

Diversity and Inclusion

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: Diversity and Inclusion

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

2010 - 2020 Construct Reports

Construct: Pluralistic Orientation *measures skills and dispositions appropriate for living and working in a diverse society.*

Construct: Likelihood of College Involvement *is a unified measure of students' expectations about their involvement in college life generally.*

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

Theme: Diversity *these items relate to social attitudes and experiences with diversity.*

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

- Socialized with someone of another racial/ethnic group

How would you rate yourself in the following areas?

- Ability to see the world from someone else's perspective
- Tolerance of others with different beliefs
- Openness to having my own views challenged
- Ability to discuss and negotiate controversial issues
- Ability to work cooperatively with diverse people

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

- Influencing social values
- Helping to promote racial understanding
- Improving my understanding of other countries and cultures

Graphical Report (Recent Trends, 2020, Historical Trends)

In the past year, how often have you:

- Socialized with someone of another racial/ethnic group

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

- Ability to see the world from someone else's perspective (added in 2008)
- Tolerance of others with different beliefs (added in 2008)
- Openness to having my own views challenged (added in 2008)
- Ability to work cooperatively with diverse people (added in 2008)
- Ability to discuss and negotiate controversial issues (added in 2008)

Rate your agreement with each of the following

- Racial discrimination is no longer a major problem in America (asked in 2002-2008; 2012, 2014, 2018 and 2020)
- Colleges should prohibit racist/sexist speech on campus (asked in 2002, 2004, 2012, and 2018)
- Same-sex couples should have the right to legal marital status (asked in 2020 through 2008; 2012 and 2014)
- Undocumented immigrants should be denied access to public education (asked in 2006, 2008, 2014, and 2020)
- Gays and lesbians should have the legal right to adopt a child (asked in 2010)
- Affirmative action in college admissions should be abolished (asked in 2002 through 2010 and 2016)

Cooperative Institutional Research Program (CIRP), continued:

Rate your agreement with each of the following

- Students from disadvantaged backgrounds should be given preferential treatment in college admission (asked in 2008, 2012, 2014, 2018, and 2020)
- Women should receive the same salary opportunities for advancement as men in comparable positions (asked in 2018)
- It is important to have laws prohibiting homosexual relationships (asked in 2002 through 2008)
- The U.S. government should create a clear path to citizenship for undocumented immigrants (added in 2020)

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

- Influencing social values
- Helping to promote racial understanding
- Improving my understanding of other countries and cultures

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

- Socialize with someone of another racial/ethnic group (not asked in 2016)
- Have a roommate of a different race/ethnicity (not asked in 2016)

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

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

- To learn more about cultural diversity

Rate the importance to you of each of the following:

- Striving for racial harmony
- Learning more about African and African American (Black) culture/history
- Learning more about women's culture/history
- Traveling to new places

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

2014 Construct Report

Construct: Institutional Priority – *Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.*

2014 Graphical Report

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

- Conducted research or writing focused on:
 - International/global issues
 - Racial or ethnic minorities
 - Women and gender issues
 - Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues

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

- Use different points of view to make an argument
- Critically evaluate their position on an issue
- Recognize the biases that affect their thinking
- 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:

- Describe how different perspectives would affect the interpretation of a question or issue in your discipline
- Discuss the ethical or moral implications of a course of action

In how many of the courses that you teach do you use each of the following?

- Readings on racial and ethnic issues
- Readings on women and gender issues
- Techniques to create an inclusive classroom environment for diverse students

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

- Enhance students' knowledge of and appreciation for other racial/ethnic groups
- Teach students tolerance and respect for different beliefs
- Encourage students to become agents of social change
- Teach students the classic works of Western civilization

Please indicate your agreement with each of the following statements:

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

Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:

- Racial and ethnic diversity is reflected in the curriculum
- This institution has effective hiring practices and policies that increase faculty diversity
- There is a lot of campus racial conflict here
- Faculty are not prepared to deal with conflict over diversity issues in the classroom

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

- Promote gender diversity in the faculty and administration
- Promote racial and ethnic diversity in the faculty and administration
- Develop an appreciation for multiculturalism

Indicate how well each of the following describes your college or university:

- There is respect for the expression of diverse values and beliefs

Campus Climate Module

Please indicate the extent to which you agree or disagree with the following statements. This institution:

- Has campus administrators who regularly speak about the value of diversity
- Lacks strategic diversity goals and plans
- Encourages students to have a public voice and share their ideas openly
- Has a long-standing commitment to diversity
- Respects differences in sexual orientation
- Promotes the appreciation of cultural differences
- Rewards staff and faculty for their participation in diversity efforts
- Promotes the understanding of gender differences
- Has standard reporting procedures for incidents of harassment or discrimination
- Racial and ethnic diversity should be more strongly reflected in the curriculum
- Treats faculty of color fairly
- Treats women faculty fairly
- Treats LGBTQ faculty fairly

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

Please indicate how often at this institution you have:

- Had students from underrepresented groups on campus approach me for advice
- Assisted a student with a problem about discrimination
- Witnessed discrimination
- Reported an incident of discrimination to a campus authority
- Reported an incident of sexual harassment to a campus authority
- Been discriminated or excluded from activities because of my:
 - Race/ethnicity
 - Gender
 - Sexual orientation
 - Other identity
- Heard insensitive or disparaging racial remarks from:
 - Faculty
 - Staff
 - Students
- Heard insensitive or disparaging remarks about women from:
 - Faculty
 - Staff
 - Students
- Heard insensitive or disparaging comments about LGBTQ individuals by:
 - Faculty
 - Staff
 - Students

Please indicate how often anyone you personally know has experienced the following forms of bias/harassment/discrimination at this institution:

- Verbal comments
- Written comments (e.g., emails, texts, writing on walls)
- Exclusion (e.g., from gatherings, events)
- Offensive visual images or items
- Threats of physical violence
- Sexual assault or violence
- Other physical assaults or injuries
- Anonymous phone calls
- Damage to personal property

How satisfied are you with the following aspects of your institution?

- Overall sense of community among students
- Racial/ethnic diversity of the faculty
- Racial/ethnic diversity of the student body
- Racial/ethnic diversity of the staff
- Interactions among different racial/ethnic groups
- Atmosphere for political differences
- Atmosphere for religious differences
- Atmosphere for differences in sexual orientation
- Administrative response to incidents of discrimination
- Administrative response to student concerns about exclusion or marginality

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

Please rate your satisfaction with your department in each area:

- Collegiality among faculty
- Tolerance of different faculty opinions and beliefs
- Representation of women and racial/ethnic minorities

How satisfied are you with the following aspects of your institution?

- Acceptance of differences in sexual orientation
- Degree to which the curriculum addresses diversity in content or pedagogy
- Student respect for my role in the classroom
- Commitment to hiring women and minorities

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

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

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

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

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

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

- Participate in a study abroad program

How much does your institution emphasize the following?

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

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

- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

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

- Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc. (new for 2014)

Topical Module: Inclusiveness and Engagement with Cultural Diversity (Asked only during 2019 administration)

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

- Developing the skills necessary to work effectively with people from various backgrounds.
- Recognizing your own cultural norms and biases.
- Sharing your own perspectives and experiences.
- Exploring your own background through projects, assignments, or programs.
- Learning about other cultures.
- Discussing issues of equity and privilege.
- Respecting the expression of diverse ideas.

National Survey of Student Engagement (NSSE), continued:

Topical Module: Inclusiveness and Engagement with Cultural Diversity, continued: (Asked only during 2019 administration)

How much does your institution emphasize the following?

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

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

- Racial/ethnic identity
- Gender identity
- Economic background
- Political affiliation
- Religious affiliation
- Sexual orientation
- Disability status

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

- I feel comfortable being myself at this institution.
- I feel valued by this institution.
- I feel like part of the community at this institution.

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

- Attended events, activities, or presentations that reflect an appreciation for diverse groups of people.
- Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.).
- Participated in a diversity-related club or organization.
- Participated in a demonstration for a diversity-related cause (rally, protest, etc.).
- Reflected on your cultural identity.

Topical Module: Civic Engagement (Asked only during 2019 administration)

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

- Resolve conflicts that involve bias, discrimination, and prejudice
- Lead a group in which people from different backgrounds feel welcomed and included.

How much does your institution emphasize the following?

- Discussing important social, economic, or political issues with others.
- Organizing activities focused on important social, economic, or political issues.
- Being involved in an organization or group focused on important social, economic, or political issues.

National Survey of Student Engagement (NSSE), continued:

Faculty/Student Comparisons (FSSE/NSSE)

FSSE: In your selected course section, how important is it to you that the typical student do the following?

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

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

FSSE: In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?

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

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

FSSE: How important is it to you that your institution increase its emphasis on each of the following?

NSSE: How much does your institution emphasize the following?

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

FSSE: How important is it to you that your undergraduate at your institution do the following before they graduate?

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

- Participate in a study abroad program

FSSE: To what extent do you structure your selected course section so that students learn and develop in the following areas?

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

- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

Berea-Specific Item (2003, 2007, and 2014 – not asked on 2010 administration)

To what extent do you agree with the following?

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

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

Noel-Levitz Items (National Comparisons with 4-Year Private)

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

Satisfaction Ratings

- There is a strong commitment to racial harmony on this campus
- Faculty take into consideration student differences as they teach a course
- Most students feel a sense of belonging here

How satisfied are you that this campus demonstrates a commitment to meeting the needs of..?

- Under-represented populations

Berea-Specific Items (added in 2013)

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

Importance/Satisfaction Ratings

- The student body is racially/ethnically diverse
- The racial/ethnic diversity of the student body contributes to my overall education
- The Carter G. Woodson Center contributes to my overall education
- The Black Cultural Center contributes to my overall education
- The Center for International Education contributes to my overall education.

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

- This college is equally supportive of women and men
- This college is equally supportive of racial/ethnic groups

Indicate your level of satisfaction with each of the following:

- Campus atmosphere of ethnic, political, and religious understanding

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

- Dealing fairly with a wide range of people
- Becoming a more effective member in a multicultural society
- Interacting well with people from cultures other than my own
- Becoming more aware of global and international issues/events.
- Becoming sensitive to cultural differences.

Rate the importance to you of each of the following:

- Strive for racial harmony
- Learning more about African and African American (Black) culture/history
- Learning more about women's culture/history
- Traveling to new places

Percentage of graduates who indicate "yes"

- Did you have an international educational experience (Study Abroad, KIIS, summer study, etc.) while at Berea?

Rate your agreement with the following statements:

- My knowledge of different cultures and subcultures has grown during my time at Berea College.
- I understand more about my own culture or subculture now than when I started Berea College.
- I enjoy getting to know people from different cultures or subcultures.
- I find myself wanting to understand why people from different cultures or subcultures act differently at times than I would expect.
- I have grown in my empathy towards those who are different from me.

Historical Survey Data (Prior to 2012)

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

How would you describe the racial/ethnic composition of the following groups:

- High school you last attended
- Neighborhood where you grew up
- Friends you socialize with in college
- Your informal study groups
- Clubs/Organizations to which you belong
- Place of work

Percent of students who marked “frequently” or “occasionally”

- Socialized with someone of another racial or ethnic group

Percent of students who marked the objective as “very important” or “essential”

- Helping to promote racial understanding
- Improving my understanding of other countries and cultures
- Improving the health of minority communities

Percentage of students who “agree” or “strongly agree” with the following statements:

- I have been singled out because of my race/ethnicity, gender, or sexual orientation
- I see myself as part of the campus community
- I have heard faculty express stereotypes about racial/ethnic groups in class
- I feel I am a member of this college
- There is a lot of racial tension on this campus

Percentage of students who “often” or “very often” experience the following with students from a racial/ethnic groups other than their own

- Dined or shared a meal
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Had guarded, cautious interactions
- Shared personal feelings and problems
- Had tense, somewhat hostile interactions
- Had intellectual discussions outside of class
- Felt insulted or threatened because of race/ethnicity
- Studied or prepared for class
- Socialized or partied
- Attended events sponsored by other racial/ethnic groups

Percent of students who indicated “yes” to: Since entering this college

- Participated in an academic enrichment/support program for racial/ethnic minority students

Percent of students noting “much stronger” skills compared with time when entered college:

- Knowledge of people from different races/cultures

National Survey of Student Engagement (NSSE), First-Year & Senior Students

2003, 2007, and 2010 – major wording changes made in 2014

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

- Had serious conversations with students of a different race or ethnicity than your own
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

- Understanding people of other racial and ethnic backgrounds

Student Satisfaction Inventory (SSI), All Students: 1998

Berea-Specific Items (Spring 1998 Administration Only)

All Students

Importance/Satisfaction Ratings

- At Berea, I have had an opportunity to interact with and learn from those with different backgrounds from my own

Berea-Specific Items (Spring 1998 and 2003 Administrations Only)

All Students

Satisfaction Ratings

- In general, all students at Berea are treated fairly and equally

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

Have you ever done the following?

- Developed friendship(s) with individuals from outside the United States
- Taken a class that included international or global issues
- Studied a foreign language
- Attended international or global events on campus
- Participated in international clubs or activities
- Traveled outside the United States with my family
- Served as a host family for an international student
- Lived outside the United States by myself or with friends
- Traveled outside the United States by myself or with friends
- Participated in a volunteer service outside the United States
- Participated in a study abroad or an exchange program
- Participated in workplace experiences outside the United States

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 near-native or native abilities, for example, can understand most forms of discussion

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

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.

Please click the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.

- I am not skillful/skillful at resolving conflicts that involve bias, discrimination, and prejudice

*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.*

- Work in groups of people who differ from me in terms of education, political orientation, points of view, etc.

African-American Student Survey, Spring 2003

Our office conducted a special study in Spring 2003 to address what attracts African-American students to Berea and helps retain them on a predominantly “white” campus.

For this study, 142 self-identified African-American students participated which represented about 62% of our enrolled African-American population. See full report online at: [Full Report](#)

Counseling and Psychological Services Survey, All 2006 Students

Please indicate the extent to which each of the following is a PERSONAL PROBLEM FOR YOU currently

- Personal experience with racism
- Discrimination based on race, gender, sexual orientation, etc.
- A suspicion of a learning disability
- Identifying sexual orientation
- Physical handicap or disability
- A diagnosed learning disability

Berea-Specific Exit Survey, Graduating Seniors

How well did Berea college help you:

- To learn more about cultural diversity

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

- Comprehending your own distinct cultural background
- Learning from cultures from around the world
- Developing an appreciation of experiences of others in terms of race, gender, religion, language, class, cultures, and societies
- Developing respect for the experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies
- Developing an appreciation and understanding of African and African American (Black) culture/history
- Developing an appreciation and understanding of women's culture/history

Rate your agreement with the following statements

- Overall, GST courses have heightened my understanding of cultures

Berea-Specific Alumni Survey Spring 2010, Graduates from the 1980s, 1990s, and 2000s (with valid e-mail addresses)

Importance to you personally/Contribution made by Berea College toward your personal growth

- Interacting well with people from racial groups or cultures different from my own
- Understanding international issues

ACT Alumni Survey, Graduates two years after graduation

Berea-Specific Items

How much did each of the following aspects of Berea College contribute to your personal growth?

- Living in a diverse residential community (International, multi-ethnic, etc.)
- Study Abroad/International experiences

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

- Understanding different philosophies and cultures

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

Indicate your opinion of the importance of each of the following skills and competencies in your current endeavors/ Indicate the contribution that your experiences at this college made to your growth in each area

- Interacting well with people from racial groups or cultures different from my own
- Understanding international issues

Indicate the contribution that your experiences at this college made to your growth in each area:

- Interacting well with people from racial groups or cultures different from my own
- Understanding international issues

Berea-Specific Item

Agreement Scale

- My Berea College experience helped me to develop an appreciation of and respect for the experiences of others, especially in terms of race, gender, religion language, class, cultures, and societies.

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

Below is a list of abilities or skills one might expect to develop while pursuing a postsecondary education. First, indicate your opinion of the importance of the skill in 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.

- Getting along with people from various cultures, races, backgrounds, etc.
- Understanding and appreciating culture and ethnic differences between people
- Understanding international issues (political, economic, etc.)
- Getting along with people whose attitudes and opinions are different from mine

Rate this college on each of the factors below, using the scale provided

- Cultural/ethnic diversity on campus

Indicate your satisfaction with each aspect of this school listed below

- Multicultural content of courses
- Campus acceptance of individuals regardless of their sexual orientation

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

- Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.
- The campus was, generally, free from harassment (e.g., sexual, racial, etc.)

Berea-Specific Items

To what degree do you agree with the following statement concerning the Work Program?

My Work Program Experience...

- Helped me to understand the importance of getting along with people from various cultures, races, backgrounds, etc.
- Helped me to get along with people with different attitudes and opinions

Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



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

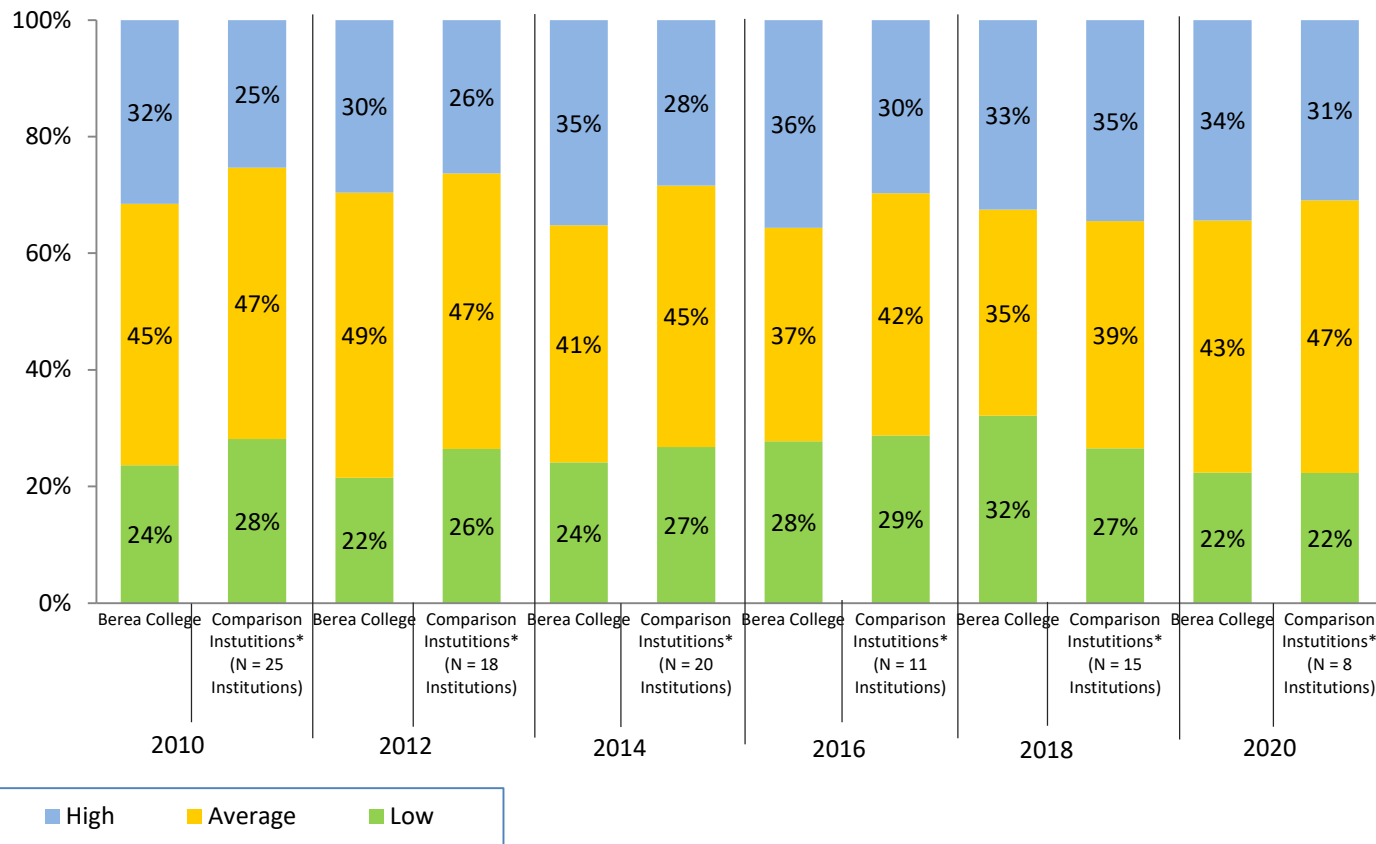
[Select to see survey instruments](#)

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: Pluralistic Orientation - Measures skills and dispositions appropriate for living and working in a diverse society.



Survey items included in the construct, Pluralistic Orientation:

Rate yourself on each of the following traits as compared with:

- Ability to see the world from someone else's perspective
- Tolerance of others with different beliefs
- Openness to having my views challenged
- Ability to discuss and negotiate controversial issues
- Ability to work cooperatively with diverse people

*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, Pluralistic Orientation, 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.

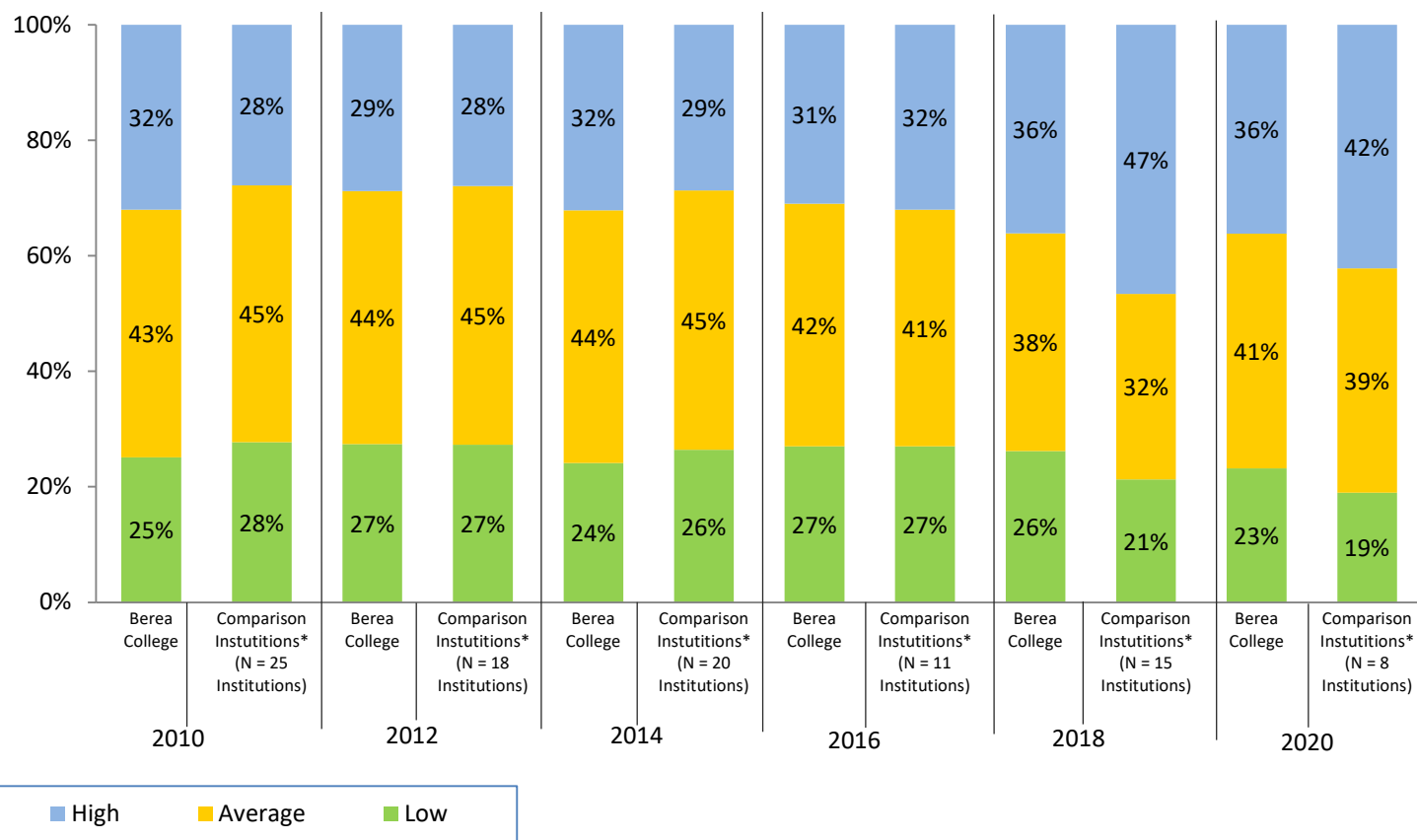
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

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

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: Likelihood of College Involvement - *A unified measure of the students' expectations about their involvement in college life generally.*



Survey items included in the construct, **Likelihood of College Involvement**:

What is your best guess as to the chances that you will: (Very Good Chance, Some Chance, Very Little Chance, No Chance)

- Participate in student clubs/groups
- Participate in volunteer or community service work
- Participate in a study abroad program
- Participate in student government

*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, Likelihood of College Involvement, 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 2016

Theme: Diversity -- *These items relate to social attitudes and experiences with diversity.*

- For the activities below, indicate which ones you did during the past year.
(*Frequently = 3, Occasionally = 2, Not at all = 1*)
 1. Socialized with someone of another racial/ethnic group

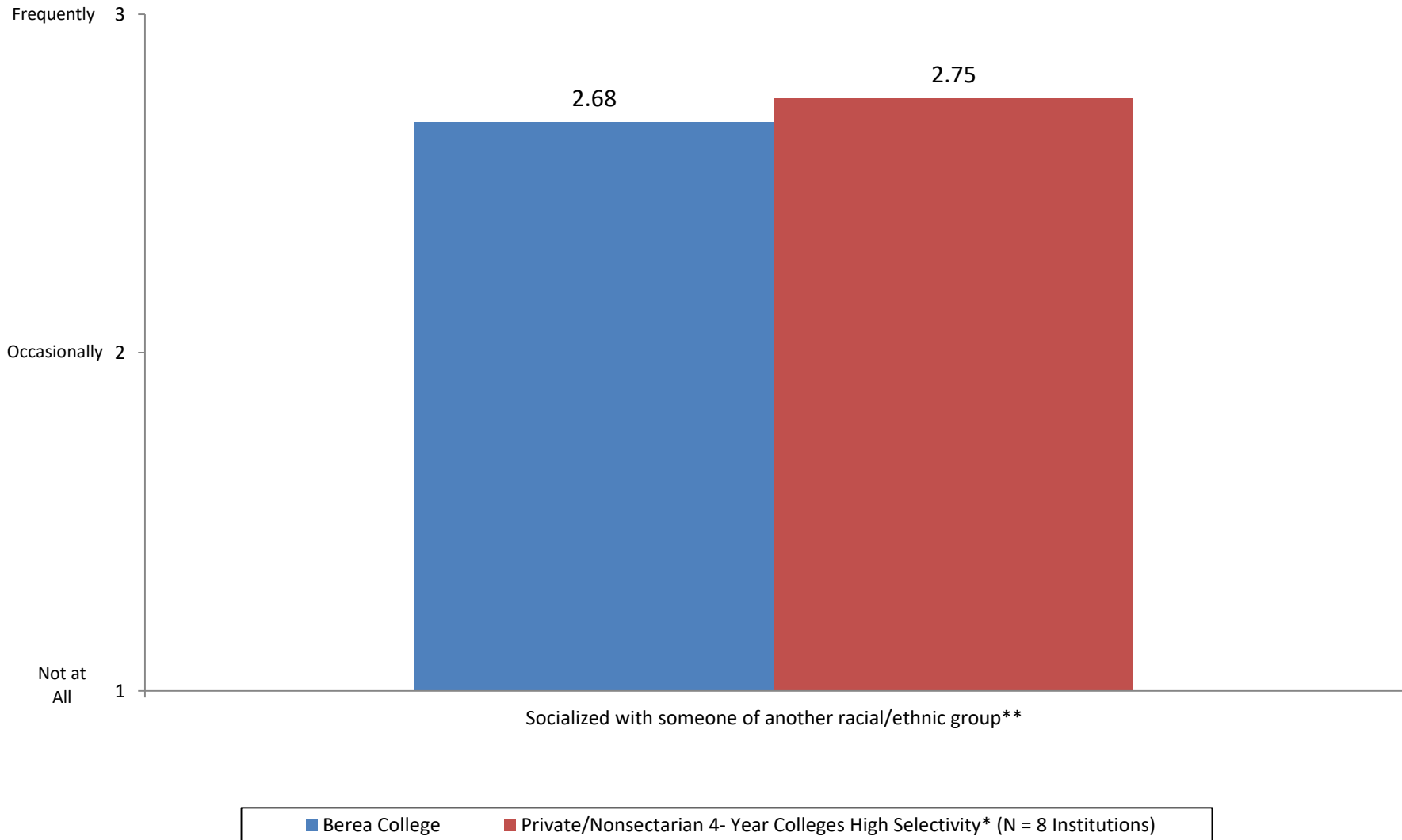
- How would you rate yourself in the following areas:
(*A Major Strength = 5, Somewhat Strong = 4, Average = 3, Somewhat Weak = 2, A Major Weakness = 1*)
 1. Ability to see the world from someone else's perspective
 2. Tolerance of others with different beliefs
 3. Openness to having my own views challenged
 4. Ability to discuss and negotiate controversial issues
 5. Ability to work cooperatively with diverse people

- Please indicate the importance to you personally of each of the following:
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. Influencing social values
 2. Helping to promote racial understanding
 3. Improving my understanding of other countries and cultures

THEME: Diversity

(Based on First-Year Students Only)

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



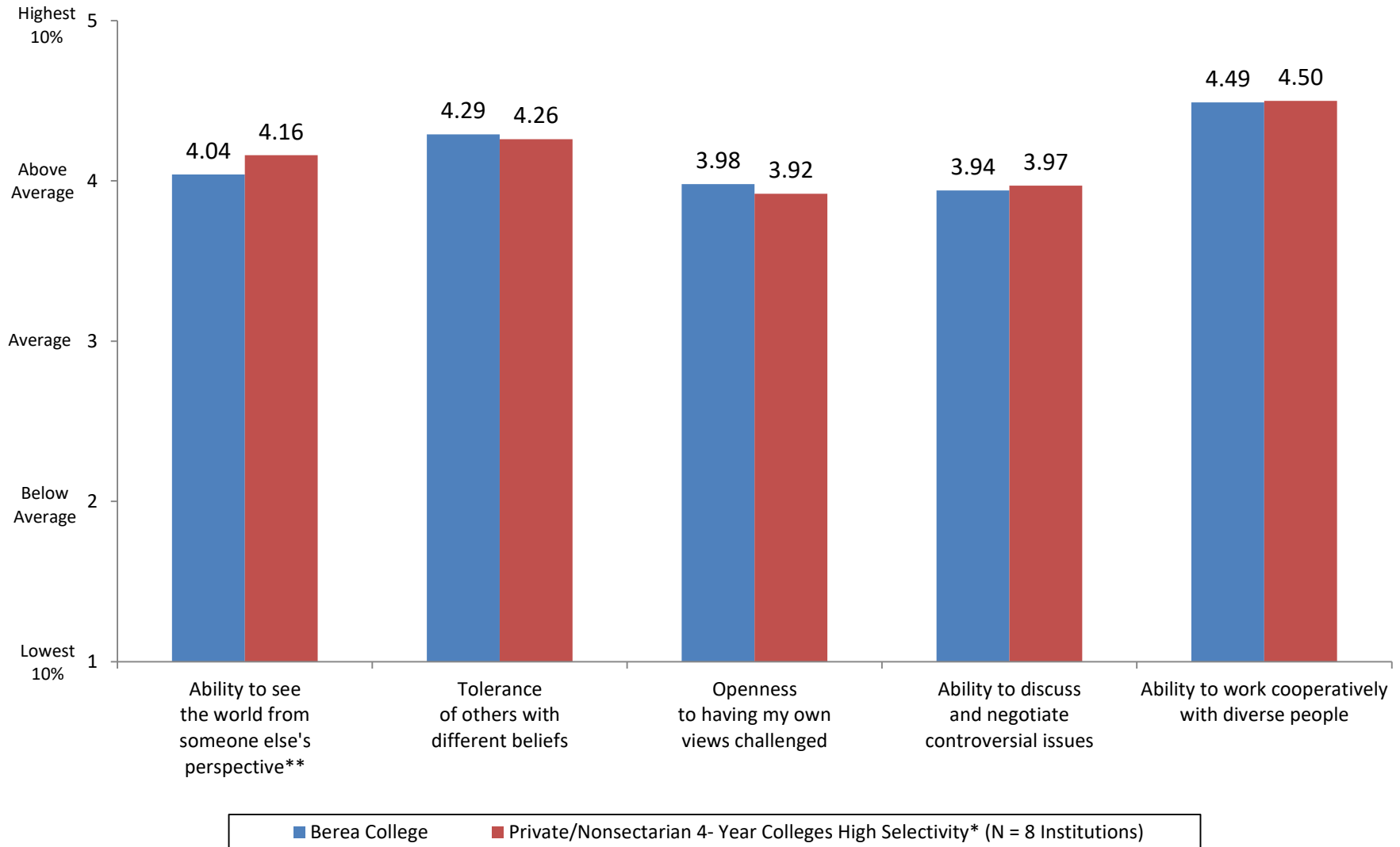
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Diversity

(Based on First-Year Students Only)

How would you rate yourself in the following areas:



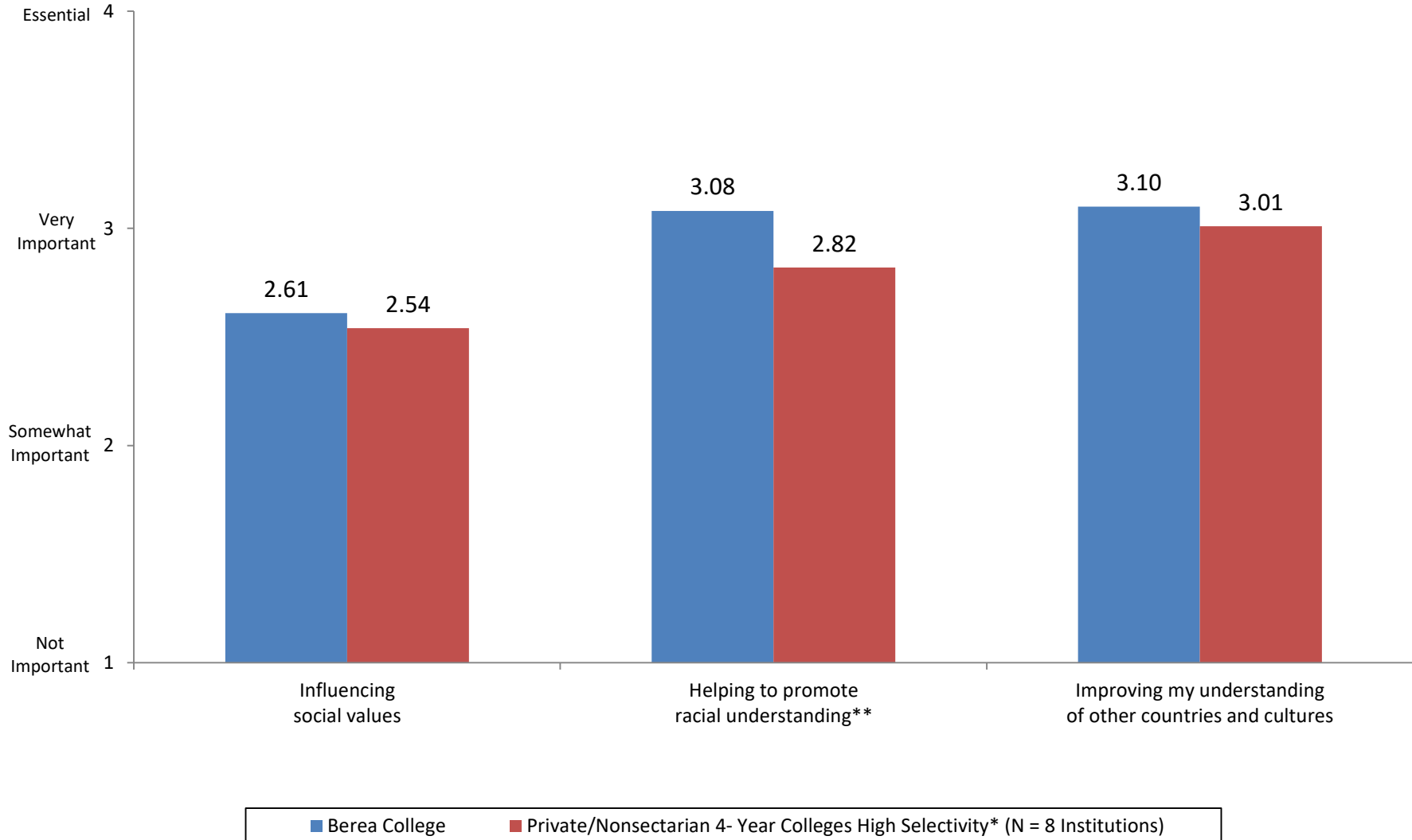
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Diversity

(Based on First-Year Students Only)

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

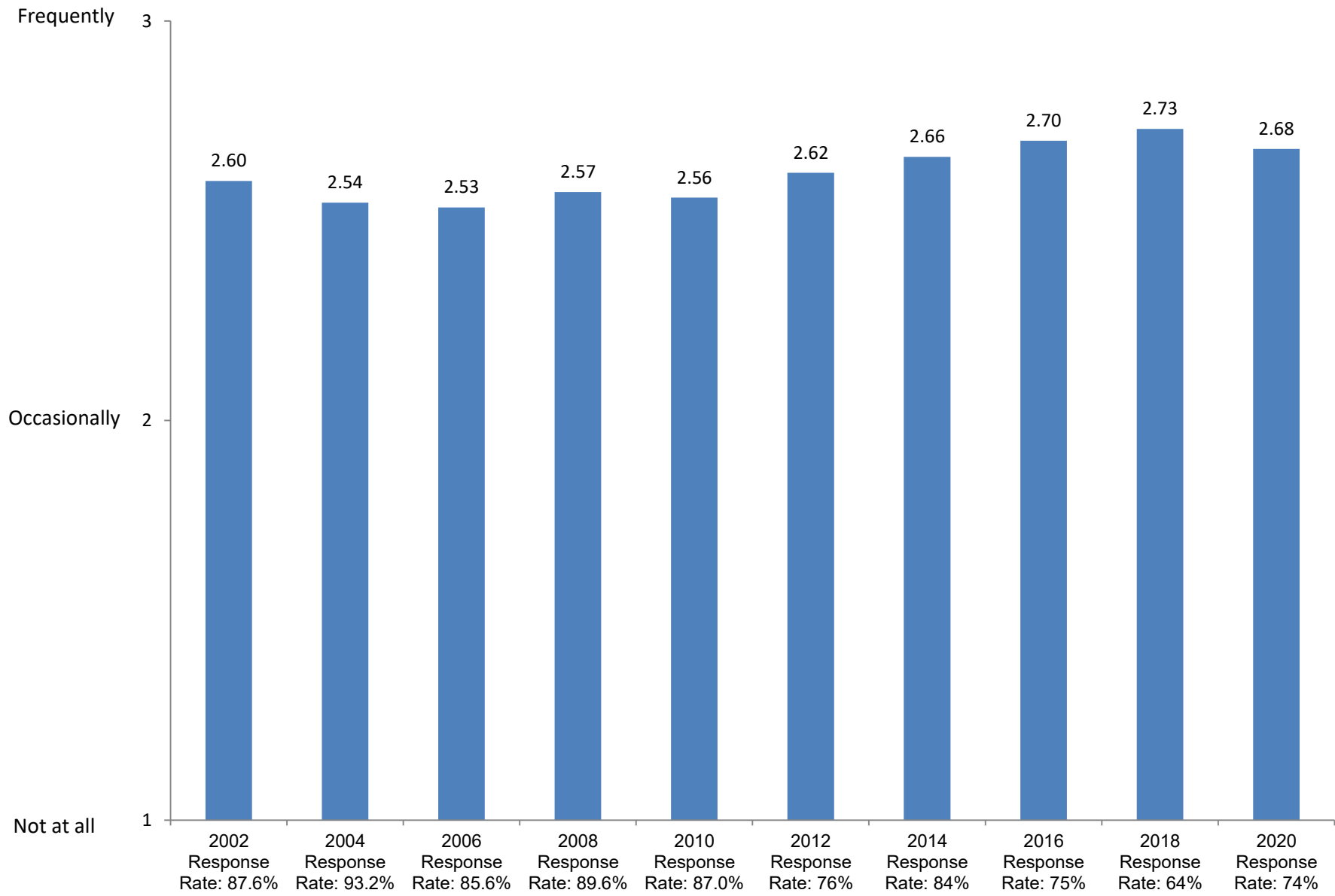


*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

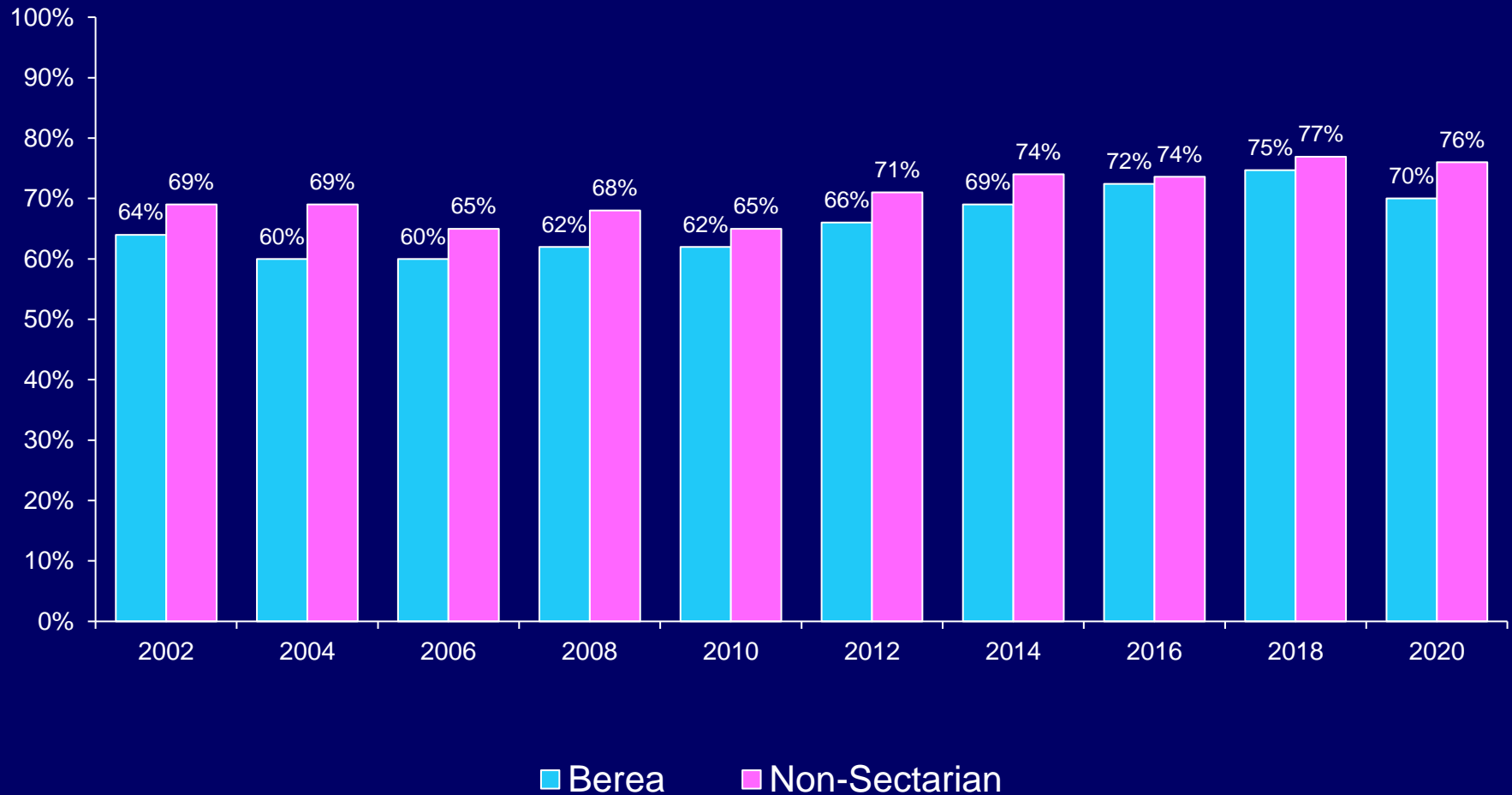
In the past year, how often have you:

Socialized with someone of another racial/ethnic group



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

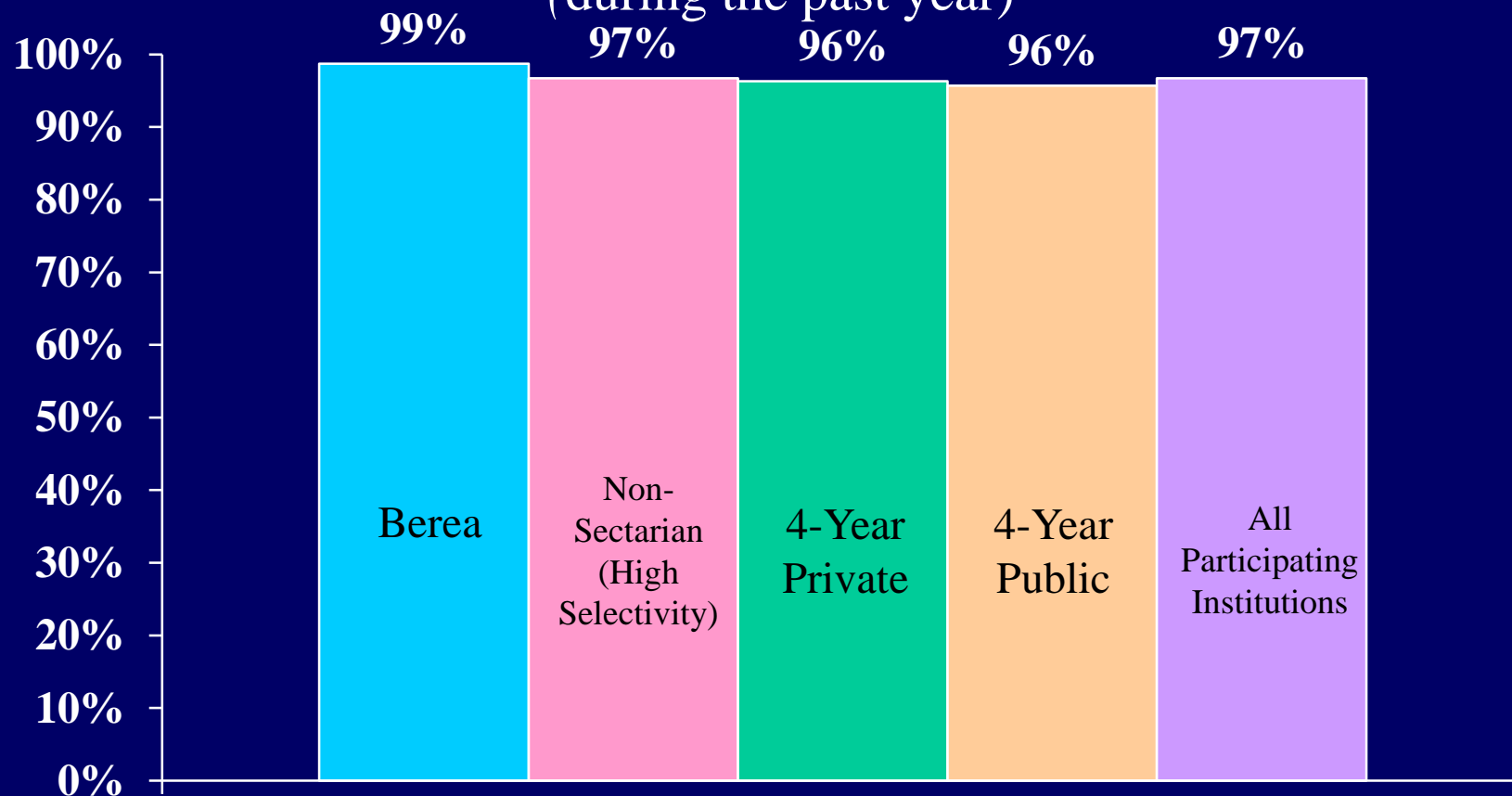
Percent of students who indicated “frequently”
Socialized with someone of another racial/ethnic group
(during the past year)



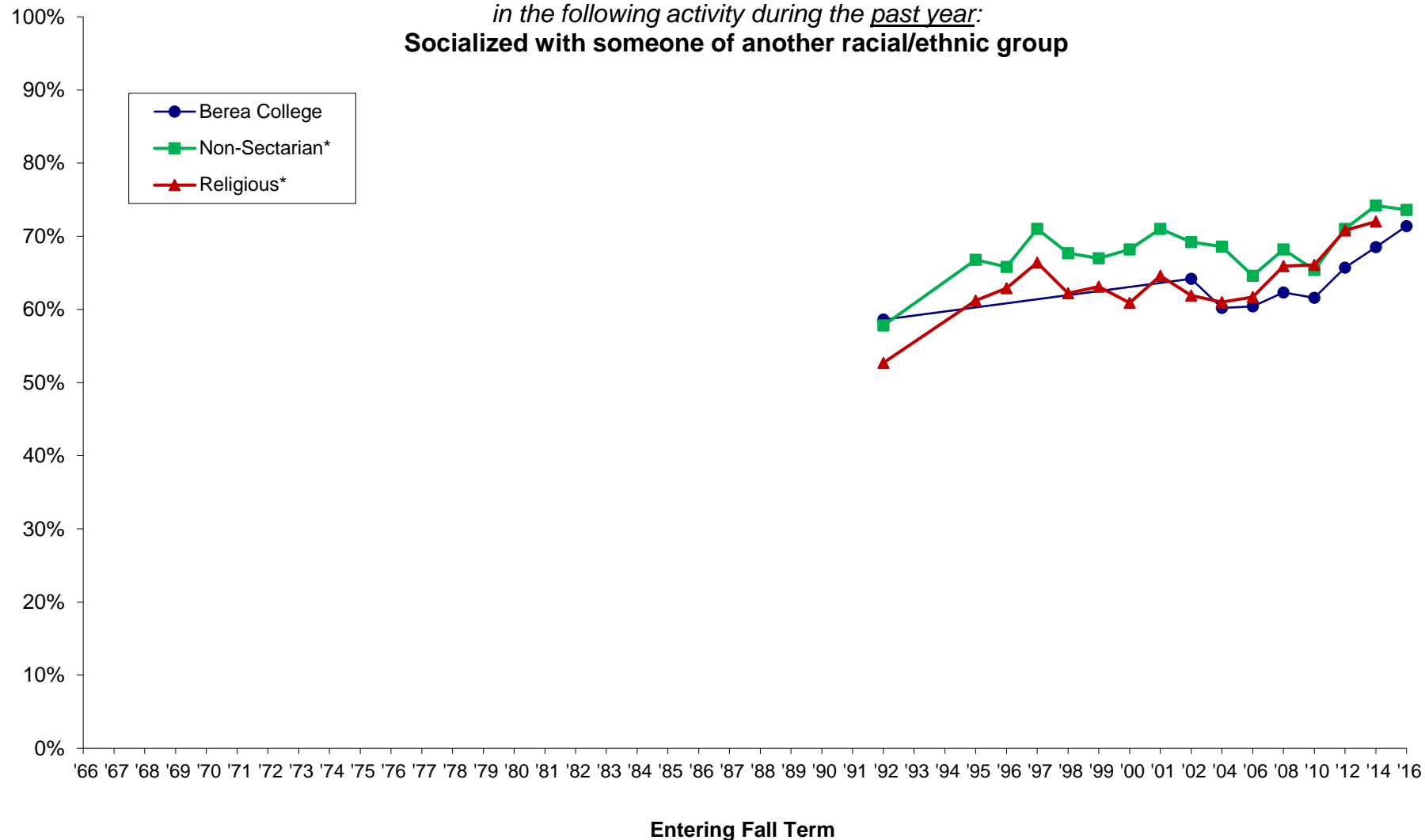
Percent of students who indicated “frequently” or “occasionally”

Socialized with someone of another racial/ethnic group

(during the past year)



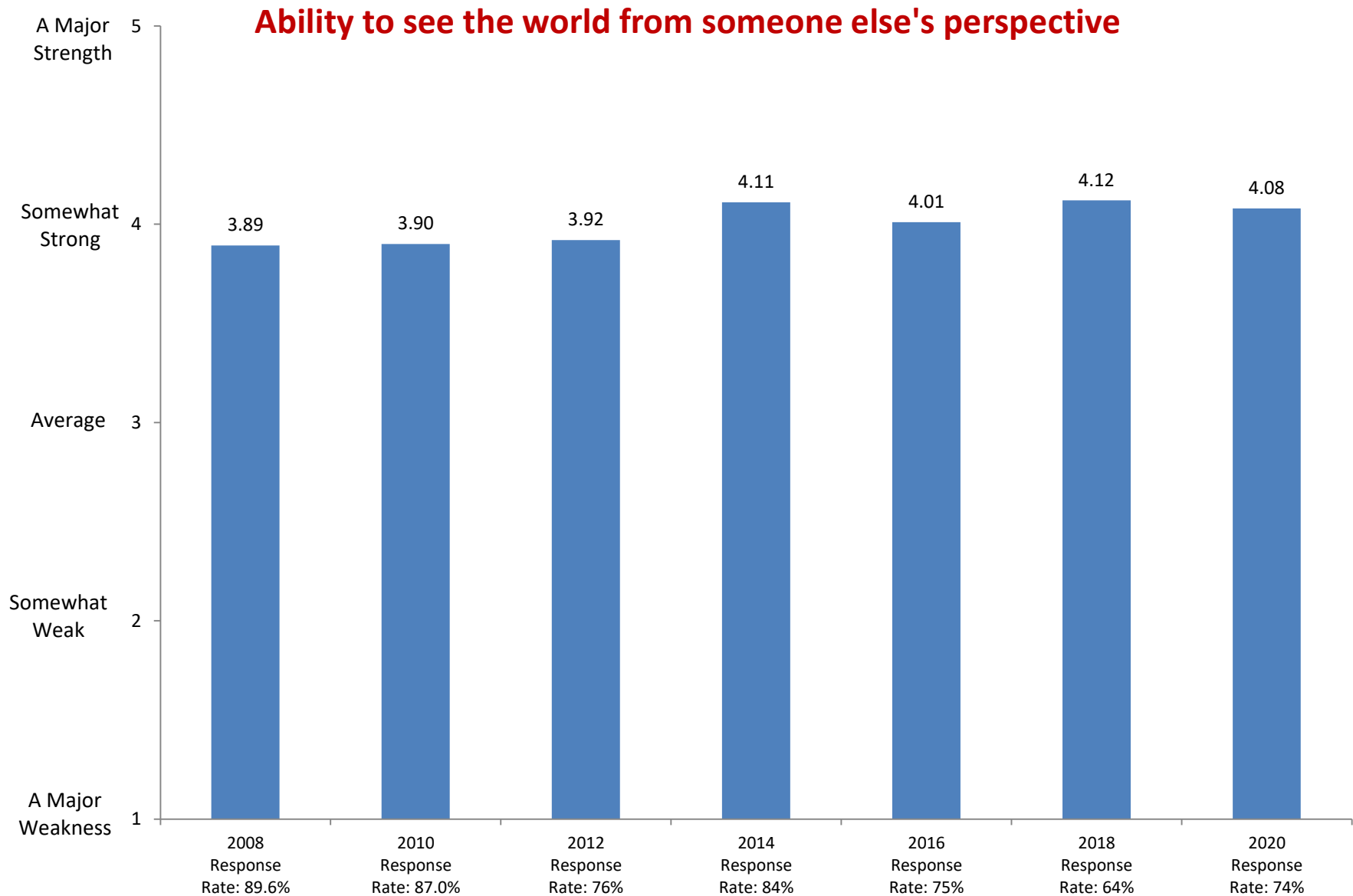
Percent of students who indicated that they "frequently" engaged in the following activity during the past year:
Socialized with someone of another racial/ethnic group



*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 would you rate yourself in the following areas:



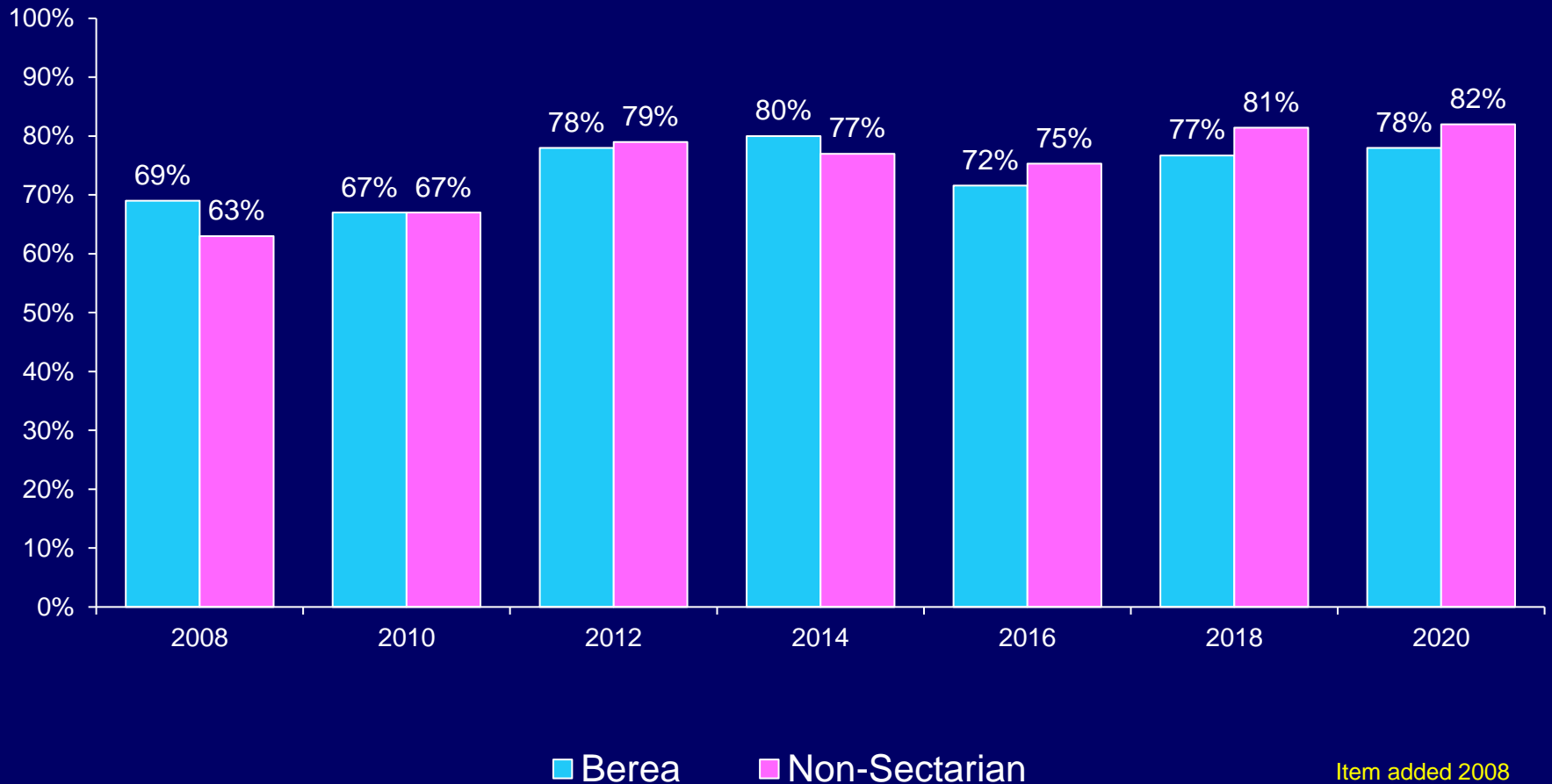
NOTE: Prompt changed in 2014, previously worded as, "Rate yourself on each of the following traits as compared with the average person your age."
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

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

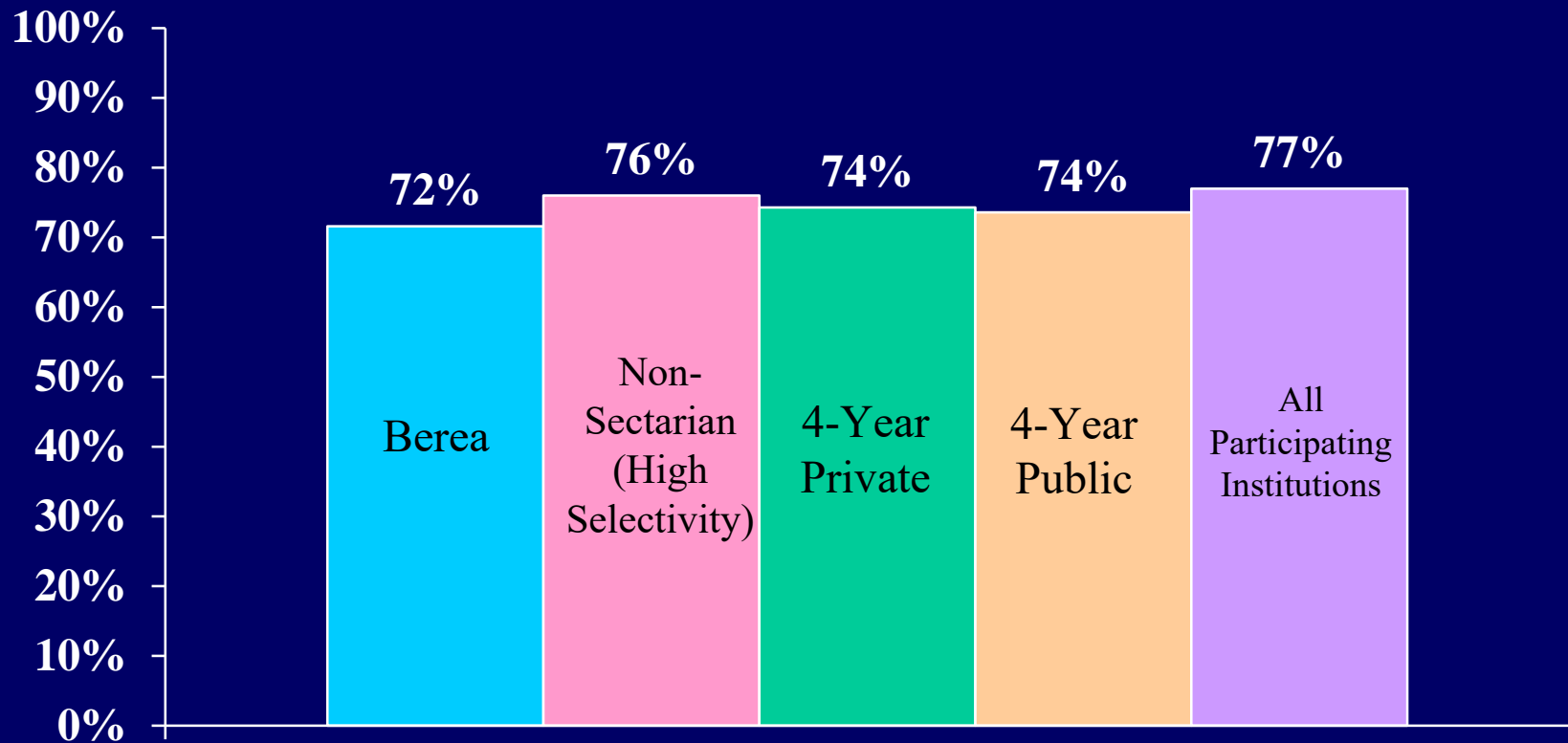
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

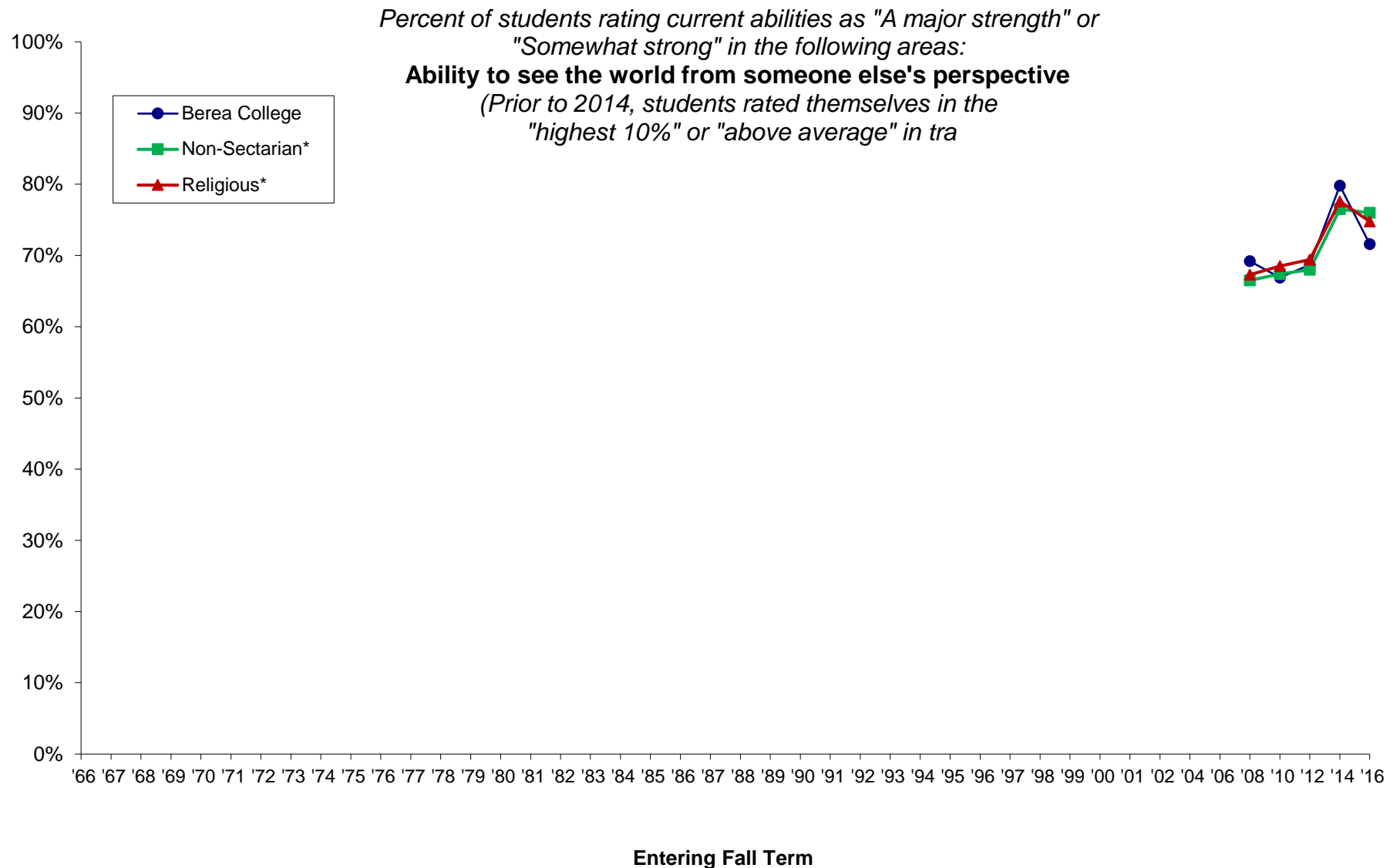
Ability to see the world from someone else’s perspective



Percentage of students who rated themselves “a major strength” or “somewhat strong” as compared with the average person his/her age in:

Ability to see the world from someone else’s perspective

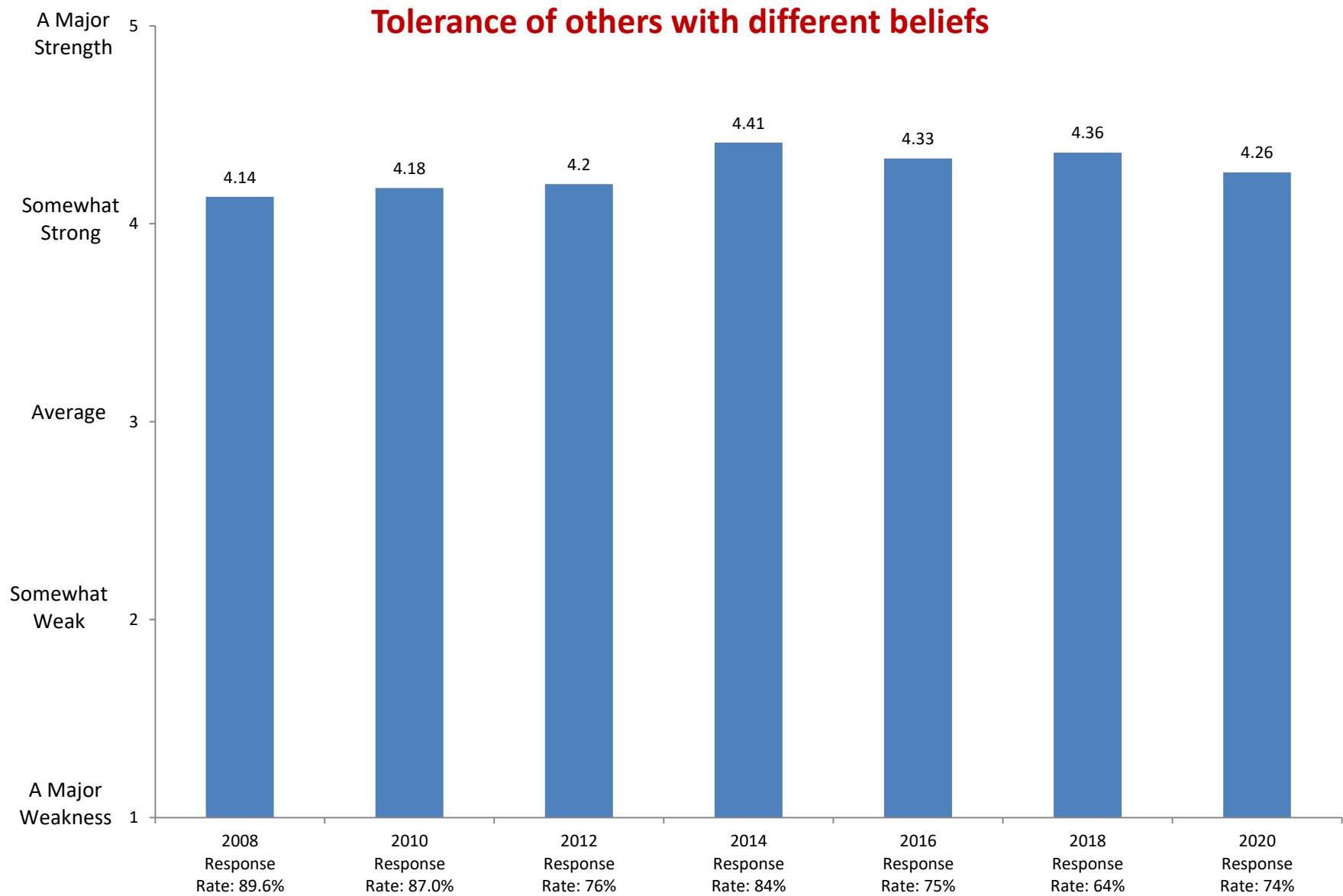




*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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 would you rate yourself in the following areas:

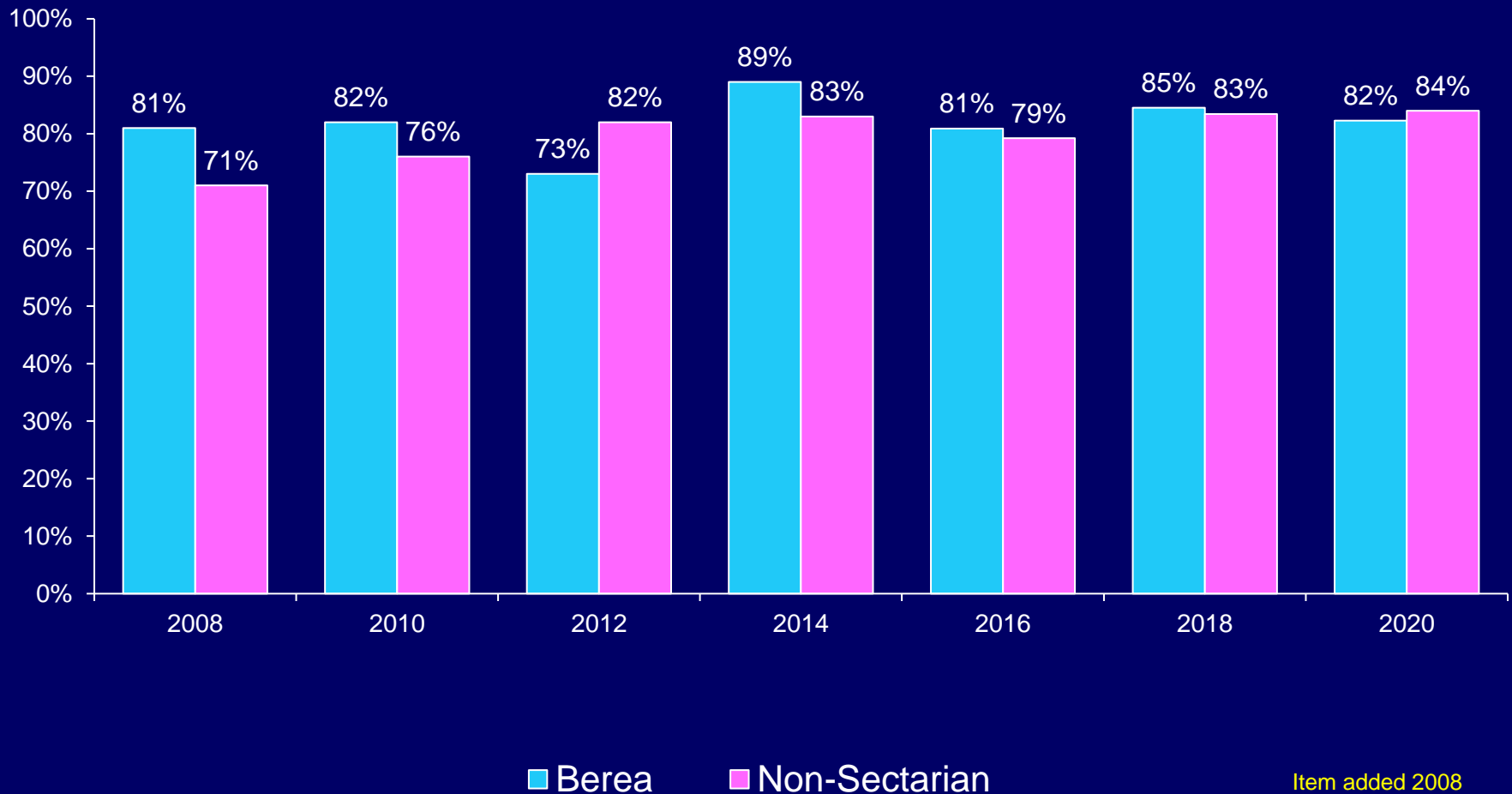


NOTE: Prompt changed in 2014, previously worded as, "Rate yourself on each of the following traits as compared with the average person your age."
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

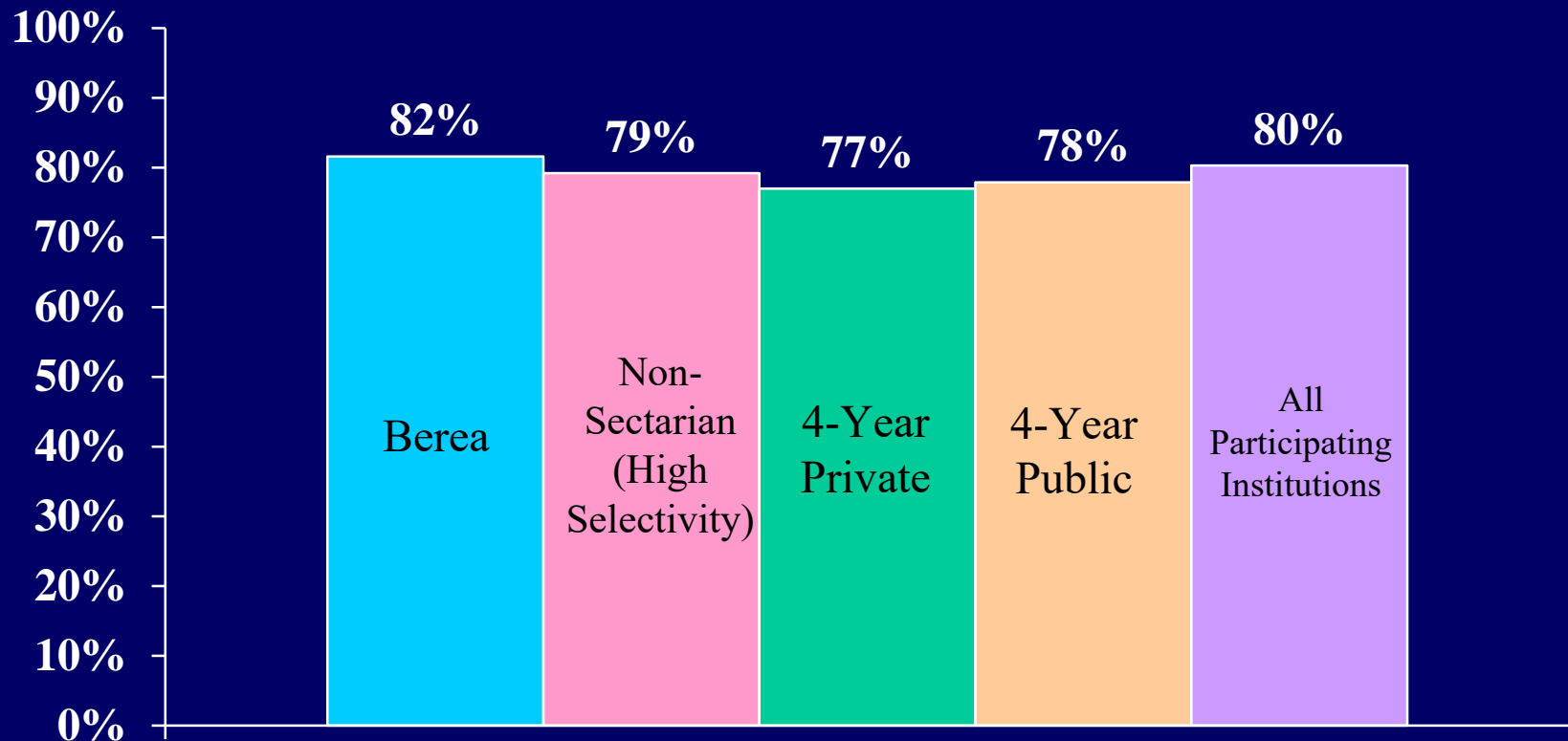
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

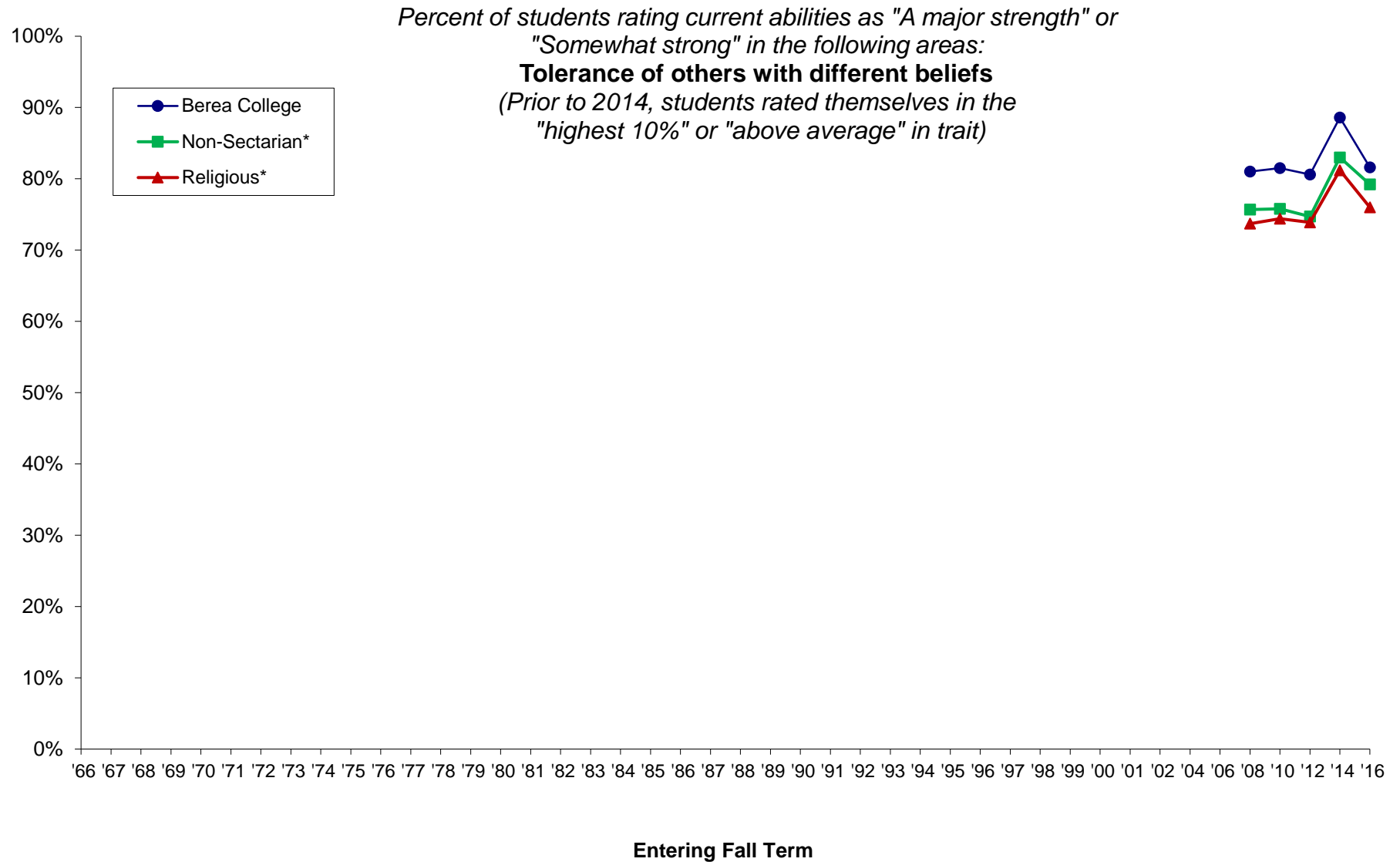
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*
Tolerance of others with different beliefs



Percentage of students who rated themselves “a major strength” or “somewhat strong” as compared with the average person his/her age in:

Tolerance of others with different beliefs

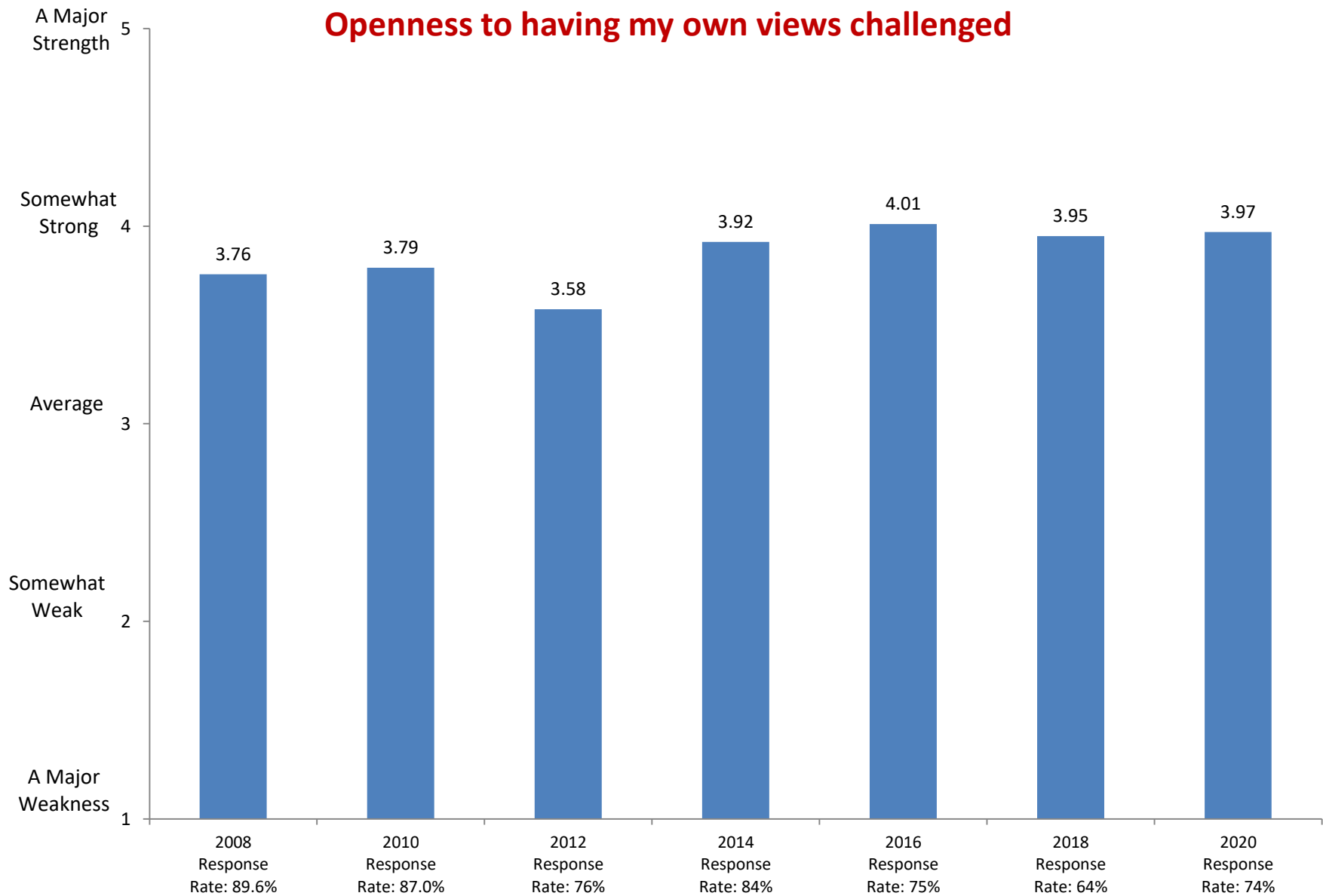




*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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 would you rate yourself in the following areas:



NOTE: Prompt changed in 2014, previously worded as, "Rate yourself on each of the following traits as compared with the average person your age."

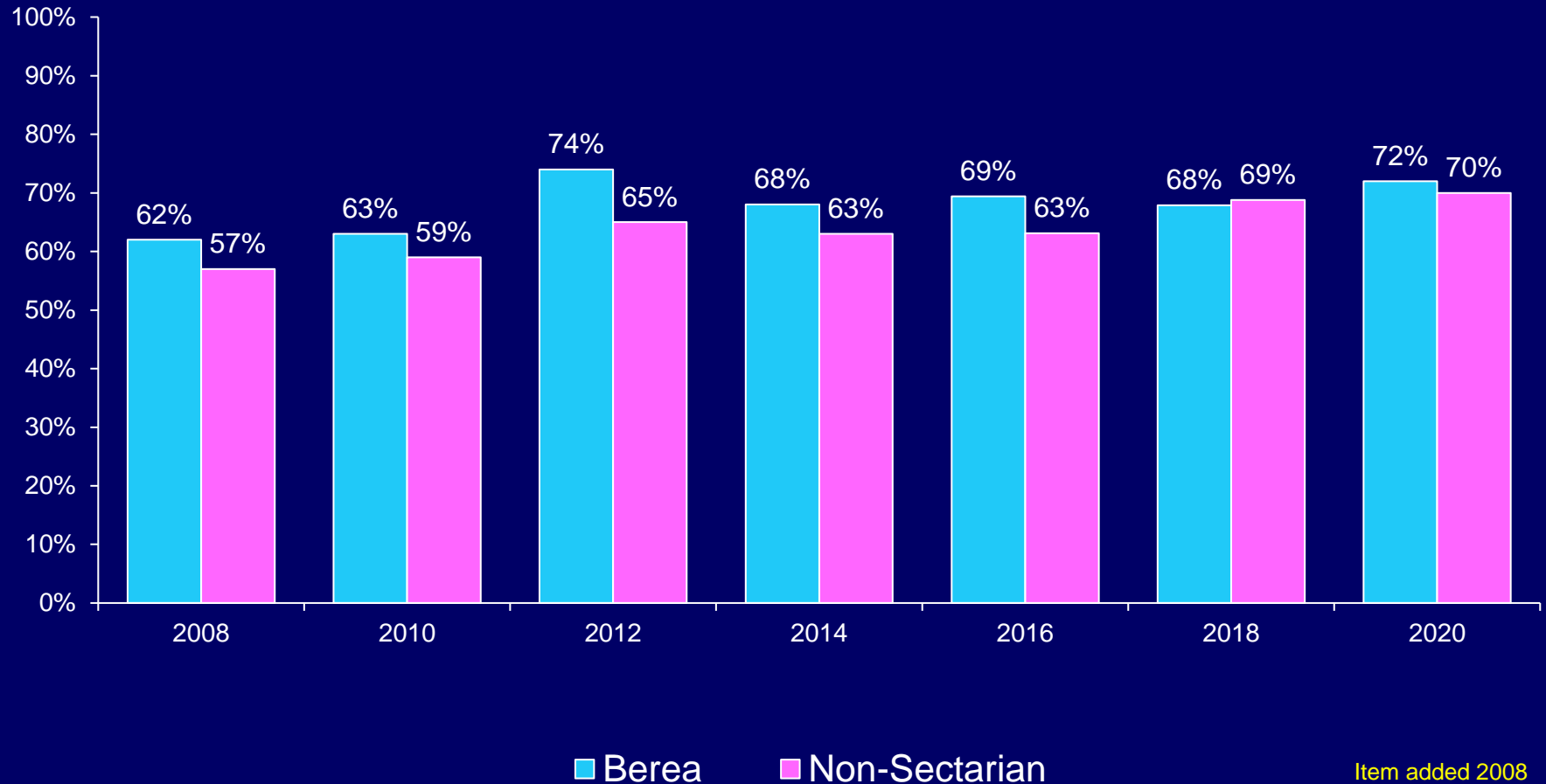
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

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

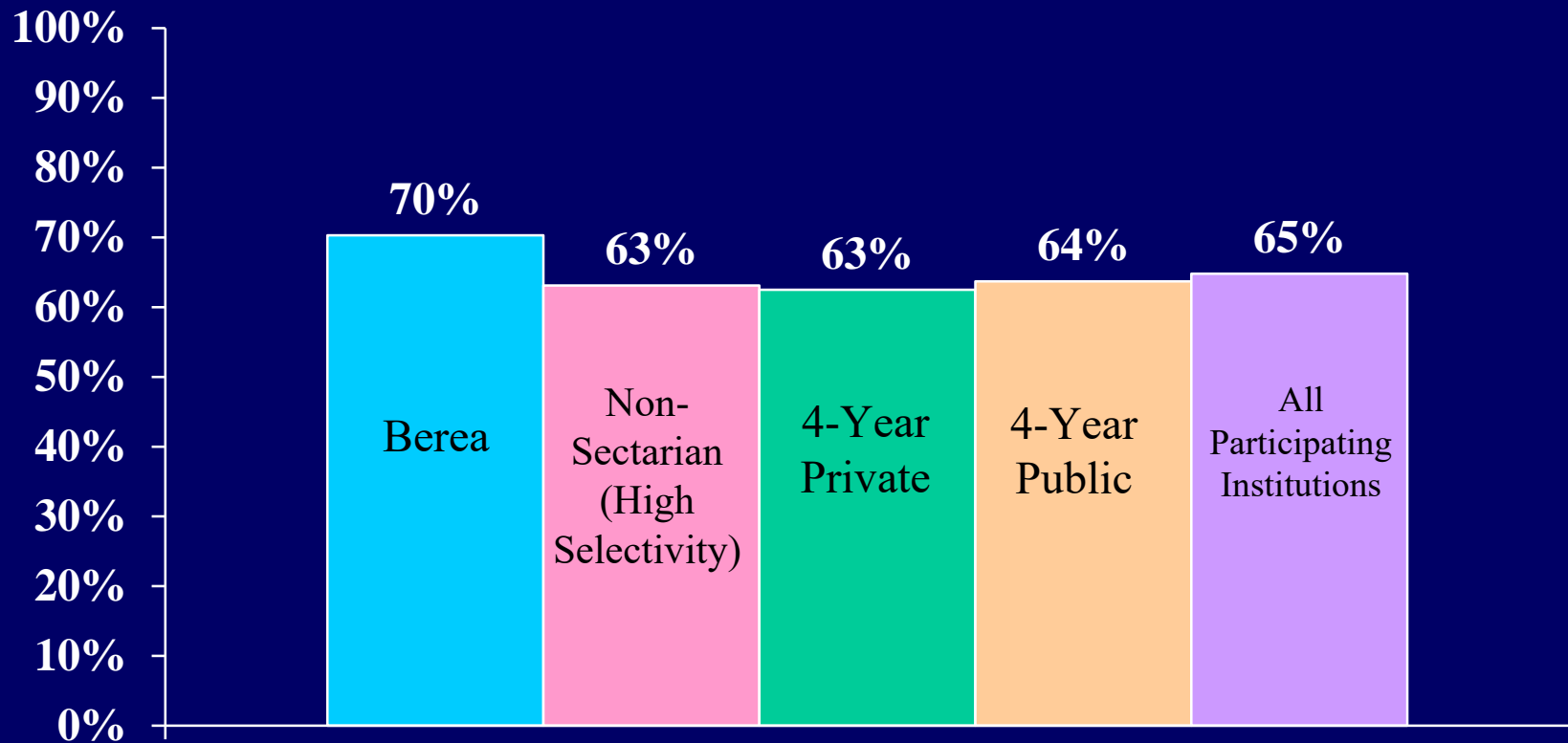
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

Openness to having my own views challenged

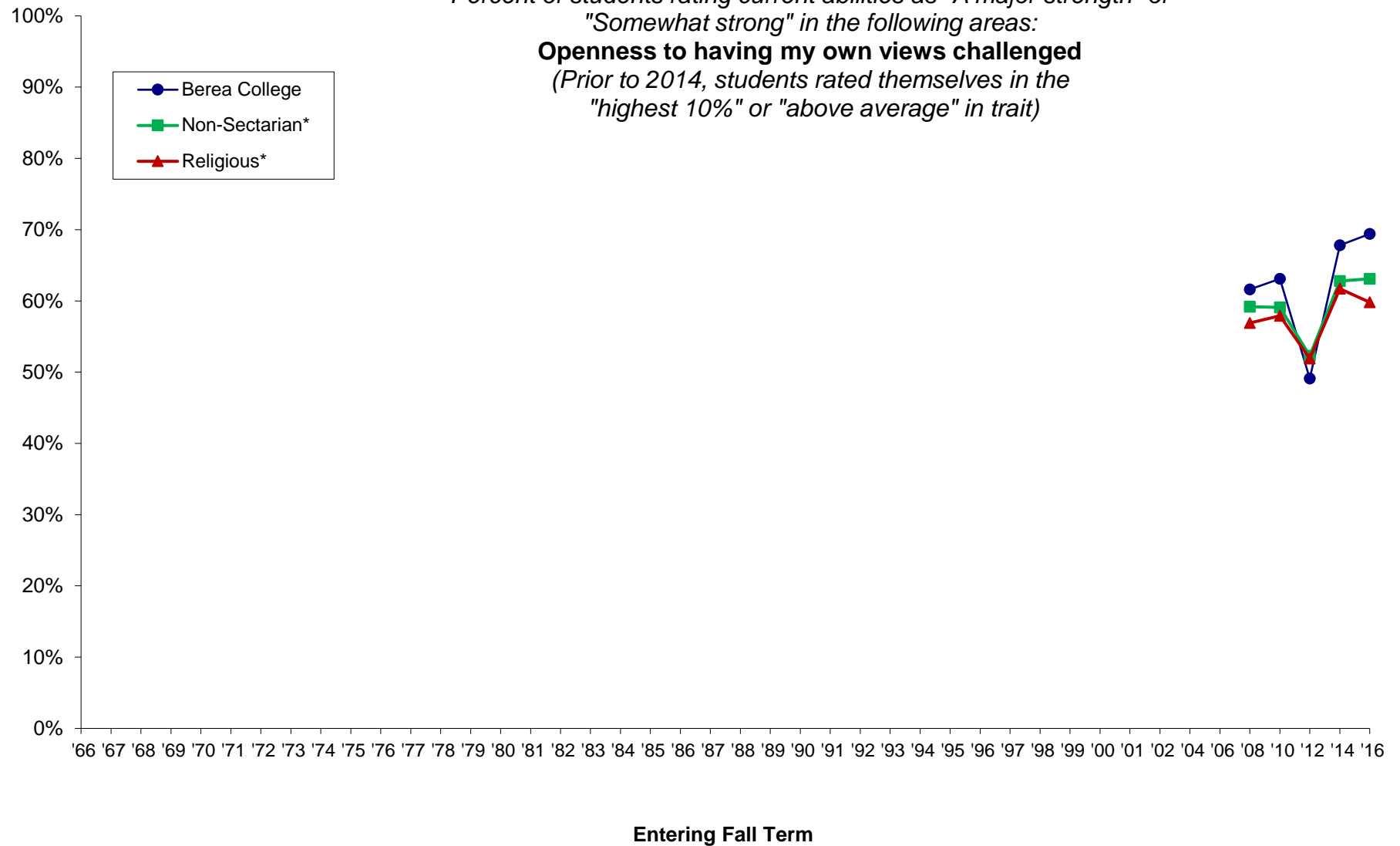


Percentage of students who rated themselves “a major strength” or “somewhat strong” as compared with the average person his/her age in:

Openness to having my own views challenged



Percent of students rating current abilities as "A major strength" or "Somewhat strong" in the following areas:
Openness to having my own views challenged
(Prior to 2014, students rated themselves in the "highest 10%" or "above average" in trait)

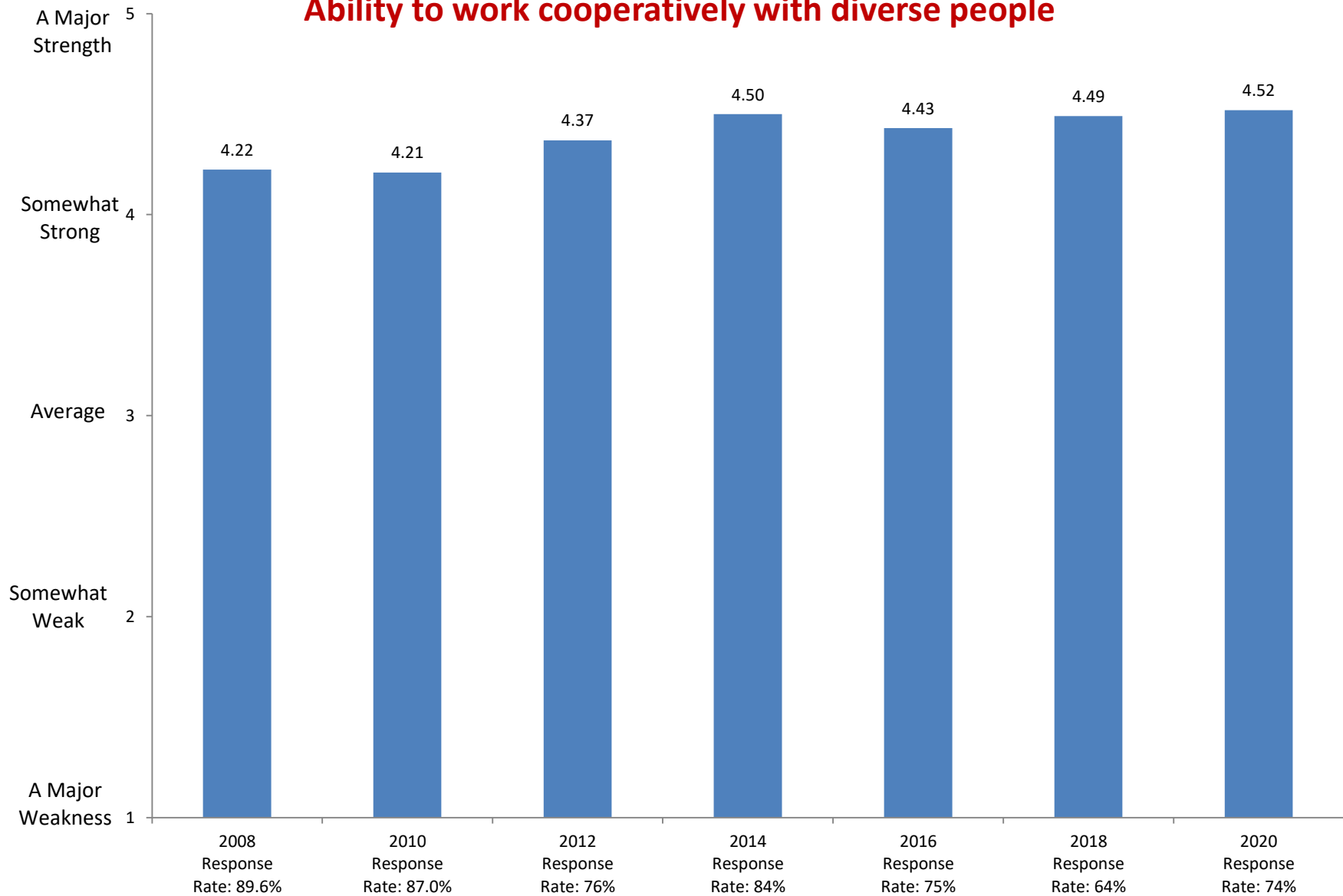


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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 would you rate yourself in the following areas:

Ability to work cooperatively with diverse people



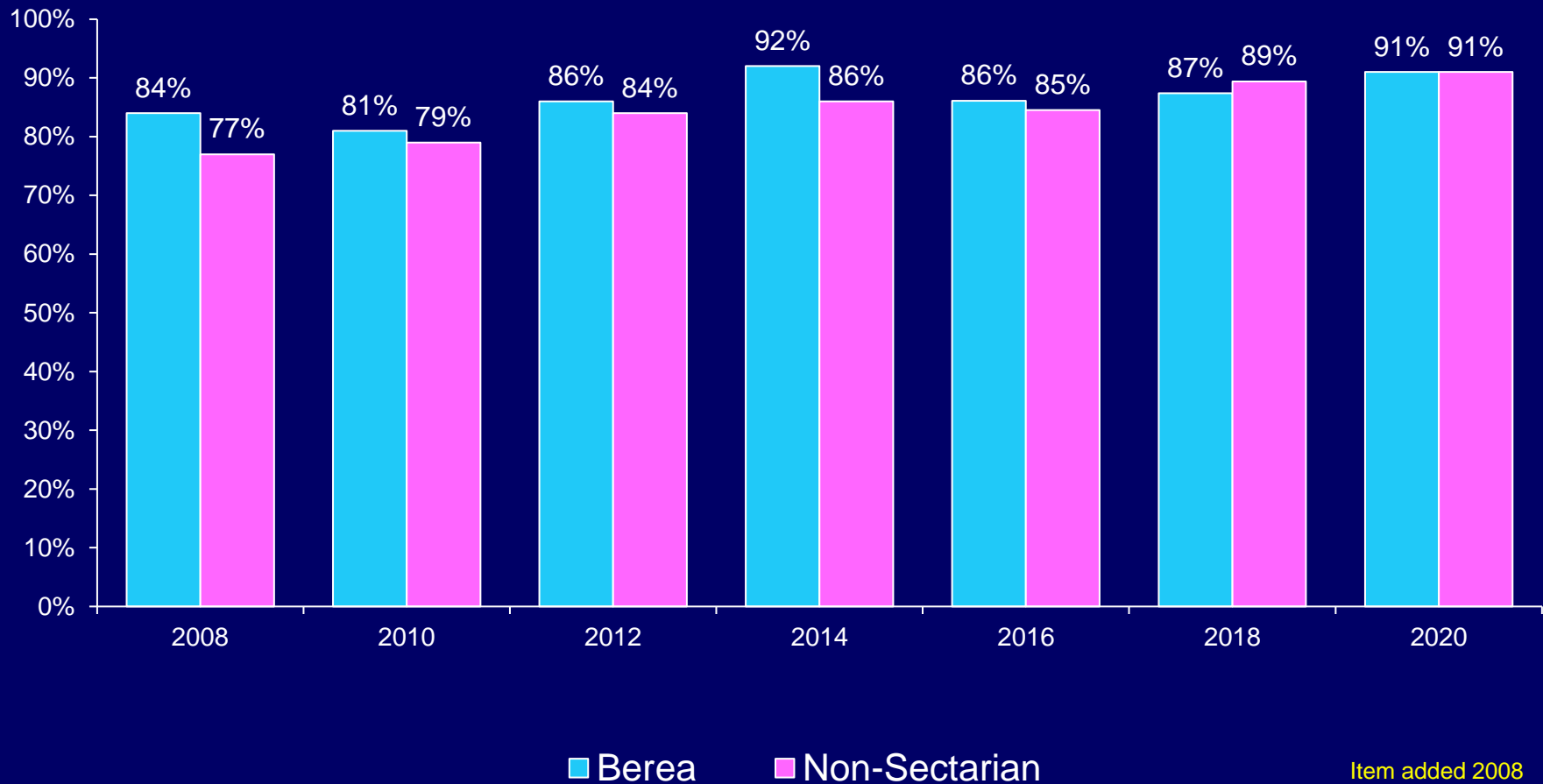
NOTE: Prompt changed in 2014, previously worded as, "Rate yourself on each of the following traits as compared with the average person your age."
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

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

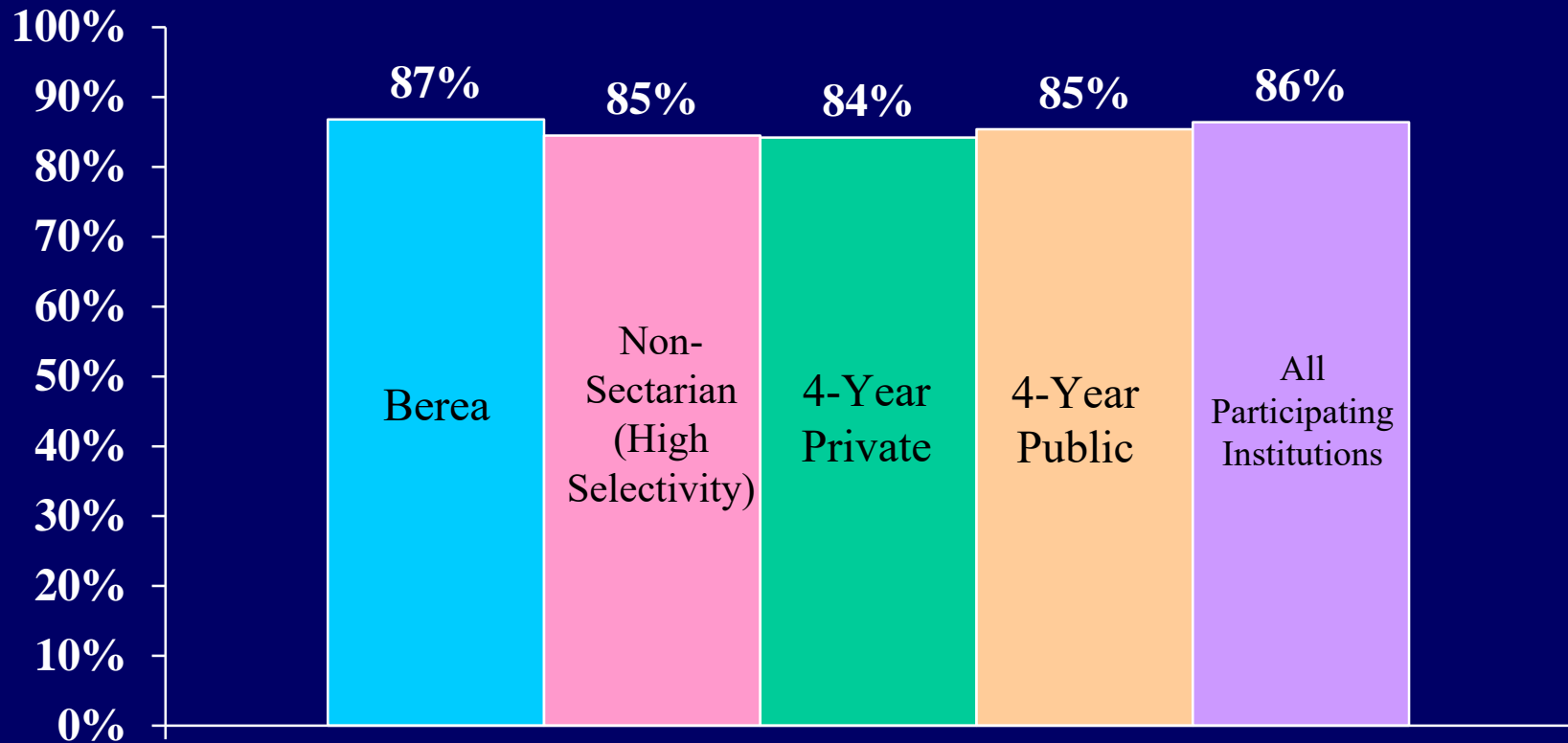
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

Ability to work cooperatively with diverse people

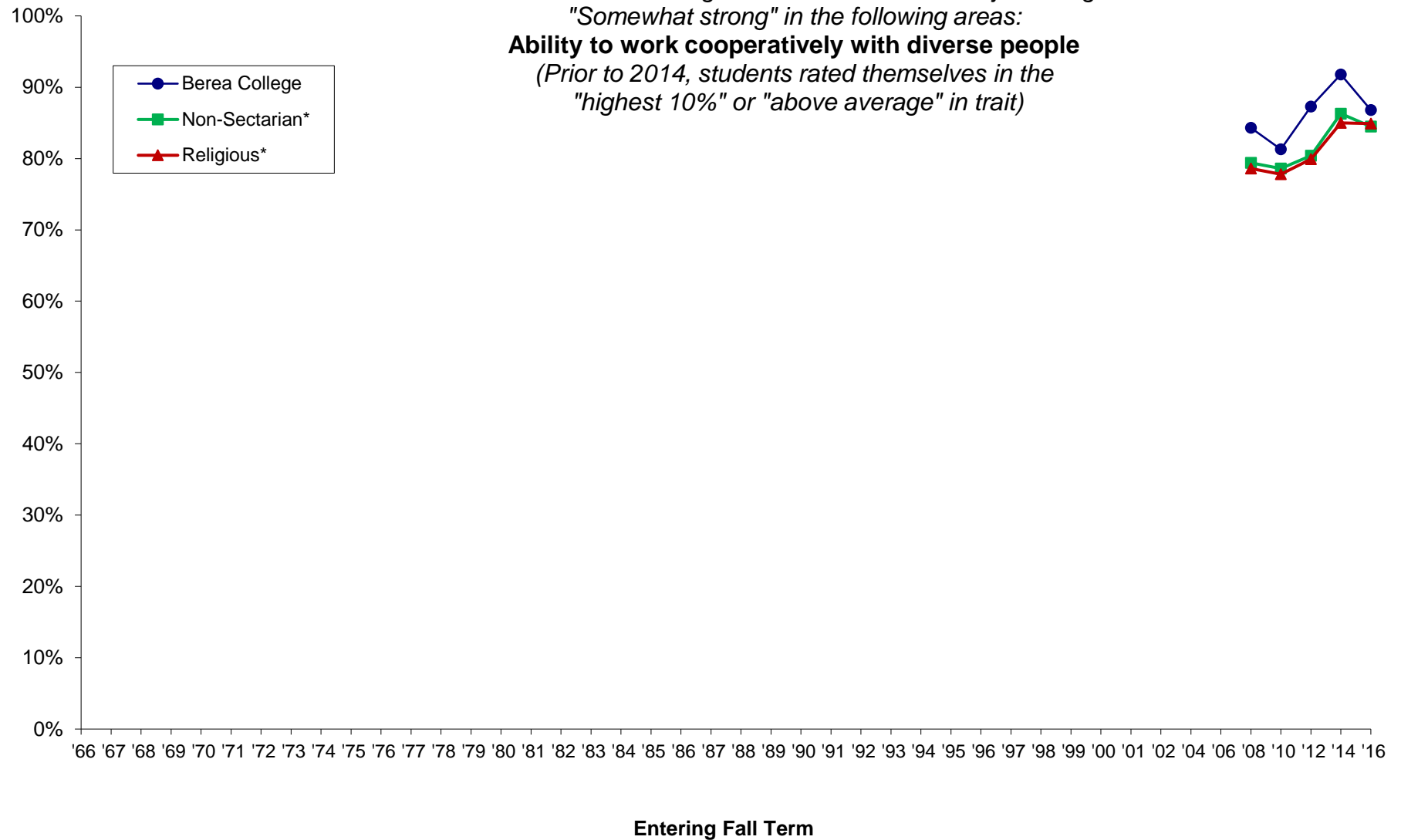


Percentage of students who rated themselves in the “a major strength” or “somewhat strong” as compared with the average person his/her age in:

Ability to work cooperatively with diverse people



Percent of students rating current abilities as "A major strength" or "Somewhat strong" in the following areas:
Ability to work cooperatively with diverse people
(Prior to 2014, students rated themselves in the "highest 10%" or "above average" in trait)

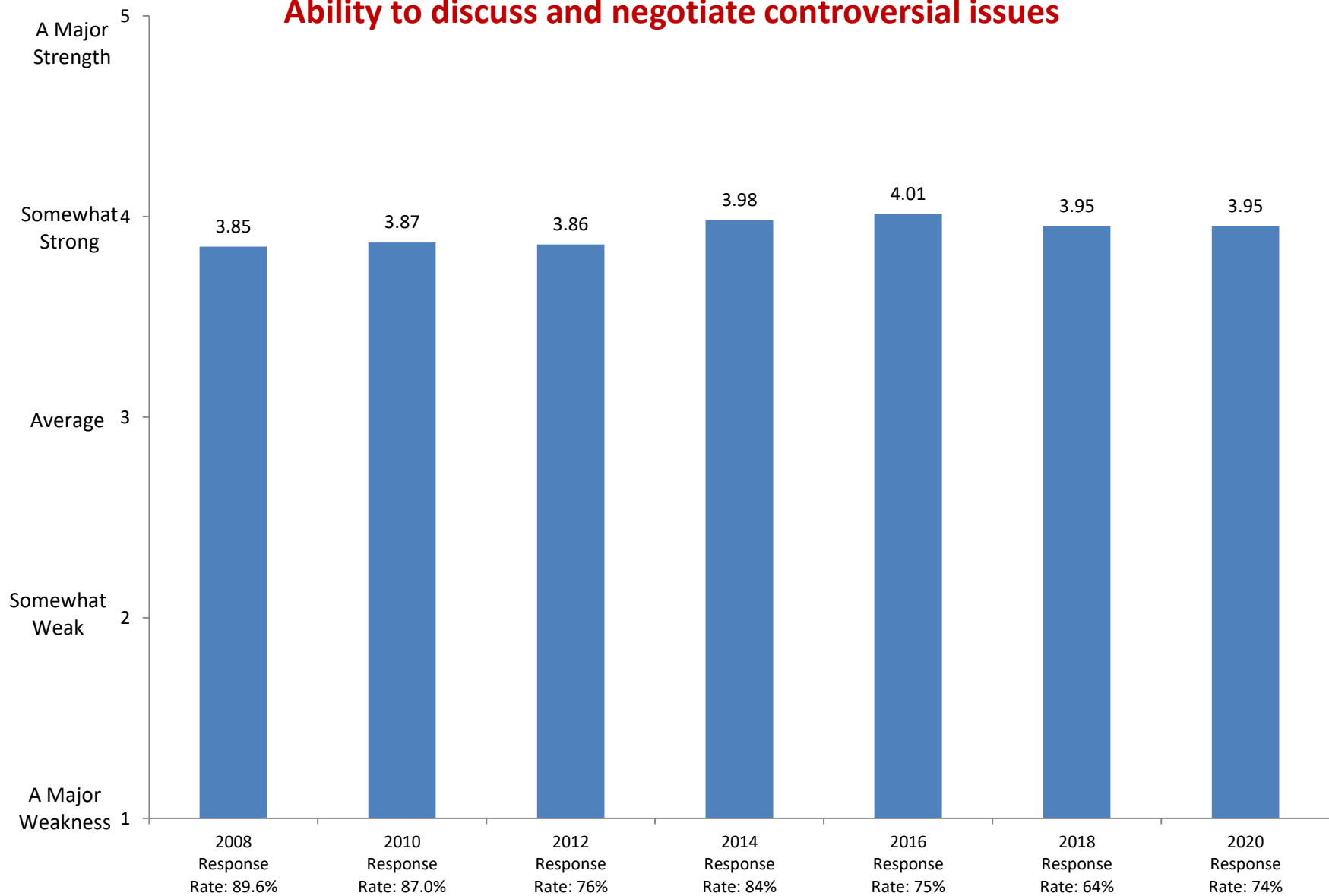


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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 would you rate yourself in the following areas:

Ability to discuss and negotiate controversial issues



NOTE: Prompt changed in 2014, previously worded as, "Rate yourself on each of the following traits as compared with the average person your age."

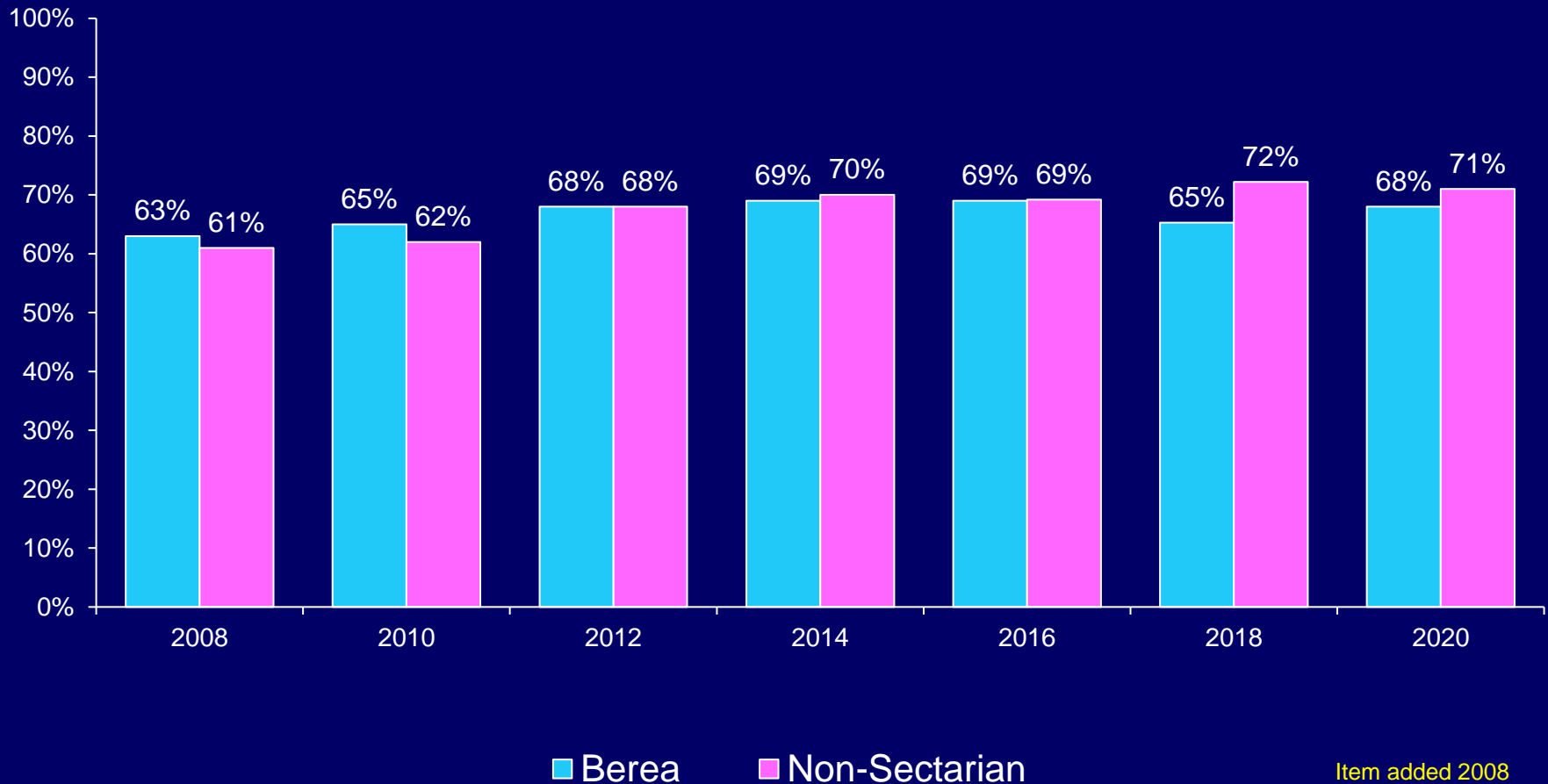
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

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

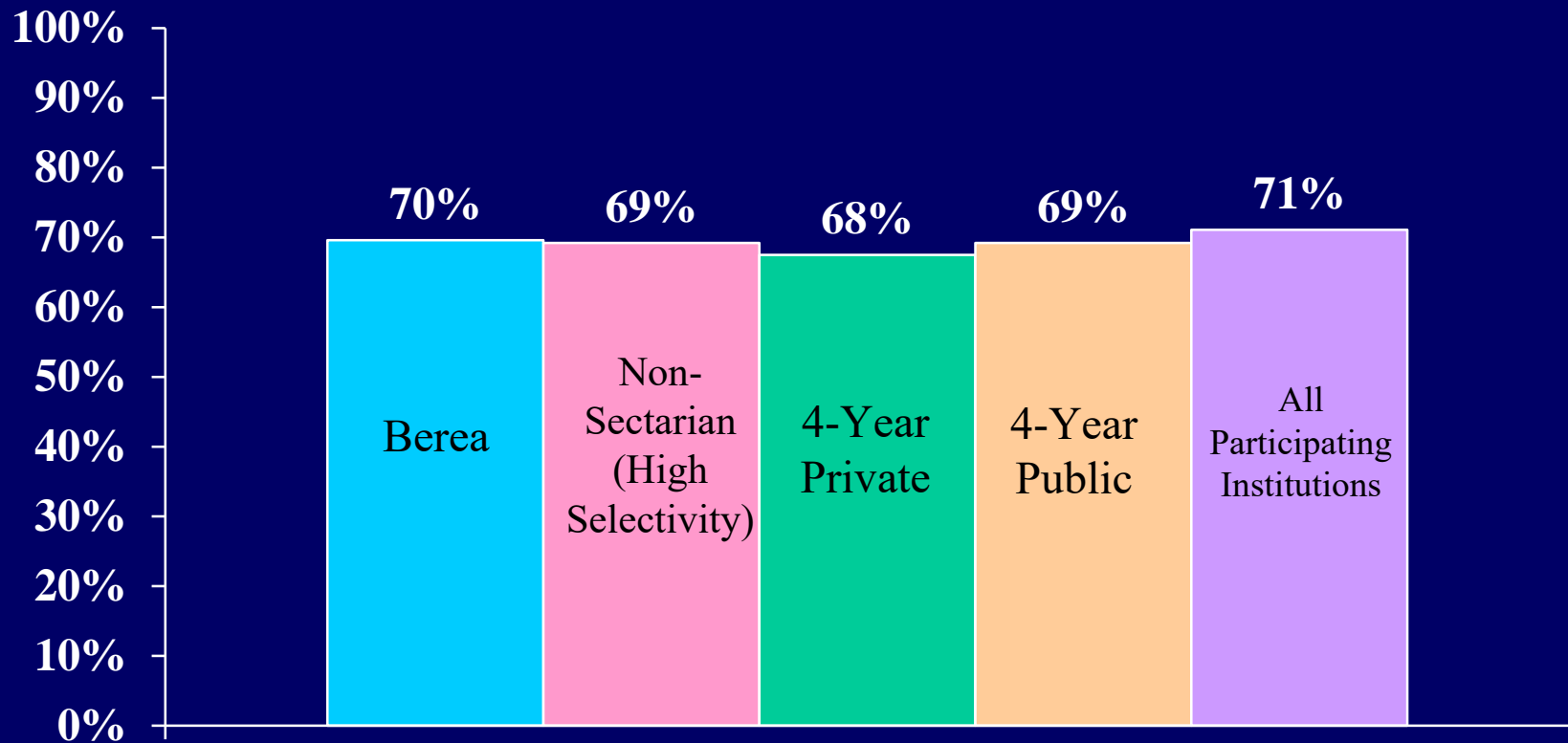
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

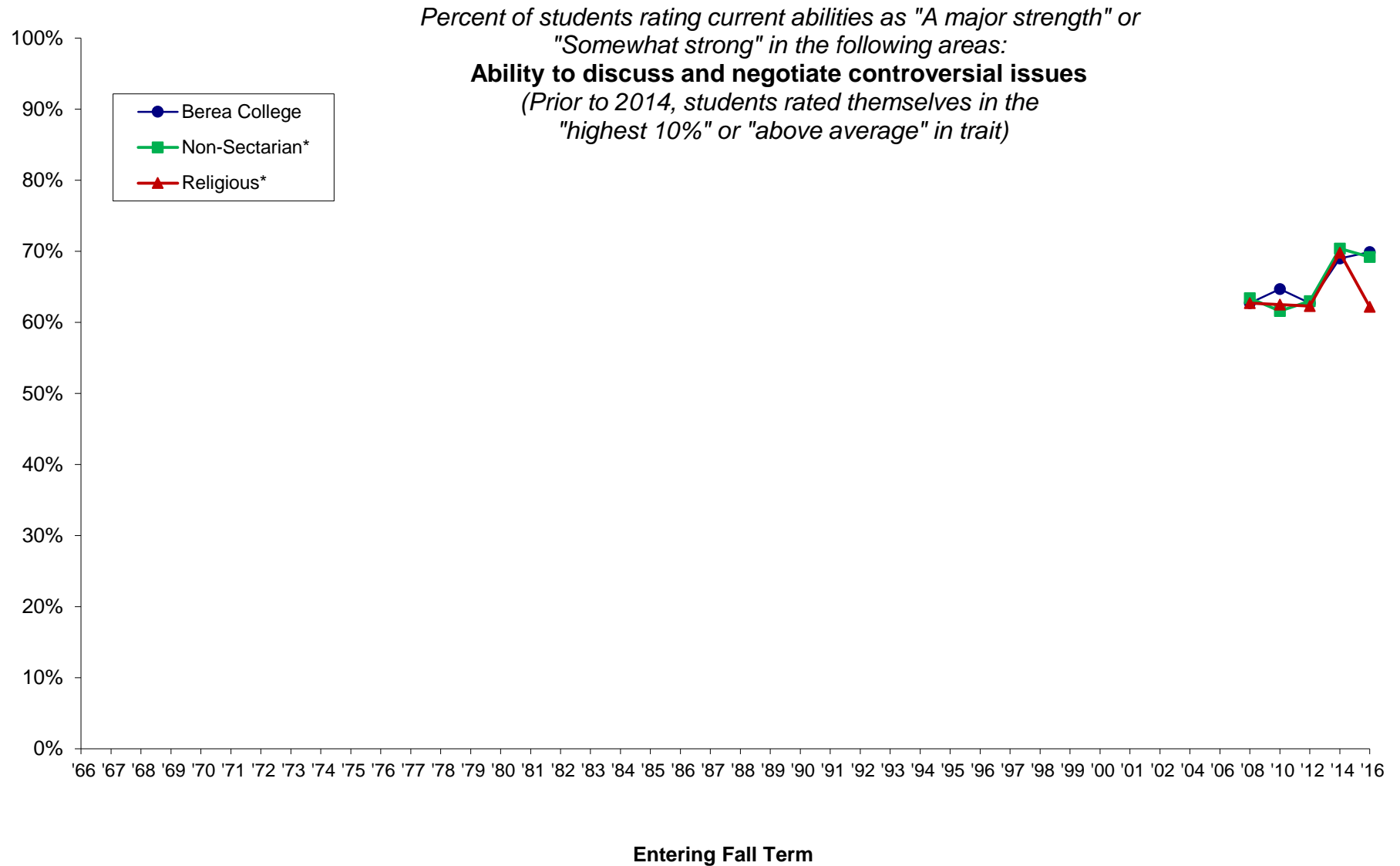
Ability to discuss and negotiate controversial issues



Percentage of students who rated themselves in the “a major strength” or “somewhat strong” as compared with the average person his/her age in:

Ability to discuss and negotiate controversial issues



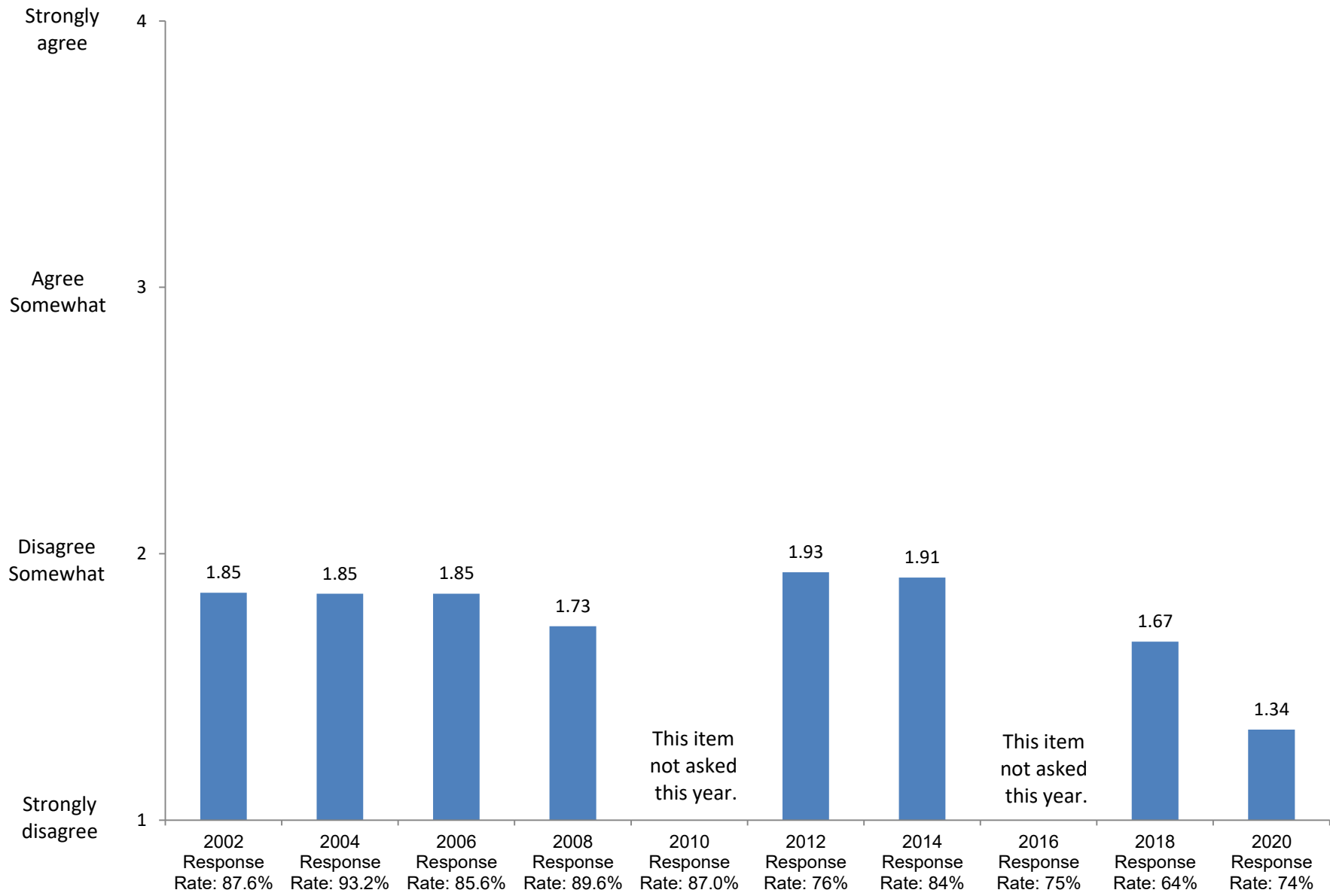


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

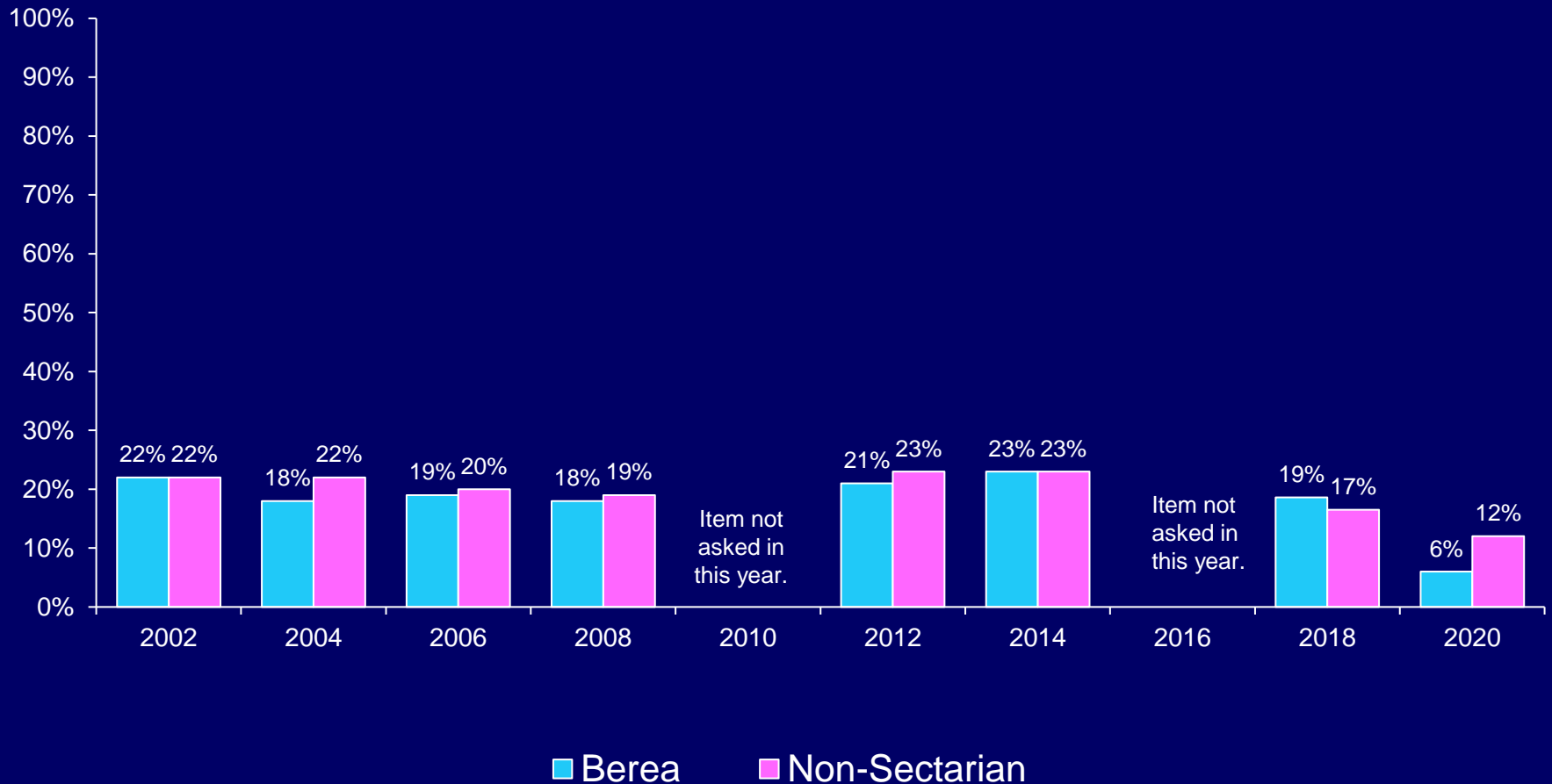
Rate your agreement with each of the following.

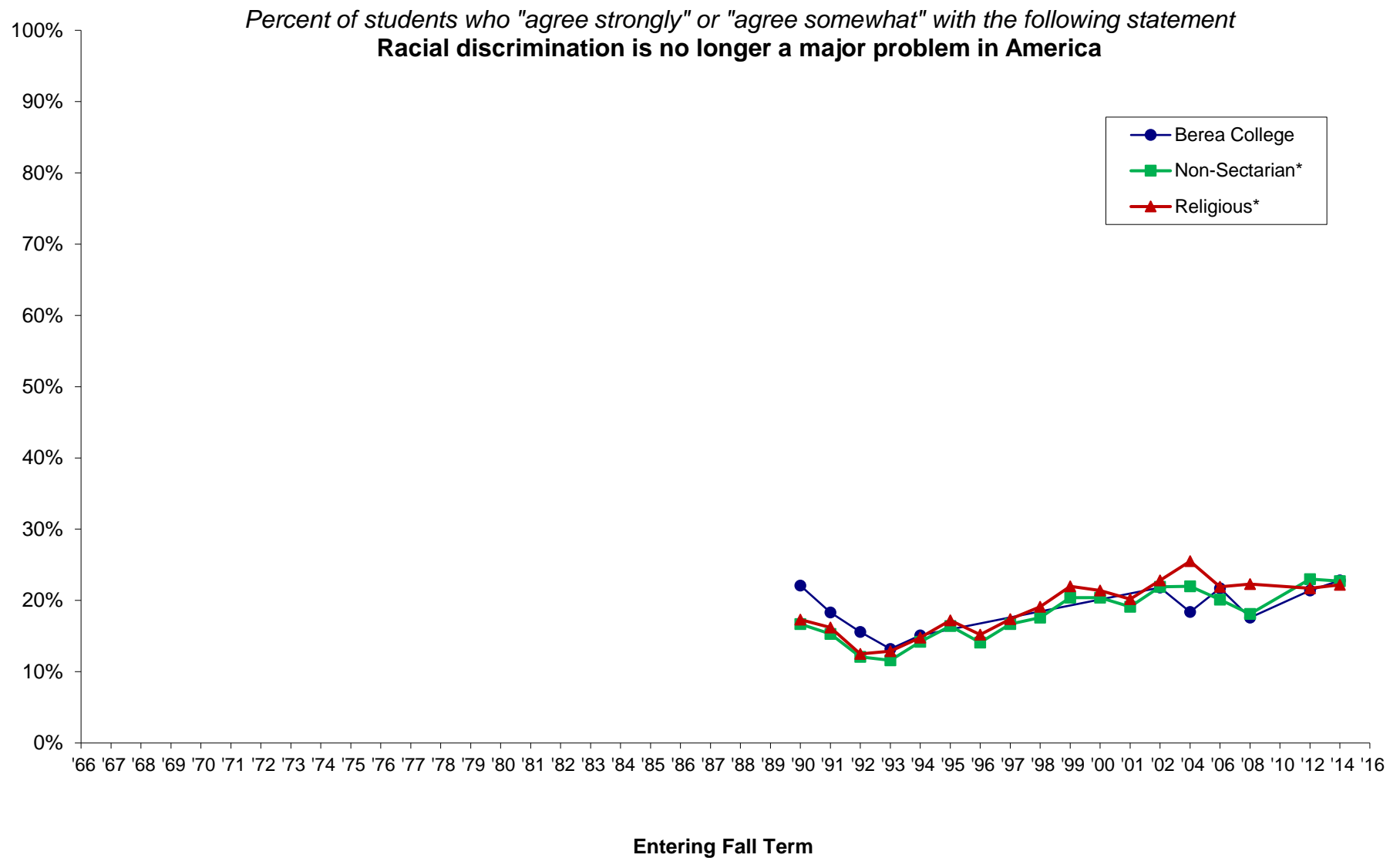
Racial discrimination is no longer a major problem in America



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:
**Racial discrimination is no longer
a major problem in America**



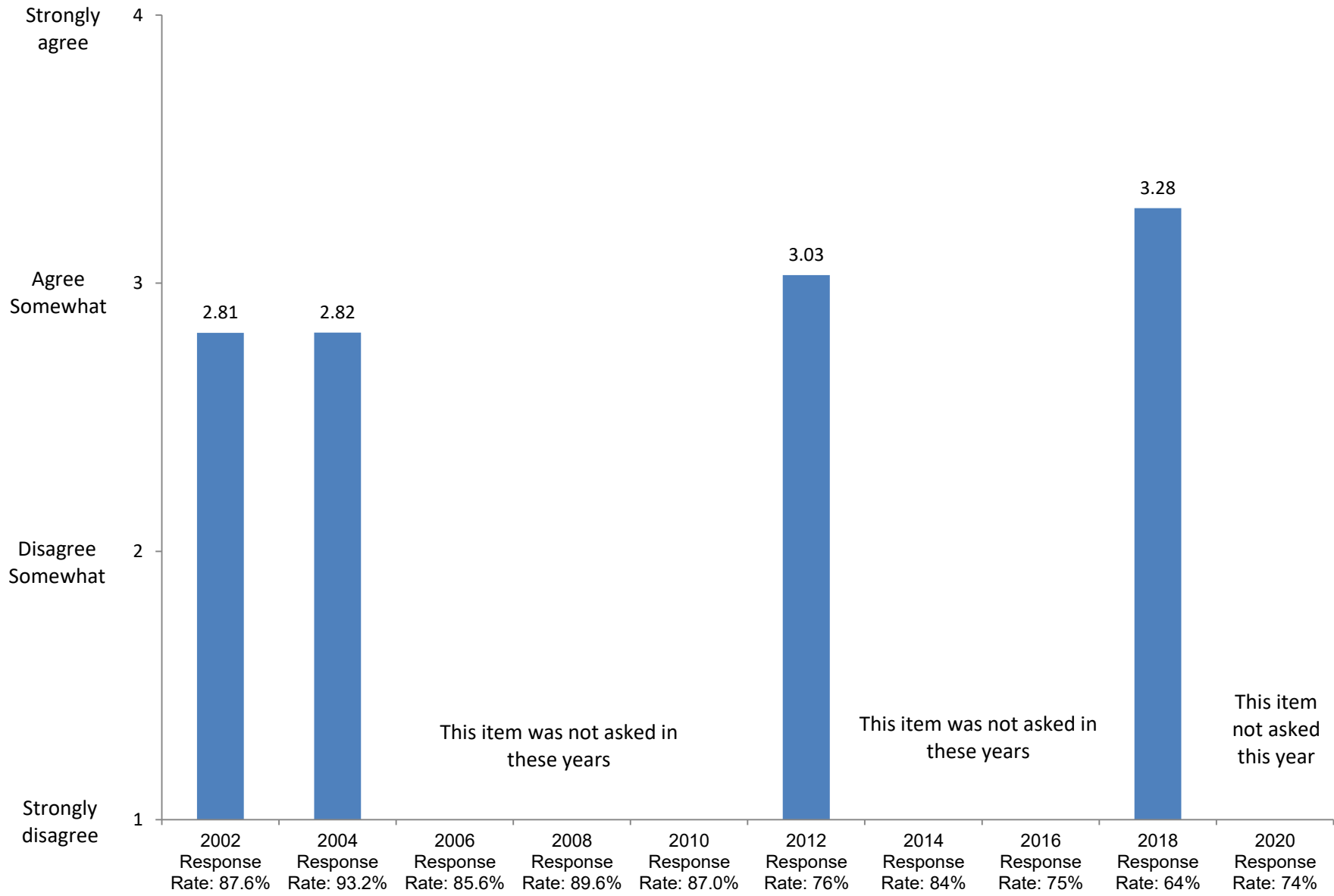


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

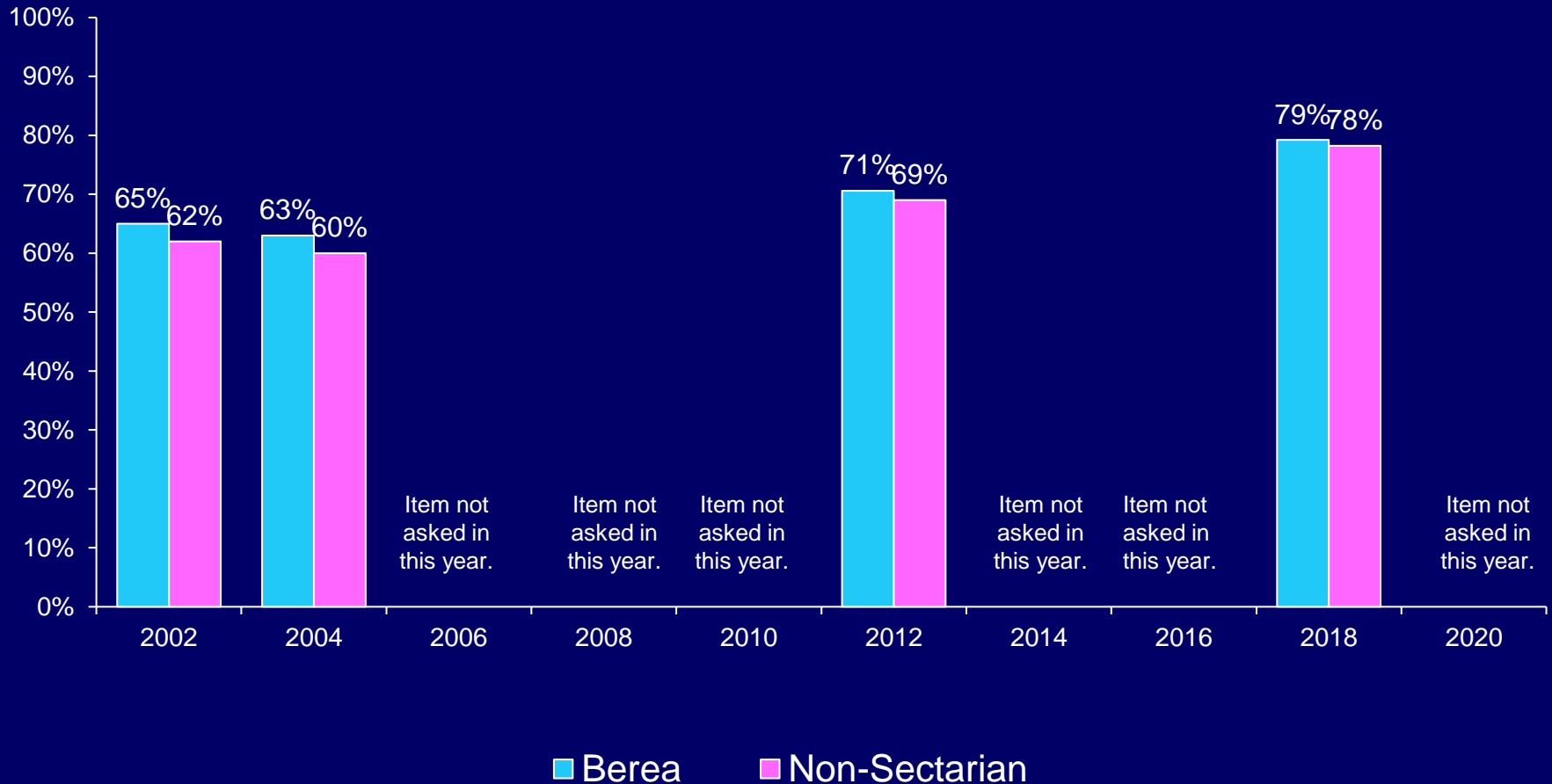
Rate your agreement with each of the following.

Colleges should prohibit racist/sexist speech on campus

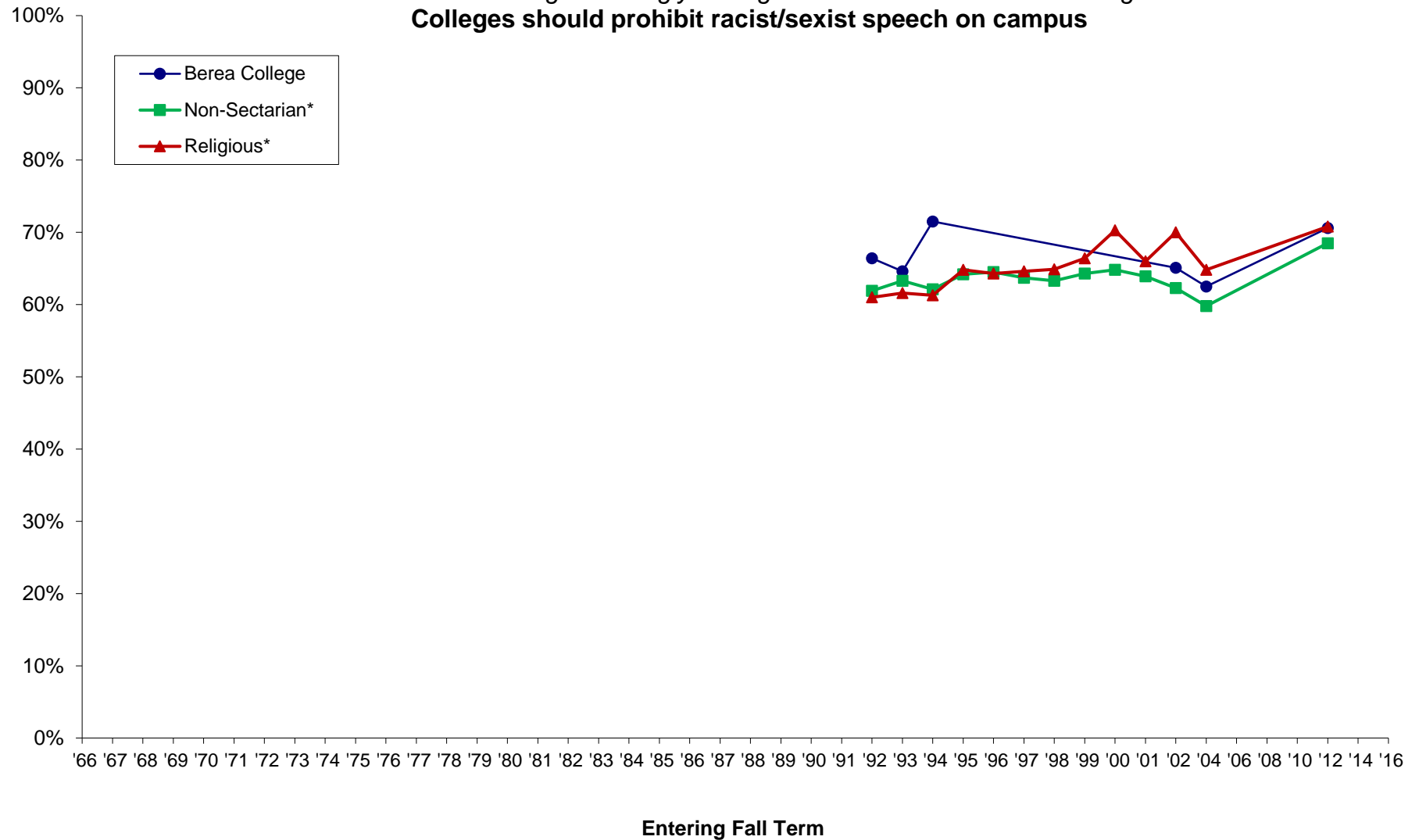


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who “agree strongly” or “agree somewhat” that:
Colleges should prohibit racist/sexist speech on campus



Percent of students who "agree strongly" or "agree somewhat" with the following statement
Colleges should prohibit racist/sexist speech on campus

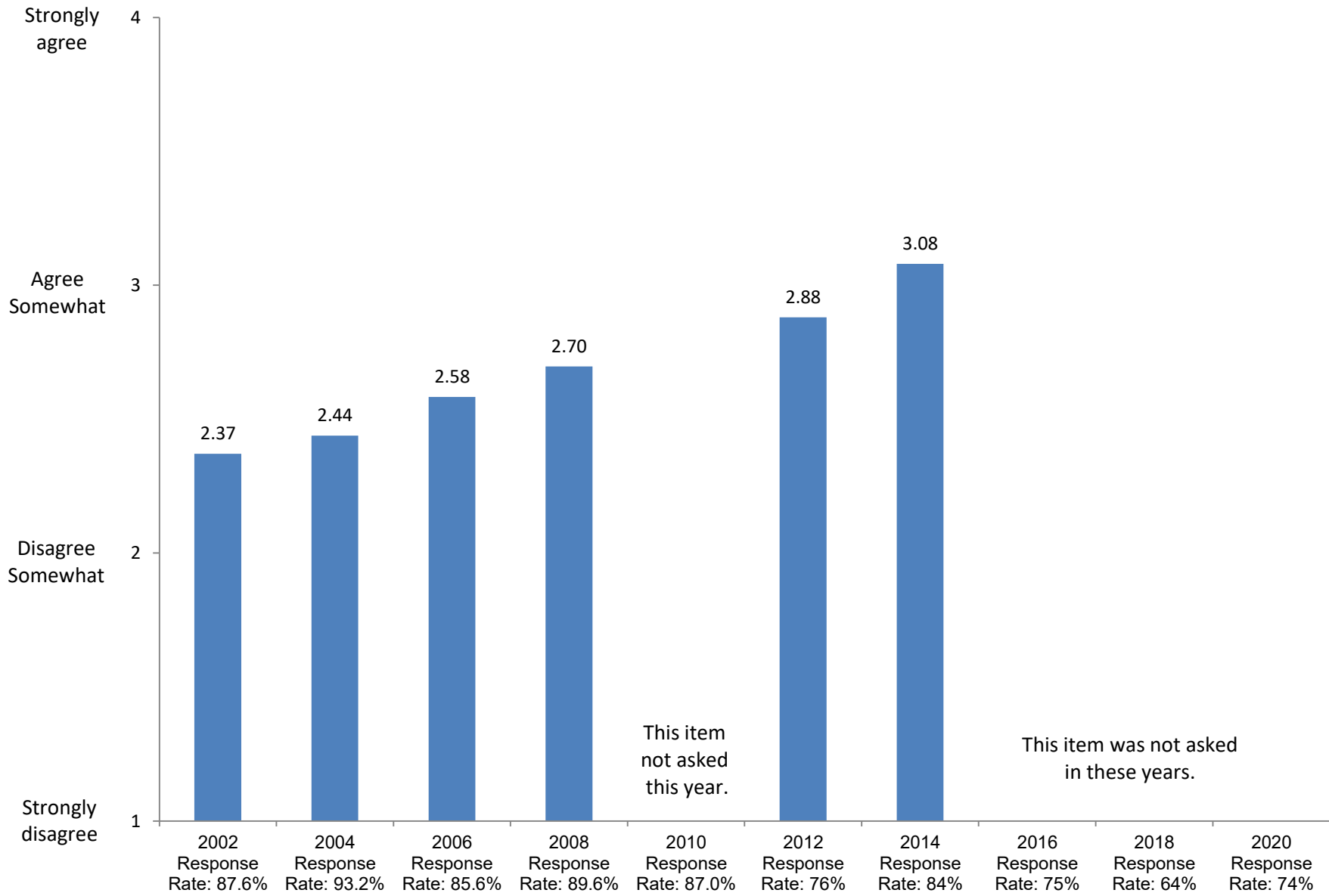


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

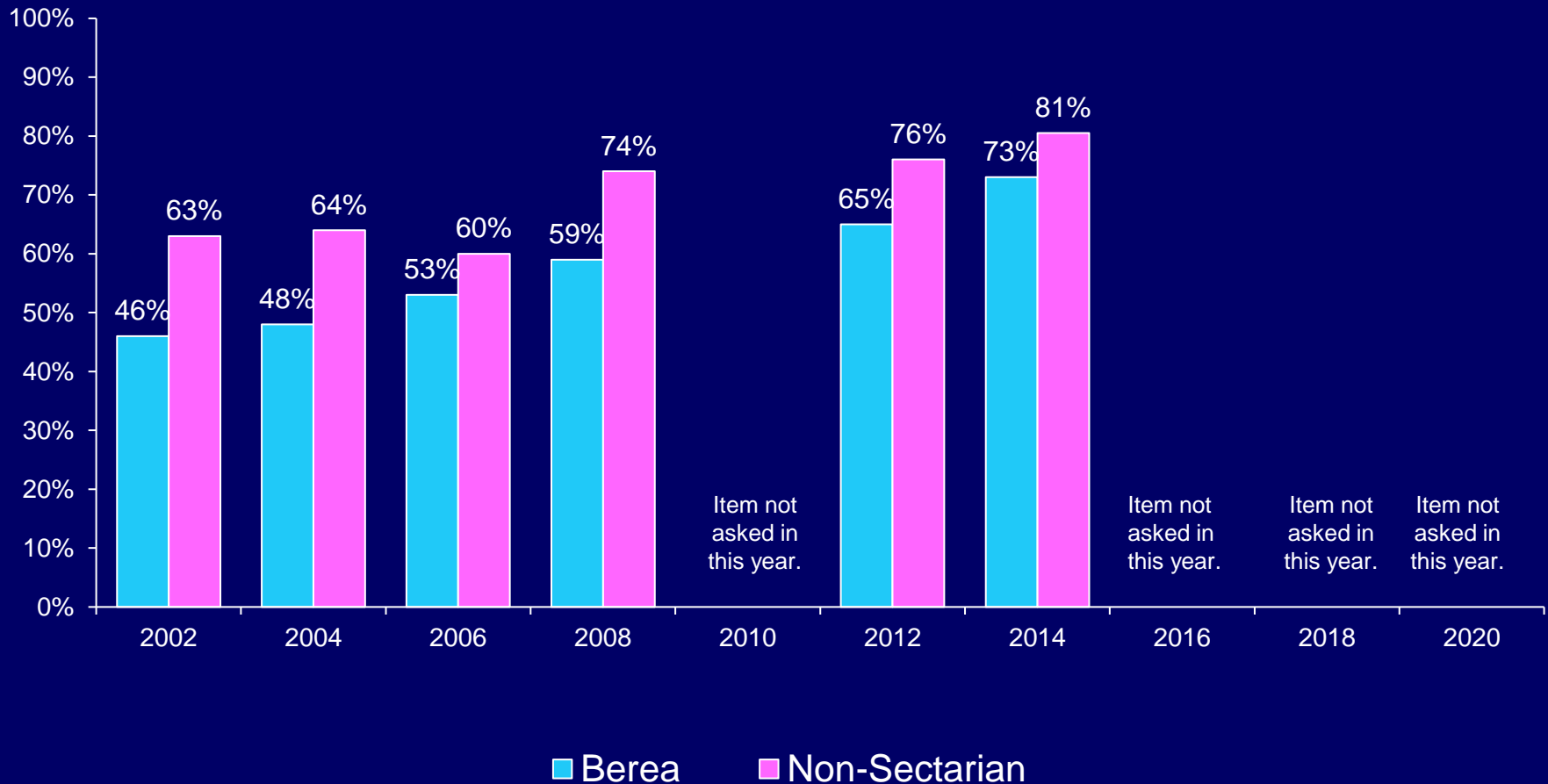
Rate your agreement with each of the following.

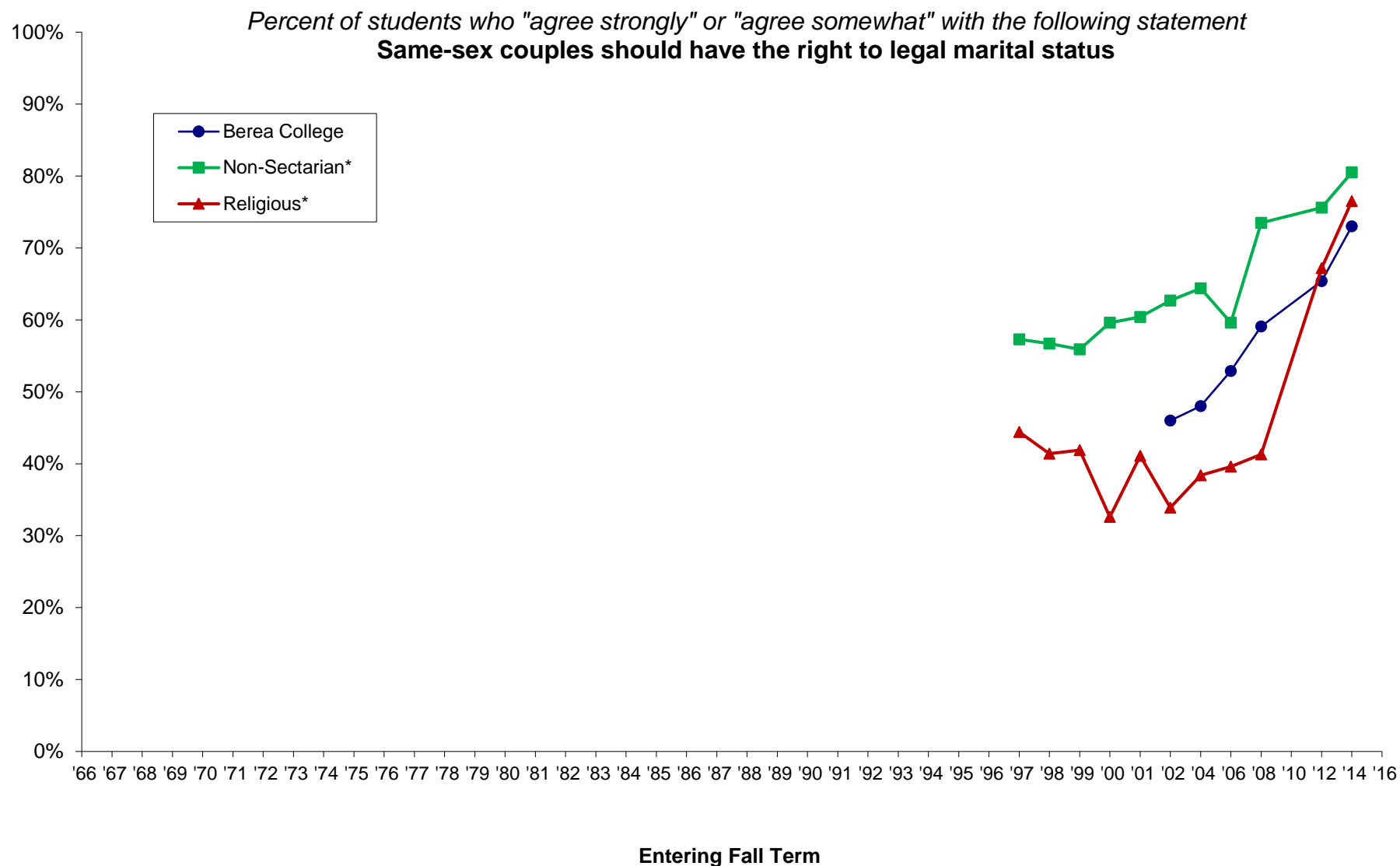
Same-sex couples should have the right to legal marital status



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:
**Same-sex couples should have the right
to legal marital status**



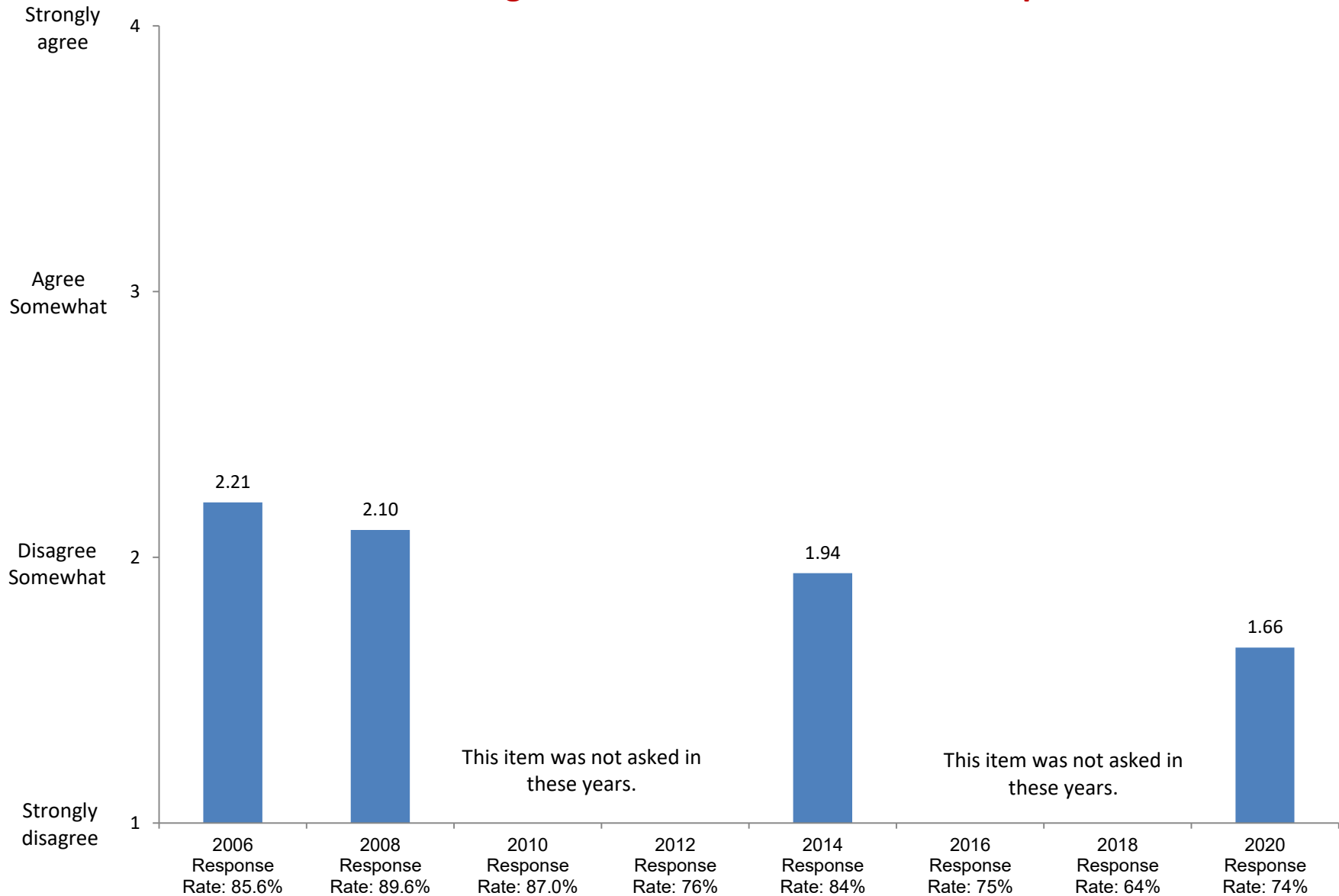


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

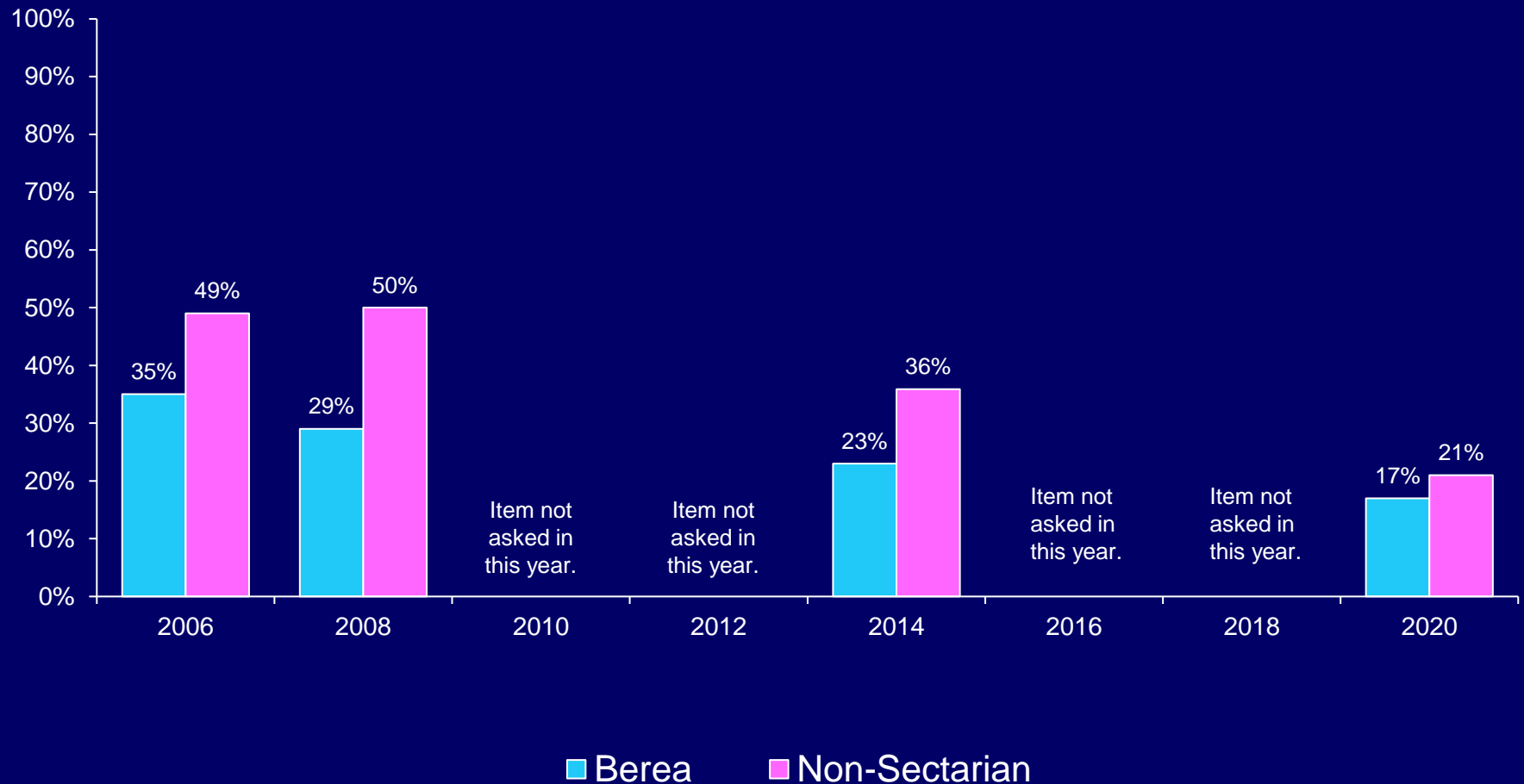
Undocumented immigrants should be denied access to public education

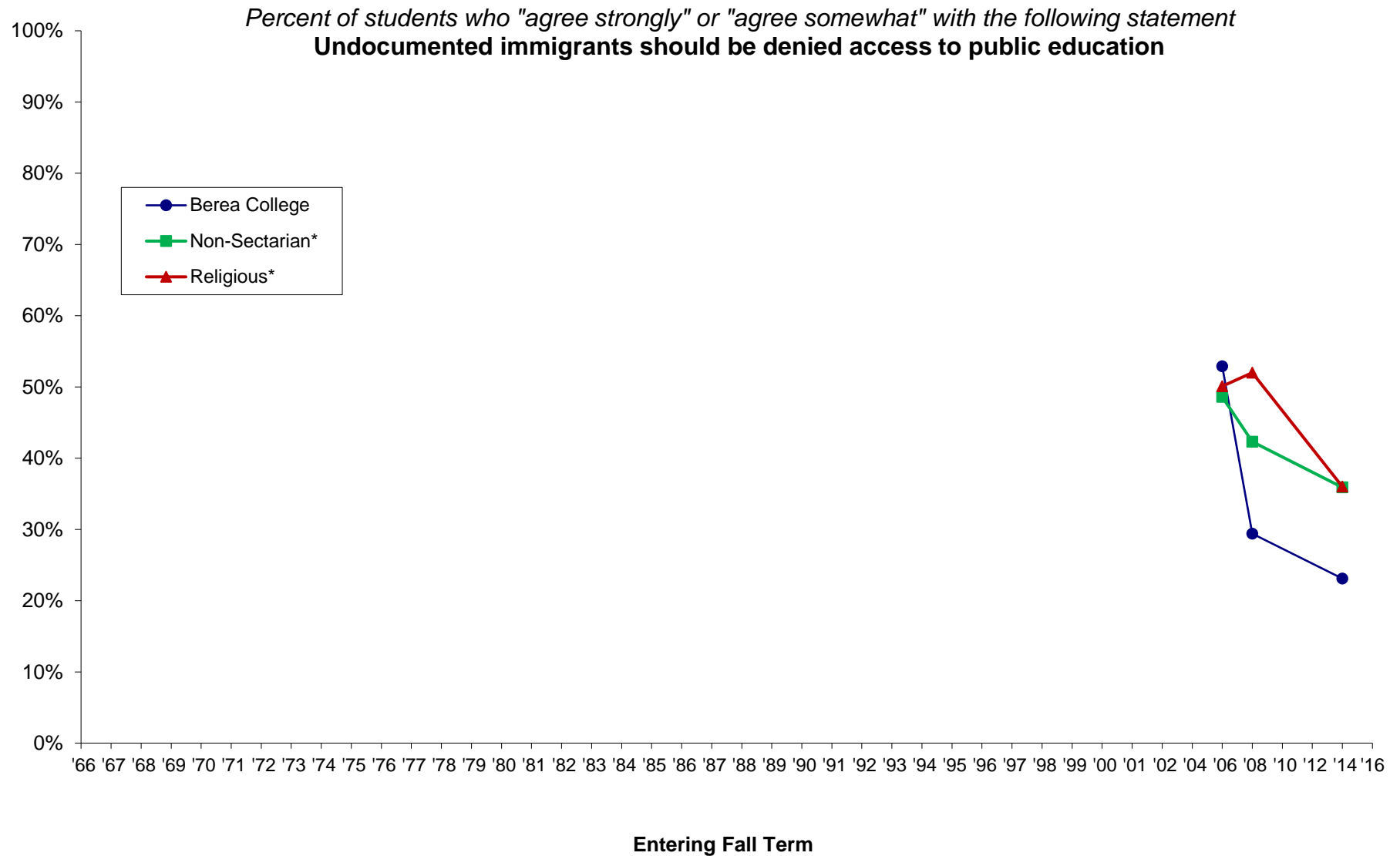


Item added in 2006.

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:
Undocumented immigrants should be denied access to public education





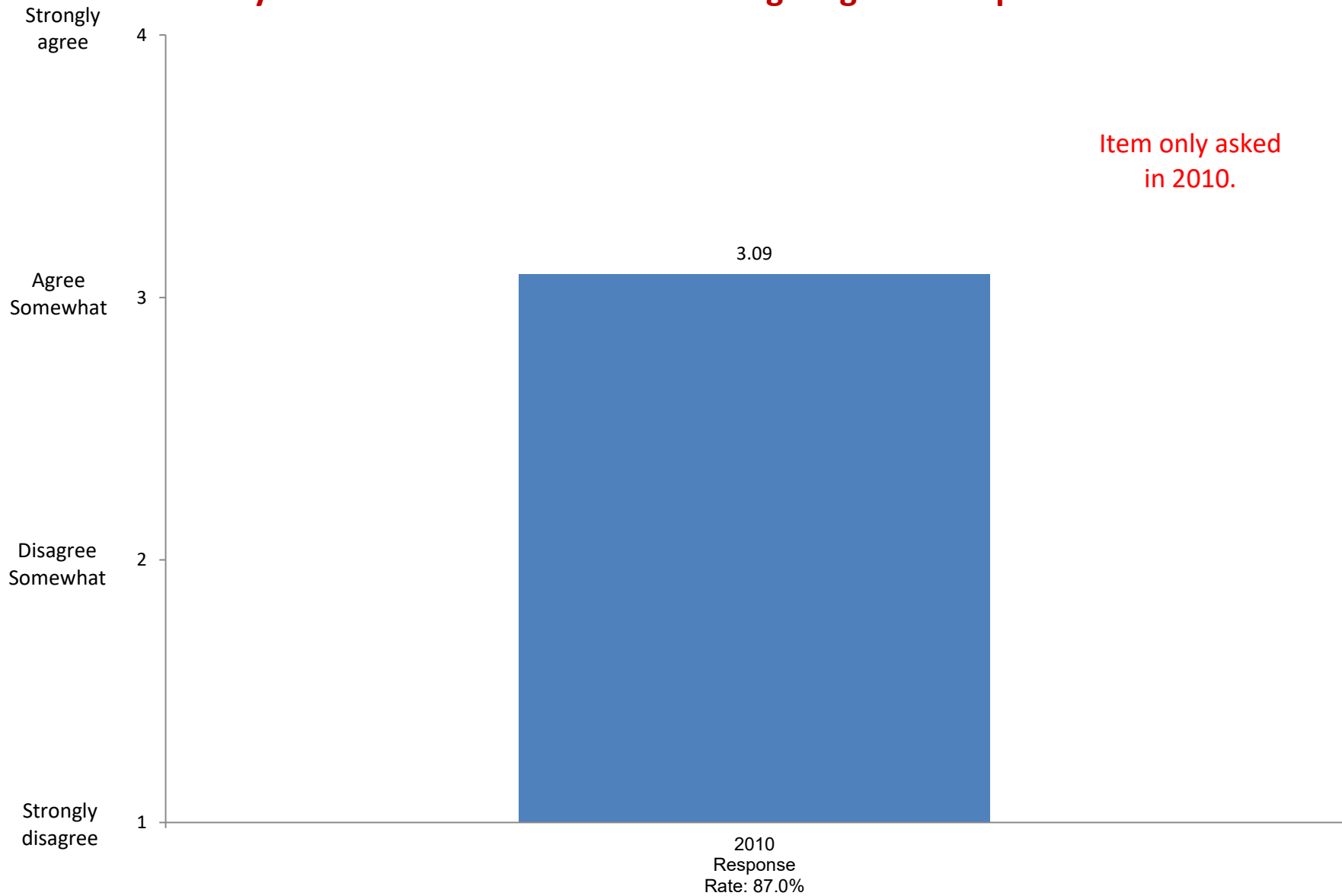
*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

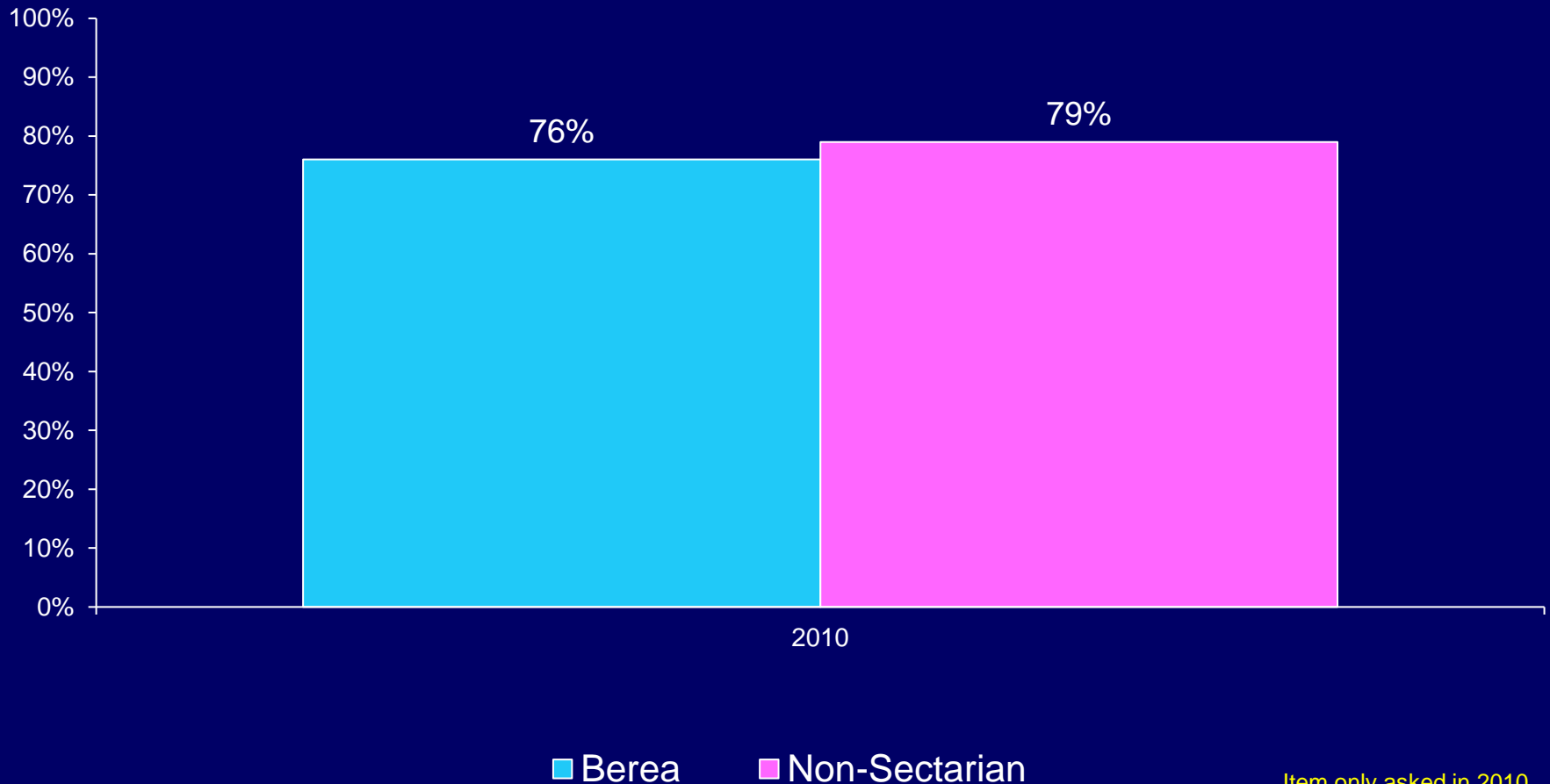
Gays and lesbians should have the legal right to adopt a child

Item only asked
in 2010.



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 “agreesomewhat” that:
**Gays and lesbians should have the
legal right to adopt a child**



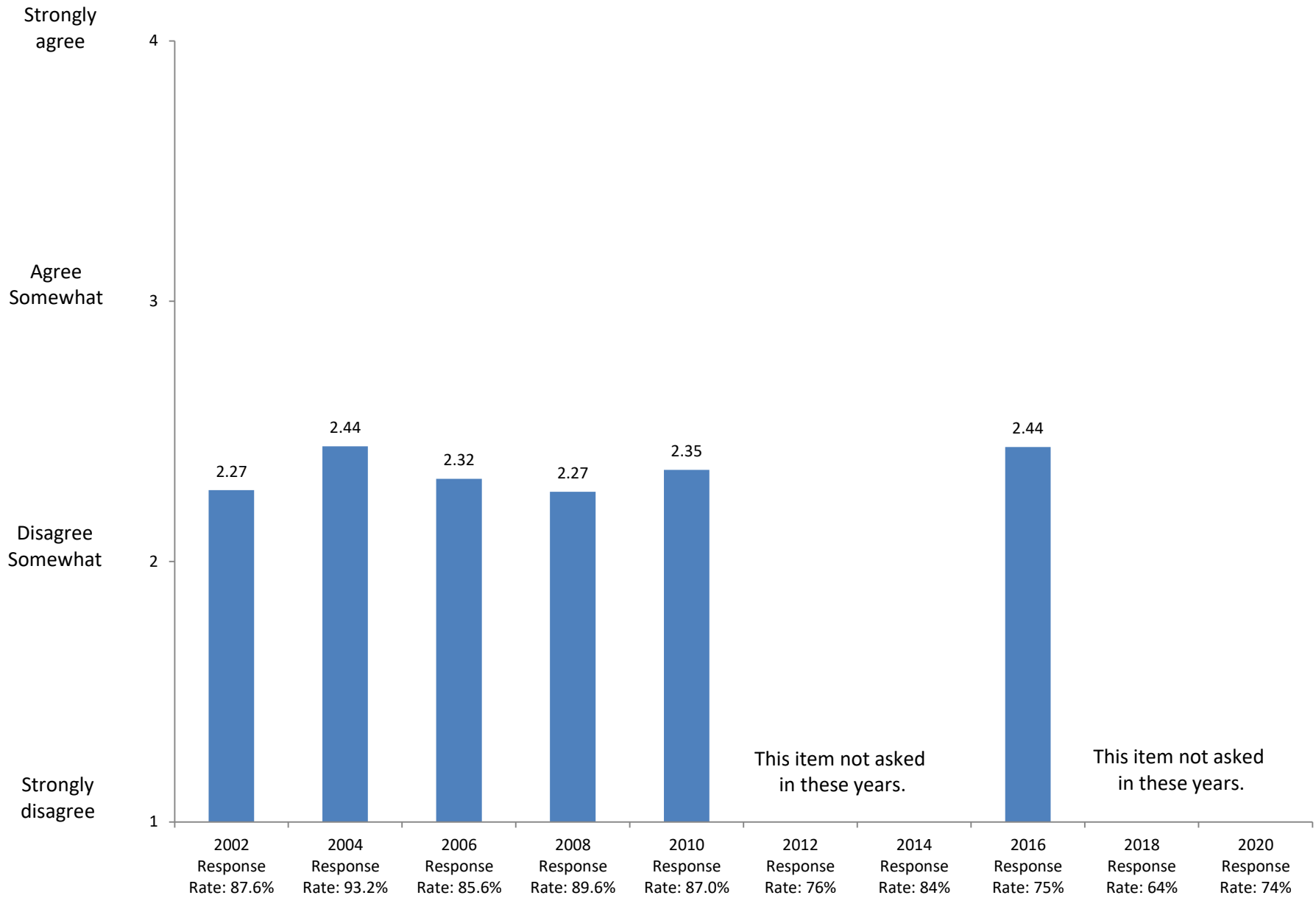


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

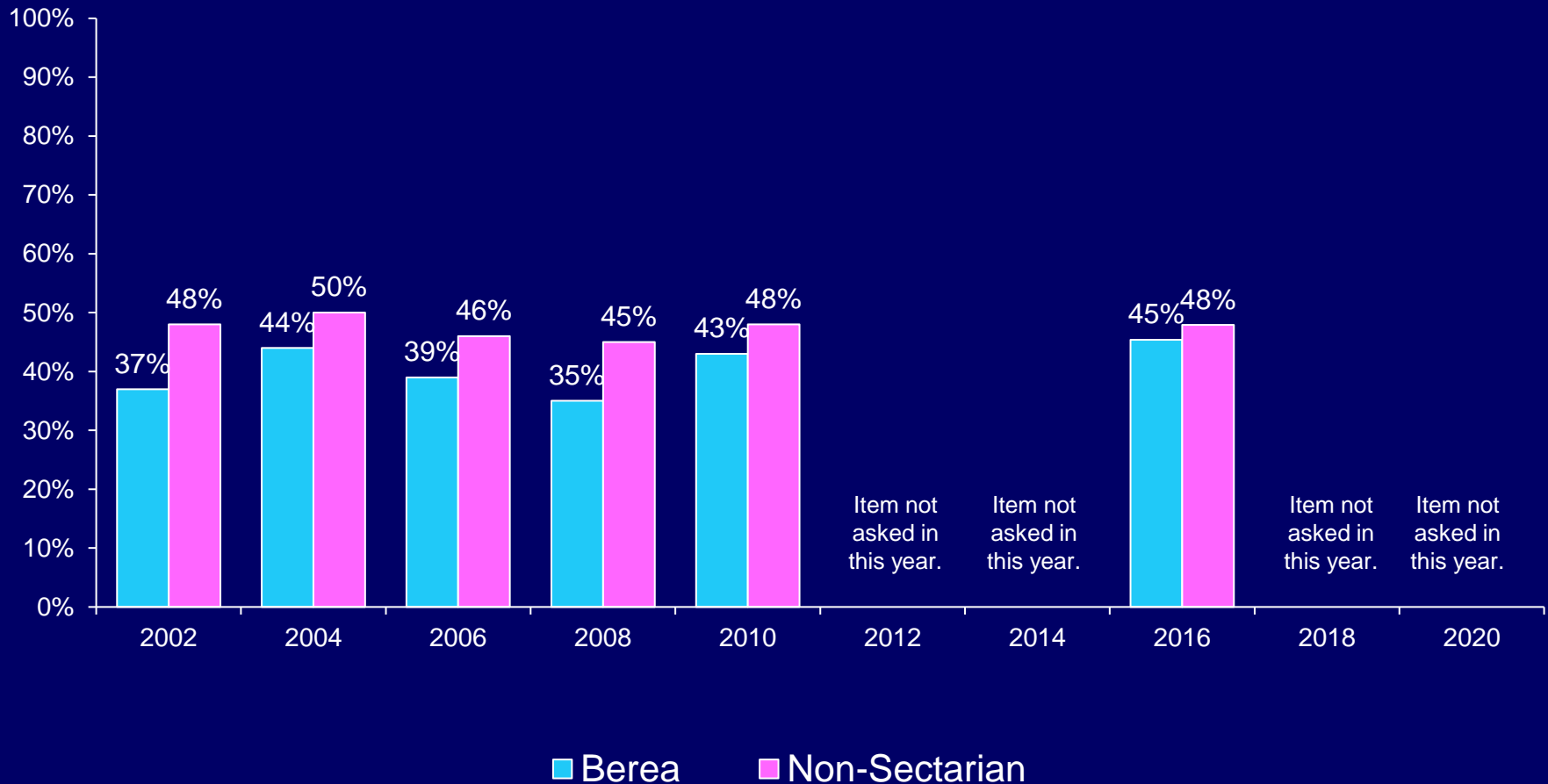
Rate your agreement with each of the following.

Affirmative action in college admissions should be abolished



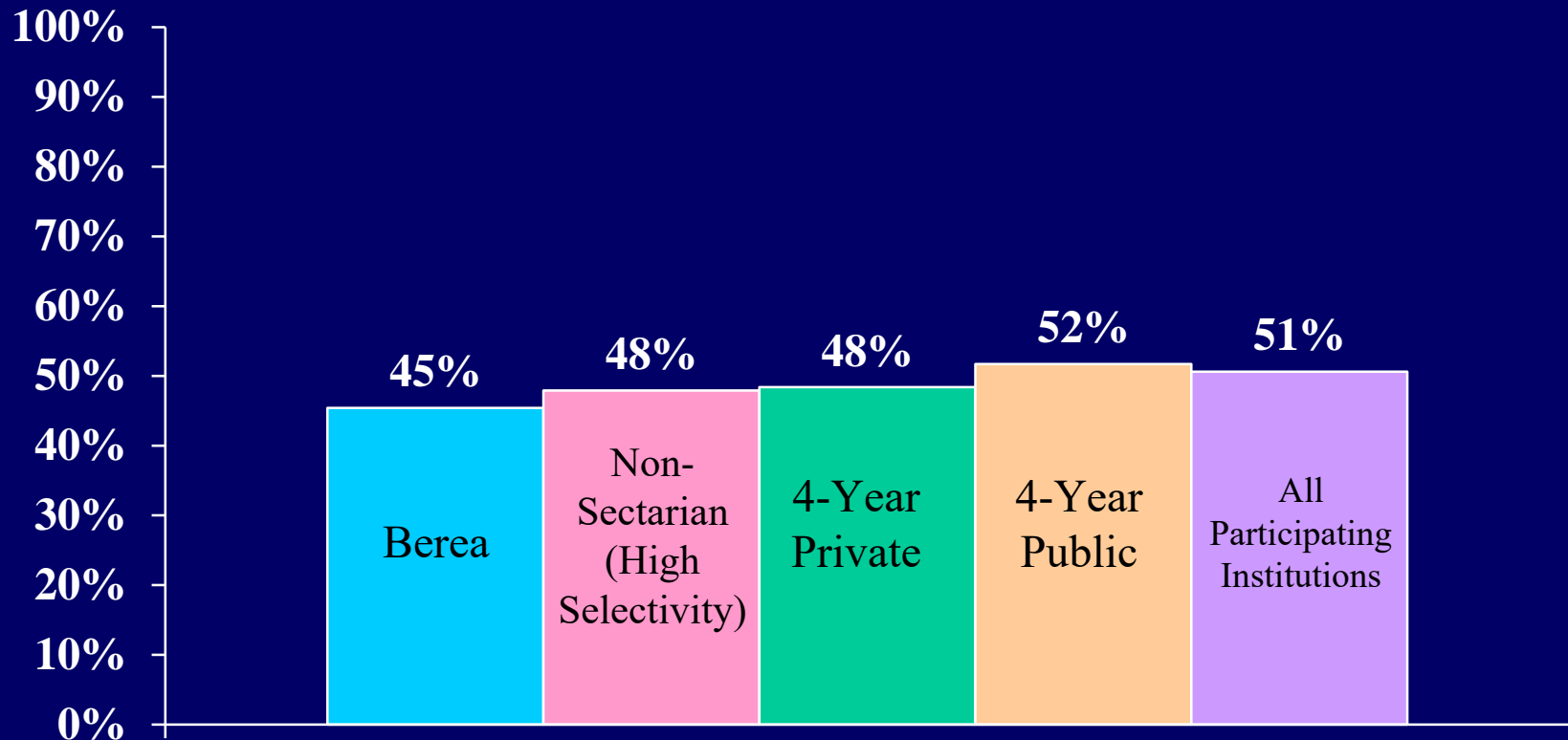
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who “agree strongly” or “agree somewhat” that:
**Affirmative action in college admissions
should be abolished**

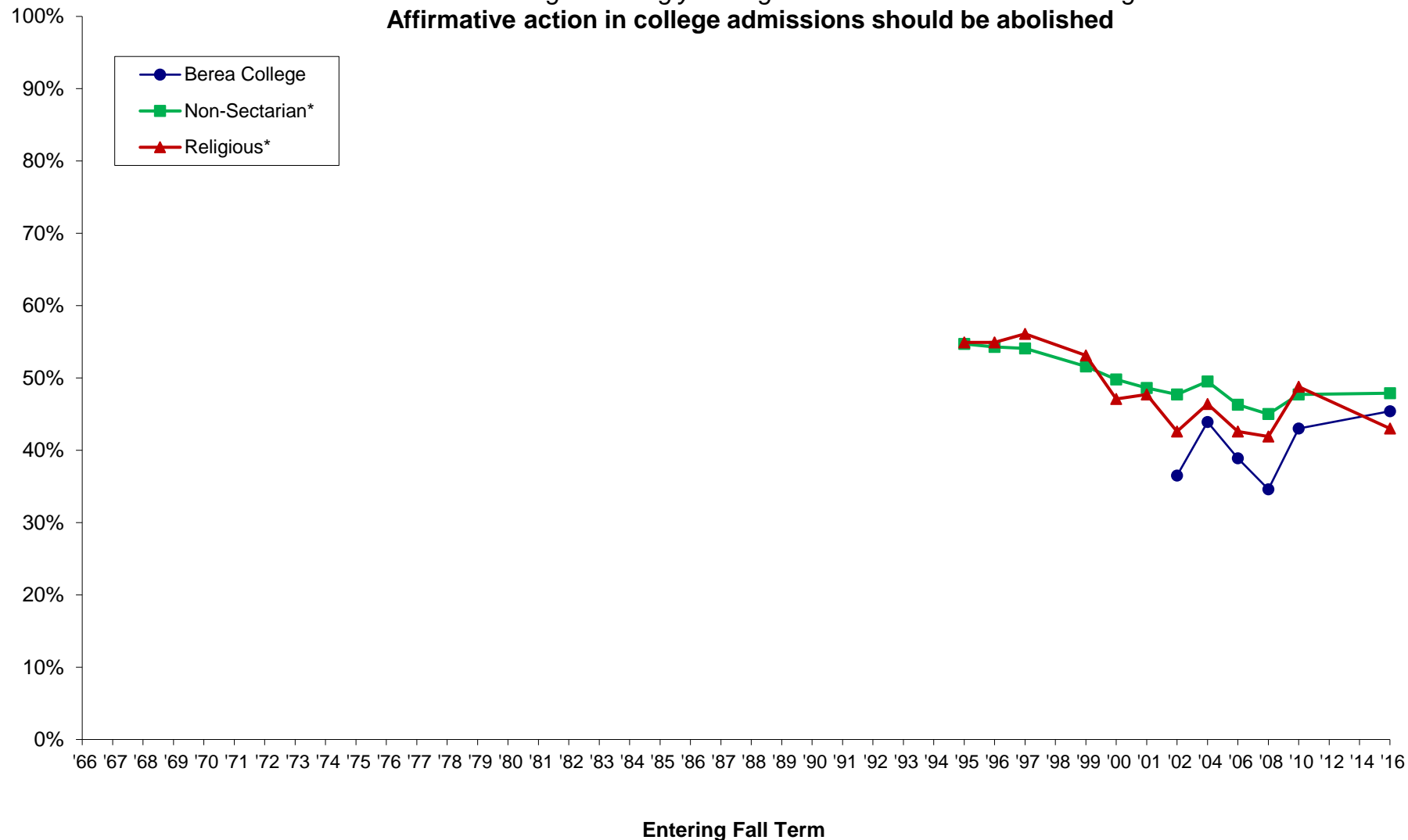


Percent of students who agree “strongly” or “somewhat” that:

Affirmative action in college admissions should be abolished



Percent of students who "agree strongly" or "agree somewhat" with the following statement
Affirmative action in college admissions should be abolished

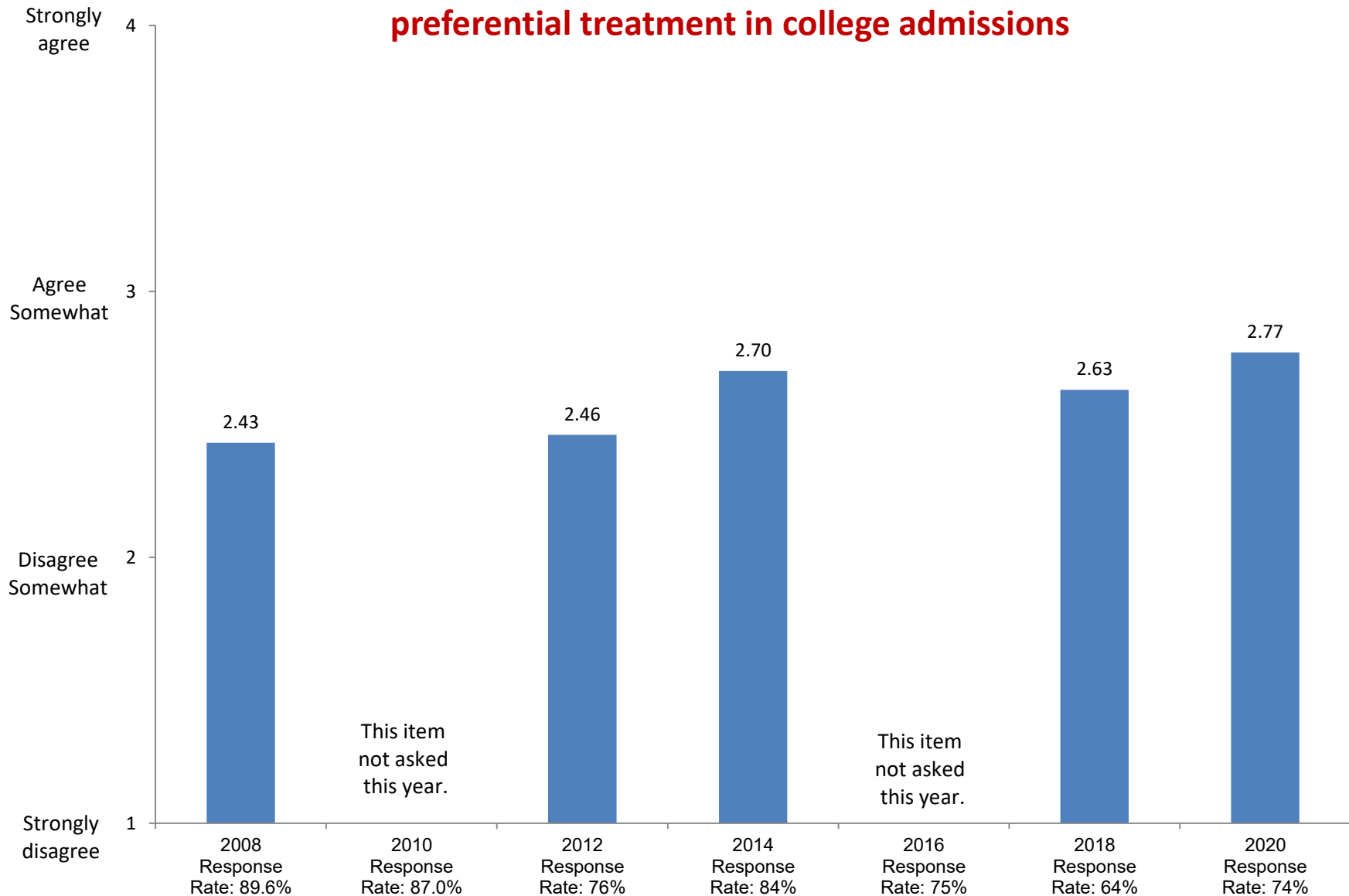


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

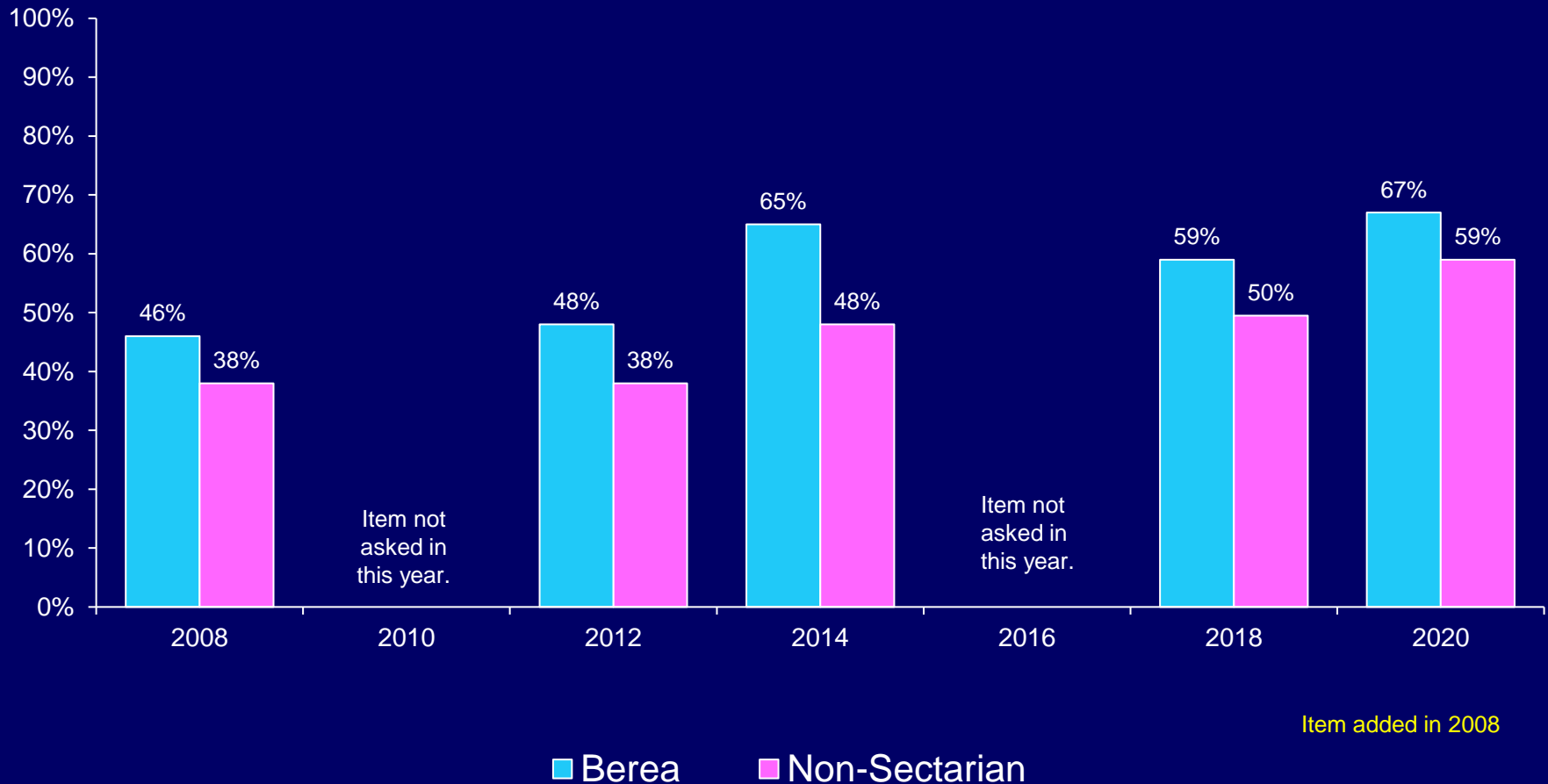
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions

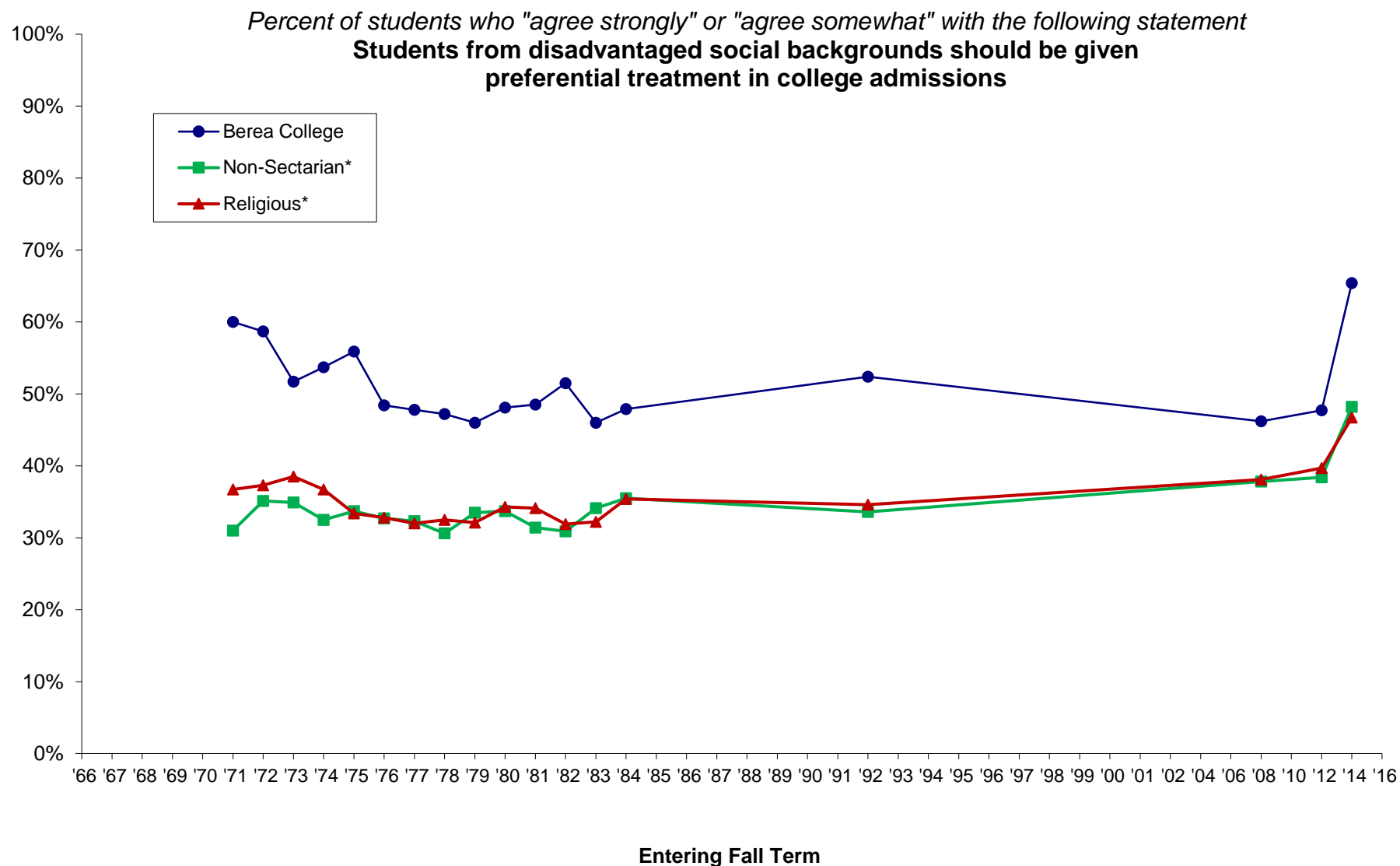


Item added in 2008.

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:
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions



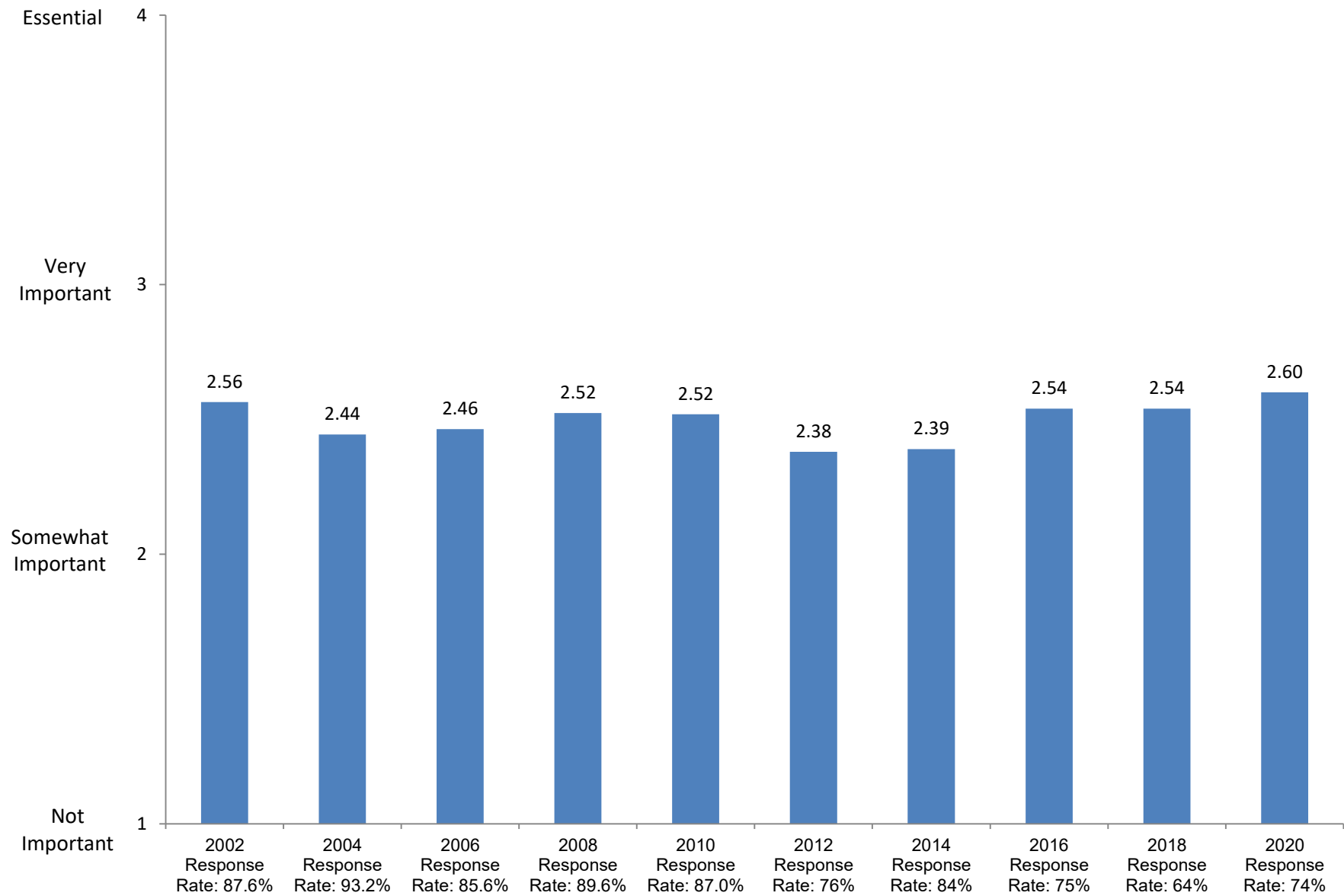


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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:

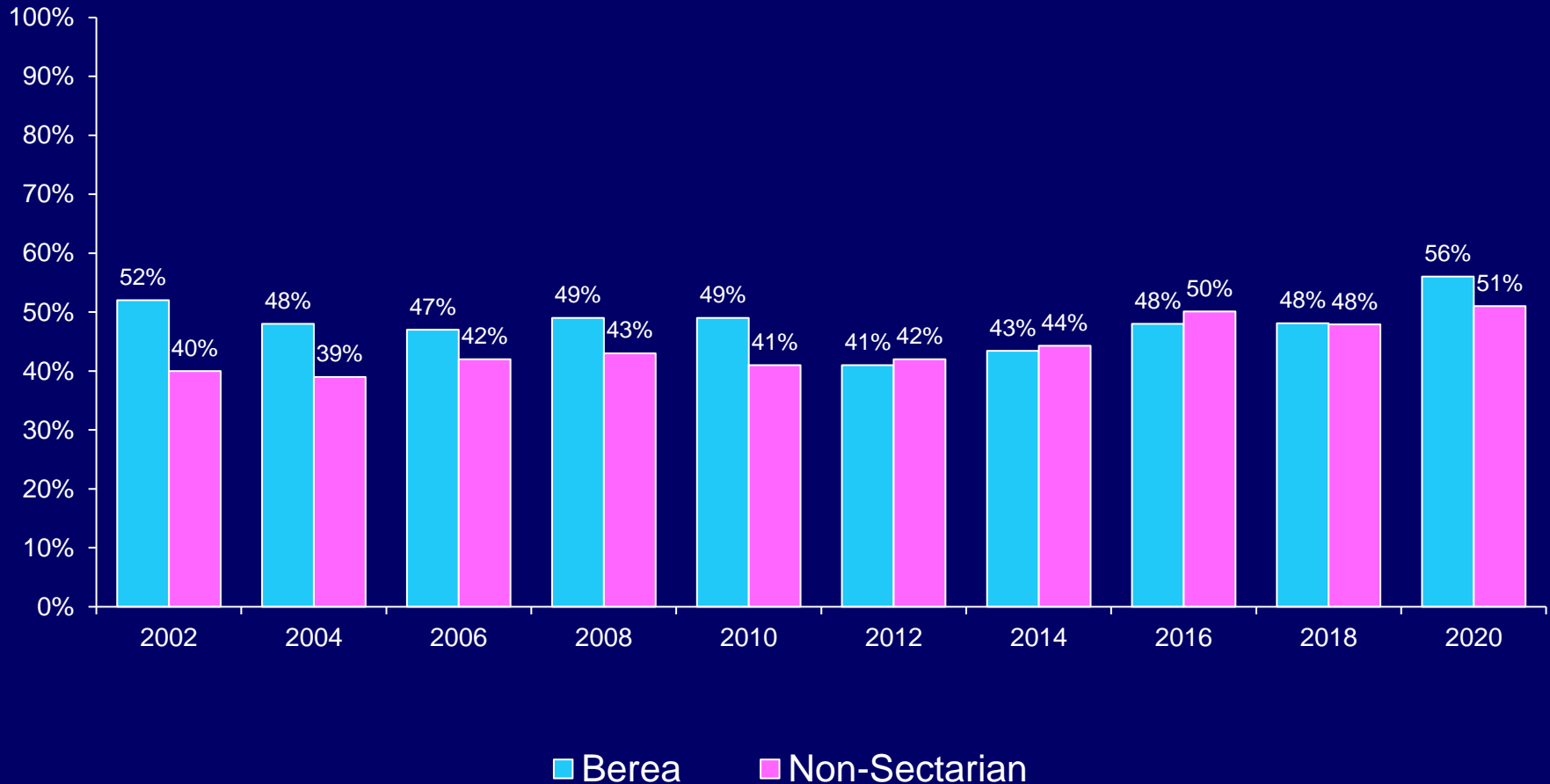
Influencing social values



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

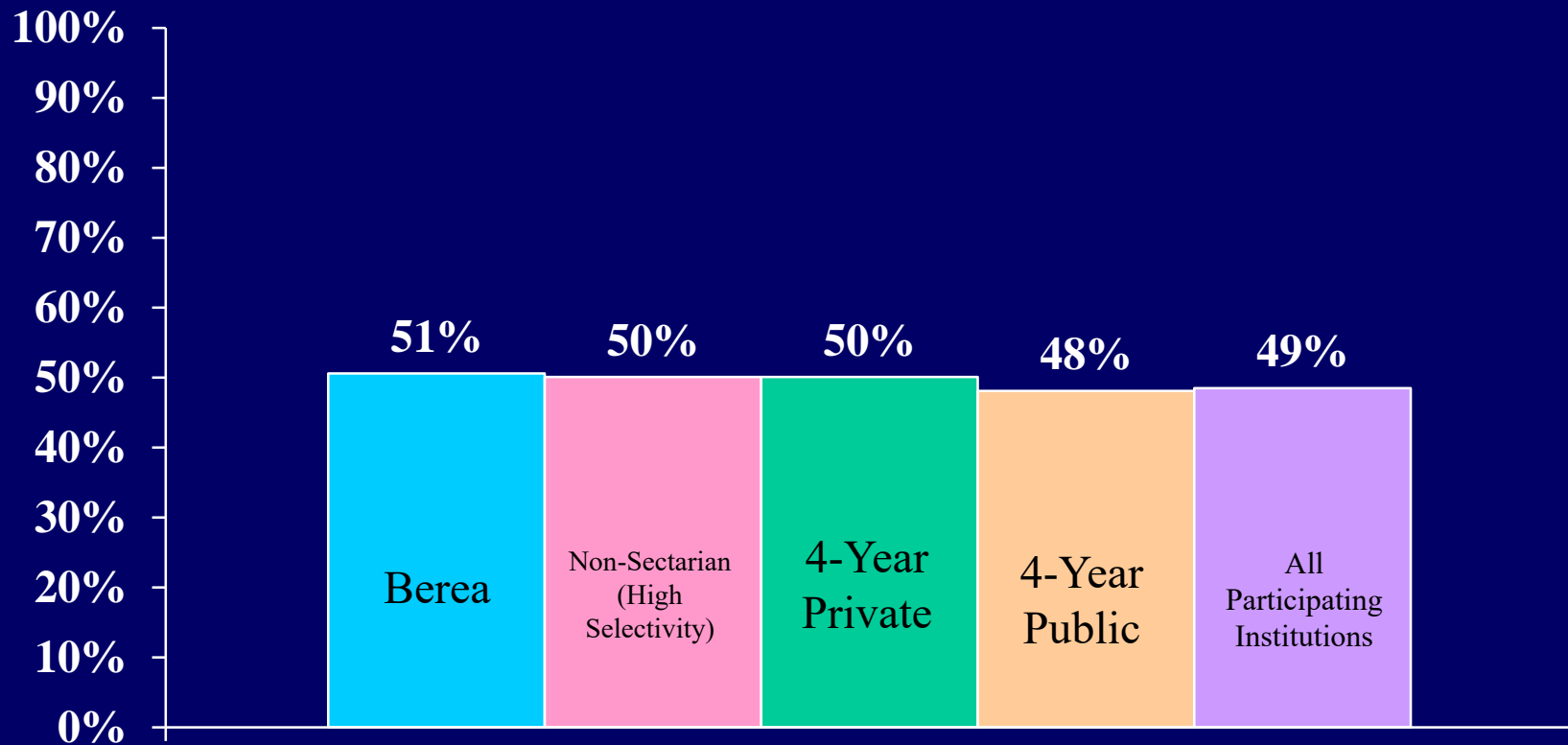
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Influencing social values

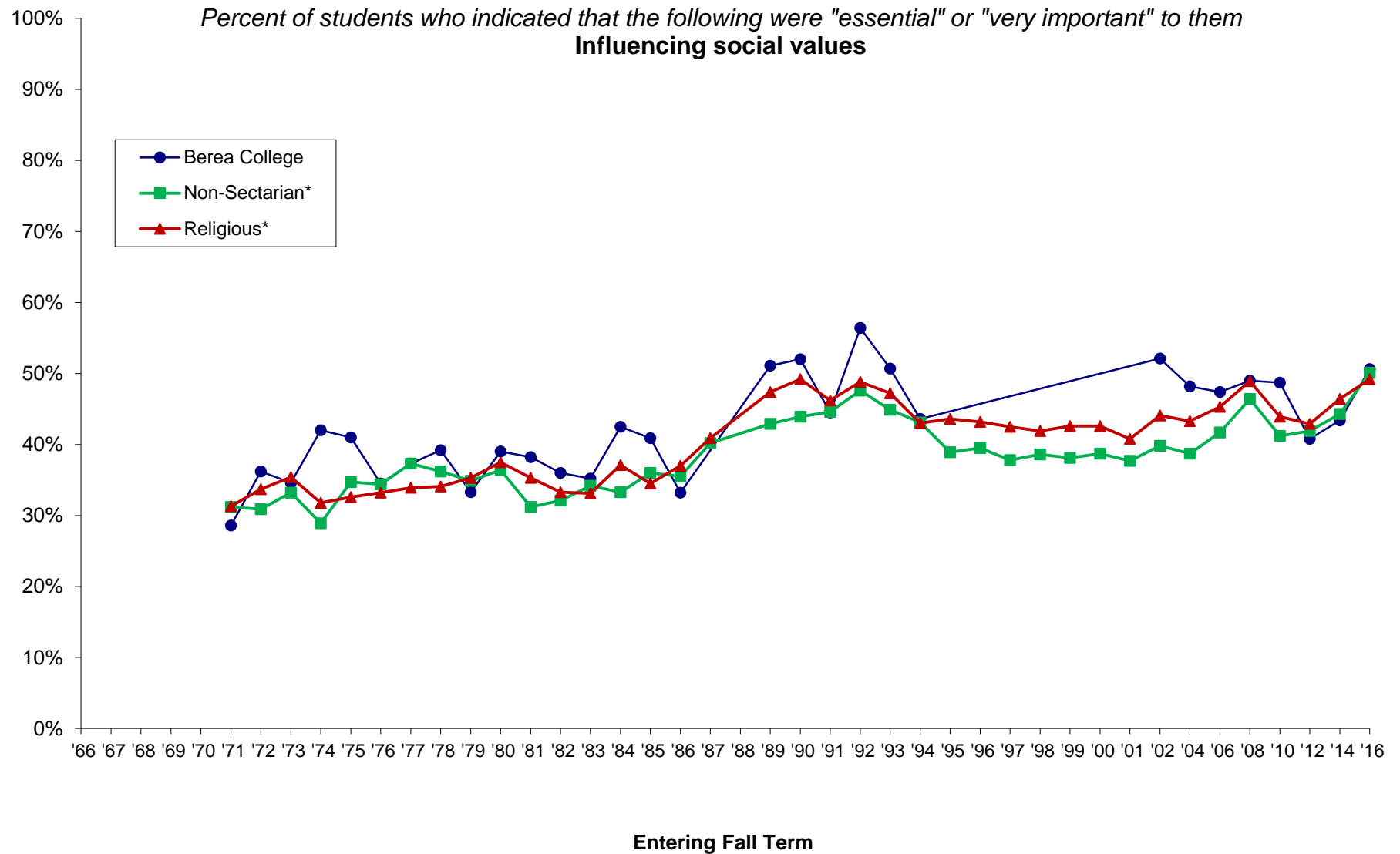


Percent of students who personally consider the following objective to be “essential” or “very important:”

Influencing social values



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

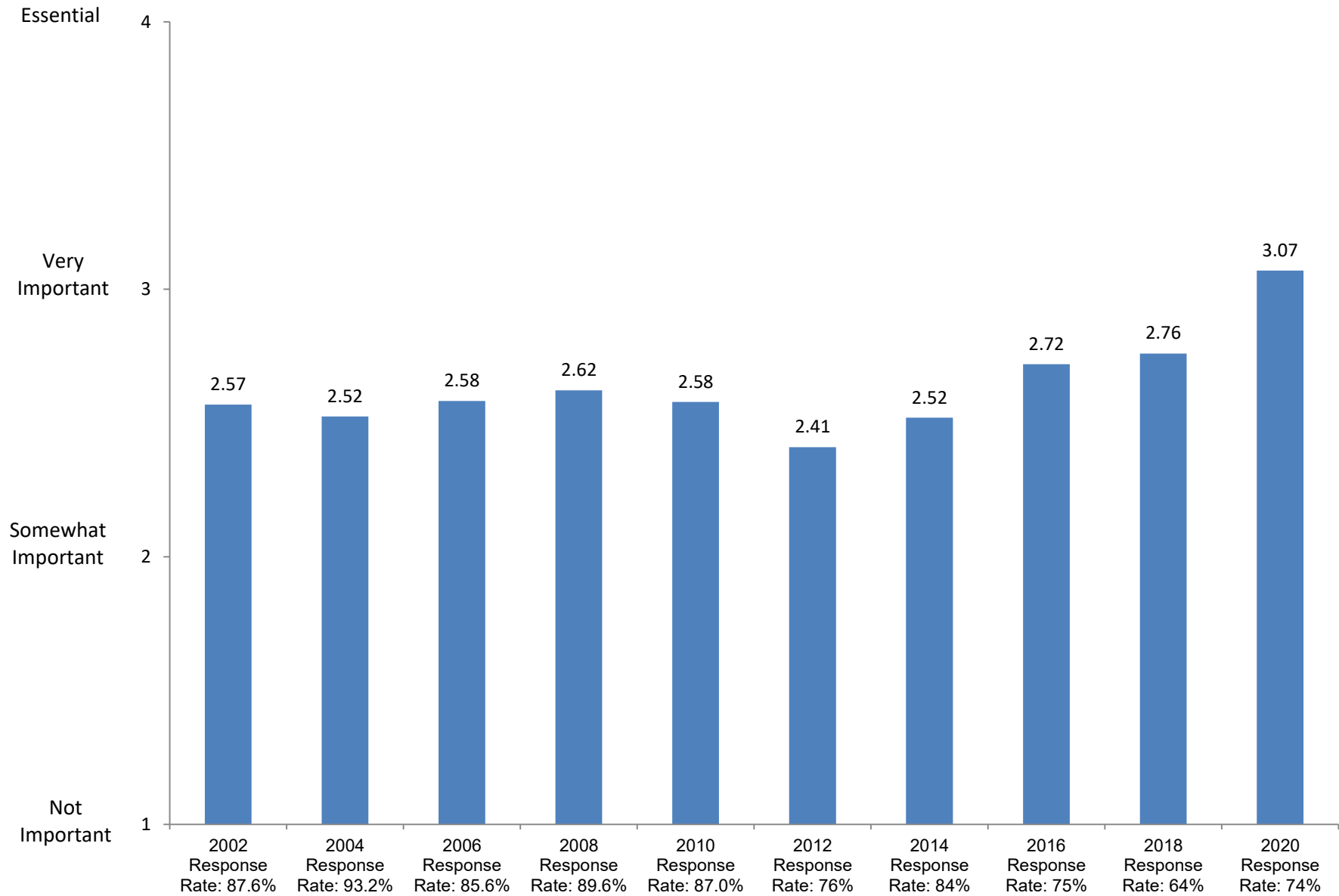


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

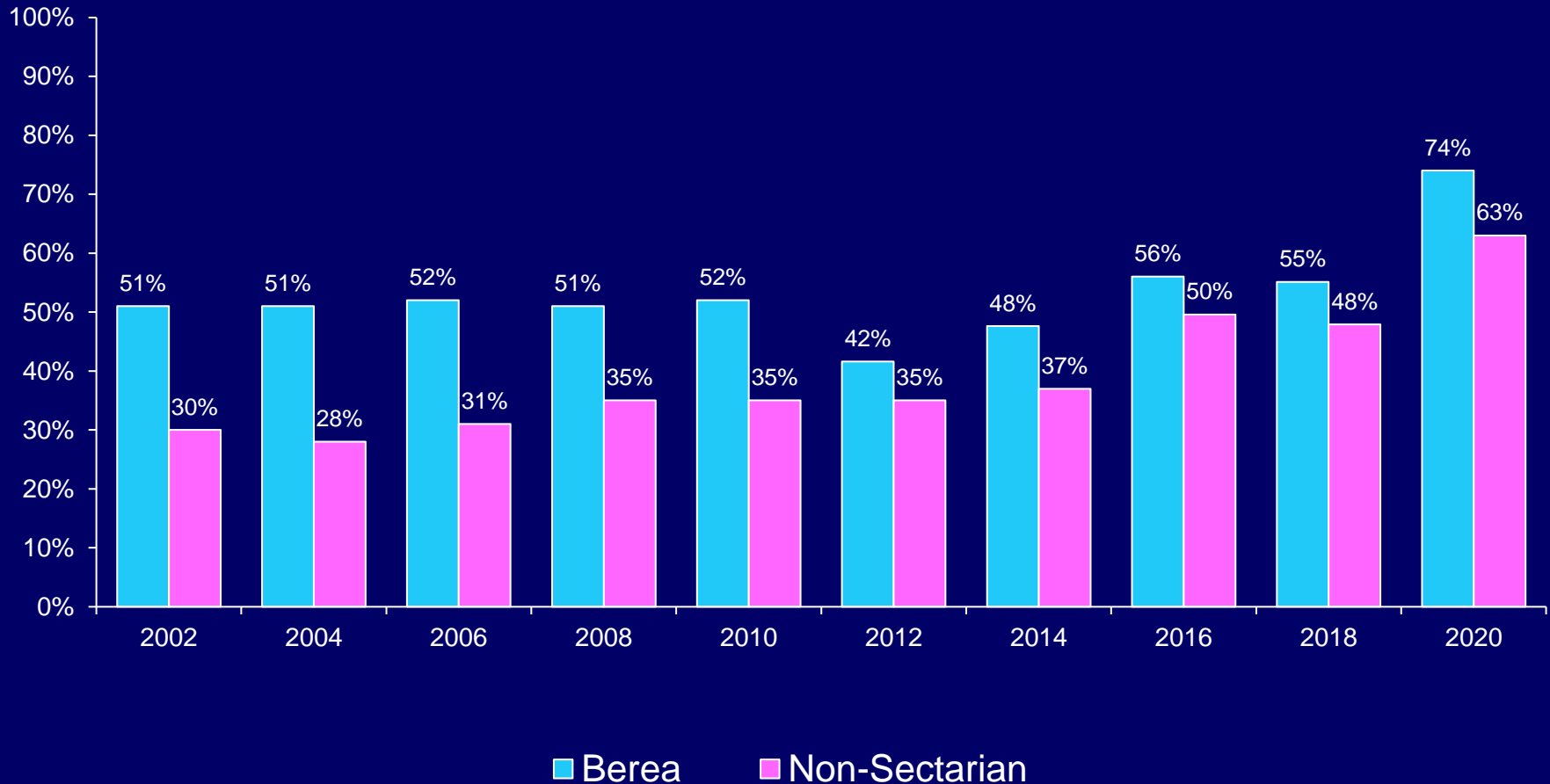
Please indicate the importance to you personally of each of the following:

Helping to promote racial understanding



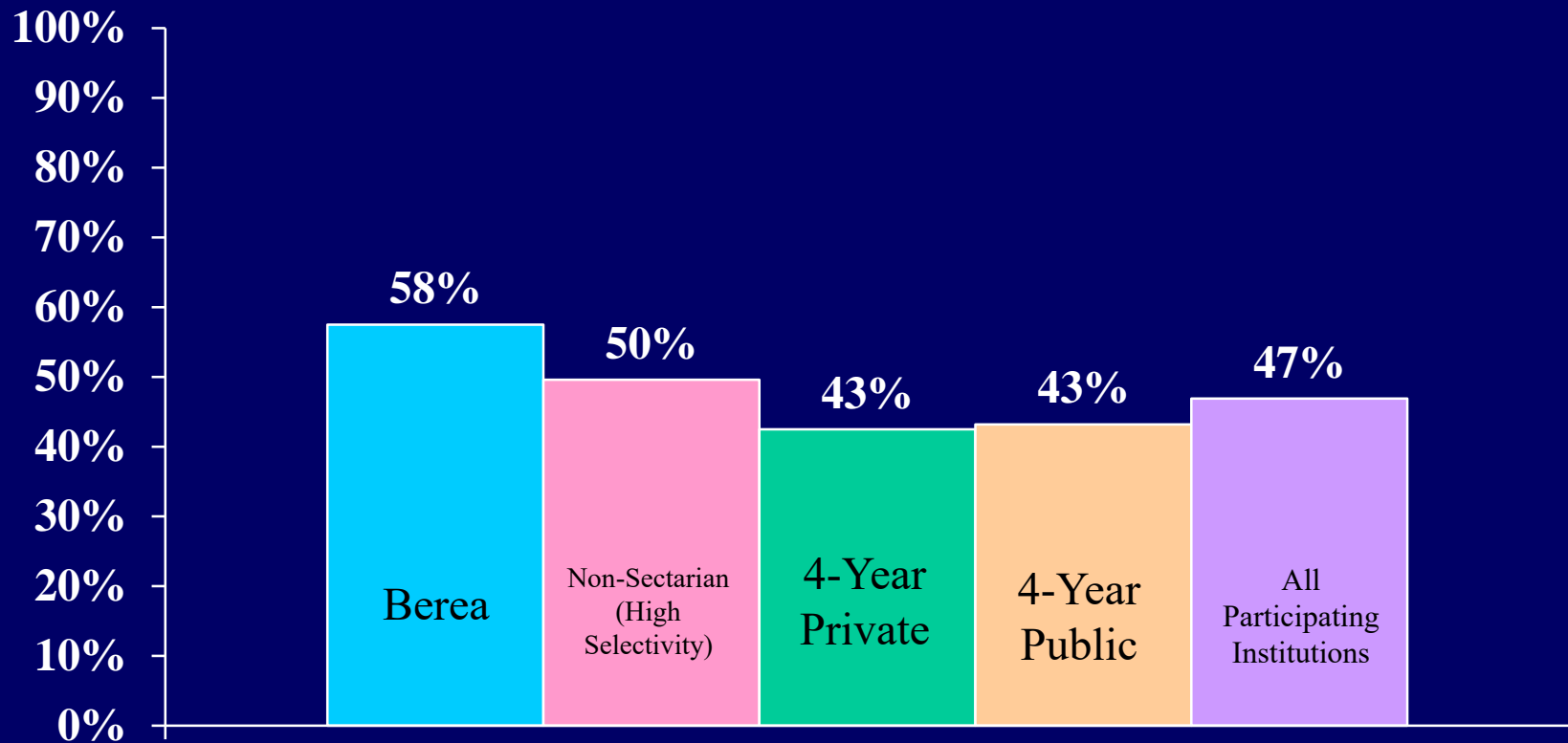
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

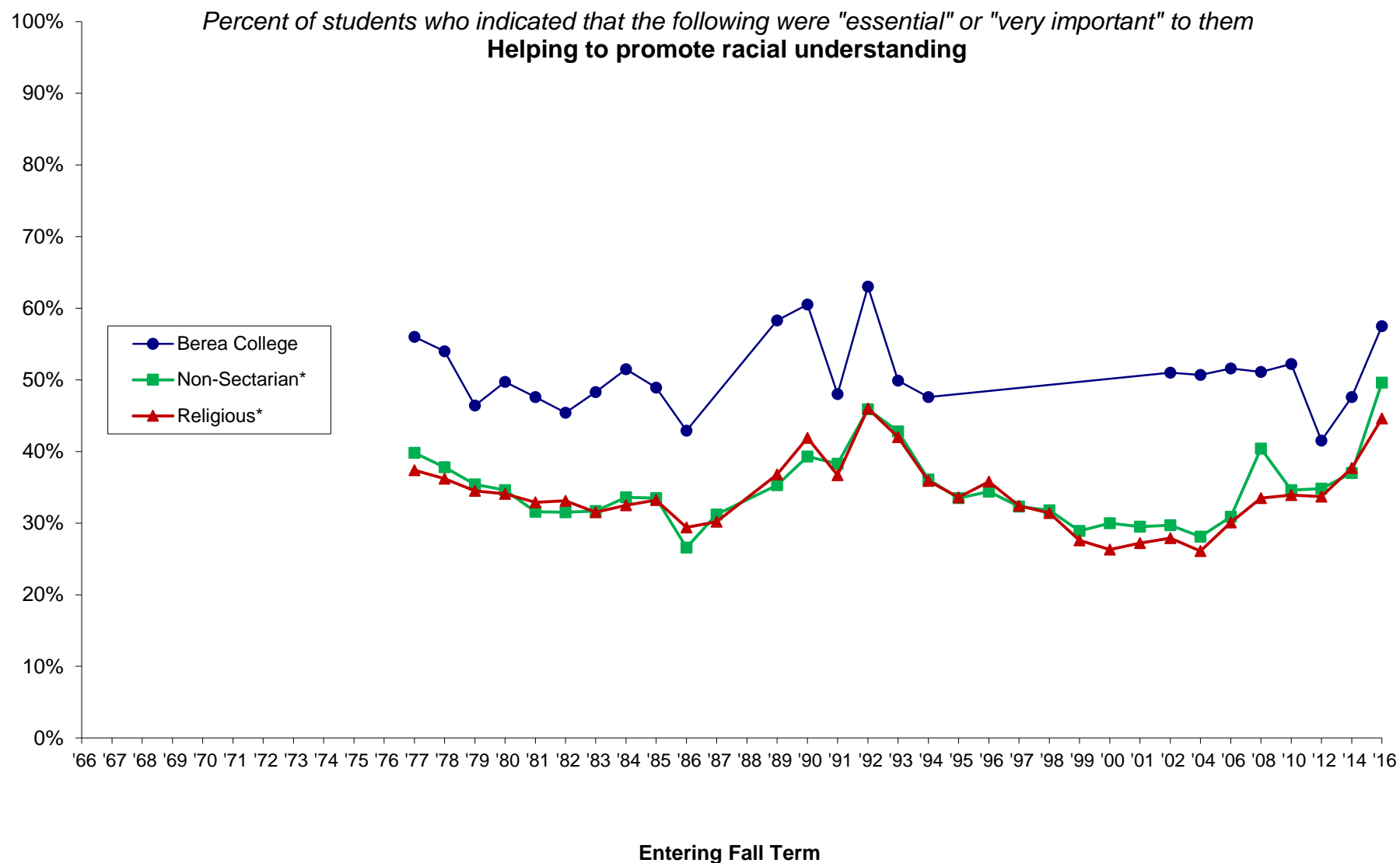
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*
Helping to promote racial understanding



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

Helping to promote racial understanding



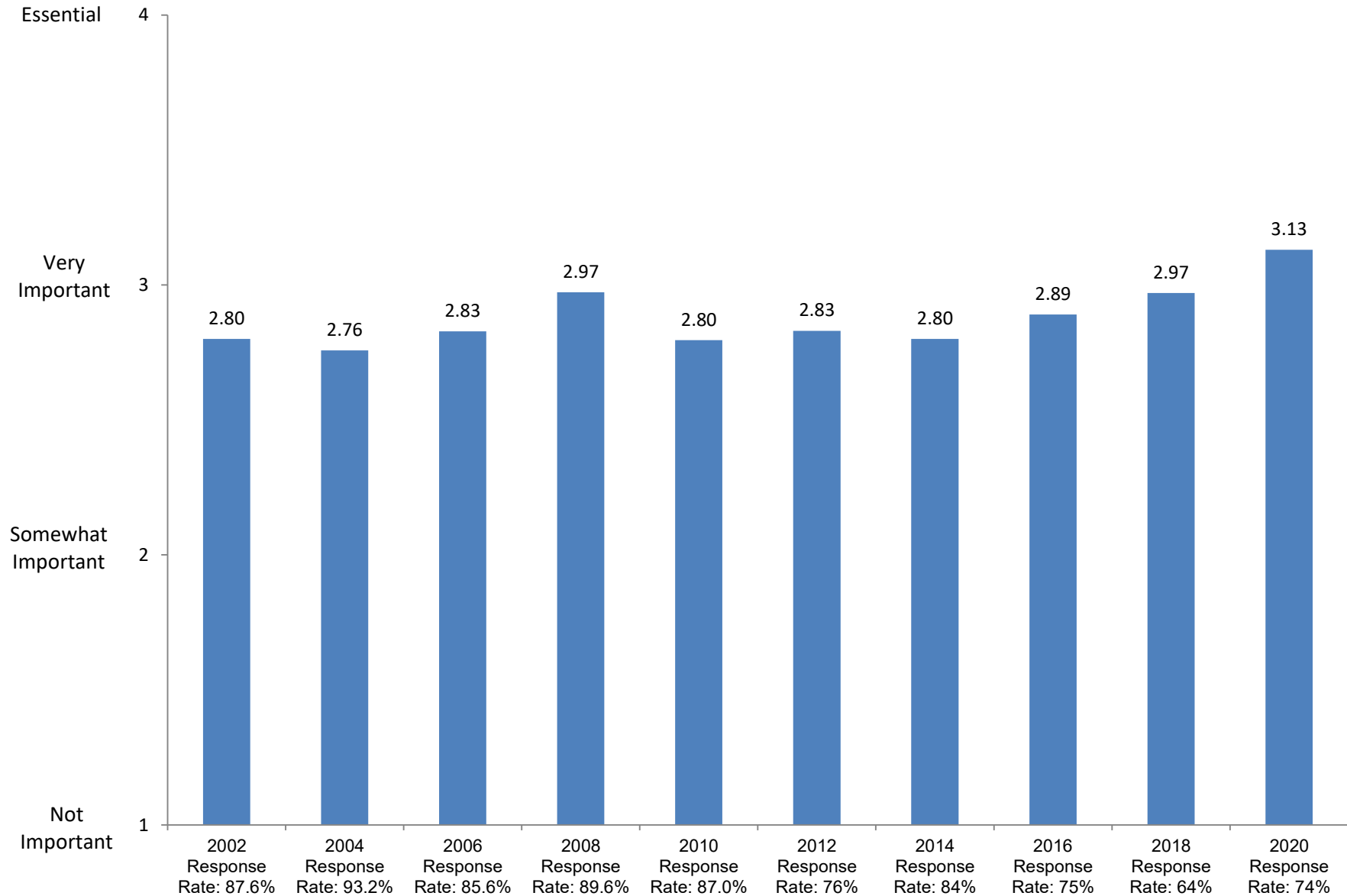


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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:

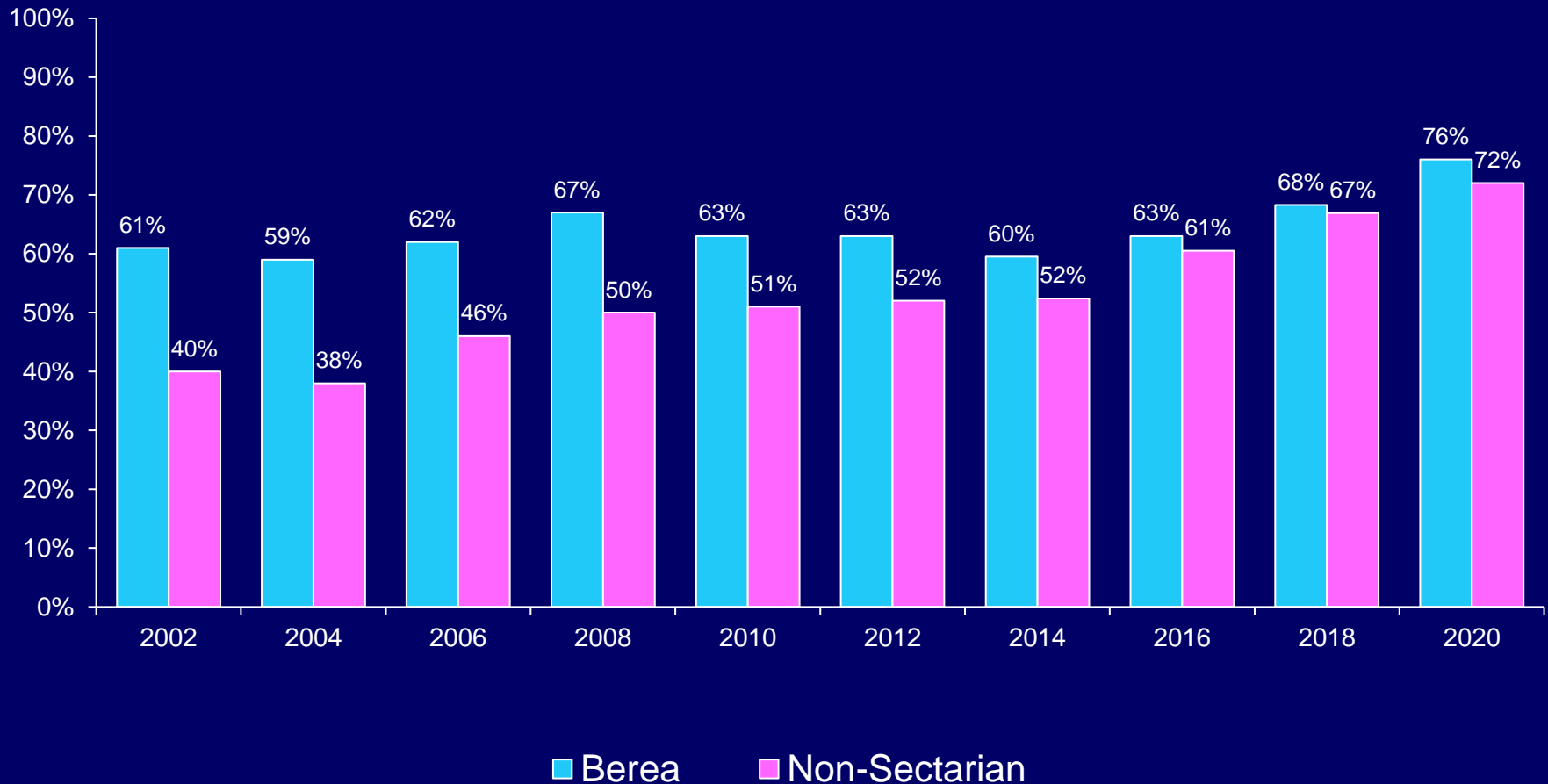
Improving my understanding of other countries and cultures



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

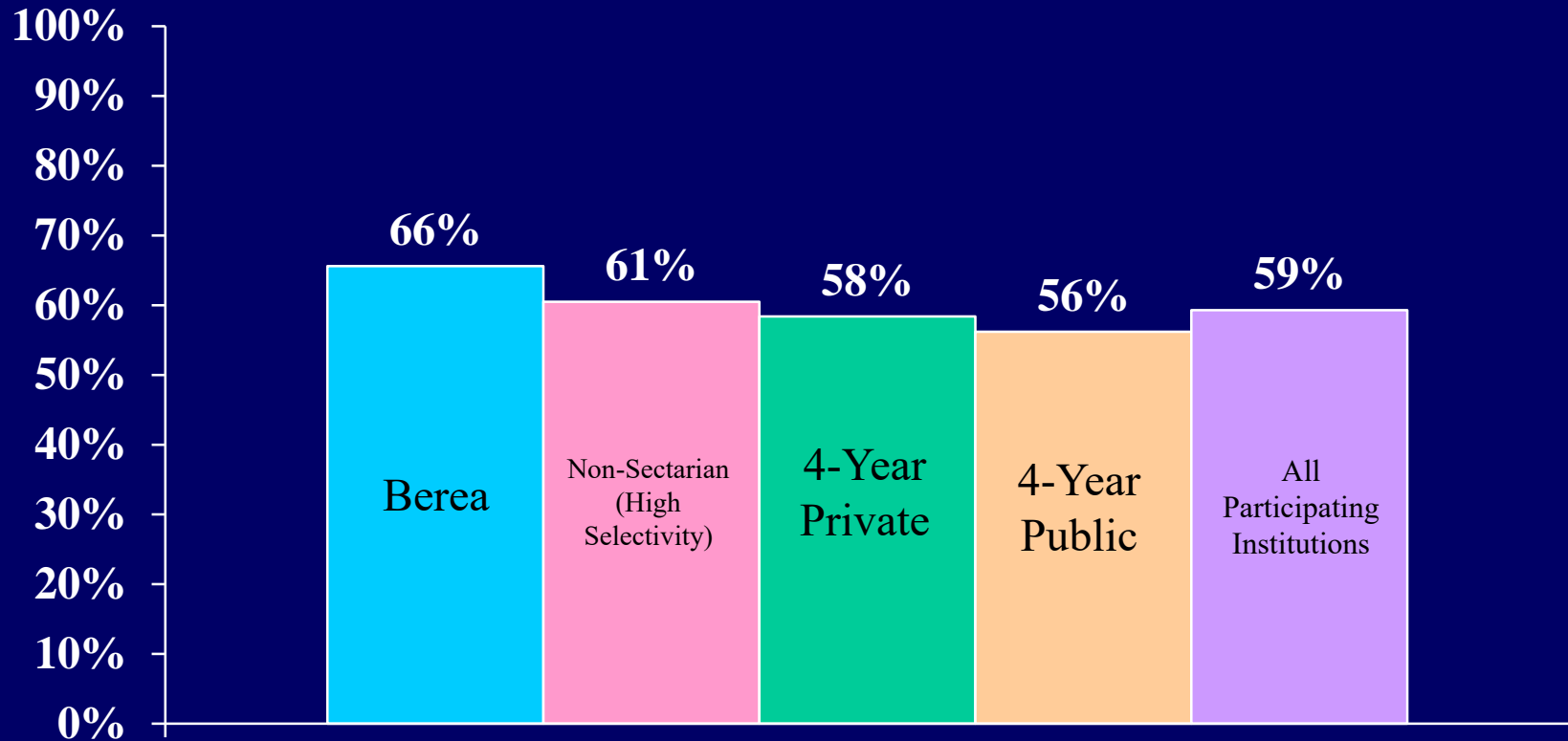
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Improving my understanding of other countries and cultures

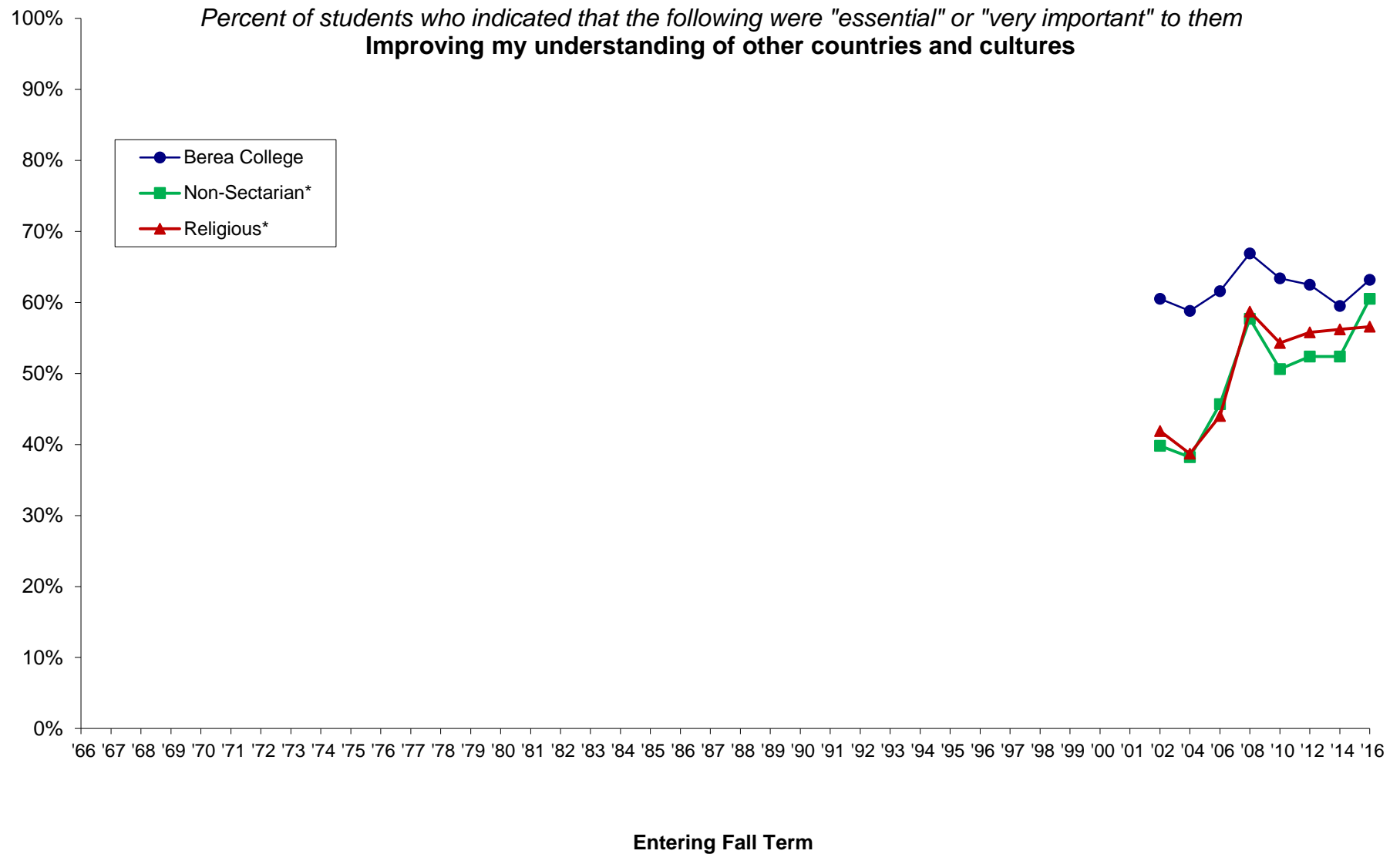


Percent of students who personally consider the following objective to be “essential” or “very important:”

Improving my understanding of other countries and cultures



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

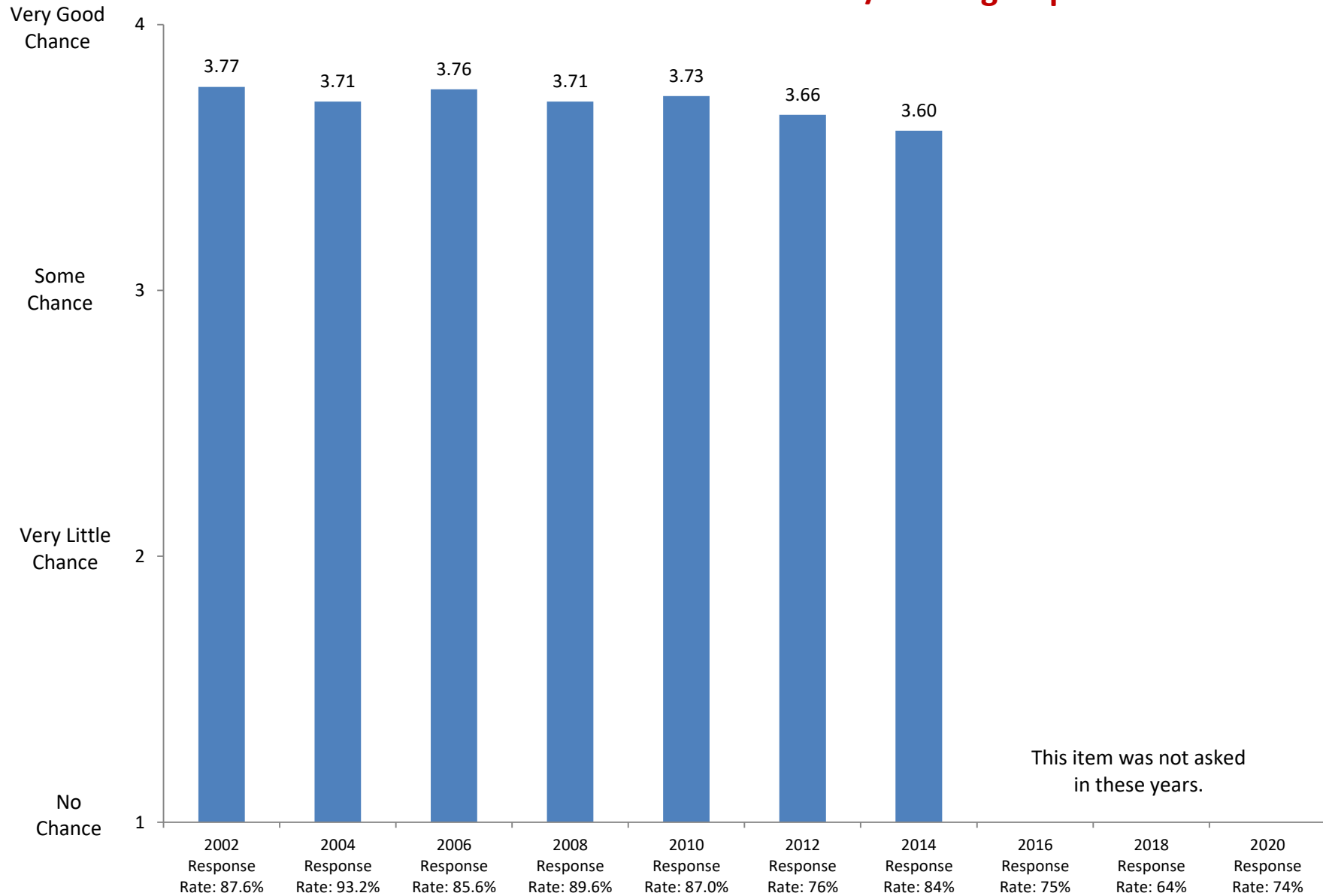


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

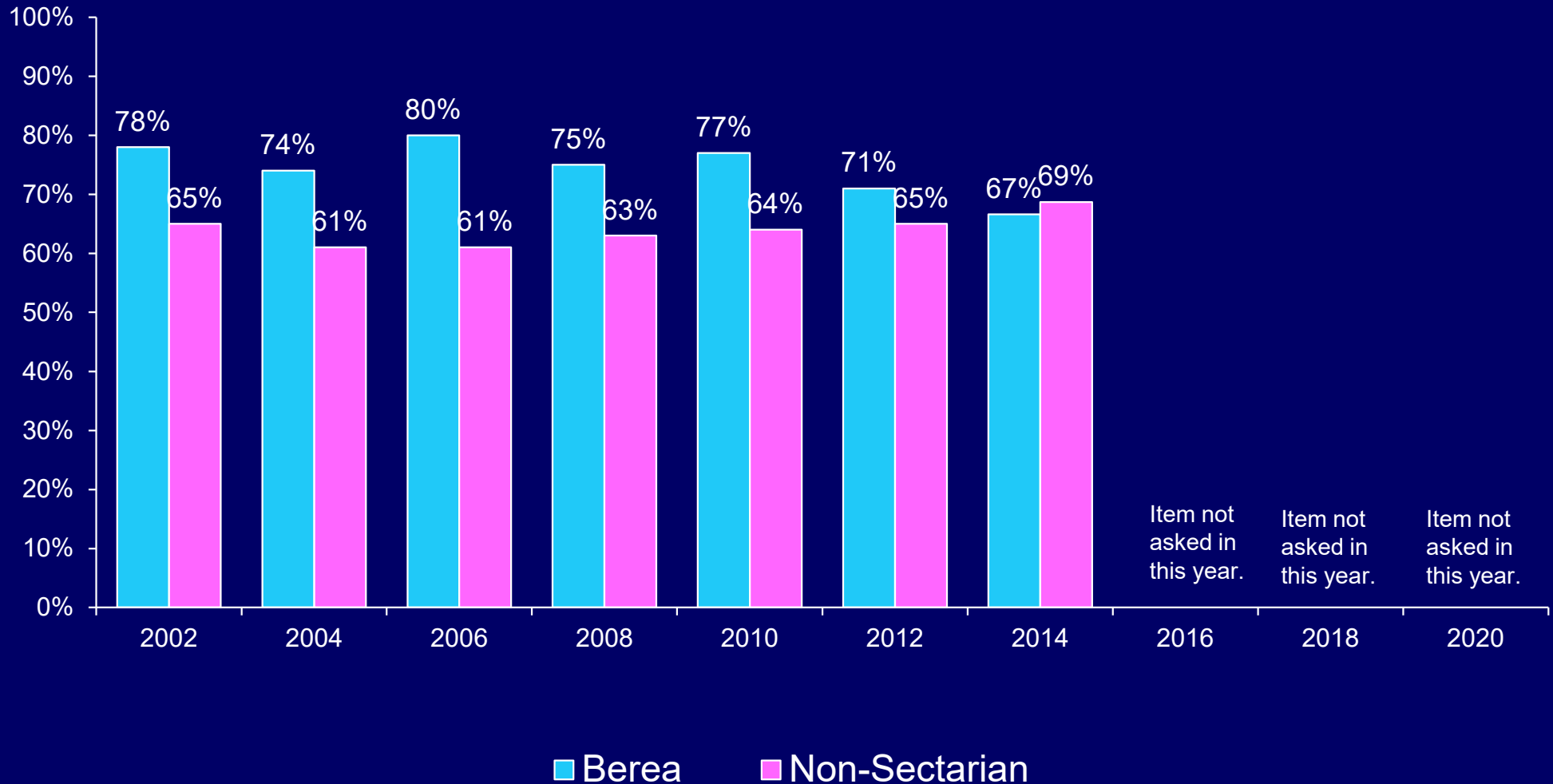
What is your best guess as to the chances that you will:

Socialize with someone of another racial/ethnic group

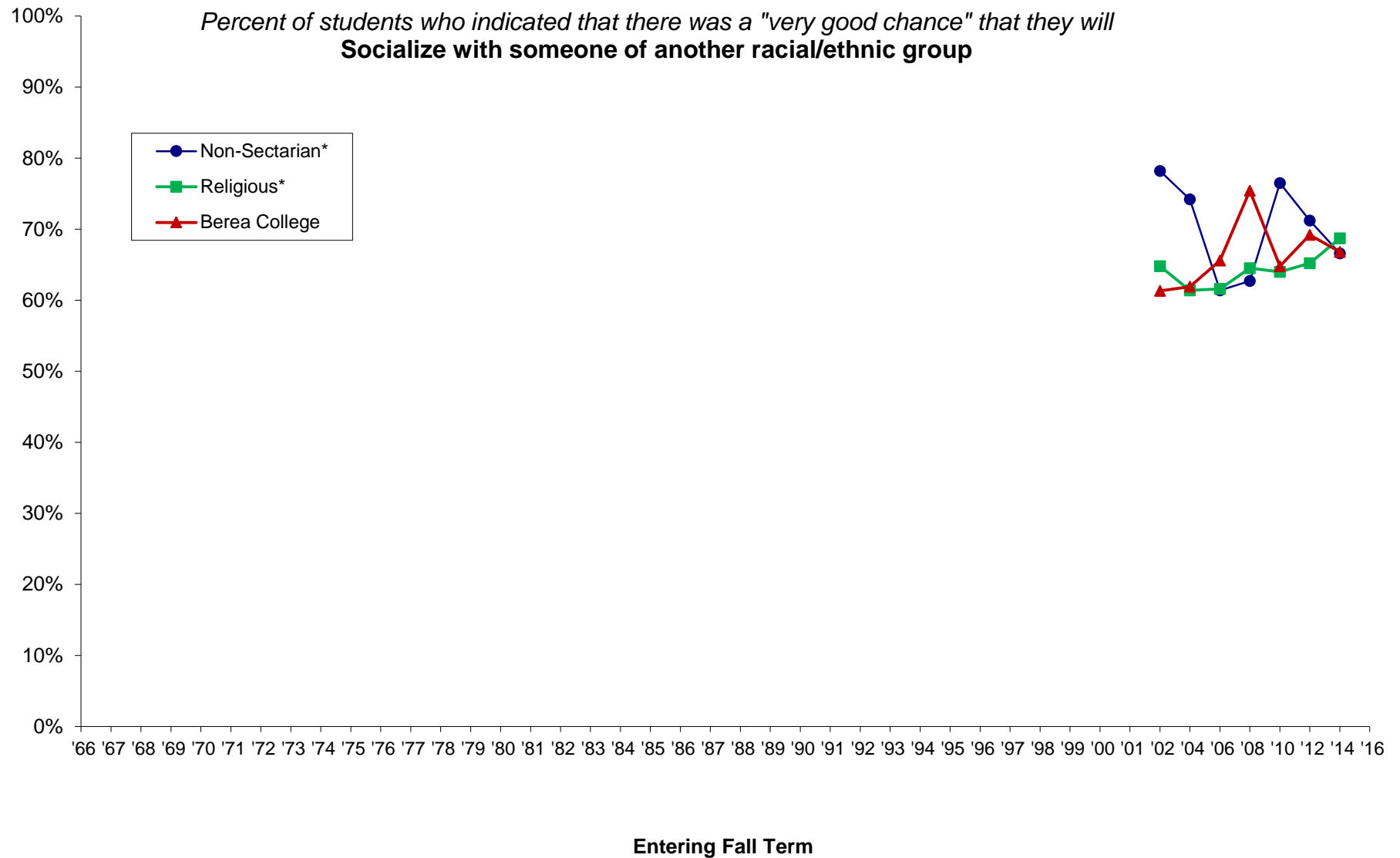


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who estimate that chances are “very good” that they will:
Socialize with someone of another racial/ethnic group



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

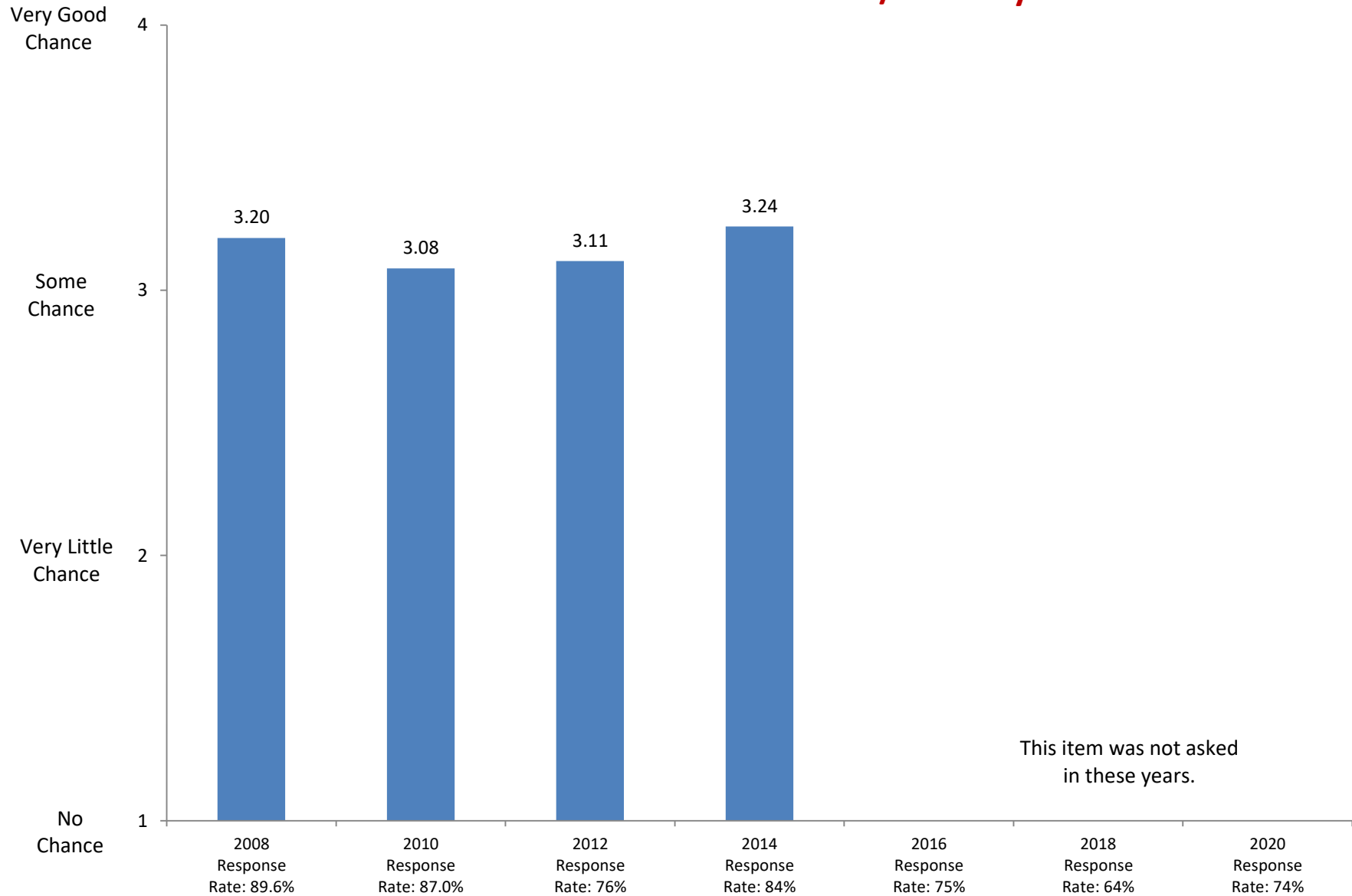


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

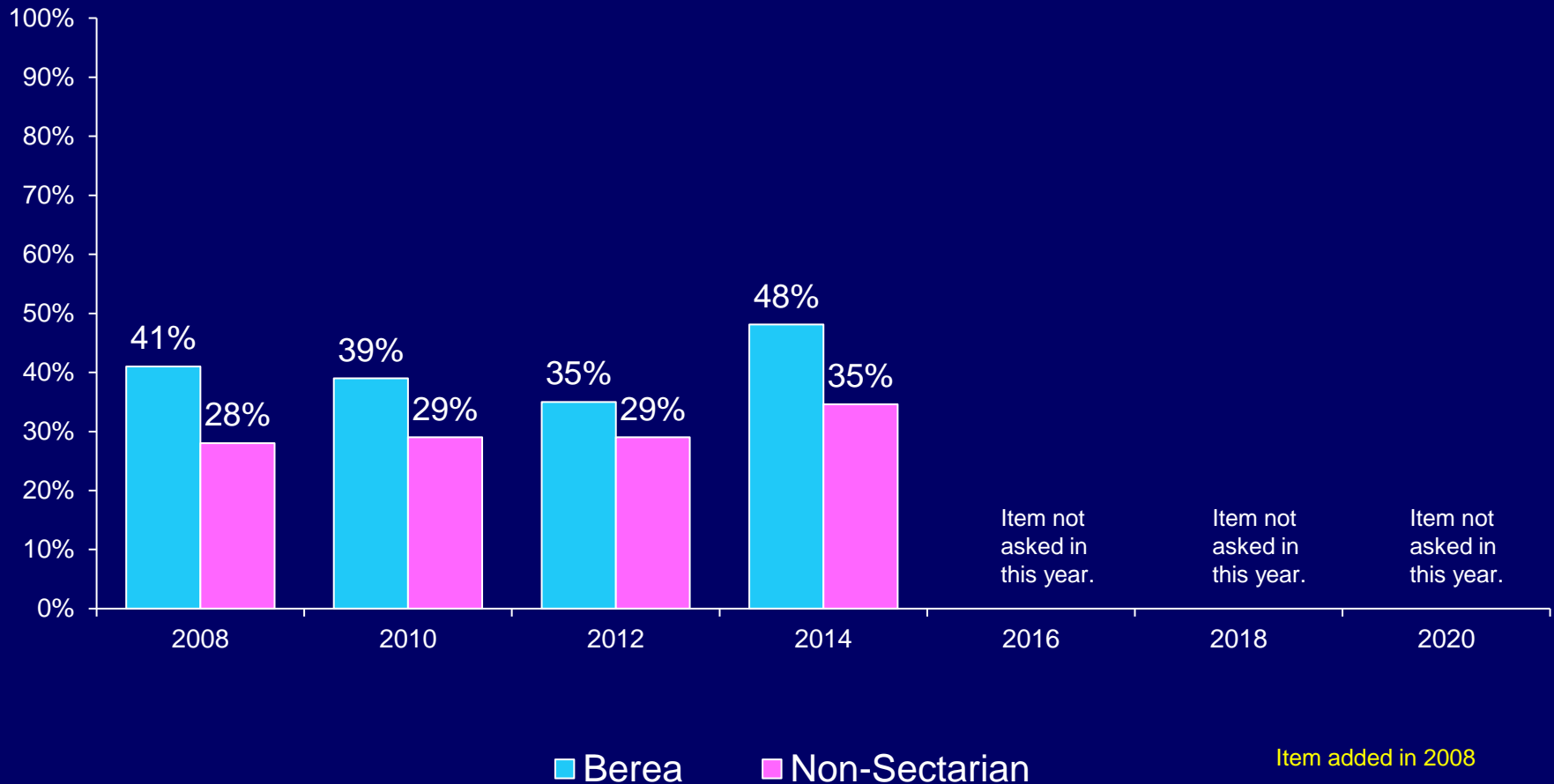
Have a roommate of a different race/ethnicity



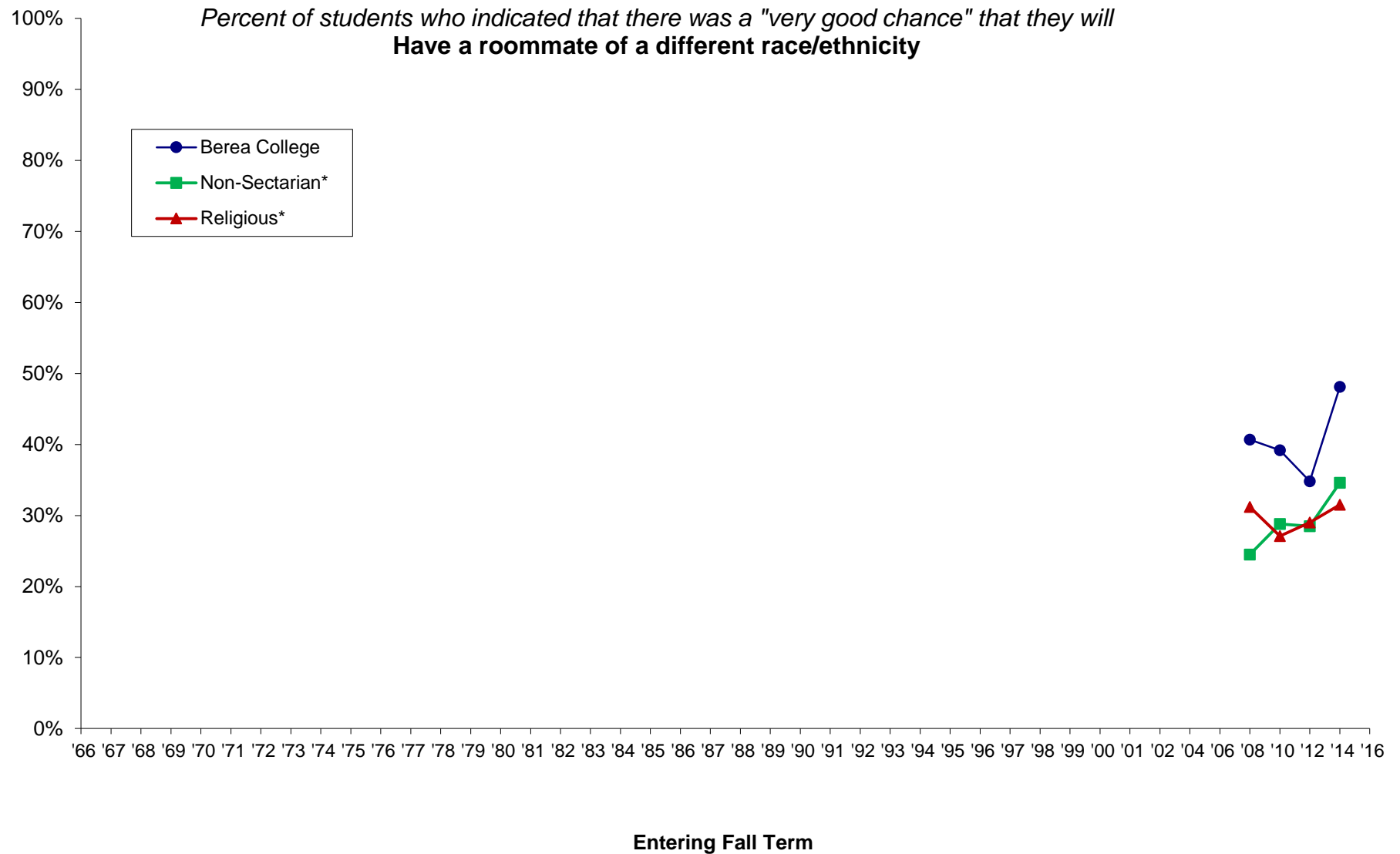
Item added in 2008.

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:
Have a roommate of a different race/ethnicity



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.

Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)



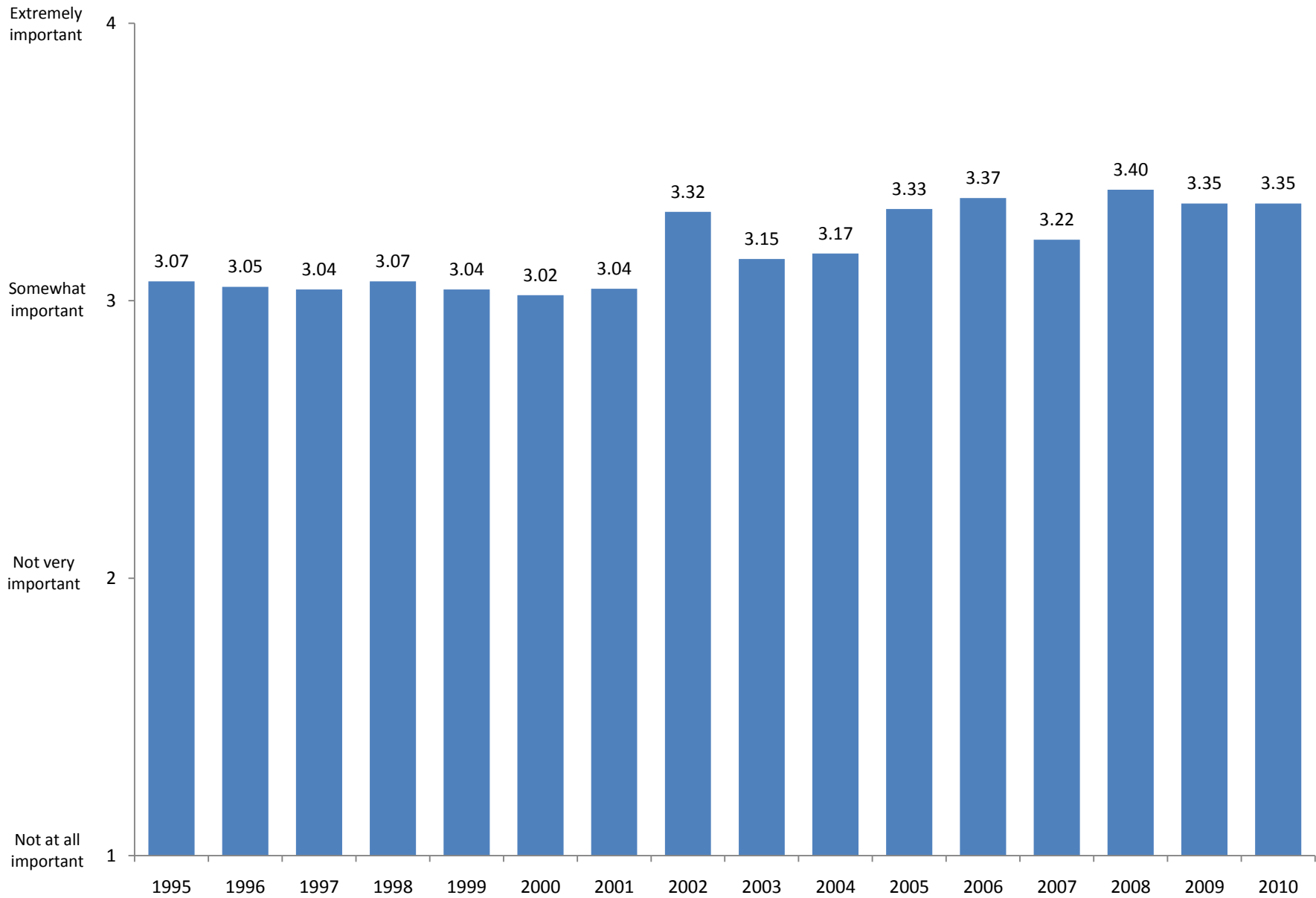
[Click to see survey instruments](#)

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

Average Response Rate of 85%

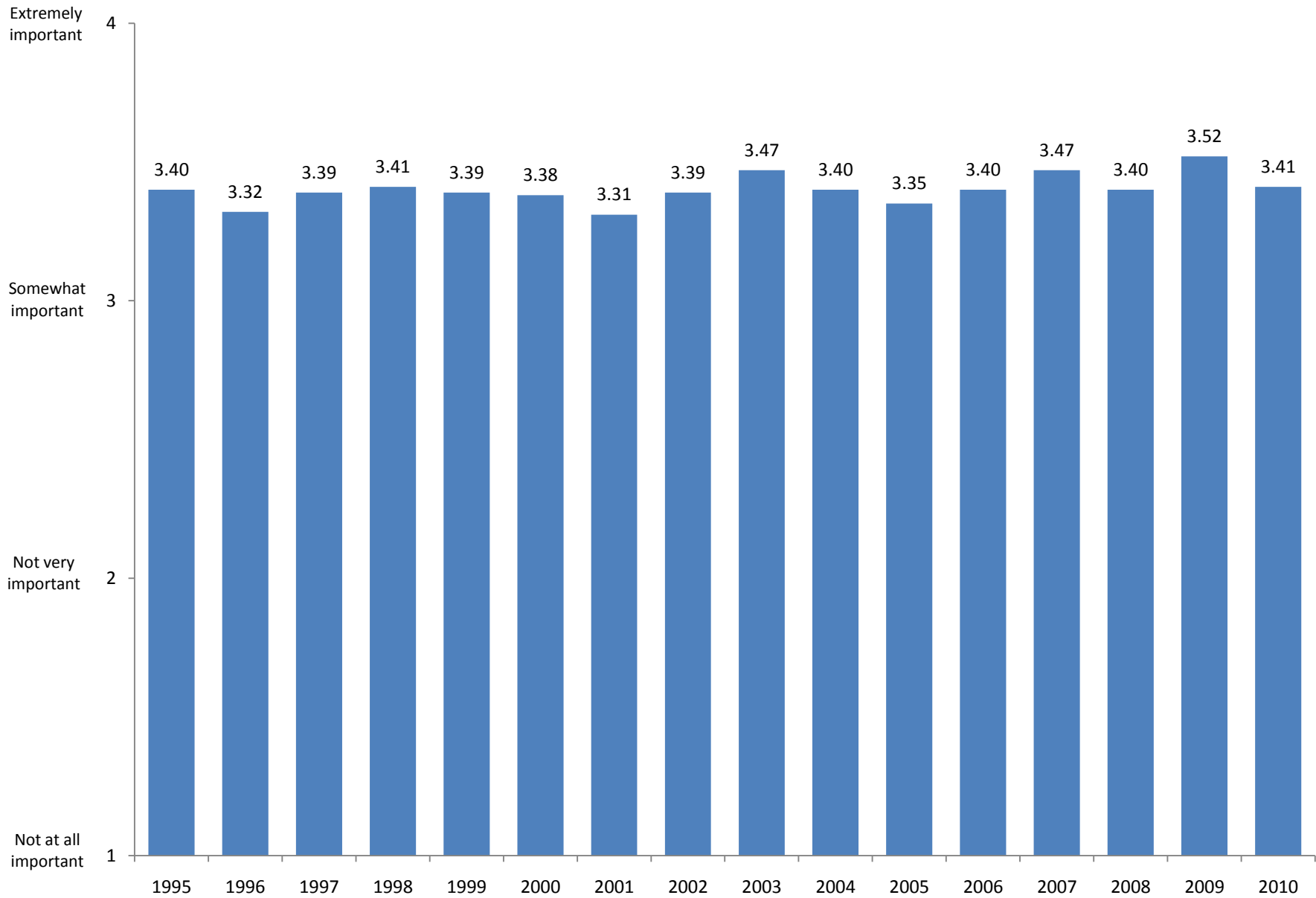
How important to you is it to accomplish each of the following goals?

To learn more about cultural diversity



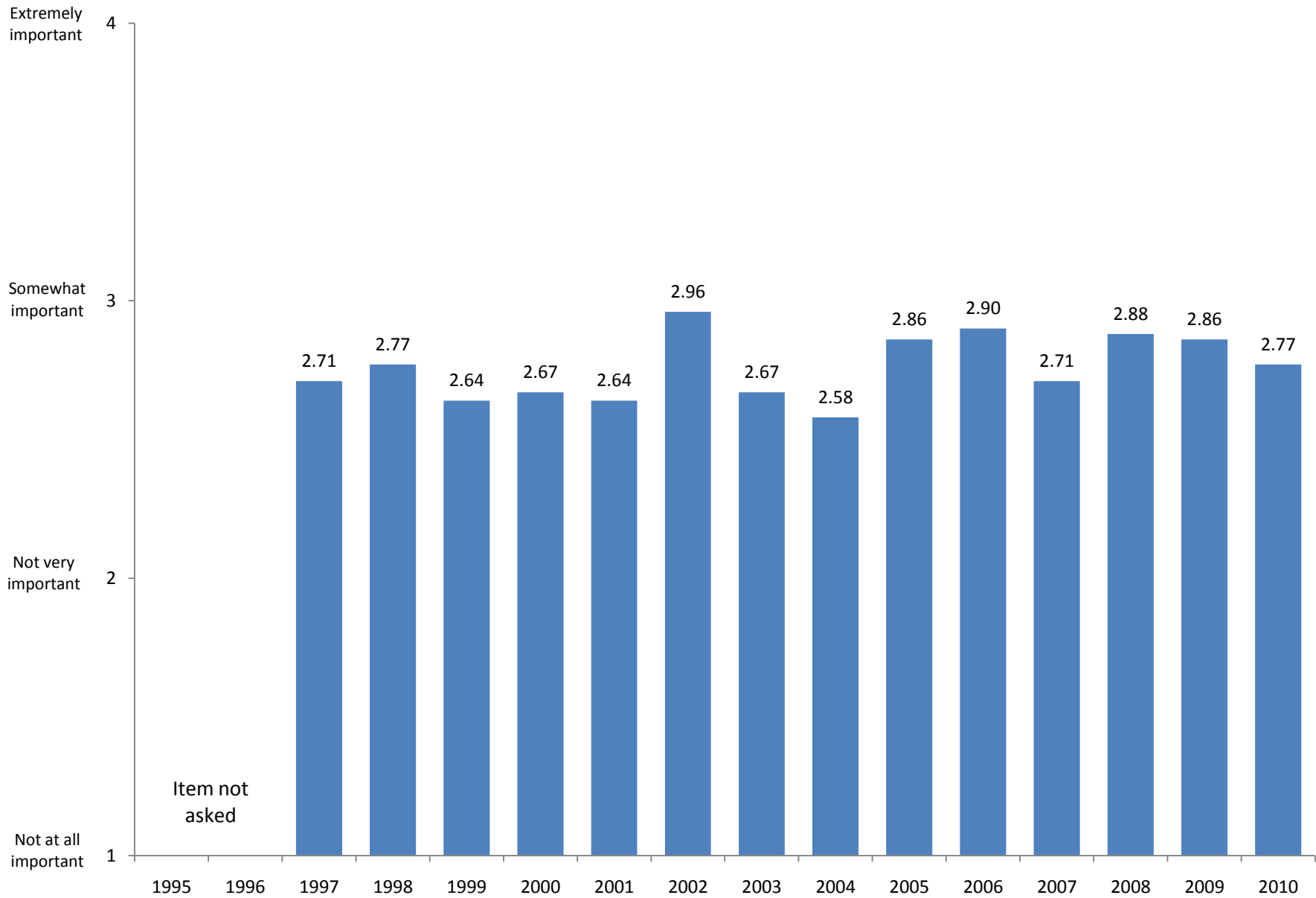
Rate the importance to you of each of the following:

Striving for racial harmony



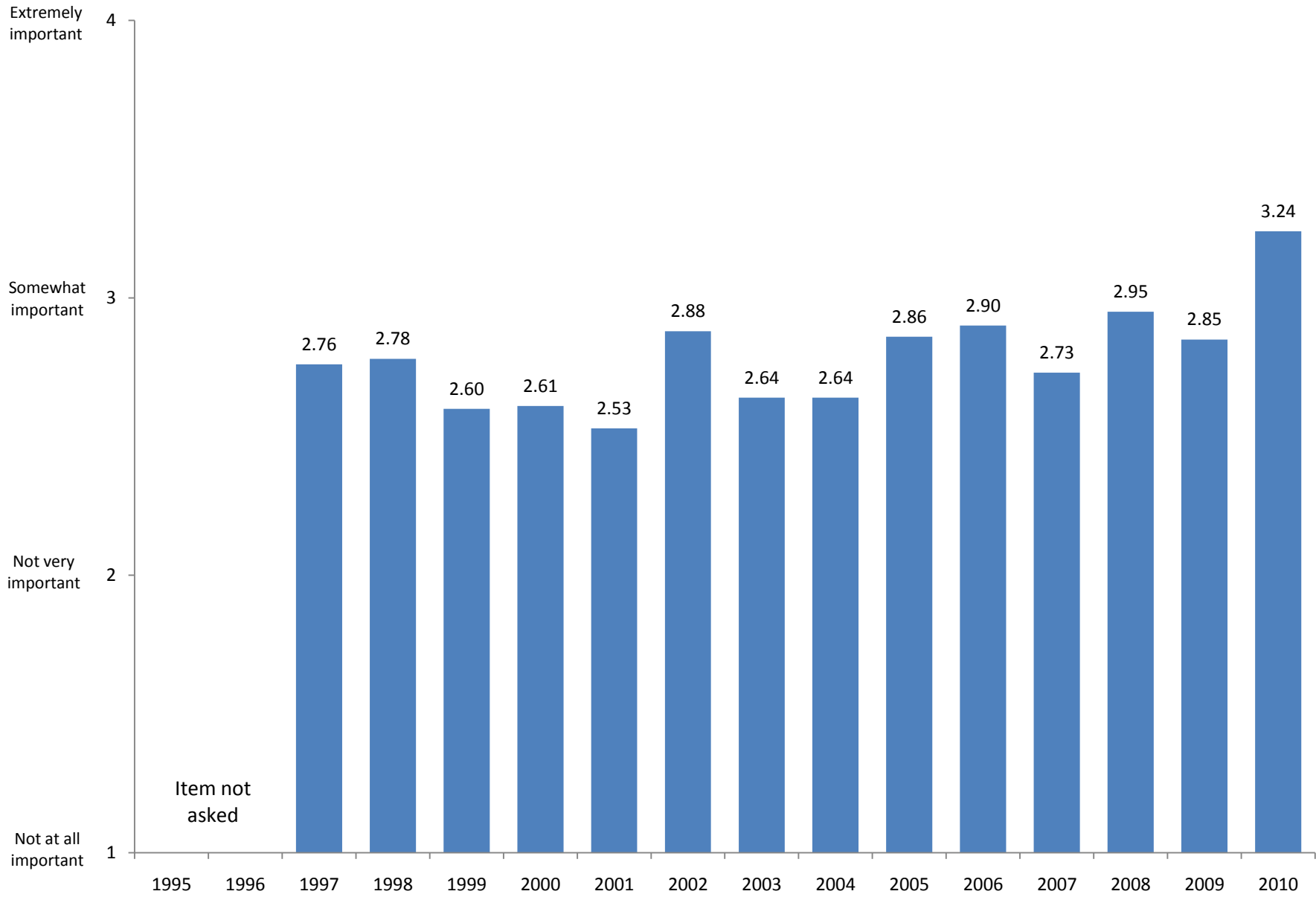
Rate the importance to you of each of the following:

Learning more about African and African American culture/history



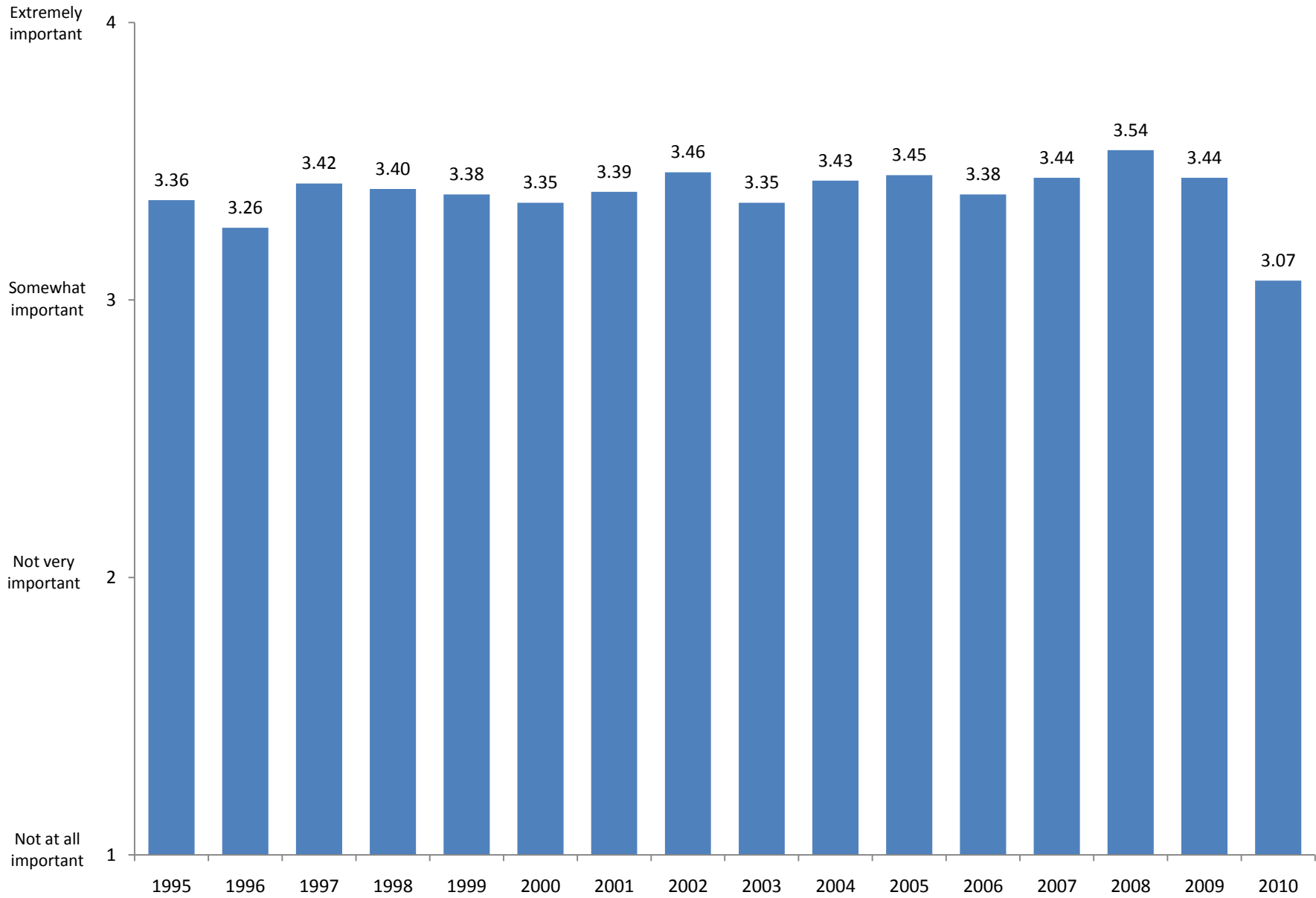
Rate the importance to you of each of the following:

Learning more about women's culture/history



Rate the importance to you of each of the following:

Traveling to new places



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%		

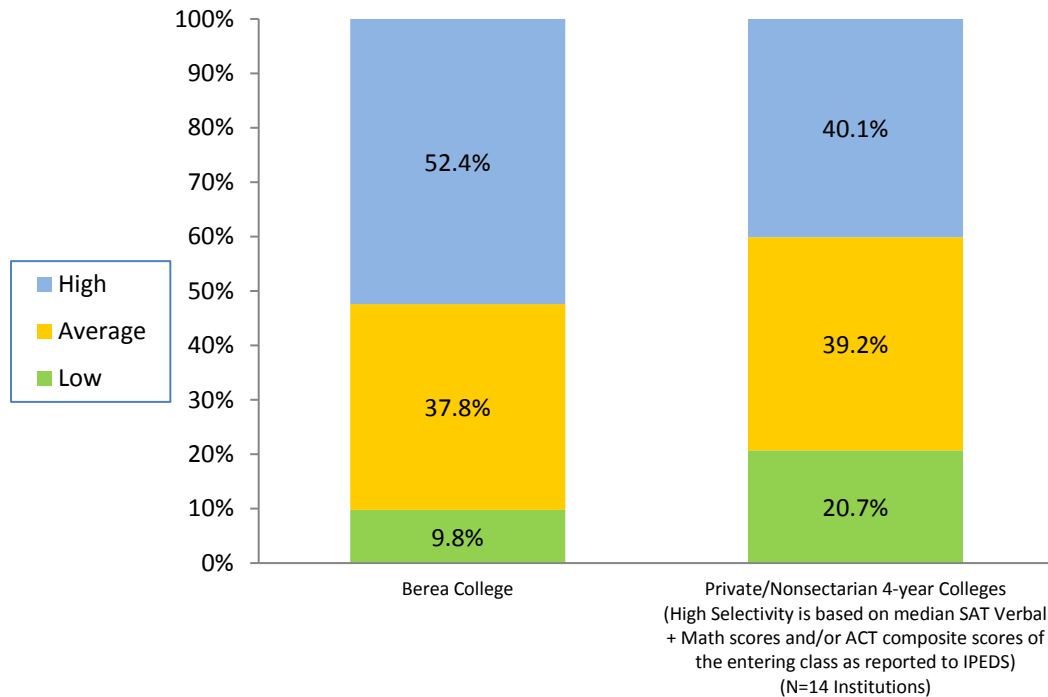
Construct: Institutional Priority: Commitment to Diversity - Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Survey items included in the construct,

Institutional Priority: Commitment to Diversity:

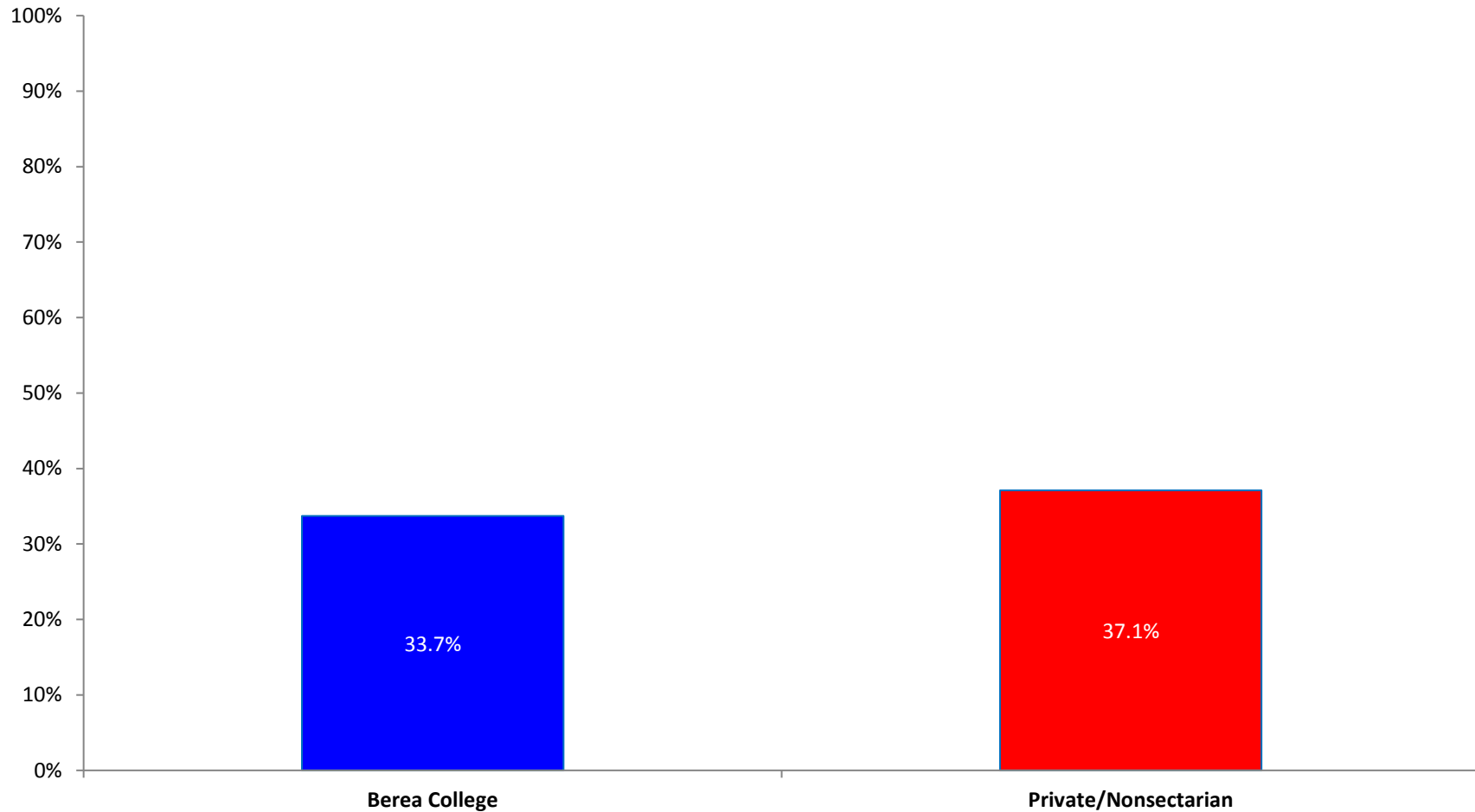
*Indicate how important you believe each priority listed below is at your college or university:
(Highest Priority, High Priority, Medium Priority, Low Priority)*

- To promote gender diversity in the faculty and administration
- To promote racial and ethnic diversity in the faculty and administration
- To recruit more minority students (effect size = .74)



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.

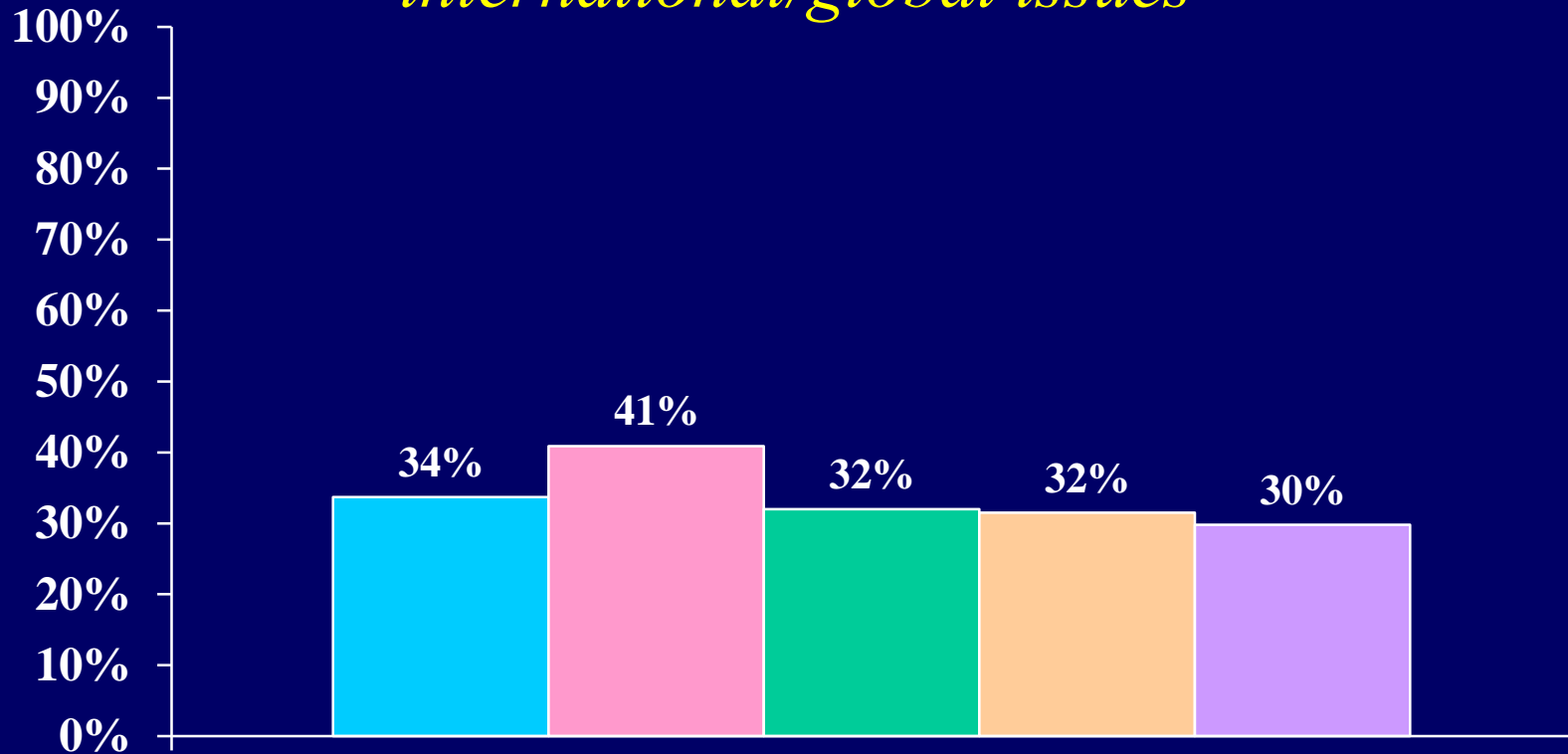
Conducted research or writing focused on international/global issues
(Percentage of faculty responding Yes)



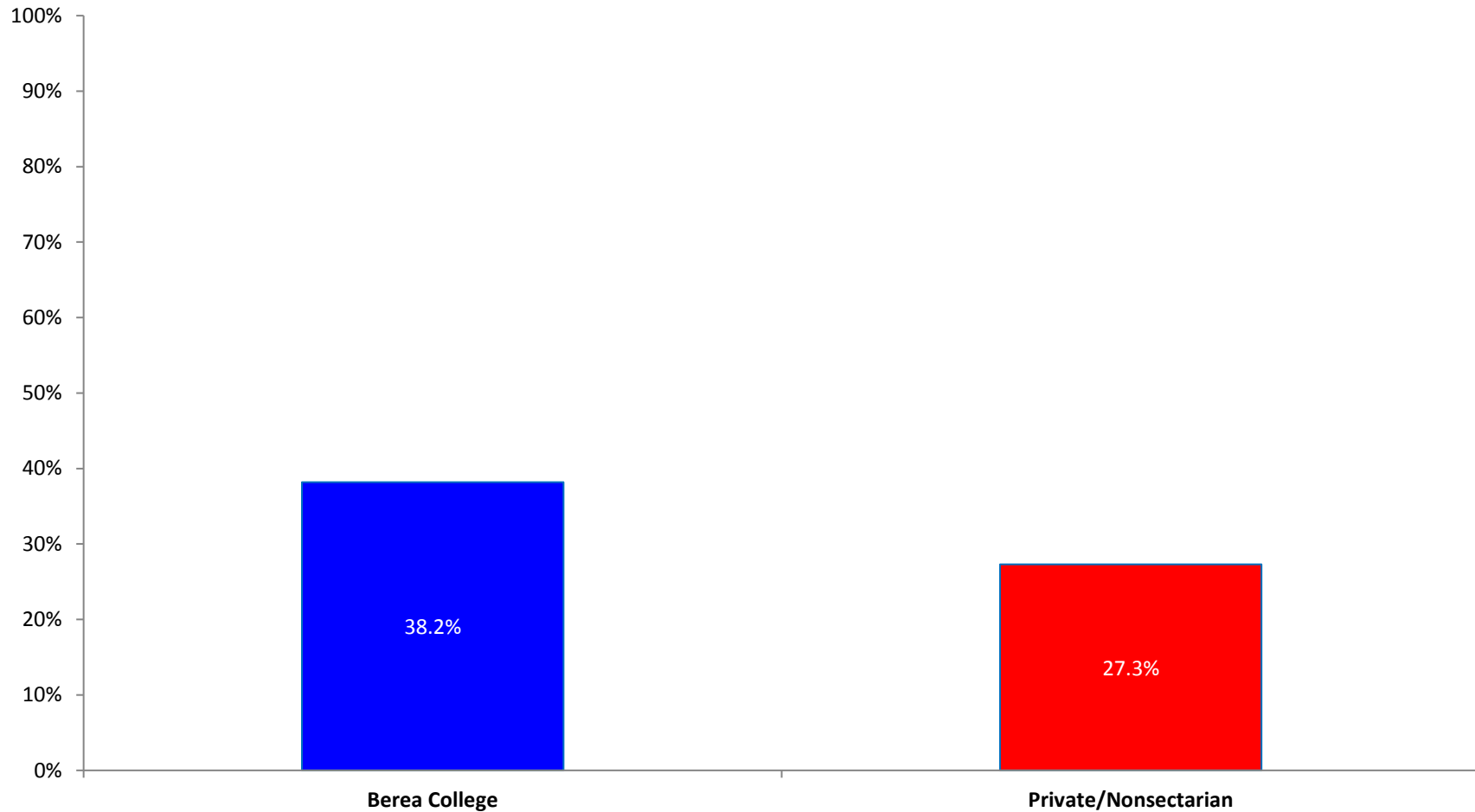
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

*Conducted research or writing focused on:
international/global issues*



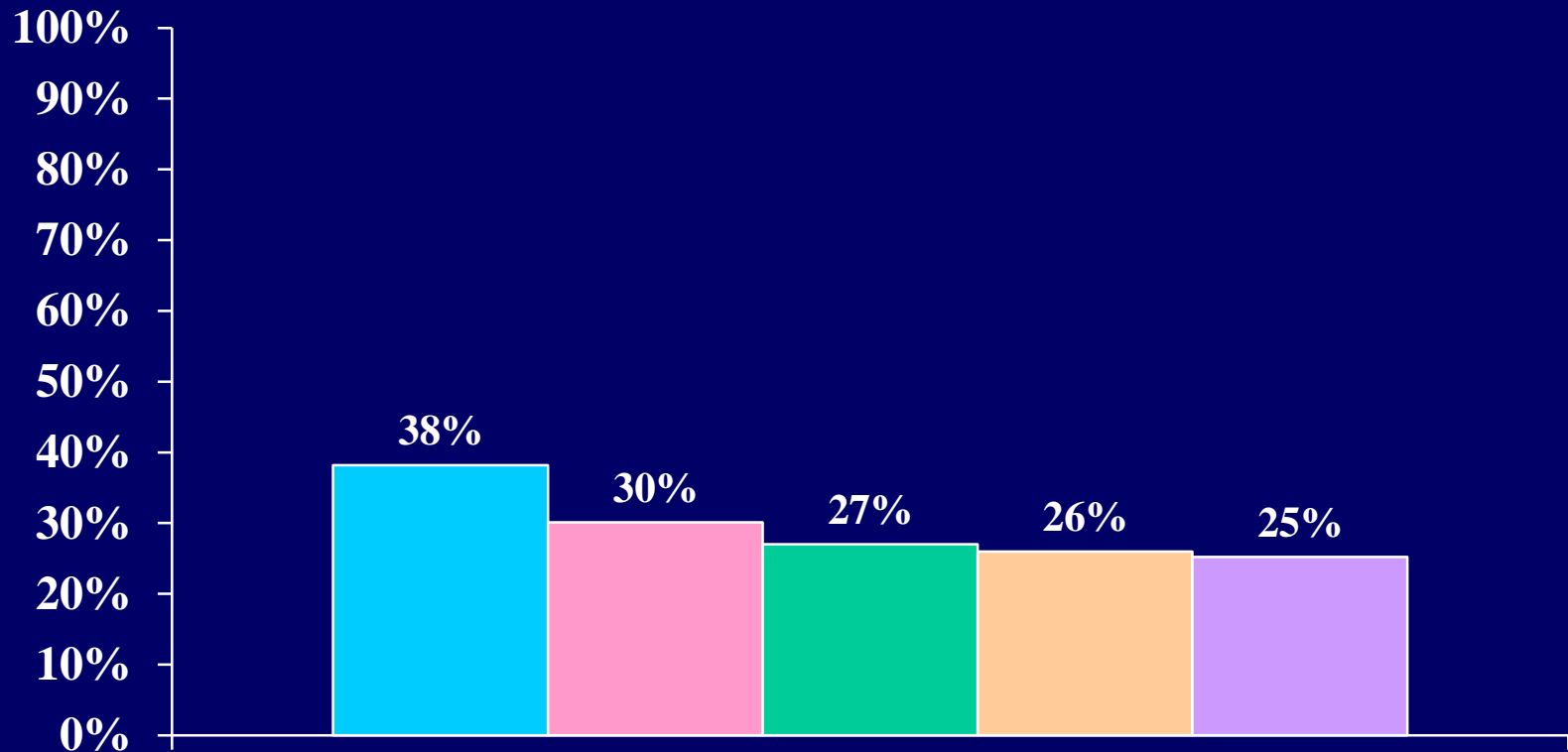
Conducted research or writing focused on racial or ethnic minorities (Percentage of faculty responding Yes)



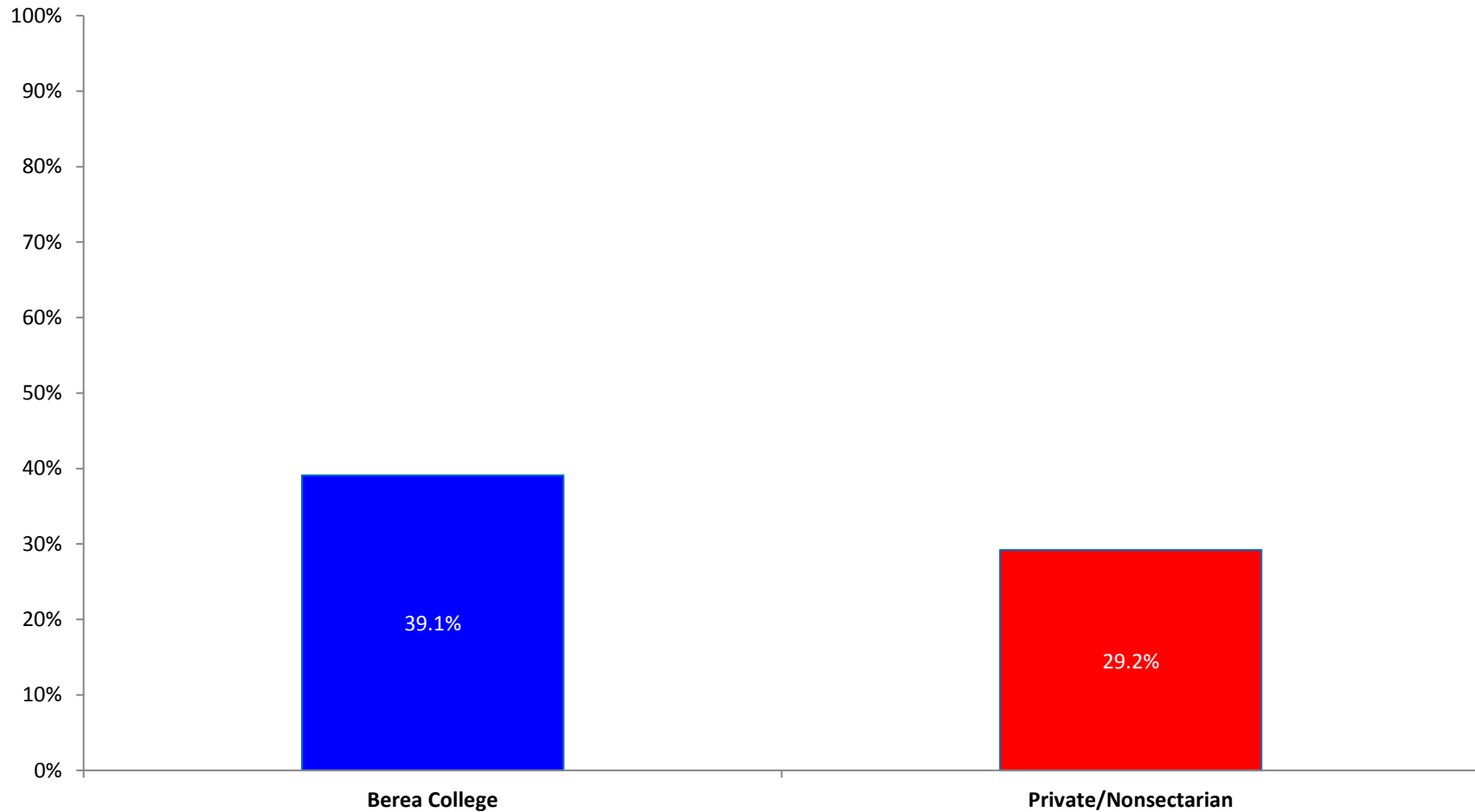
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

*Conducted research or writing focused on:
racial or ethnic minorities*



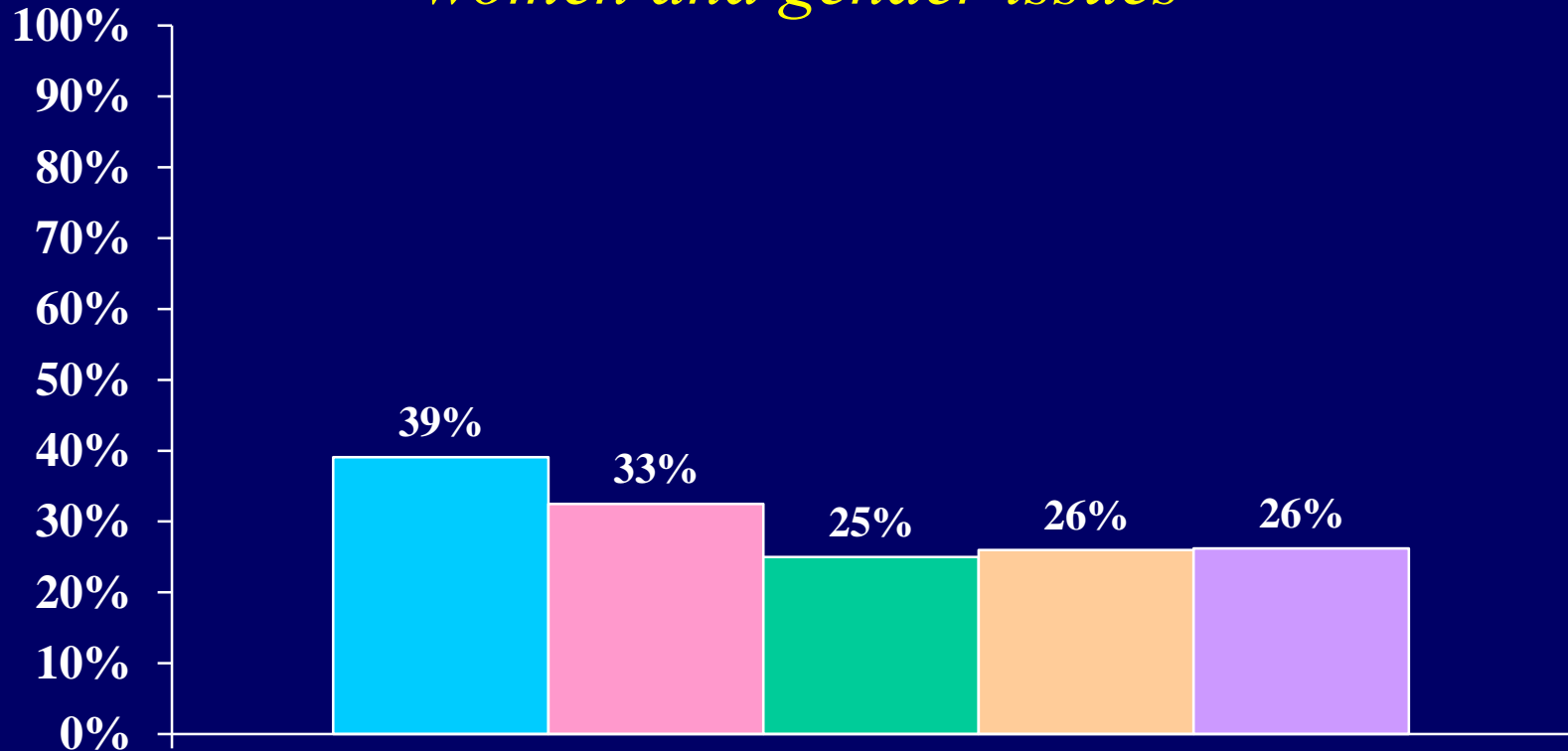
Conducted research or writing focused on women and gender issues
(Percentage of faculty responding Yes)



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

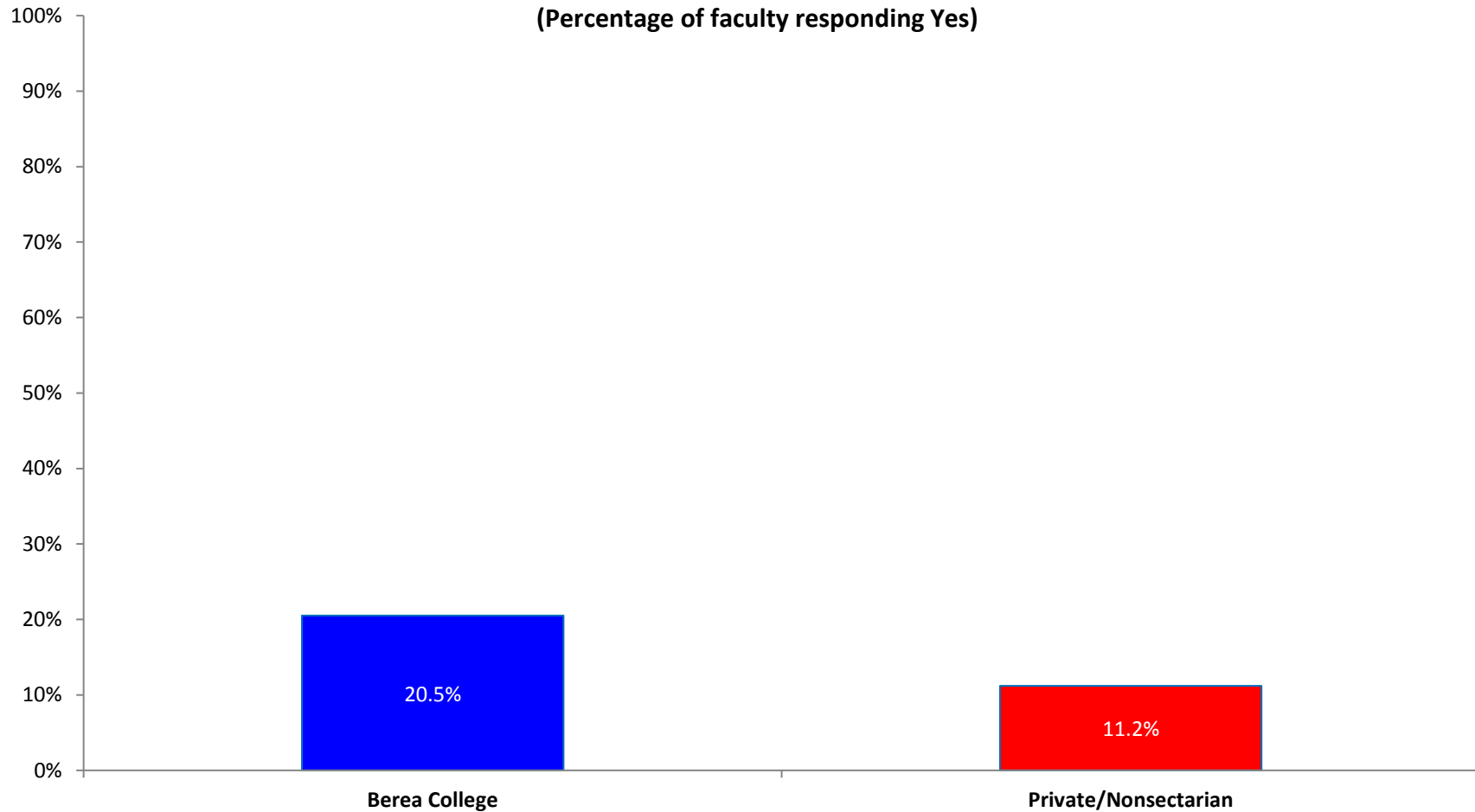
Percent of faculty who indicated “yes”

*Conducted research or writing focused on:
women and gender issues*



Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGTBQ) issues

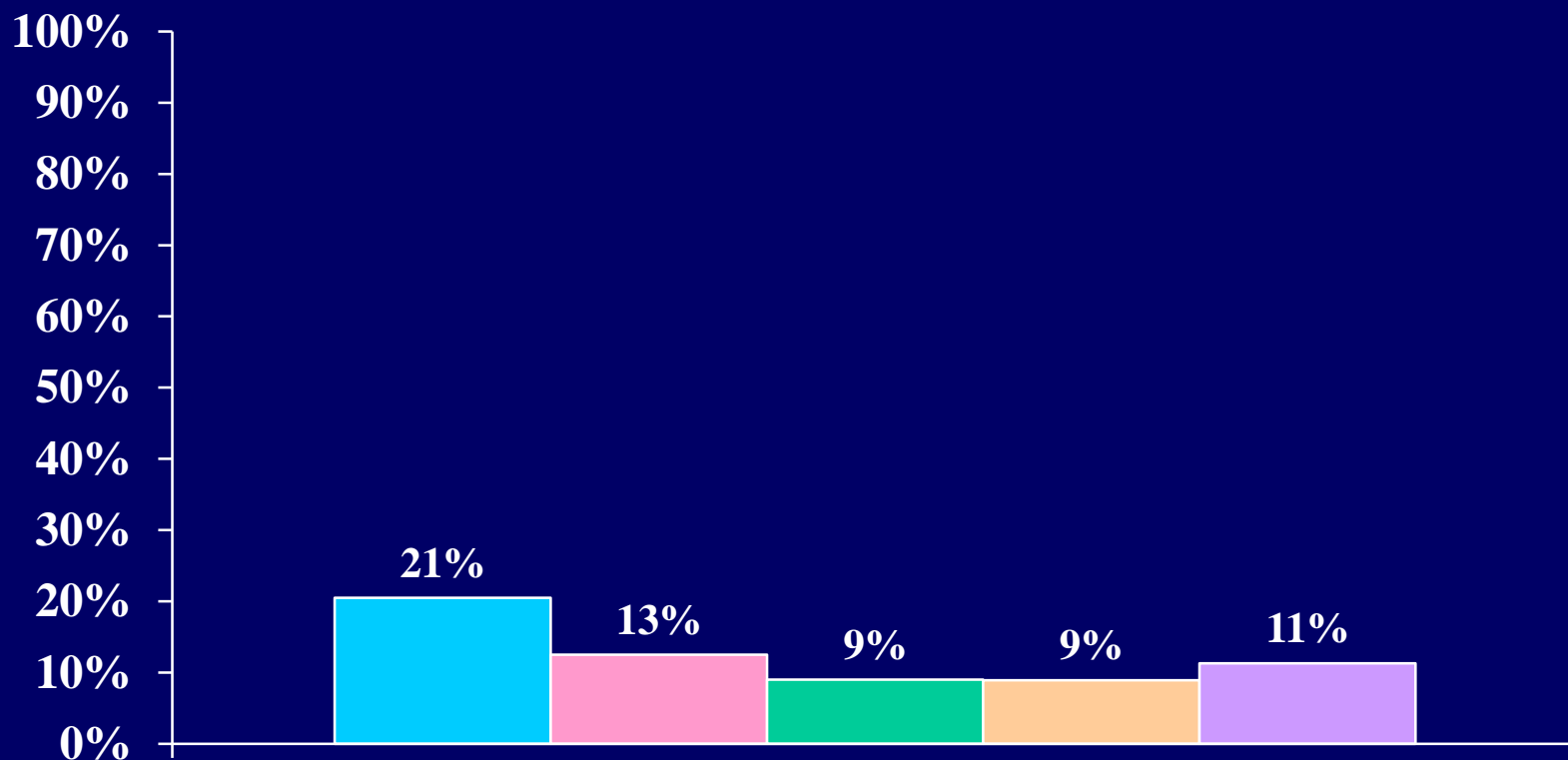
(Percentage of faculty responding Yes)



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

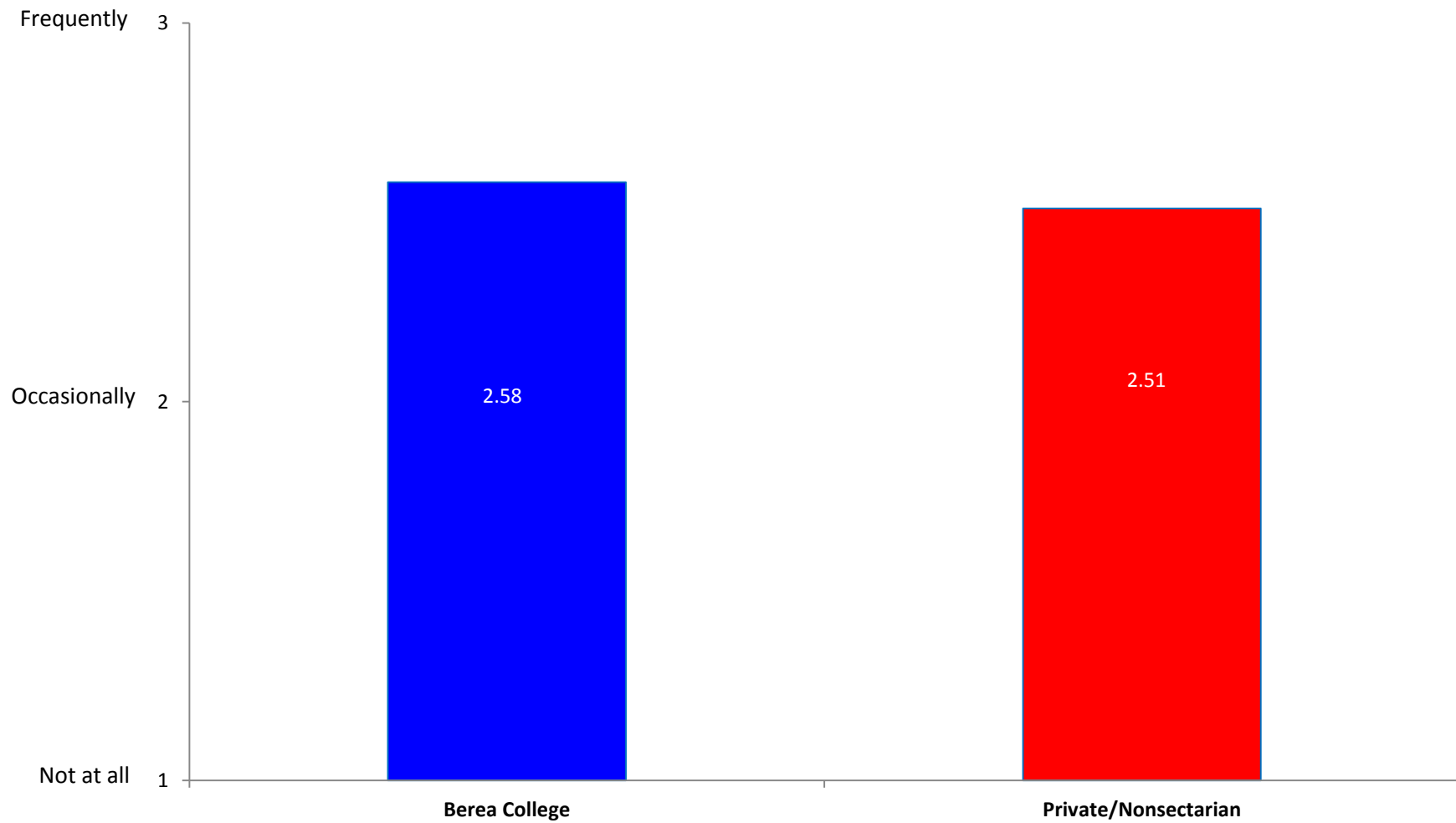
Percent of faculty who indicated “yes”

*Conducted research or writing focused on:
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues*



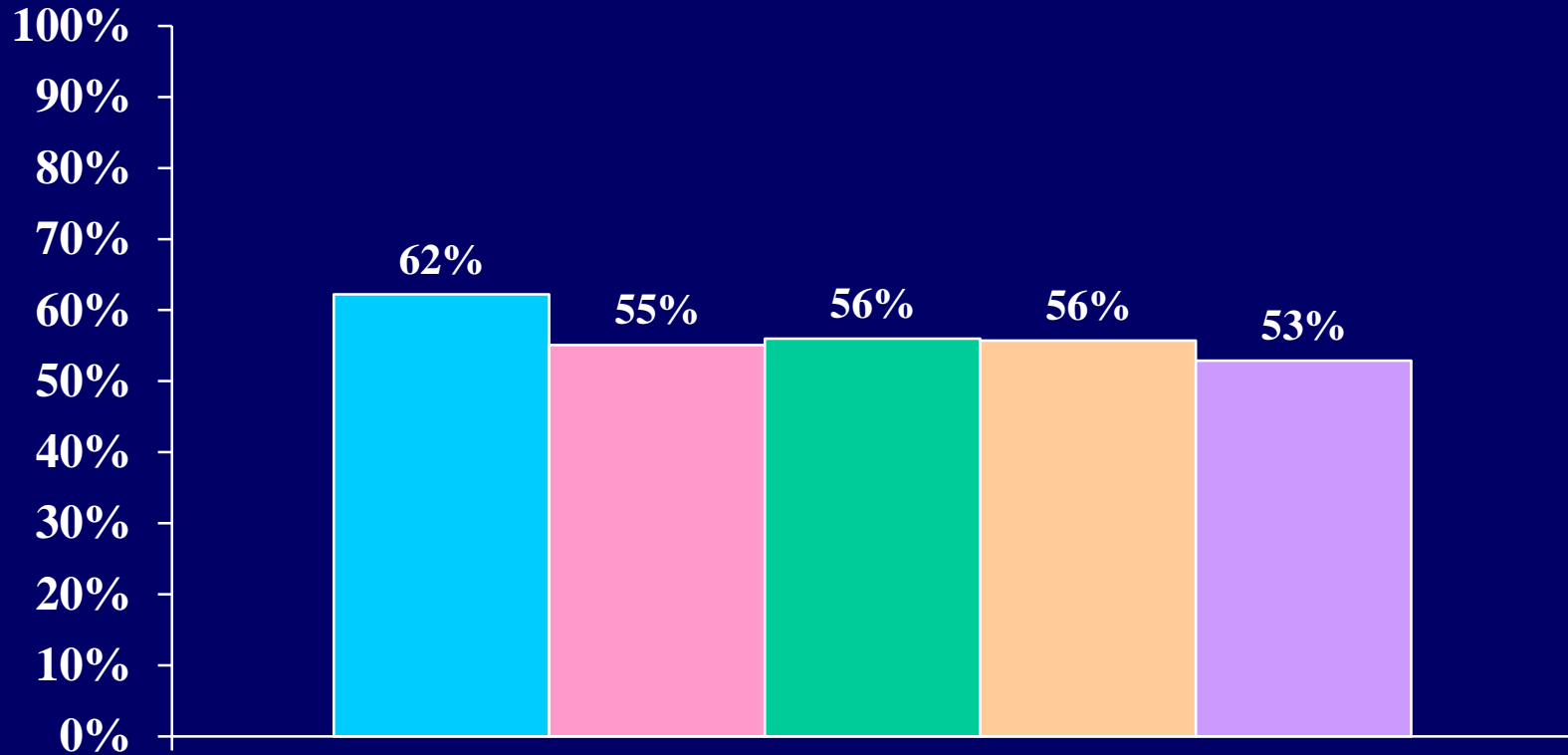
How often in the past year have you encouraged students to:

Use different points of view to make an argument



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

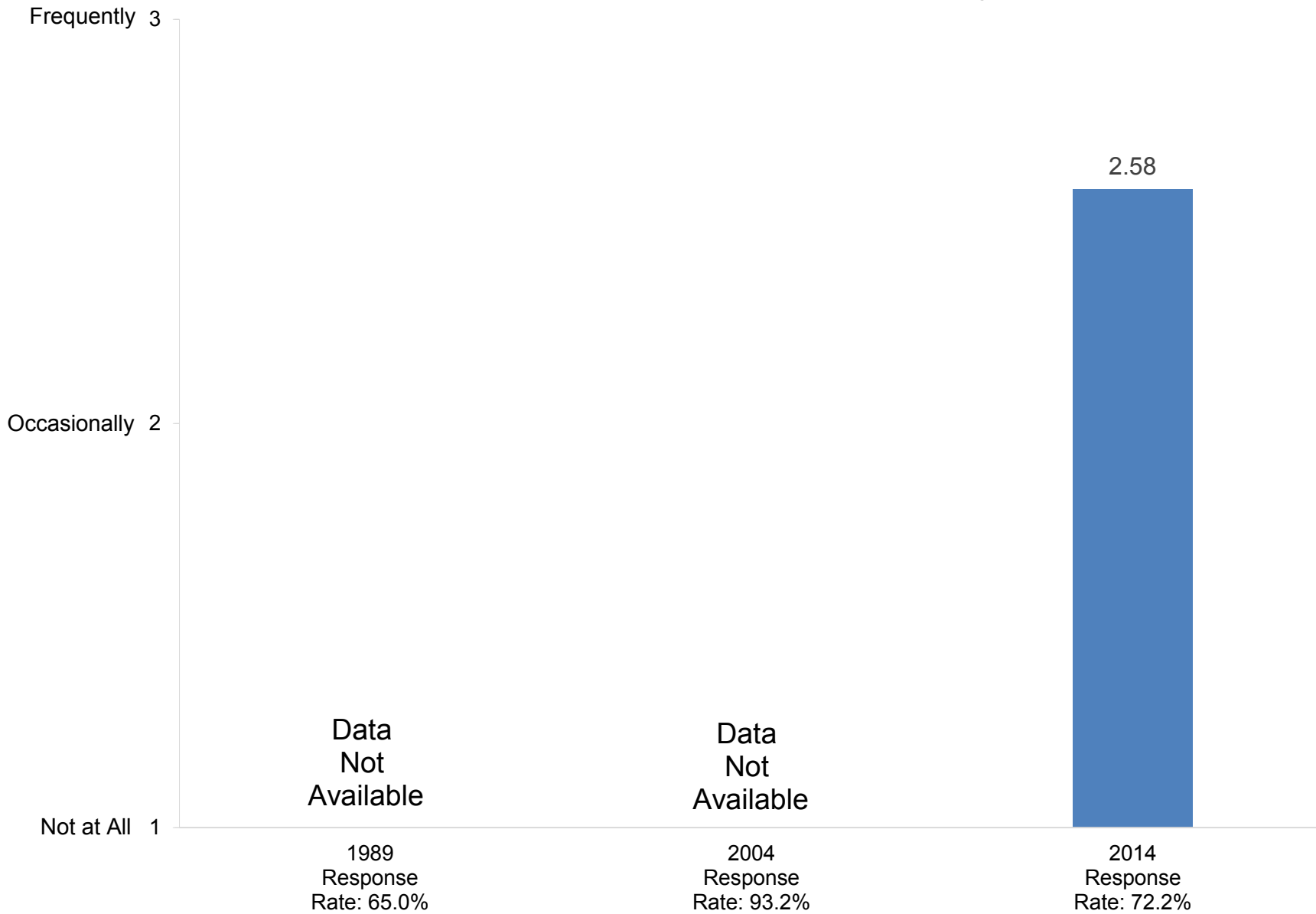
Use different points of view to make an argument



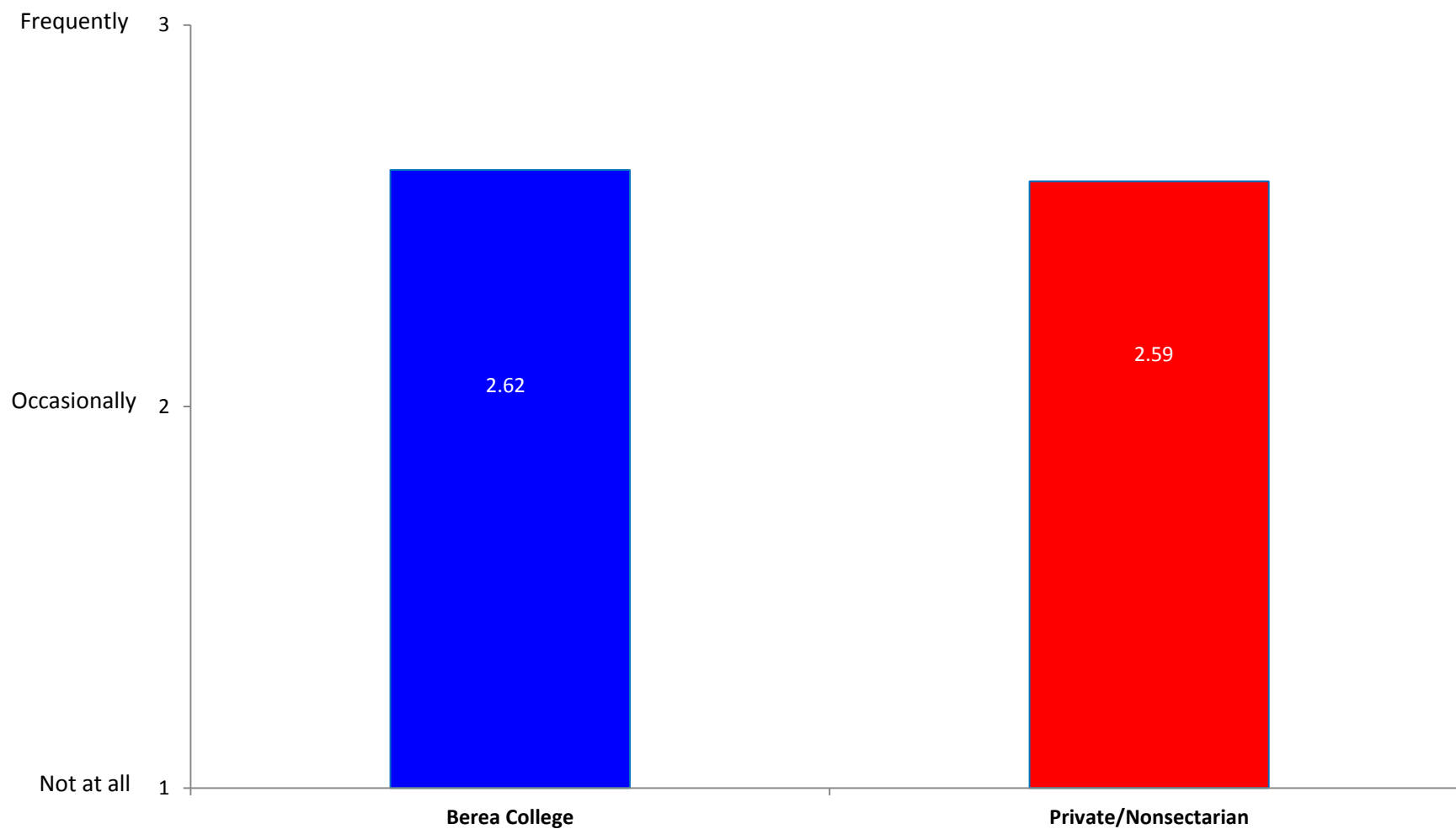
Higher Education Research Institute (HERI) Faculty Survey

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

Use different points of view to make an arugment

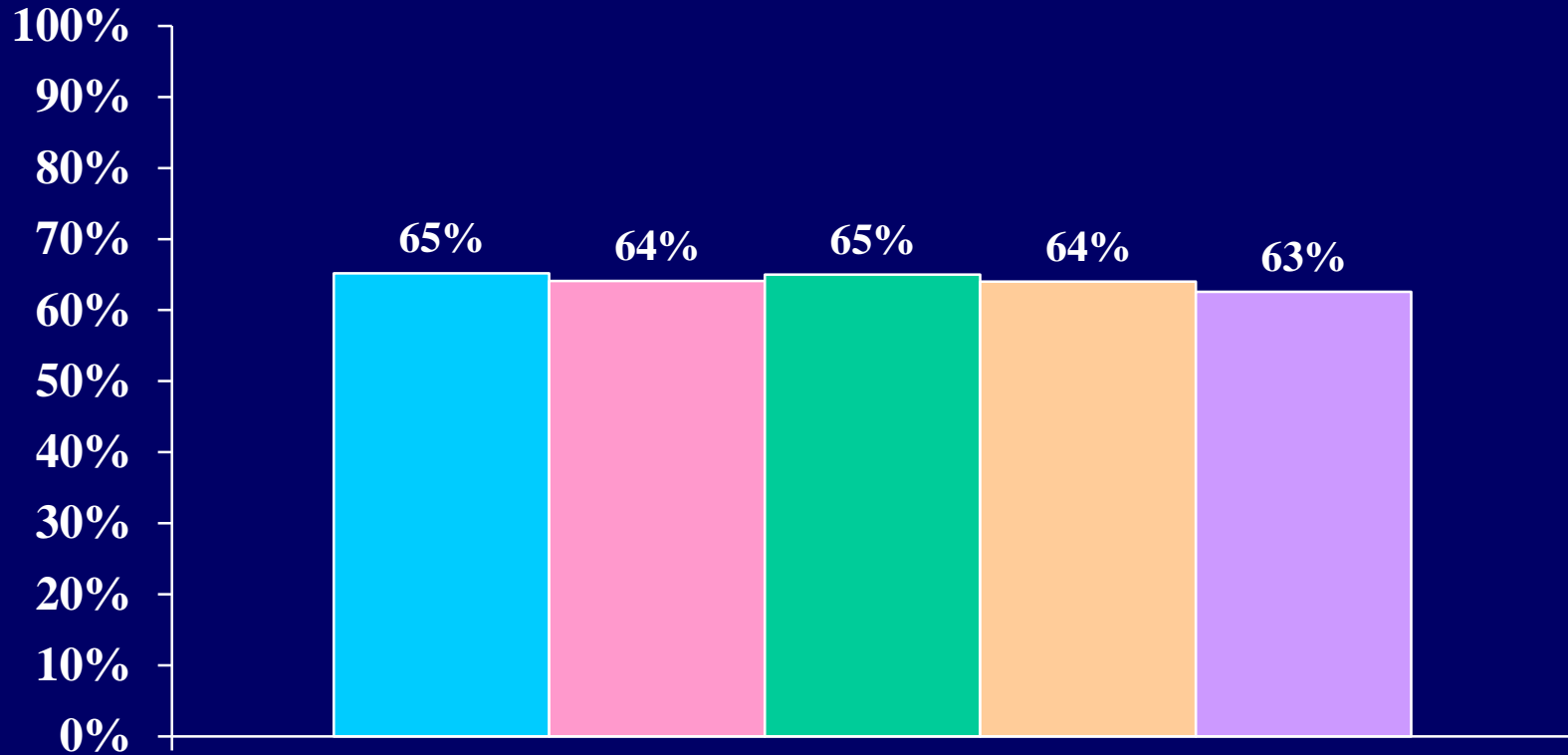


Critically evaluate their position on an issue



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

Critically evaluate their position on an issue



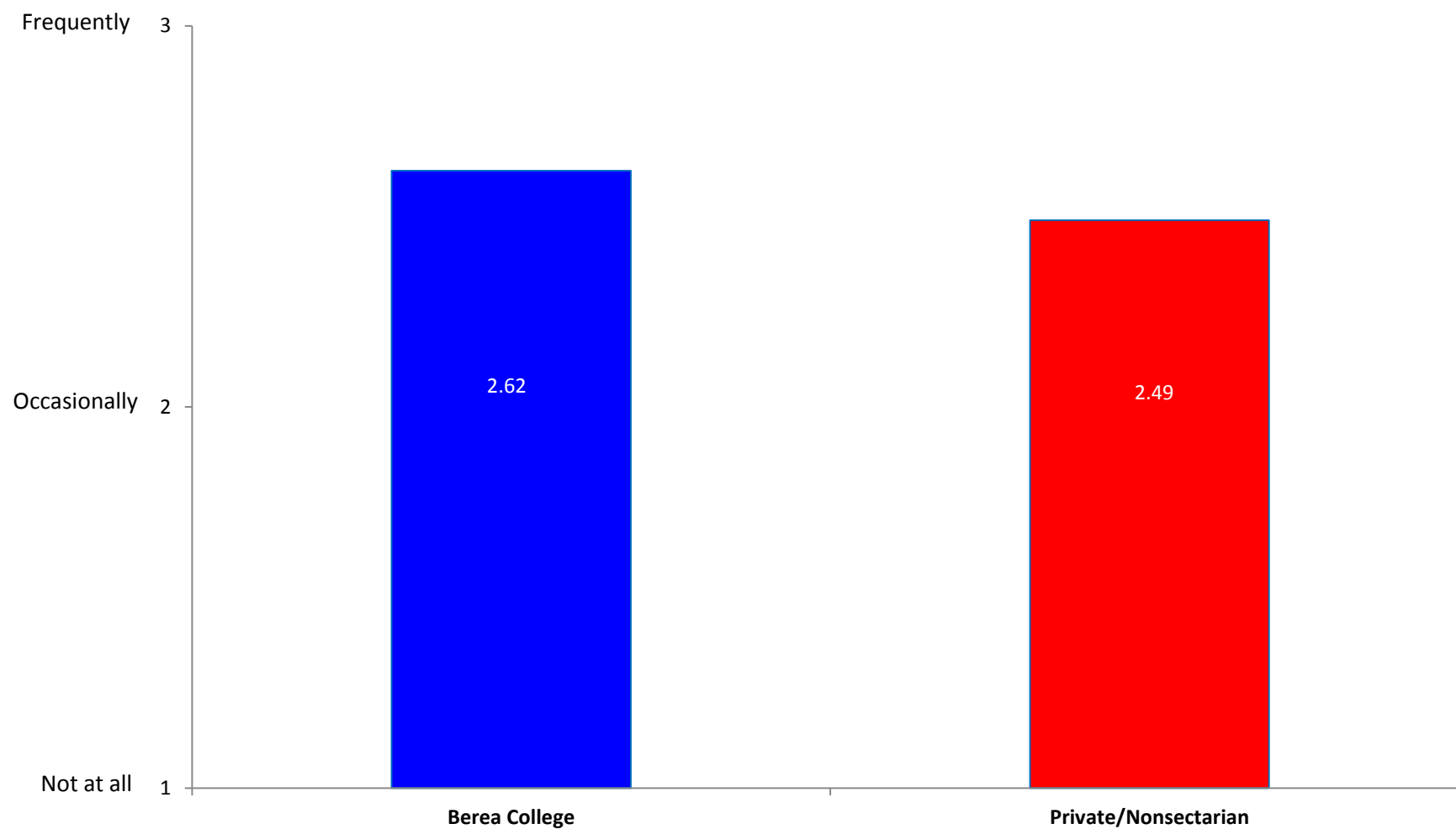
Higher Education Research Institute (HERI) Faculty Survey

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

Critically evaluate their position on an issue

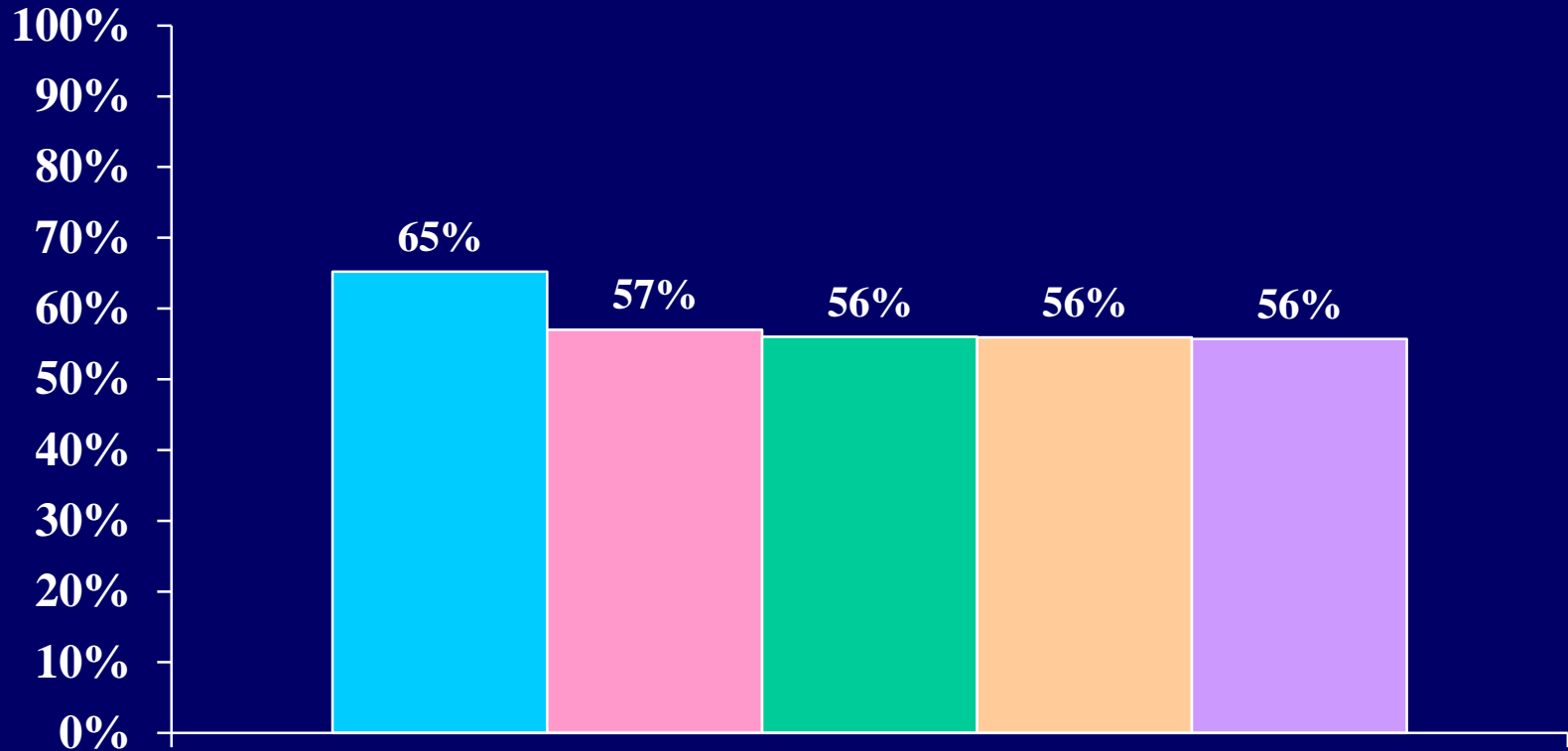


Recognize the biases that affect their thinking



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

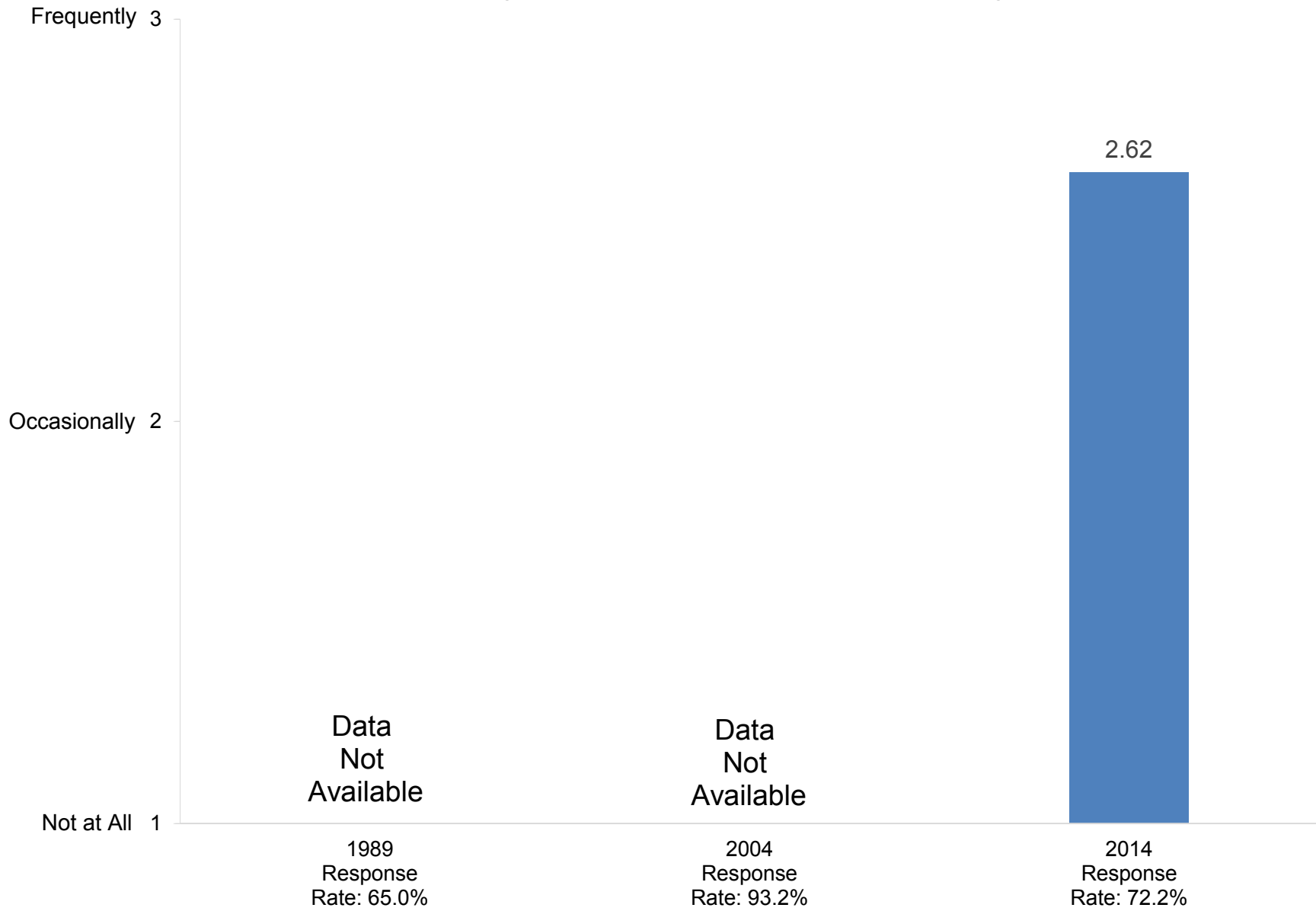
Recognize the biases that affect their thinking



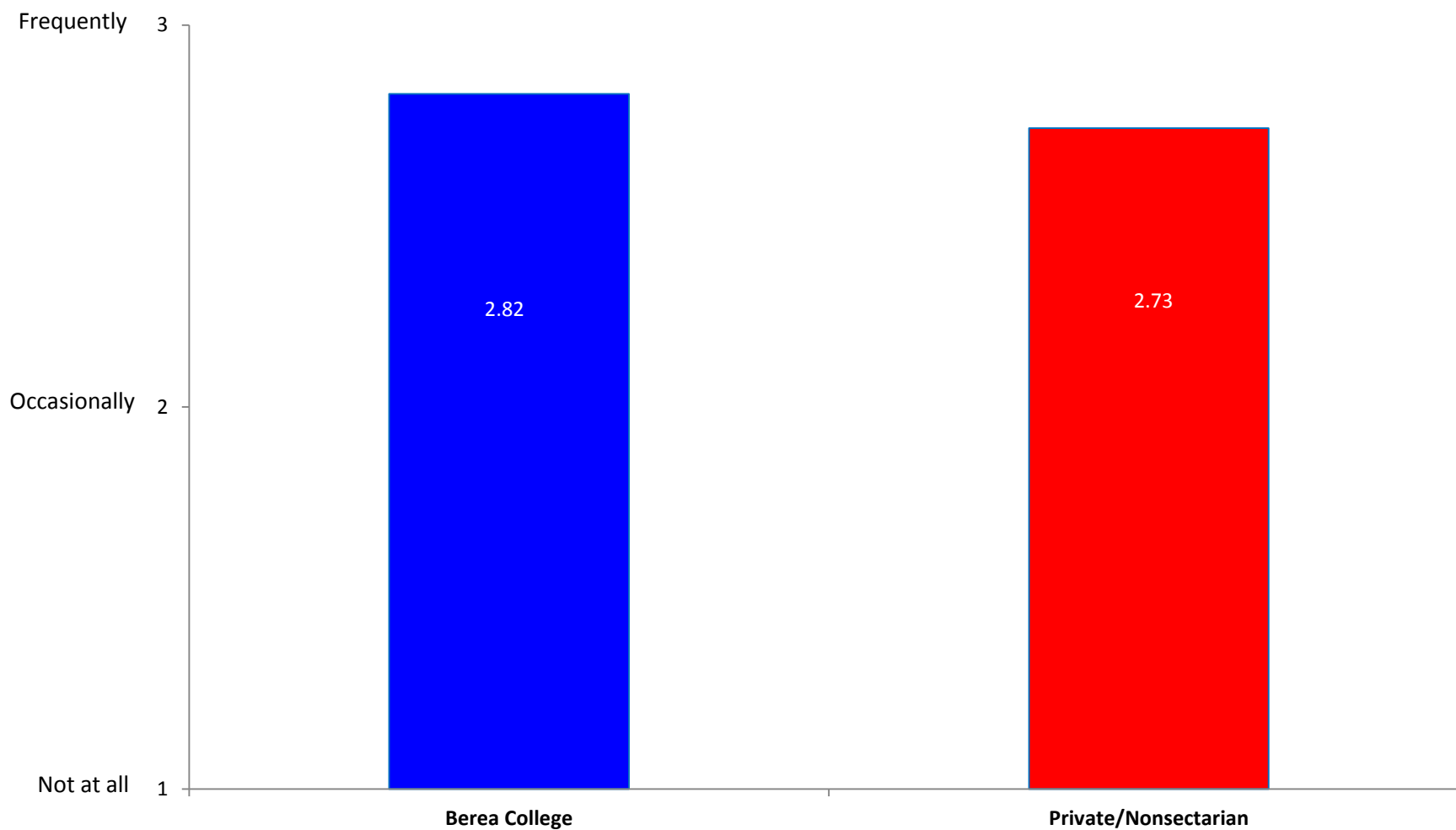
Higher Education Research Institute (HERI) Faculty Survey

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

Recognize the biases that affect their thinking

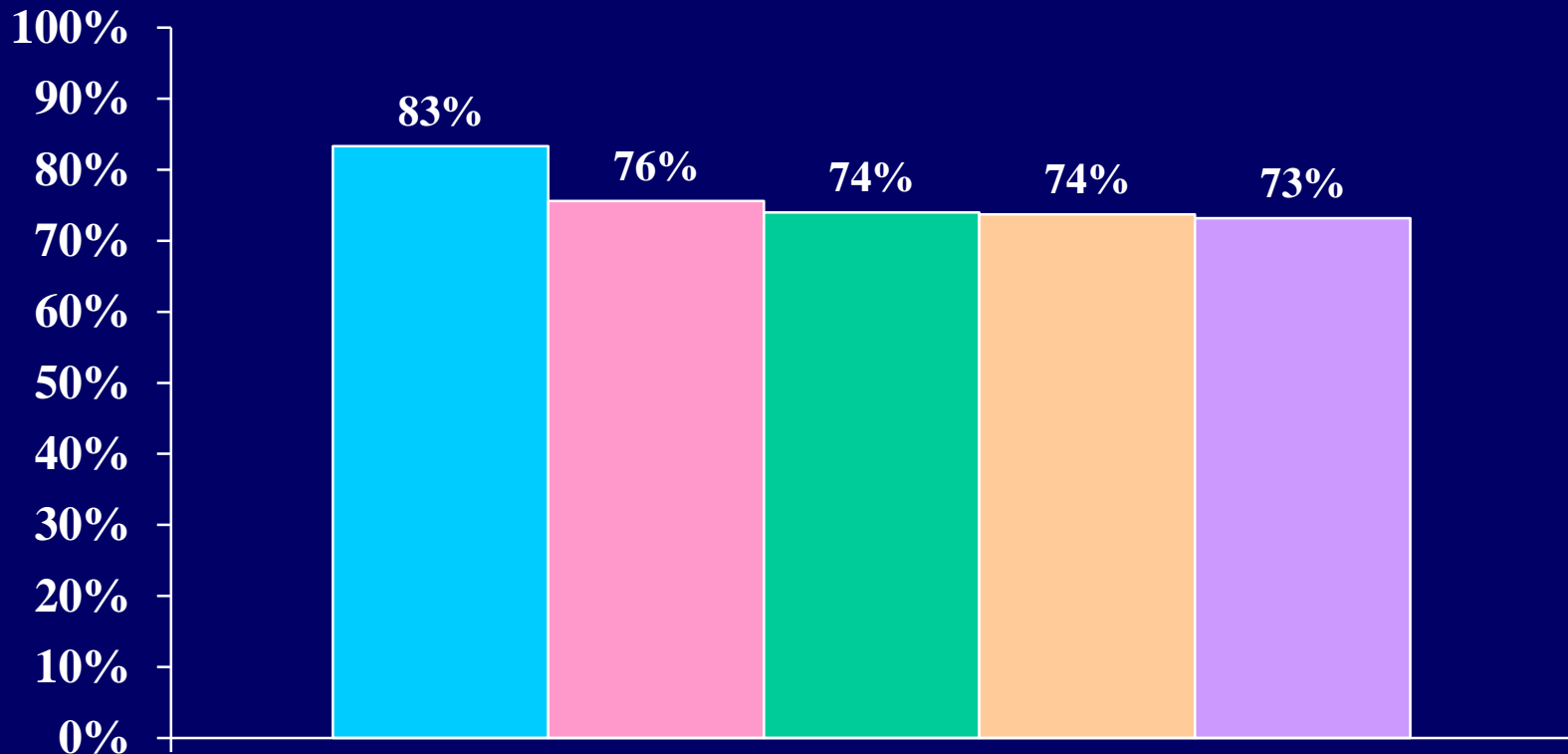


Think more broadly about an issue



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

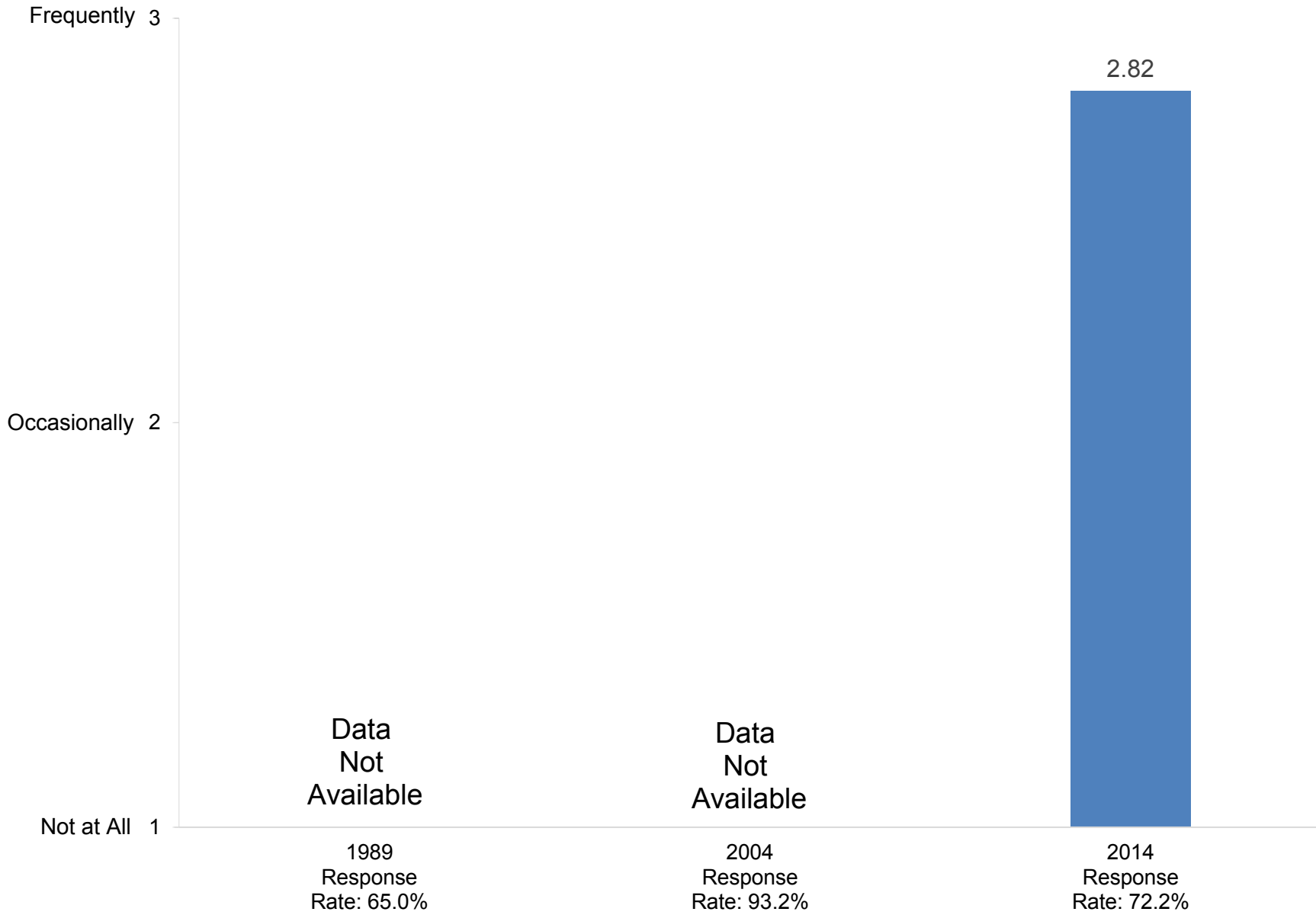
Think more broadly about an issue



Higher Education Research Institute (HERI) Faculty Survey

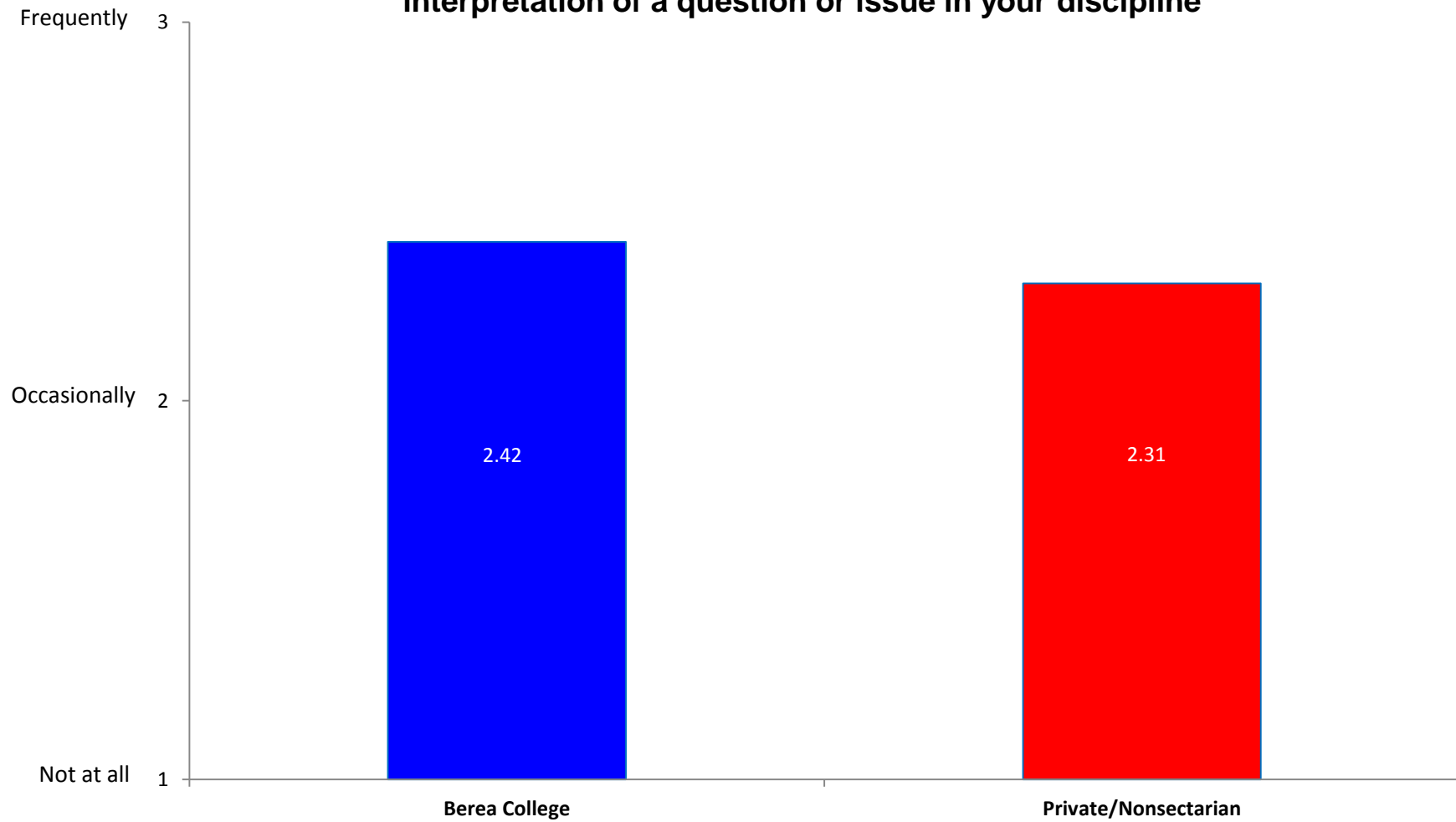
How often in the past year have you encouraged students to:

Think more broadly about an issue



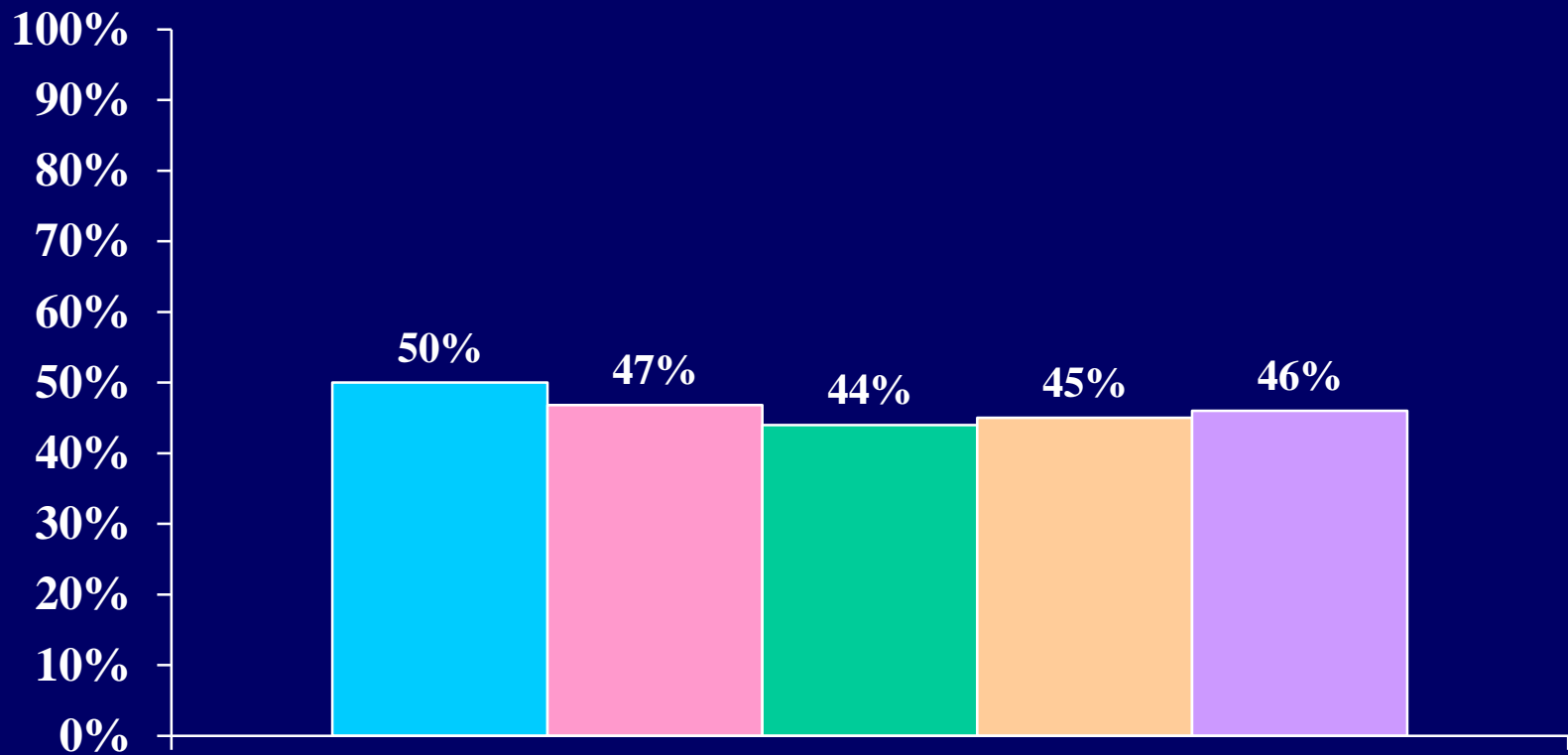
How frequently have you given at least one assignment that required students to:

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”

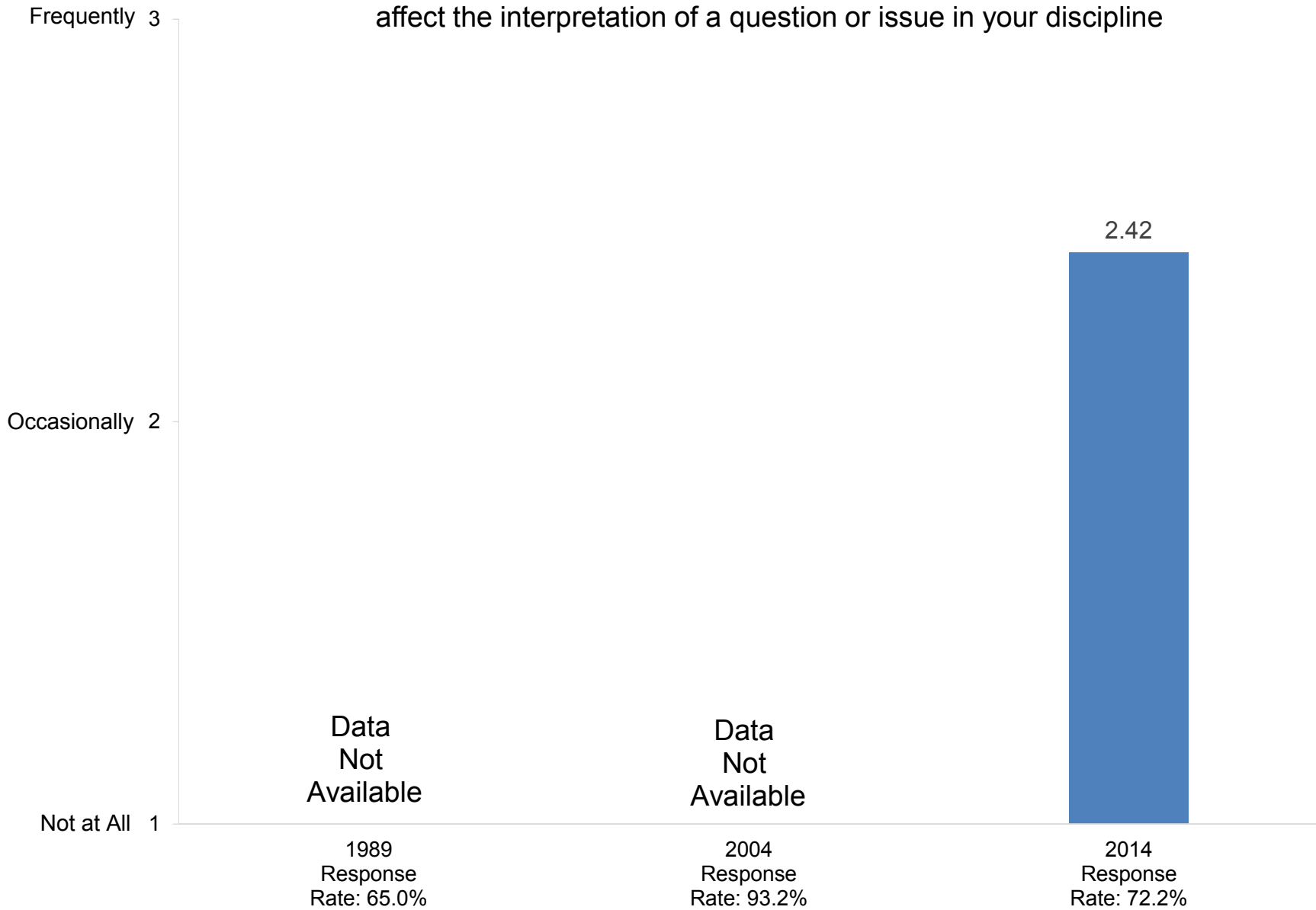
Describe how different perspectives would affect the interpretation of a question or issue in your discipline



Higher Education Research Institute (HERI) Faculty Survey

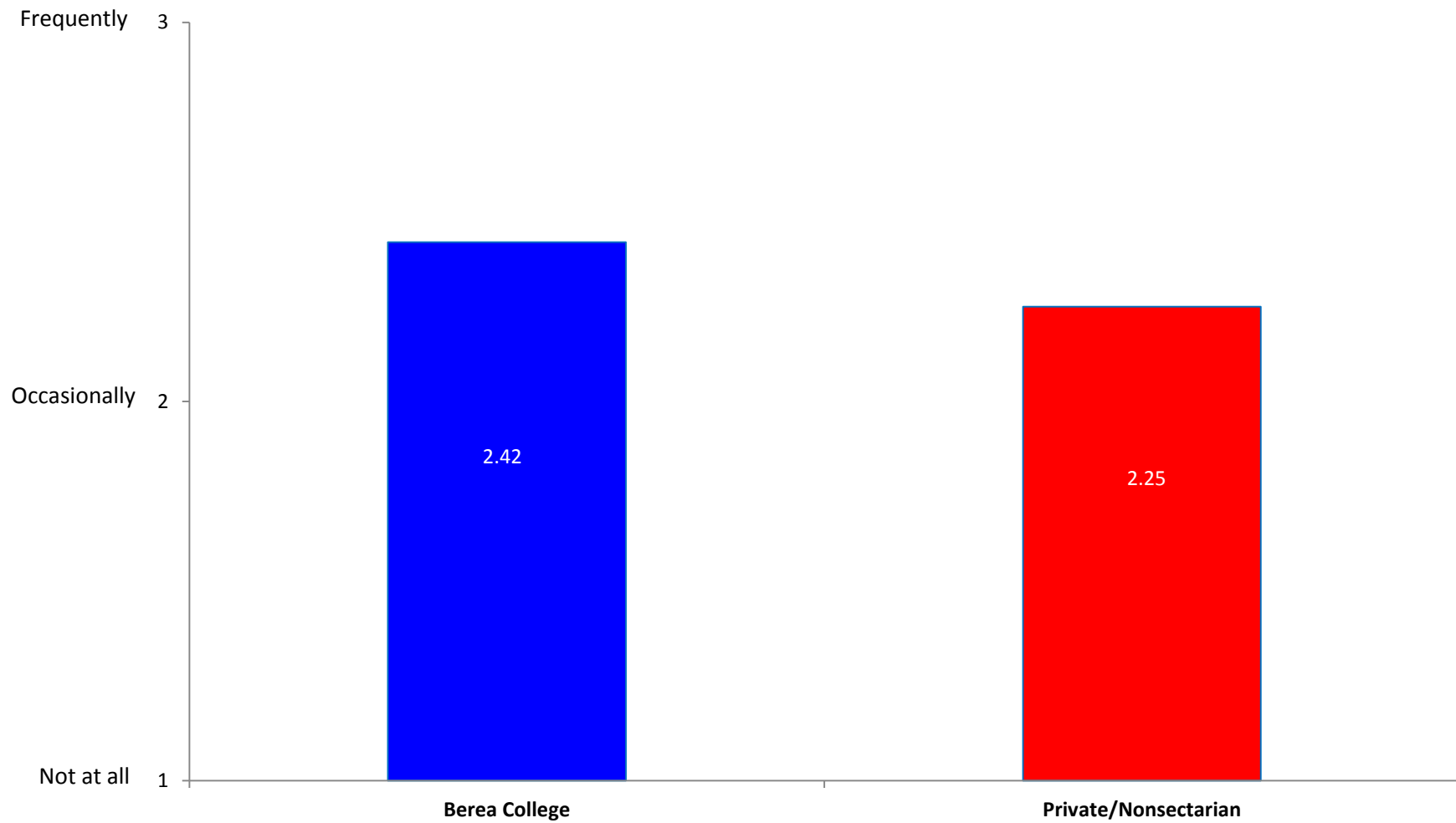
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

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



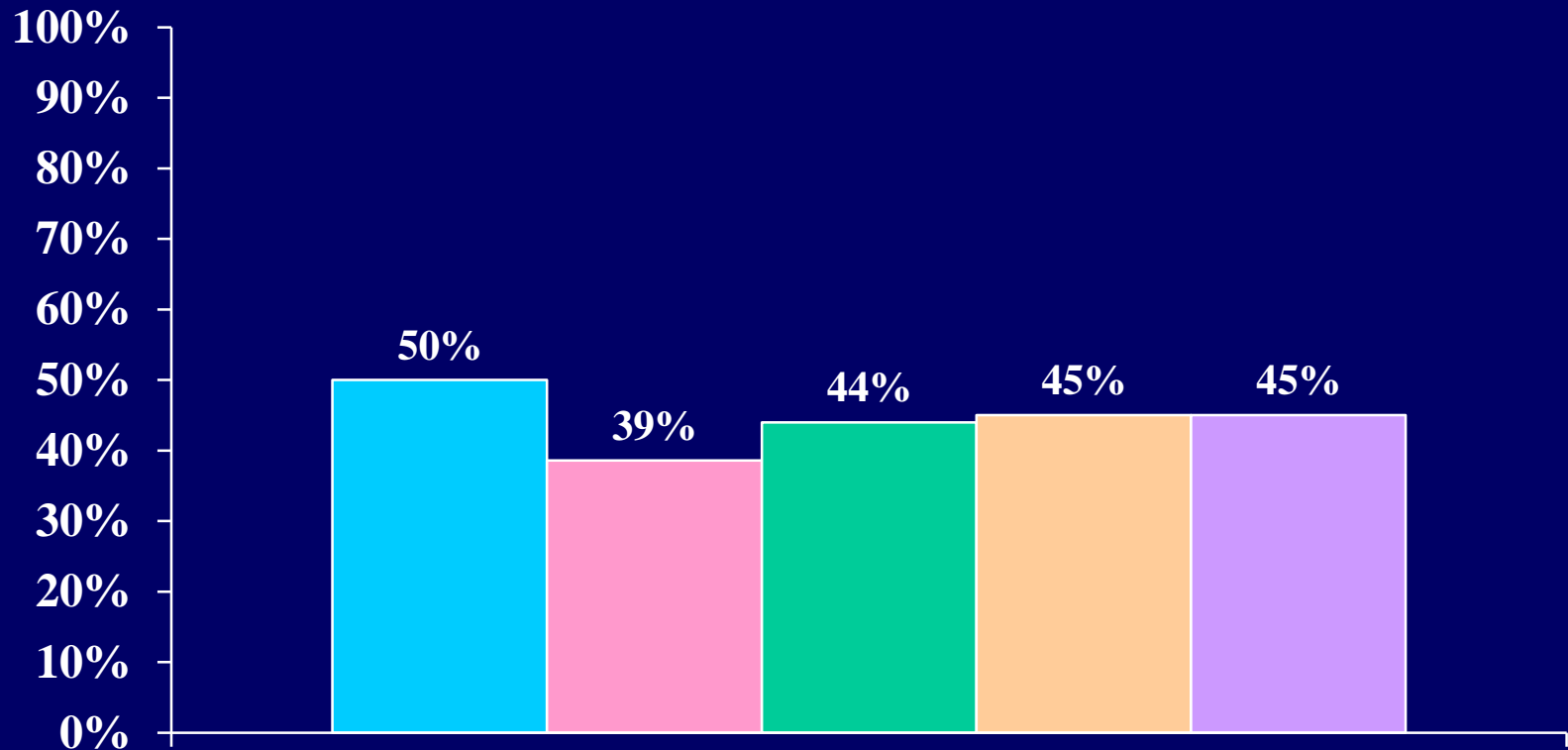
How frequently have you given at least one assignment that required students to:

Discuss the ethical or moral implications of a course of action



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”

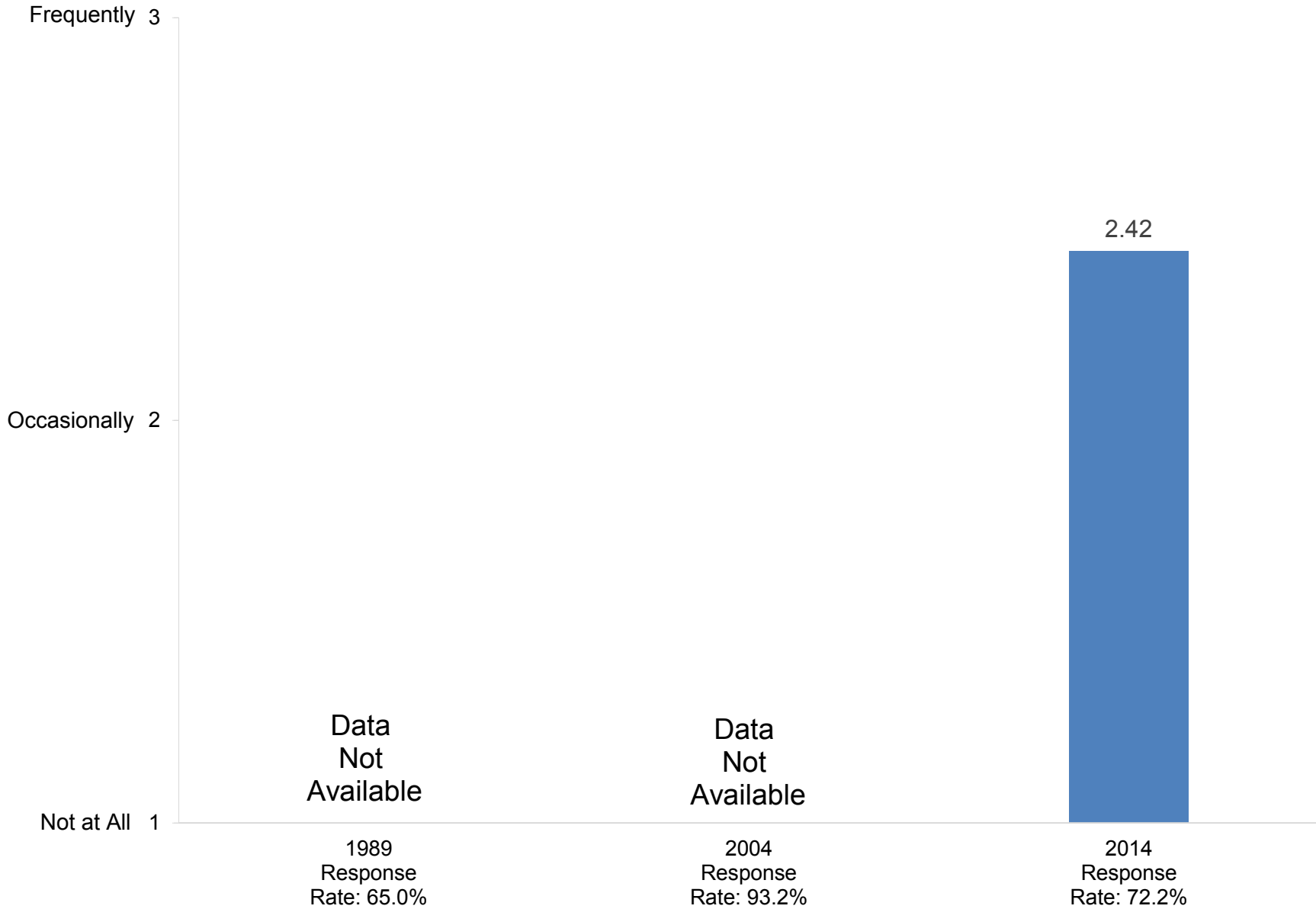
Discuss the ethical or moral implications of a course of action



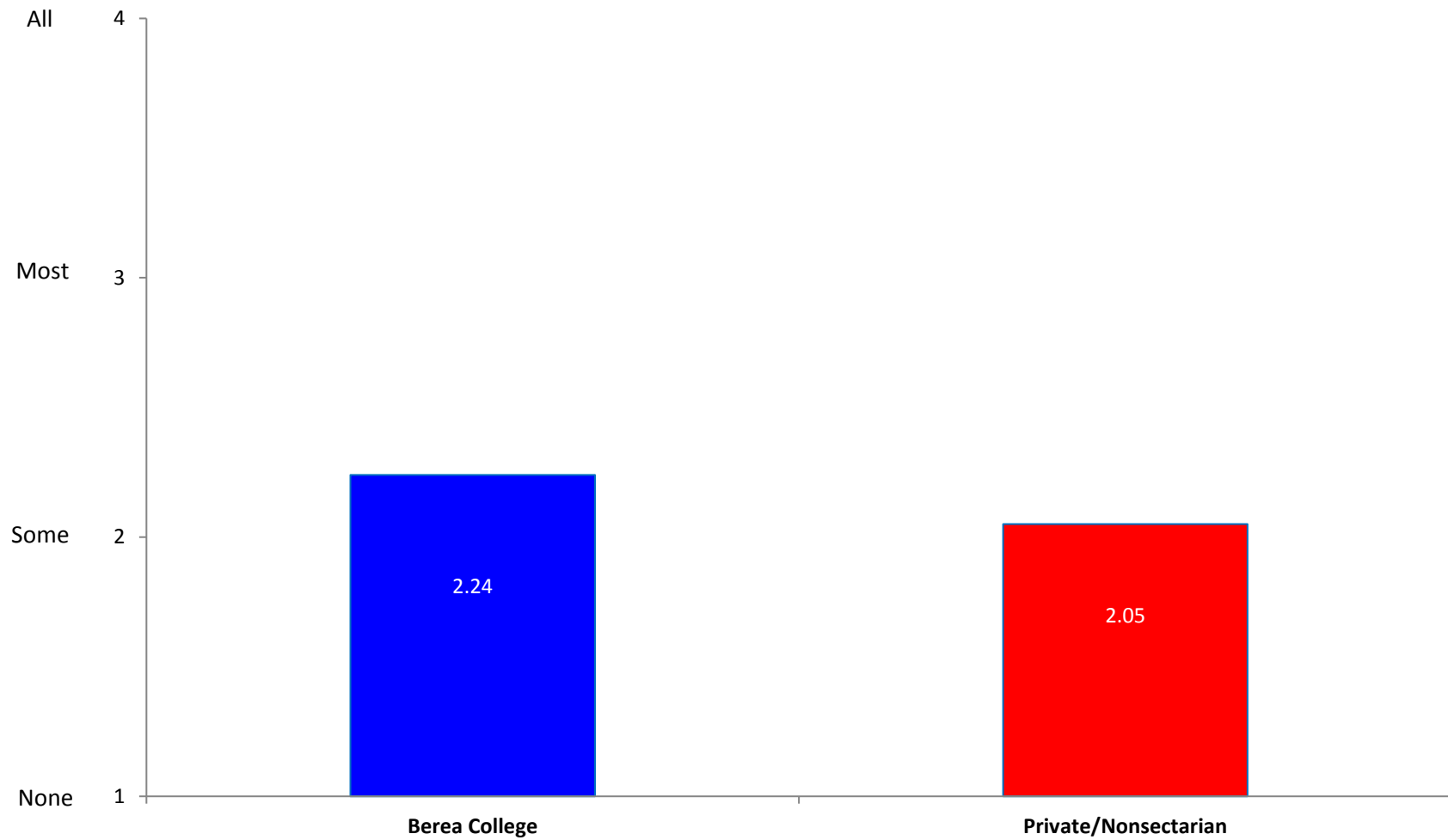
Higher Education Research Institute (HERI) Faculty Survey

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

Discuss the ethical or moral implications of a course of action



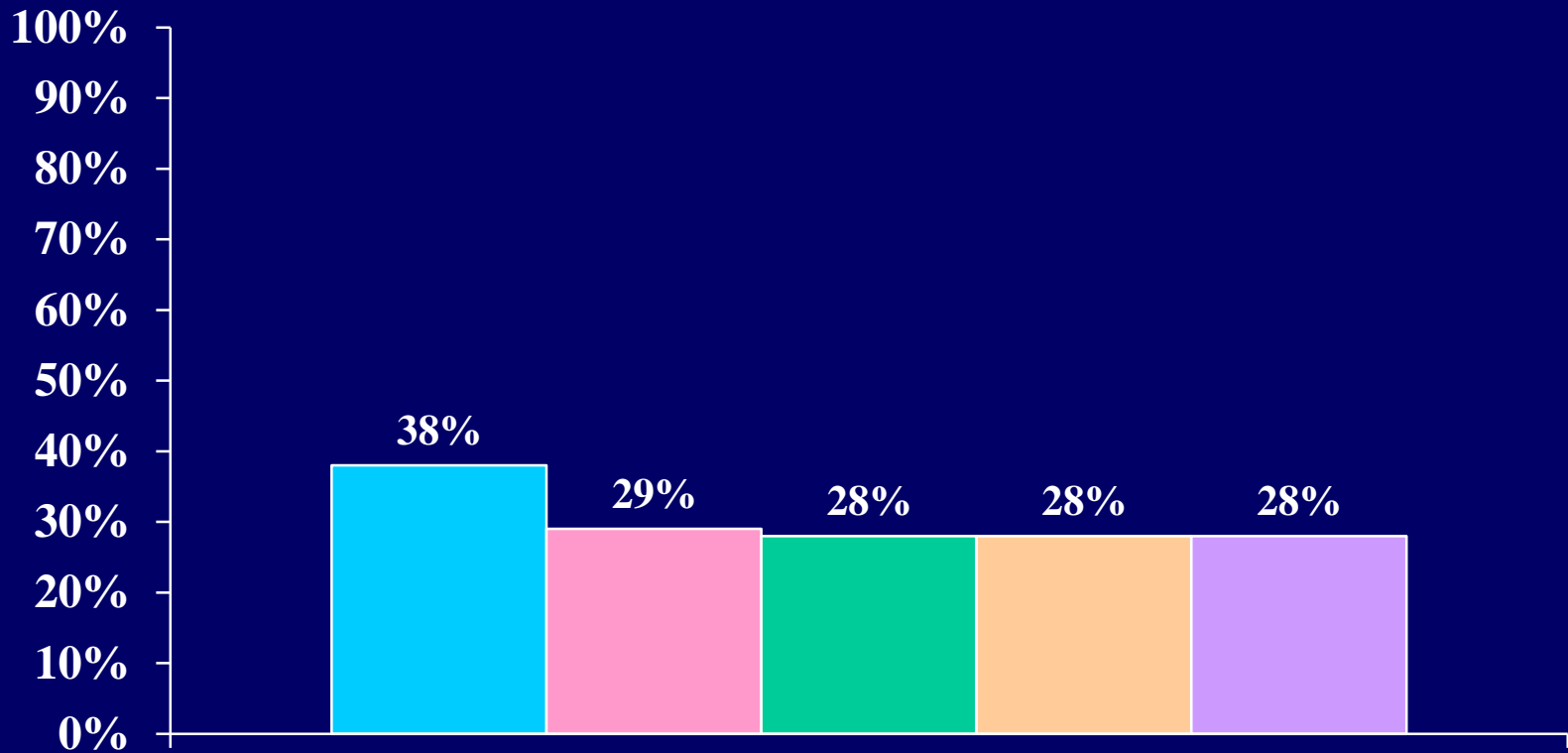
Readings on racial and ethnic issues



In how many of the courses that you teach do you use each of the following?

Percent of faculty who indicated “all” or “most”

Readings on racial and ethnic issues



 Berea

 Benchmark
Institutions

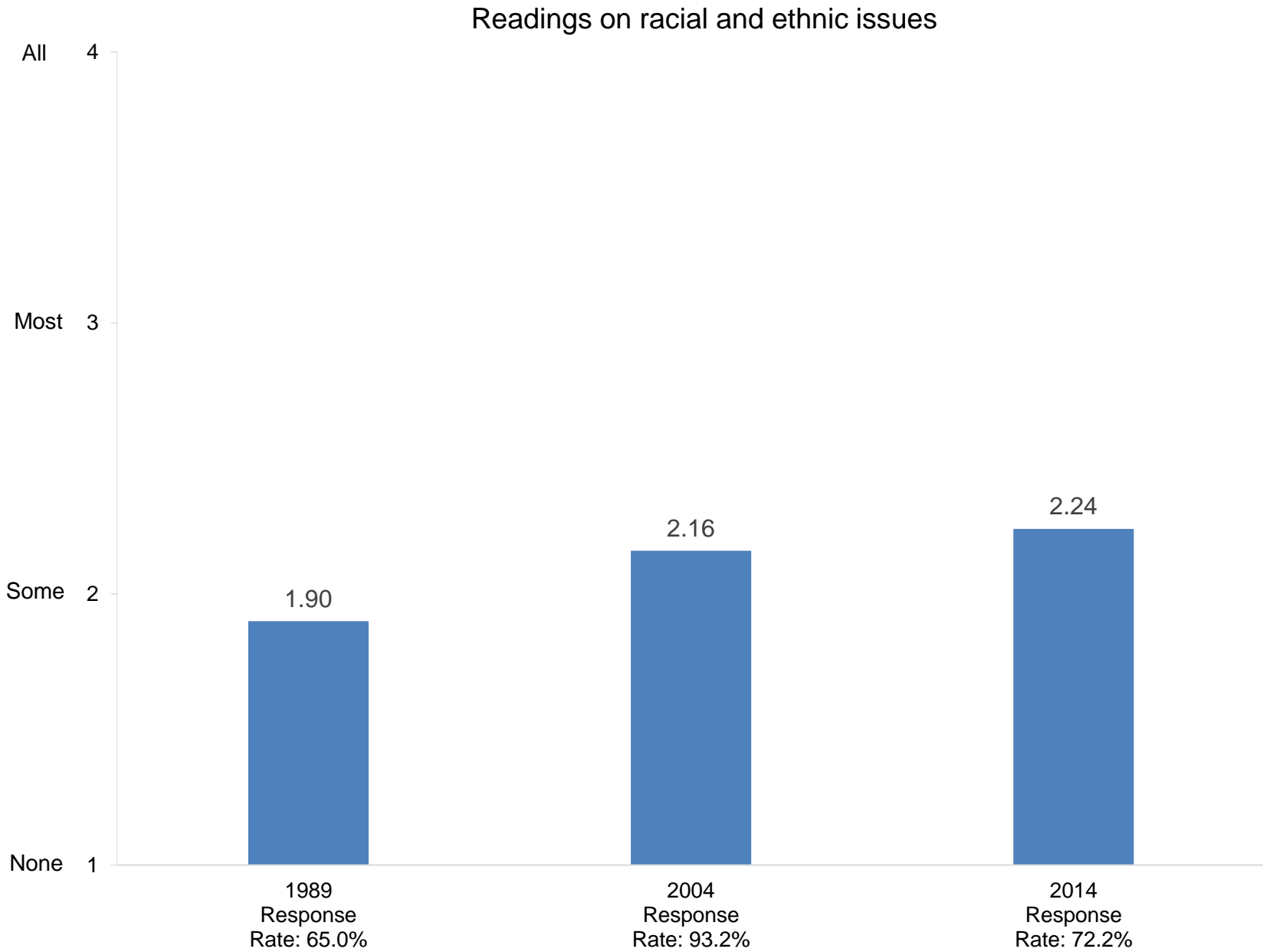
 Non-Sectarian –
High Selectivity

 4-Year
Private

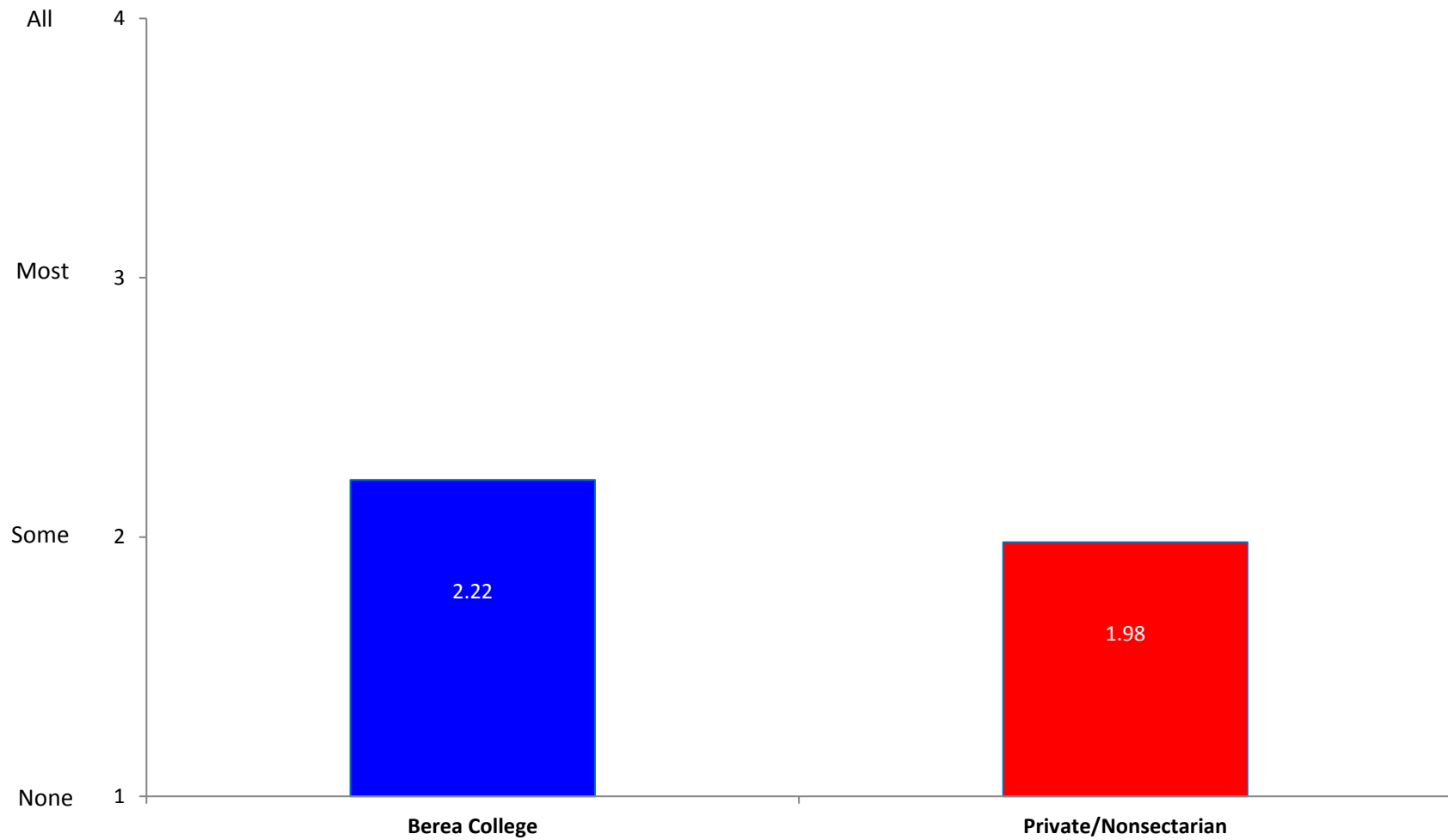
 Publics

Higher Education Research Institute (HERI) Faculty Survey

In how many of the courses that you teach do you use each of the following?



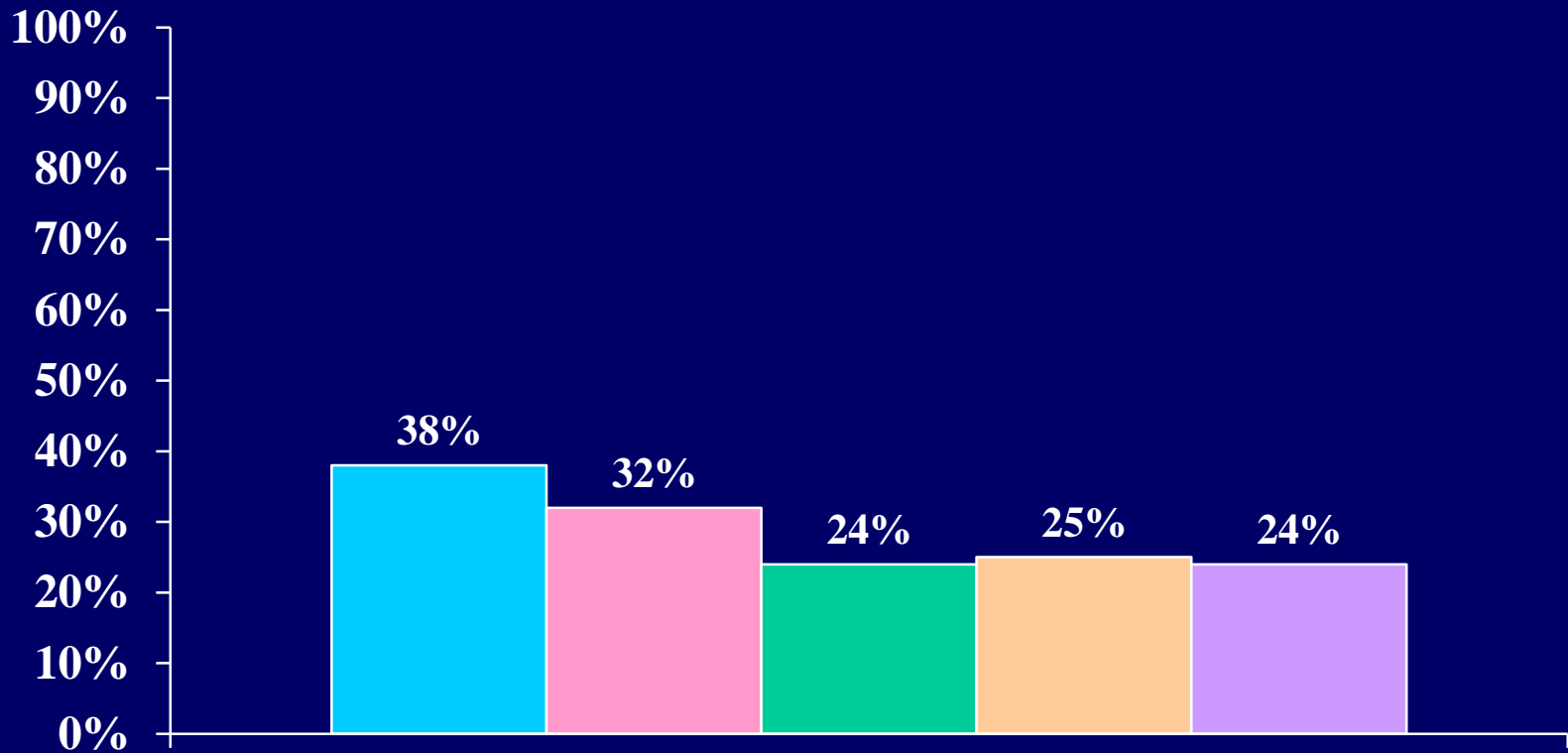
Readings on women and gender issues



In how many of the courses that you teach do you use each of the following?

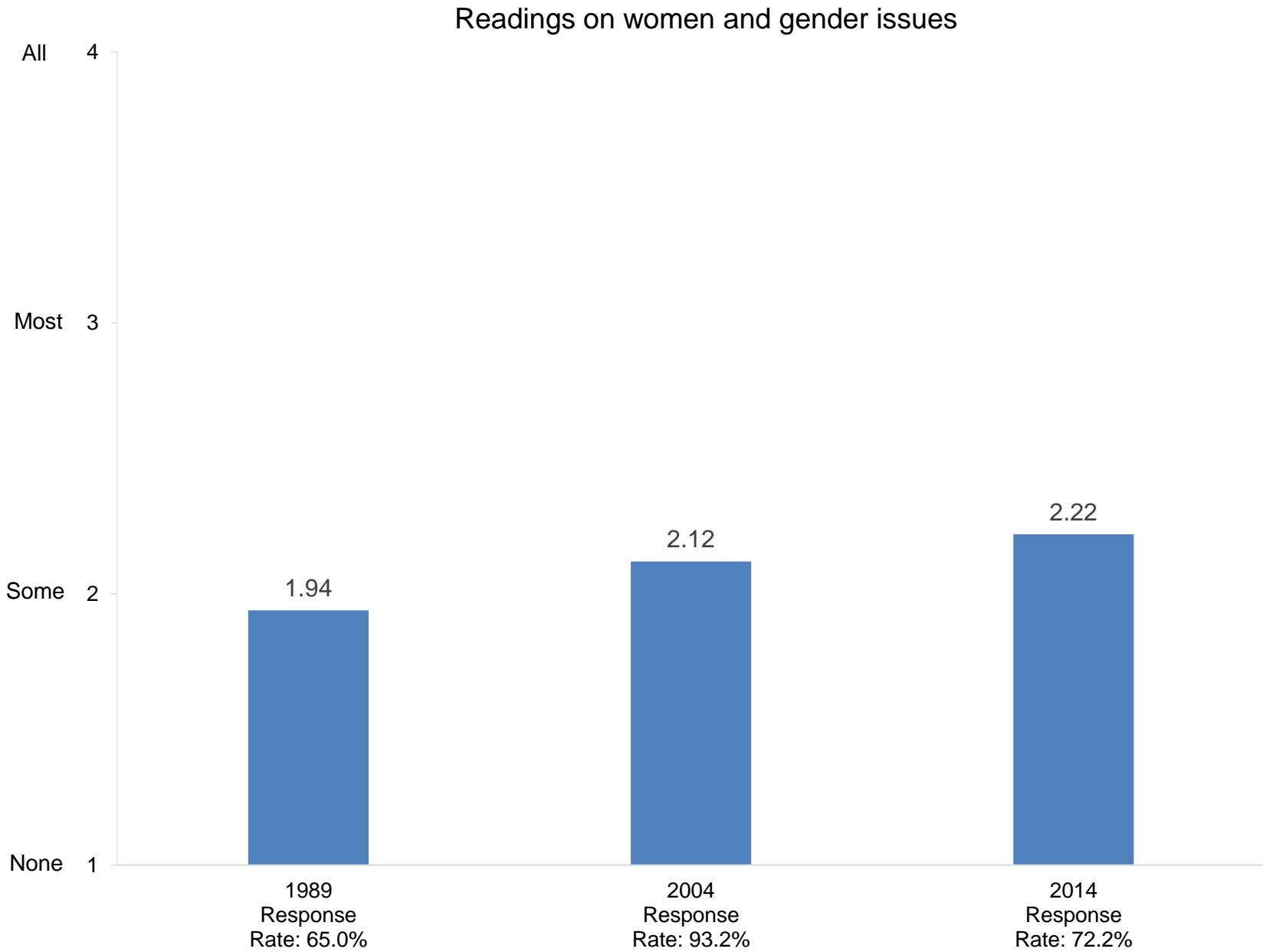
Percent of faculty who indicated “all” or “most”

Readings on women and gender issues

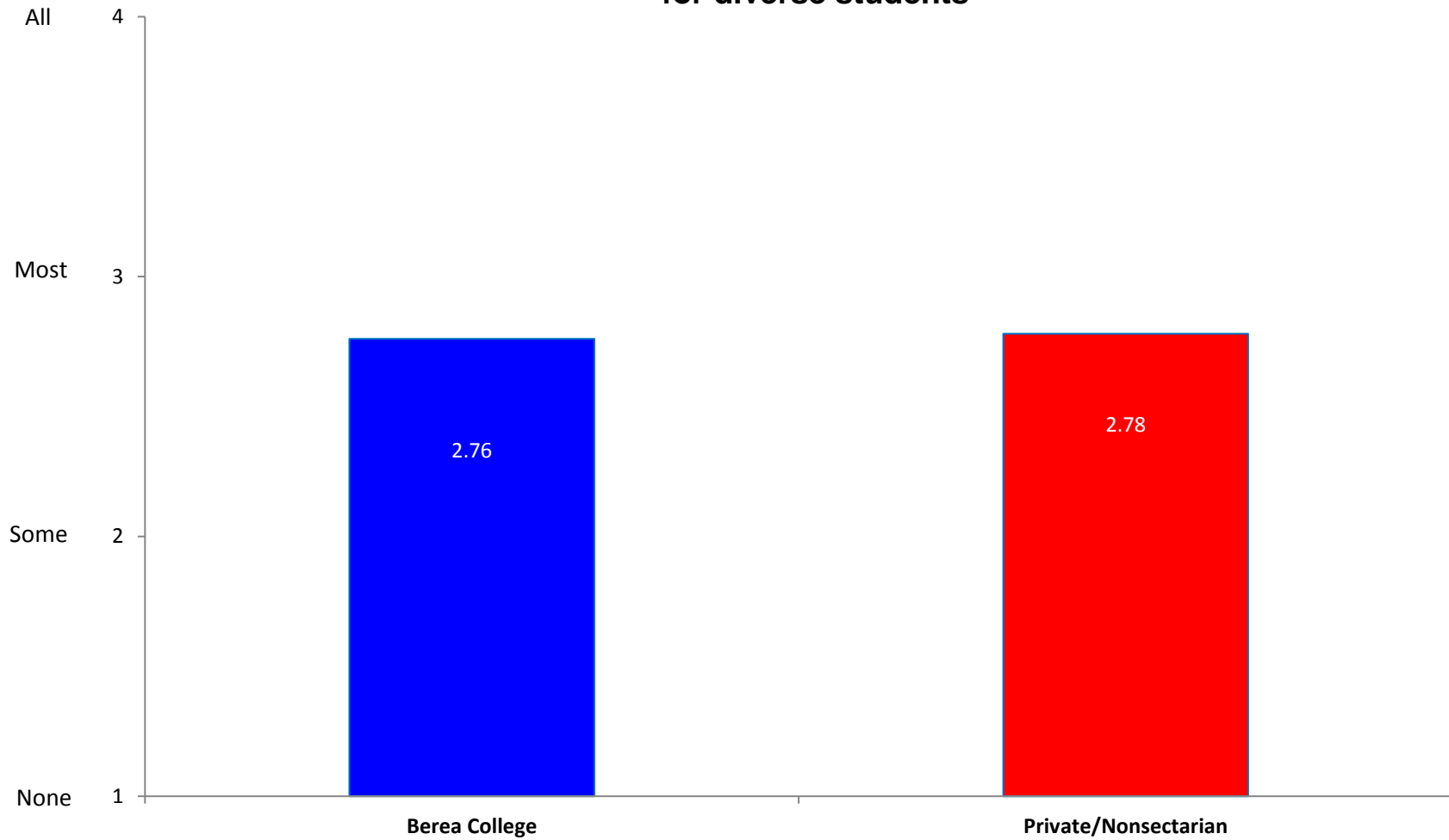


Higher Education Research Institute (HERI) Faculty Survey

In how many of the courses that you teach do you use each of the following?



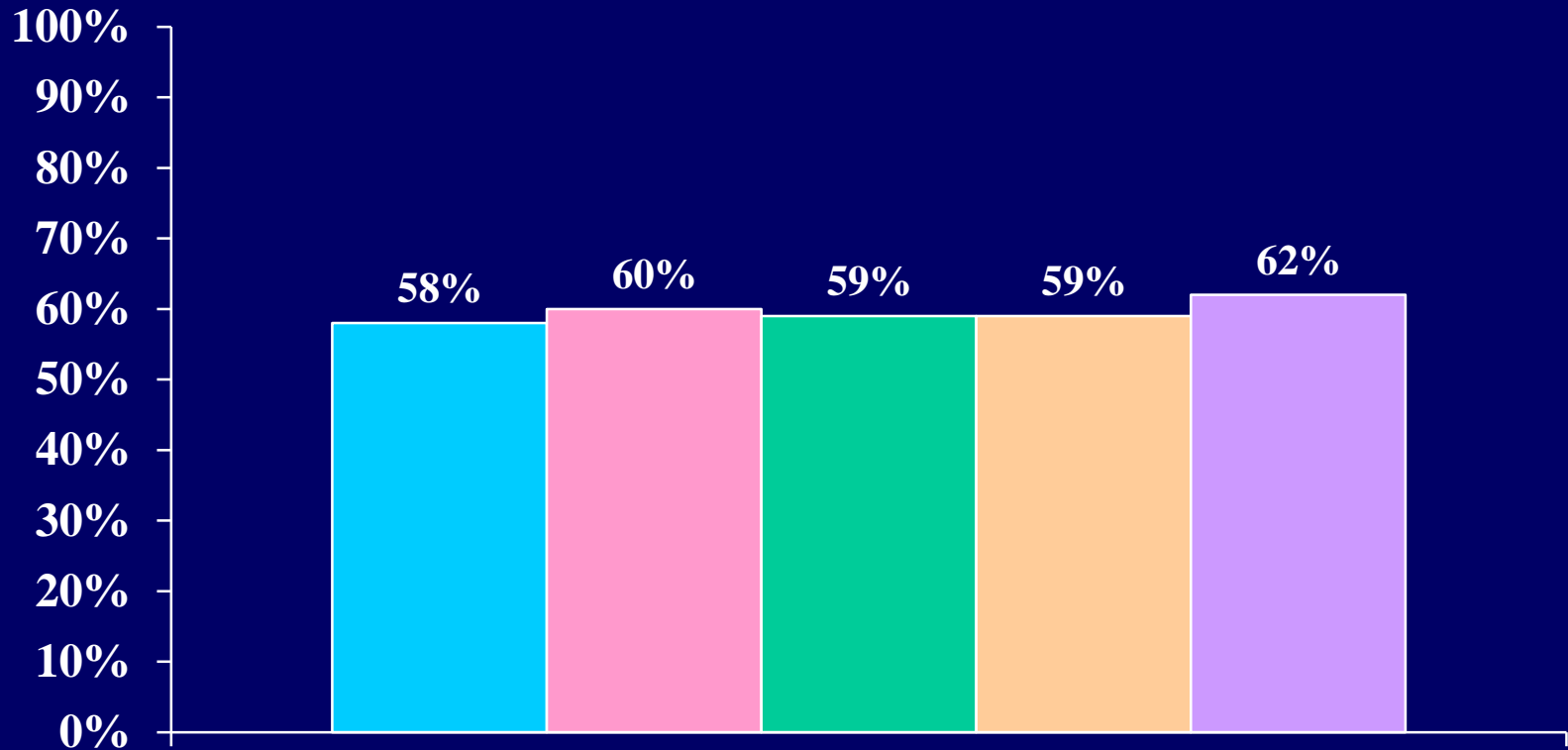
Techniques to create an inclusive classroom environment for diverse students



In how many of the courses that you teach do you use each of the following?

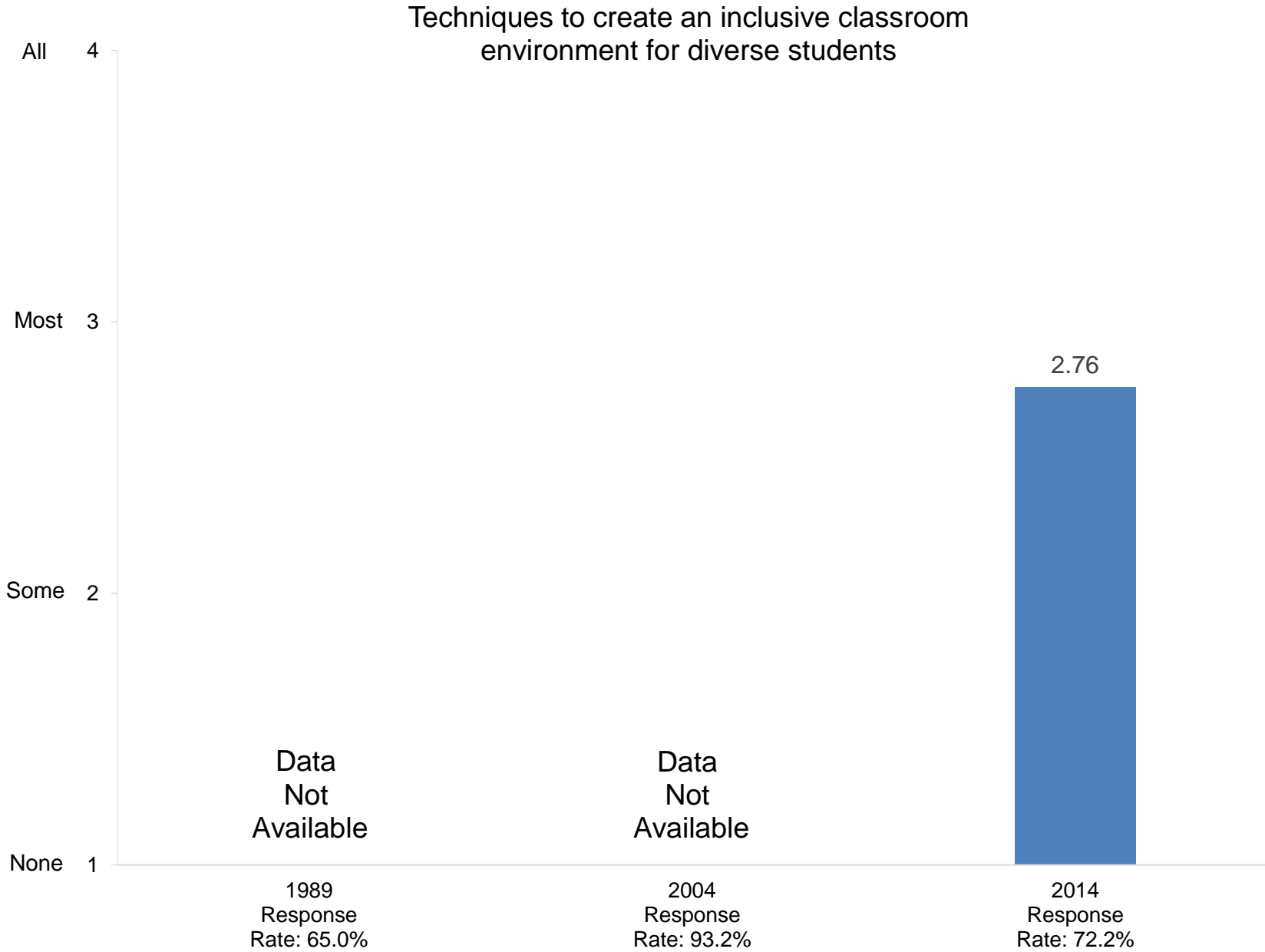
Percent of faculty who indicated “all” or “most”

*Techniques to create an inclusive classroom environment
for diverse students*



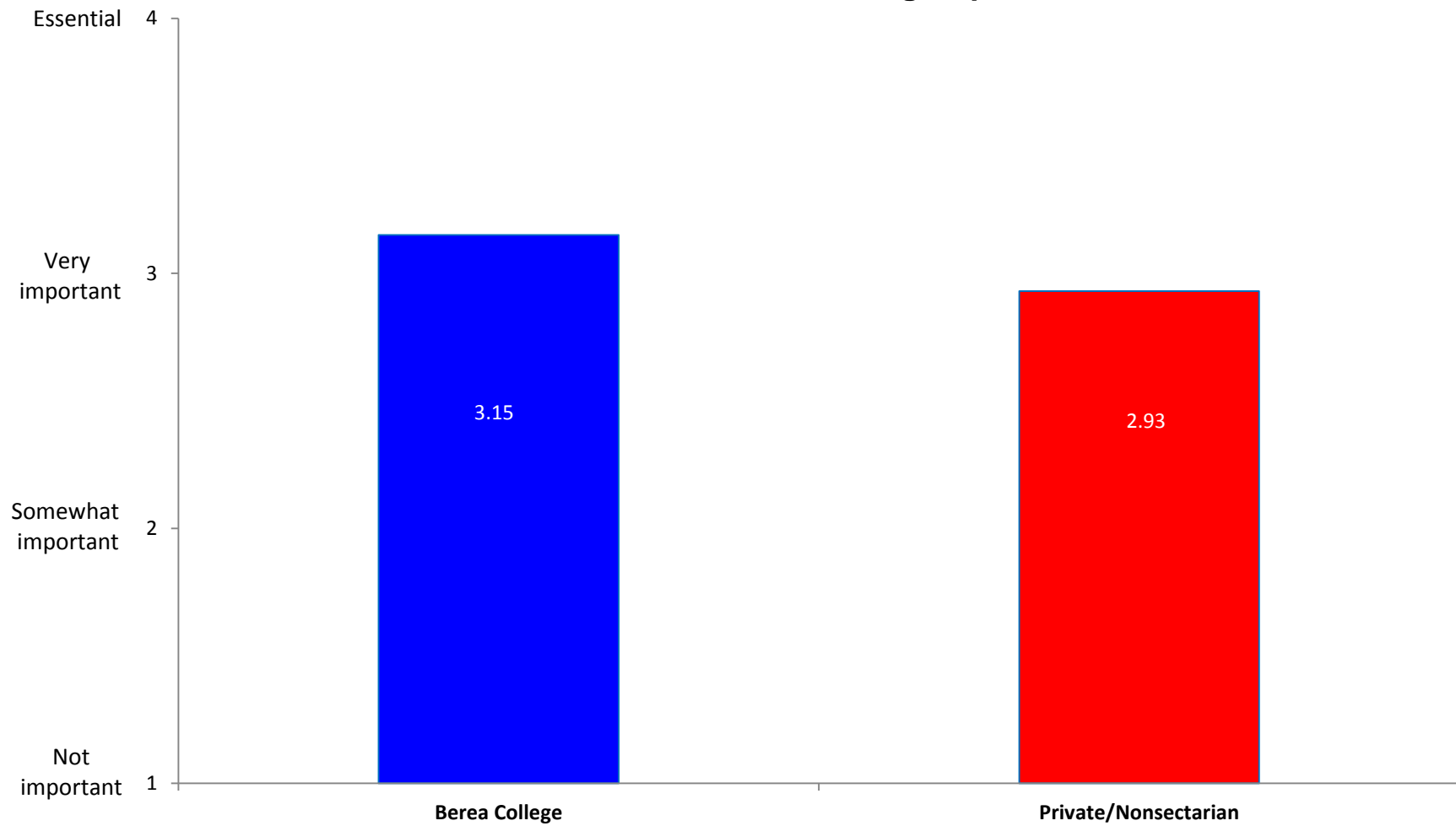
Higher Education Research Institute (HERI) Faculty Survey

In how many of the courses that you teach do you use each of the following?



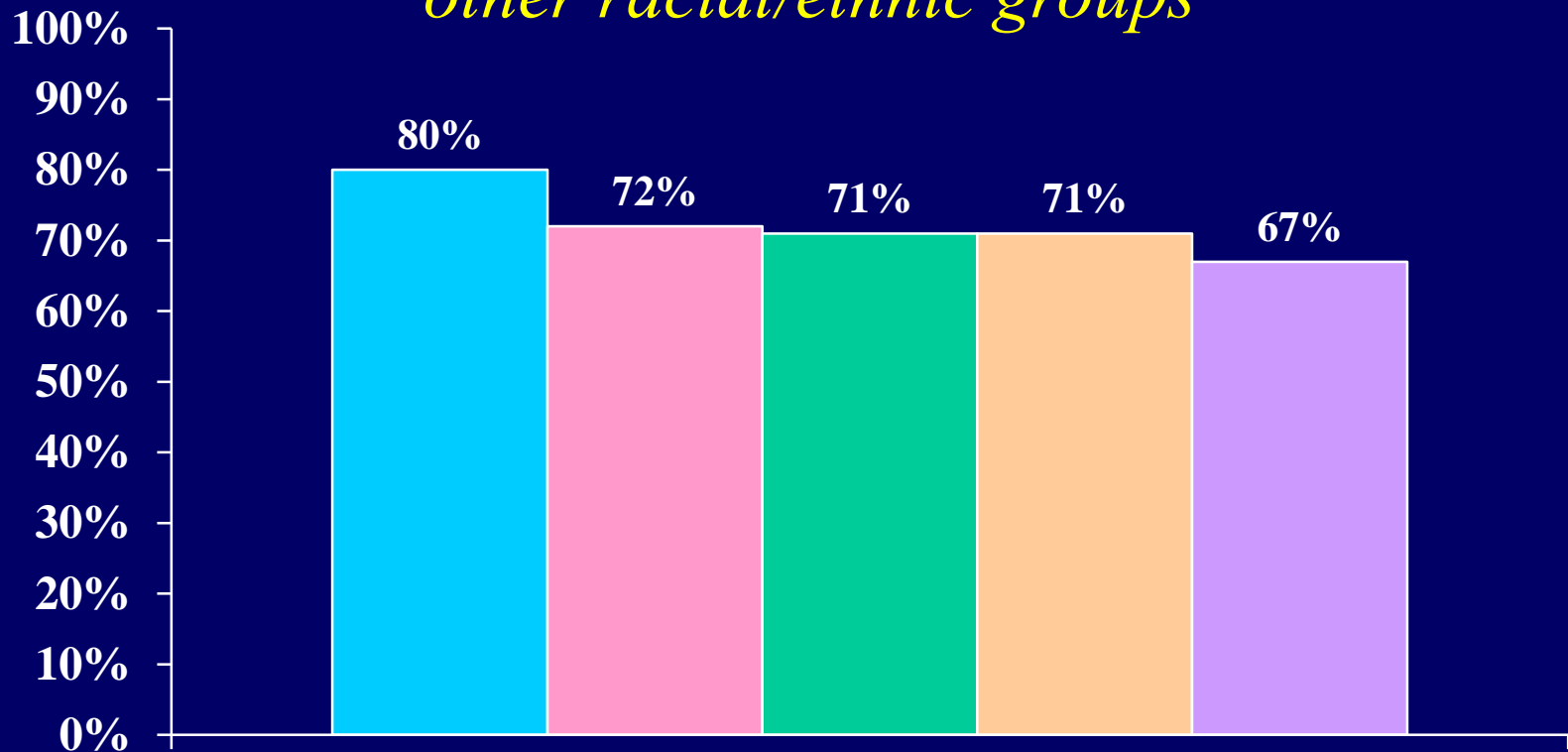
Indicate the importance to you of the following education goals for students:

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



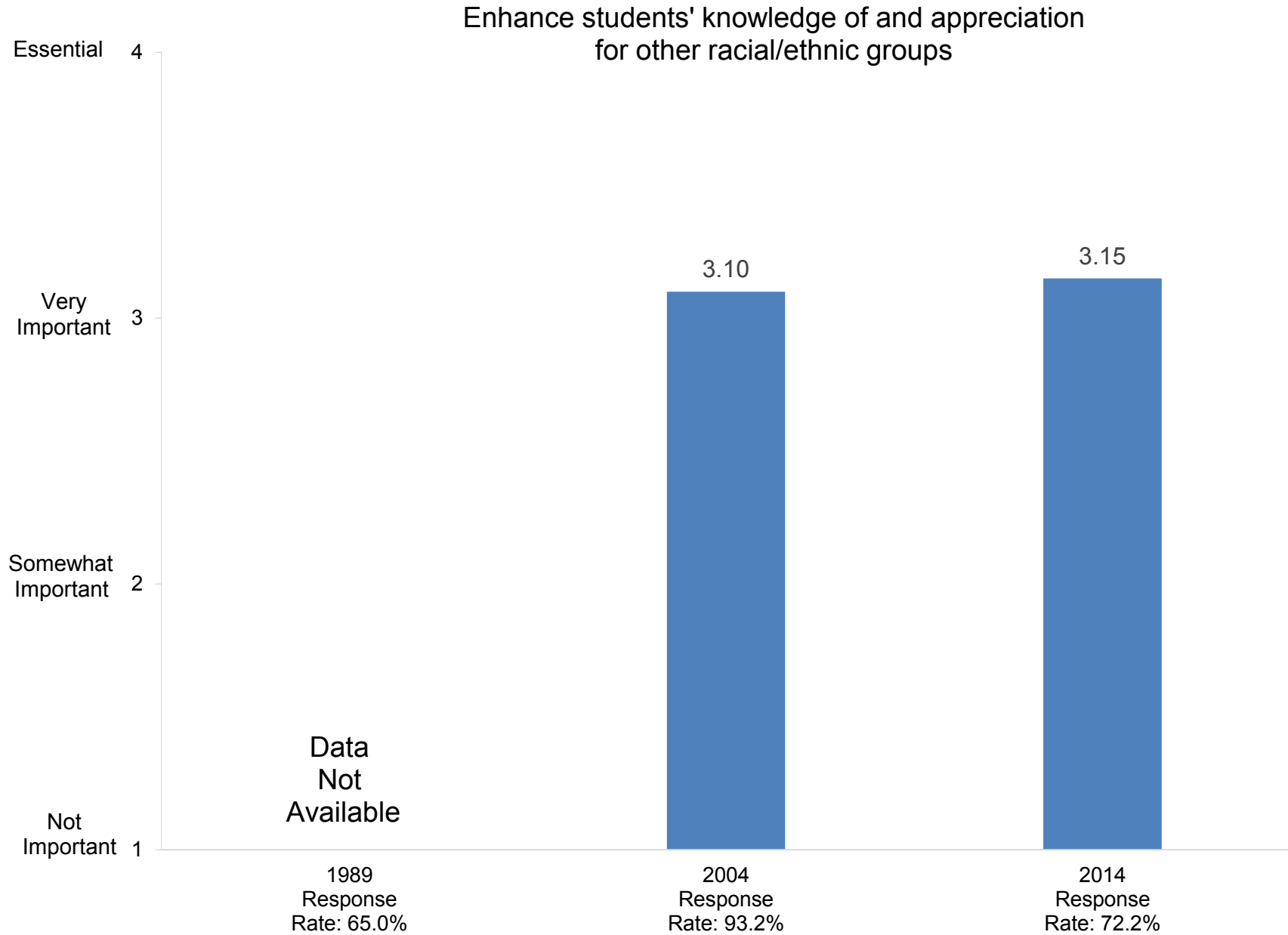
Indicate the importance to you of each of the following education goals for undergraduate students:
Percent of faculty who indicated “essential” or “very important”

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



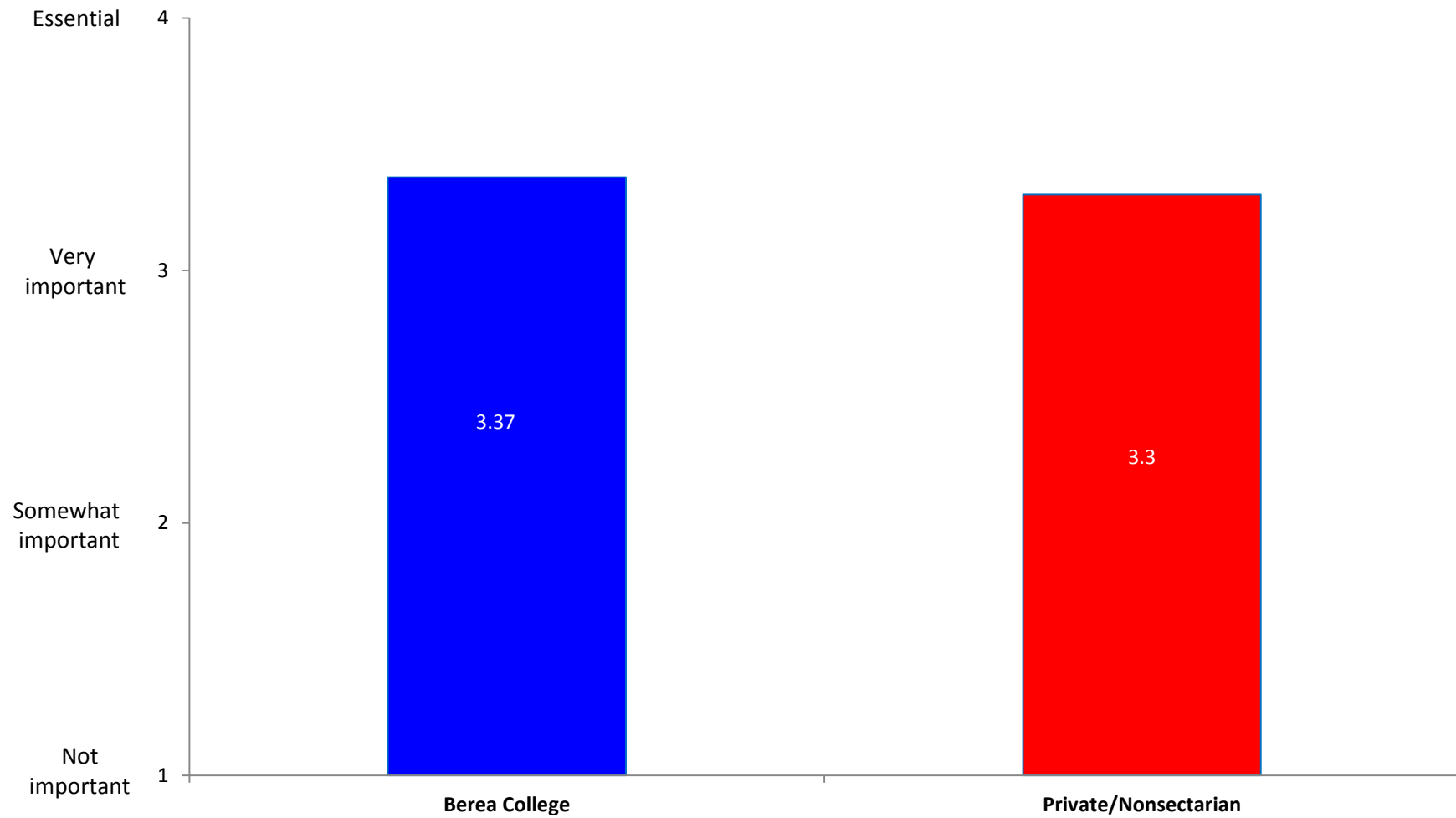
Higher Education Research Institute (HERI) Faculty Survey

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:

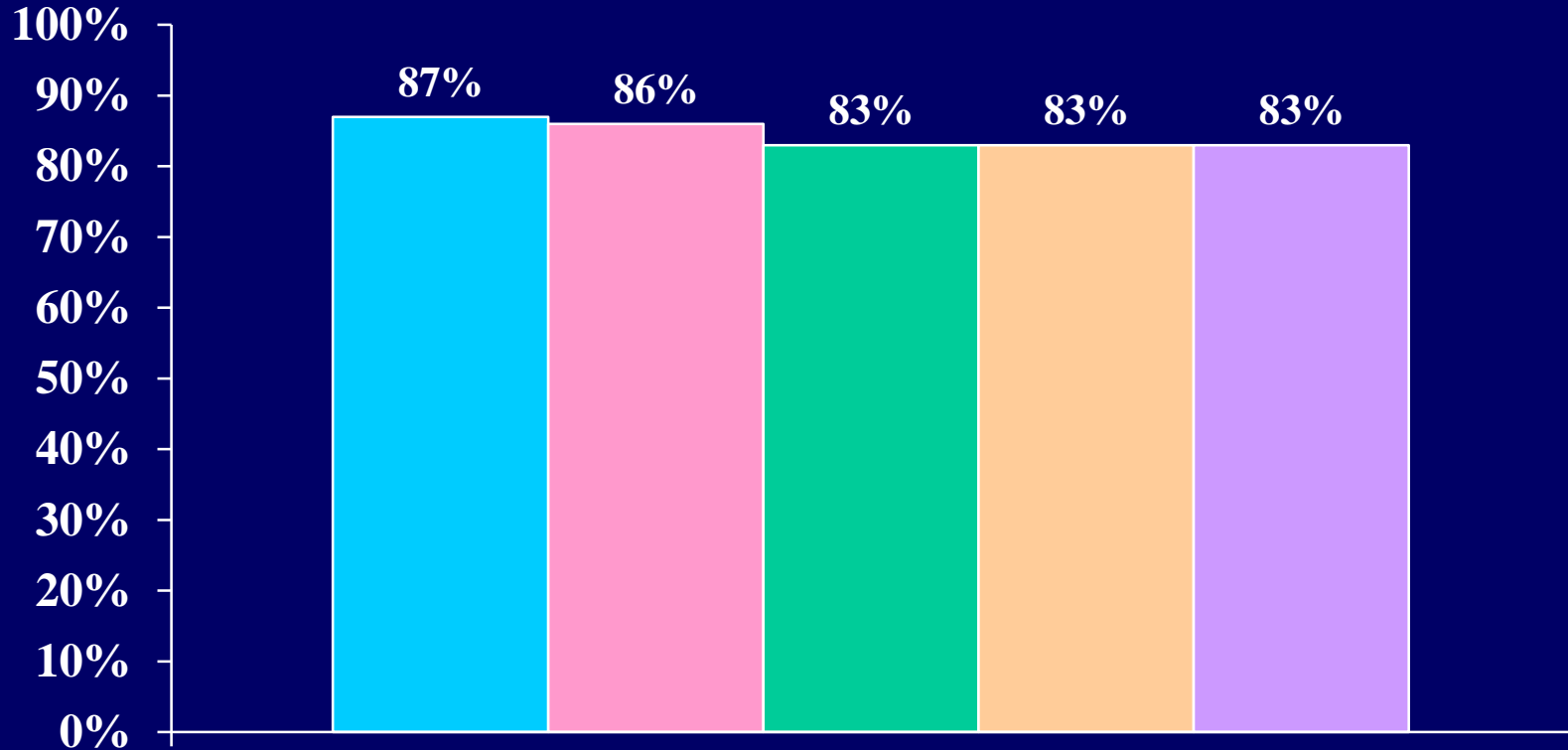
Teach students tolerance and respect for different beliefs



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

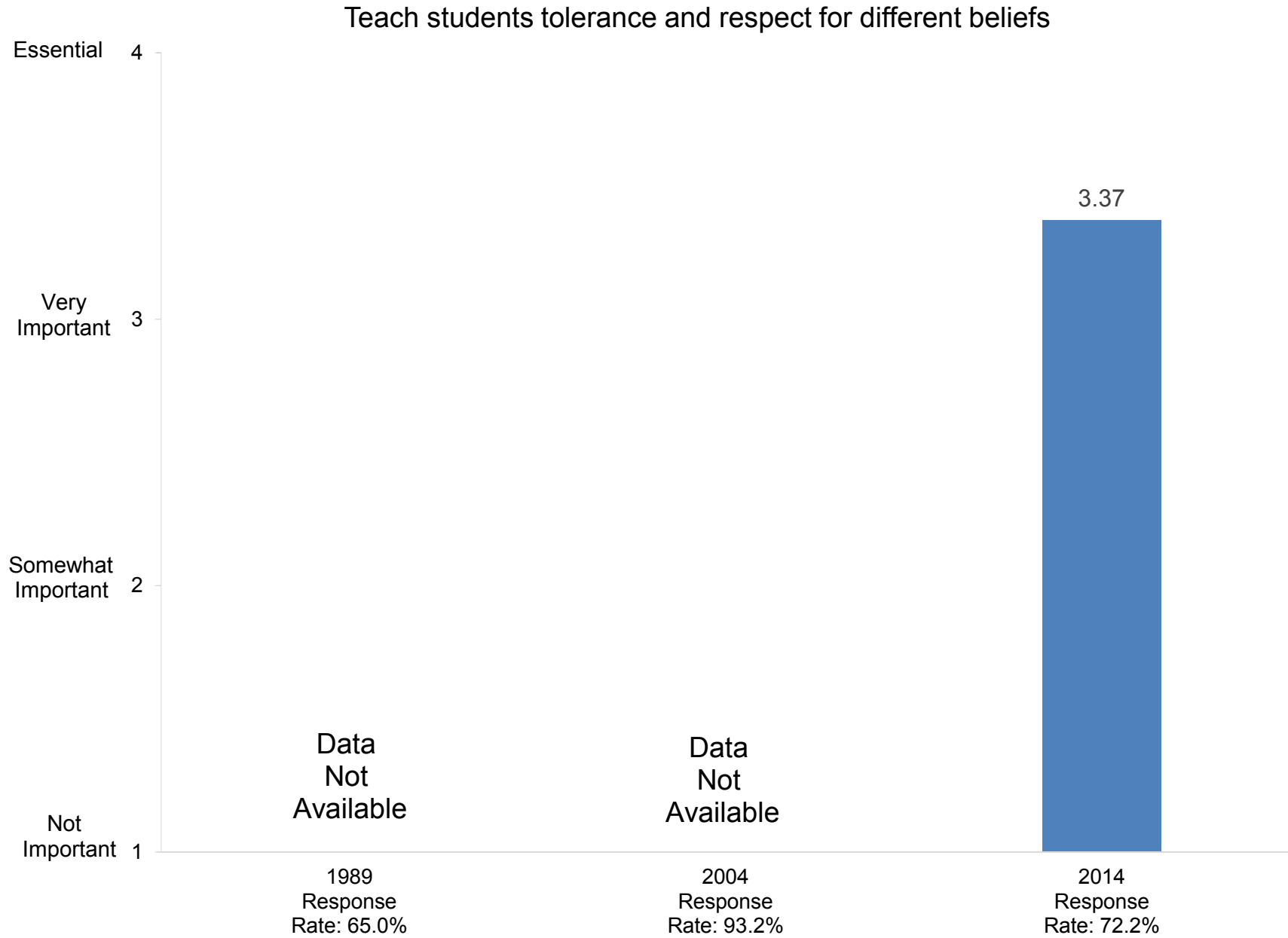
Percent of faculty who indicated “essential” or “very important”

Teach students tolerance and respect for different beliefs



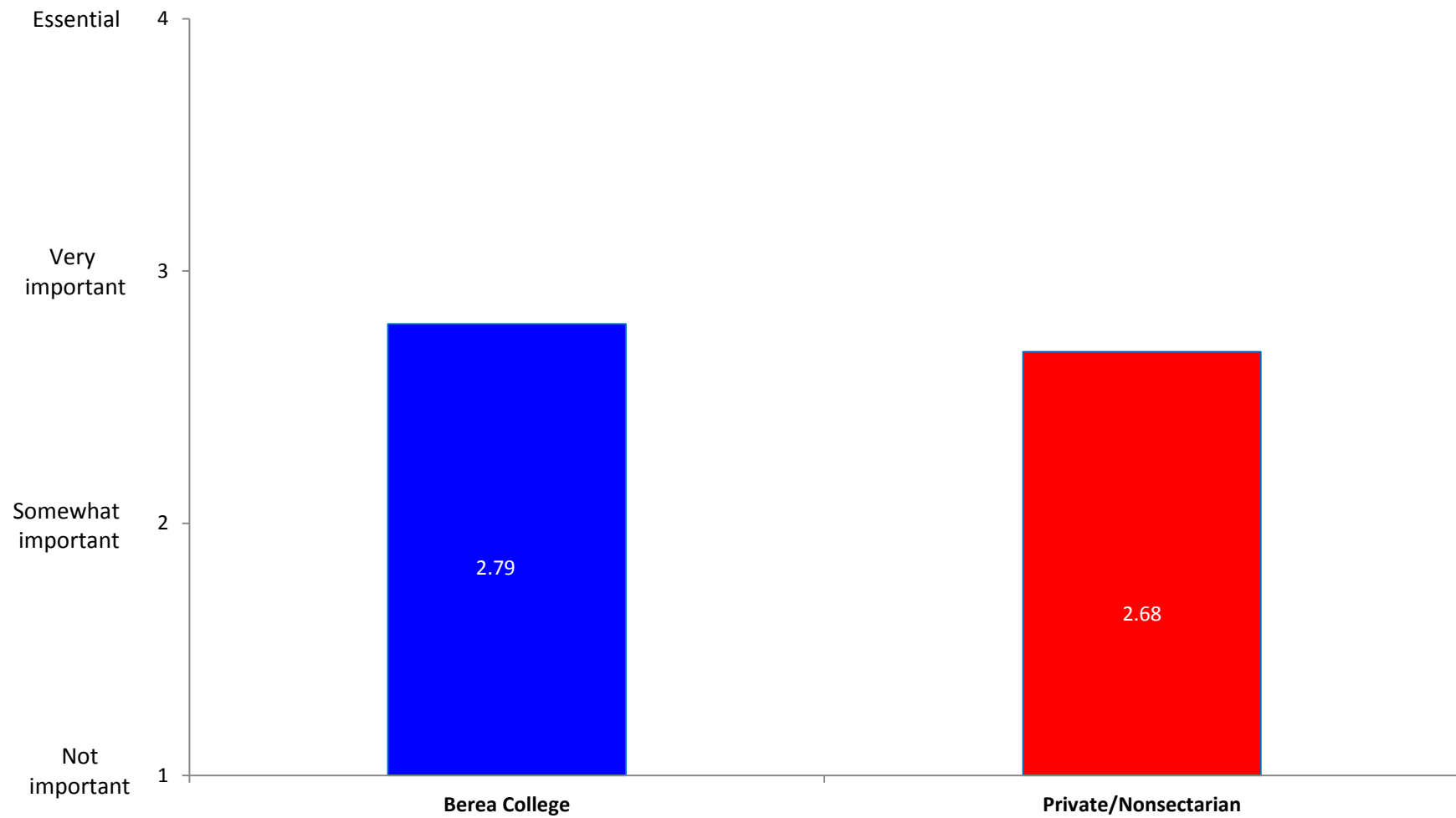
Higher Education Research Institute (HERI) Faculty Survey

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:

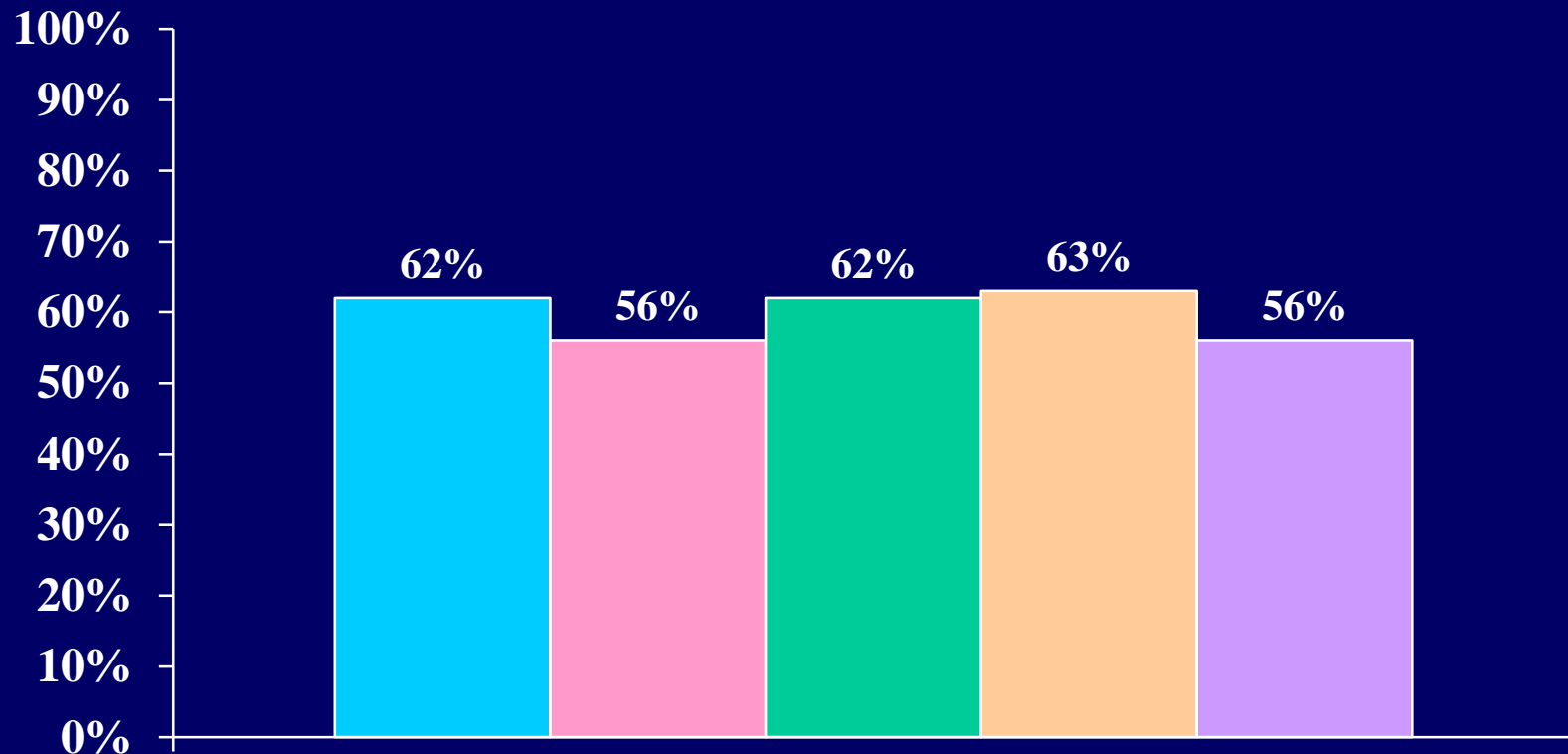
Encourage students to become agents of social change



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

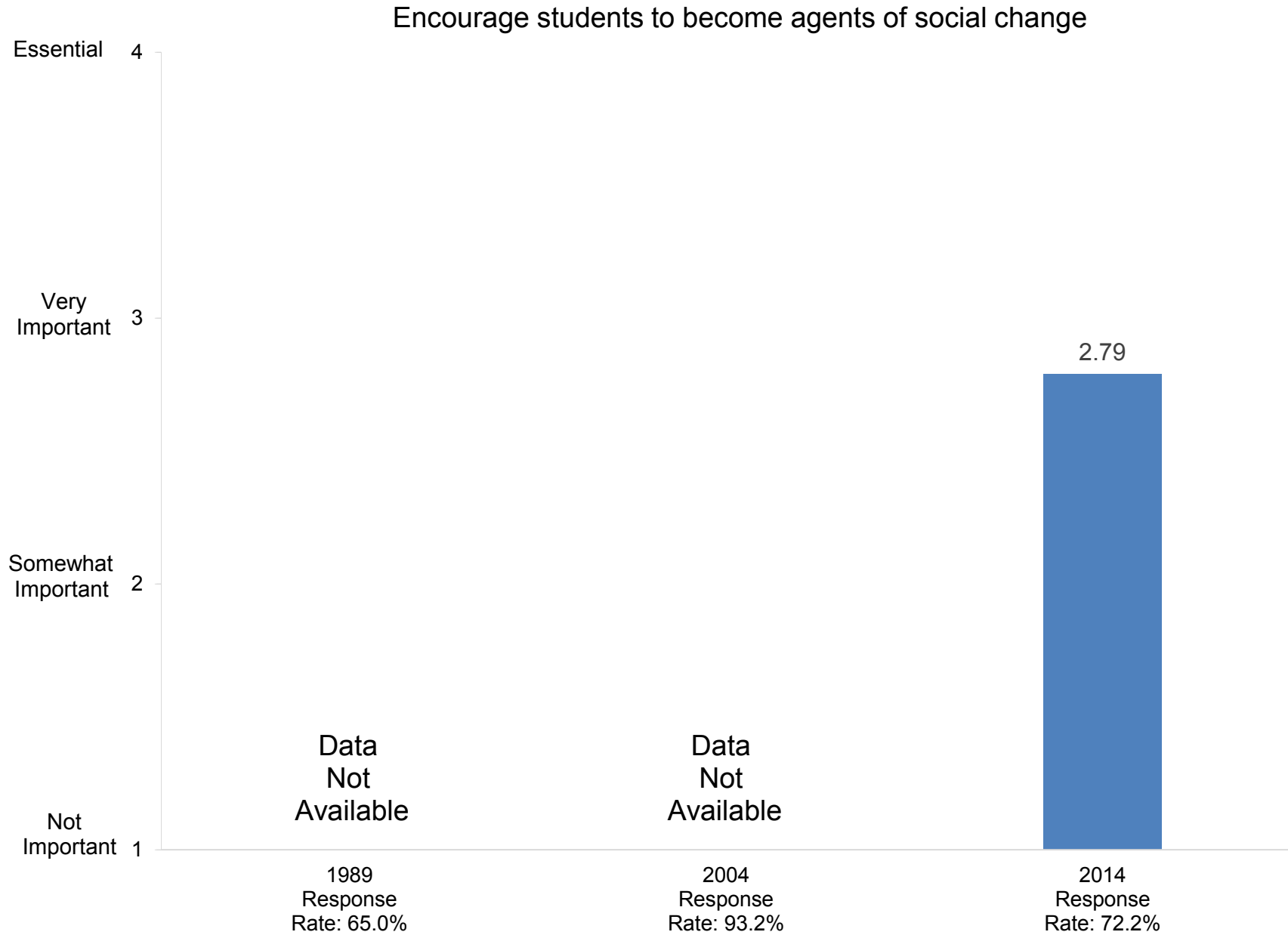
Percent of faculty who indicated “essential” or “very important”

Encourage students to become agents of social change



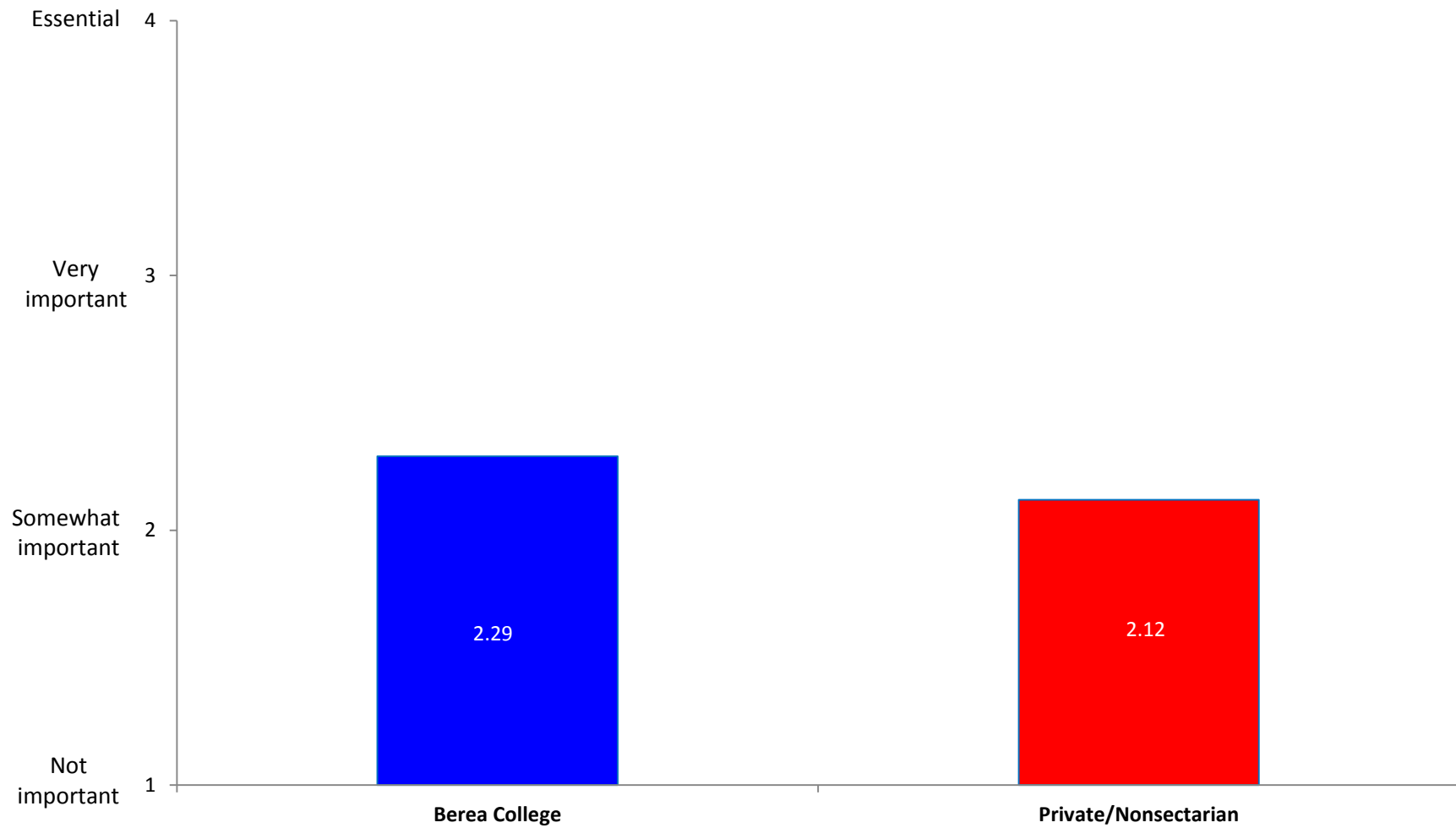
Higher Education Research Institute (HERI) Faculty Survey

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



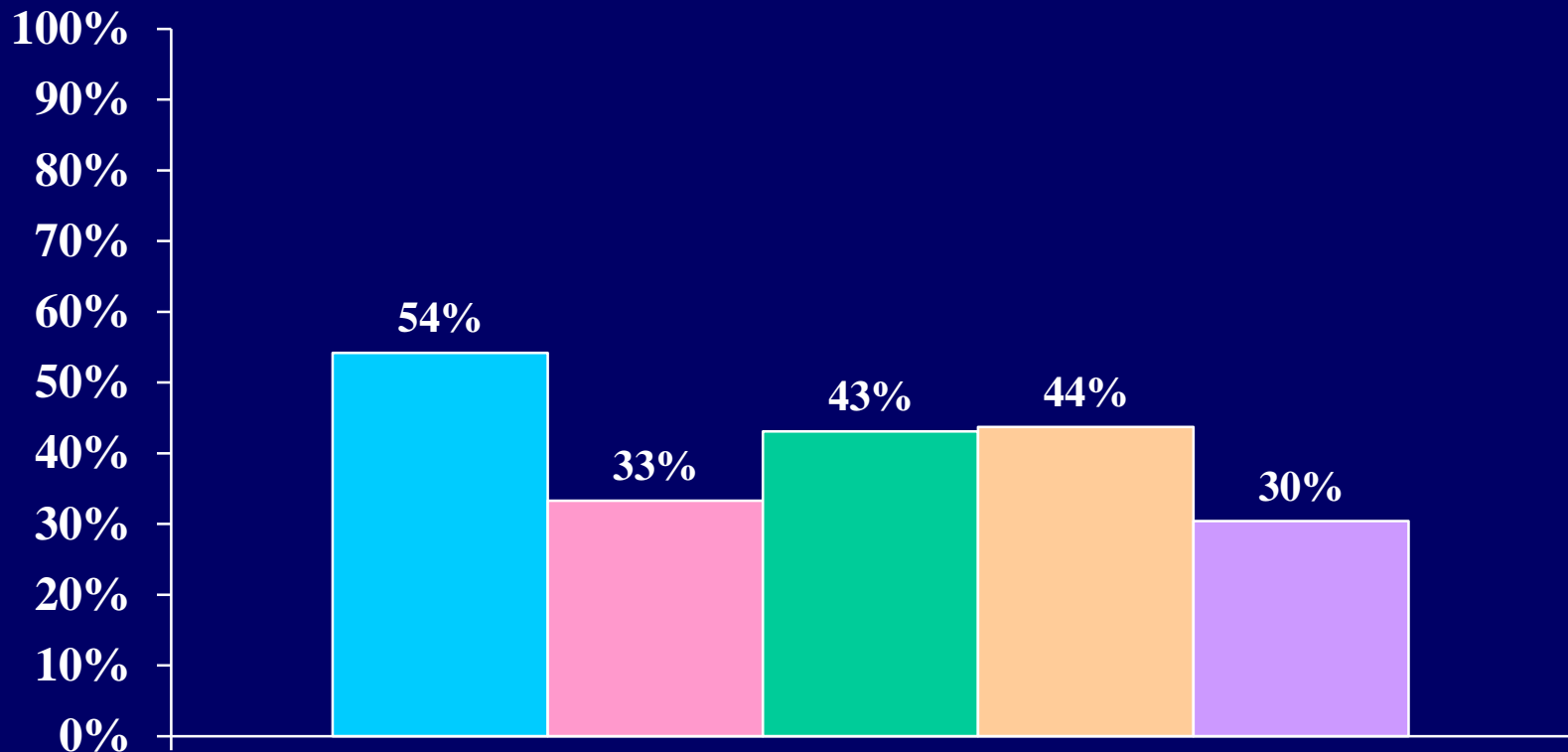
Indicate the importance to you of the following education goals for students:

Teach students the classic works of Western civilization



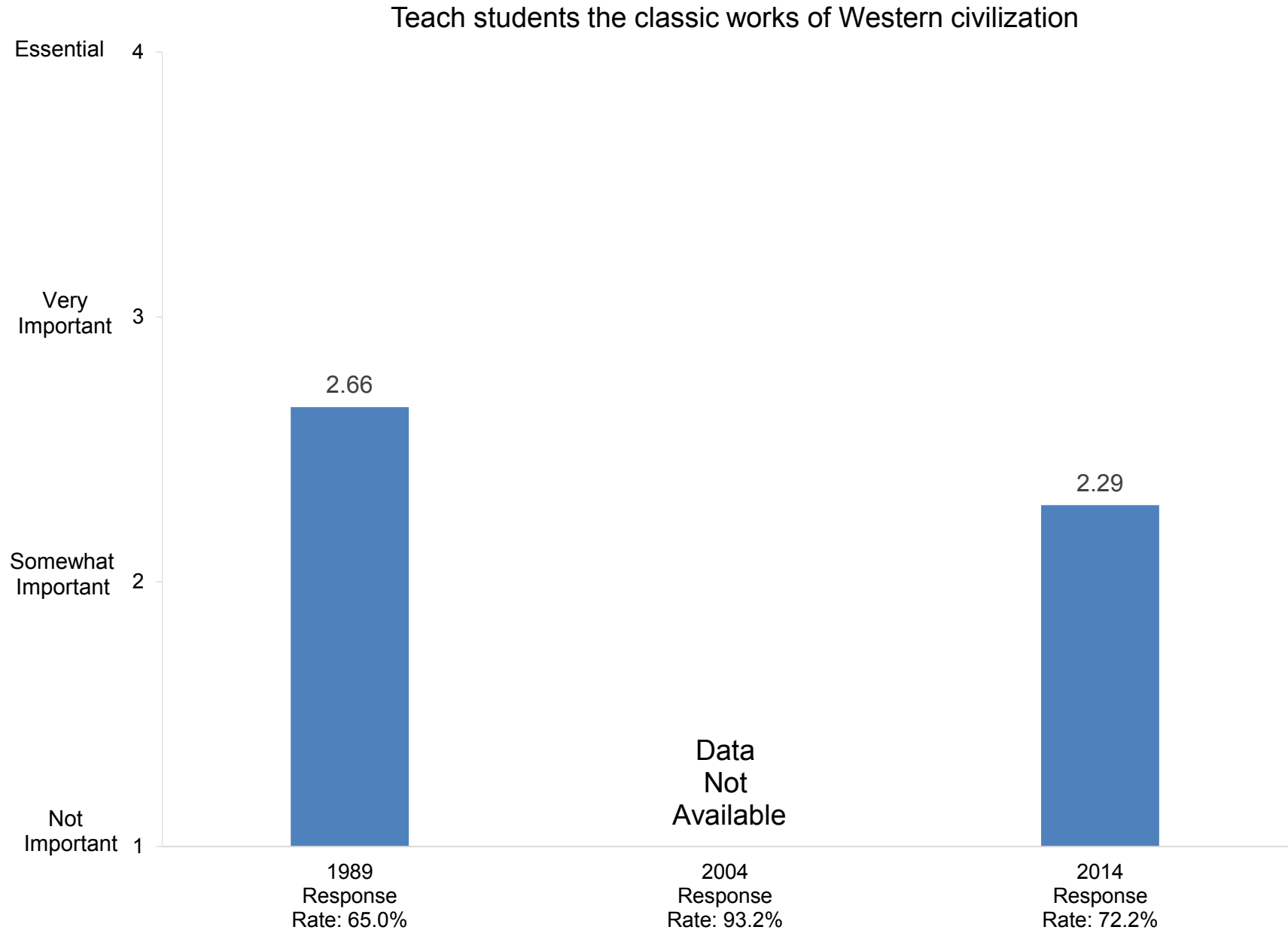
Percent of faculty who indicated “essential” or “very important”

Teach students the classic works of Western civilization

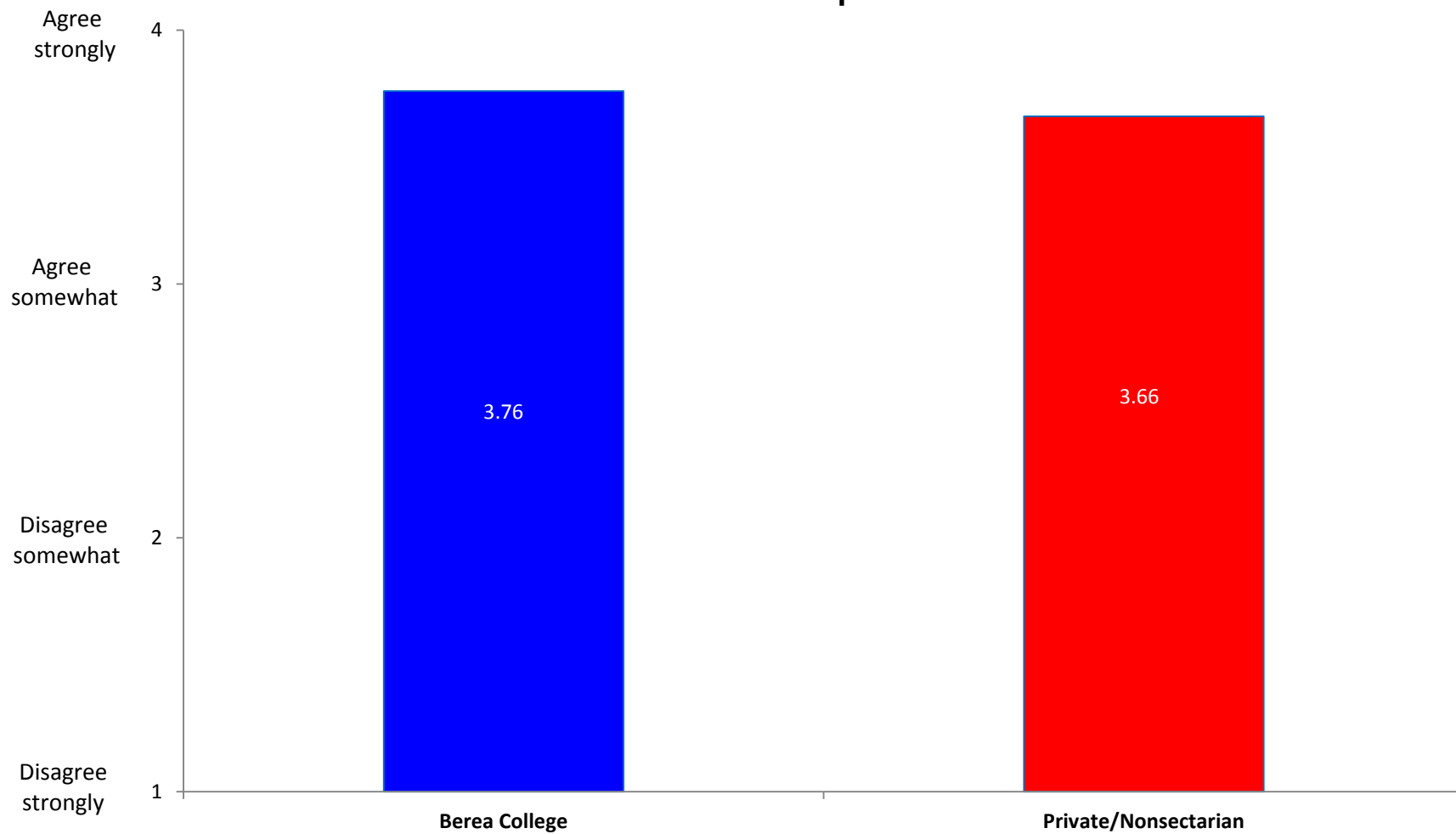


Higher Education Research Institute (HERI) Faculty Survey

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



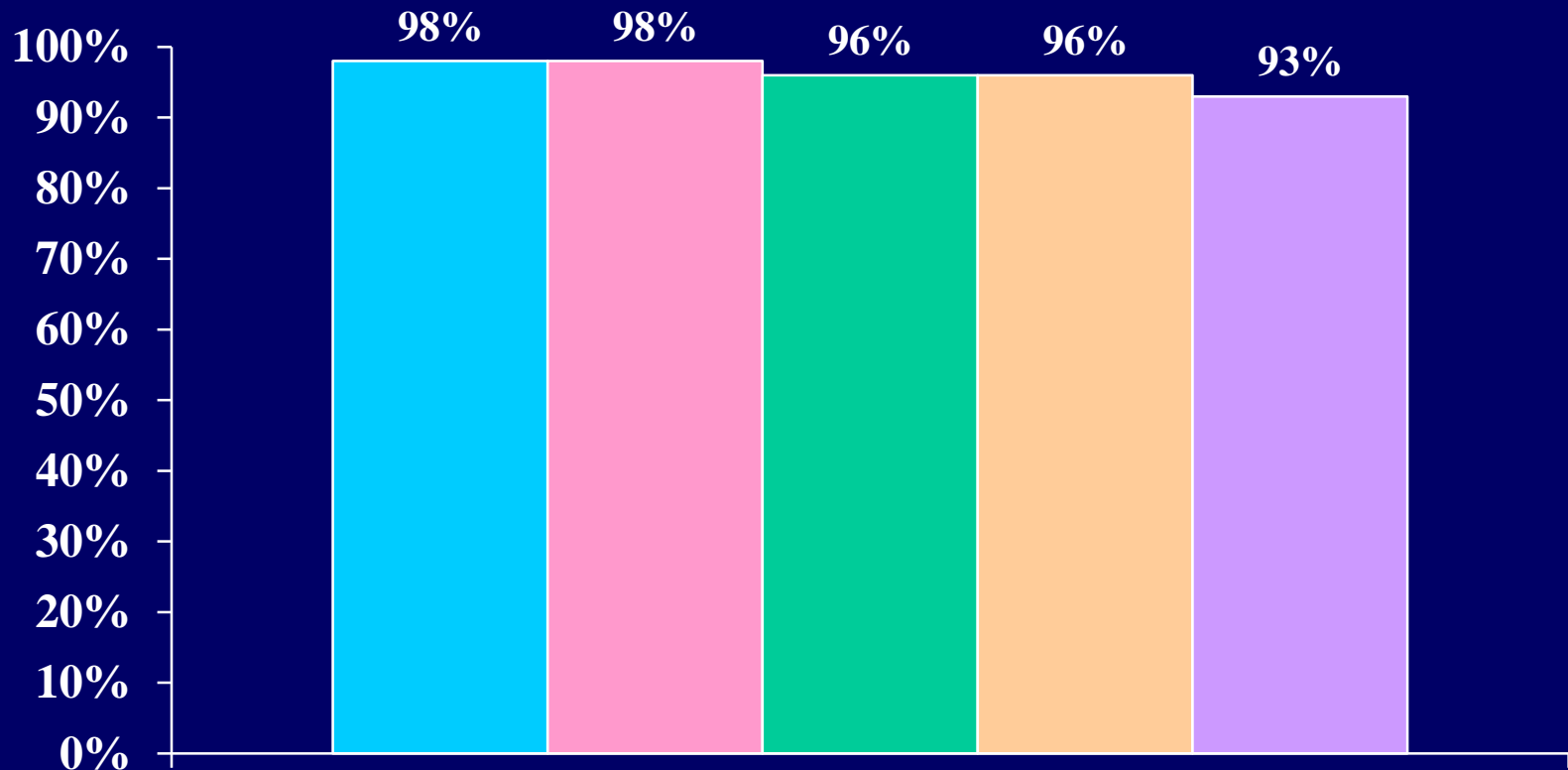
A racially/ethnically diverse student body enhances the educational experience of all



Please indicate your agreement with each of the following statements.

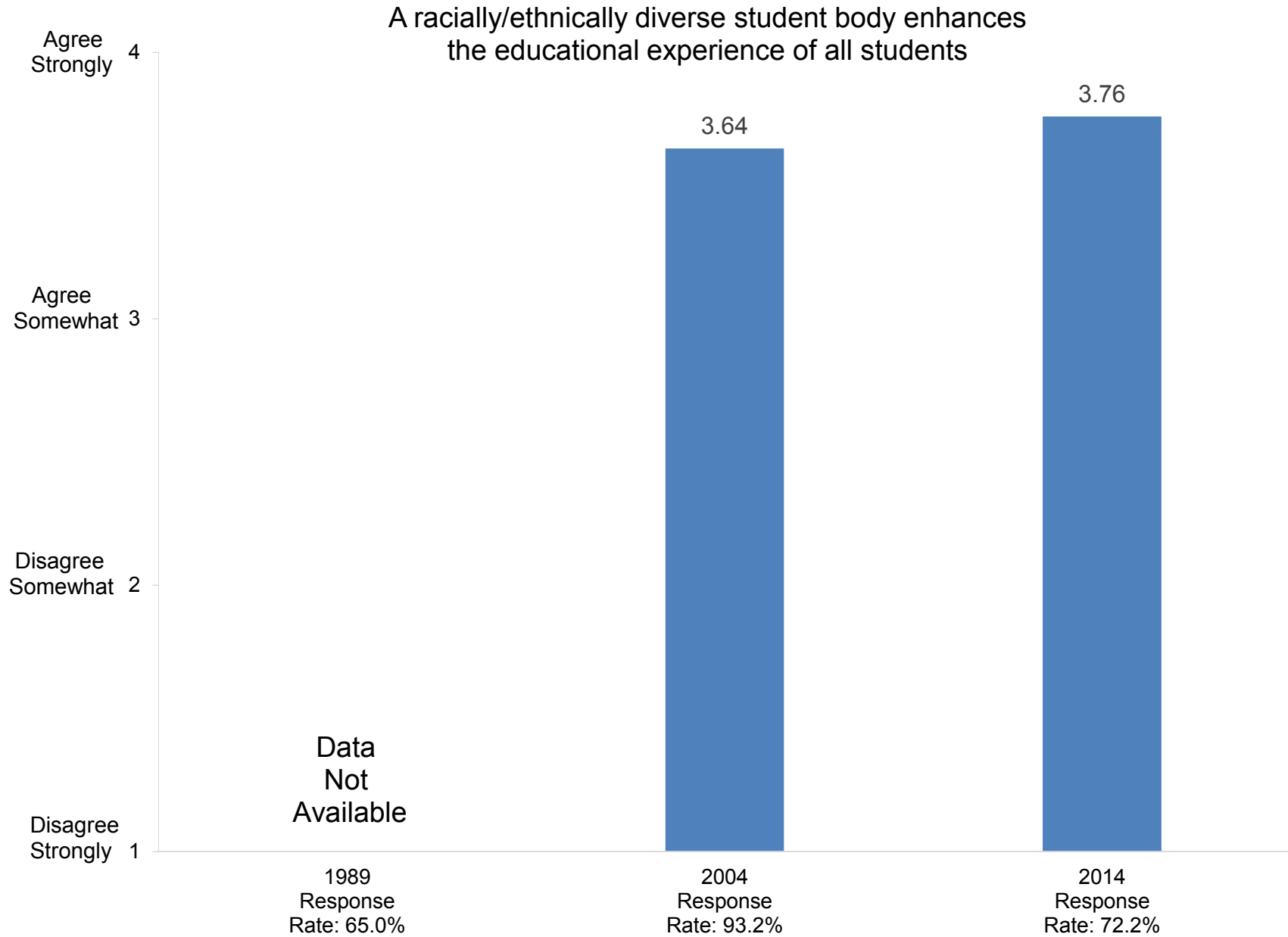
Percent of faculty who indicated “agree strongly” or “agree somewhat”

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

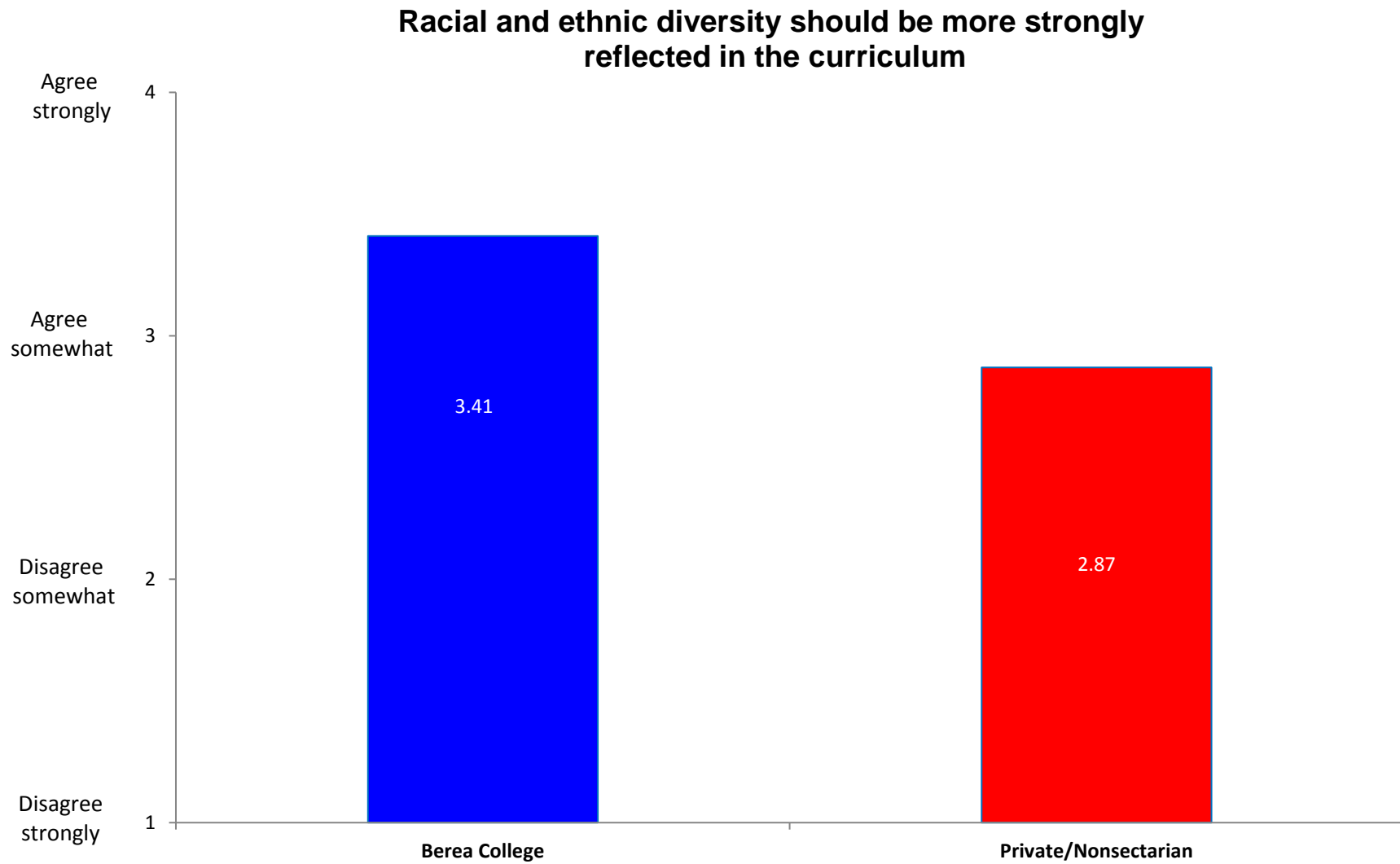


Higher Education Research Institute (HERI) Faculty Survey

Please indicate your agreement with each of the following statements:



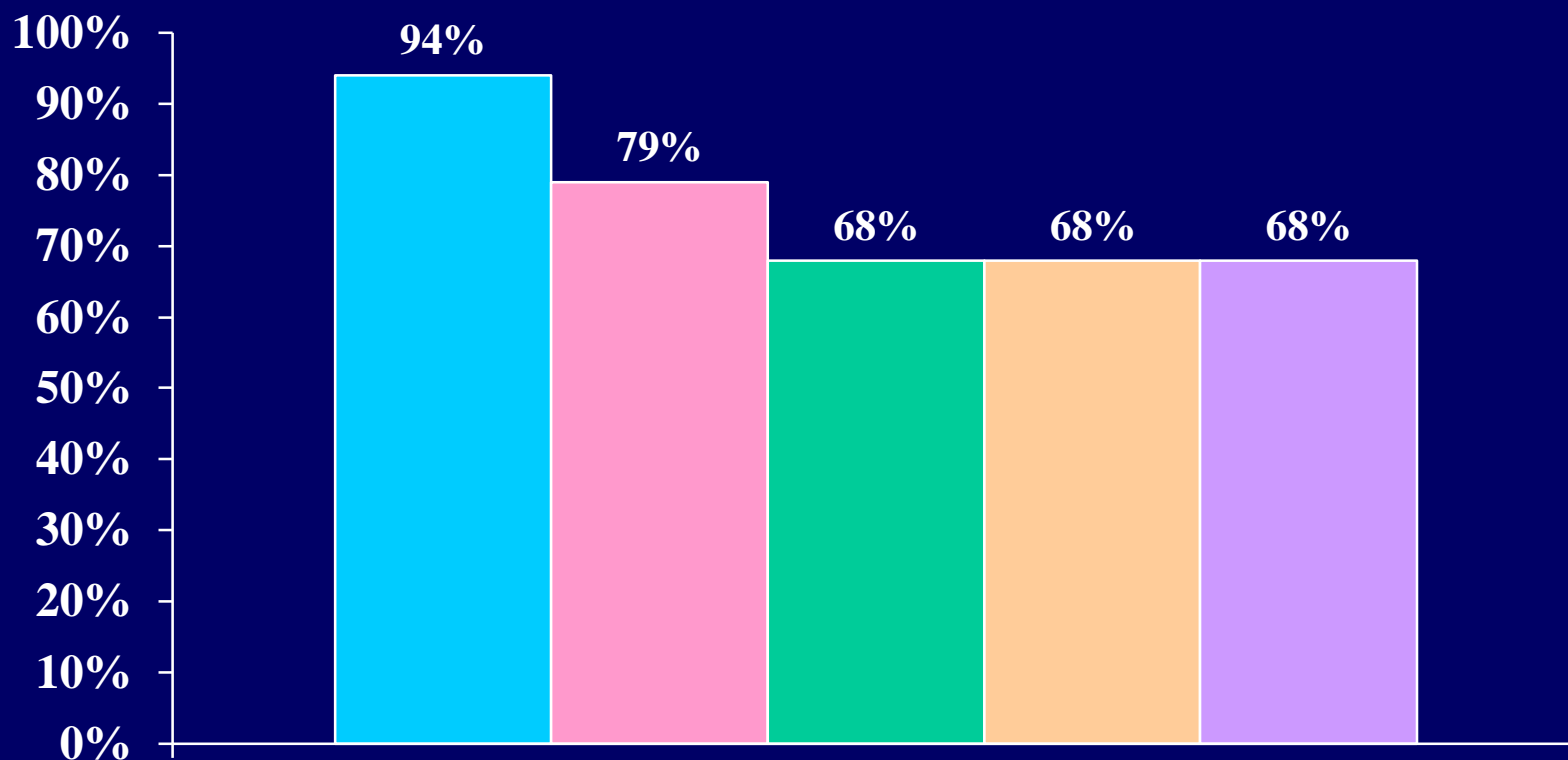
Below are some statements about your institution. Indicate the extent to which you agree:



Indicate the extent to which you agree or disagree with each of the following.

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

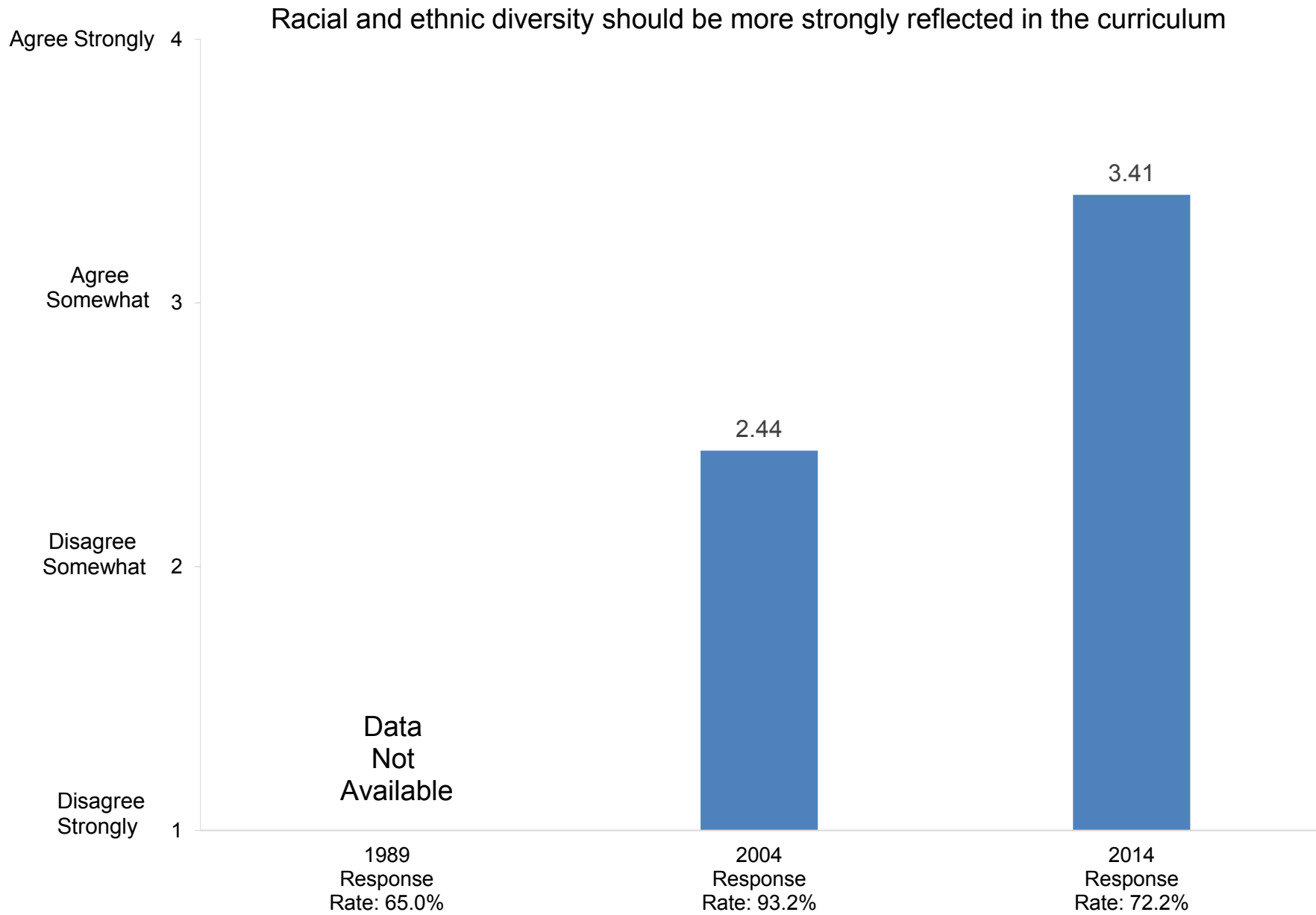
Racial and ethnic diversity is reflected in the curriculum



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

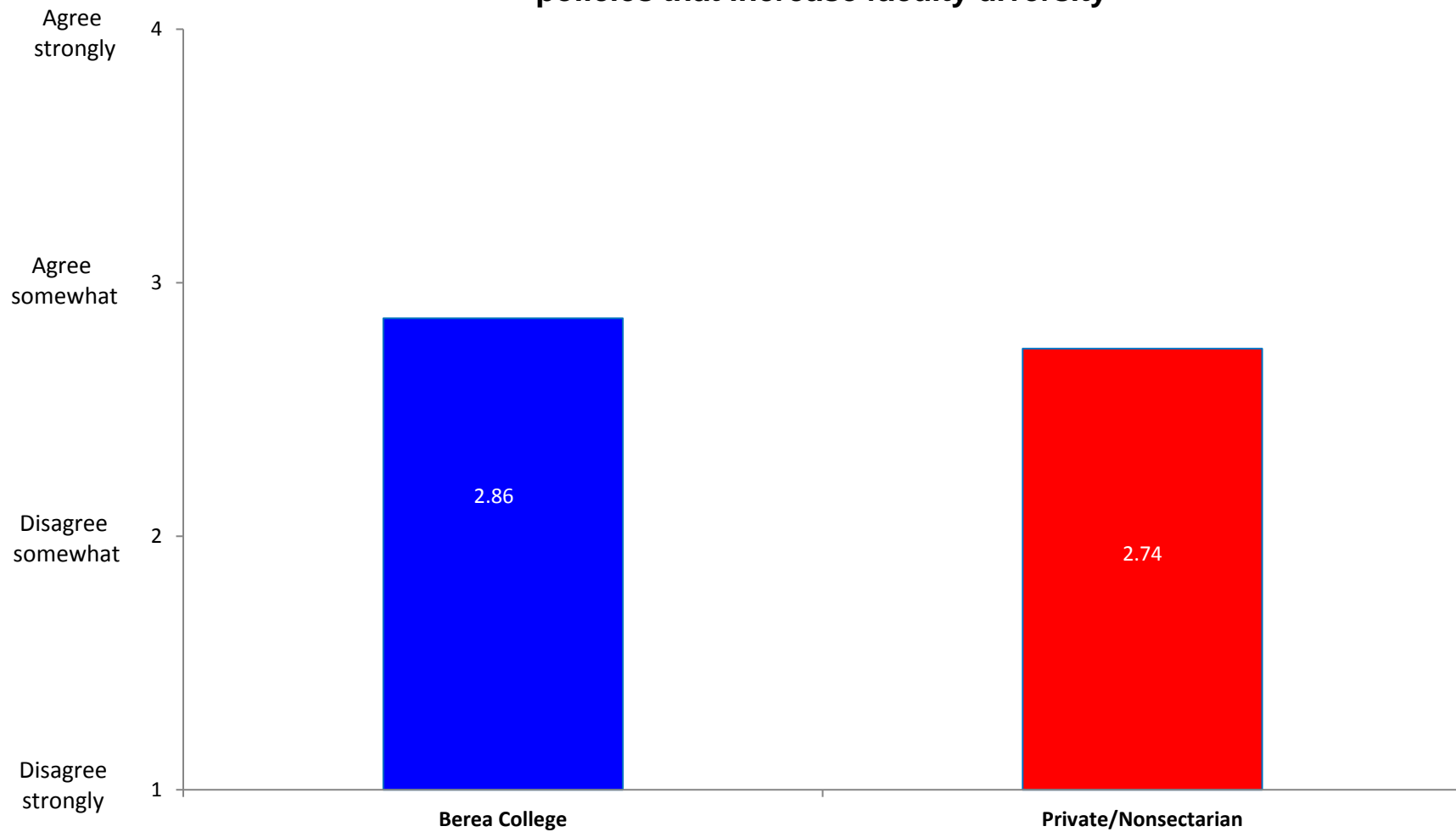
Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which you agree or disagree with each of the following about your college or university:



Below are some statements about your institution. Indicate the extent to which you agree:

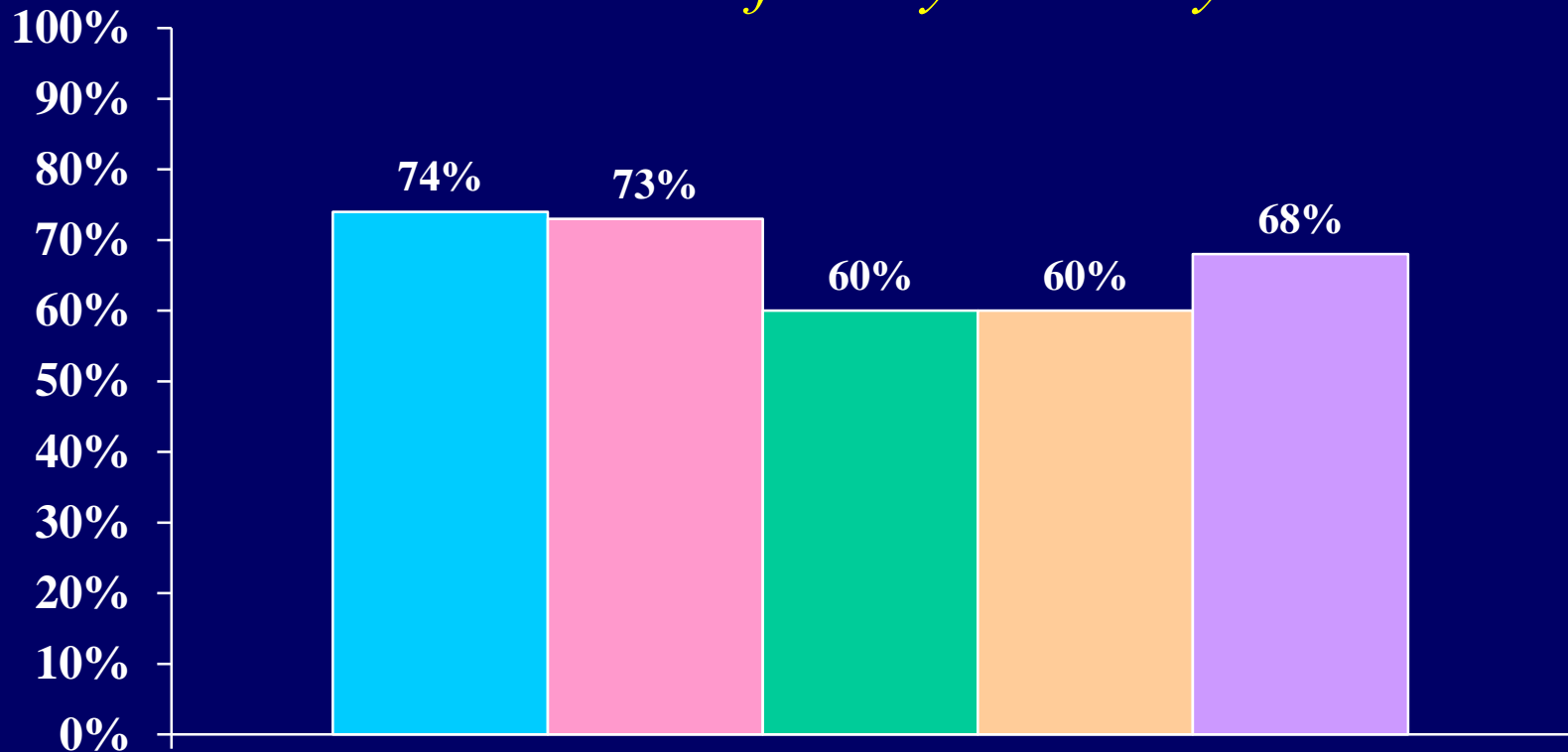
This institution has effective hiring practices and policies that increase faculty diversity



Indicate the extent to which you agree or disagree with each of the following.

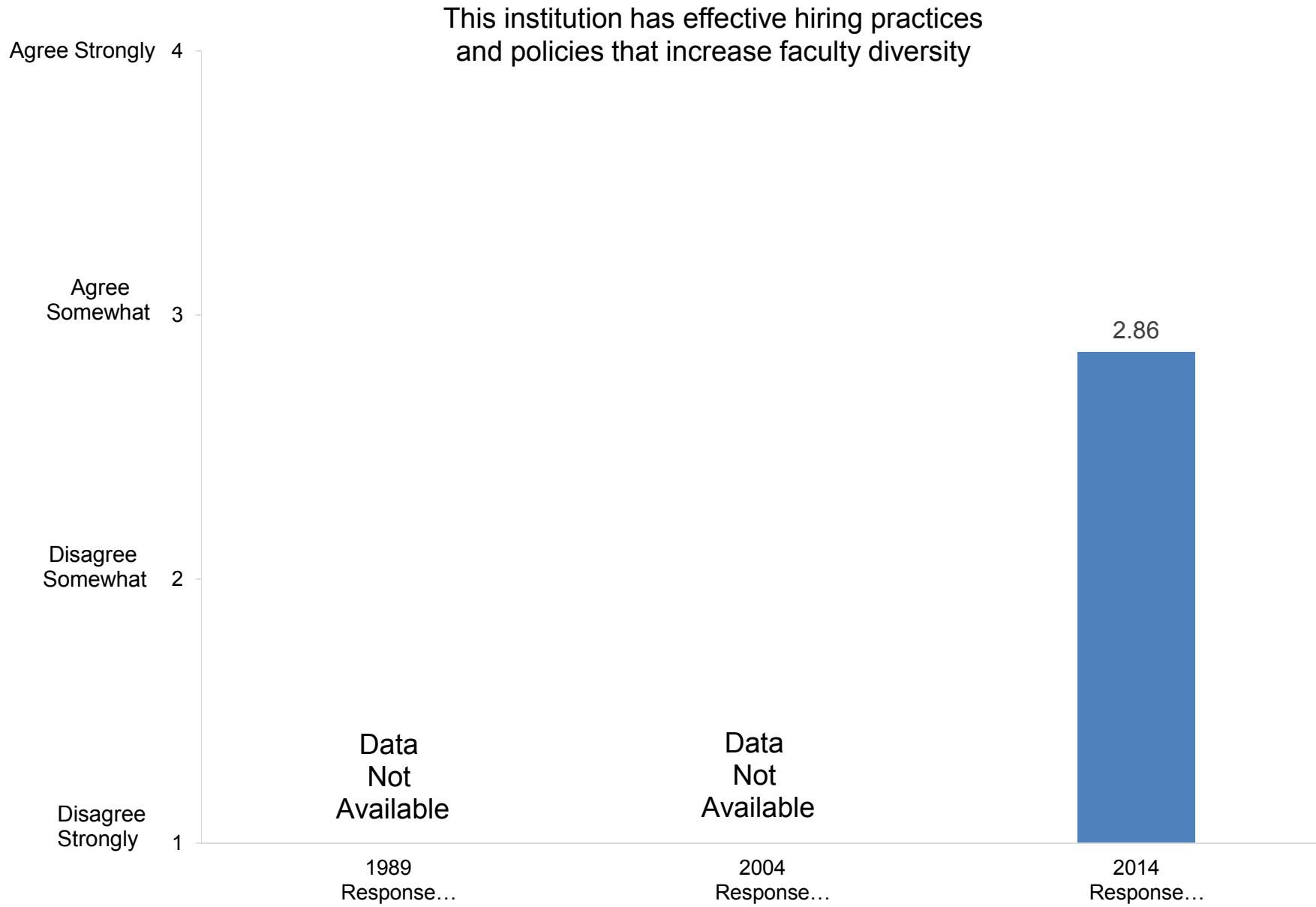
Percent of faculty who “agree strongly” or “agree somewhat”

This institution has effective hiring practices and policies that increase faculty diversity



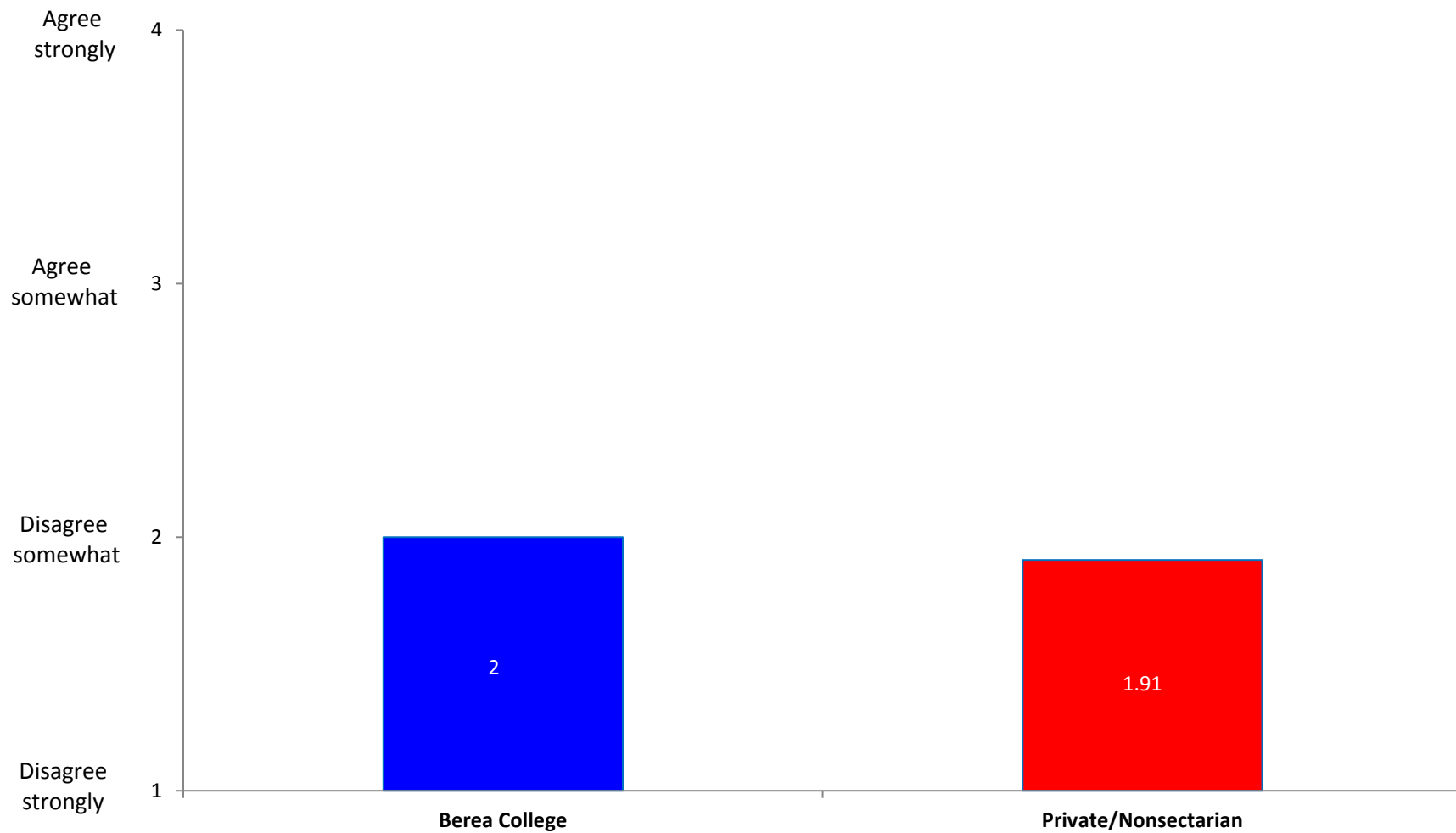
Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which you agree or disagree with each of the following about your college or university:



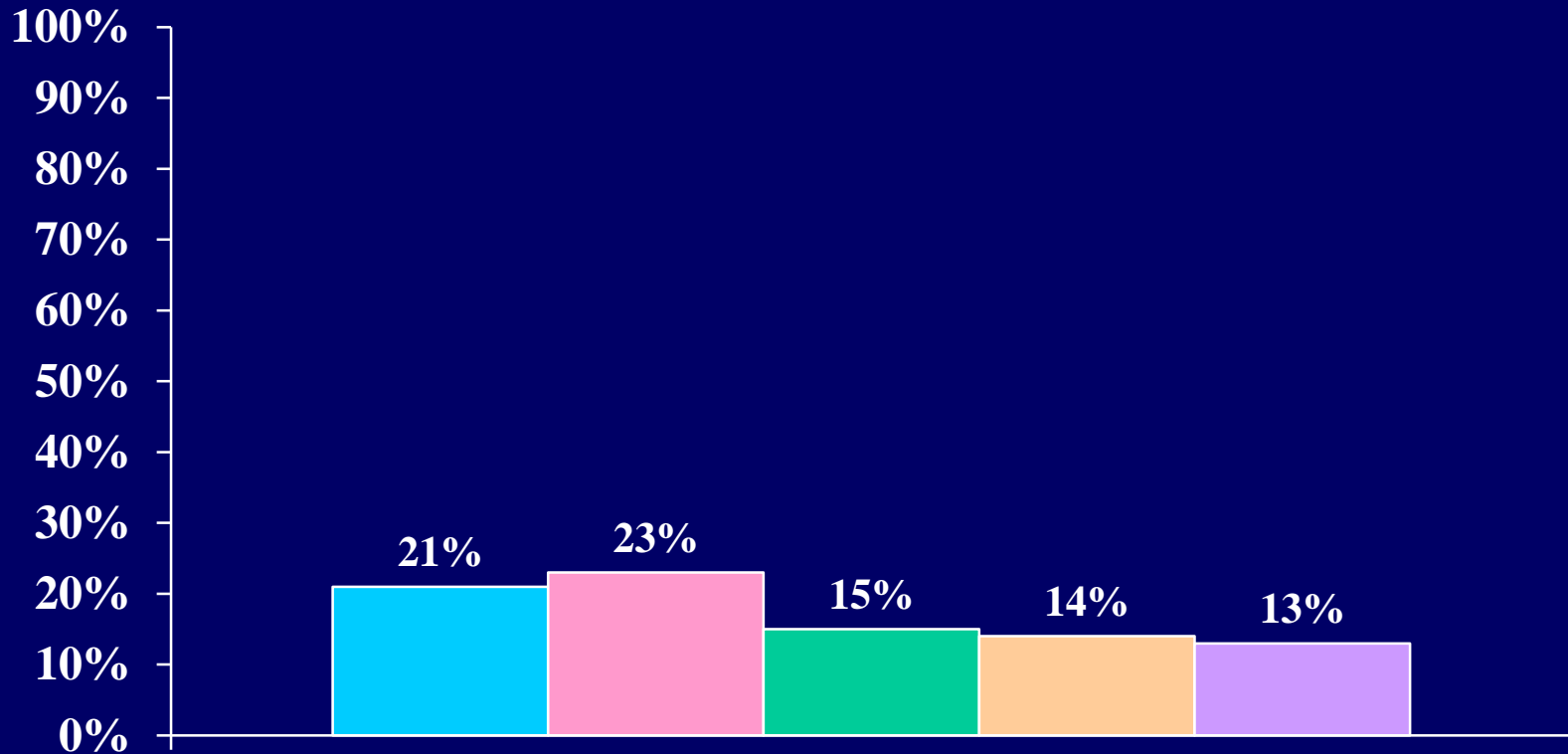
Below are some statements about your institution. Indicate the extent to which you agree:

There is a lot of campus racial conflict here



Indicate the extent to which you agree or disagree with each of the following.
Percent of faculty who “agree strongly” or “agree somewhat”

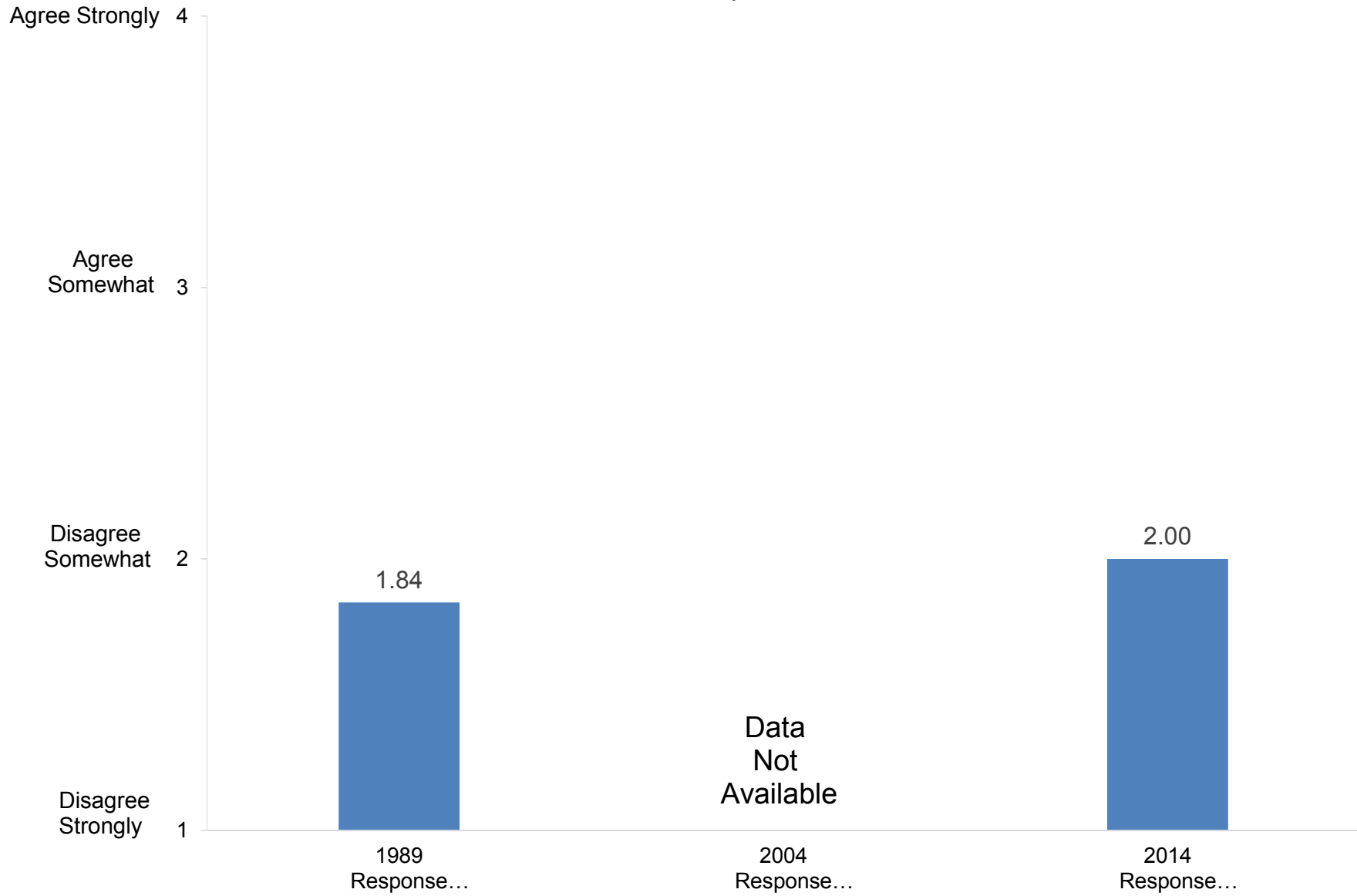
There is a lot of campus racial conflict here



Higher Education Research Institute (HERI) Faculty Survey

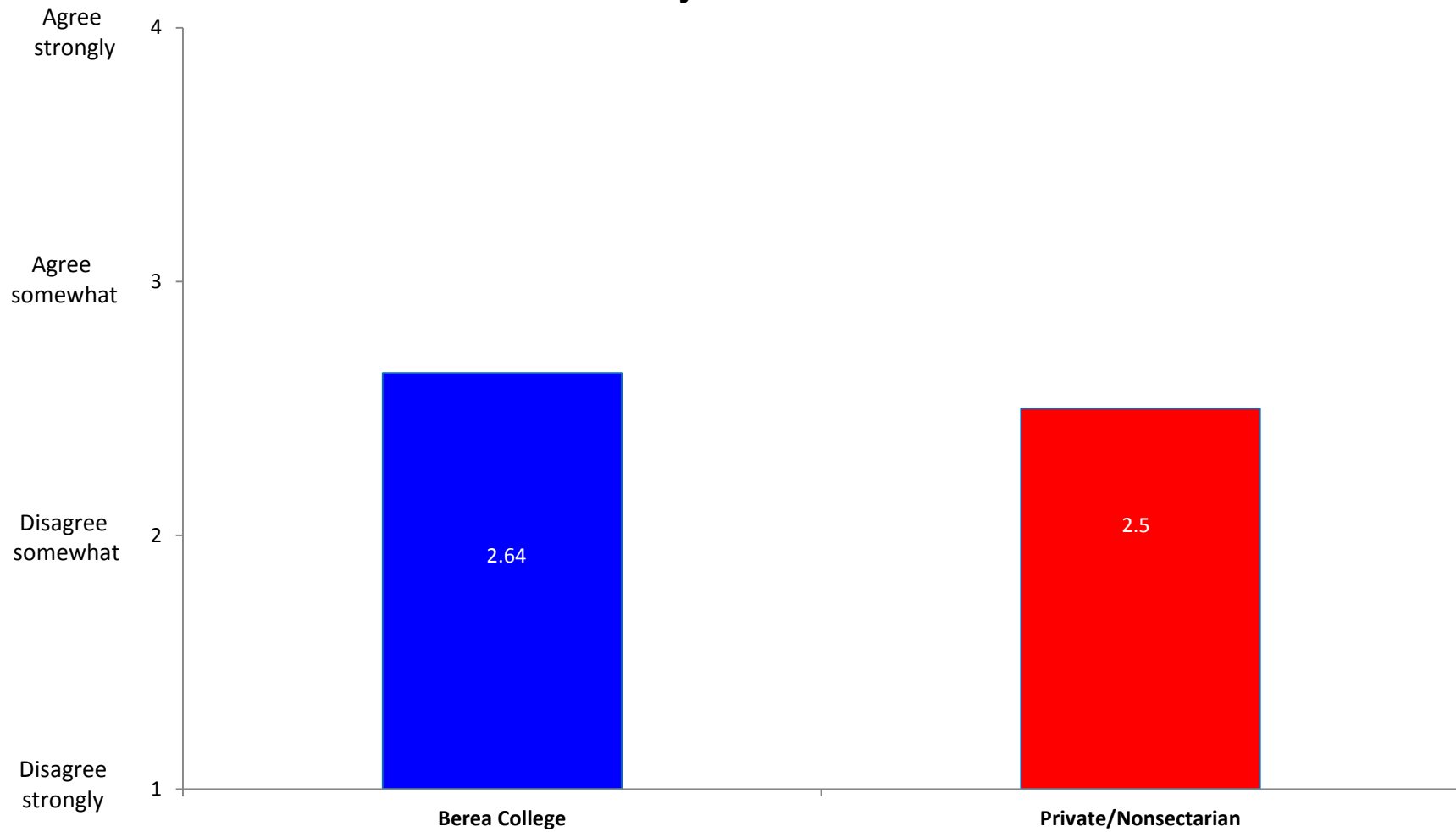
Indicate the extent to which you agree or disagree with each of the following about your college or university:

There is a lot of campus racial conflict here



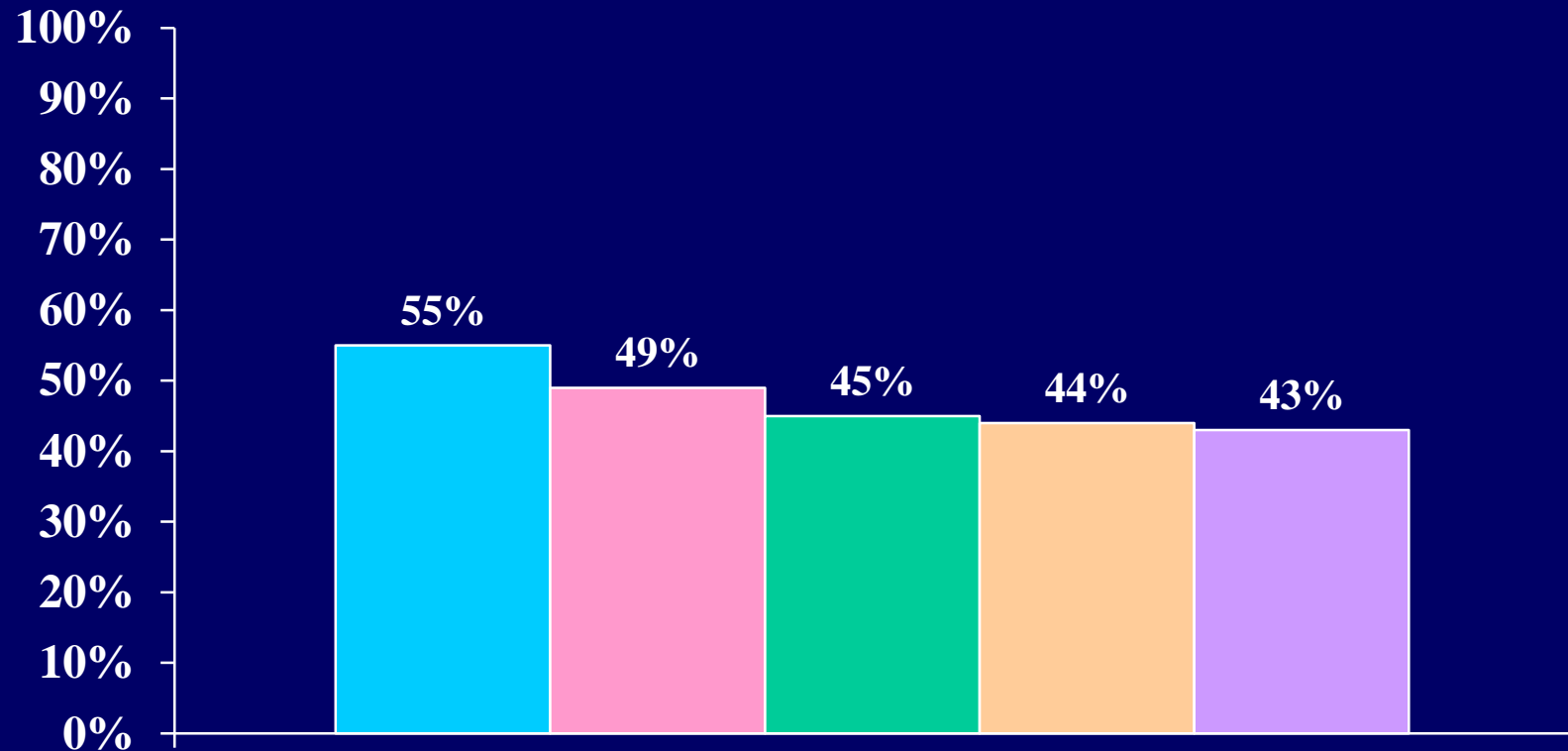
Below are some statements about your institution. Indicate the extent to which you agree:

**Faculty are not prepared to deal with conflict
over diversity issues in the classroom**



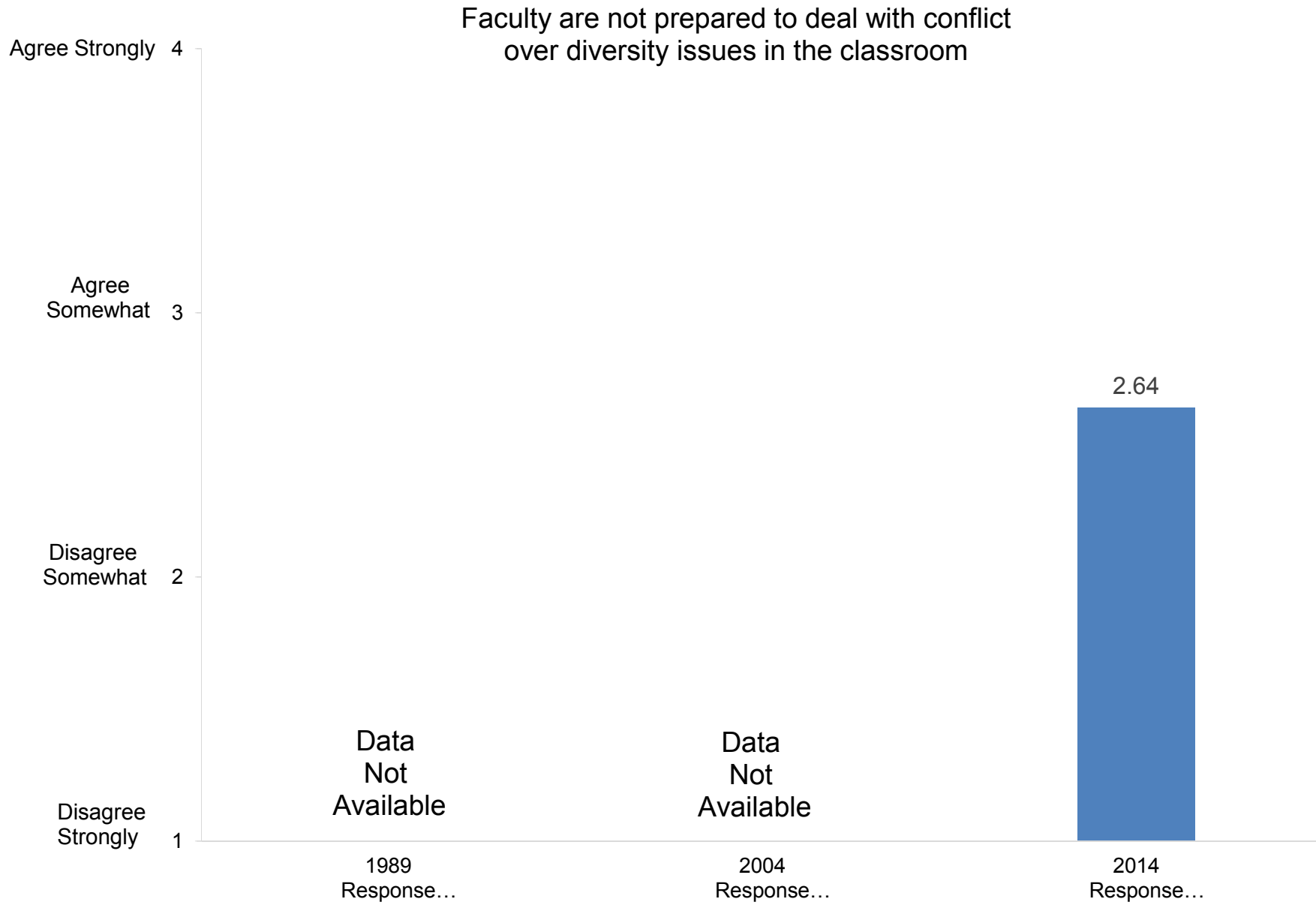
Indicate the extent to which you agree or disagree with each of the following.
Percent of faculty who “agree strongly” or “agree somewhat”

Faculty are not prepared to deal with conflict over diversity issues in the classroom

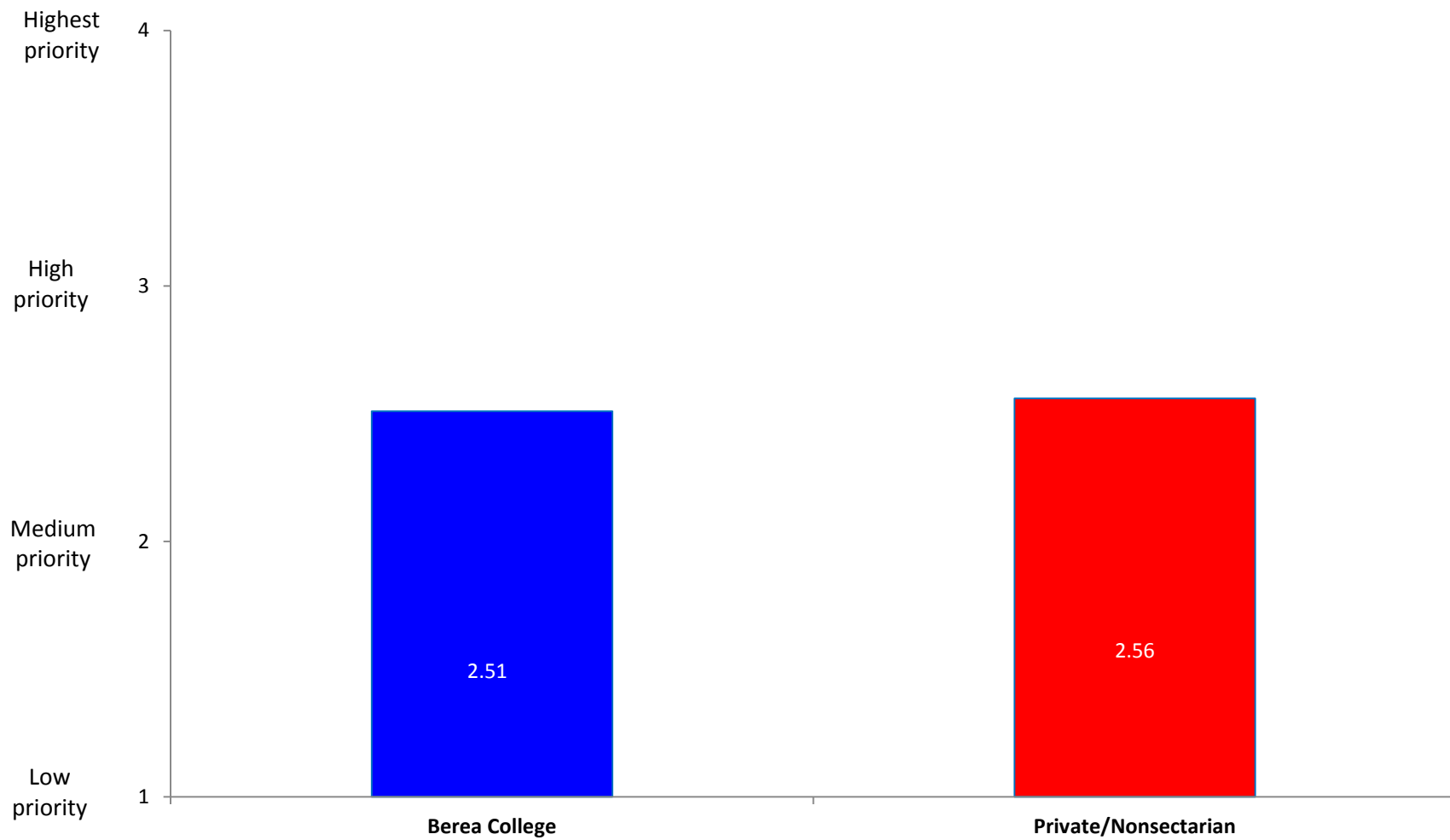


Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which you agree or disagree with each of the following about your college or university:



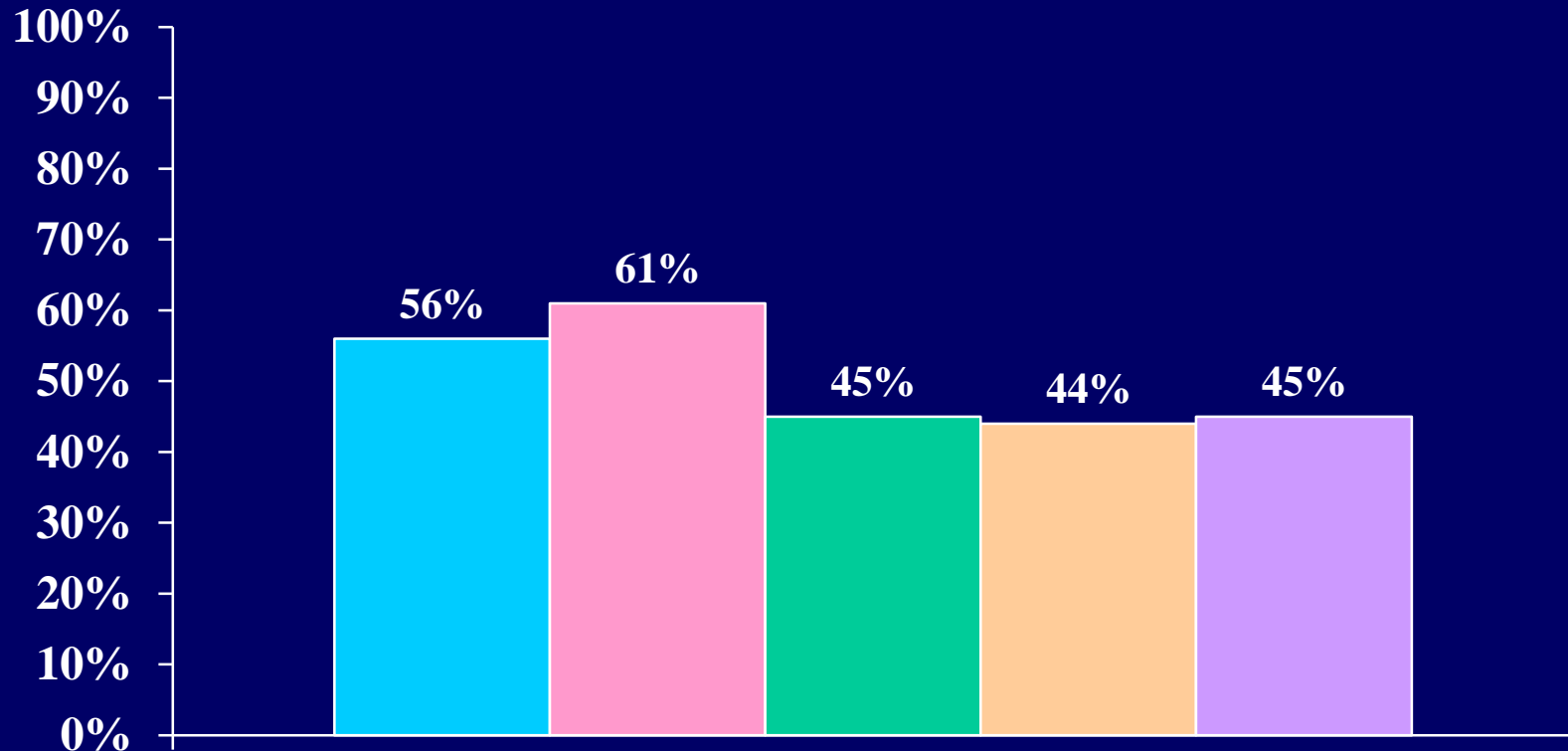
To promote gender diversity in the faculty and administration



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

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

Promote gender diversity in the faculty and administration



 Berea

 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

Higher Education Research Institute (HERI) Faculty Survey

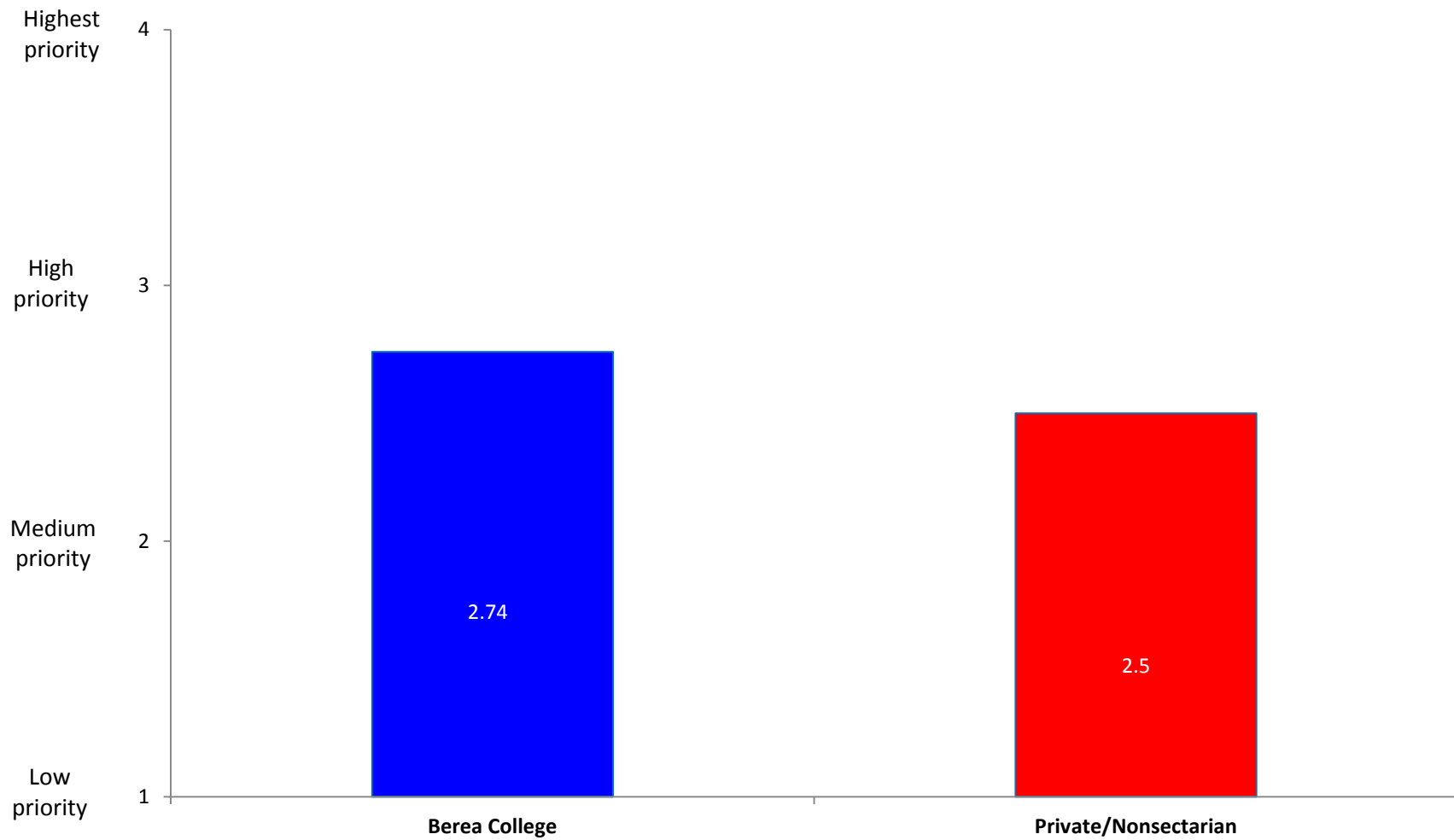
Indicate how important you believe each priority listed below is at your college or university.

Promote gender diversity in the faculty and administration



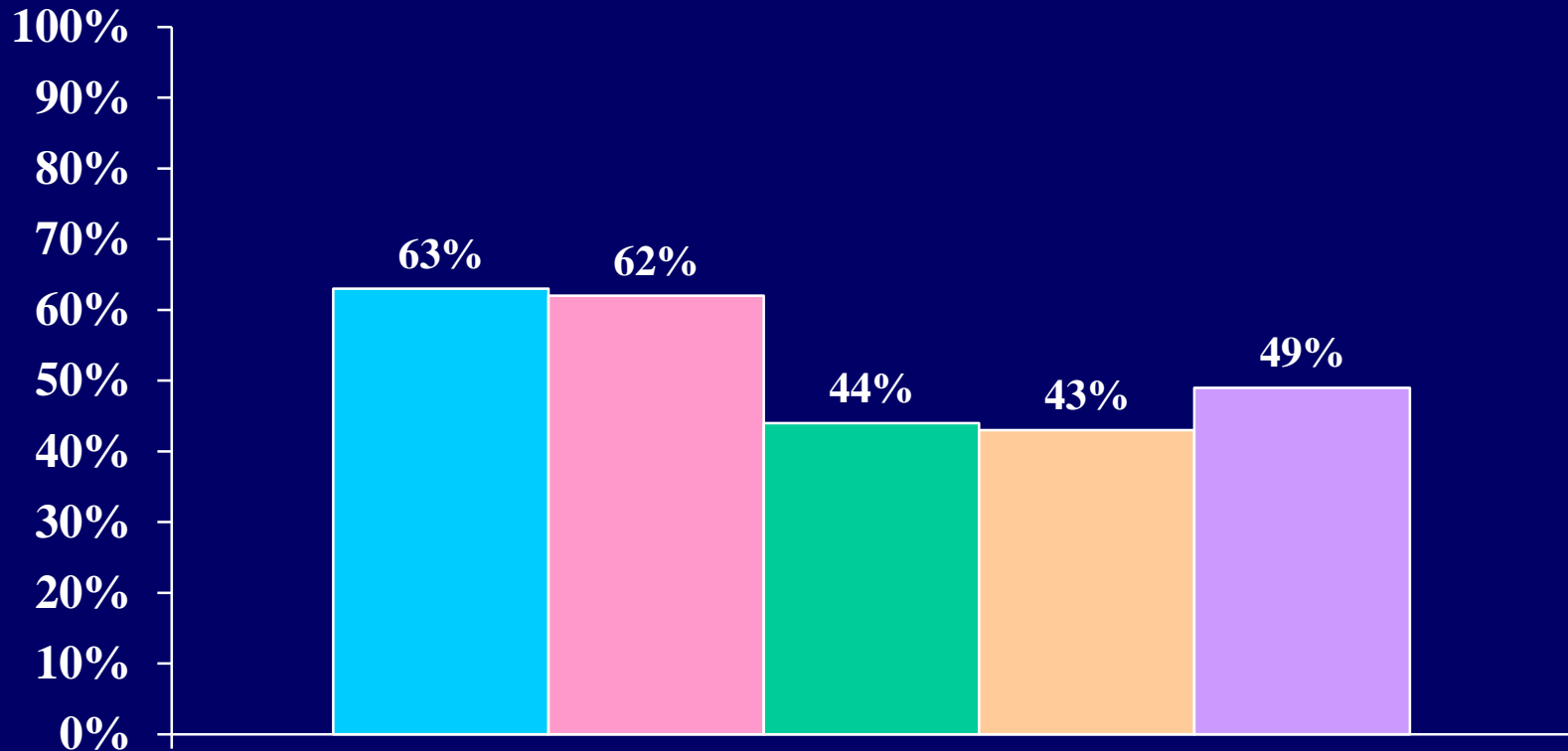
Indicate how important you believe each priority listed below is at your institution:

To promote racial and ethnic diversity in the faculty and administration



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

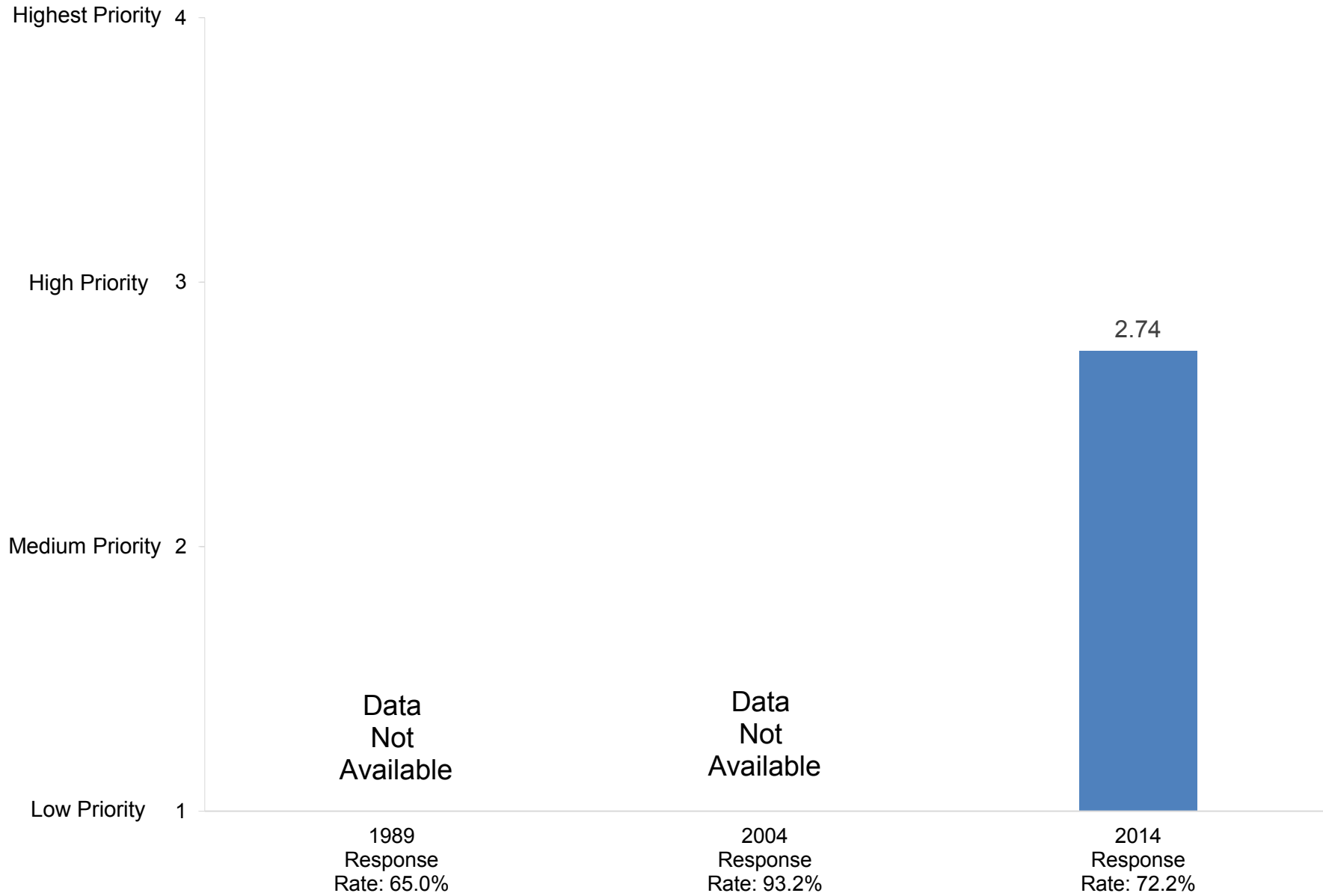
*Promote racial and ethnic diversity in
the faculty and administration*



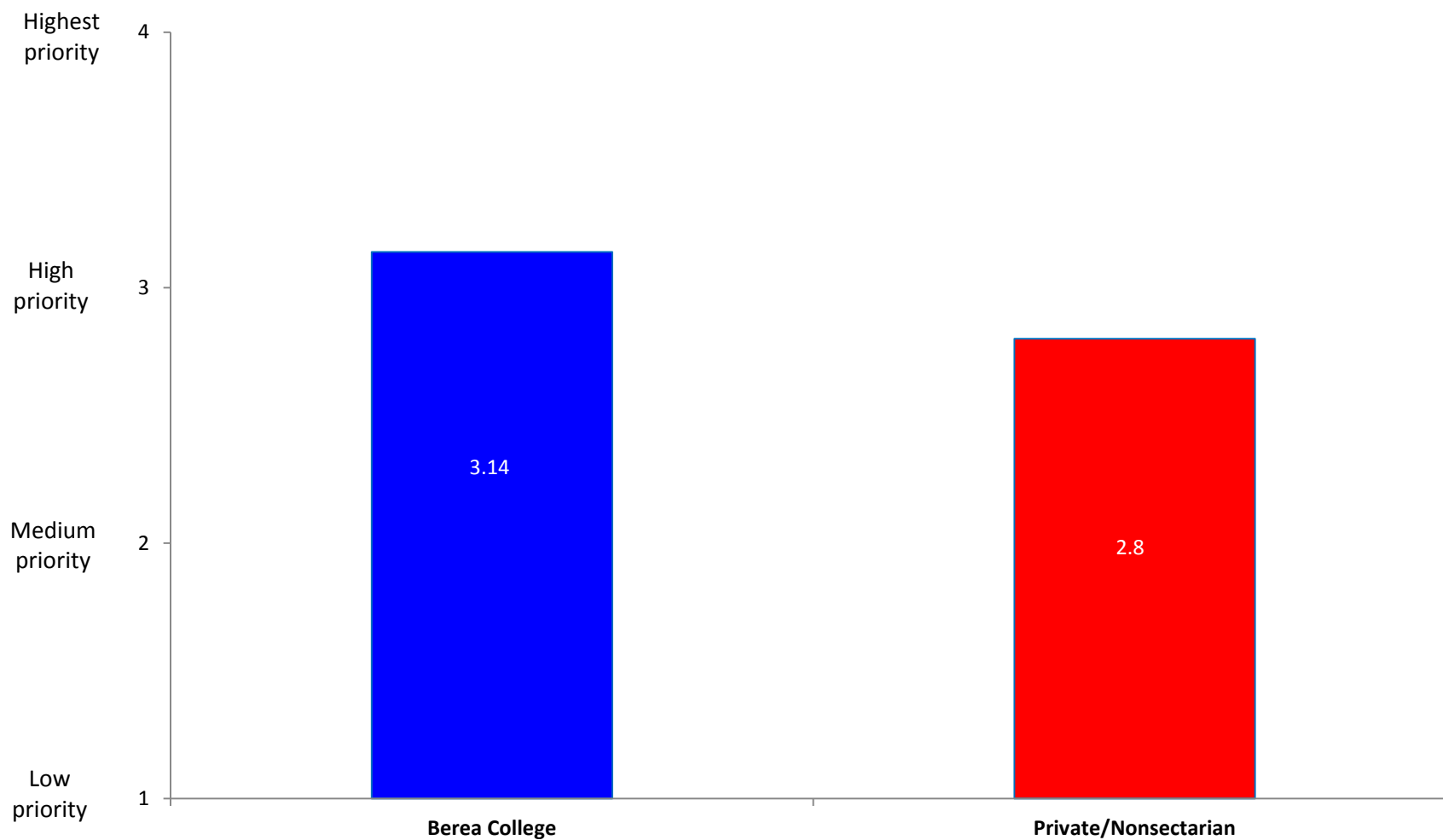
Higher Education Research Institute (HERI) Faculty Survey

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

Promote racial and ethnic diversity in the faculty and administration



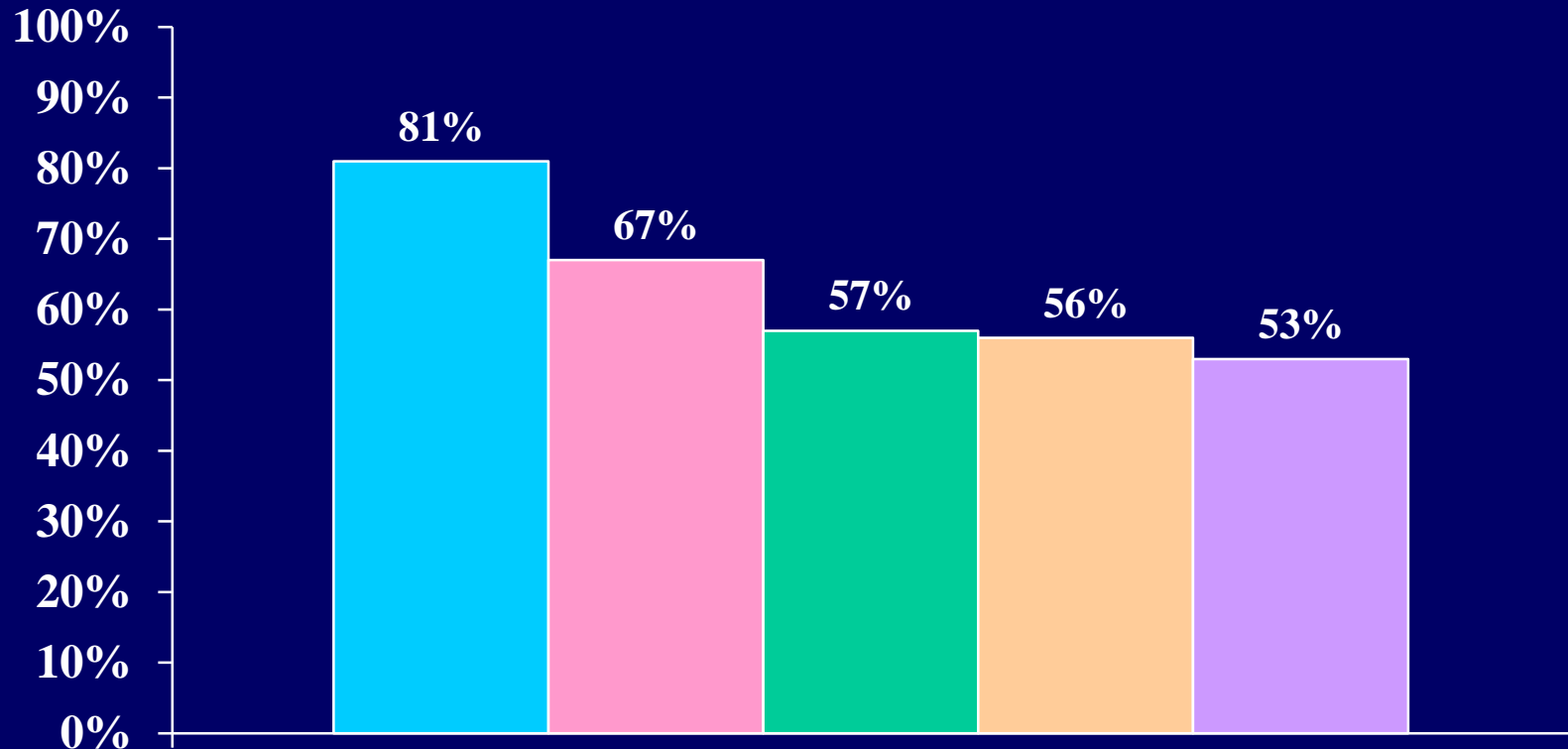
To develop an appreciation for multiculturalism



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

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

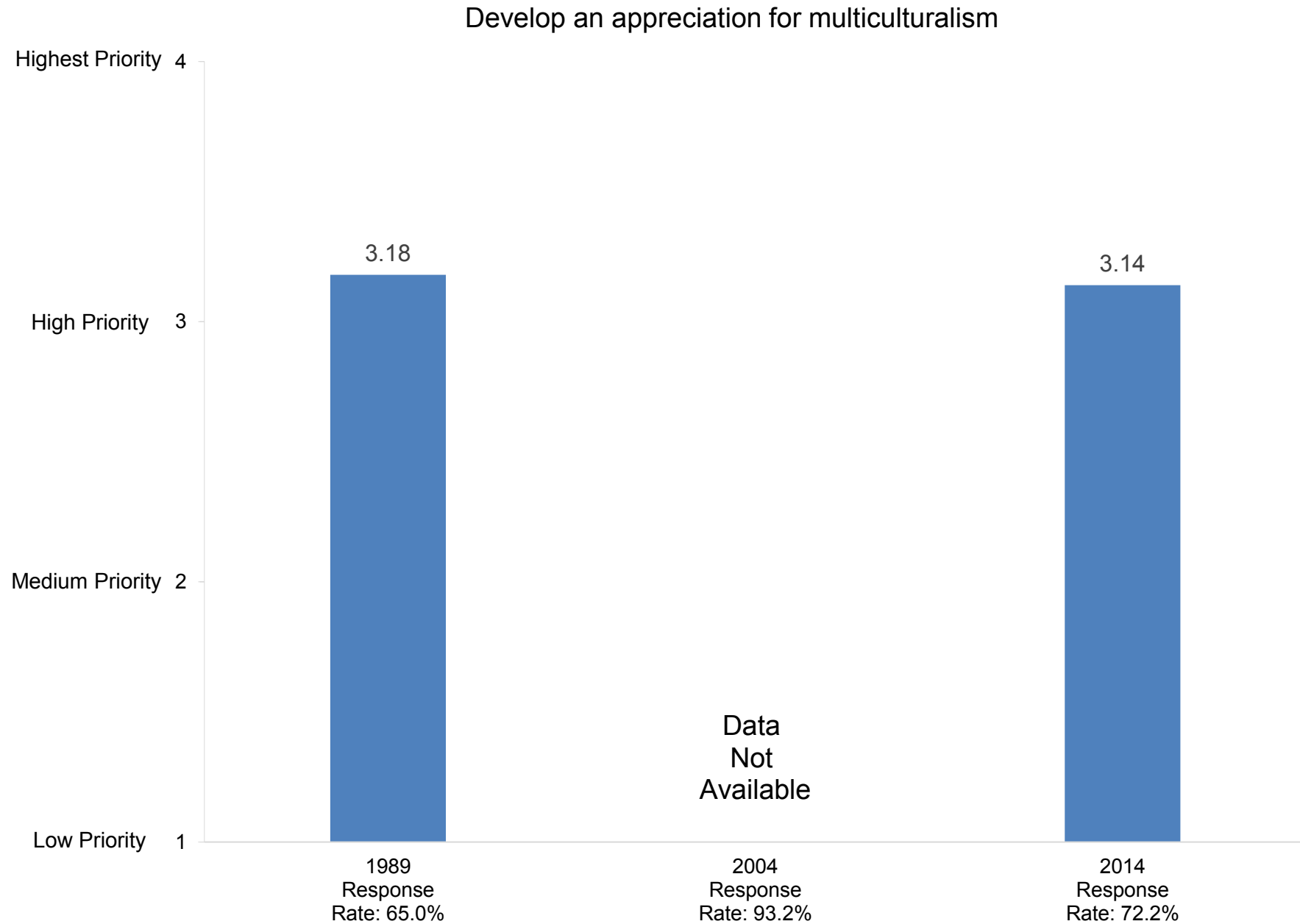
Develop an appreciation for multiculturalism



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

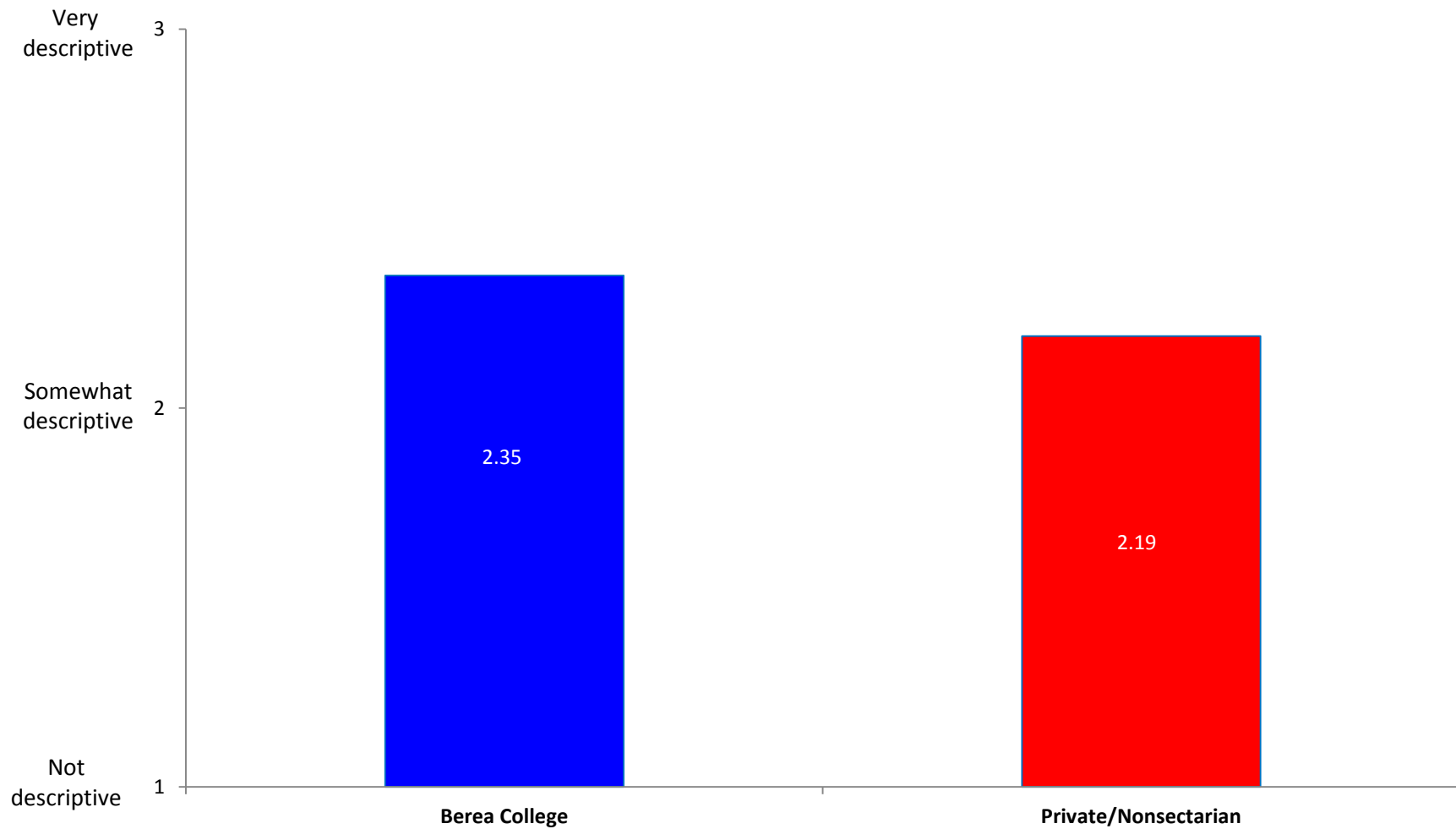
Higher Education Research Institute (HERI) Faculty Survey

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



Indicate how well each of the following describes your college or university:

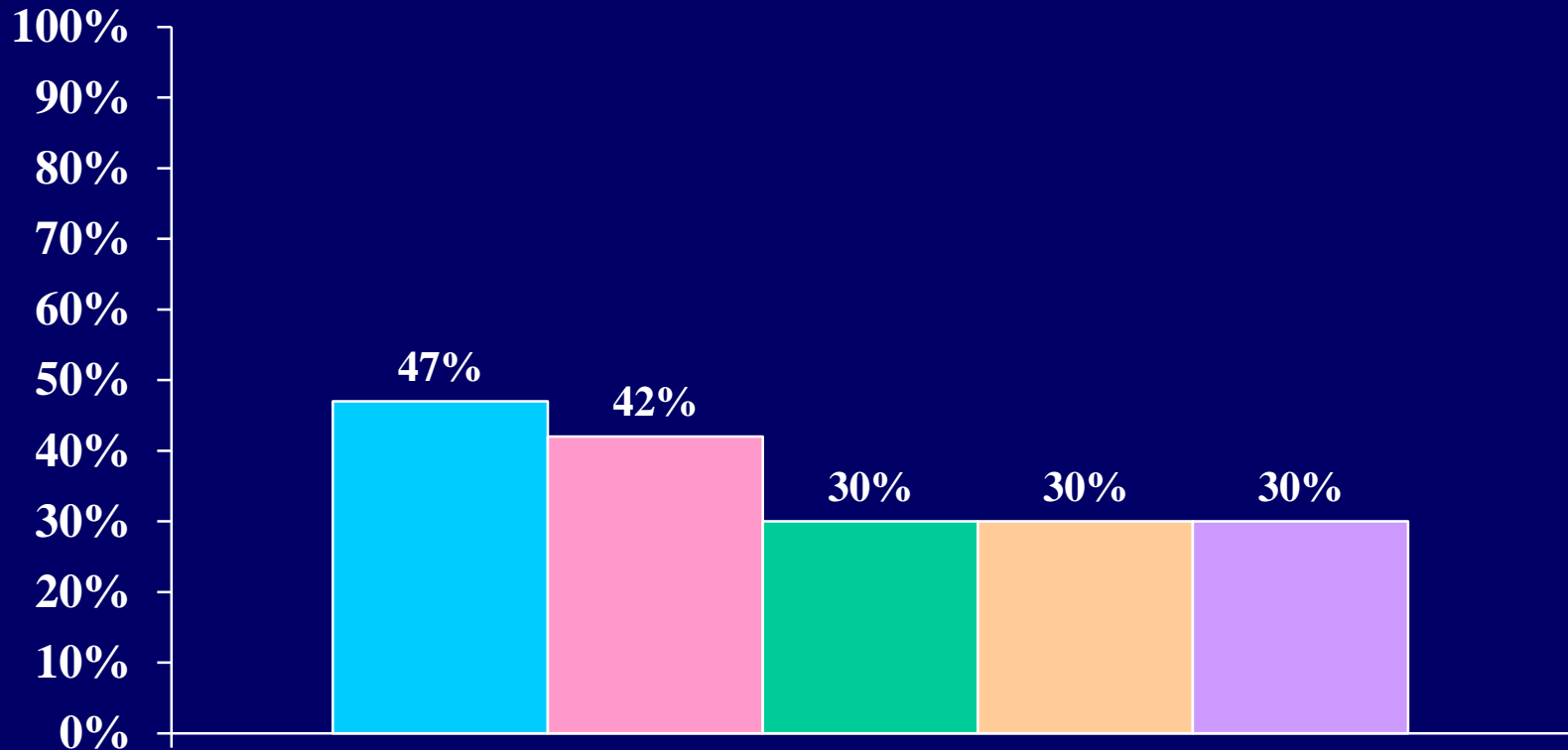
There is respect for the expression of diverse values and beliefs



Indicate how well each of the following describes your college.

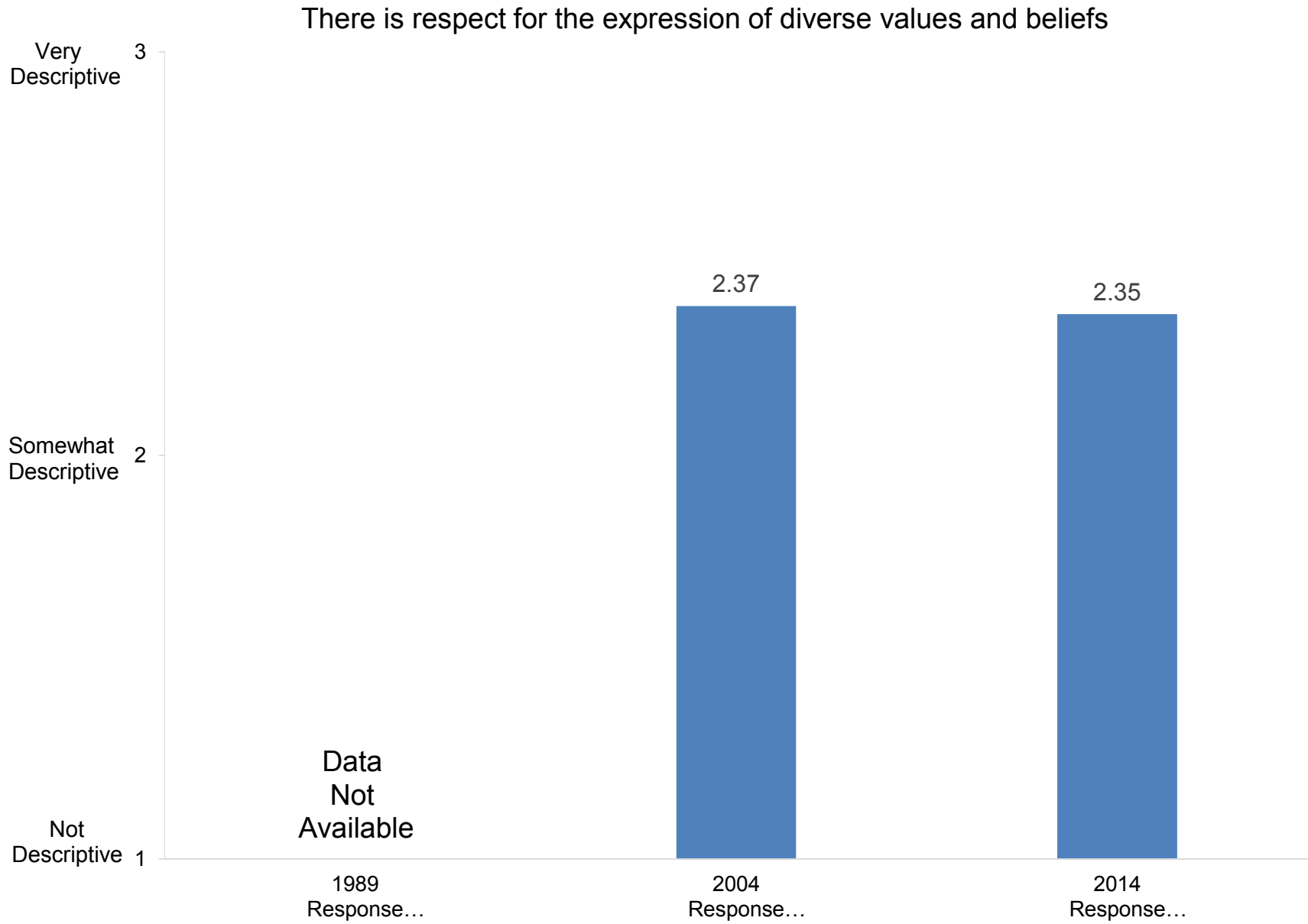
Percent of faculty who rated "Very Descriptive"

There is respect for the expression of diverse values and beliefs



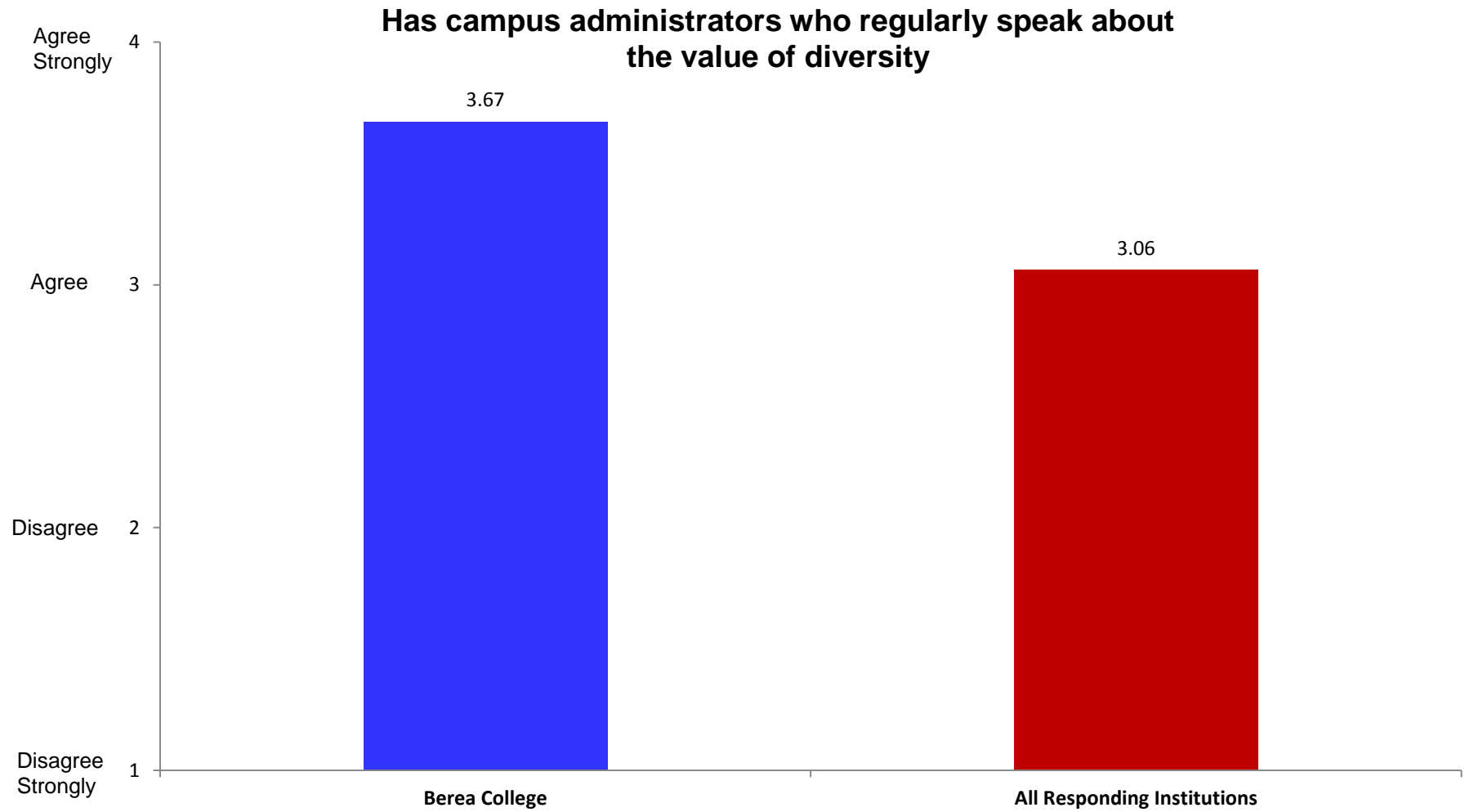
Higher Education Research Institute (HERI) Faculty Survey

Indicate how well each of the following describes your college or university:

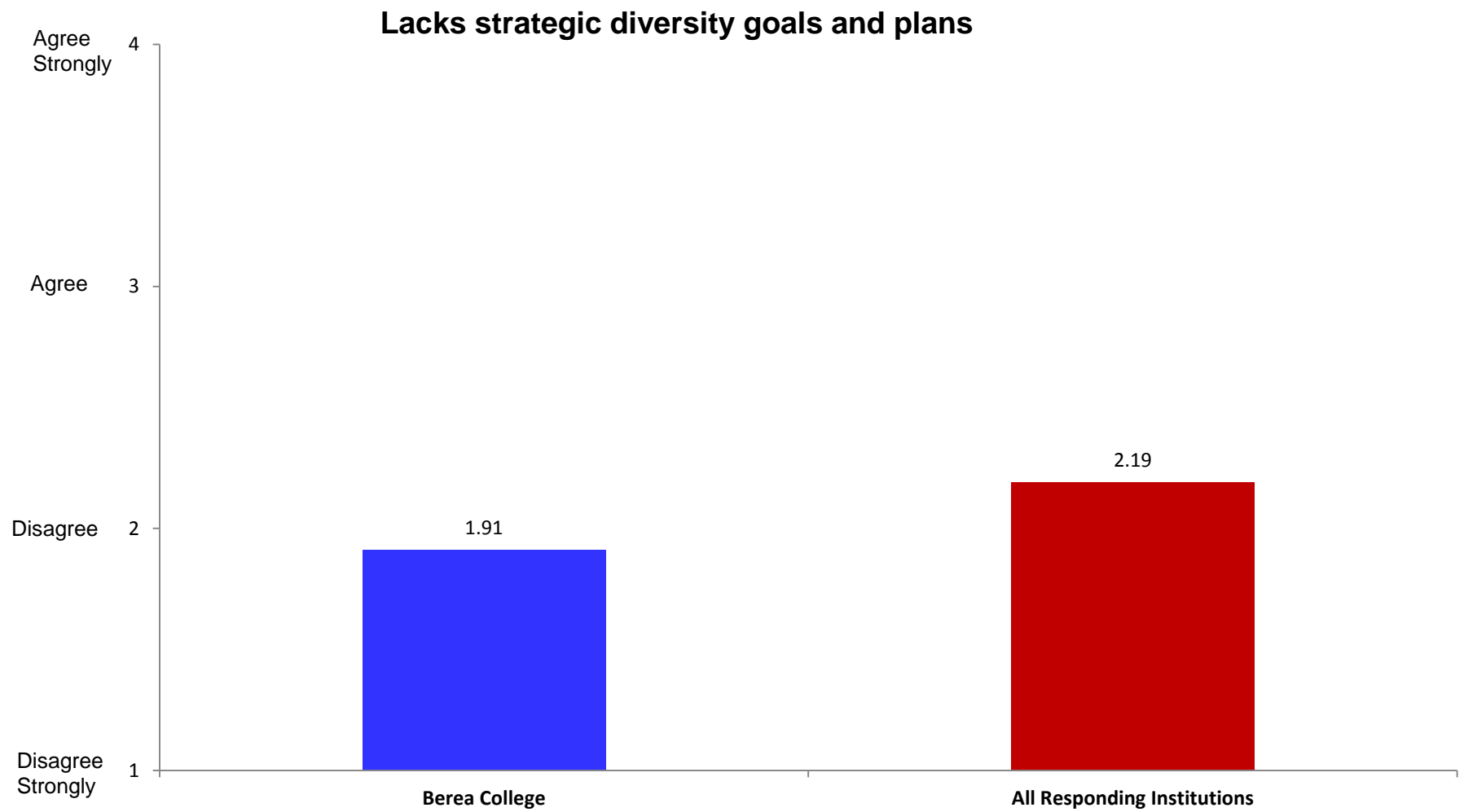


CAMPUS CLIMATE MODULE

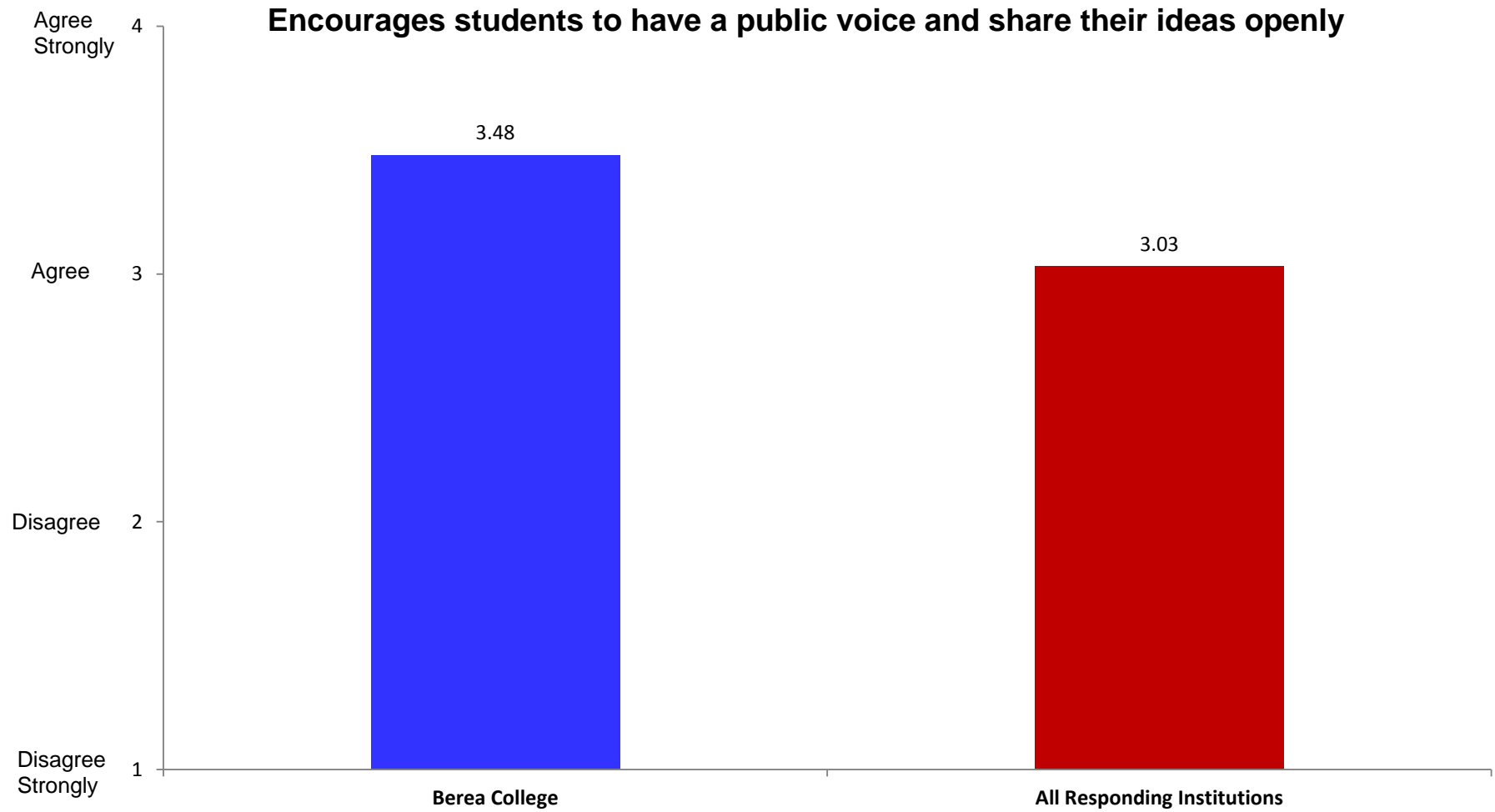
Indicate your agreement with these statements. This institution:



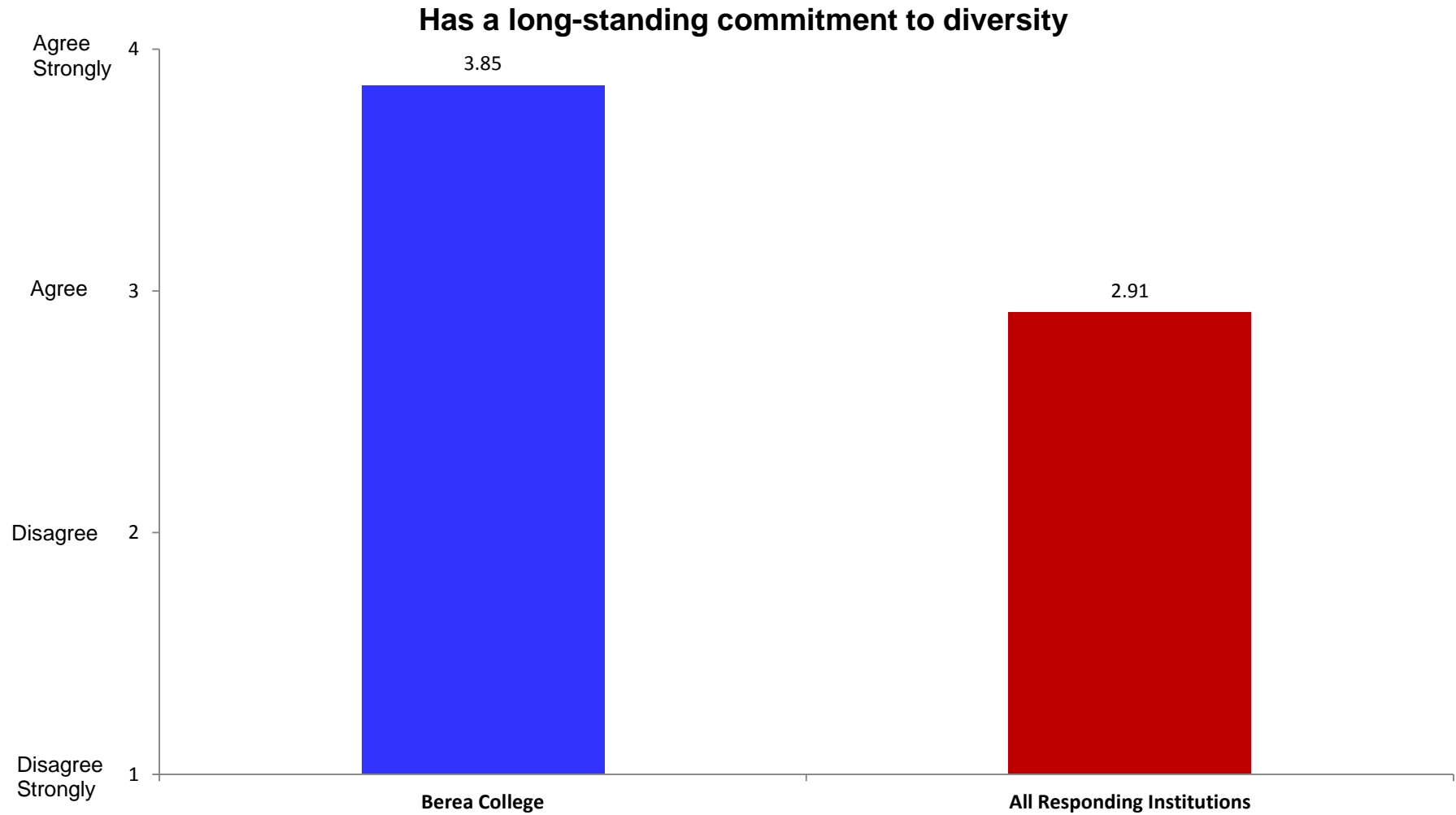
Indicate your agreement with these statements. This institution:



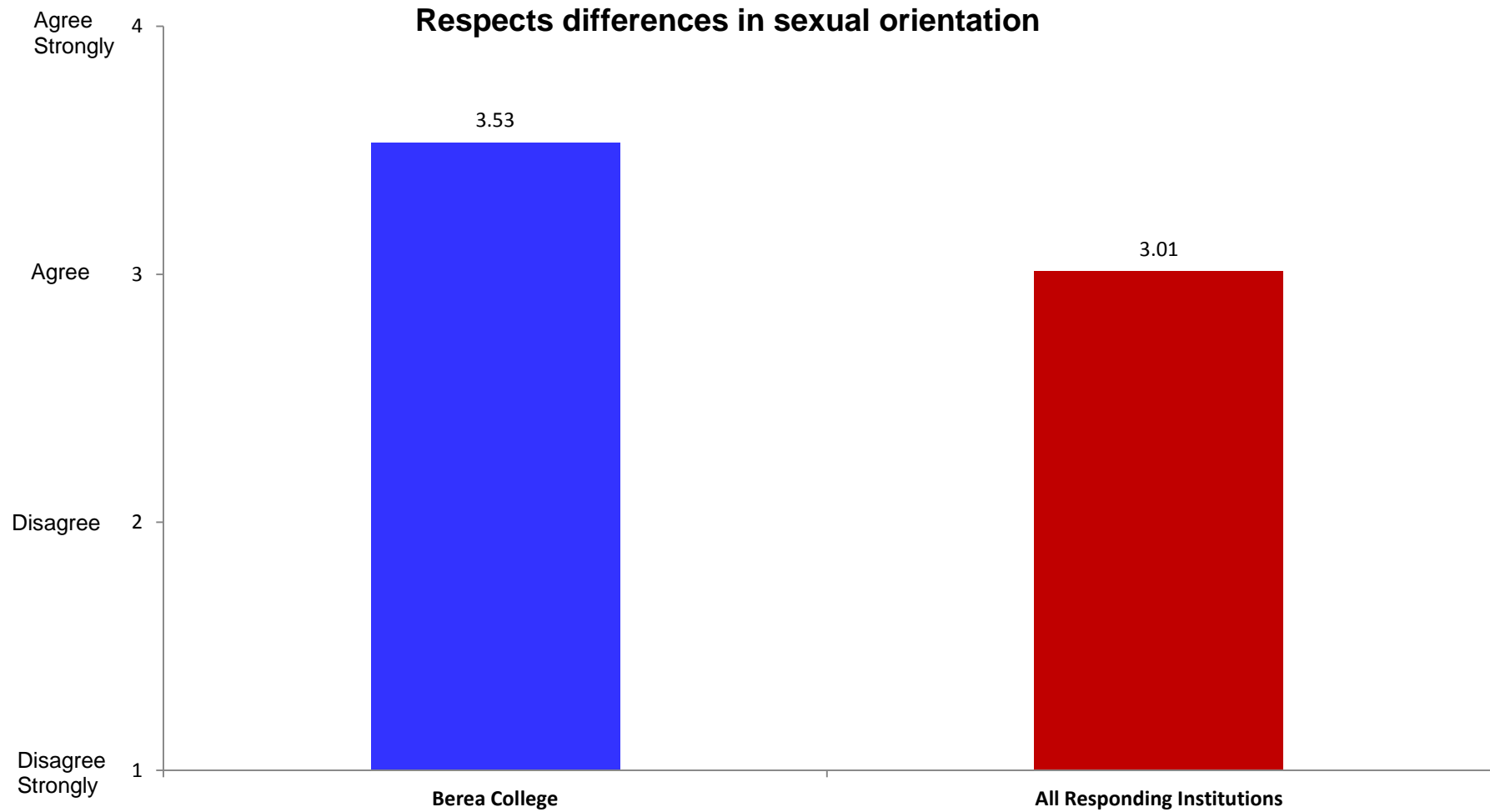
Indicate your agreement with these statements. This institution:



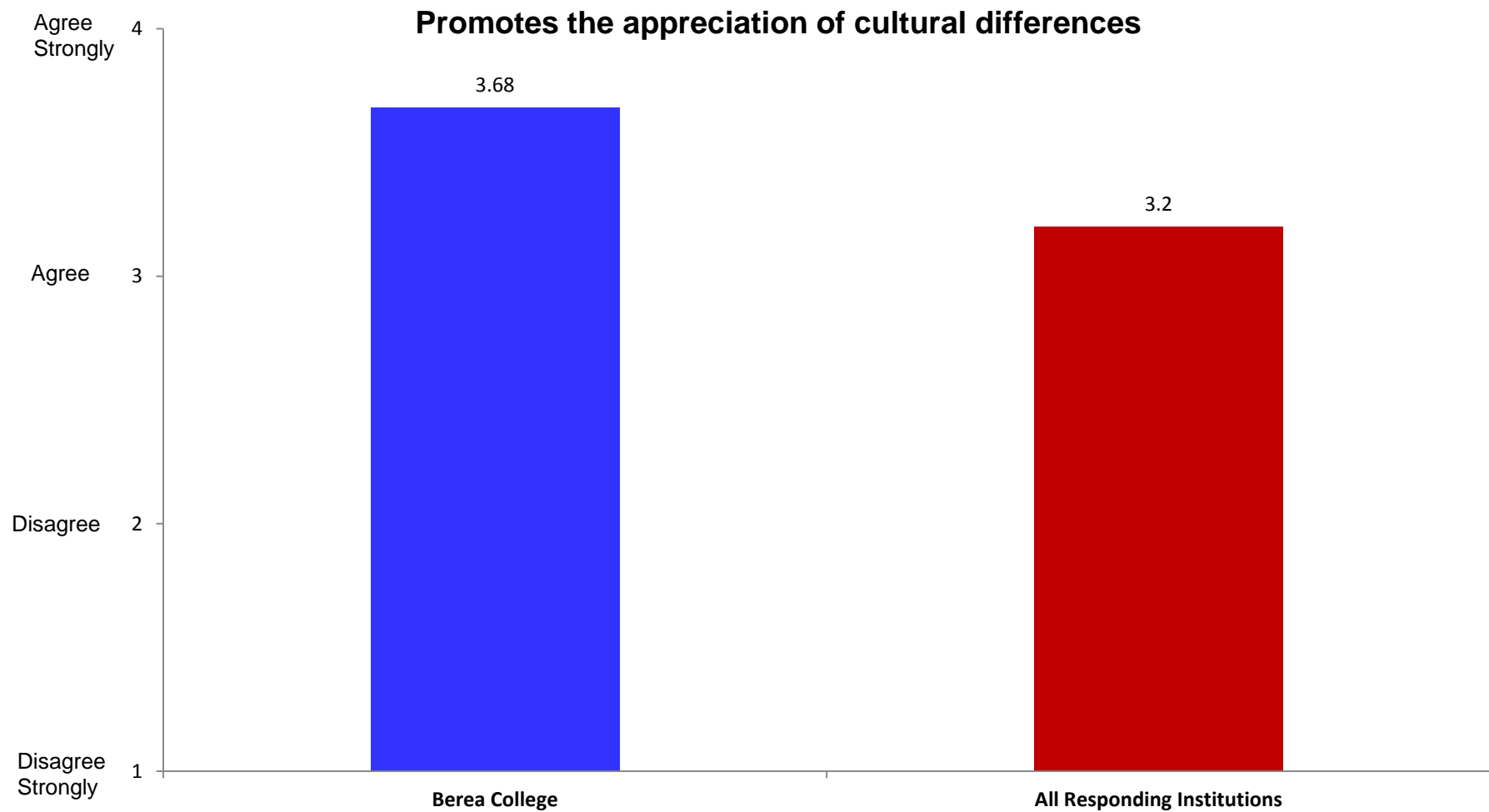
Indicate your agreement with these statements. This institution:



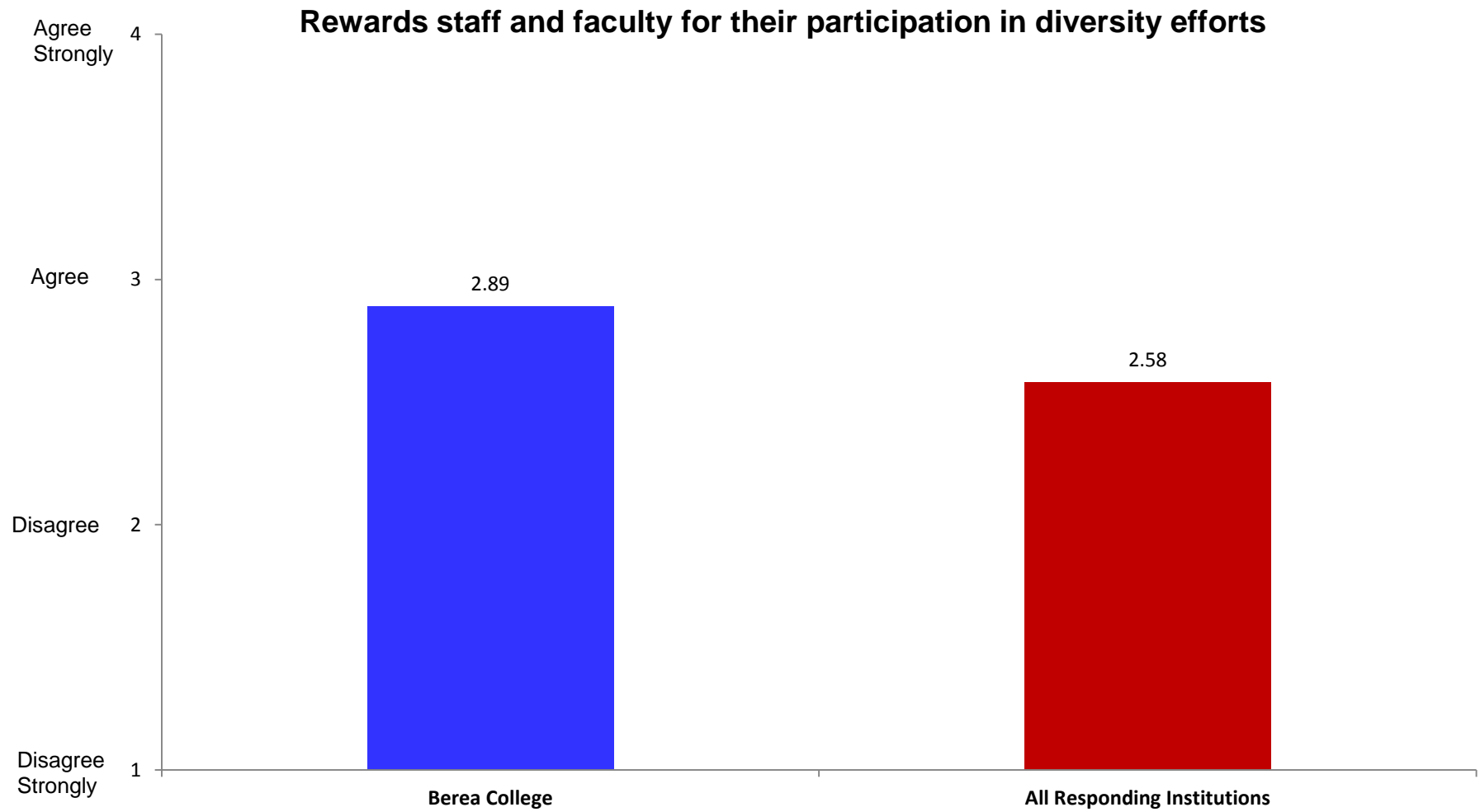
Indicate your agreement with these statements. This institution:



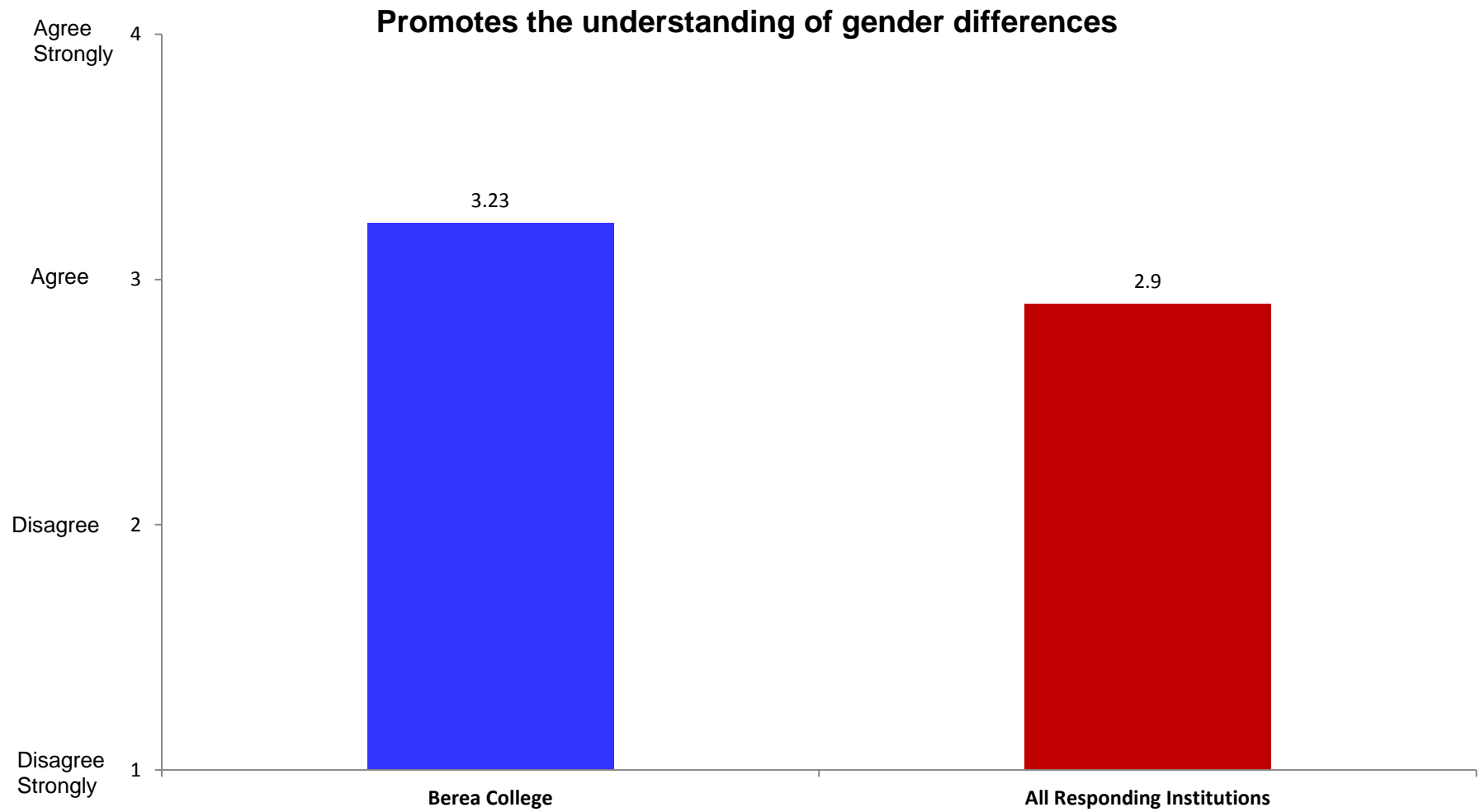
Indicate your agreement with these statements. This institution:



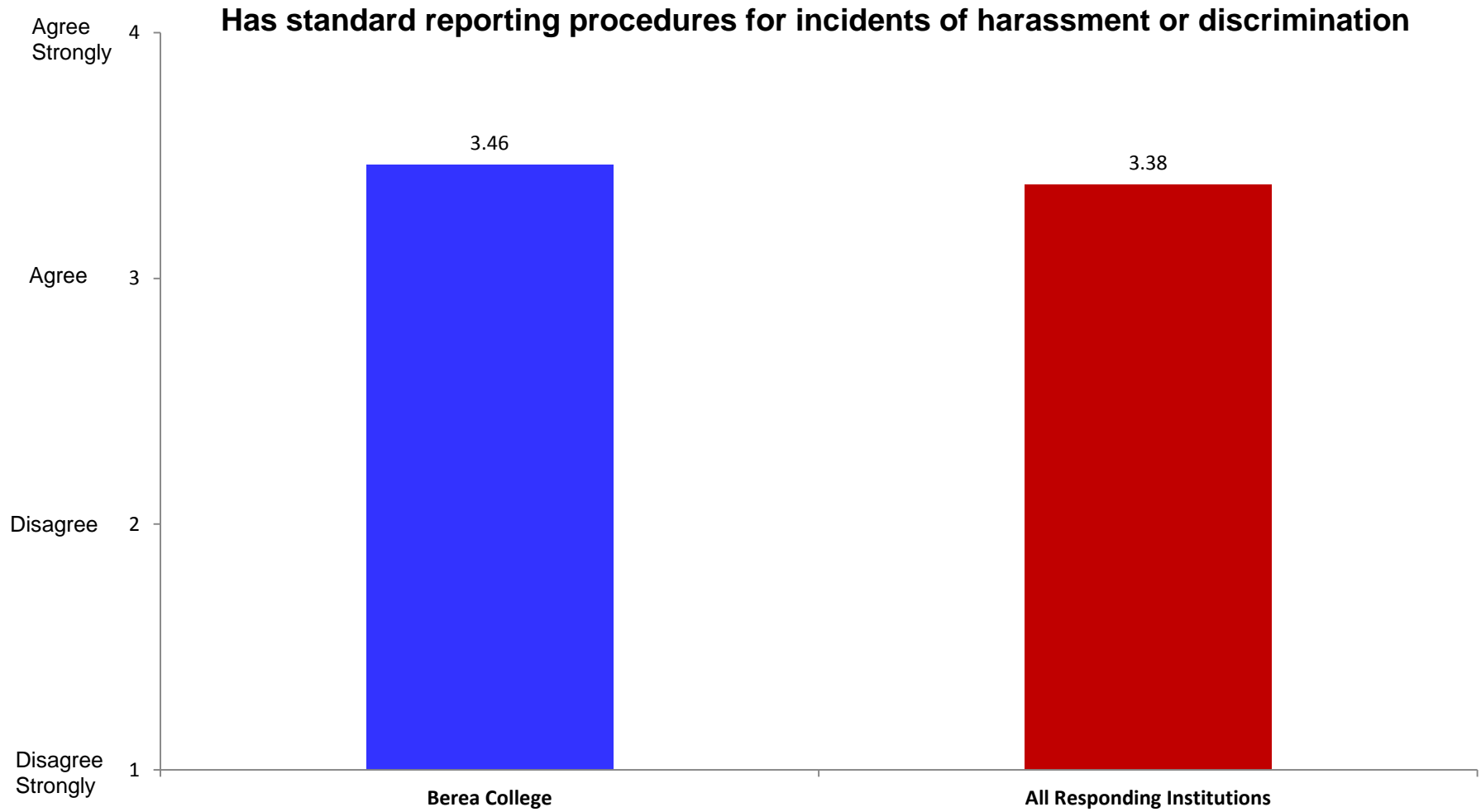
Indicate your agreement with these statements. This institution:



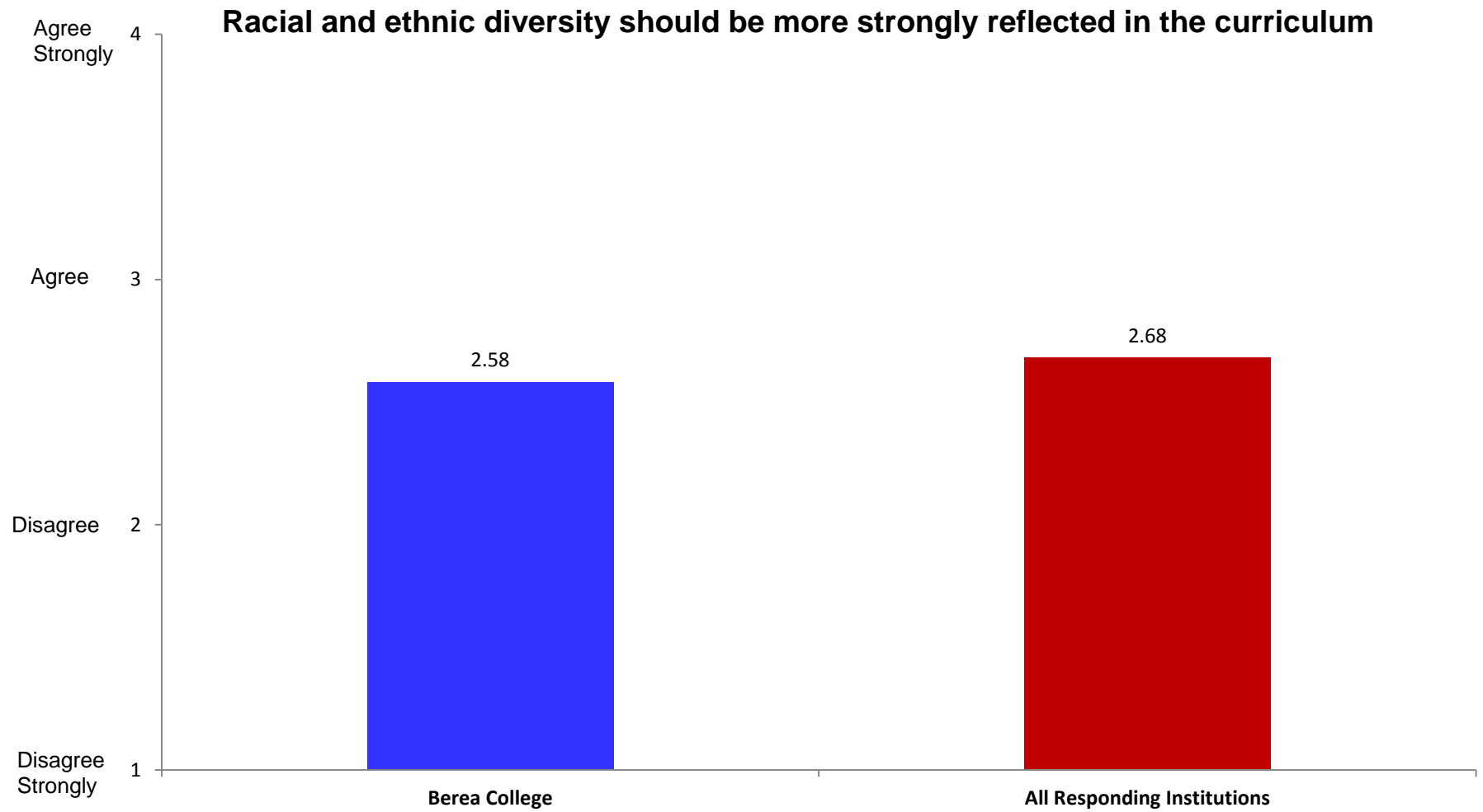
Indicate your agreement with these statements. This institution:



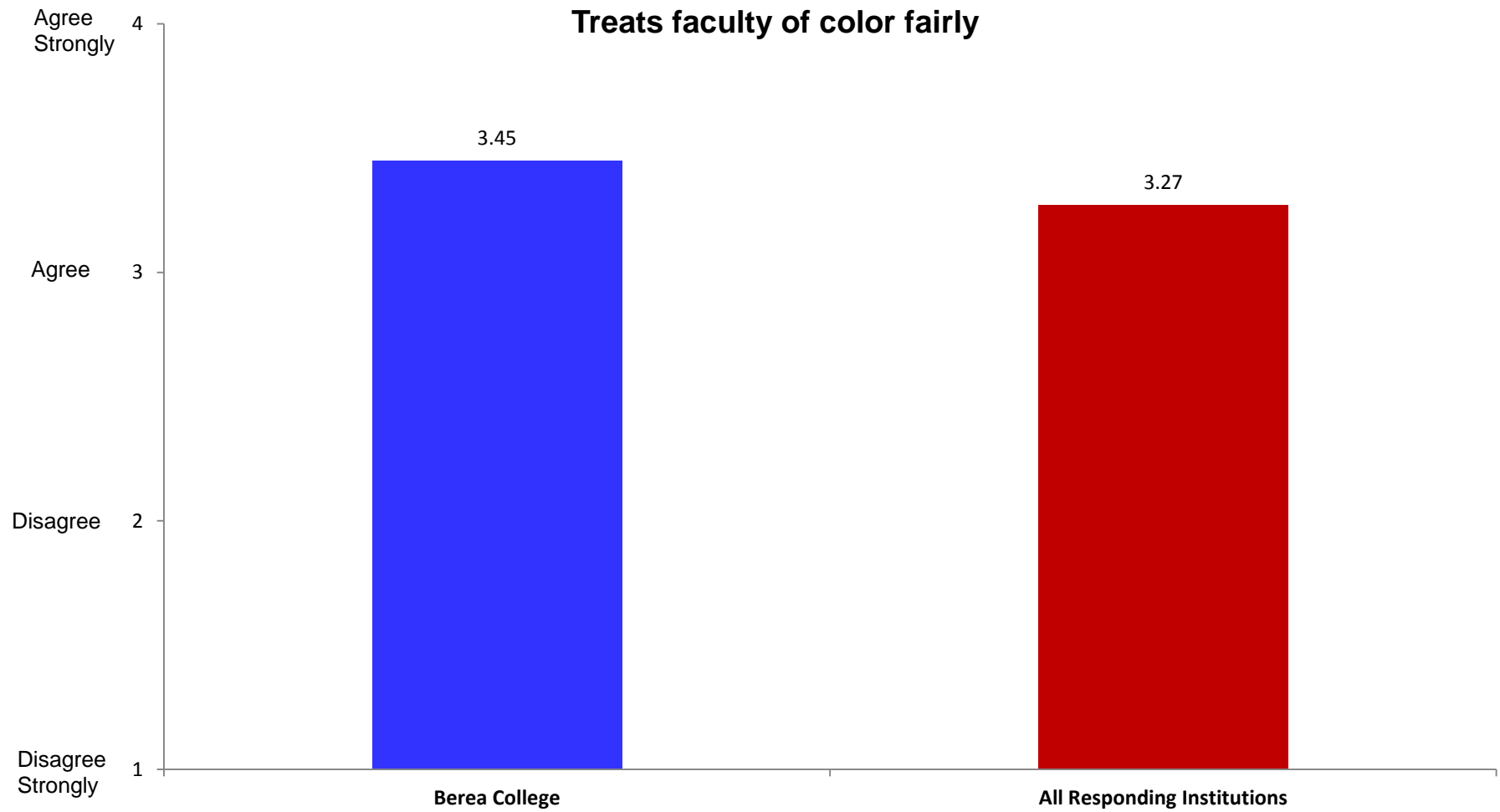
Indicate your agreement with these statements. This institution:



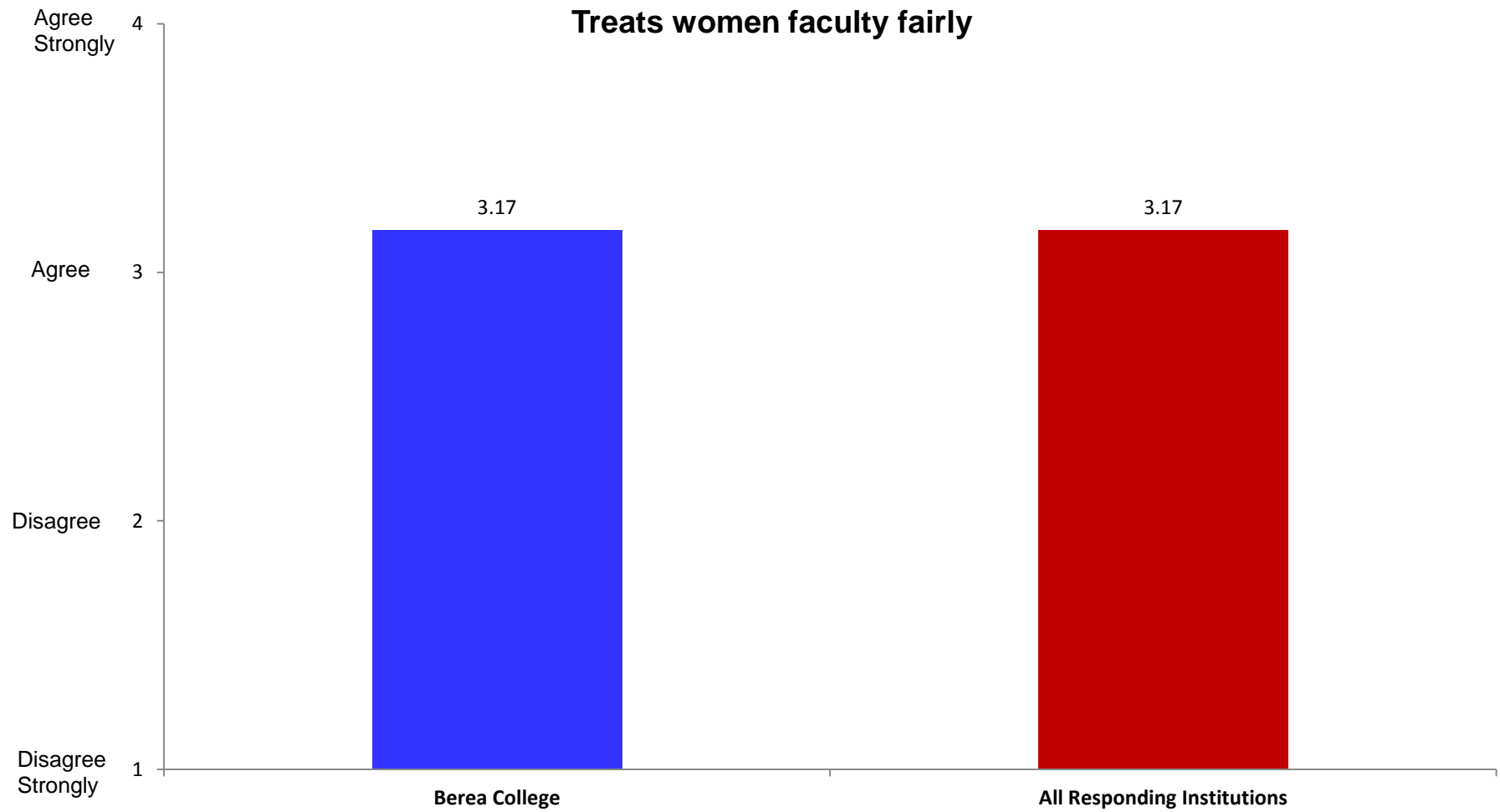
Indicate your agreement with these statements. This institution:



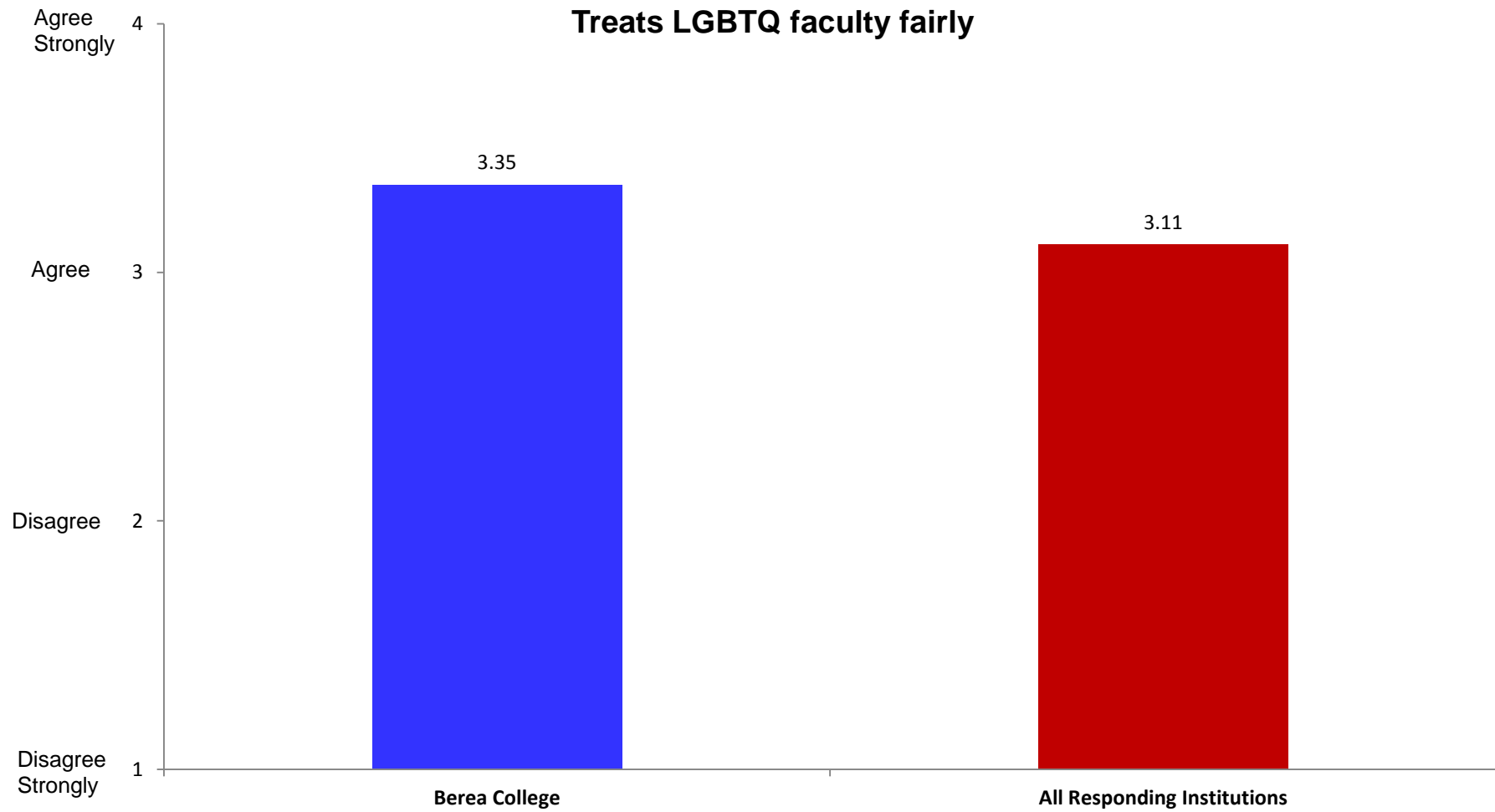
Indicate your agreement with these statements. This institution:



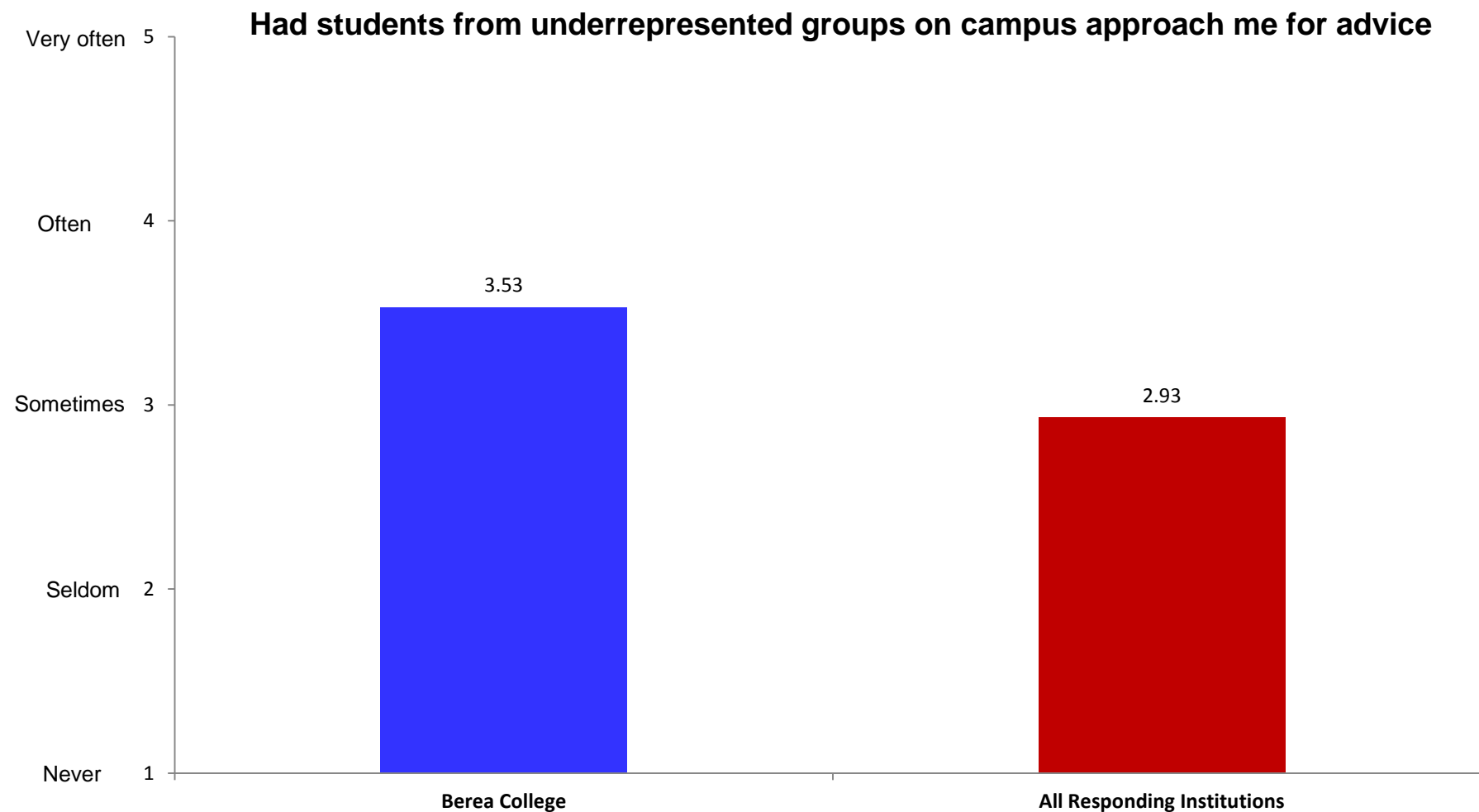
Indicate your agreement with these statements. This institution:



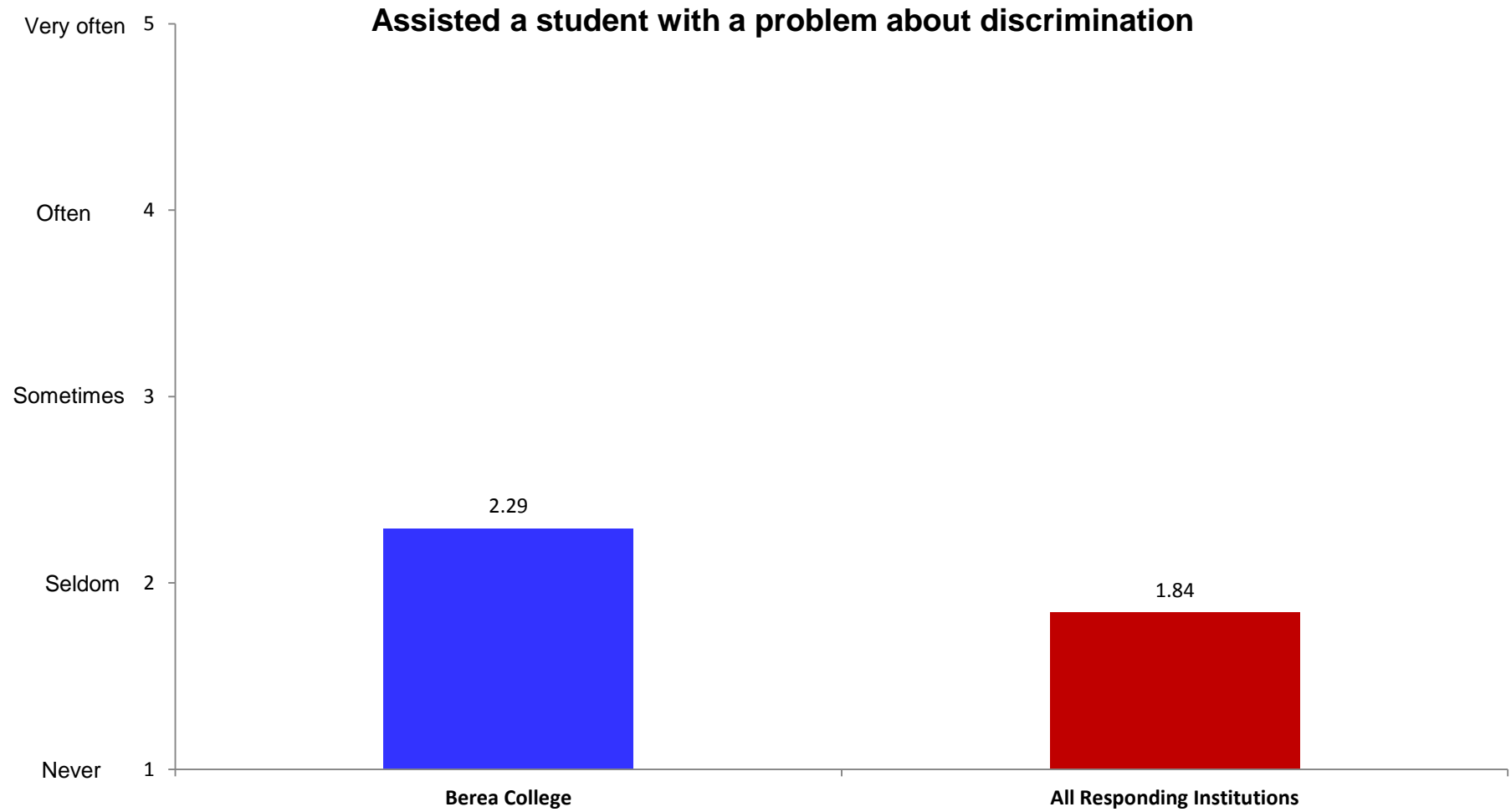
Indicate your agreement with these statements. This institution:



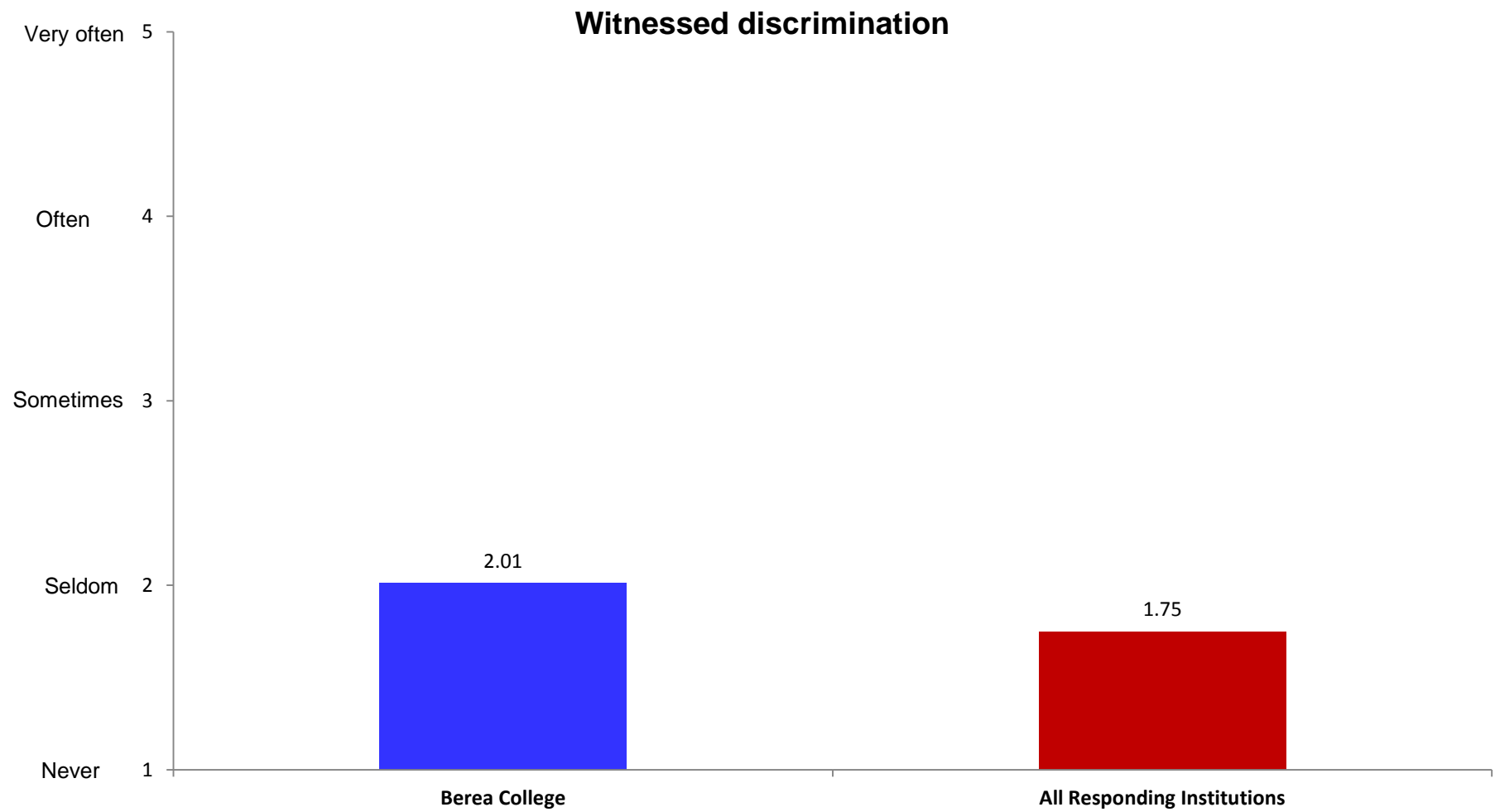
Please indicate how often at this institution you have:



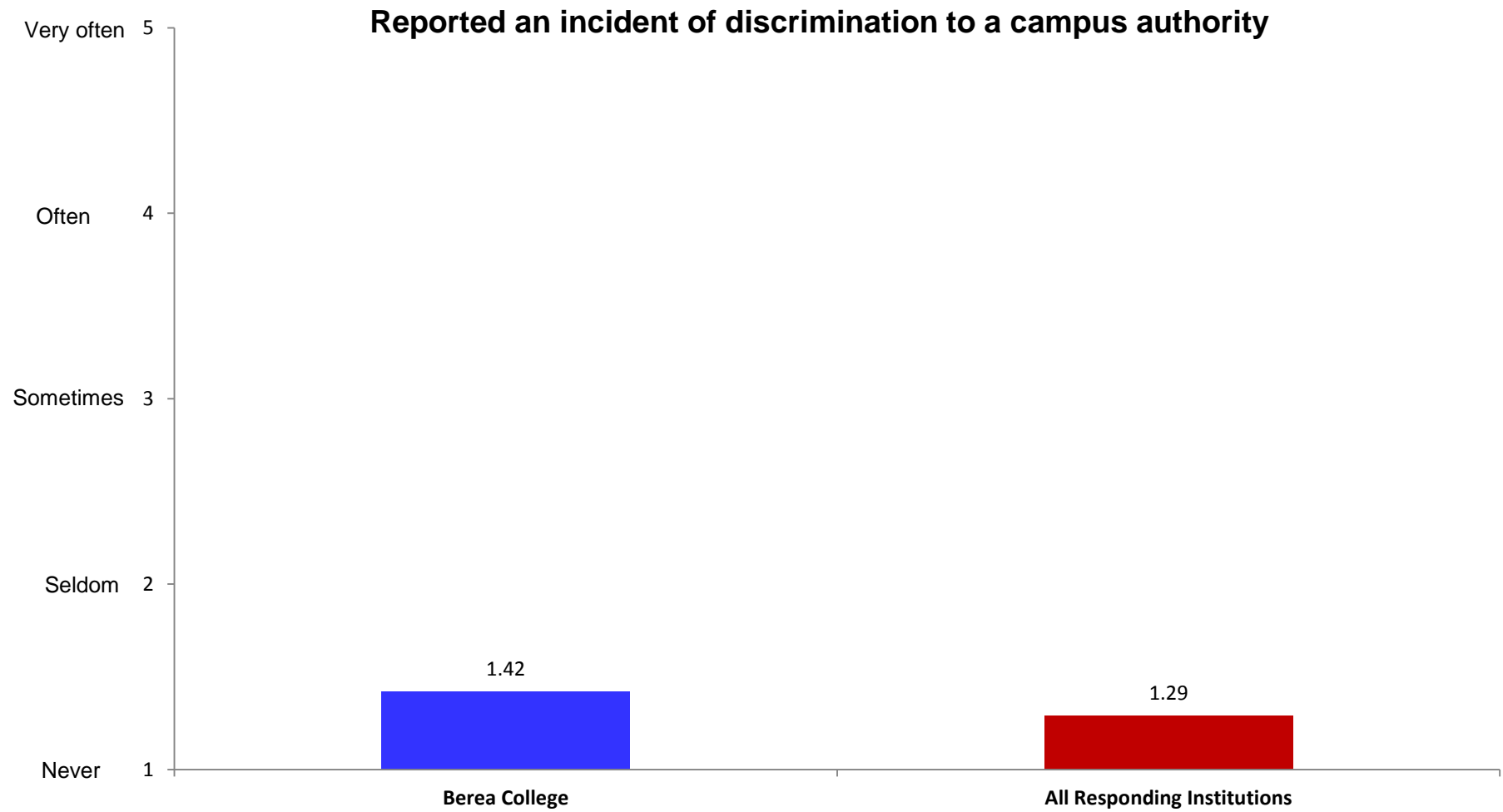
Please indicate how often at this institution you have:



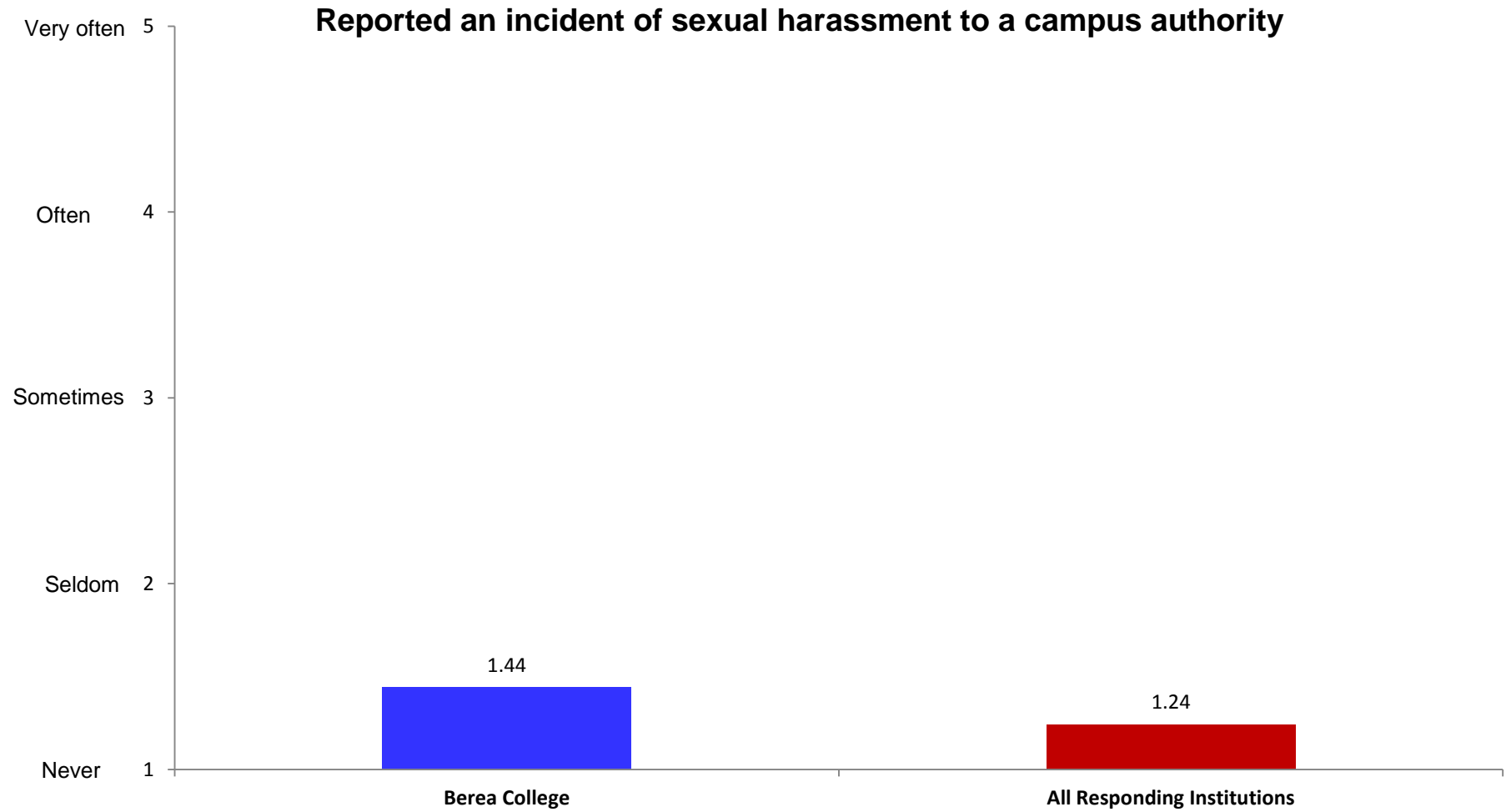
Please indicate how often at this institution you have:



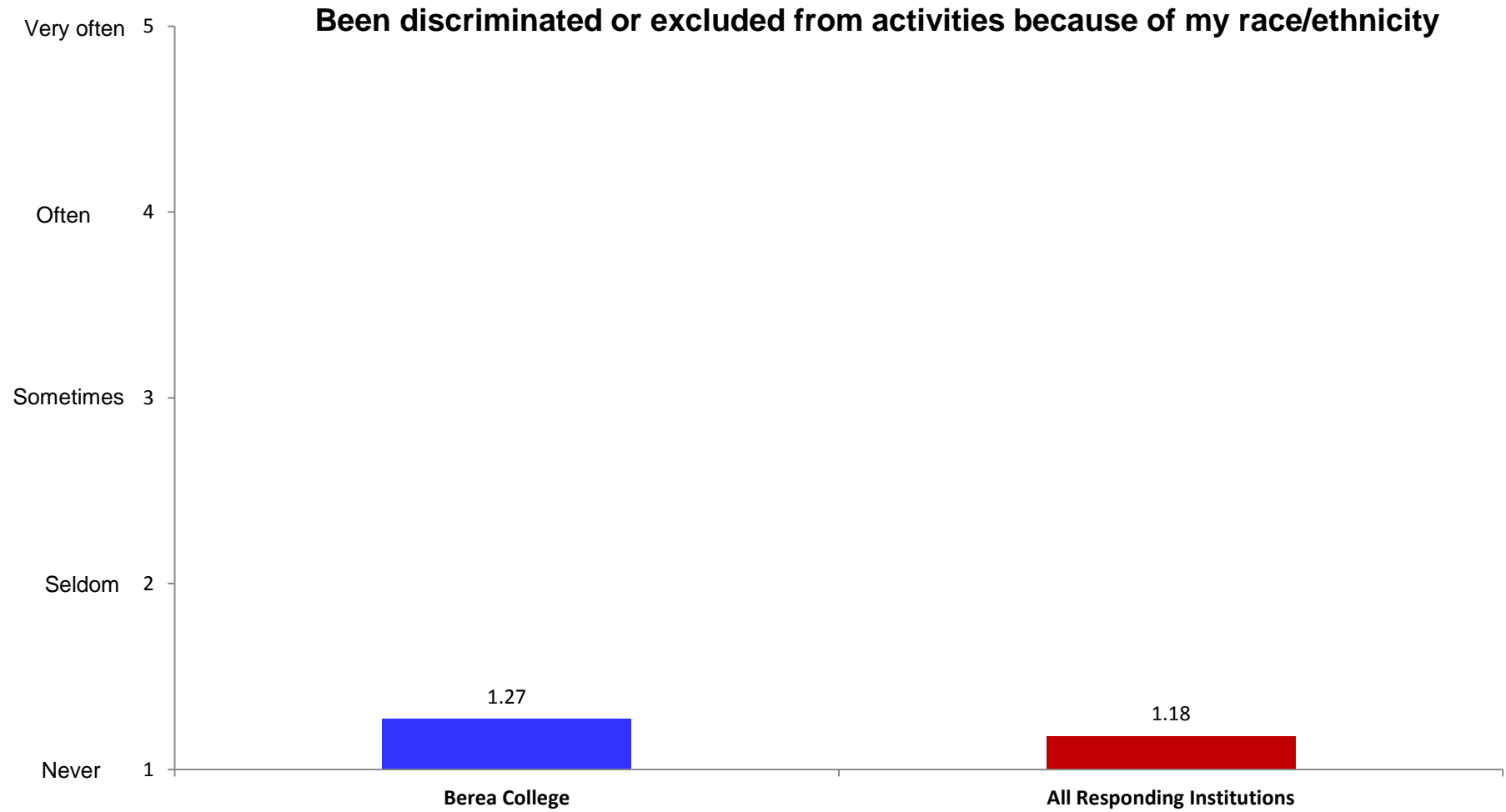
Please indicate how often at this institution you have:



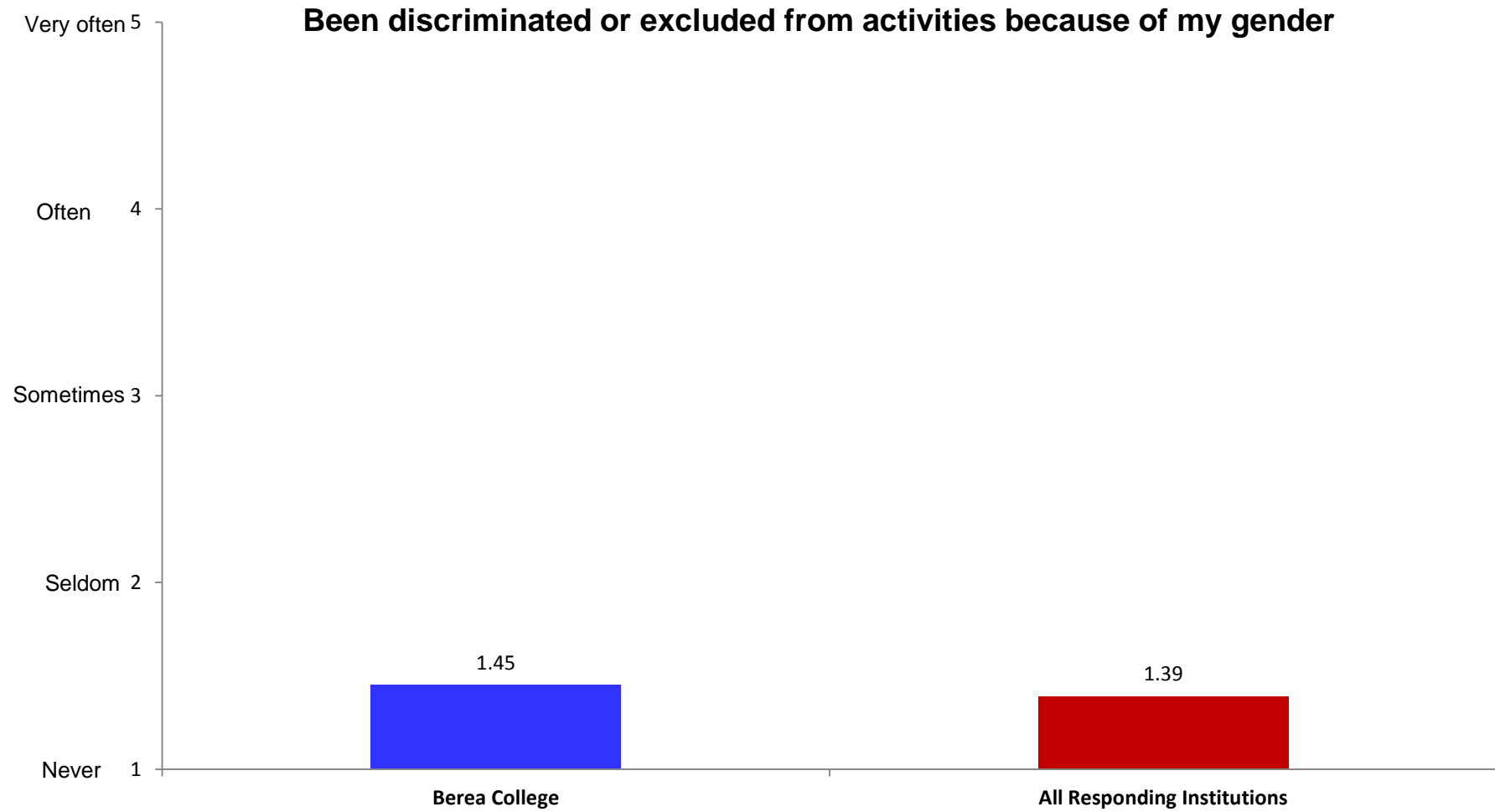
Please indicate how often at this institution you have:



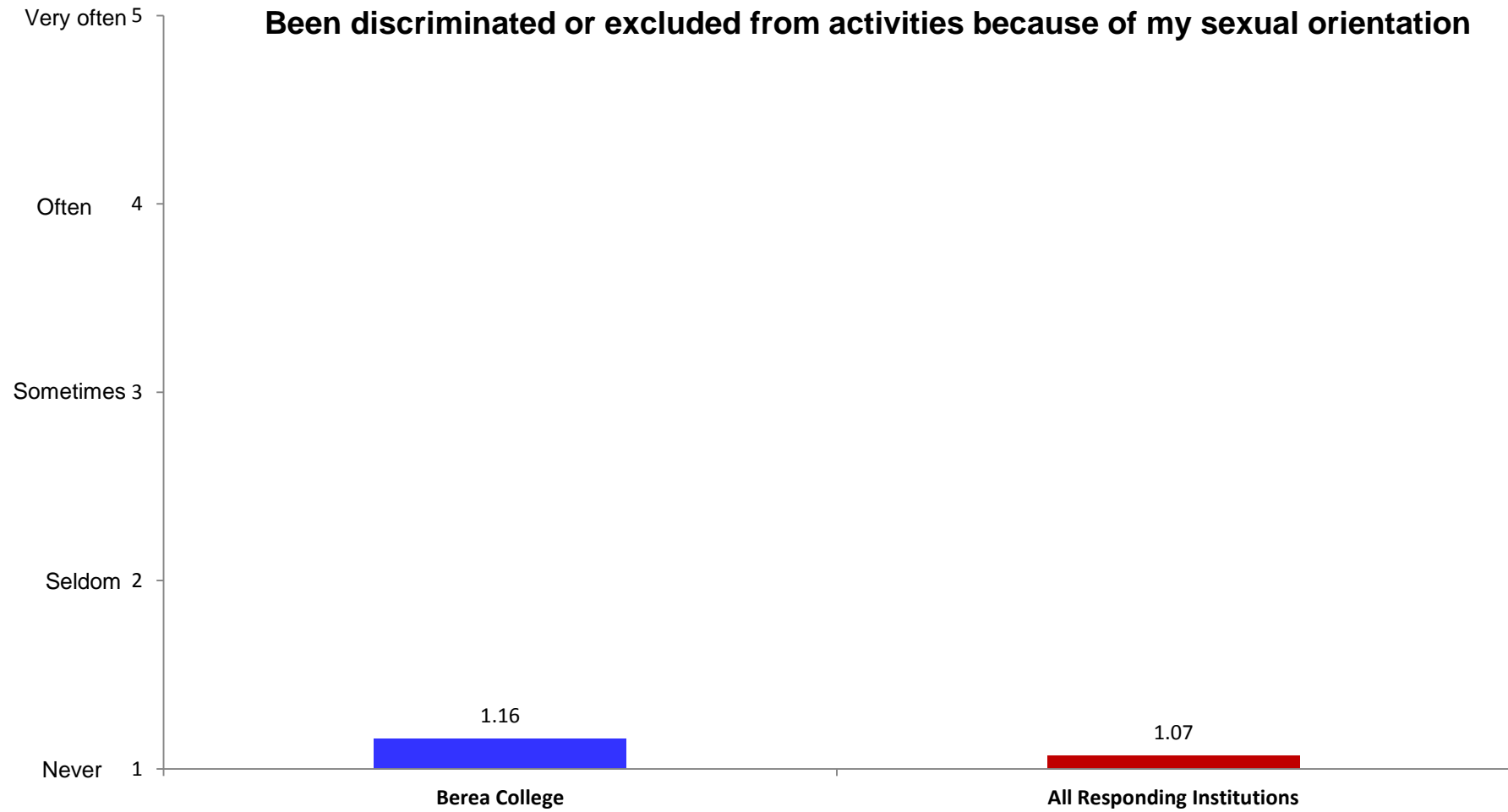
Please indicate how often at this institution you have:



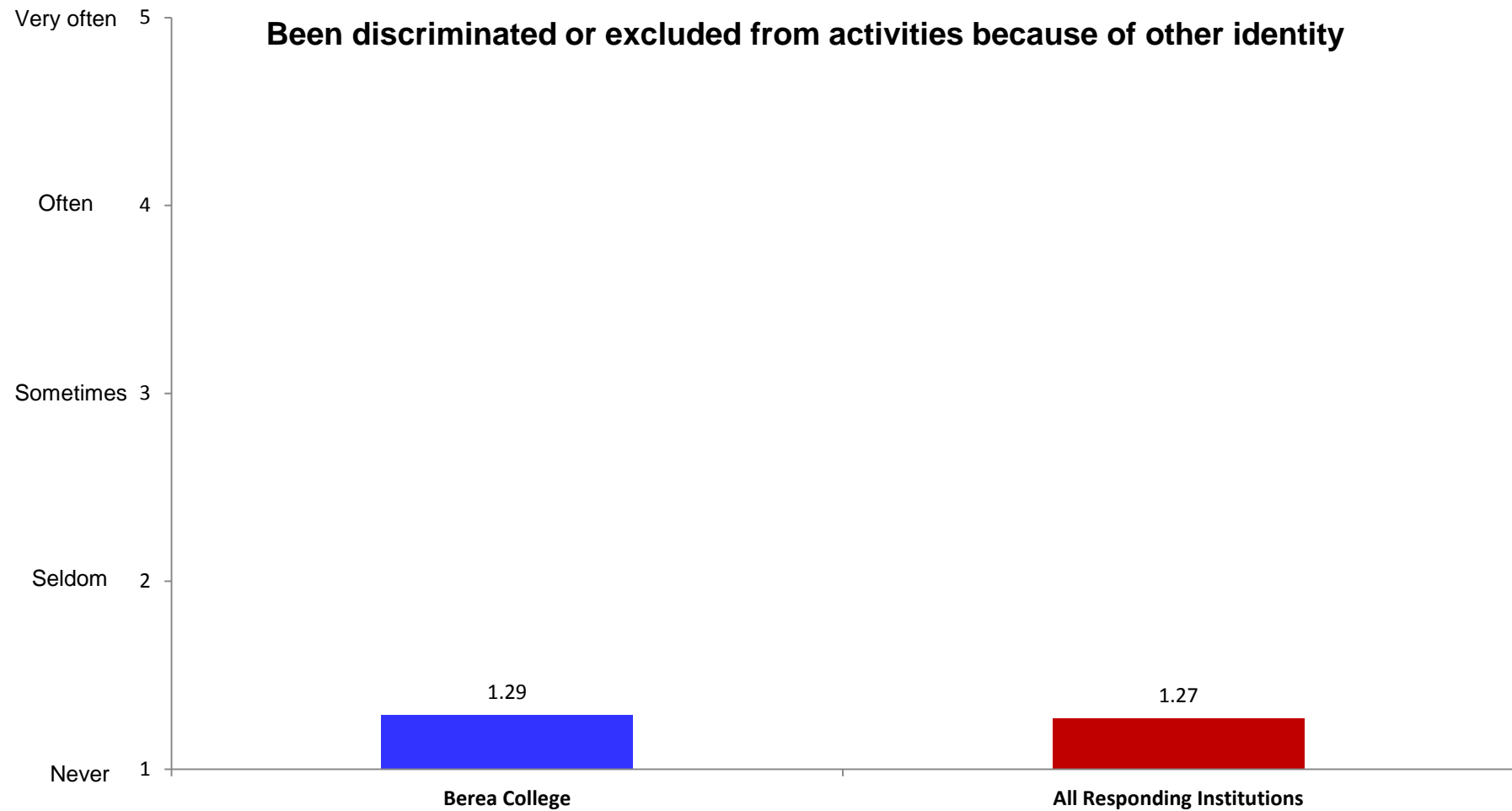
Please indicate how often at this institution you have:



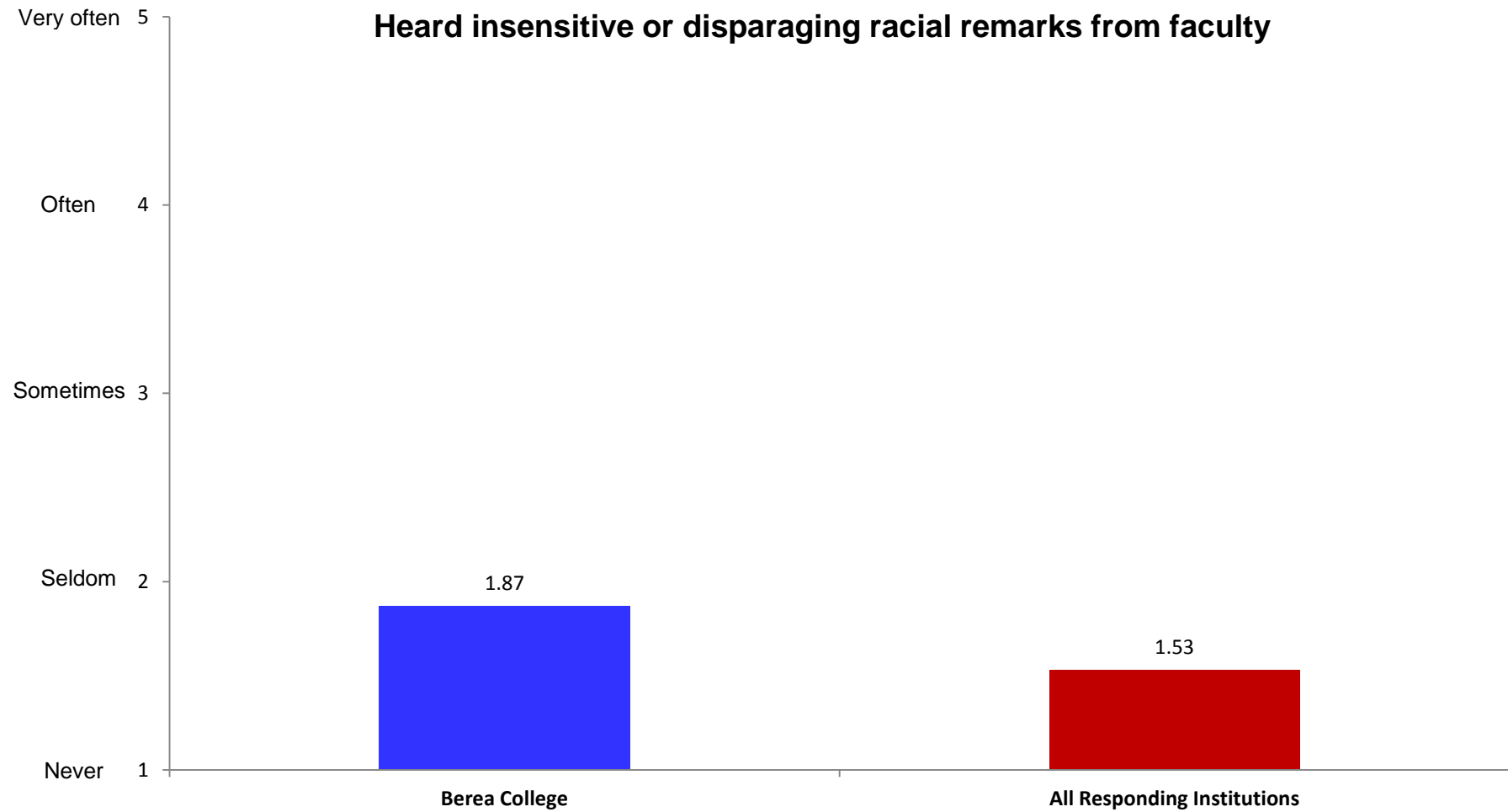
Please indicate how often at this institution you have:



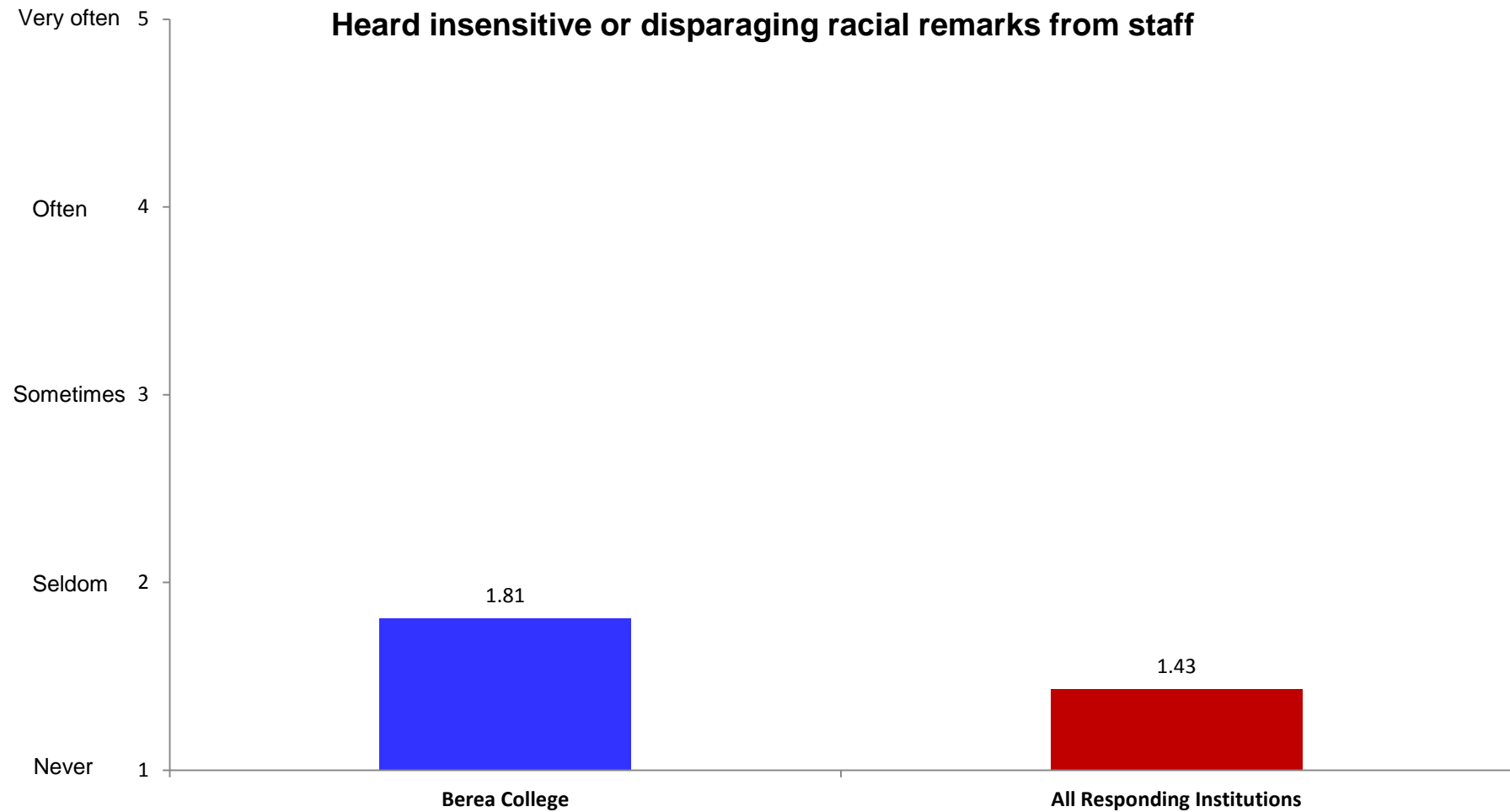
Please indicate how often at this institution you have:



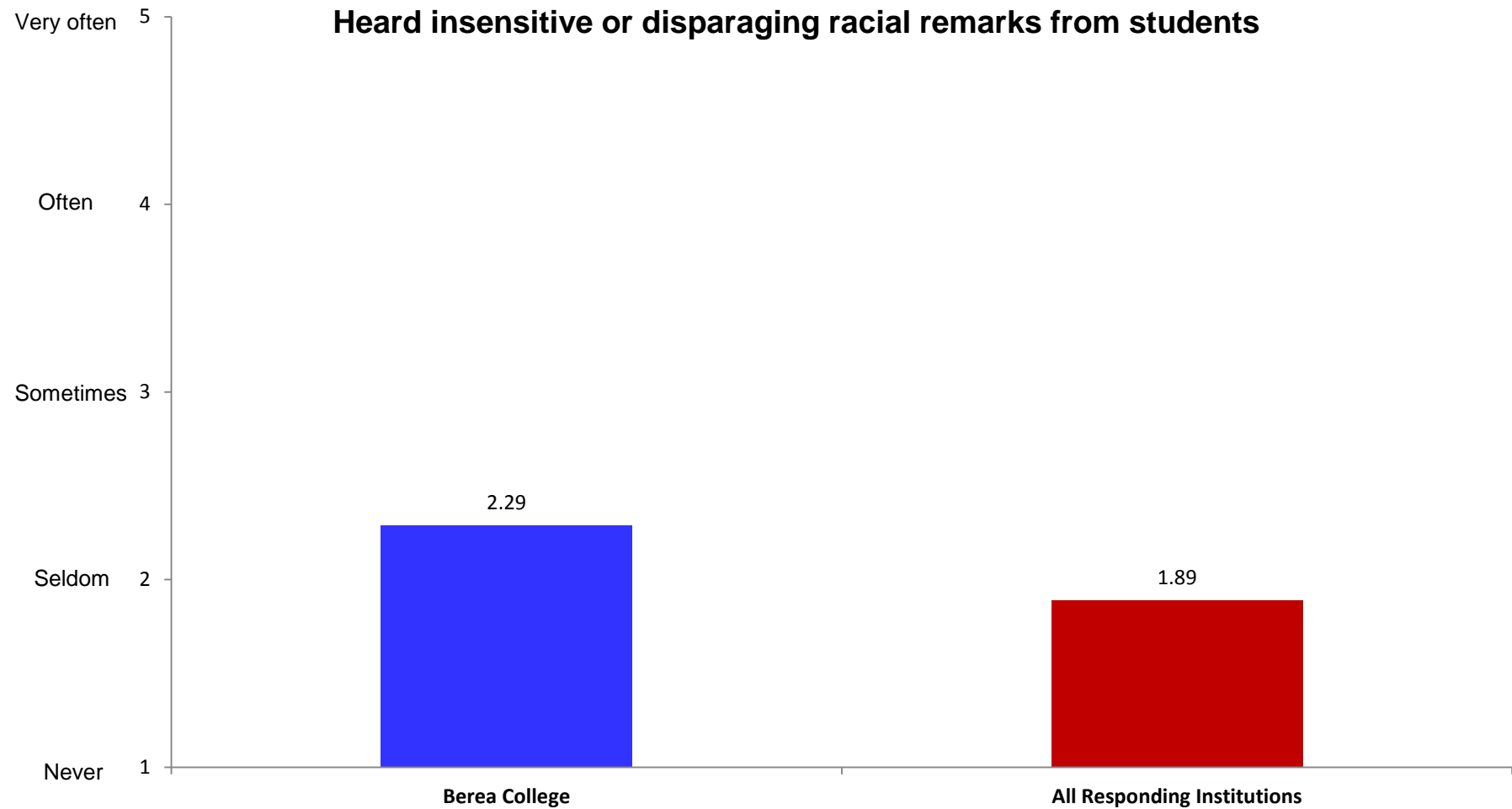
Please indicate how often at this institution you have:



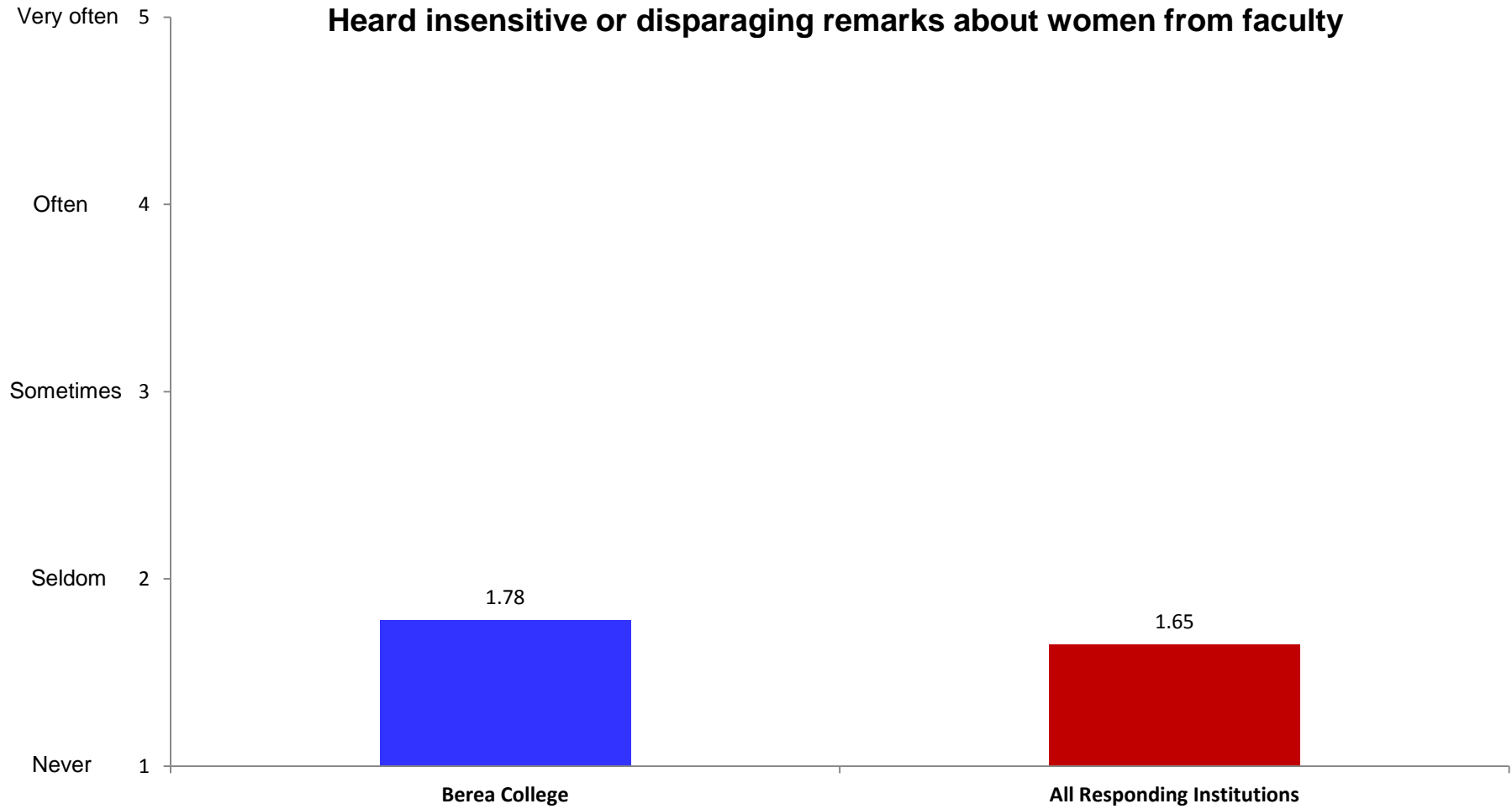
Please indicate how often at this institution you have:



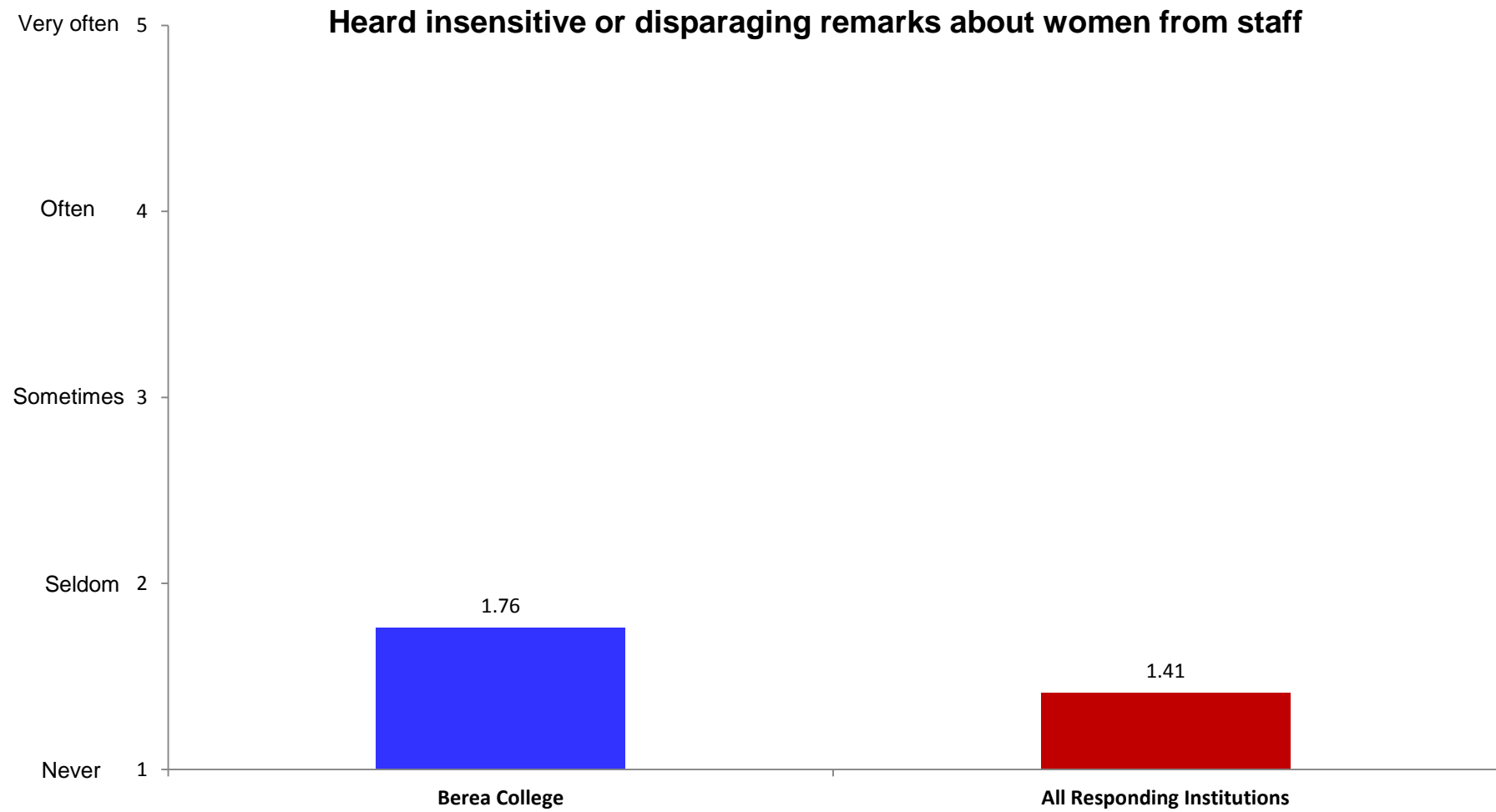
Please indicate how often at this institution you have:



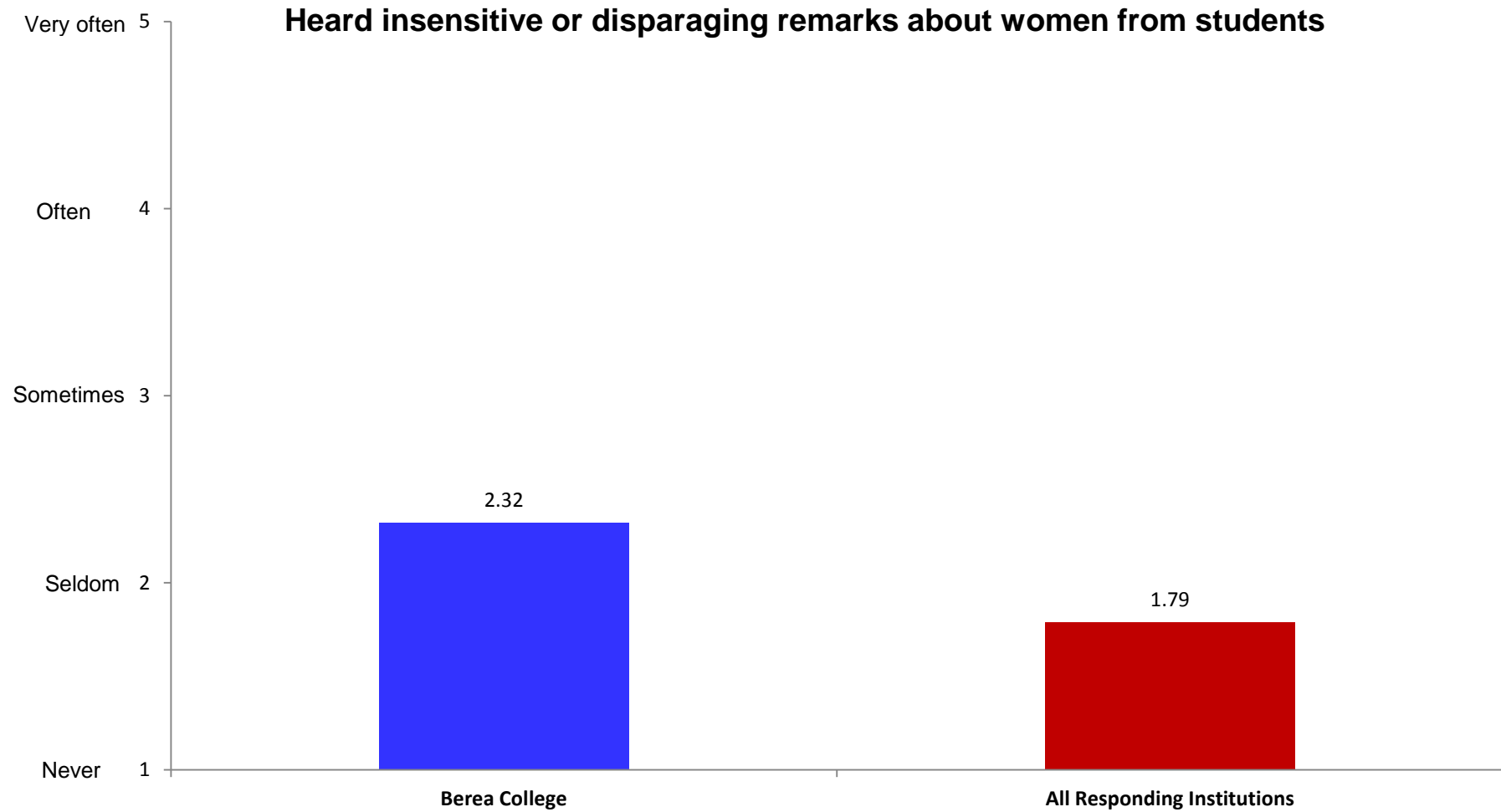
Please indicate how often at this institution you have:



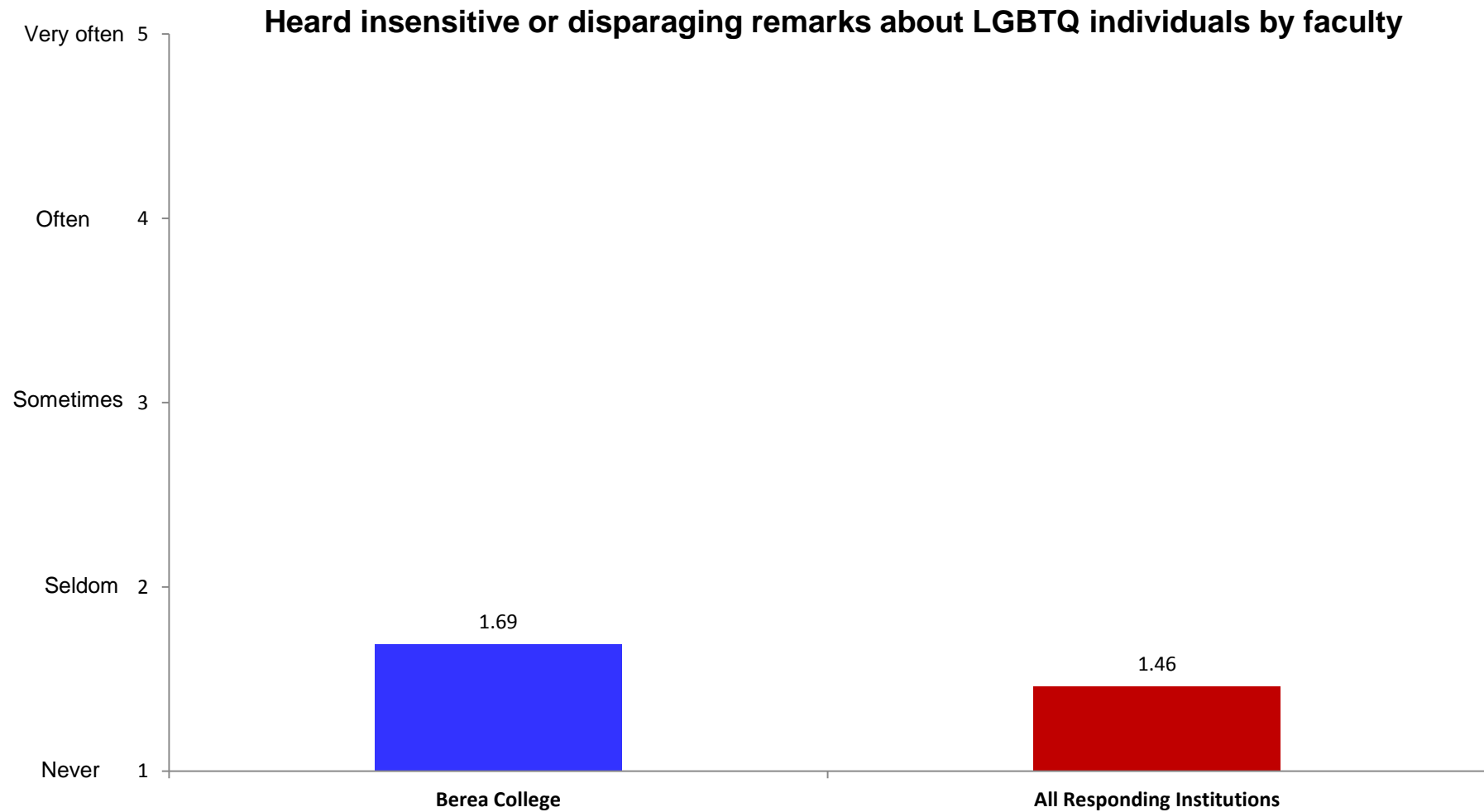
Please indicate how often at this institution you have:



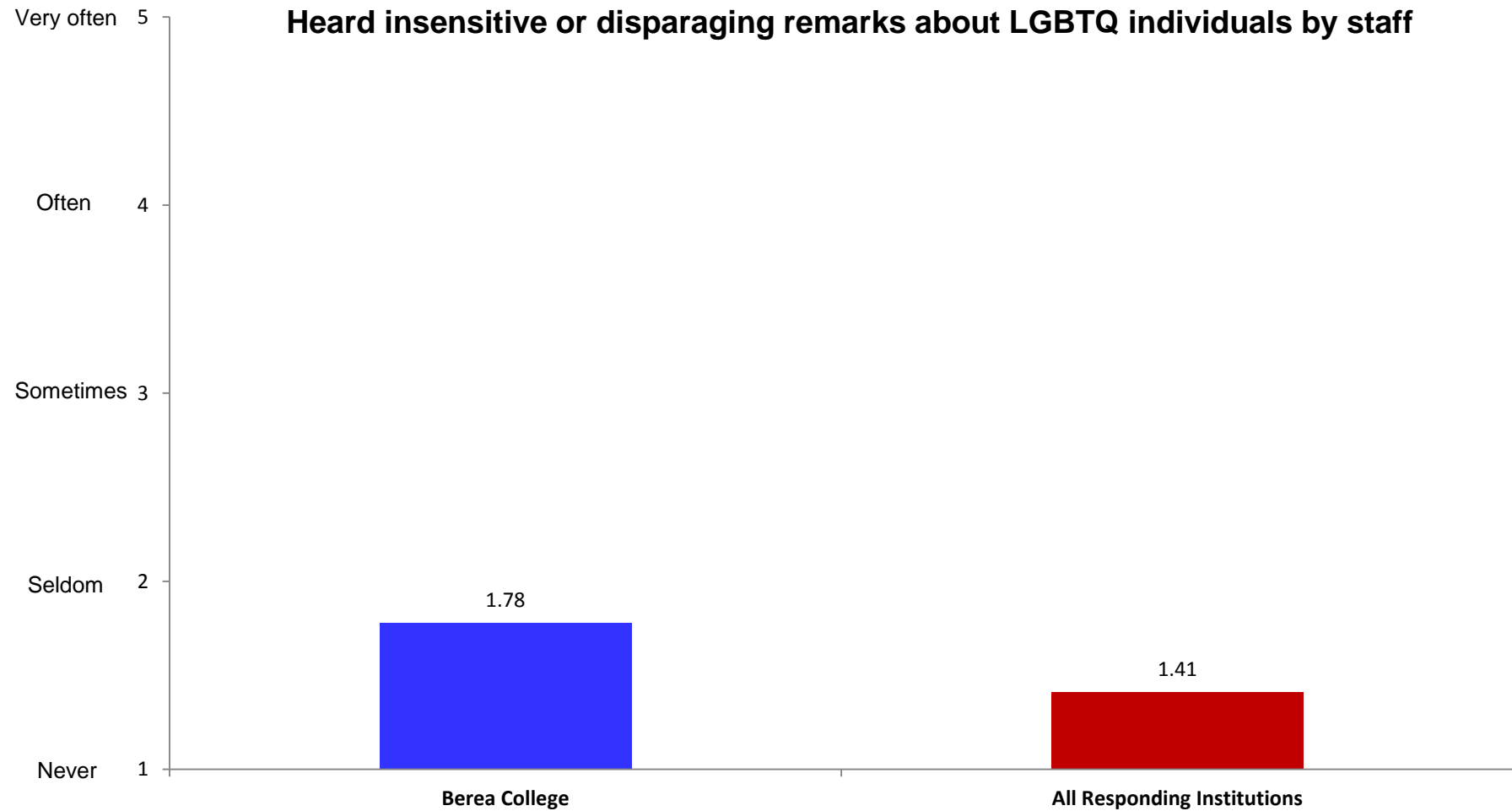
Please indicate how often at this institution you have:



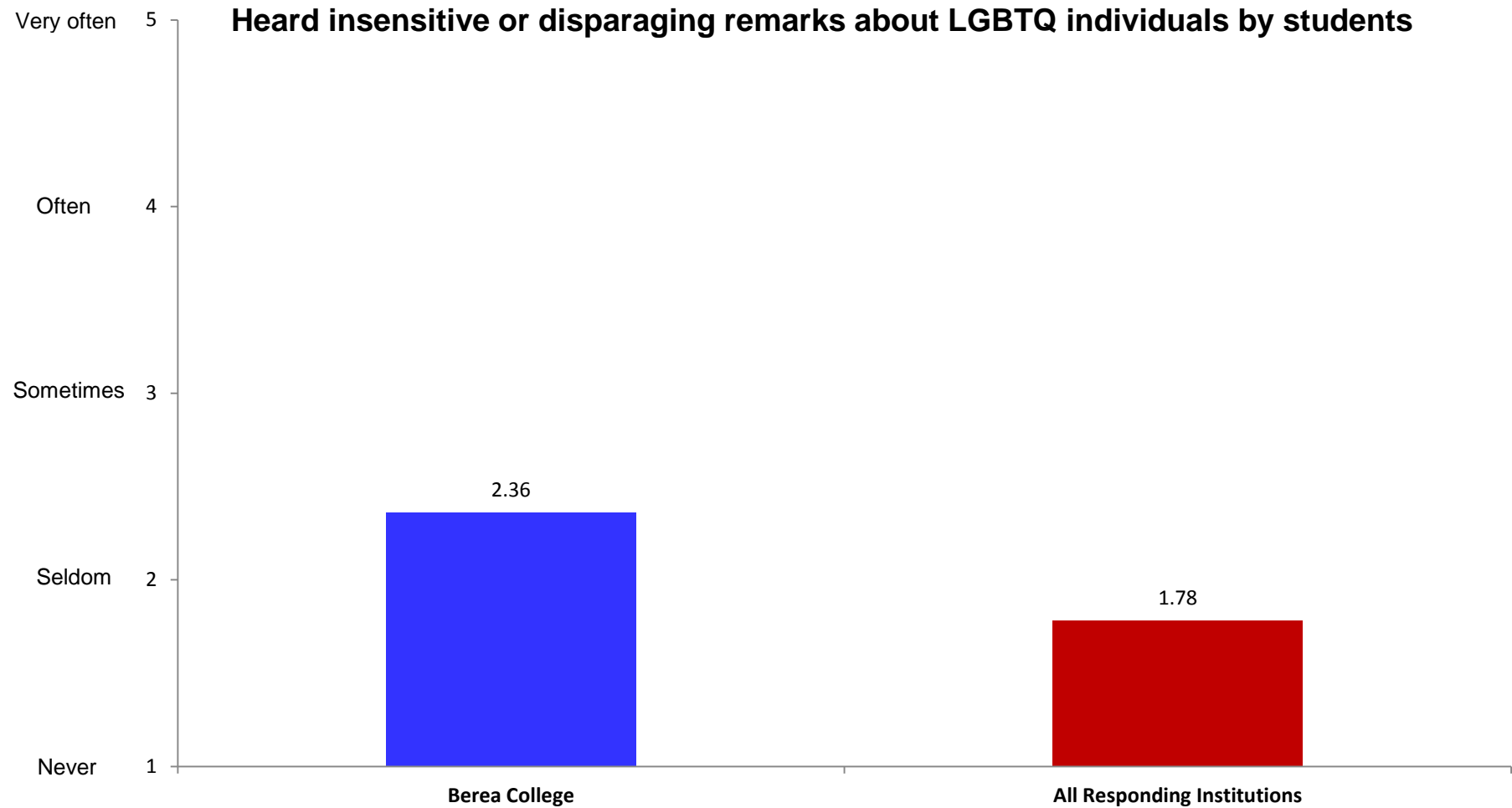
Please indicate how often at this institution you have:



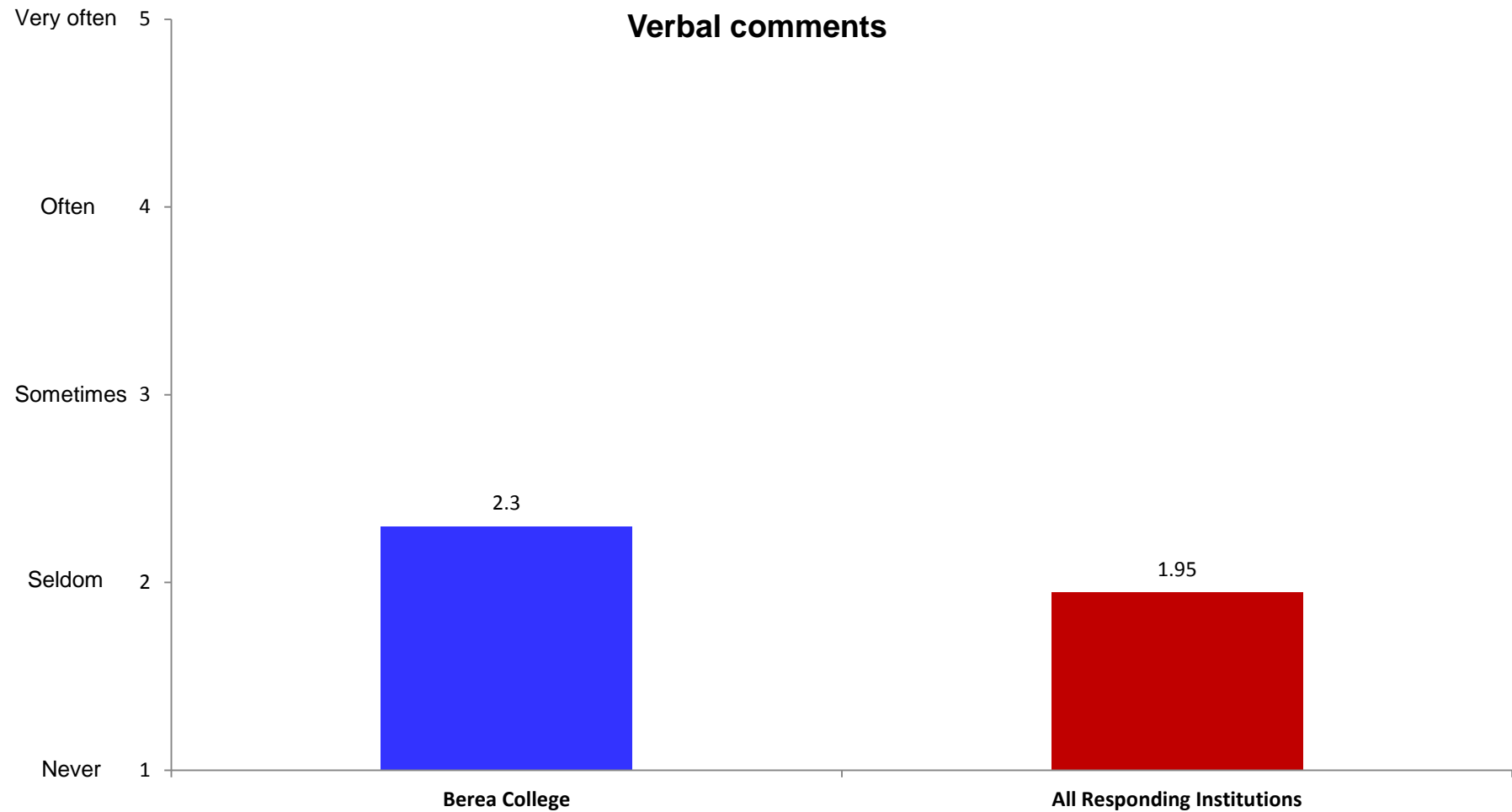
Please indicate how often at this institution you have:



Please indicate how often at this institution you have:

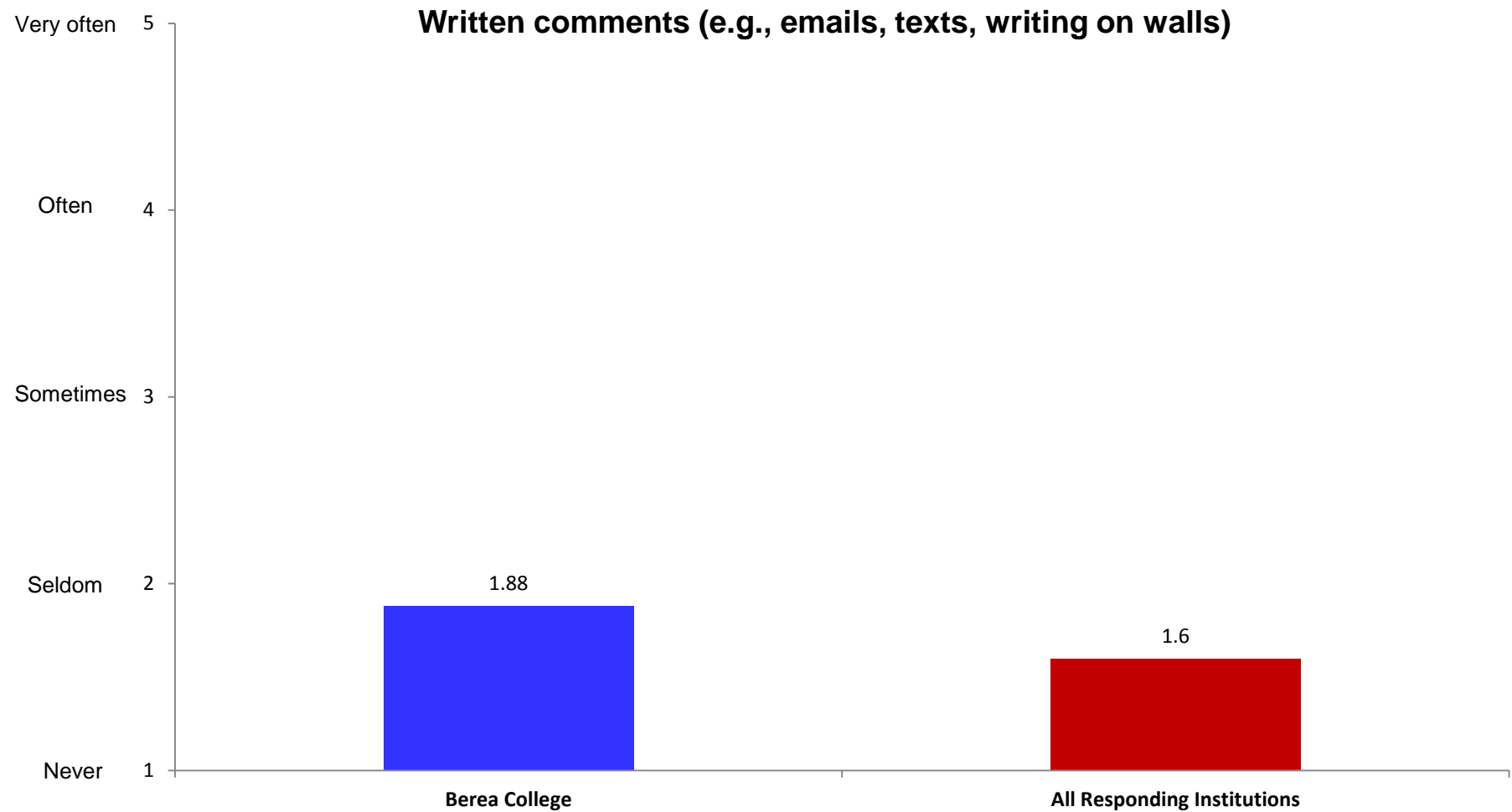


Indicate how often anyone you know has faced these forms of discrimination:

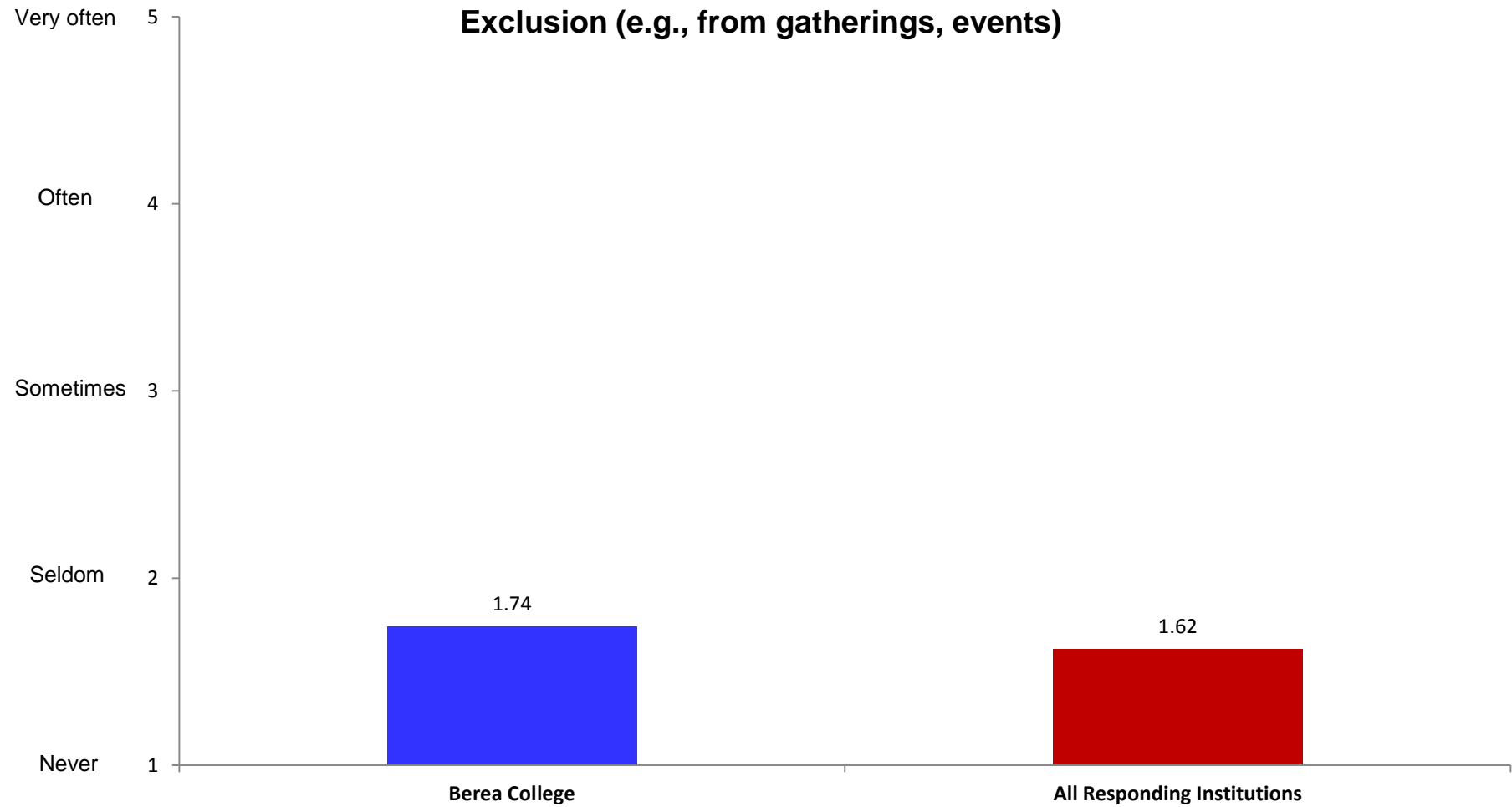


CAMPUS CLIMATE MODULE

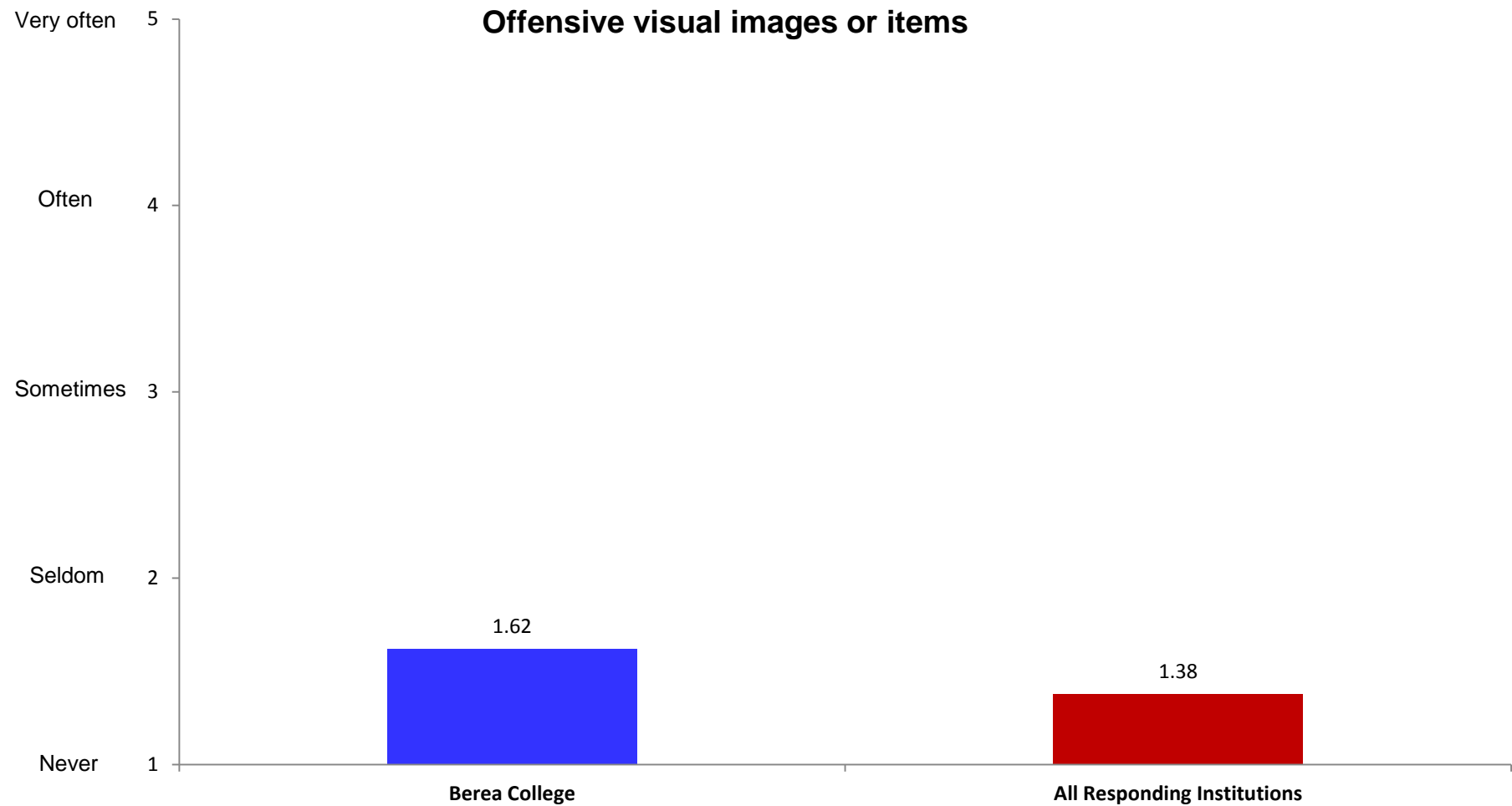
Indicate how often anyone you know has faced these forms of discrimination:



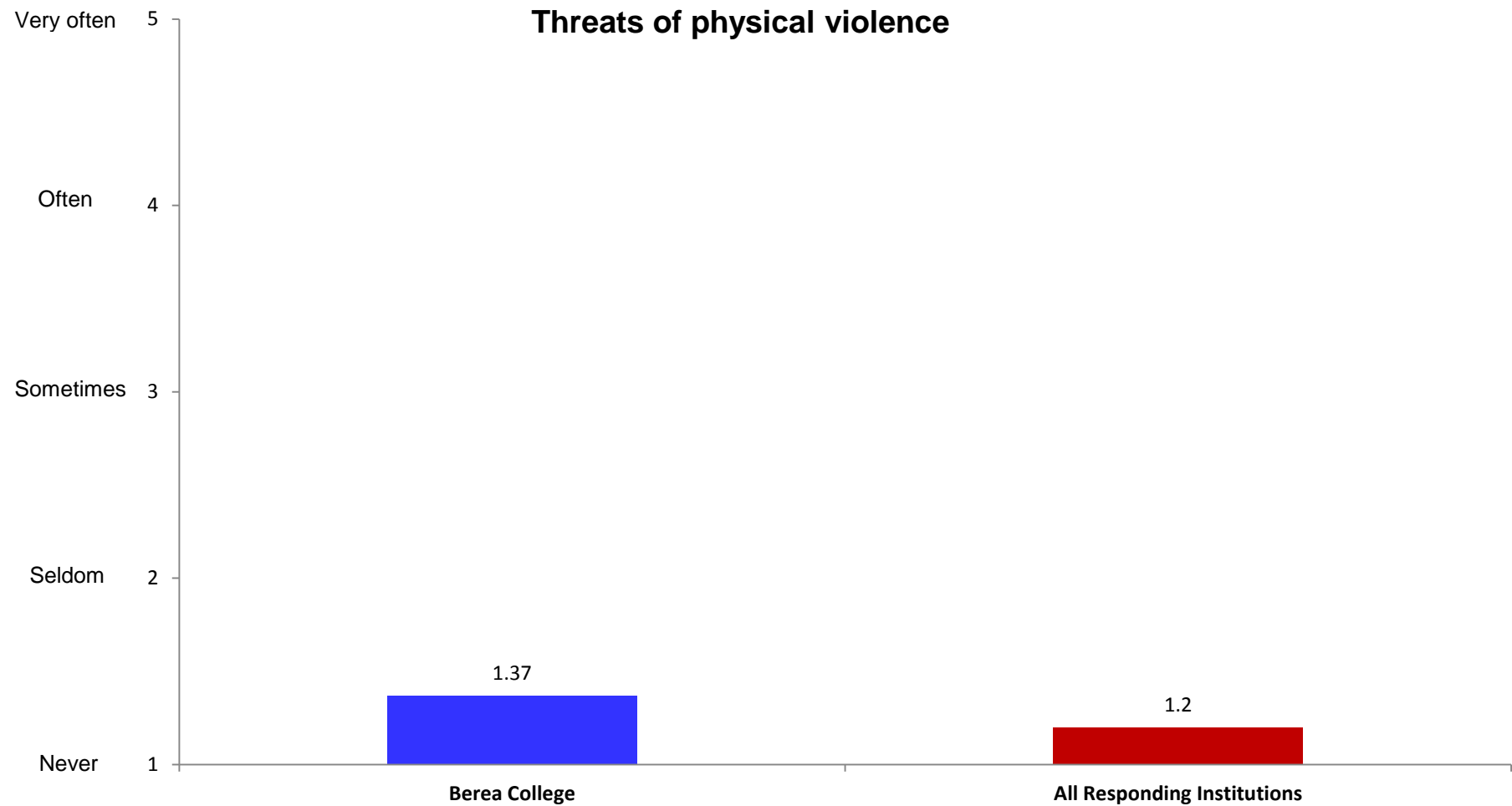
Indicate how often anyone you know has faced these forms of discrimination:



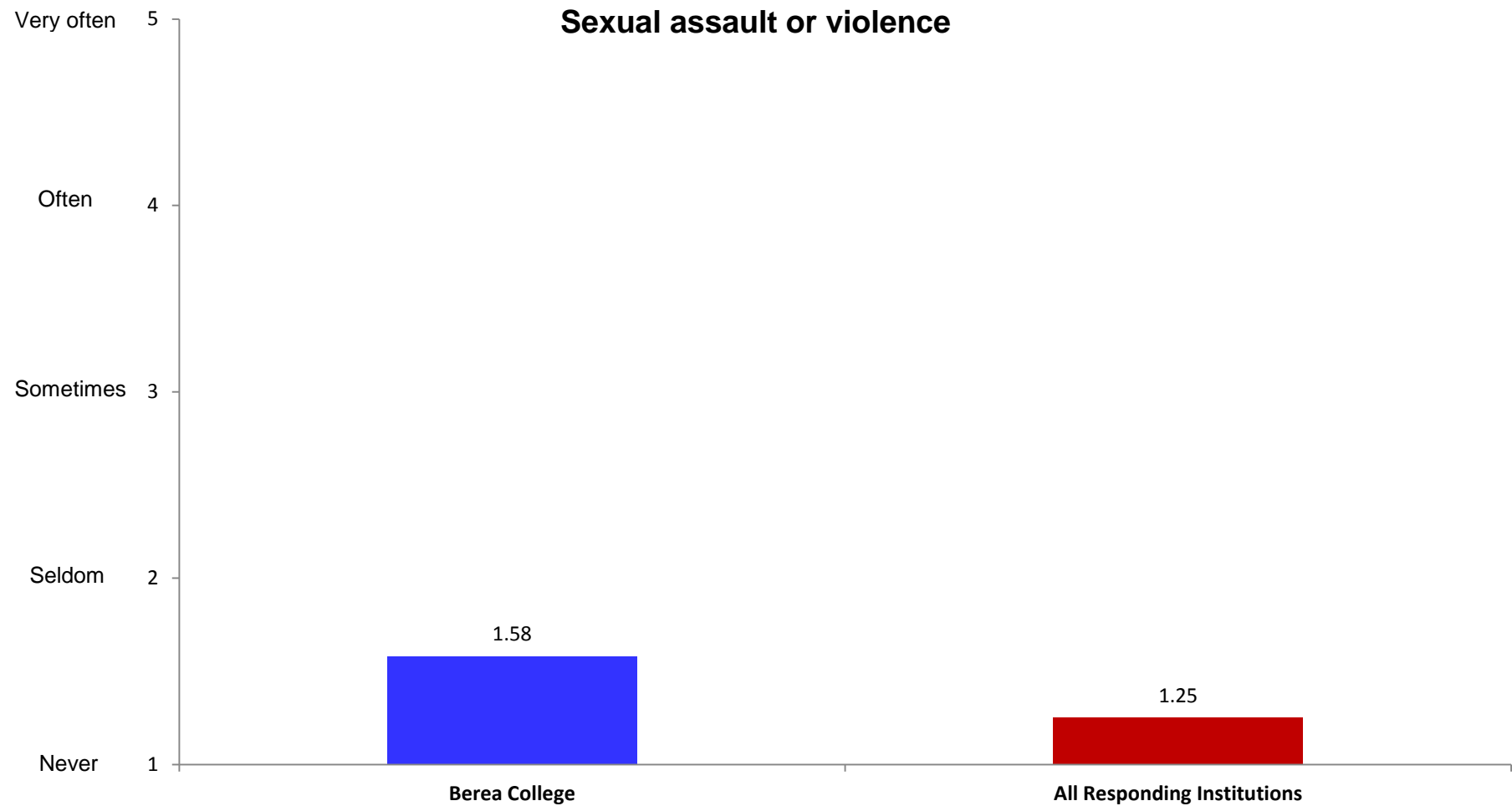
Indicate how often anyone you know has faced these forms of discrimination:



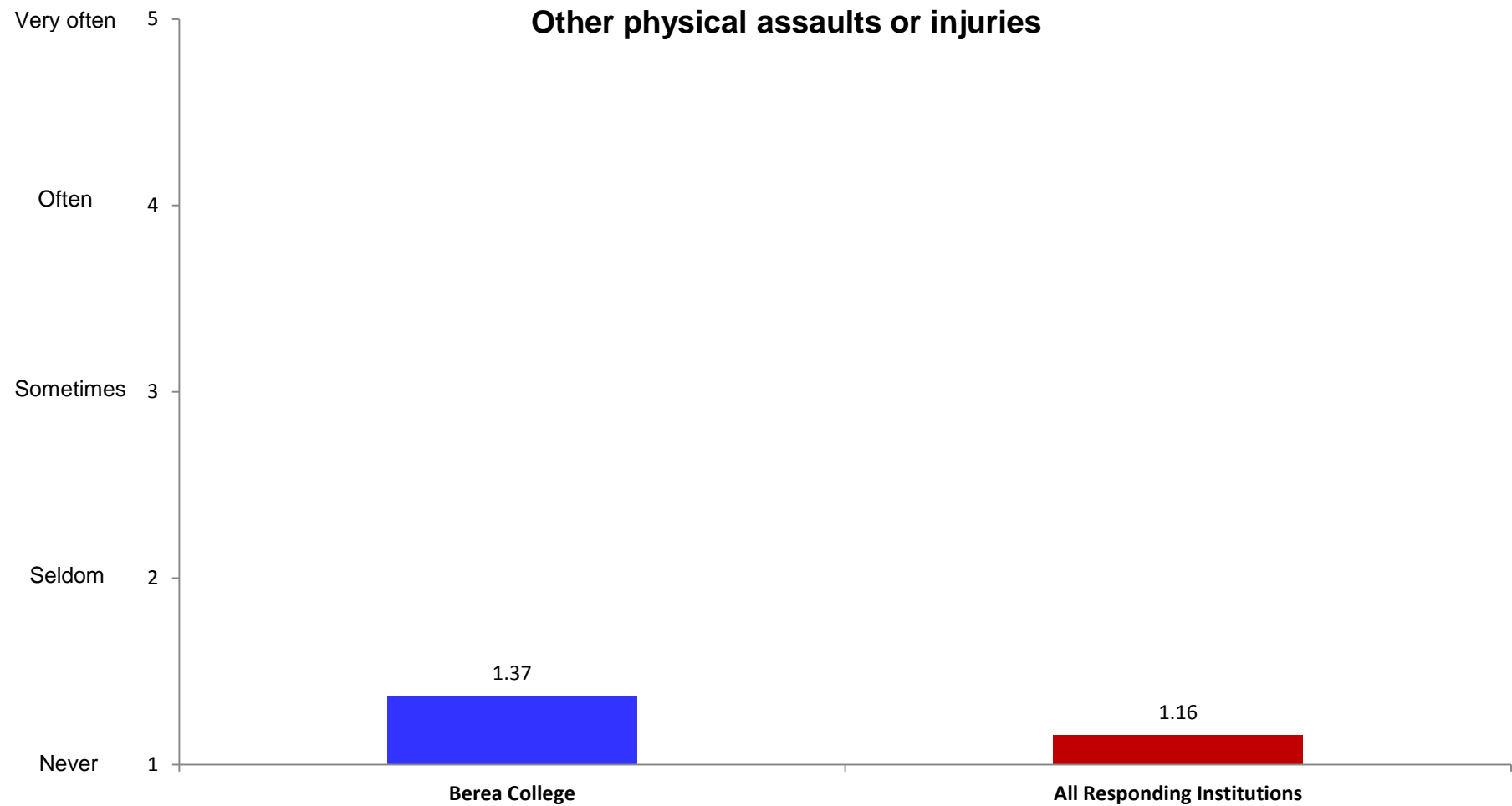
Indicate how often anyone you know has faced these forms of discrimination:



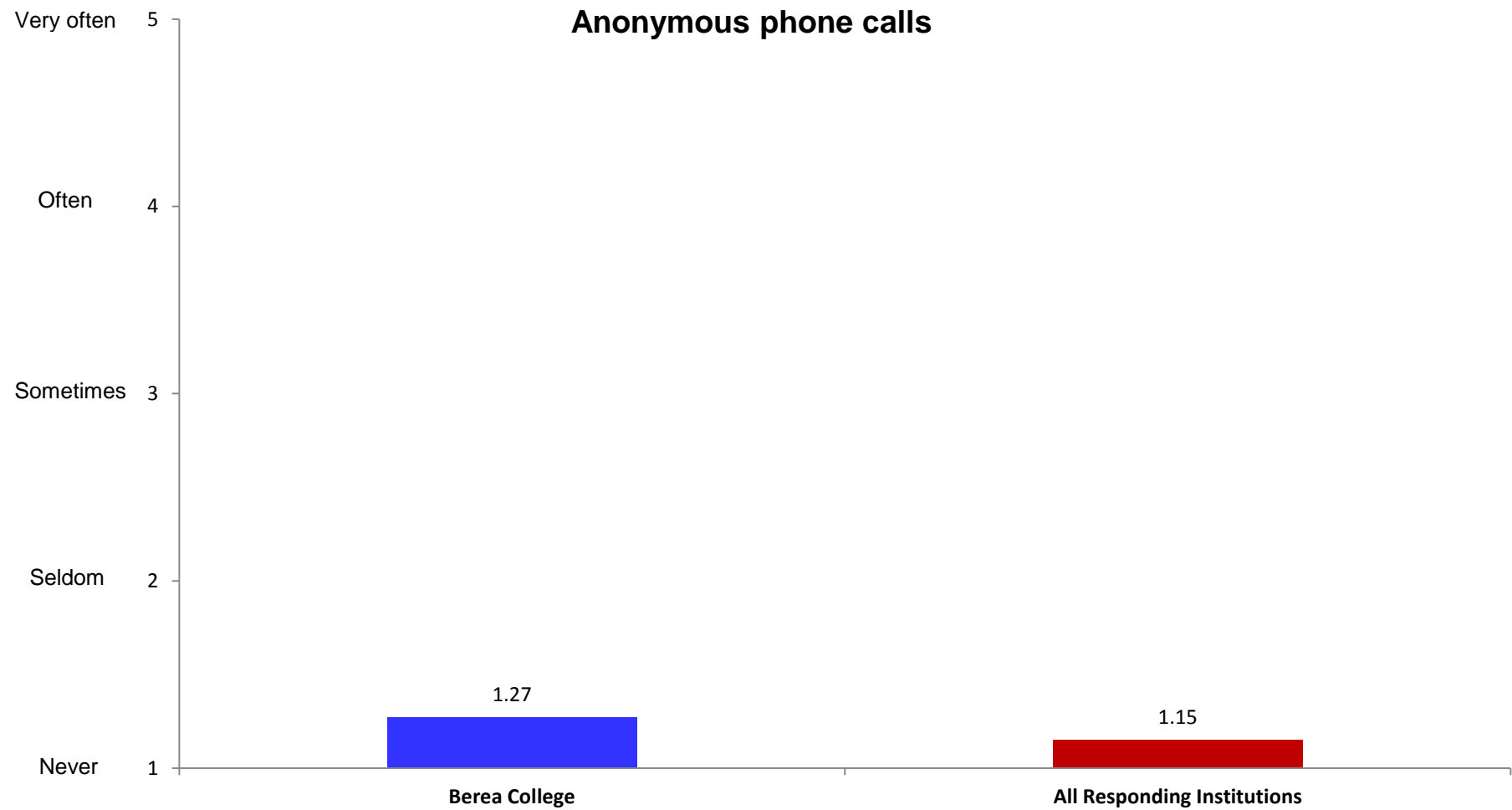
Indicate how often anyone you know has faced these forms of discrimination:



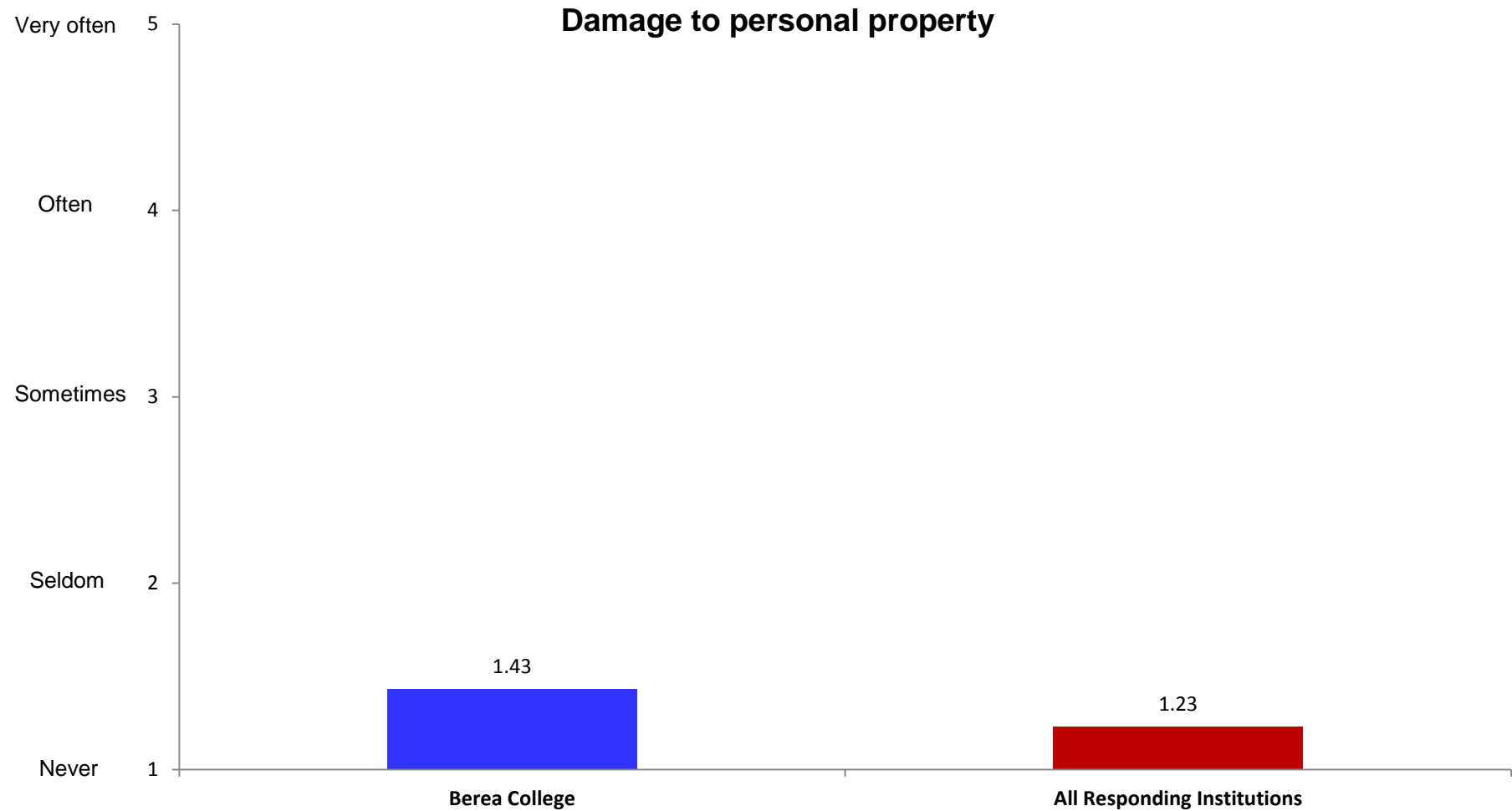
Indicate how often anyone you know has faced these forms of discrimination:



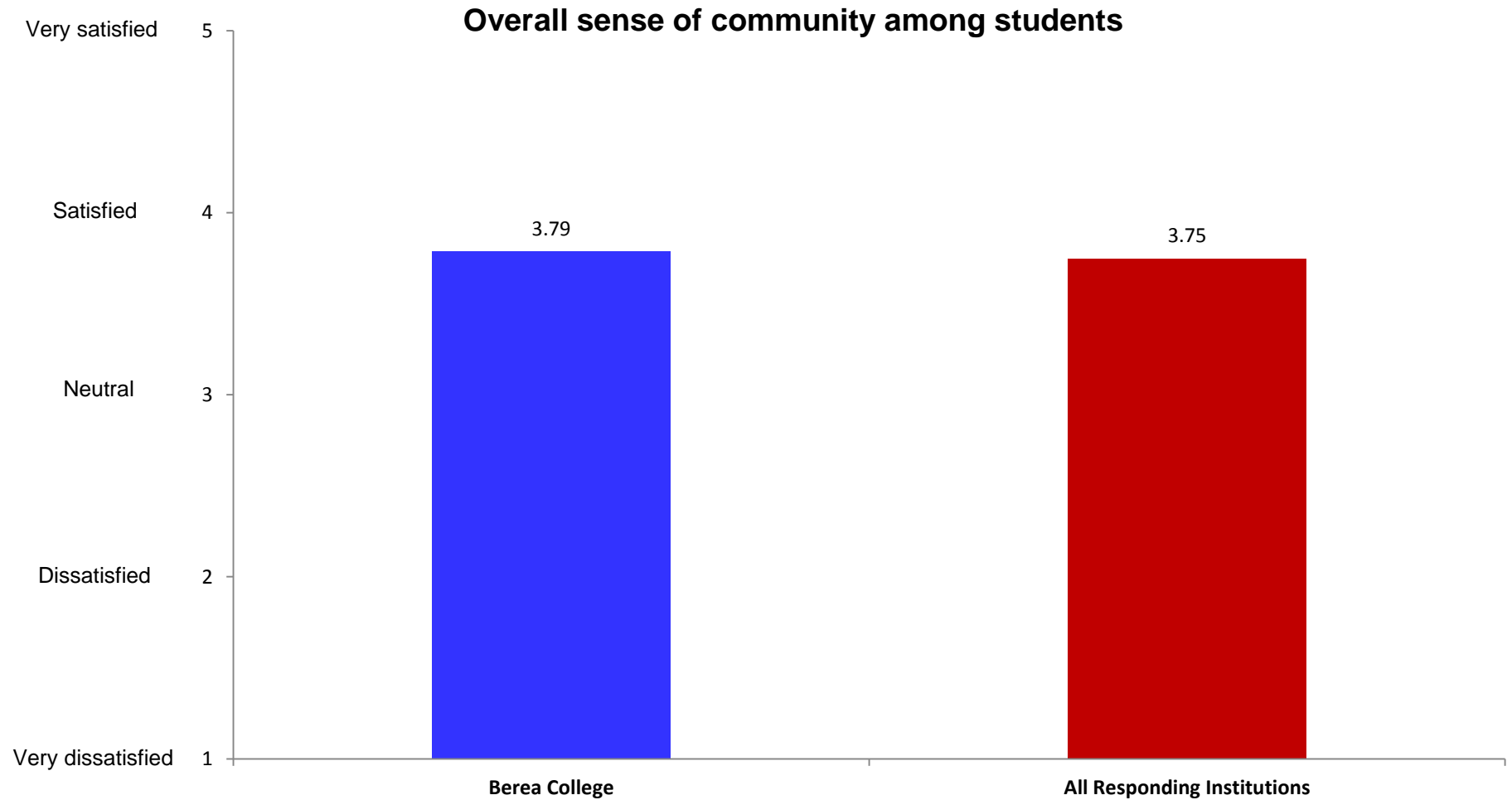
Indicate how often anyone you know has faced these forms of discrimination:



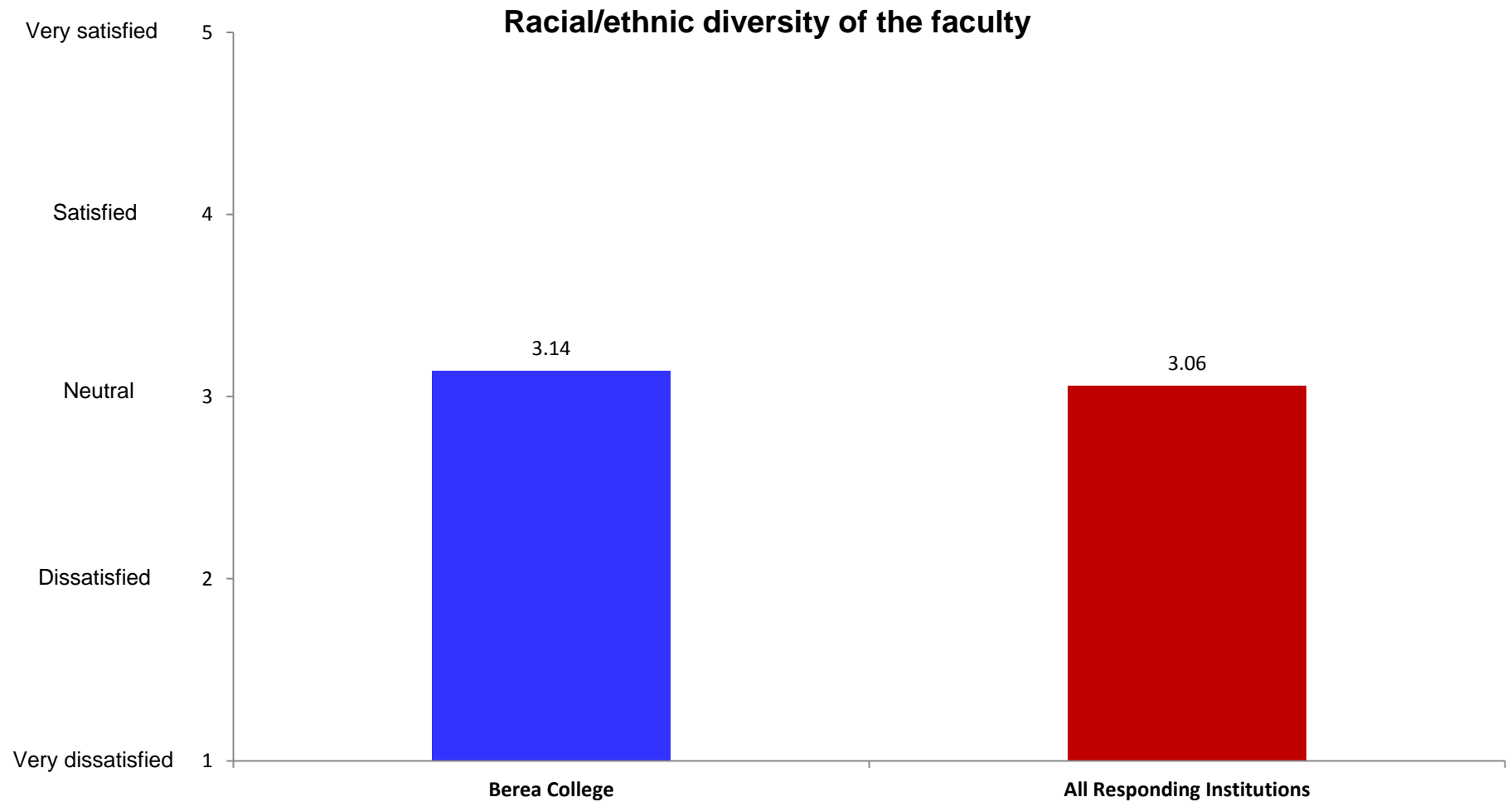
Indicate how often anyone you know has faced these forms of discrimination:



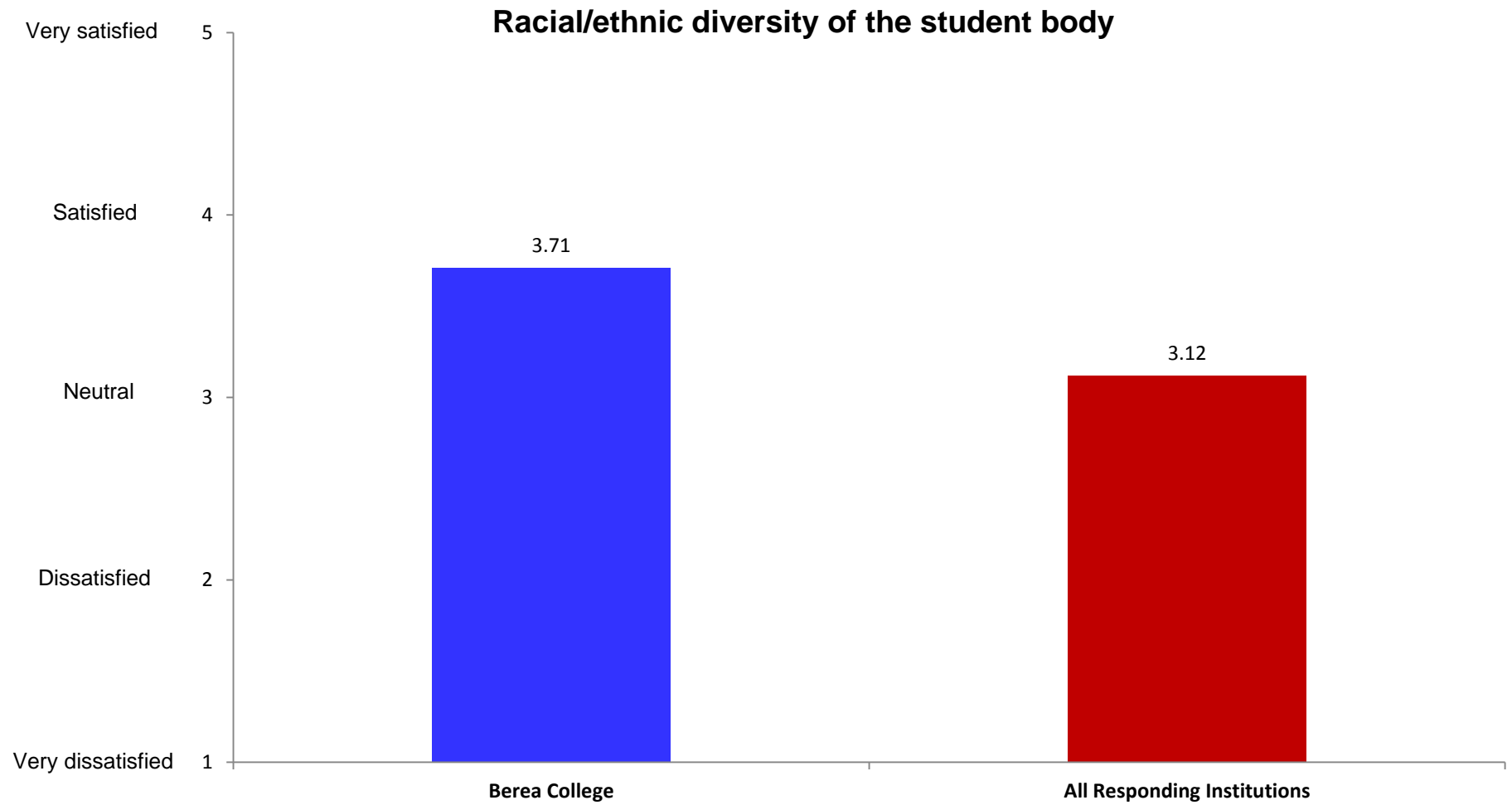
How satisfied are you with the following aspects of your institution?



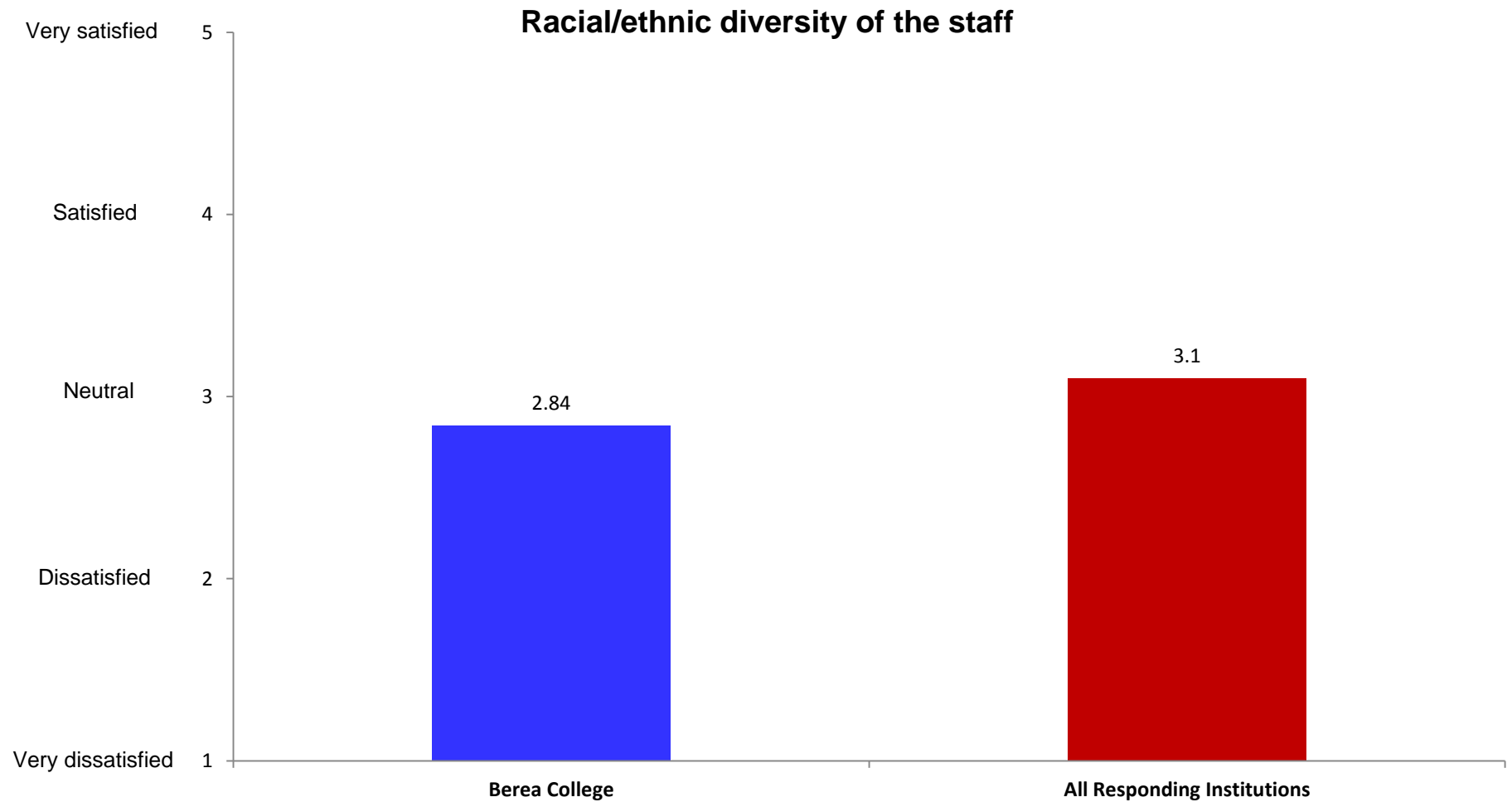
How satisfied are you with the following aspects of your institution?



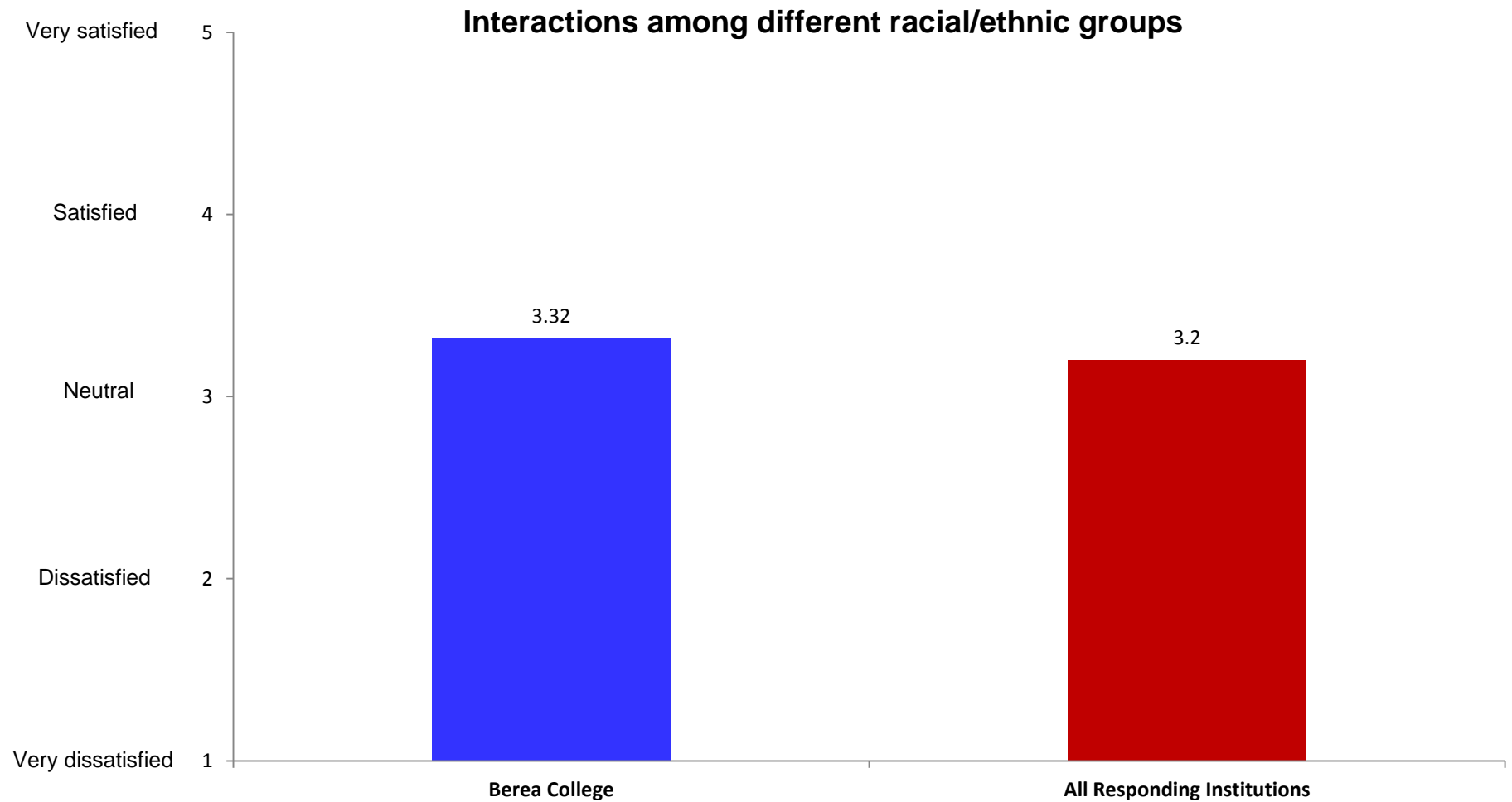
How satisfied are you with the following aspects of your institution?



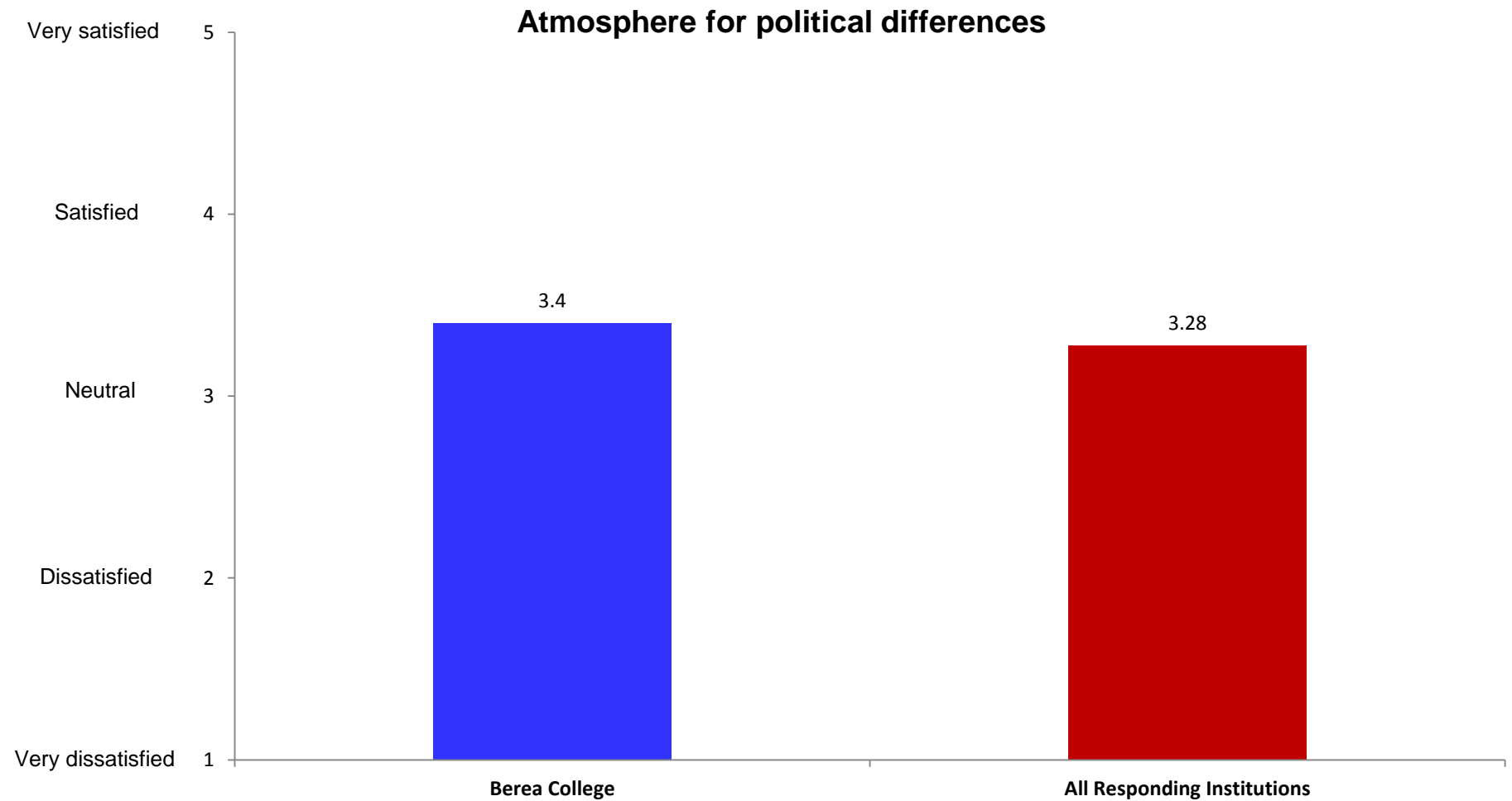
How satisfied are you with the following aspects of your institution?



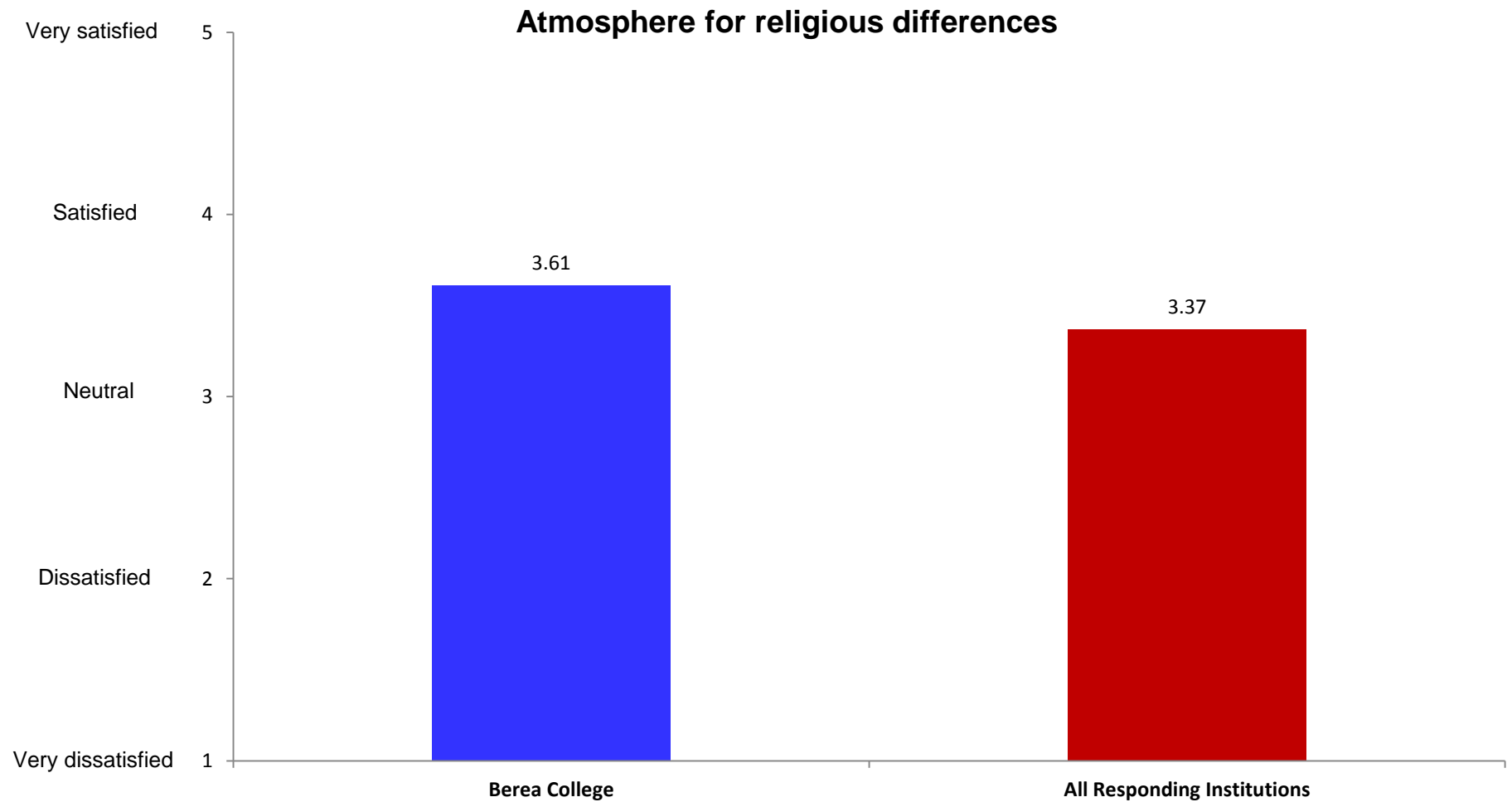
How satisfied are you with the following aspects of your institution?



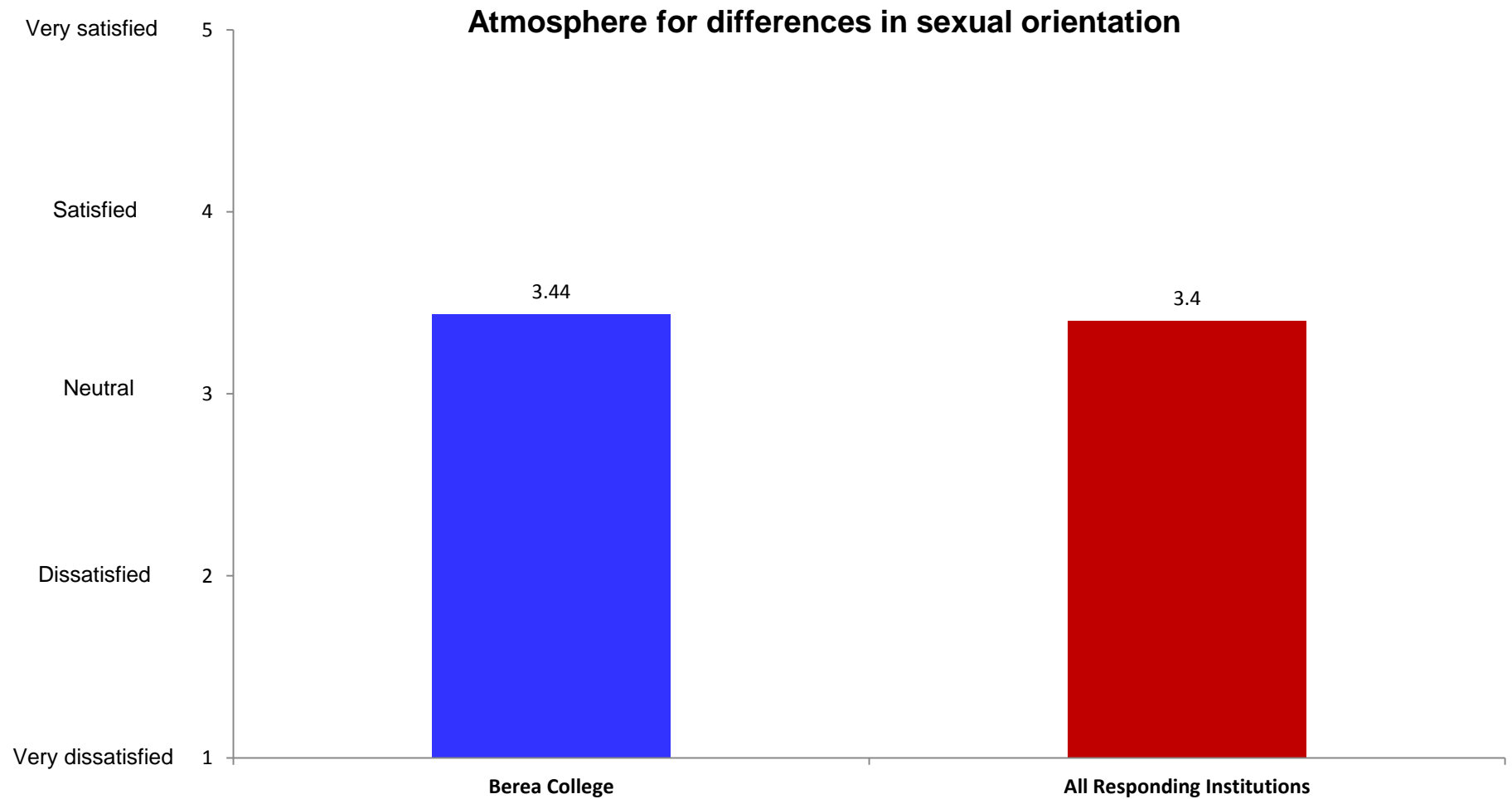
How satisfied are you with the following aspects of your institution?



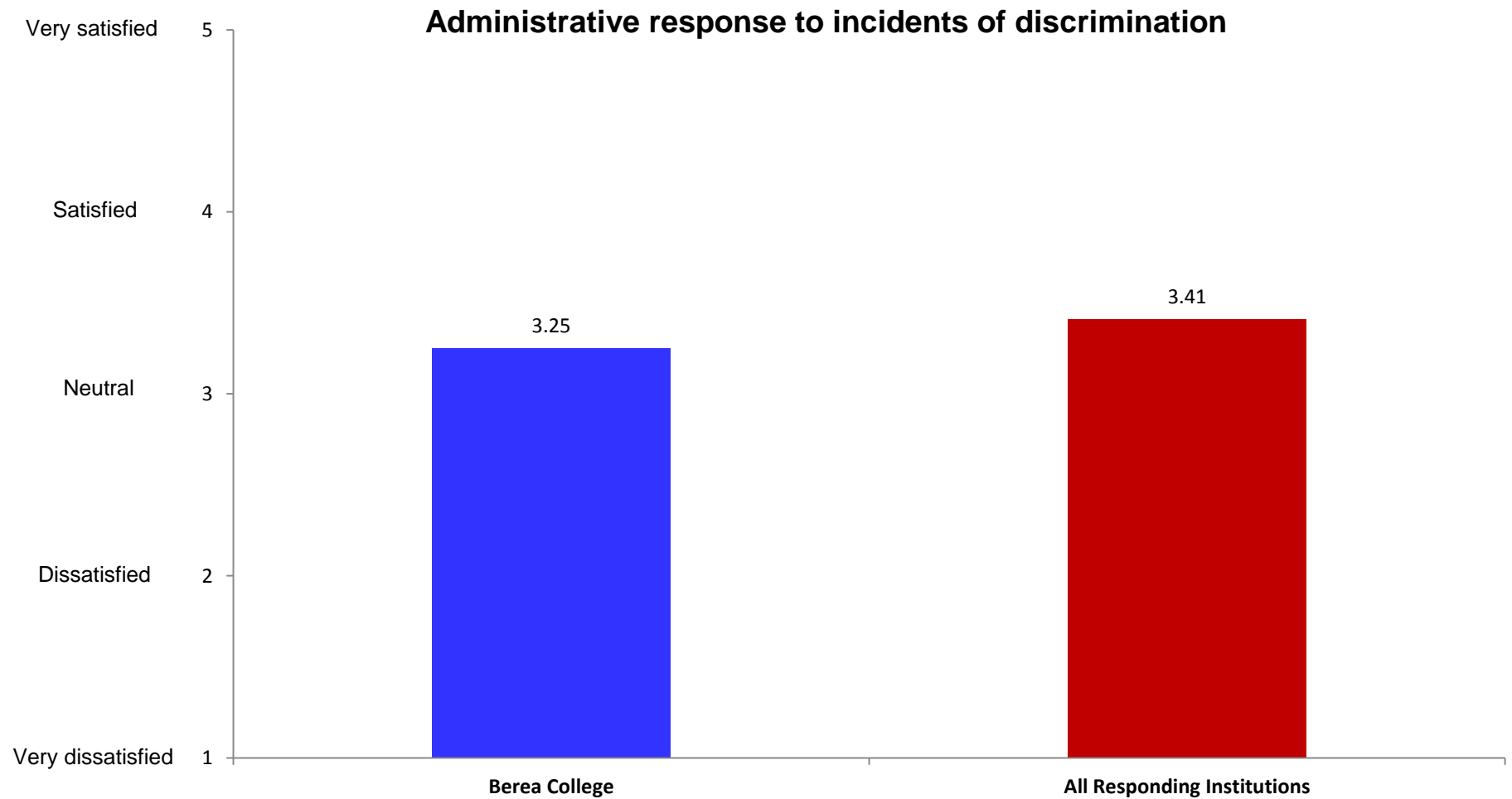
How satisfied are you with the following aspects of your institution?



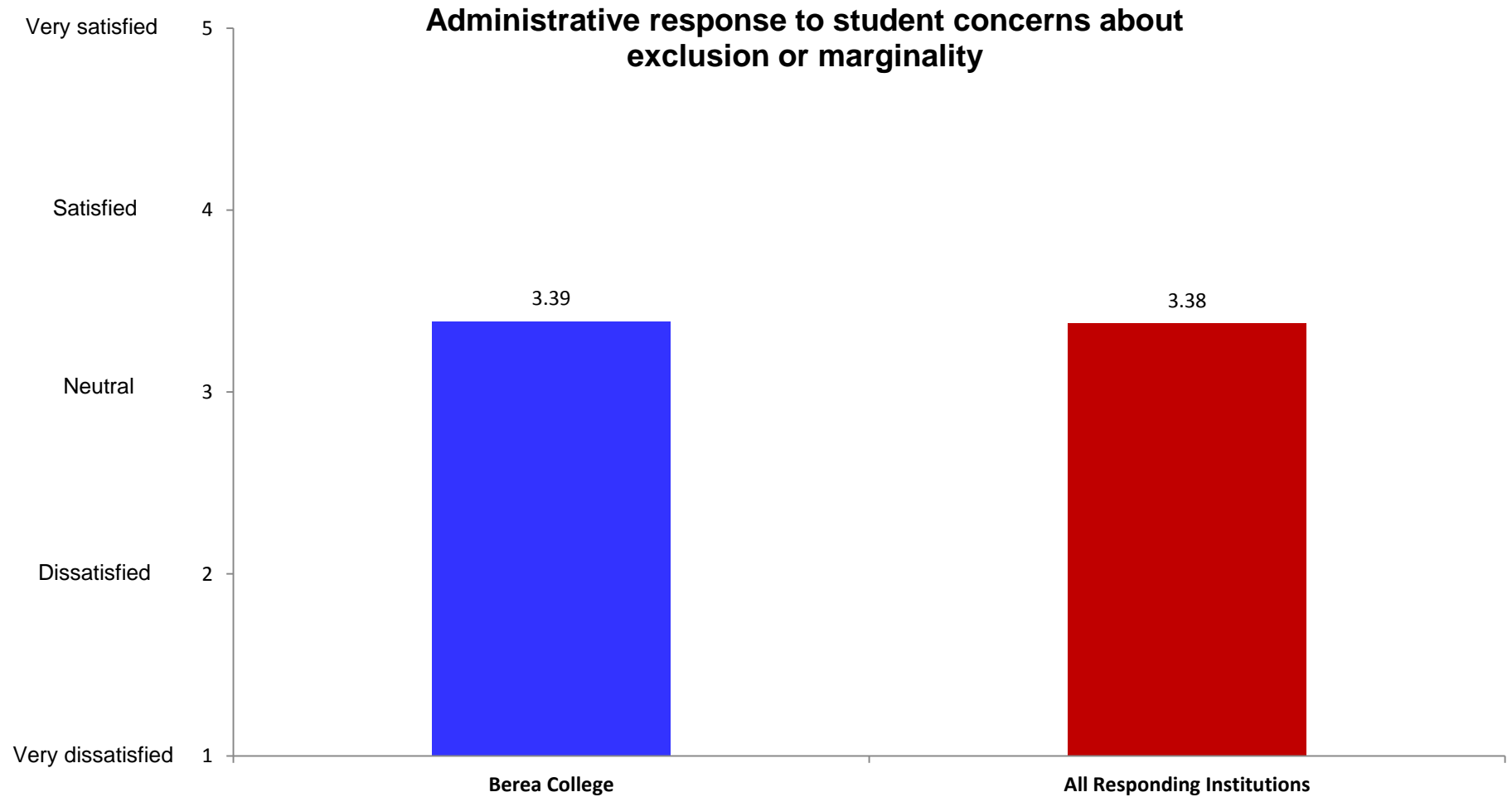
How satisfied are you with the following aspects of your institution?



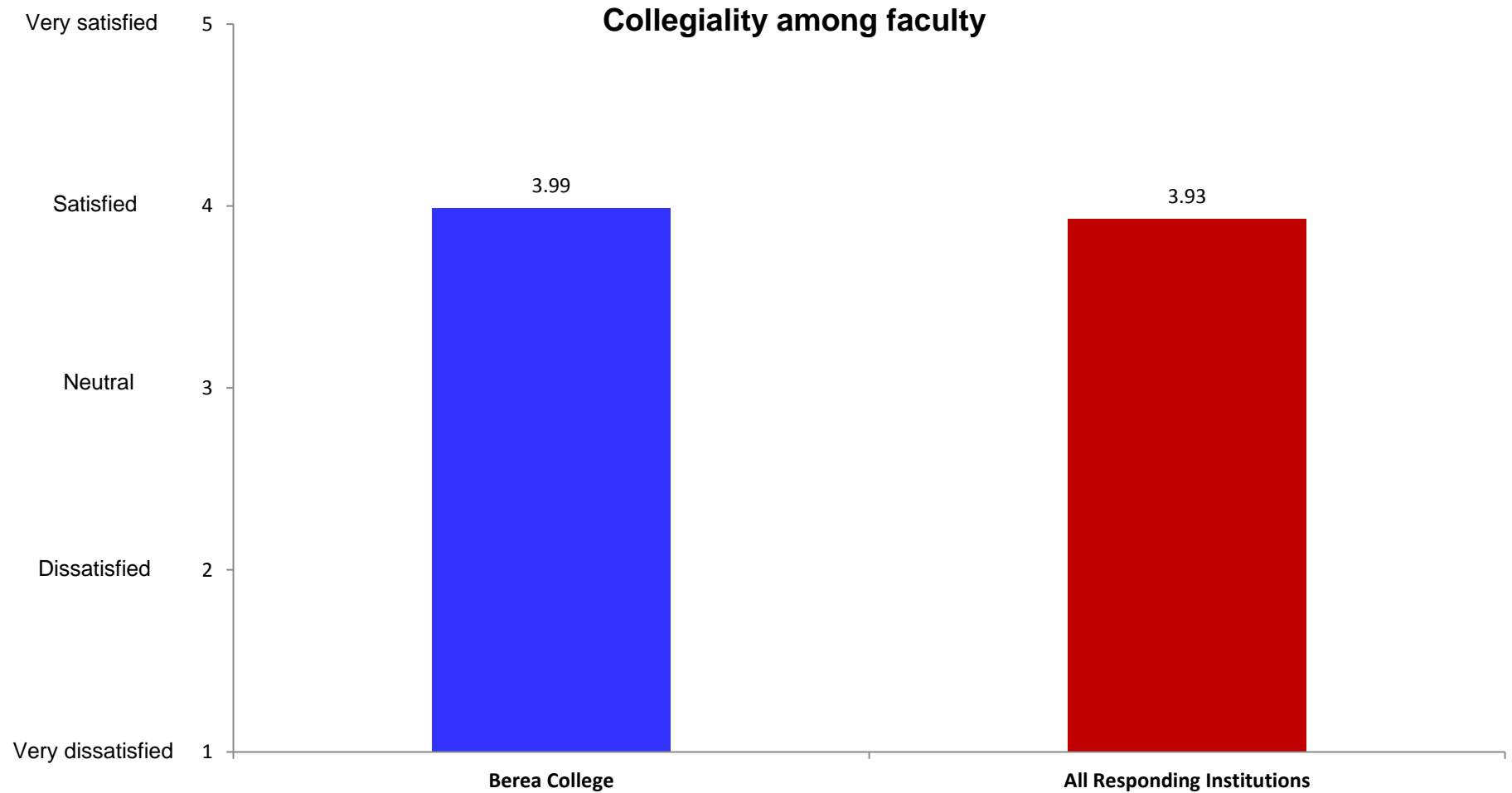
How satisfied are you with the following aspects of your institution?



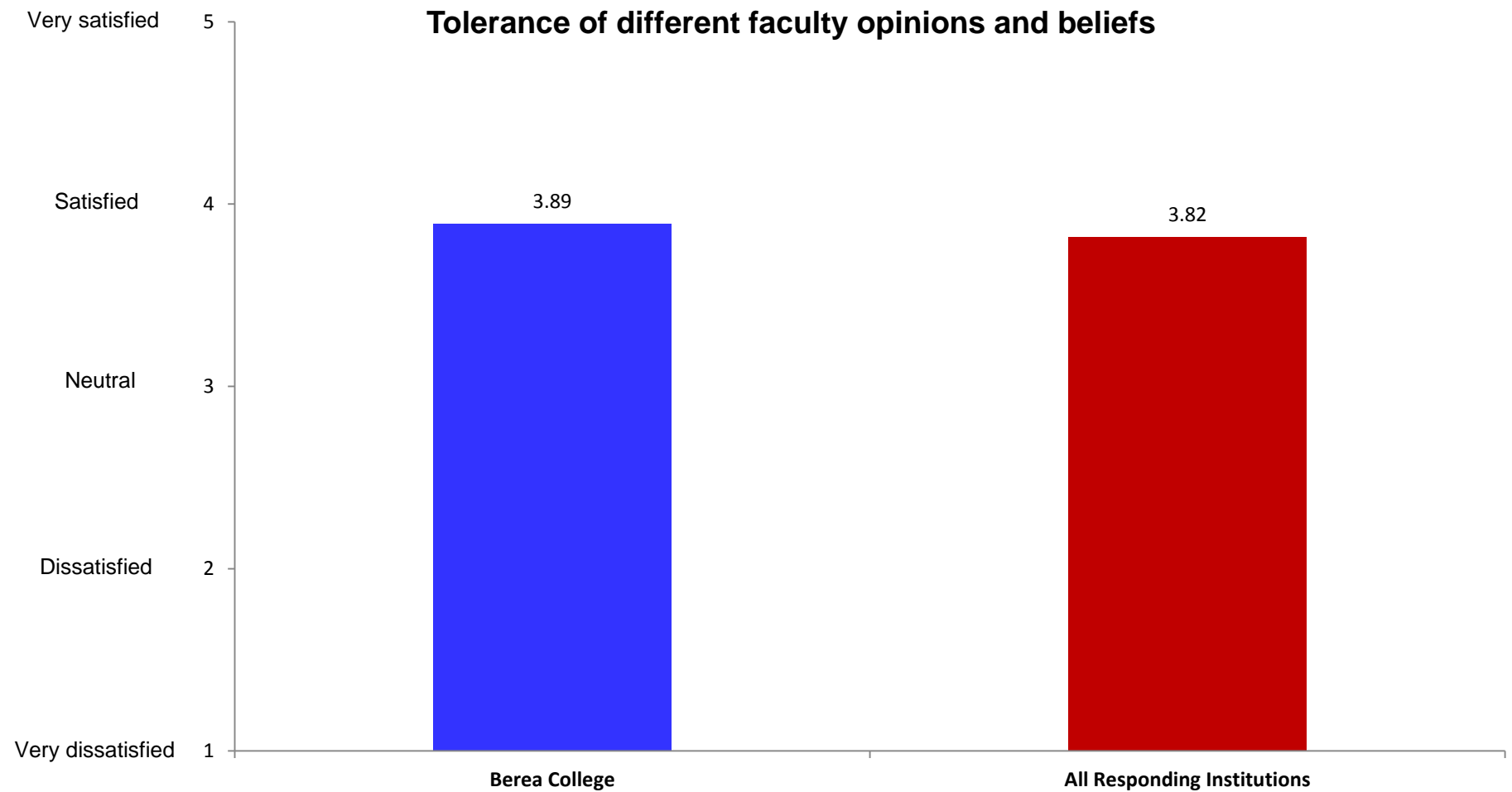
How satisfied are you with the following aspects of your institution?



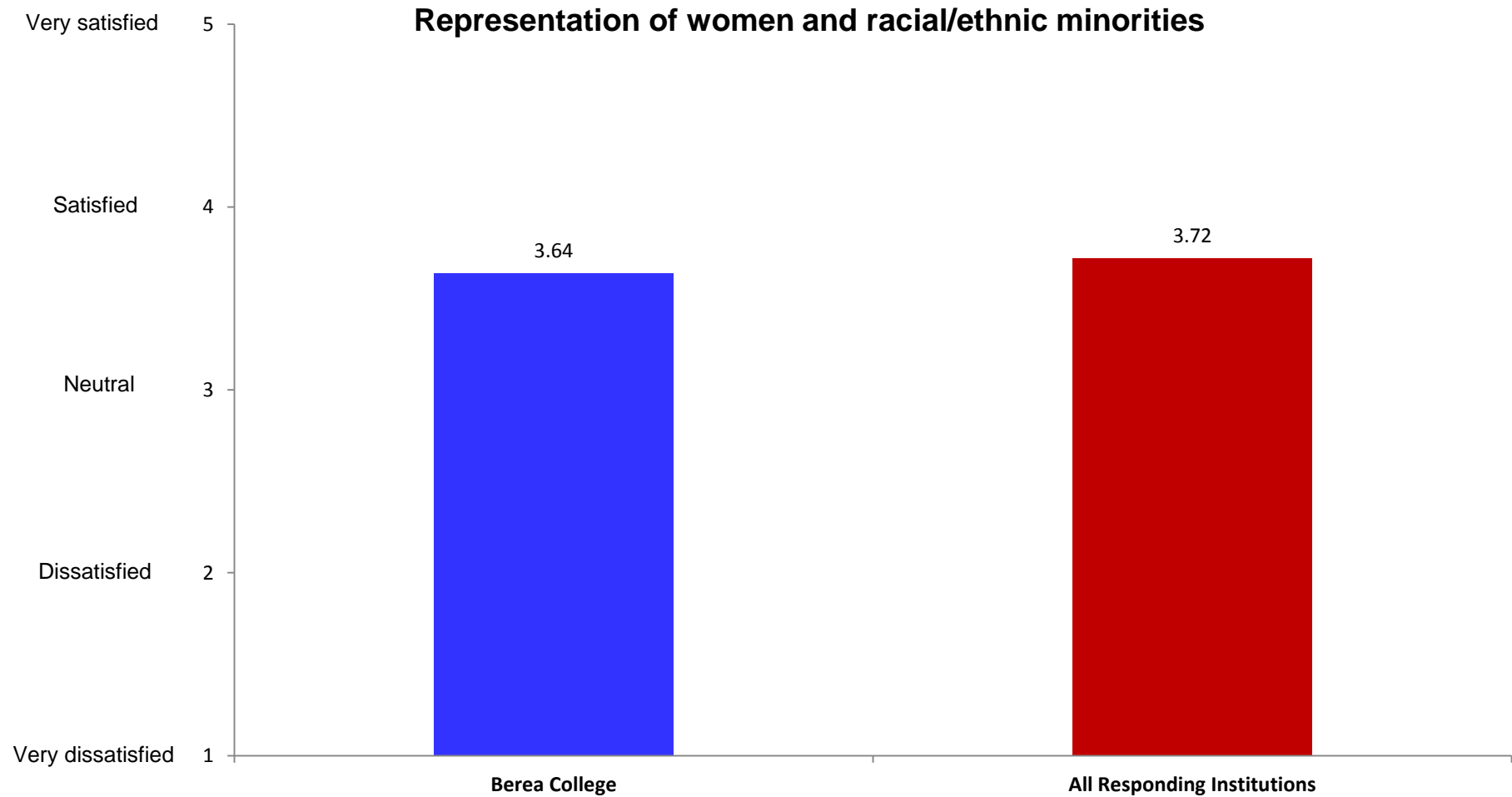
Please rate your satisfaction with your department in each area:



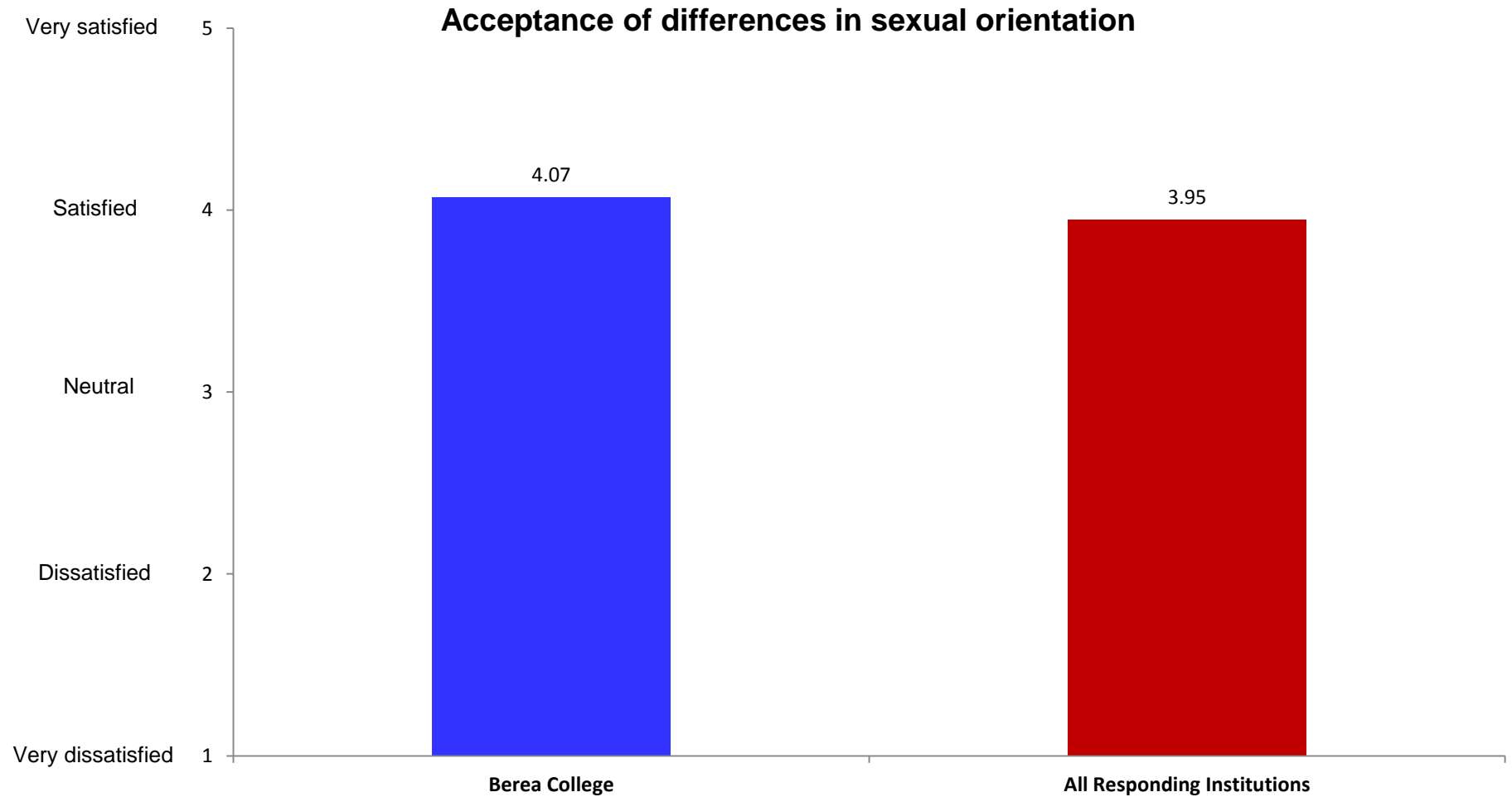
Please rate your satisfaction with your department in each area:



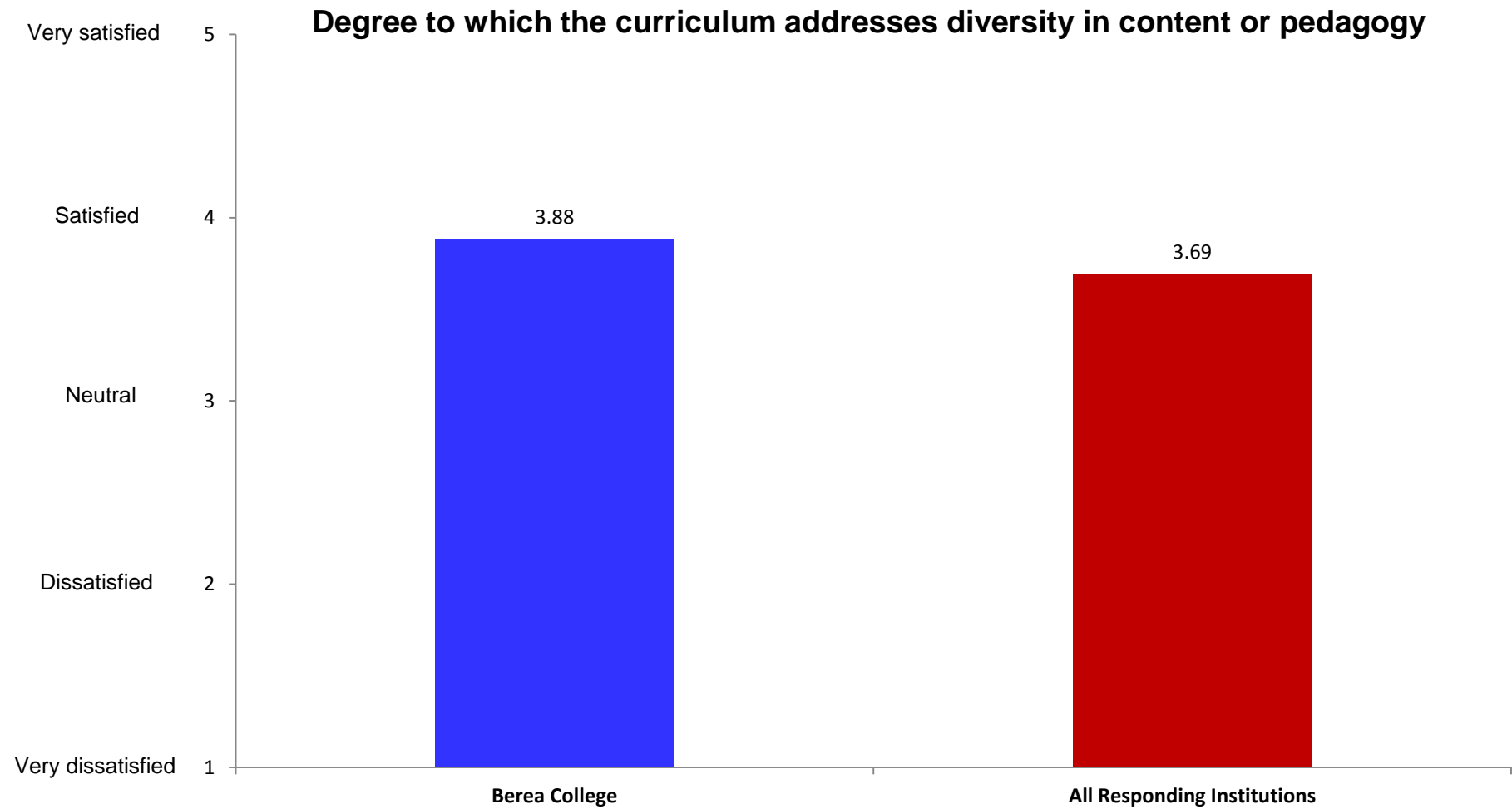
Please rate your satisfaction with your department in each area:



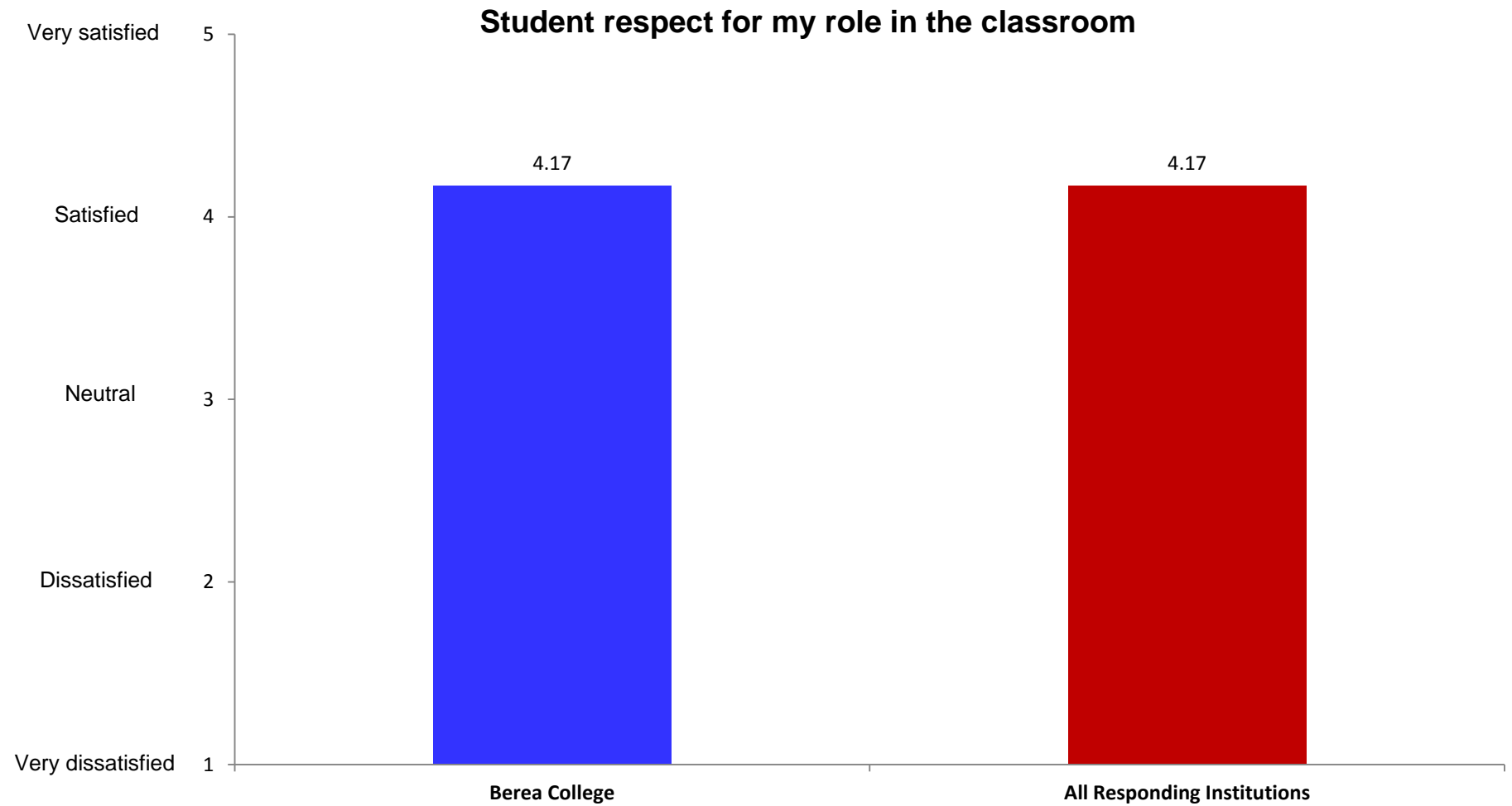
How satisfied are you with the following aspects of your institution?



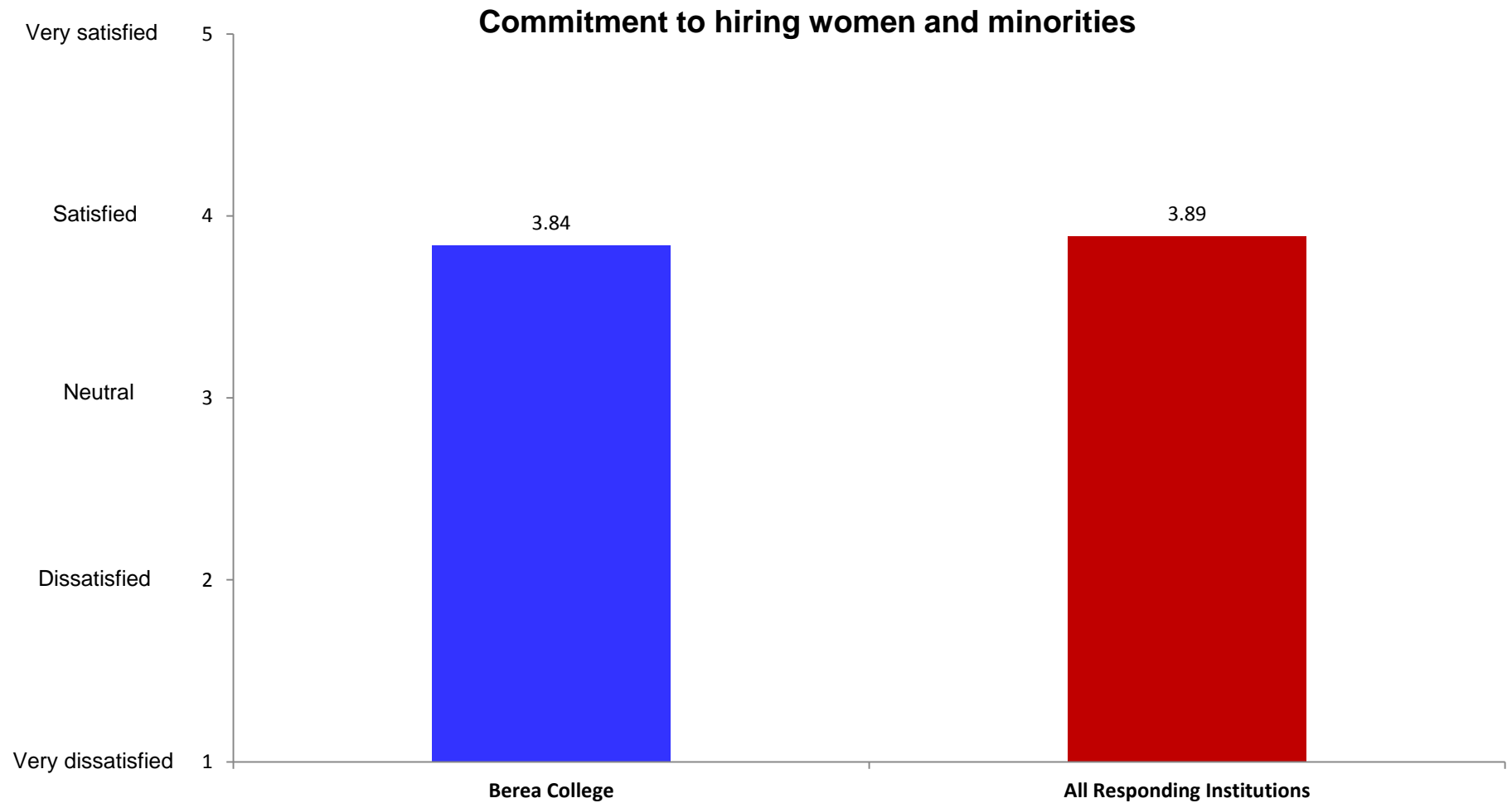
How satisfied are you with the following aspects of your institution?

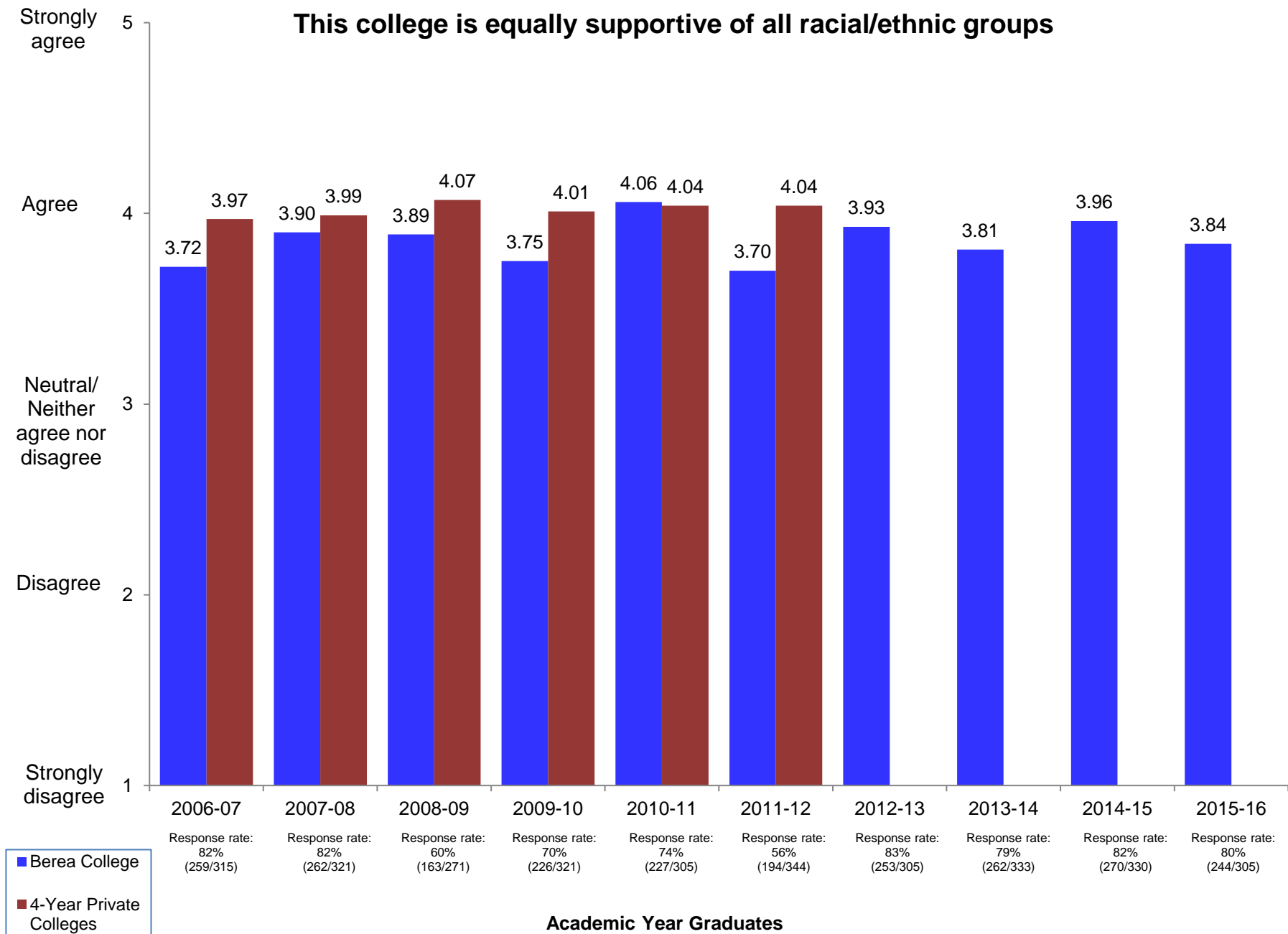


How satisfied are you with the following aspects of your institution?



How satisfied are you with the following aspects of your institution?

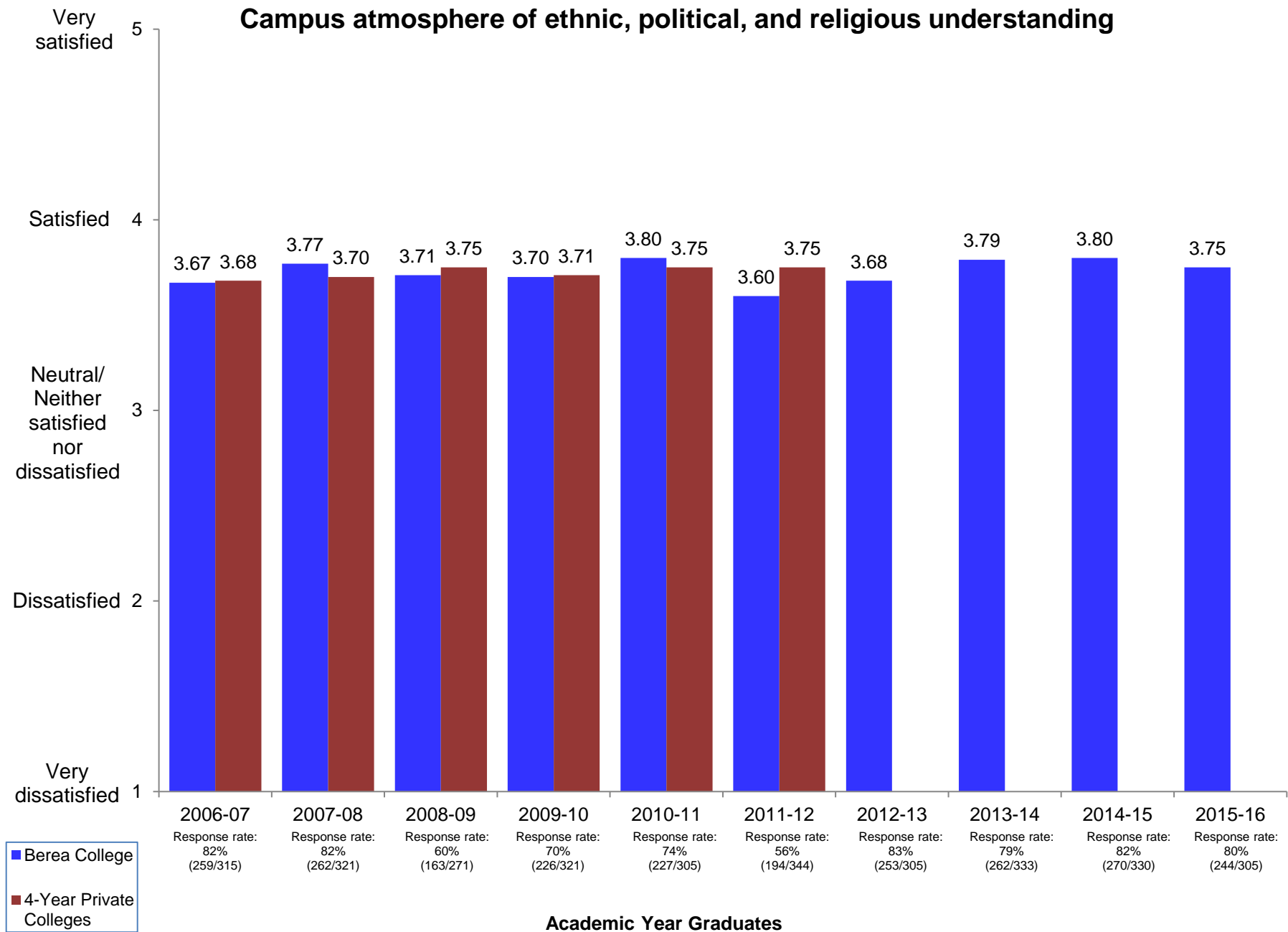




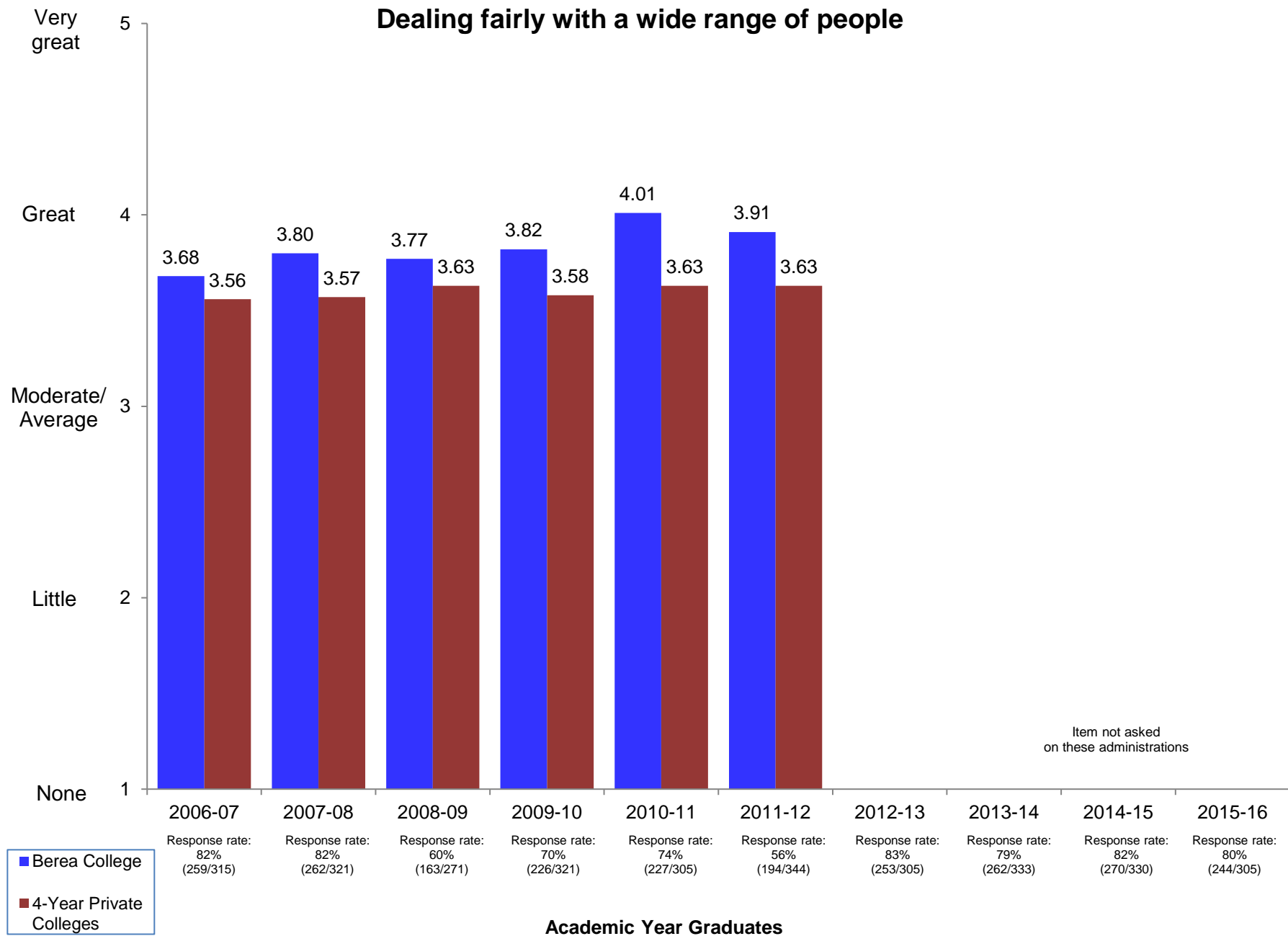
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

Indicate your level of satisfaction with each of the following:

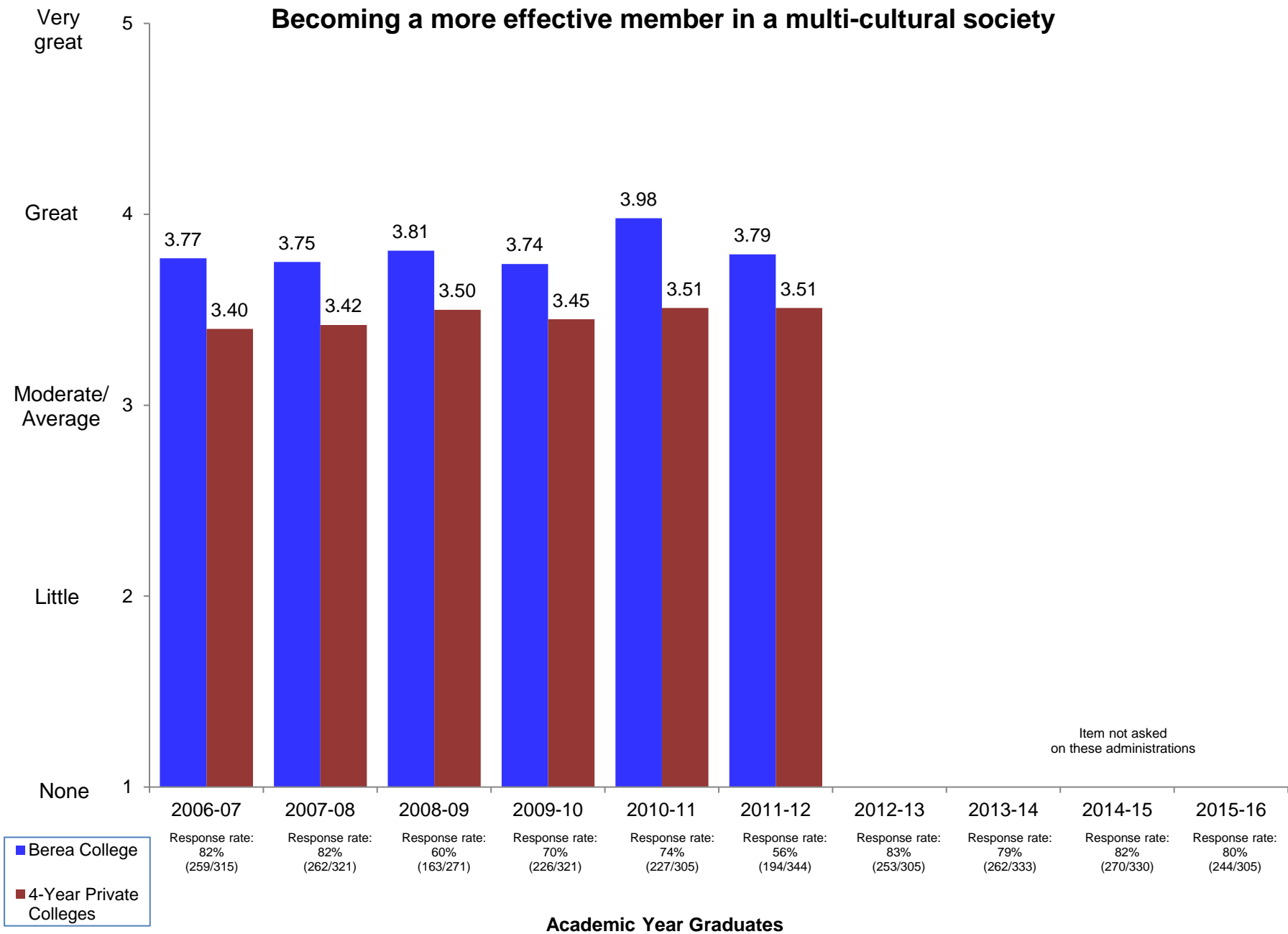
Graduating Senior Survey
Administered at graduation rehearsal



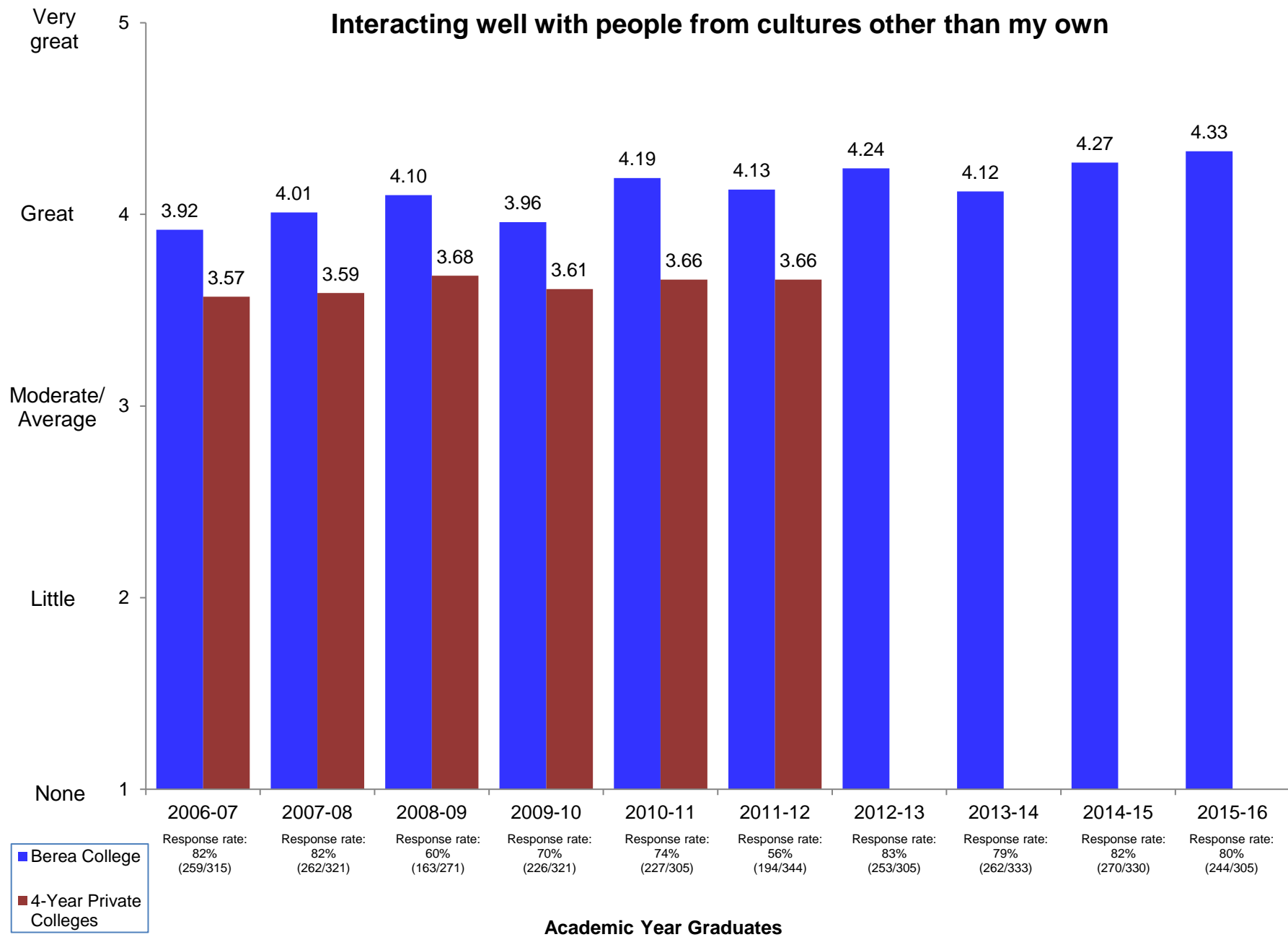
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



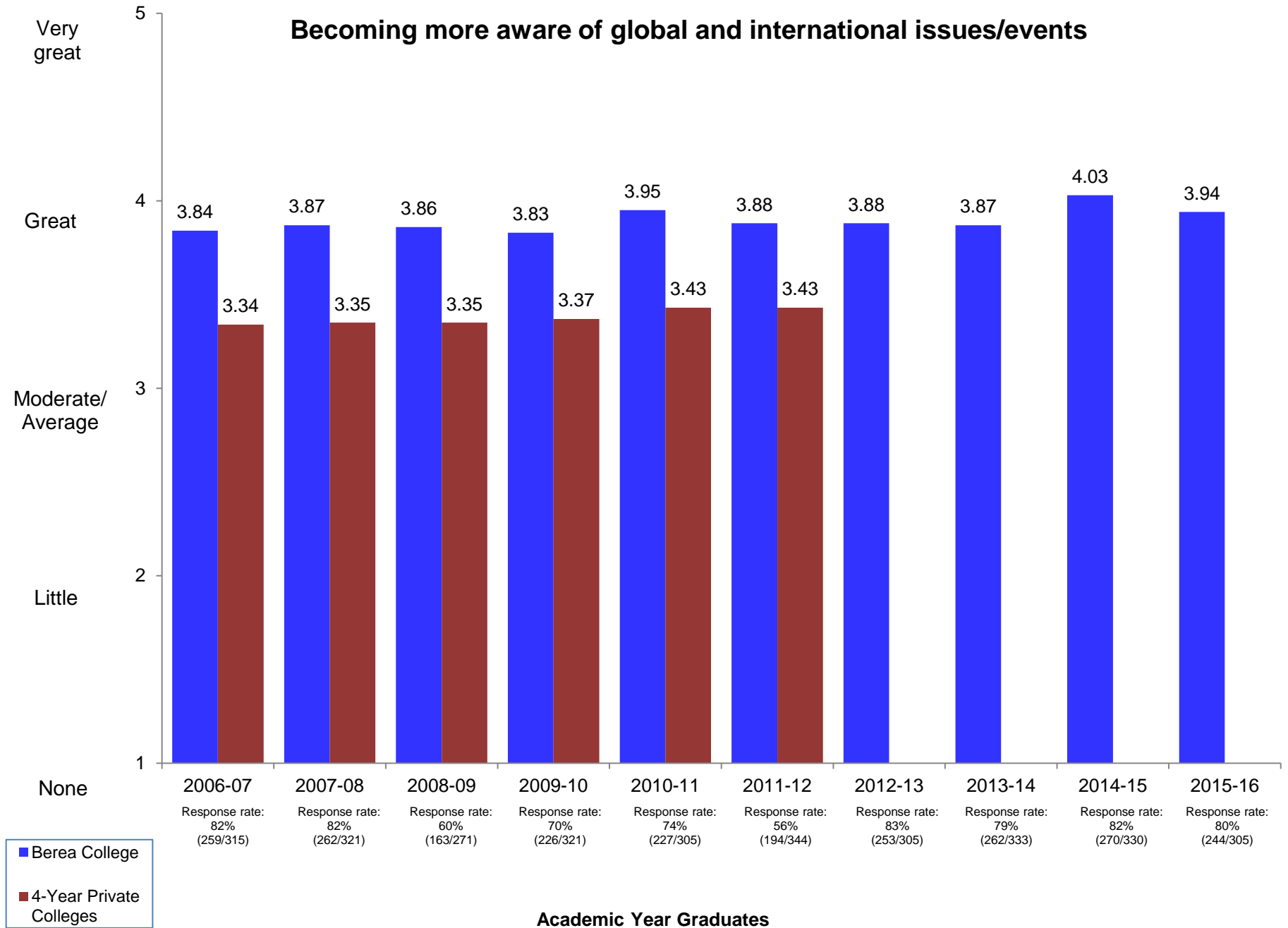
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



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



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

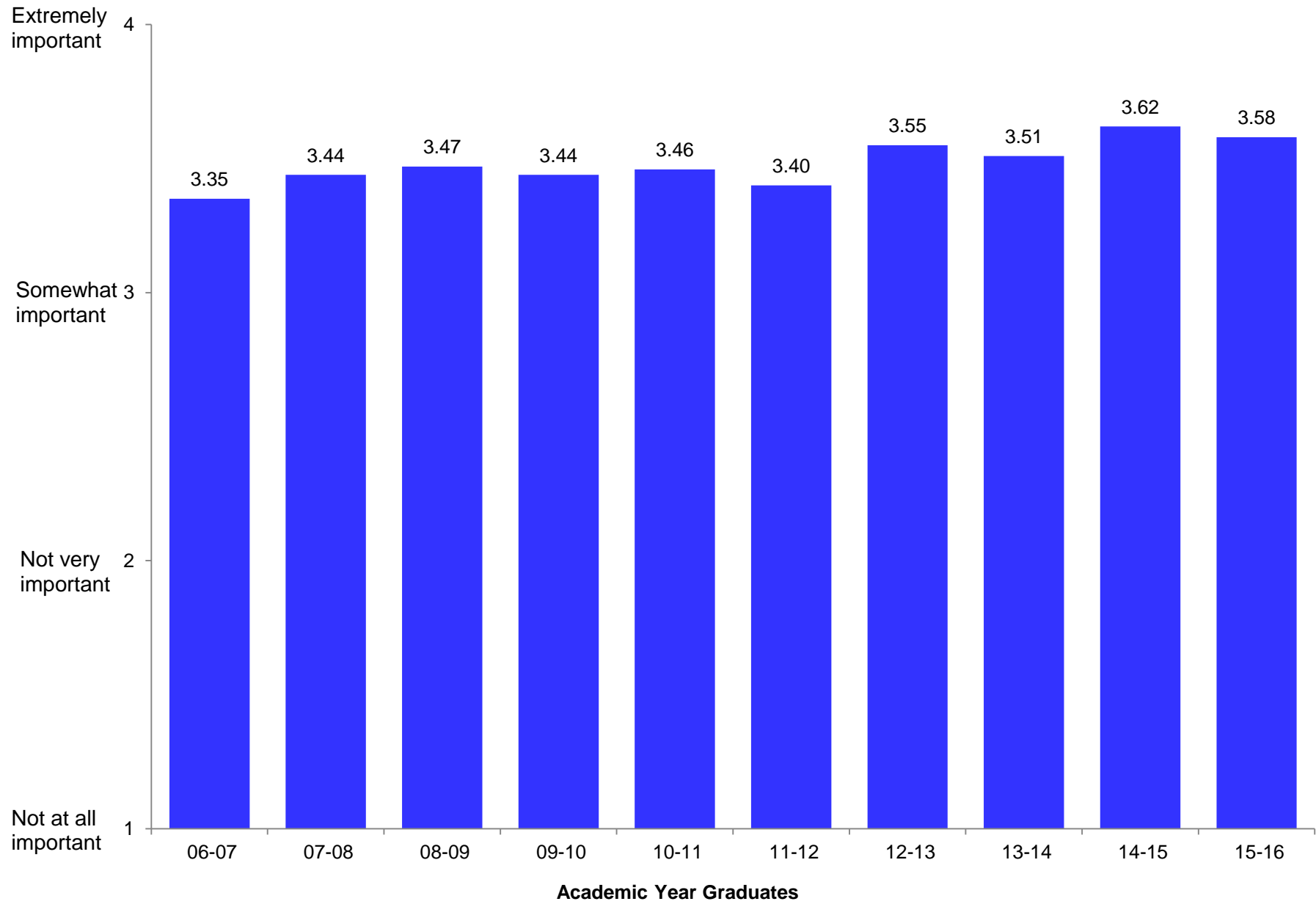


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

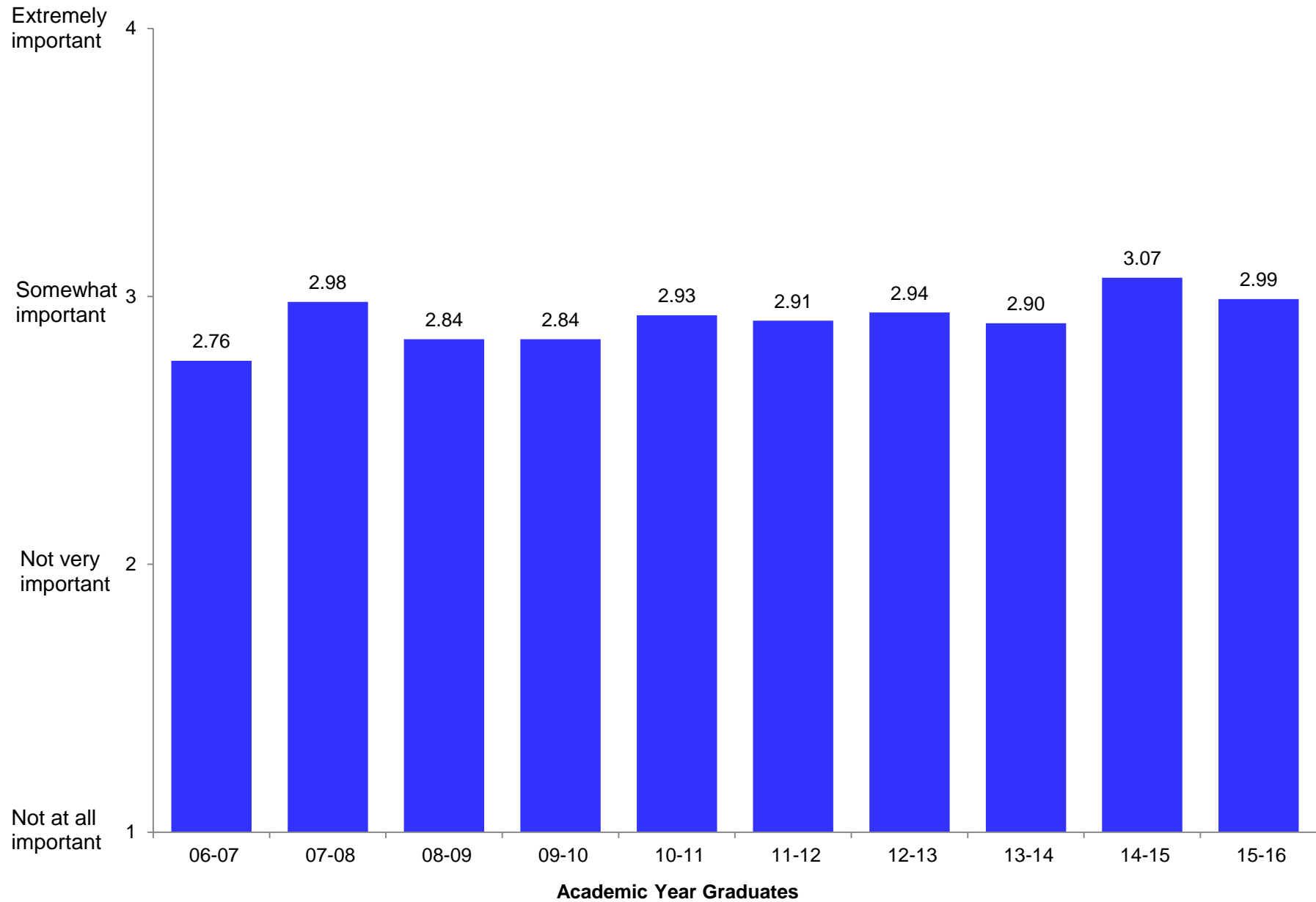
Rate the importance to you of each of the following:

Graduating Senior Survey
Administered at graduation rehearsal

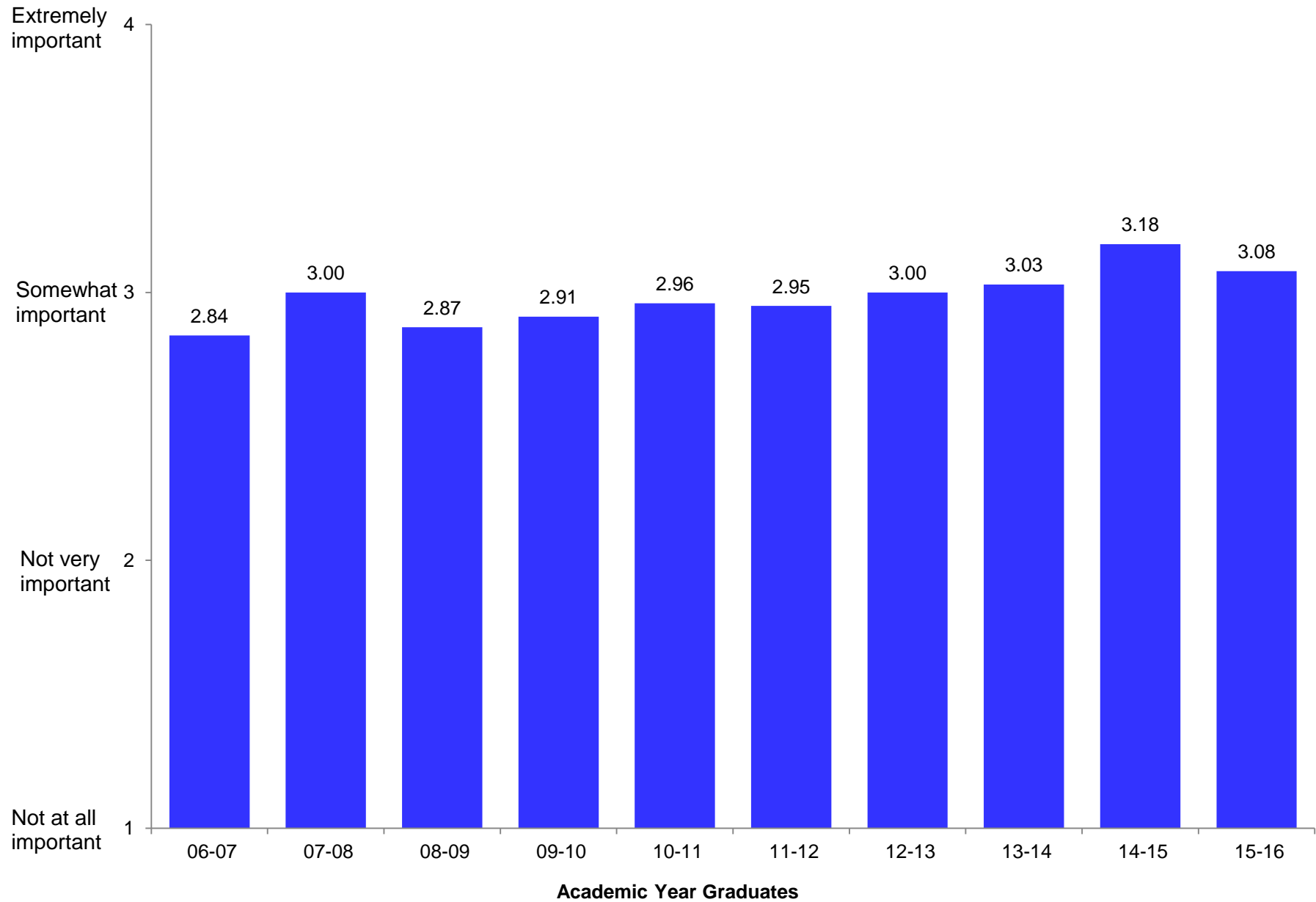
Striving for racial harmony



Learning more about the African and African American (Black) culture/history



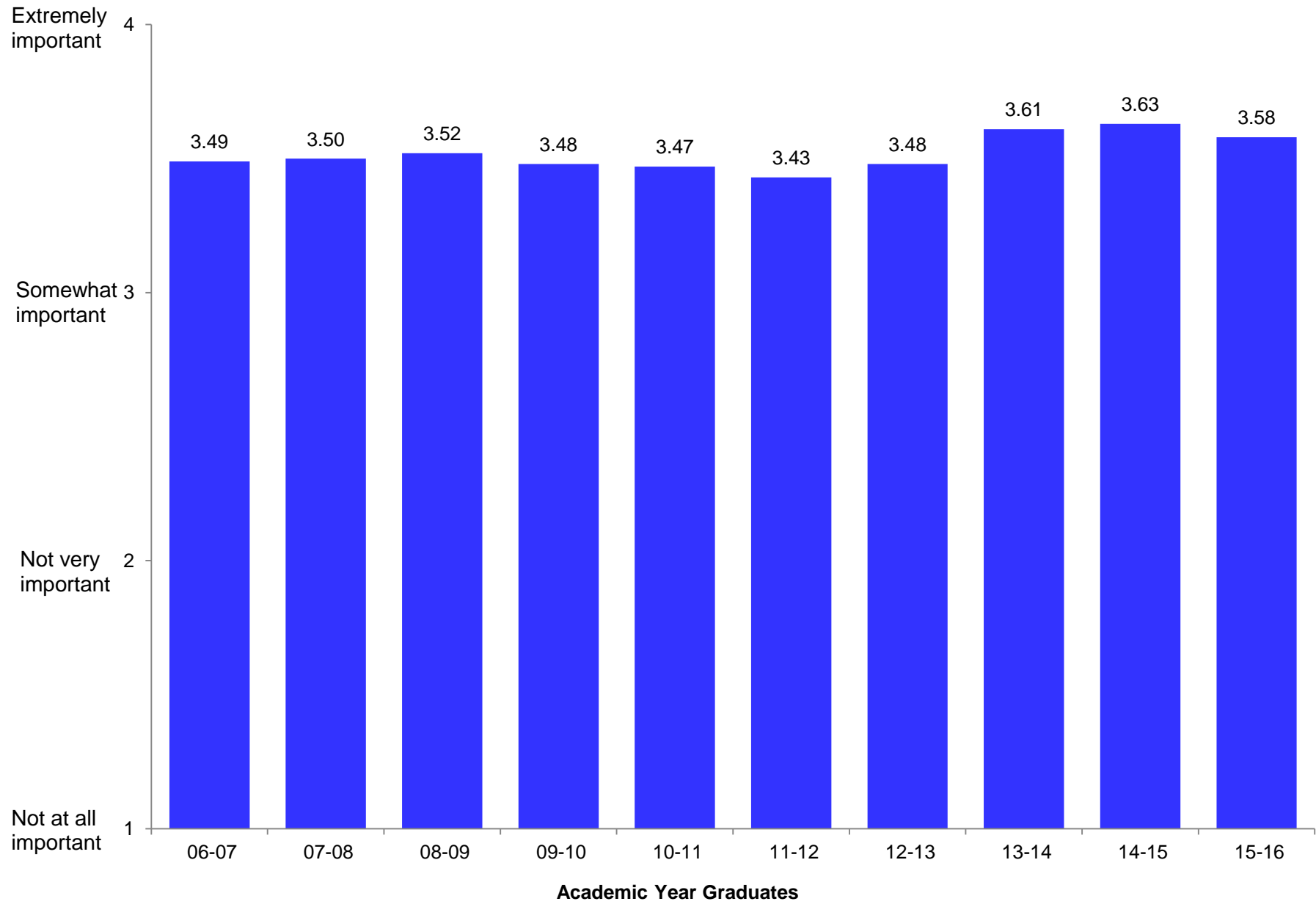
Learning more about the women's culture/history



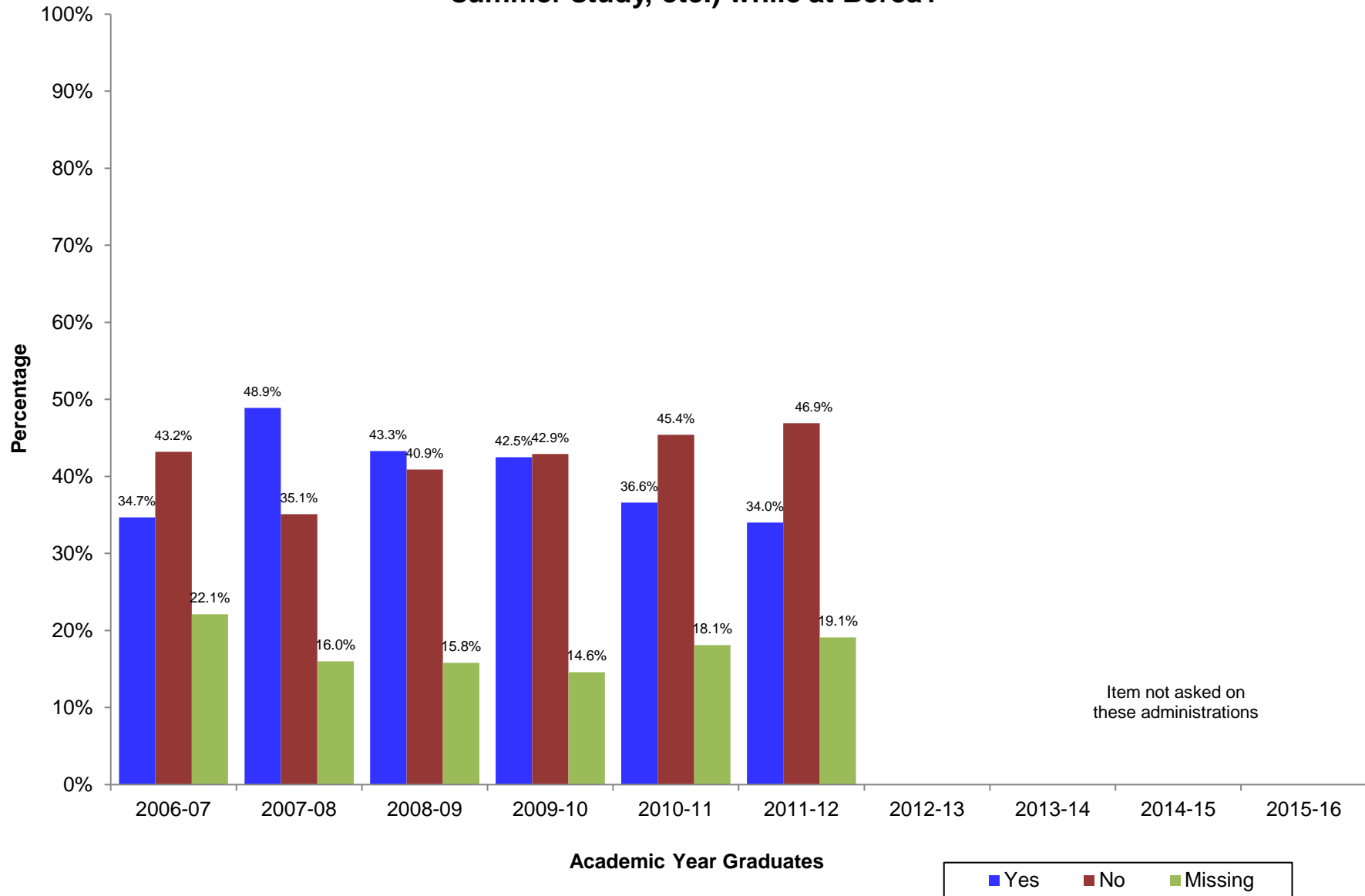
Rate the importance to you of each of the following:

Graduating Senior Survey
Administered at graduation rehearsal

Traveling to new places



Did you have an international educational experience (Study Abroad, KIIS, summer study, etc.) while at Berea?



Response rates for: 2004-05: 82%, 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%

National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)

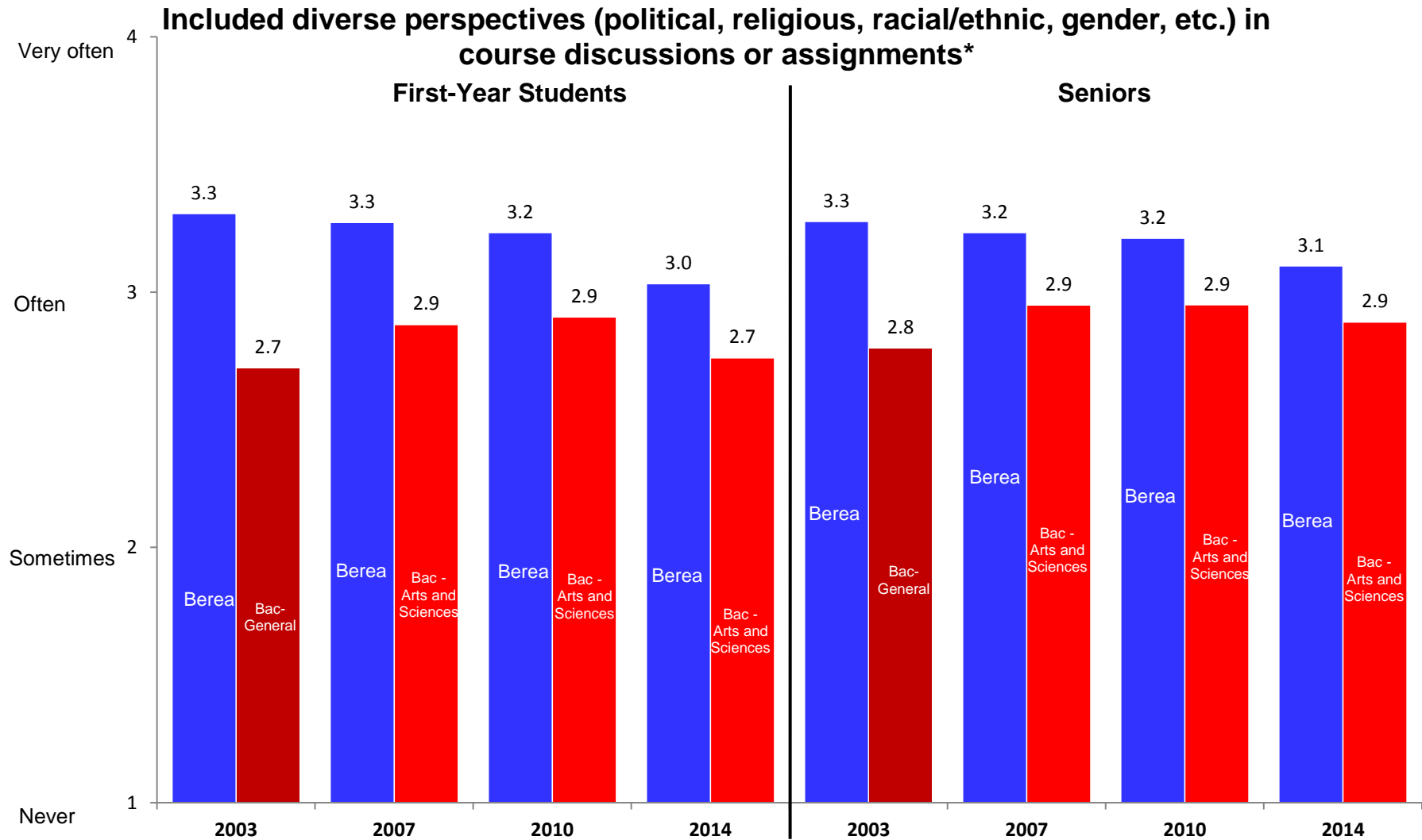


[Click to see survey instruments](#)

Response Rates:

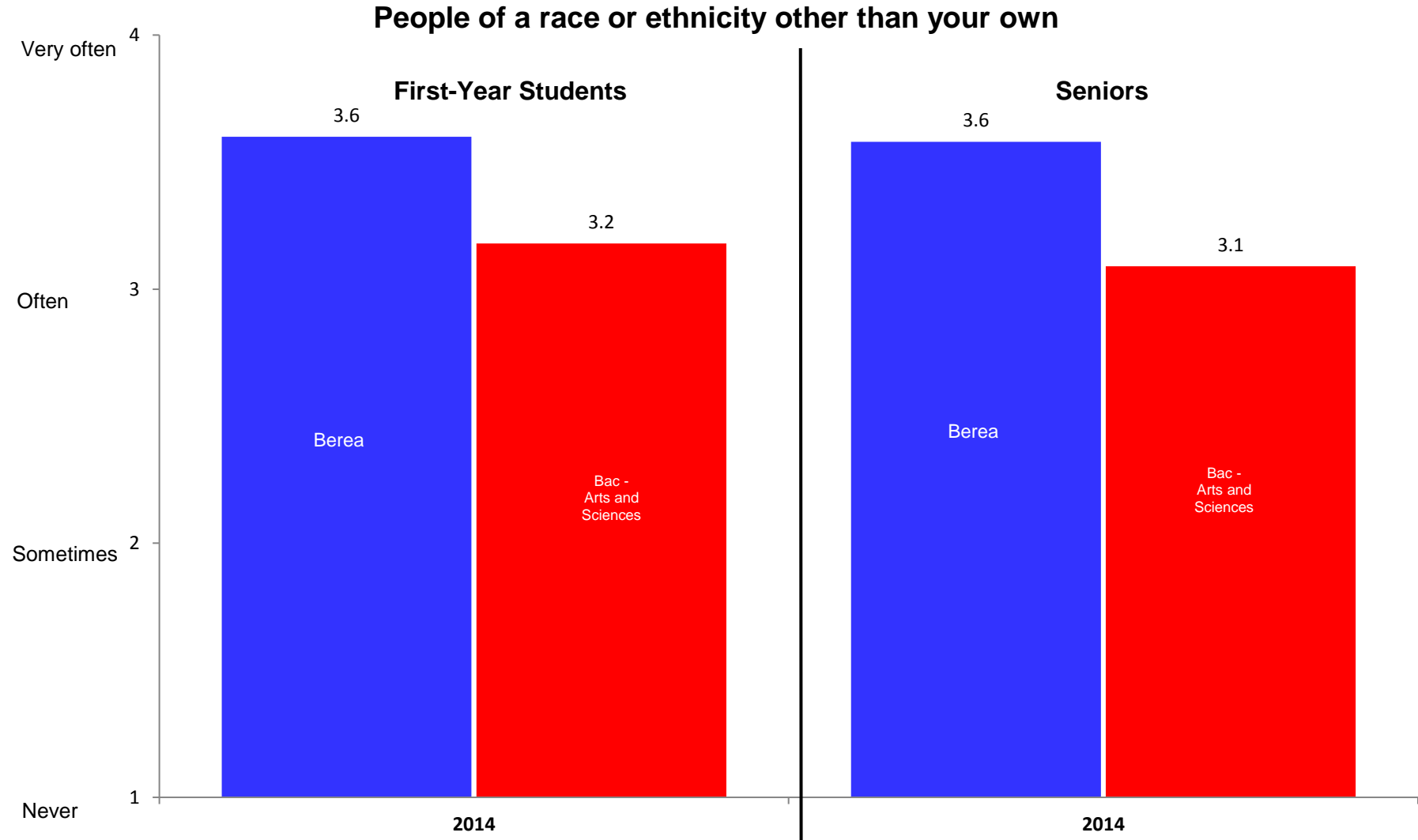
Spring 2003	51%
Spring 2007	79%
Spring 2010	64%
Spring 2014	60%

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



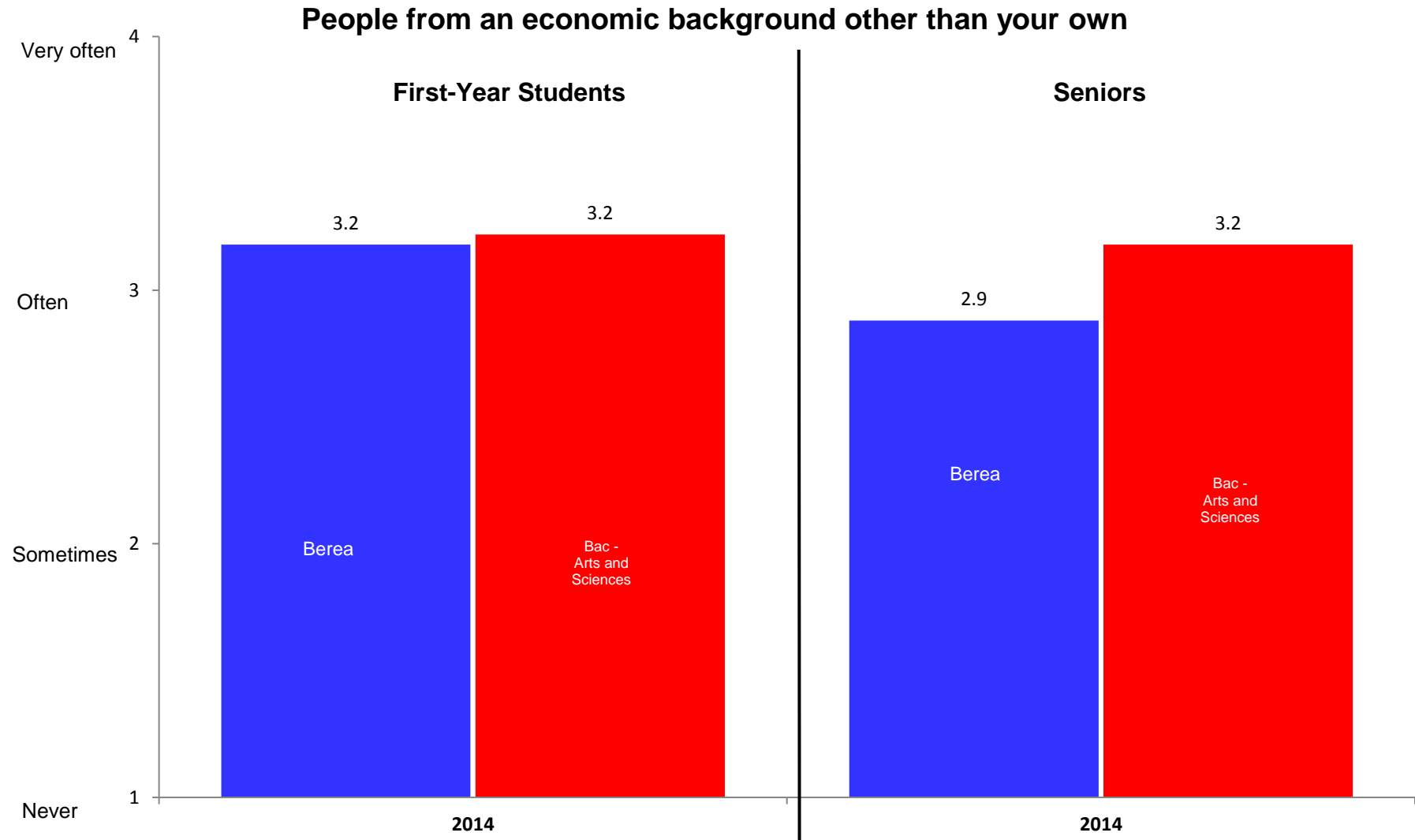
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

During the current school year, about how often had you had discussions with



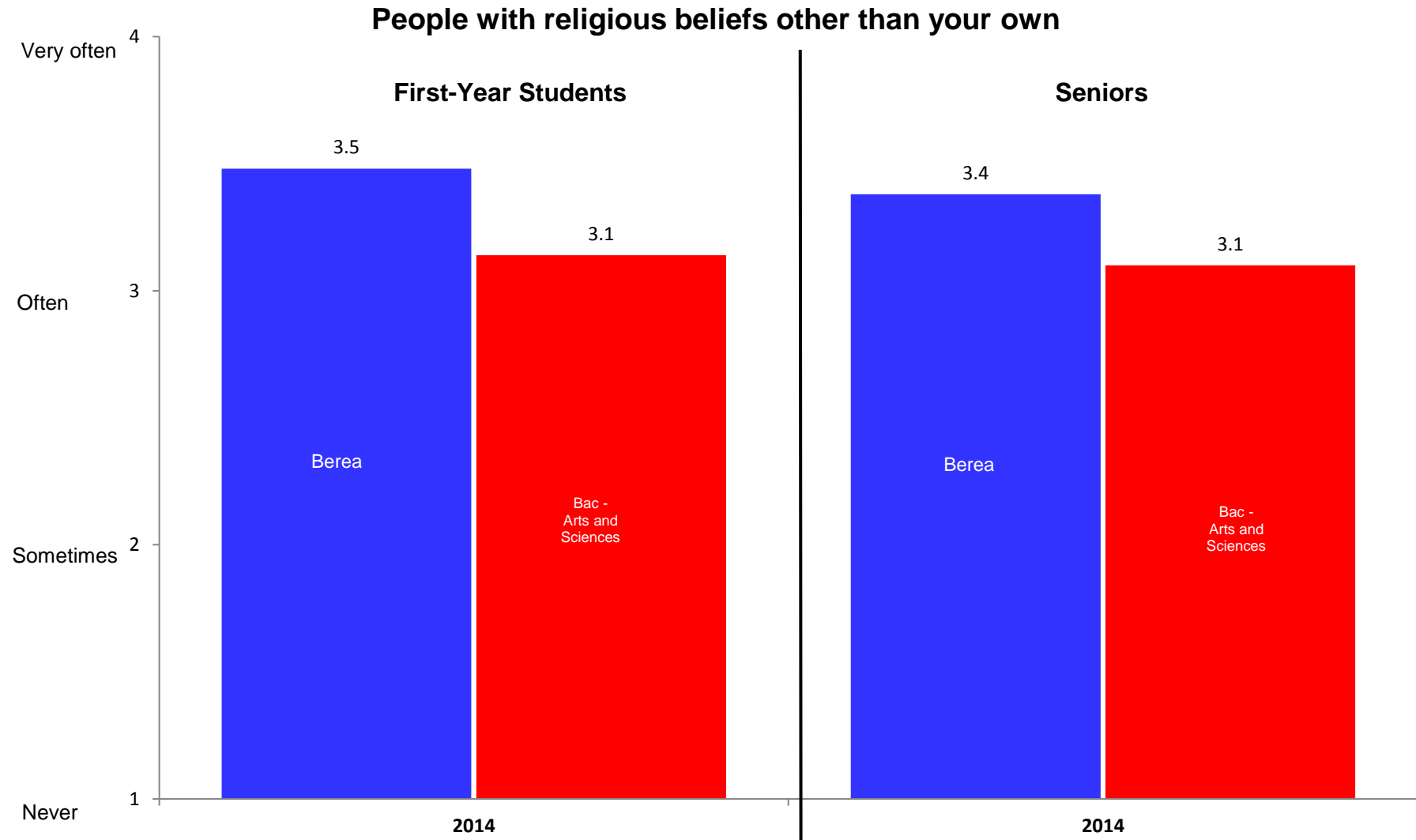
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

During the current school year, about how often had you had discussions with



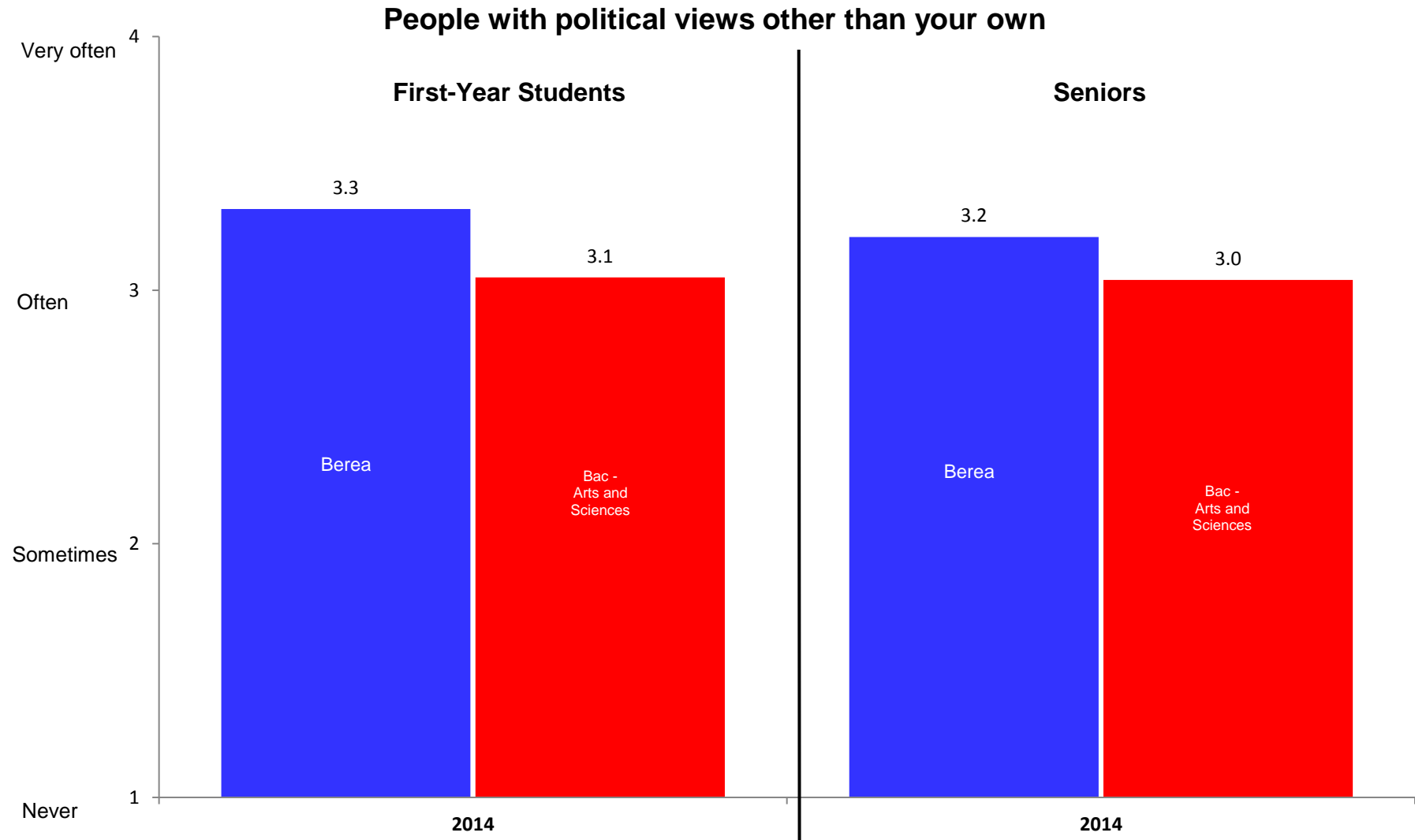
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

During the current school year, about how often had you had discussions with



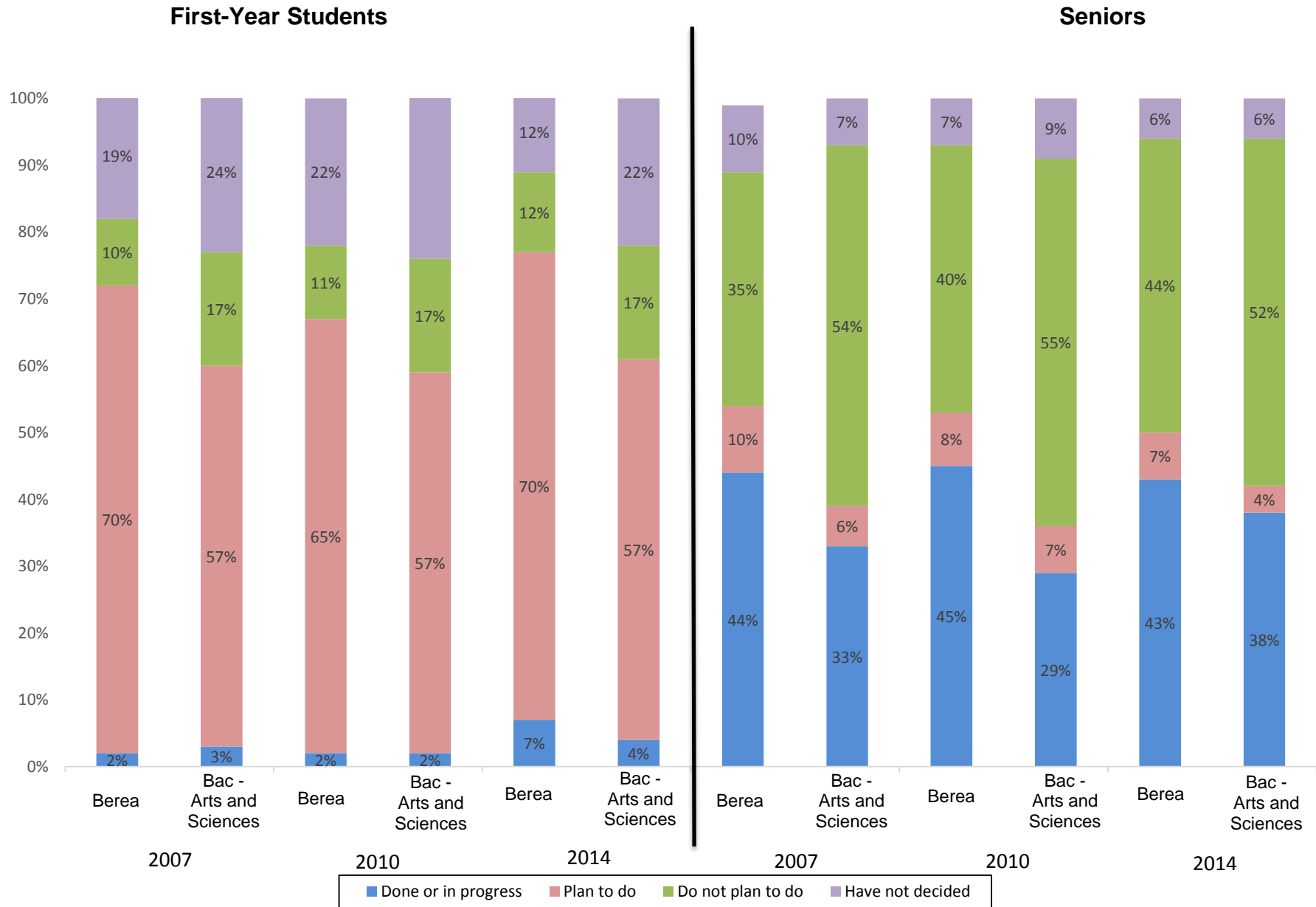
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

During the current school year, about how often had you had discussions with

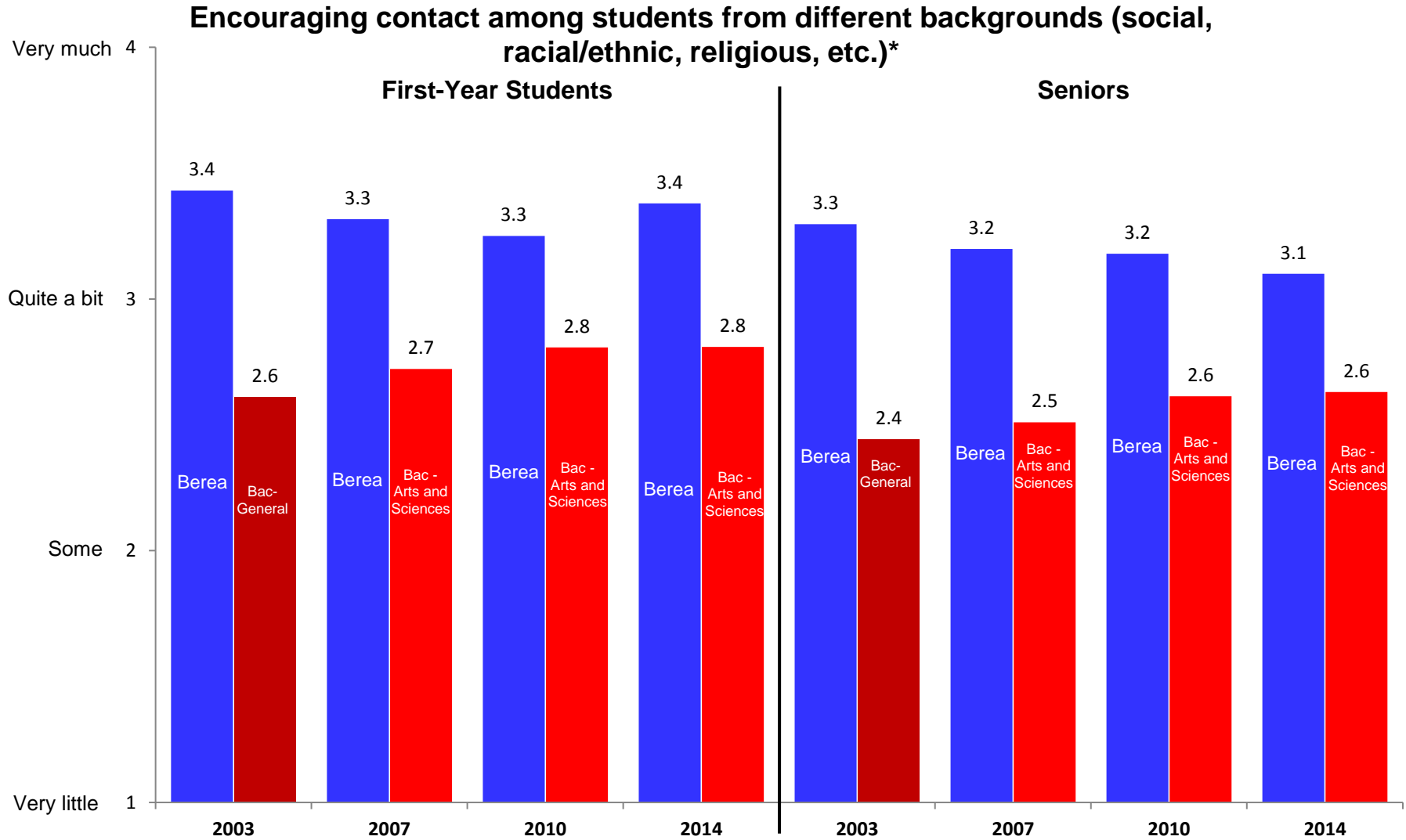


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

Participate in a study abroad program

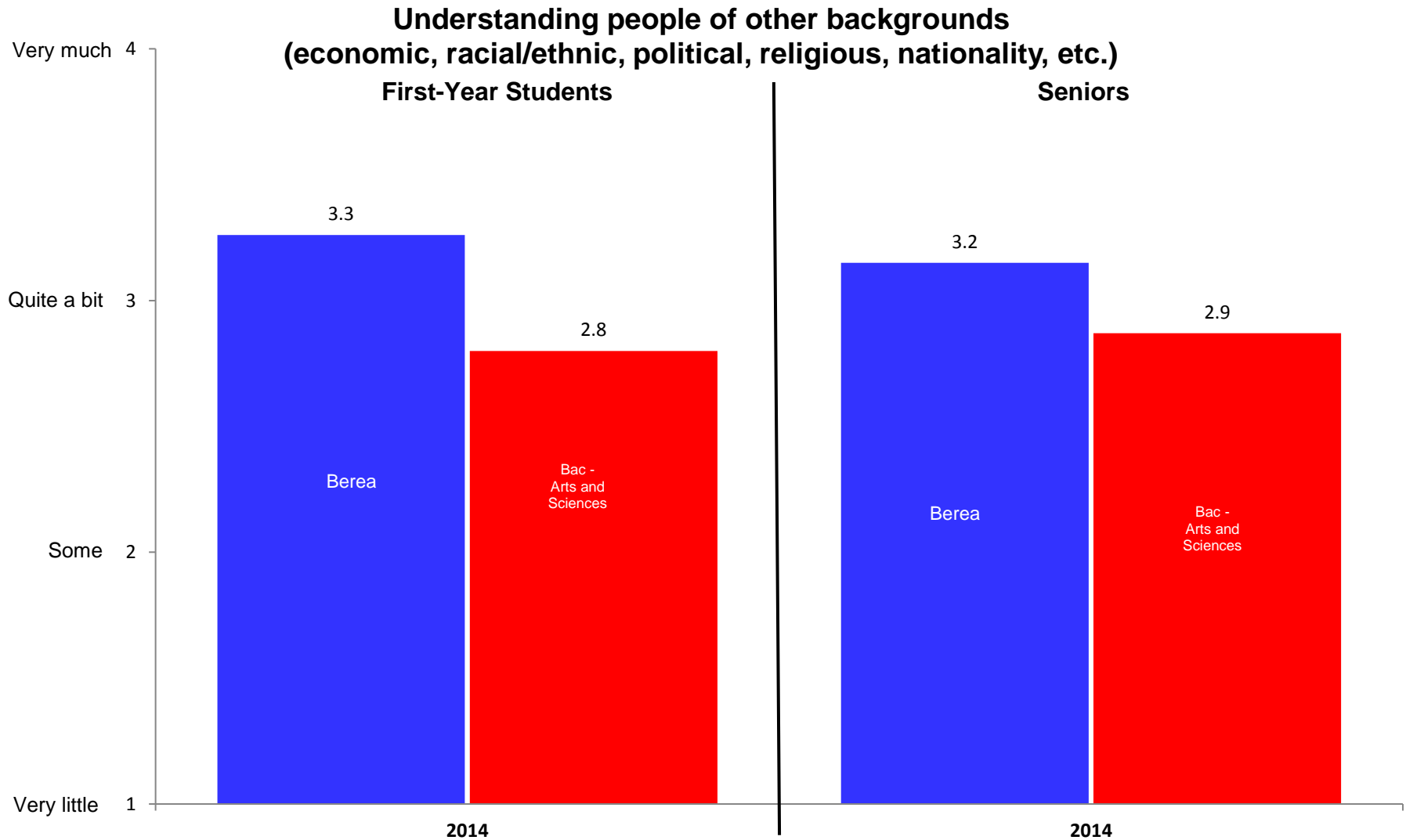


How much does your institution emphasize the following?



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

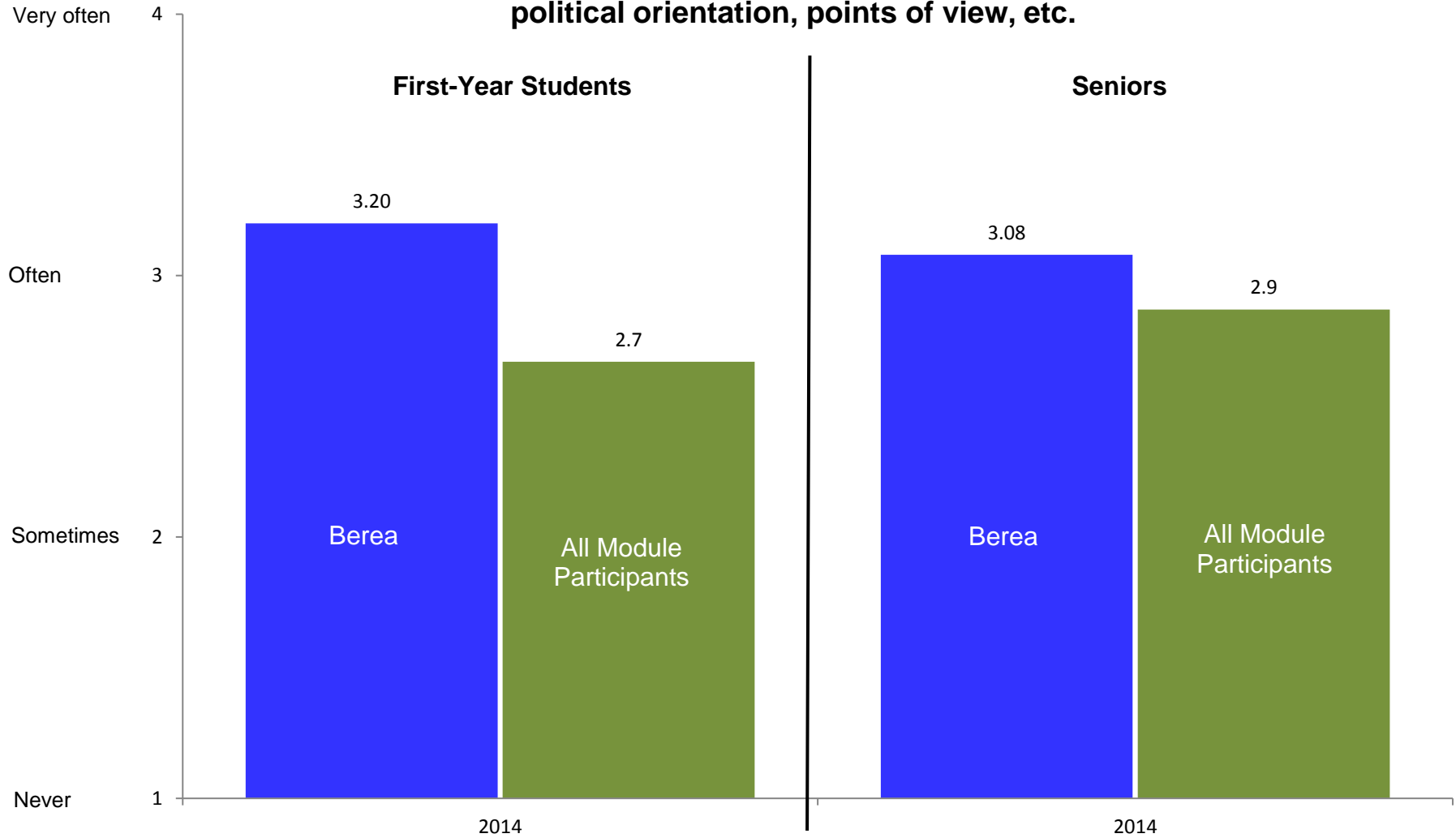
How much has this institution contributed to your knowledge and development in



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

During the current school year, about how often have you written something that:

Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE)

(First-Year Students/Faculty who teach mainly freshman and sophomores
And Senior Students/Faculty who teach mainly juniors and seniors)



[Click to see survey instruments](#)

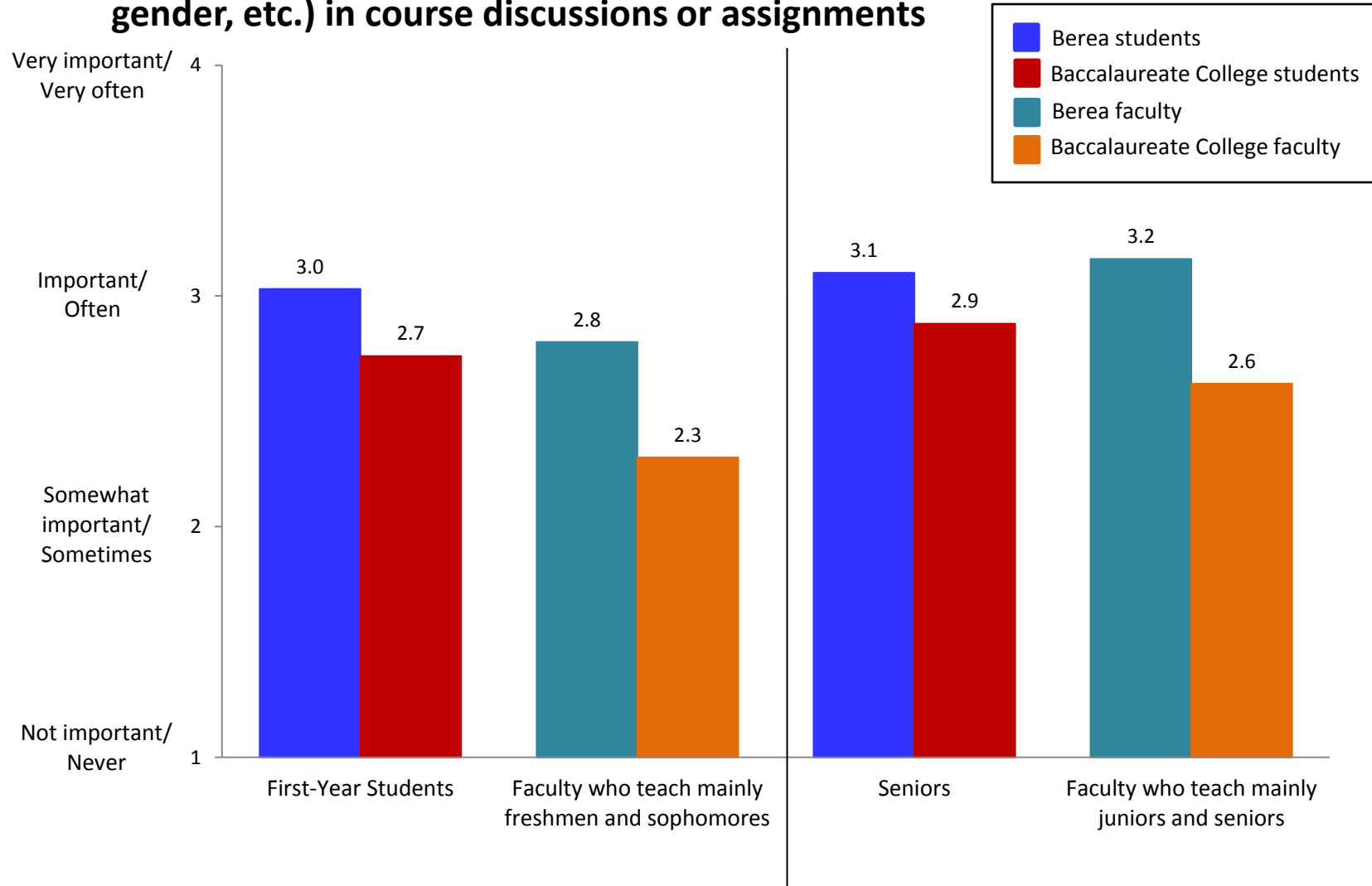
Response Rates:

Spring 2014 Students	60%
Faculty	56%

FSSE: How important is it to you that the typical student do the following?

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

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



Response Rates:

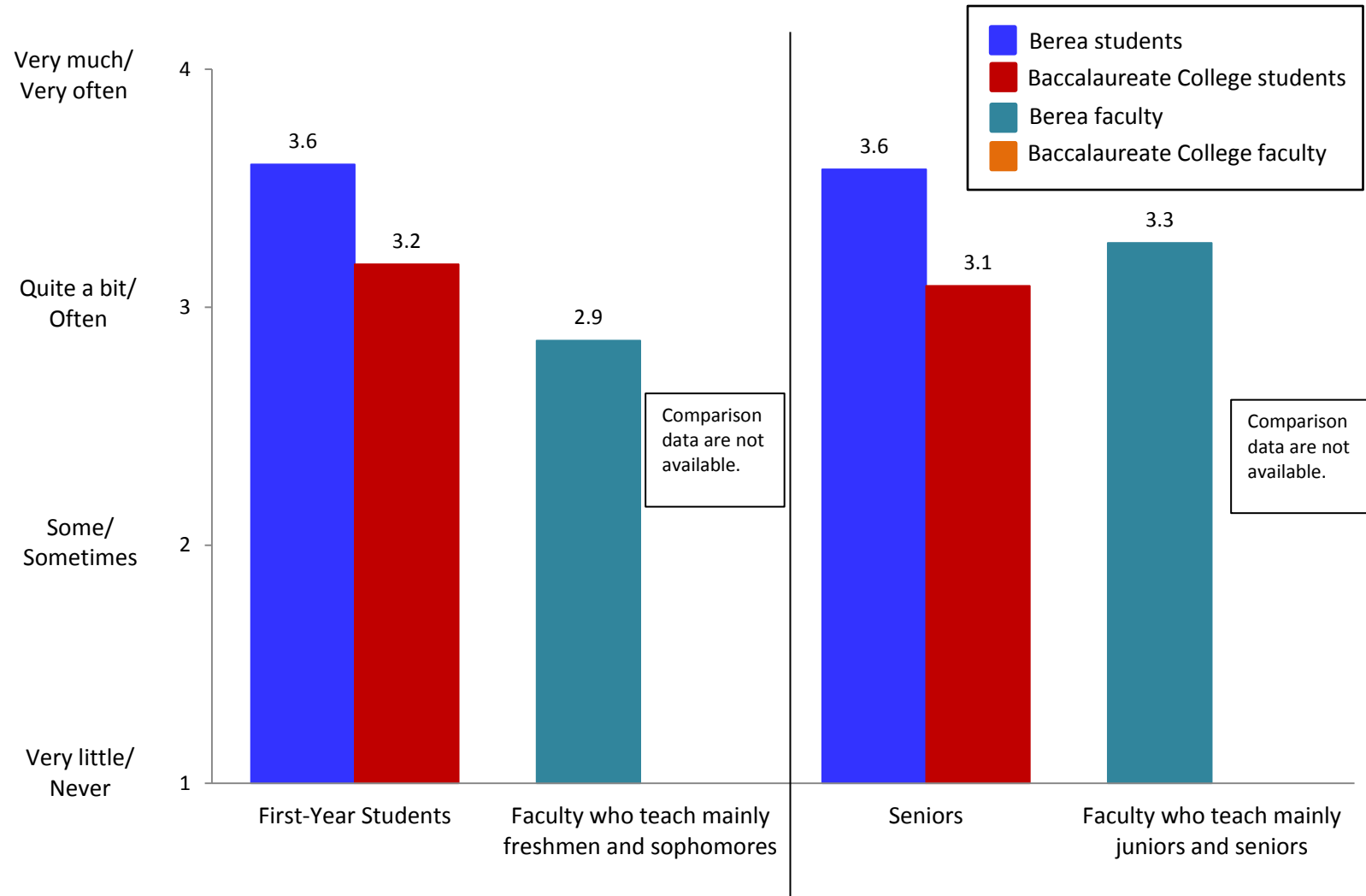
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

People of a race or ethnicity other than their own



Response Rates:

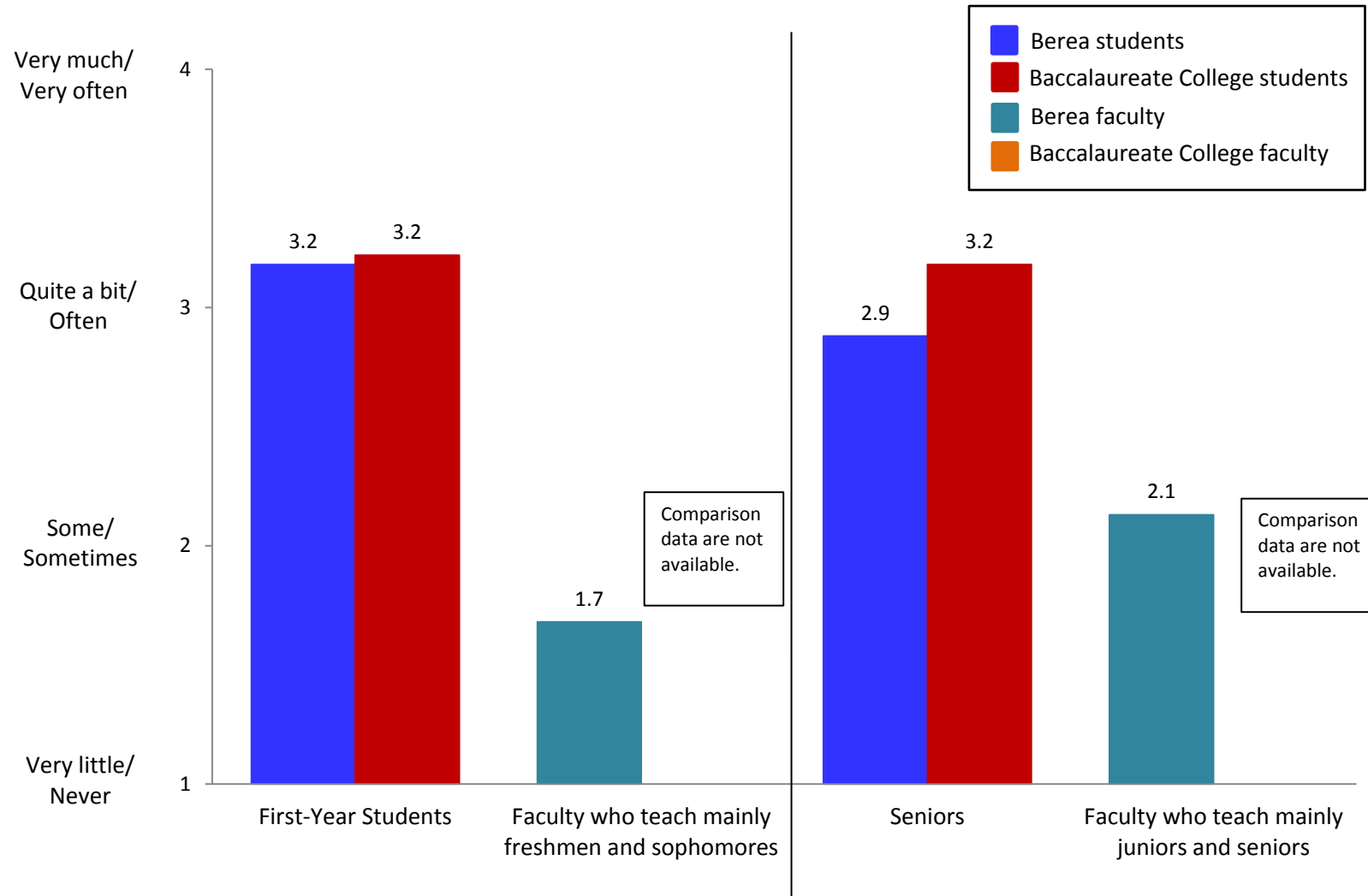
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

People from an economic background other than their own



Response Rates:

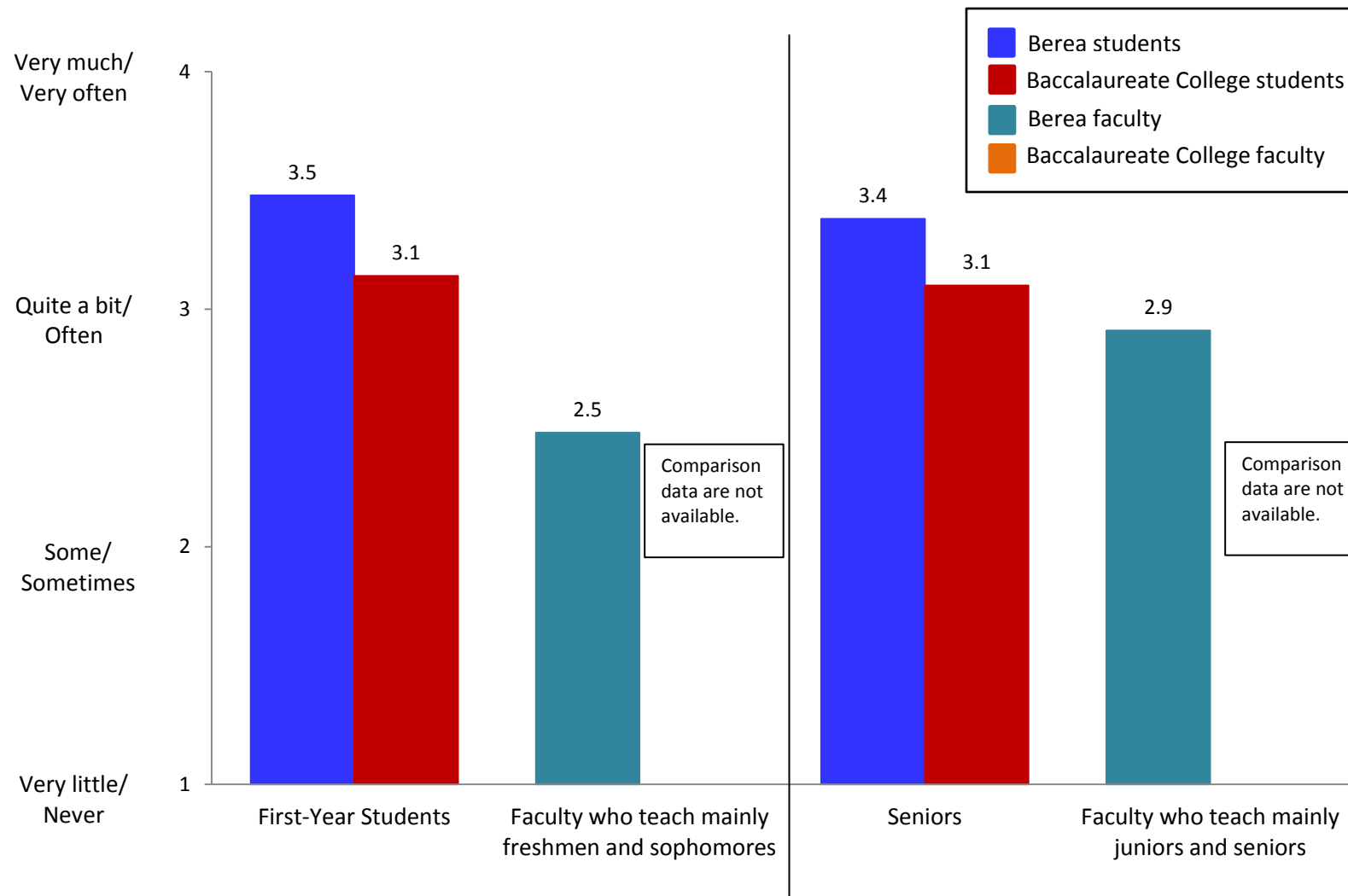
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

People with religious beliefs other than their own



Response Rates:

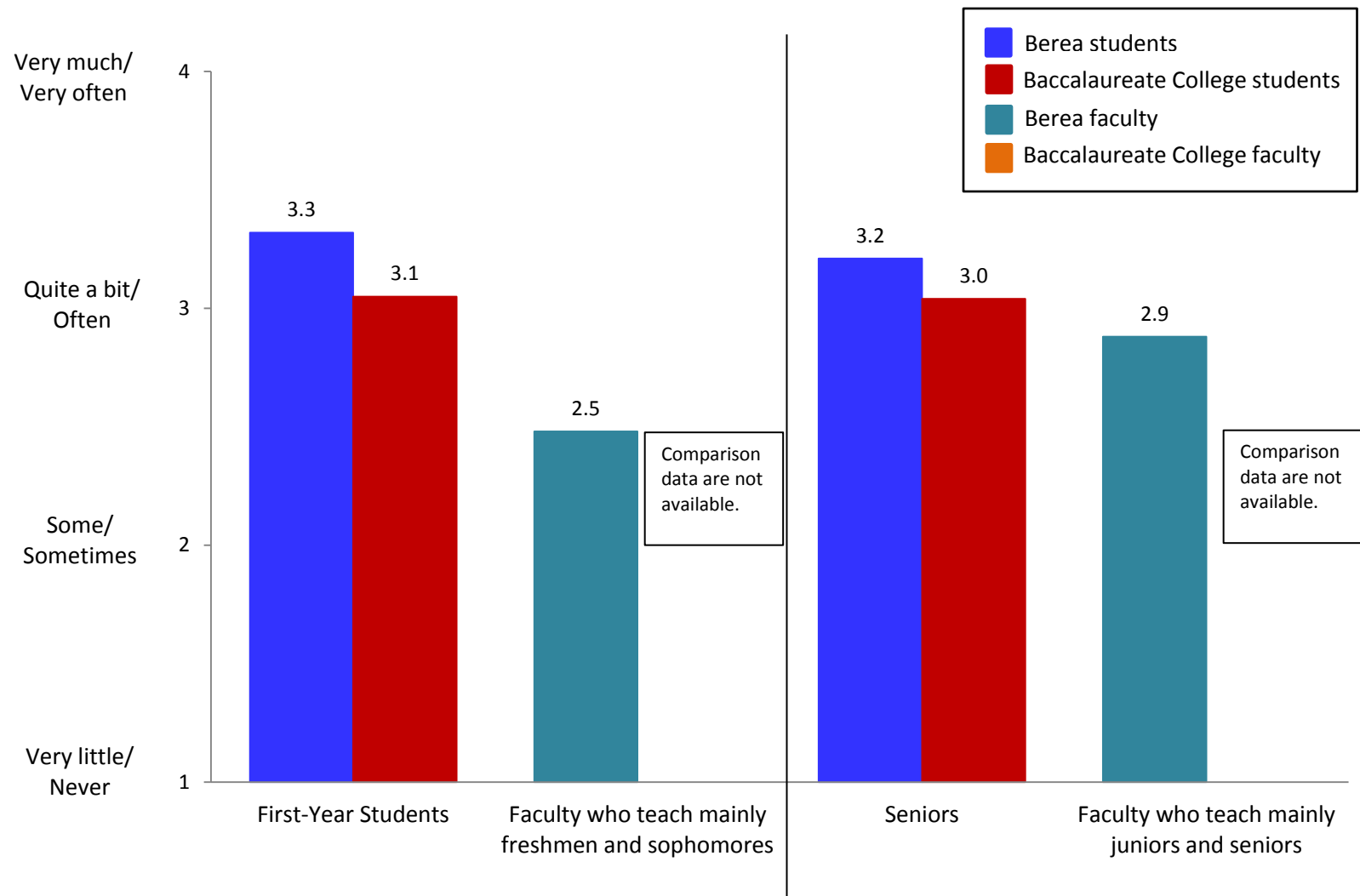
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

People with political views other than their own



Response Rates:

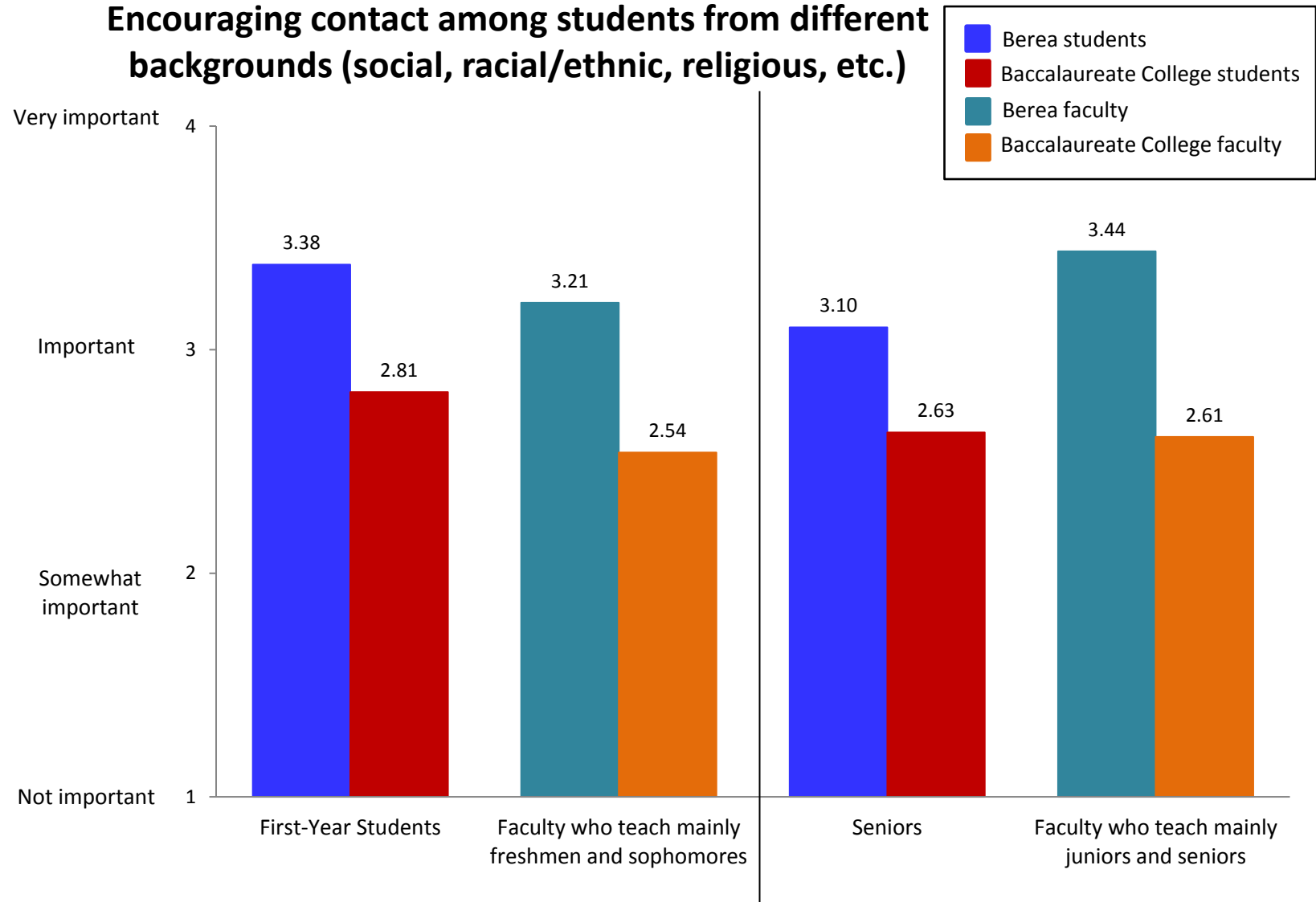
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that your institution increases its emphasis on each of the following?

NSSE: How much does your institution emphasize the following?

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

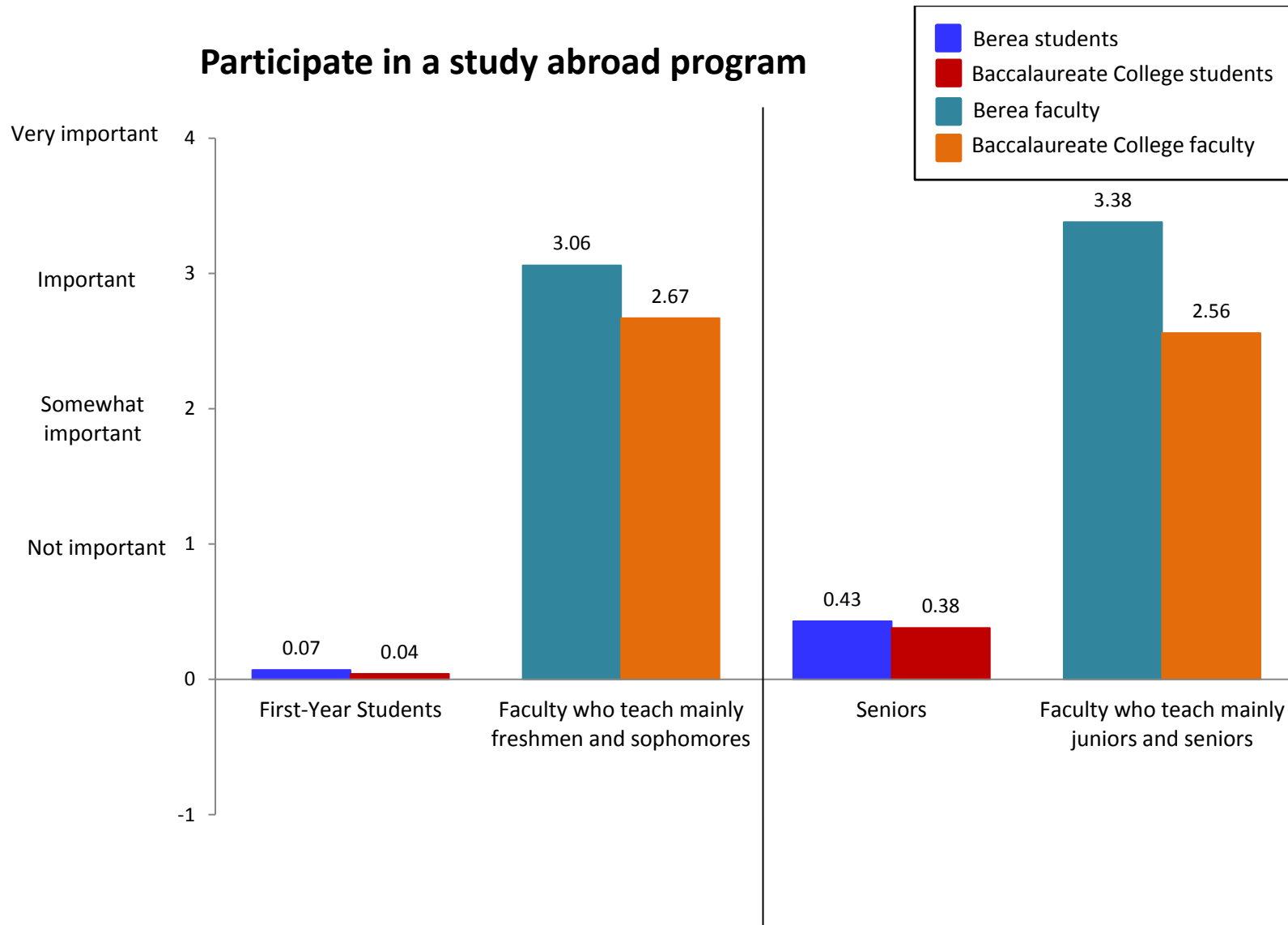


Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that undergraduates at your institution do the following ...?
 NSSE: Which of the following have you done or do you plan to do before you graduate?



Response Rates:

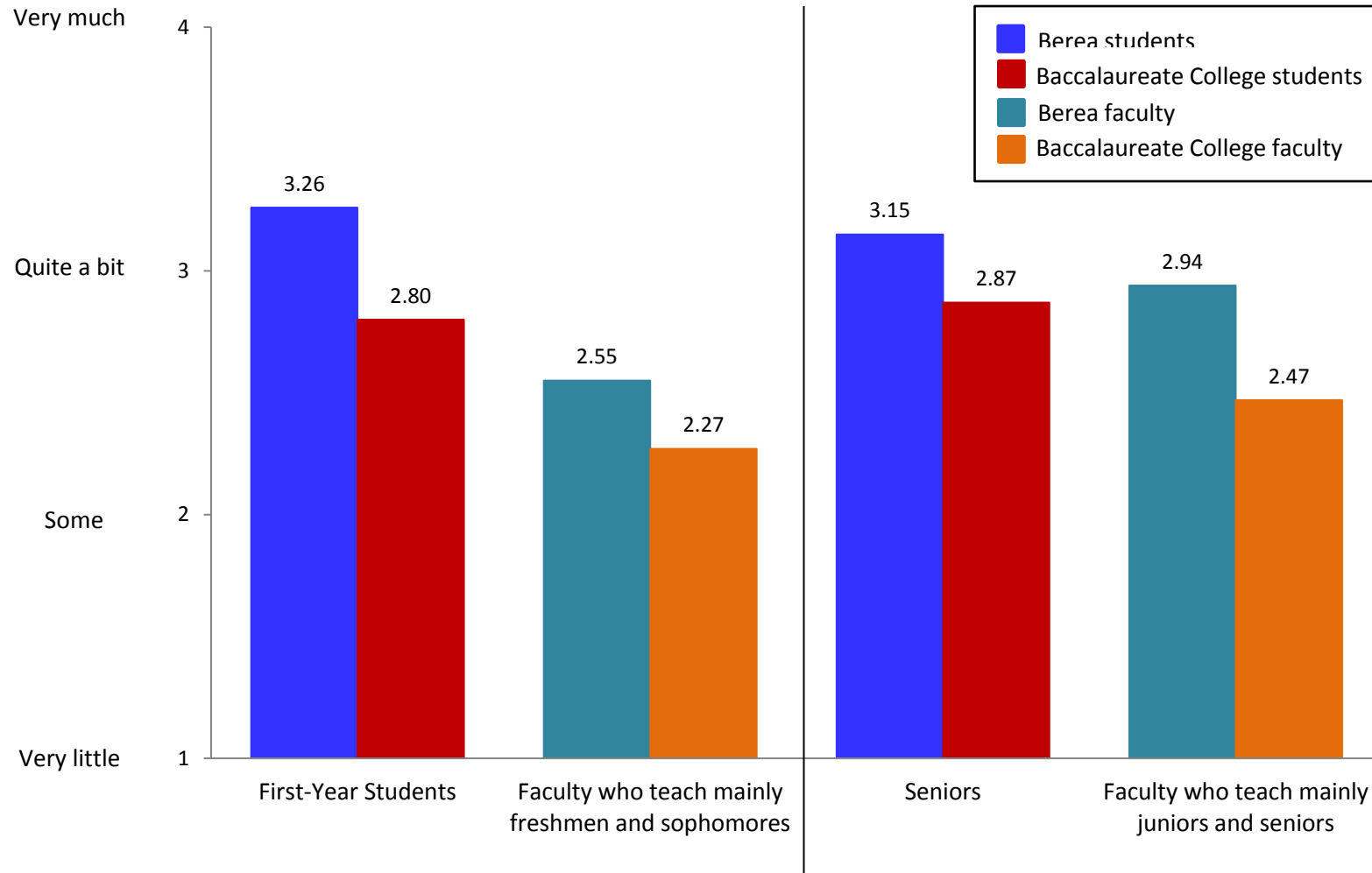
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?

Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

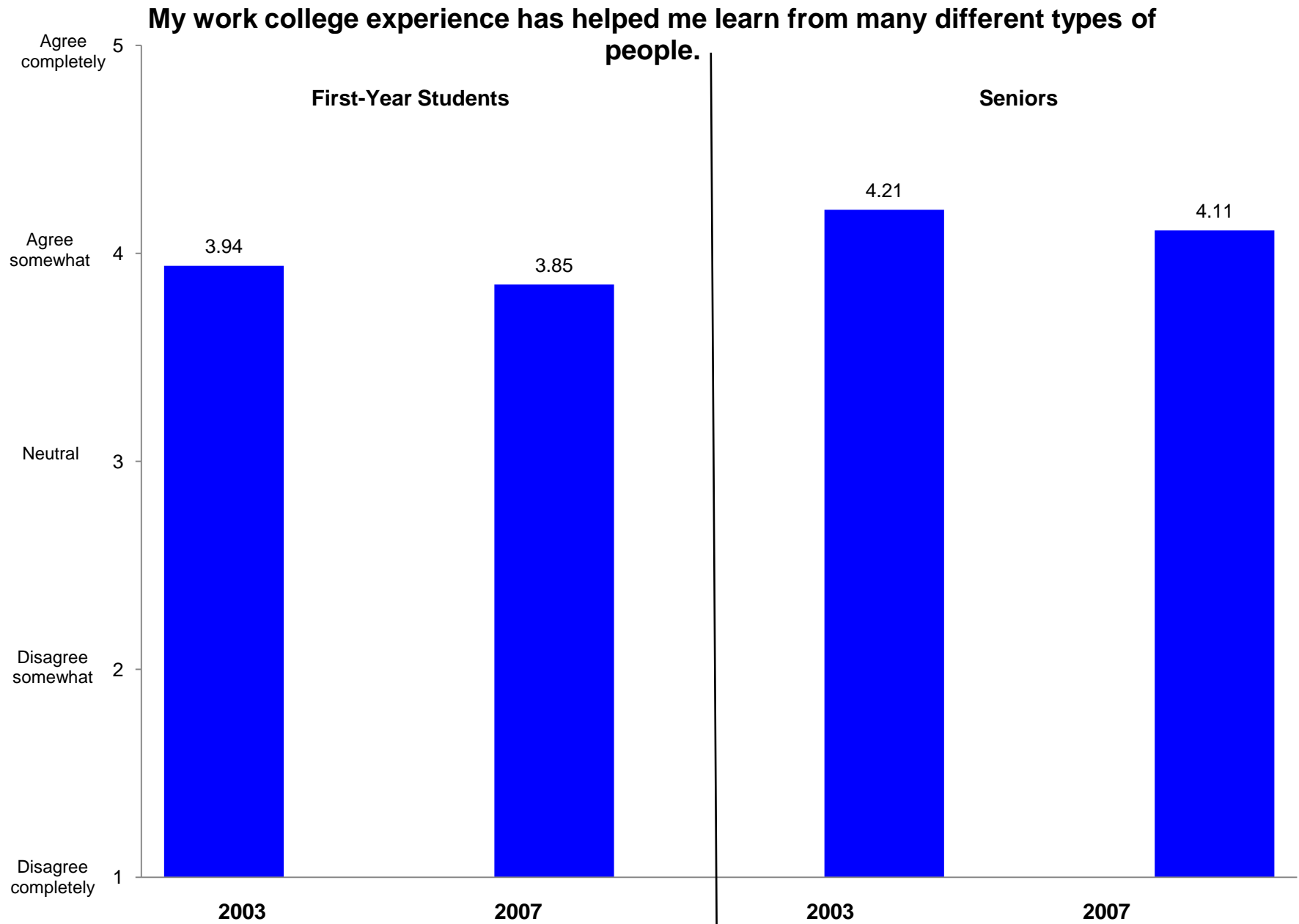


Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

To what extent do you agree with the following statement?



NOTE: Item was added to the NSSE.

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

All Students



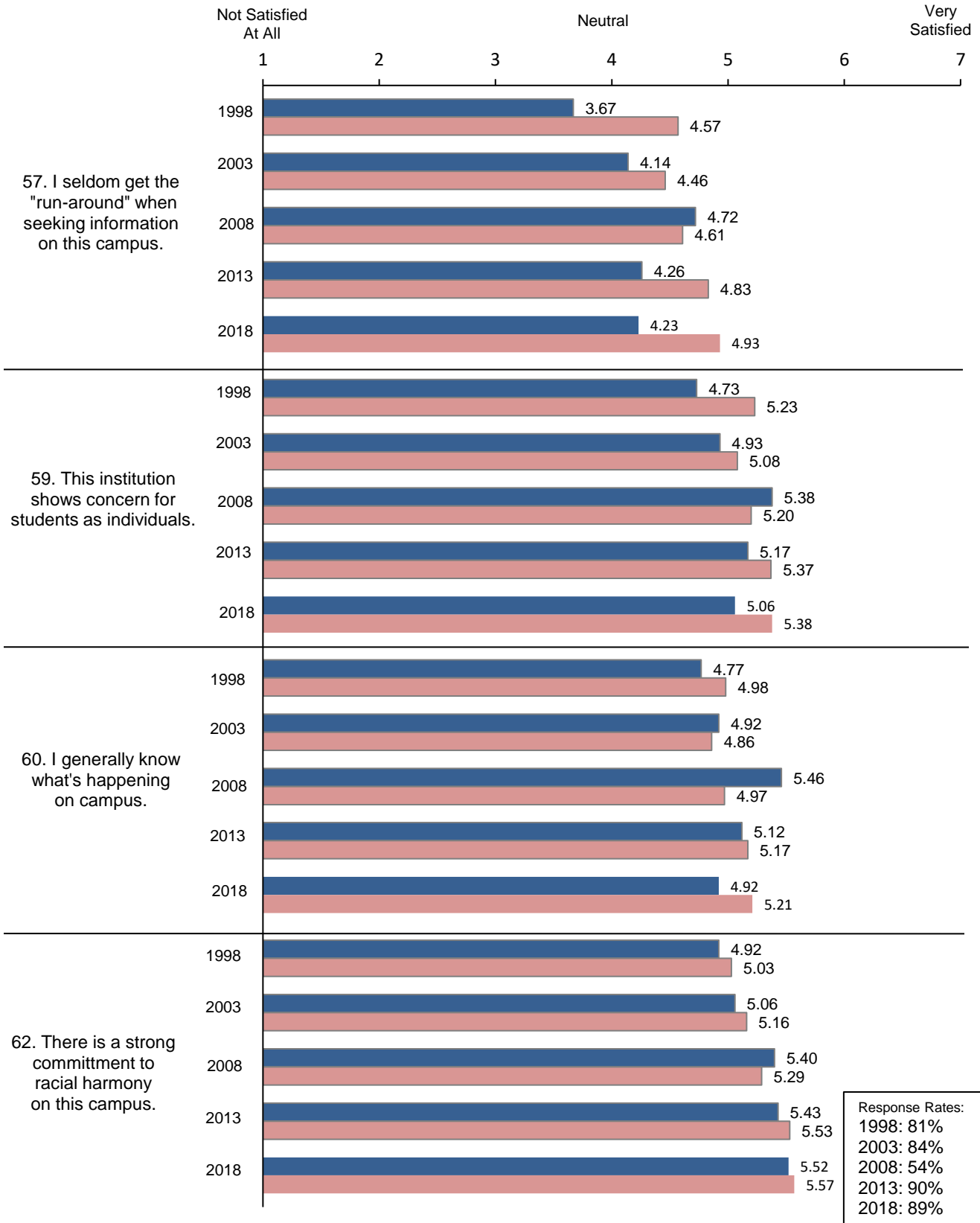
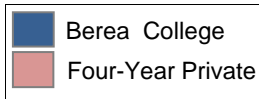
[Click to see survey instruments](#)

Response Rates:

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

All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

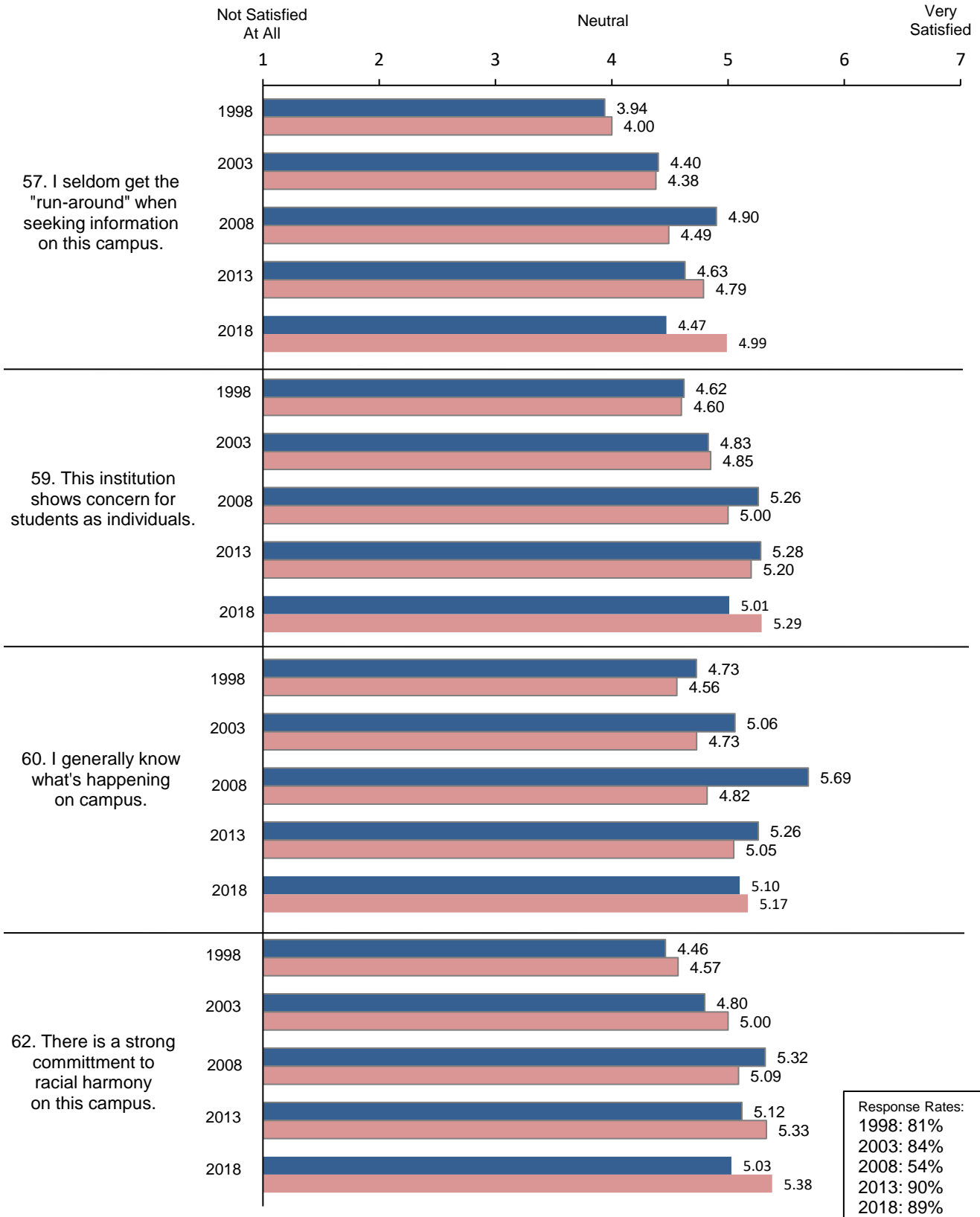
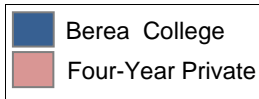
Noel-Levitz Student Satisfaction Inventory



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

African-American Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

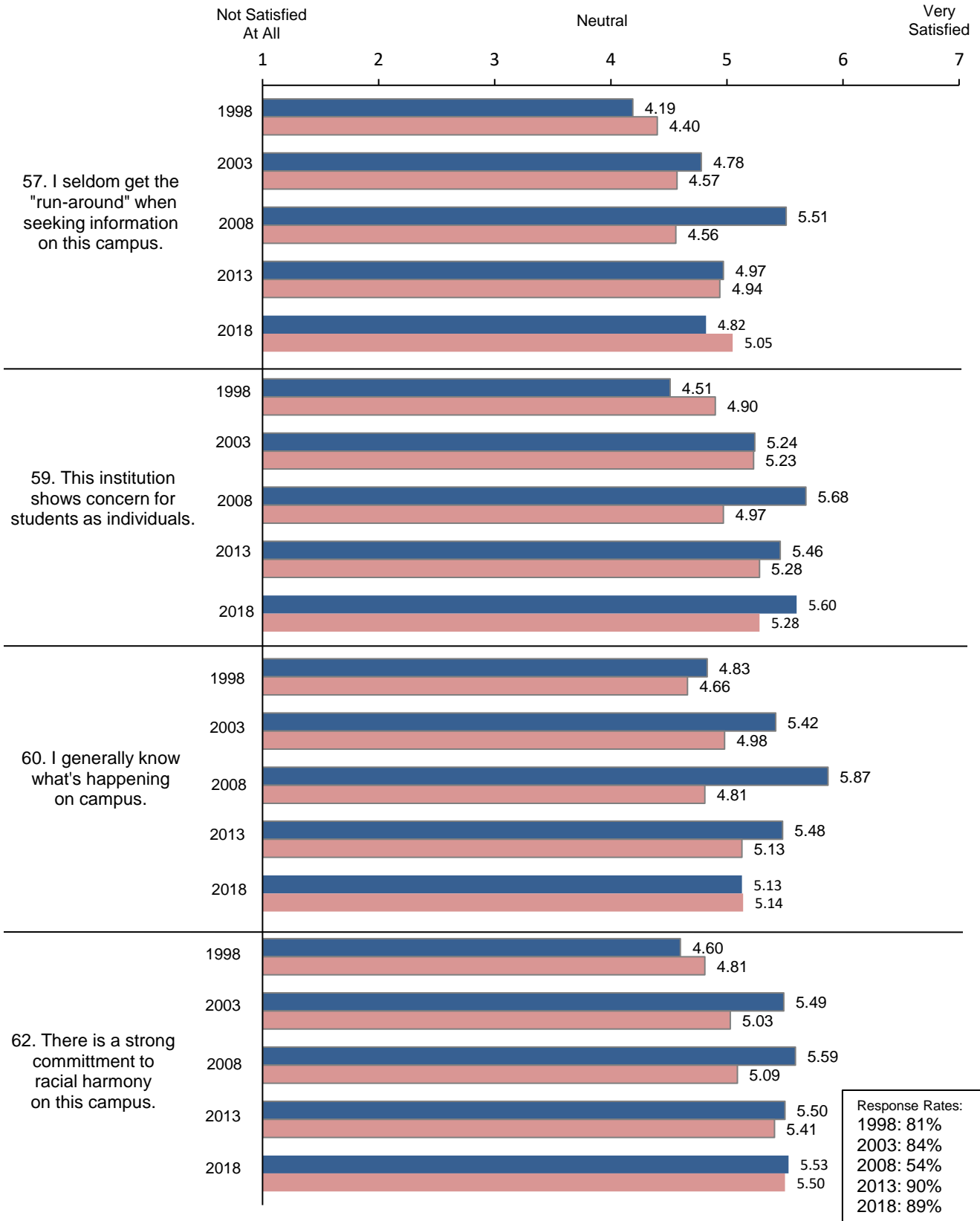
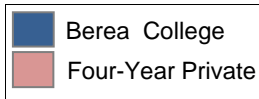
Noel-Levitz Student Satisfaction Inventory



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

International Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

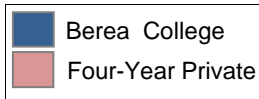
Noel-Levitz Student Satisfaction Inventory



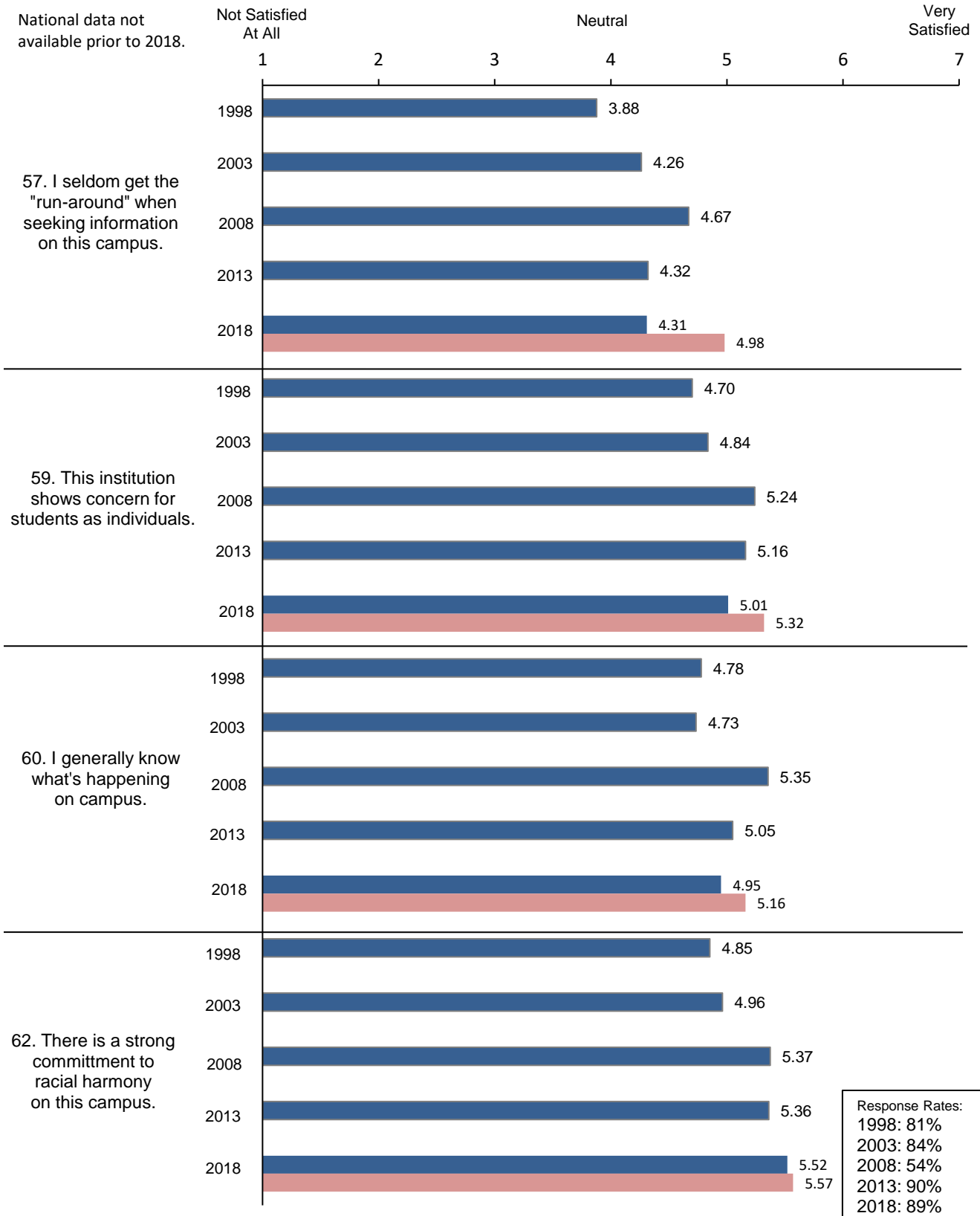
Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

Male Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

Noel-Levitz Student Satisfaction Inventory



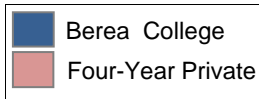
National data not available prior to 2018.



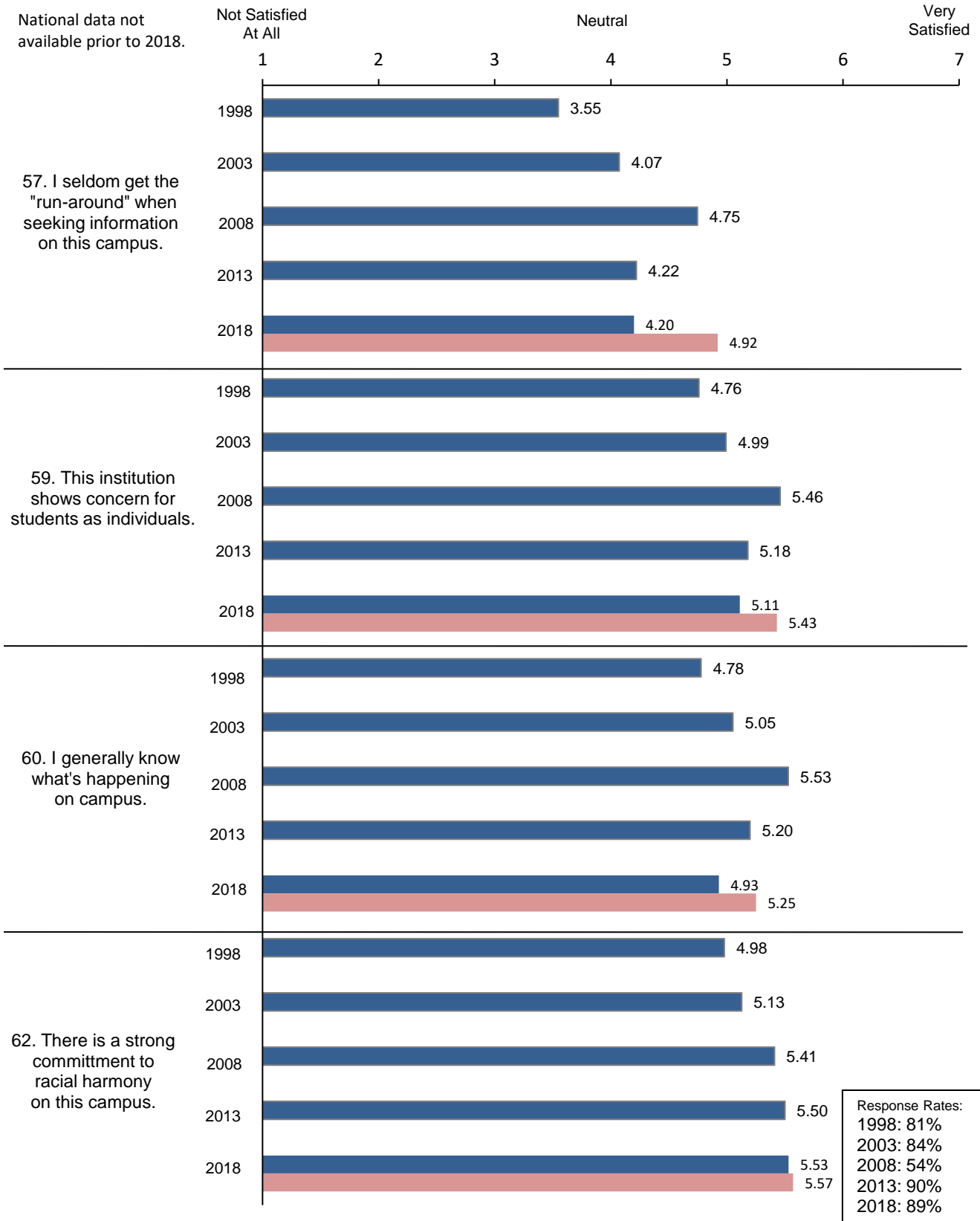
Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

Noel-Levitz Student Satisfaction Inventory



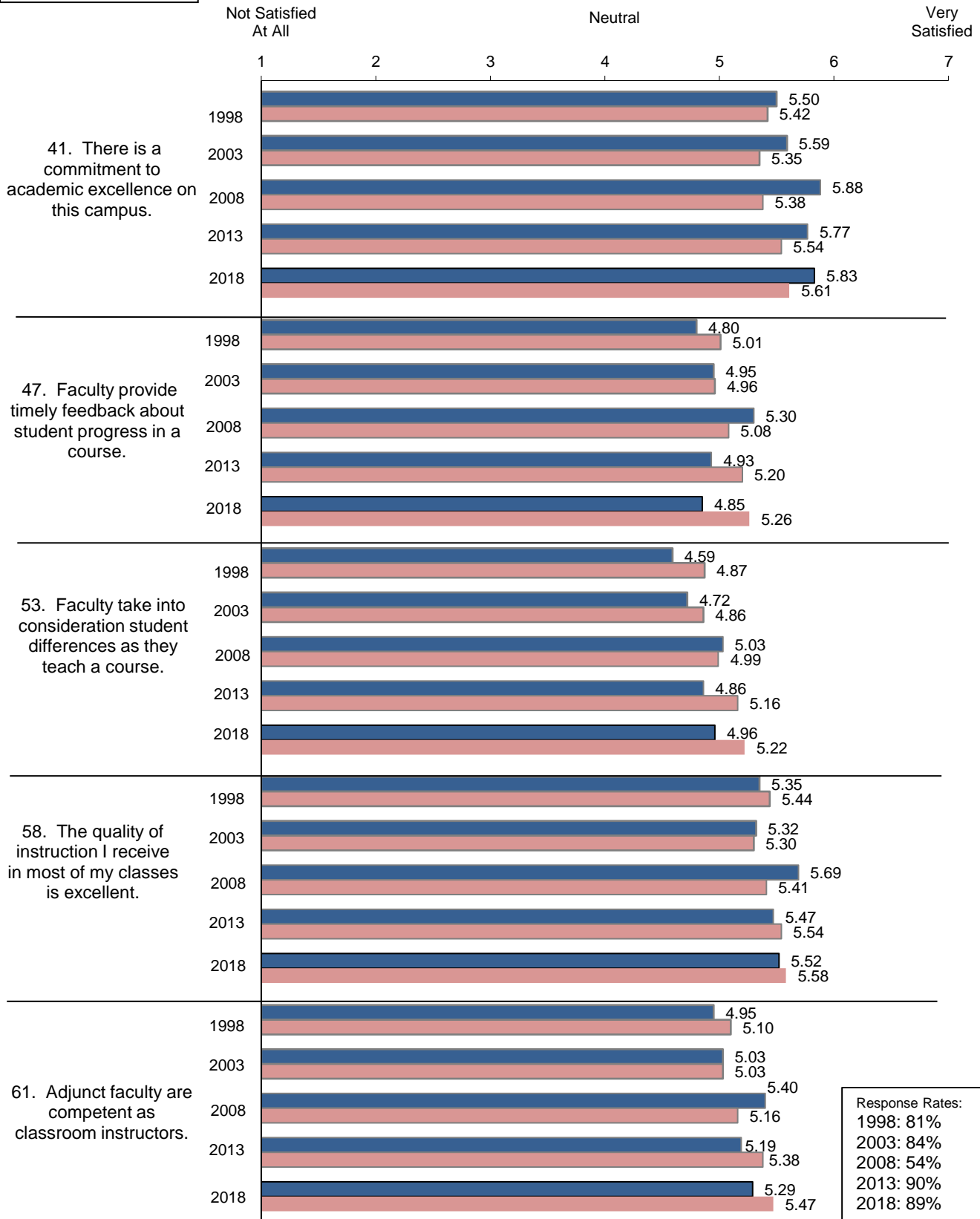
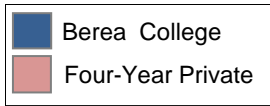
National data not available prior to 2018.



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

All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

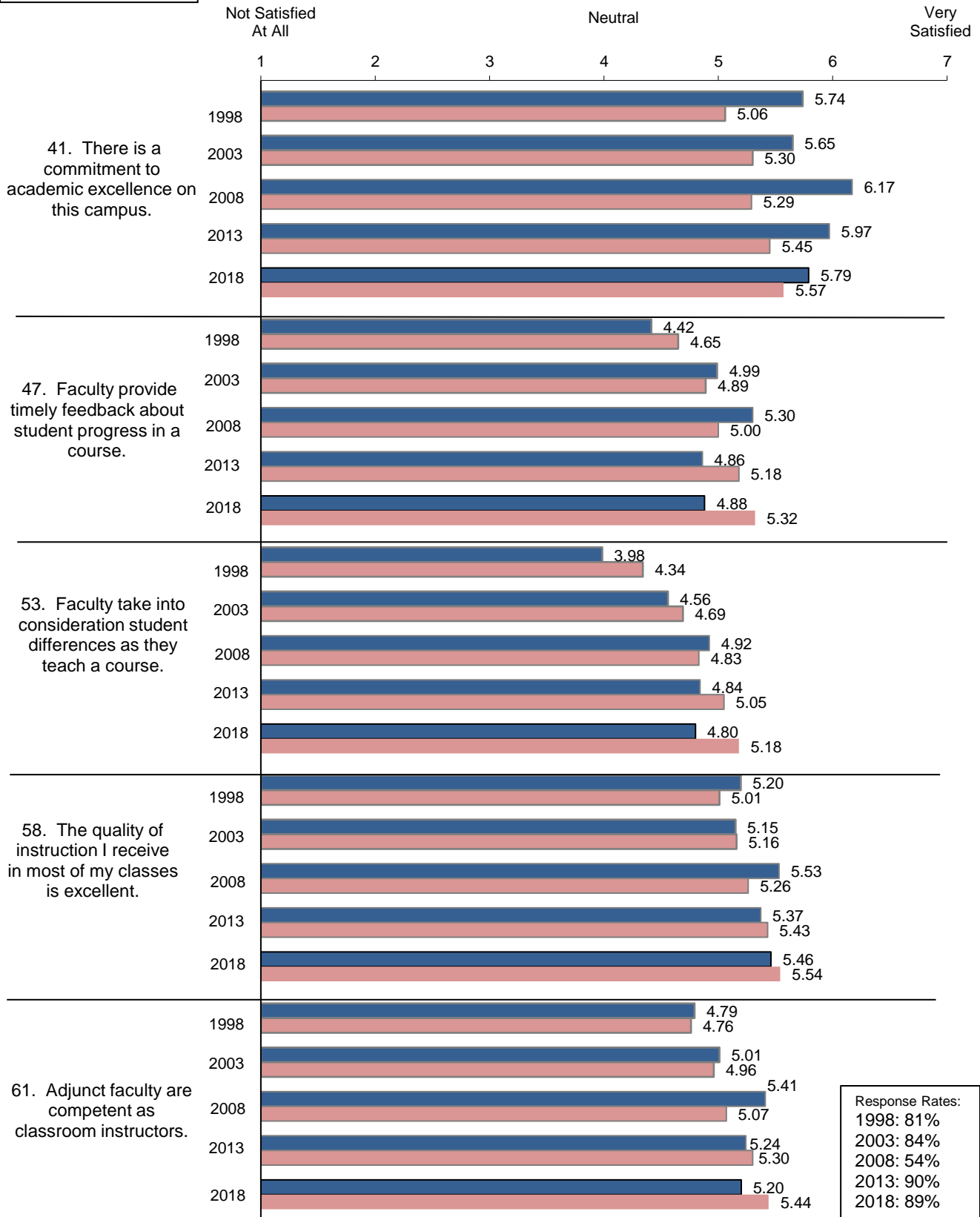
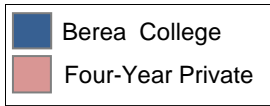
Noel-Levitz Student
Satisfaction Inventory



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

African-American Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

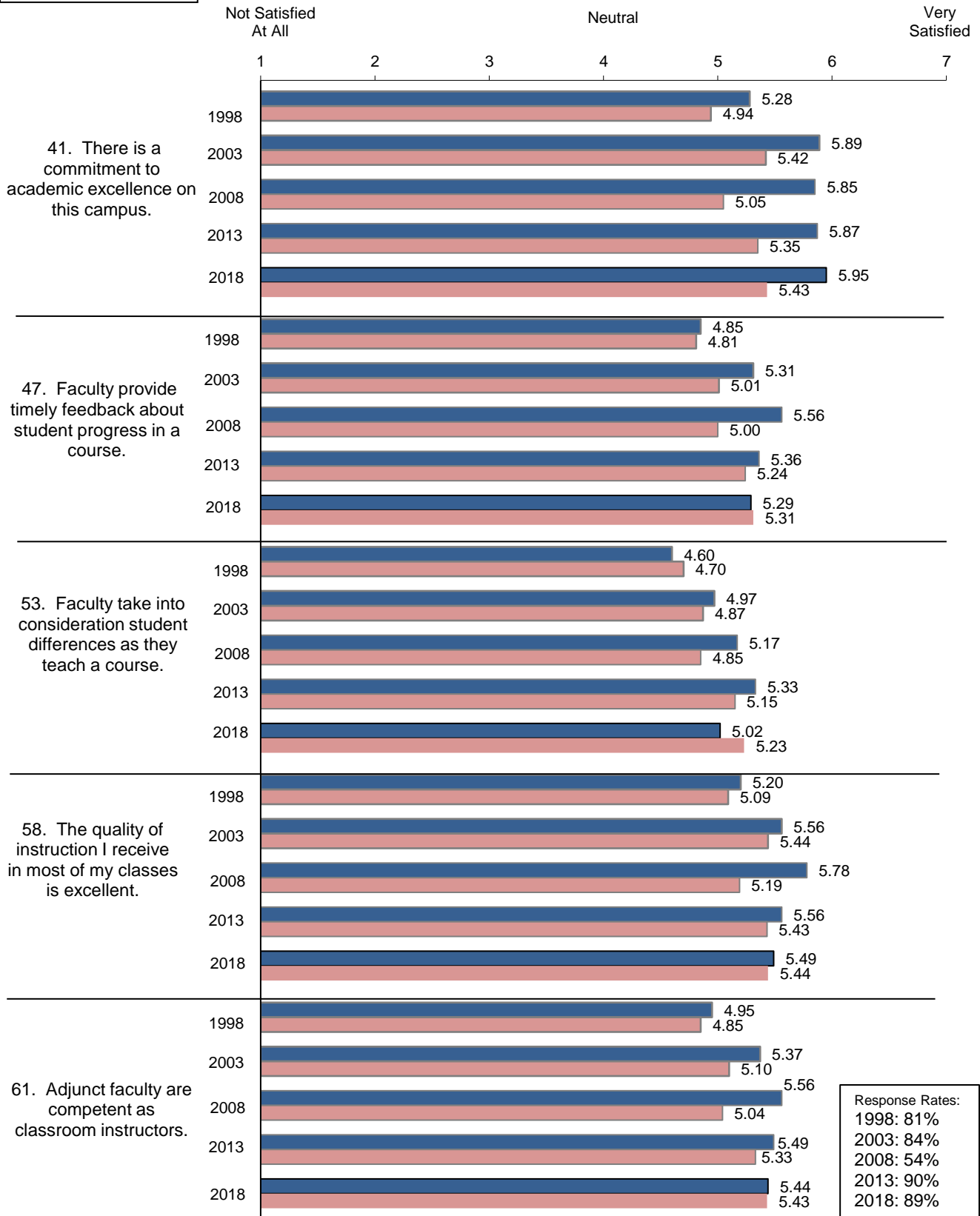
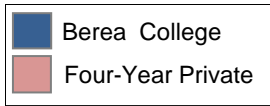
Noel-Levitz Student Satisfaction Inventory



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

International Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

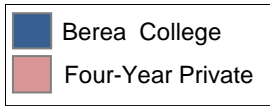
Noel-Levitz Student Satisfaction Inventory



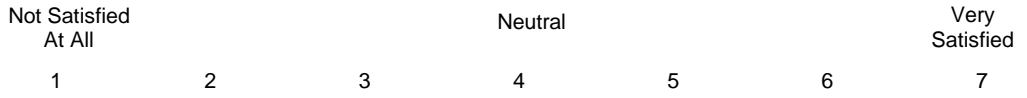
Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

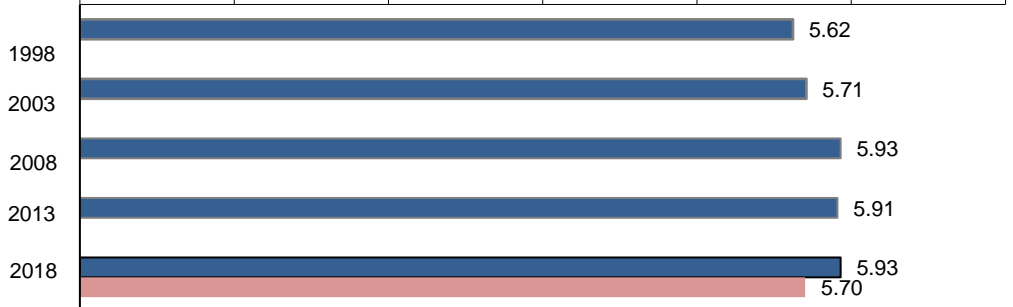
Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.



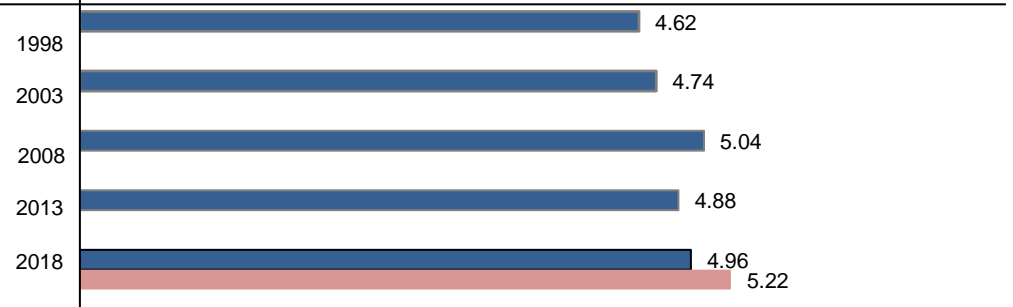
41. There is a commitment to academic excellence on this campus.



47. Faculty provide timely feedback about student progress in a course.



53. Faculty take into consideration student differences as they teach a course.



58. The quality of instruction I receive in most of my classes is excellent.



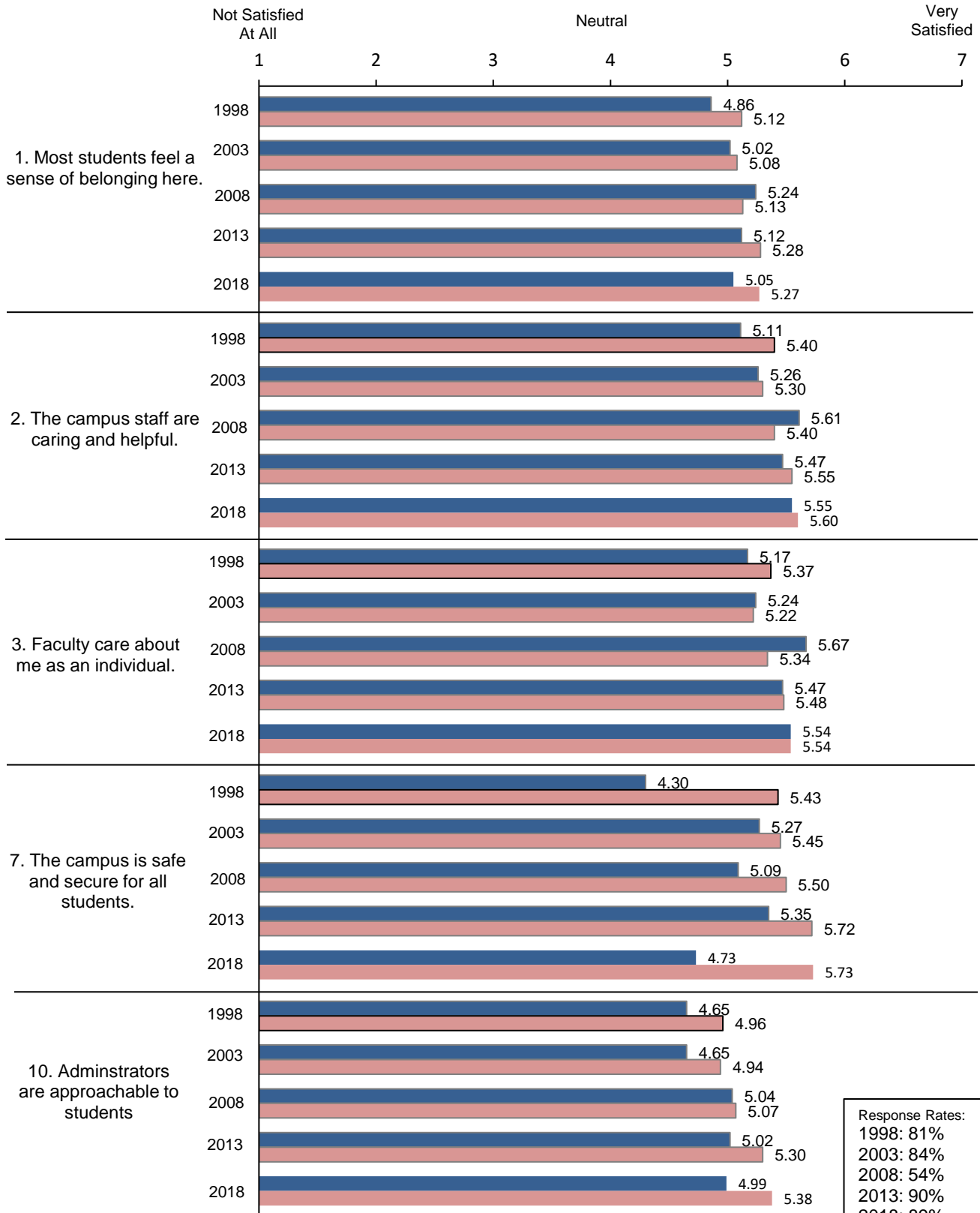
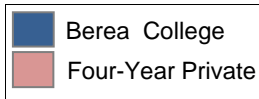
61. Adjunct faculty are competent as classroom instructors.



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

All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

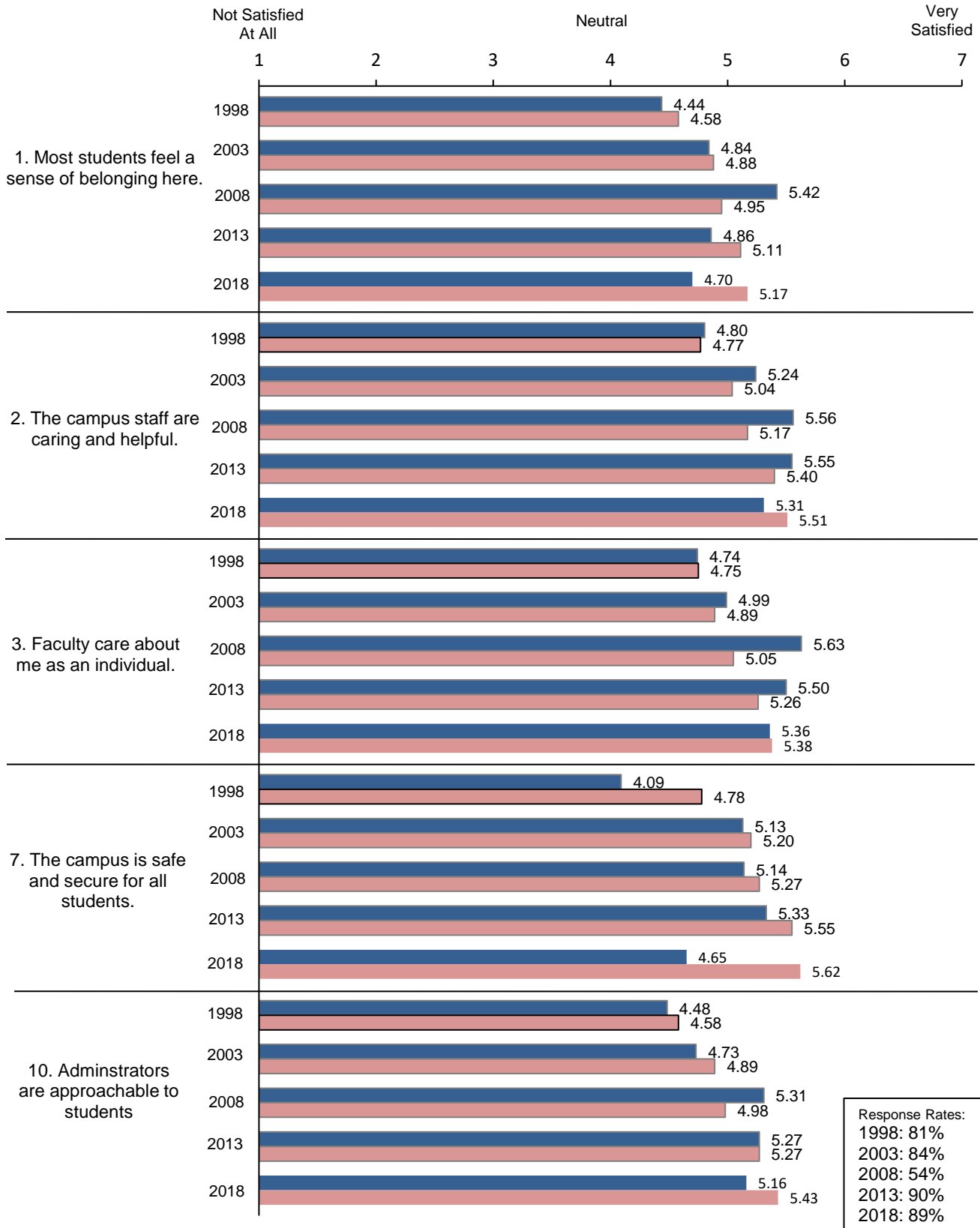
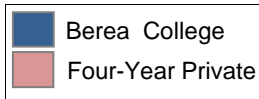
Noel-Levitz Student
Satisfaction Inventory



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

African-American Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

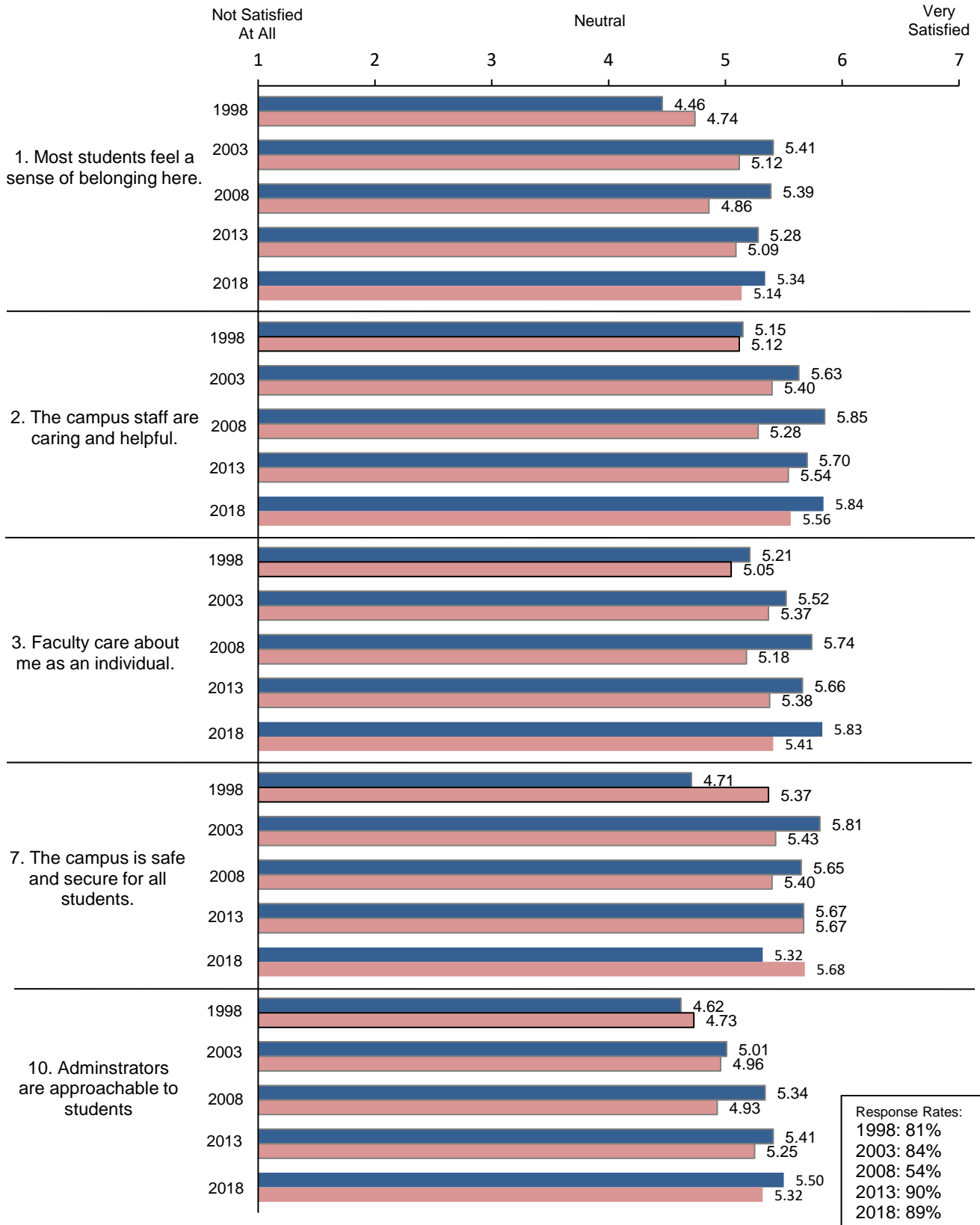
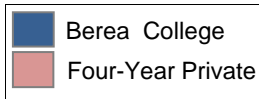
Noel-Levitz Student
Satisfaction Inventory



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

International Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

Noel-Levitz Student
 Satisfaction Inventory

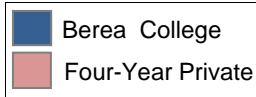


Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

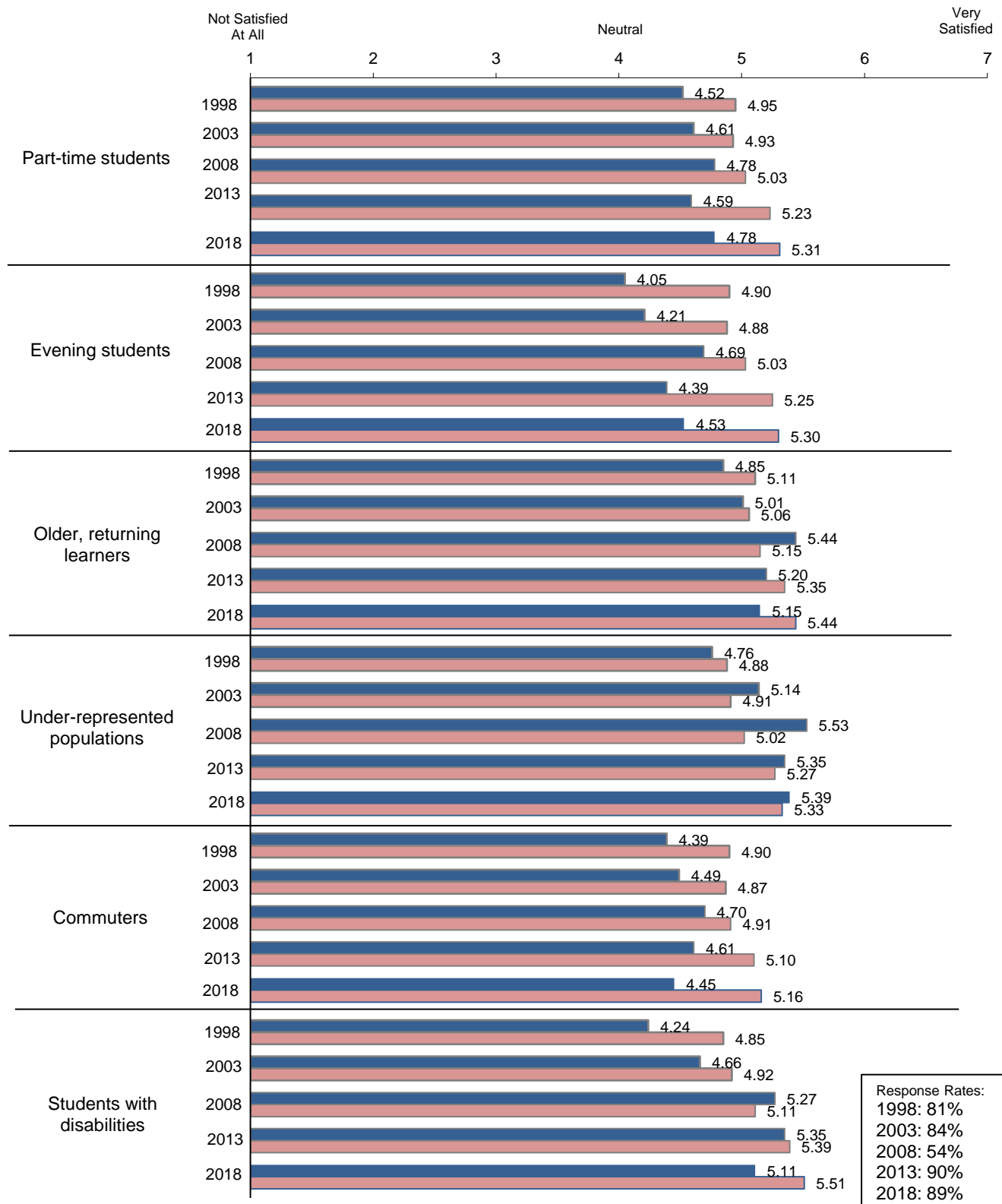
All Students

Berea College vs. Four-Year Private Institutions

Noel-Levitz Student
Satisfaction Inventory



How satisfied are you that this campus demonstrates a commitment to meeting the needs of:

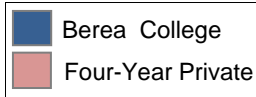


Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

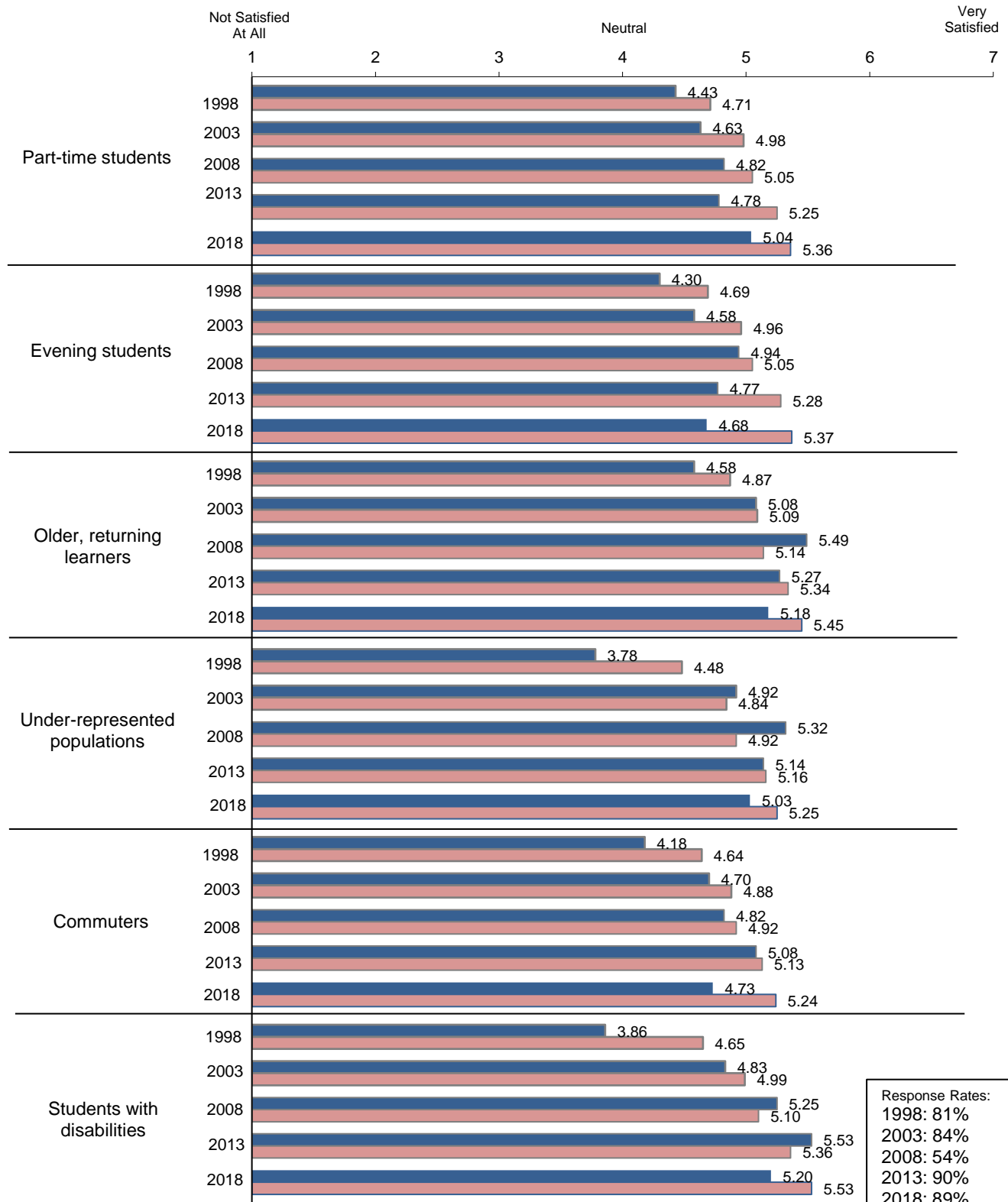
African-American Students

Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



How satisfied are you that this campus demonstrates a commitment to meeting the needs of:

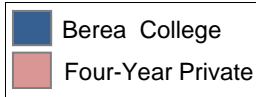


Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

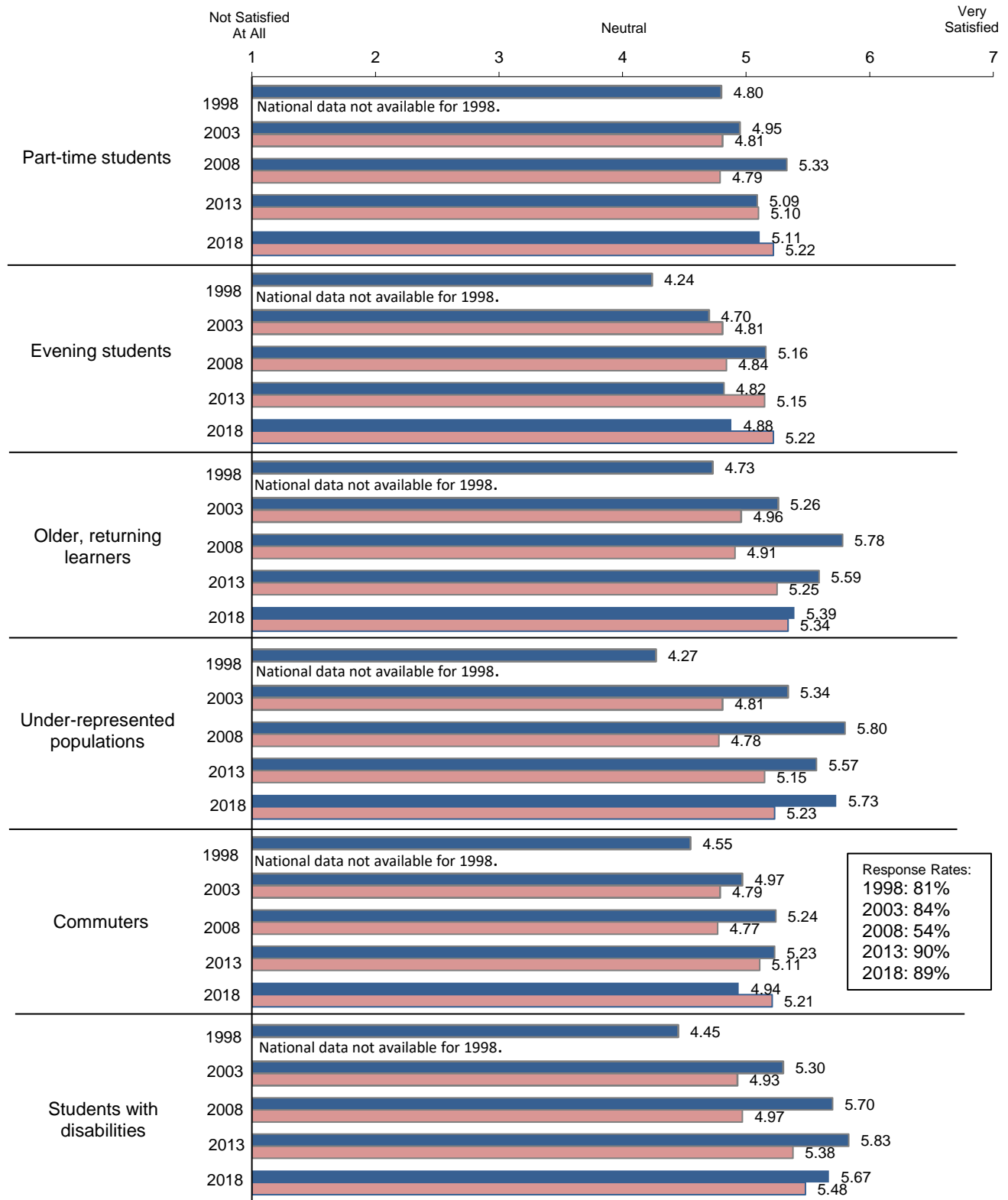
International Students

Berea College vs. Four-Year Private Institutions

Noel-Levitz Student
Satisfaction Inventory



How satisfied are you that this campus demonstrates a commitment to meeting the needs of:

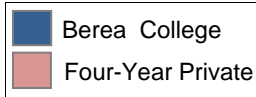


Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

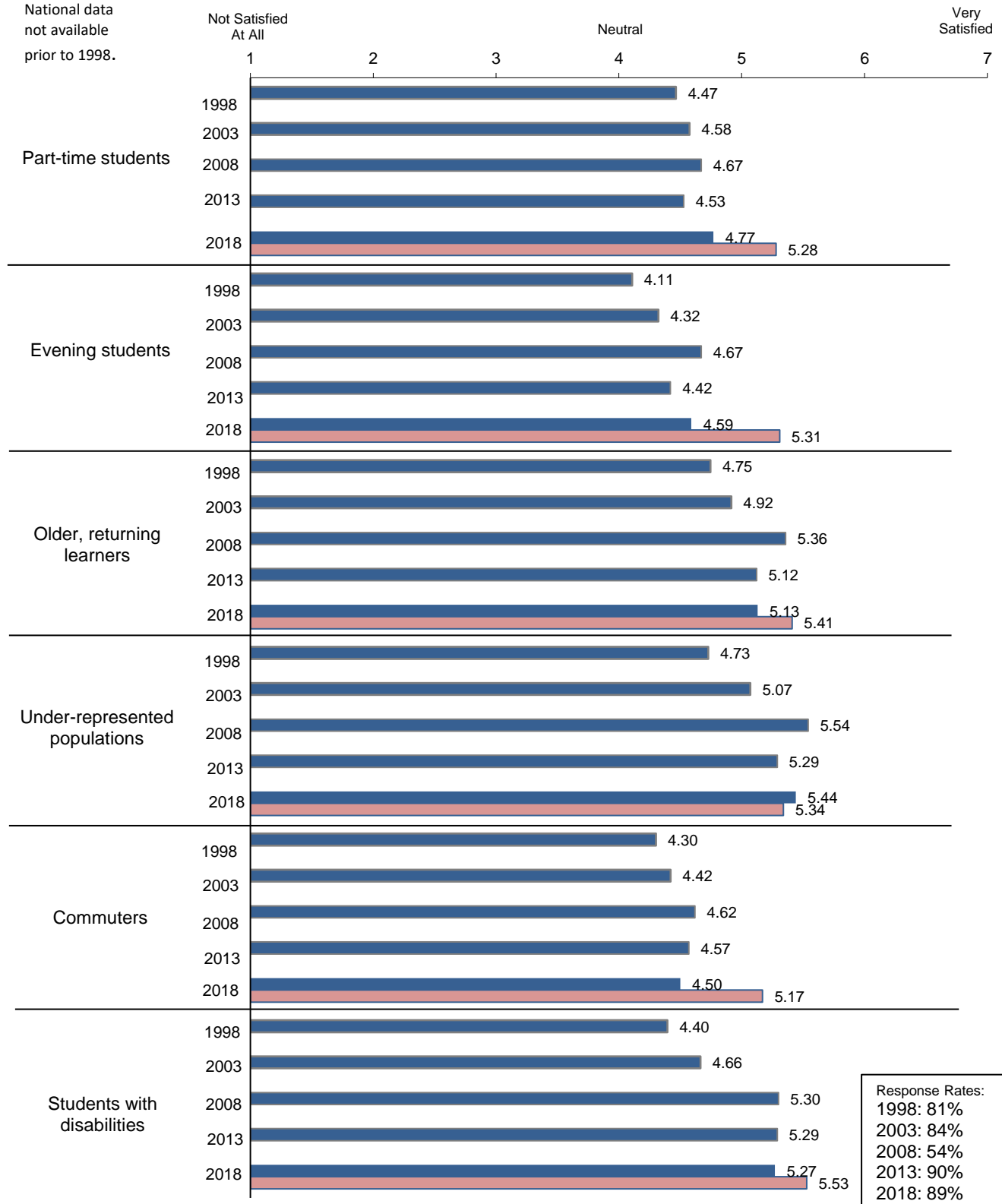
Male Students

Berea College vs. Four-Year Private Institutions

Noel-Levitz Student
Satisfaction Inventory



How satisfied are you that this campus demonstrates a commitment to meeting the needs of:

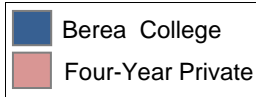


Response Rates:
 1998: 81%
 2003: 84%
 2008: 54%
 2013: 90%
 2018: 89%

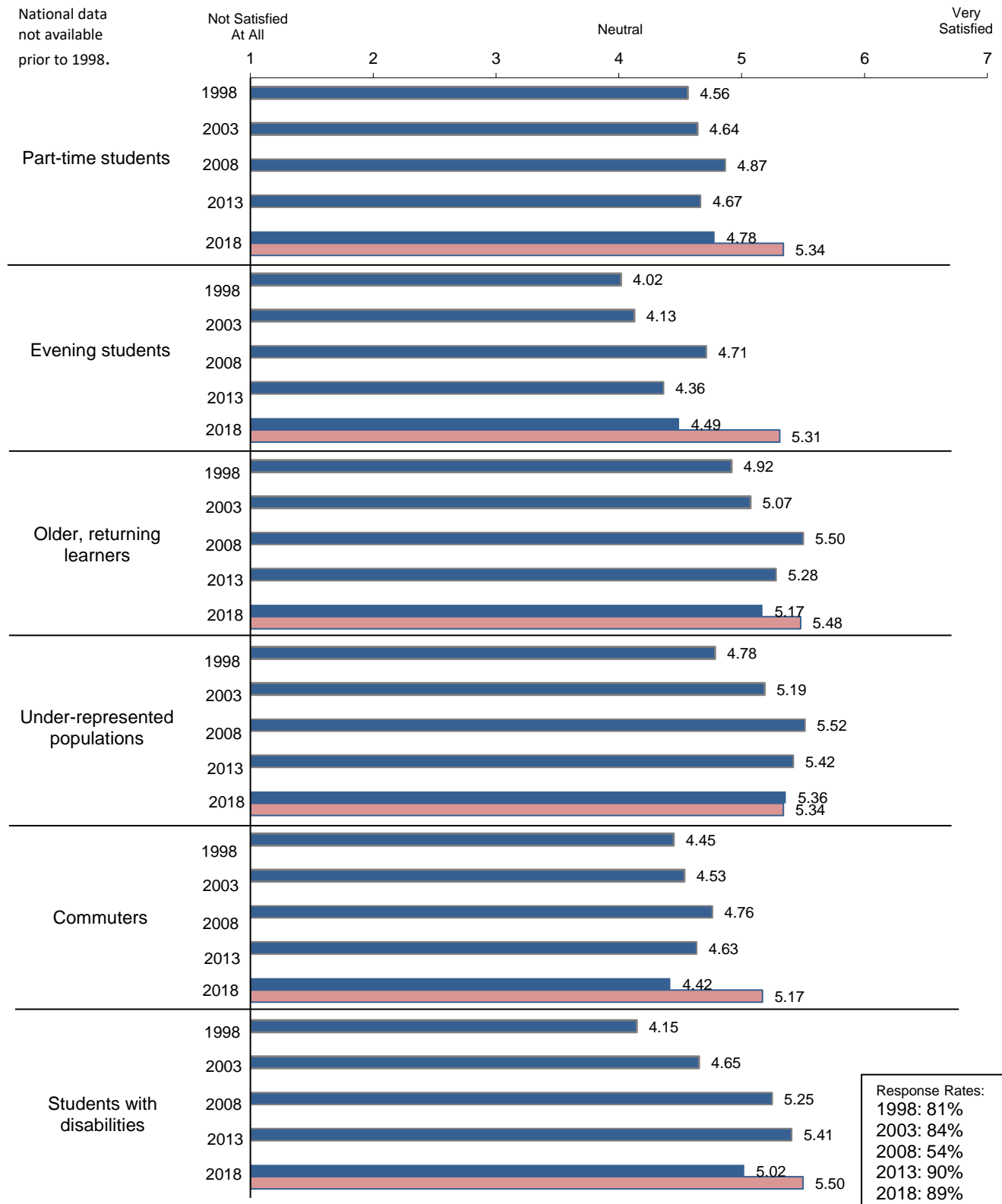
Female Students

Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



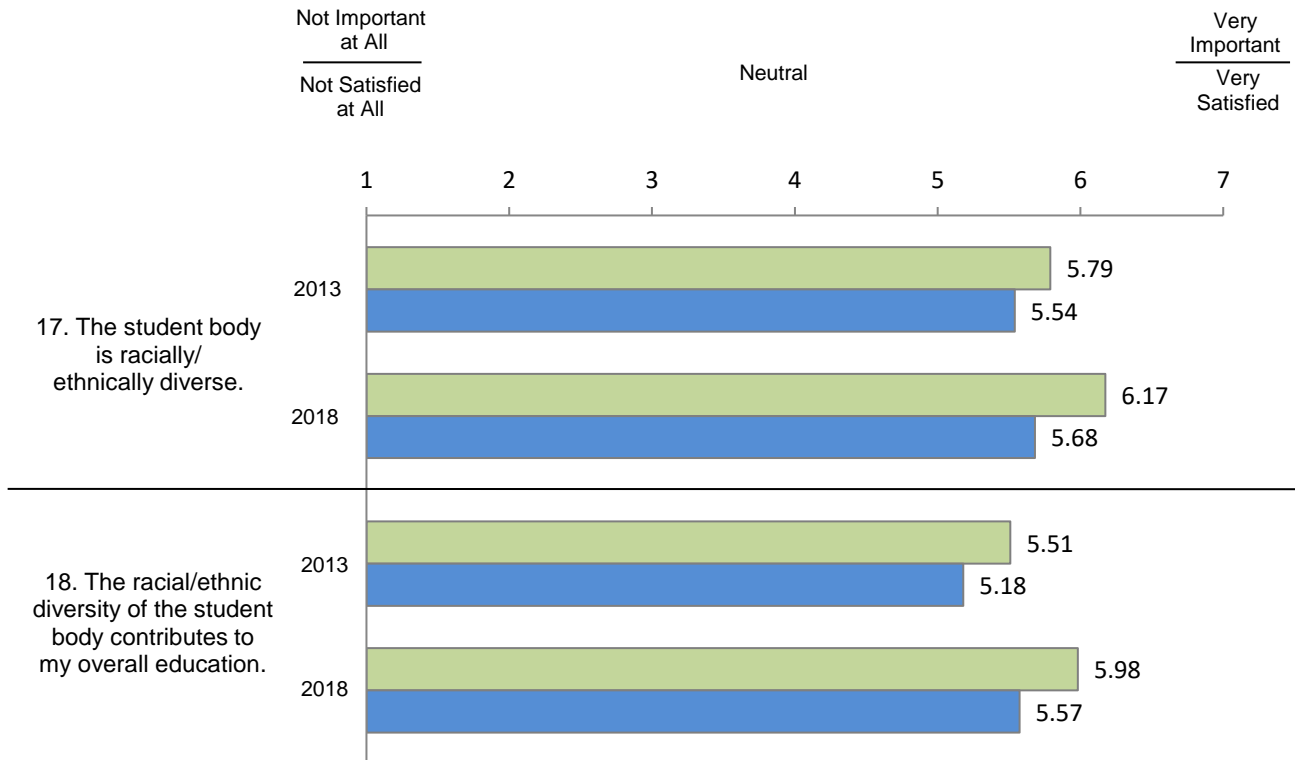
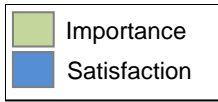
How satisfied are you that this campus demonstrates a commitment to meeting the needs of:



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

All Students
Importance and Satisfaction Ratings within Item Group:
Diversity

Berea-Specific
Satisfaction Survey

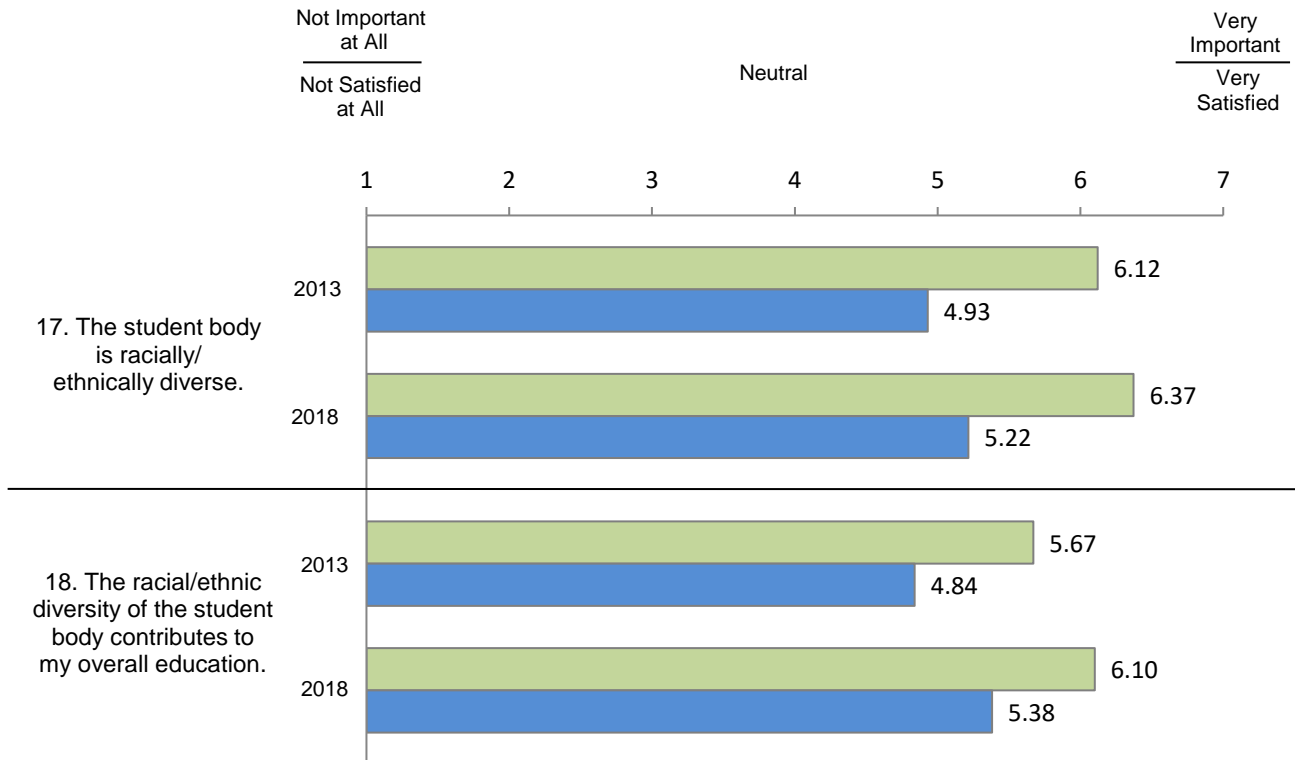
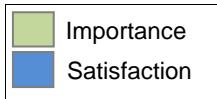


NOTE: All questions added in 2013.

Response Rates:
2013: 90%
2018: 89%

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

Berea-Specific
Satisfaction Survey

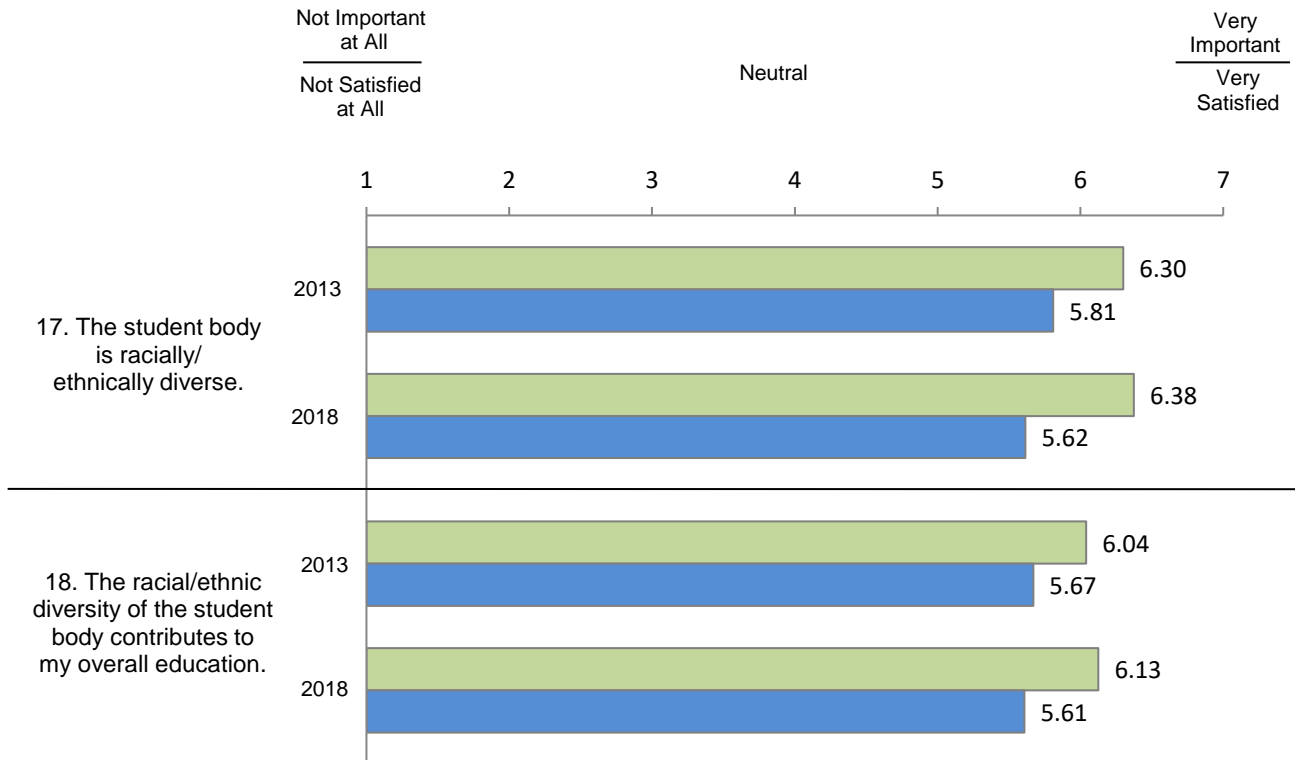
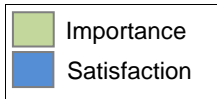


NOTE: All questions added in 2013.

Response Rates:
2013: 90%
2018: 89%

International Students
Importance and Satisfaction Ratings within Item Group:
Diversity

Berea-Specific
Satisfaction Survey

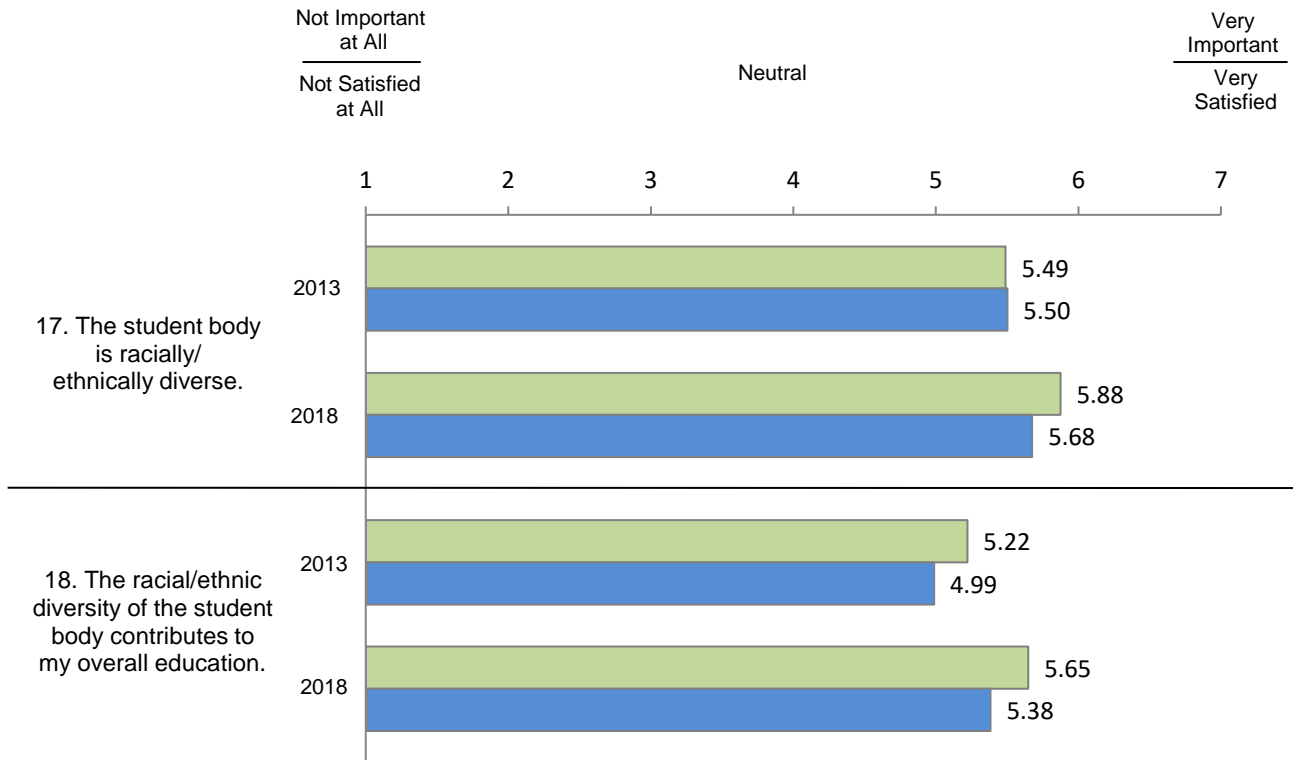
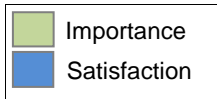


NOTE: All questions added in 2013.

Response Rates:
2013: 90%
2018: 89%

Male Students
Importance and Satisfaction Ratings within Item Group:
Diversity

Berea-Specific
Satisfaction Survey

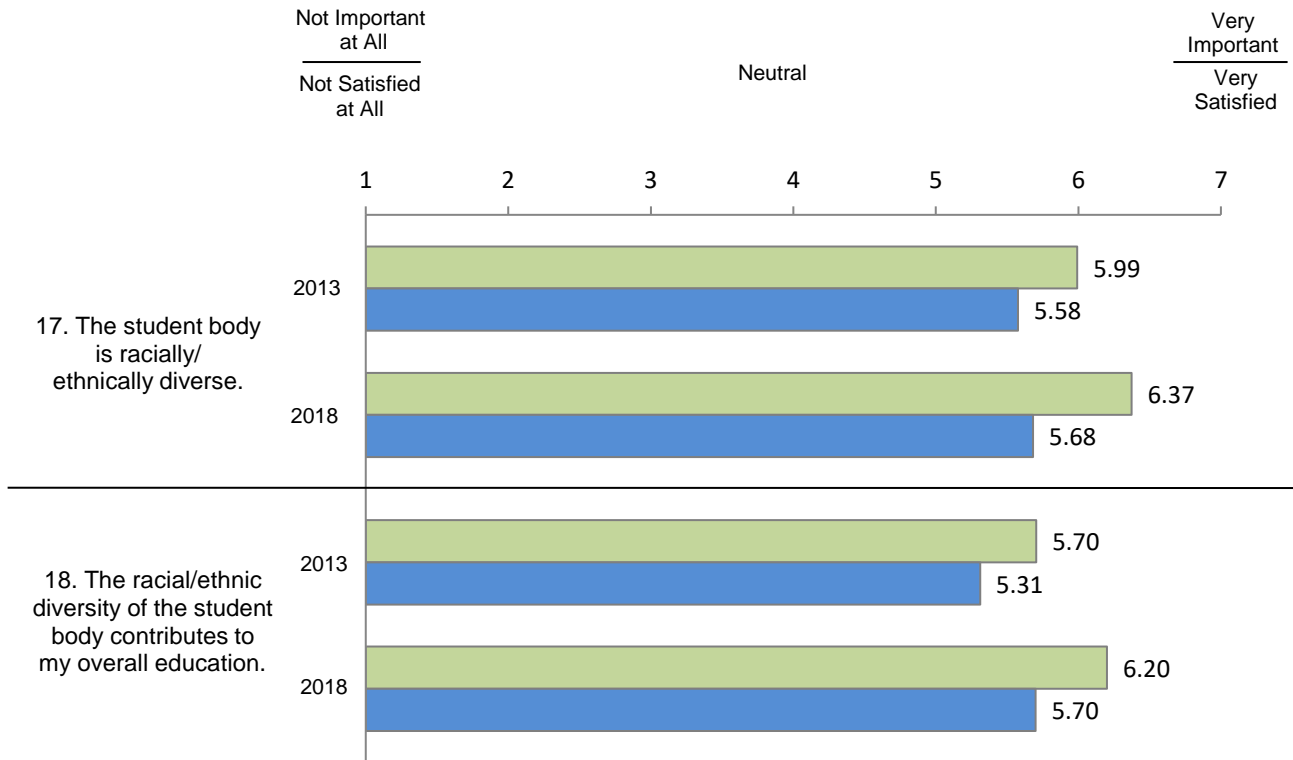
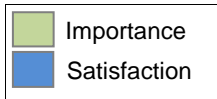


NOTE: All questions added in 2013.

Response Rates:
2013: 90%
2018: 89%

Female Students
Importance and Satisfaction Ratings within Item Group:
Diversity

Berea-Specific
Satisfaction Survey

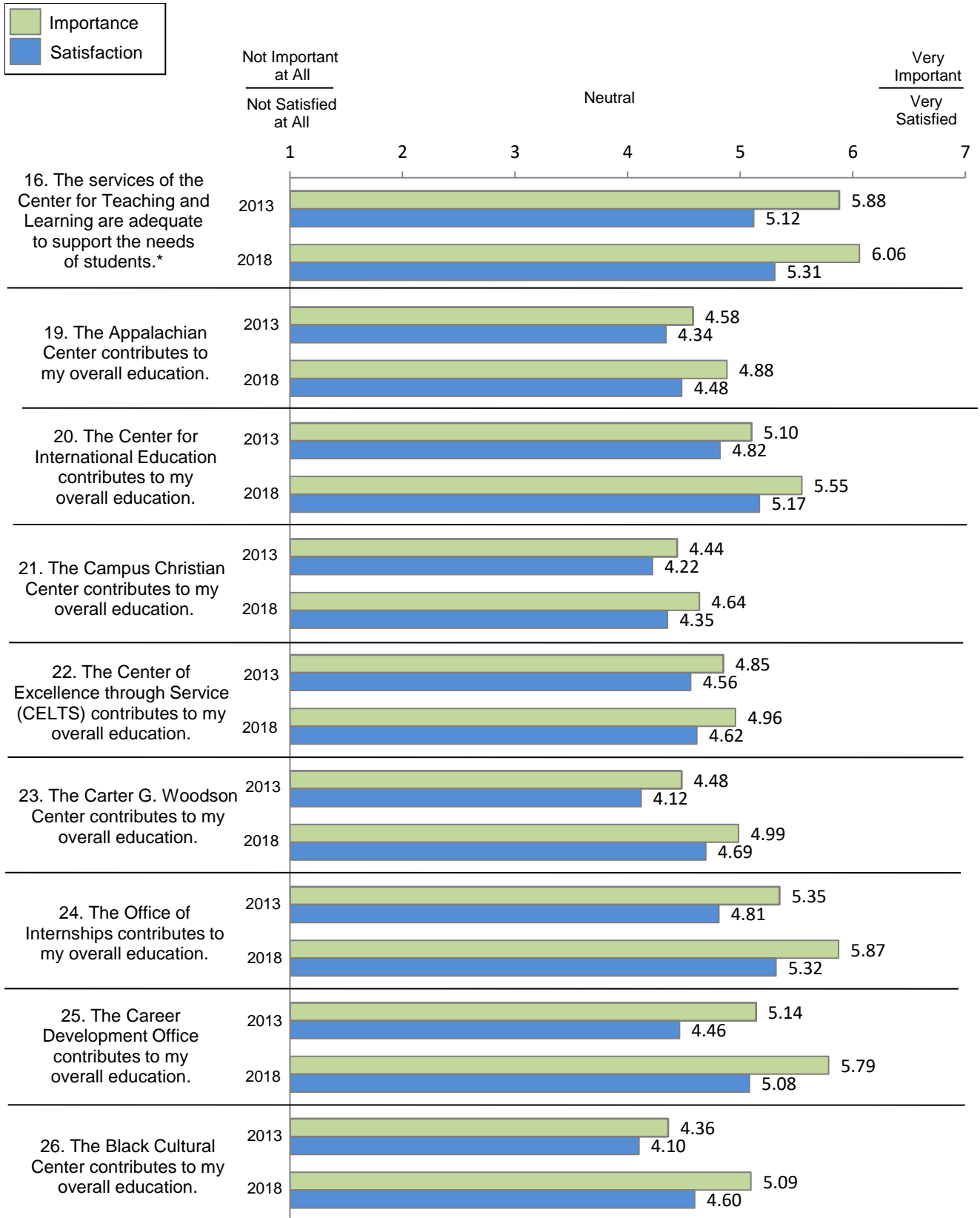


NOTE: All questions added in 2013.

Response Rates:
2013: 90%
2018: 89%

All Students
Importance and Satisfaction Ratings within Item Group:
Centers

Berea-Specific
Satisfaction Survey



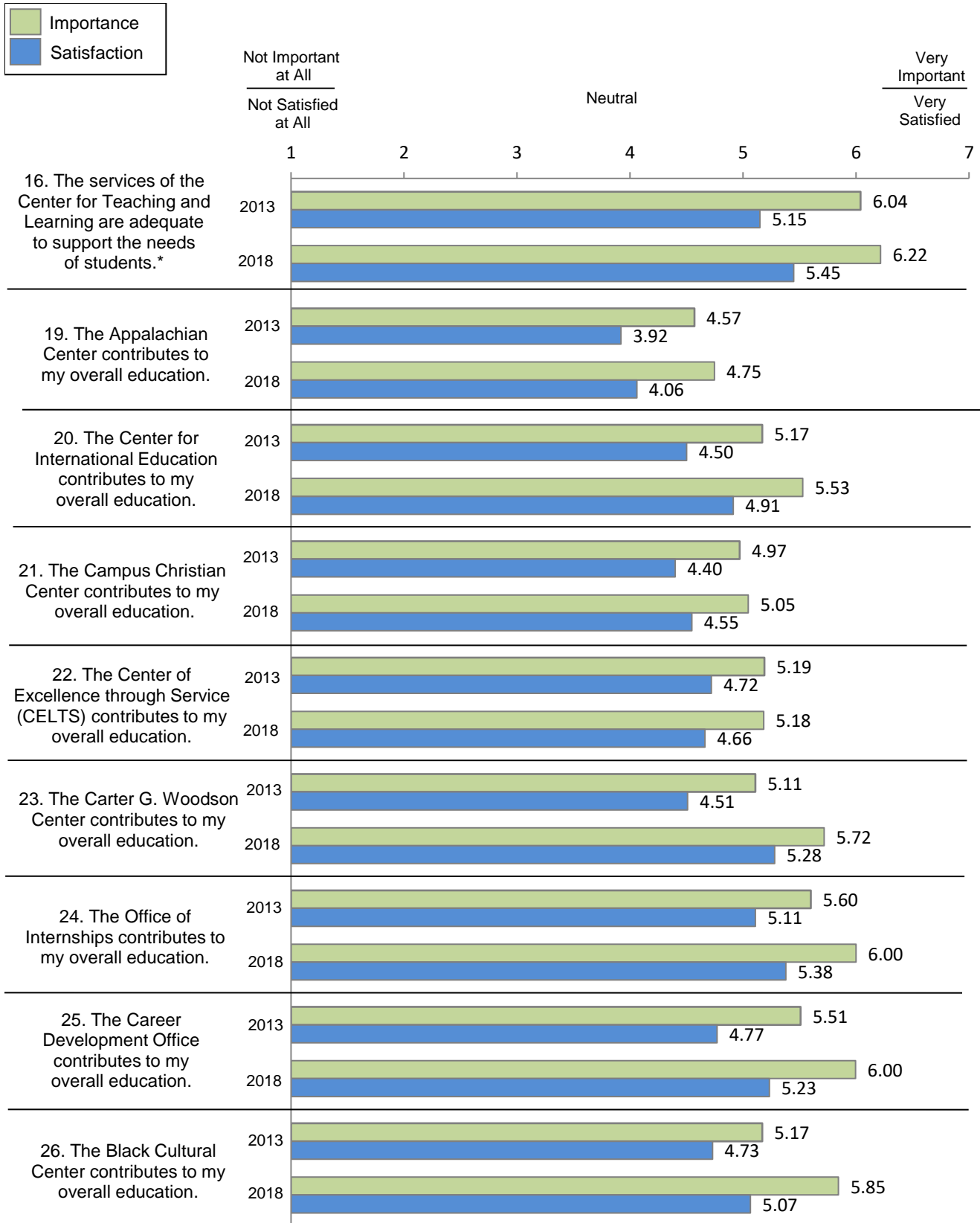
*Wording change in 2018.
 NOTE: All questions added in 2013.

Response Rates: 2013: 90% 2018: 89%

African-American Students

Importance and Satisfaction Ratings within Item Group: Centers

Berea-Specific
Satisfaction Survey



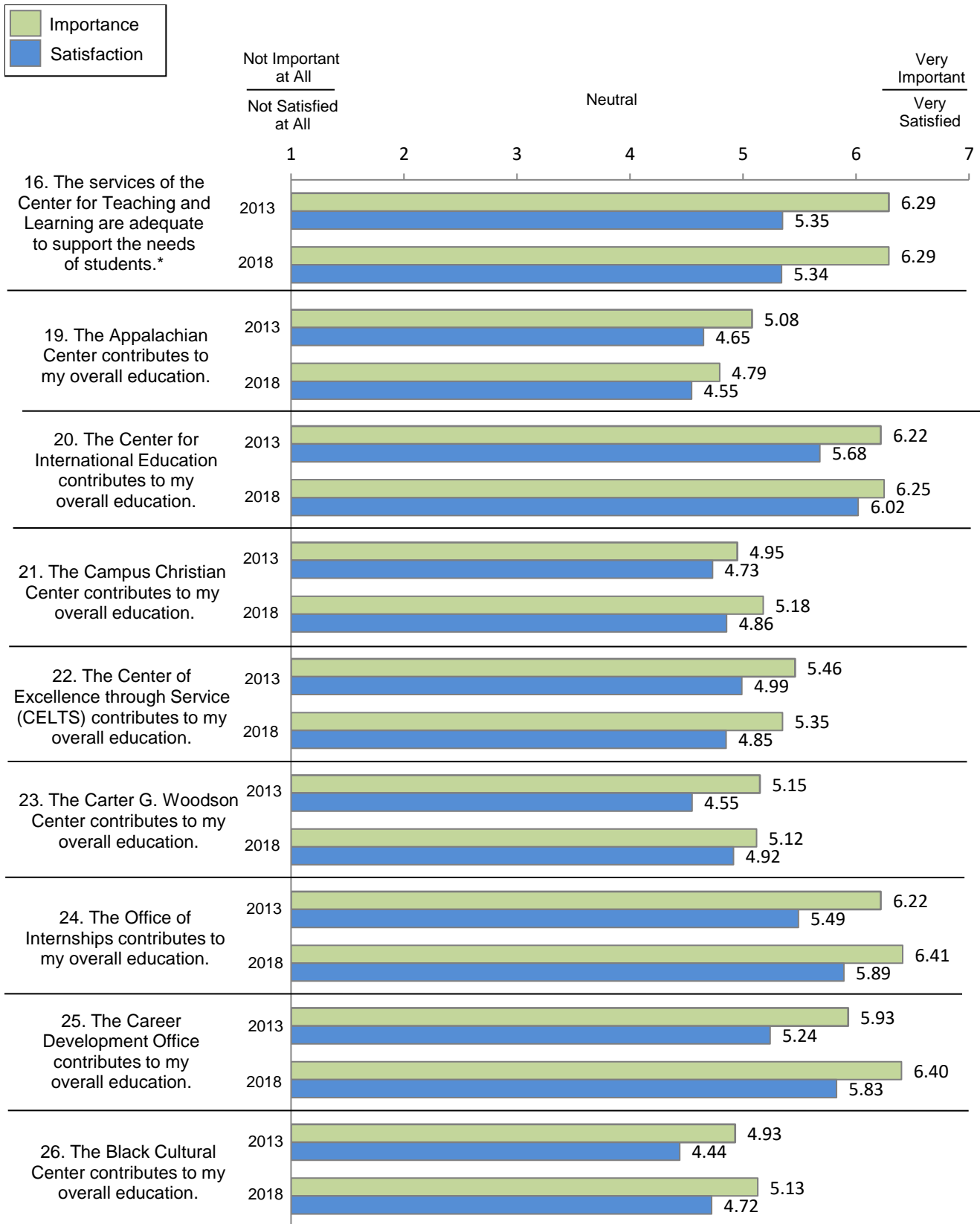
*Wording change in 2018.

NOTE: All questions added in 2013.

Response Rates: 2013: 90% 2018: 89%

International Students Importance and Satisfaction Ratings within Item Group: Centers

Berea-Specific
Satisfaction Survey



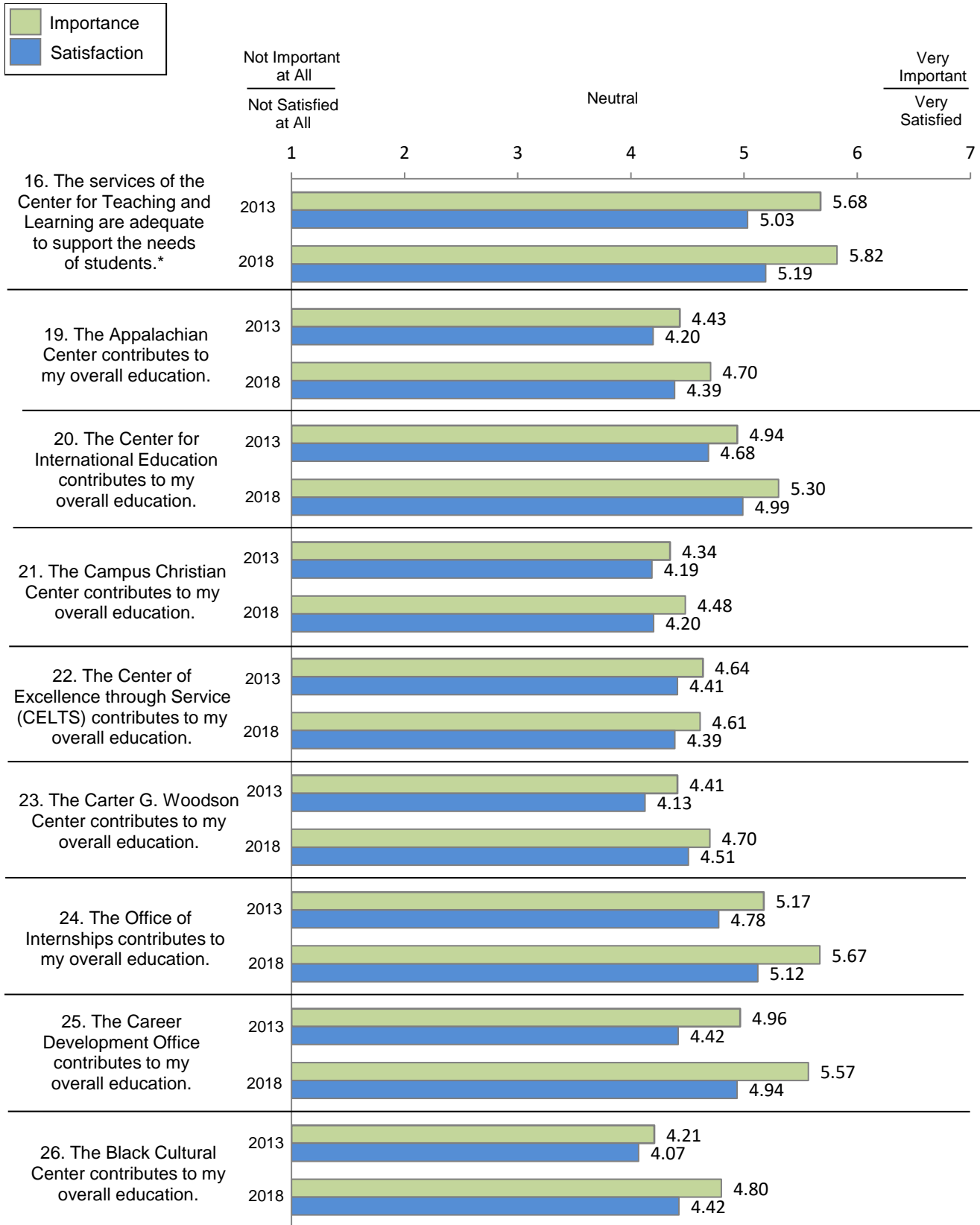
*Wording change in 2018.
NOTE: All questions added in 2013.

Response Rates:
2013: 90%
2018: 89%

Male Students

Importance and Satisfaction Ratings within Item Group: Centers

Berea-Specific
Satisfaction Survey



*Wording change in 2018.

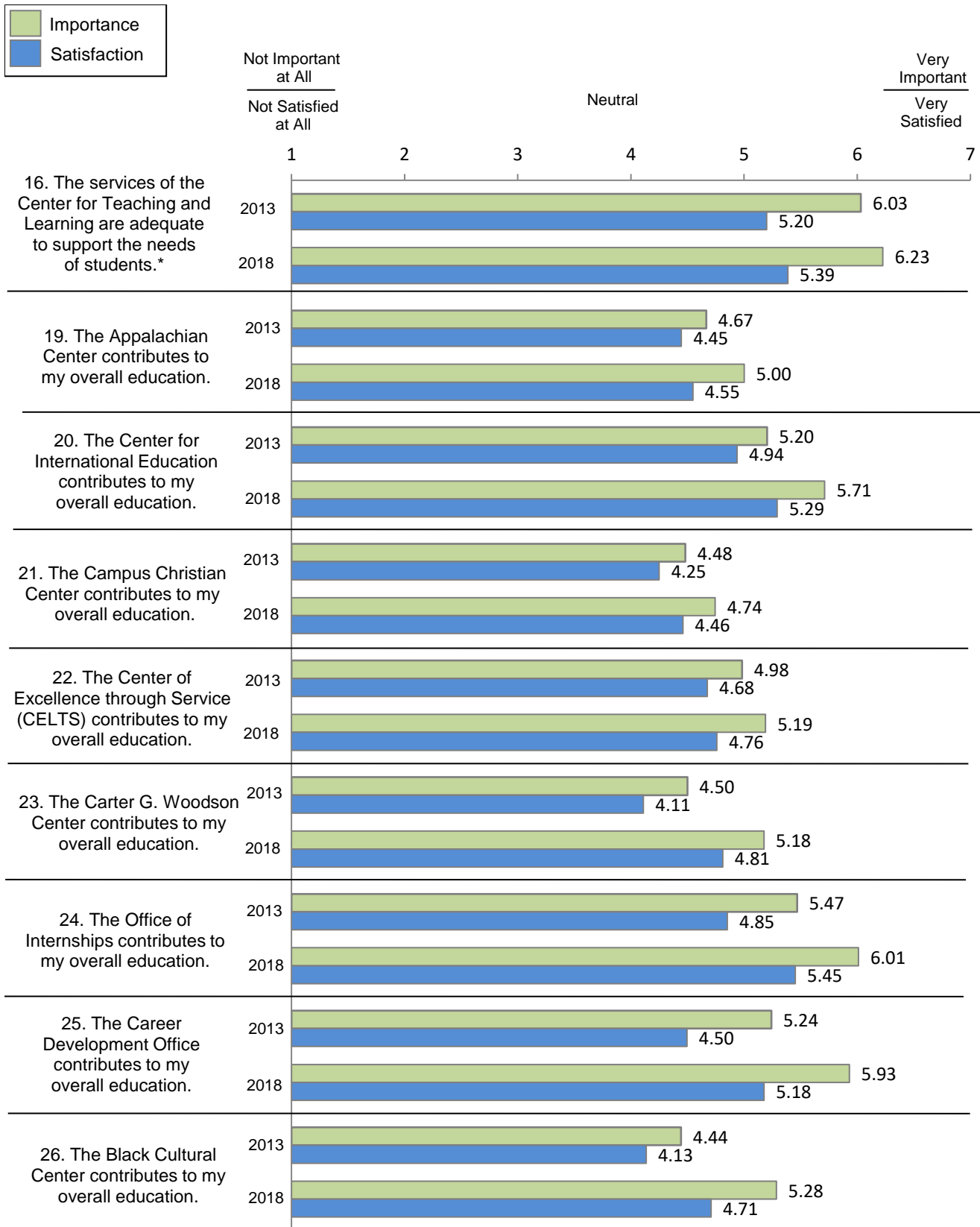
NOTE: All questions added in 2013.

Response Rates: 2013: 90% 2018: 89%

Female Students

Importance and Satisfaction Ratings within Item Group: Centers

Berea-Specific
Satisfaction Survey



*Wording change in 2018.
NOTE: All questions added in 2013.

Response Rates: 2013: 90% 2018: 89%

Berea-Specific Graduating Seniors Survey



[Choose to see survey instruments](#)

Response Rates:

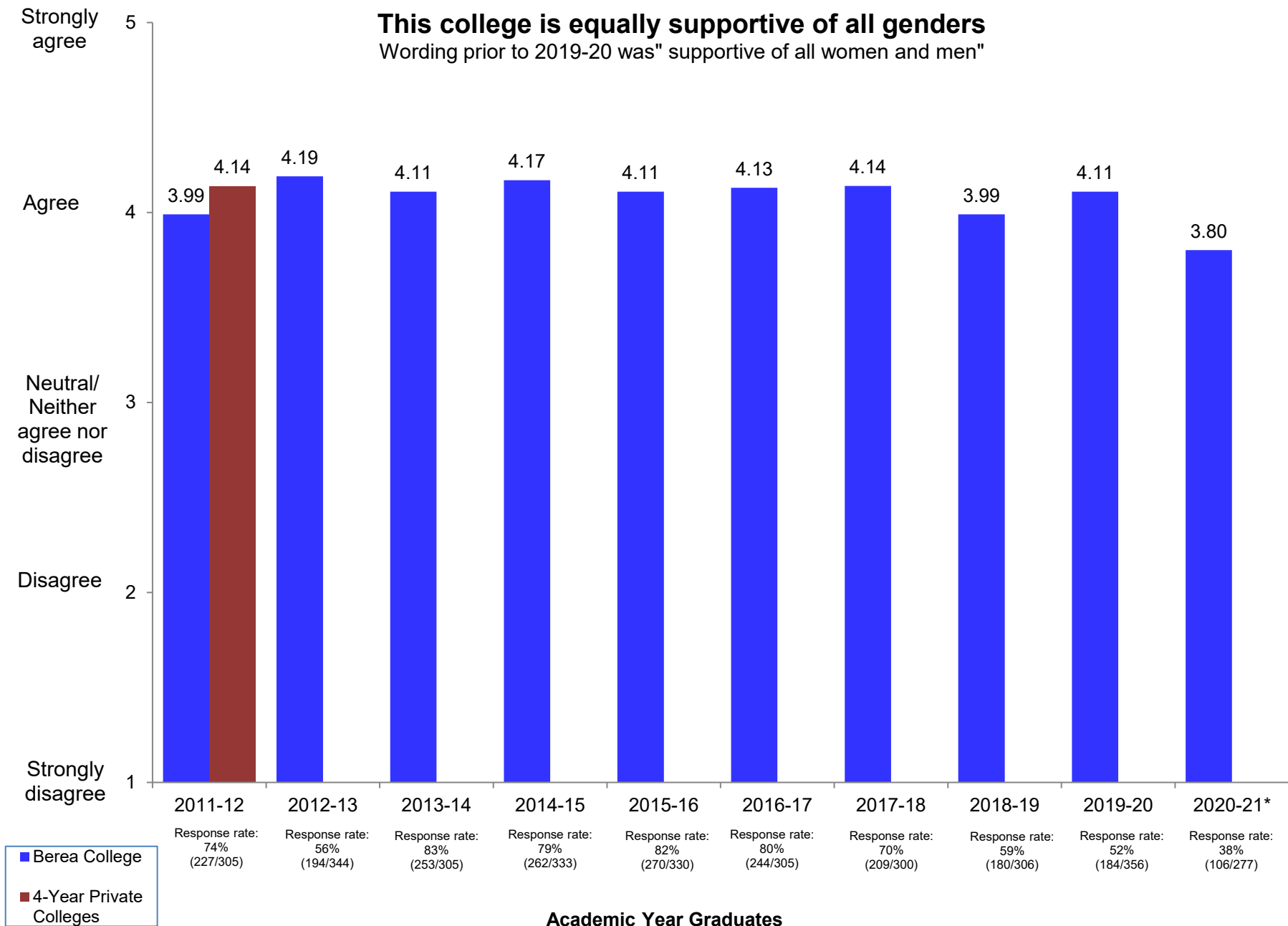
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

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

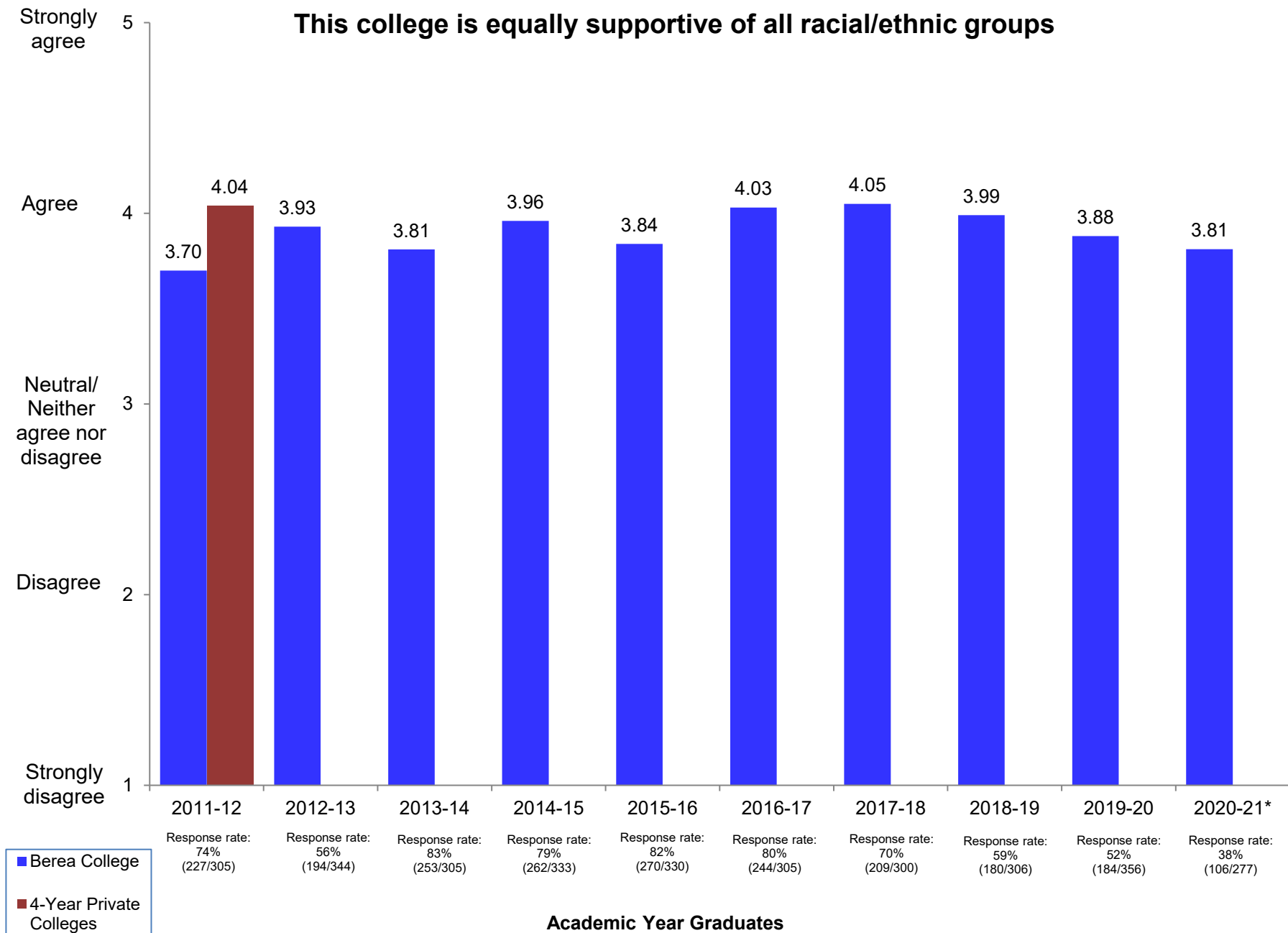


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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

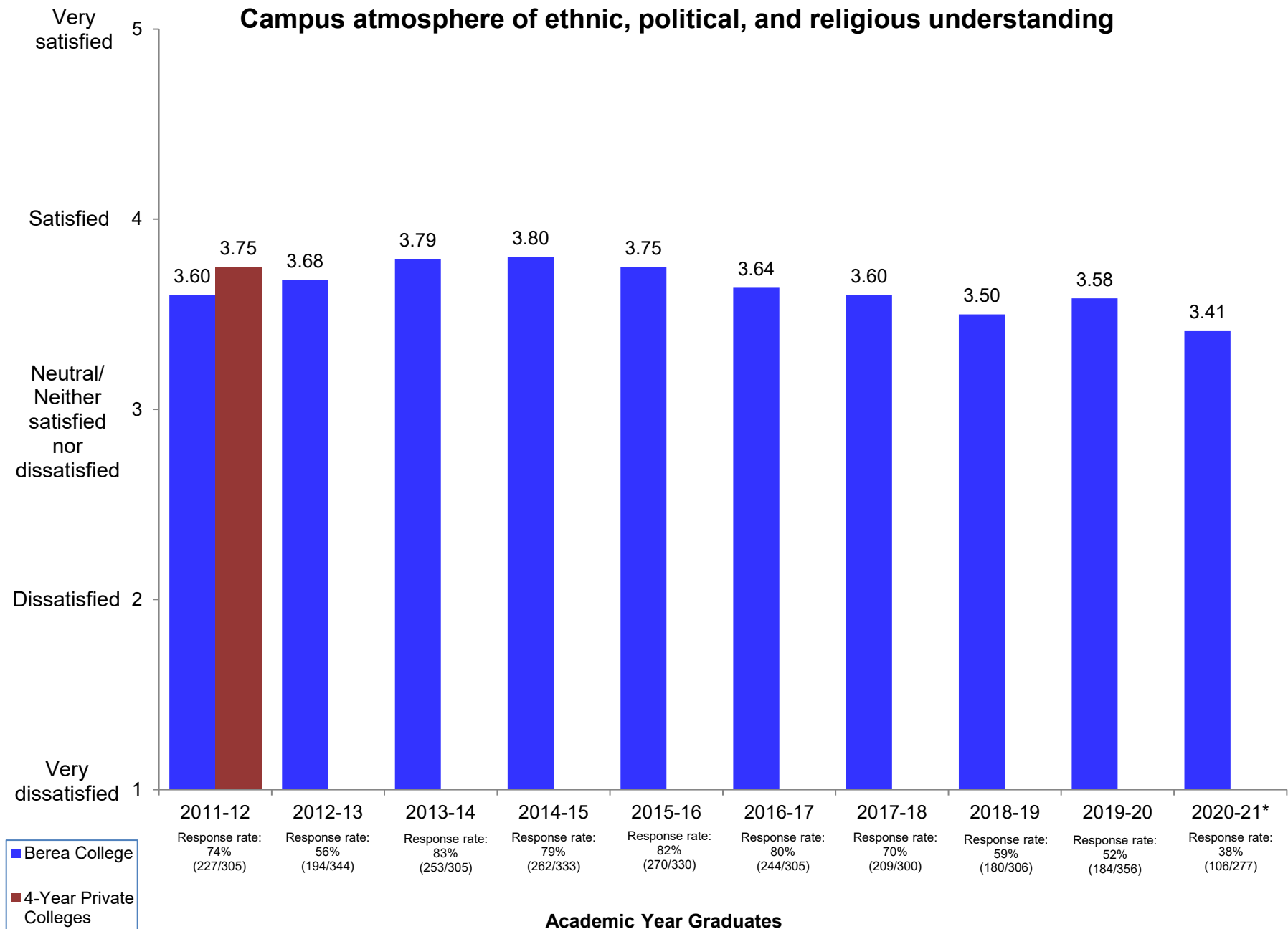
Indicate the extent to which you agree with the following statements about this college.

Graduating Senior Survey
Administered at graduation rehearsal



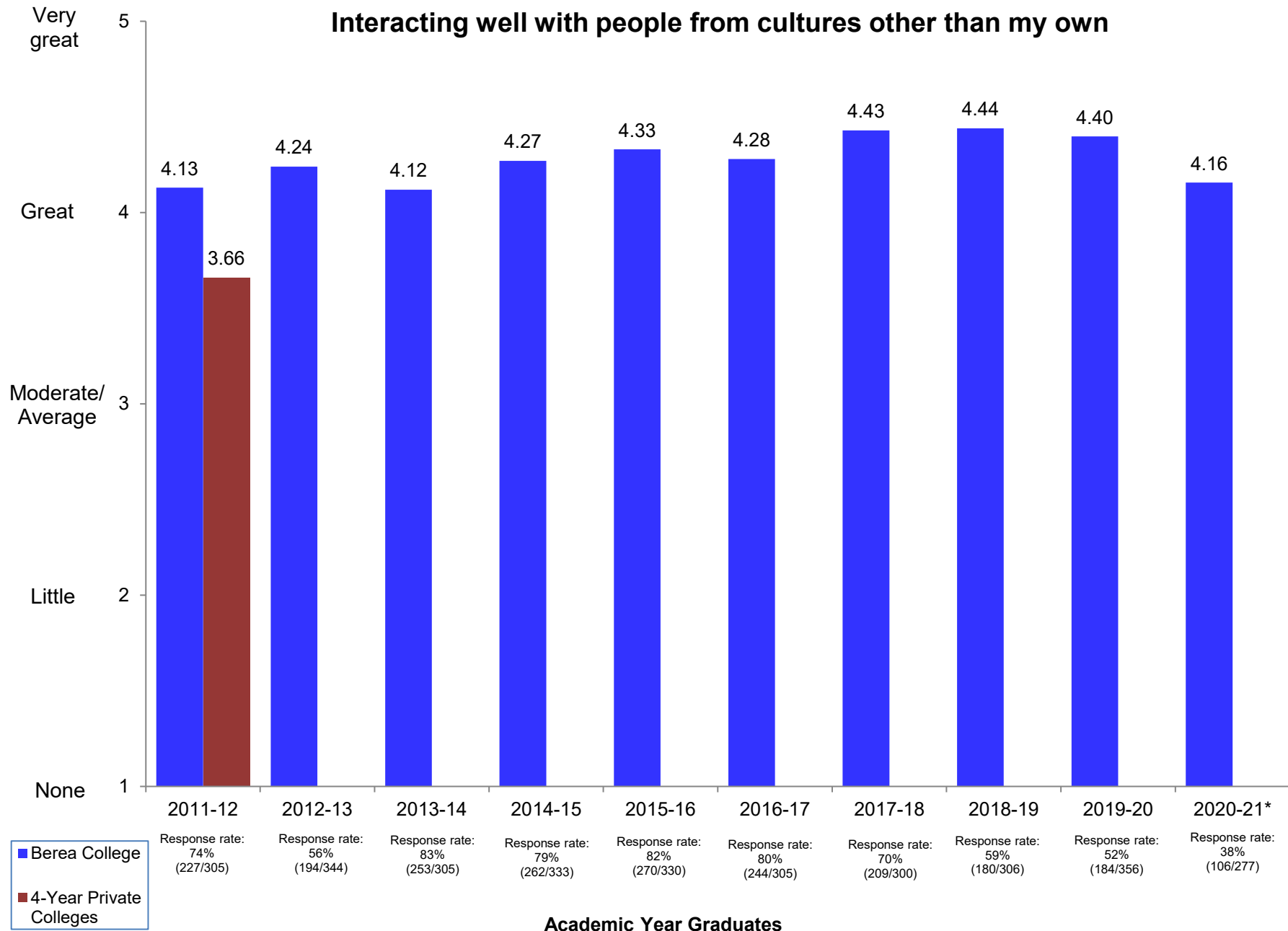
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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



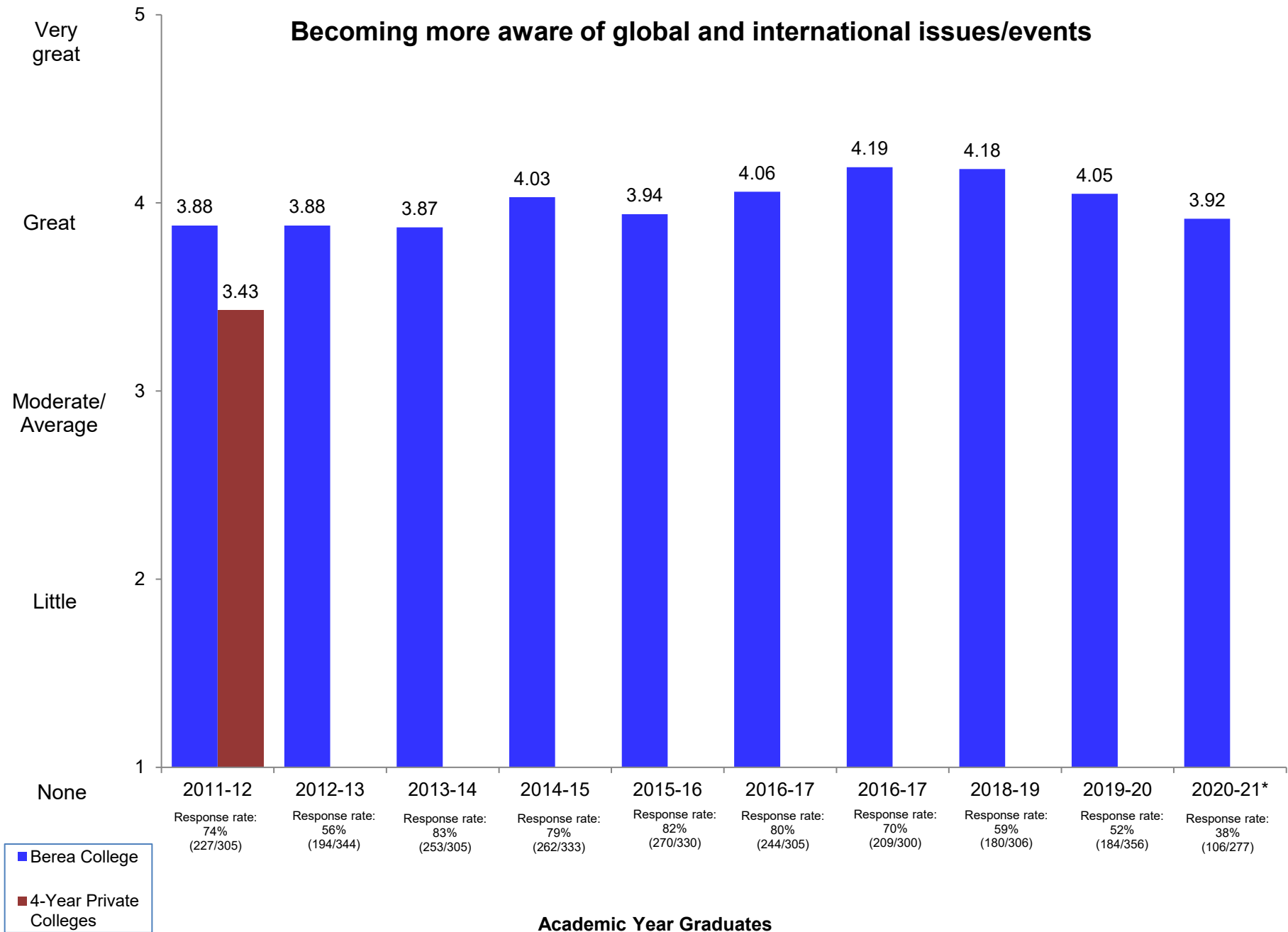
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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



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

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



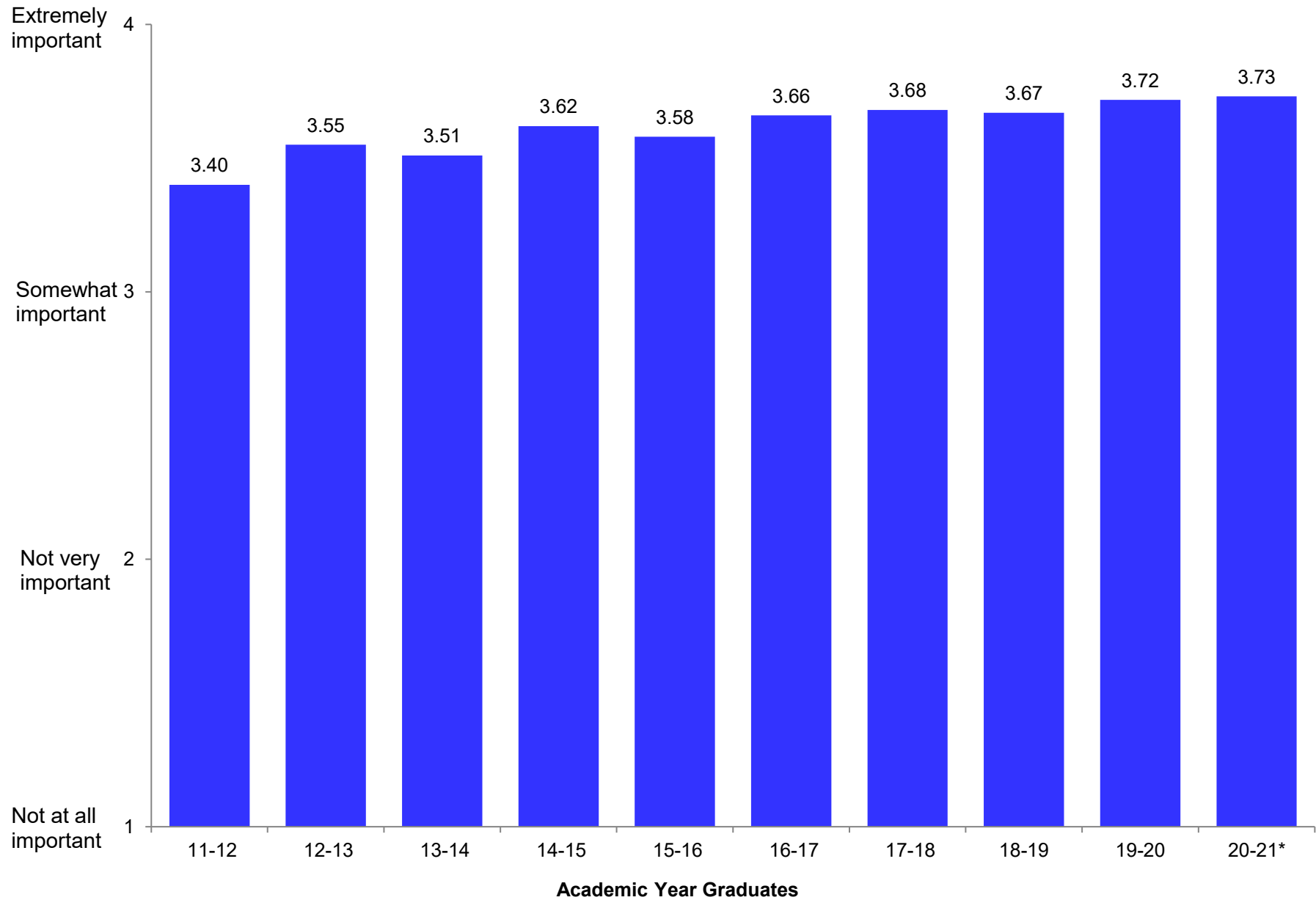
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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

Rate the importance to you of each of the following:

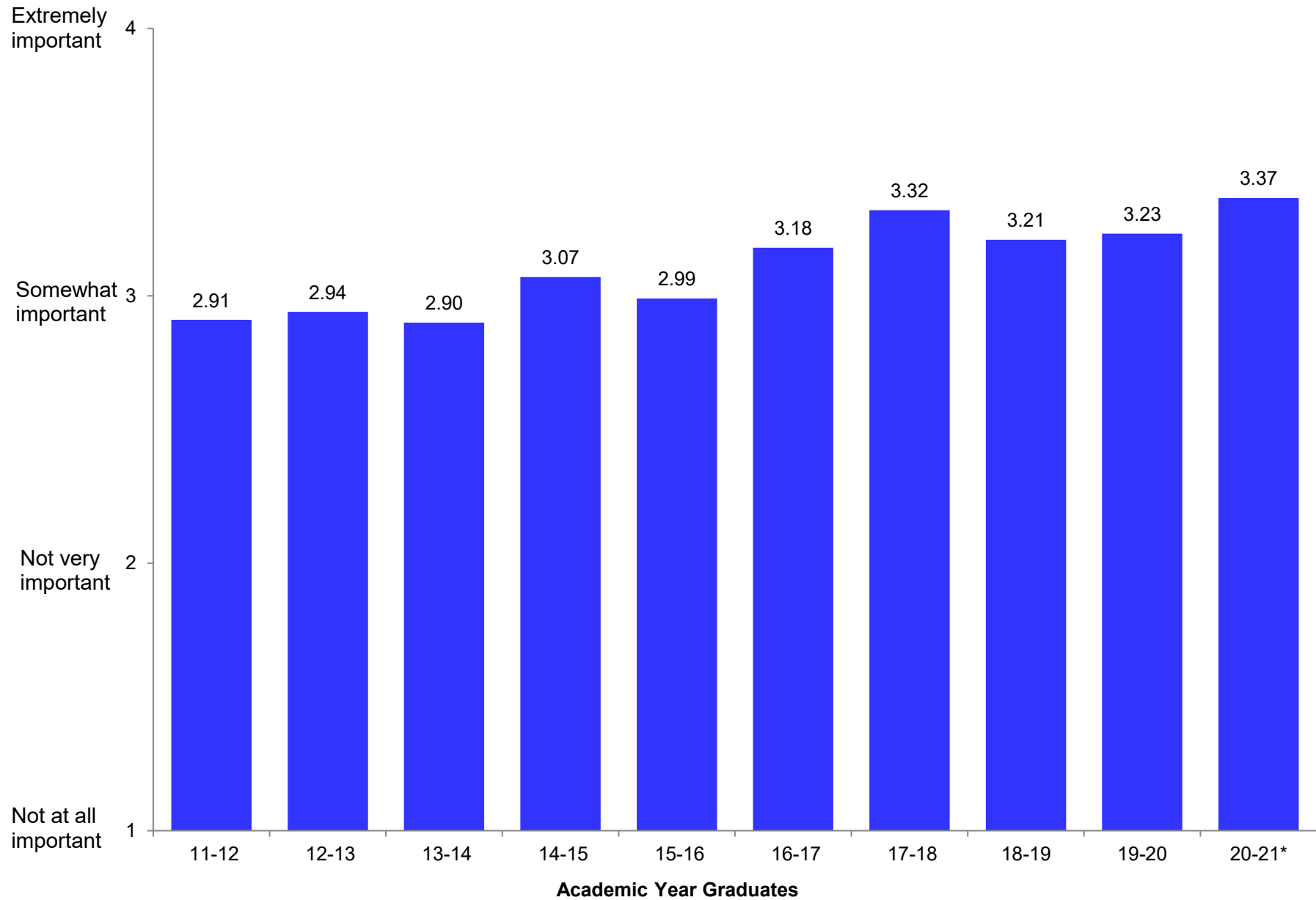
Graduating Senior Survey
Administered at graduation rehearsal

Striving for racial harmony



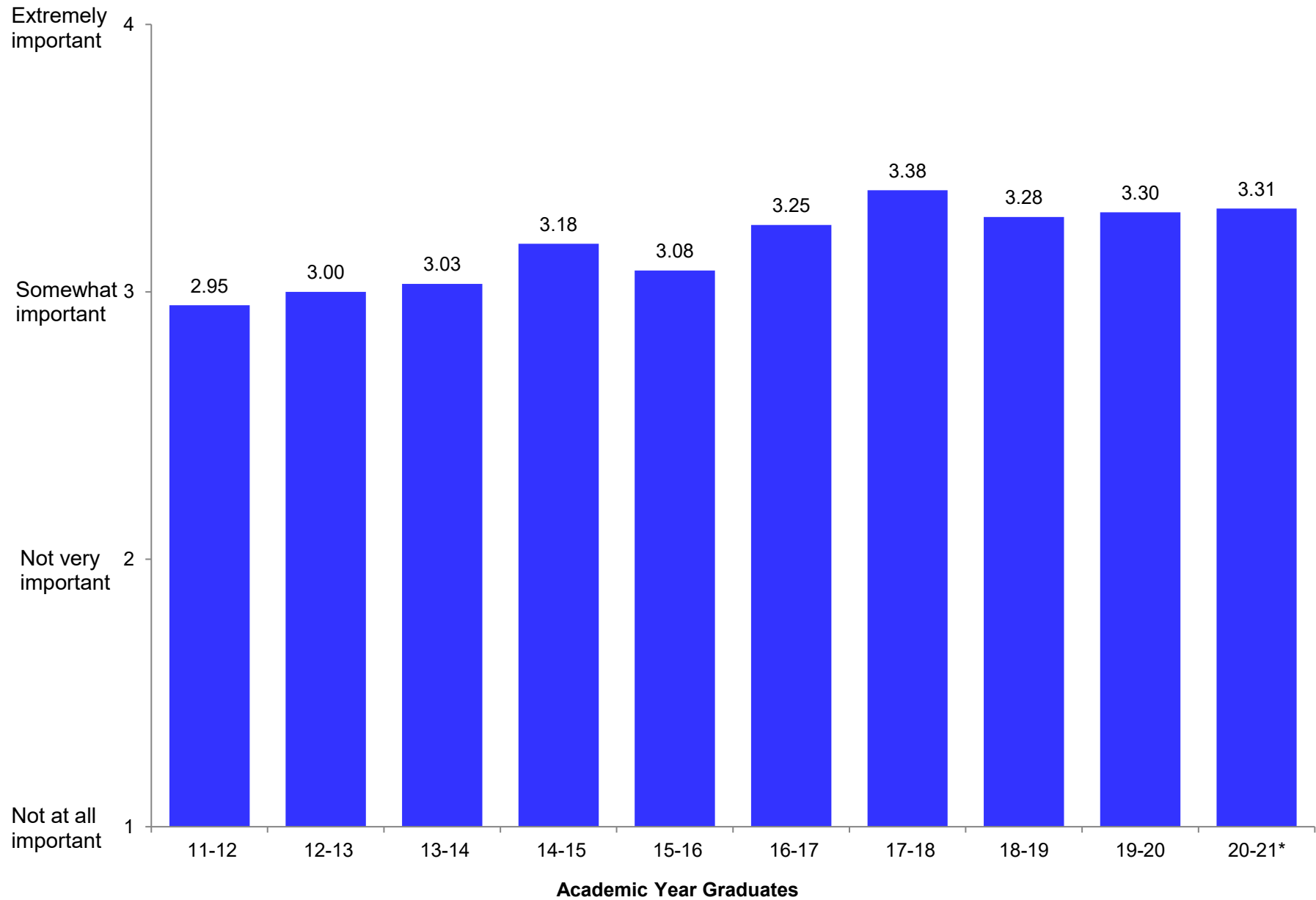
*Due to the COVID-19 Pandemic, survey was administered online.

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

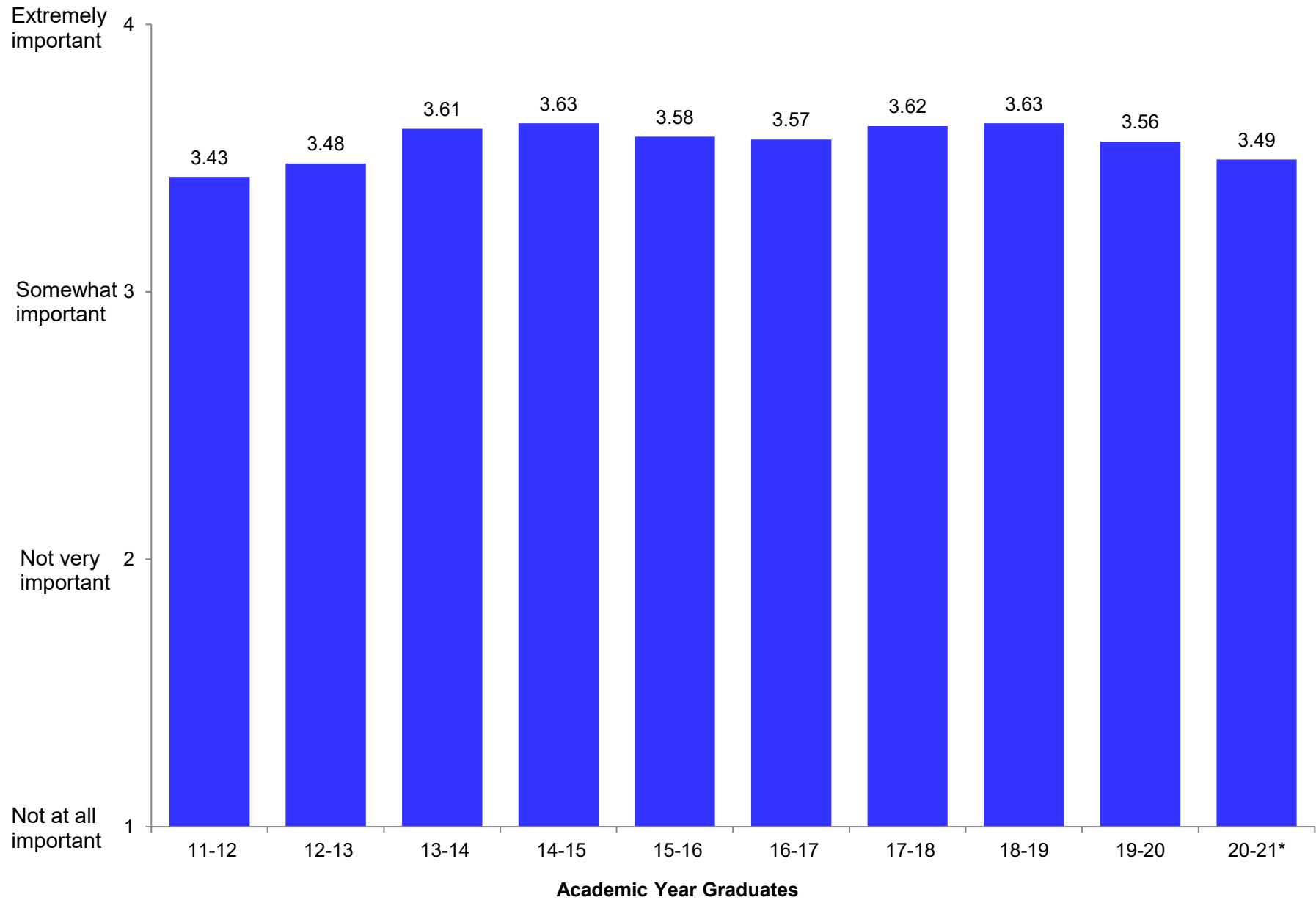


*Due to the COVID-19 Pandemic, survey was administered online.

Rate the importance to you of each of the following:

Graduating Senior Survey
Administered at graduation rehearsal

Traveling to new places



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

Berea-Specific Alumni Survey

(Graduates from the 1980s, 1990s, and
2000s with valid e-mail addresses)



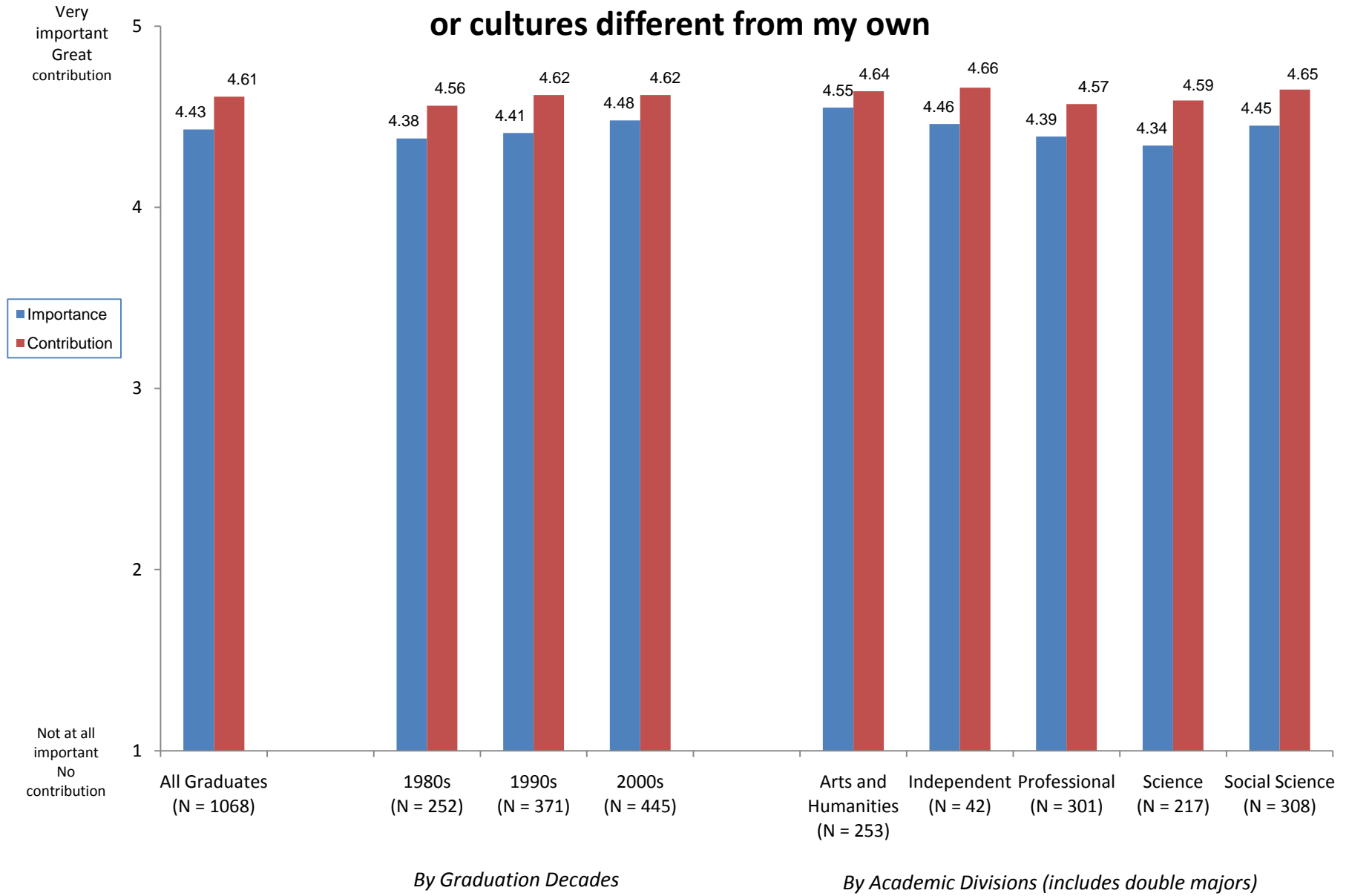
Response Rate: 25% (1068/ 4342)

[Click link to see survey instruments](#)

How important is the following to you personally?

Rate the contribution made by Berea College toward your personal growth for each of the following?

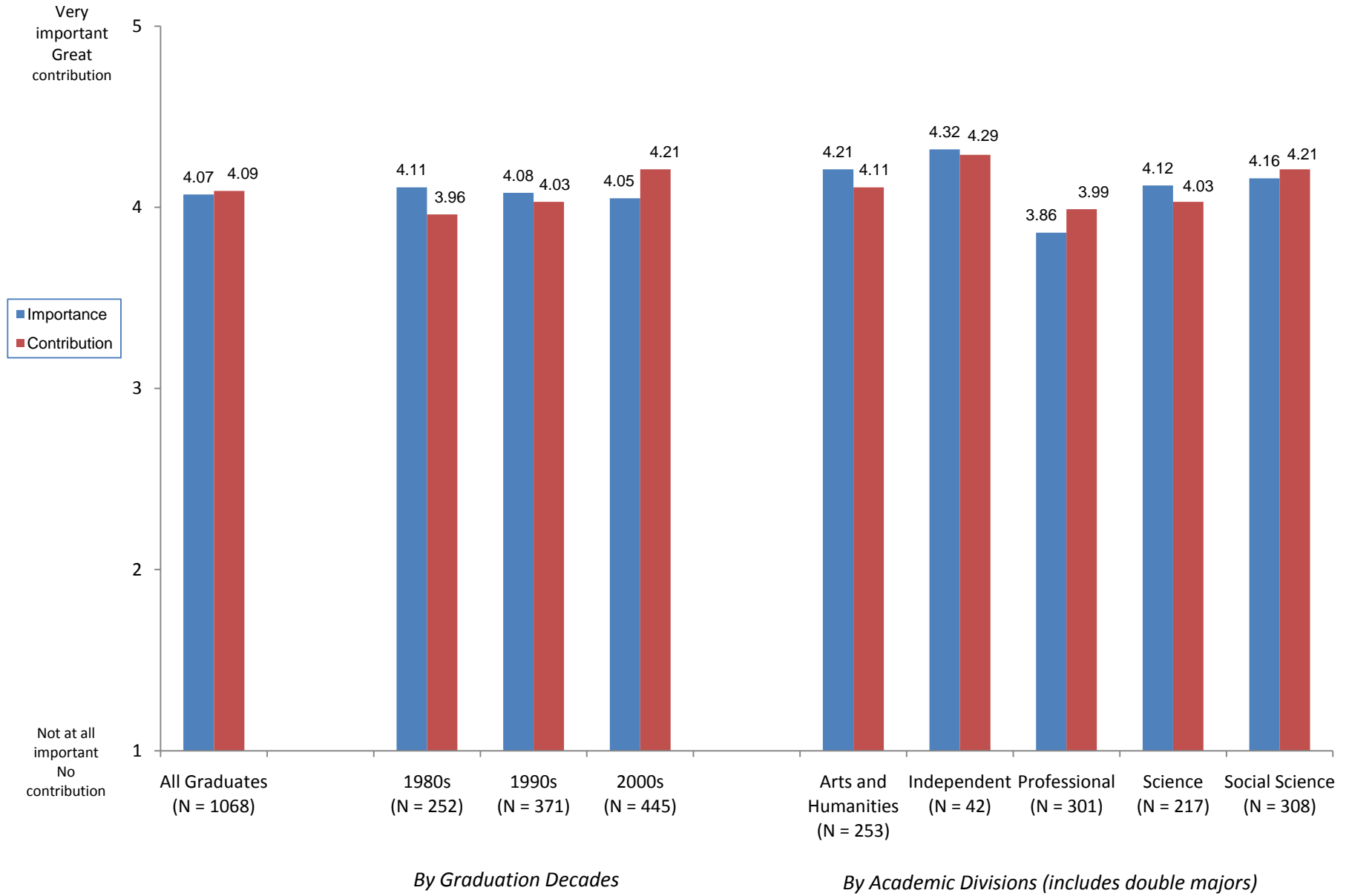
Interacting well with people from racial groups or cultures different from my own



How important is the following to you personally?

Rate the contribution made by Berea College toward your personal growth for each of the following?

Understanding international issues



ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

(Graduates from 1992-93 through 2006-07)

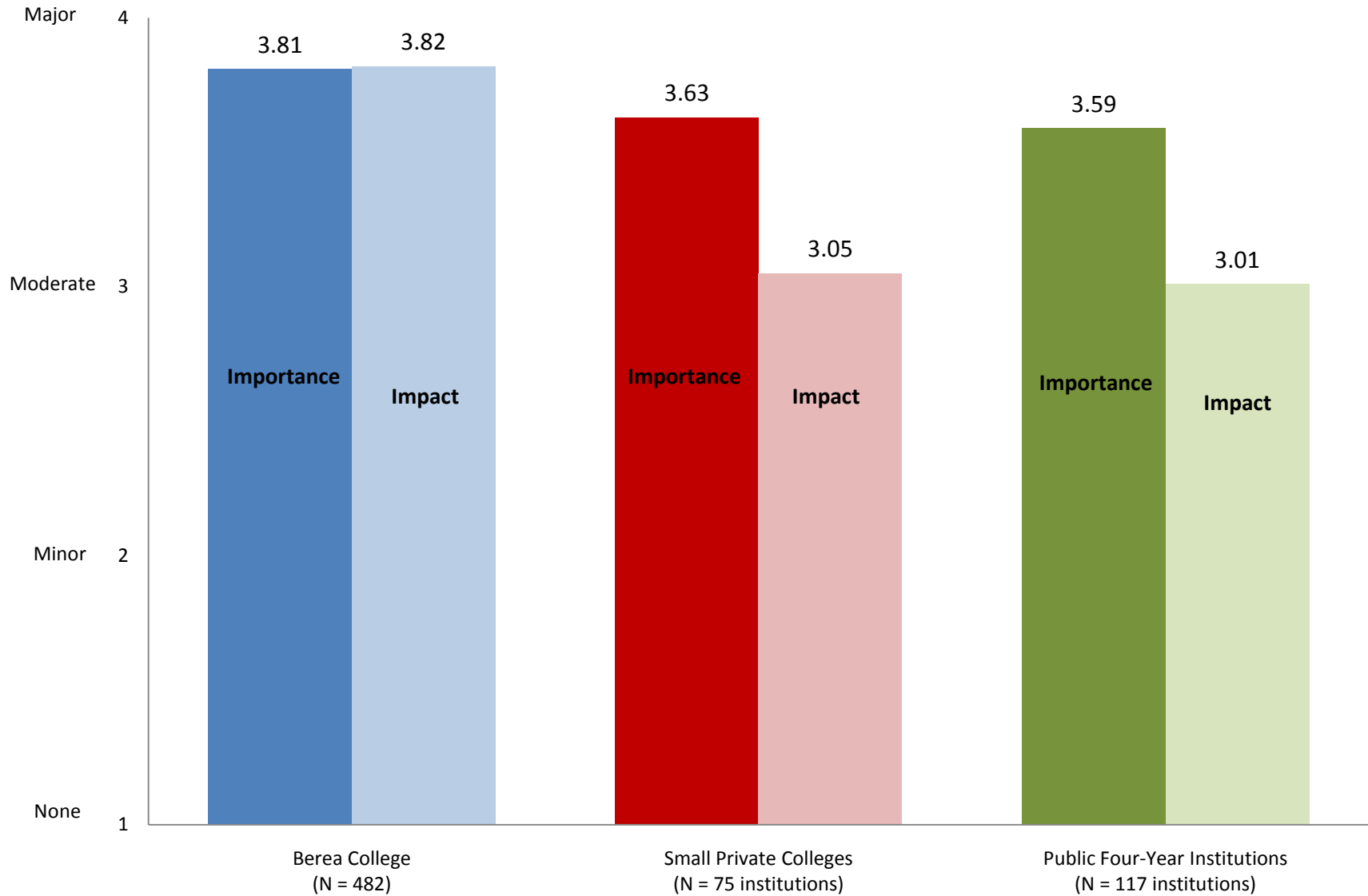


[Click to see survey instrument](#)

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.

Getting along with people from various cultures, races, backgrounds, etc.



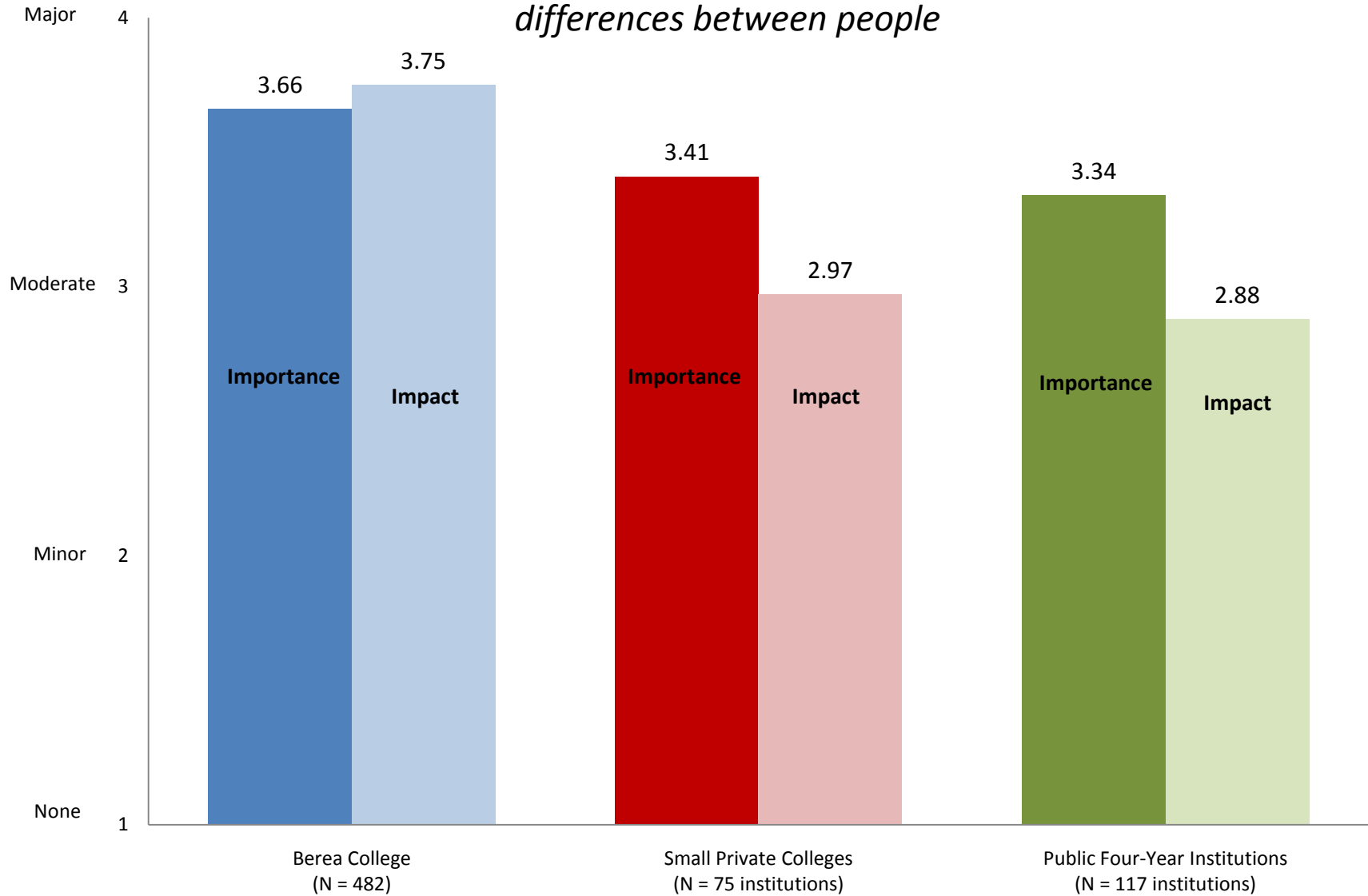
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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 cultural and ethnic differences between people



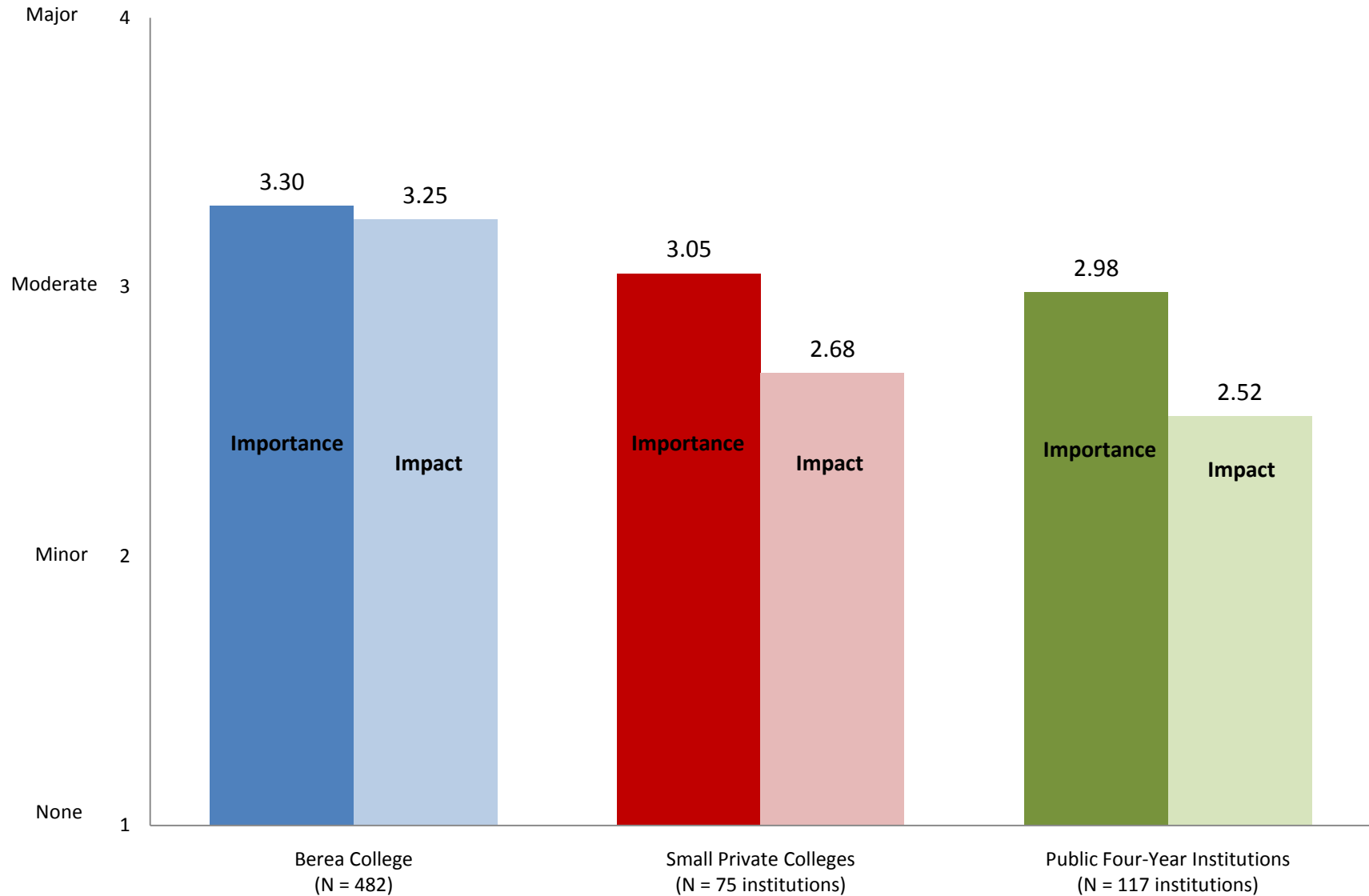
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Understand international issues (political, economic, etc.)



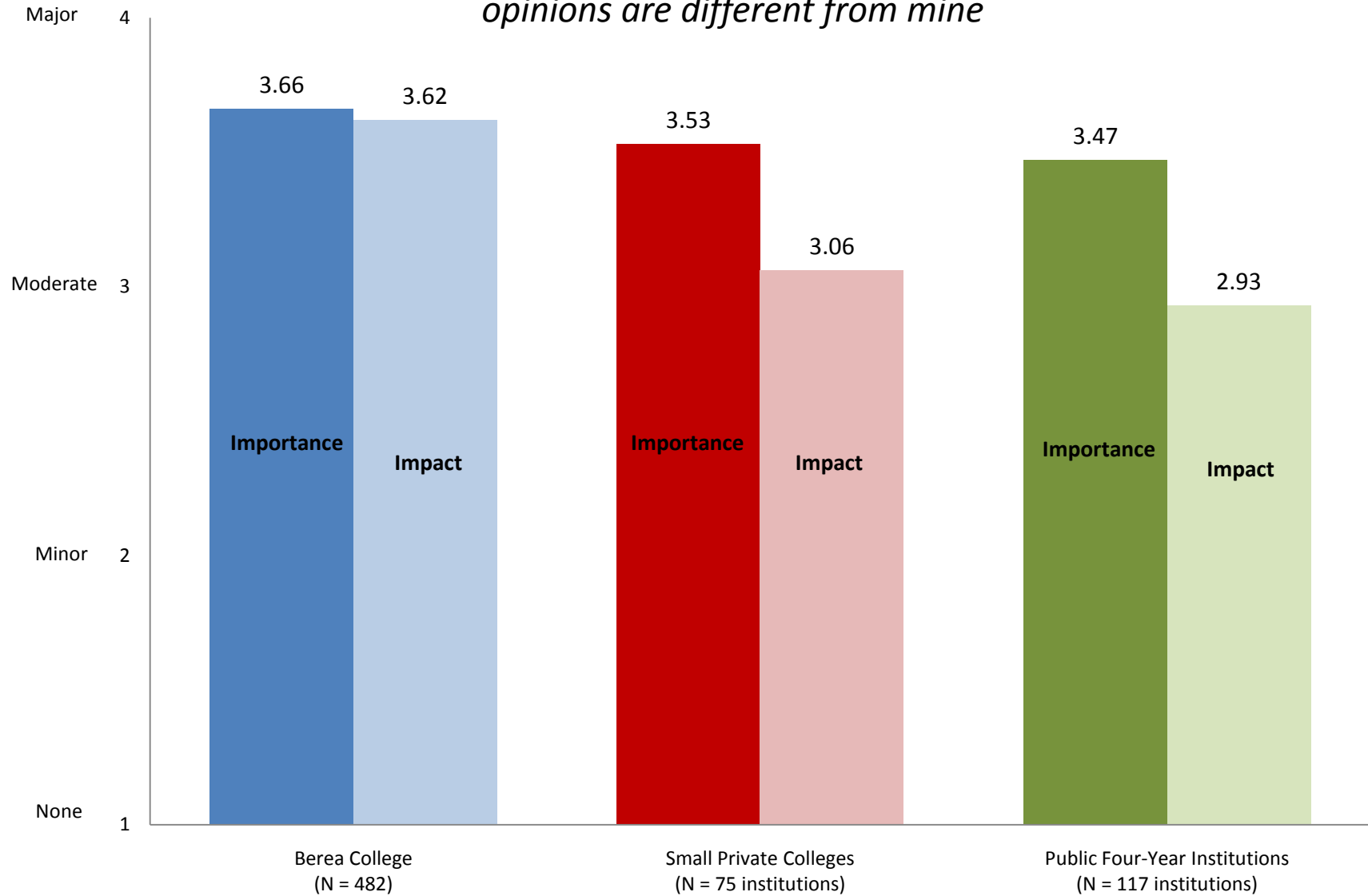
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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.

Getting along with people whose attitudes and opinions are different from mine



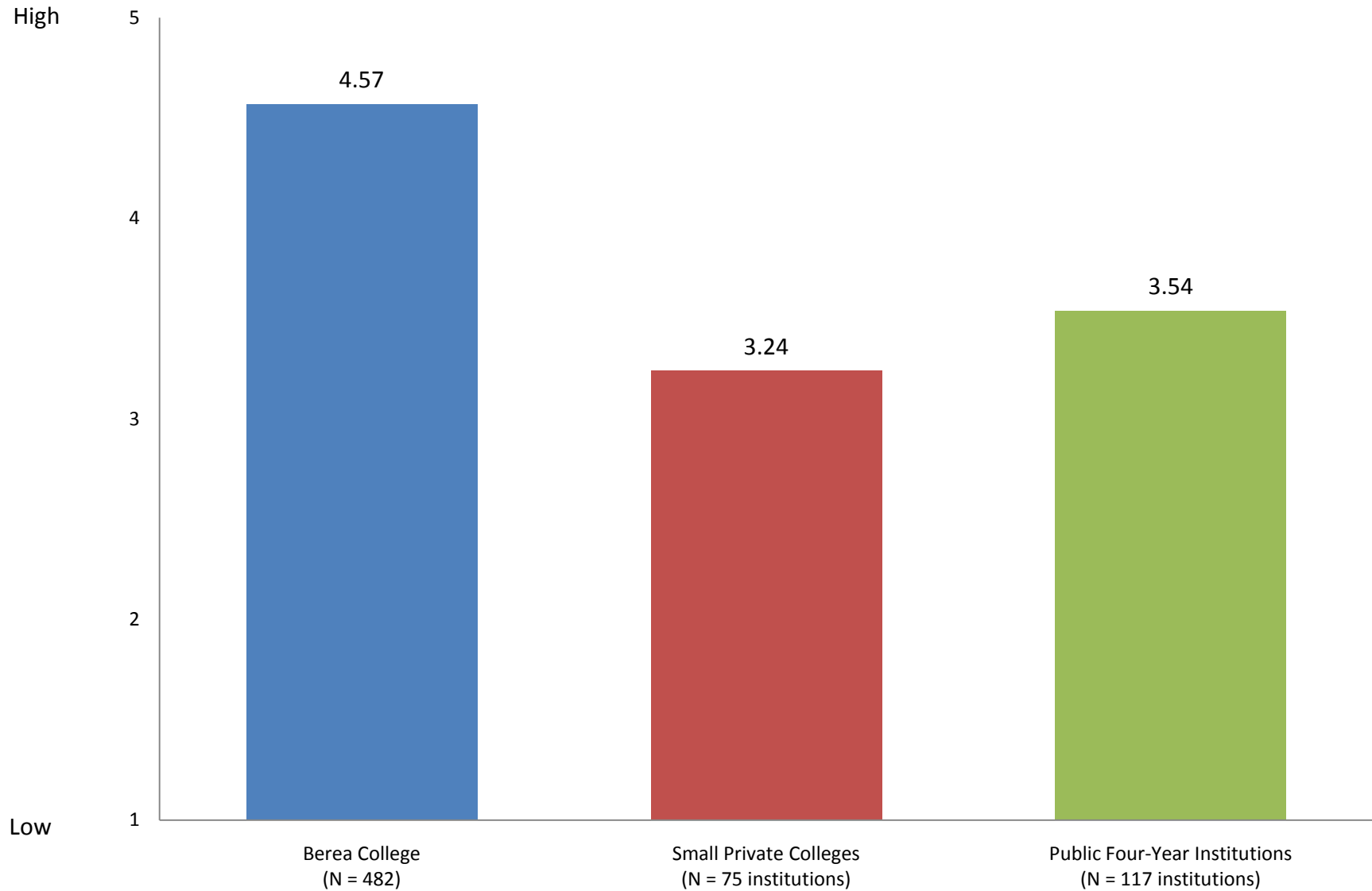
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Cultural/ethnic diversity on campus



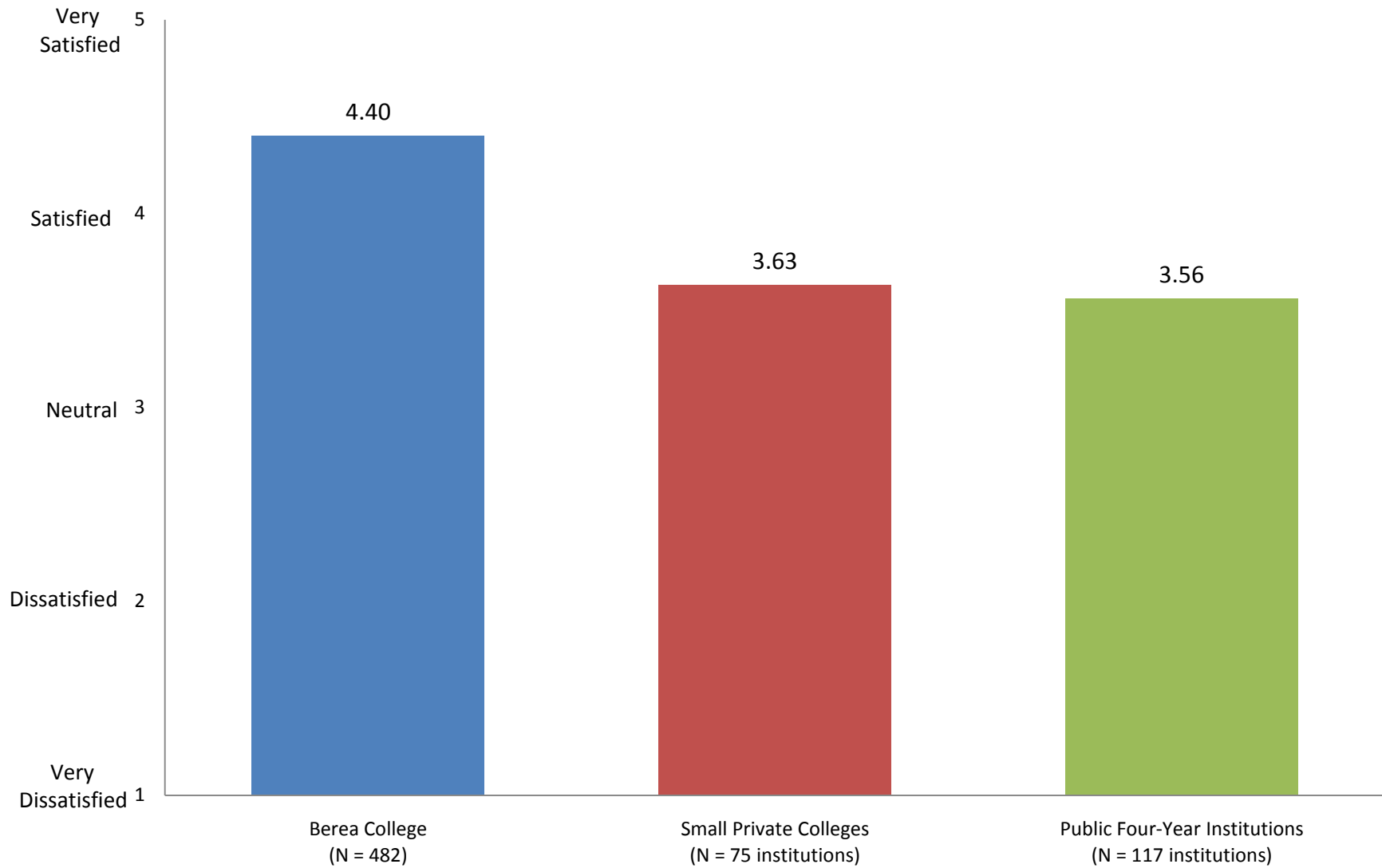
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Indicate your level of satisfaction with each aspect of this school listed below.

Multicultural content of courses



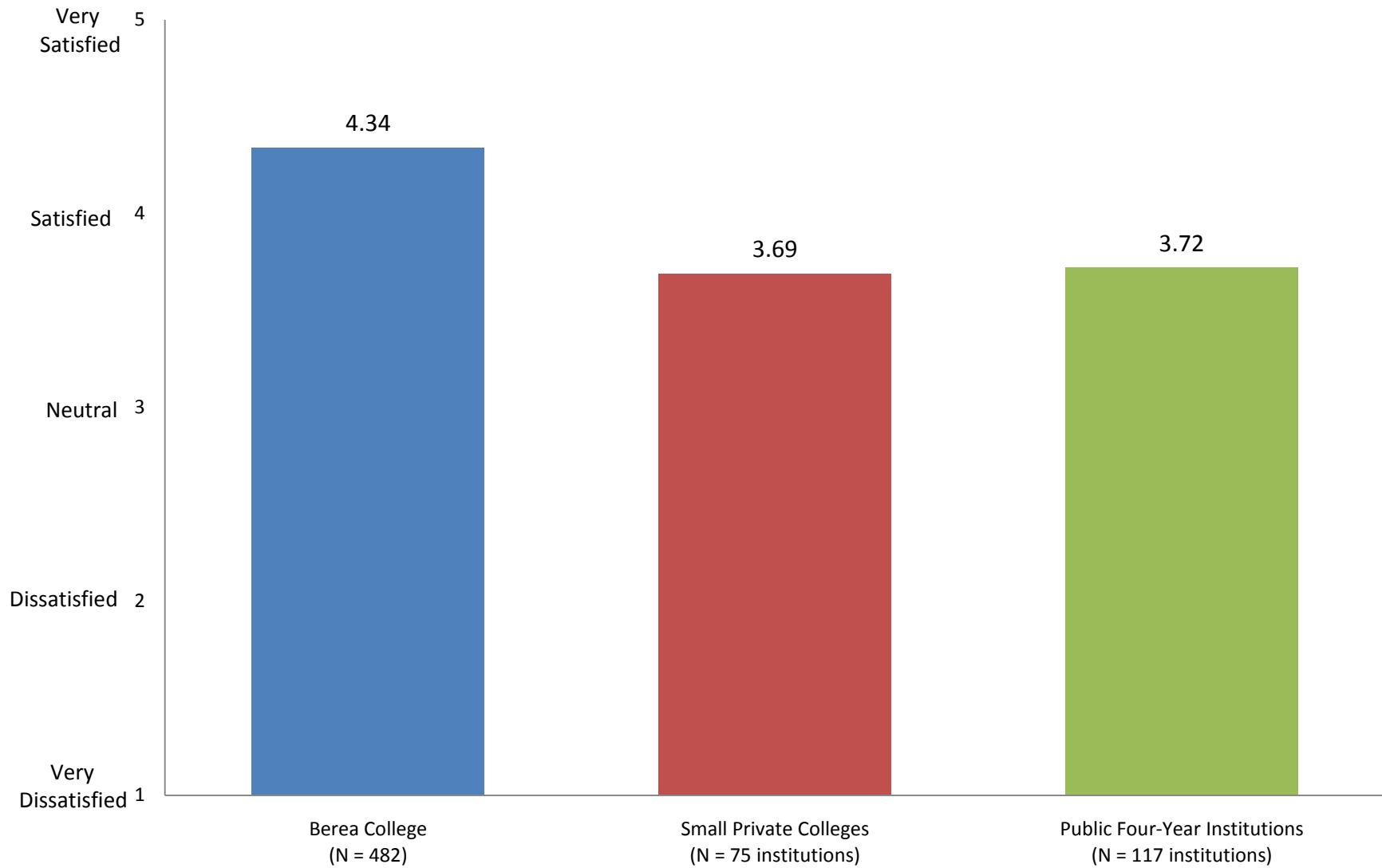
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Indicate your level of satisfaction with each aspect of this school listed below.

Campus acceptance of individuals regardless of their sexual orientation



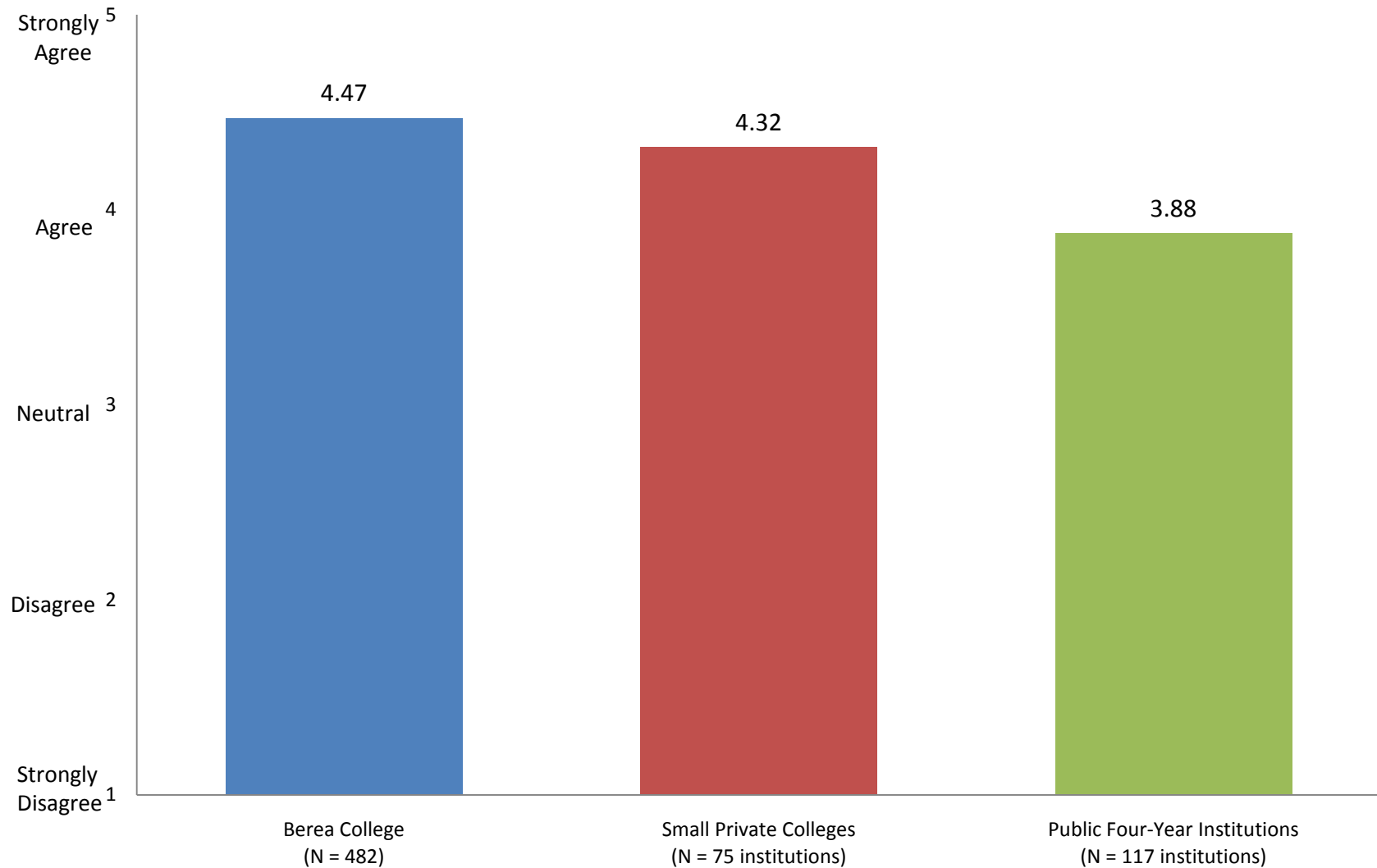
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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, there was a campus atmosphere of ethnic, political and religious understanding and acceptance

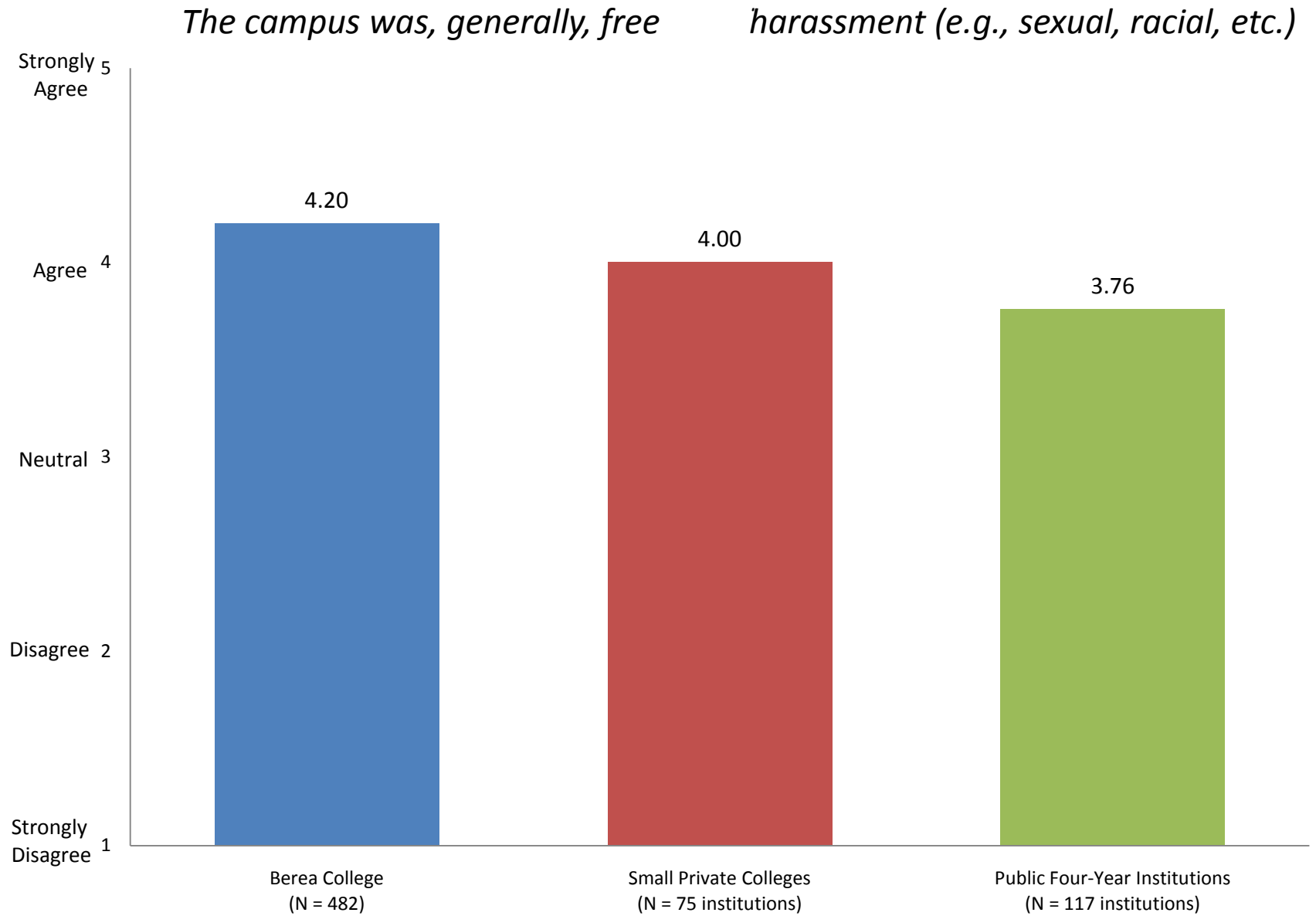


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.



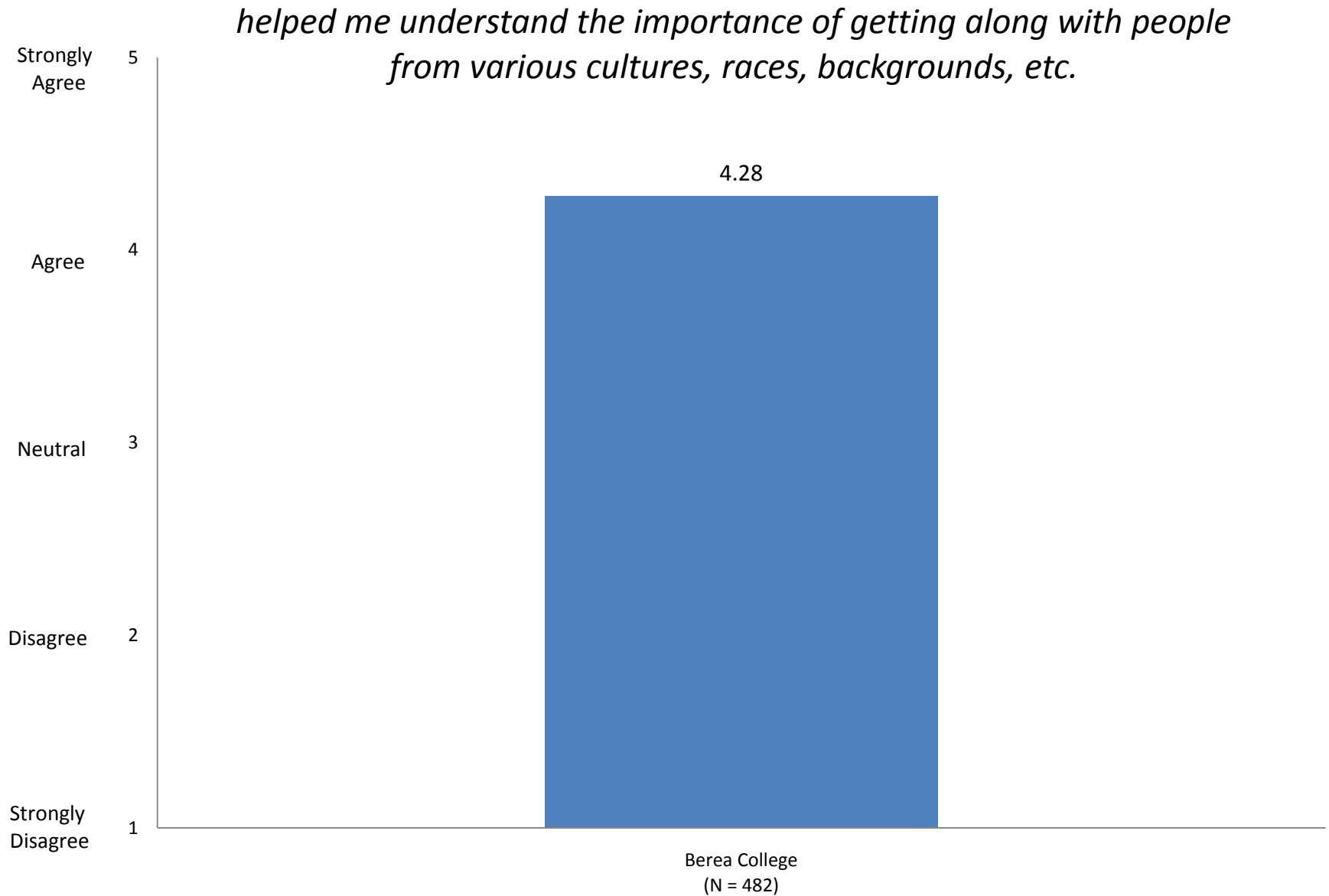
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

To what degree do you agree with the following statement concerning the Work Program?

My Work Program Experience...



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

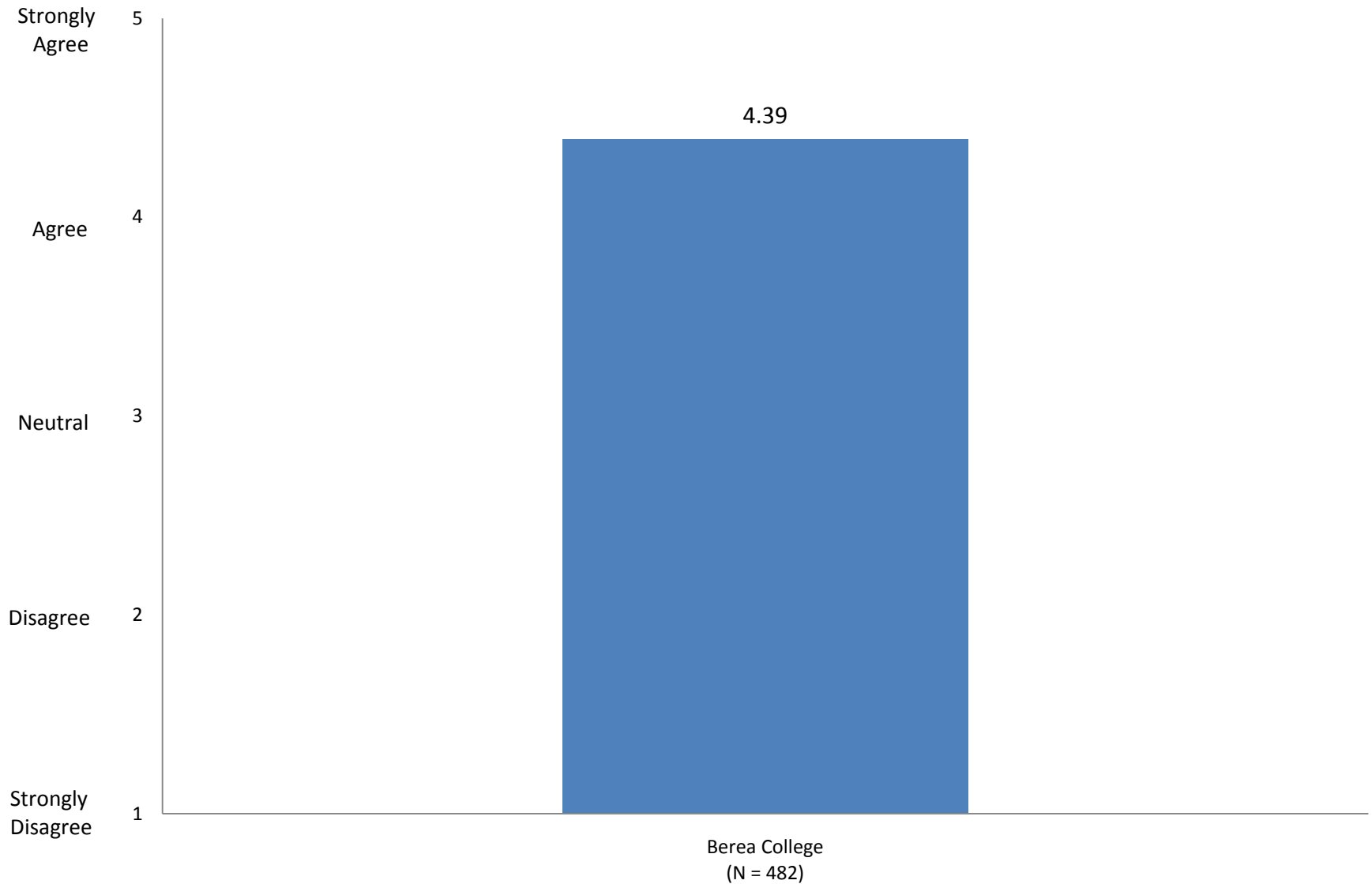
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

To what degree do you agree with the following statement concerning the Work Program?

My Work Program Experience...

helped me to get along with people with different attitudes and opinions.



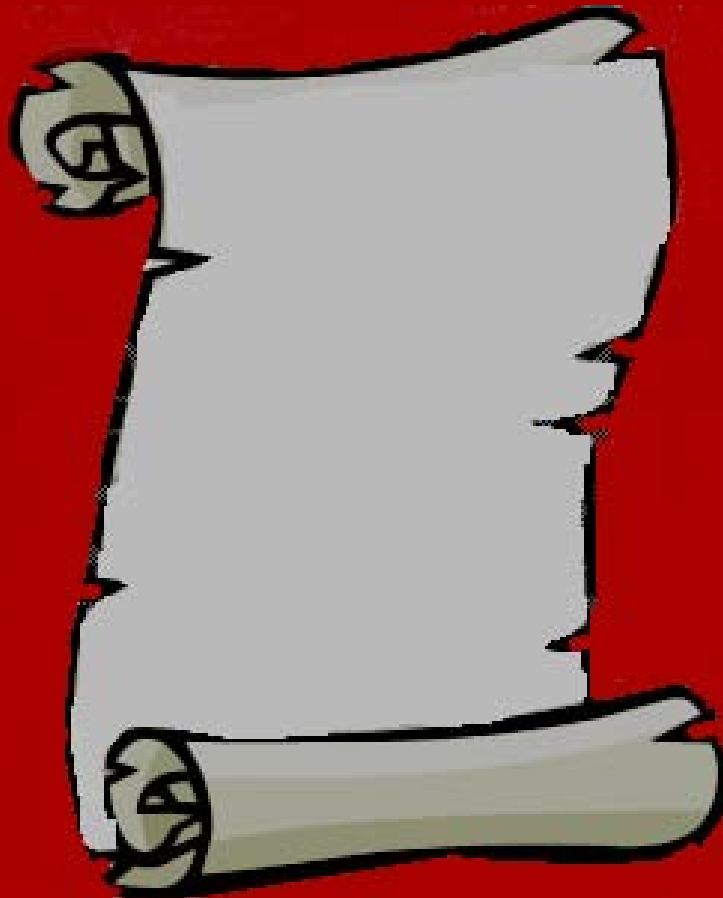
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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%



Your First College Year (YFCY)

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

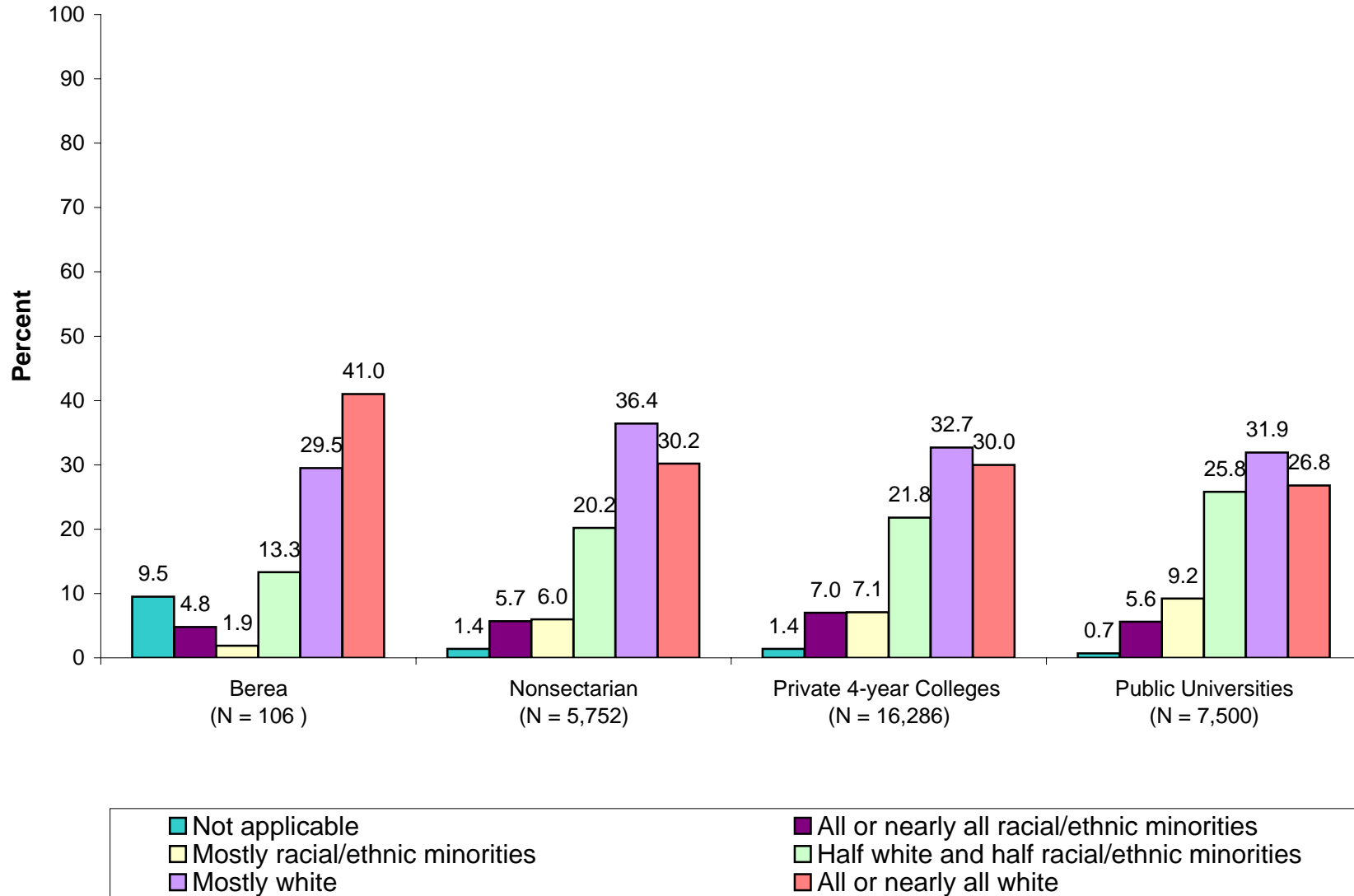


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

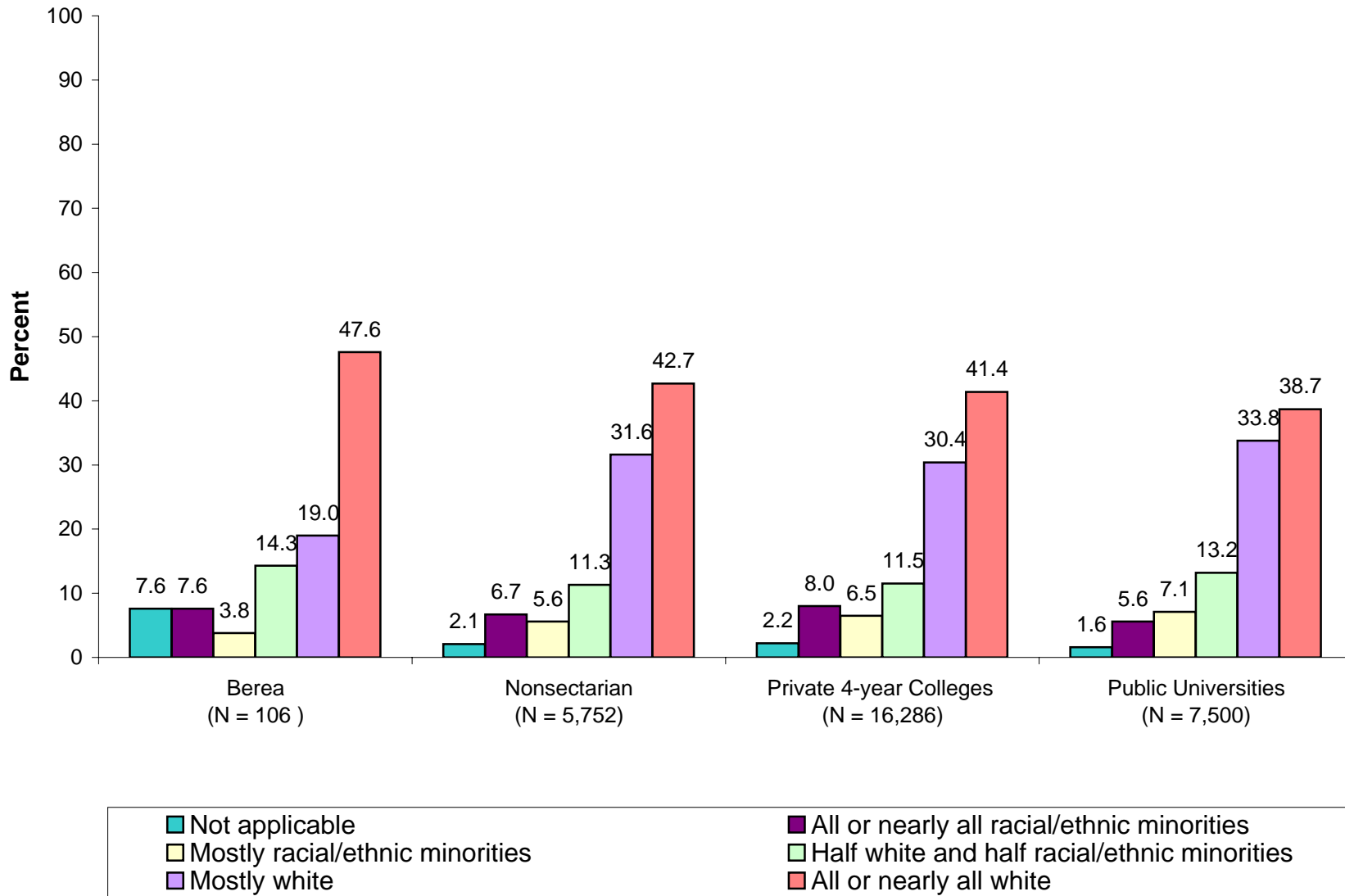
How would you describe the racial/ethnic composition of the following groups?

High school you last attended



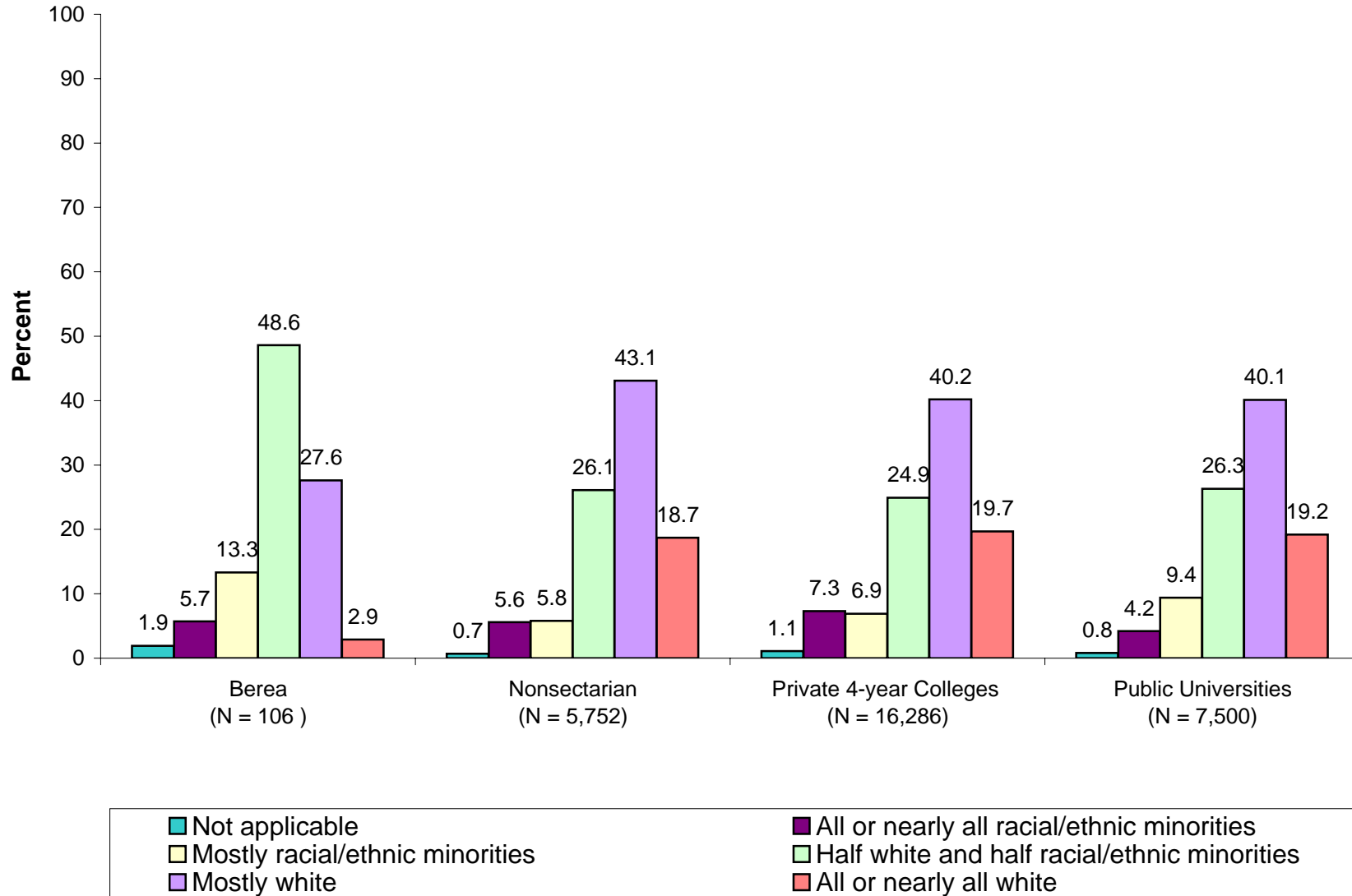
How would you describe the racial/ethnic composition of the following groups?

Neighborhood where you grew up



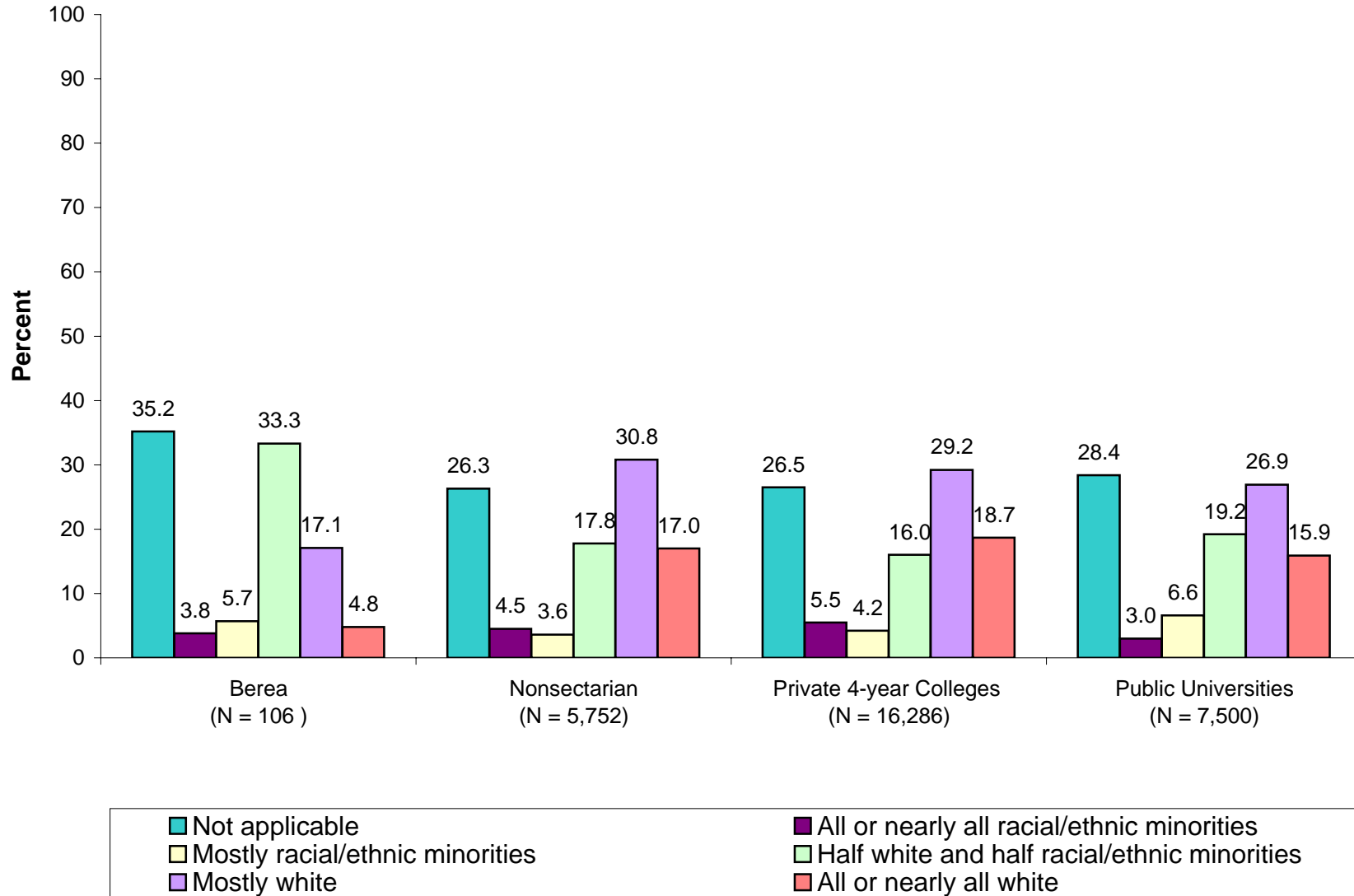
How would you describe the racial/ethnic composition of the following groups?

Friends you socialize with in college



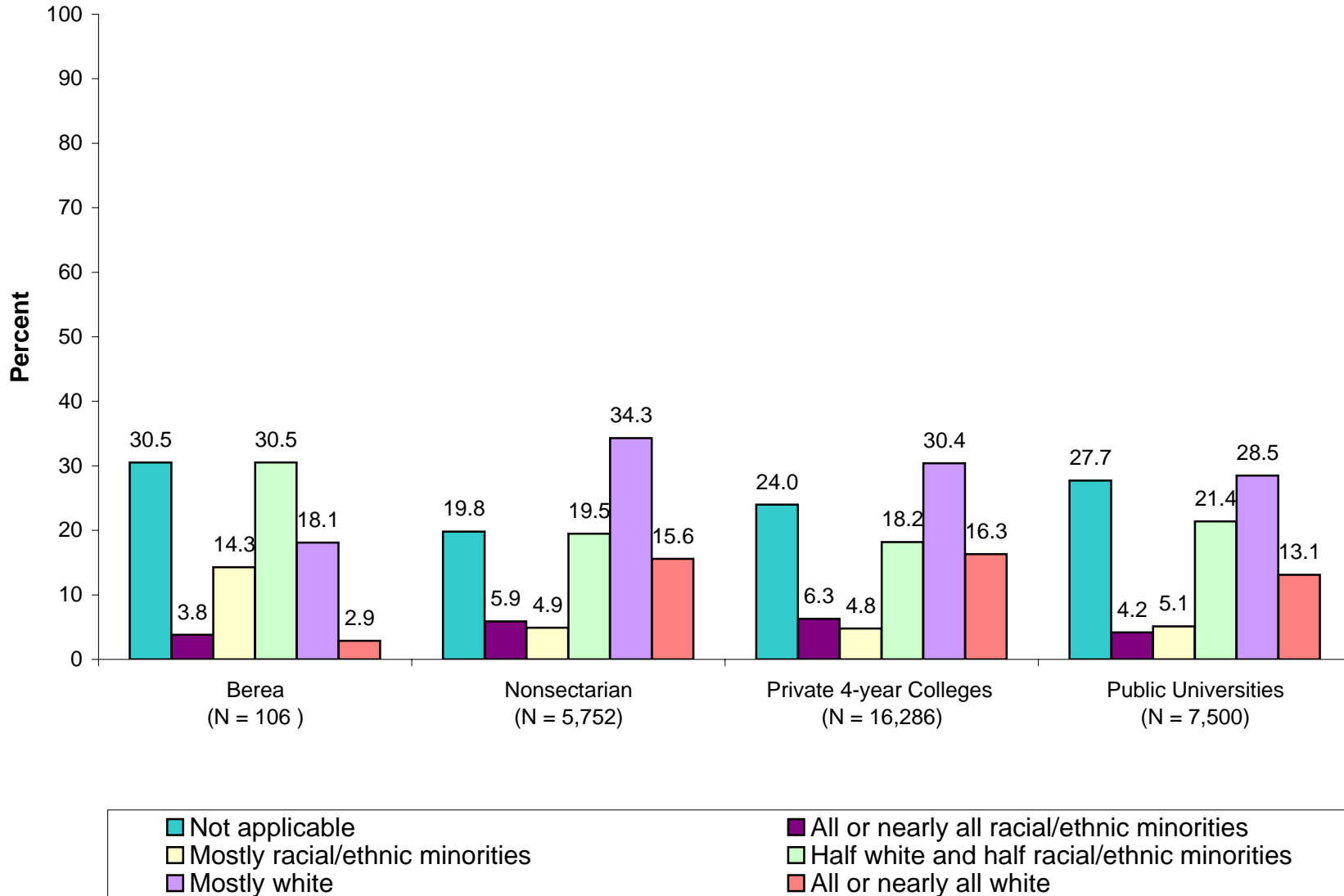
How would you describe the racial/ethnic composition of the following groups?

Your informal study groups



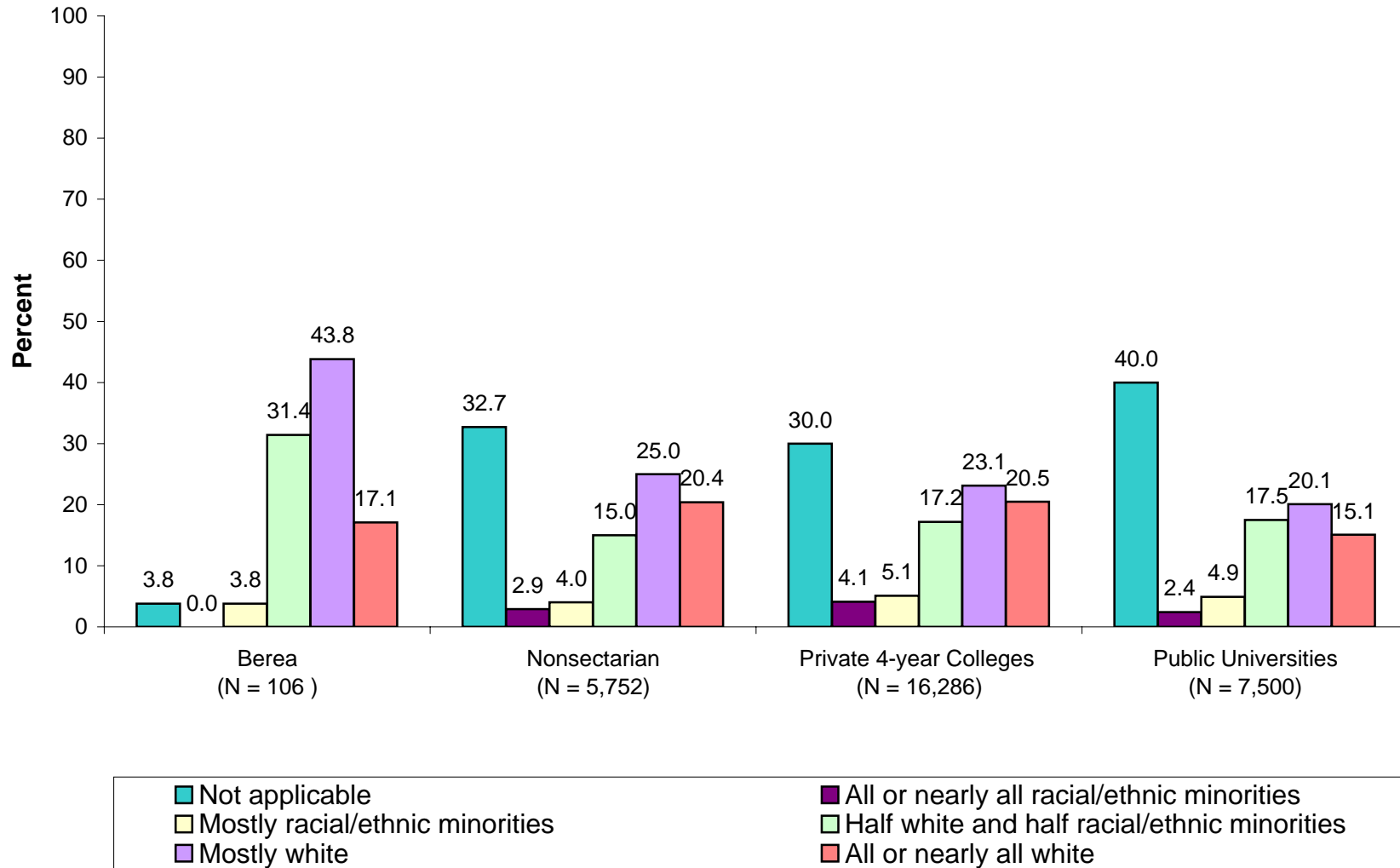
How would you describe the racial/ethnic composition of the following groups?

Clubs/organizations to which you belong

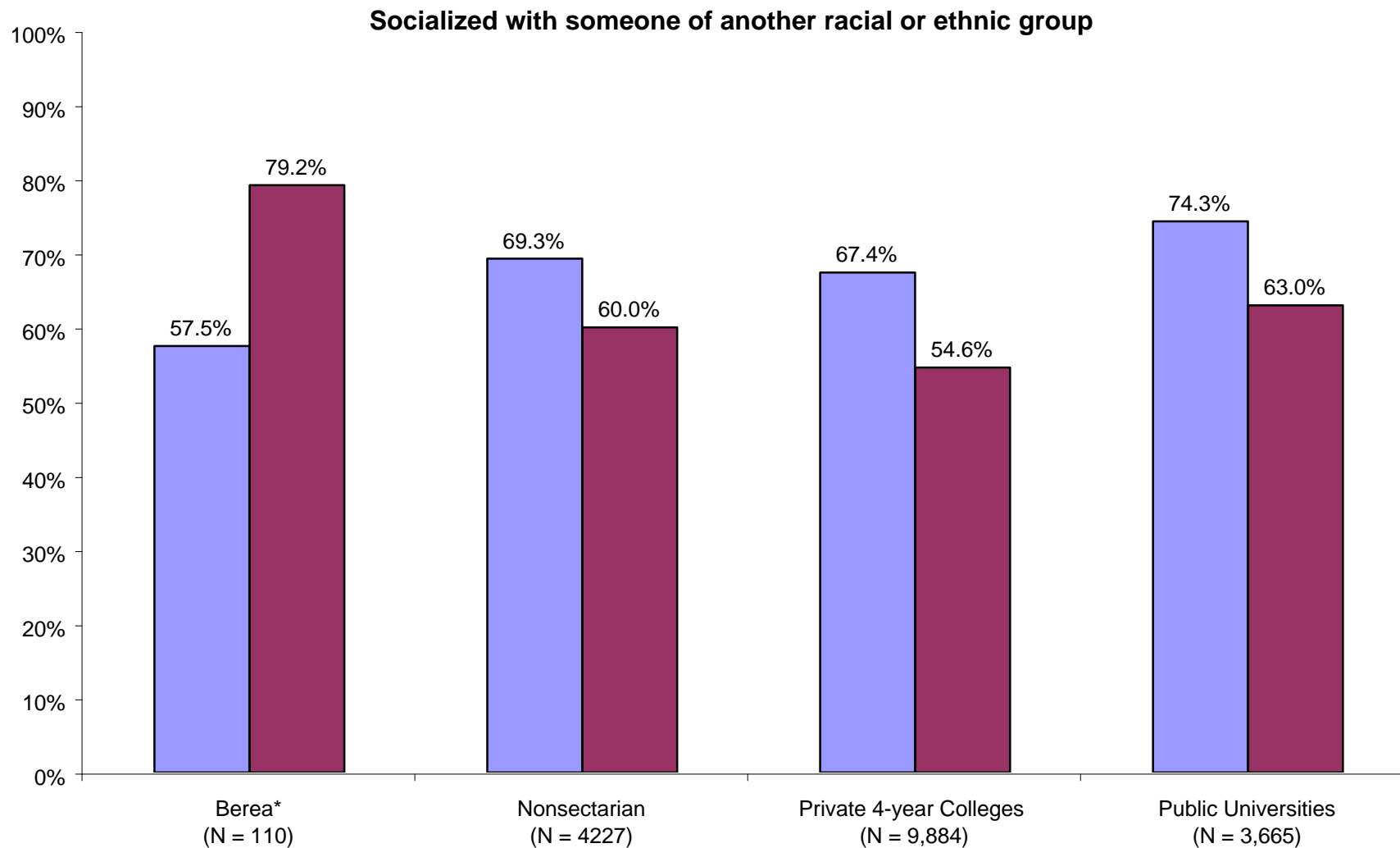


How would you describe the racial/ethnic composition of the following groups?

Place of work



Percent of Students who Marked "Frequently" or "Occasionally". (Last year of High School/Since Entering College)



*Berea means are statistically significantly different at the P<.05 level.

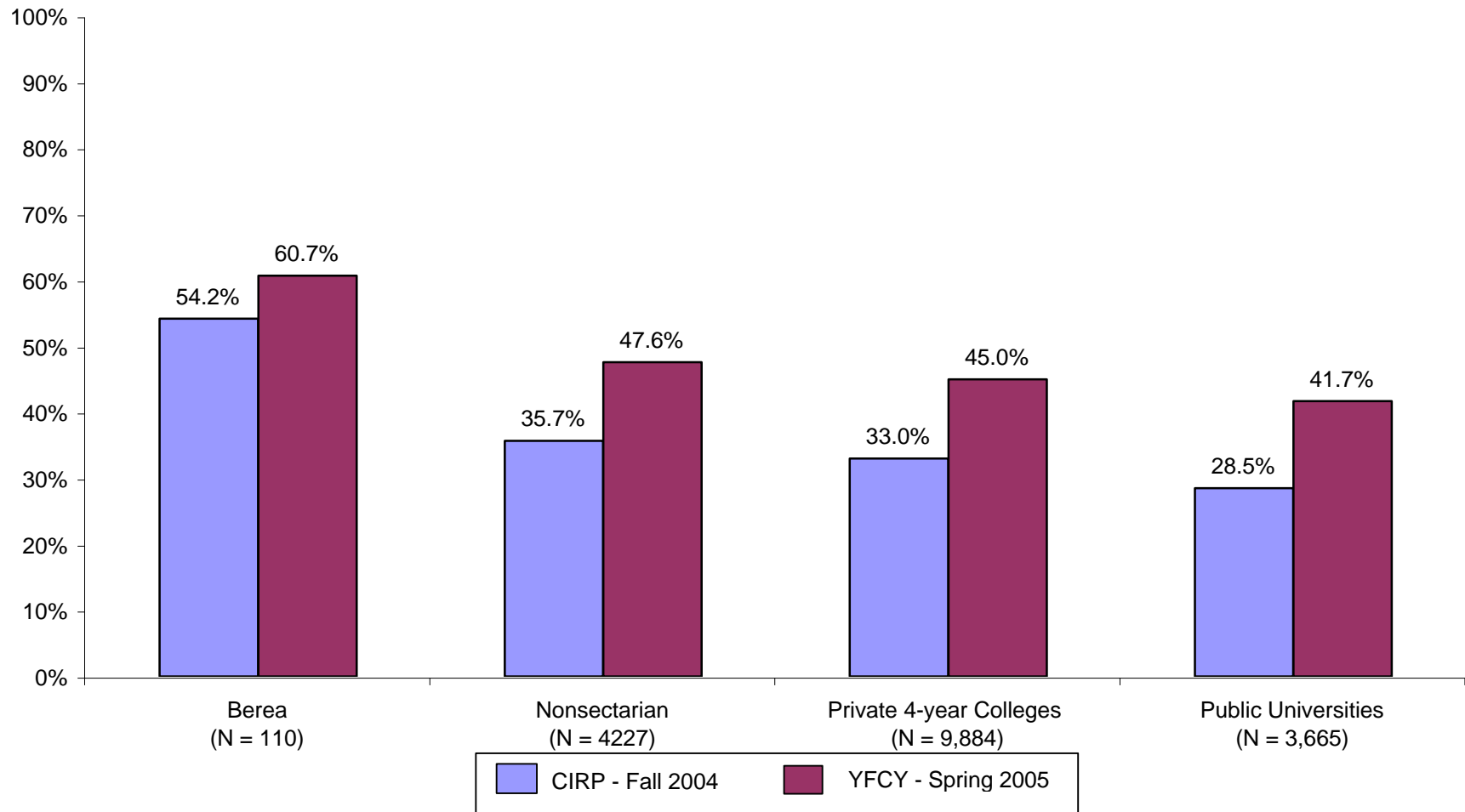


Compiled by the Office of Institutional Research and Assessment, August 2005

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"

Helping to promote racial understanding



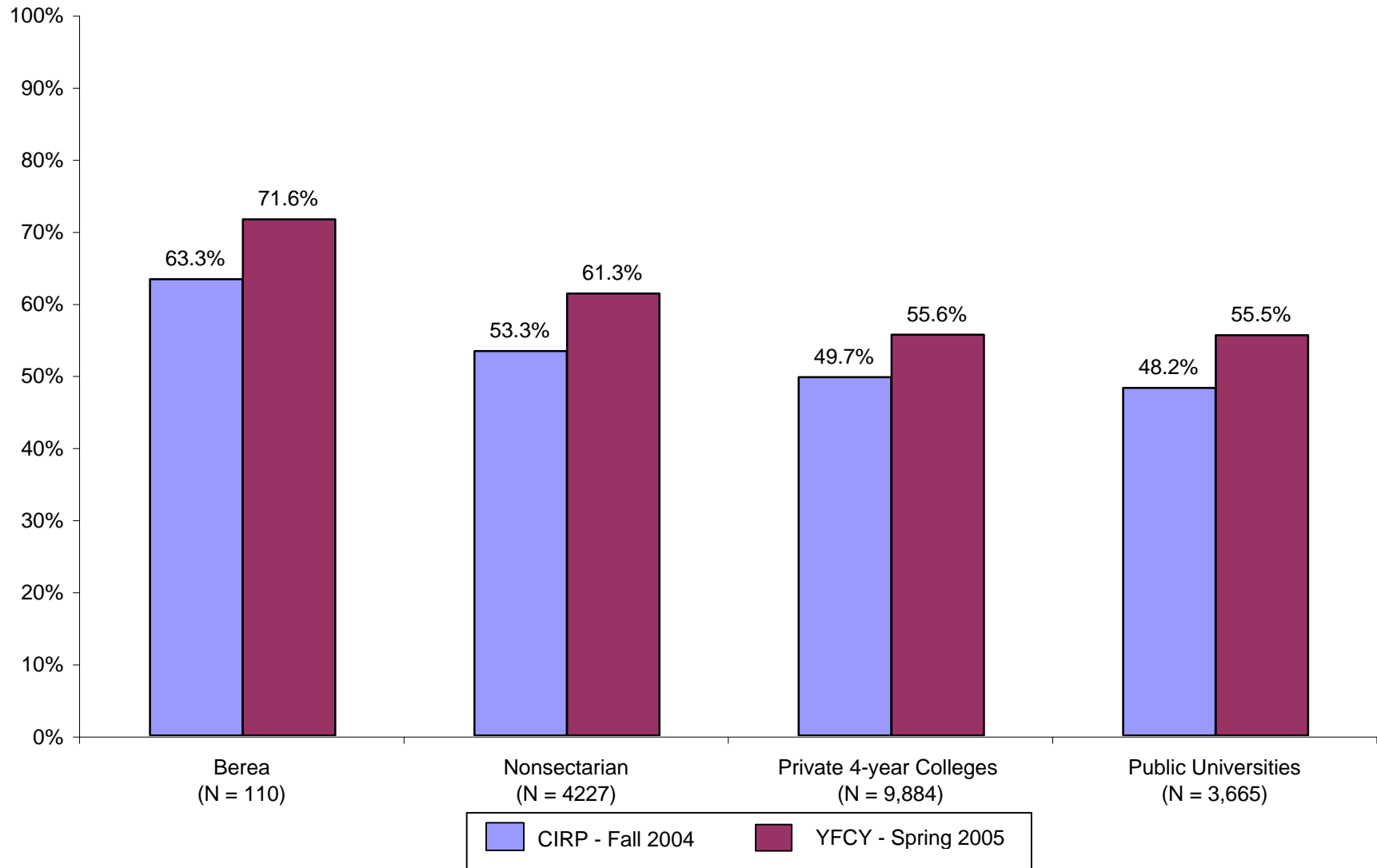
Compiled by the Office of Institutional Research and Assessment, August 2005

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"

Improving my understanding of other countries and cultures



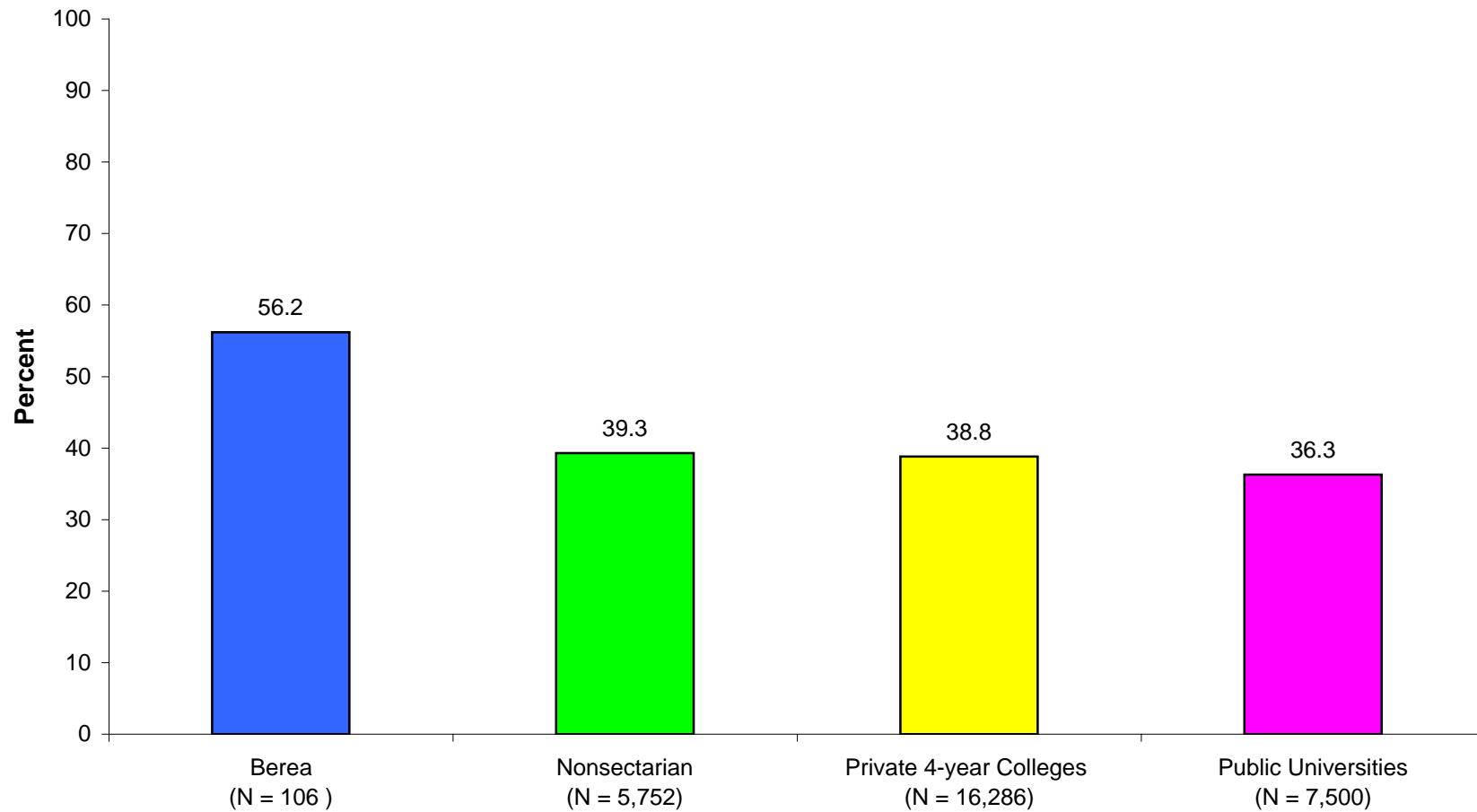
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

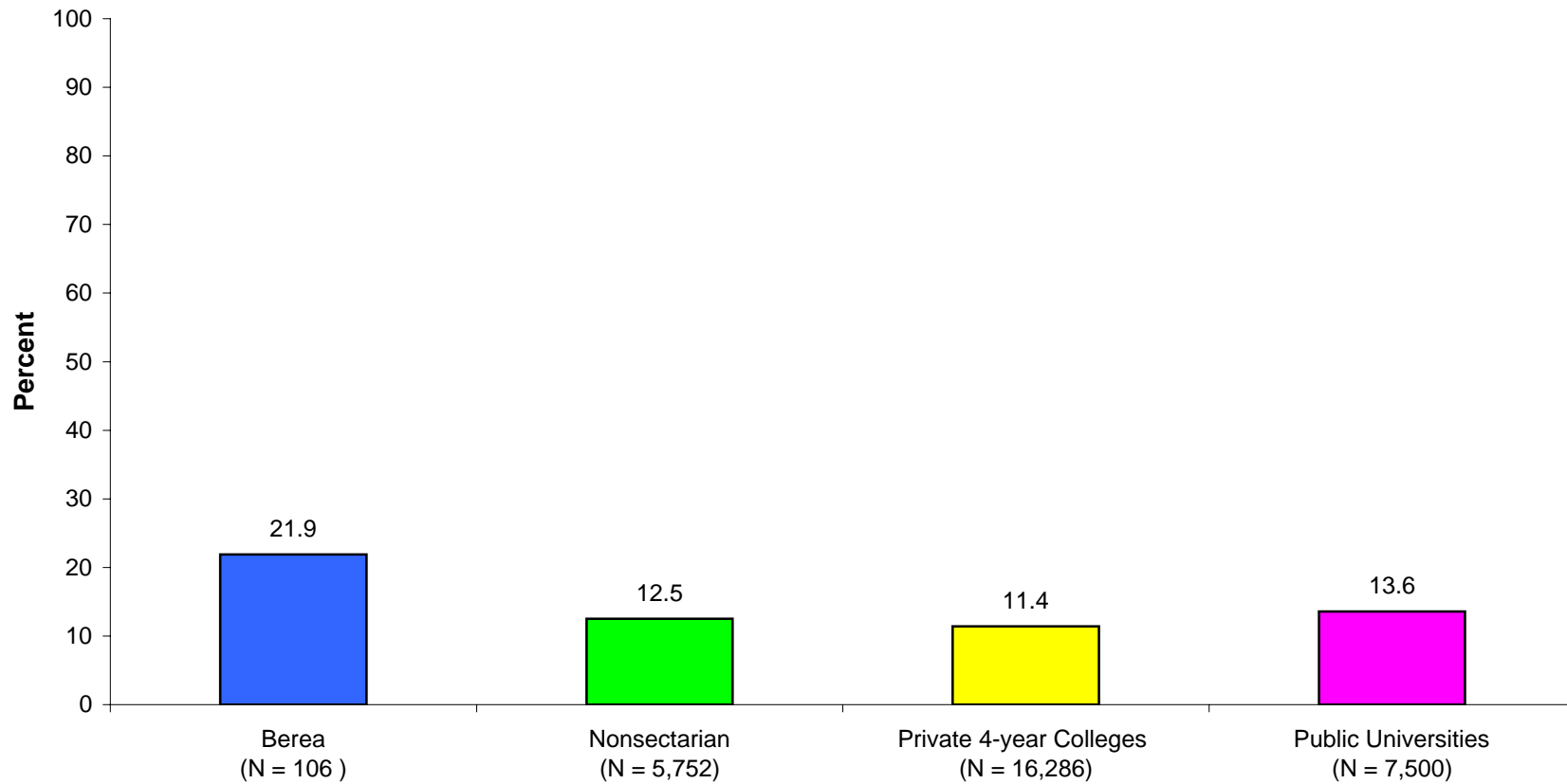
Percentage of students who indicated the following as "essential" or "very important"

Improving the health of minority communities



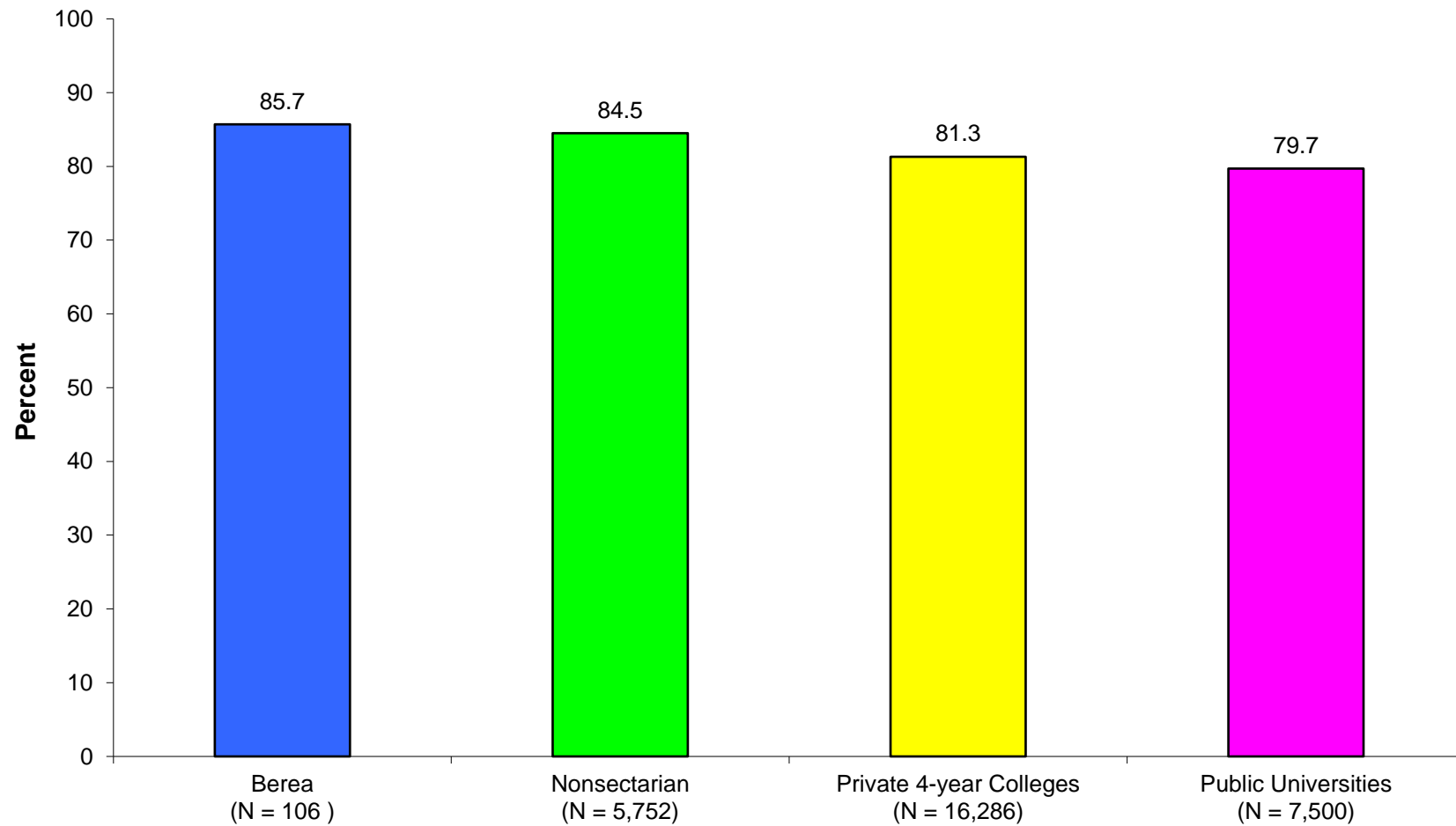
Percentage of students who "agree" or "strongly agree" with the following statements:

I have been singled out because of my race/ethnicity, gender, or sexual orientation



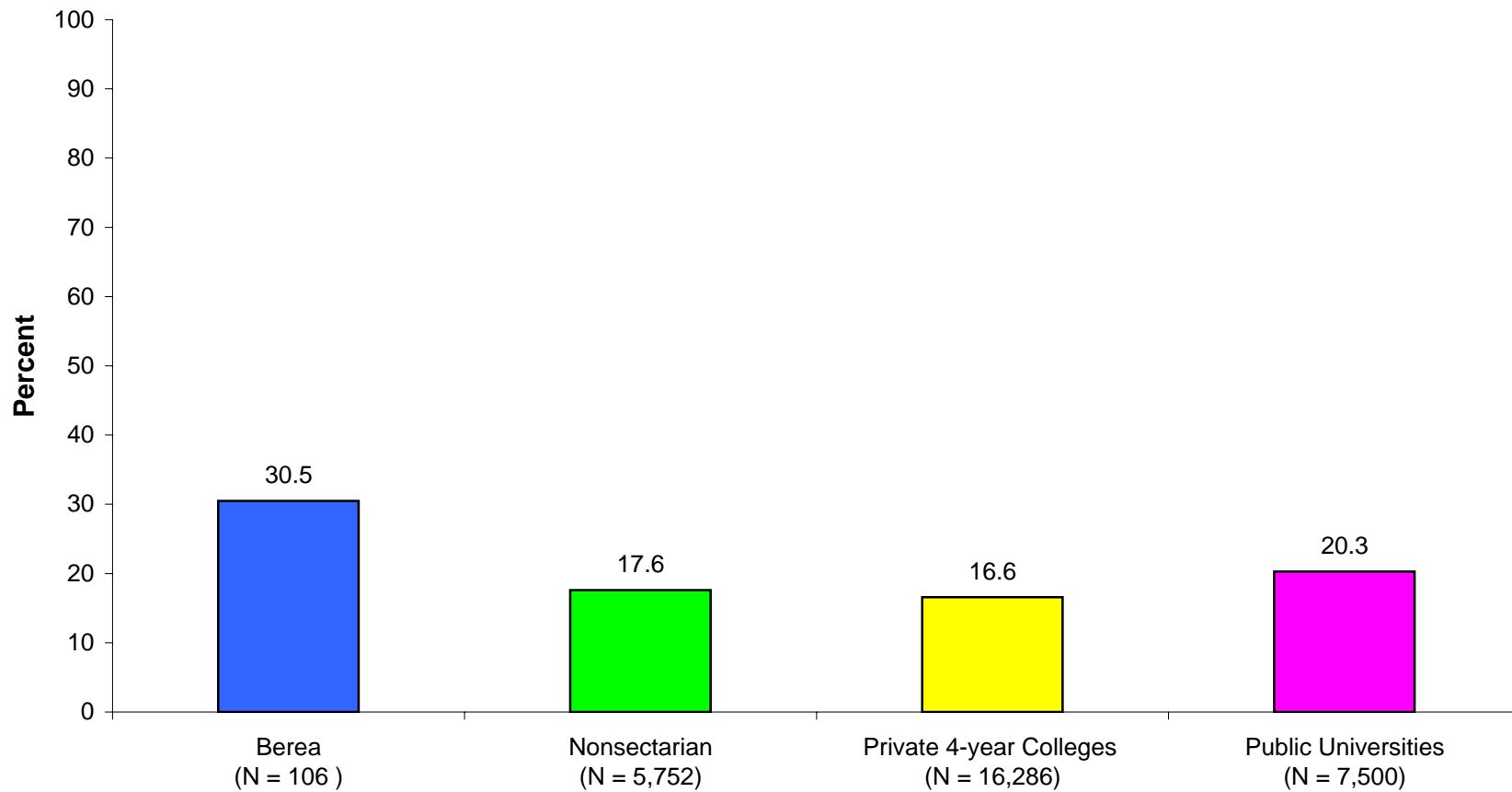
Percentage of students who "agree" or "strongly agree" with the following statements:

I see myself as part of the campus community



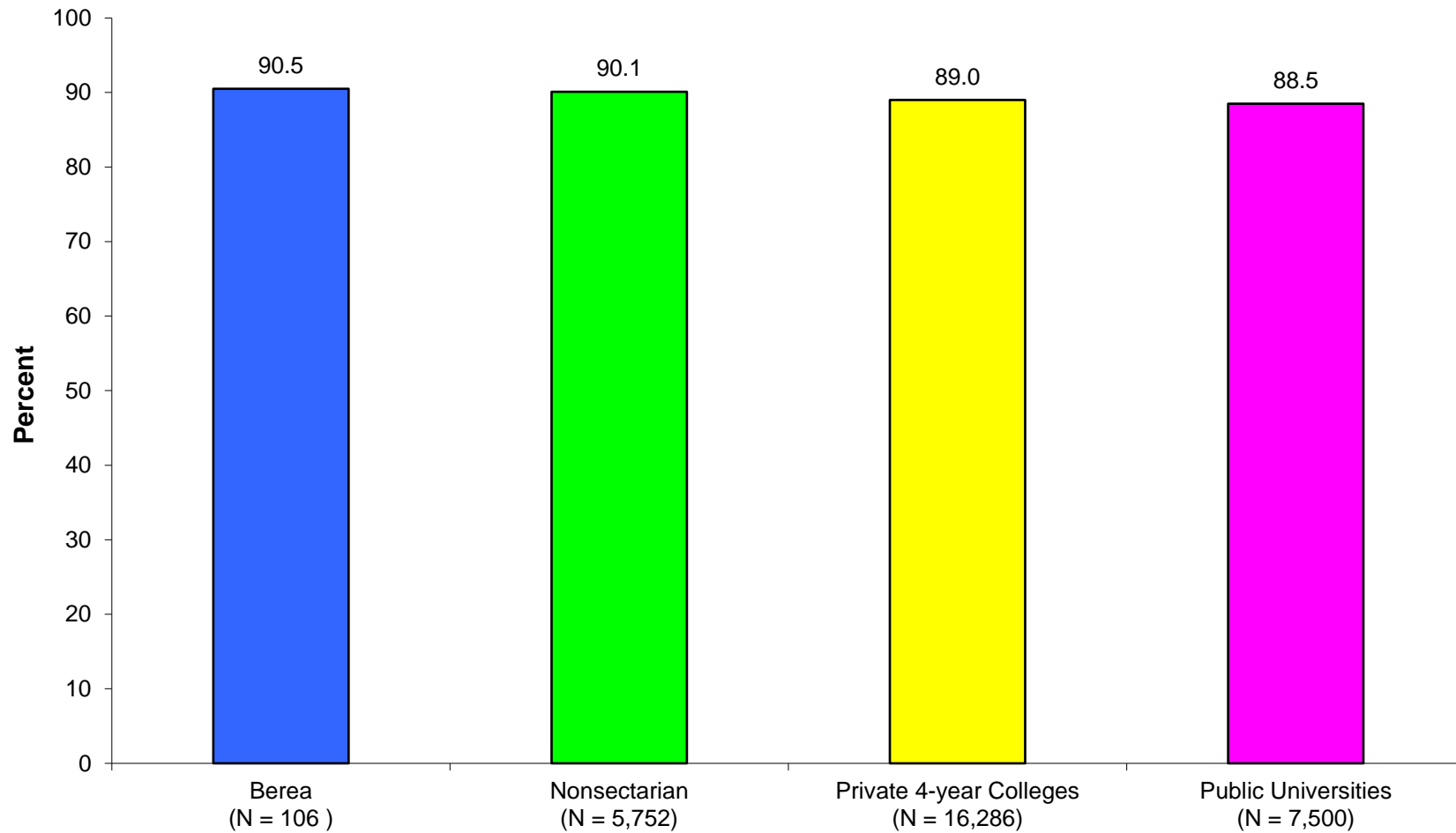
Percentage of students who "agree" or "strongly agree" with the following statements:

I have heard faculty express stereotypes about racial/ethnic groups in class



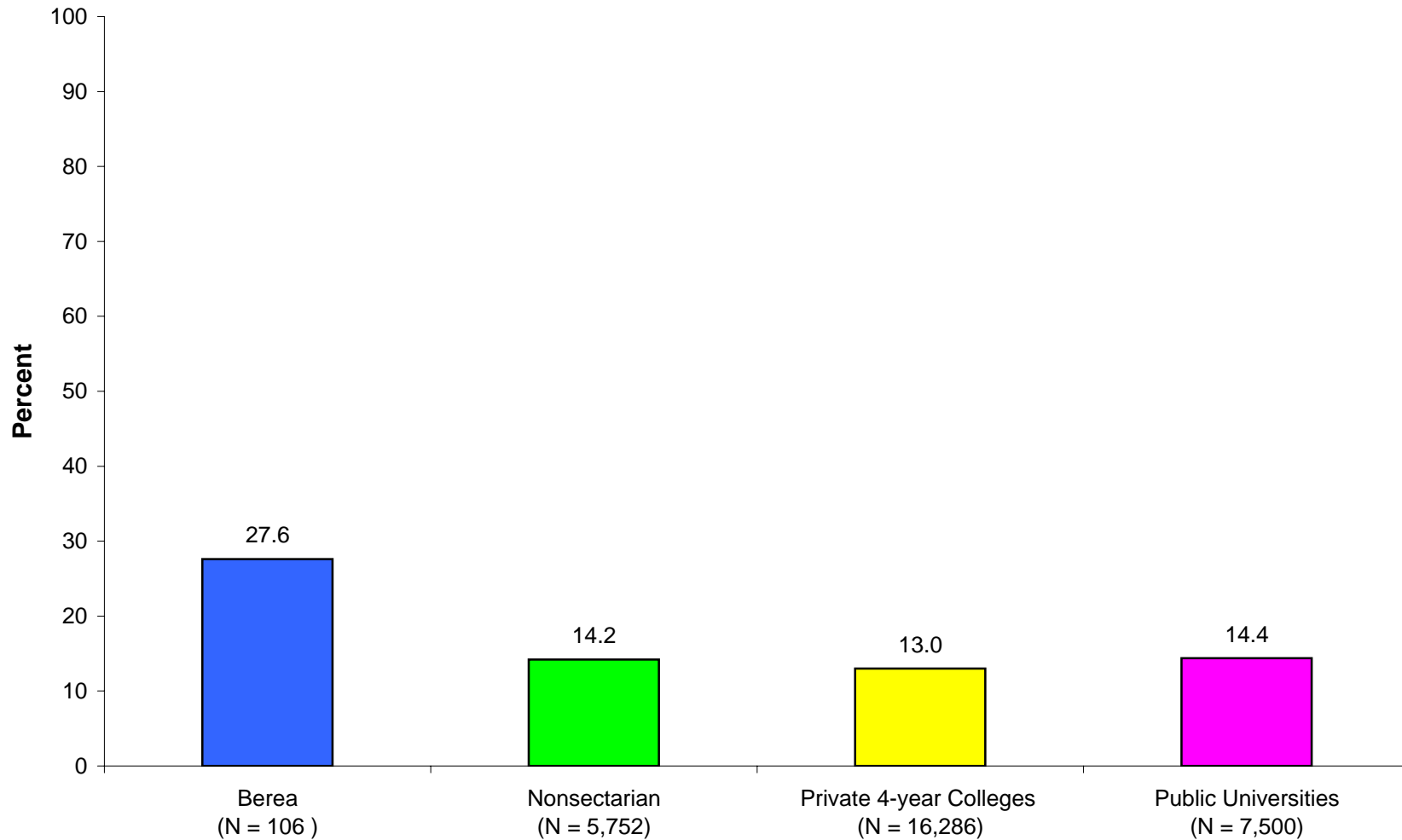
Percentage of students who "agree" or "strongly agree" with the following statements:

I feel I am a member of this college



Percentage of students who "agree" or "strongly agree" with the following statements:

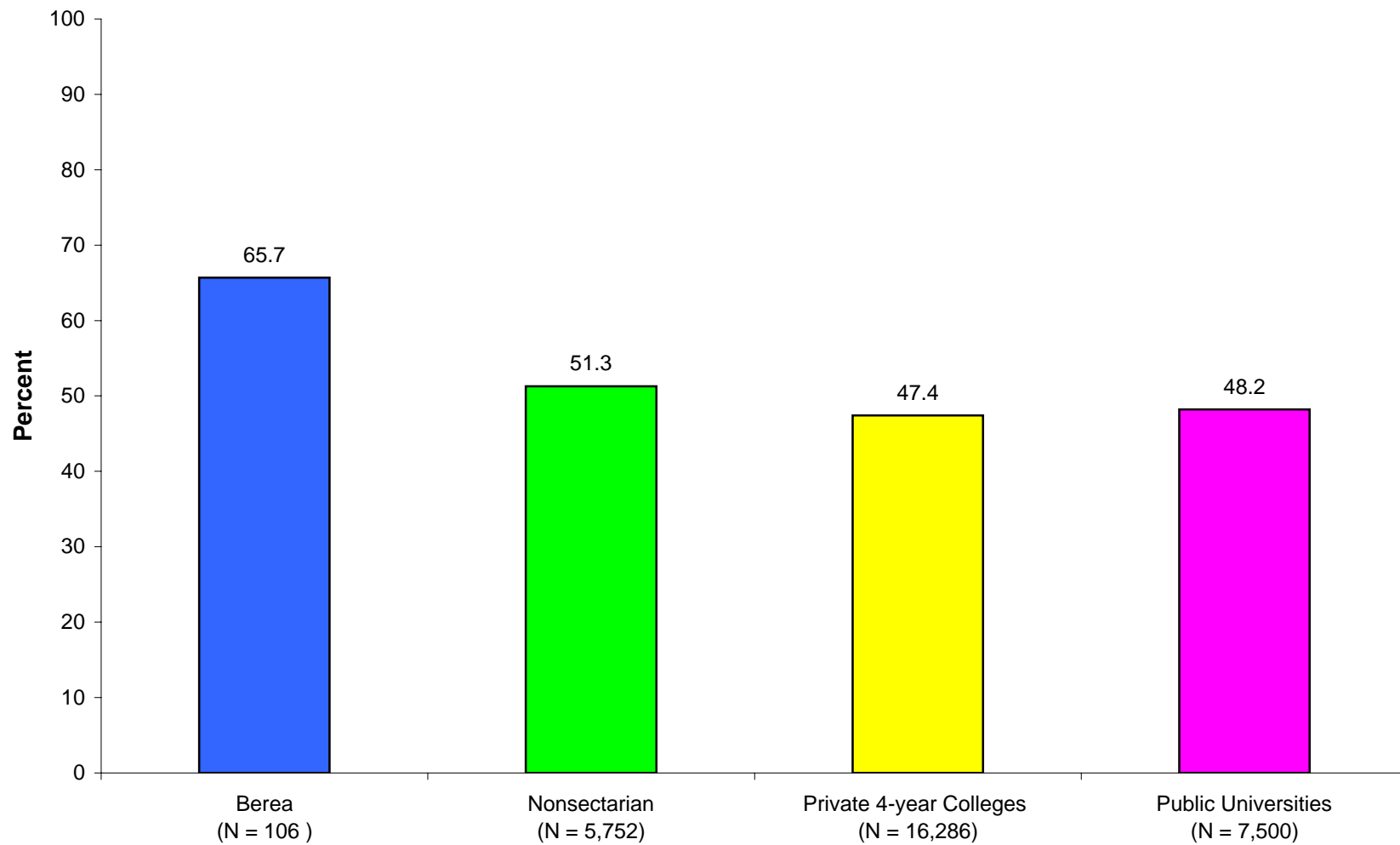
There is a lot of racial tension on this campus



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

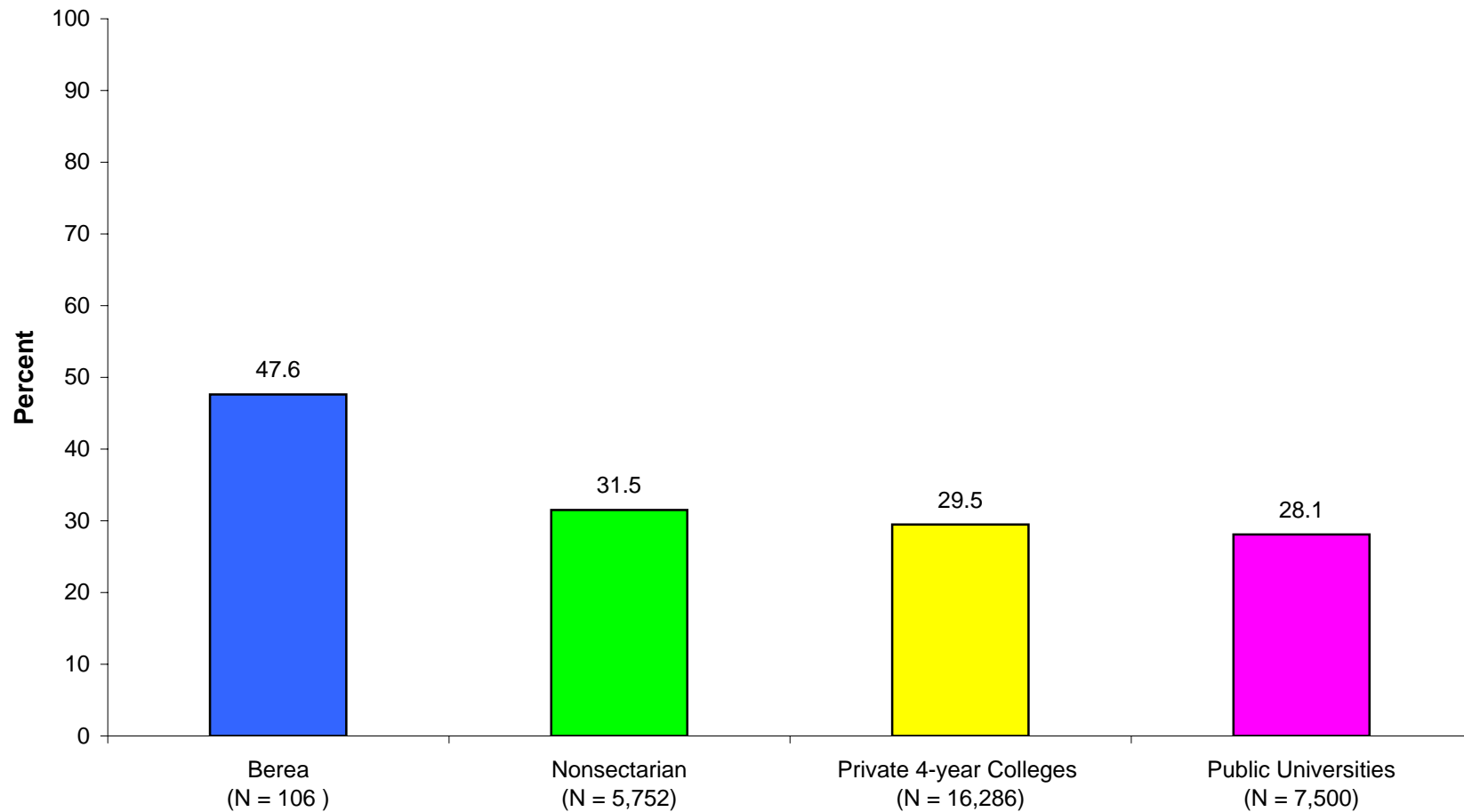
Dined or shared a meal



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

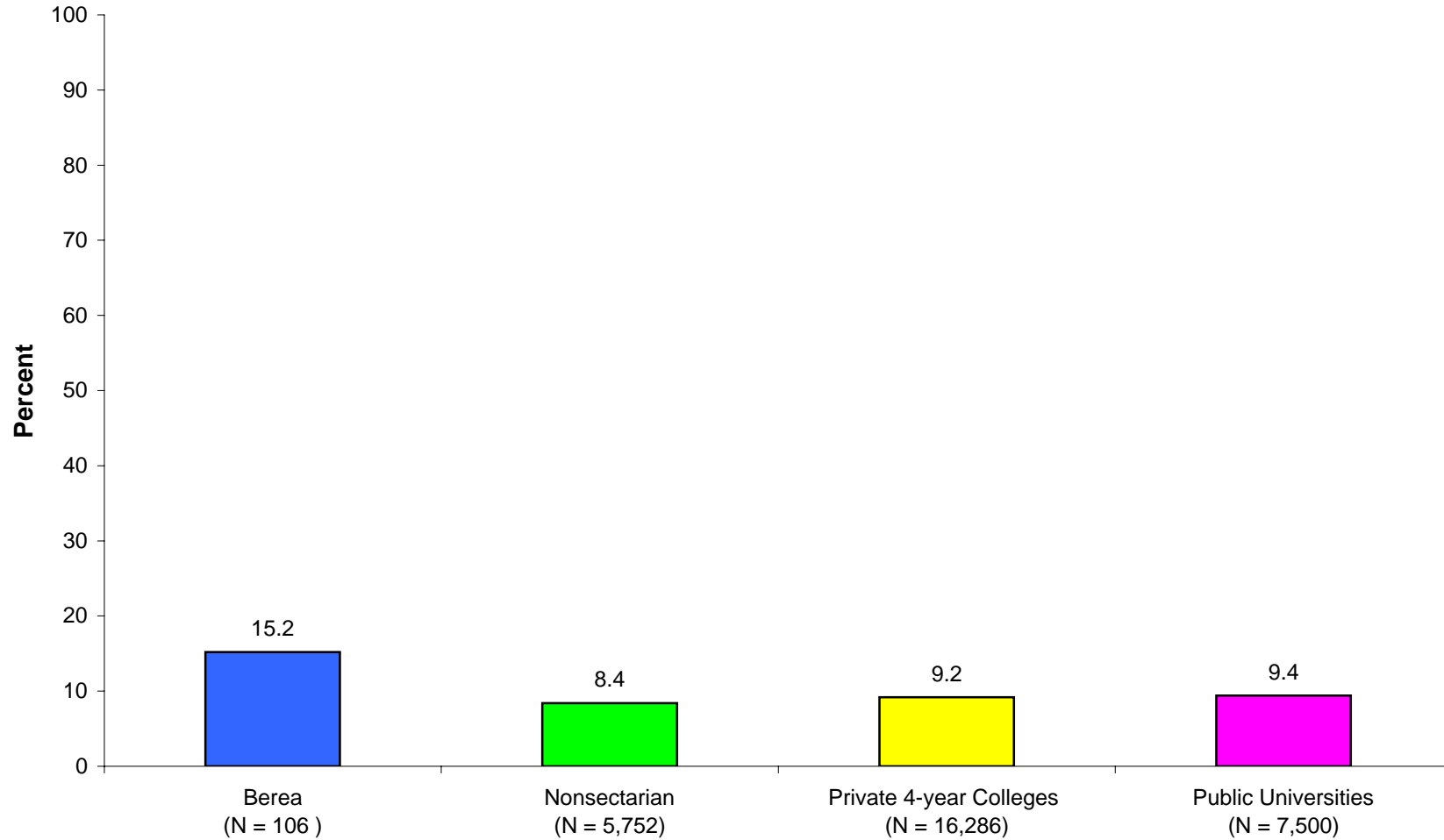
Had meaningful and honest discussions about race/ethnic relations outside of class



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

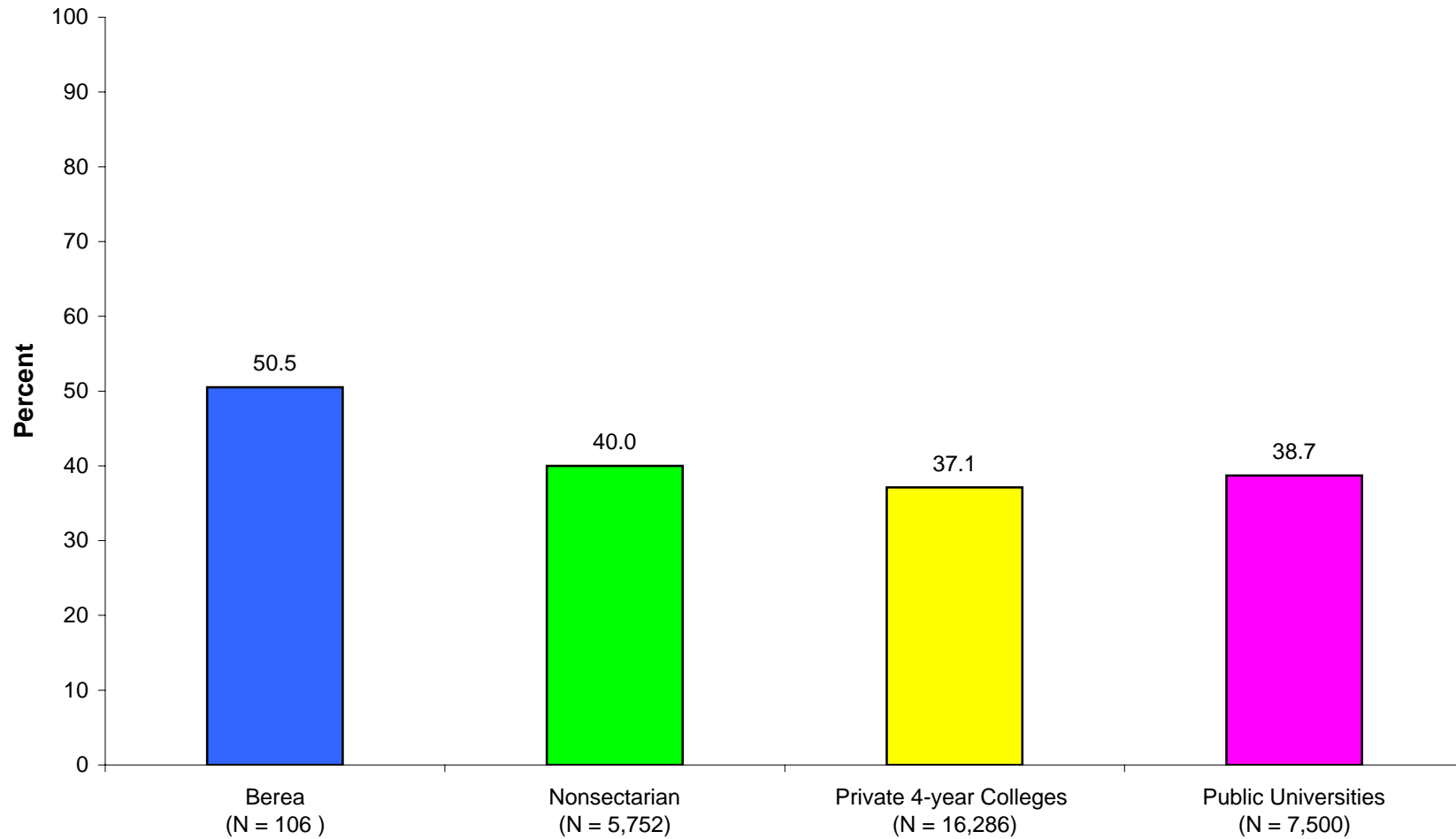
Had guarded, cautious interactions



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

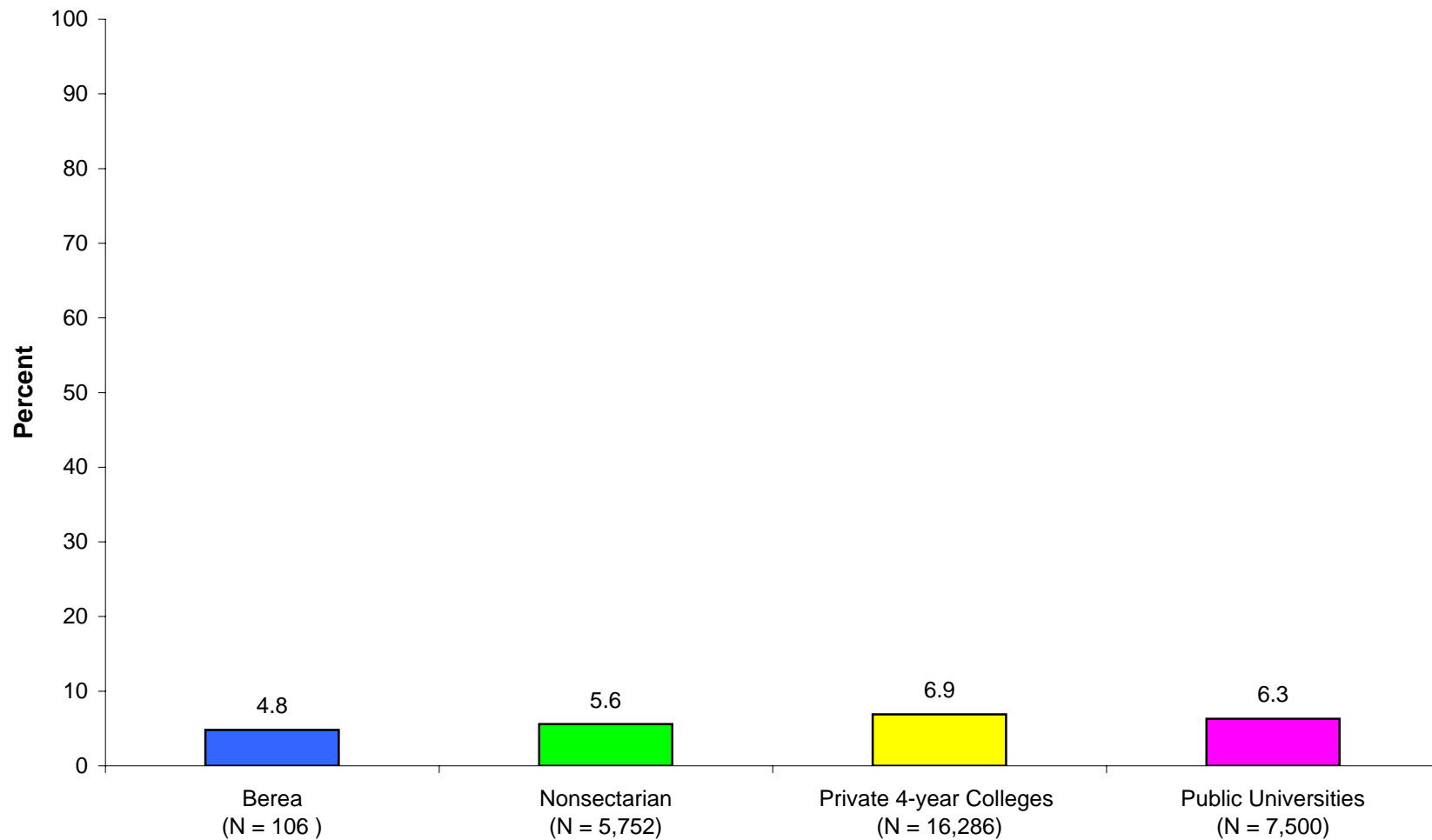
Shared personal feelings and problems



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

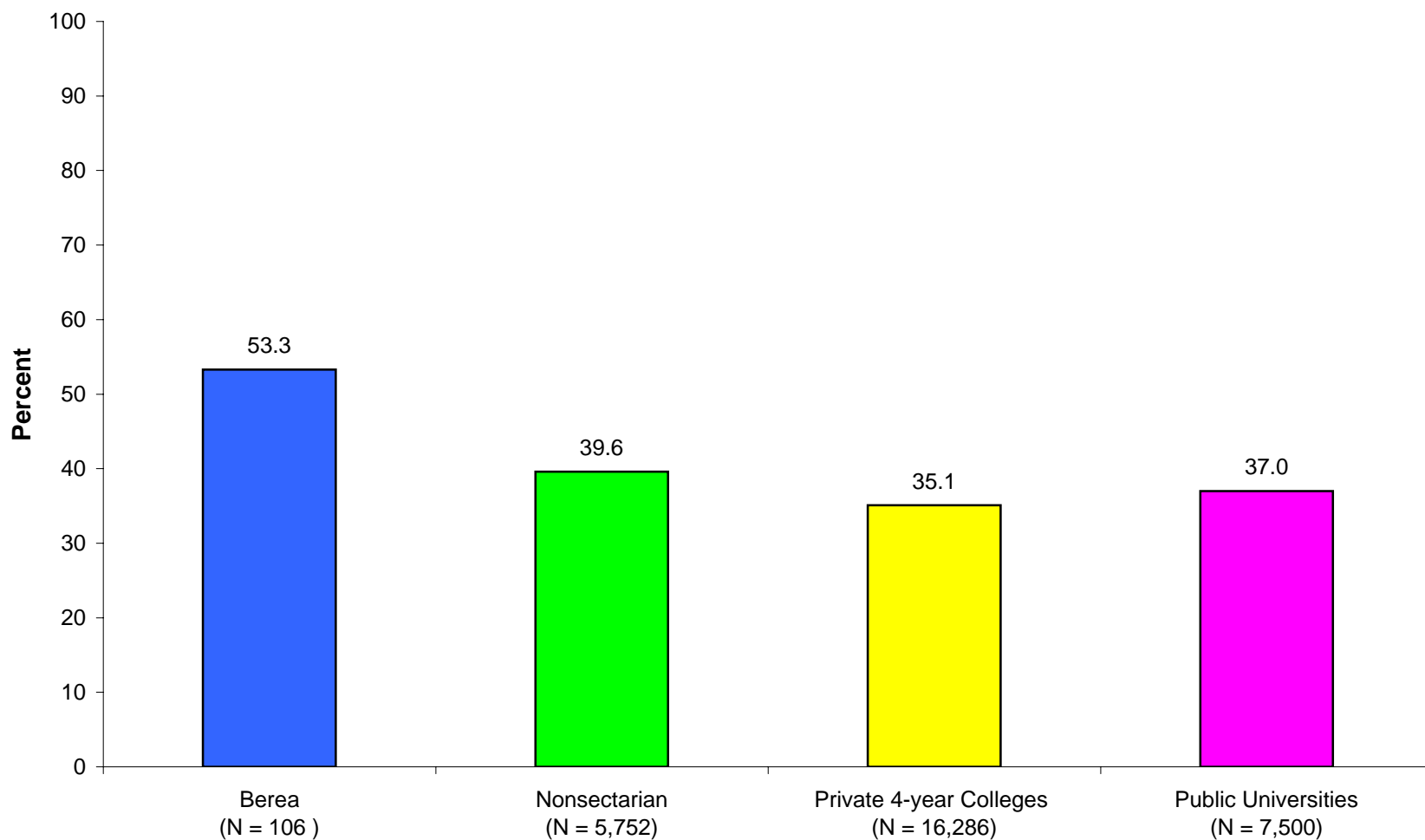
Had tense, somewhat hostile interactions



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

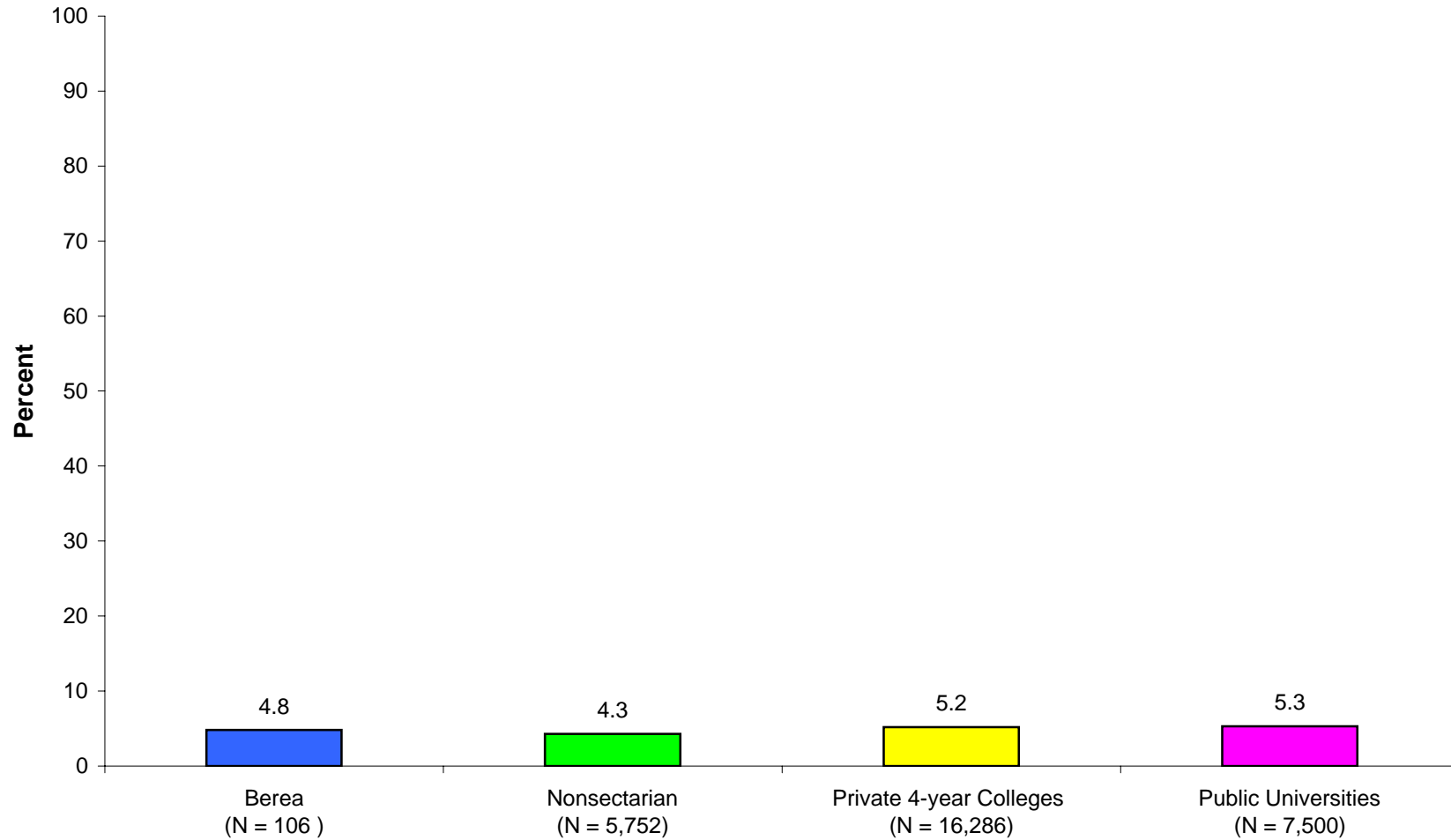
Had intellectual discussions outside of class



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

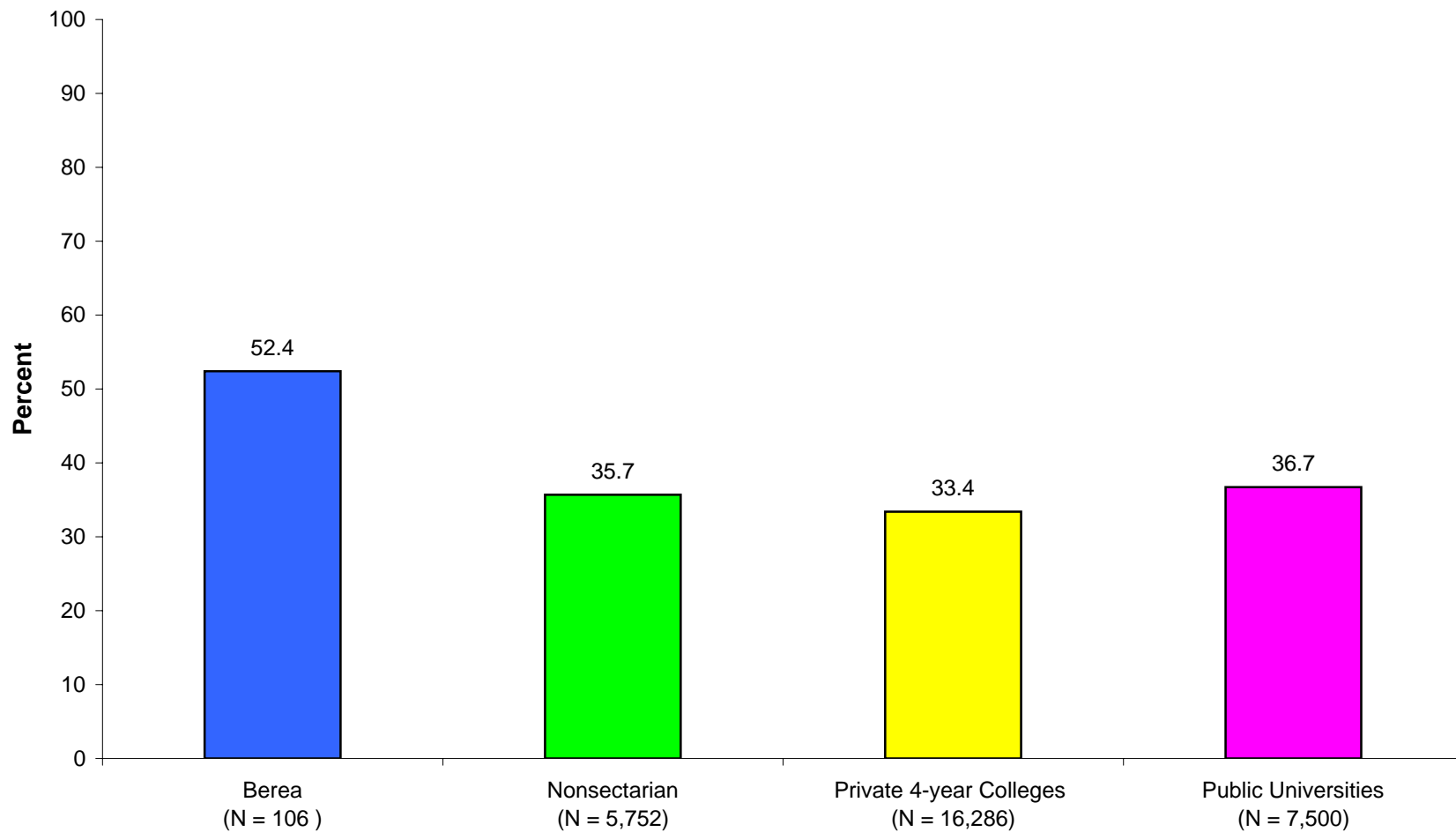
Felt insulted or threatened because of race/ethnicity



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

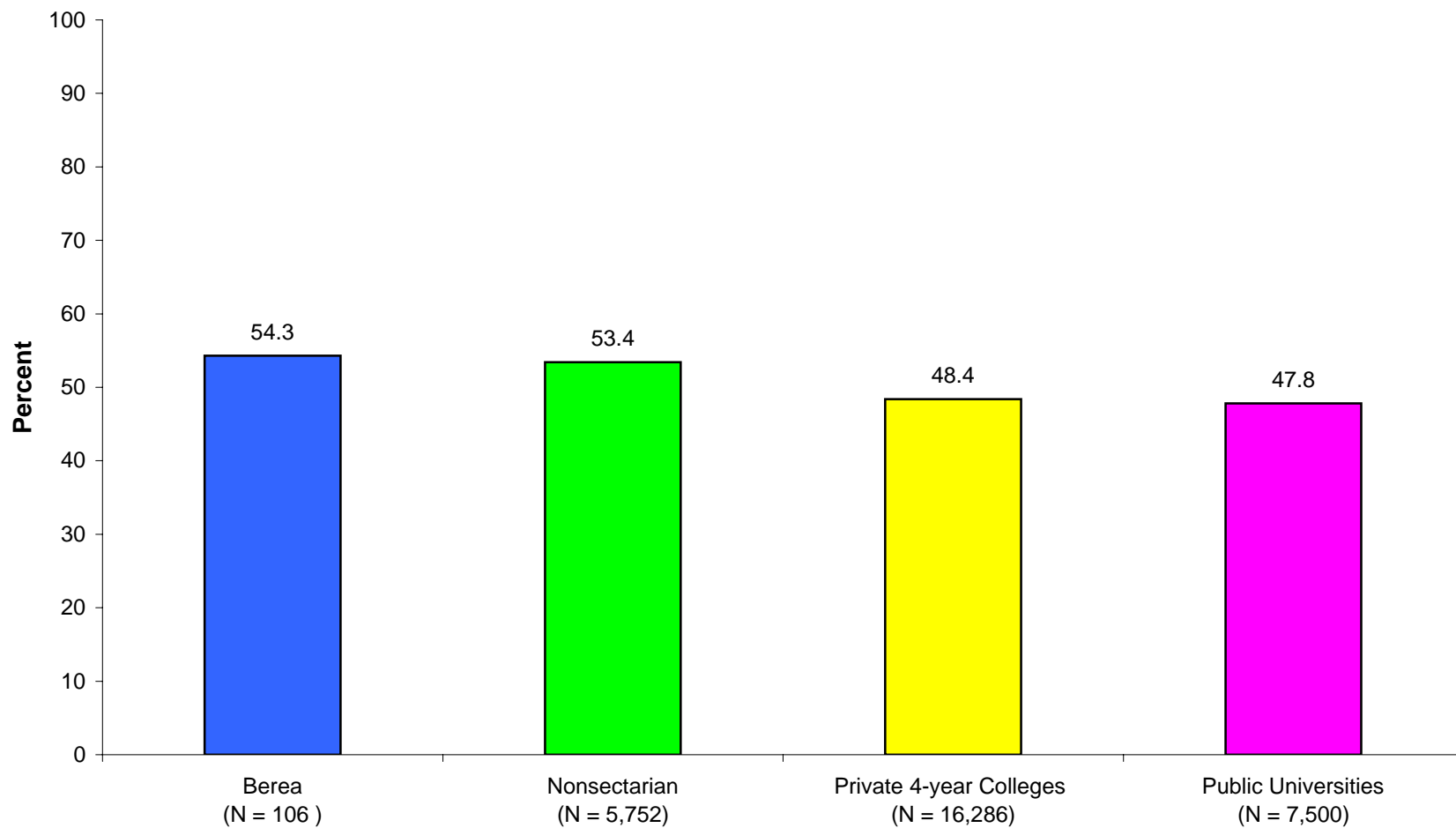
Studied or prepared for class



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

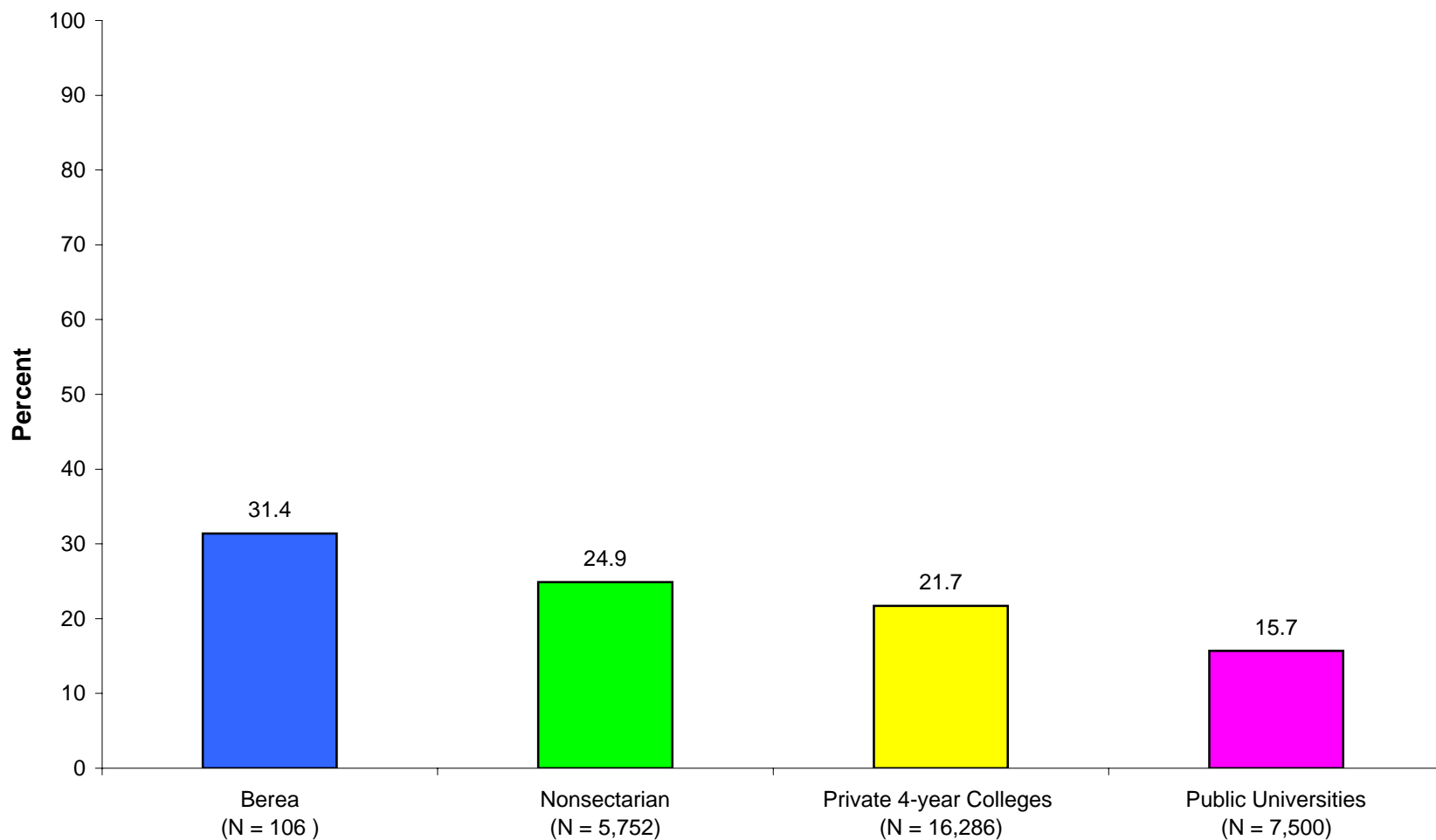
Socialized or partied



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

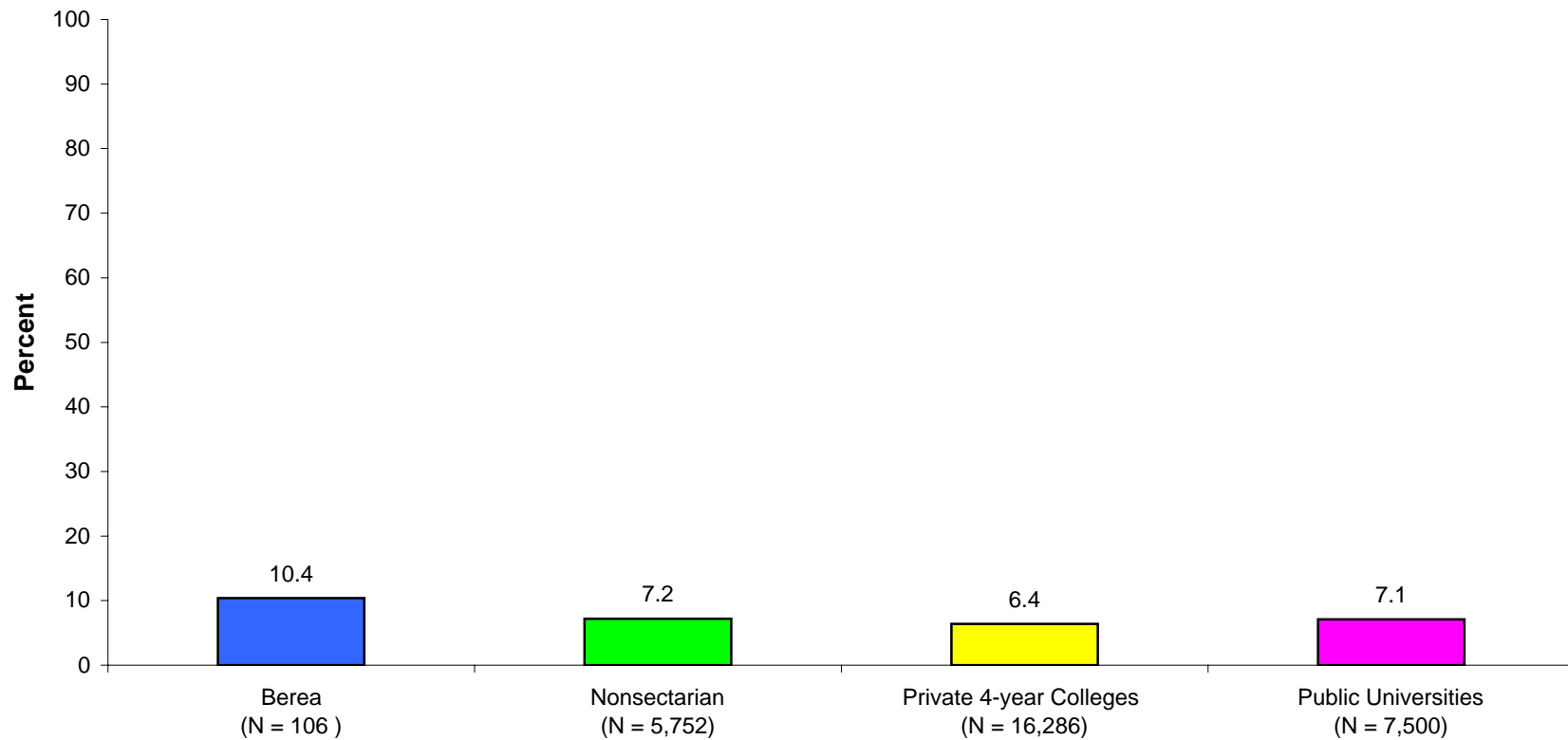
Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

Attended events sponsored by other racial/ethnic groups



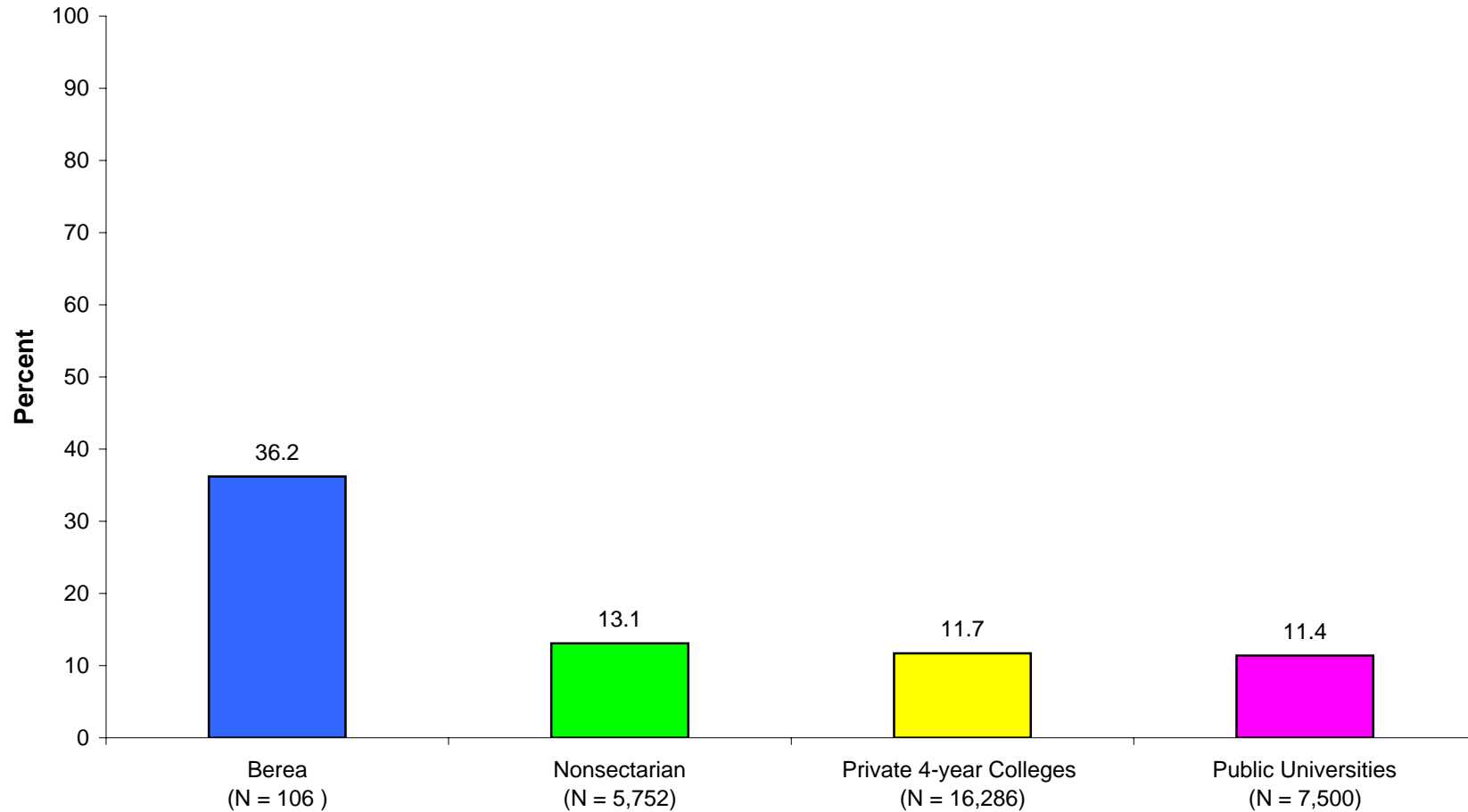
Percentage of students who indicated "yes" to: Since entering this college have you:

Participated in an academic enrichment/support program for racial/ethnic minority students



Percent of students noting "much stronger" skills compared with time when entered college:

Knowledge of people from different races/cultures



National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



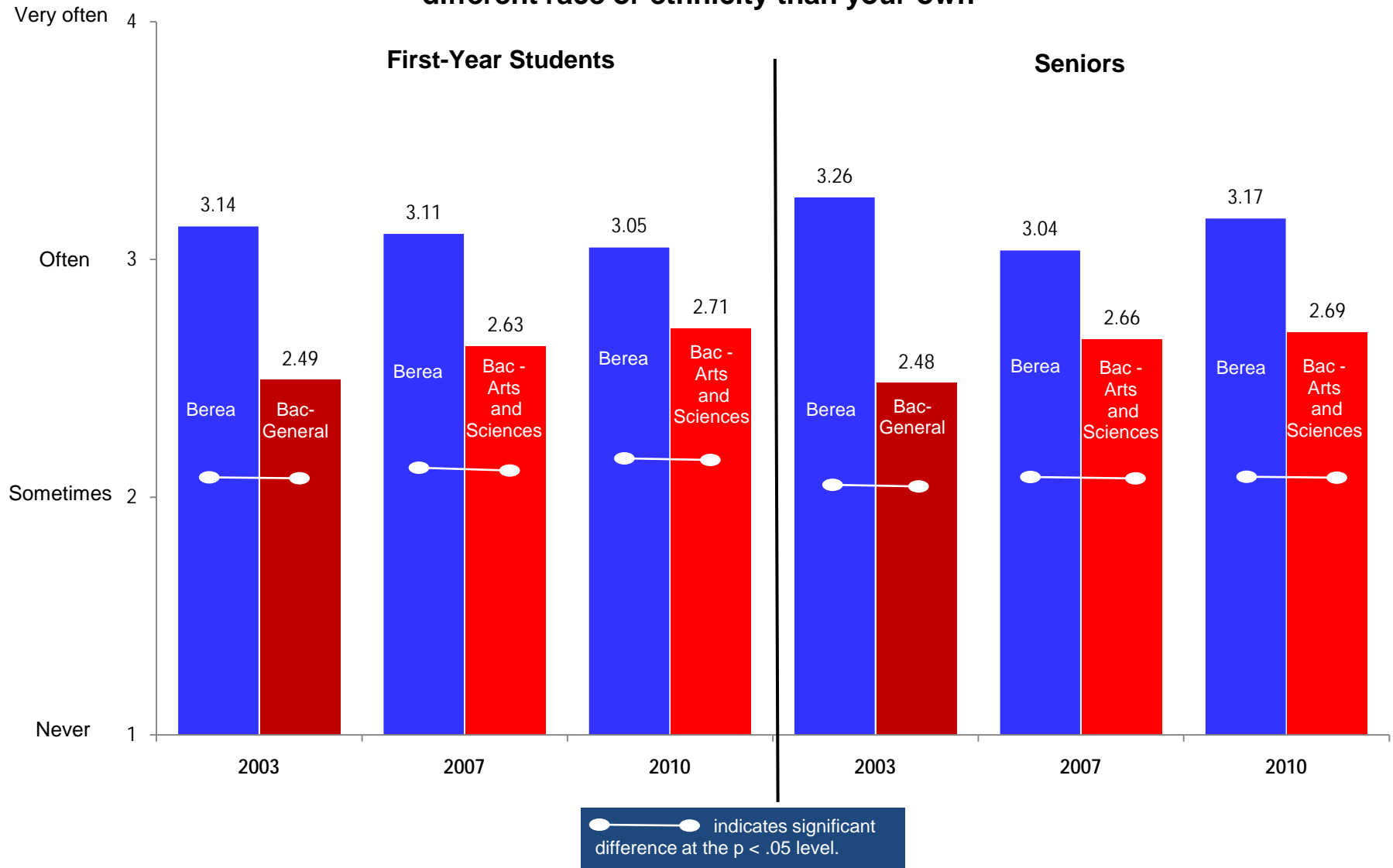
[Click to see survey instruments](#)

Response Rates:

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

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

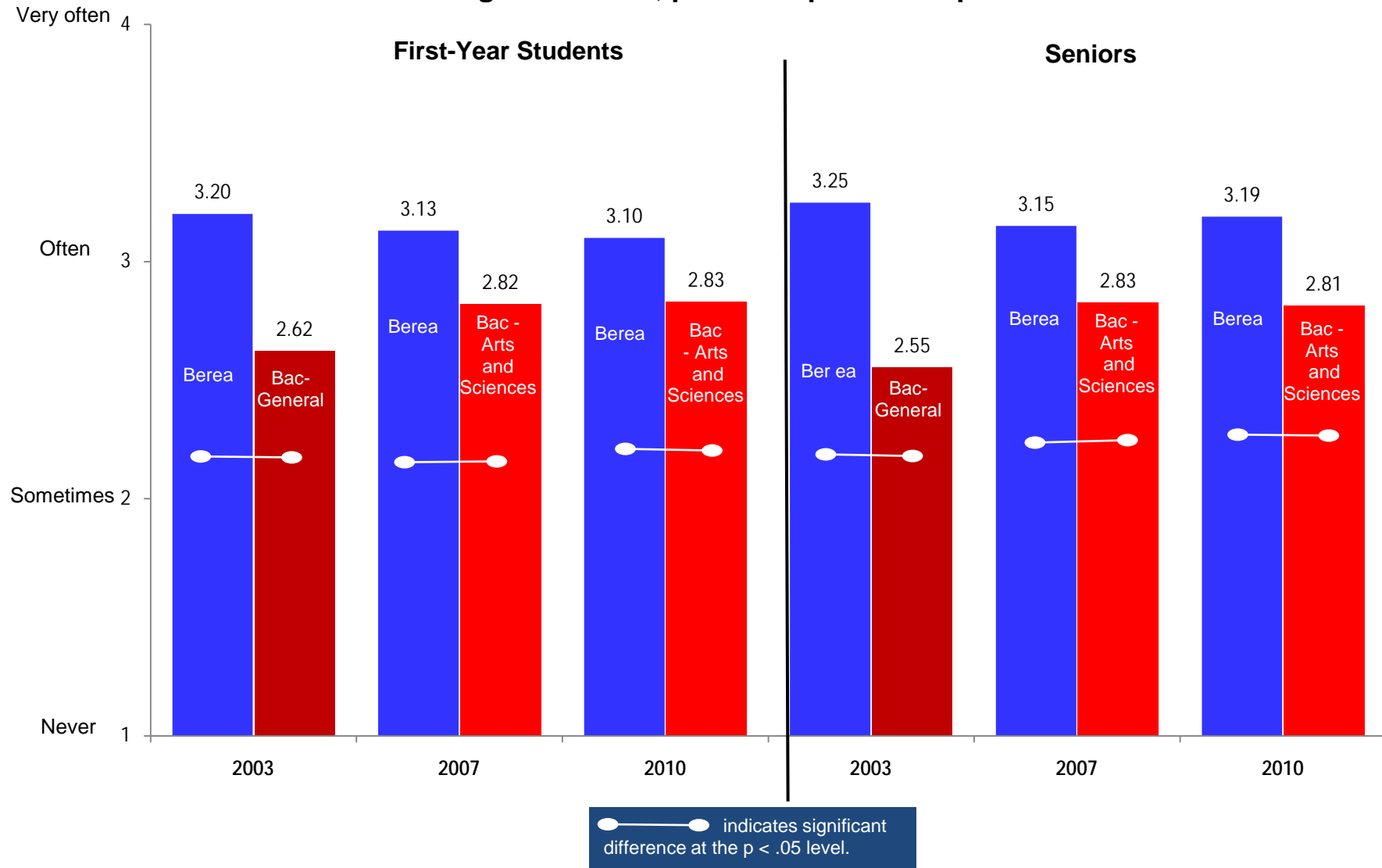
Had serious conversations with students of a different race or ethnicity than your own



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

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

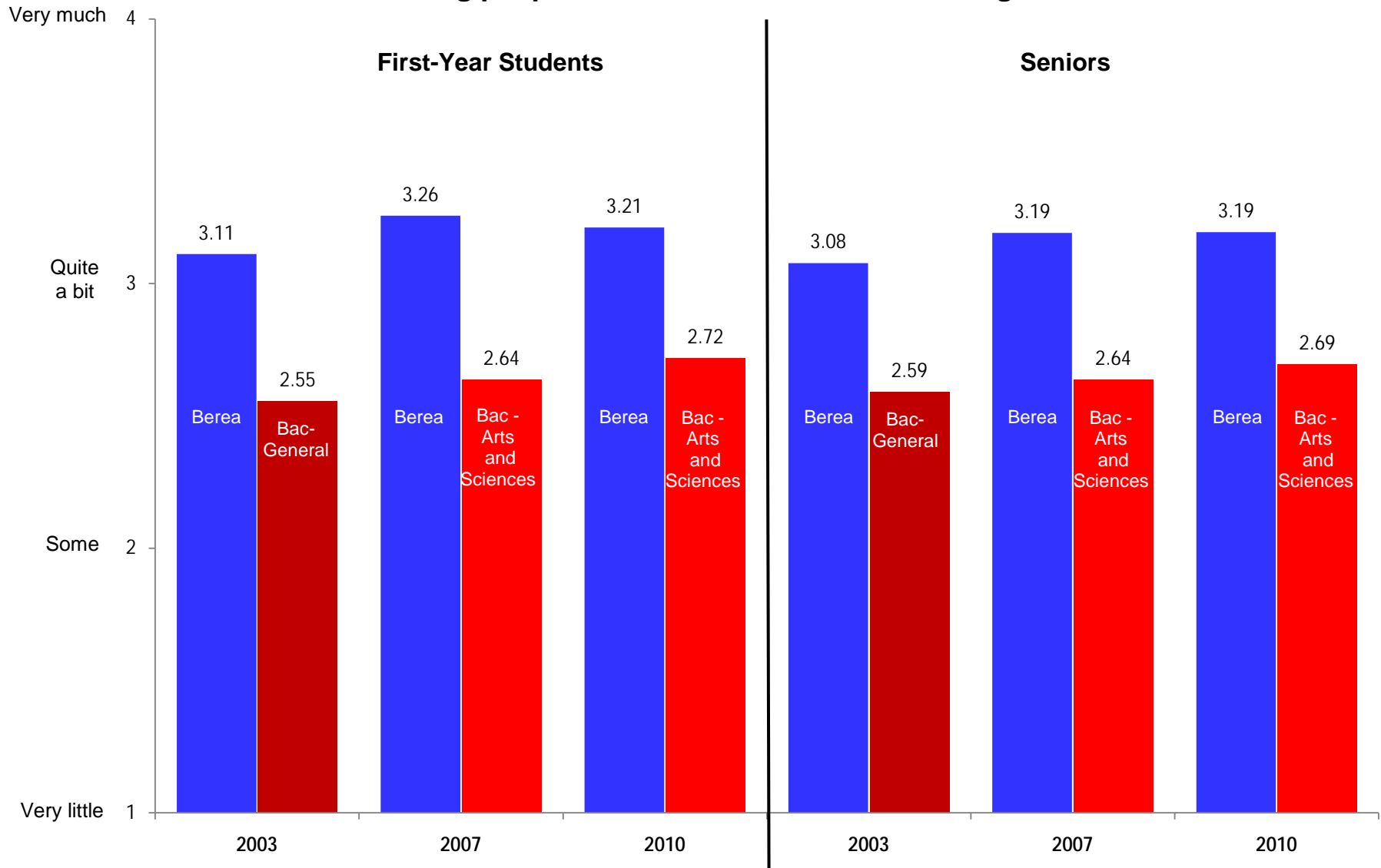
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values



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

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development?

Understanding people of other racial and ethnic backgrounds



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

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

All Students

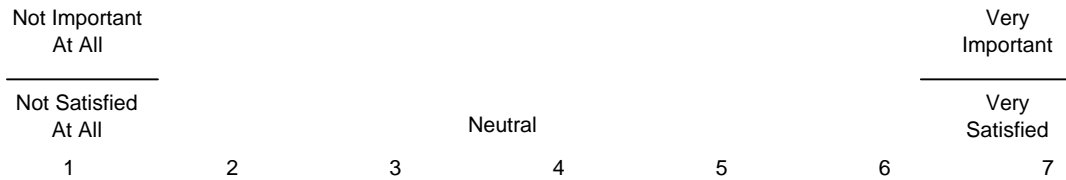


[Click to see survey instruments](#)

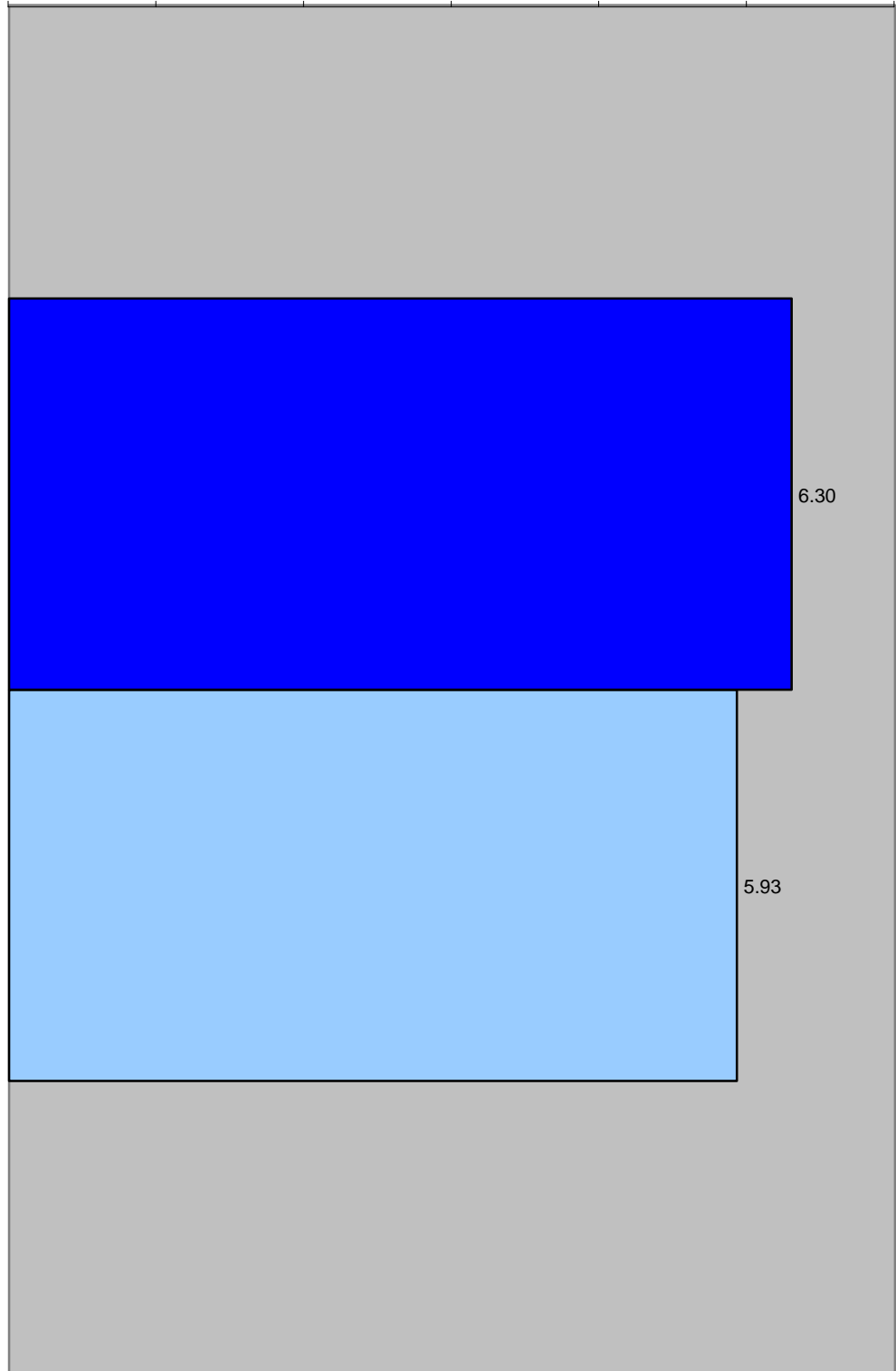
Response Rates:

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

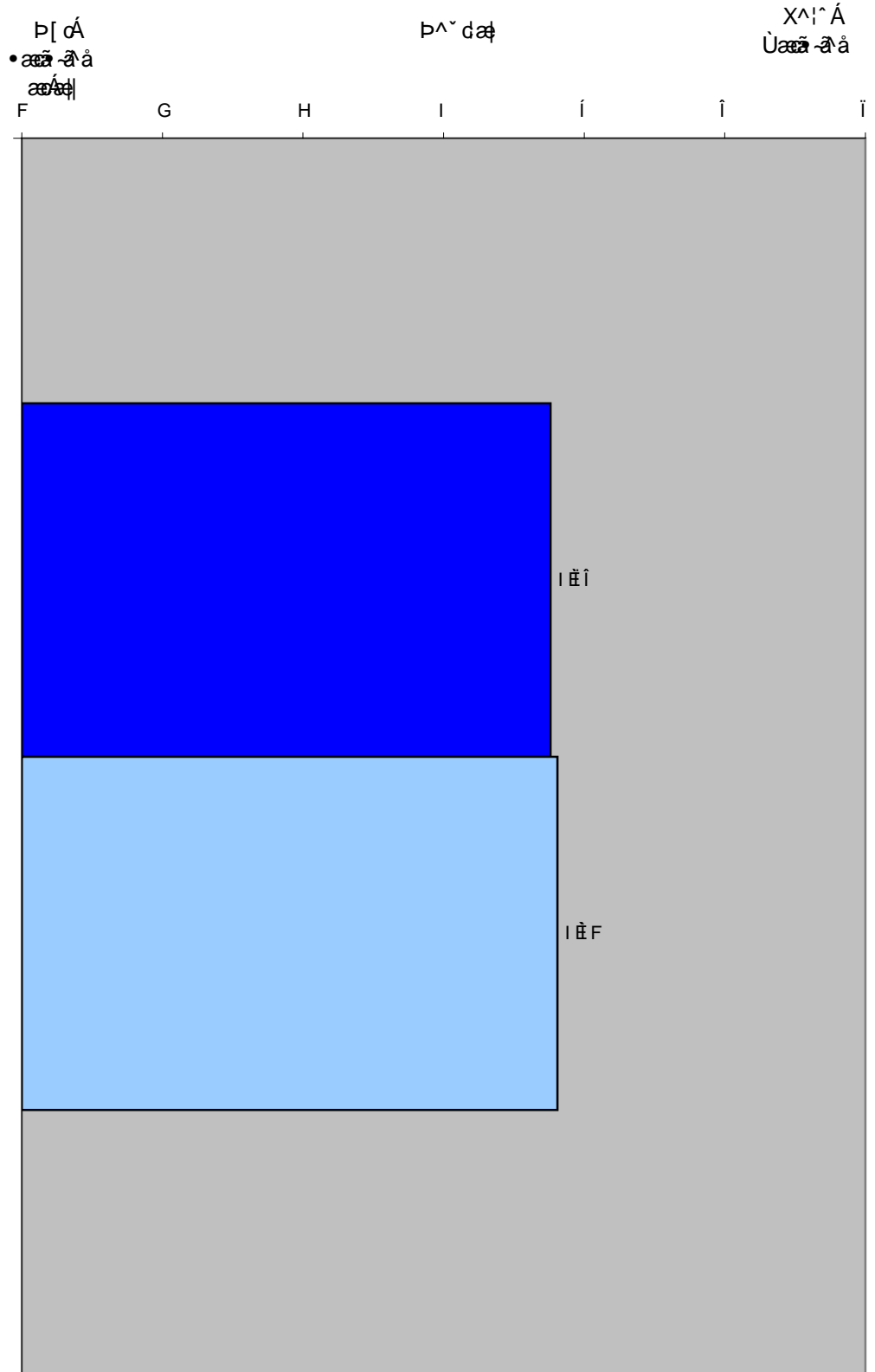
Spring 1998 Administration



At Berea I have had an opportunity to interact with and learn from those with different backgrounds from my own.



0 1 2 3 4 5 6 7 8 9
 10 11 12 13 14 15 16 17 18 19
 20 21 22 23 24 25 26 27 28 29
 30 31 32 33 34 35 36 37 38 39
 40 41 42 43 44 45 46 47 48 49
 50 51 52 53 54 55 56 57 58 59
 60 61 62 63 64 65 66 67 68 69
 70 71 72 73 74 75 76 77 78 79
 80 81 82 83 84 85 86 87 88 89
 90 91 92 93 94 95 96 97 98 99



Q Á ^ } ^ ! a Á a | Á c á ^ } 0
 æ Ó ^ ! ^ æ c ^ Á ^ æ ^ á
 - æ | Á a á ^ ~ æ | È

■ Ù] ! à * Æ J J Ì
 □ Ù] ! à * Á È È H

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%)

Have you ever done the following?

	Yes	No	No Response
Developed friendship(s) with individuals outside the United States			
First-Year Students	164 (89%)	10 (5%)	11 (6%)
Seniors	177 (89%)	8 (4%)	13 (7%)
Taken a class that included international or global issues			
First-Year Students	129 (70%)	44 (24%)	12 (7%)
Seniors	178 (90%)	7 (4%)	13 (7%)
Studied a foreign language			
First-Year Students	160 (87%)	14 (8%)	11 (6%)
Seniors	177 (89%)	8 (4%)	13 (7%)
Attended international or global events on campus			
First-Year Students	146 (79%)	28 (15%)	11 (6%)
Seniors	155 (78%)	30 (15%)	13 (7%)
Participated in international clubs or activities			
First-Year Students	93 (50%)	81 (44%)	11 (6%)
Seniors	124 (63%)	61 (31%)	13 (7%)
Traveled outside the United States with my family			
First-Year Students	55 (30%)	119 (64%)	11 (6%)
Seniors	84 (42%)	101 (51%)	13 (7%)
Served as a host family for an international student			
First-Year Students	15 (8%)	159 (86%)	11 (6%)
Seniors	29 (15%)	156 (79%)	13 (7%)
Lived outside the United States with my family			
First-Year Students	22 (12%)	152 (82%)	11 (6%)
Seniors	42 (21%)	143 (72%)	13 (7%)
Traveled outside the United States by myself or with friends			
First-Year Students	54 (29%)	120 (65%)	11 (6%)
Seniors	122 (62%)	63 (32%)	13 (7%)
Participated in a volunteer service outside the United States			
First-Year Students	33 (18%)	141 (76%)	11 (6%)
Seniors	54 (27%)	131 (66%)	13 (7%)
Participated in a study abroad or an exchange program			
First-Year Students	14 (8%)	159 (86%)	12 (7%)
Seniors	93 (47%)	92 (47%)	13 (7%)
Participated in workplace experiences outside the United States			
First-Year Students	17 (9%)	157 (85%)	11 (6%)
Seniors	33 (17%)	152 (77%)	13 (7%)

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%)

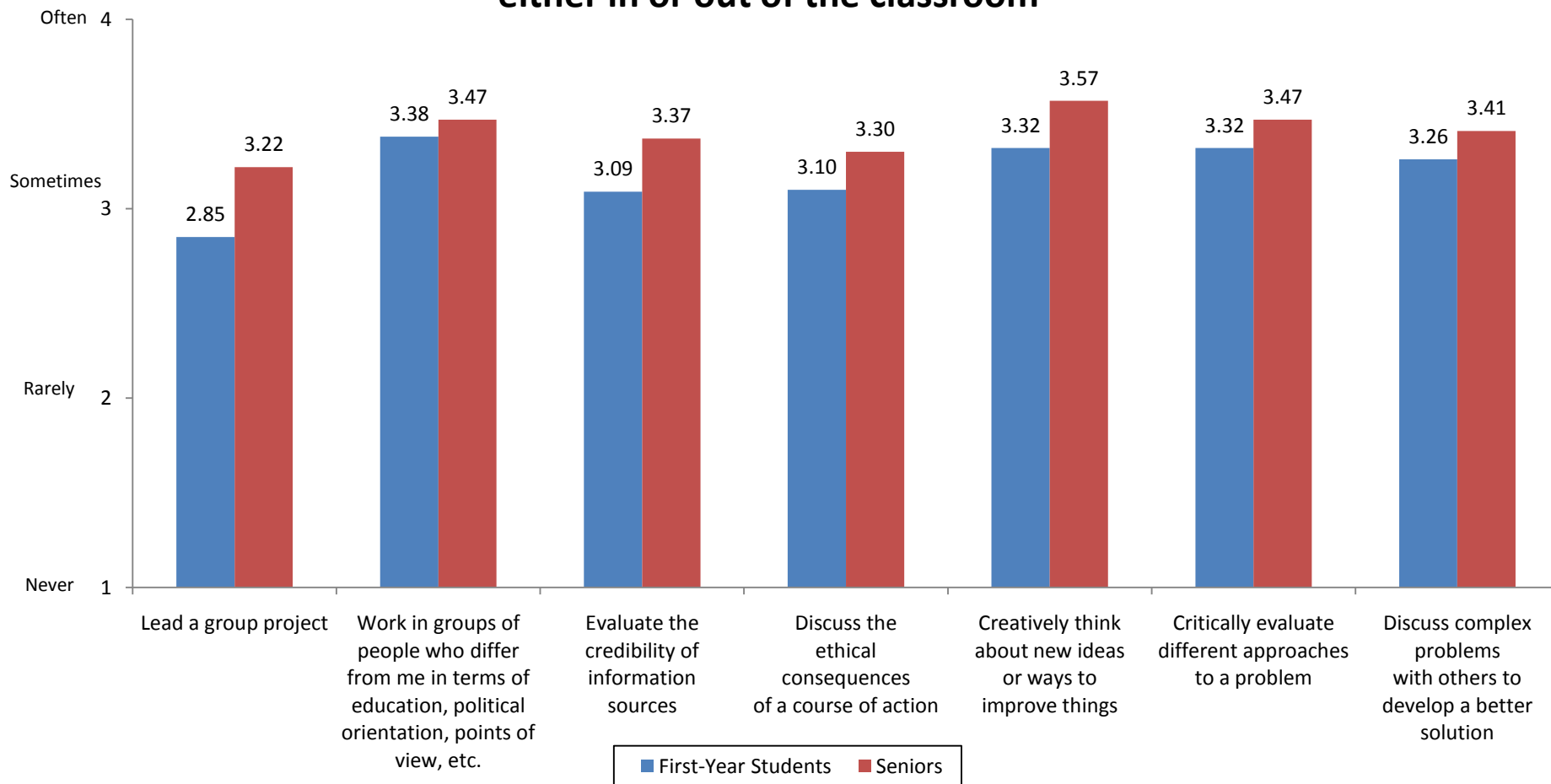
The statements in the left and right columns below are intended to represent ends of a scale. Please check the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.

	Do not have/ Am not (1)	(2)	(3)	(4)	(5)	Have/am (6)	No response	Mean
Skills to facilitate change on my campus or in the local community.								
First-Year Students	3 (2%)	9 (5%)	18 (10%)	53 (29%)	48 (26%)	36 (20%)	18 (10%)	4.45
Seniors	7 (4%)	5 (3%)	15 (8%)	34 (17%)	63 (32%)	53 (27%)	21 (11%)	4.69
Skillful at resolving conflicts with people.								
First-Year Students	3 (2%)	1 (1%)	5 (3%)	32 (17%)	67 (36%)	59 (32%)	18 (10%)	5.01
Seniors	5 (3%)	3 (2%)	5 (3%)	36 (18%)	71 (36%)	57 (29%)	21 (11%)	4.90
Skillful at resolving conflicts that involve bias, discrimination, and prejudice.								
First-Year Students	2 (1%)	5 (3%)	18 (10%)	55 (30%)	49 (27%)	38 (21%)	18 (10%)	4.54
Seniors	6 (3%)	9 (5%)	15 (8%)	48 (24%)	61 (31%)	38 (19%)	21 (11%)	4.49
Skills to create an environment where Members feel included.								
First-Year Students	3 (2%)	3 (2%)	8 (4%)	26 (14%)	56 (30%)	70 (38%)	19 (10%)	5.04
Seniors	3 (2%)	0 (0%)	5 (3%)	26 (13%)	66 (33%)	76 (38%)	22 (11%)	5.16

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

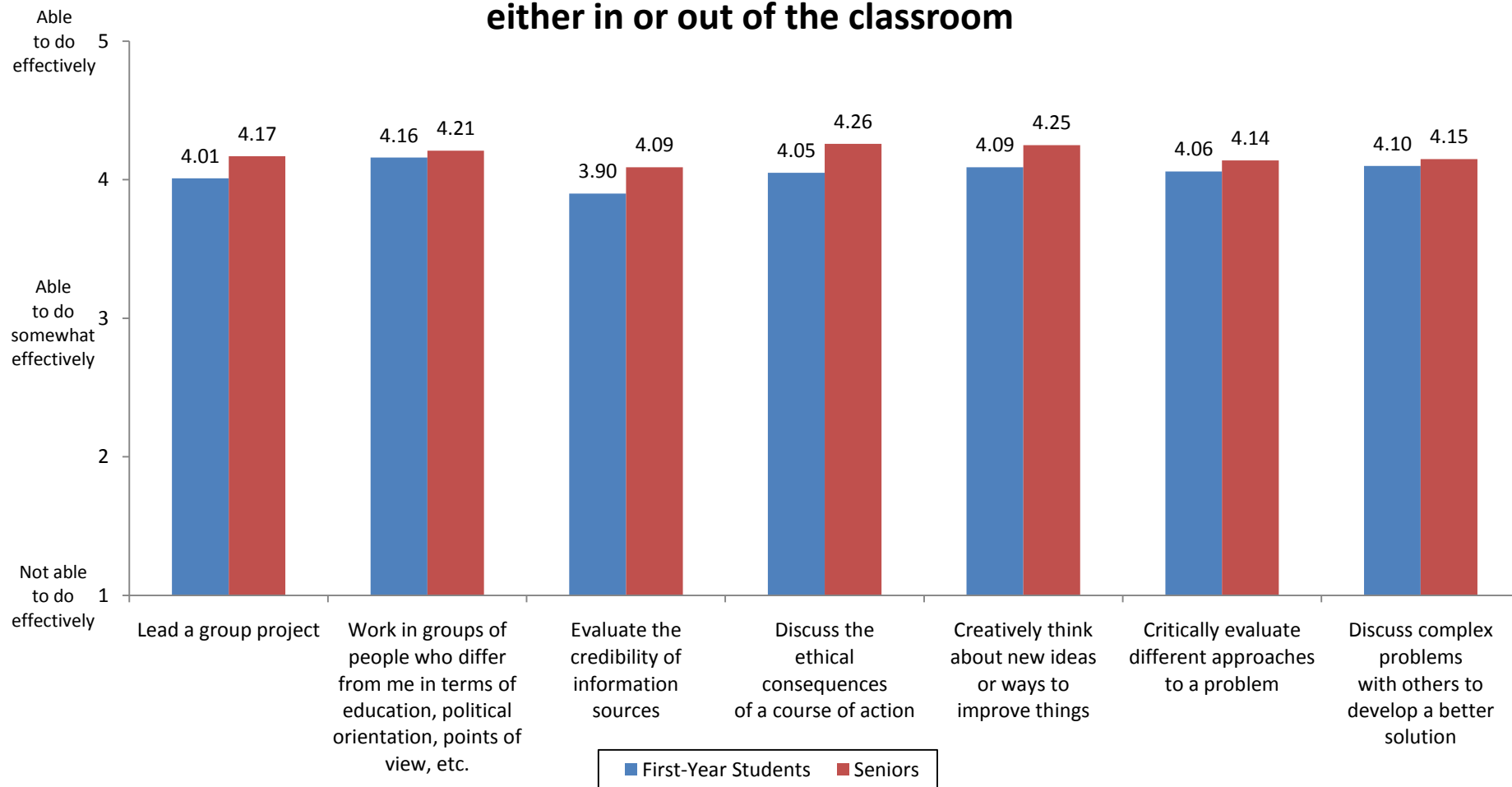
**How frequently do you engage in each activity
either in or out of the classroom**



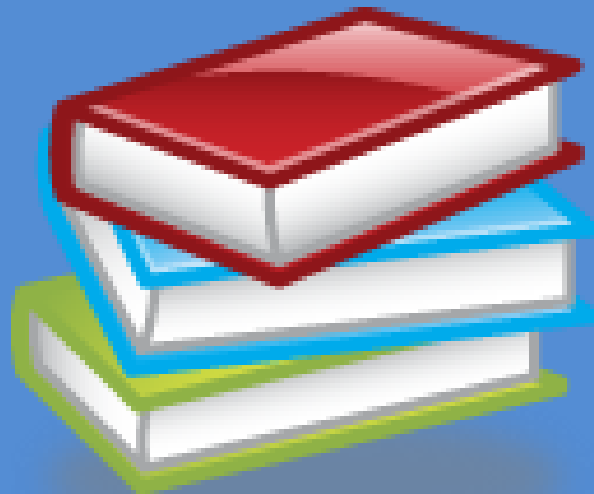
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 2 of 2

**How effectively have you done in each activity
either in or out of the classroom**



African-American Student Study



[Click to see survey instrument](#)

Completed in April 2003

Response Rate: 62% (142/ 229)

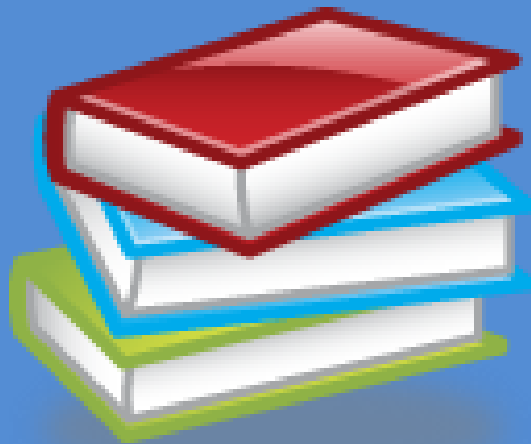
African-American Student Survey, Spring 2003

Included in the link below are the results of a special study that was conducted in Spring 2003 to address what attracts African American students to Berea and helps retain them on a predominantly “white” campus. The African-American student enrollment at Berea College has risen to 17%. Graduation rates for African-American students and other domestic students are nearly identical.

For this study, 142 self-identified African-American students participated which represented about 62% of our enrolled African-American population. This site contains a brief summary of the study, the methods and instruments used, and detailed results. See link:

<http://www.berea.edu/ira/hrgu423412:lu0cuwf.pdf>

Counseling and Psychological Services Survey



Completed in Spring 2006

[Click to see survey instrument](#)

Response Rate: 26%

Counseling and Psychological Services Survey Results

(All comments are verbatim, spelling and grammar errors have not been corrected)

Demographics and Response Rate:

An initial e-mail invitation was sent to Students on February 7. A reminder went out February 9 and a final thank you/invitation was sent on February 14. These e-mails were supplemented by word-of-mouth encouragement from residence hall staff members. A total of 396 responses were received. This is 26% of the 1,523 degree-seeking students. An additional 26 students logged on and completed only the demographics portion of the survey. These 26 students are not included in the any of the results below.

1. Gender

Male	111	(28%)
Female	285	(72%)

2. Race (Check all that apply)

White	313	(79%)
African-American	48	(12%)
Hispanic	10	(3%)
Asian or Pacific Islander	8	(2%)
American Indian or Alaskan Native	23	(6%)
Other	20	(5%)
Prefer not to Respond	26	(7%)
Missing	1	(<1%)

3. Classification:

Freshman	123	(31%)
Sophomore	103	(26%)
Junior	77	(19%)
Senior	93	(24%)

4. Are you a U.S. Citizen?

Yes	373	(94%)
No	21	(5%)
Missing	2	(1%)

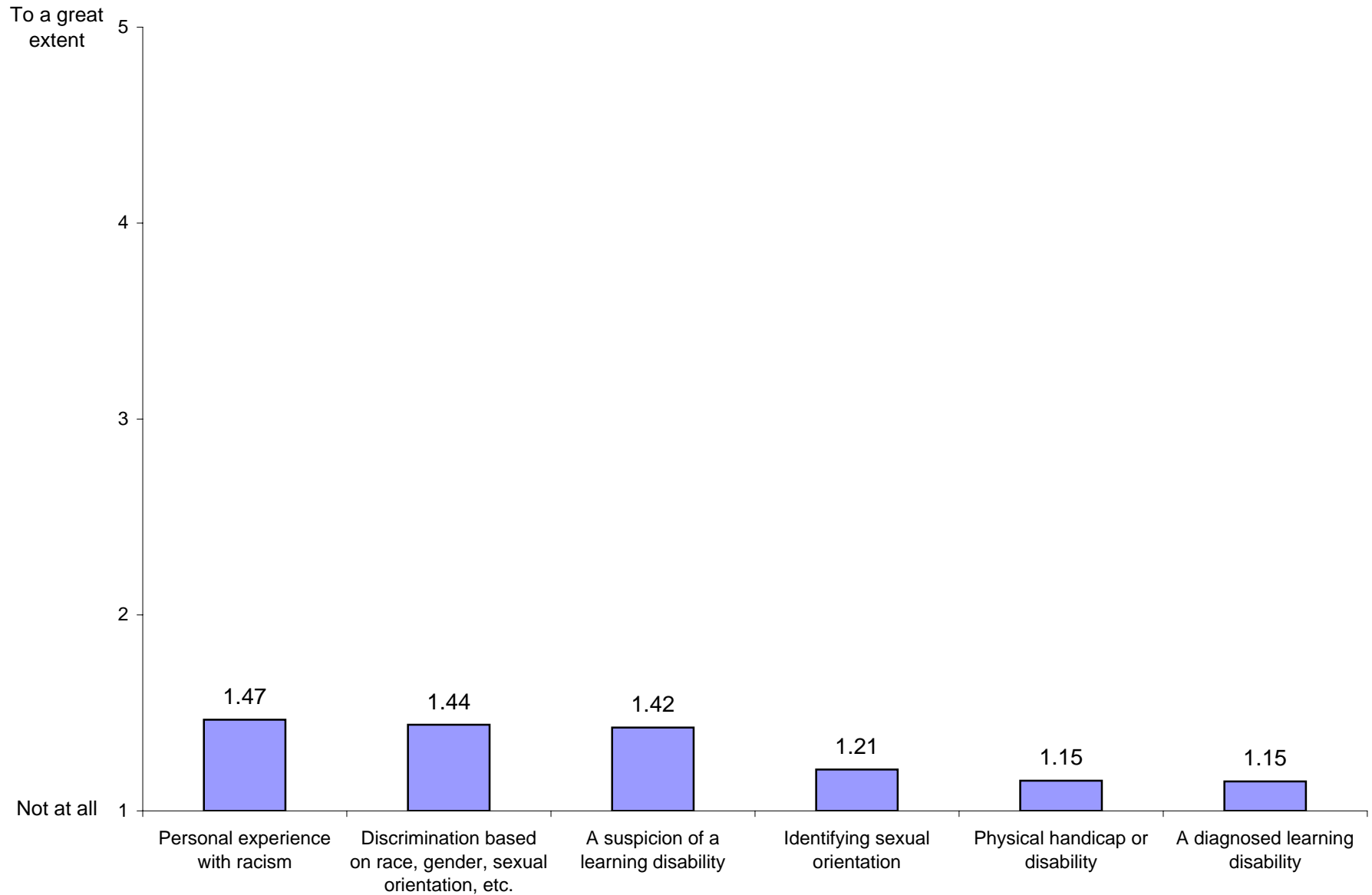
5. What is your approximate college gpa?

3.20	
(30 students indicated "none")	

6. What is your primary major?

Agriculture/Natural Resources	12	(3%)
Art	17	(4%)
Biology	26	(7%)
Business Administration	29	(7%)
Chemistry	6	(2%)
Child and Family Studies	36	(9%)
Economics	2	(1%)
Education Studies	19	(5%)
Elementary Education	8	(2%)
English	15	(4%)
French	1	(<1%)
German	2	(1%)
History	13	(3%)
Independent	9	(2%)
Mathematics	7	(2%)
Music	5	(1%)
Nursing	24	(6%)
Philosophy	4	(1%)
Physical Education	9	(2%)
Political Science	12	(3%)
Psychology	39	(10%)
Religion	9	(2%)
Sociology	17	(4%)
Spanish	7	(2%)
Speech Communication	9	(2%)
Technology/Industrial Arts	17	(4%)
Theatre	6	(2%)
Women's Studies	4	(1%)
Undecided/Undeclared	29	(7%)

Please indicate the extent to which each of the following is a PERSONAL PROBLEM FOR YOU currently:



From the Counseling and Psychological Services Survey, 26% Response Rate (396/1523), February 2006

Berea-Specific Graduating Senior Survey

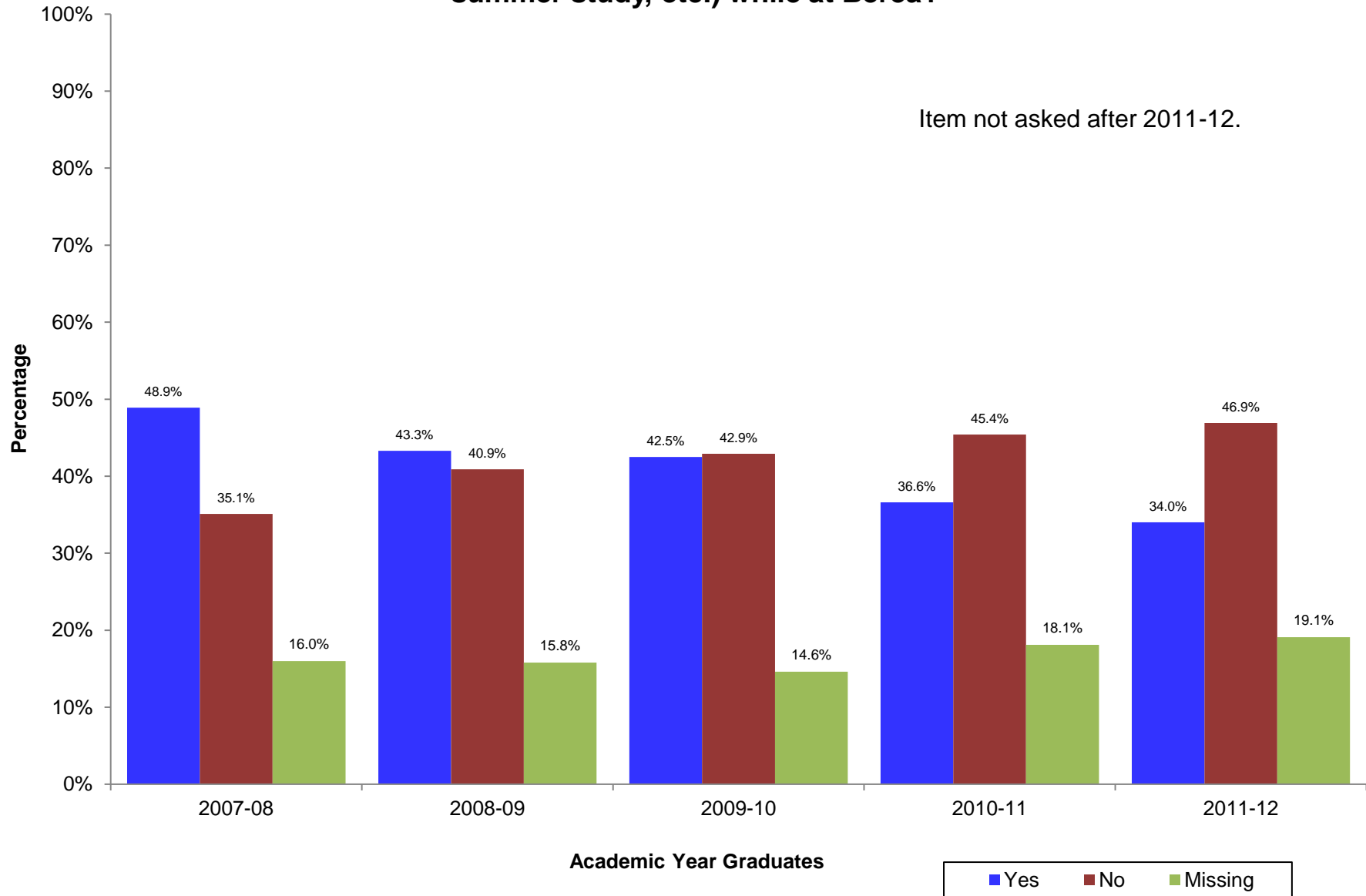


[Click to see survey instruments](#)

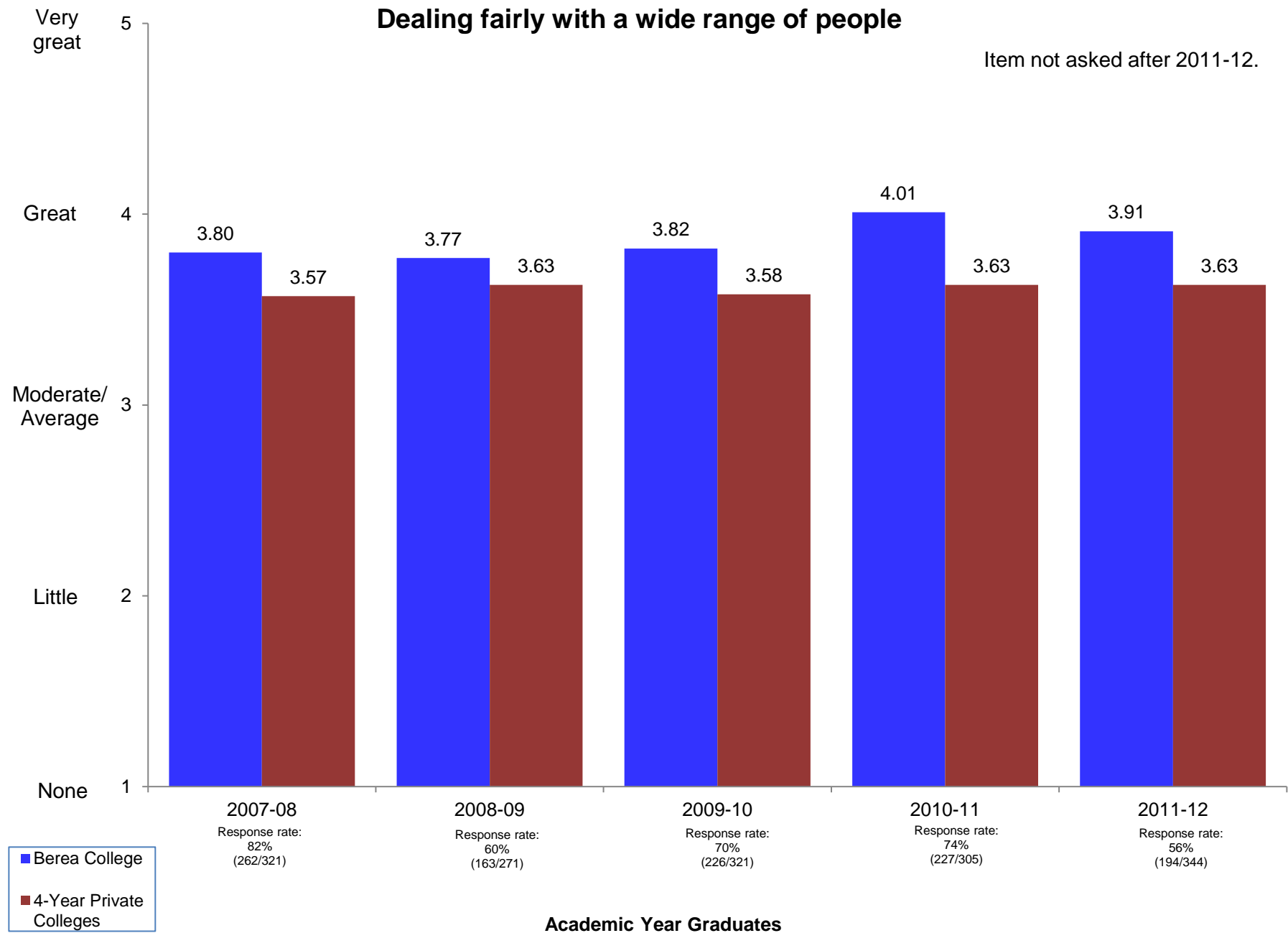
Administered during graduation
rehearsals, 1995-96 through 2001-2002

Response Rates: Ranged from 55% to 96%

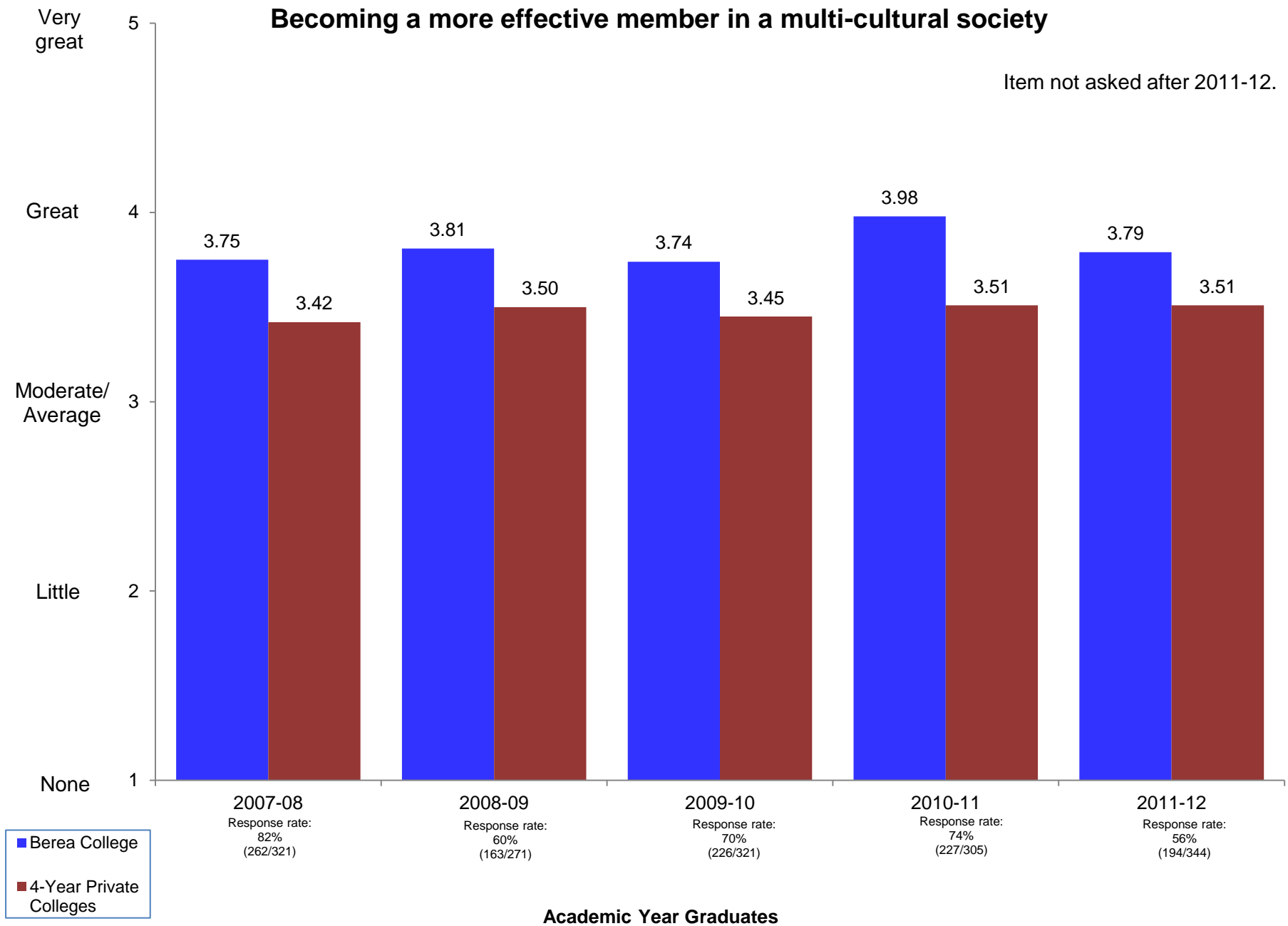
Did you have an international educational experience (Study Abroad, KIIS, summer study, etc.) while at Berea?



Response rates for: 2004-05: 82%, 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%

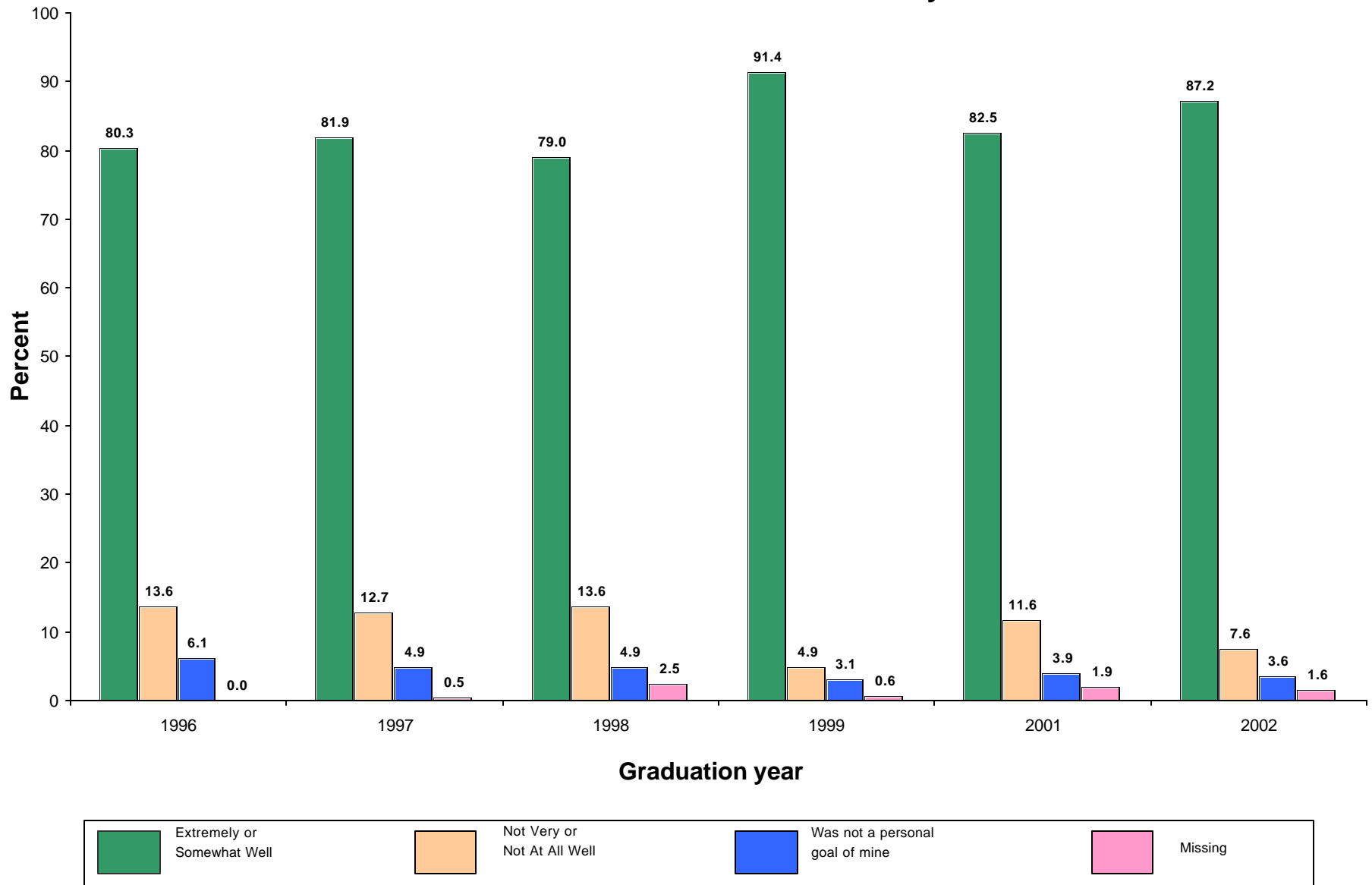


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



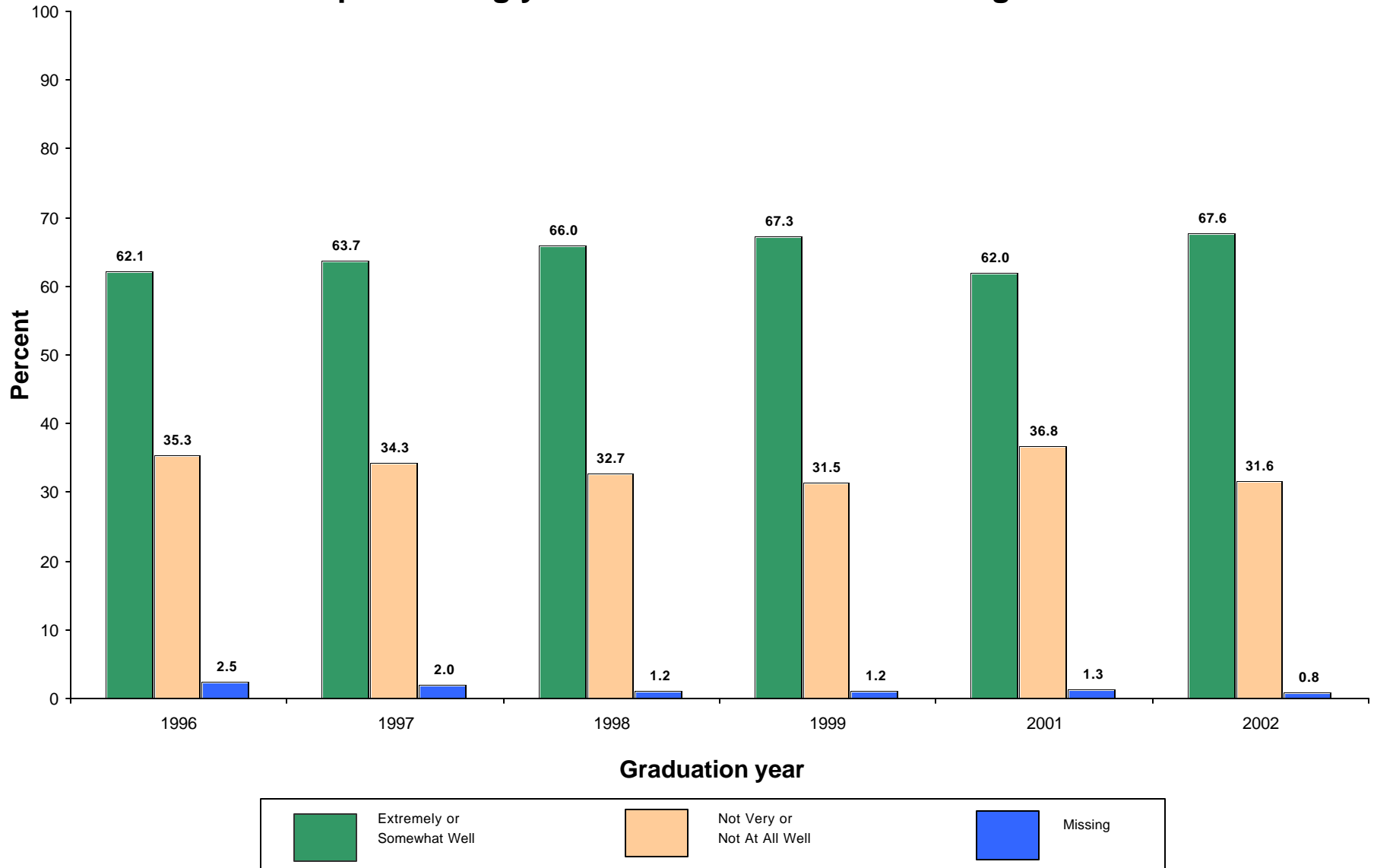
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

To learn more about cultural diversity



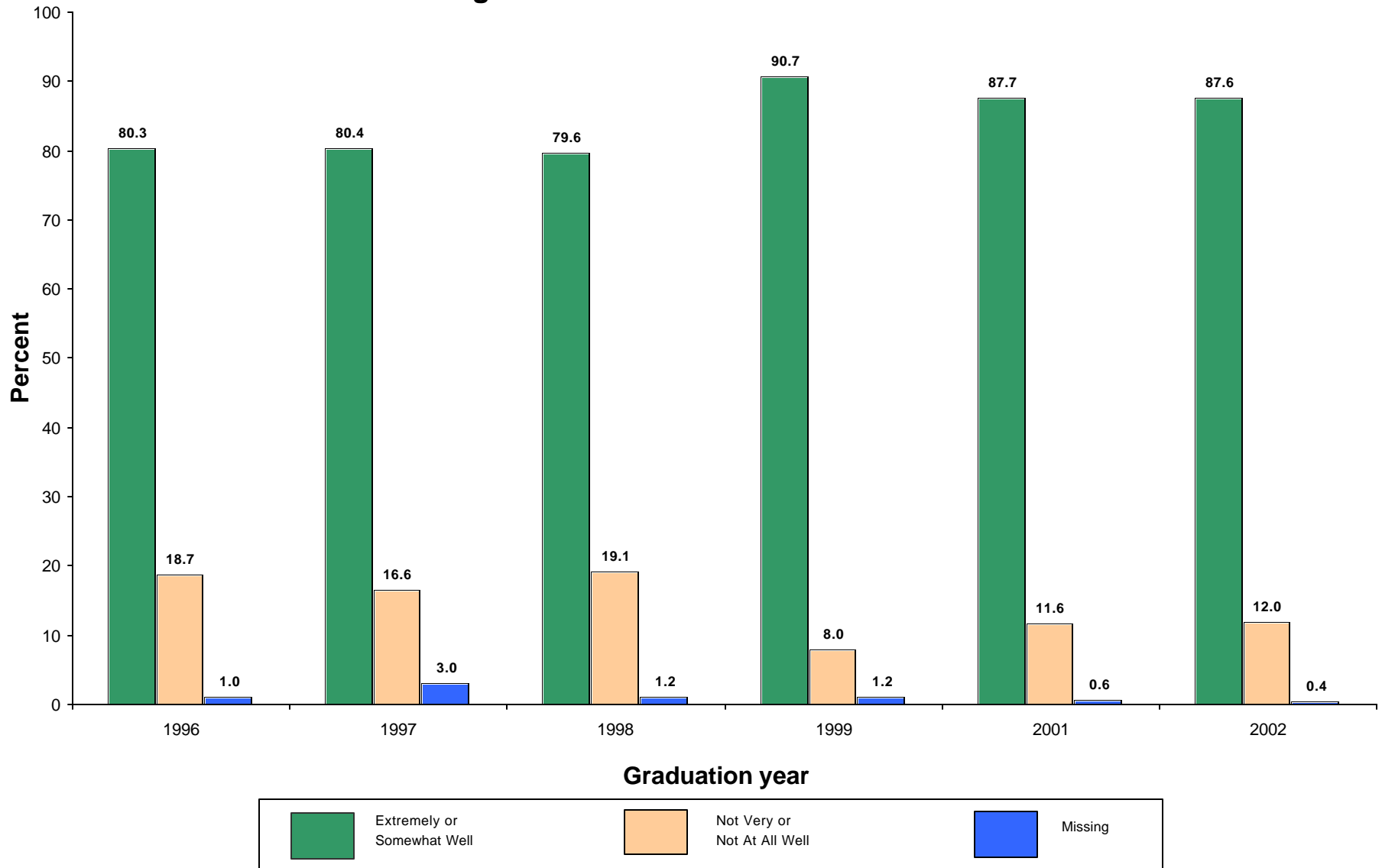
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Comprehending your own distinct cultural background



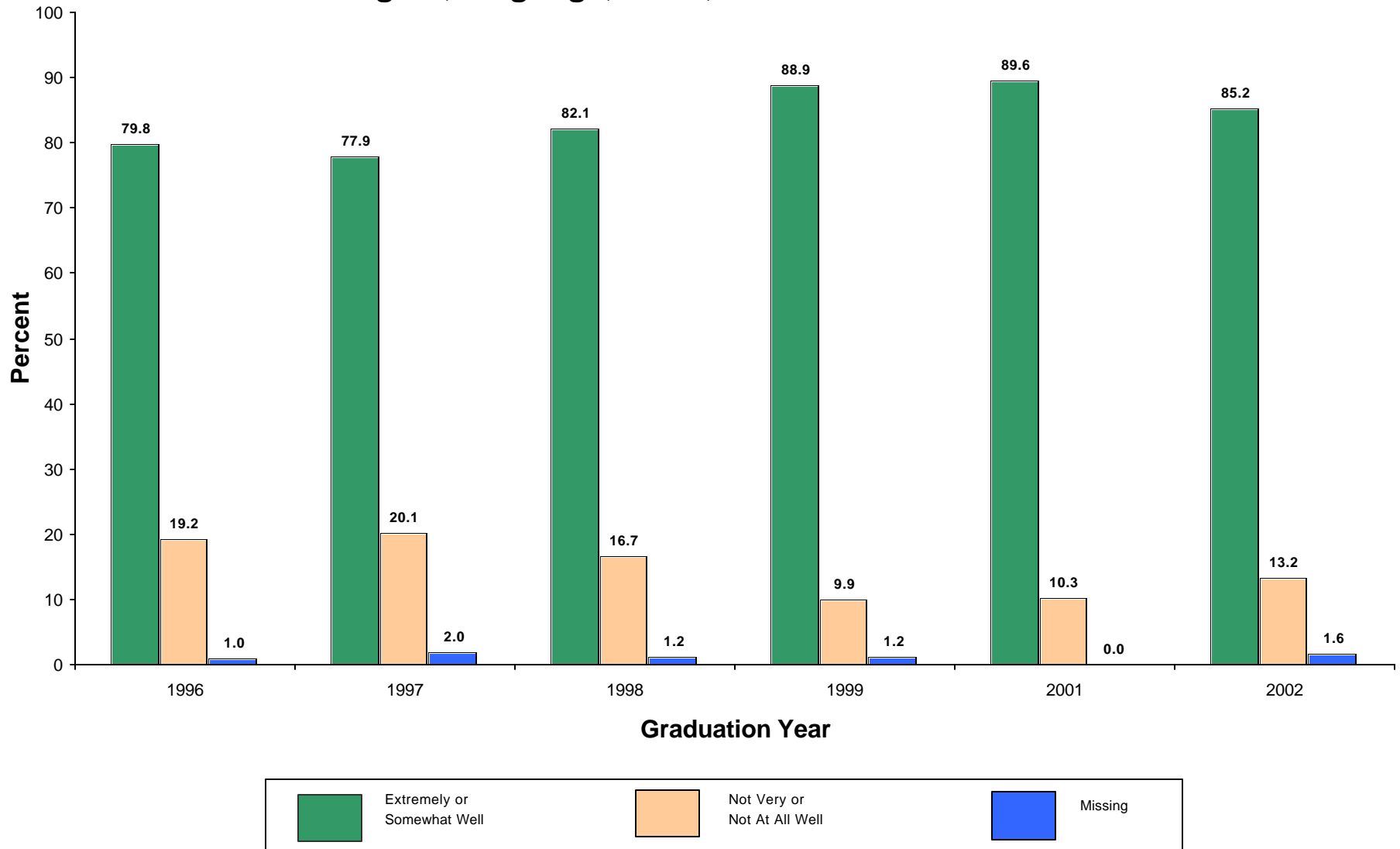
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Learning from cultures from around the world



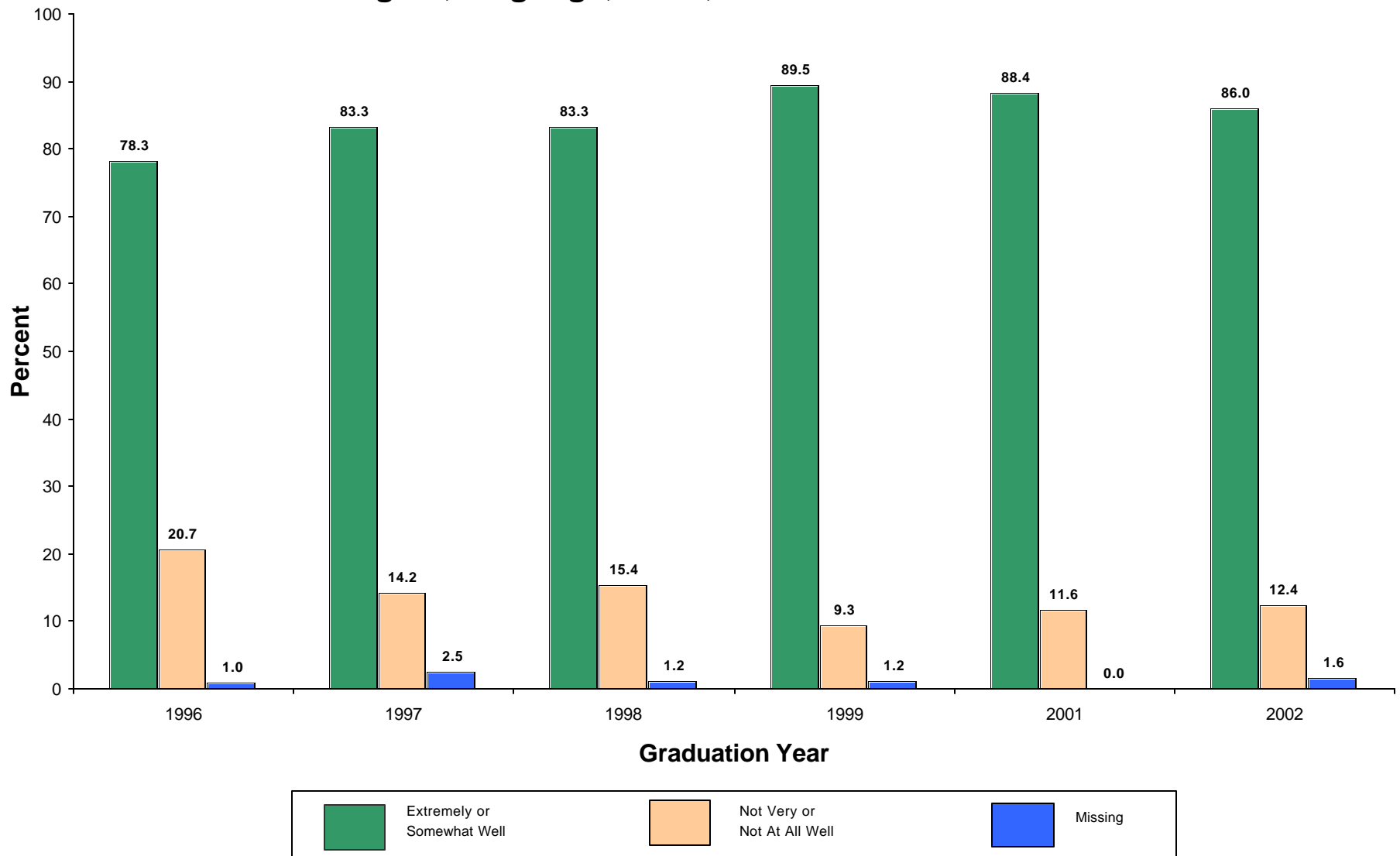
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing an appreciation of experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies



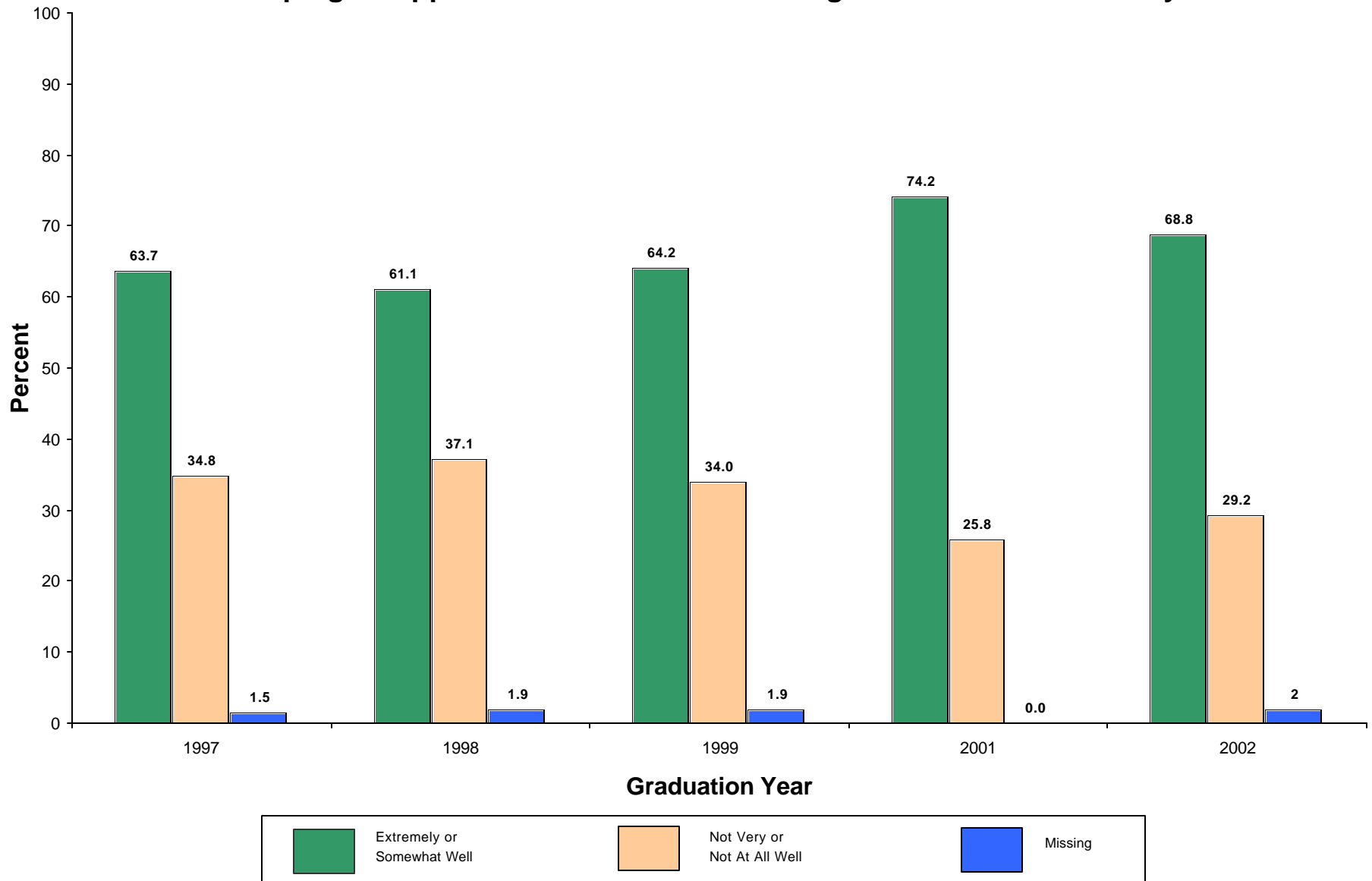
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing respect for the experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies



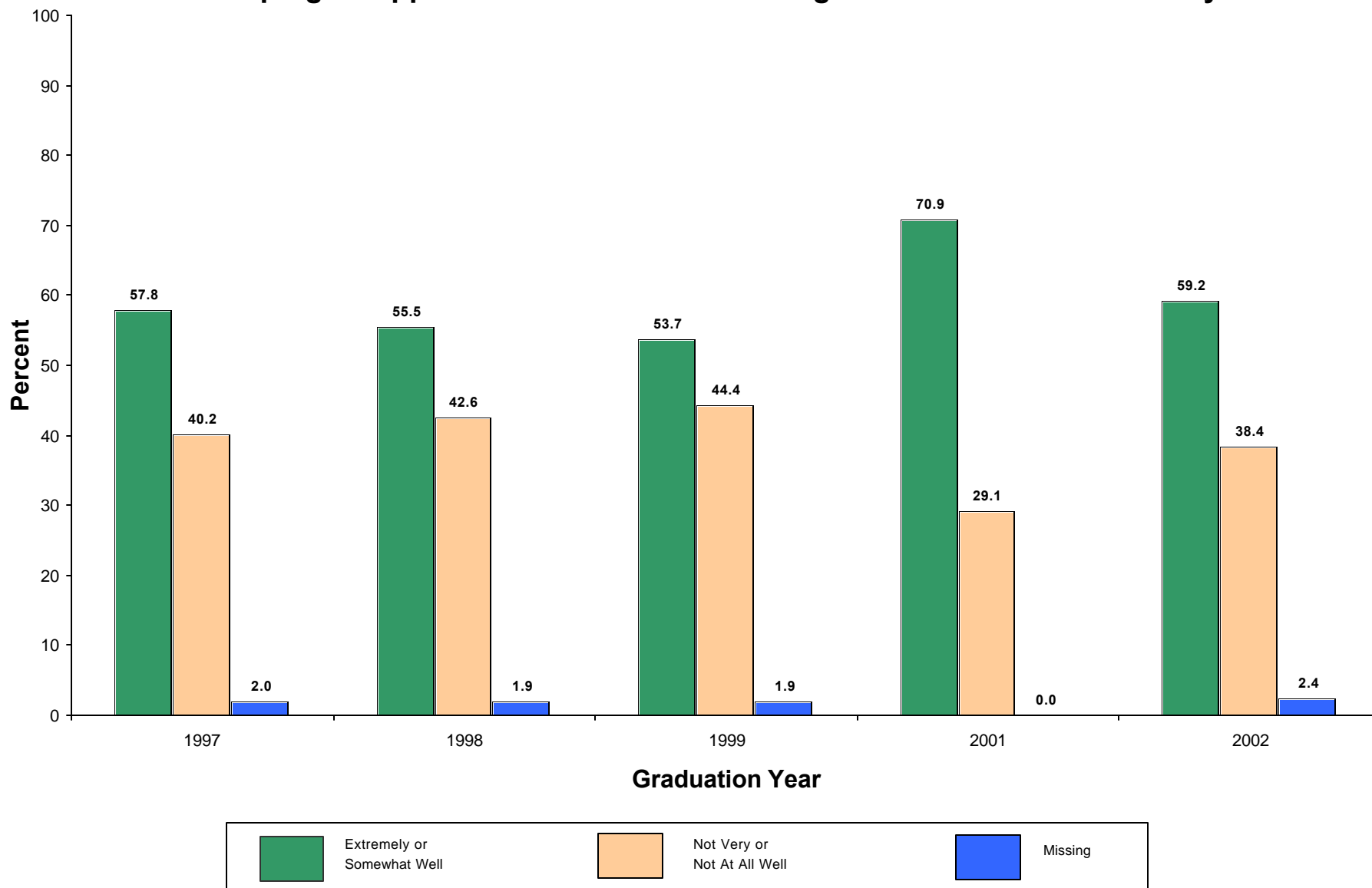
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing an appreciation and understanding of Black culture/history



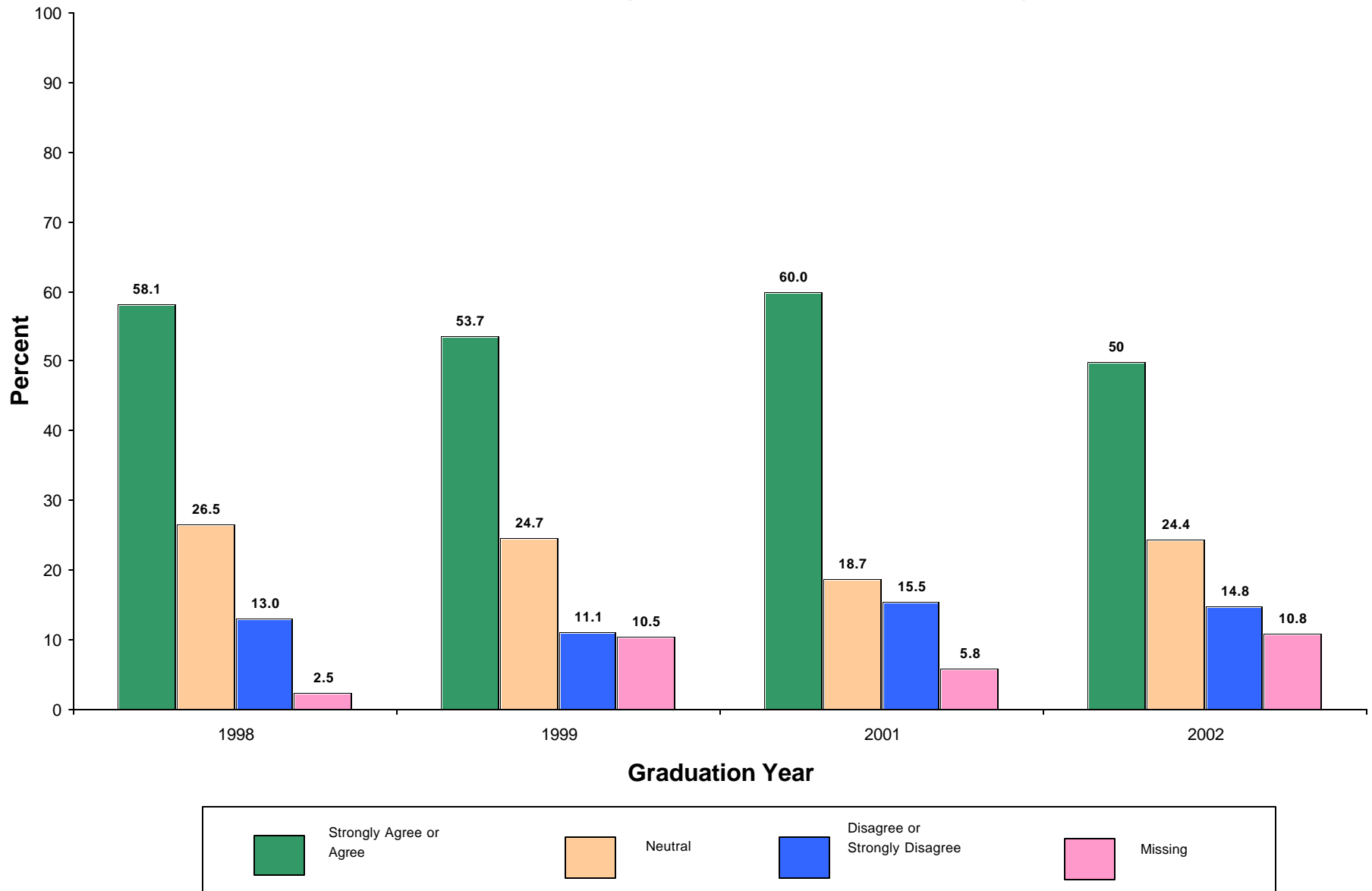
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing an appreciation and understanding of women's culture/history



NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Overall, GST courses have heightened my understanding of cultures



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)



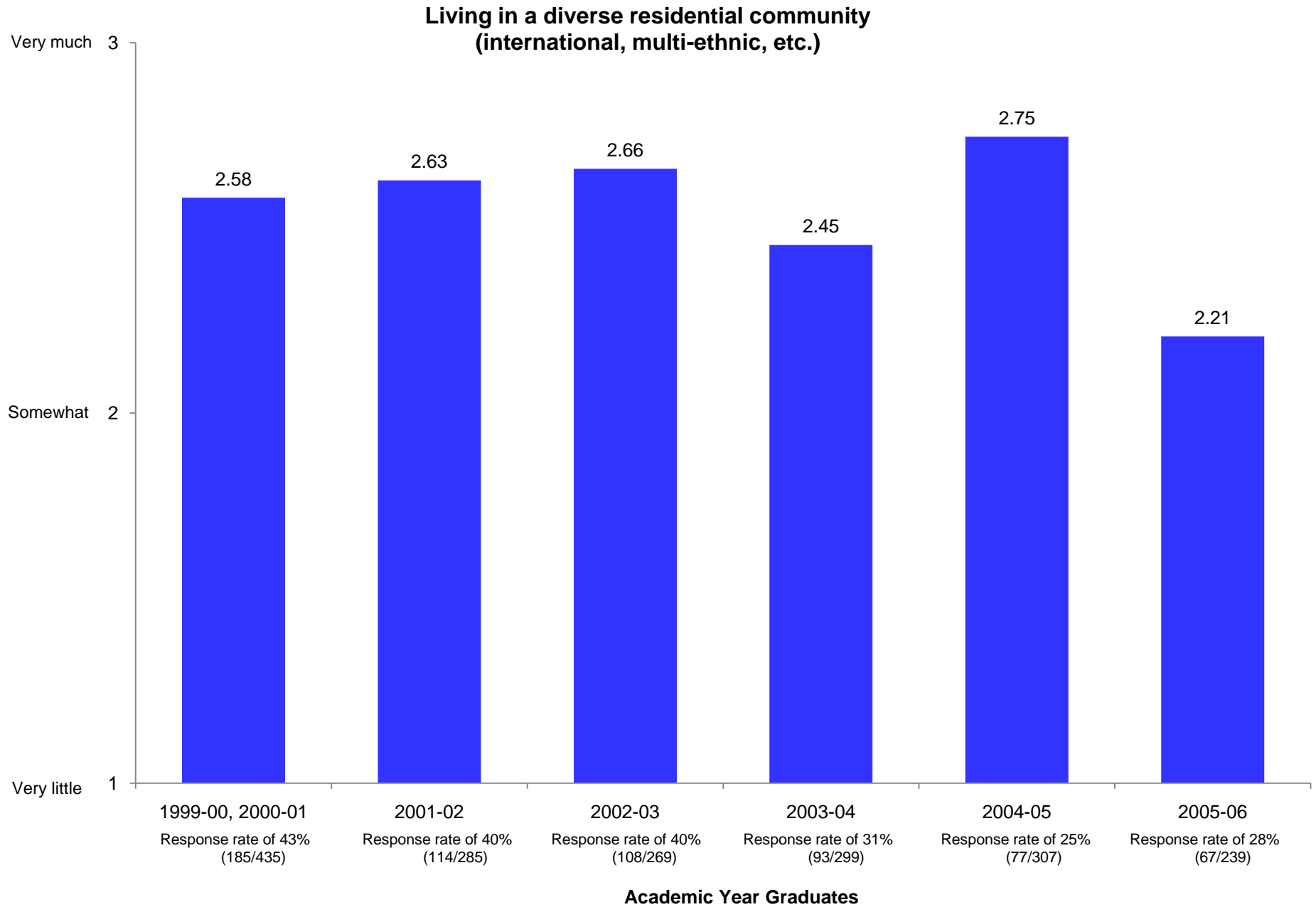
[Click to see survey instruments](#)

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)

Berea-Specific Item: How much did each of the following aspects of Berea College contribute to your personal growth?

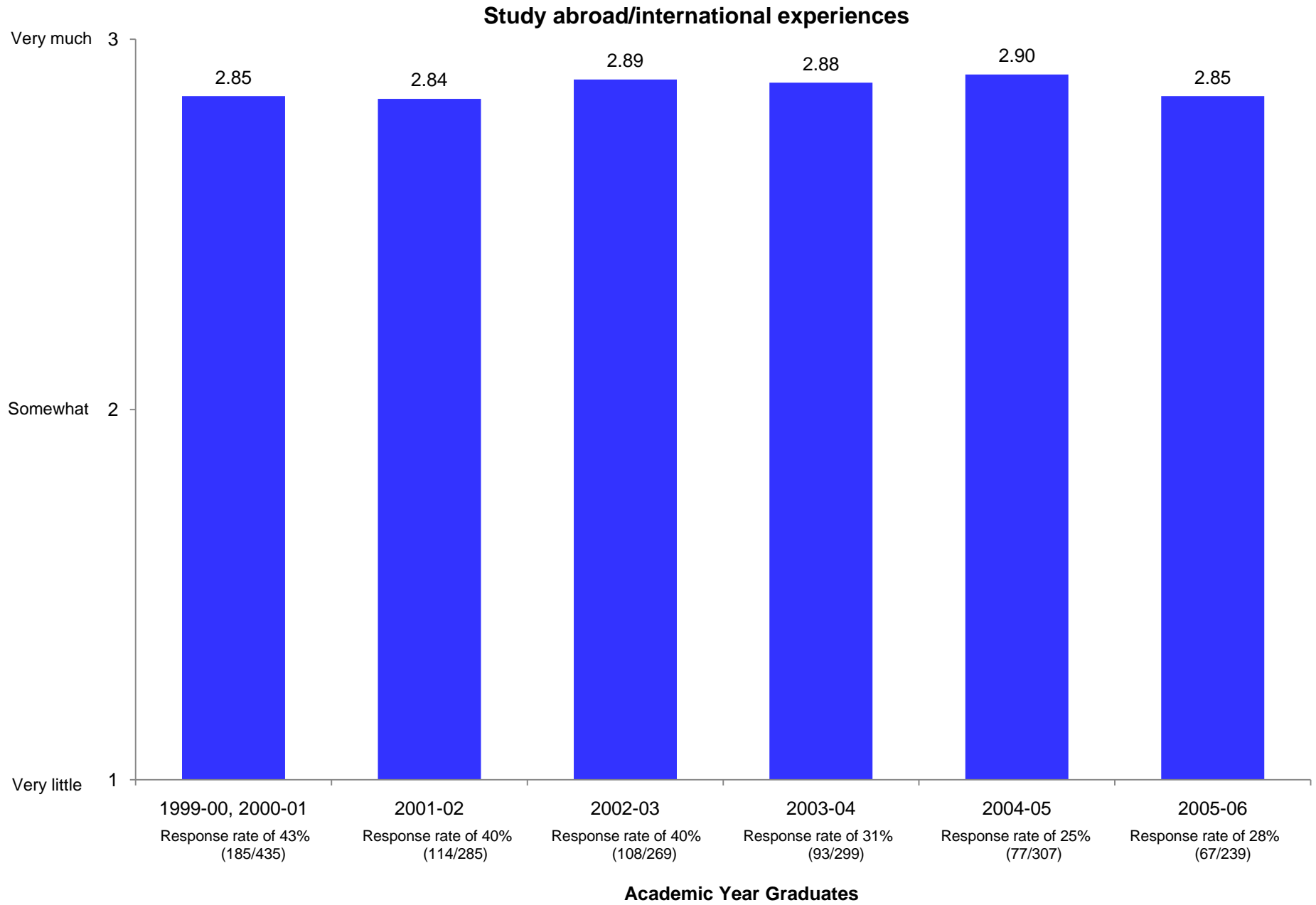
ACT Alumni Survey
Administered to graduates two years after graduation



NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Berea-Specific Item: How much did each of the following aspects of Berea College contribute to your personal growth?

ACT Alumni Survey
Administered to graduates two years after graduation

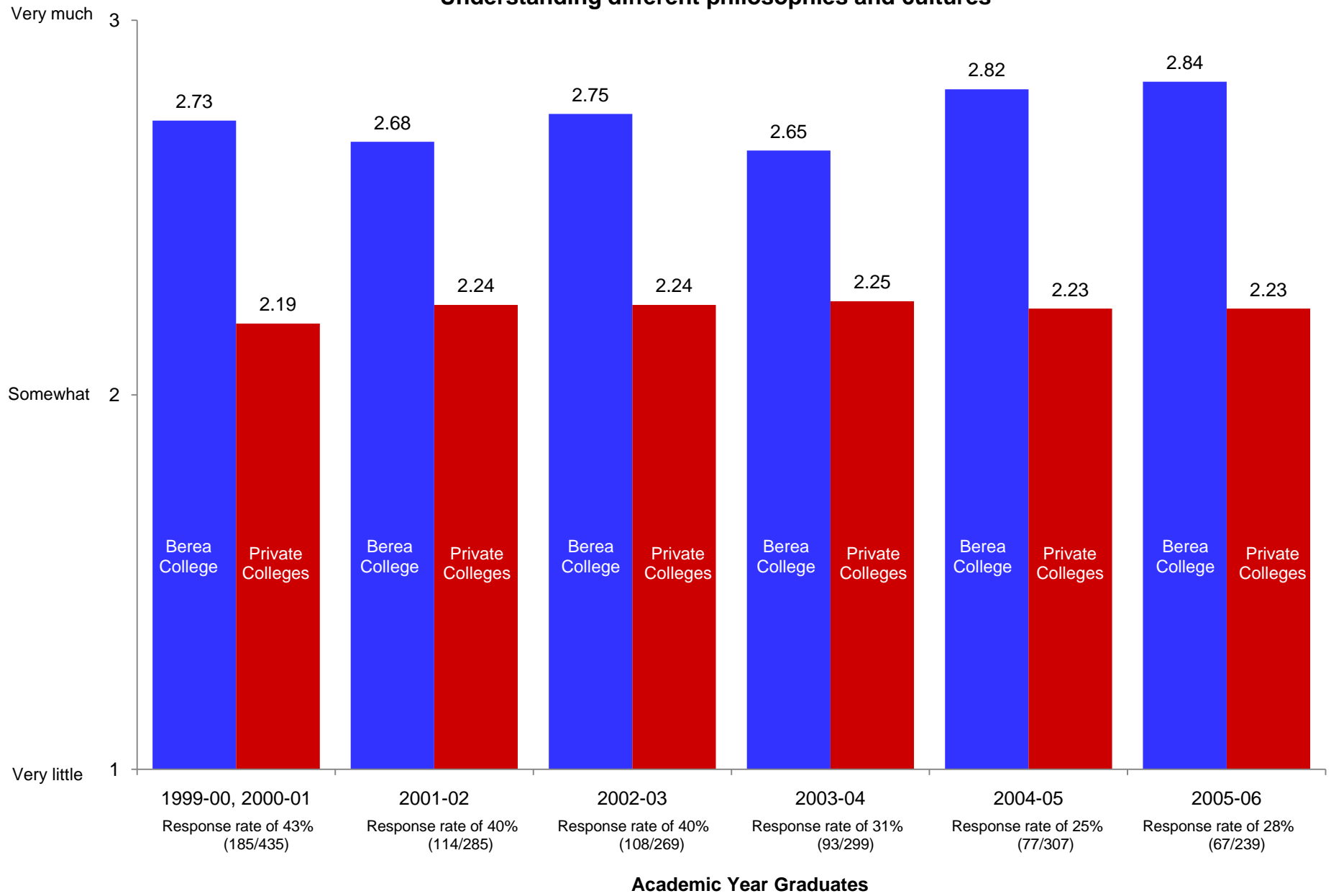


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

Understanding different philosophies and cultures



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)

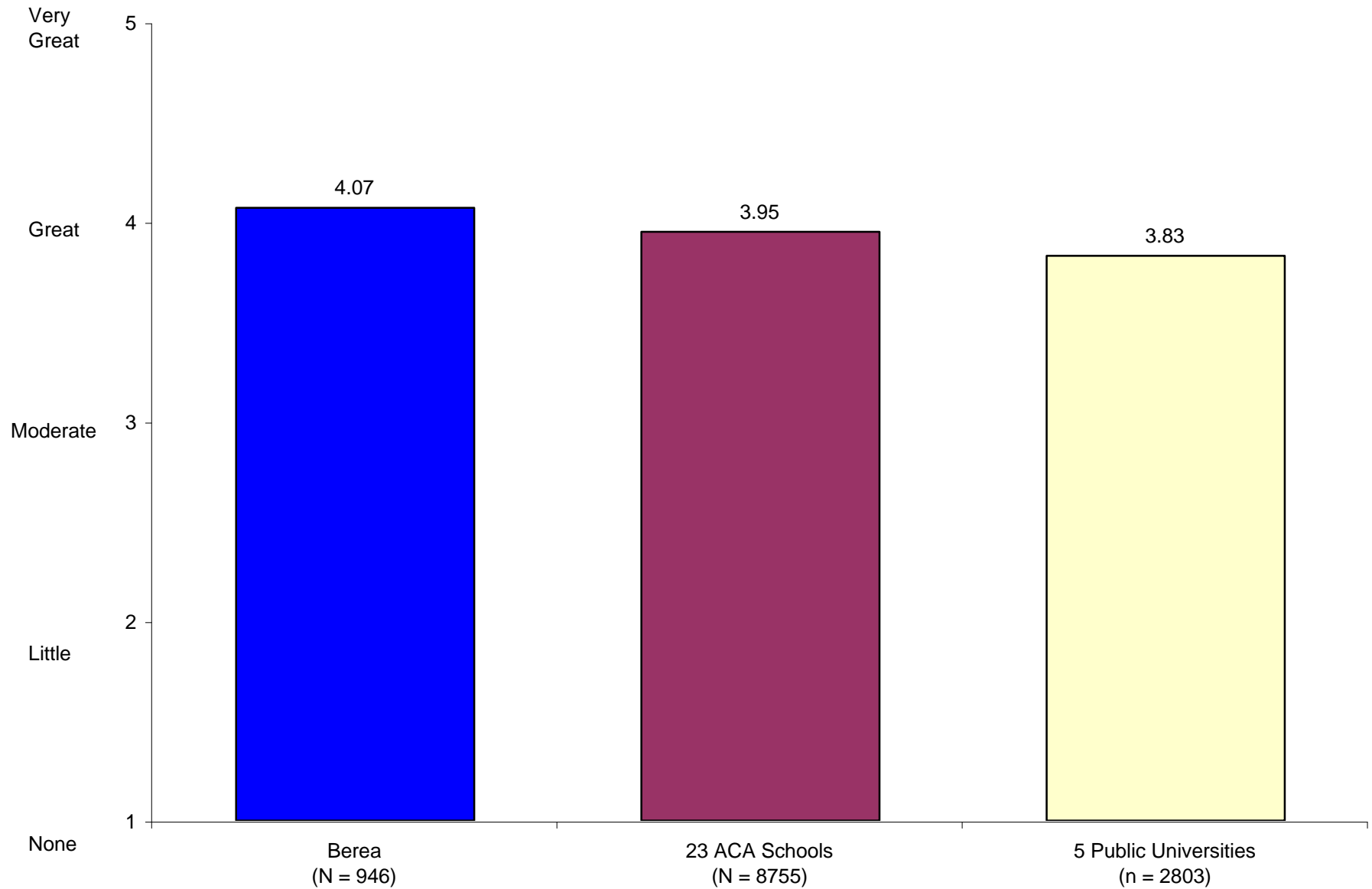


[Click to see survey instruments](#)

Response Rate: 42%

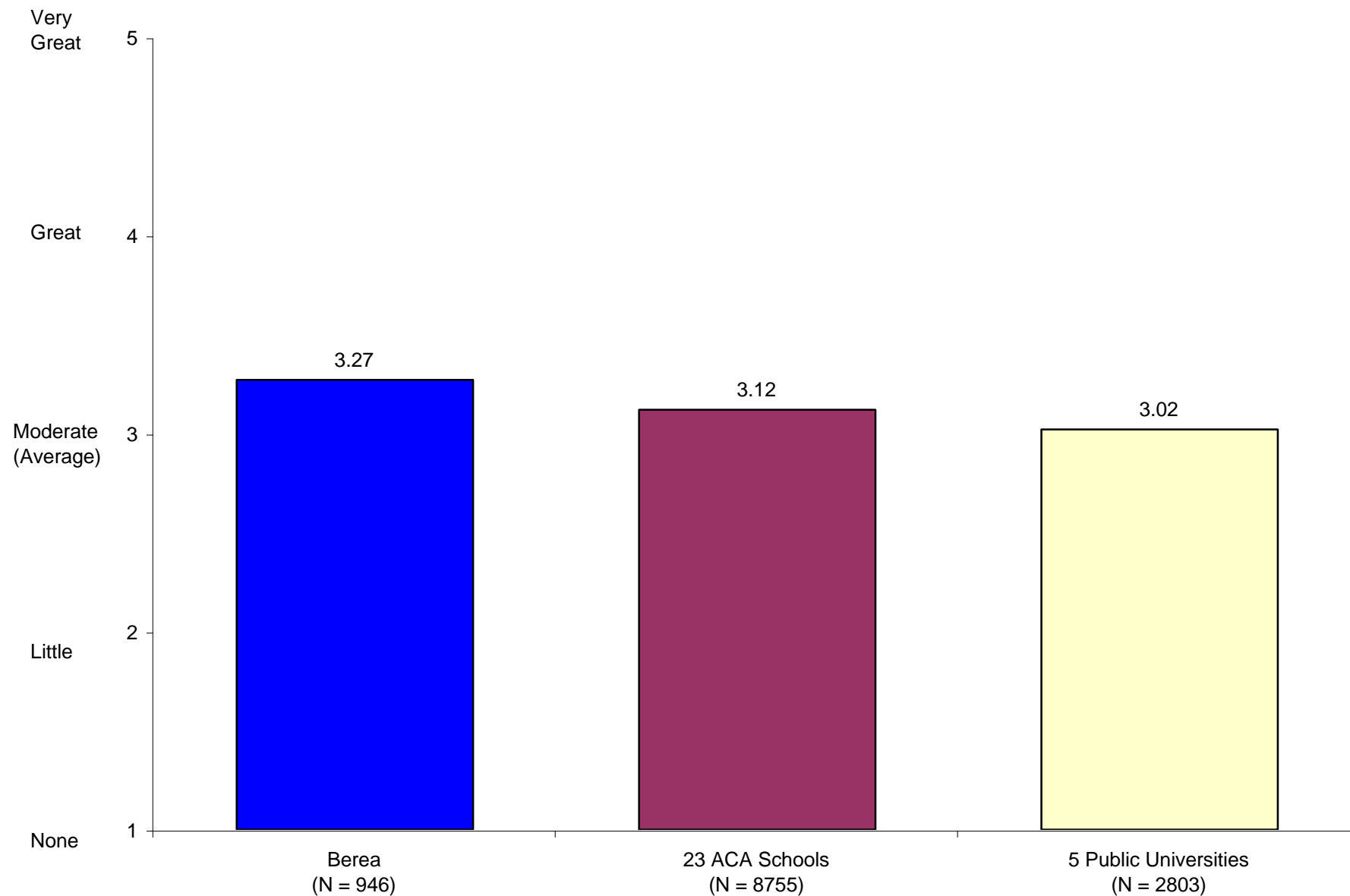
Indicate your opinion of the importance of each of the following skills and competencies in your current endeavors.

Interacting well with people from racial groups or cultures different from my own



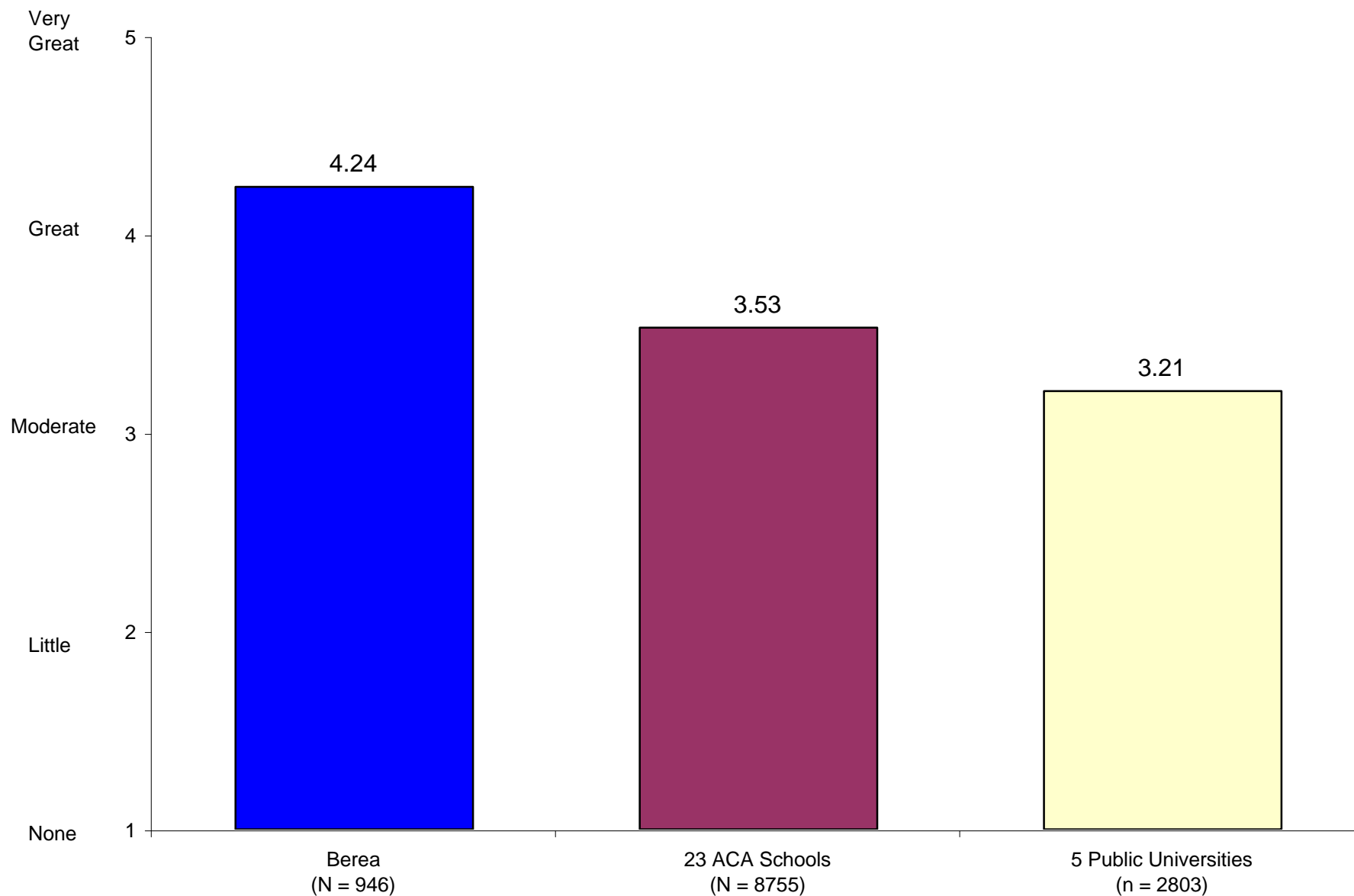
Indicate your opinion of the importance of each of the following skills and competencies in your current endeavors.

Understanding international issues



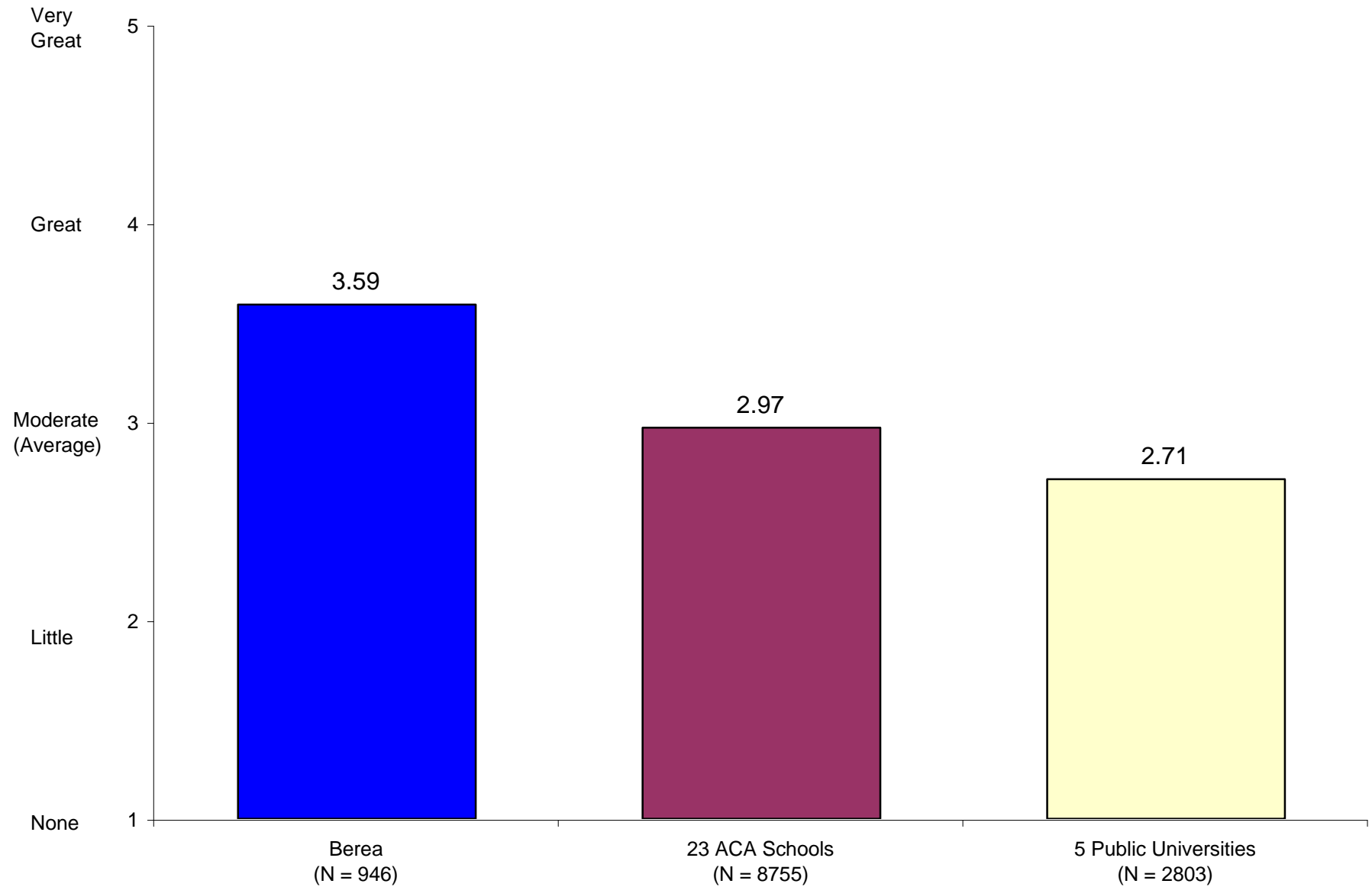
Indicate the contribution that your experiences at this college made to your growth in each area.

Interacting well with people from racial groups or cultures different from my own



Indicate the contribution that your experiences at this college made to your growth in each area.

Understanding international issues



Berea-Specific Item

My Berea College experience helped me to develop an appreciation of and respect for the experiences of others, especially in terms of race, gender, religion, language, class, cultures, and societies.

