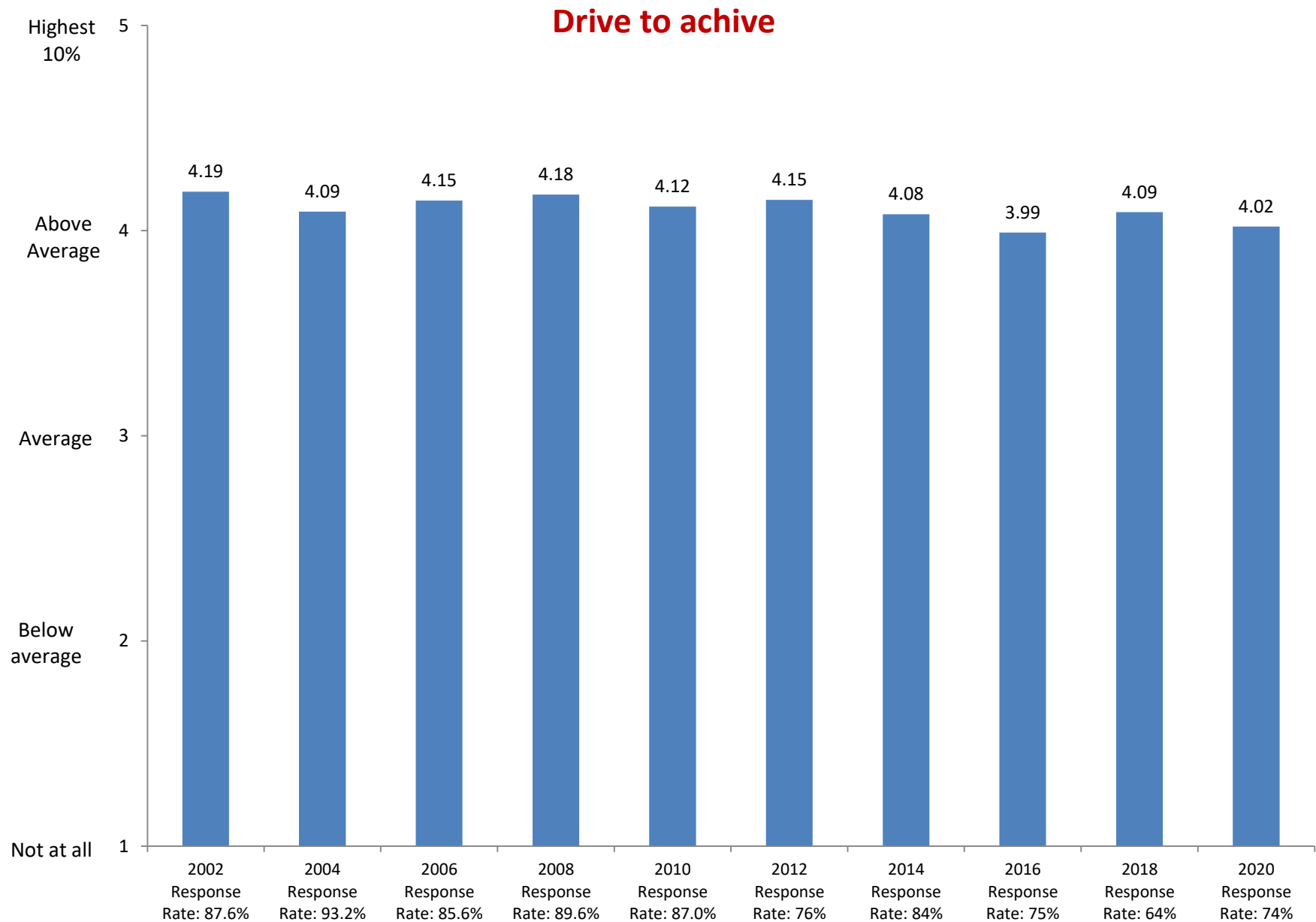




*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

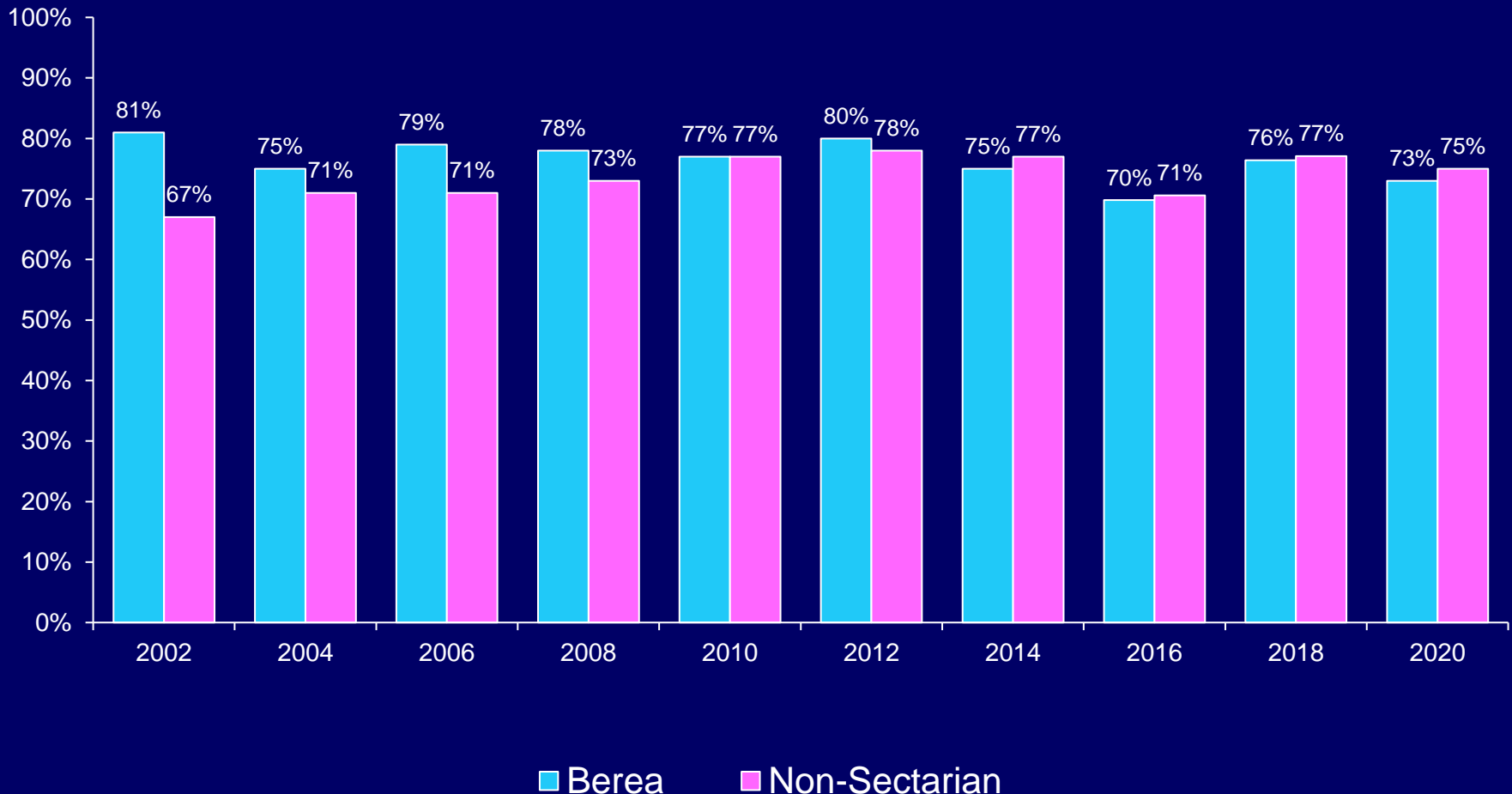
Rate yourself on each of the following traits as a compared with the average person your age.



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

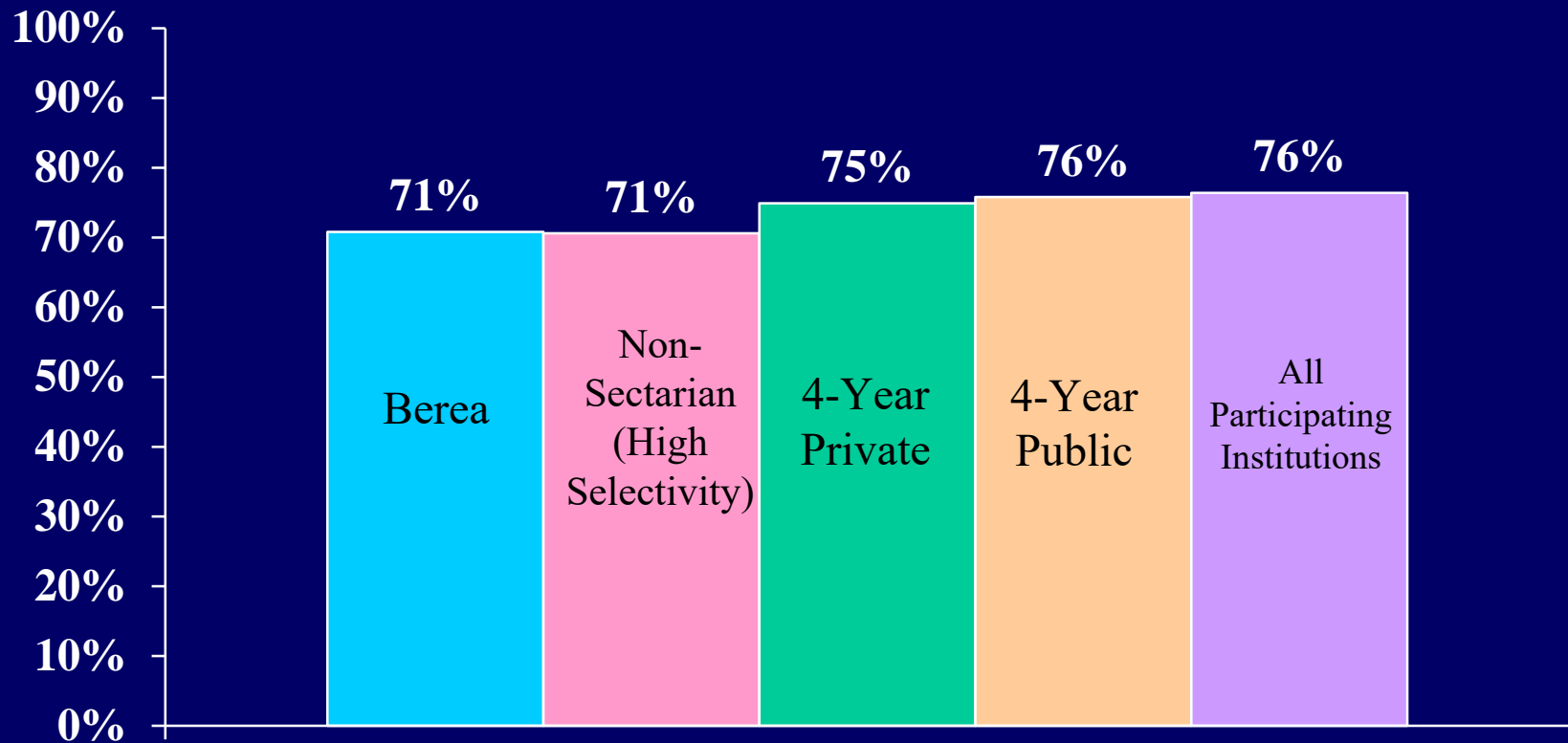
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

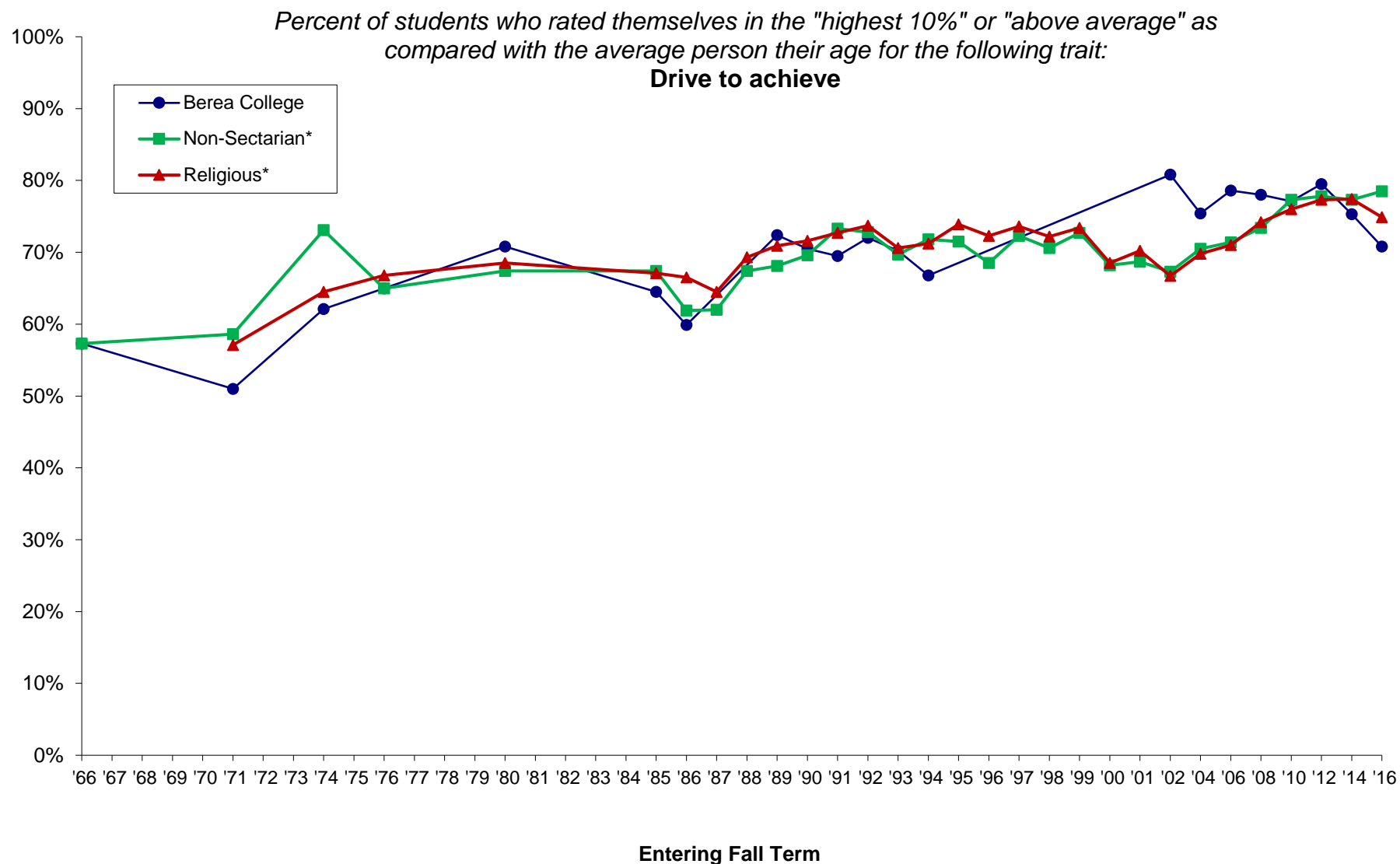
Drive to achieve



Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Drive to achieve

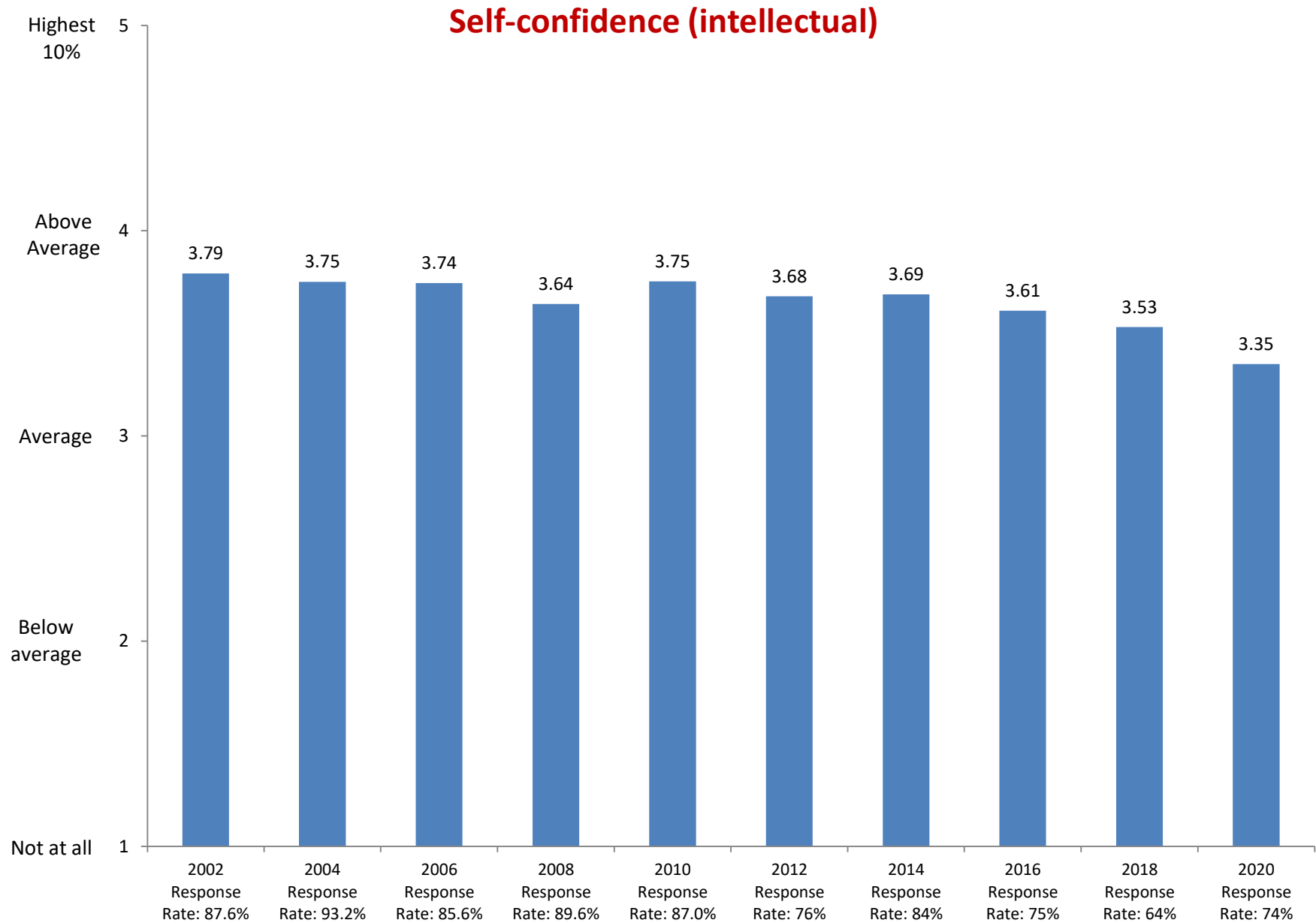




*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

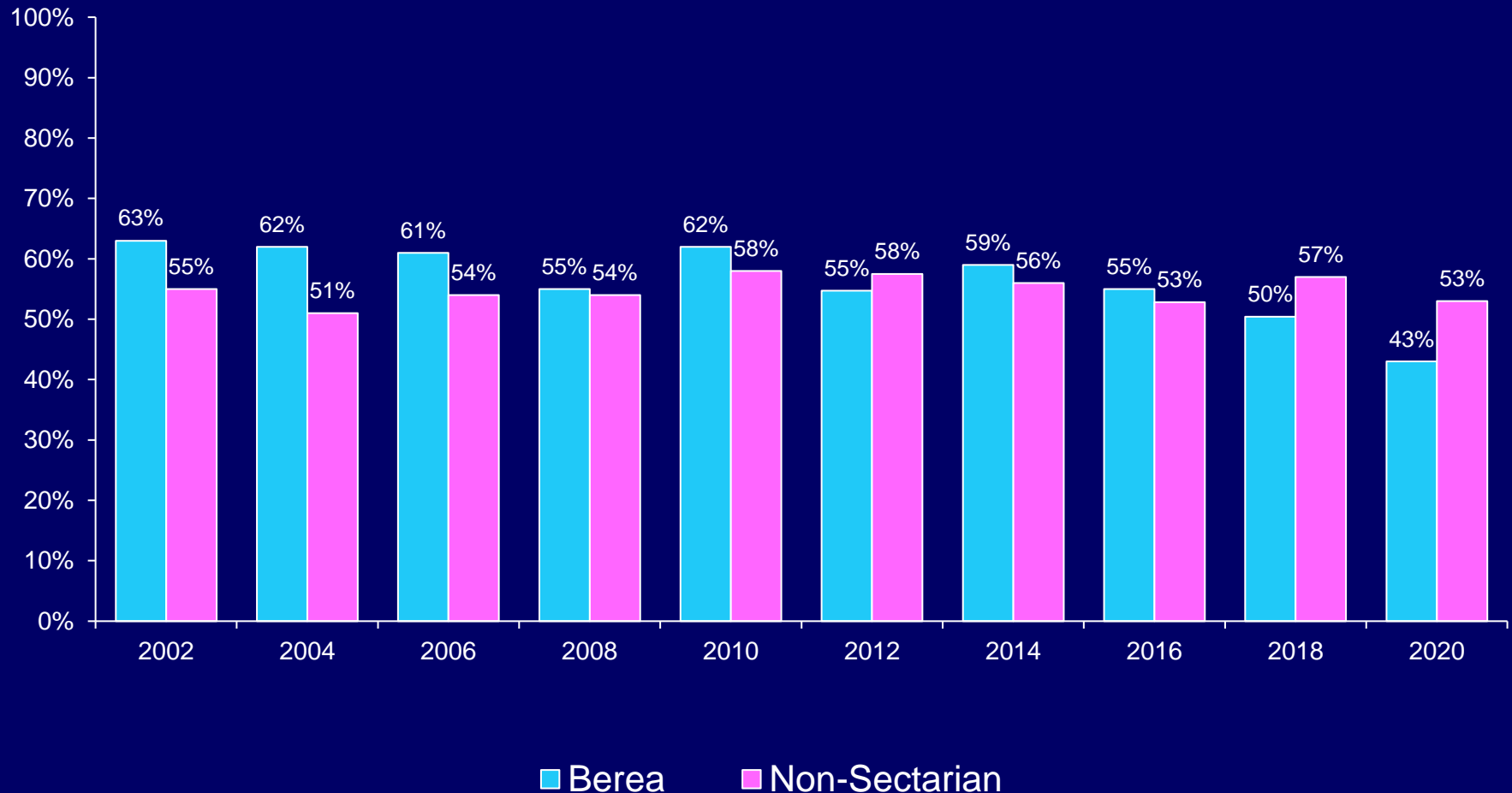
NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

Rate yourself on each of the following traits as a compared with the average person your age.



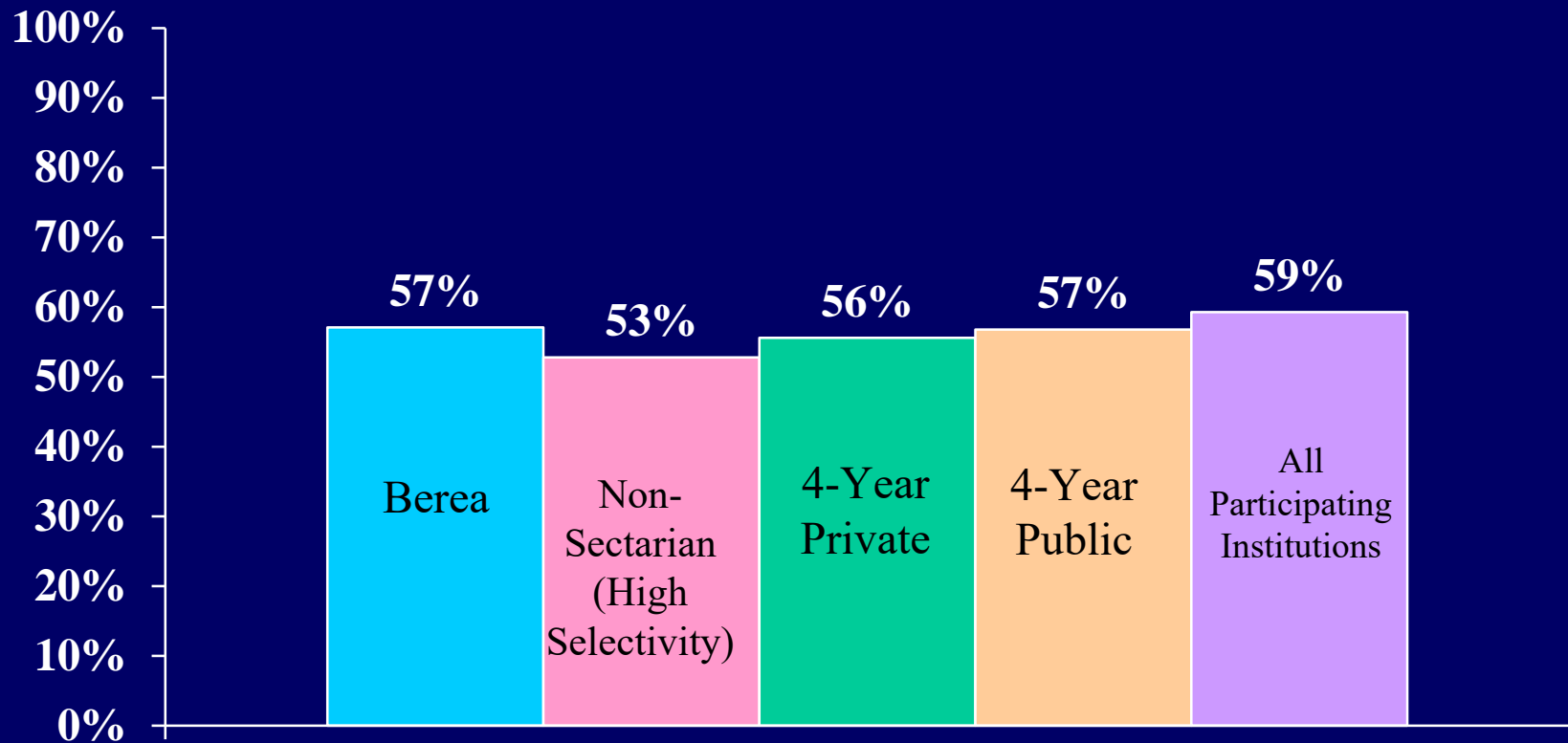
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

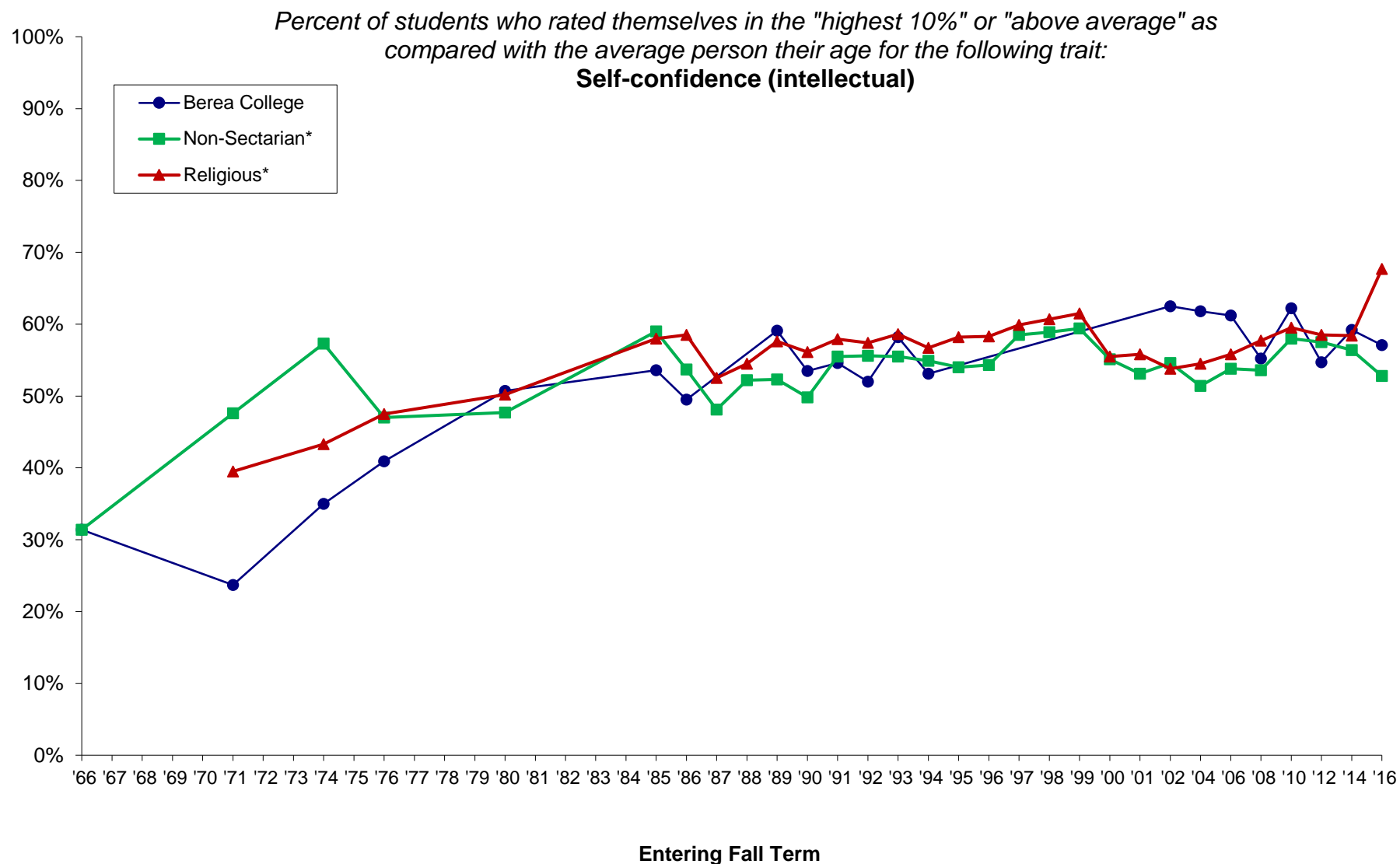
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:
Self-confidence (intellectual)



Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Self-confidence (intellectual)



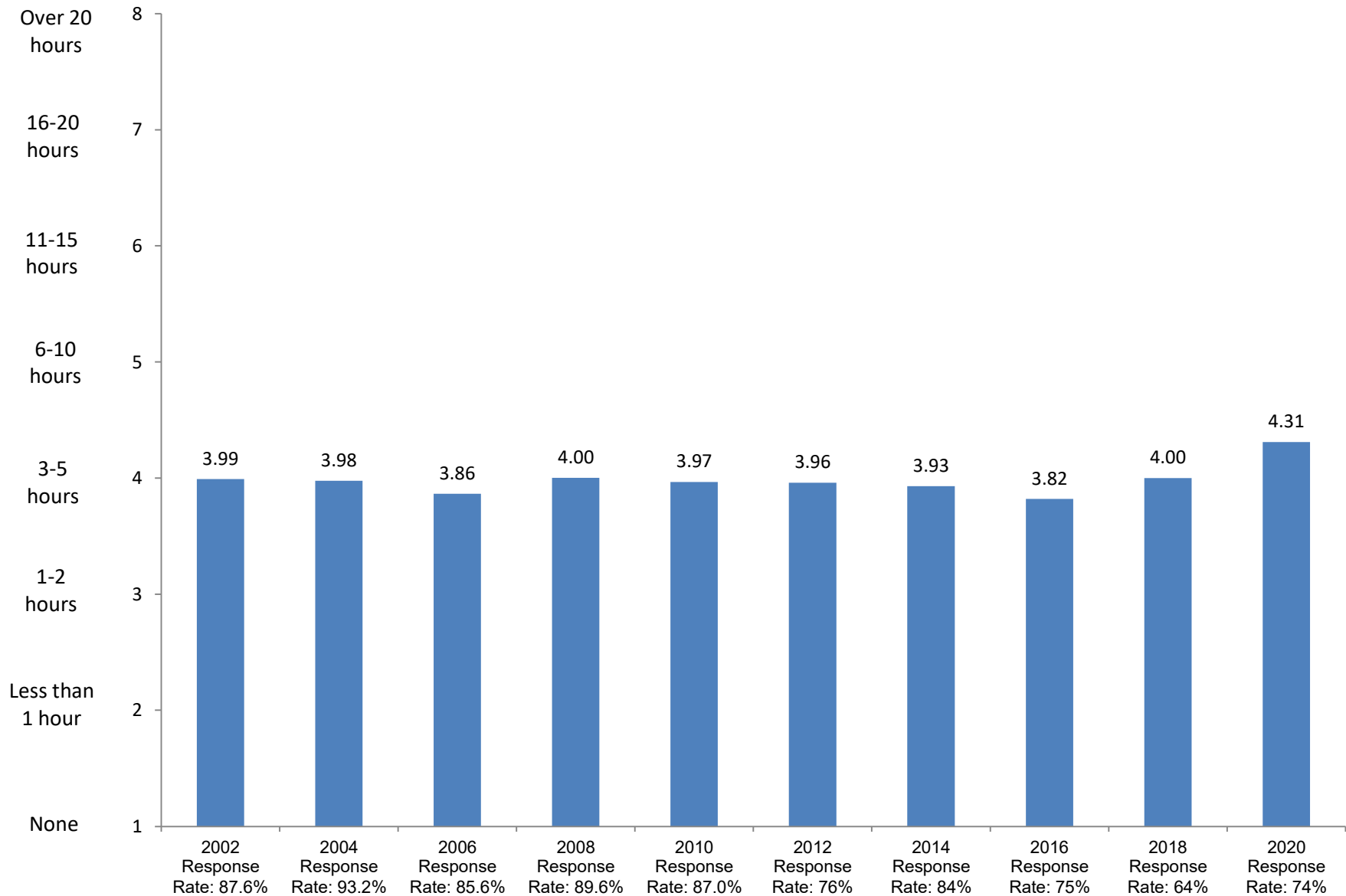


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

During your last year in high school, how much time did you spend during a typical week doing the following activities?

Studying/Homework



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

During your last year in high school, how much time did you spend during a typical week doing the following activities?

Studying/homework

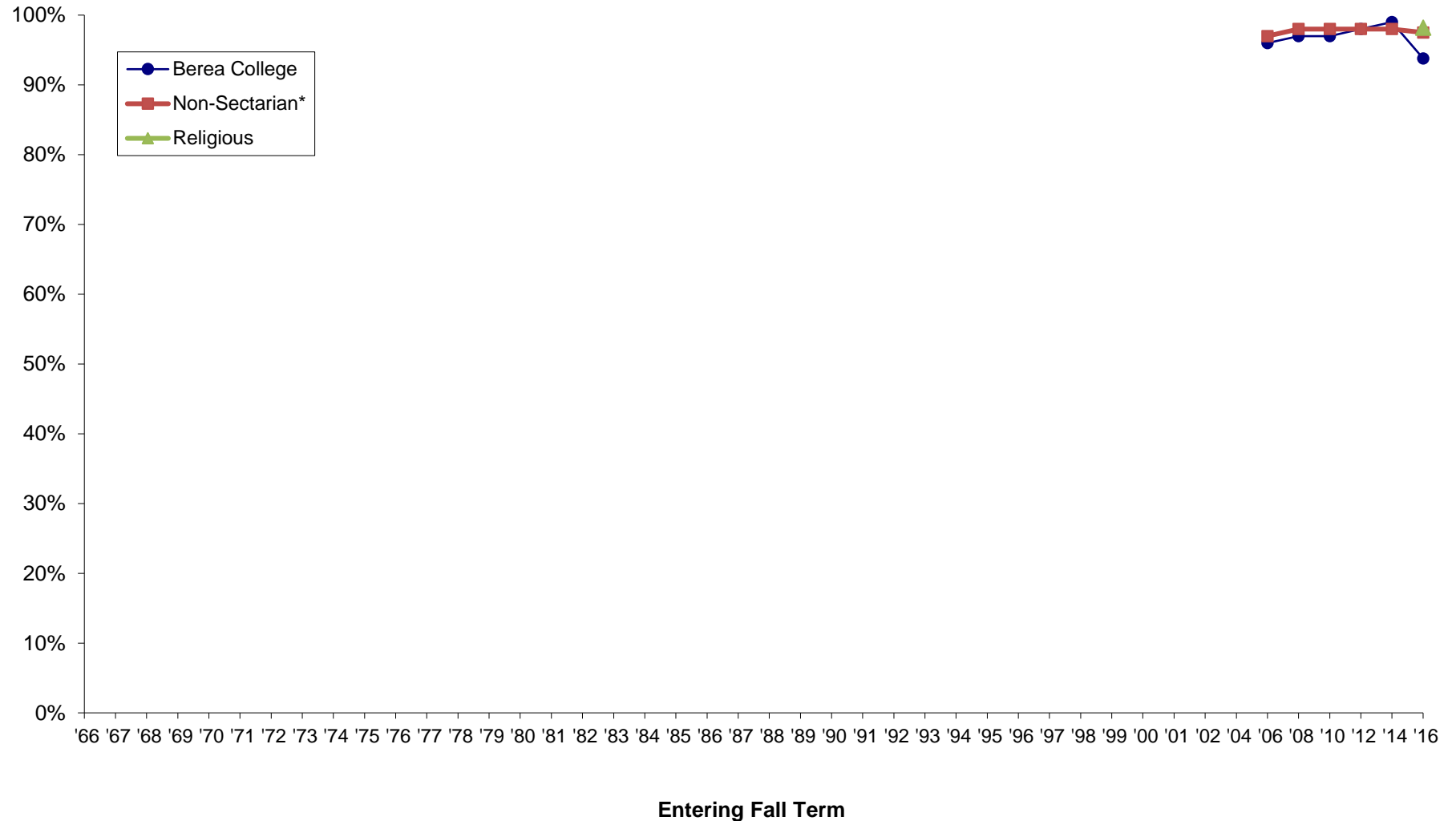
	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	4%	3%	3%	2%	3%	2%	2%	2%	1%	2%	6%	3%	5%	1%	4%	1%
< 1 hr	n/a	n/a	18%	14%	15%	13%	14%	9%	17%	11%	14%	9%	14%	8%	11%	5%	5%	4%
1--2 hrs	n/a	n/a	23%	25%	25%	23%	26%	20%	24%	20%	29%	19%	27%	18%	28%	14%	21%	12%
0--2 hrs	40%	37%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3--5 hrs	28%	31%	25%	31%	28%	30%	27%	28%	28%	28%	28%	29%	26%	29%	22%	26%	33%	26%
6--20 hrs	27%	30%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6--10 hrs	n/a	n/a	18%	17%	14%	19%	16%	22%	18%	20%	12%	21%	17%	22%	19%	24%	18%	27%
11--15 hrs	n/a	n/a	6%	7%	9%	7%	7%	11%	7%	10%	8%	11%	6%	11%	7%	15%	12%	17%
16--20 hrs	n/a	n/a	3%	3%	4%	3%	5%	5%	4%	5%	4%	6%	3%	5%	5%	8%	4%	8%
Over 20 hrs	5%	2%	4%	2%	3%	2%	2%	4%	1%	4%	3%	4%	2%	4%	4%	7%	4%	6%

Percent of students who indicated that they spent the following number of hours per week on

Studying/homework

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	6.2%	2.5%	1.8%	2.2%	1.8%
Less than 1 hour	12.9%	8.2%	7.9%	10.3%	8%
1 to 2 hours	25.6%	18%	19.6%	23.8%	19%
3 to 5 hours	25.9%	29.1%	27.6%	29.1%	27.2%
6 to 10 hours	17.1%	22.2%	21.8%	18.5%	21.5%
11 to 15 hours	5.9%	11.0%	11.0%	8.6%	11.4%
16 to 20 hours	2.9%	5.1%	5.8%	4.3%	6.2%
Over 20 hours	3.5%	3.9%	4.4%	3.3%	5%

*Percent of Students who indicated that they spent at least one hoursper week on
Studying/Homework*

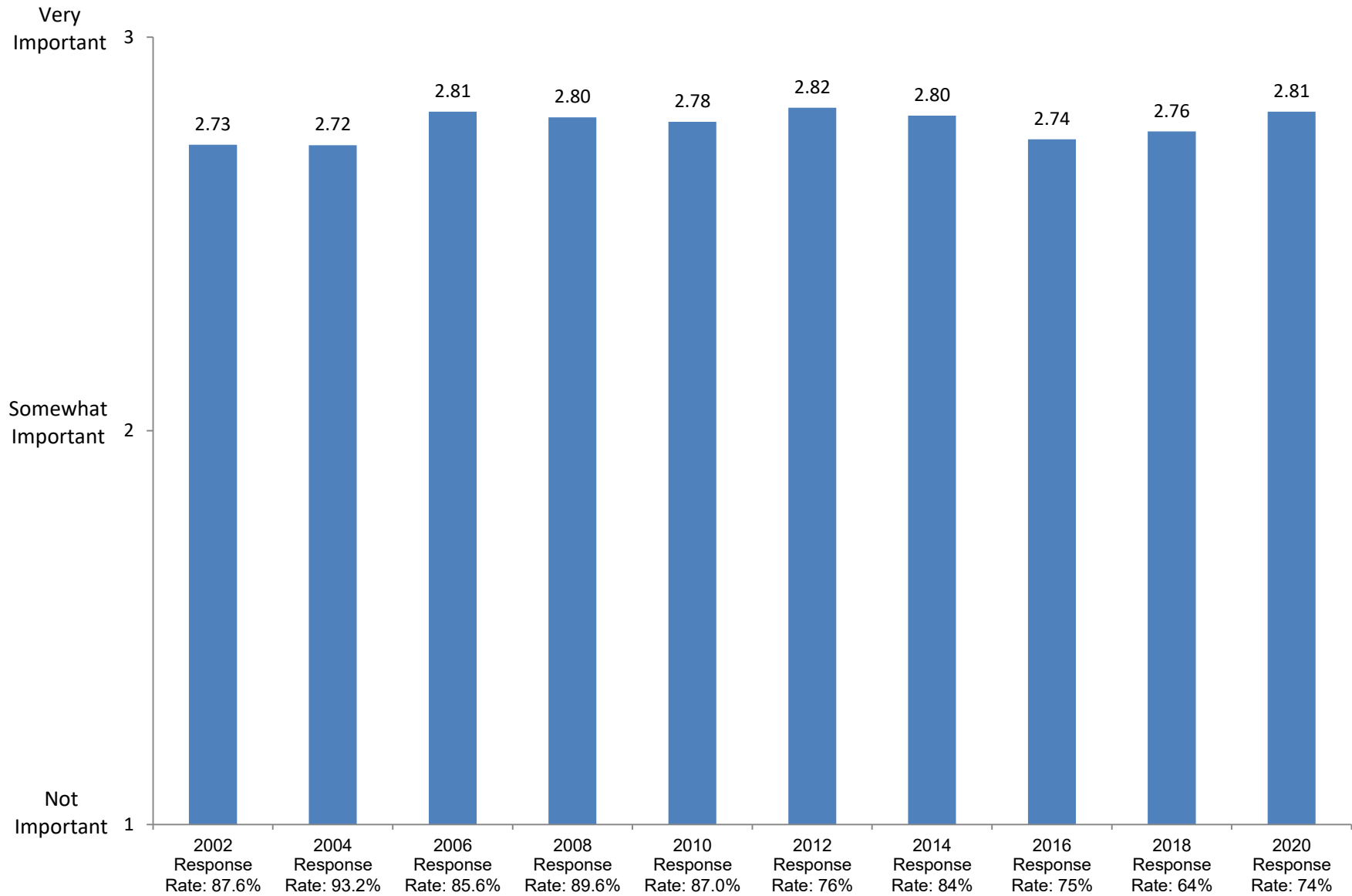


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

Below are some reasons that might have influenced your decision to attend this particular college.
How important was each reason in your decision to come here?

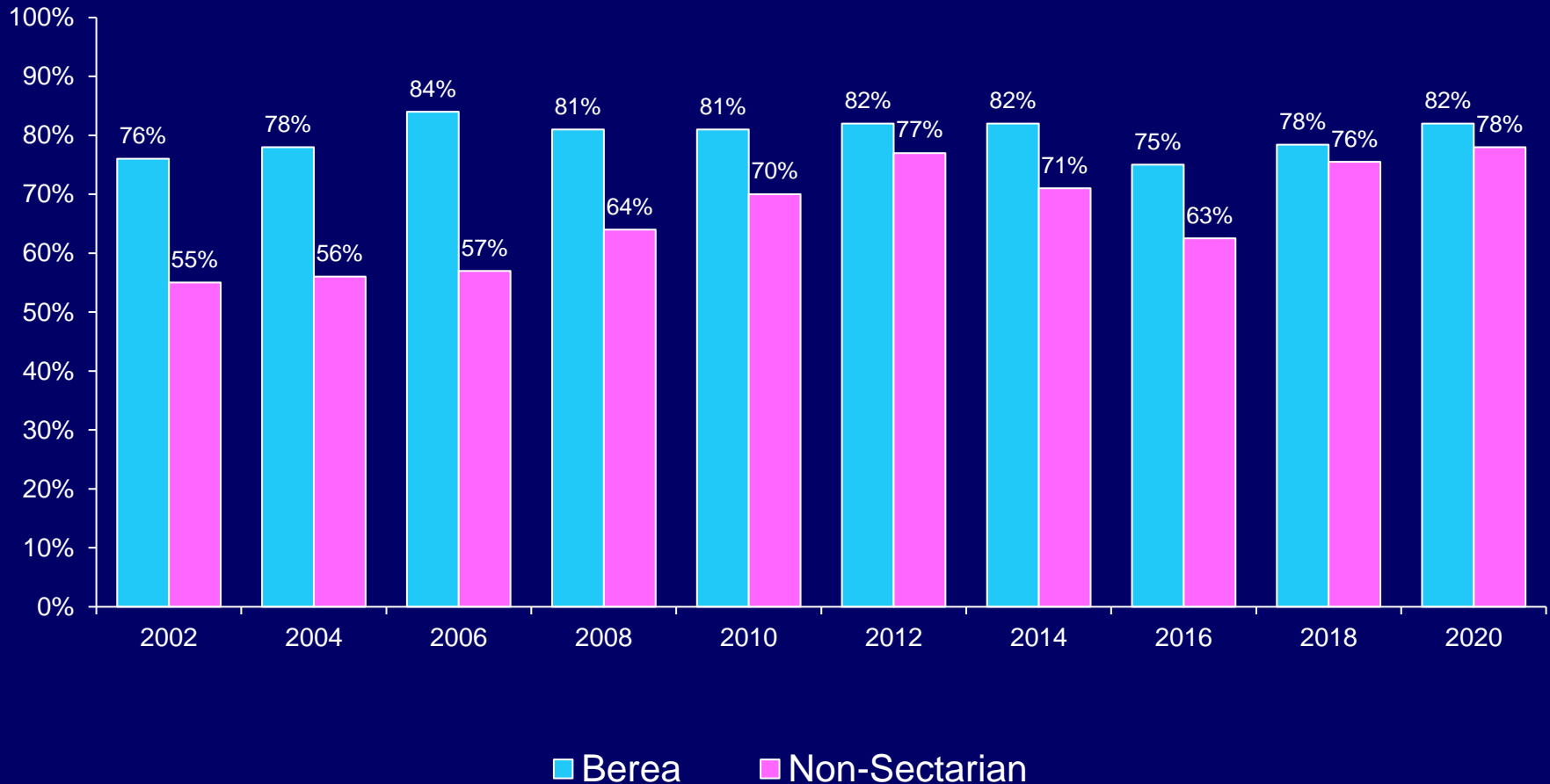
This college has a very good academic reputation



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

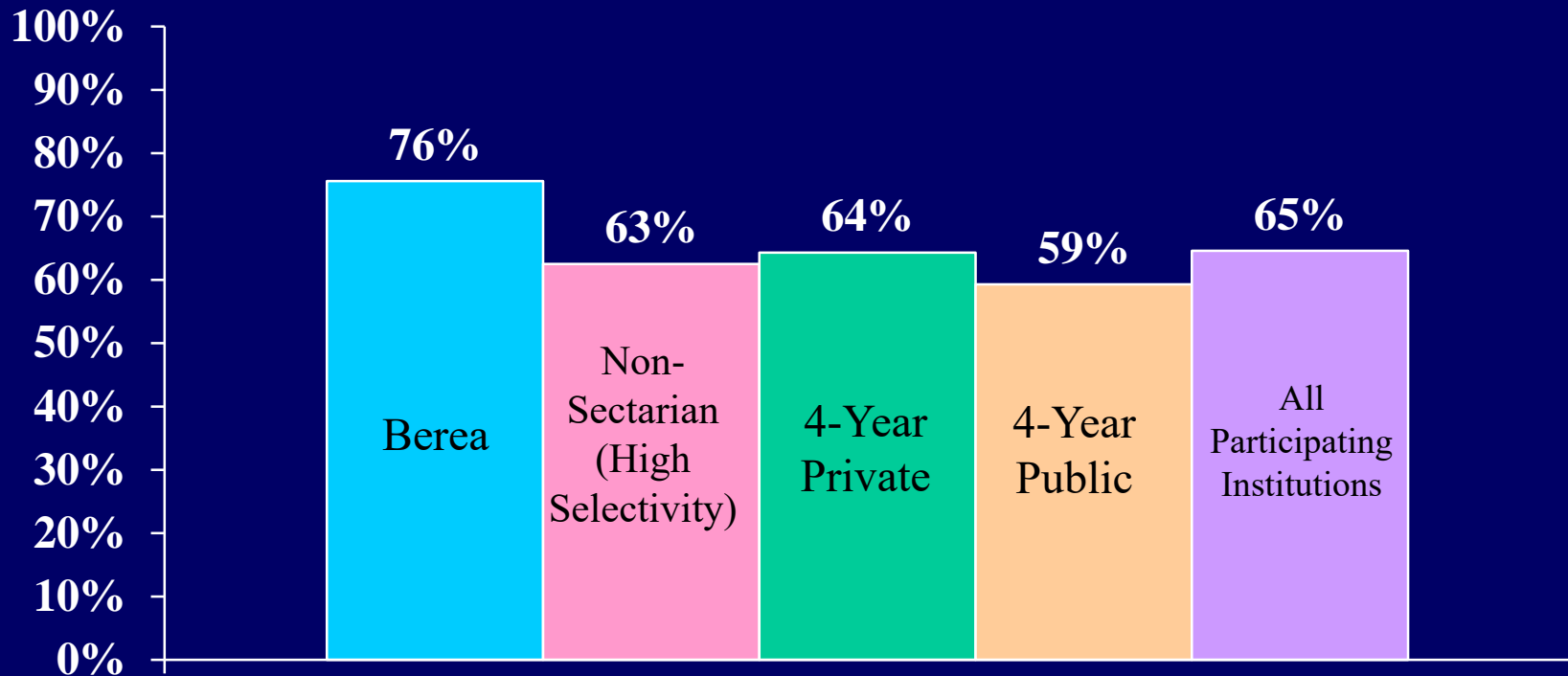
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

This college has a very good academic reputation

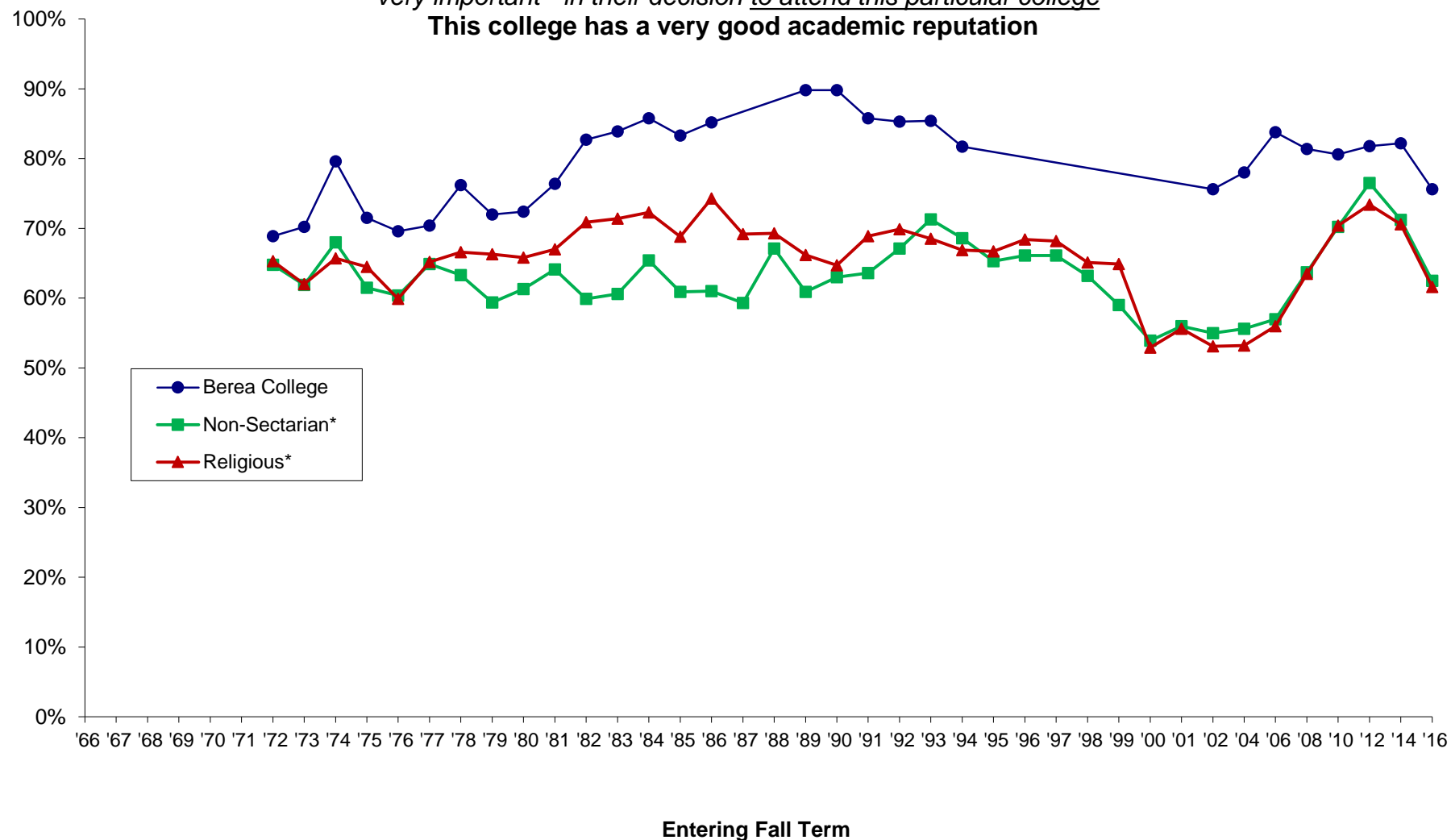


Percentage of students who rated item as “very important”:

This college has a very good academic reputation
(for decision to attend this particular college)



Percent of students who indicated that the following reason was "very important" in their decision to attend this particular college
This college has a very good academic reputation

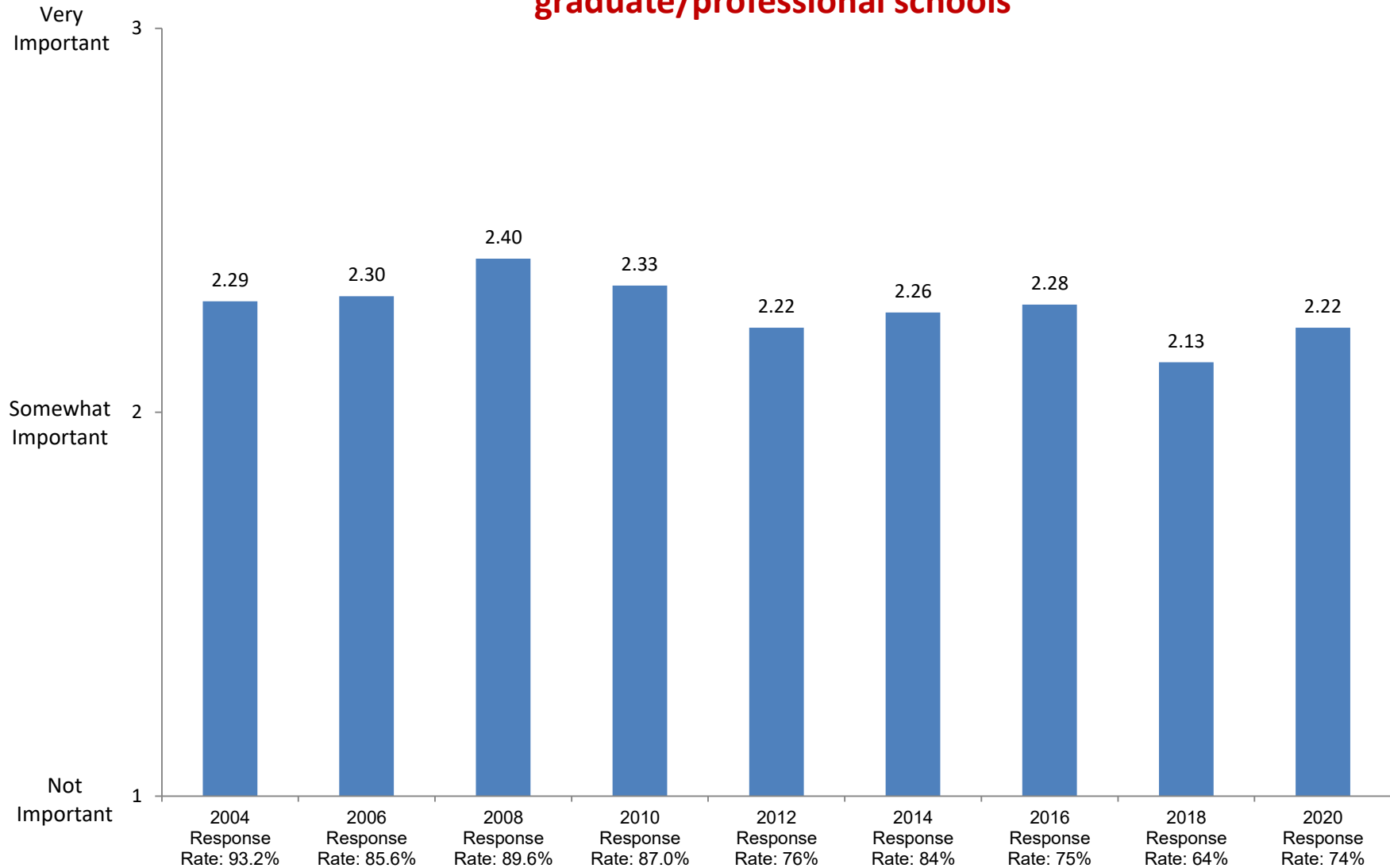


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

Below are some reasons that might have influenced your decision to attend this particular college.
How important was each reason in your decision to come here?

This college's graduates gain admission to top graduate/professional schools

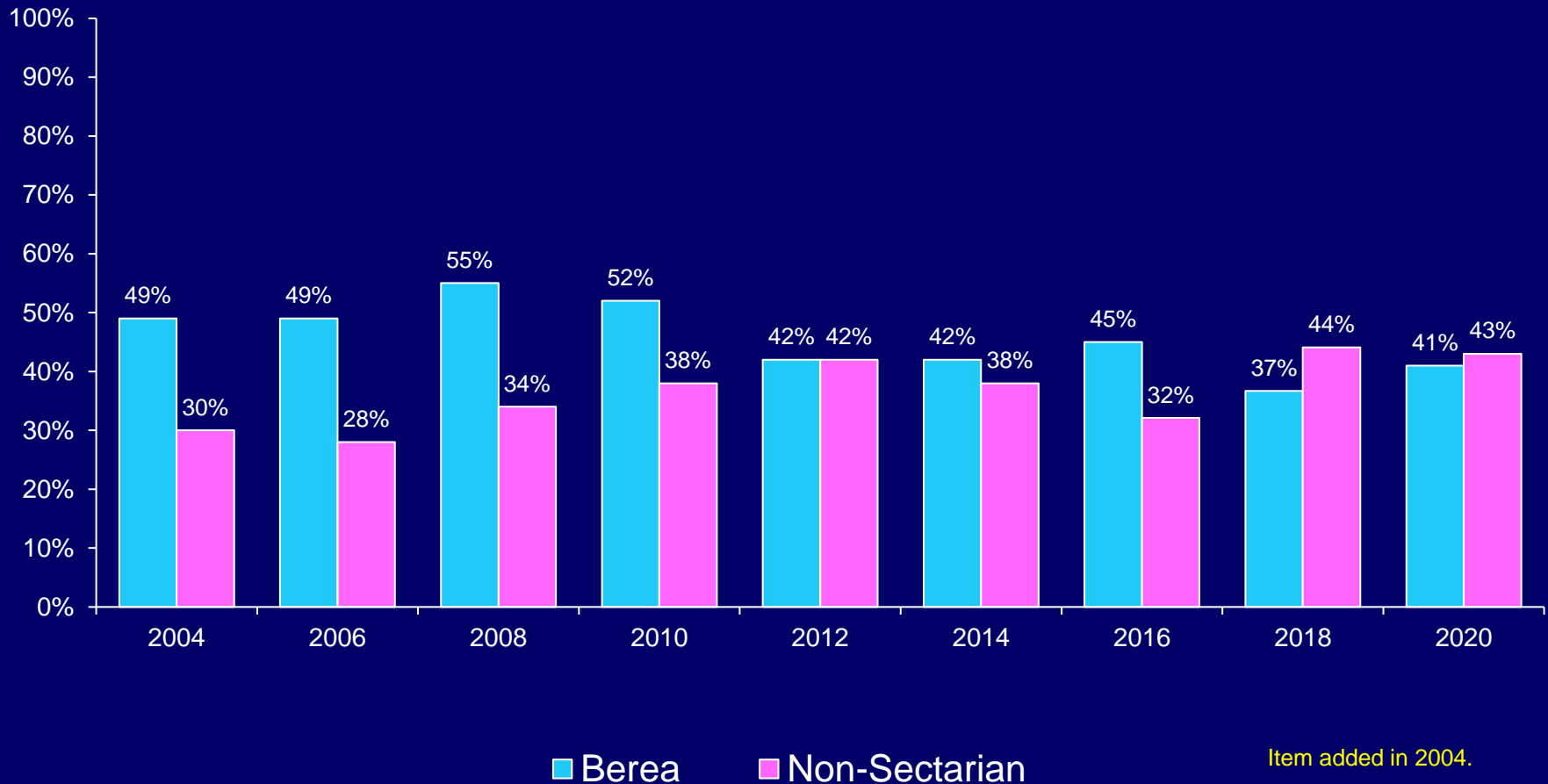


Item added in 2004.

Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

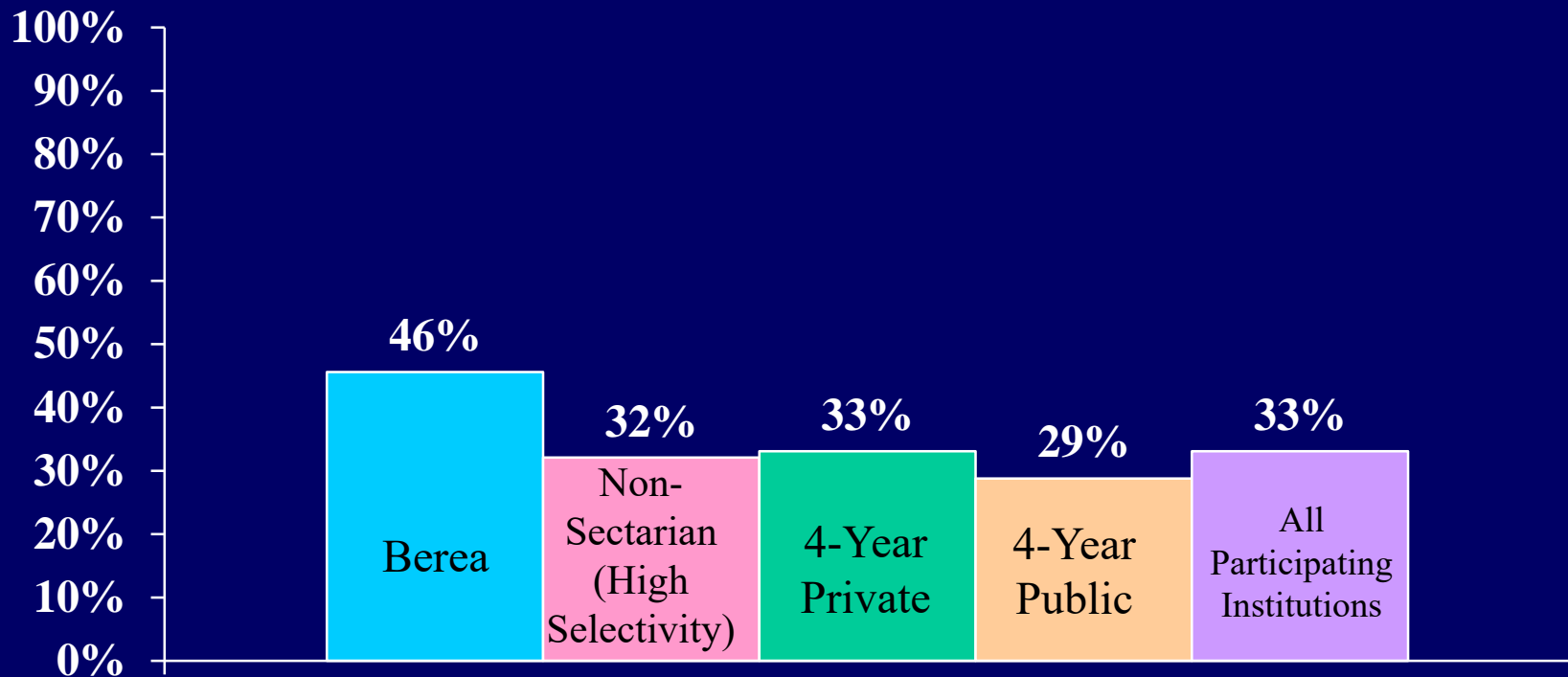
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

This college’s graduates gain admission to top graduate/professional schools

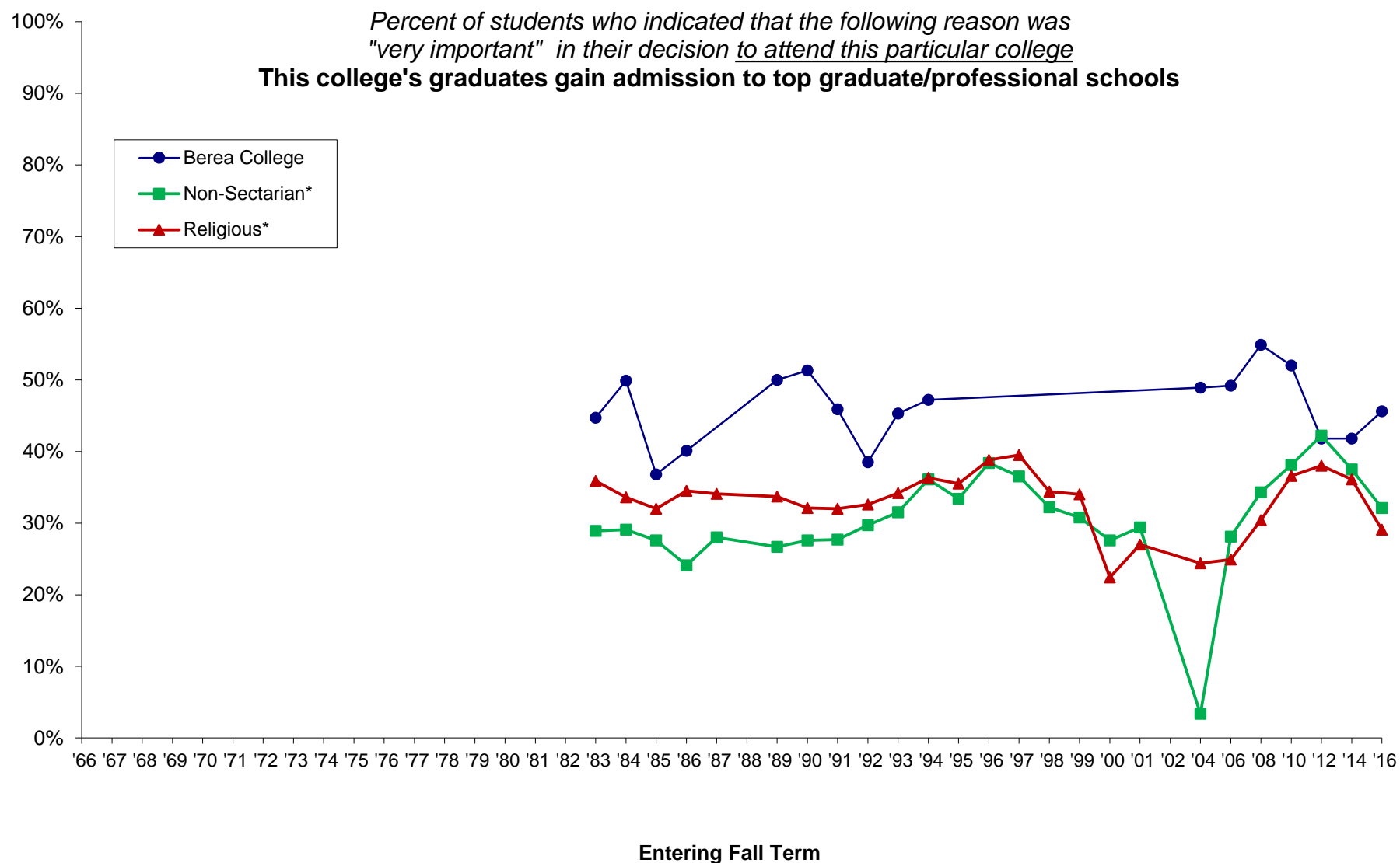


Percentage of students who rated item as “very important”:

*This college’s graduates gain admission to top graduate/professional school
(for decision to attend this particular college)*



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

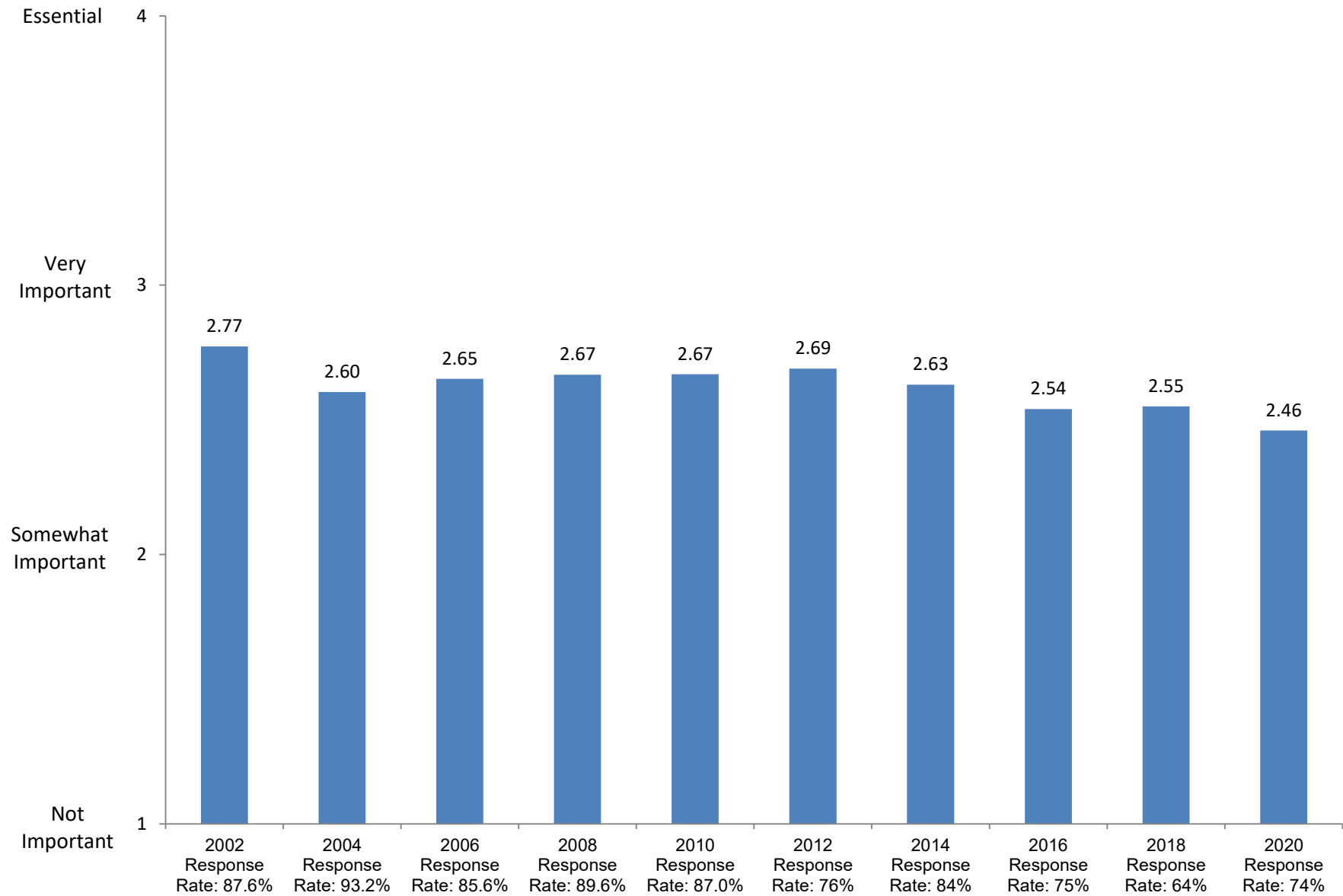


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

Please indicate the importance to you personally of each of the following:

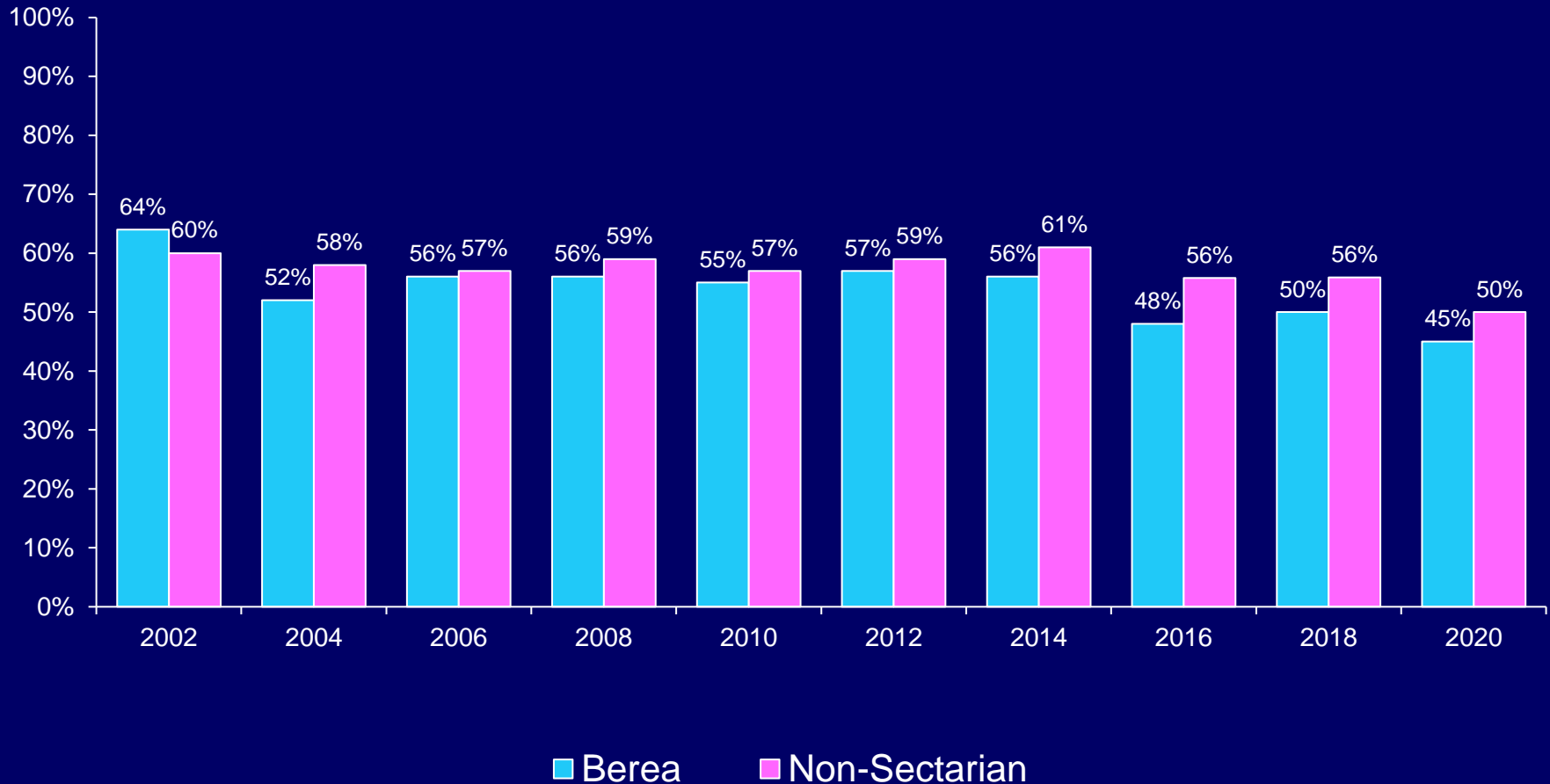
Becoming an authority in my field



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

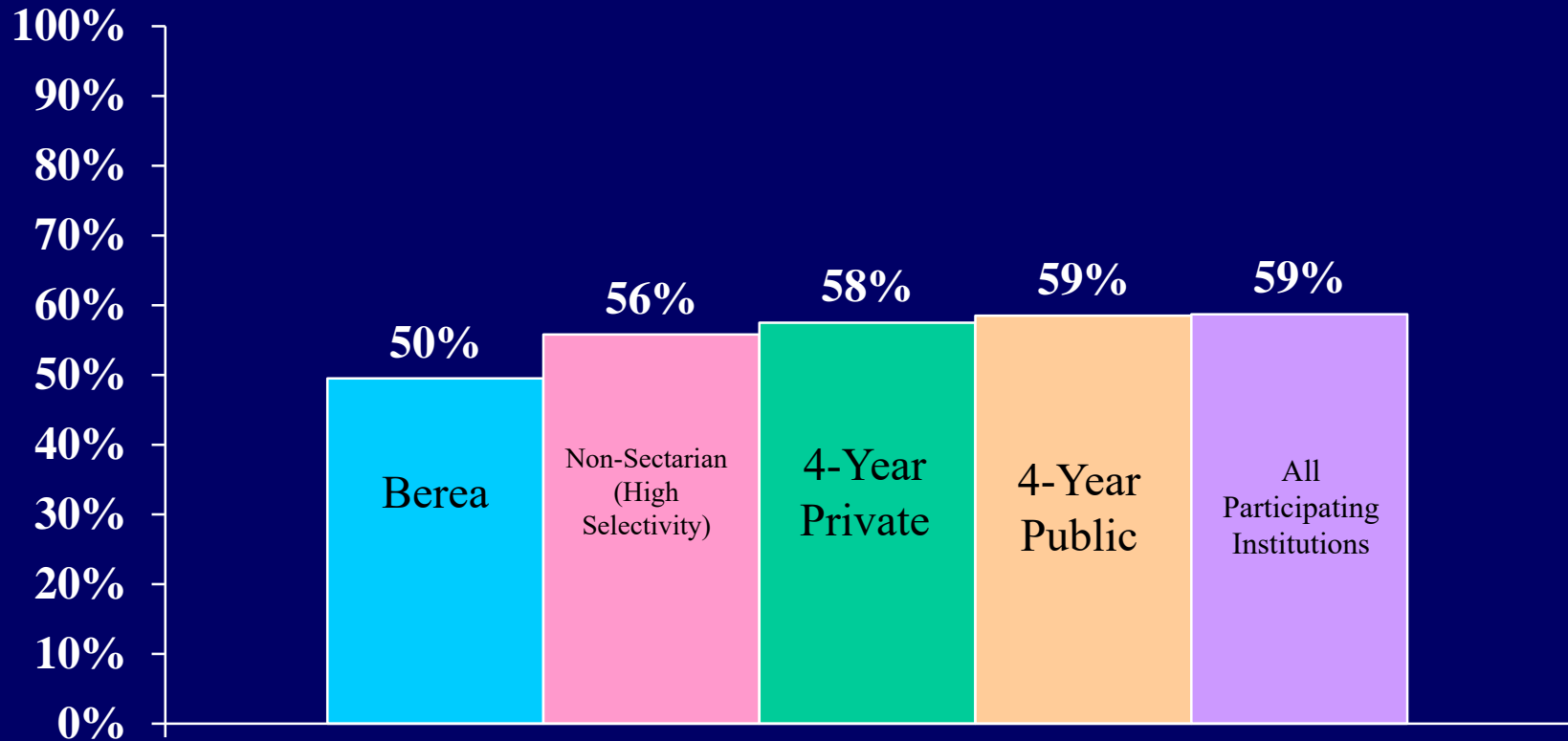
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming an authority in my field

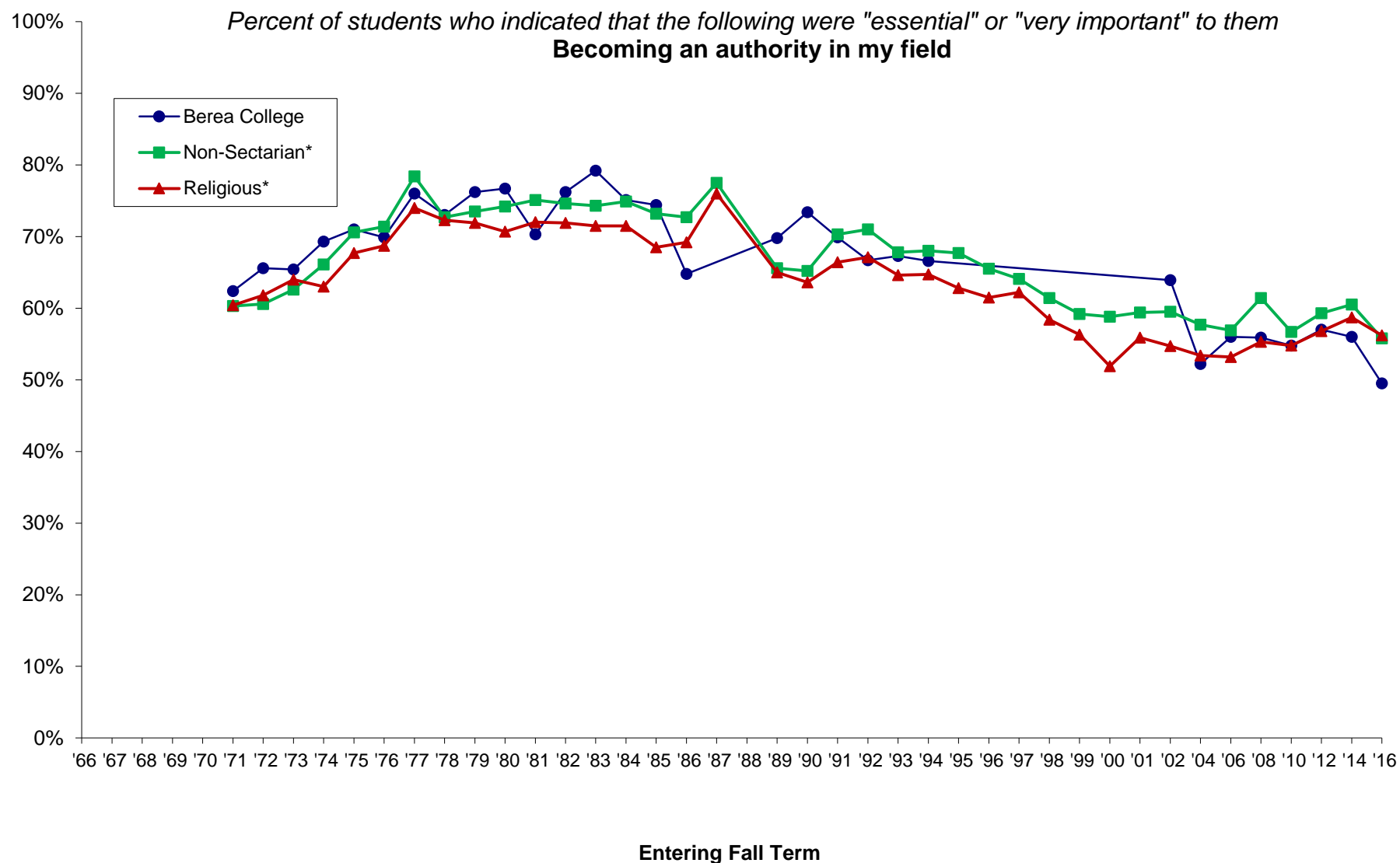


Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming an authority in my field



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

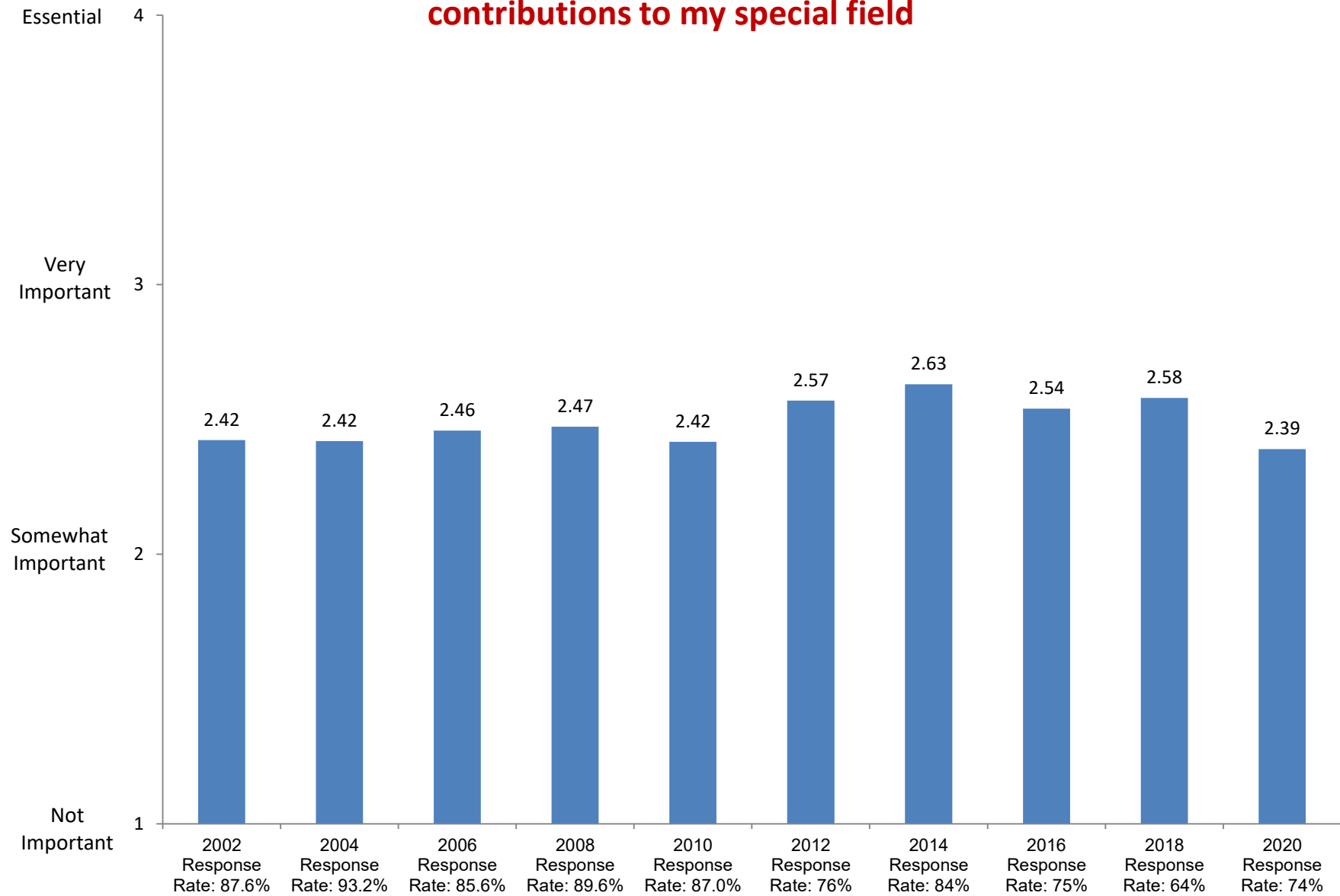


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

Please indicate the importance to you personally of each of the following:

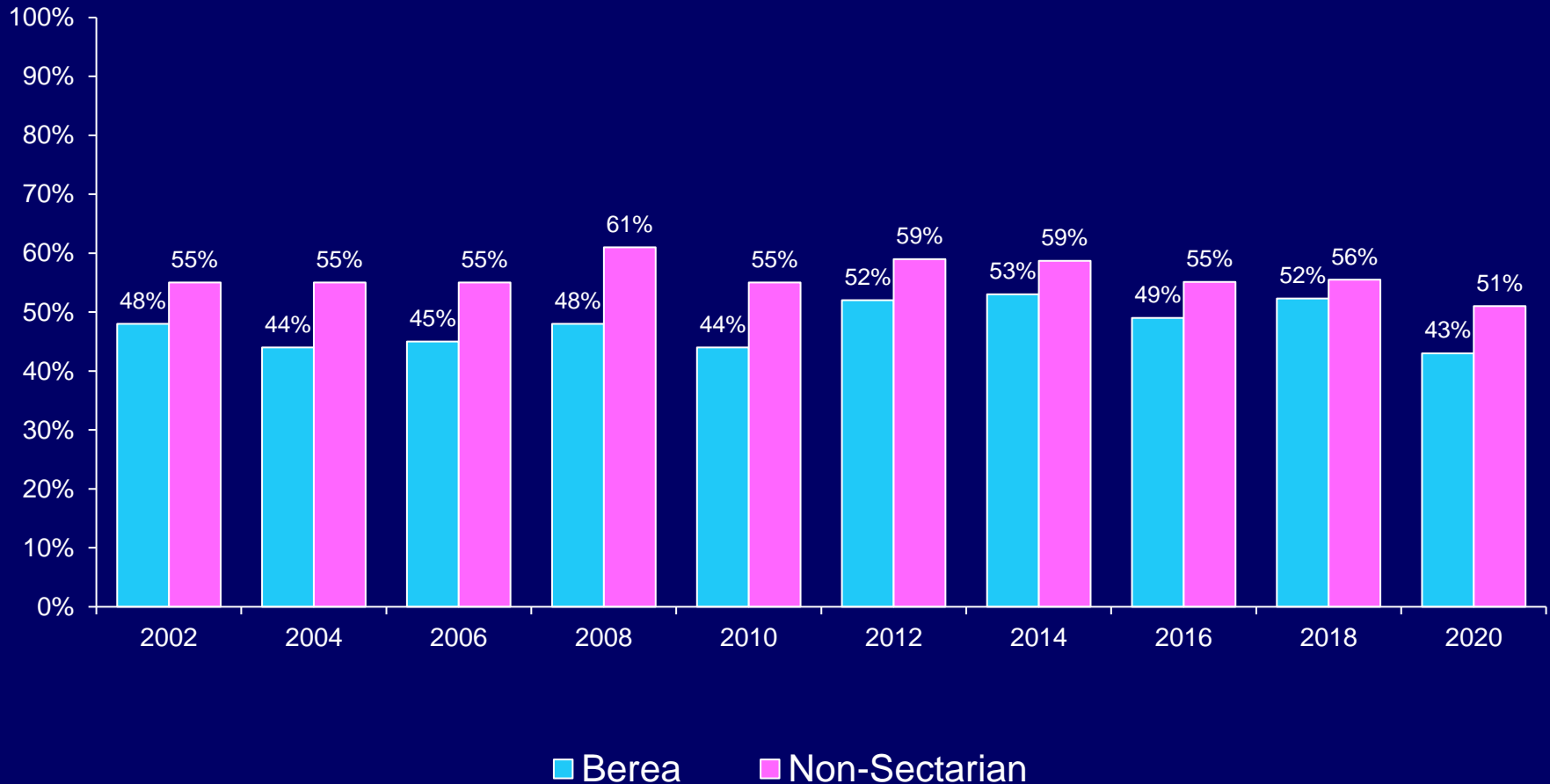
Obtaining recognition from my colleagues for contributions to my special field



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

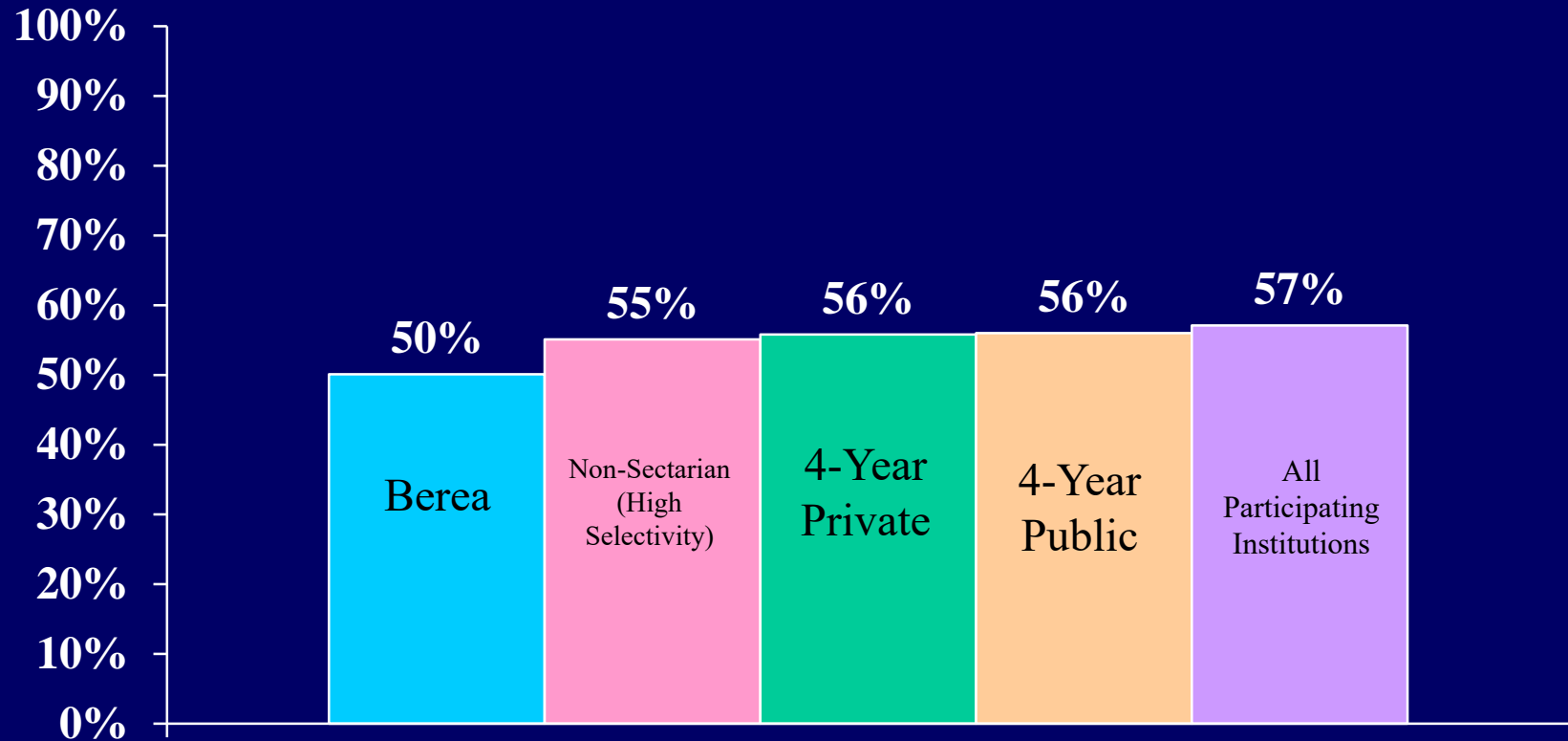
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

**Obtaining recognition from my colleagues for
contributions to my special field**

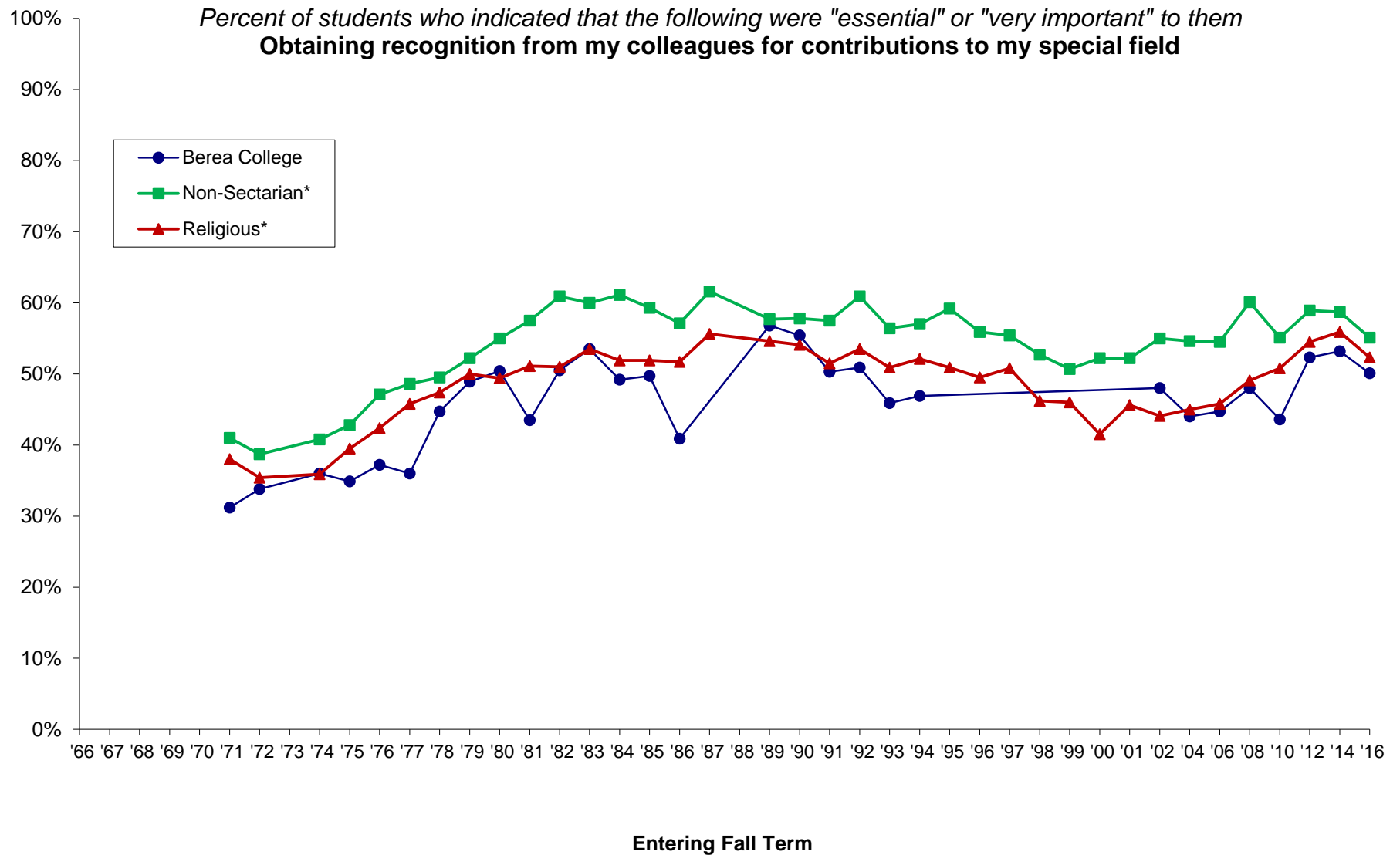


Percent of students who personally consider the following objective to be “essential” or “very important:”

Obtaining recognition from my colleagues for contribution to my special field



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

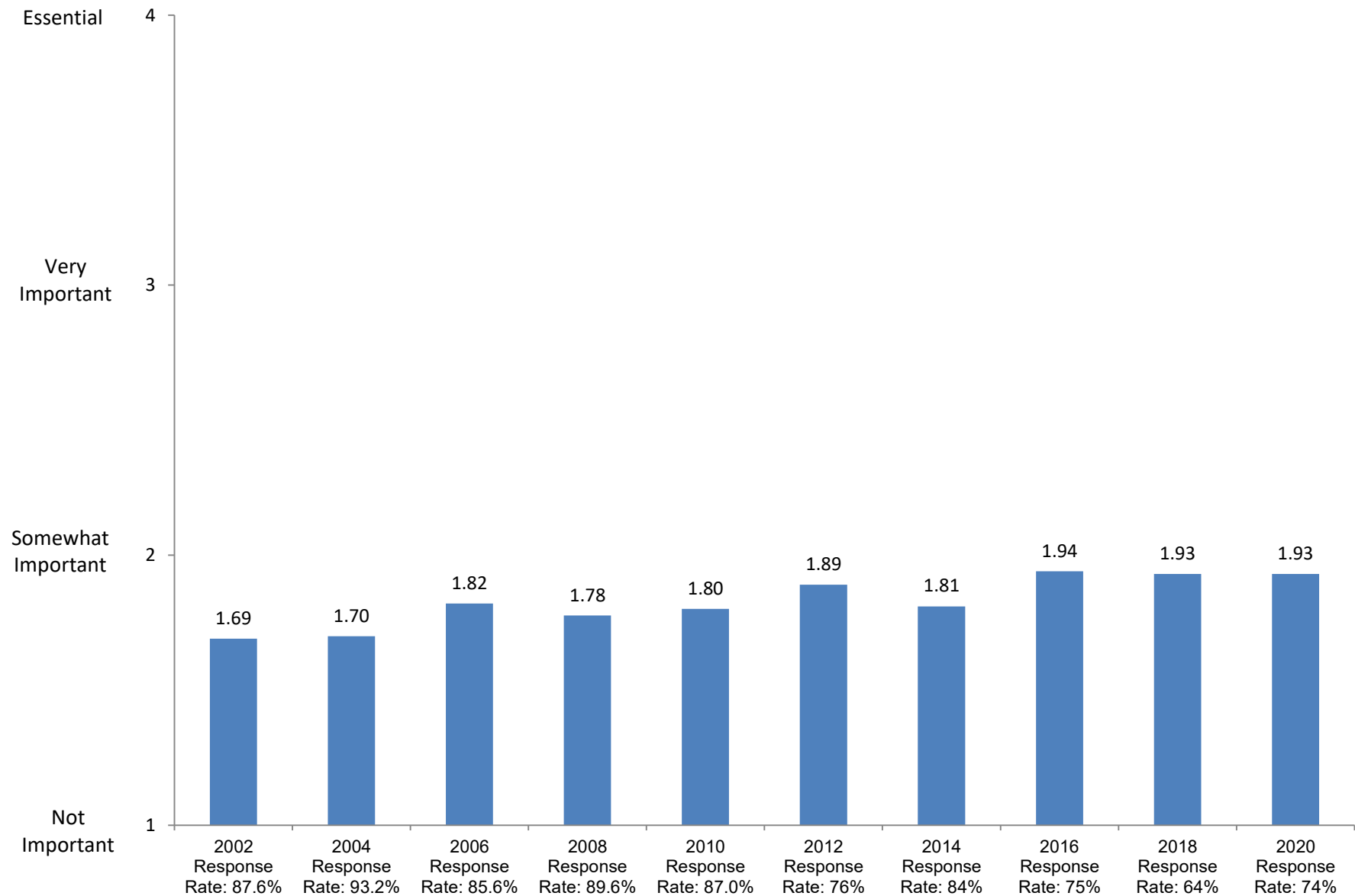


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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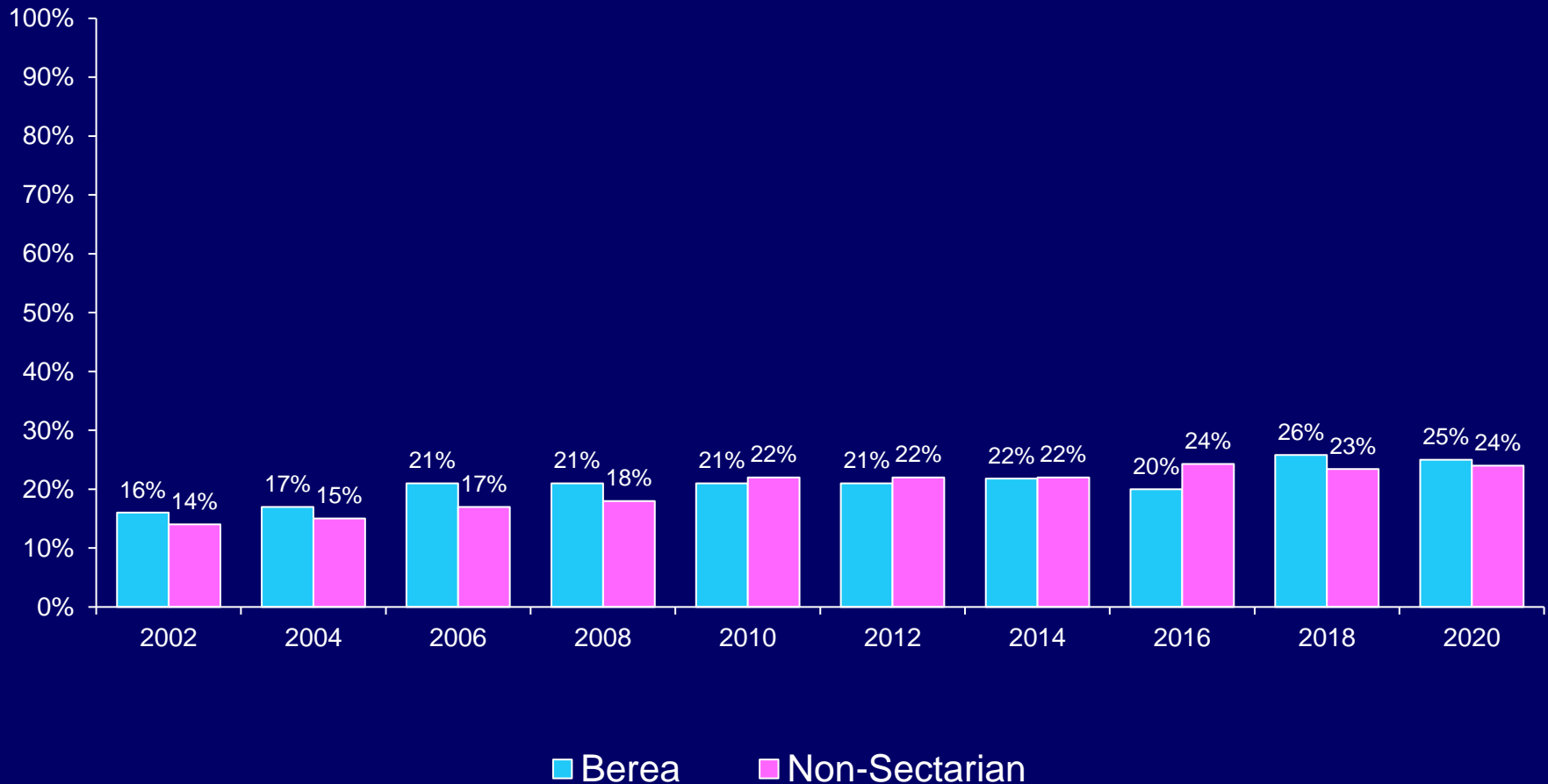
Please indicate the importance to you personally of each of the following:

Making a theoretical contribution to science



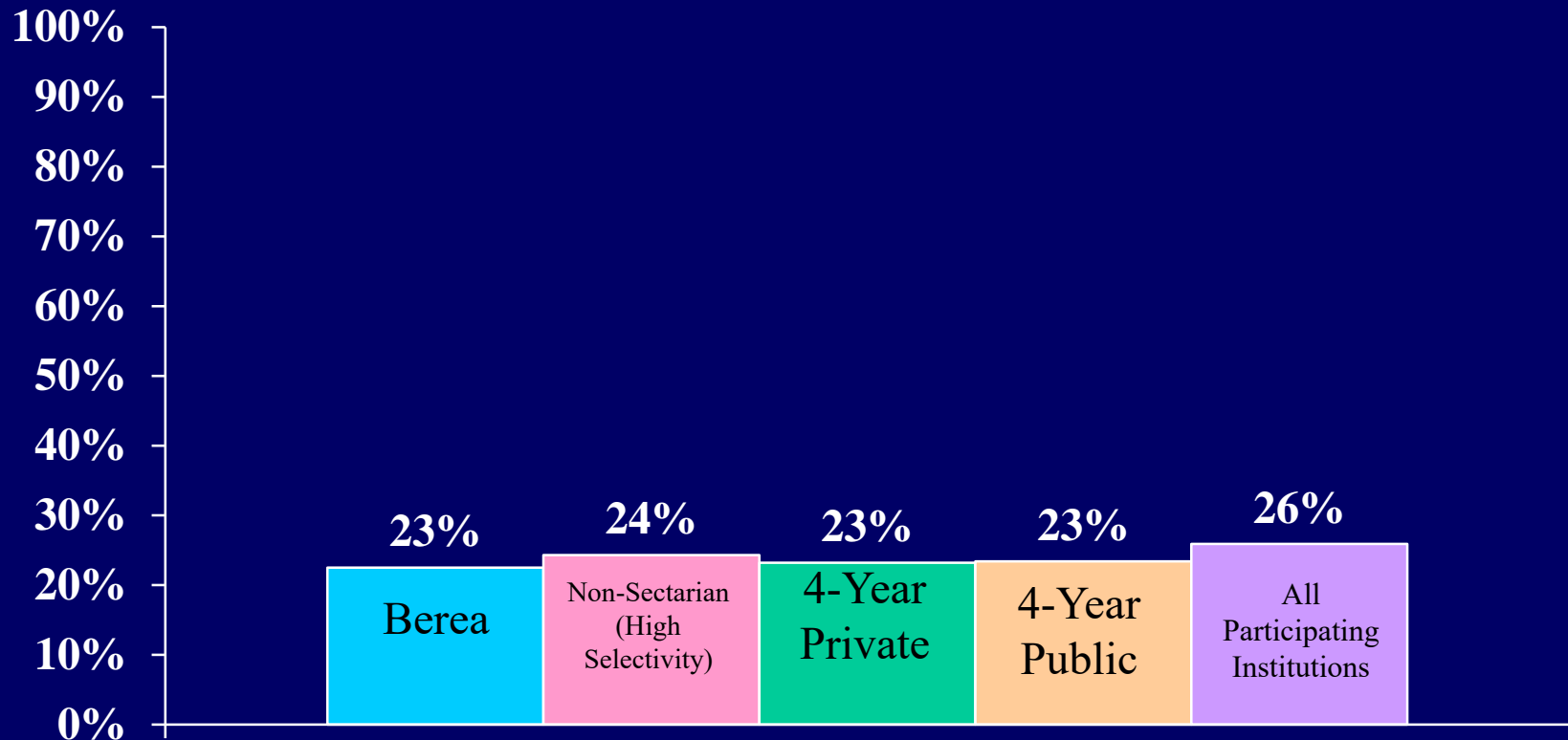
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

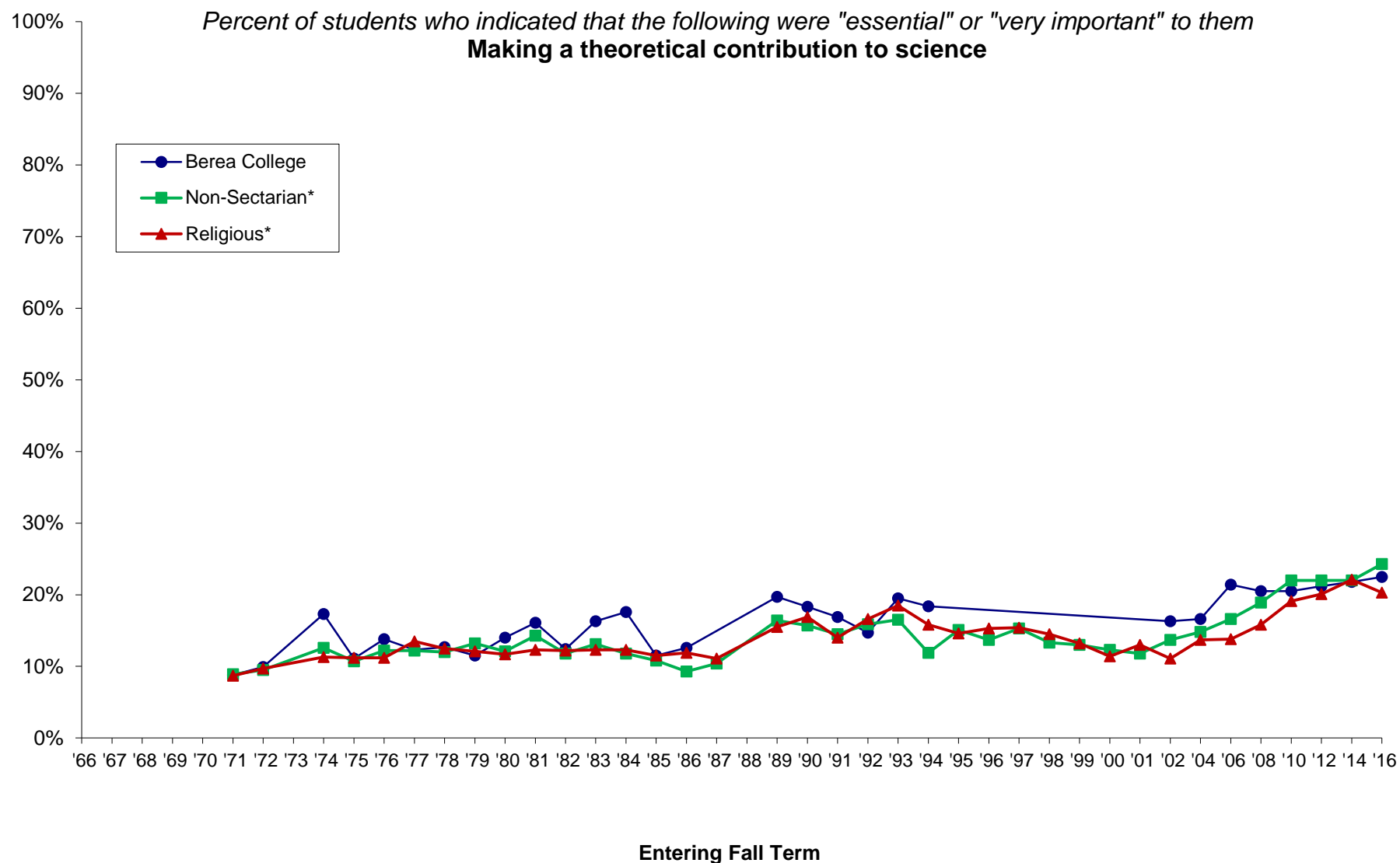
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*
Making a theoretical contribution to science



Percent of students who personally consider the following objective to be “essential” or “very important:”

Making a theoretical contribution to science



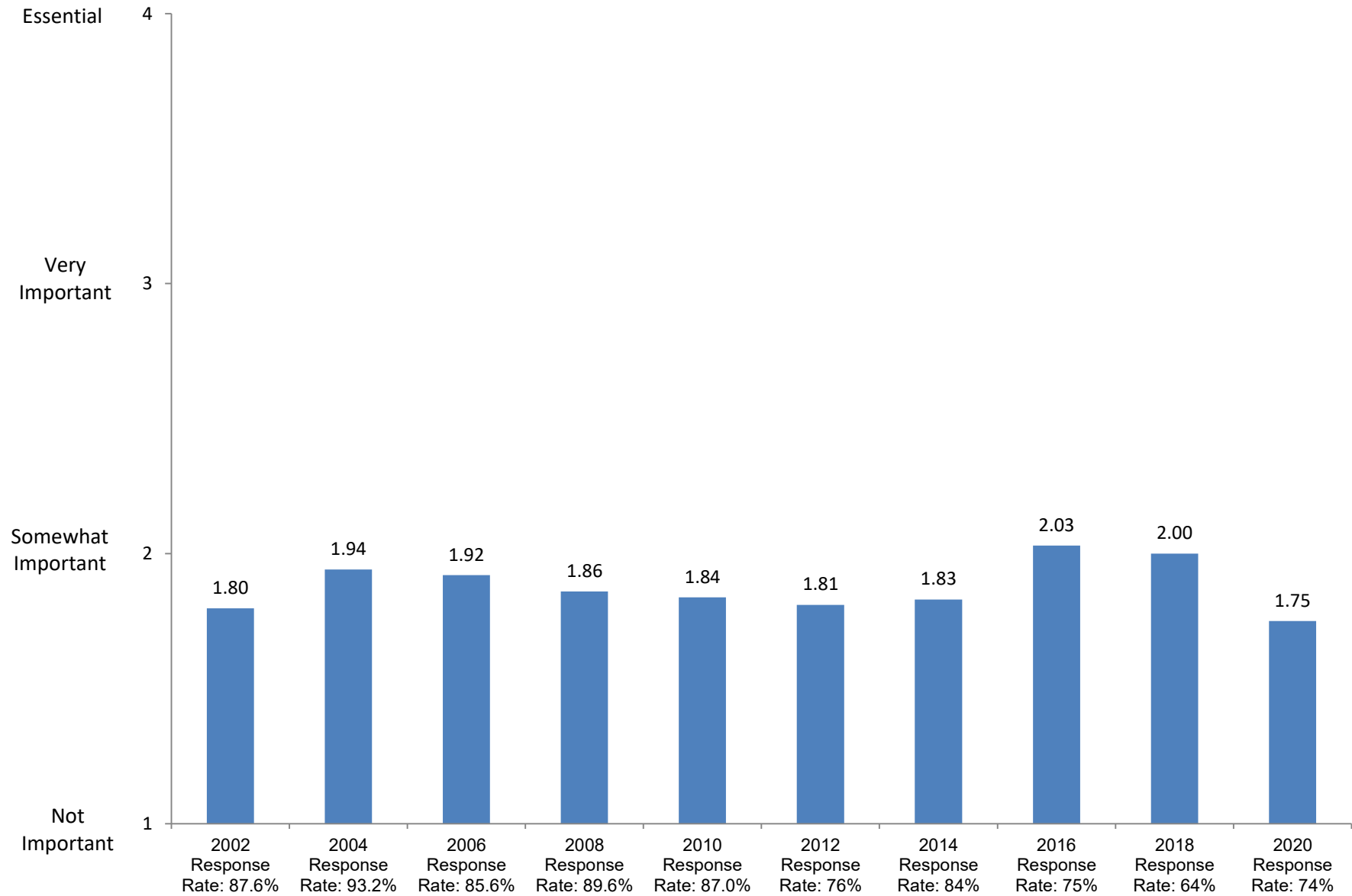


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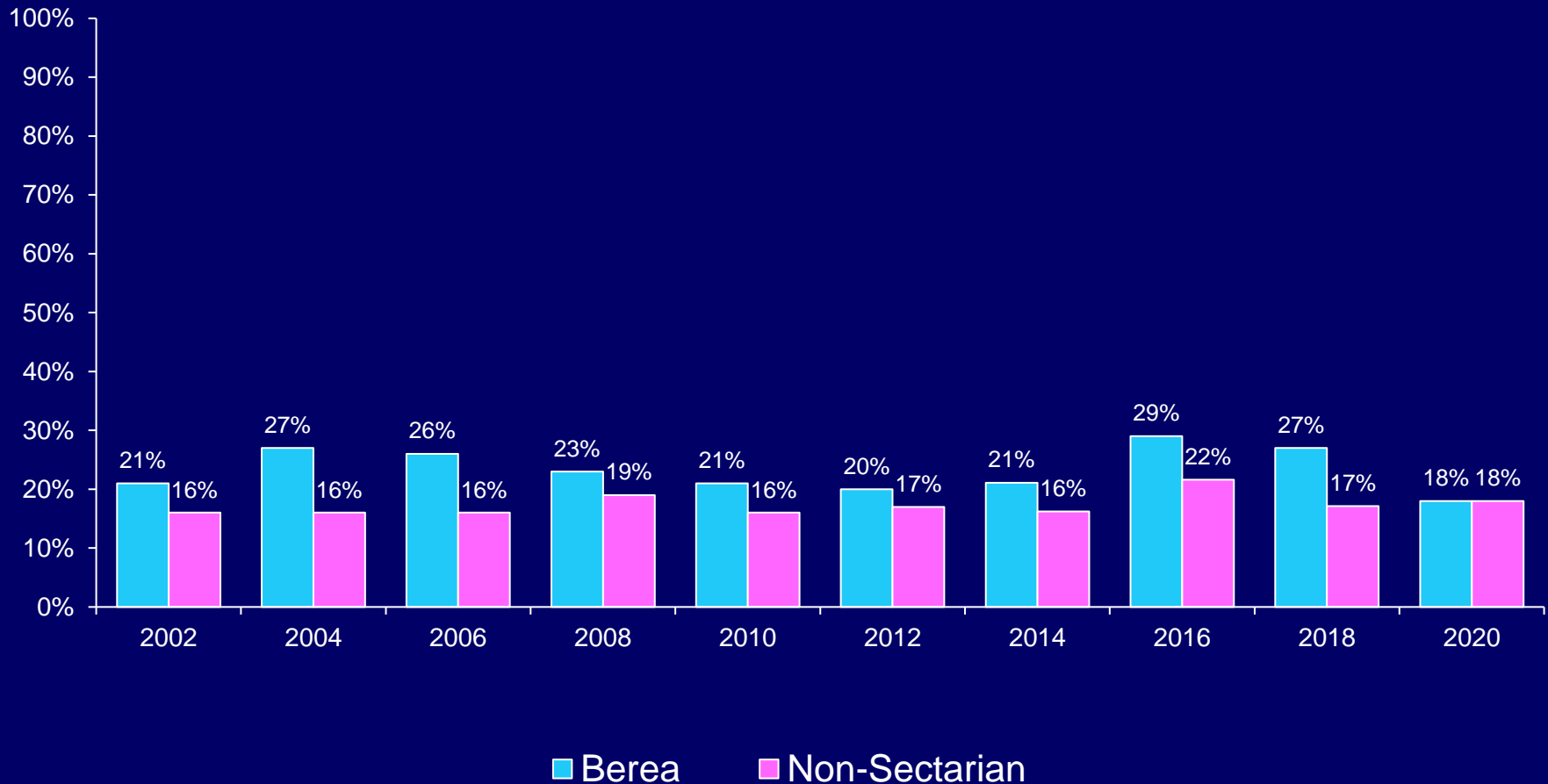
Please indicate the importance to you personally of each of the following:

Writing original works (poems, novels, etc.)



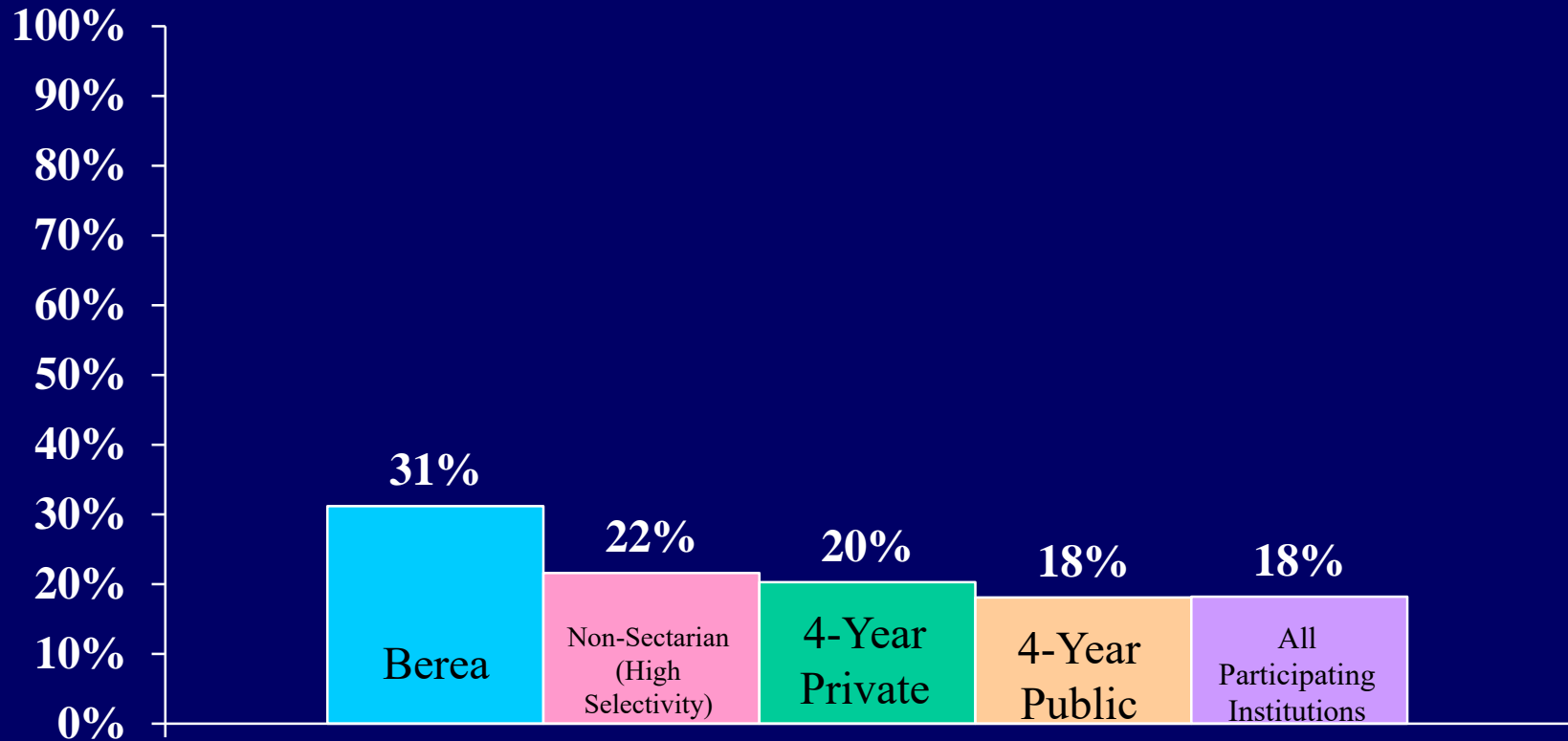
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

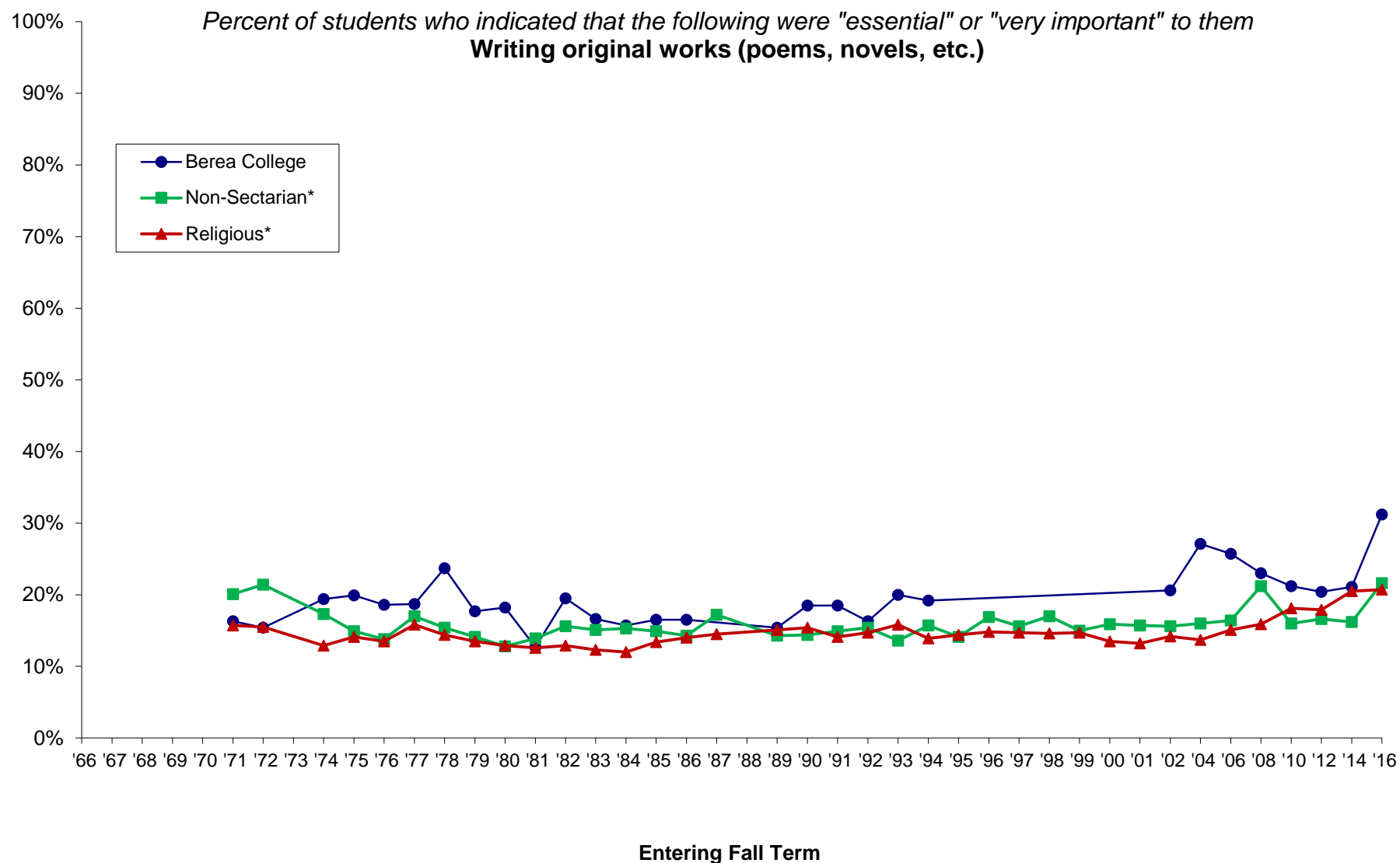
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*
Writing original works (poems, novels, etc.)



Percent of students who personally consider the following objective to be “essential” or “very important:”

Writing original works (poems, novels, etc.)



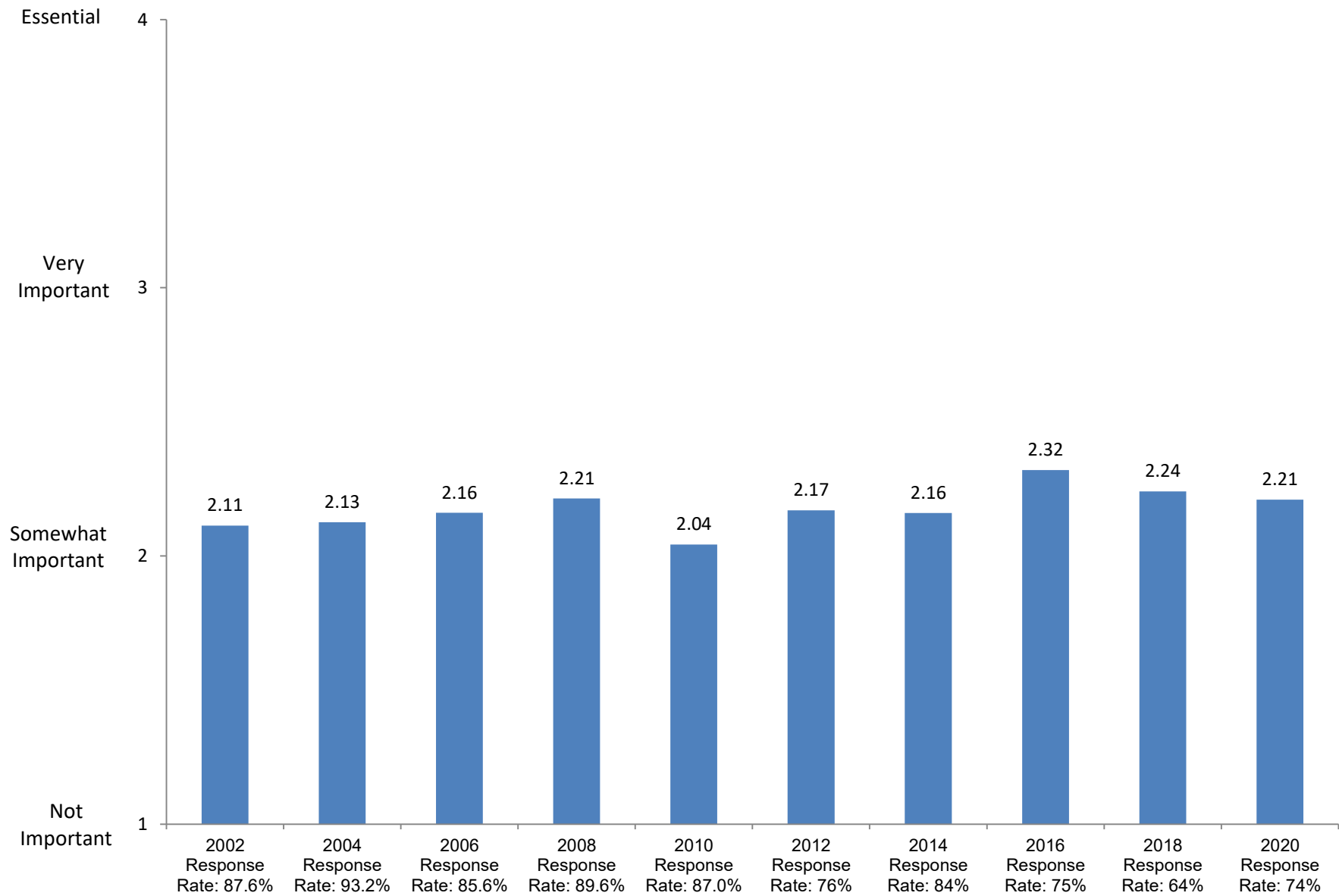


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Please indicate the importance to you personally of each of the following:

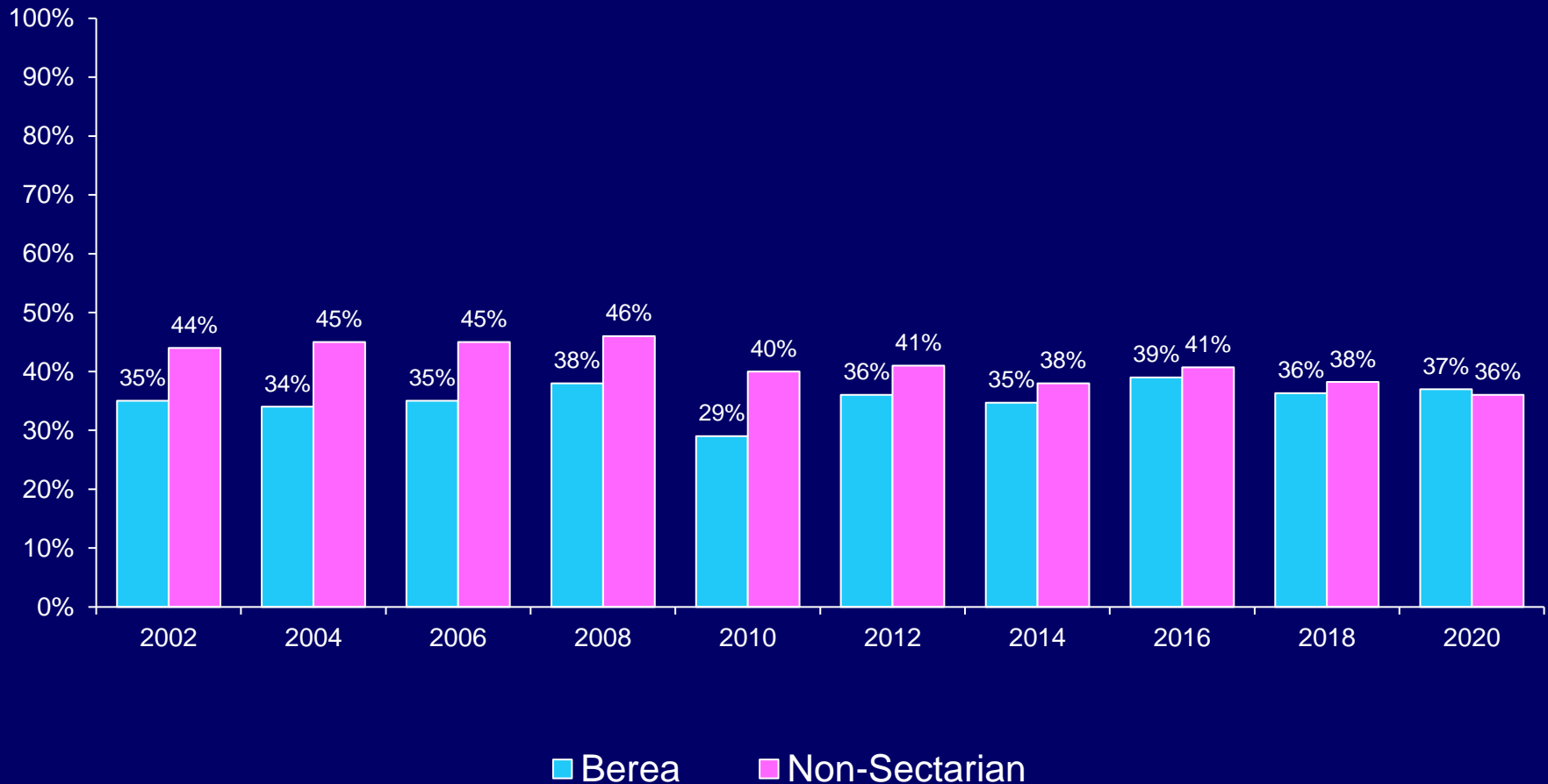
Becoming successful in a business of my own



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

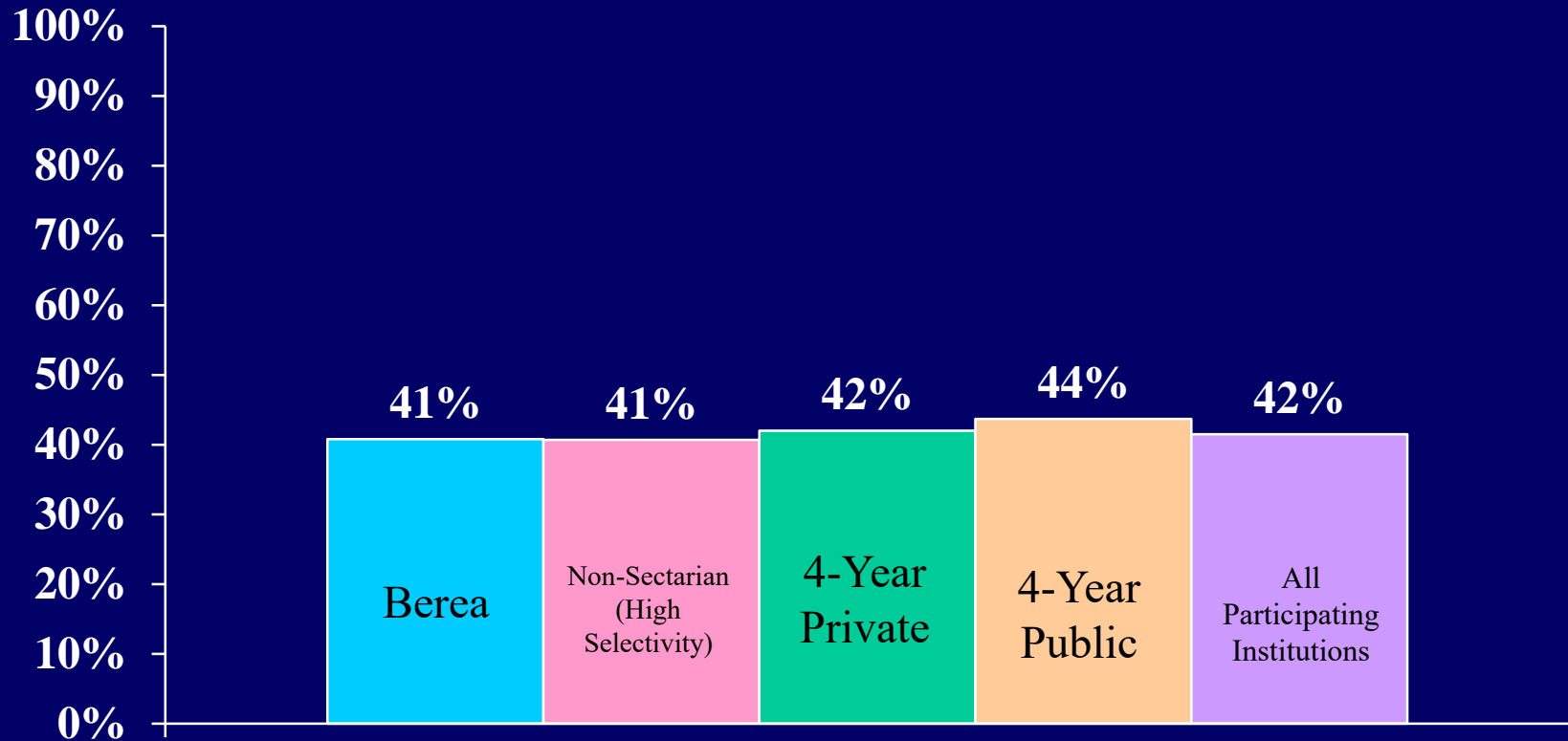
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming successful in a business of my own

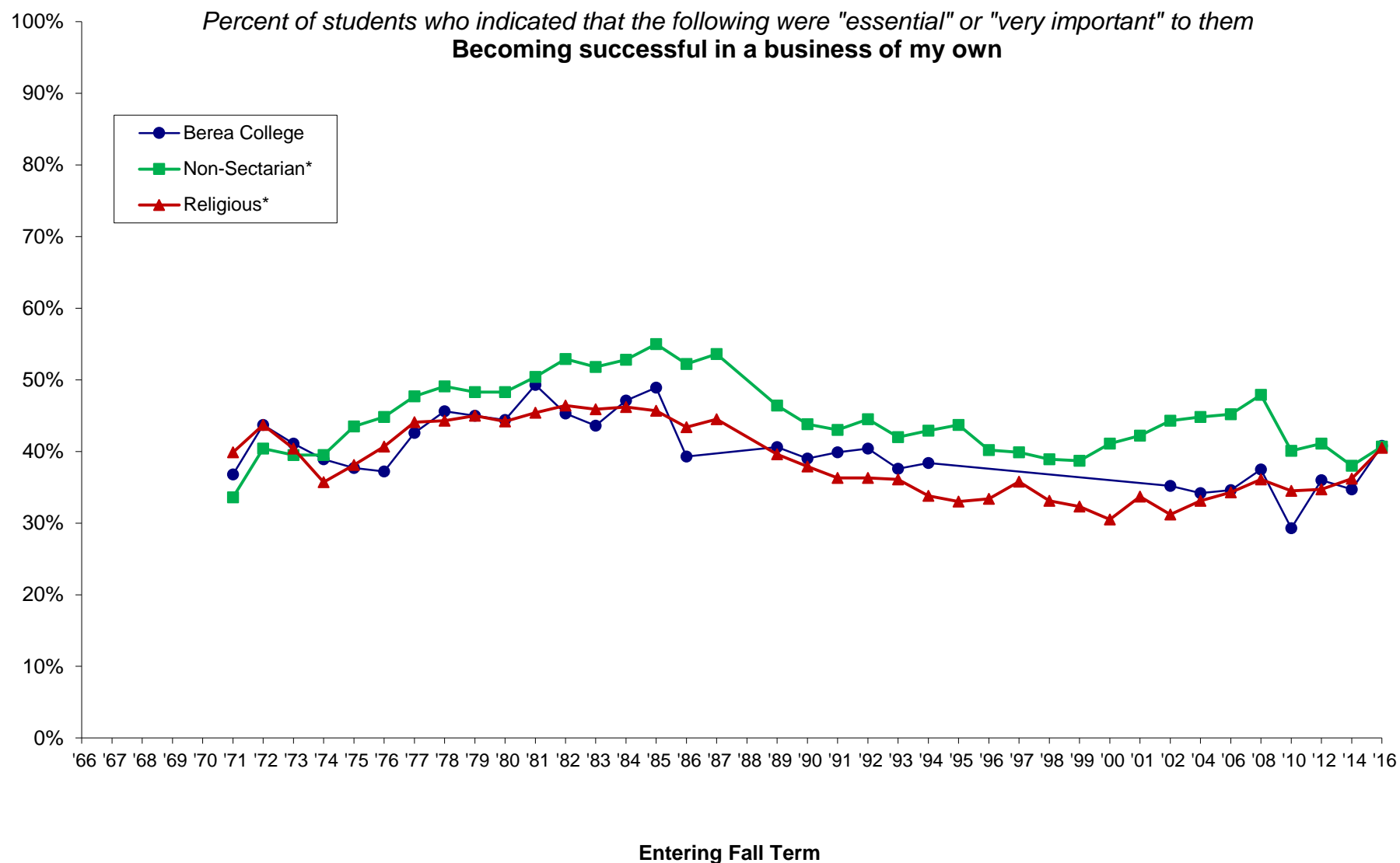


Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming successful in a business of my own



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

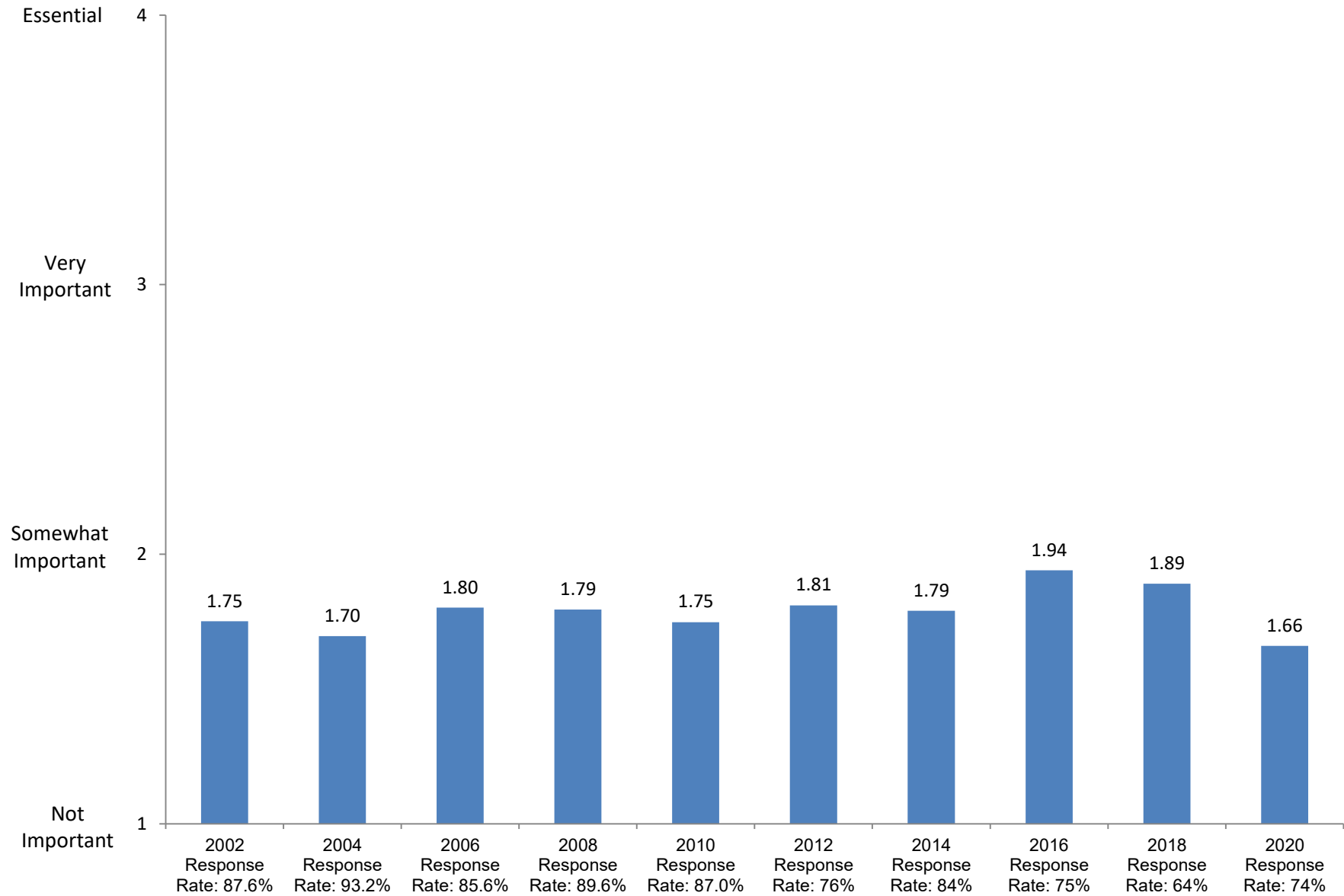


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Please indicate the importance to you personally of each of the following:

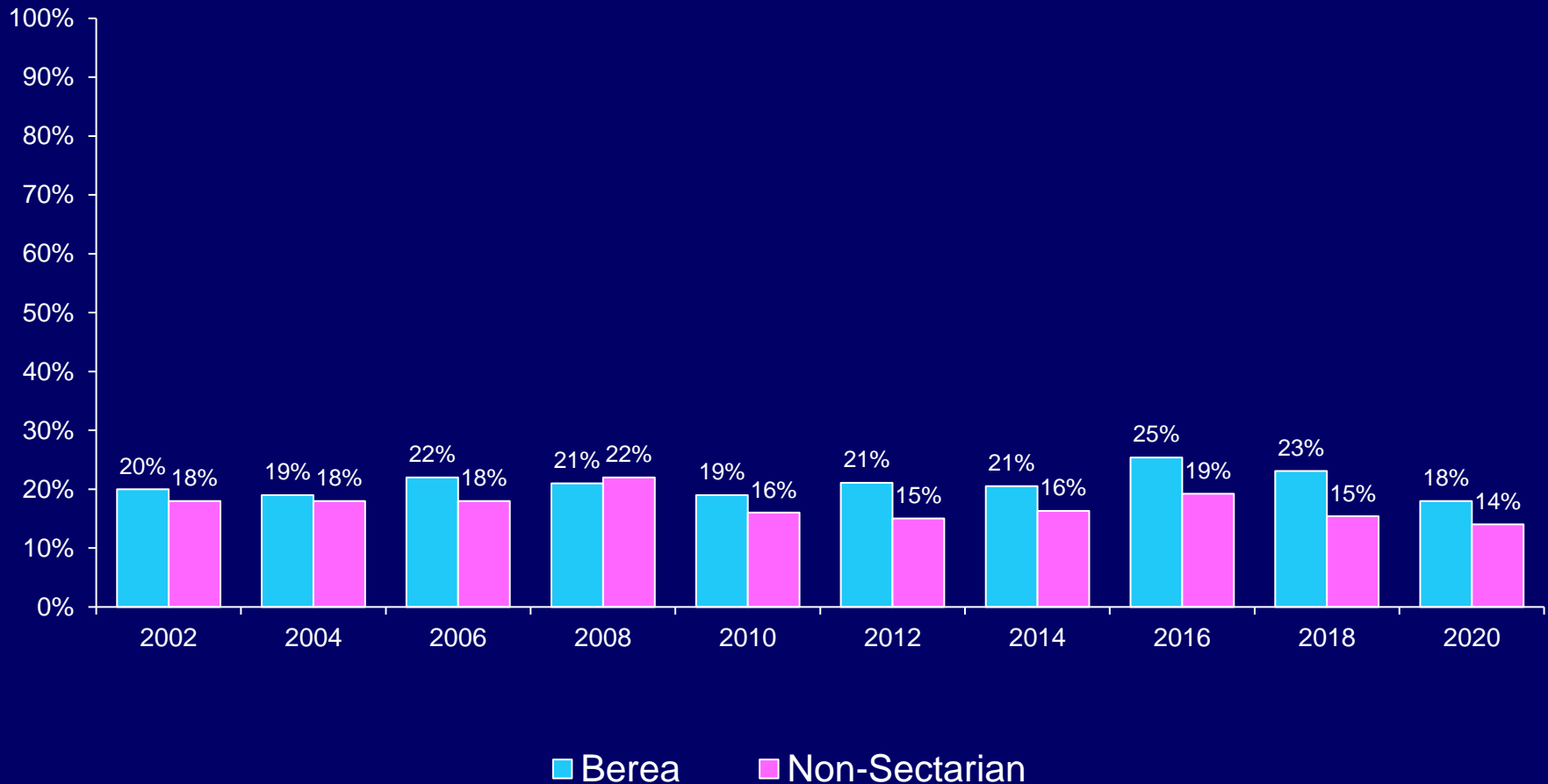
Becoming accomplished in one of the performing arts (acting, dancing, etc.)



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

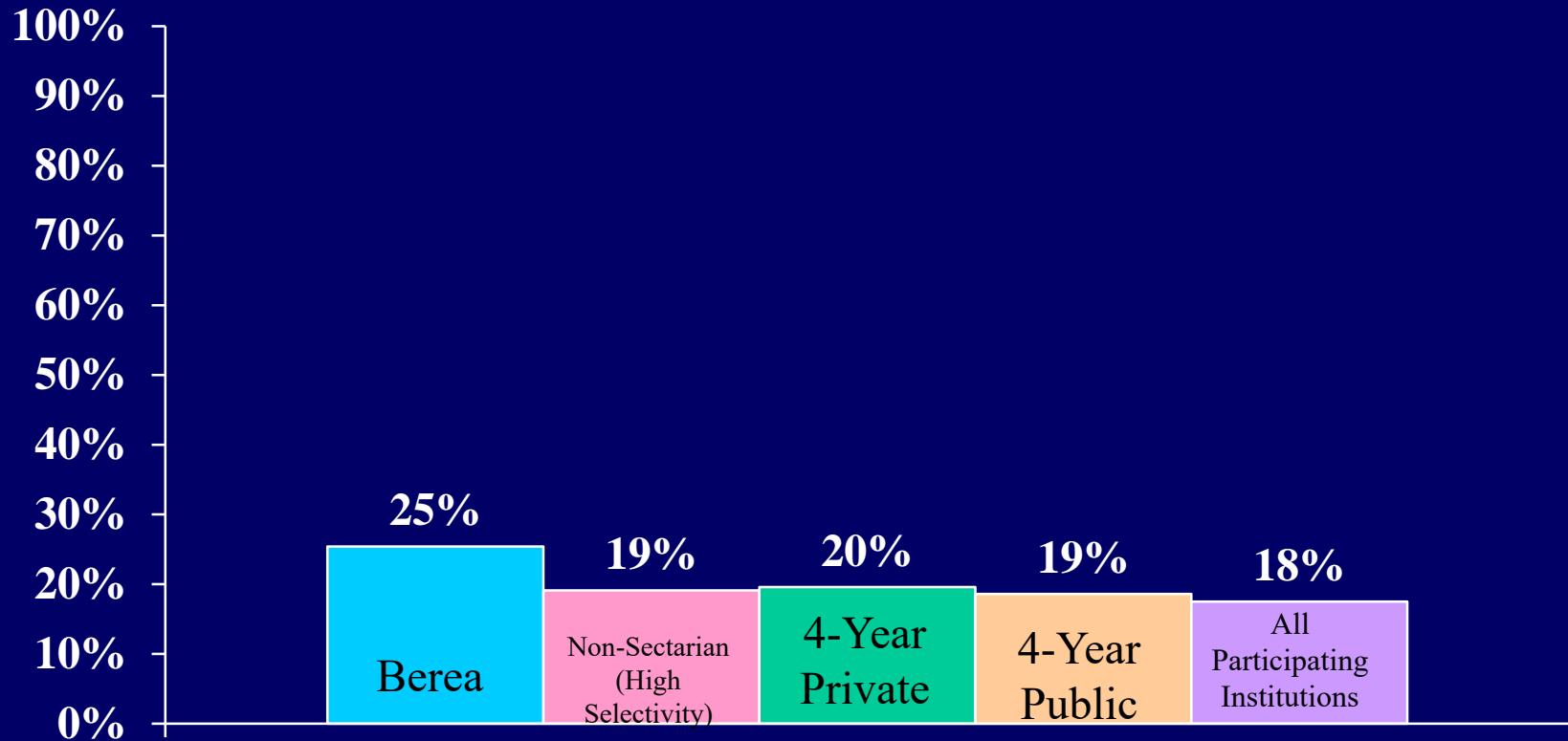
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

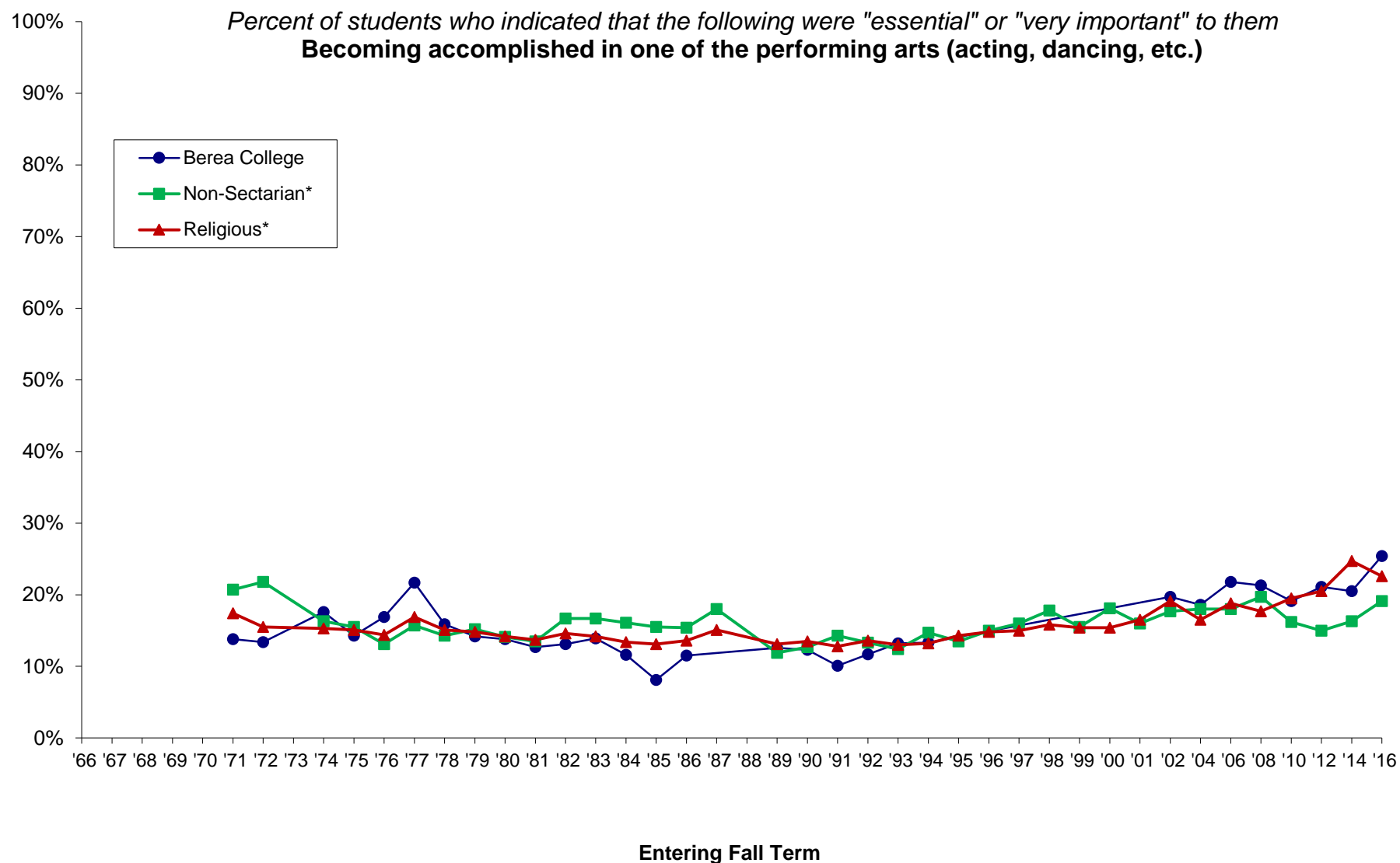
Becoming accomplished in one of the performing arts (acting, dancing, etc.)



Percent of students who personally consider the following objective to be “essential” or “very important:”

*Becoming accomplished in one of the performing arts
(acting, dancing, etc.)*



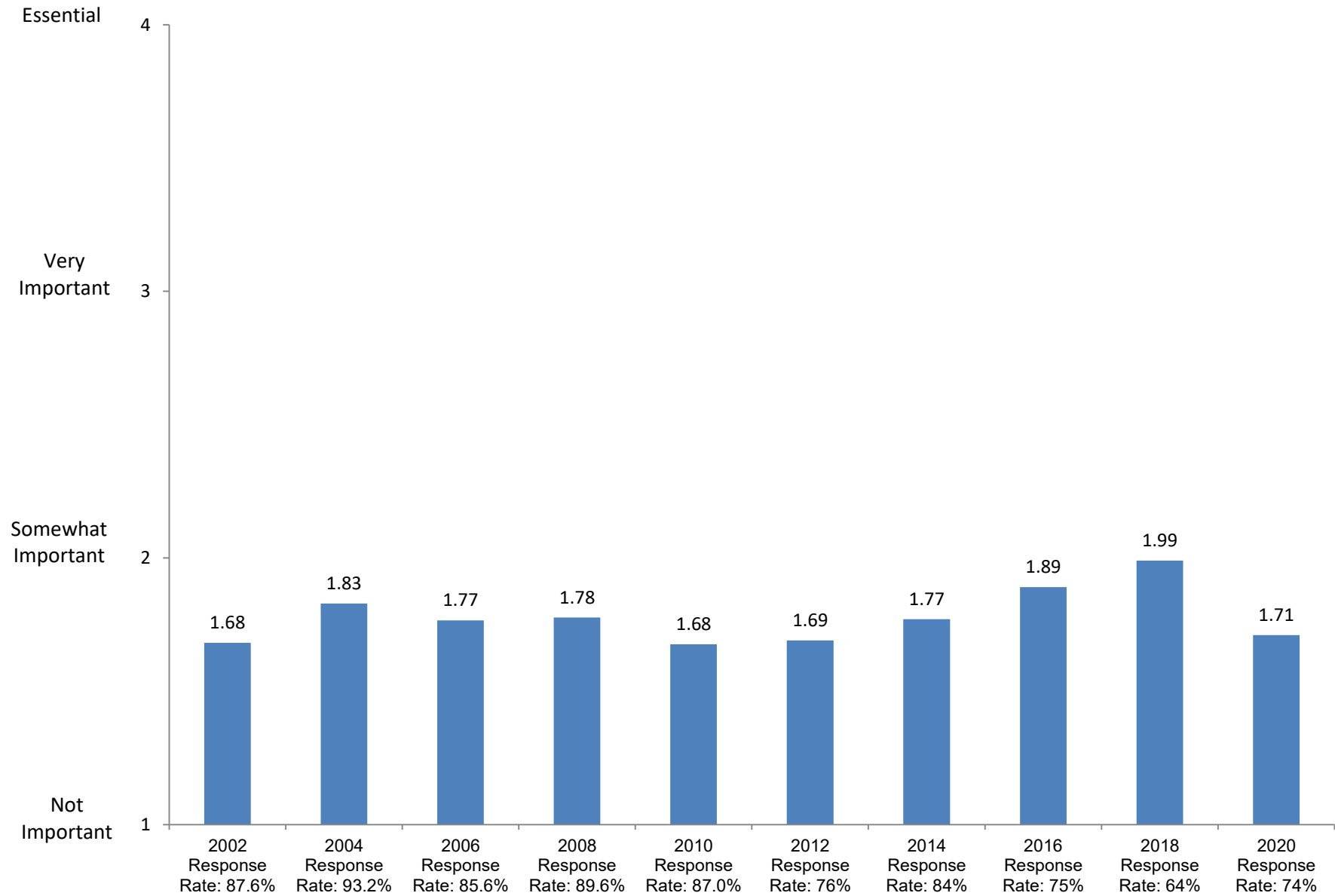


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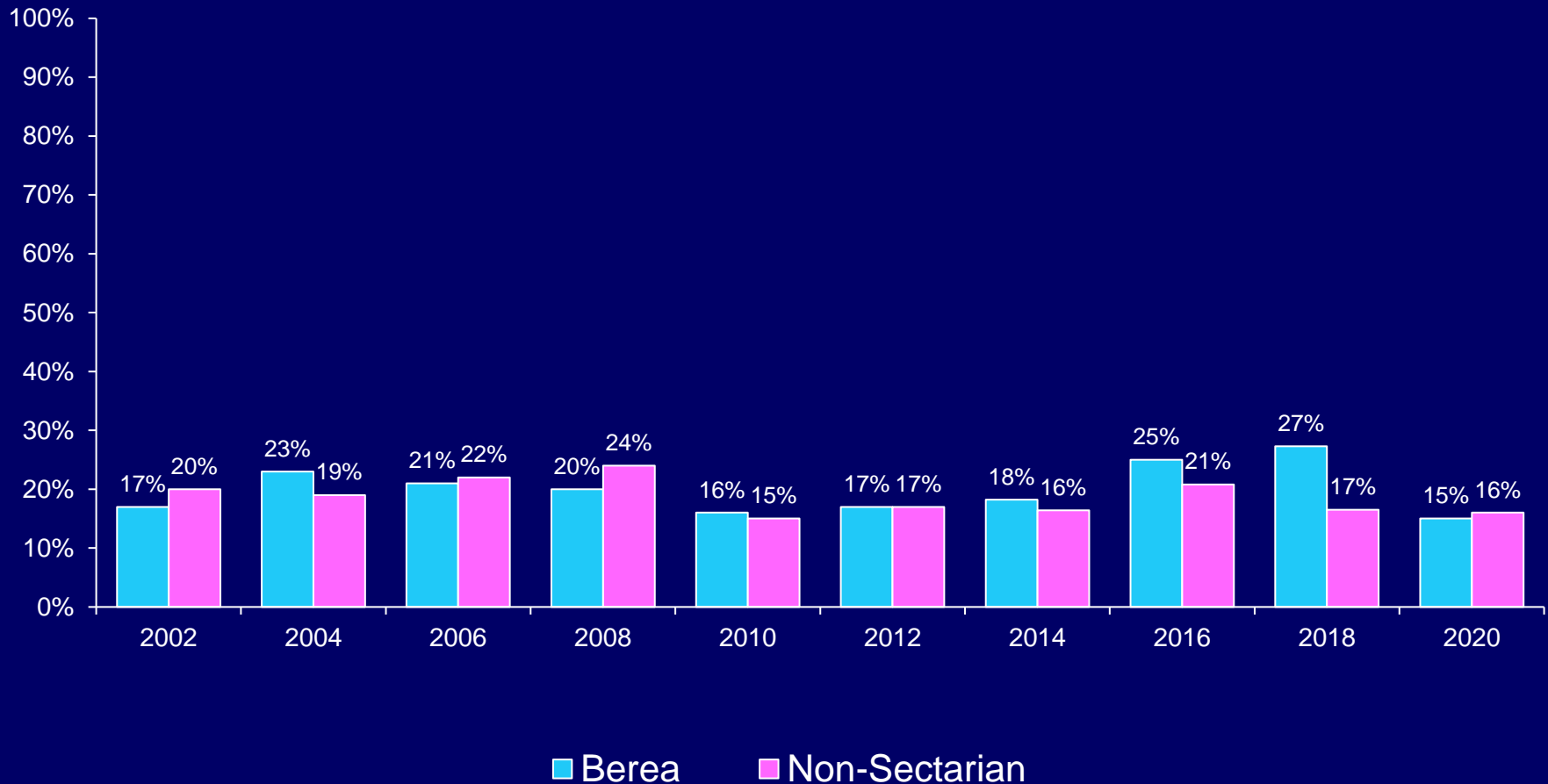
Creating artistic works (painting, sculpture, etc.)



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

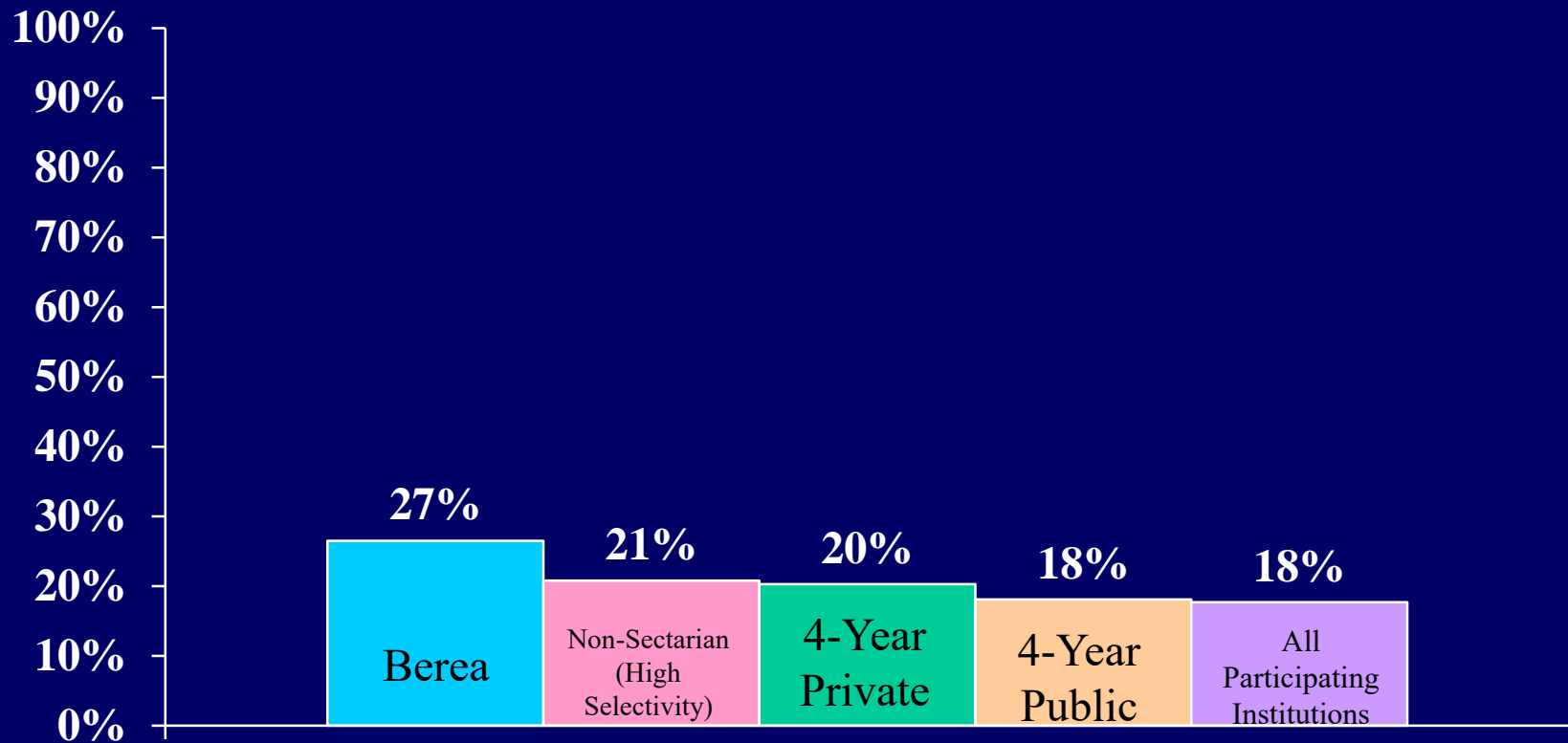
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

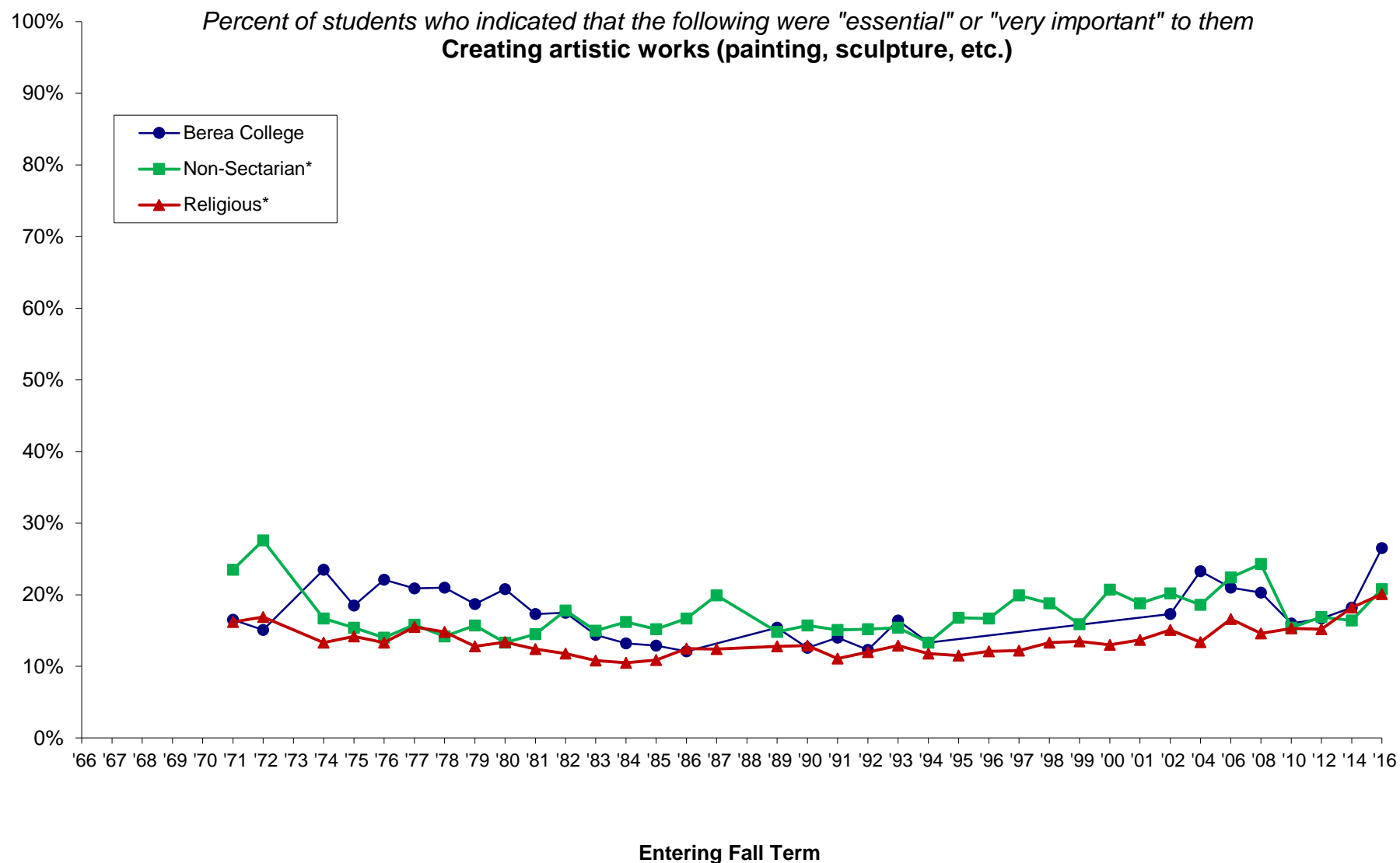
Creating artistic works (painting, sculpture, etc.)



Percent of students who personally consider the following objective to be “essential” or “very important:”

Creating artistic works (painting, sculpture, etc)



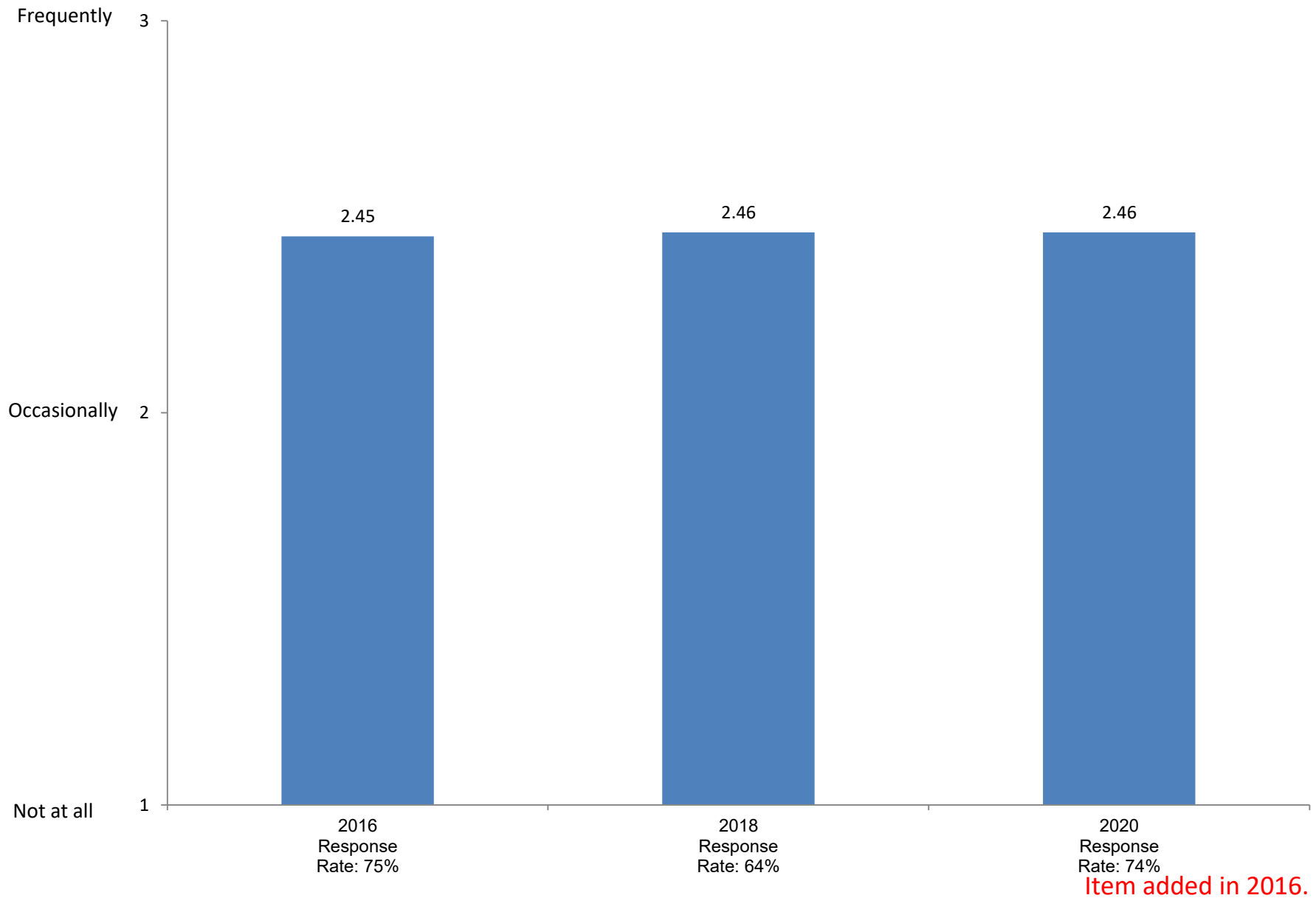


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

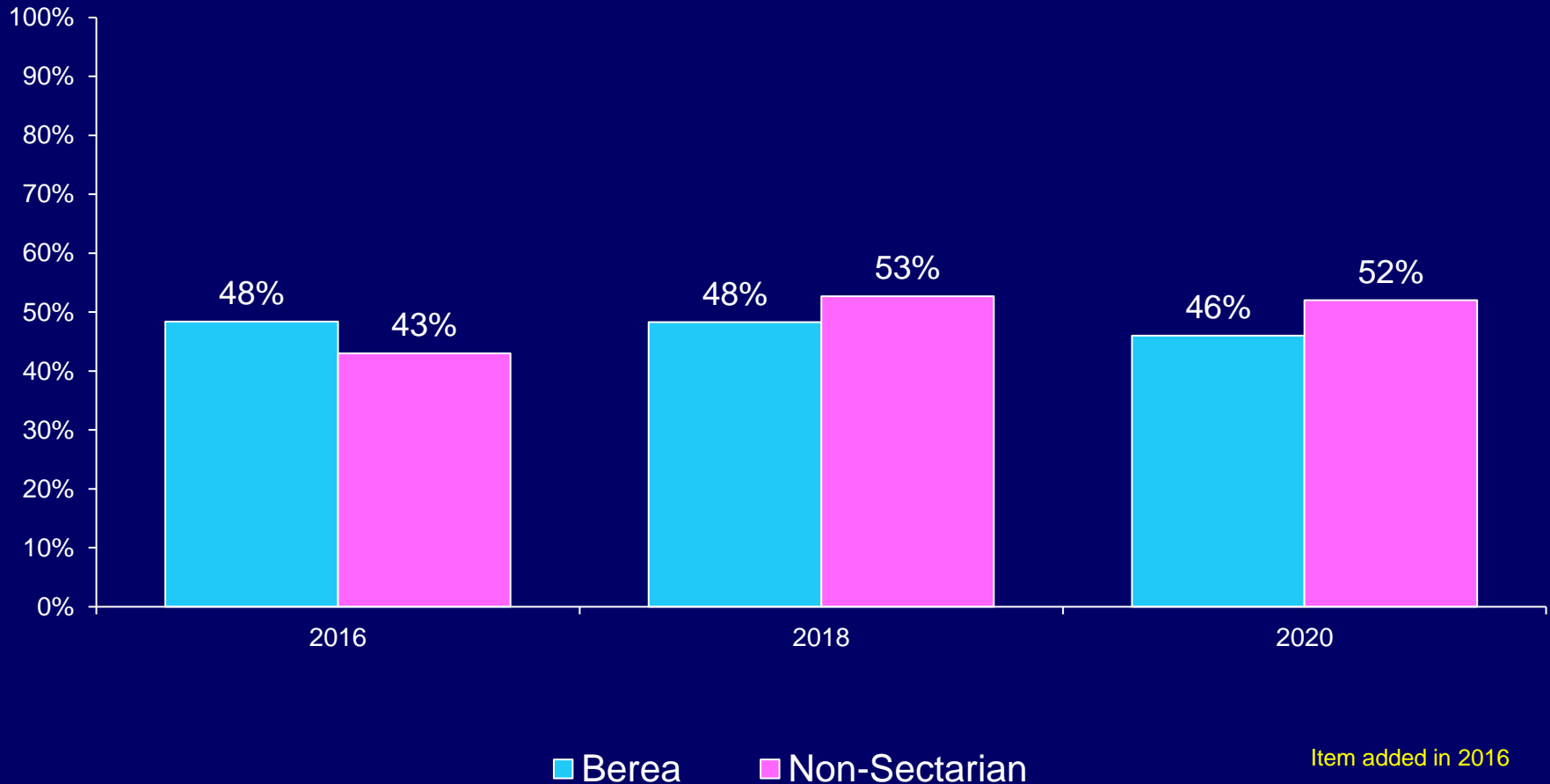
How often in the past year did you...

Analyze multiple sources of information before coming to a conclusion



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

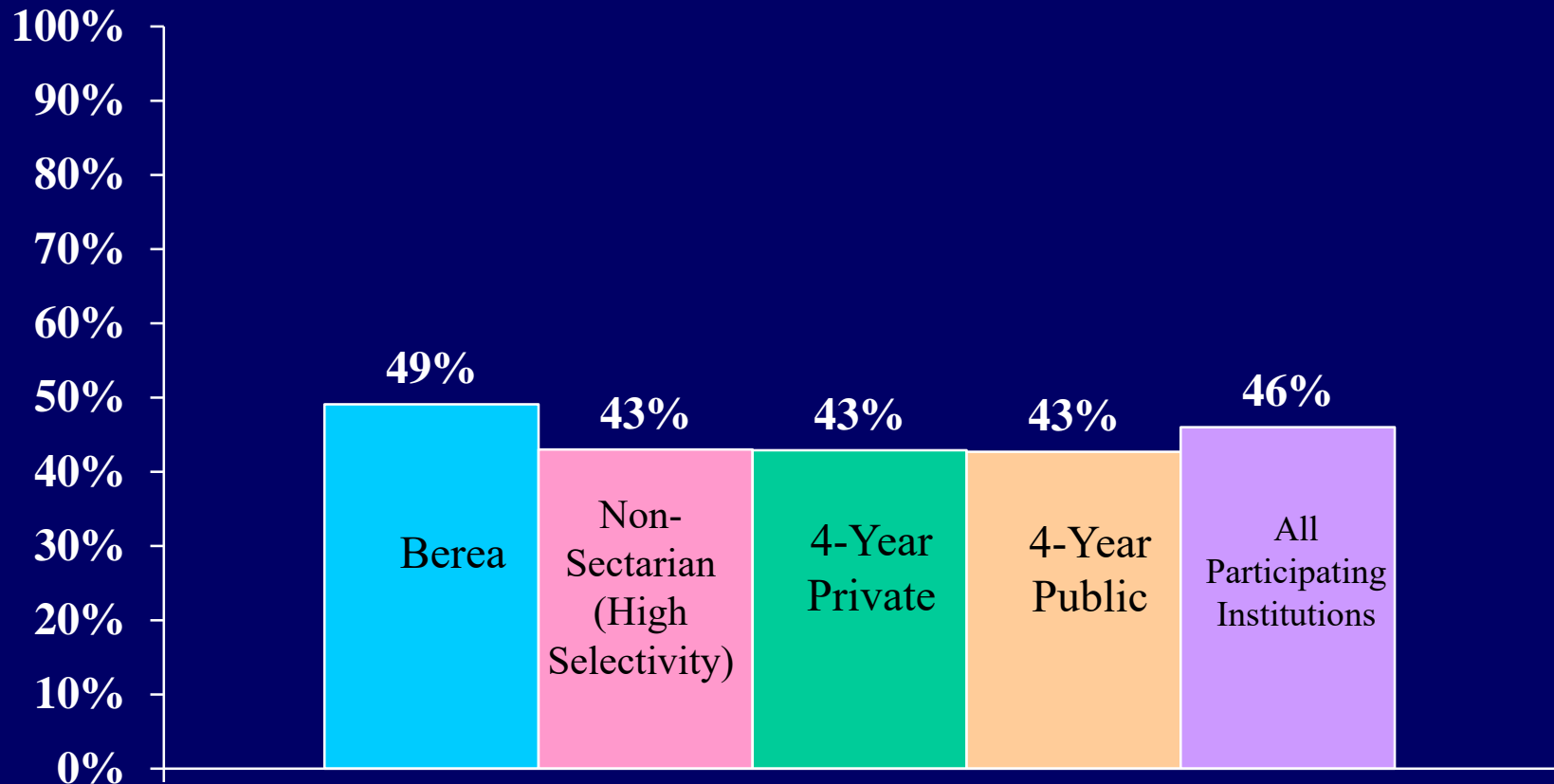
Percent of students who indicated in the past year, they “frequently”:
**Analyze multiple sources of information
before coming to a conclusion**



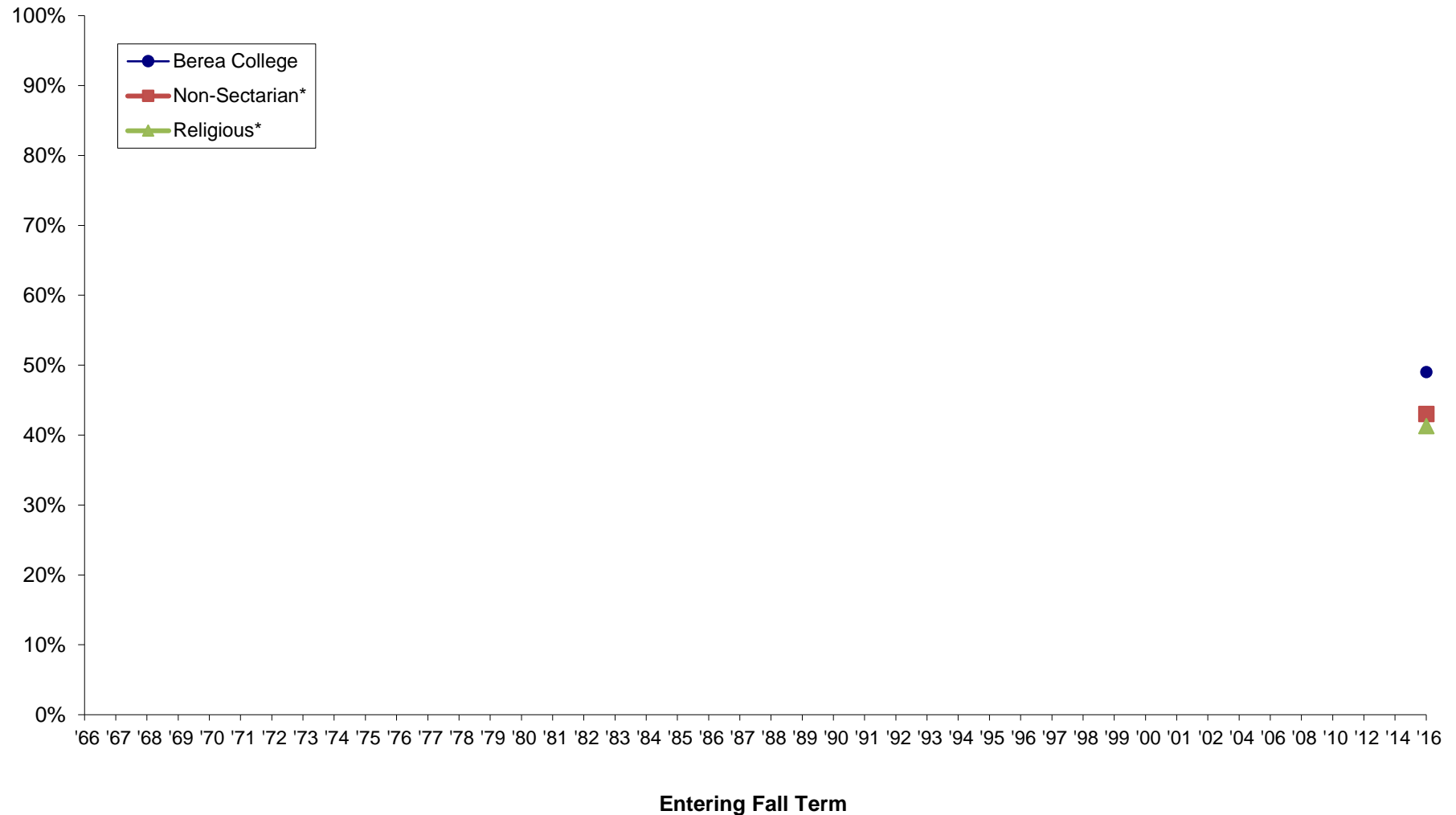
Percent of students who indicated “frequently”

Analyze multiple sources of information before coming to a conclusion

(during the past year)



Percent of students who indicated in the past year, He/She "Frequently";
Analyze multiple sources of information before coming to a conclusions



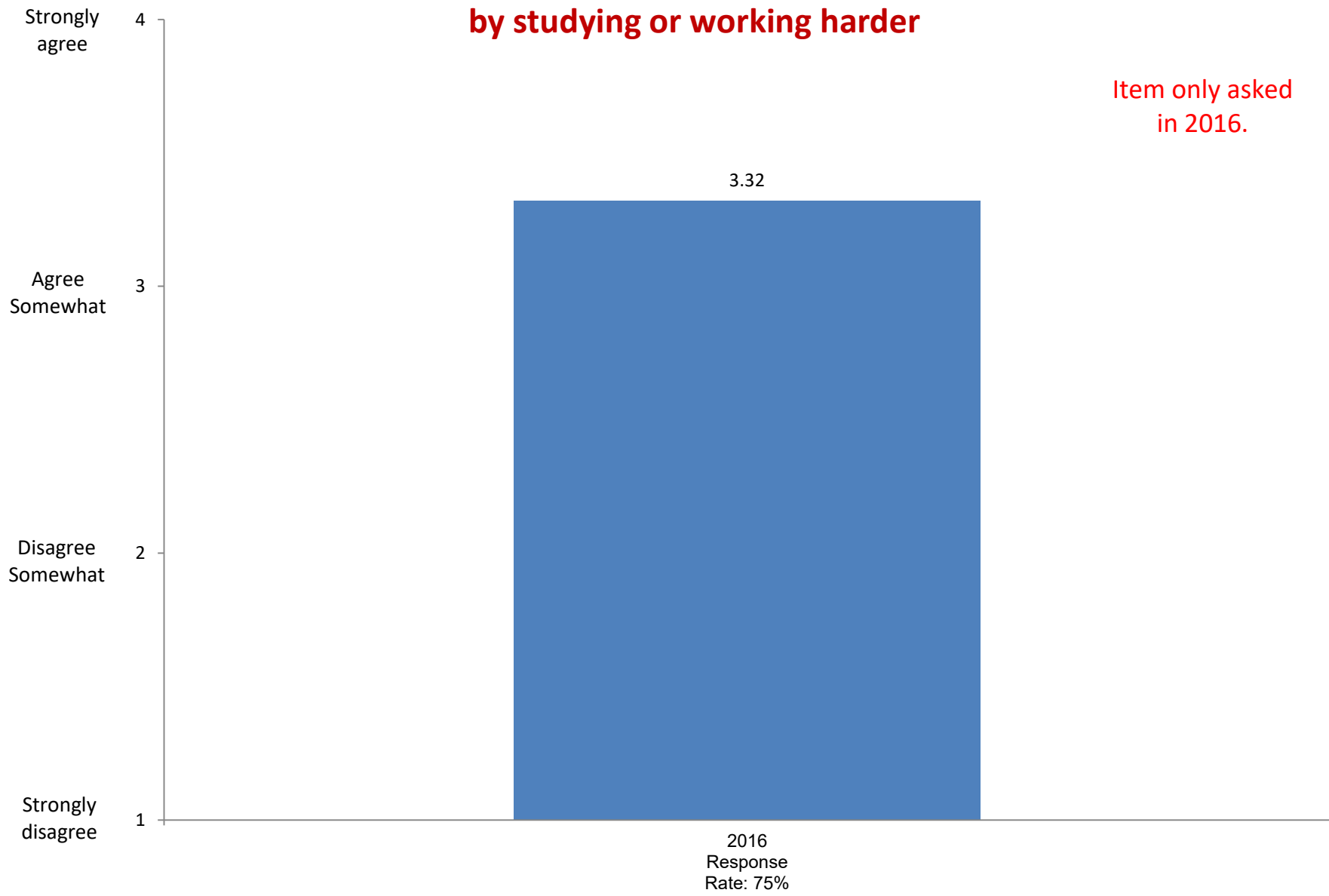
*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

Rate your agreement with each of the following.

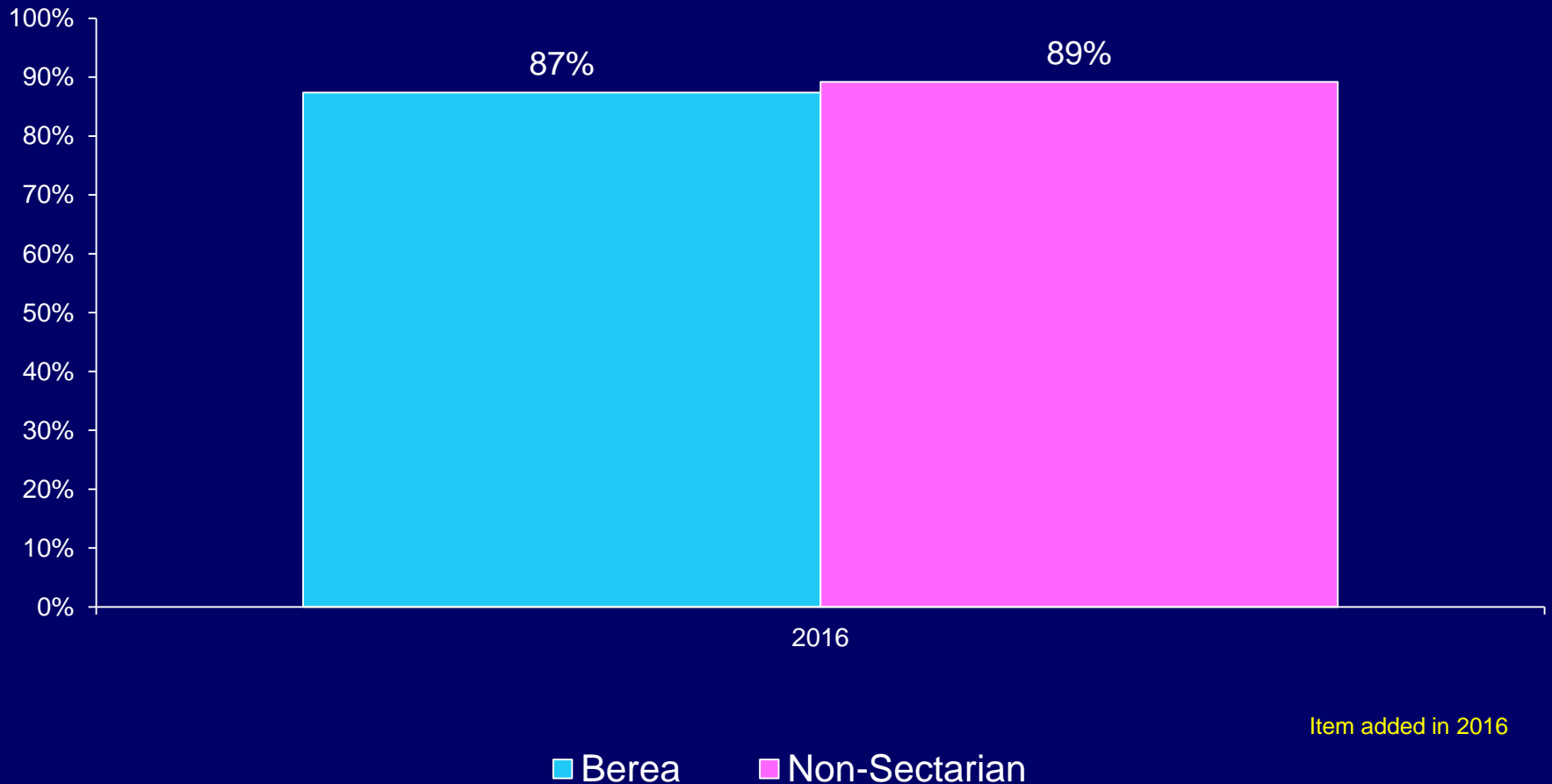
Intelligence is something that can be improved by studying or working harder

Item only asked
in 2016.



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

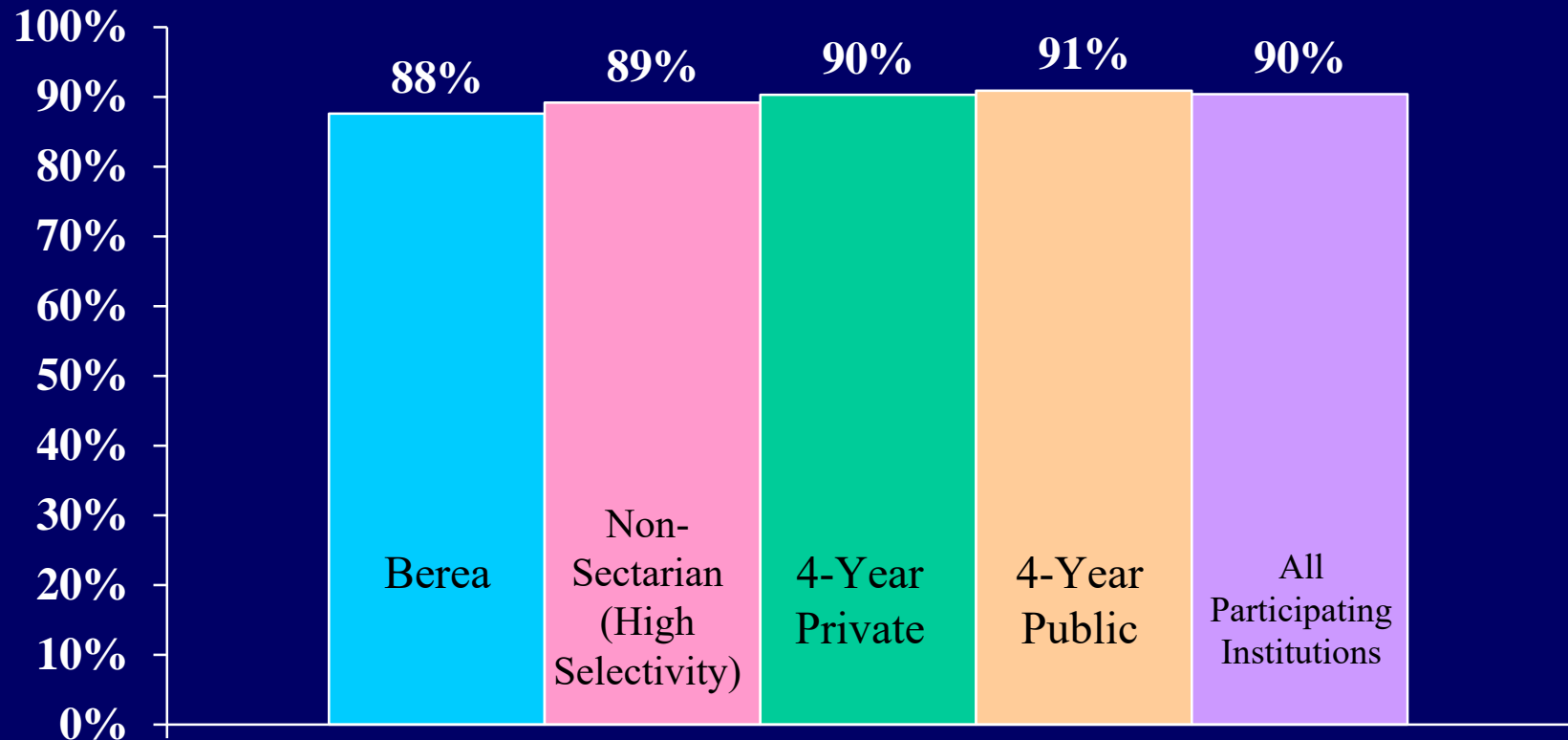
Percent of students who “agree strongly” or “agree somewhat” that:
Intelligence is something that can be improved by studying or working harder



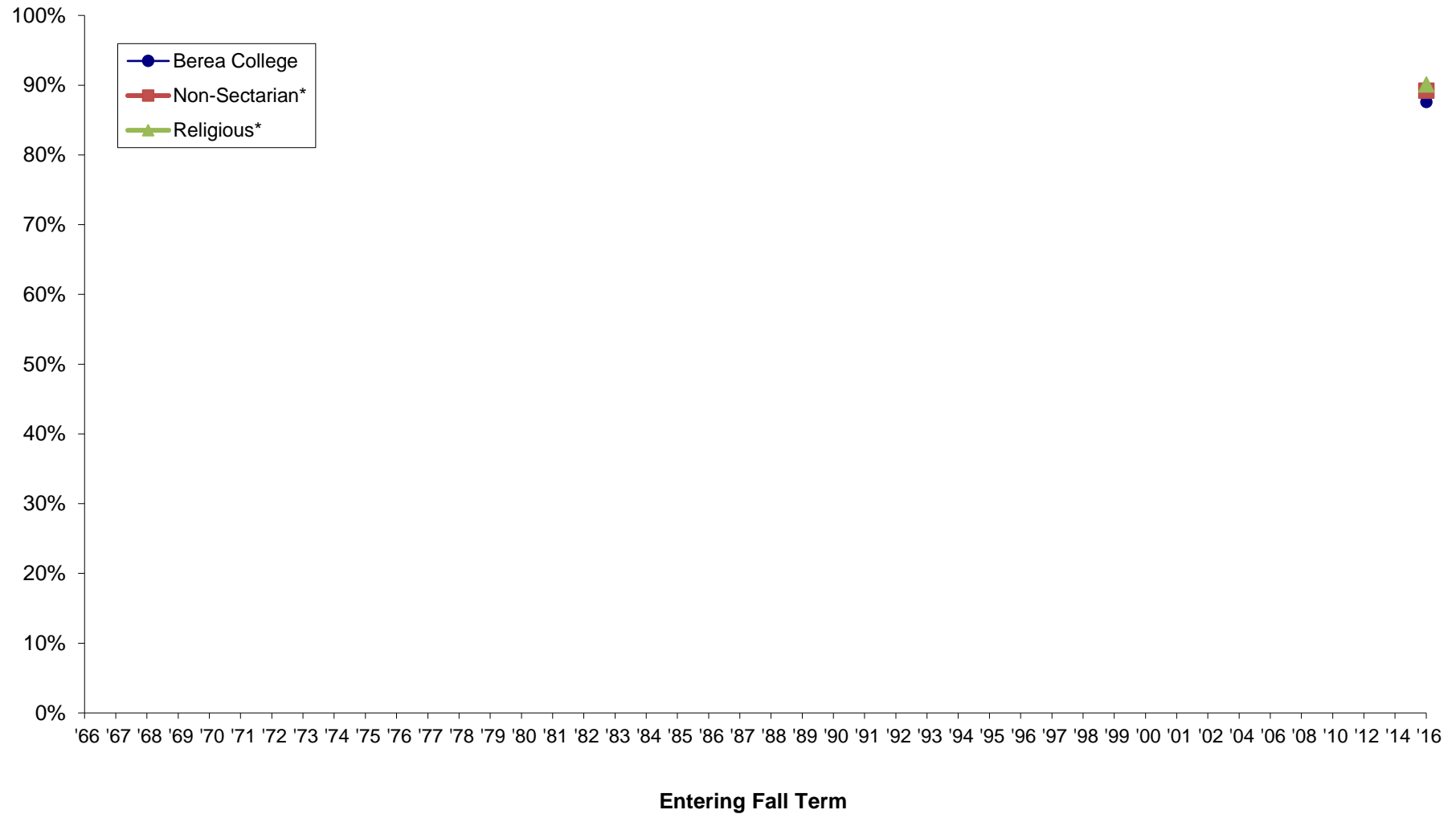
Item added in 2016

Percent of students who agree “strongly” or “somewhat” that:

Intelligence is something that can be improved by studying or working harder



Percent of students who "agree strongly" or "agree somewhat" that:
Intelligence is something that can be improved by studying or working harder.

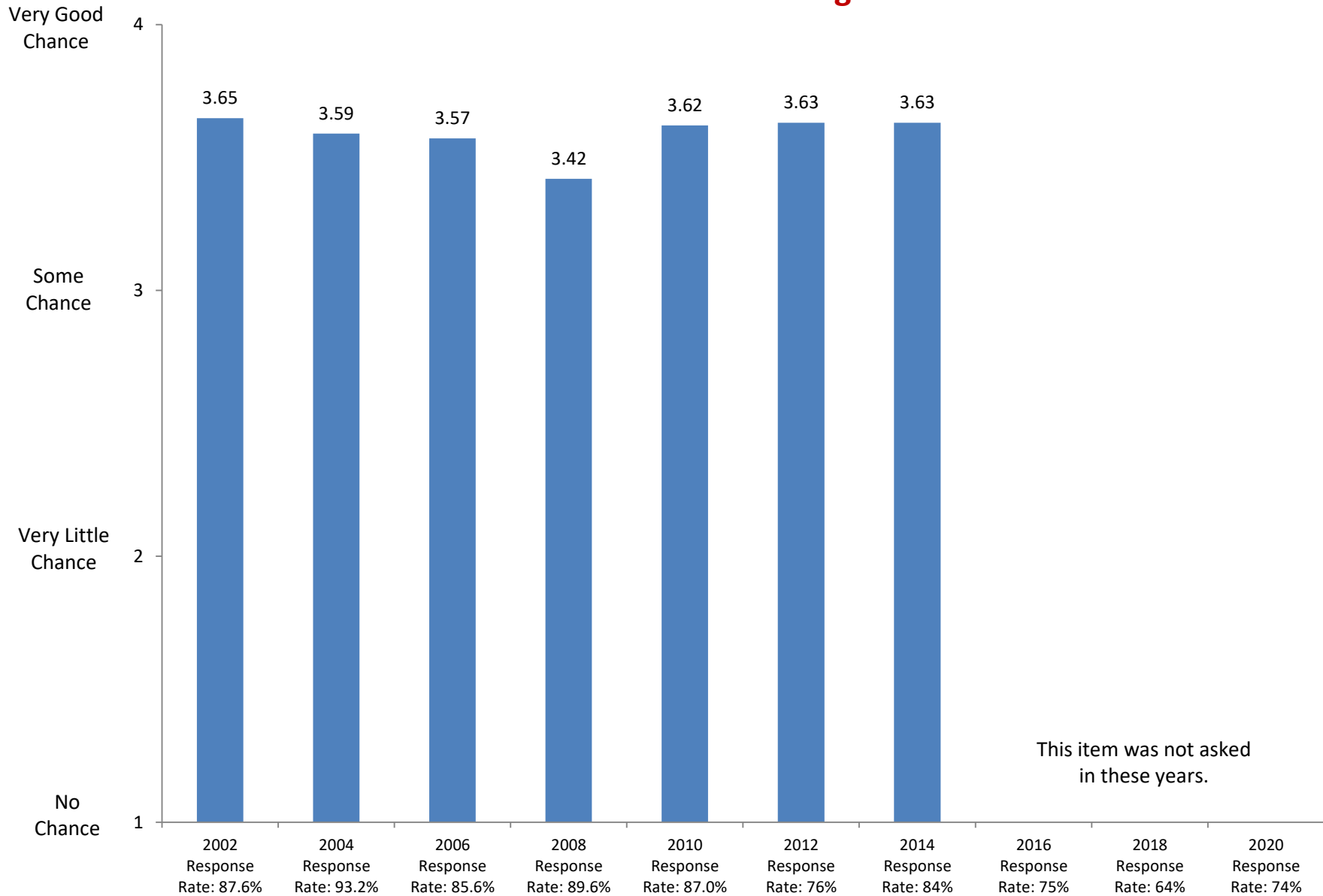


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

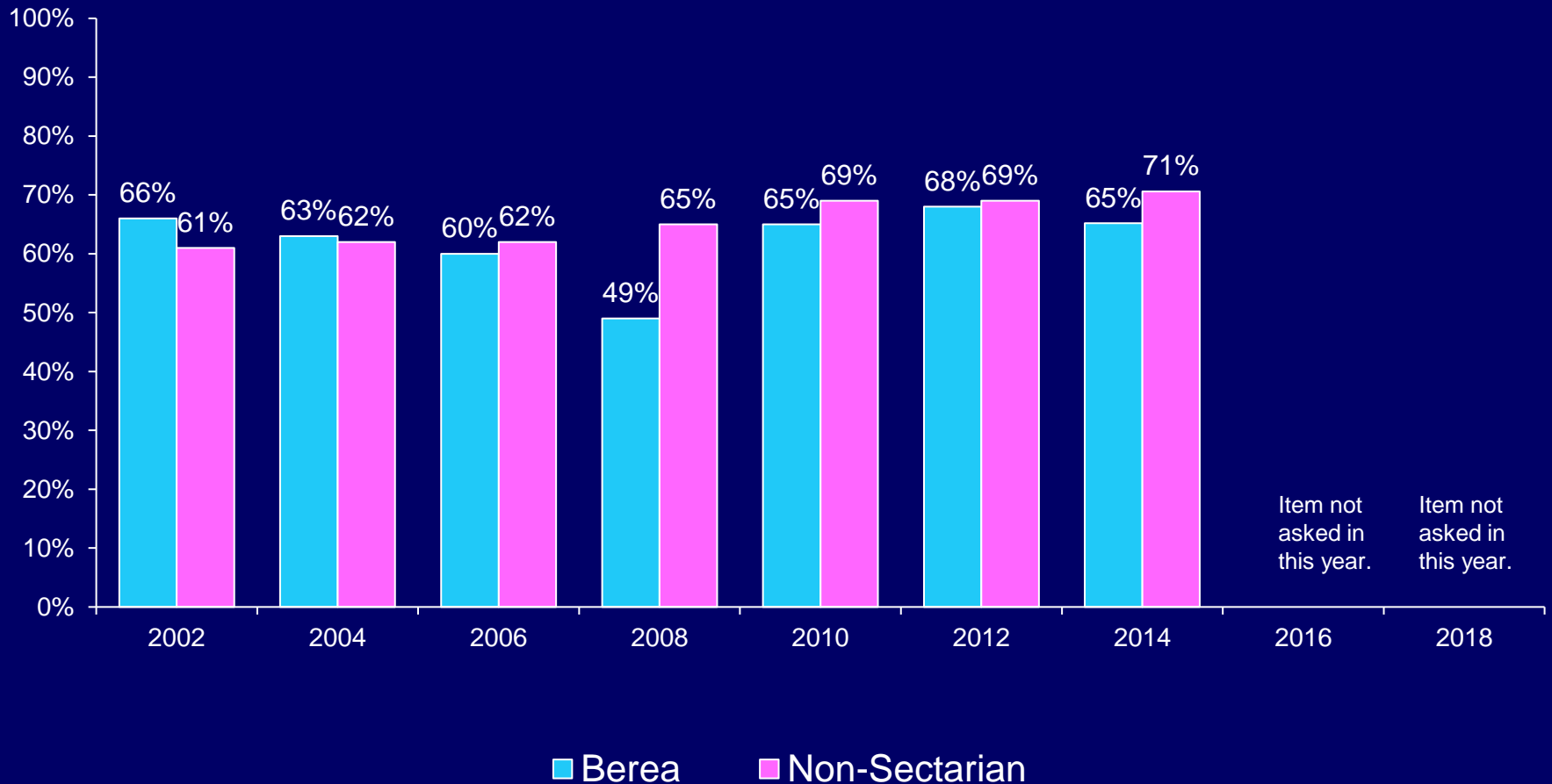
What is your best guess as to the chances that you will:

Make at least a "B" average

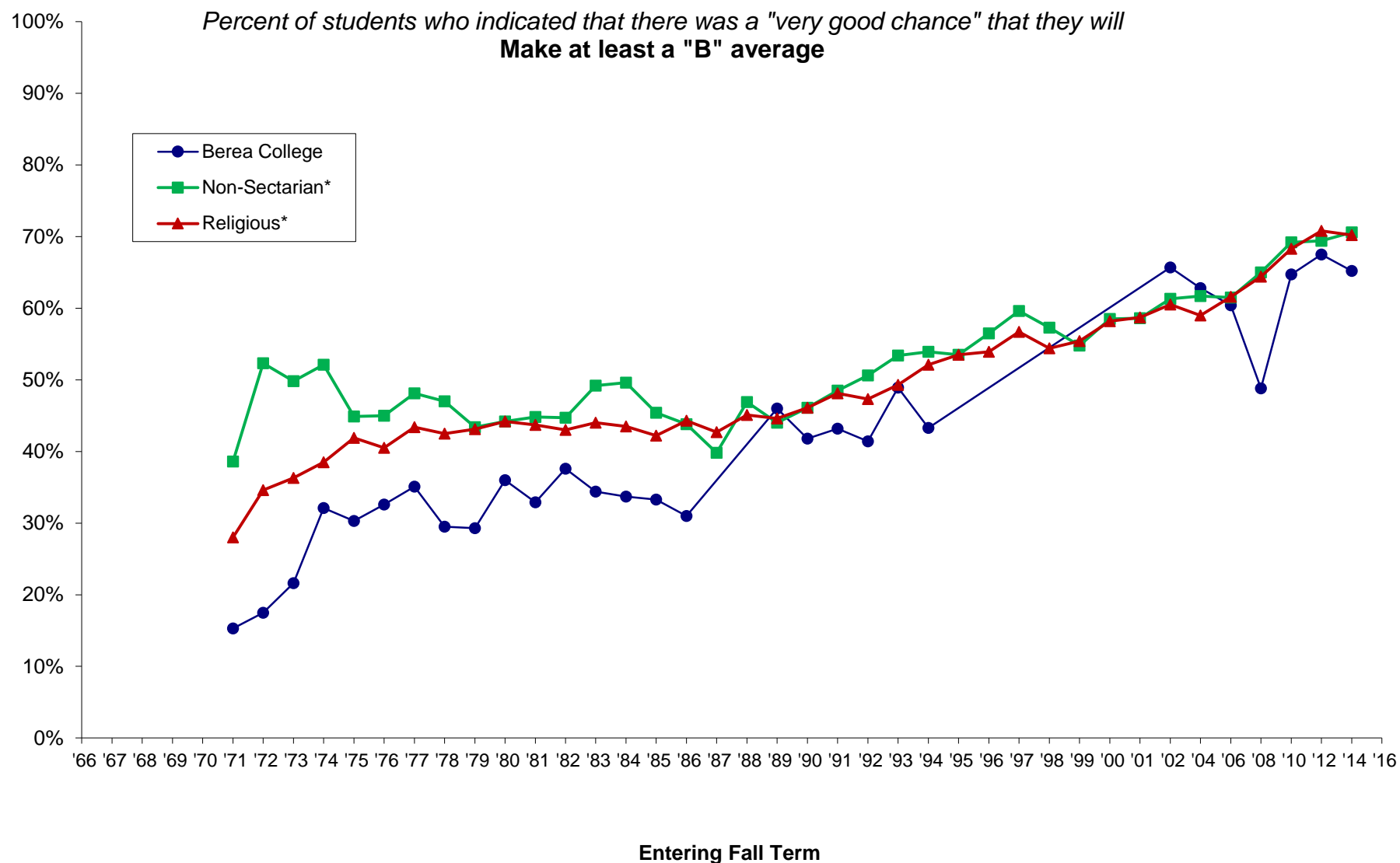


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who estimate that chances are “very good” that they will:
Make at least a “B” average



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

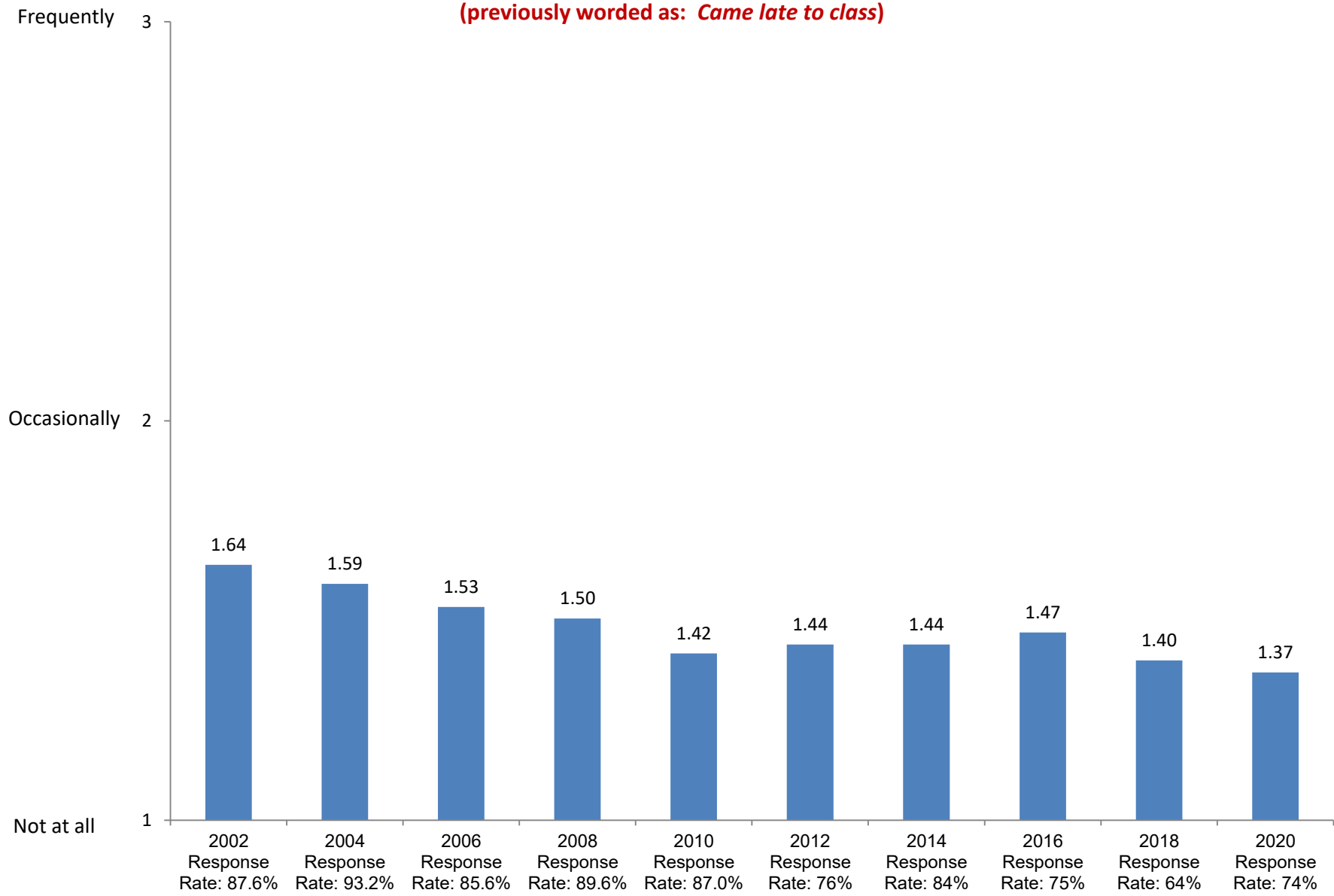


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

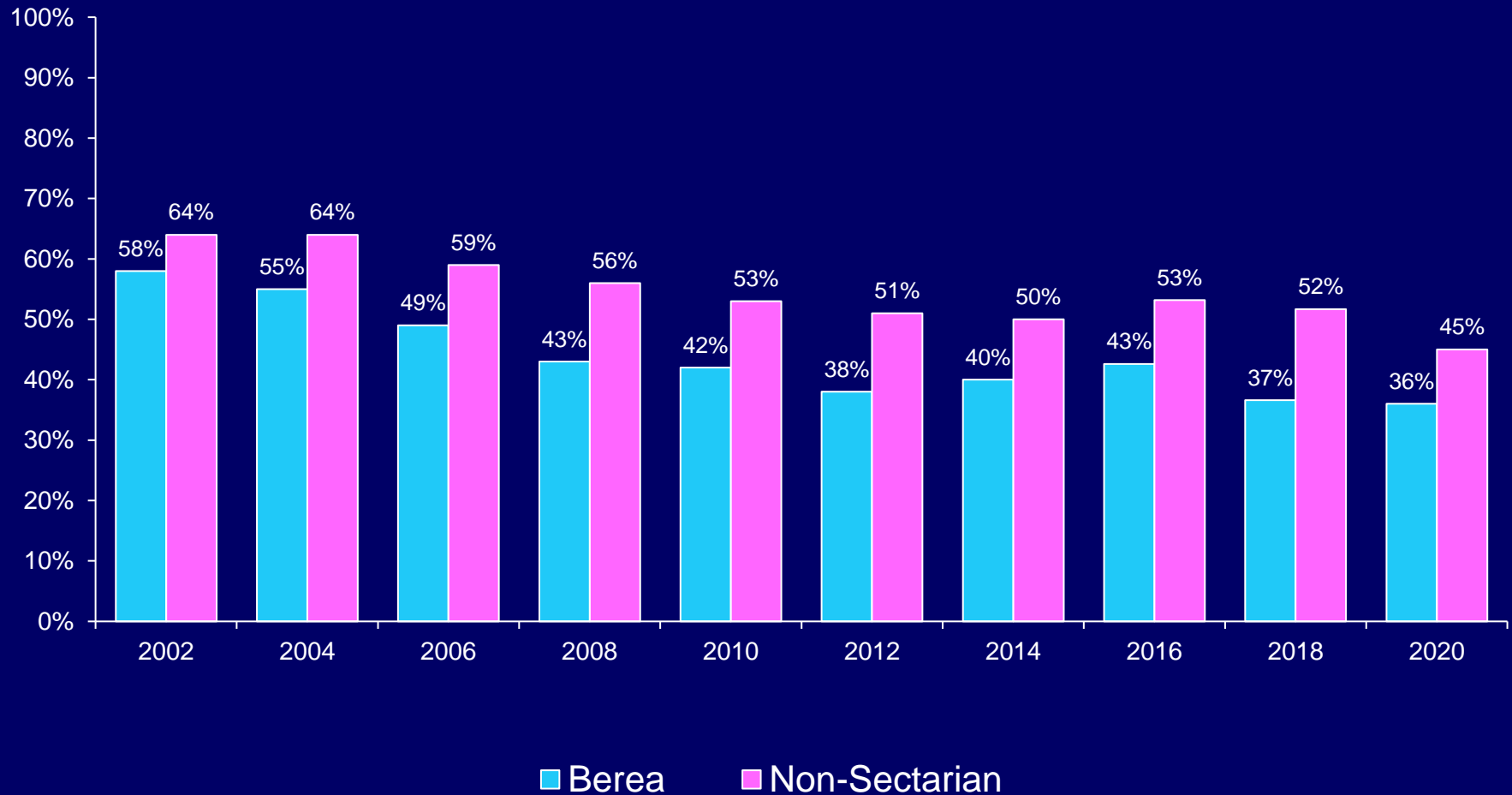
In the past year, how often have you:

Been late to class (previously worded as: *Came late to class*)



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated “frequently” or “occasionally”
Been late to class
(during the past year)

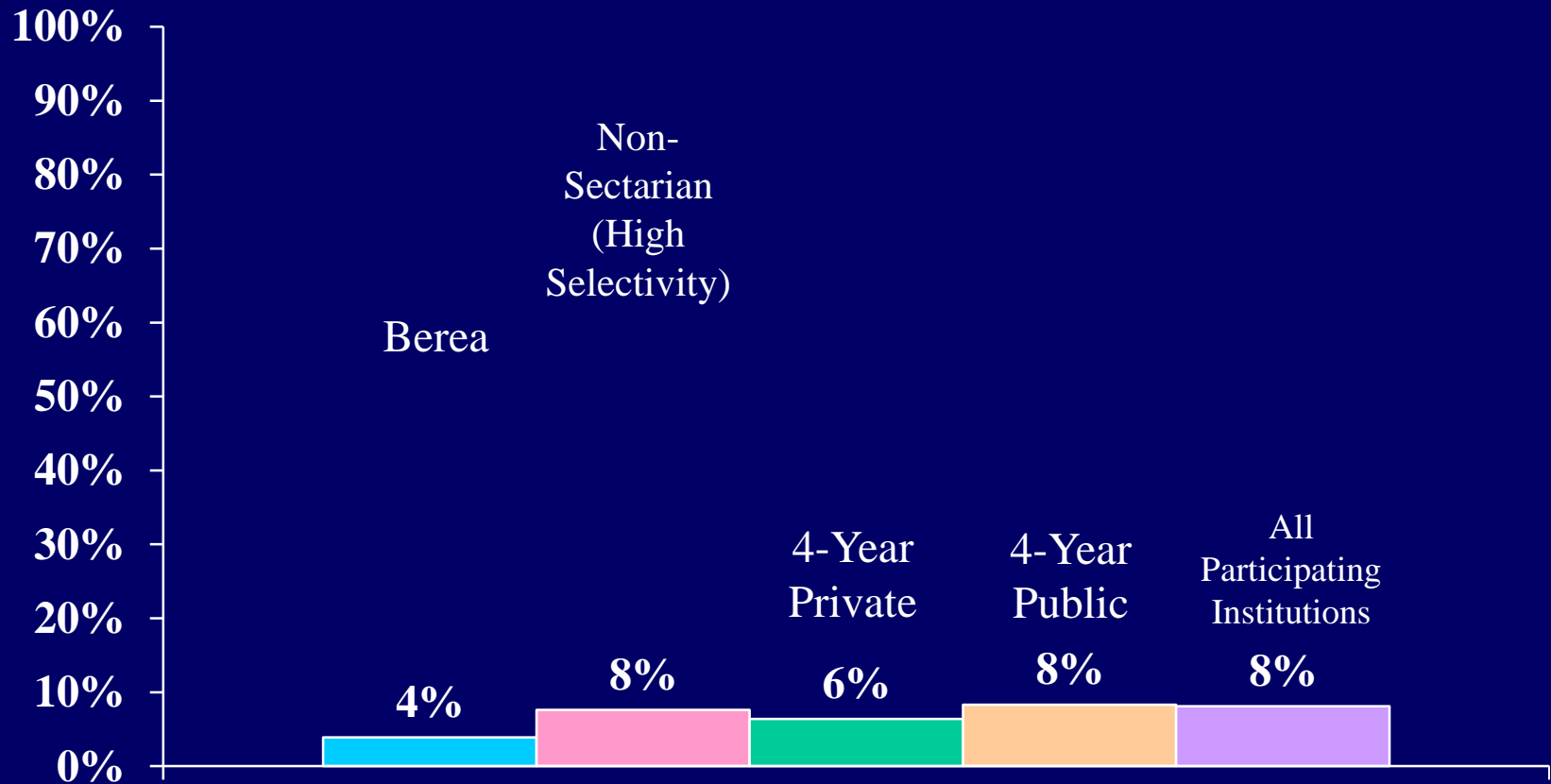


NOTE: Previously worded: Came late to class.

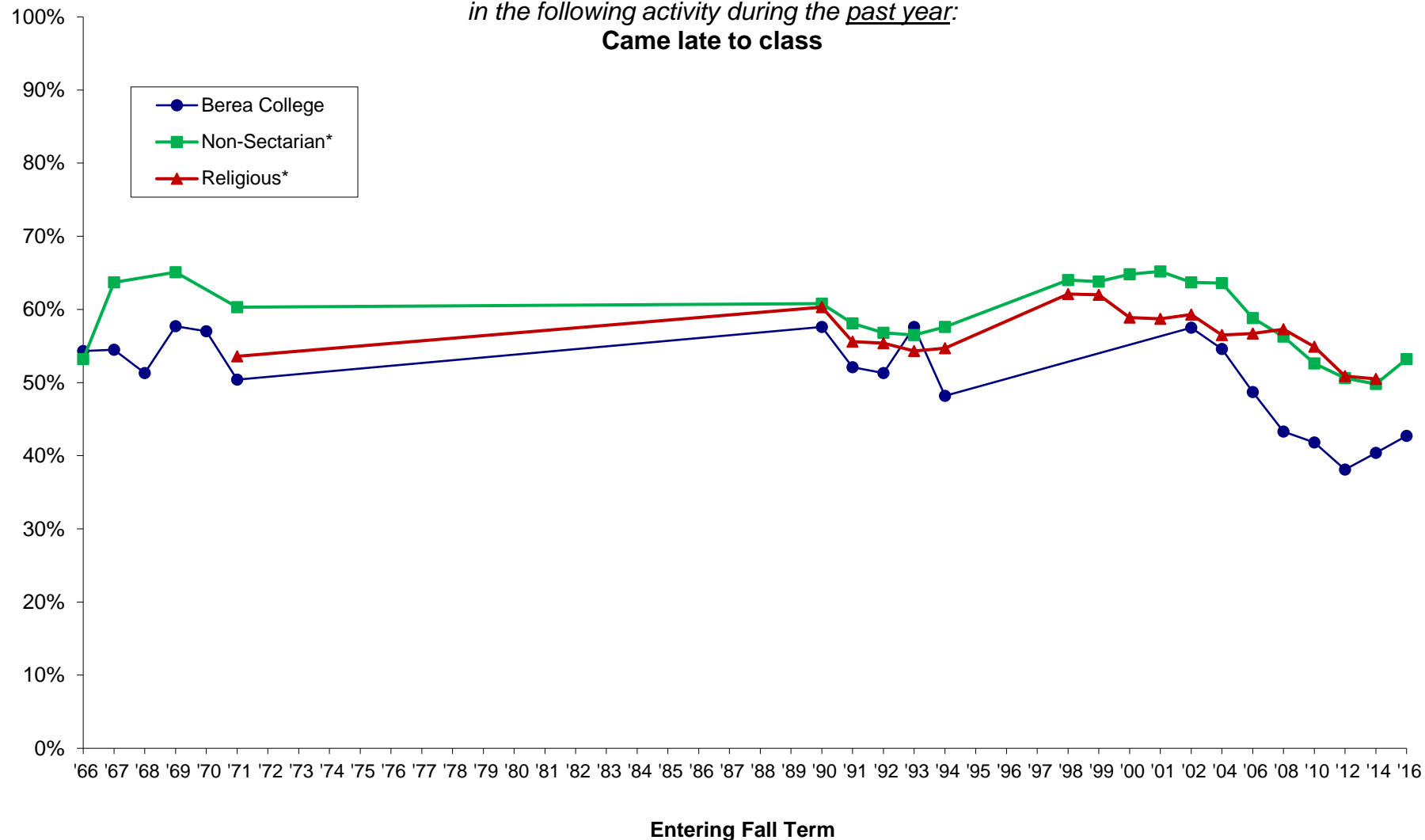
Percent of students who indicated “frequently”

Been late to class

(during the past year)



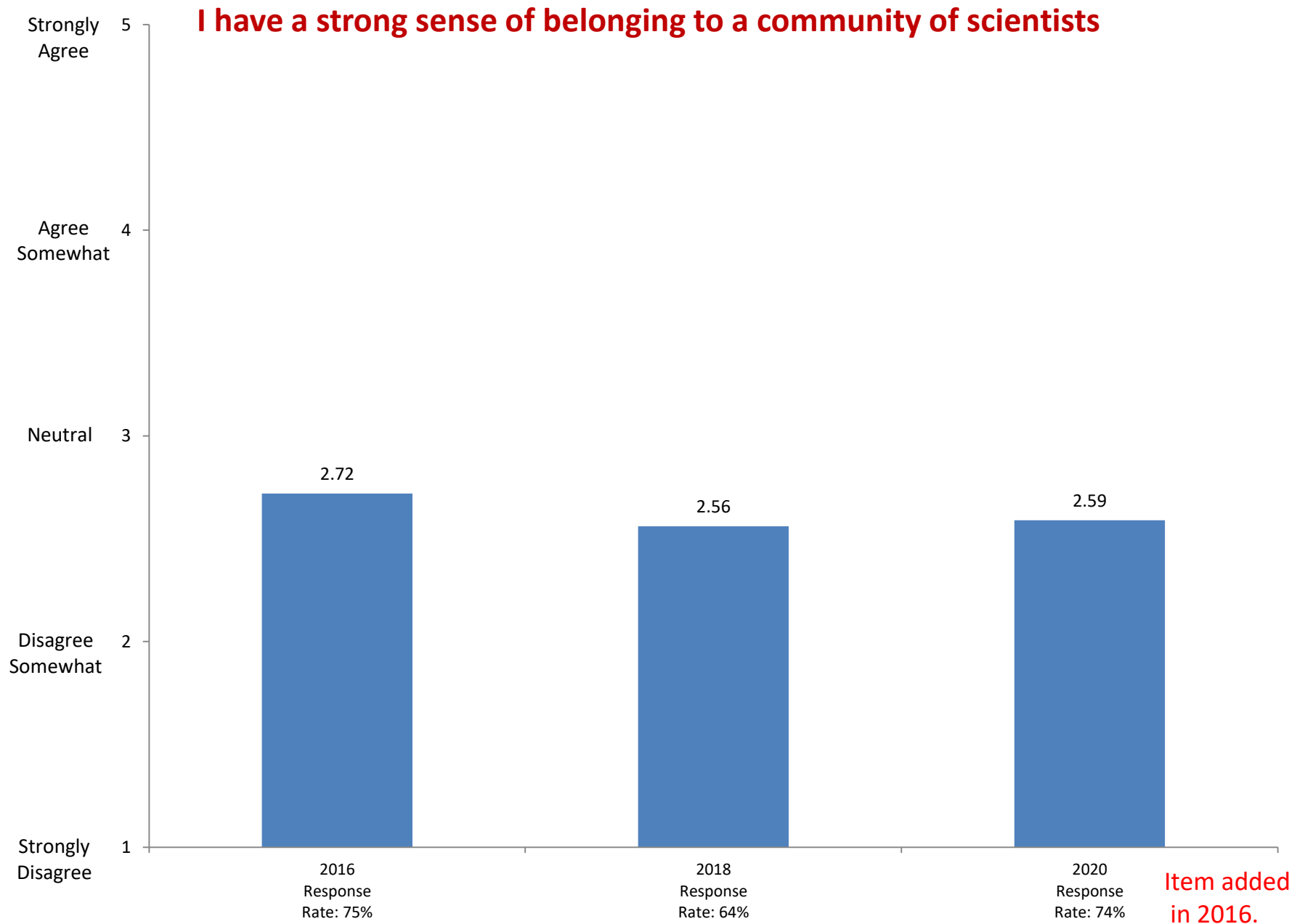
Percent of students who indicated that they "frequently" or "occasionally" engaged in the following activity during the past year:
Came late to class



*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

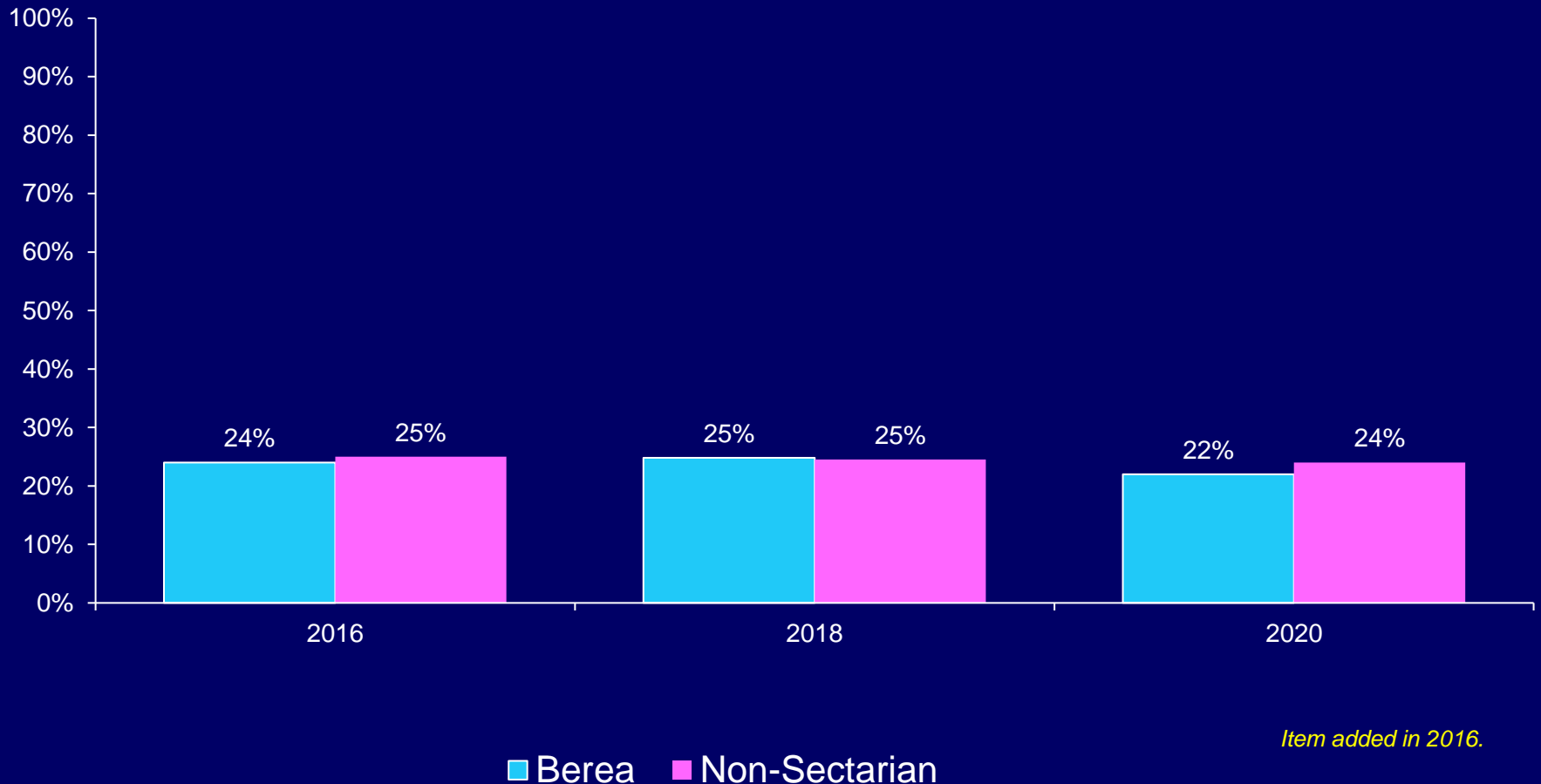
NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

To what extent are the following statements true of you:



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

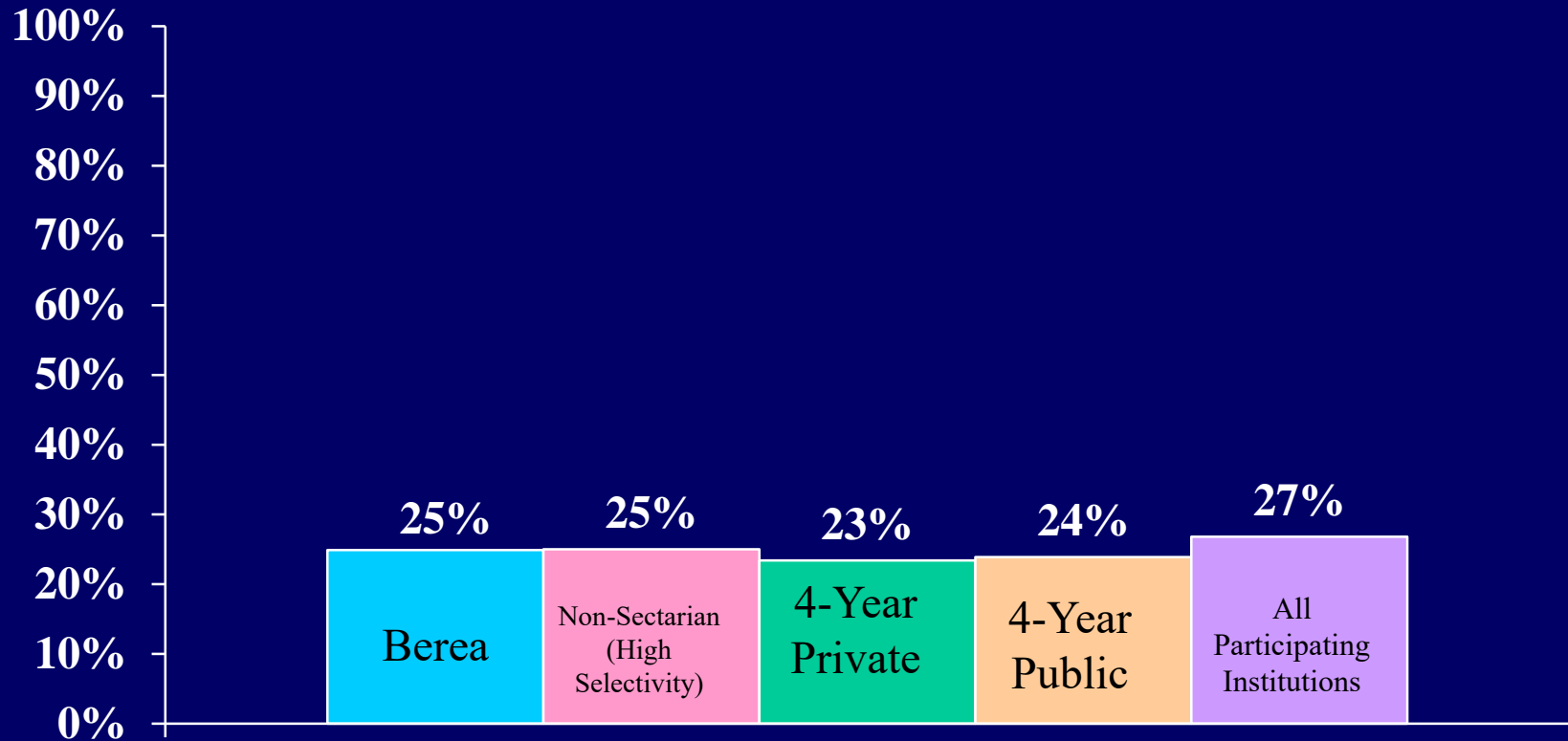
Percent of students who indicated “strongly agree” or “agree somewhat” regarding:
I have a strong sense of belonging to a community of scientists



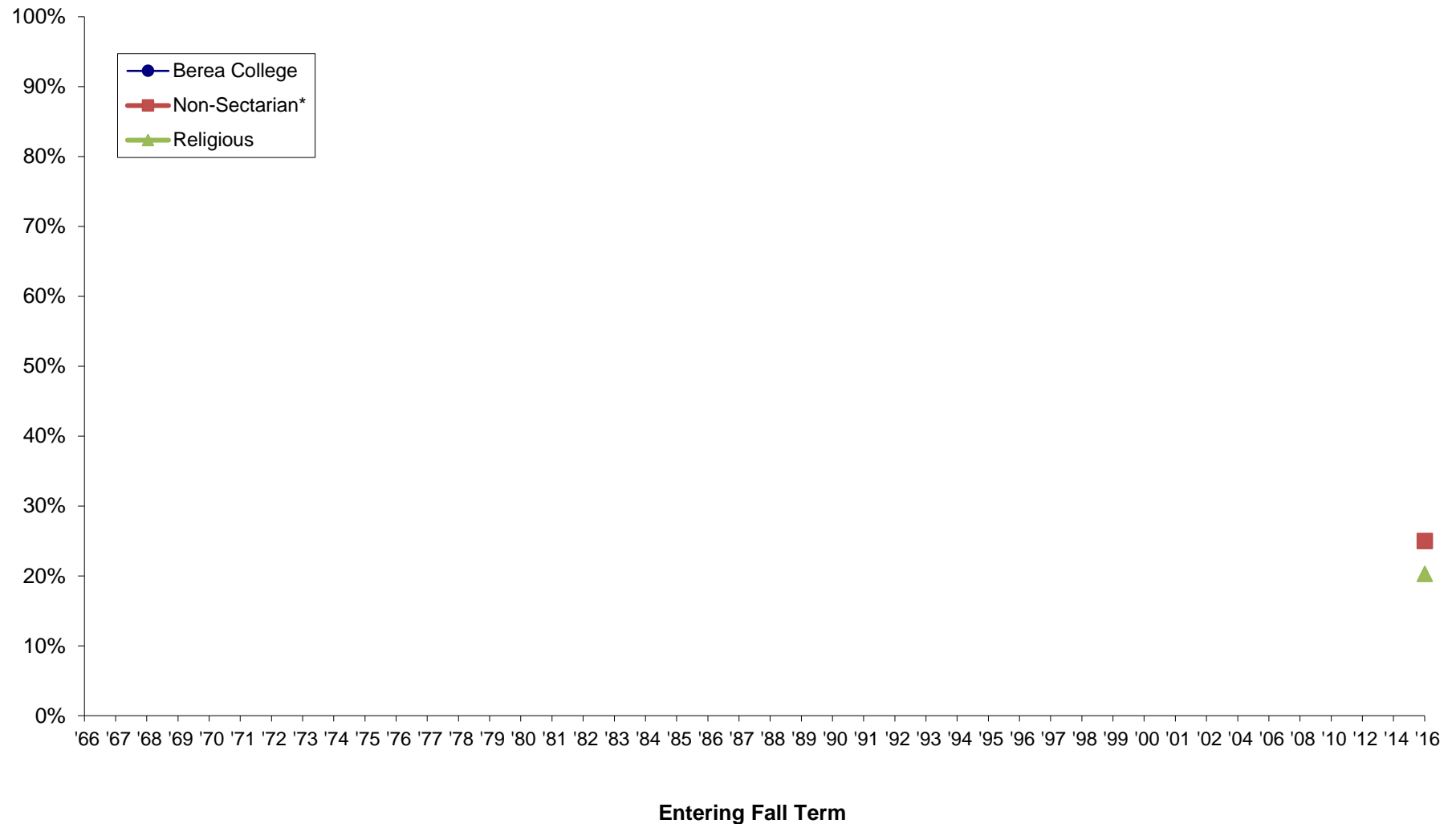
Item added in 2016.

Students who “Strongly Agree” or “Agree Somewhat”

I have a strong sense of belonging to a community of scientists



Students who "Strongly Agree" or "Agree Somewhat"
I have a strong sense of belonging to a community of scientists.

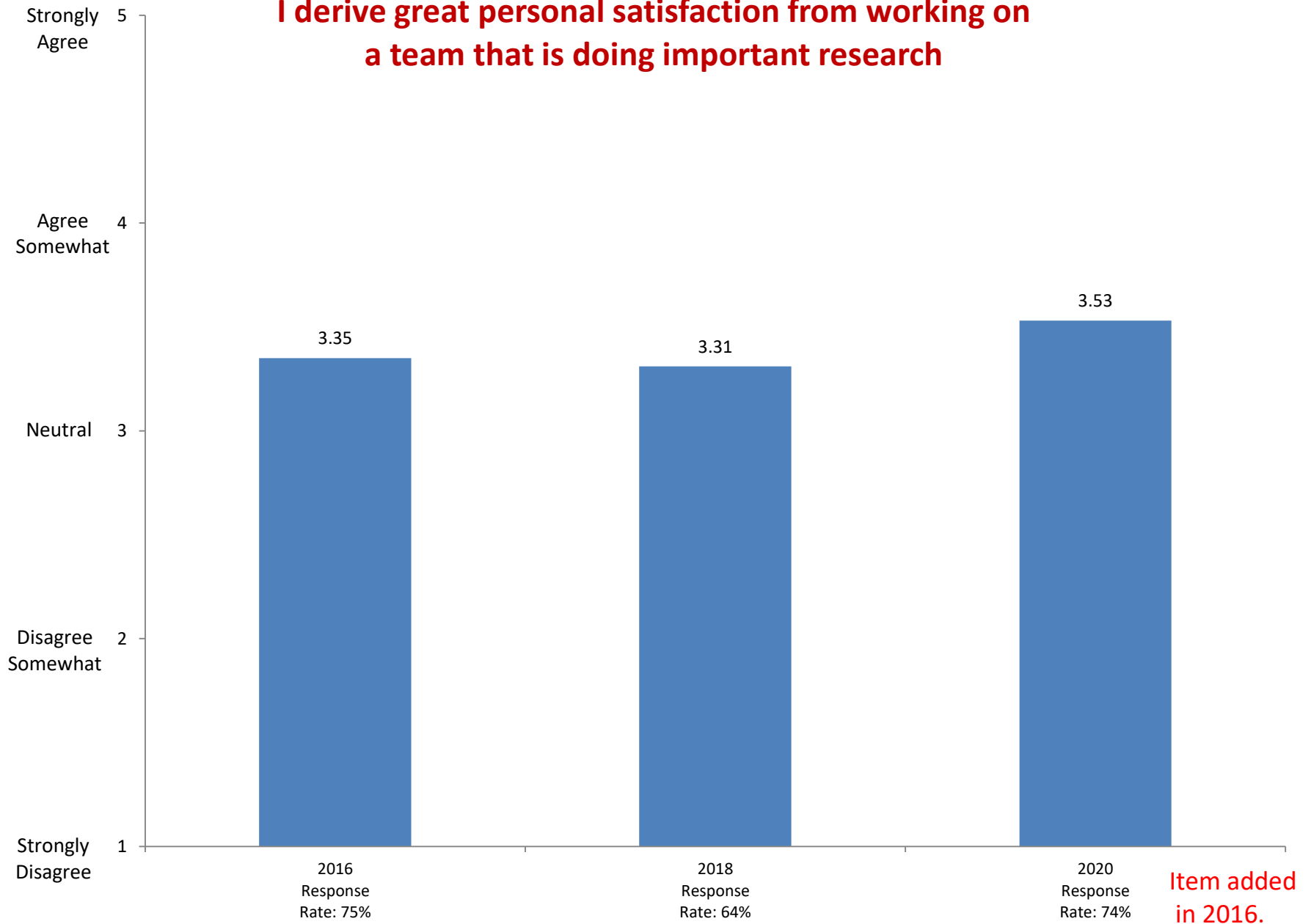


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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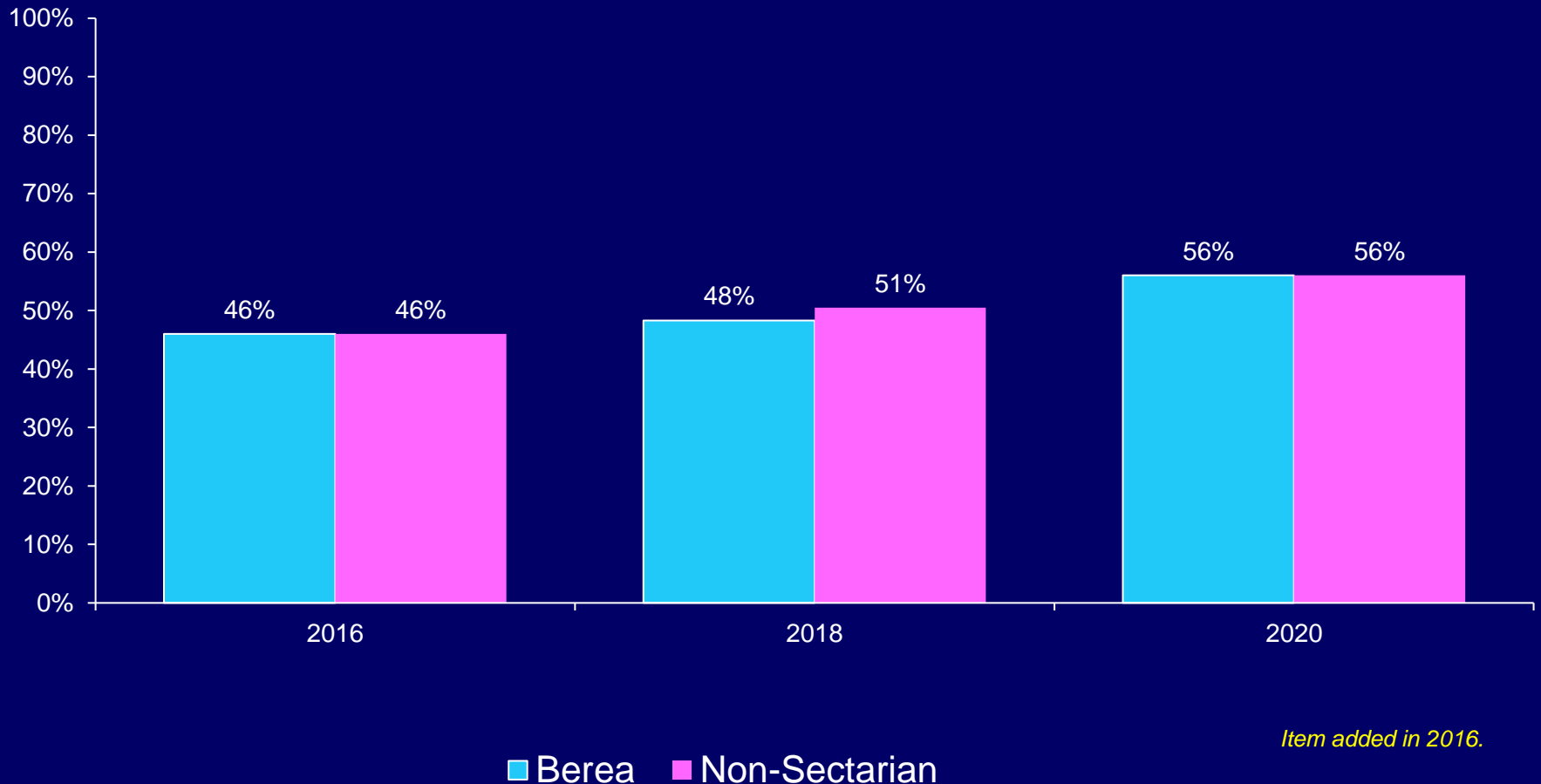
To what extent are the following statements true of you:

I derive great personal satisfaction from working on a team that is doing important research



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

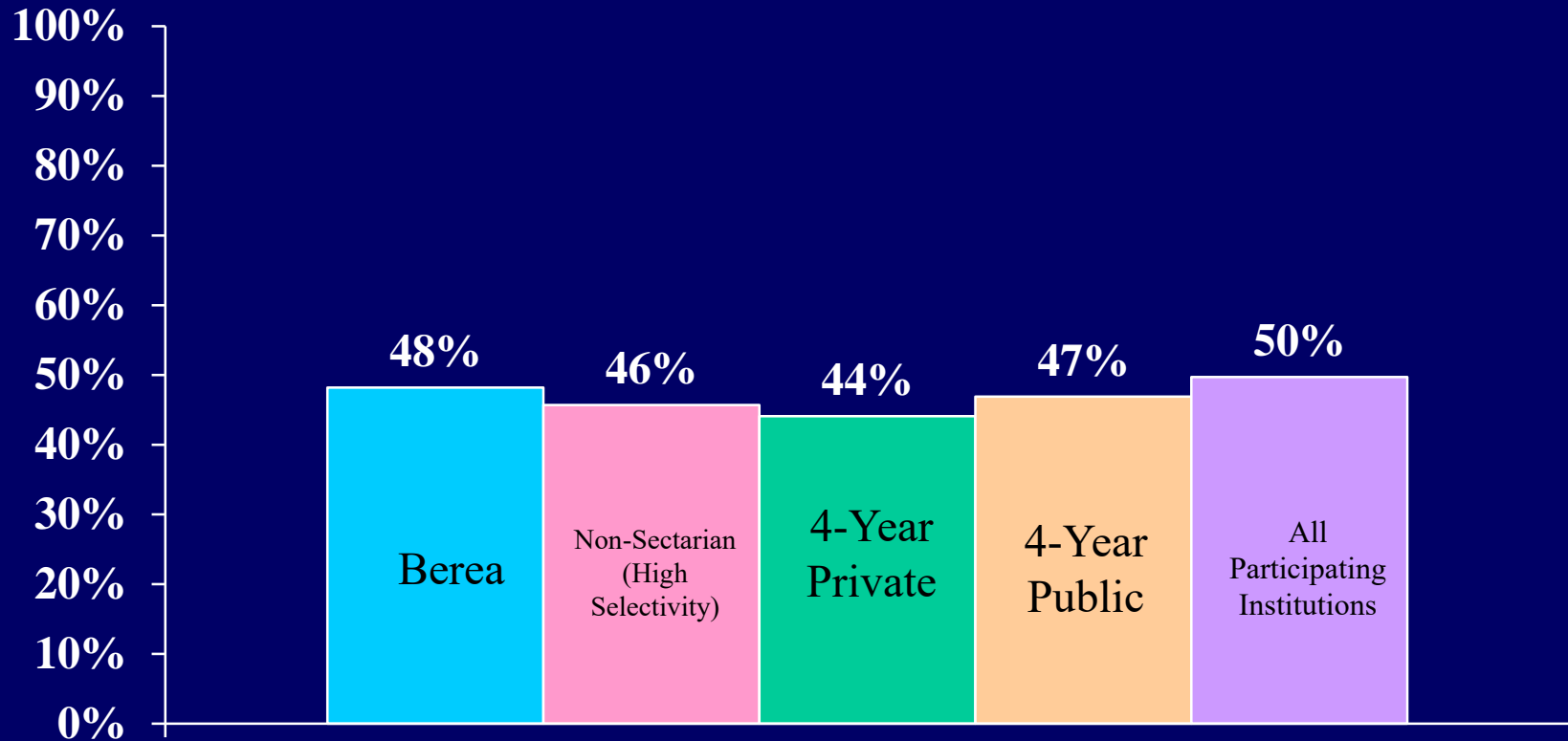
Percent of students who indicated “strongly agree” or “agree somewhat” regarding:
**I derive great personal satisfaction from working on a team
that is doing important research**



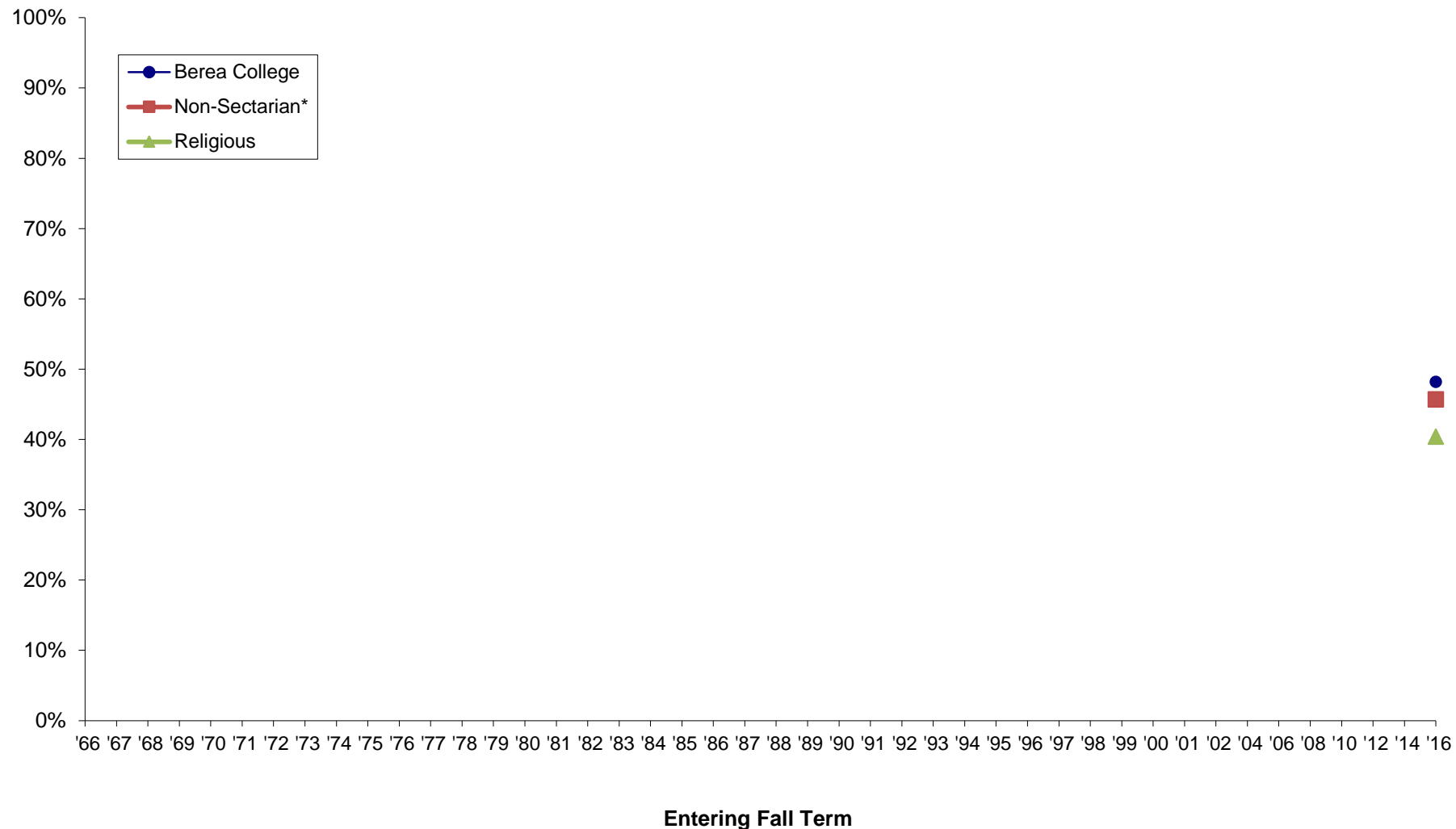
Item added in 2016.

Students who “Strongly Agree” or “Agree Somewhat”

I derive great personal satisfaction from working on a team that is doing important research



Students who "Strongly Agree" or "Agree Somewhat"
I derive great personal satisfaction from working on a team that is doing important research

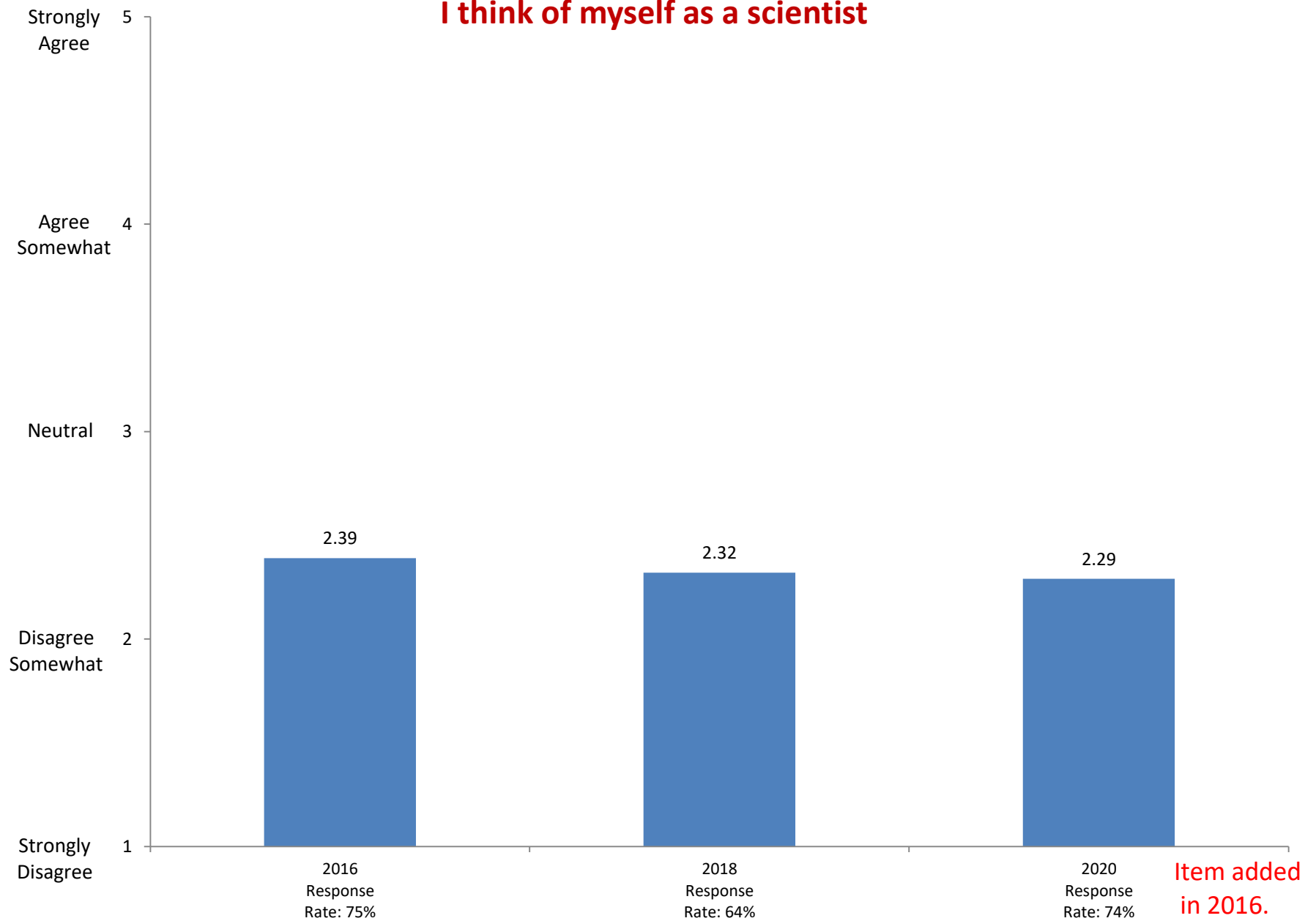


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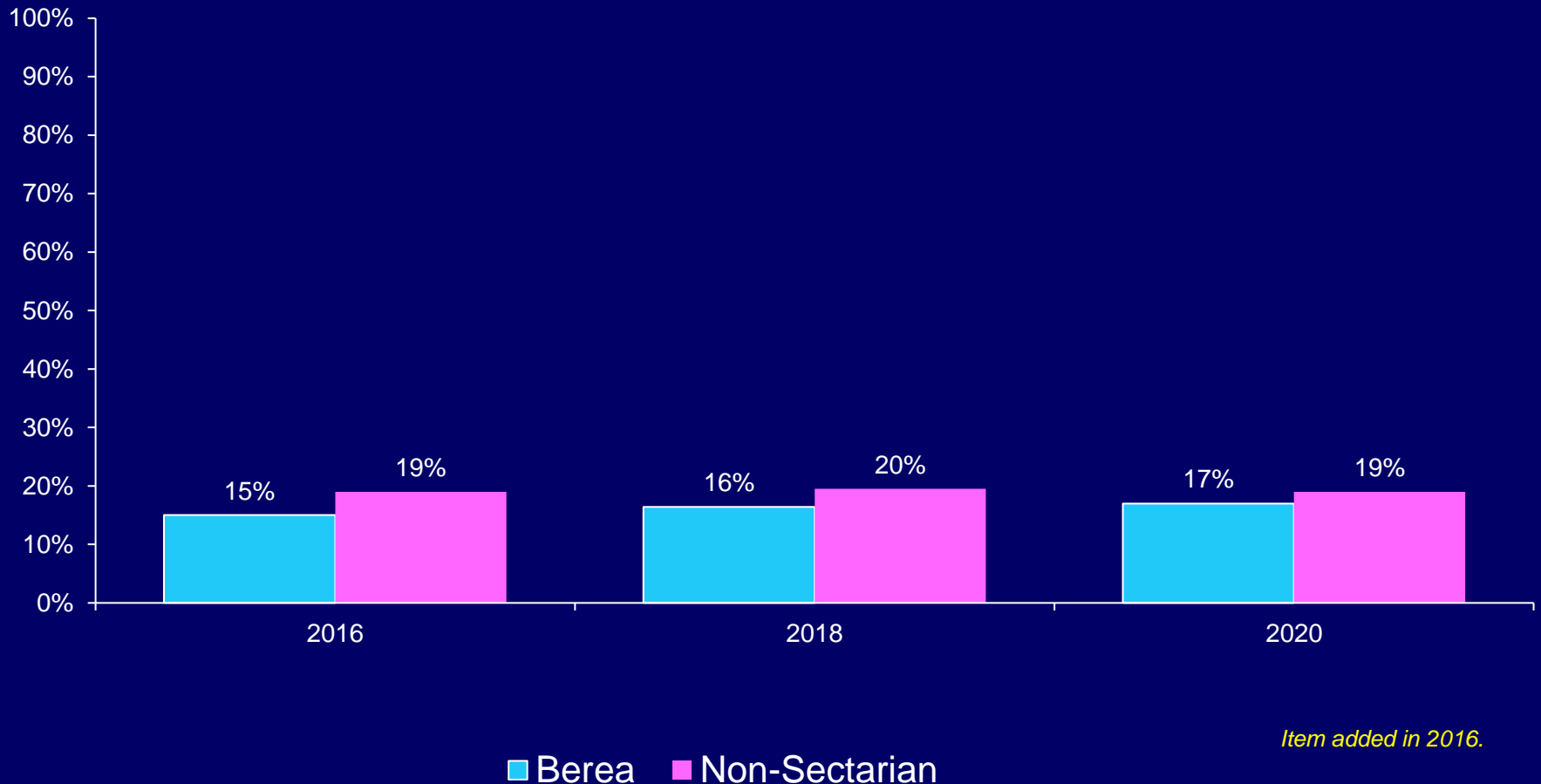
To what extent are the following statements true of you:

I think of myself as a scientist



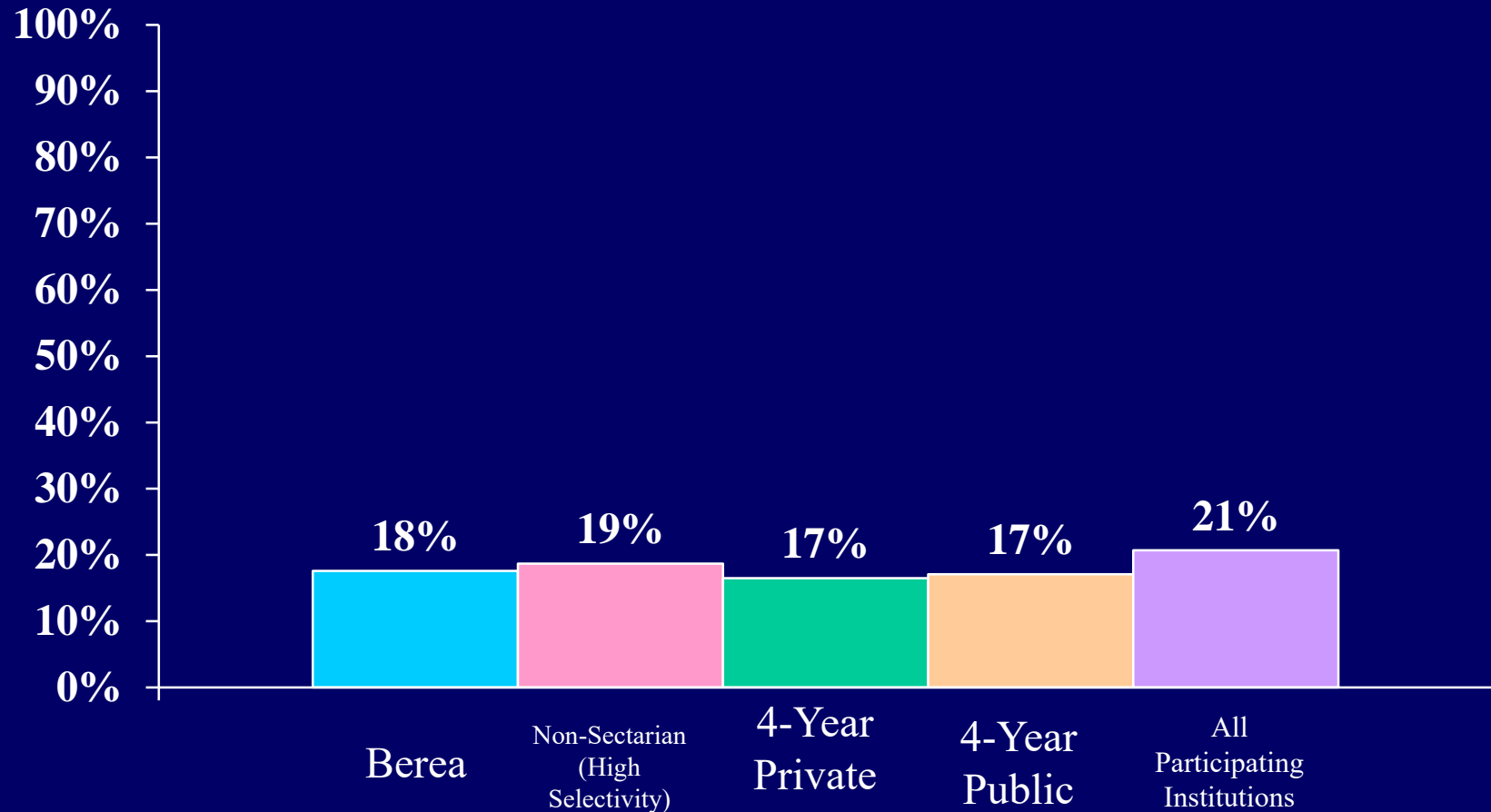
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated “strongly agree” or “agree somewhat” regarding:
I think of myself as a scientist

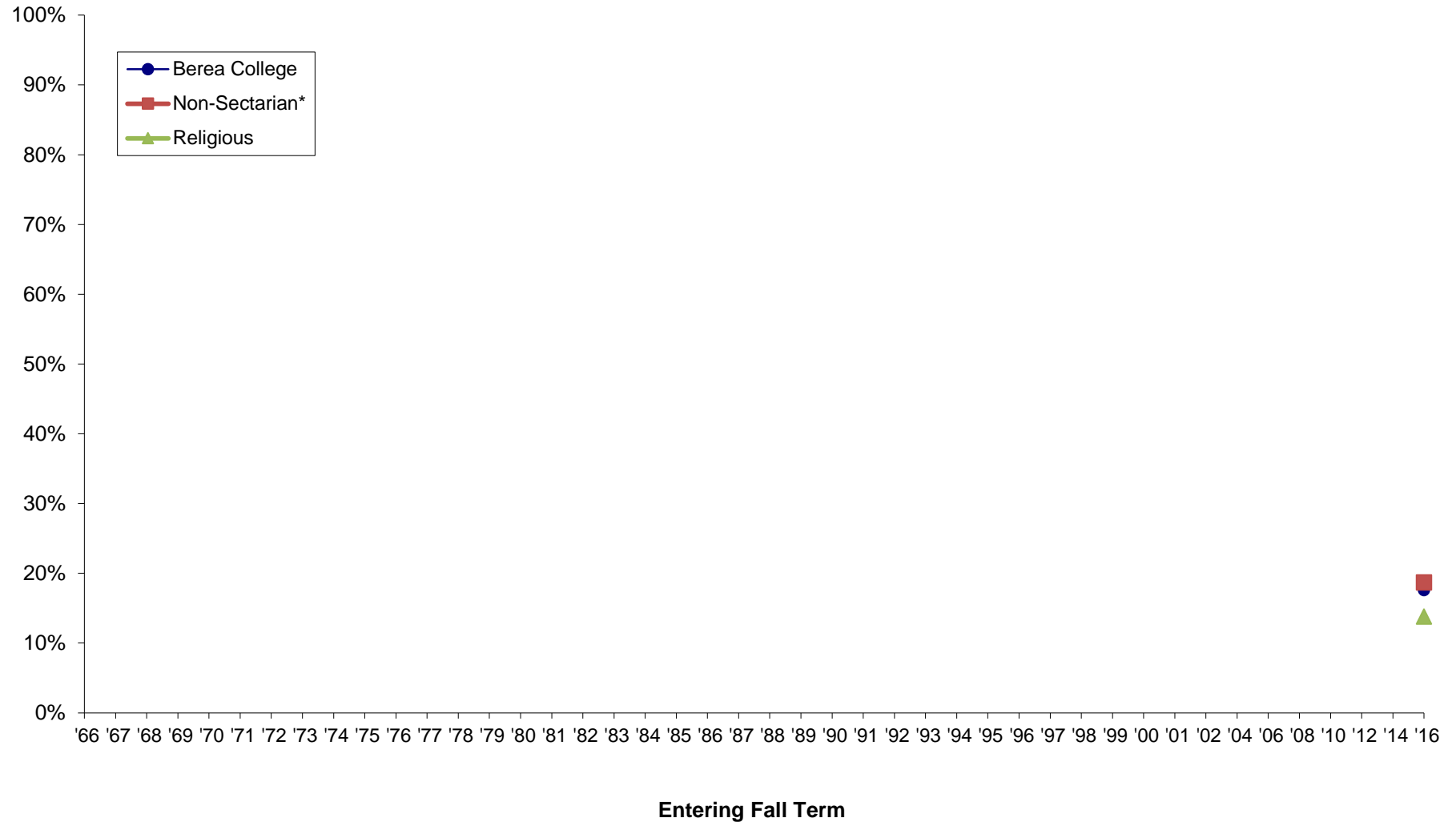


Item added in 2016.

Students who “Strongly Agree” or “Agree Somewhat”
I think of myself as a scientist



Students who "Strongly Agree" or "Agree Somewhat"
I think of myself as a scientist

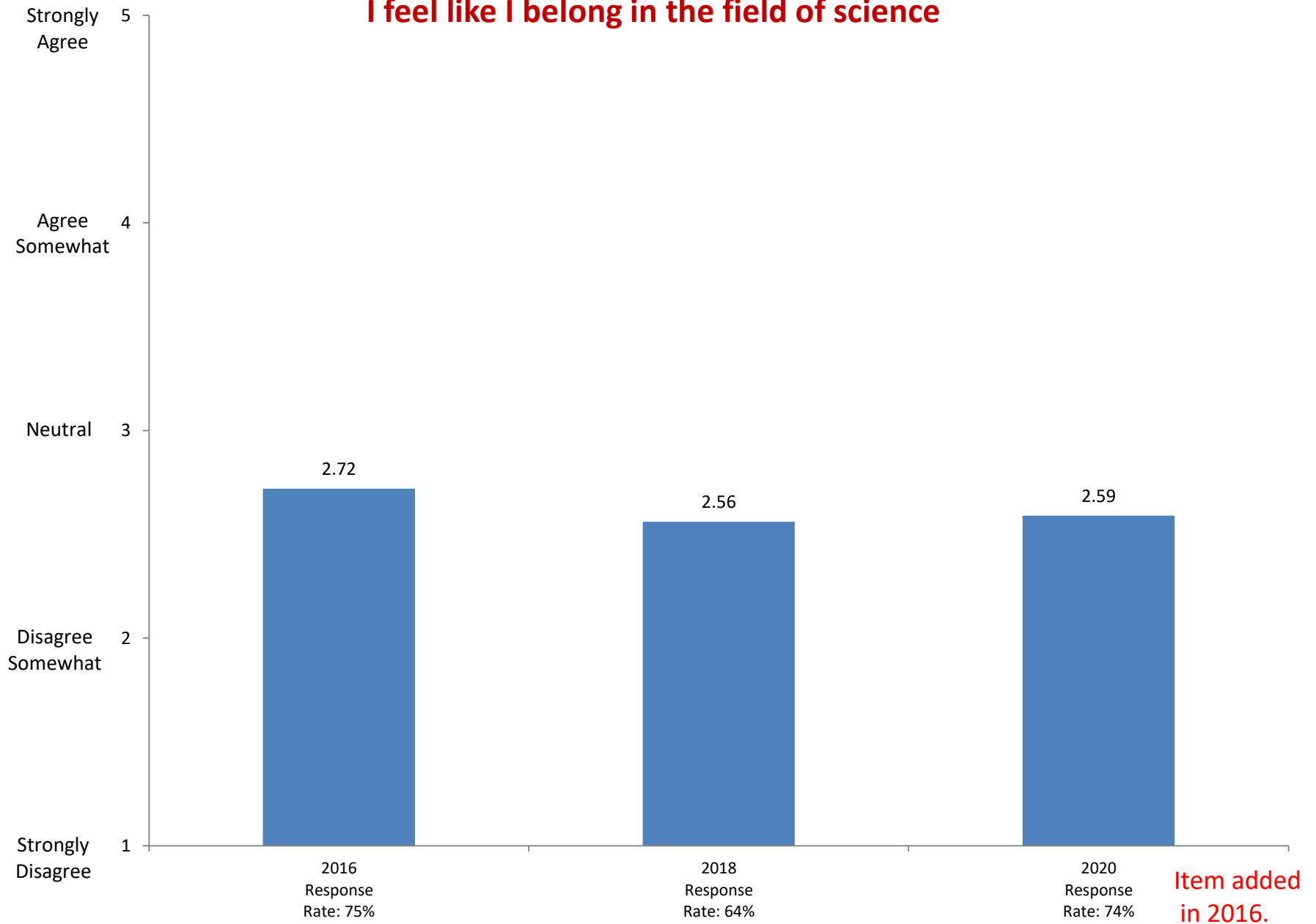


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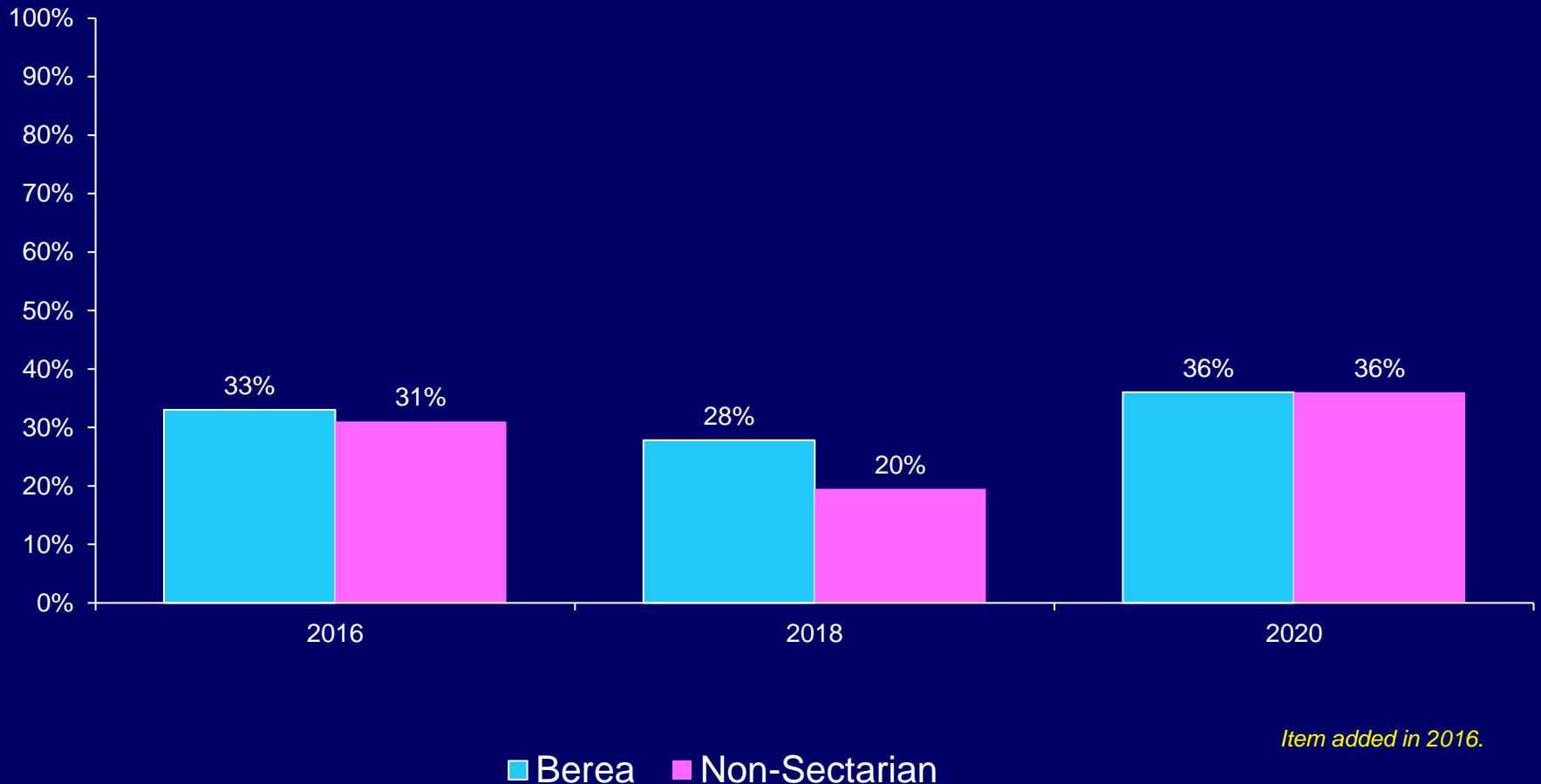
To what extent are the following statements true of you:

I feel like I belong in the field of science



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

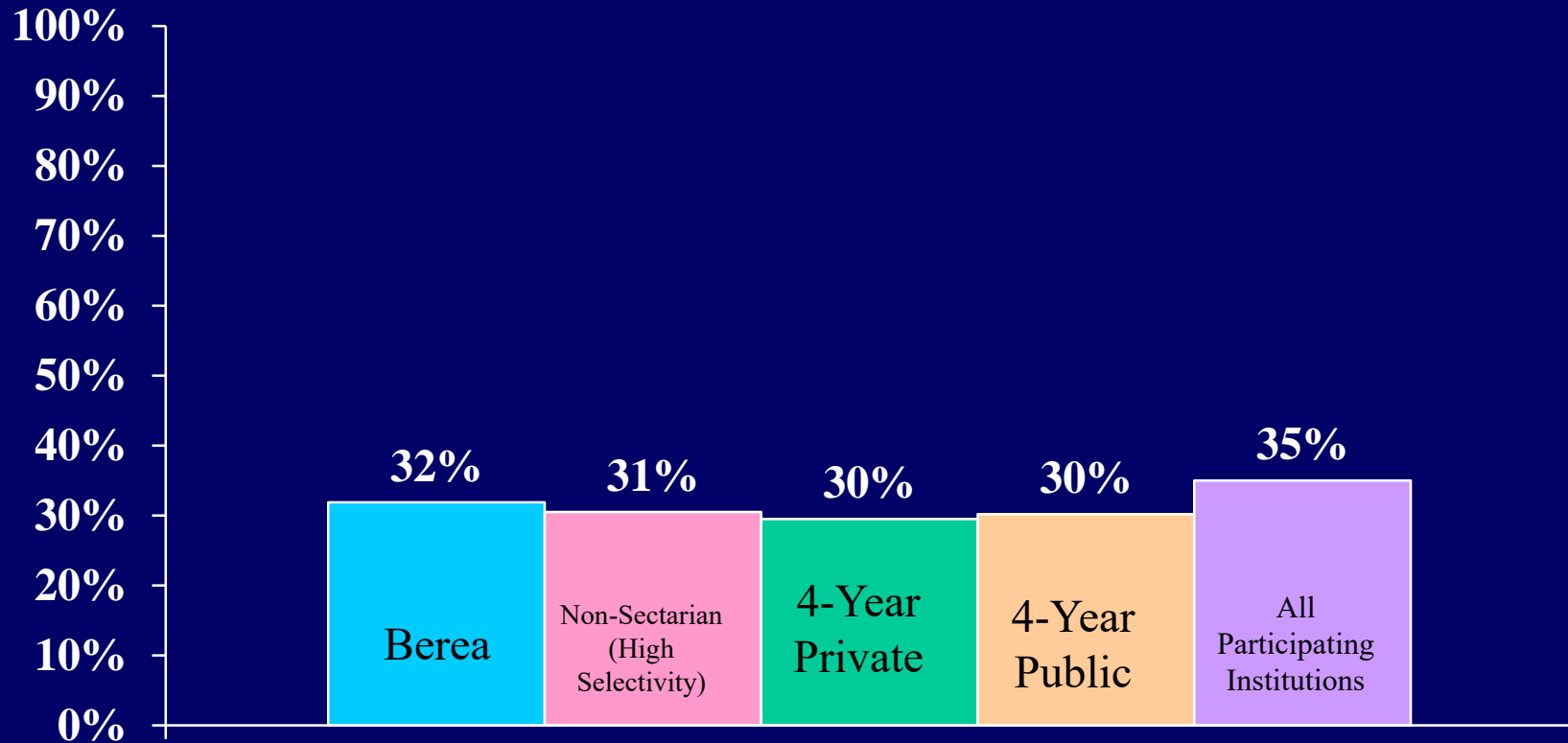
Percent of students who indicated “strongly agree” or “agree somewhat” regarding:
I feel like I belong in the field of science



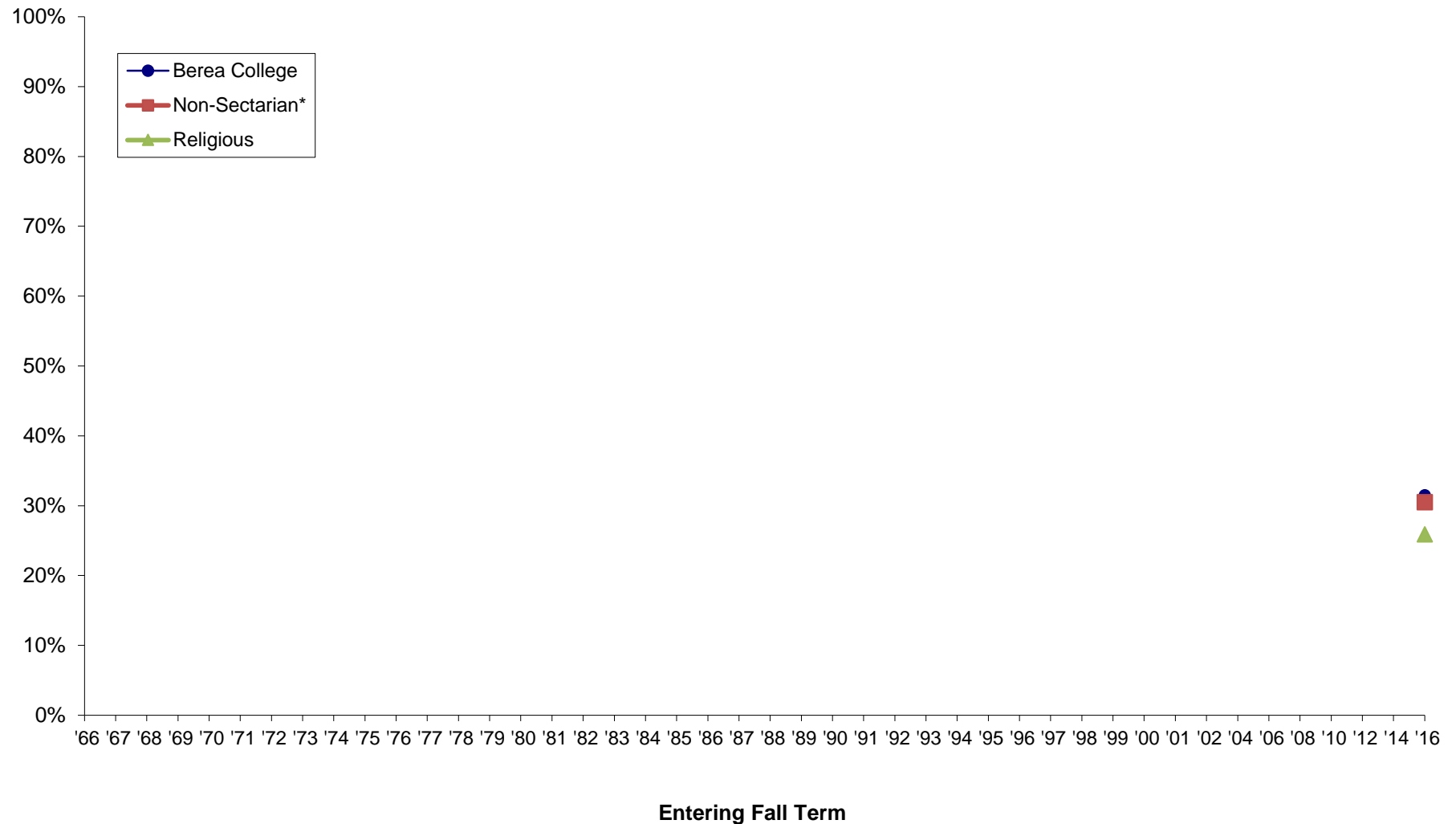
Item added in 2016.

Students who “Strongly Agree” or “Agree Somewhat”

I feel like I belong in the field of science



Students who "Strongly Agree" or "Agree Somewhat"
I feel like I belong in the field of science

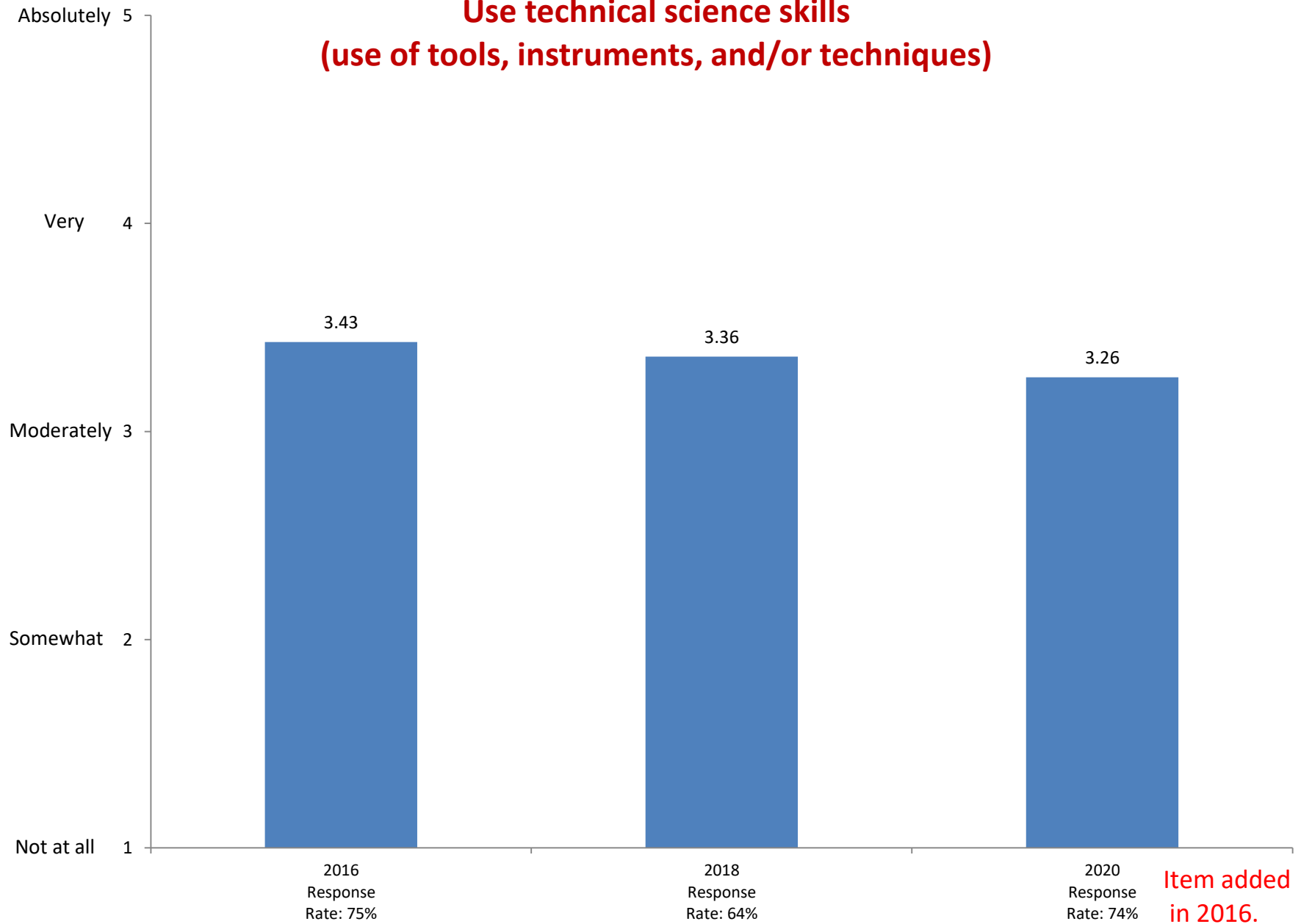


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

How confident are you that you can:

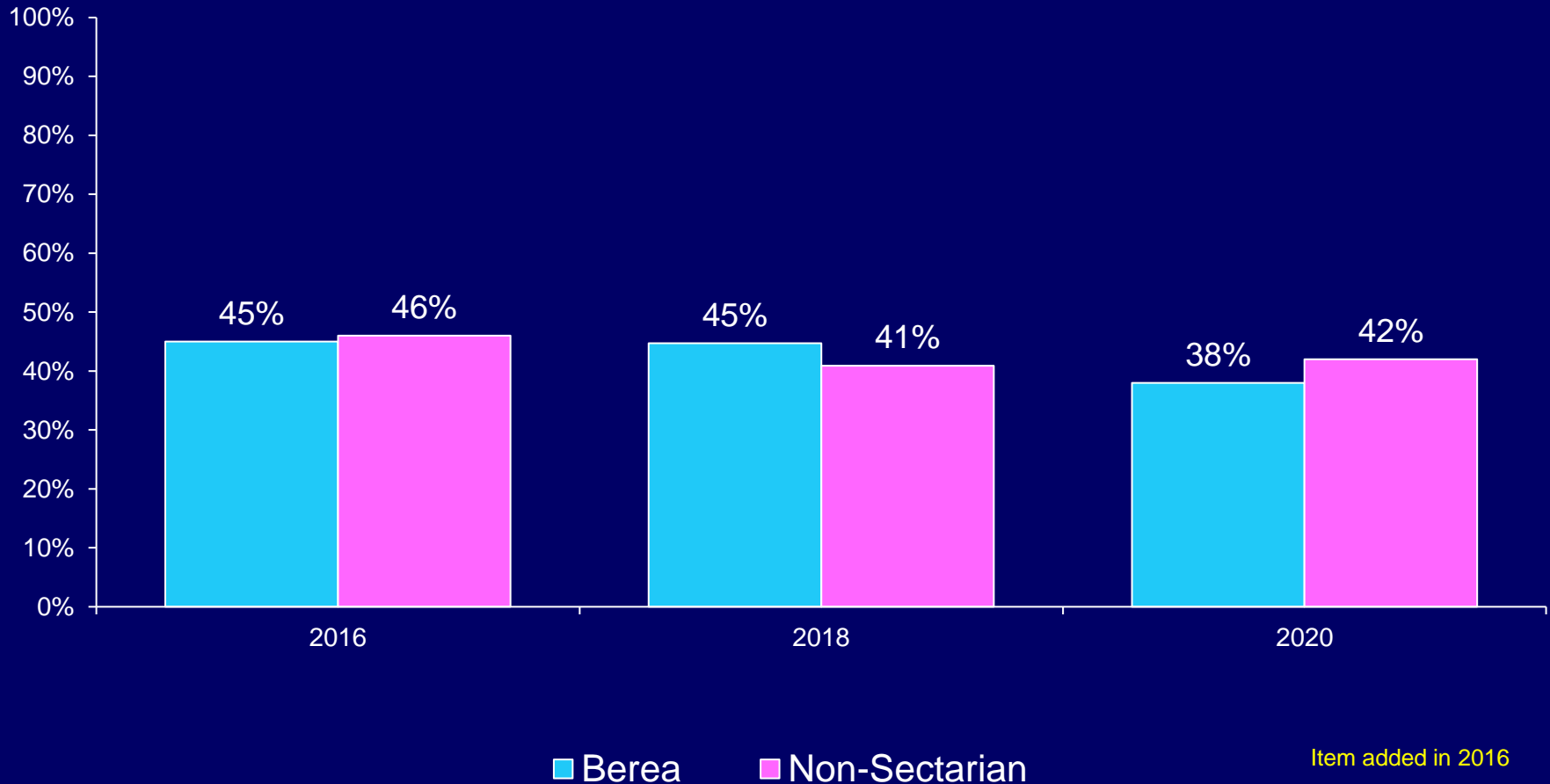
**Use technical science skills
(use of tools, instruments, and/or techniques)**



Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:

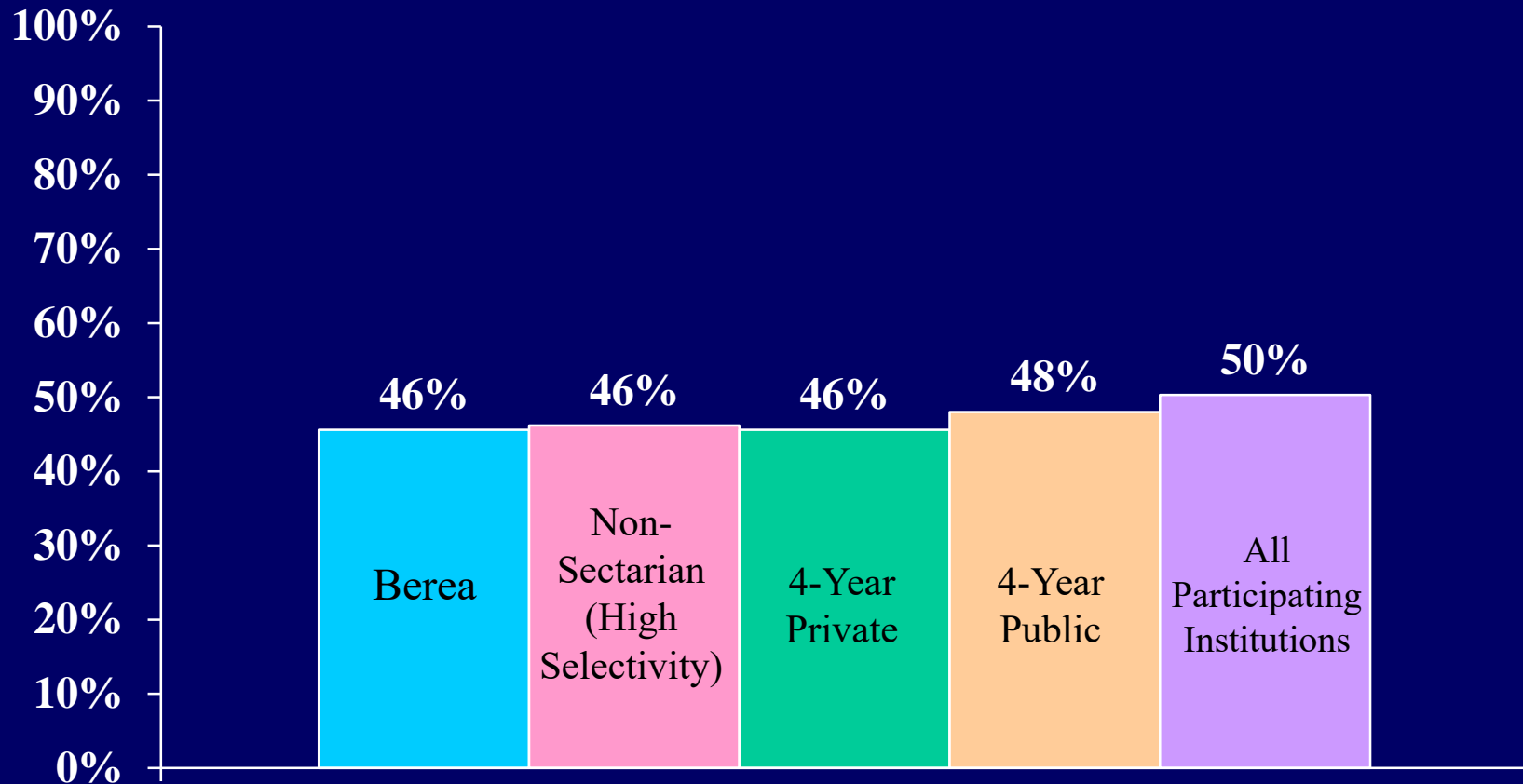
**Use technical science skills
(use of tools, instruments, and/or techniques)**



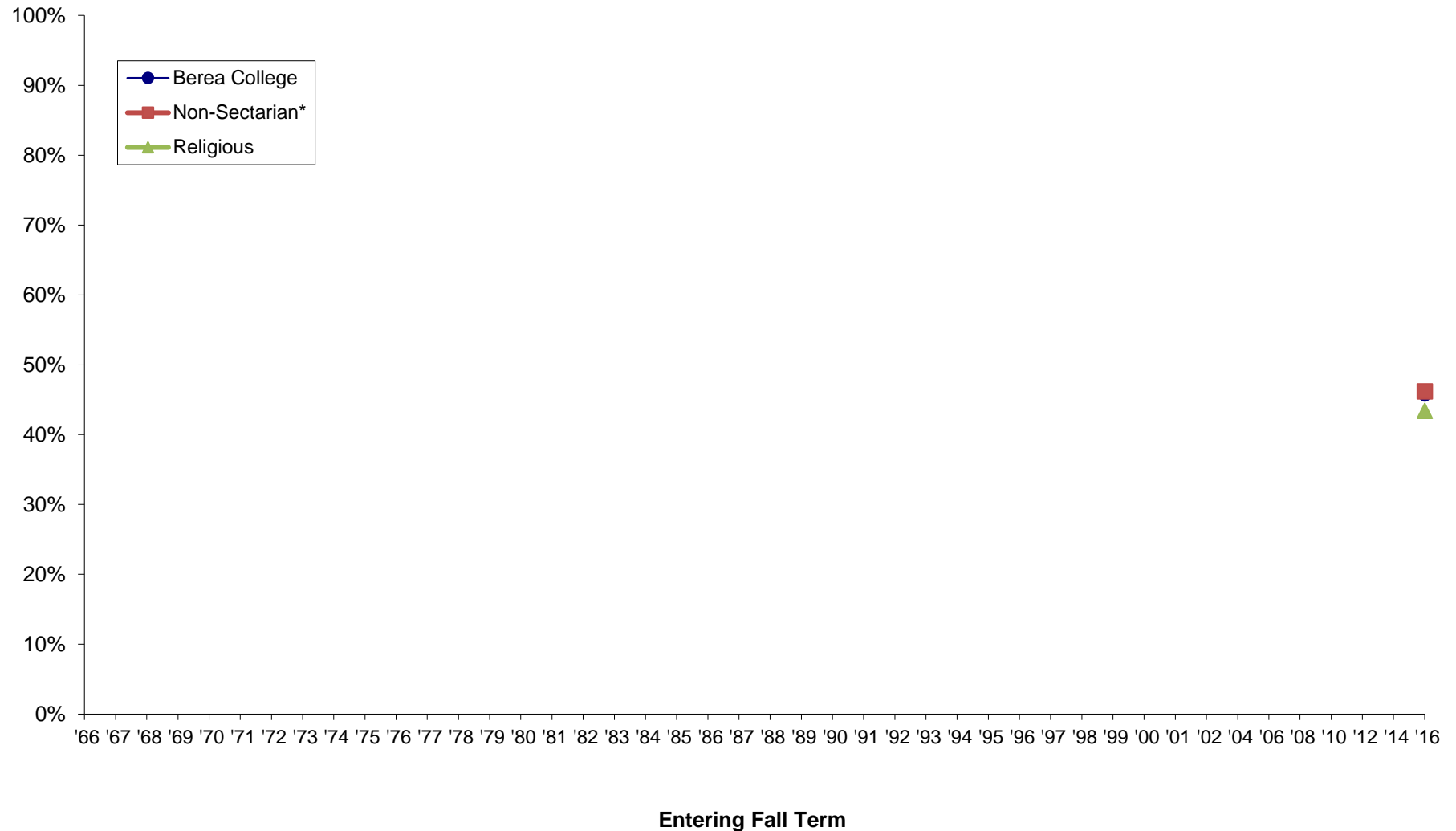
Students who are “ Absolutely” or “Very” confident that they can:

Use Technical Science Skills

(Use of tools, instruments, and/or techniques.)



Students who are "Absolutely" or "Very" Confident that they can:
Use Technical Science Skills

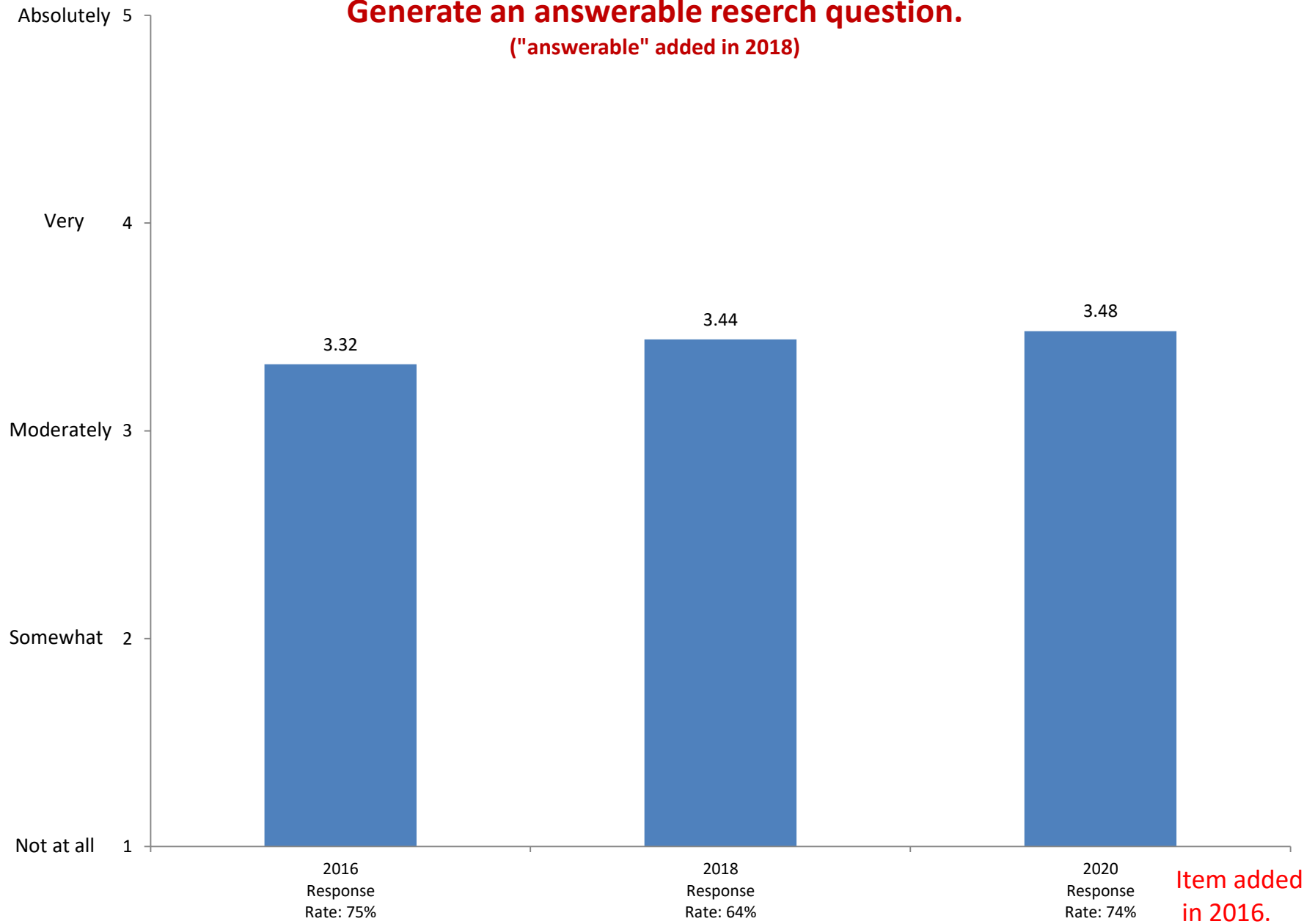


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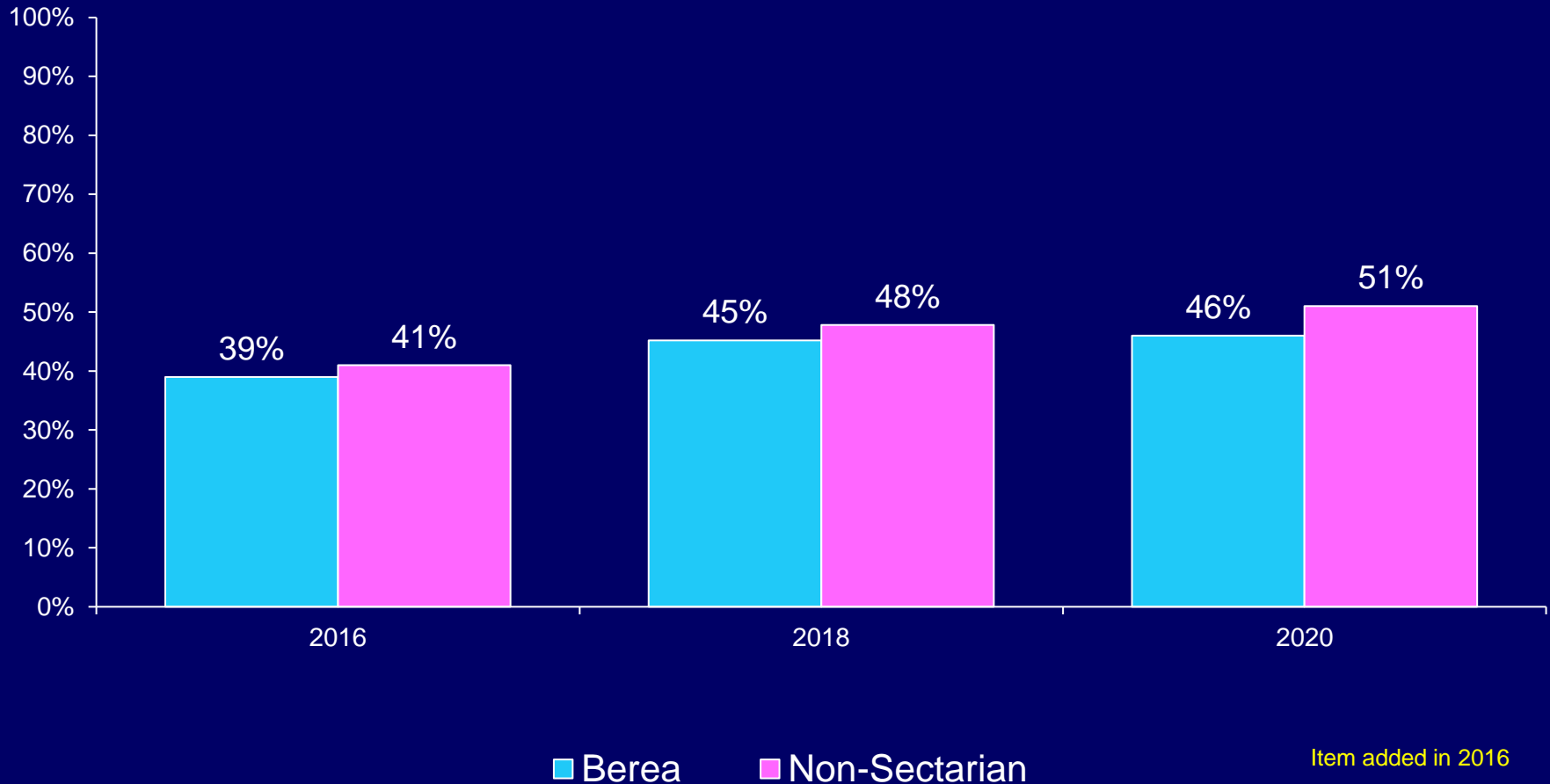
How confident are you that you can:

Generate an answerable research question.
("answerable" added in 2018)

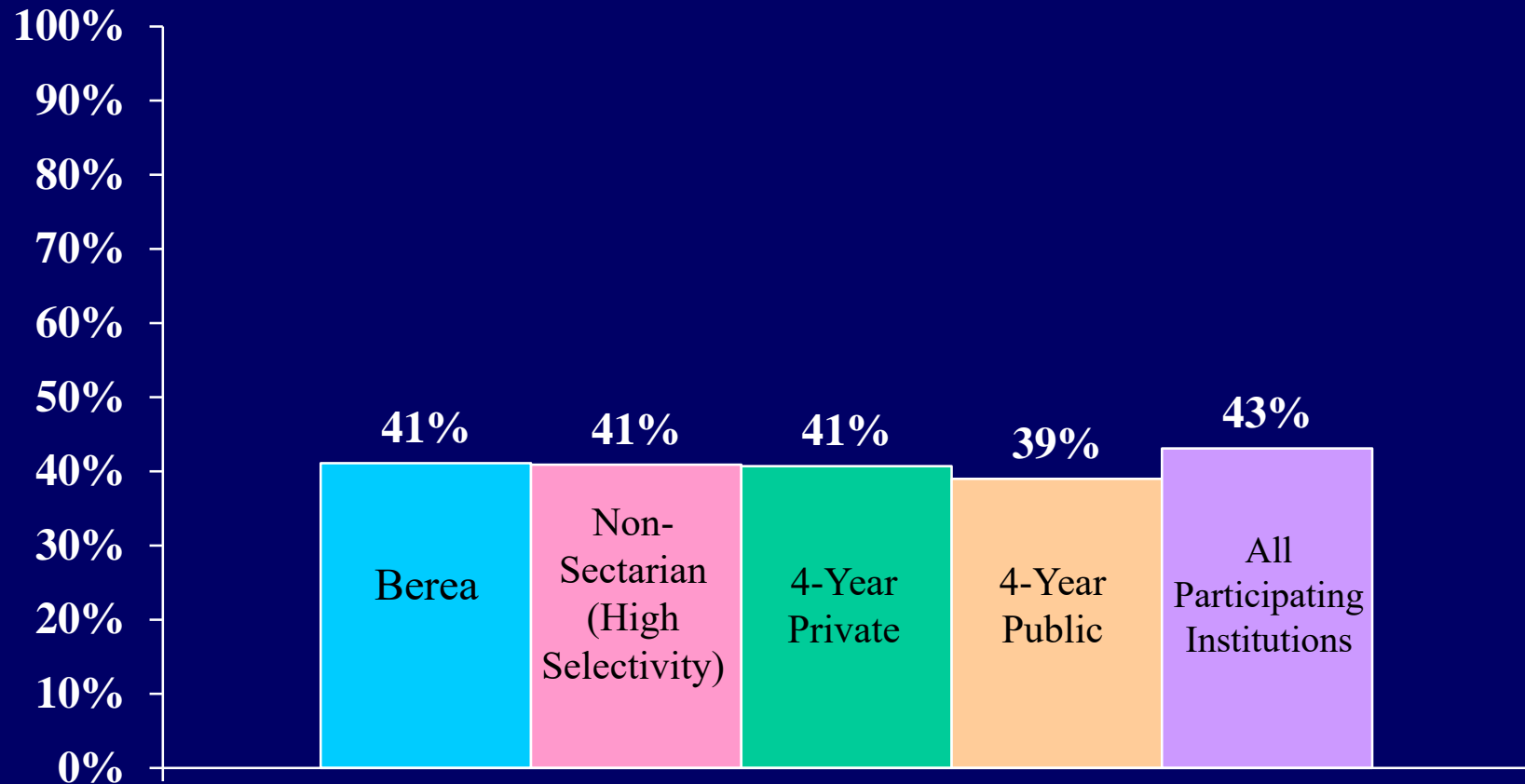


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

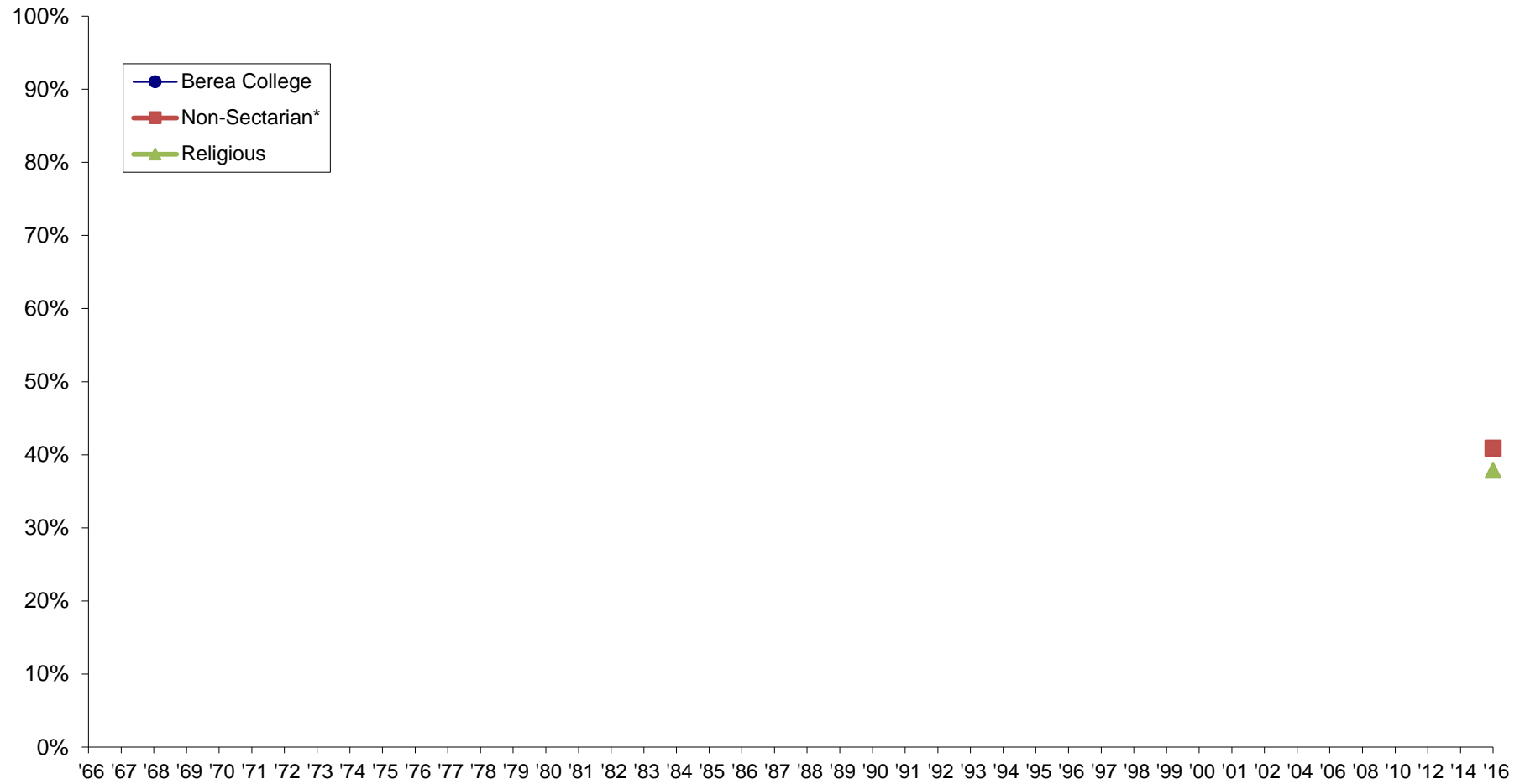
Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Generate an answerable research question



Students who are “ Absolutely” or “Very” confident that they can:
Generate a research question



Students who are "Absolutely" or "Very" Confident that they can:
Generate a Research Question

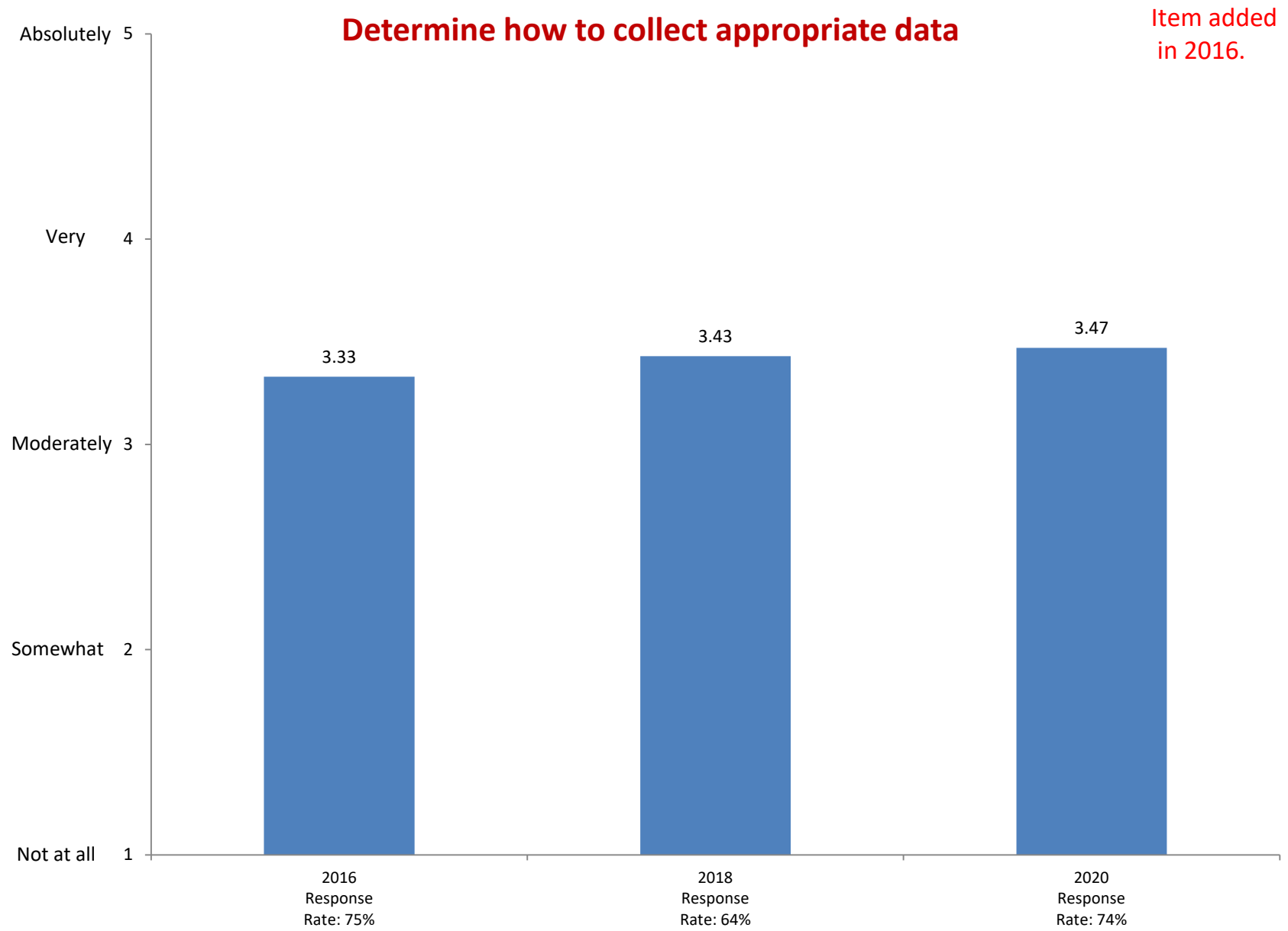


Entering Fall Term

*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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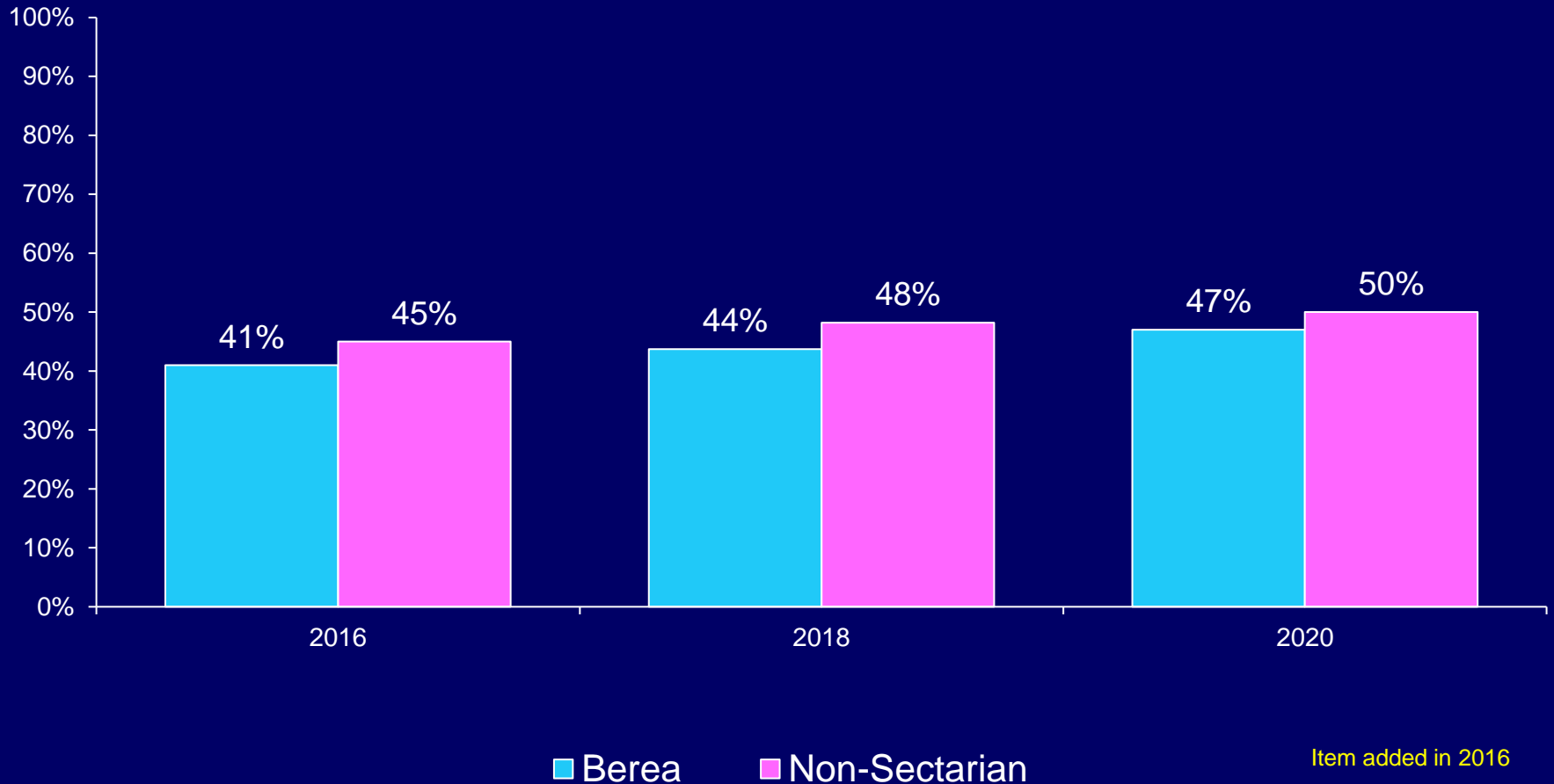
How confident are you that you can:



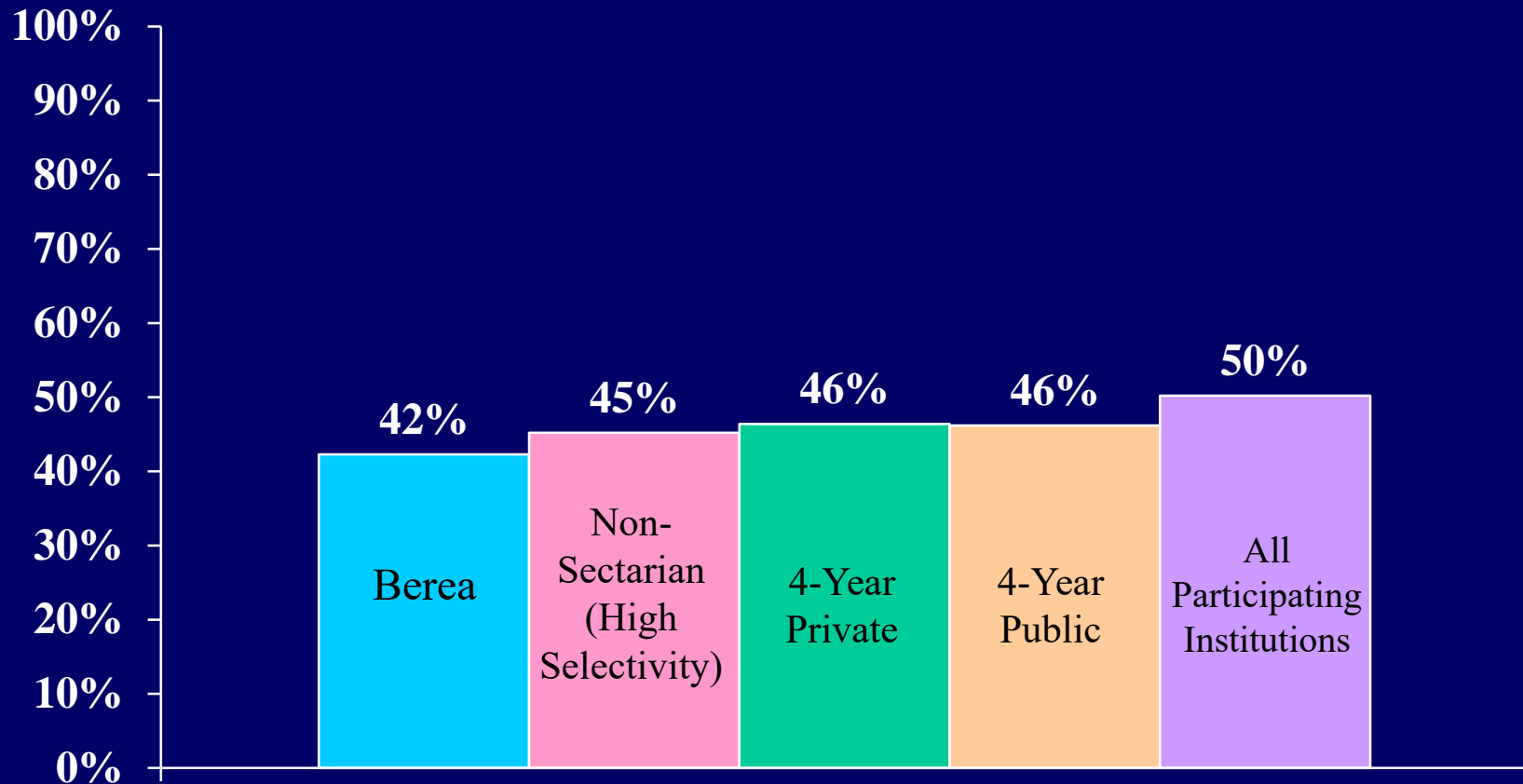
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:

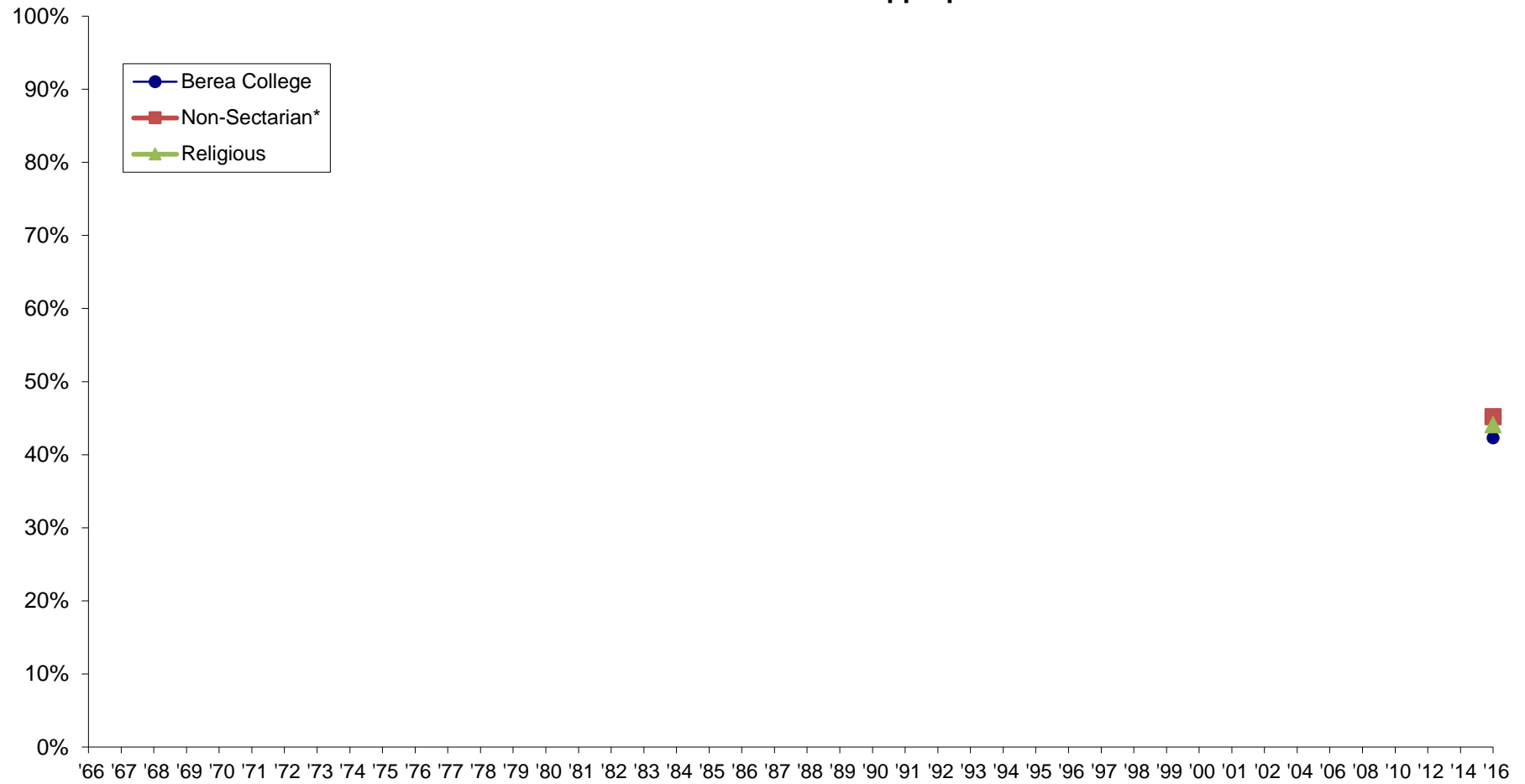
Determine how to collect appropriate data



Students who are “ Absolutely” or “Very” confident that they can:
Determine how to collect appropriate data



Students who are "Absolutely" or "Very" Confident that they can:
Determine how to collect appropriate Data



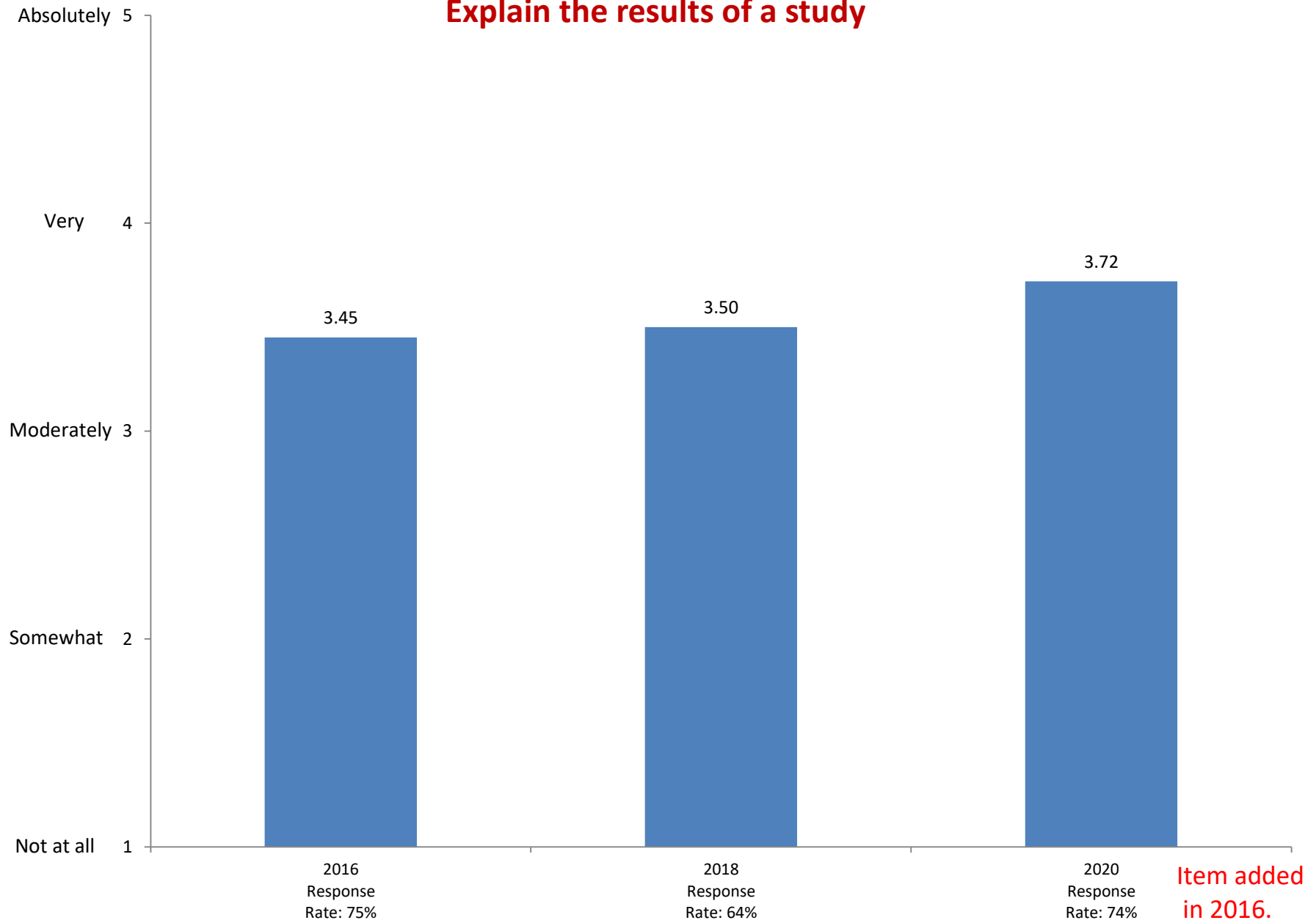
Entering Fall Term

*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

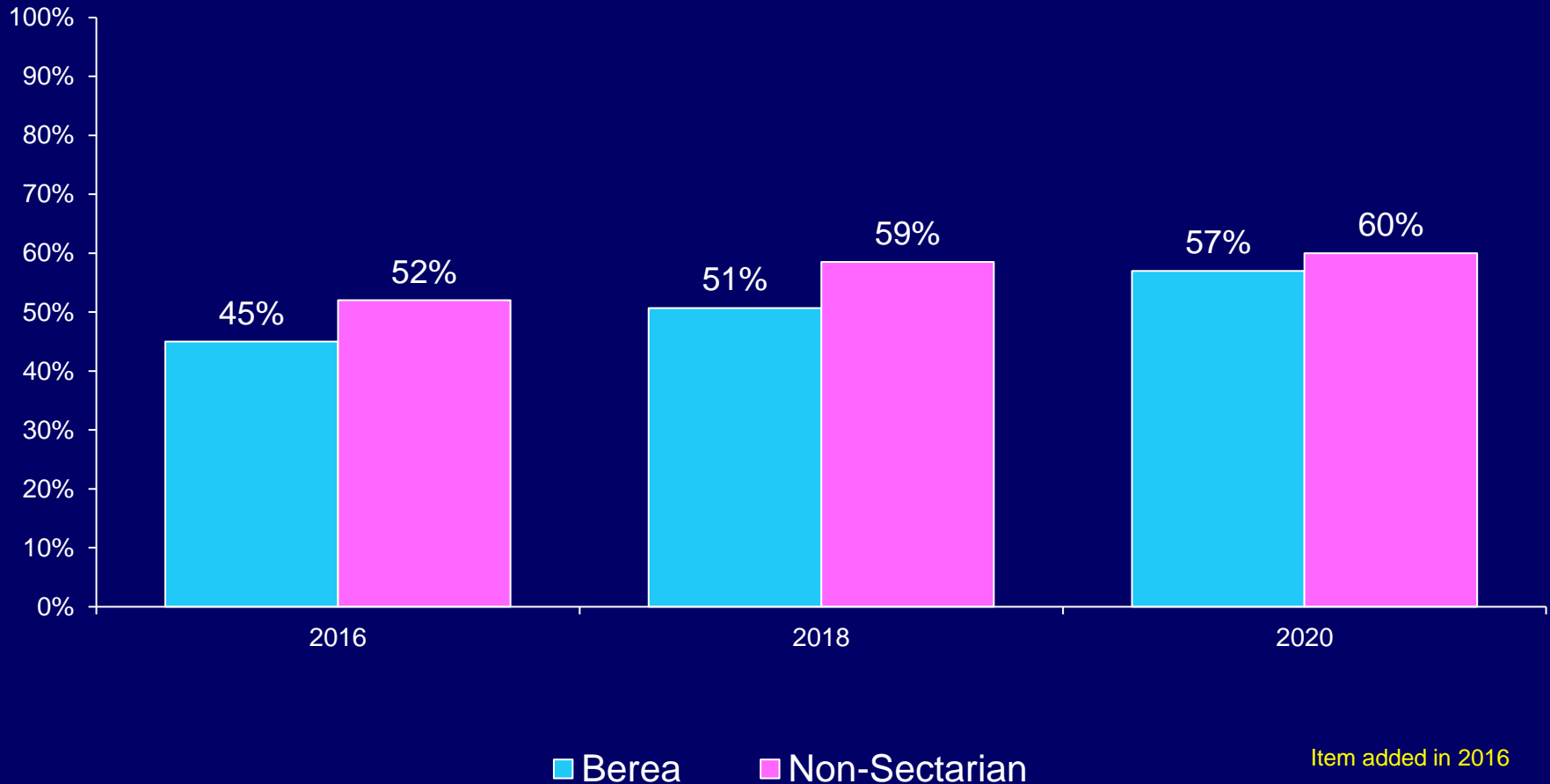
How confident are you that you can:

Explain the results of a study

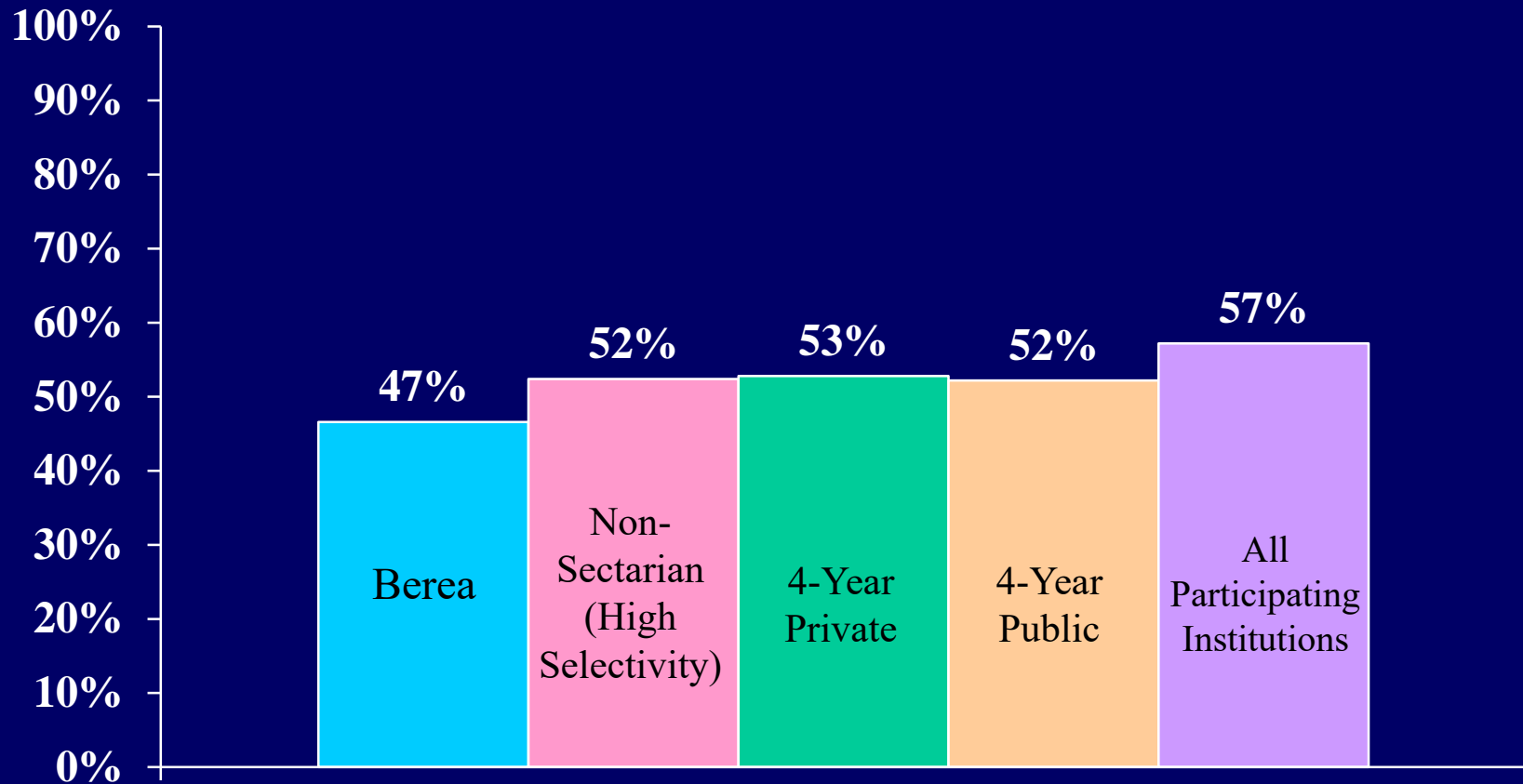


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

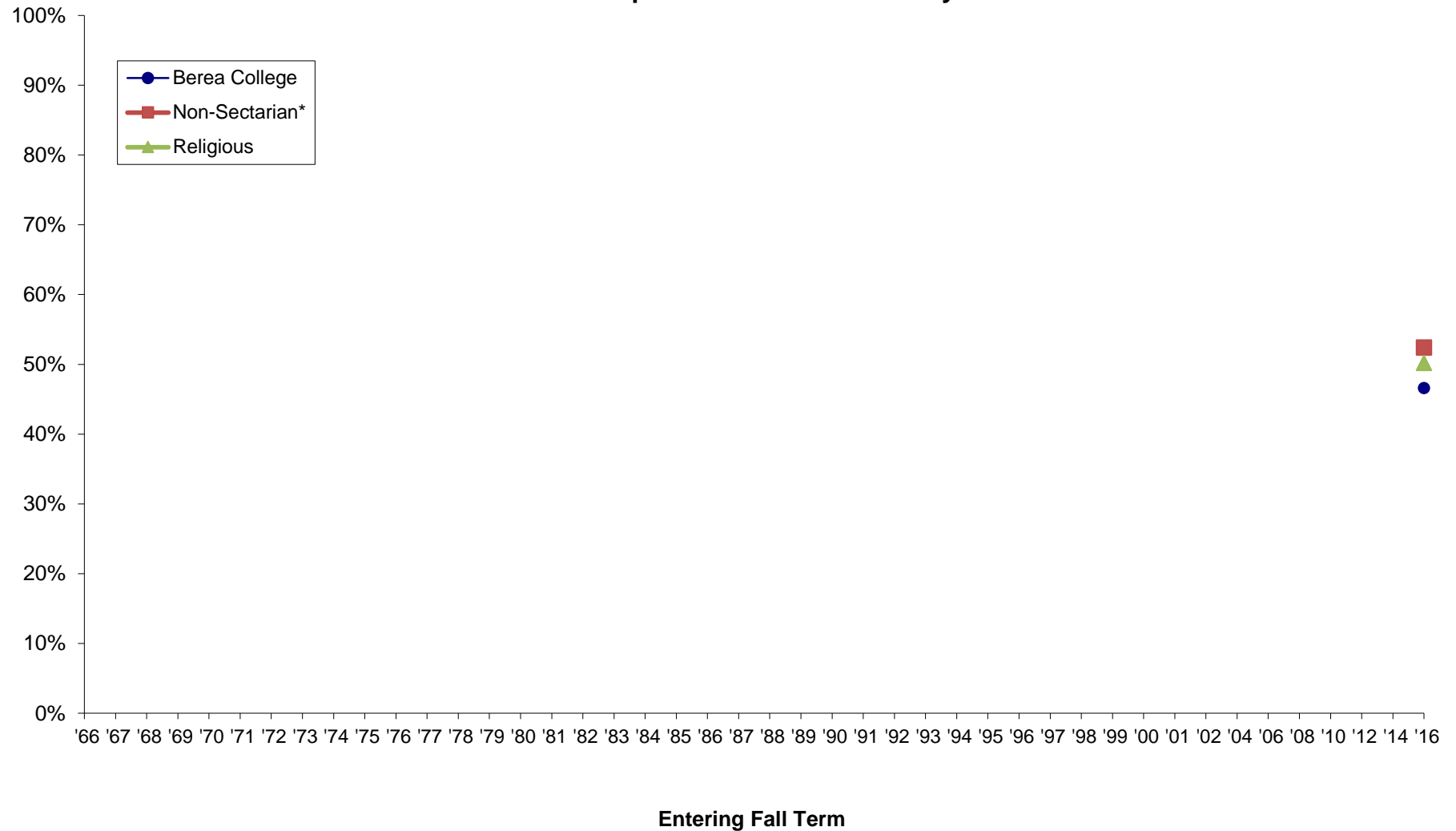
Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Explain the results of a study



Students who are “ Absolutely” or “Very” confident that they can:
Explain the results of a study



Students who are "Absolutely" or "Very" Confident that they can:
Explain the results of a study

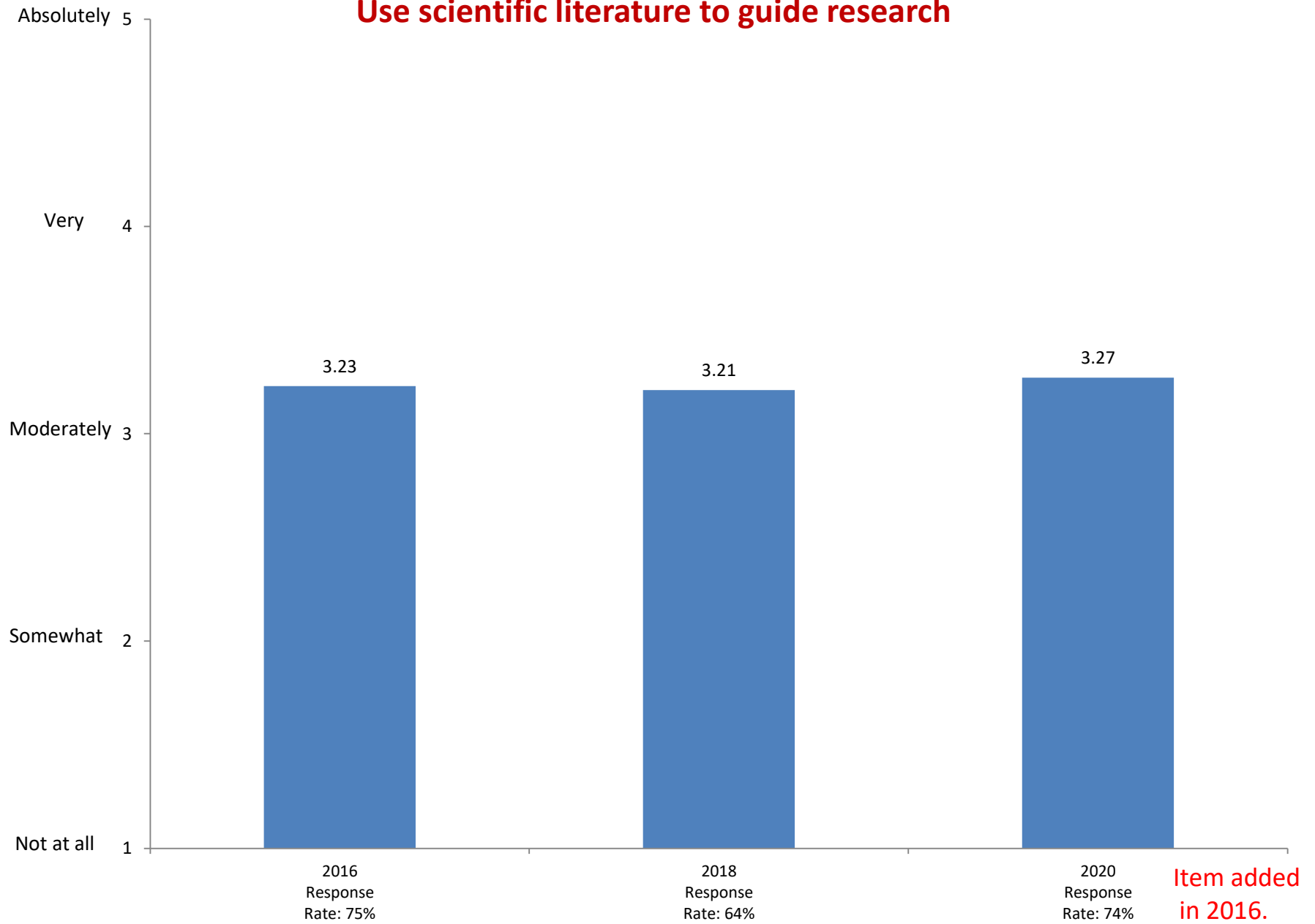


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

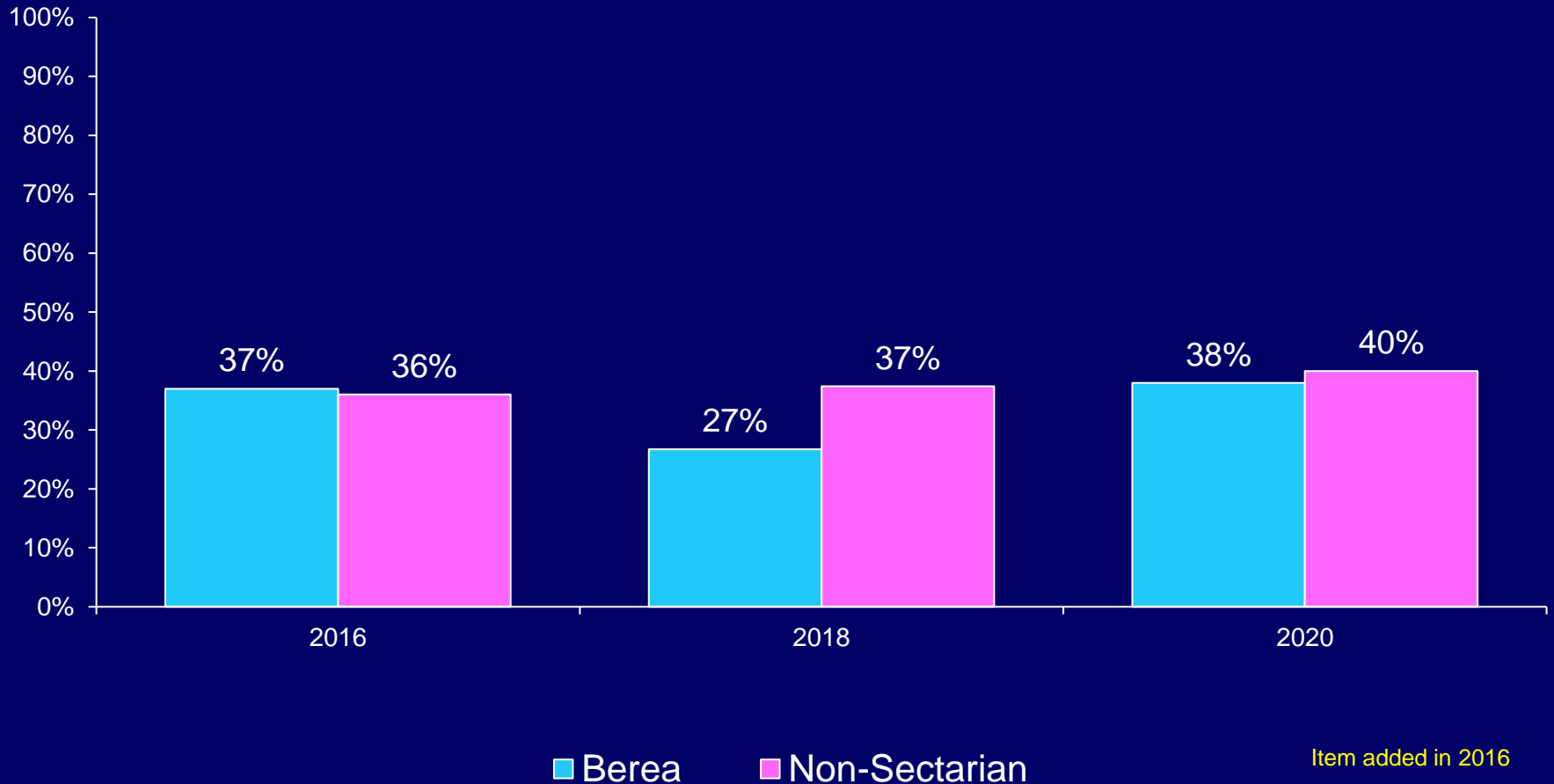
How confident are you that you can:

Use scientific literature to guide research

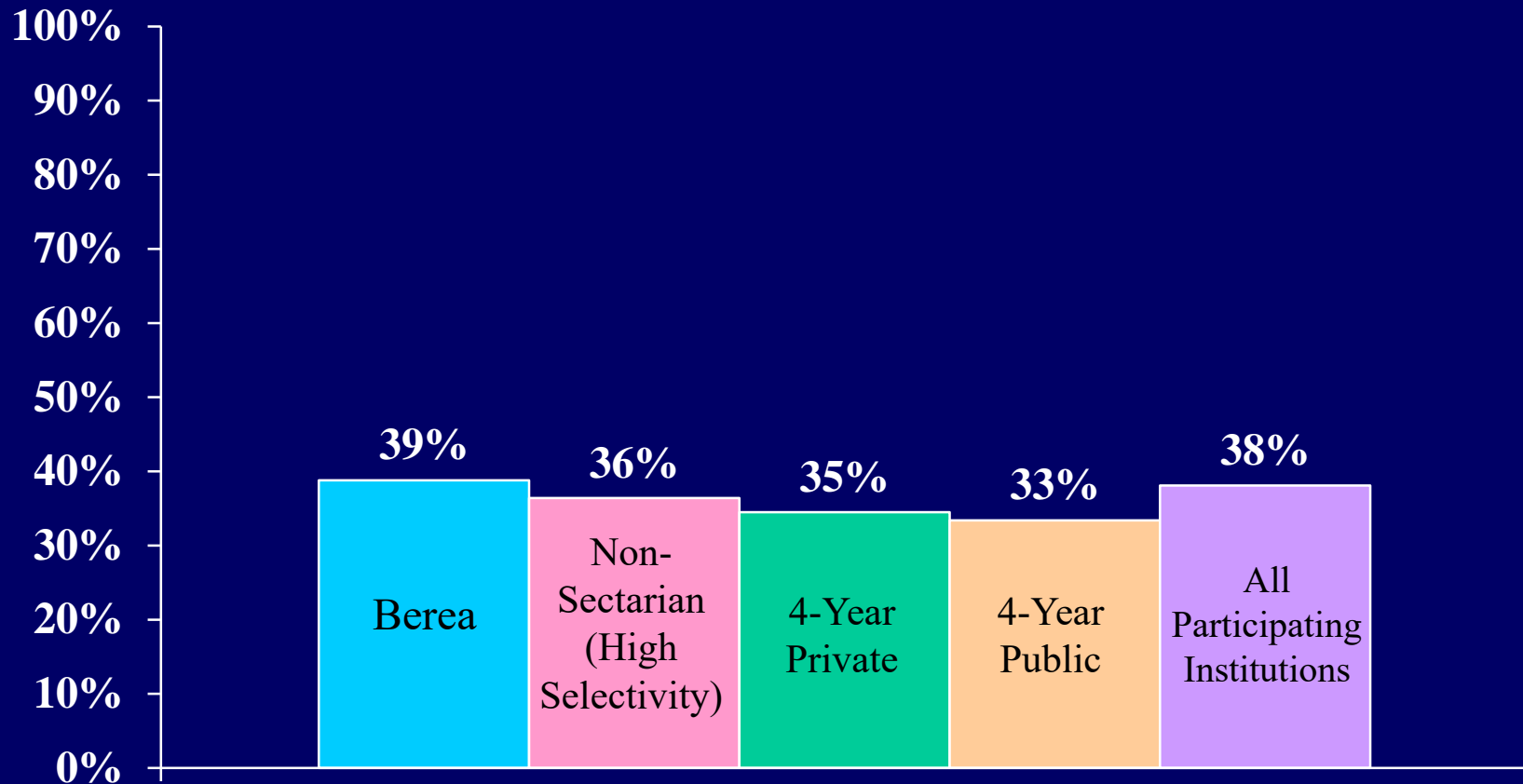


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

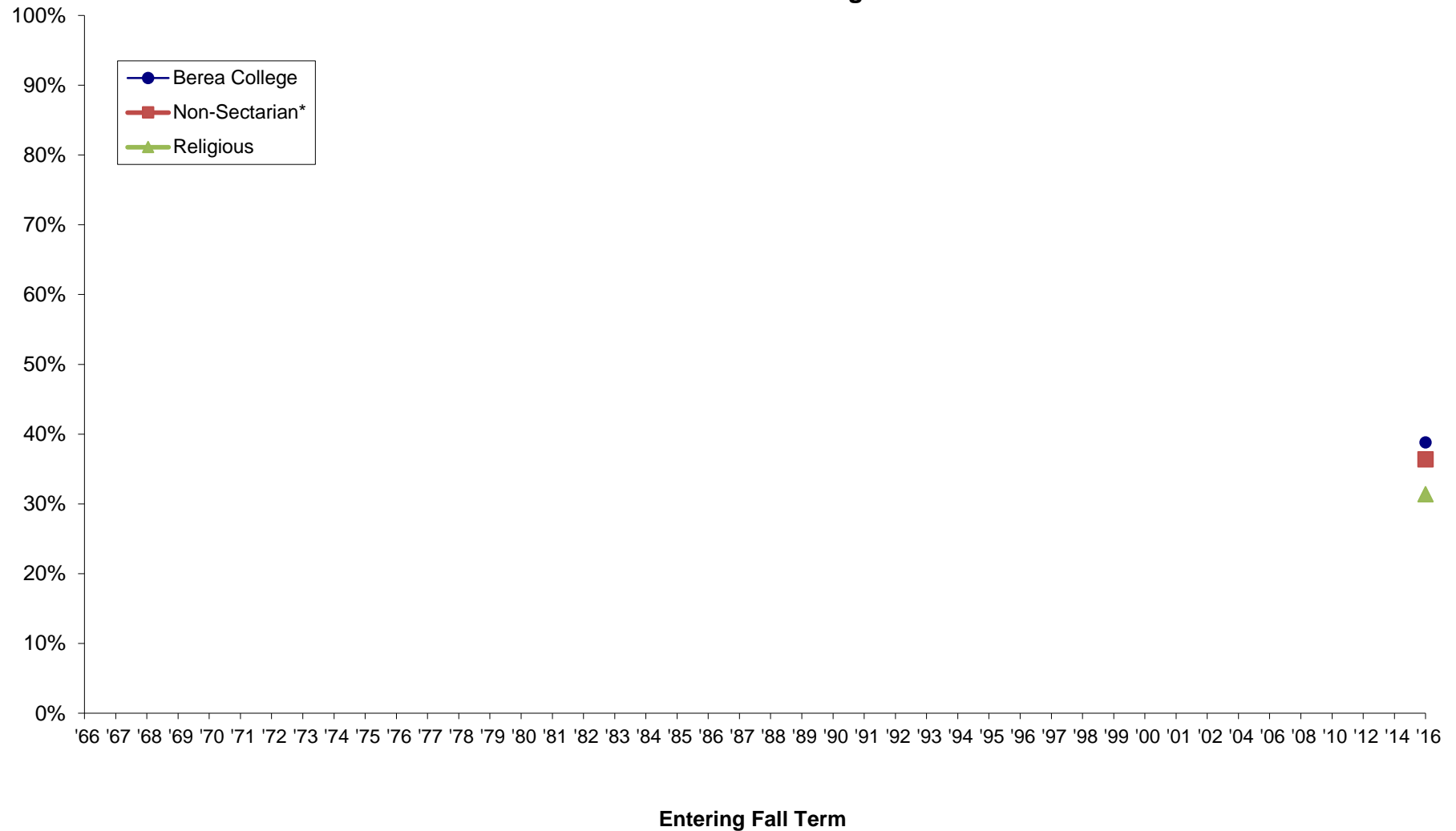
Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Use scientific literature to guide research



Students who are “ Absolutely” or “Very” confident that they can:
Use scientific literature to guide research



Students who are "Absolutely" or "Very" Confident that they can:
Use scientific literature to guide research

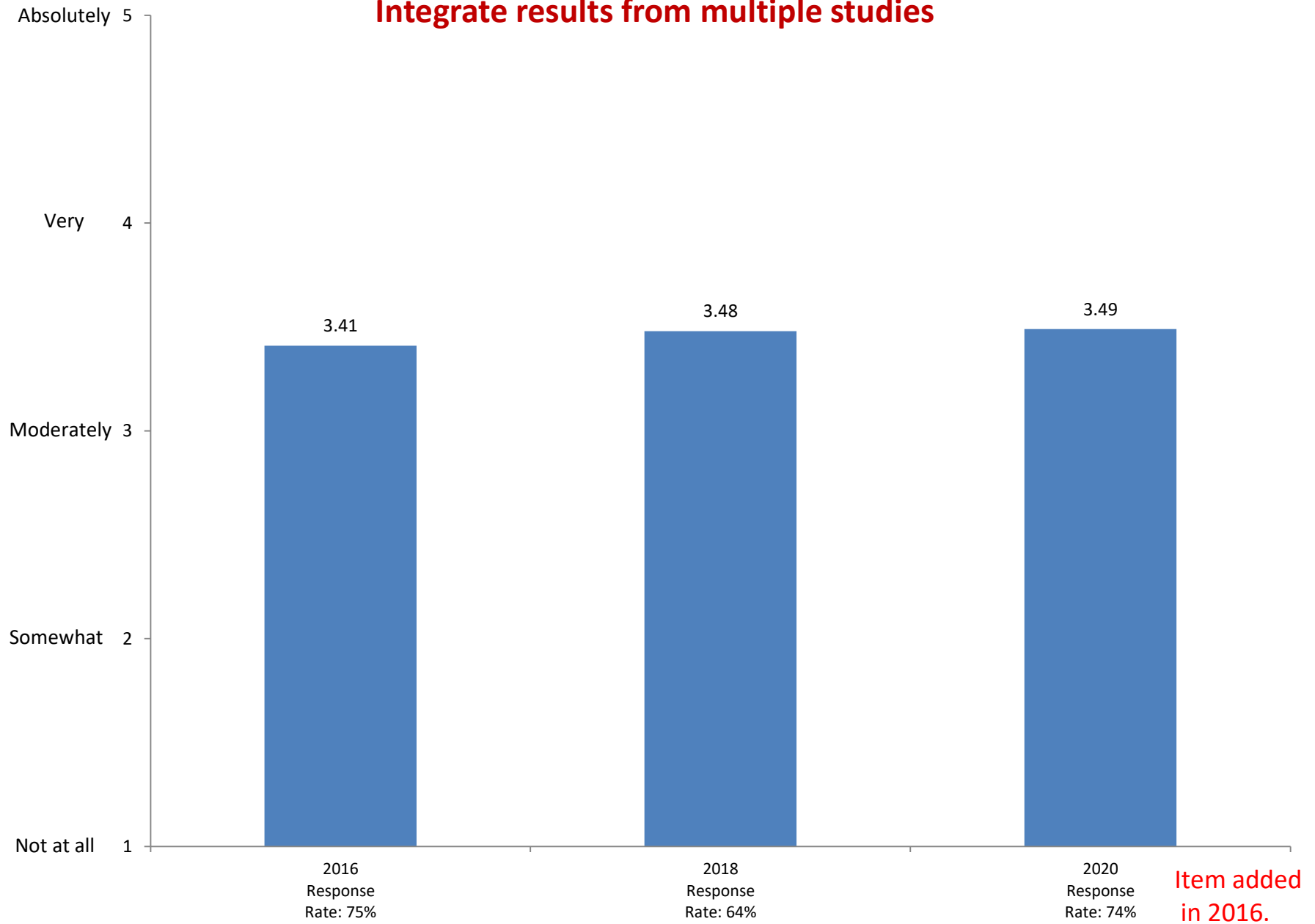


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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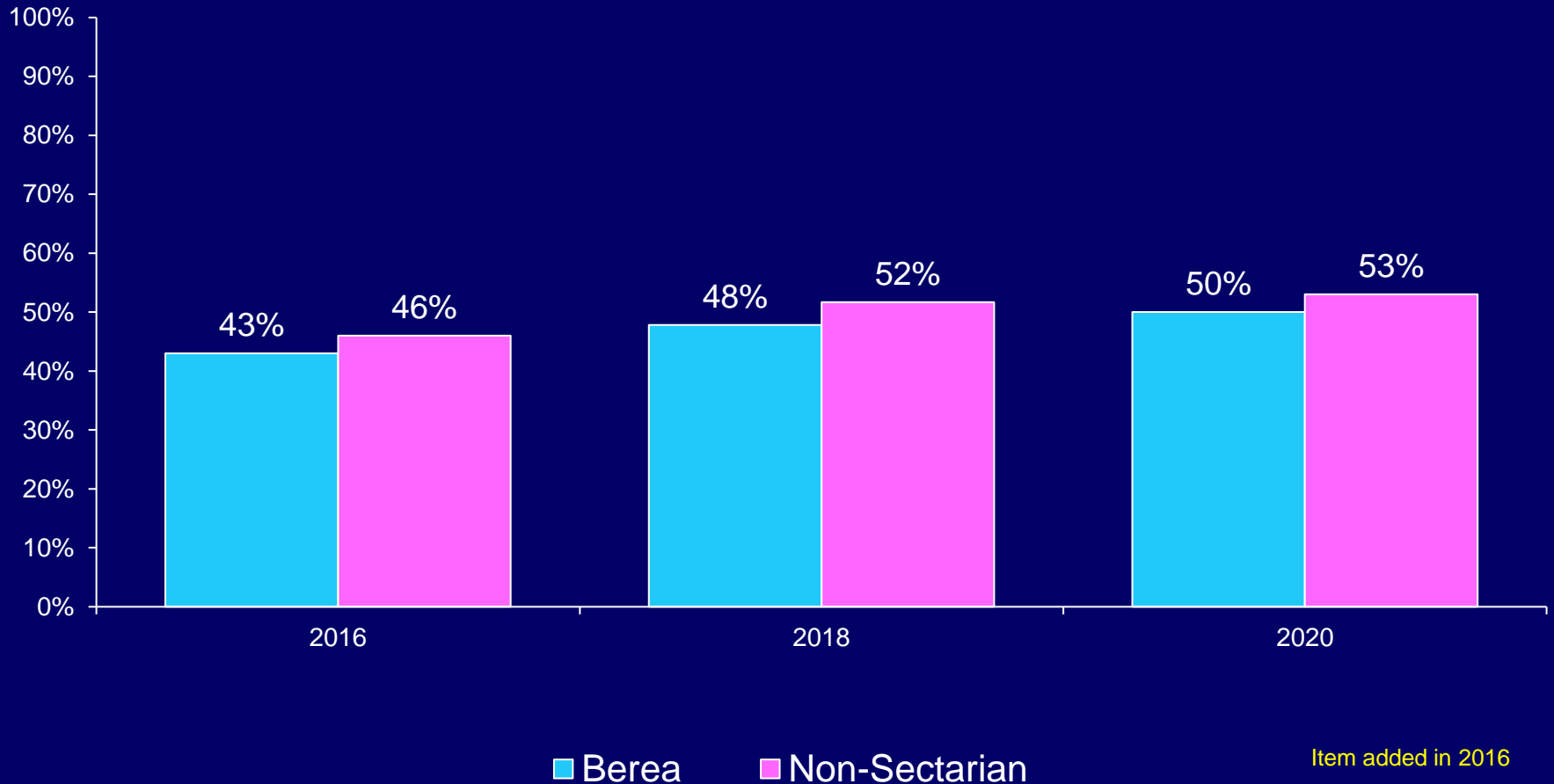
How confident are you that you can:

Integrate results from multiple studies

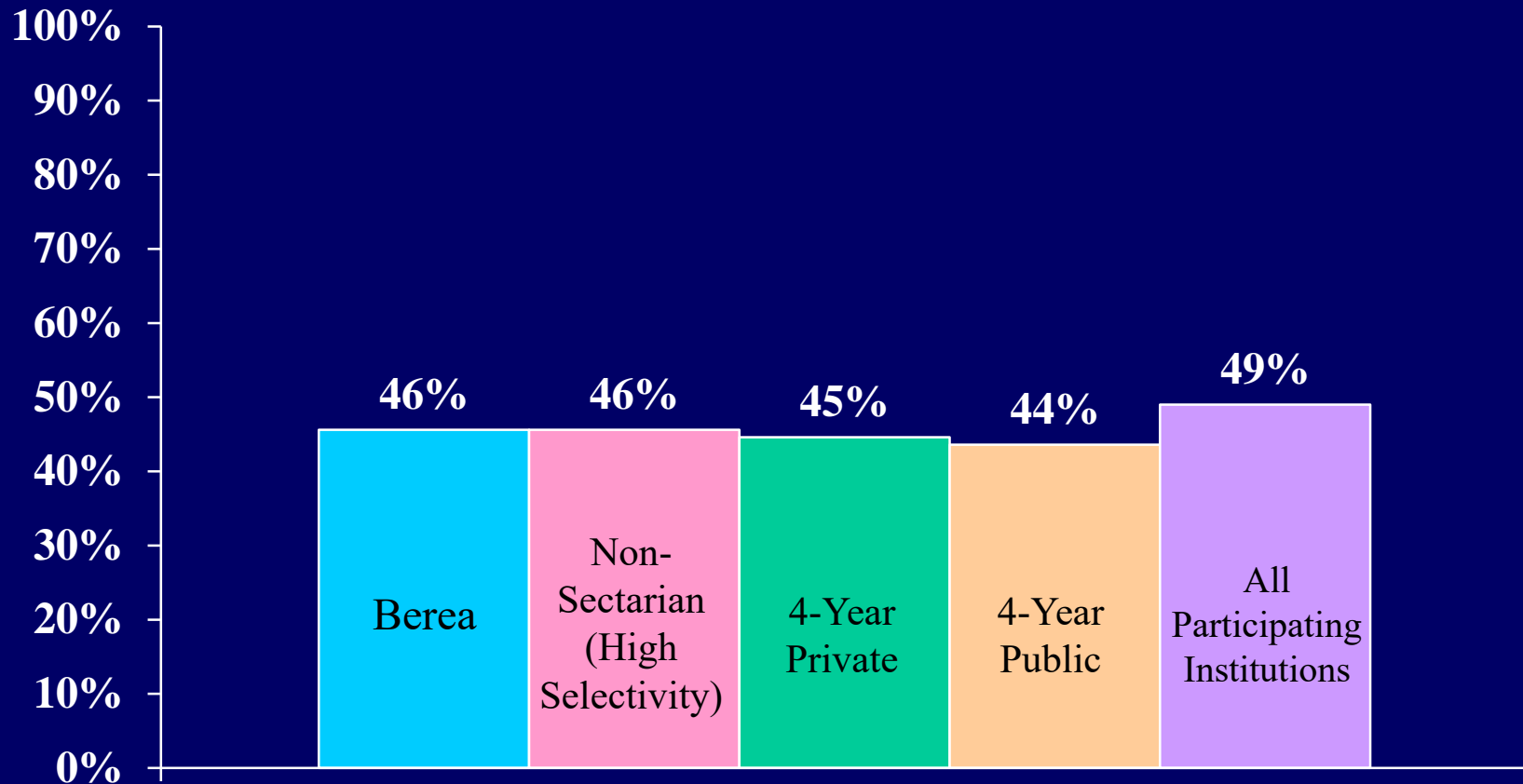


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

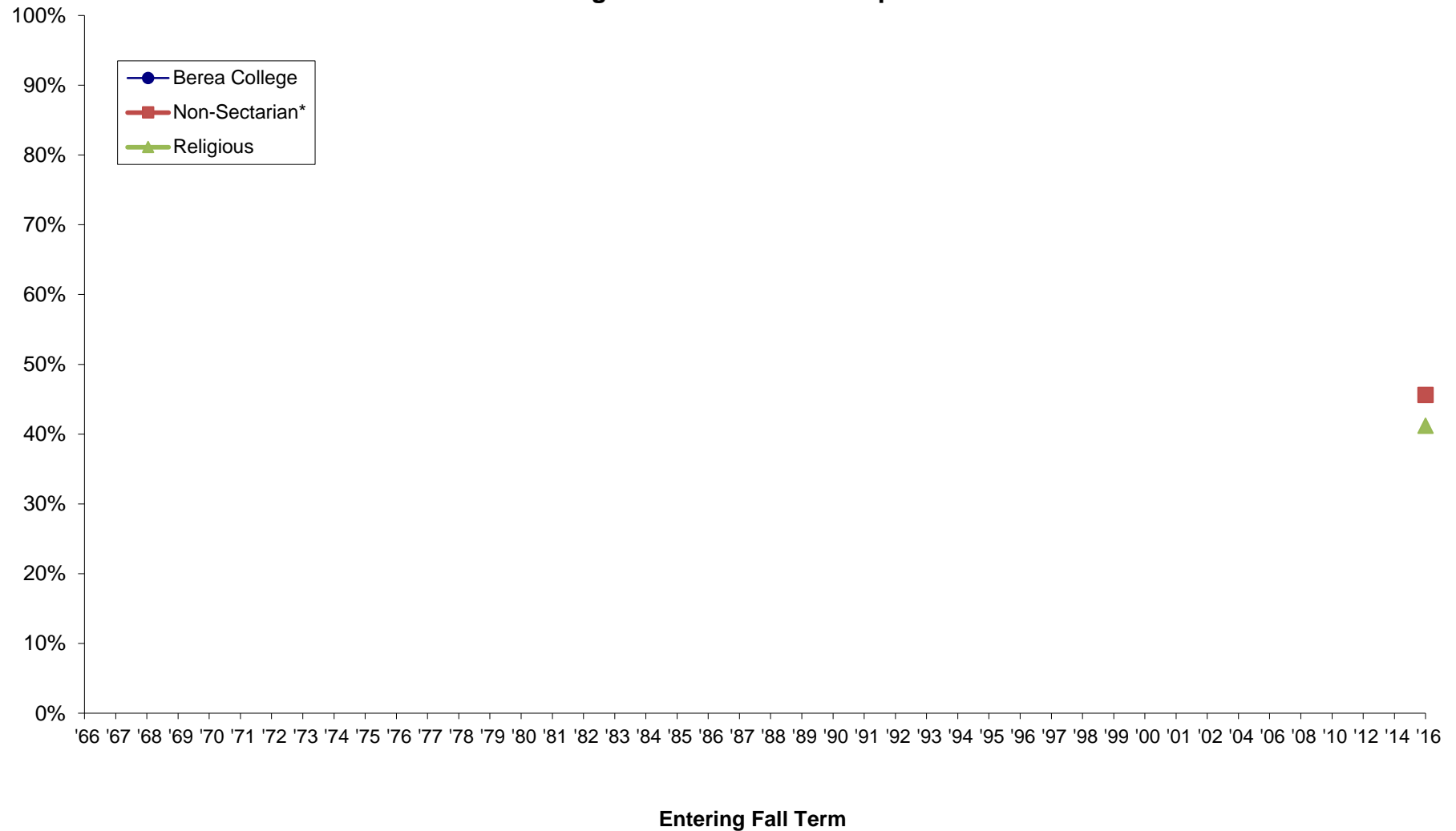
Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Integrate results from multiple studies



Students who are “ Absolutely” or “Very” confident that they can:
Integrate results from multiple studies



Students who are "Absolutely" or "Very" Confident that they can:
Integrate results from multiple studies

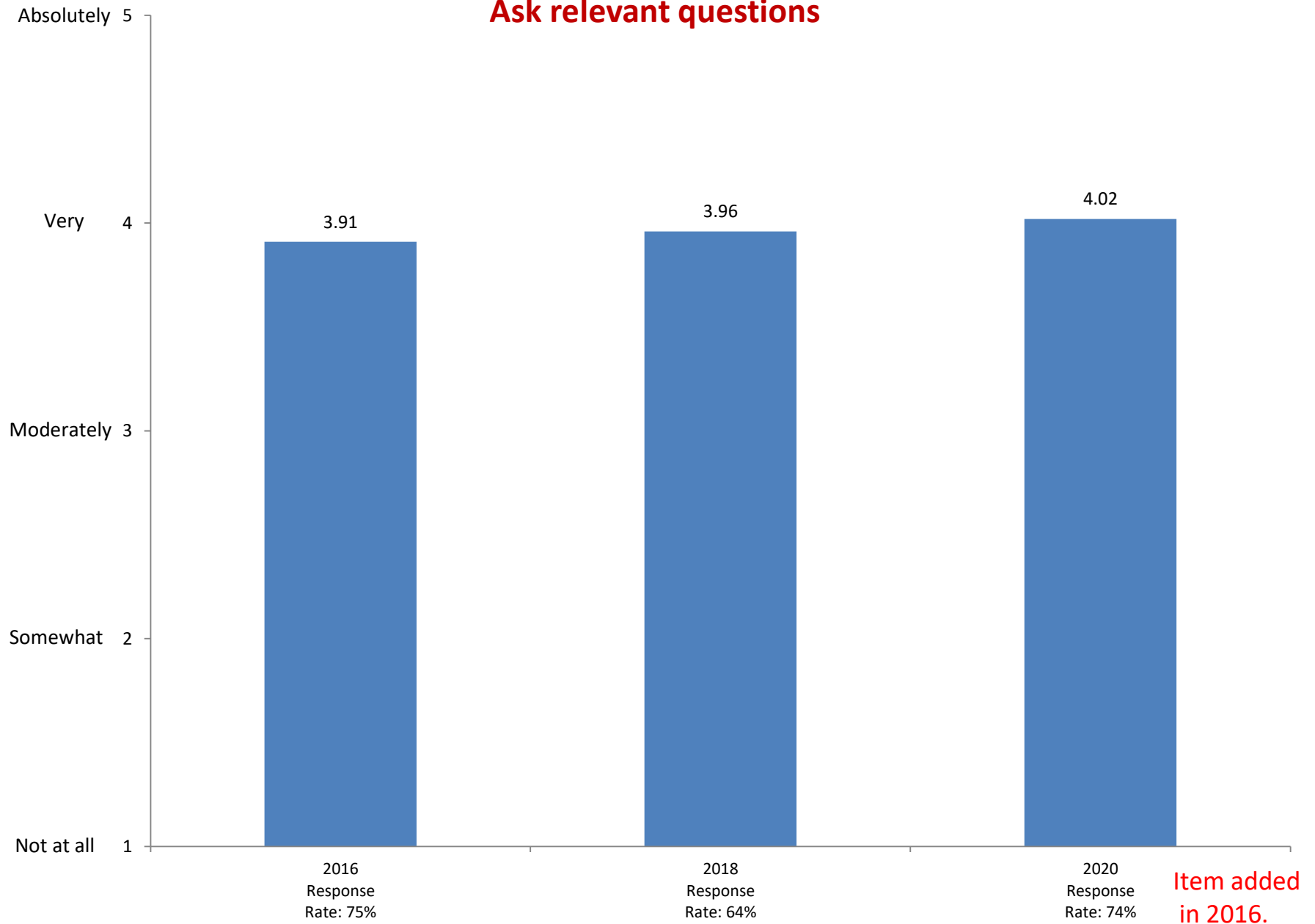


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

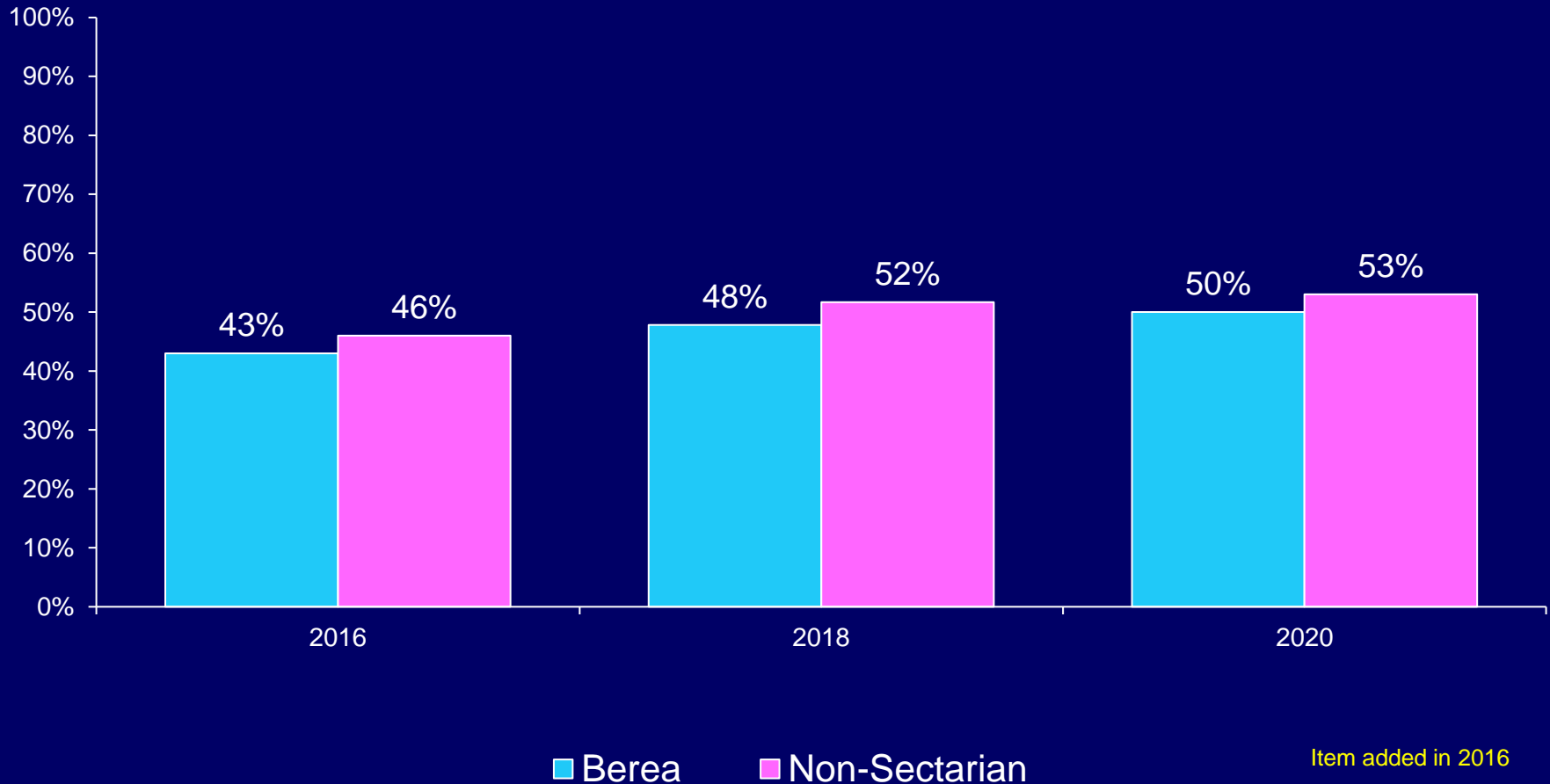
How confident are you that you can:

Ask relevant questions

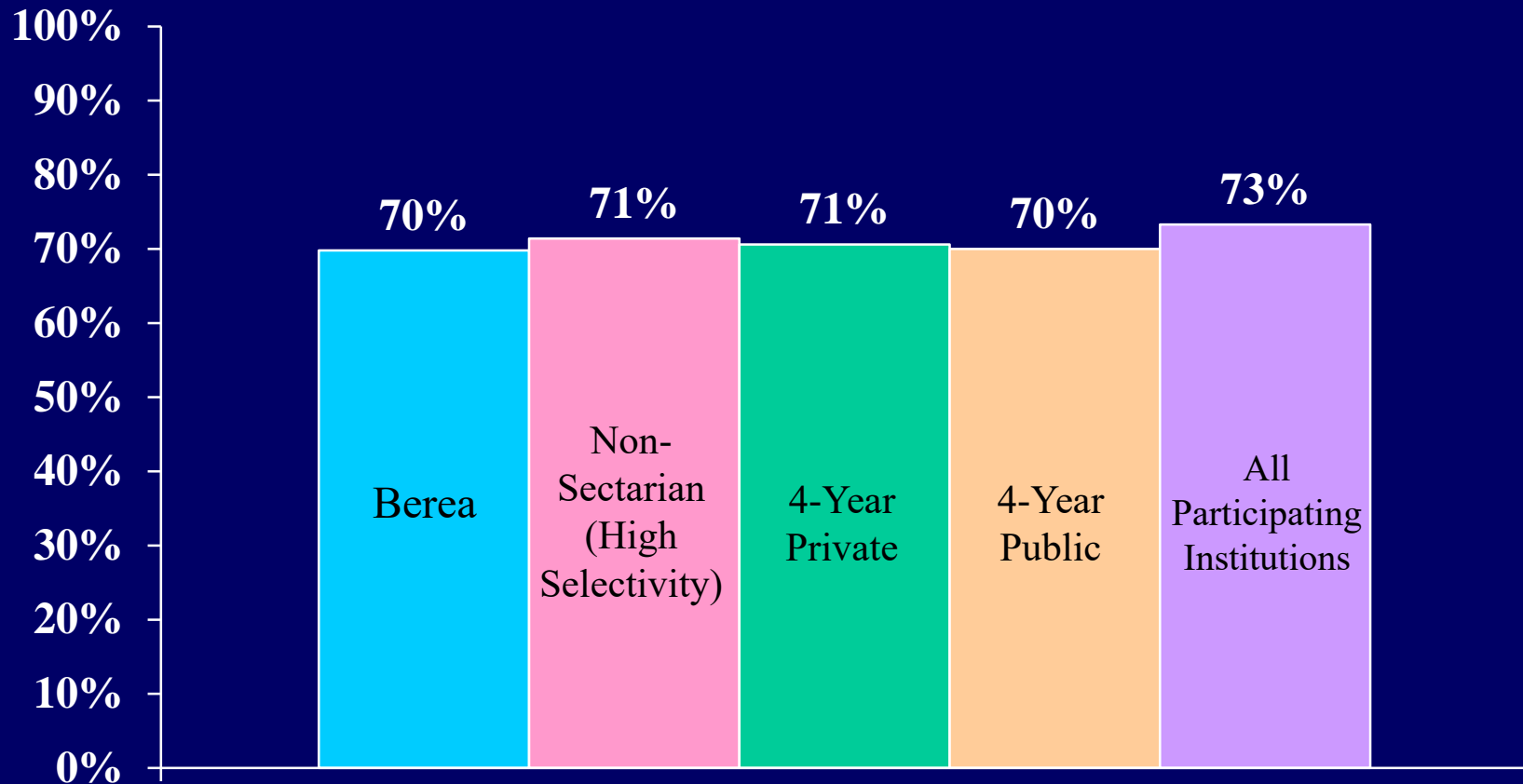


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

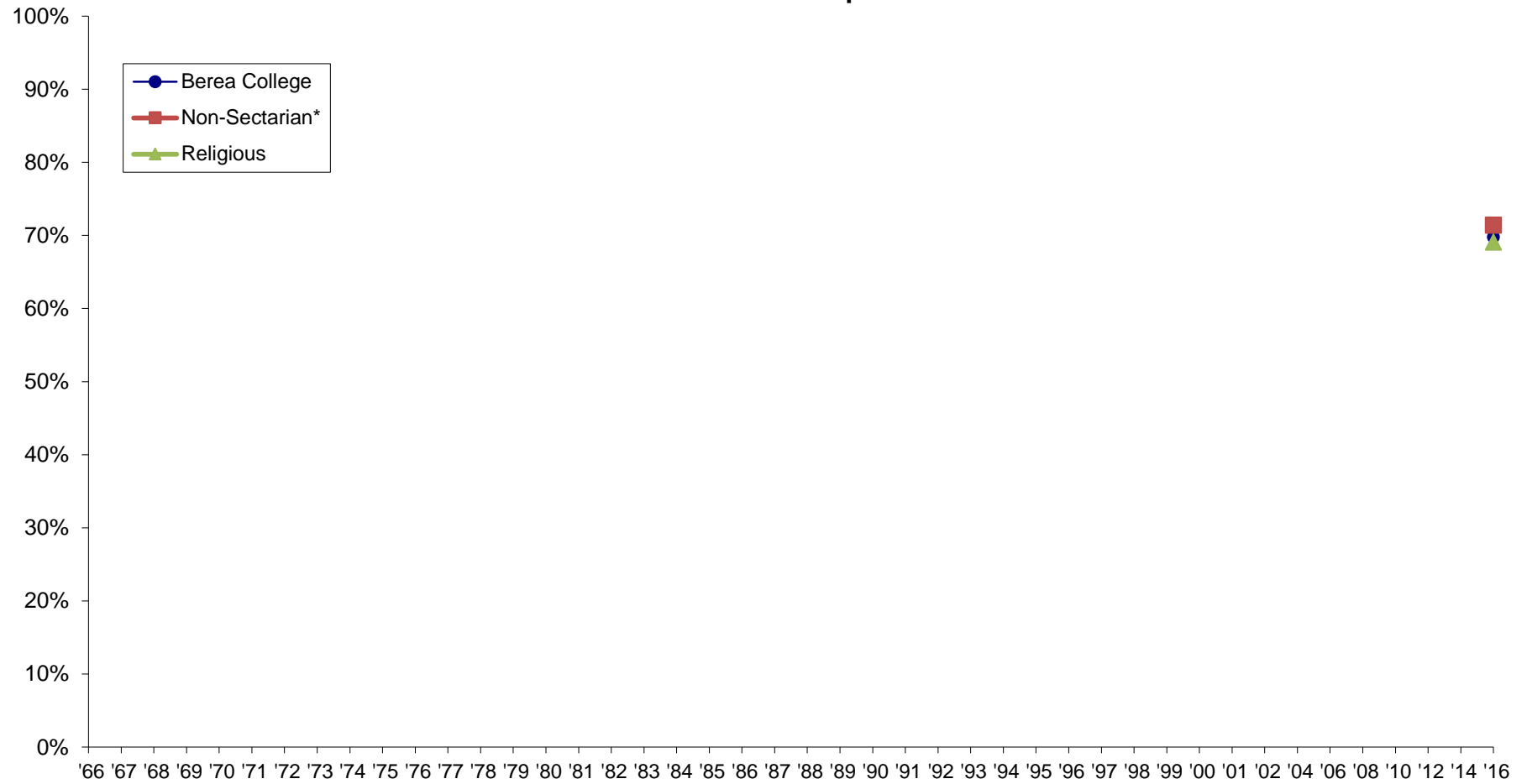
Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Integrate results from multiple studies



Students who are “ Absolutely” or “Very” confident that they can:
Ask relevant questions



Students who are "Absolutely" or "Very" Confident that they can:
Ask relevant questions



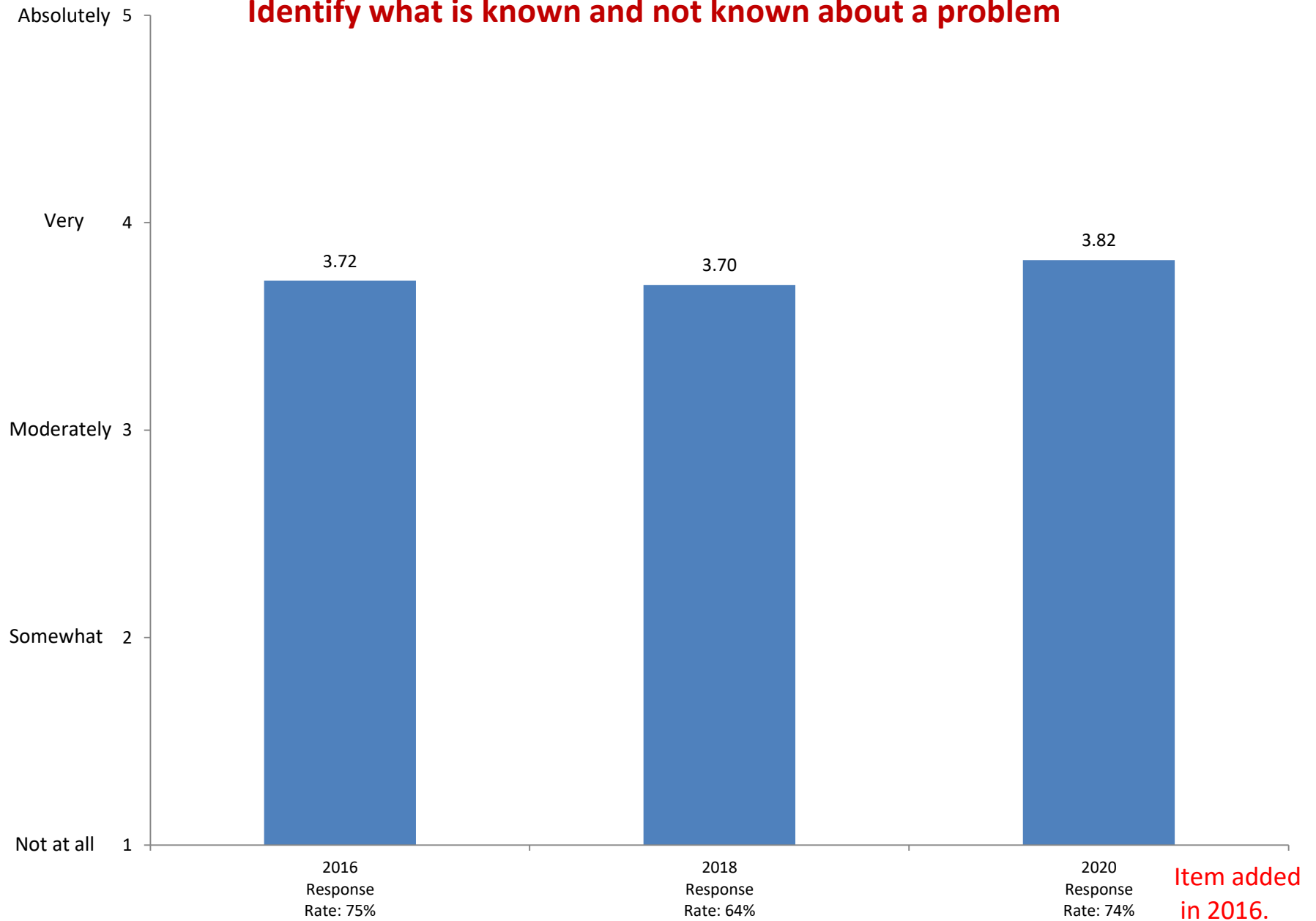
Entering Fall Term

*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

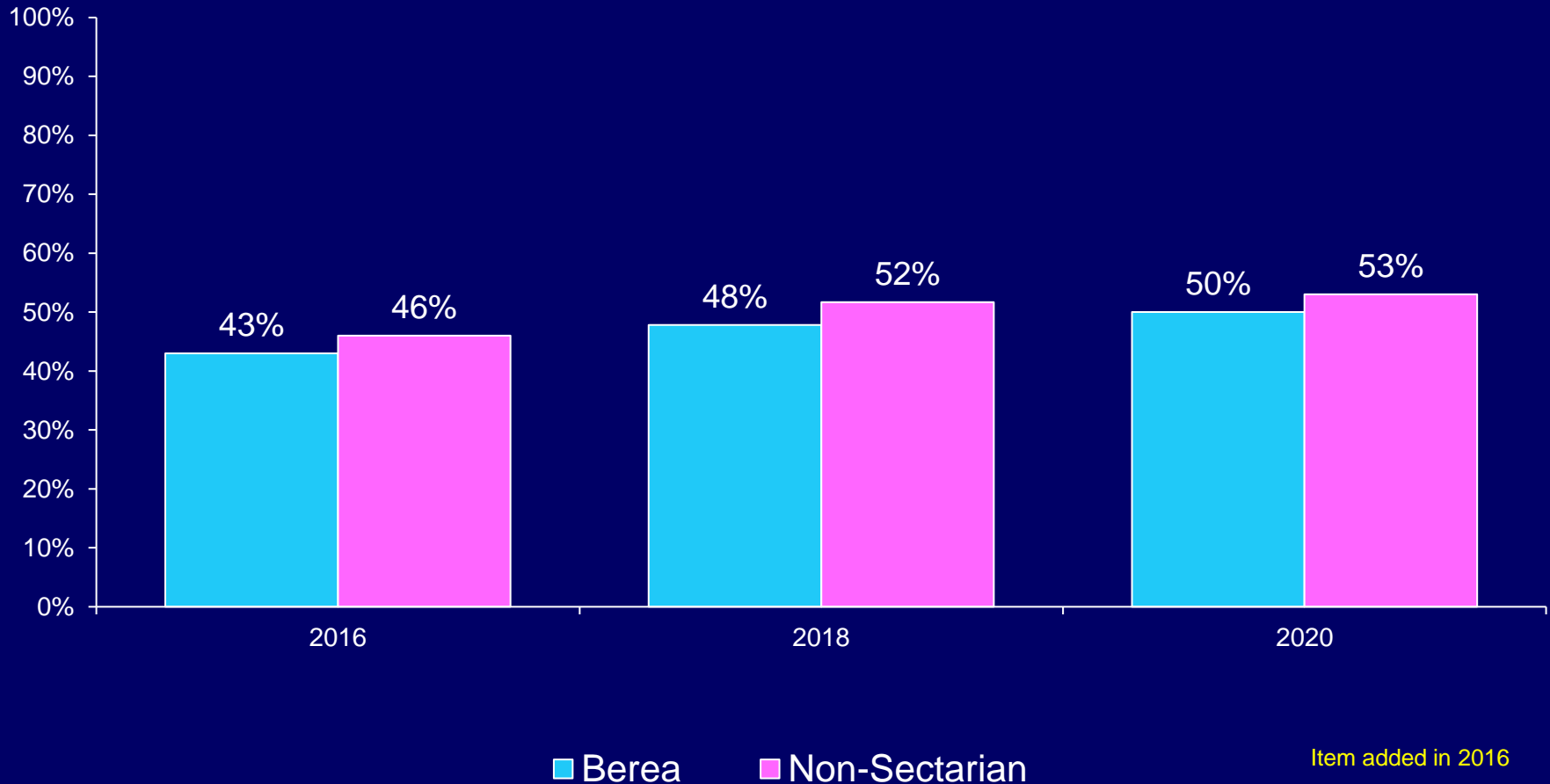
How confident are you that you can:

Identify what is known and not known about a problem

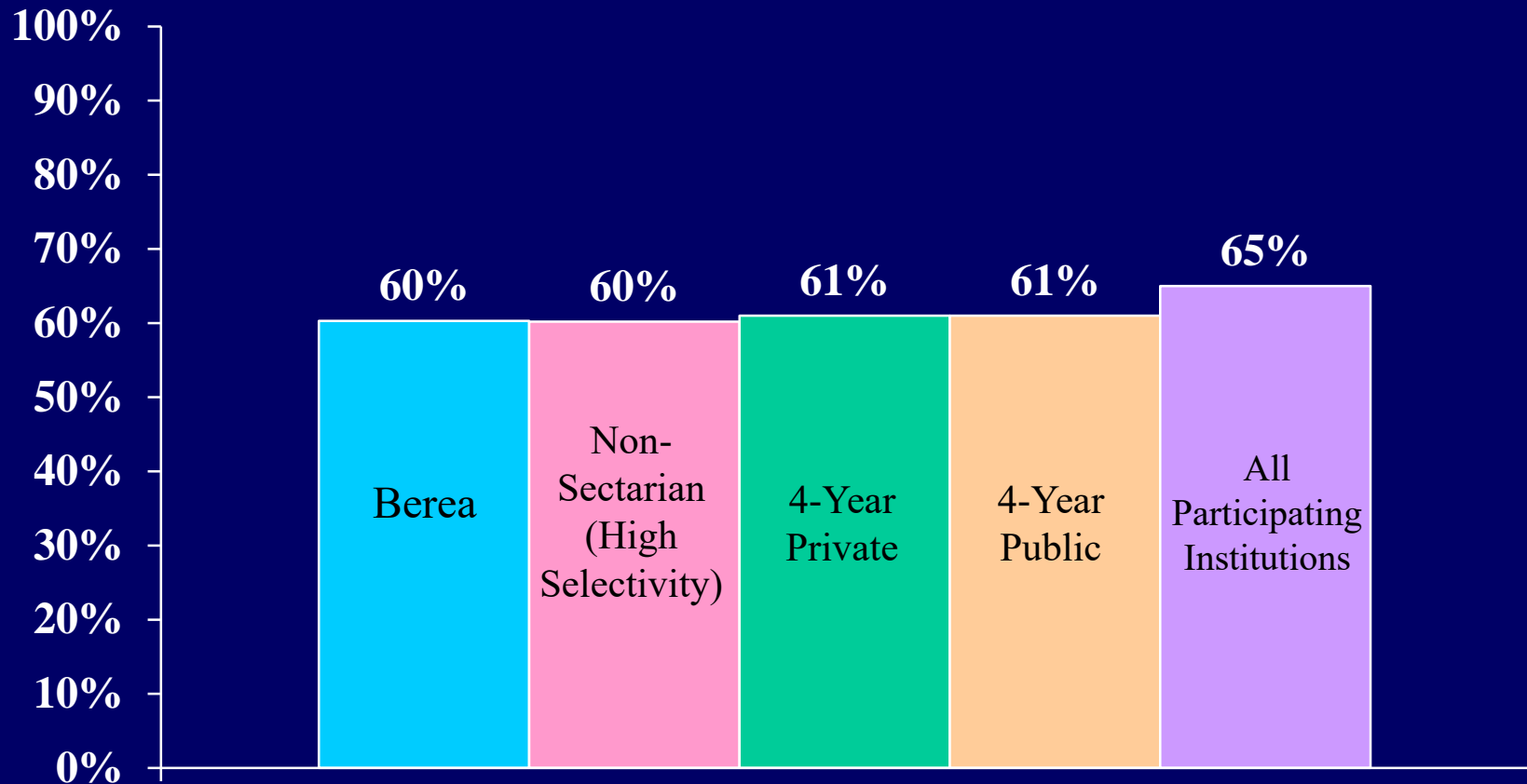


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

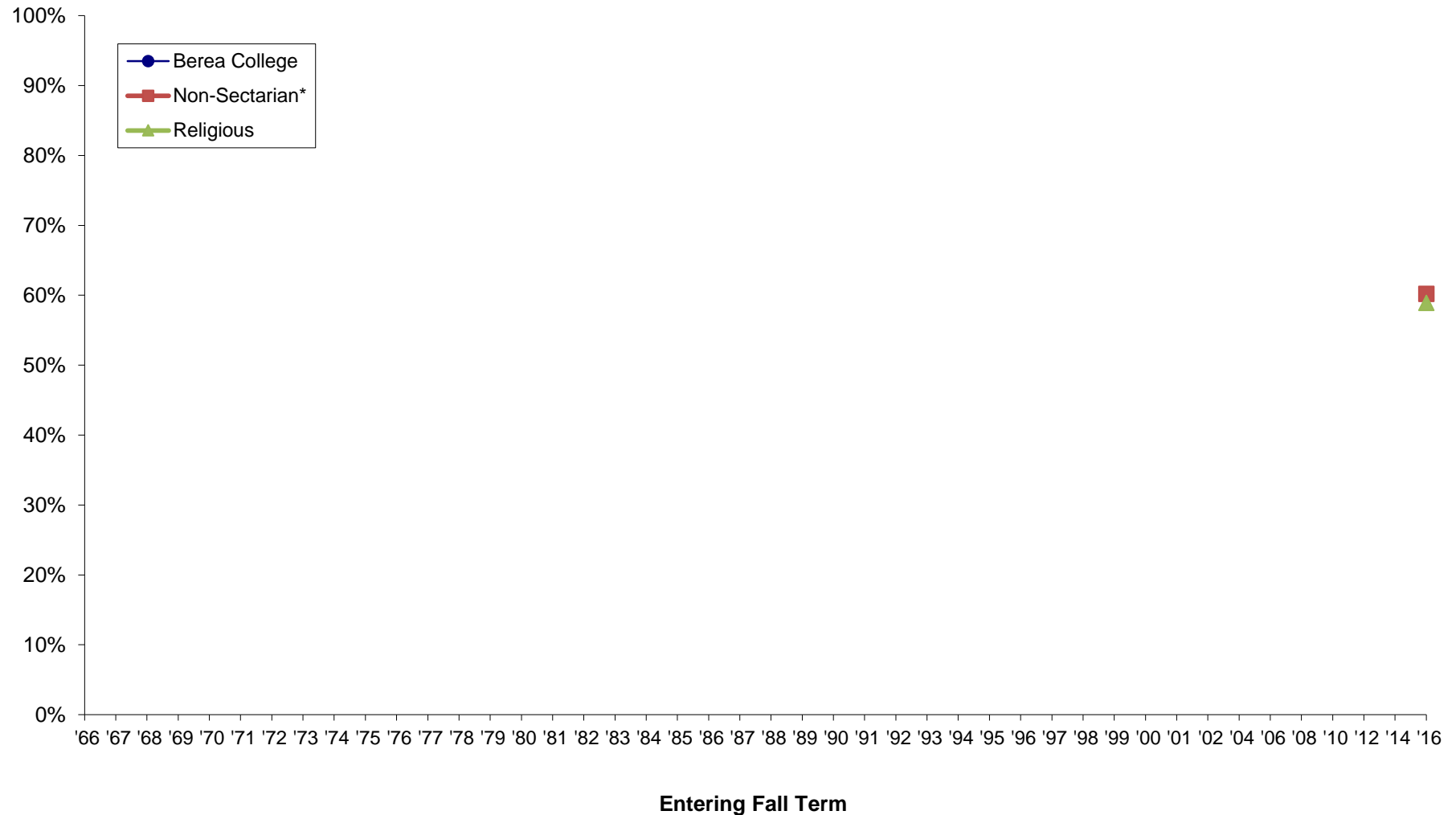
Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Integrate results from multiple studies



Students who are “ Absolutely” or “Very” confident that they can:
Identify what is known and not known about a problem



Students who are "Absolutely" or "Very" Confident that they can:
Identify what is known and not known about a problem

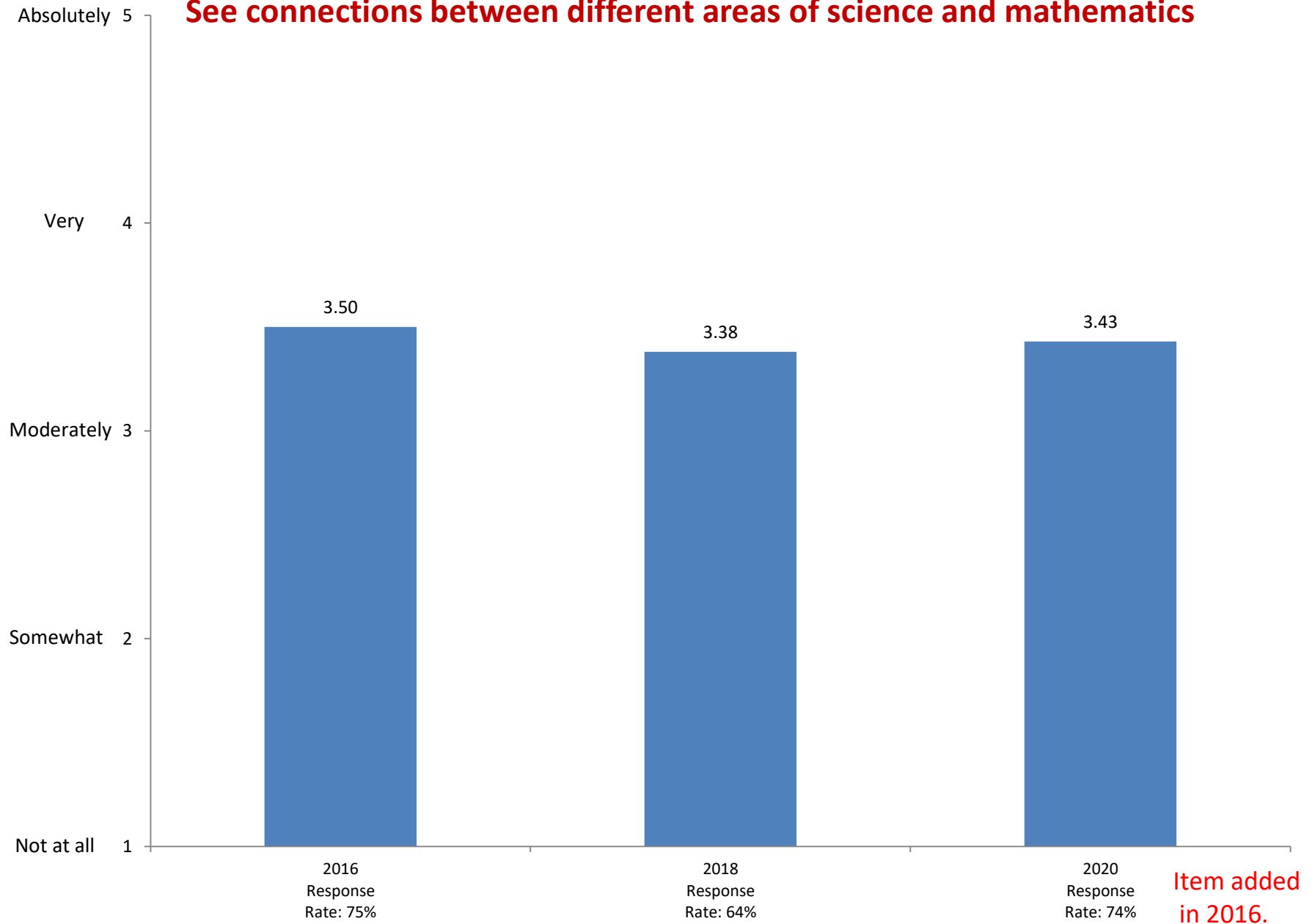


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

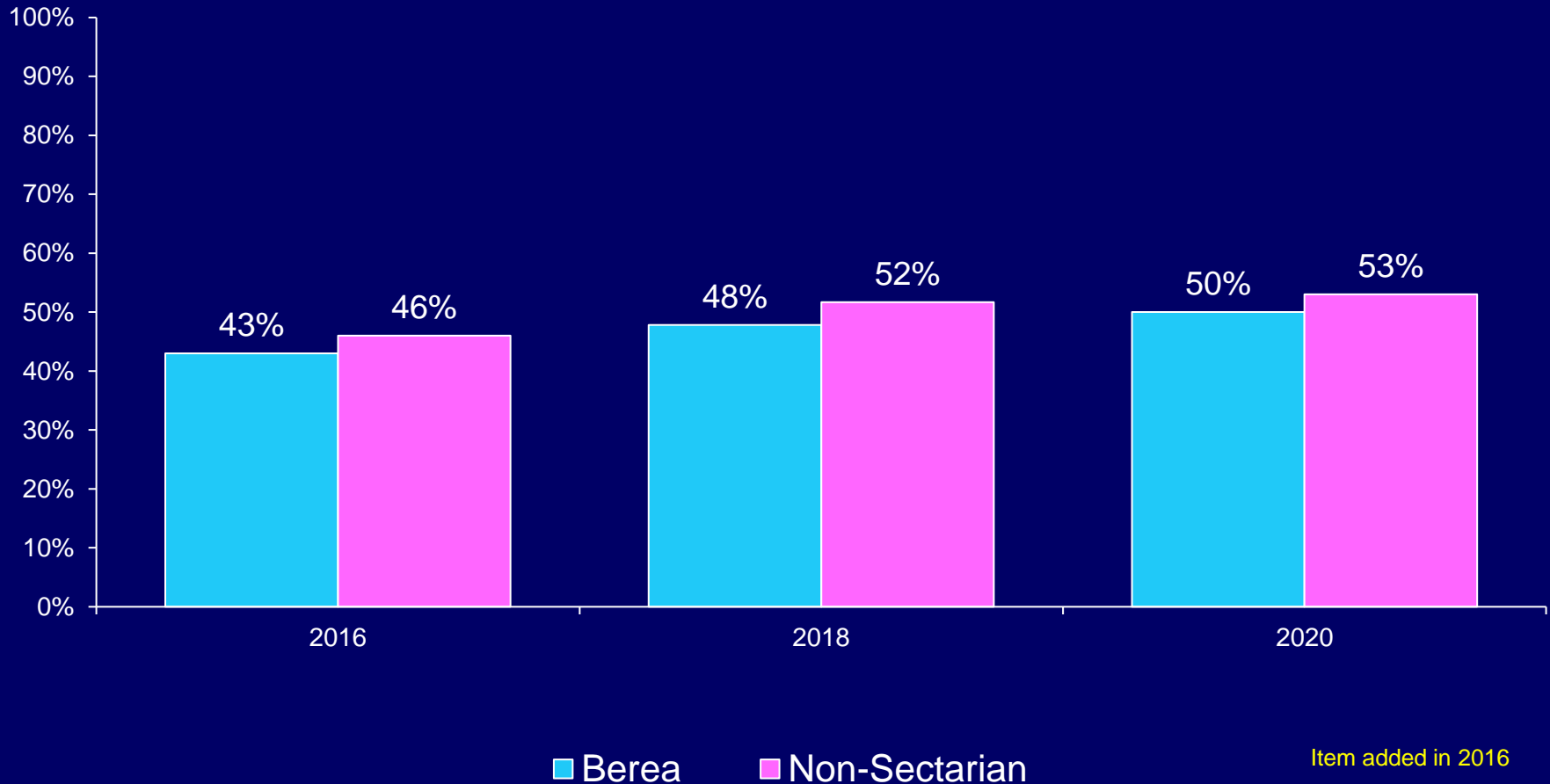
How confident are you that you can:

See connections between different areas of science and mathematics



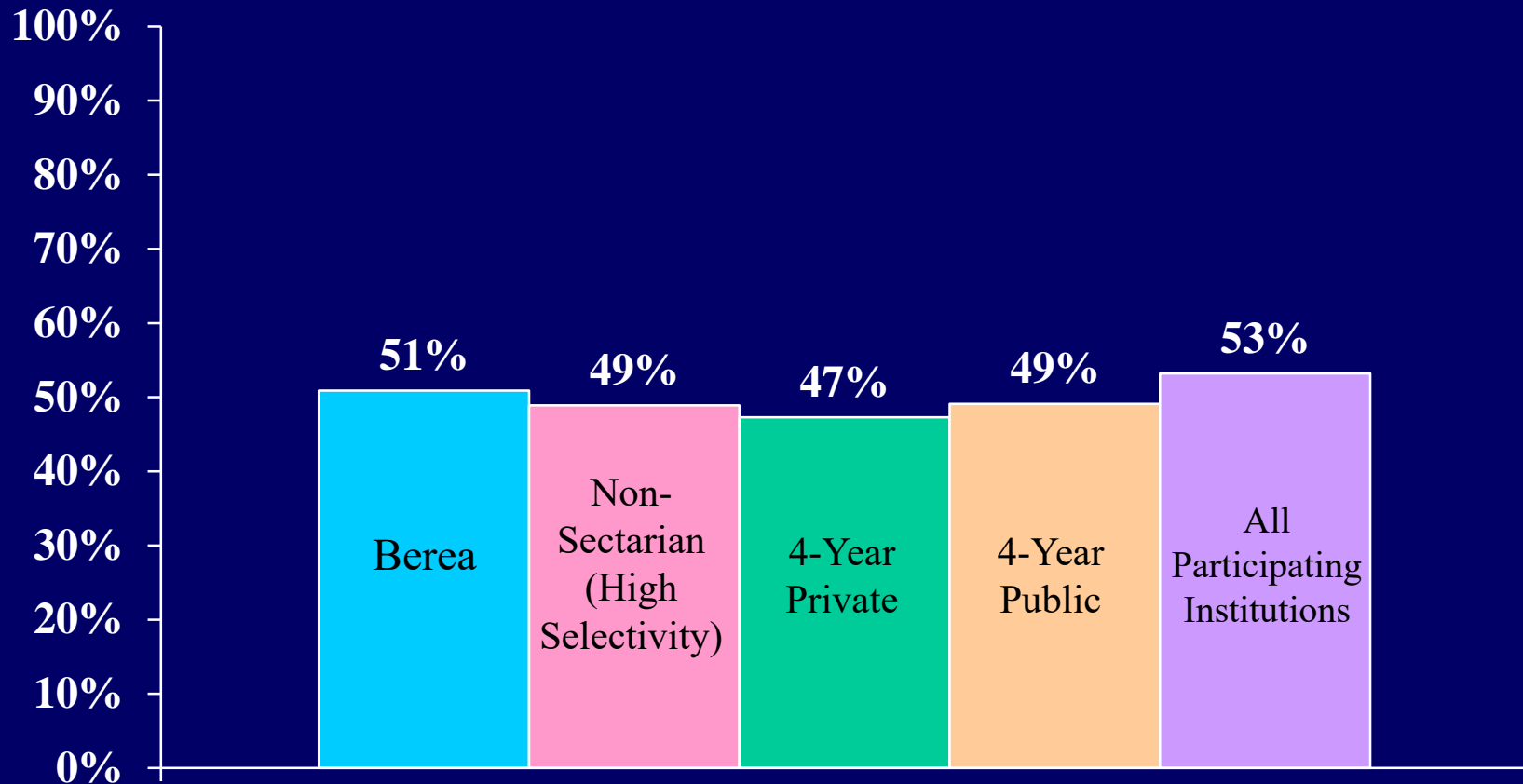
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Integrate results from multiple studies

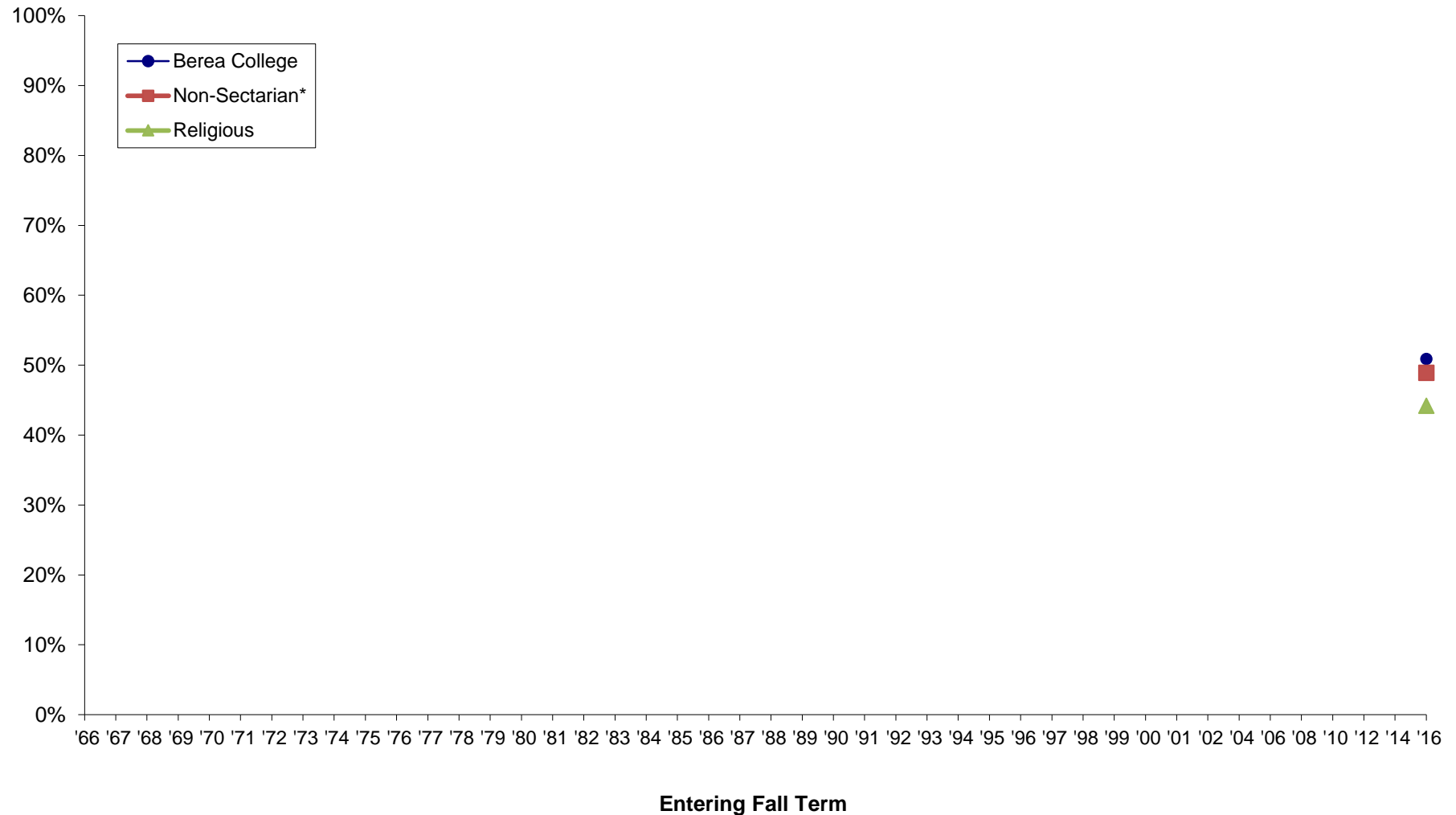


Students who are “ Absolutely” or “Very” confident that they can:

See connections between different areas of science and mathematics



Students who are "Absolutely" or "Very" Confident that they can:
See connections between different areas of science and mathematics

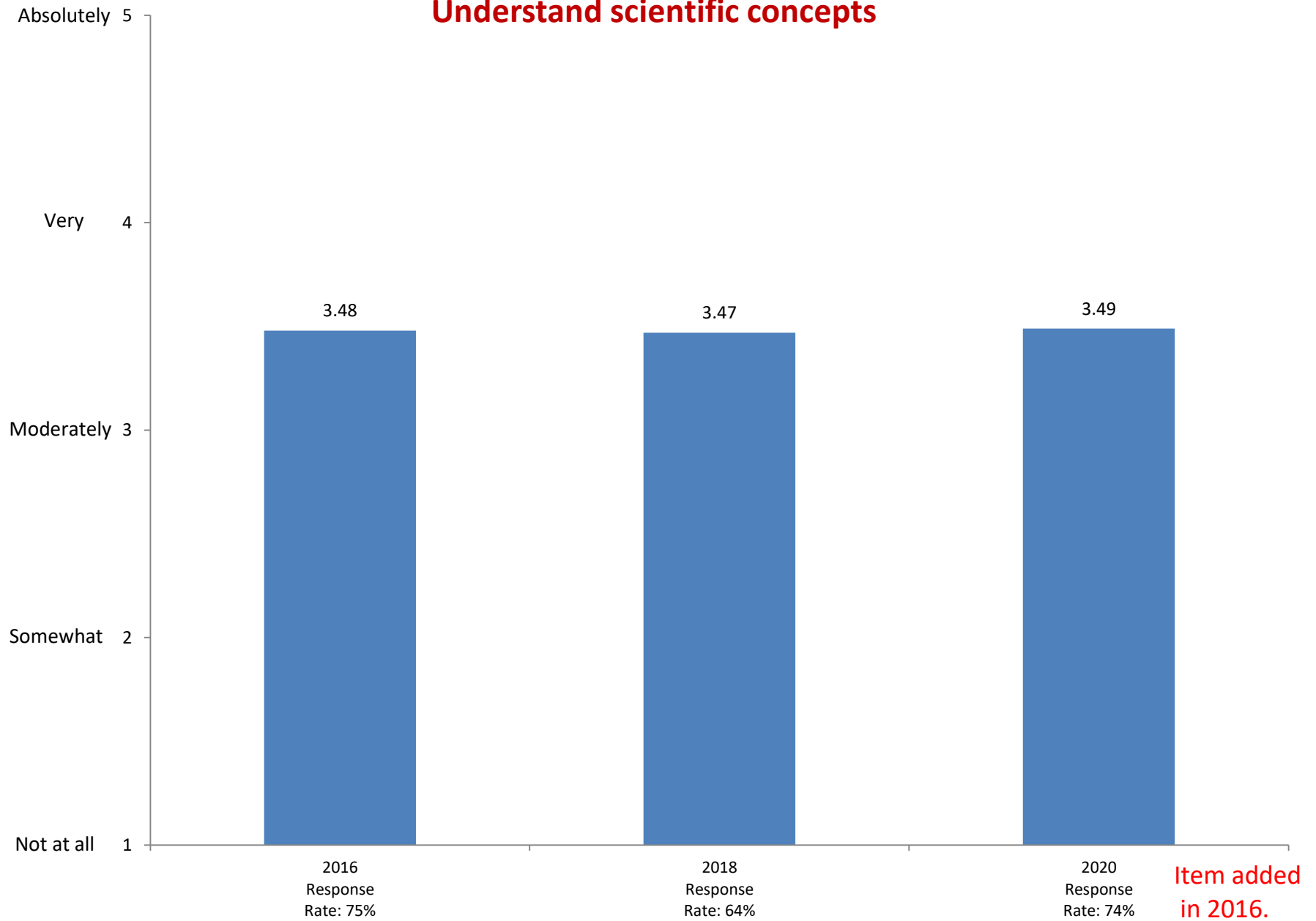


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

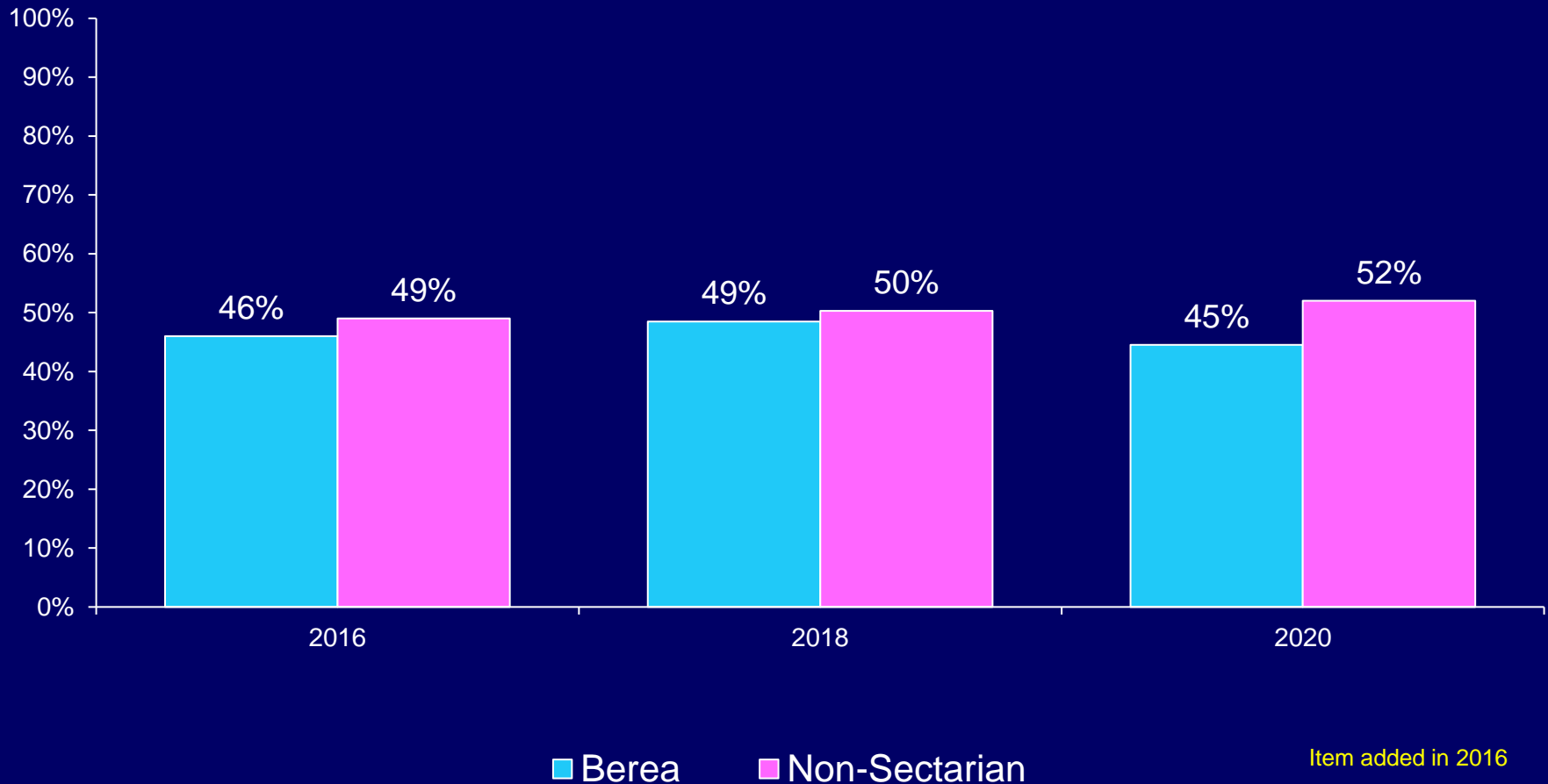
How confident are you that you can:

Understand scientific concepts

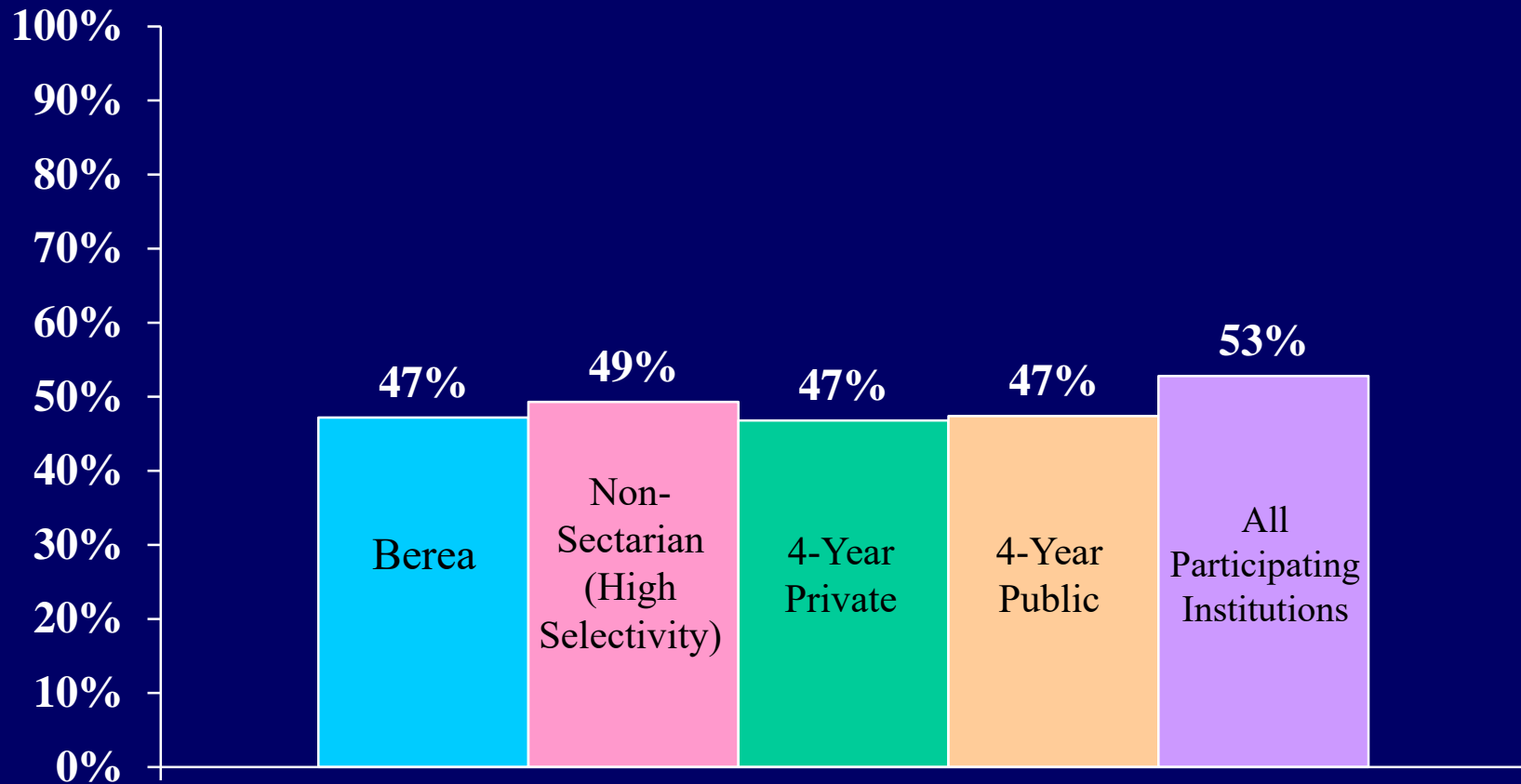


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

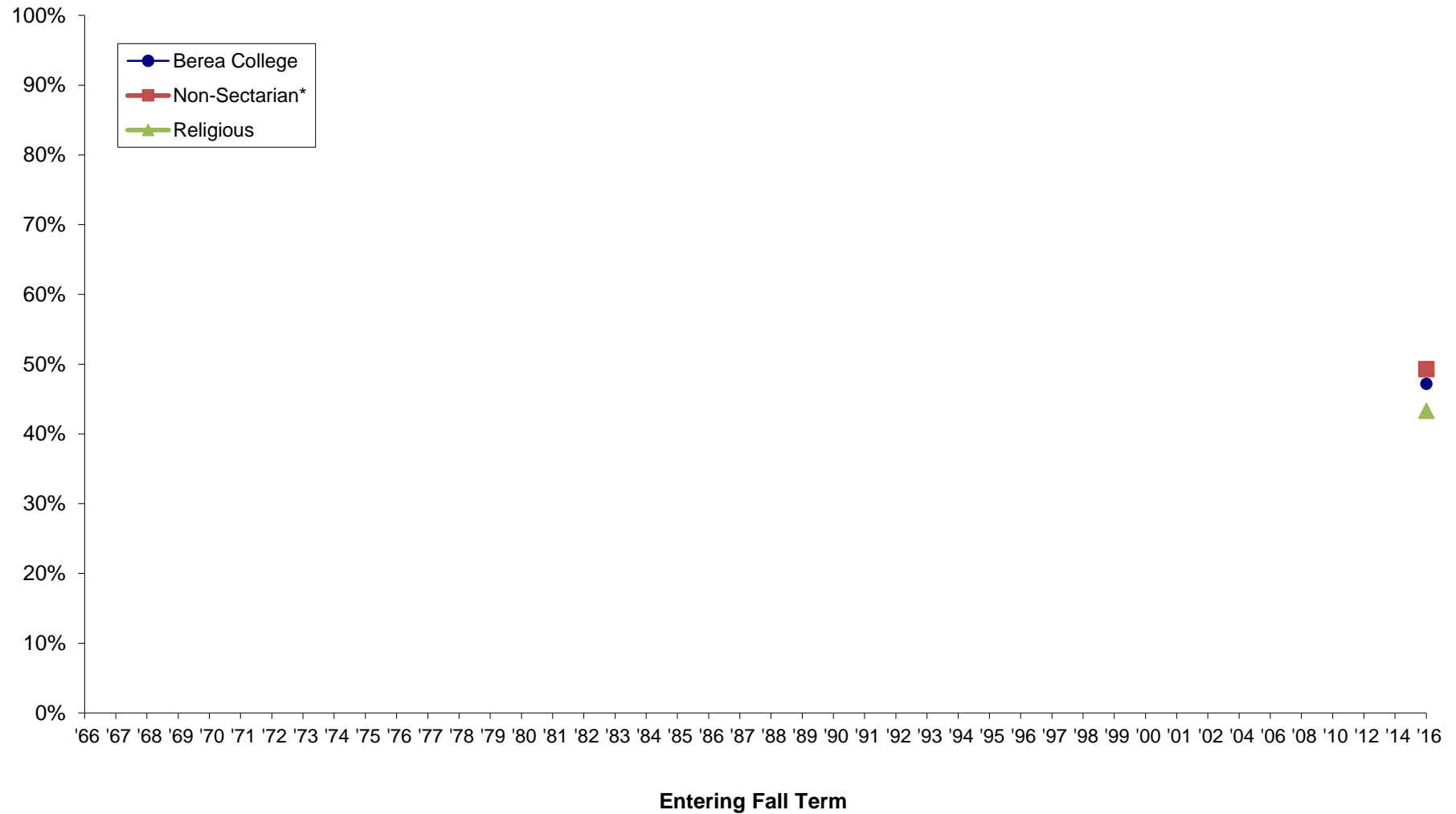
Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Understand scientific concepts



Students who are “ Absolutely” or “Very” confident that they can:
Understand Scientific concepts



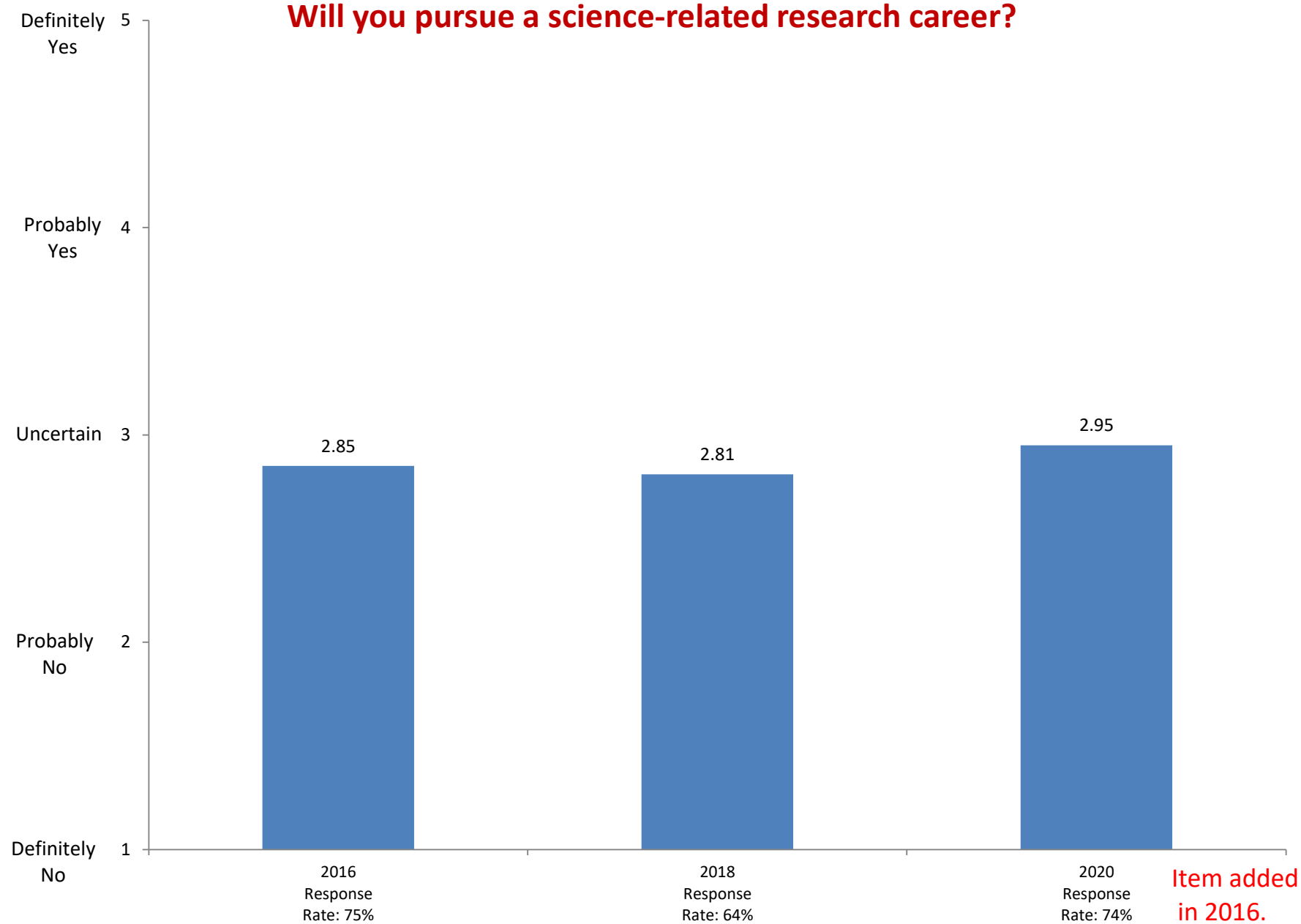
Students who are "Absolutely" or "Very" Confident that they can:
Understand Scientific concepts



*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

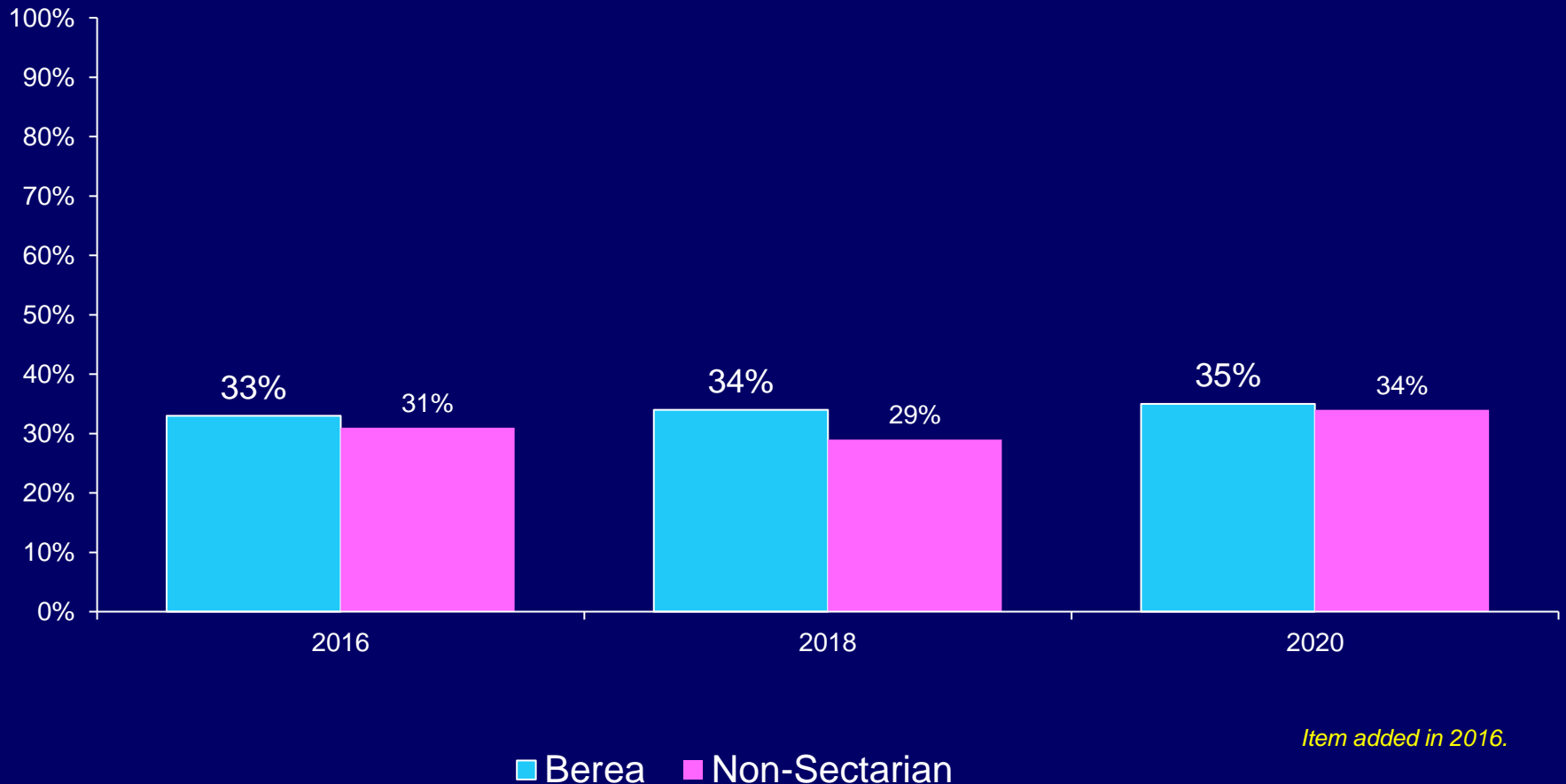
NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

Will you pursue a science-related research career?



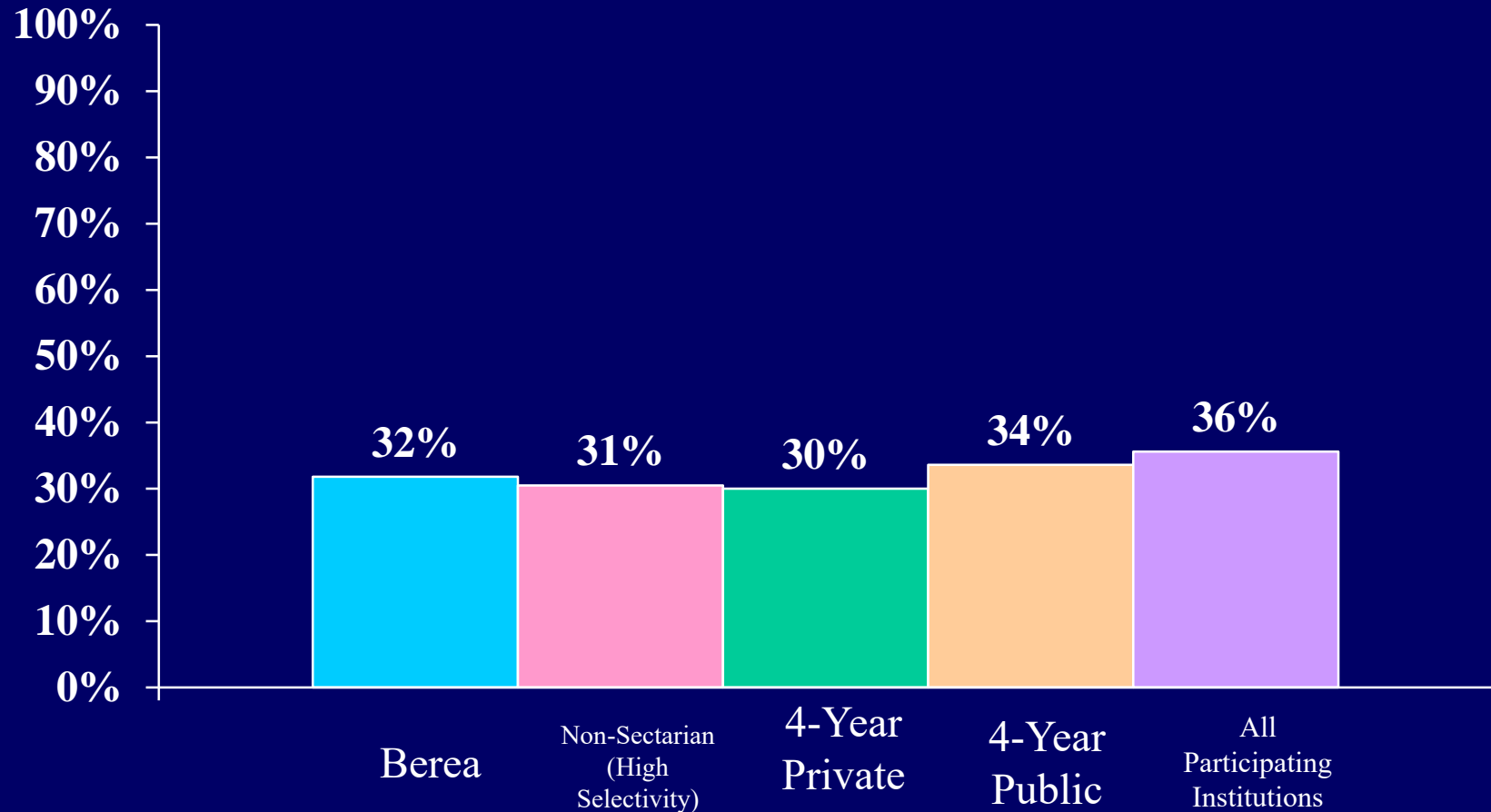
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated “definitely yes” or “probably yes” to:
Will you pursue a science-related research career?

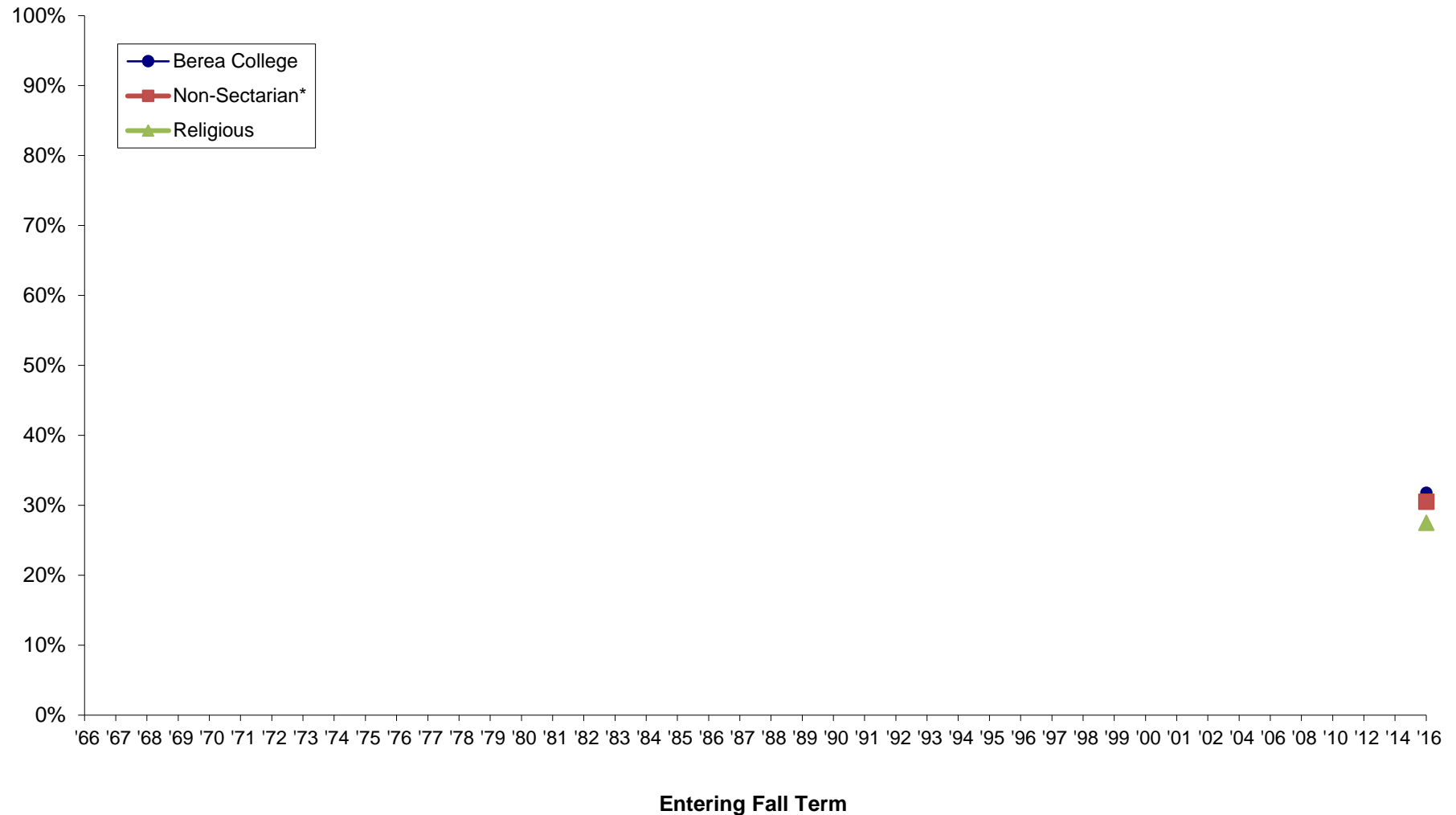


Item added in 2016.

Students that will ‘Definitely’ or ‘Probably’:
Pursue a science-related research career



Students that will "Definitely" or "Probably":
Pursue a science-related research career.



*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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Higher Education Research Institute (HERI) Faculty Survey

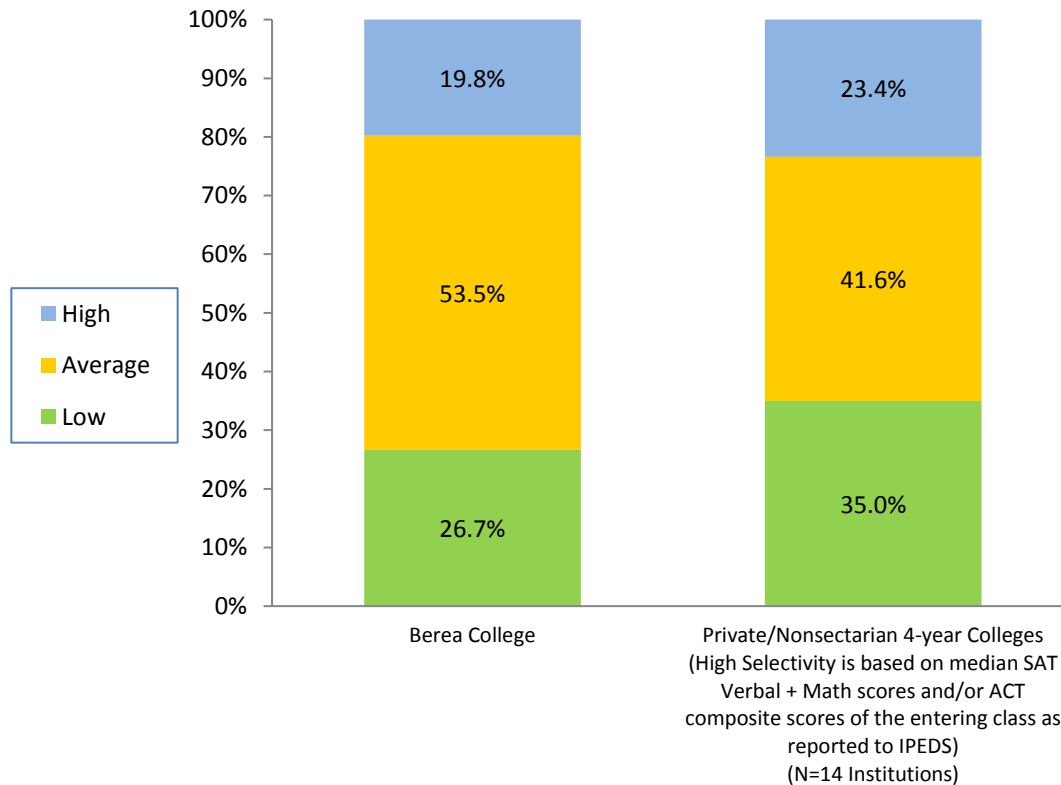


Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

Response Rates:			
1989	65.0%	2004	93.2%
2014	72.2%		

Construct: Undergraduate Education Goal: Personal Development - Measures the extent to which faculty believe that personal development is a central goal for undergraduate education



Survey items included in the construct,
Undergraduate Education Goal: Personal Development:

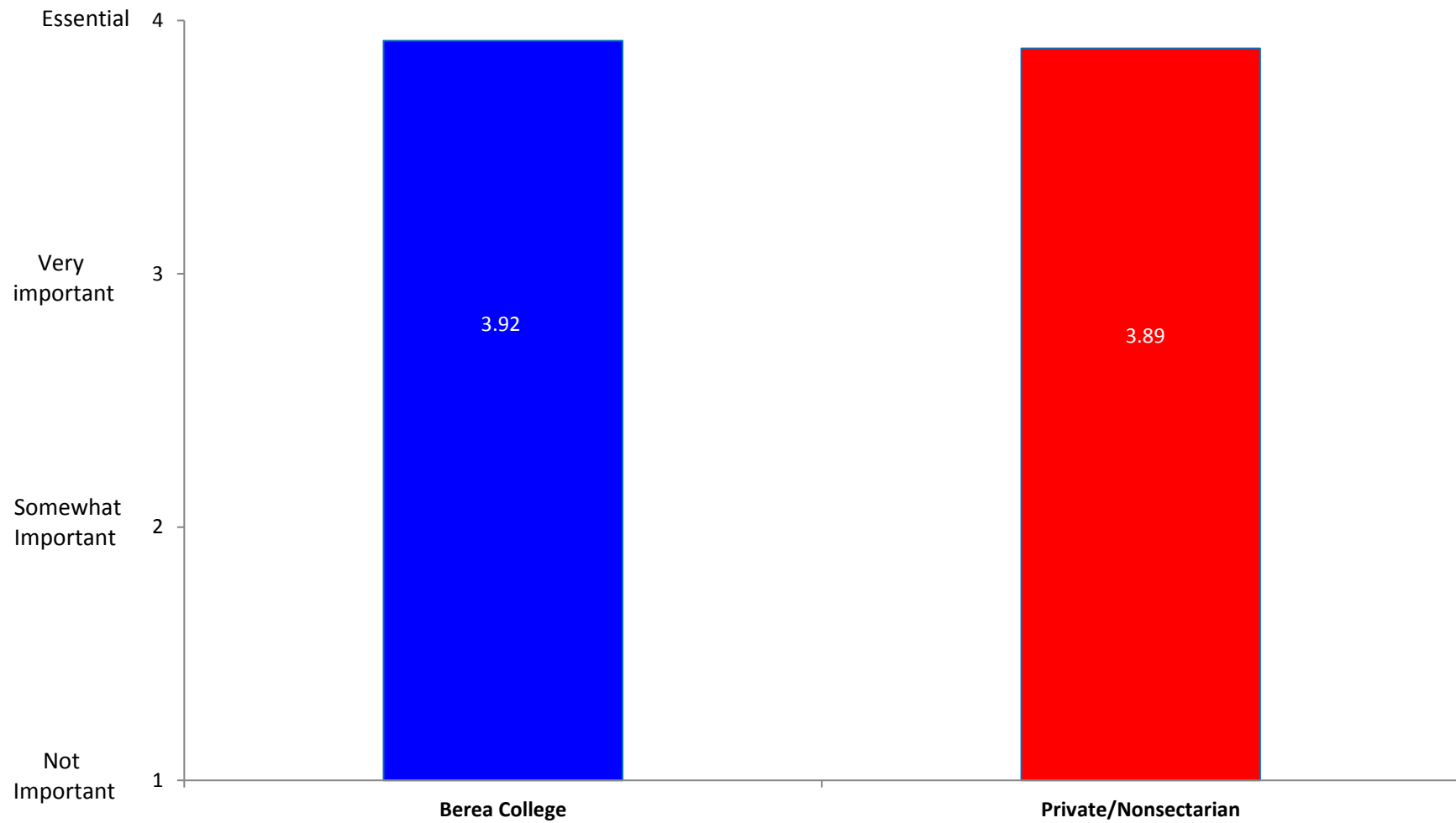
*Indicate the importance to you of each of the following education goals for undergraduate students:
 (Essential, Very Important, Somewhat Important, Not Important)*

- Help students develop personal values
- Provide for students' emotional development
- Develop moral character

NOTE: "Low" represents faculty ratings that are 0.5 standard deviation below the construct mean for Undergraduate Education Goal: Personal Development. "Average" represents faculty ratings that are within 0.5 standard deviation of the construct mean. "High" represents faculty ratings that are 0.5 standard deviation or more above the construct mean.

Indicate the importance to you of the following education goals for students:

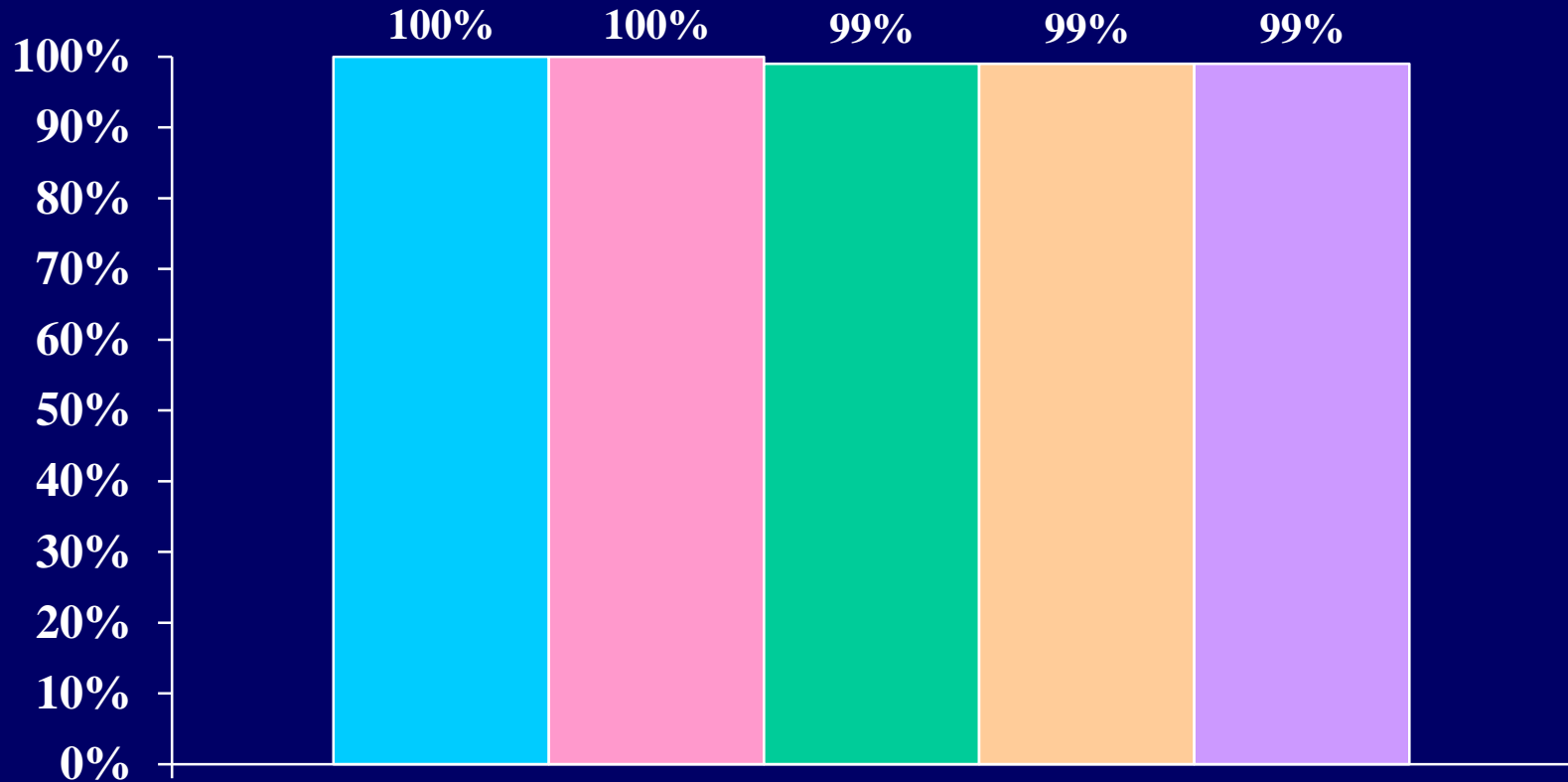
Develop ability to think critically



Indicate the importance to you of each of the following education goals
for undergraduate students:

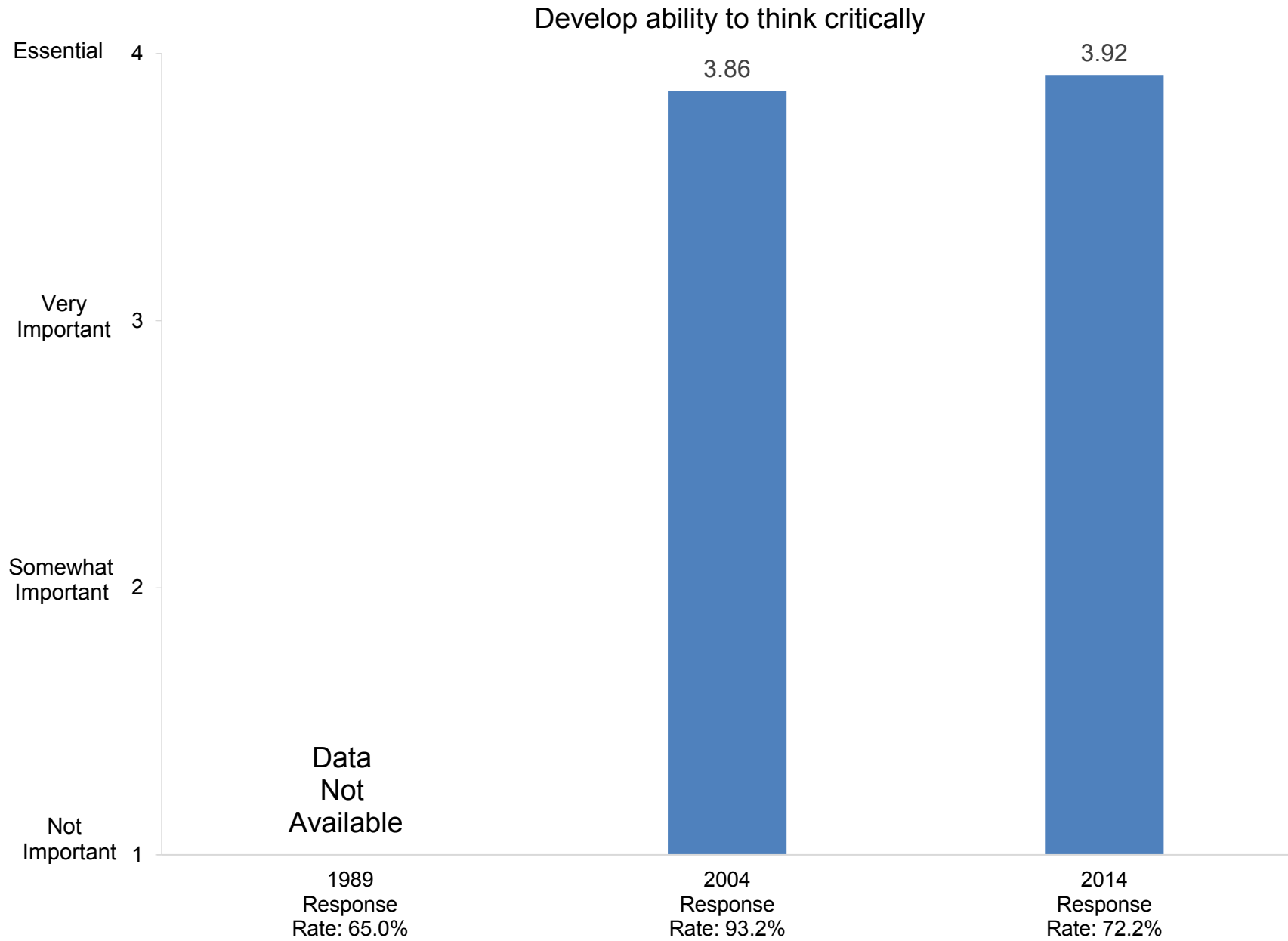
Percent of faculty who indicated “essential” or “very important”

Develop ability to think critically

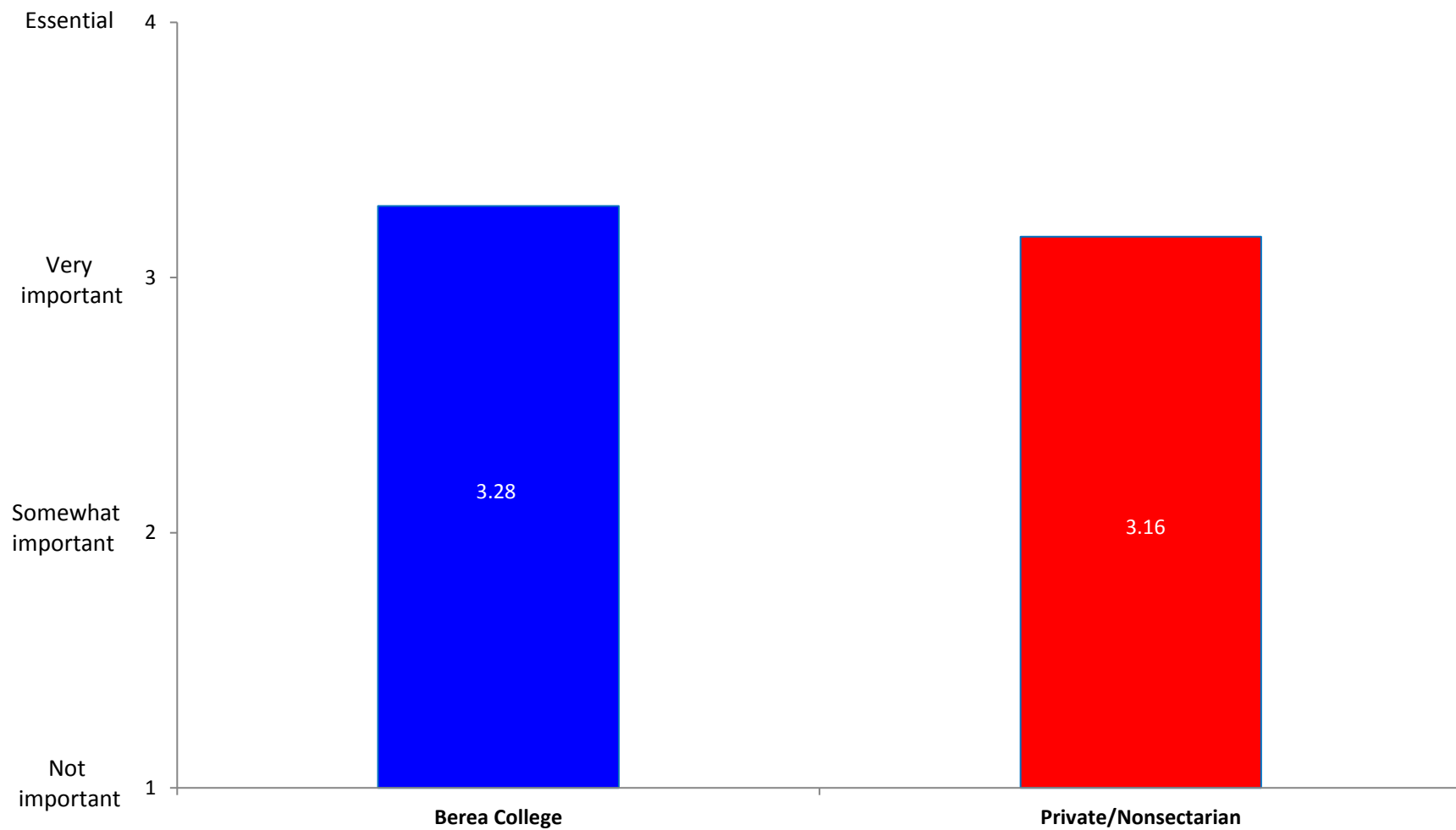


Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



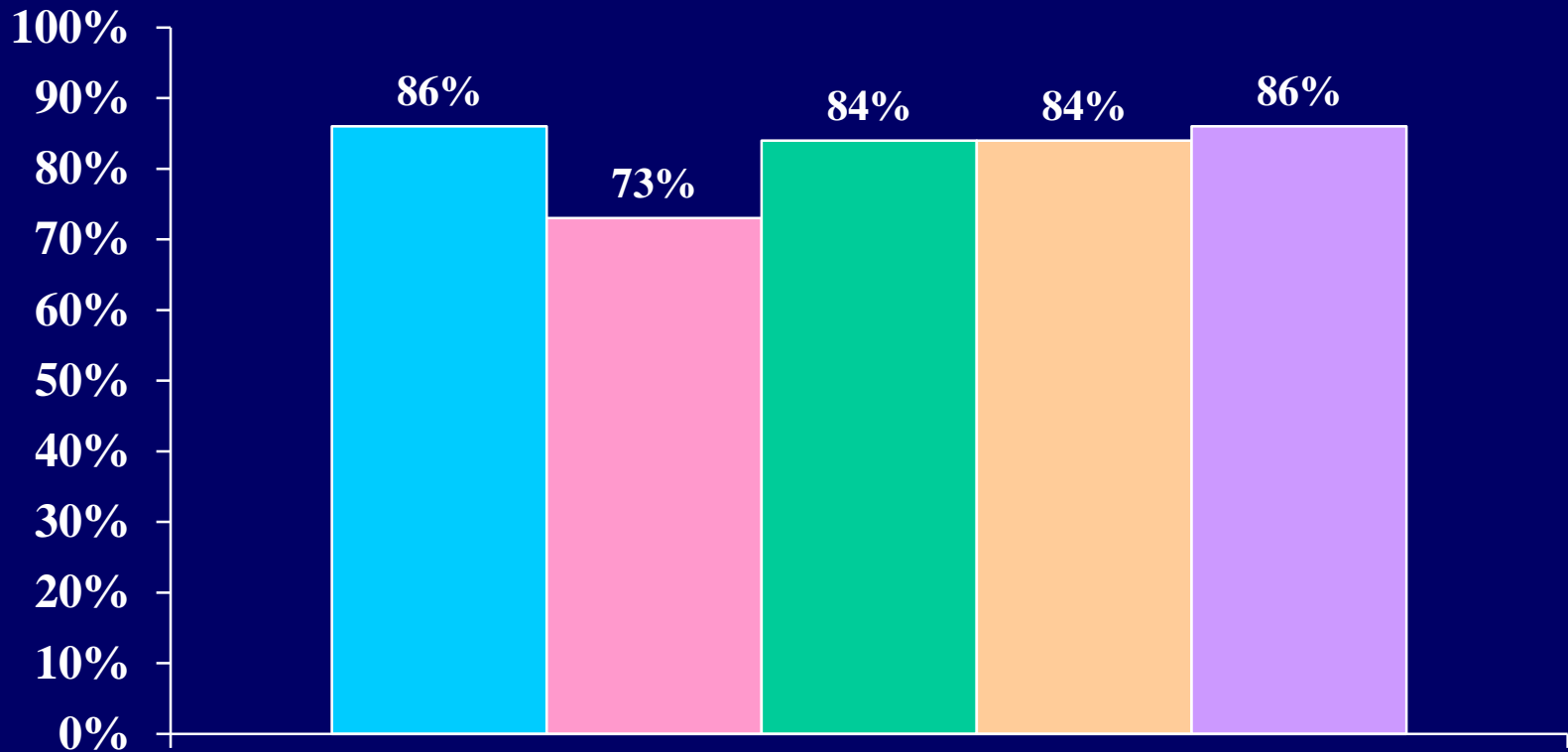
Prepare students for employment after college



Indicate the importance to you of each of the following education goals
for undergraduate students:

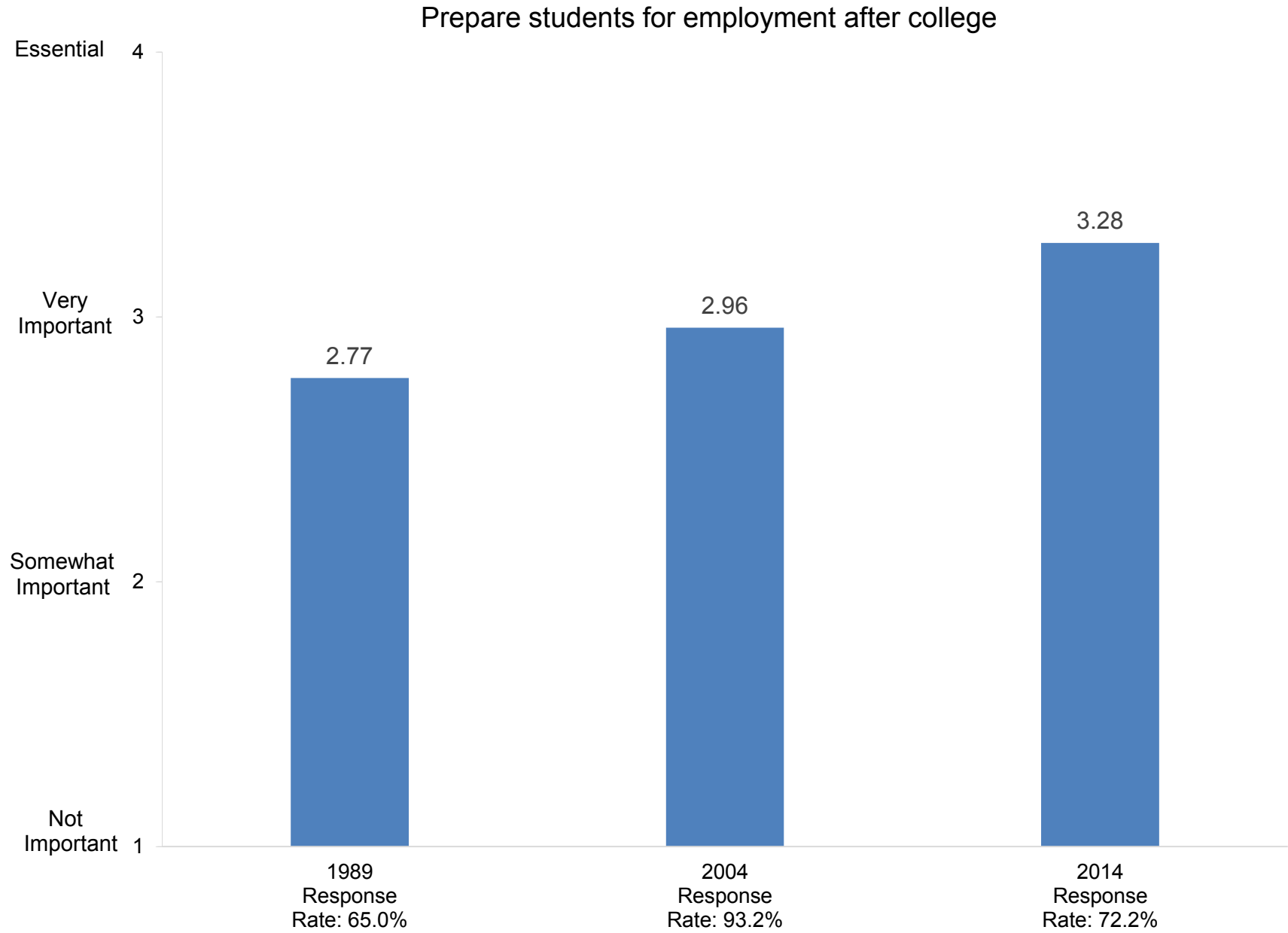
Percent of faculty who indicated “essential” or “very important”

Prepare students for employment after college

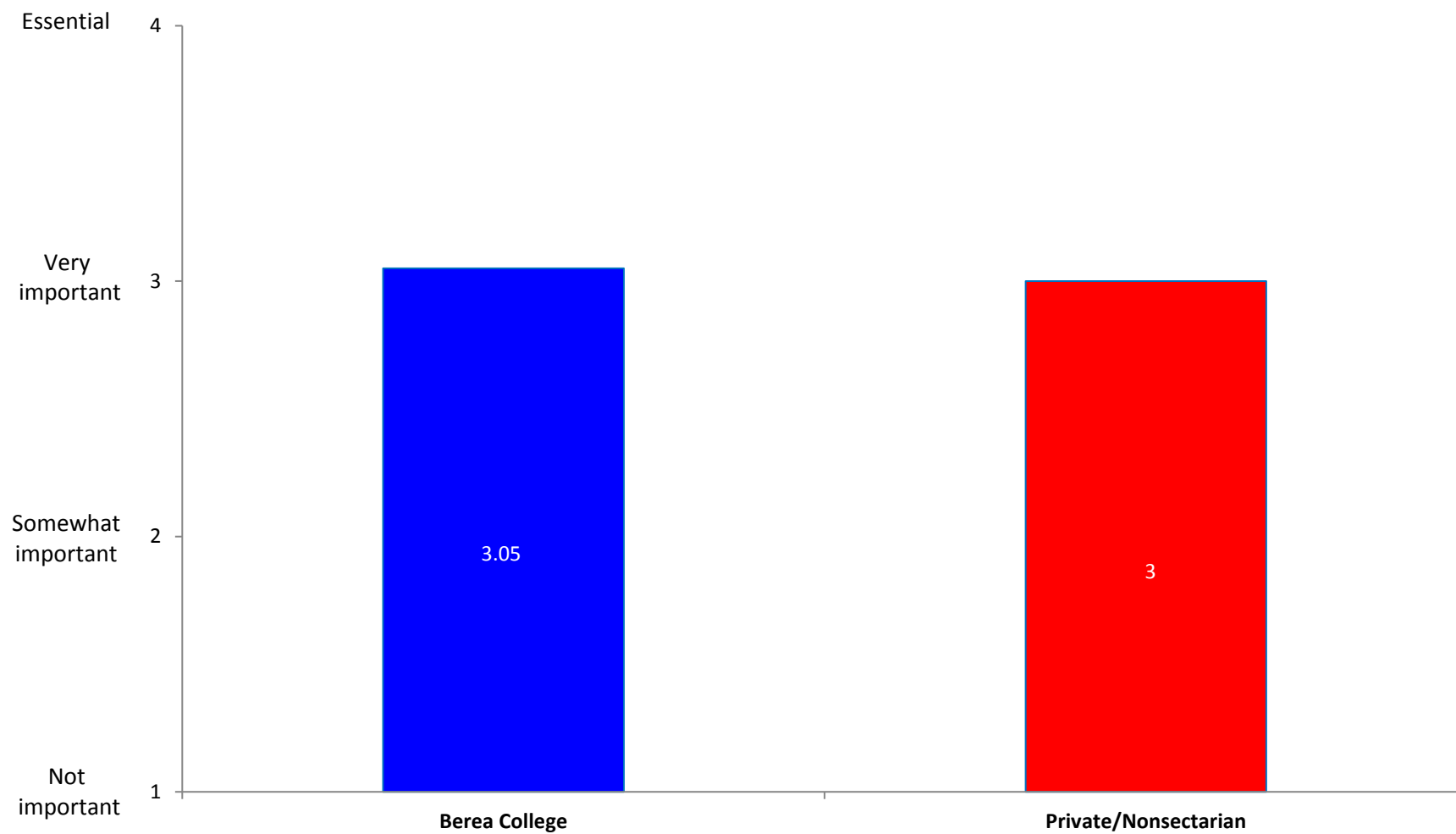


Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



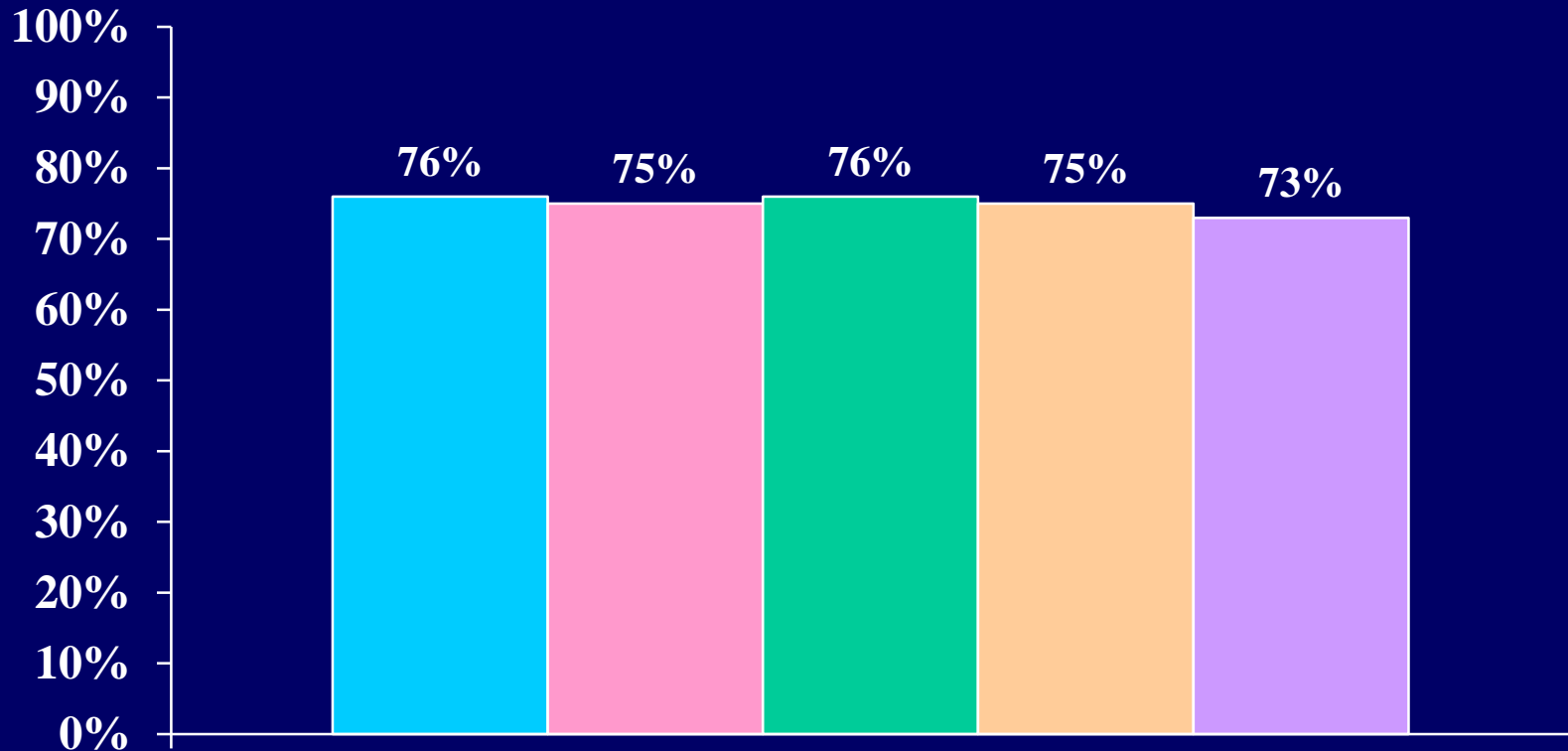
Prepare students for graduate or advanced education



Indicate the importance to you of each of the following education goals
for undergraduate students:

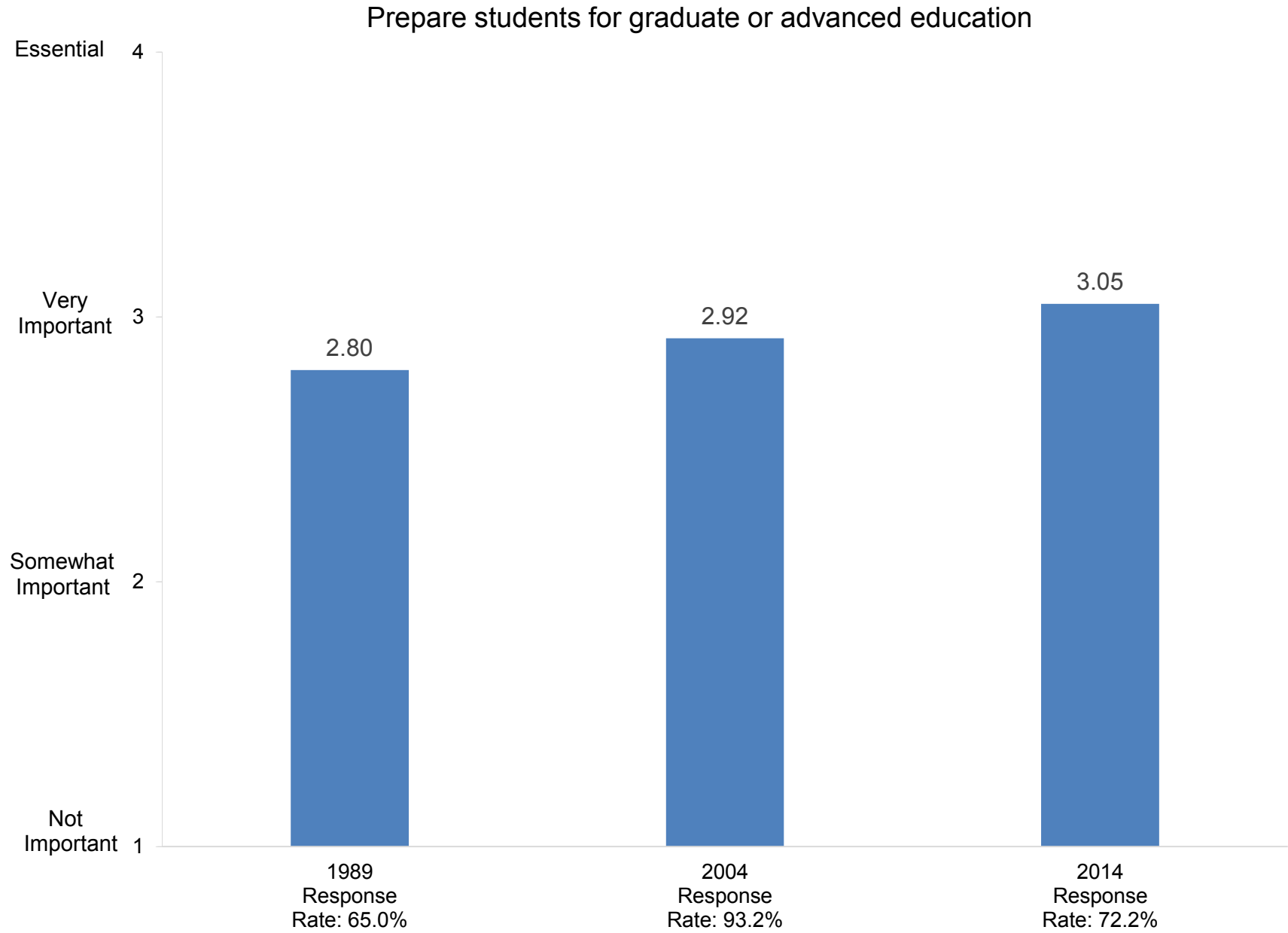
Percent of faculty who indicated “essential” or “very important”

Prepare students for graduate or advanced education



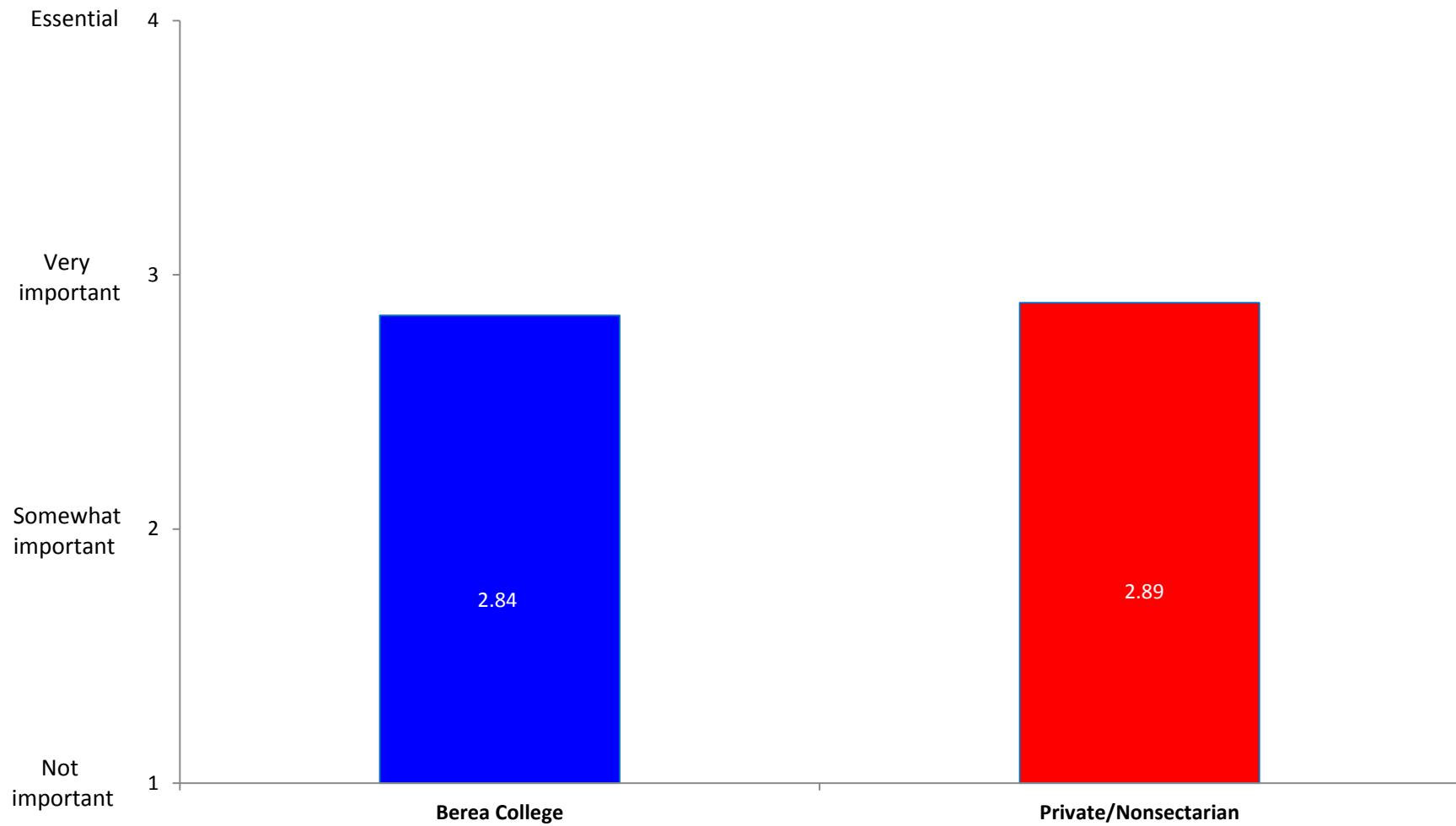
Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



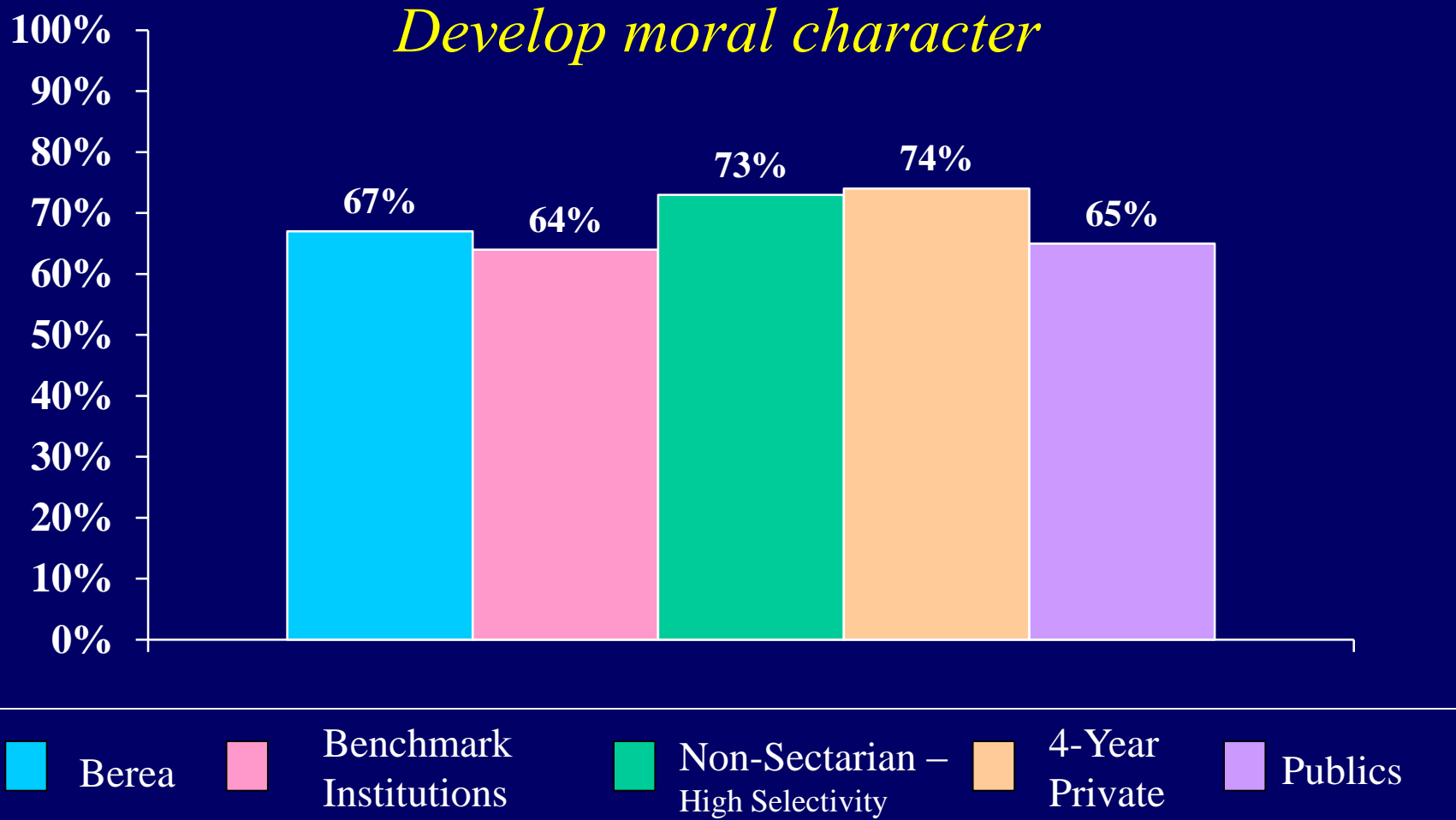
Indicate the importance to you of the following education goals for students:

Develop moral character



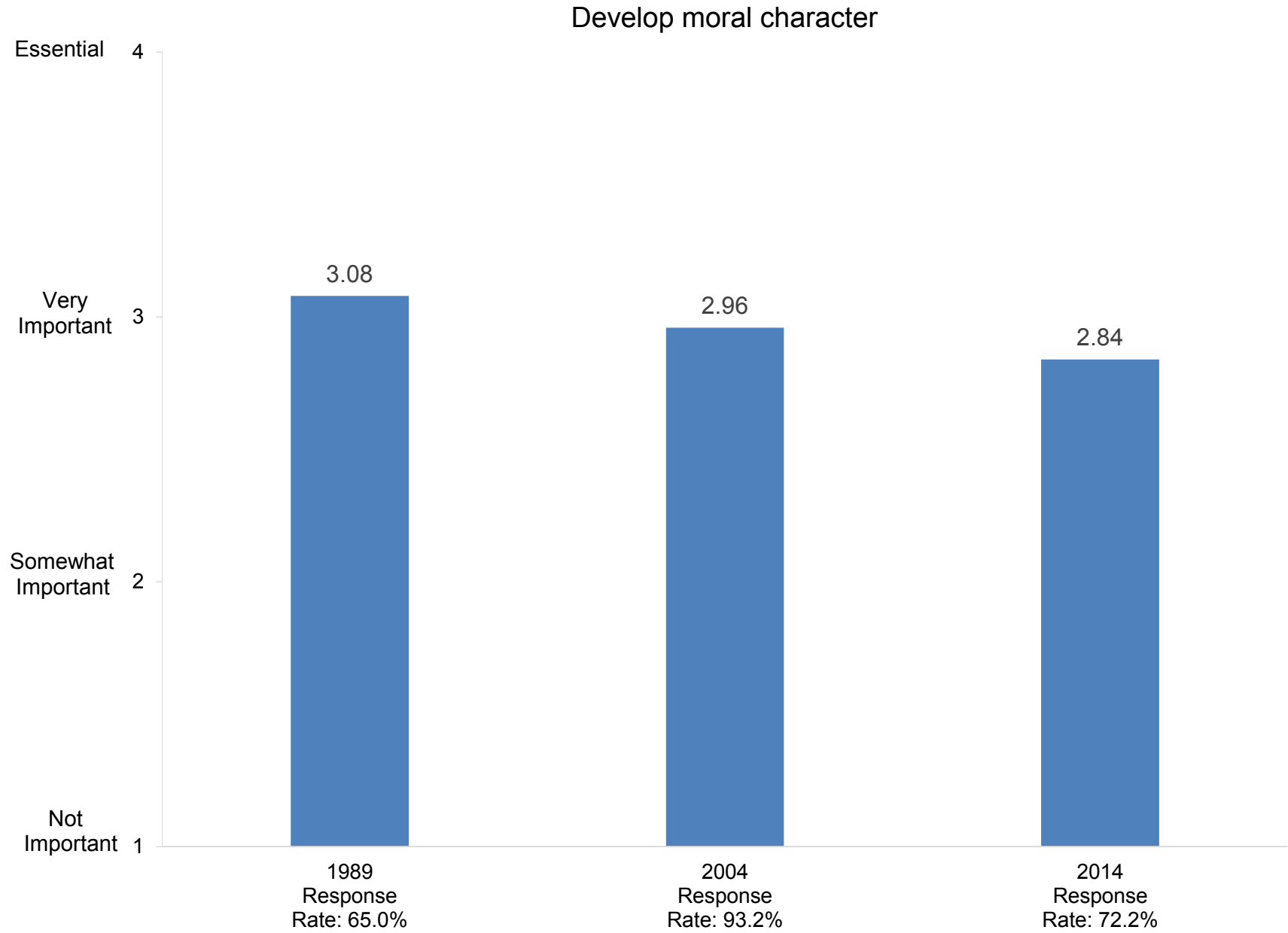
Indicate the importance to you of each of the following education goals
for undergraduate students:

Percent of faculty who indicated “essential” or “very important”



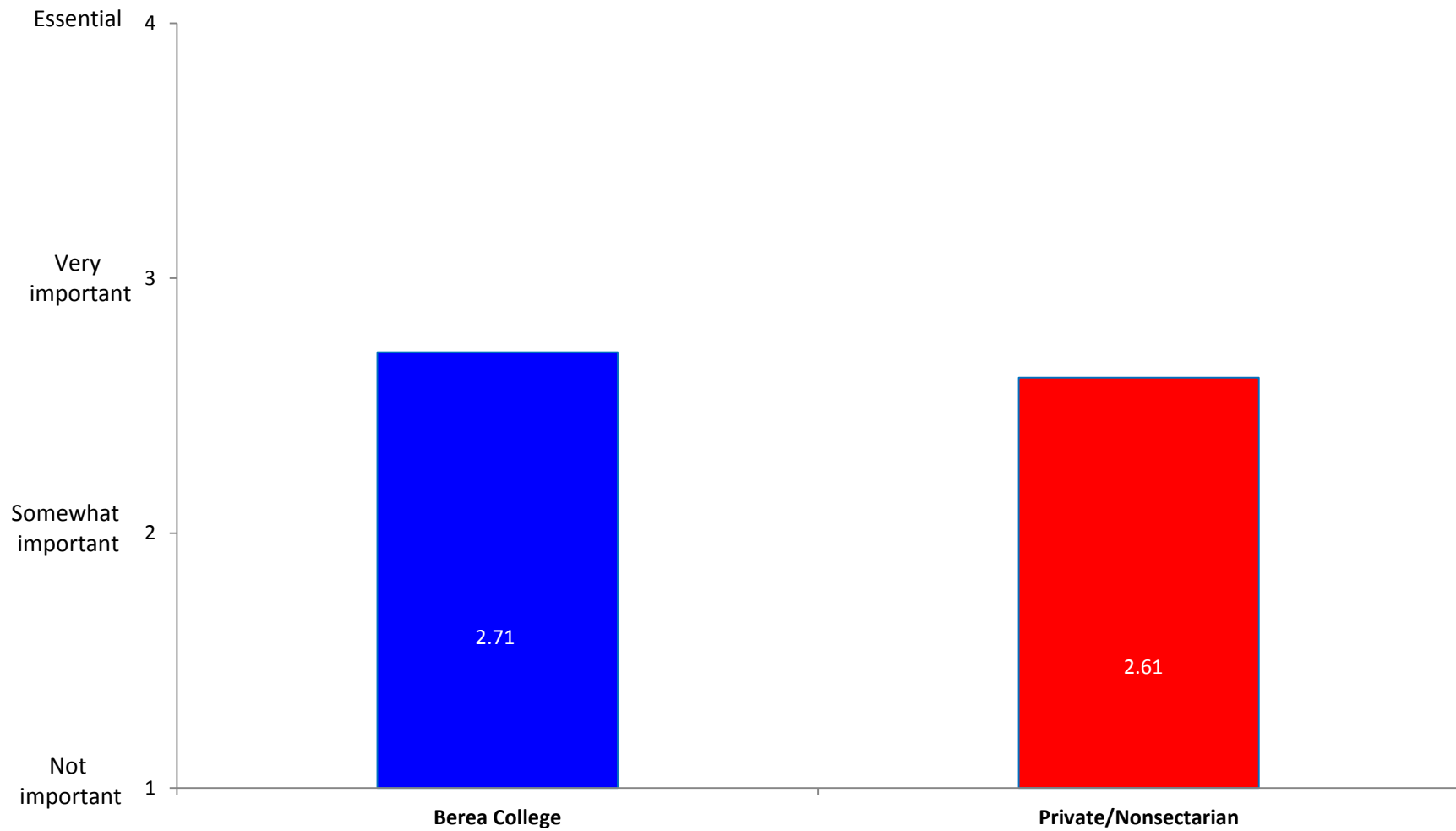
Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



Indicate the importance to you of the following education goals for students:

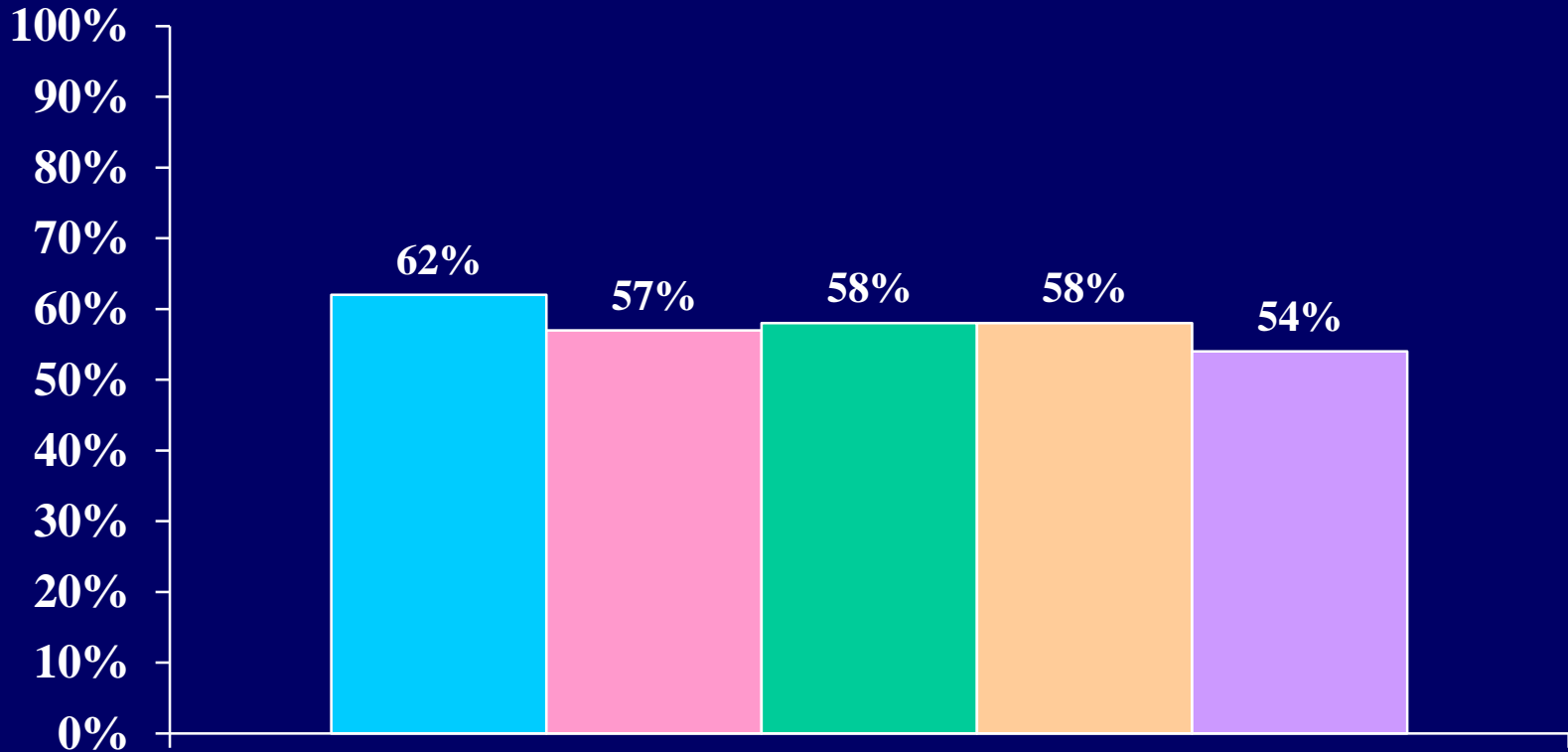
Provide for students' emotional development



Indicate the importance to you of each of the following education goals
for undergraduate students:

Percent of faculty who indicated “essential” or “very important”

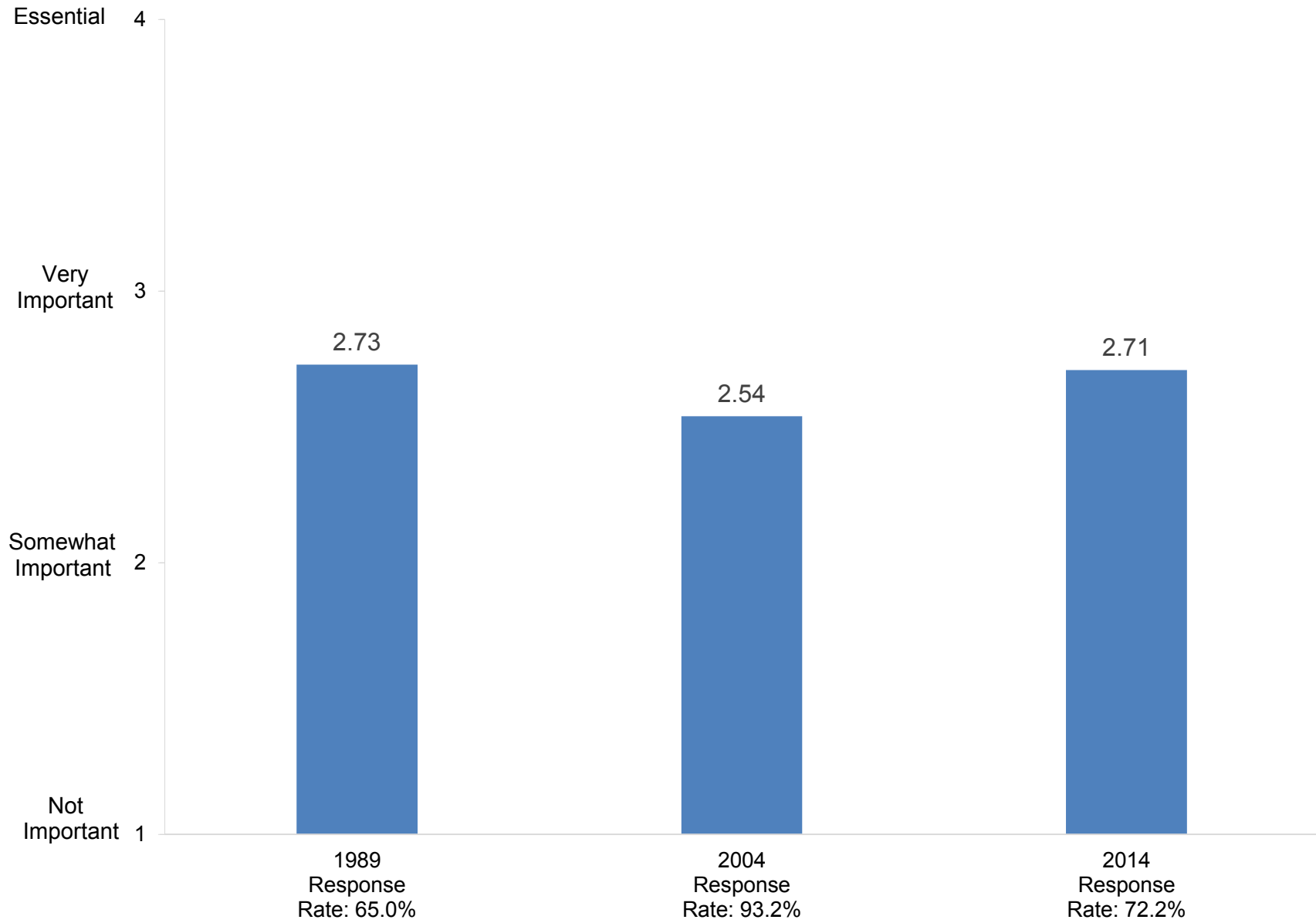
Provide for students’ emotional development



Higher Education Research Institute (HERI) Faculty Survey

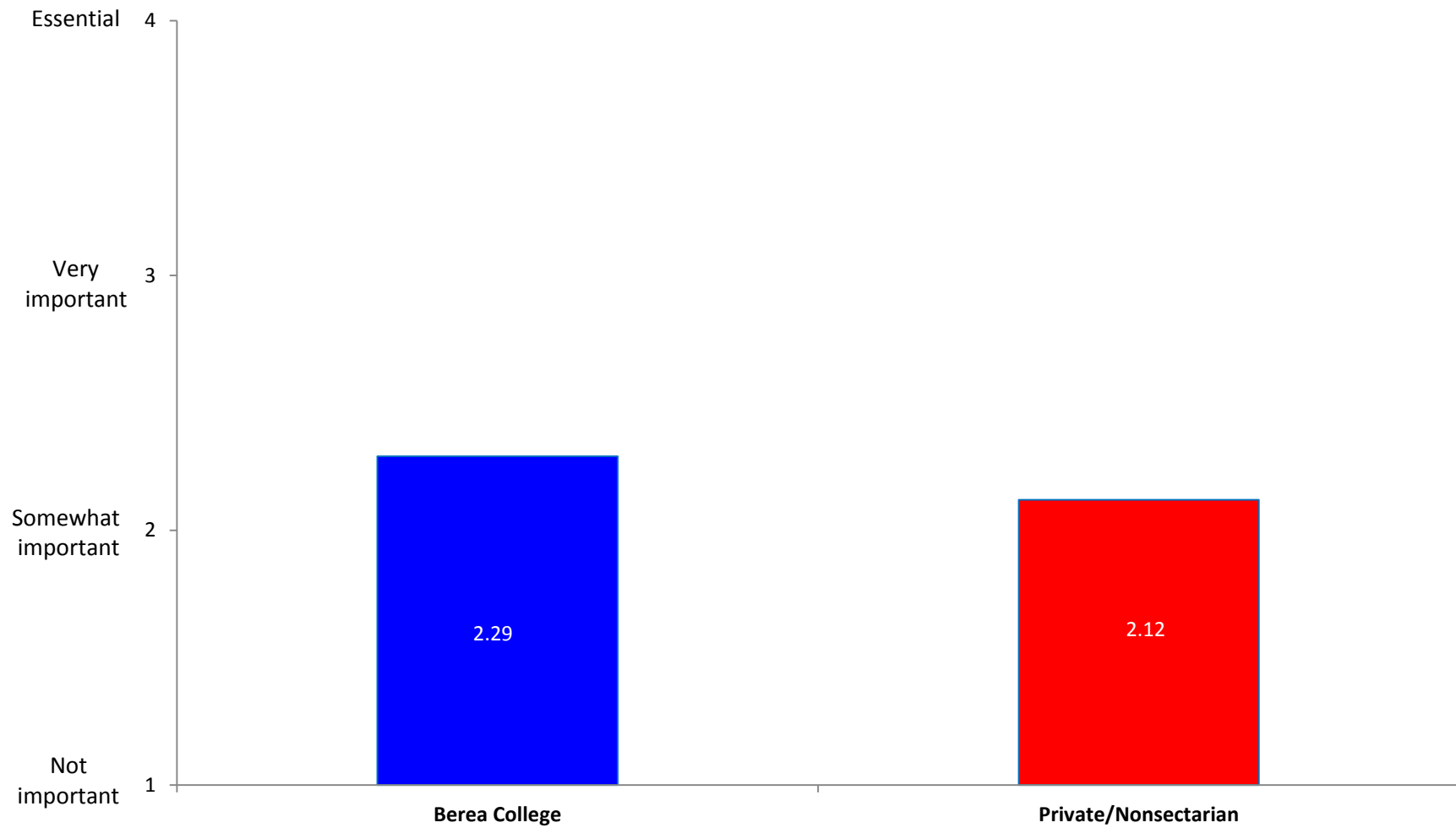
Indicate the importance to you of each of the following education goals for undergraduate students:

Provide for students' emotional development



Indicate the importance to you of the following education goals for students:

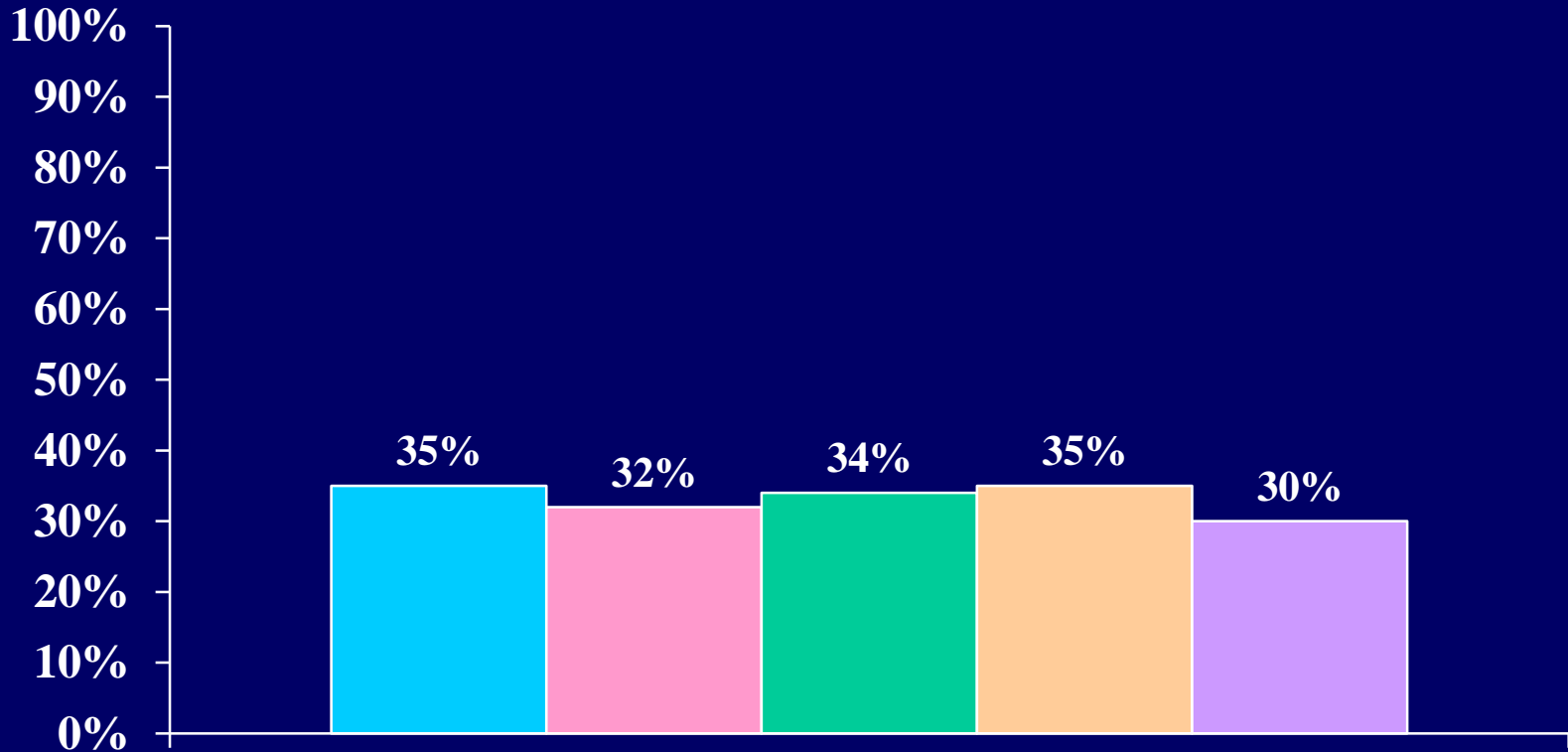
Teach students the classic works of Western civilization



Indicate the importance to you of each of the following education goals for undergraduate students:

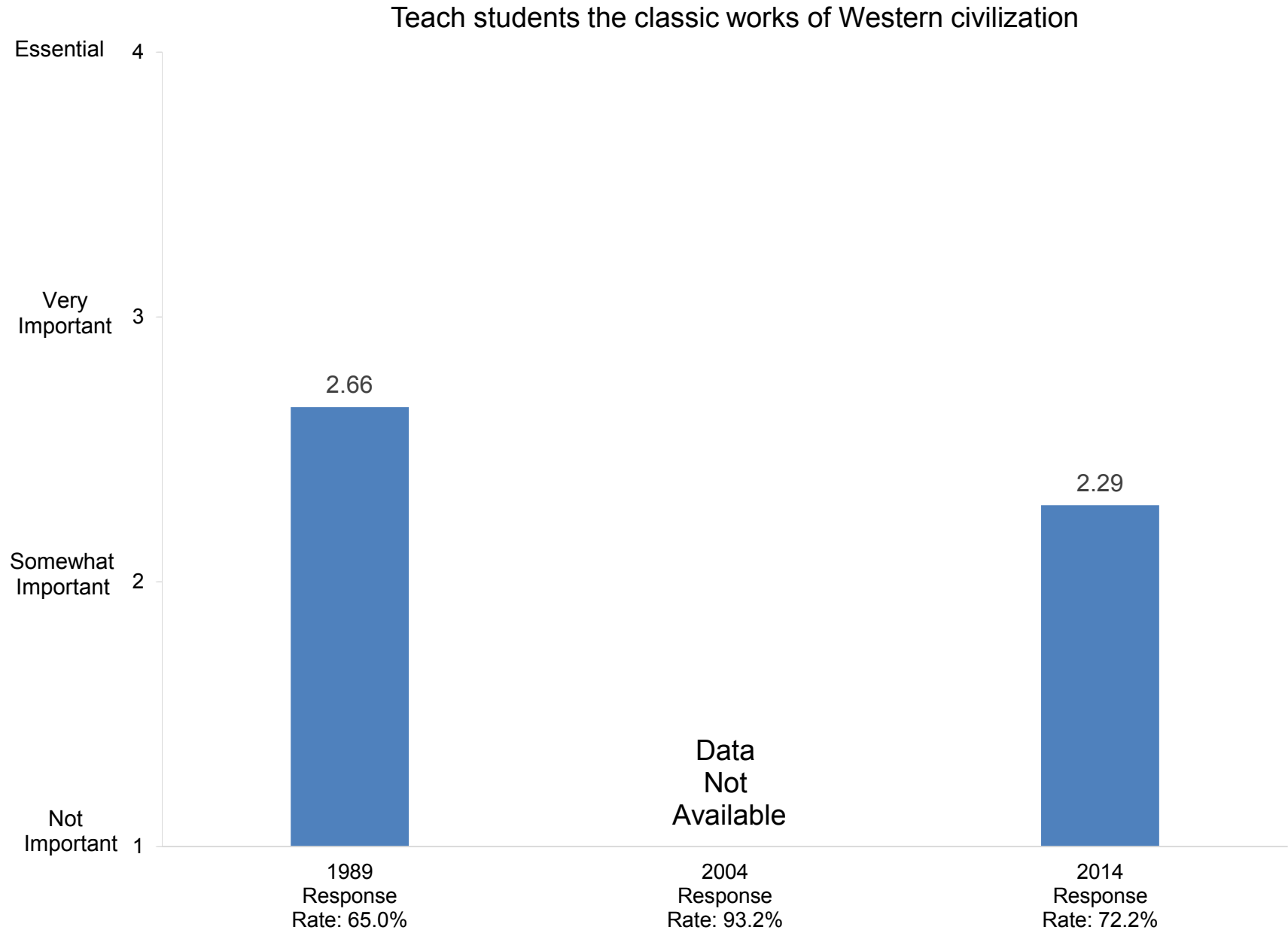
Percent of faculty who indicated “essential” or “very important”

Teach students the classic works of Western civilization

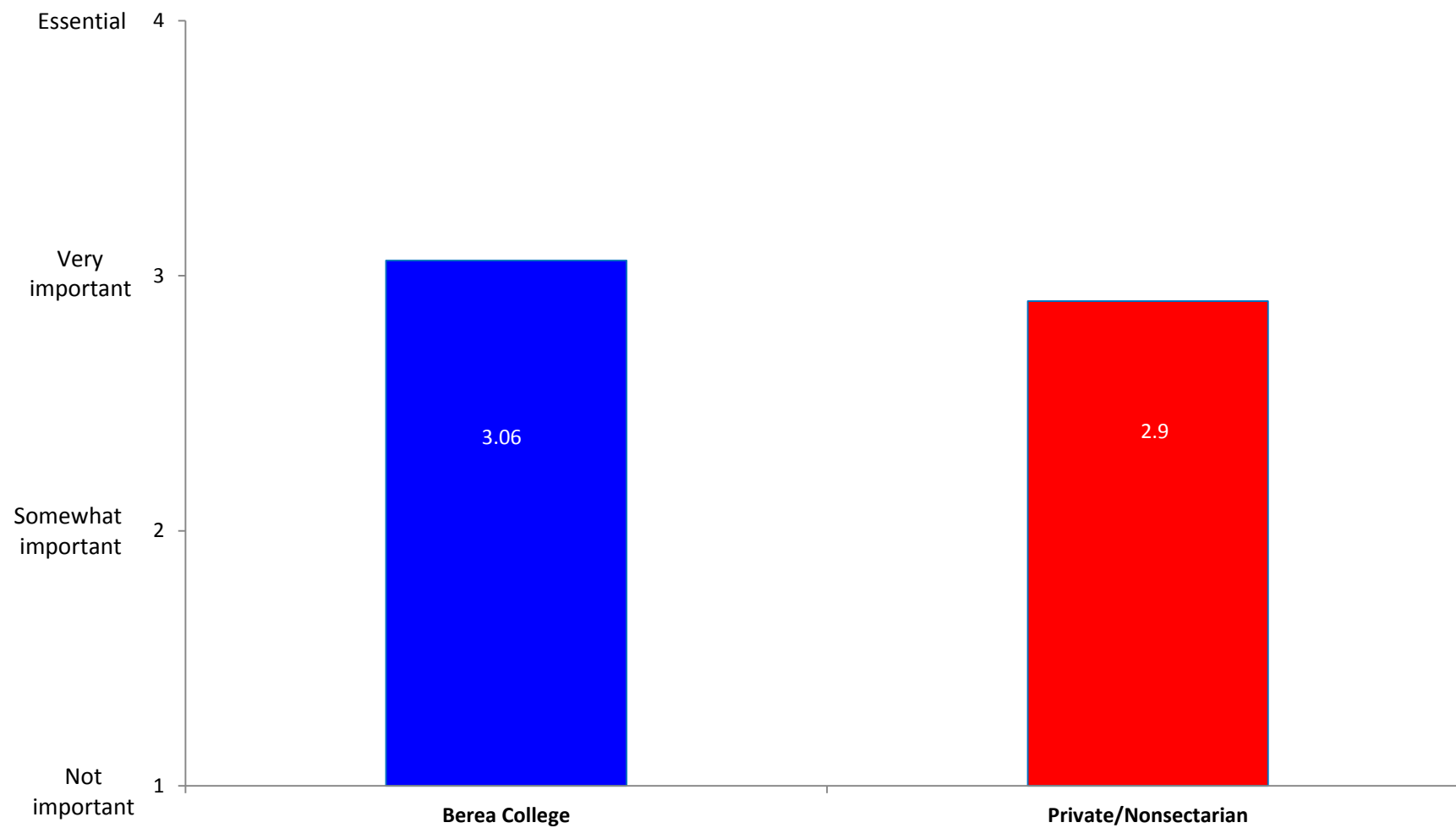


Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



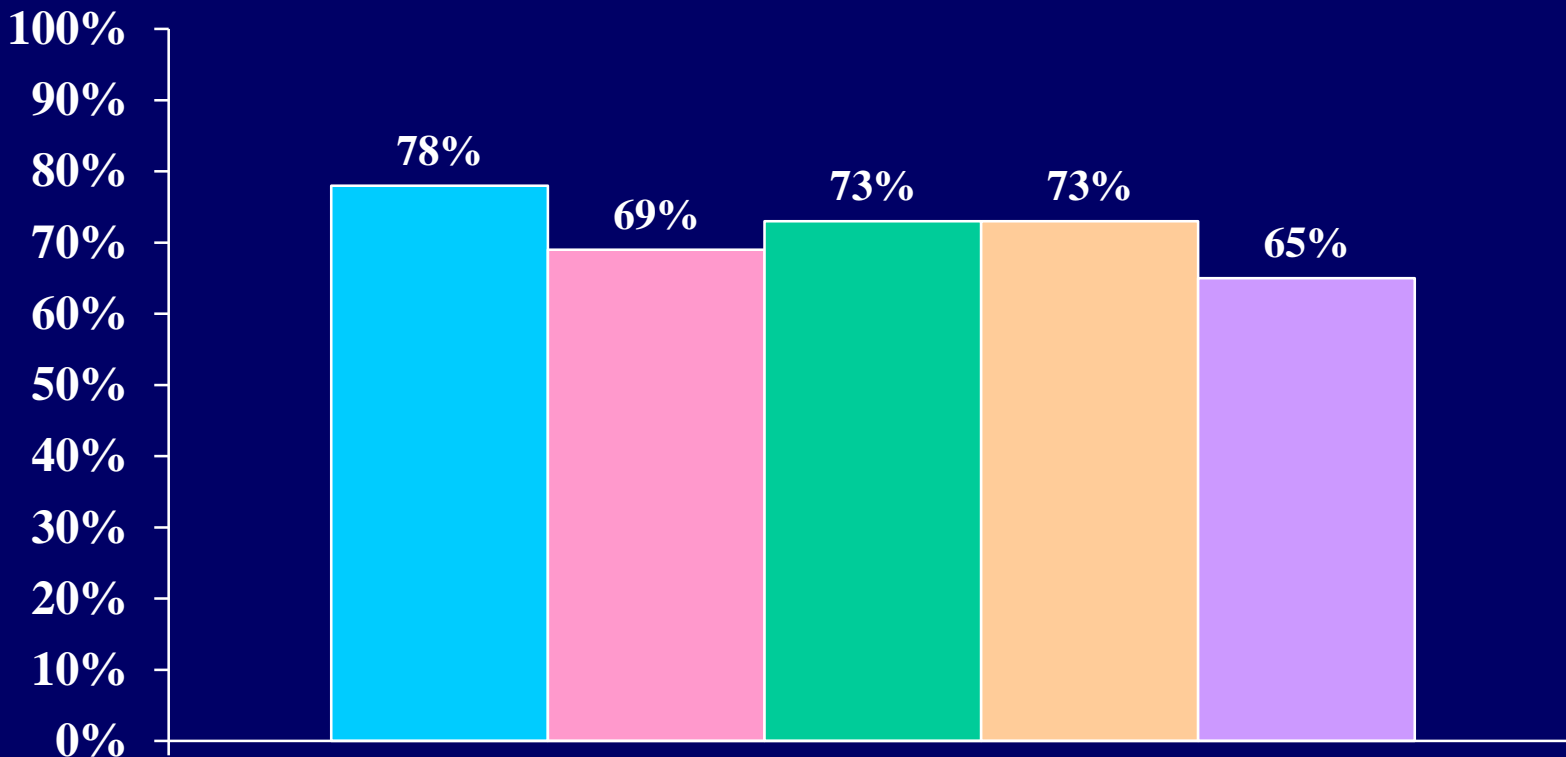
Help students develop personal values



Indicate the importance to you of each of the following education goals
for undergraduate students:

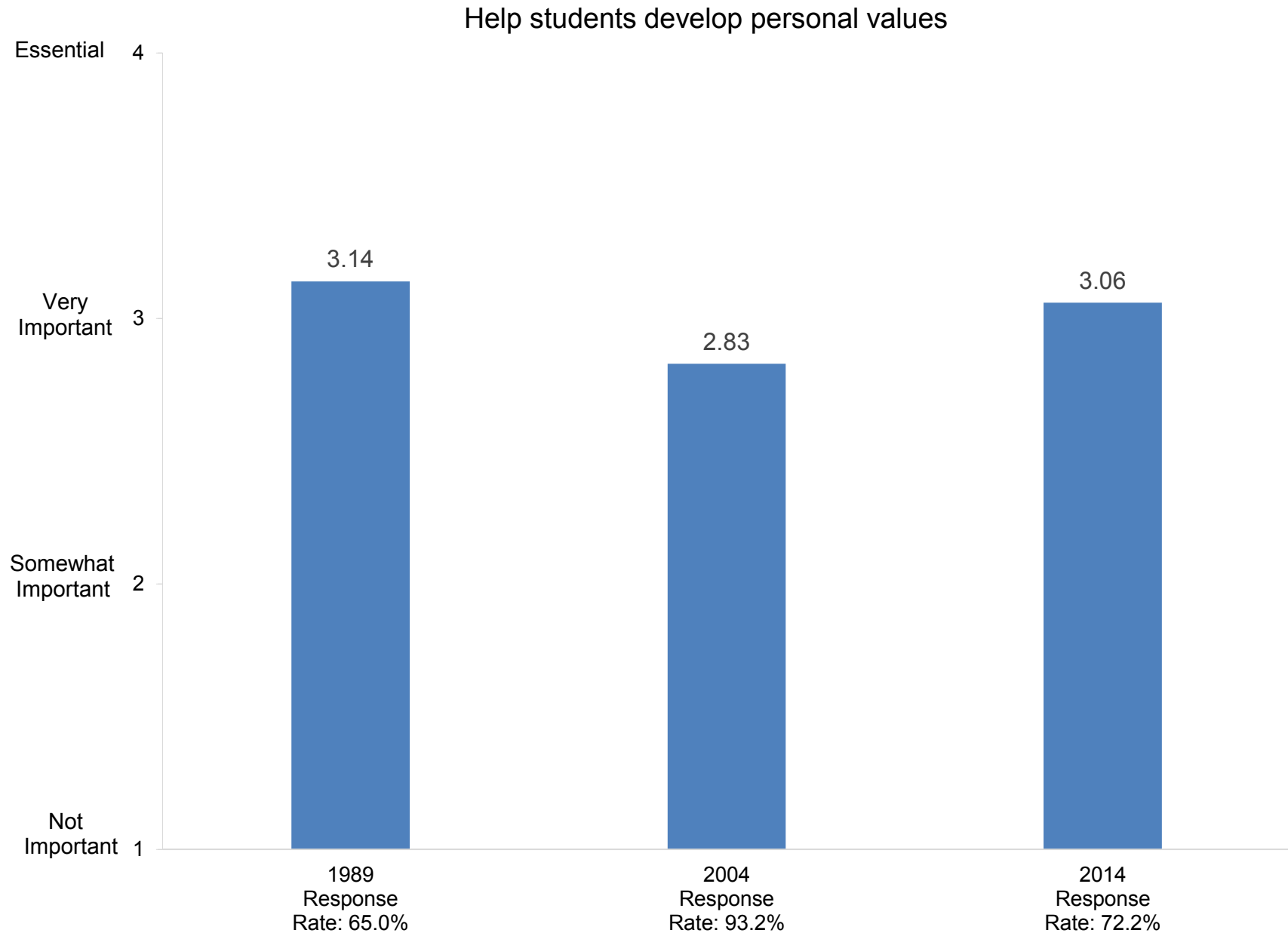
Percent of faculty who indicated “essential” or “very important”

Help students develop personal values



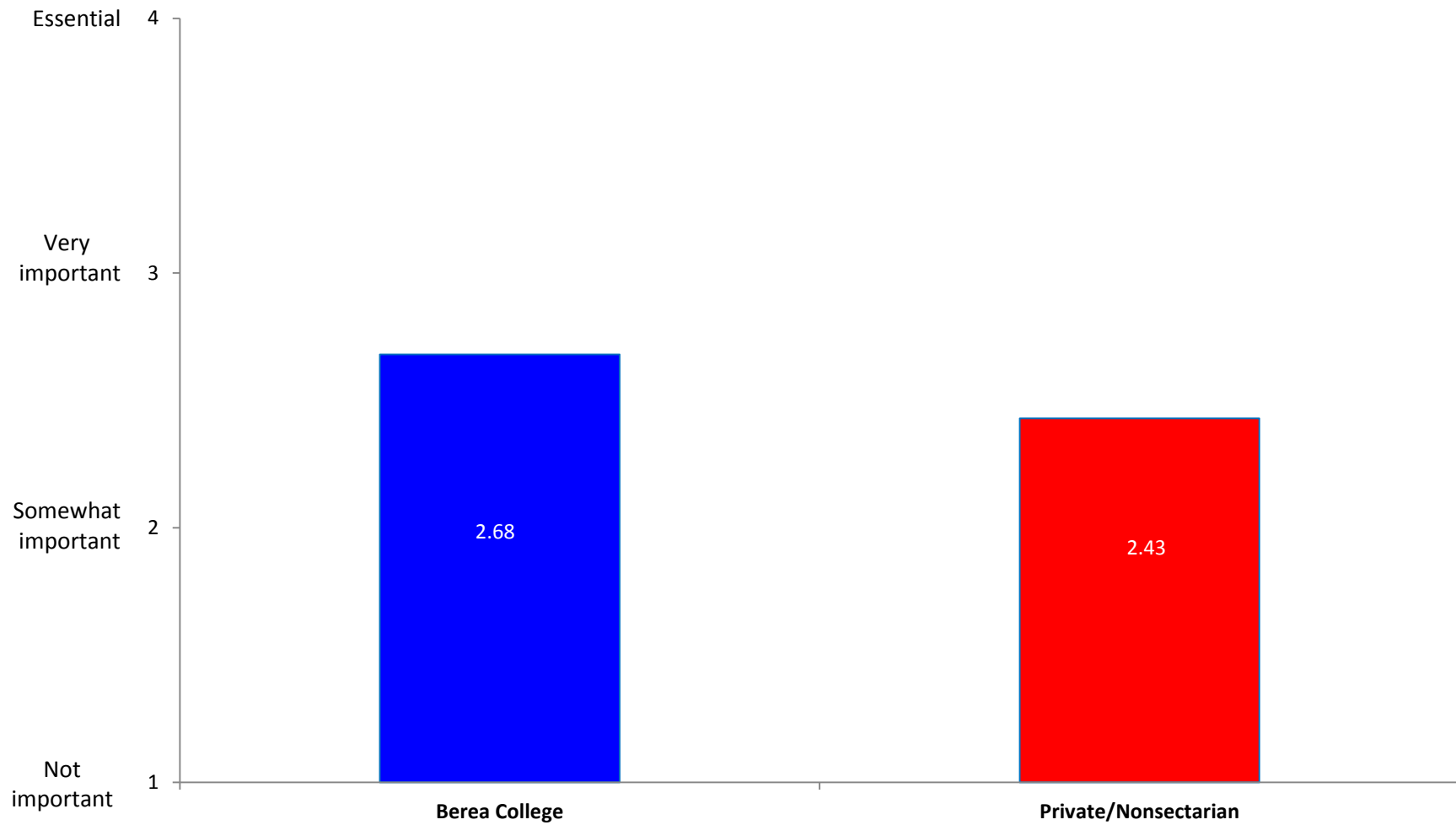
Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



Indicate the importance to you of the following education goals for students:

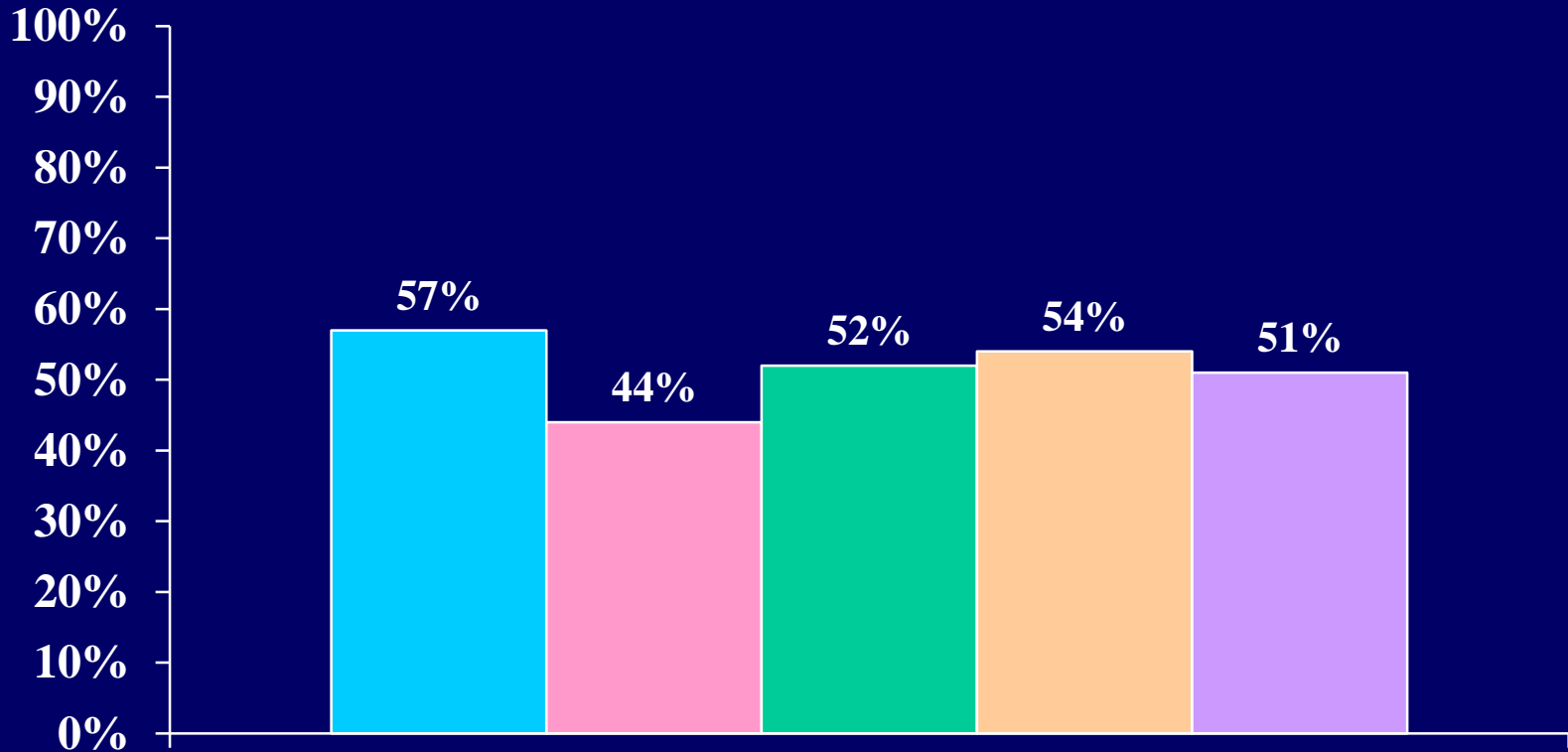
Instill in students a commitment to community service



Indicate the importance to you of each of the following education goals
for undergraduate students:

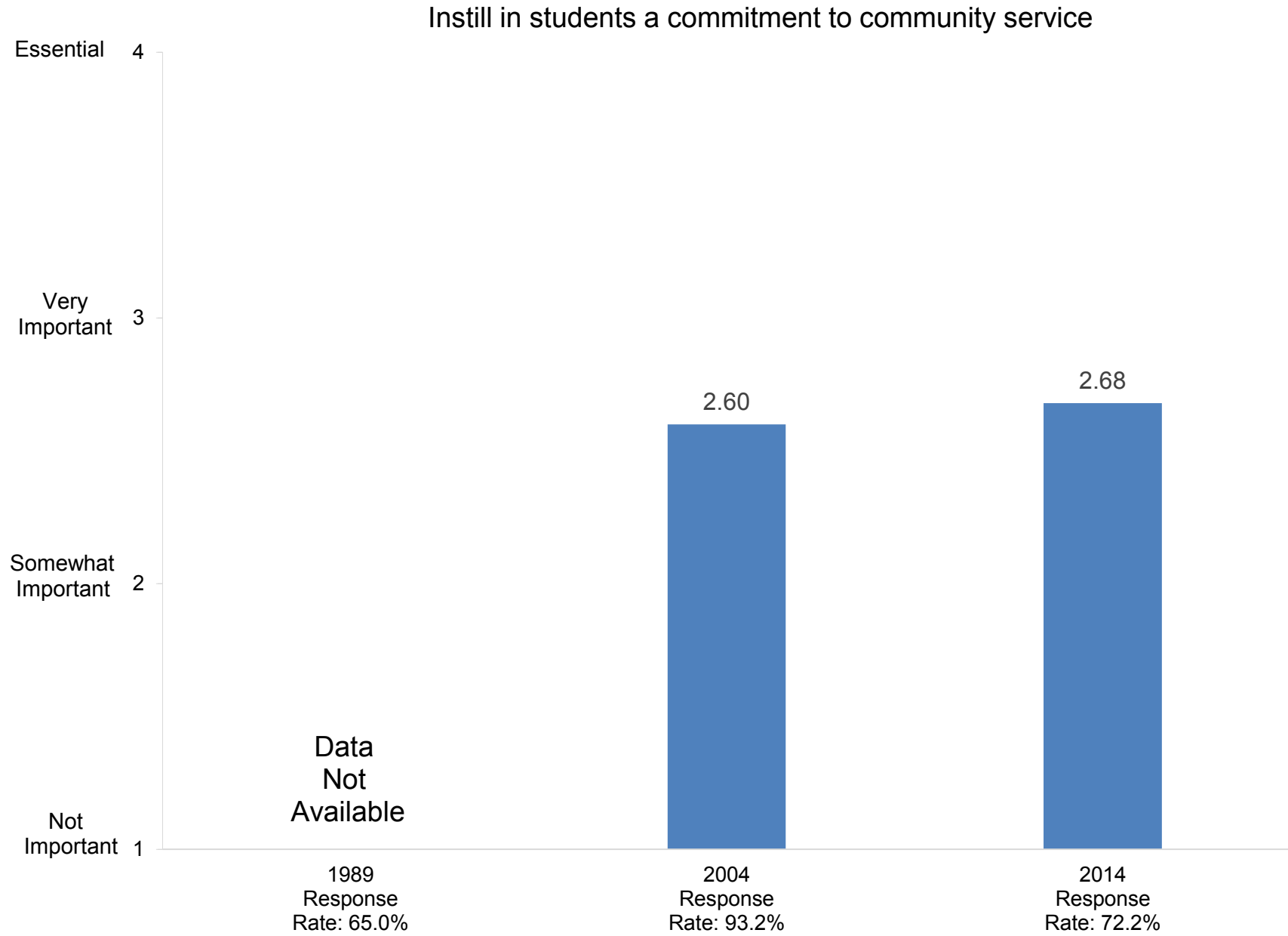
Percent of faculty who indicated “essential” or “very important”

Instill in students a commitment to community service



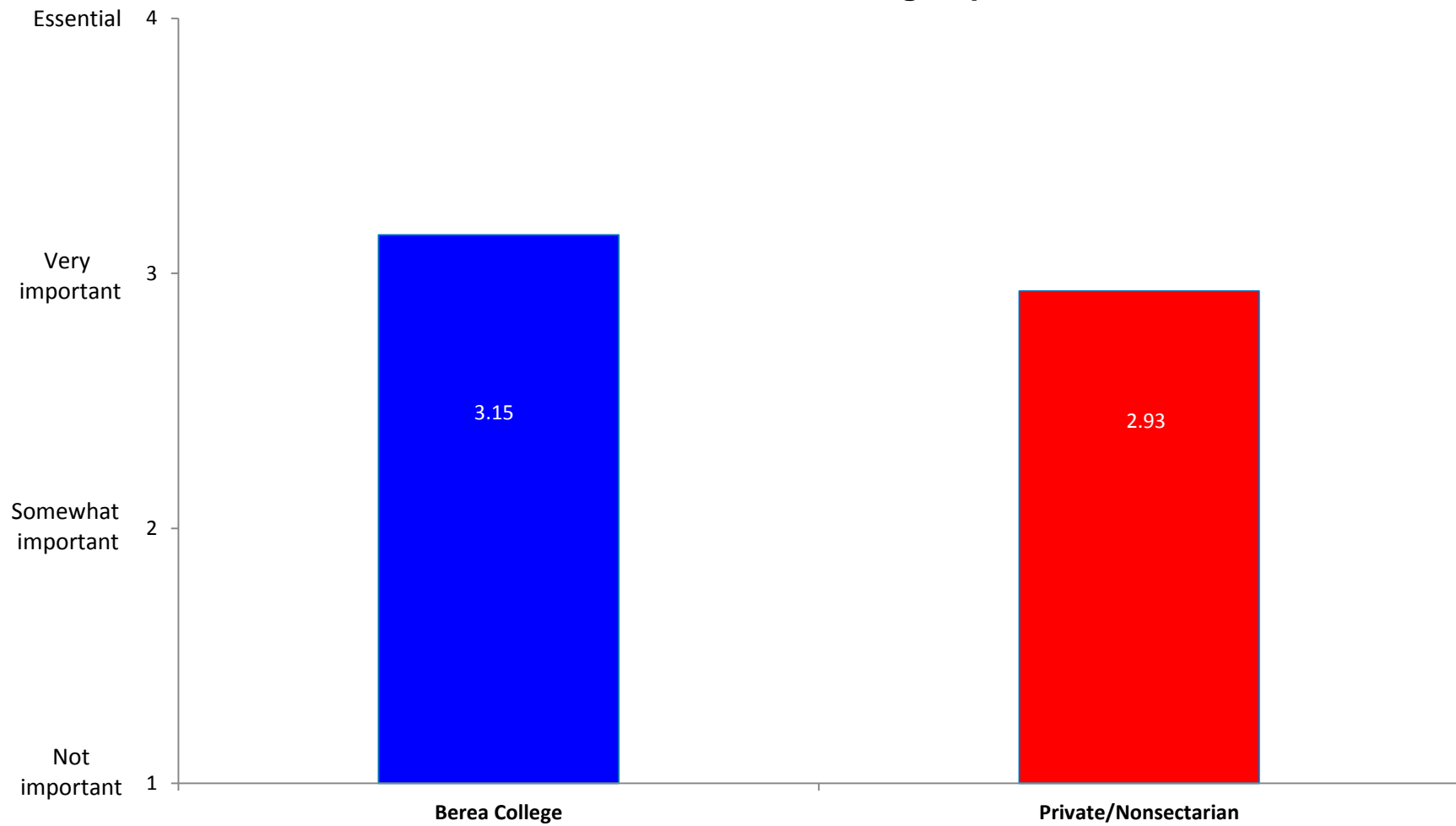
Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



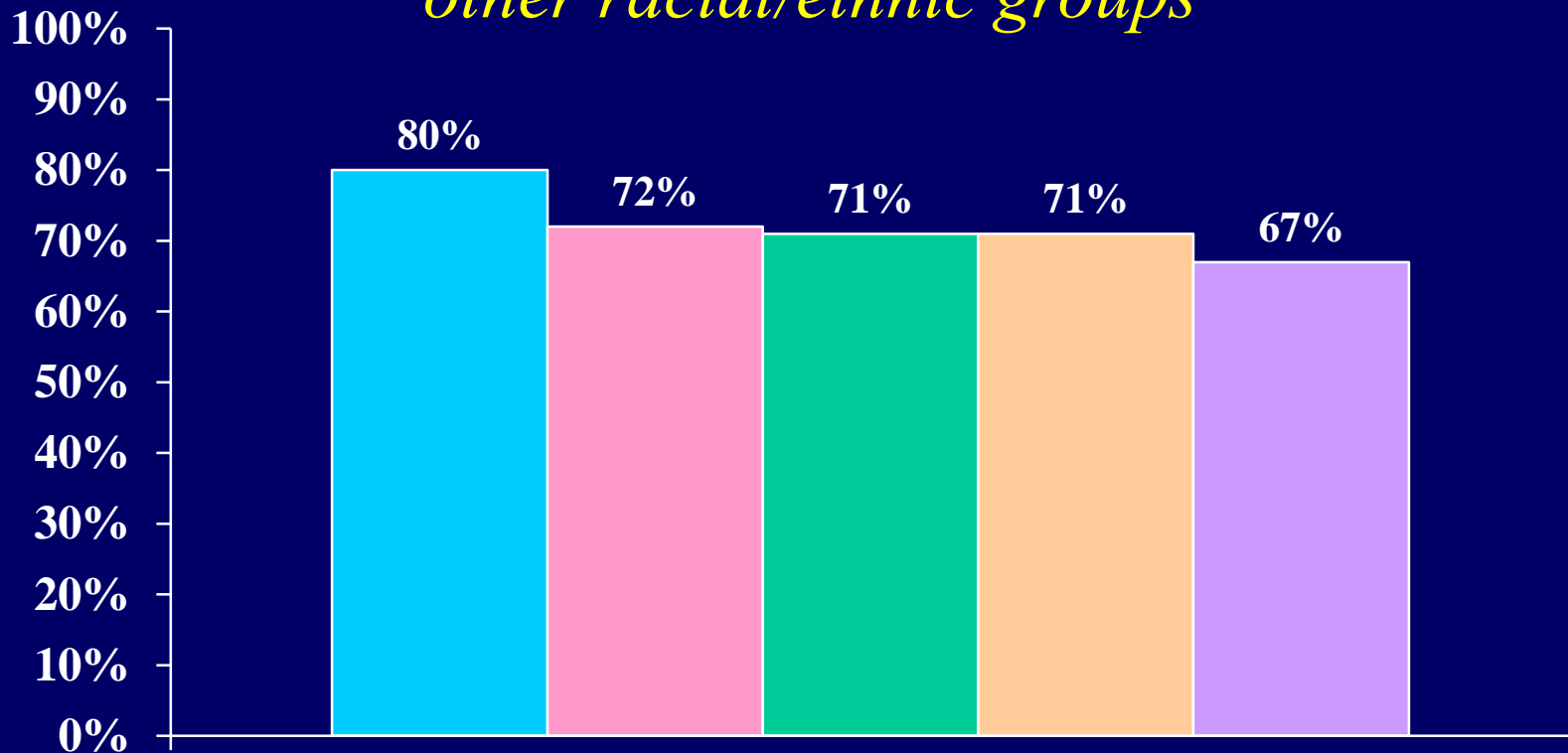
Indicate the importance to you of the following education goals for students:

Enhance students' knowledge of and appreciation for other racial/ethnic groups



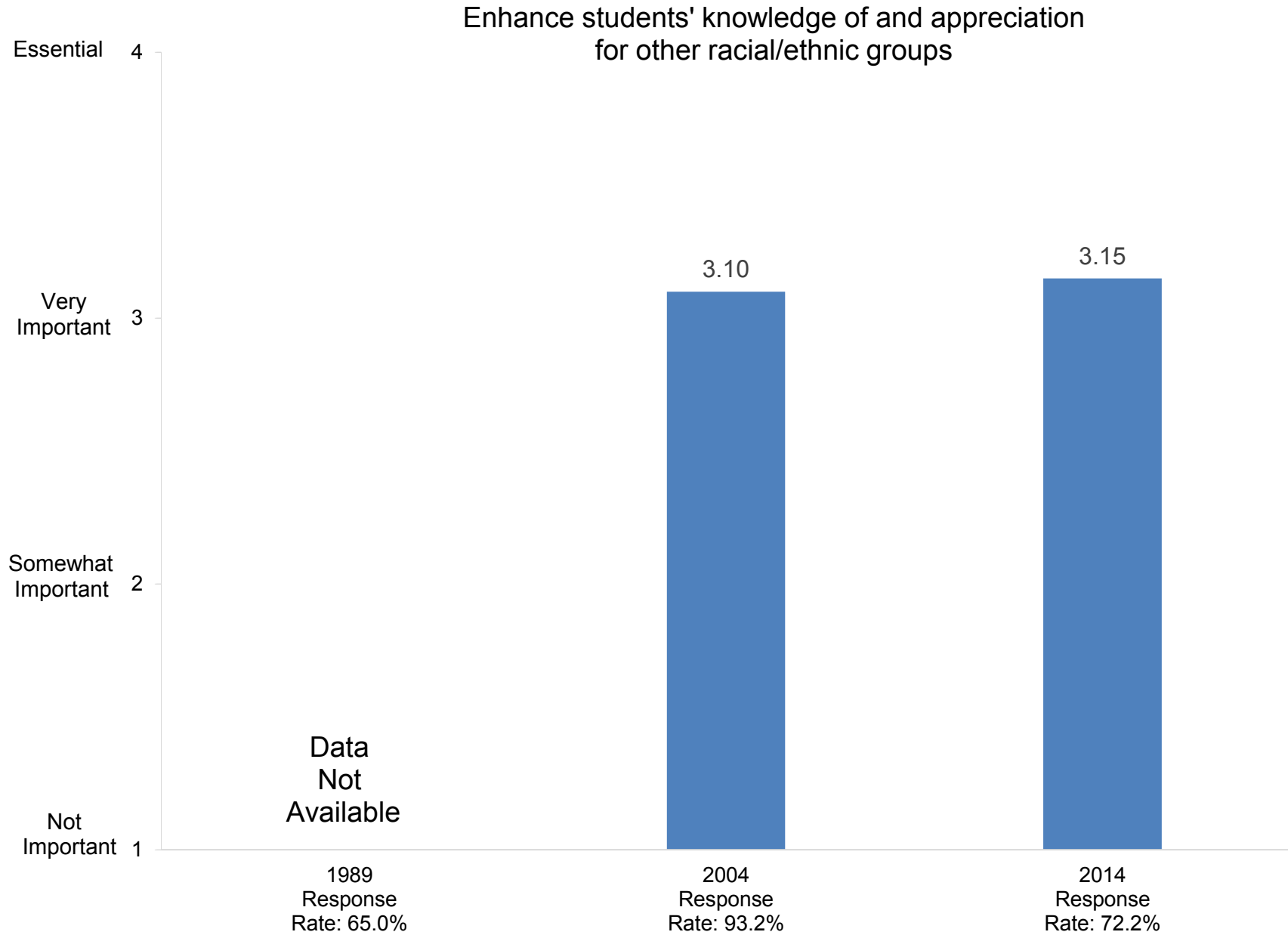
Indicate the importance to you of each of the following education goals
for undergraduate students:
Percent of faculty who indicated “essential” or “very important”

*Enhance students’ knowledge of and appreciation for
other racial/ethnic groups*



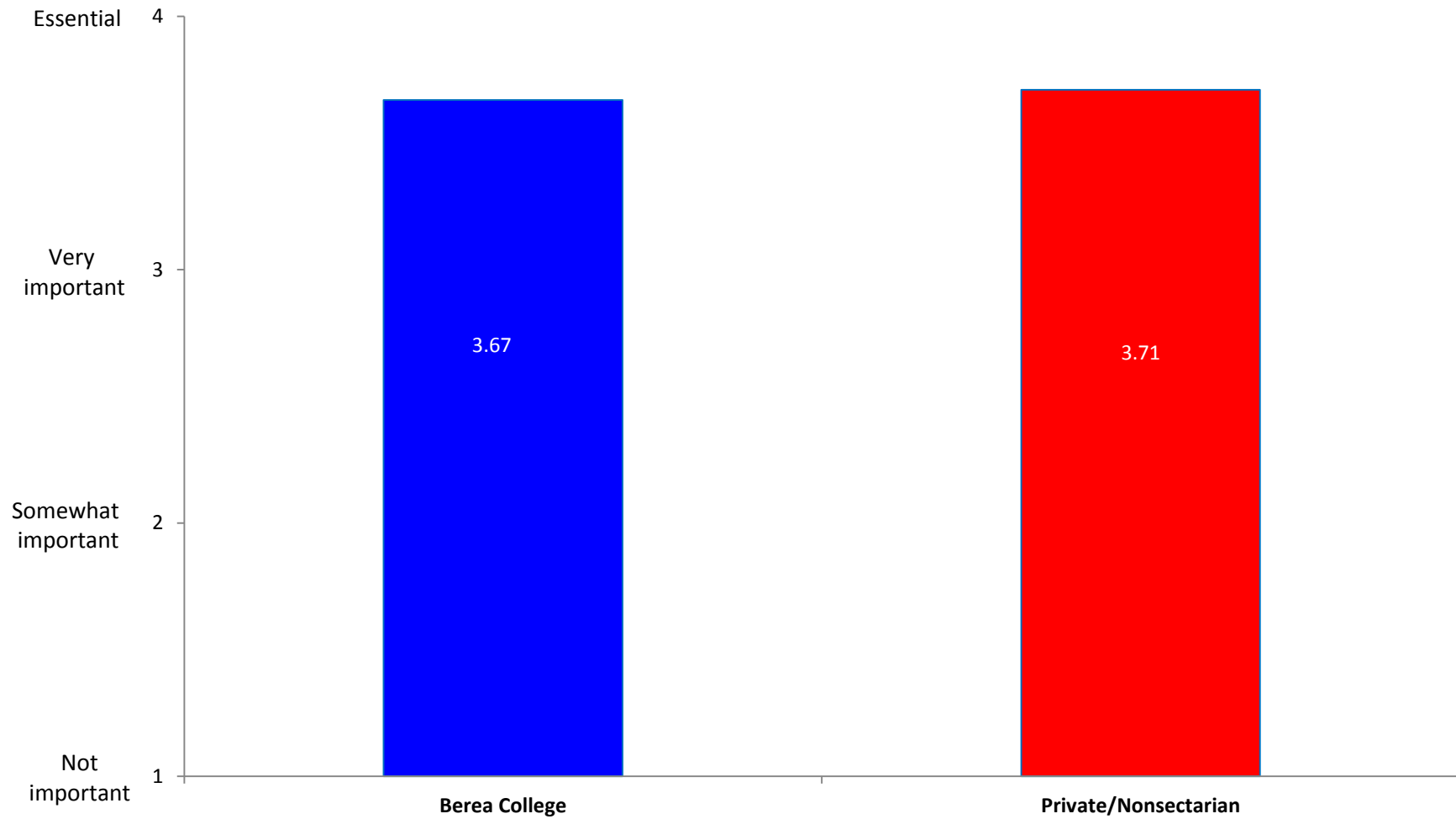
Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



Indicate the importance to you of the following education goals for students:

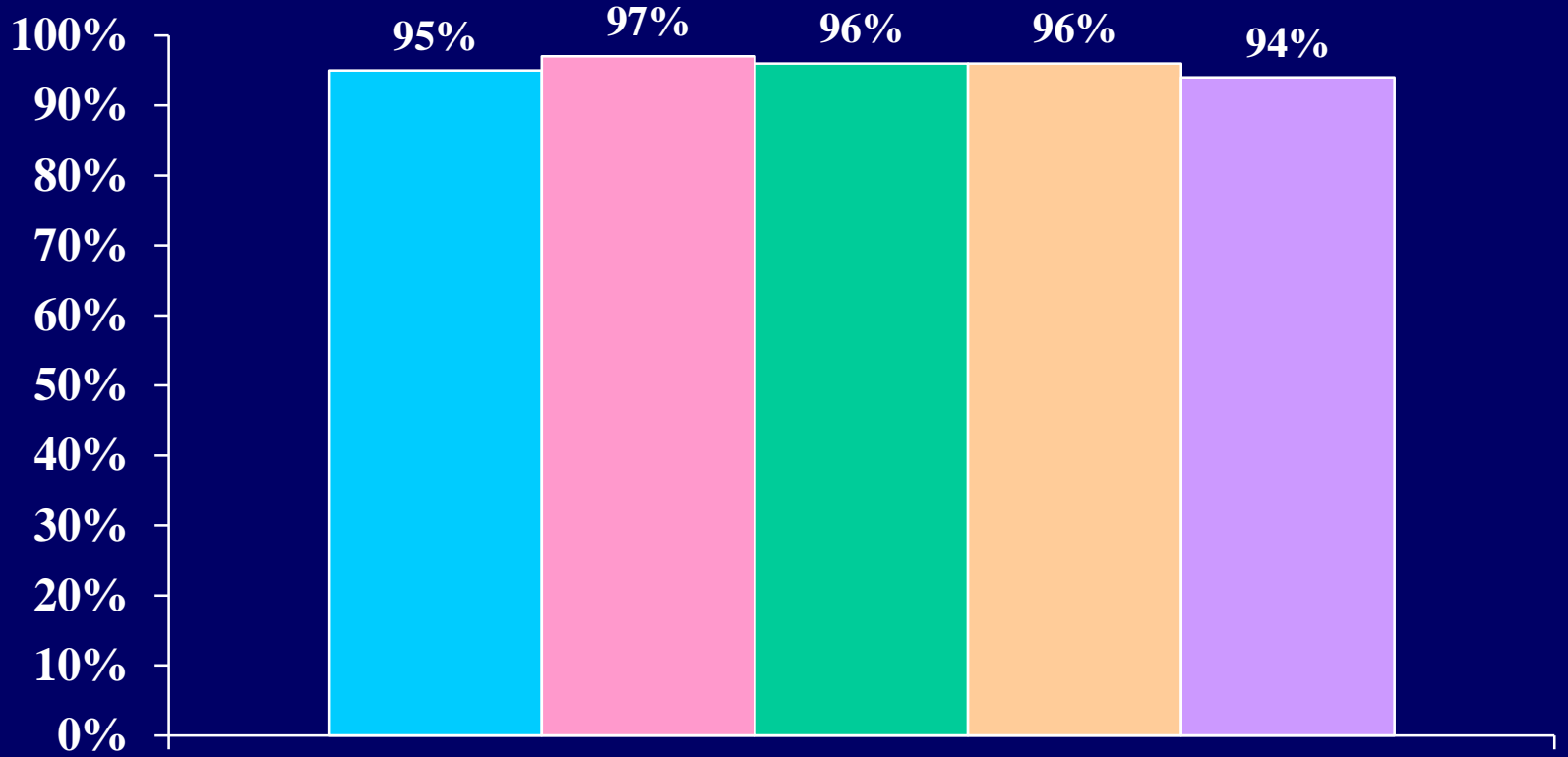
Promote ability to write effectively



Indicate the importance to you of each of the following education goals
for undergraduate students:

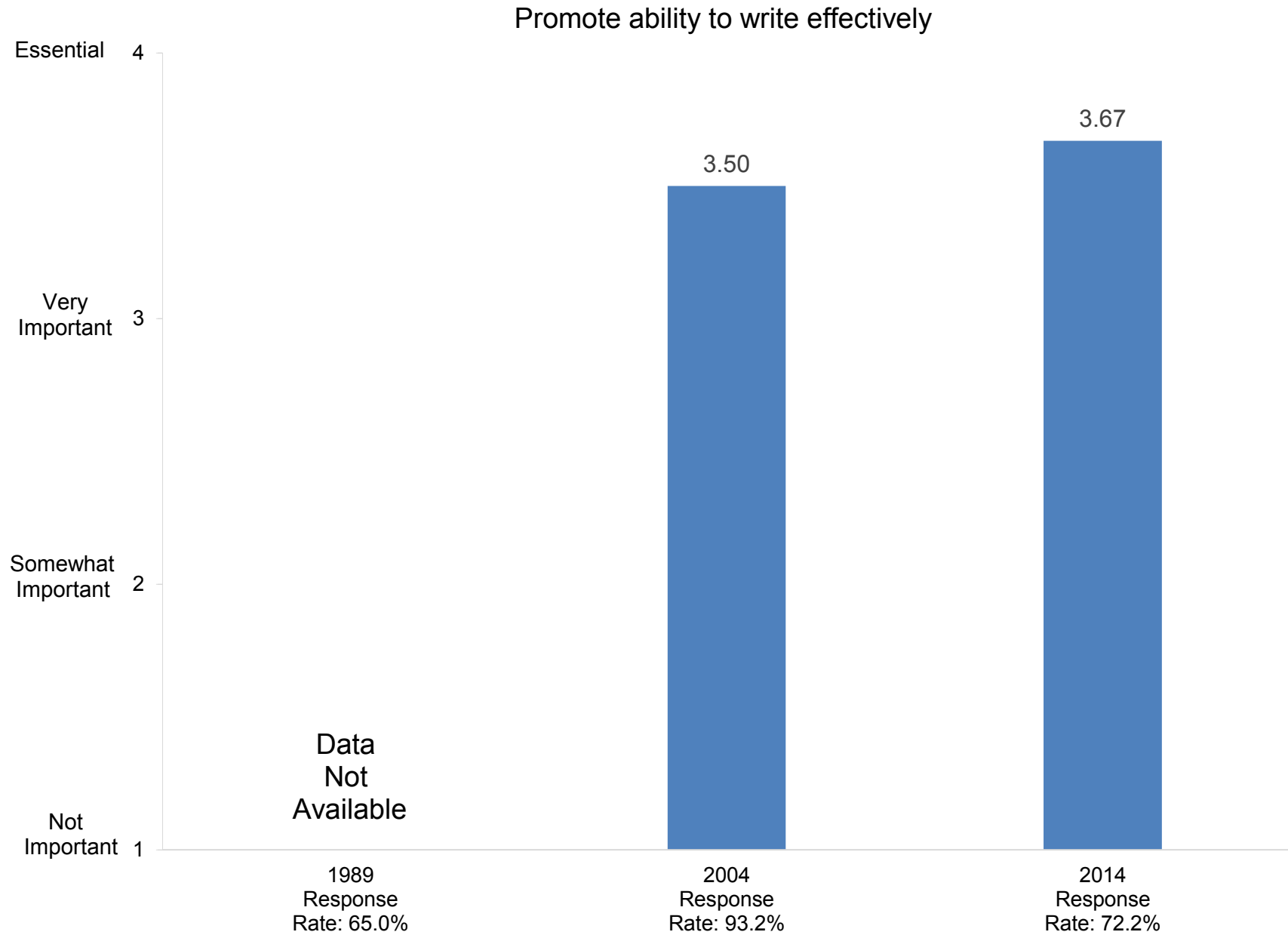
Percent of faculty who indicated “essential” or “very important”

Promote ability to write effectively



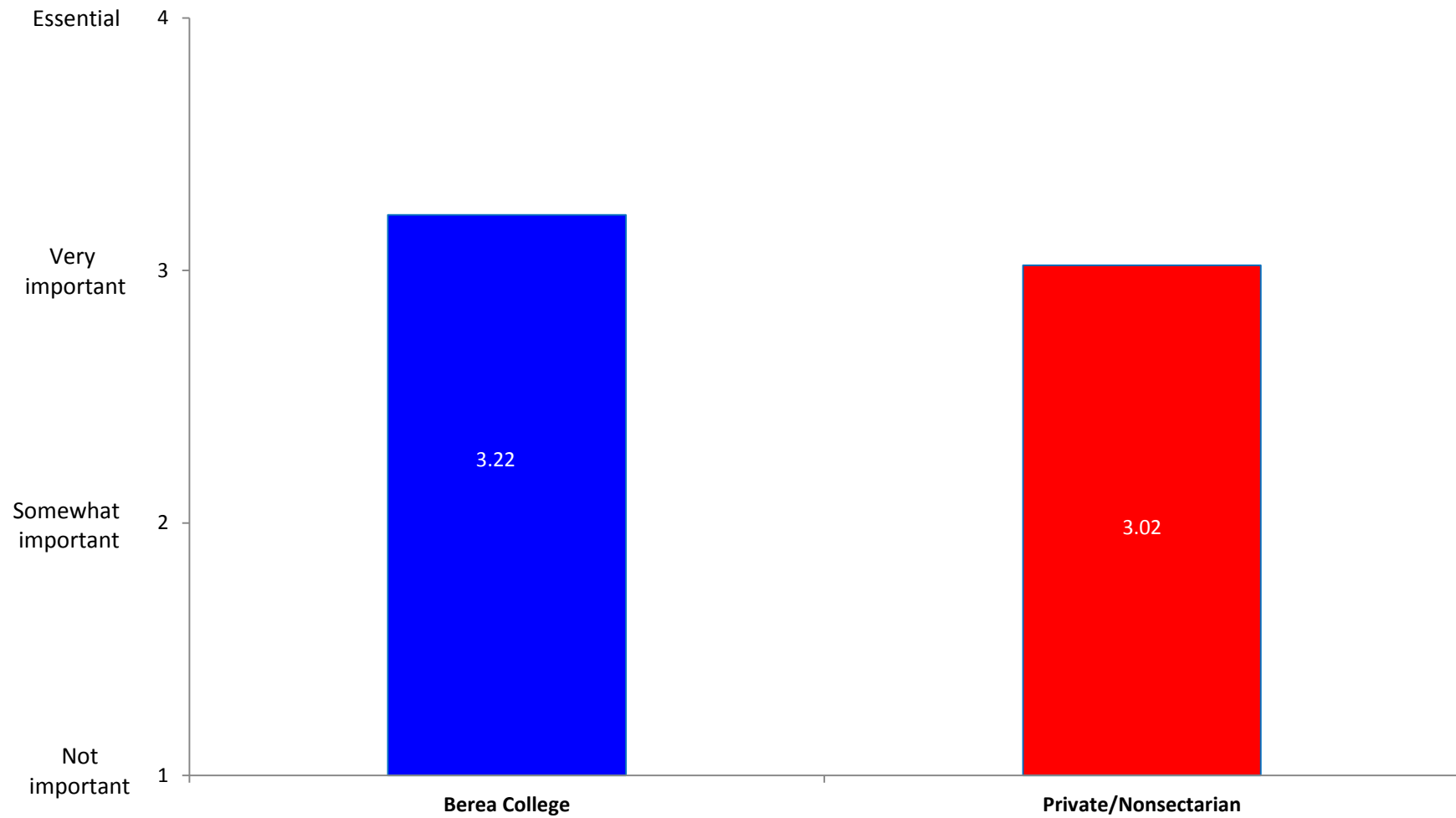
Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



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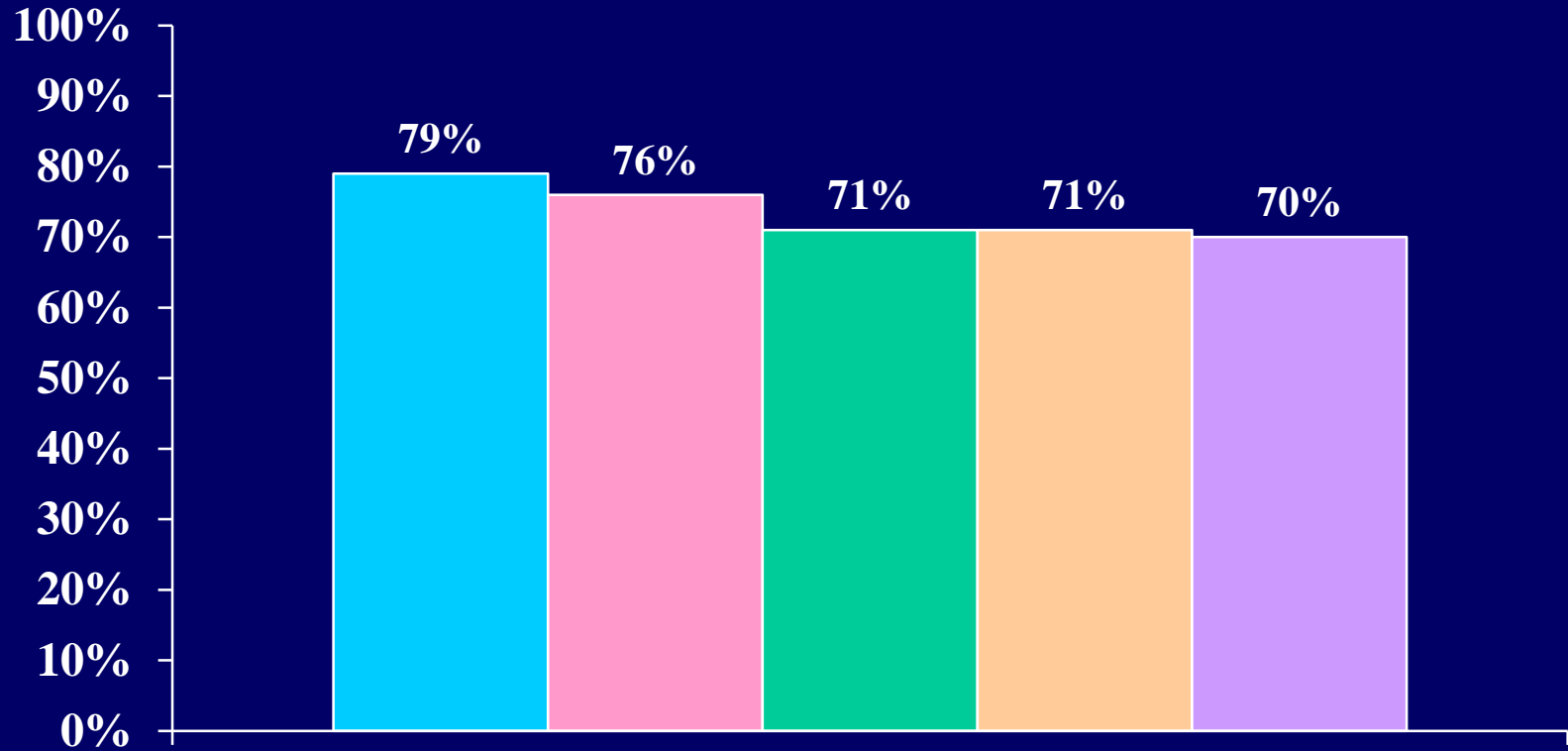
Help students evaluate the quality and reliability of information



Indicate the importance to you of each of the following education goals
for undergraduate students:

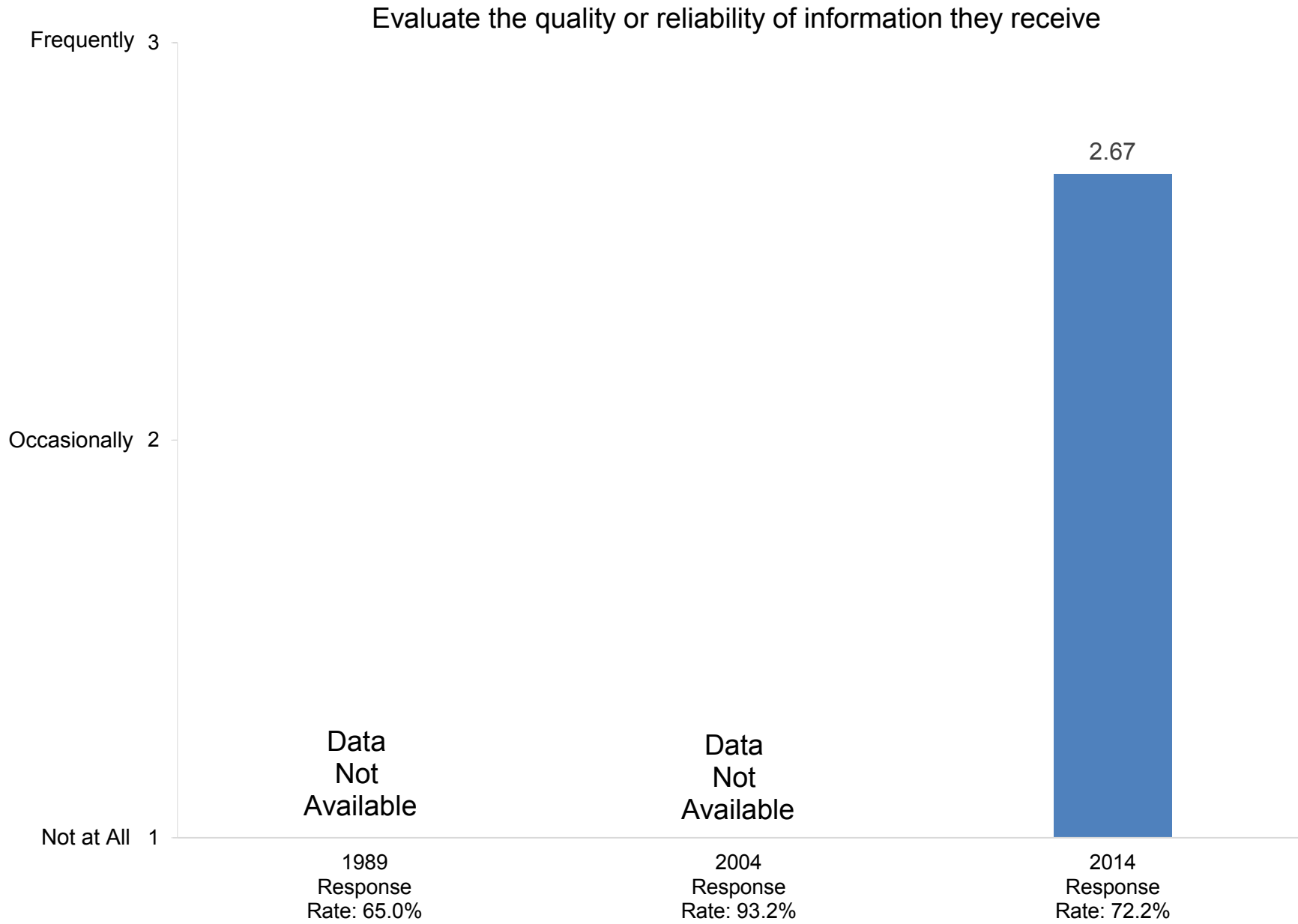
Percent of faculty who indicated “essential” or “very important”

*Help students evaluate the quality and
reliability of information*



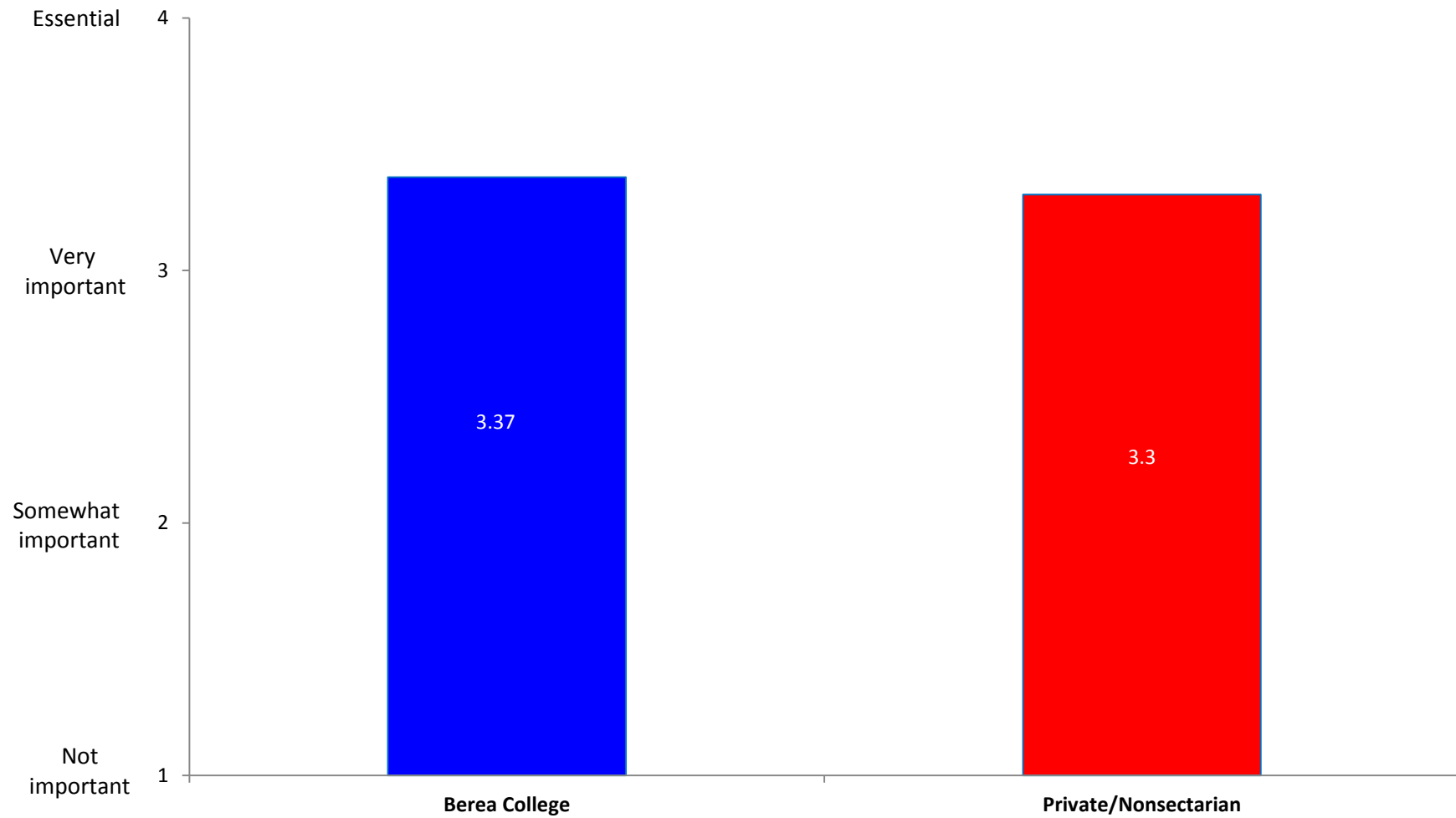
Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



Indicate the importance to you of the following education goals for students:

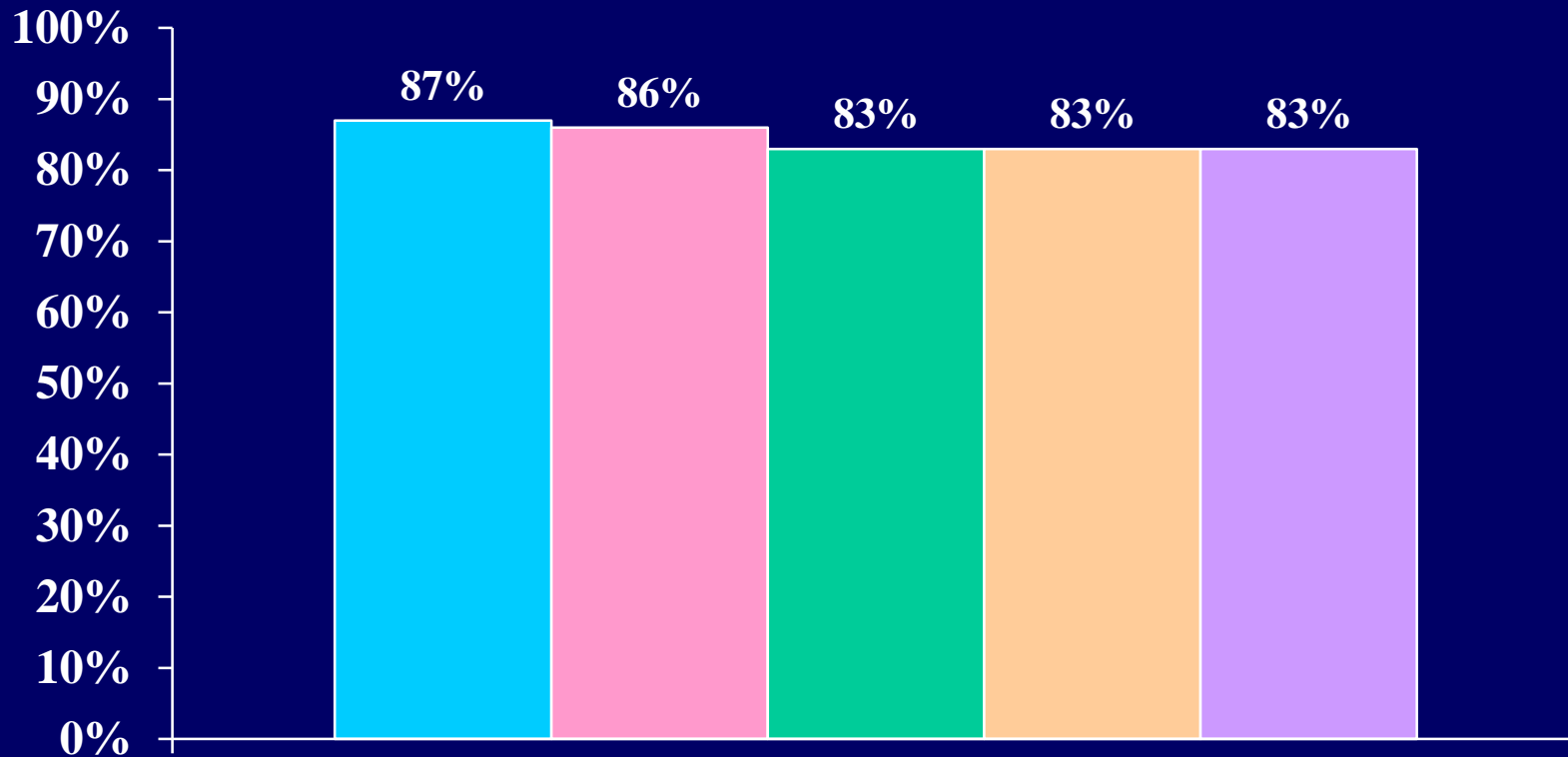
Teach students tolerance and respect for different beliefs



Indicate the importance to you of each of the following education goals
for undergraduate students:

Percent of faculty who indicated “essential” or “very important”

Teach students tolerance and respect for different beliefs



 Berea

 Benchmark
Institutions

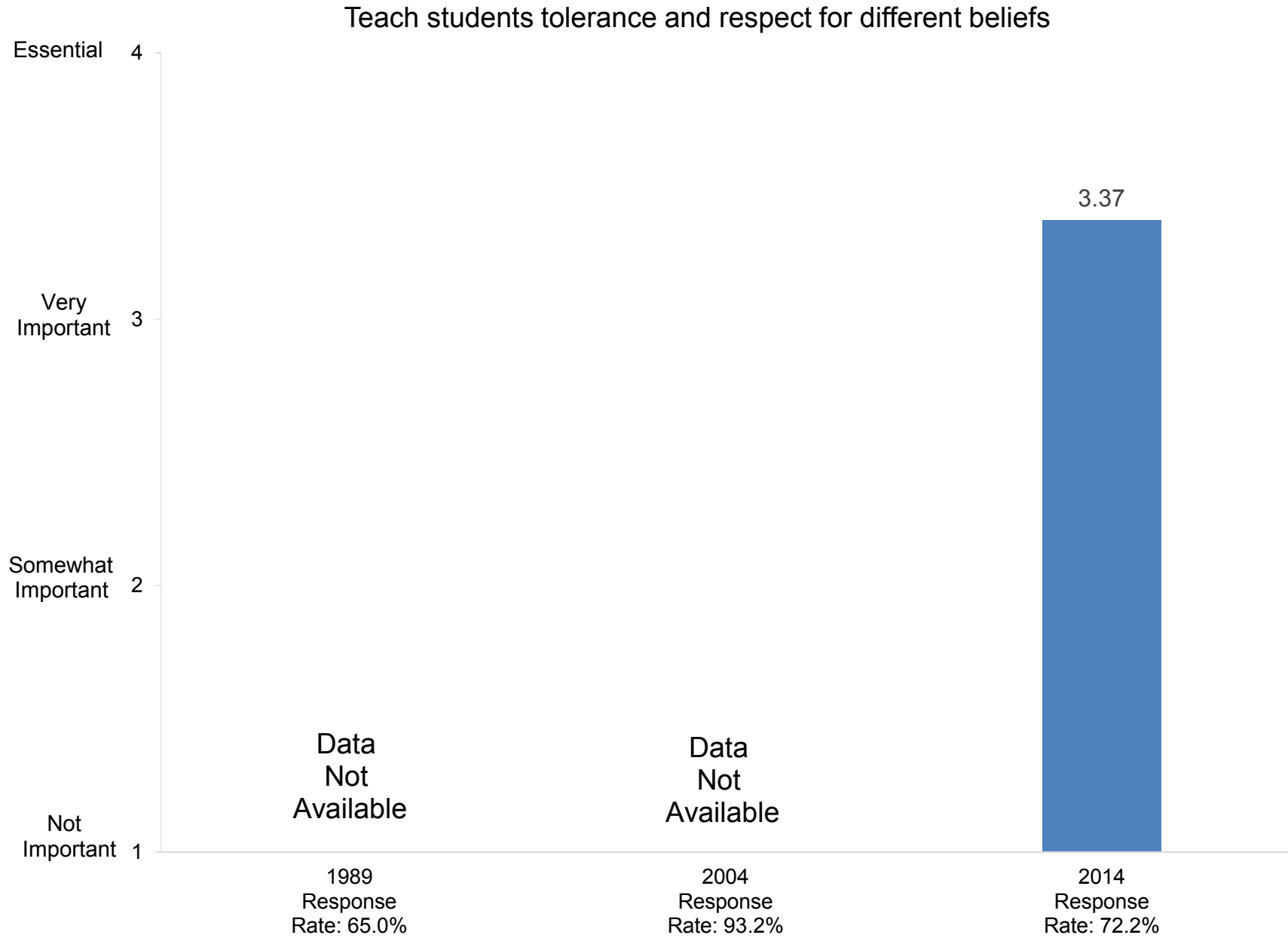
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

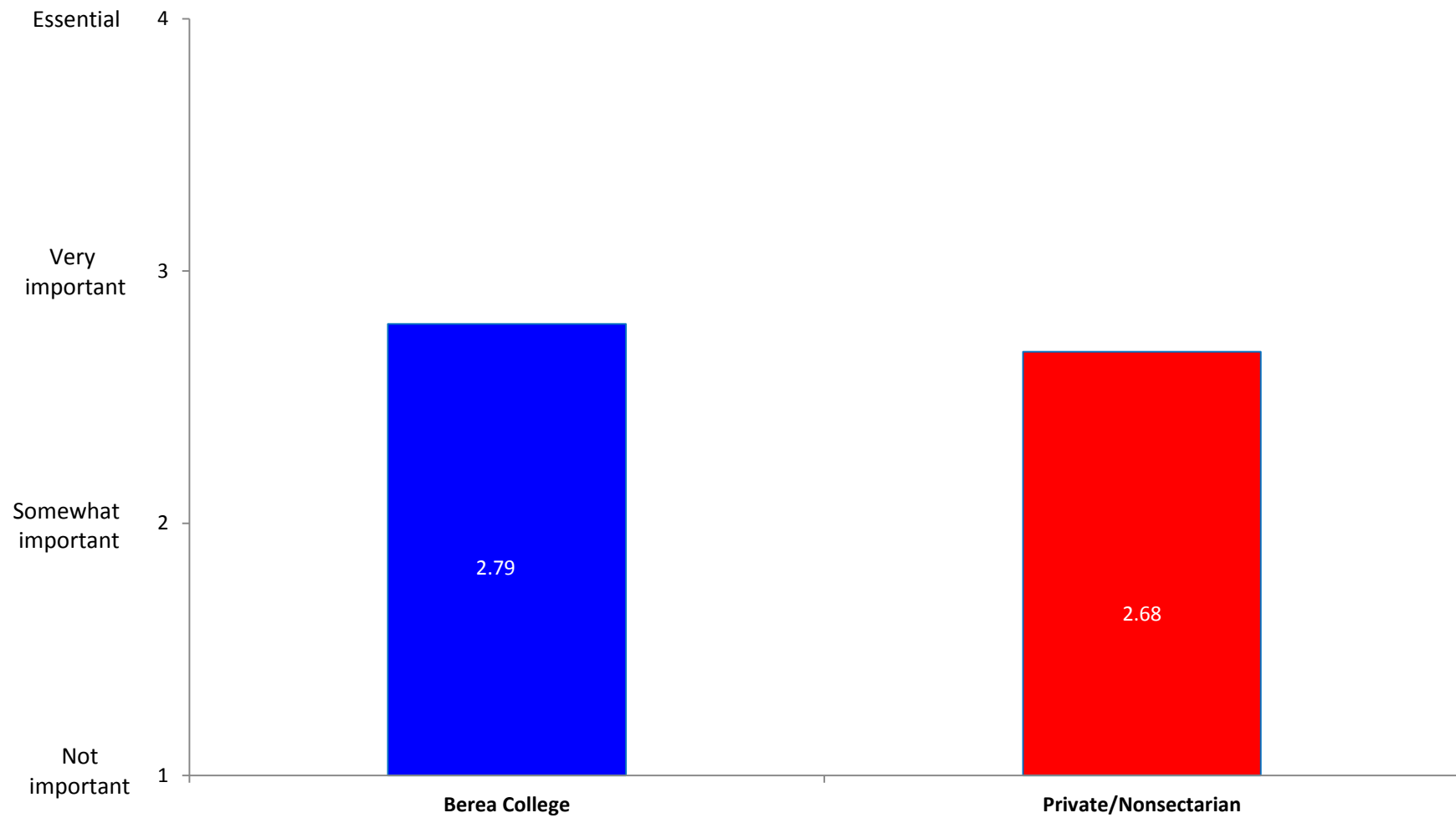
Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



Indicate the importance to you of the following education goals for students:

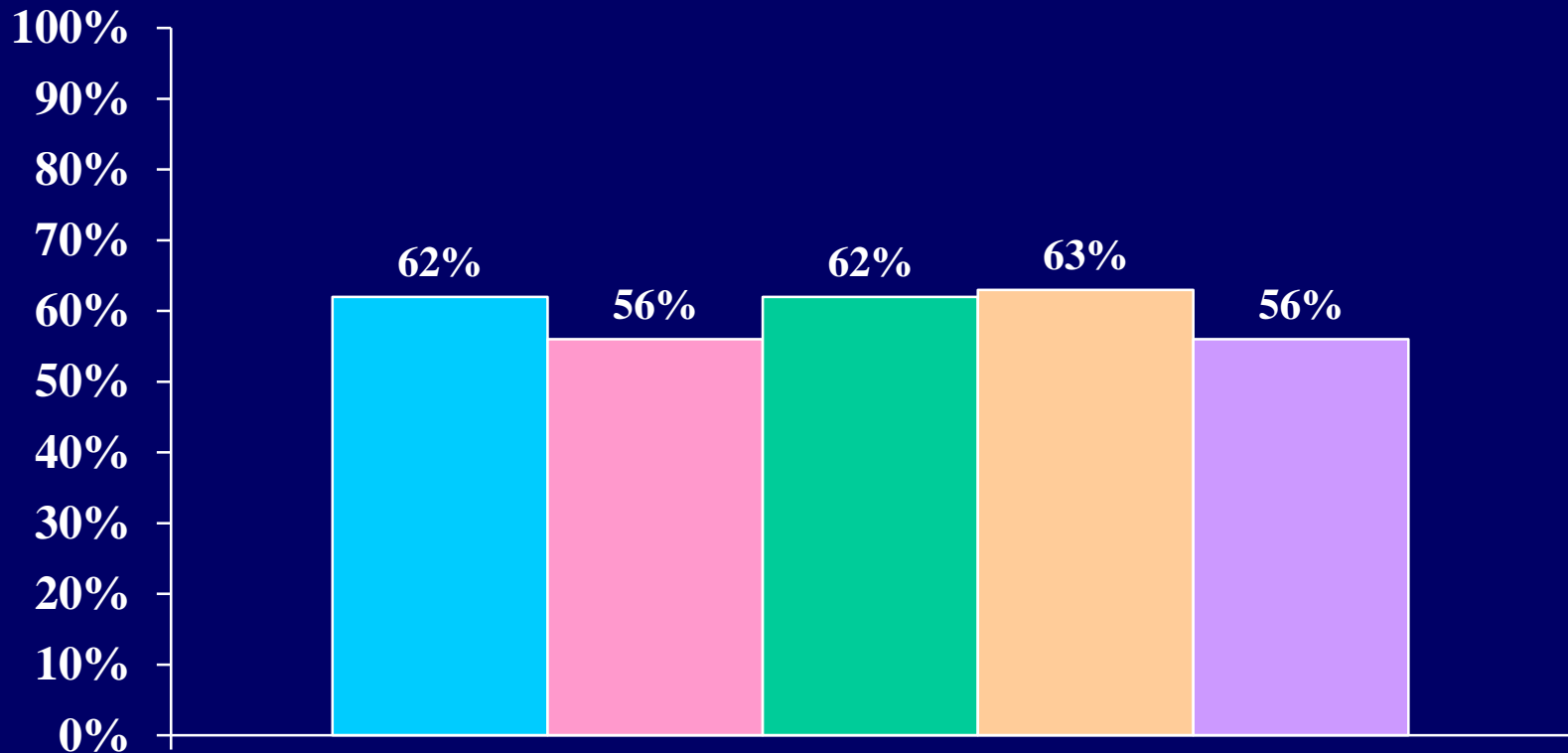
Encourage students to become agents of social change



Indicate the importance to you of each of the following education goals
for undergraduate students:

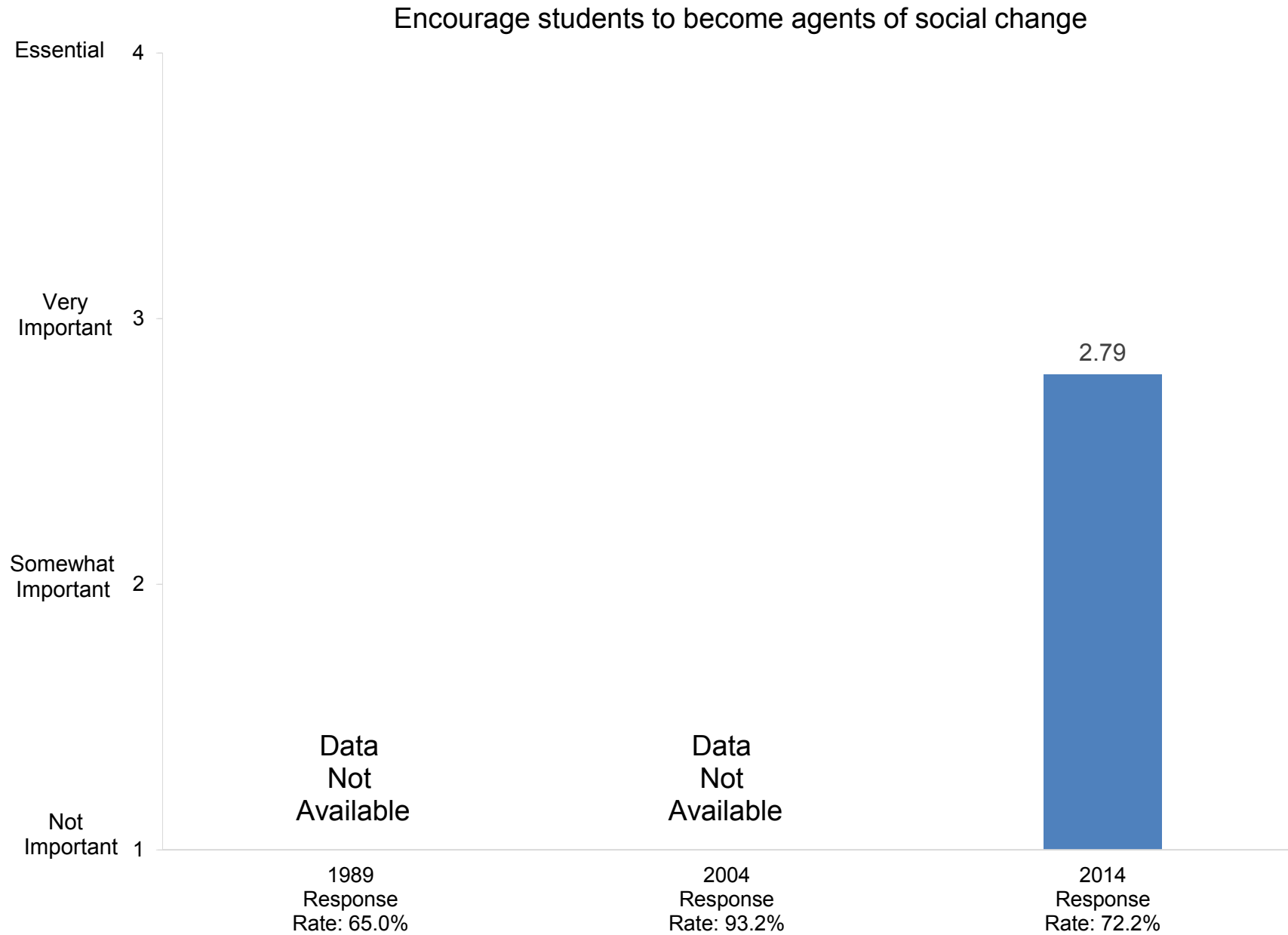
Percent of faculty who indicated “essential” or “very important”

Encourage students to become agents of social change



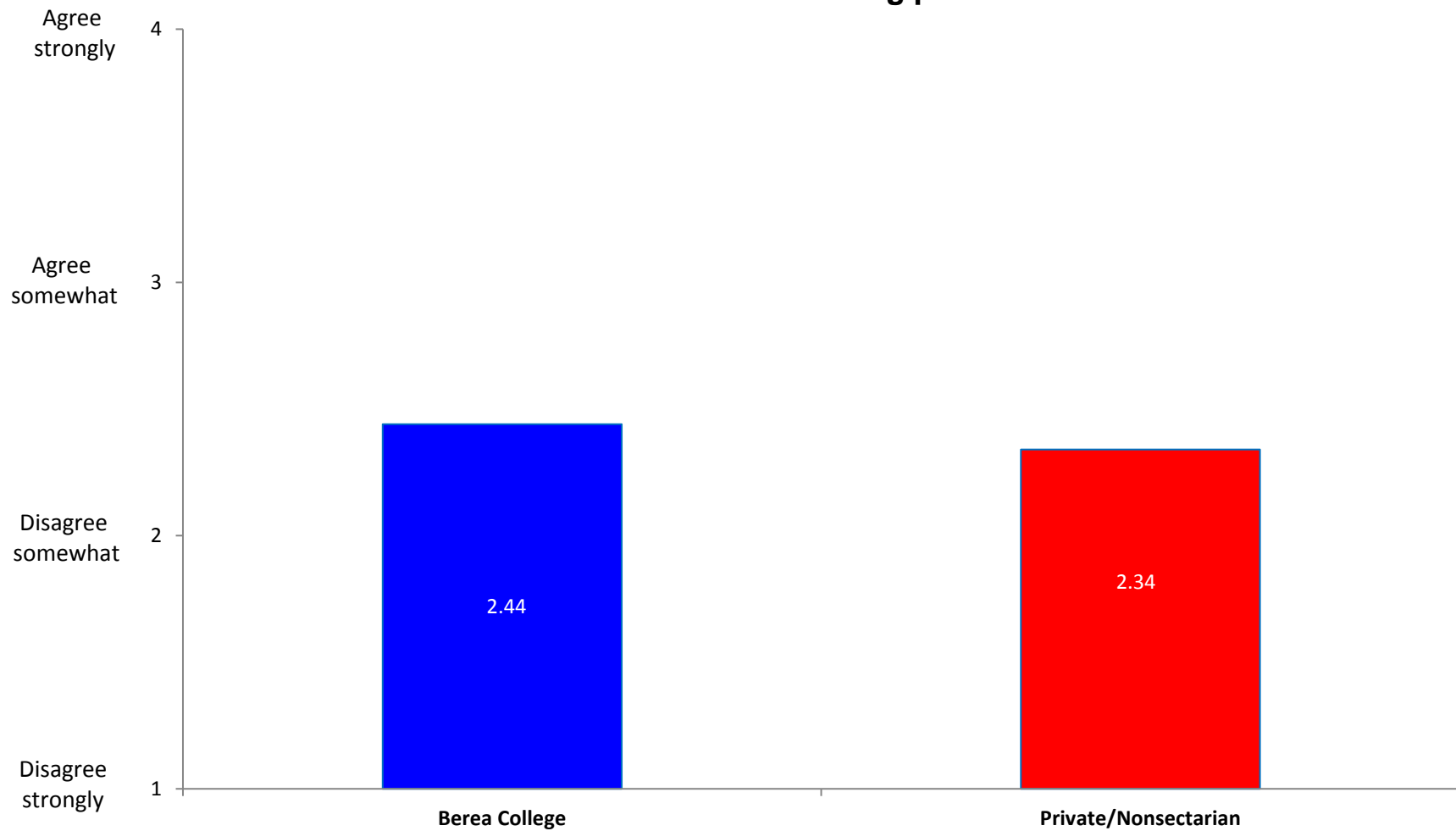
Higher Education Research Institute (HERI) Faculty Survey

Indicate the importance to you of each of the following education goals for undergraduate students:



Rate your agreement with the following statements:

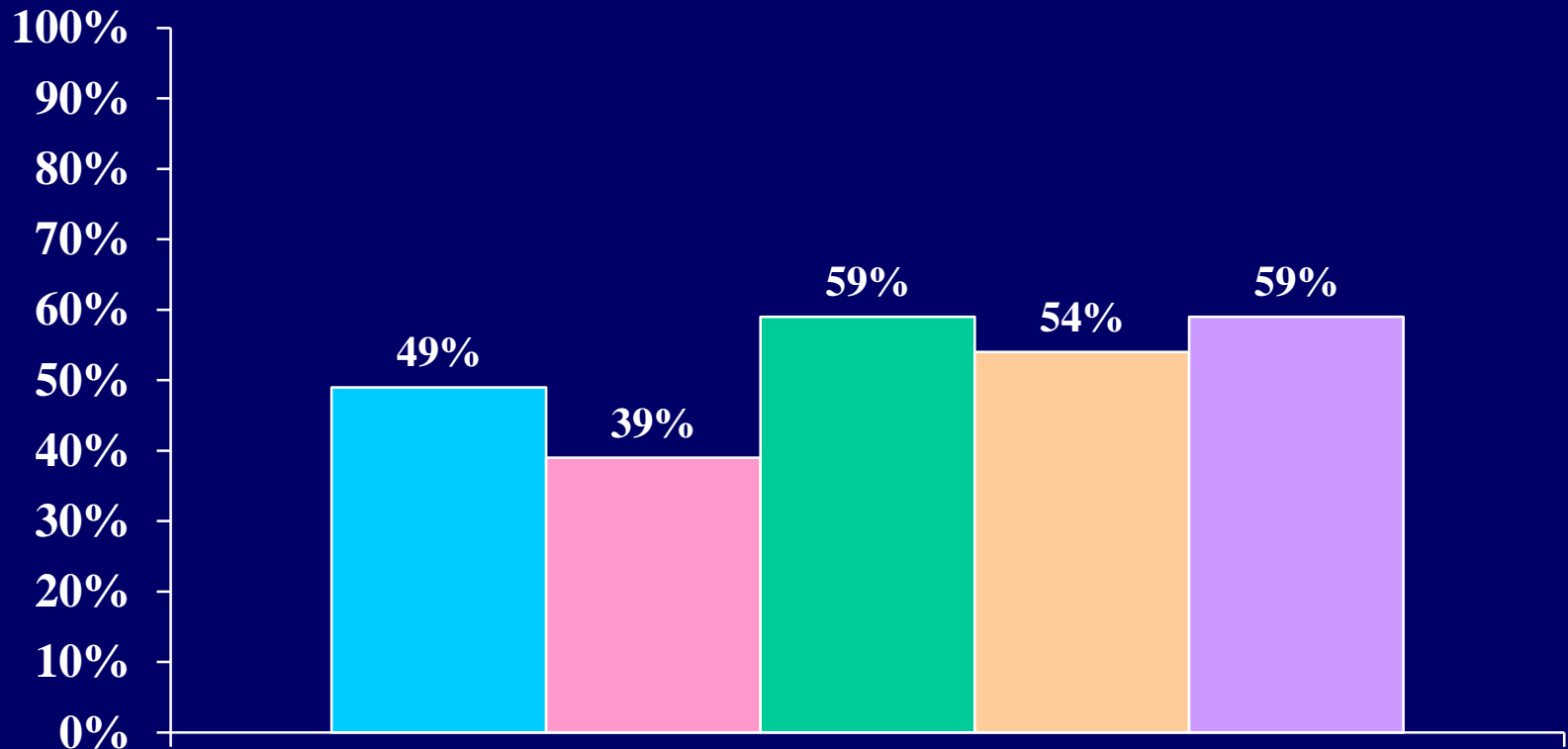
The chief benefit of a college education is that it increases one's earning power



Please indicate your agreement with each of the following statements.

Percent of faculty who indicated “agree strongly” or “agree somewhat”

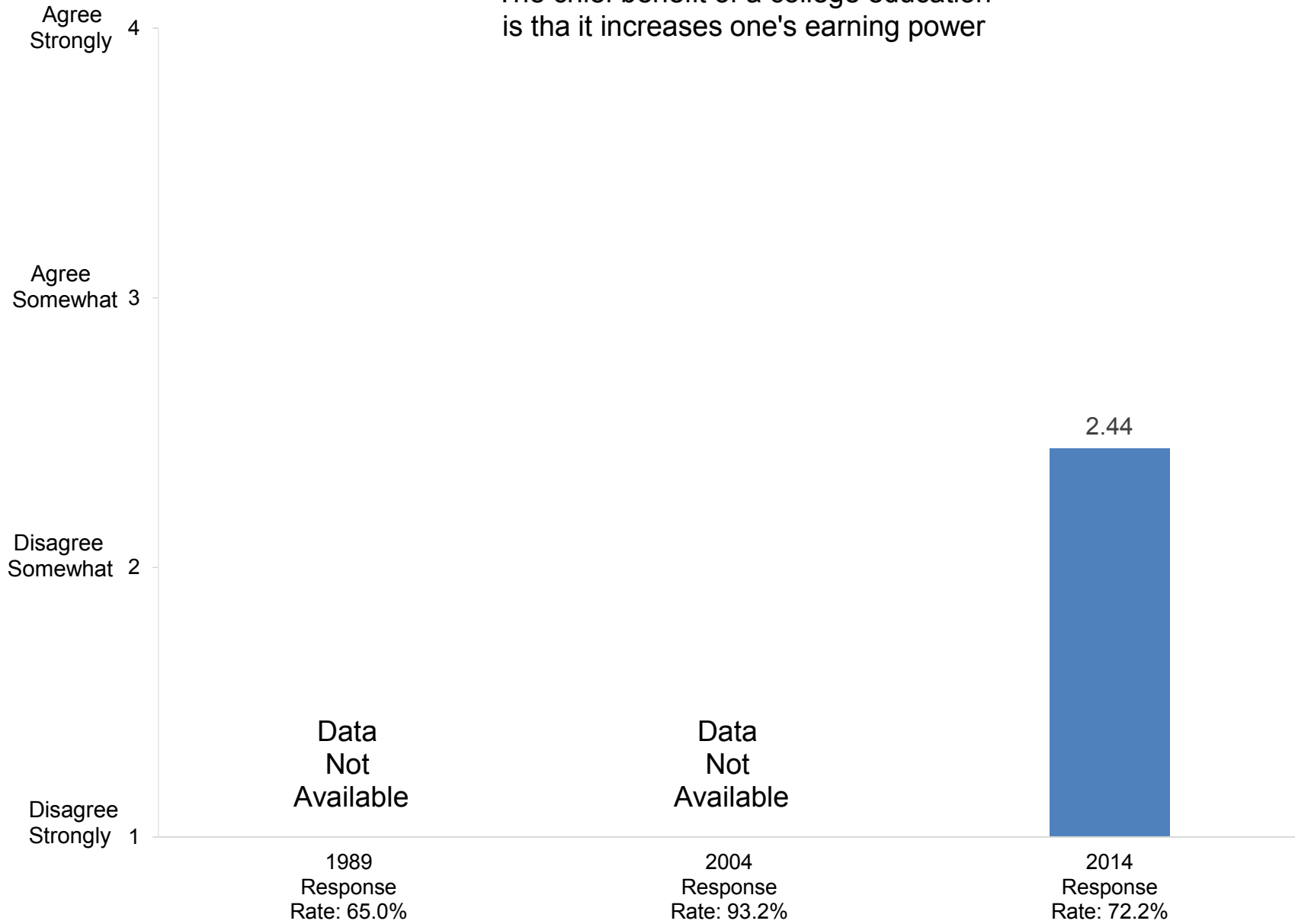
The chief benefit of a college education is that it increases one’s earning power



Higher Education Research Institute (HERI) Faculty Survey

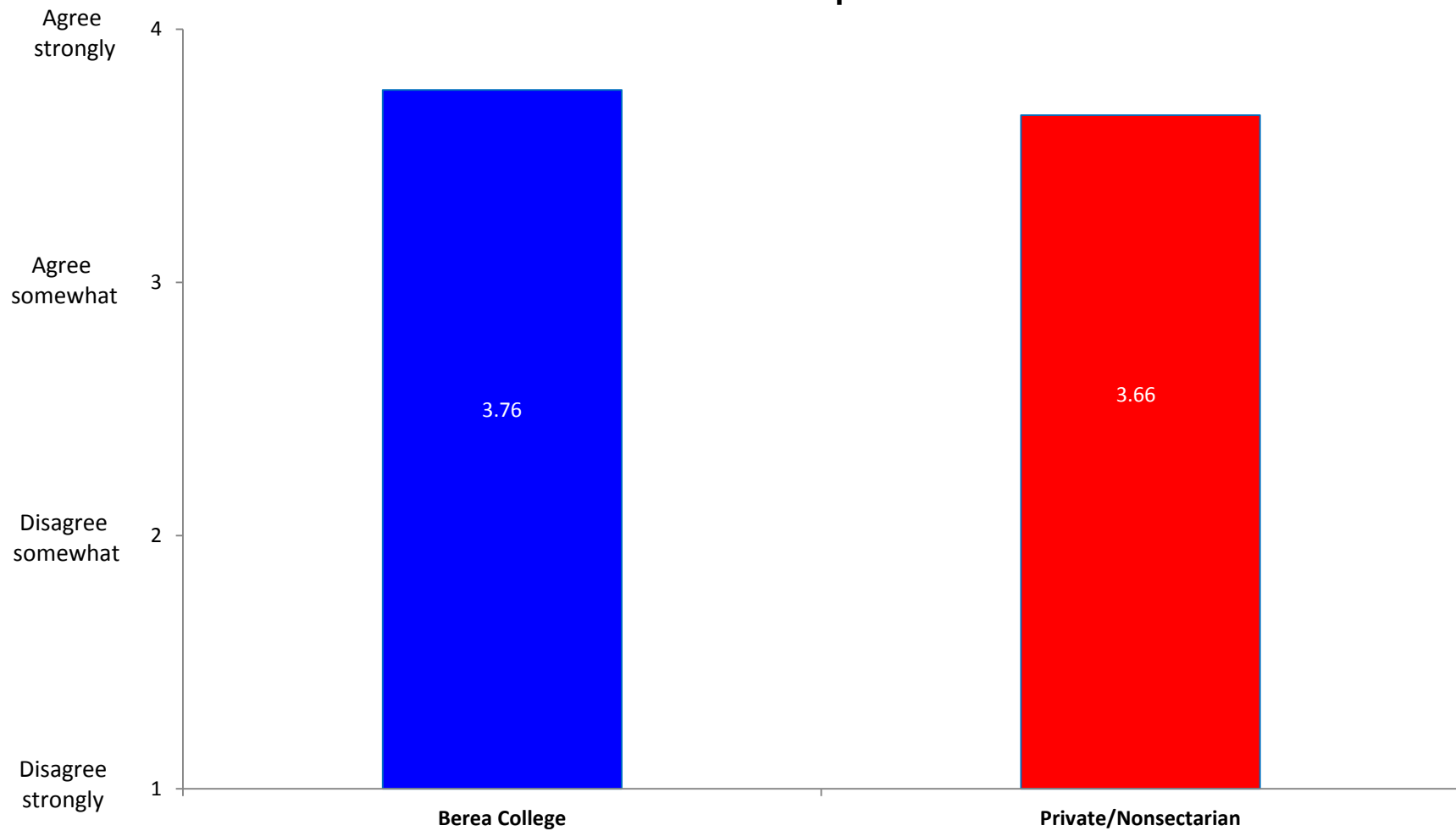
Please indicate your agreement with each of the following statements:

The chief benefit of a college education is that it increases one's earning power



Rate your agreement with the following statements:

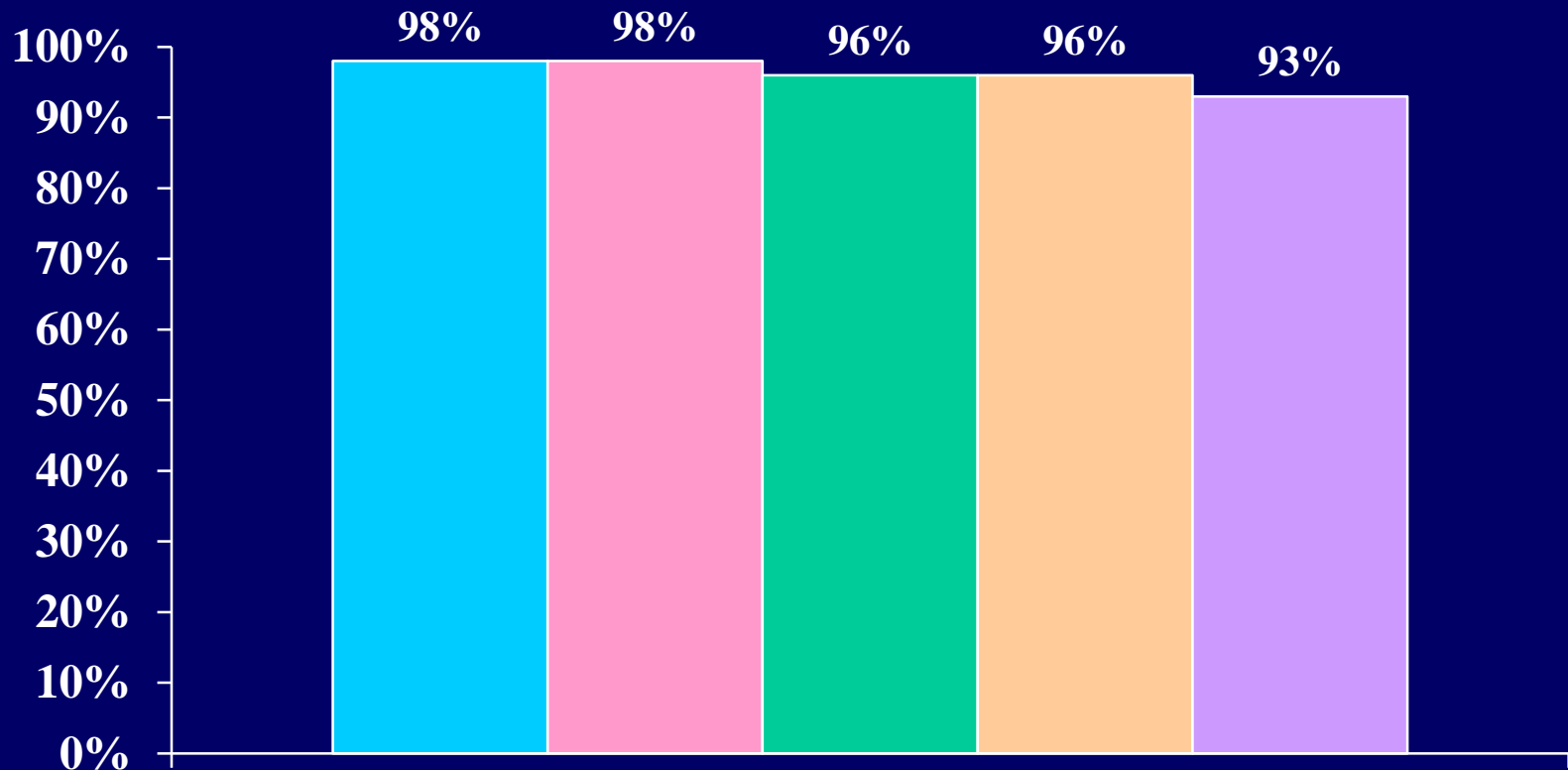
**A racially/ethnically diverse student body enhances
the educational experience of all**



Please indicate your agreement with each of the following statements.

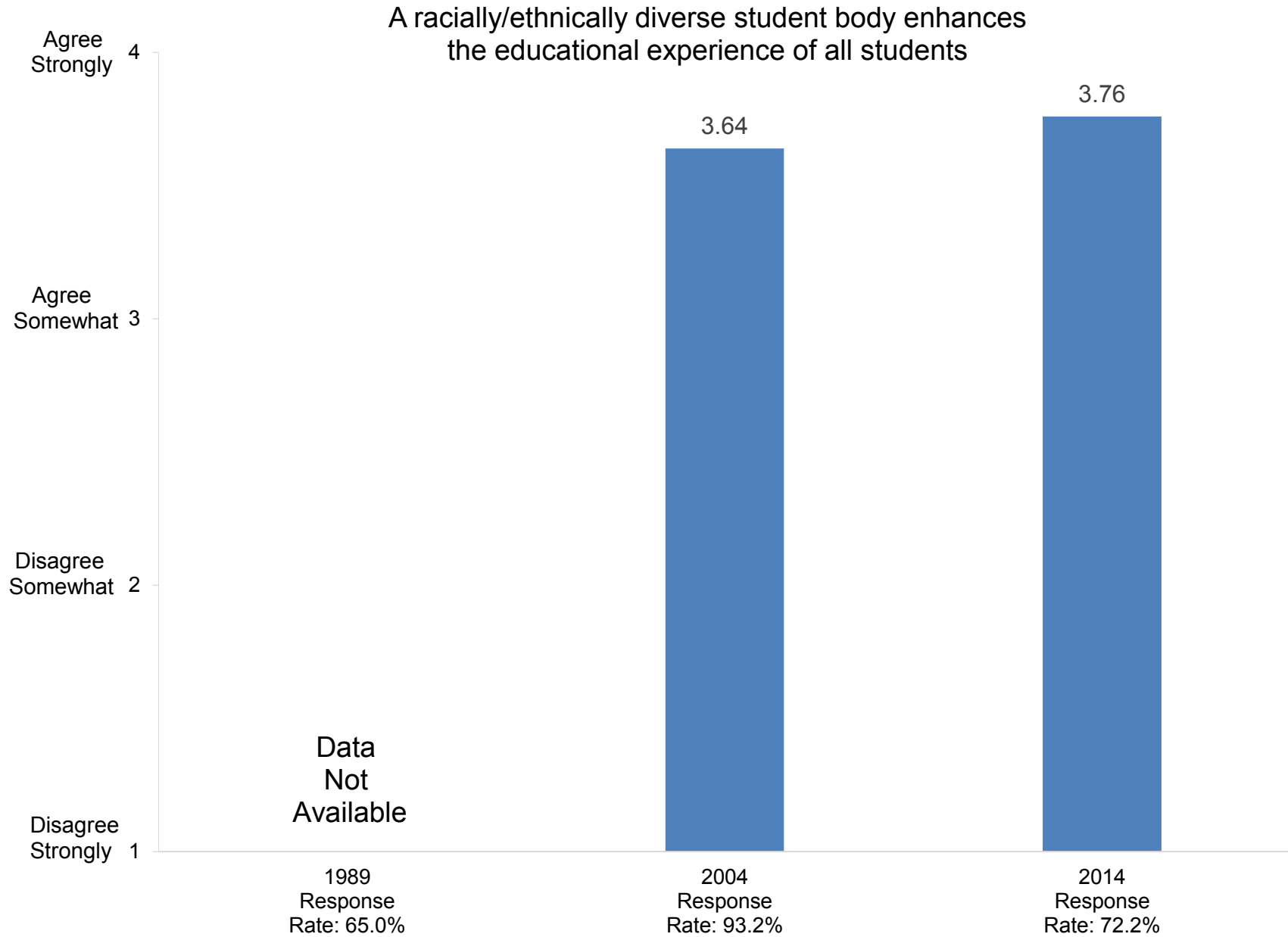
Percent of faculty who indicated “agree strongly” or “agree somewhat”

A racially/ethnically diverse student body enhances the educational experience of all students



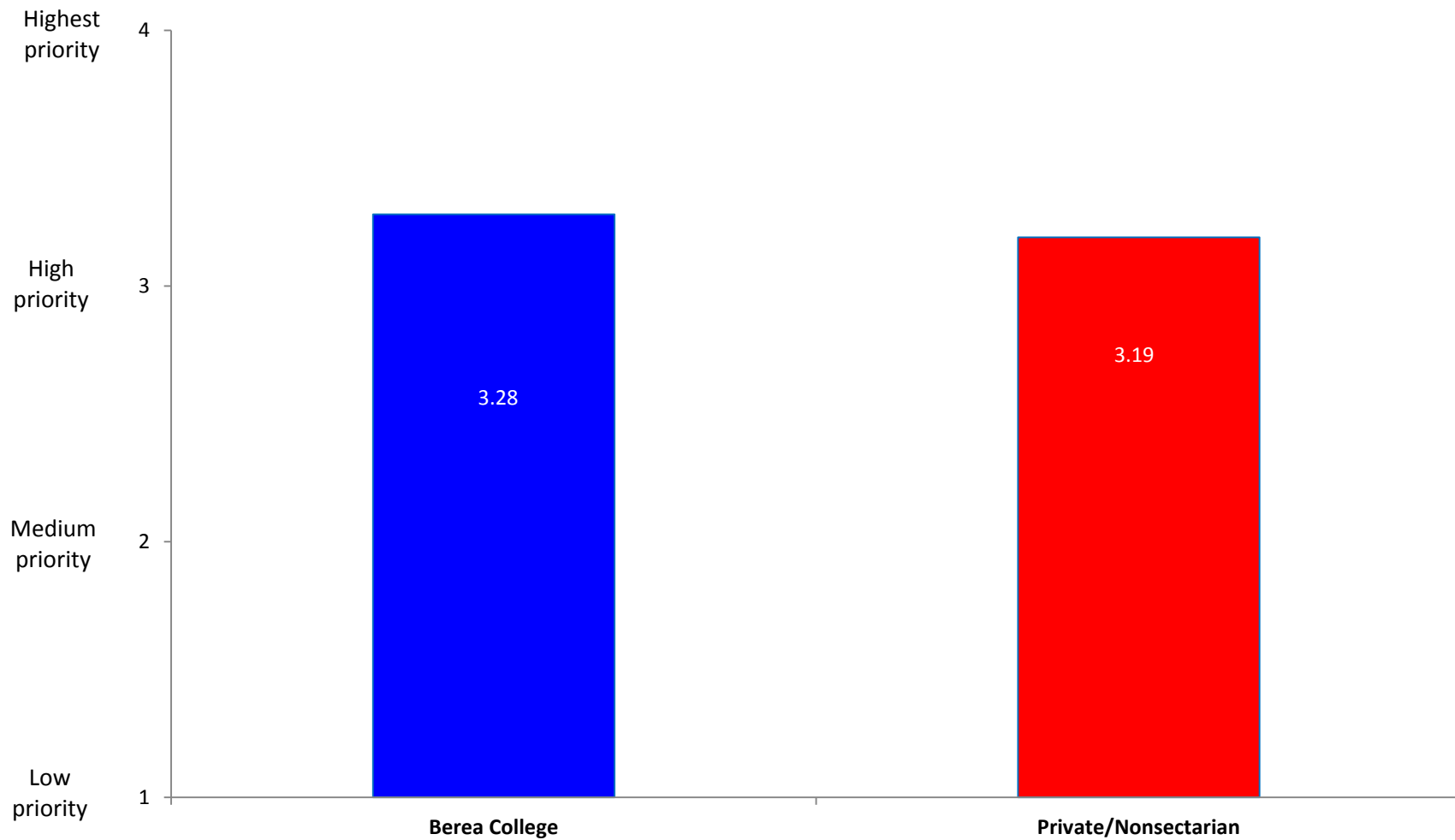
Higher Education Research Institute (HERI) Faculty Survey

Please indicate your agreement with each of the following statements:



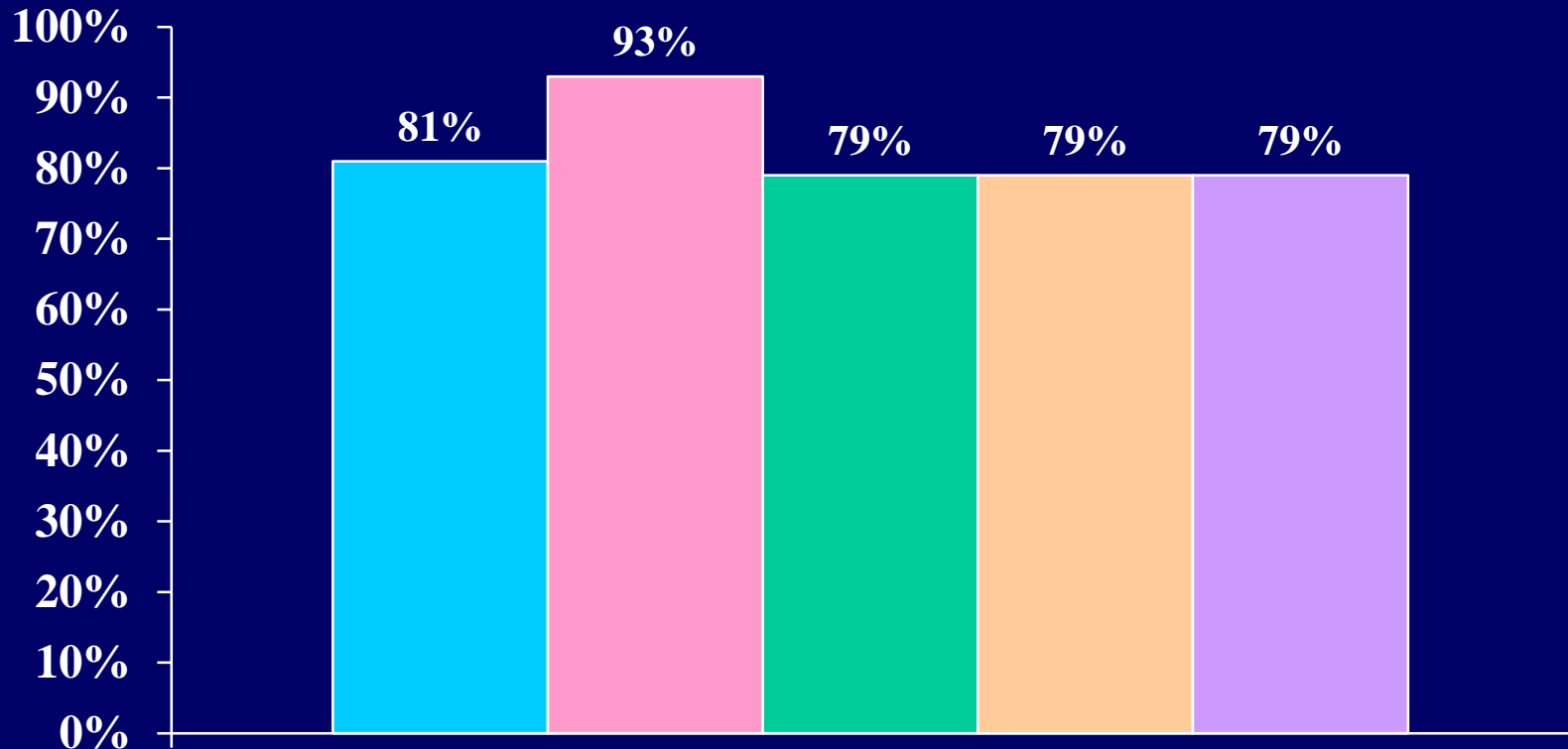
Indicate how important you believe each priority listed below is at your institution:

To promote the intellectual development of students



Indicate how important you believe the priority below is at your college.
Percent of faculty who rated “highest priority” or “high priority”

Promote the intellectual development of students

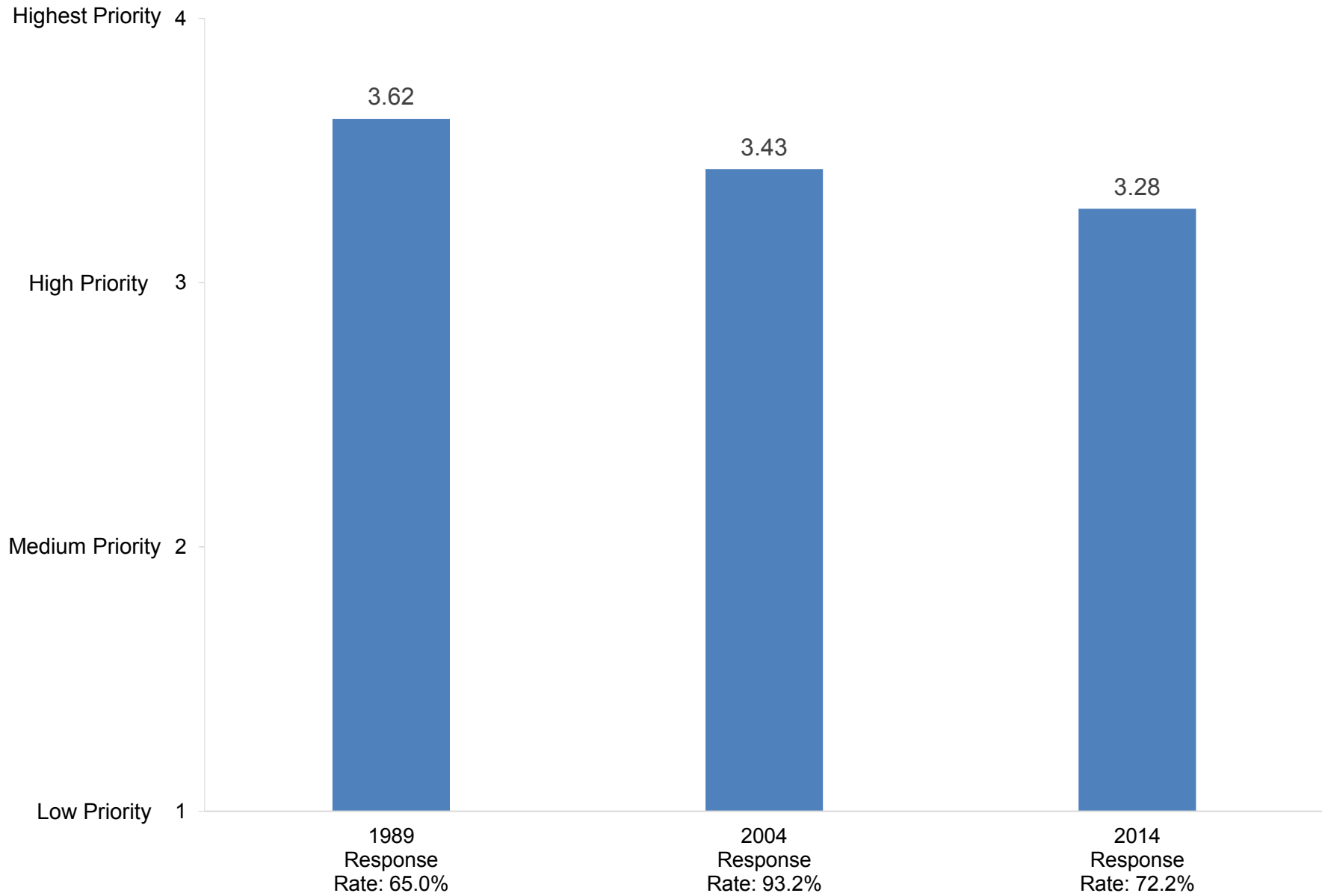


 Berea  Benchmark Institutions  Non-Sectarian – High Selectivity  4-Year Private  Publics

Higher Education Research Institute (HERI) Faculty Survey

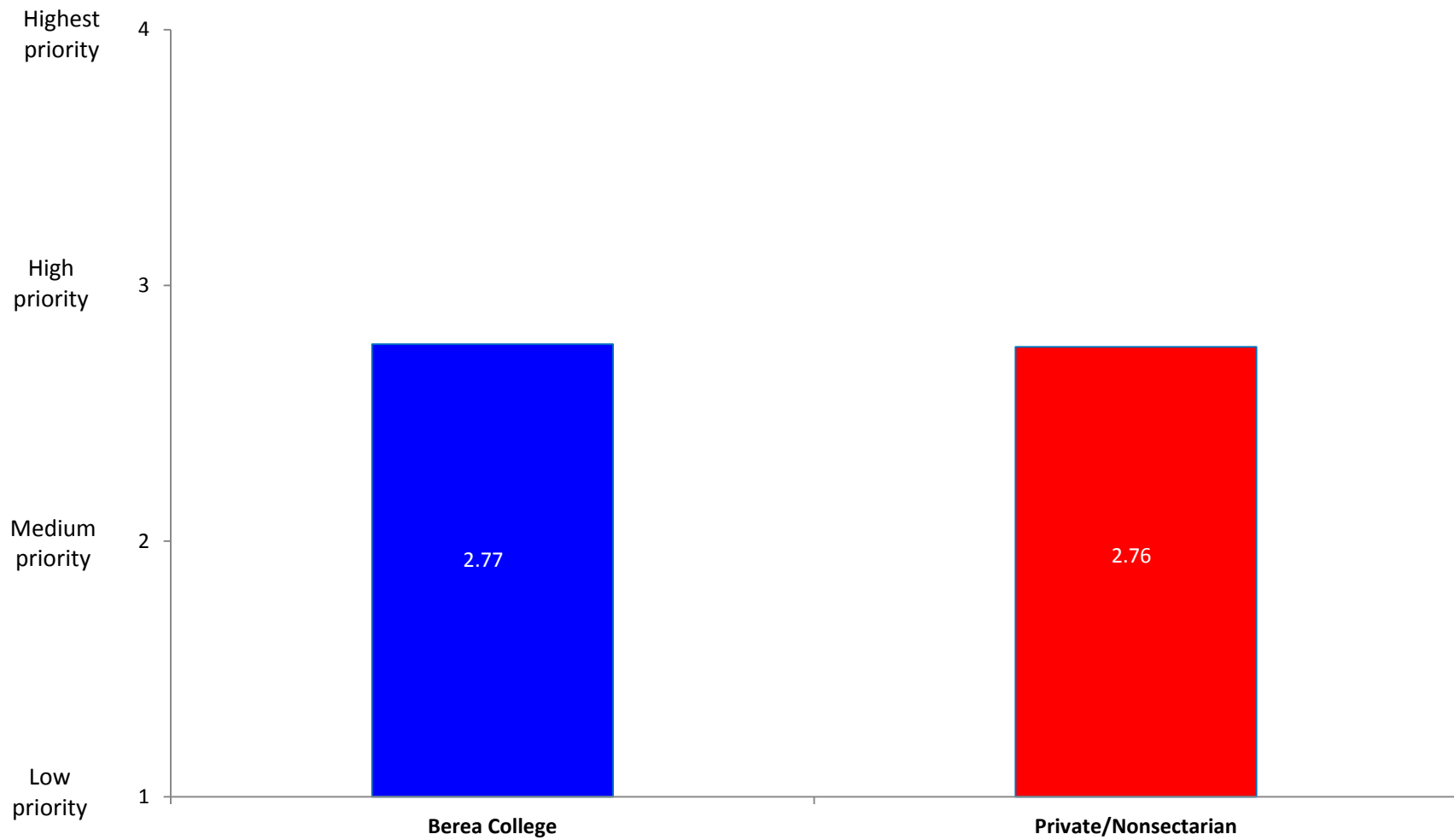
Indicate how important you believe each priority listed below is at your college or university.

Promote the intellectual development of students



Indicate how important you believe each priority listed below is at your institution:

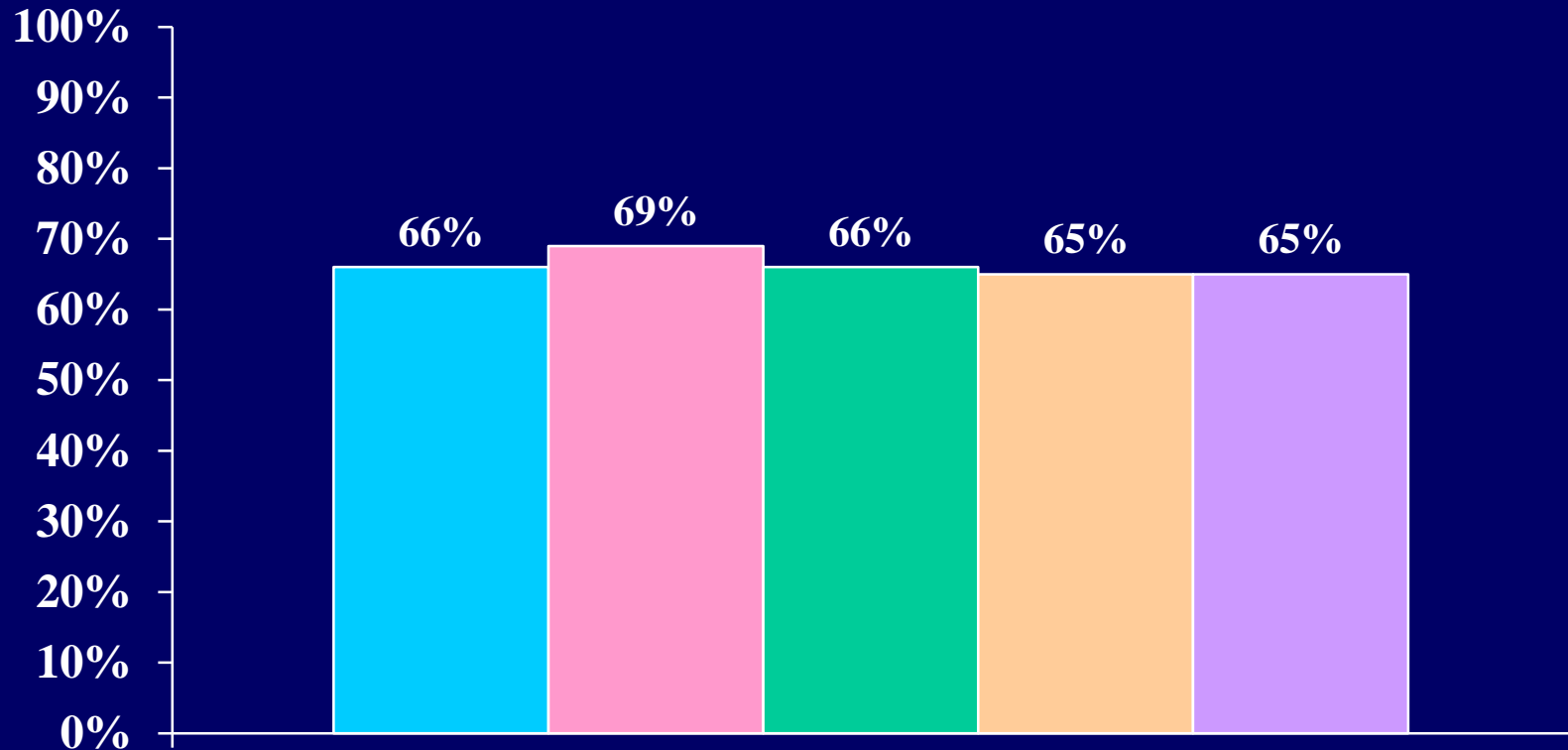
To develop leadership ability among students






Indicate how important you believe the priority below is at your college.

Percent of faculty who rated “highest priority” or “high priority”

Develop leadership ability among students

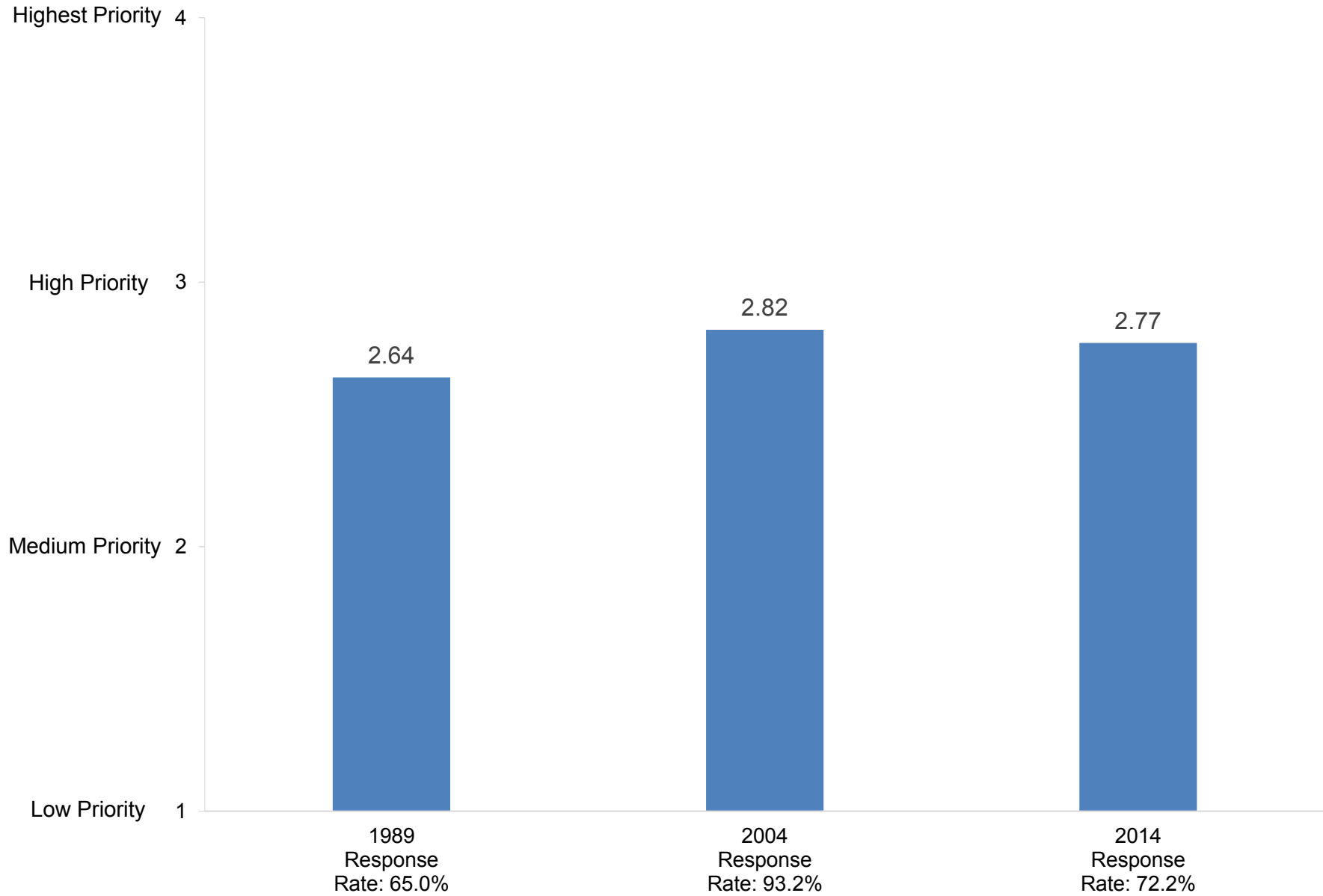


 Berea  Benchmark Institutions  Non-Sectarian – High Selectivity  4-Year Private  Publics

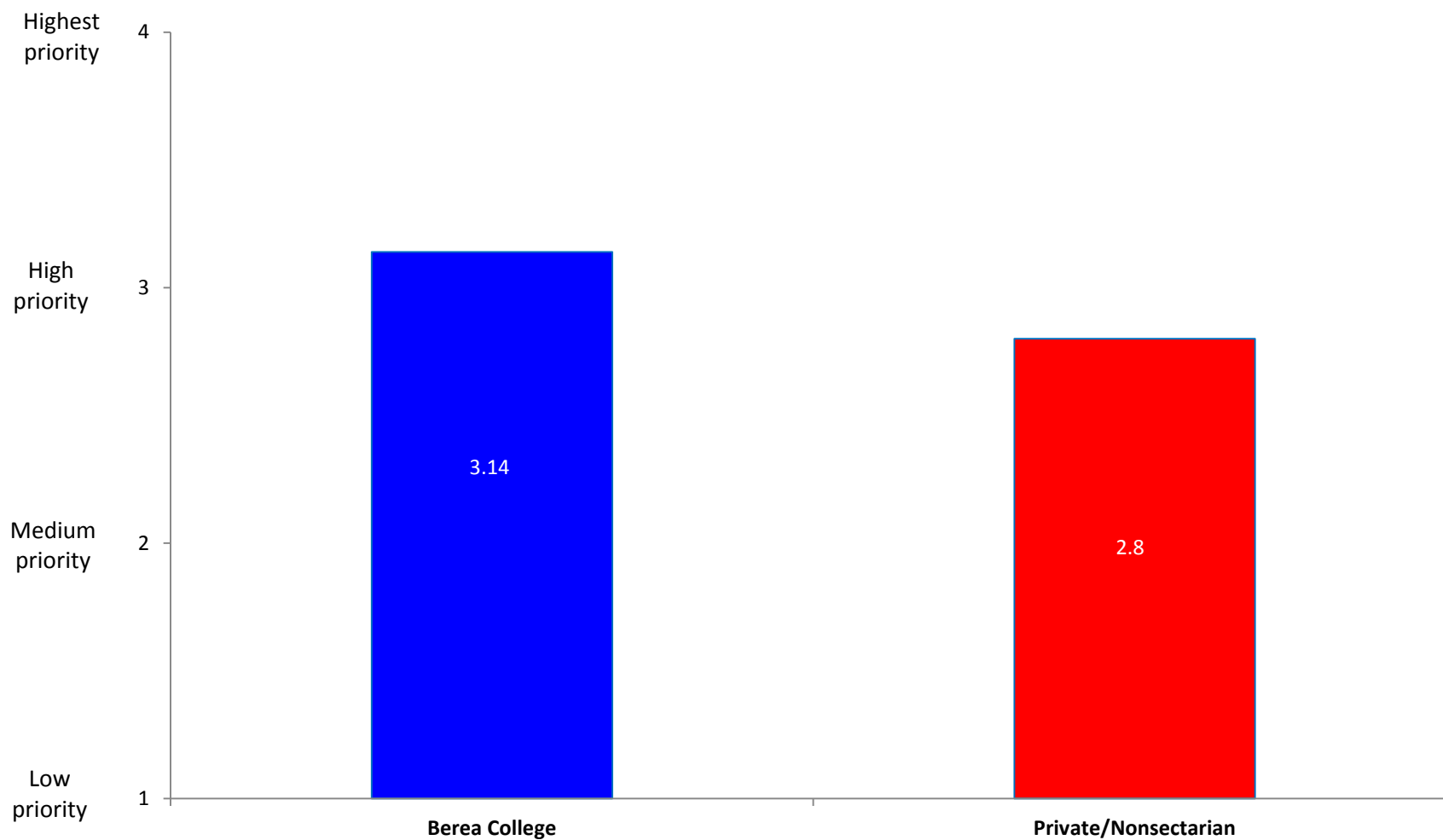
Higher Education Research Institute (HERI) Faculty Survey

Indicate how important you believe each priority listed below is at your college or university.

Develop leadership ability among students



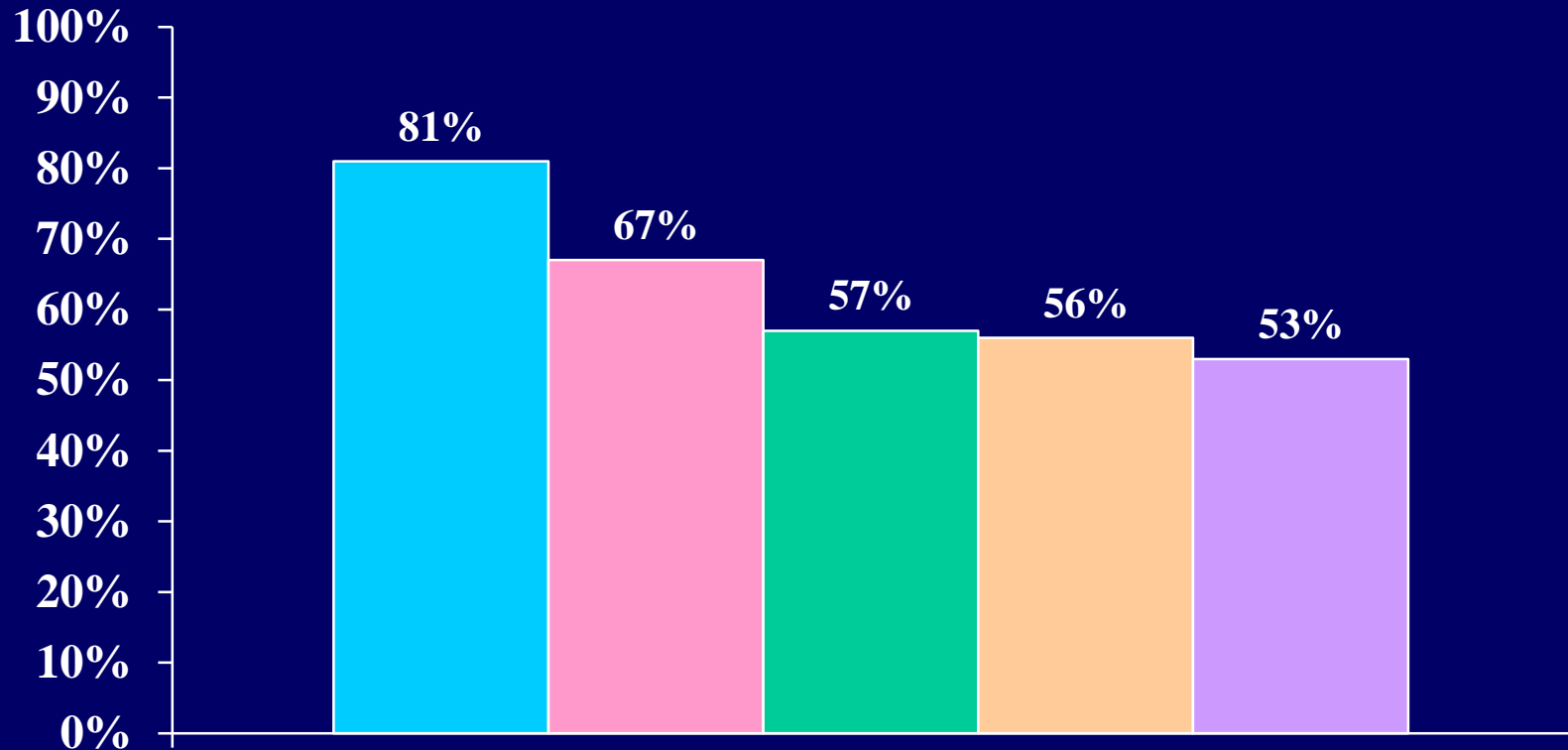
To develop an appreciation for multiculturalism



Indicate how important you believe the priority below is at your college.

Percent of faculty who rated “highest priority” or “high priority”

Develop an appreciation for multiculturalism

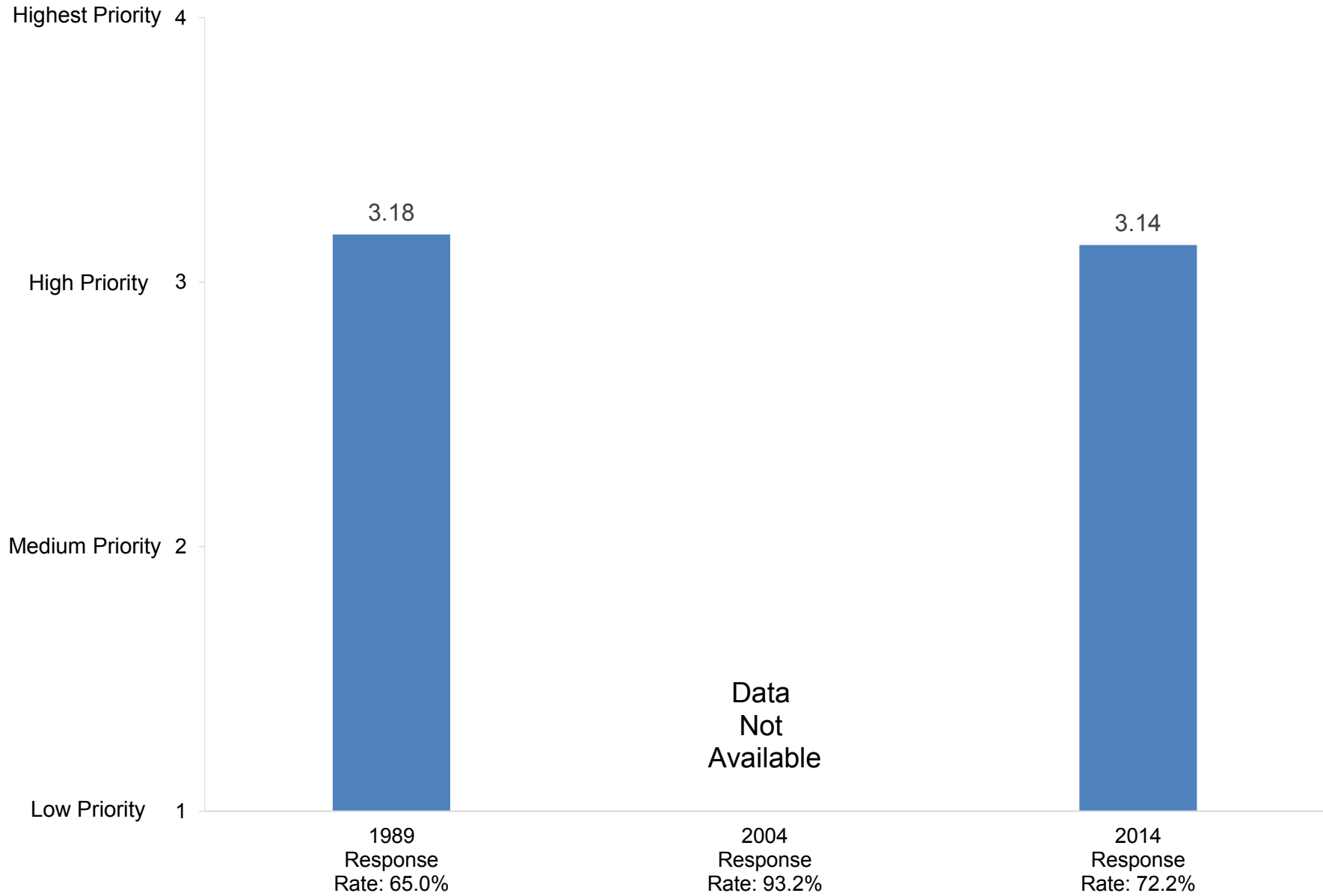


 Berea  Benchmark Institutions  Non-Sectarian – High Selectivity  4-Year Private  Publics

Higher Education Research Institute (HERI) Faculty Survey

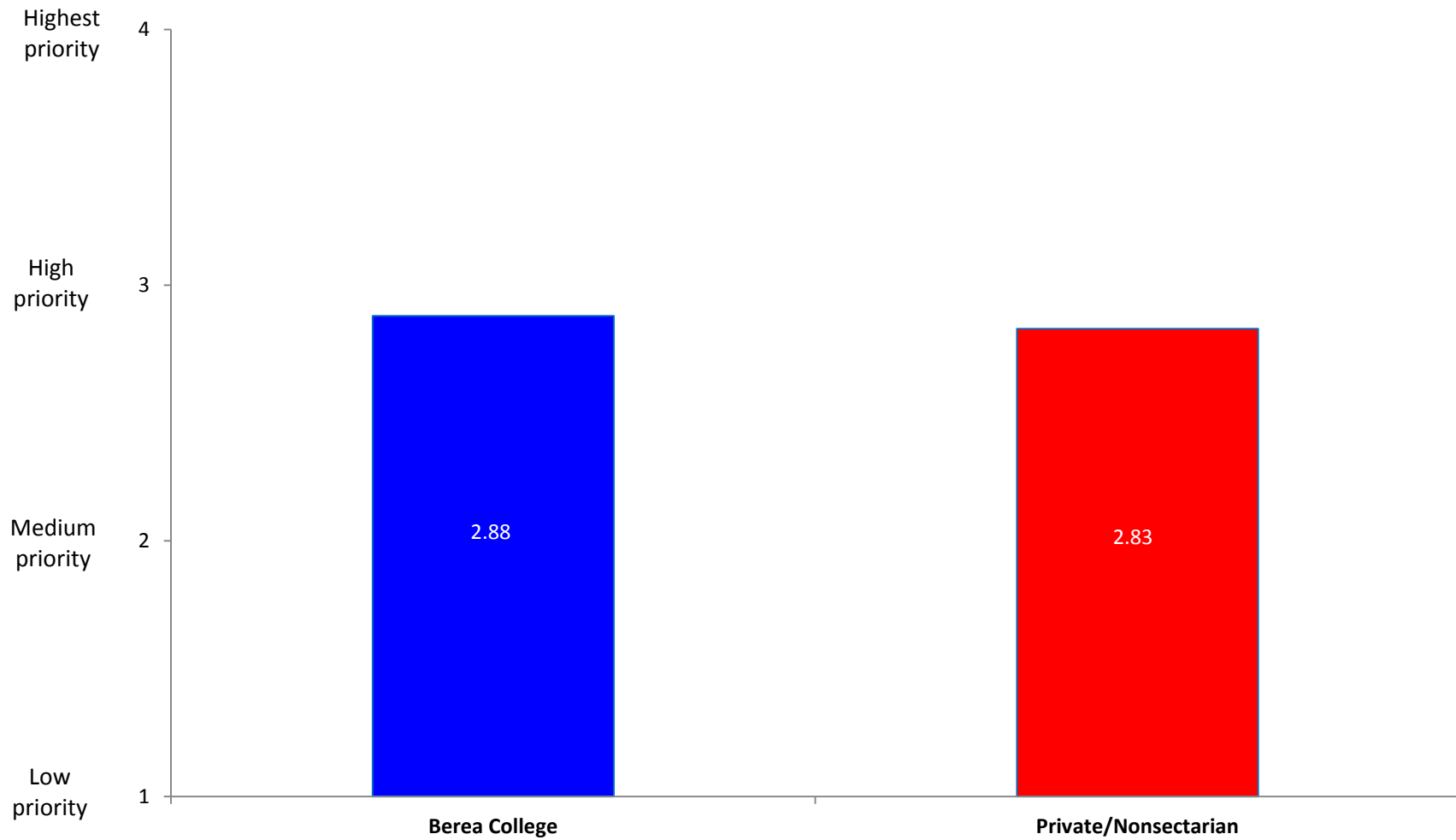
Indicate how important you believe each priority listed below is at your college or university.

Develop an appreciation for multiculturalism



Indicate how important you believe each priority listed below is at your institution:

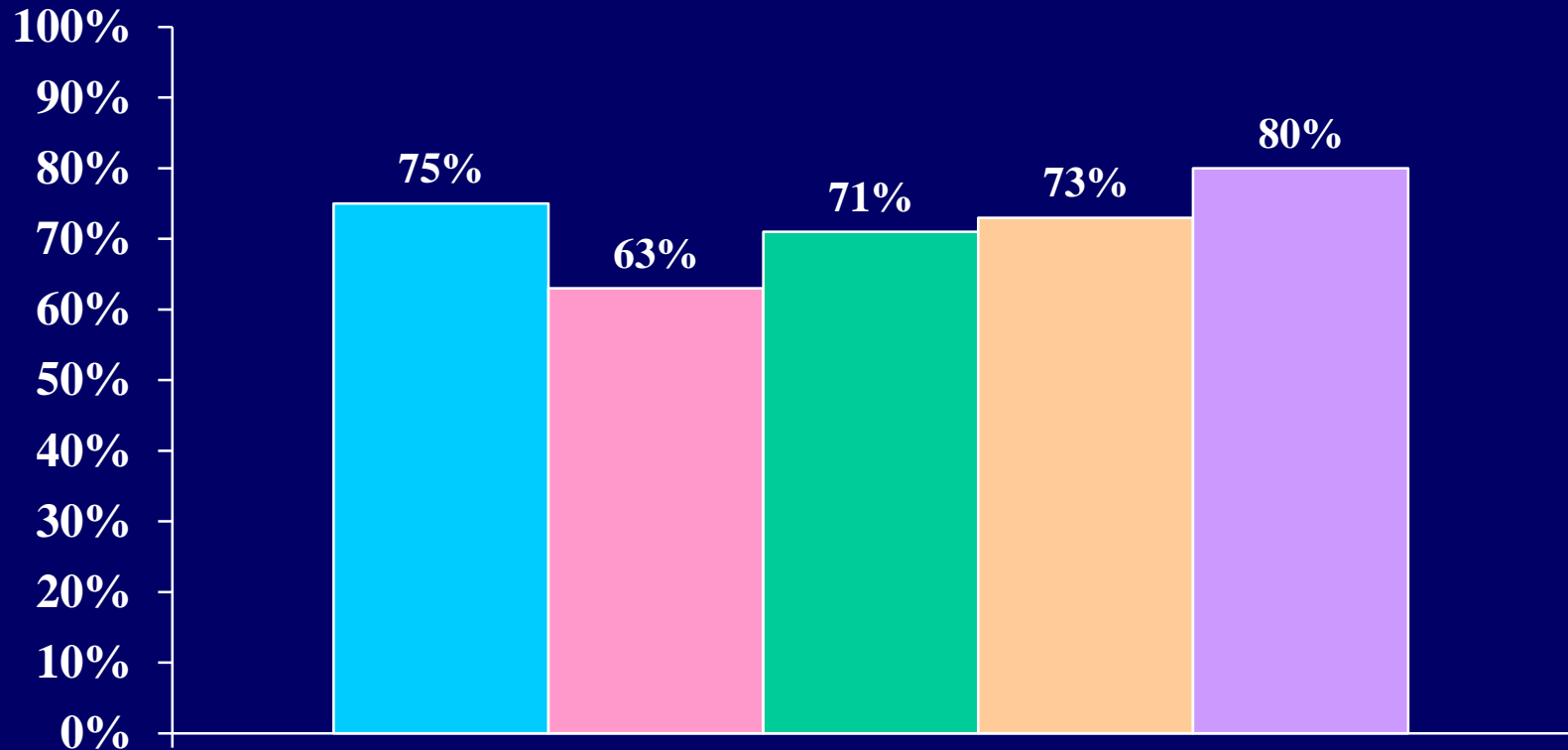
To prepare students for the workplace



Indicate how important you believe the priority below is at your college.

Percent of faculty who rated “highest priority” or “high priority”

Prepare students for the workplace



 Berea

 Benchmark
Institutions

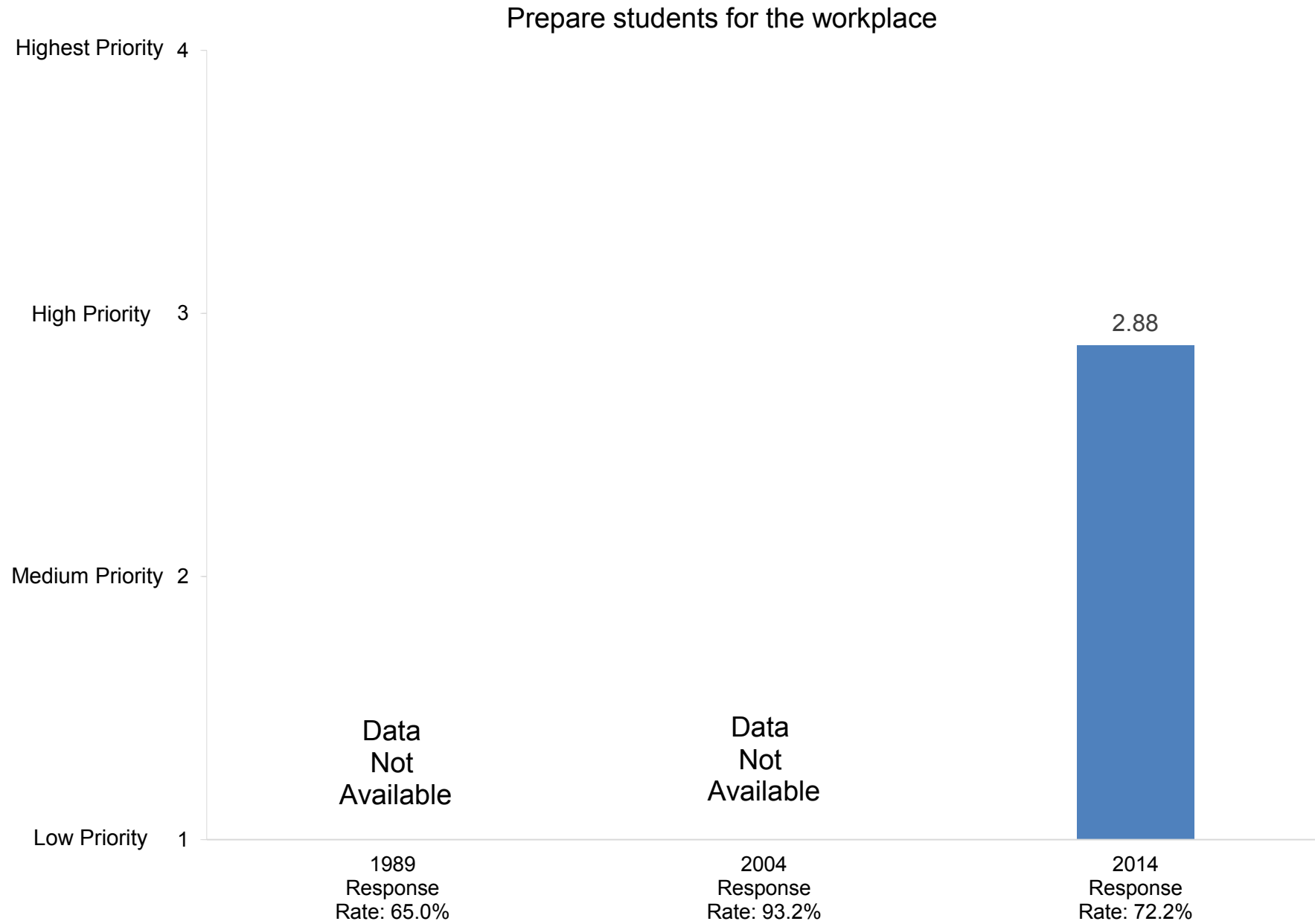
 Non-Sectarian –
High Selectivity

 4-Year
Private

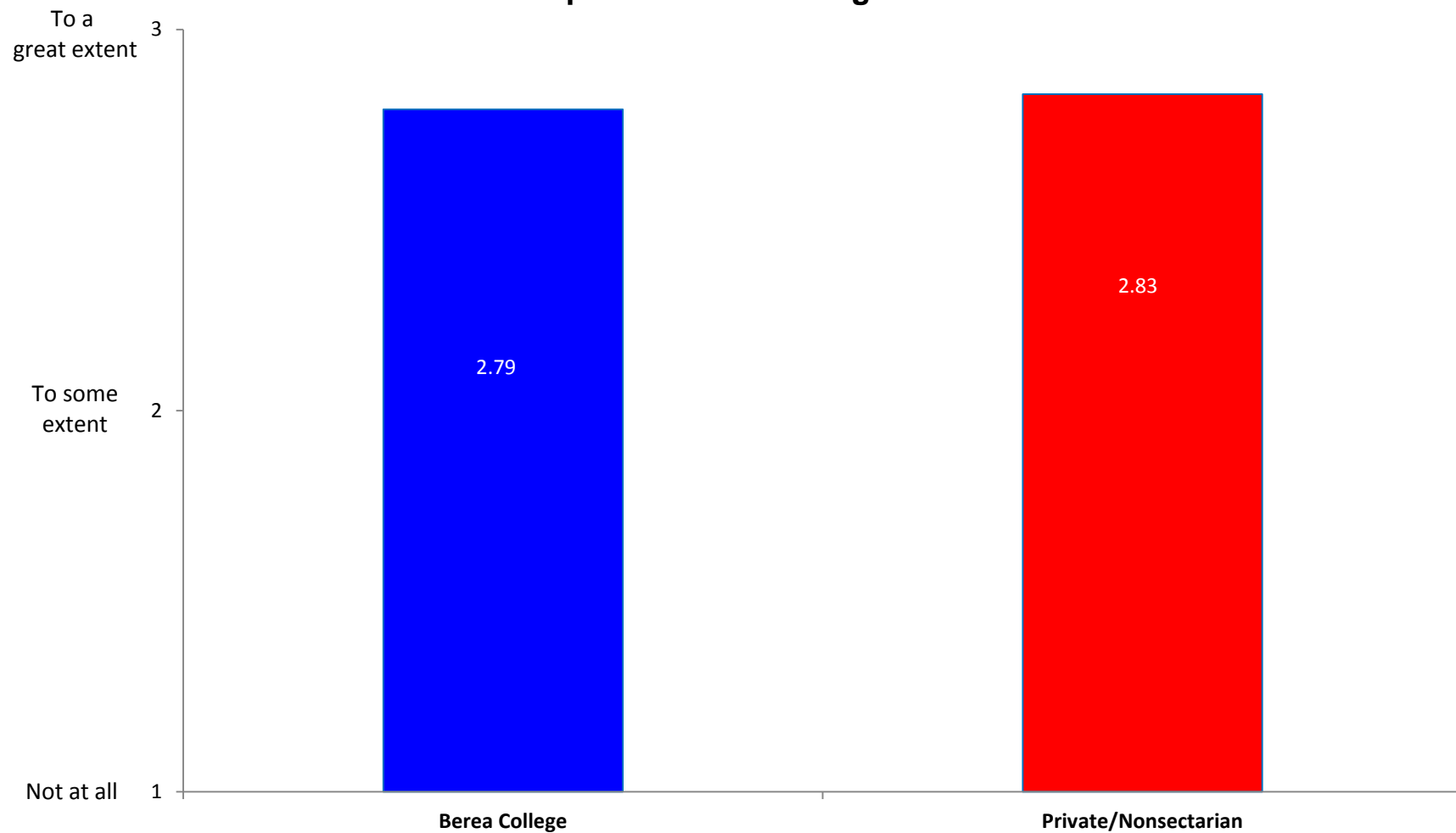
 Publics

Higher Education Research Institute (HERI) Faculty Survey

Indicate how important you believe each priority listed below is at your college or university.

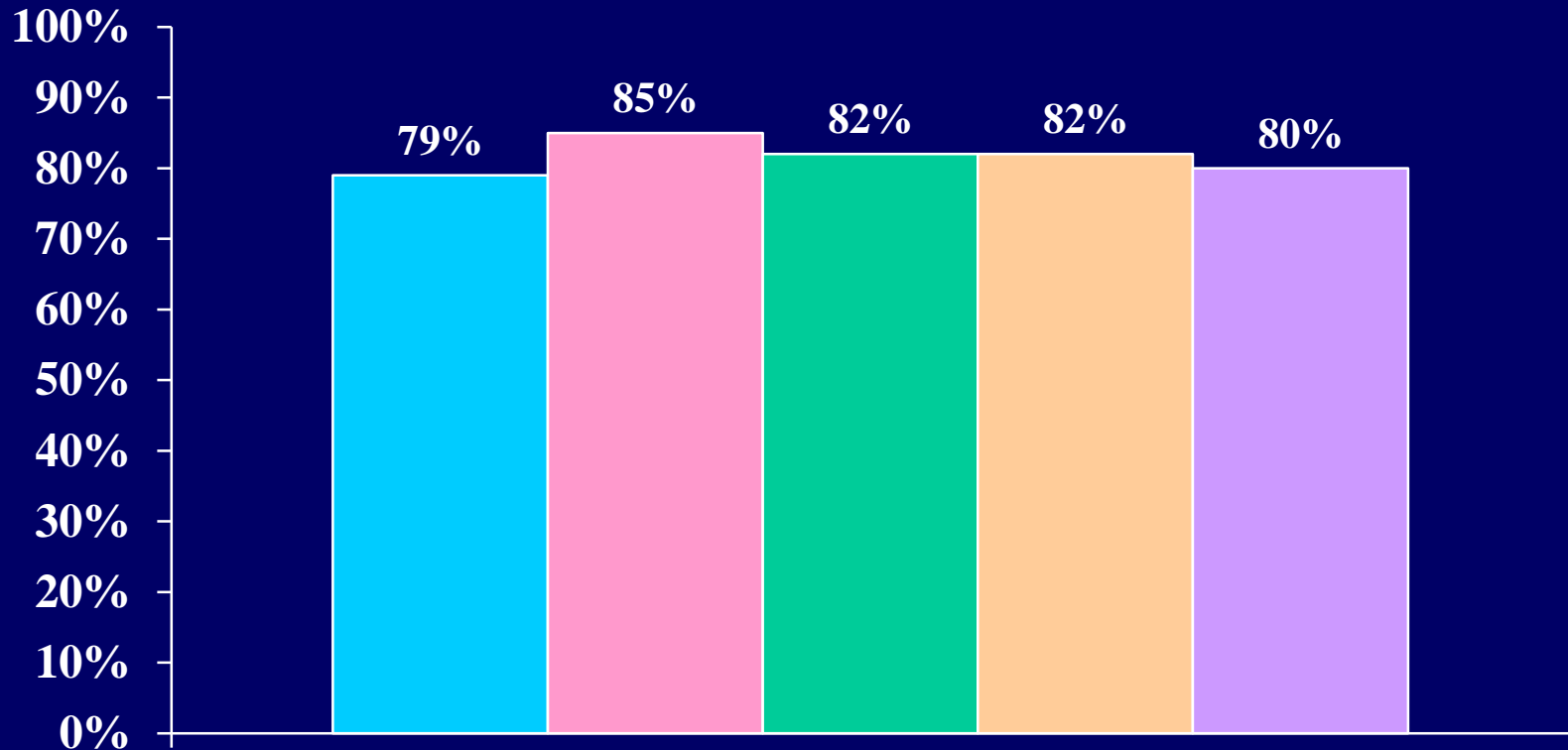


Structure your courses so that students master a conceptual understanding of course content



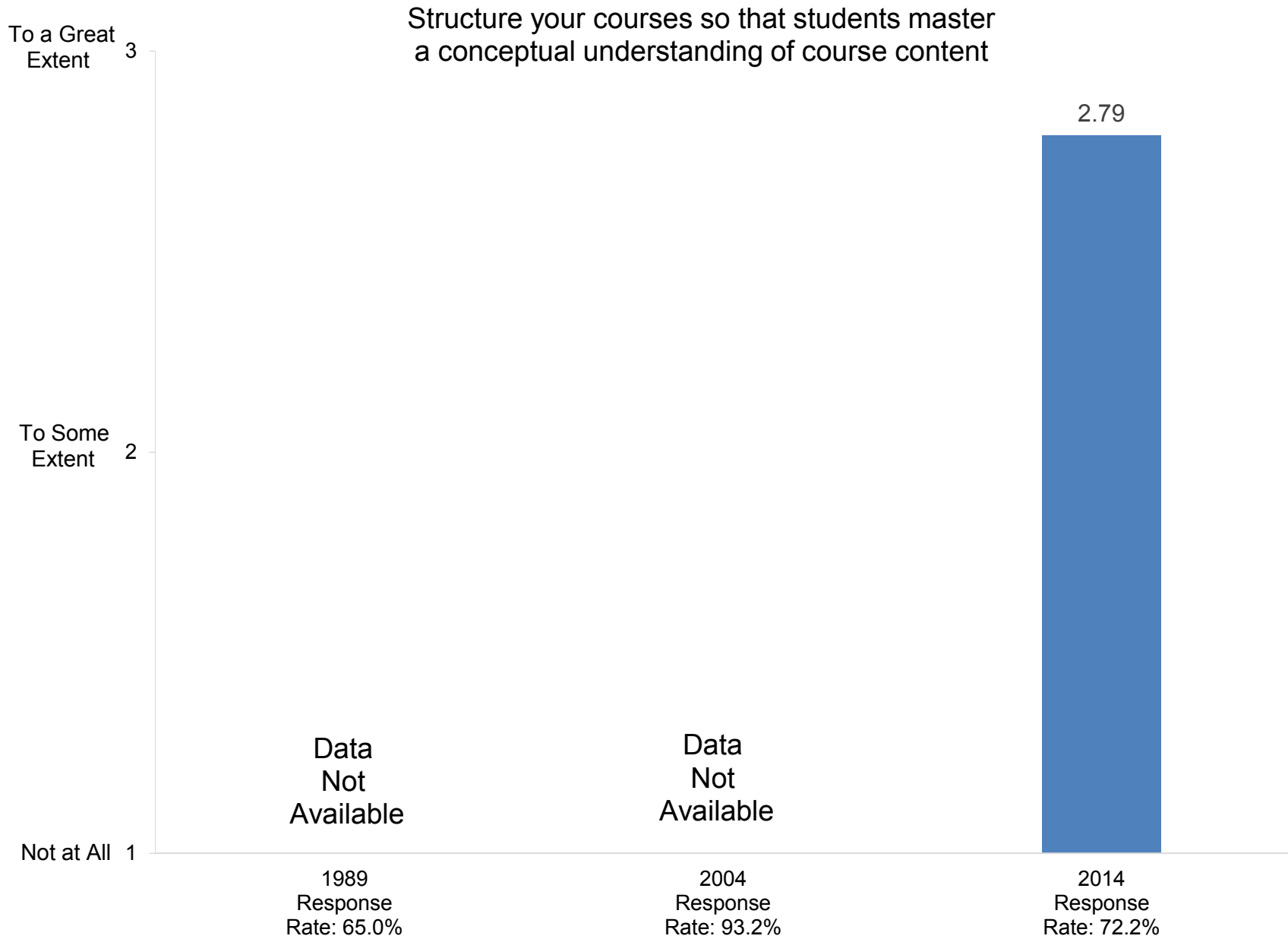
Please indicate the extent to which you:
Percent of faculty who indicated “To a Great Extent”

Structure your courses so that students master a conceptual understanding of course content

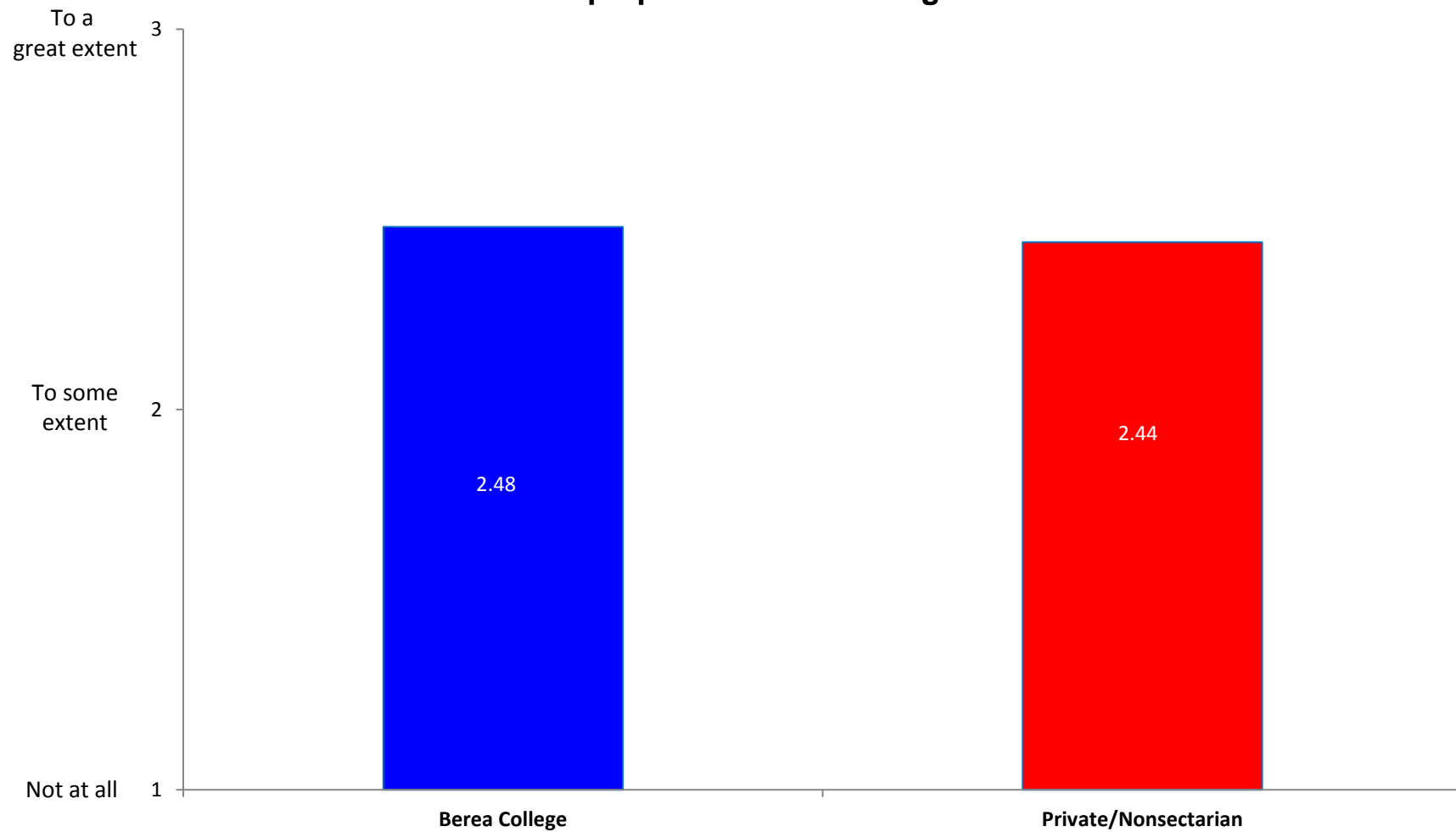


Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:

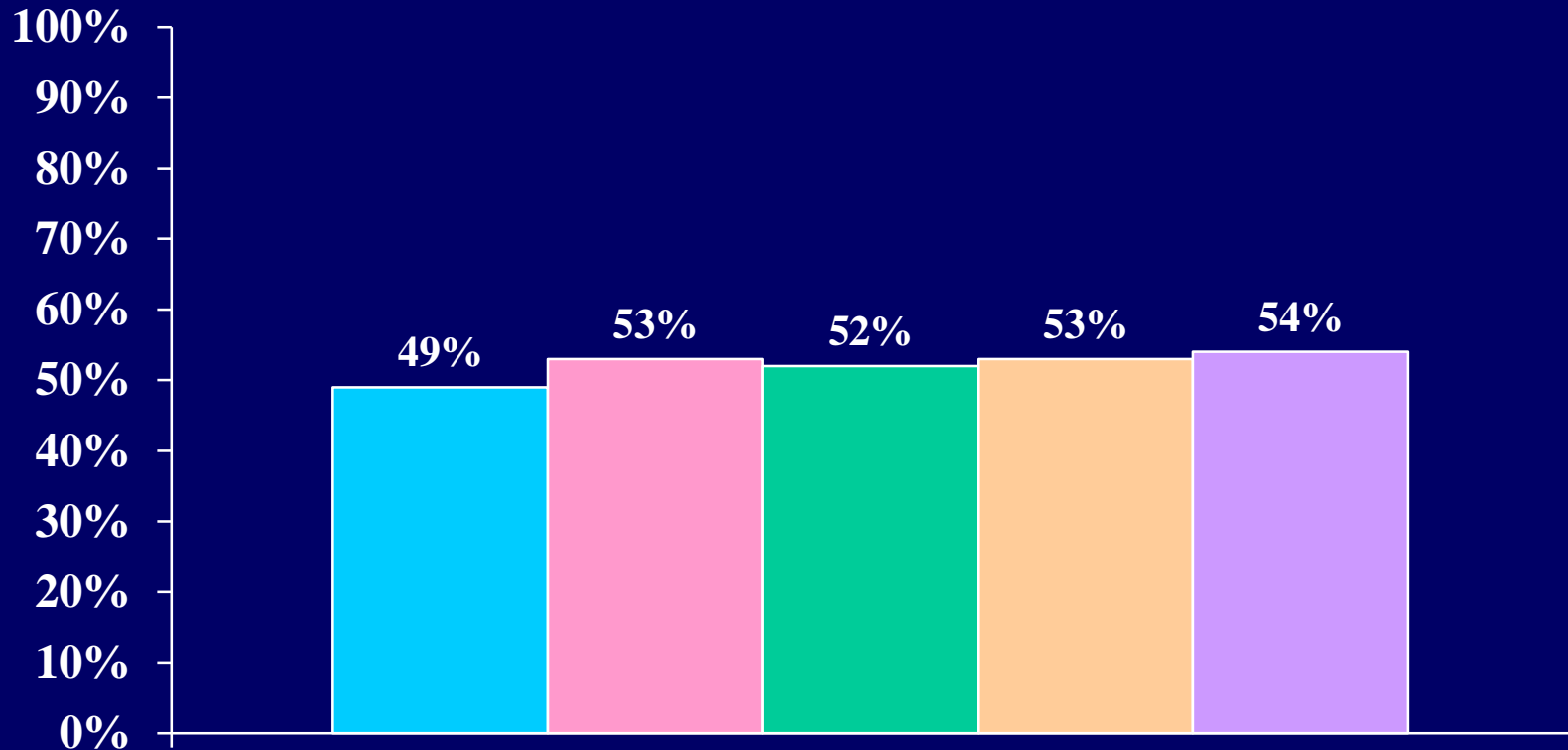


Structure your courses so that students develop study skills that prepare them for college level work



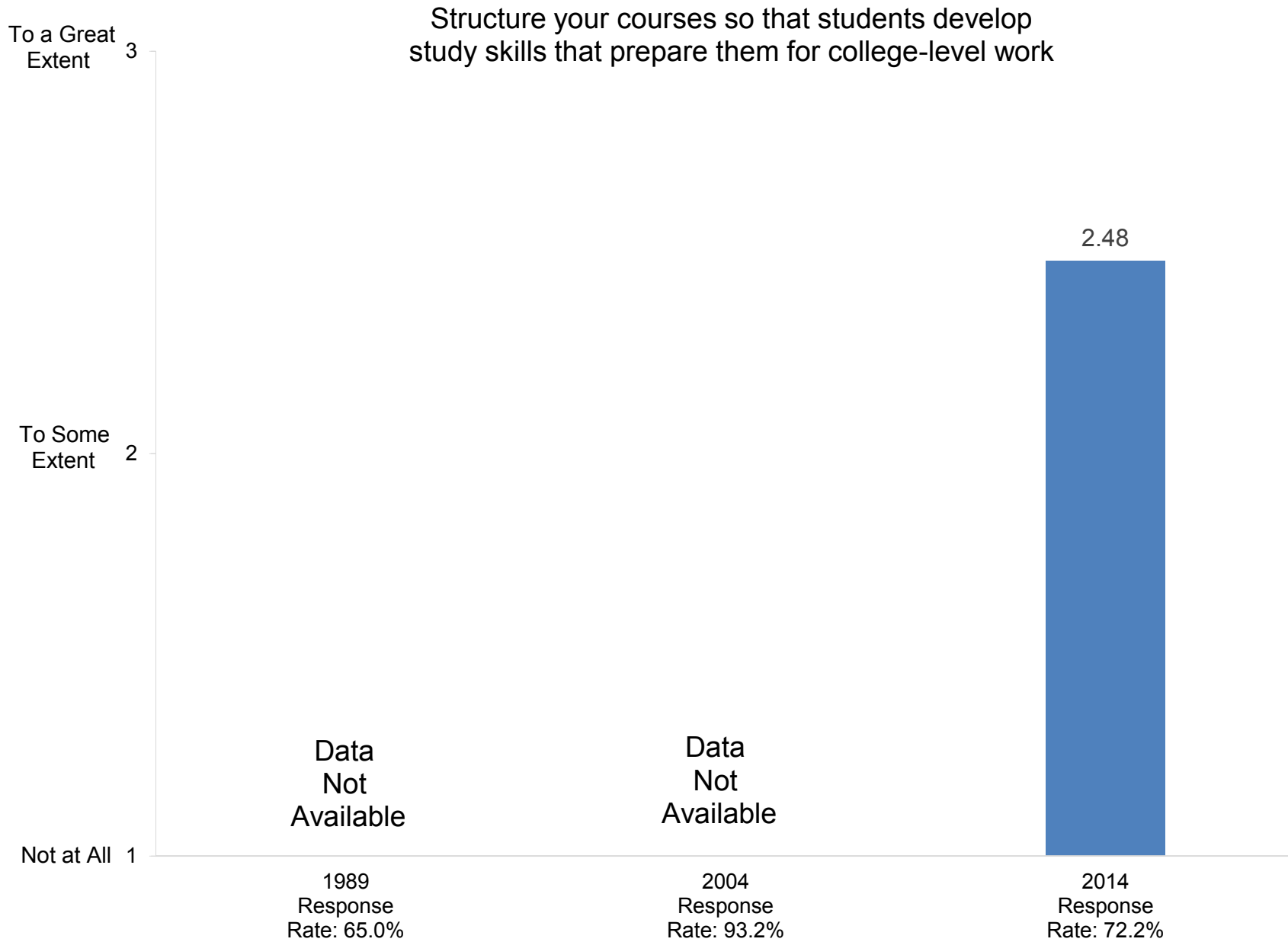
Please indicate the extent to which you:
Percent of faculty who indicated “To a Great Extent”

Structure your courses so that students develop study skills that prepare them for college-level work

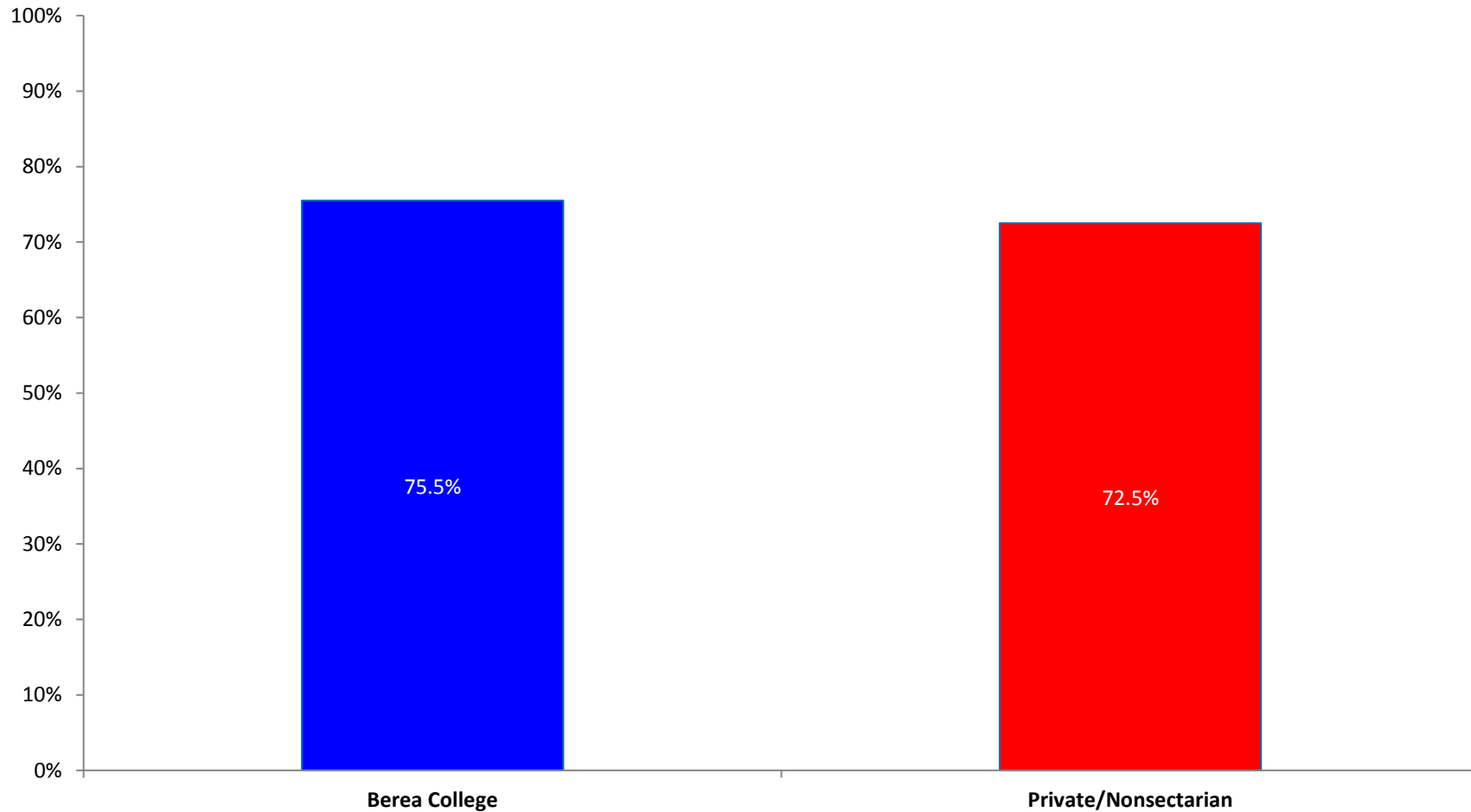


Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:

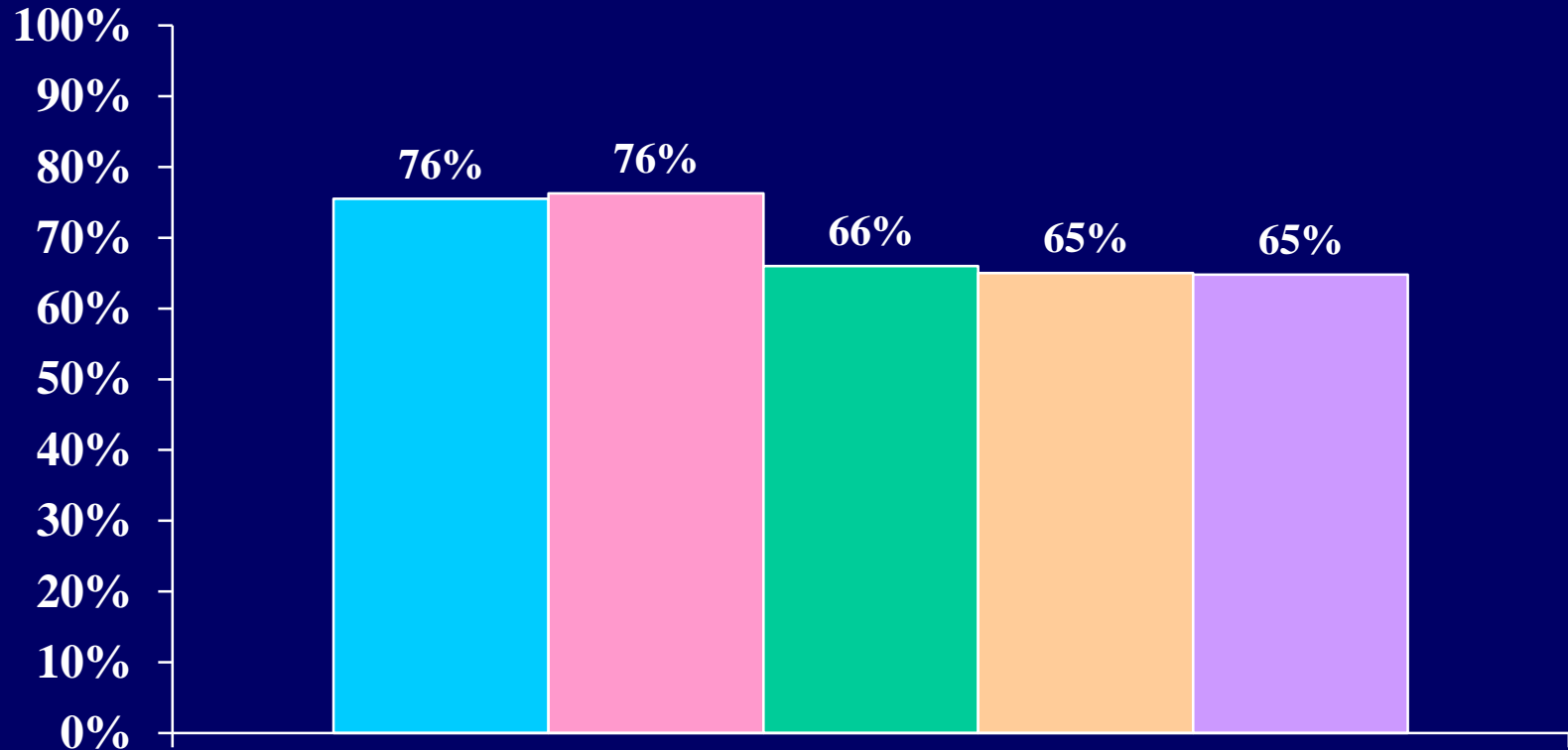


Engaged in academic research that spans multiple disciplines (Percentage of faculty responding Yes)



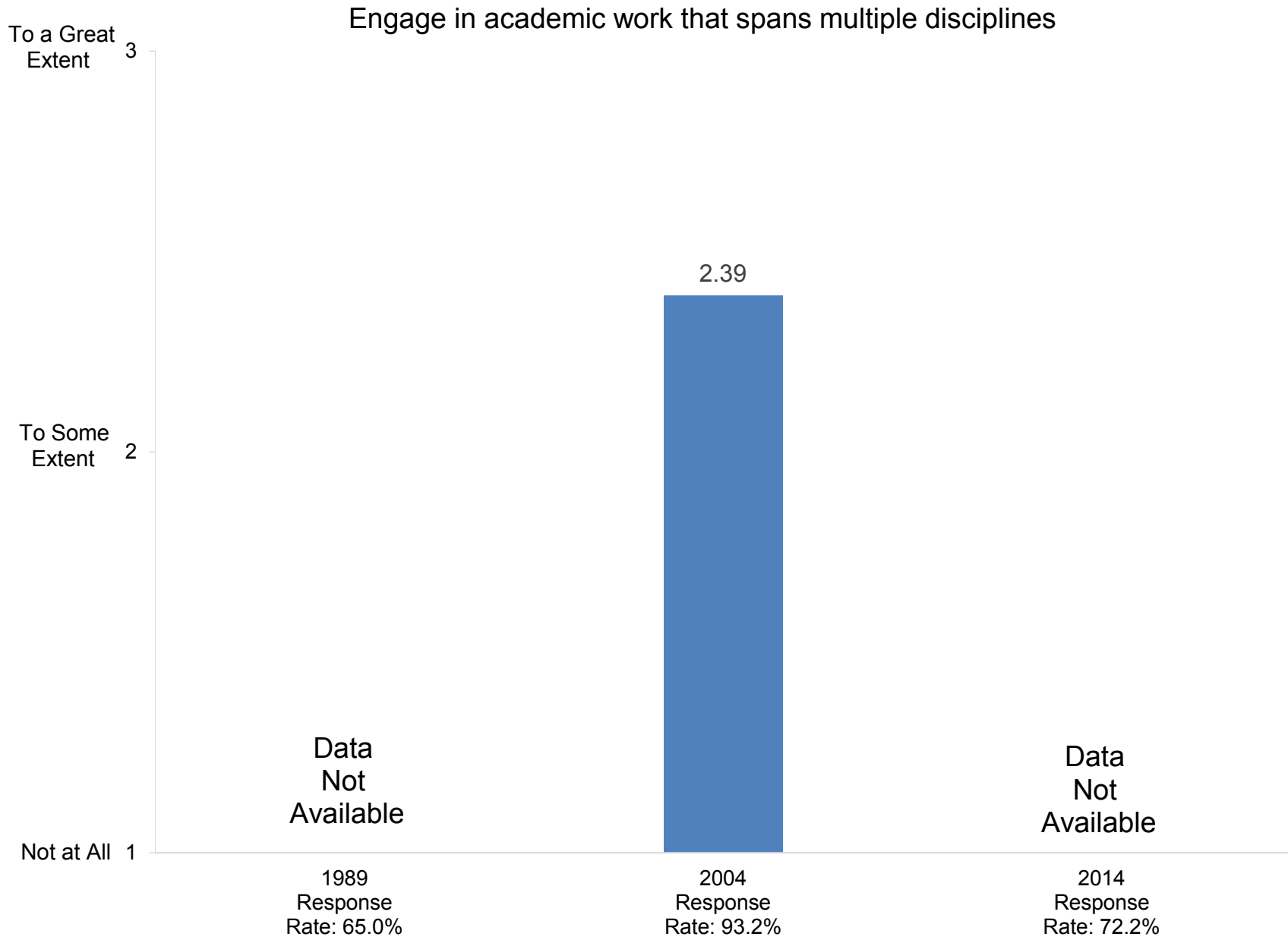
During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Engaged in academic research that spans multiple disciplines



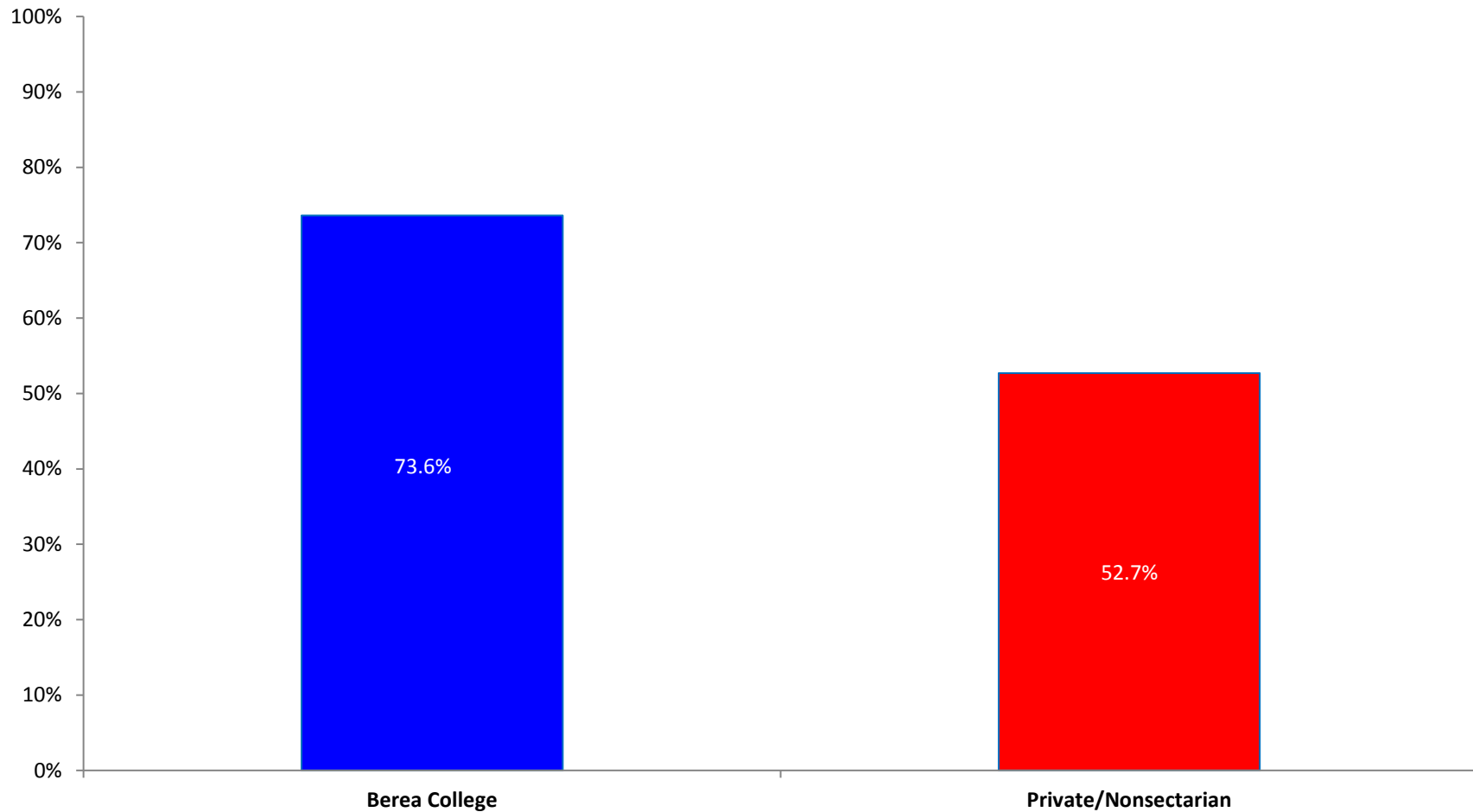
Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:



Taught an interdisciplinary course

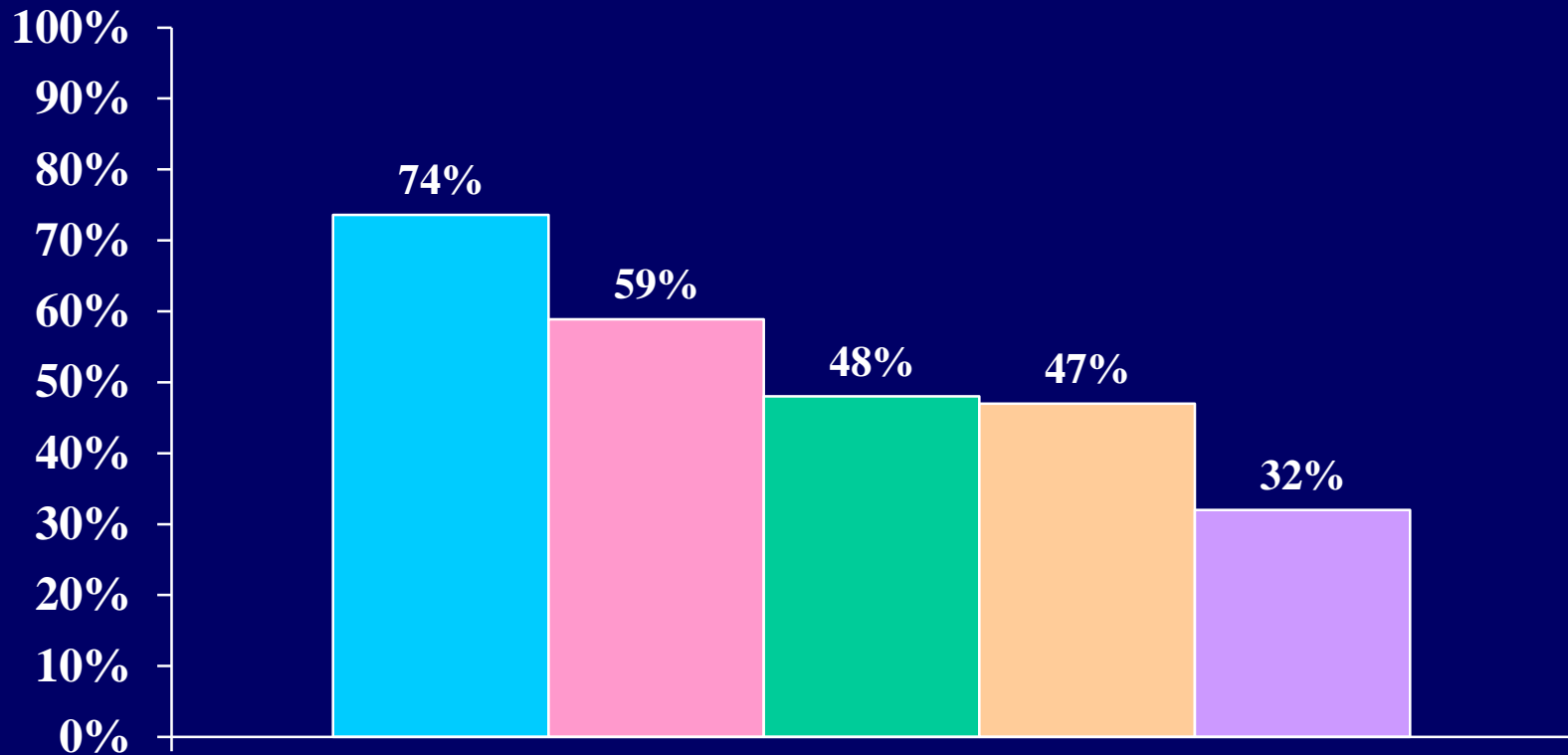
(Percentage of faculty responding Yes)



During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Taught an interdisciplinary course



 Berea

 Benchmark
Institutions

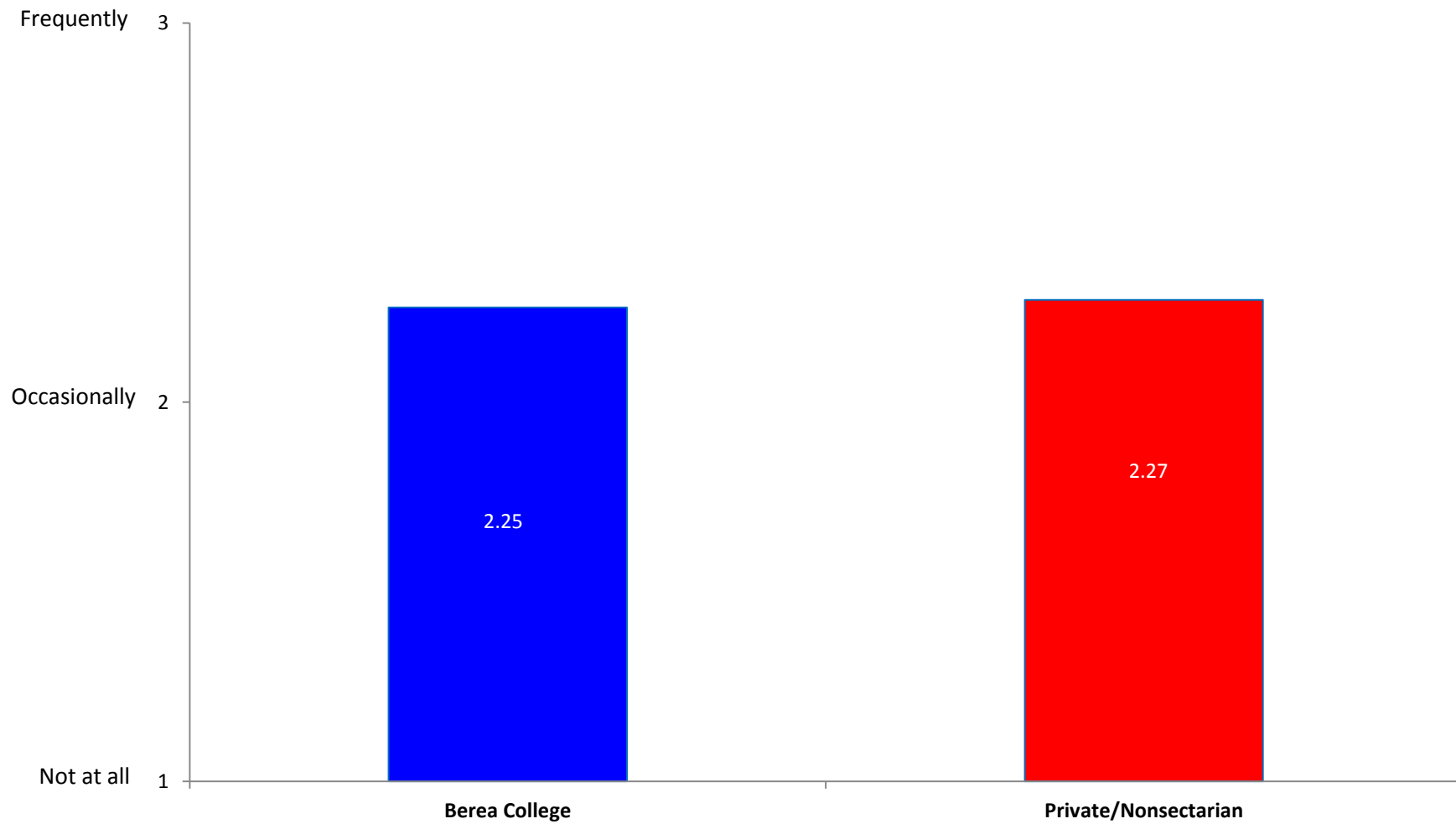
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

In your interactions with undergraduates, how often do you encourage them to:

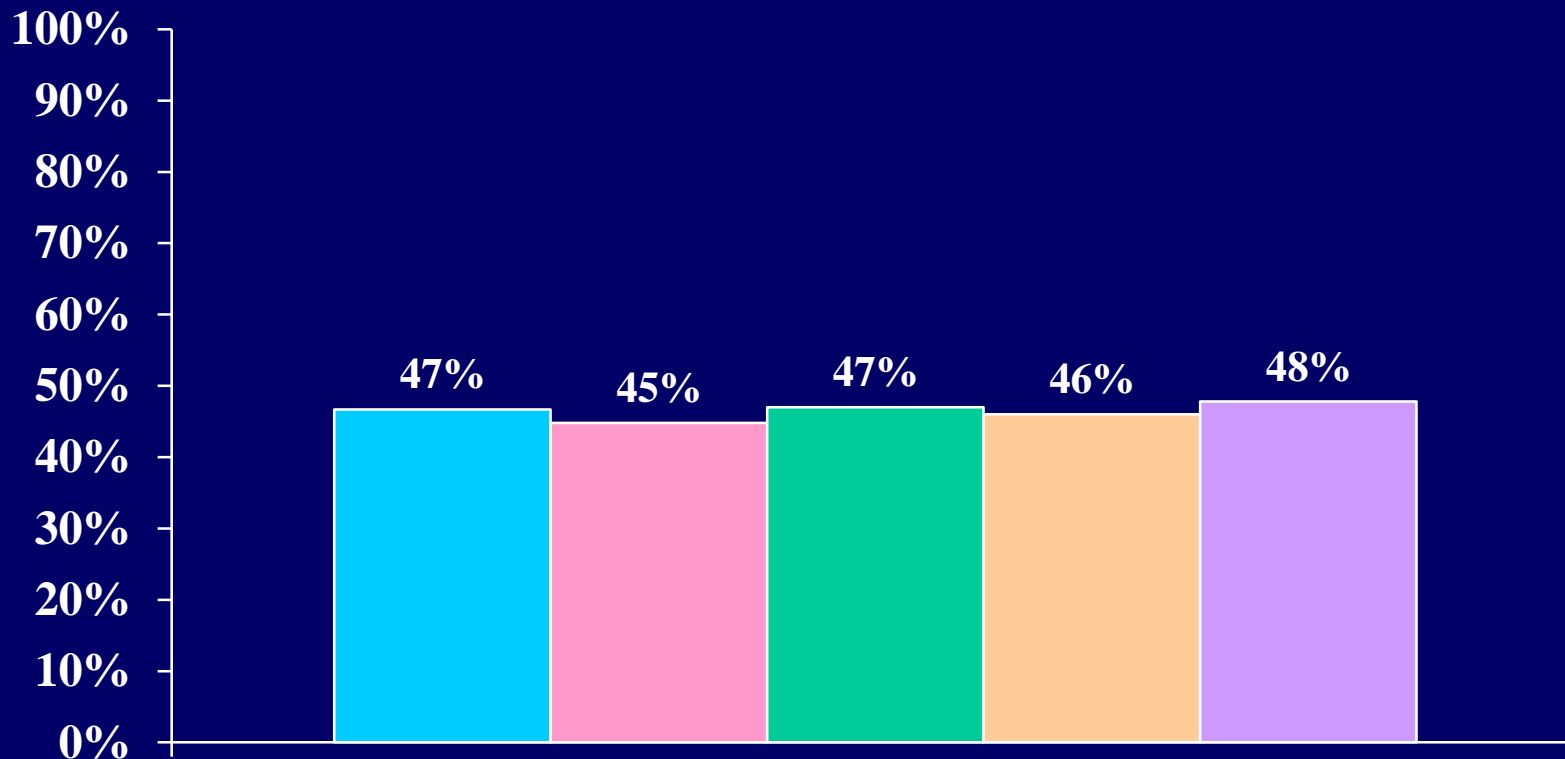
Look up scientific research articles and resources



In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?

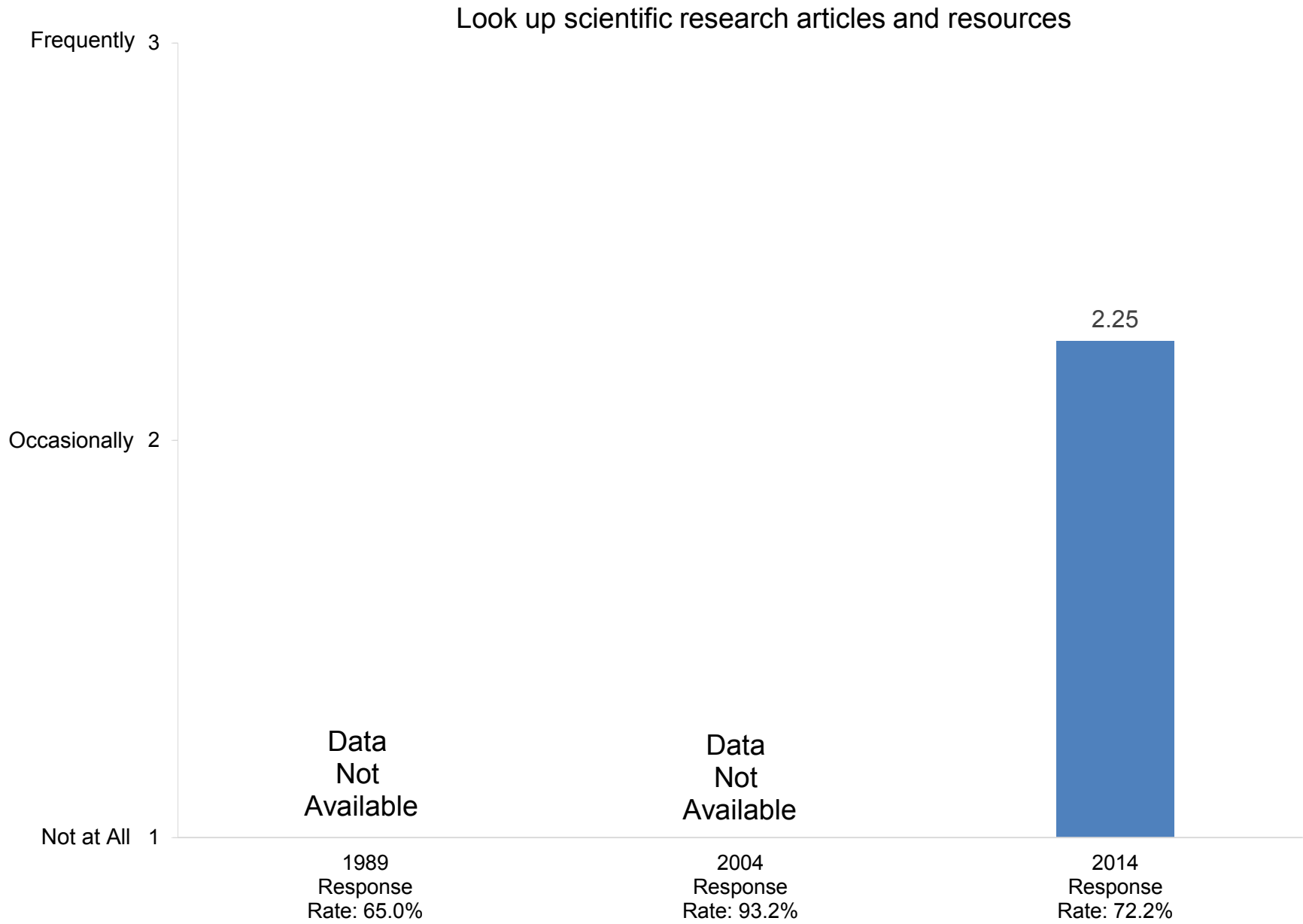
Percent of faculty who indicated “frequently”

Look up scientific research articles and resources



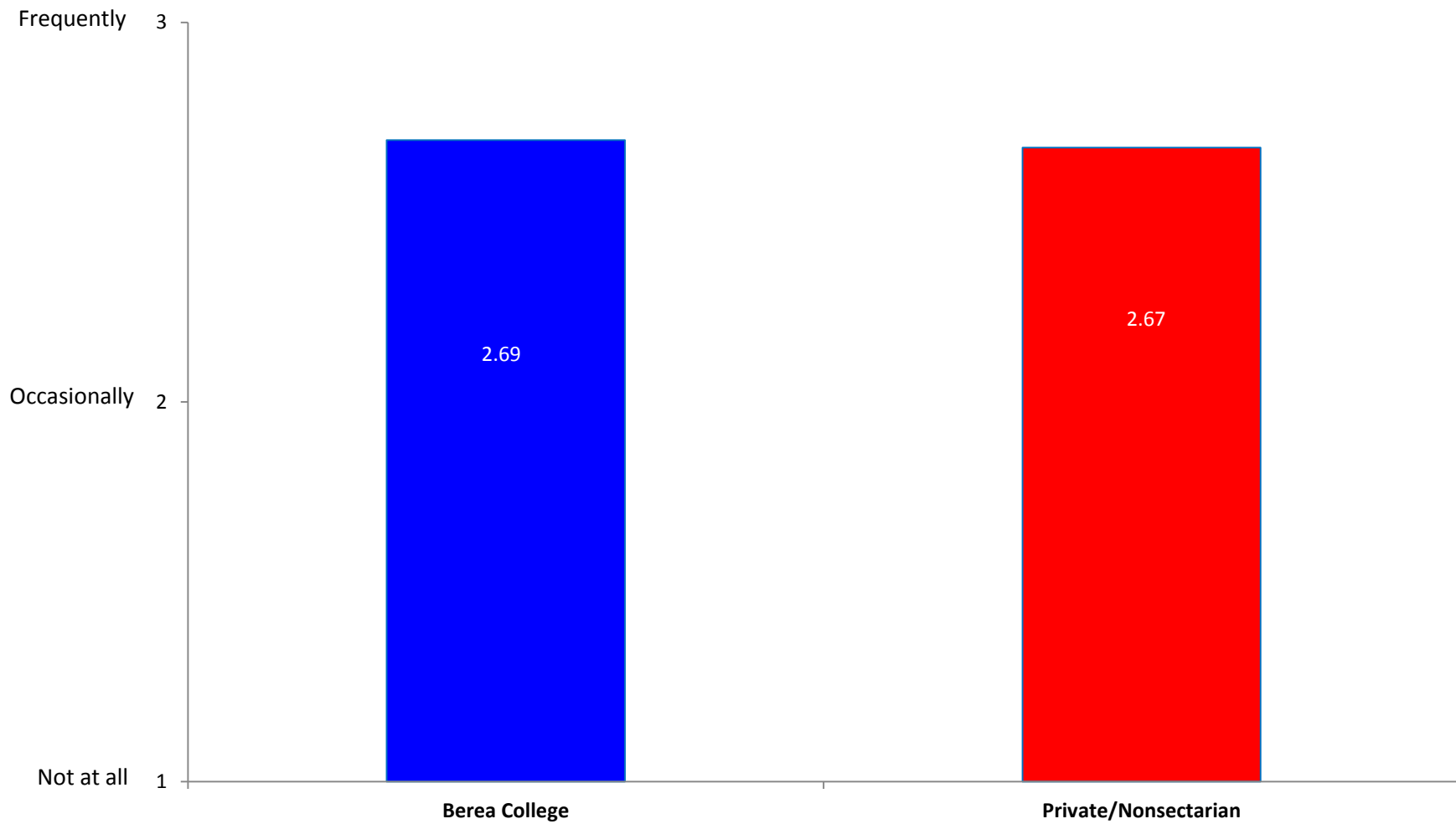
Higher Education Research Institute (HERI) Faculty Survey

In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?



In your interactions with undergraduates, how often do you encourage them to:

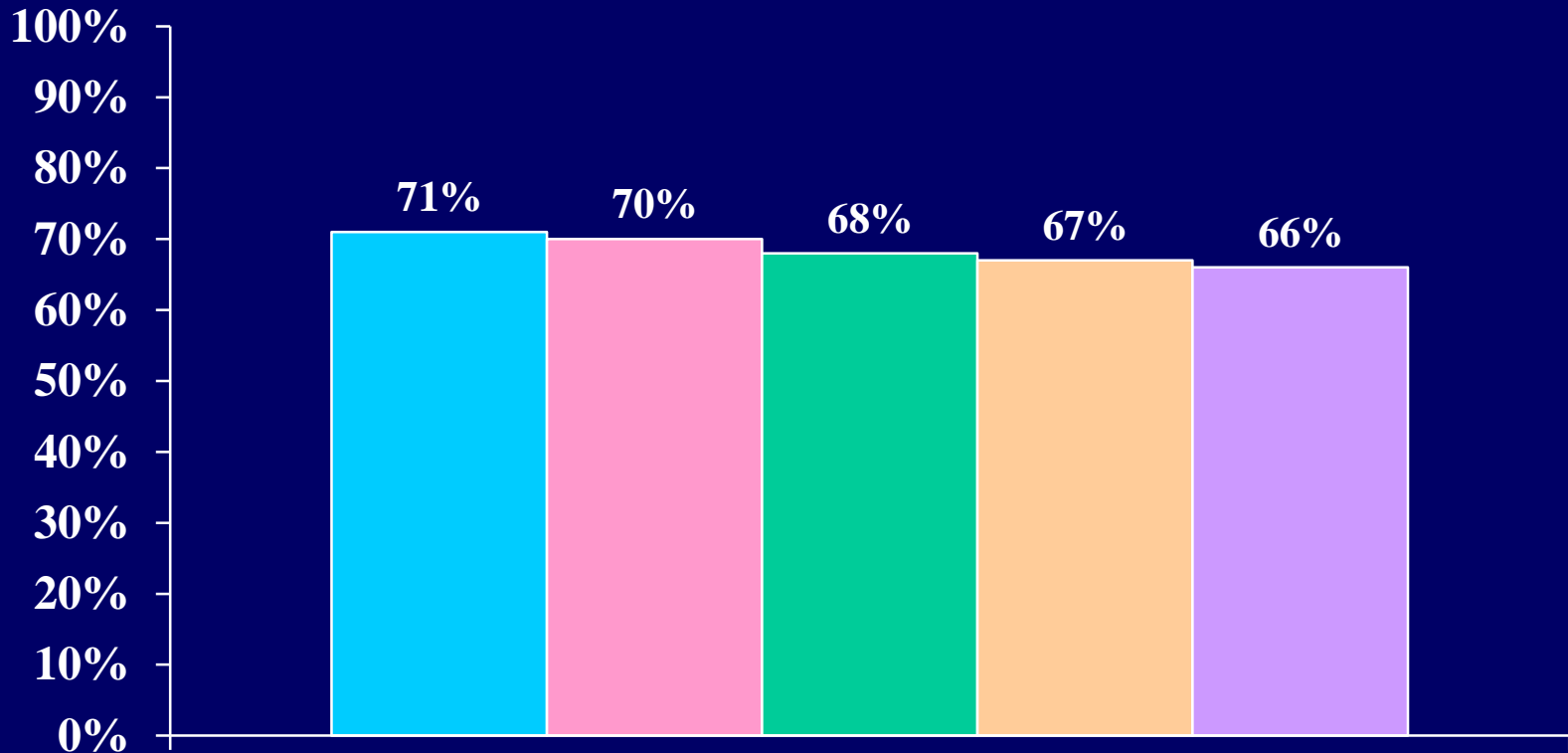
Integrate skills and knowledge from different sources and experiences



In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?

Percent of faculty who indicated “frequently”

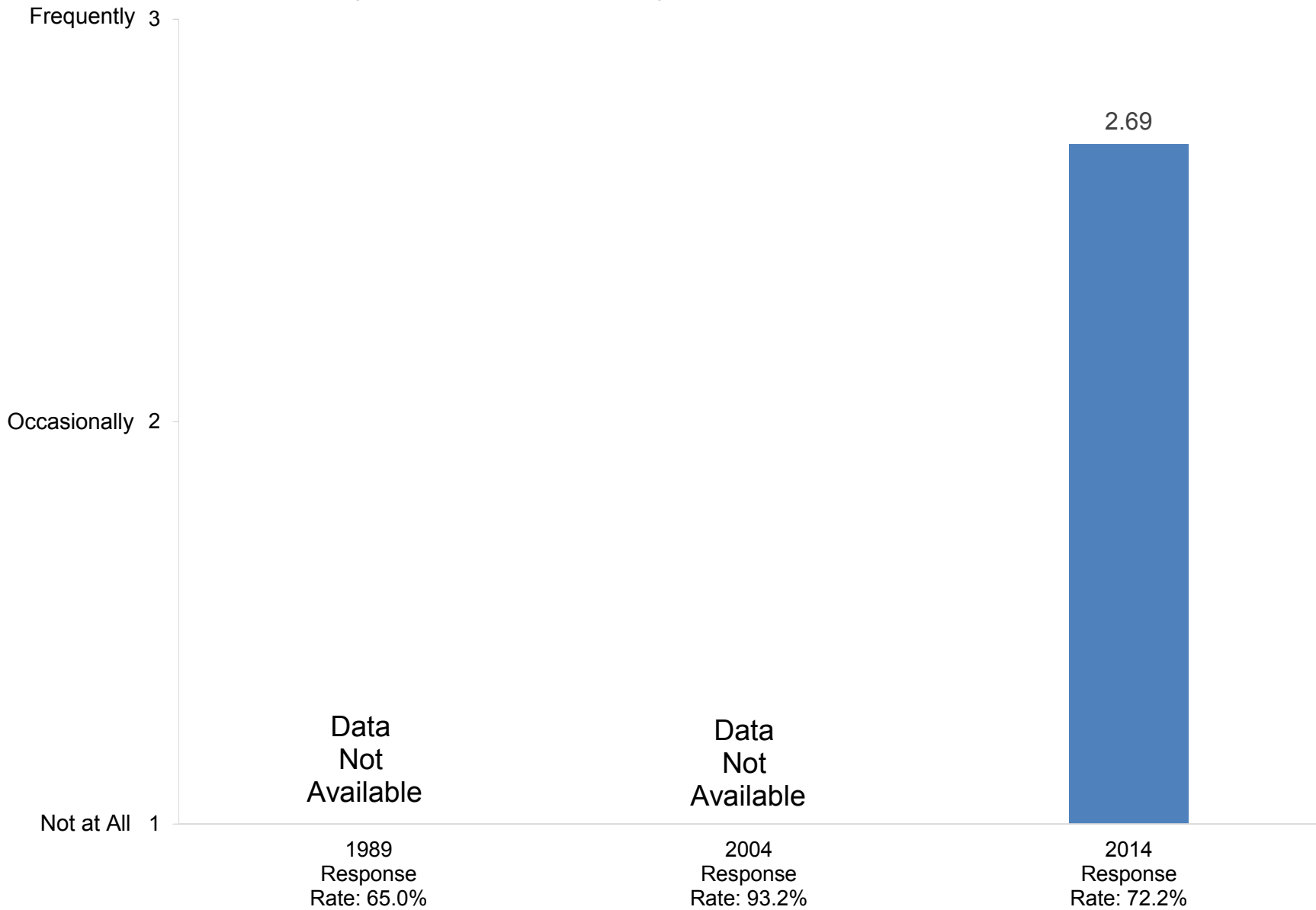
Integrate skills and knowledge from different sources and experiences



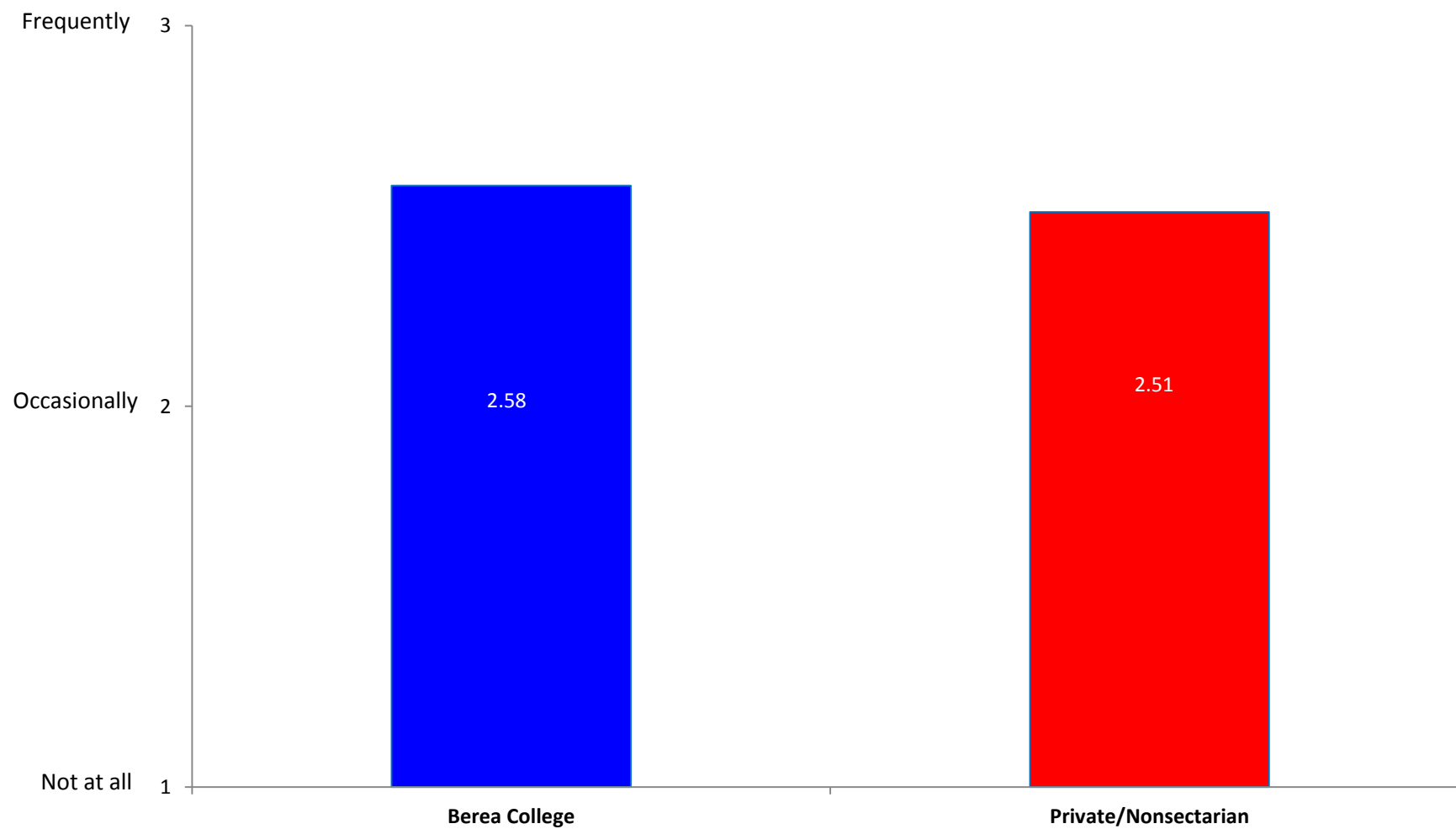
Higher Education Research Institute (HERI) Faculty Survey

In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?

Integrate skills and knowledge from different sources and experiences

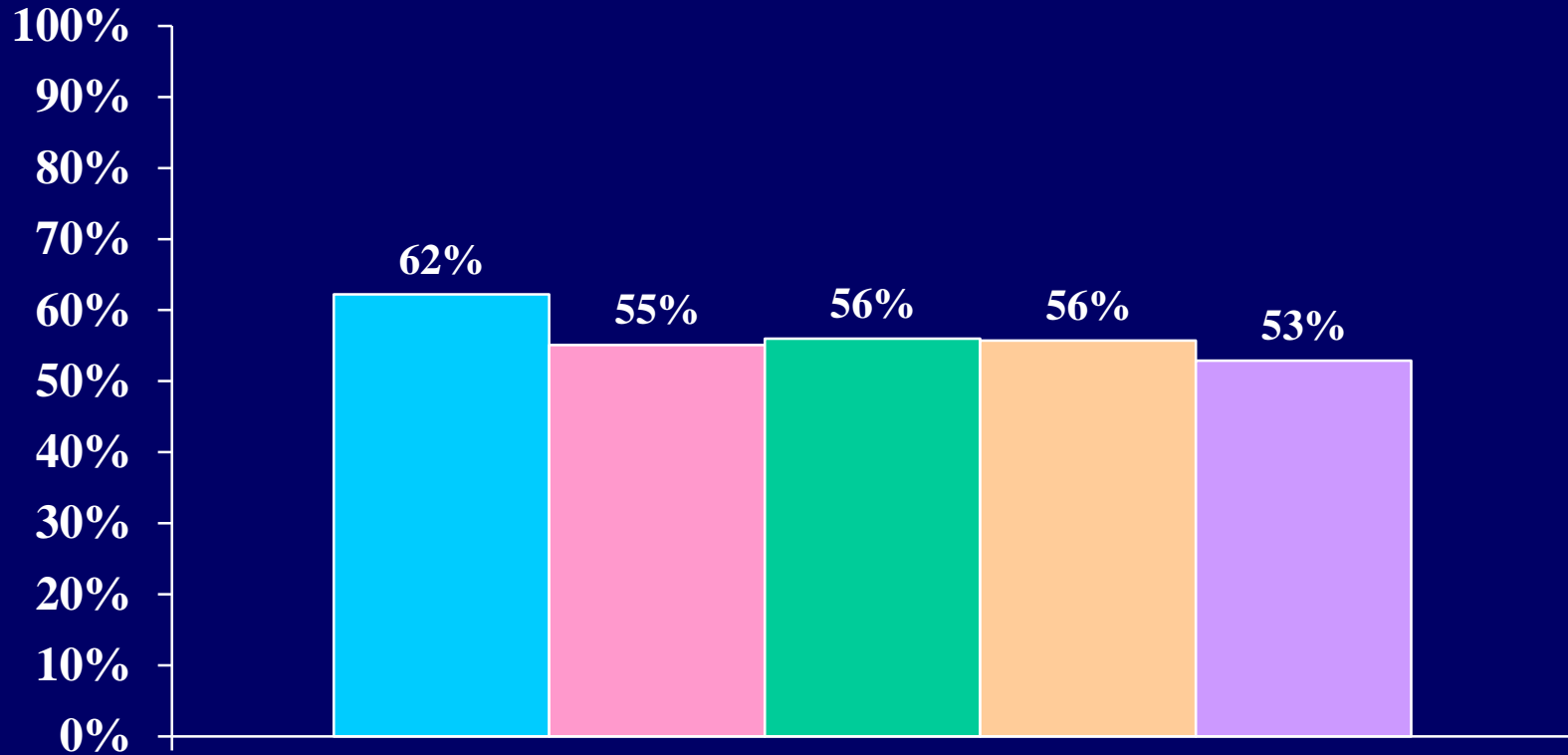


Use different points of view to make an argument



How often in the past year have you encouraged students to:
Percent of faculty who indicated “frequently”

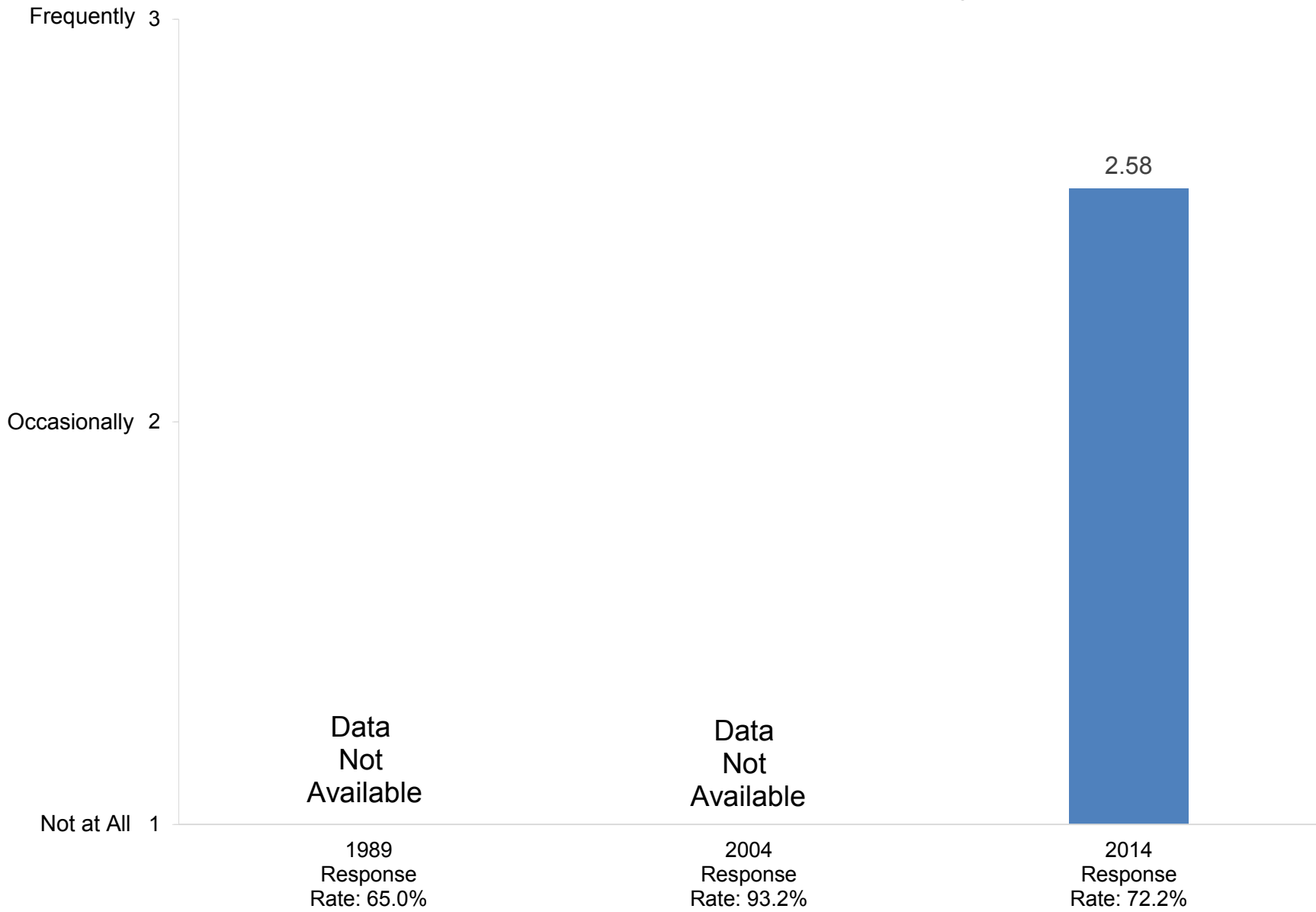
Use different points of view to make an argument



Higher Education Research Institute (HERI) Faculty Survey

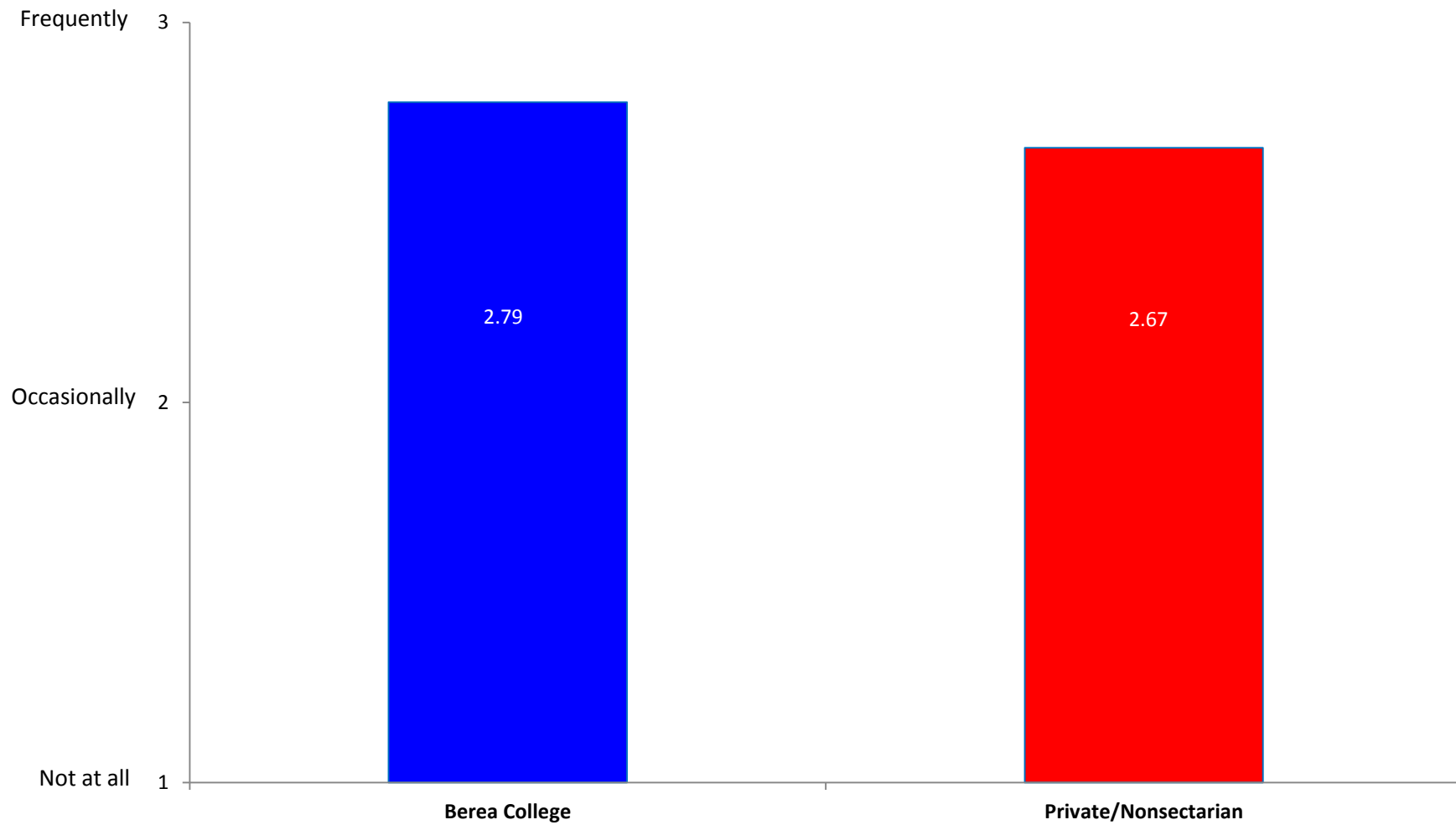
How often in the past year have you encouraged students to:

Use different points of view to make an argument



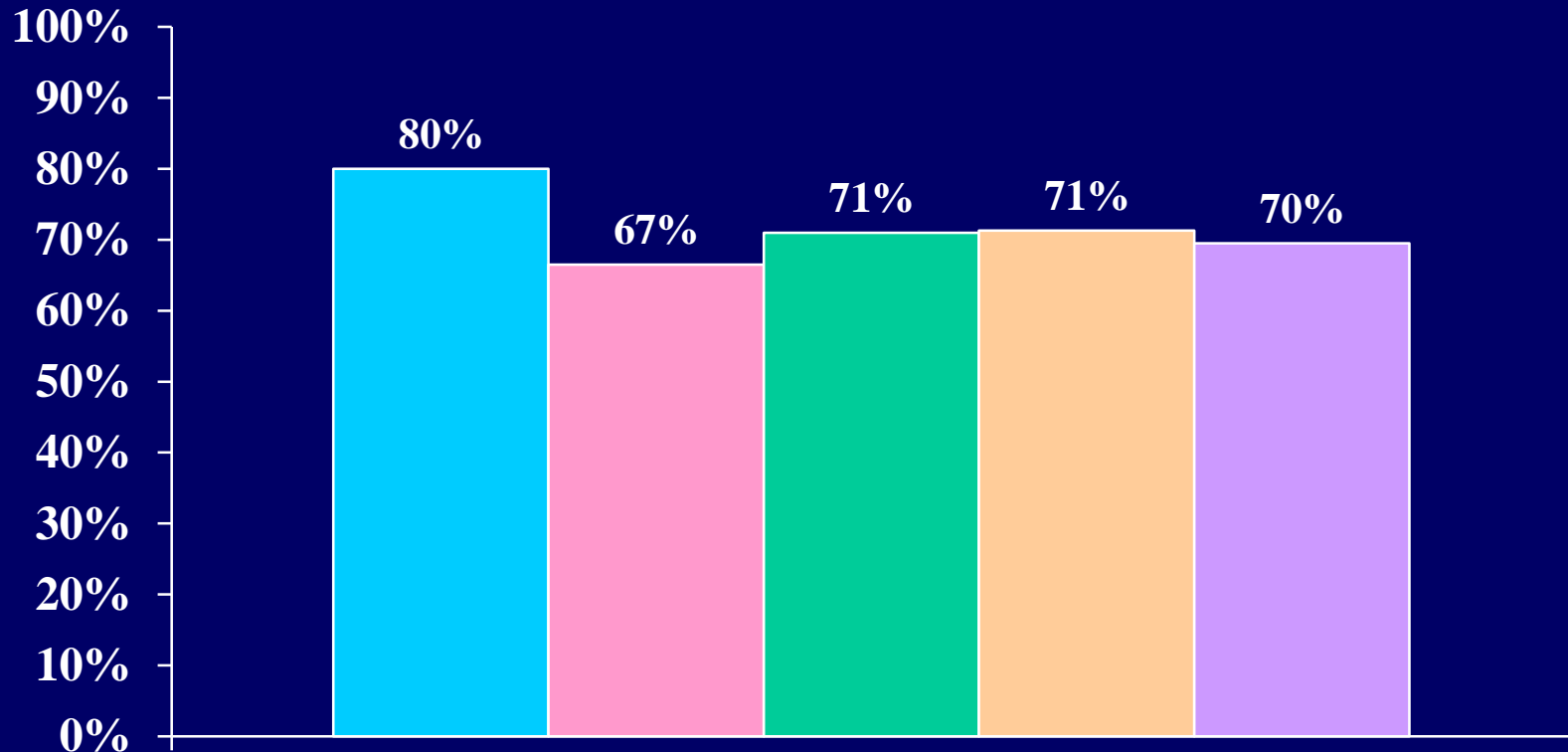
How often in the past year have you encouraged students to:

Make connections between ideas from different courses



How often in the past year have you encouraged students to:
Percent of faculty who indicated “frequently”

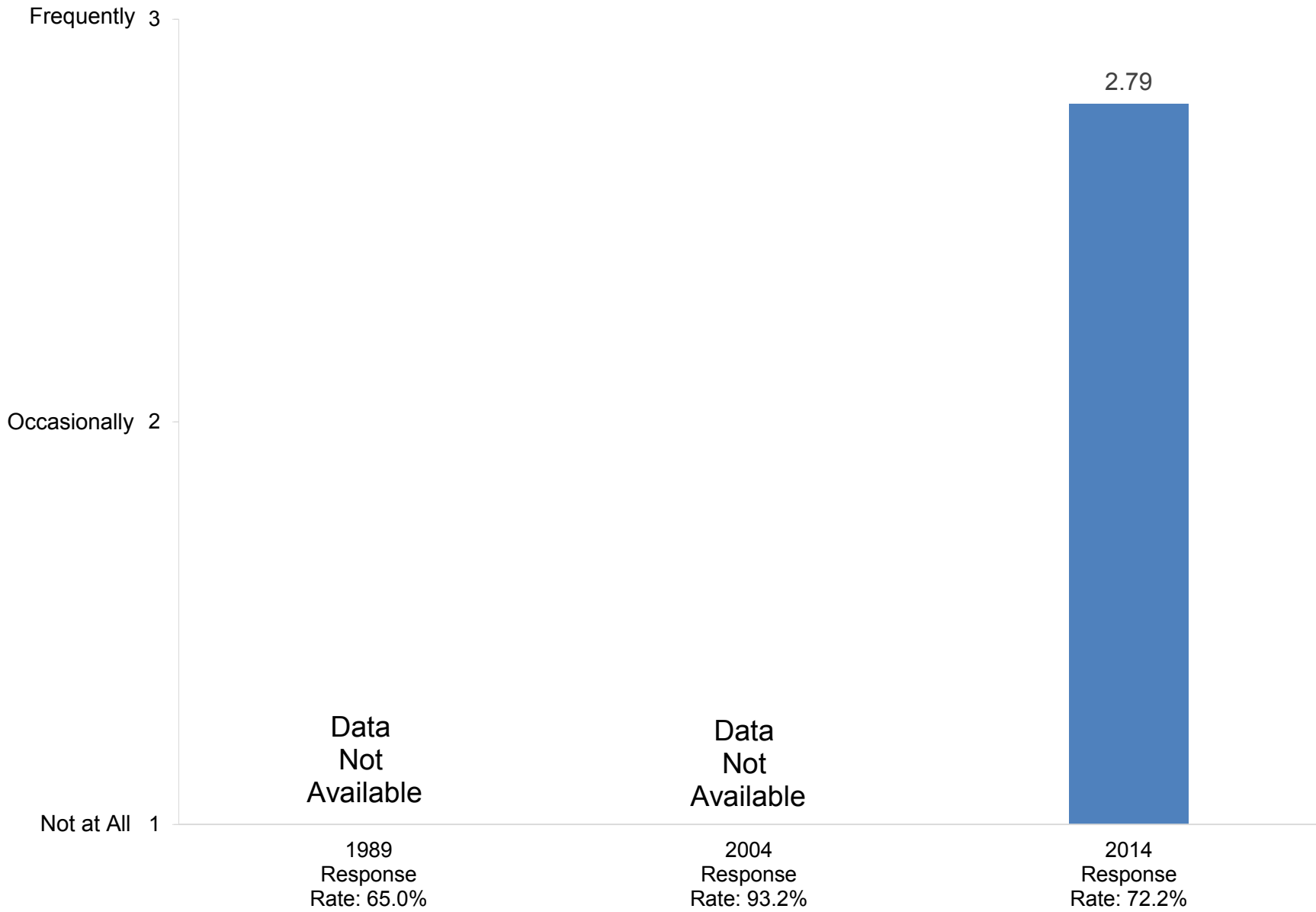
Make connections between ideas from different courses



Higher Education Research Institute (HERI) Faculty Survey

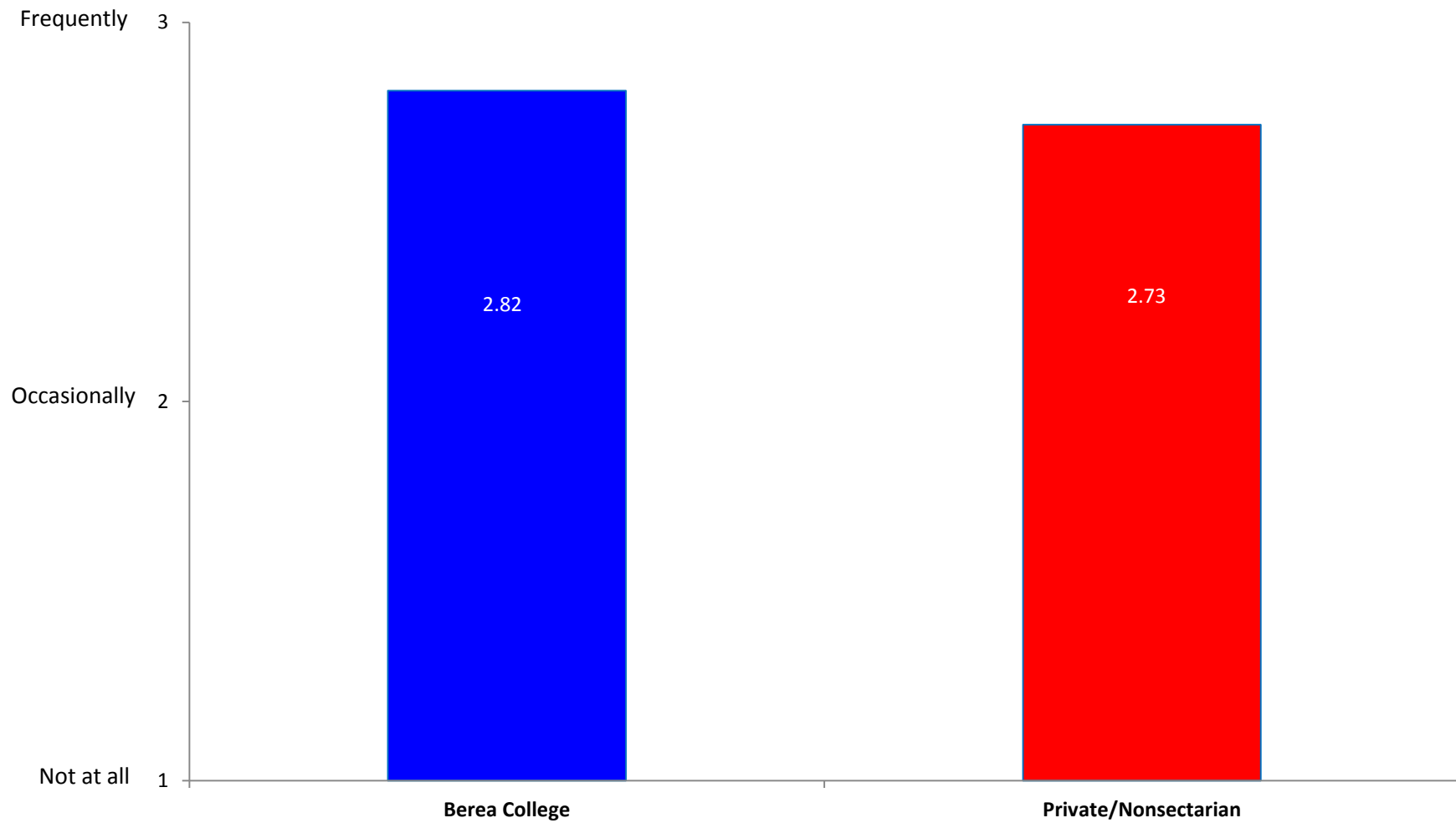
How often in the past year have you encouraged students to:

Make connections between ideas from different courses



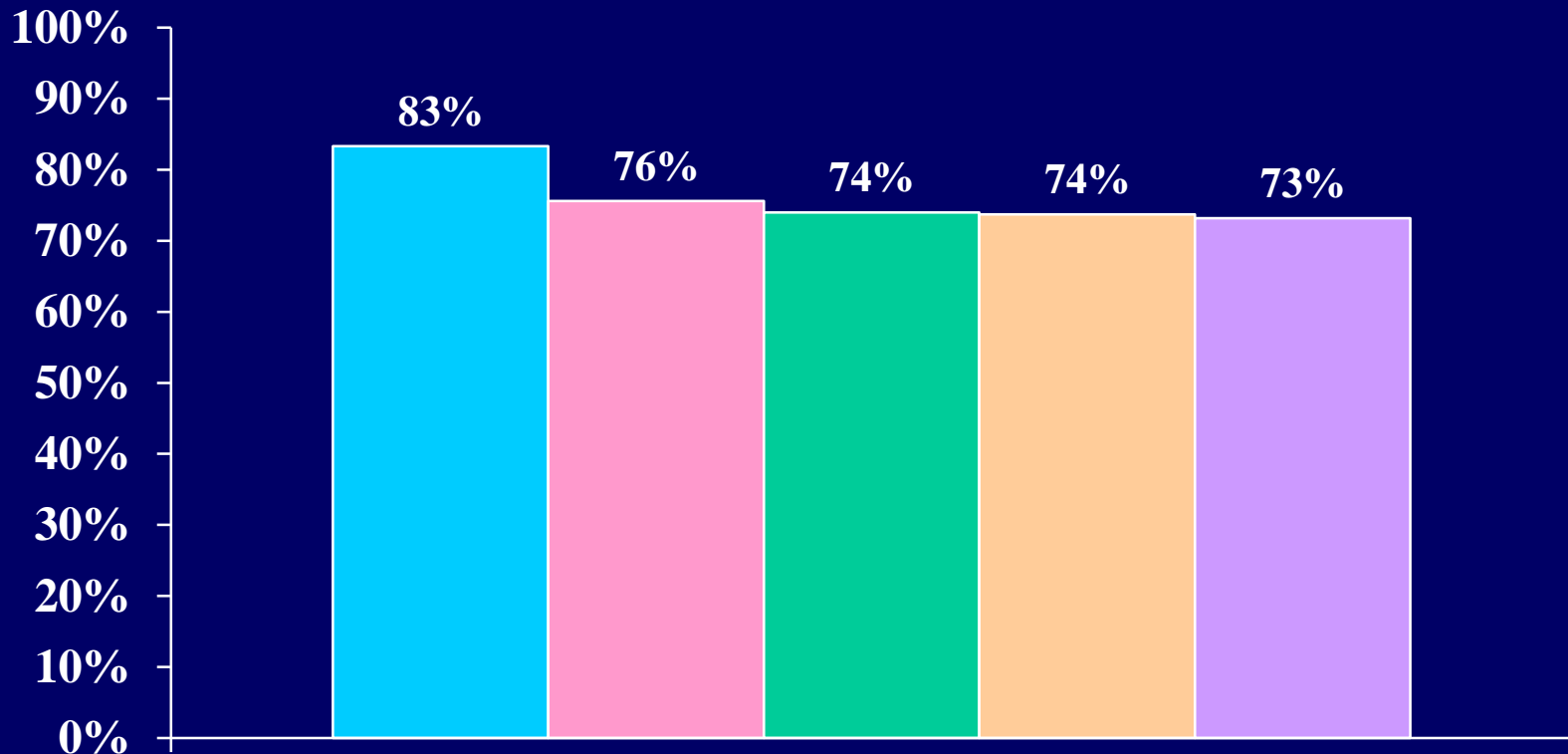
How often in the past year have you encouraged students to:

Think more broadly about an issue



How often in the past year have you encouraged students to:
Percent of faculty who indicated “frequently”

Think more broadly about an issue



Higher Education Research Institute (HERI) Faculty Survey

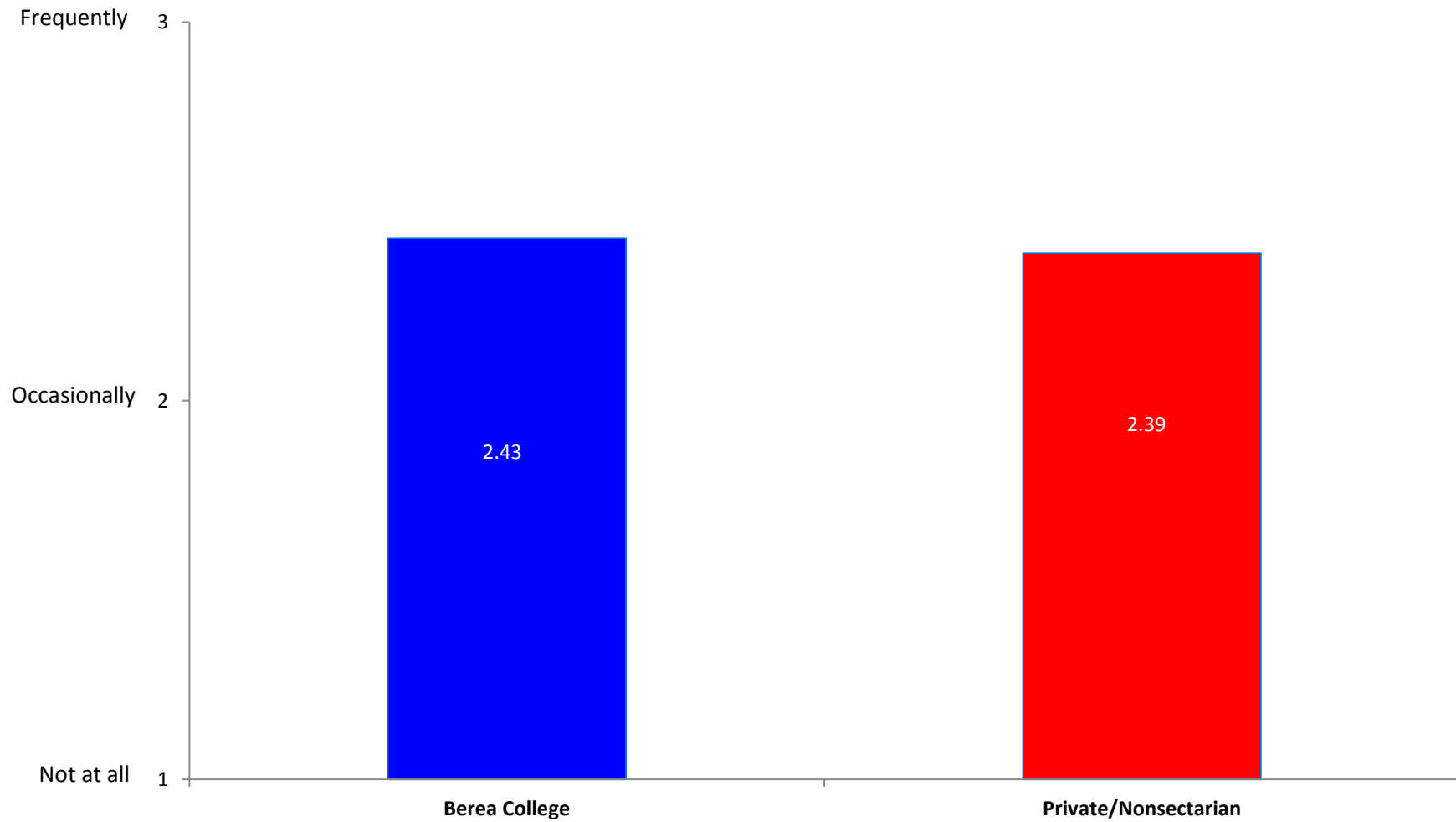
How often in the past year have you encouraged students to:

Think more broadly about an issue



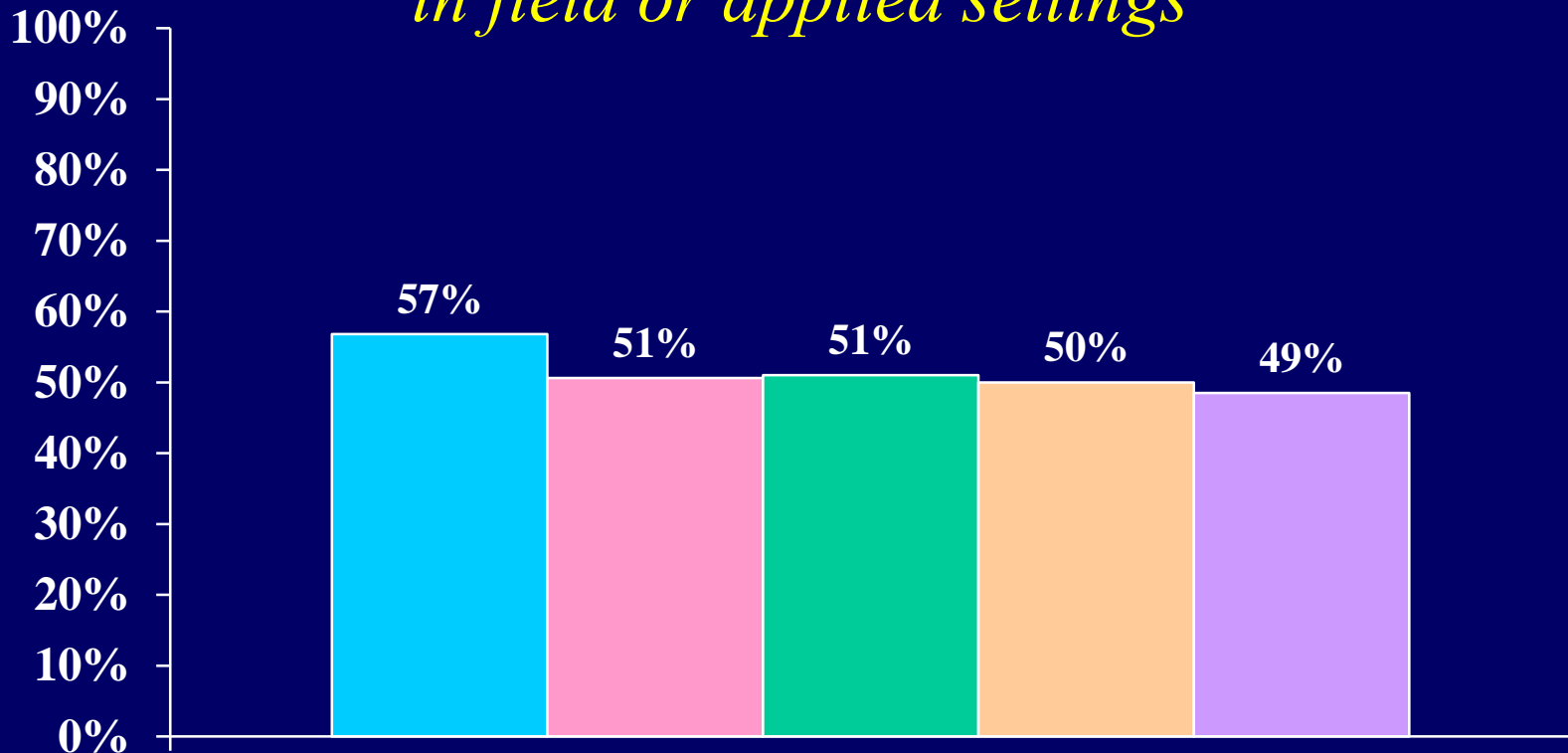
How frequently have you given at least one assignment that required students to:

Use research methods from your discipline in field or applied settings



How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
Percent of faculty who indicated “frequently”

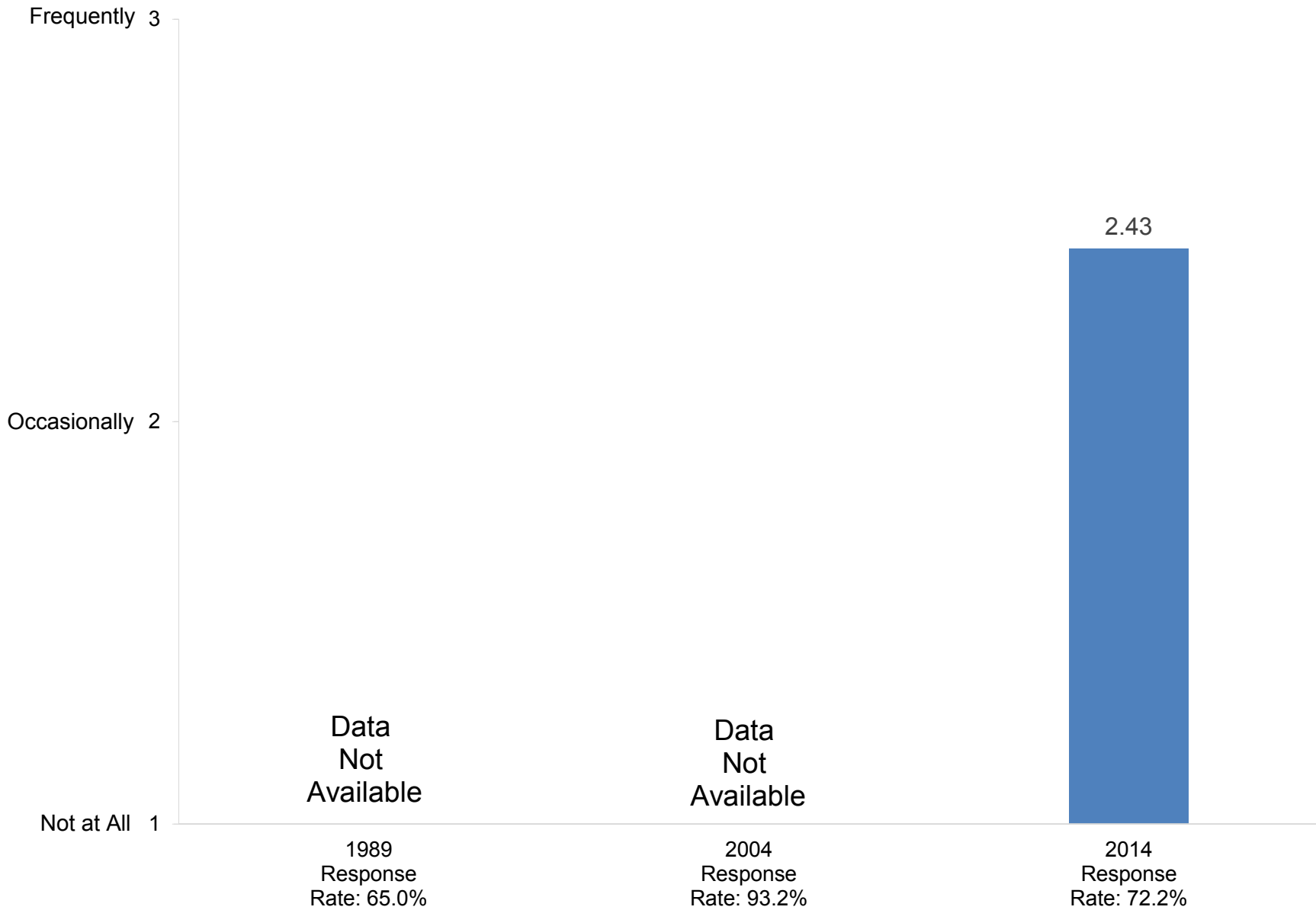
*Use research methods from your discipline
in field or applied settings*



Higher Education Research Institute (HERI) Faculty Survey

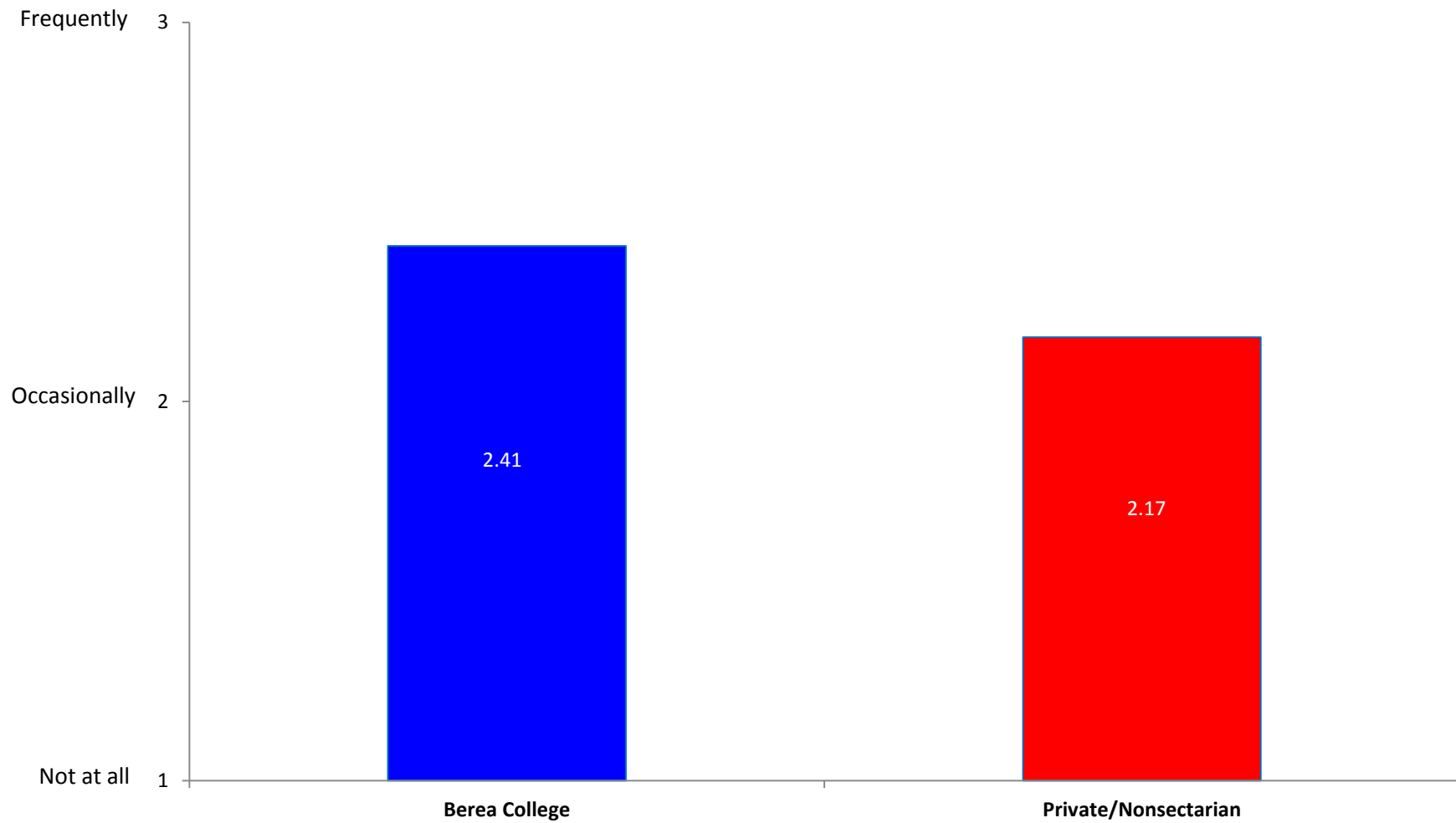
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Use research methods from your discipline in field or applied settings



How frequently have you given at least one assignment that required students to:

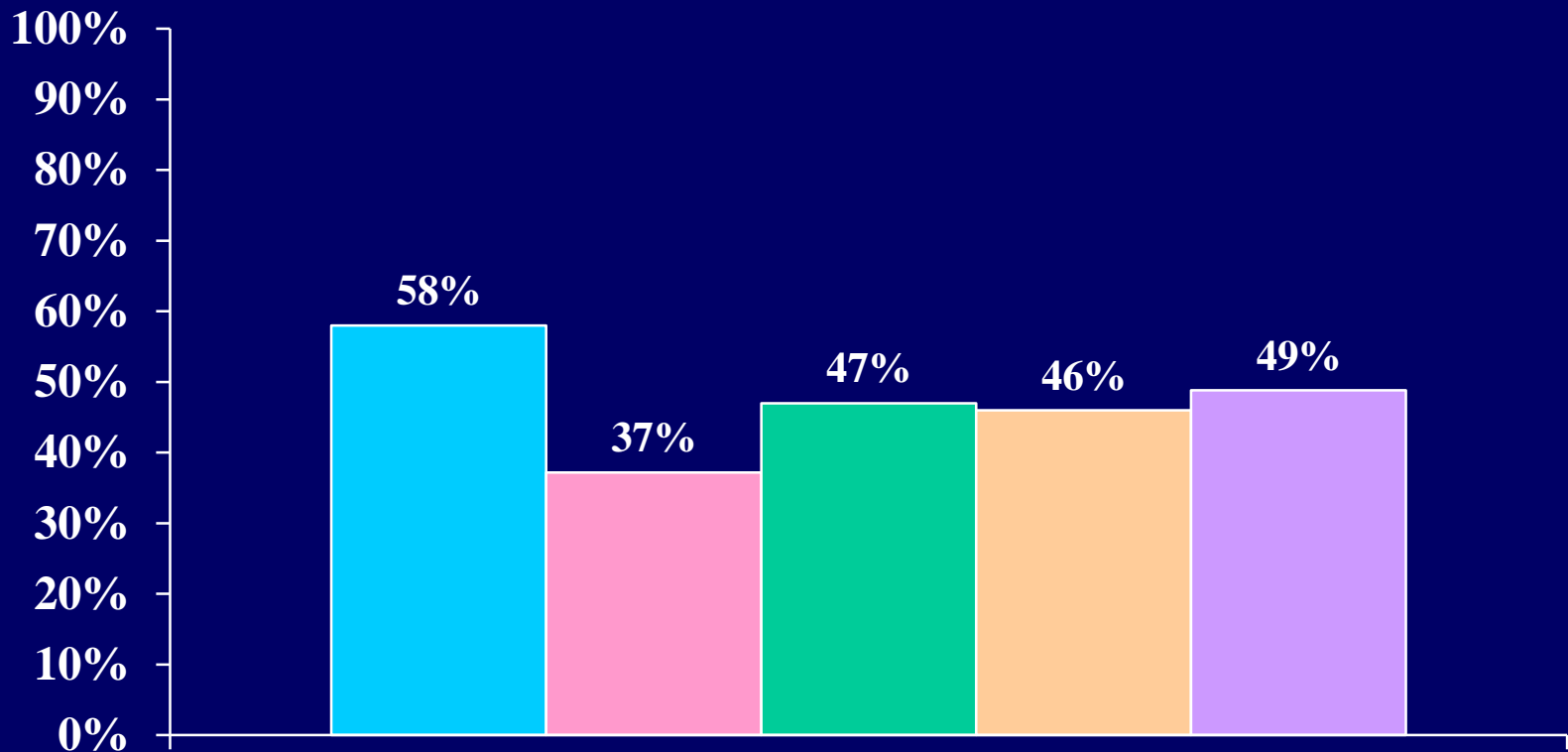
Apply learning from both academic and field settings



How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Percent of faculty who indicated “frequently”

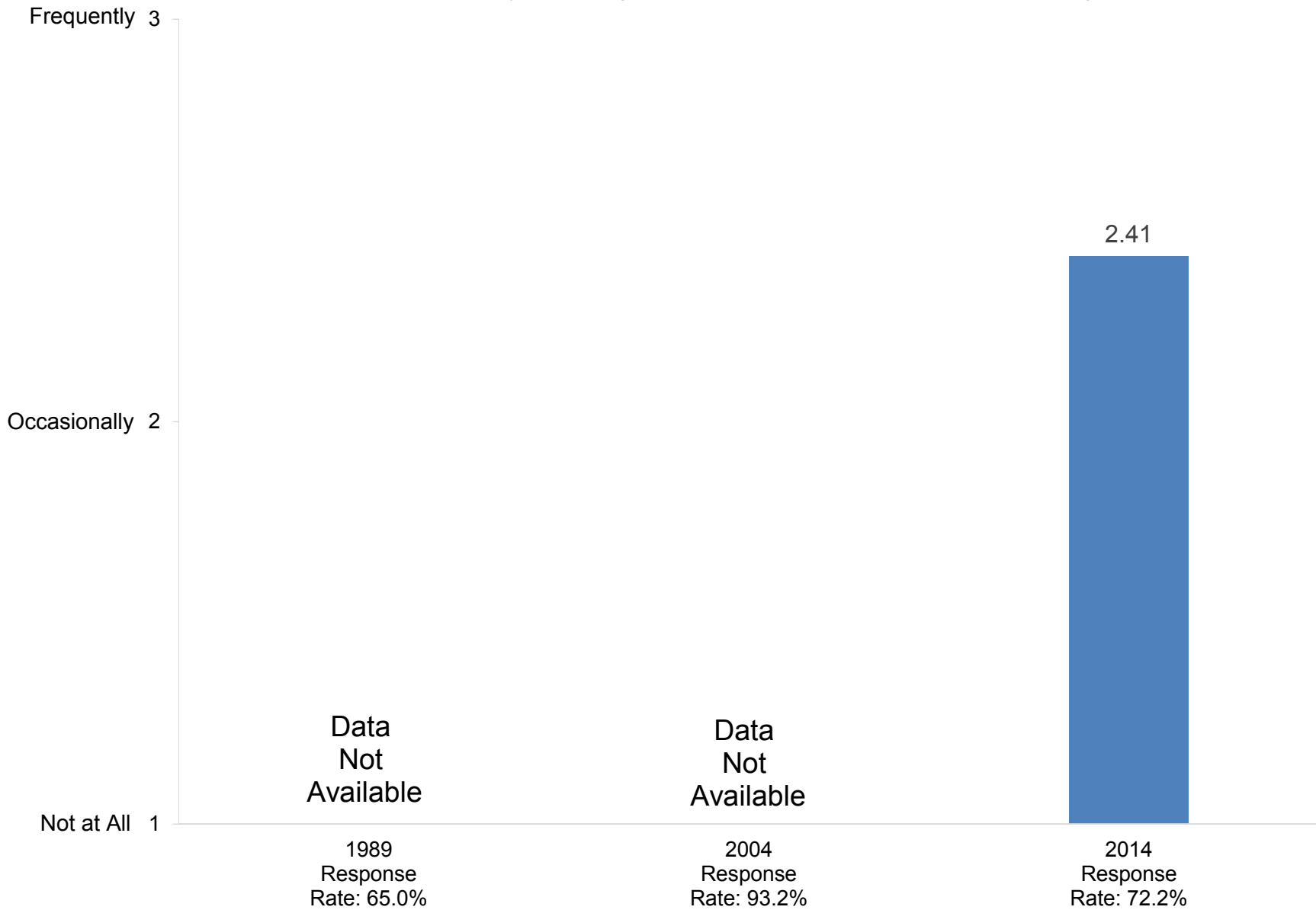
Apply learning from both academic and field settings



Higher Education Research Institute (HERI) Faculty Survey

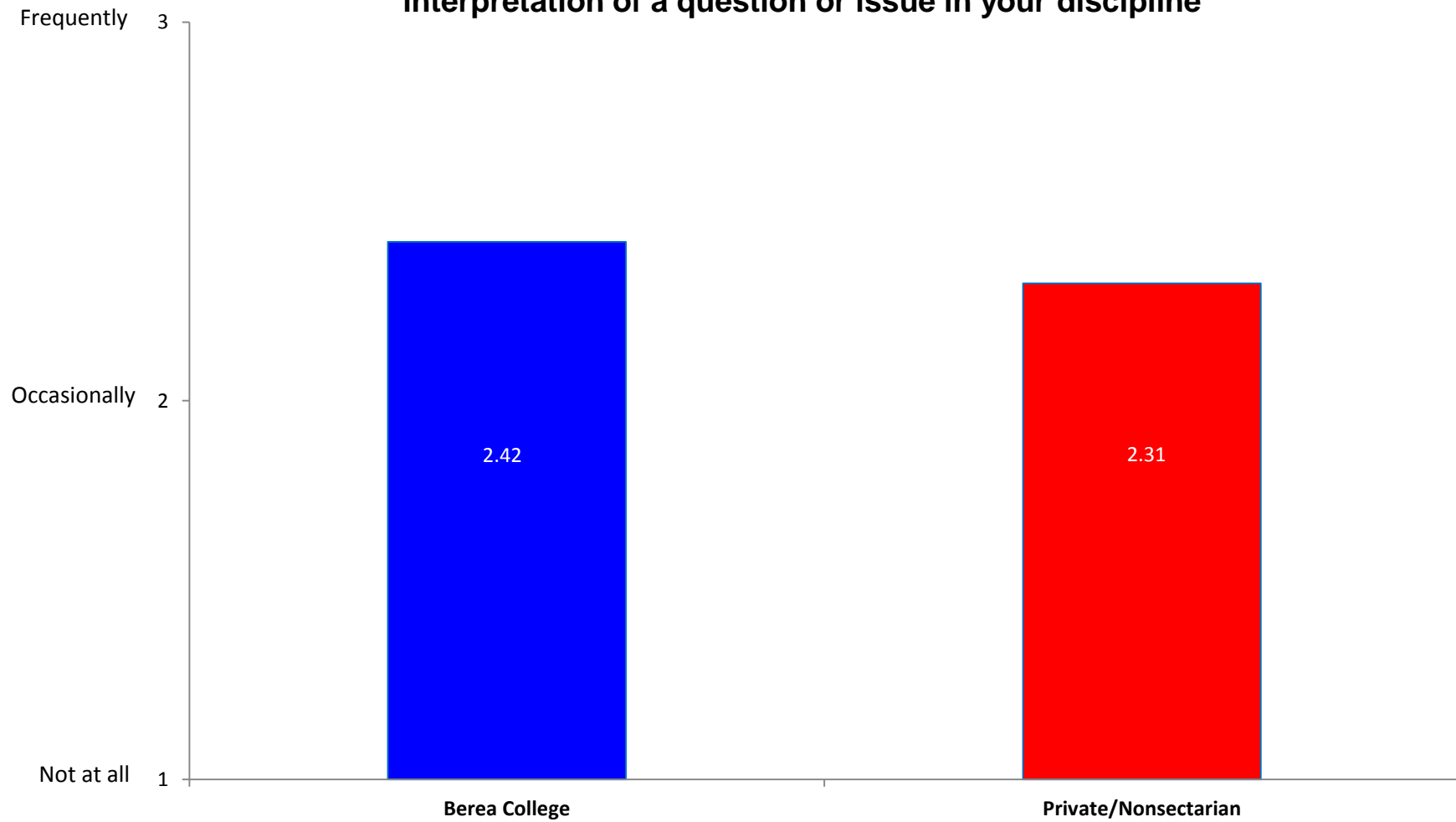
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Apply learning from both academic and field settings



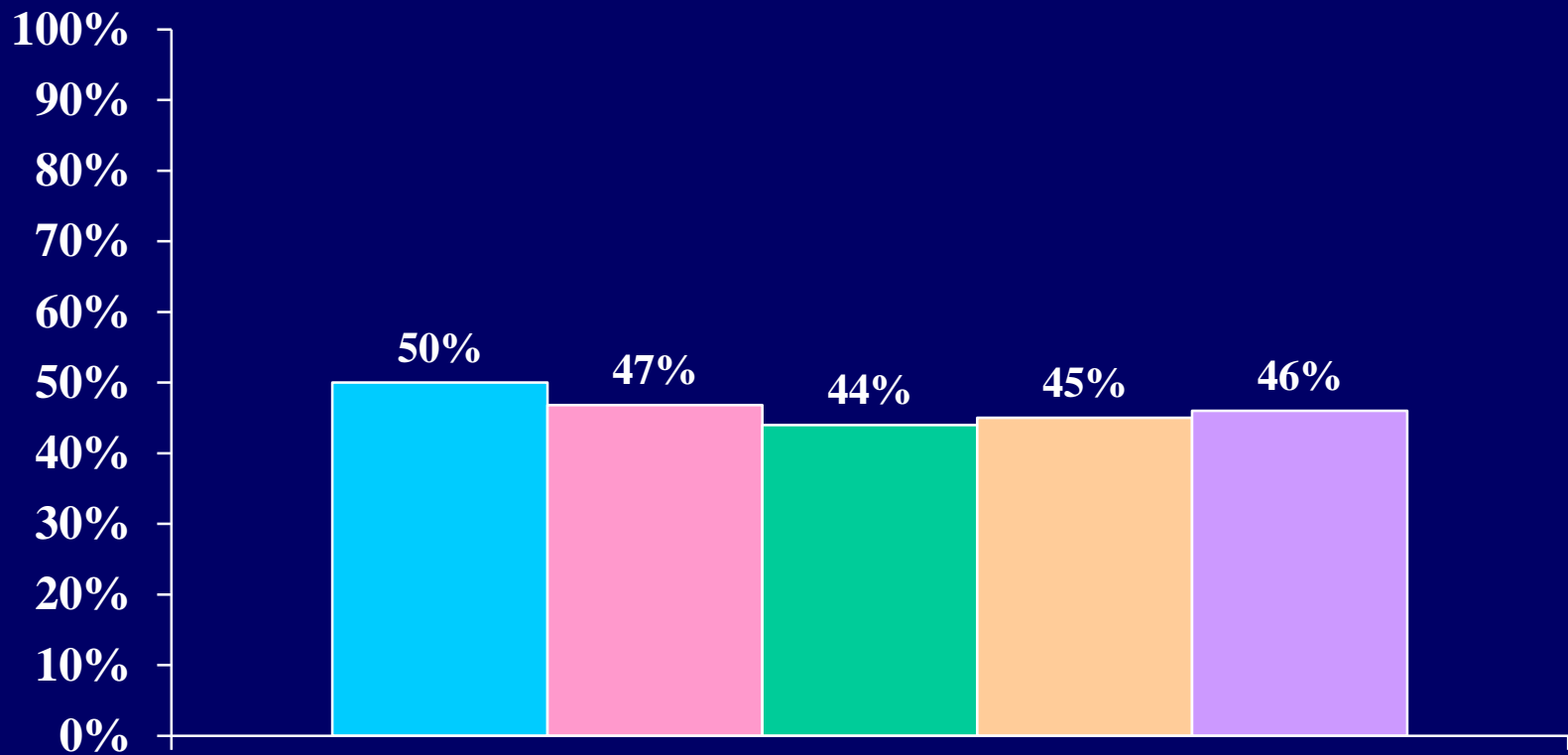
How frequently have you given at least one assignment that required students to:

Describe how different perspectives would affect the interpretation of a question or issue in your discipline



How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
Percent of faculty who indicated “frequently”

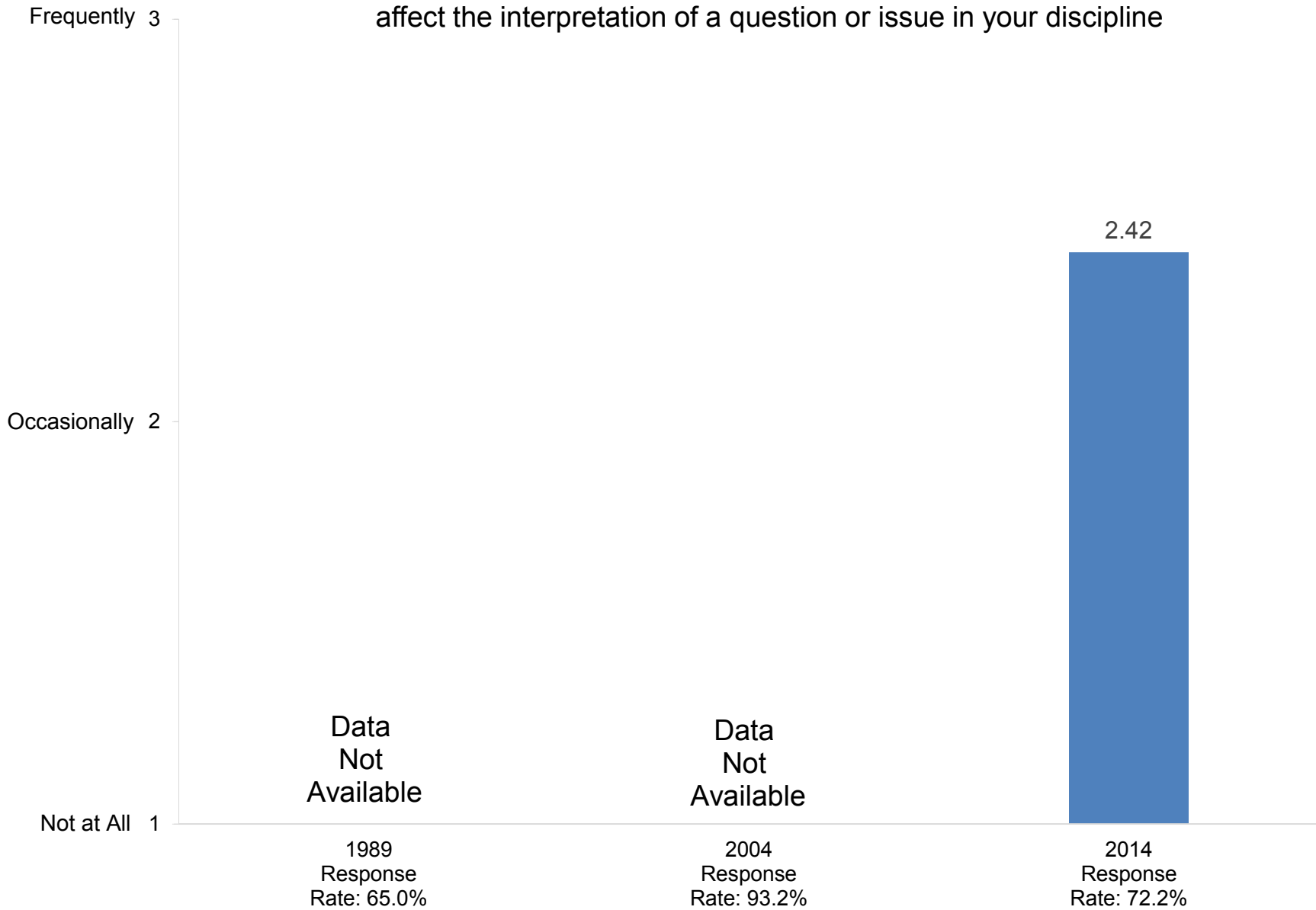
Describe how different perspectives would affect the interpretation of a question or issue in your discipline



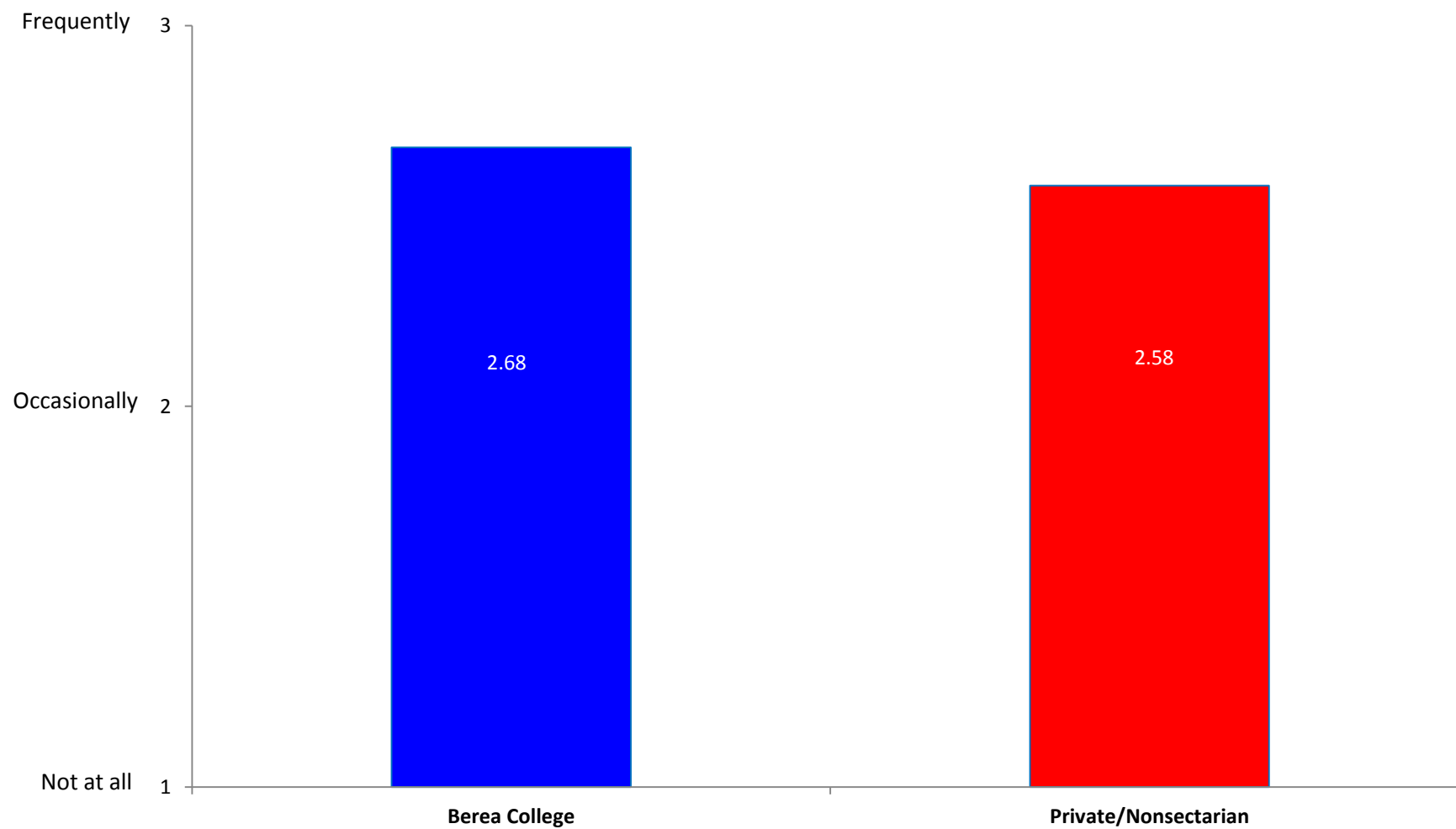
Higher Education Research Institute (HERI) Faculty Survey

How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Describe how different perspectives would affect the interpretation of a question or issue in your discipline

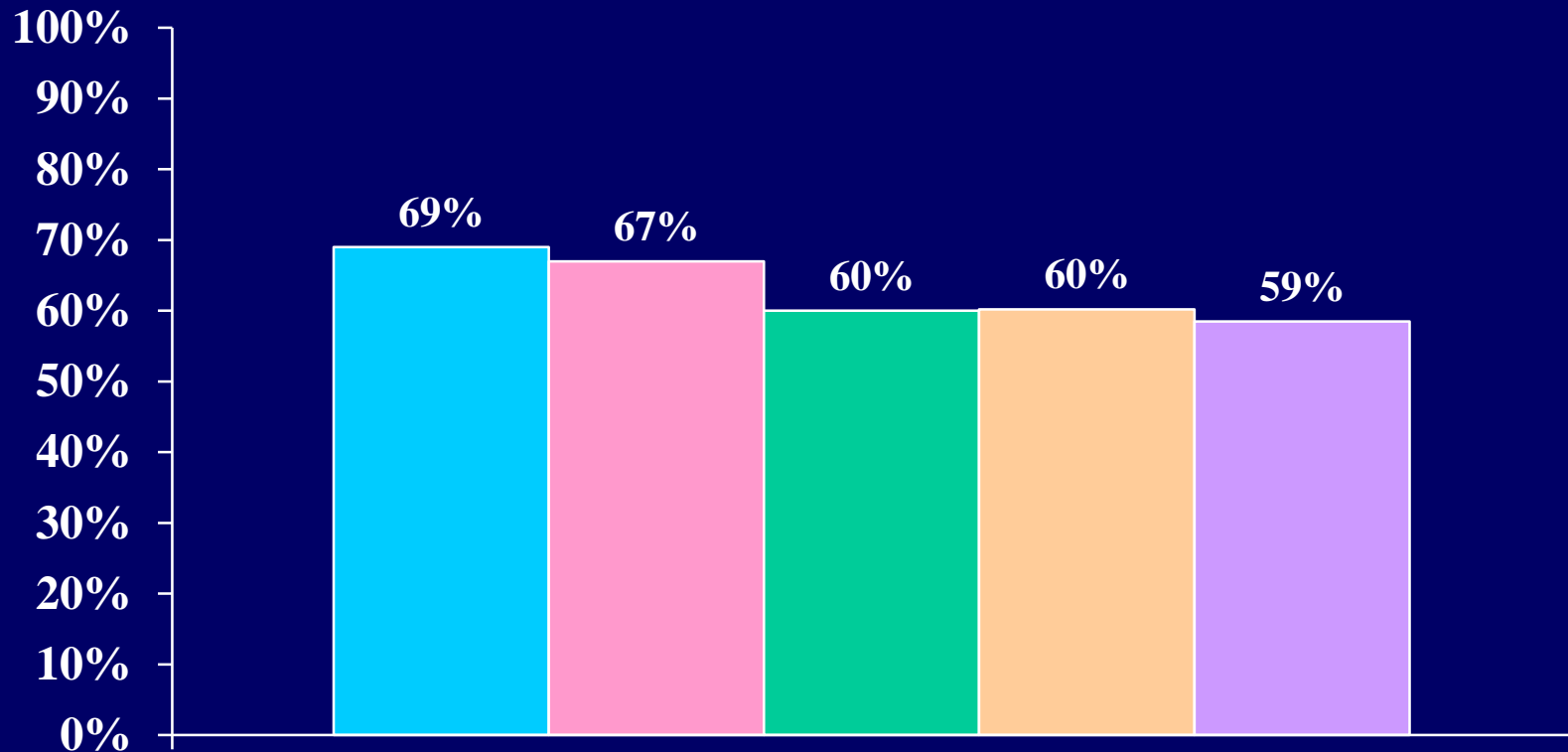


Weigh the meaning and significance of evidence



How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
Percent of faculty who indicated “frequently”

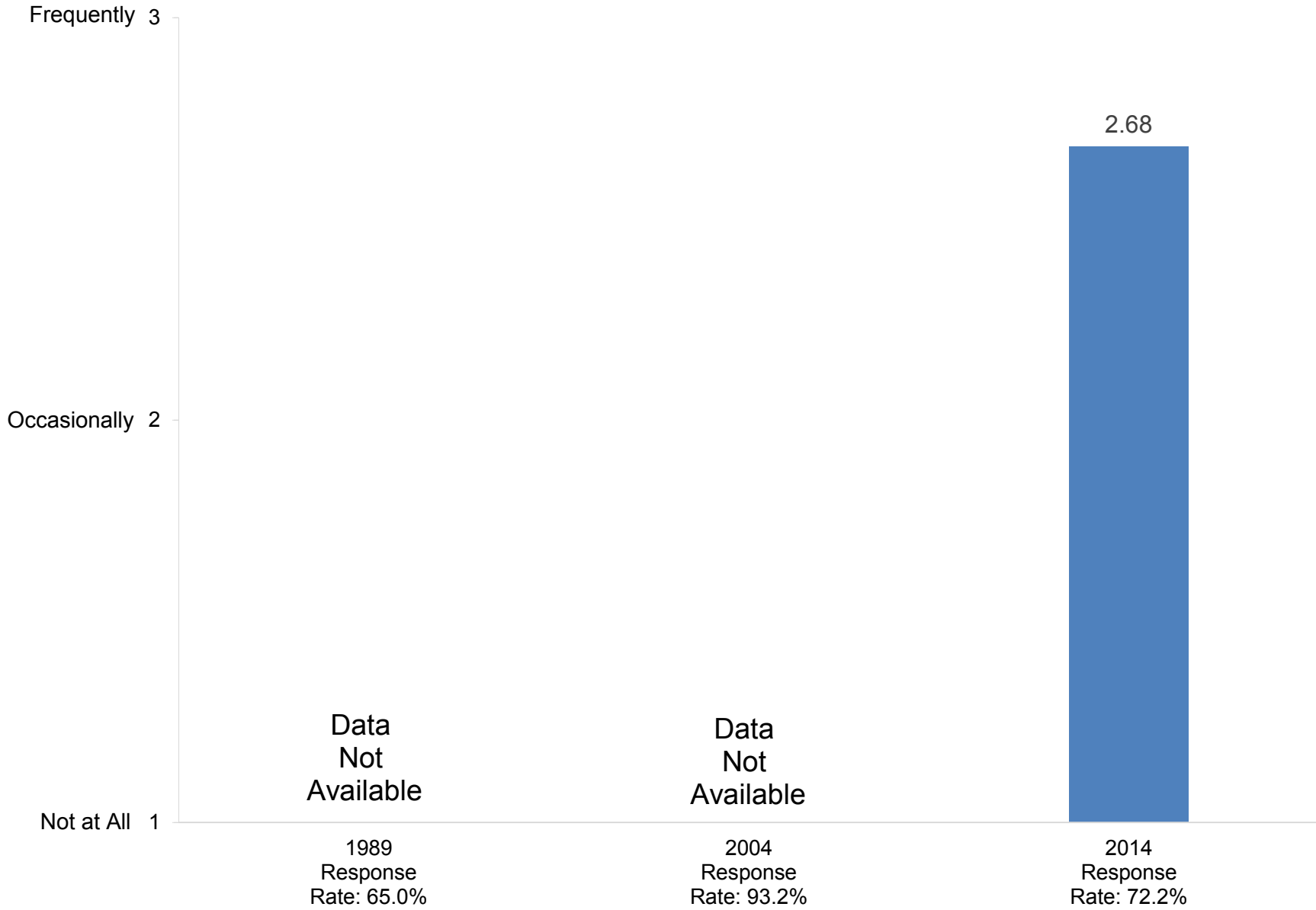
Weigh the meaning and significance of evidence



Higher Education Research Institute (HERI) Faculty Survey

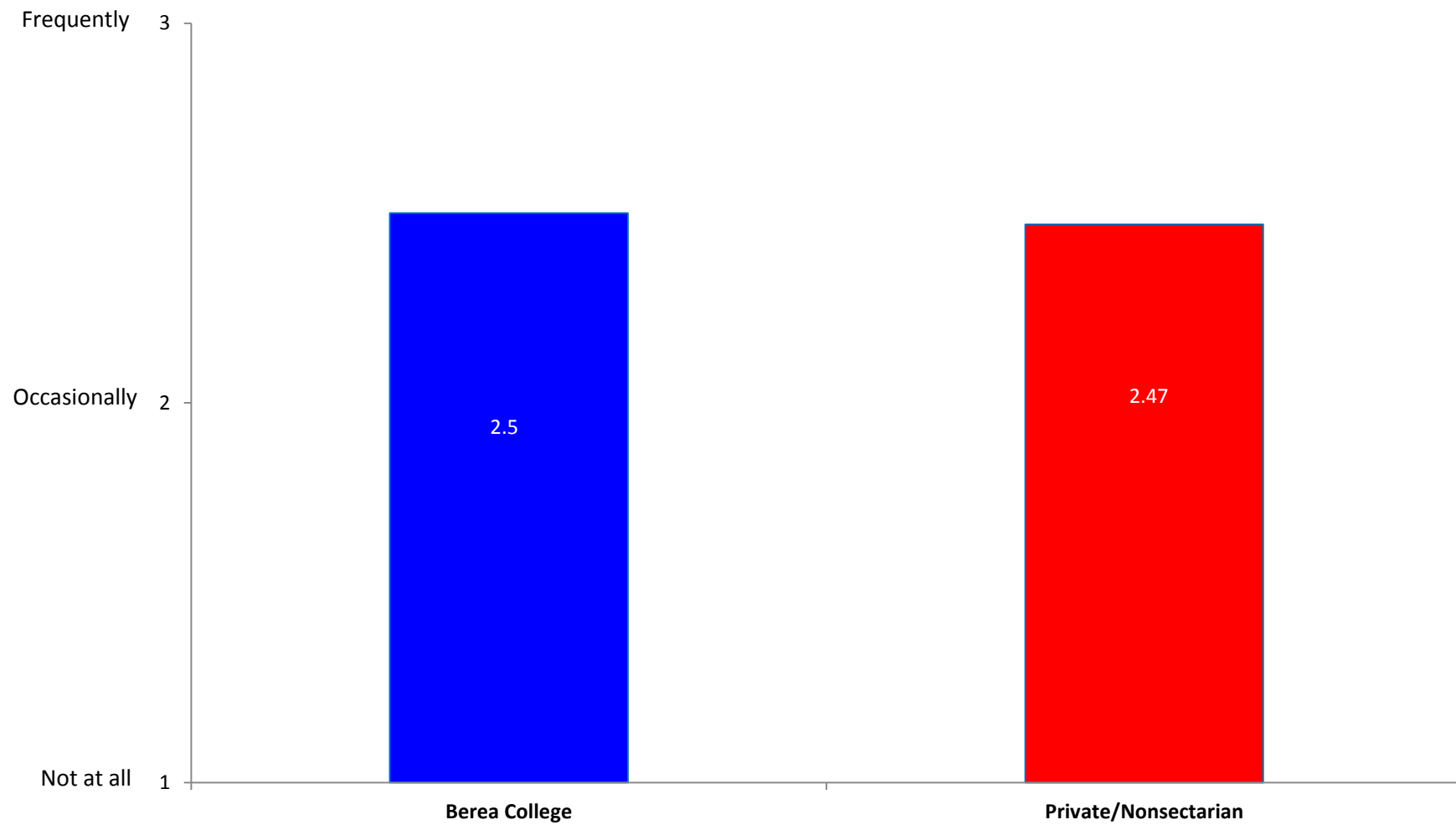
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Weigh the meaning and significance of evidence



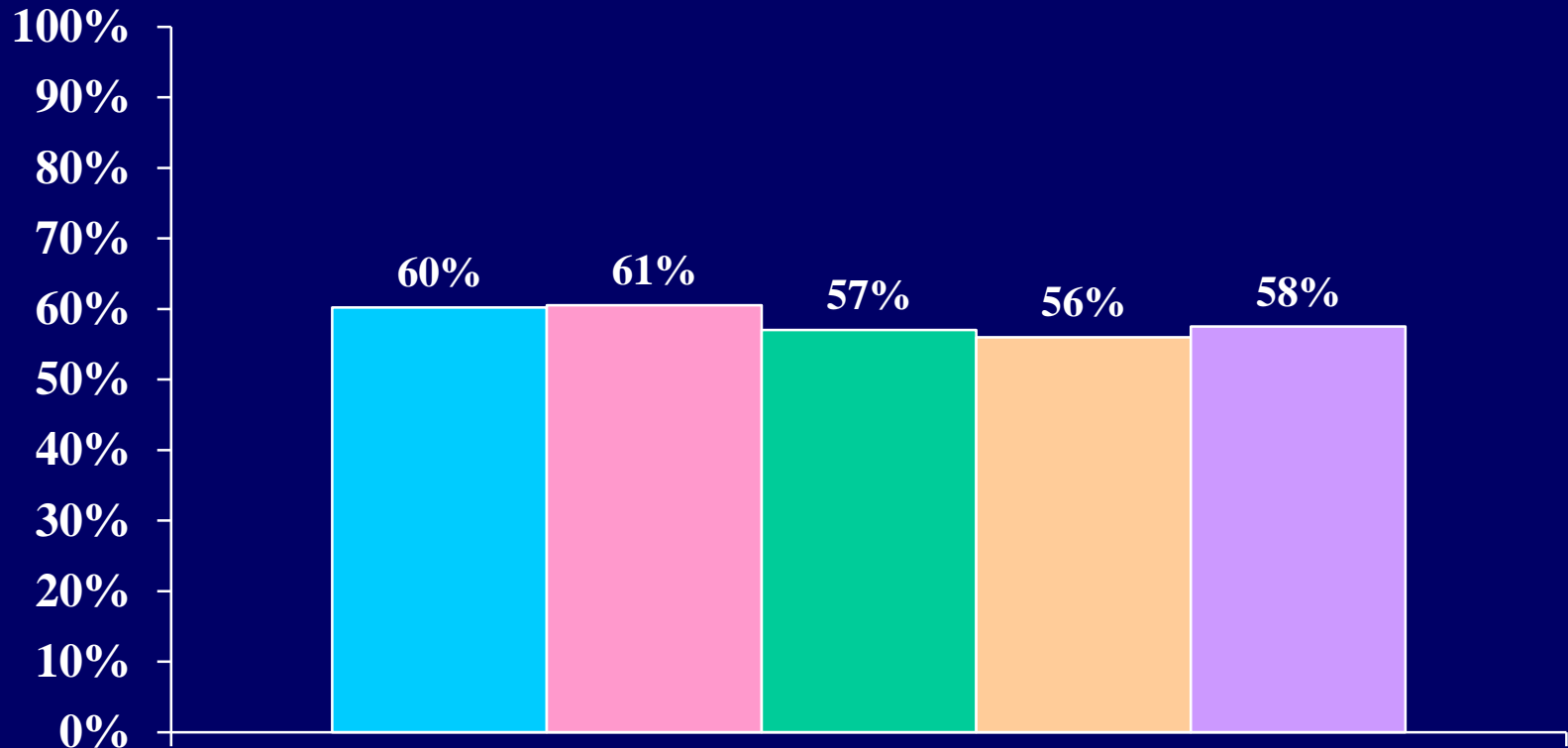
How frequently have you given at least one assignment that required students to:

Analyze and interpret data



How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
Percent of faculty who indicated “frequently”

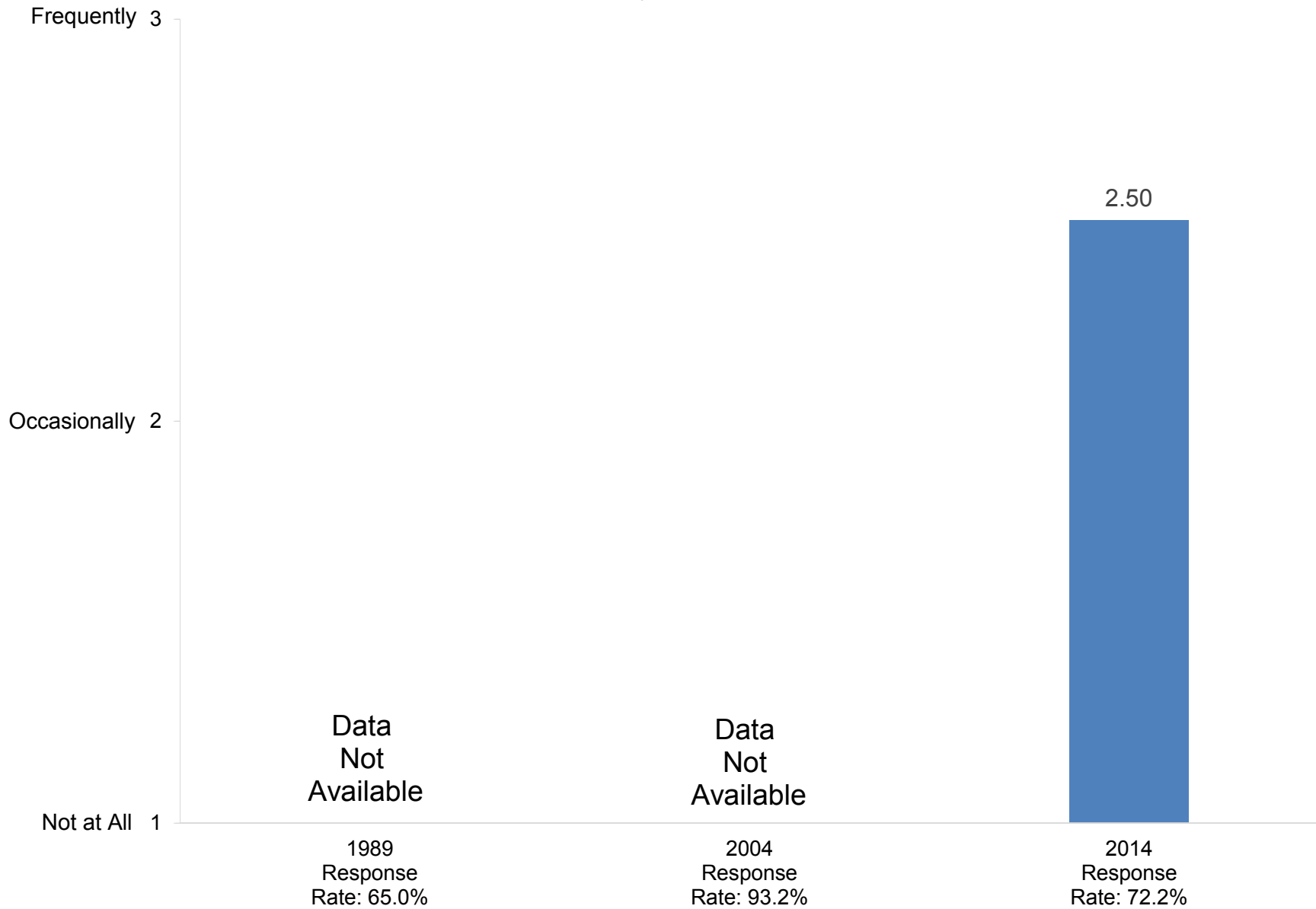
Analyze and interpret data



Higher Education Research Institute (HERI) Faculty Survey

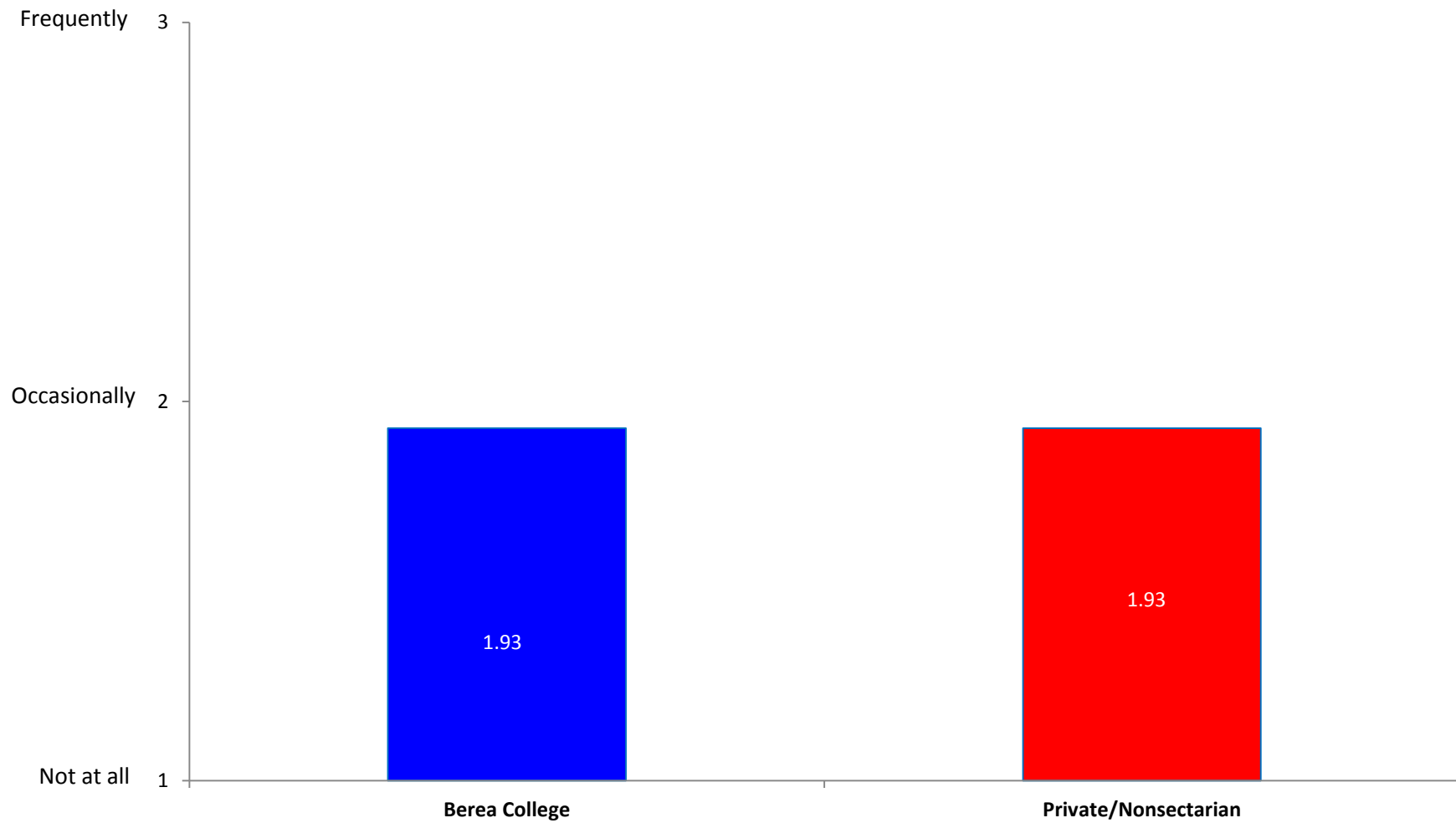
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Analyze and interpret data



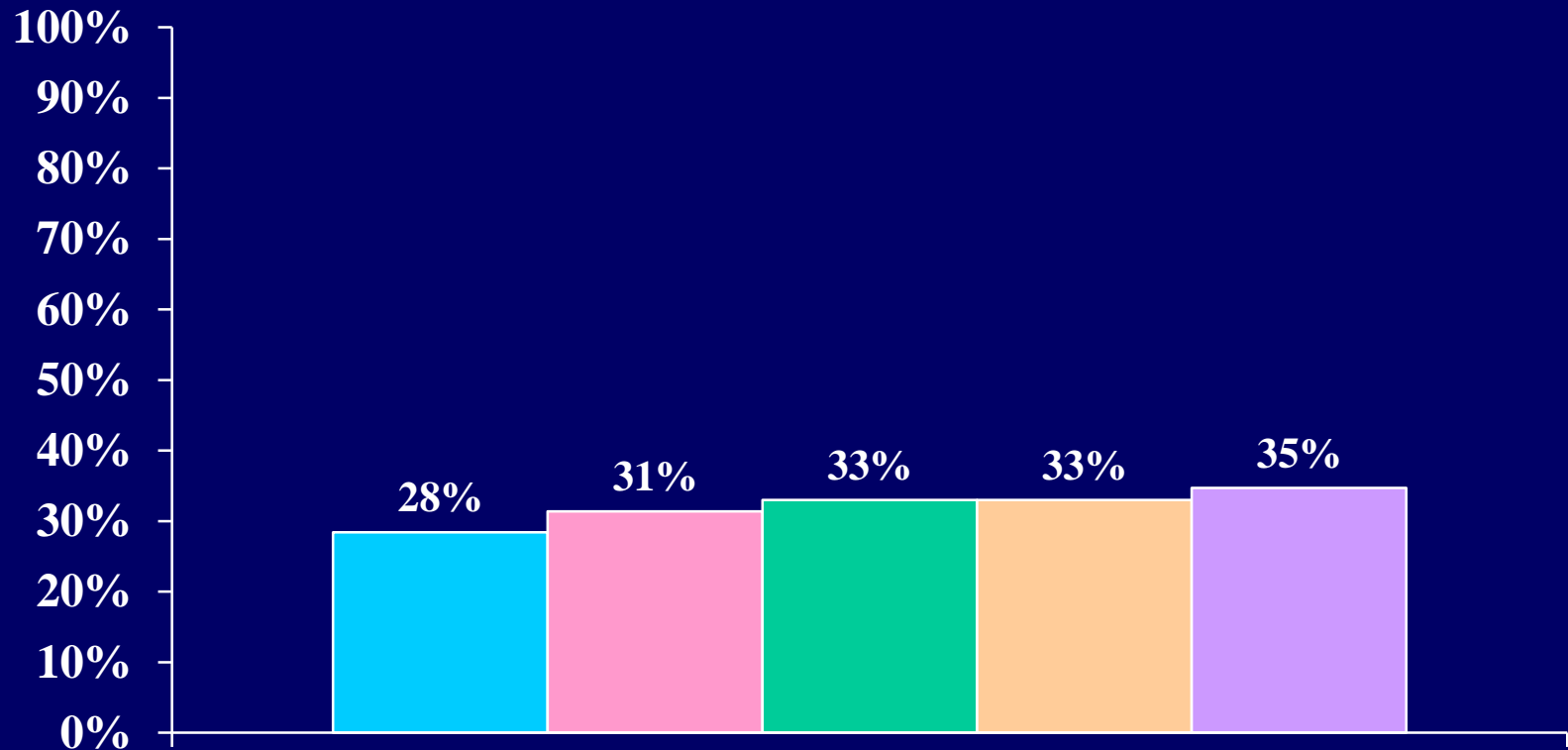
How frequently have you given at least one assignment that required students to:

Apply mathematical concepts and computational thinking



How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
Percent of faculty who indicated “frequently”

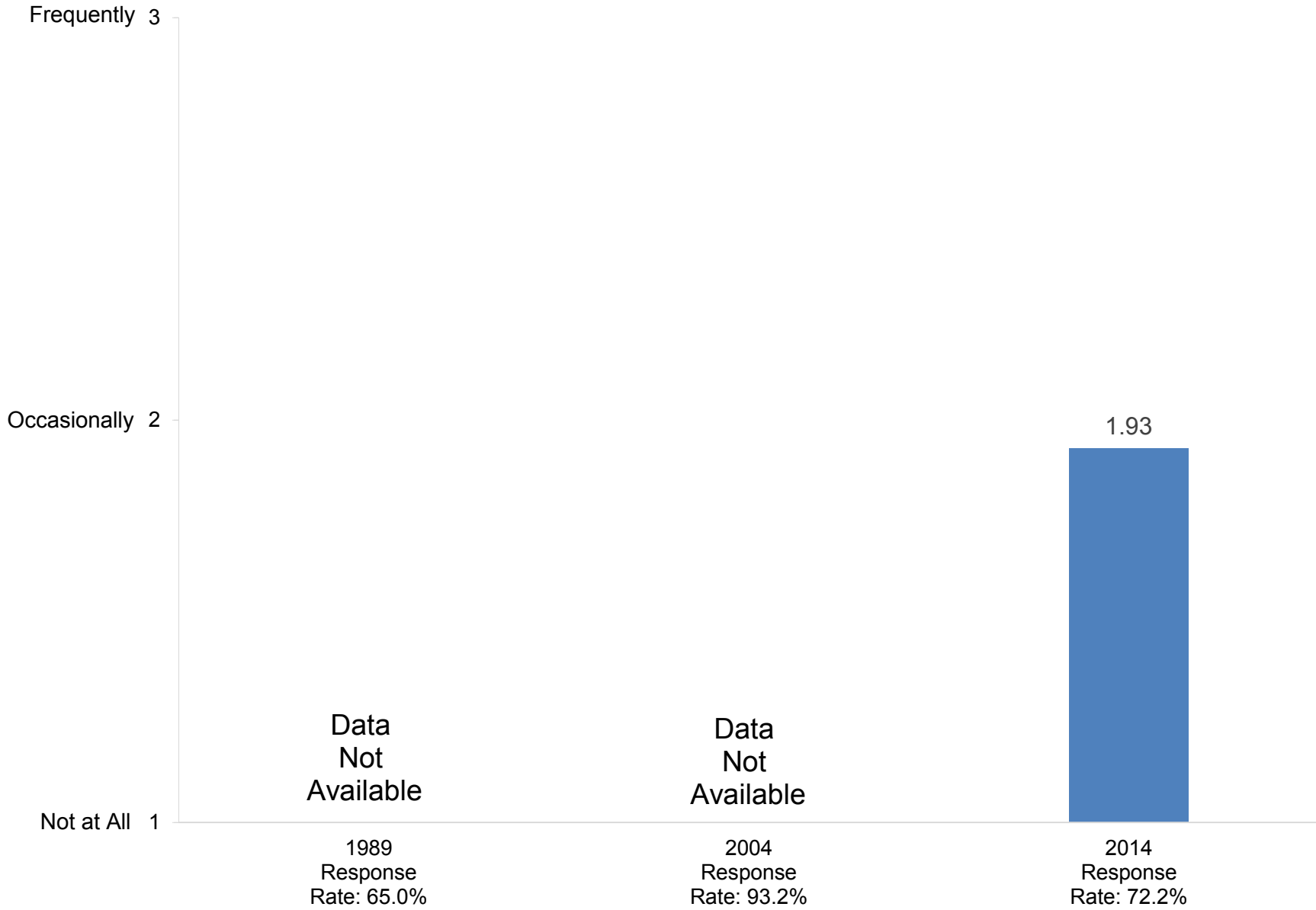
Apply mathematical concepts and computational thinking



Higher Education Research Institute (HERI) Faculty Survey

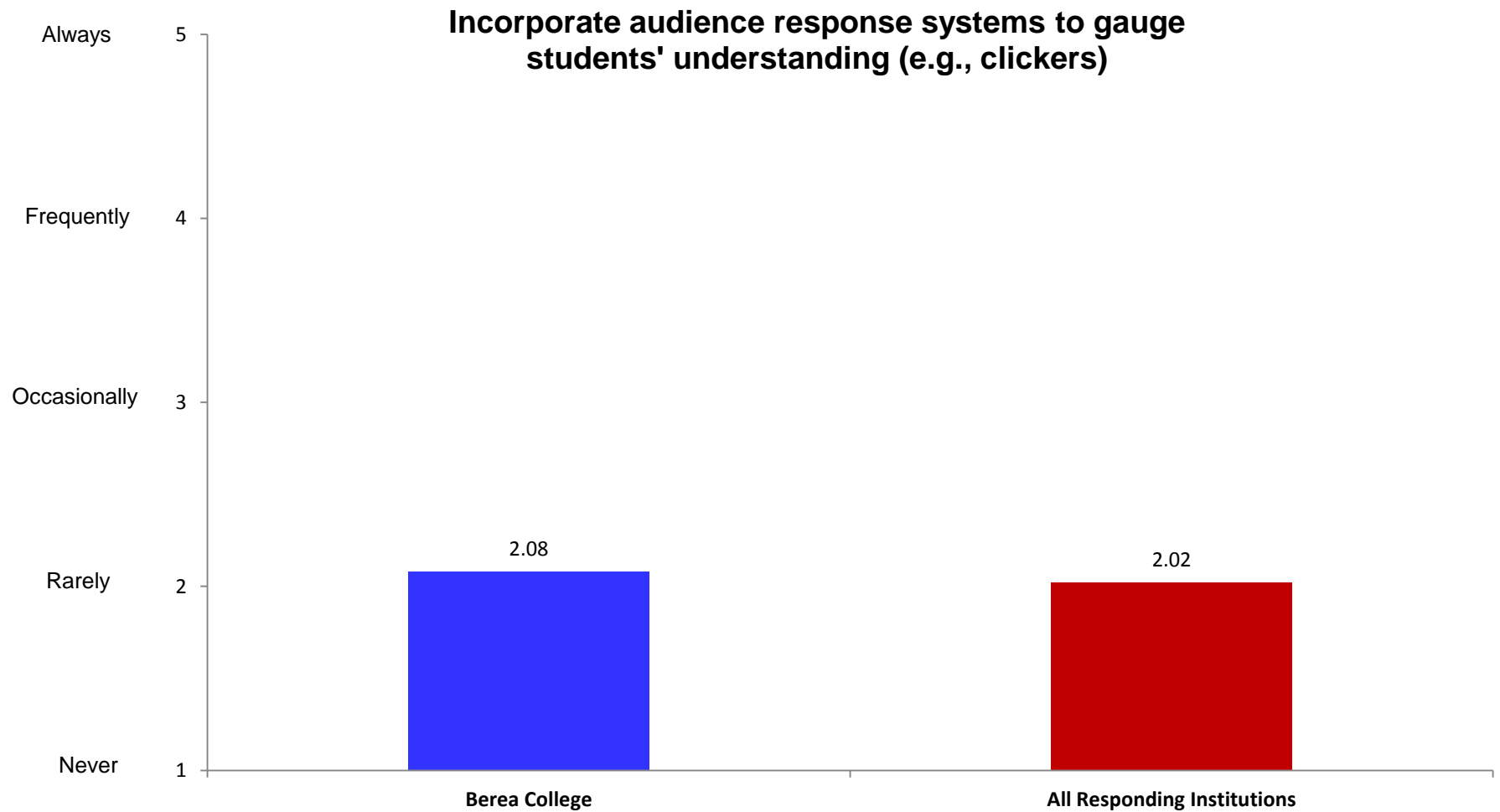
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Apply mathematical concepts and computational thinking

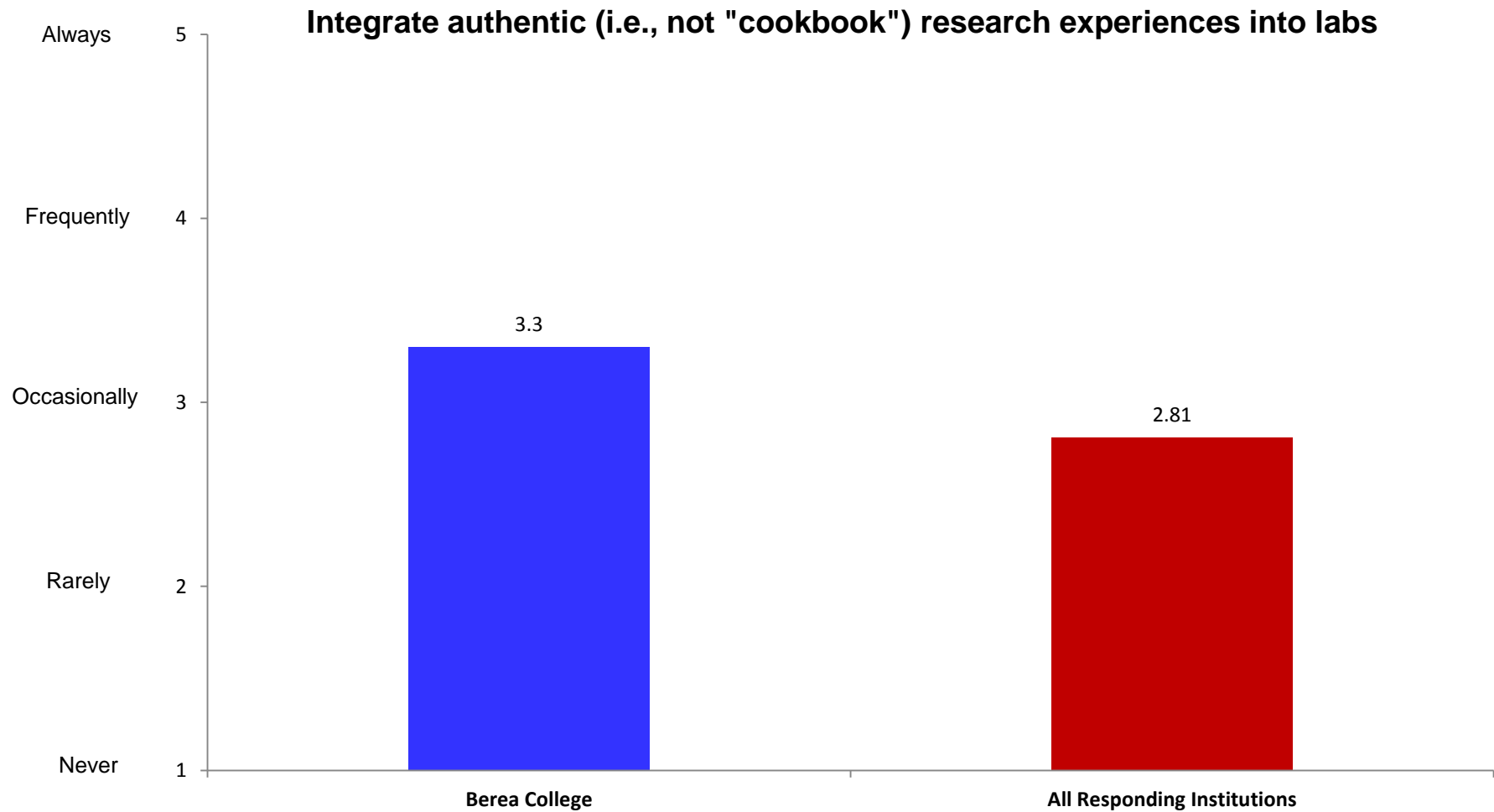


STEM MODULE

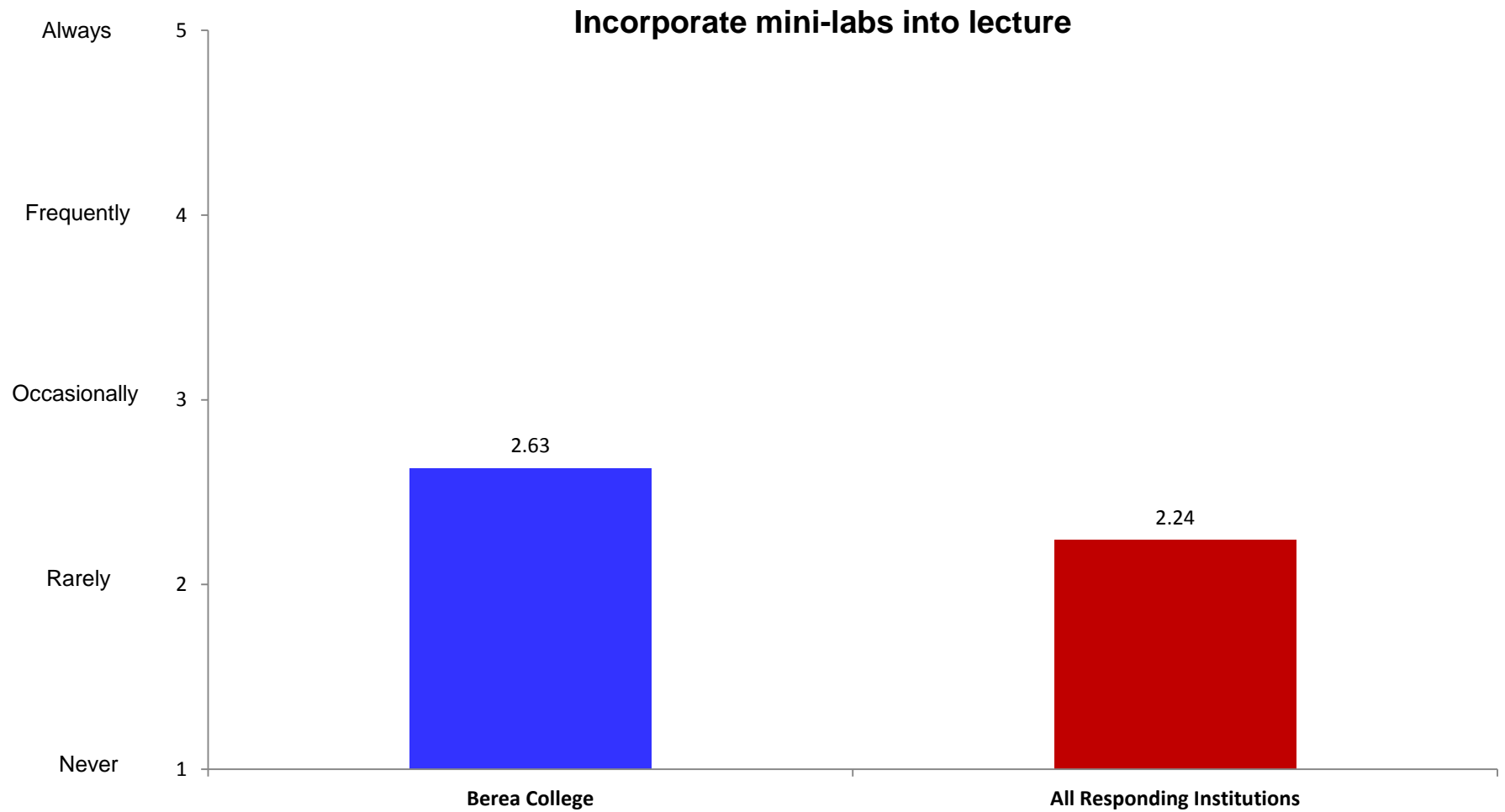
In the courses you have taught in the past year, how often do you?



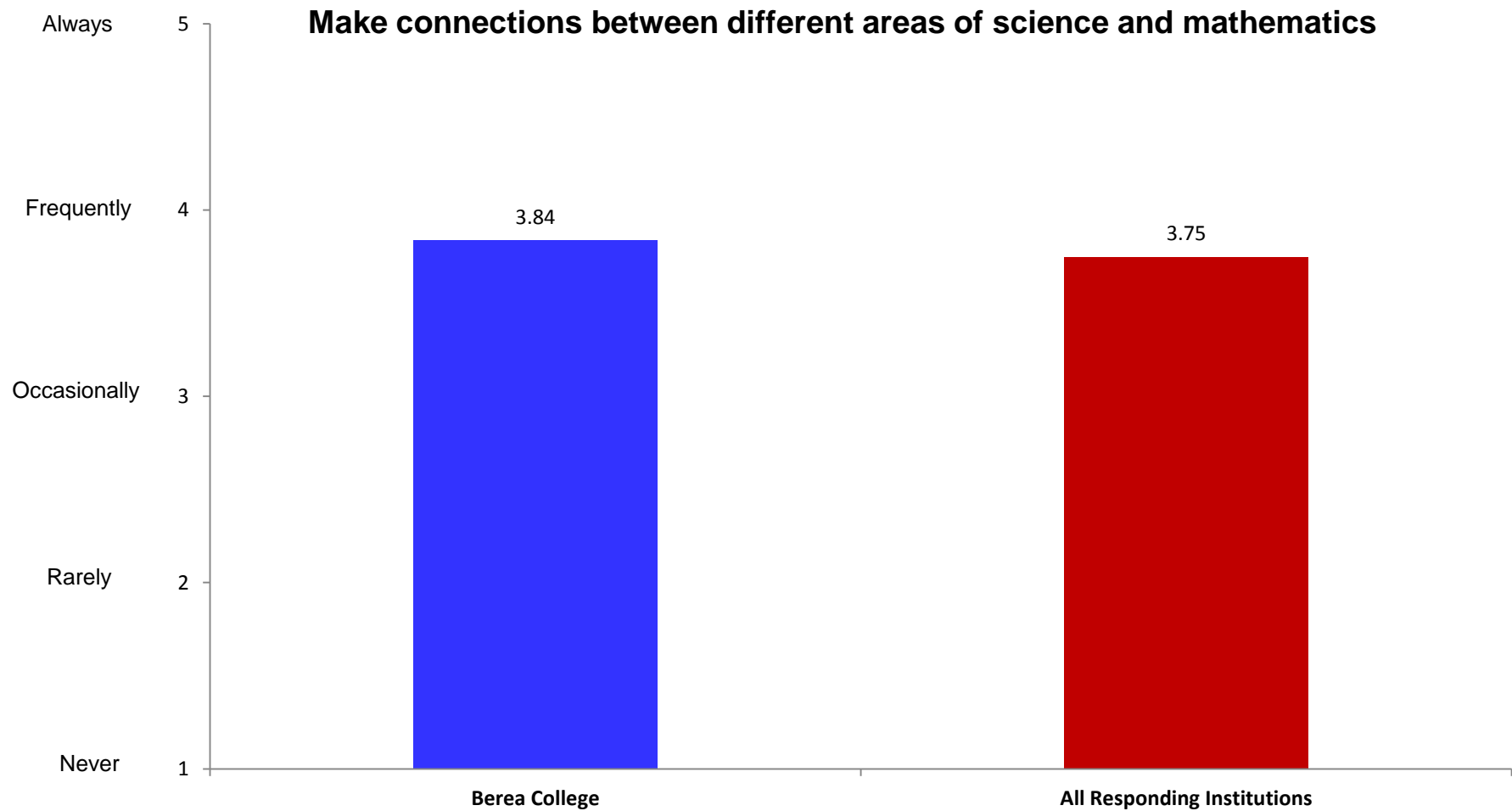
In the courses you have taught in the past year, how often do you?



In the courses you have taught in the past year, how often do you?

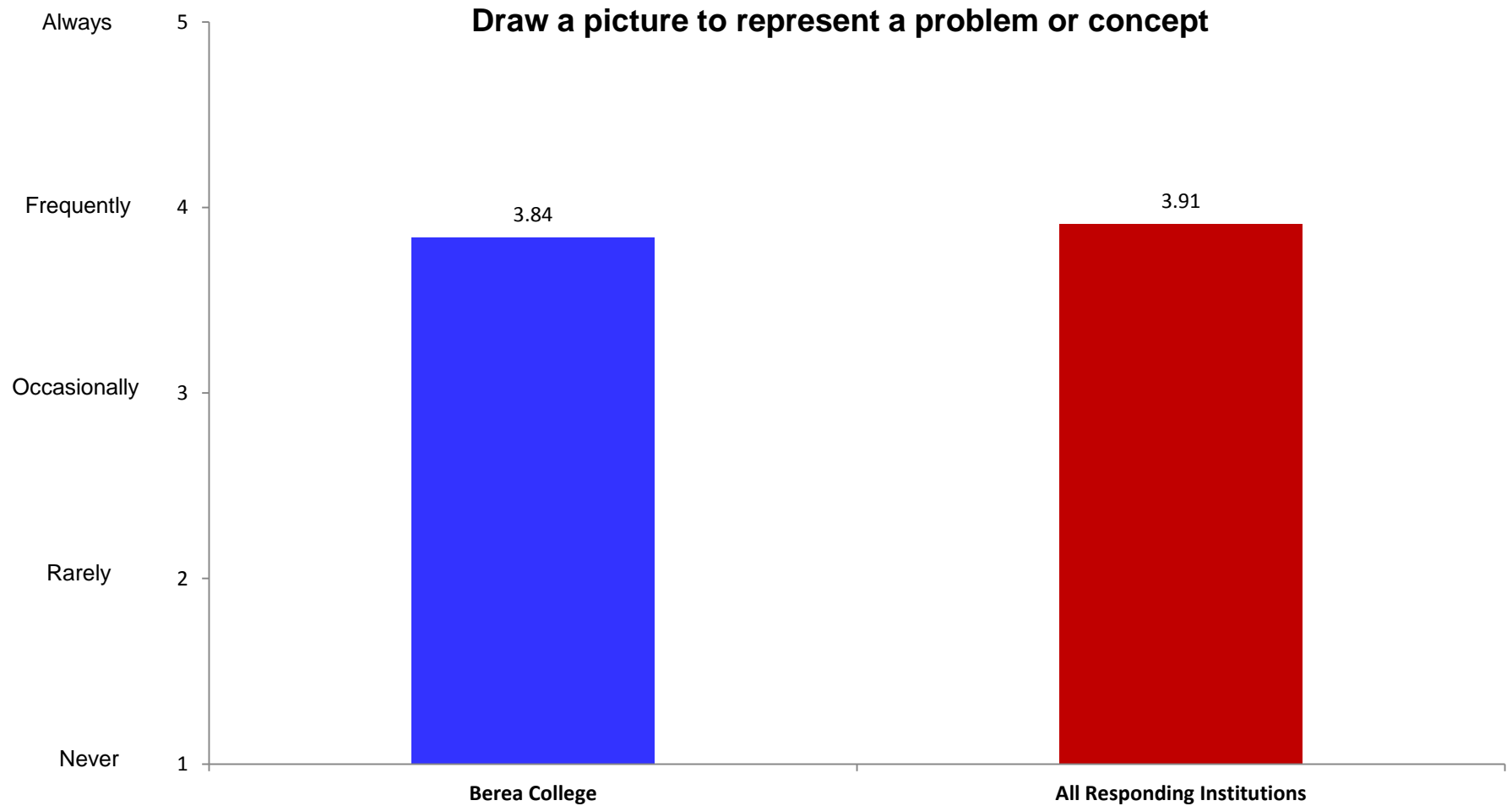


In your STEM courses in the past year, how often do you encourage students to:



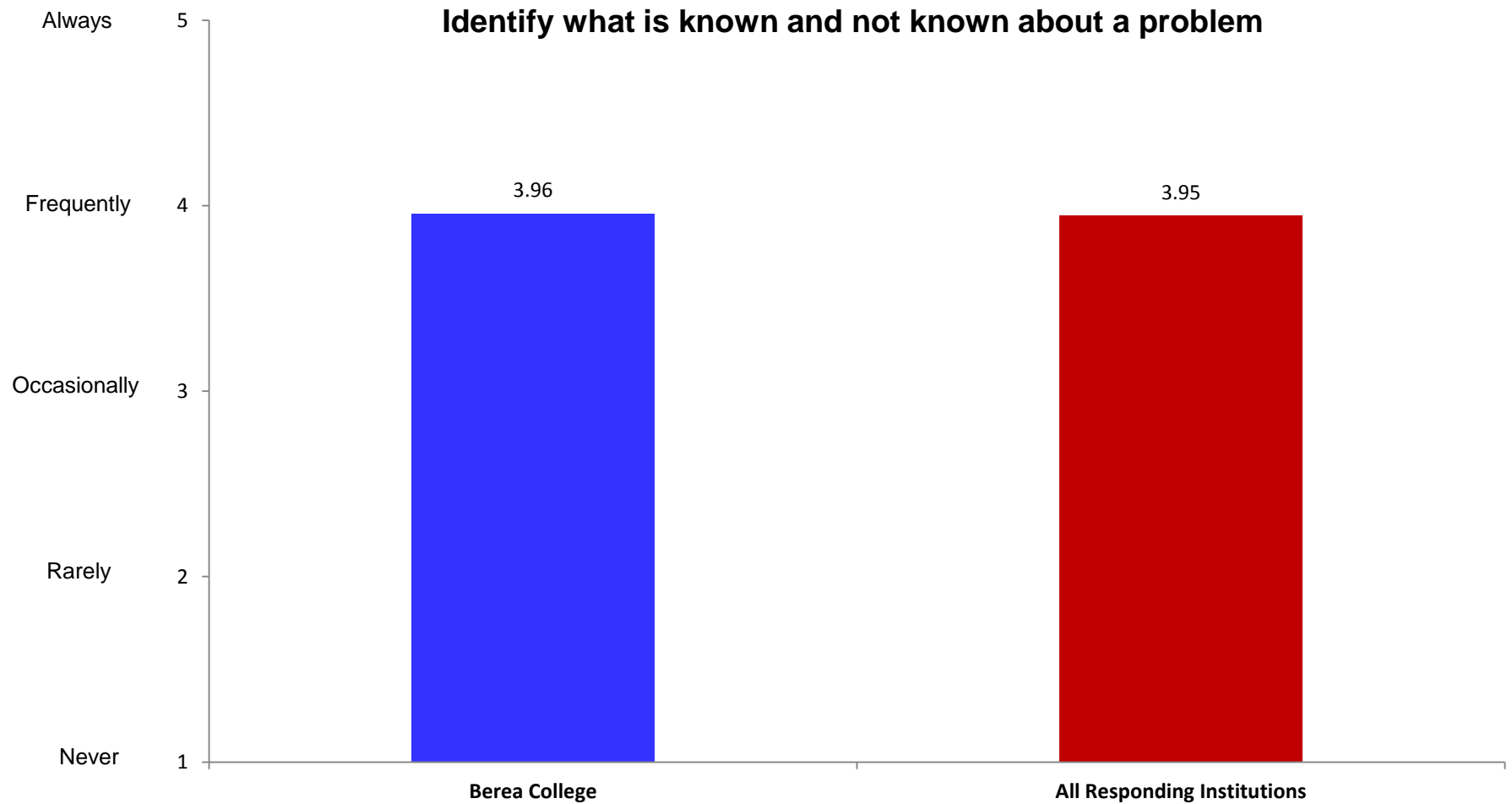
STEM MODULE

In your STEM courses in the past year, how often do you encourage students to:



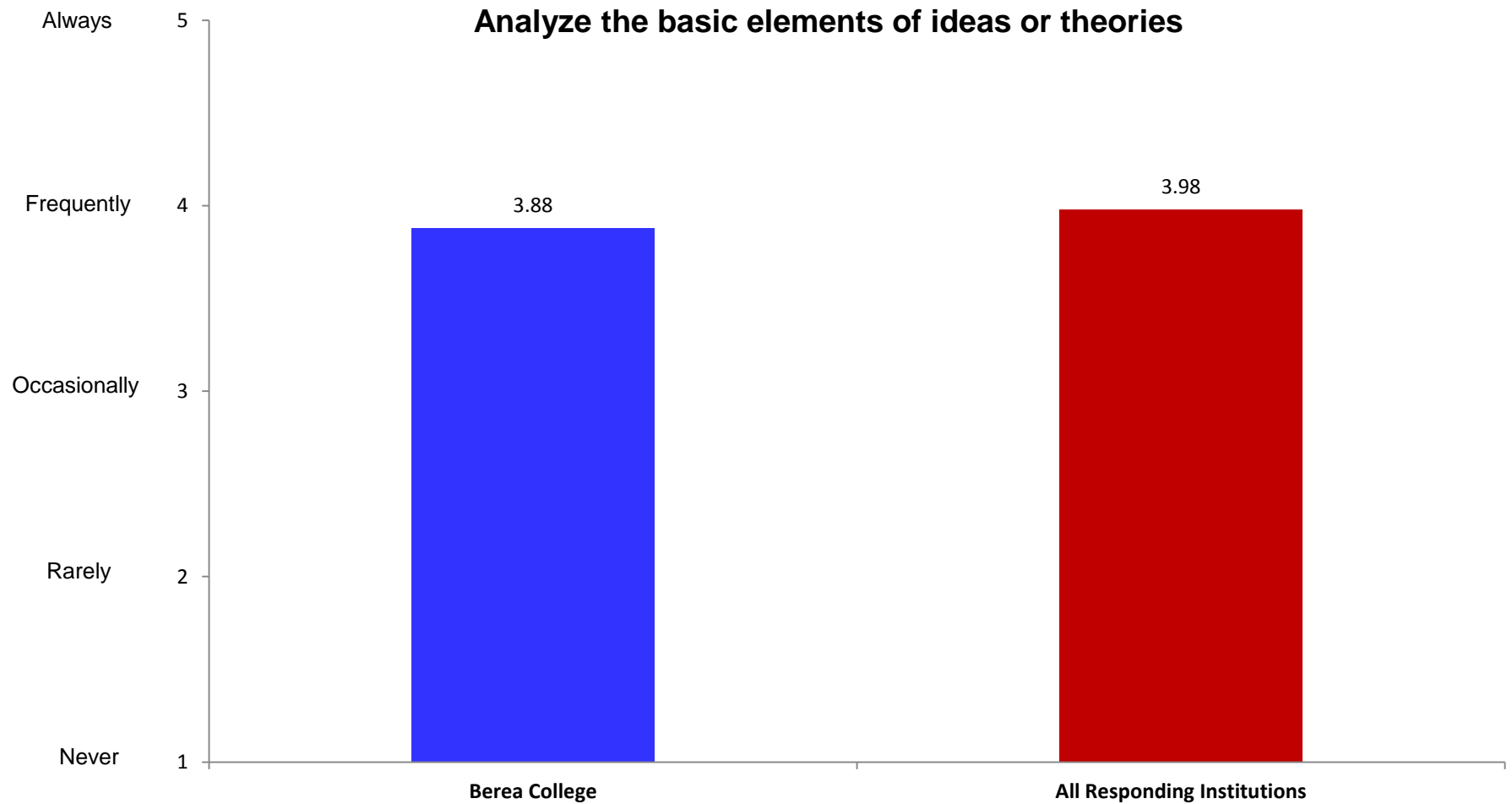
STEM MODULE

In your STEM courses in the past year, how often do you encourage students to:



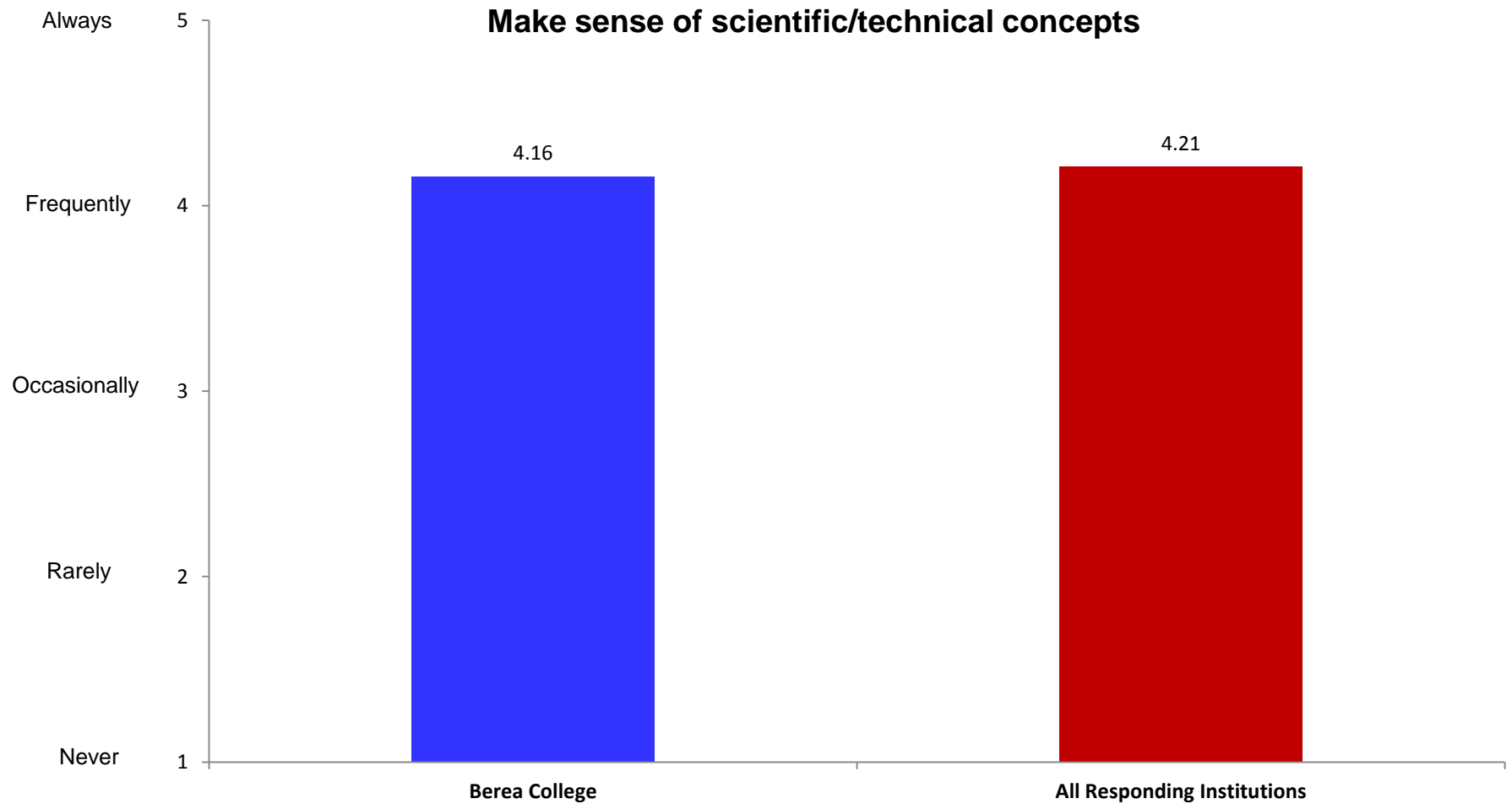
STEM MODULE

In your STEM courses in the past year, how often do you encourage students to:



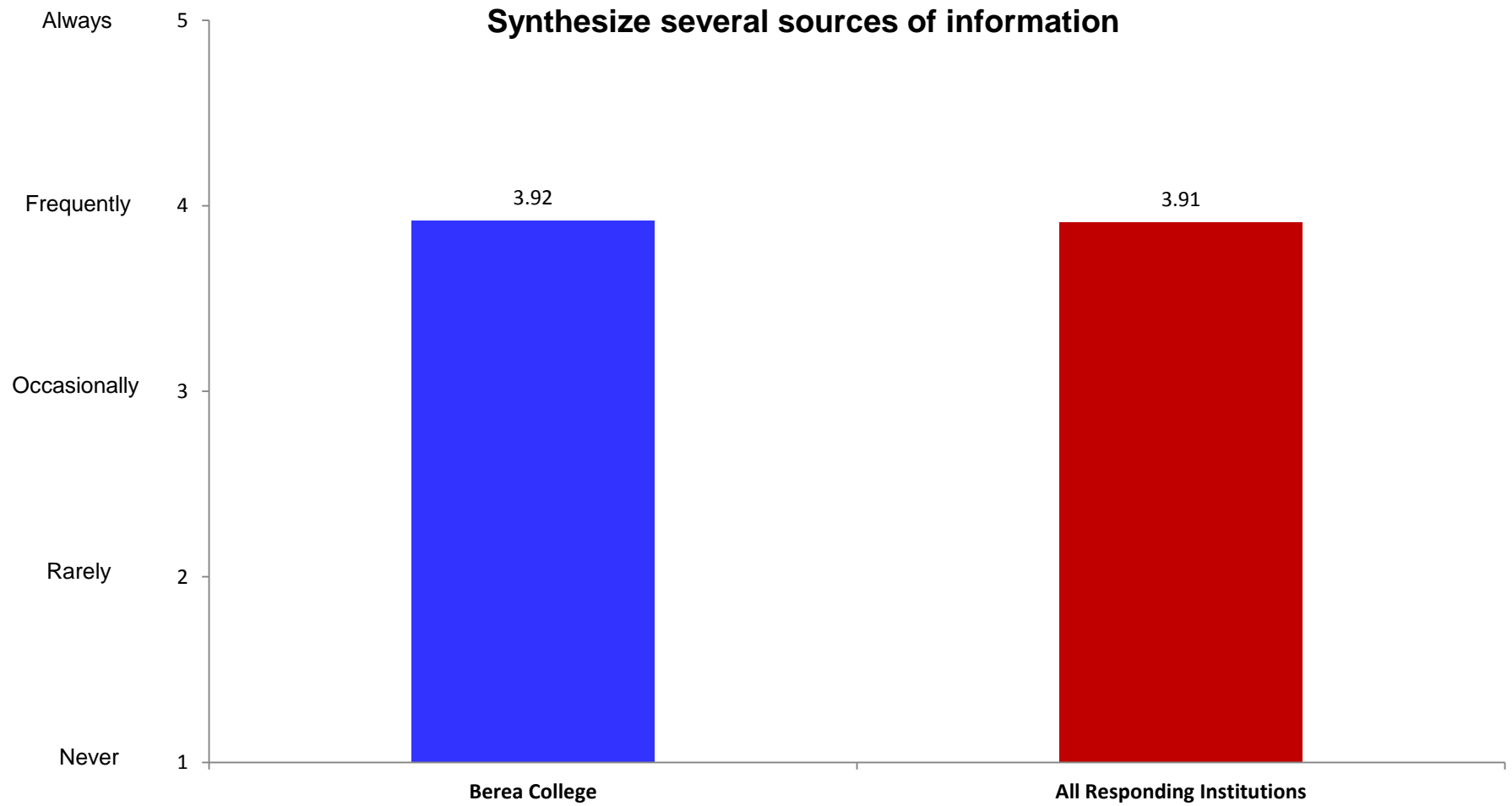
STEM MODULE

In your STEM courses in the past year, how often do you encourage students to:

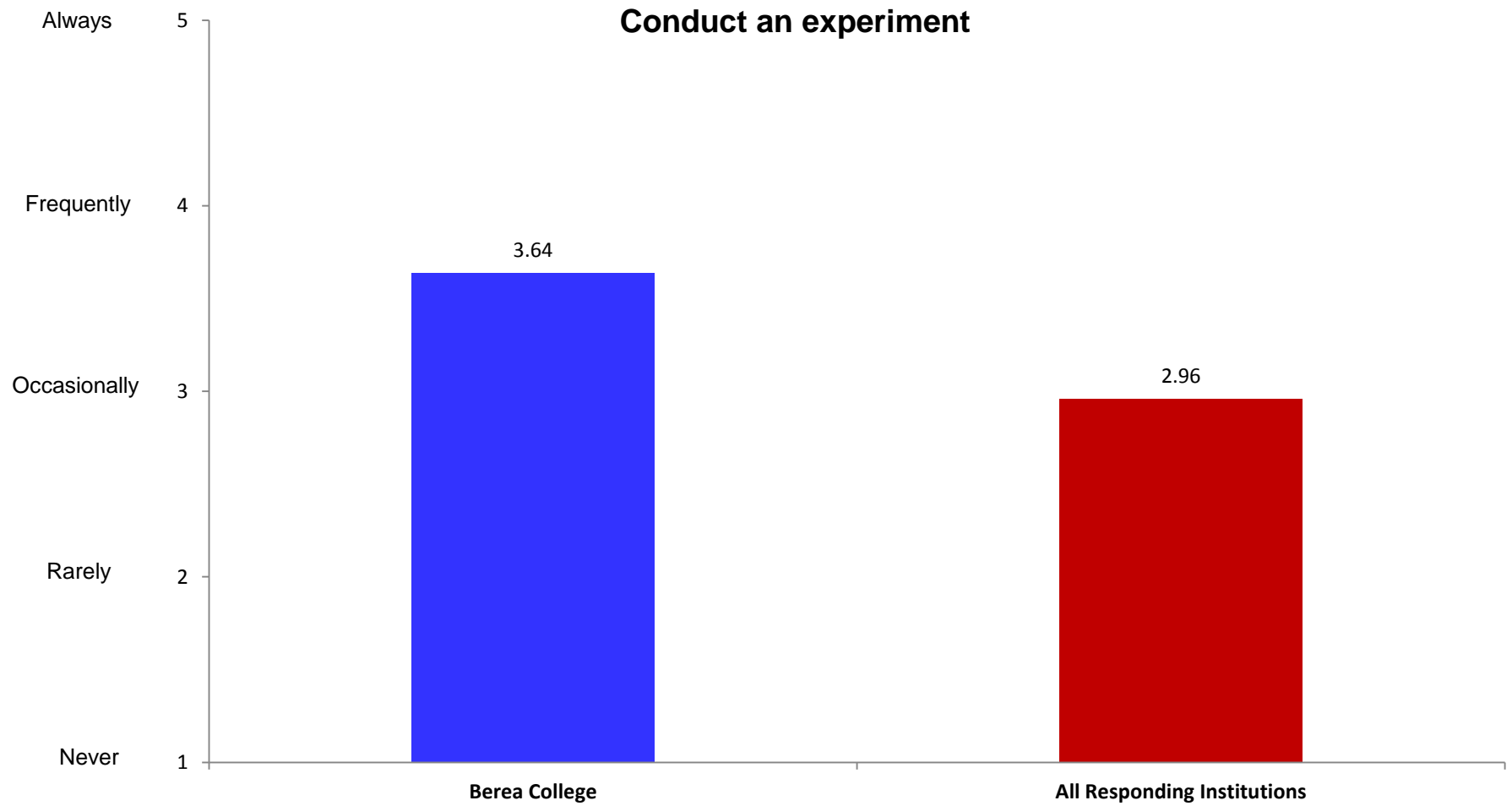


STEM MODULE

In your STEM courses in the past year, how often do you encourage students to:

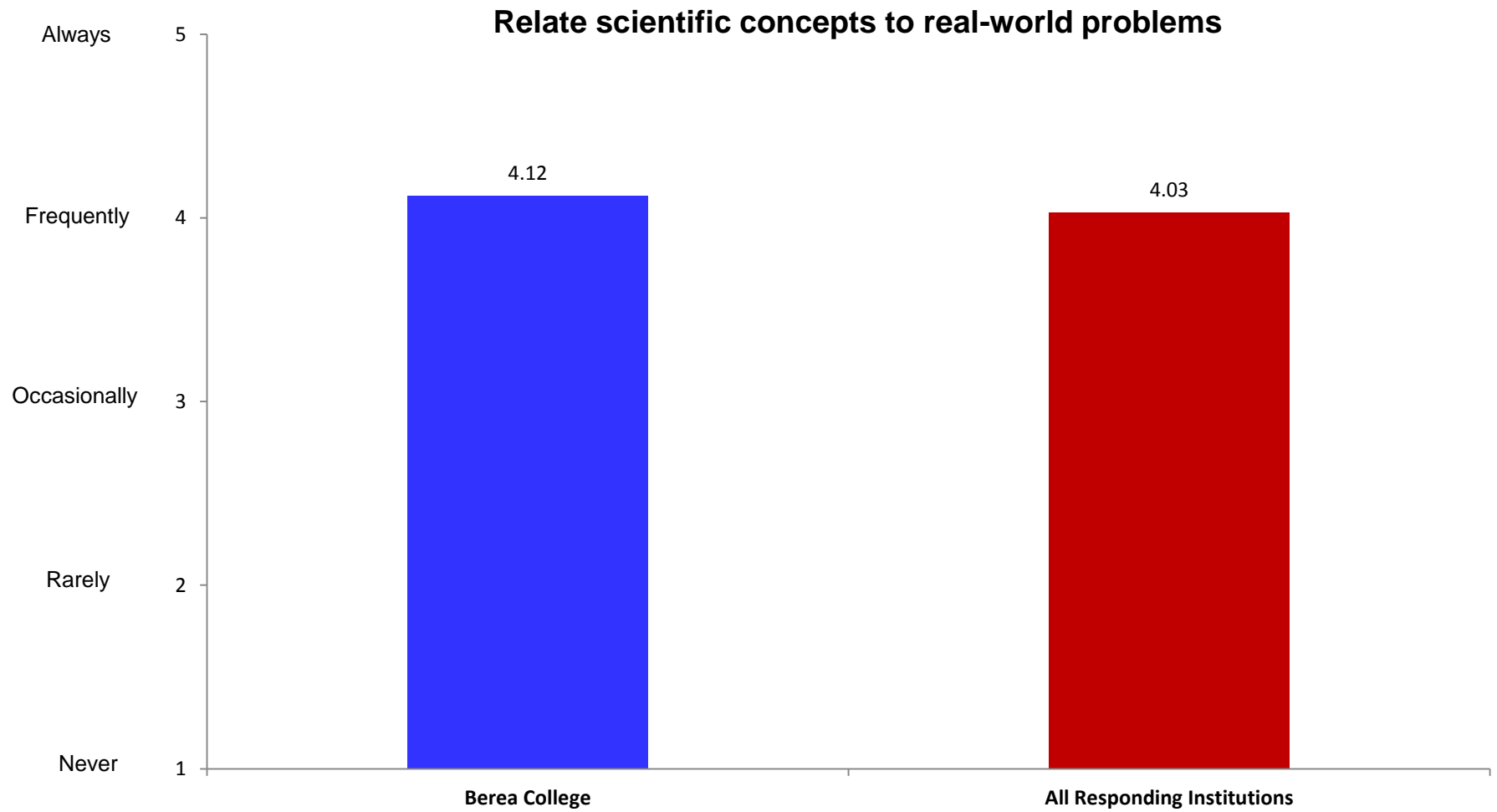


In your STEM courses in the past year, how often do you encourage students to:

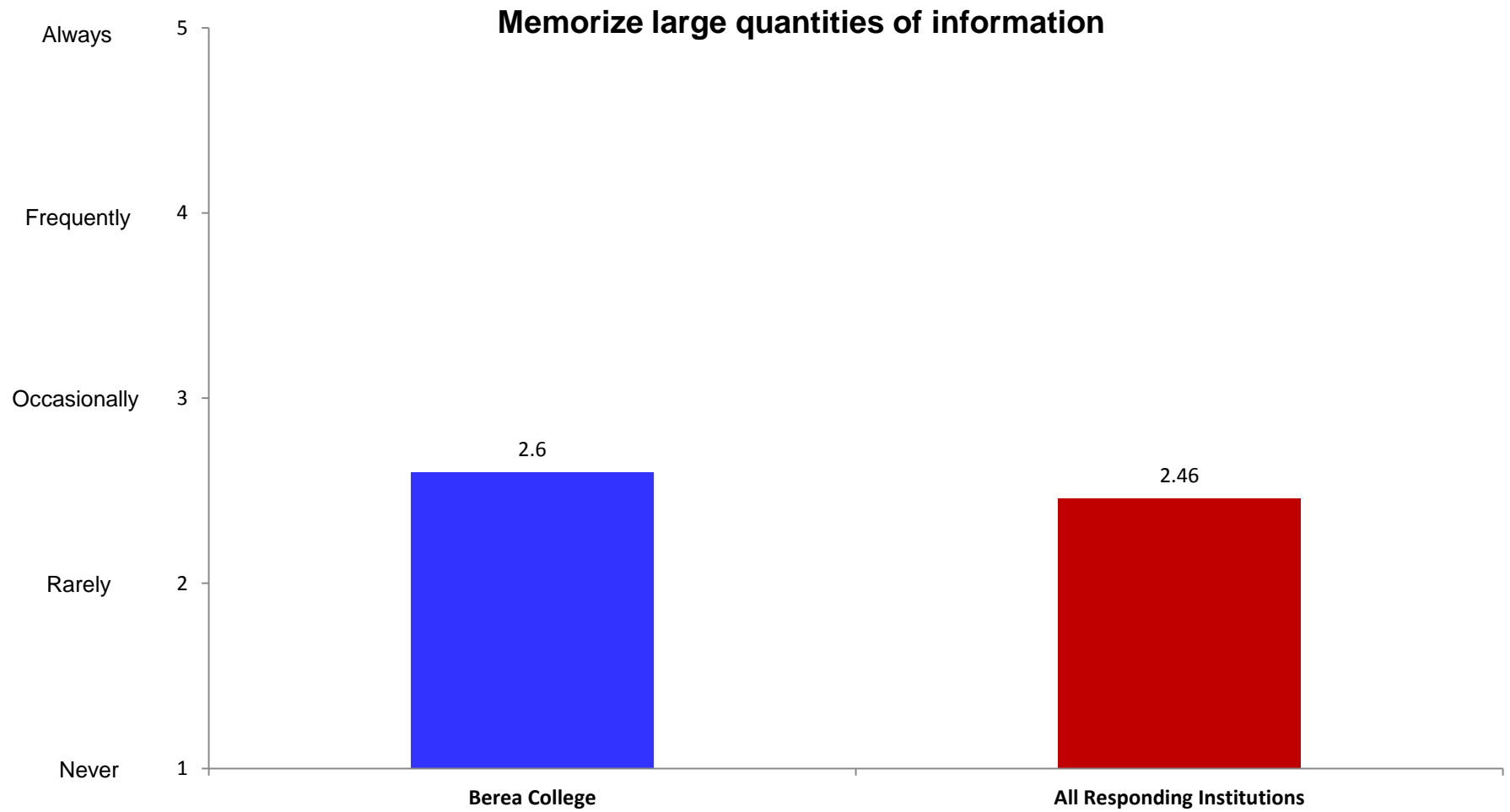


STEM MODULE

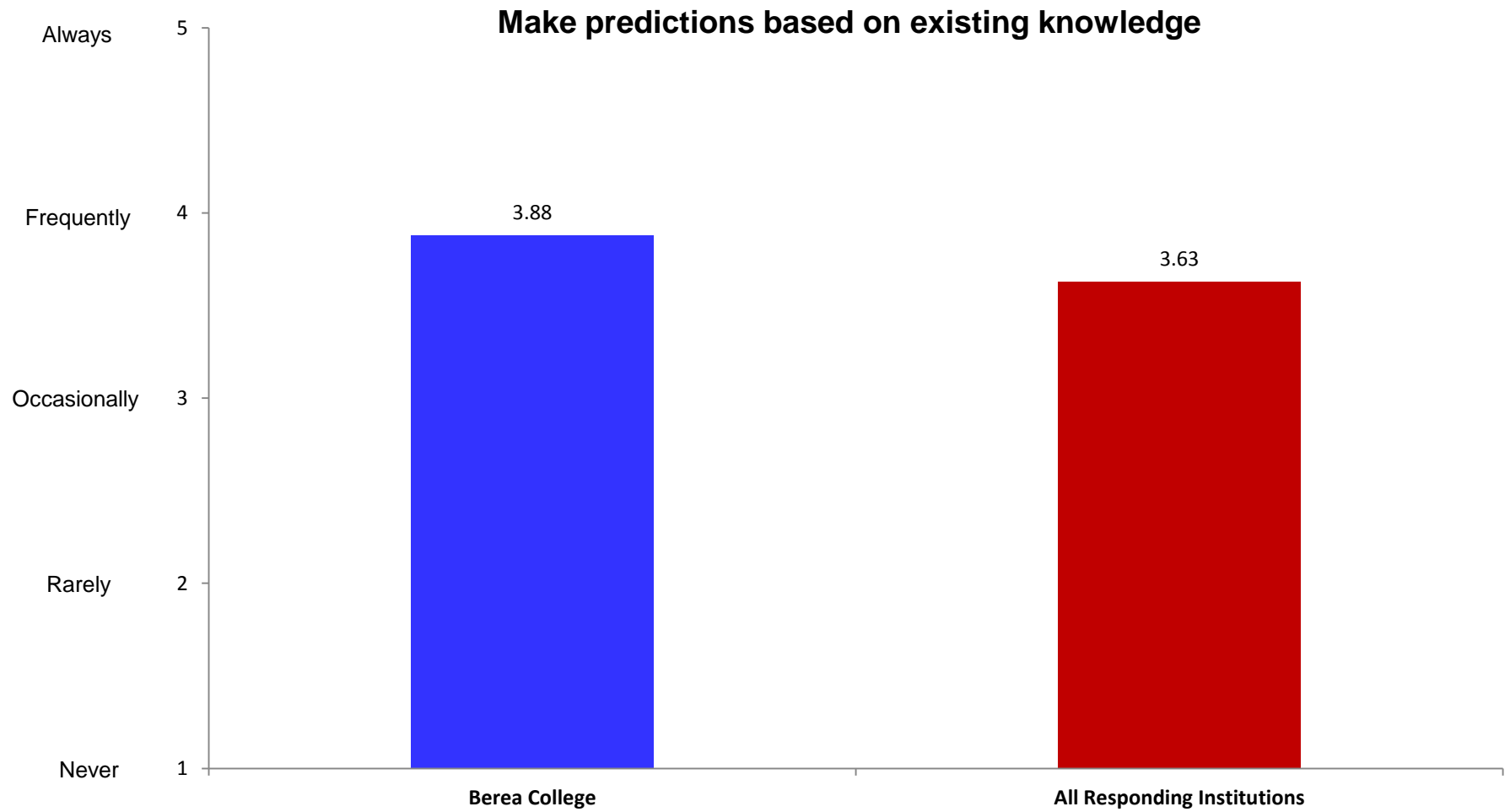
In your STEM courses in the past year, how often do you encourage students to:



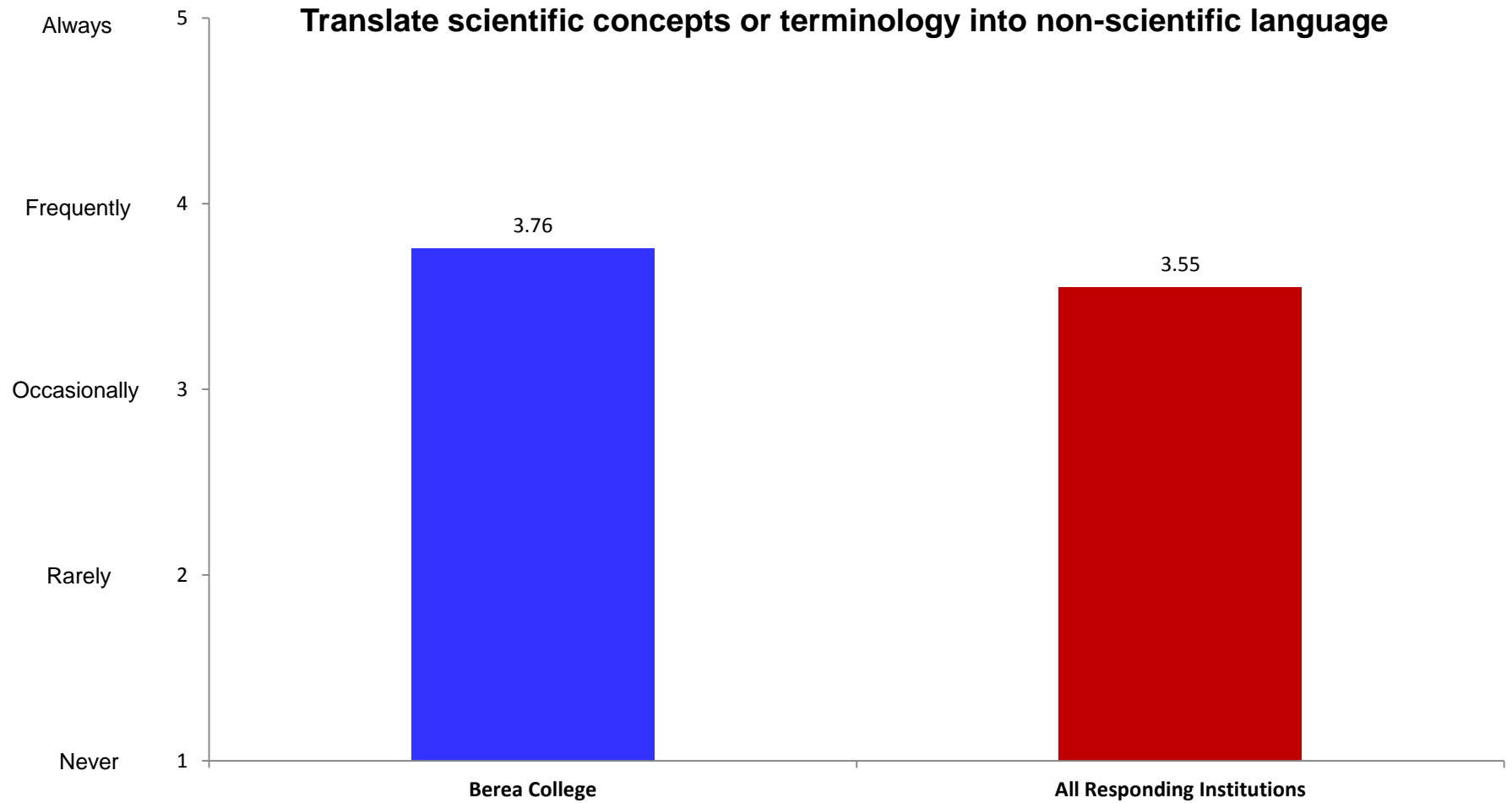
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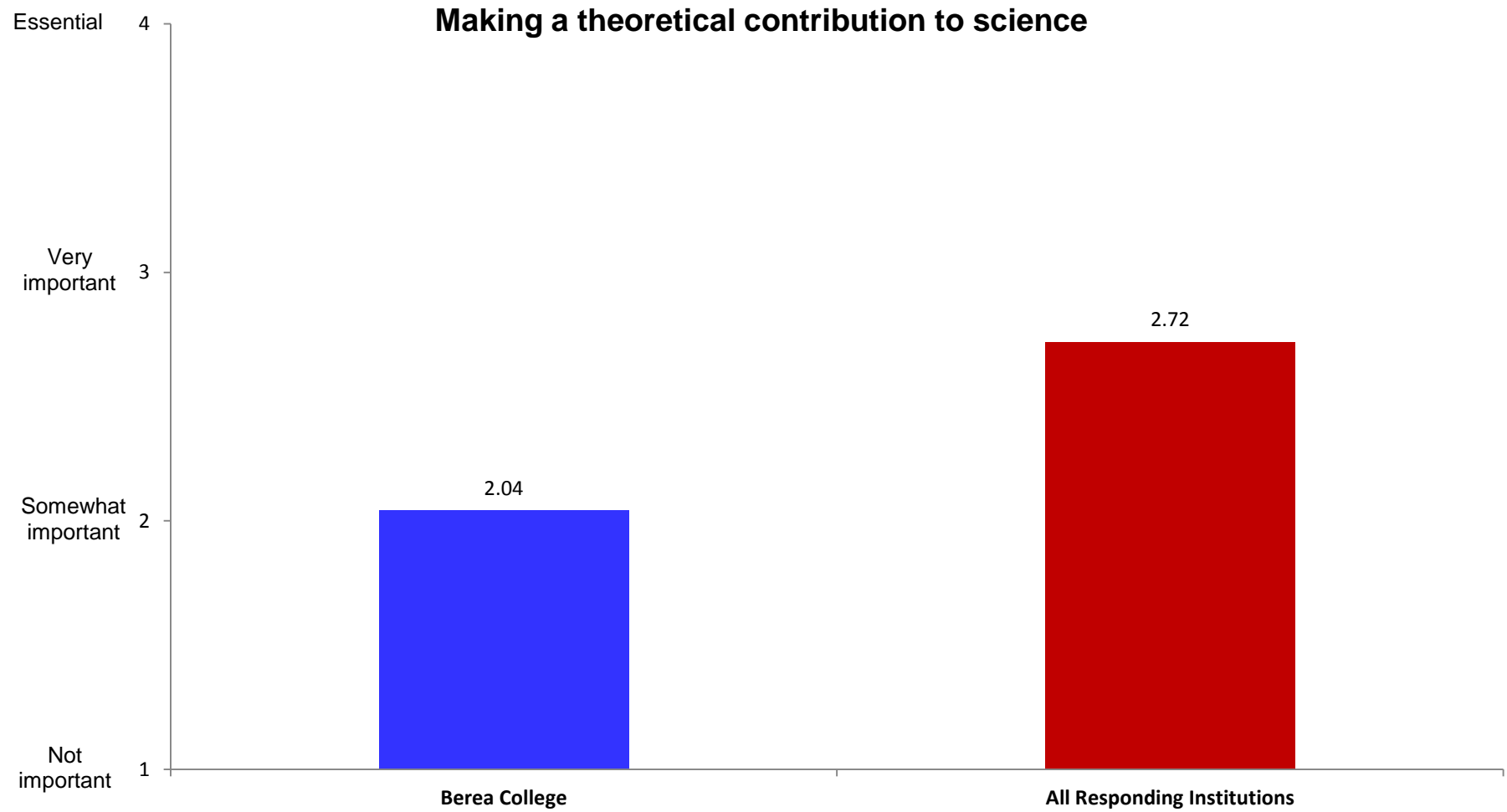
In your STEM courses in the past year, how often do you encourage students to:



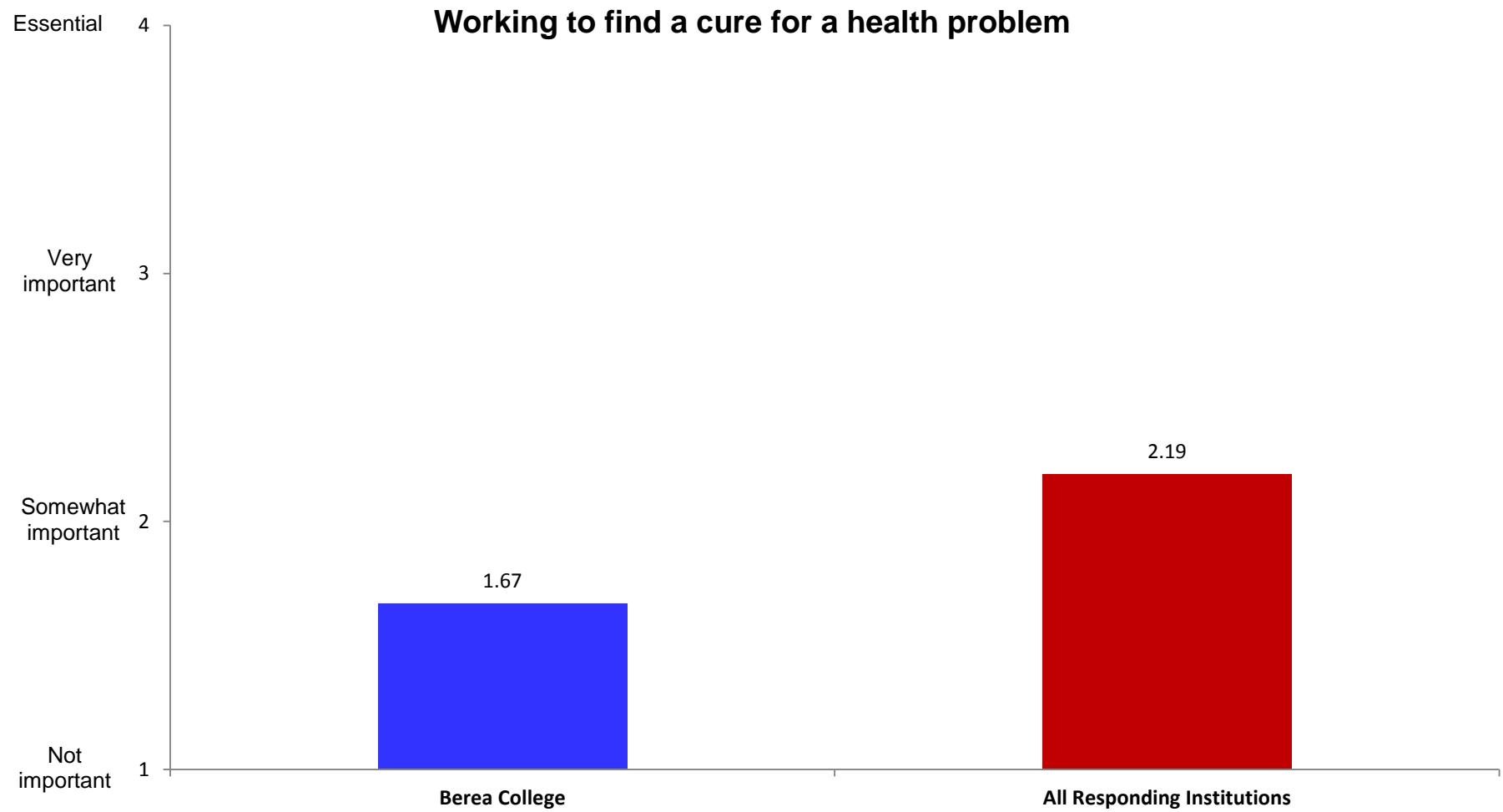
In your STEM courses in the past year, how often do you encourage students to:



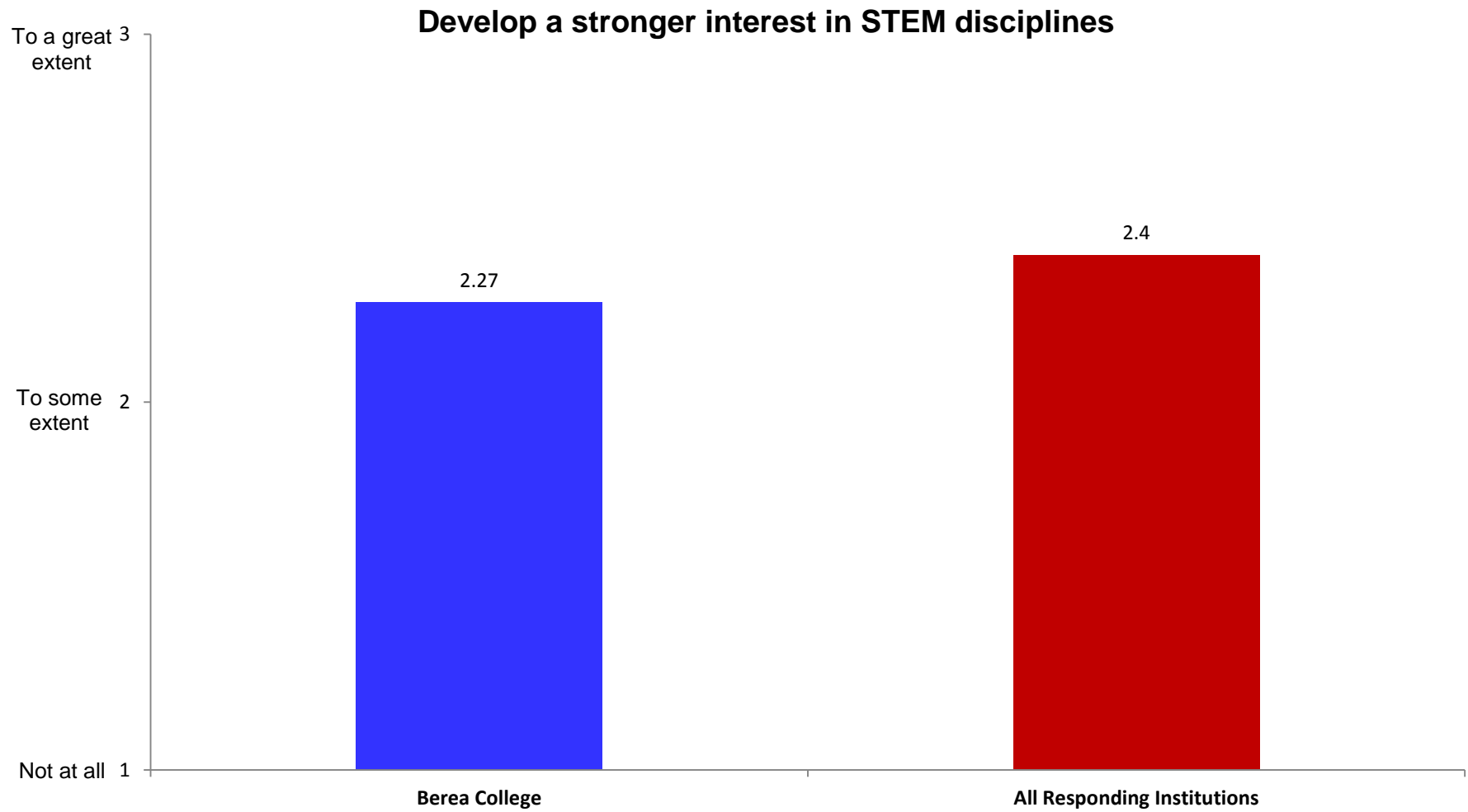
Indicate the importance to you of the following education goals for students:



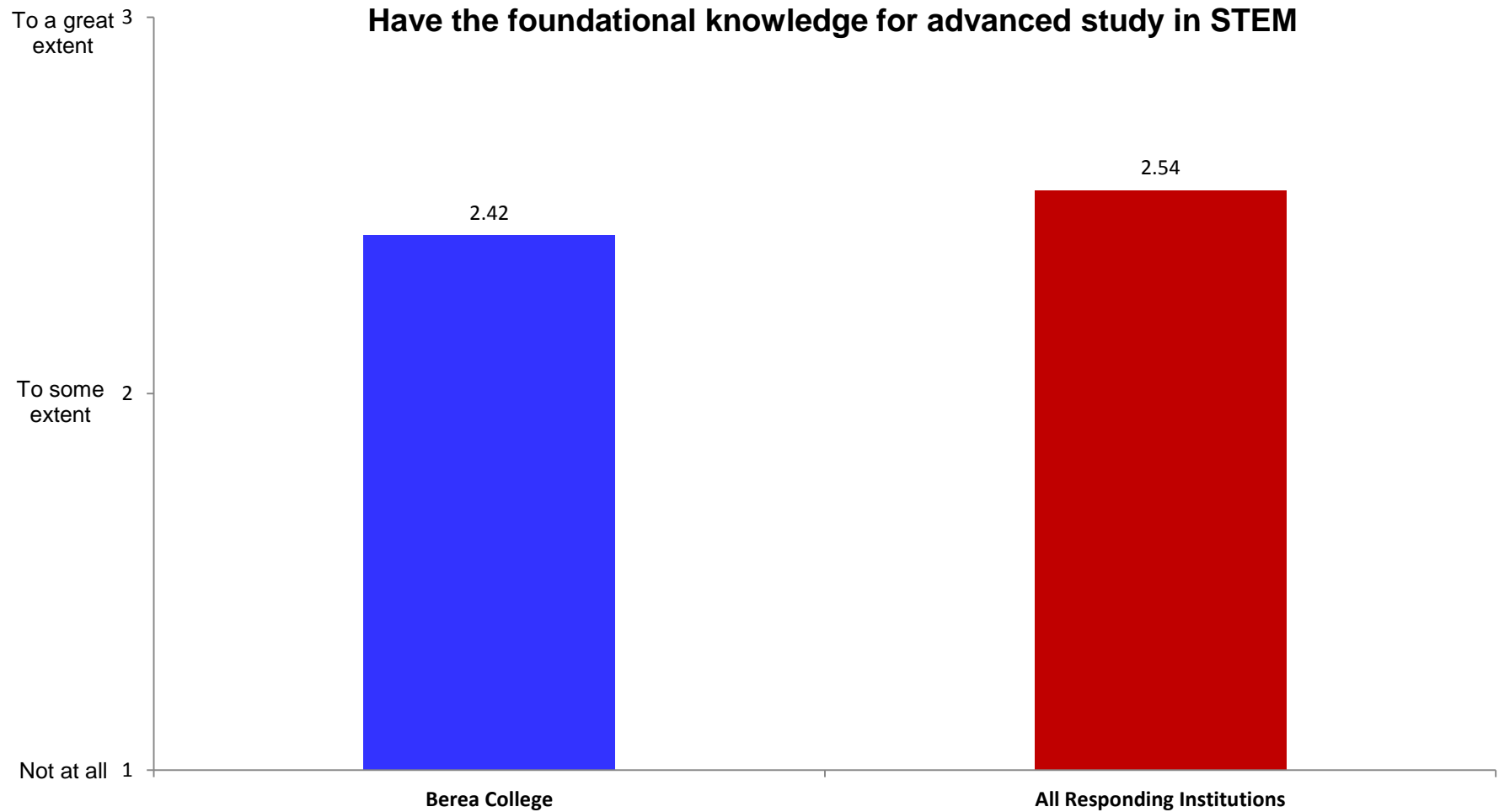
Indicate the importance to you of the following education goals for students:



To what extent do you structure your STEM courses so that students:



To what extent do you structure your STEM courses so that students:



Research Practices Fall 2010

(GSTR 110 Students)



Administered online as part of the Higher Education Data
Sharing (HEDS) Consortium

Full Report:

<http://www.berea.edu/ira/files/2012/08/ResearchPracticesFall2010.pdf>

[Click to see survey instrument](#)

Response Rate: 214/467 or 46%

HEDS Research Practices Survey Instrument
(actual survey was administered online)

1. **How often in the past academic year did you use resources from a library (whether in person or on the Internet) for course assignments, research projects, or other academic purposes)?**
(Scale: Never, Once a week, Once or twice a month, A few times a year)
 - Community or public library
 - College or university library
 - High school library

2. **People use the library for many reasons. In the past academic year, which of the following was your MOST FREQUENT reason for using a library?**
 - Recreation or other non-academic purposes (leisure reading, checking out music or videos, checking e-mail, etc.)
 - Conducting research for course assignments or projects
 - Doing other academic work (studying, doing homework, doing a group project, etc.)
 - Other
 - I did not use a library in the past academic year

3. **In the past academic year, did an instructor or a librarian talk with one or more of your classes about how to use library resources, including Internet resources?**

4. **How many assignments, papers, or research projects have you completed in the past academic year that required you to include at least three sources in a Bibliography, References, or Works Cited list?**
(Scale: None, One or two, Three or four, Five or more)

5. **Which of the following print sources did you use in the past academic year for research?**
(Choose as many as apply.)
 - Library books
 - Encyclopedias, almanacs, dictionaries
 - Academic or research journals
 - Newspapers or magazines for the general public
 - Other
 - I did not use any print sources for research in the past academic year

6. **Which of the following online sources did you use in the past academic year for research?**
(Choose as many as apply.)
 - Google, Yahoo, or other search engine
 - Online journals, magazines, newspapers, or encyclopedias
 - Online library catalog
 - Online booksellers (such as Amazon.com, BarnesandNoble.com, etc.)
 - Online indexes or databases (such as EBSCO, JSTOR, Expanded Academic, ASAP, etc.)
 - Google Scholar
 - Other
 - I did not use any online sources for research in the past academic year

**HEDS Research Practices Survey Instrument
(actual survey was administered online)**

7. Which of the following information management tools did you use in the past academic year for organizing and managing research information?

(Choose as many as apply.)

- Paper folders, files, or note cards
- Computer folders or files (My Documents, Microsoft Word files, etc.)
- Online tools (bookmarks, blogs, MySpace, etc.)
- E-mail
- Bibliographic management software (Endnote, Refworks, ProCite, etc.)
- Other
- I did not use any tools for organizing or managing research information

8. In the past academic year, when you were given research project assignments, how often were you required to use a specific format (such as APA, MLA, Chicago, or some other style) for the sources in your bibliography?

(Scale: Almost always, Often, Sometimes, Rarely, Never/not applicable)

9. How often have you sought research advice from each of the following?

(Scale: Almost always, Often, Sometimes, Rarely, Never/not applicable)

- Teachers or professors
- Librarians
- Parents (or other adult family members)
- Friends, classmates, or siblings
- Writing labs, writing centers, or help groups
- Help screens, online tutorials, or others

10. Over the course of the past academic year, how often did you talk with a librarian about a research project you were doing?

(Scale: Never, Once or twice, Three or four times, Five or more times)

11. Which of the following best describes the way you pace your work on a research assignment?

- I do most of the work soon after an assignment is given
- I divide the work pretty equally across the available time
- I do a little work soon after the assignment is given, but do most of it toward the end
- I do all the work just before or on the due date

12. How challenging are each of the following research components?

(Scale: Very easy, Somewhat easy, Somewhat difficult, Very difficult)

- Narrowing your topic
- Developing a list of sources to investigate
- Revising your search strategy as necessary
- Developing your main argument or thesis statement
- Organizing resources into logical unified structure
- Writing the paper
- Documenting your sources

HEDS Research Practices Survey Instrument
(actual survey was administered online)

13. How challenging are each of the following in identifying/retrieving sources?

(Scale: Very easy, Somewhat easy, Somewhat difficult, Very difficult)

- Using a library catalog
- Using an electronic index (Academic Search Premier, ProQuest Research Library, etc.)
- Using a print index
- Using an Internet search engine
- Physically locating sources in a library
- Obtaining materials through inter-library loan

14. How challenging are each of the following in using sources?

(Scale: Very easy, Somewhat easy, Somewhat difficult, Very difficult)

- Determining whether a source is appropriate for an academic project
- Deciding what information from your sources to integrate into your project
- Knowing when to document a source
- Knowing how to document a source

15. How much do you enjoy research?

(Scale: Very much, Quite a bit, Some, Very little)

16. Rate your agreement with each of the following statements.

(Scale: Strongly agree, Agree, Disagree, Strongly disagree)

- Skillful researchers know the best way to approach any research question
- A course in research skills would be useful
- When two researchers disagree, one of them must be wrong
- Successful researchers understand things quickly
- Careful researchers can ultimately get to the truth
- If a researcher cannot understand something within a short amount of time, she should keep on trying.
- Good research yields clear results; poor research yields ambiguous results
- When it comes to research, some people are just naturally better at it than others

17. Which of the following searches would retrieve the MOST results in an online search?

- Movies OR Films
- Movies AND Films
- Movies NOT Films
- Movies INSTEAD OF Films
- Don't know

18. Which of the following is the correct way to truncate a search word?

- Typing in only the first syllable of the word as a keyword
- Combining search words with "and," "or," or "not"
- Using the * or ! Symbol in place of the last few letters of the word
- None of the above
- Don't know

**HEDS Research Practices Survey Instrument
(actual survey was administered online)**

19. Which of the following would be the most efficient way to find a comprehensive listing of other books in the catalog on this topic?

- Identifying other books written by the same authors
- Examining the bibliography in the book
- Scanning the shelves where the book is located to see what books are nearby
- Searching again using the subject headings that most closely match your research topic
- Don't know

20. Researchers must distinguish between academic journals and popular magazines. Which of the following statements is LEAST ACCURATE?

- Academic journal articles provide objective facts; popular magazine articles do not
- Academic journals usually include a list of references to other scholarly works; articles in popular magazines usually do not
- The intended audience for academic journals is mainly other scholars, for magazines is the general public
- Authors and editors for academic journals are usually employed in higher education, for magazines (non-profit media)
- Don't know

21. You find the following entry in the Reference section of a recent article: Erisman, H.M. (2002). The Cuban Revolution's evolving identity. *Latin American Politics and Society* 44 (1), 145-153. In what issue of *Latin American Politics and Society* will you find this article?

- Volume 2002, Number 44
- Volume 44, Number 1
- Volume 1, Number 145-1553
- The issue cannot be determined

22. For each of the following, please identify the actual source

(Scale: Entire book, Journal article, Portion of a book, Don't know)

- Jorgensen, Lara W. "Reinterpreting Navajo Rites." *Navajo Culture* 6 (1946): 469-78.
- Allen, Glover Morrill. *Bats*. Cambridge: Harvard University Press. 1939.
- Tanaka, Kazuko. "The New Feminist Movement in Japan, 1970-1990." In *Japanese Women*, edited by Kumiko Fujimura-Fanselow, New York Feminist Press. 1995.

23. Researchers must distinguish between primary and secondary sources. Which of the following statements is MOST ACCURATE?

- Primary sources are more scholarly than secondary sources
- Primary sources are old; secondary sources are new
- Primary sources examine subjects first-hand; secondary sources examine the findings of the other scholars
- Primary sources are more appropriate for academic projects than are secondary sources
- All of the above are equally accurate
- Don't know

HEDS Research Practices Survey Instrument
(actual survey was administered online)

24. Which of the following is likely to yield the most comprehensive list of relevant scholarly articles for a research project?

- Searching an electronic index or database in a specific academic field (History, Biology, Music, etc.)
- Using a general Internet search like Google or Yahoo
- Paging through print volumes of an academic journal in a specific academic field
- Searching the library catalog
- All of the above are equally effective
- Don't know

25. A peer-reviewed or refereed journal is BEST described as:

- A journal that publishes reviews of other articles
- A journal that publishes articles that have been approved by other scholars
- A journal that includes only articles written collaboratively by peers
- A journal that includes references for each article it publishes
- Don't know

26. In a scholarly article of a research paper, a citation is:

- A direct quotation from someone else's written work
- Source information for any ideas or text from someone else's written work
- The physical location of a source (book, journal, etc.)
- All of the above
- Don't know

27. A citation is NOT required when:

- You are paraphrasing, rather than quoting a source
- More than one source says the same thing
- You are describing your own feelings or analyses
- All of the above
- Don't know

28. Please choose the most accurate option for each of the following:

(Scale: Scholarly, Non-Scholarly, Cannot be determined, Don't know)

- Available online
- Translated from another language
- Published in a peer-reviewed journal
- Posted on a political blog
- Recently published
- Has a lengthy list of references
- Published by a university press
- Published in Time, Newsweek, USNews

**HEDS Research Practices Survey Instrument
(actual survey was administered online)**

29. You are required to write a research paper for your American History class examining the roles of women in Civil War. An initial search turns up the following sources. Which one is LEAST likely to be appropriate for your paper?

- Edwards, L.F. (1980). *Scarlett doesn't live here anymore: Southern women in the Civil War era*. Urbana, IL: University of Illinois Press.
- Heidler, D.S., & Heidler, J.T. (Eds.). (2000). *Encyclopedia of the American Civil War: A political, social, and military History*.
- *Hearts at Home: Southern Women in the Civil War*. (1997). Diaries, letters, photographs, and papers in the Special Collections of the University of Virginia Library
- Schultz, J. E. (2002). *Seldom thanked, never praised, and scarcely recognized: Gender and racism in Civil War Hospitals*. *Civil War History*.
- Wilson, B.A. (2006). *Women in the Civil War*. Retrieved July 1, 2006, from <http://userpages.aug.com/captbarb/femvets2.html>

30. What was your basis for the source selection to the previous question (#29)?

- Whether the source is likely to be scholarly
- How recently the source was published
- Whether the source was a print or Internet source
- The number of pages with information about this topic
- All of the above equally influenced my response to the preceding question.

31. Suppose you have more relevant sources than you can use in a short research assignment. Which of the following is the best way to determine whether to use a particular source?

- Whether the source is a print or Internet source
- How recently the source was published
- How easily you can get the source
- Whether the source is scholarly
- Whether the author is highly respected
- All of the above are equally valid criteria for choosing among sources

Demographics

32. What is your college classification for the 2010-201 Academic Year?

- Freshmen/First-Year
- Sophomore
- Junior
- Senior
- Unclassified

33. Gender

34. Ethnicity

National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



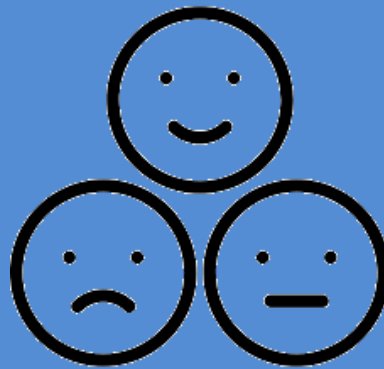
[Click to see survey instruments](#)

Response Rates:

Spring 2003	51%
Spring 2007	79%
Spring 2010	64%
Spring 2014	60%

Noel-Levitz Student Satisfaction Inventory (SSI) and Berea-Specific Student Satisfaction Survey

All Students



[Click to see survey instruments](#)

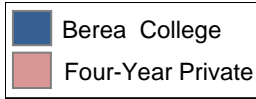
Response Rates:

1998	81%	2013	90%
2003	84%	2018	89%
2008	54%		

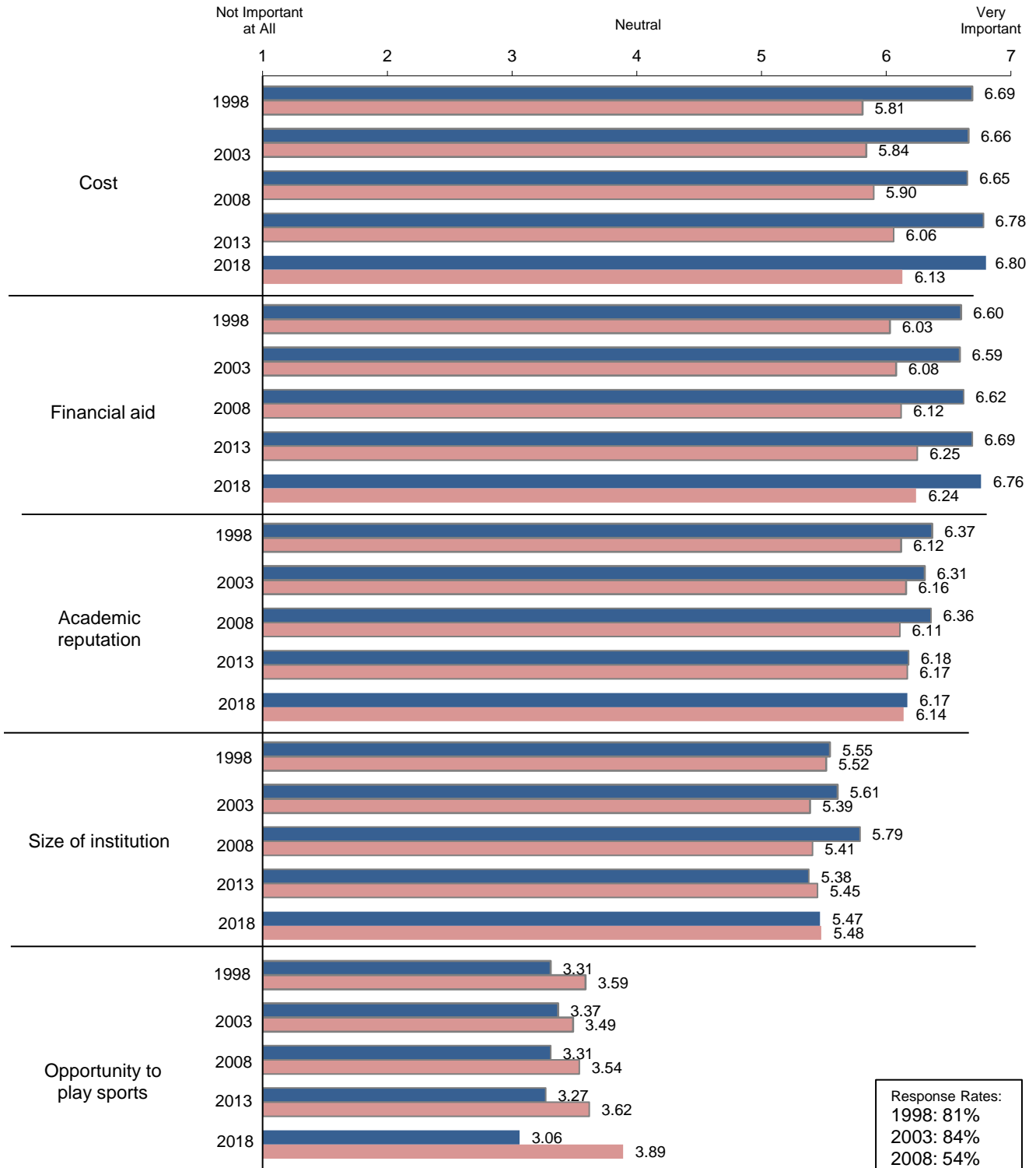
All Students

Berea College vs. Four-Year Private Institutions

Noel-Levitz Student
Satisfaction Inventory



*How important were each of the following factors
in your decision to enroll here?*

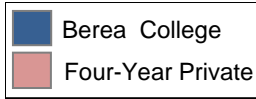


Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

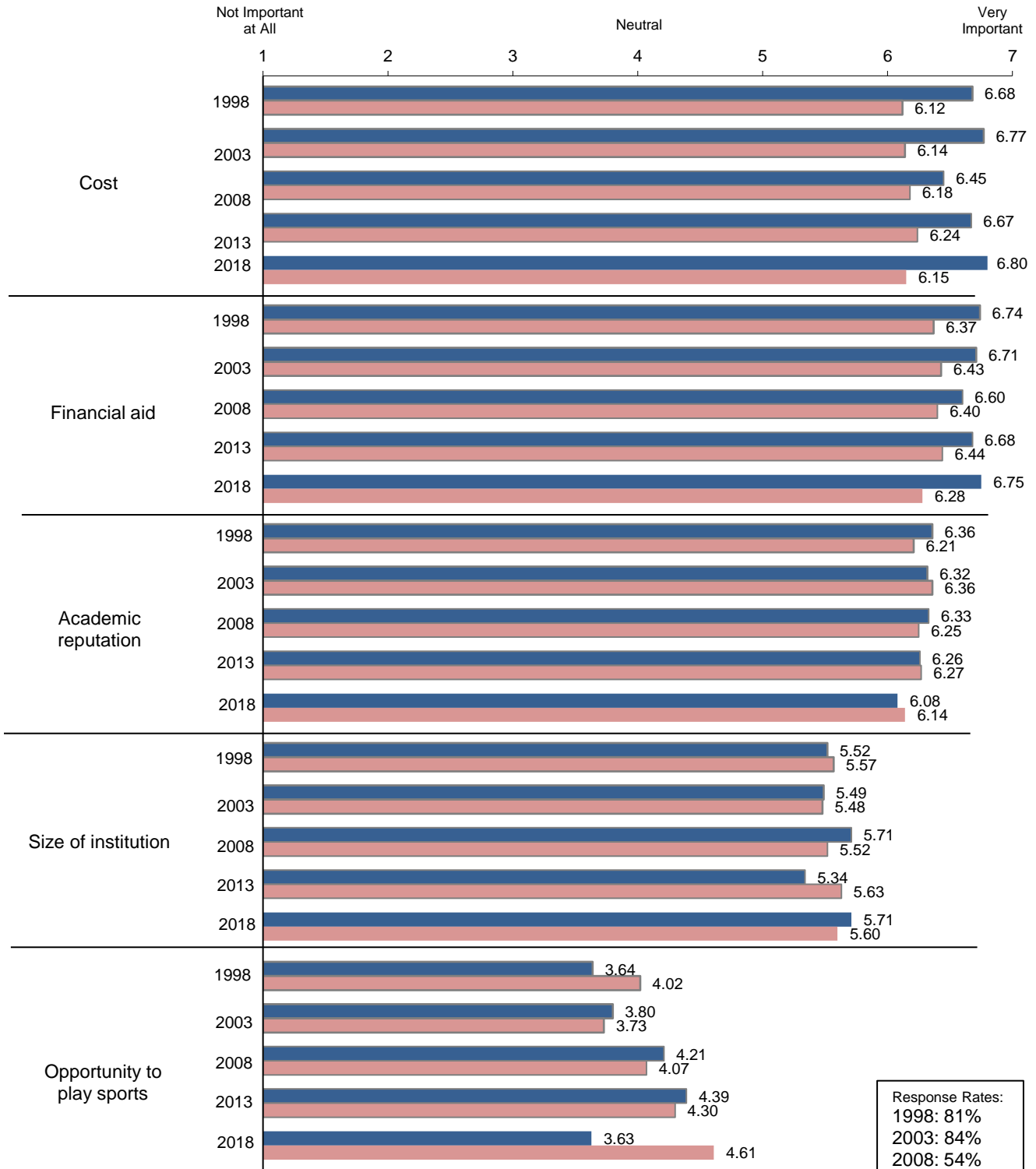
African-American Students

Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



How important were each of the following factors in your decision to enroll here?

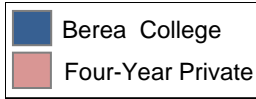


Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

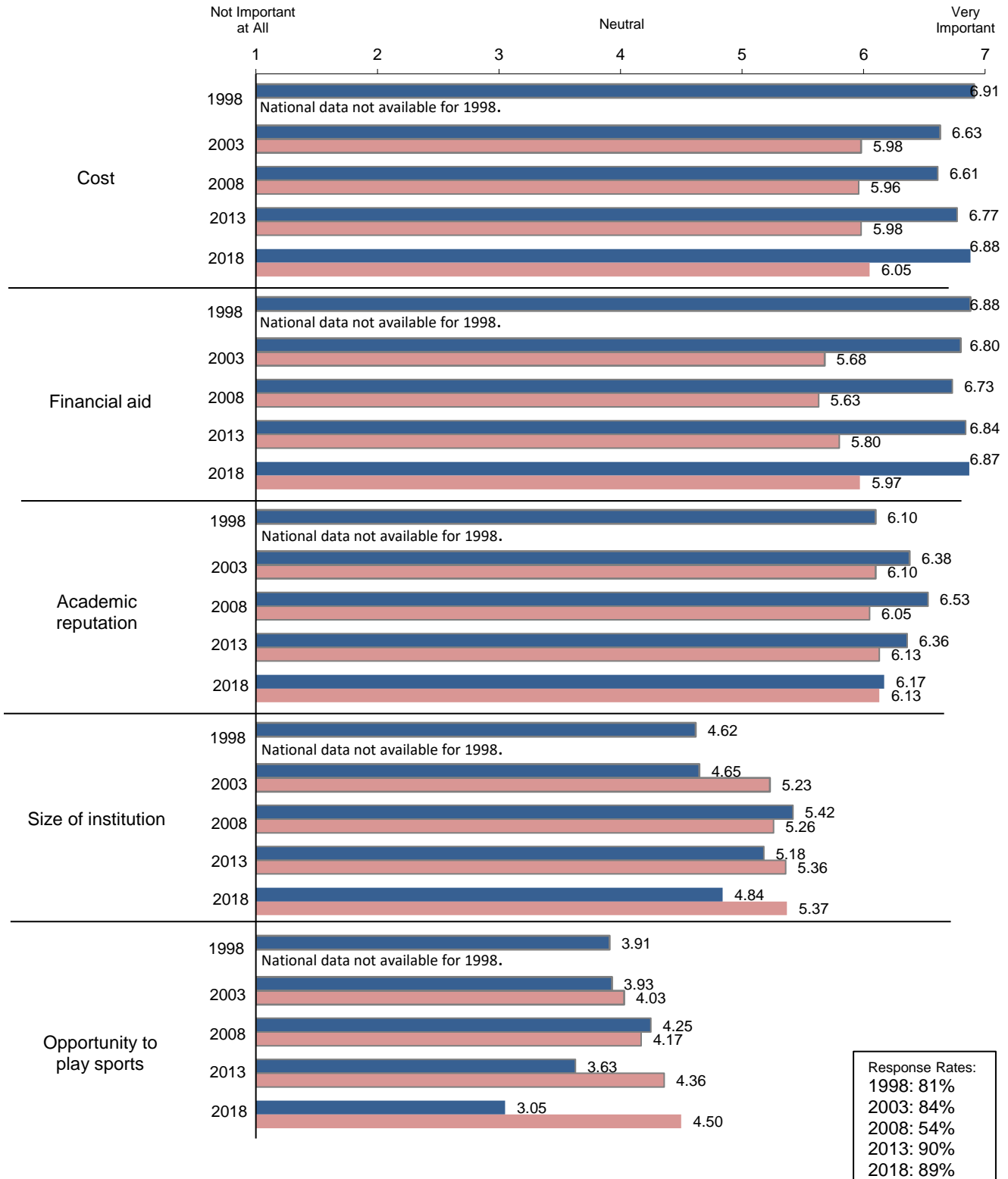
International Students

Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



How important were each of the following factors in your decision to enroll here?

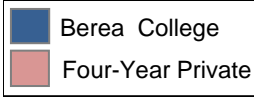


Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

Female Students

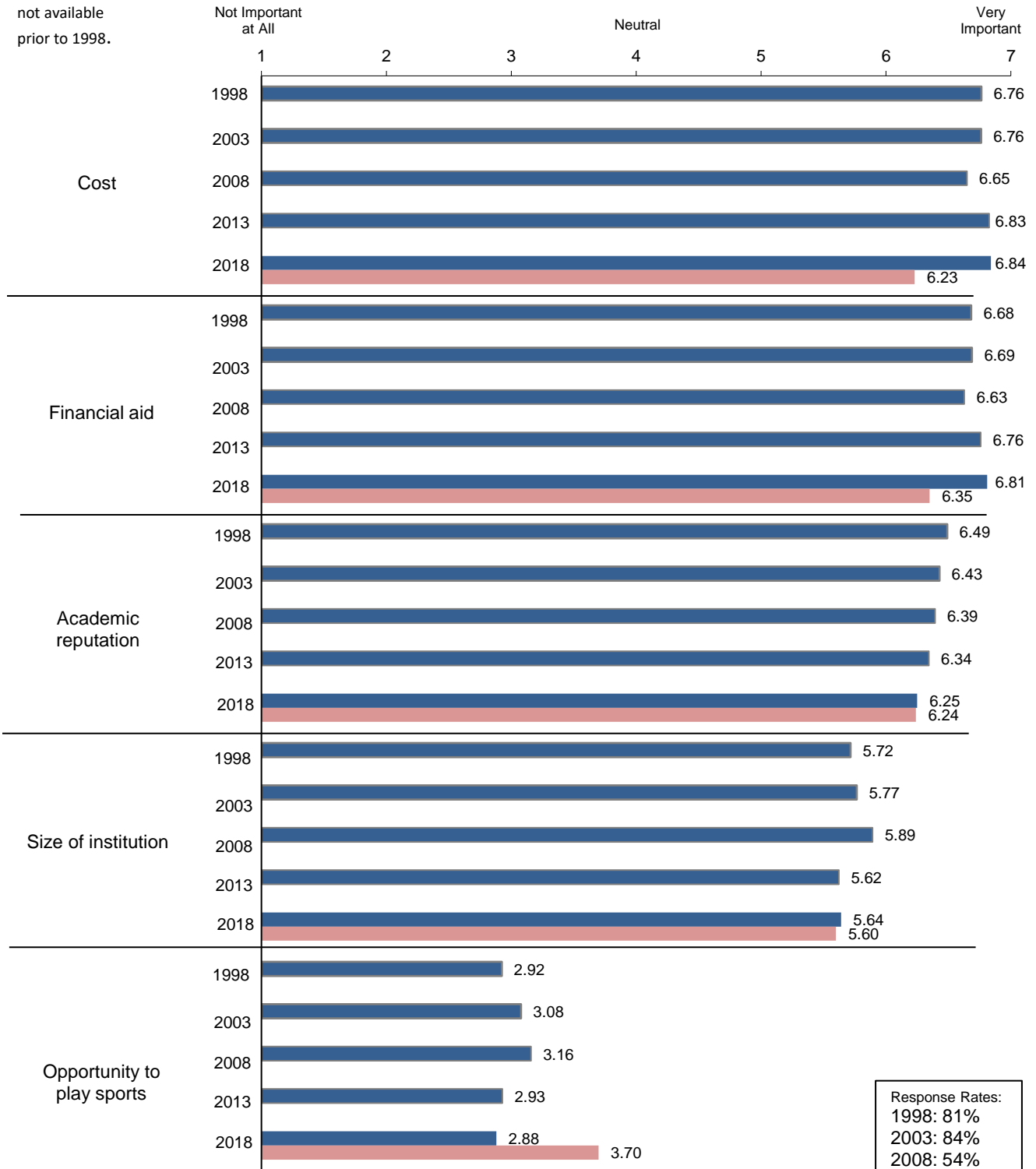
Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



How important were each of the following factors in your decision to enroll here?

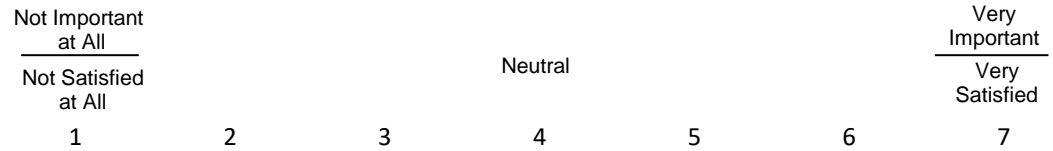
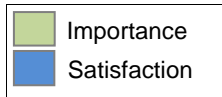
National data not available prior to 1998.



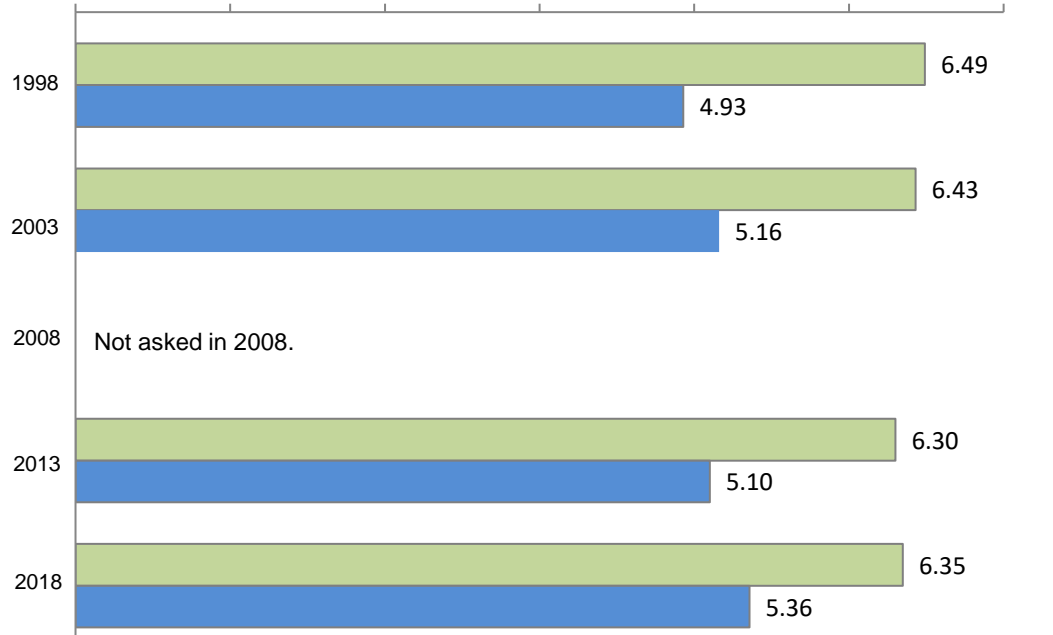
Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

All Students
Importance and Satisfaction Ratings within Item Group:
Academic Program

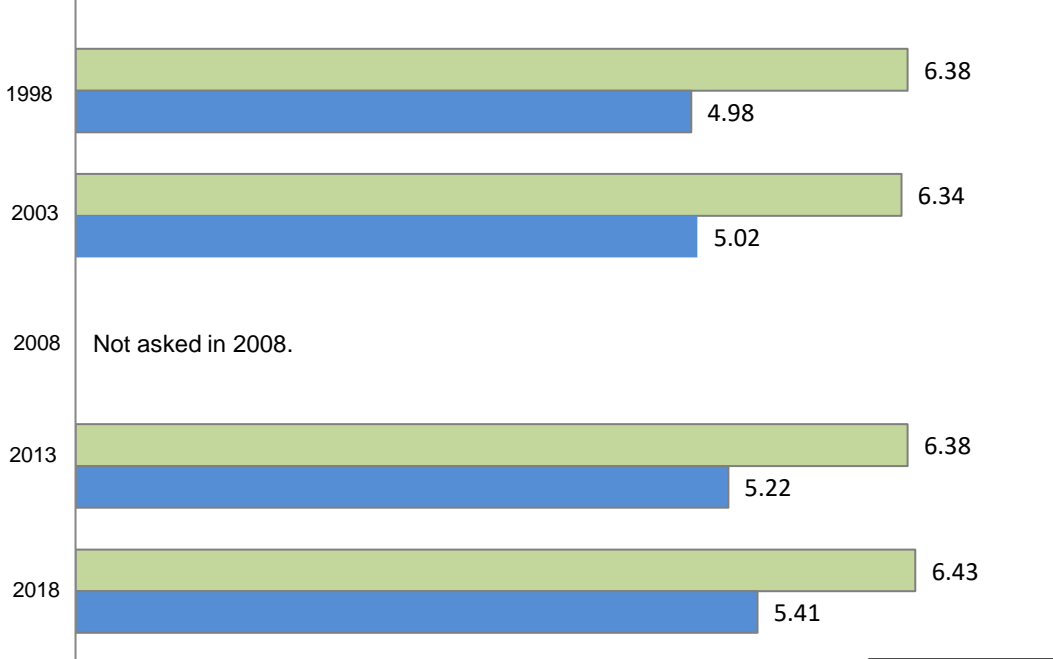
Berea-Specific
Satisfaction Survey



1. The range of major programs available at Berea is adequate.*



2. The academic program provides me with adequate opportunities to explore personal interests.

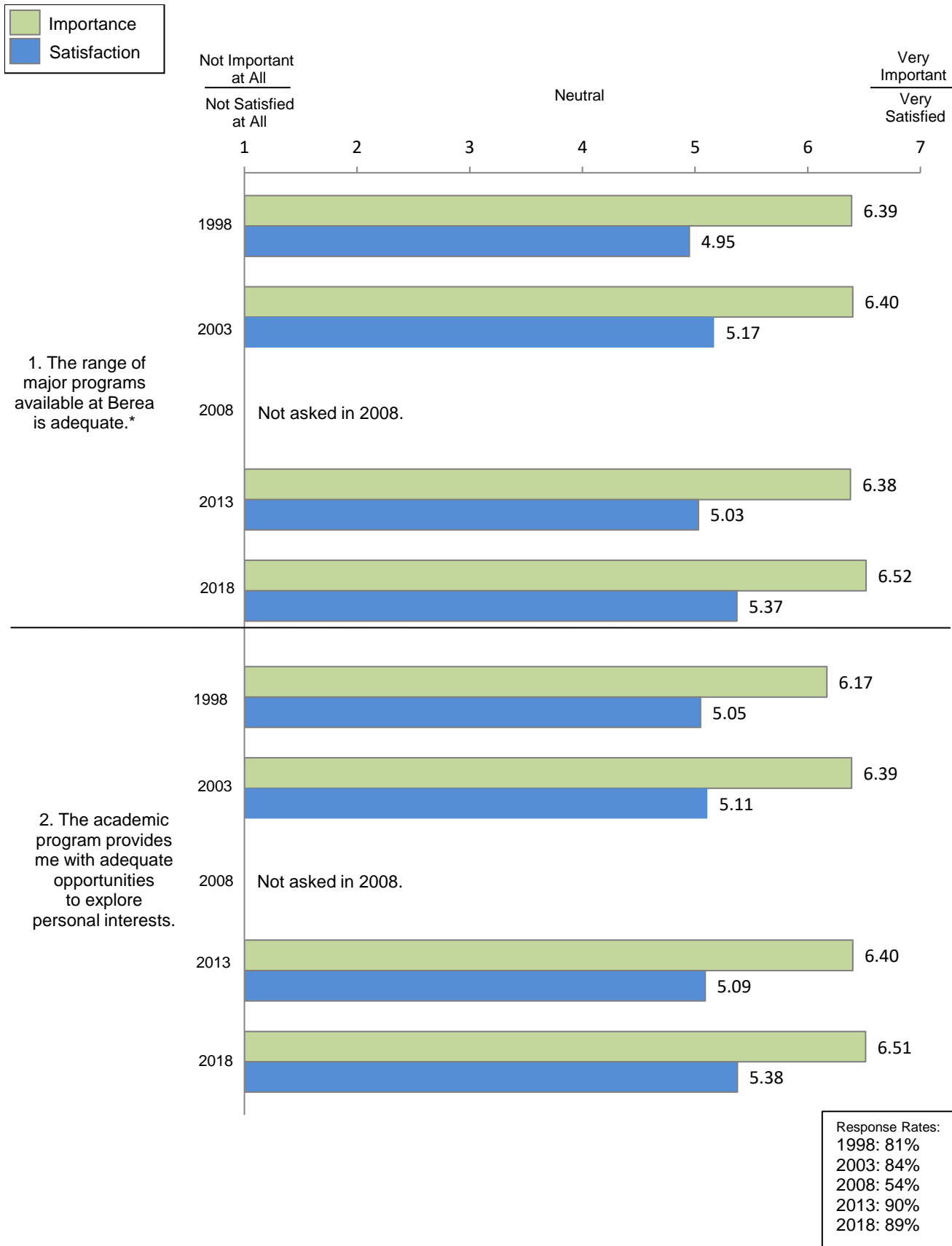


Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

African-American Students
Importance and Satisfaction Ratings within Item Group:
Academic Program

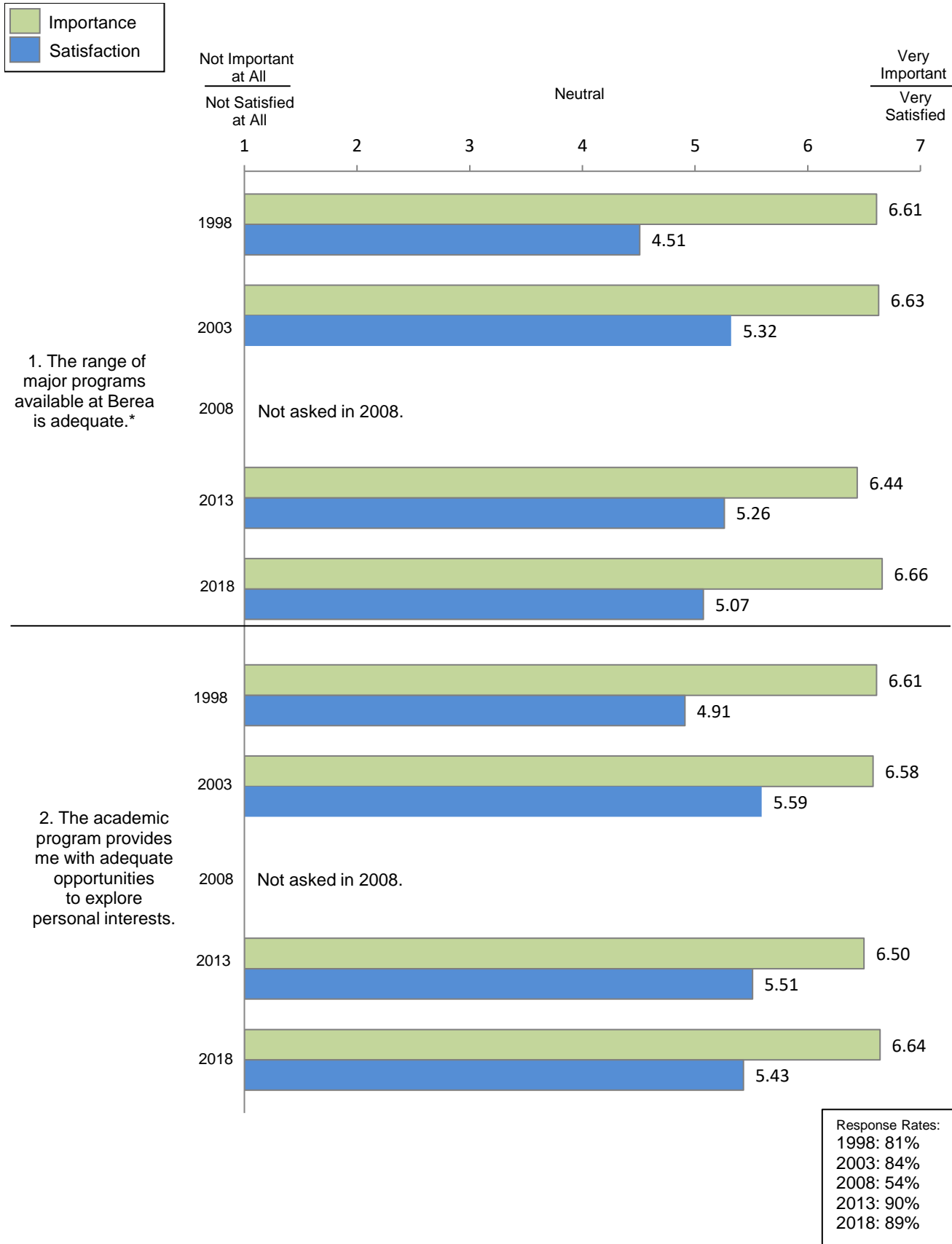
Berea-Specific
Satisfaction Survey



*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

International Students
Importance and Satisfaction Ratings within Item Group:
Academic Program

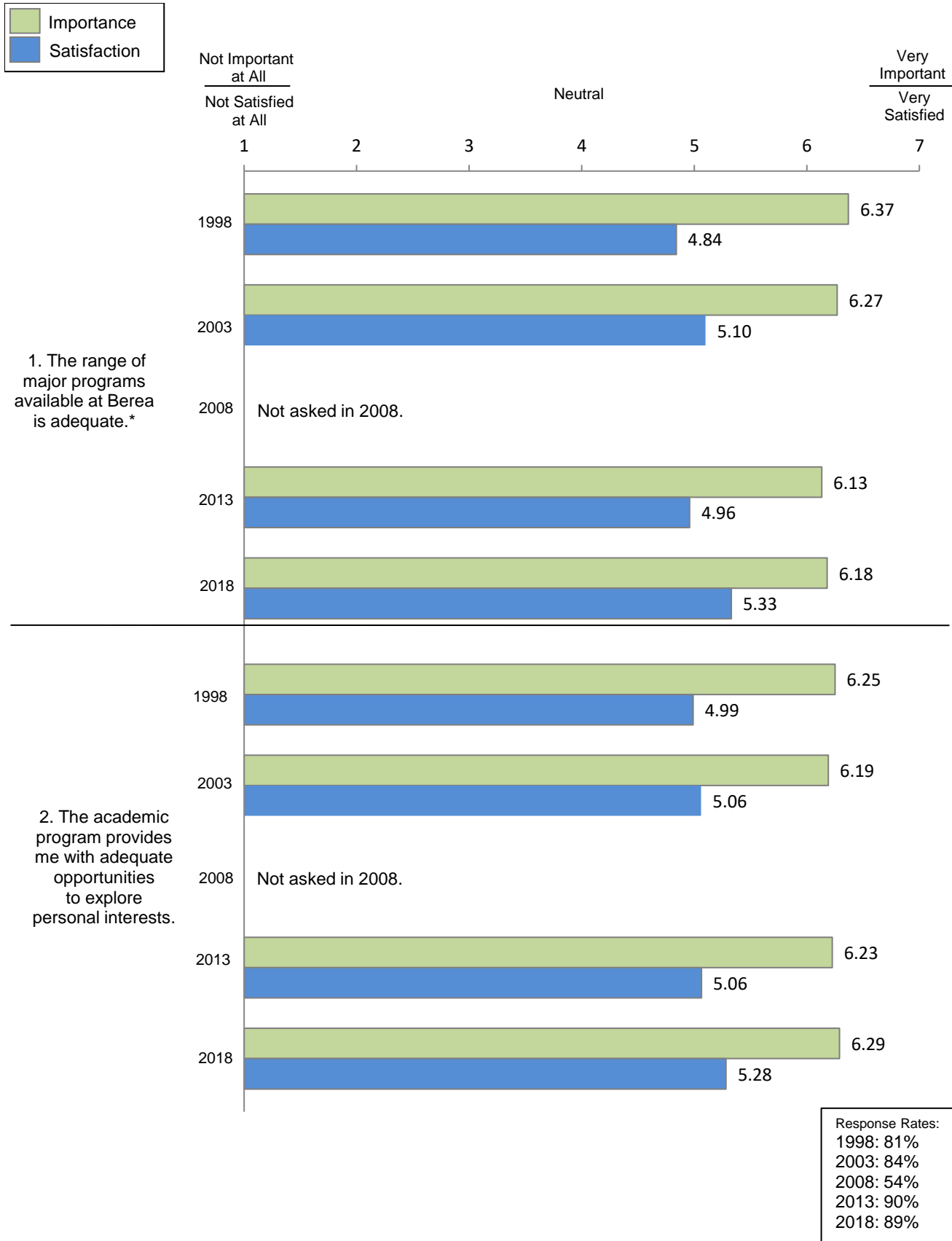
Berea-Specific
Satisfaction Survey



*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

Male Students
Importance and Satisfaction Ratings within Item Group:
Academic Program

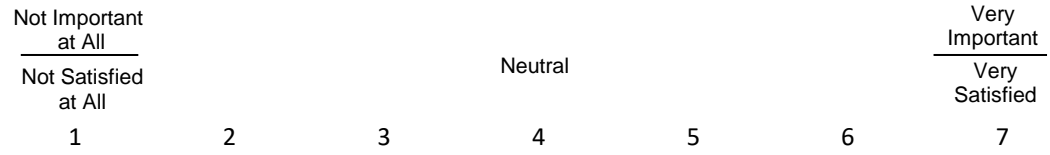
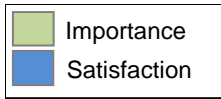
Berea-Specific
Satisfaction Survey



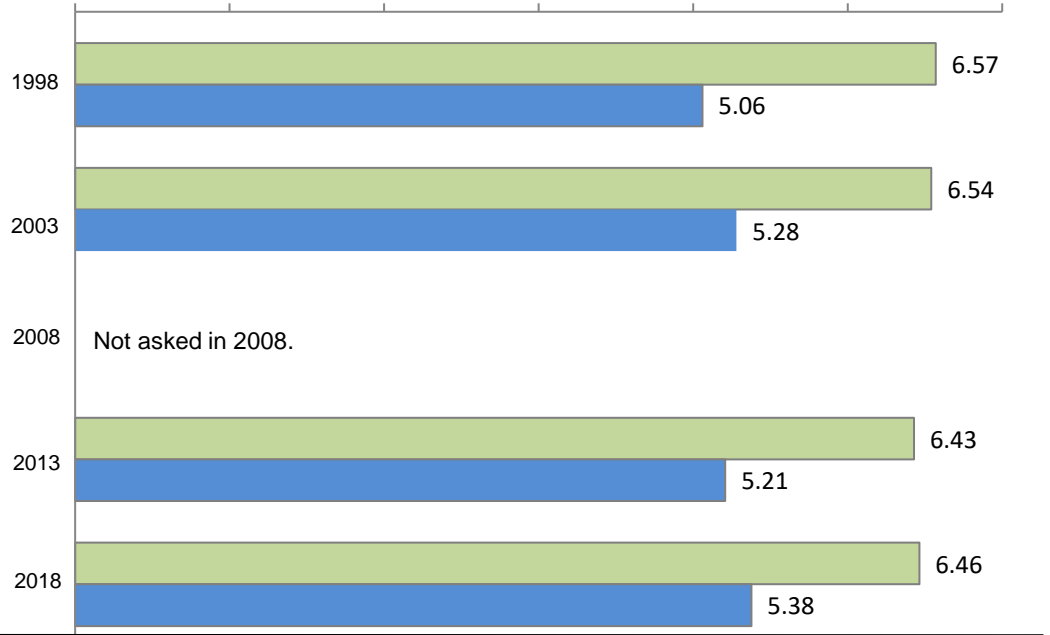
*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

Female Students
Importance and Satisfaction Ratings within Item Group:
Academic Program

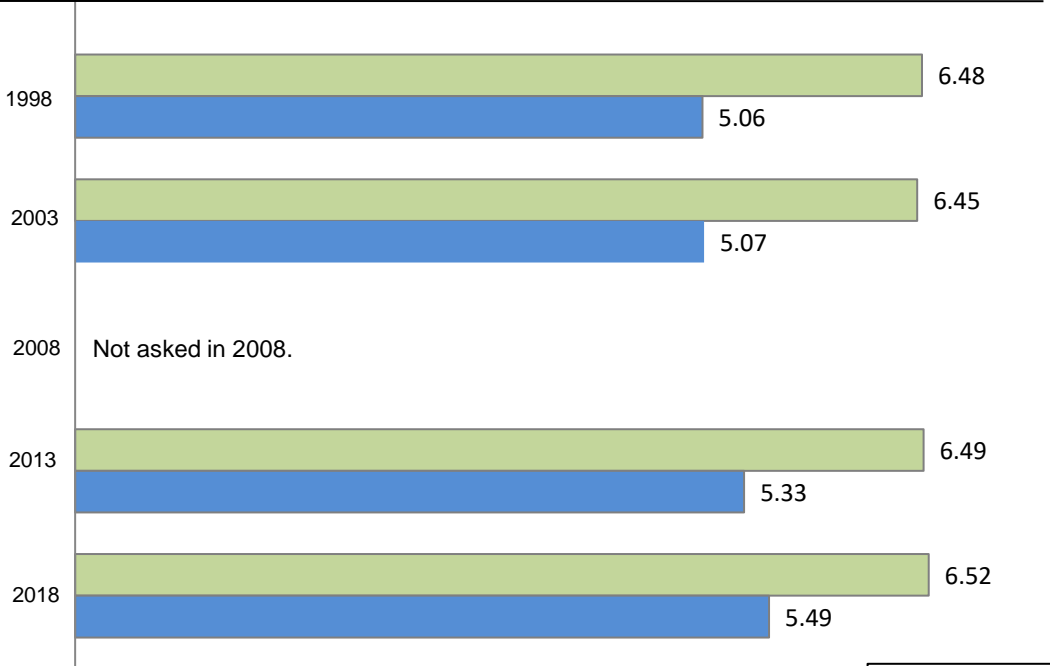
Berea-Specific
Satisfaction Survey



1. The range of major programs available at Berea is adequate.*



2. The academic program provides me with adequate opportunities to explore personal interests.



Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

Berea-Specific Graduating Seniors Survey



[Choose to see survey instruments](#)

Response Rates:

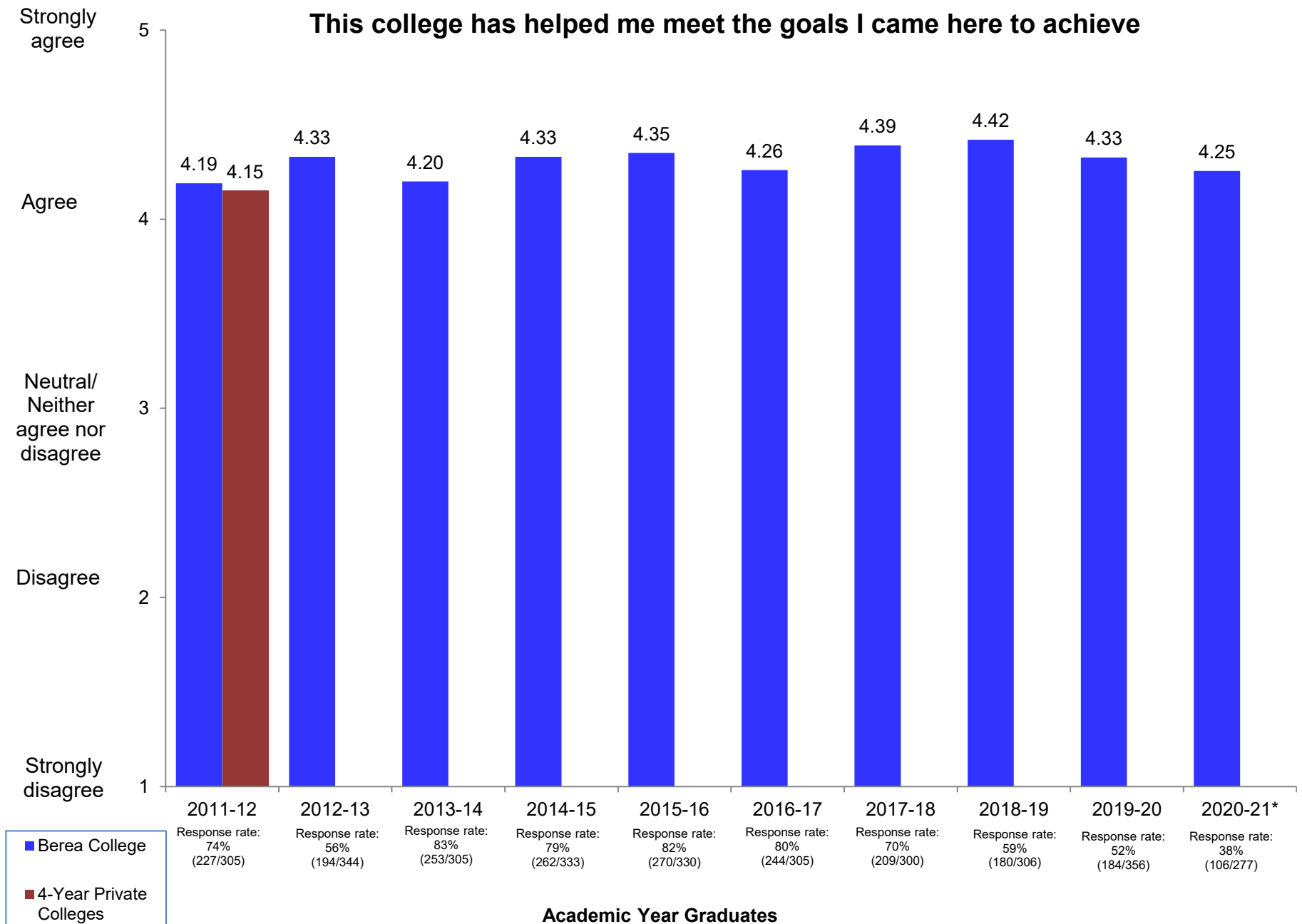
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

NOTE: In 2002-03 through 2011-12, we used the ACT College Outcomes Survey (ACT is no longer offering this service).

Because of the COVID-19 Pandemic, Berea College looked very different in academic year 2020-21. Students were given the option to return in person (with restrictions) or take classes online. No in-person graduation ceremonies were held. The survey was administered in electronic format only.

Indicate the extent to which you agree with the following statements about this college.

Graduating Senior Survey
Administered at graduation rehearsal

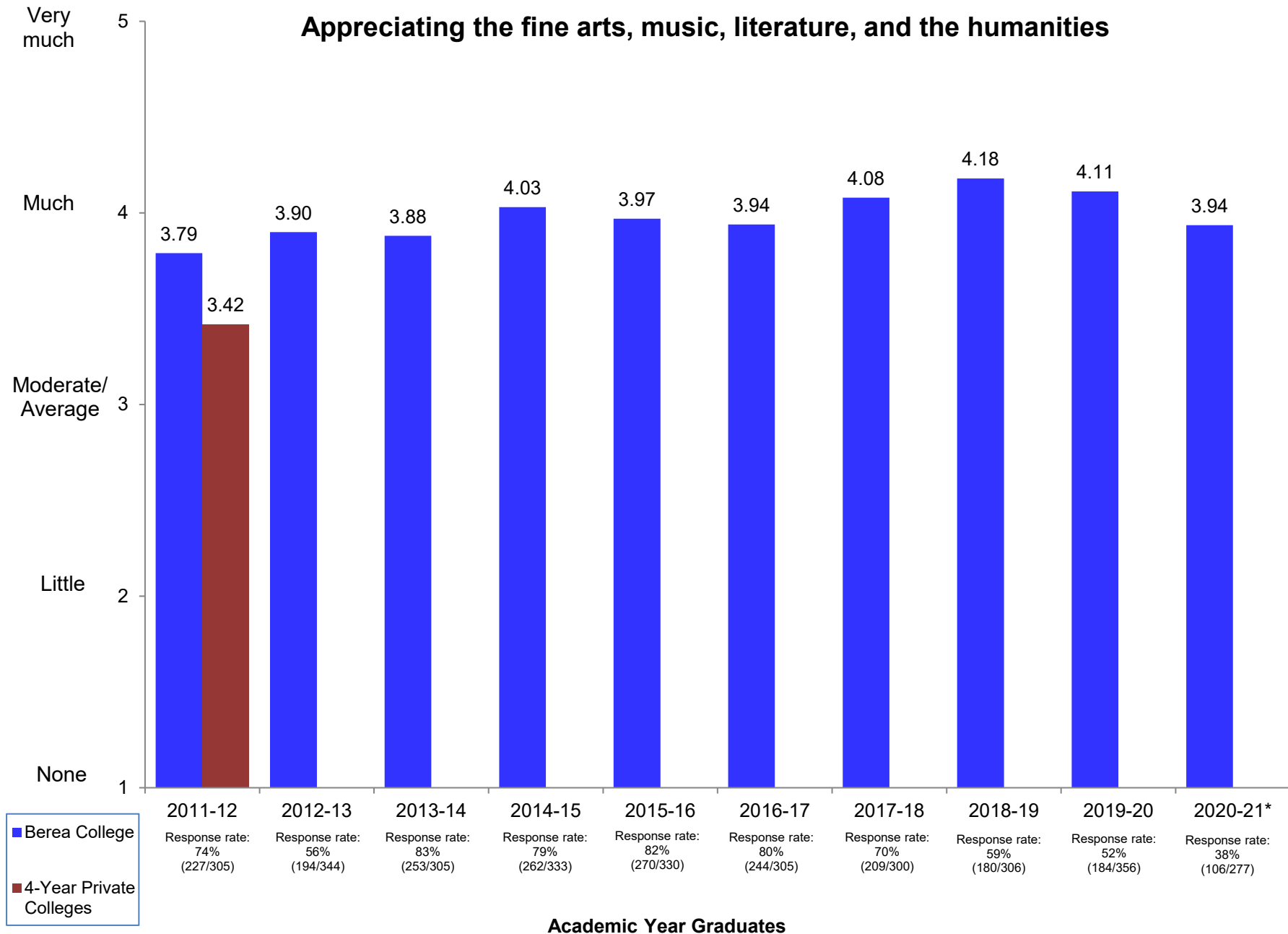


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

*Due to the COVID-19 Pandemic, survey was administered online.

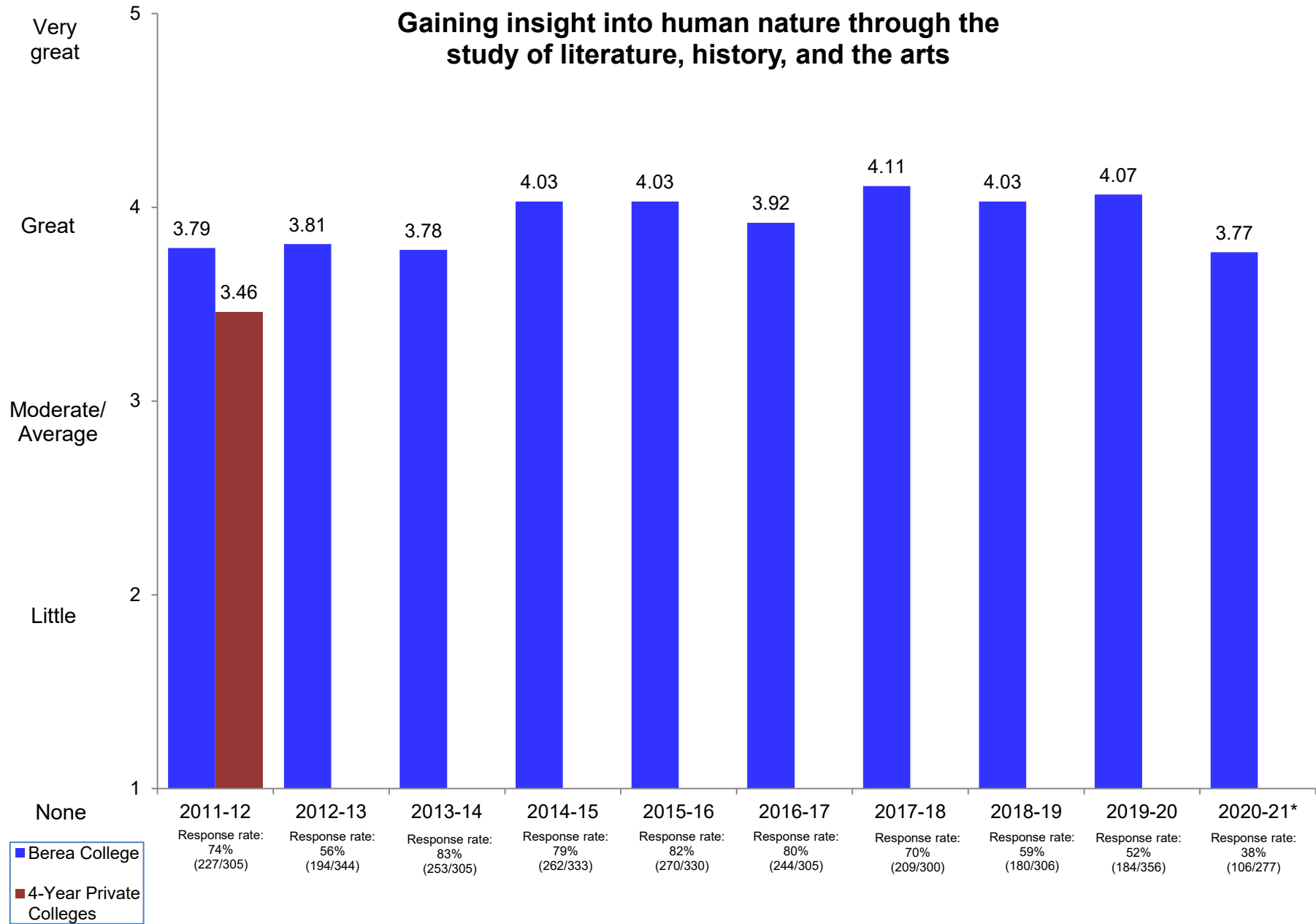
How much **progress** have you made toward the following outcome:

Graduating Senior Survey
Administered at graduation rehearsal



NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

*Due to the COVID-19 Pandemic, survey was administered online.



Academic Year Graduates

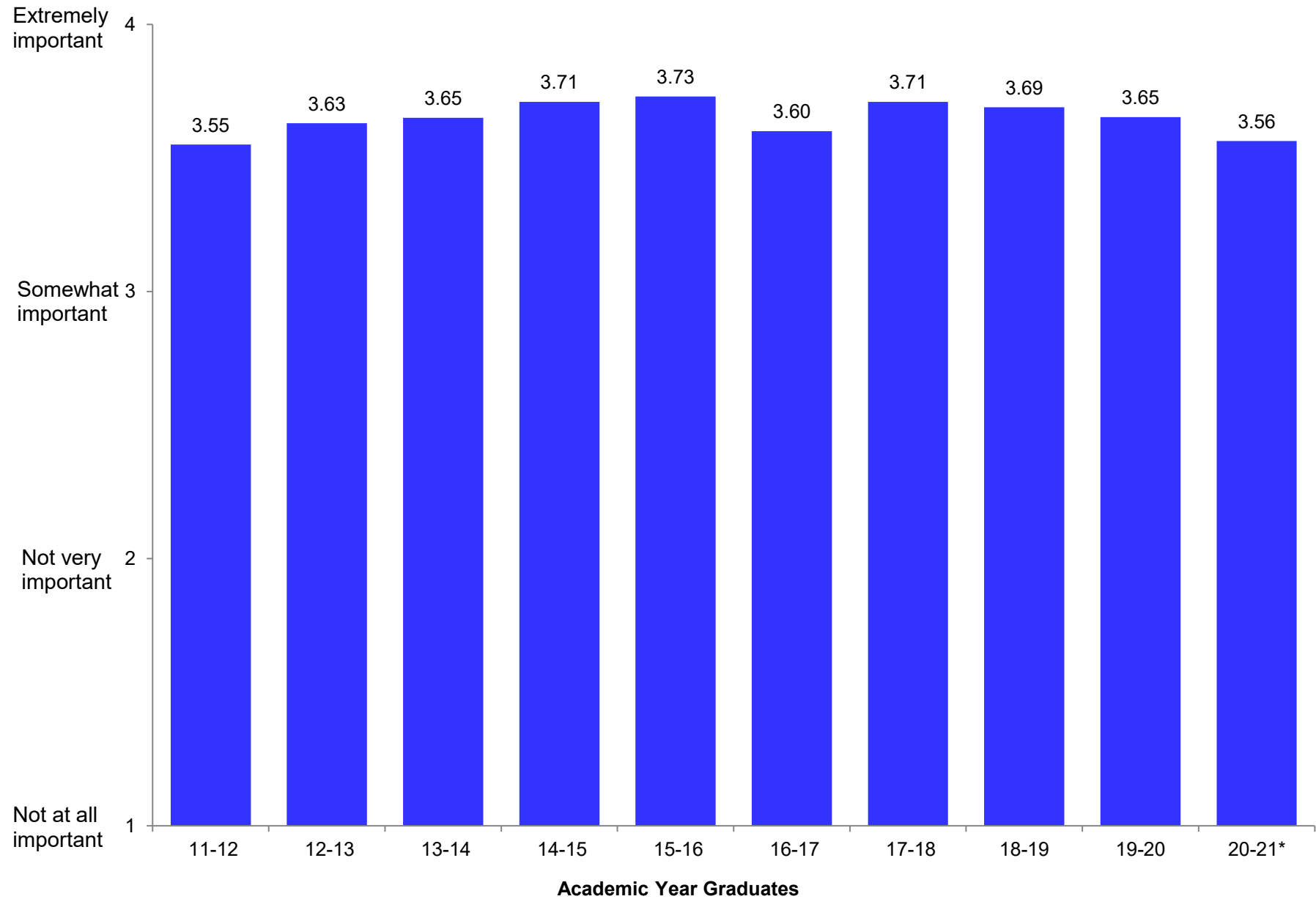
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

*Due to the COVID-19 Pandemic, survey was administered online.

Rate the importance to you of each of the following:

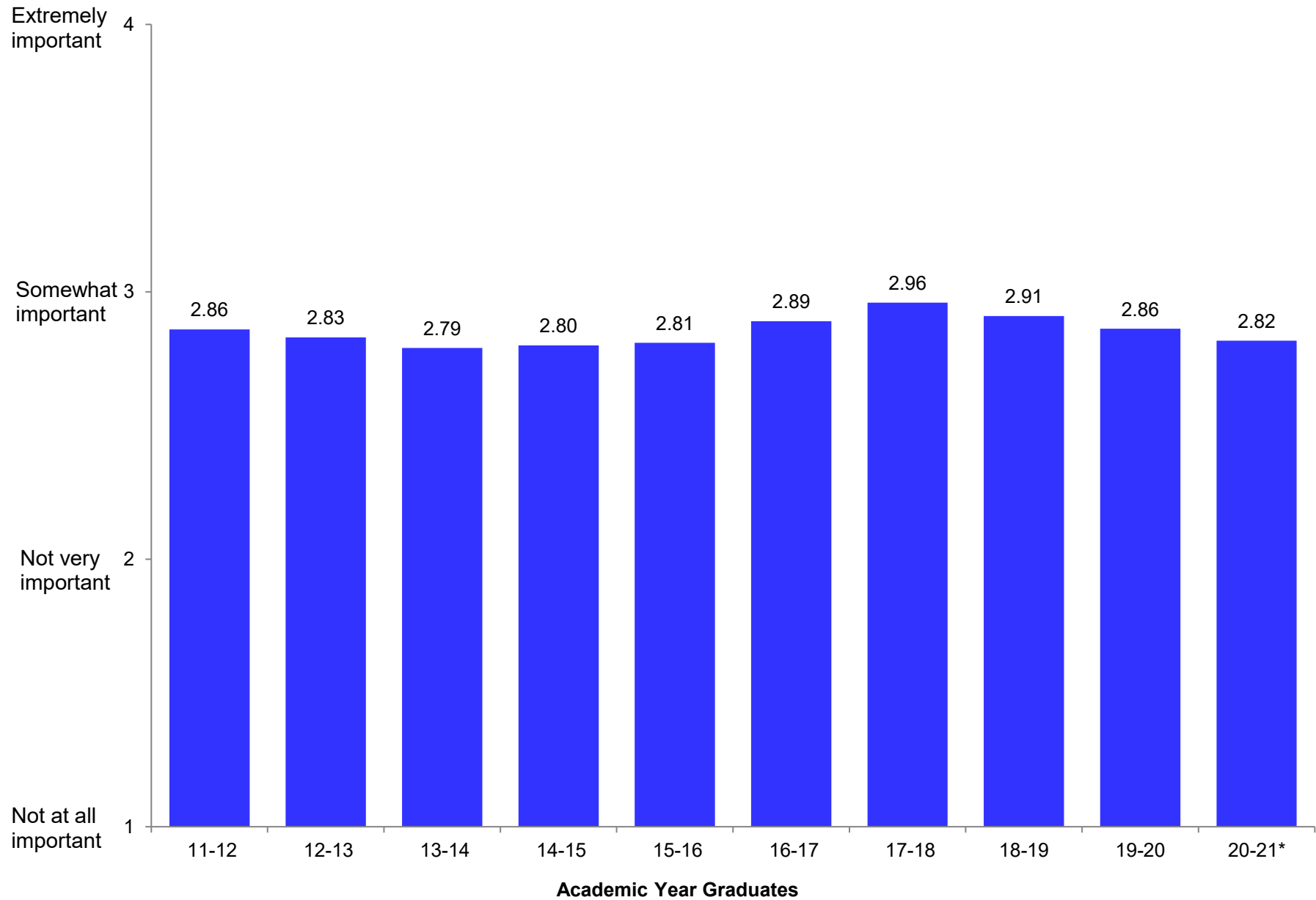
Graduating Senior Survey
Administered at graduation rehearsal

Developing a desire for life-long learning



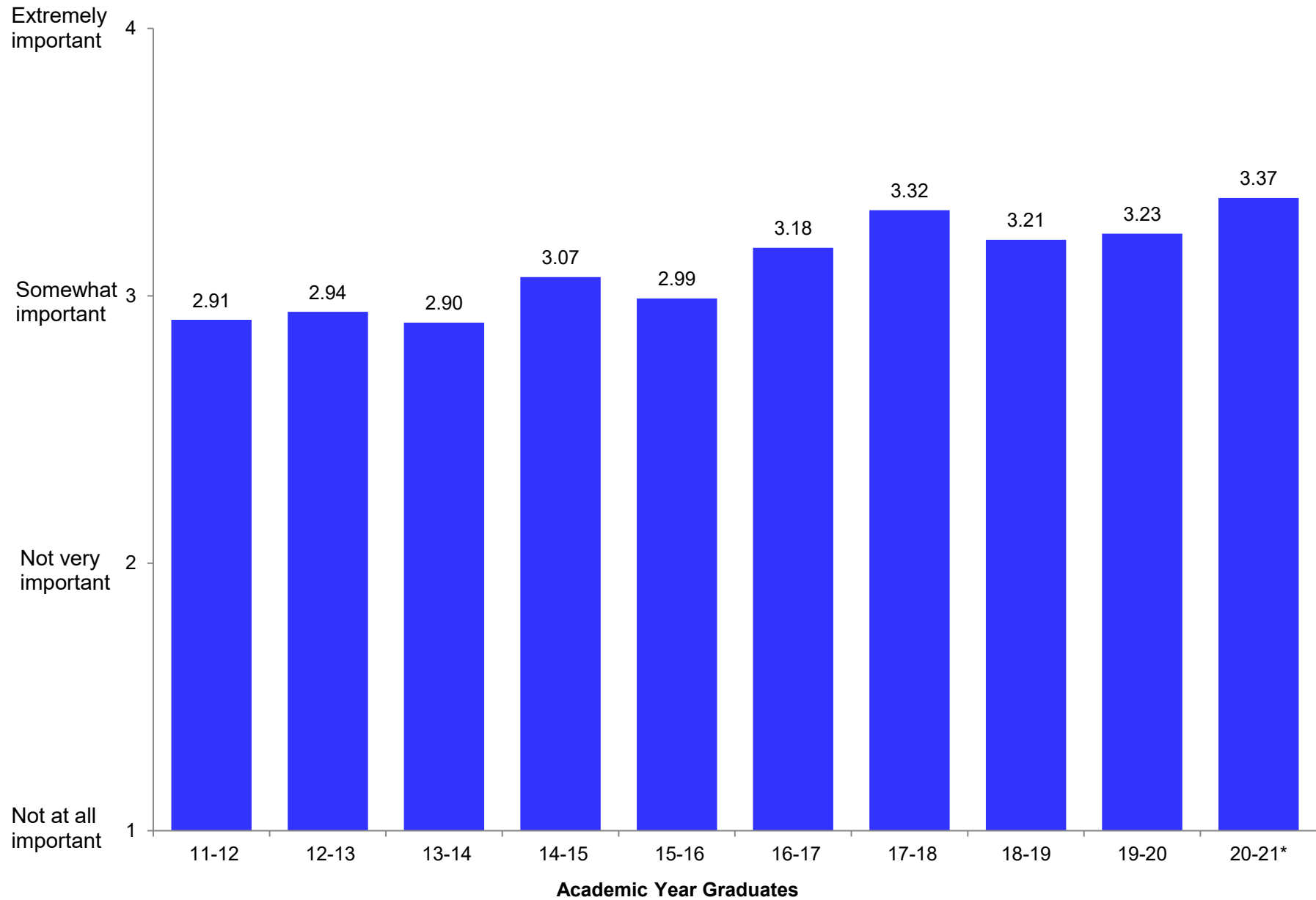
*Due to the COVID-19 Pandemic, survey was administered online.

Learning more about the Appalachian culture/history



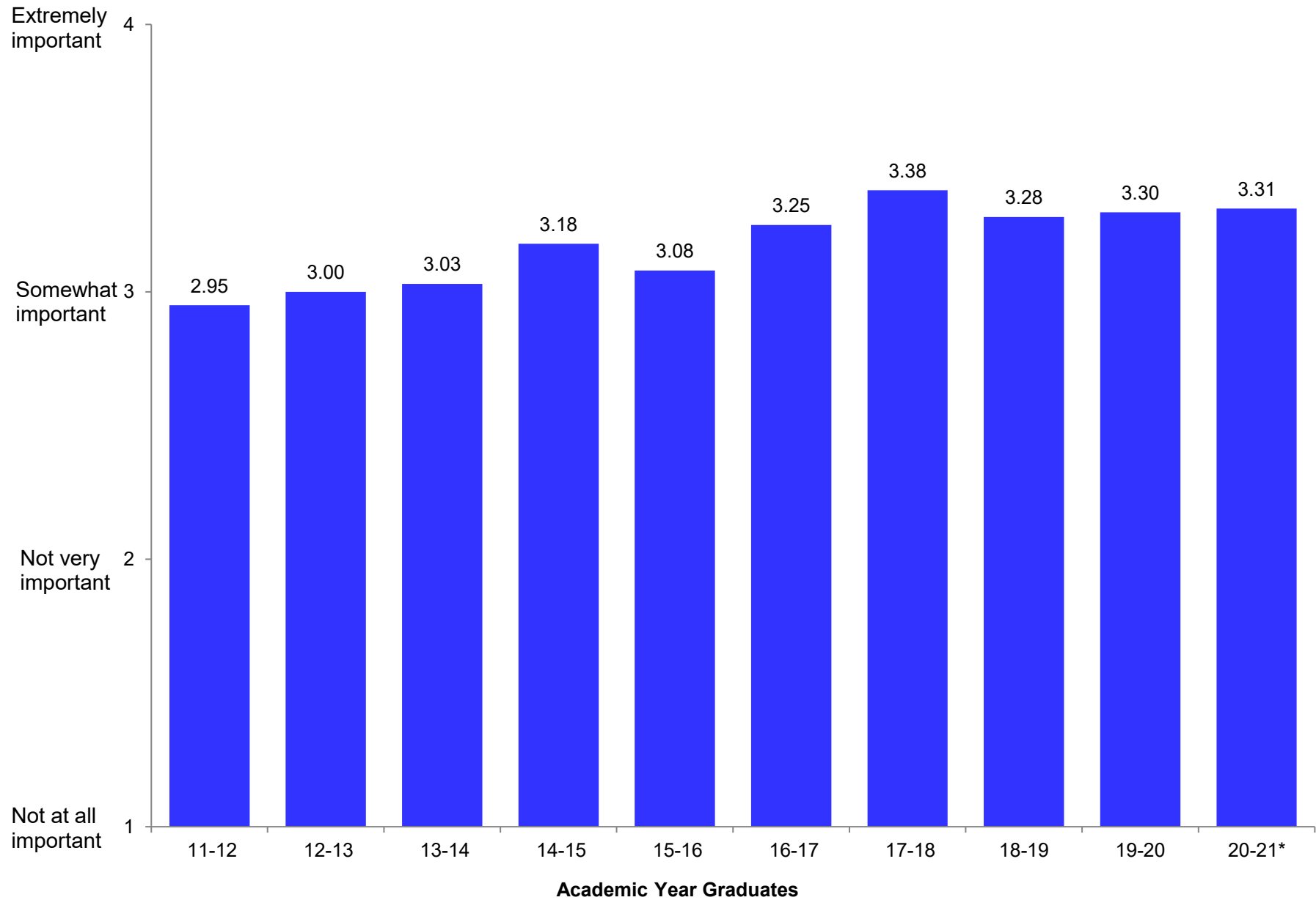
*Due to the COVID-19 Pandemic, survey was administered online.

Learning more about the African and African American culture/history



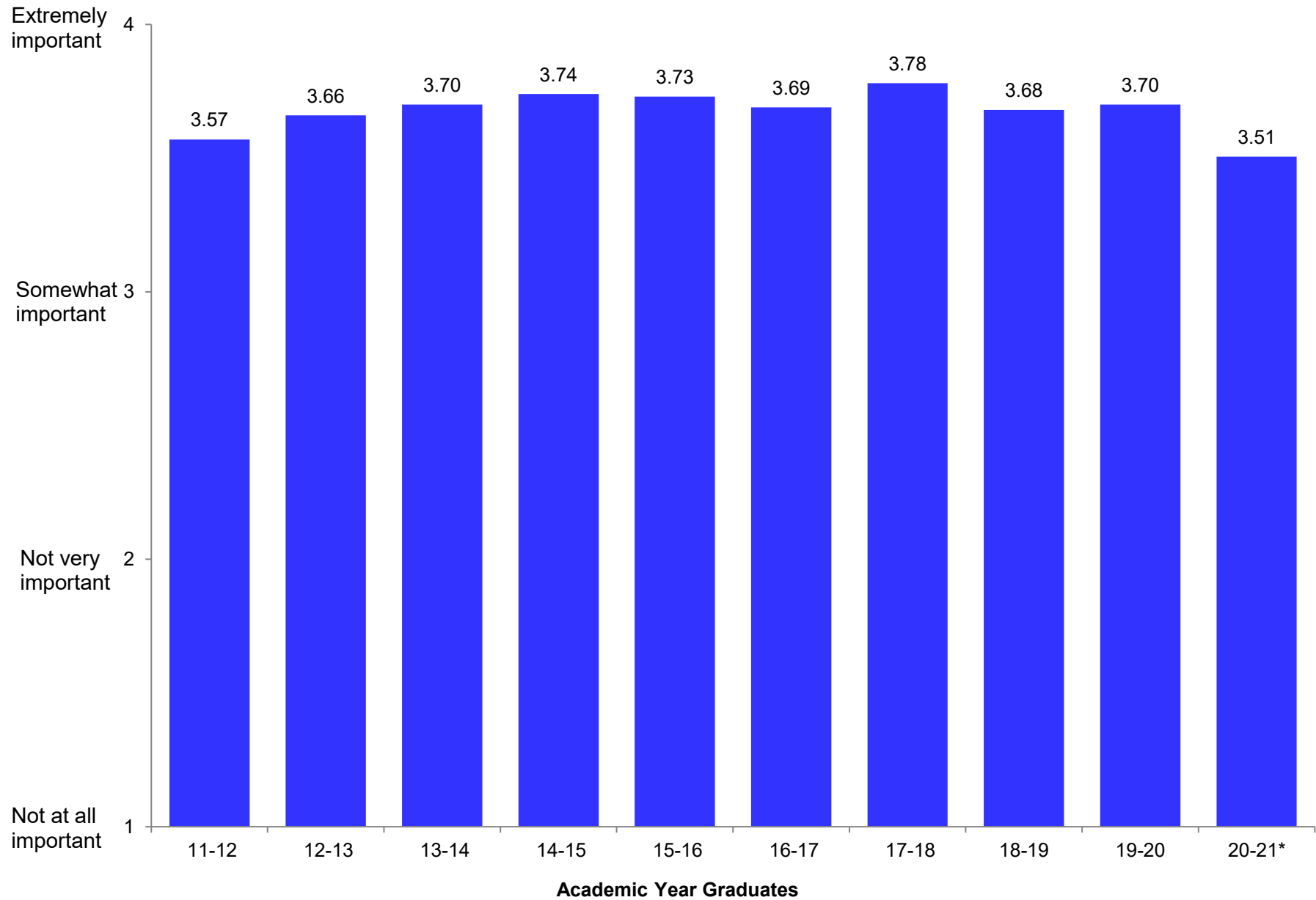
*Due to the COVID-19 Pandemic, survey was administered online.

Learning more about the women's culture/history



*Due to the COVID-19 Pandemic, survey was administered online.

Finding work that is challenging and that stimulates personal growth



*Due to the COVID-19 Pandemic, survey was administered online.

ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

(Graduates from 1992-93 through 2006-07)

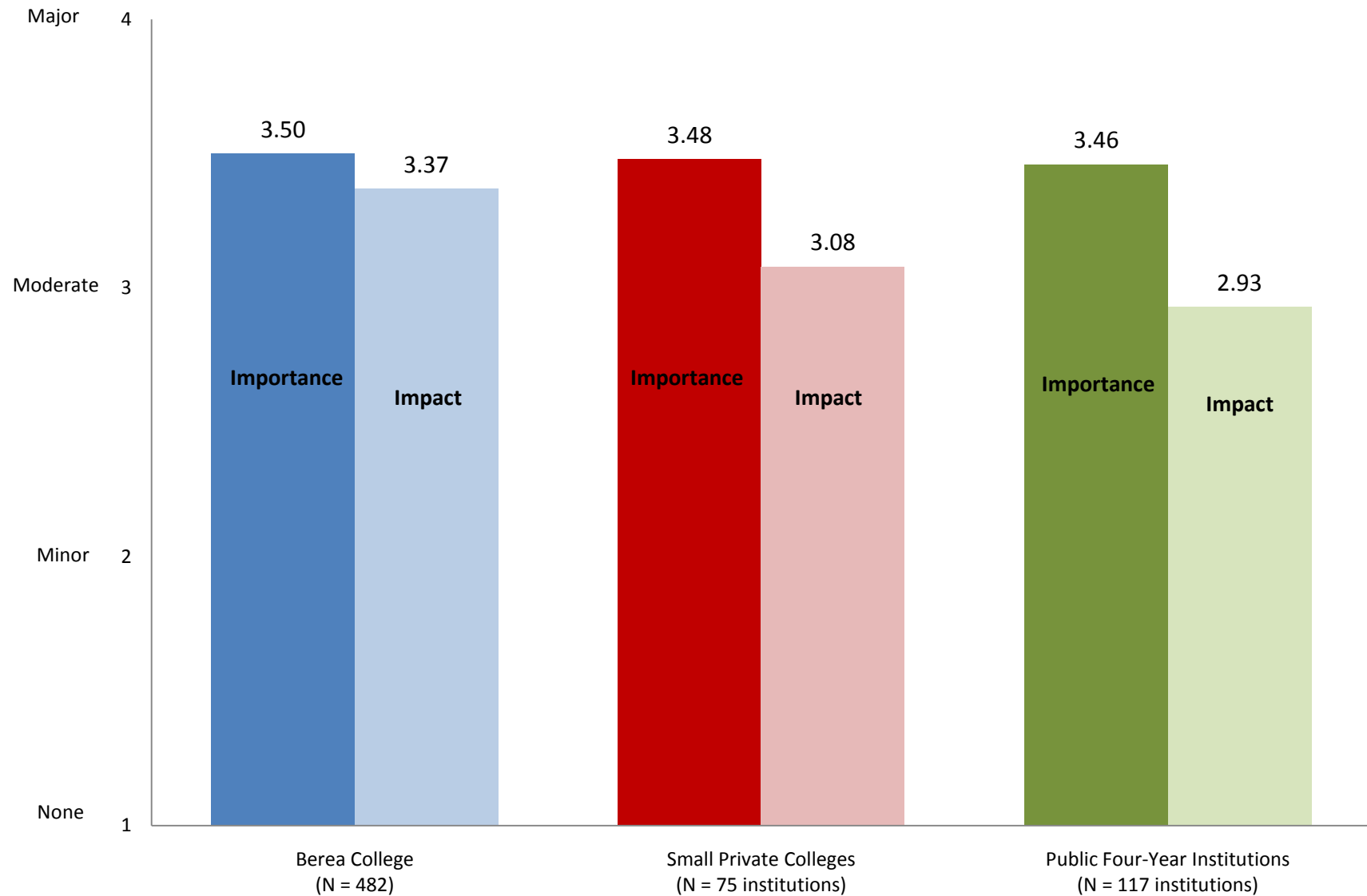


[Click to see survey instrument](#)

Response Rate: 29% (482/1648)

Importance of the skill in a individuals's efforts to be personally and professionally successful in today's world.
Impact of your experiences at this school on your attainment of each skill.

Developing original ideas and/or products



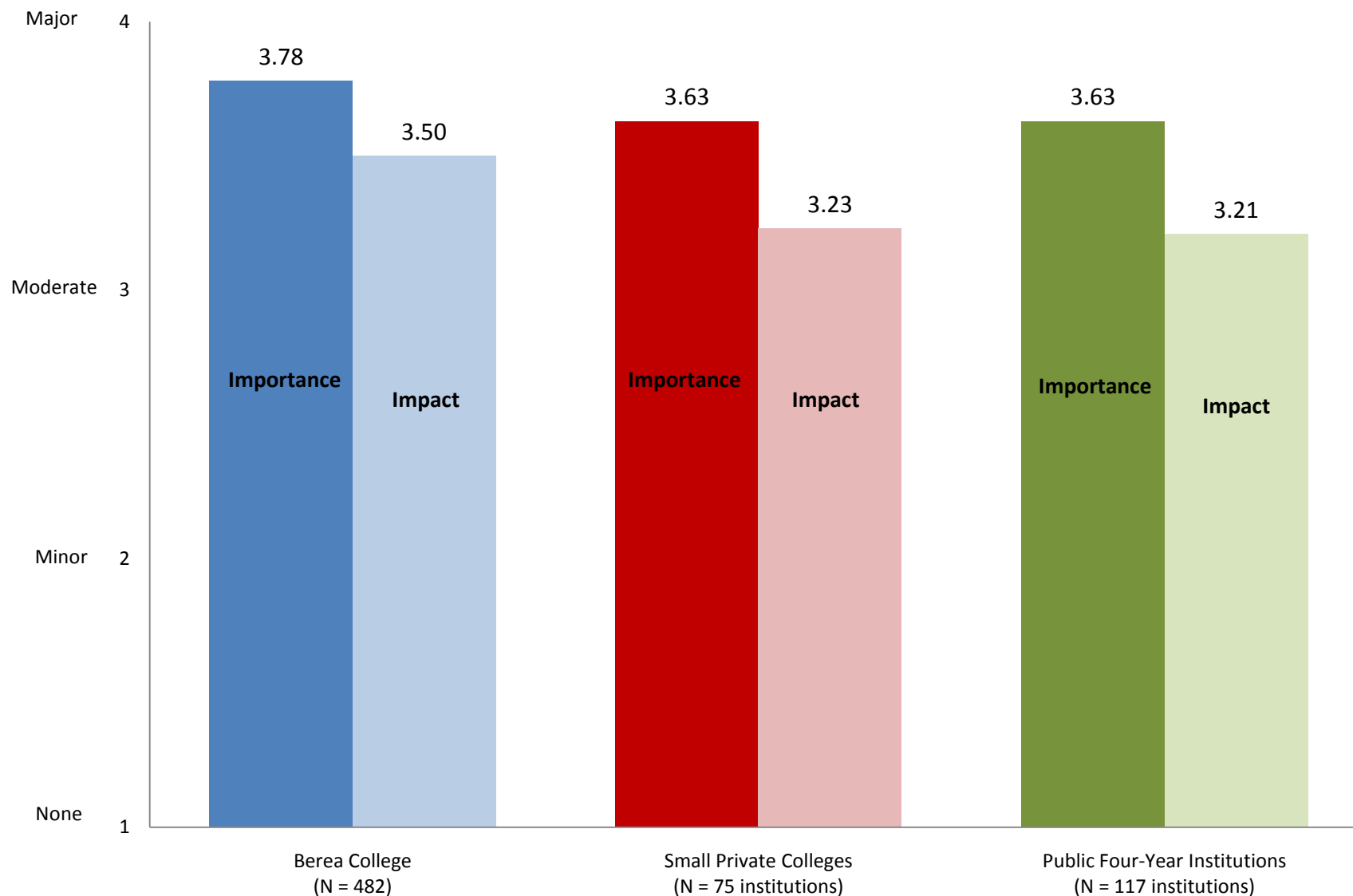
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Importance of the skill in a individuals's efforts to be personally and professionally successful in today's world.
Impact of your experiences at this school on your attainment of each skill.

Defining and solving problems



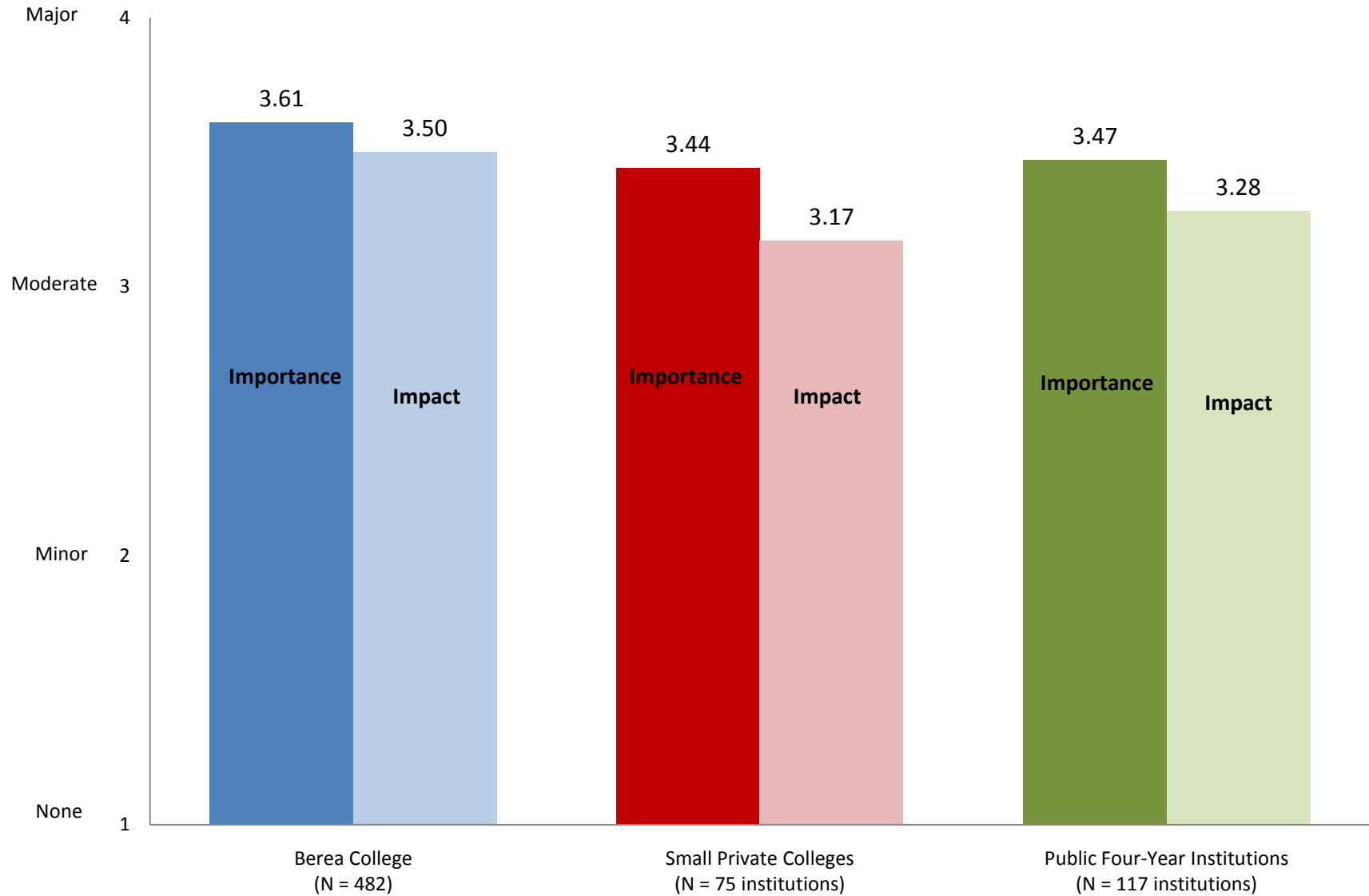
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Importance of the skill in a individuals's efforts to be personally and professionally successful in today's world.
Impact of your experiences at this school on your attainment of each skill.

Accessing and using a variety of information sources



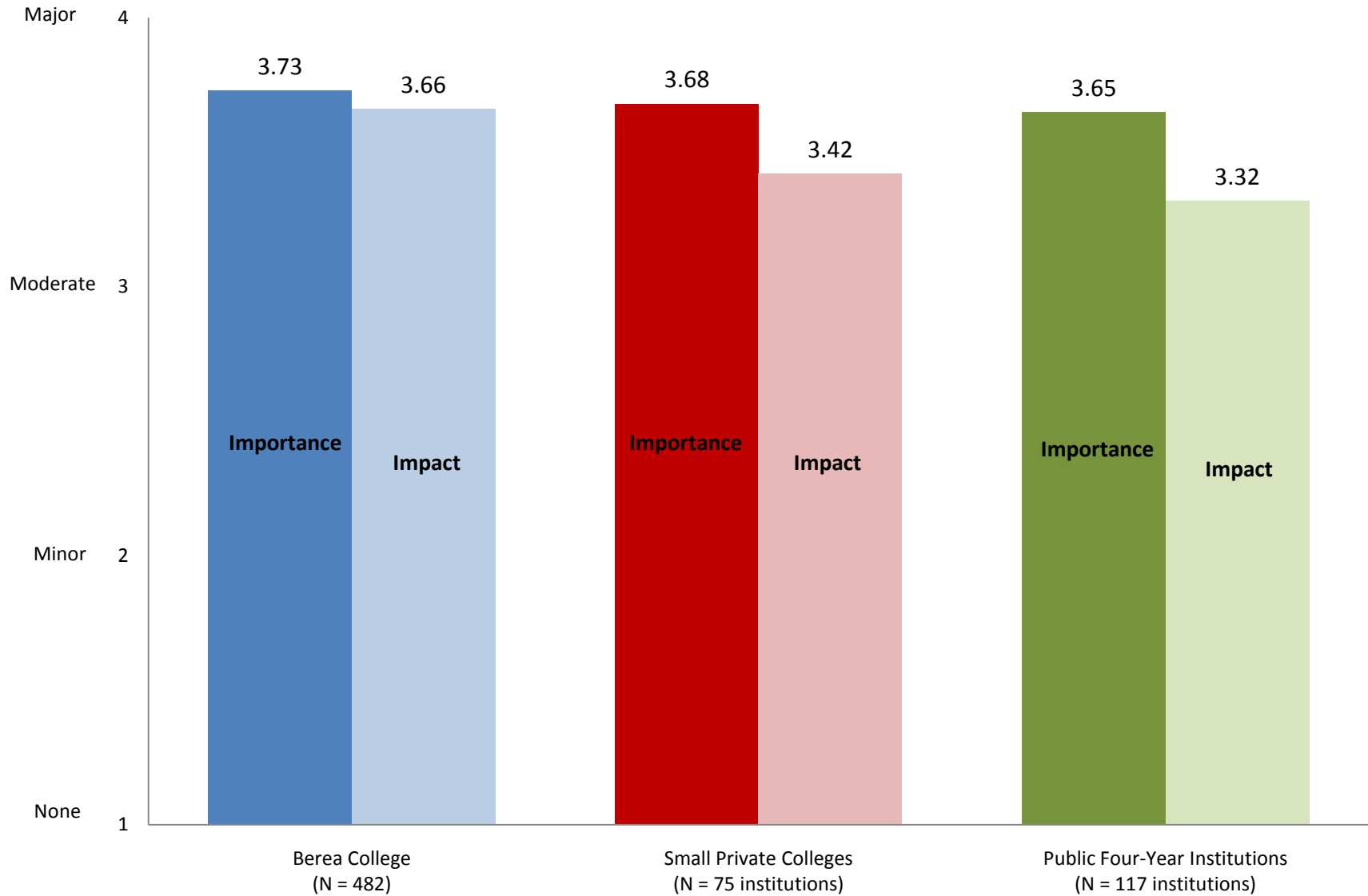
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Importance of the skill in a individuals's efforts to be personally and professionally successful in today's world.
Impact of your experiences at this school on your attainment of each skill.

Recognizing and using effective written communication skills



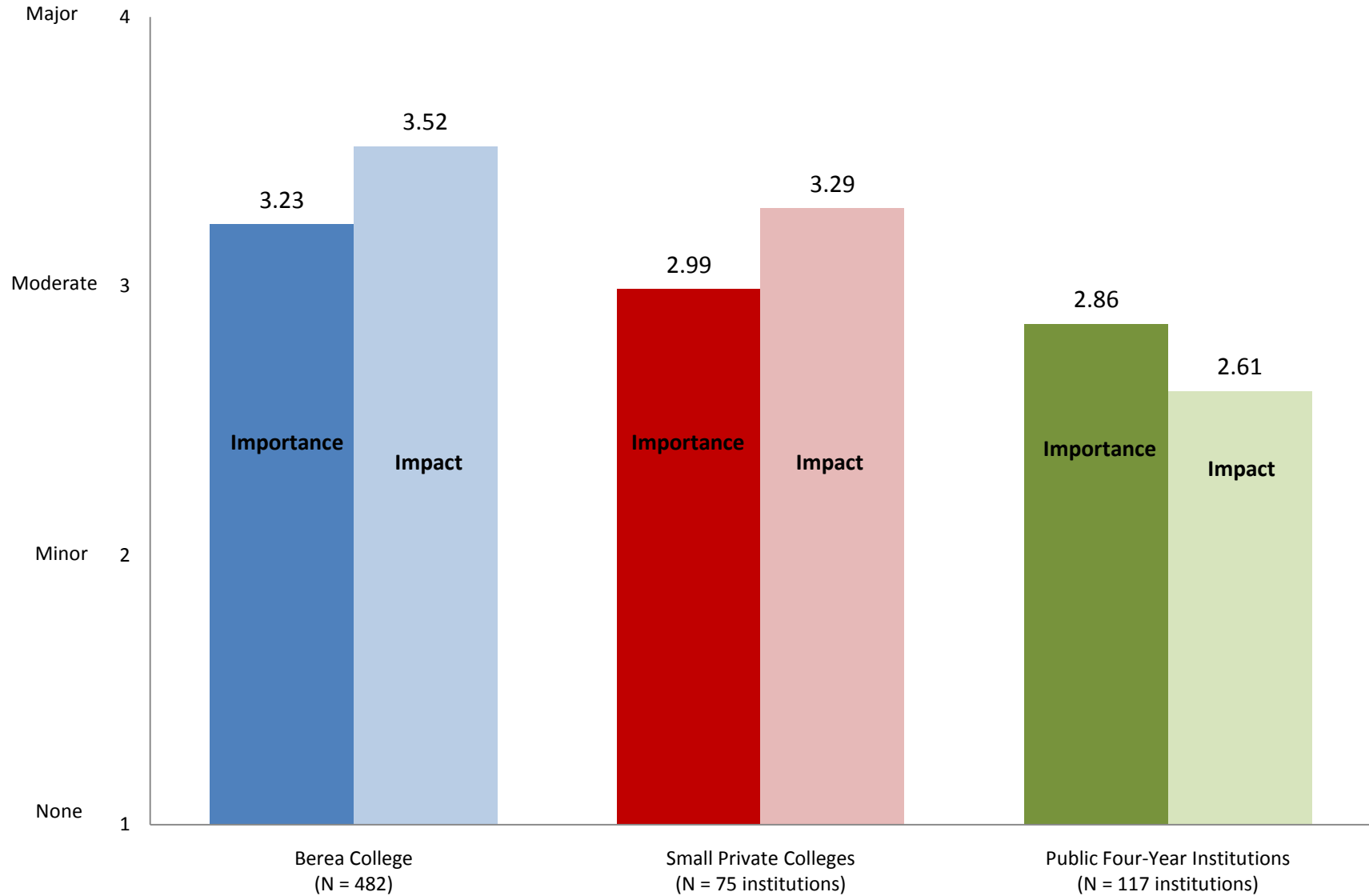
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Importance of the skill in a individuals's efforts to be personally and professionally successful in today's world.
Impact of your experiences at this school on your attainment of each skill.

Understanding and appreciating art, music, literature, etc.



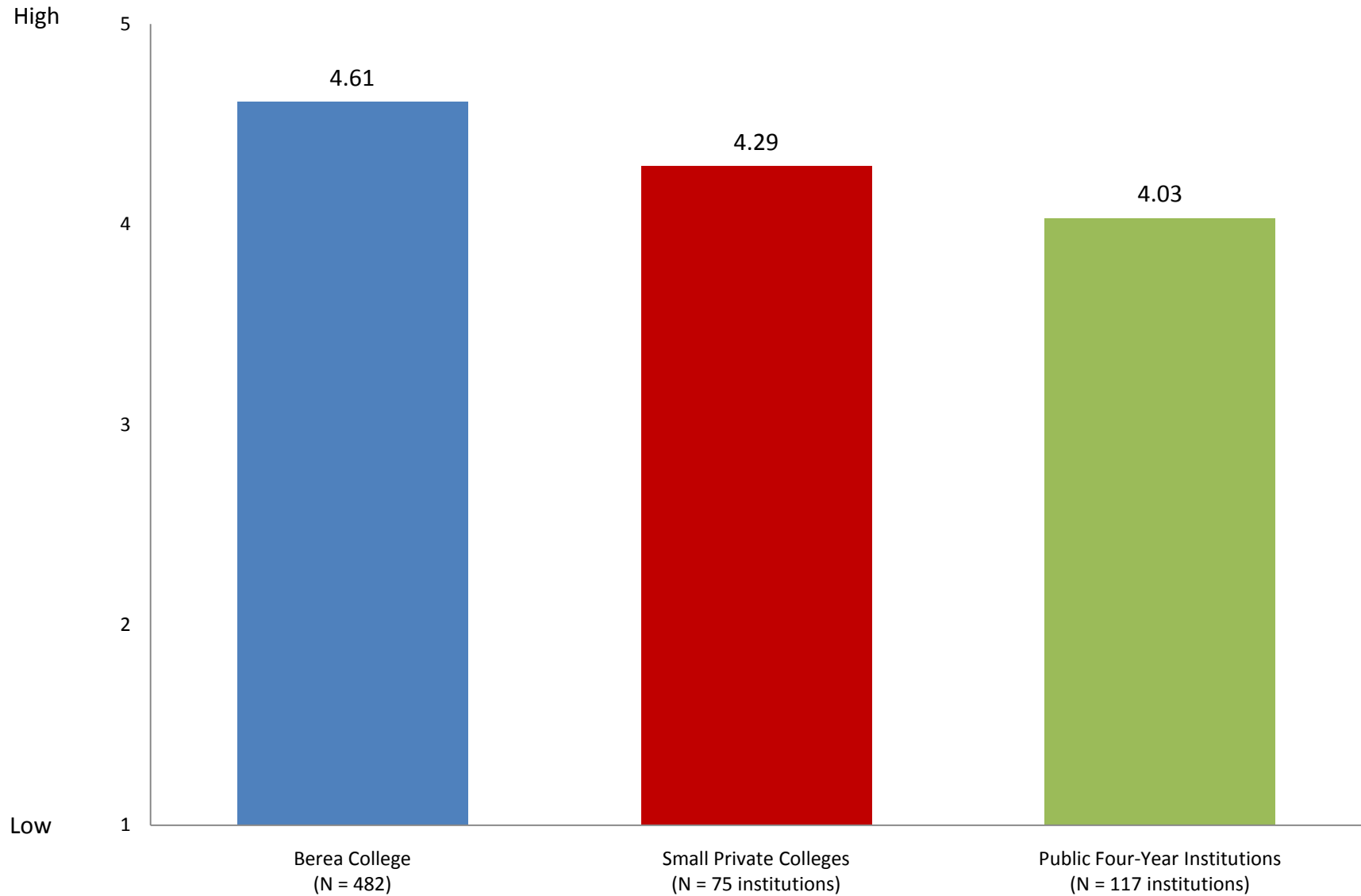
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Rate this college on each of the factors below.

Quality of academic programs



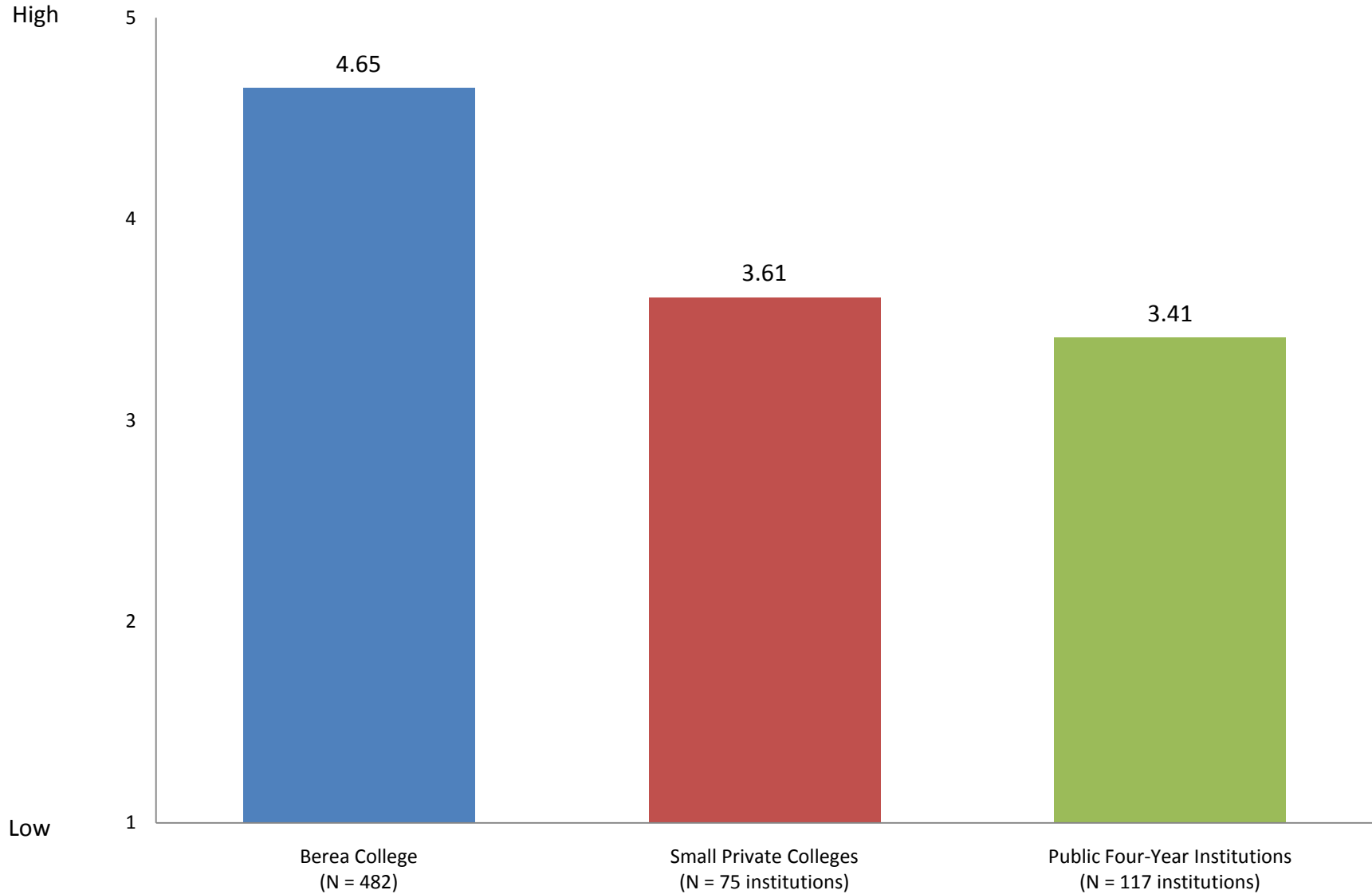
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Rate this college on each of the factors below.

Availability of cultural/fine arts/speaker programs



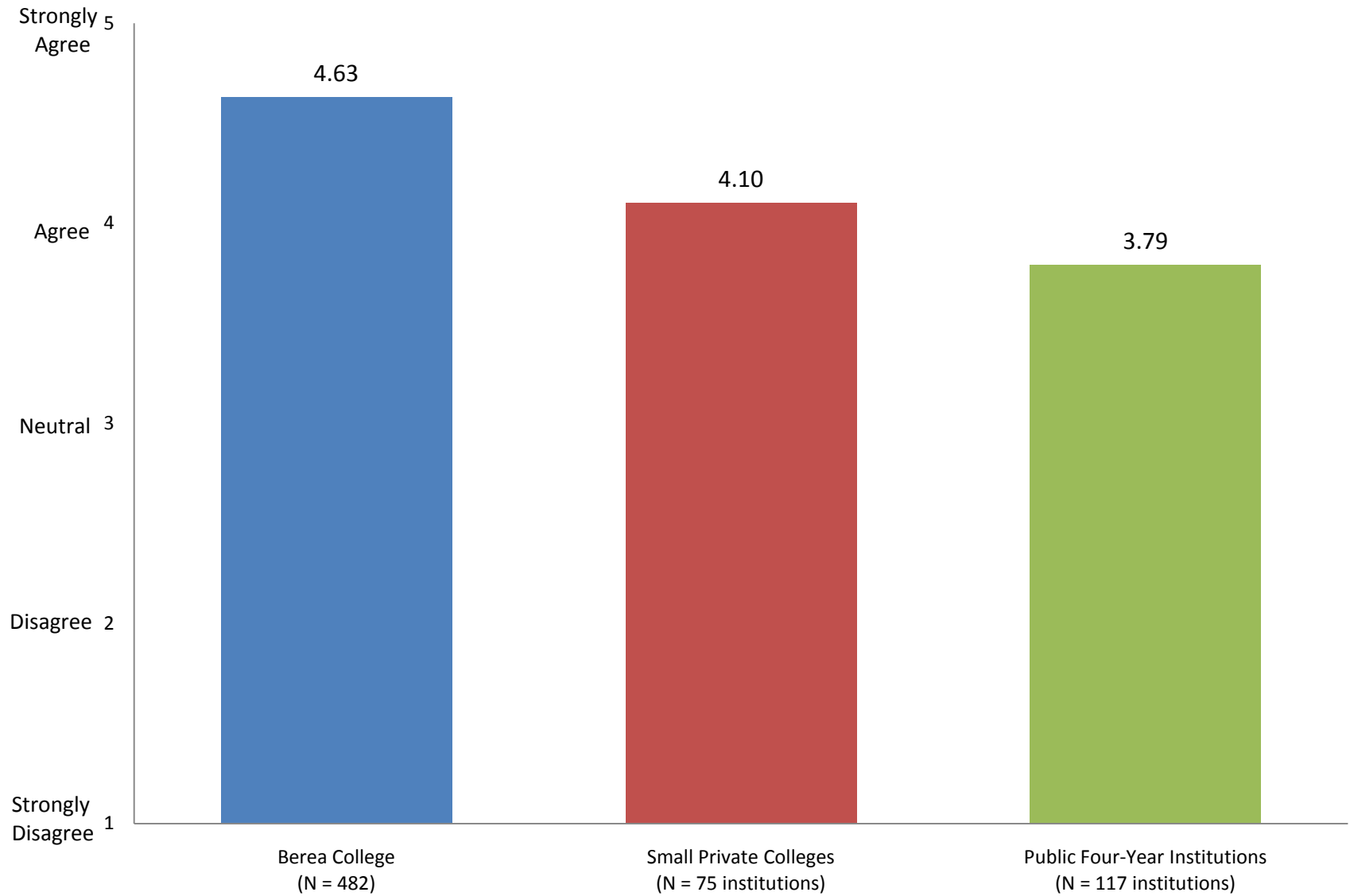
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Indicate the extent to which you agree/disagree with each of the following statements about this school.

Overall, the school had an intellectually stimulating atmosphere



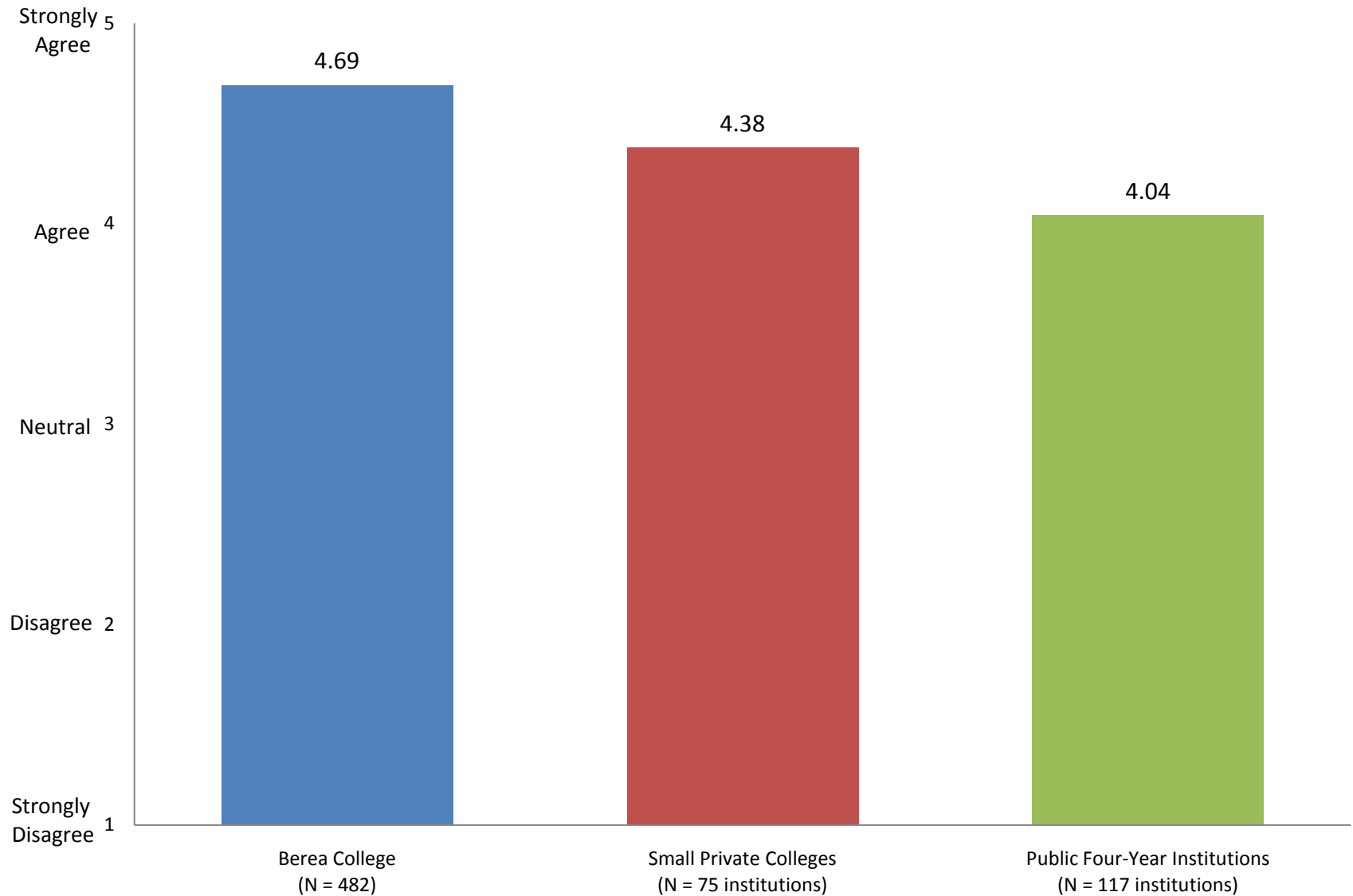
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Indicate the extent to which you agree/disagree with each of the following statements about this school.

Academic success was encouraged and supported at this school.



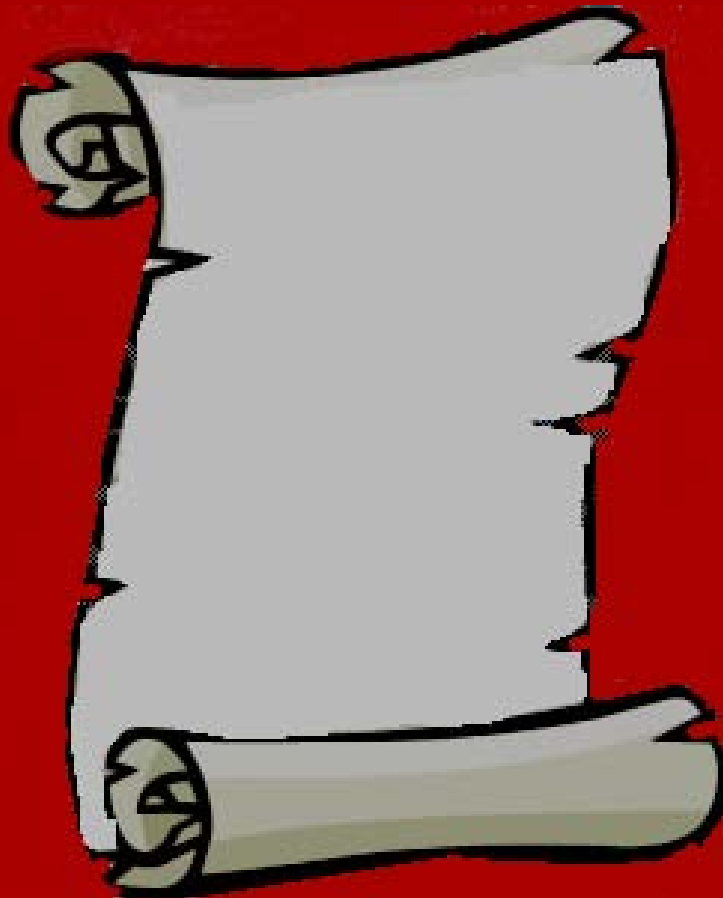
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 20%



Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)

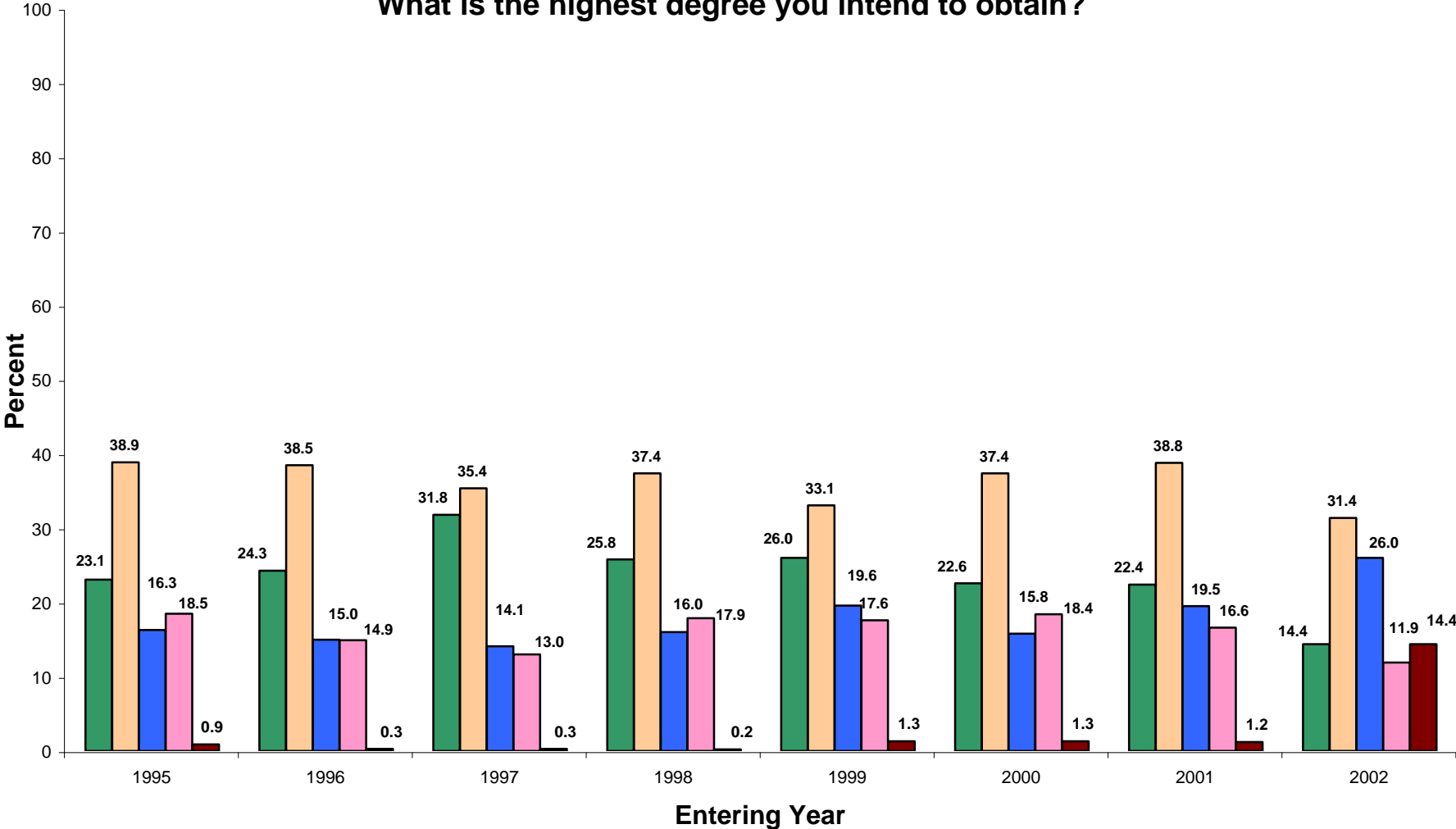


[Click to see survey instruments](#)

Administered every Fall Term, 1995-2001 and
Fall Terms 2003, 2005, 2007, 2009, 2011, and 2013

Average Response Rate of 85%

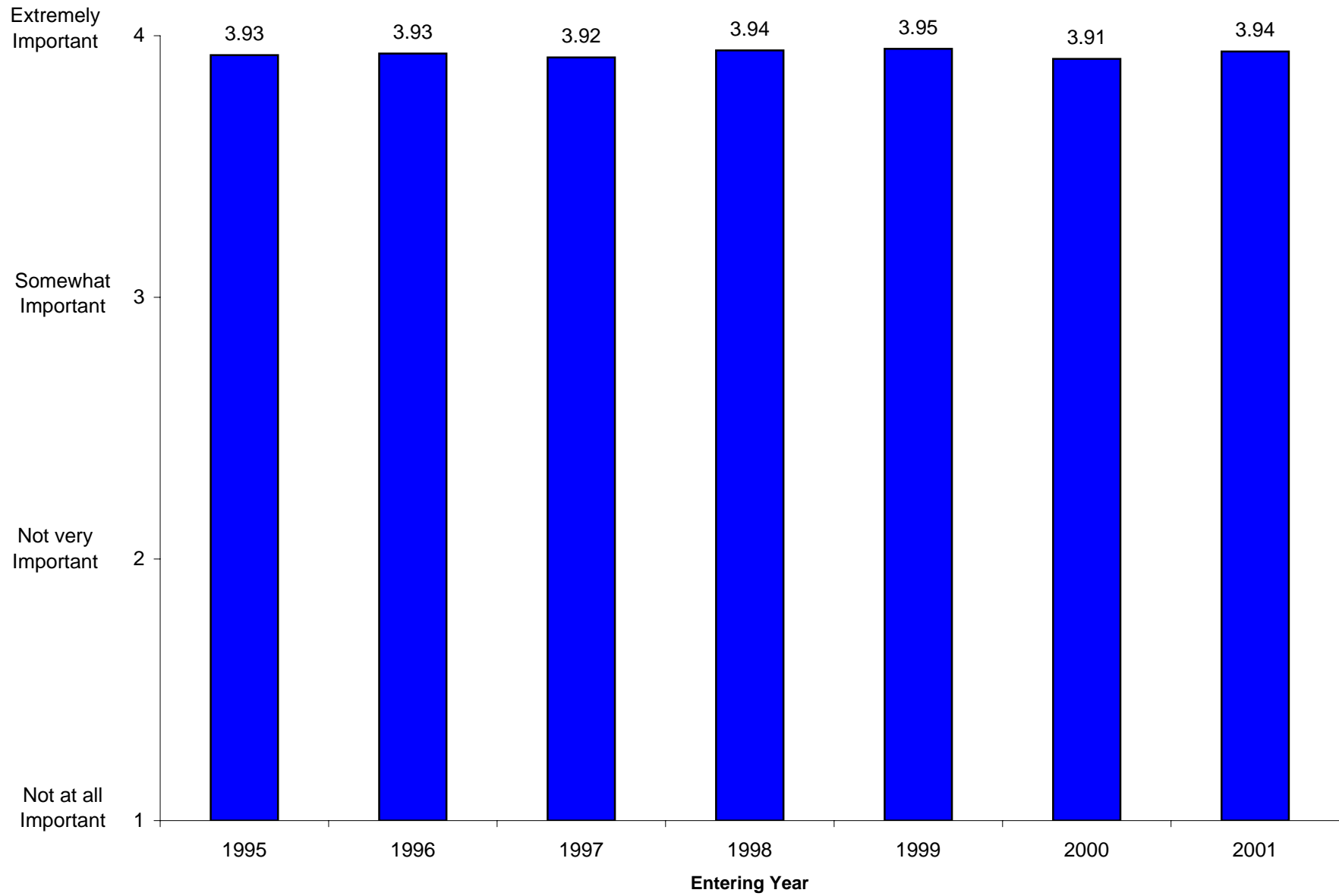
What is the highest degree you intend to obtain?



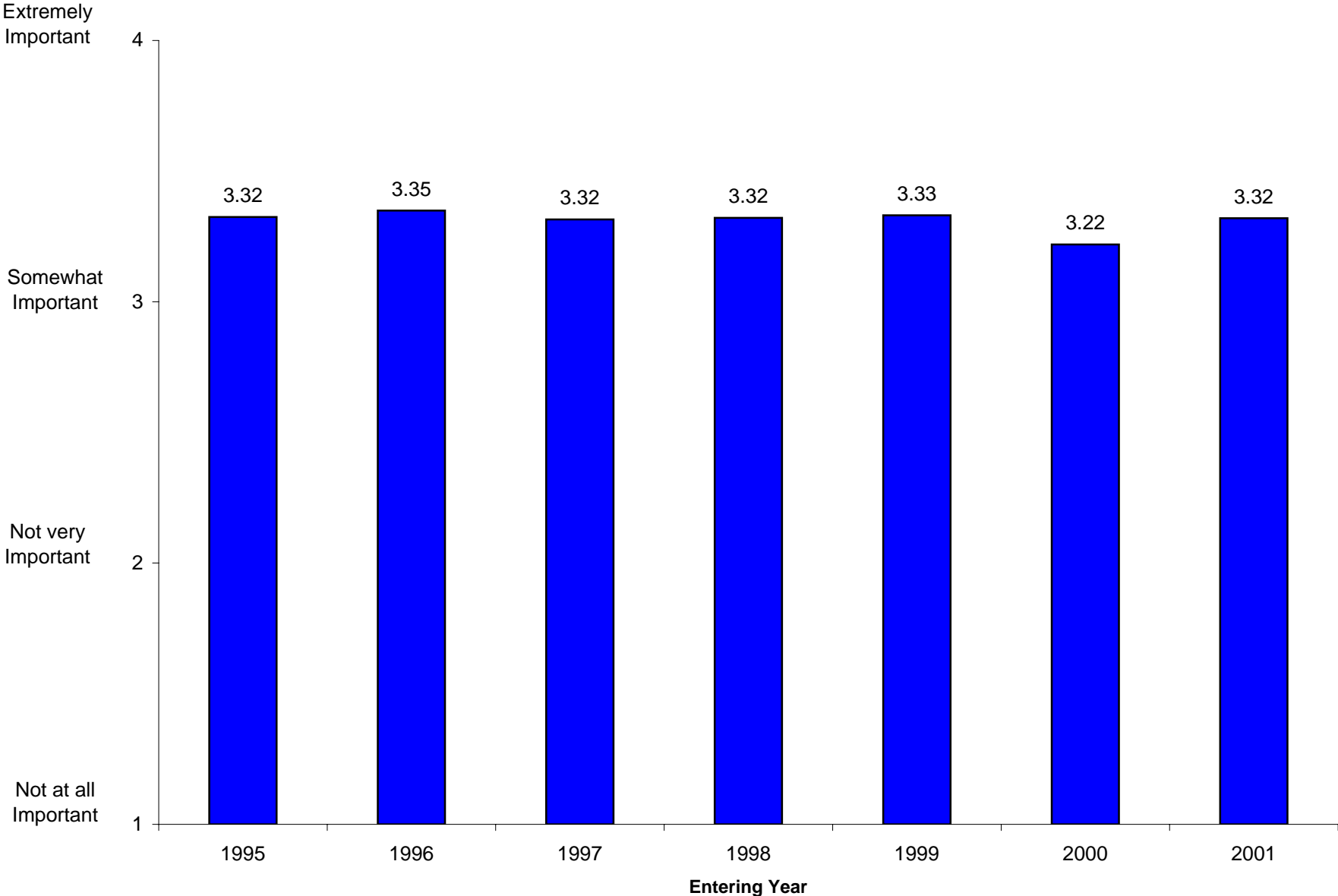
How important to you is it to accomplish the following goals?

Berea-Specific Entering Survey

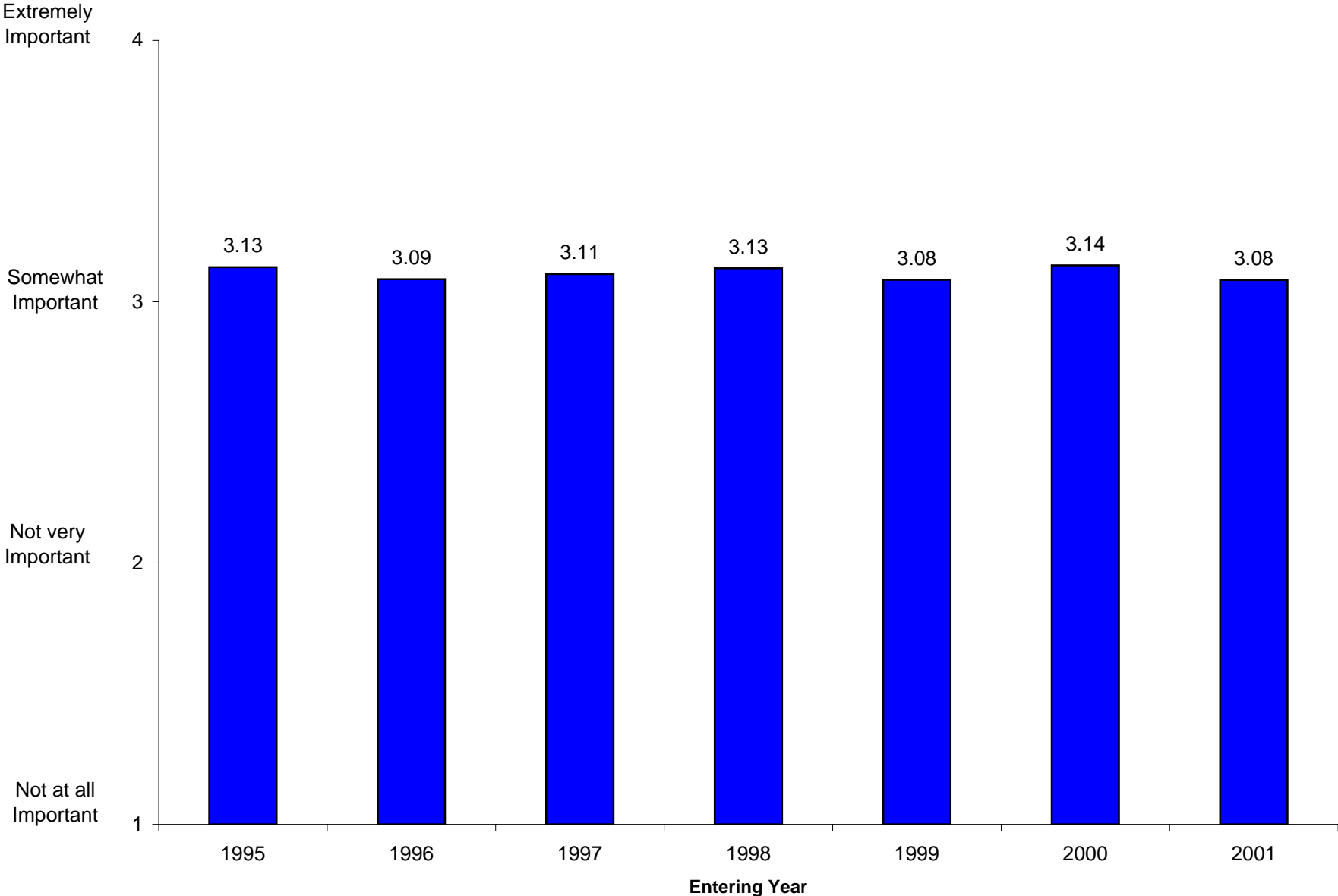
To earn a college degree (Bachelor's degree)



To earn a post graduate degree such as a Masters, Ph.D., or M.D.



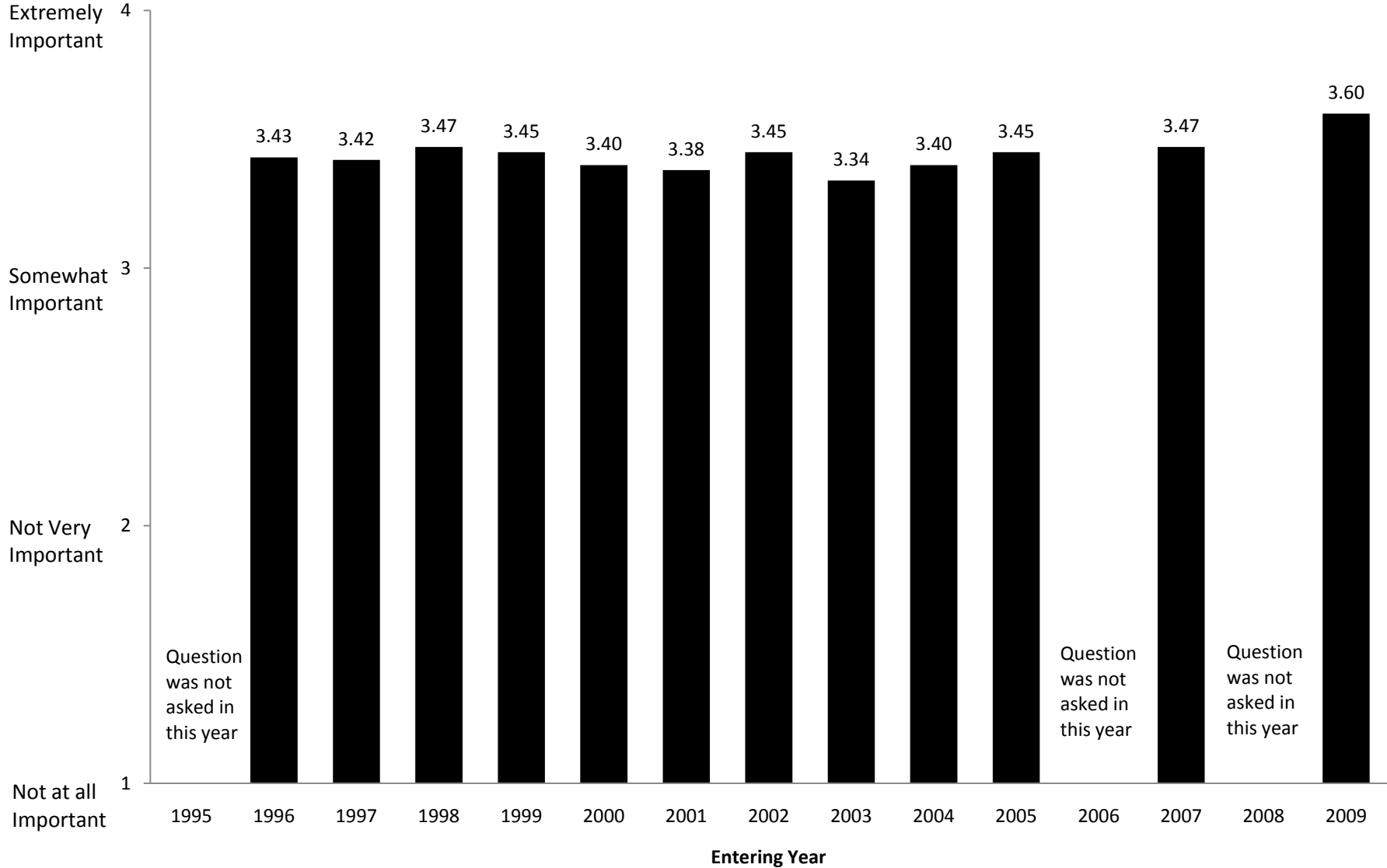
To learn more about religion or philosophy



How important to you is it to accomplish the following goals?

Berea College Entering Student Survey

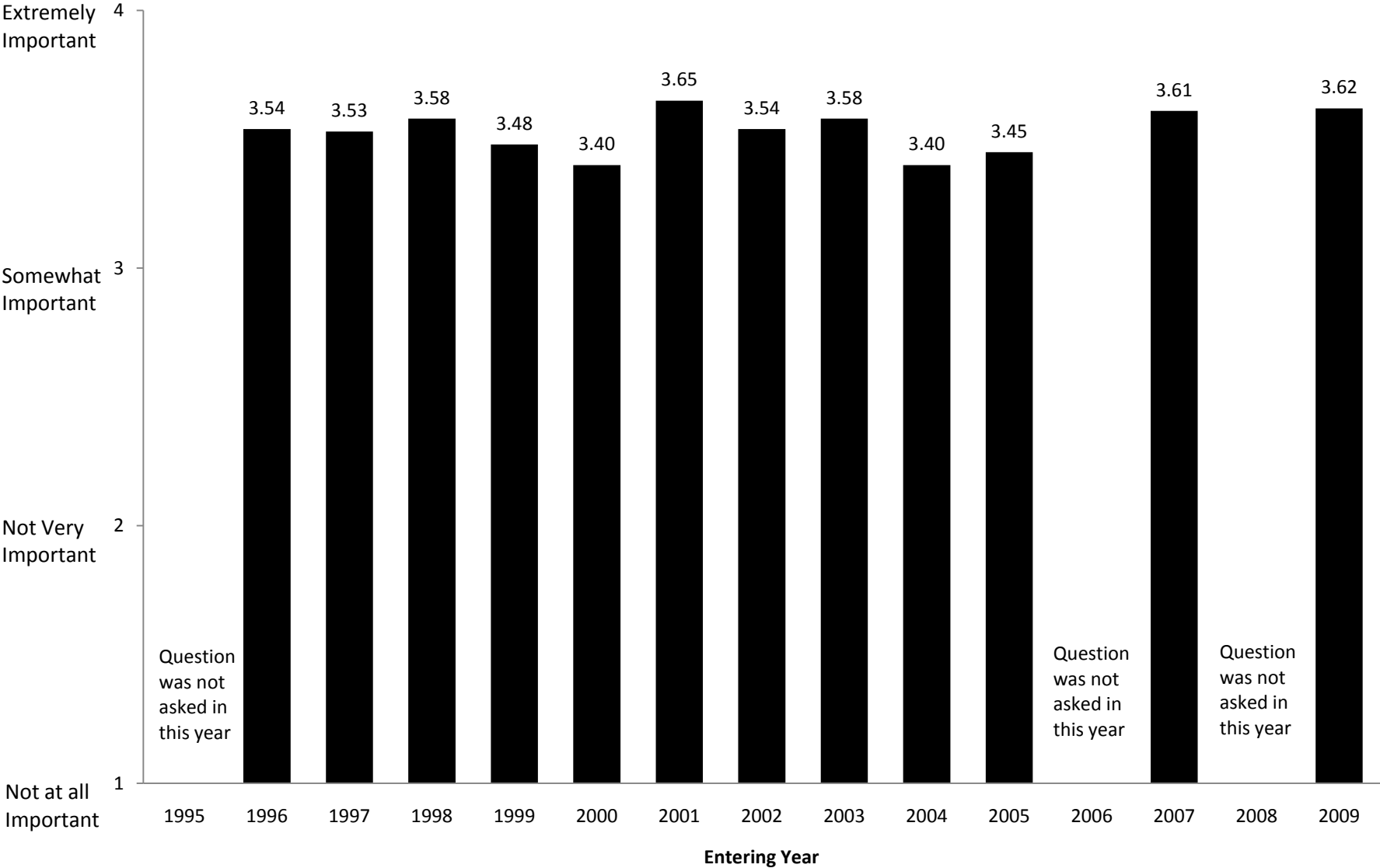
To learn more about a variety of subjects



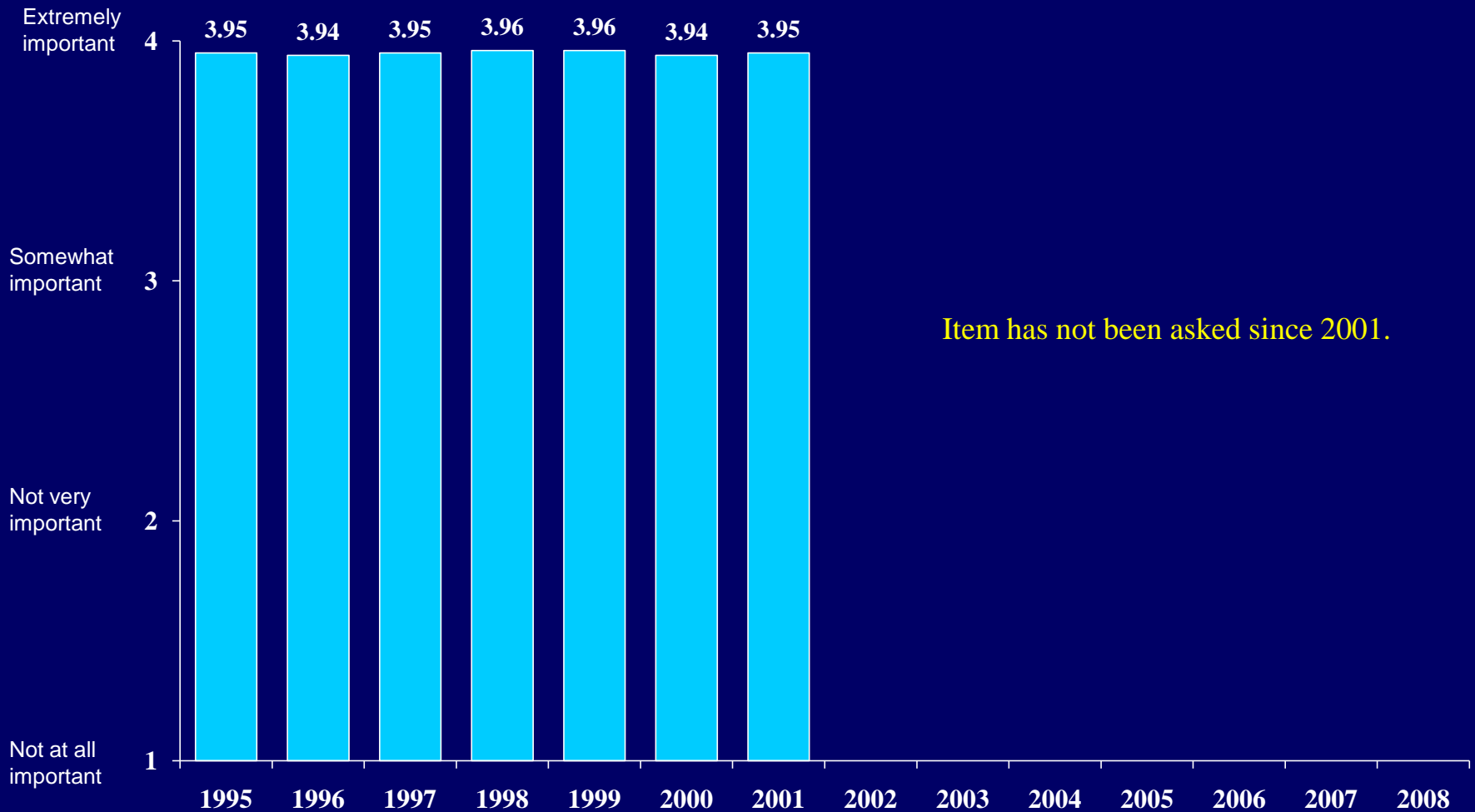
How important to you is it to accomplish the following goals?

Berea College Entering Student Survey

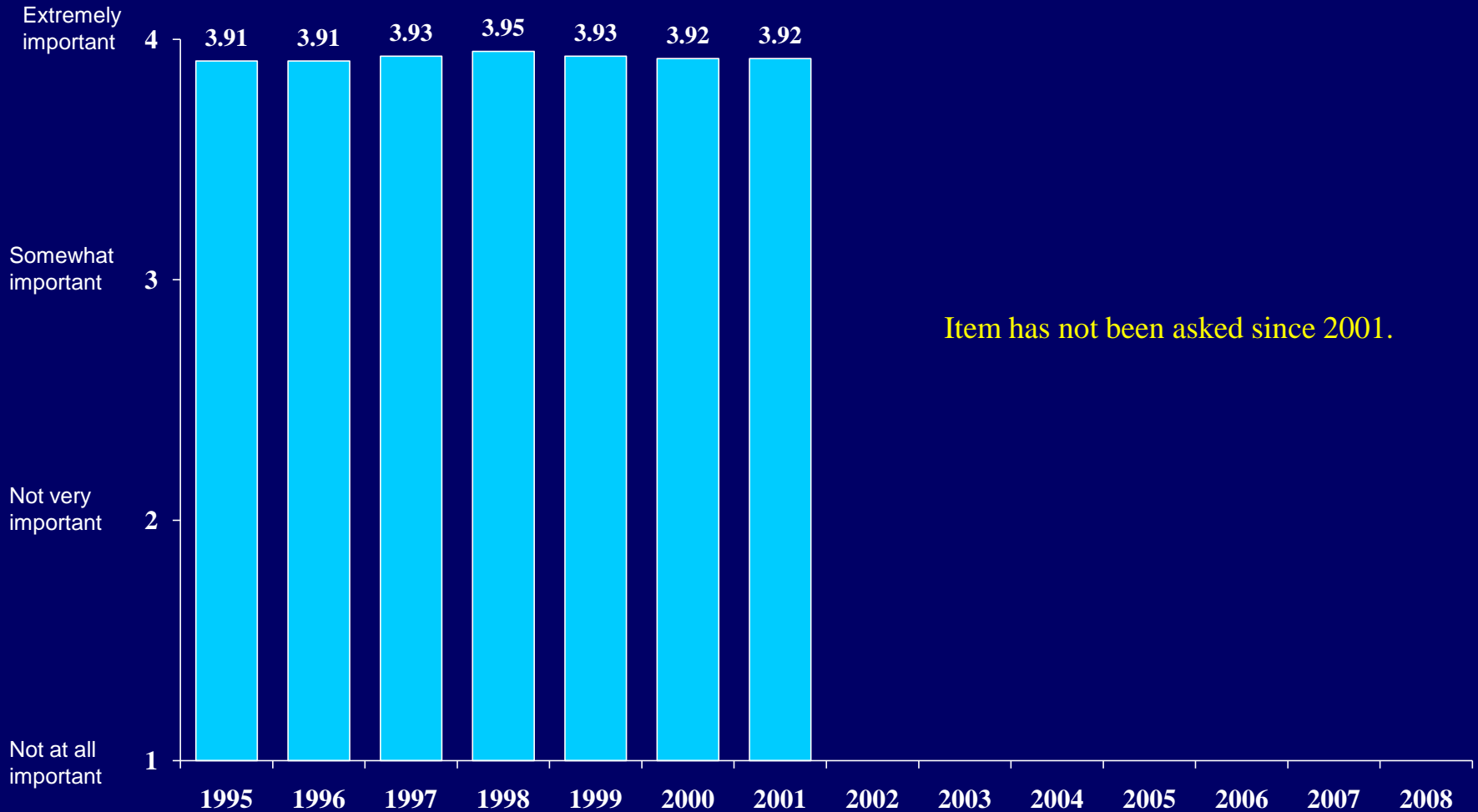
To learn more about a specific subject



Rate the importance to you of each of the following
Getting a good education

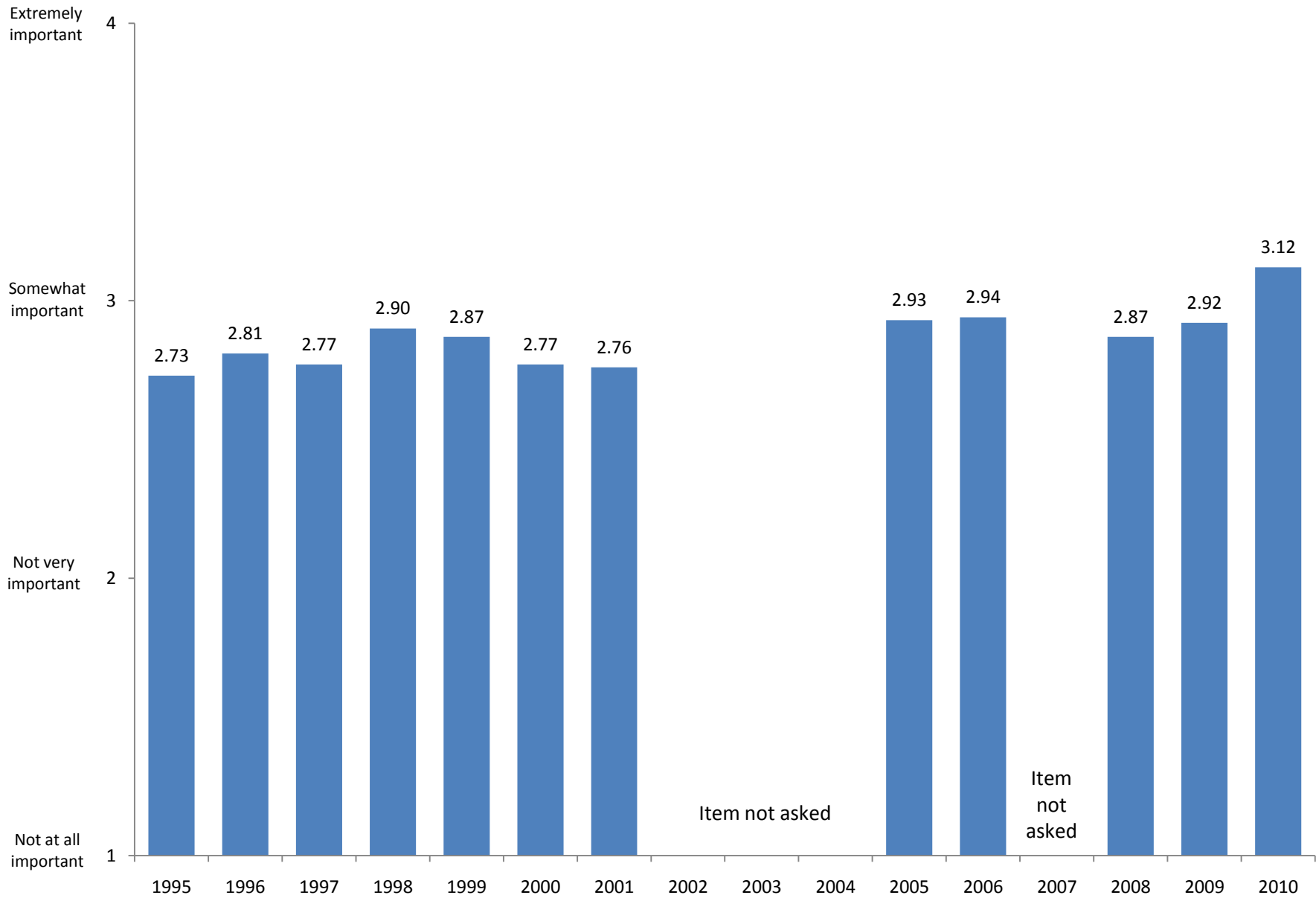


Rate the importance to you of each of the following
Finding a fulfilling career

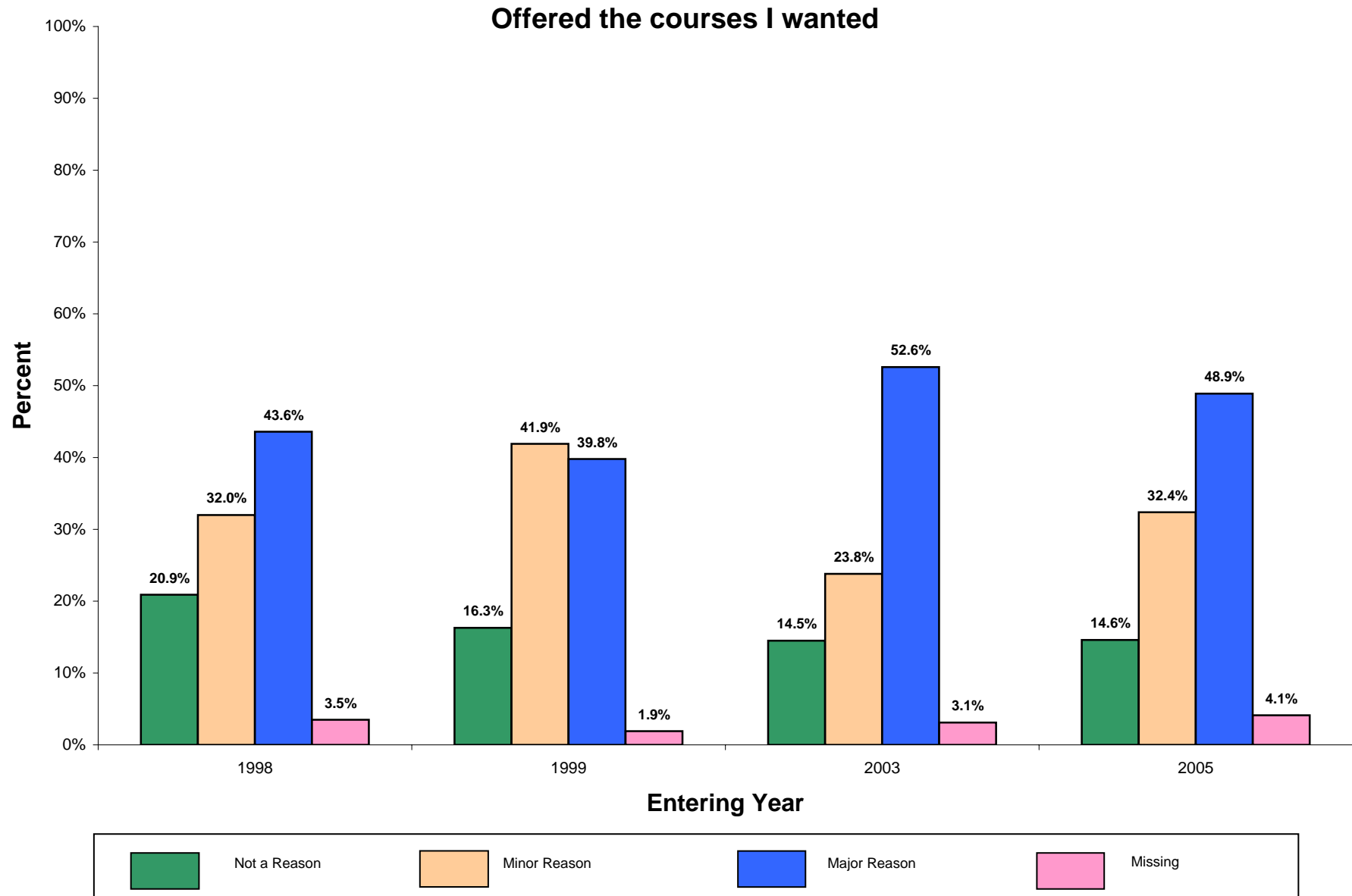


Rate the importance to you of each of the following:

Learning more about the arts

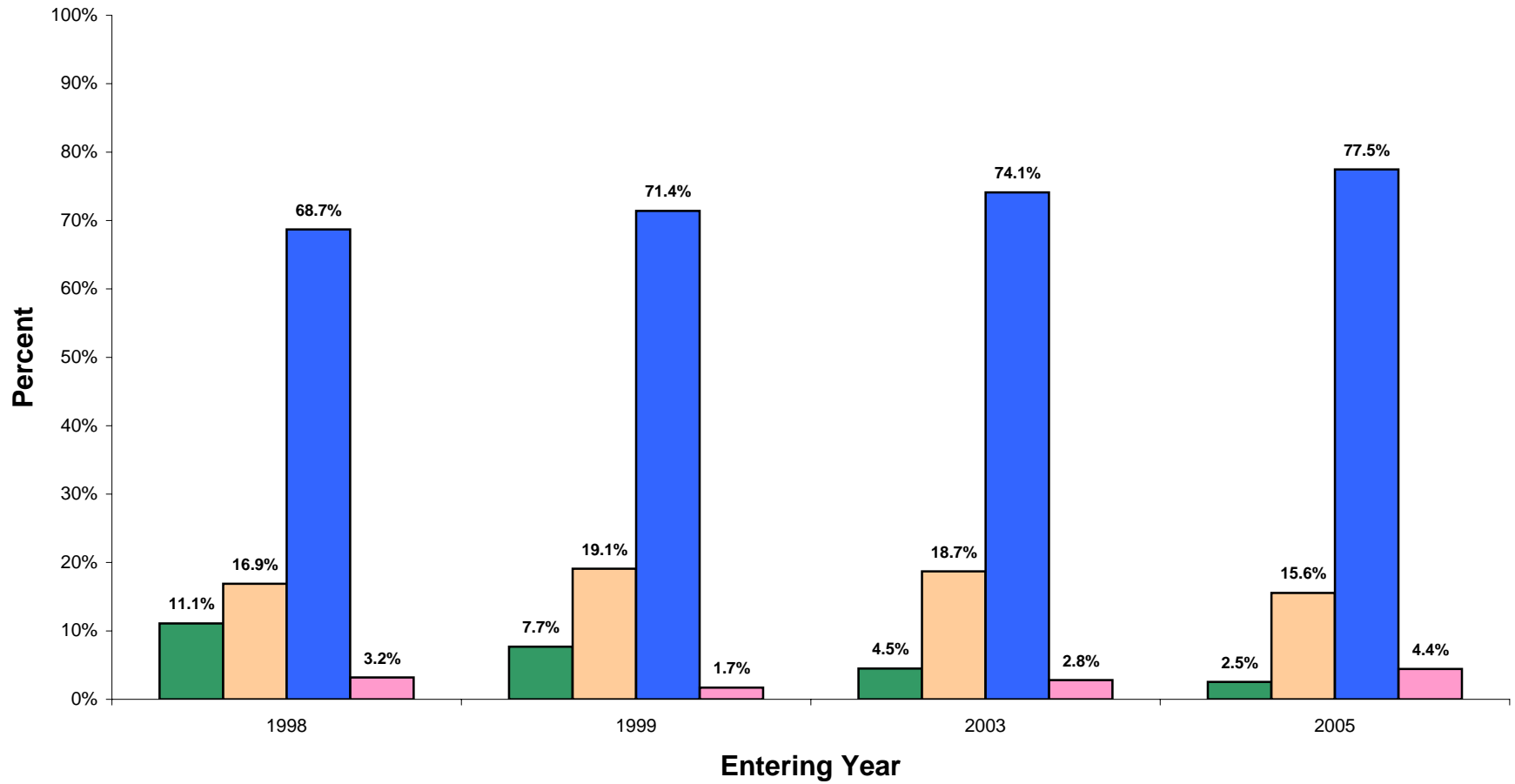


Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College

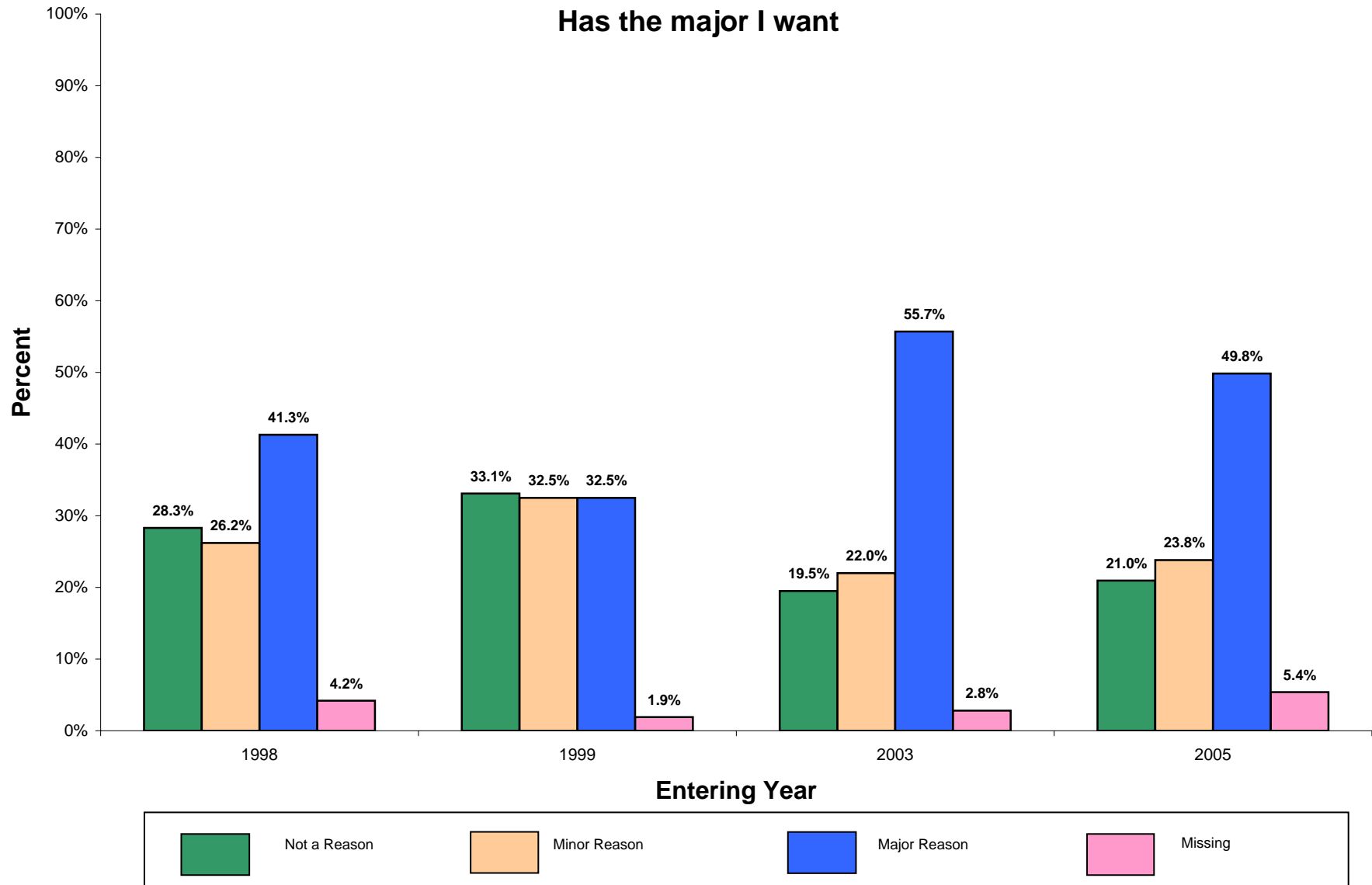


Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College

College's academic reputation



Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College



Your First College Year (YFCY)

(Spring 2005 Follow-Up to the Fall 2004 CIRP)

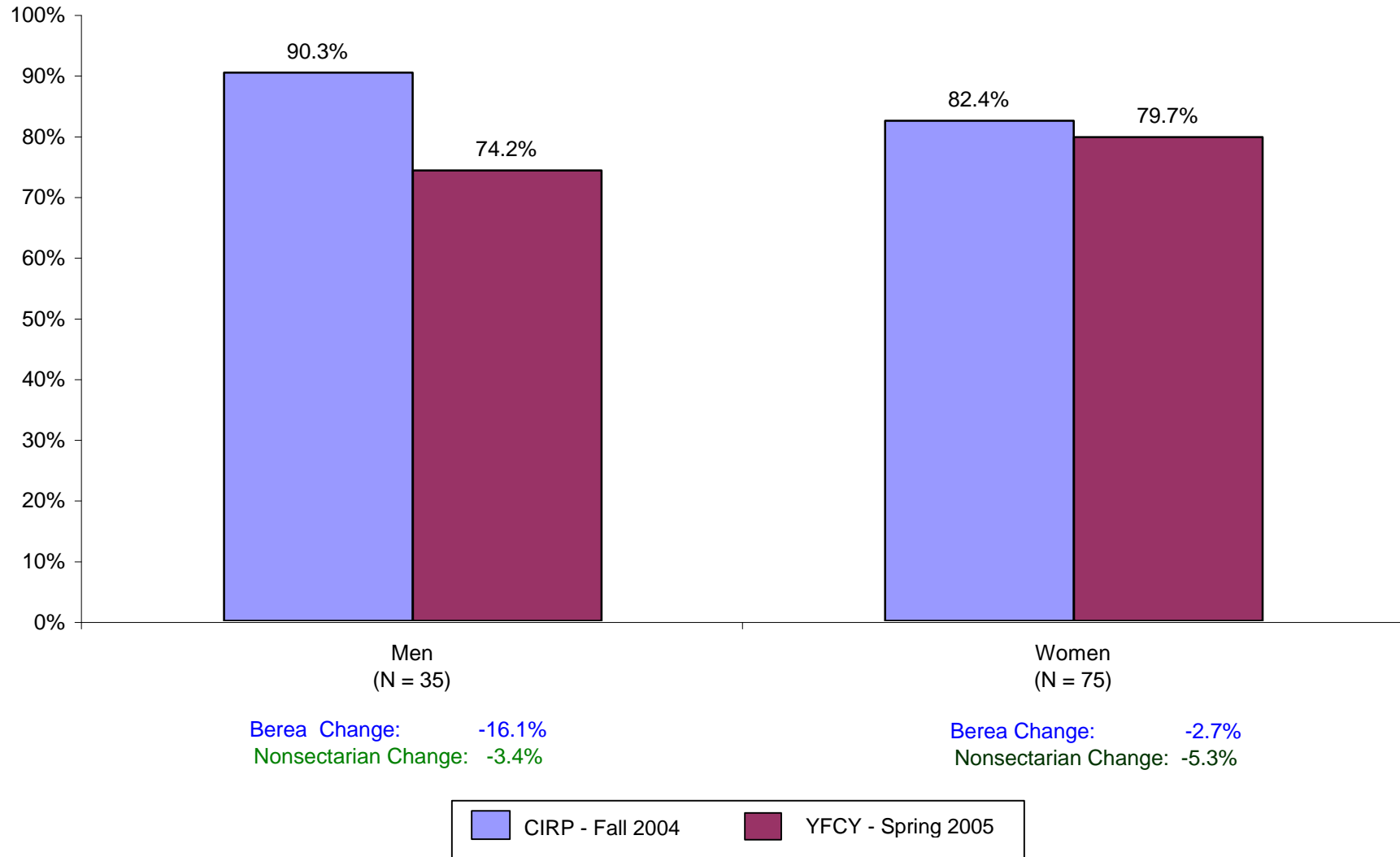


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

Percent of Berea Students who Rated Themselves "Above Average" or "Highest 10%" Compared with the Average Person Their Age in:

Academic ability



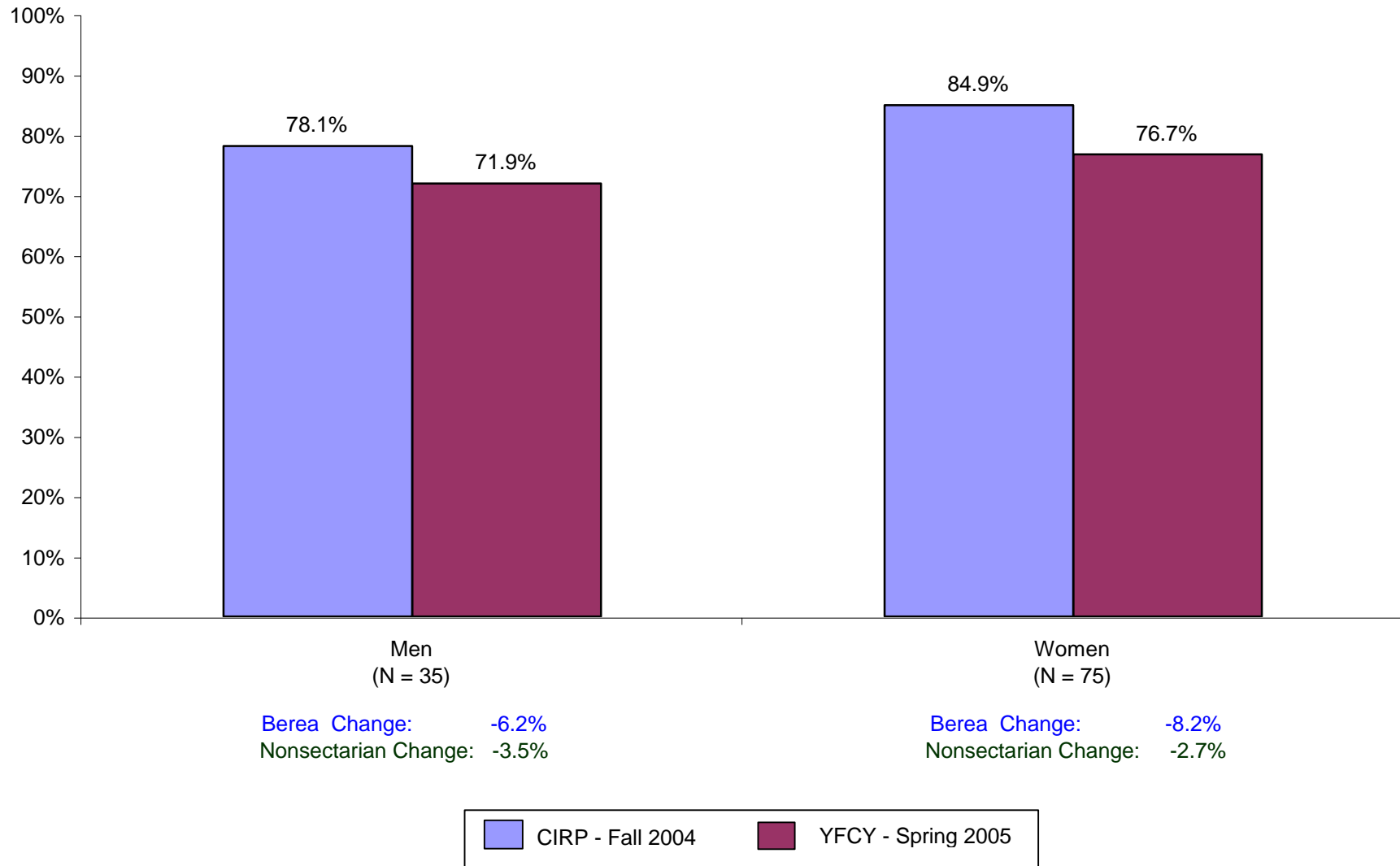
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Rated Themselves "Above Average" or "Highest 10%" Compared with the Average Person Their Age in:

Drive to achieve



Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Rated Themselves "Above Average" or "Highest 10%" Compared with the Average Person Their Age in:

Leadership ability



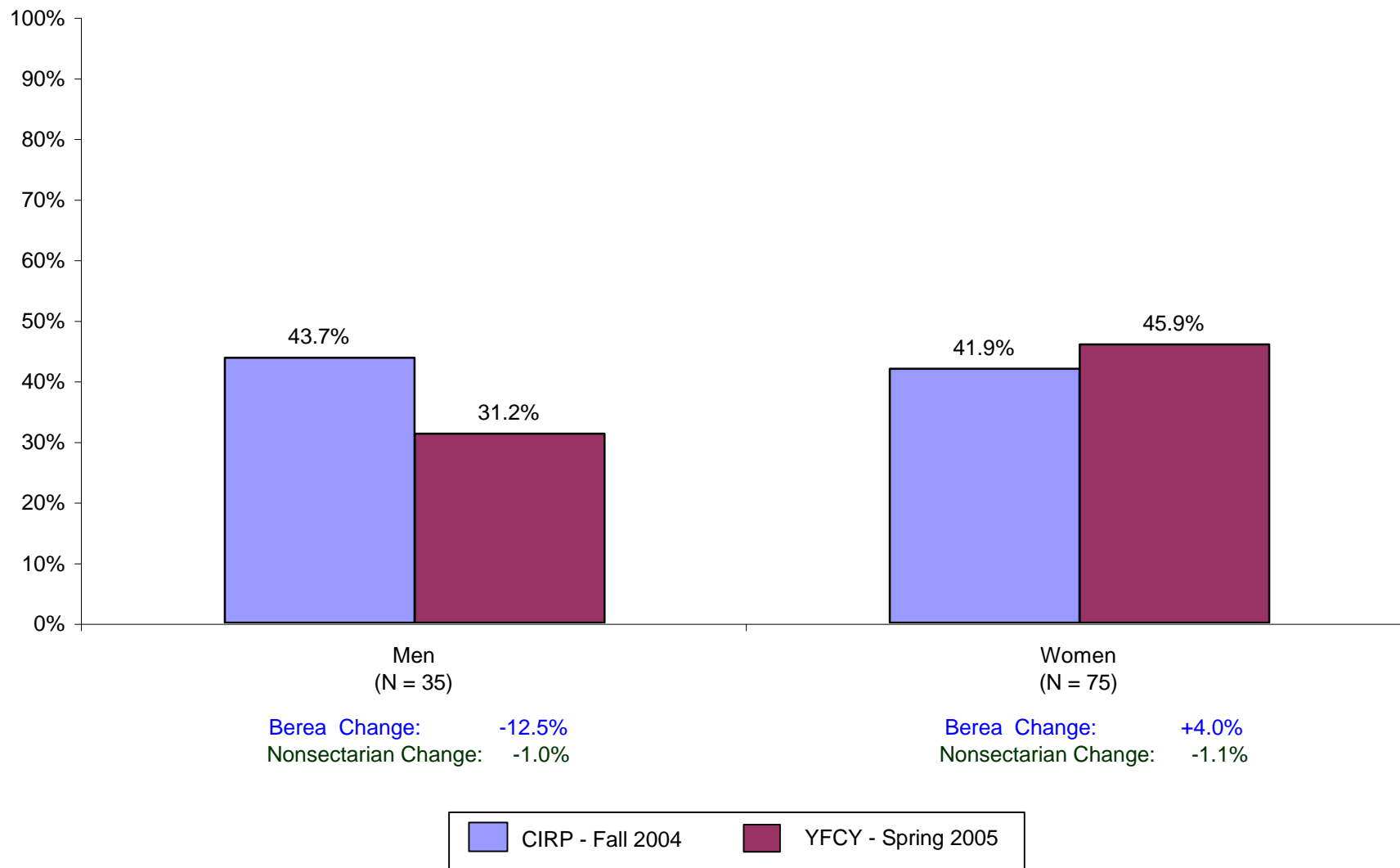
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Rated Themselves "Above Average" or "Highest 10%" Compared with the Average Person Their Age in:

Mathematical ability



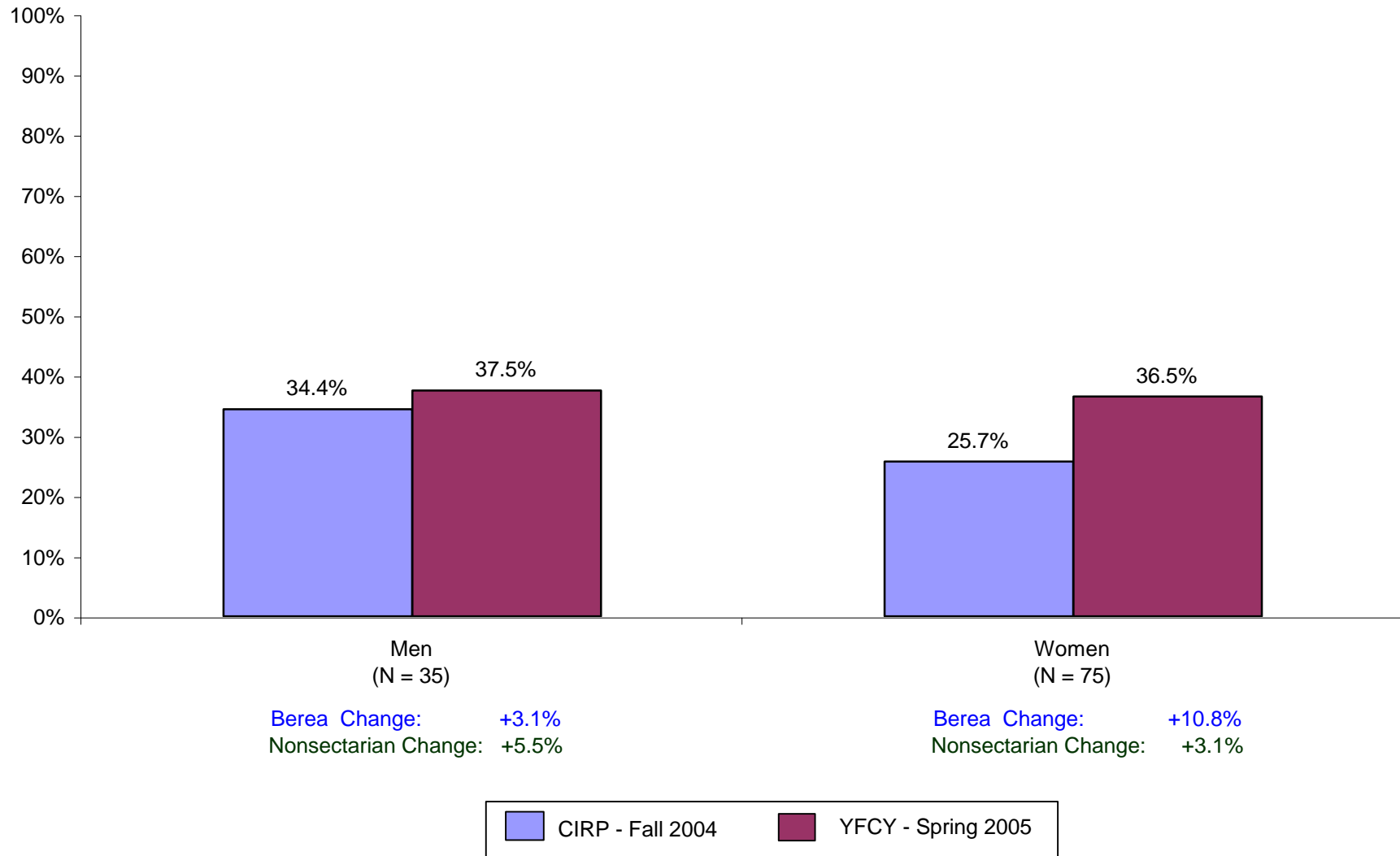
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Rated Themselves "Above Average" or "Highest 10%" Compared with the Average Person Their Age in:

Public speaking ability



Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Rated Themselves "Above Average" or "Highest 10%" Compared with the Average Person Their Age in:

Self-confidence (intellectual)



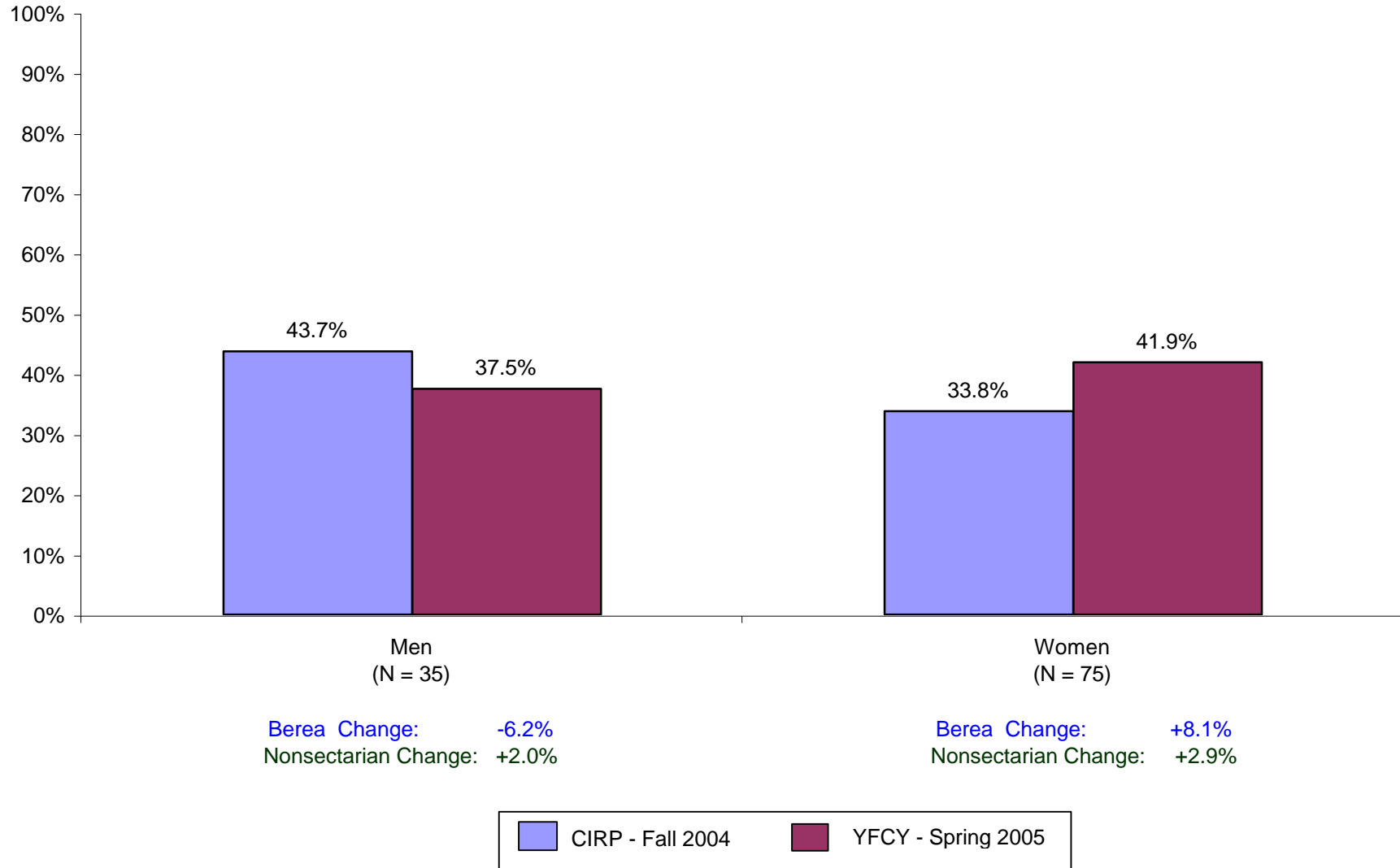
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Rated Themselves "Above Average" or "Highest 10%" Compared with the Average Person Their Age in:

Self-confidence (social)



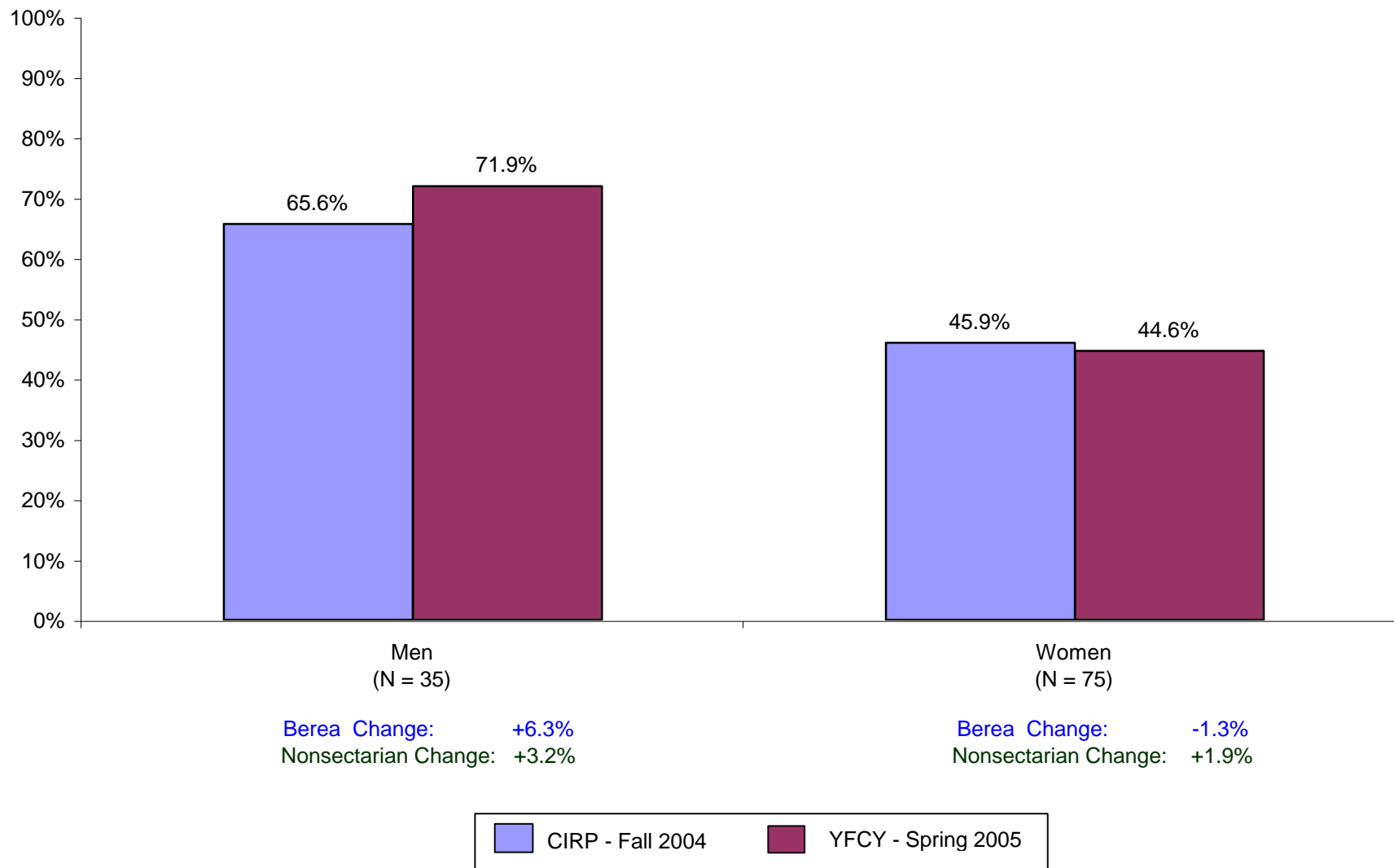
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Rated Themselves "Above Average" or "Highest 10%" Compared with the Average Person Their Age in:

Writing ability



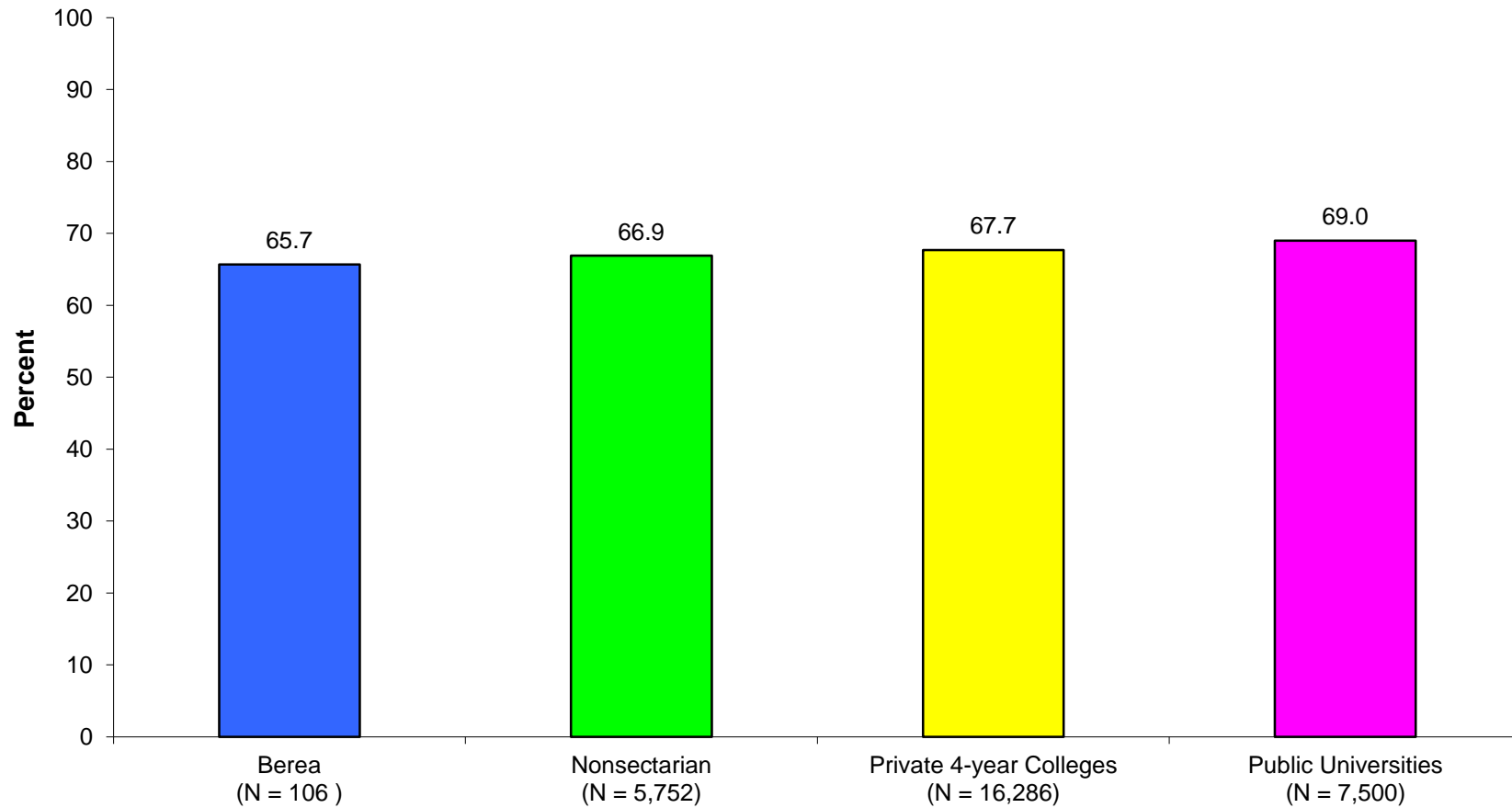
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

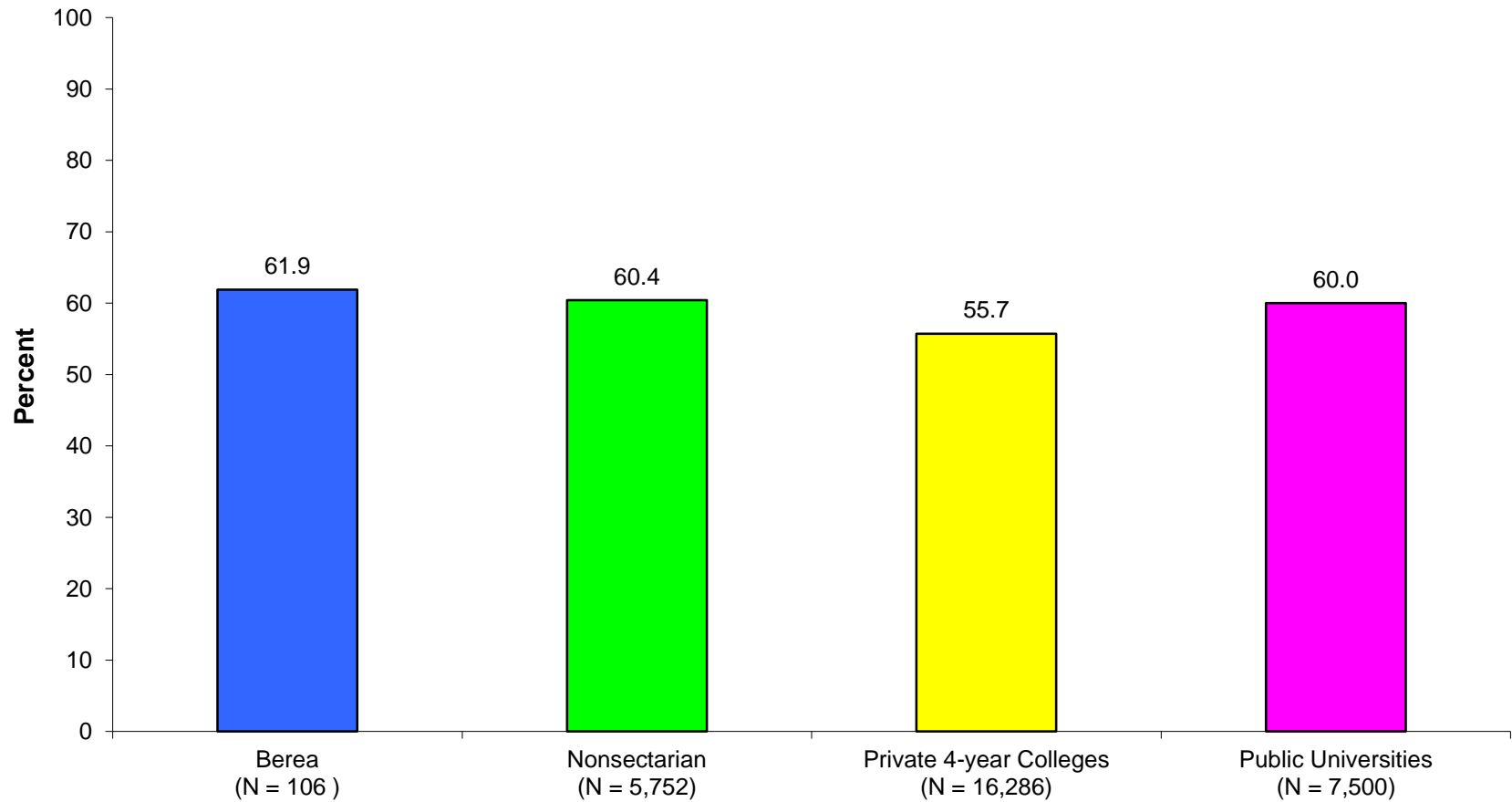
Percentage of students who rated themselves "in the highest 10%" or "above average" compared with the average person their age:

Ability to work as part of a team



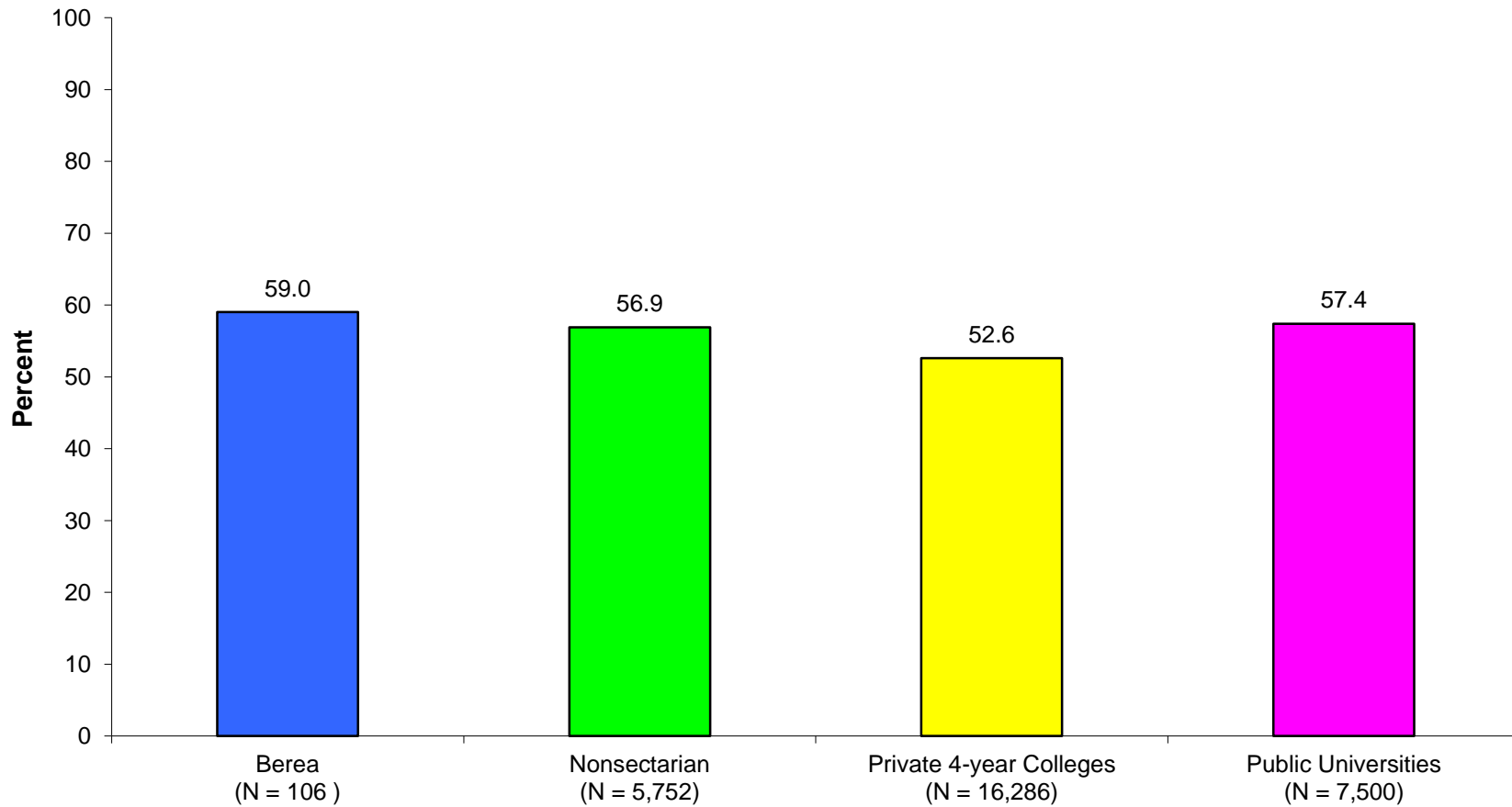
Percentage of students who rated themselves "in the highest 10%" or "above average" compared with the average person their age:

Critical thinking skills



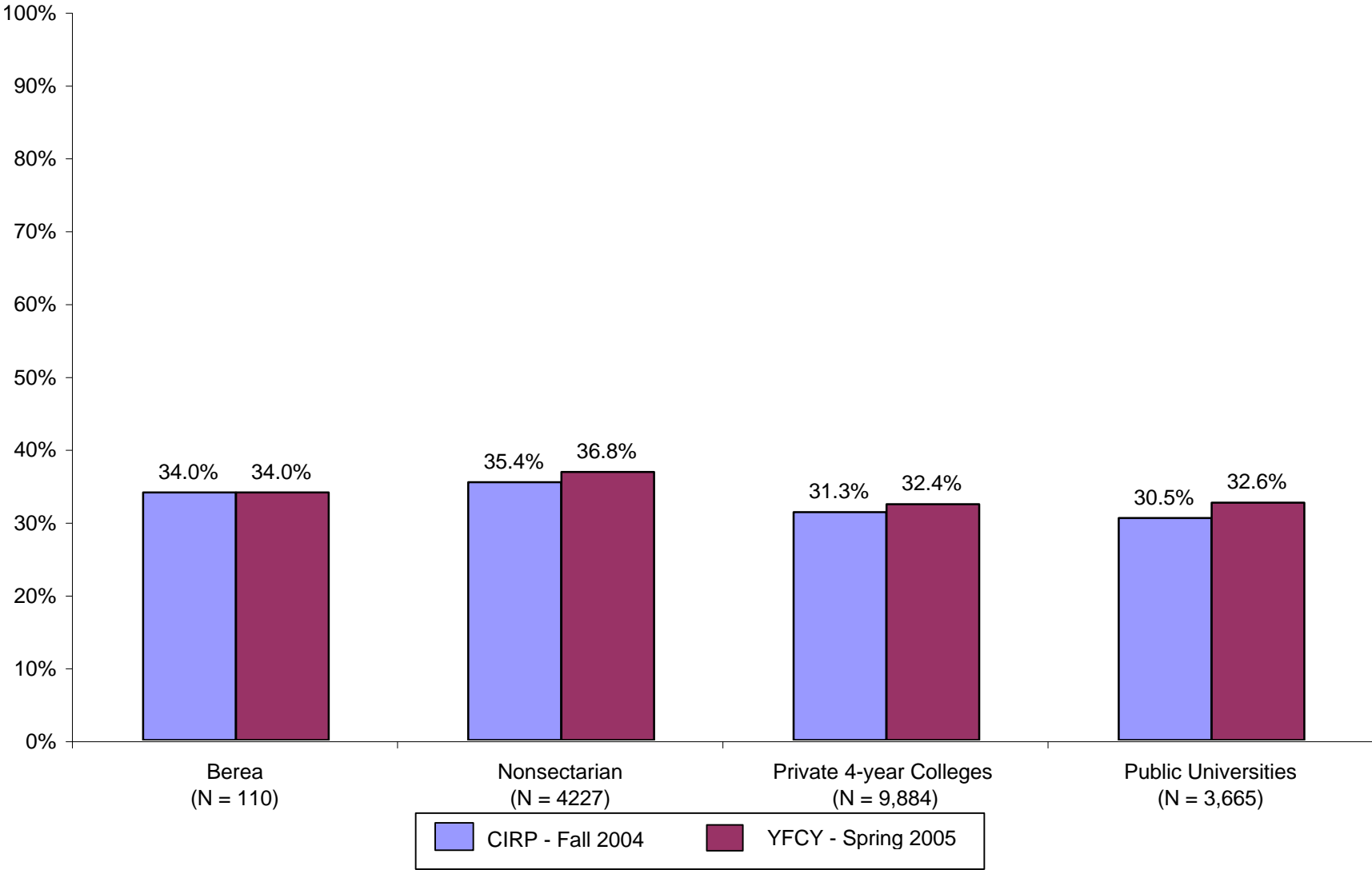
Percentage of students who rated themselves "in the highest 10%" or "above average" compared with the average person their age:

Analytical/problem-solving skills



Percent of Students who Rated Themselves "Above Average" or "Highest 10%" Compared with the Average Person Their Age in:

Artistic ability

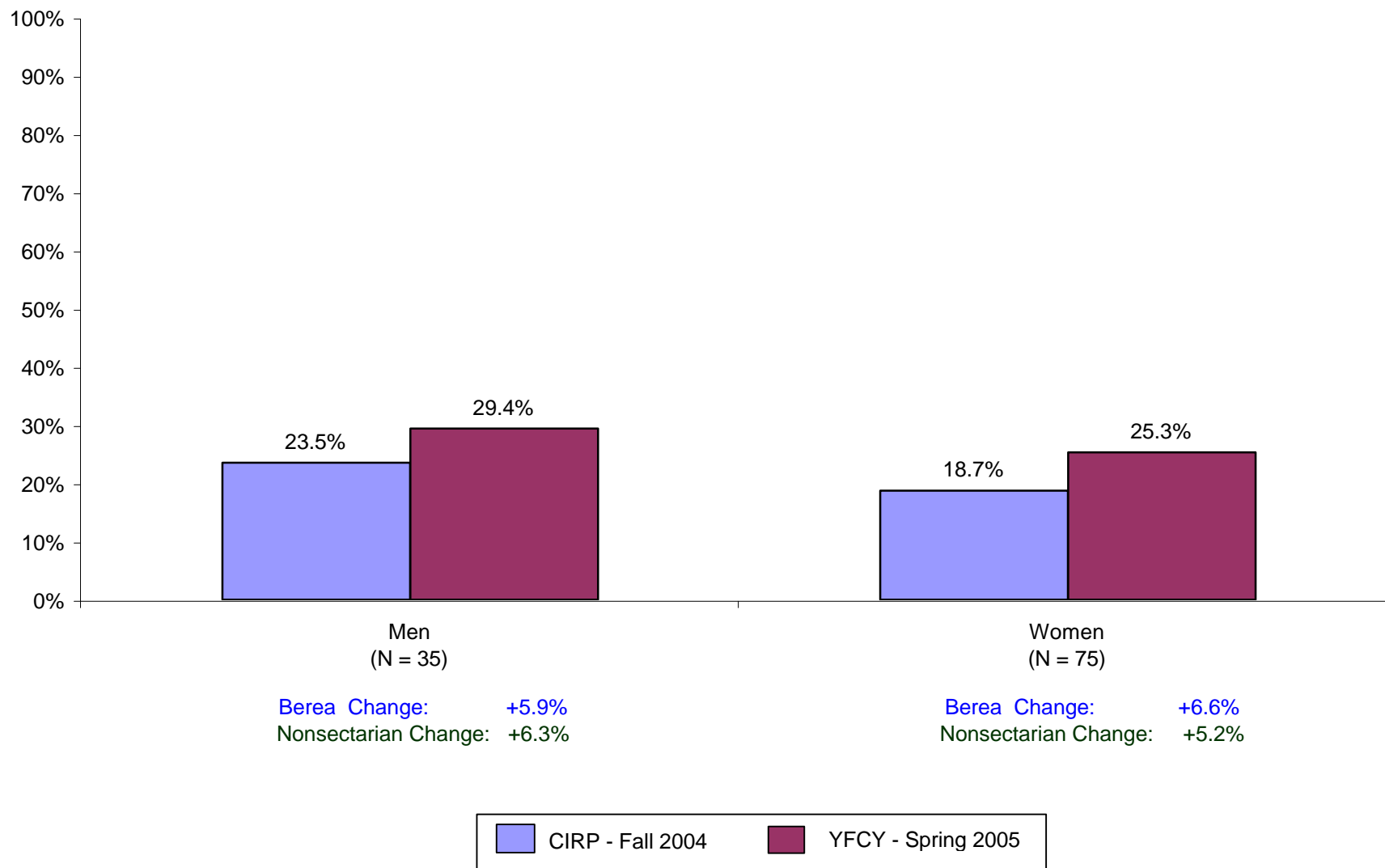


Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)
YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Becoming accomplished in one of the performing arts (acting, dancing, etc.)



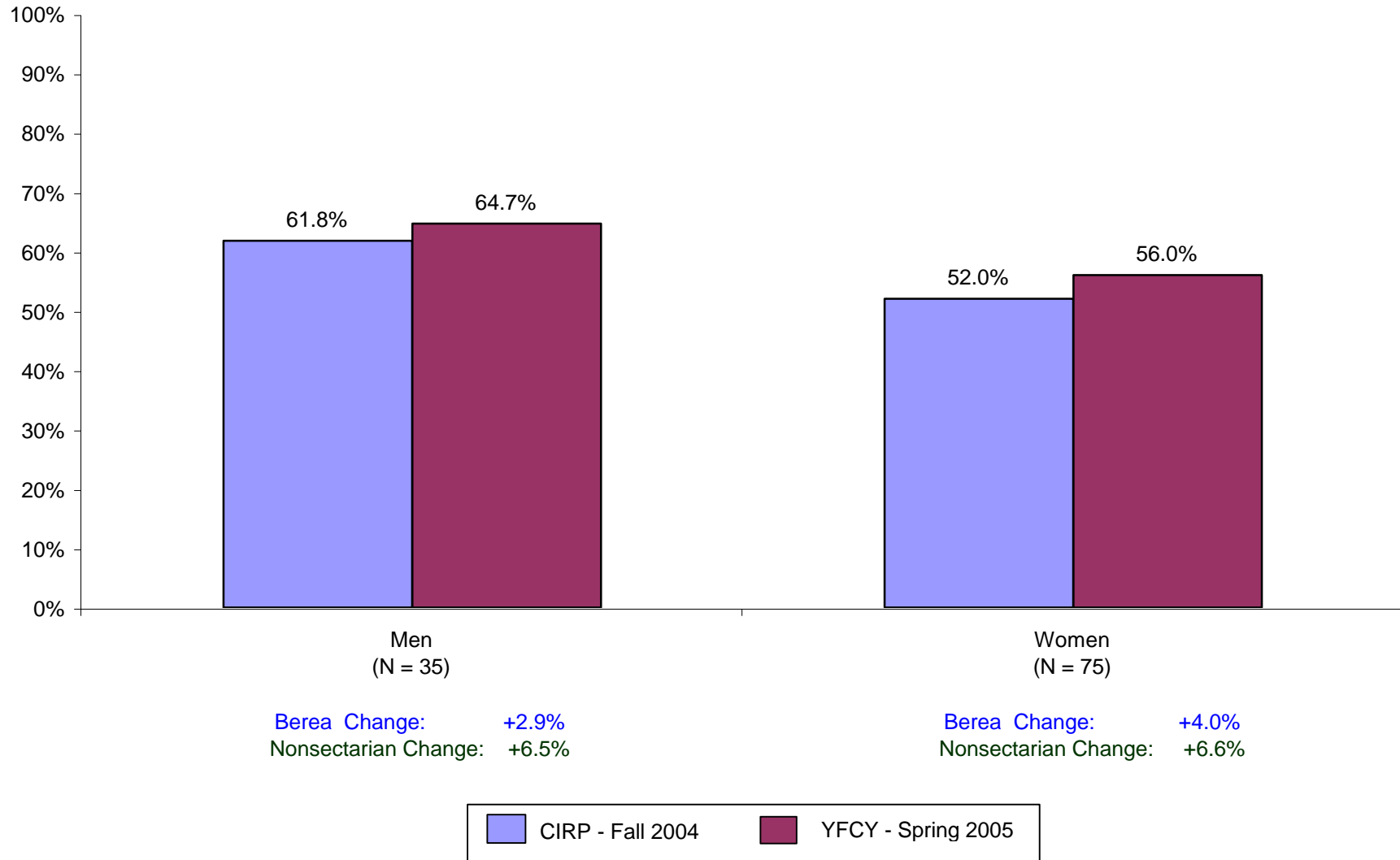
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Becoming an authority in my field



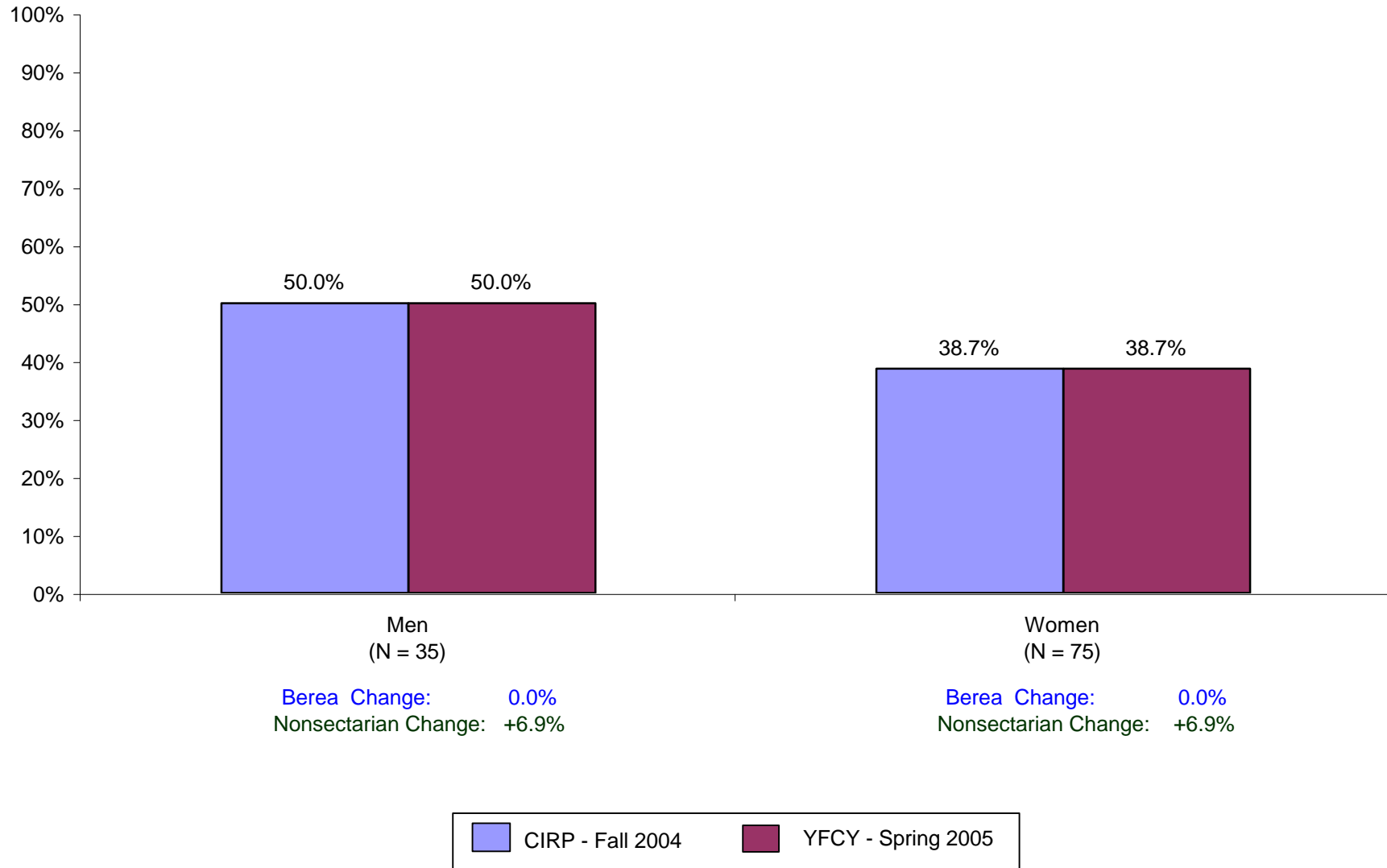
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Obtaining recognition from my colleagues for contributions to my special field



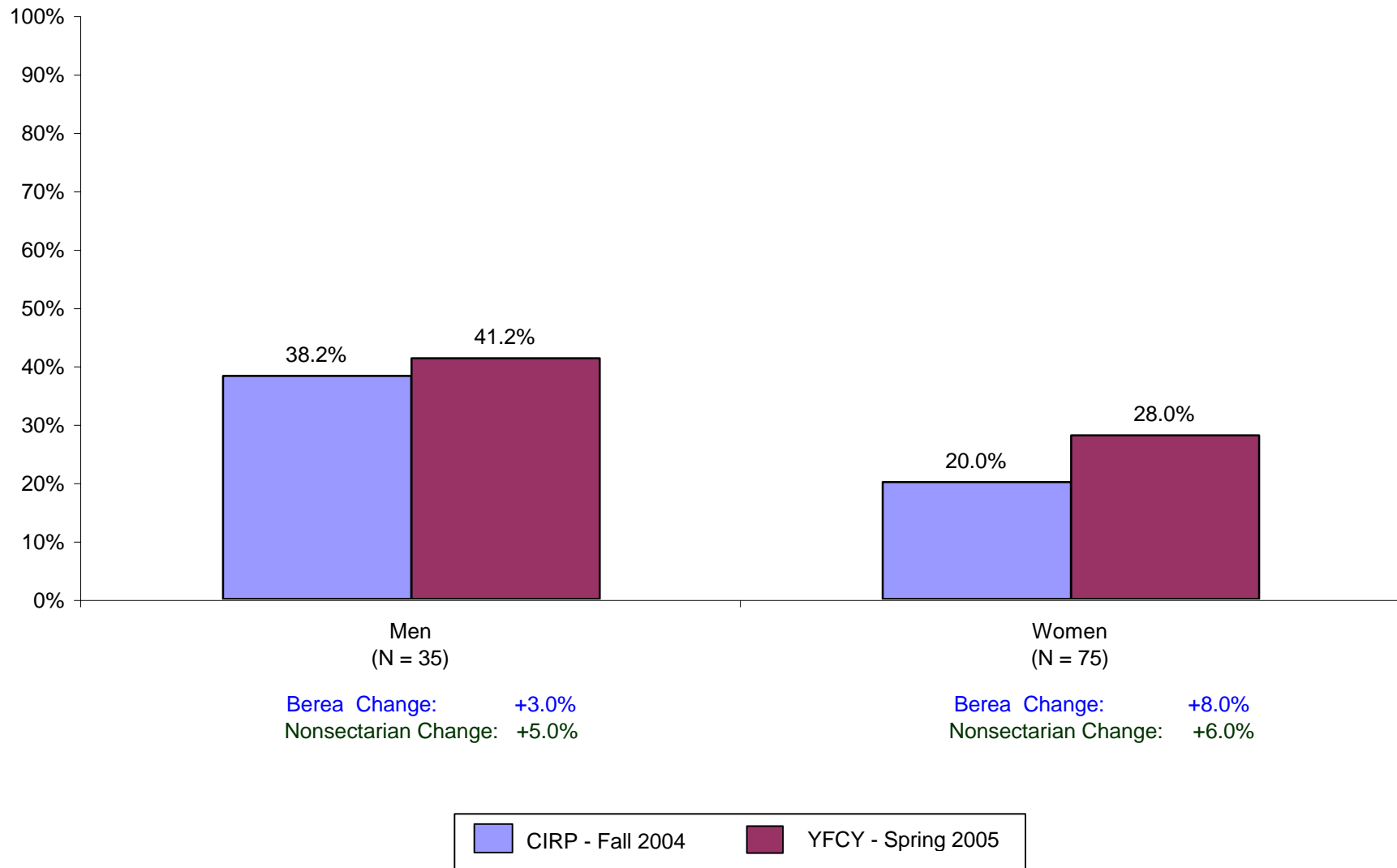
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Having administrative responsibility for the work of others



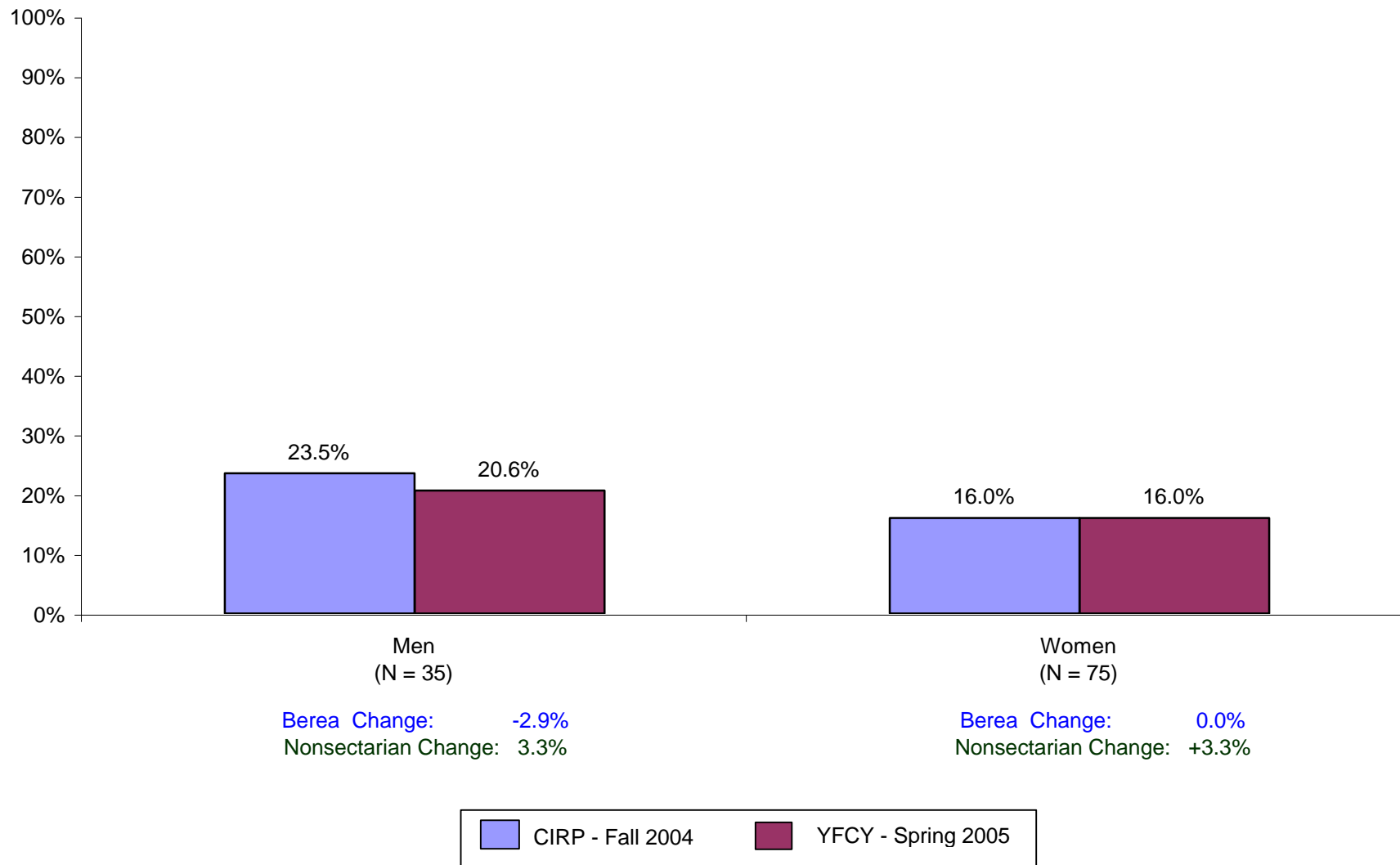
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Making a theoretical contribution to science



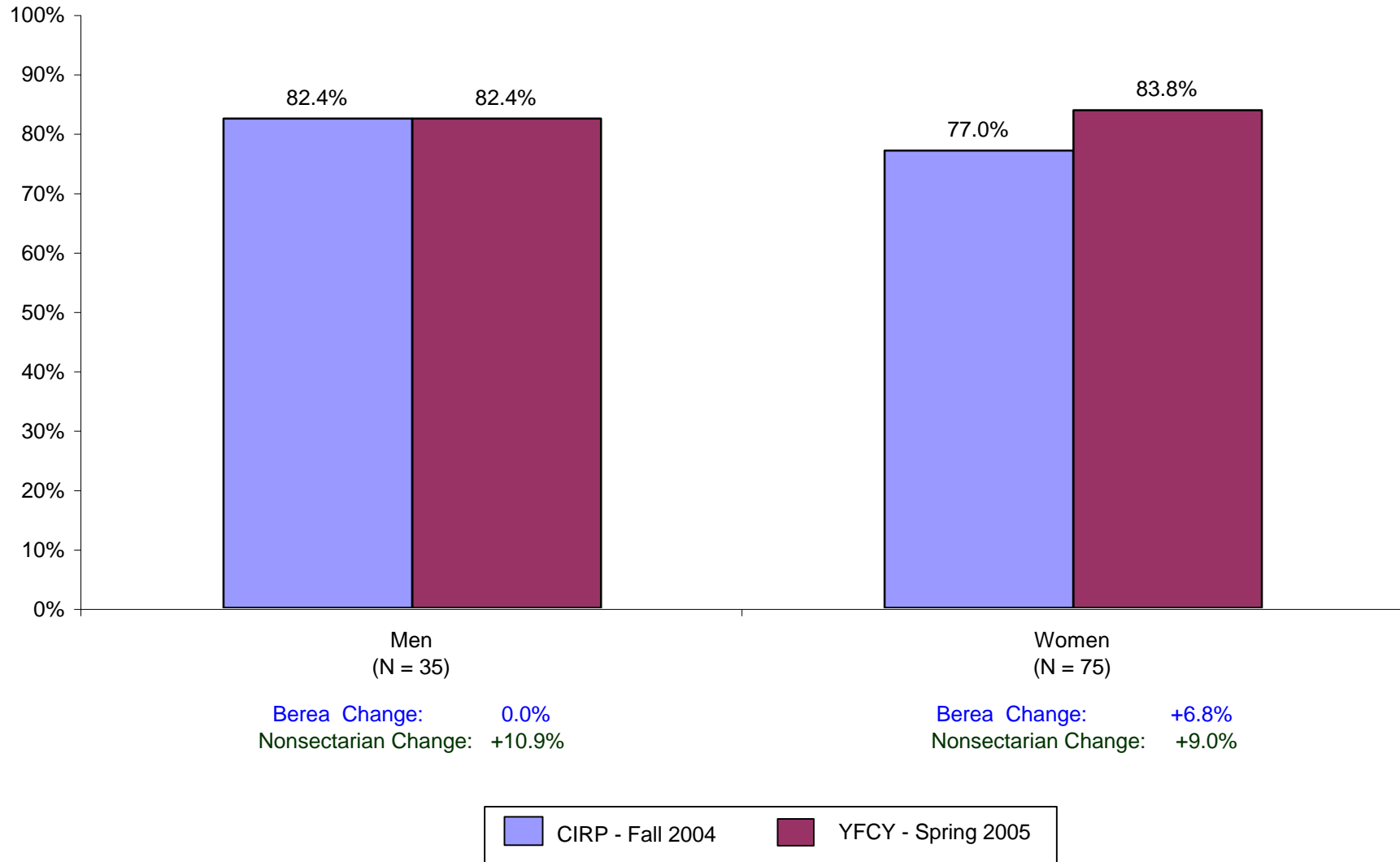
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Helping others who are in difficulty



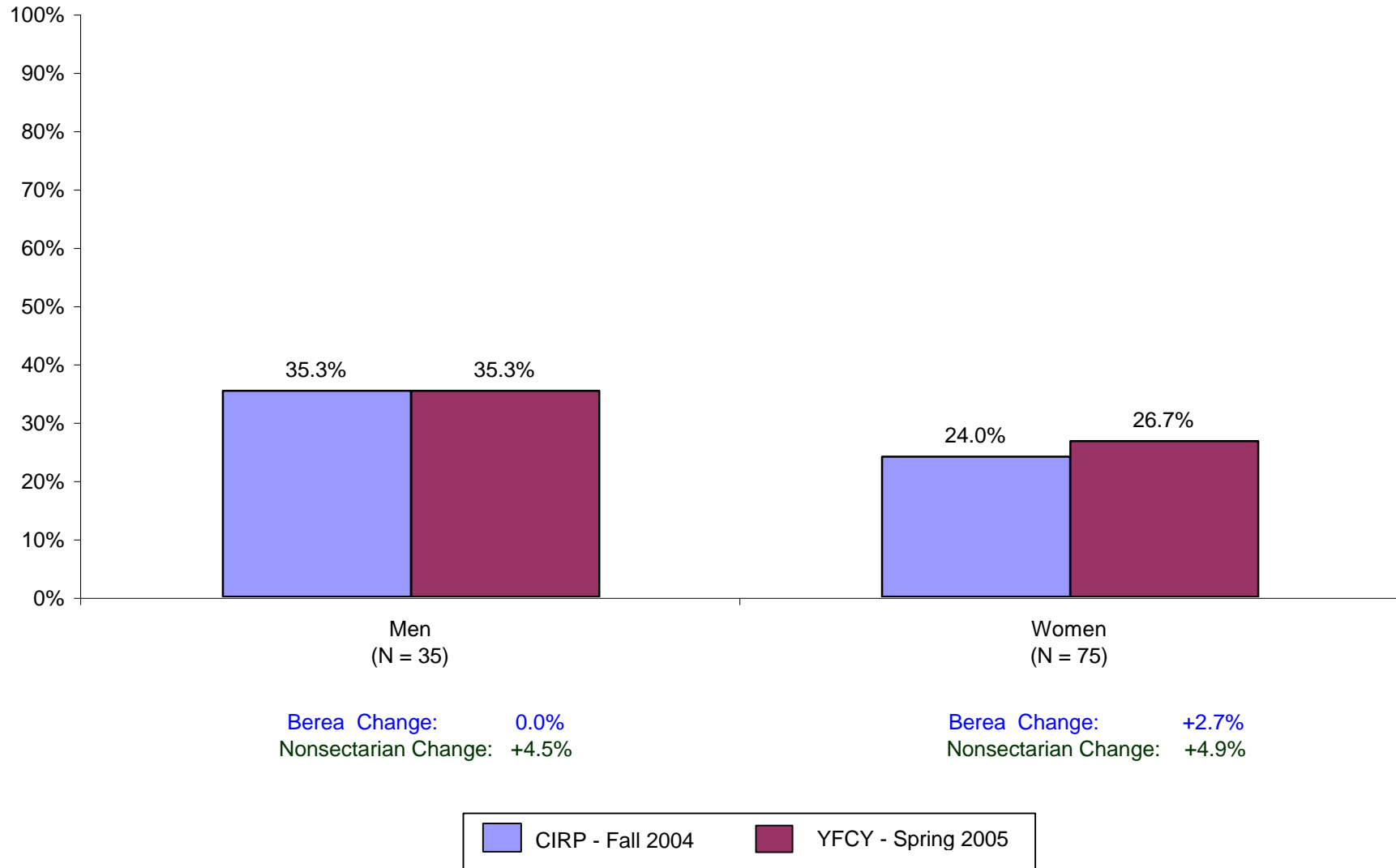
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Writing original works (poems, novels, short stories, etc.)



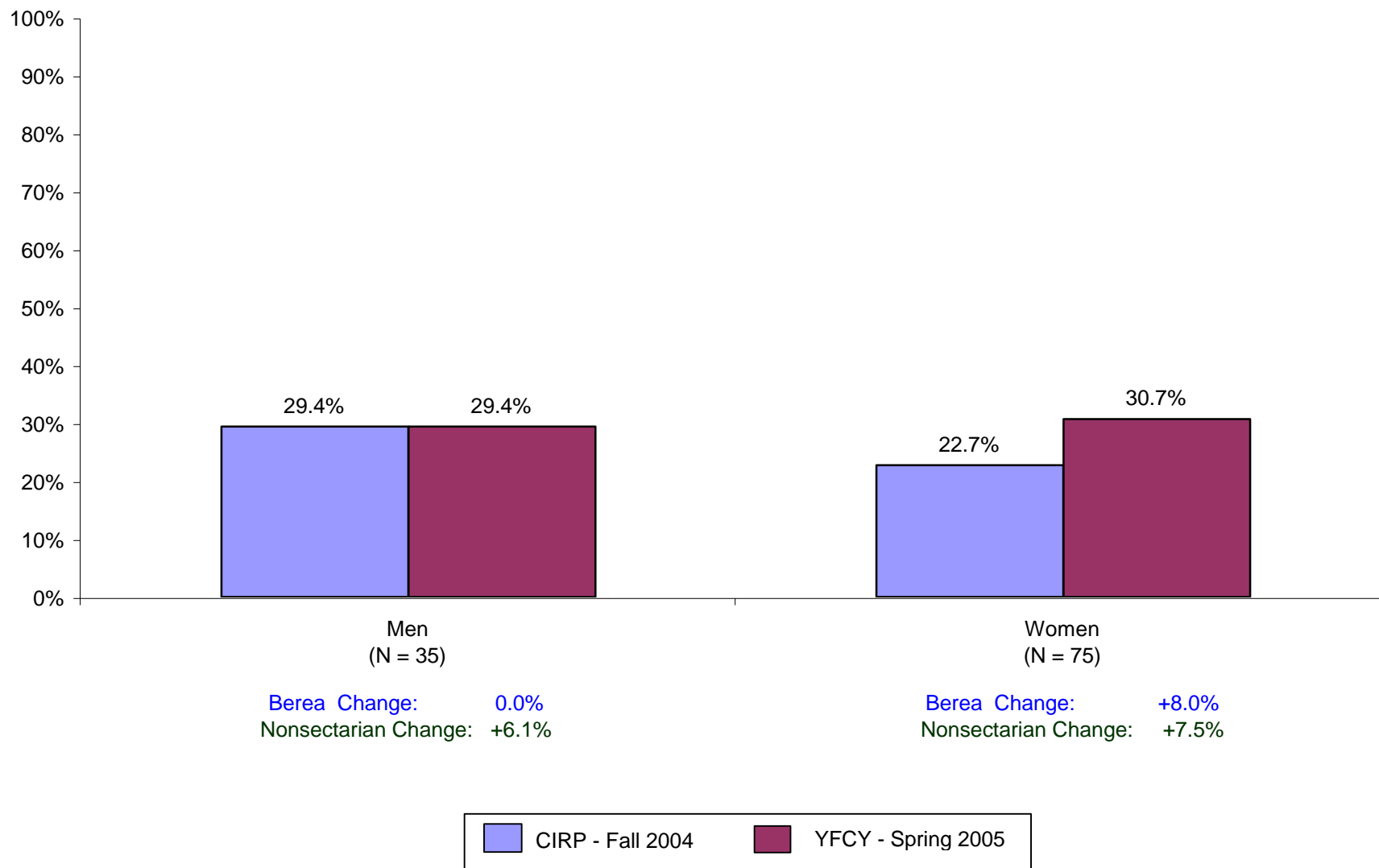
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Creating artistic work (painting, sculpture, decorating, etc.)



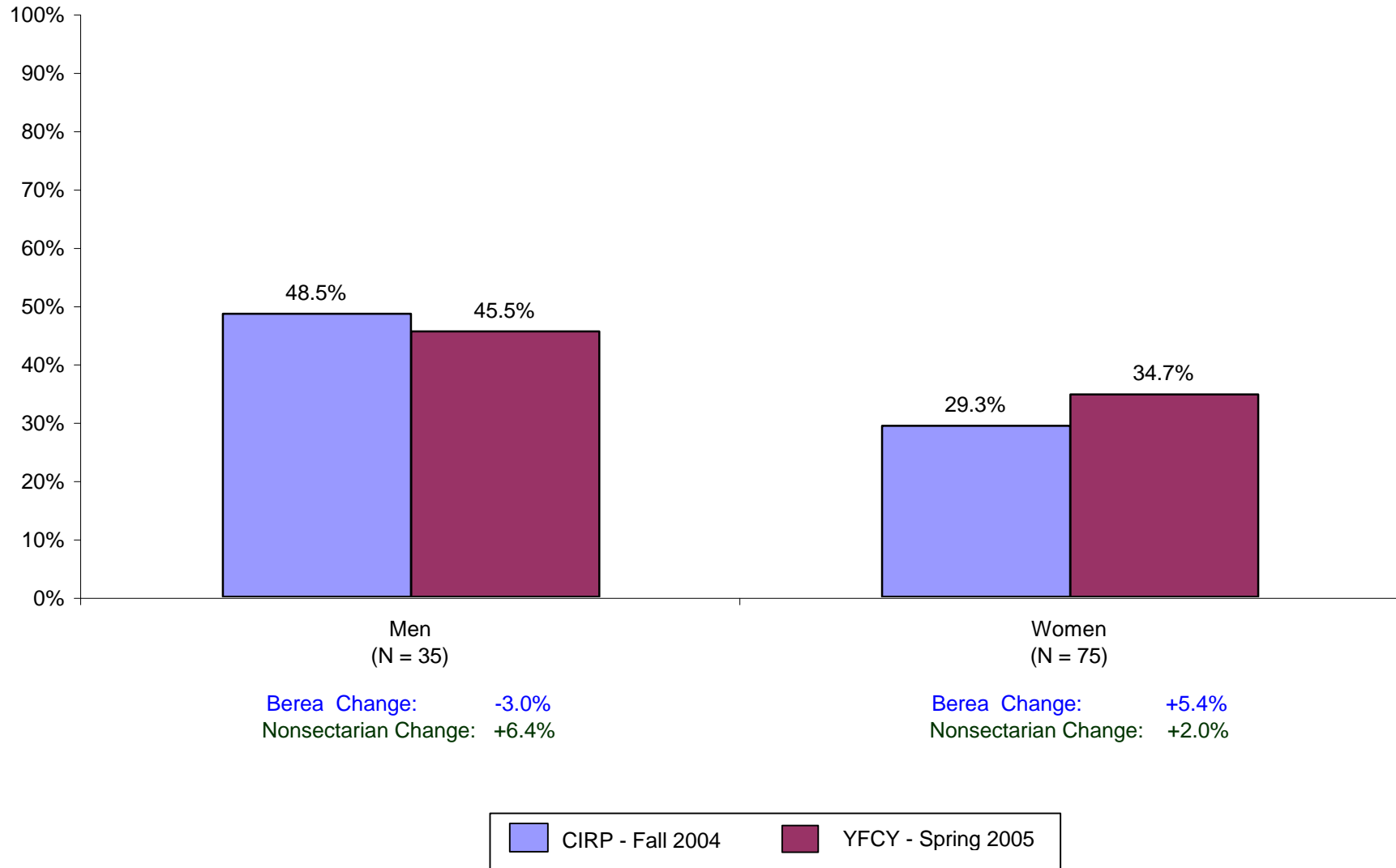
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Becoming successful in a business of my own



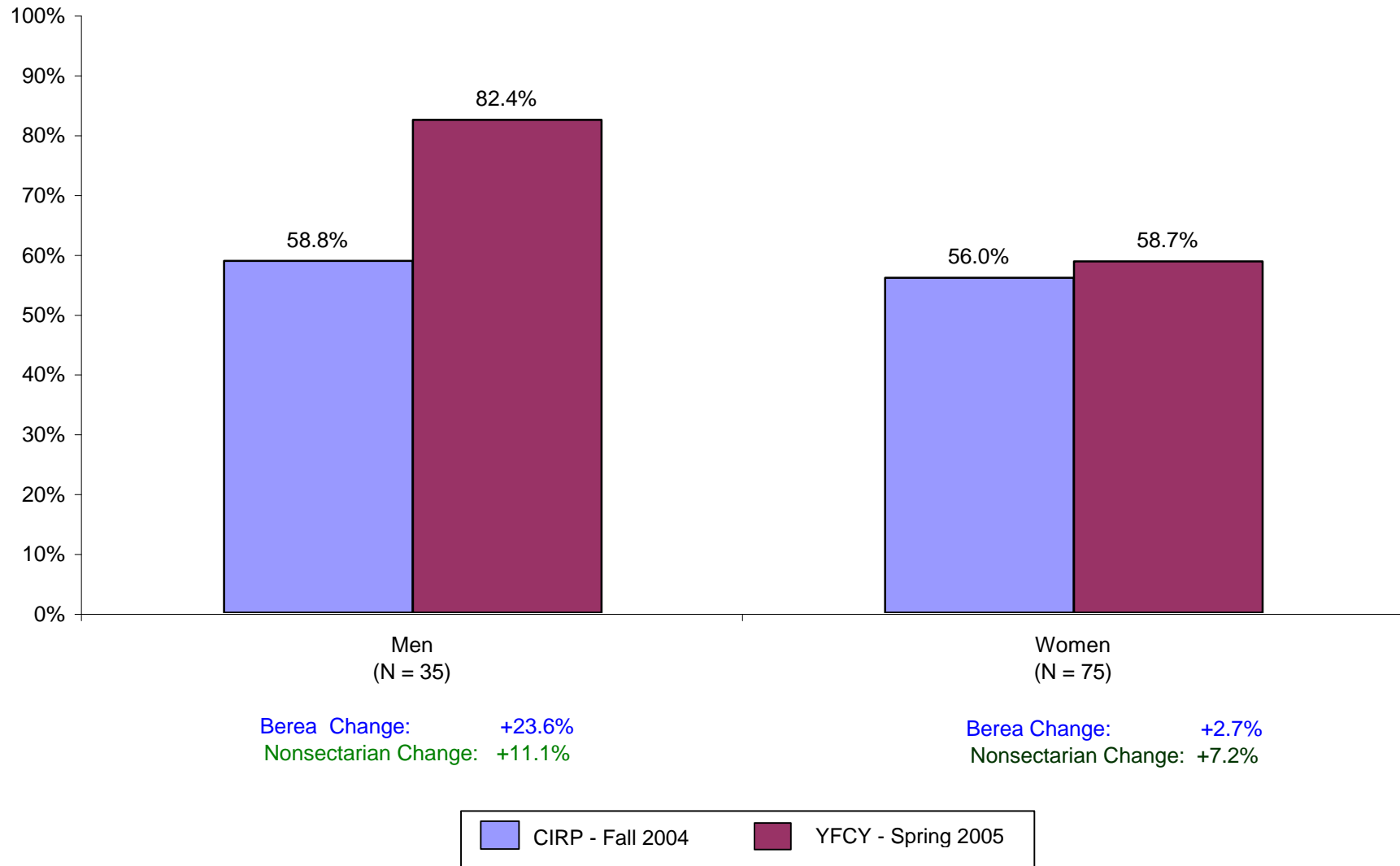
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Developing a meaningful philosophy of life

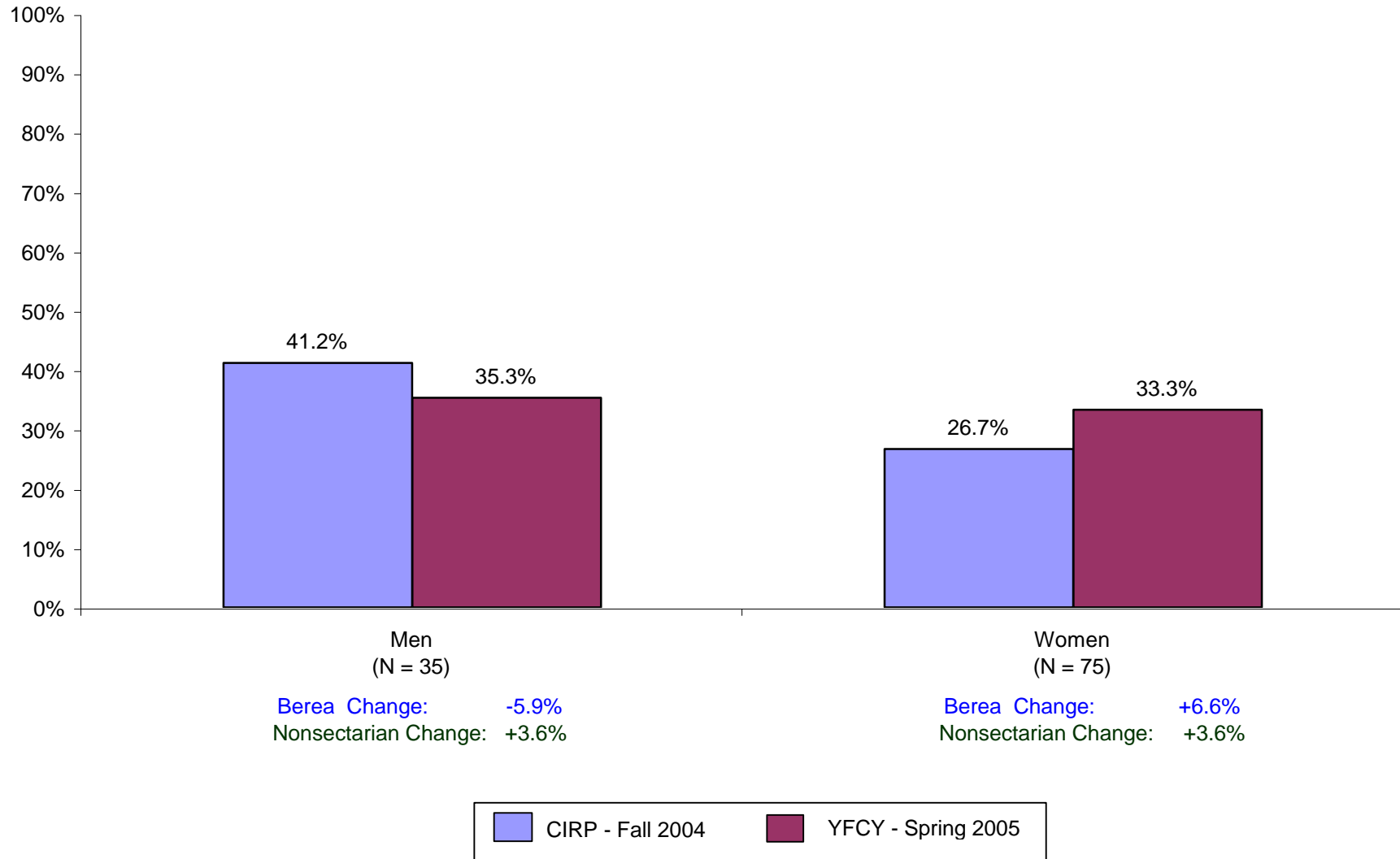


Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)
YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Berea Students who Marked the Objective as "Very important" or "Essential"

Working to find a cure for a health problem

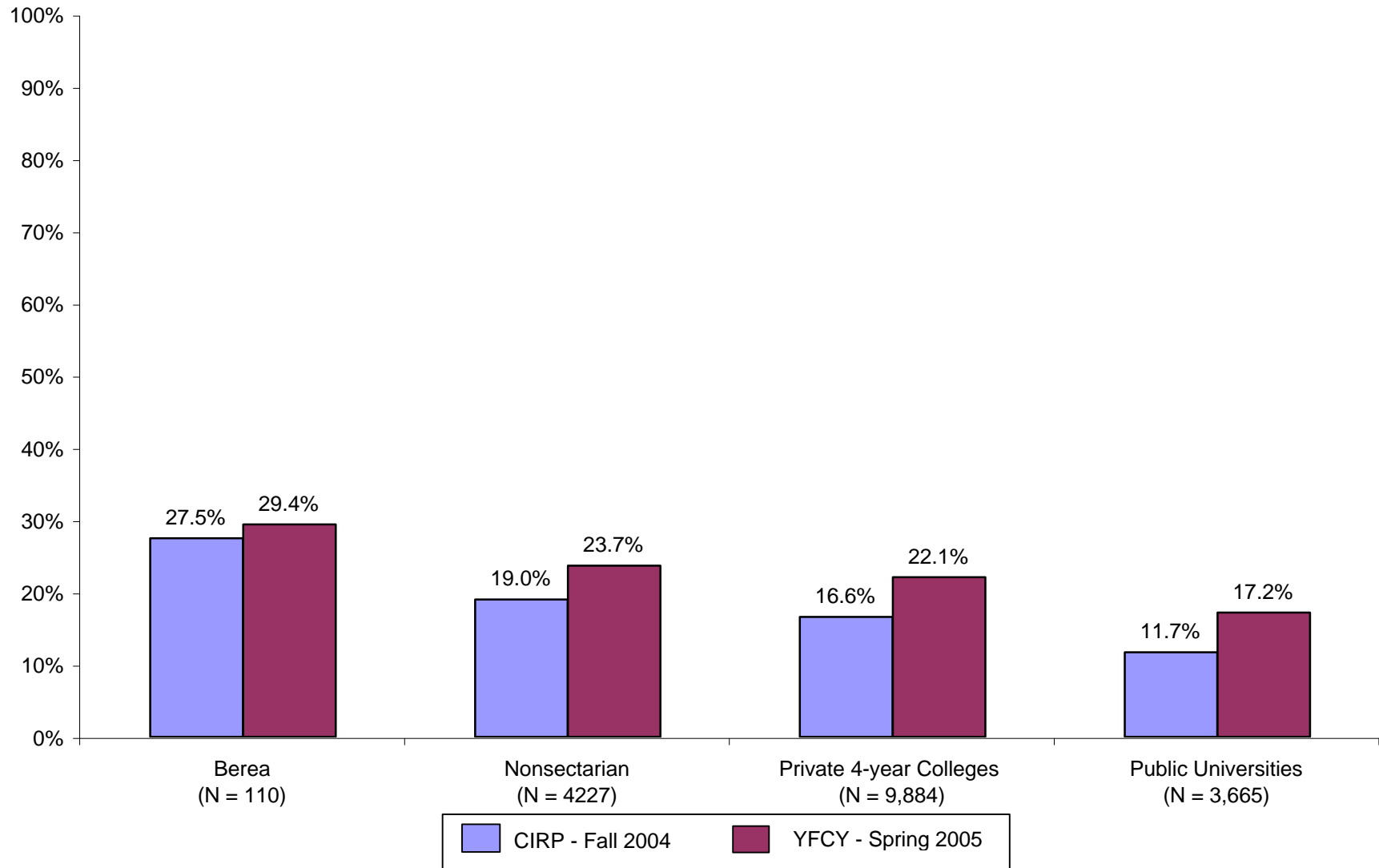


Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)
YFCY - Your First College Year (Spring Follow-Up Survey)

Percent of Students who Marked the Objective as "Very important" or "Essential"

Writing original works (poems, novels, short stories, etc.)



Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

YFCY - Your First College Year (Spring Follow-Up Survey)

Degrees of Preparation Spring 2009

(First-Year and Senior Students)



Administered online along with Smith and Hampshire Colleges through an agreement with the American Association of State Colleges and Universities (AASCU)

[Click to see survey instrument](#)

Response Rates:

First-Year Students (162/377 or 43%); Seniors (168/362 or 46%)

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

How many languages other than English do you know? (If none, skip to the next section)

	First-Year Students	Seniors
None	35 (19%)	36 (18%)
One	67 (36%)	69 (35%)
Two	35 (19%)	35 (18%)
Three	4 (2%)	12 (6%)
Four	1 (1%)	4 (2%)
Five	1 (1%)	0 (0%)
No response	42 (23%)	42 (21%)

Which non-English language do you know best?

	First-Year Students	Seniors
American Sign Language	1 (1%)	--
Amharic	1 (1%)	1 (1%)
Arabic	1 (1%)	1 (1%)
Bahasa Indonesia	1 (1%)	--
Bali	1 (1%)	--
Chinese	2 (1%)	2 (1%)
Danish	--	1 (1%)
Dutch	--	1 (1%)
French	16 (9%)	17 (9%)
German	4 (2%)	11 (6%)
Hawaiian	1 (1%)	--
Japanese	1 (1%)	2 (1%)
Kikuyu	1 (1%)	--
Kiswahili	--	1 (1%)
Lakota, Sign Language	--	1 (1%)
Latin	1 (1%)	2 (1%)
Malay	1 (1%)	--
Nepali	--	2 (1%)
Portuguese	2 (1%)	--
Russian	1 (1%)	5 (3%)
Russian and German	1 (1%)	--
Sinhala	--	1 (1%)
Spanish	65 (35%)	65 (33%)
Spanish and French	--	1 (1%)
Spanish and German	1 (1%)	--
Swahili, French	1 (1%)	1 (1%)
Swedish	1 (1%)	--
Tibetan	--	1 (1%)
Turkish	2 (1%)	--
Twi	--	1 (1%)
Vietnamese	1 (1%)	1 (1%)
Yoruba	1 (1%)	--
No response/missing	77 (42%)	80 (40%)

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

Based on the 108 First-Year Students and the 120 Seniors who know at least one other language besides English.

Have your skills with that language improved since you started college?

	Yes	No	No response
First-Year Students	50 (46%)	58 (54%)	0 (0%)
Seniors	81 (68%)	37 (31%)	2 (2%)

*Please indicate how well you can **understand** the language listed above.*

	Yes	No	No response
Can understand the language professor in class			
First-Year Students	88 (82%)	20 (19%)	0 (0%)
Seniors	108 (90%)	11 (9%)	1 (1%)
Can understand radio/television/podcasts			
First-Year Students	52 (48%)	56 (52%)	0 (0%)
Seniors	71 (59%)	49 (41%)	0 (0%)
Can follow an analysis or speech with complete ideas and idiomatic phrases			
First-Year Students	32 (30%)	76 (70%)	0 (0%)
Seniors	42 (35%)	78 (65%)	0 (0%)
Have near-native or native abilities, for example, can understand most forms of discussion			
First-Year Students	46 (43%)	62 (57%)	0 (0%)
Seniors	45 (38%)	75 (63%)	0 (0%)

*Please indicate how well you can **read** the language listed above.*

	Yes	No	No response
Can understand a menu or the headlines in a newspaper			
First-Year Students	97 (90%)	11 (10%)	0 (0%)
Seniors	110 (92%)	10 (8%)	0 (0%)
Can get the gist of an entire newspaper article			
First-Year Students	73 (68%)	35 (32%)	0 (0%)
Seniors	101 (84%)	19 (16%)	0 (0%)
Can use original language sources for college papers			
First-Year Students	32 (30%)	76 (70%)	0 (0%)
Seniors	47 (39%)	73 (61%)	0 (0%)
Have near-native or native abilities, for example, can read complex reports and data important in a professional environment			
First-Year Students	21 (19%)	87 (81%)	0 (0%)
Seniors	35 (29%)	85 (71%)	0 (0%)

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

Based on the 108 First-Year Students and the 120 Seniors who know at least one other language besides English.

*Please indicate how well you can **communicate** in the language listed above.*

	Yes	No	No response
Can answer questions in language class, order a meal, ask directions			
First-Year Students	98 (91%)	10 (9%)	0 (0%)
Seniors	115 (96%)	5 (4%)	0 (0%)
Can participate in general conversation, although I have difficulty expressing myself at times			
First-Year Students	80 (74%)	28 (26%)	0 (0%)
Seniors	101 (84%)	19 (16%)	0 (0%)
Can explain complex ideas with few grammatical mistakes			
First-Year Students	35 (32%)	73 (68%)	0 (0%)
Seniors	37 (31%)	83 (69%)	0 (0%)
Have near-native or native abilities, for example, can participate effectively in most settings			
First-Year Students	32 (30%)	75 (69%)	1 (1%)
Seniors	34 (28%)	86 (72%)	0 (0%)

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

*For each of the items below, please indicate how often you have engaged in each activity **either in or out of the classroom** and indicate how effectively you do each activity.*

HOW FREQUENTLY

	Never	Rarely	Sometimes	Often	No response	Mean
Participate in a debate or discussion						
First-Year Students	15 (8%)	20 (11%)	70 (38%)	53 (29%)	27 (15%)	3.02
Seniors	5 (3%)	28 (14%)	67 (34%)	69 (35%)	29 (15%)	3.18
Make a speech to a group						
First-Year Students	11 (6%)	63 (34%)	67 (36%)	16 (9%)	28 (15%)	2.56
Seniors	11 (6%)	51 (26%)	83 (42%)	24 (12%)	29 (15%)	2.71
Use numerical data to make decisions						
First-Year Students	9 (5%)	50 (27%)	65 (35%)	33 (18%)	28 (15%)	2.78
Seniors	12 (6%)	39 (20%)	64 (32%)	54 (27%)	29 (15%)	2.95
Use information from a variety of different resources (books, journals, magazines, Internet, data bases, etc.) to write a report.						
First-Year Students	2 (1%)	12 (7%)	58 (31%)	85 (46%)	28 (15%)	3.44
Seniors	2 (1%)	3 (2%)	46 (23%)	118 (60%)	29 (15%)	3.66
Write a paper or report that presents a point of view						
First-Year Students	0 (0%)	10 (5%)	54 (29%)	93 (50%)	28 (15%)	3.53
Seniors	2 (1%)	12 (6%)	63 (32%)	92 (47%)	29 (15%)	3.45
Incorporate feedback from others in revising a report or presentation						
First-Year Students	3 (2%)	29 (16%)	60 (32%)	66 (36%)	27 (15%)	3.20
Seniors	6 (3%)	24 (12%)	74 (37%)	64 (32%)	30 (15%)	3.17
Reconsider my point of view about an important issue based on information that I gather						
First-Year Students	0 (0%)	17 (9%)	75 (41%)	65 (35%)	28 (15%)	3.31
Seniors	2 (1%)	13 (7%)	80 (40%)	73 (37%)	30 (15%)	3.33

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity., continued:

HOW FREQUENTLY, continued:

	Never	Rarely	Sometimes	Often	No response	Mean
Lead a group project						
First-Year Students	15 (8%)	26 (14%)	86 (47%)	32 (17%)	26 (14%)	2.85
Seniors	5 (3%)	18 (9%)	80 (40%)	64 (32%)	31 (16%)	3.22
Work in groups of people who differ from me in terms of education, political orientation, points of view, etc.						
First-Year Students	3 (2%)	13 (7%)	63 (34%)	80 (43%)	26 (14%)	3.38
Seniors	2 (1%)	9 (5%)	64 (32%)	92 (47%)	31 (16%)	3.47
Evaluate the credibility of information sources						
First-Year Students	8 (4%)	23 (12%)	74 (40%)	54 (29%)	26 (14%)	3.09
Seniors	3 (2%)	19 (10%)	59 (30%)	86 (43%)	31 (16%)	3.37
Discuss the ethical consequences of a course of action						
First-Year Students	10 (5%)	20 (11%)	73 (40%)	56 (30%)	26 (14%)	3.10
Seniors	3 (2%)	21 (11%)	66 (33%)	77 (39%)	31 (16%)	3.30
Creatively think about new ideas or ways to improve things						
First-Year Students	1 (1%)	23 (12%)	58 (31%)	76 (41%)	27 (15%)	3.32
Seniors	2 (1%)	7 (4%)	52 (26%)	106 (54%)	31 (16%)	3.57
Critically evaluate different approaches to a problem						
First-Year Students	0 (0%)	25 (14%)	58 (31%)	76 (41%)	26 (14%)	3.32
Seniors	2 (1%)	10 (5%)	62 (31%)	93 (47%)	31 (16%)	3.47
Discuss complex problems with others to develop a better solution						
First-Year Students	4 (2%)	23 (12%)	59 (32%)	72 (39%)	27 (15%)	3.26
Seniors	2 (1%)	13 (7%)	66 (33%)	85 (43%)	32 (16%)	3.41

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity., continued:

HOW EFFECTIVELY

	Not able to effectively (1)	(2)	Able to do somewhat effectively (3)	(4)	Able to do effectively (5)	No response	Mean
Participate in a debate or discussion							
First-Year Students	2 (1%)	9 (5%)	34 (18%)	61 (33%)	40 (22%)	39 (21%)	3.88
Seniors	1 (1%)	7 (4%)	49 (25%)	61 (31%)	47 (24%)	33 (17%)	3.88
Make a speech to a group							
First-Year Students	6 (3%)	19 (10%)	45 (24%)	40 (22%)	39 (21%)	36 (20%)	3.58
Seniors	2 (1%)	12 (6%)	49 (25%)	57 (29%)	39 (20%)	39 (20%)	3.75
Use numerical data to make decisions							
First-Year Students	5 (3%)	15 (8%)	49 (27%)	47 (25%)	35 (19%)	34 (18%)	3.61
Seniors	3 (2%)	14 (7%)	38 (19%)	61 (31%)	42 (21%)	40 (20%)	3.79
Use information from a variety of different resources (books, journals, magazines, Internet, data bases, etc.) to write a report							
First-Year Students	3 (2%)	7 (4%)	28 (15%)	57 (31%)	62 (34%)	28 (15%)	4.07
Seniors	0 (0%)	4 (2%)	15 (8%)	63 (32%)	86 (43%)	30 (15%)	4.38
Write a paper or report that presents a point of view							
First-Year Students	0 (0%)	9 (5%)	23 (12%)	60 (32%)	68 (37%)	25 (14%)	4.17
Seniors	0 (0%)	6 (3%)	22 (11%)	60 (30%)	80 (40%)	30 (15%)	4.27
Incorporate feedback from others in revising a report or presentation							
First-Year Students	1 (1%)	9 (5%)	43 (23%)	56 (30%)	48 (26%)	28 (15%)	3.90
Seniors	1 (1%)	7 (4%)	28 (14%)	65 (33%)	63 (32%)	34 (17%)	4.11
Reconsider my point of view about an important issue based on information that I gather							
First-Year Students	1 (1%)	9 (5%)	38 (21%)	53 (29%)	57 (31%)	27 (15%)	3.99
Seniors	0 (0%)	3 (2%)	38 (19%)	64 (32%)	63 (32%)	30 (15%)	4.11

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity., continued:

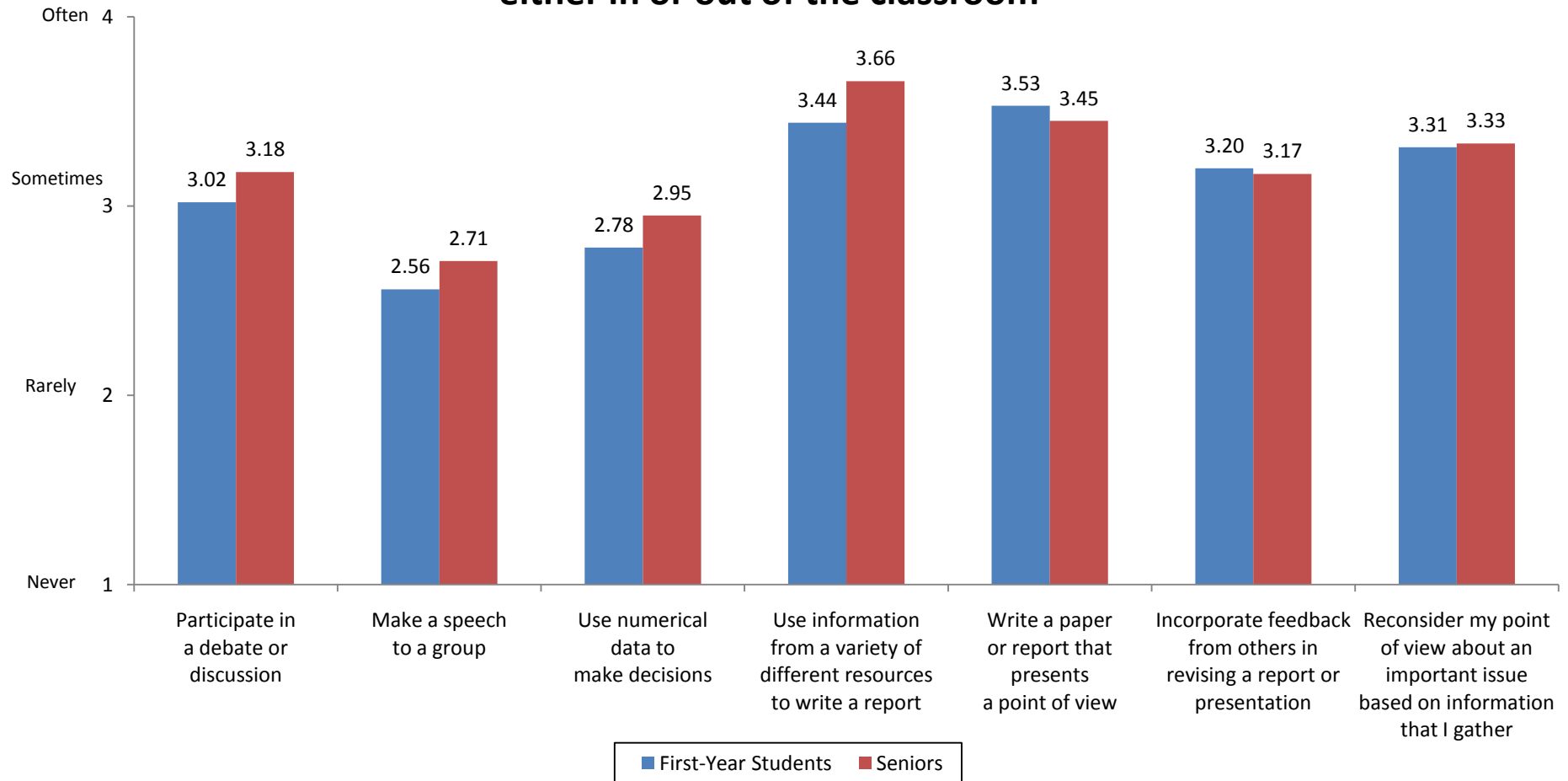
HOW EFFECTIVELY, continued

	Not able to effectively (1)	(2)	Able to do somewhat effectively (3)	(4)	Able to do effectively (5)	No response	Mean
Lead a group project							
First-Year Students	1 (1%)	7 (4%)	31 (17%)	59 (32%)	49 (27%)	38 (21%)	4.01
Seniors	1 (1%)	8 (4%)	20 (10%)	66 (33%)	67 (34%)	36 (18%)	4.17
Work in groups of people who differ from me in terms of education, political orientation, points of view, etc.							
First-Year Students	0 (0%)	5 (3%)	31 (17%)	56 (30%)	66 (36%)	27 (15%)	4.16
Seniors	0 (0%)	4 (2%)	27 (14%)	65 (33%)	69 (35%)	33 (17%)	4.21
Evaluate the credibility of information sources							
First-Year Students	3 (2%)	3 (2%)	43 (23%)	61 (33%)	43 (23%)	32 (17%)	3.90
Seniors	0 (0%)	5 (3%)	33 (17%)	68 (34%)	58 (29%)	34 (17%)	4.09
Discuss the ethical consequences of a course of action							
First-Year Students	1 (1%)	7 (4%)	36 (20%)	47 (25%)	60 (32%)	34 (18%)	4.05
Seniors	0 (0%)	4 (2%)	27 (14%)	56 (28%)	77 (39%)	34 (17%)	4.26
Creatively think about new ideas or ways to improve things							
First-Year Students	1 (1%)	5 (3%)	33 (18%)	59 (32%)	60 (32%)	27 (15%)	4.09
Seniors	1 (1%)	2 (1%)	26 (13%)	61 (31%)	75 (38%)	33 (17%)	4.25
Critically evaluate different approaches to a problem							
First-Year Students	0 (0%)	8 (4%)	31 (17%)	66 (36%)	56 (30%)	24 (13%)	4.06
Seniors	0 (0%)	2 (1%)	36 (18%)	64 (32%)	63 (32%)	33 (17%)	4.14
Discuss complex problems with others to develop a better solution							
First-Year Students	0 (0%)	6 (3%)	28 (15%)	68 (37%)	55 (30%)	28 (15%)	4.10
Seniors	0 (0%)	5 (3%)	31 (16%)	64 (32%)	66 (33%)	32 (16%)	4.15

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 1 of 2

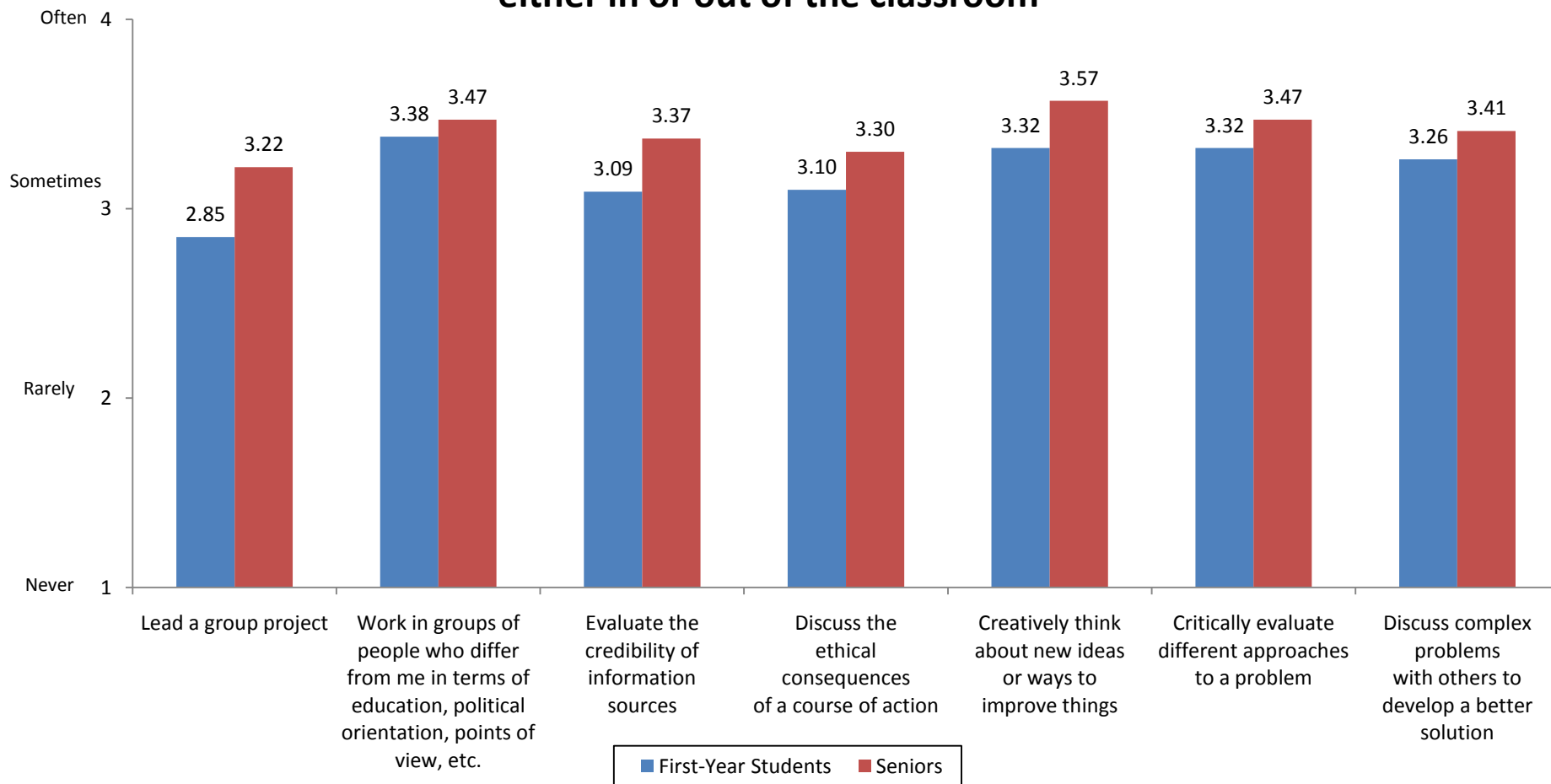
**How frequently do you engage in each activity
either in or out of the classroom**



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 2 of 2

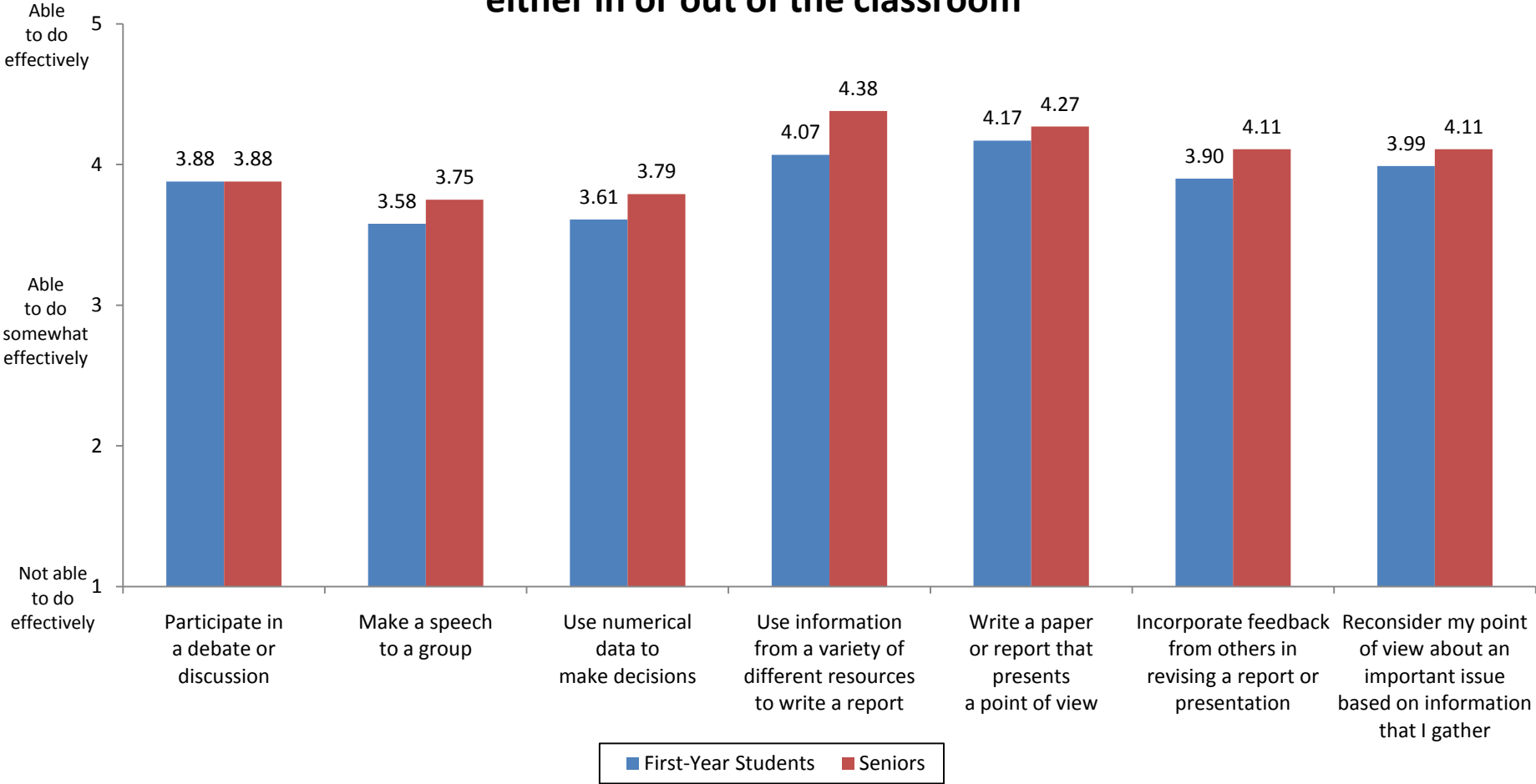
**How frequently do you engage in each activity
either in or out of the classroom**



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 1 of 2

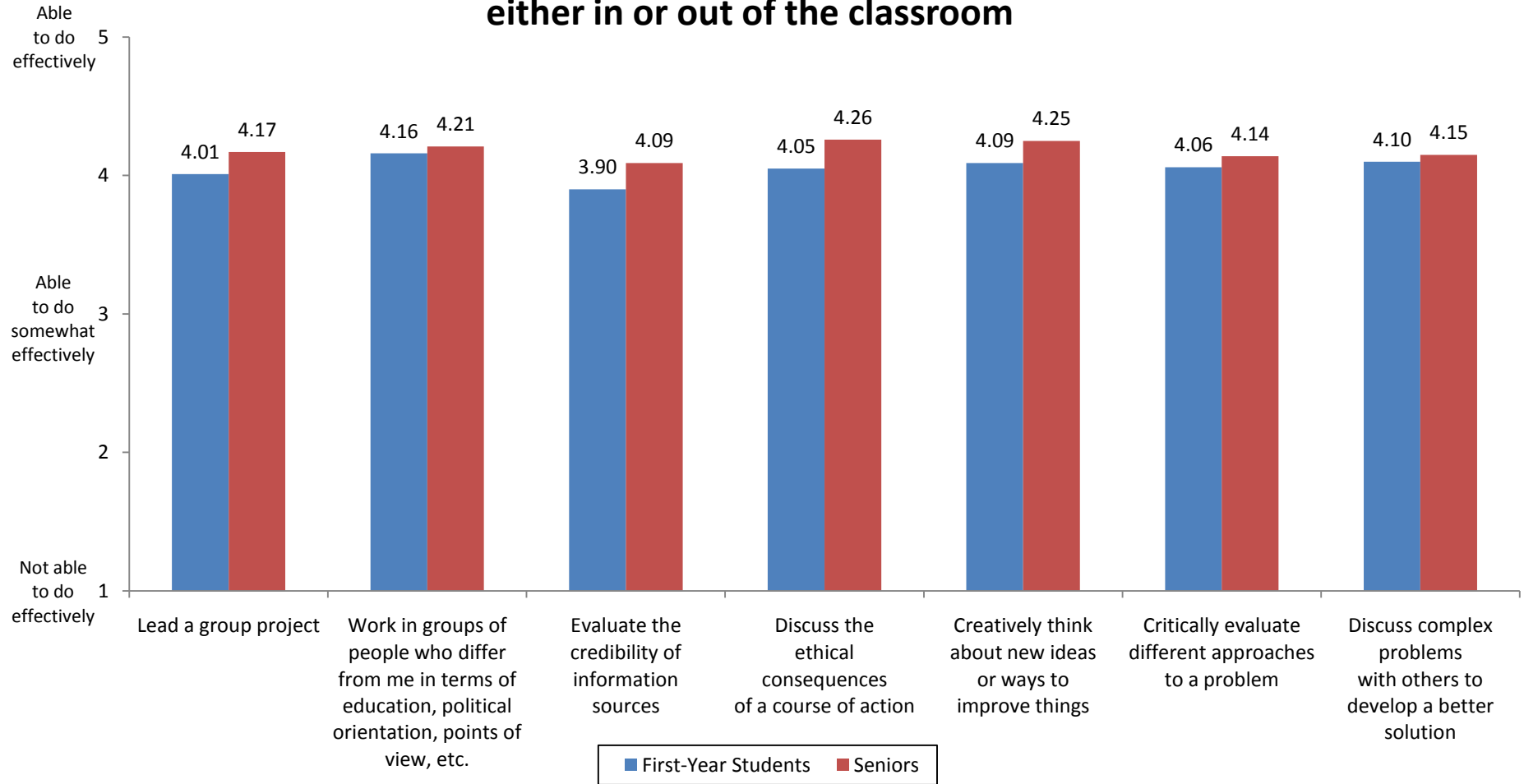
**How effectively have you done in each activity
either in or out of the classroom**



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 2 of 2

**How effectively have you done in each activity
either in or out of the classroom**



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%)
and Seniors (168/362 or 46%)

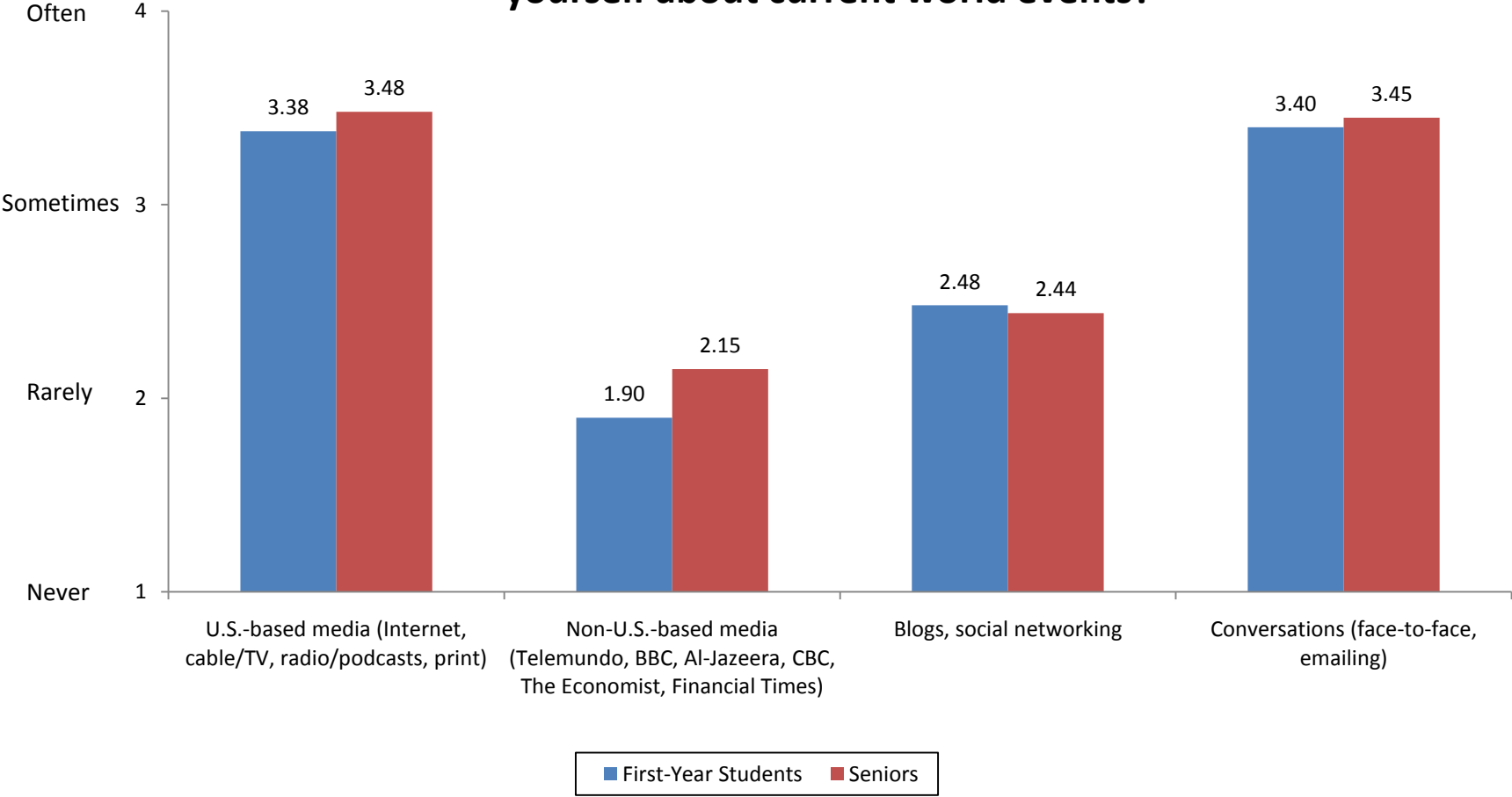
*For each of the items below, please indicate how often you have engaged in each activity **either in or out of the classroom** and indicate how effectively you do each activity.*

	First-Year Students		Seniors	
	Frequently	Effectively	Frequently	Effectively
Participate in a debate or discussion	3.02	3.88	3.18	3.88
Make a speech to a group	2.56	3.58	2.71	3.75
Use numerical data to make decisions	2.78	3.61	2.95	3.79
Use information from a variety of different resources (books, journals, magazines, Internet, data bases, etc.) to write a report	3.44	4.07	3.66	4.38
Write a paper or report that presents a point of view	3.53	4.17	3.45	4.27
Incorporate feedback from others in revising a report of presentation	3.20	3.90	3.17	4.11
Reconsider my point of view about an important issue based on information I gather	3.31	3.99	3.33	4.11
Lead a group project	2.85	4.01	3.22	4.17
Work in groups of people who differ from me in terms of education, political orientation, points of view, etc.	3.38	4.16	3.47	4.21
Evaluate the credibility of information sources	3.09	3.90	3.37	4.09
Discuss the ethical consequences of a course of action	3.10	4.05	3.30	4.26
Creatively think about new ideas or ways to improve things	3.32	4.09	3.57	4.25
Critically evaluate different approaches to a problem	3.32	4.06	3.47	4.14
Discuss complex problems with others to develop a better solution	3.26	4.10	3.41	4.15

NOTE: Frequently is based on a four-point scale (4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never) while effectiveness is based on a five-point scale (5 = Able to do effectively, 3 = Able to do somewhat effectively, and 1 = Not able to do effectively).

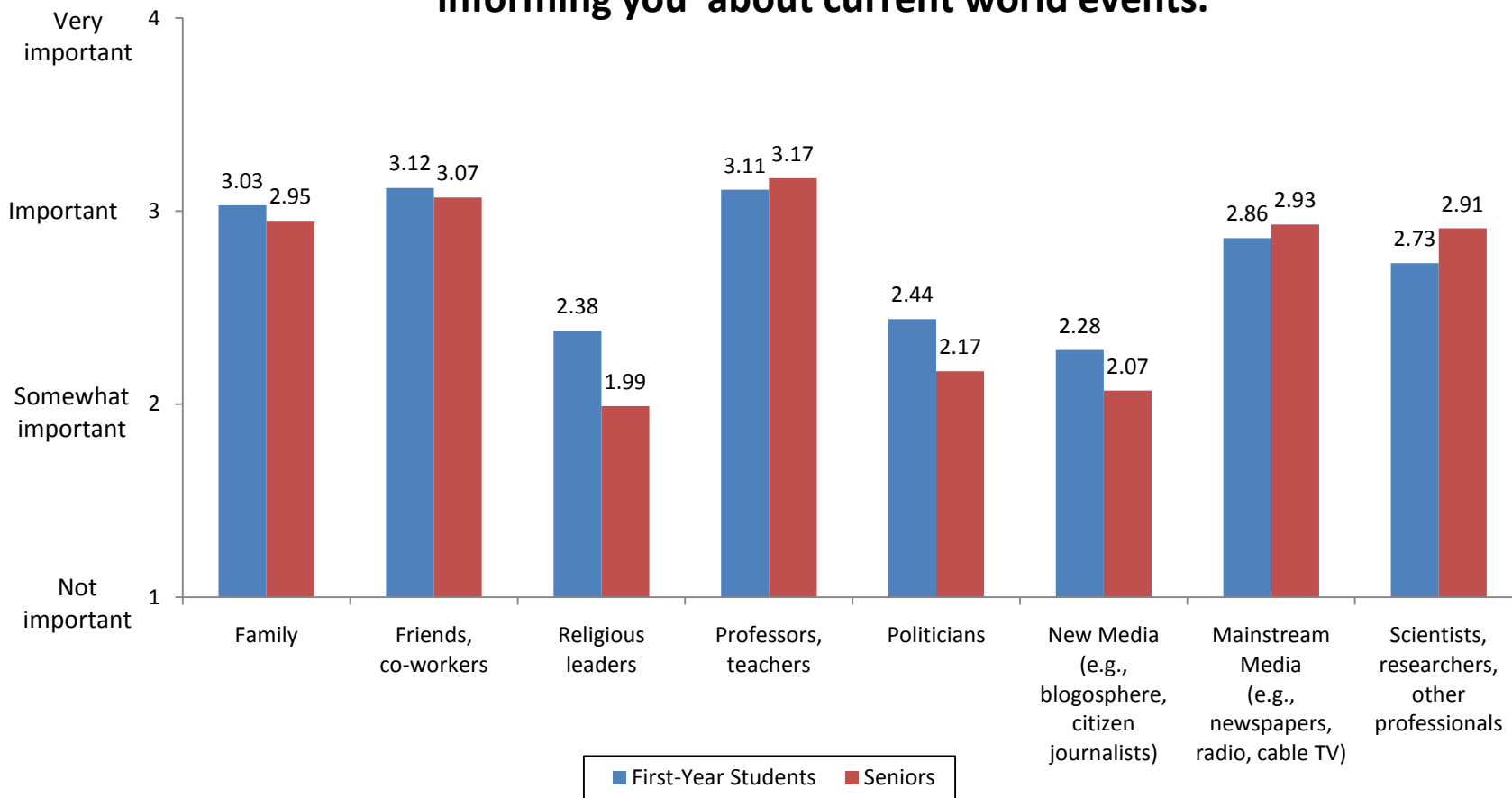
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

How often do you use the following sources to inform yourself about current world events?



Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

Indicate the importance of the following people in informing you about current world events.



Berea-Specific Graduating Senior Survey



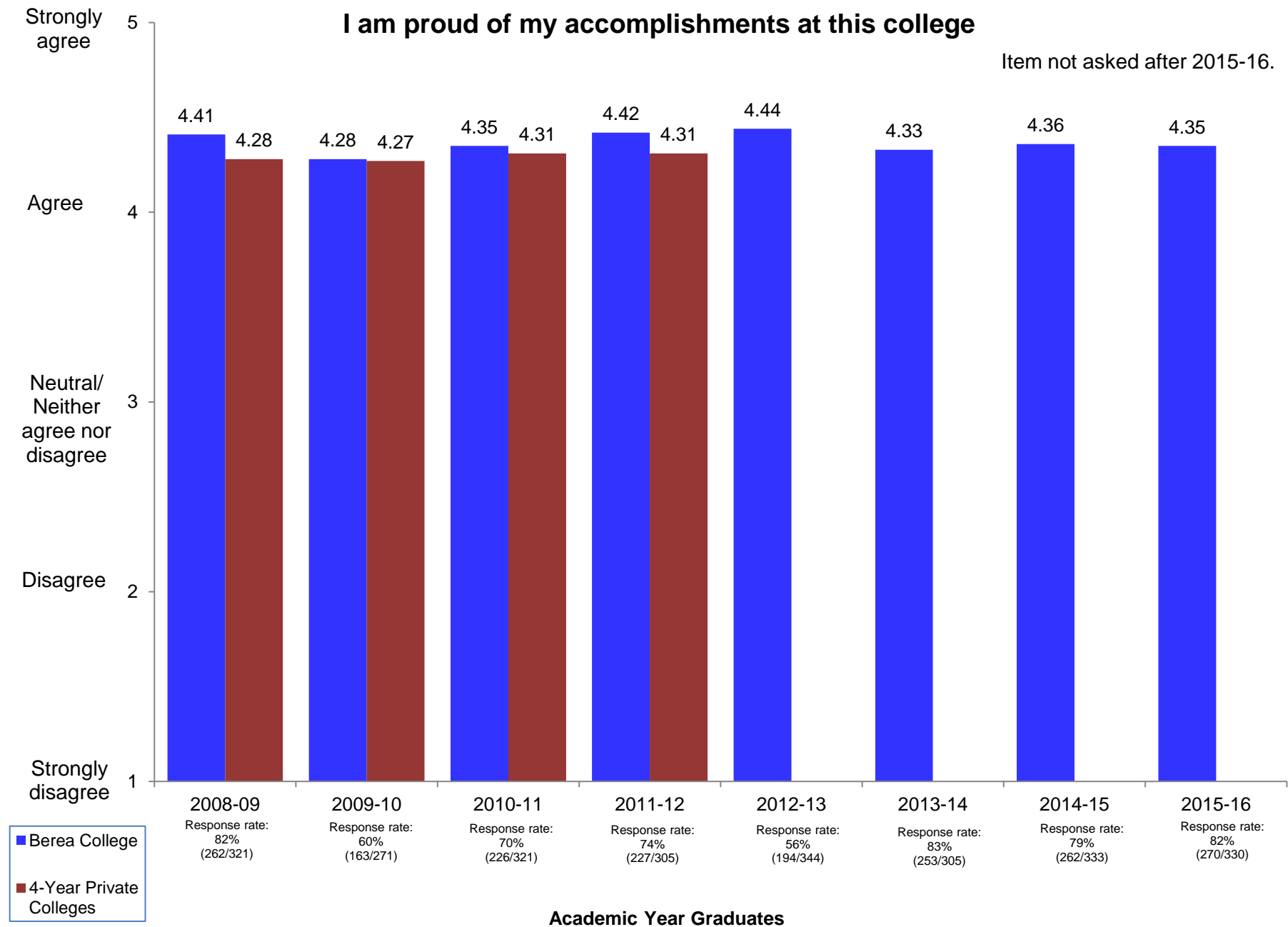
[Click to see survey instruments](#)

Administered during graduation
rehearsals, 1995-96 through 2001-2002

Response Rates: Ranged from 55% to 96%

Indicate the extent to which you agree with the following statements about this college.

Graduating Senior Survey
Administered at graduation rehearsal



NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

Educational Achievements and Goals:

Highest goal you had when you first enrolled here

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year
Less than Bachelor's	16.6%	18.4%	17.5%	18.2%	12.2%	18.0%	15.5%	18.0%	12.3%	18.4%	15.5%	18.4%
Bachelor's Degree	21.6%	28.5%	32.4%	28.1%	32.2%	28.5%	33.2%	28.5%	23.8%	29.1%	27.8%	29.1%
Master's Degree	22.0%	19.6%	14.9%	19.9%	23.3%	20.2%	15.5%	20.2%	21.1%	19.4%	17.5%	19.4%
Doctorate/ Professional Degree (PhD, EdD, JD)	20.8%	11.8%	17.9%	12.2%	17.7%	12.2%	19.0%	12.2%	21.6%	11.1%	25.8%	11.1%
Missing (Blank)	18.8%	21.7%	17.2%	21.7%	14.6%	21.0%	16.8%	21.0%	21.1%	21.9%	13.4%	21.9%

Item not asked since 2012-13.

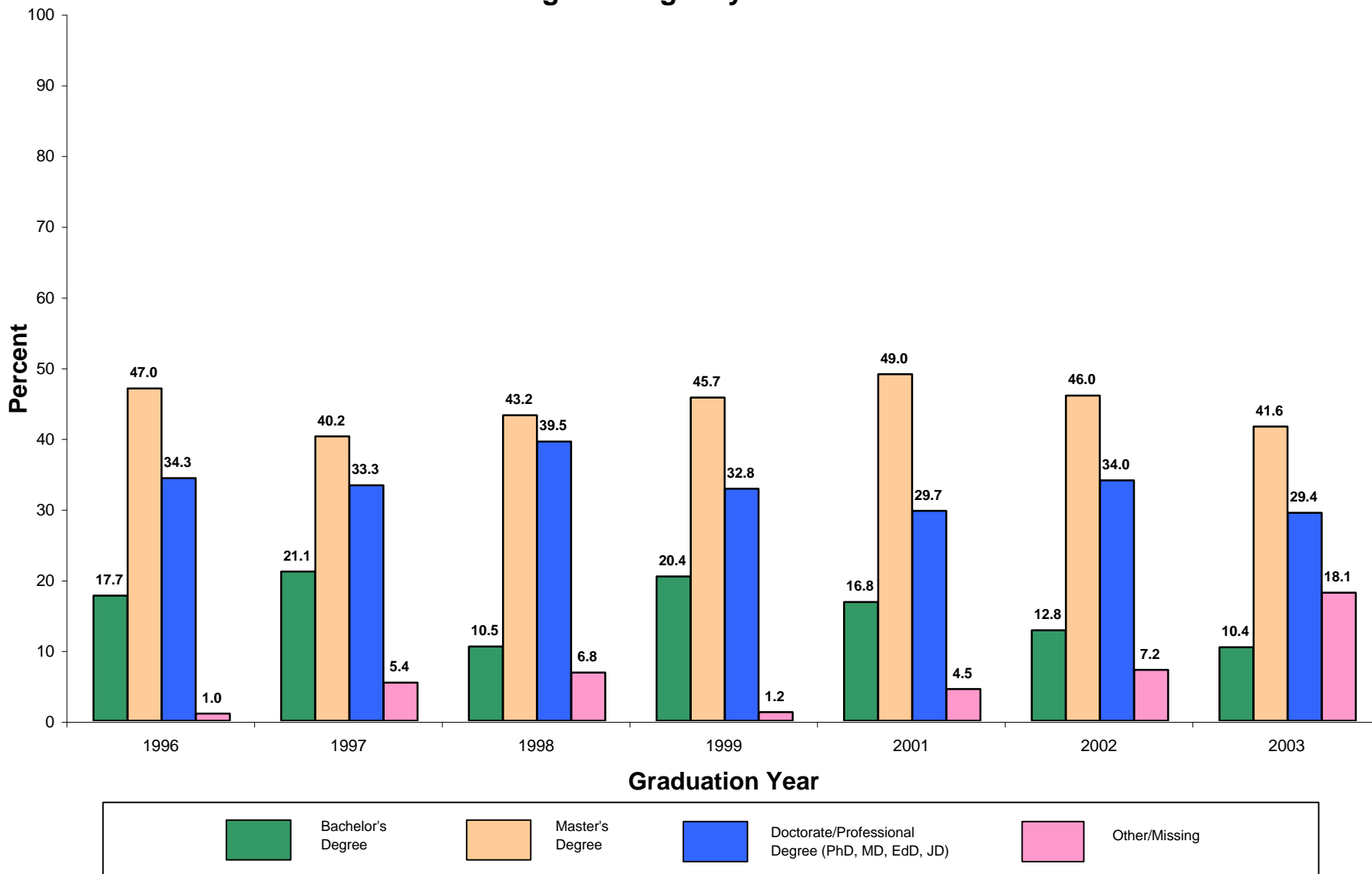
Highest goal you now intend to pursue in your lifetime

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year
Bachelor's Degree	9.8%	14.2%	11.1%	14.2%	6.6%	13.6%	16.5%	13.6%	<i>Option not given</i>		<i>Option not given</i>		<i>Option not given</i>		<i>Option not given</i>		22.8%		23.0%	
Master's Degree	47.6%	41.3%	35.0%	41.3%	38.3%	41.4%	37.6%	41.4%	49.8%		44.5%		47.0%		44.9%		34.2%		42.1%	
Doctorate/ Professional Degree (PhD, EdD, JD)	31.1%	24.1%	37.2%	24.1%	34.8%	23.2%	32.5%	23.2%	28.9%		30.1%		27.8%		25.9%		27.4%		28.7%	
Medical	<i>Option not given</i>												4.4%		4.1%		7.3%		6.7%	
Law	<i>Option not given</i>												4.1%		3.3%		3.7%		3.8%	
Other	<i>Option not given</i>								13.4%		10.6%		11.9%		12.6%		2.7%		4.3%	
Missing (Blank)	11.6%	18.5%	16.7%	20.4%	20.2%	21.7%	13.4%	21.7%	7.9%		14.8%		4.8%		9.5%		1.8%		0.0%	

NOTE: National comparative data from the ACT College Outcomes Survey were available until 2011-2012.

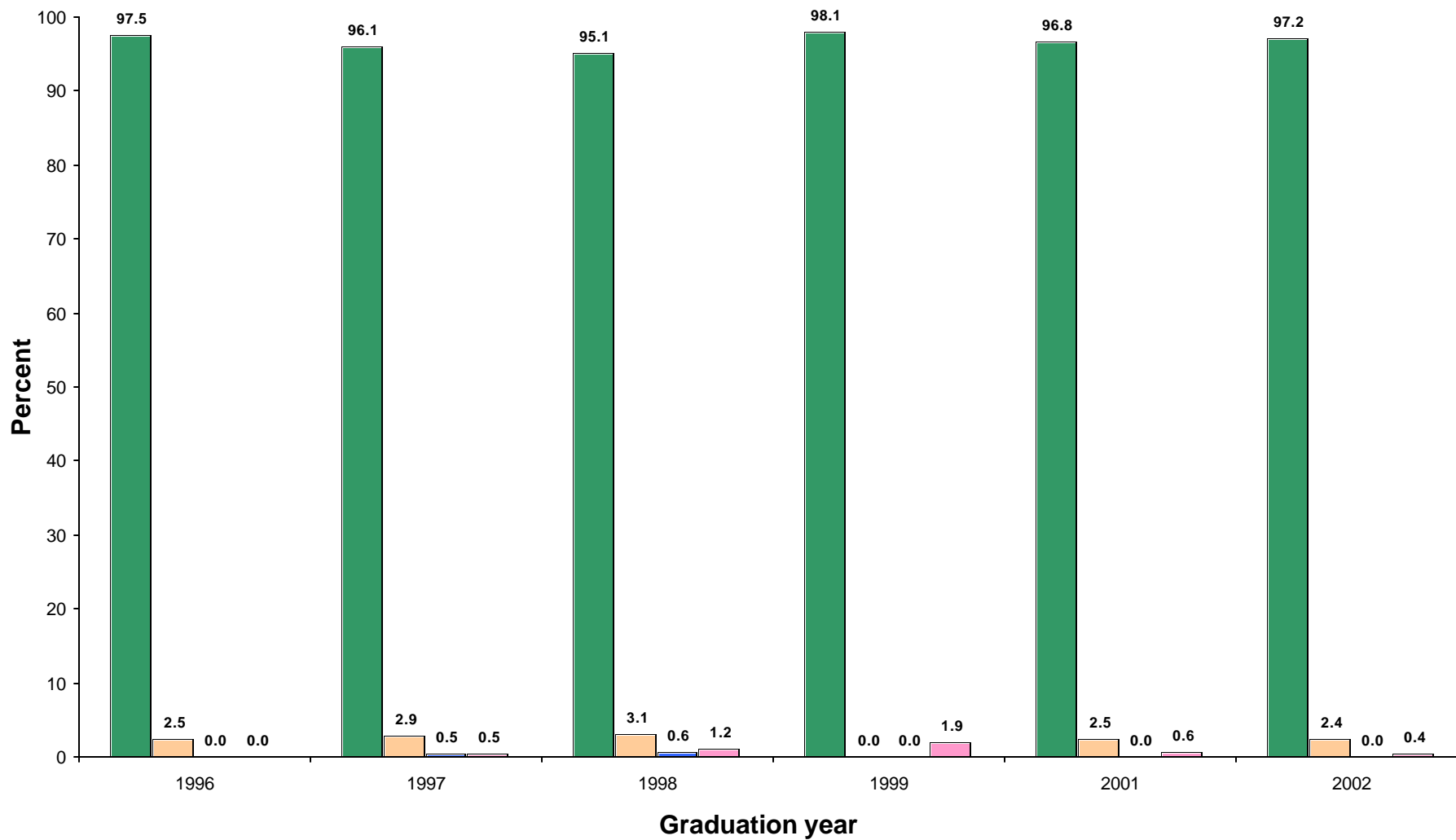
Response rates for: 2005-06: 74%, 2006-07: 82%, 2007-08: 82%, 2008-09: 60%; 2009-10: 70%; 2010-11: 74%; 2011-12: 56%; 2012-13: 83%; 2013-14: 79%; 2014-15: 82%; 2015-16: 80%.

What is the highest degree you intend to obtain?



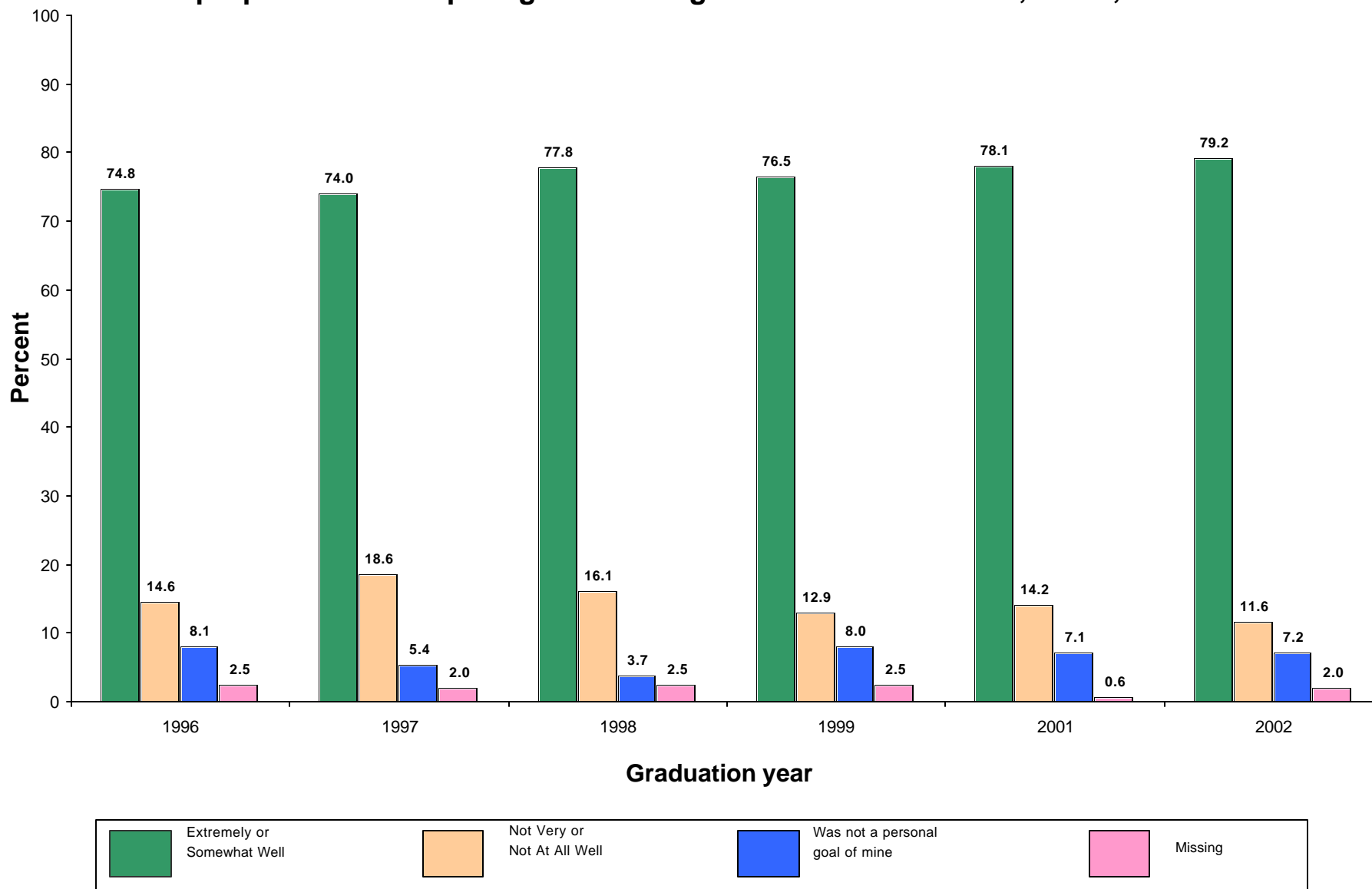
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To earn a college degree (Bachelor's degree)



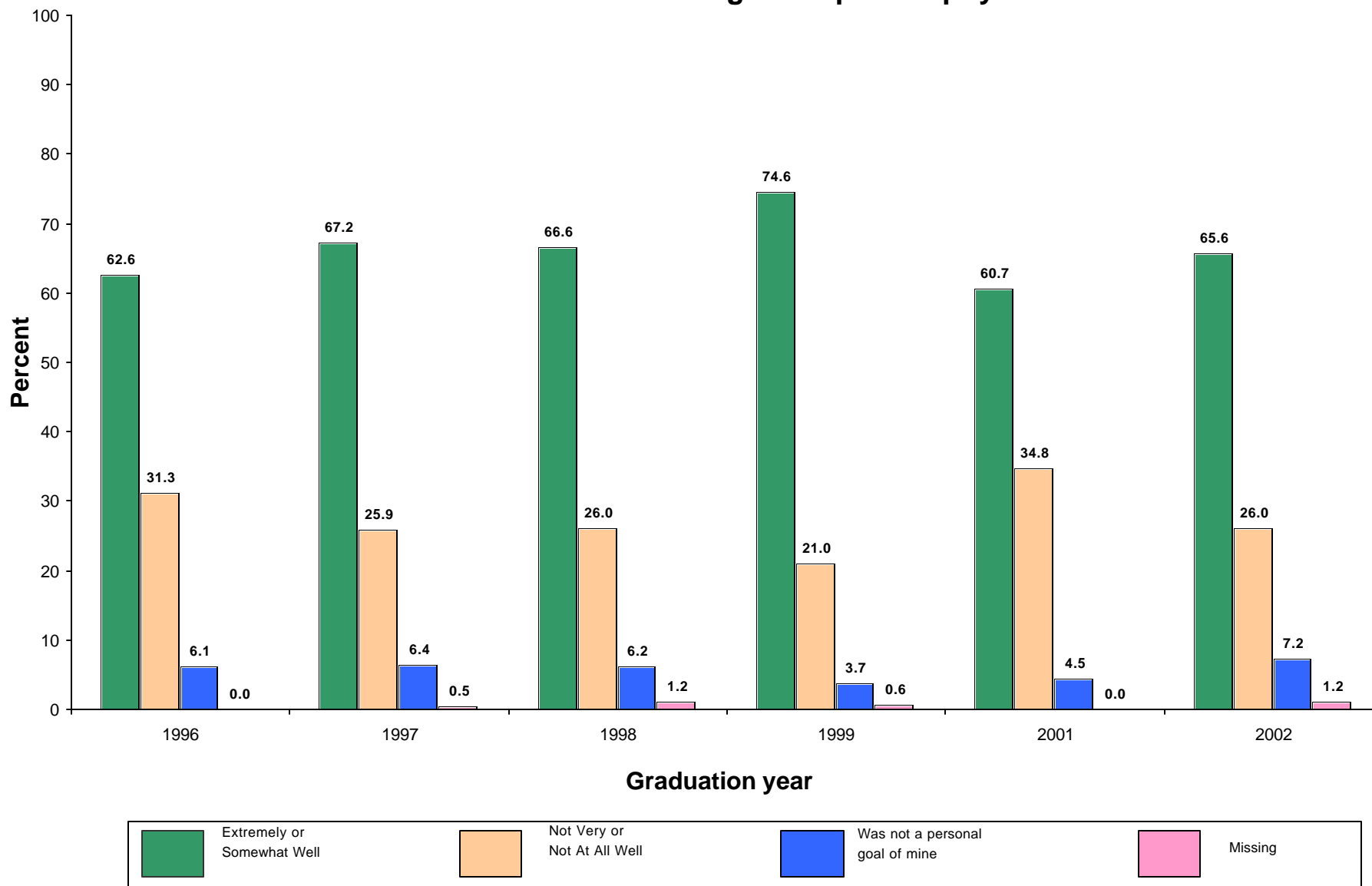
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To prepare to earn a post graduate degree such as a Masters, Ph.D., or M.D.



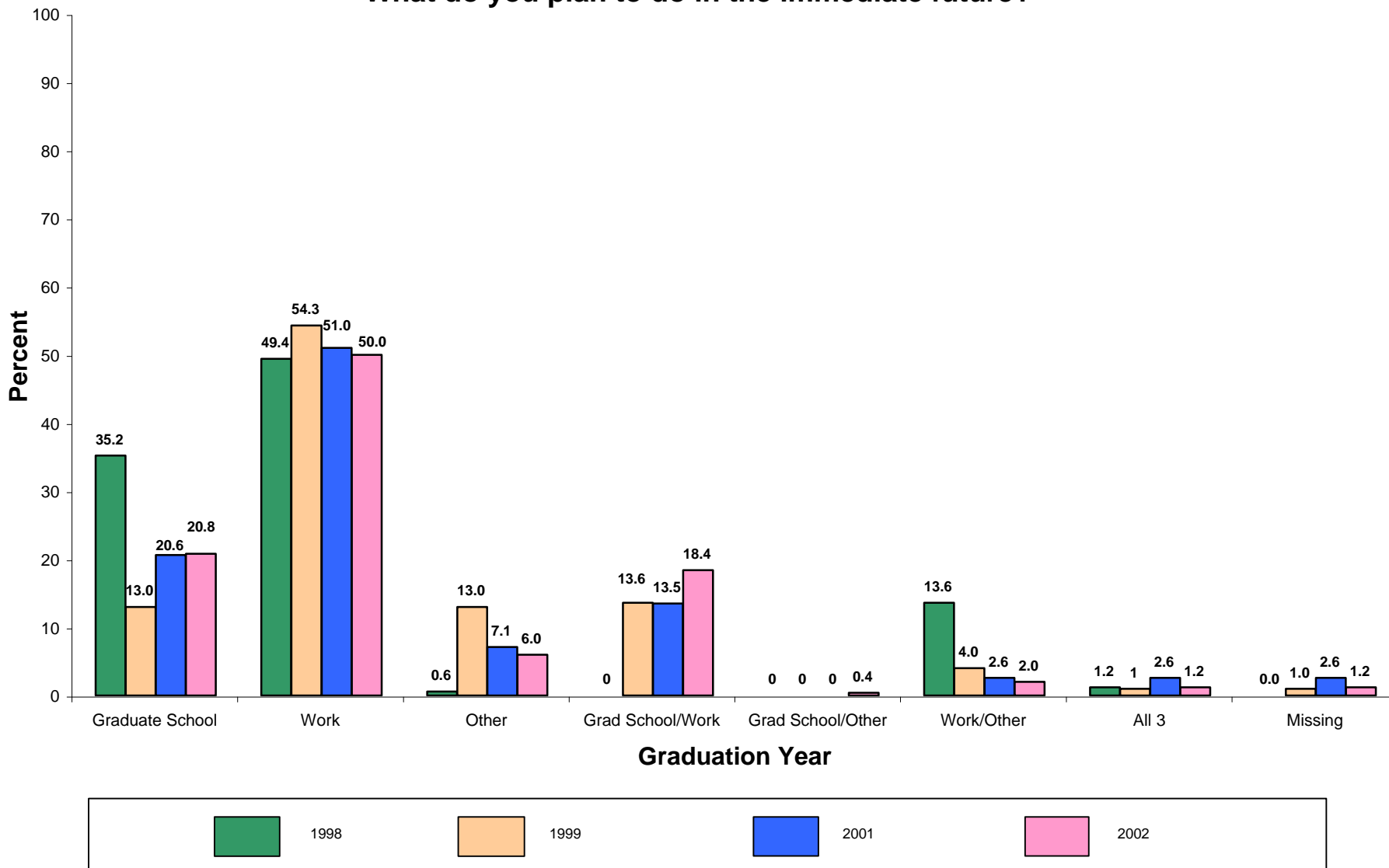
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To learn more about religion or philosophy



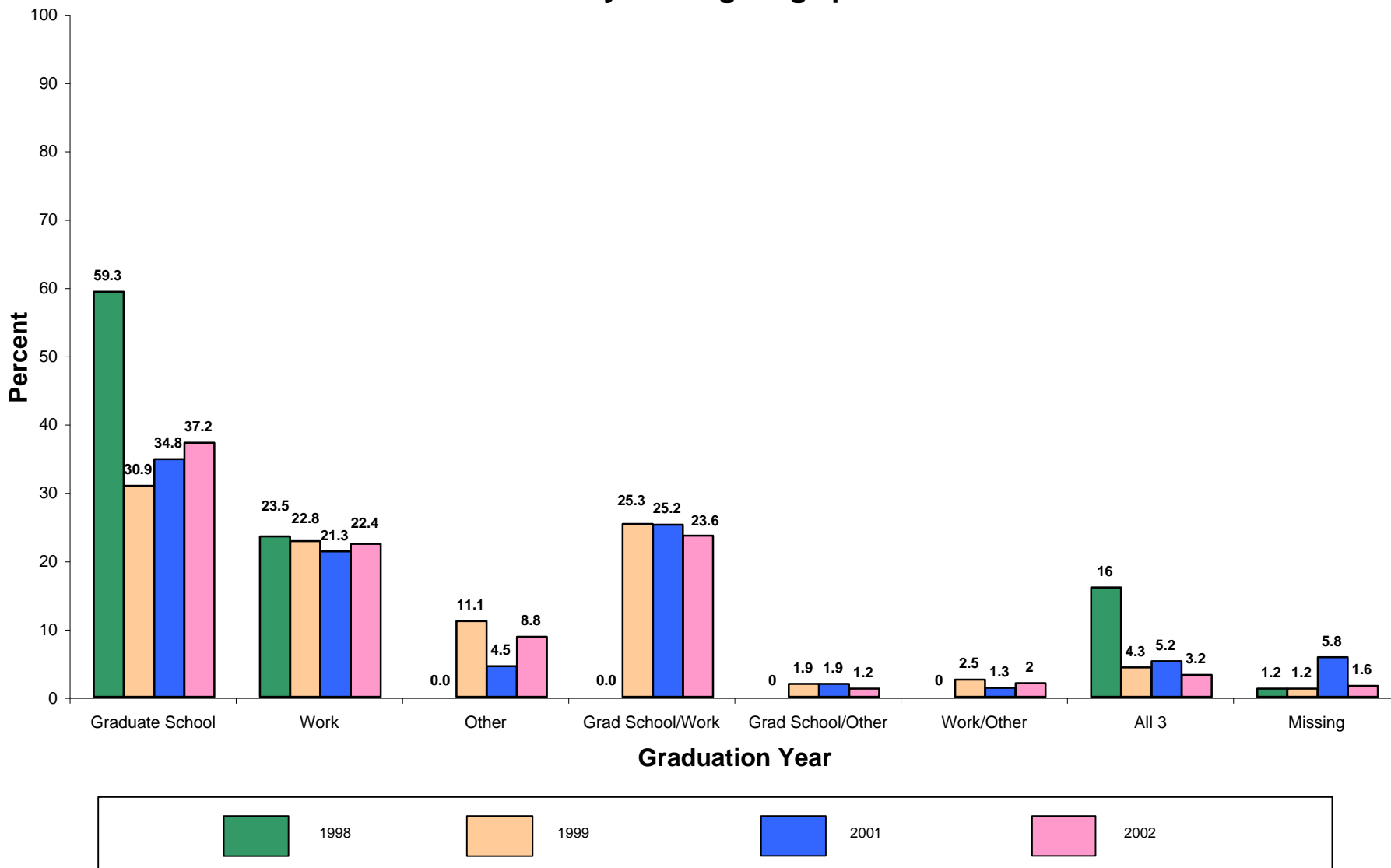
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

What do you plan to do in the immediate future?



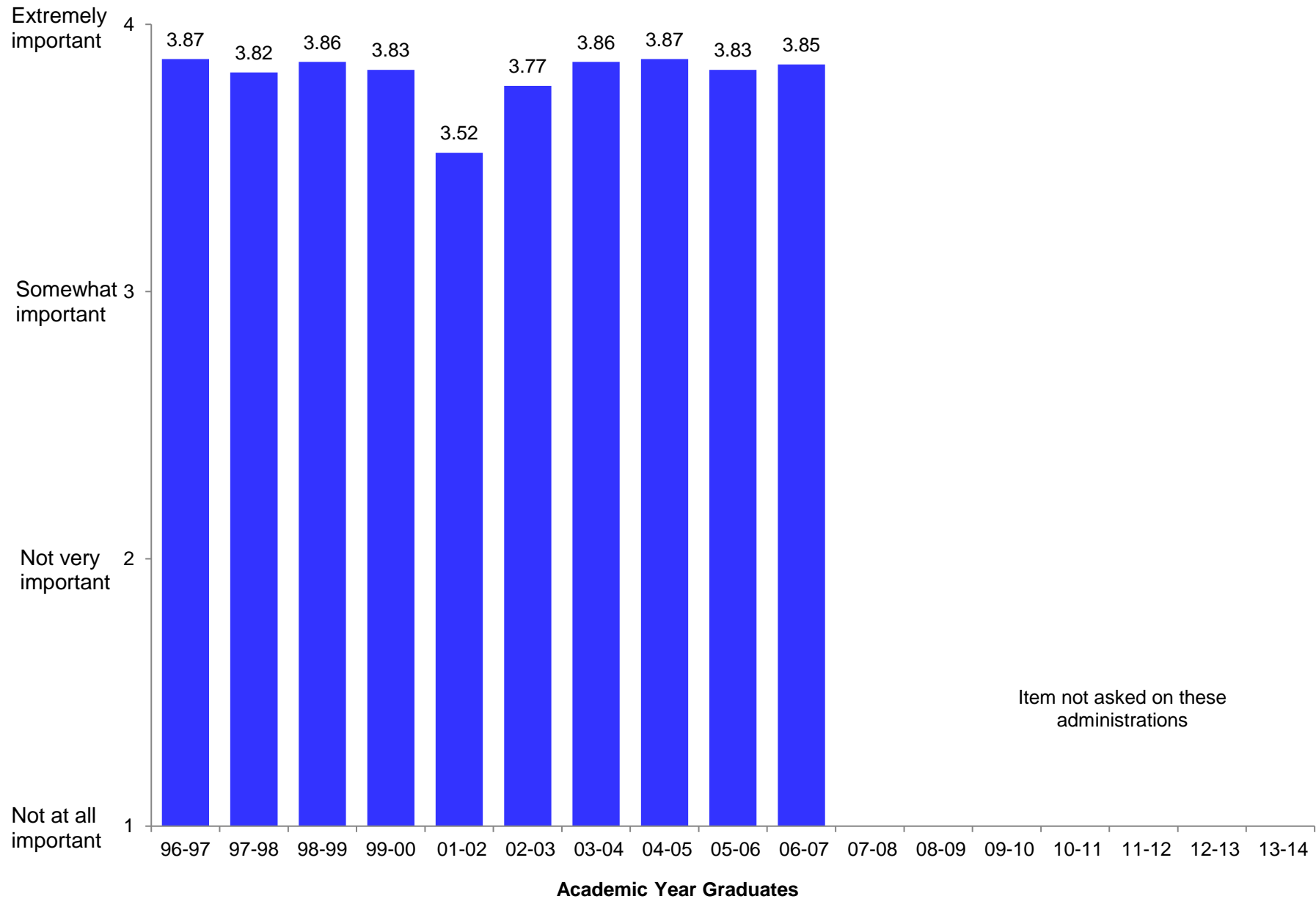
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

What are your long range plans?



NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Getting a good education

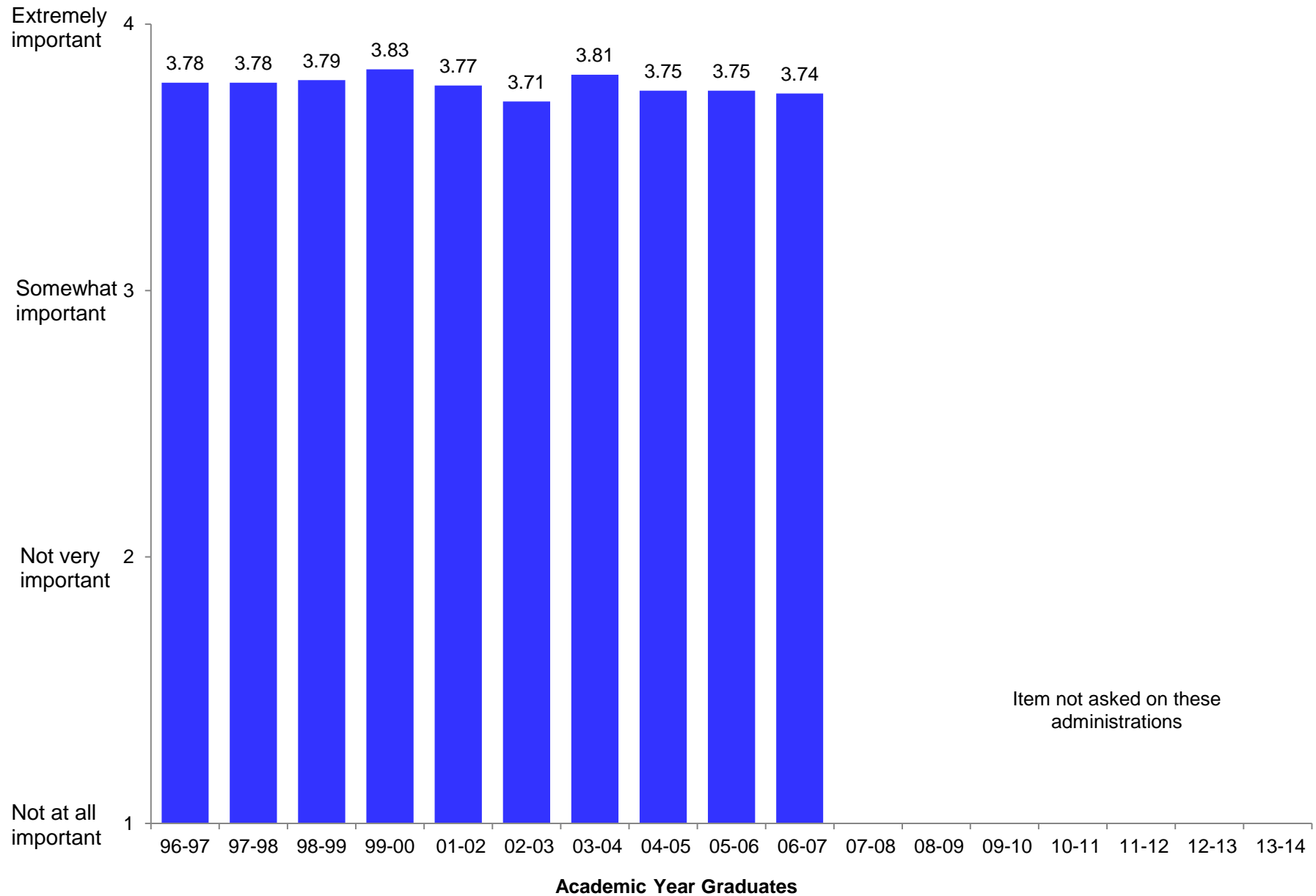


NOTE: Exit 2000 data not available. Regrettably, the questionnaires were lost by the data entry agency.

Rate the importance to you of each of the following:

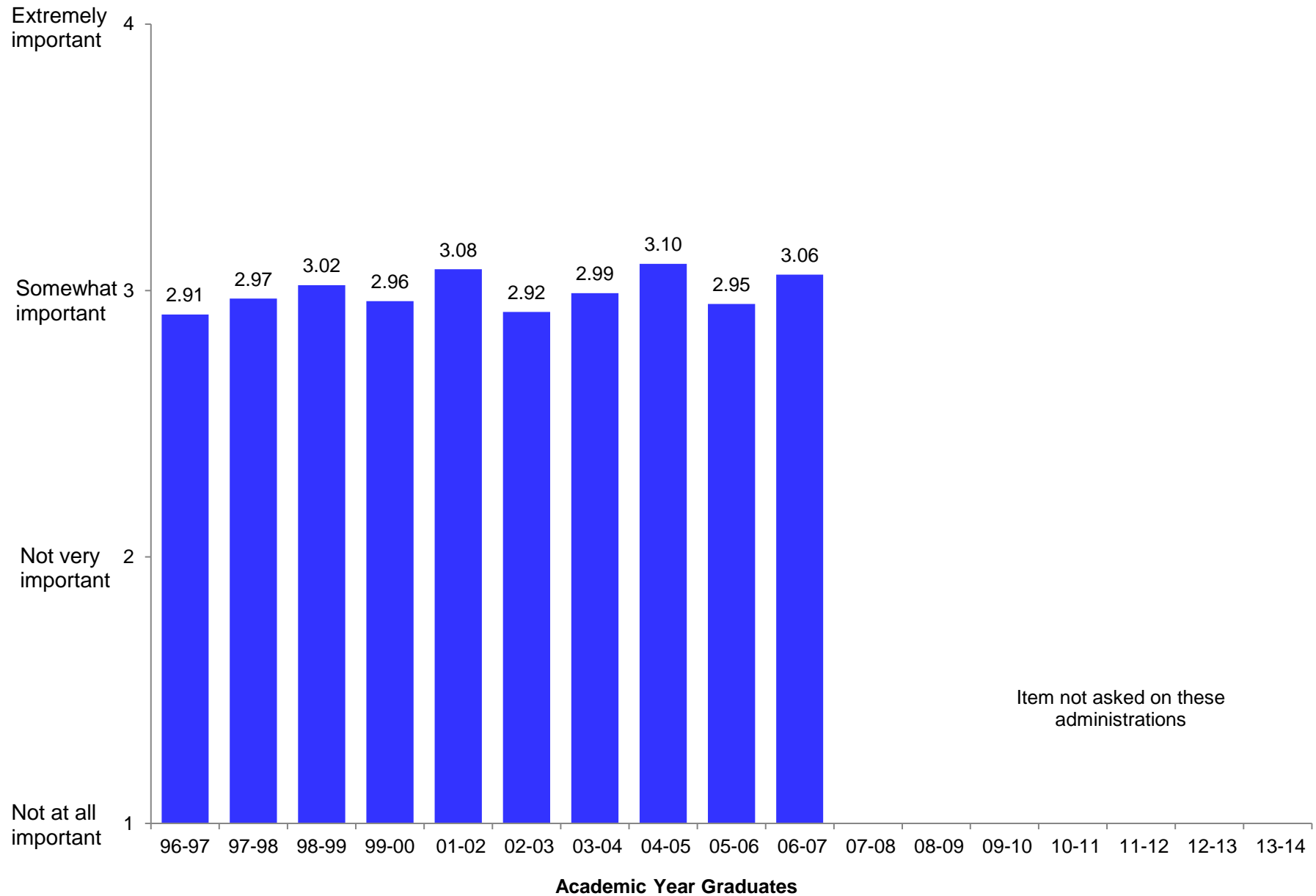
Graduating Senior Survey
Administered at graduation rehearsal

Finding a fulfilling career



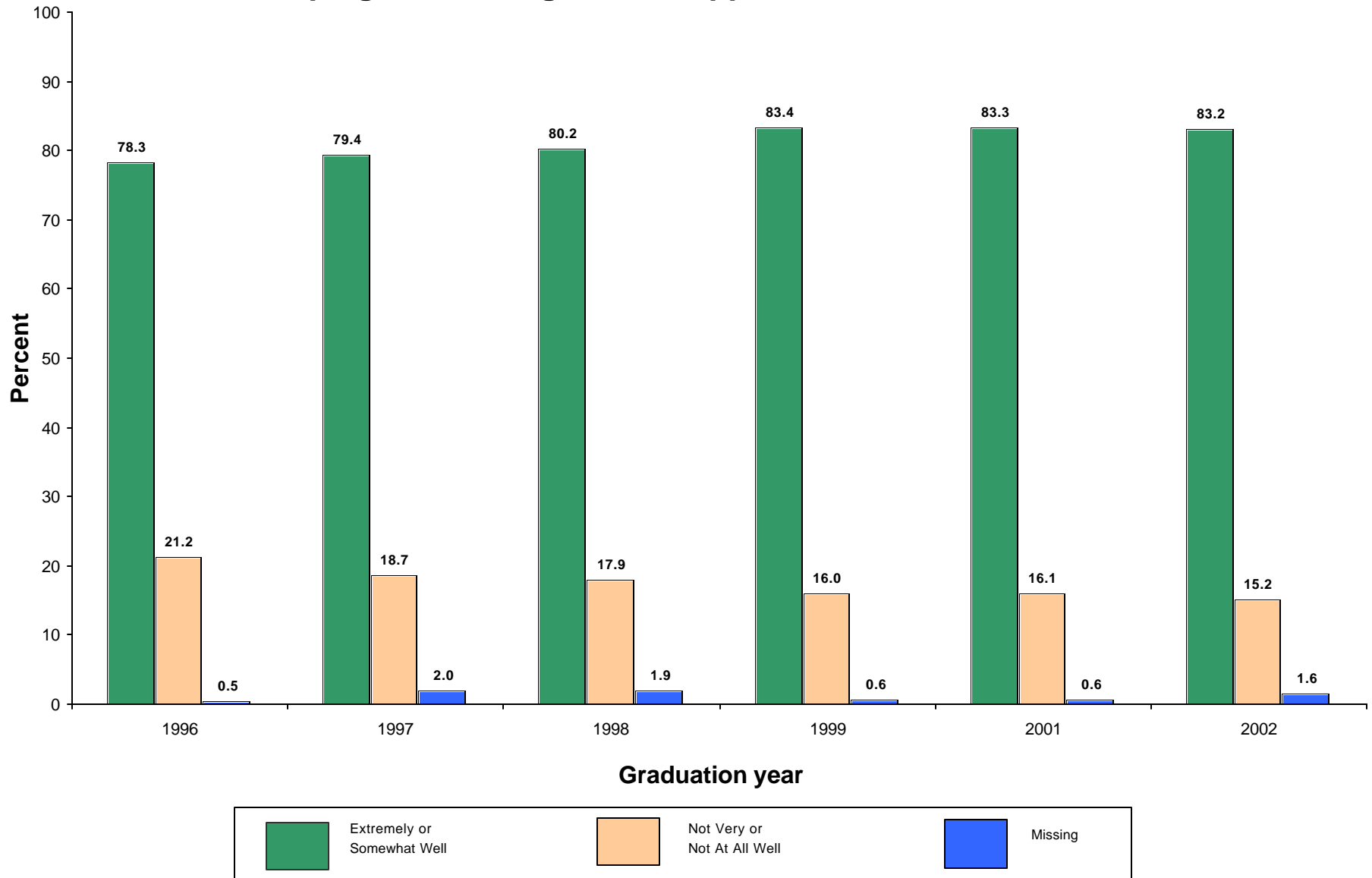
NOTE: Exit 2000 data not available. Regrettably, the questionnaires were lost by the data entry agency.

Learning more about the arts



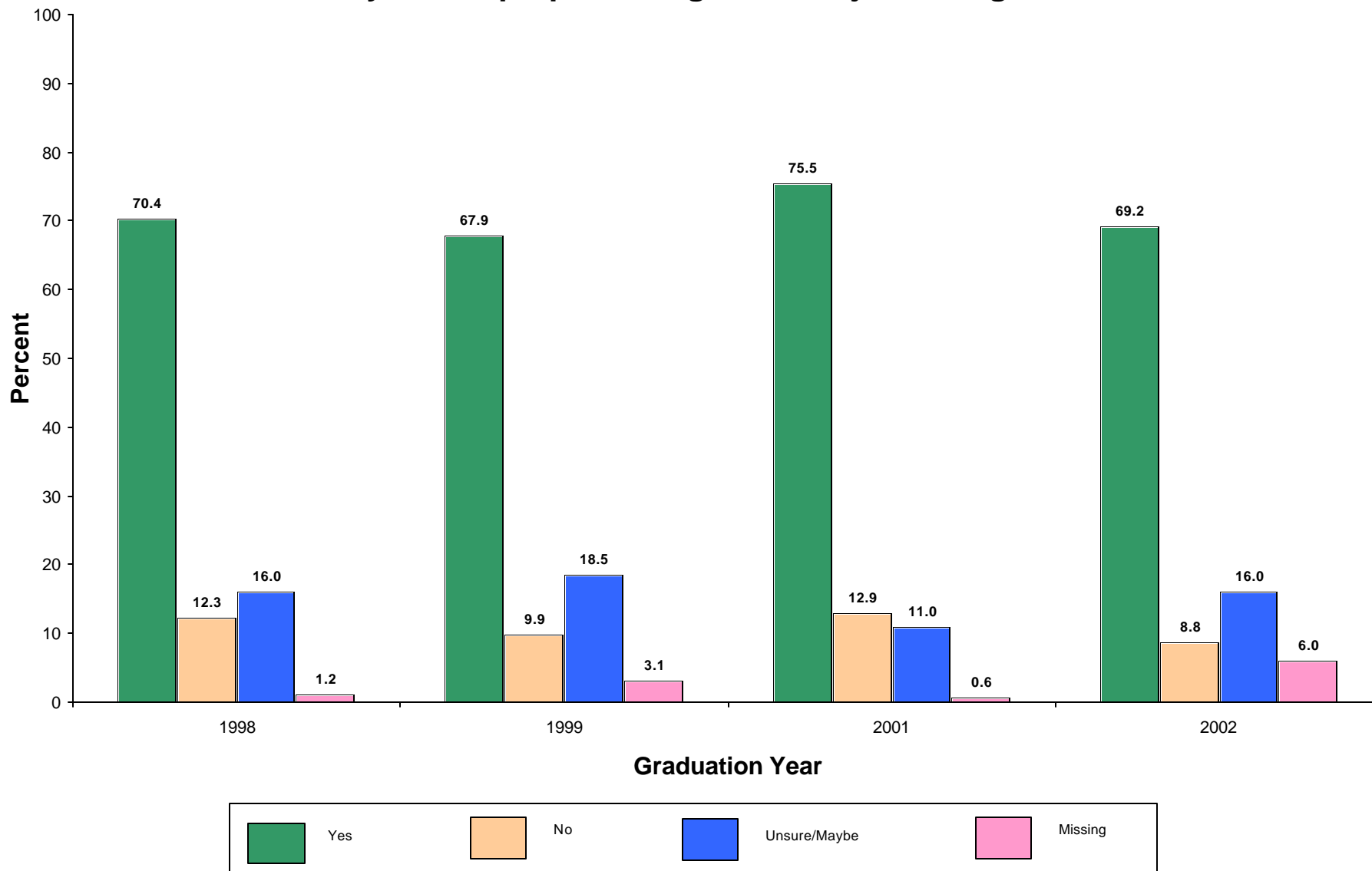
NOTE: Exit 2000 data not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing a knowledge of and appreciation for the liberal arts



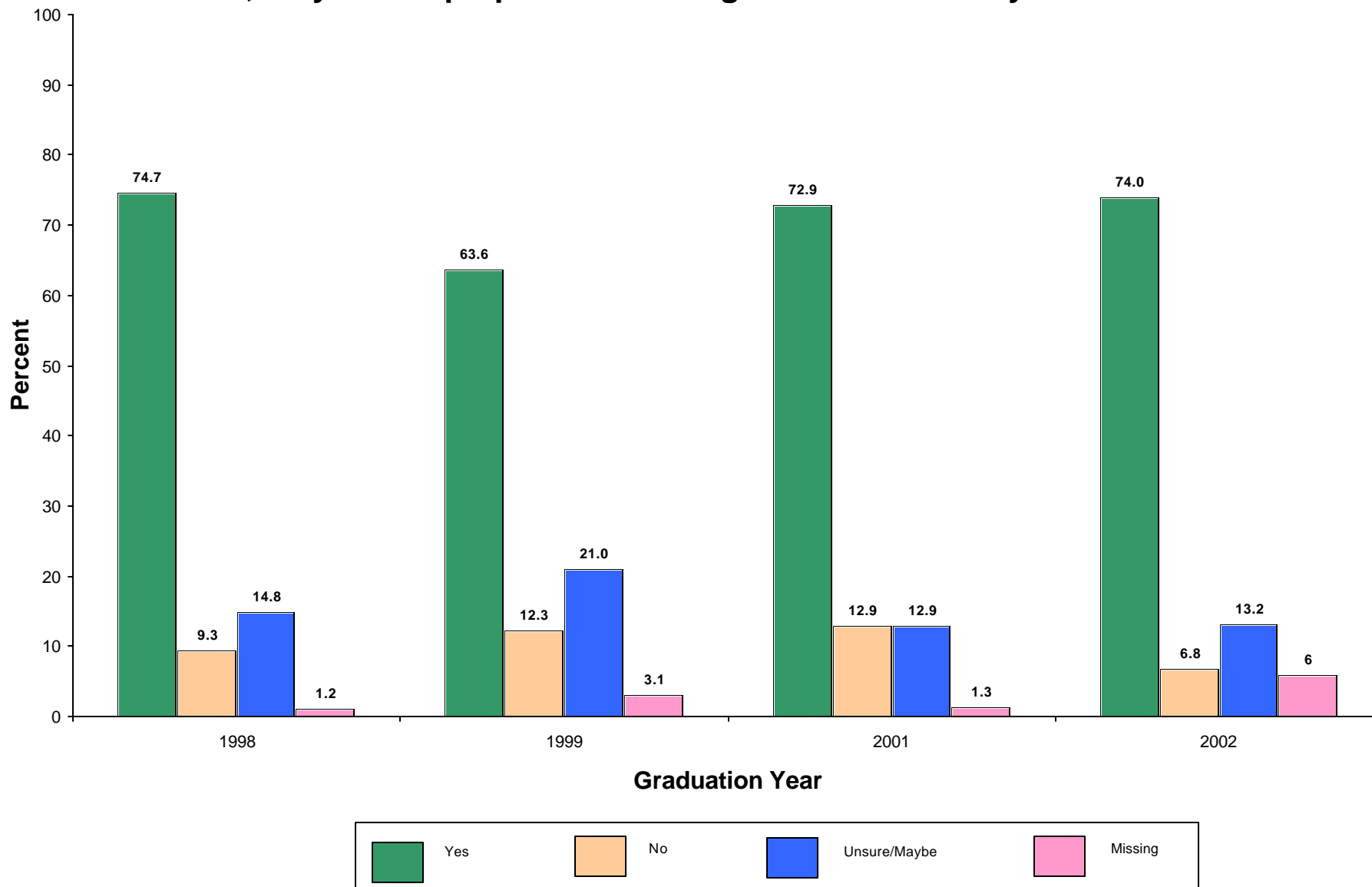
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Overall, do you feel prepared to go on to a job or begin a career?



NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Overall, do you feel prepared to enter graduate school if you wanted to?



NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

ACT Alumni Survey

(Graduates two years after graduation)



[Click to see survey instruments](#)

Response Rates:

1999-00/2000-01	43% (185/435)	2001-02	40% (115/285)
2002-03	40% (108/269)	2003-04	31% (93/299)
2004-05	25% (77/304)	2005-06	28% (67/239)

What is the highest degree you plan to obtain?

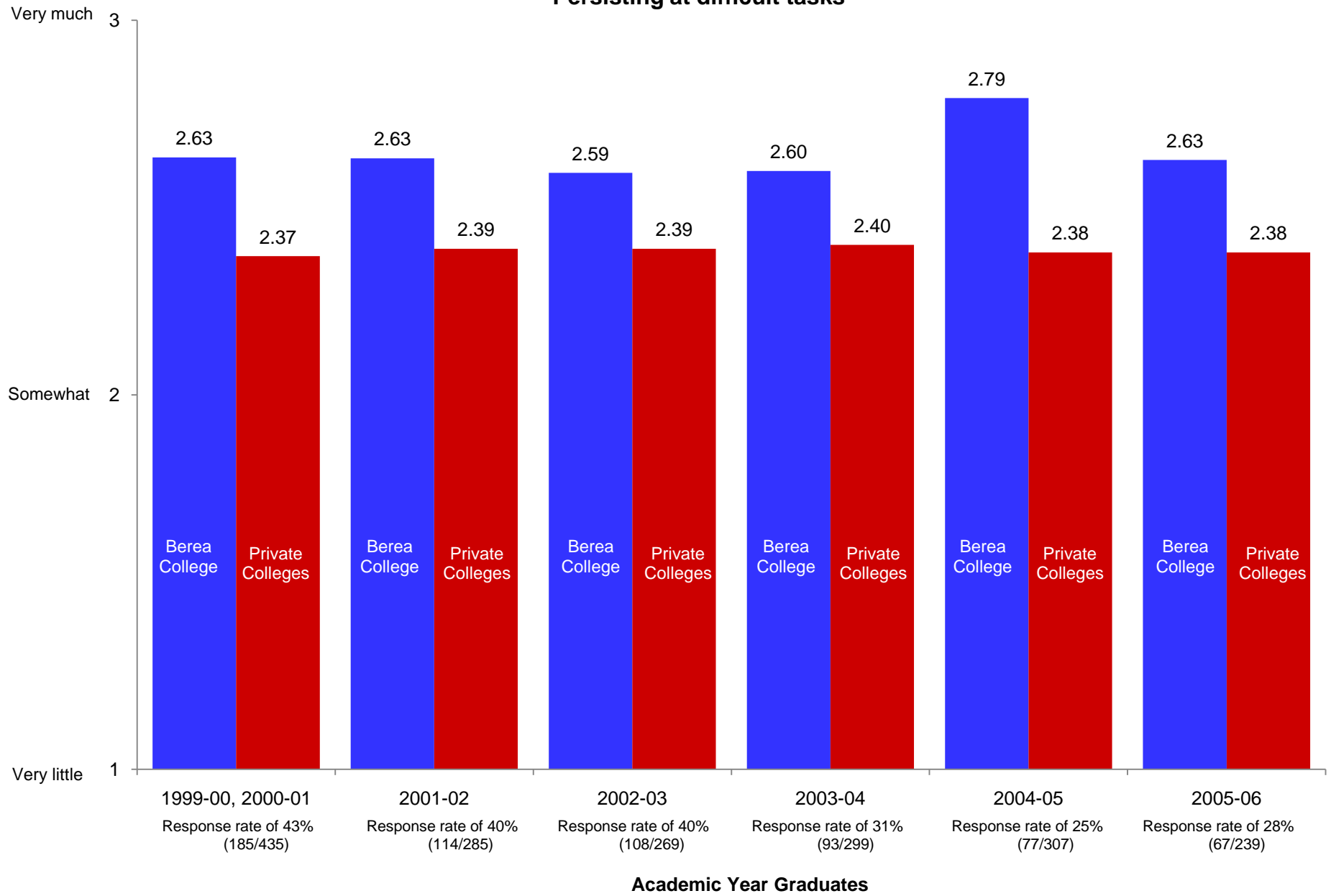
	1999-00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
Associate Degree	0.0%	0.9%	0.0%	0.8%	0.0%	0.9%	1.1%	1.0%	0.0%	1.1%	0.0%	1.1%
Bachelor's Degree	0.5%	7.7%	1.7%	6.9%	0.0%	7.7%	2.2%	7.2%	0.0%	7.9%	3.0%	7.9%
Master's Degree	23.2%	22.3%	21.7%	22.7%	26.9%	22.3%	15.1%	23.7%	14.3%	22.6%	16.4%	22.6%
Doctor's Degree	20.5%	10.1%	23.5%	10.7%	23.1%	10.1%	18.3%	10.9%	15.6%	10.4%	17.9%	10.4%
Professional Degree	5.9%	2.3%	3.5%	2.5%	0.9%	2.3%	6.5%	2.6%	1.3%	2.5%	7.5%	2.5%
Other	2.2%	1.2%	0.9%	1.2%	0.9%	1.2%	0.0%	1.4%	0.0%	1.4%	1.5%	1.4%
I do not plan to obtain another degree	2.7%	9.2%	0.9%	9.1%	3.7%	9.2%	3.2%	8.3%	5.2%	7.4%	1.5%	7.4%
Missing	44.9%	46.3%	47.8%	46.1%	44.4%	46.3%	53.8%	44.9%	63.6%	46.6%	52.2%	46.6%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

How much did your education at this college contribute to your personal growth in each of the following areas?

ACT Alumni Survey
Administered to graduates two years after graduation

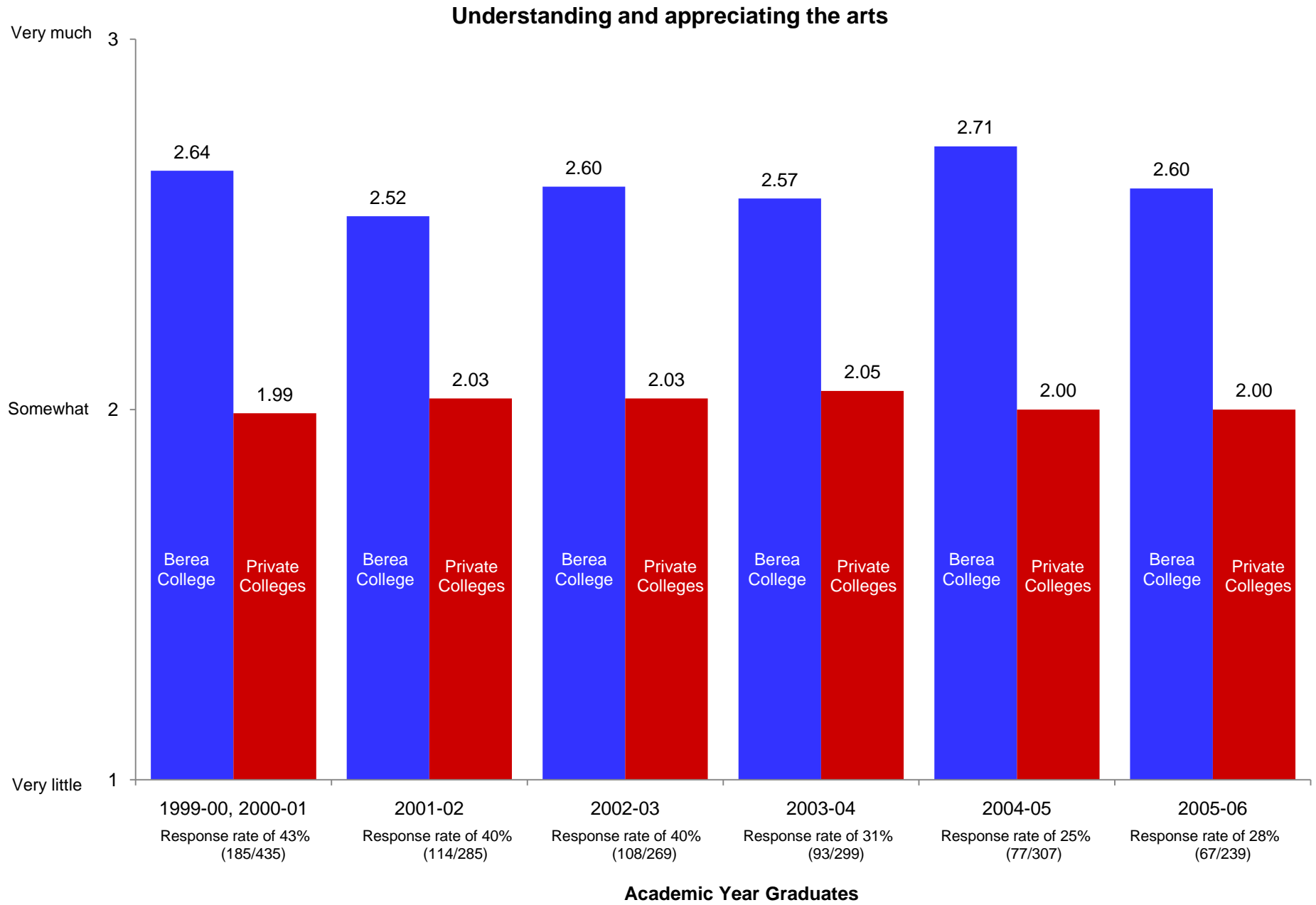
Persisting at difficult tasks



NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

How much did your education at this college contribute to your personal growth in each of the following areas?

ACT Alumni Survey
Administered to graduates two years after graduation



NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

ACA Appalachian Region Alumni Outcomes Survey

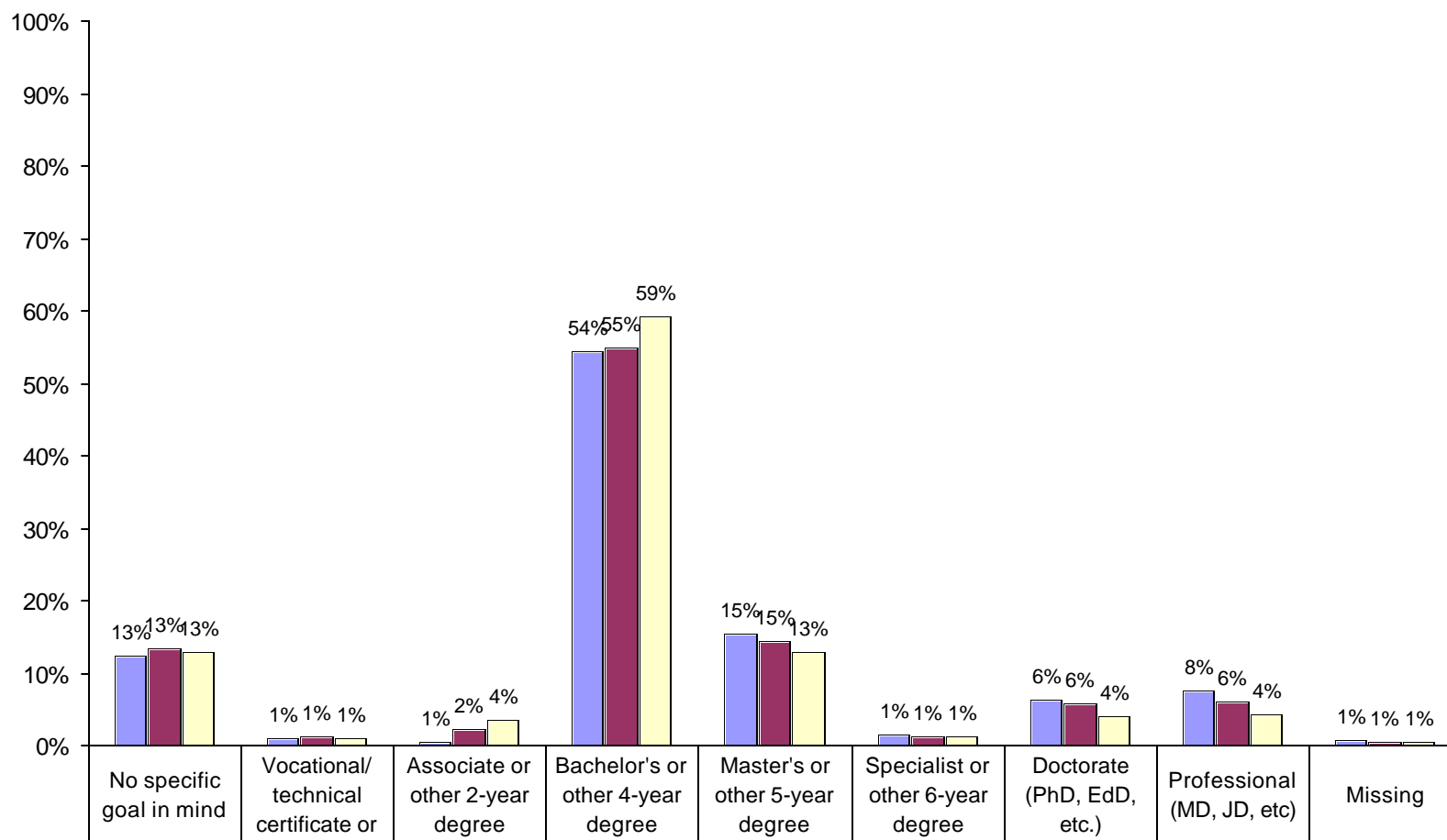
(1974-76, 1984-86, 1994-96 Graduates)



[Click to see survey instruments](#)

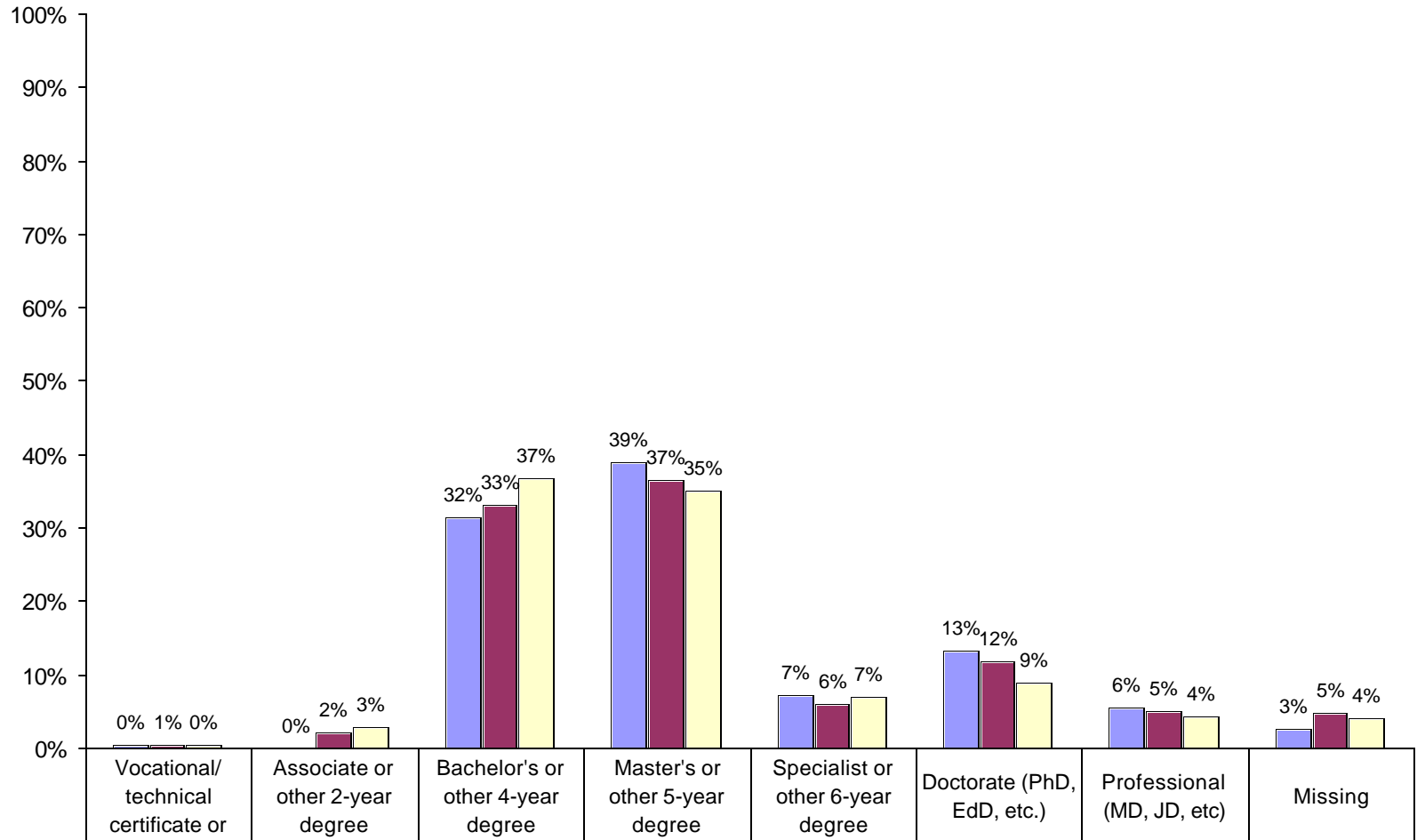
Response Rate: 42%

What was the highest lifetime degree goal you had at the time you completed high school?



■ Berea (N = 946)	12.5%	1.0%	0.5%	54.4%	15.4%	1.4%	6.3%	7.7%	0.8%
■ 23 ACA Schools (N = 8755)	13.4%	1.3%	2.2%	54.9%	14.5%	1.2%	5.7%	6.2%	0.5%
■ 5 Public Universities (N = 2803)	12.9%	1.1%	3.6%	59.2%	13.0%	1.2%	4.0%	4.4%	0.6%

What is the highest lifetime degree goal you now have?



■ Berea (N = 946)	0.4%	0.1%	31.5%	39.1%	7.3%	13.4%	5.5%	2.6%
■ 23 ACA Schools (N = 8755)	0.6%	2.1%	33.2%	36.5%	6.1%	11.8%	5.0%	4.8%
■ 5 Public Universities (N = 2803)	0.4%	3.0%	36.9%	35.1%	7.1%	9.0%	4.3%	4.2%

Importance to your current endeavors.

Contribution that your experiences at this college made to your growth.

Appreciating literature and the fine arts.

