

Relationships with Others

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: Relationships with Others

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

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

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

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

- My teacher advised me

Graphical Report (Recent Trends, 2020, Historical Trends)

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

- Talking with teachers outside of class (asked in 2002 through 2014)

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

- My teacher advised me

In the past year, how often have you:

- Tutored another student
- Performed community service as part of class (asked in 2002 through 2014)
- Studied with other students
- Was a guest in a teacher's home (asked in 2002 through 2014)
- Asked a teacher for advice after class

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

- Work with other students on group projects (not asked in 2016)
- Seek feedback on your academic work (not asked in 2016)

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

- Understanding of others
- Cooperativeness (not asked in 2016)

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

- Helping others who are in difficulty

Cooperative Institutional Research Program (CIRP), continued:

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

- Communicate regularly with your professors
- Discuss course content with students outside of class (not asked in 2016)
- Get tutoring help in specific courses
- Work on a professor's research project

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

2014 Construct Reports

Construct: Civic Minded Practice – *A unified measure of faculty involvement in civic activities.*

Construct: Civic Minded Values – *A unified measure of the extent to which faculty believe civic engagement is a central part of the college mission.*

Construct: Job Satisfaction: Workplace – *A unified measure of the extent to which faculty are satisfied with their working environment.*

2014 Graphical Report

In the past two years, to what extent have you:

- Presented with undergraduate students at conferences
- Published with undergraduates

During the present term, how many hours per week on average do you actually spend on each of the following activities?

- Advising and counseling of students
- Community or public service

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

- Work with other students on group projects

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

- Work with classmates outside of class
- Lead a discussion, activity or lab
- Provide and/or receive feedback to classmates about a draft or work still in progress

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

- Class discussions
- Cooperative learning (small groups)

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

- I try to dispel perceptions of competition
- I encourage all students to approach me for help

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

- Faculty are interested in students' personal problems

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

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

- Develop a sense of community among students and faculty
- Develop leadership ability among students

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

- It is easy for students to see faculty outside of regular office hours
- The faculty are typically at odds with campus administration
- Faculty here respect each other
- Administrators consider faculty concerns when making policy

Please indicate the extent to which you:

- Mentor new faculty
- Mentor undergraduate students

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

- Departmental leadership
- Clerical/administrative support

Please indicate the extent to which each of the following has been a source of stress for you during the past two years:

- Colleagues
- Students

Academic Advising Module

How many undergraduate students do you currently advise?

How do you typically interact with your advisees?

- Schedule a meeting
- Informal meetings outside your office (e.g., in the dining hall, at campus events)
- During scheduled office hours
- Drop by your office
- Email exchange

During the past year, how often have you done each of the following with your advisees?

- Informed them of important deadlines
- Helped them understand academic policies
- Informed them of academic support options
- Provided information about courses
- Provided information about the major/minor
- Reviewed their transcript
- Discussed academic performance
- Provided information on other academic opportunities
- Discussed career and post-graduation goals
- Invited them to your home
- Listened closely to academic problems and concerns
- Listened closely to personal problems and concerns
- Took action to help students with academic difficulties
- Took action to help students with personal difficulties

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

During the past year, how often have you provided your advisees with:

- Advice and guidance about their educational program
- An opportunity to discuss coursework outside of class
- Emotional support and encouragement
- Honest feedback about their skills and abilities
- Encouragement to pursue graduate/professional study
- Help in achieving their professional goals

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?

- Explained course material to one or more students
- Worked with other students on course projects or assignments
- Asked another students to help you understand course material
- Prepared for exams by discussing or working through course material with other students
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class

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

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

- Provided prompt and detailed feedback on tests or completed assignments

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

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

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

- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- Providing care for dependents (children, parents, etc.)

How much does your institution emphasize the following?

- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially

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

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

National Survey of Student Engagement (NSSE), continued:

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.

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

- Discussed campus or local issues with others.
- Discussed state, national, or global issues with others.

Faculty/Student Comparisons (FSSE/NSSE)

FSSE: In your selected course section, how much do you encourage students to do the following?

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

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

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: During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

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

- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class

FSSE: In your undergraduate courses, to what extent do you do the following?

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

- Provided prompt and detailed feedback on tests or completed assignments

FSSE: Indicate your perception of the quality of student interactions with the following people at your institution.

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

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

National Survey of Student Engagement (NSSE), continued:

Faculty/Student Comparisons (FSSE/NSSE), continued:

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: 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?

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

FSSE: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

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

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

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

- Most students feel a sense of belonging here
- The campus staff are caring and helpful
- Faculty care about me as an individual
- Administrators are approachable to students
- Students are made to feel welcome on this campus
- This institution has a good reputation within the community
- This institution shows concern for students as individuals
- Freedom of expression is protected on campus
- Bookstore staff are helpful
- The staff in the health services area are competent
- Counseling staff care about students as individuals
- Faculty are fair and unbiased in their treatment of individual students
- Faculty provide timely feedback about student progress in a course
- The personnel involved in registration are helpful

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

Berea-Specific Items (added in 2013)

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

Importance/Satisfaction Ratings

- Faculty are concerned about individual student learning
- My personal relationships with others at the College contribute to my overall education
- Faculty members provide feedback that helps me know what to do to improve my performance. (all administrations)
- I have made friends at Berea College
- There is a feeling of community in my residence hall
- There is a feeling of community in the Ecovillage

Rate your level of agreement with the following statements (a lower mean is a more desirable outcome)

- I have trouble forming relationships with peers
- I have trouble forming relationships with faculty

Graduating Seniors' Survey (includes ACT College Outcomes Survey)

Responsibilities and Time Allocations (number of hours per week you currently spend on each type of activity)

- Care of family (e.g. child, spouse, relative)

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

- This college has helped me meet the goals I came here to achieve
- This college welcomes and uses feedback from students to improve the college

How much progress have you made toward the following outcome?

- Listening to and understanding what others say

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

- Becoming an effective team or group member
- Improving my ability to relate to others
- Learning to be adaptable, tolerant, and willing to negotiate
- Dealing fairly with a wide range of people
- Acquiring appropriate social skills for use in various situations
- Developing productive work relationships with both men and women
- Interacting well with people from cultures other than my own

Indicate your level of satisfaction with each of the following:

- Faculty respect for students
- Availability of faculty for office appointments
- Concern for me as an individual
- Informal contact with faculty in non-academic settings

How large a contribution do you feel your educational experiences at this college have made to your growth and preparation in each of the following areas?

- Social growth (understanding others and their views, adapting successfully to a variety of social situations)

Historical Survey Data (Prior to 2012)

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

2002 Administration Only

Please indicate the extent to which each of the following describes you:

- Being honest in my relationships with others

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

- Develop close friendships with other students

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

Rate the importance to you of each of the following

- Developing friendships

Indicate how much help you need in each of the following areas: Life Skills Development

- Learning how to communicate with other people
- Learning how to make more friends

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

Since entering this college, how often have you interacted with the following people?

- Faculty during office hours
- Faculty outside of class or office hours
- Academic advisors/counselors
- Other college personnel
- Close friend at this institution
- Close friends not at this institution
- Your family
- Graduate students/teaching assistants

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

Since entering this college, how successful have you felt at:

- Getting to know faculty
- Developing close friendships with other students

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

- Self-confidence (social)
- Understanding of others
- Ability to work as part of a team

Percent of students who marked "frequently" or "occasionally"

- Studied with other students

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

- Helping others who are in difficulty

Your First College Year (YFCY), continued:

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

- I see myself as part of the campus community
- Faculty here are interested in students’ personal problems

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 indicate “yes” to: Since entering this college,

- Received advice and guidance about your educational program from a professor
- Received emotional support and encouragement from a professor
- Received advice/counseling from a junior or senior
- Received advice/counseling from another first-year student

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

- Ability to get along with others

How much time did you spend during a typical week doing the following activities?

- Socializing with friends

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

Spring 2003, 2007, and 2010 - not asked on 2014 administration

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

- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class
- Tutored or taught other students (paid or voluntary)
- Used e-mail to communicate with an instructor
- Discussed grades or assignments with an instructor
- Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)
- 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
- Received prompt feedback from faculty on your academic performance (written or oral)

To what extent does your institution emphasize the following?

- Providing the support you need to thrive socially

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

- Contributing to the welfare of your community

Student Satisfaction Inventory (SSI), All Students

Berea-Specific Items (1998 and 2003 Administrations Only)

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

Satisfaction Ratings

- In general, all students at Berea are treated fairly and equally
- I get the encouragement I need from faculty on this campus

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

Please indicate the importance of the following people in informing you about current world events

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

Have you ever done the following?

- Developed friendship(s) with individuals from outside the United States
- Participated in international clubs or activities

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

- I do not have/have skills to facilitate change on my campus or in the local community
- I am not skillful/skillful at resolving conflicts with people
- I am not skillful/skillful at resolving conflicts that involve bias, discrimination, and prejudice
- I do not have/have the skills to create an environment where members feel included
- People should not/should try to make a contribution to their community
- People cannot/can play an important role in making the world better
- By working together, people cannot/can influence decisions that affect their community
- Communicating with decision makers does not help people/helps people solve problems facing their community

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.
- Discuss complex problems with others to develop a better solution

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

- Dating concerns
- Afraid of a close relationship
- Being ill at ease with people
- Troubled or lack of relationship with a parent
- Breakup/loss of a relationship
- Over-involved or controlling parents
- Conflict with parents about choice of major
- Relationship with friends
- Relationship with parents
- Relationship with peers
- Relationship with other family members
- Relationship with partner/spouse
- Relationship with roommate

Berea-Specific Exit Survey, Graduating Seniors

Rate the importance to you of each of the following:

- Developing friendships

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

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

- Friends, classmates, or sibling
- Teachers or professors
- Librarians
- Parents (or other adult family members)

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

ACT Alumni Survey, Graduates two years after graduation

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

- Understanding the interaction of people and their environment
- Leading/guiding others
- Berea-Specific Item:

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

- Undergraduate research with a faculty member

ACT Alumni Outcomes Survey, Fall 2010 (Work Colleges 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.

- Developing and using effective leadership skills
- Understanding and appreciating cultural and ethnic differences between people
- Getting along with people whose attitudes and opinions are different from mine
- Working cooperatively in groups; working as a team leader

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

- Opportunities for student/faculty interaction

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

- Concern for me as an individual
- 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.

- Most faculty were readily available to students outside of class time
- The campus, was, generally, free from harassment (e.g. sexual, racial, etc.)
- Administrators at the campus respected and were responsive to student input

Berea-Specific Item

*To what degree do you agree with the following statement concerning the Work Program?
My Work Program Experience...*

- Helped me to learn how to work cooperatively in groups/teams

Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



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

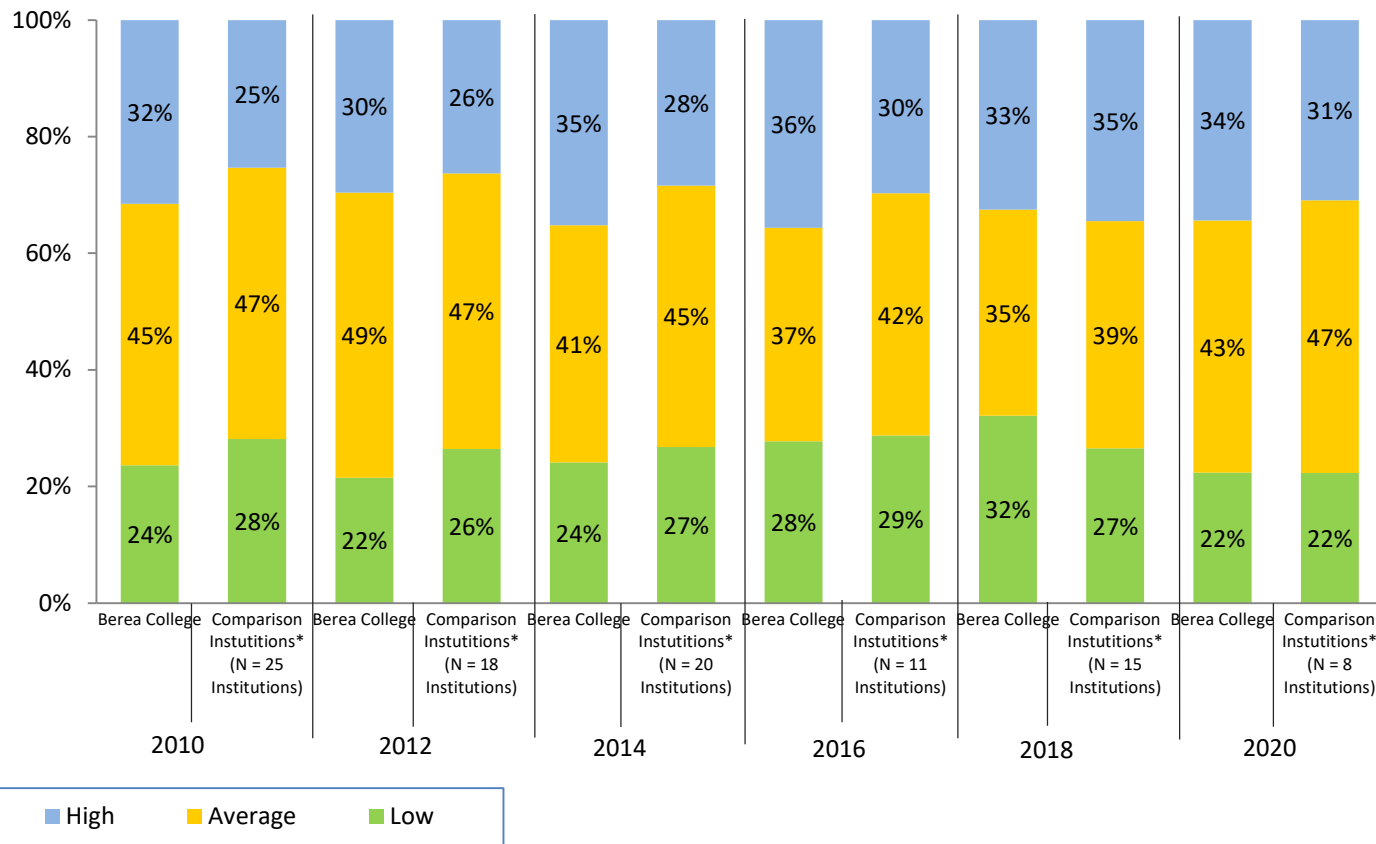
[Select to see survey instruments](#)

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.

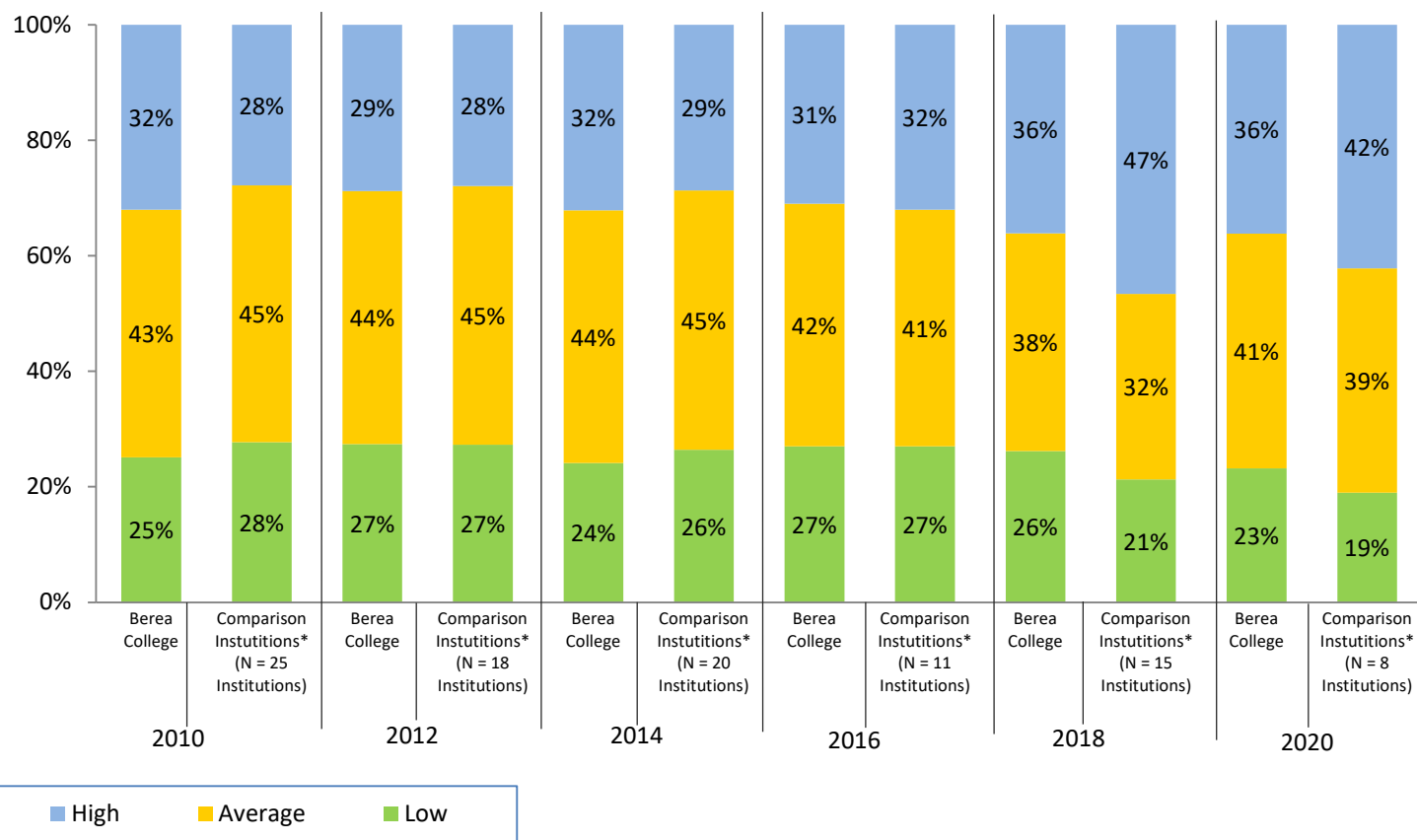
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

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

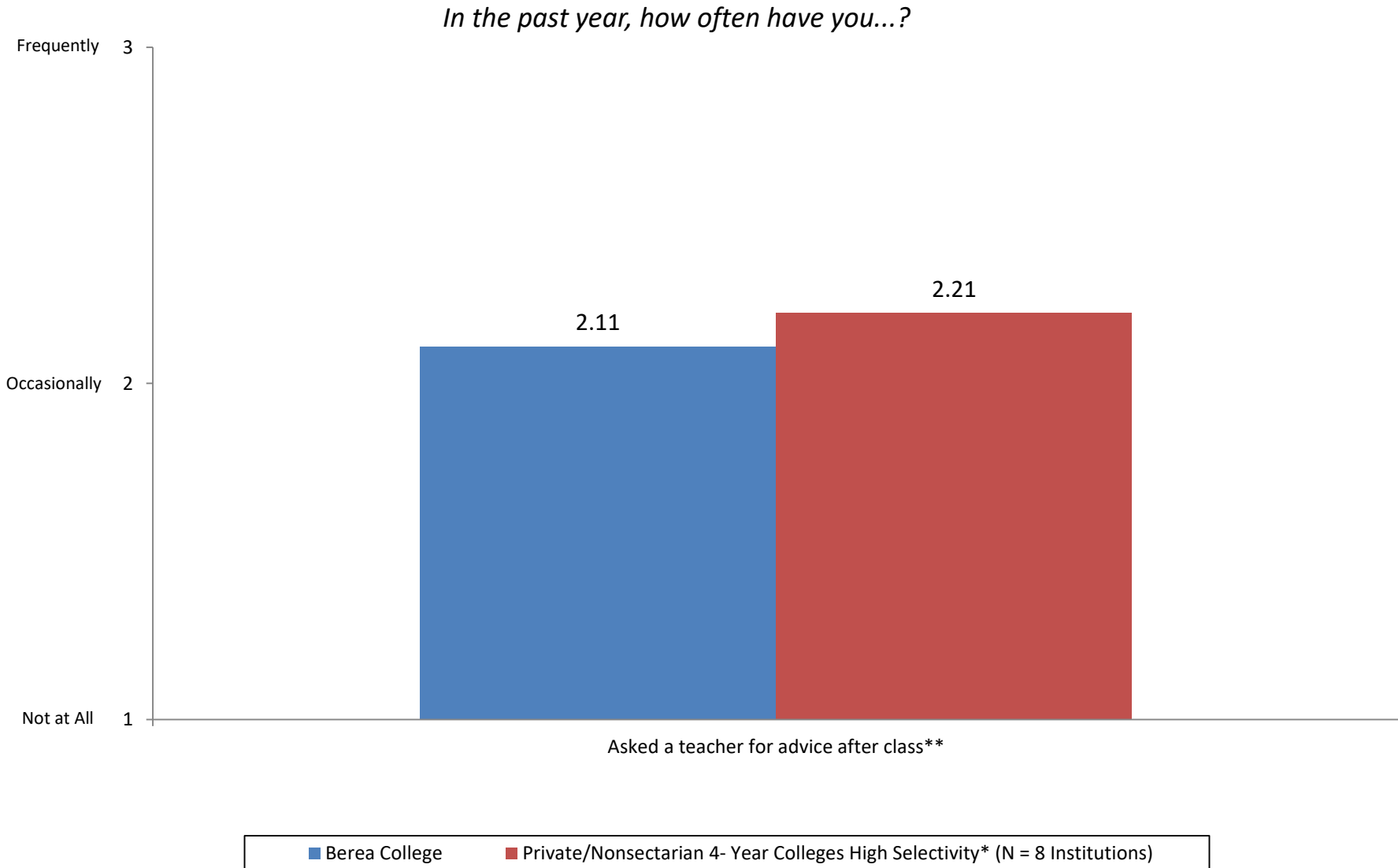
Theme: Interaction with Teachers -- *These items relate to the amount of time and types of interactions students have with their high school teachers.*

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

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

THEME: Interaction with Teachers

(Based on First-Year Students Only)



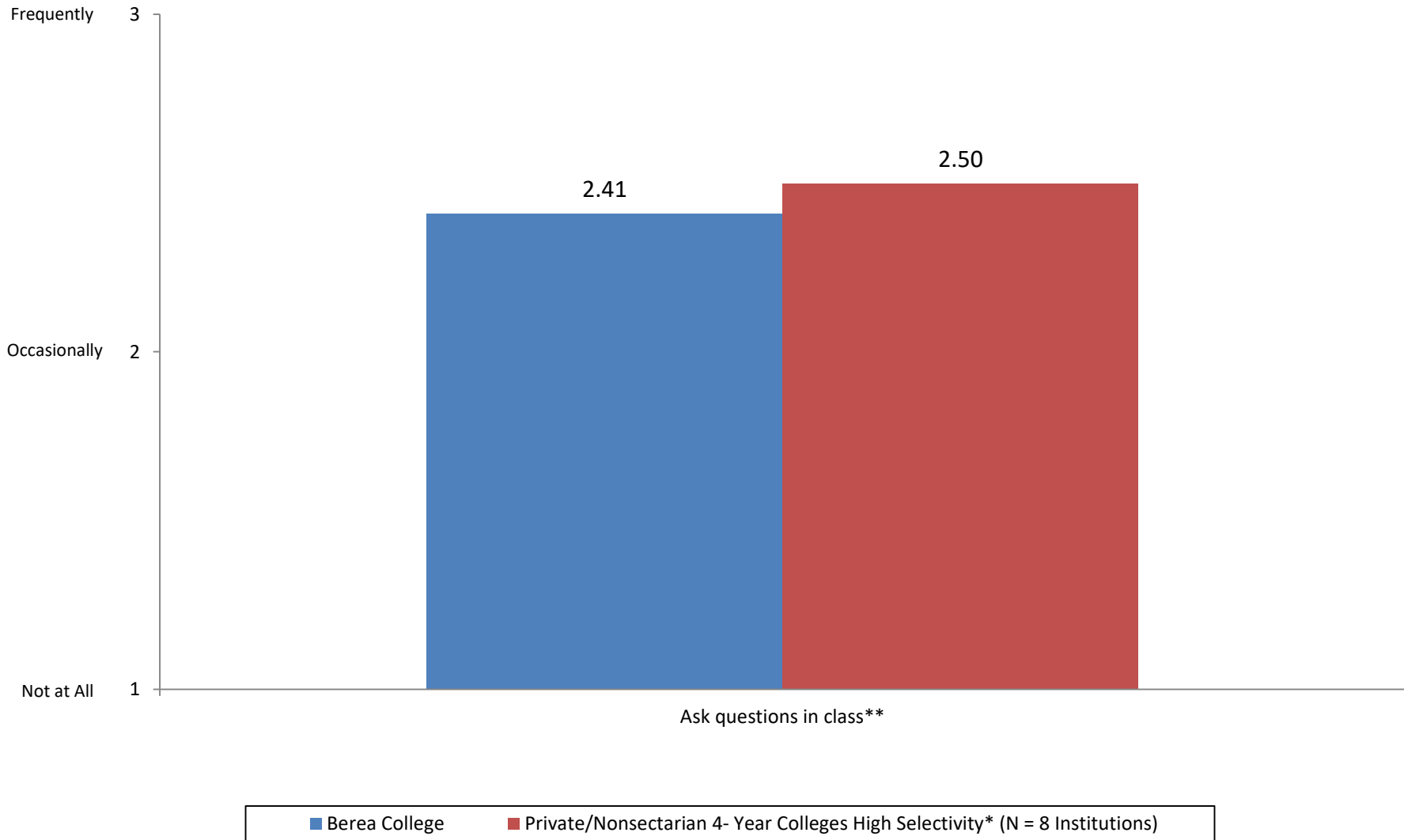
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Interaction with Teachers

(Based on First-Year Students Only)

How often in the past year did you..?



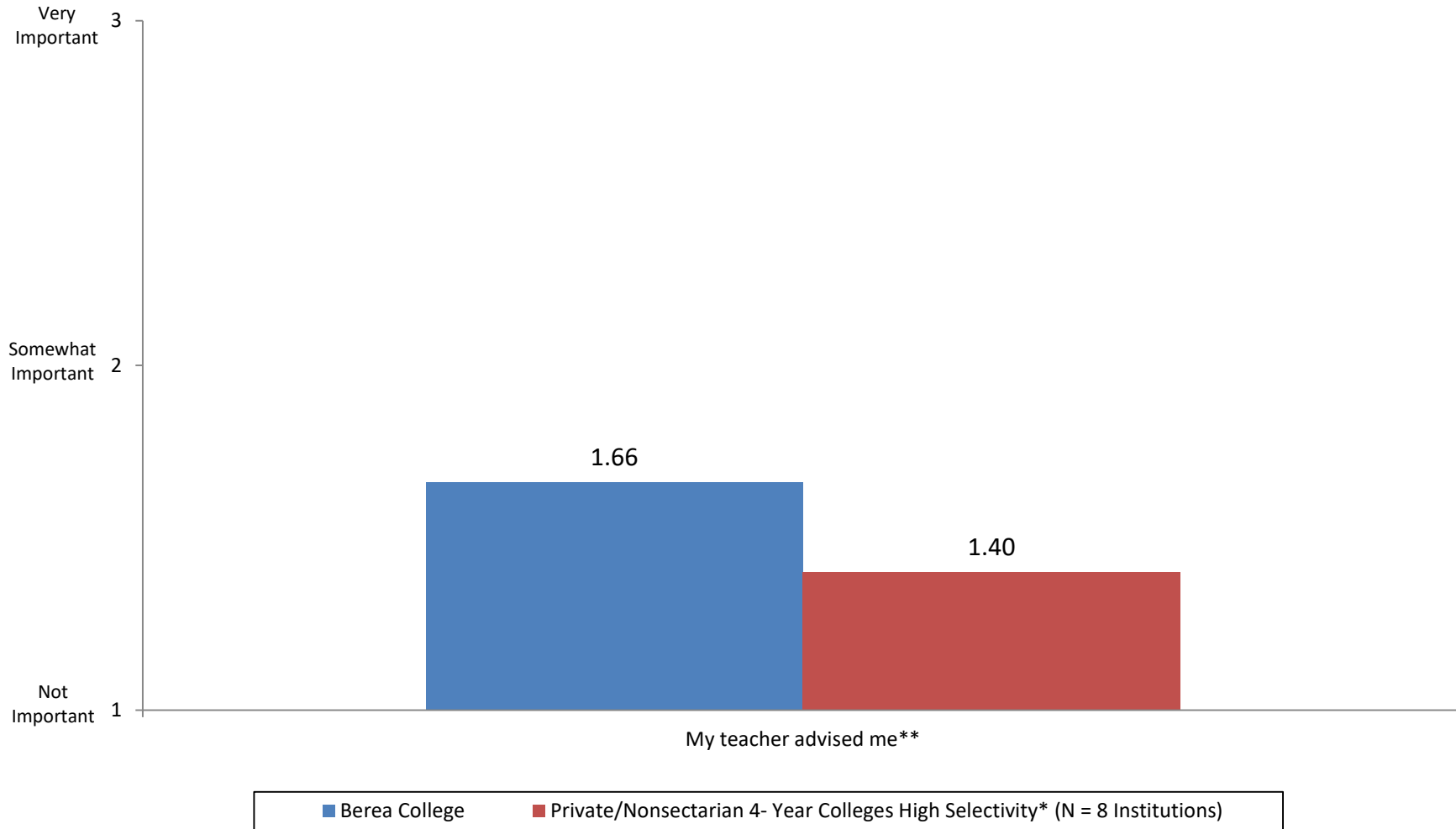
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Interaction with Teachers

(Based on First-Year Students Only)

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

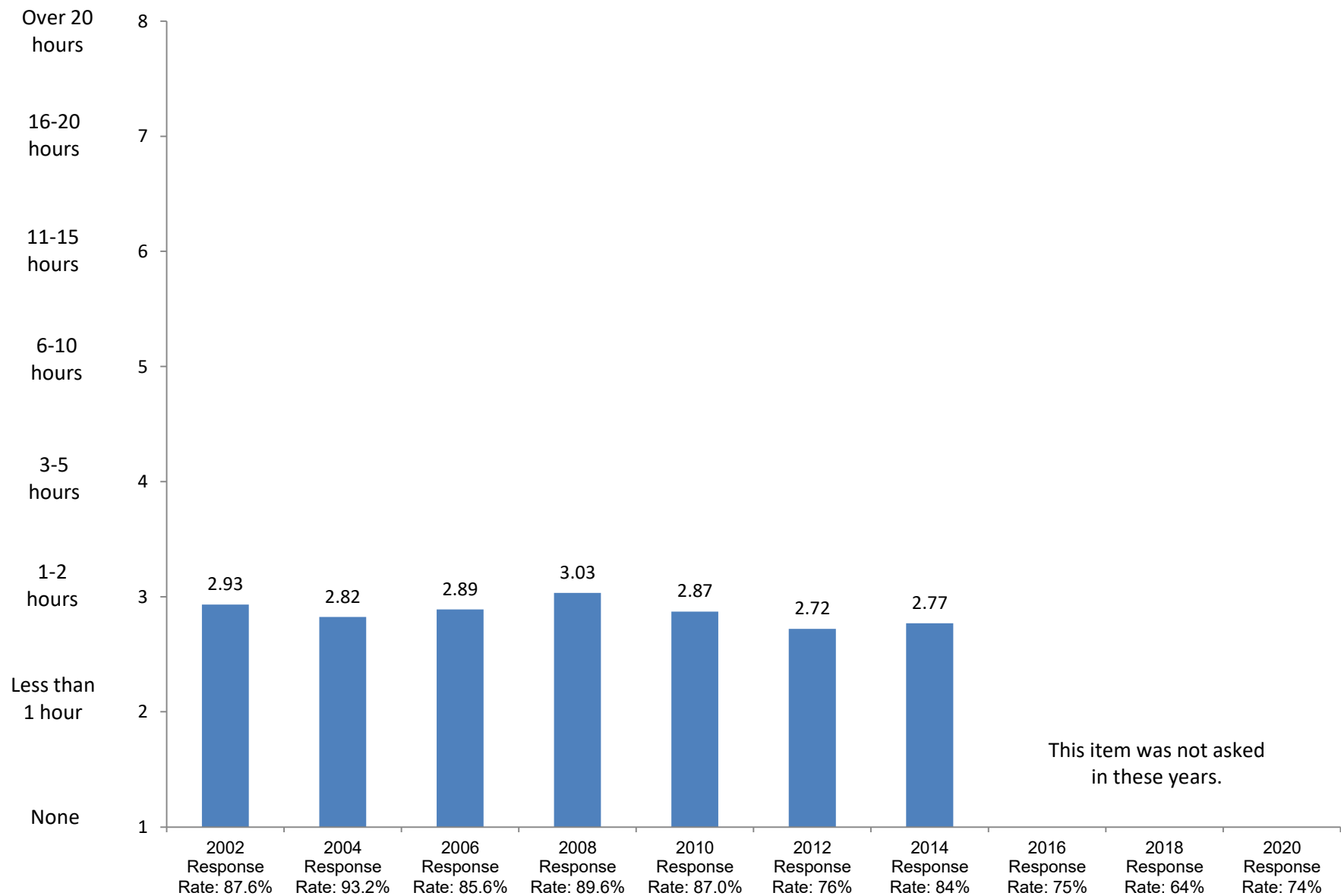


*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

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

Talking with teachers outside of class



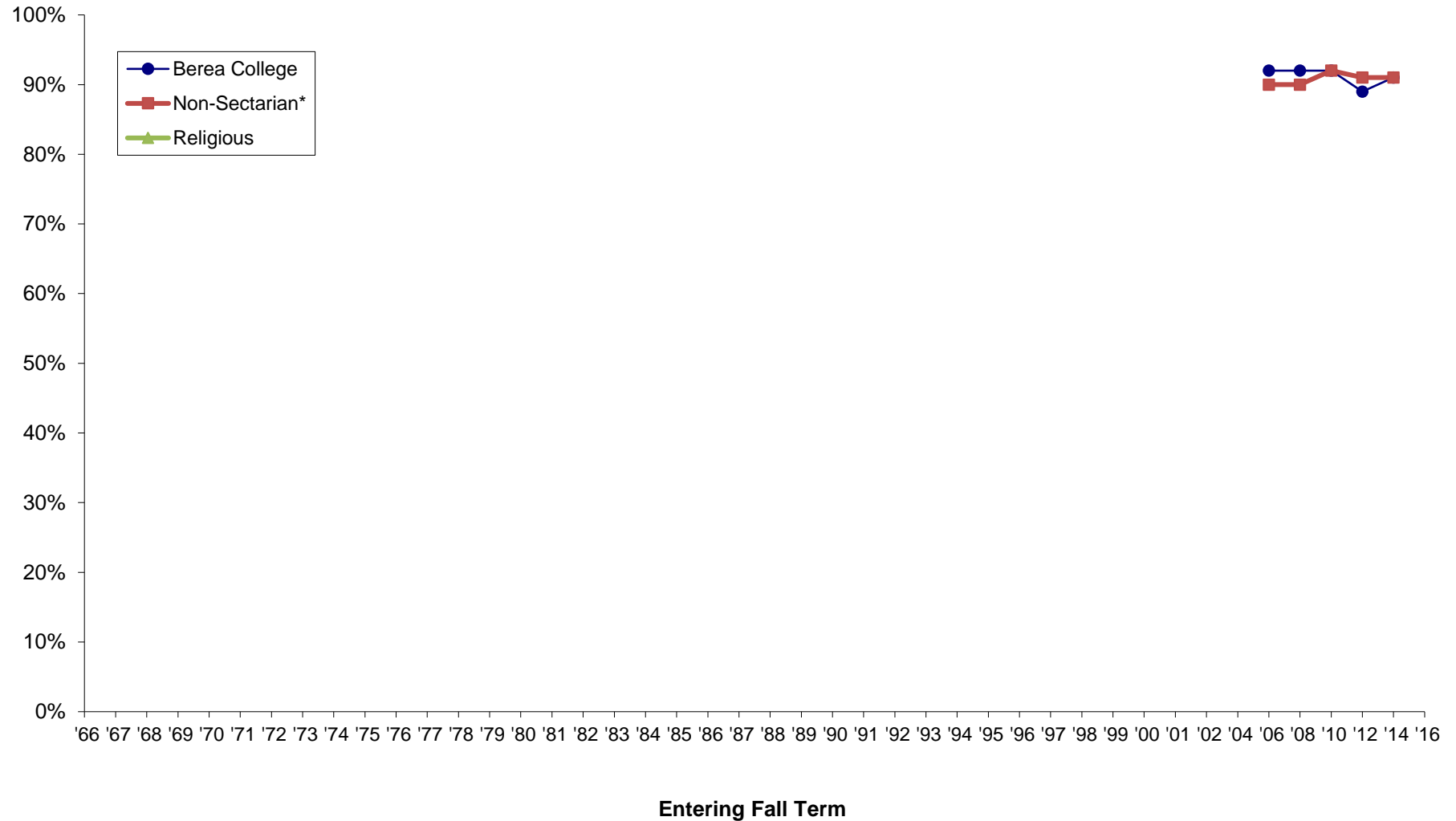
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

Talking with teachers outside of class

	2002		2004		2006		2008		2010		2012		2014	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	n/a	n/a	8%	10%	8%	10%	8%	8%	11%	9%	9%	9%
< 1 hour	n/a	n/a	n/a	n/a	35%	42%	27%	41%	35%	39%	35%	41%	34%	36%
1 -2 hours	n/a	n/a	n/a	n/a	33%	31%	37%	30%	35%	34%	36%	32%	35%	36%
0 – 2 hours	73%	82%	76%	82%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	18%	13%	16%	12%	17%	12%	17%	13%	13%	13%	13%	13%	16%	14%
6 – 20 hours	9%	5%	8%	5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	n/a	n/a	4%	3%	6%	4%	6%	4%	4%	3%	5%	3%
11 – 15 hours	n/a	n/a	n/a	n/a	1%	1%	3%	1%	1%	1%	1%	1%	0.8%	1%
16 – 20 hours	n/a	n/a	n/a	n/a	1%	0.2%	1%	1%	0.3%	0.3%	0.4%	0.5%	0%	0.4%
Over 20 hours	1%	0%	1%	1%	2%	1%	1%	1%	2%	0.4%	1%	0.5%	0%	0.3%

Percent of Students who indicated that they spent at least one hour per week on
Talking with teachers outside of class

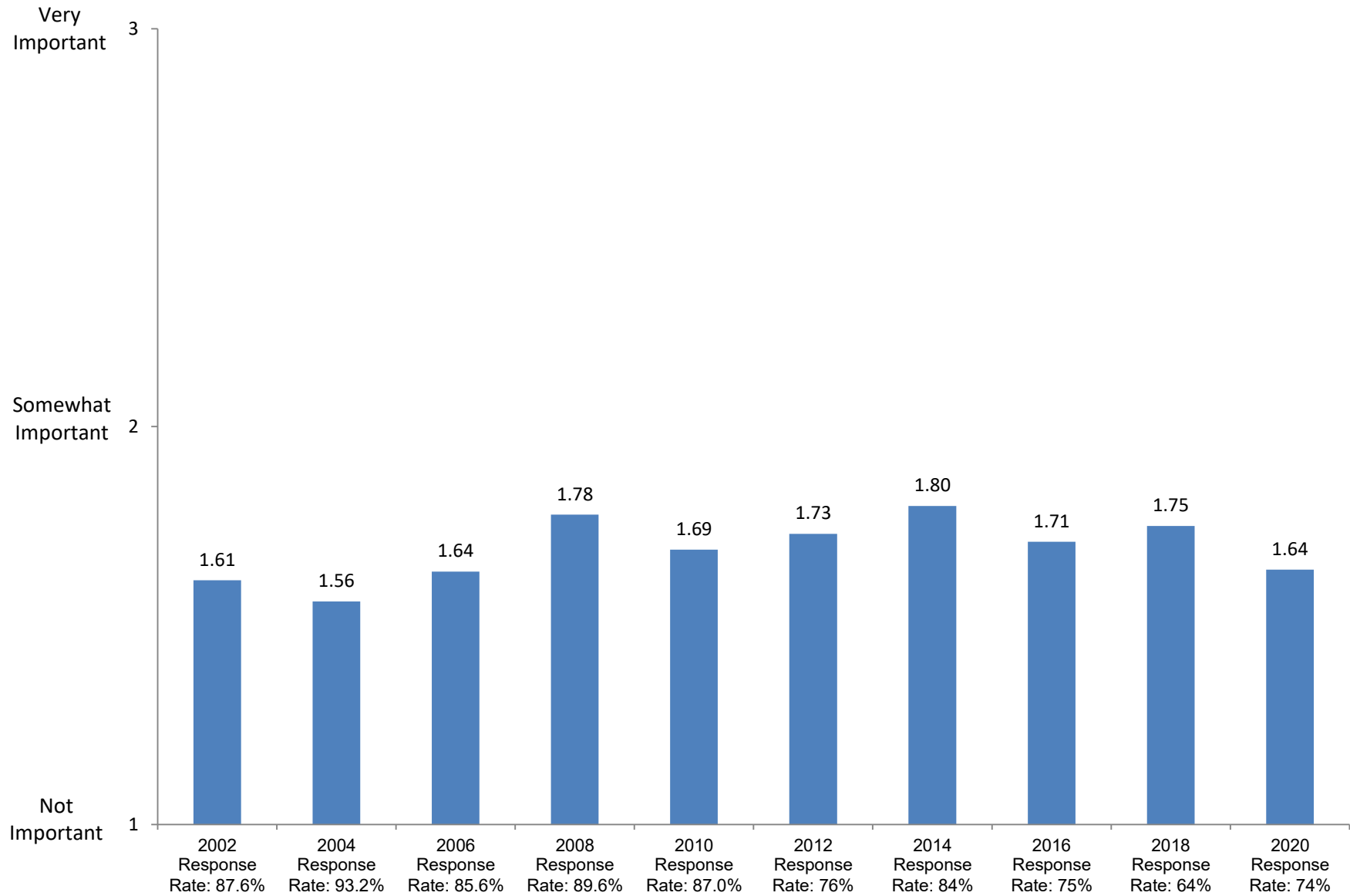


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

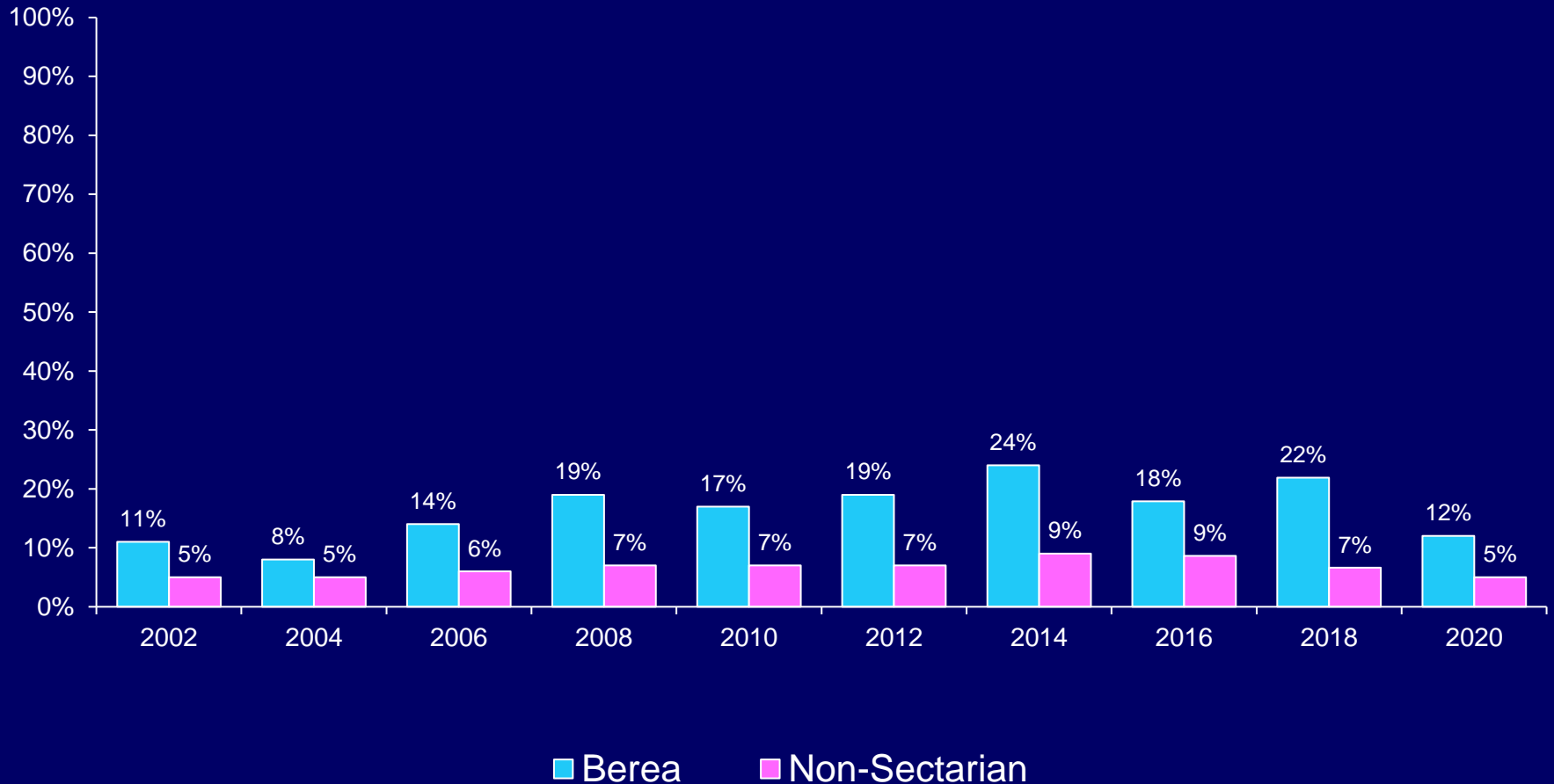
My teacher advised me



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

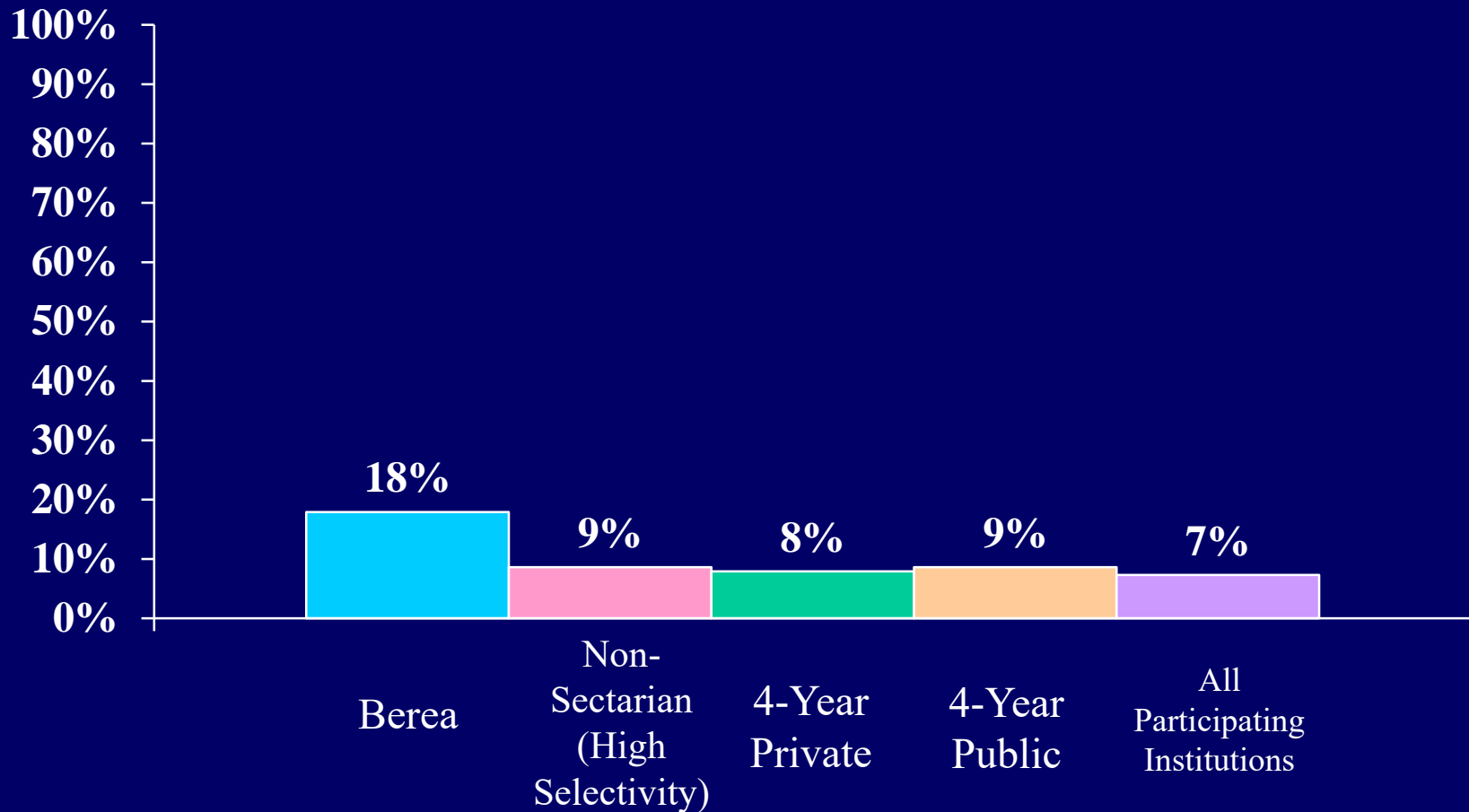
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

My teacher advised me



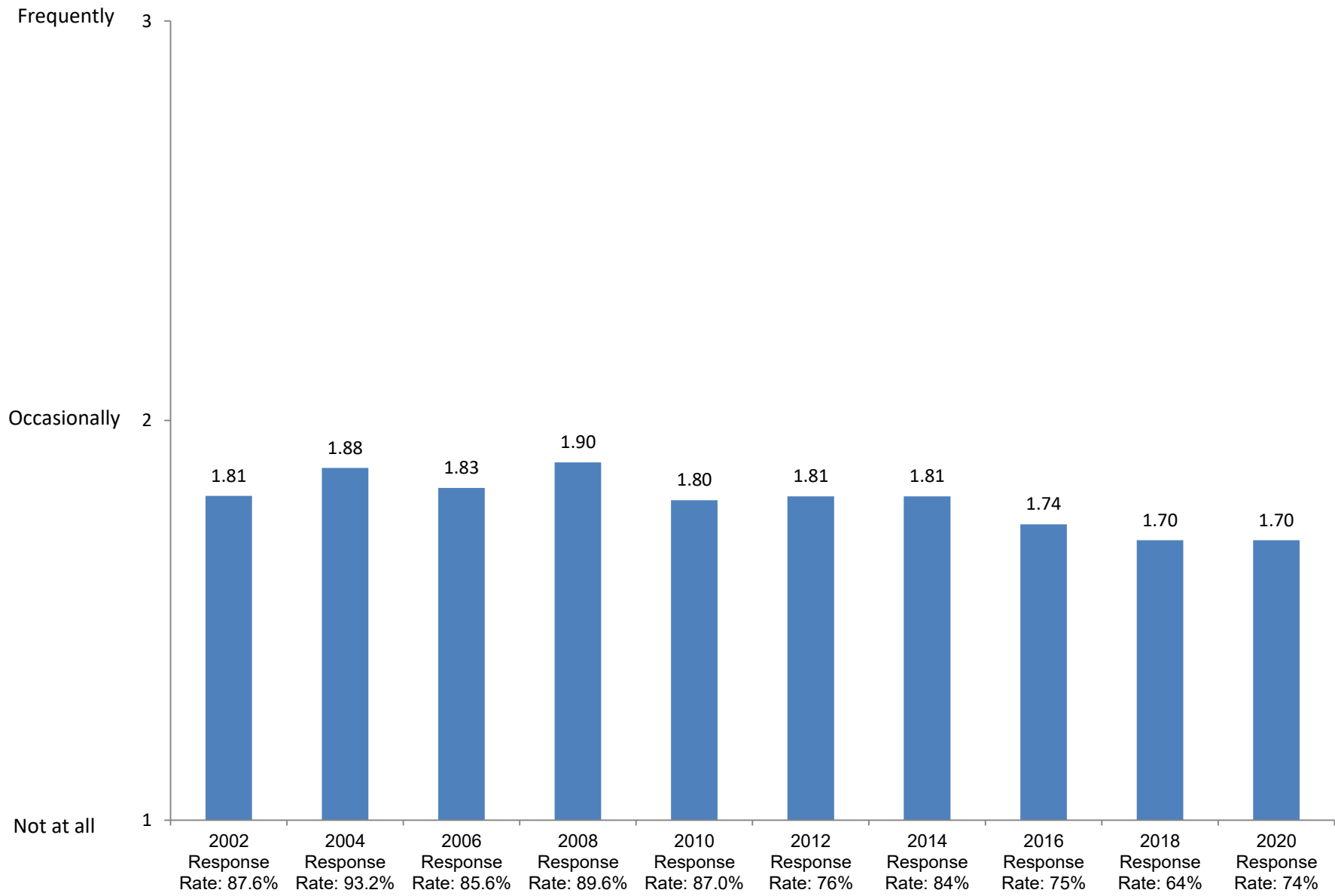
Percentage of students who rated item as “very important”:

My teacher advised me
(for decision to attend this particular college)



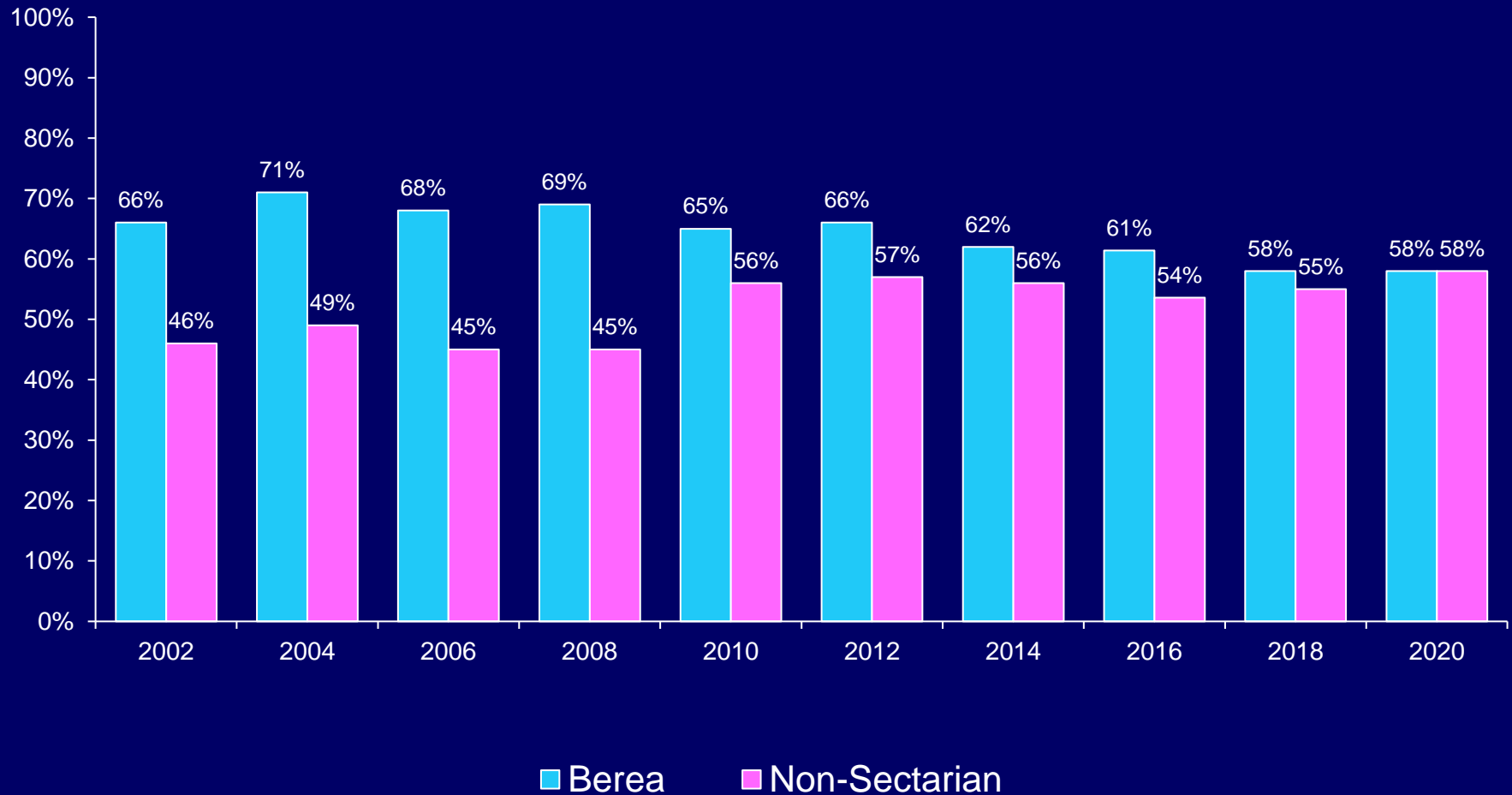
In the past year, how often have you:

Tutored another student



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

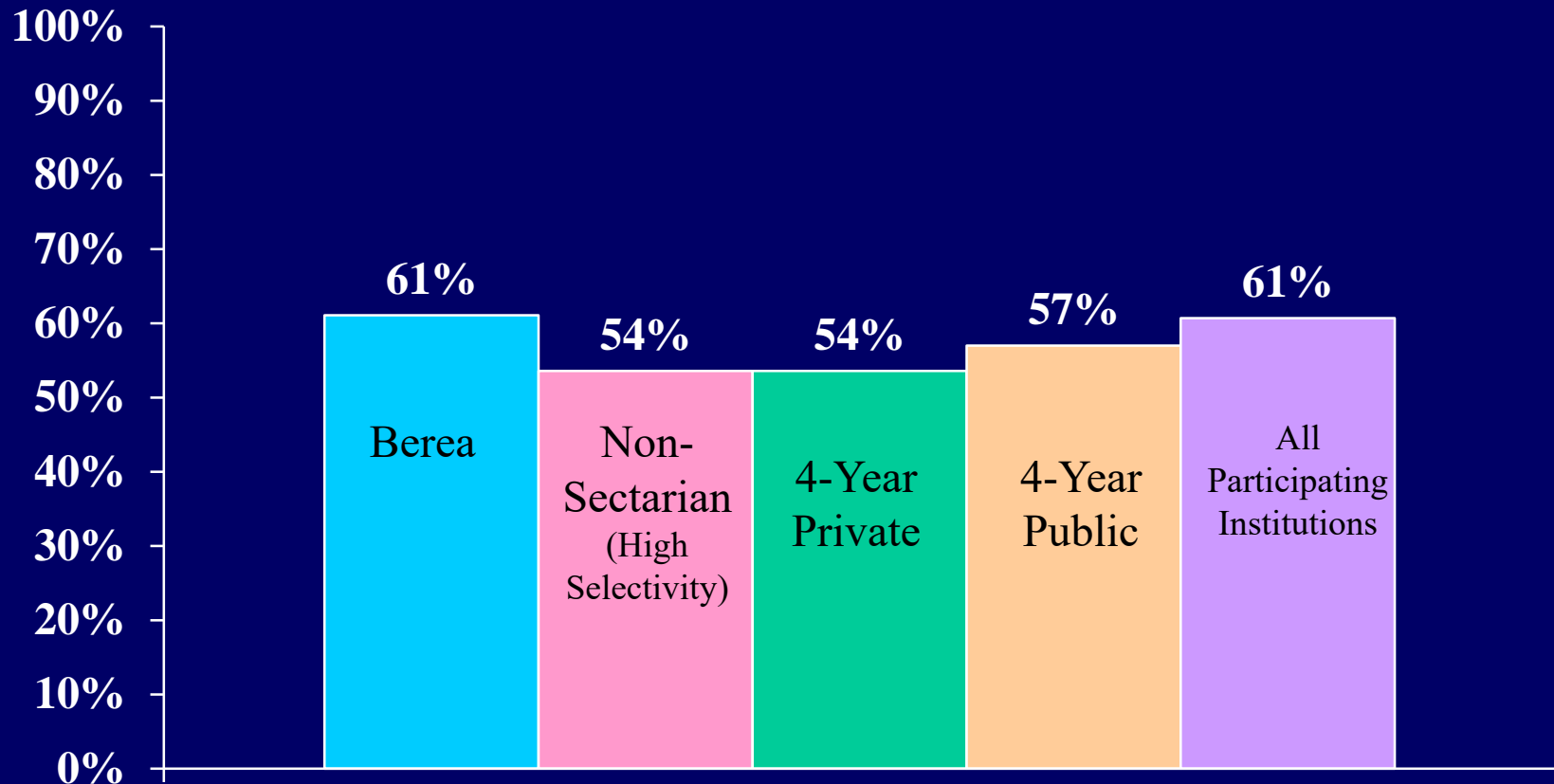
Percent of students who indicated “frequently” or “occasionally”
Tutored another student
(during the past year)



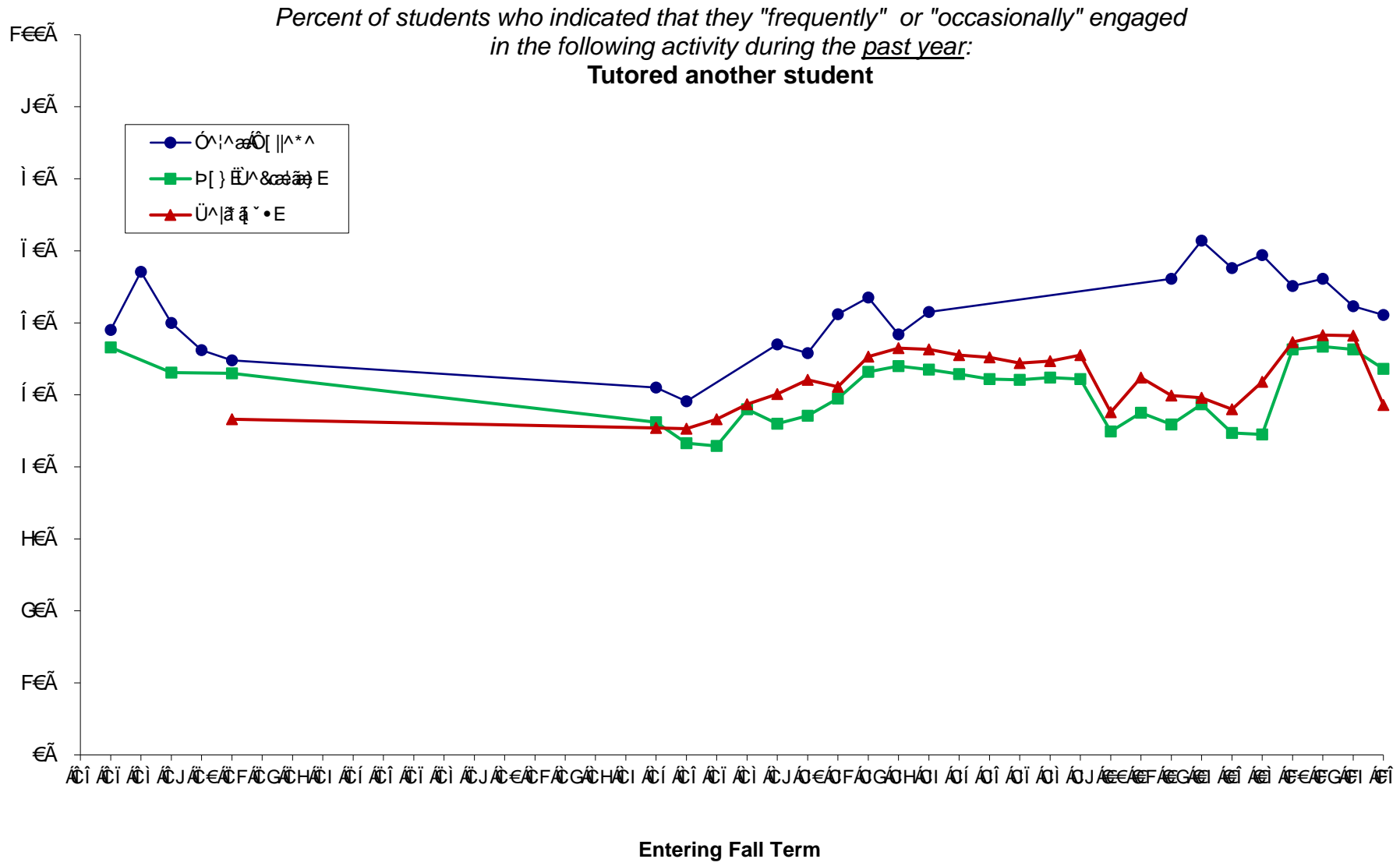
Percent of students who indicated “frequently” or “occasionally”

Tutored another student

(during the past year)



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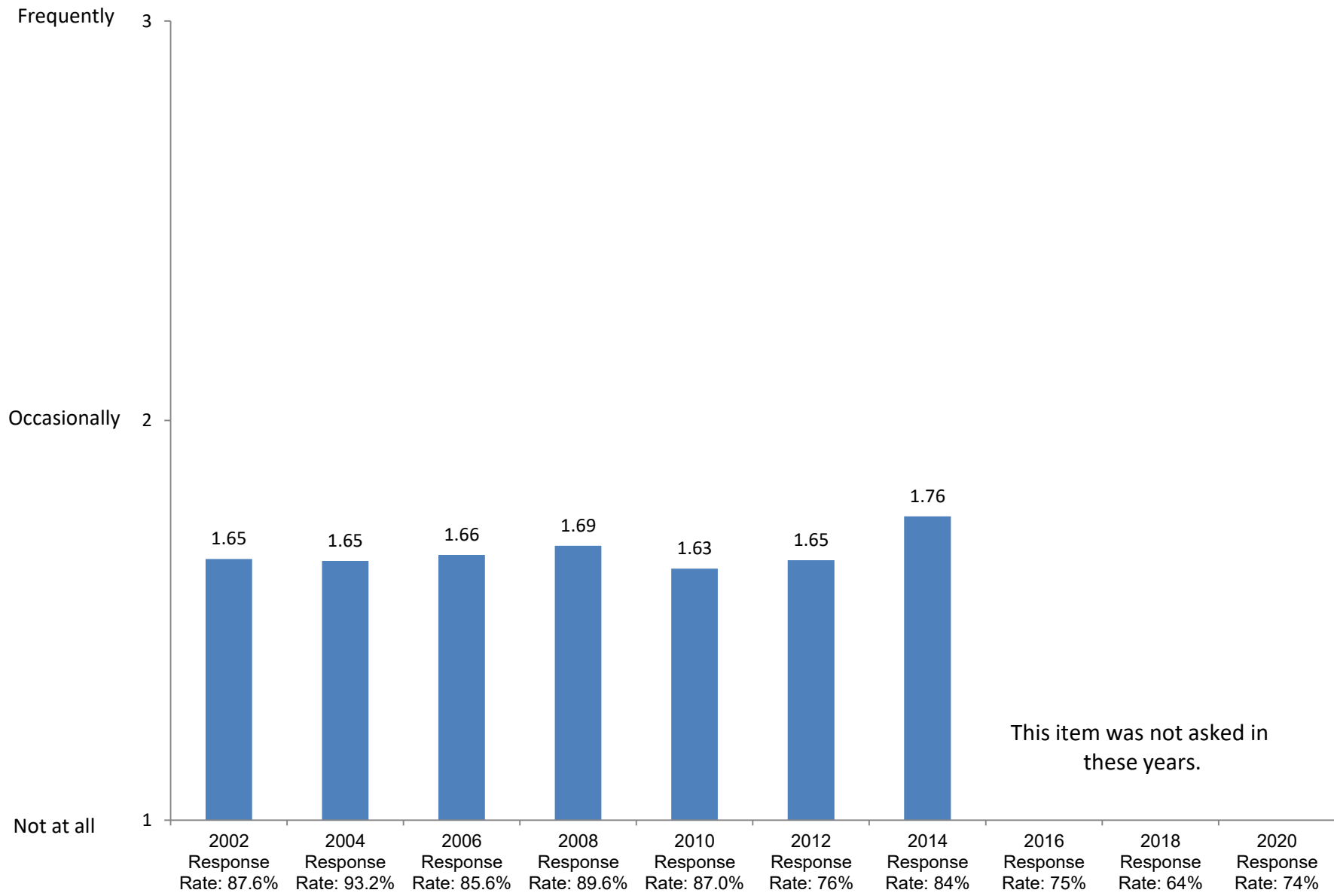


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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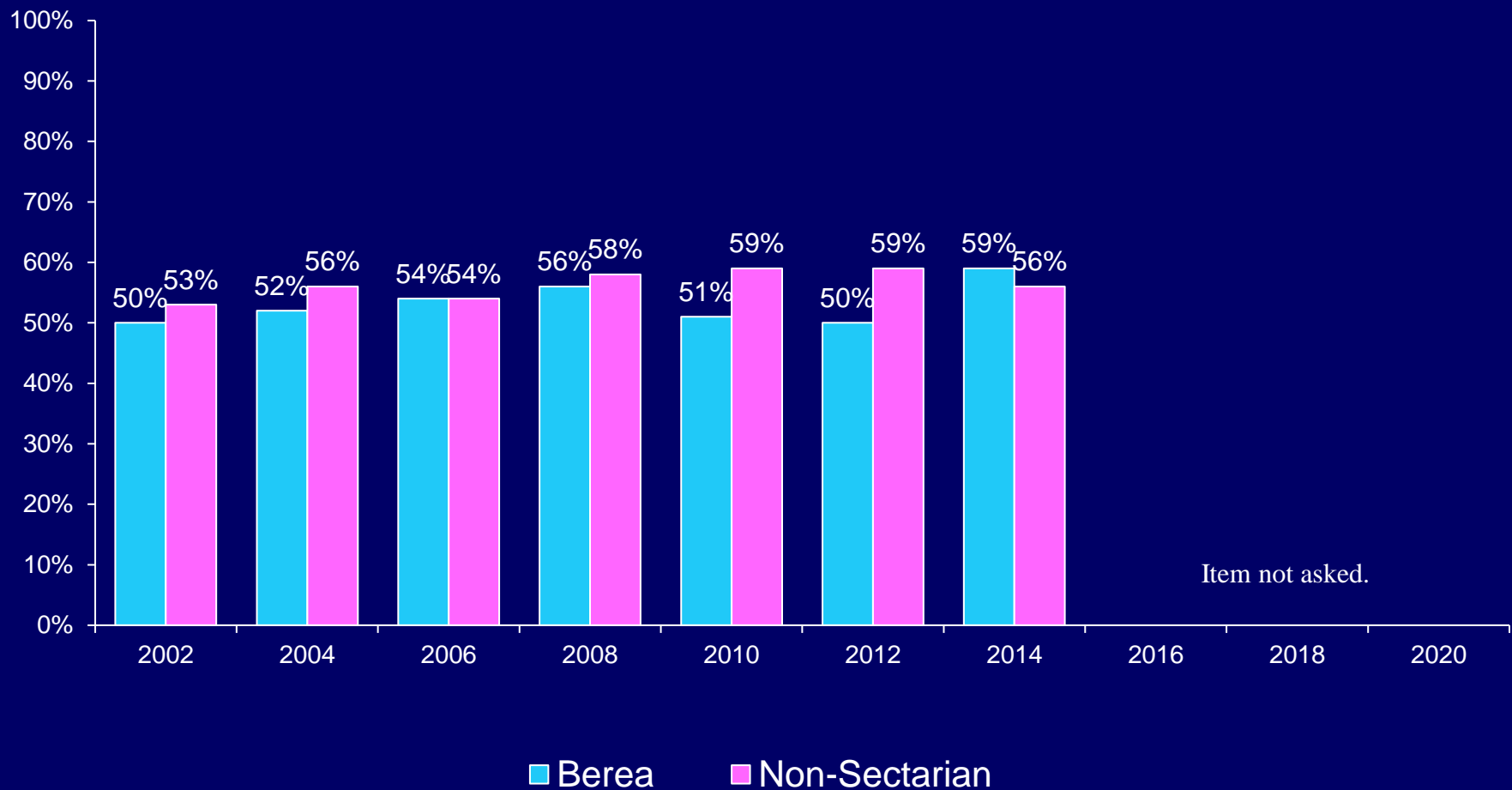
Indicate how often you engaged in the activity below during the past year.

Performed community service as a part of the class

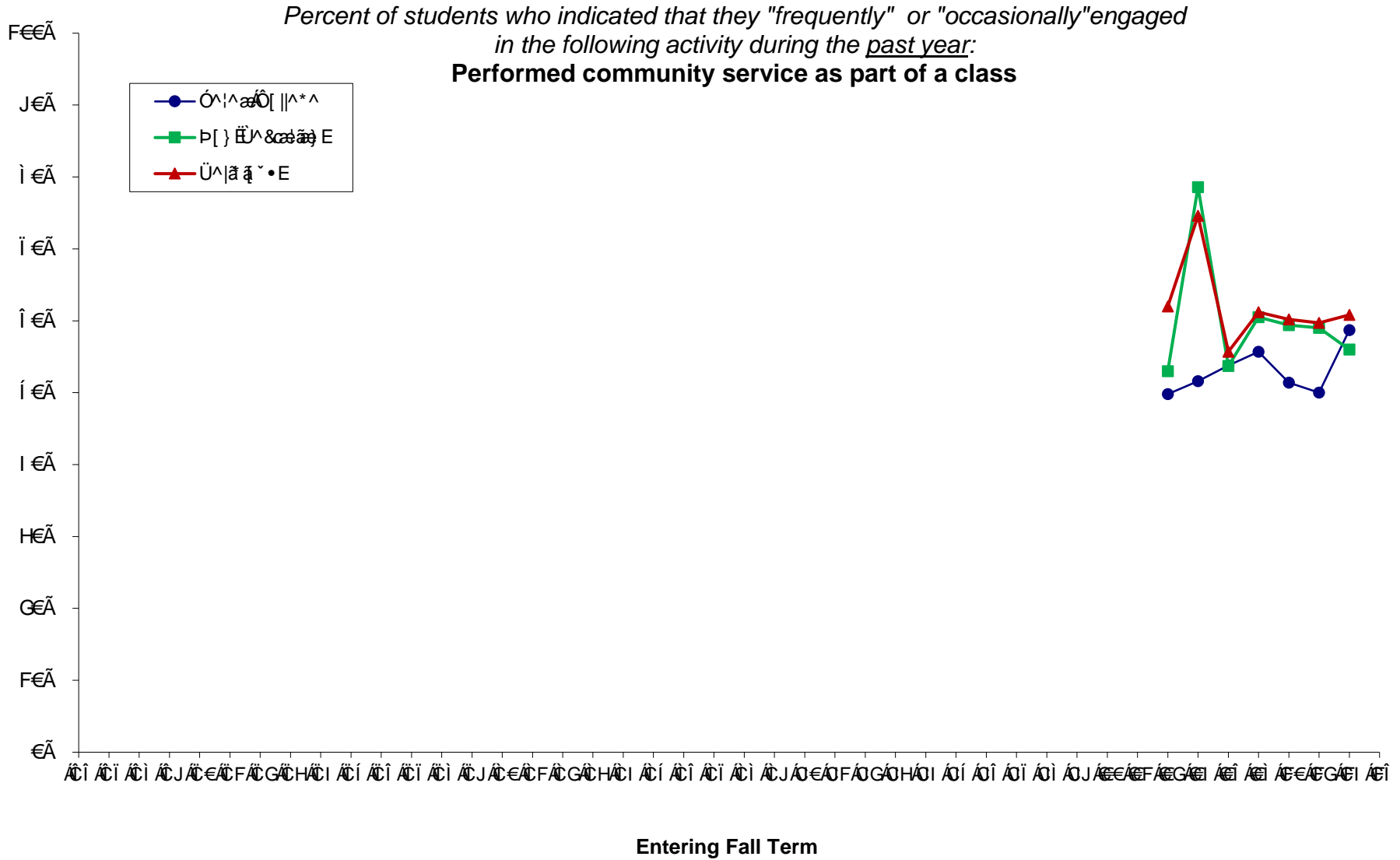


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated “frequently” or “occasionally”
Performed community service as part of a class
(during the past year)



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

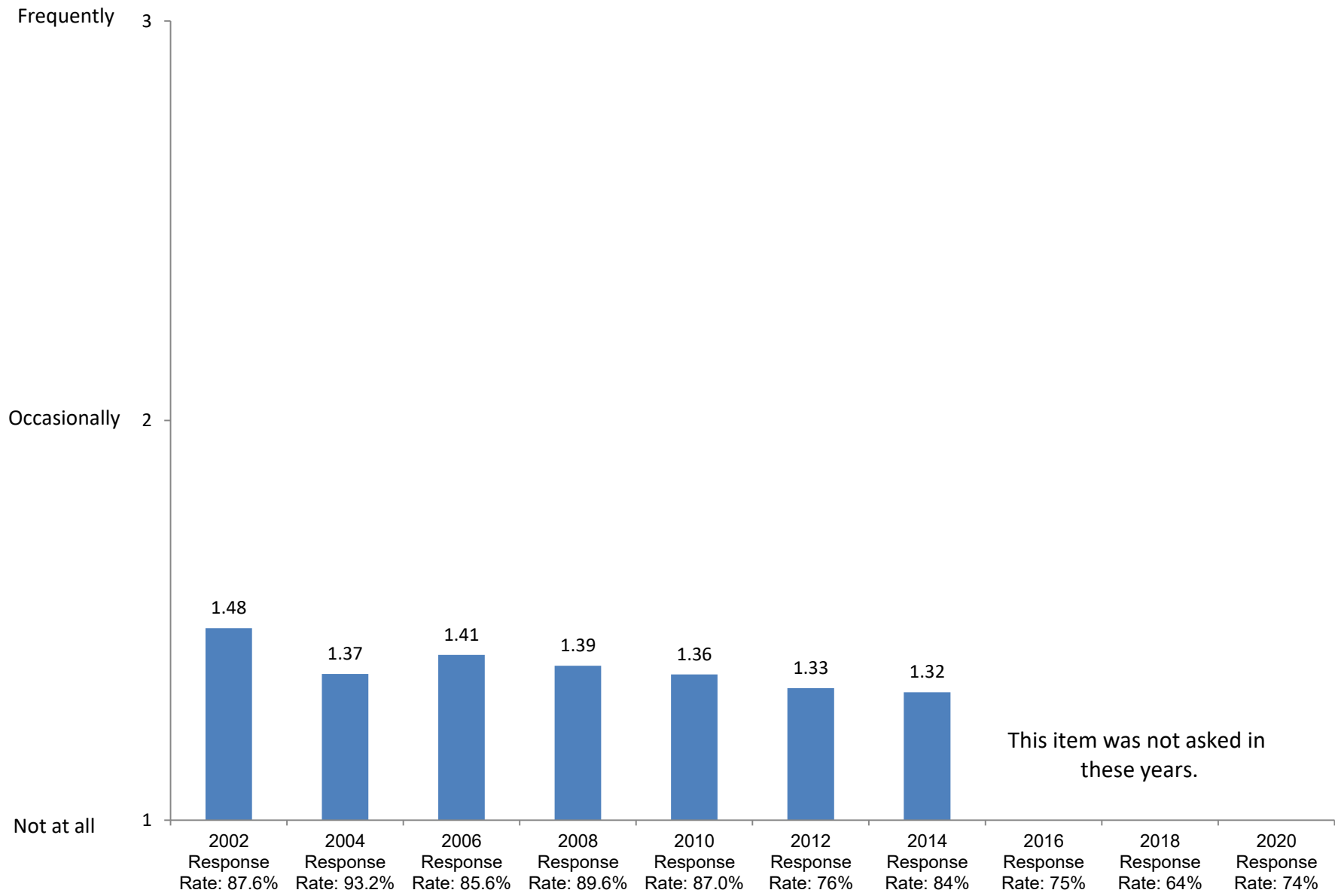


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

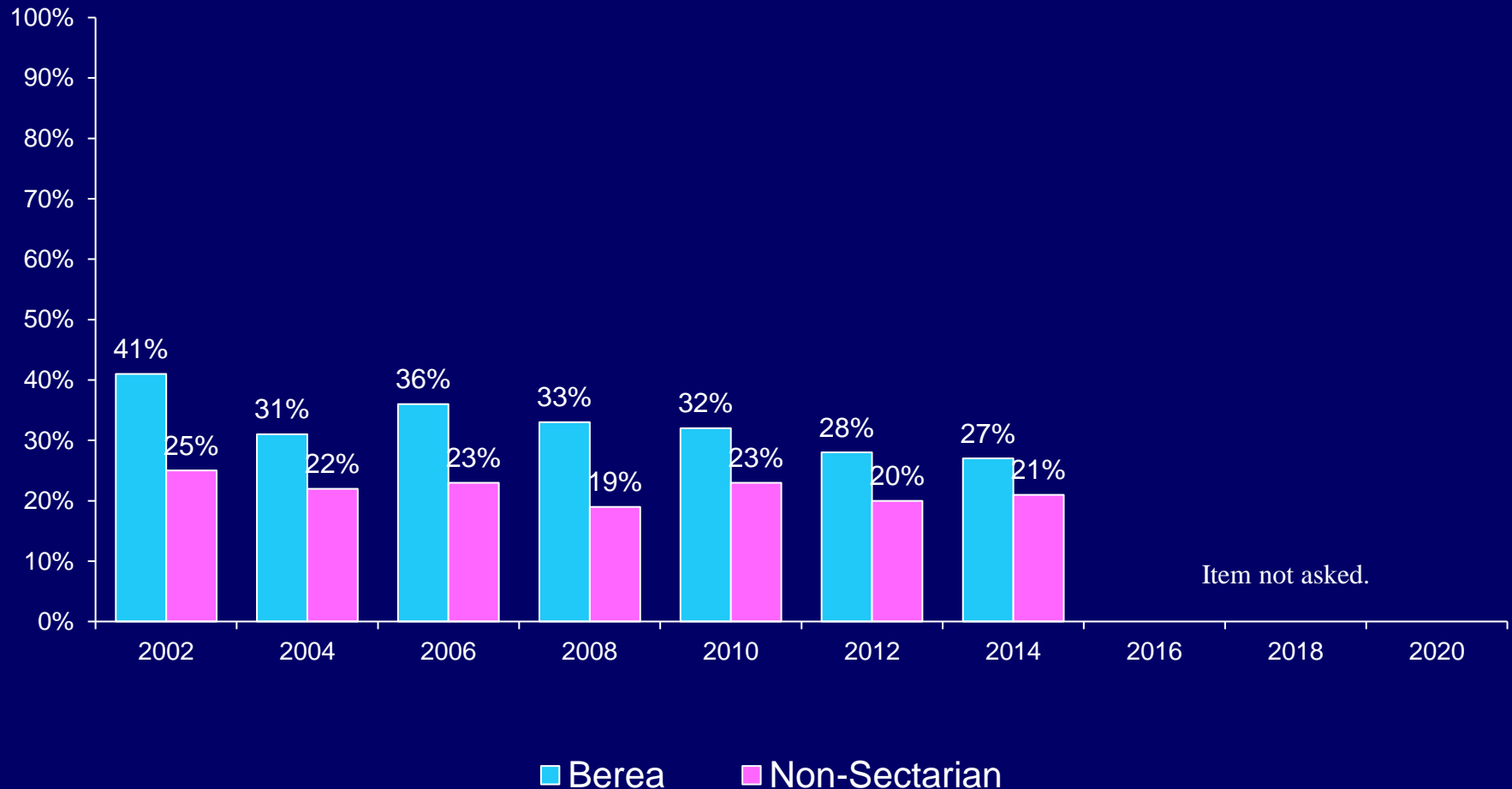
Indicate how often you engaged in the activity below during the past year.

Was a guest in a teacher's home



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

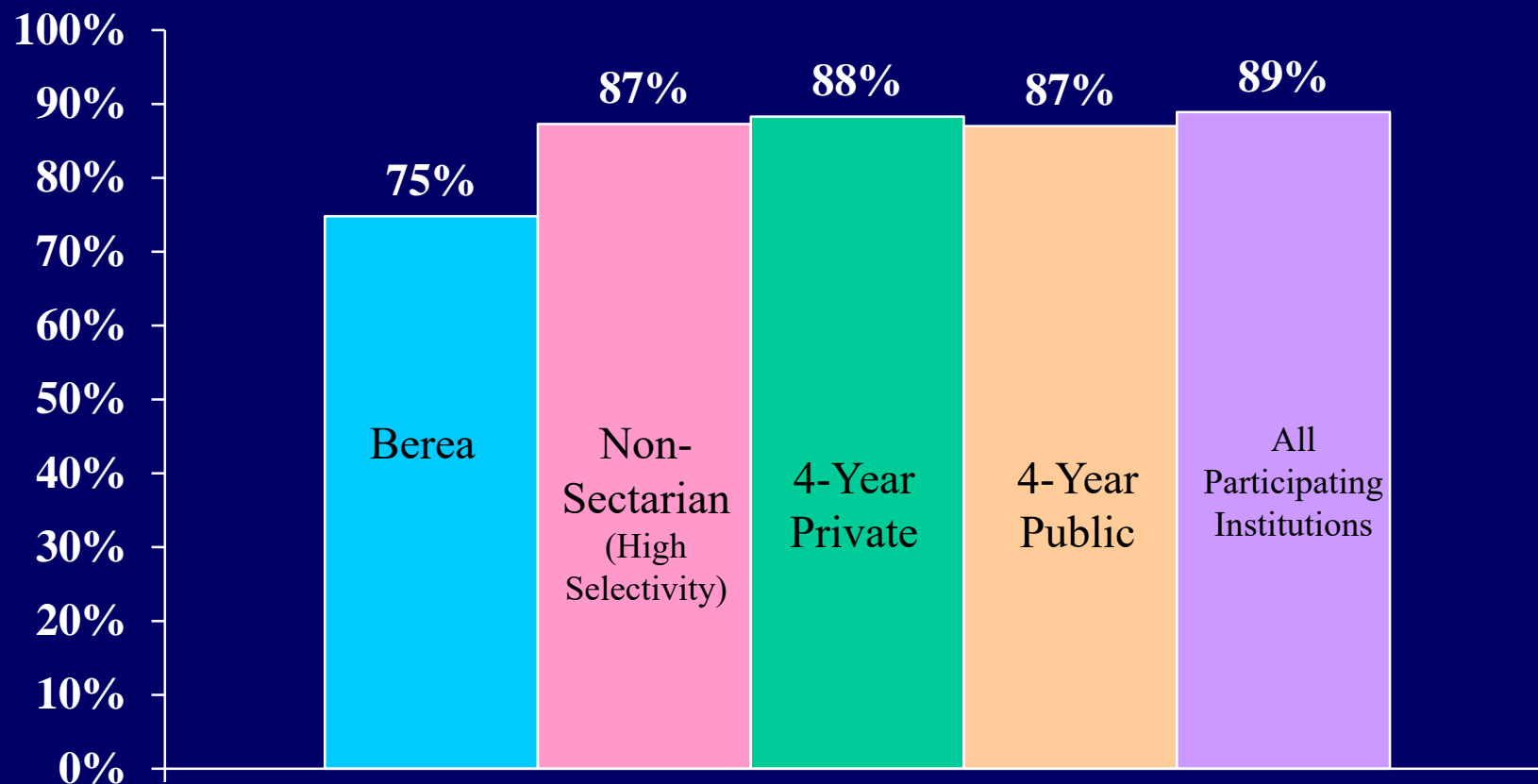
Percent of students who indicated “frequently” or “occasionally”
Was a guest in a teacher’s home
(during the past year)



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

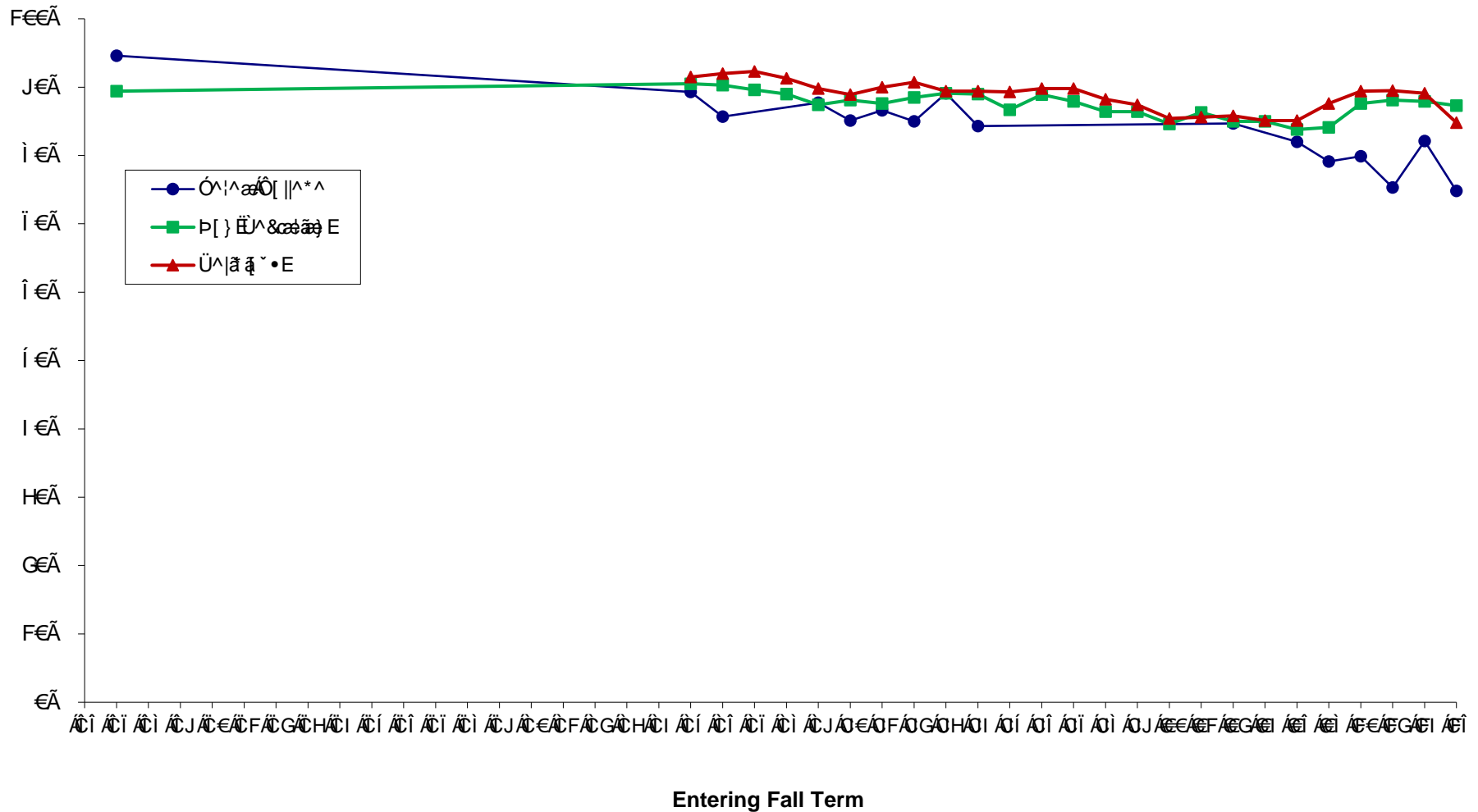
Studied with other students

(during the past year)



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Percent of students who indicated that they "frequently" or "occasionally" engaged in the following activity during the past year:
Studied with other students

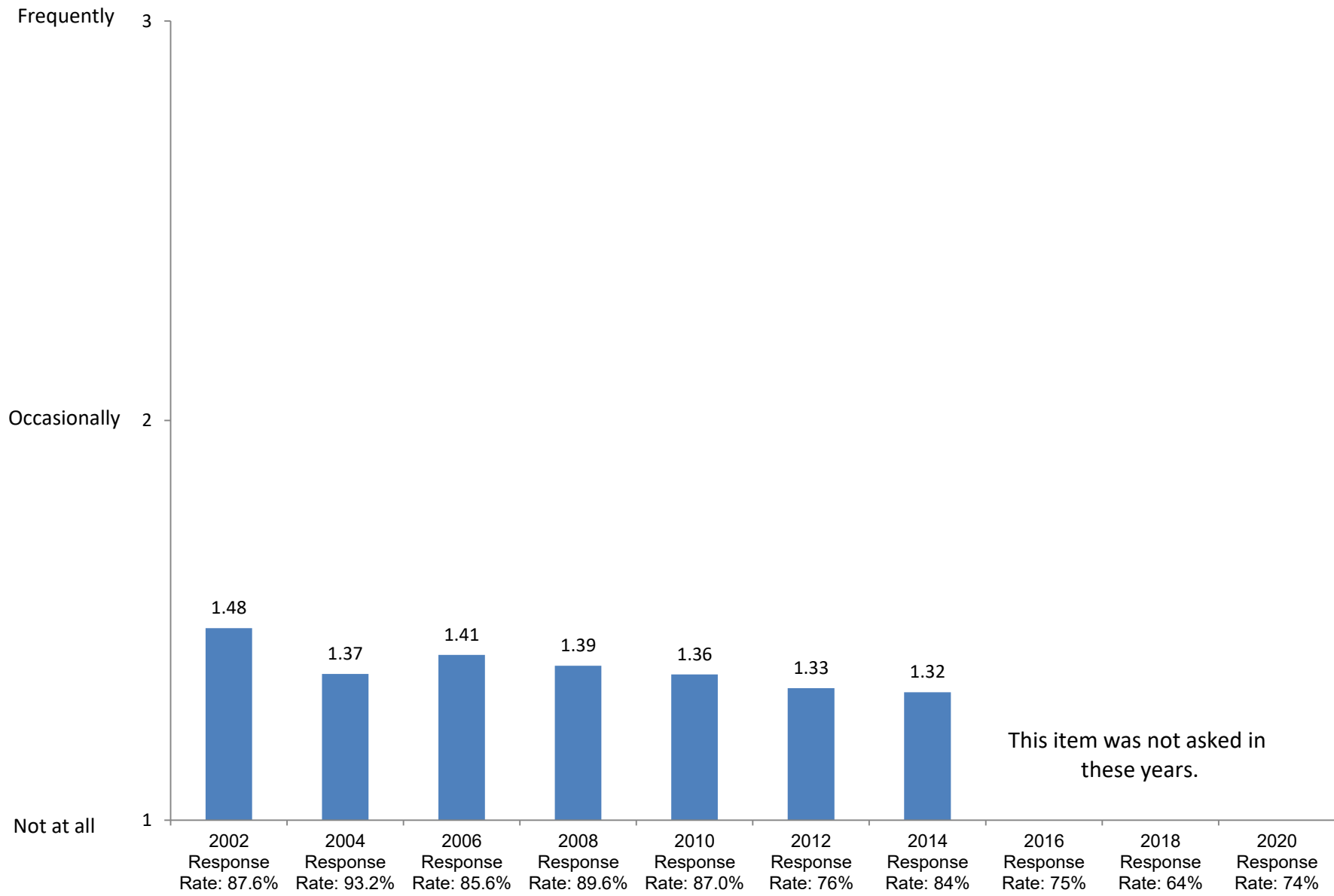


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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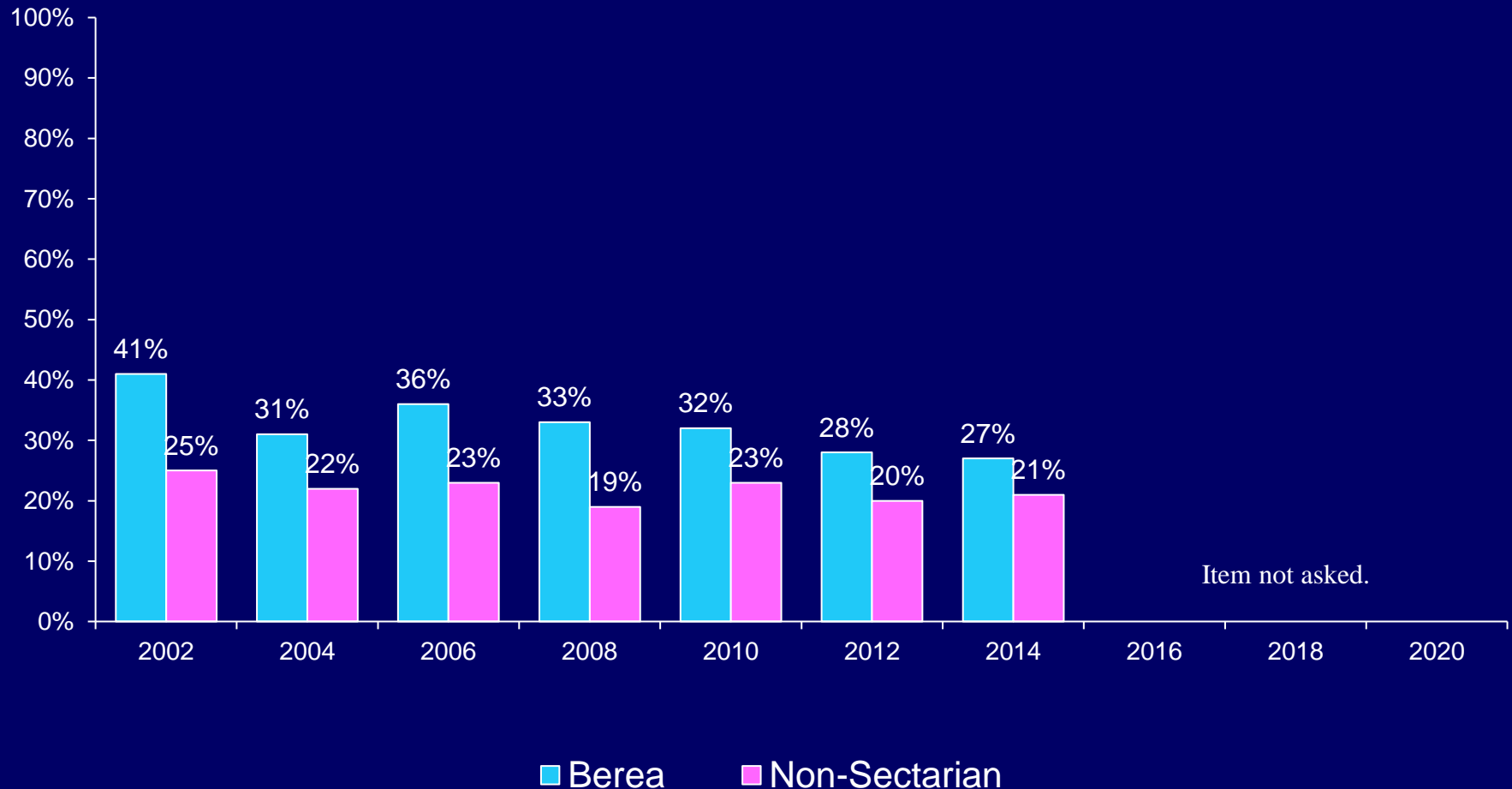
Indicate how often you engaged in the activity below during the past year.

Was a guest in a teacher's home



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

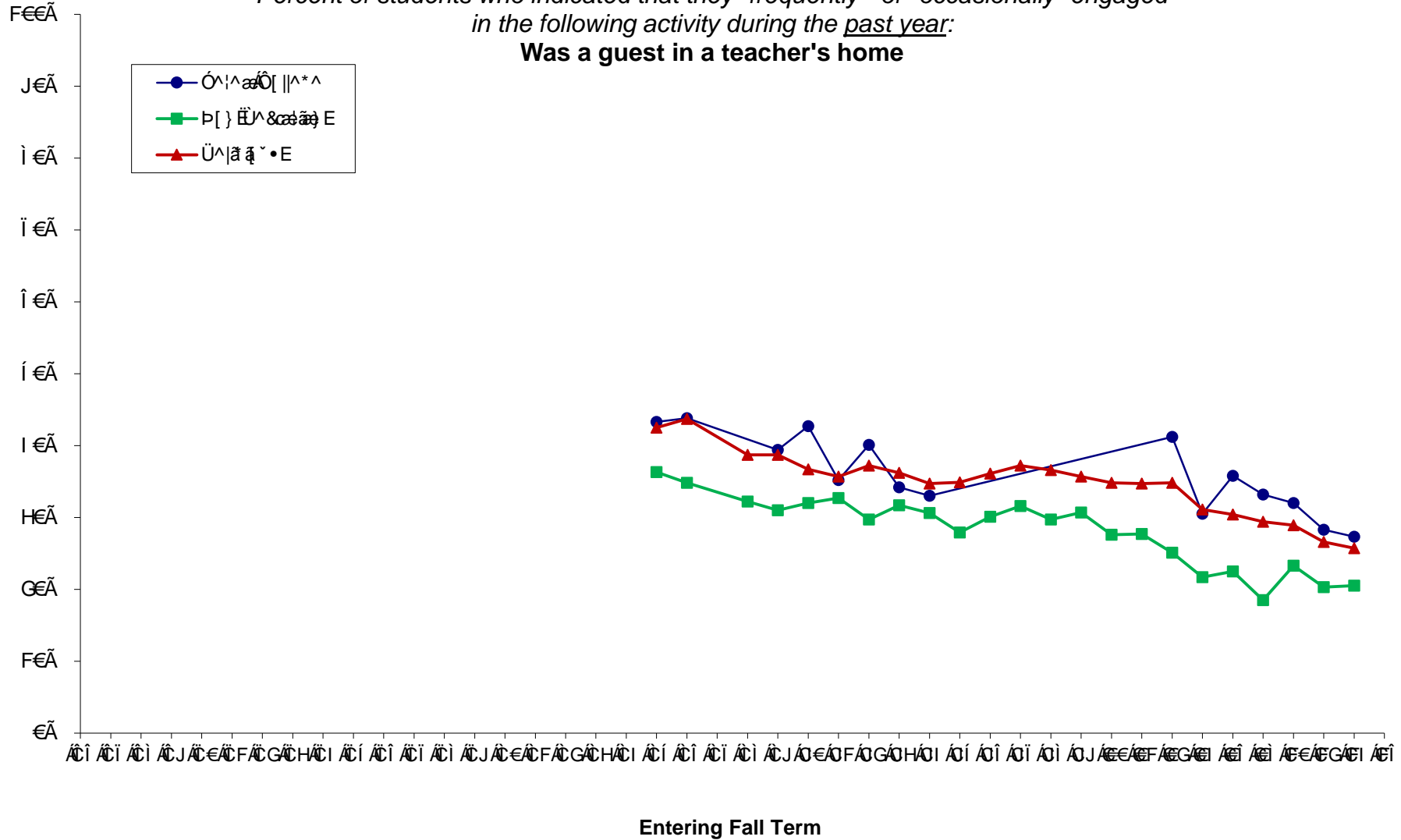
Percent of students who indicated “frequently” or “occasionally”
Was a guest in a teacher’s home
(during the past year)



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

Was a guest in a teacher's home

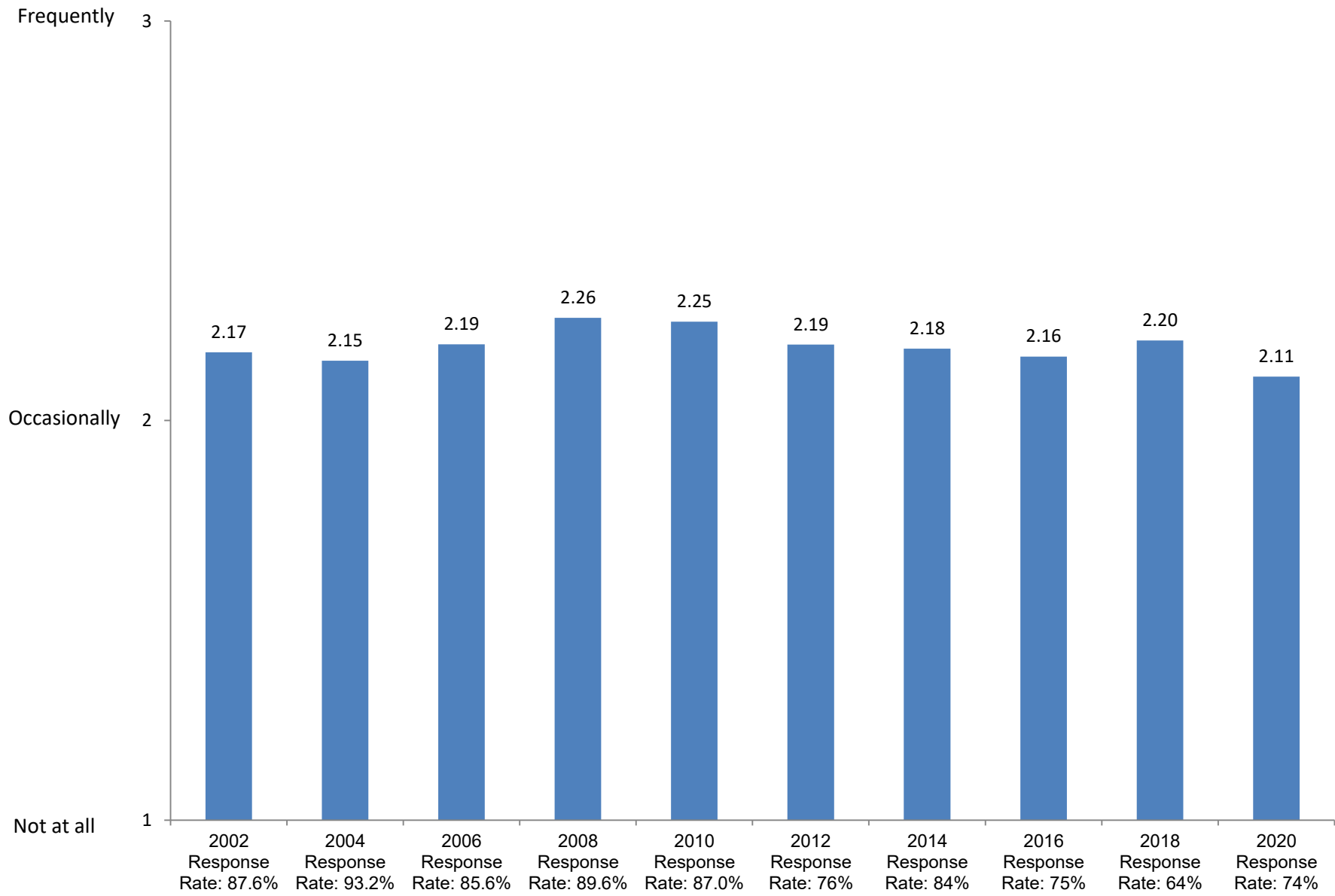


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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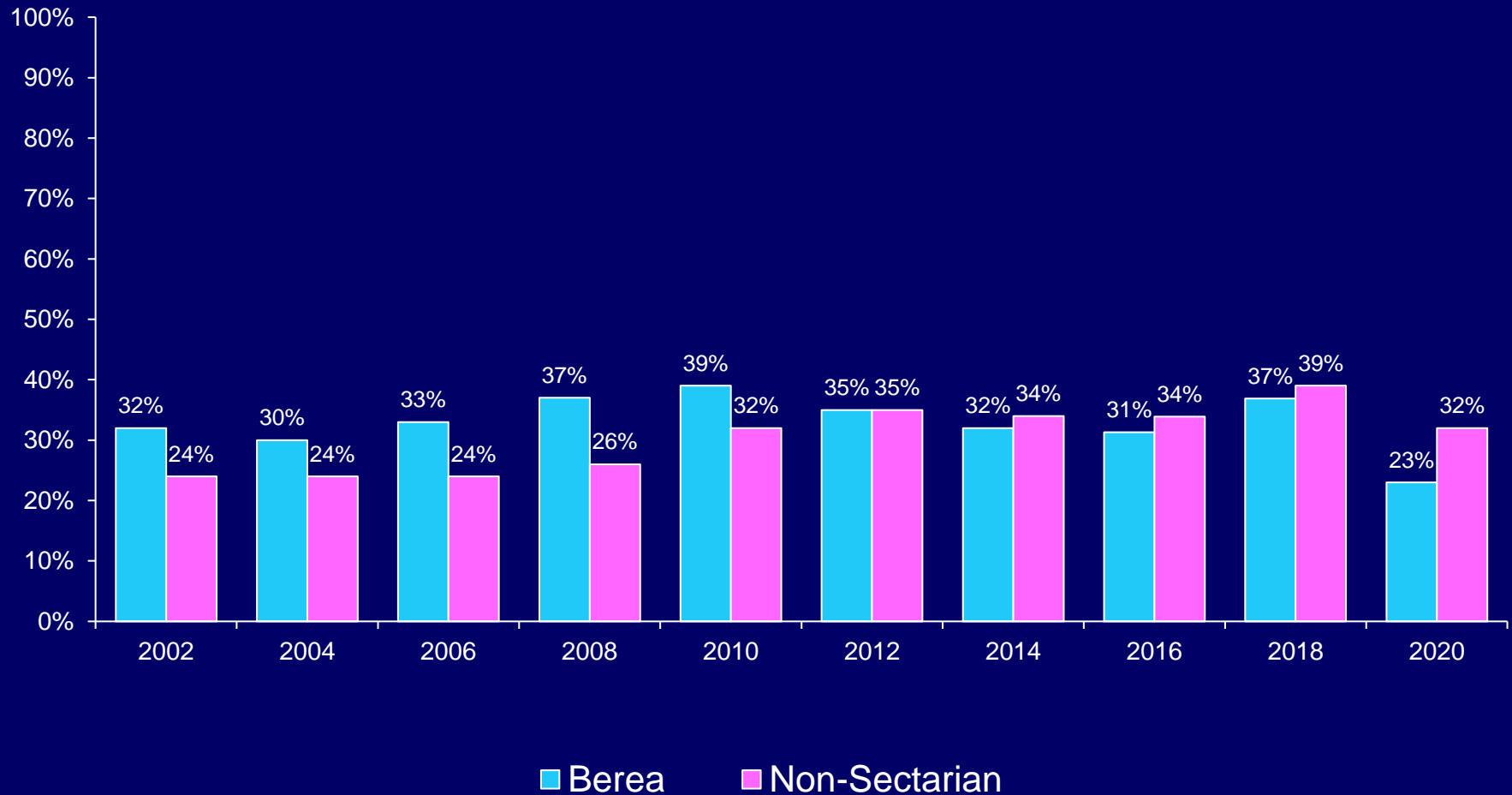
In the past year, how often have you:

Asked a teacher for advice after class



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

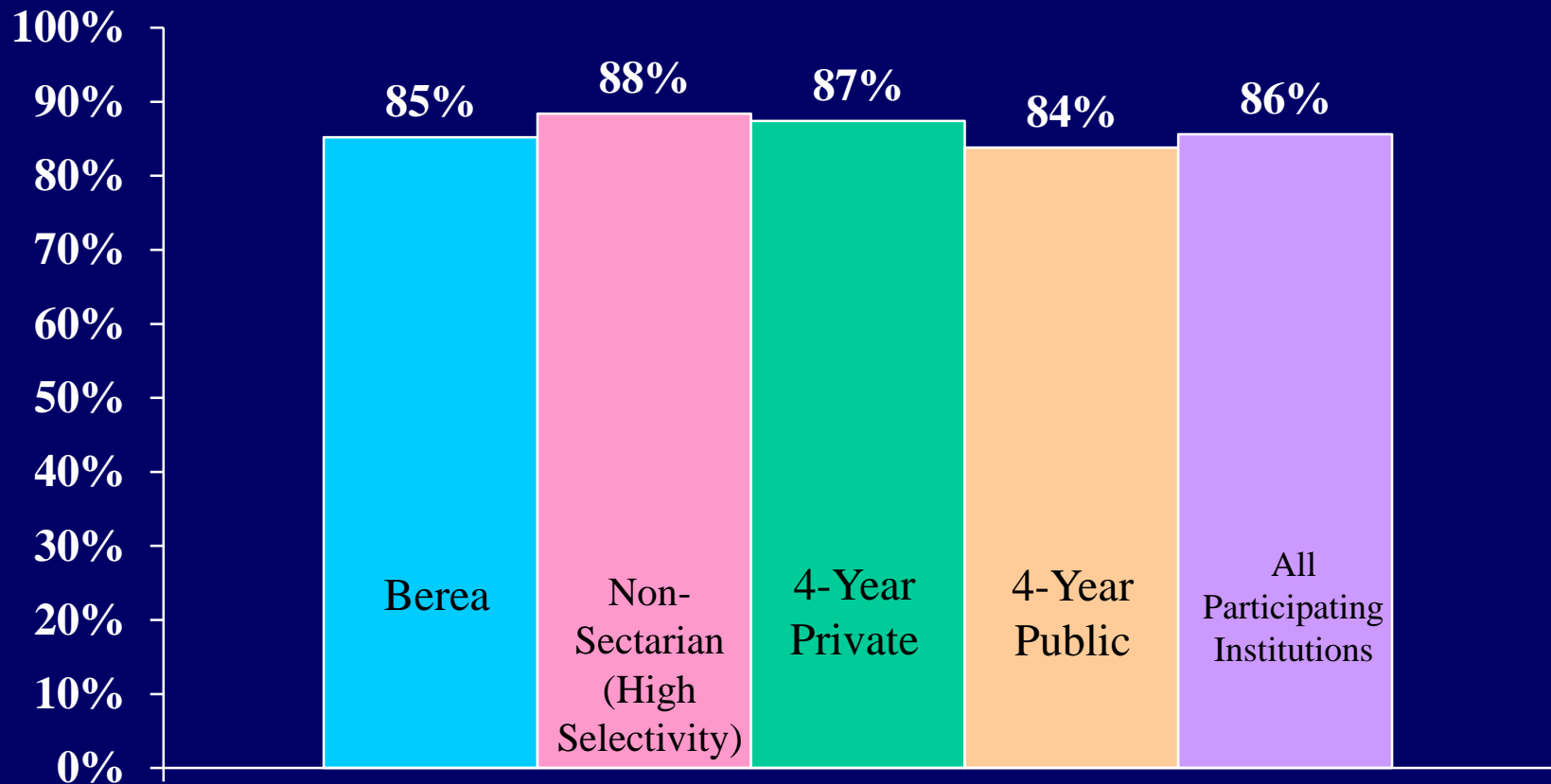
Percent of students who indicated “frequently”
Asked a teacher for advice after class
(during the past year)



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

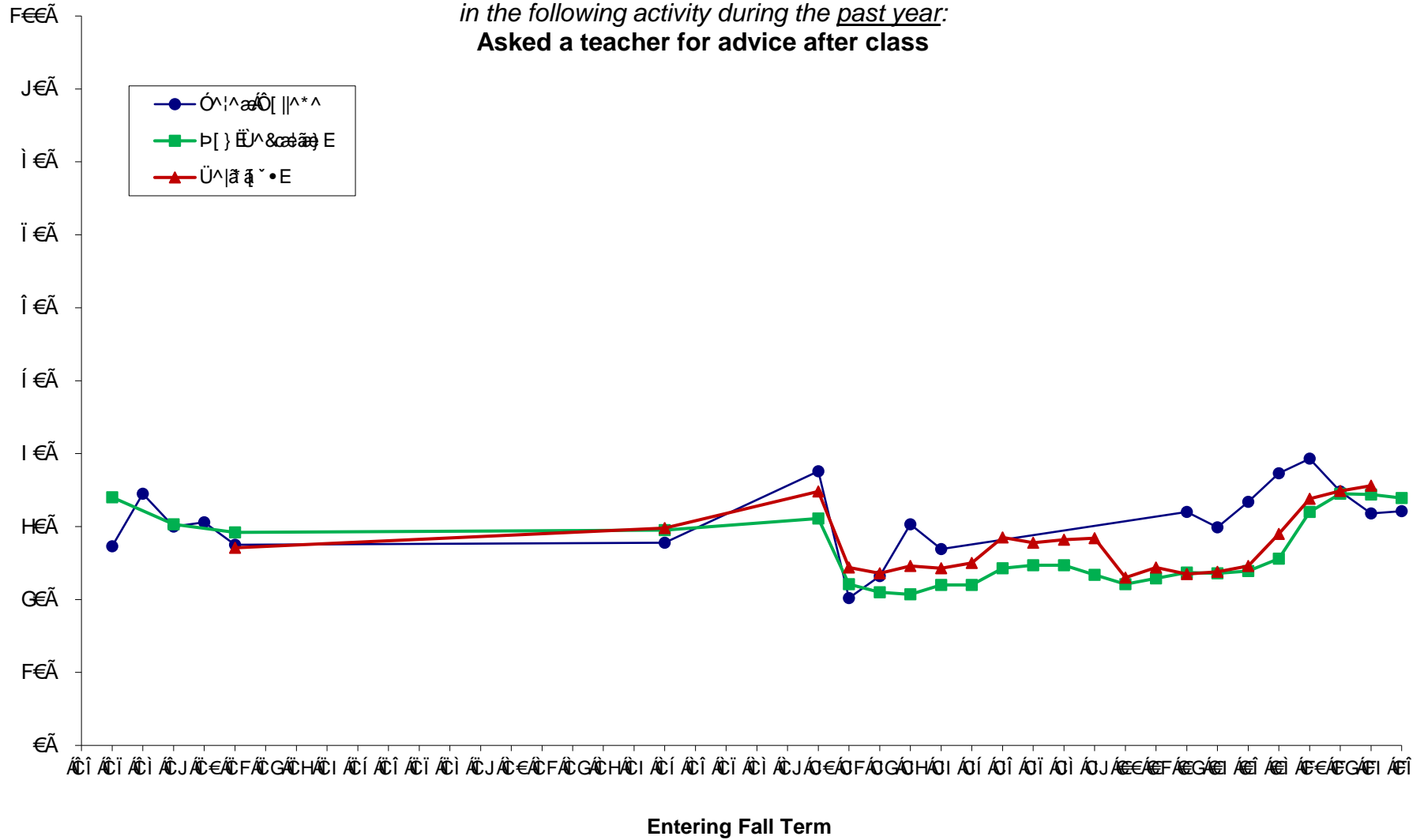
Asked a teacher for advice after class

(during the past year)



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Percent of students who indicated that they "frequently" engaged in the following activity during the past year:
Asked a teacher for advice after class

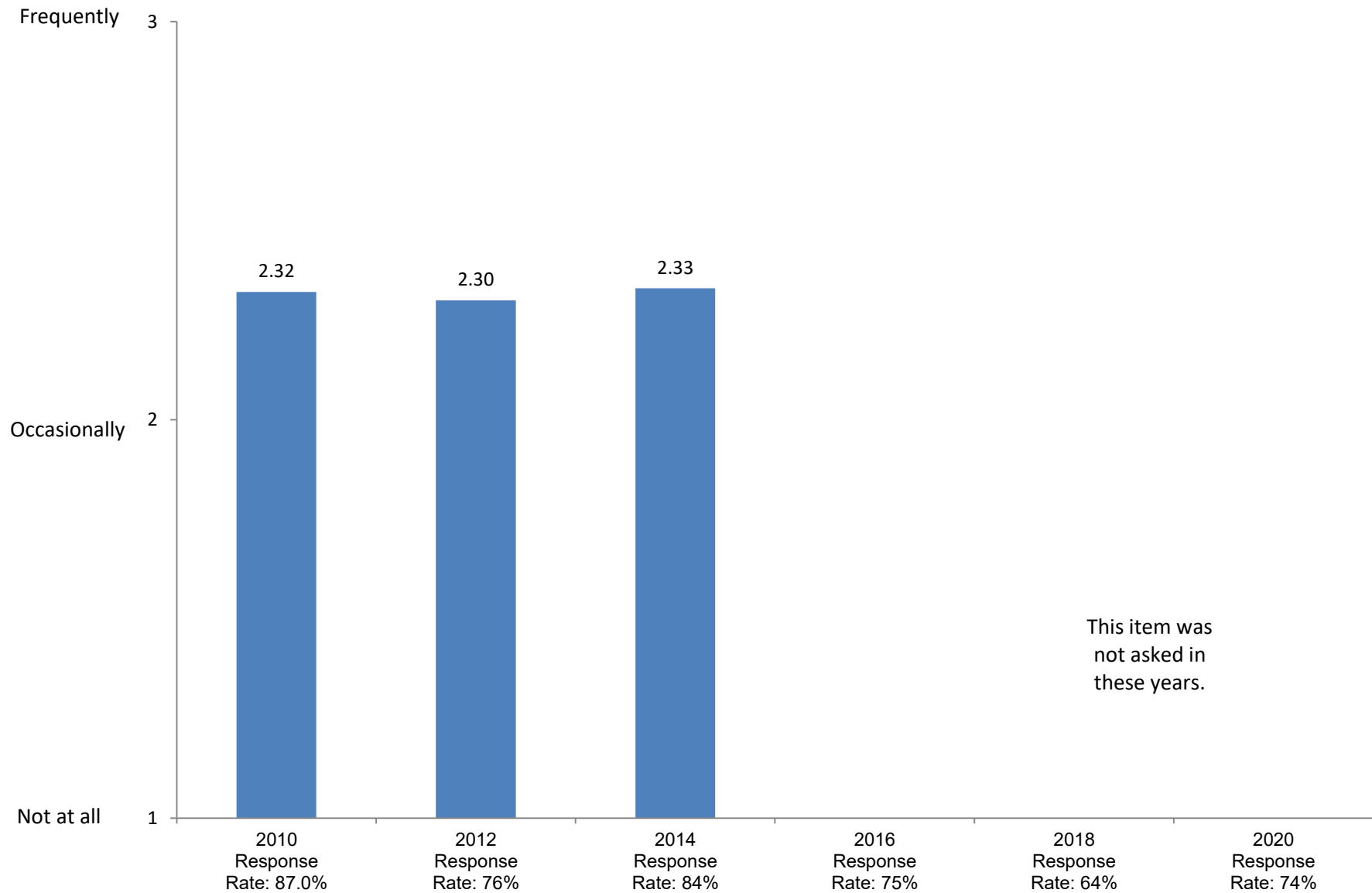


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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How often in the past year did you...

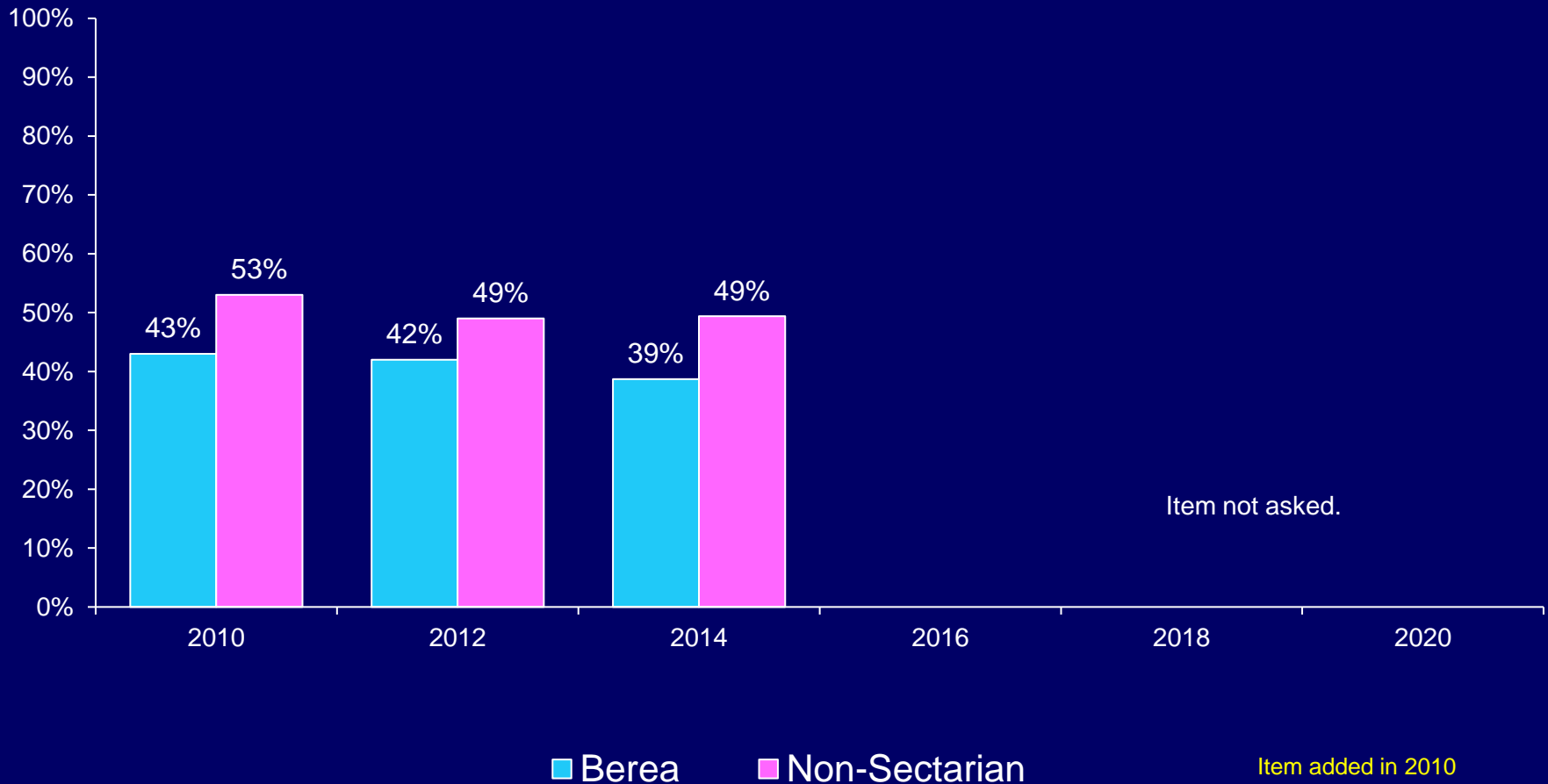
Work with other students on group projects



Item added in 2010.

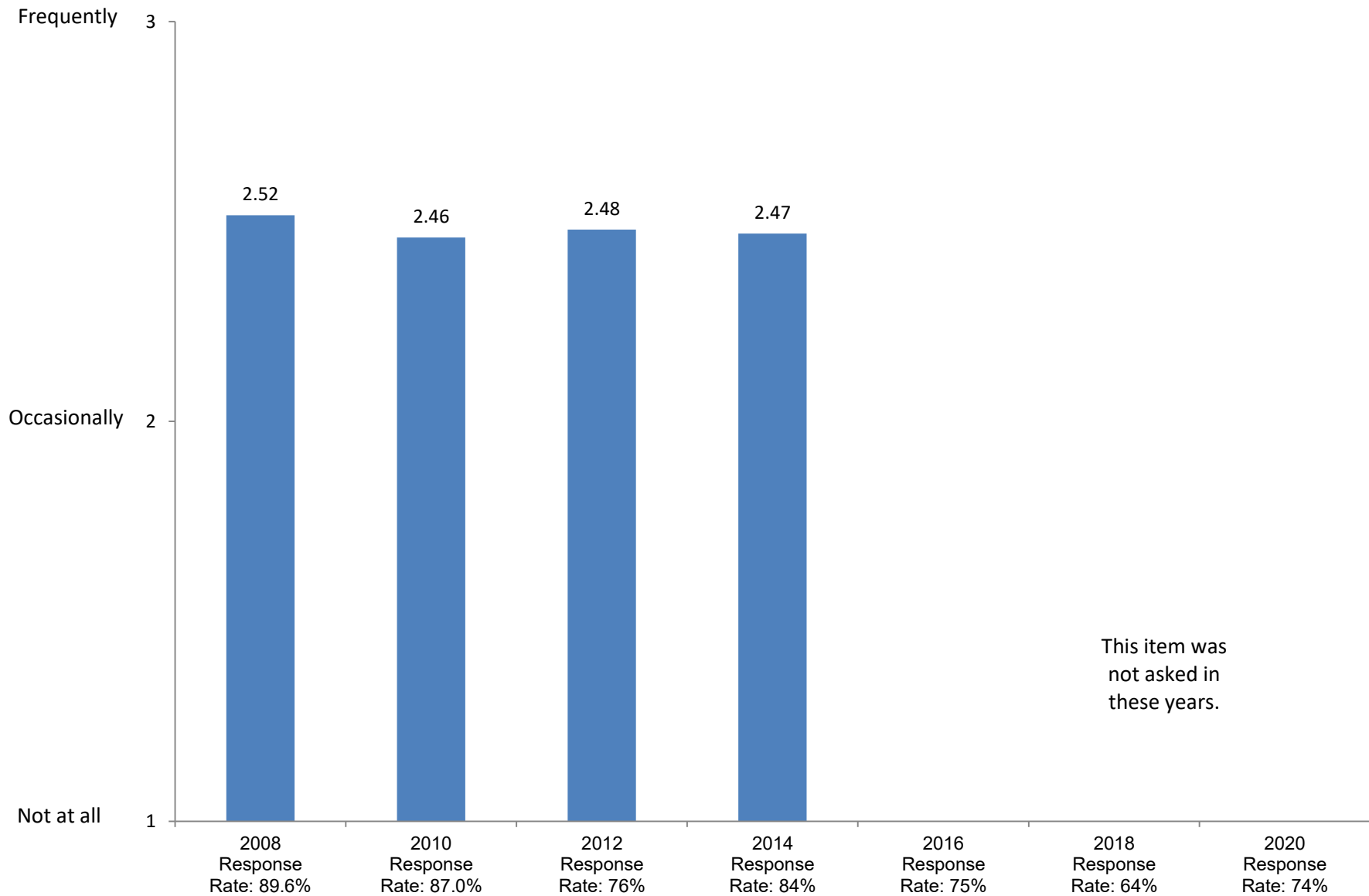
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated in the past year, they “frequently”:
Work with other students on group projects



How often in the past year did you...

Seek feedback on your academic work

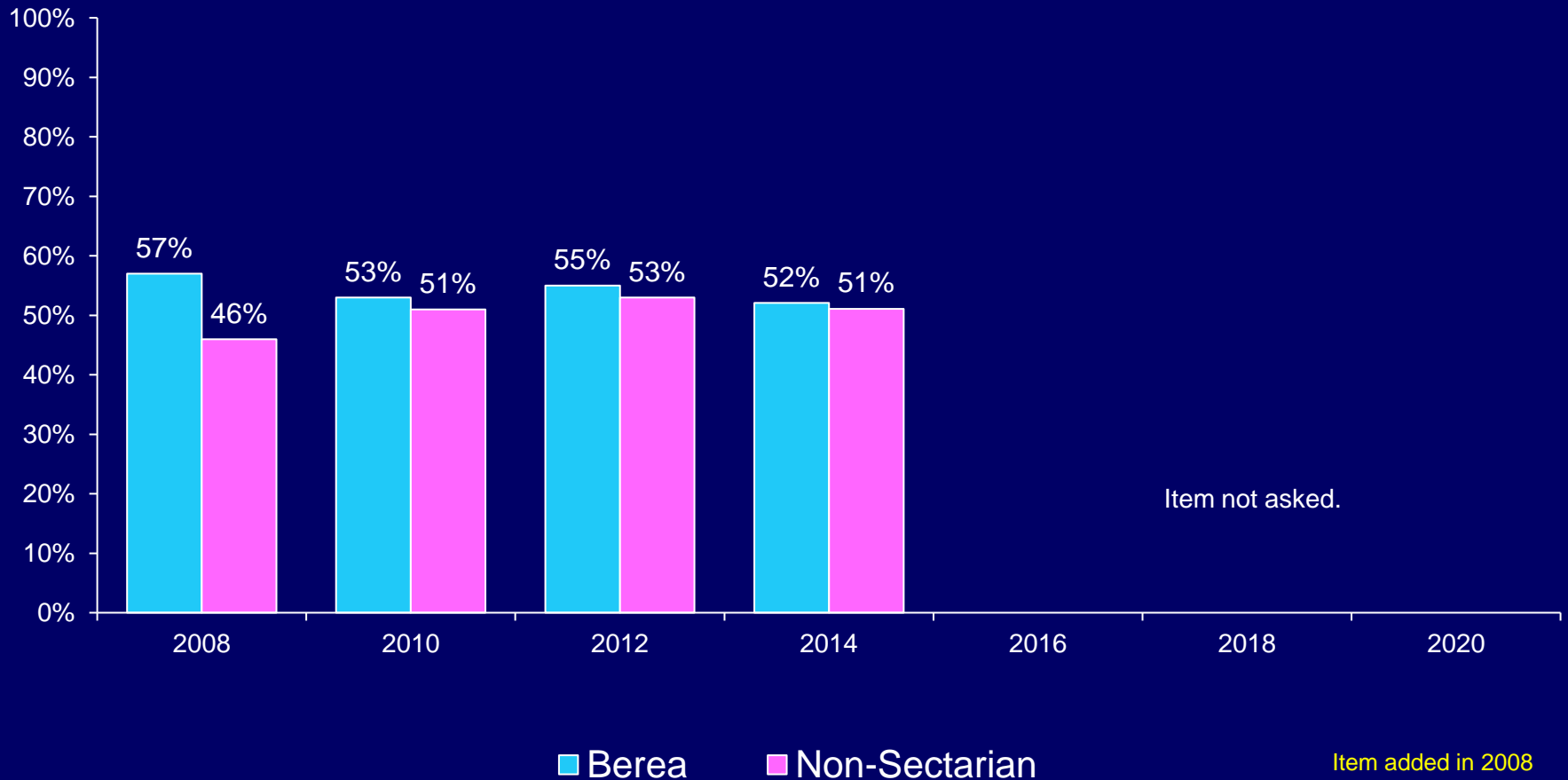


This item was not asked in these years.

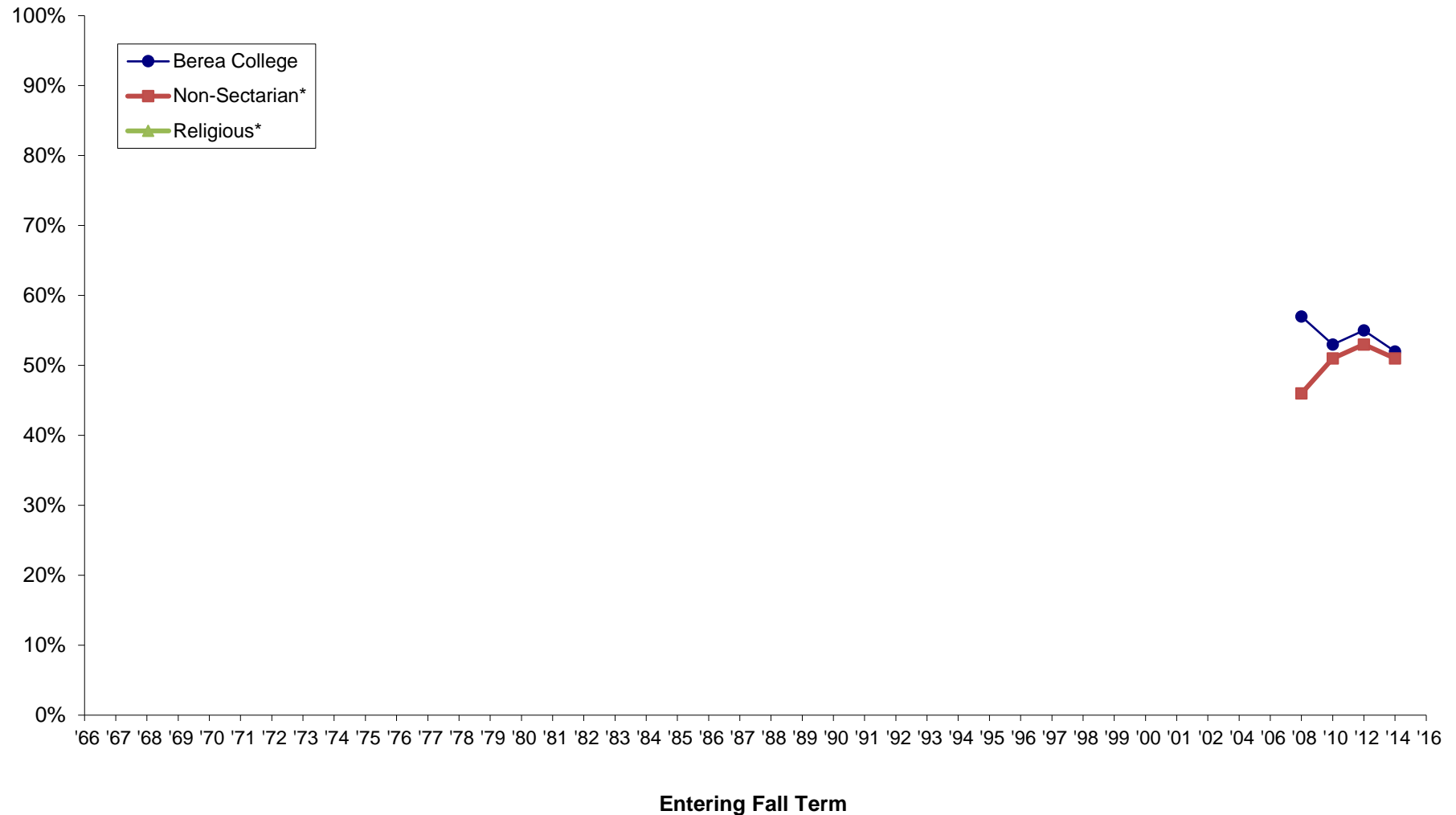
Item added in 2008.

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 indicated in the past year, they “frequently”:
Seek feedback on your academic work



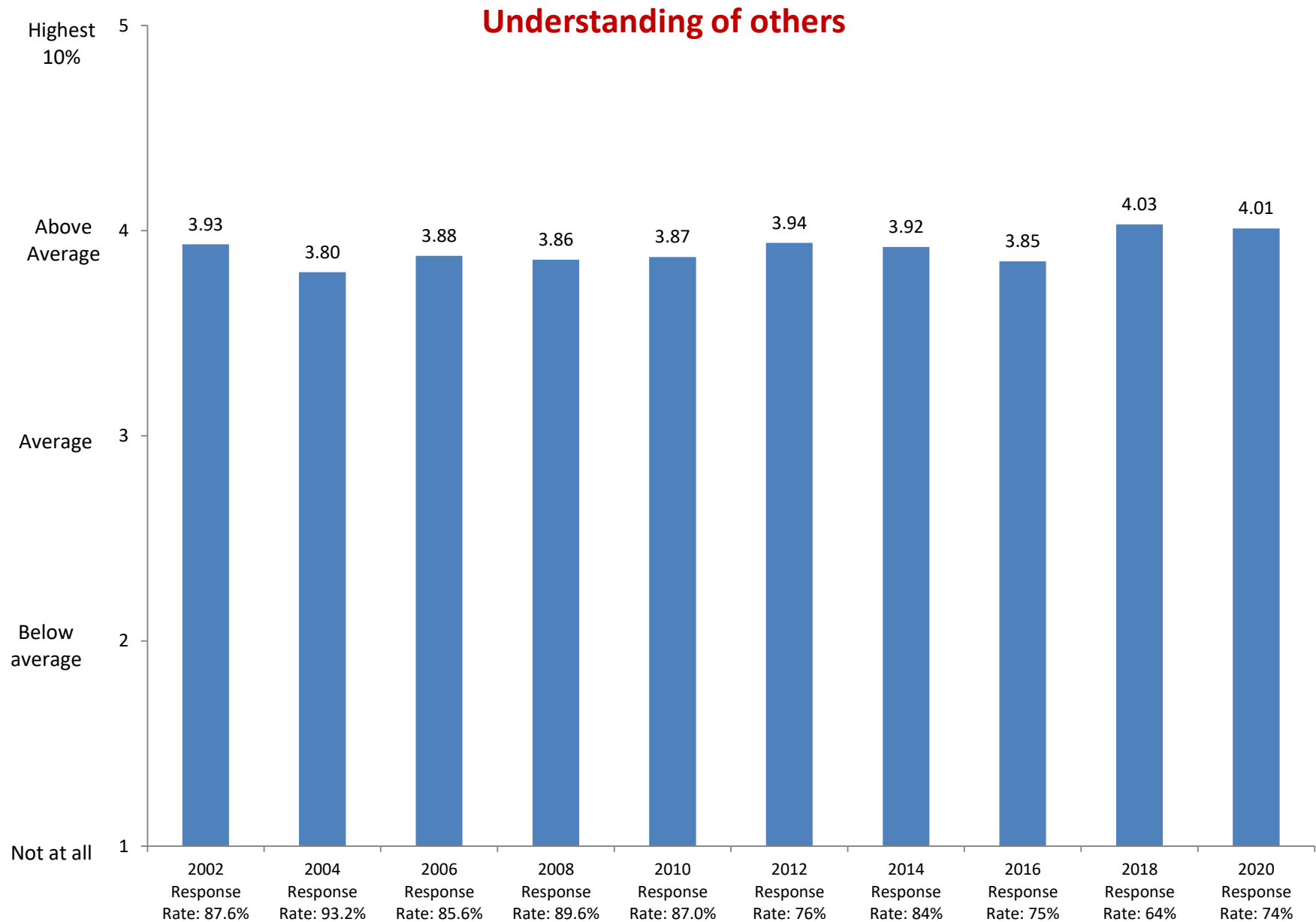
Percent of students who indicated in the past year, He/She "Frequently";
Seek feedback on your academic work



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

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

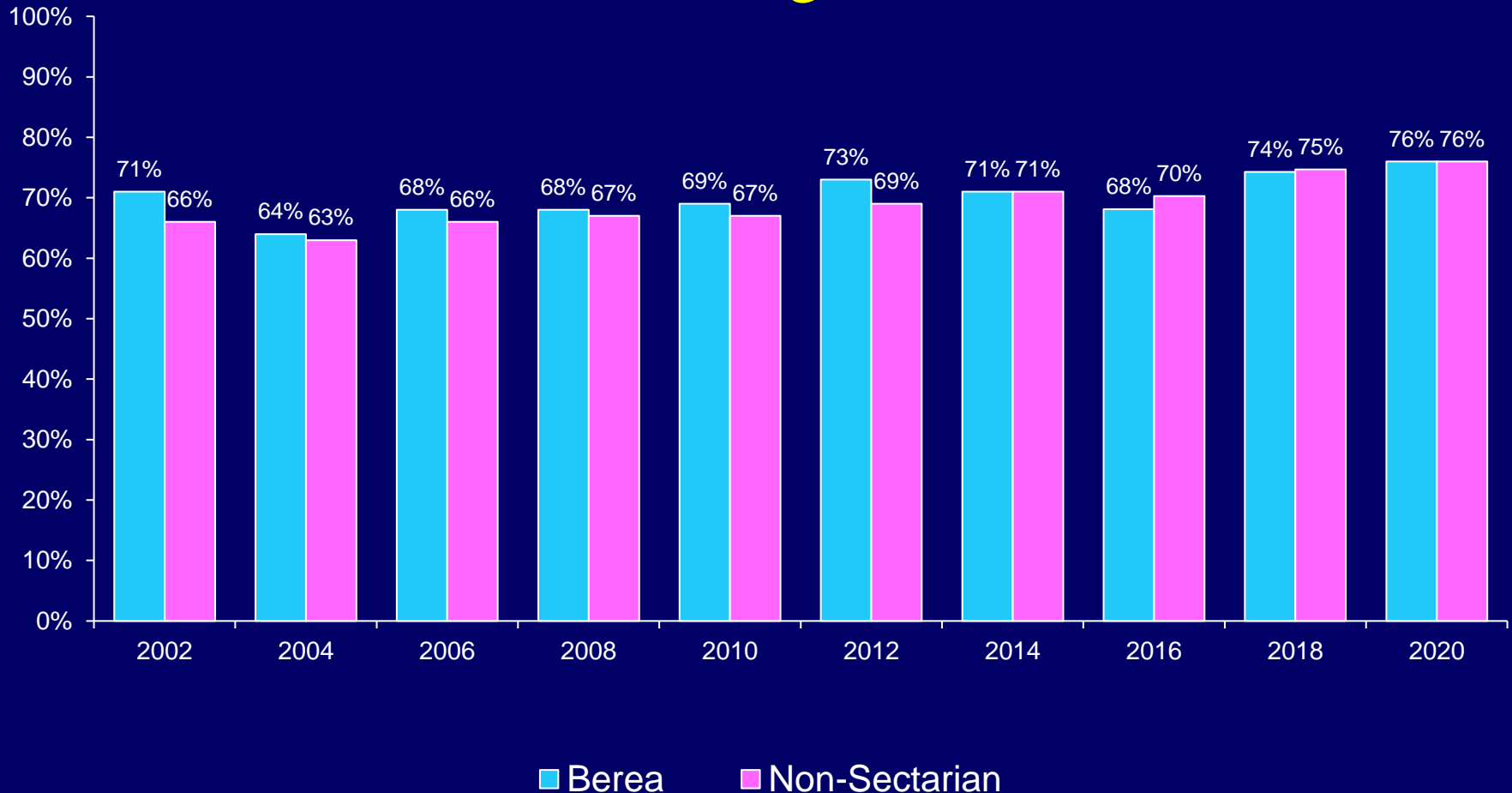
Rate yourself on each of the following traits as a compared with the average person your age.



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

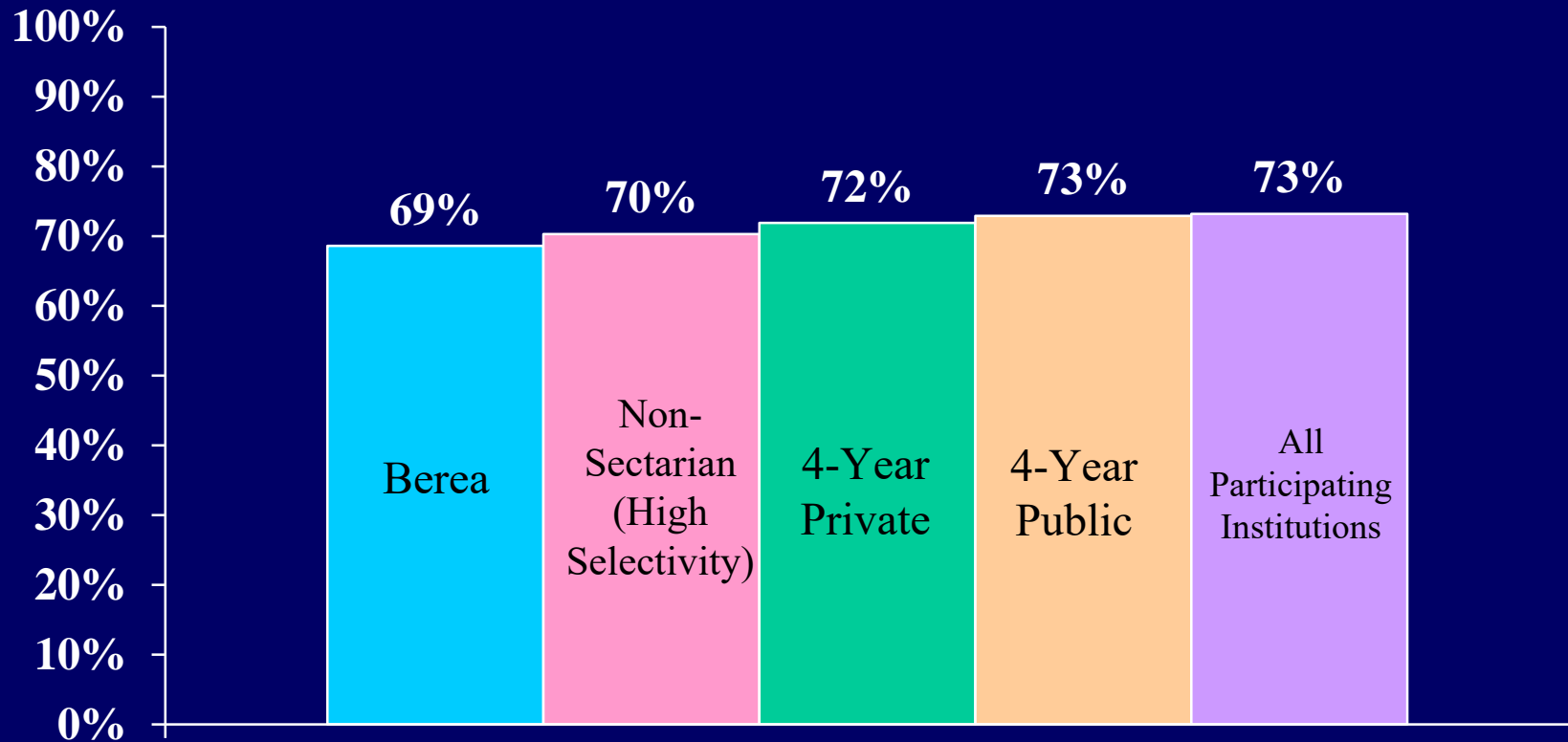
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Understanding of others

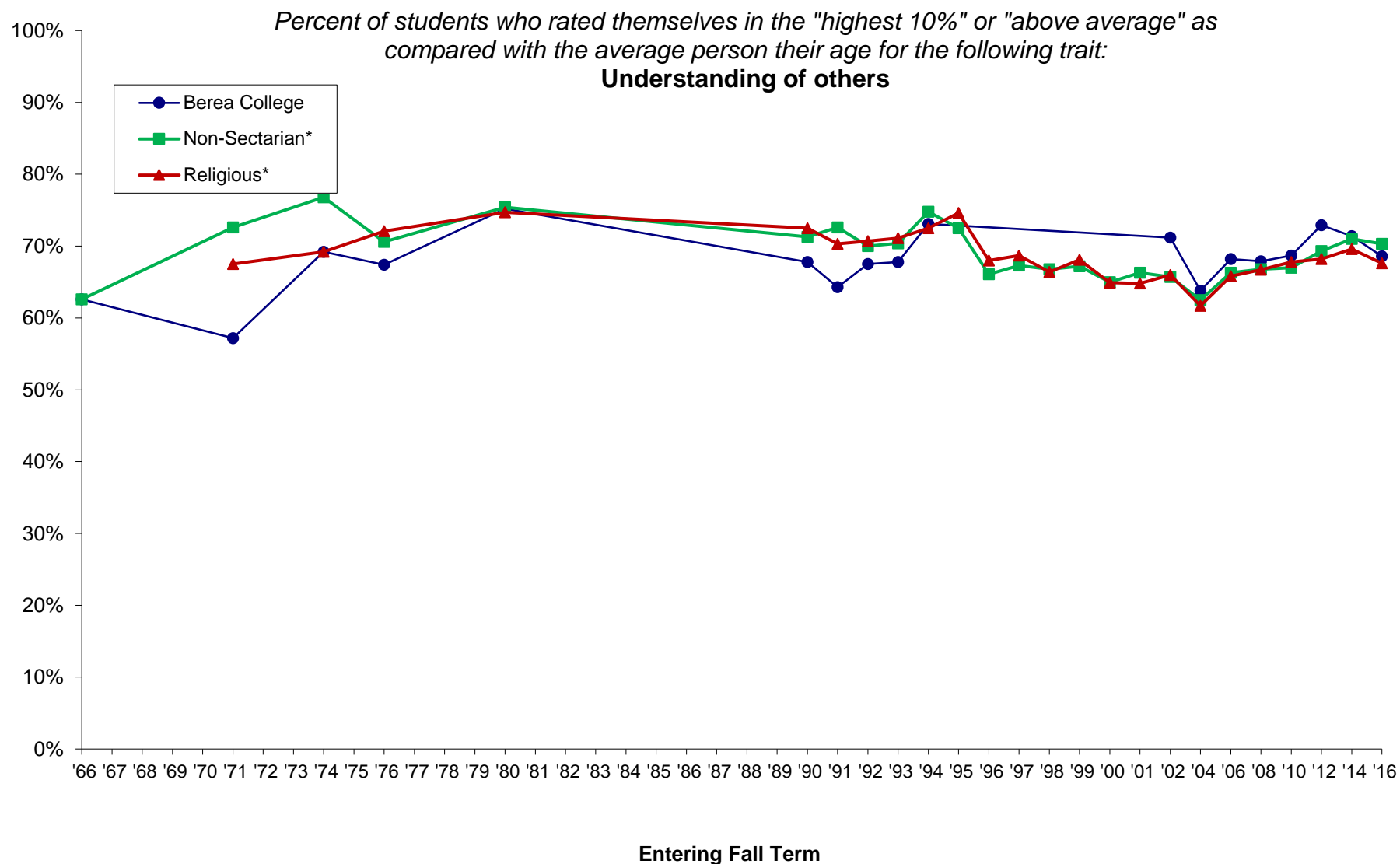


Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Understanding of others



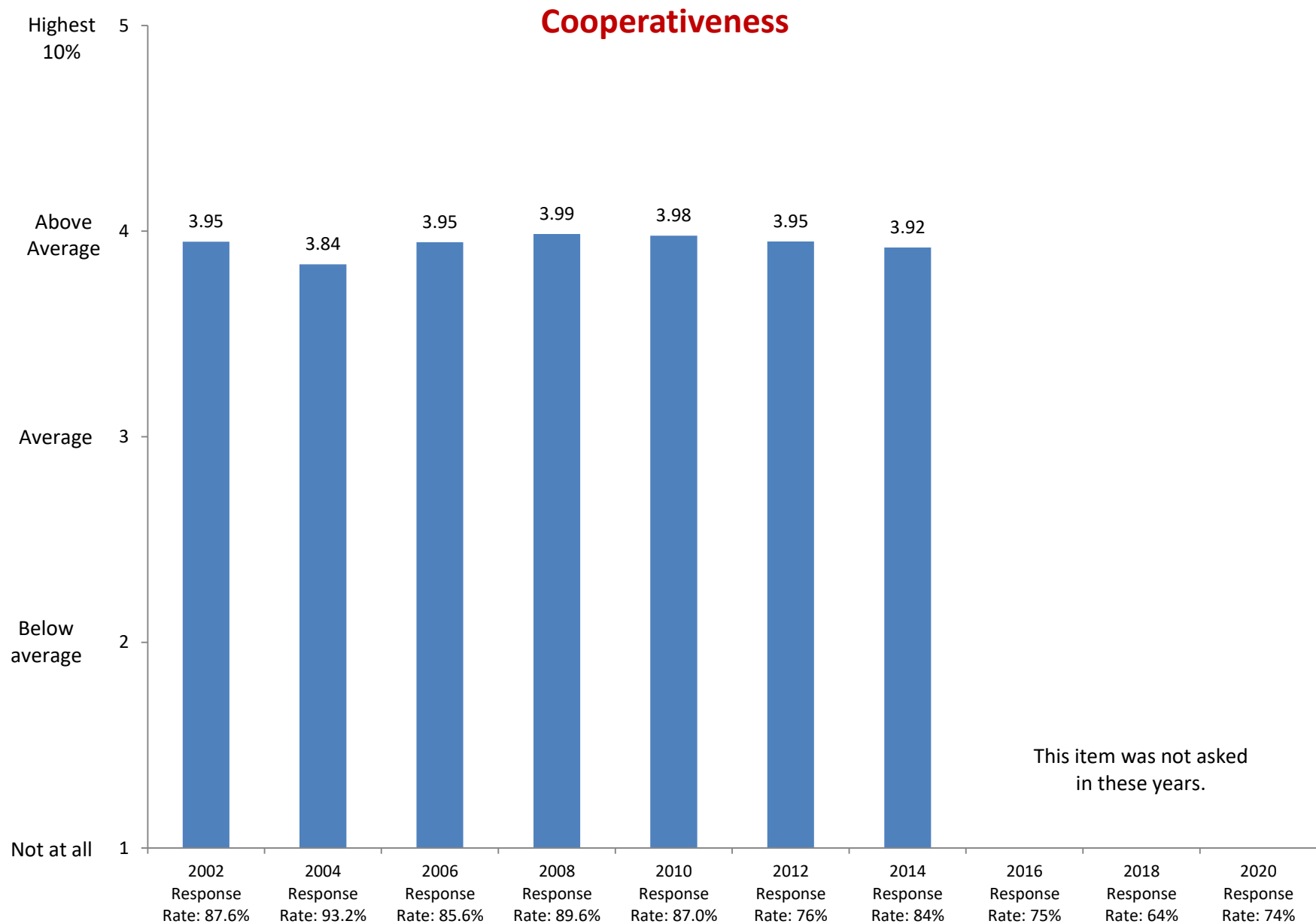
Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016



*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.

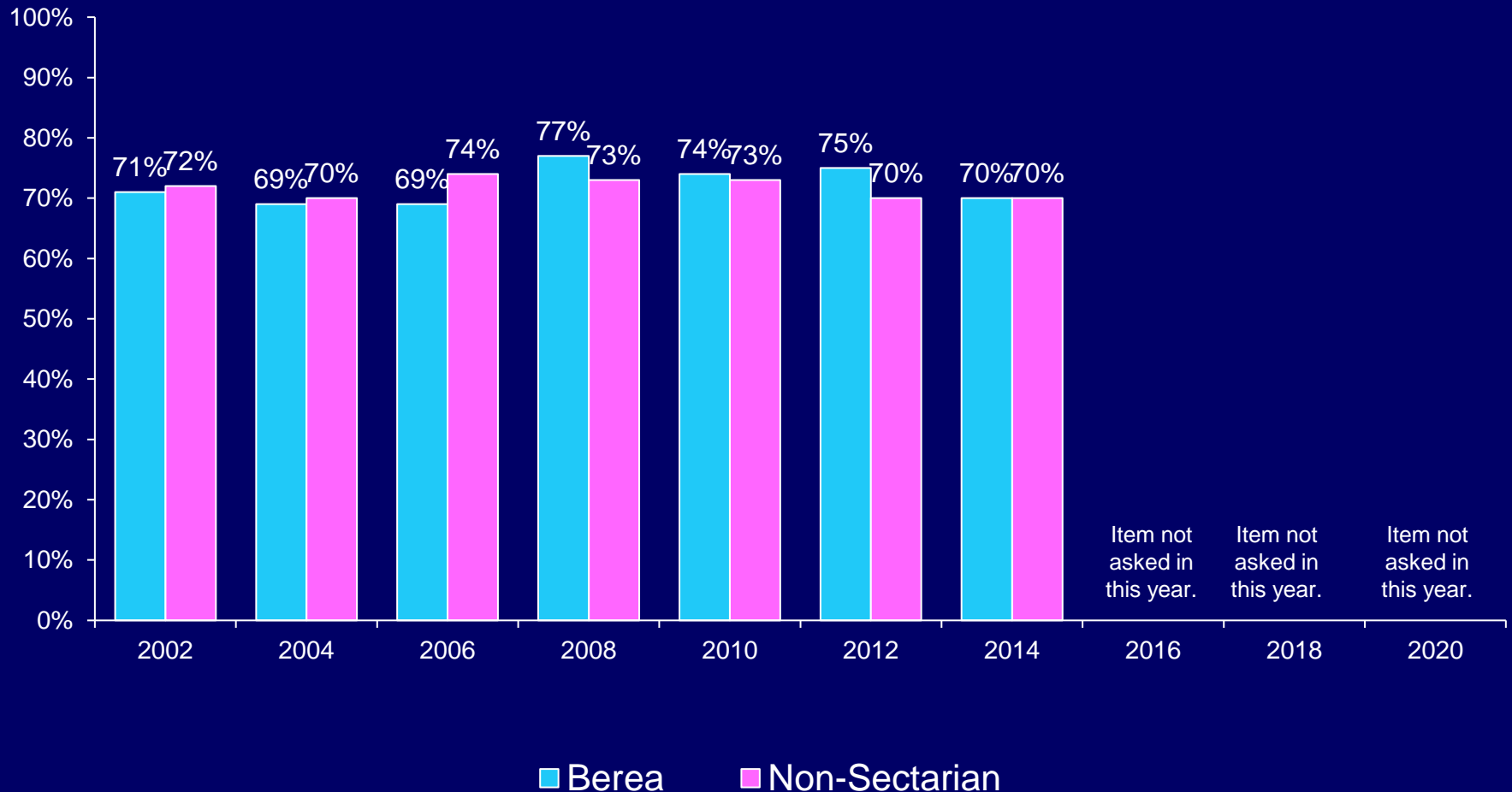
Rate yourself on each of the following traits as a compared with the average person your age.



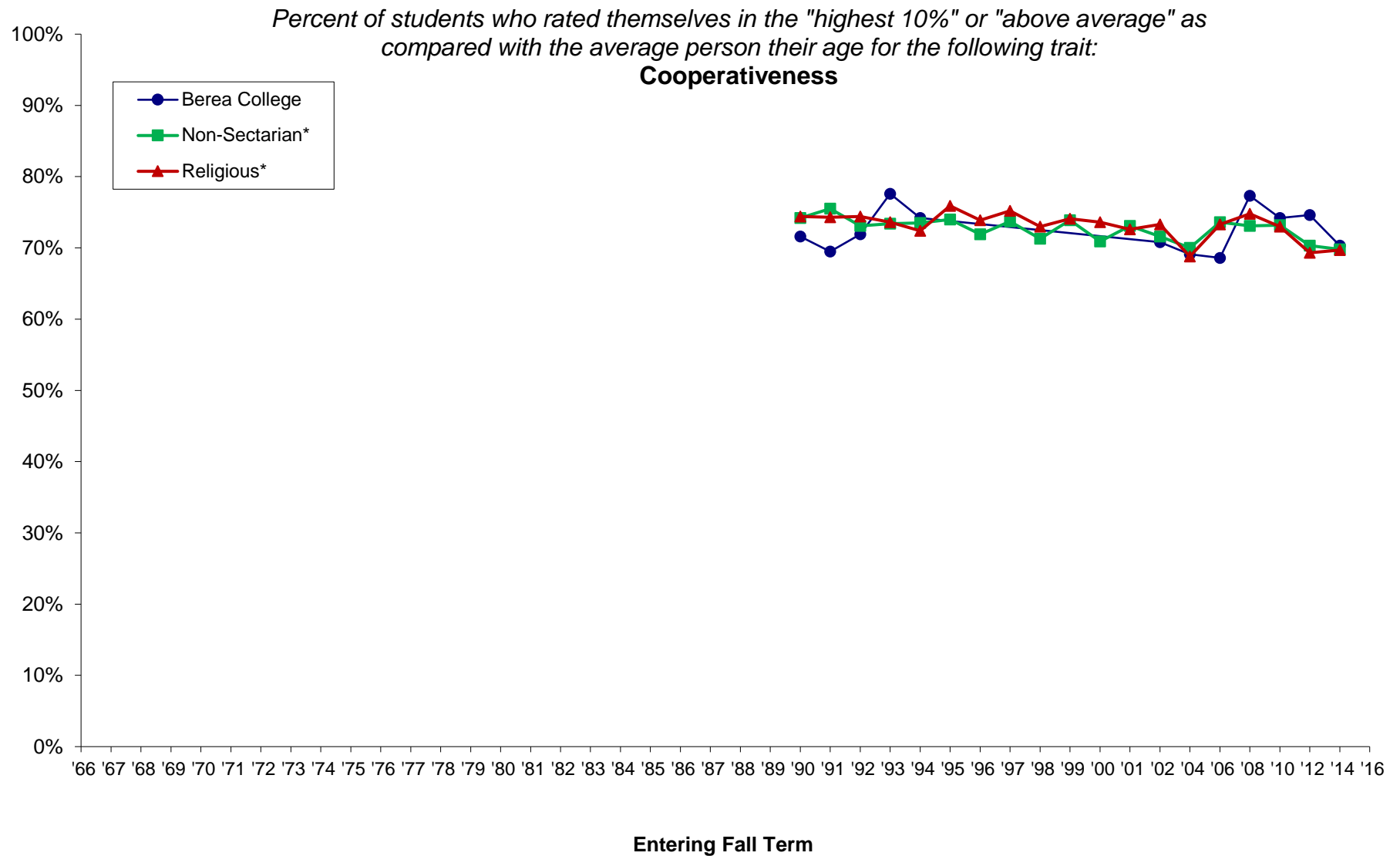
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

Cooperativeness



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

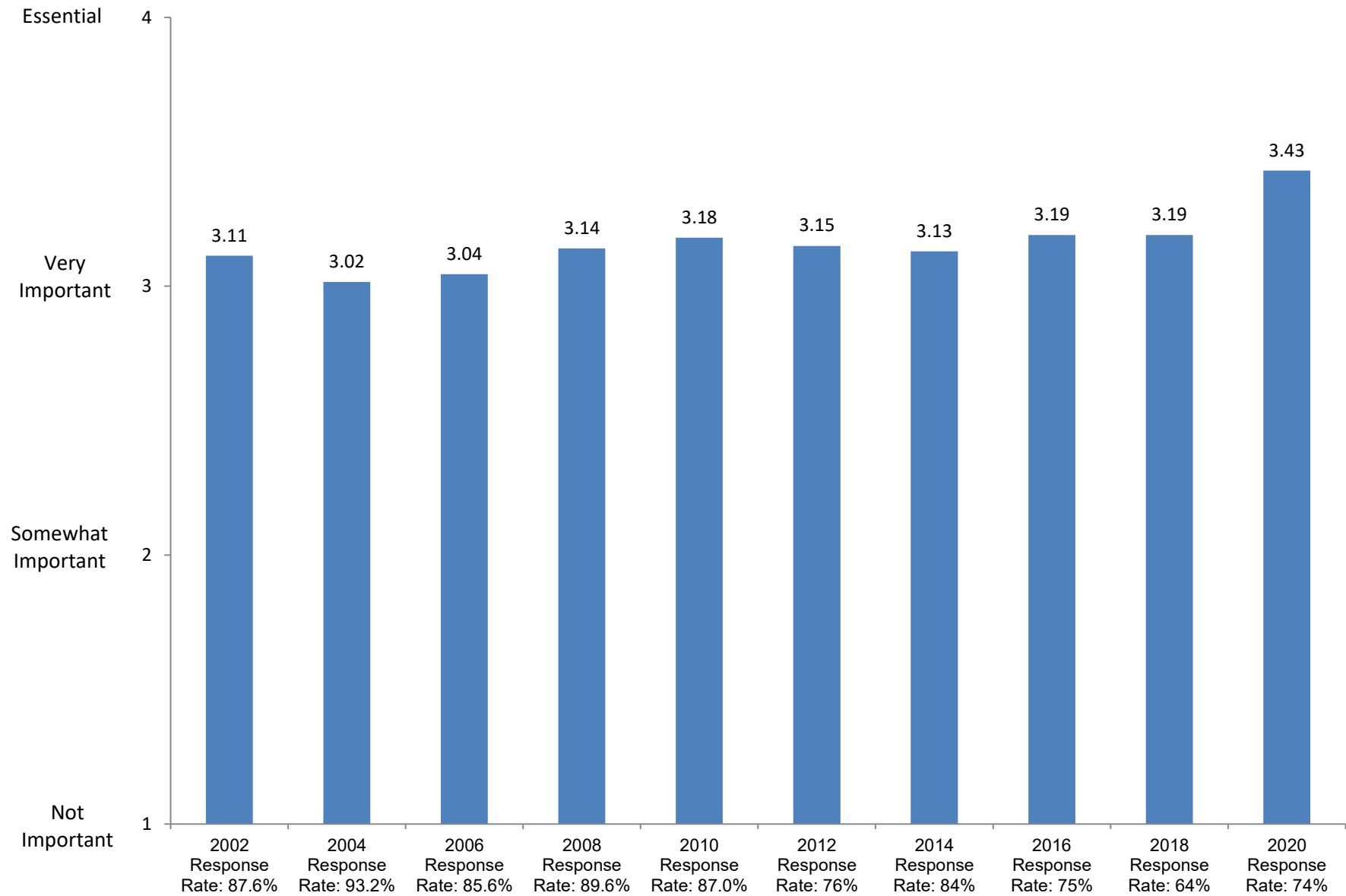


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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:

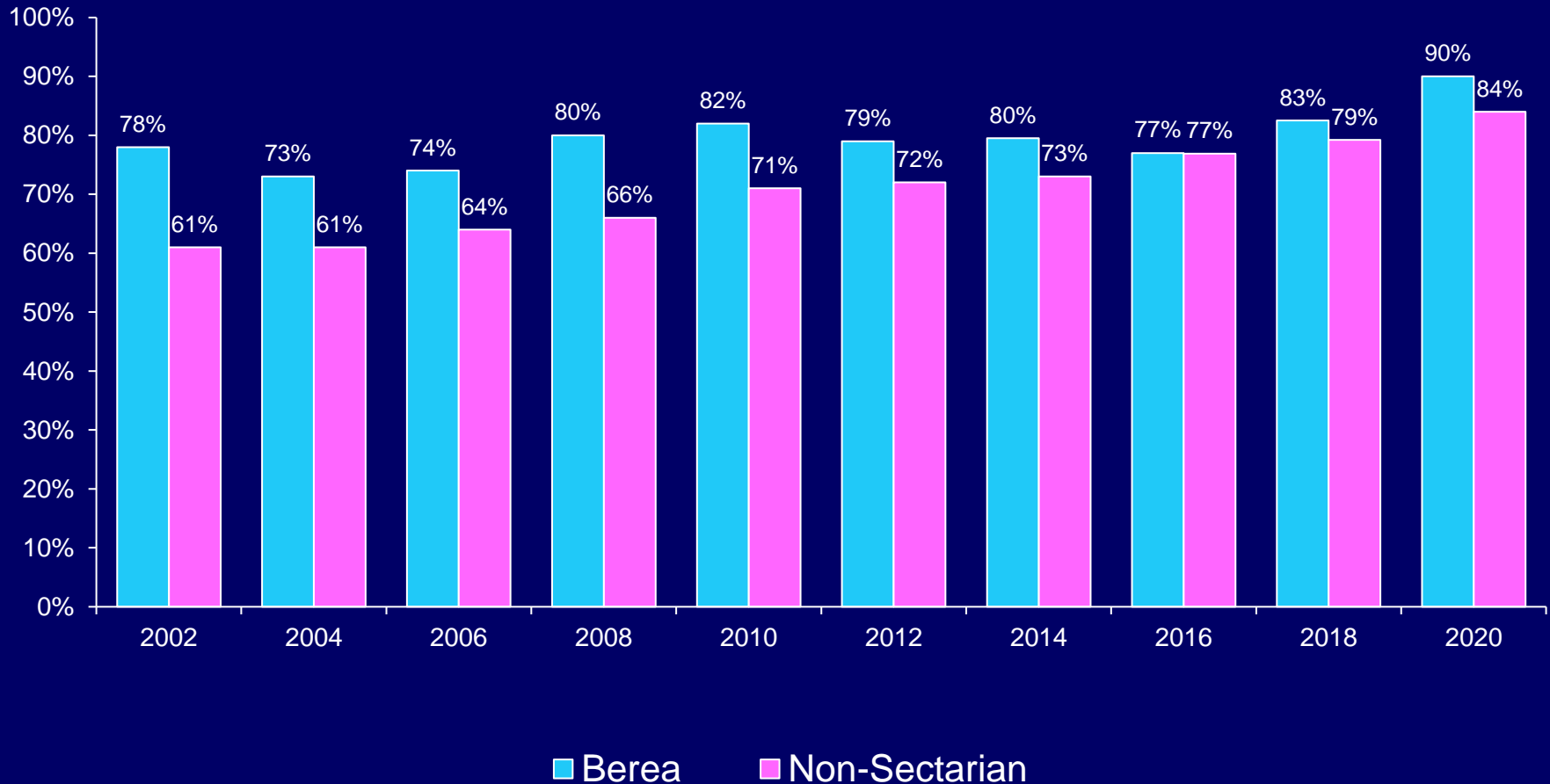
Helping others who are in difficulty



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

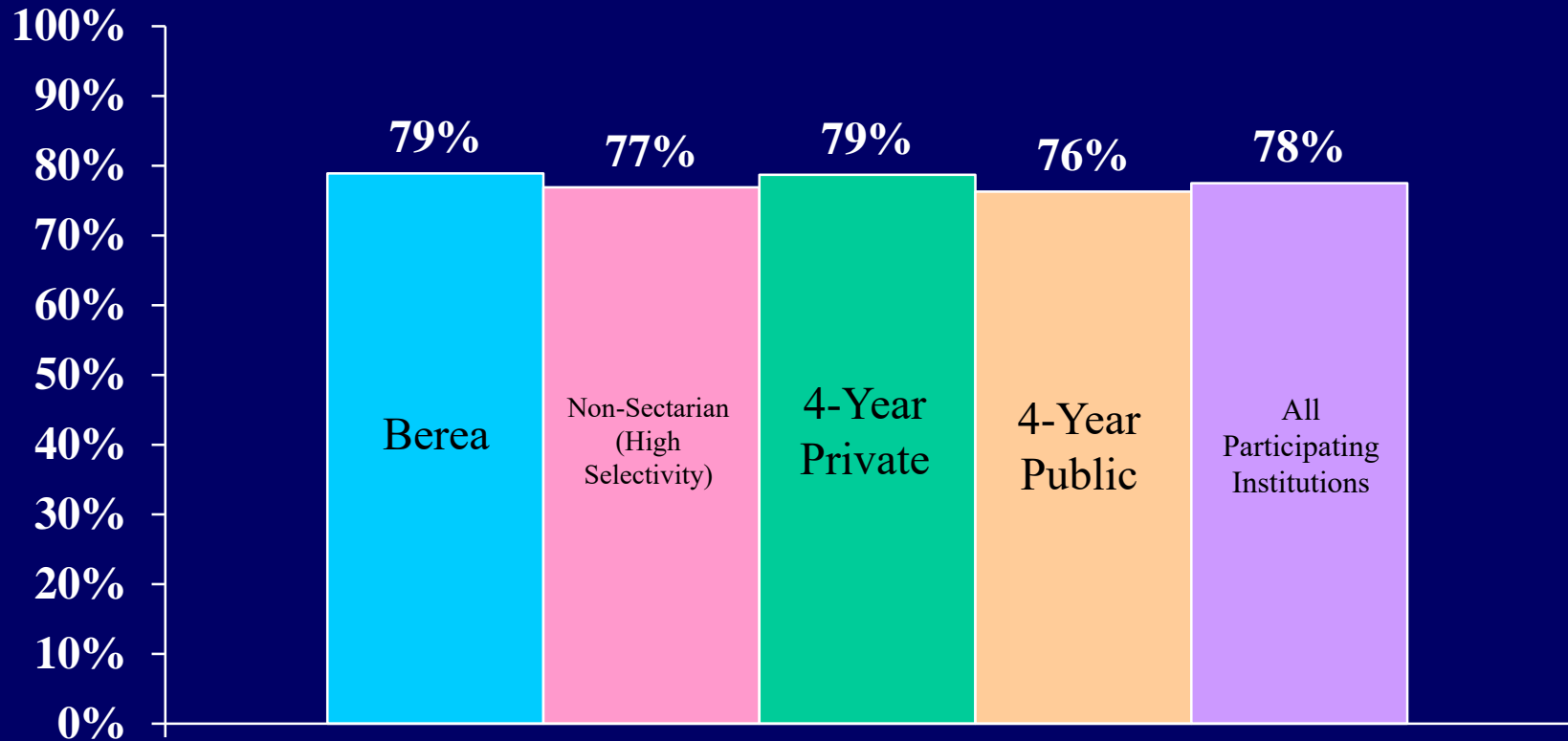
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Helping others who are in difficulty

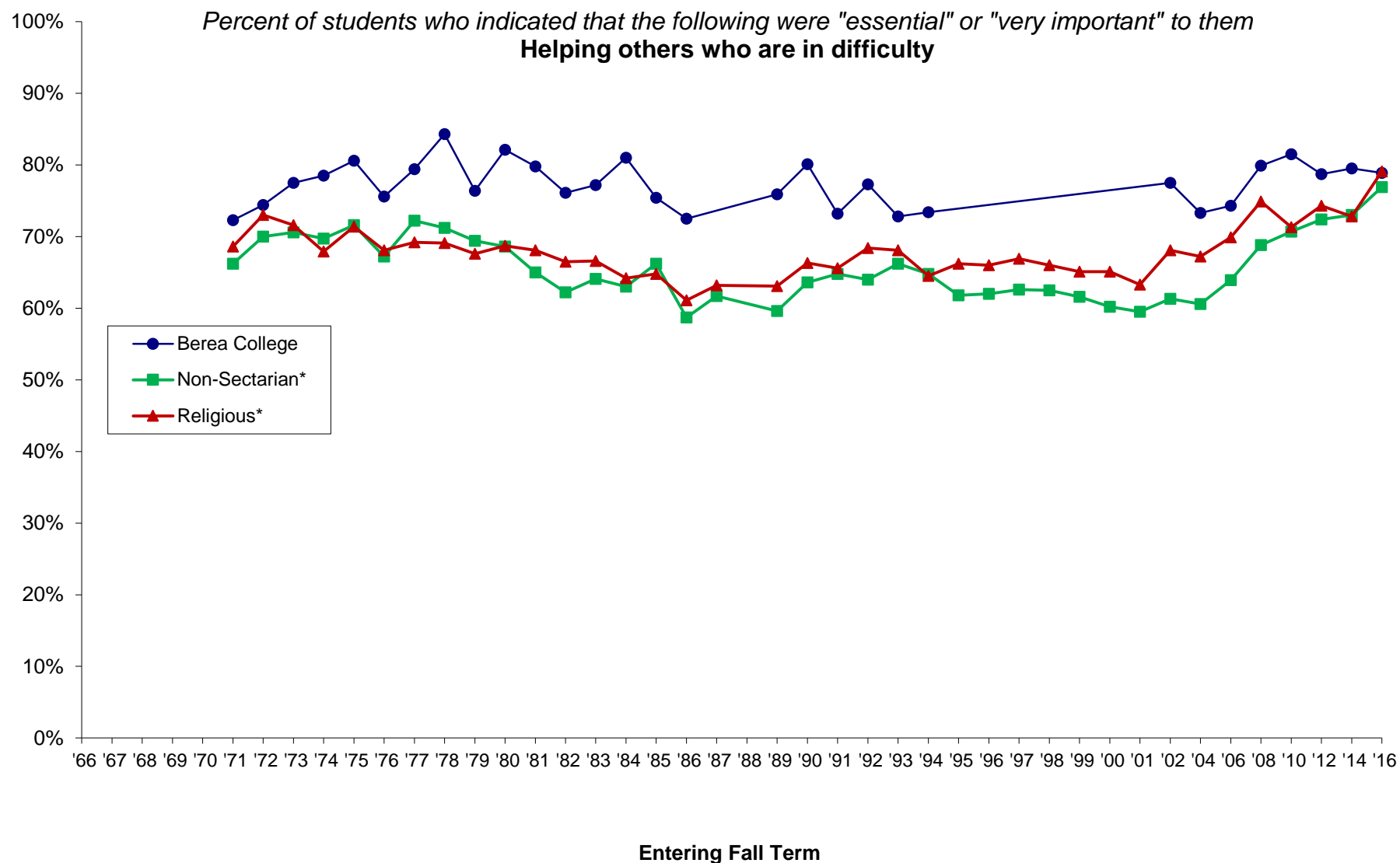


Percent of students who personally consider the following objective to be “essential” or “very important:”

Helping others who are in difficulty



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

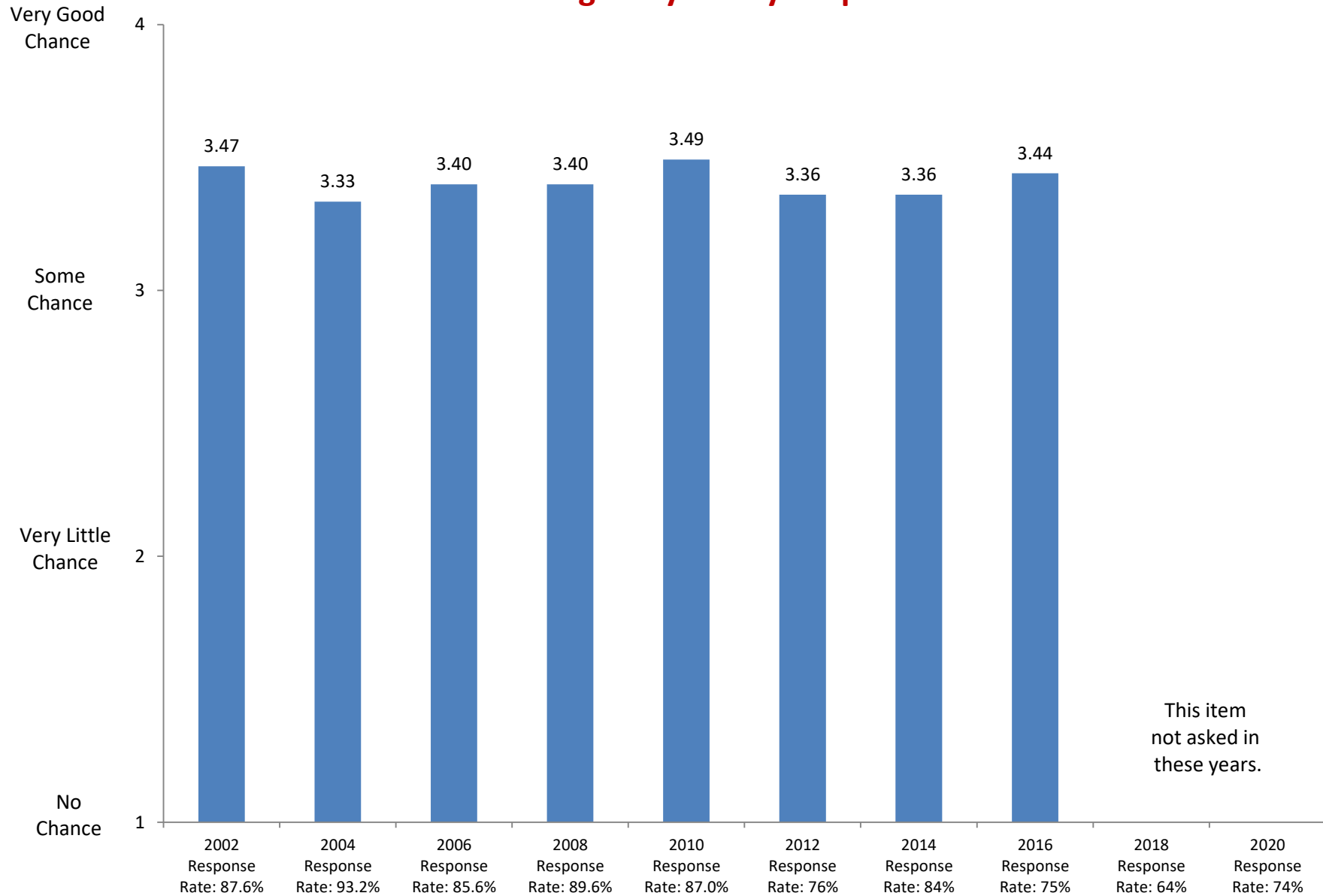


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

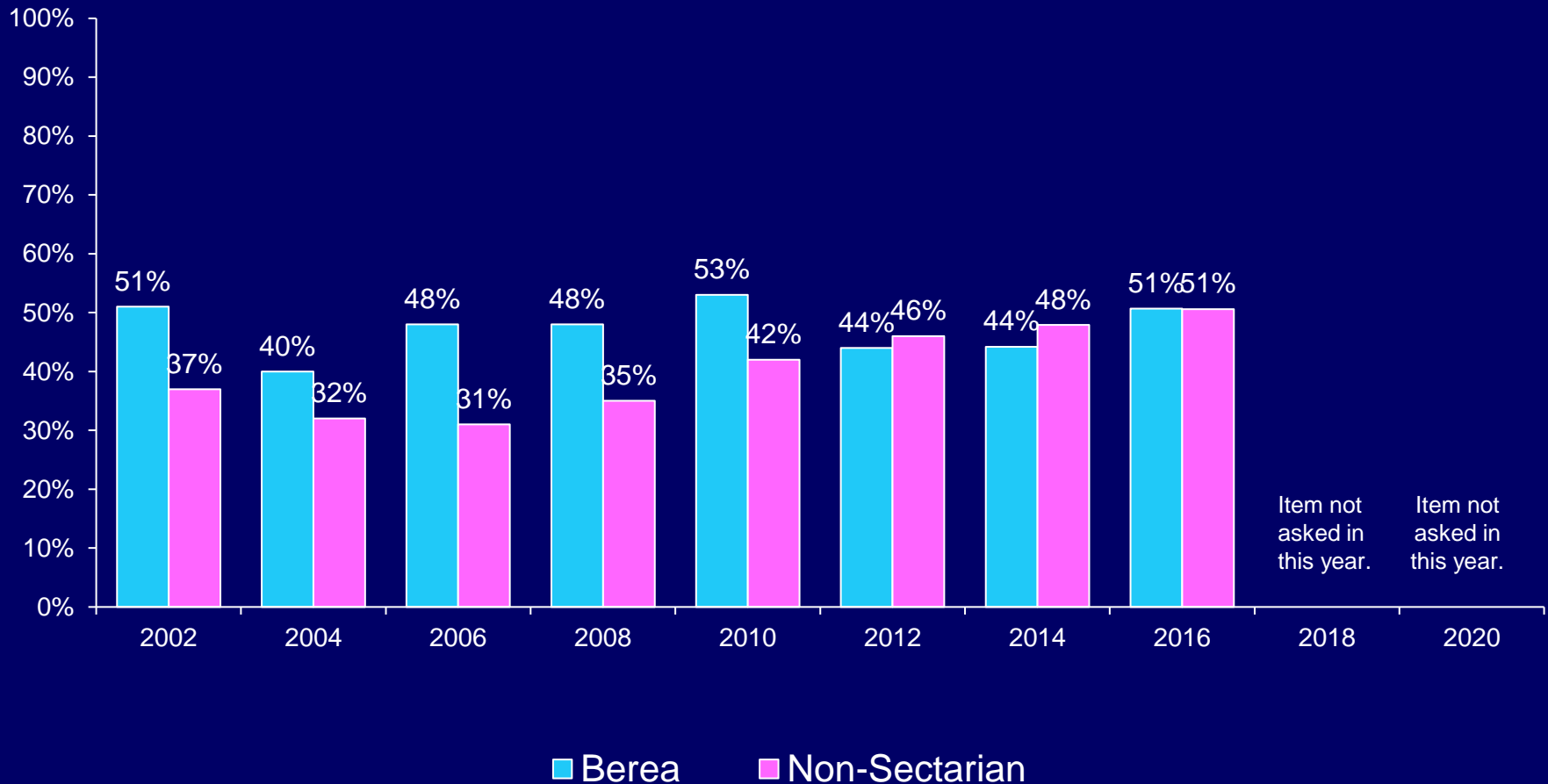
What is your best guess as to the chances that you will:

Communicate regularly with your professors



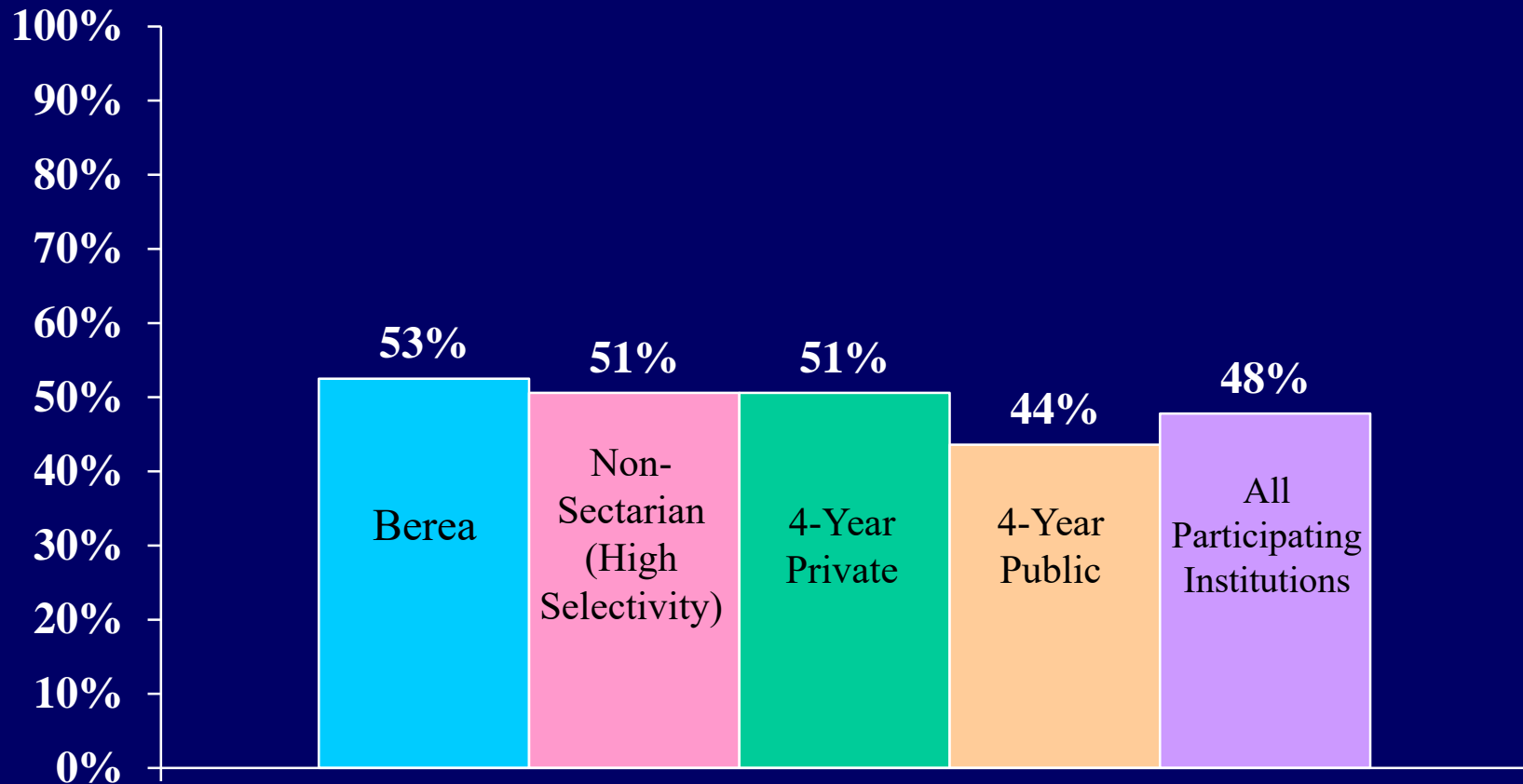
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who estimate that chances are “very good” that they will:
Communicate regularly with your professors

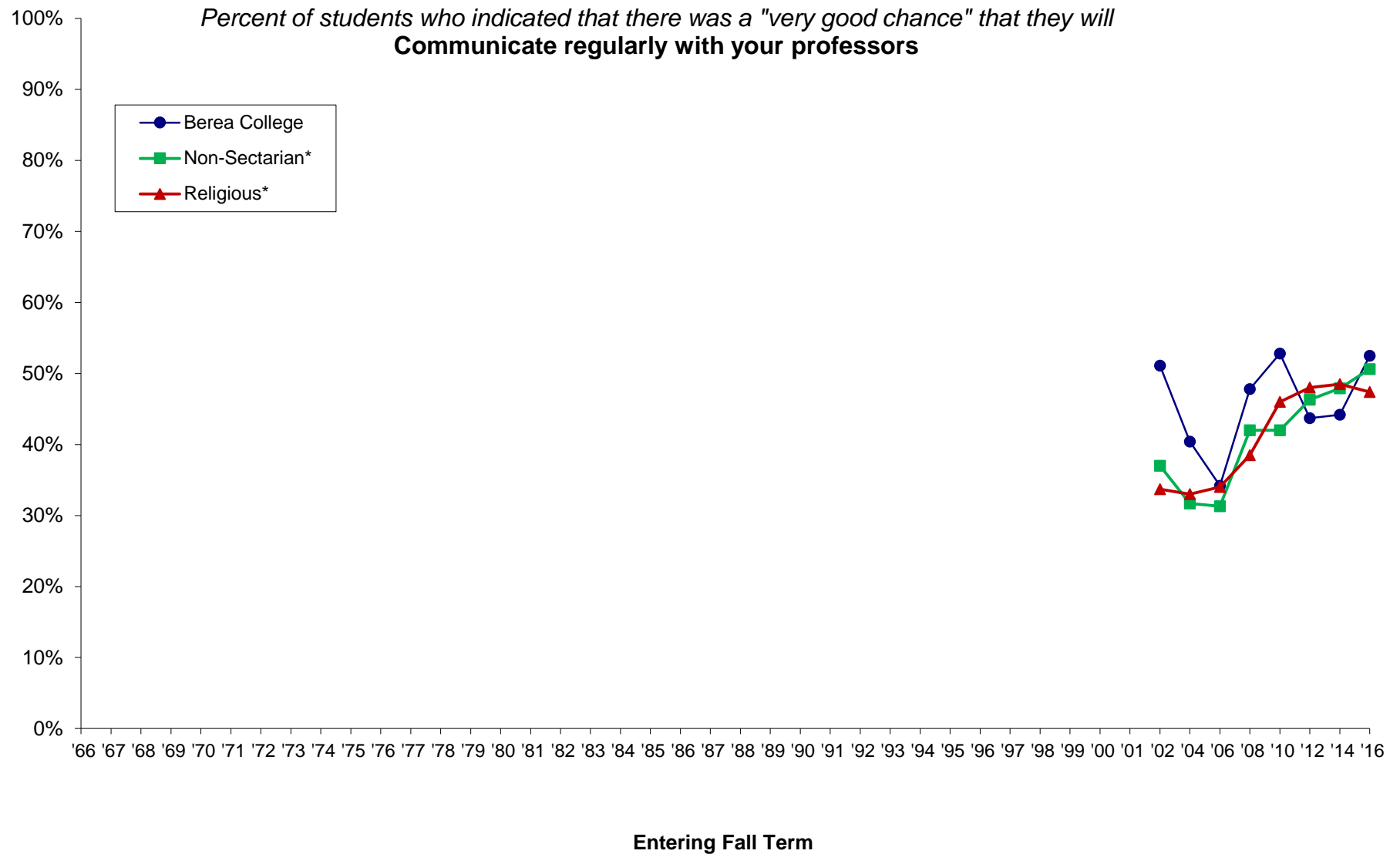


Percent of students who estimate that chances are “very good” that he or she will

Communicate regularly with your professors



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

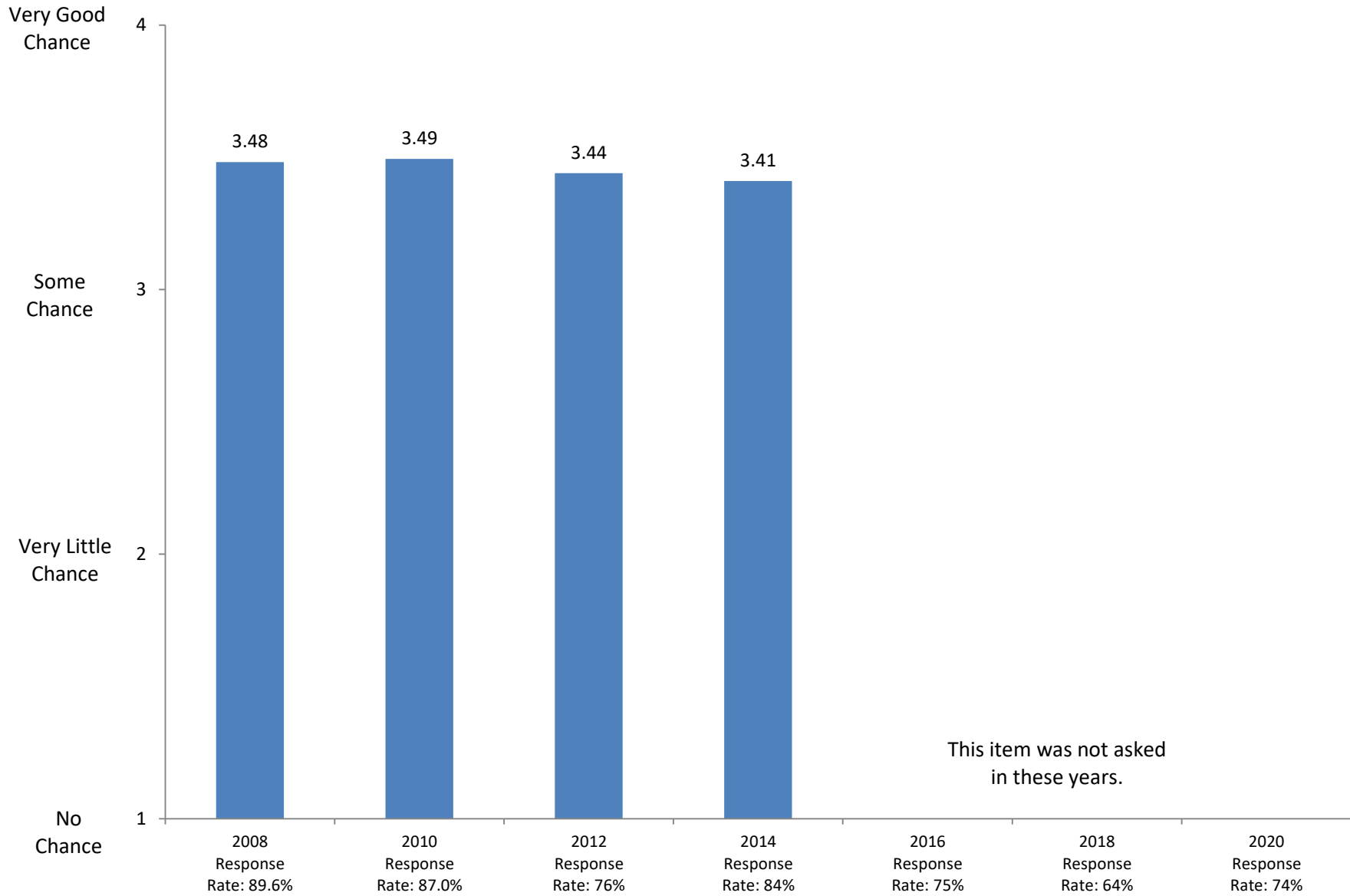


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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:

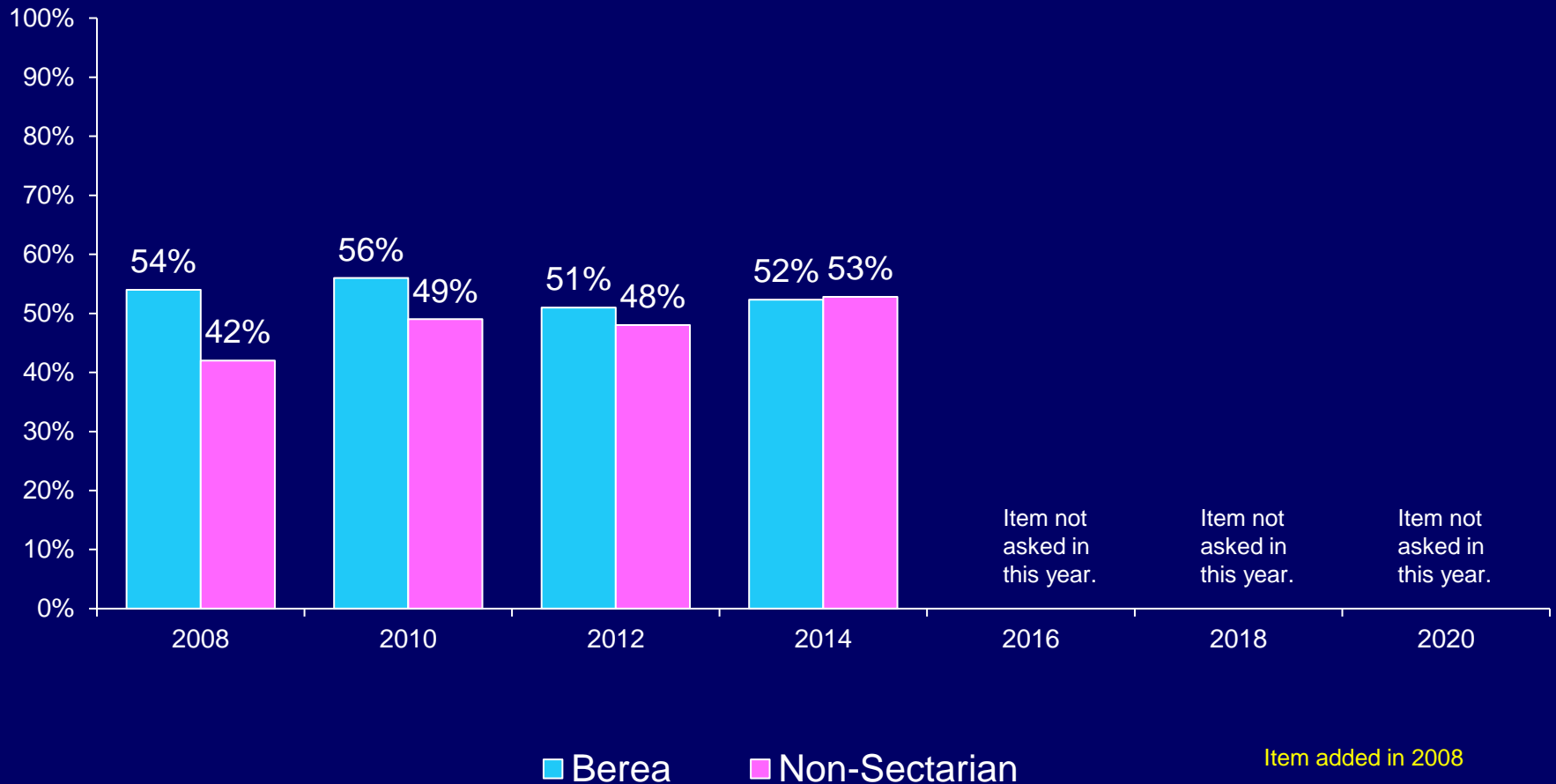
Discuss course content with students outside of class



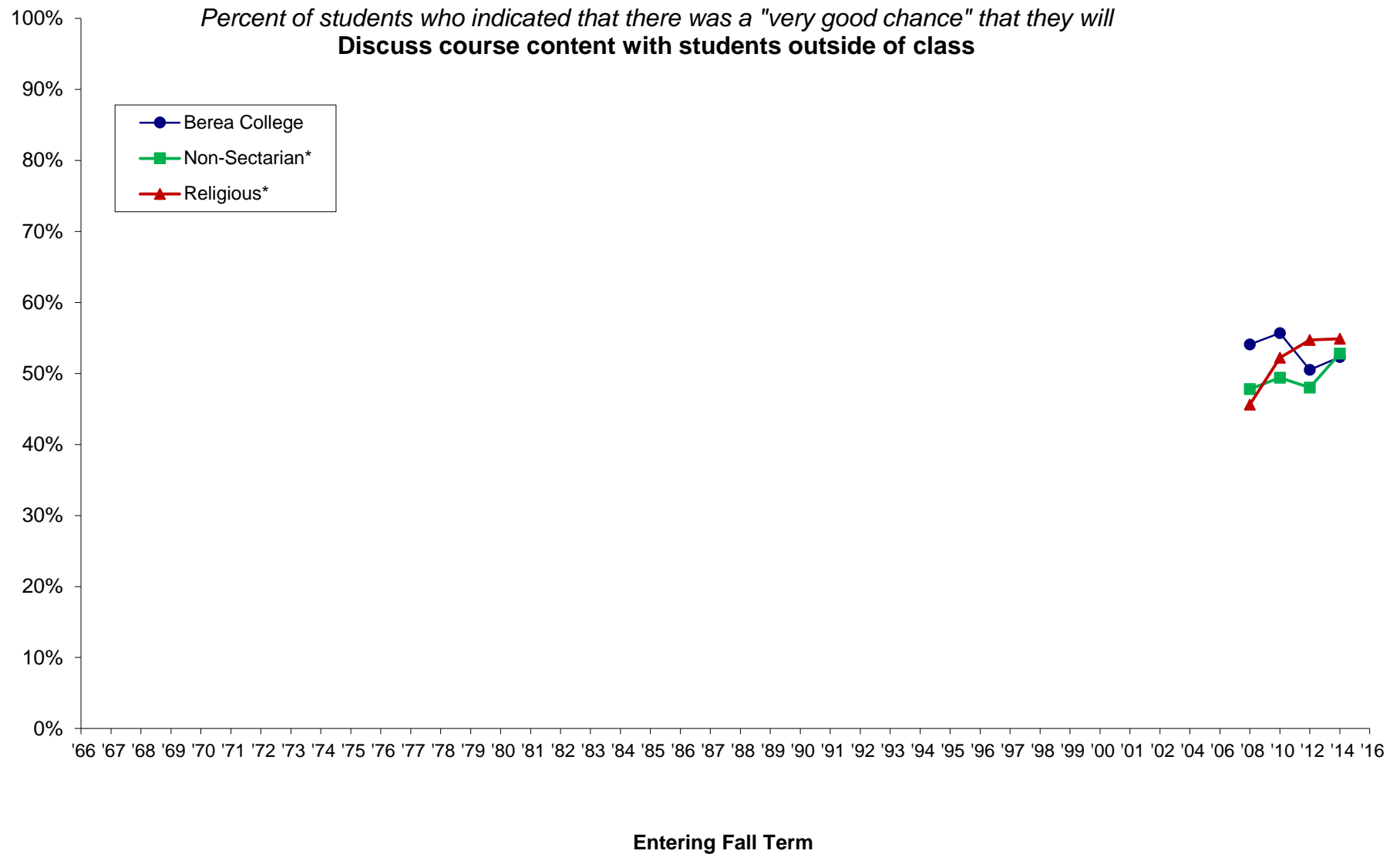
Item added in 2008.

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:
Discuss course content with students outside of class



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

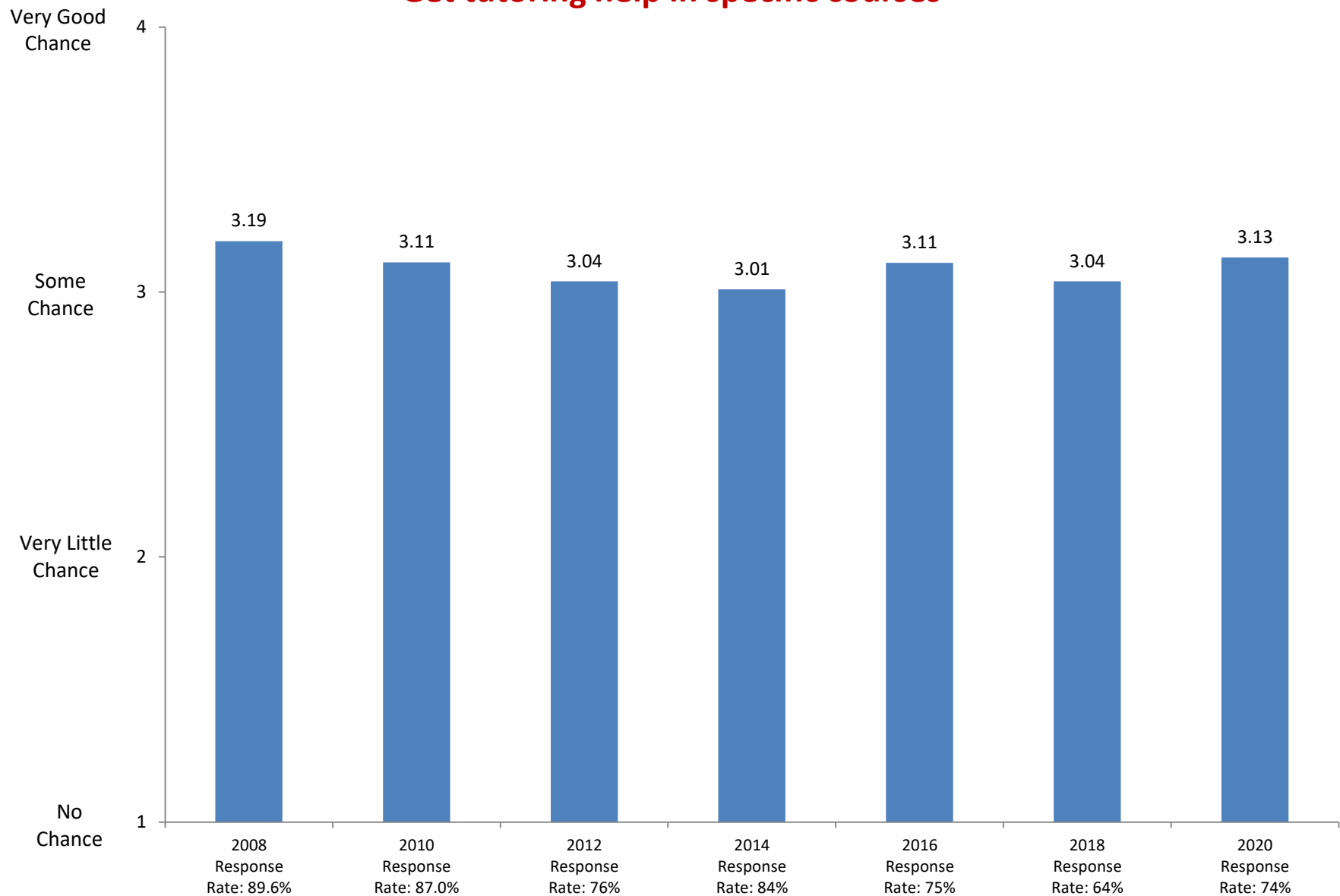


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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:

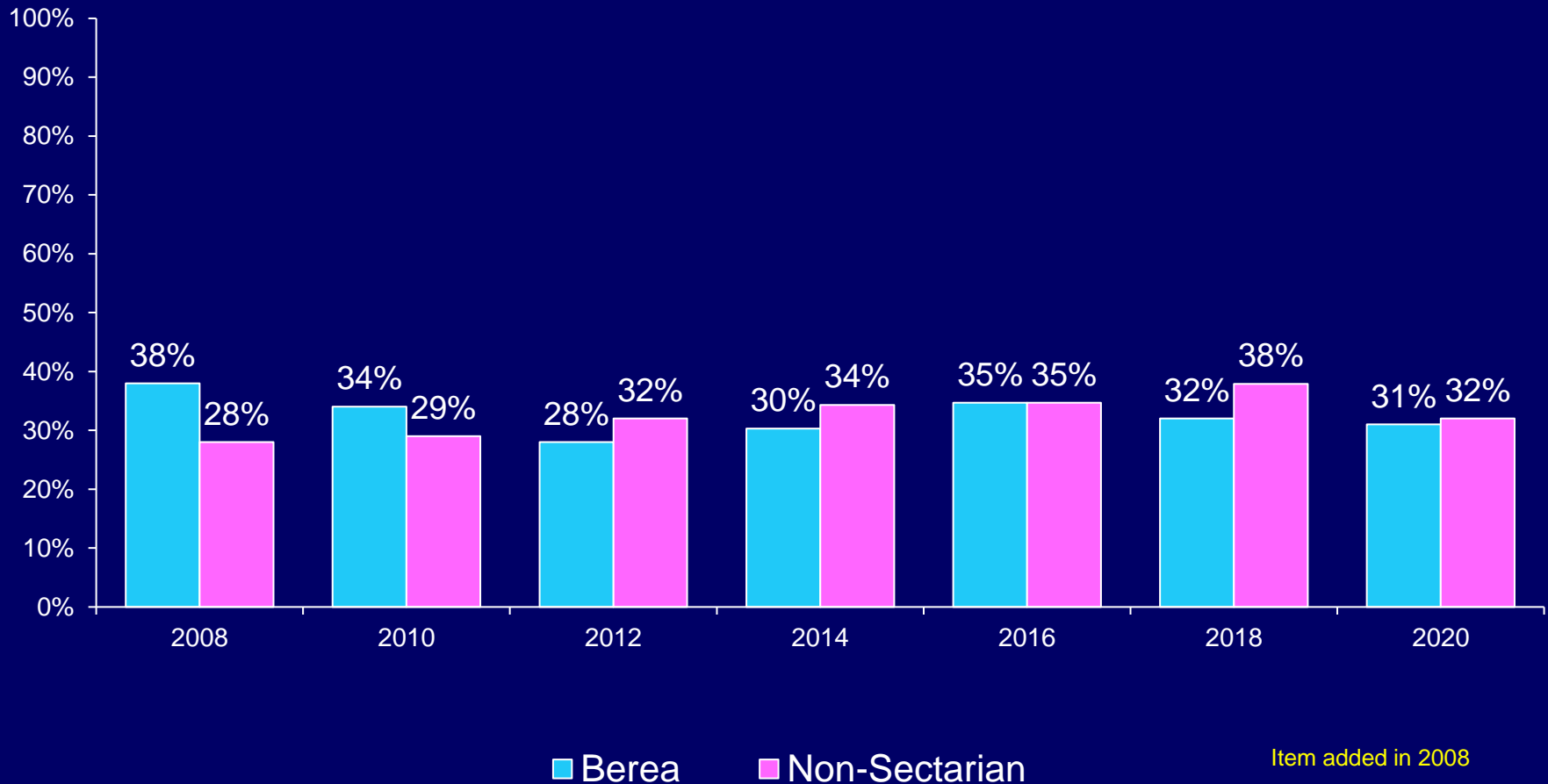
Get tutoring help in specific courses



Item added in 2008.

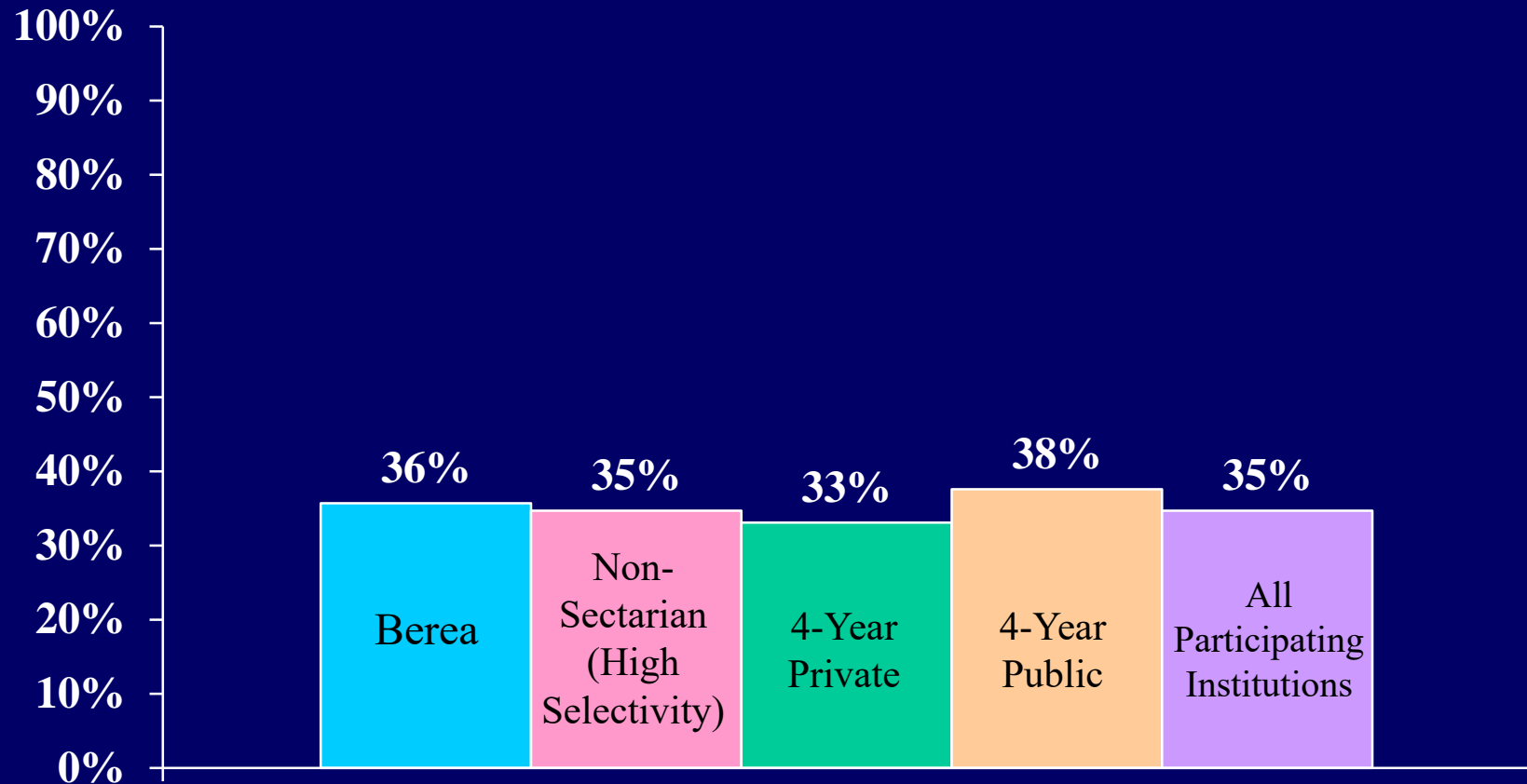
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who estimate that chances are “very good” that they will:
Get tutoring help in specific courses

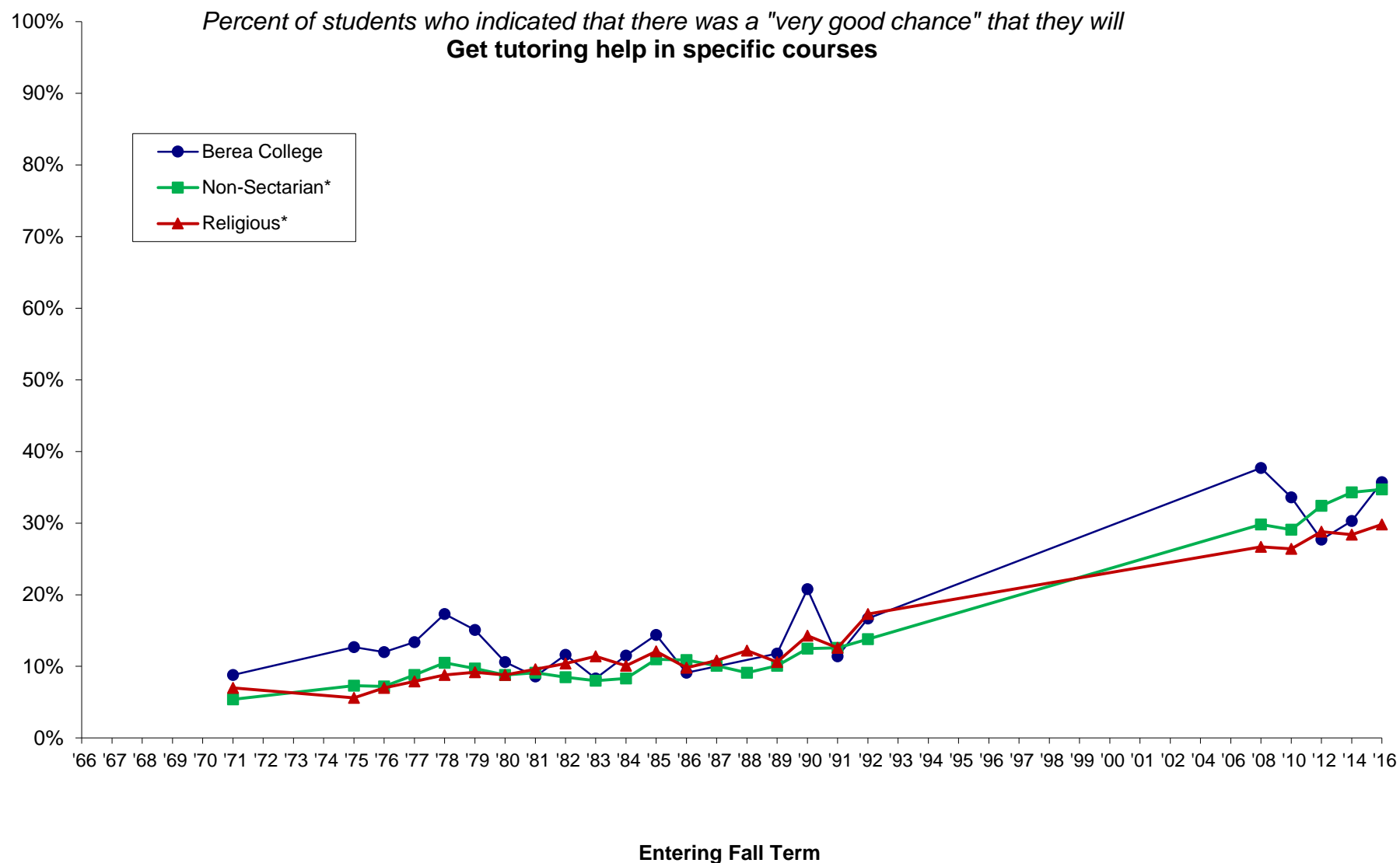


Percent of students who estimate that chances are “very good” that he or she will

Get tutoring help in specific courses



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

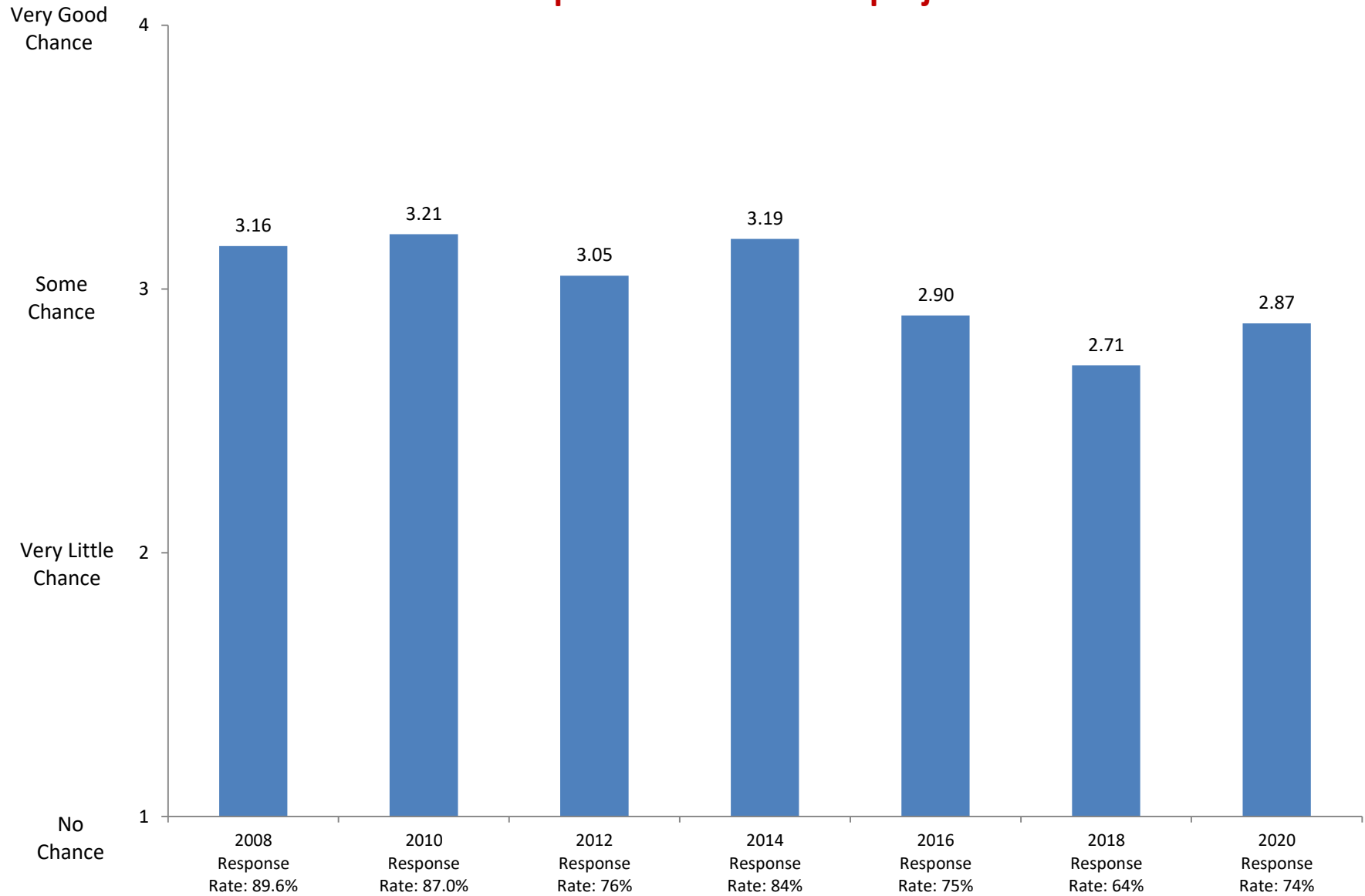


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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:

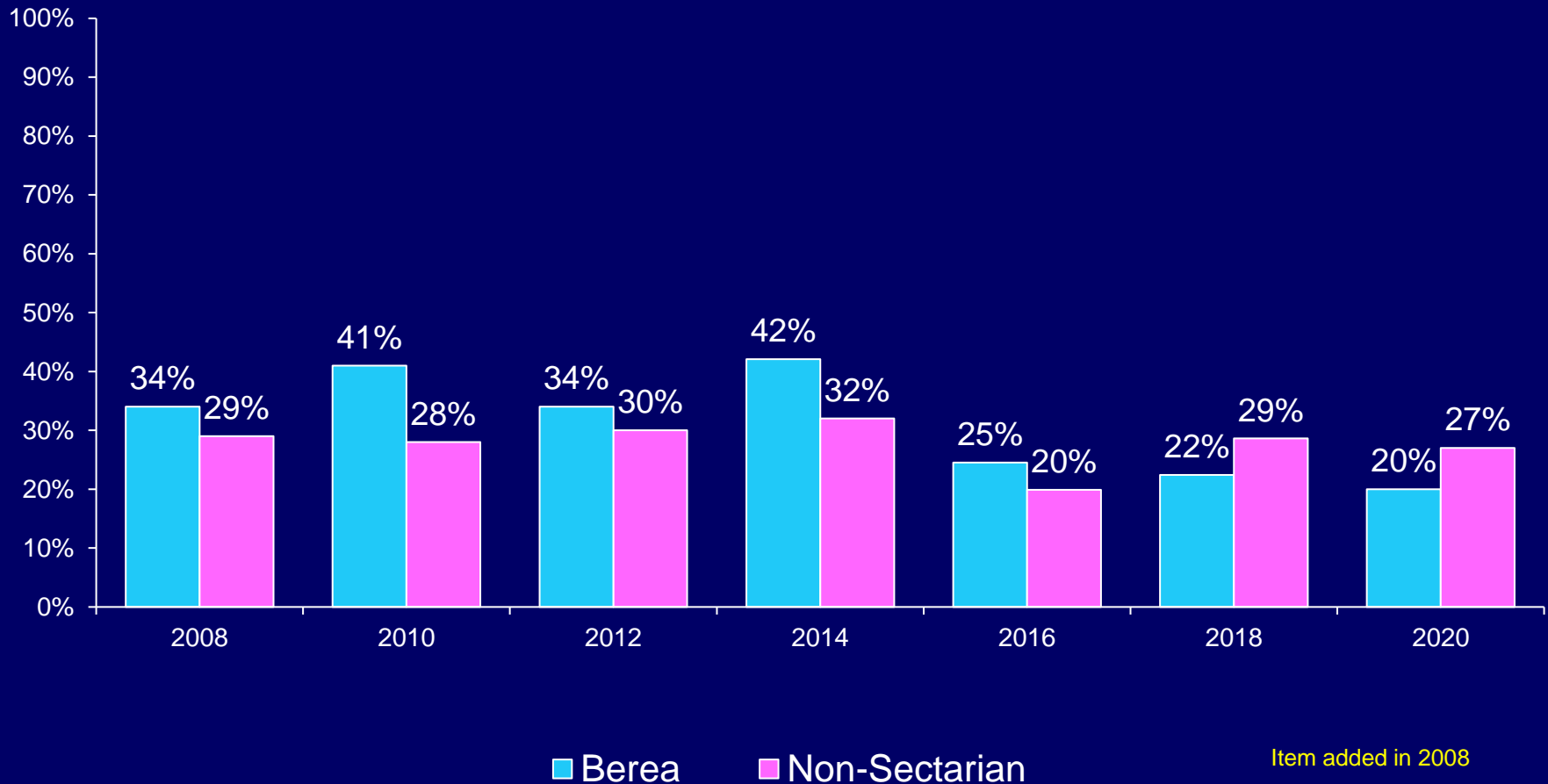
Work on a professor's research project



Item added in 2008.

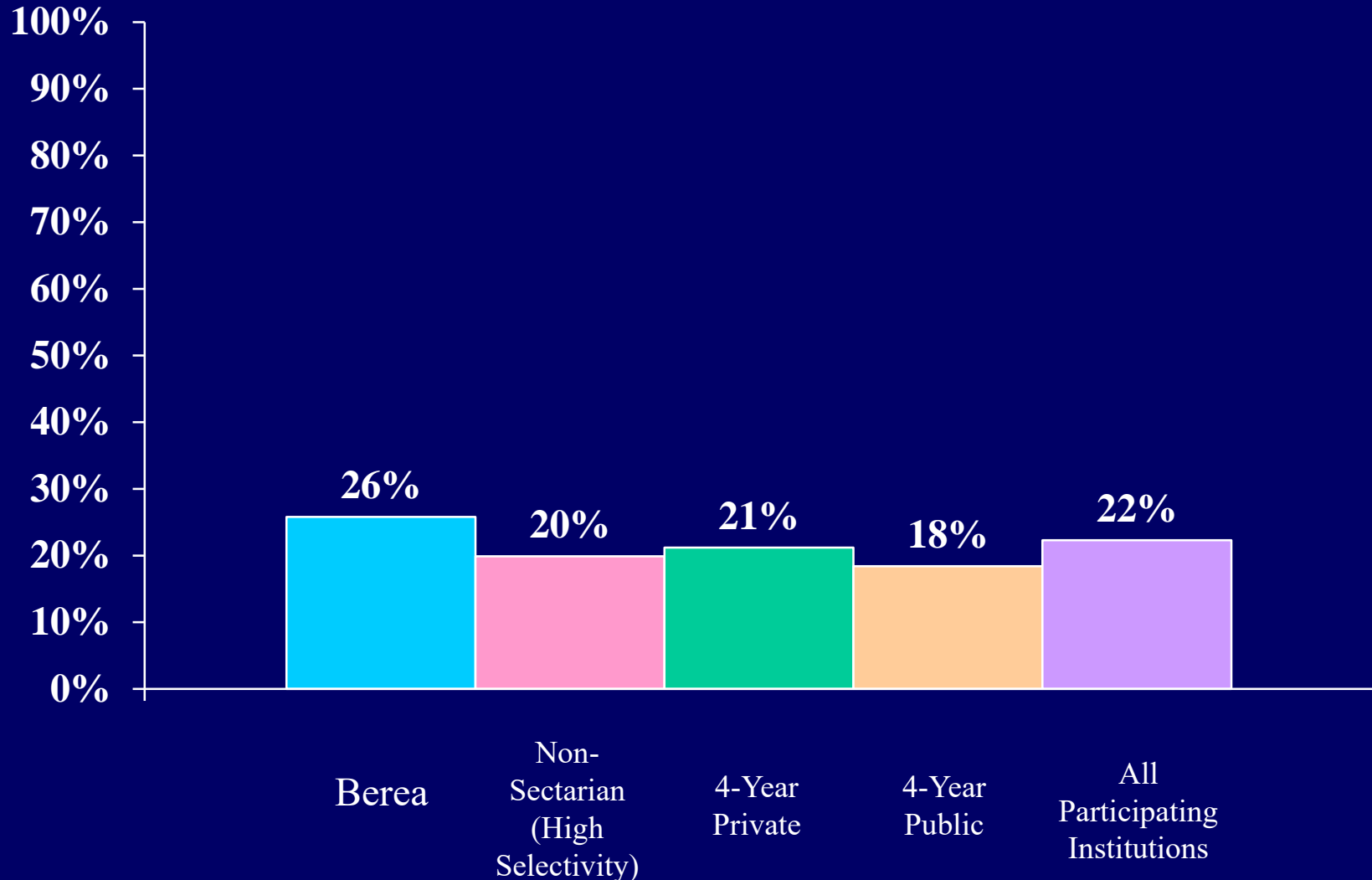
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who estimate that chances are “very good” that they will:
Work on a professor’s research project

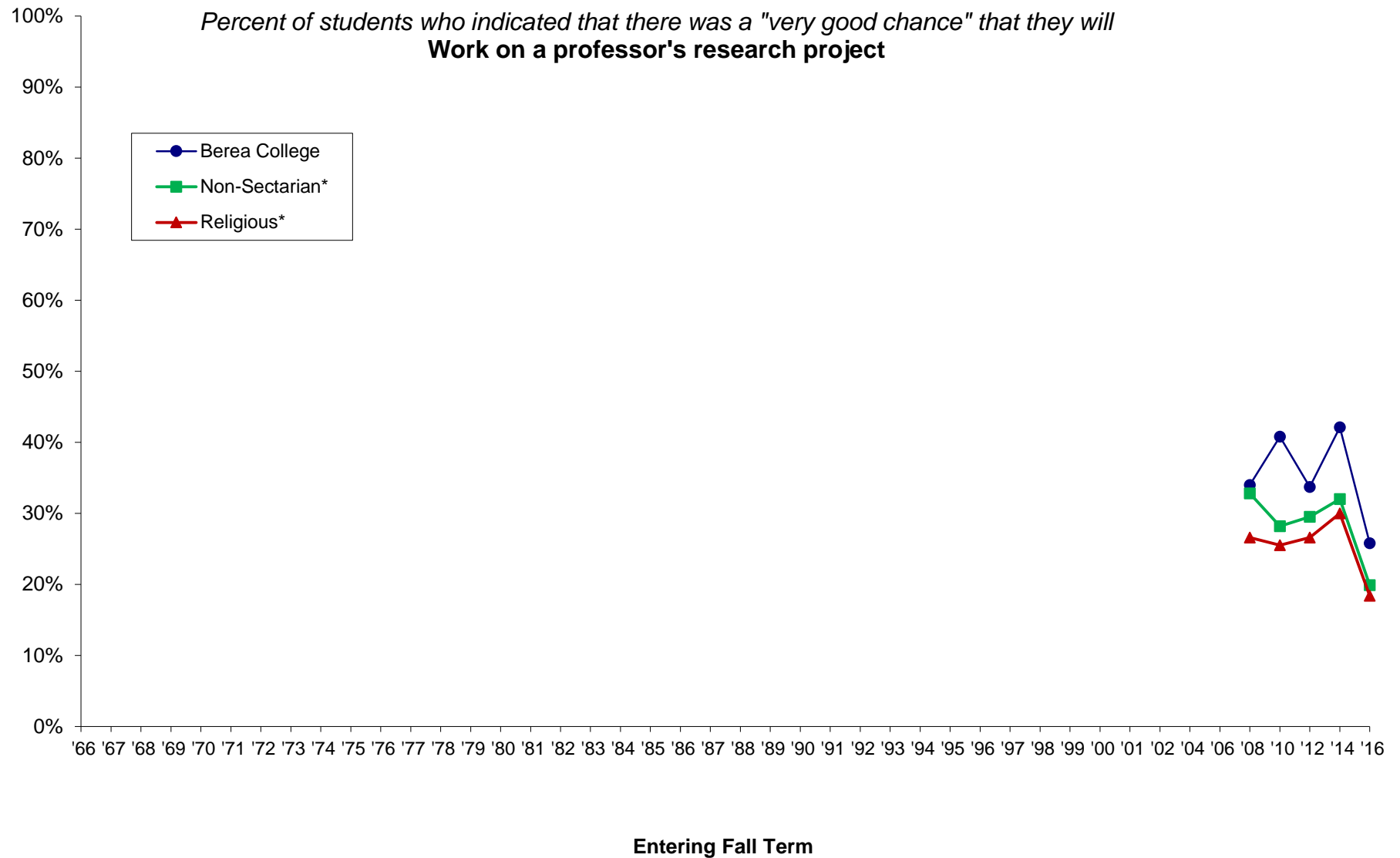


Percent of students who estimate that chances are “very good” that he or she will

Work on a Professor’s research project



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.

Higher Education Research Institute (HERI) Faculty Survey

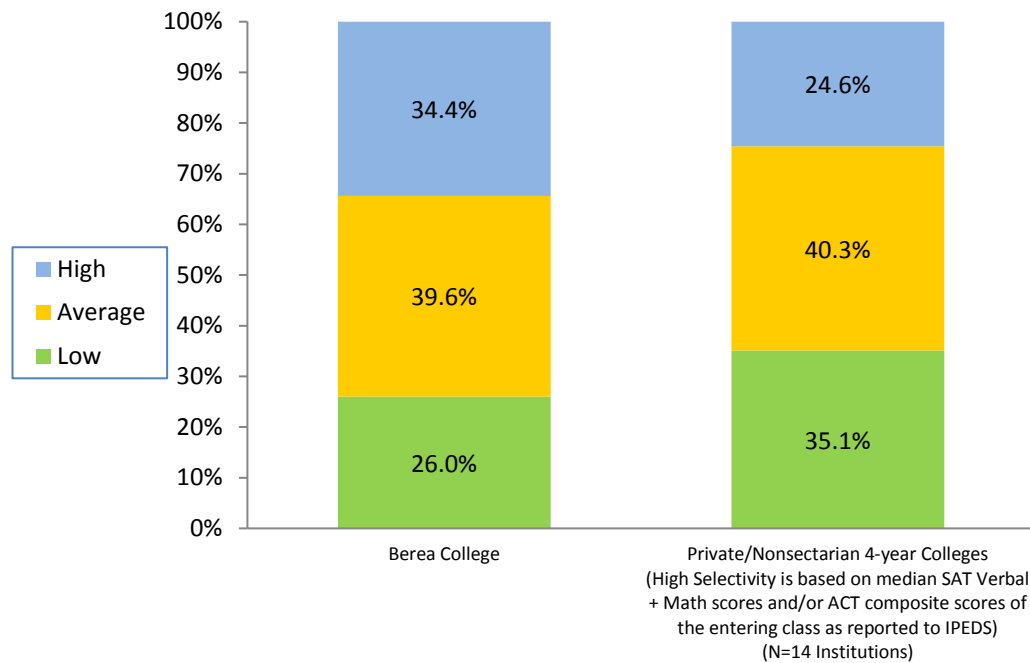


Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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

Construct: Civic Minded Practice - A unified measure of faculty involvement in civic activities.



Survey items included in the construct, **Civic Minded Practice**:

*During the past two years, have you engaged in any of the following activities:
 (Yes, No)*

- Collaborated with the local community in research/teaching
- Advised student groups involved in service/volunteer work
- Engaged in public service/professional consulting without pay?

*During the present term, how many hours per week on average do you actually spend on each of the following activities:
 (None, 1-4, 5-8, 9-12, 13-16, 17-20, 21+)*

- Community or public service

*In how many of the courses that you teach do you use each of the following:
 (All, Most, Some, None)*

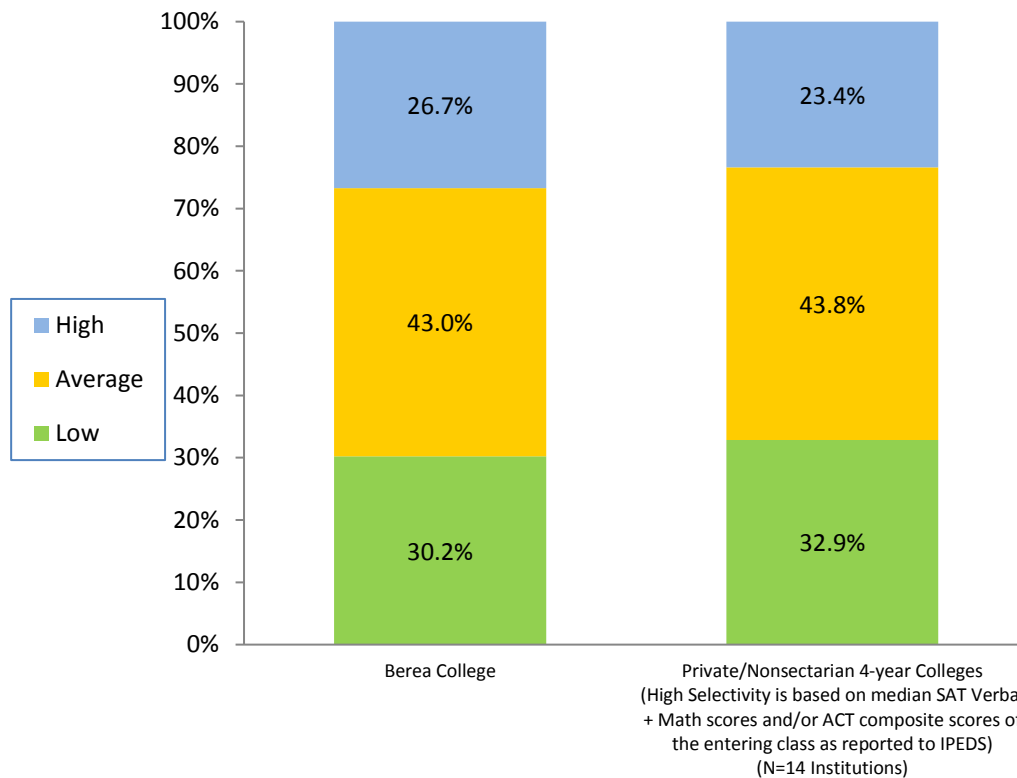
- Community service as part of coursework

For each of the following items, please mark either Yes or No:

- Do you use your scholarship to address local community needs?

NOTE: "Low" represents faculty rating 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.

Construct: Civic Minded Values - A unified measure of the extent to which faculty believe civic engagement is a central part of the college mission.



Survey items included in the construct,

Civic Minded Values:

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

(Essential, Very Important, Somewhat Important, Not Important)

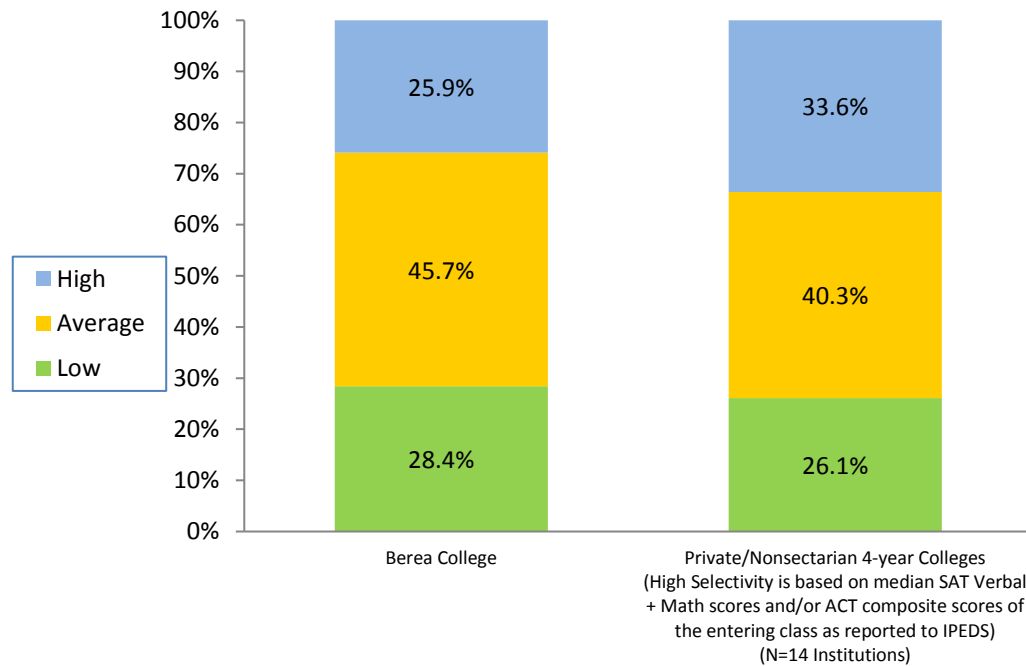
- Encourage students to become agents of social change
- Instill in students a commitment to community service

*Please indicate your agreement with each of the following statements:
 (Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)*

- Colleges have a responsibility to work with their surrounding communities

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.

Construct: Job Satisfaction: Workplace - A unified measure of the extent to which faculty are satisfied with their working environment.



Survey items included in the construct,

Job Satisfaction: Workplace:

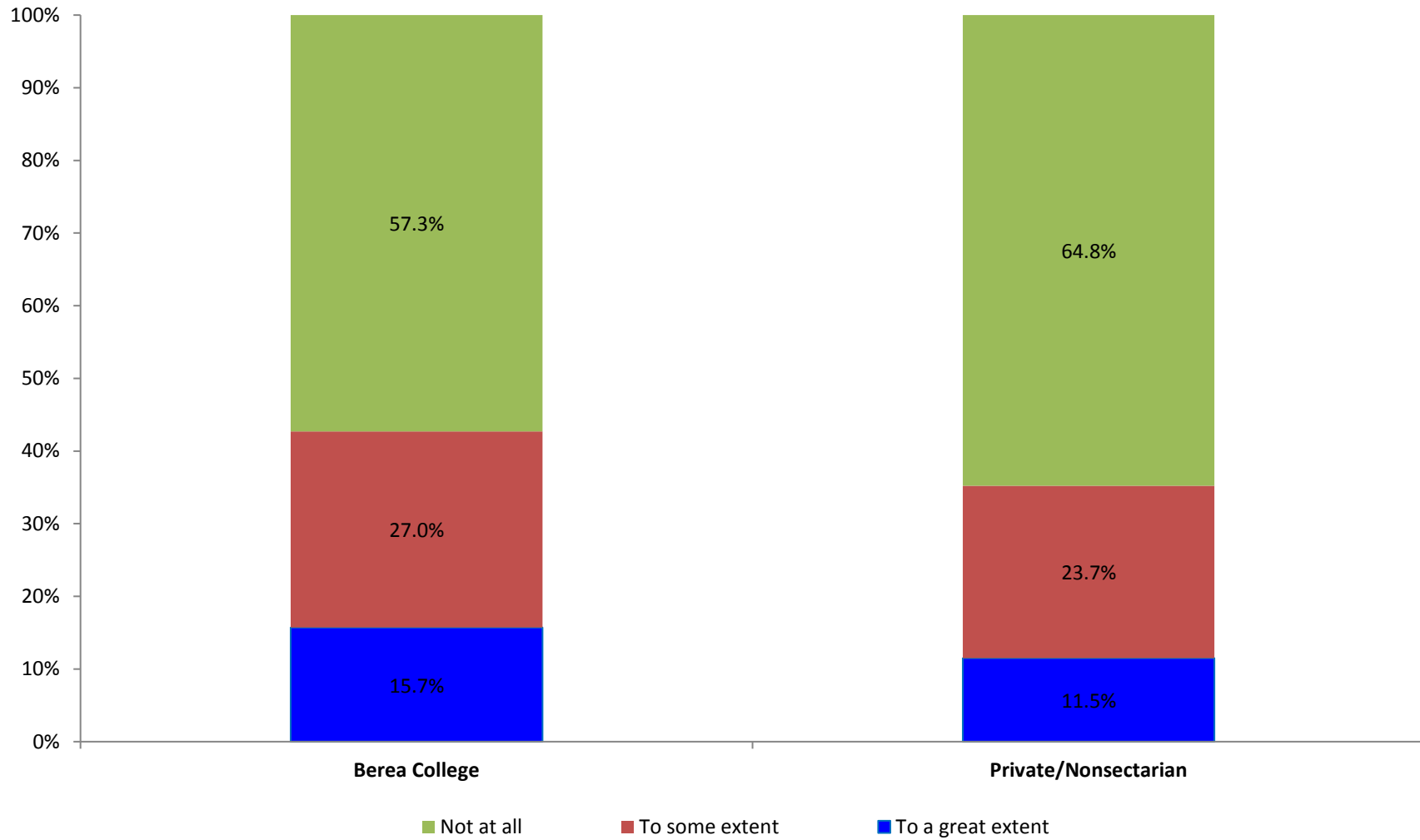
*How satisfied are you with the following aspects of your job:
 (Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)*

- Professional relationships with other faculty
- Competency of colleagues
- Autonomy and independence
- Departmental leadership
- Course assignments

NOTE: "Low" represents faculty rating 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.

In the past two years, to what extent have you:

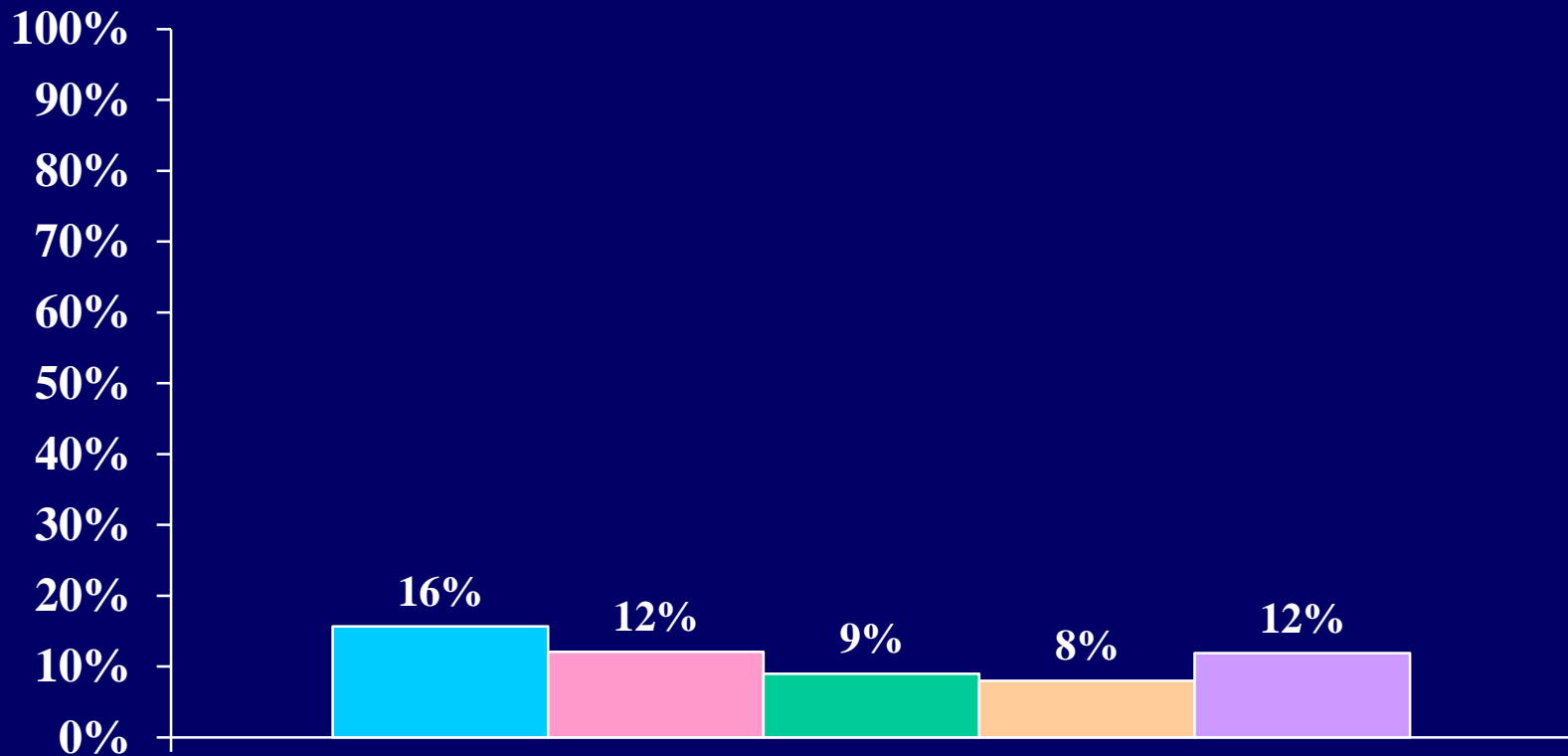
Presented with undergraduate students at conferences



In the past two years, to what extent have you:

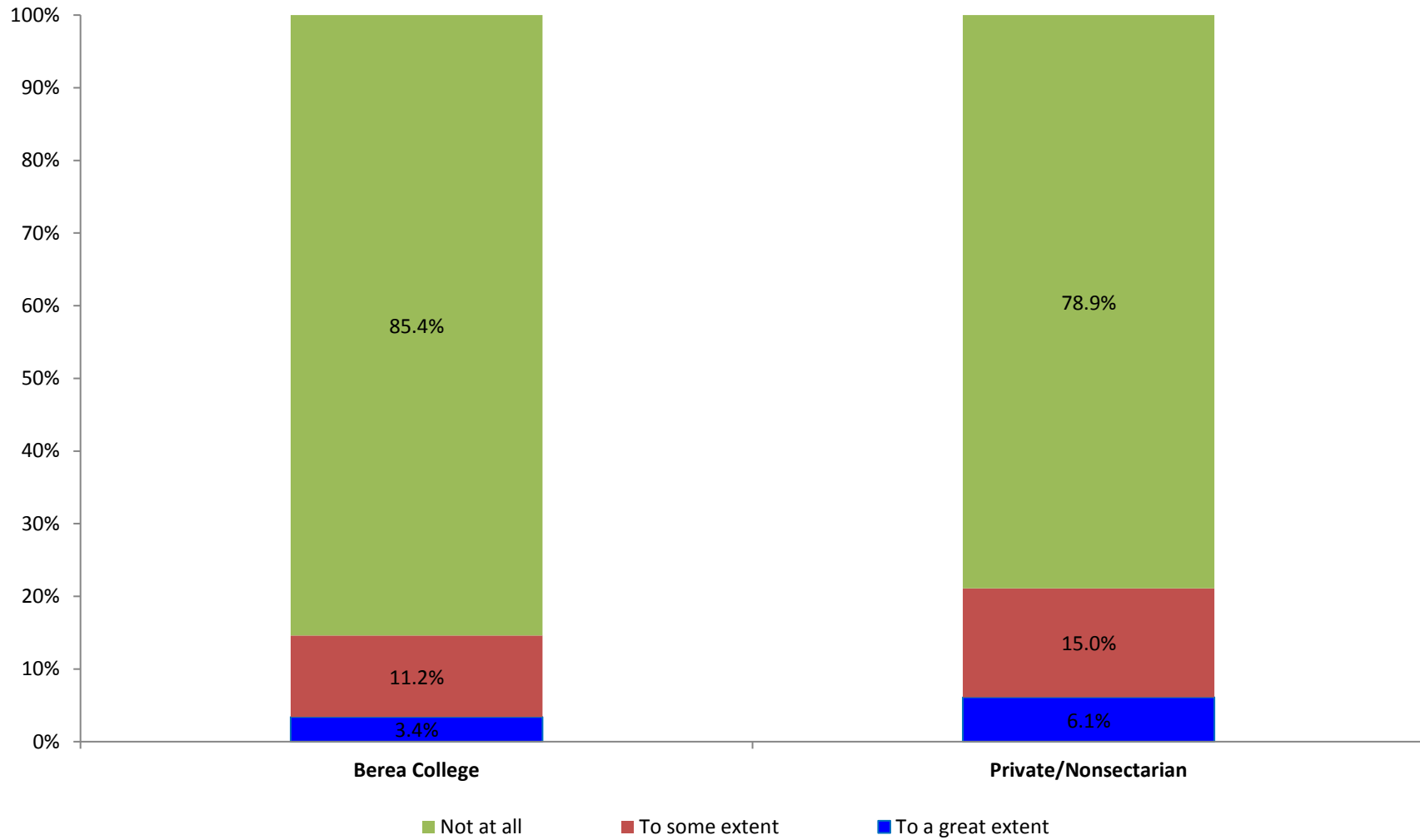
Percent of faculty who indicated “to a great extent”

Presented with undergraduate students at conferences



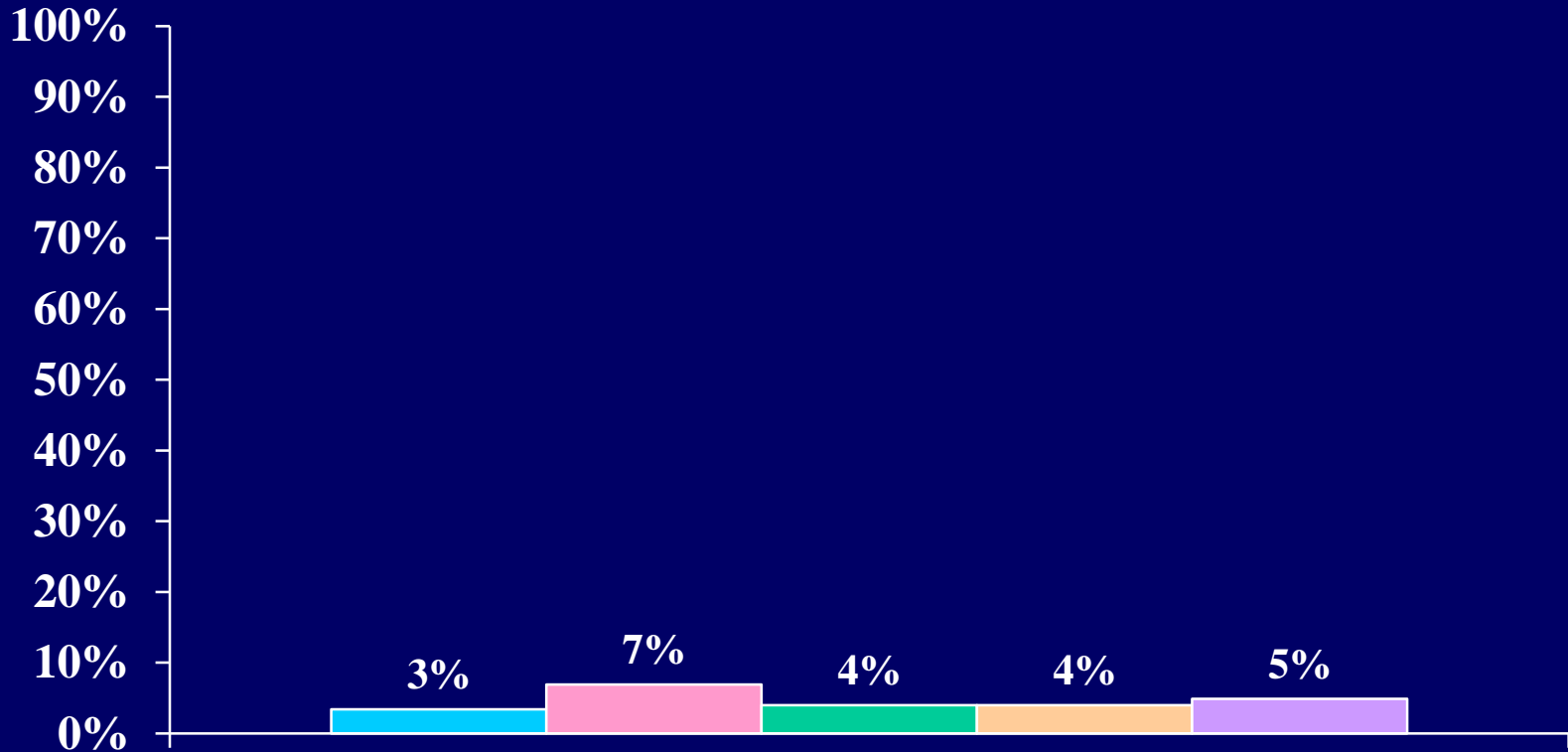
In the past two years, to what extent have you:

Published with undergraduates

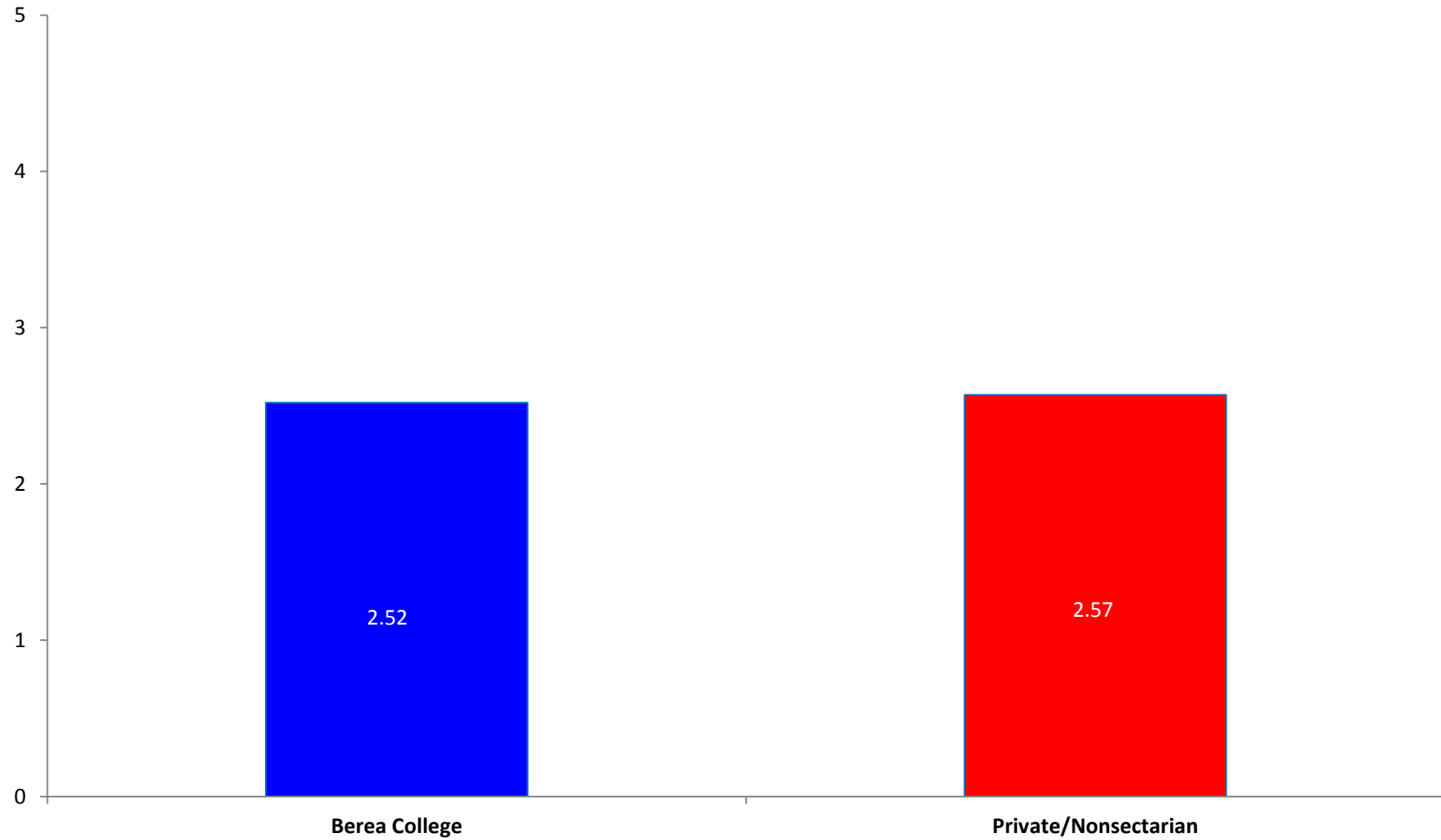


In the past two years, to what extent have you:
Percent of faculty who indicated “to a great extent”

Published with undergraduates



Advising and counseling students



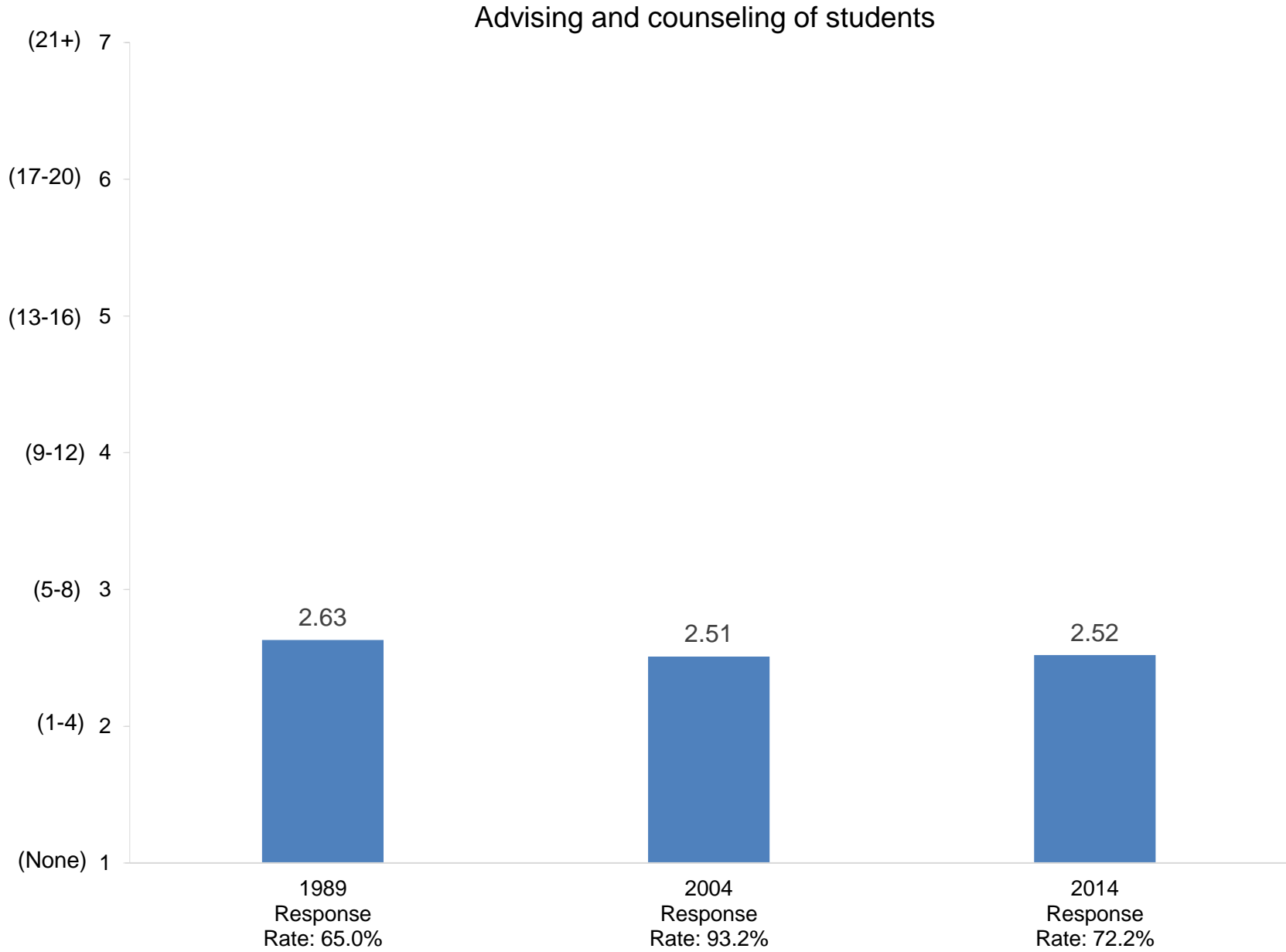
During the present term, how many hours per week on average do you actually spend on each of the following activities?

Means	Berea	Benchmark Institutions	Non-Sectarian High Selectivity	4-Year Private	Publics
Scheduled teaching (give actual, not credit hours)	3.84	3.45	3.72	3.72	3.86
Preparing for teaching (including reading student papers and grading)	4.55	4.24	4.33	4.34	4.34
Advising and counseling of students	2.52	2.51	2.54	2.52	2.52
Committee work and meetings	2.45	2.29	2.39	2.40	2.56
Other administration	2.65	2.25	2.44	2.42	2.34
Research and scholarly writing	1.99	2.65	2.38	2.42	2.50
Other creative products/performances	1.48	1.47	1.44	1.43	1.45
Community or public service	1.76	1.58	1.77	1.78	1.84
Outside consulting/freelance work	1.16	1.30	1.32	1.31	1.33
Household/childcare duties	3.87	3.99	3.84	3.87	3.93
Other employment, outside of academia	1.06	1.13	1.24	1.24	1.21

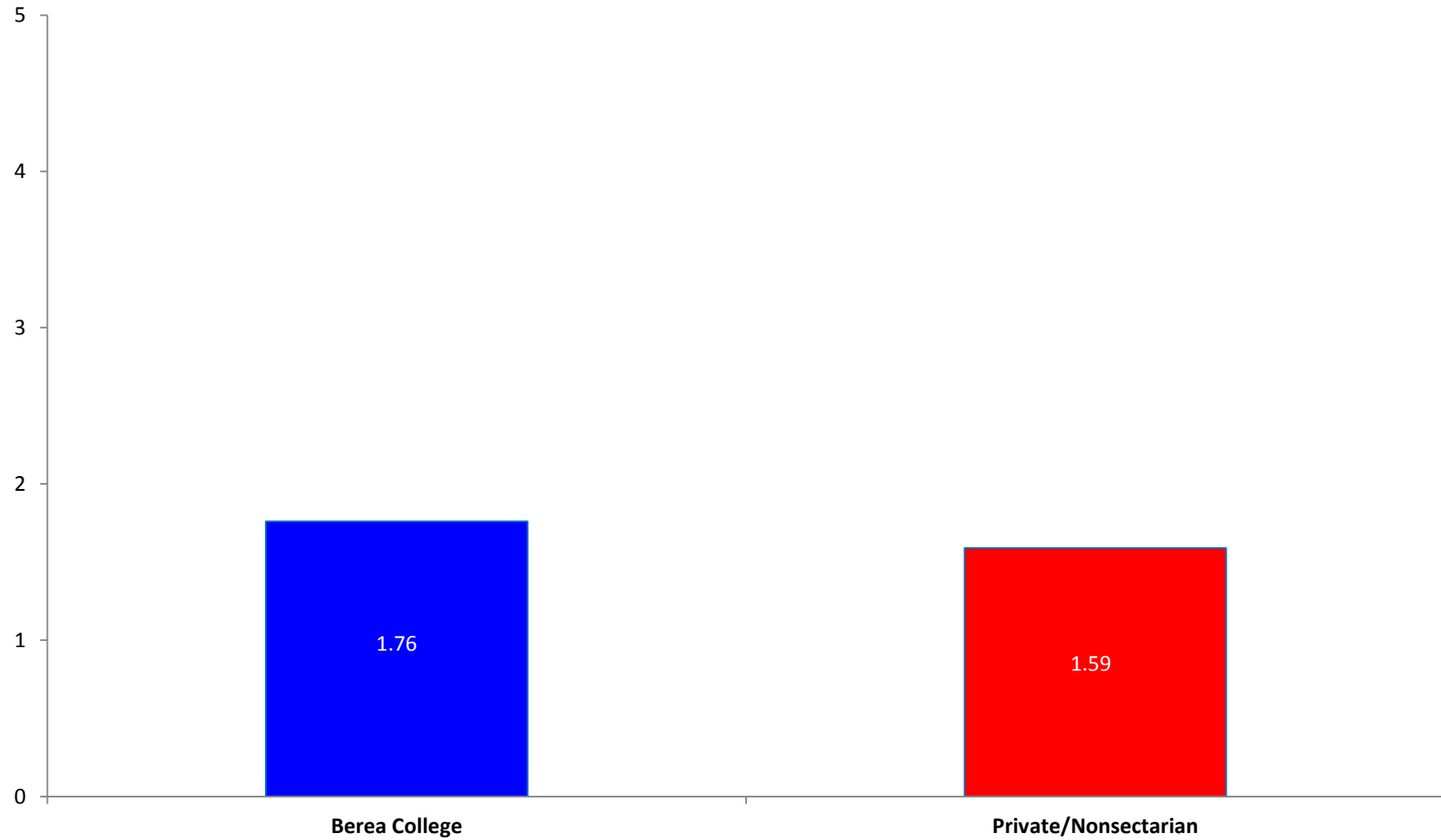
Scale: 21+ = 7, 17-20 = 6, 13-16 = 5, 9-12 = 4, 5-8 = 3, 1-4 = 2, and None = 1

Higher Education Research Institute (HERI) Faculty Survey

During the present term, how many hours per week on average do you actually spend on each of the following activities?

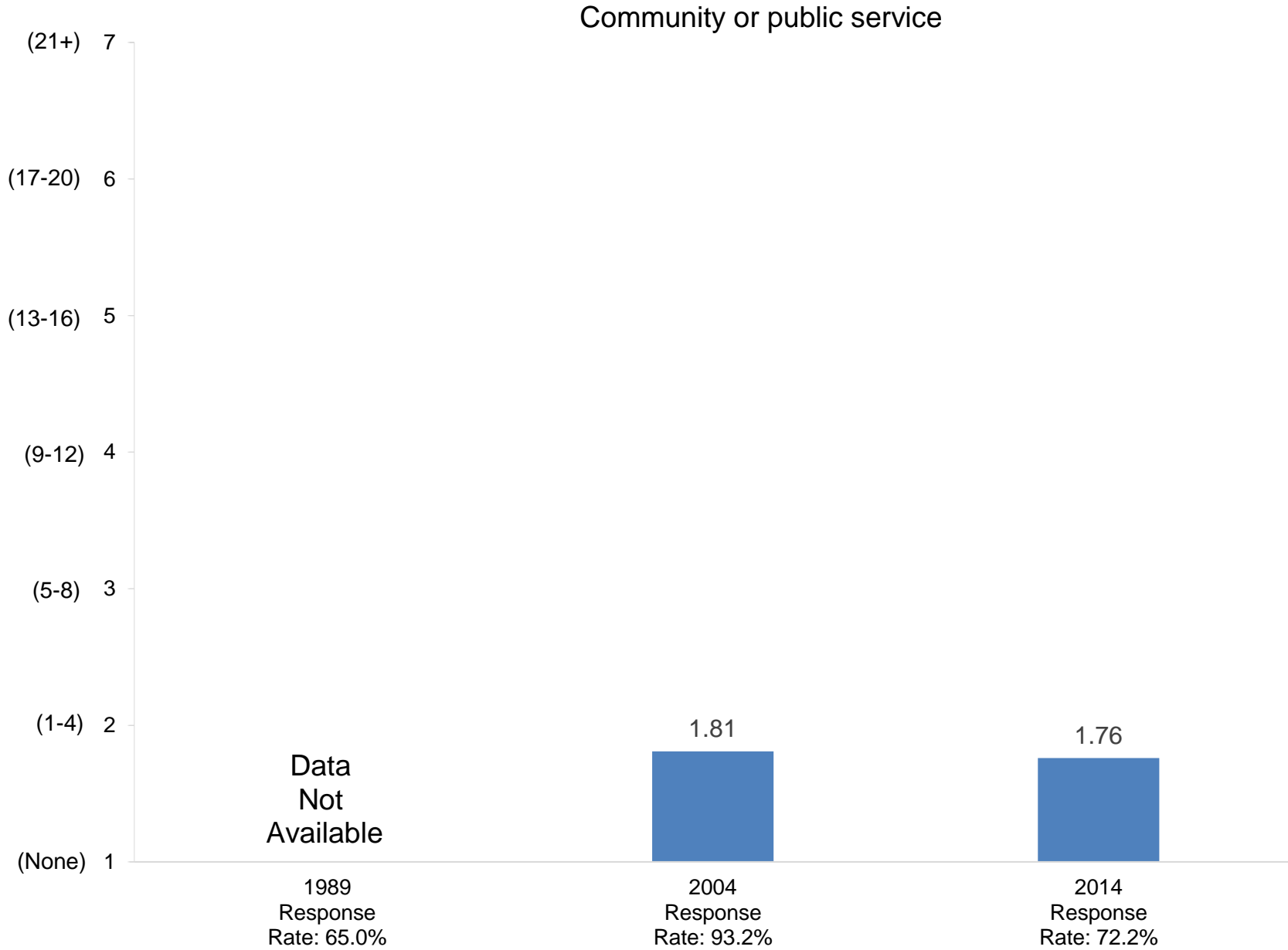


Community or public service

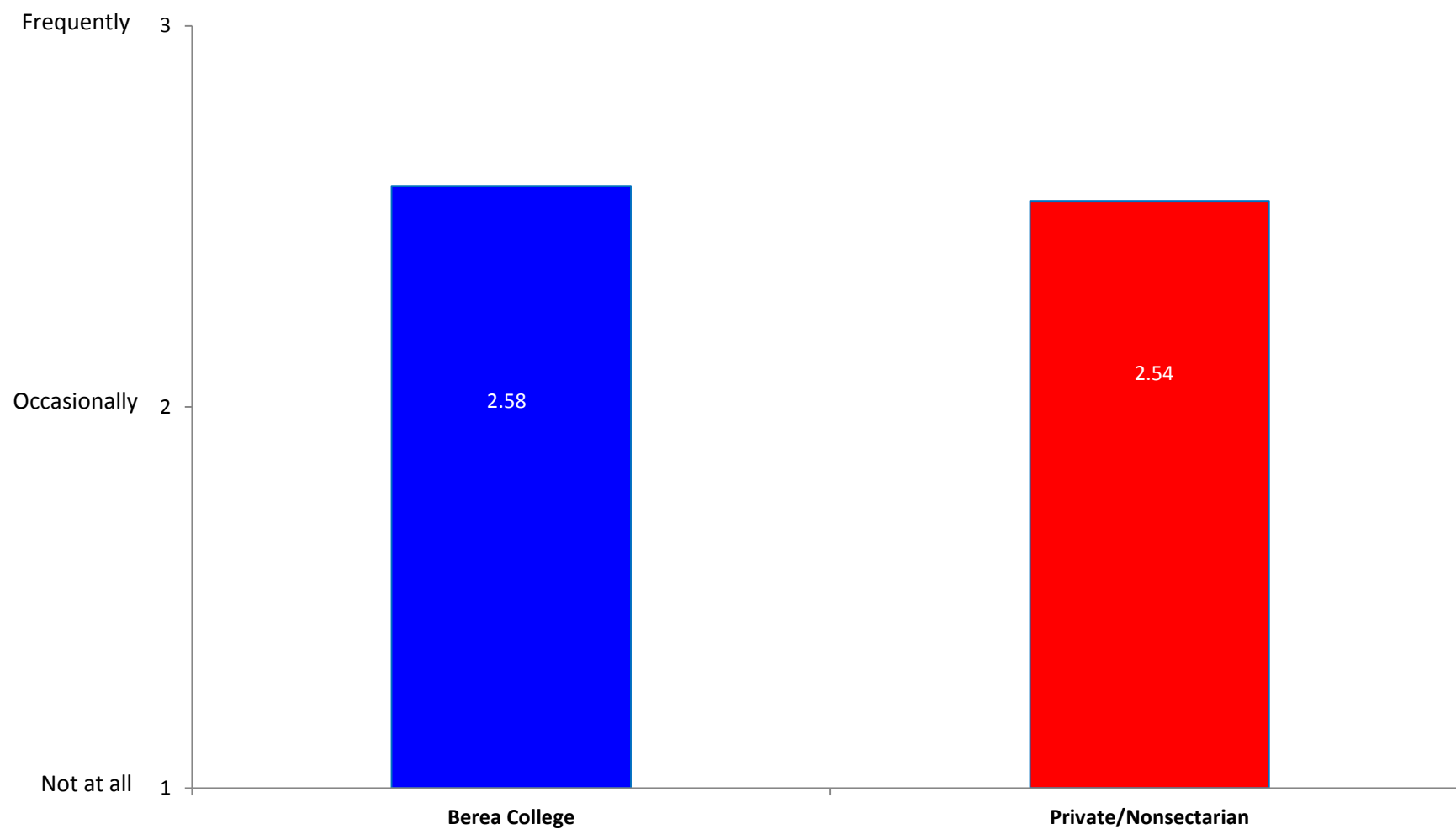


Higher Education Research Institute (HERI) Faculty Survey

During the present term, how many hours per week on average do you actually spend on each of the following activities?

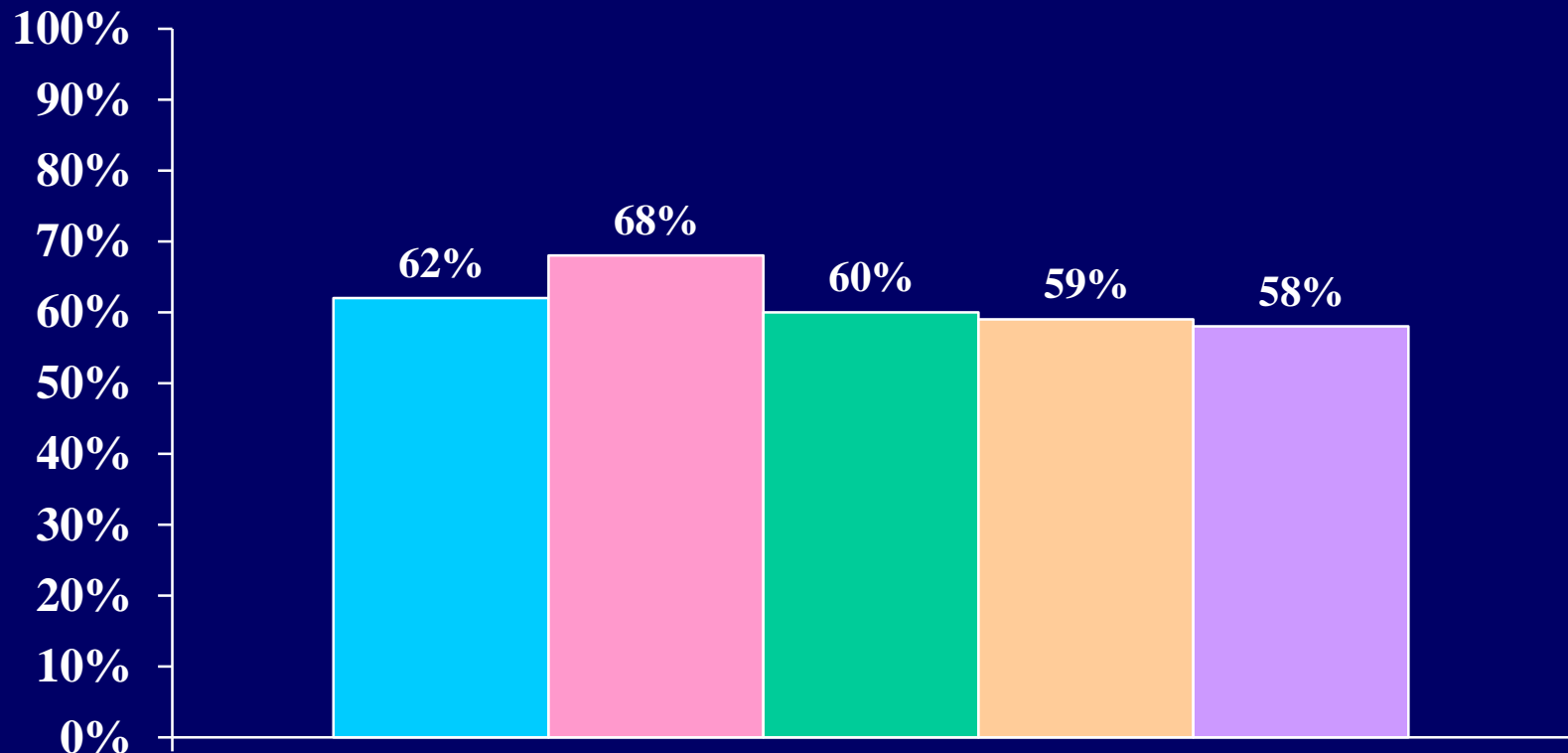


Work with other students on group projects



In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?
Percent of faculty who indicated “frequently”

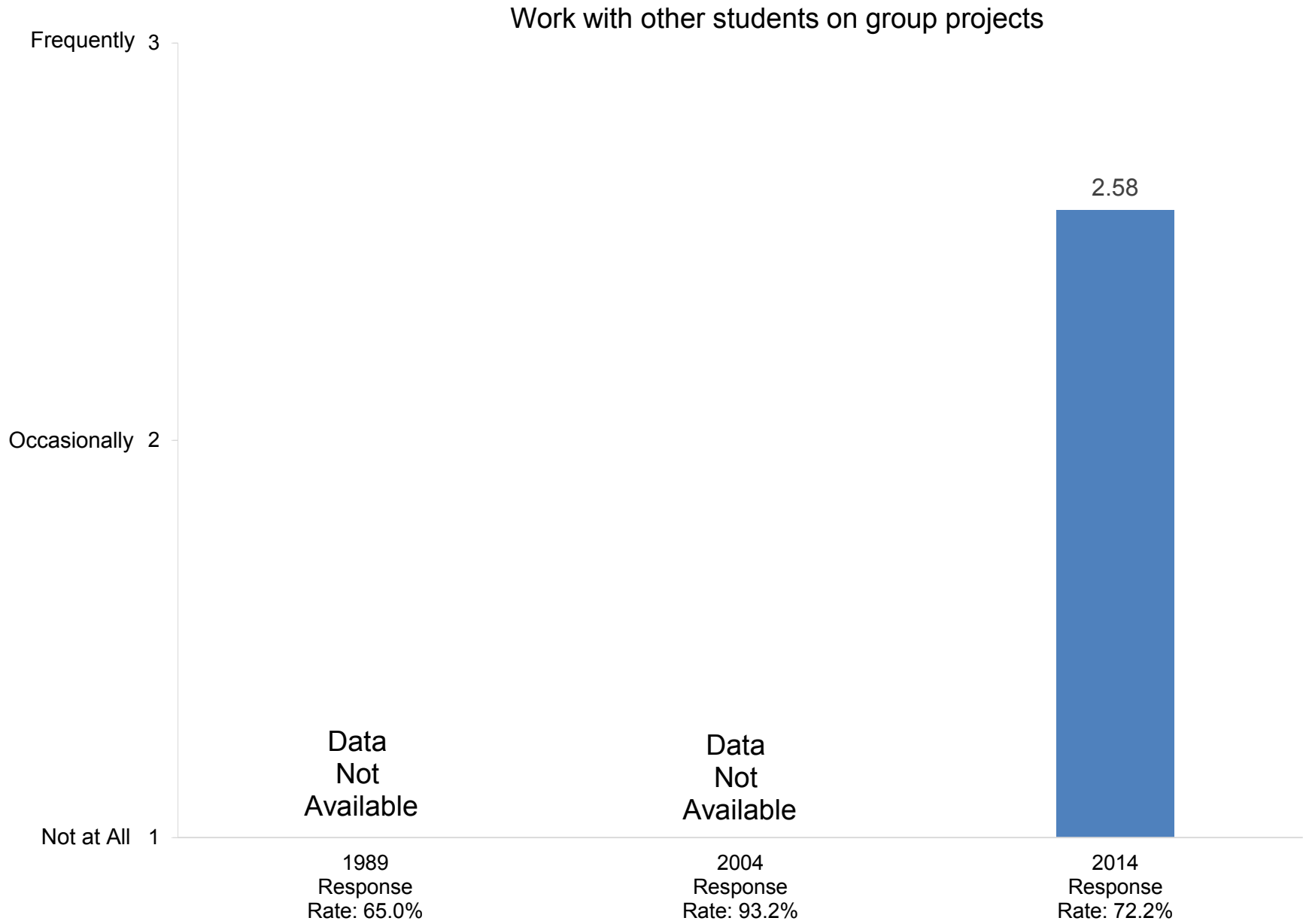
Work with other students on group projects



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

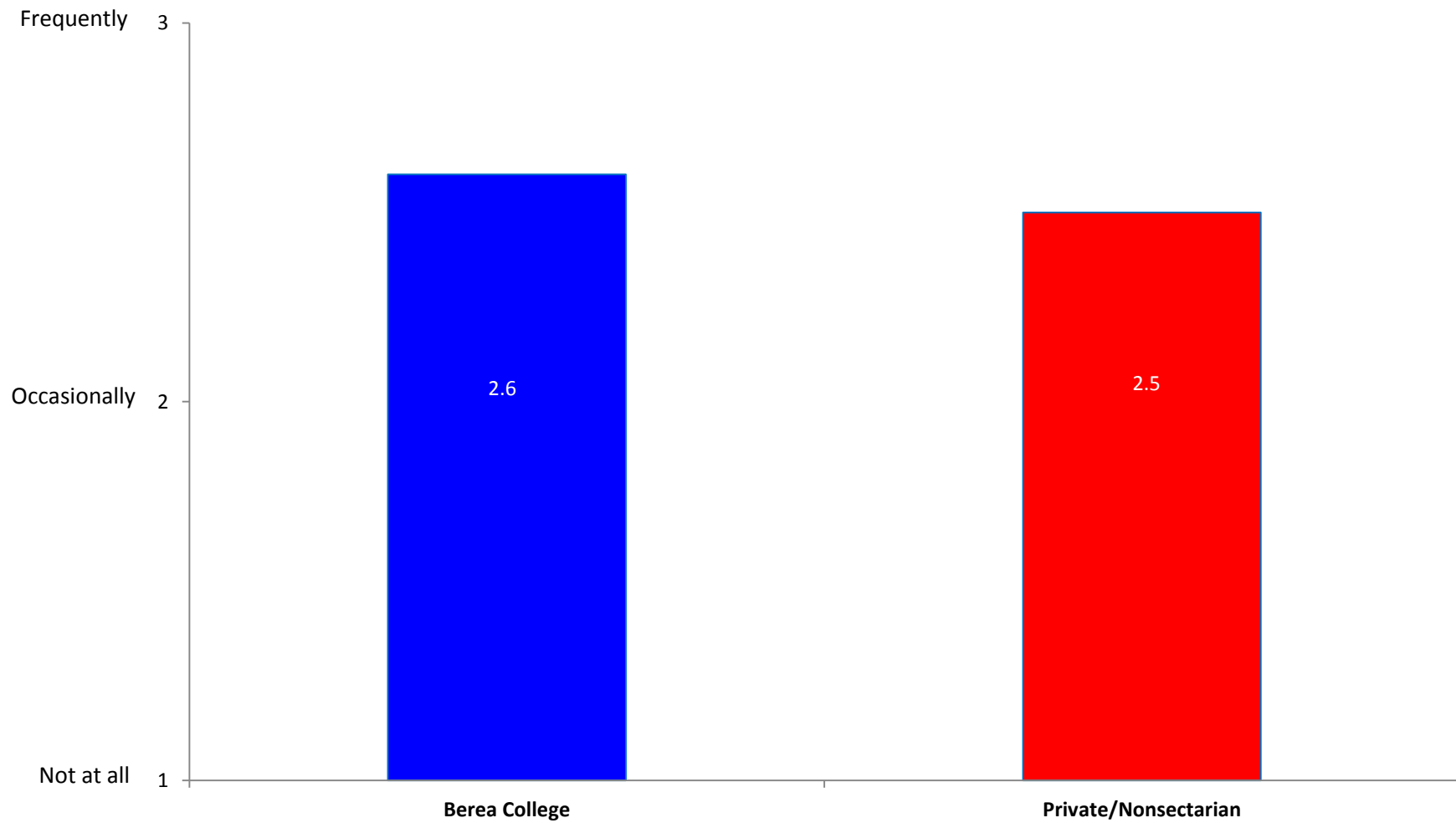
Higher Education Research Institute (HERI) Faculty Survey

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



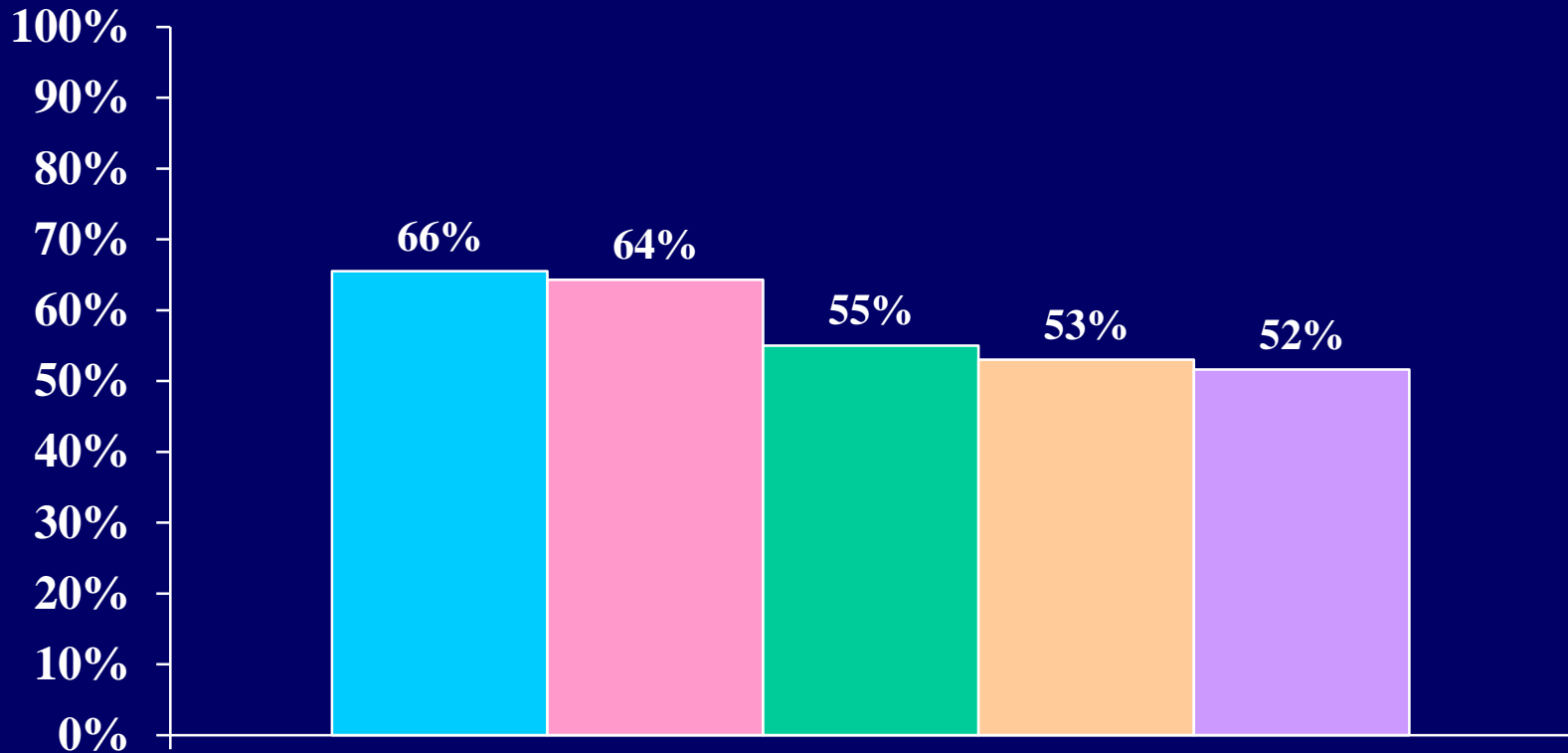
How frequently have you given at least one assignment that required students to:

Work with classmates outside of class



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”

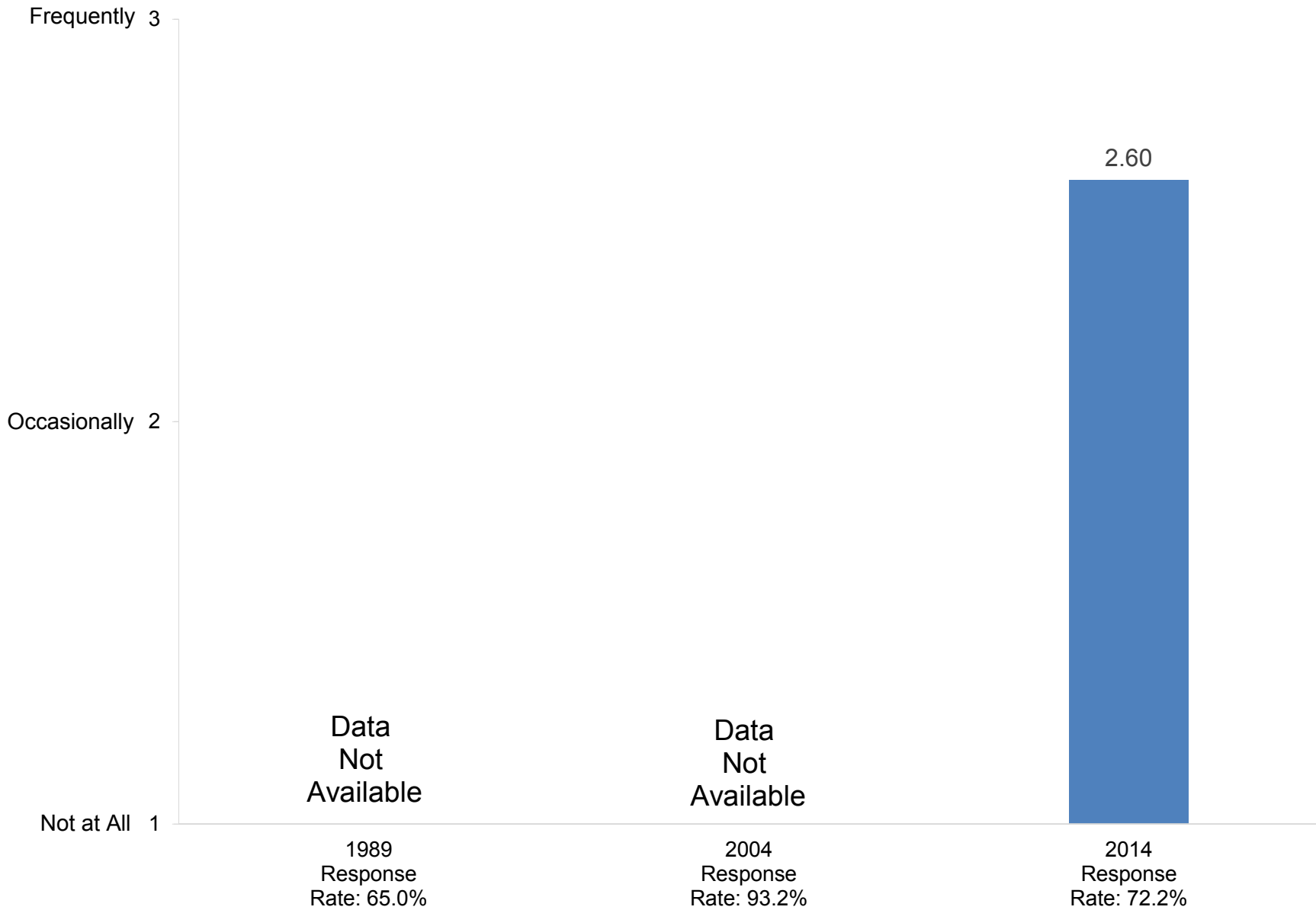
Work with classmates outside of class



Higher Education Research Institute (HERI) Faculty Survey

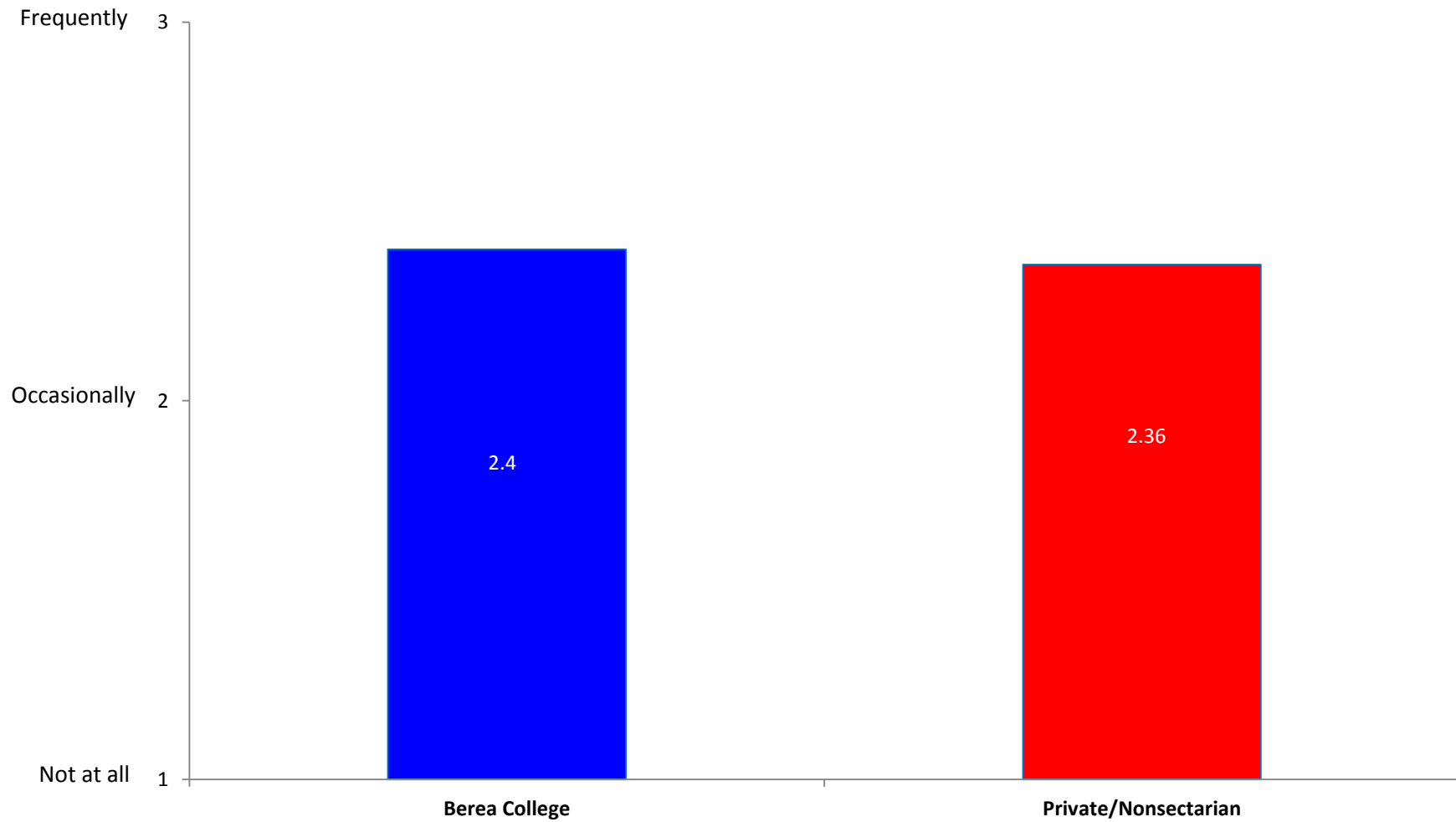
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Work with classmates outside of class



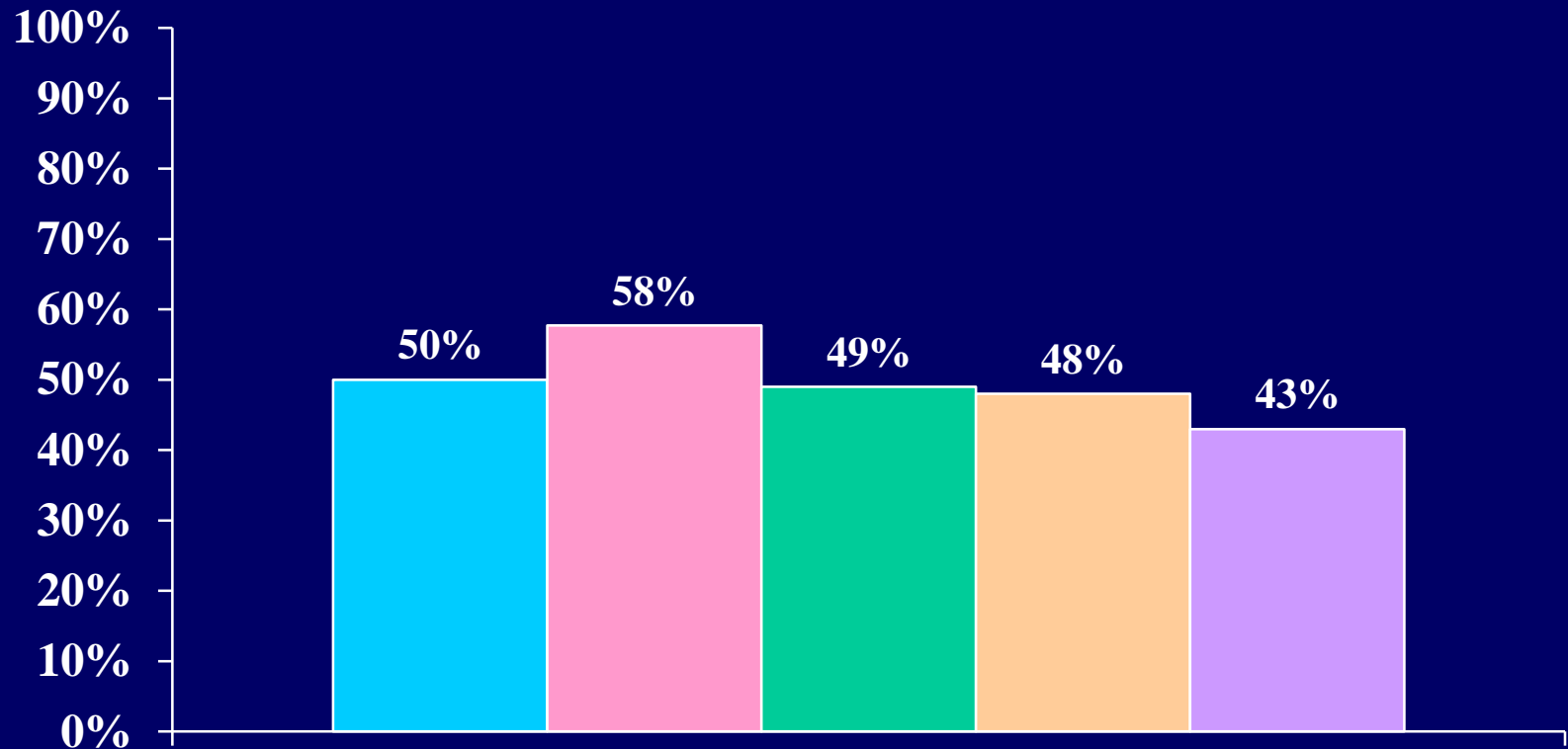
How frequently have you given at least one assignment that required students to:

Lead a discussion, activity, or lab



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”

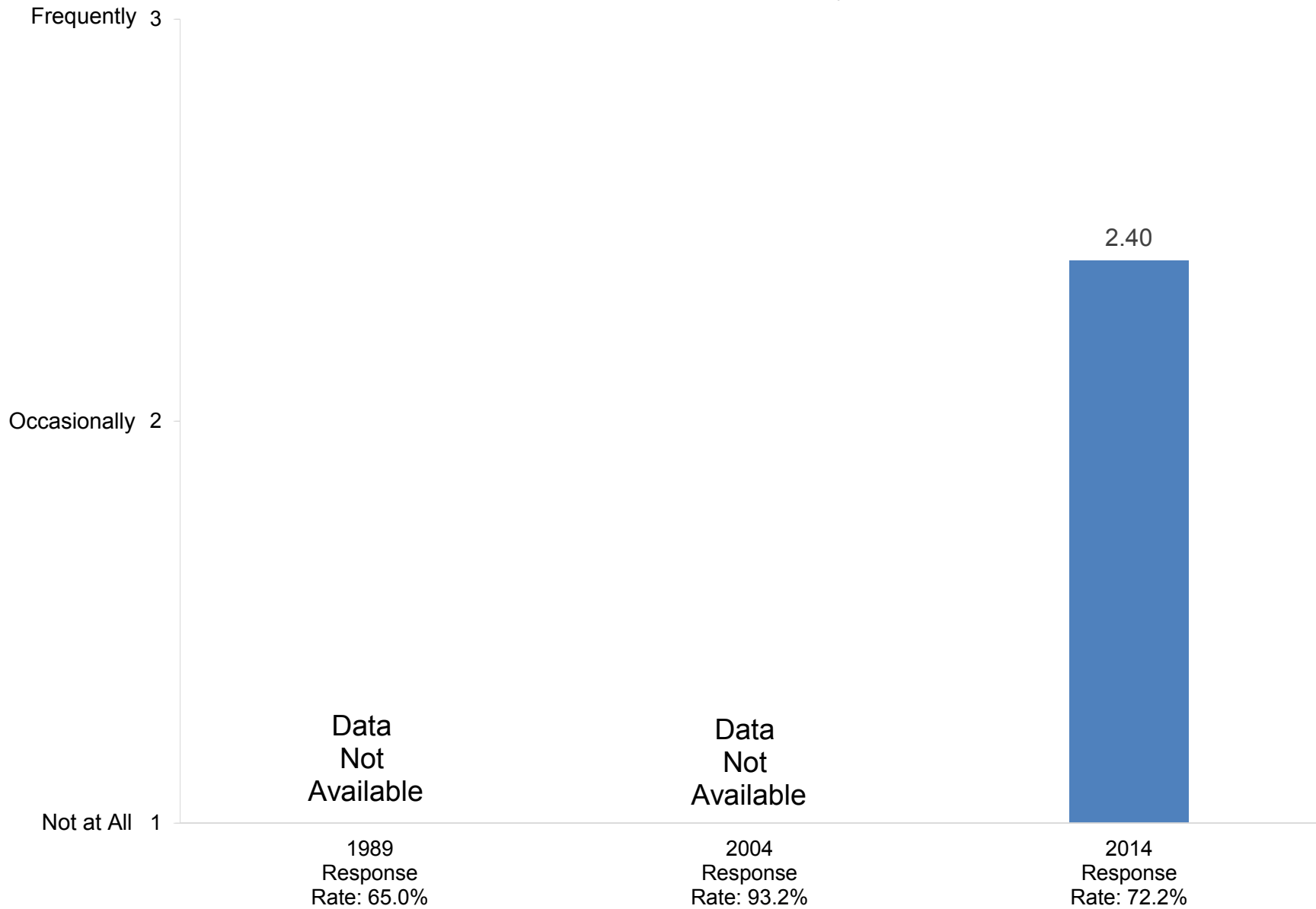
Lead a discussion, activity or lab



Higher Education Research Institute (HERI) Faculty Survey

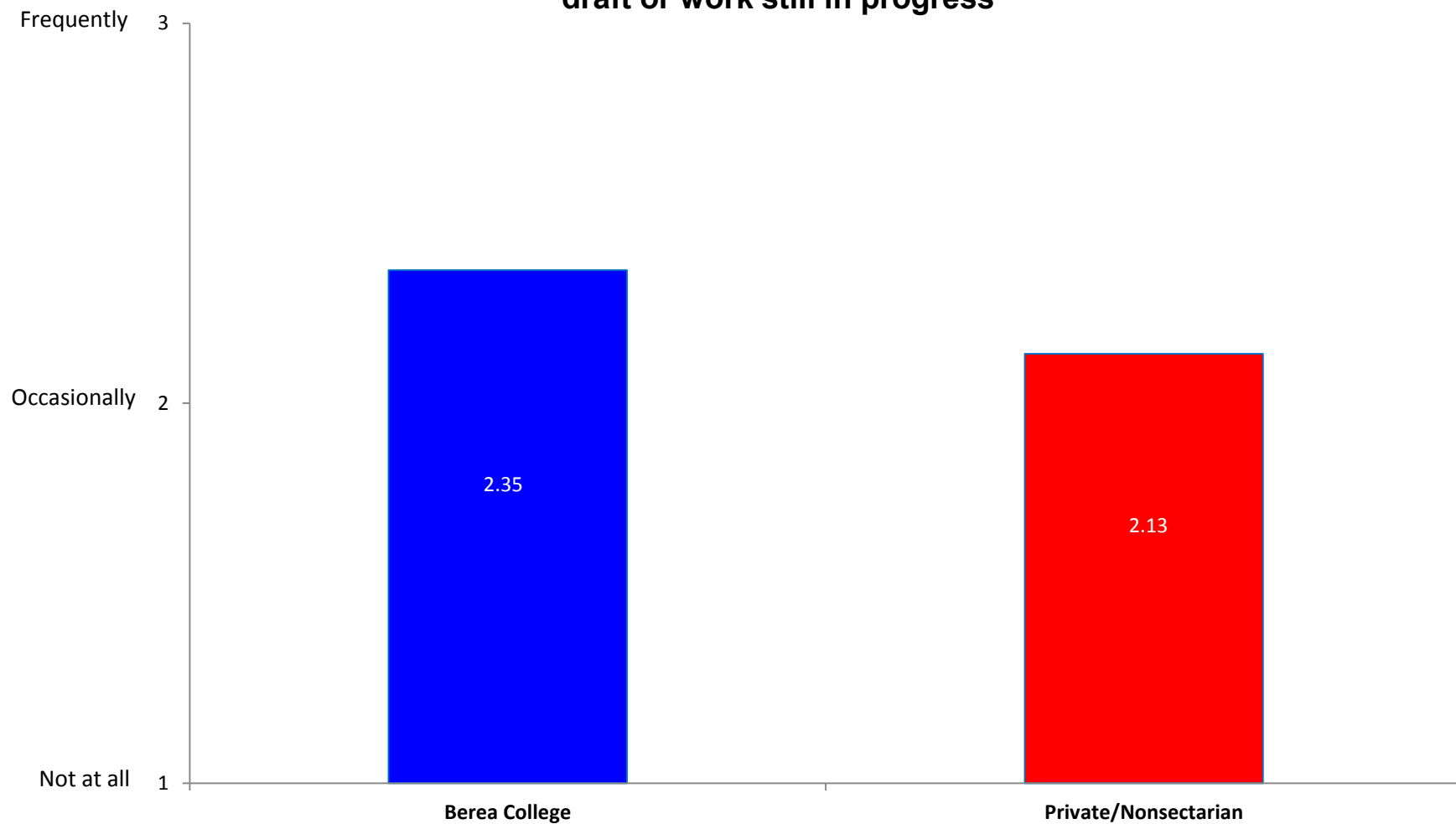
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Lead a discussion activity or lab



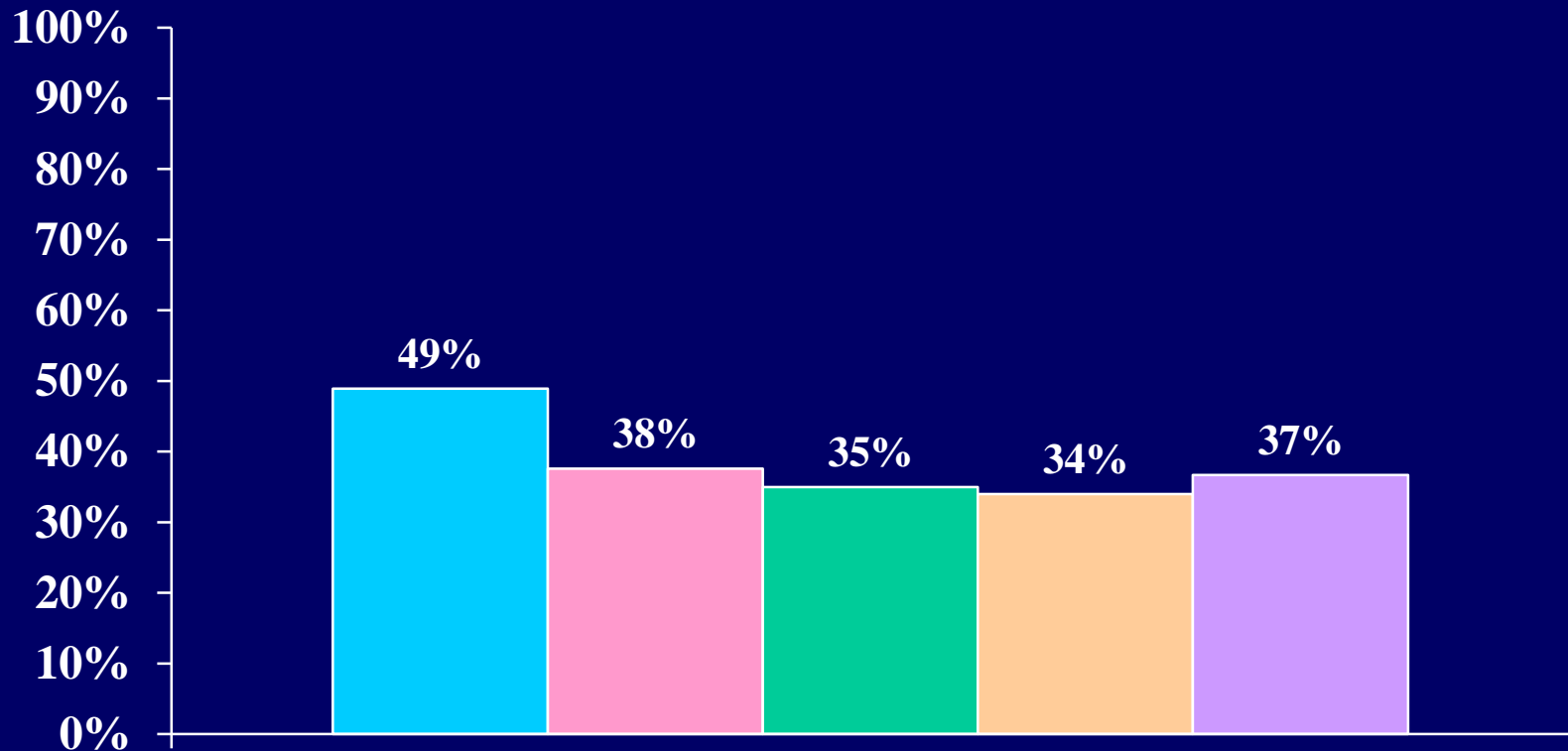
How frequently have you given at least one assignment that required students to:

Provide and/or receive feedback to classmates about a draft or work still in progress



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”

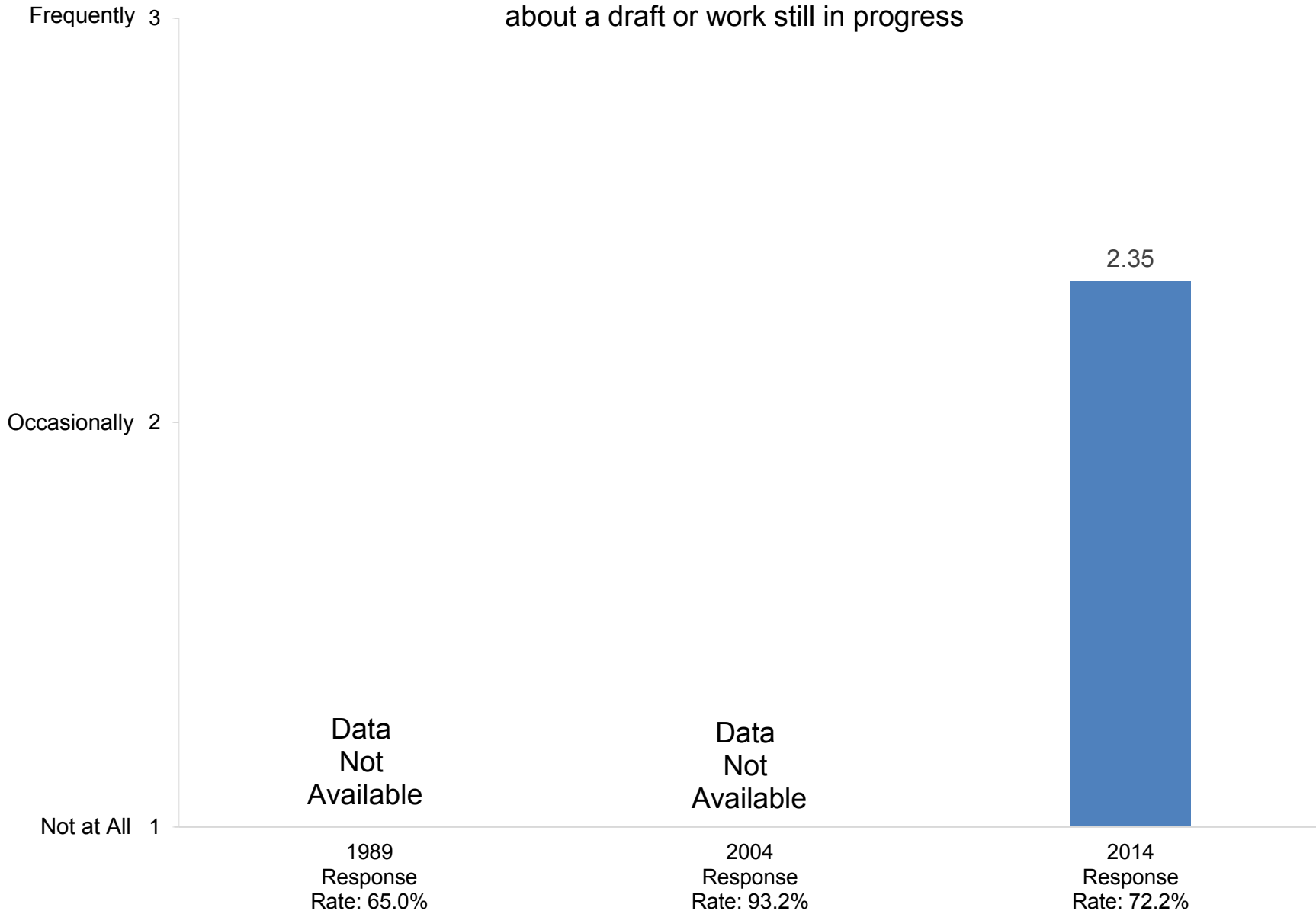
Provide and/or receive feedback to classmates about a draft or work still in progress



Higher Education Research Institute (HERI) Faculty Survey

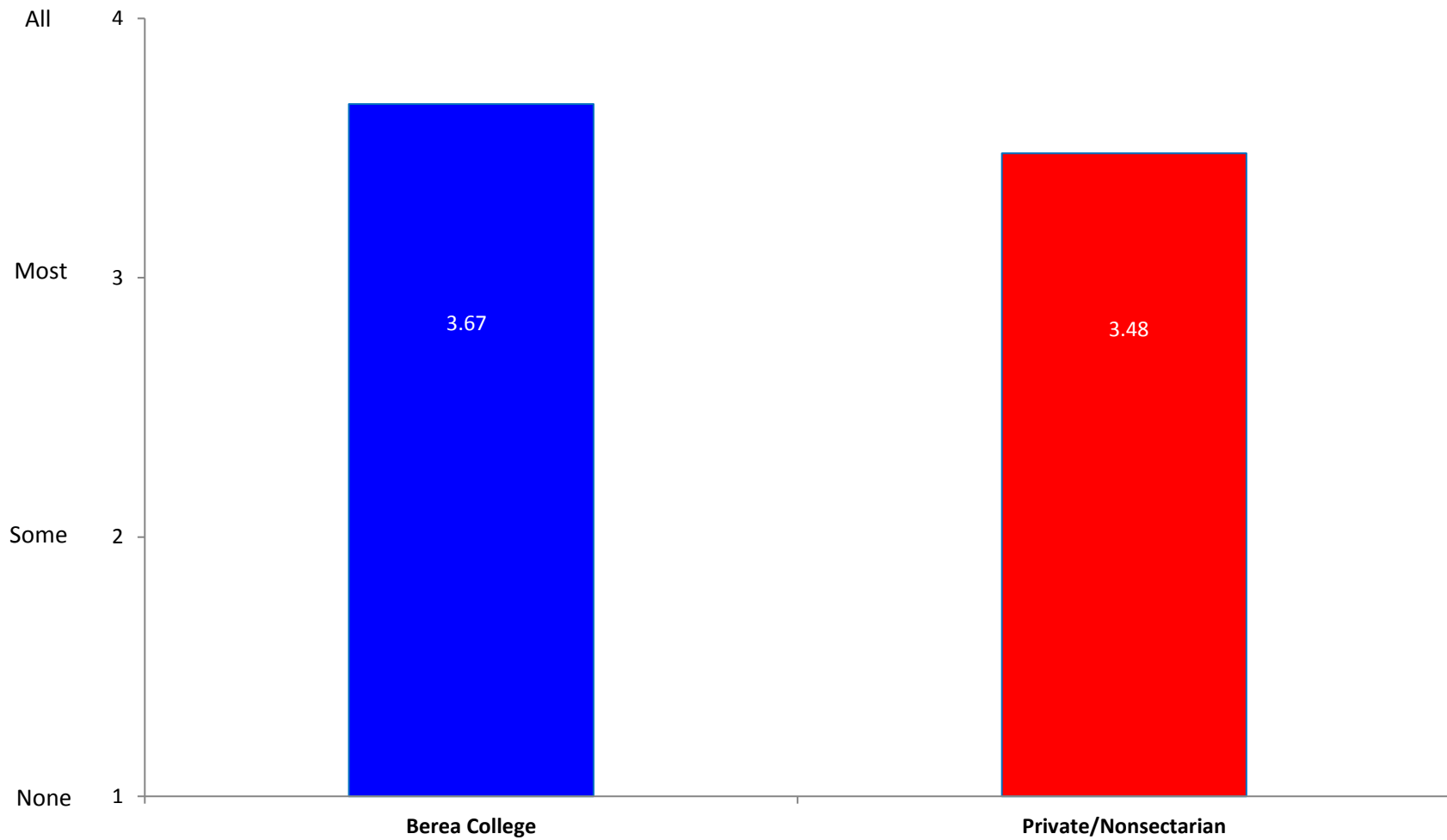
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

**Provide and/or receive feedback to classmates
about a draft or work still in progress**



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

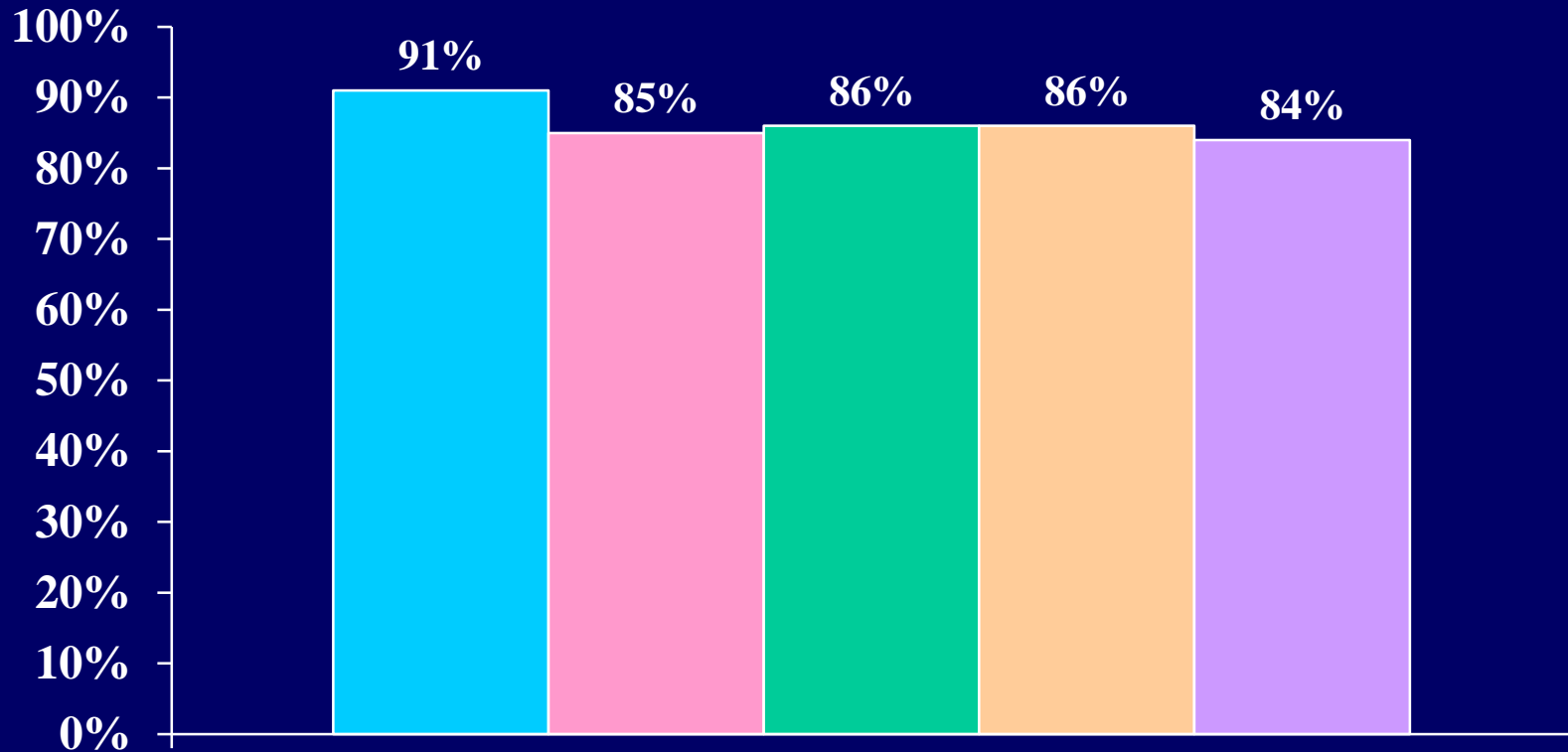
Class discussions



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

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

Class discussions



 Berea

 Benchmark
Institutions

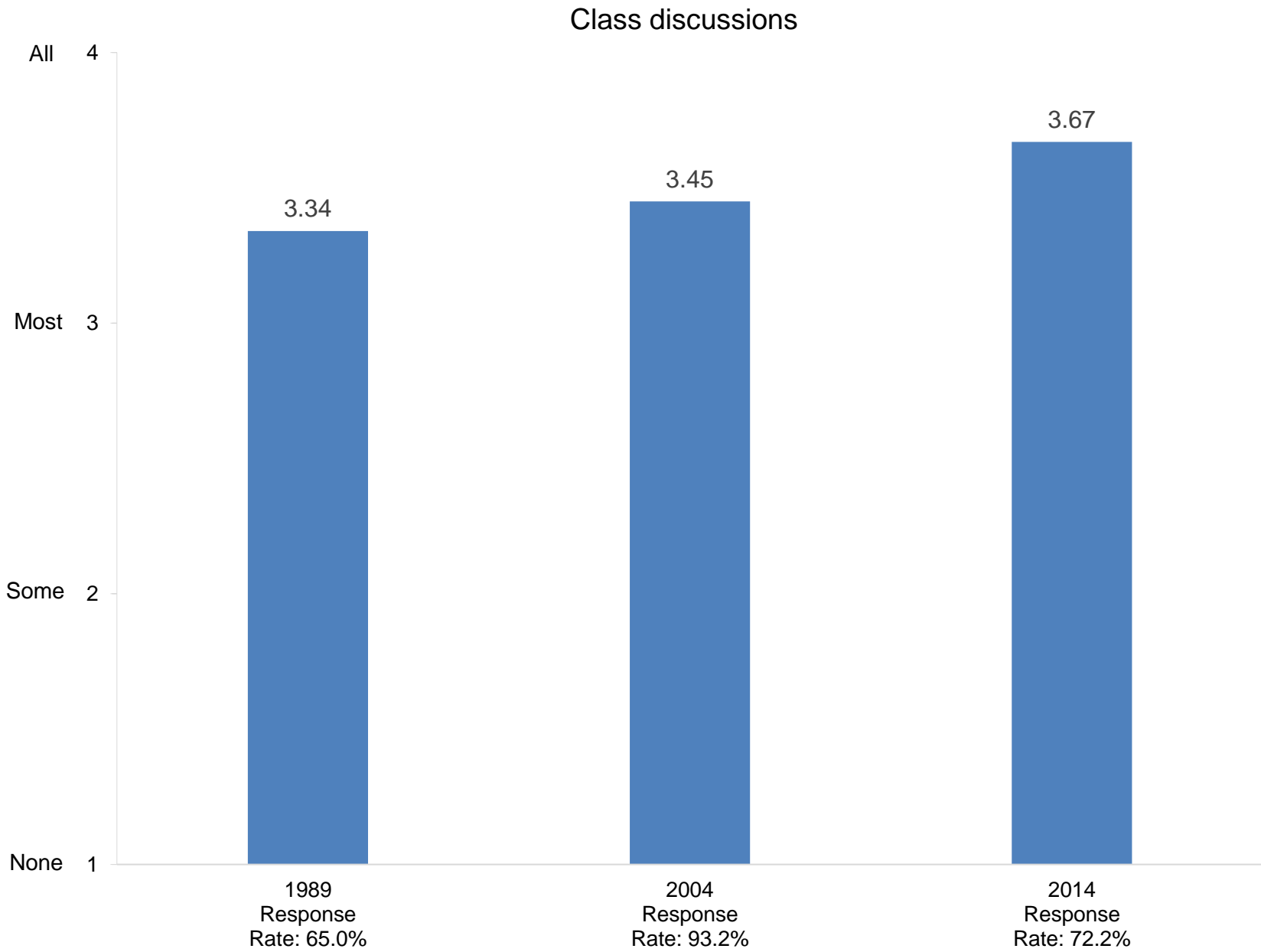
 Non-Sectarian –
High Selectivity

 4-Year
Private

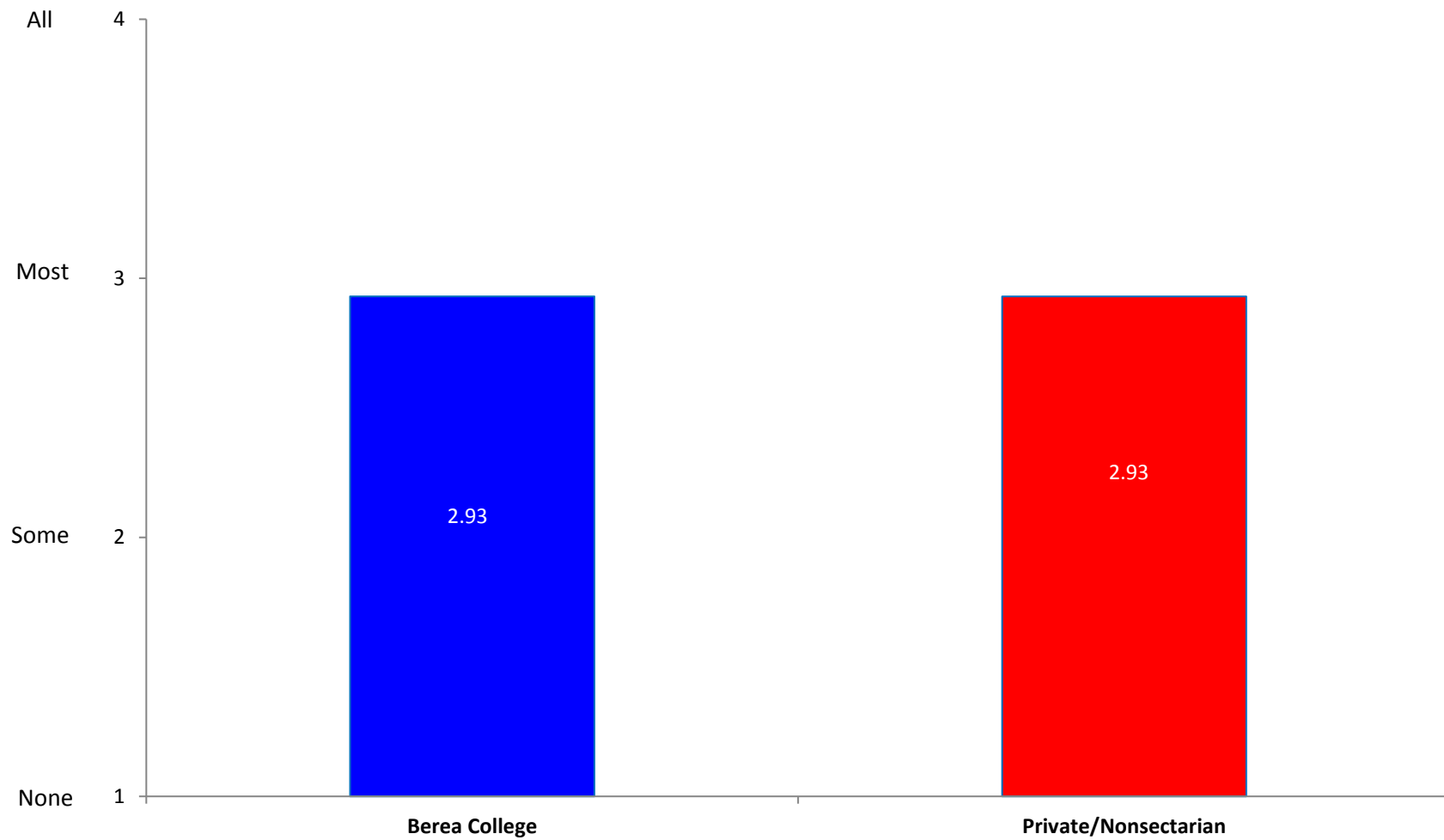
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



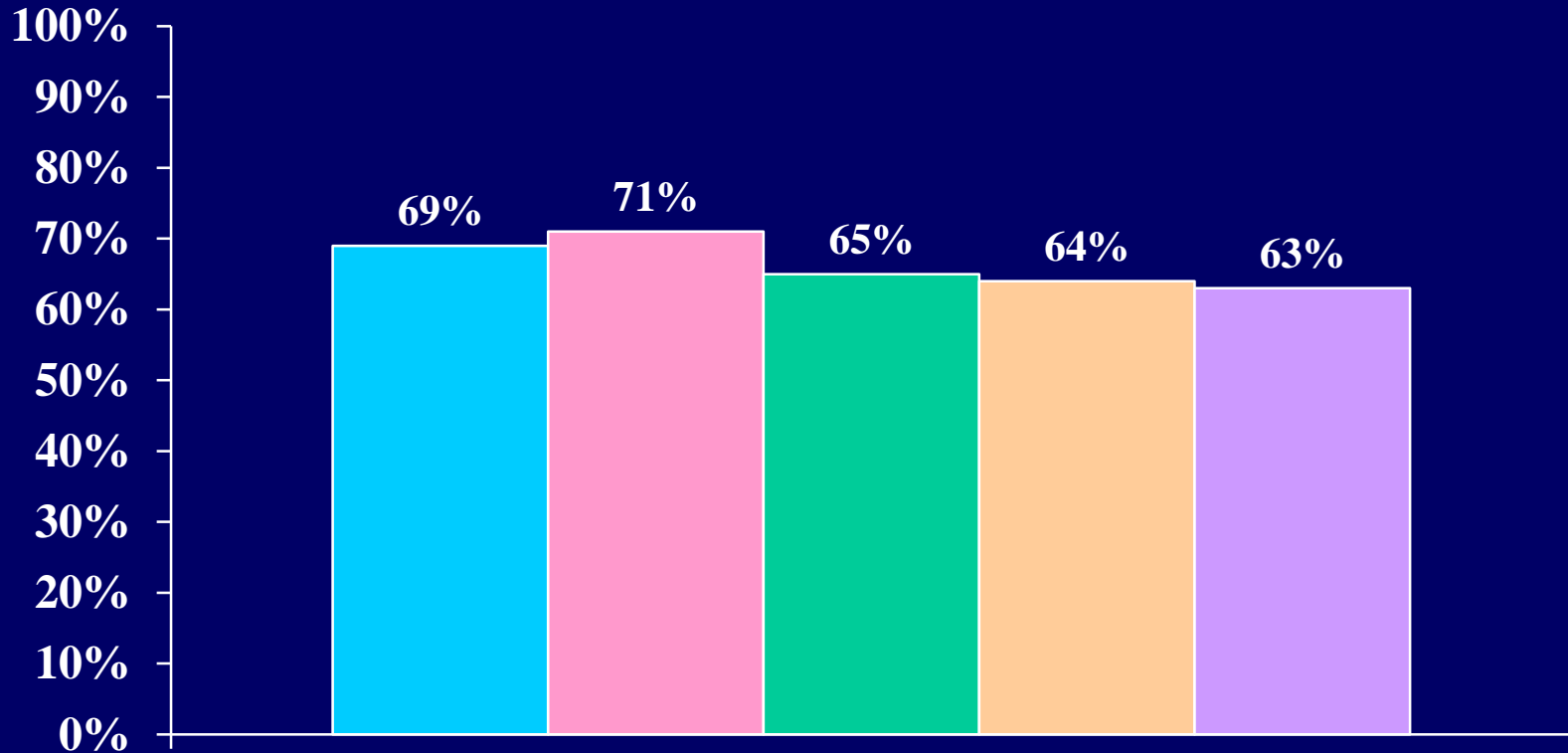
Cooperative learning (small groups)



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

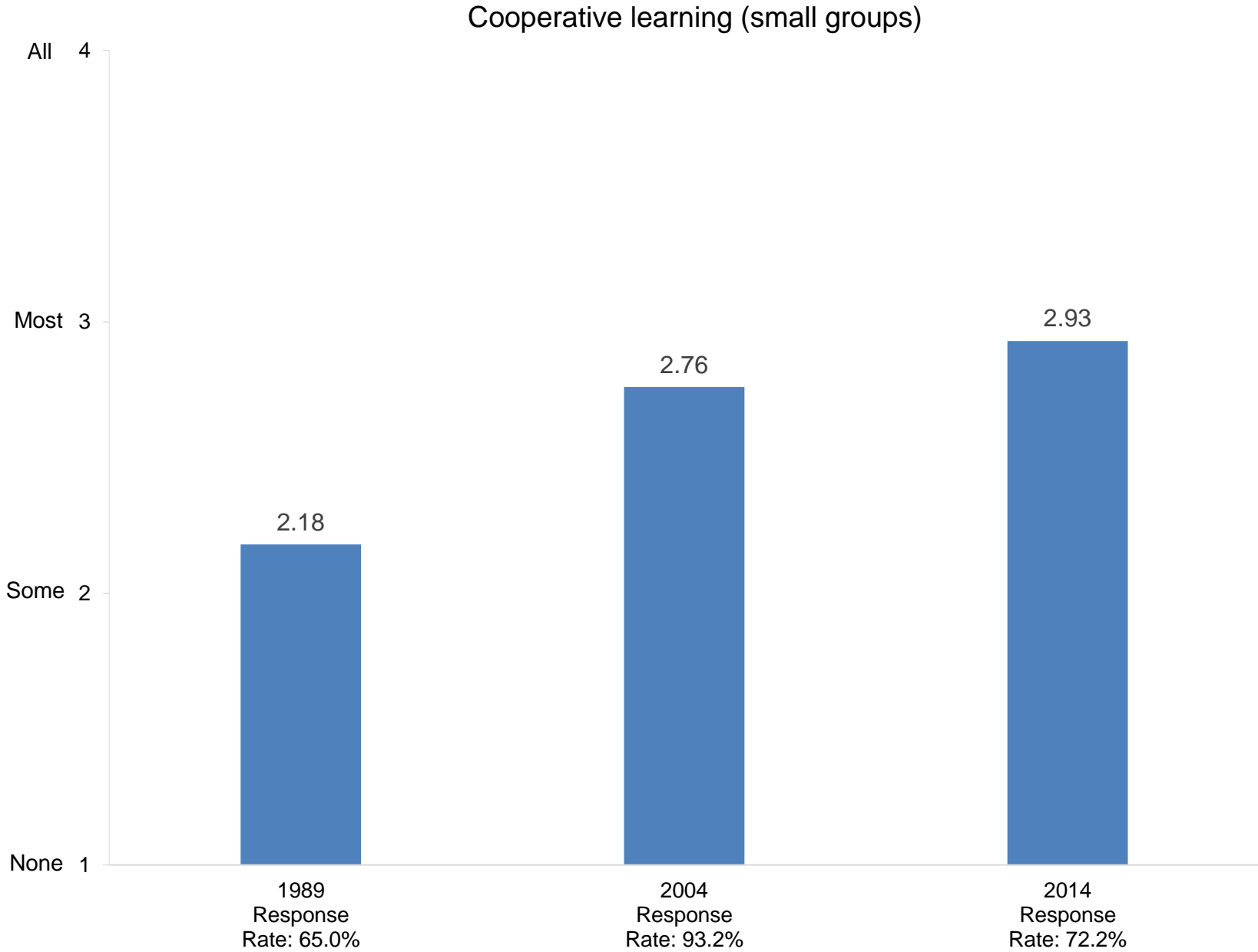
Percent of faculty who indicated “all” or “most”

Cooperative learning (small groups)



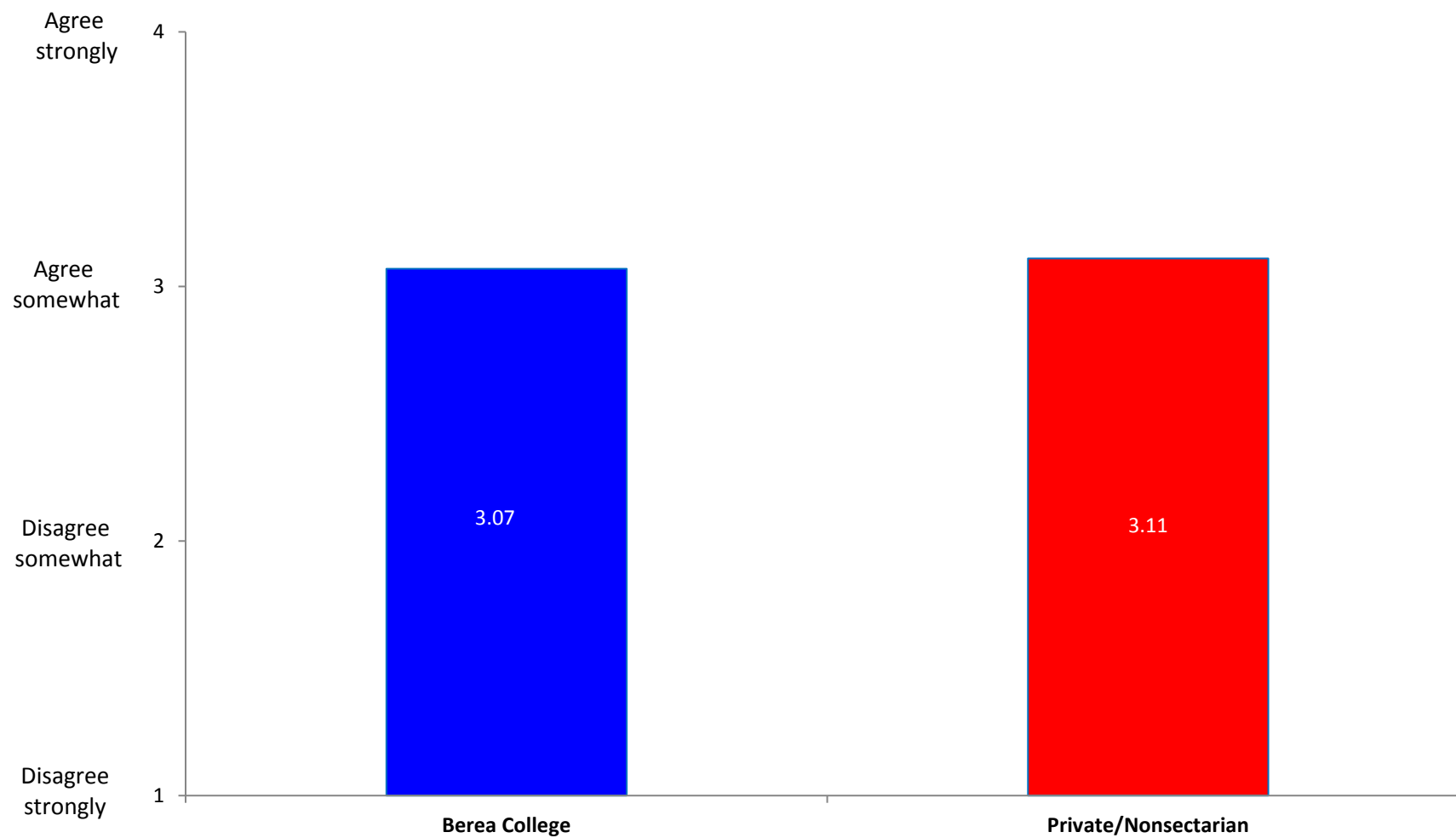
Higher Education Research Institute (HERI) Faculty Survey

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



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

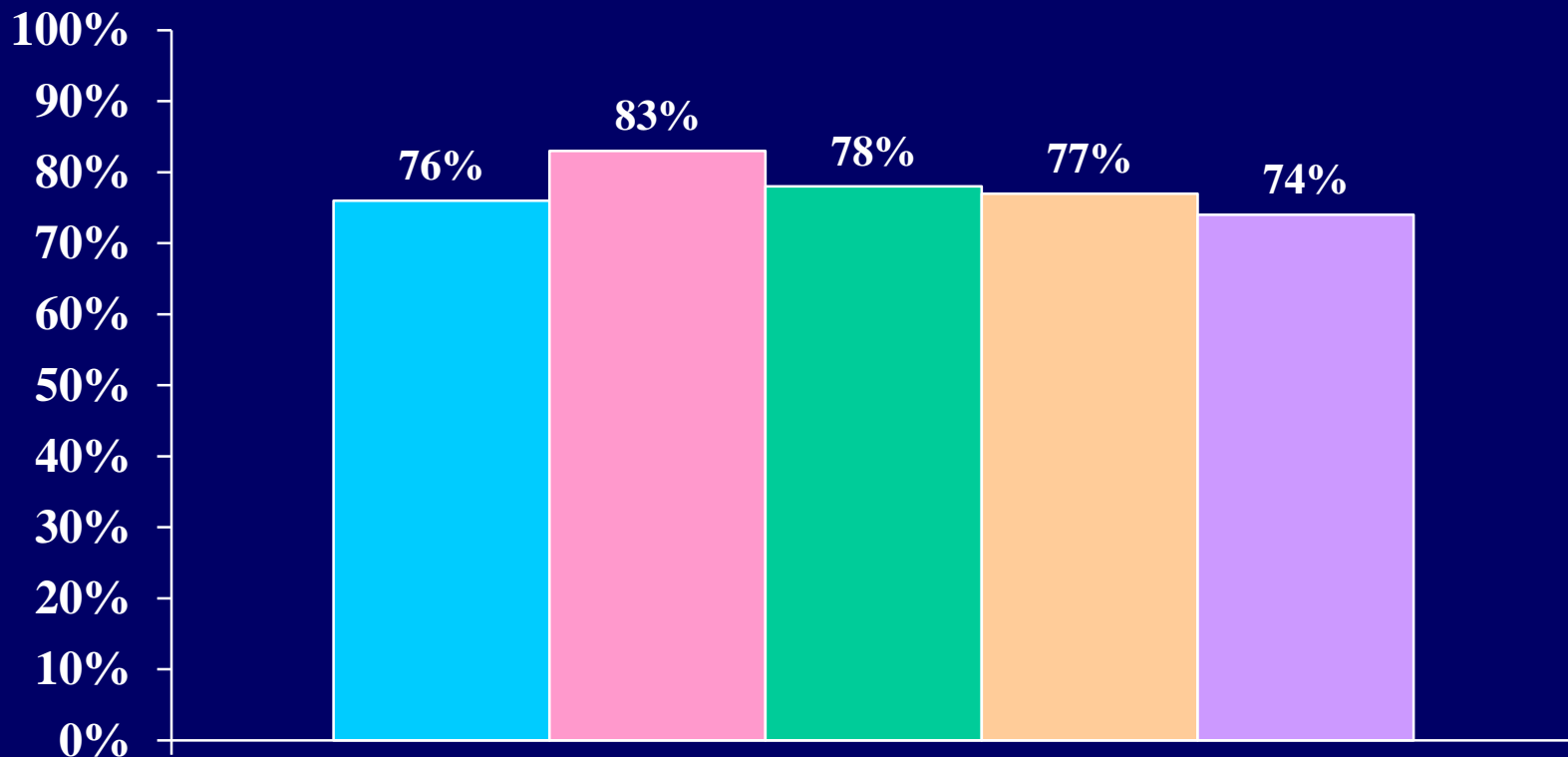
I try to dispel perceptions of competition



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

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

I try to dispel perceptions of competition



Higher Education Research Institute (HERI) Faculty Survey

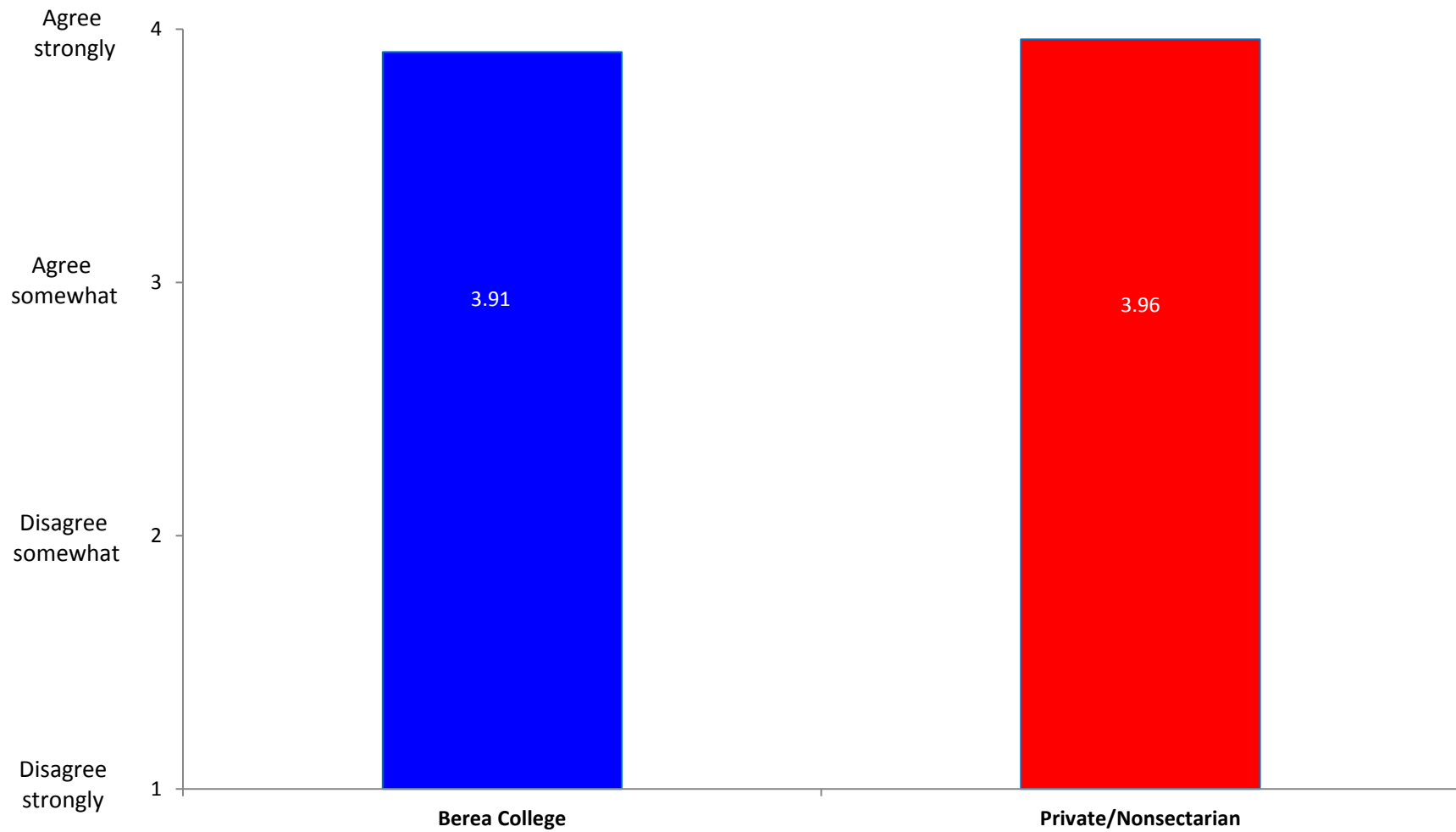
Indicate the extent to which you agree or disagree with each of the following:

I try to dispel perceptions of competition



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

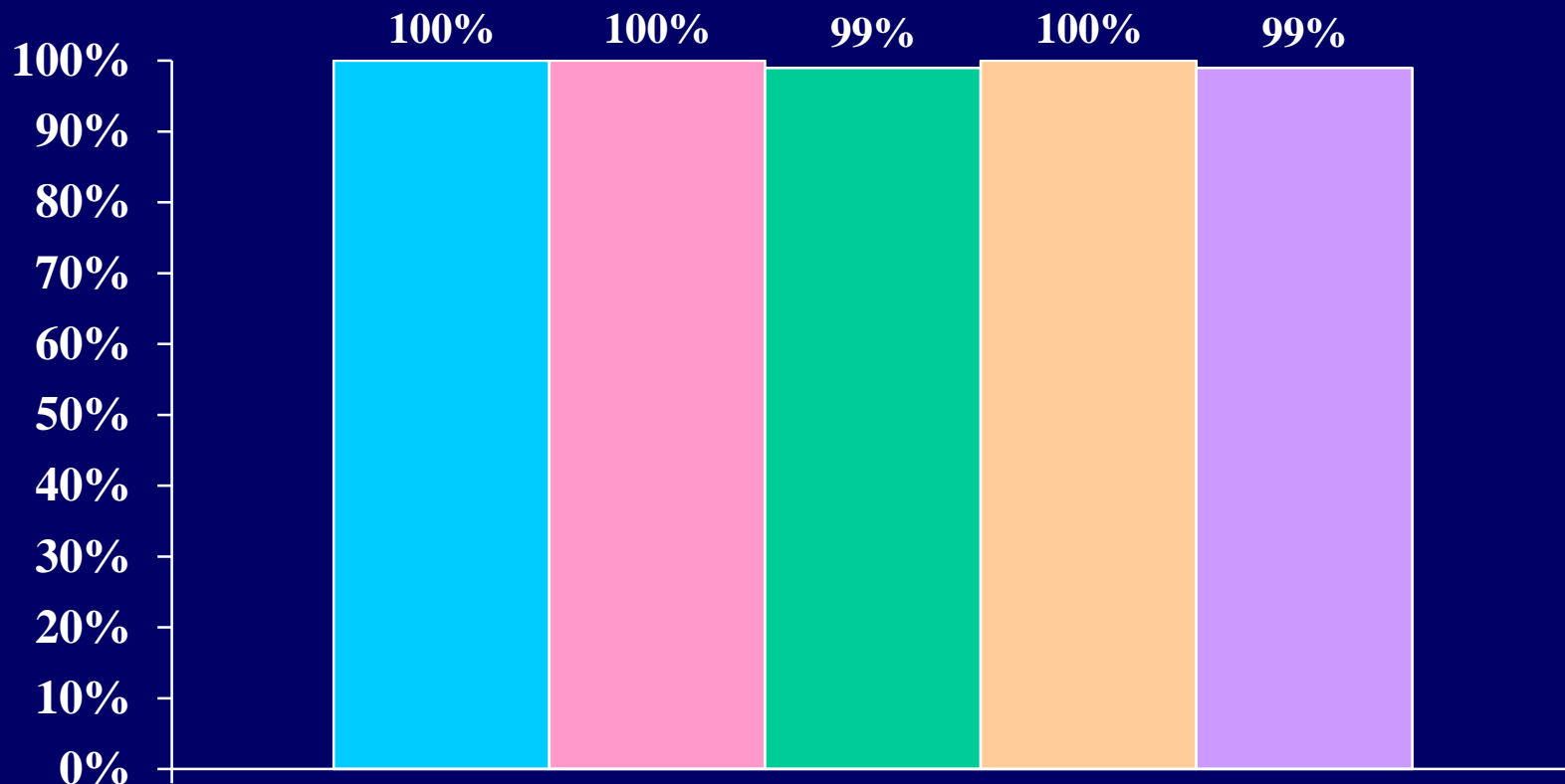
I encourage all students to approach me for help



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

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

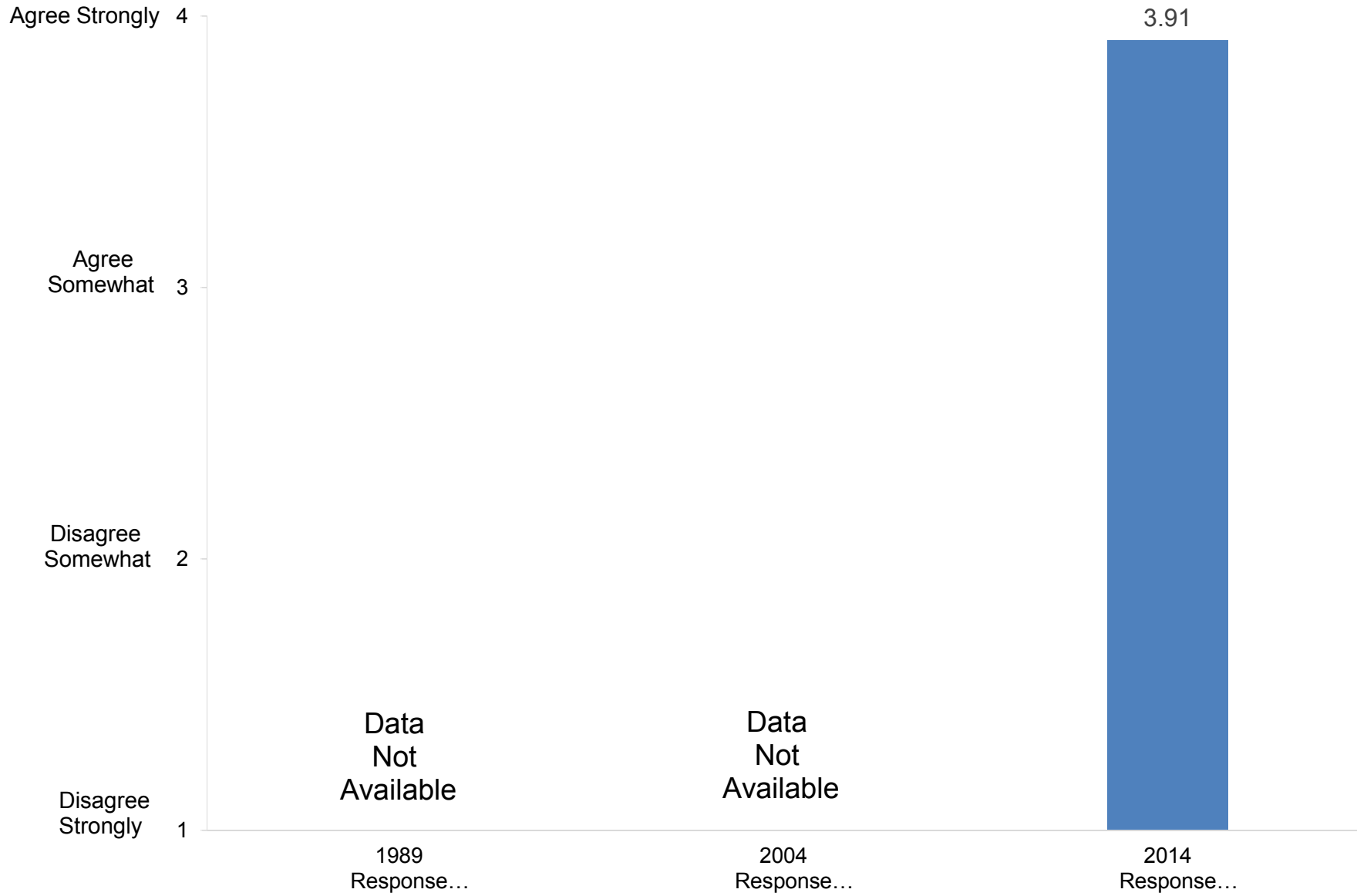
I encourage all students to approach me for help



Higher Education Research Institute (HERI) Faculty Survey

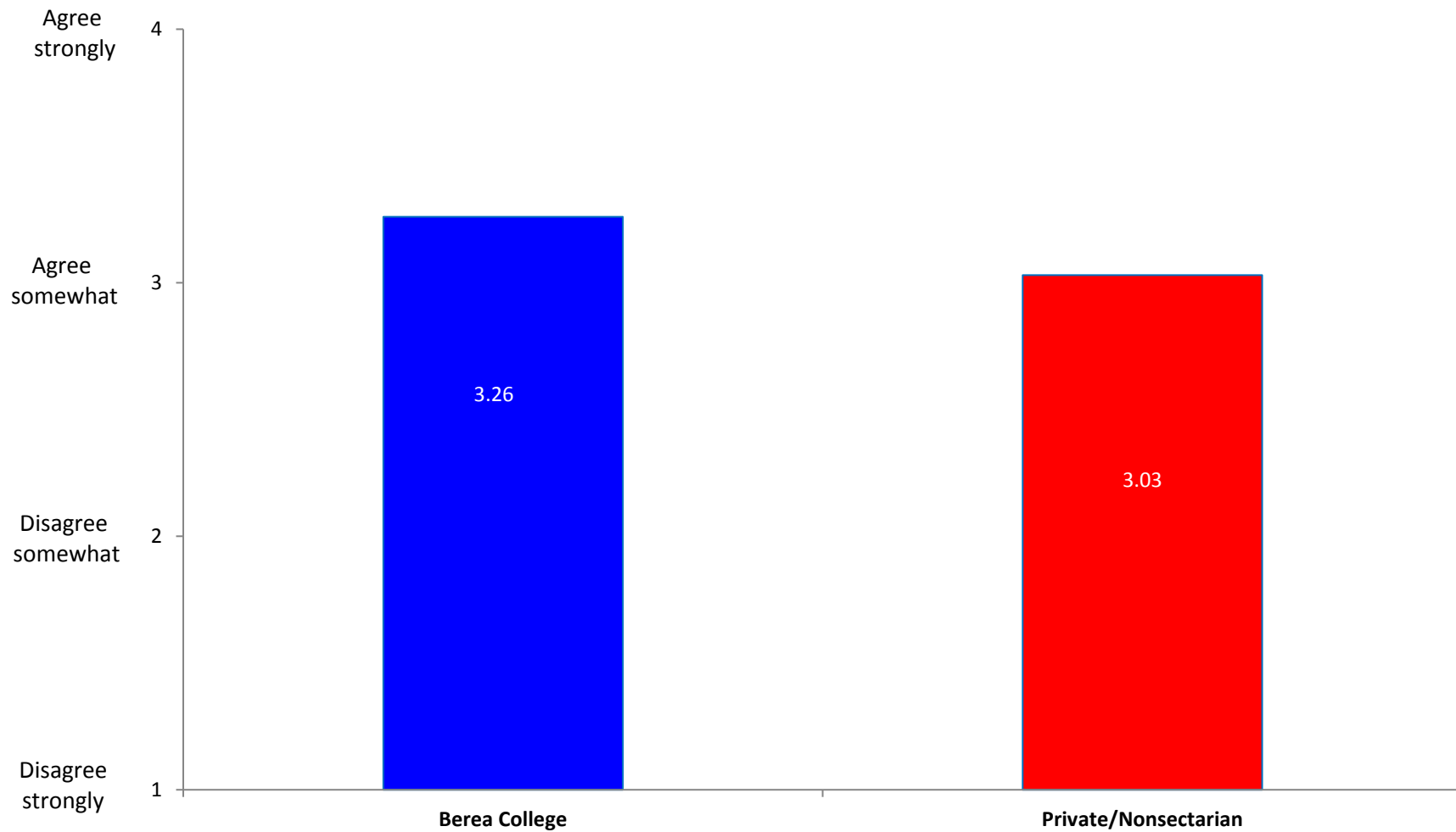
Indicate the extent to which you agree or disagree with each of the following:

I encourage all students to approach me for help



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

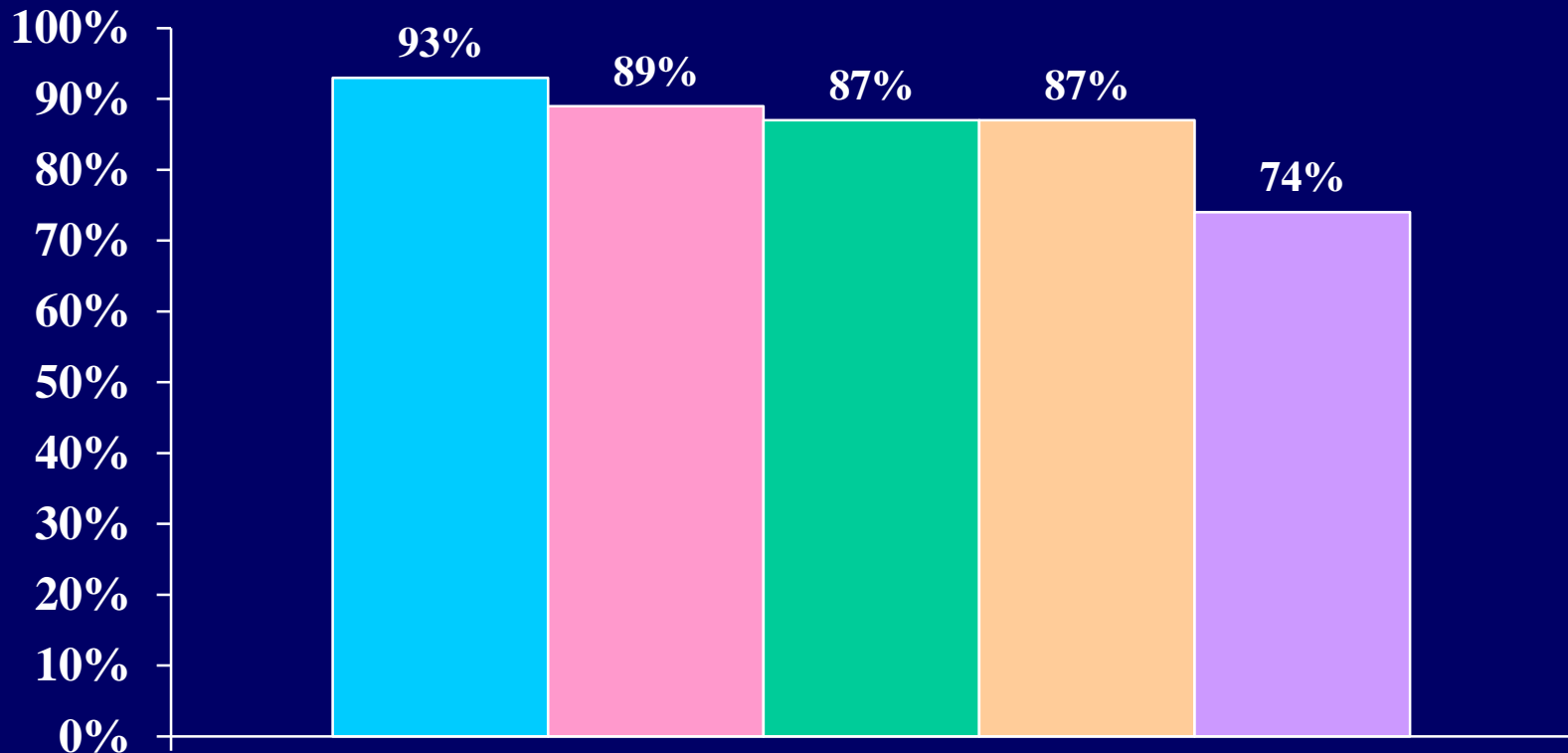
Faculty are interested in students' personal problems



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 interested in students' personal problems



 Berea

 Benchmark
Institutions

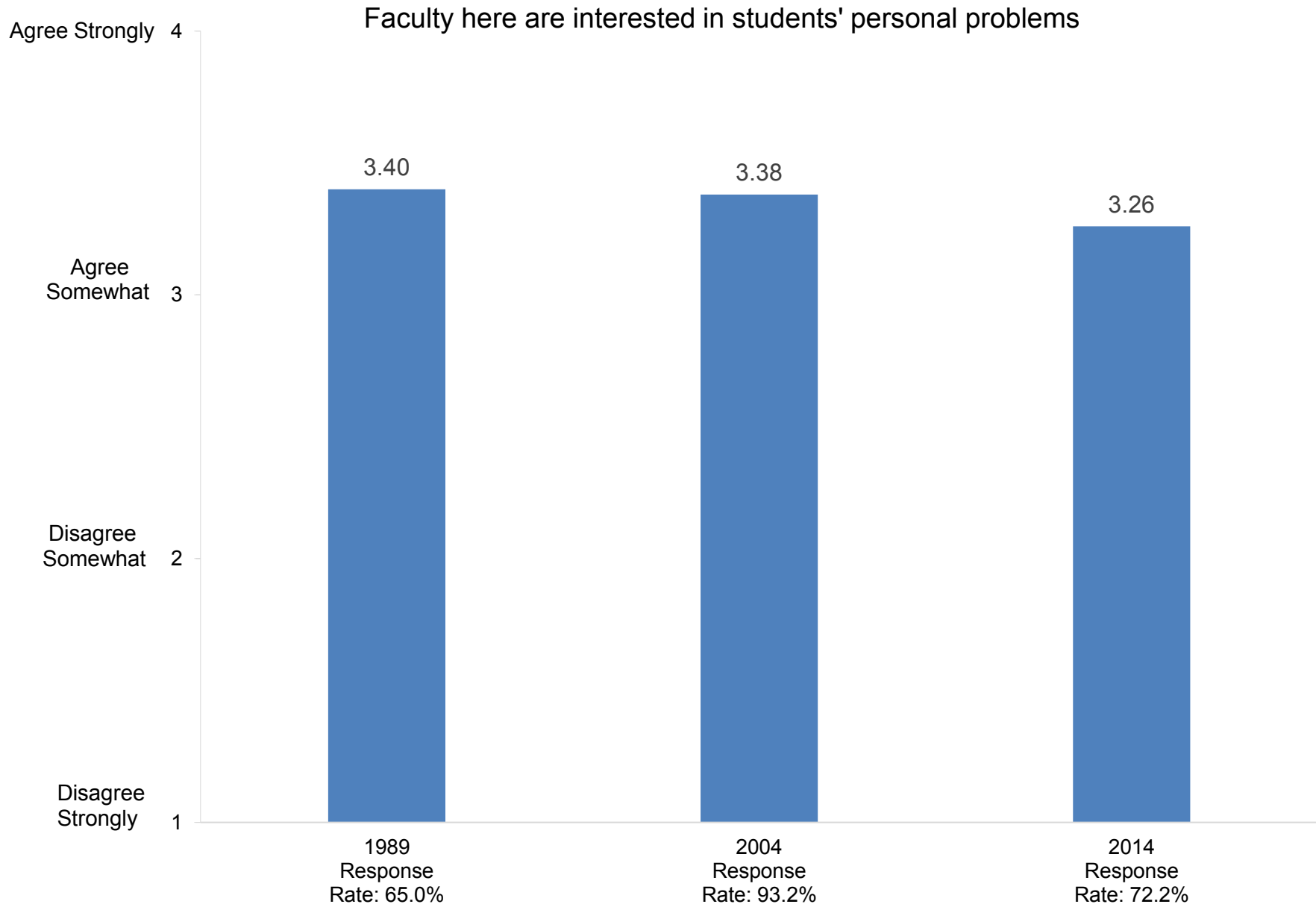
 Non-Sectarian –
High Selectivity

 4-Year
Private

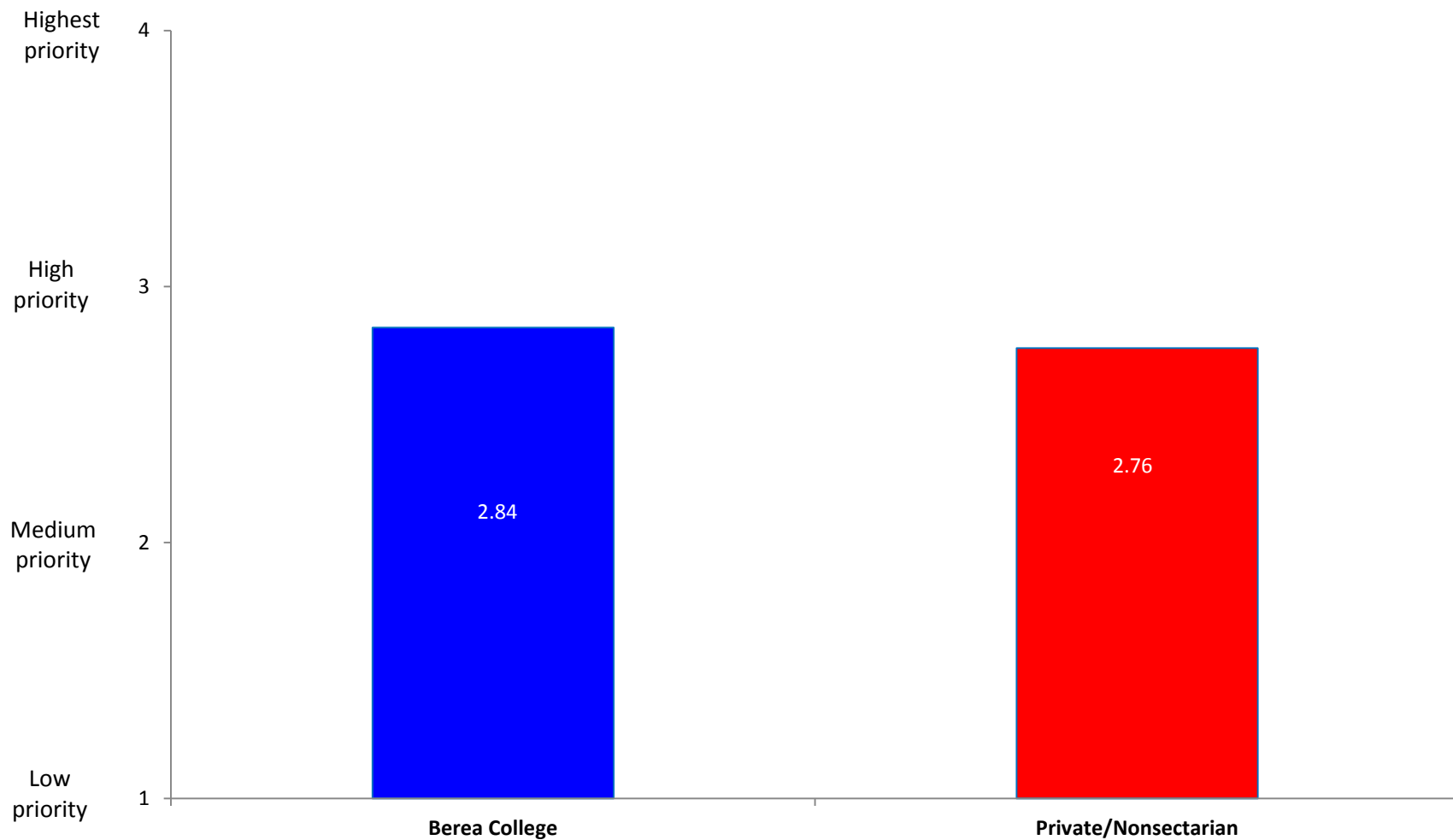
 Publics

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:



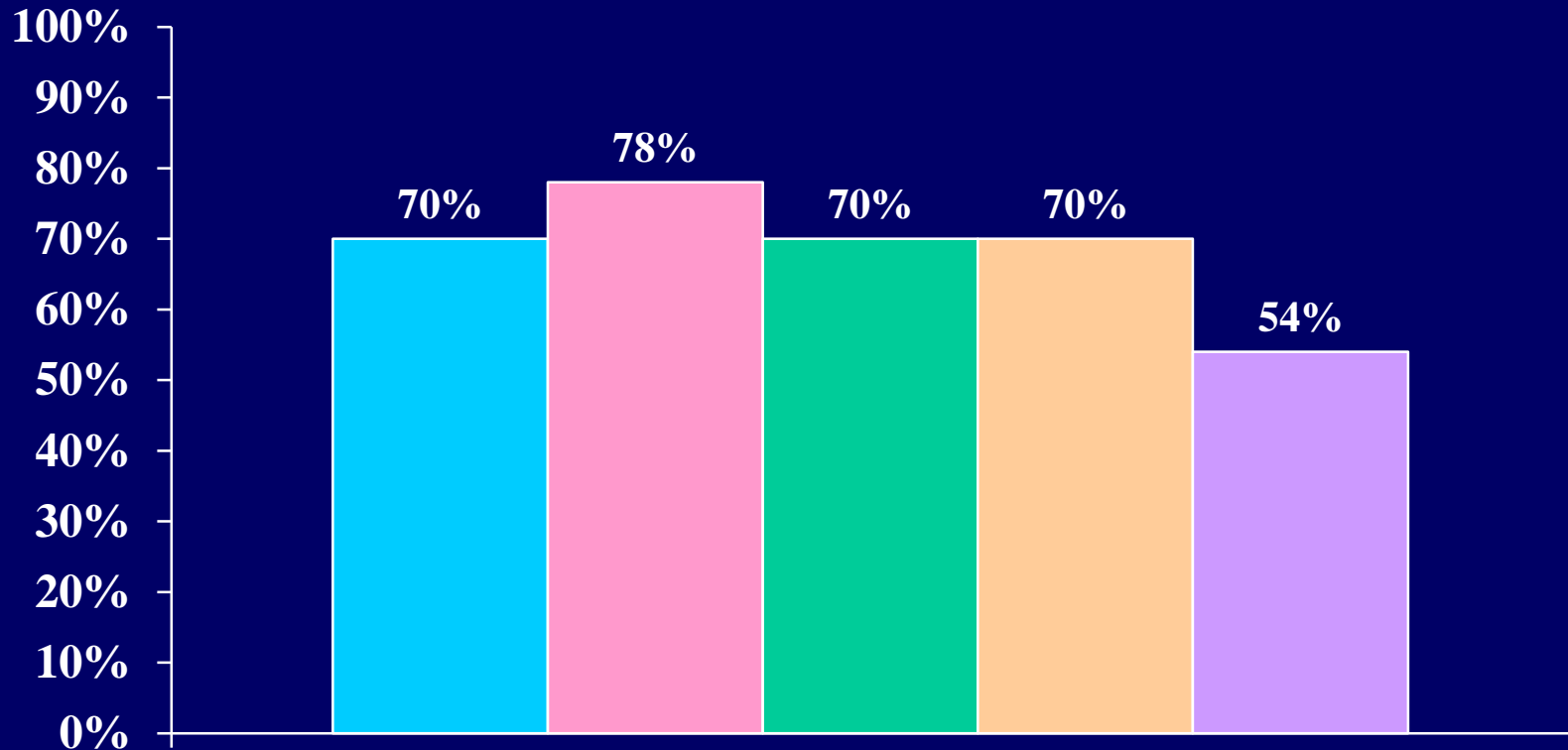
To develop a sense of community among students and faculty



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

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

Develop a sense of community among students and faculty



 Berea

 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

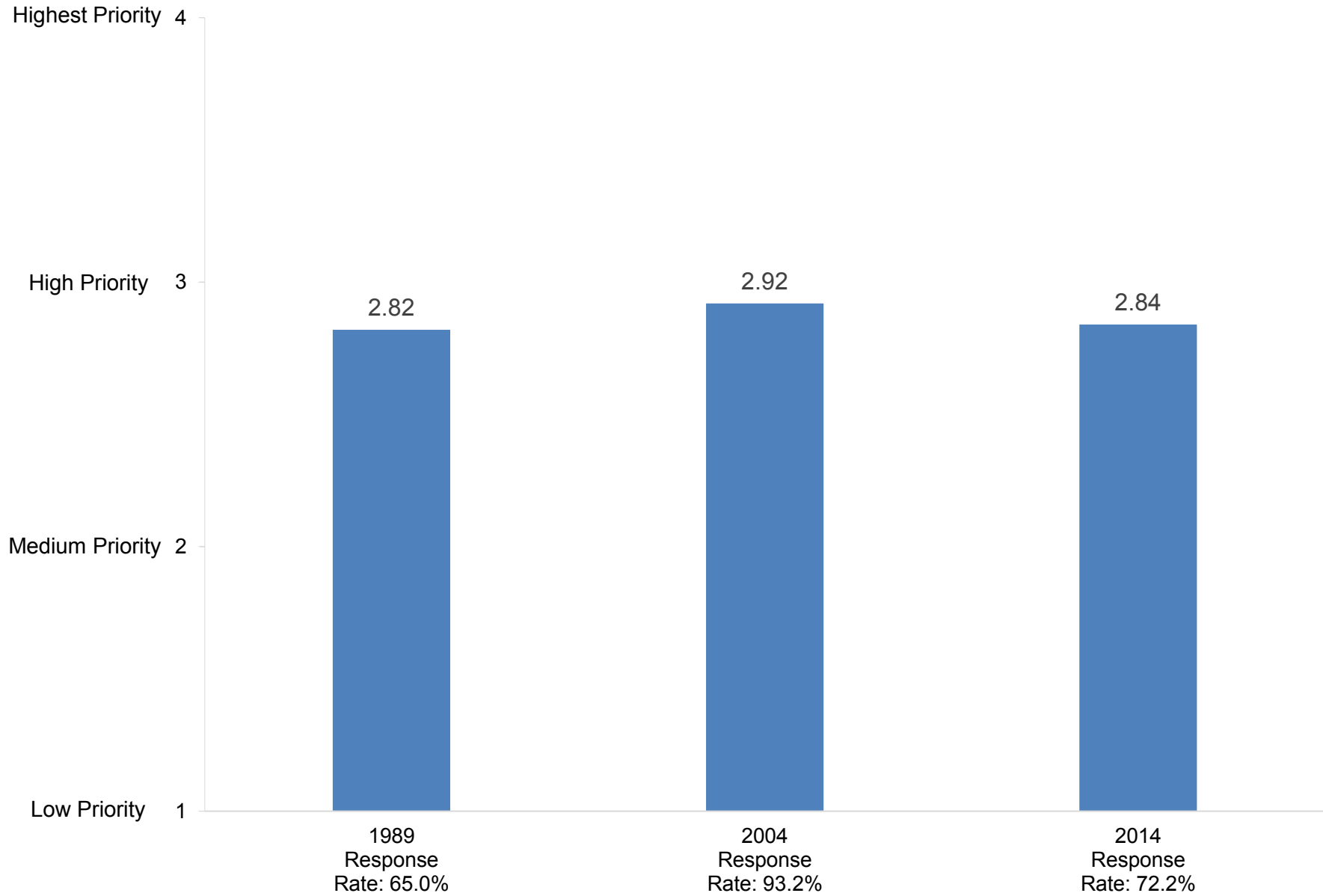
 4-Year
Private

 Publics

Higher Education Research Institute (HERI) Faculty Survey

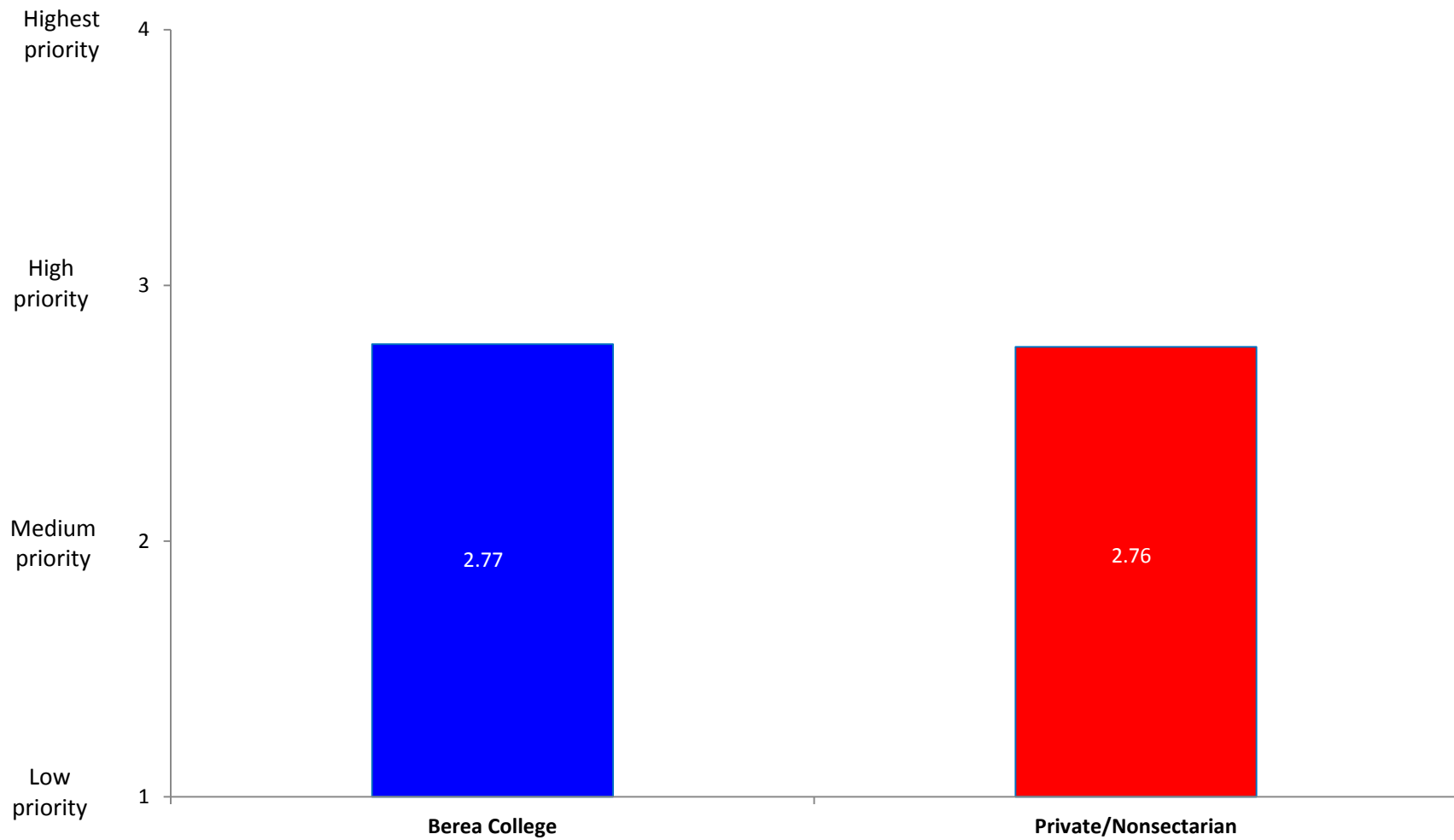
Indicate how important you believe each priority listed below is at your college or university.

Develop a sense of community among students and faculty



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

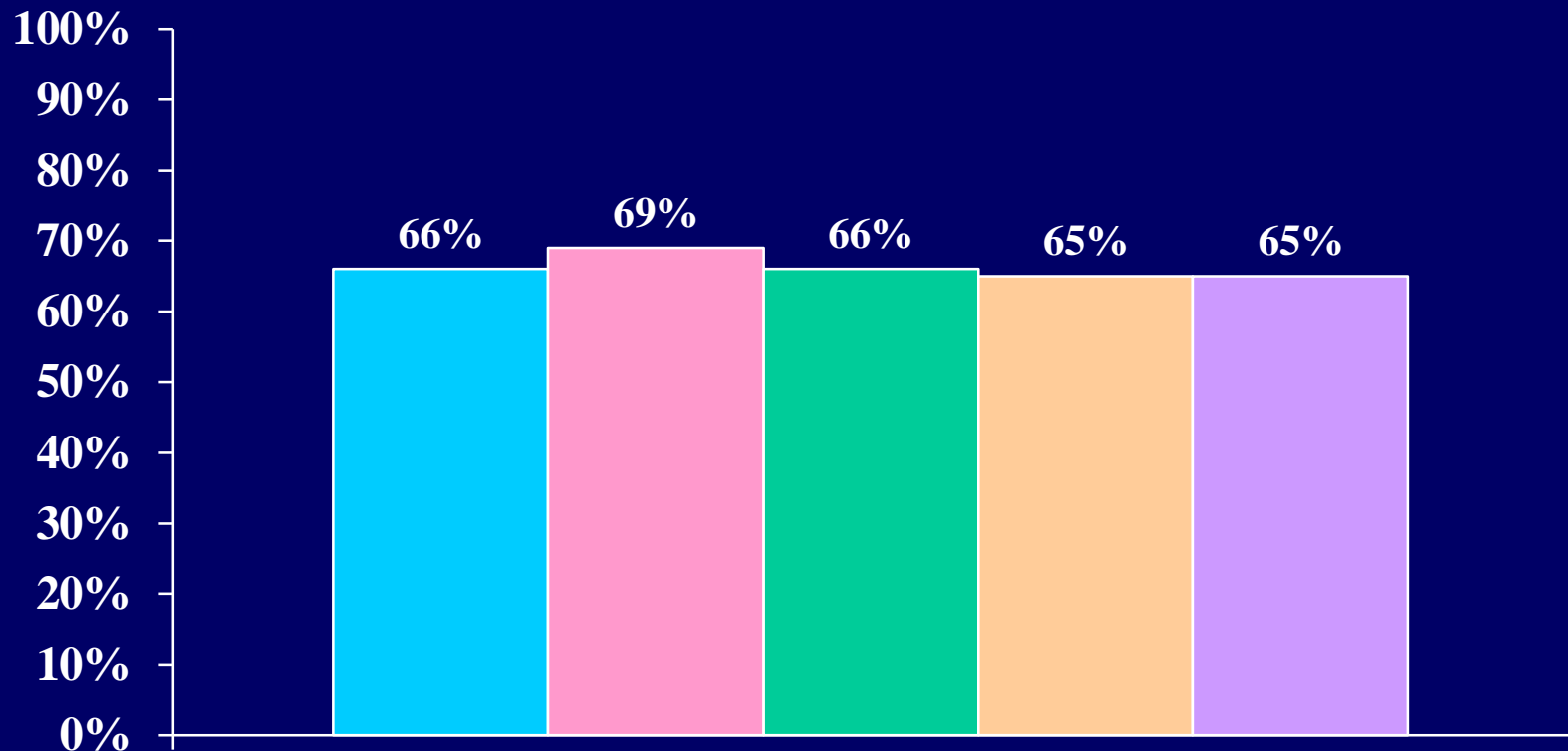
To develop leadership ability among students







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

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

Develop leadership ability among students

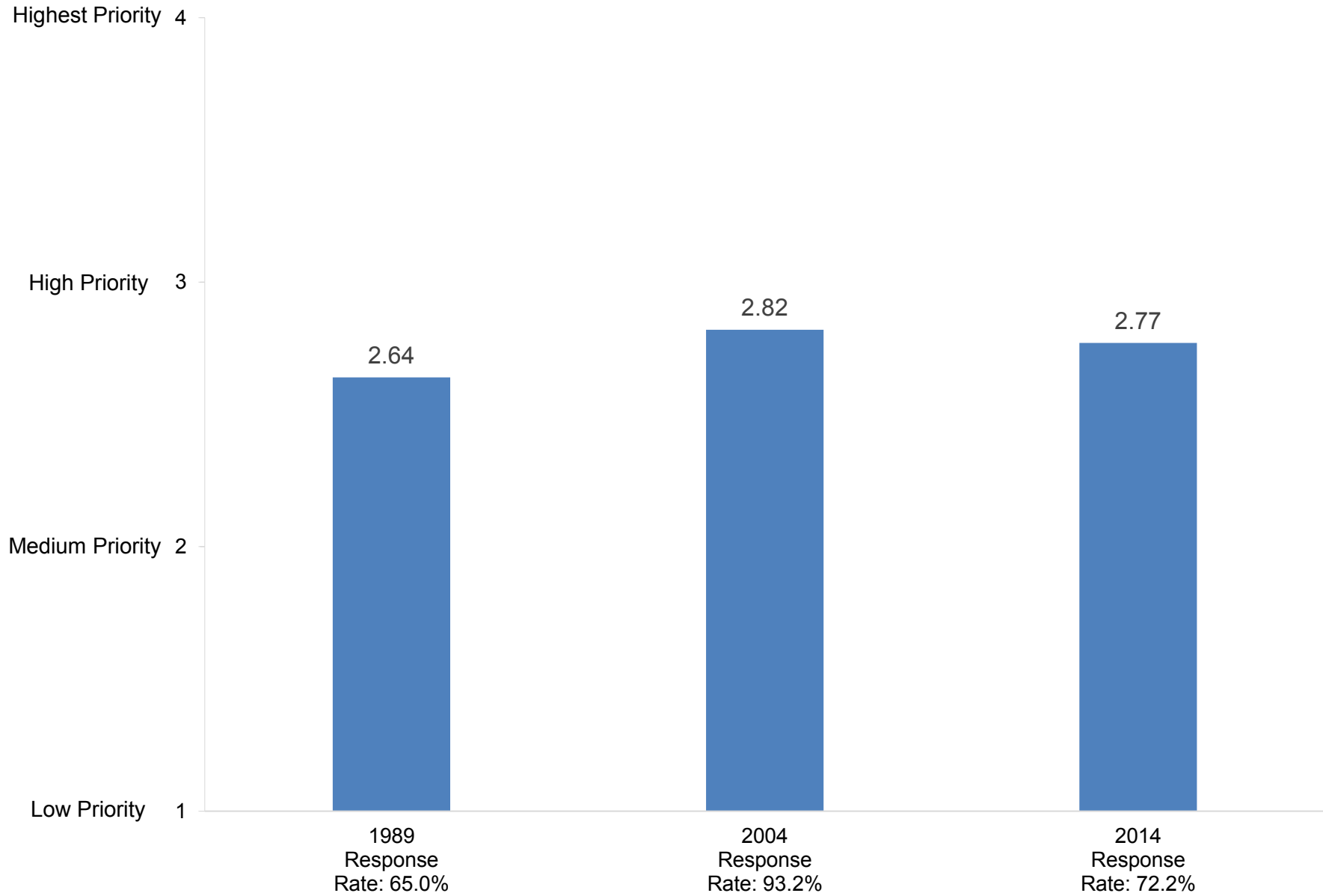


 Berea  Benchmark Institutions  Non-Sectarian – High Selectivity  4-Year Private  Publics

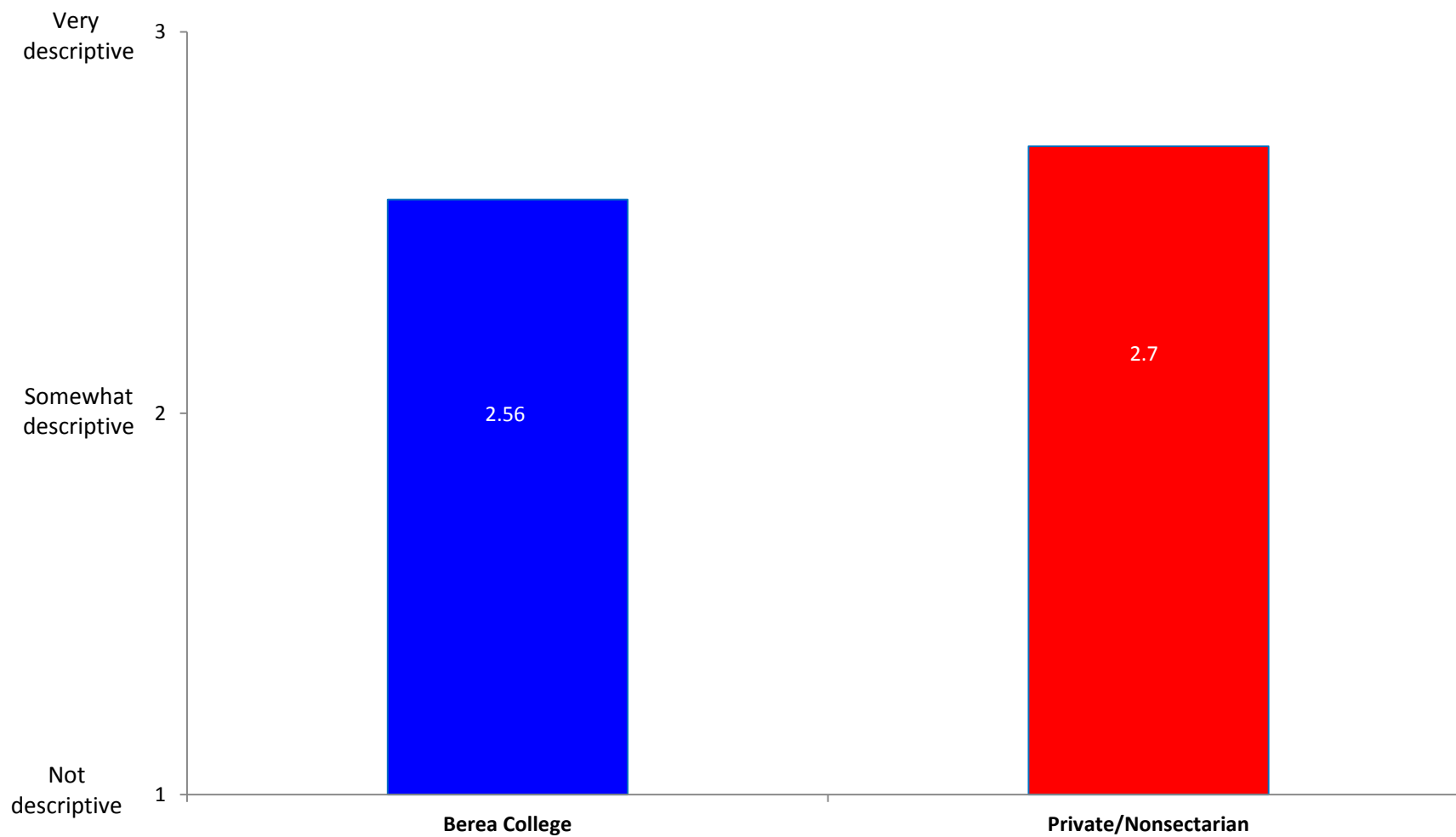
Higher Education Research Institute (HERI) Faculty Survey

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

Develop leadership ability among students



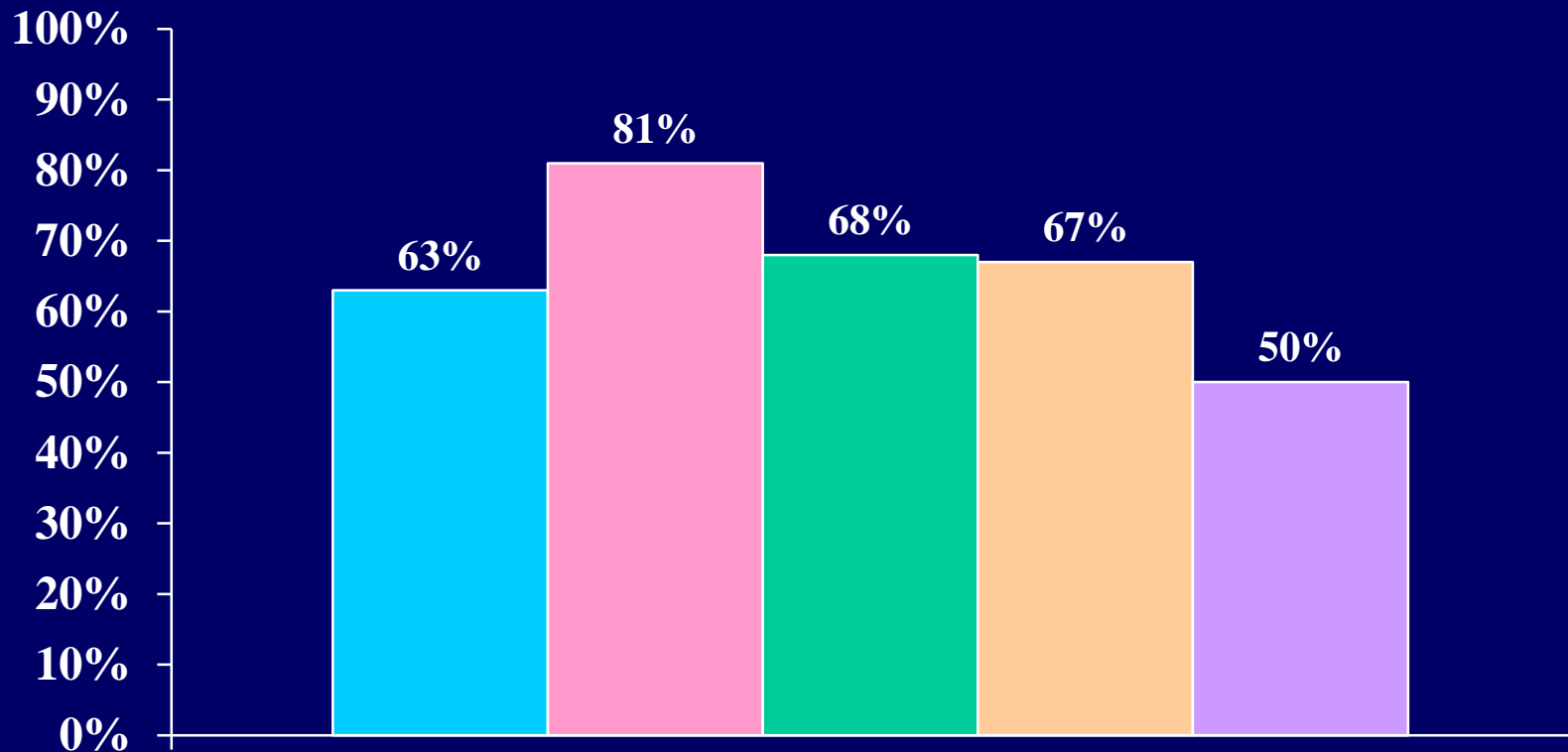
It is easy for students to see faculty outside of regular office hours



Indicate how well each of the following describes your college.

Percent of faculty who rated "Very Descriptive"

*It is easy for students to see faculty
outside of regular office hours*



 Berea

 Benchmark
Institutions

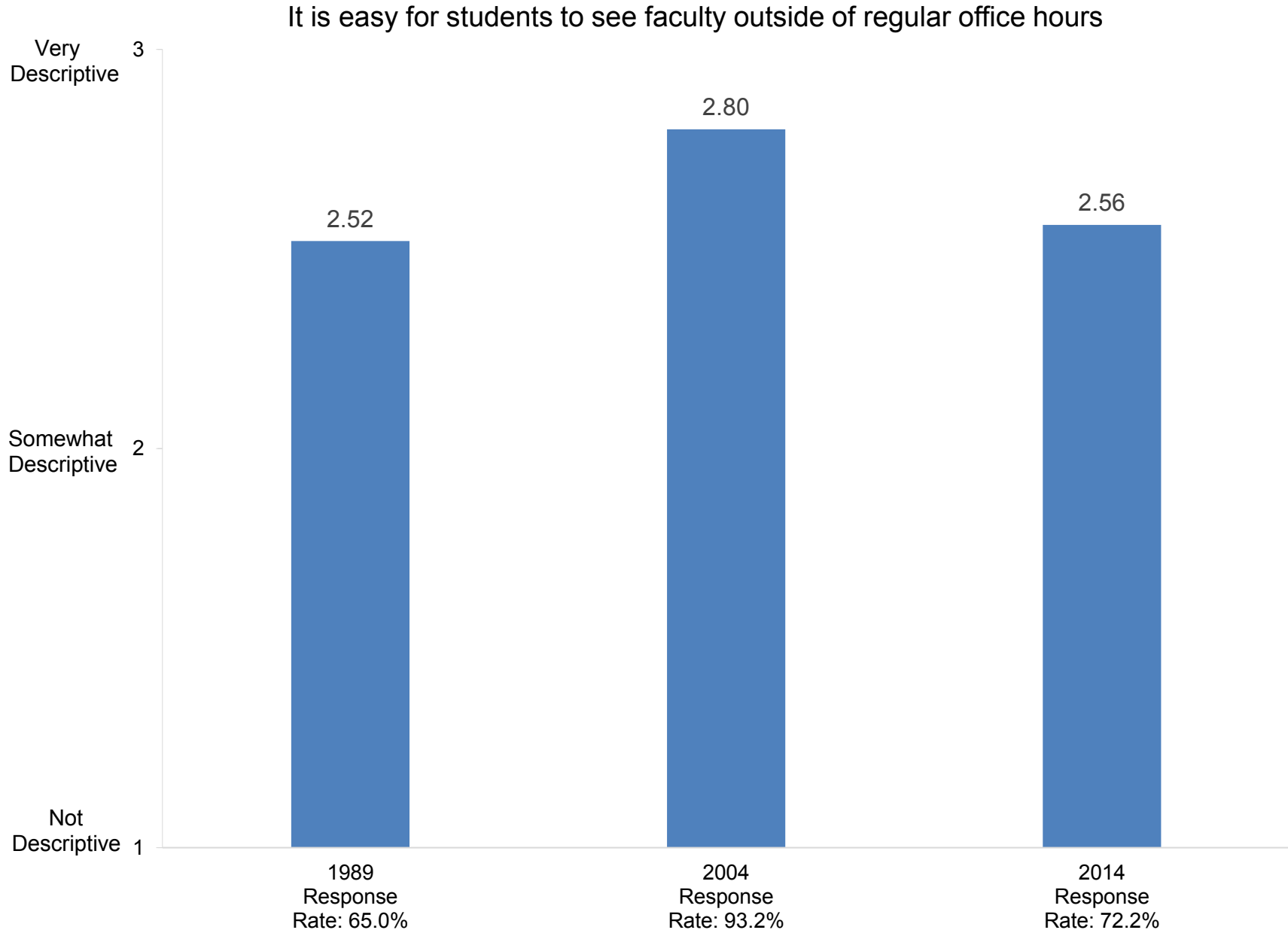
 Non-Sectarian -
High Selectivity

 4-Year
Private

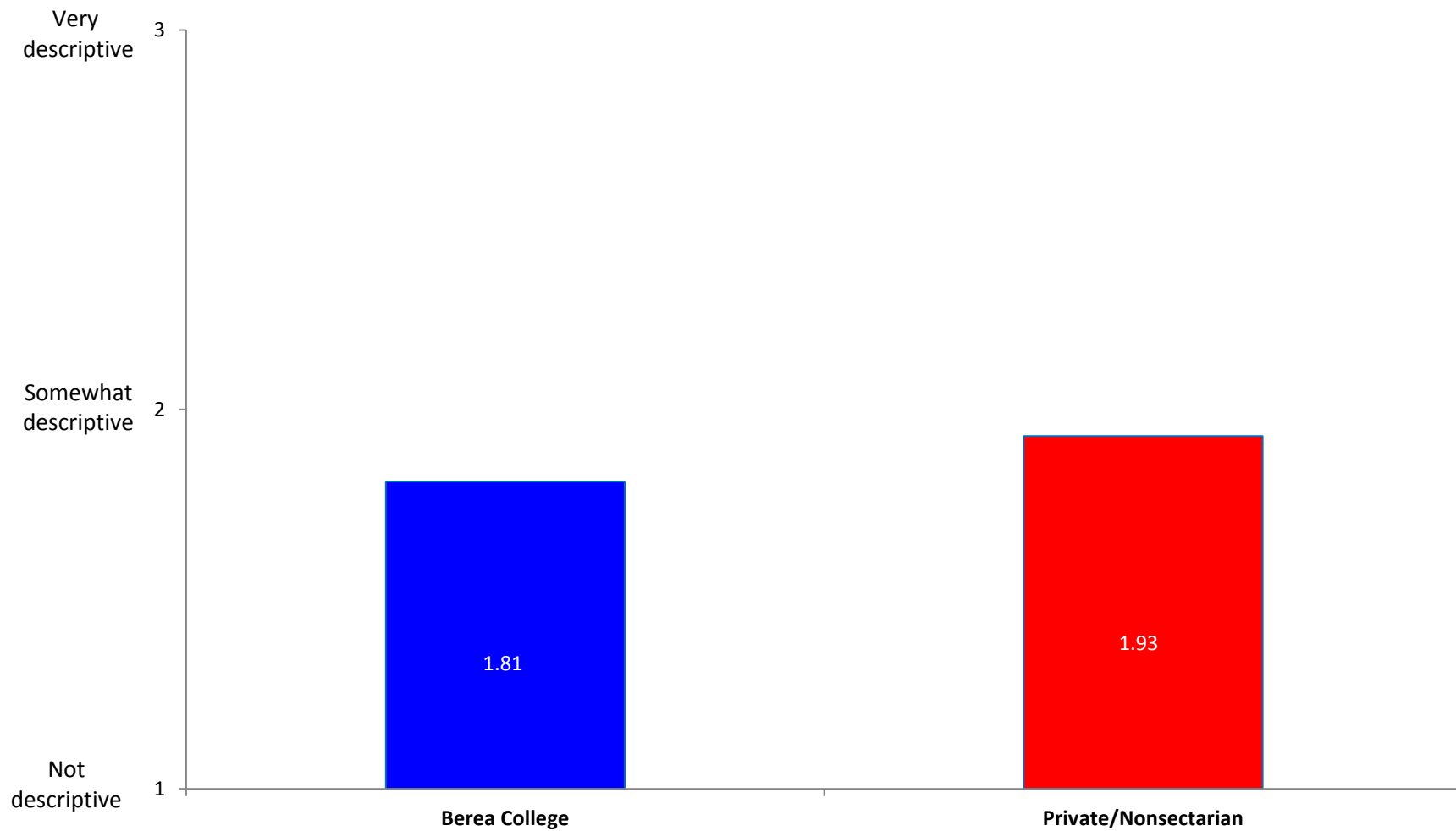
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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

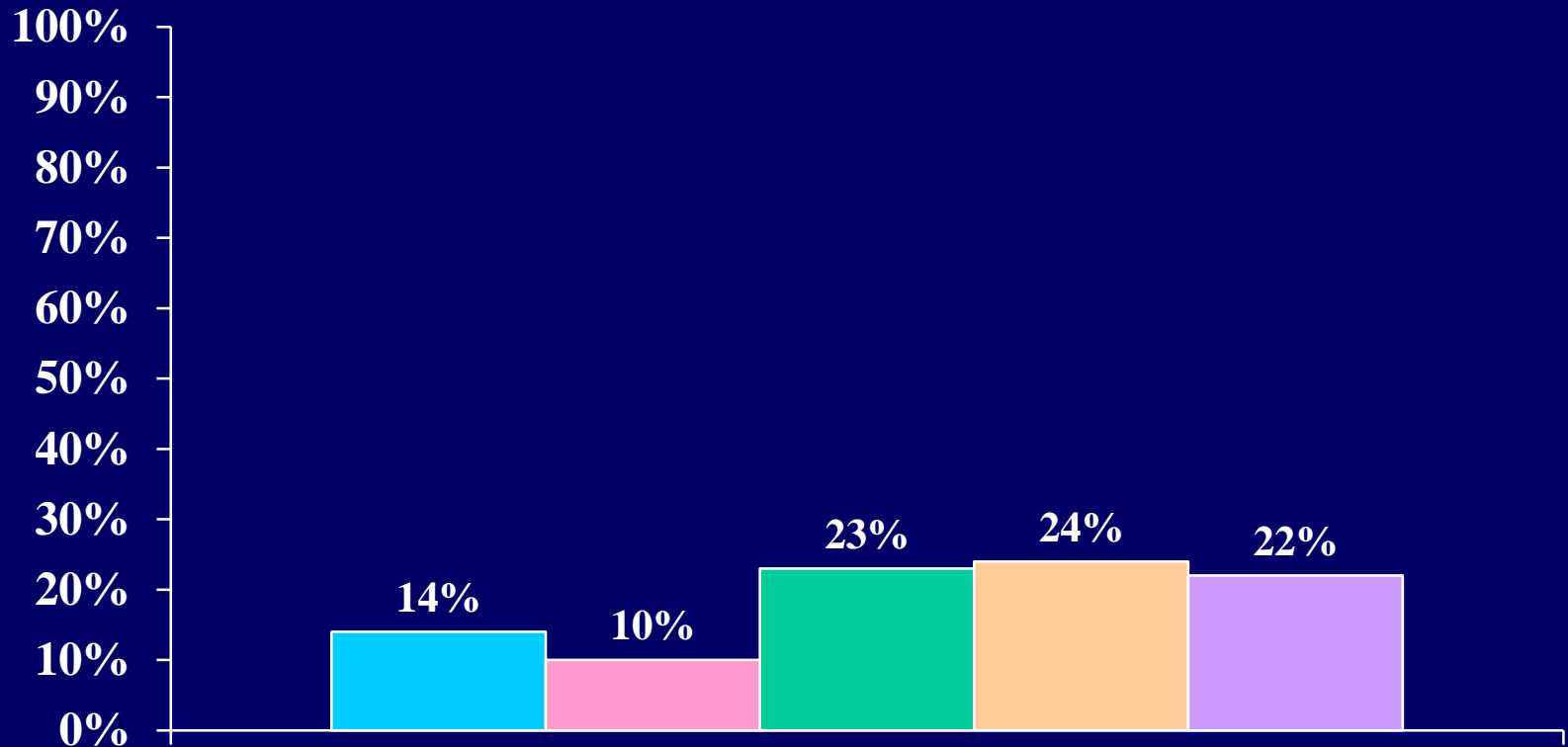


The faculty are typically at odds with campus administration



Indicate how well each of the following describes your college.
Percent of faculty who rated “Very Descriptive”

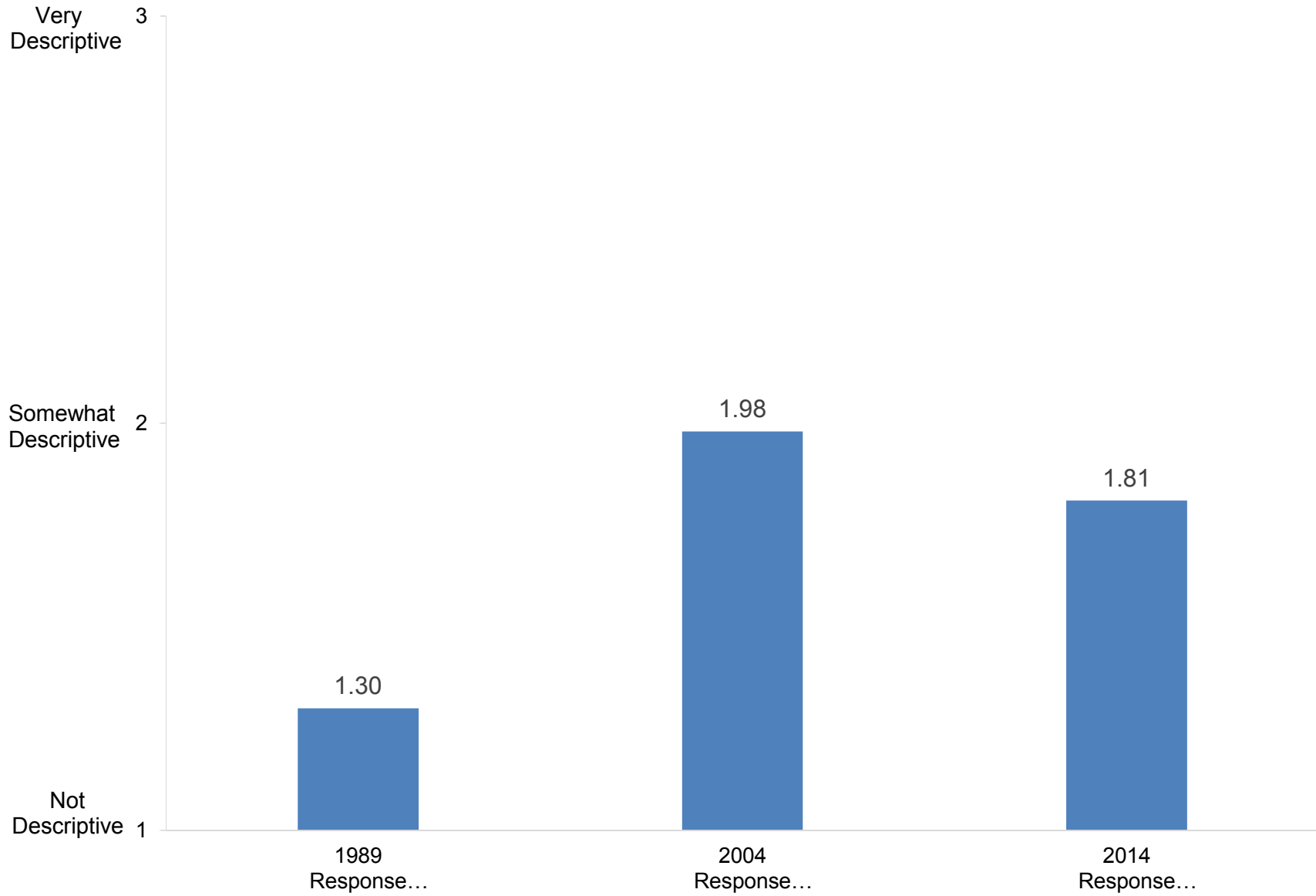
The faculty are typically at odds with campus administration



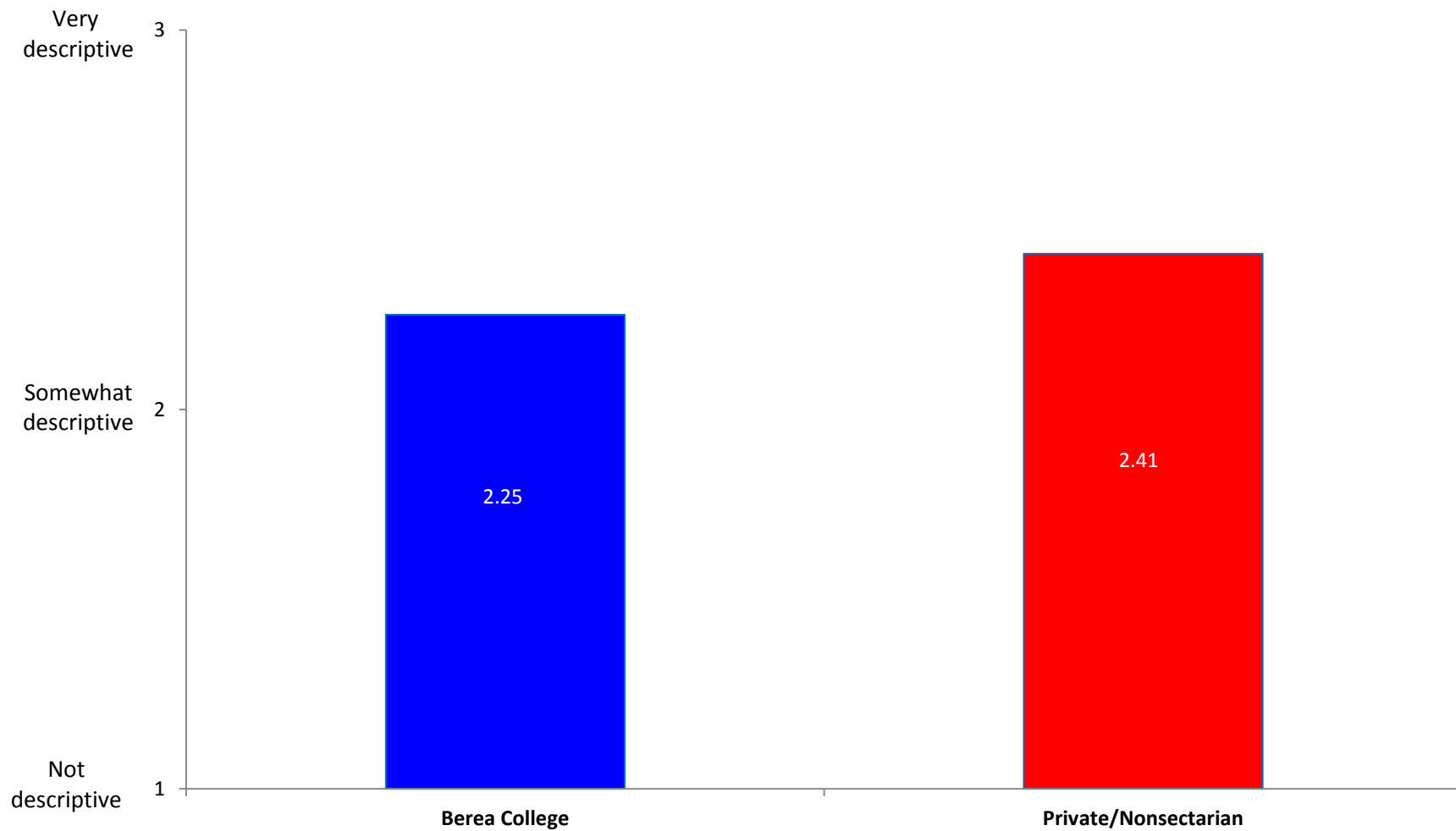
Higher Education Research Institute (HERI) Faculty Survey

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

The faculty are typically at odds with campus administration

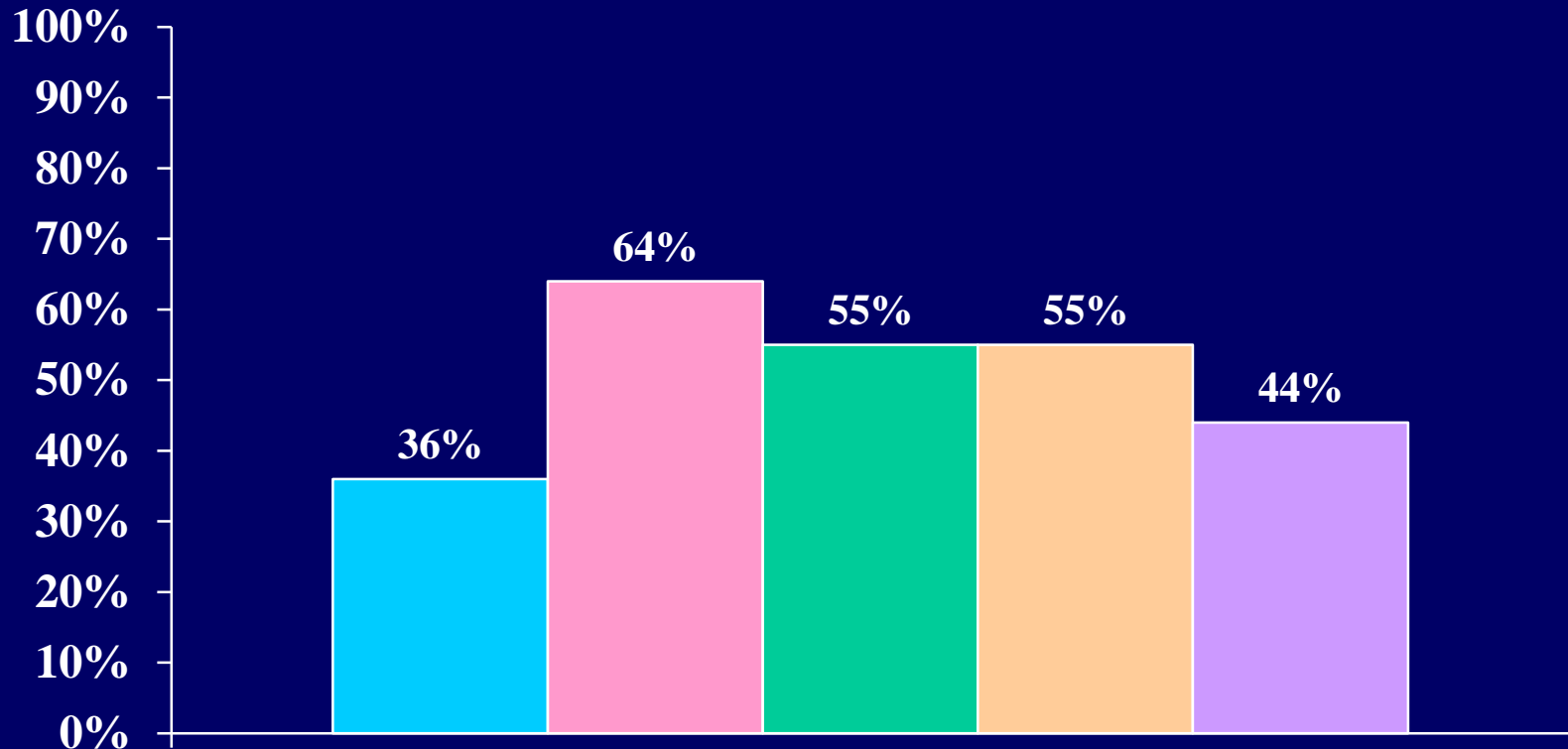


Faculty here respect each other



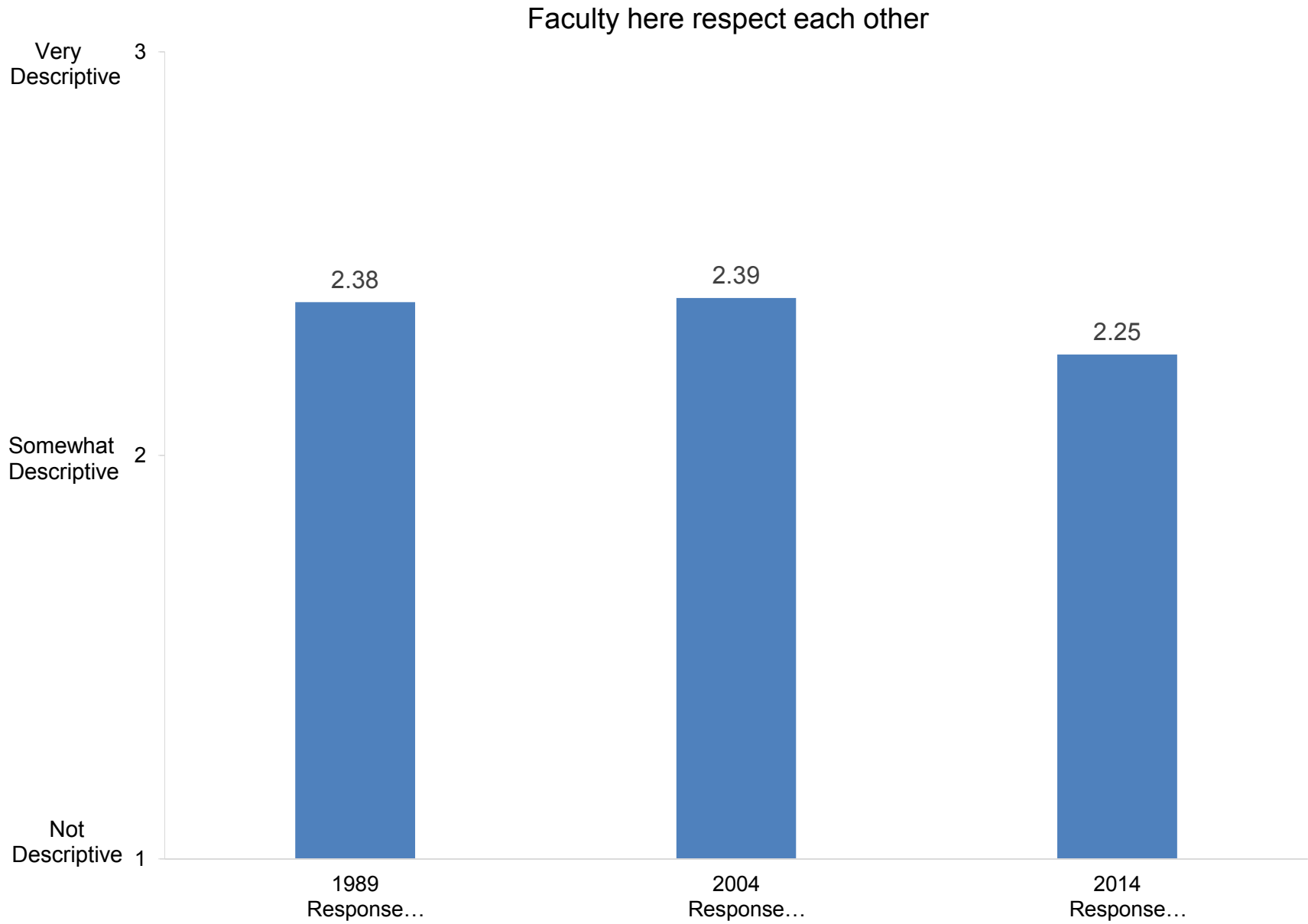
Indicate how well each of the following describes your college.
Percent of faculty who rated “Very Descriptive”

Faculty here respect each other

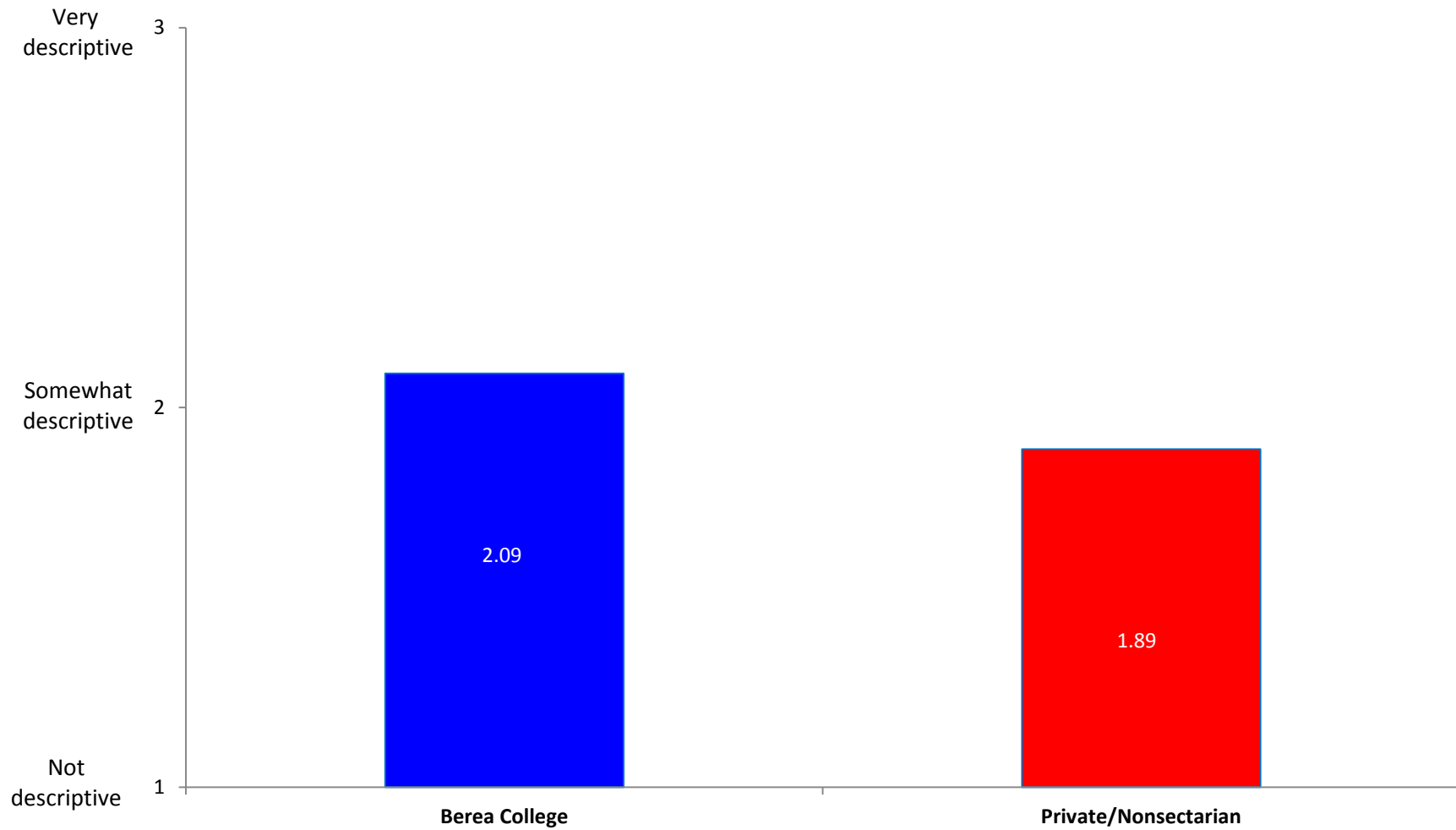


Higher Education Research Institute (HERI) Faculty Survey

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

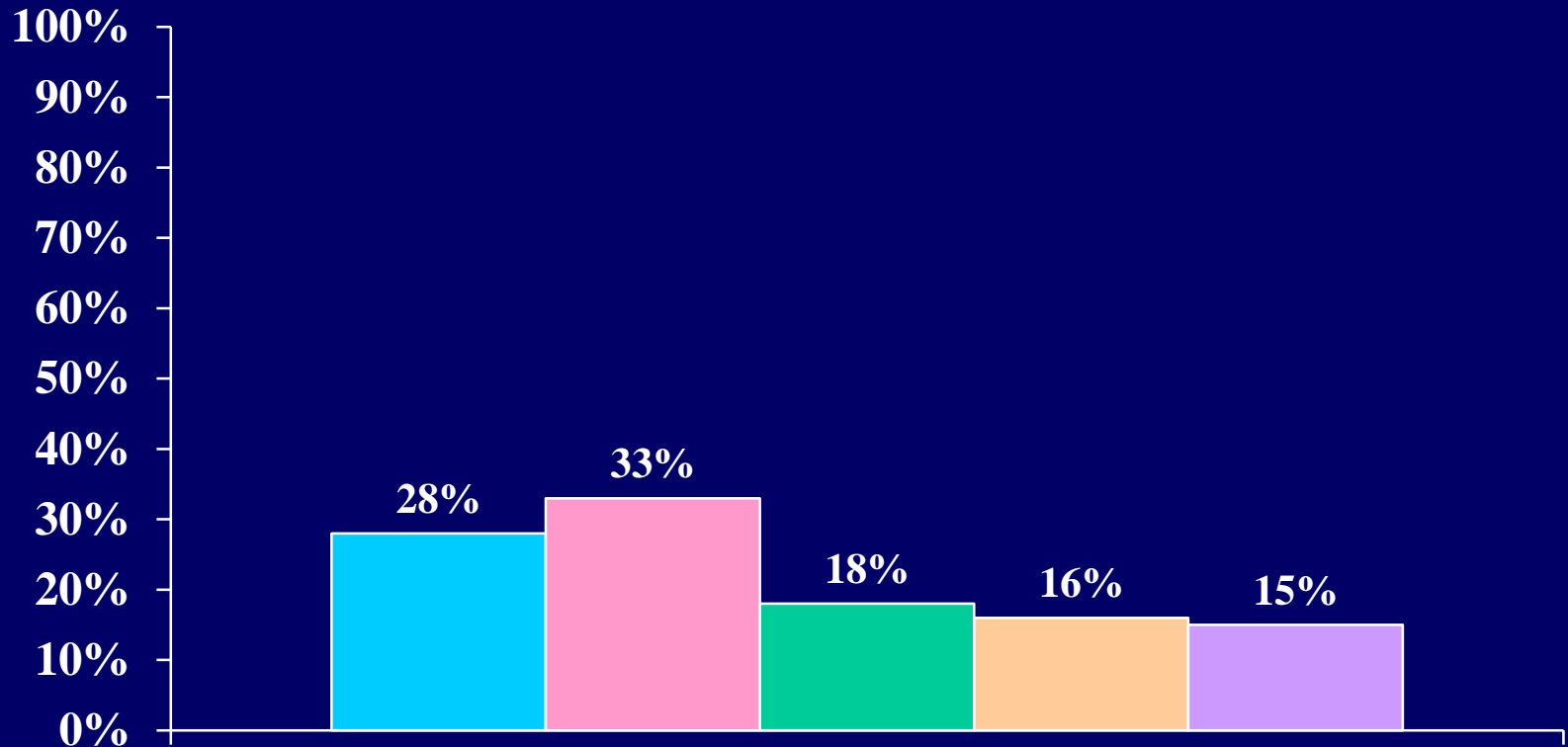


Administrators consider faculty concerns when making policy



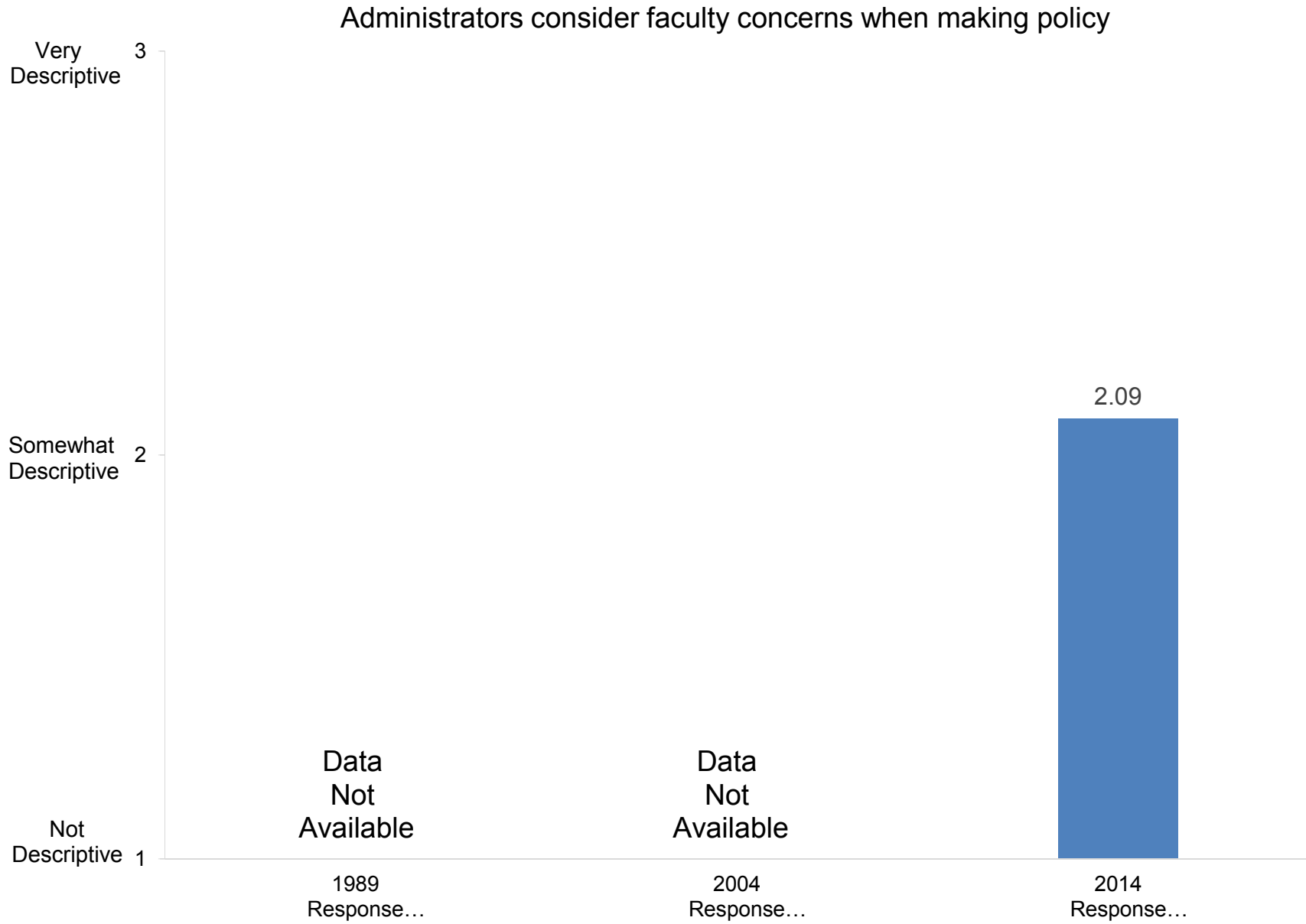
Indicate how well each of the following describes your college.
Percent of faculty who rated “Very Descriptive”

Administrators consider faculty concerns when making policy

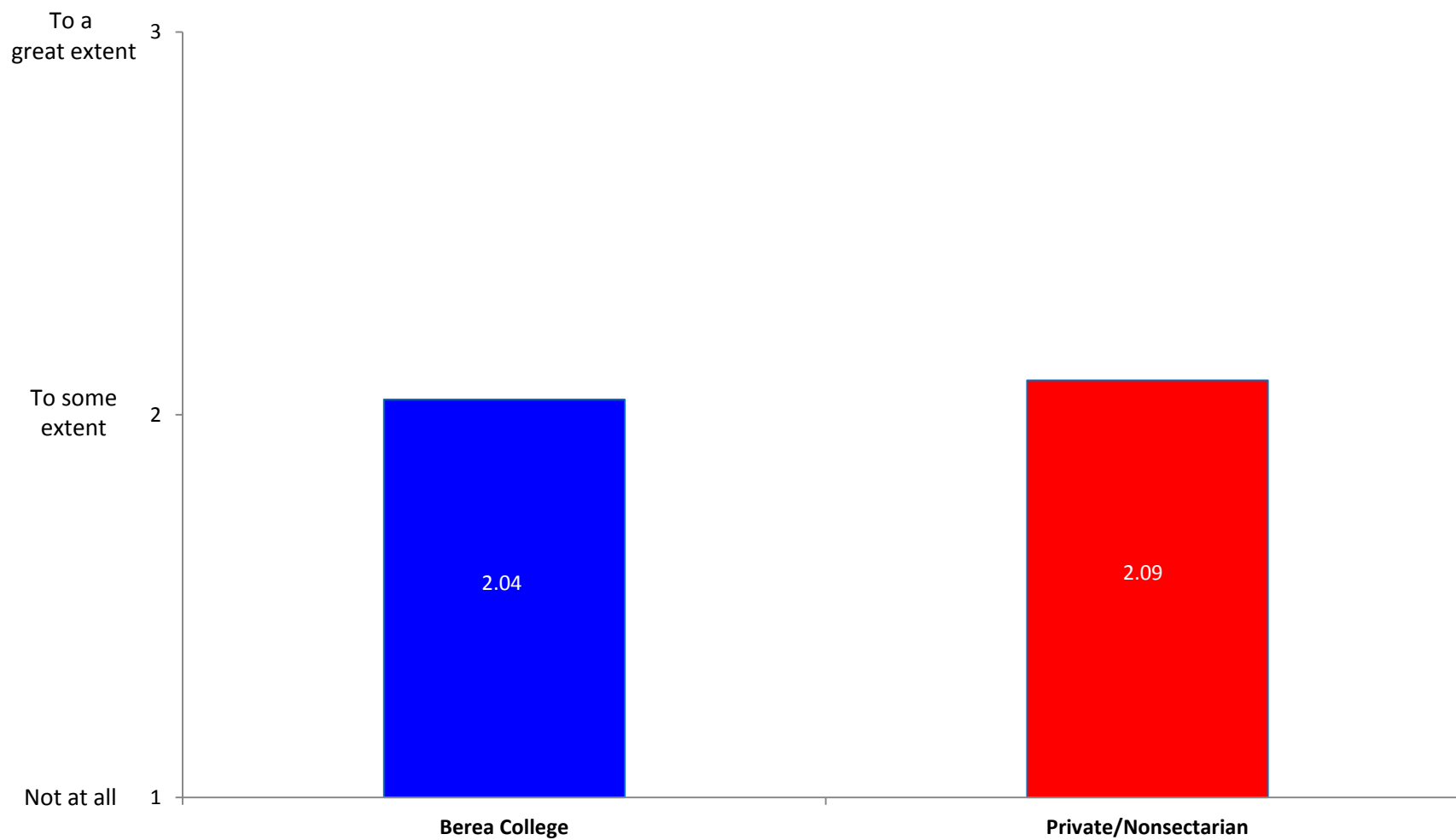


Higher Education Research Institute (HERI) Faculty Survey

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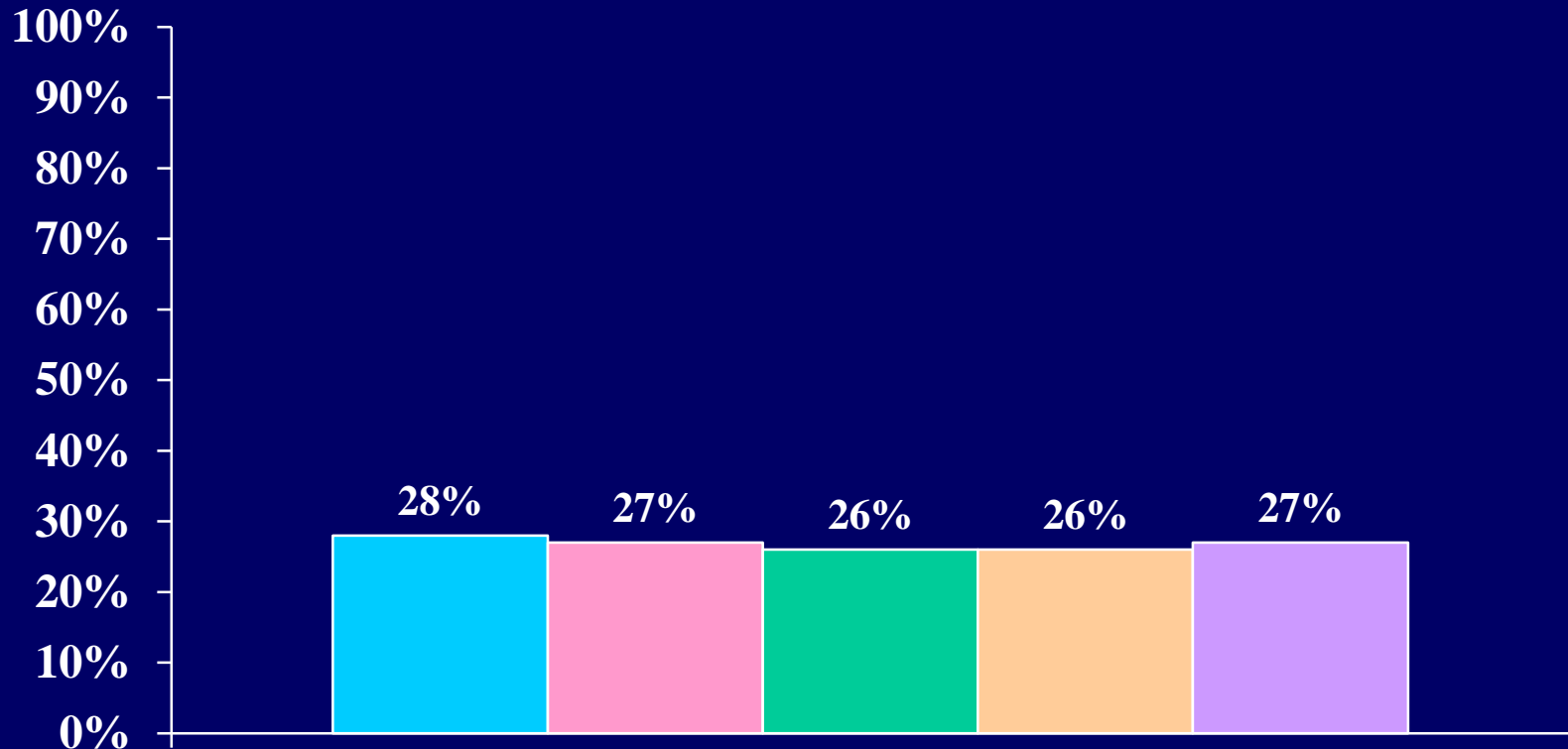


Mentor new faculty



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

Mentor new faculty



 Berea

 Benchmark
Institutions

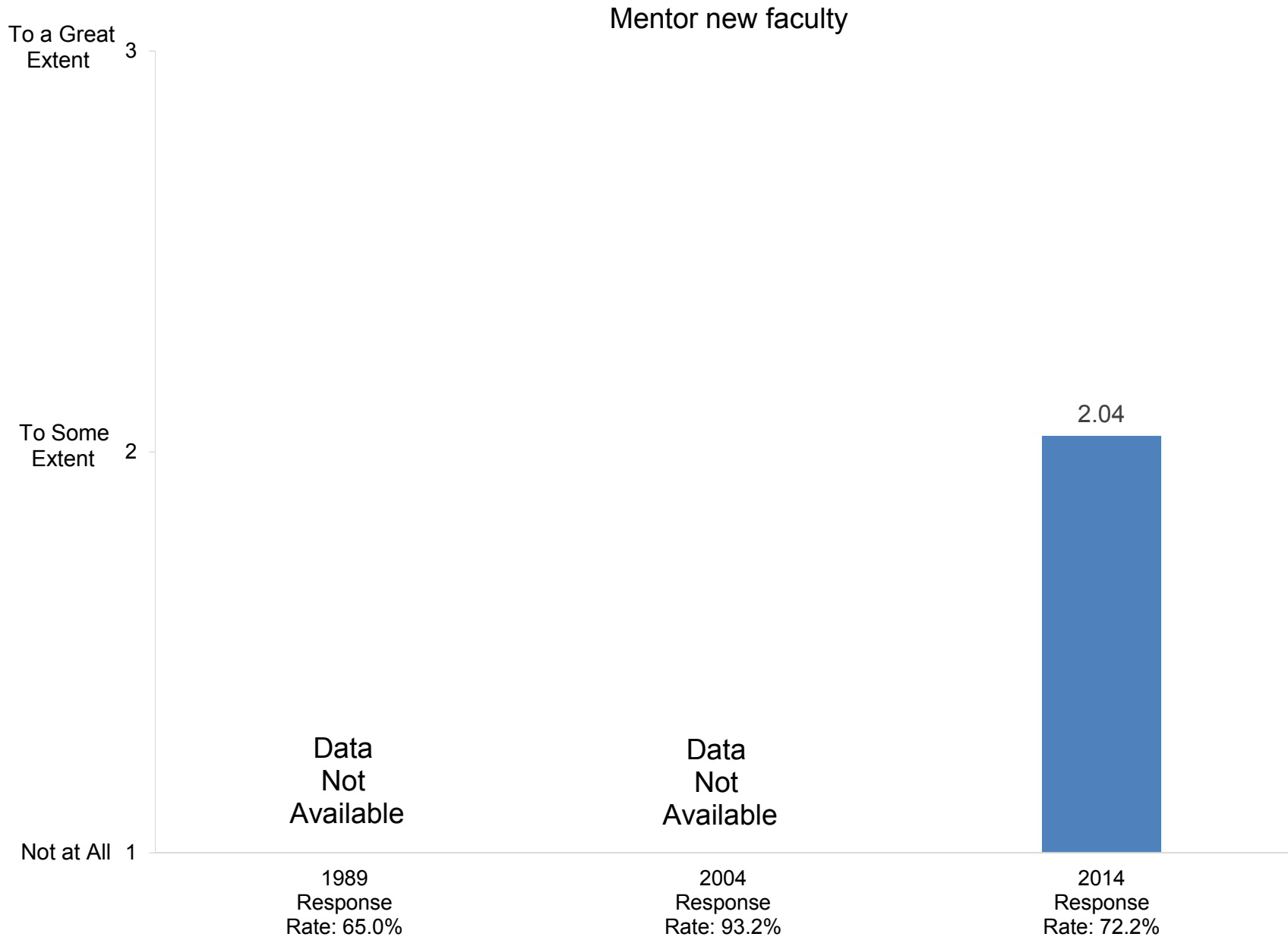
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

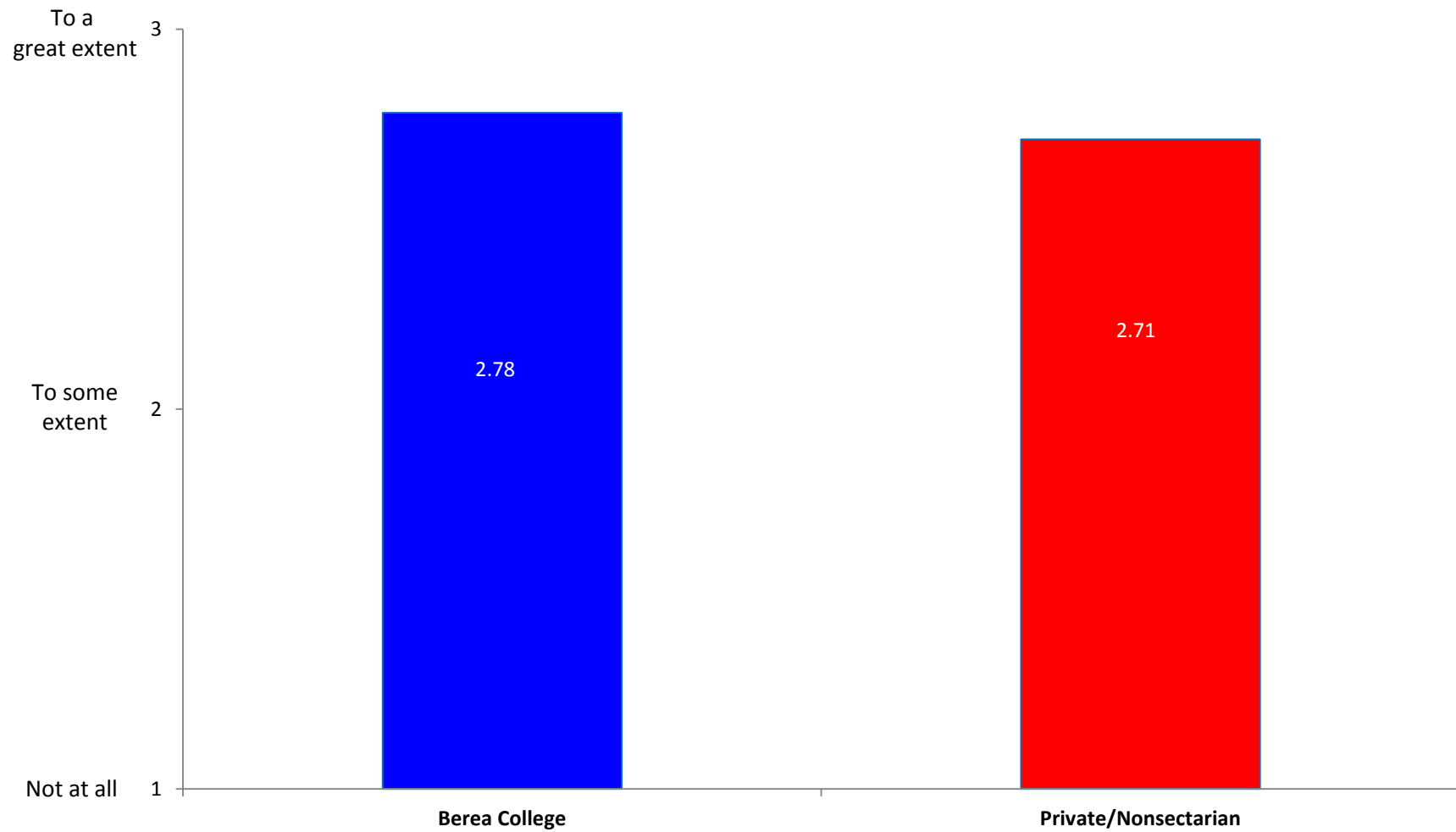
Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:



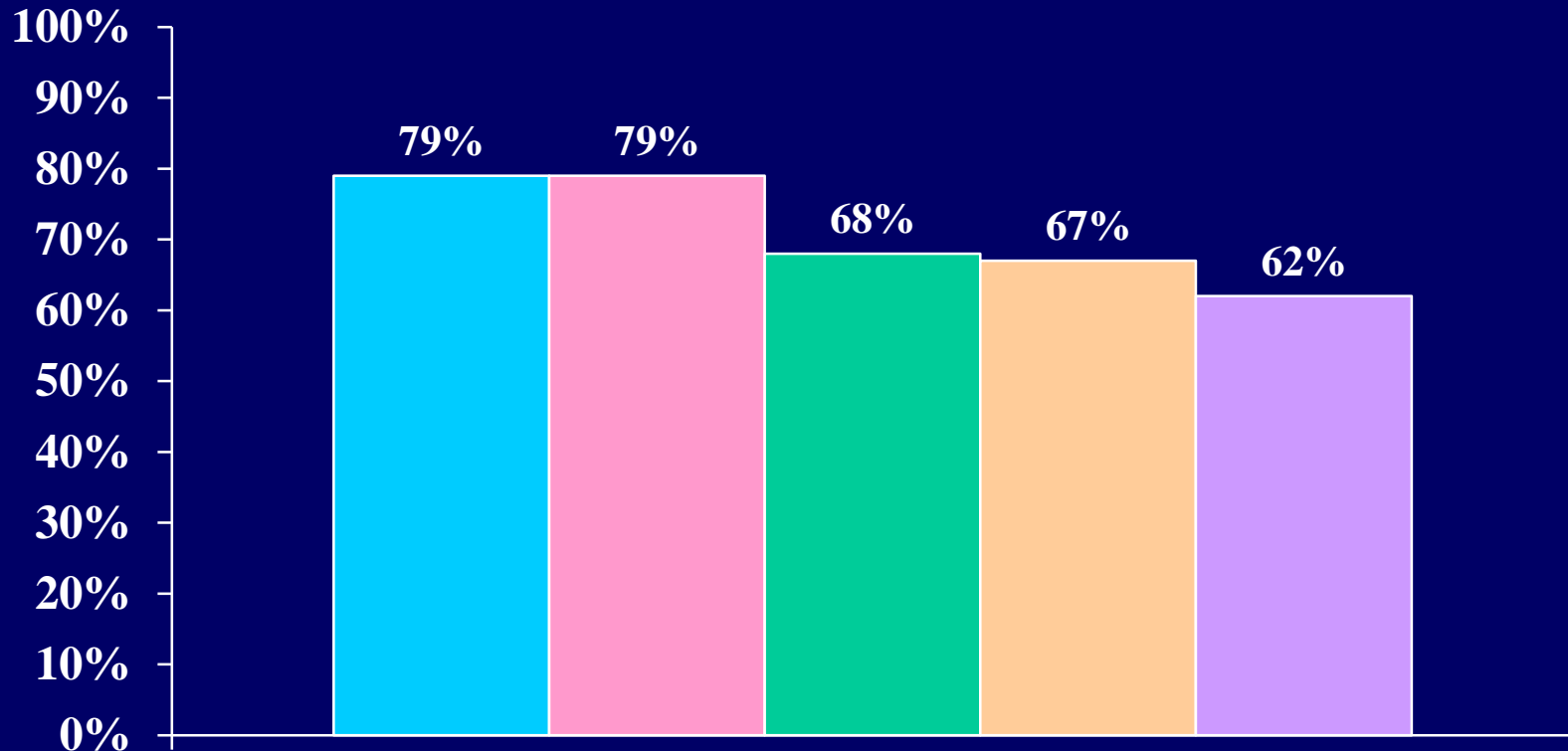
Please indicate the extent to which you:

Mentor undergraduate students



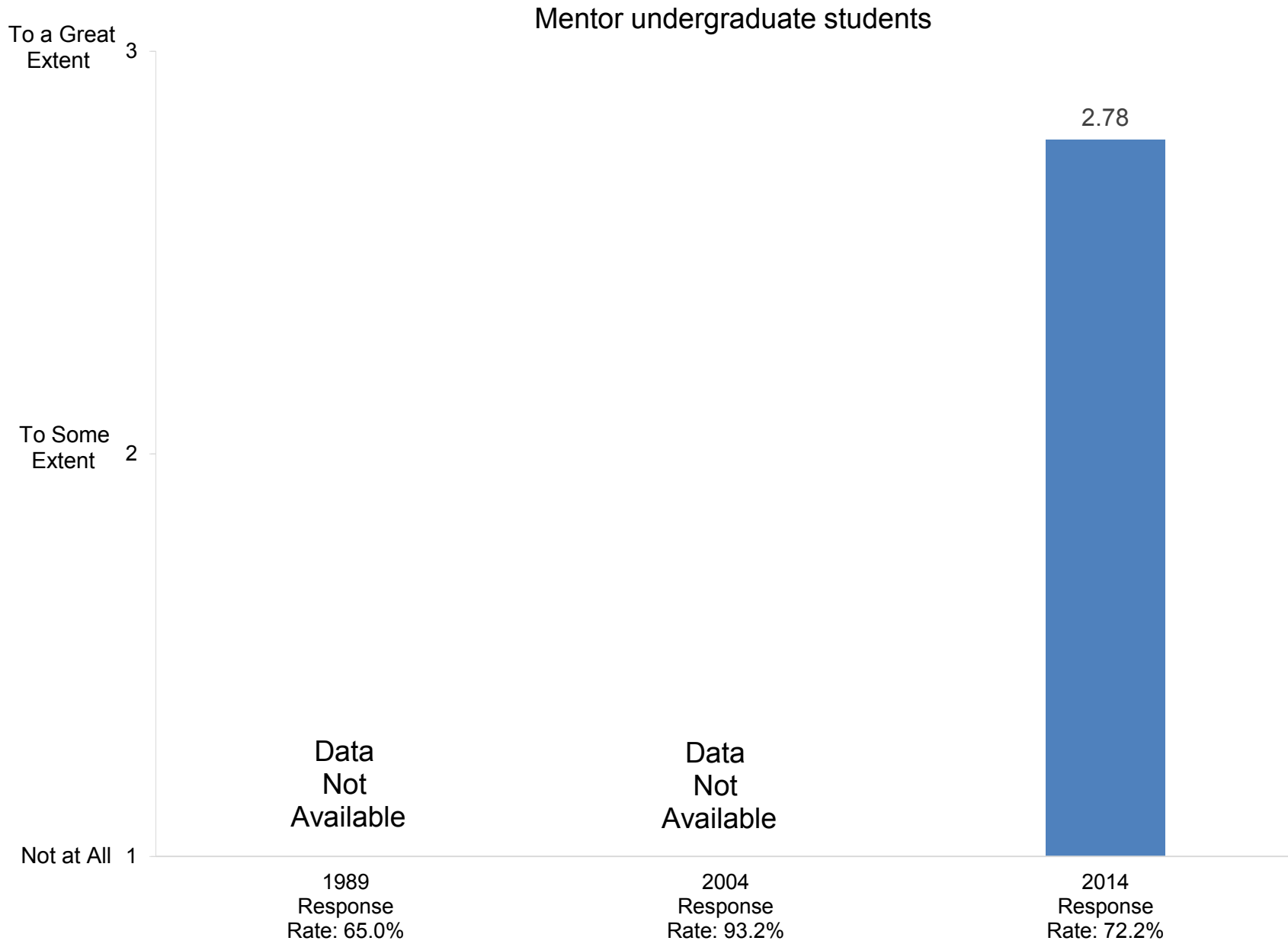
Please indicate the extent to which you:
Percent of faculty who indicated “To a Great Extent”

Mentor undergraduate students

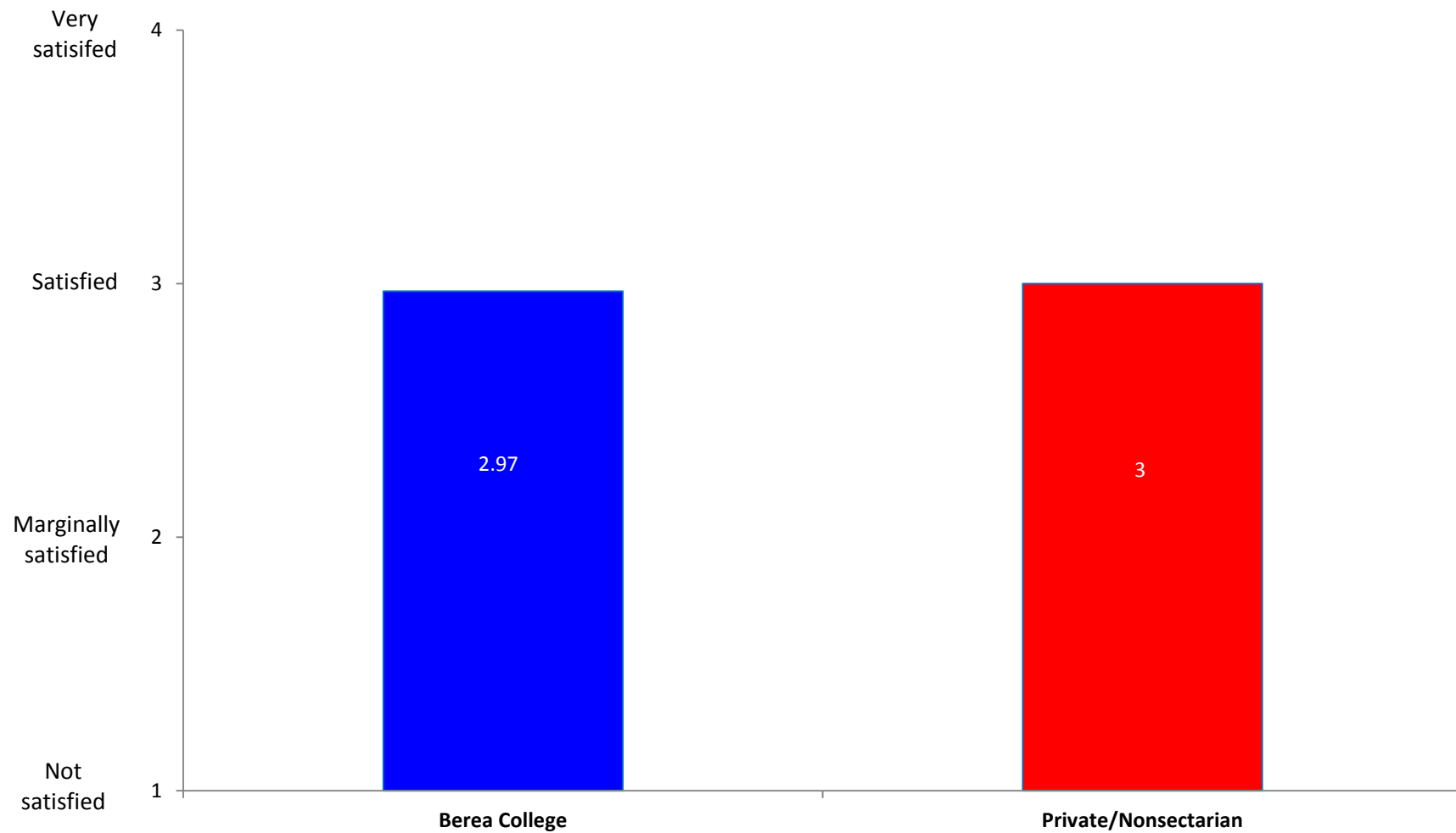


Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:



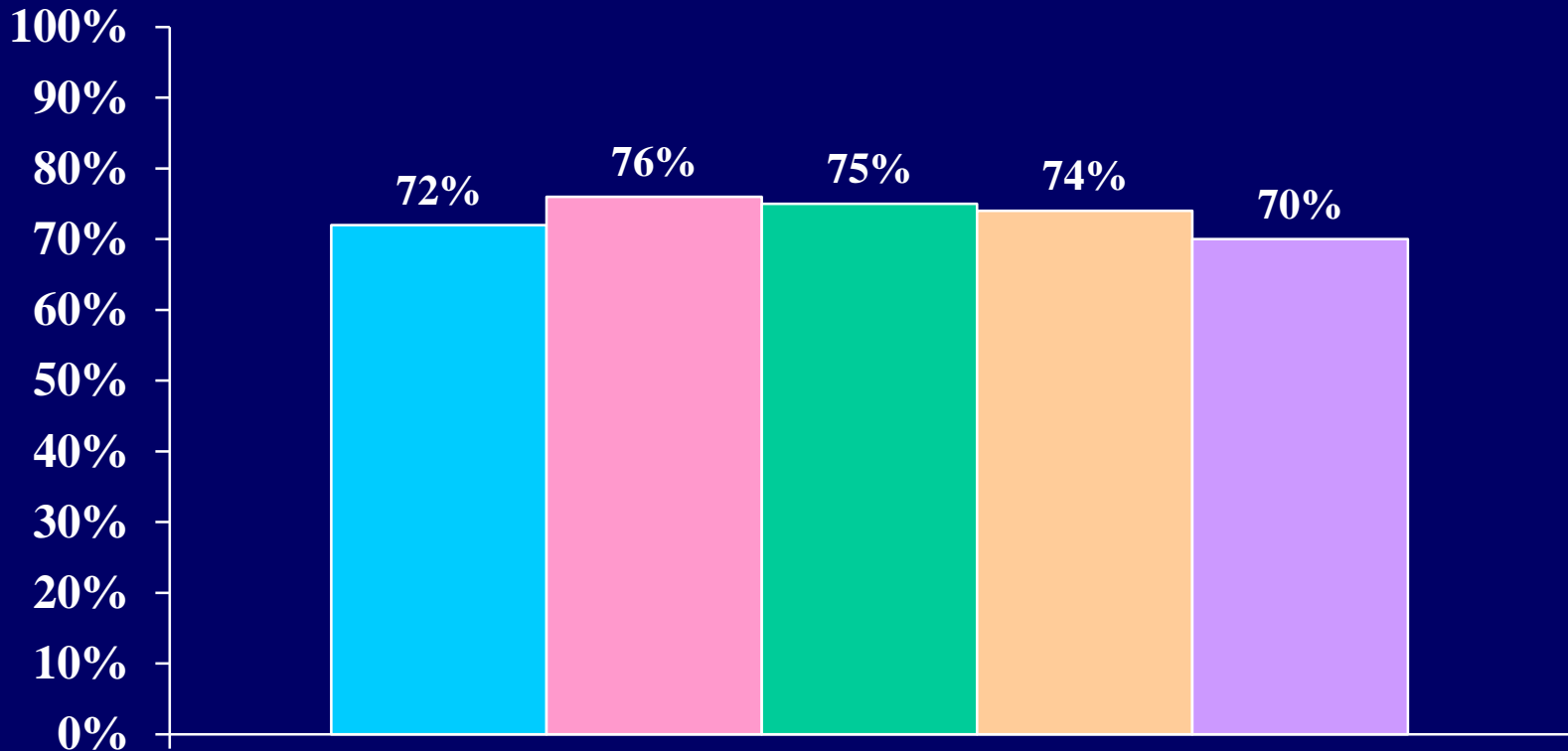
Departmental leadership



How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

Departmental leadership



 Berea

 Benchmark
Institutions

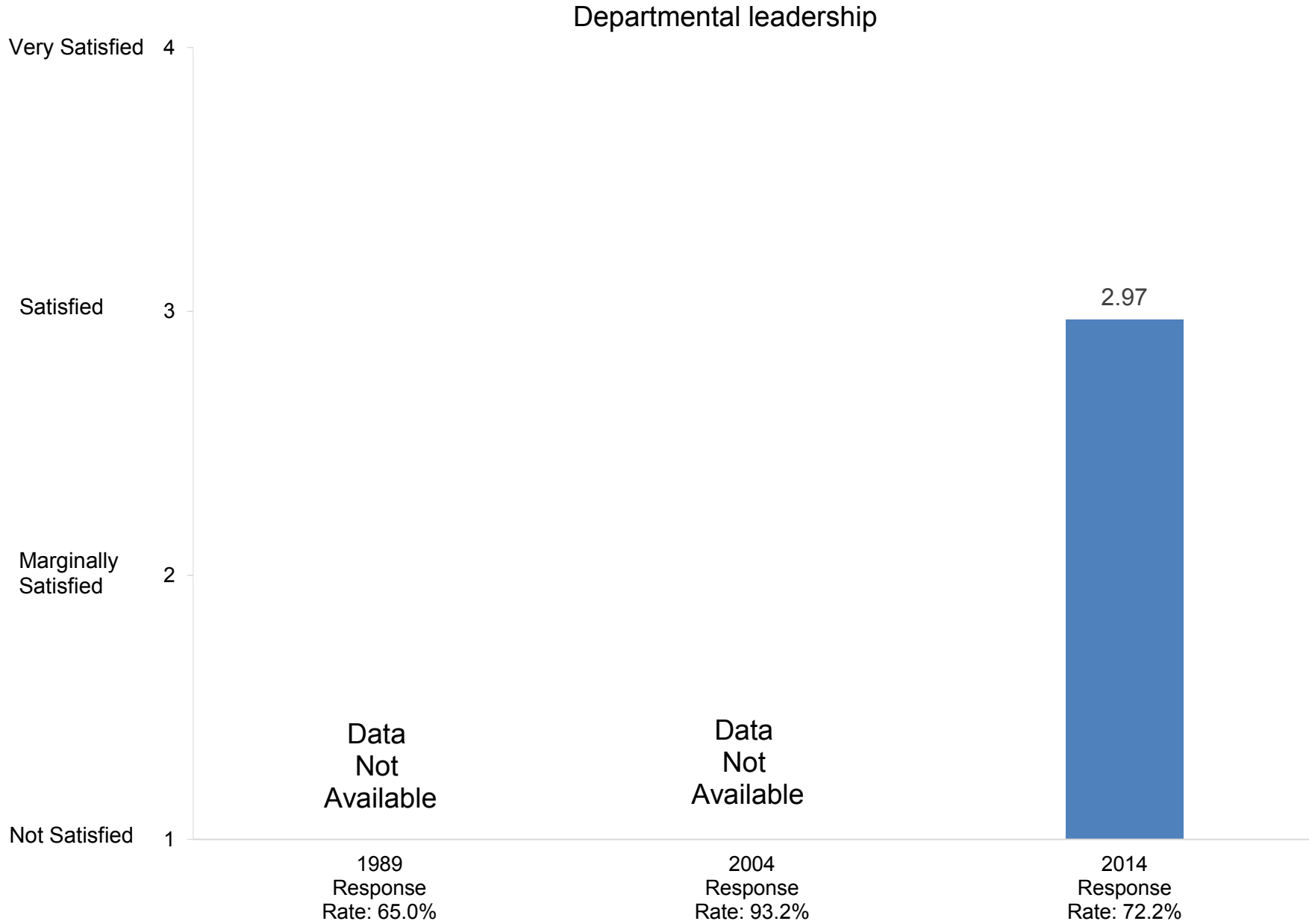
 Non-Sectarian –
High Selectivity

 4-Year
Private

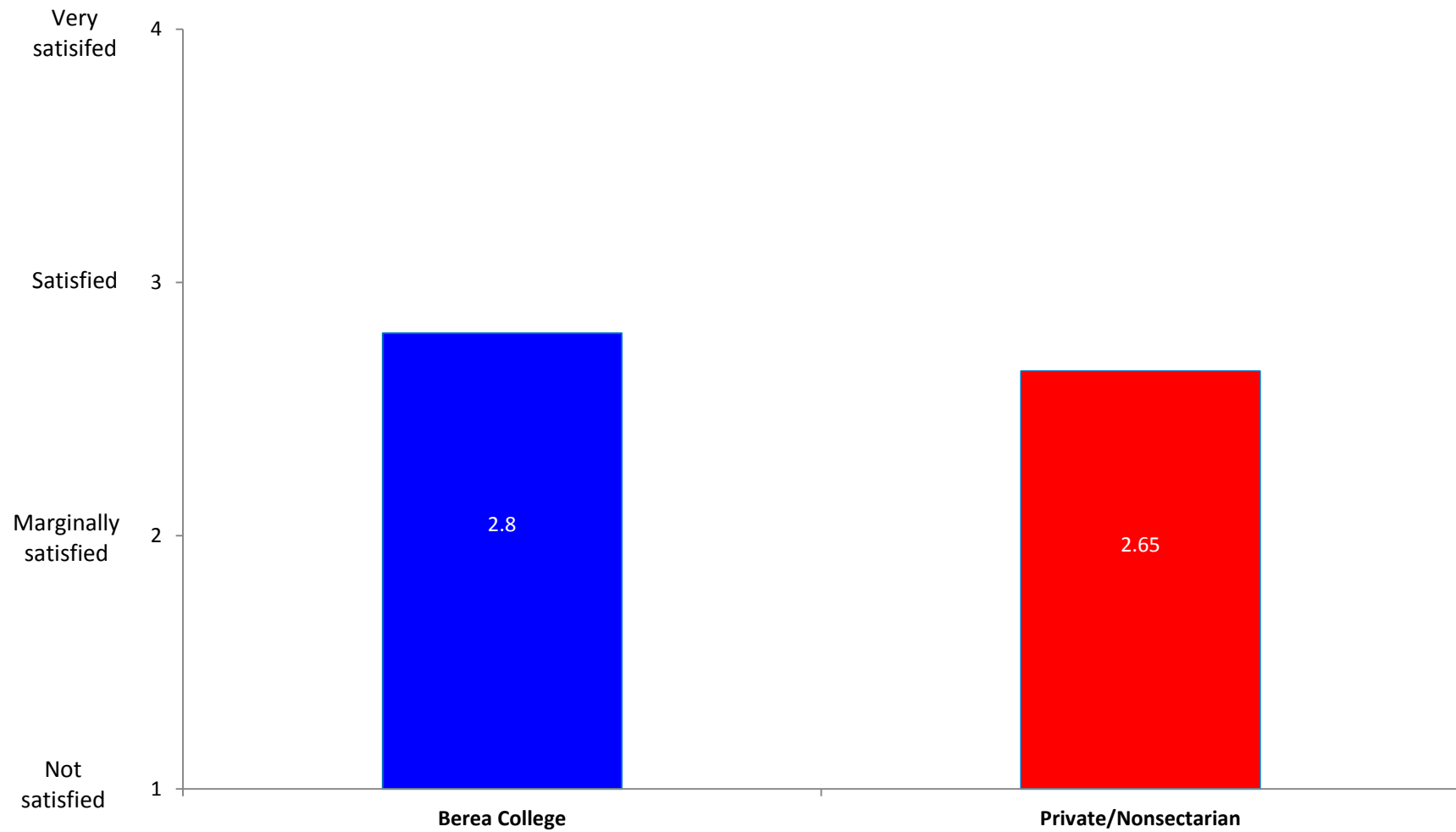
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



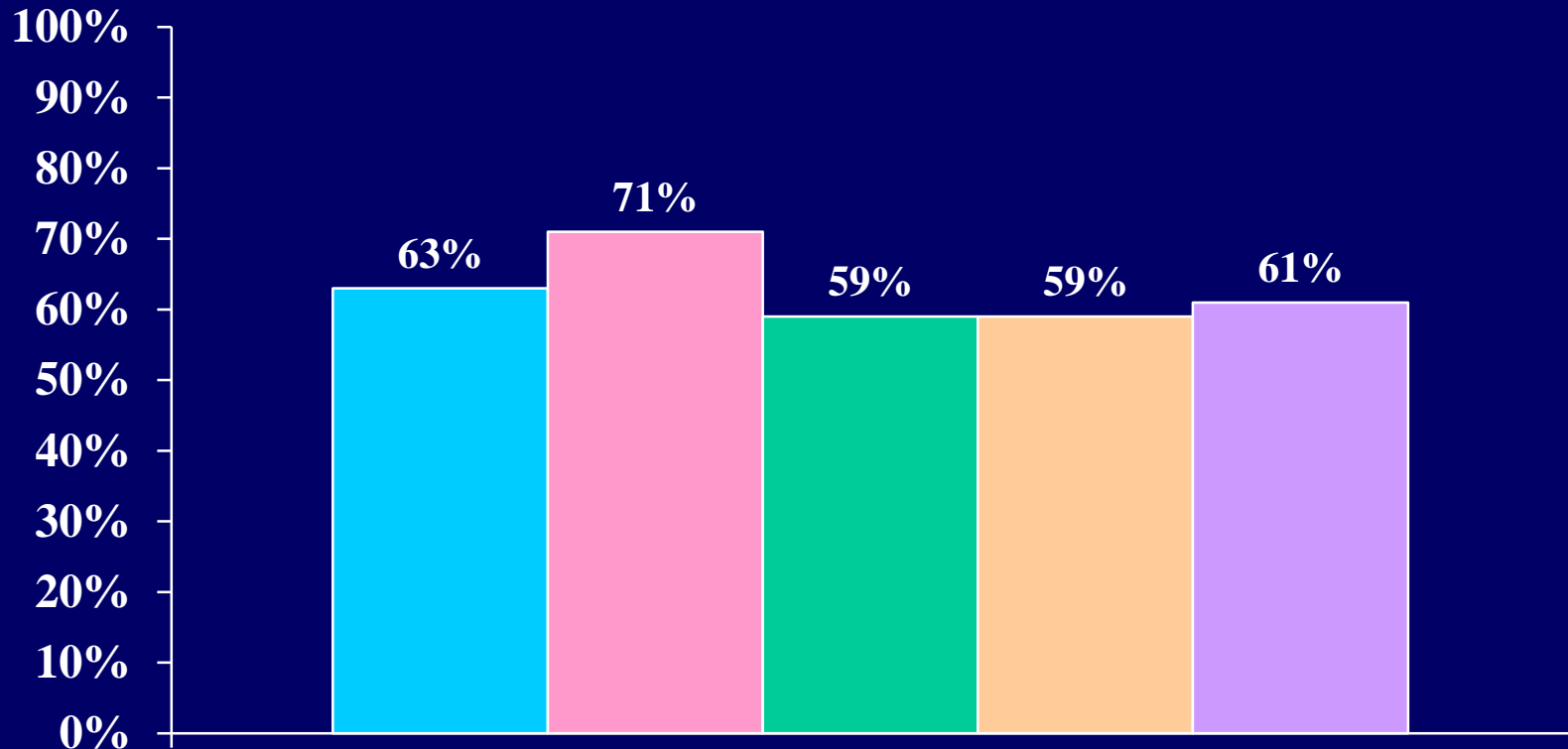
Clerical/administrative support



How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

Clerical/administrative support



 Berea

 Benchmark
Institutions

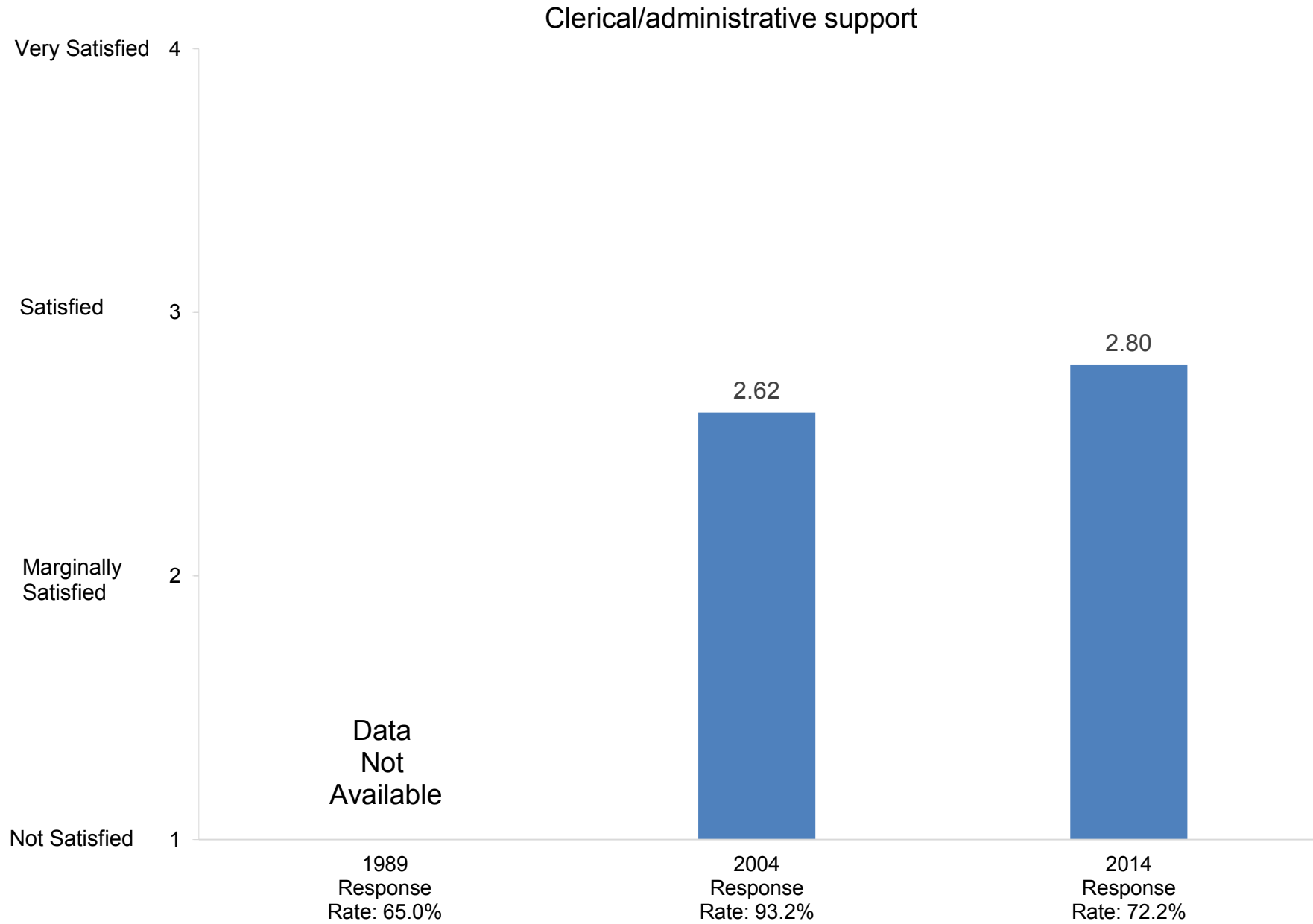
 Non-Sectarian –
High Selectivity

 4-Year
Private

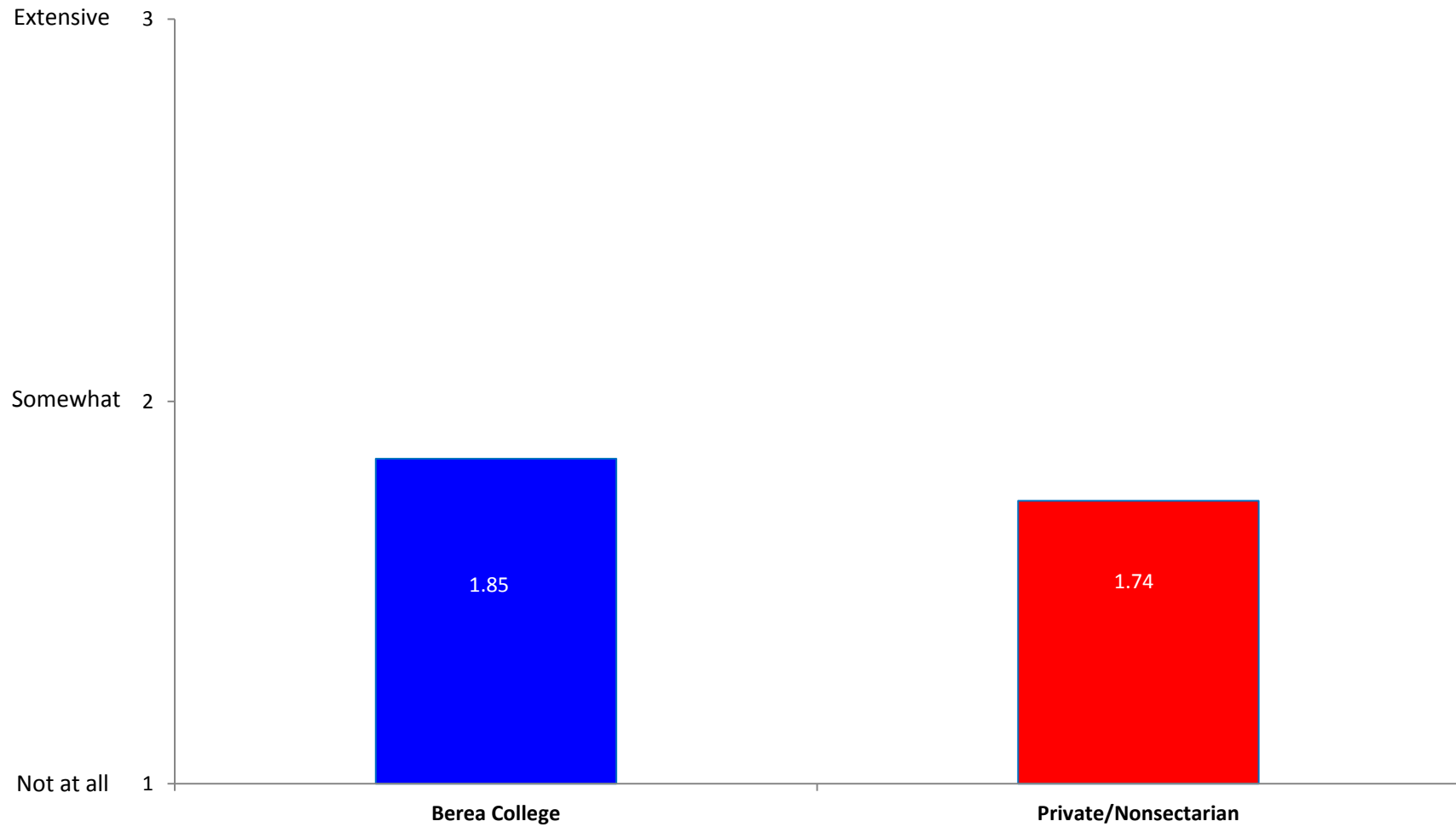
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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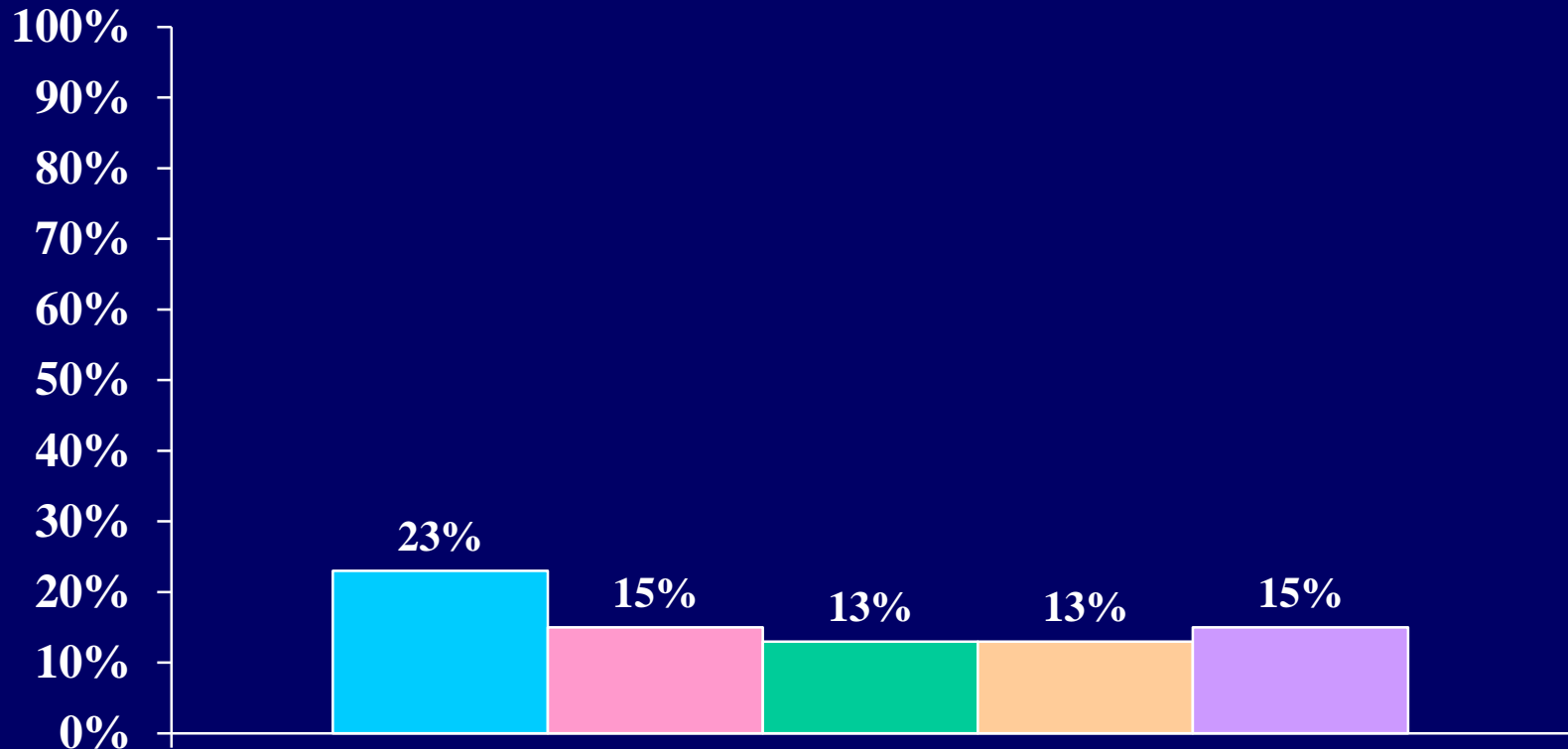
Colleagues



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated "Extensive"

Colleagues



 Berea

 Benchmark
Institutions

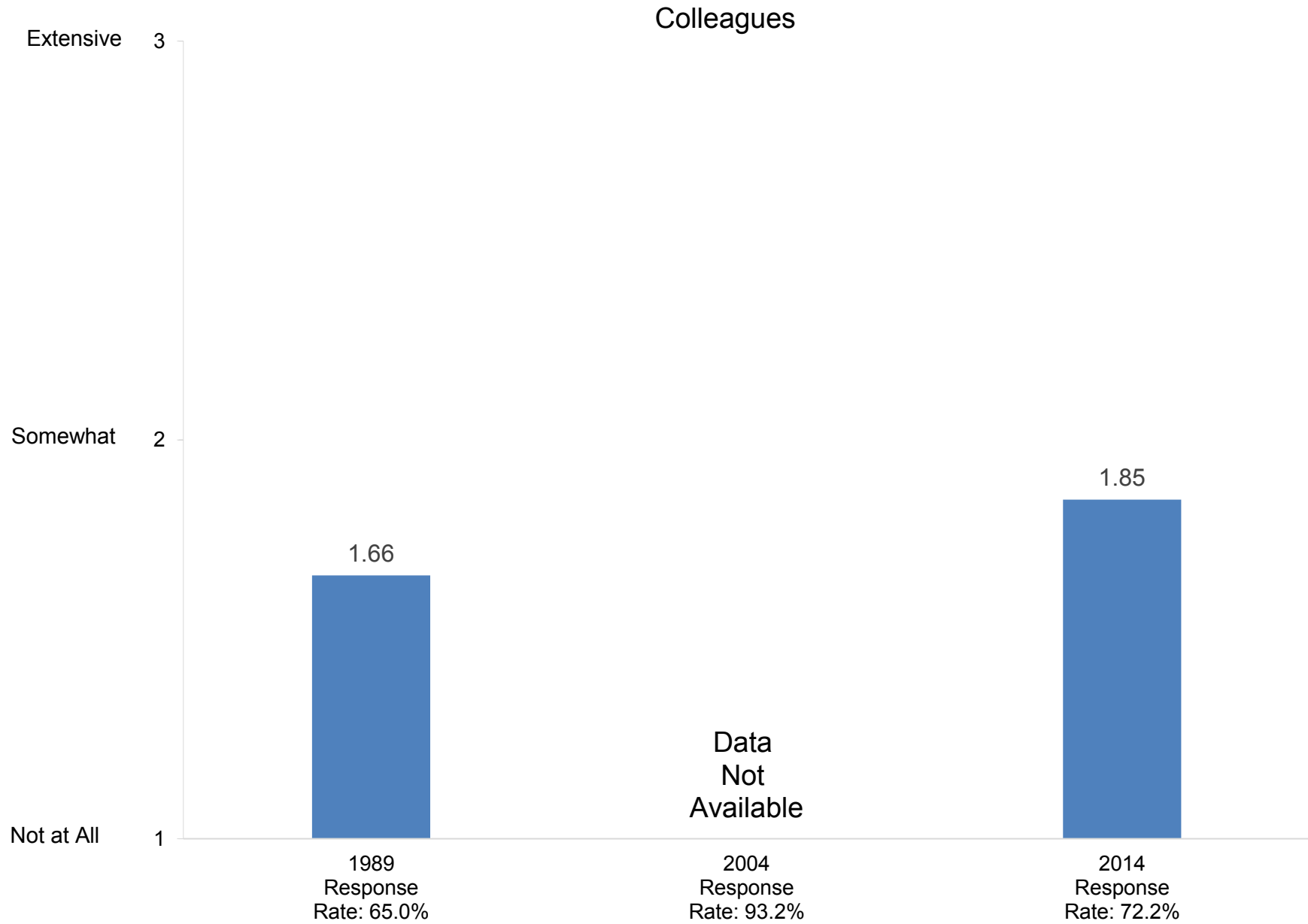
 Non-Sectarian –
High Selectivity

 4-Year
Private

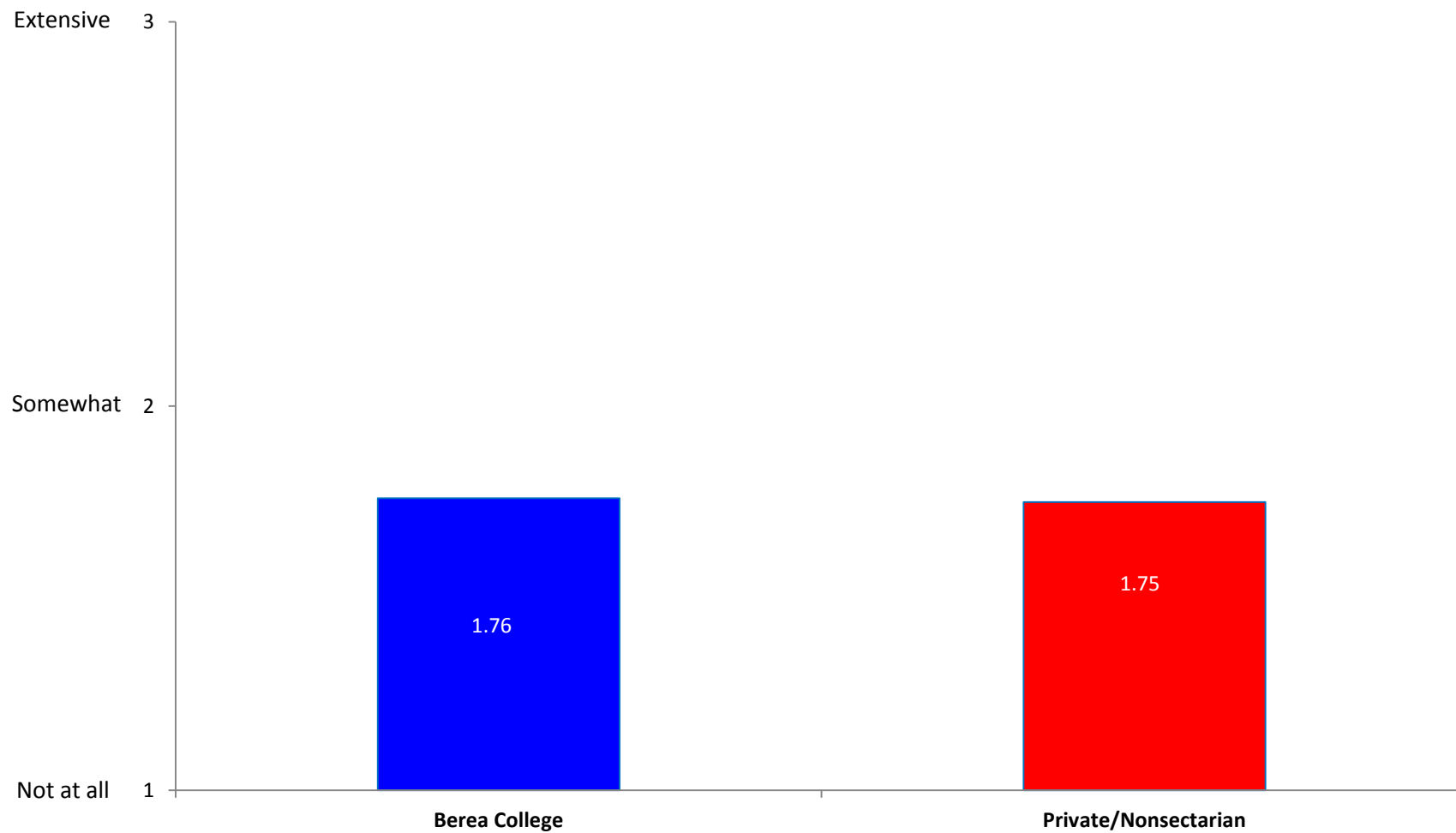
 Publics

Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which each of the following has been a source of stress for you during the past two years.



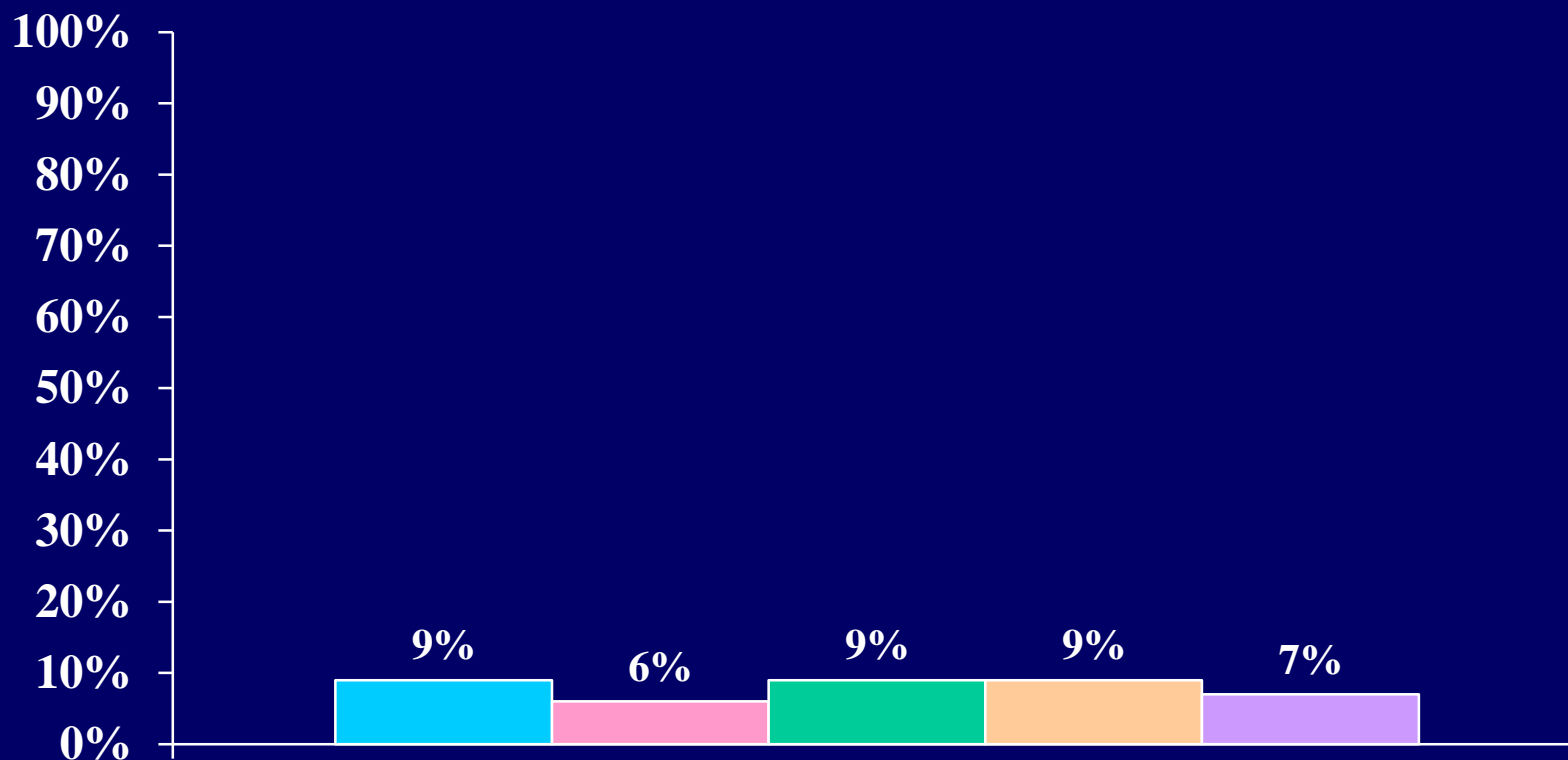
Students



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated "Extensive"

Students



 Berea

 Benchmark
Institutions

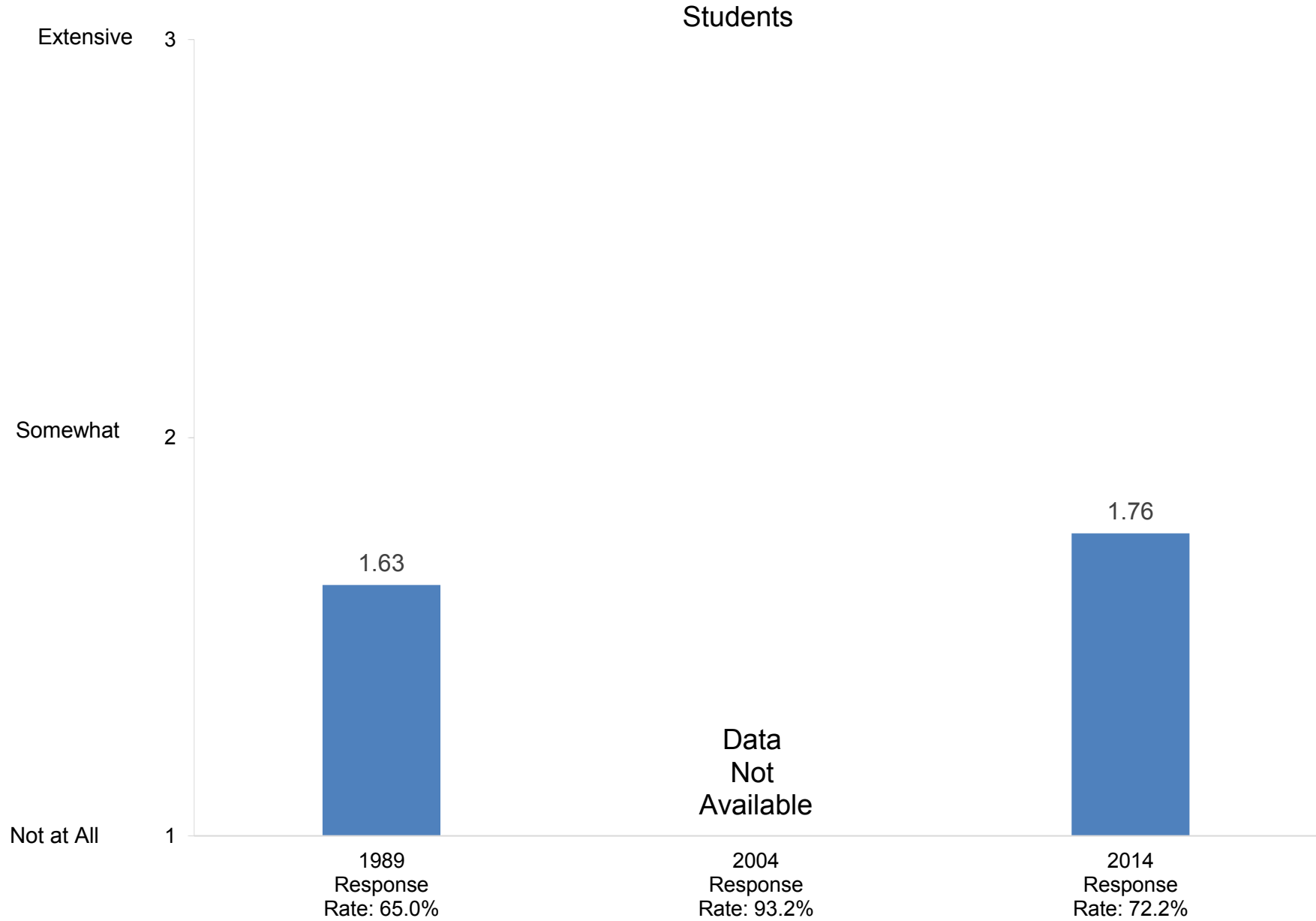
 Non-Sectarian -
High Selectivity

 4-Year
Private

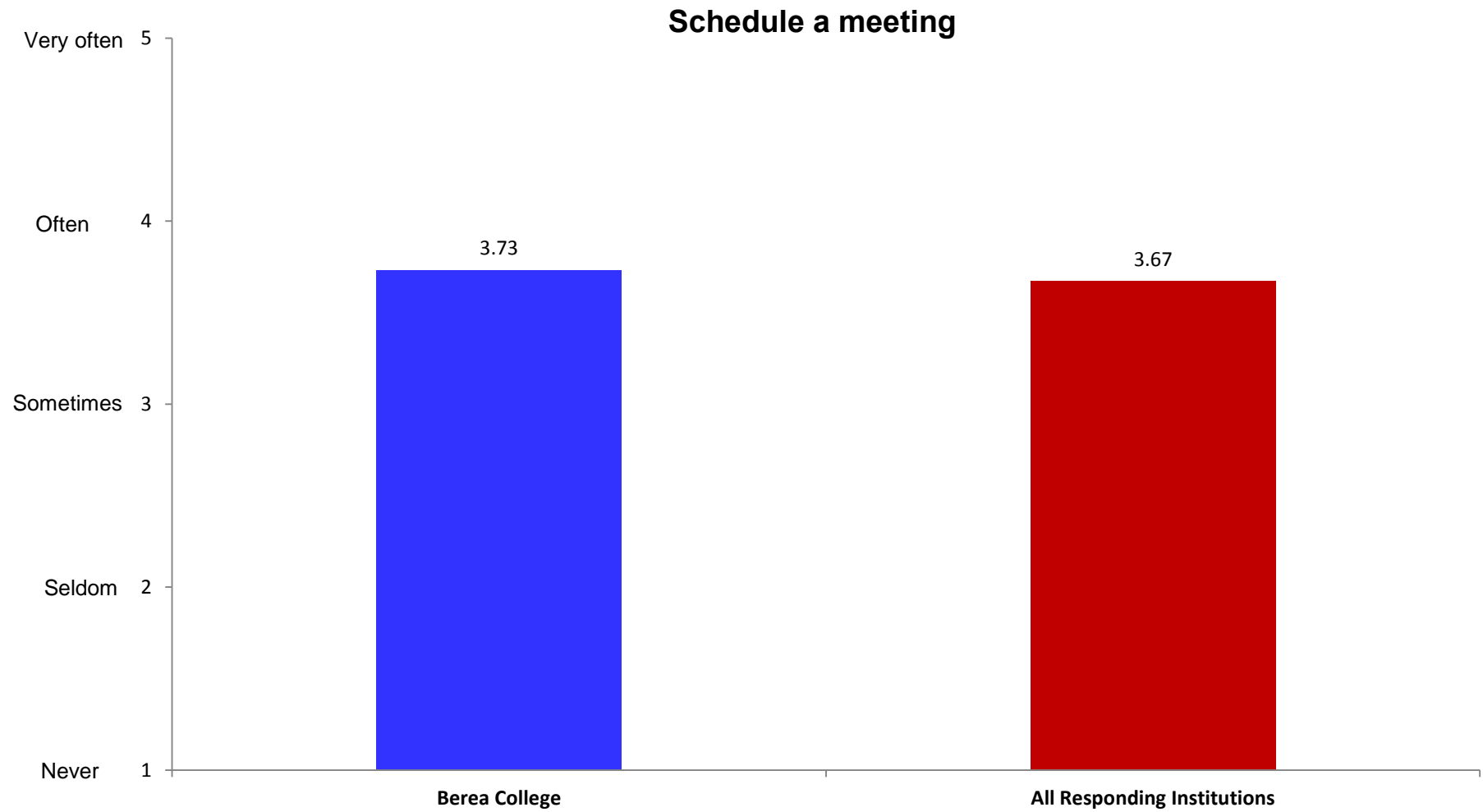
 Publics

Higher Education Research Institute (HERI) Faculty Survey

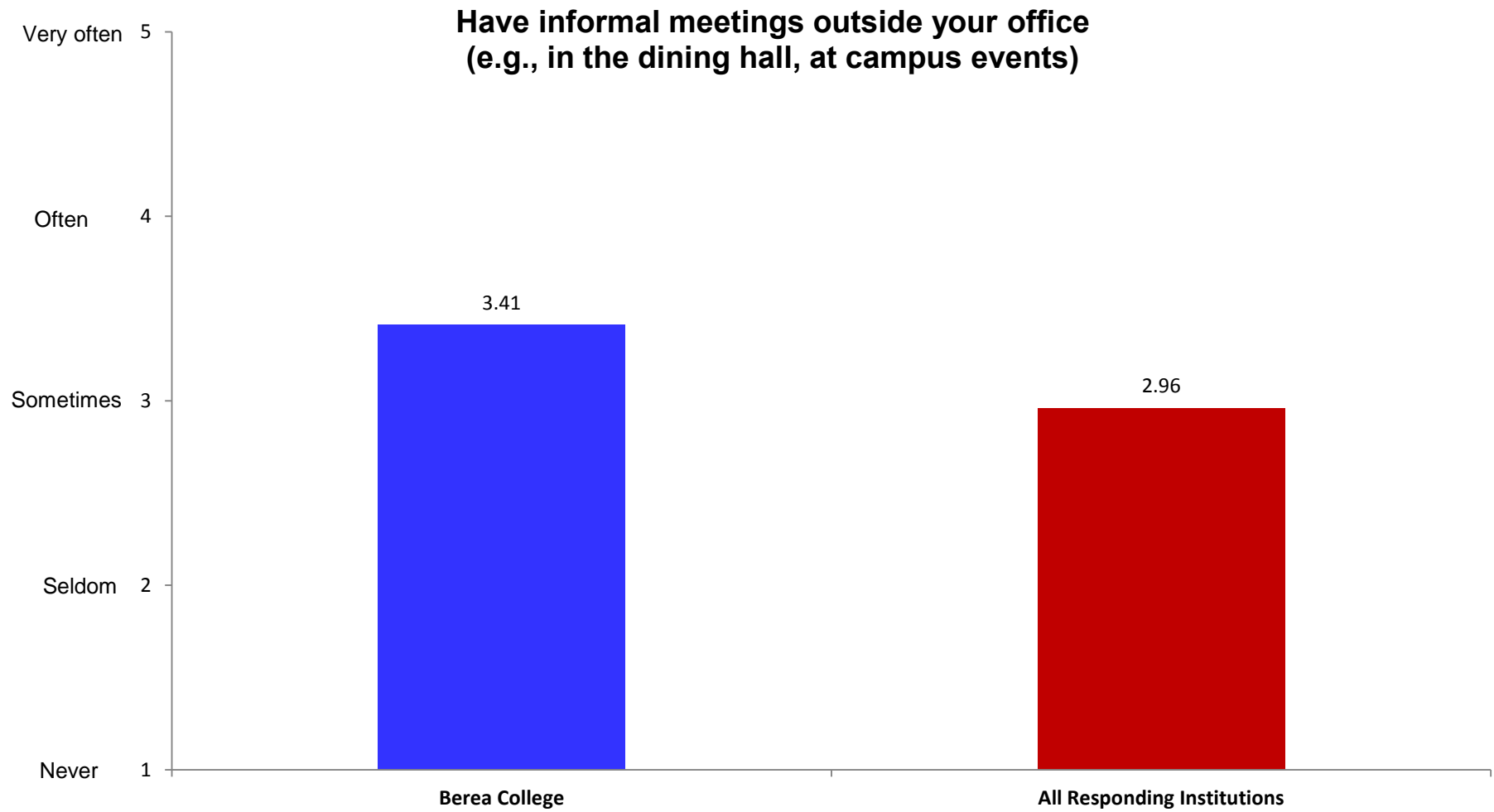
Indicate the extent to which each of the following has been a source of stress for you during the past two years.



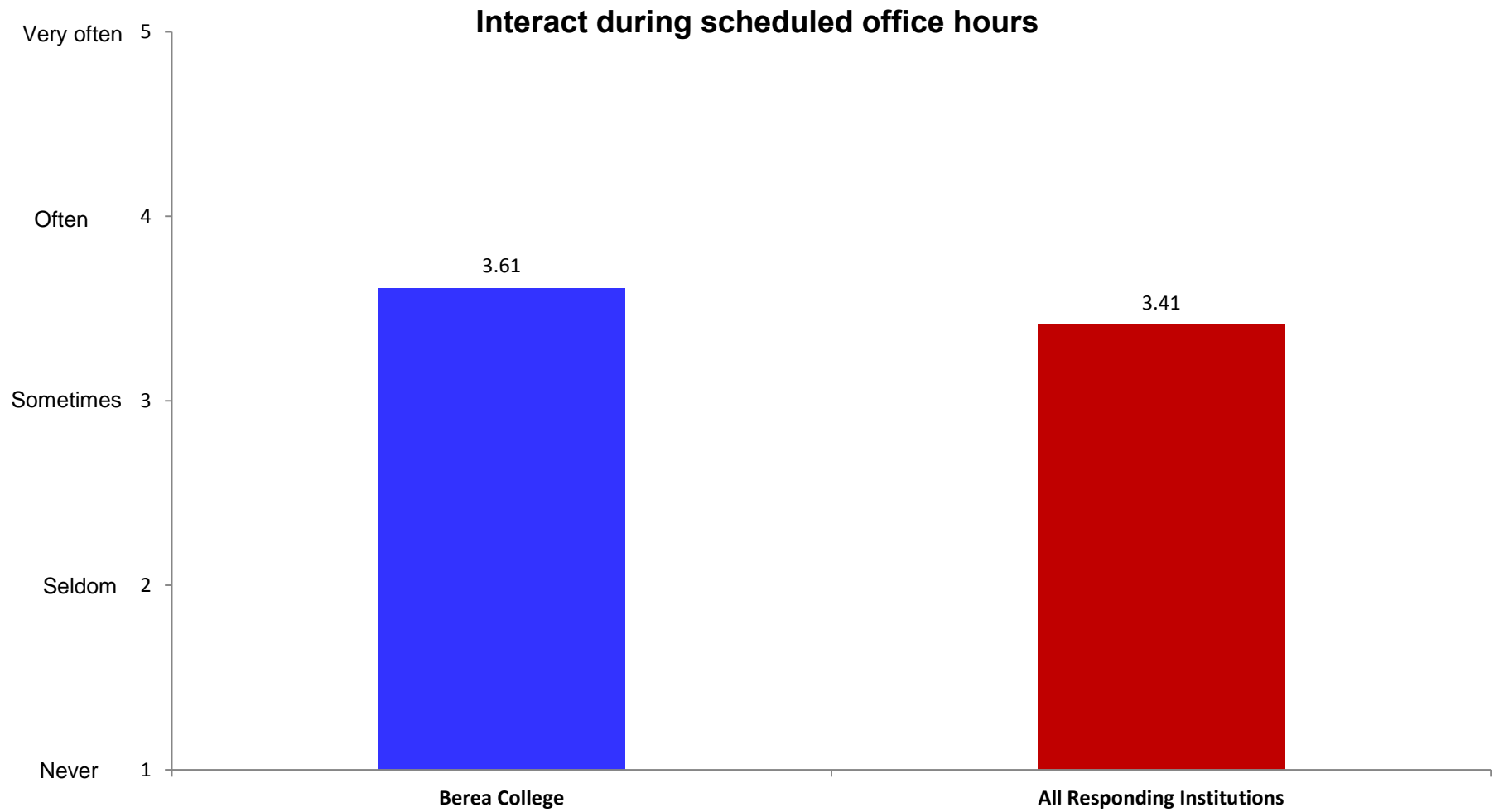
How often do you typically do each of the following with your advisees?



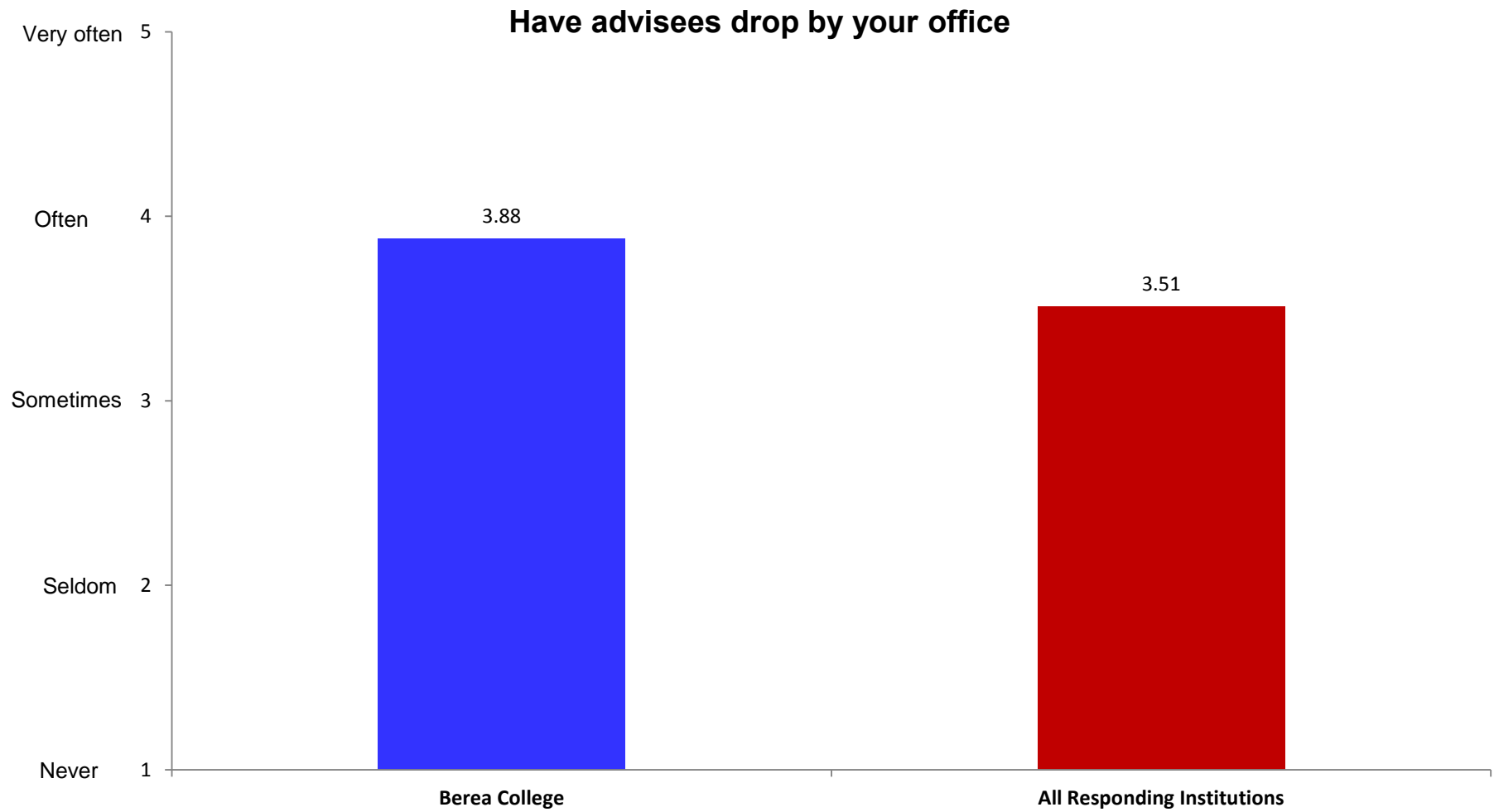
How often do you typically do each of the following with your advisees?



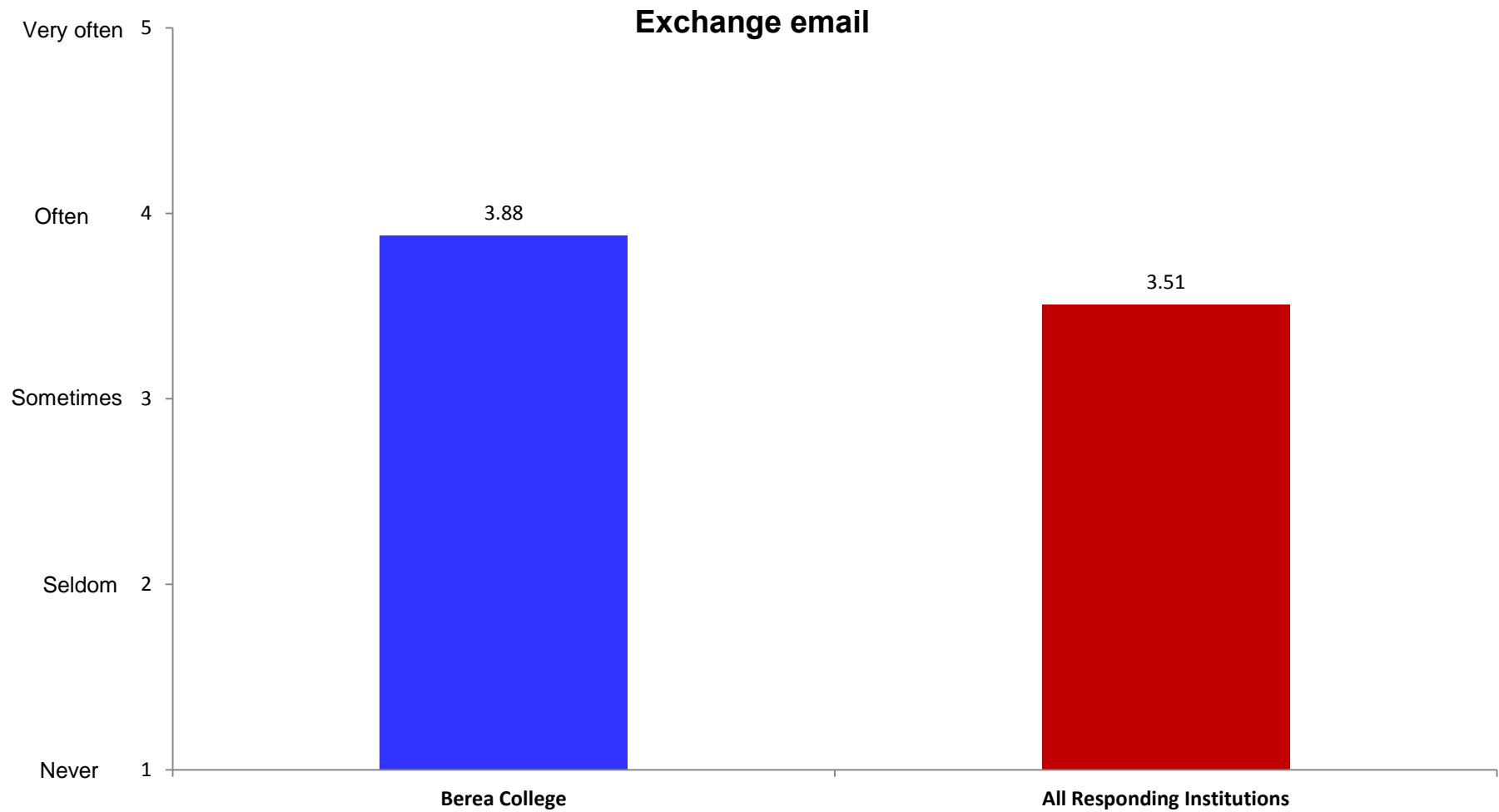
How often do you typically do each of the following with your advisees?



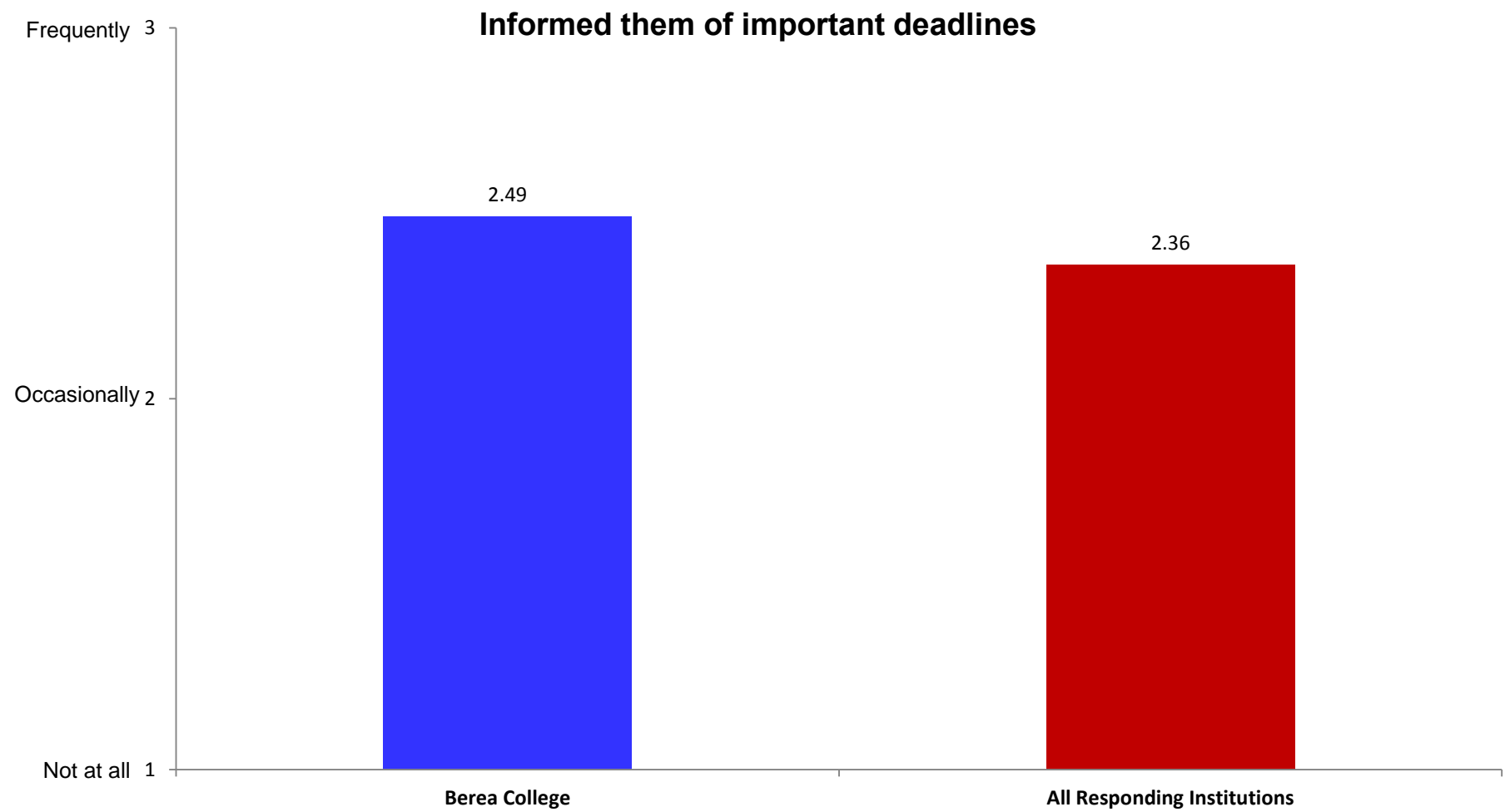
How often do you typically do each of the following with your advisees?



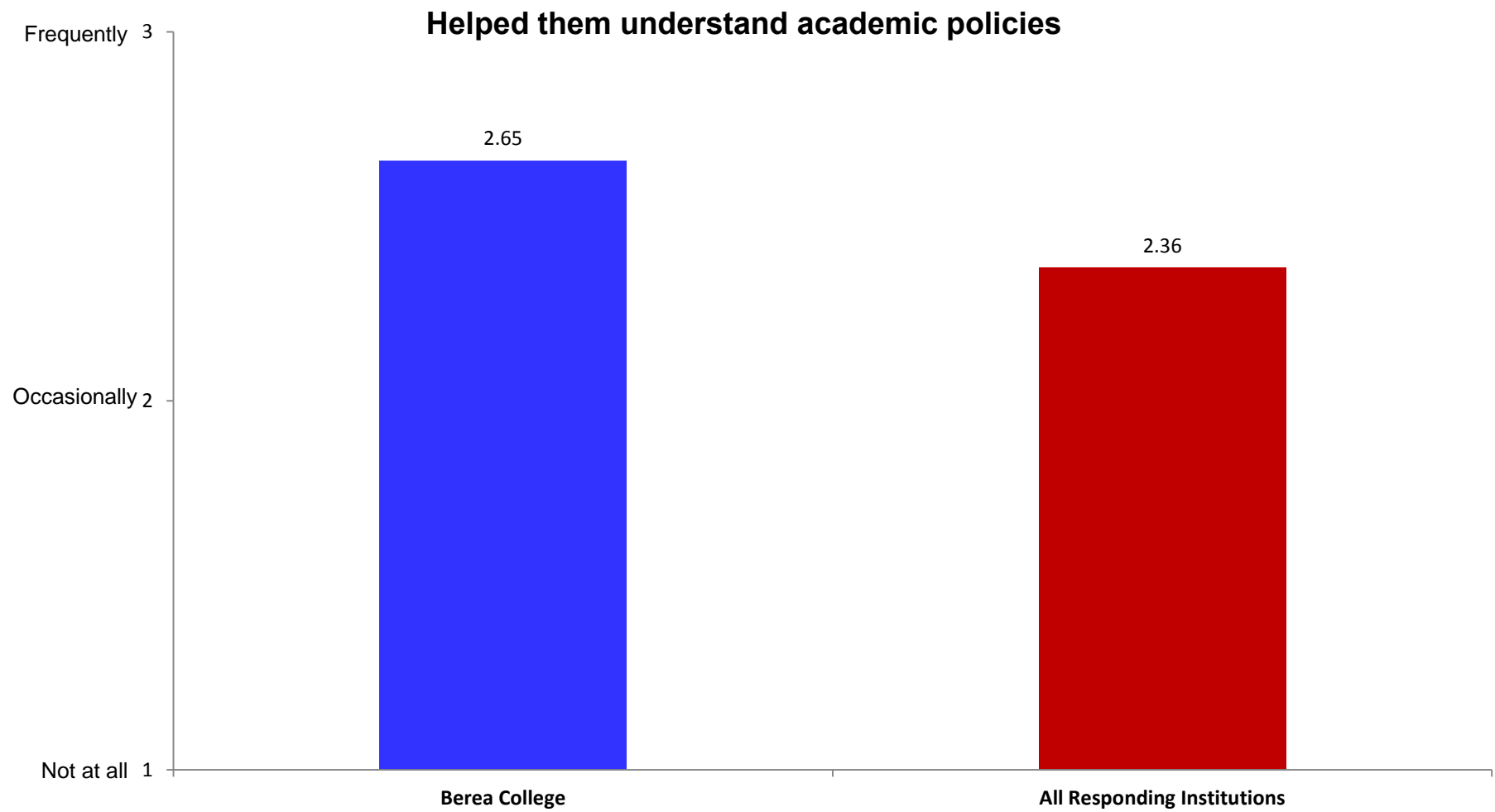
How often do you typically do each of the following with your advisees?



During the past year, how often have you done the following with your advisees?

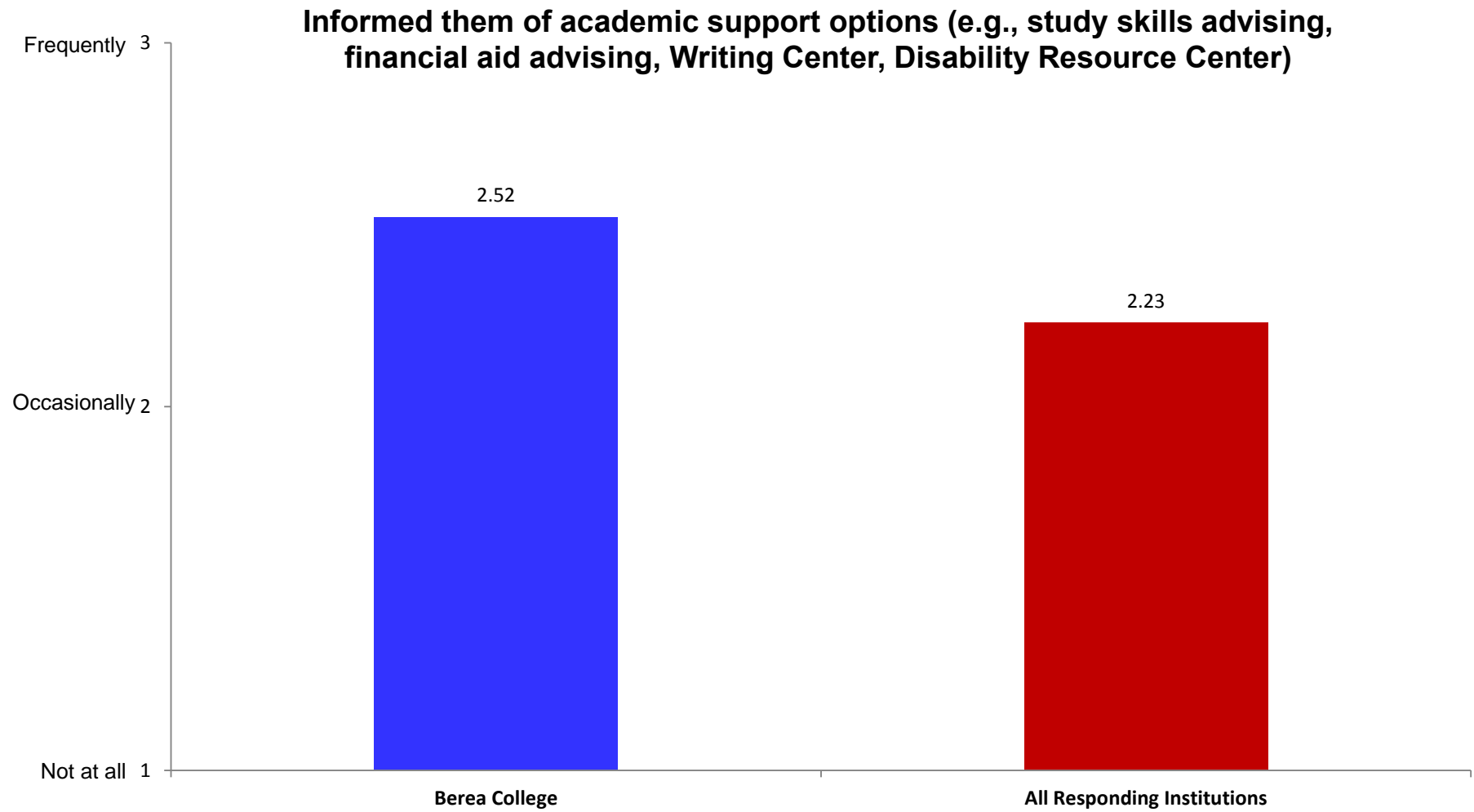


During the past year, how often have you done the following with your advisees?

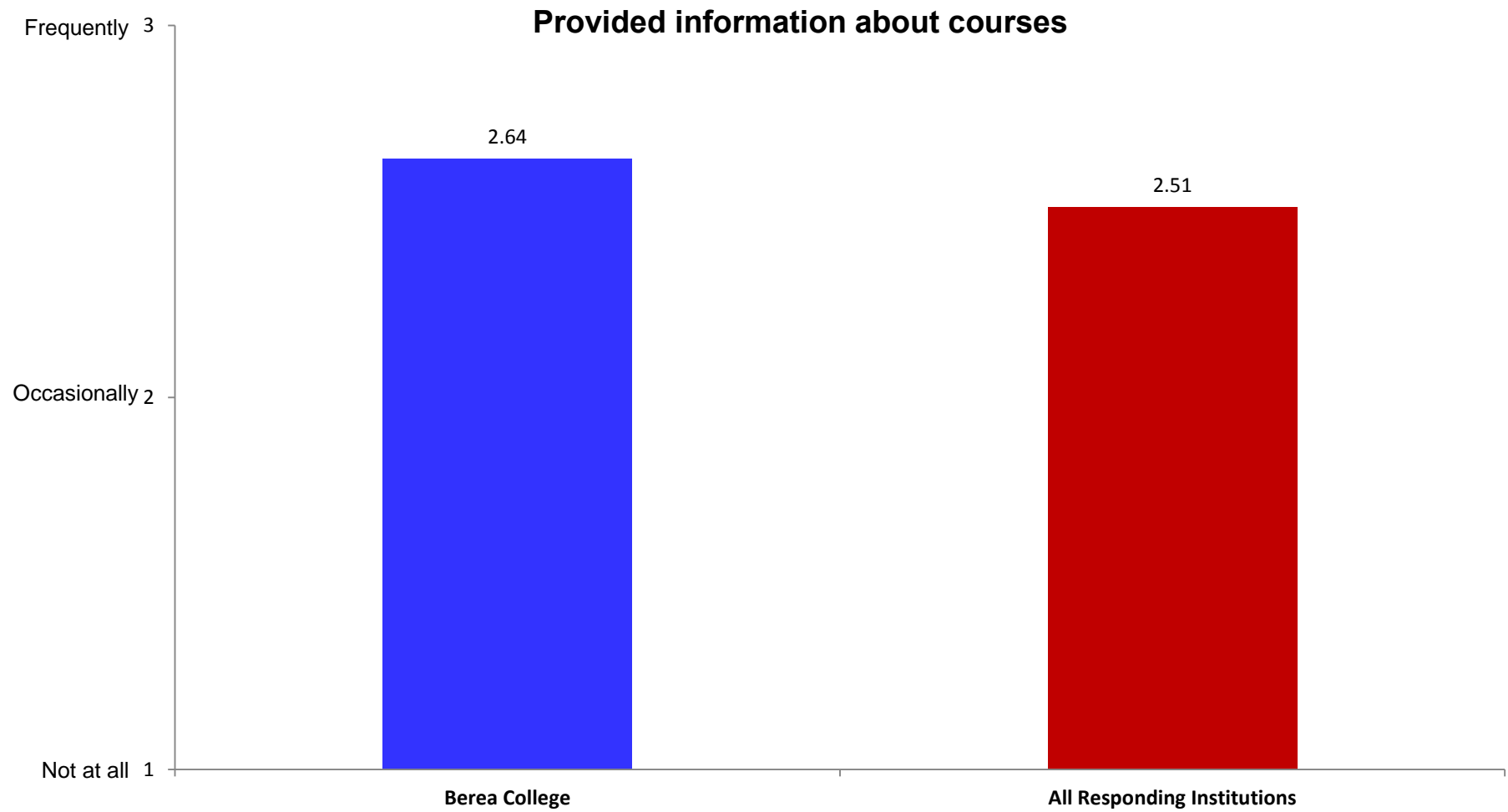


ADVISING MODULE

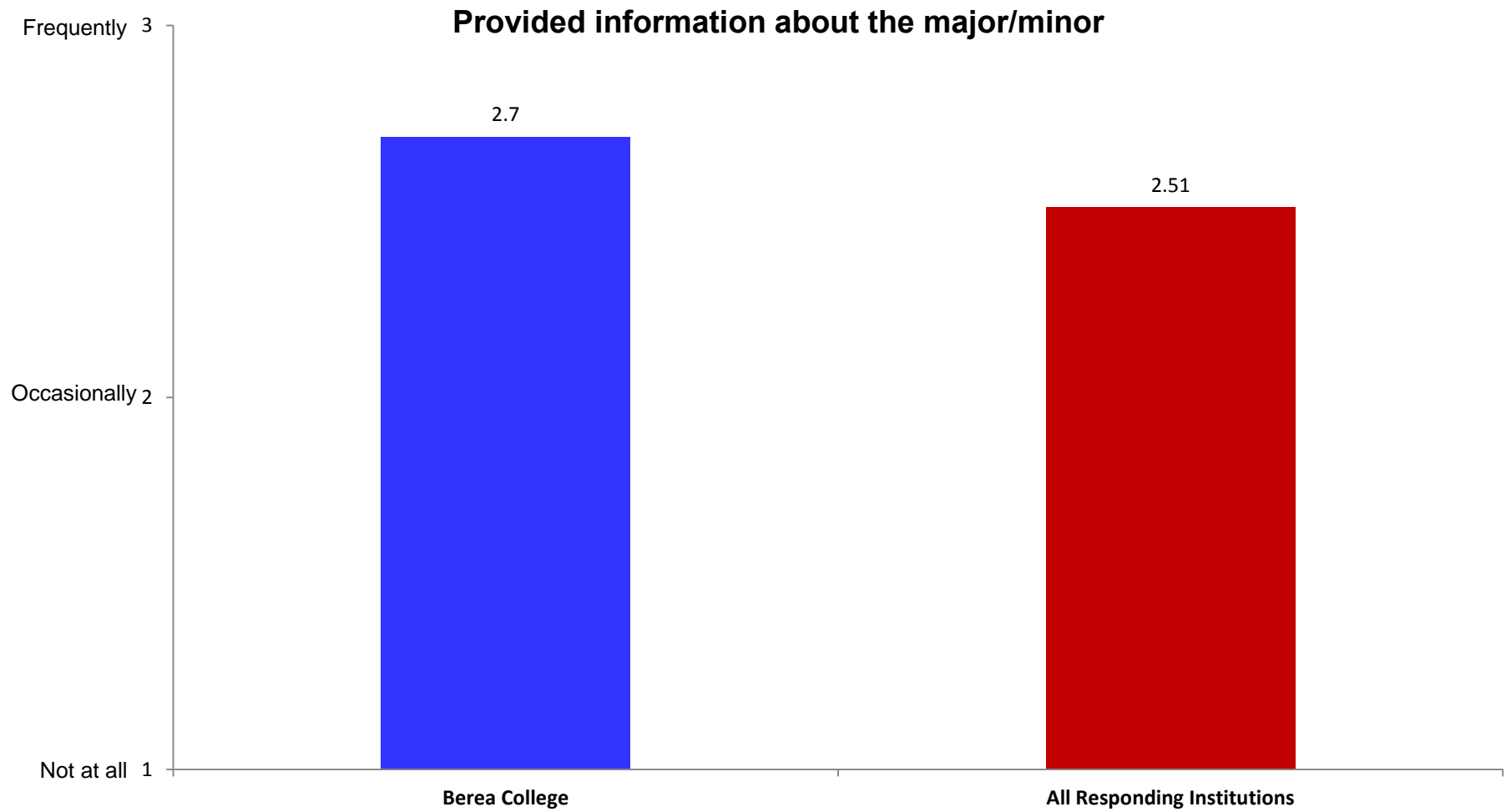
During the past year, how often have you done the following with your advisees?



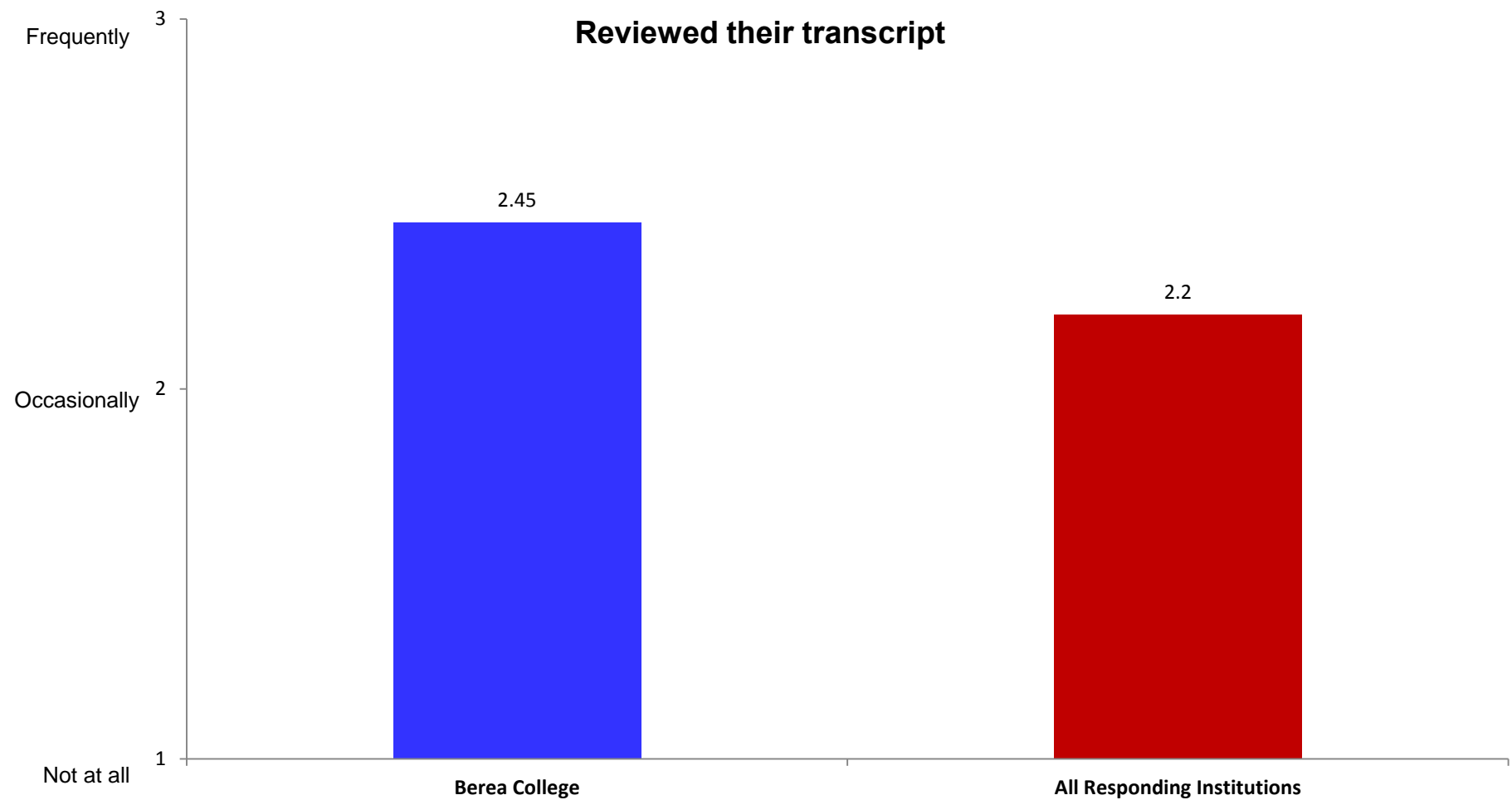
During the past year, how often have you done the following with your advisees?



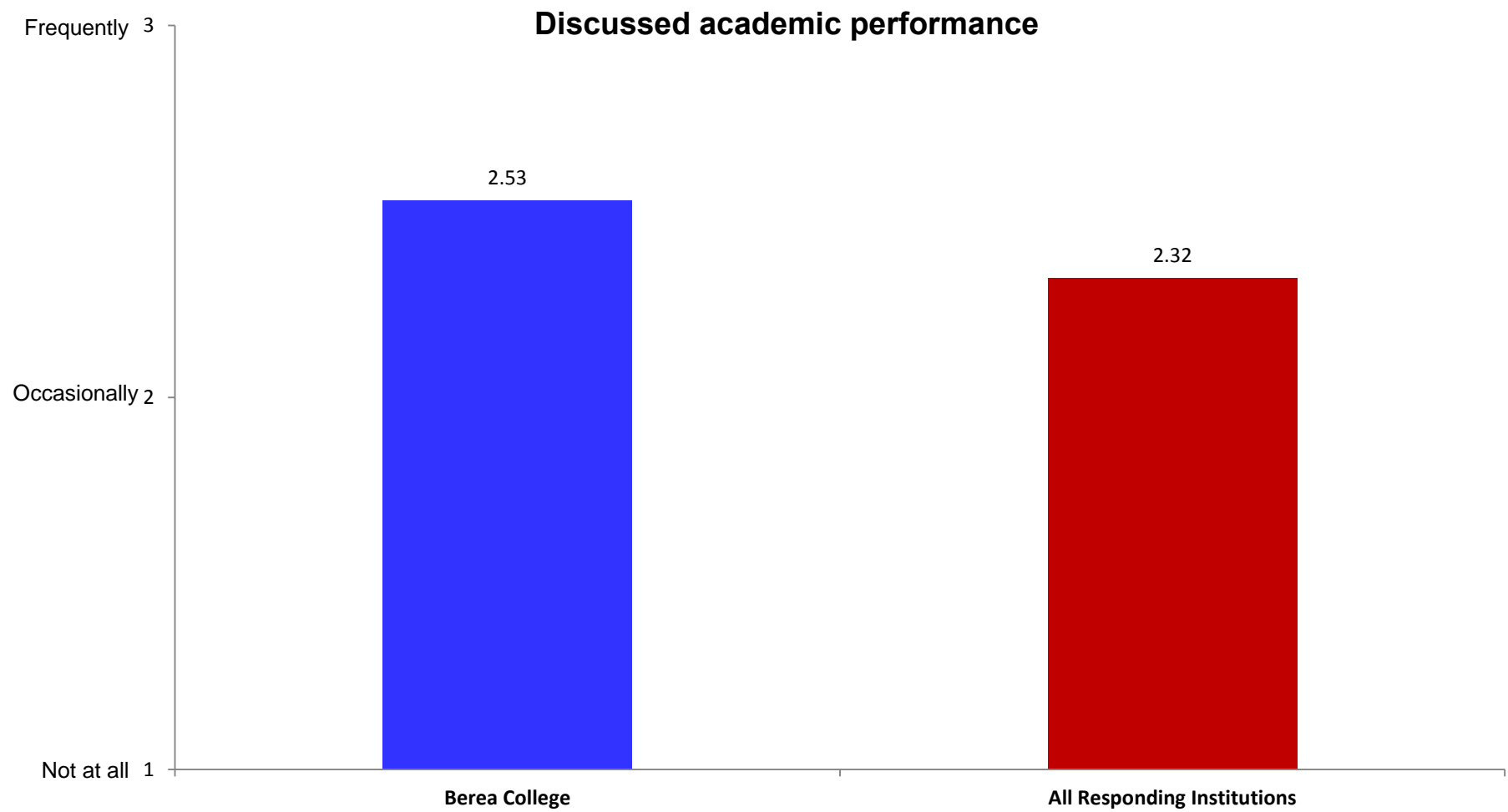
During the past year, how often have you done the following with your advisees?



During the past year, how often have you done the following with your advisees?

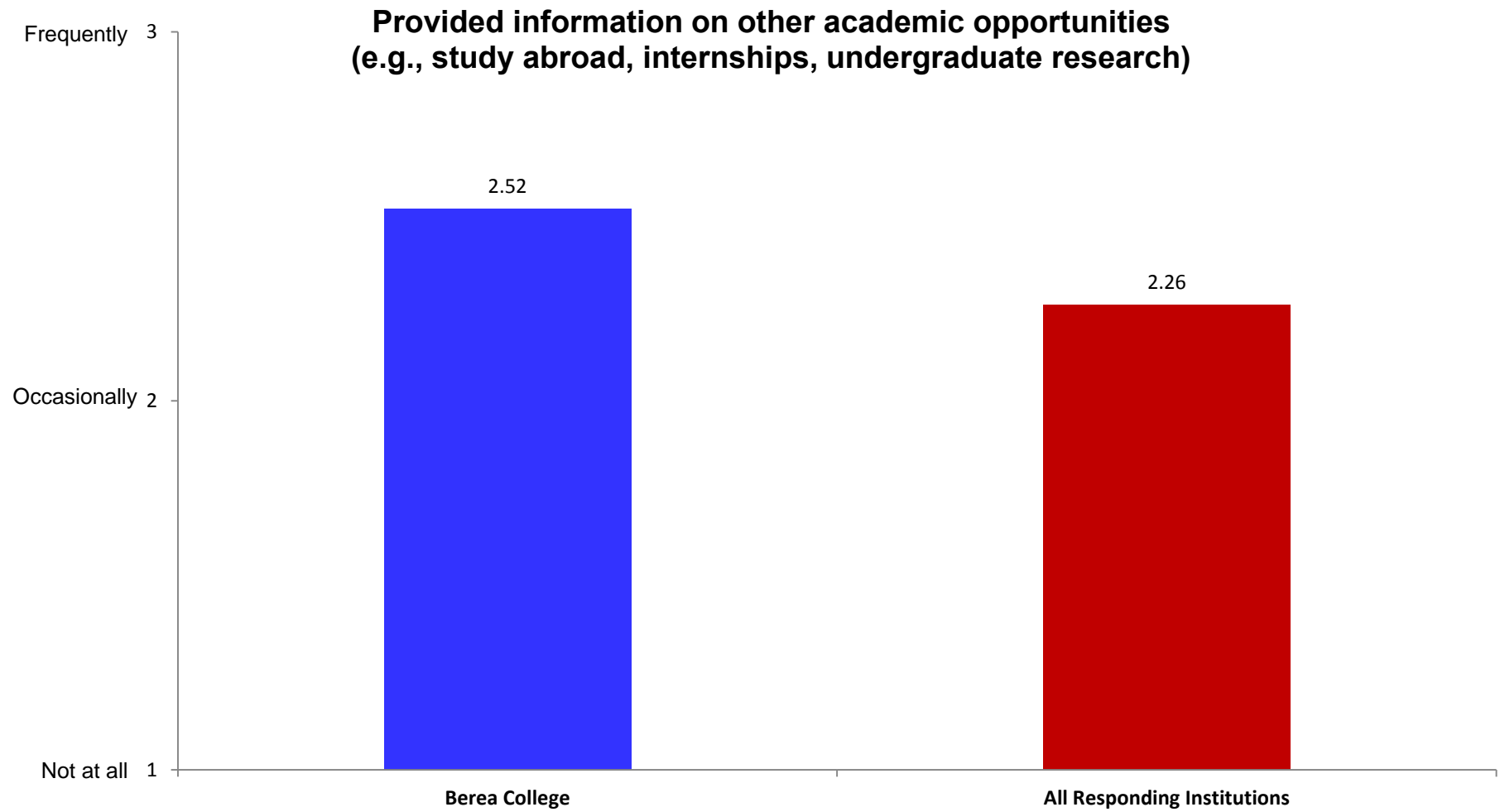


During the past year, how often have you done the following with your advisees?

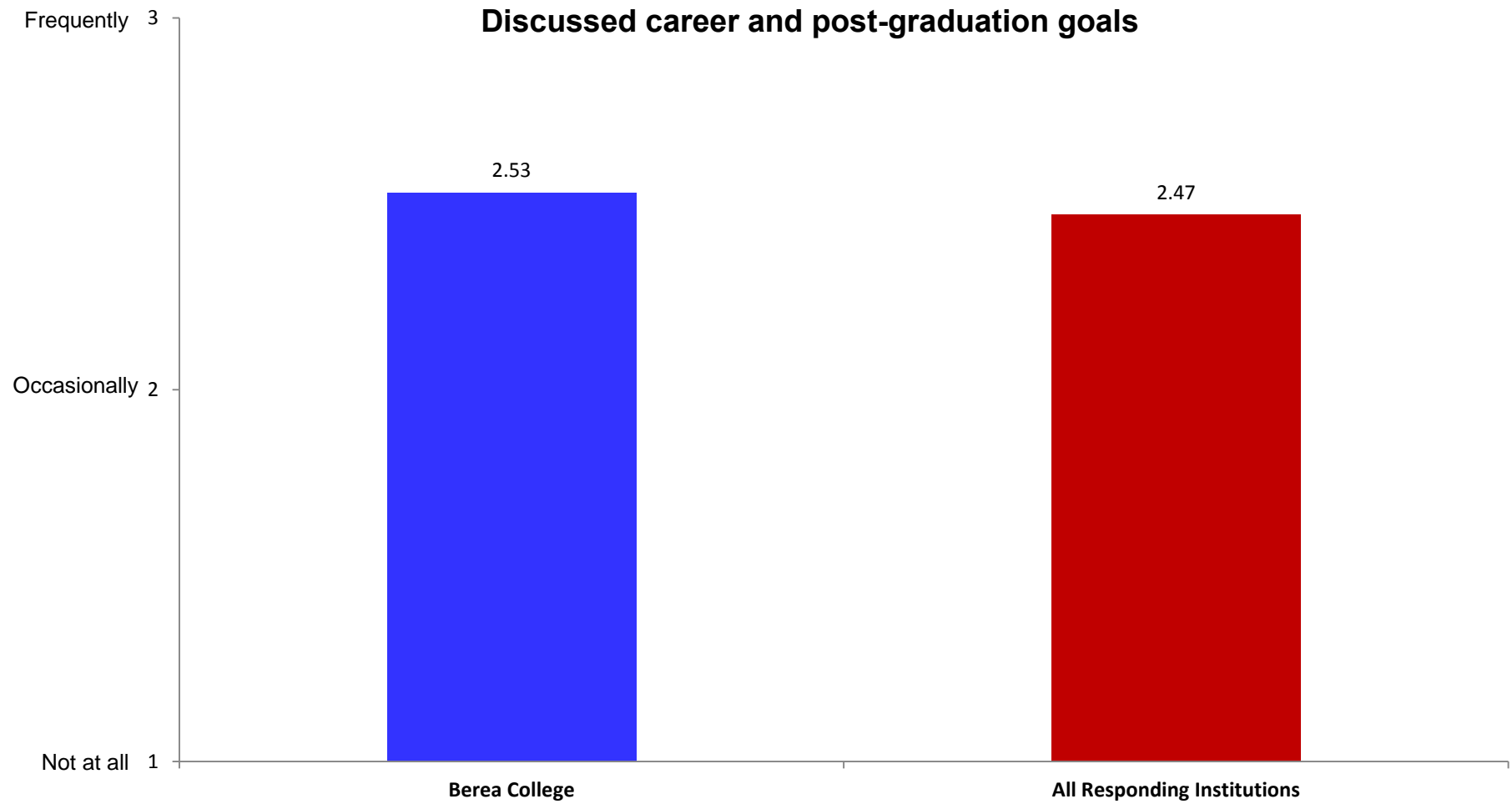


ADVISING MODULE

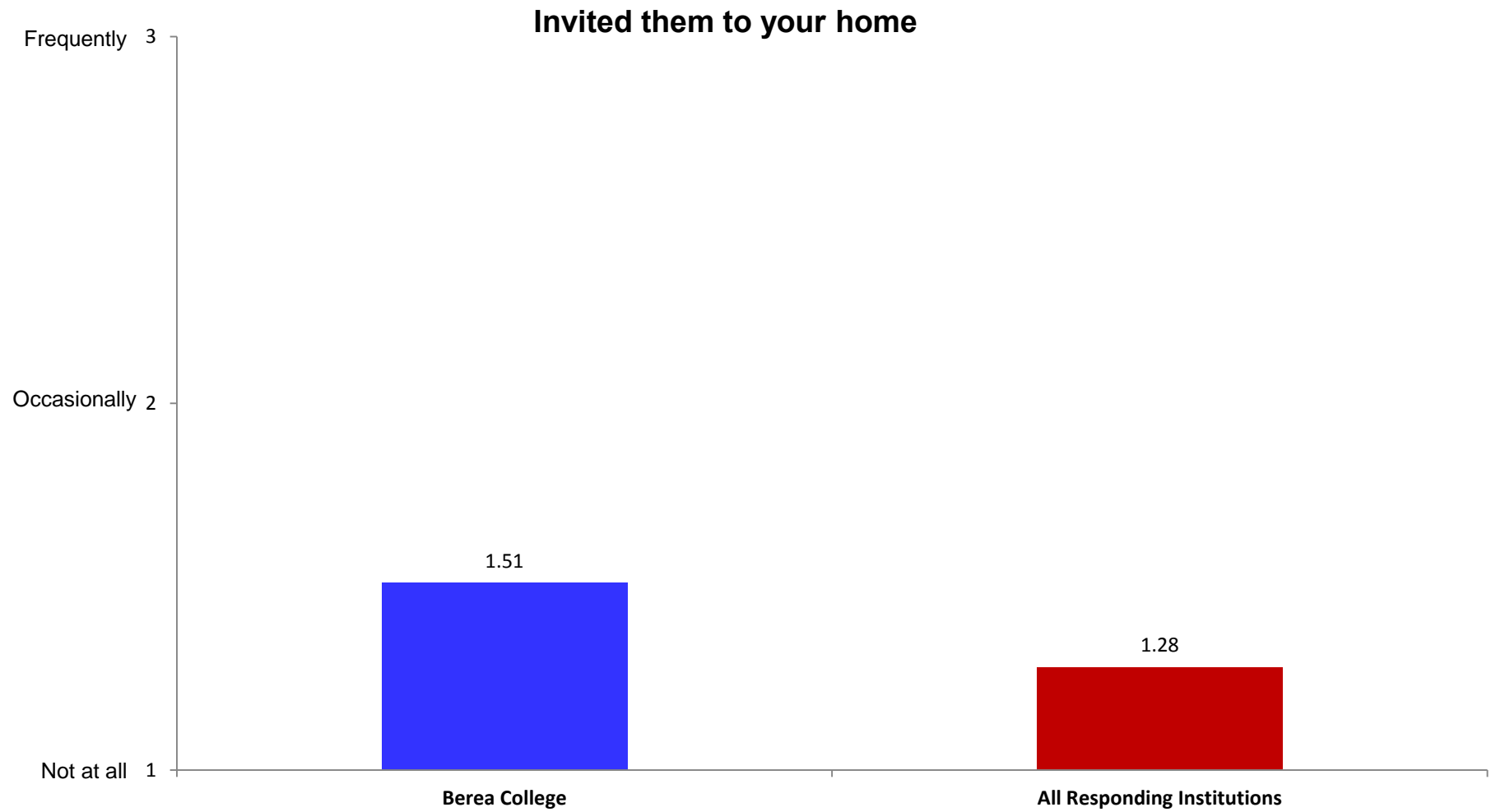
During the past year, how often have you done the following with your advisees?



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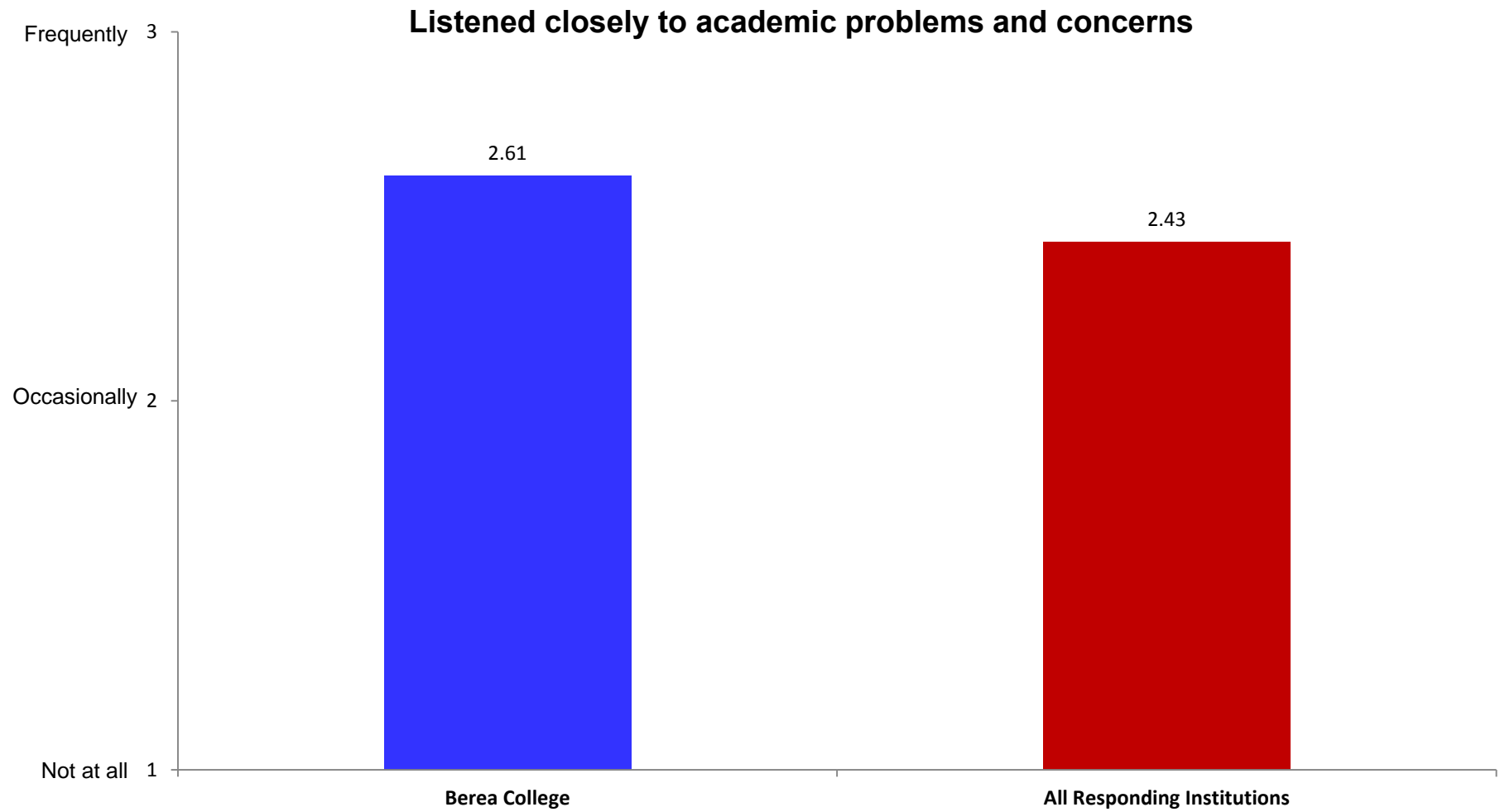


During the past year, how often have you done the following with your advisees?

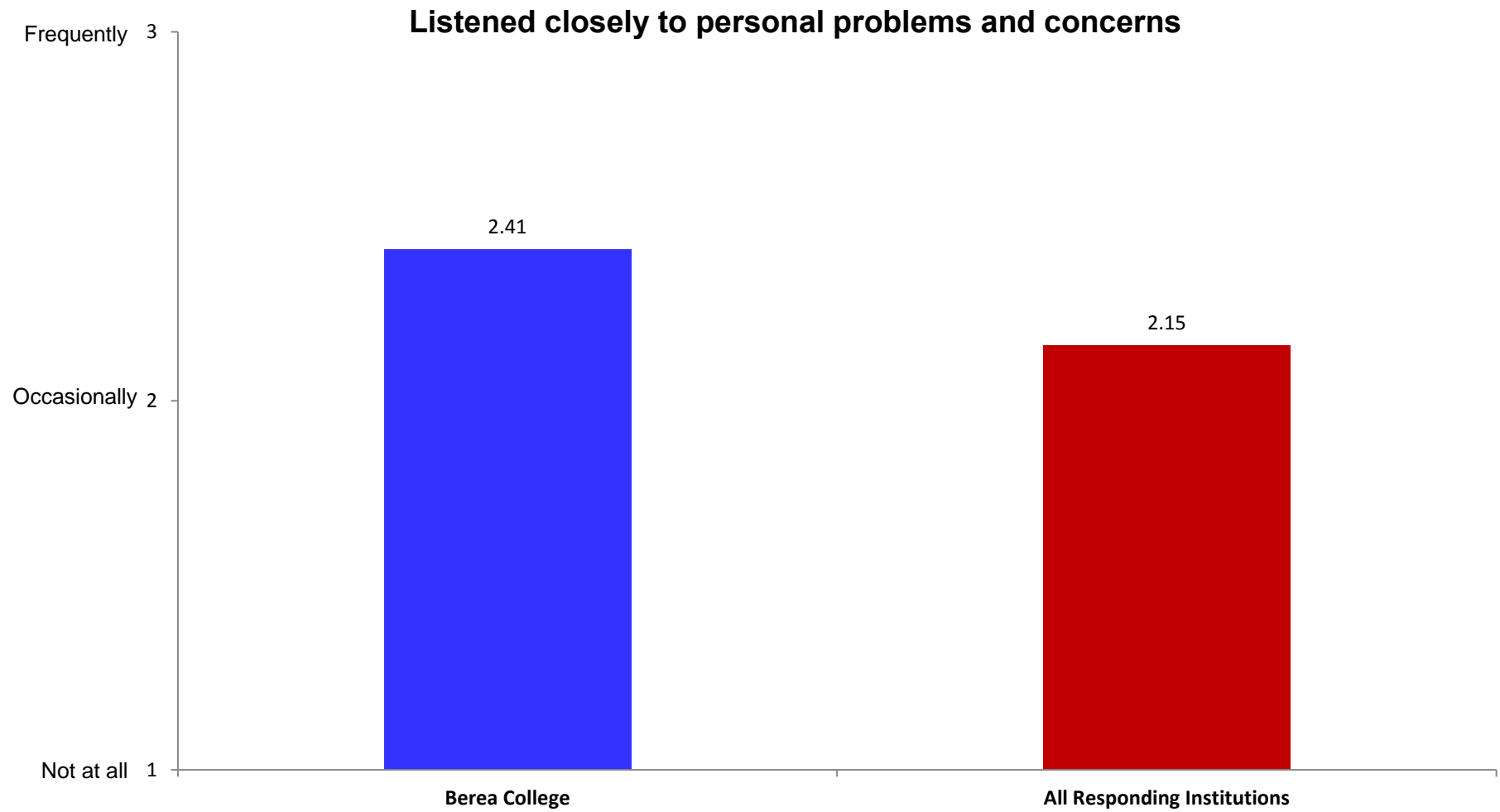


ADVISING MODULE

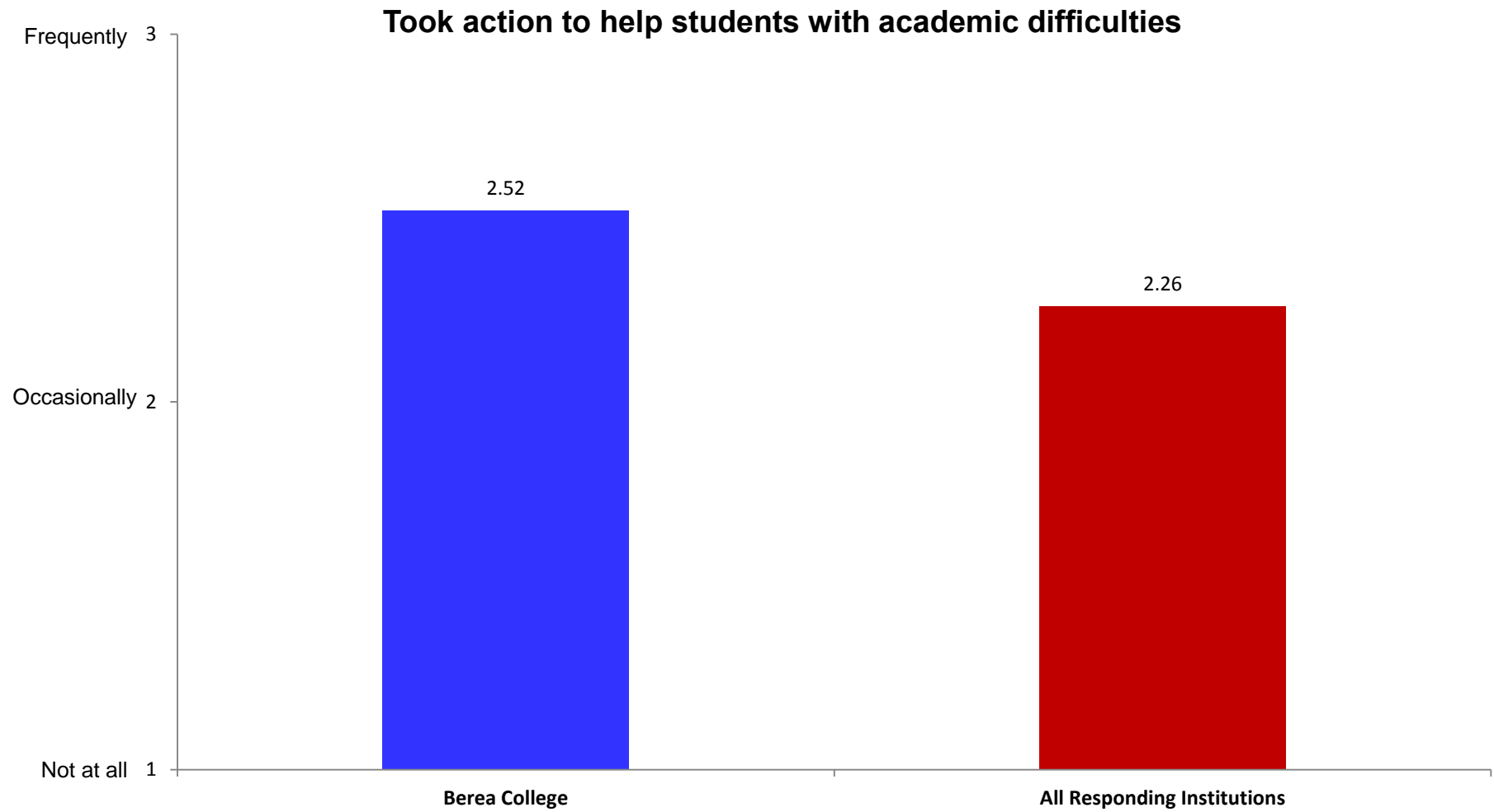
During the past year, how often have you done the following with your advisees?



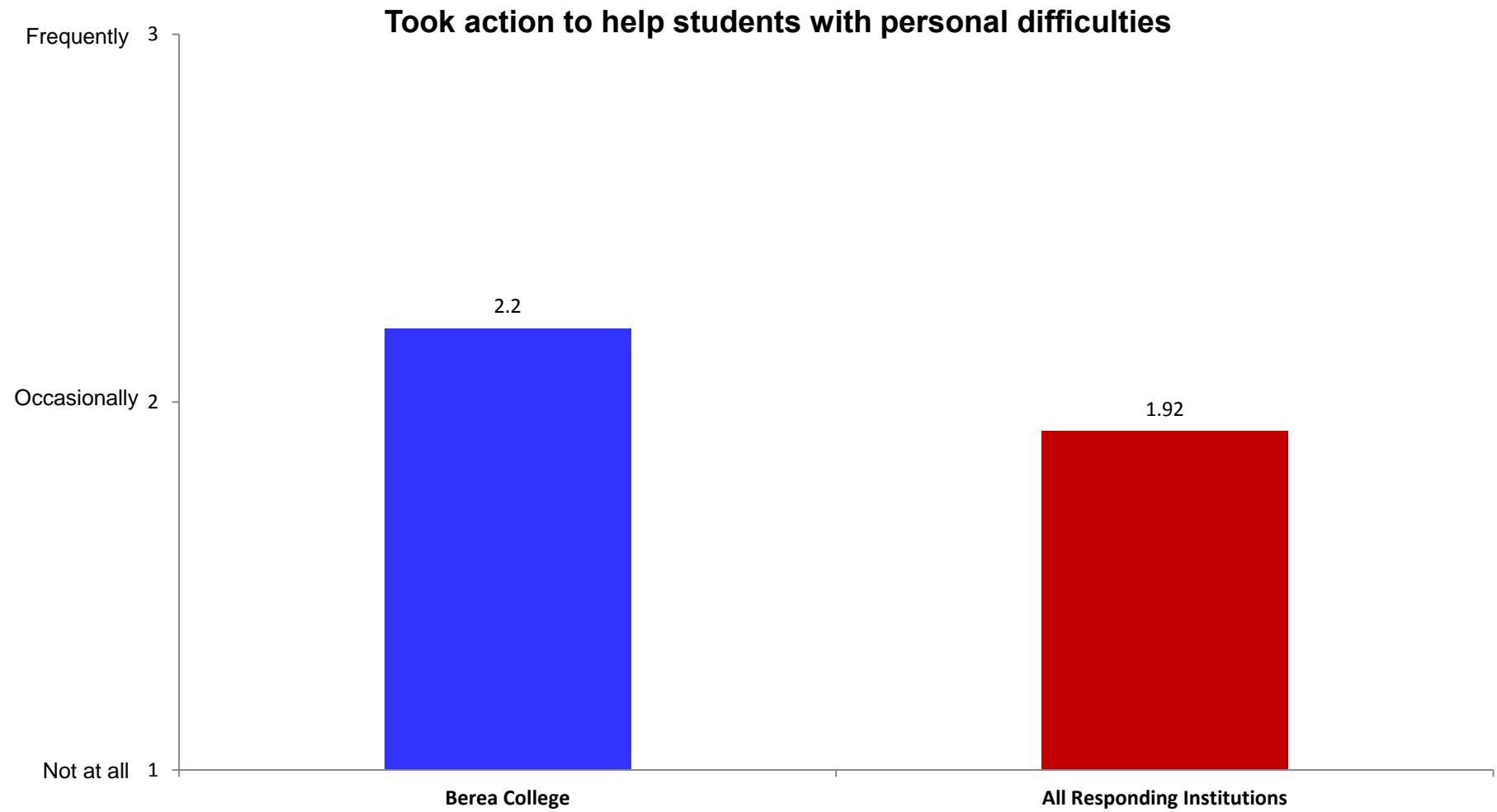
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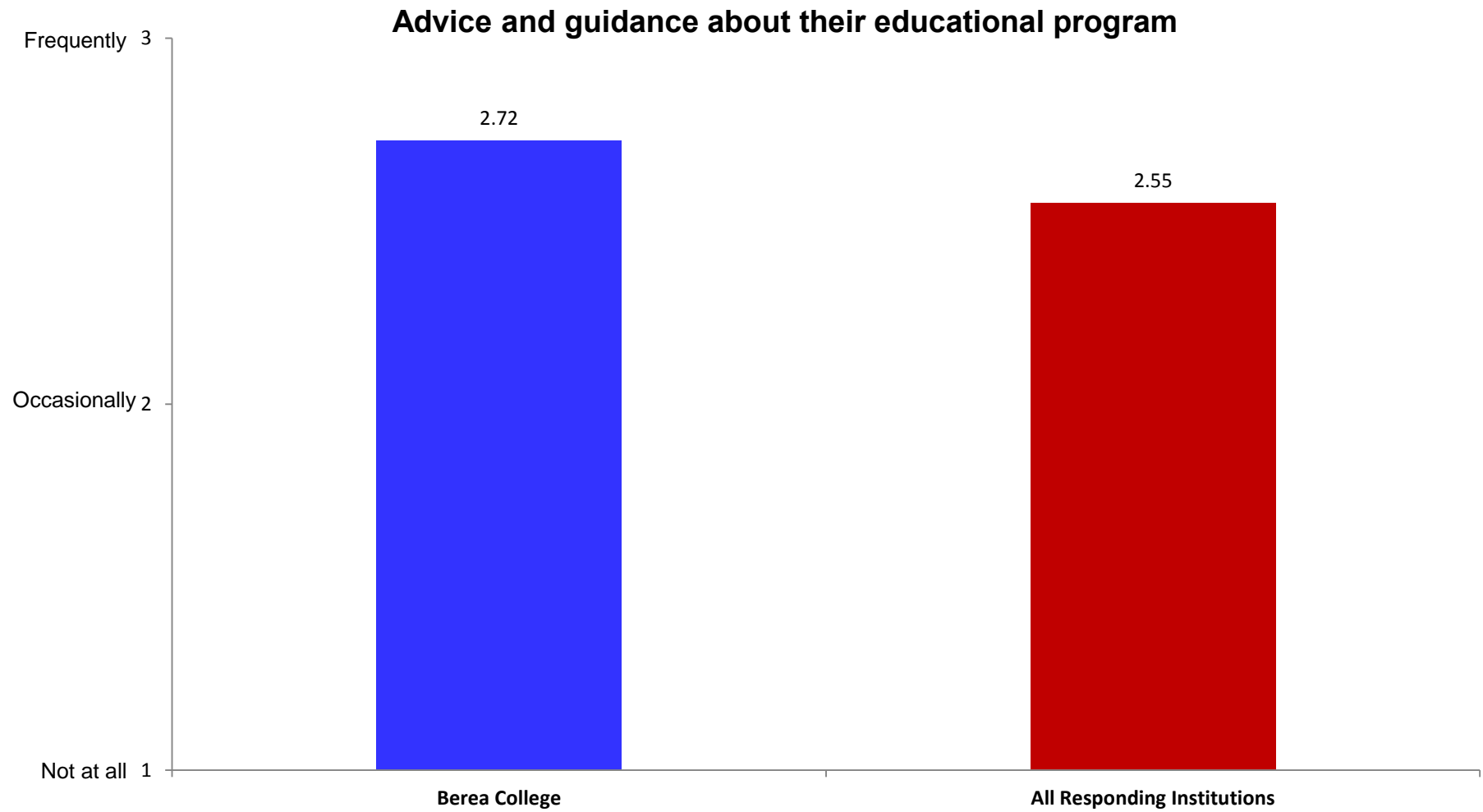
During the past year, how often have you done the following with your advisees?



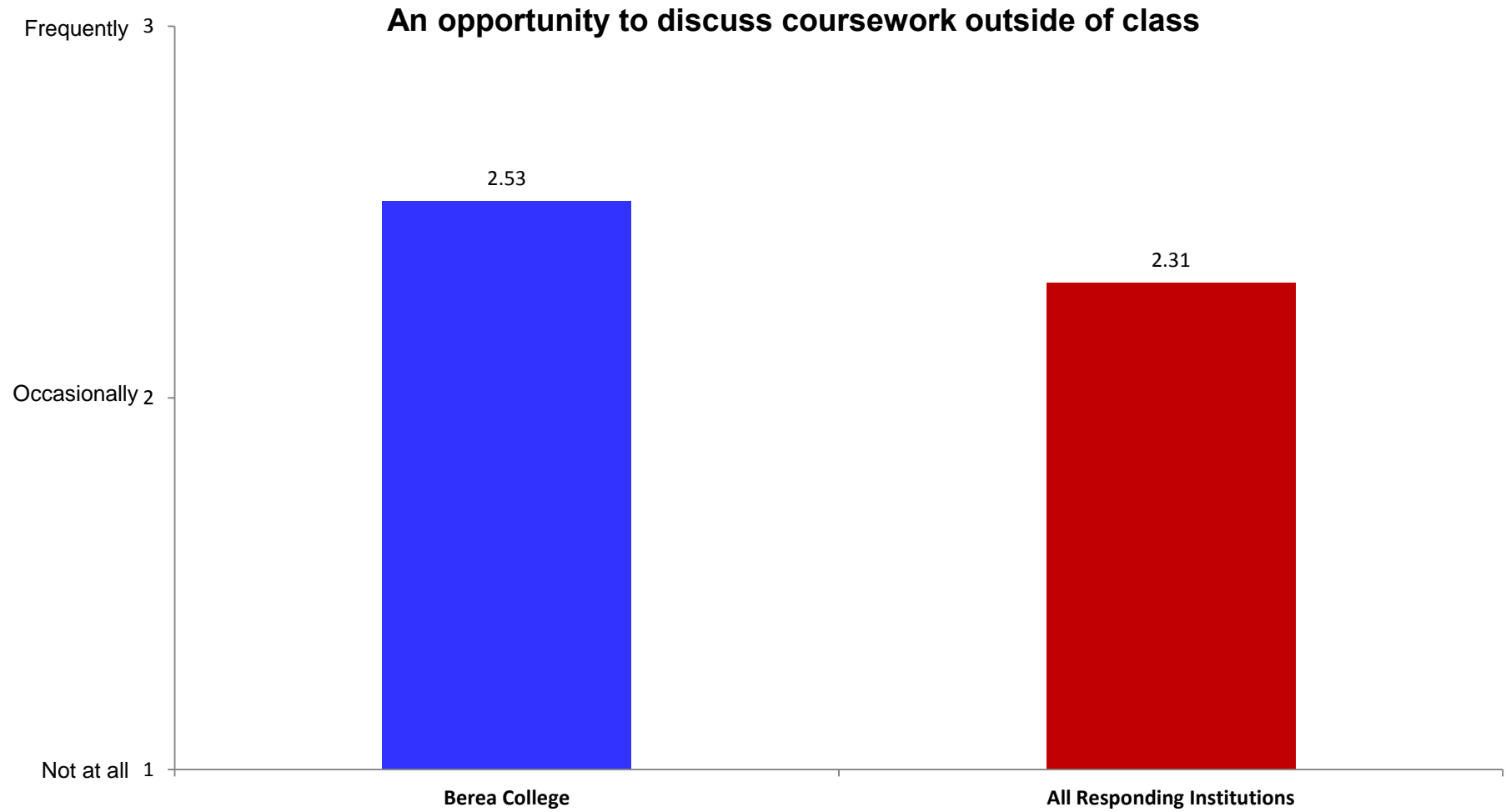
During the past year, how often have you done the following with your advisees?



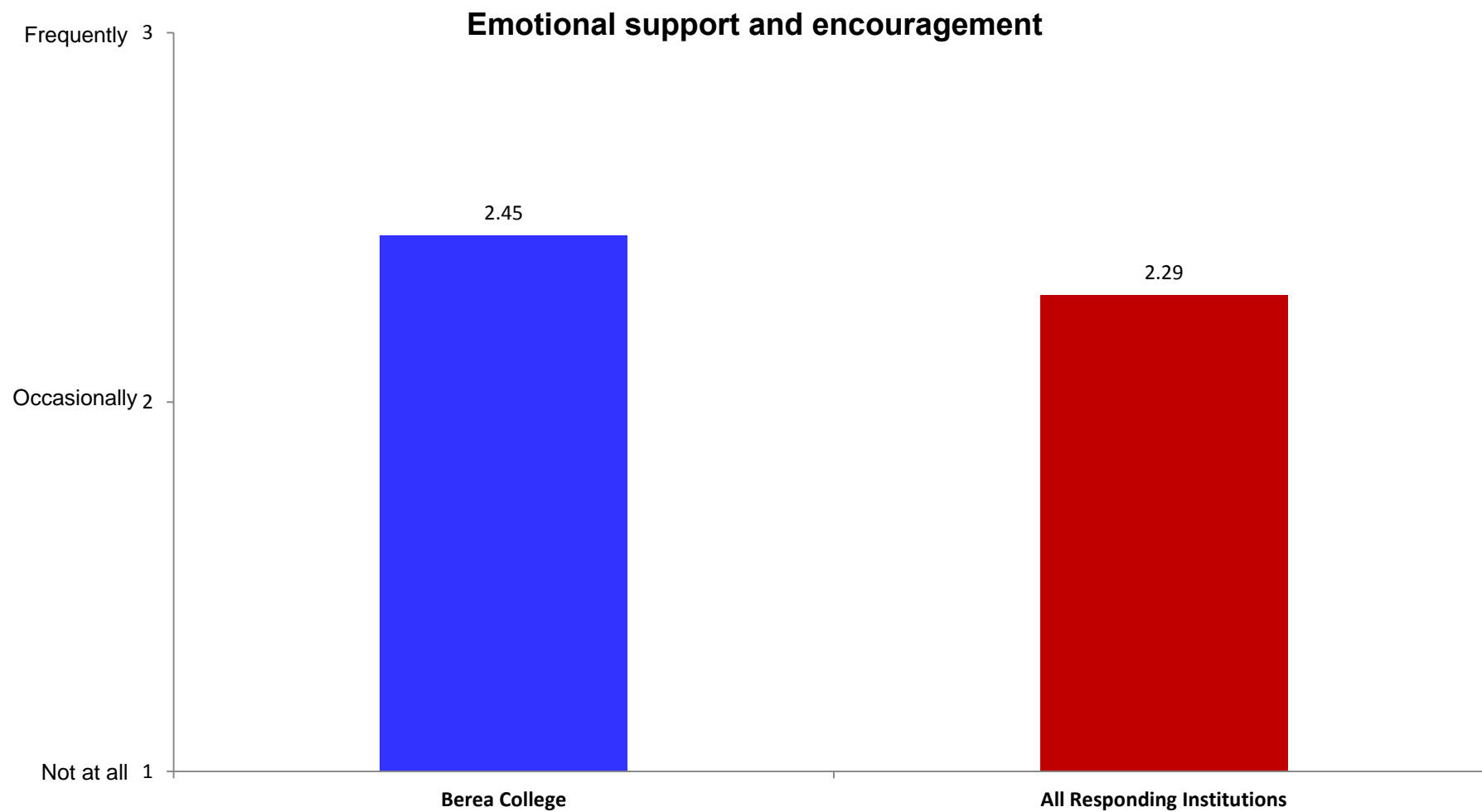
During the past year, how often have you provided your advisees with?



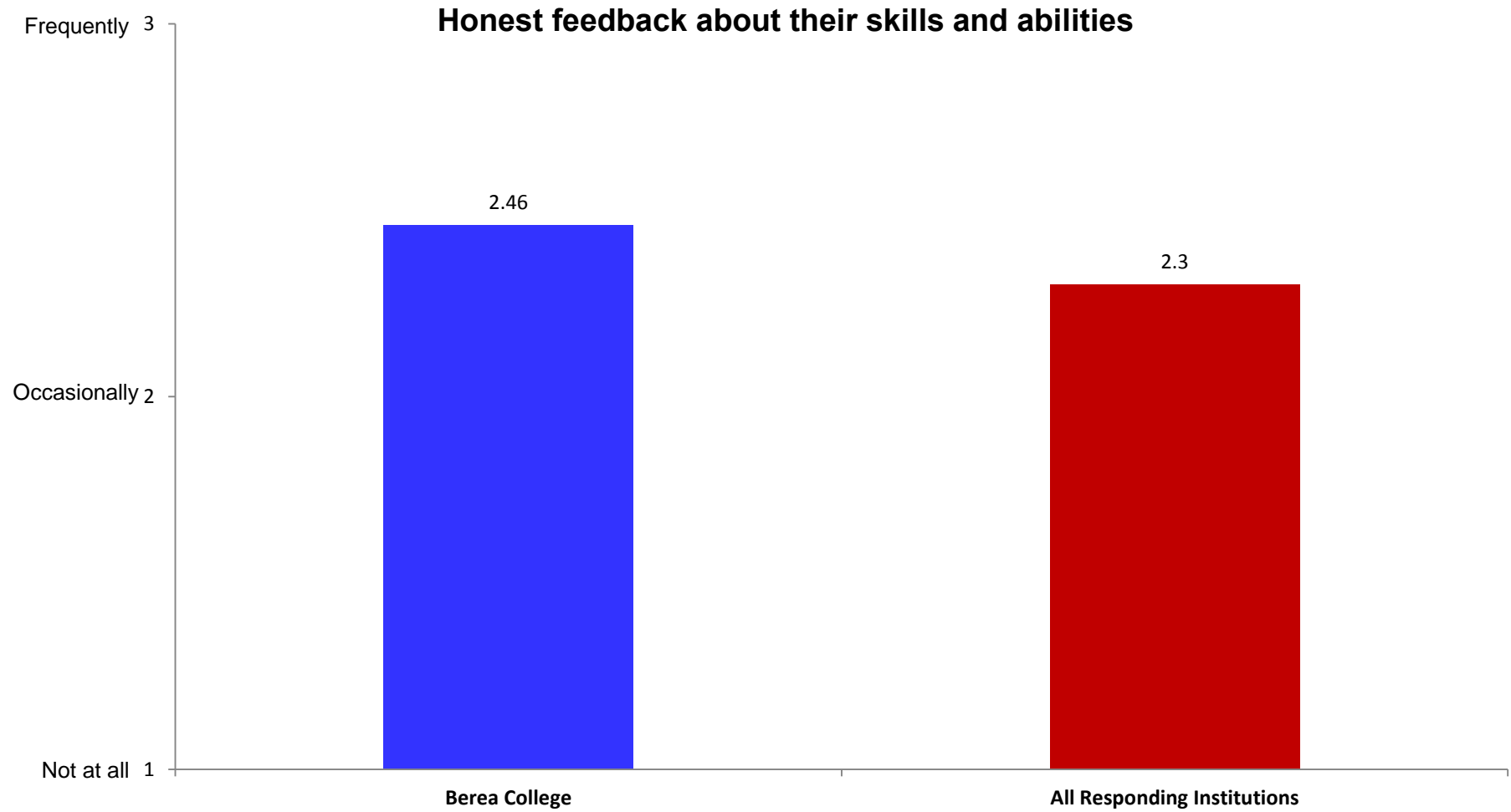
During the past year, how often have you provided your advisees with?



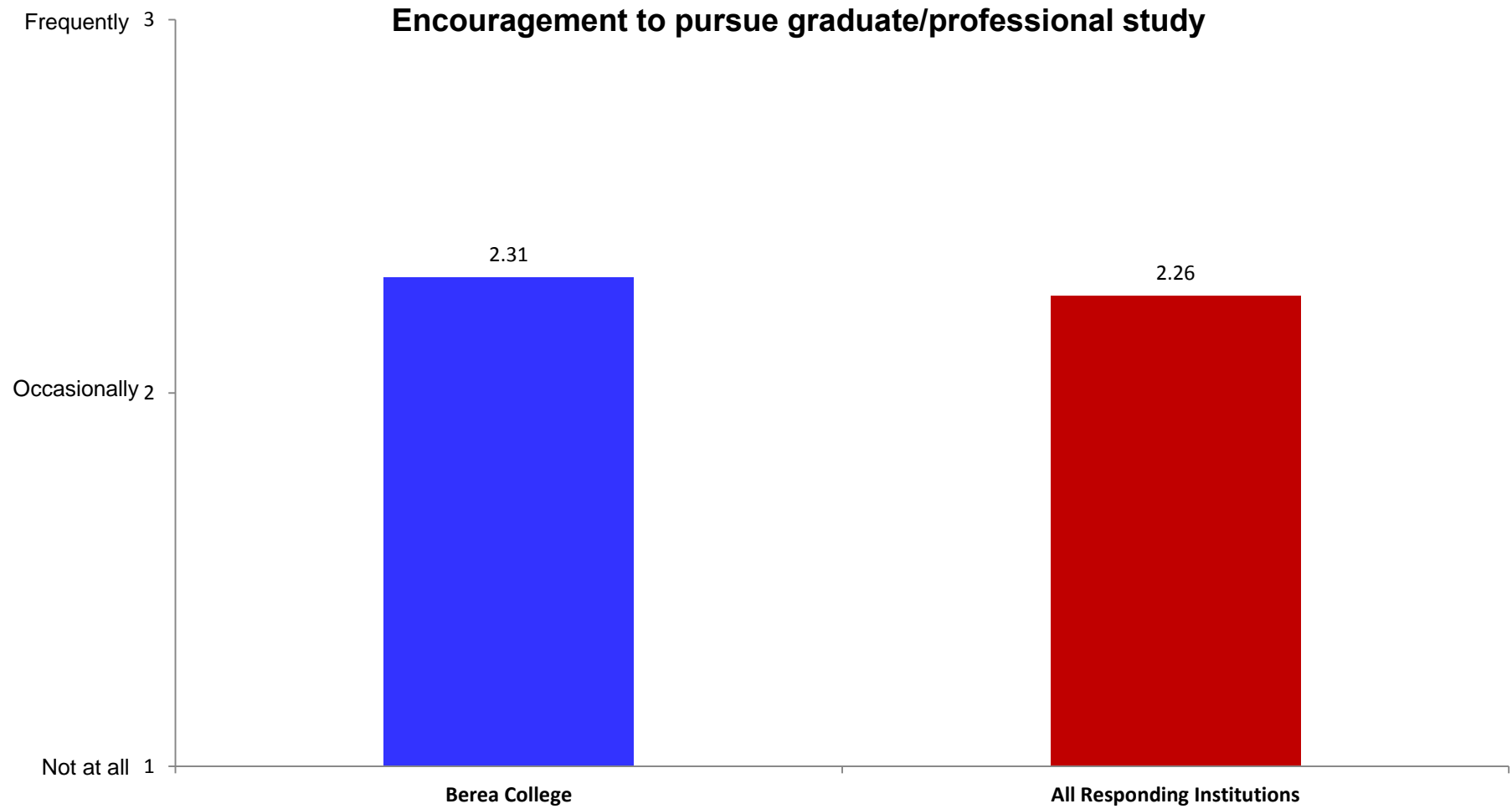
During the past year, how often have you provided your advisees with?



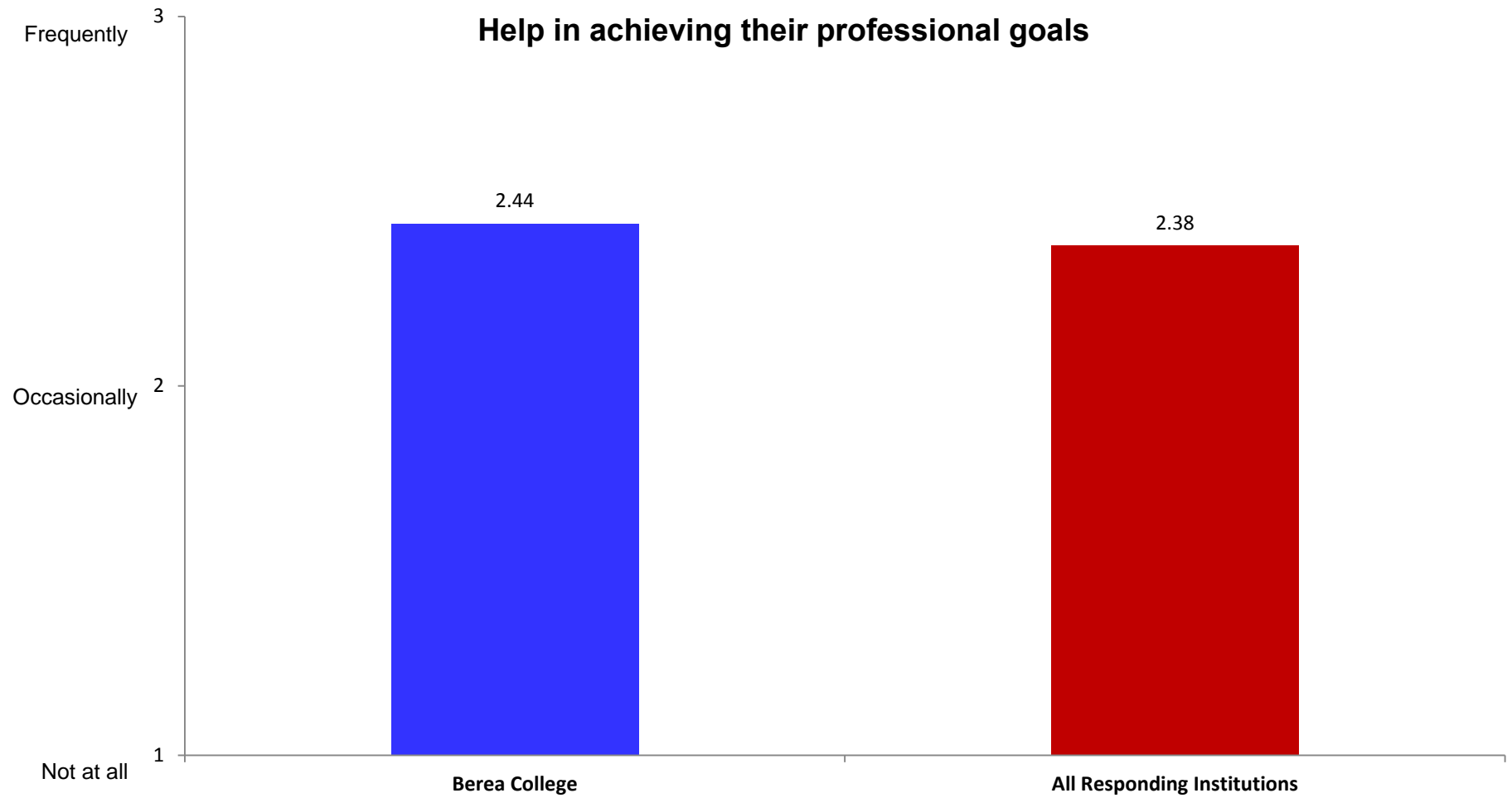
During the past year, how often have you provided your advisees with?



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National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



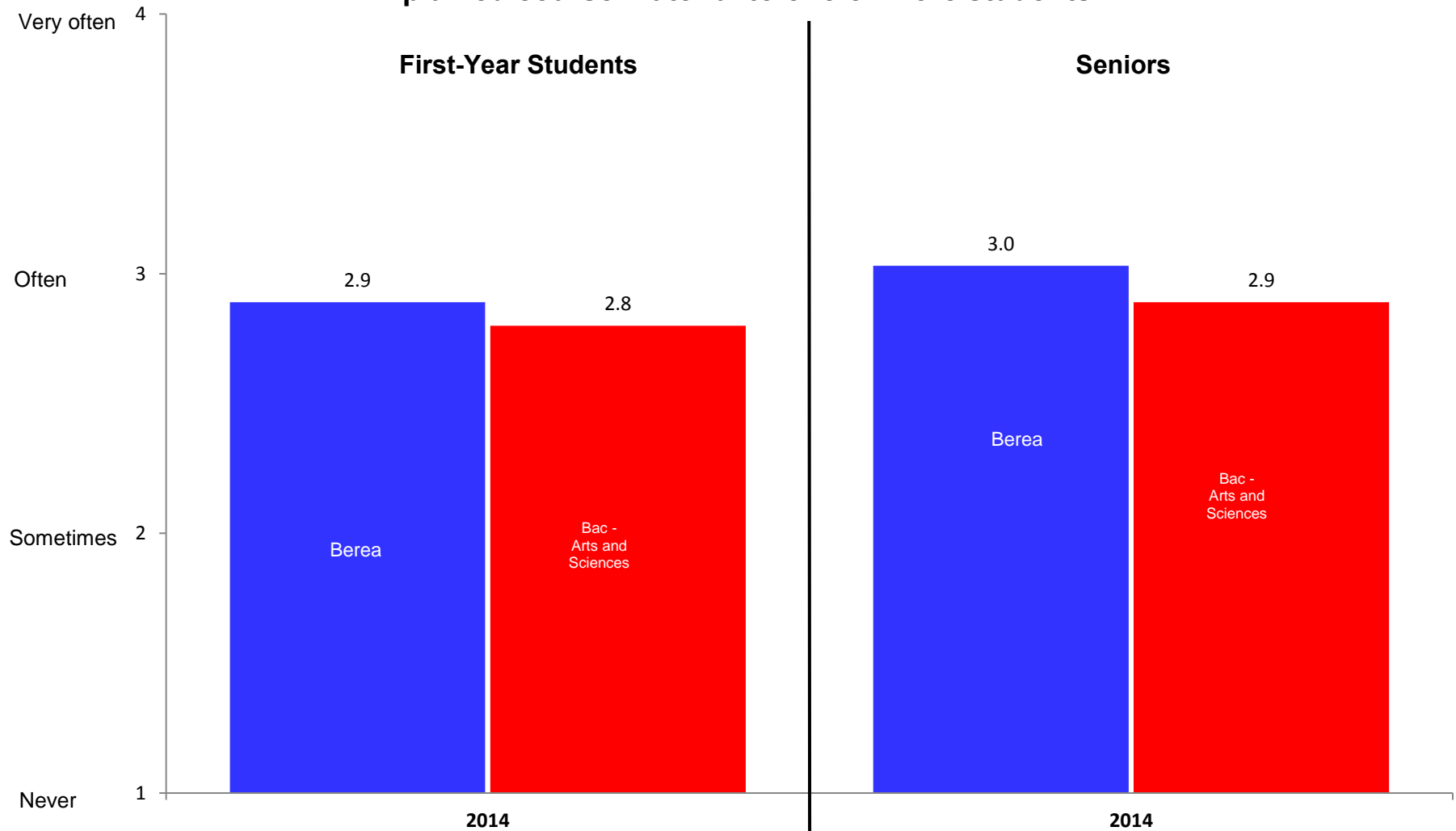
[Click to see survey instruments](#)

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?

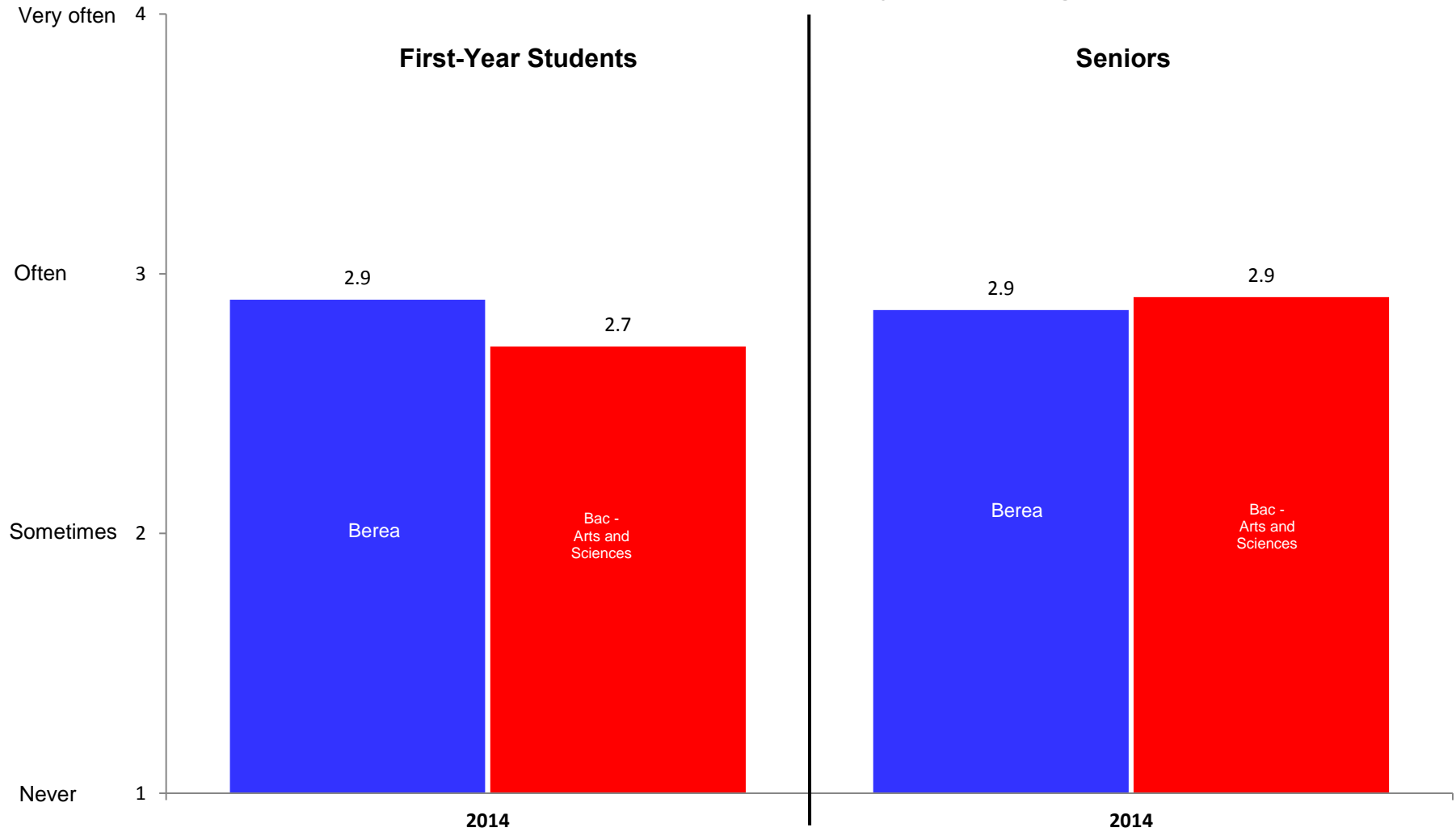
Explained course material to one or more students



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 done the following?

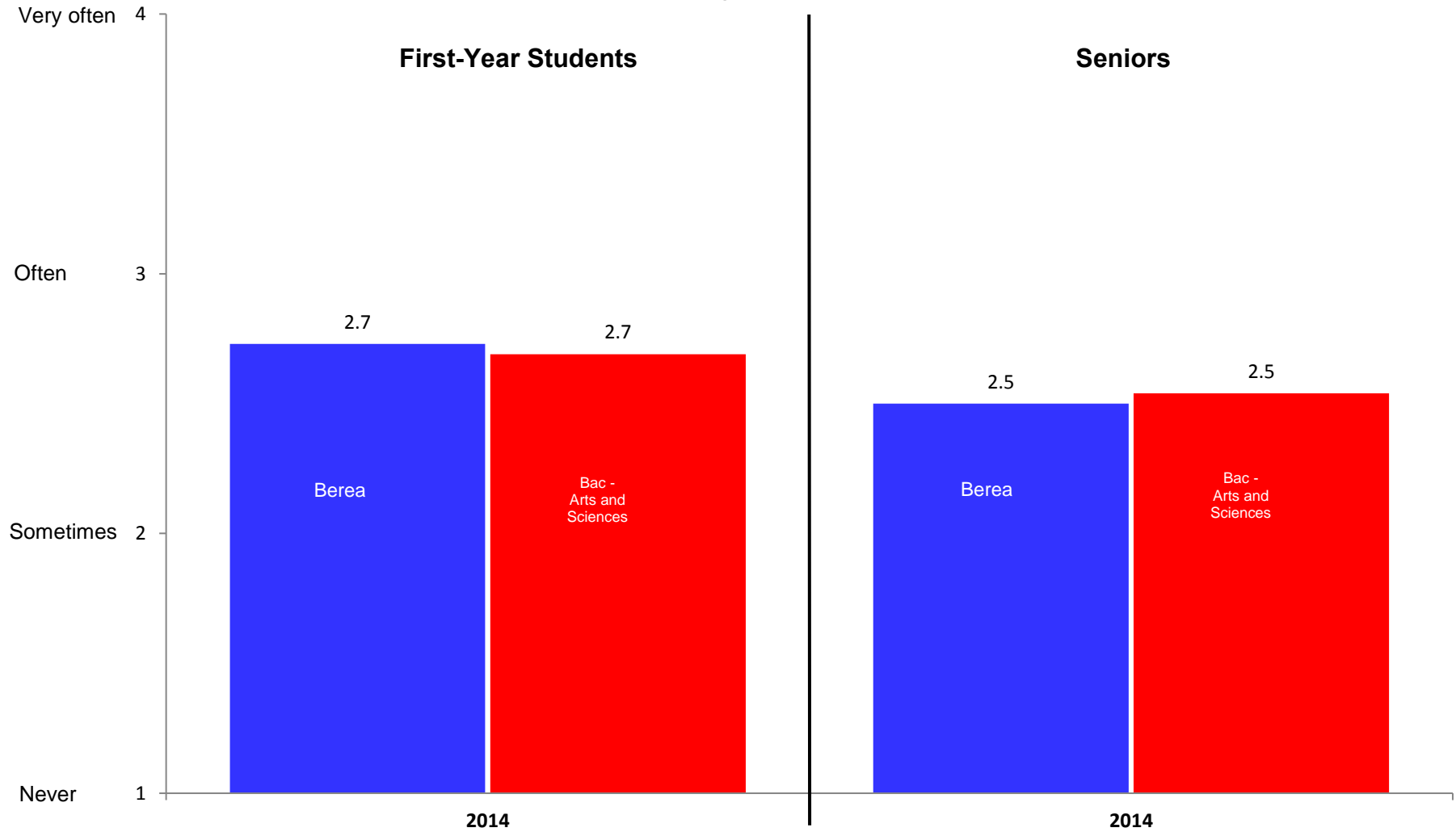
Worked with other students on course projects or assignments



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.

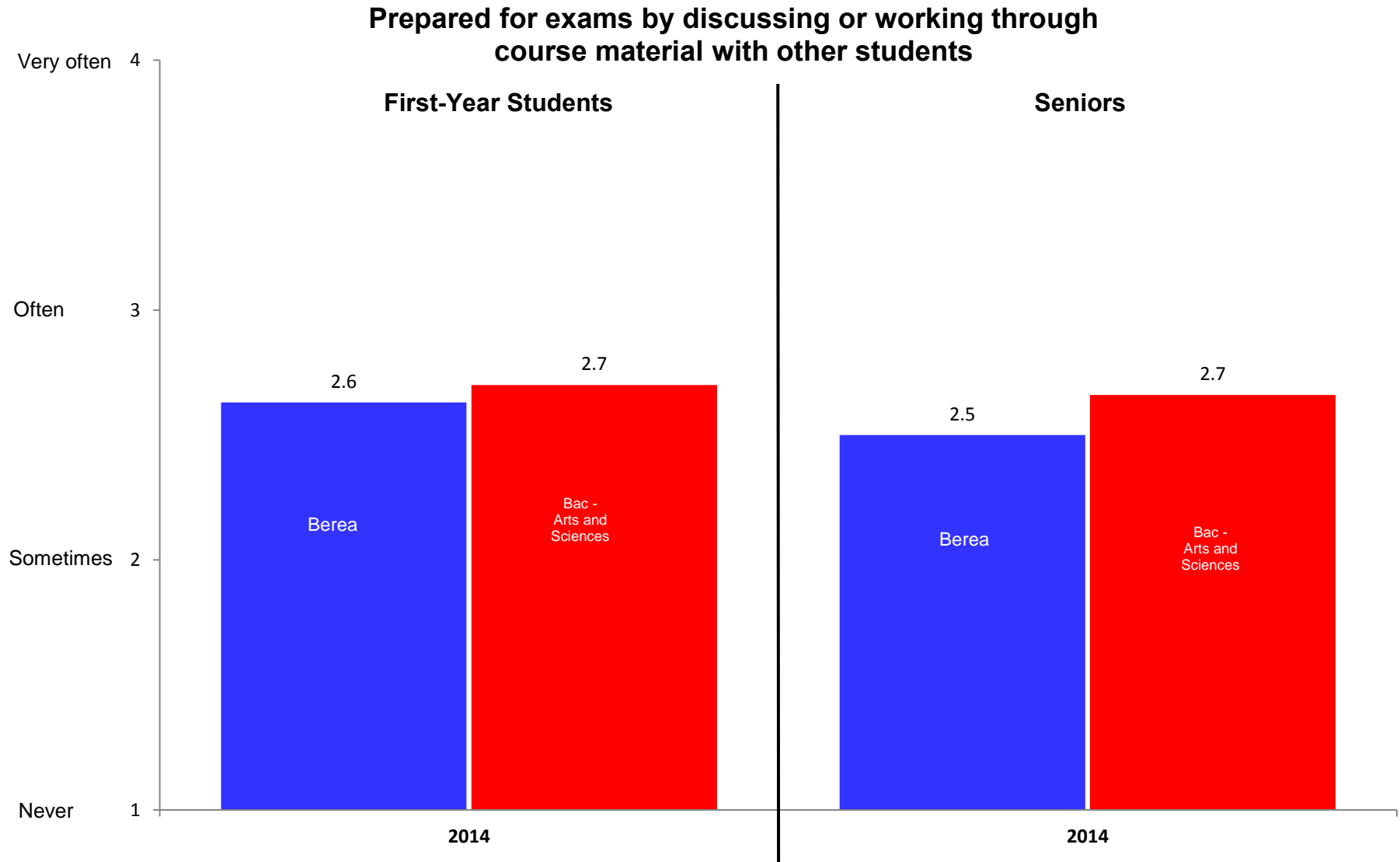
During the current school year, about how often have you done the following?

Asked another student to help you understand course material



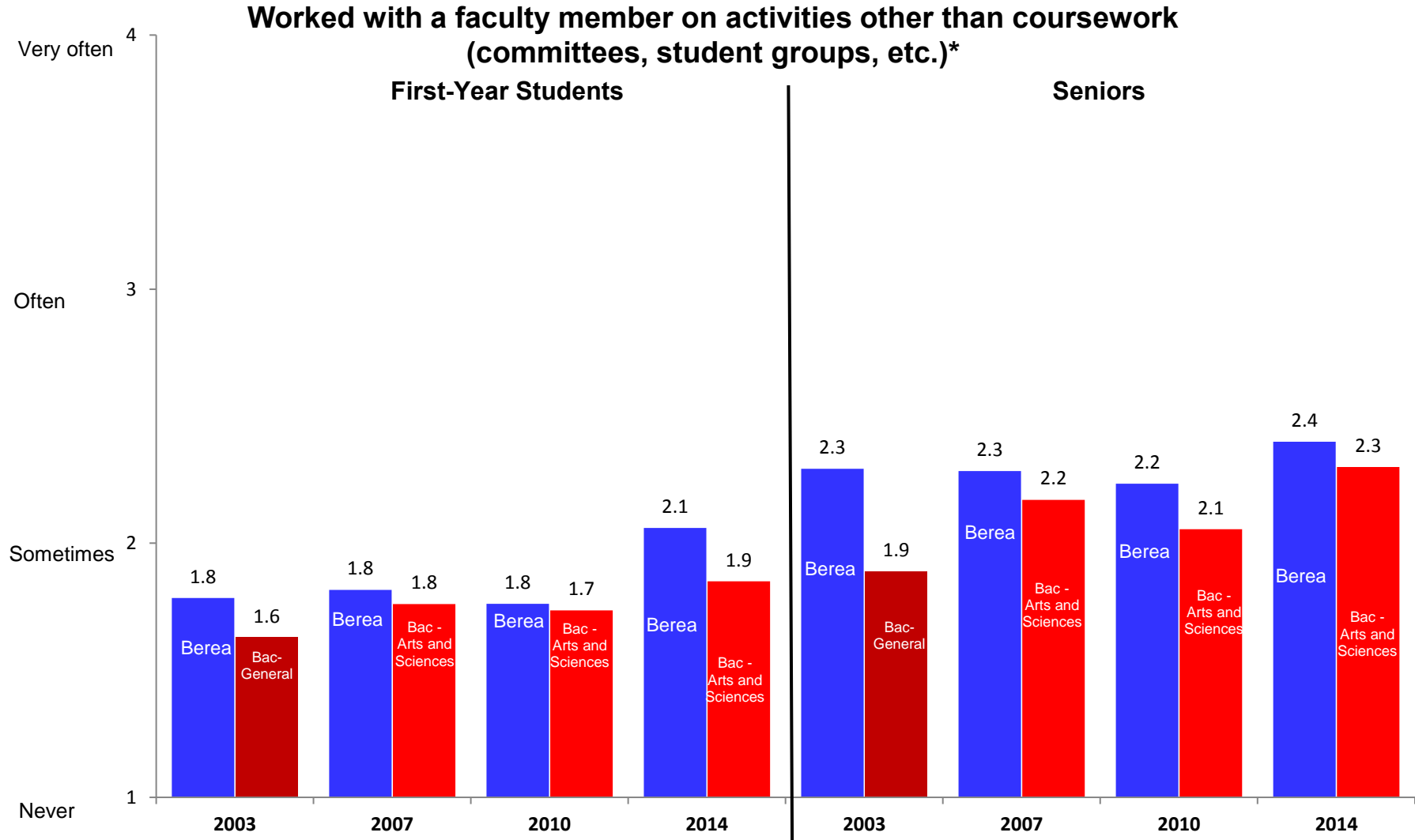
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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



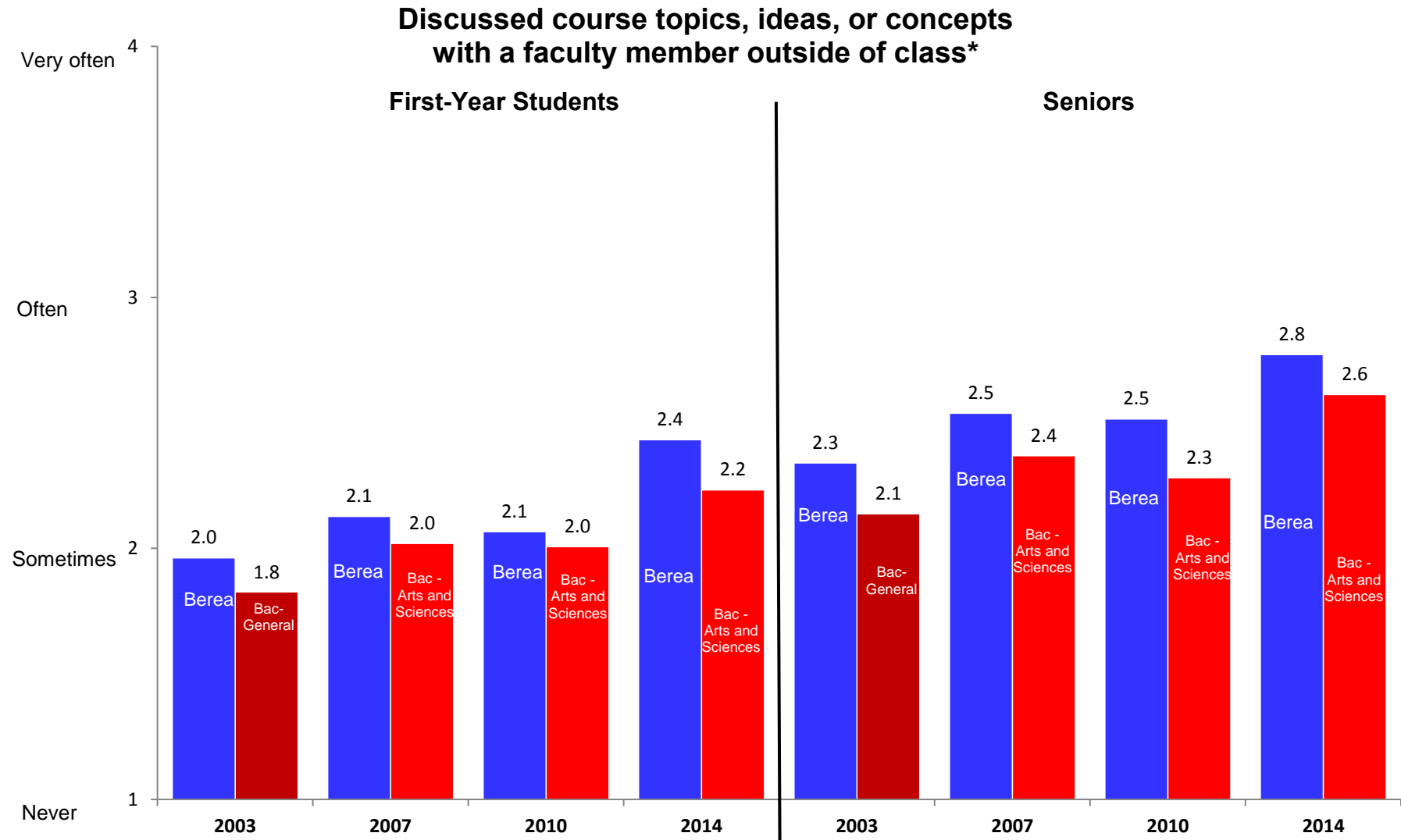
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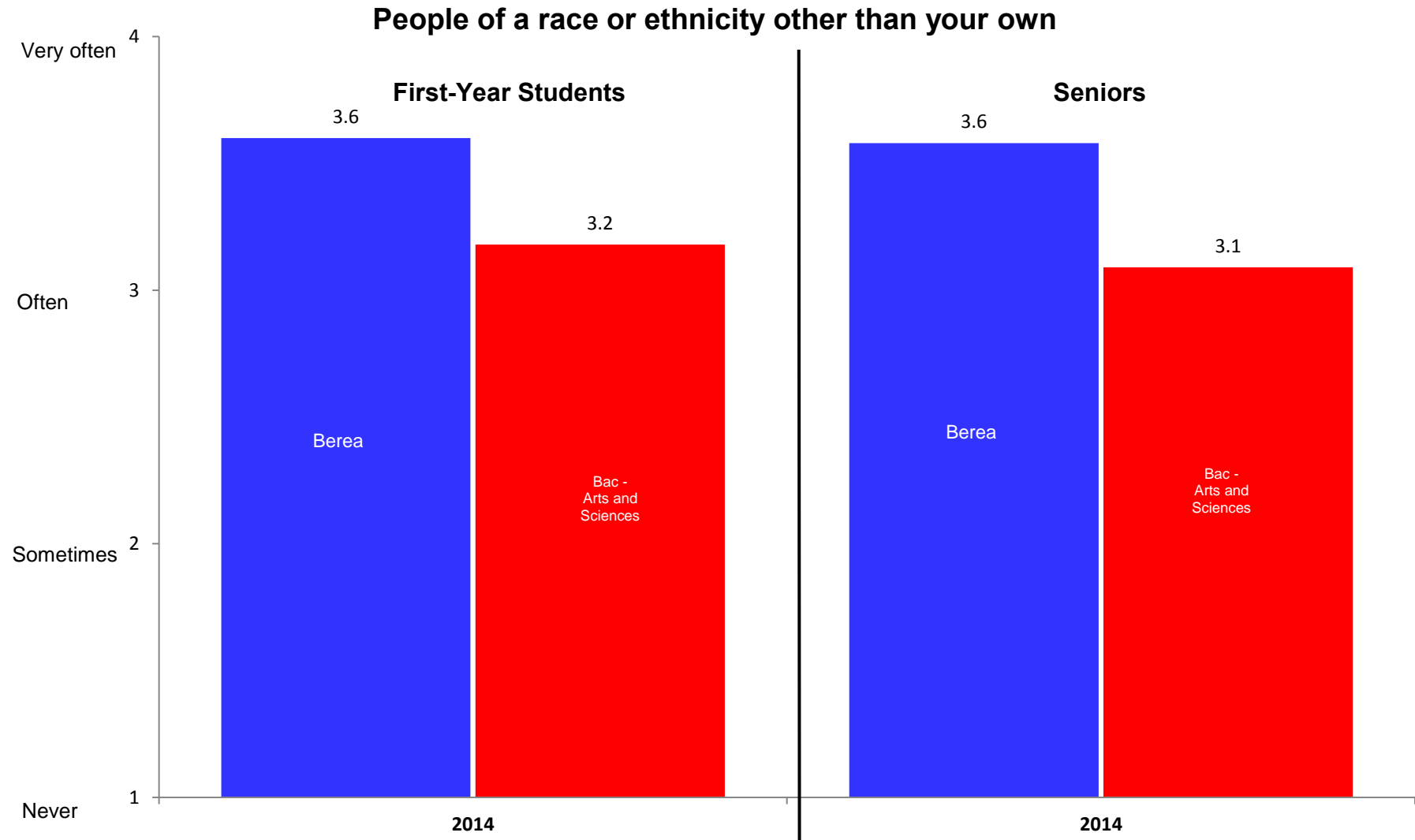
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During the current school year, about how often have you done the following?



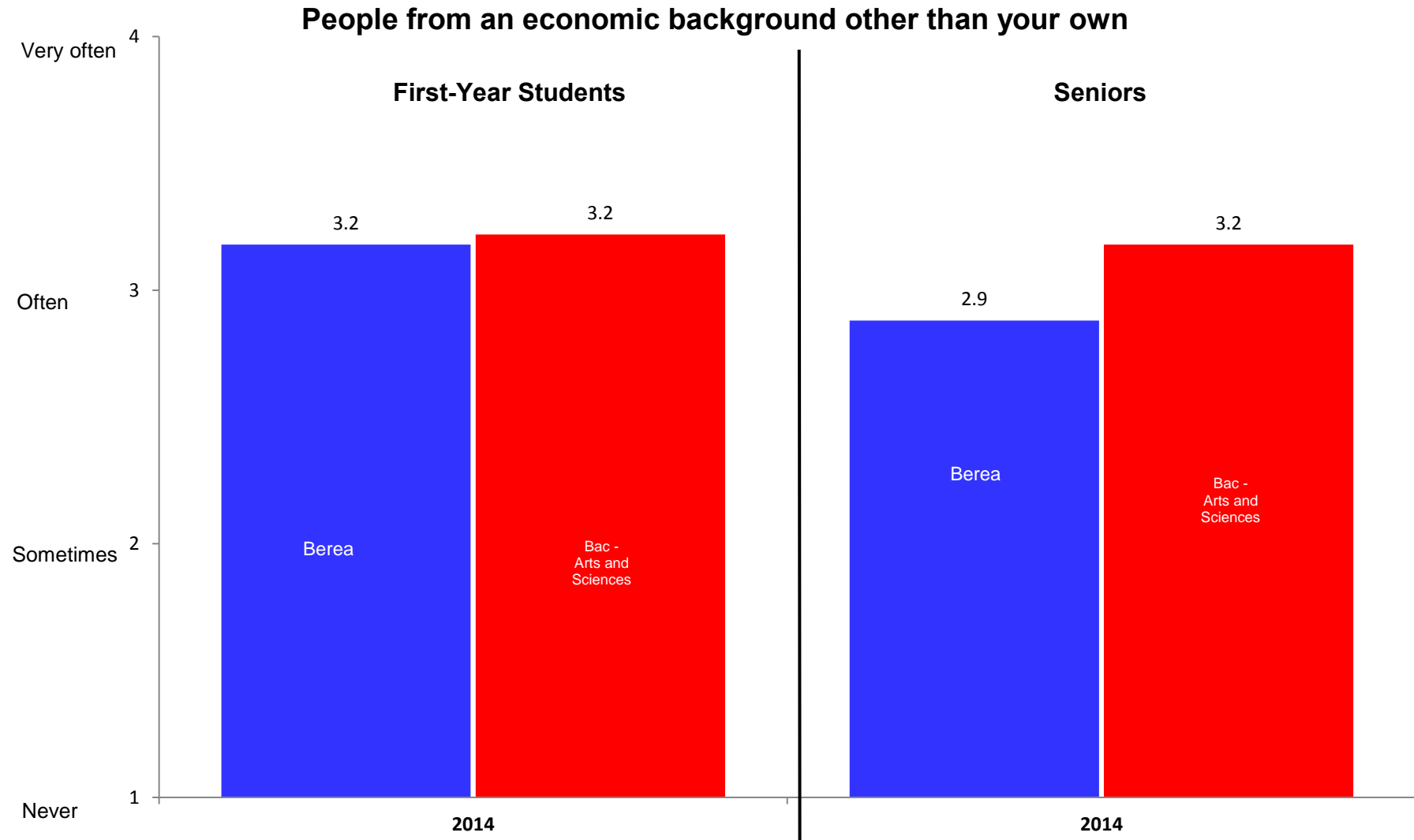
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During the current school year, about how often had you had discussions with



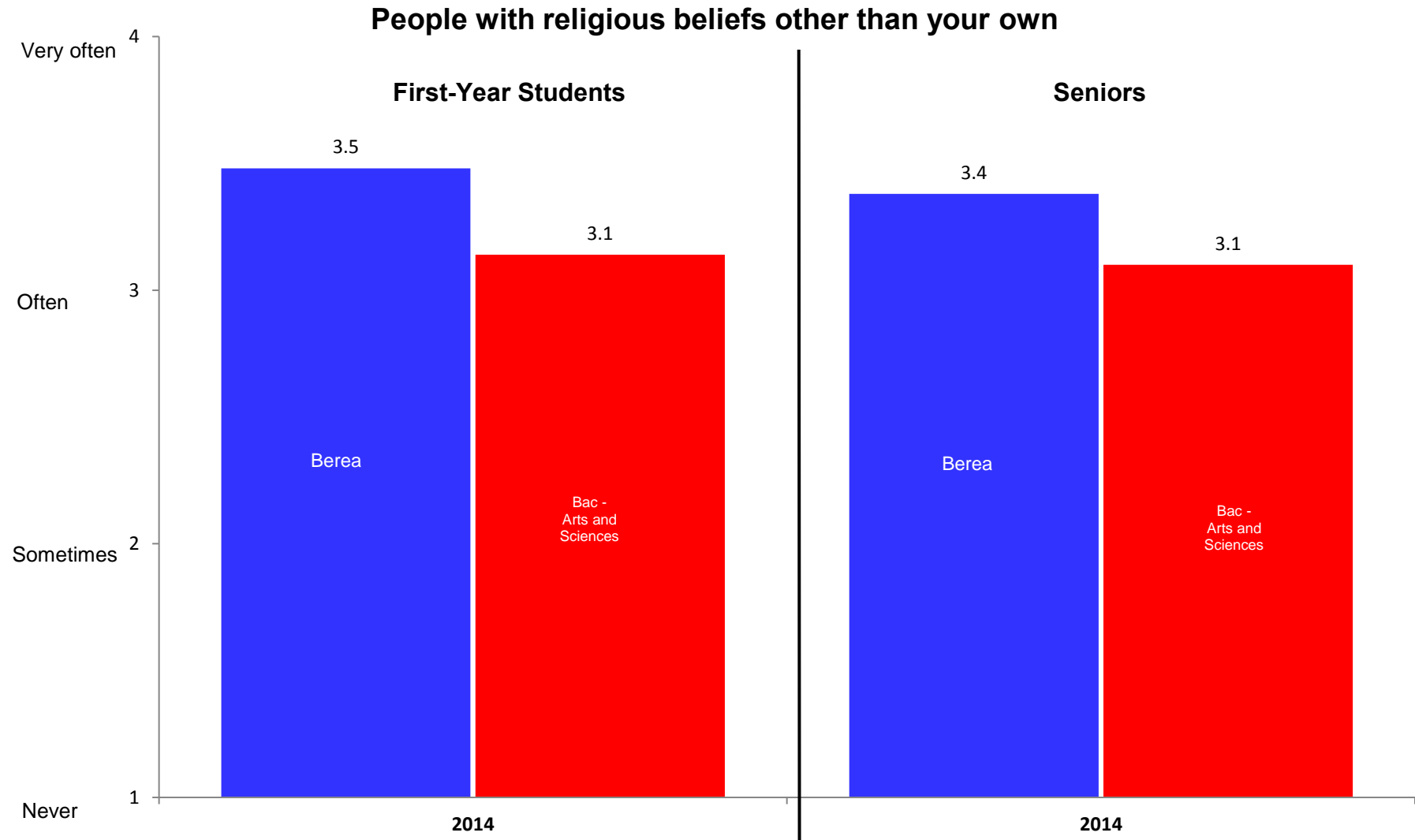
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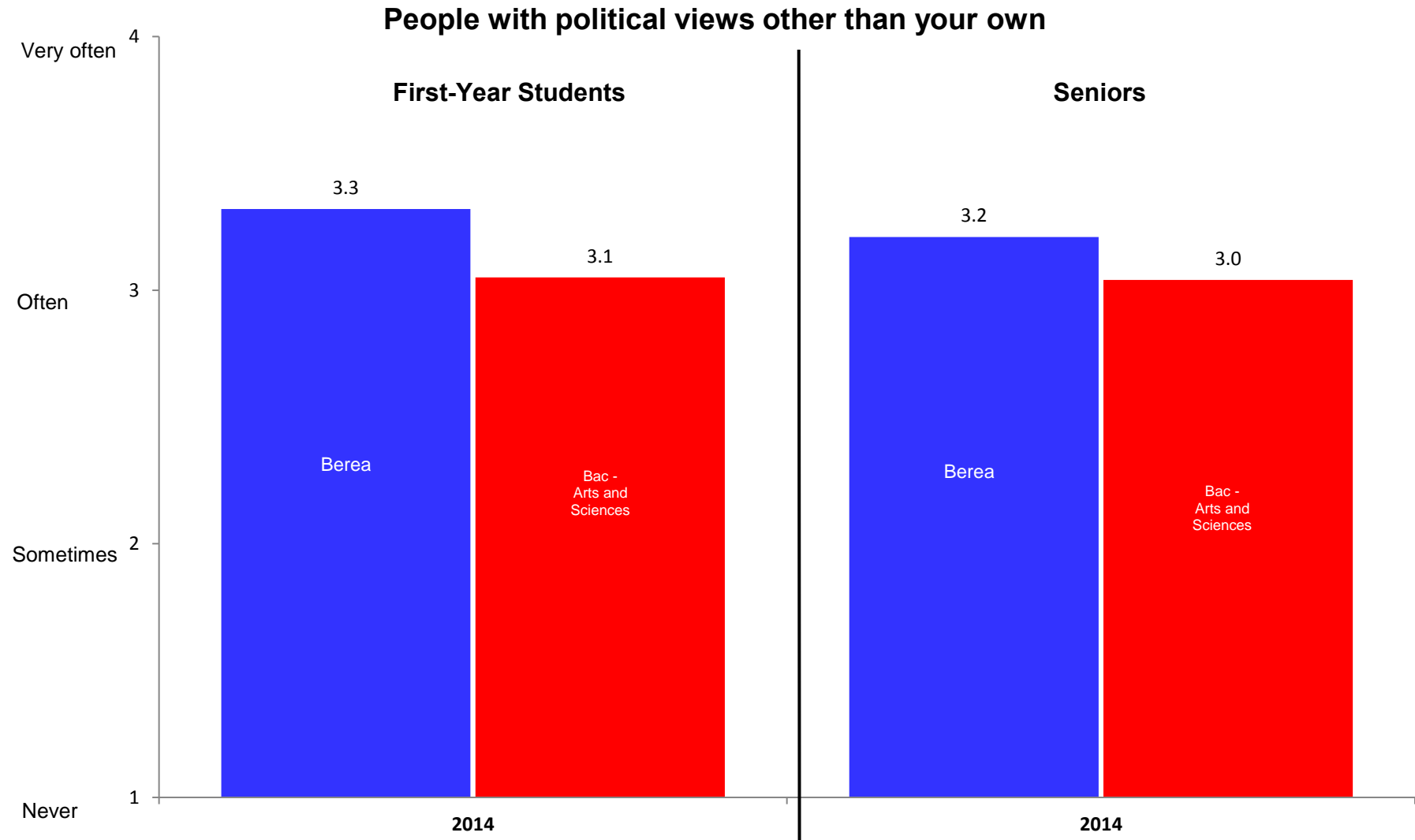
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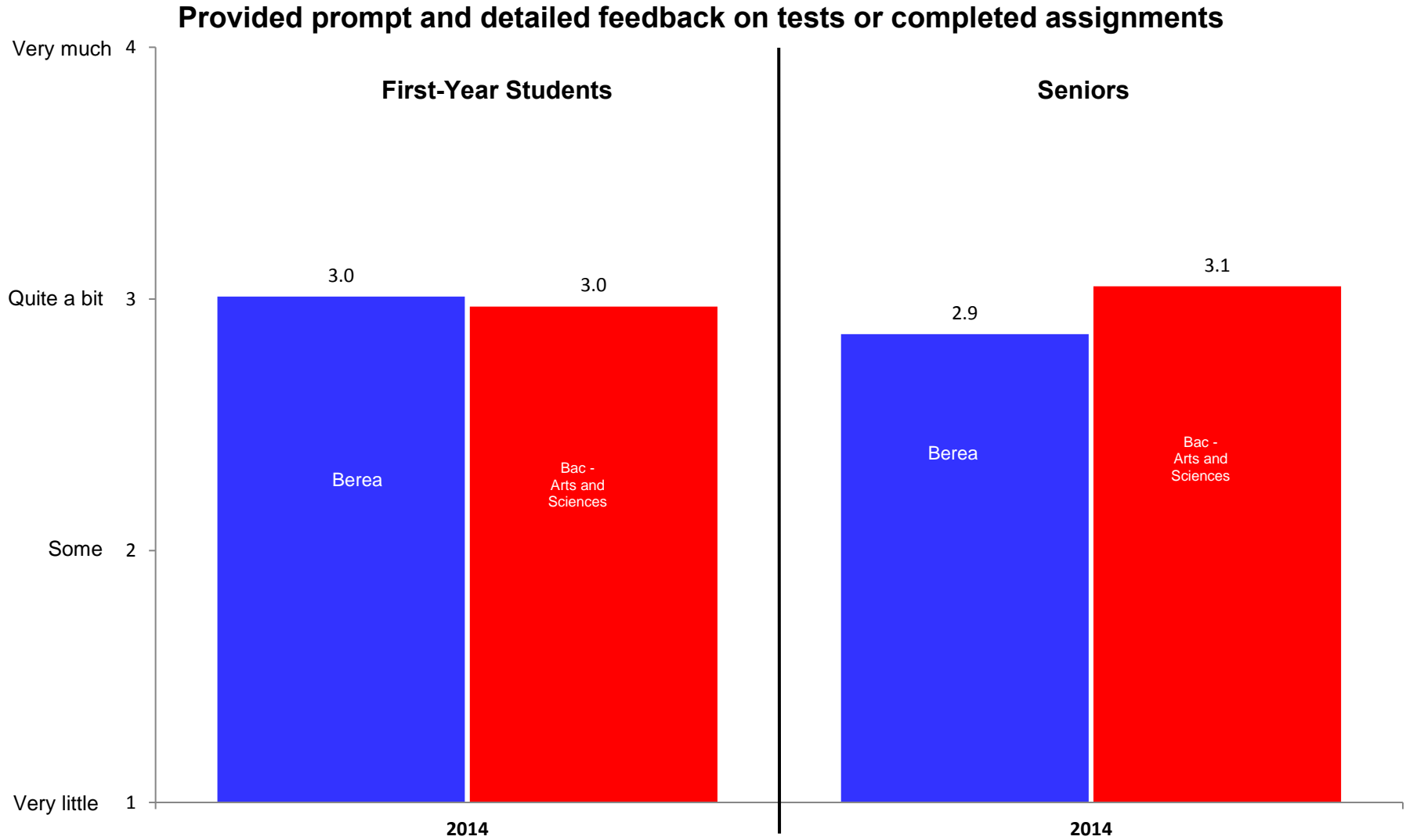
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During the current school year, about how often had you had discussions with



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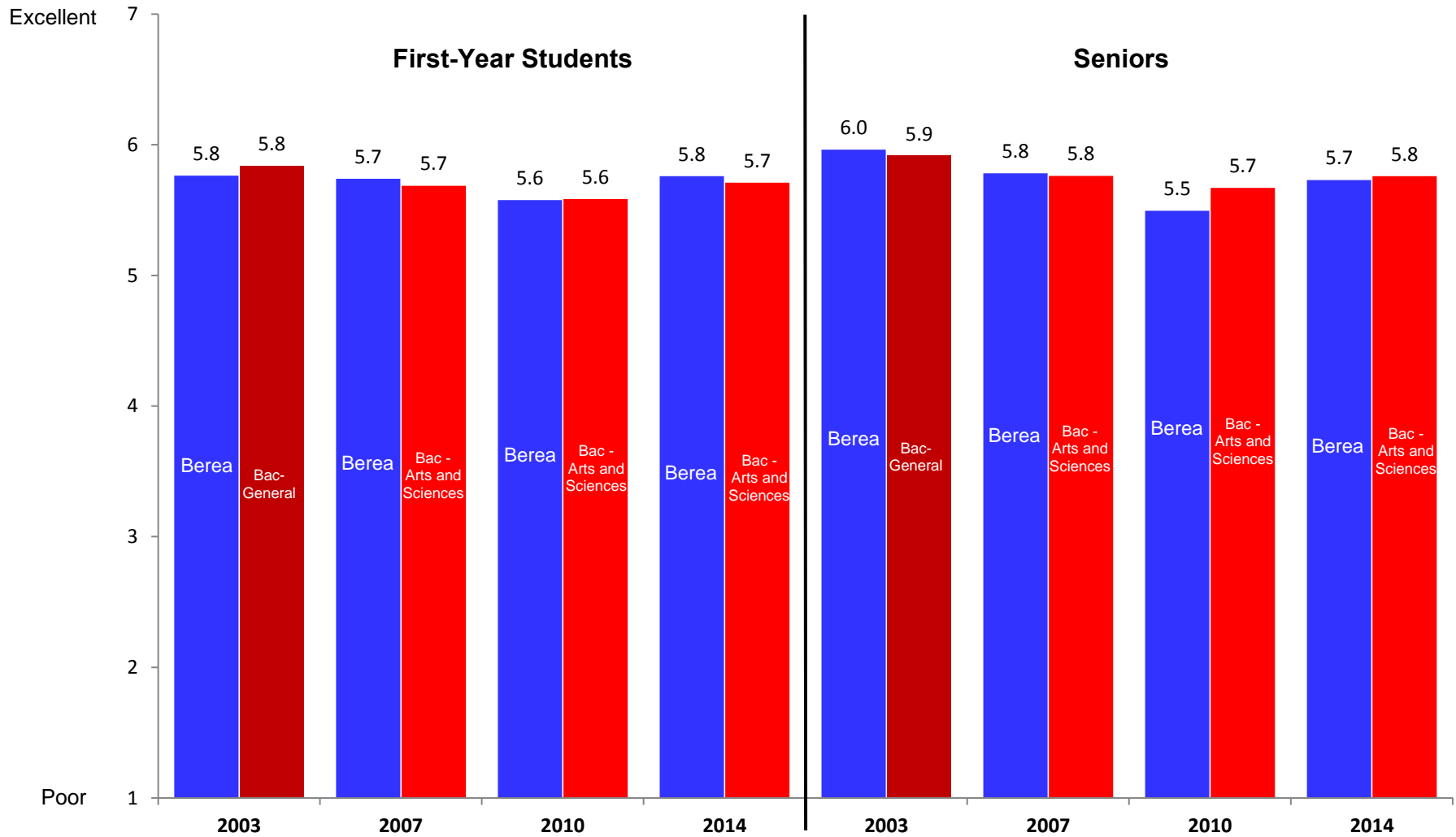
During the school year, to what extent have your instructors done the following?



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.

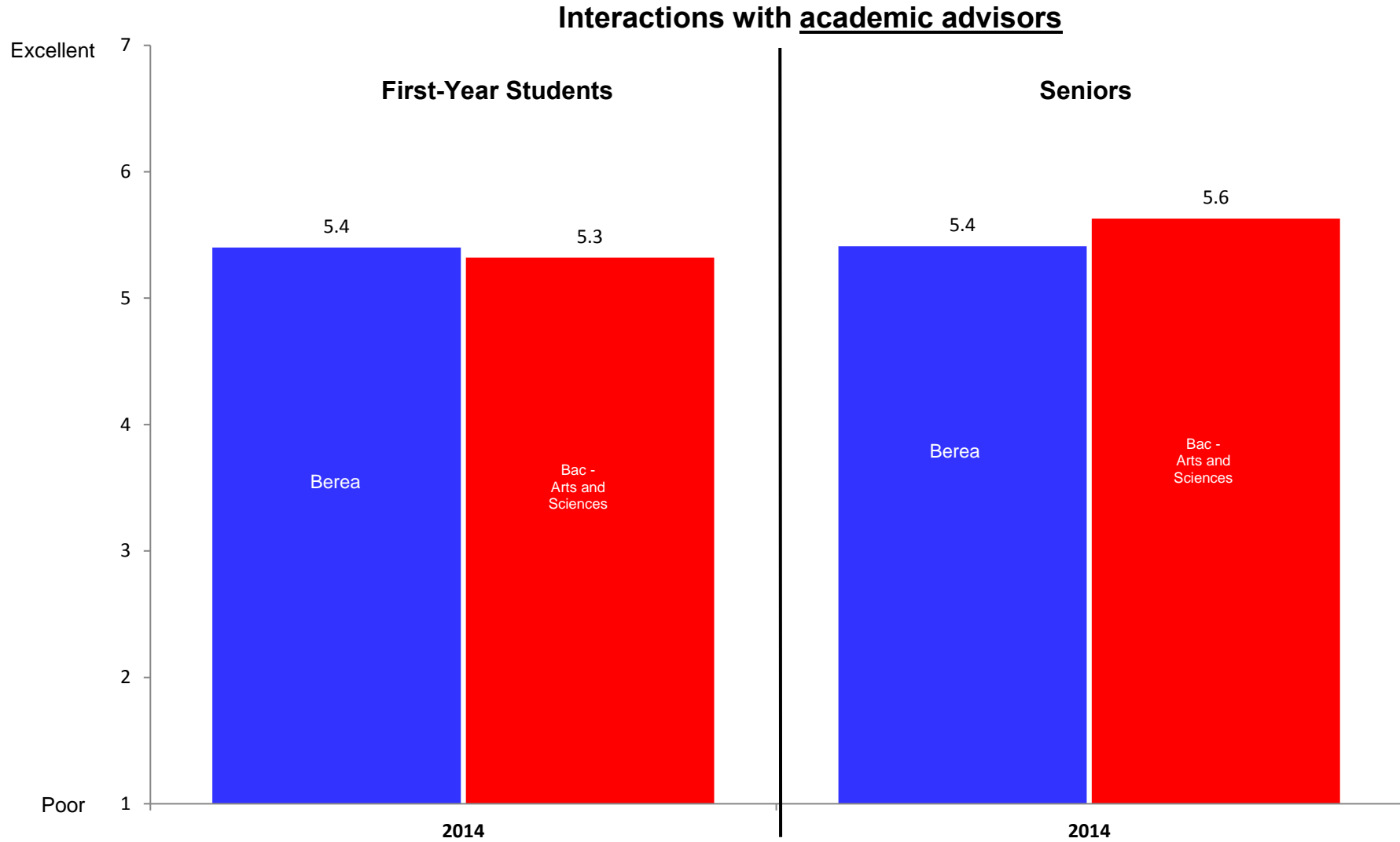
Indicate the quality of your interactions with

Interactions with other students



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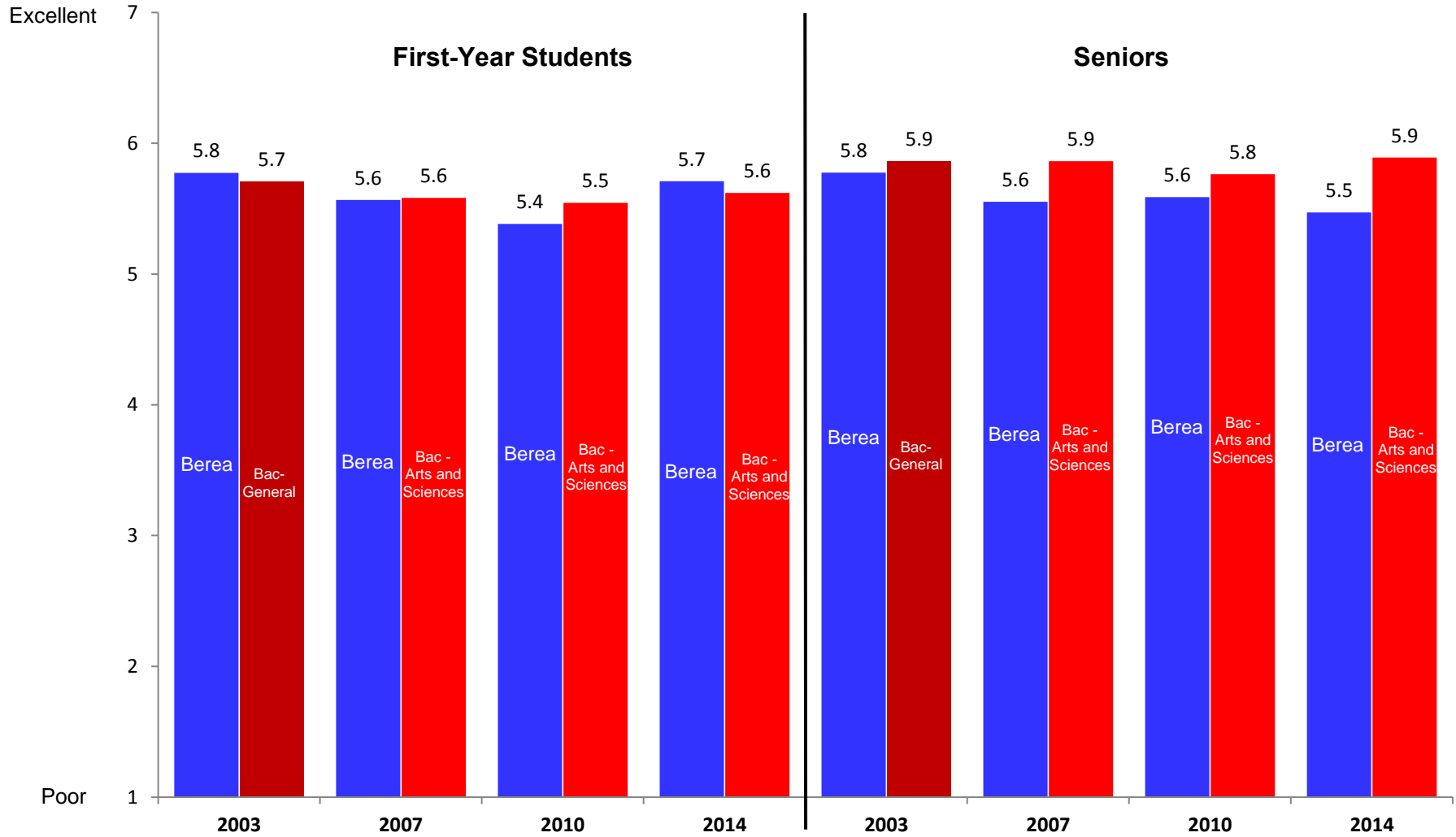
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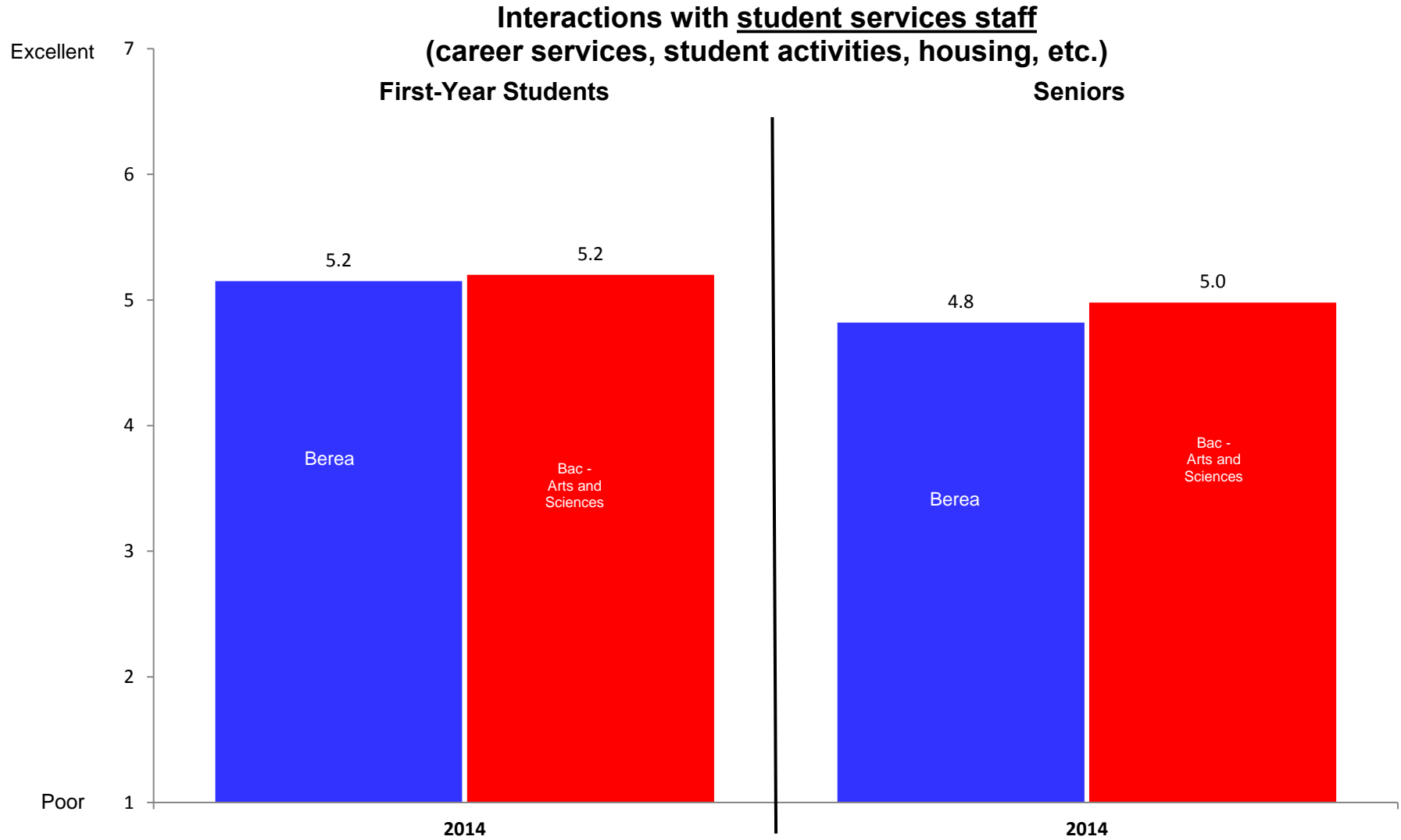
Indicate the quality of your interactions with

Interactions with faculty



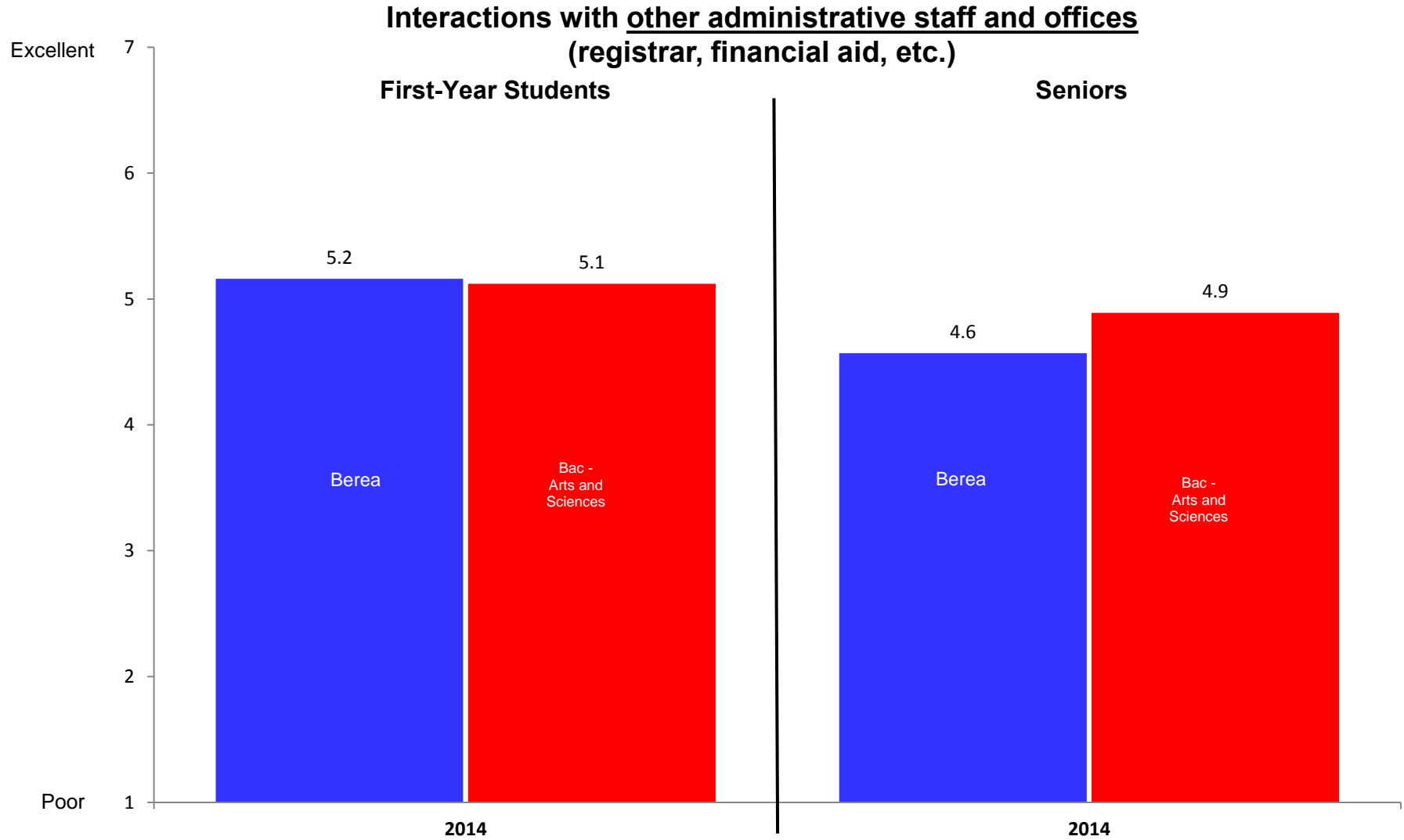
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

Indicate the quality of your interactions with



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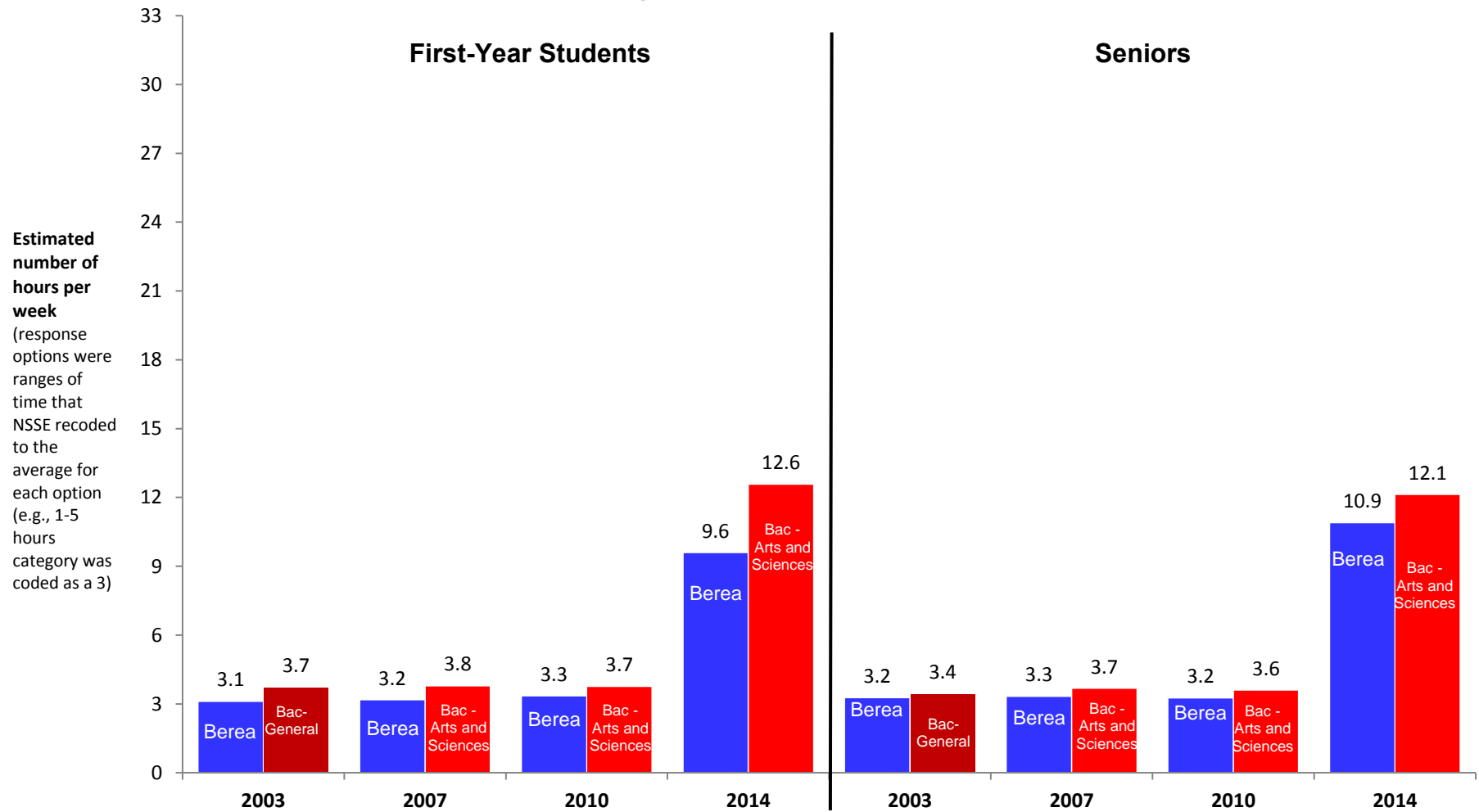
Indicate the quality of your interactions with



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

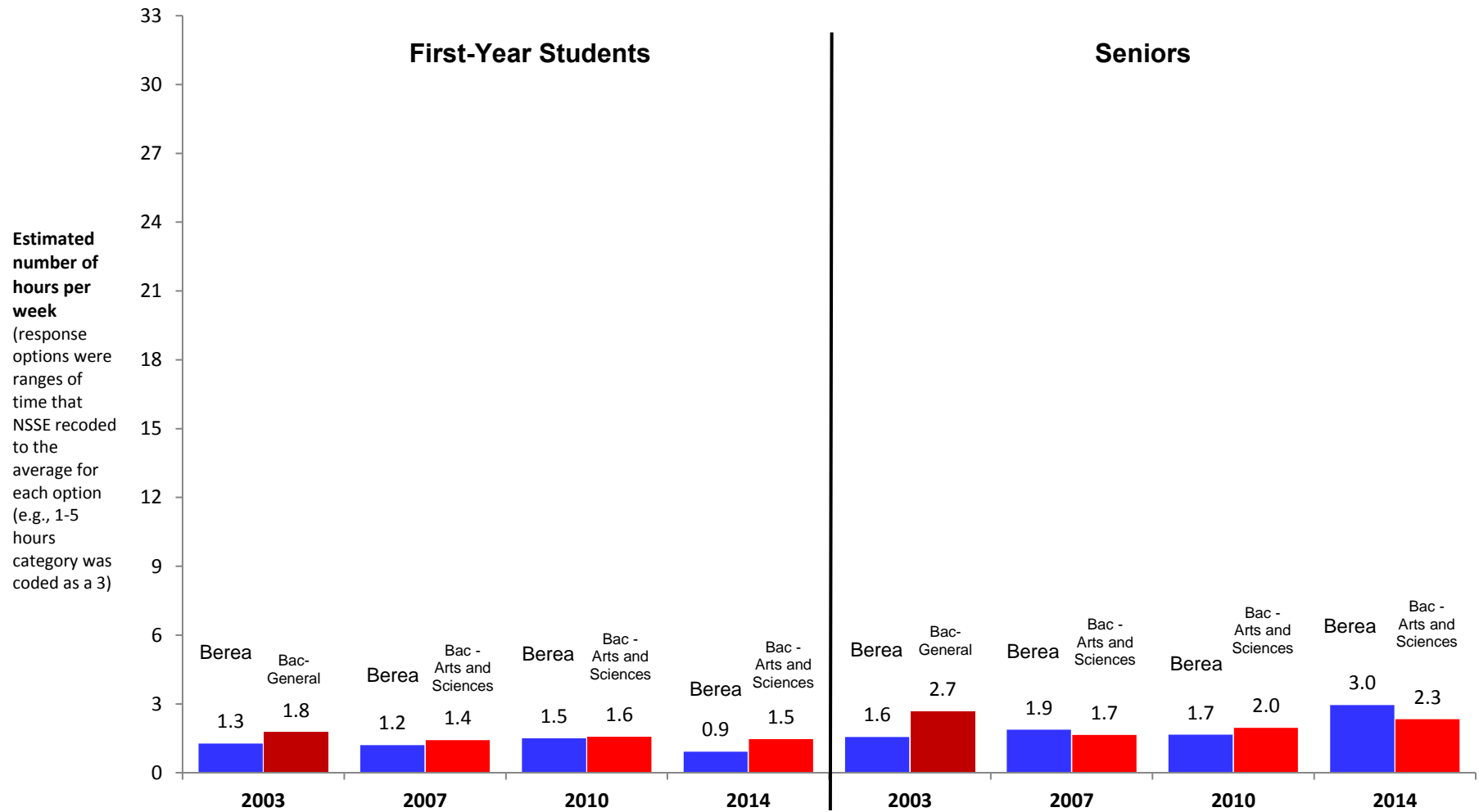
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)



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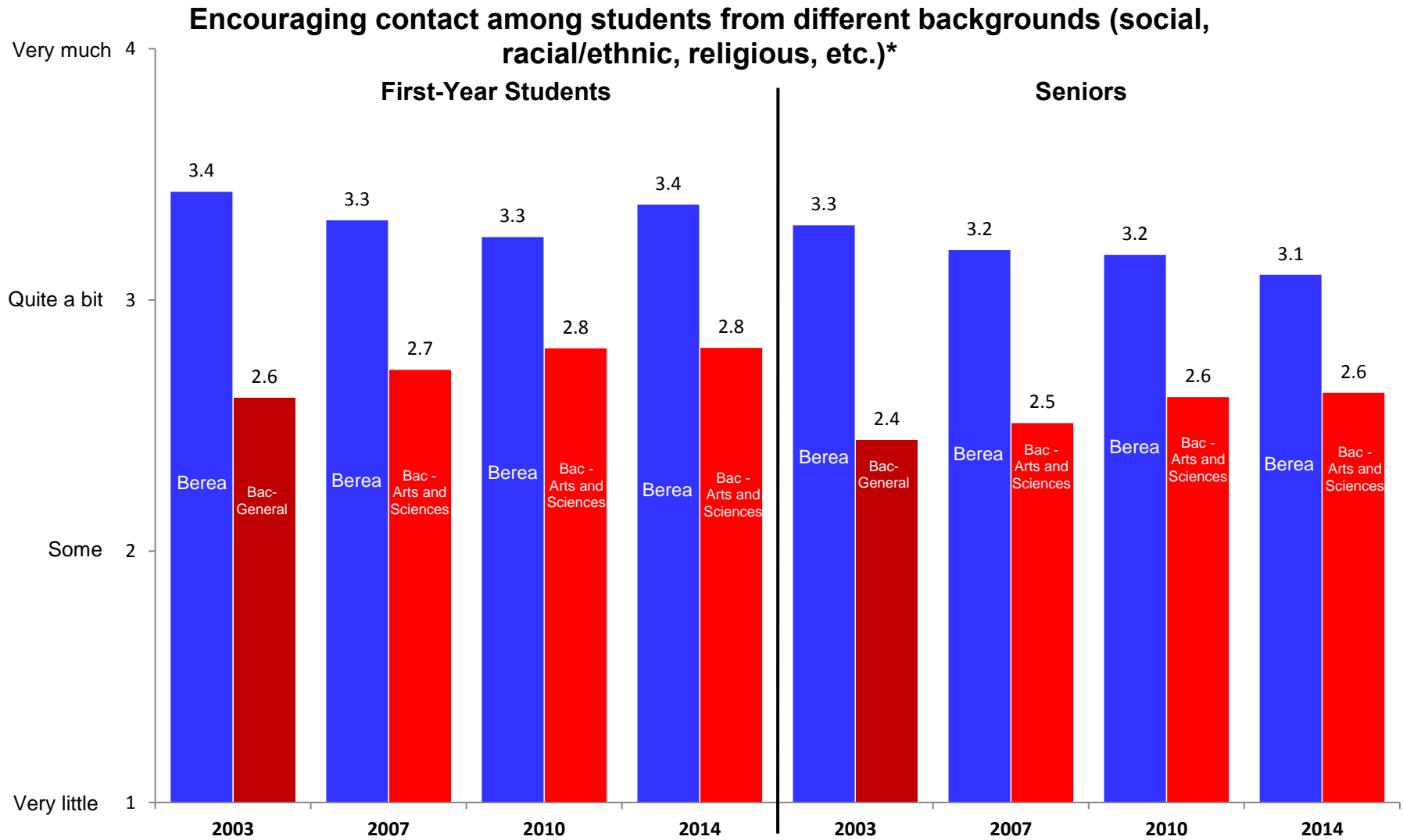
About how many hours do you spend in a typical 7-day week doing the following?

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



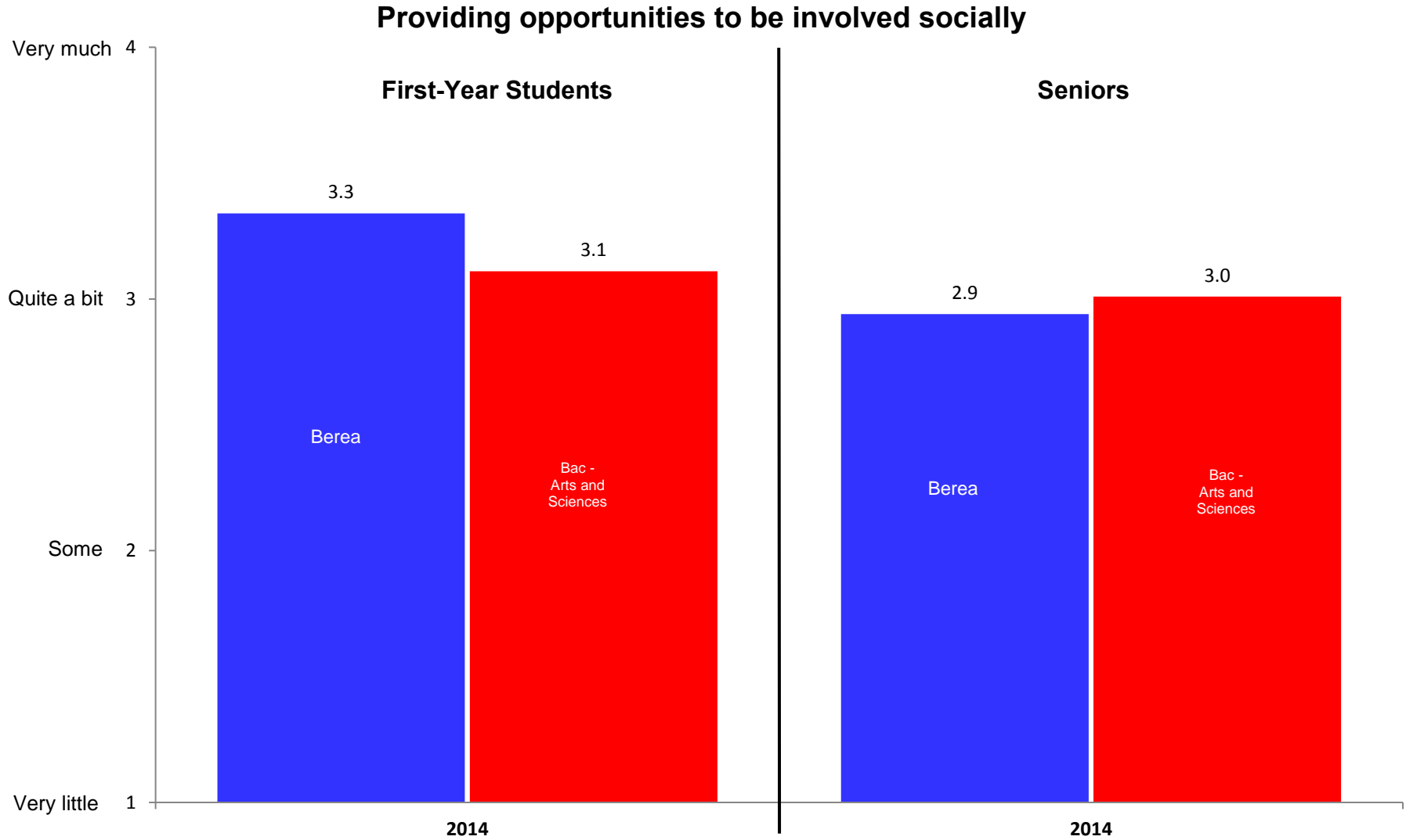
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How much does your institution emphasize the following?



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.

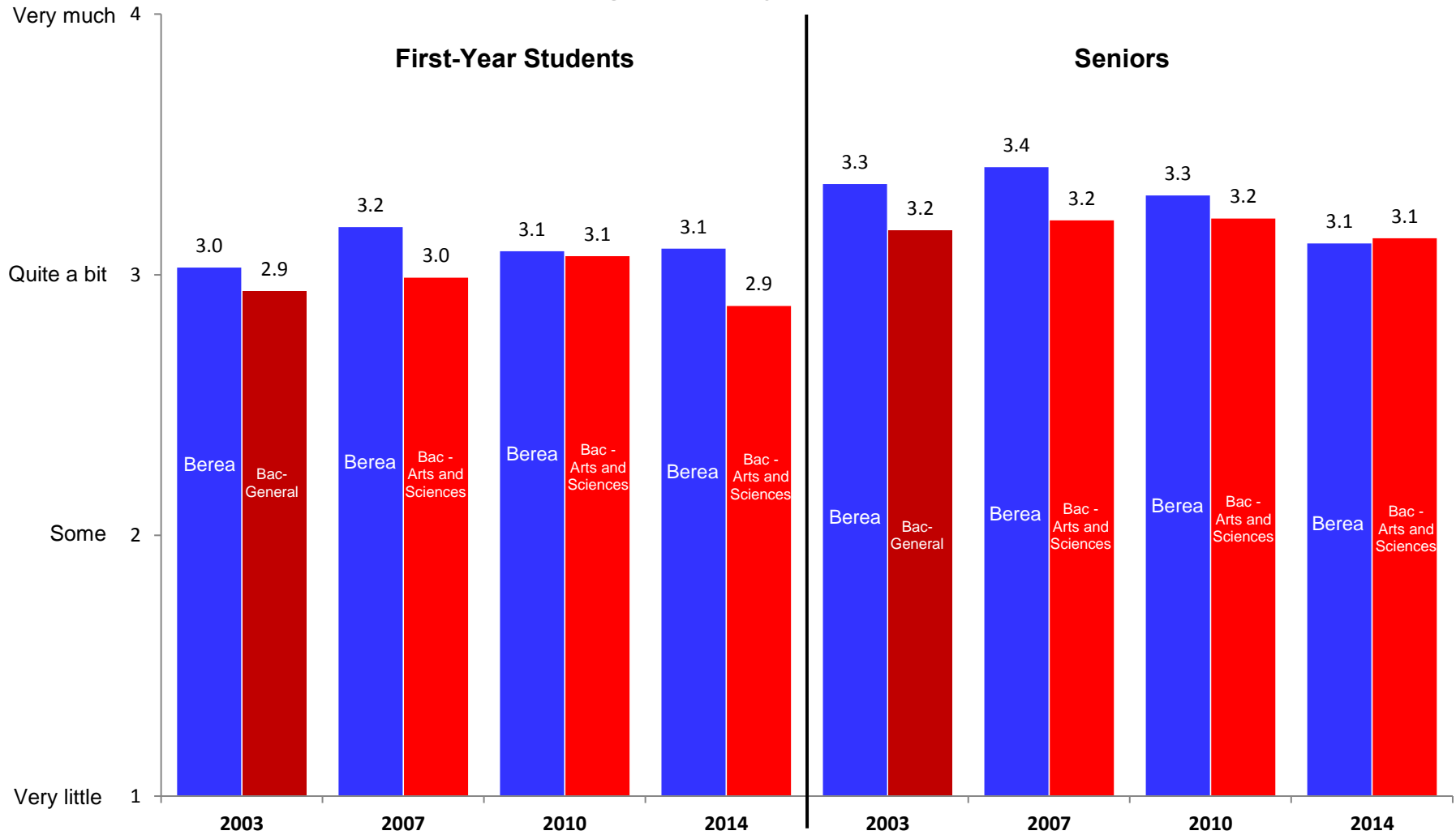
How much does your institution emphasize the following?



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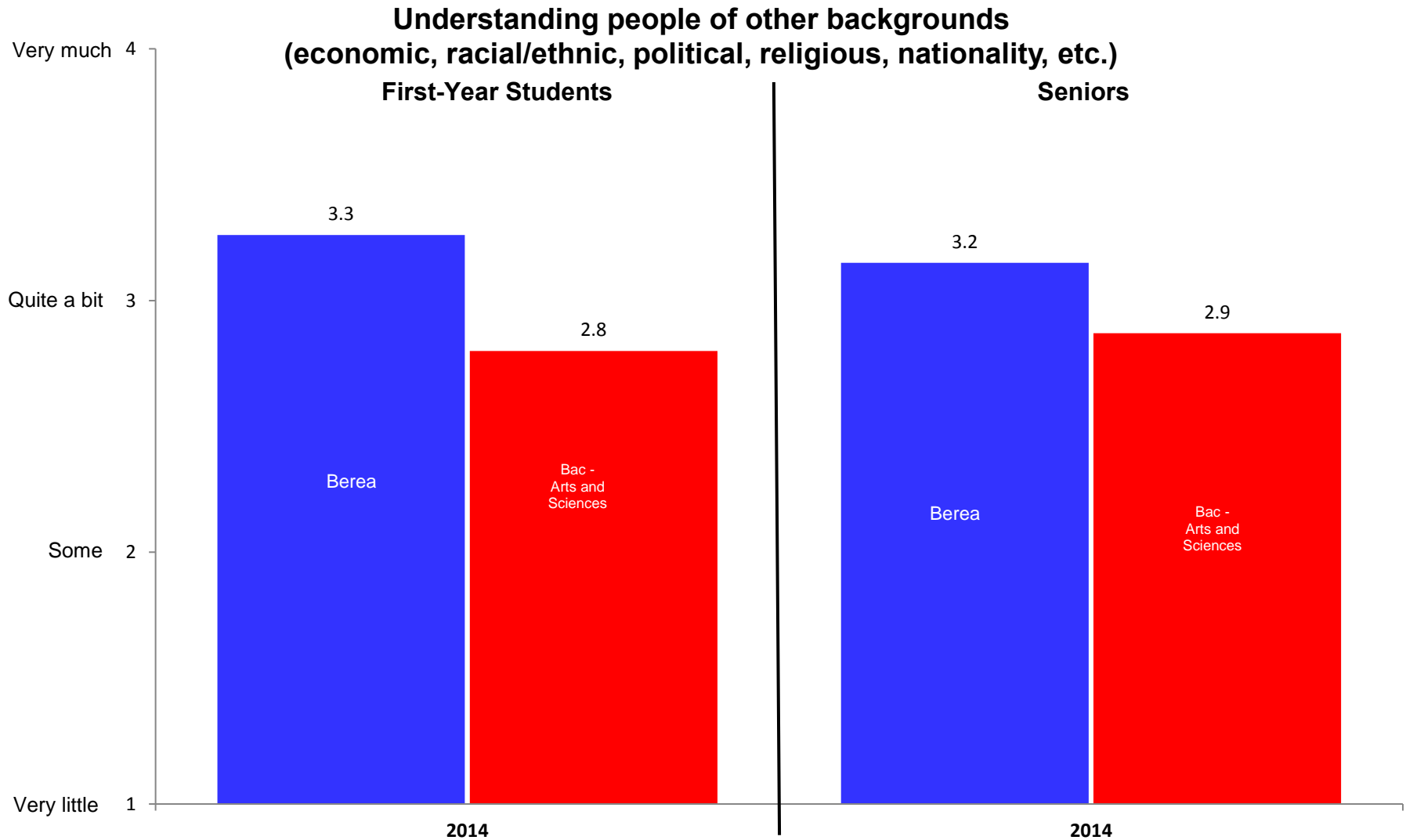
How much has this institution contributed to your knowledge and development in

Working effectively with others



NOTE: Comparison groups are based on Bera'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. Bera 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). Bera College is in this category currently.

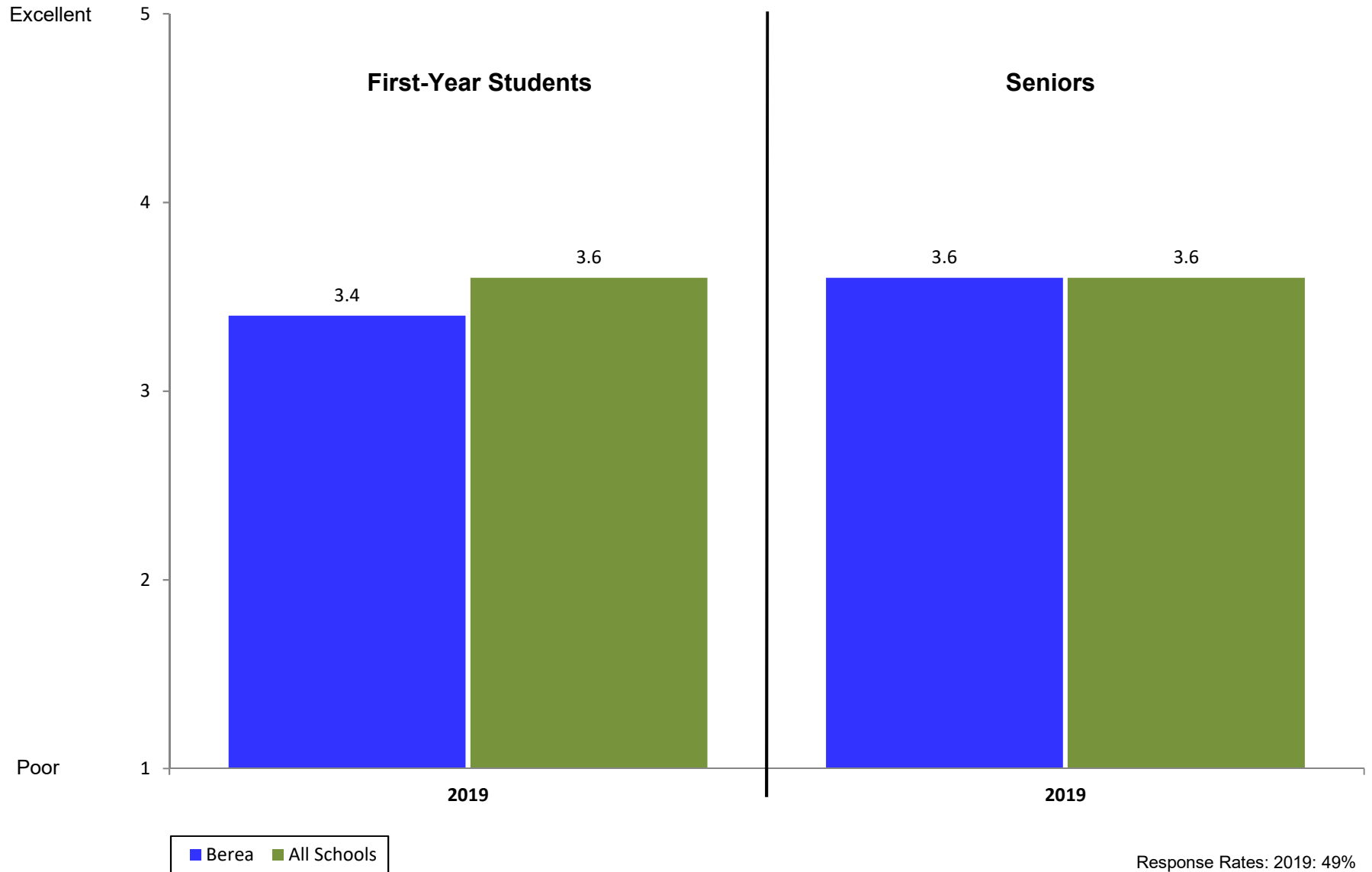
How much has this institution contributed to your knowledge and development in



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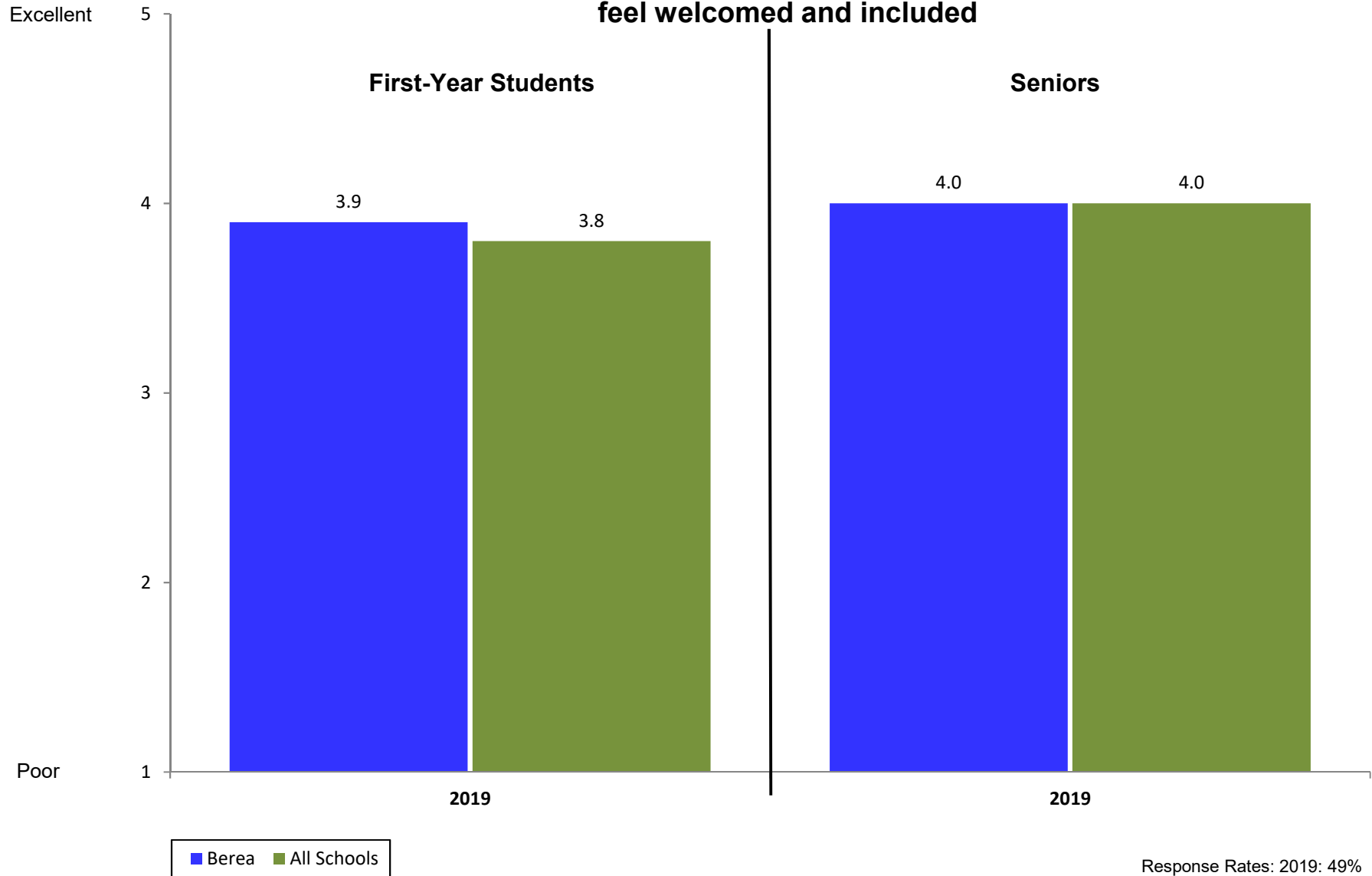
Select the response that best represents your ability to do the following:

Resolve conflicts that involve bias, discrimination, and prejudice

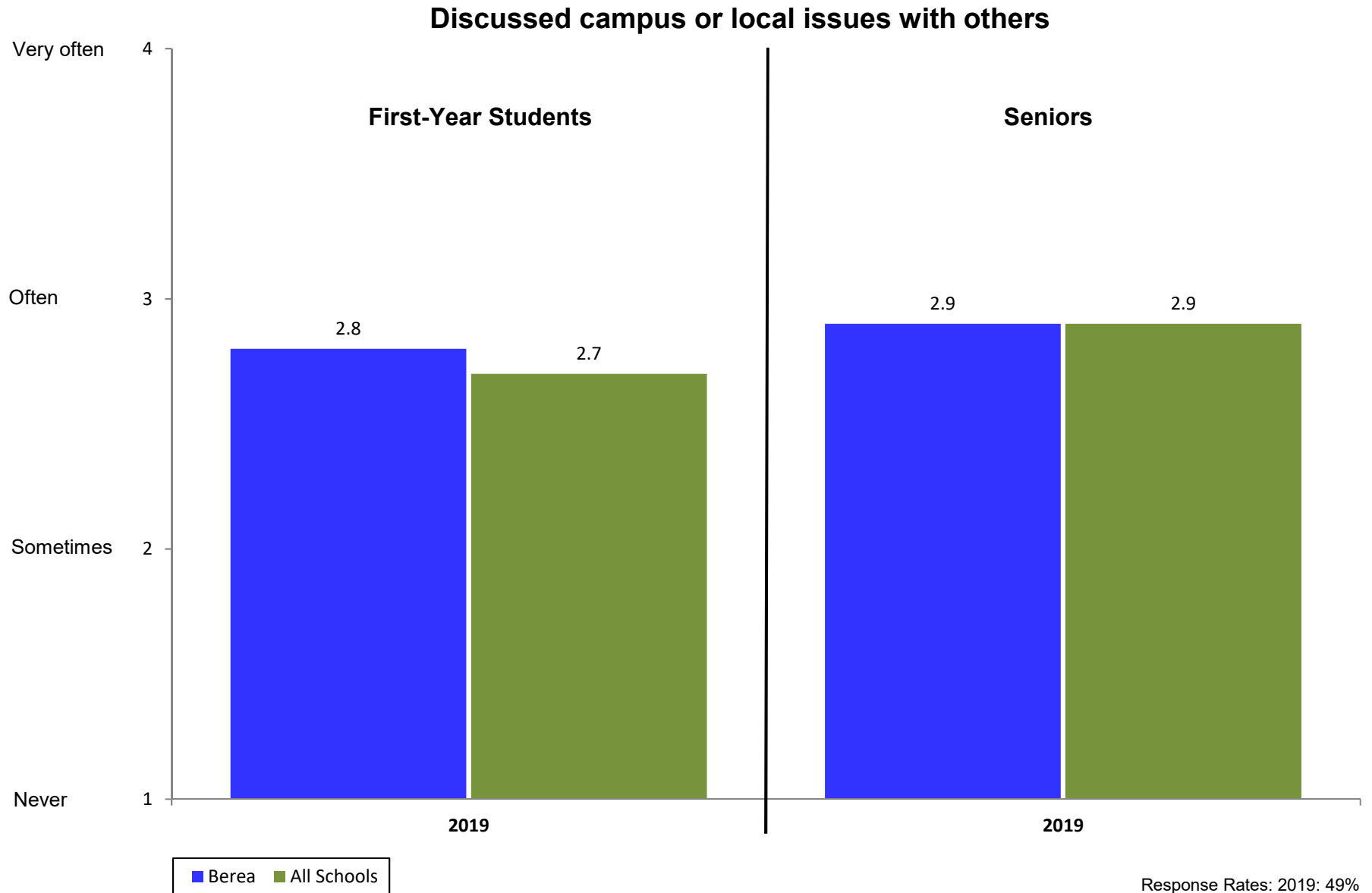


Select the response that best represents your ability to do the following:

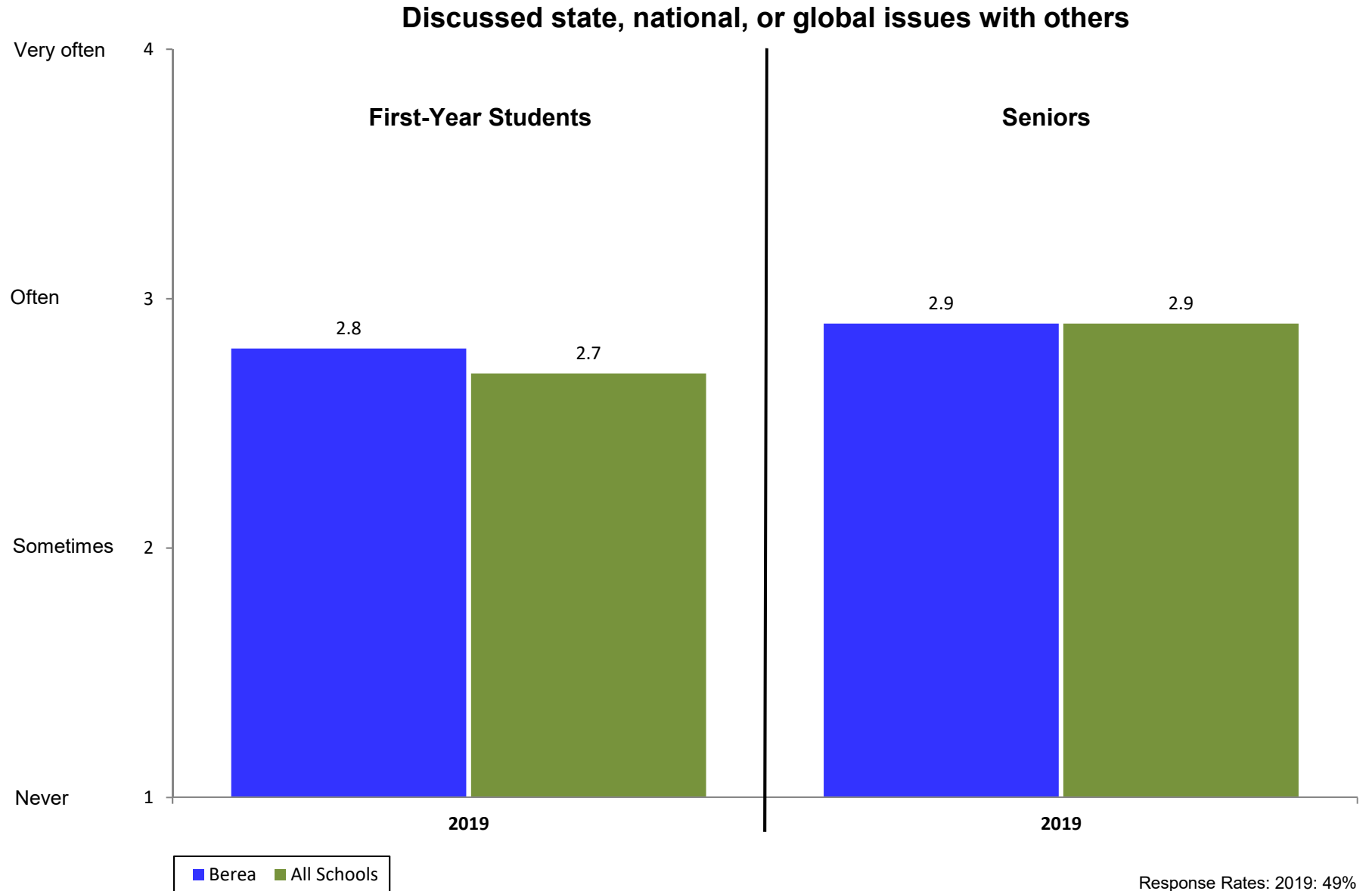
Lead a group in which people from different backgrounds feel welcomed and included



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



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



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](#)

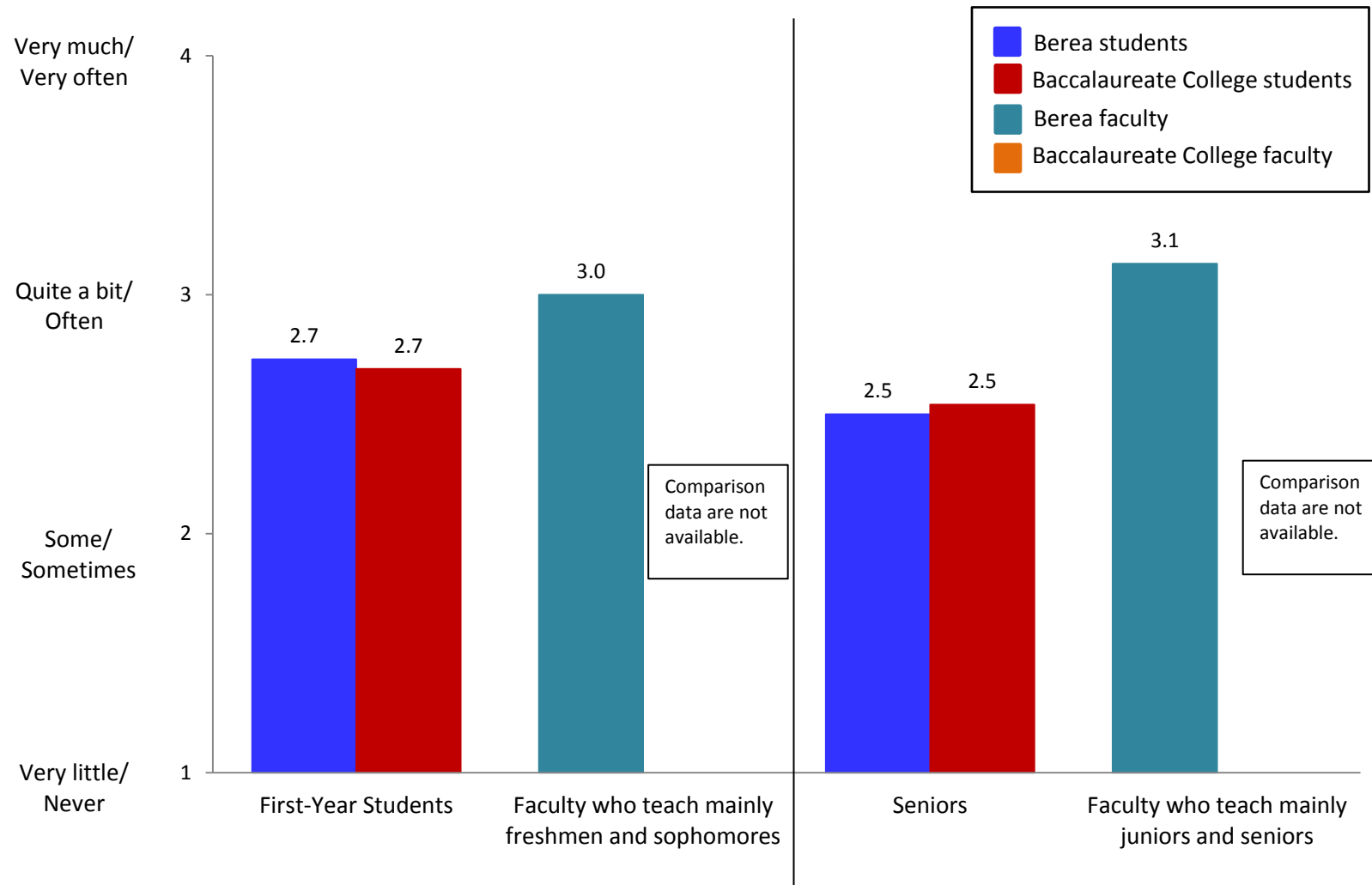
Response Rates:

Spring 2014 Students	60%
Faculty	56%

FSSE: *In your selected course section, how much do you encourage students to do the following?*

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

Ask other students for help understanding course material



Response Rates:

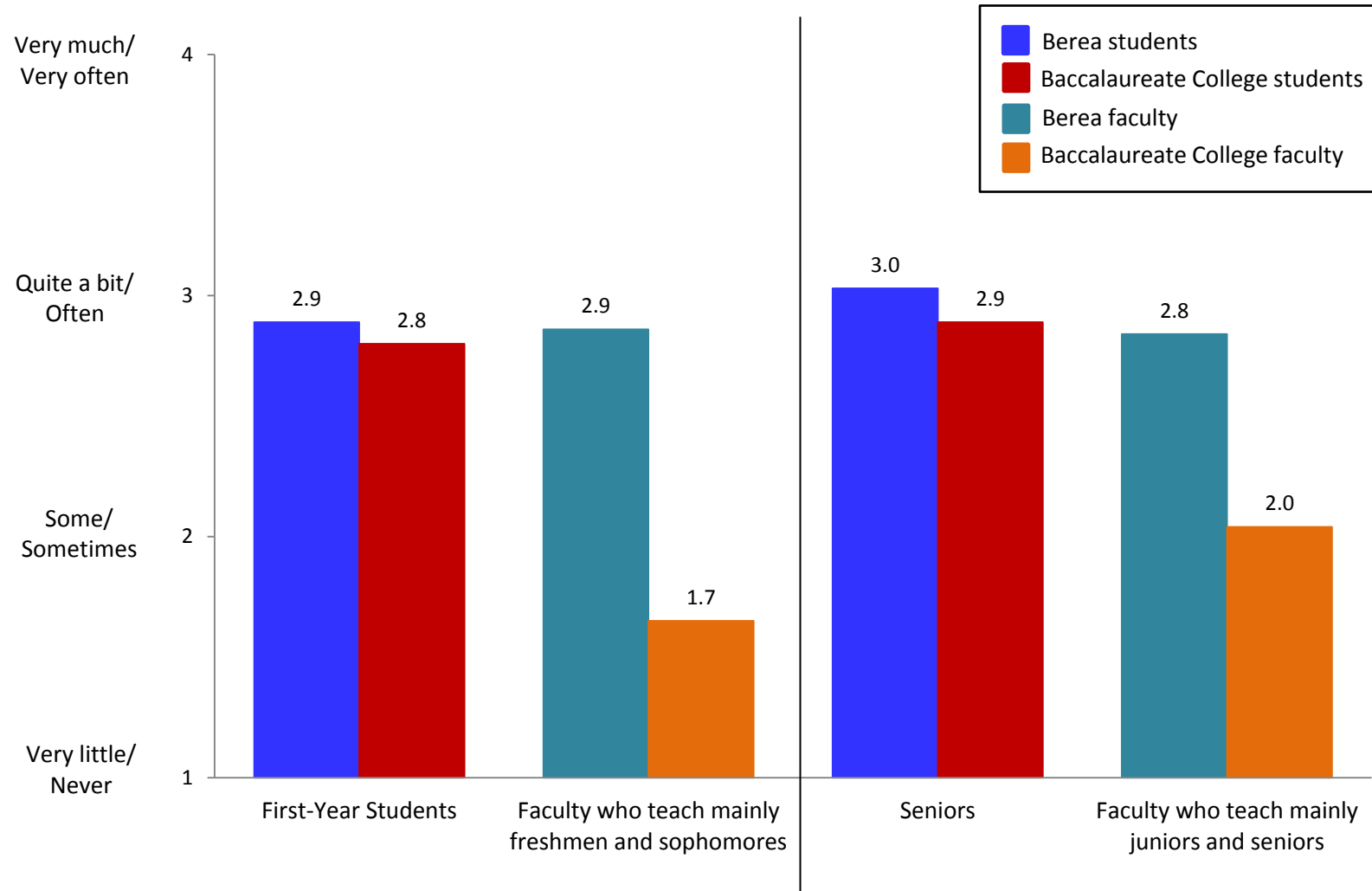
Faculty: 56%

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

FSSE: *In your selected course section, how much do you encourage students to do the following?*

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

Explain course material to other students



Response Rates:

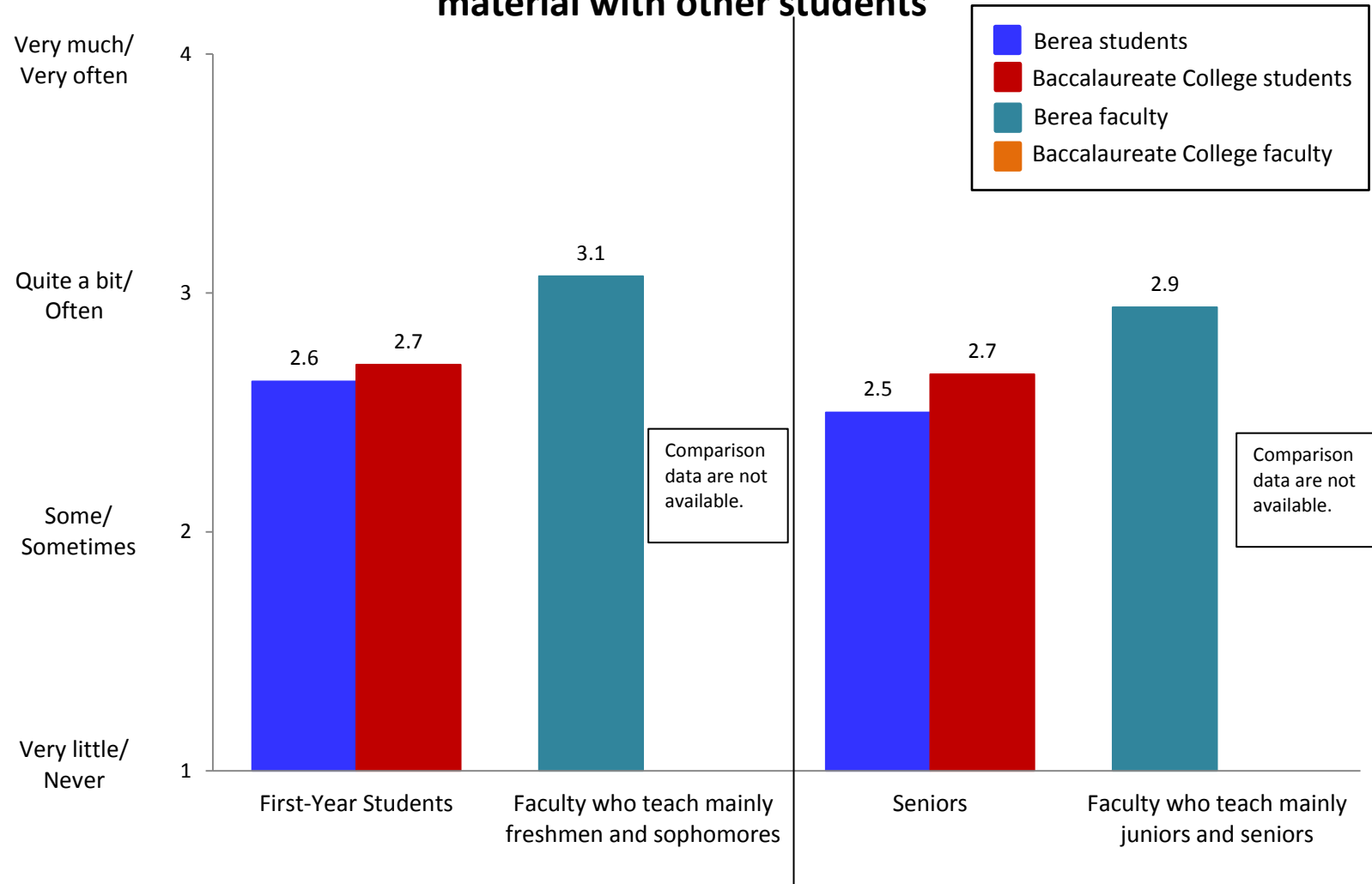
Faculty: 56%

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

FSSE: *In your selected course section, how much do you encourage students to do the following?*

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

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



Response Rates:

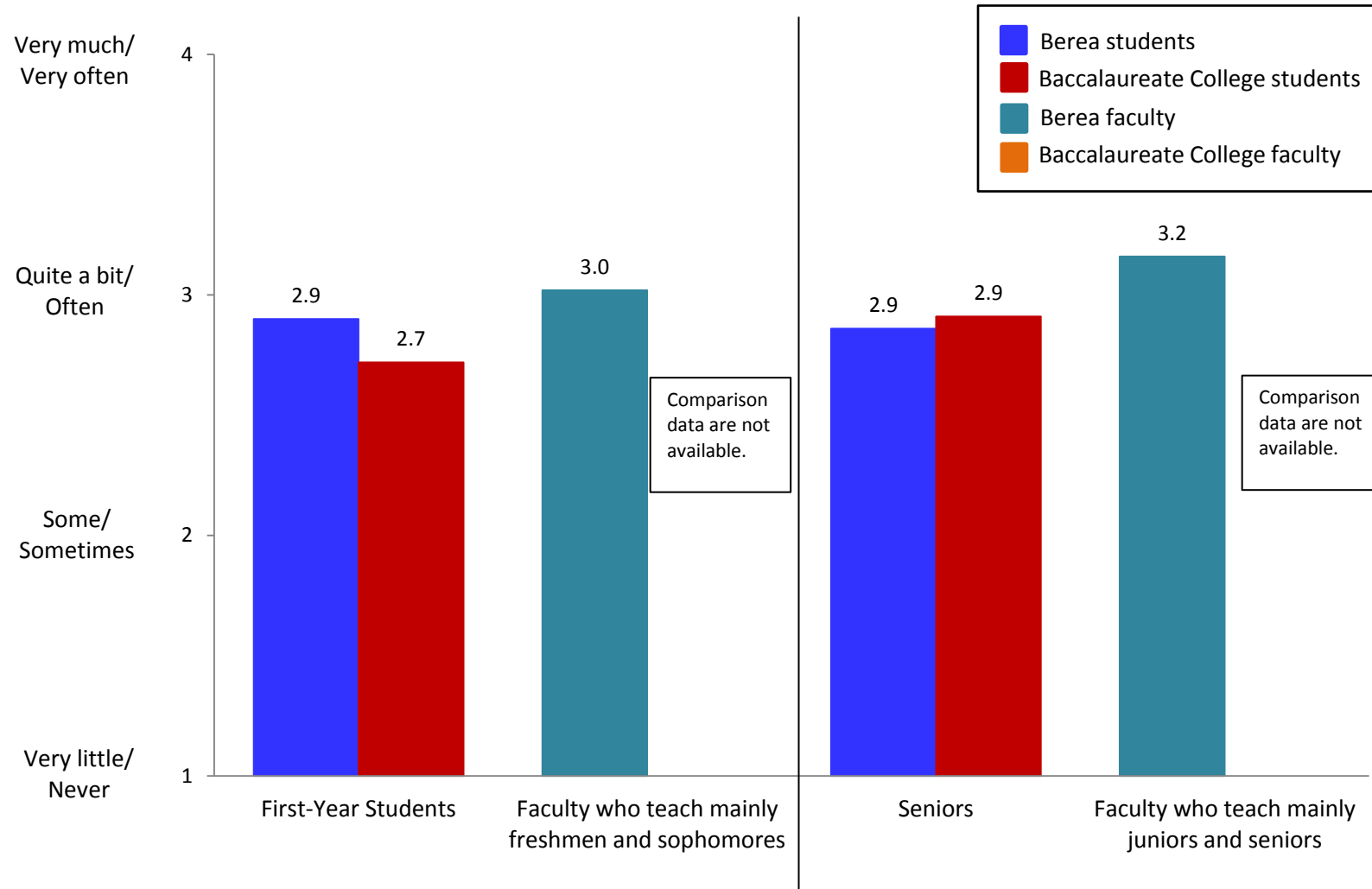
Faculty: 56%

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

FSSE: *In your selected course section, how much do you encourage students to do the following?*

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

Work with other students on course projects or assignments



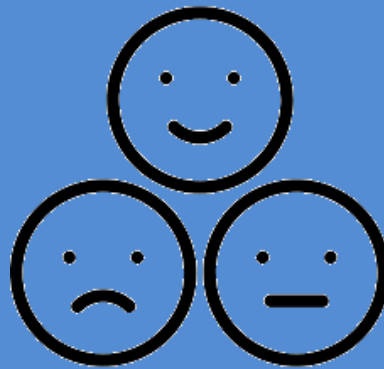
Response Rates:

Faculty: 56%

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

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

All Students



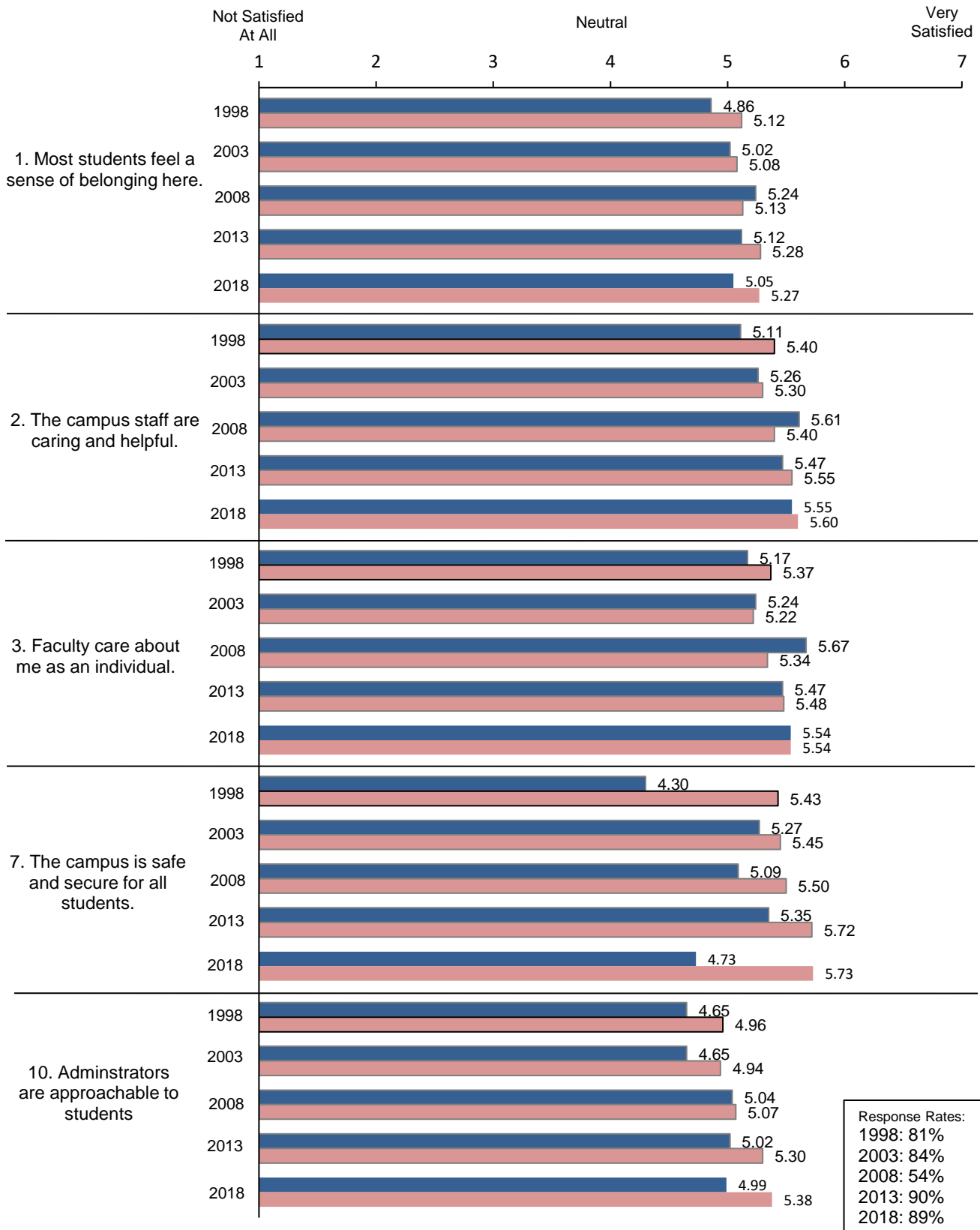
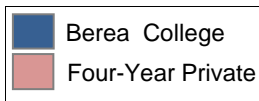
[Click to see survey instruments](#)

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

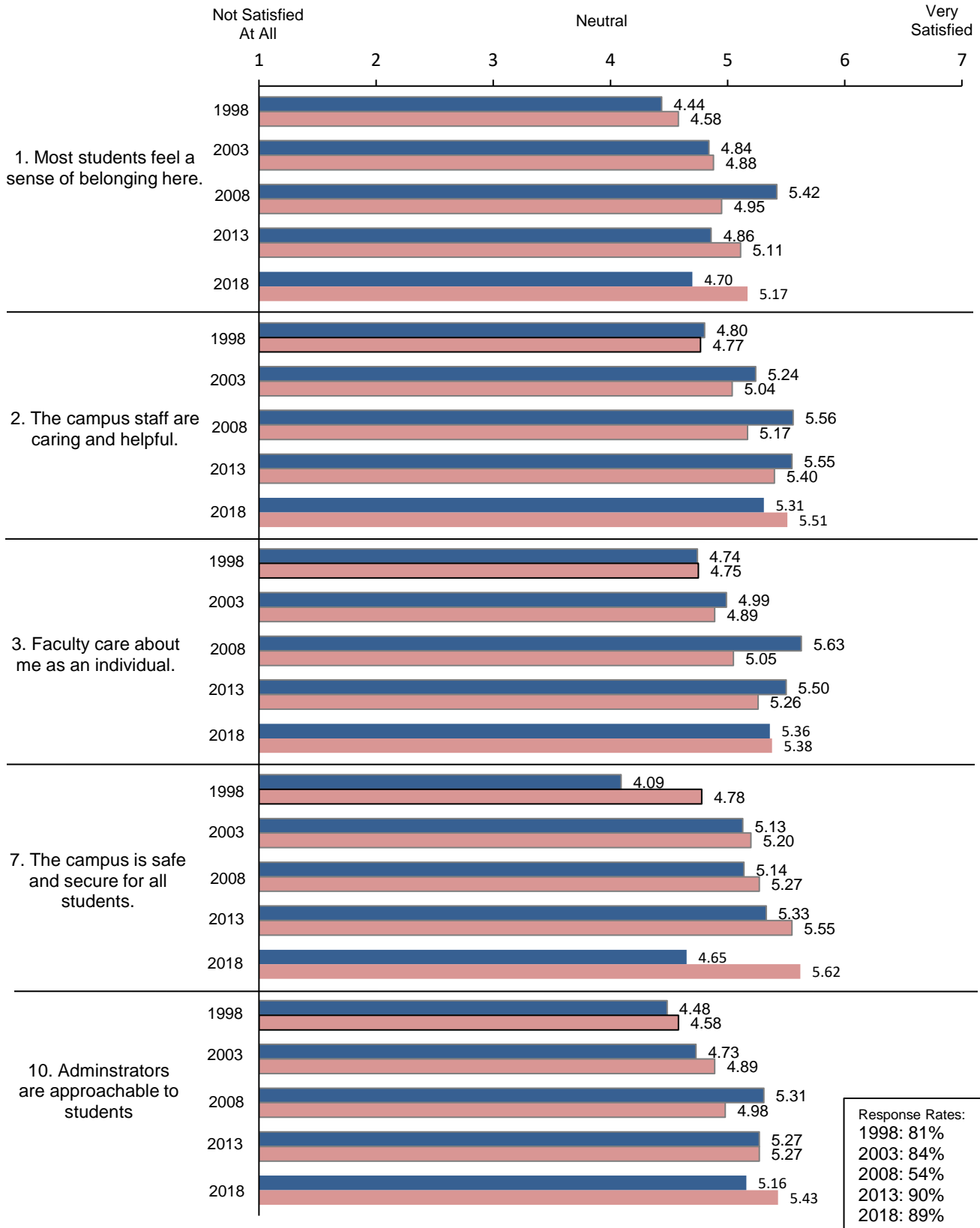
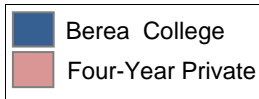
Noel-Levitz Student
Satisfaction Inventory



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

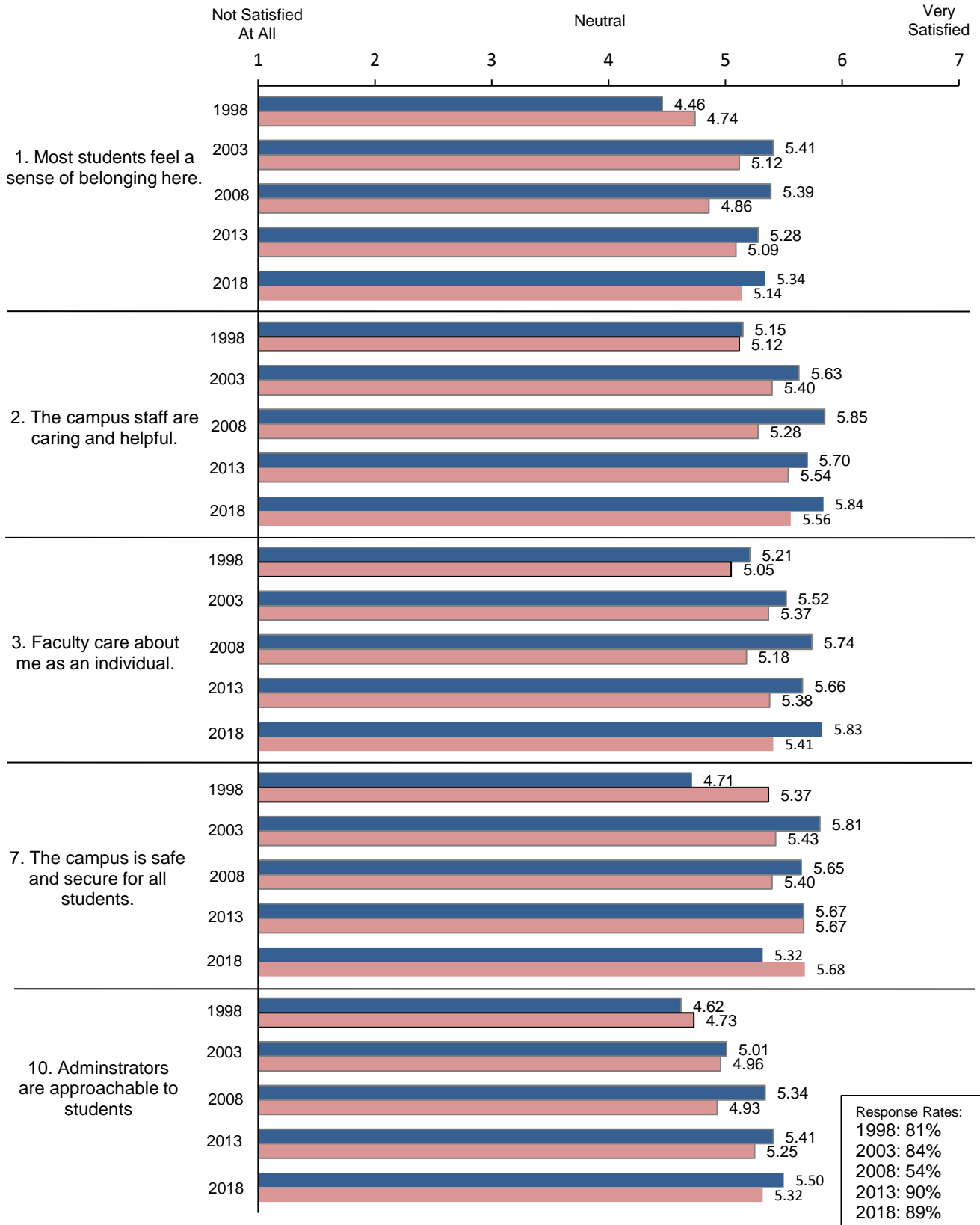
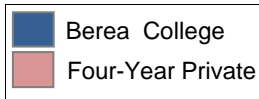
Noel-Levitz Student Satisfaction Inventory



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

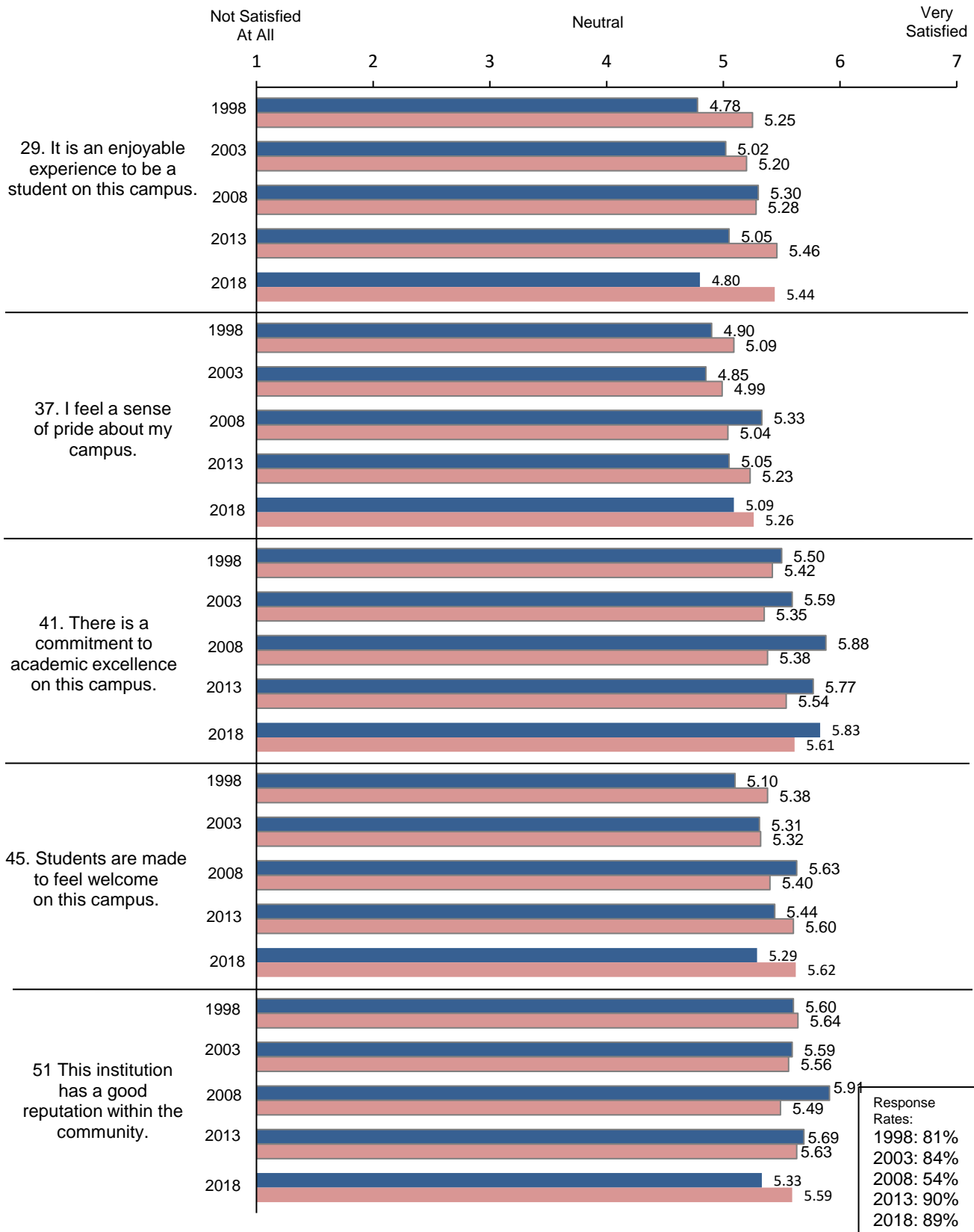
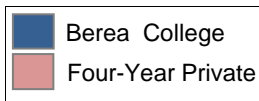
Noel-Levitz Student
Satisfaction Inventory



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All Students
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Satisfaction Ratings within Item Group:
Campus Climate

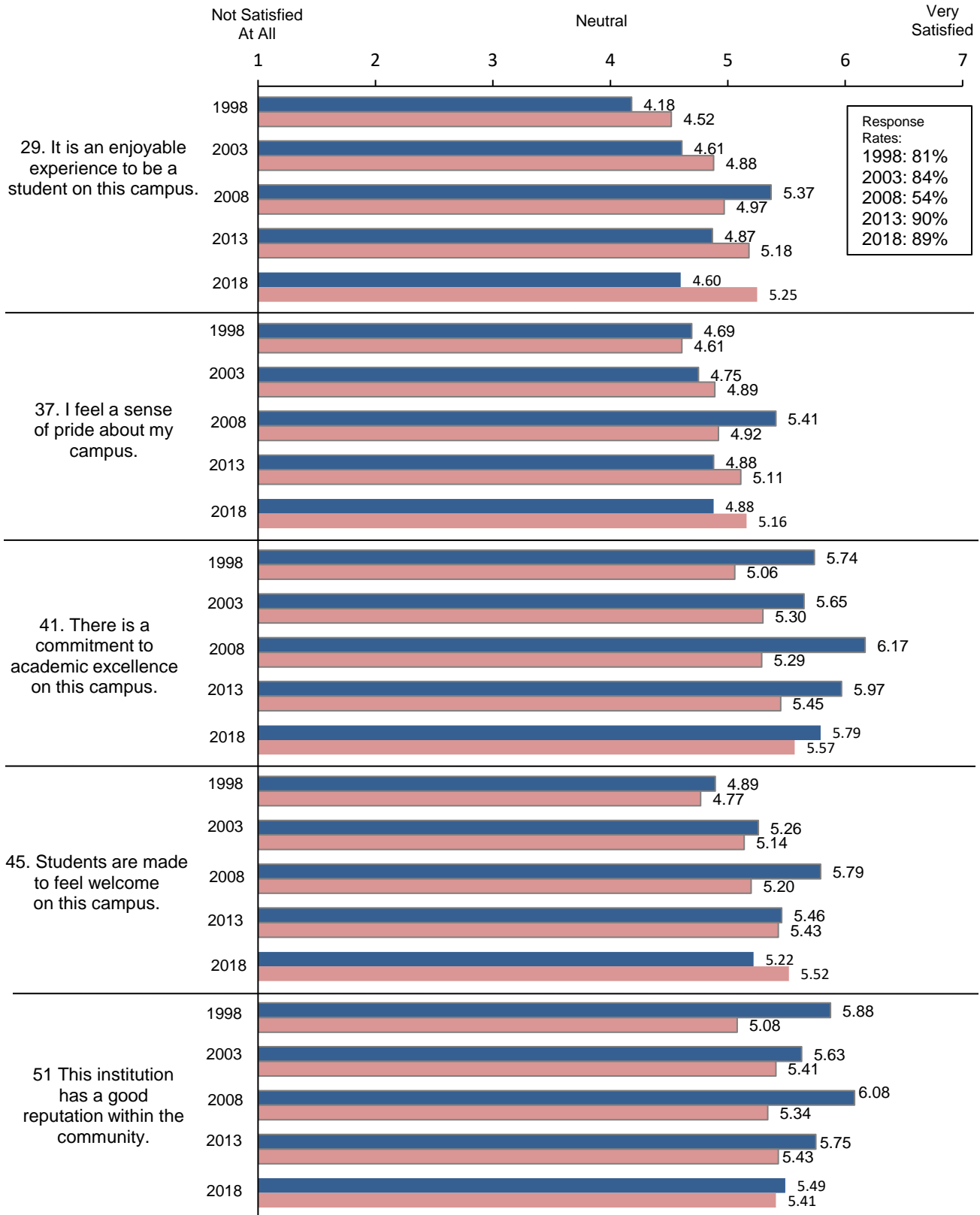
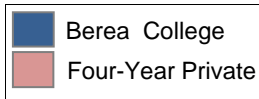
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African-American Students
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Satisfaction Ratings within Item Group:
Campus Climate

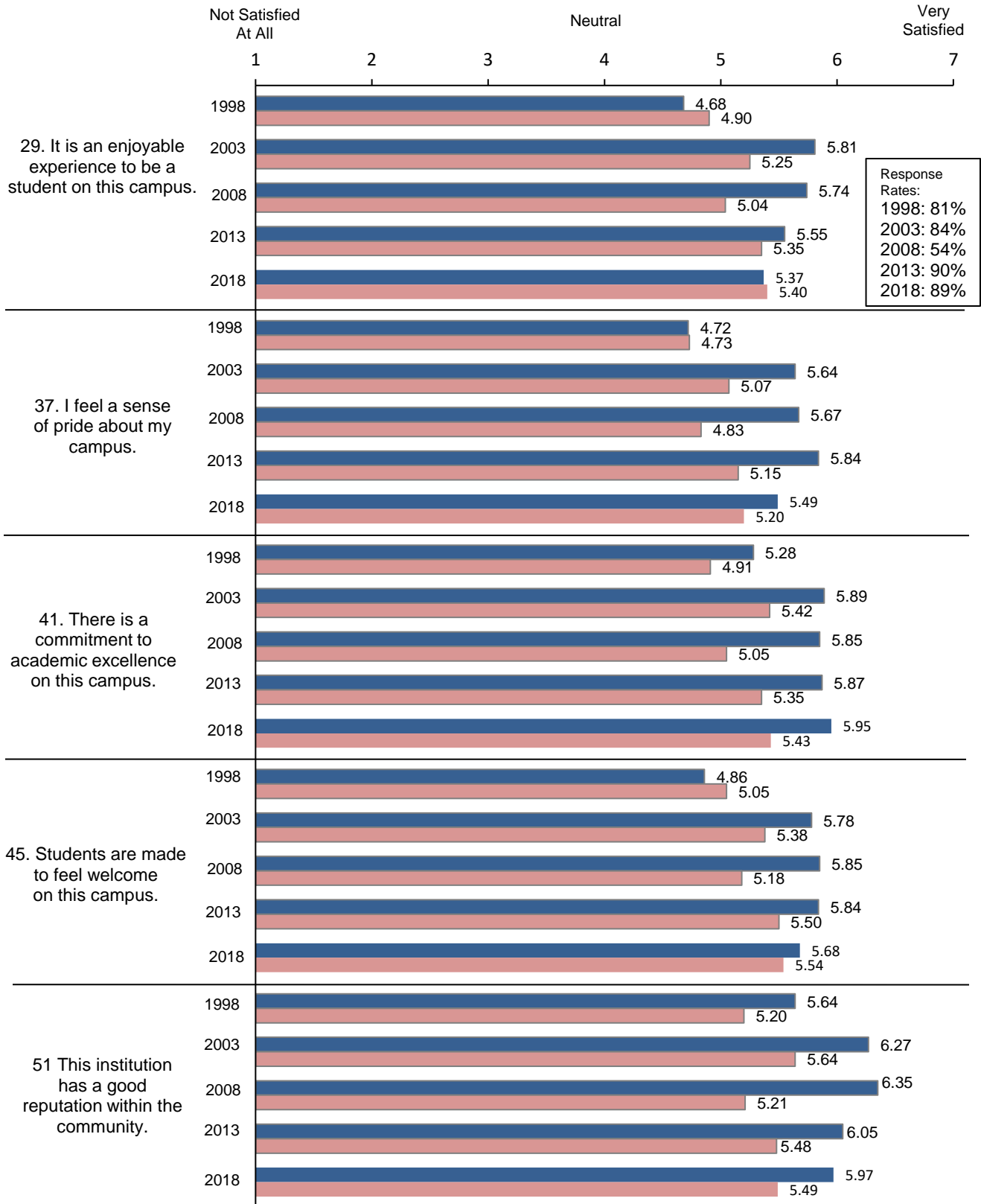
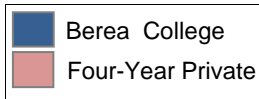
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International Students
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Satisfaction Ratings within Item Group:
Campus Climate

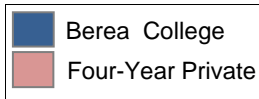
Noel-Levitz Student Satisfaction Inventory



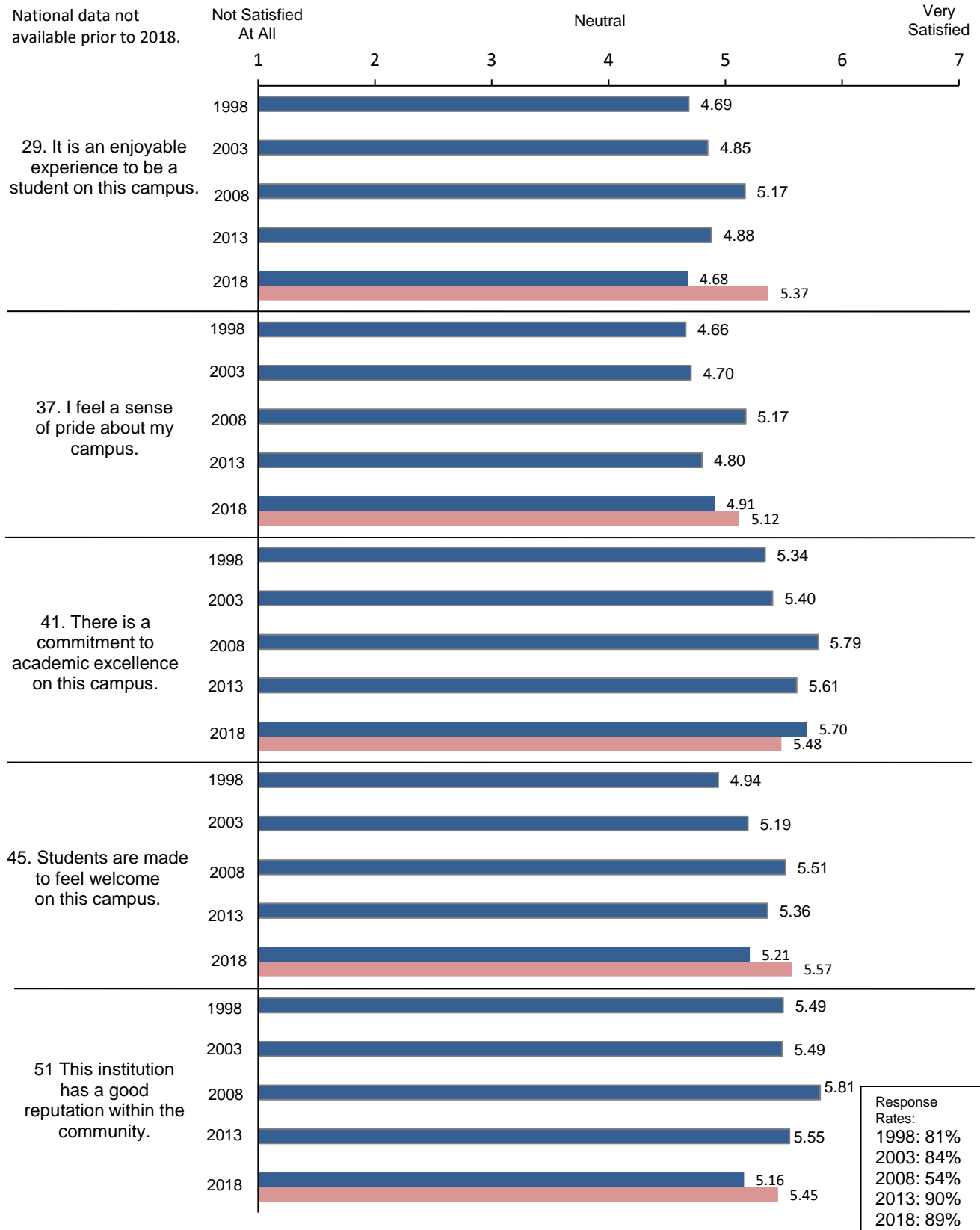
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Male Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

Noel-Levitz Student
Satisfaction Inventory



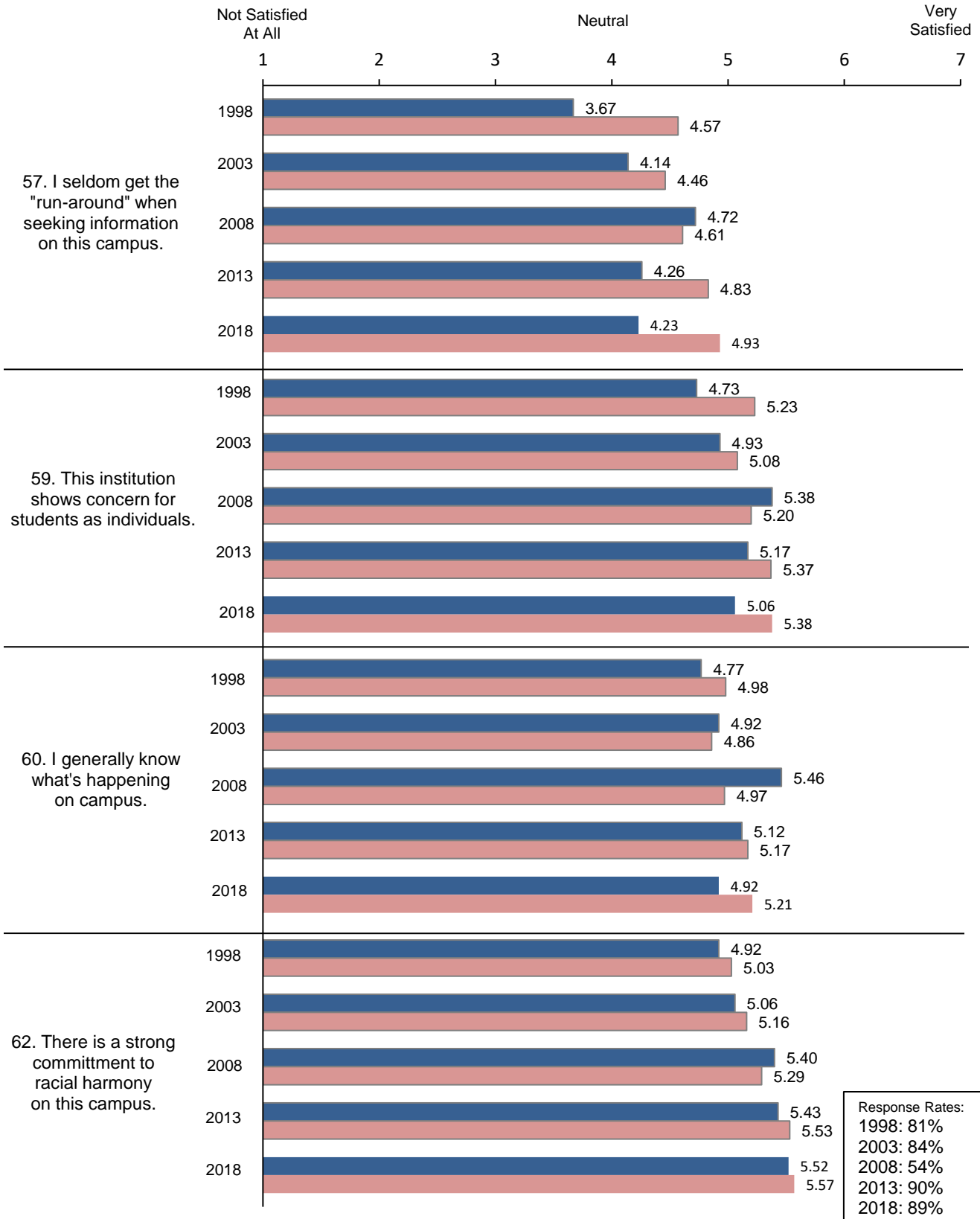
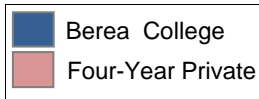
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All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

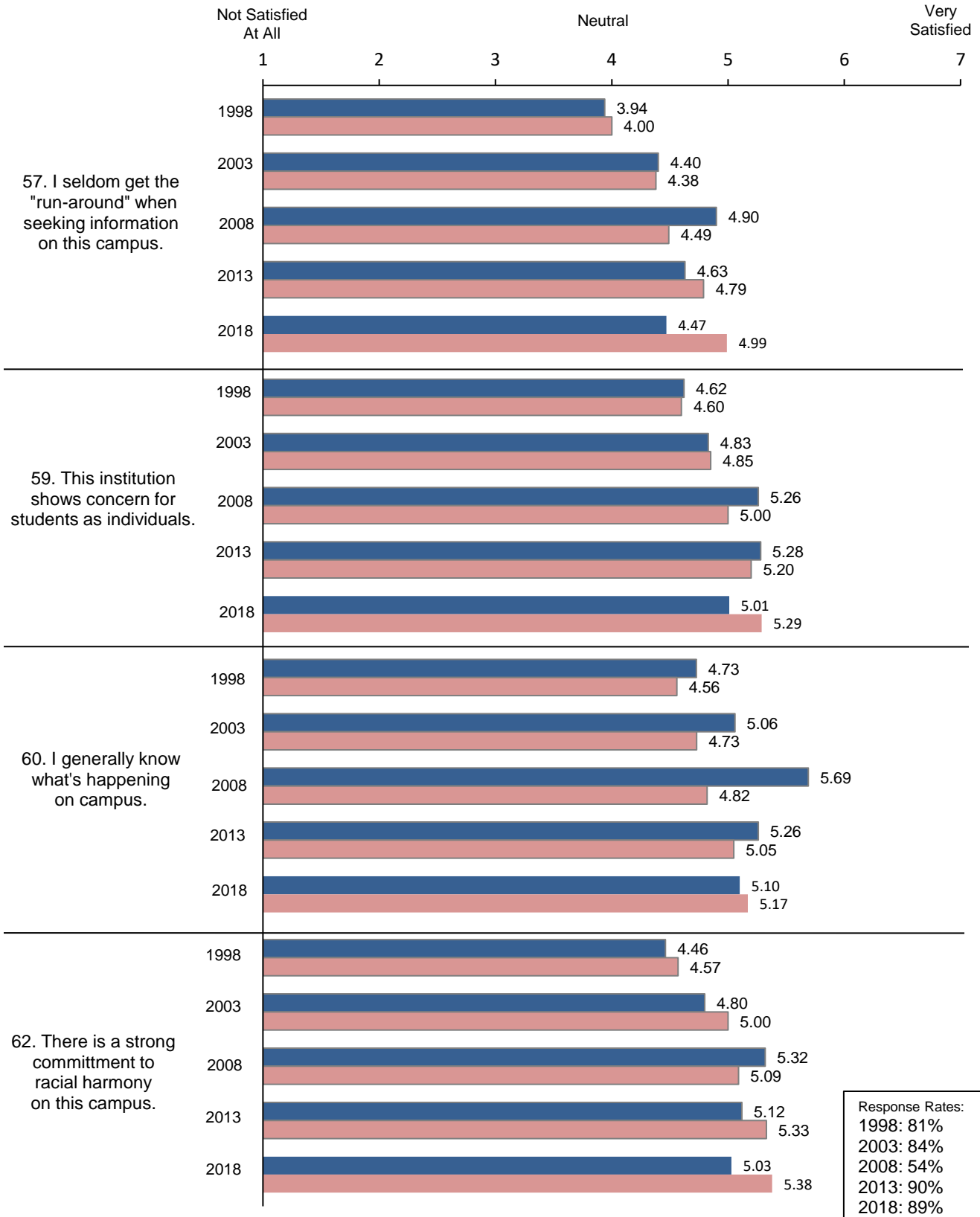
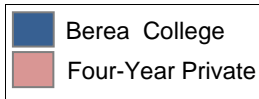
Noel-Levitz Student Satisfaction Inventory



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

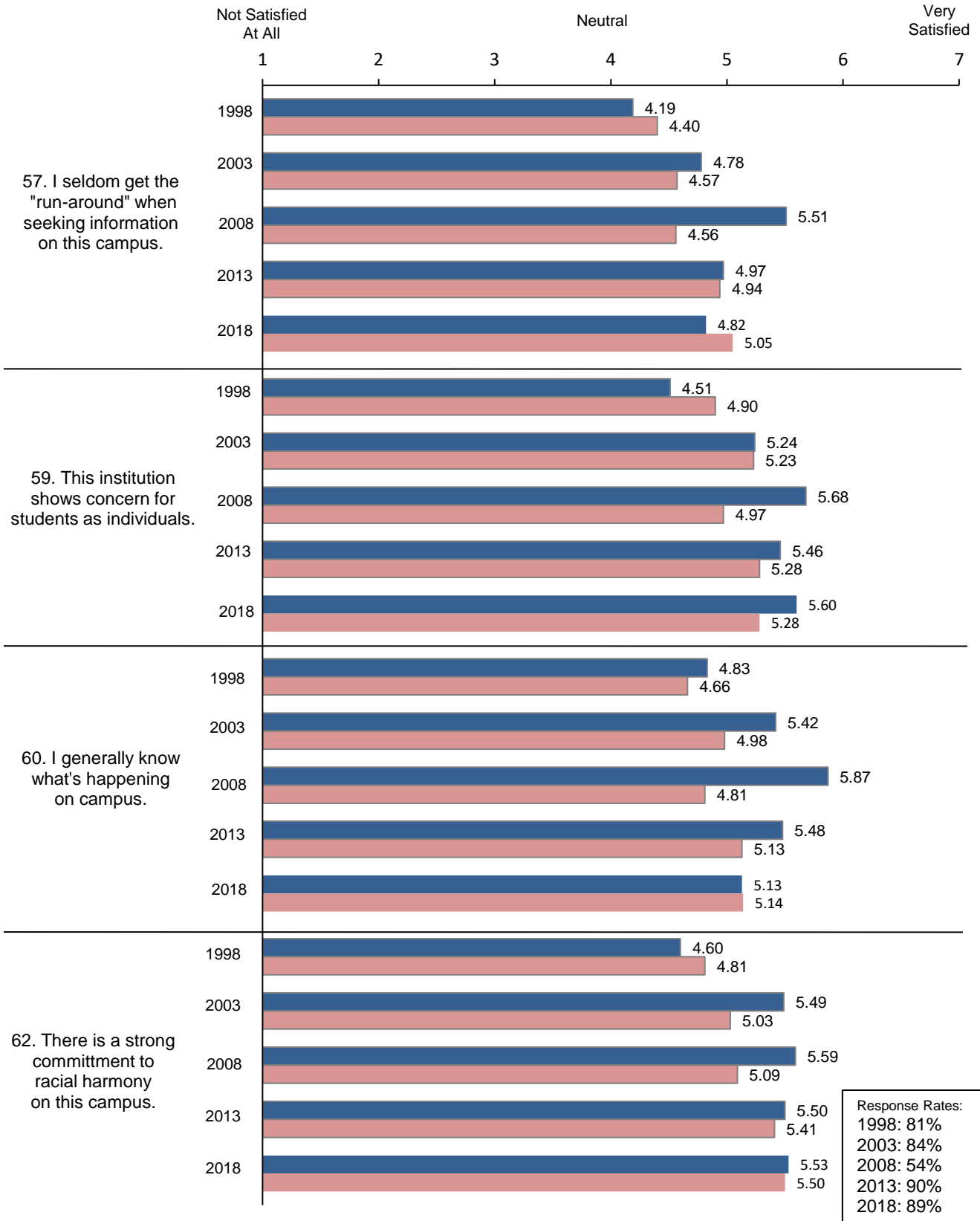
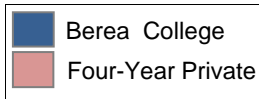
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International Students
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Satisfaction Ratings within Item Group:
Campus Climate

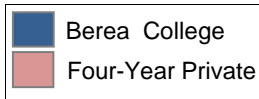
Noel-Levitz Student Satisfaction Inventory



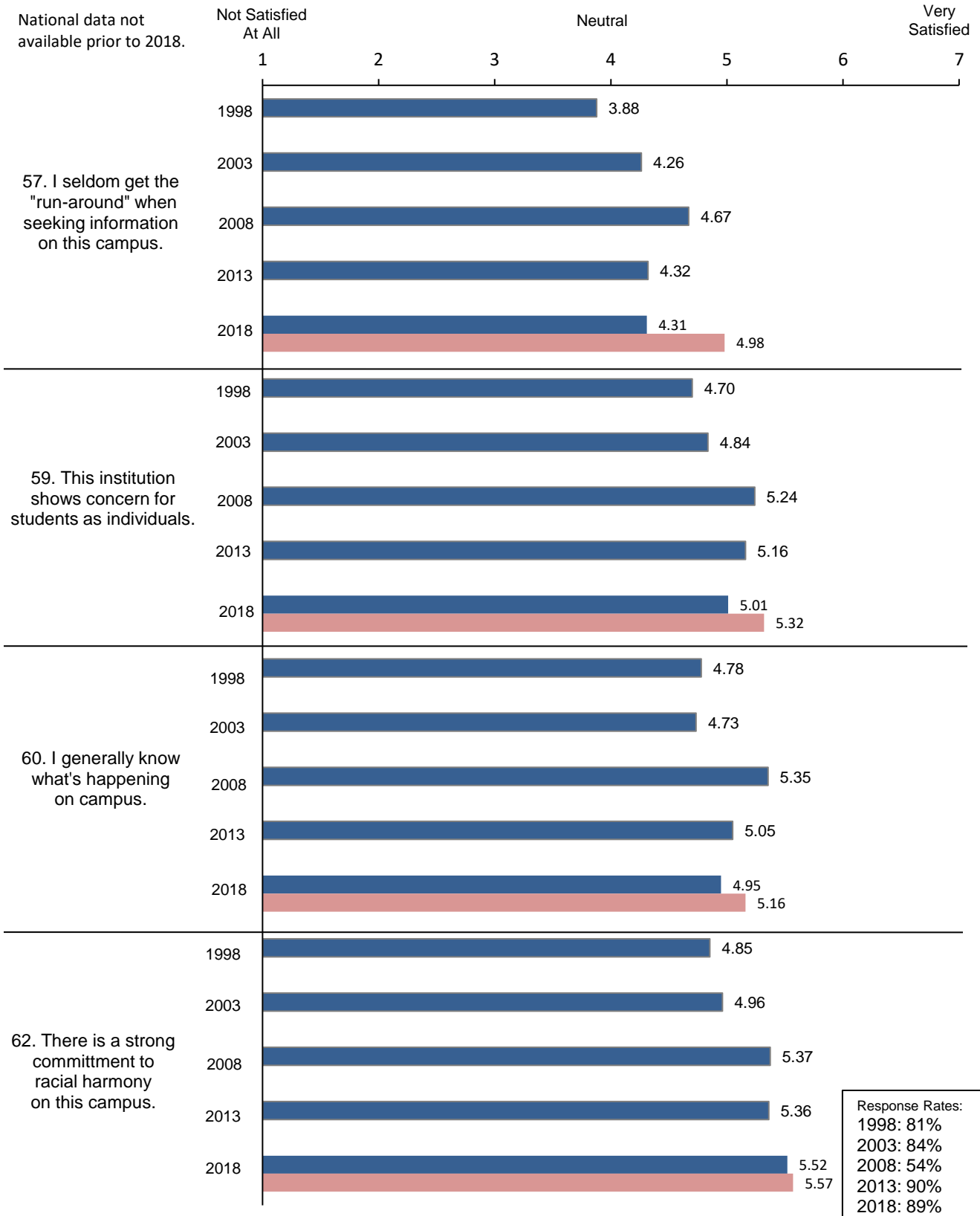
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Male Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

Noel-Levitz Student Satisfaction Inventory



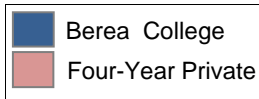
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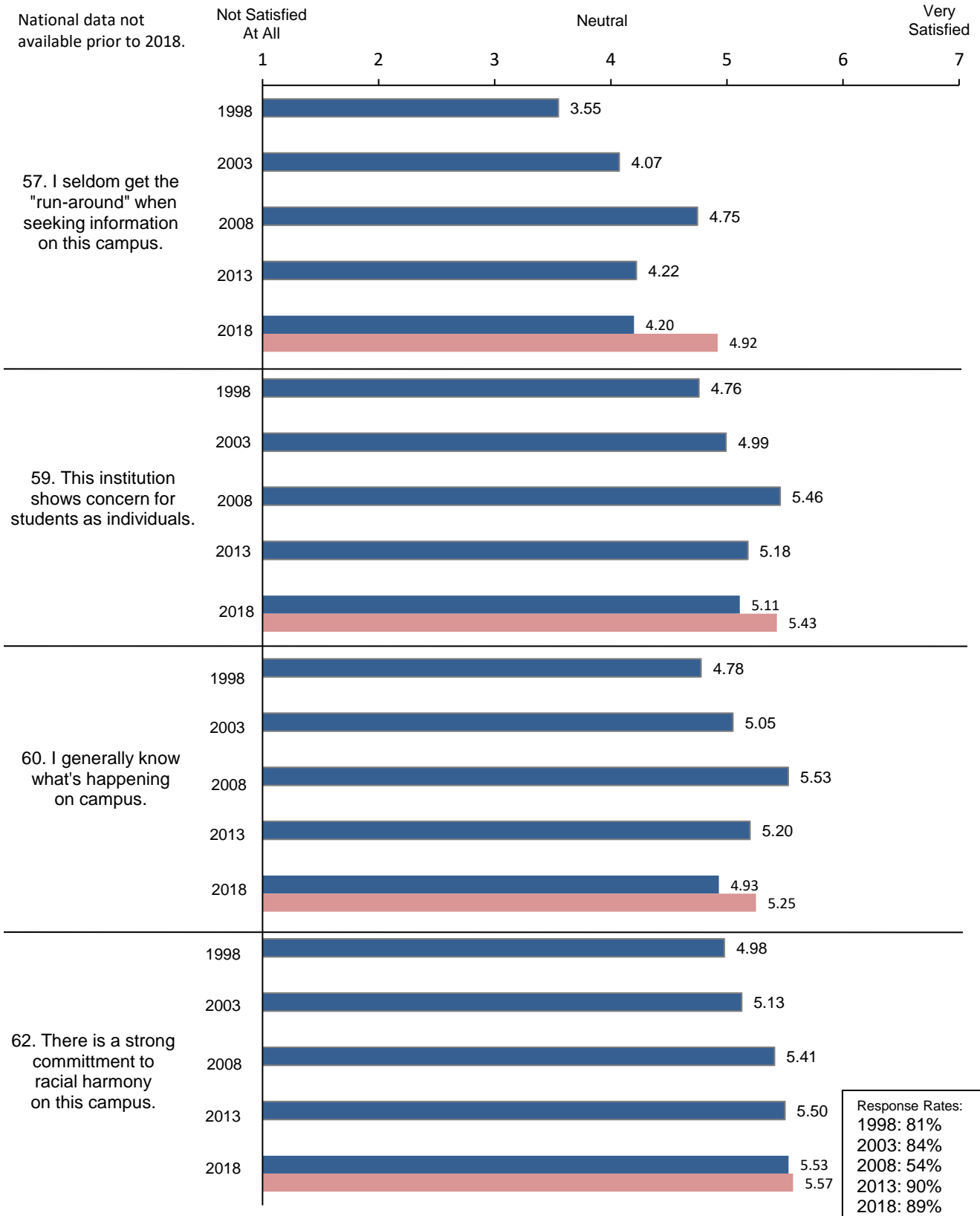
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Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

Noel-Levitz Student Satisfaction Inventory



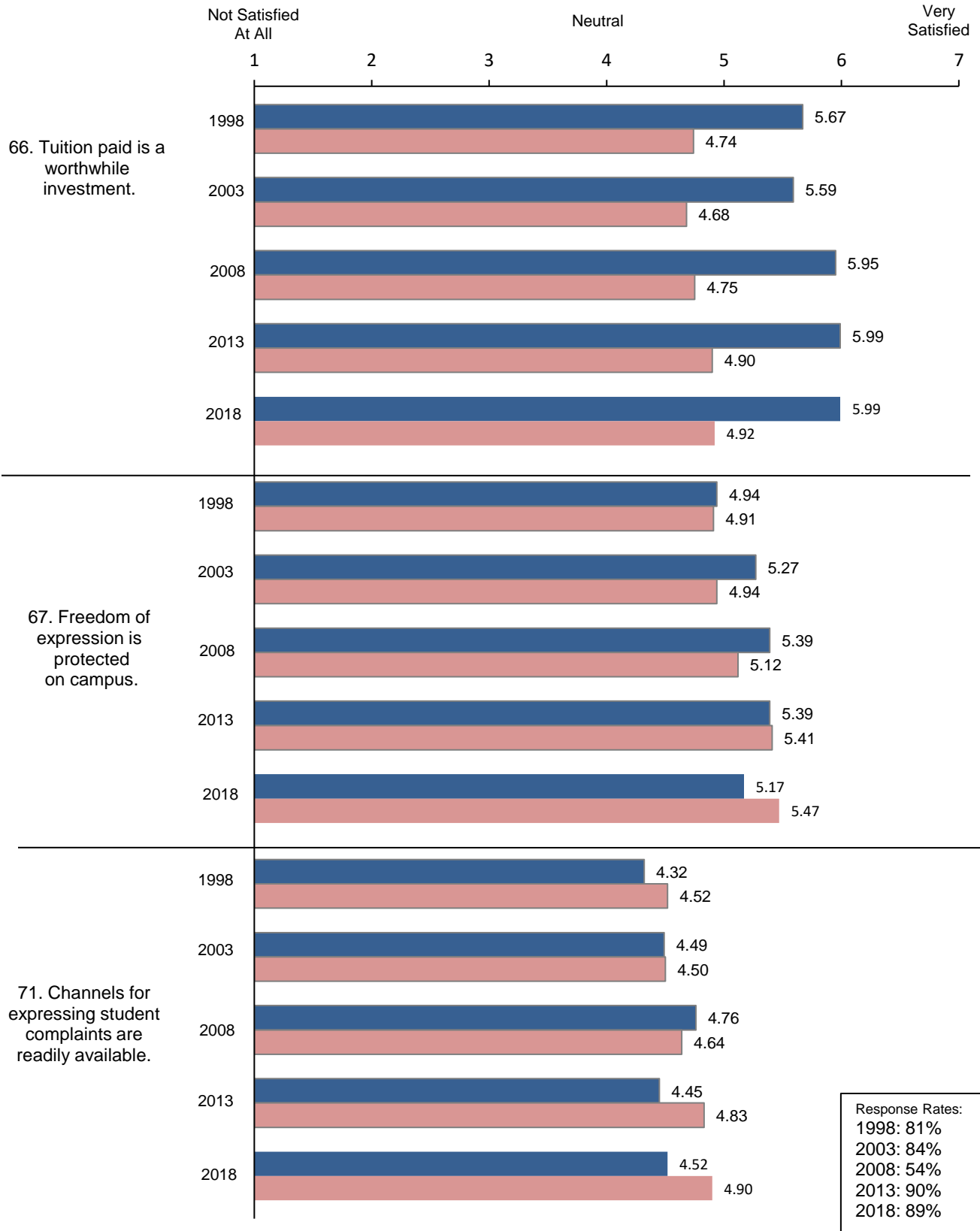
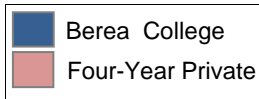
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All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

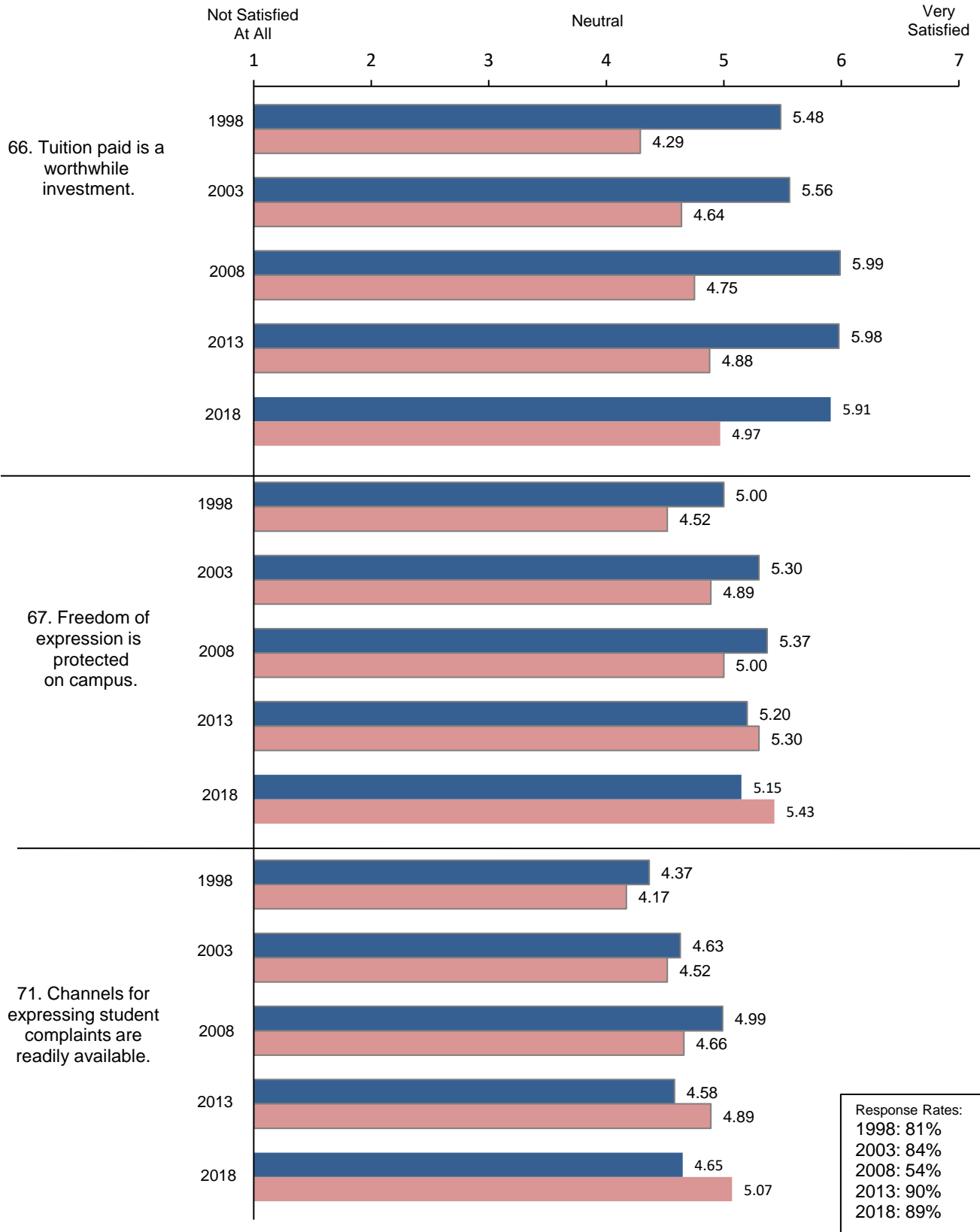
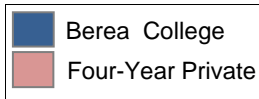
Noel-Levitz Student
Satisfaction Inventory



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African-American Students
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Satisfaction Ratings within Item Group:
Campus Climate

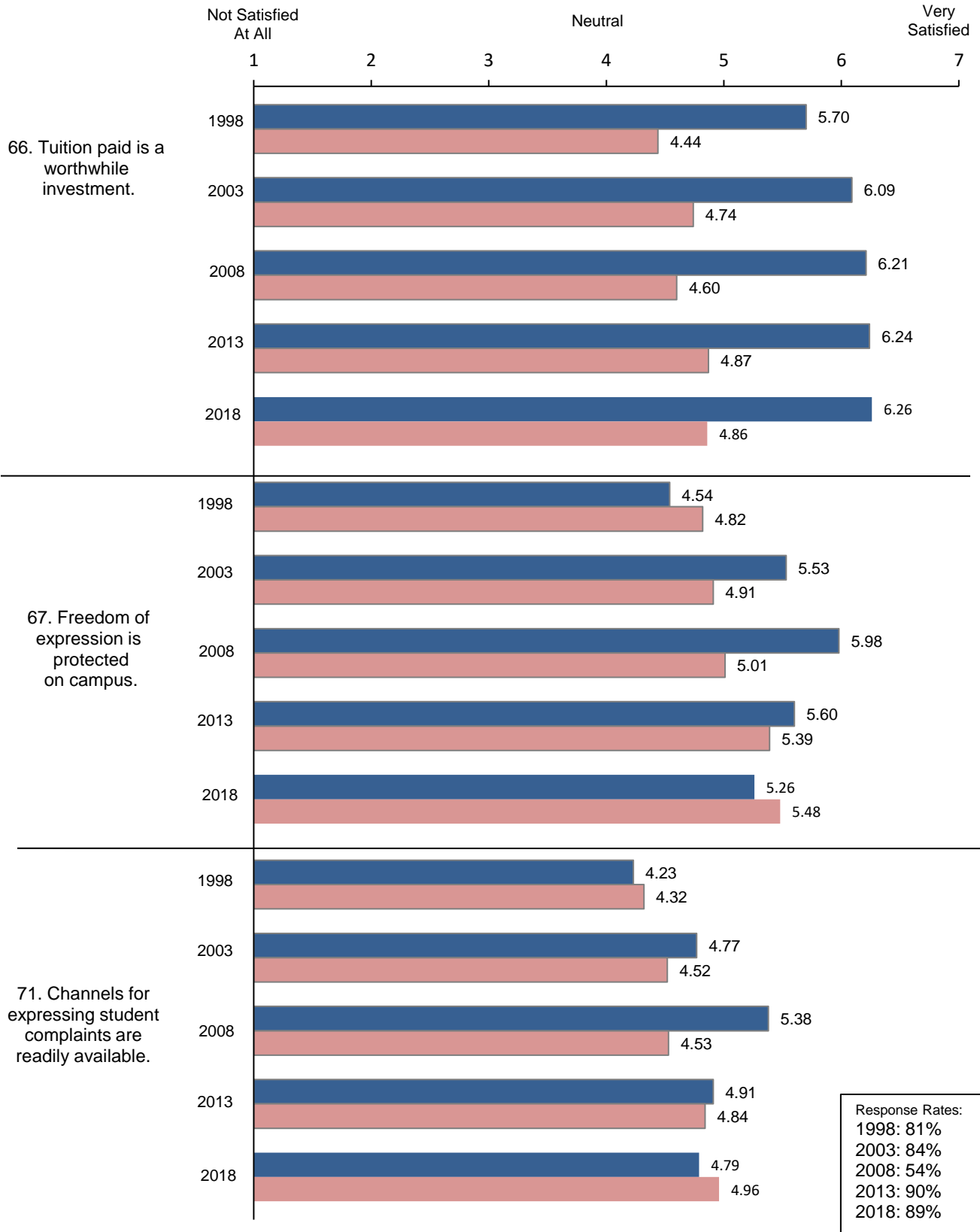
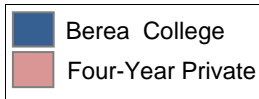
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International Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

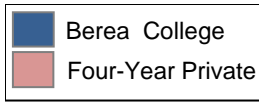
Noel-Levitz Student
Satisfaction Inventory



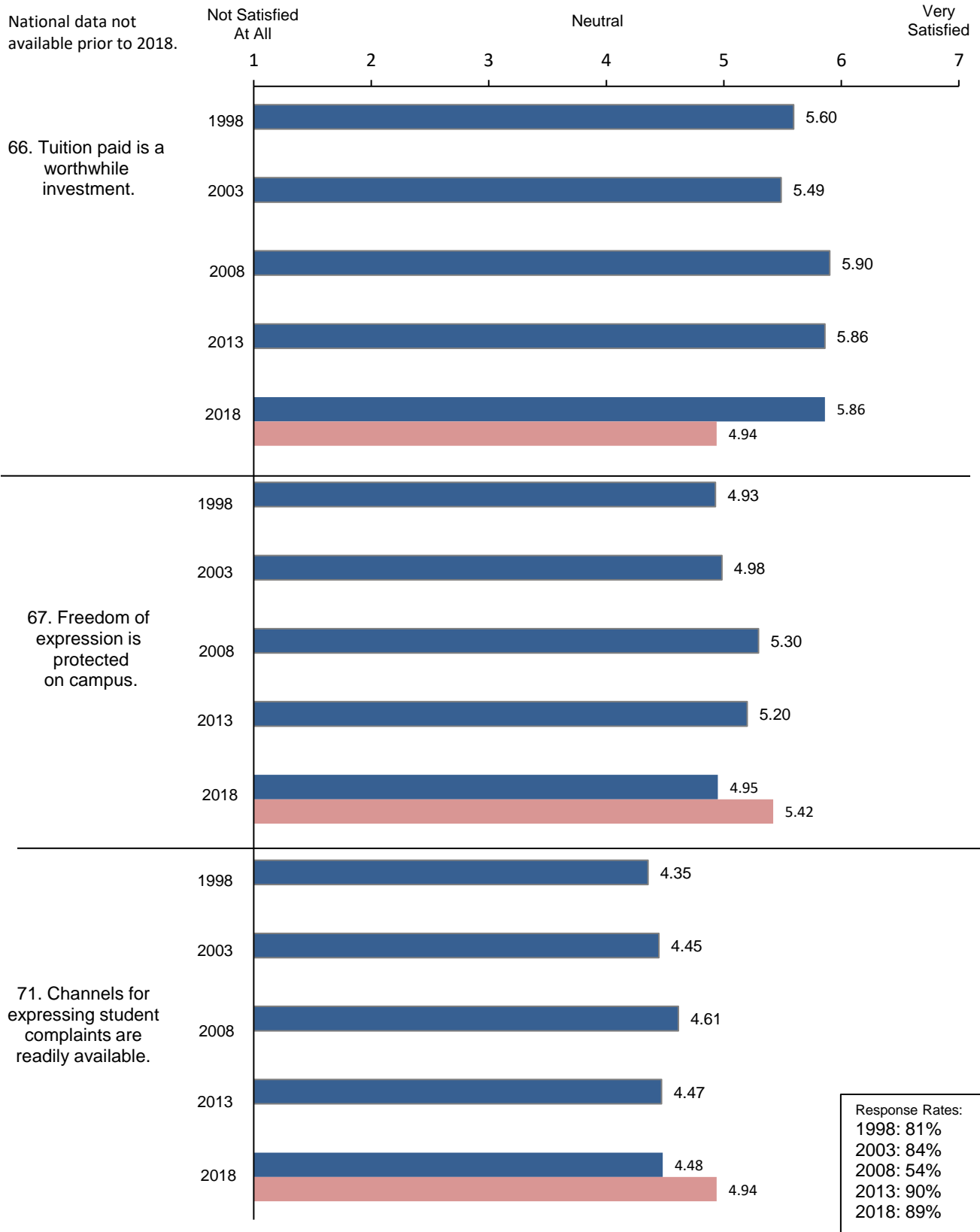
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Male Students
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Satisfaction Ratings within Item Group:
Campus Climate

Noel-Levitz Student Satisfaction Inventory



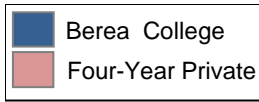
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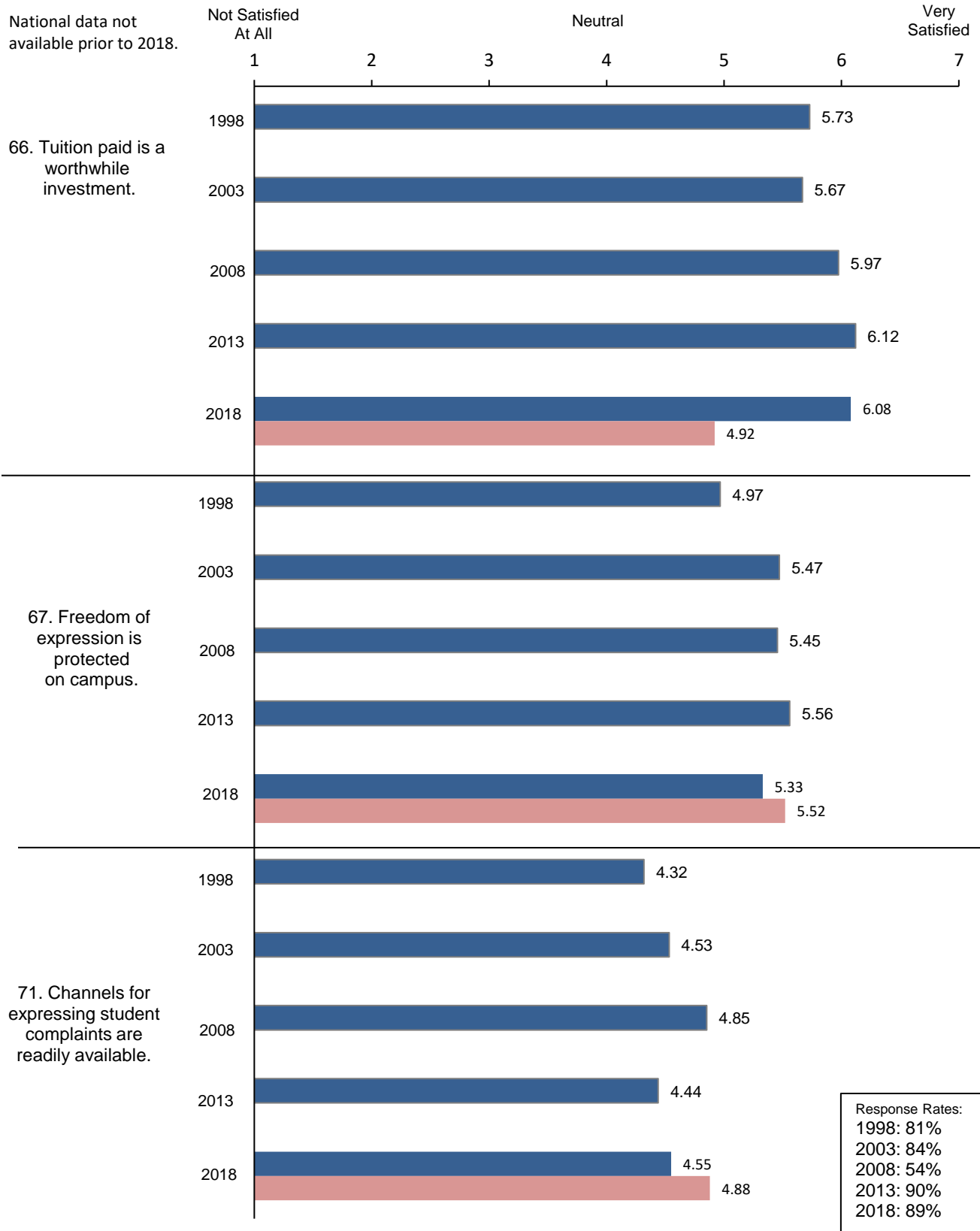
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Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

Noel-Levitz Student Satisfaction Inventory



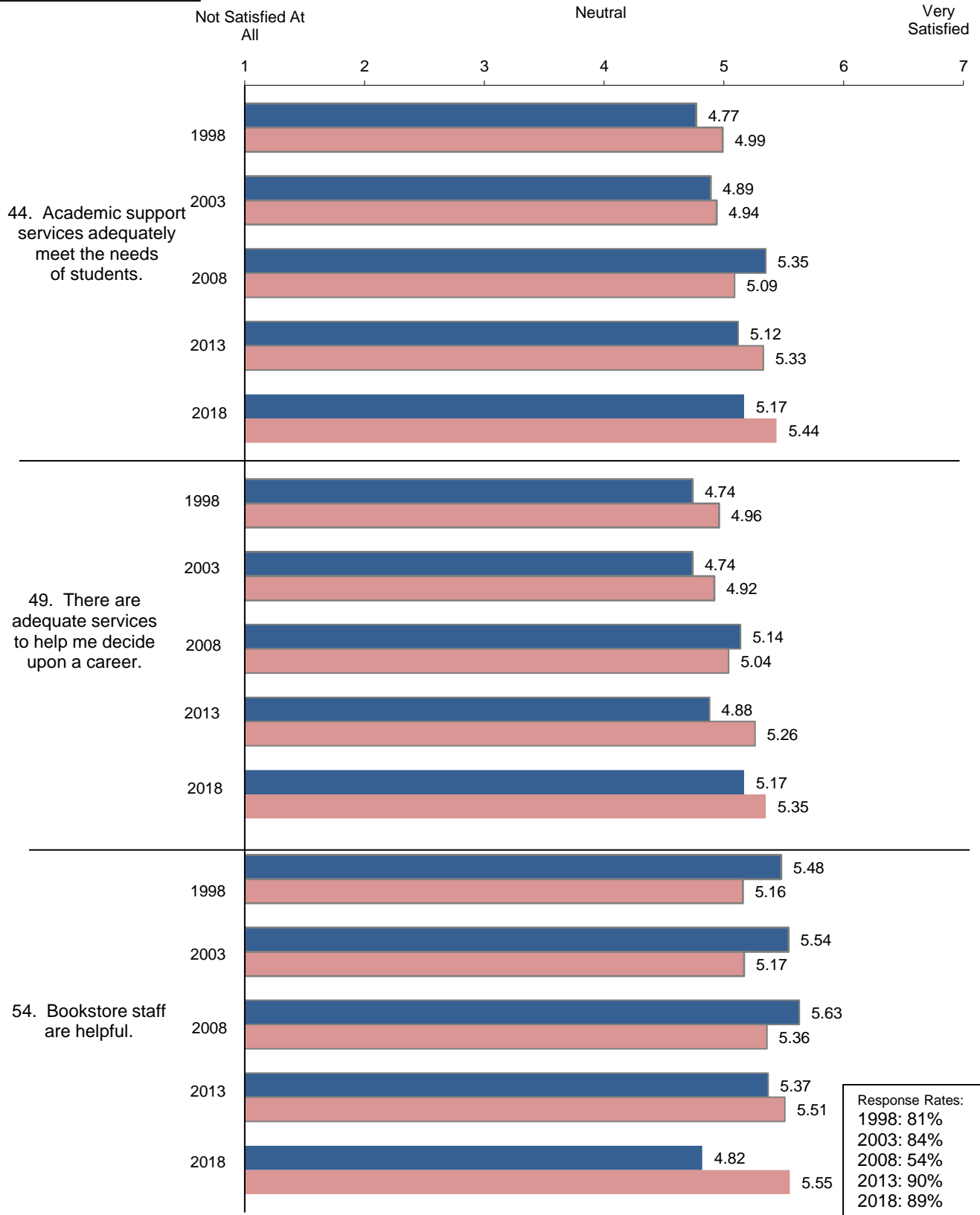
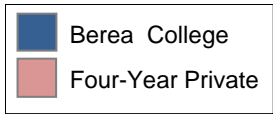
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All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Support Services

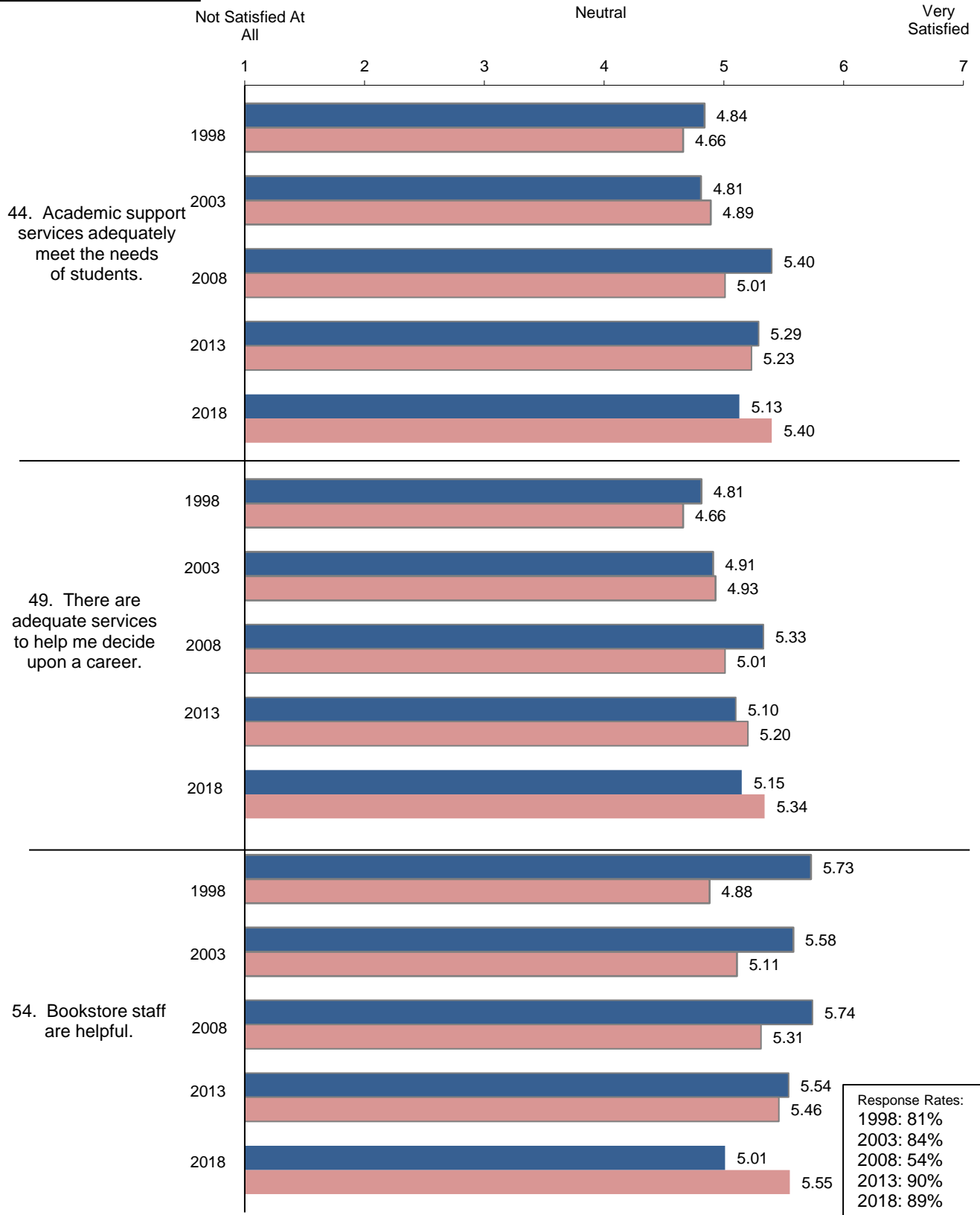
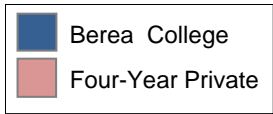
Noel-Levitz Student Satisfaction Inventory



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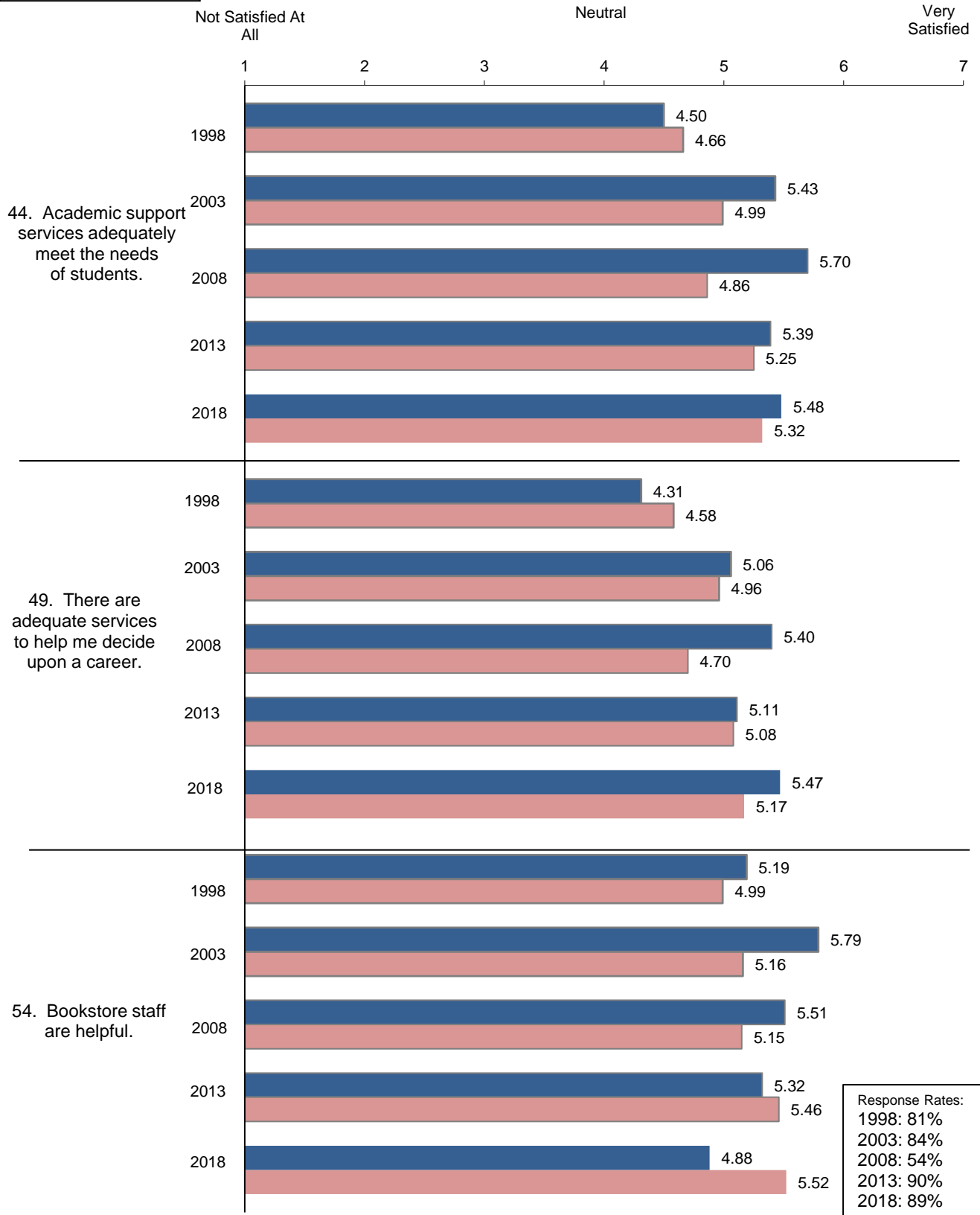
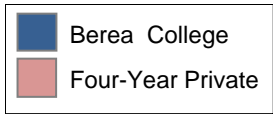
African-American Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Support Services

Noel-Levitz Student Satisfaction Inventory



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

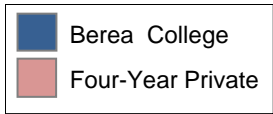
Noel-Levitz Student
Satisfaction Inventory



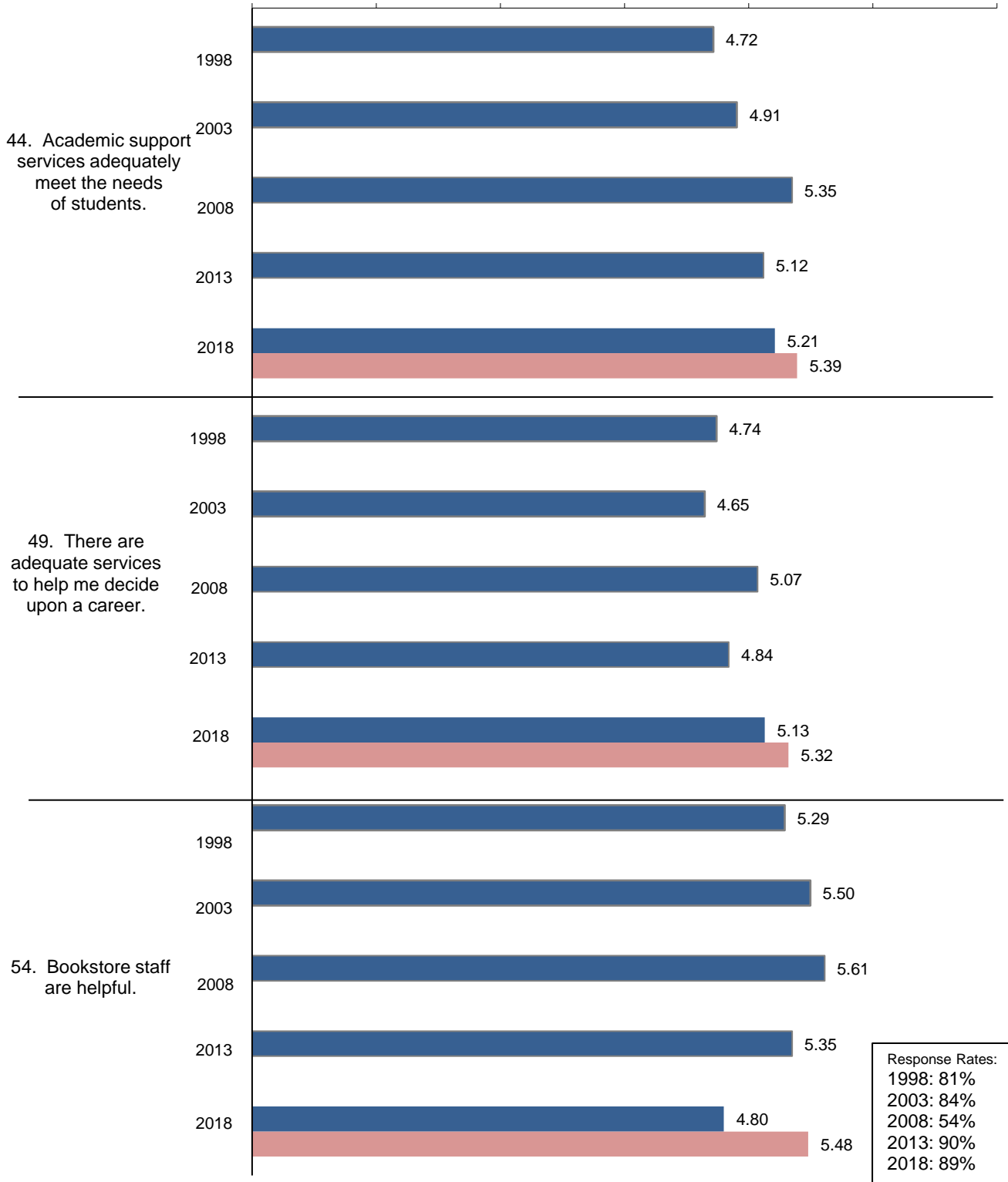
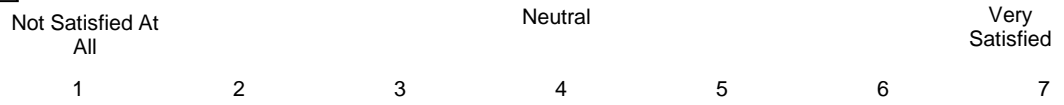
Response Rates:
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2003: 84%
2008: 54%
2013: 90%
2018: 89%

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

Noel-Levitz Student Satisfaction Inventory



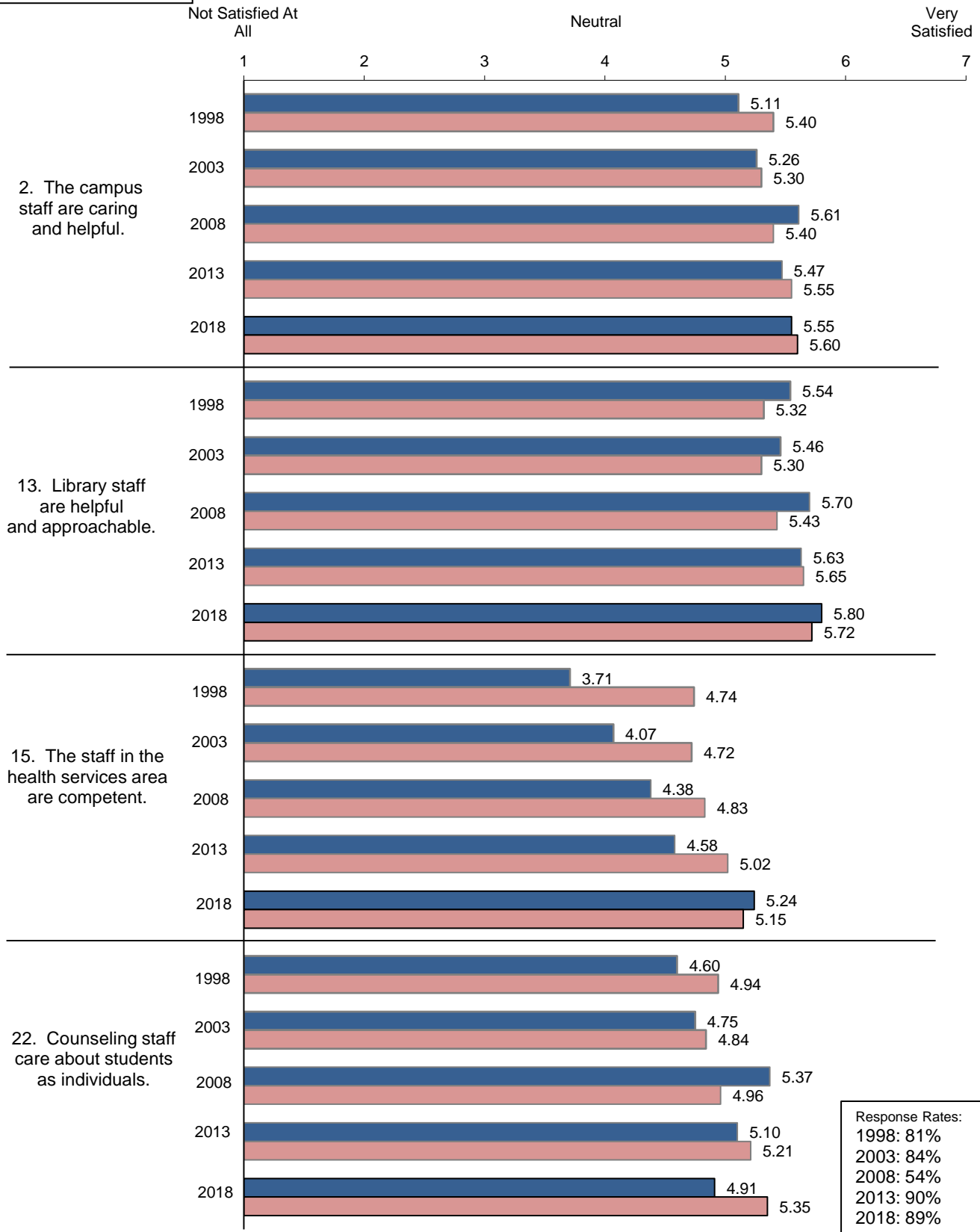
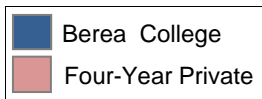
National data not available prior to 2018.



Response Rates:
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All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Service Excellence

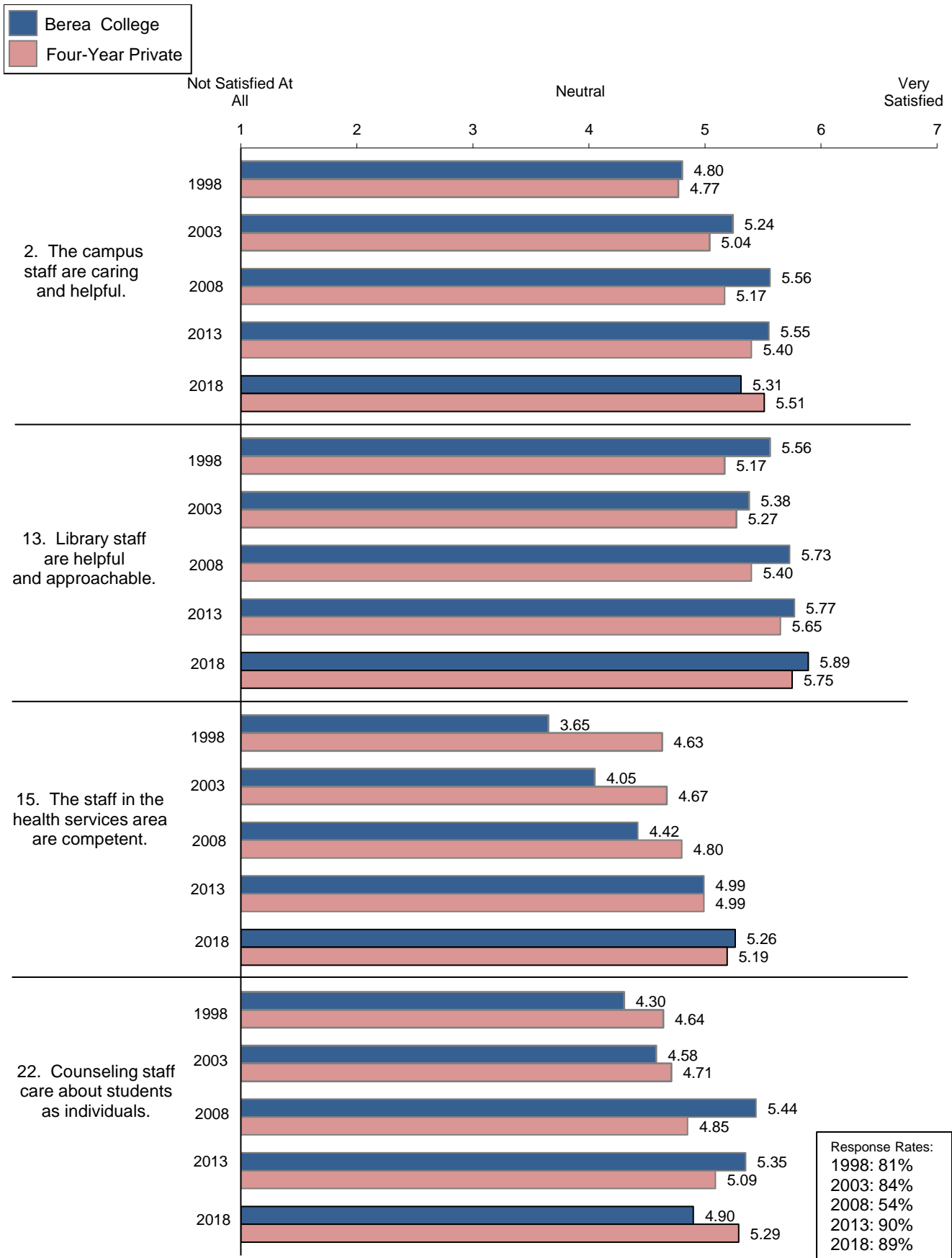
Noel-Levitz Student
Satisfaction Inventory



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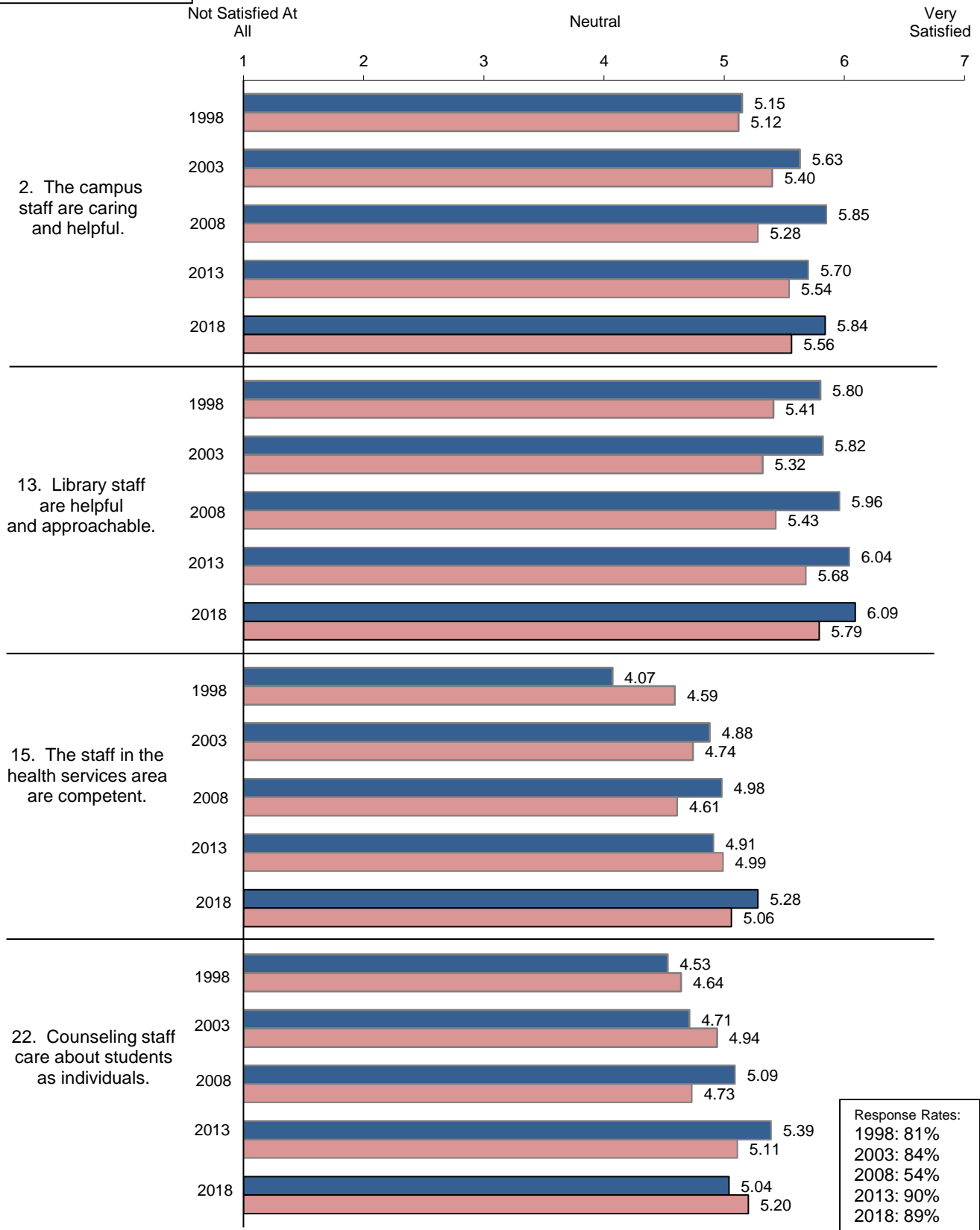
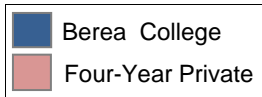
African-American Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Service Excellence

Noel-Levitz Student
Satisfaction Inventory



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

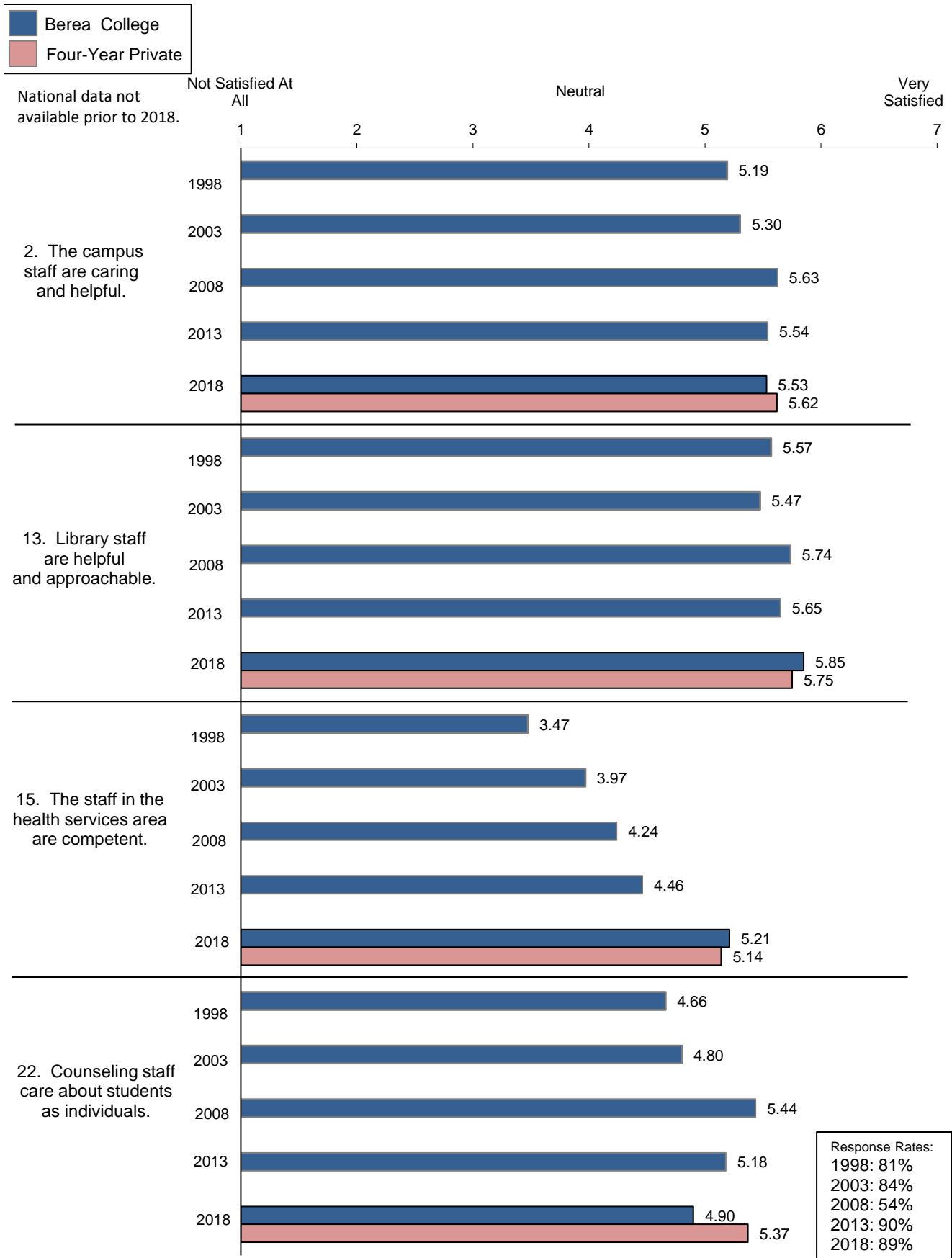
Noel-Levitz Student
Satisfaction Inventory



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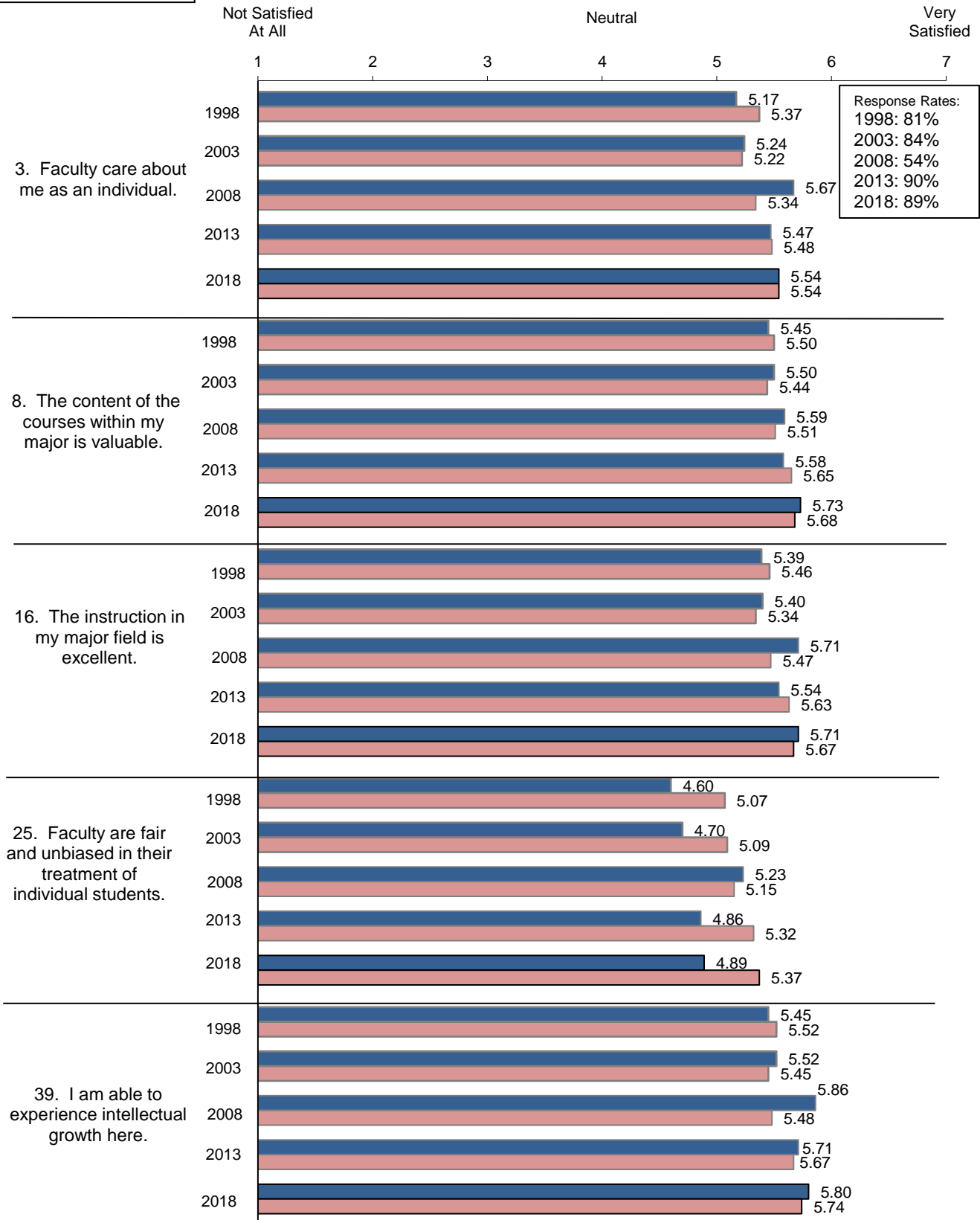
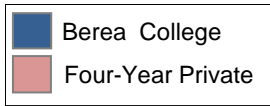
Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Service Excellence

Noel-Levitz Student
Satisfaction Inventory



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

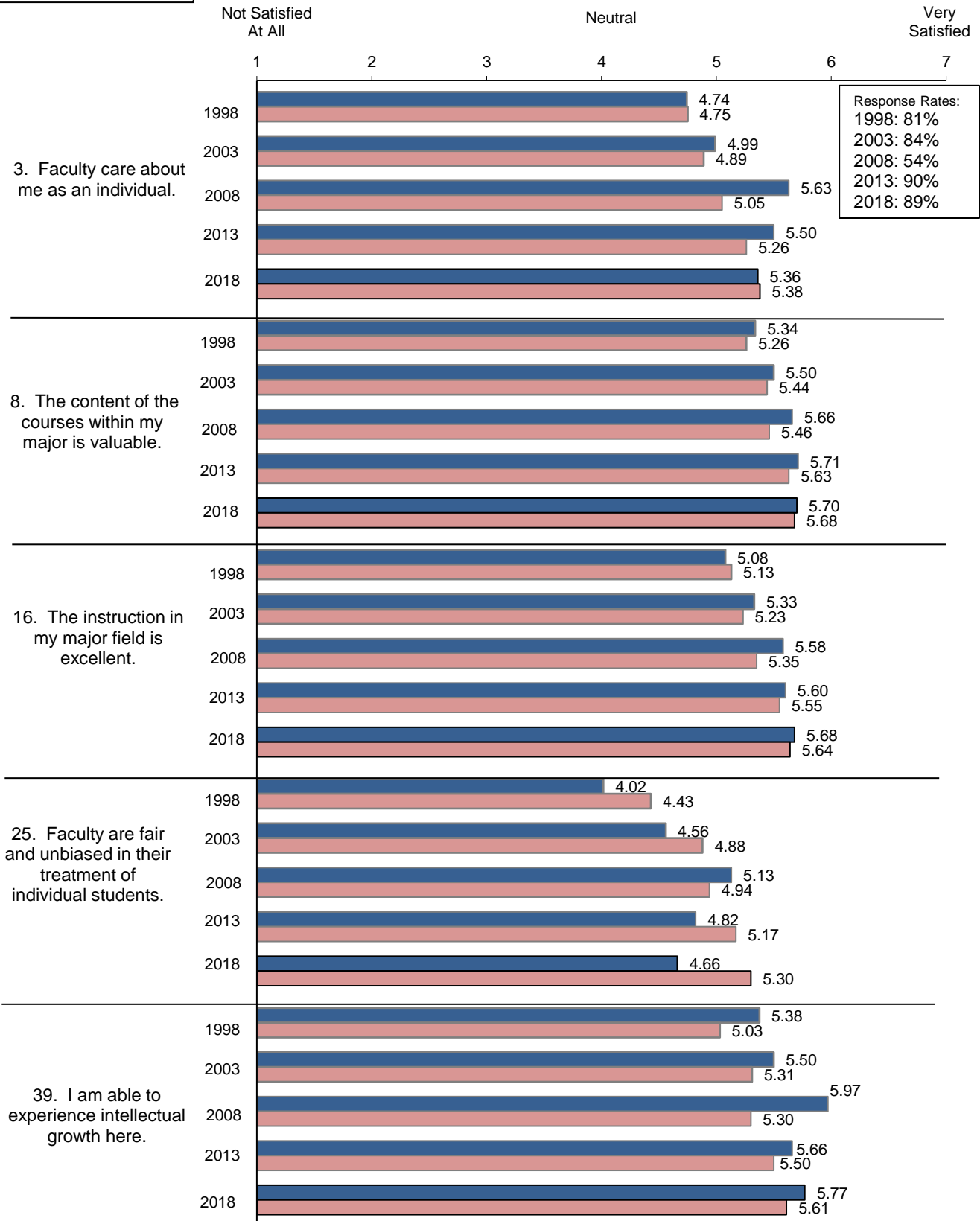
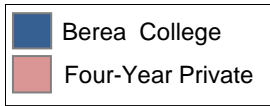
Noel-Levitz Student
Satisfaction Inventory



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

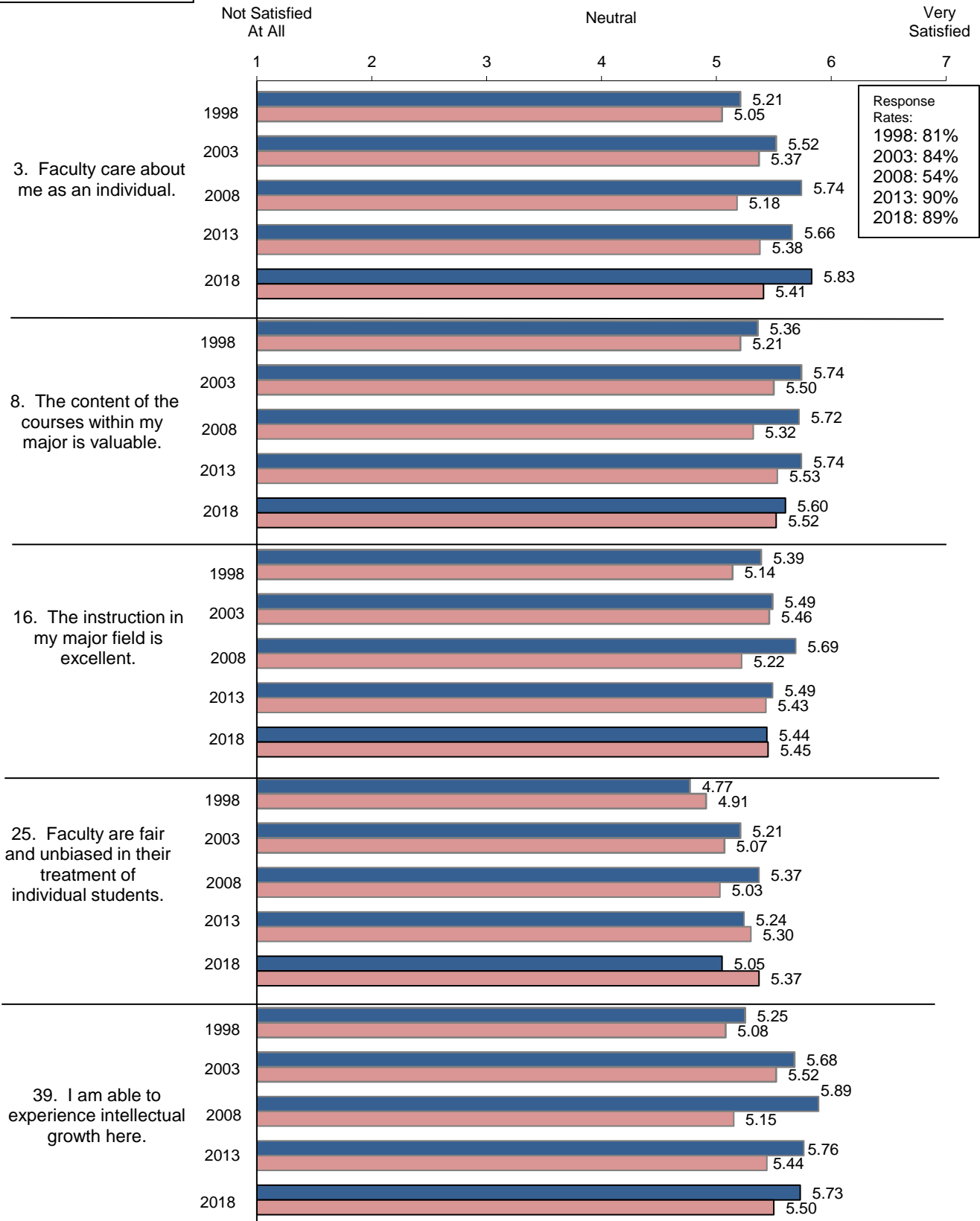
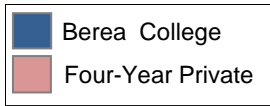
Noel-Levitz Student Satisfaction Inventory



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

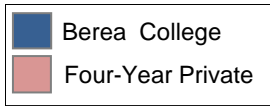
Noel-Levitz Student Satisfaction Inventory



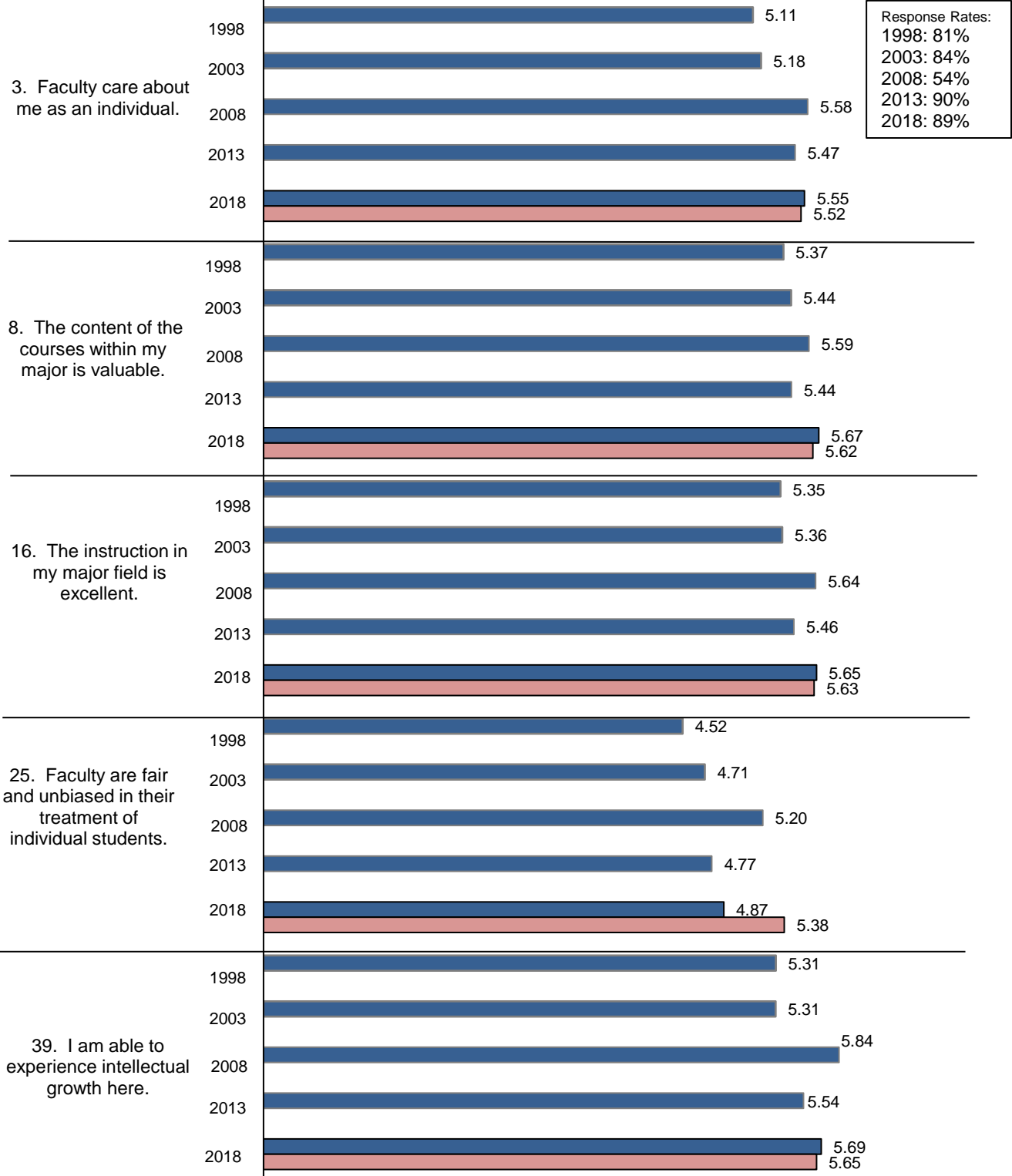
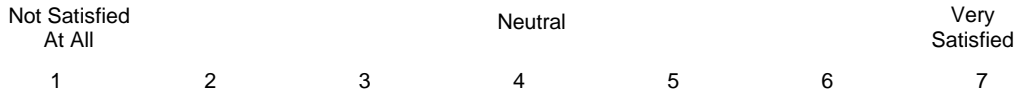
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Male Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

Noel-Levitz Student Satisfaction Inventory



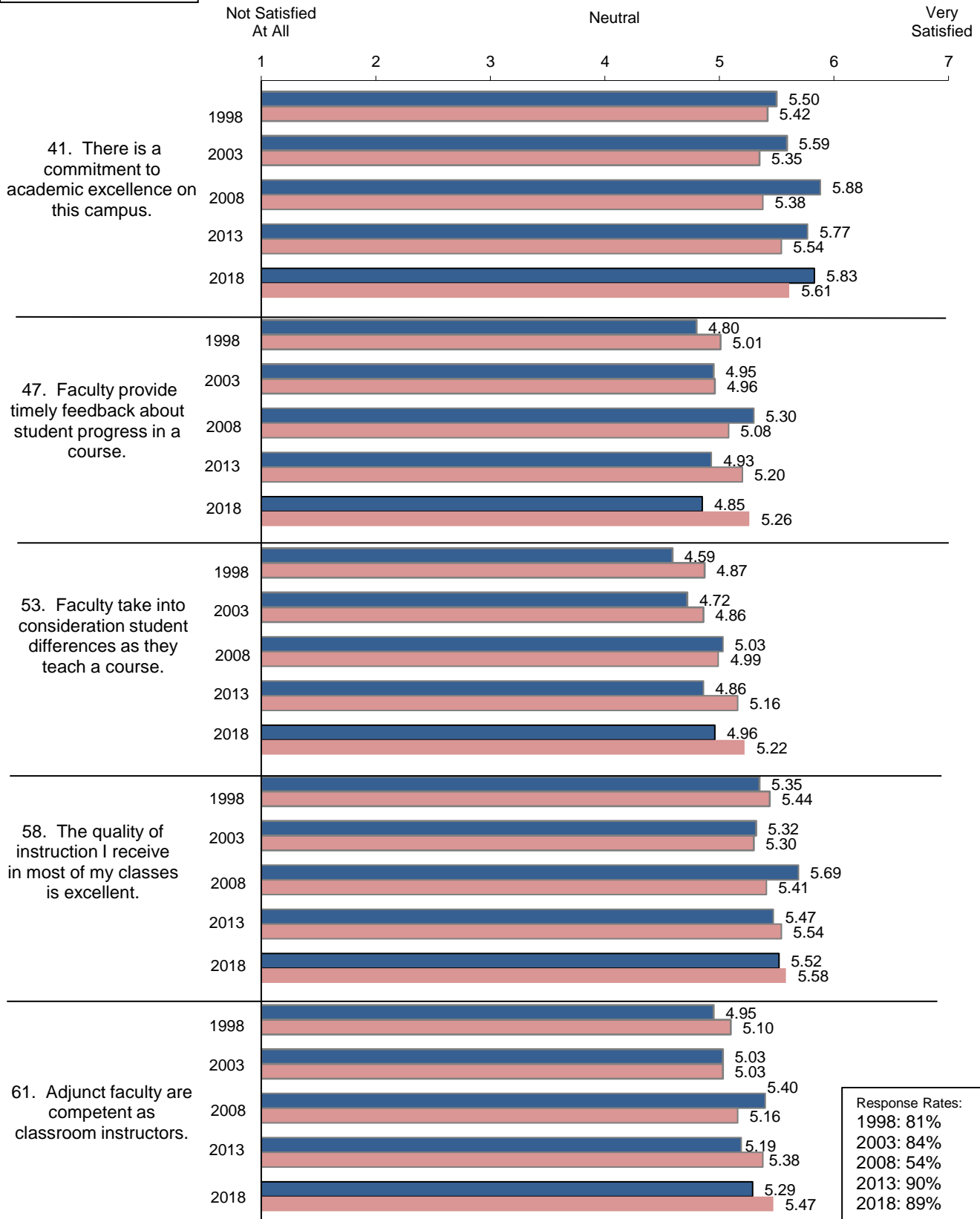
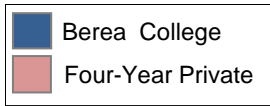
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All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

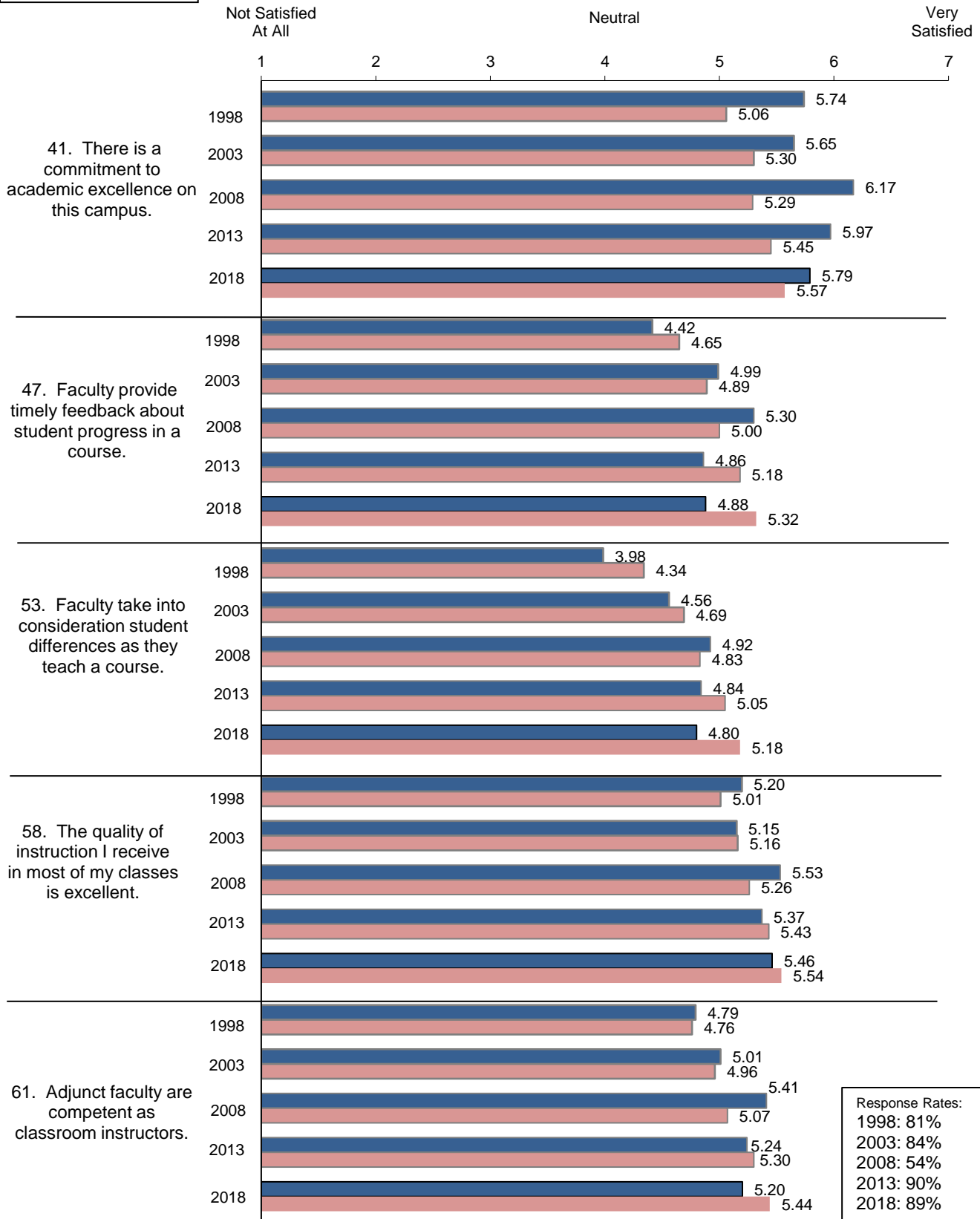
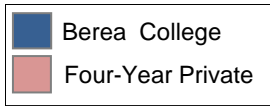
Noel-Levitz Student
Satisfaction Inventory



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

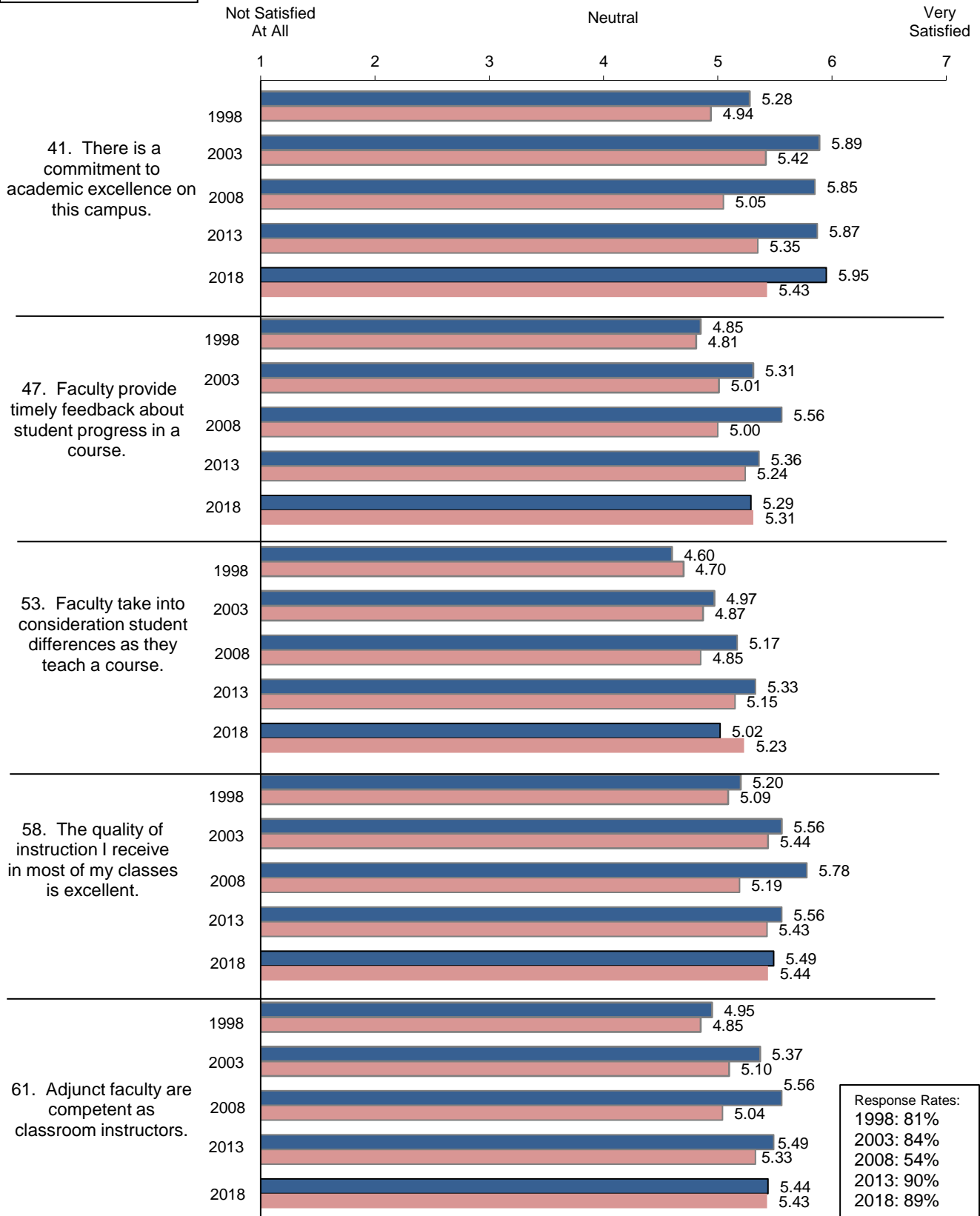
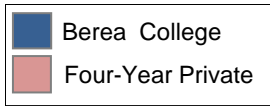
Noel-Levitz Student
Satisfaction Inventory



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

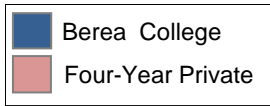
Noel-Levitz Student
Satisfaction Inventory



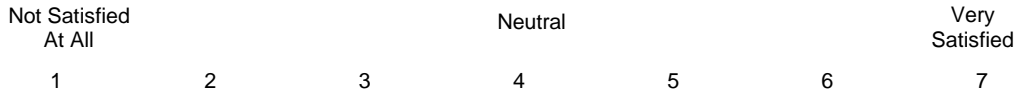
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Male Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

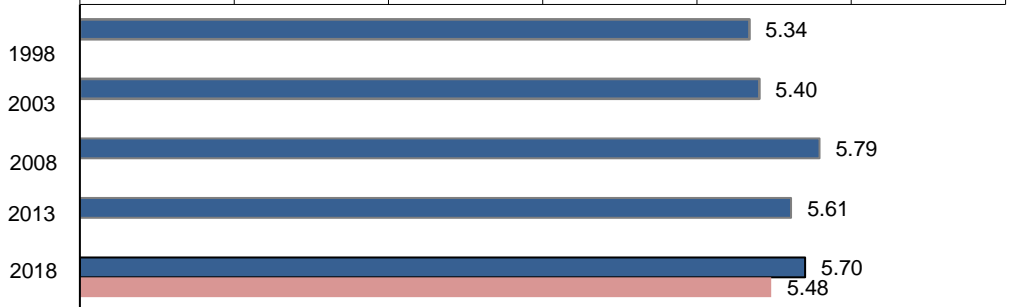
Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.



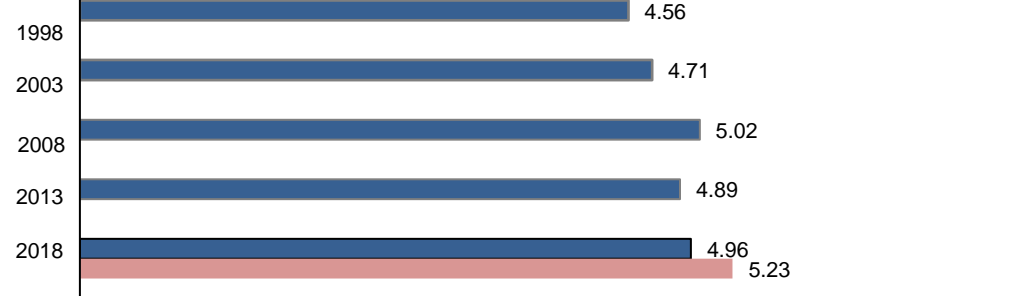
41. There is a commitment to academic excellence on this campus.



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.



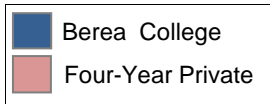
61. Adjunct faculty are competent as classroom instructors.



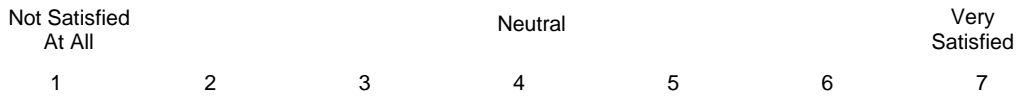
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Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

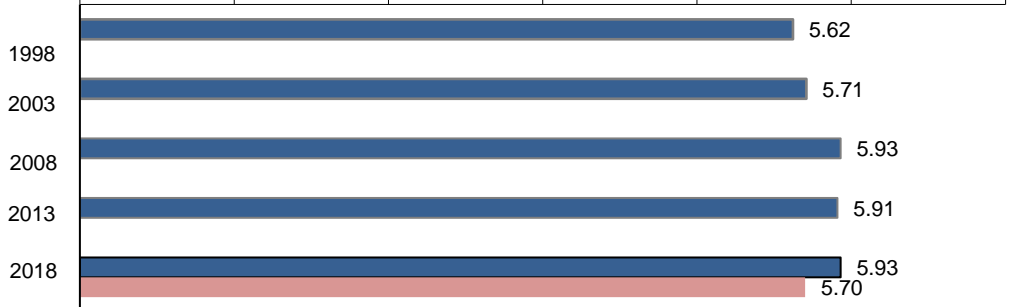
Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.



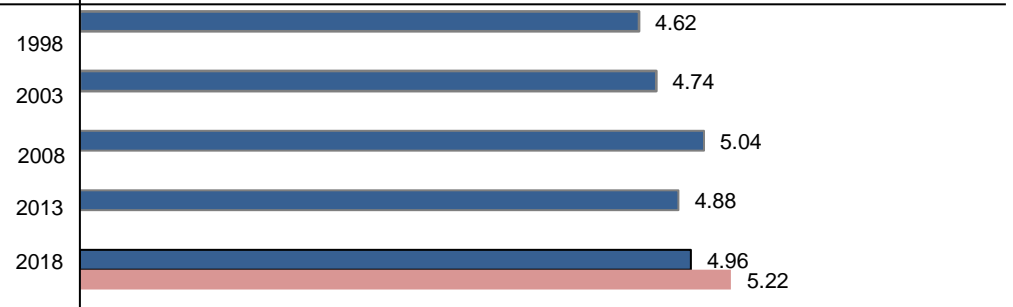
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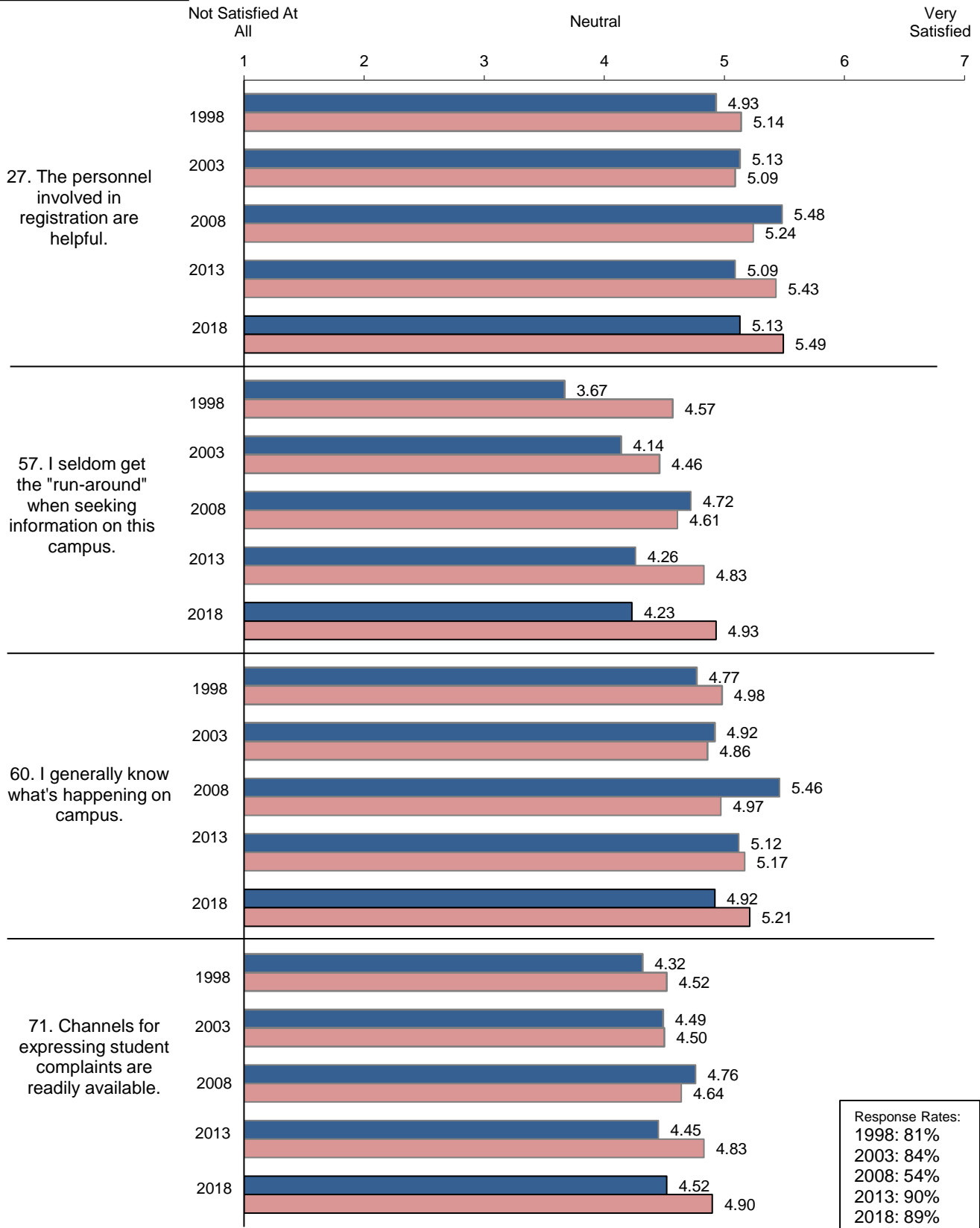
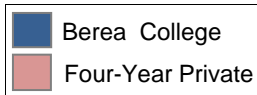
61. Adjunct faculty are competent as classroom instructors.



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 2013: 90%
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All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Service Excellence

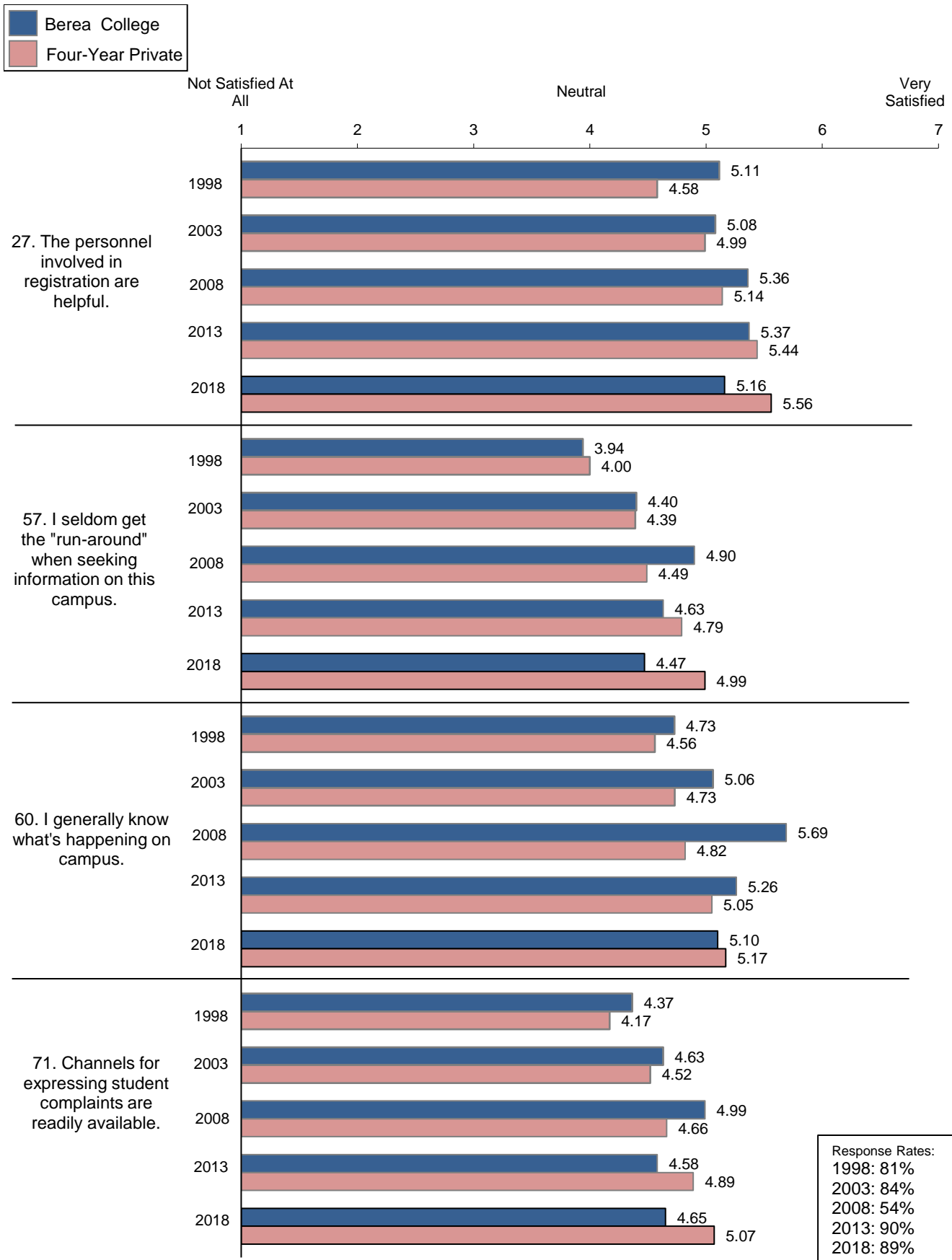
Noel-Levitz Student
Satisfaction Inventory



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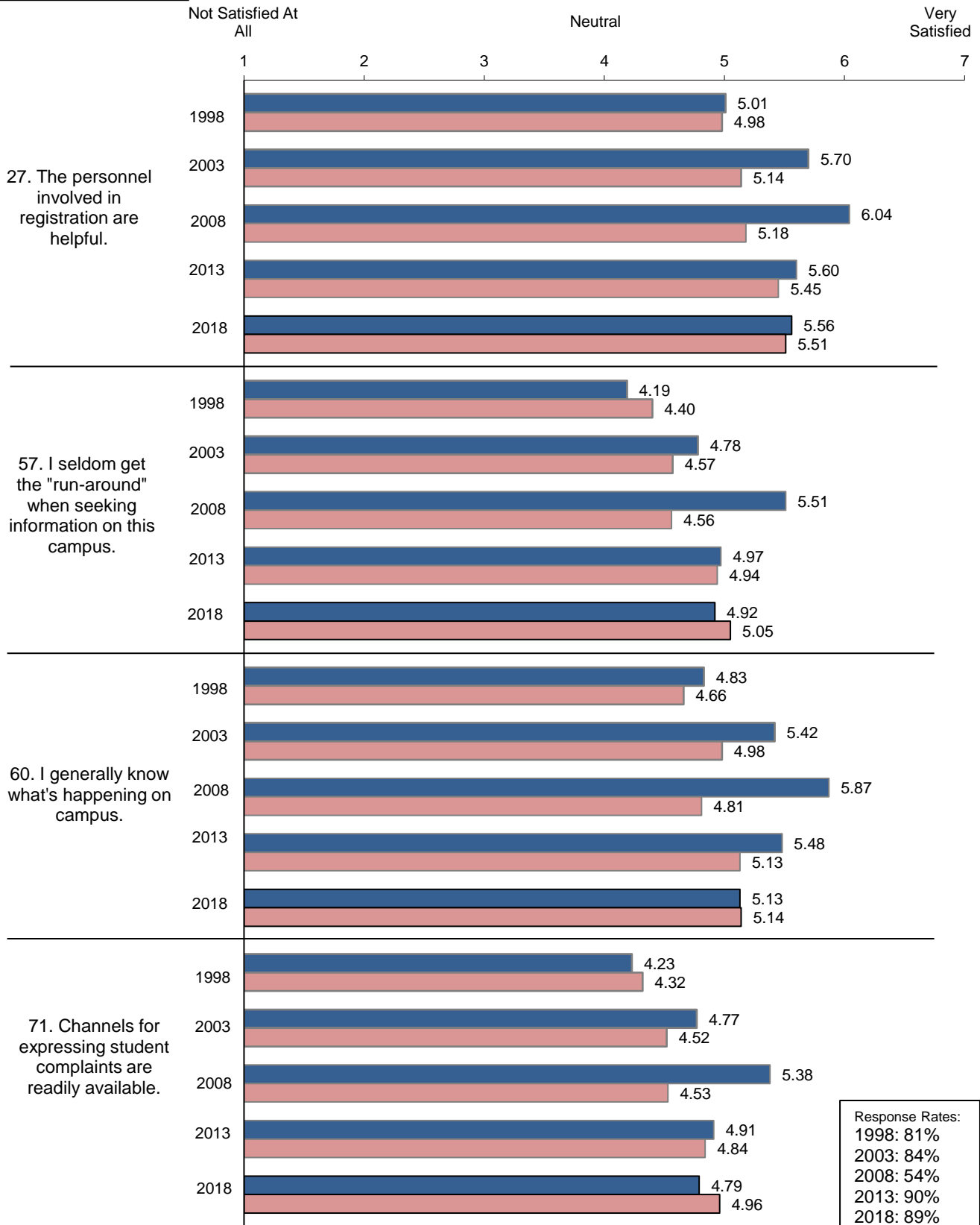
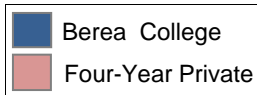
African-American Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Service Excellence

Noel-Levitz Student
Satisfaction Inventory



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

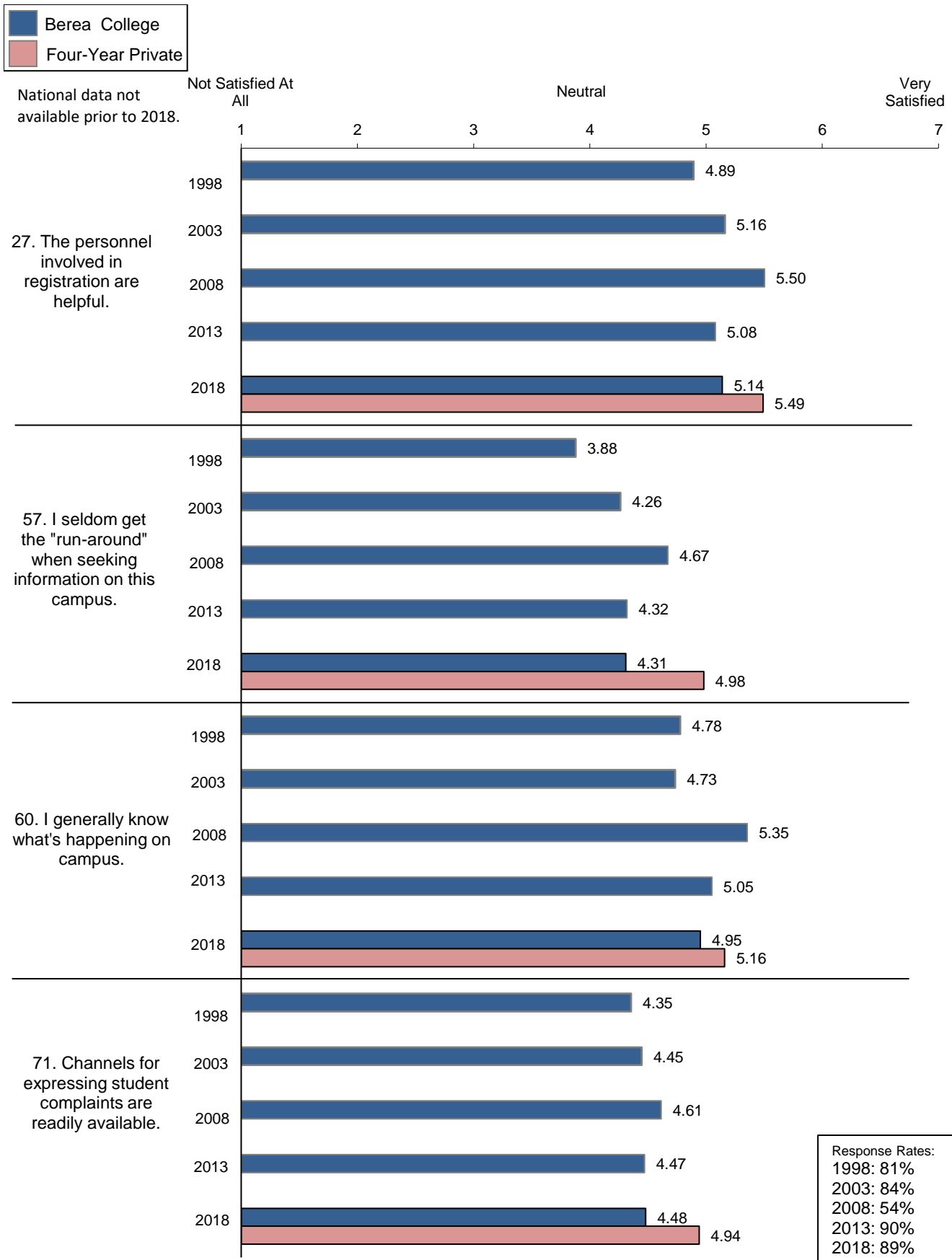
Noel-Levitz Student
Satisfaction Inventory



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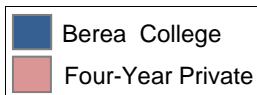
Male Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Service Excellence

Noel-Levitz Student
Satisfaction Inventory

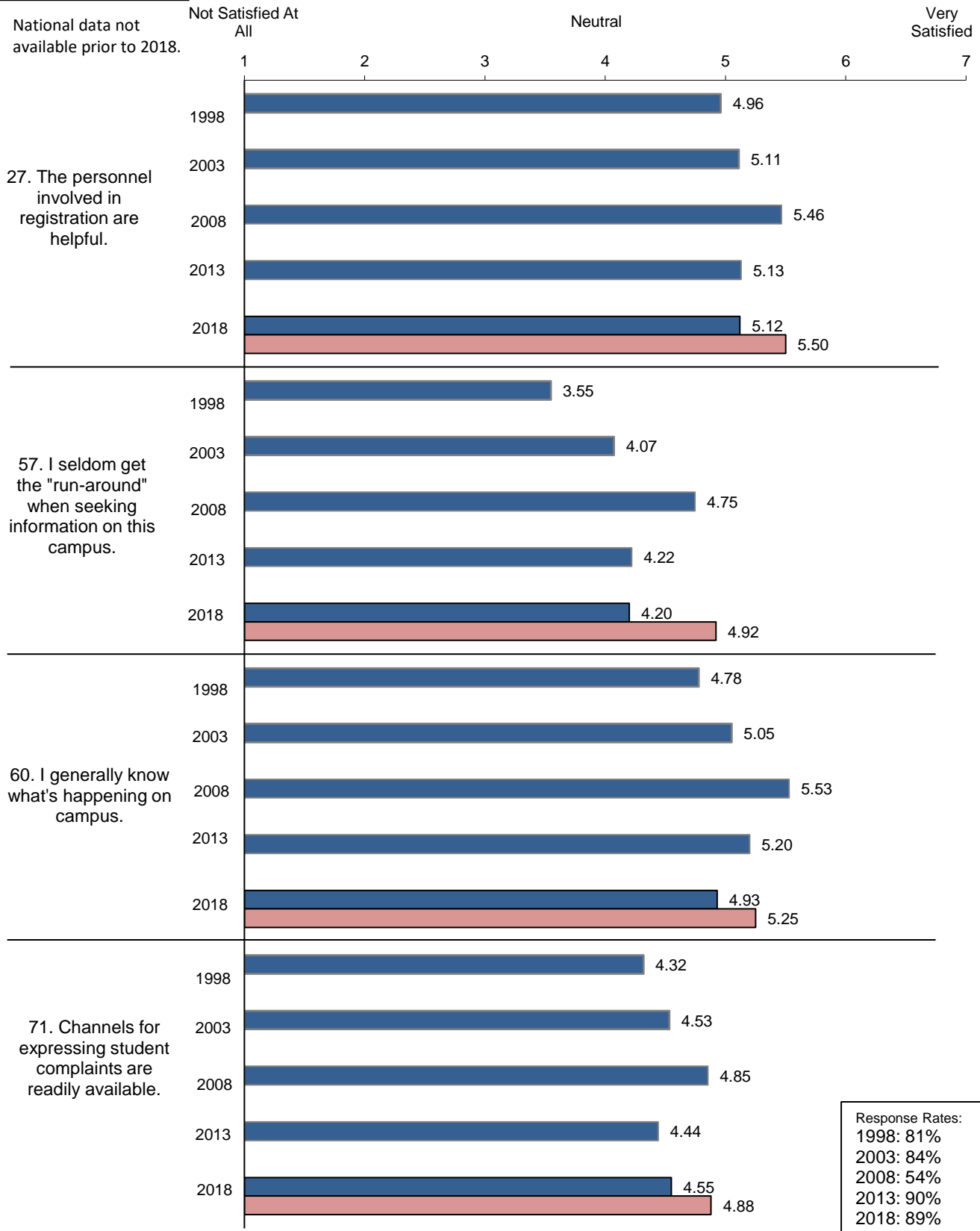


Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Service Excellence

Noel-Levitz Student
Satisfaction Inventory



National data not available prior to 2018.

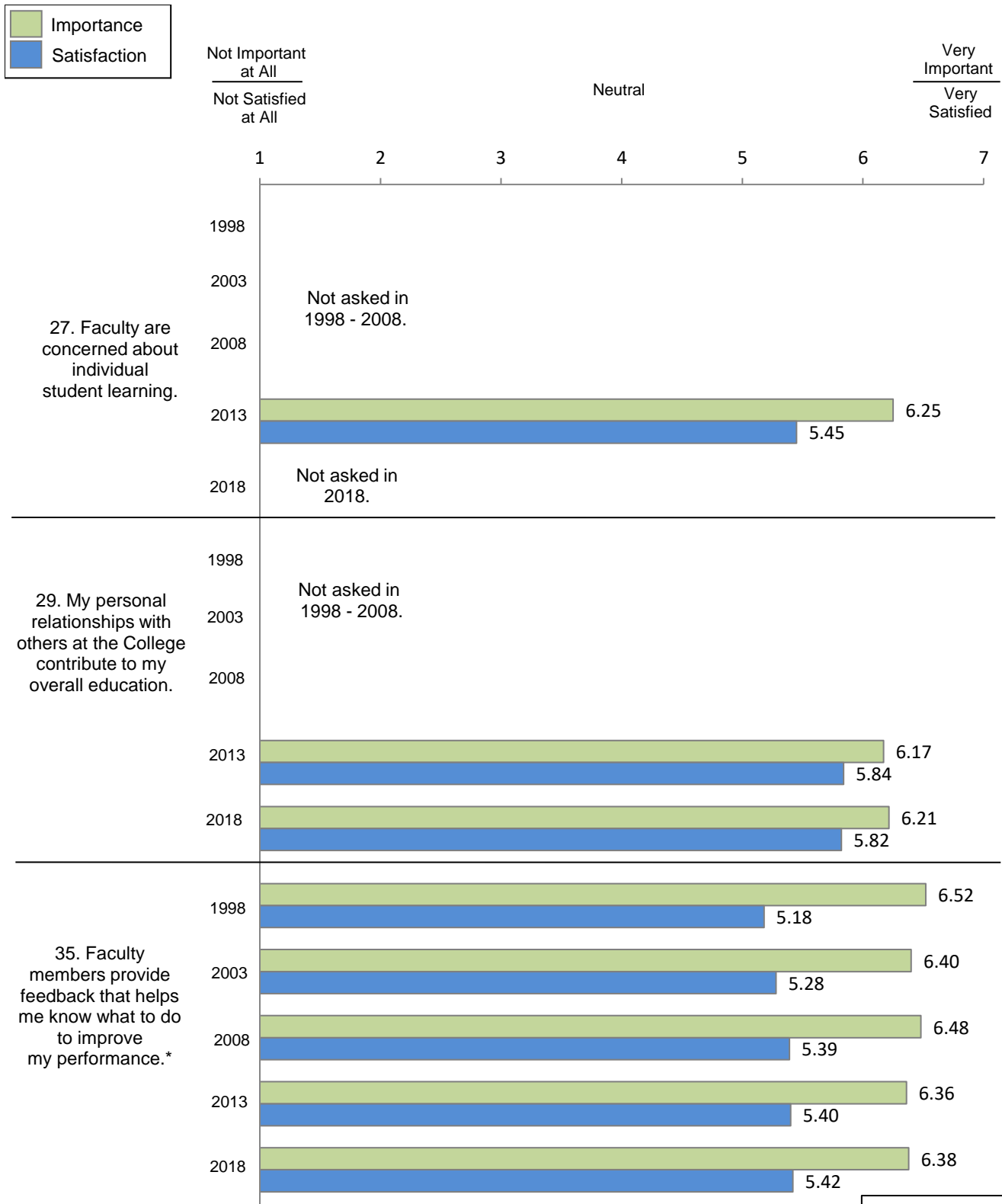


Response Rates:
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2018: 89%

All Students

**Importance and Satisfaction Ratings within Item Group:
Faculty**

Berea-Specific
Satisfaction Survey



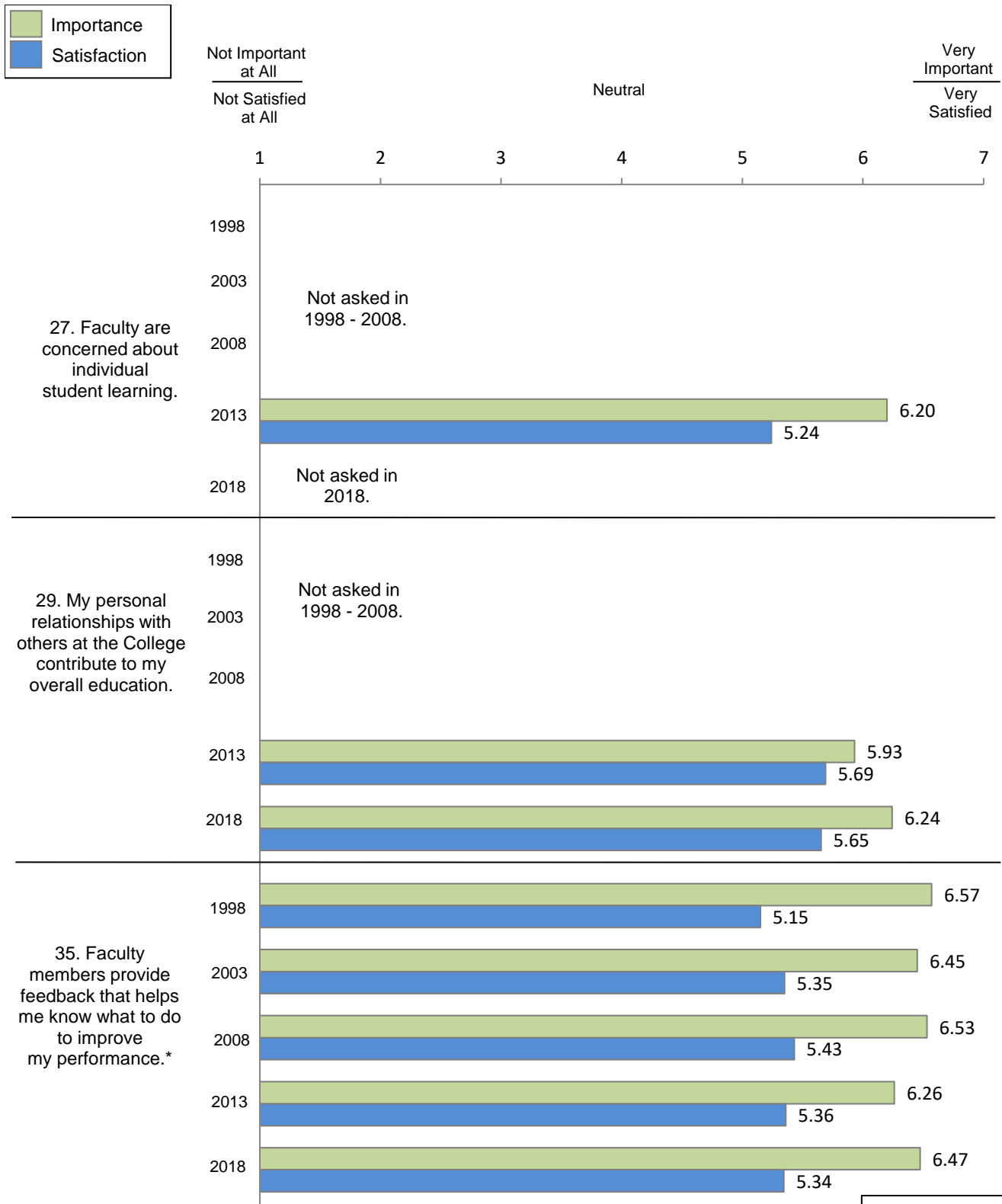
*Wording change in 2018.

Response Rates:
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2013: 90%
2018: 89%

African-American Students

Importance and Satisfaction Ratings within Item Group: *Faculty*

Berea-Specific
Satisfaction Survey



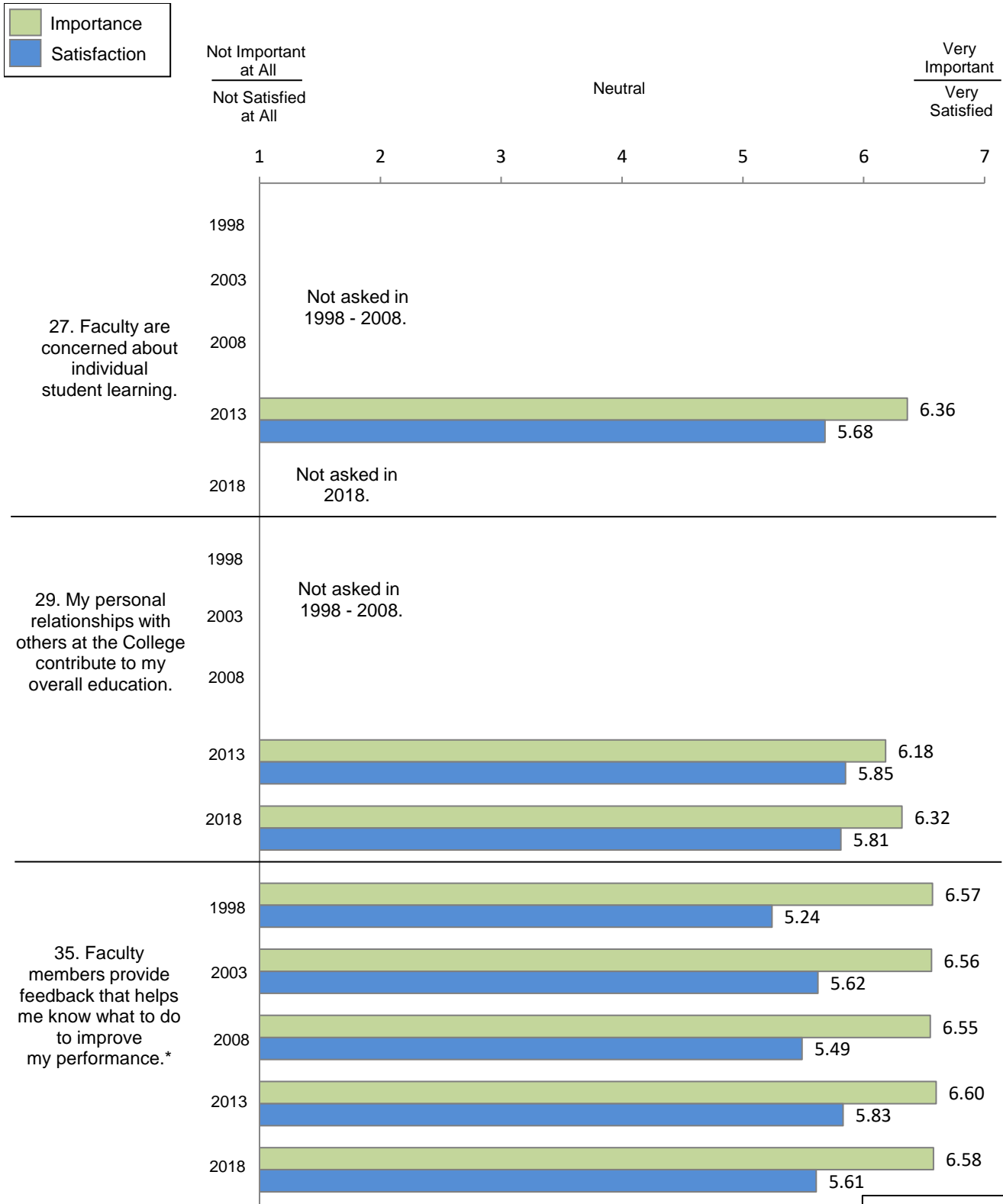
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International Students

Importance and Satisfaction Ratings within Item Group: *Faculty*

Berea-Specific
Satisfaction Survey



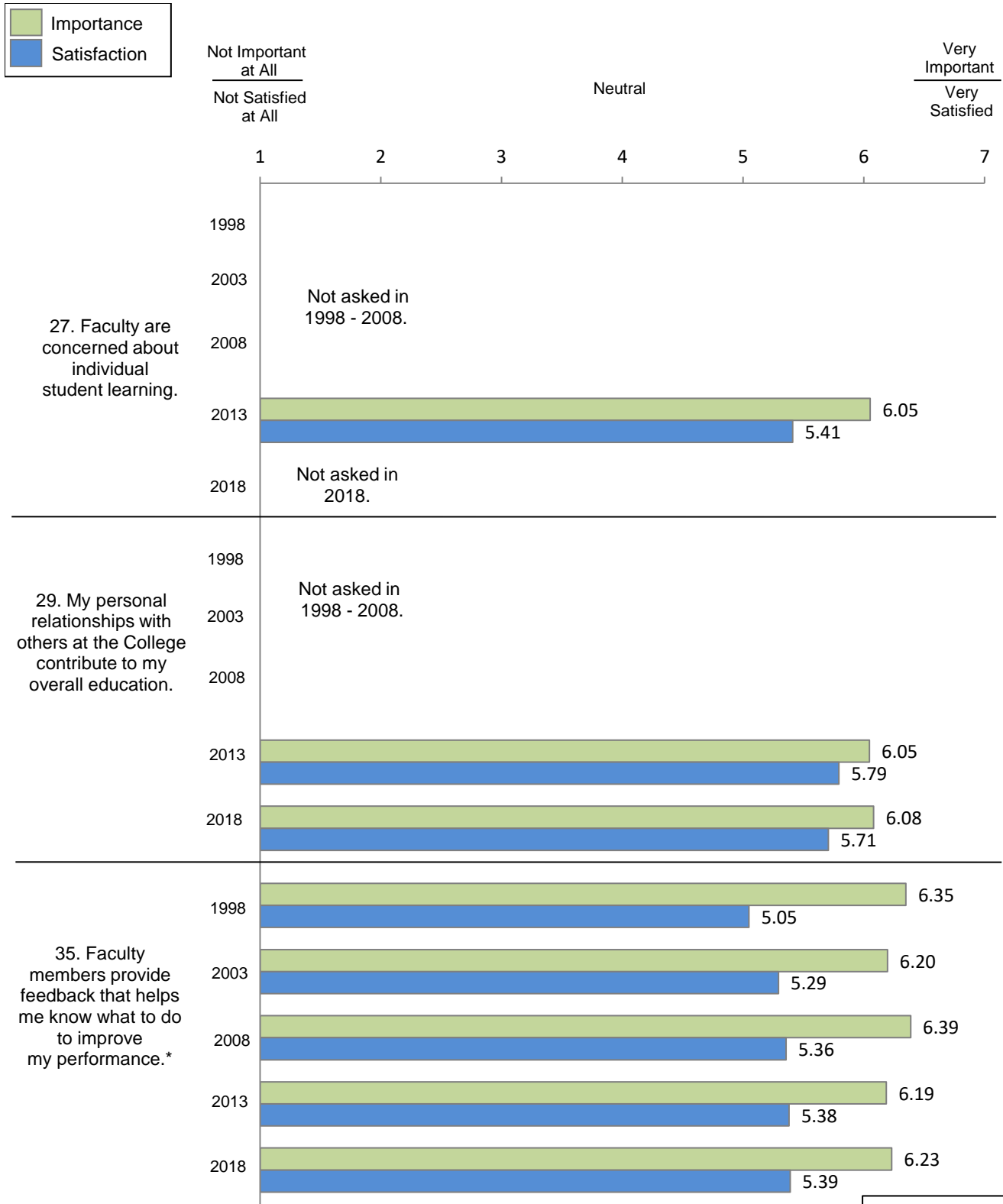
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Male Students

Importance and Satisfaction Ratings within Item Group: *Faculty*

Berea-Specific
Satisfaction Survey

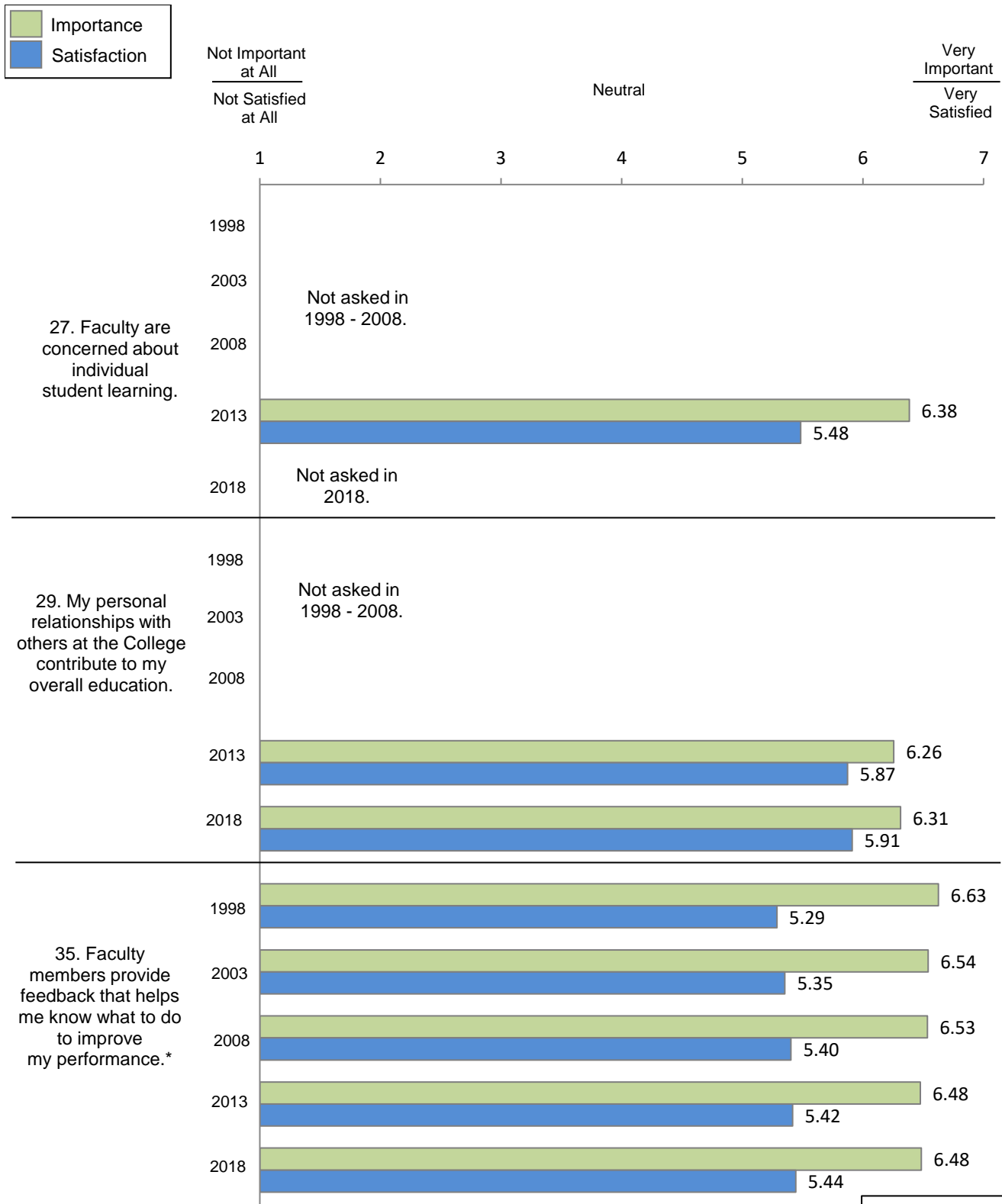


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*Wording change in 2018.

Female Students
Importance and Satisfaction Ratings within Item Group:
Faculty

Berea-Specific
Satisfaction Survey

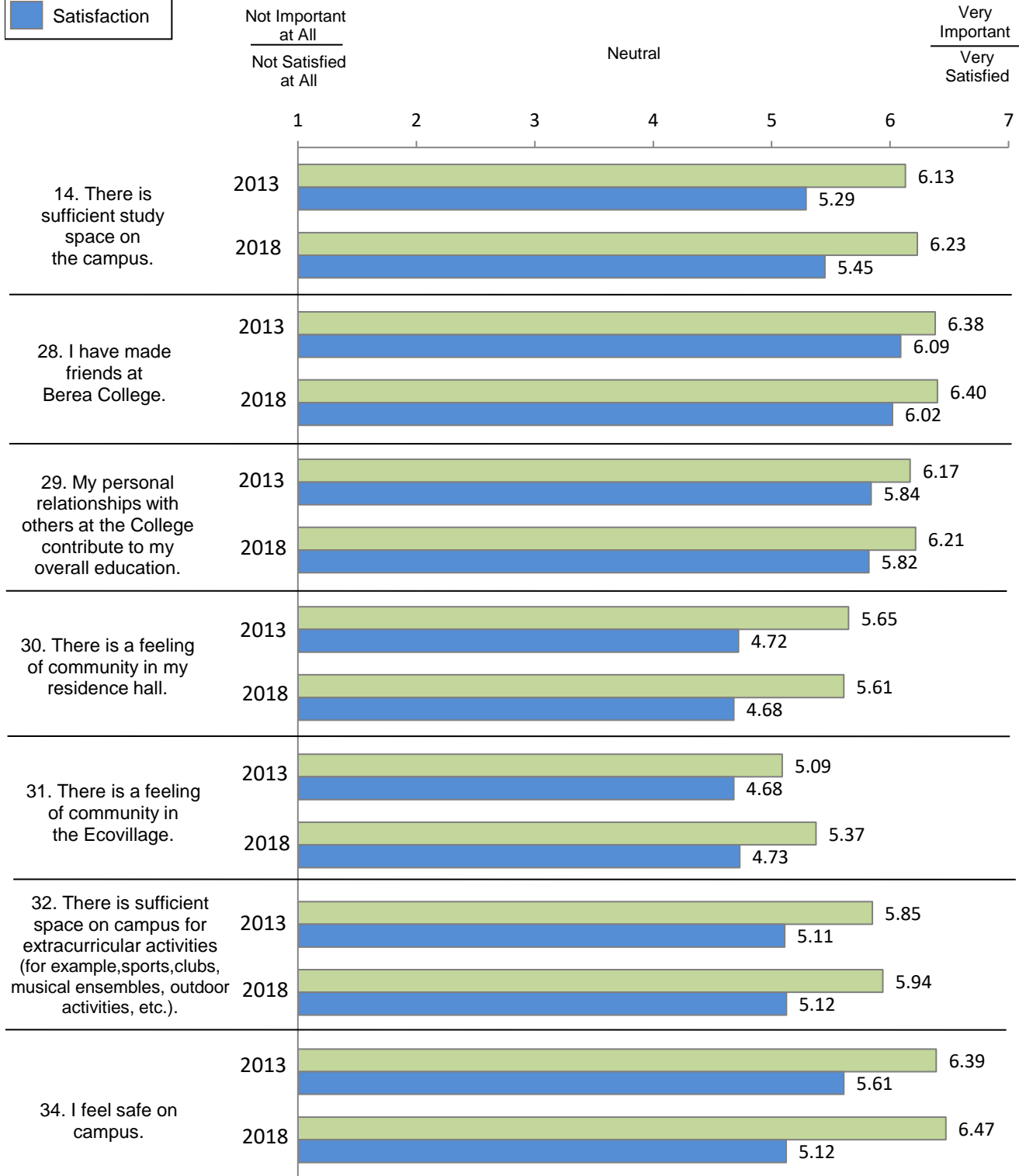
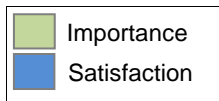


Response Rates:
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*Wording change in 2018.

All Students
Importance and Satisfaction Ratings within Item Group:
Residential/Campus Life

Berea-Specific
Satisfaction Survey

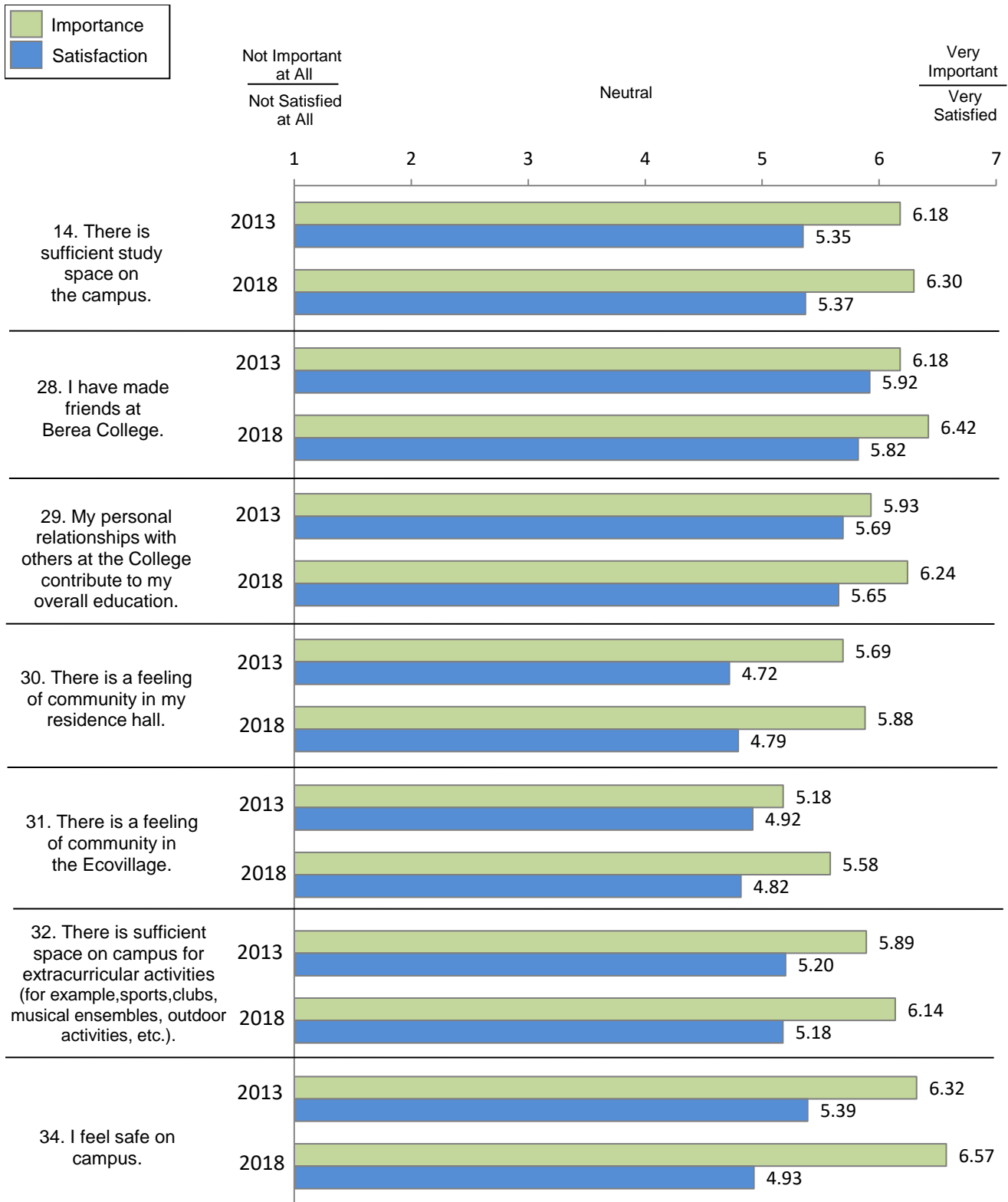


Response Rates:
2013: 90%
2018: 89%

NOTE: All questions added in 2013.

African-American Students
Importance and Satisfaction Ratings within Item Group:
Residential/Campus Life

Berea-Specific
Satisfaction Survey

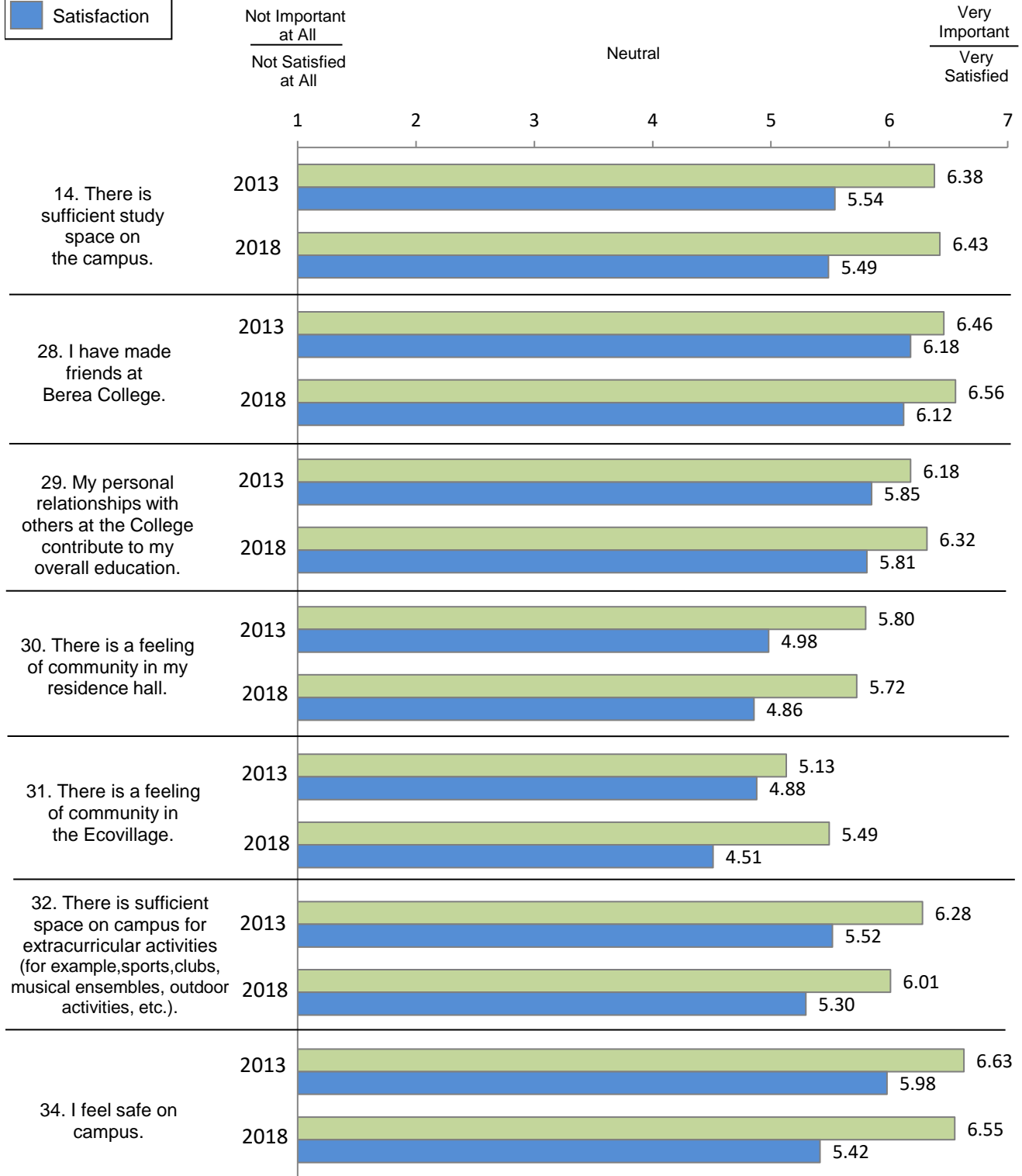
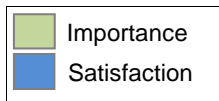


Response Rates:
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2018: 89%

NOTE: All questions added in 2013.

International Students
Importance and Satisfaction Ratings within Item Group:
Residential/Campus Life

Berea-Specific
Satisfaction Survey

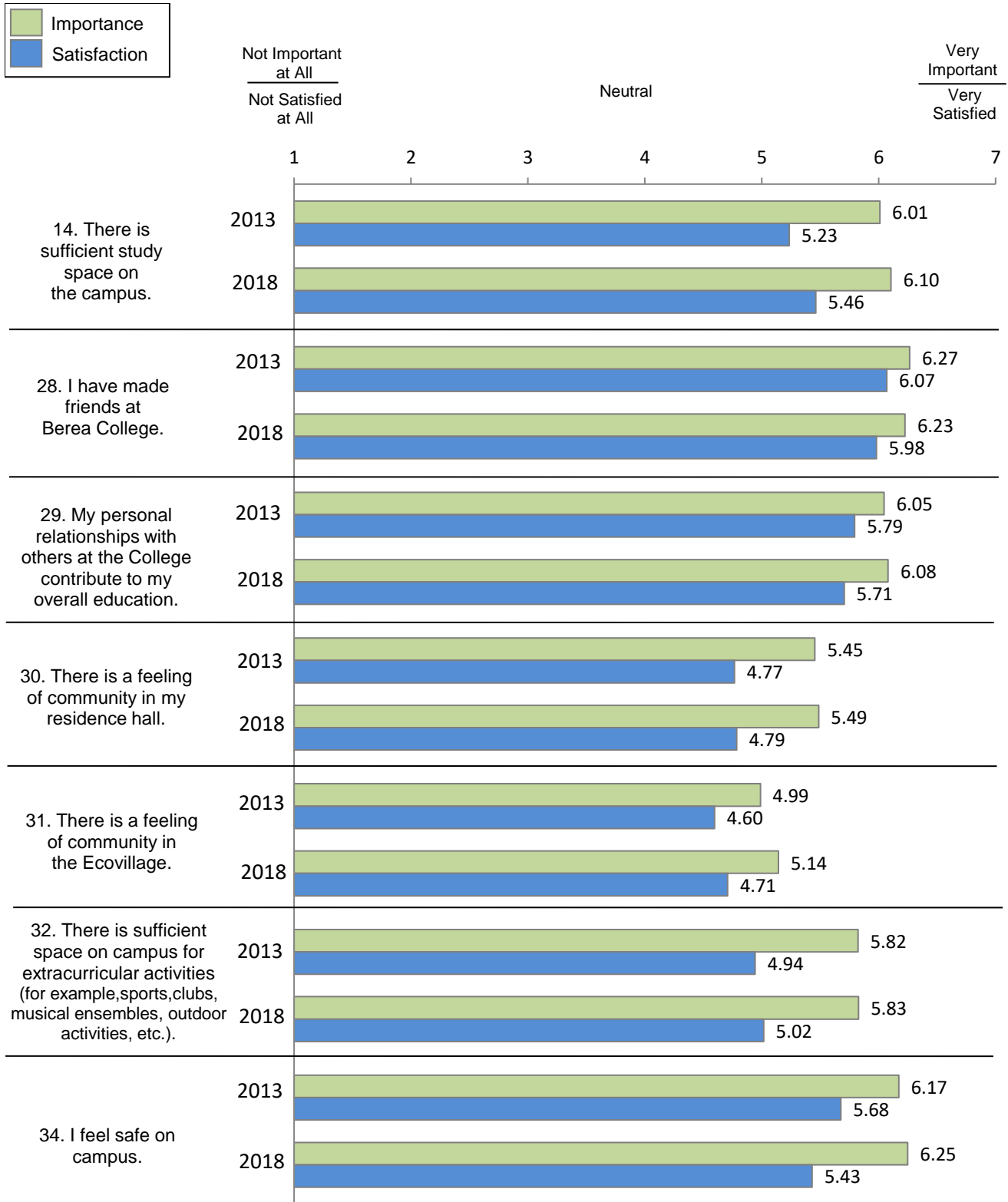


Response Rates:
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2018: 89%

NOTE: All questions added in 2013.

Male Students
Importance and Satisfaction Ratings within Item Group:
Residential/Campus Life

Berea-Specific
Satisfaction Survey

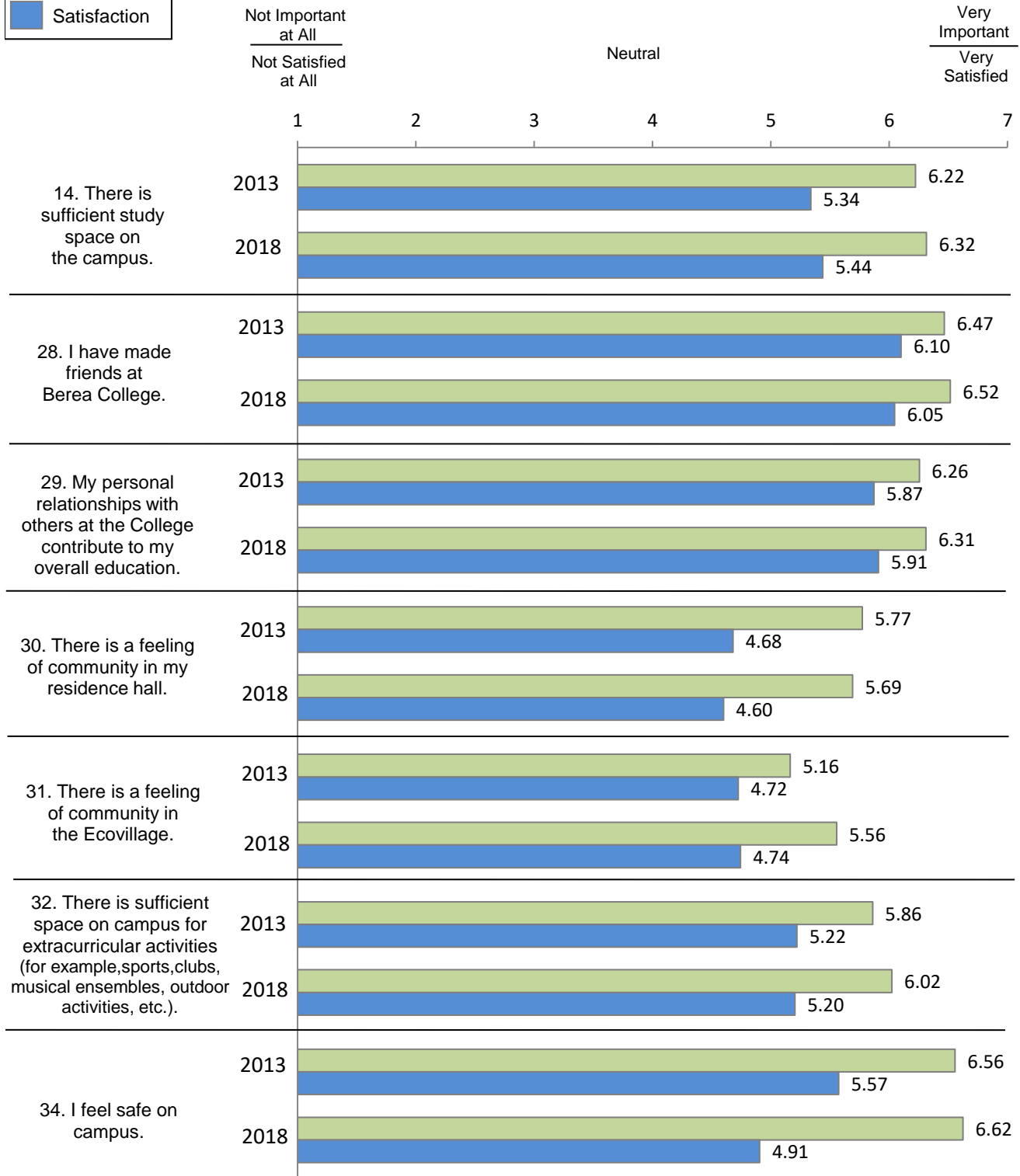
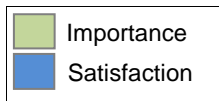


Response Rates:
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NOTE: All questions added in 2013.

Female Students
Importance and Satisfaction Ratings within Item Group:
Residential/Campus Life

Berea-Specific
Satisfaction Survey

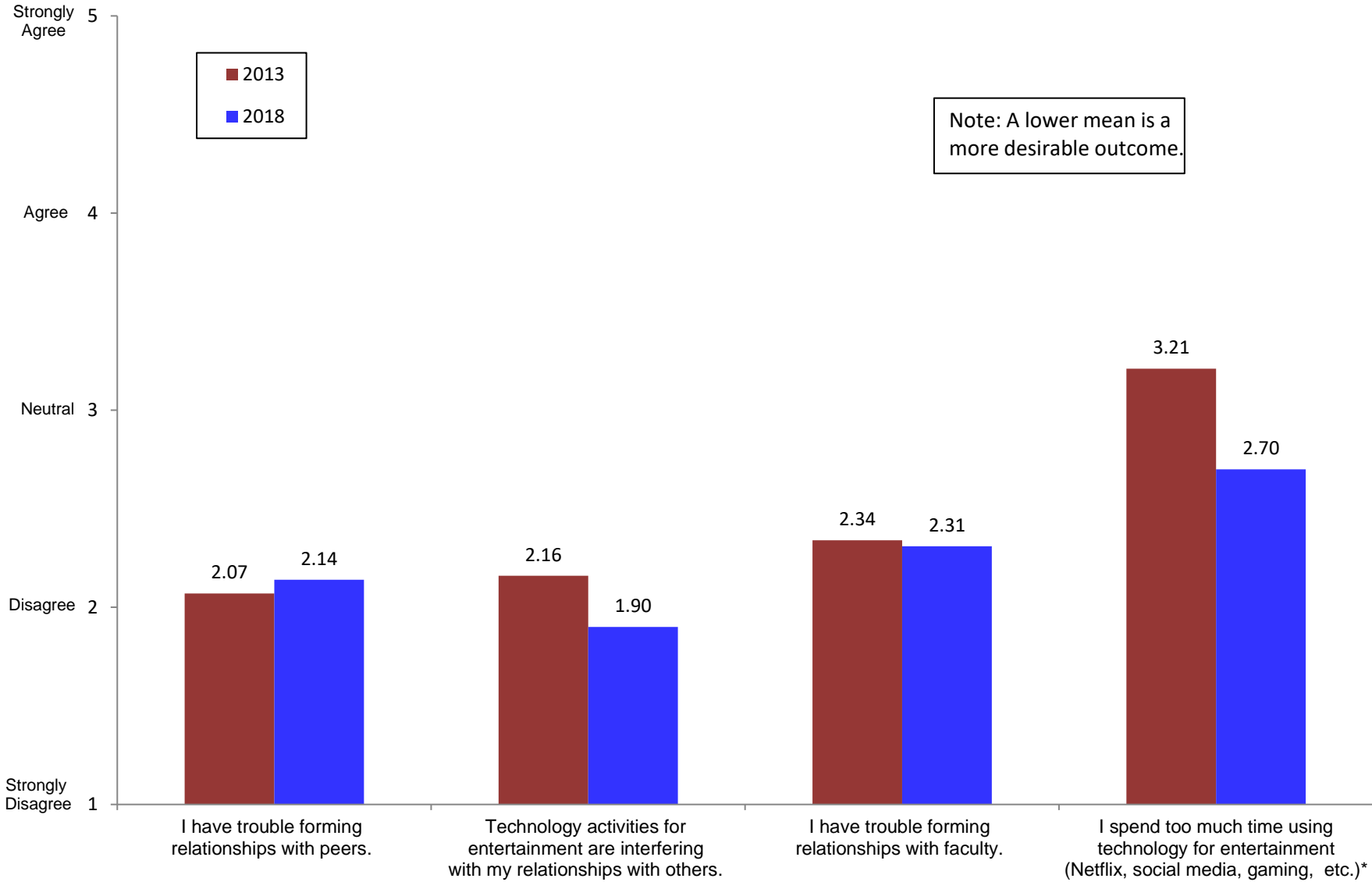


Response Rates:
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NOTE: All questions added in 2013.

All Students

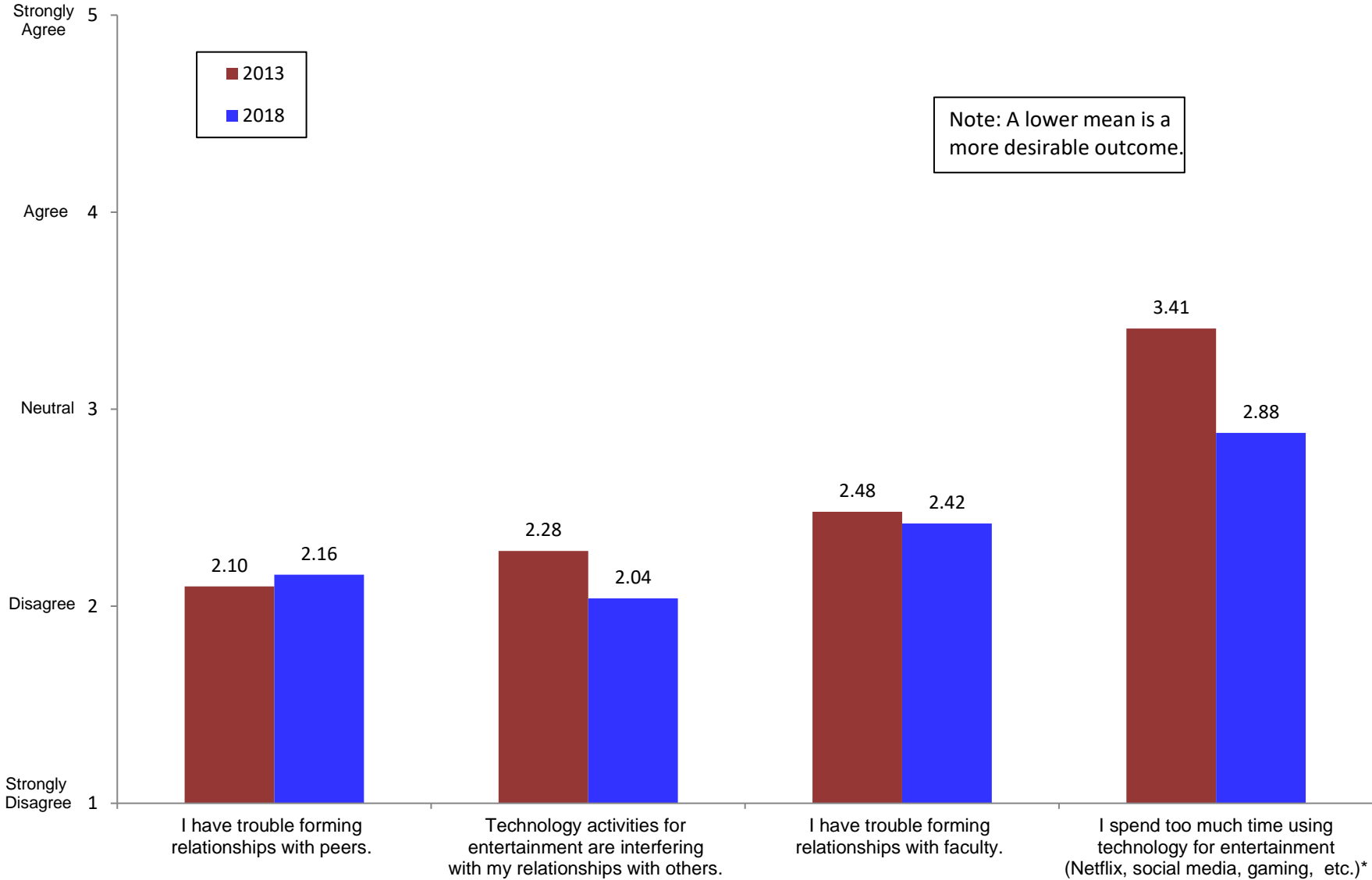
Rate your level of agreement with the following statements:



*Slight wording change in 2018.

African-American Students

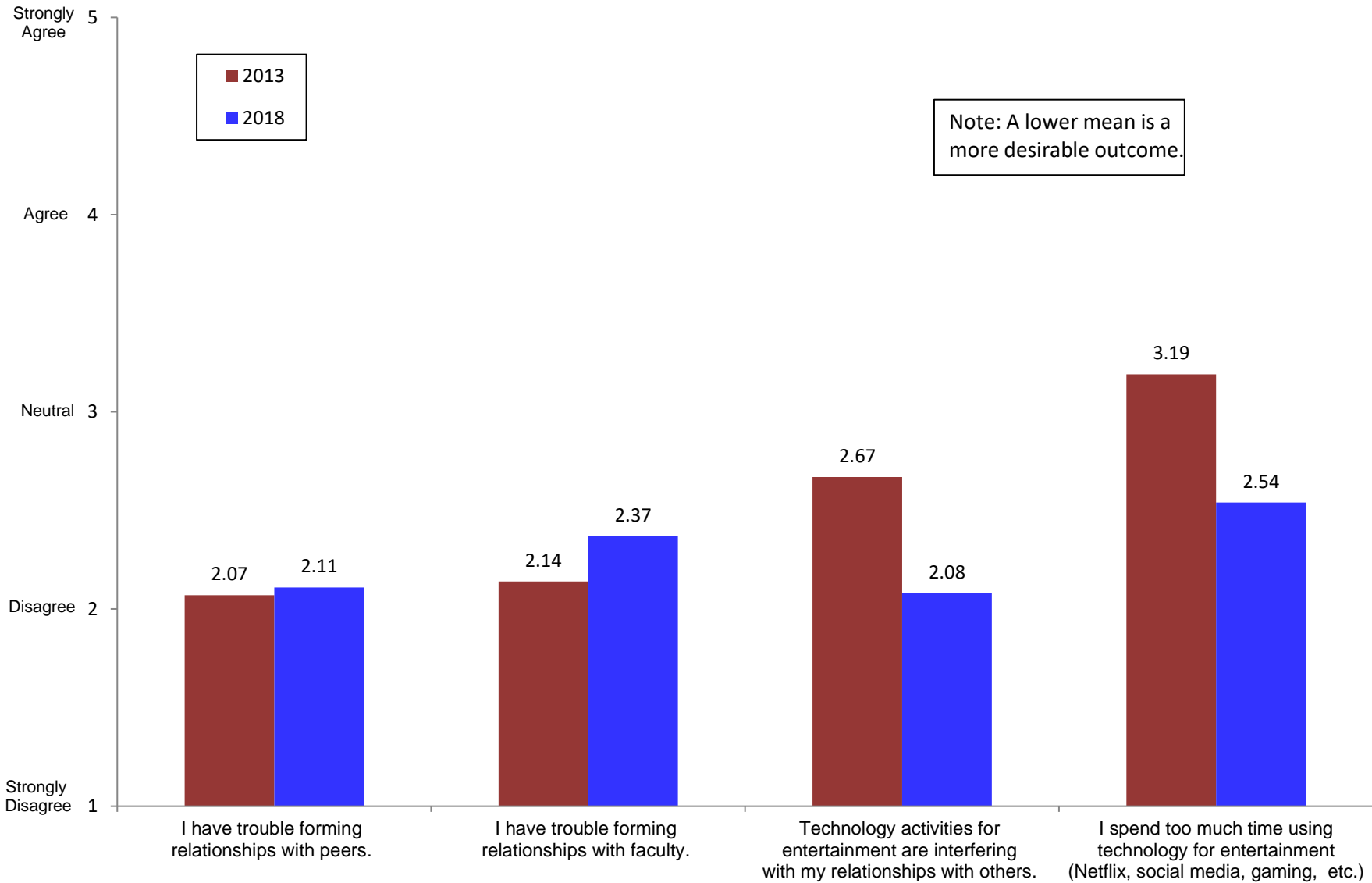
Rate your level of agreement with the following statements:



*Slight wording change in 2018.

International Students

Rate your level of agreement with the following statements:



*Slight wording change in 2018.

Berea-Specific Graduating Seniors Survey



[Choose to see survey instruments](#)

Response Rates:

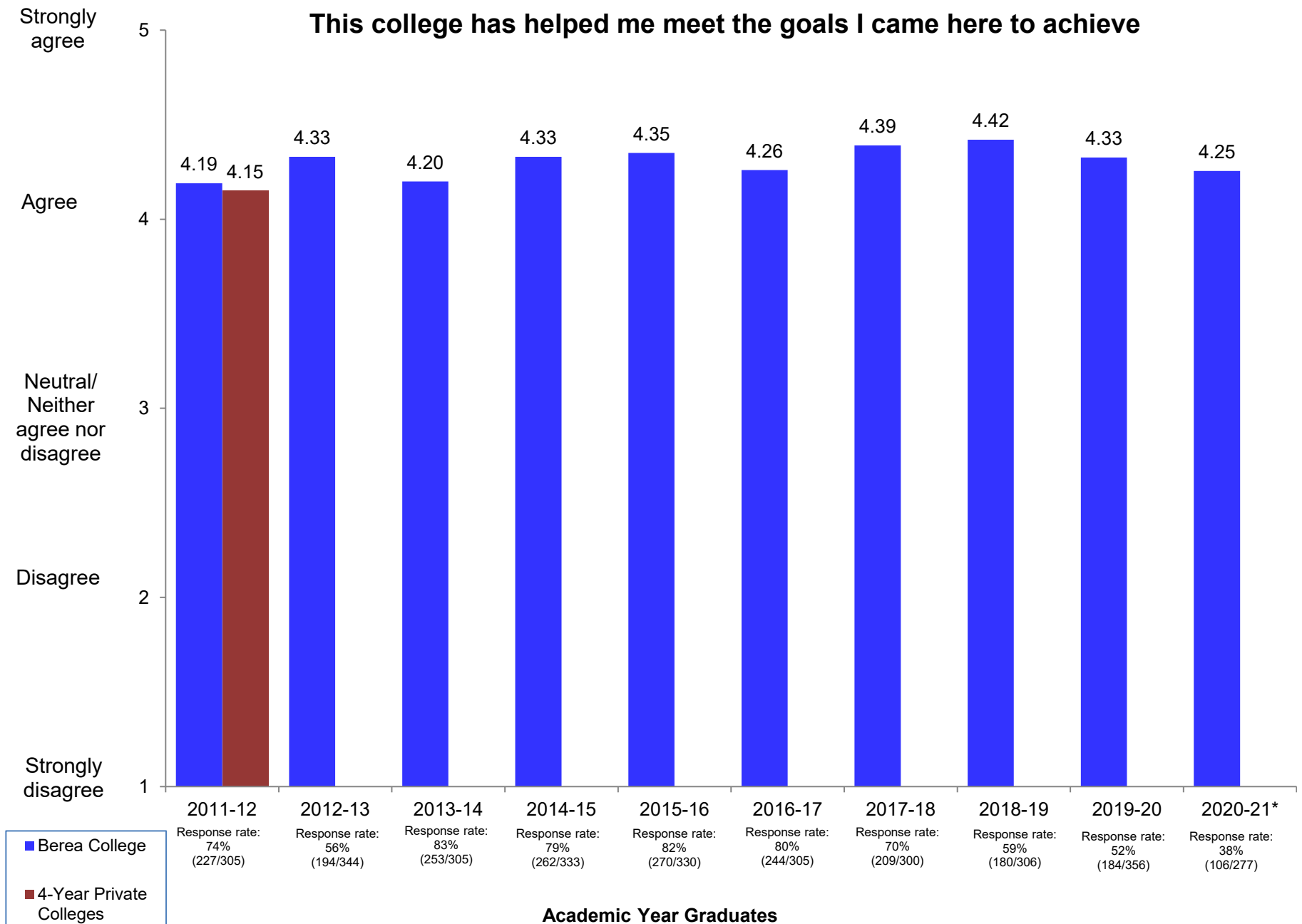
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

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

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

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

Graduating Senior Survey
Administered at graduation rehearsal

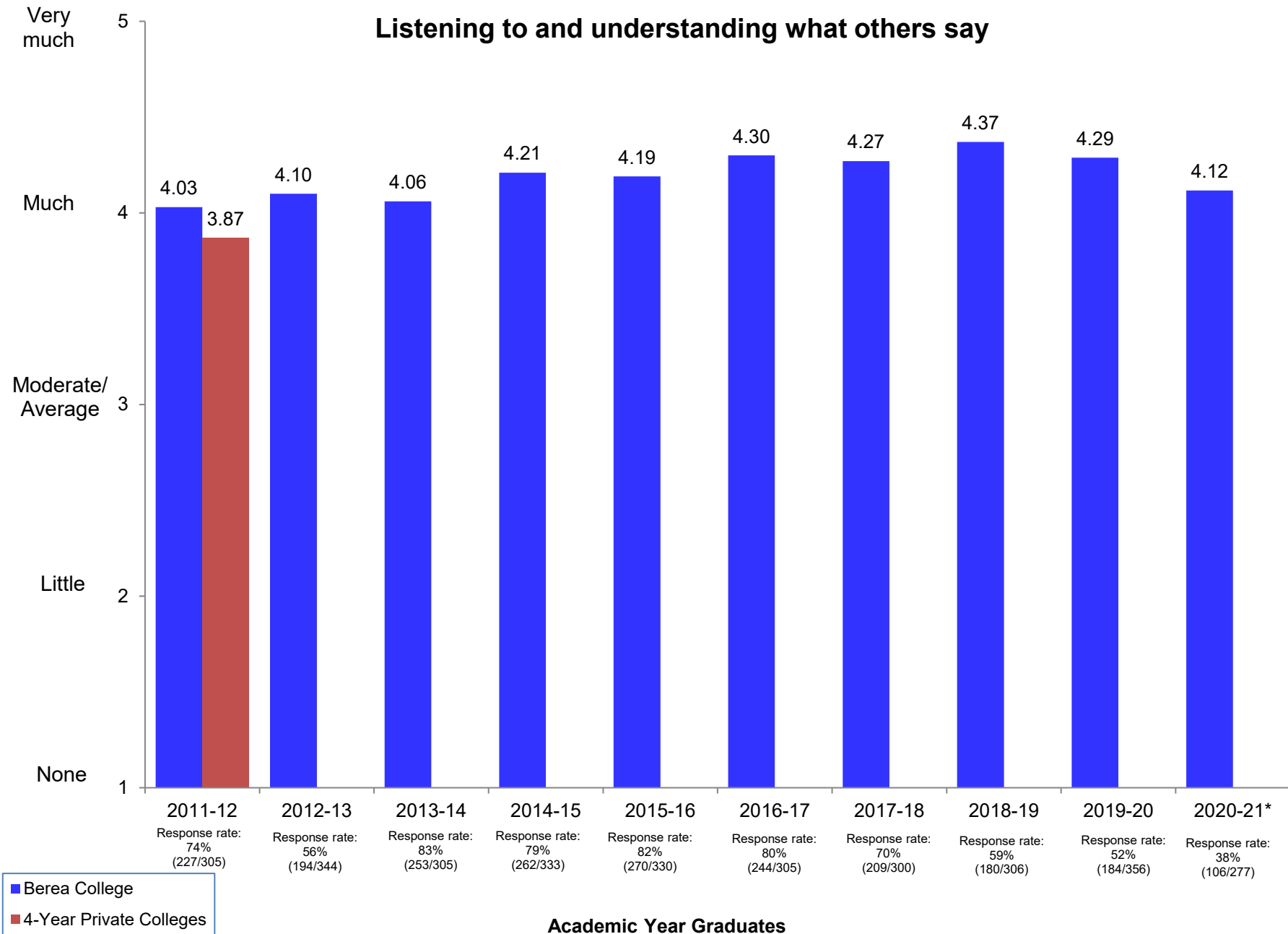


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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

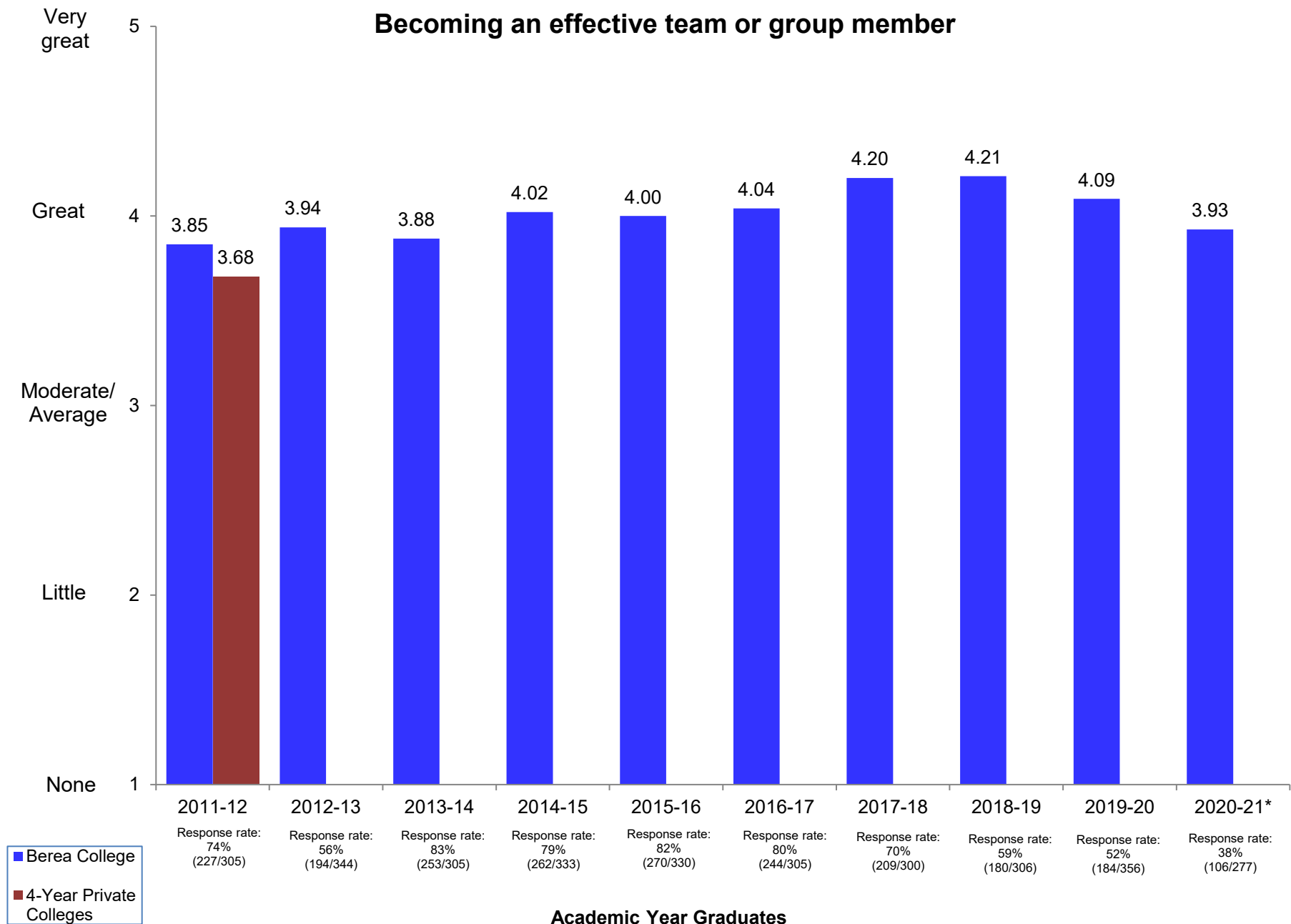
How much **progress** have you made toward the following outcome:

Graduating Senior Survey
Administered at graduation rehearsal



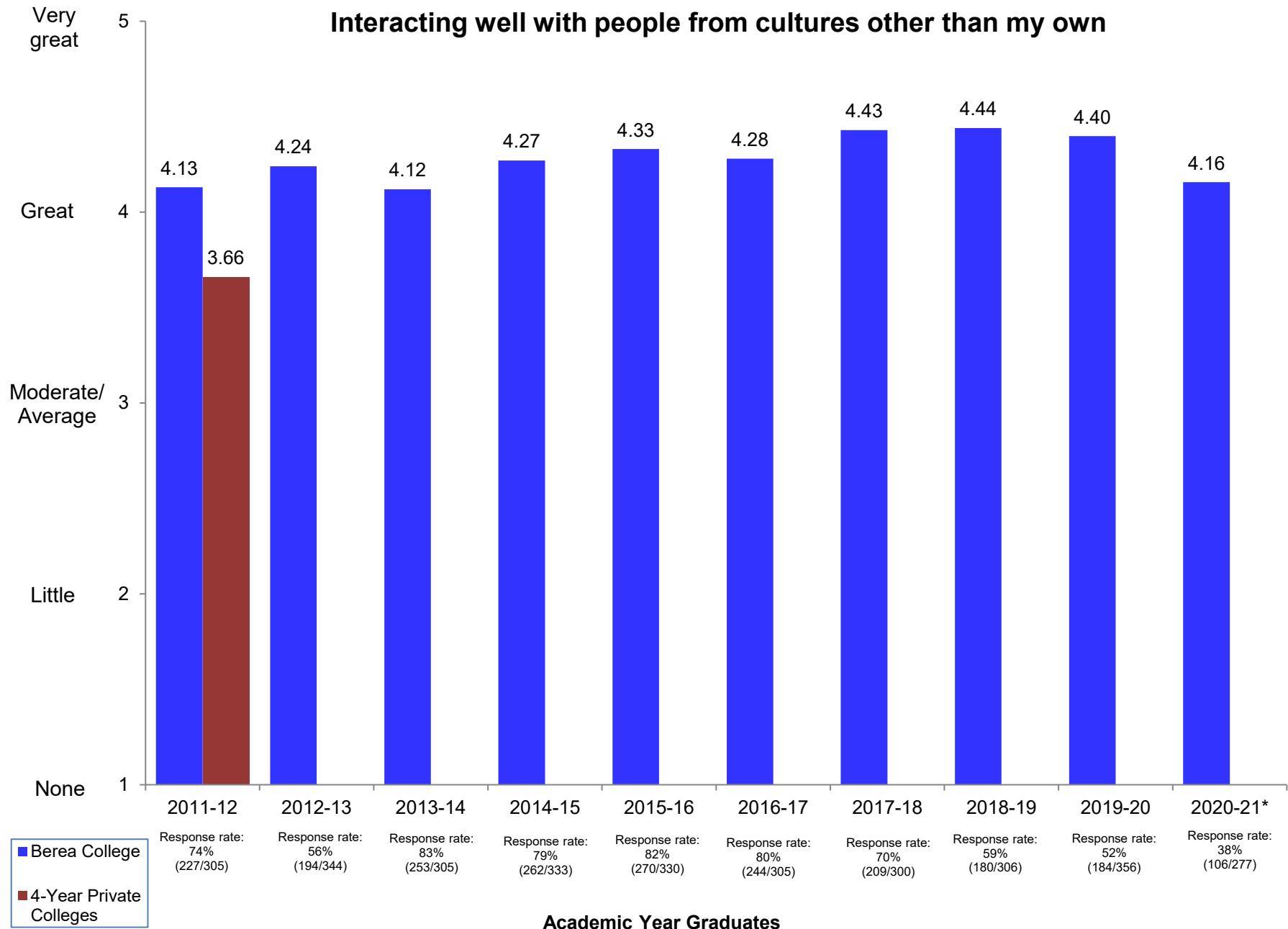
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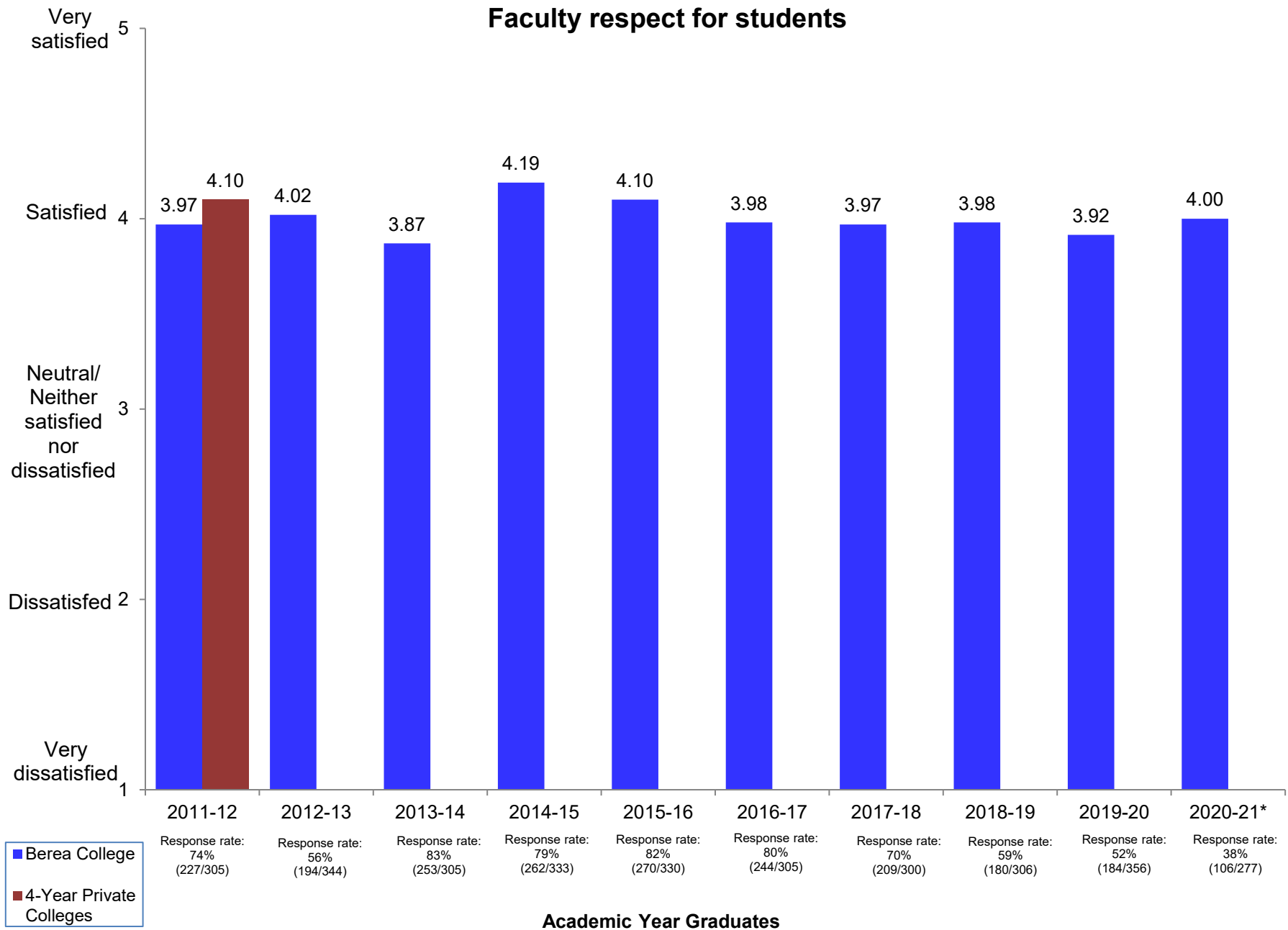


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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

Indicate your level of satisfaction with each of the following:

Graduating Senior Survey
Administered at graduation rehearsal

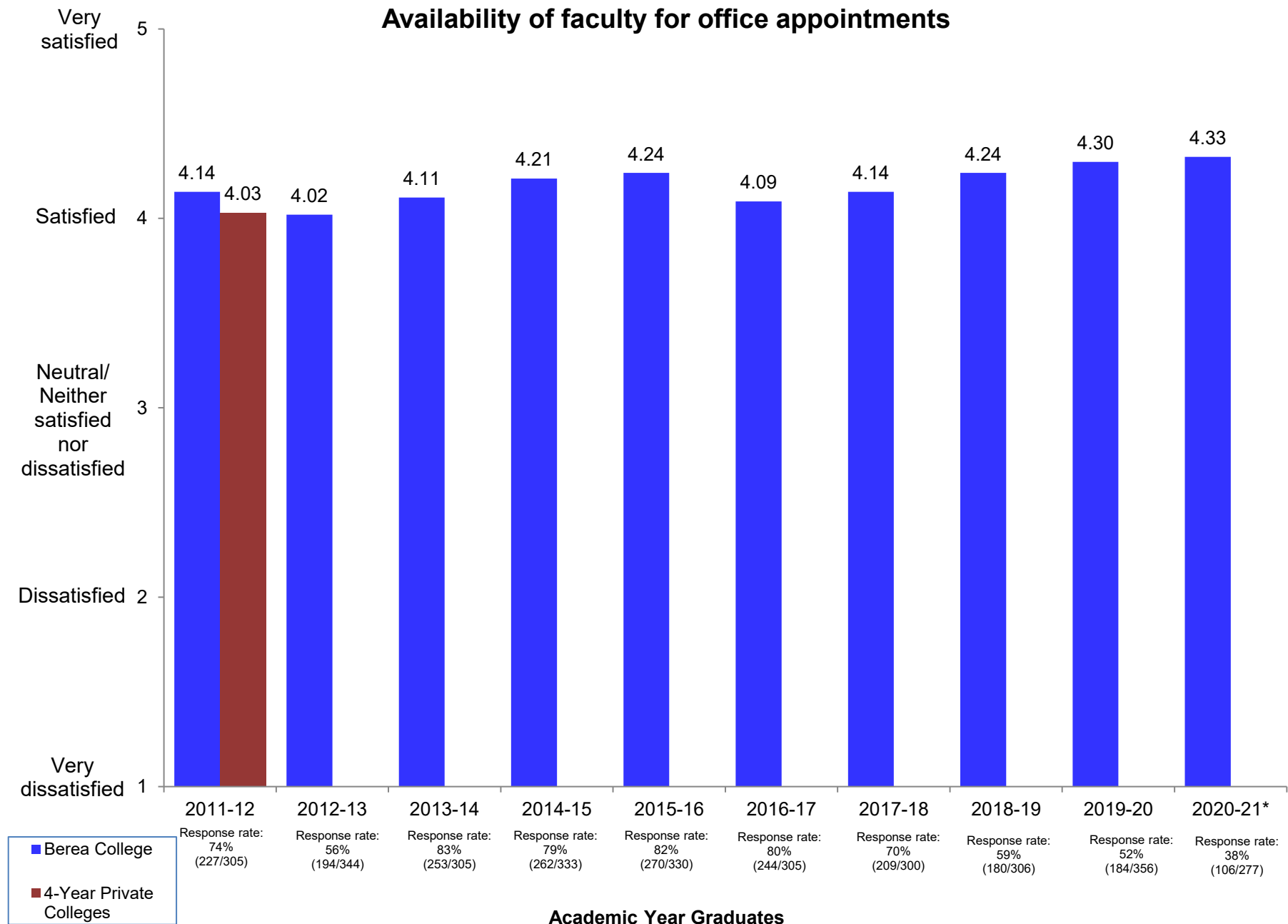


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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Indicate your level of satisfaction with each of the following:

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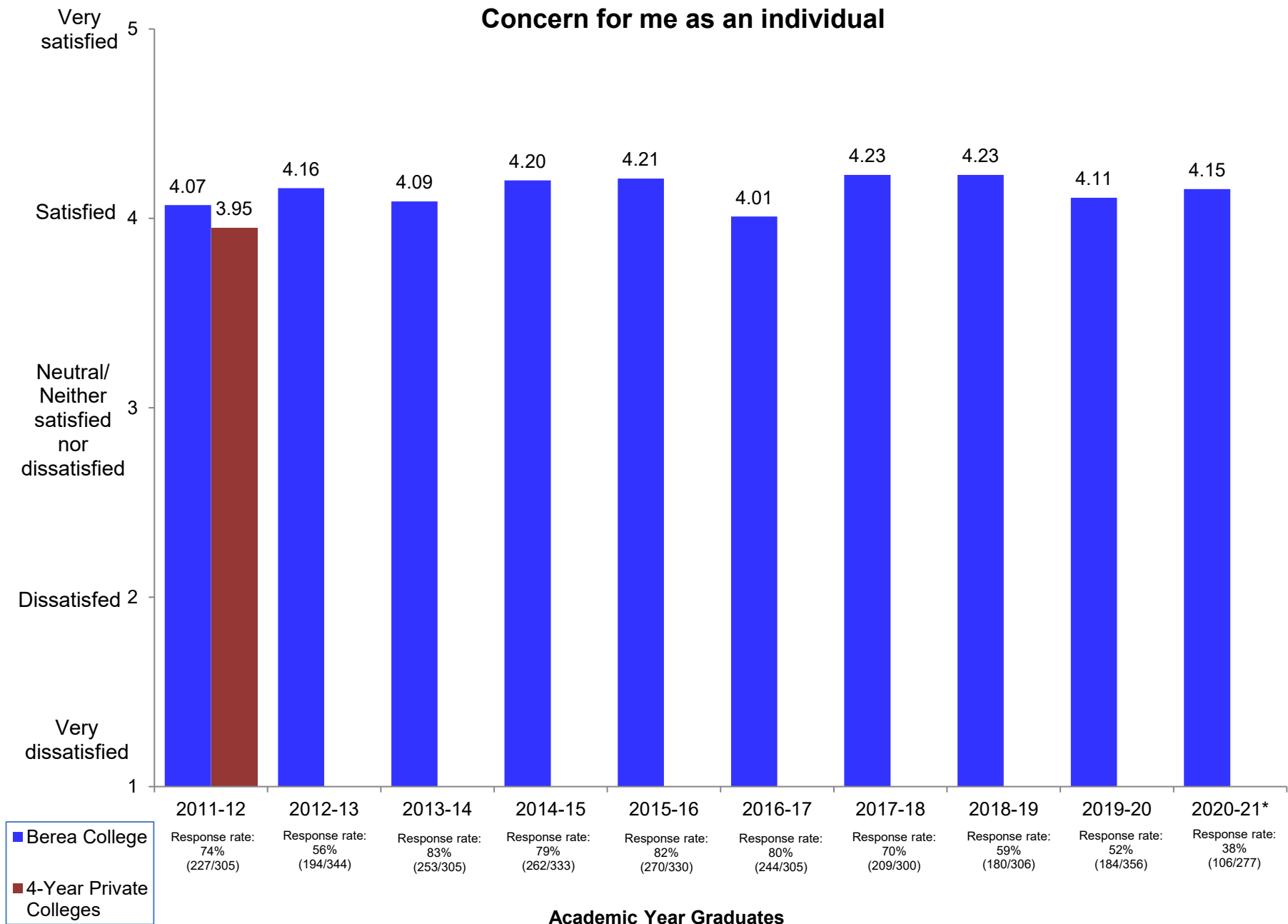


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Indicate your level of satisfaction with each of the following:

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Administered at graduation rehearsal

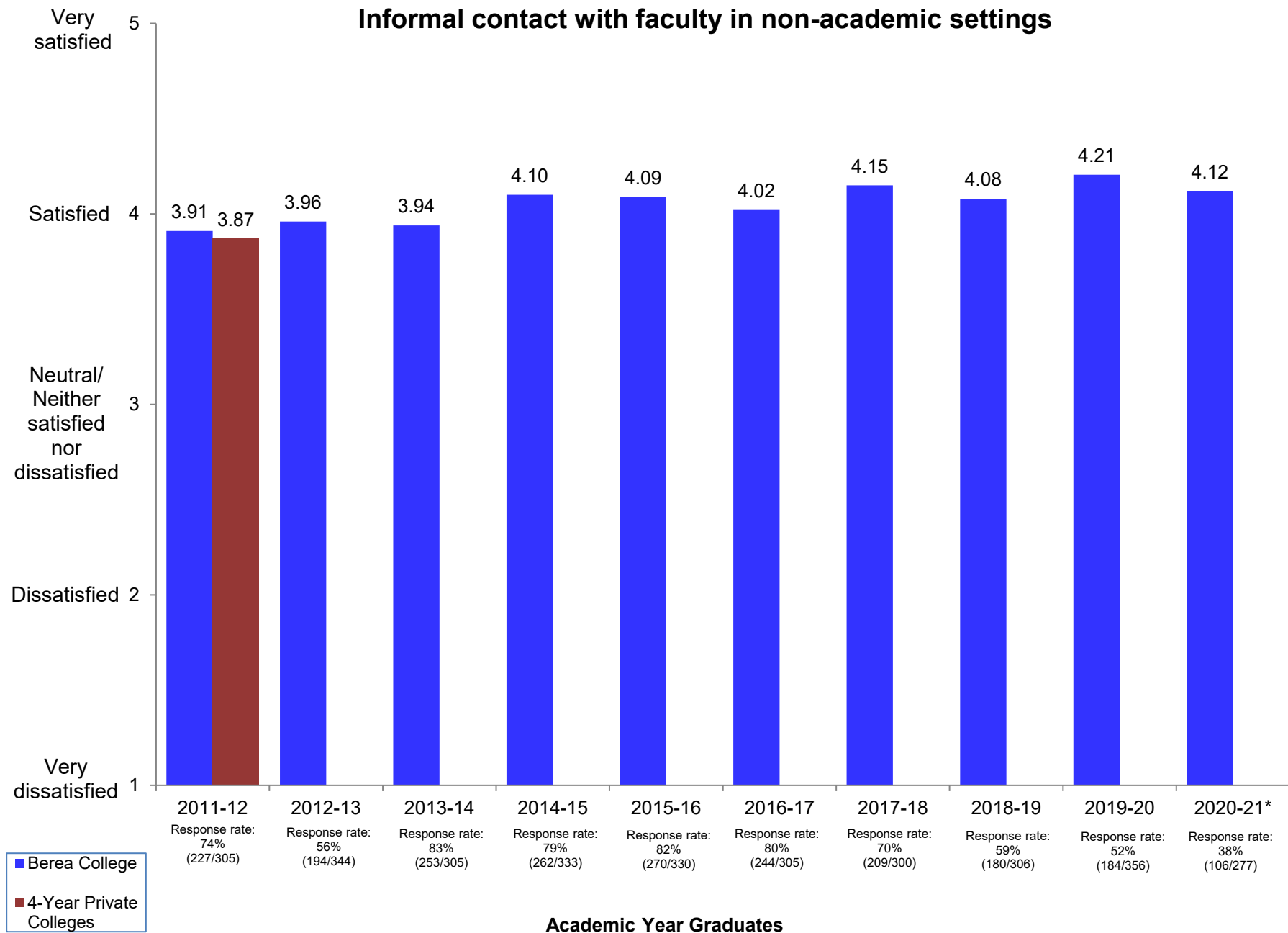


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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

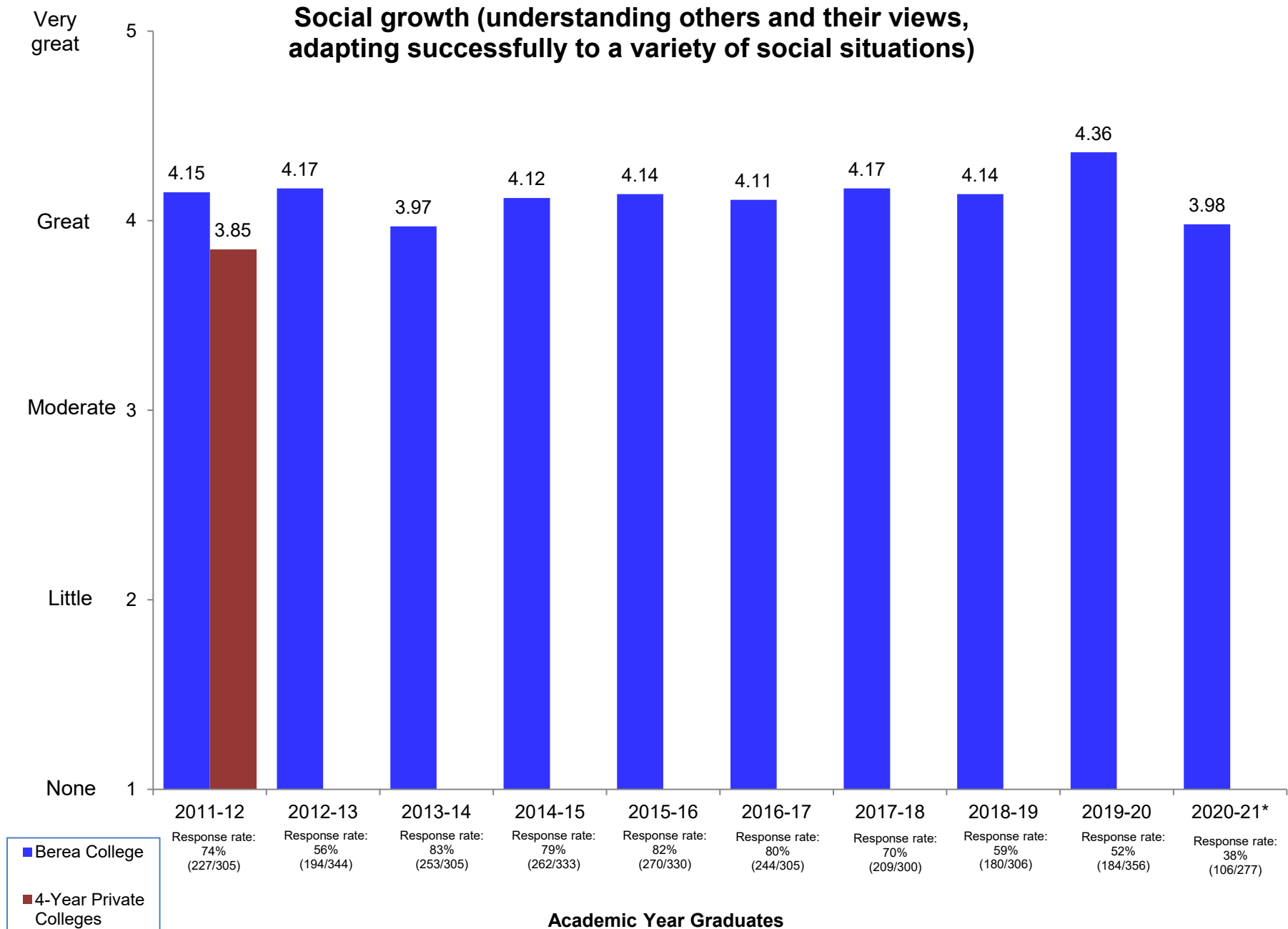
Indicate your level of satisfaction with each of the following:

Graduating Senior Survey
Administered at graduation rehearsal



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

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

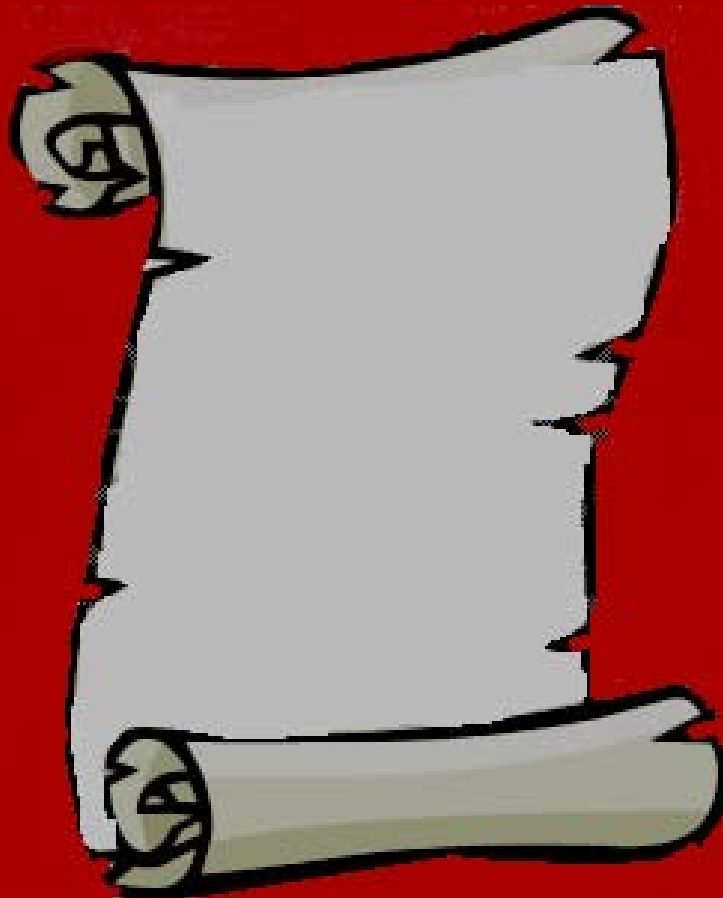


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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

HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 2010



Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



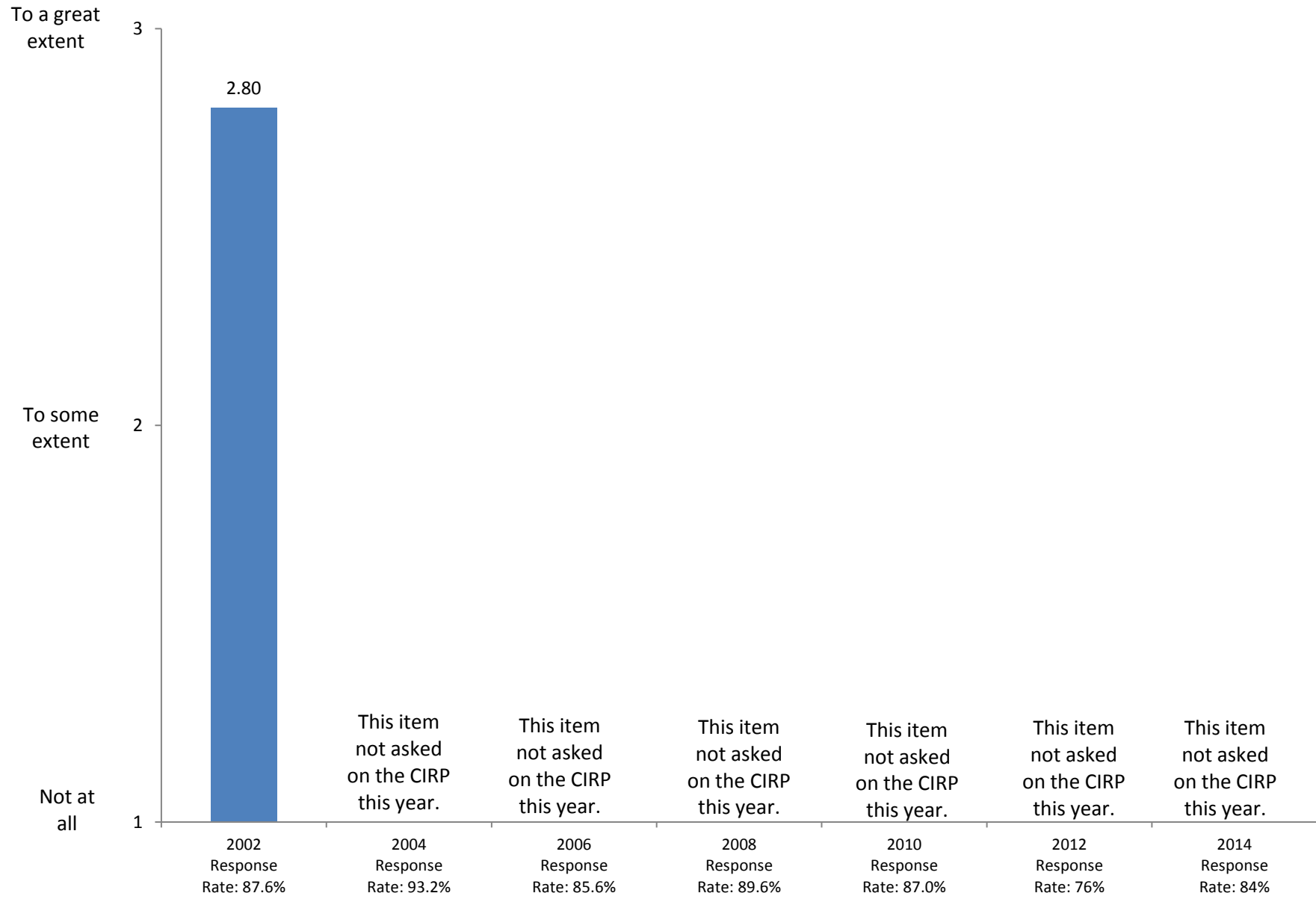
Administered Fall Terms 2002, 2004,
2006, 2008, 2010, 2012, 2014 and 2016

[Click 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%

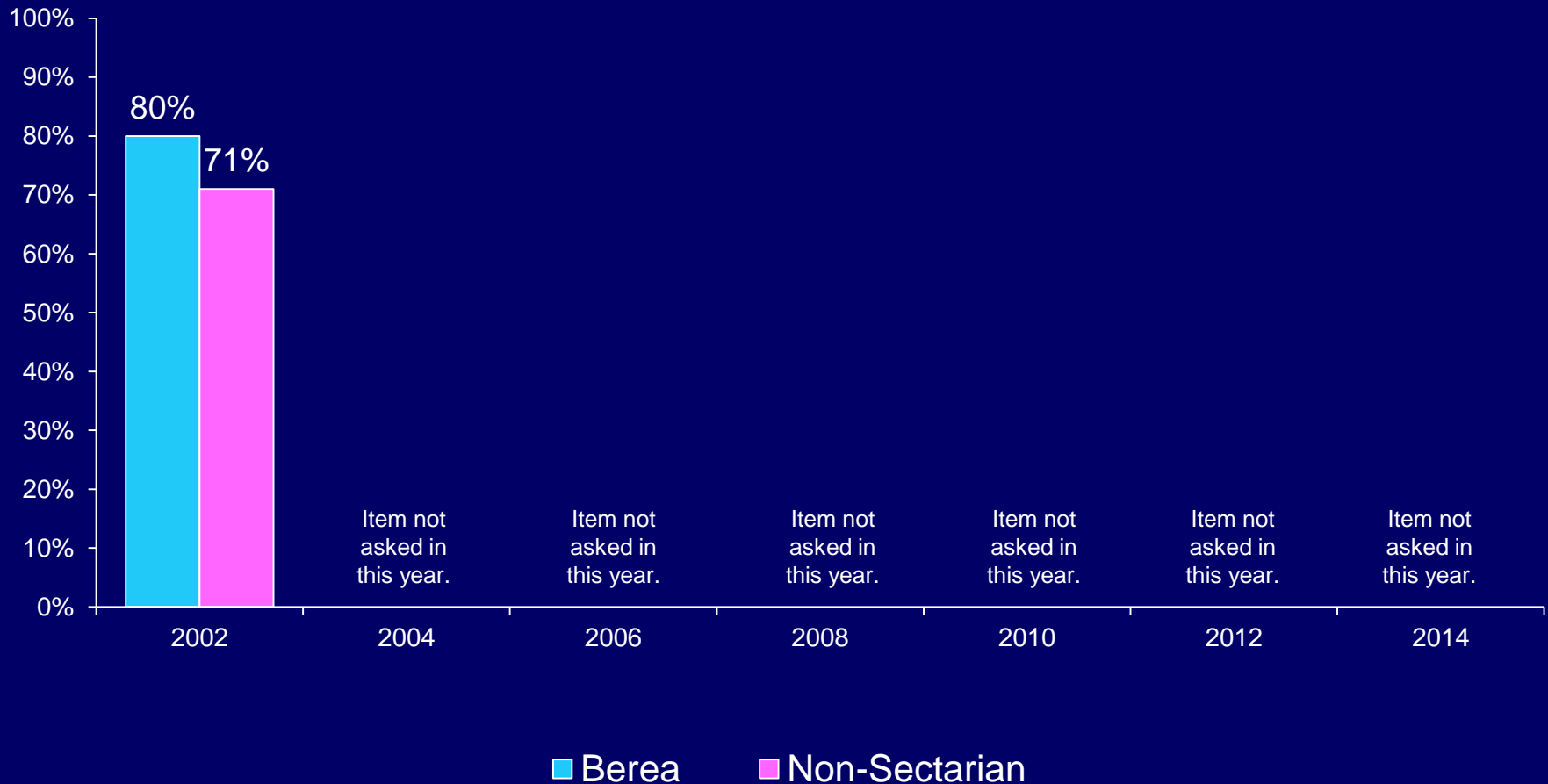
Please indicate the extent to which each of the following describes you:

Being honest in my relationships with others



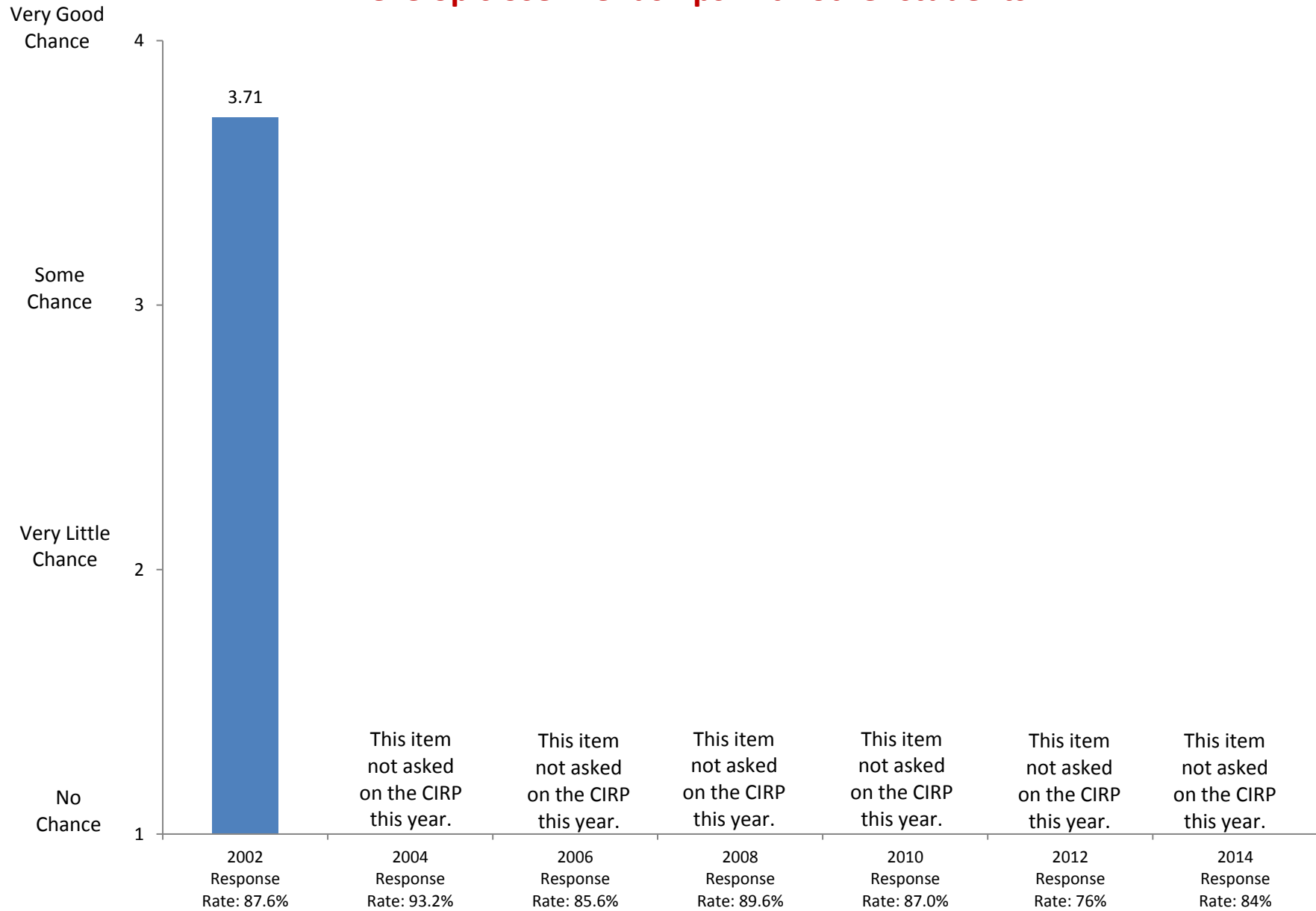
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated that the following describes them “to a great extent”:
Being honest in my relationships with others



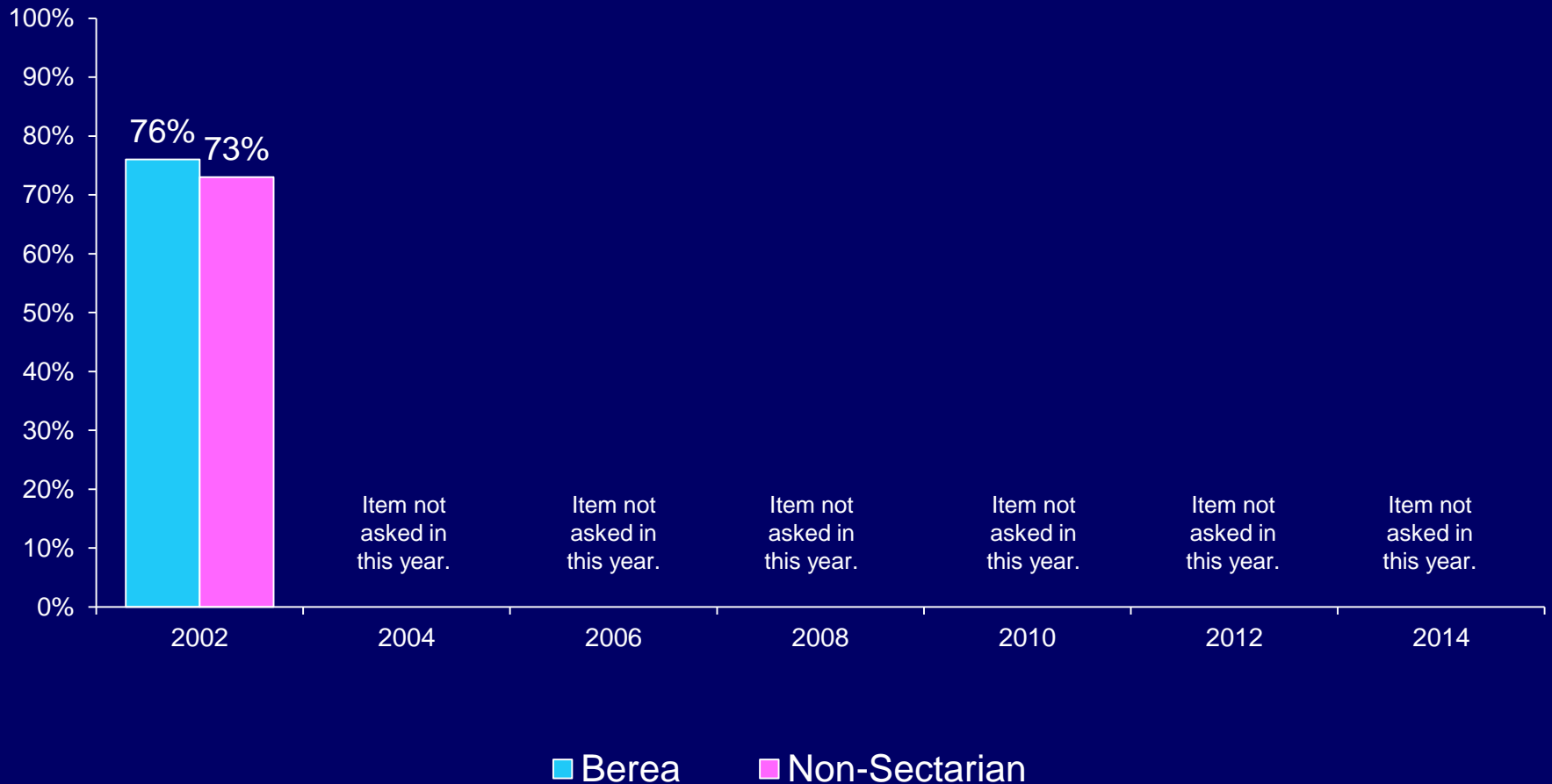
What is your best guess as to the chances that you will:

Develop close friendships with other students

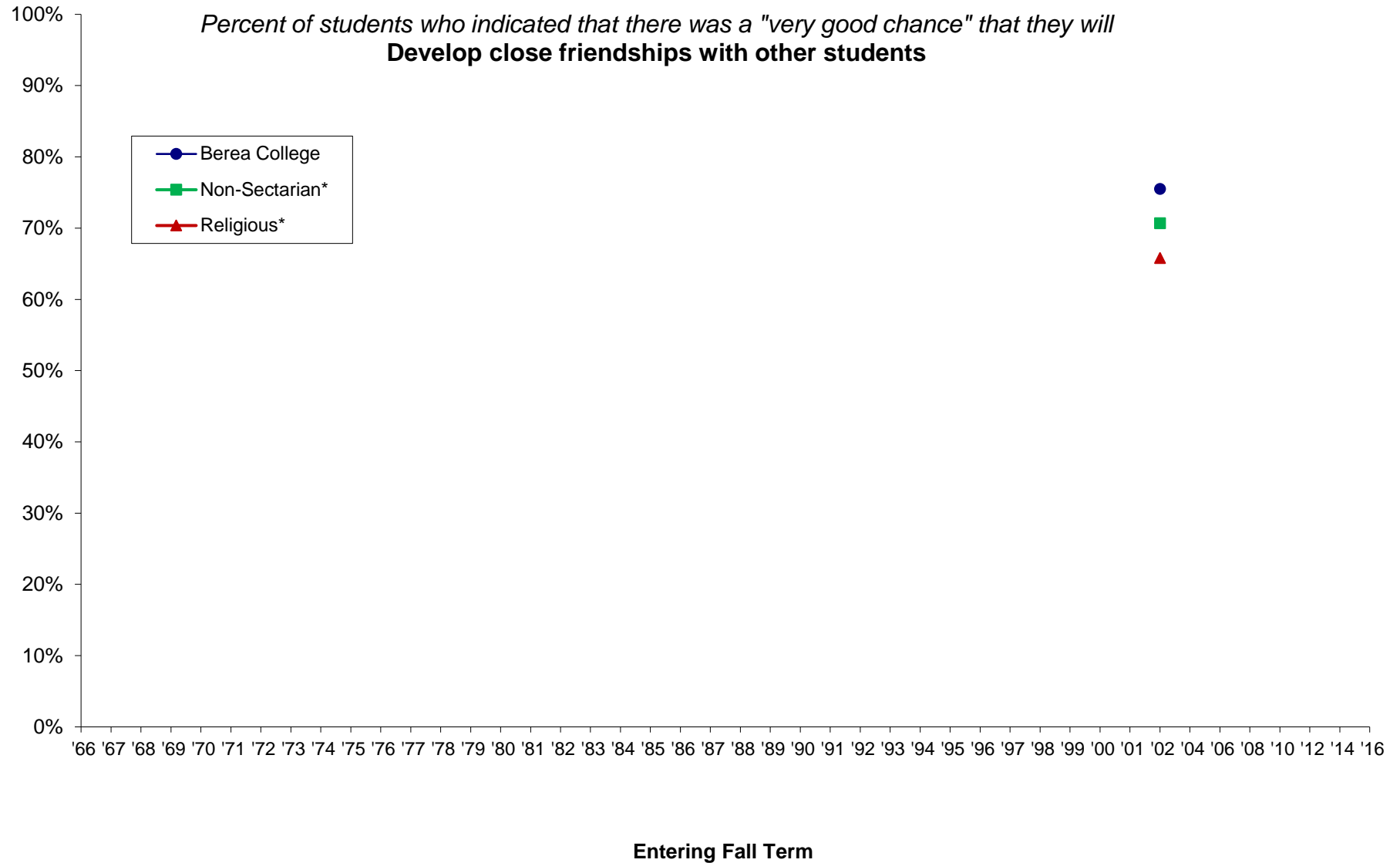


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Percent of students who estimate that chances are “very good” that he/she will:
Develop close friendships with other students



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)

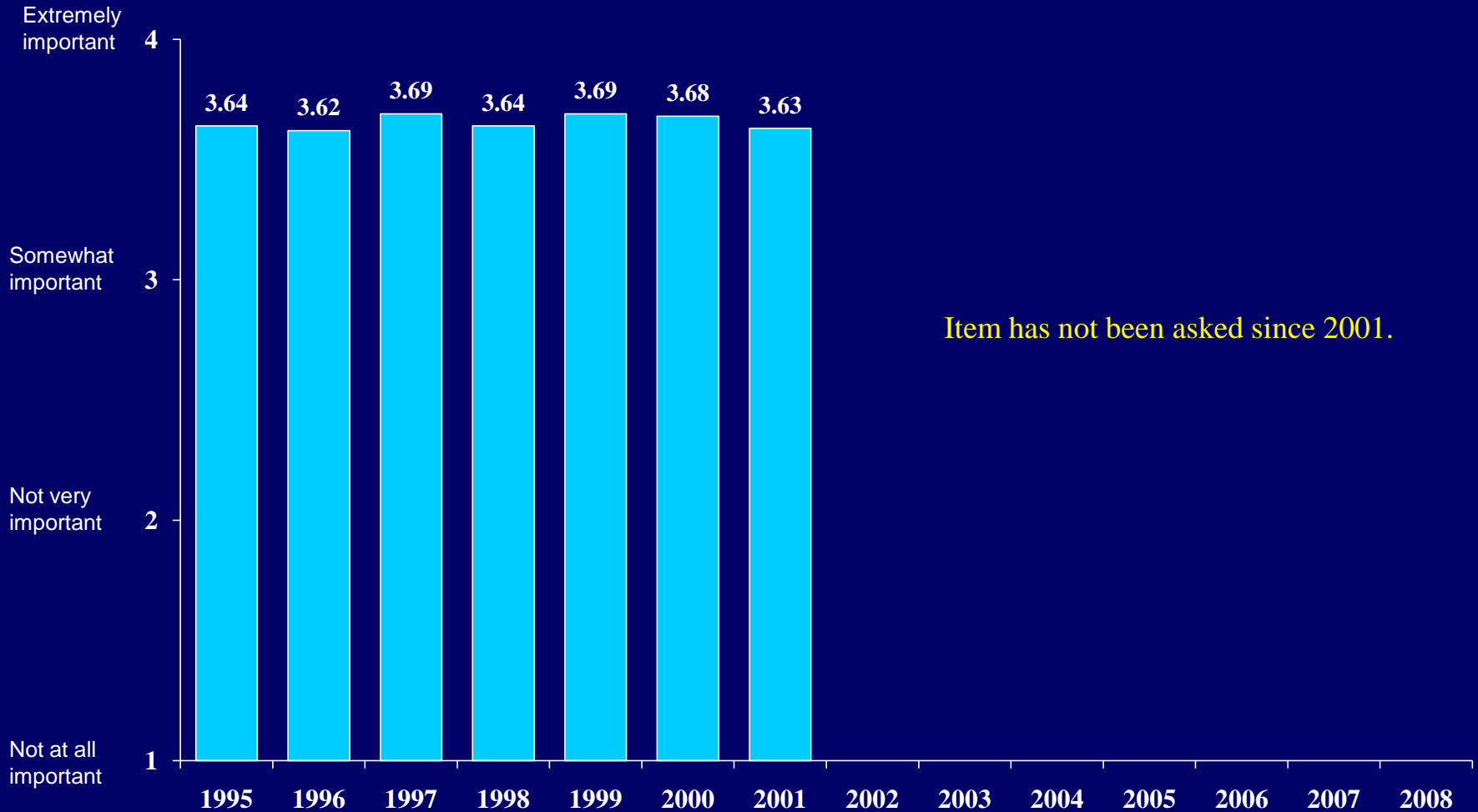


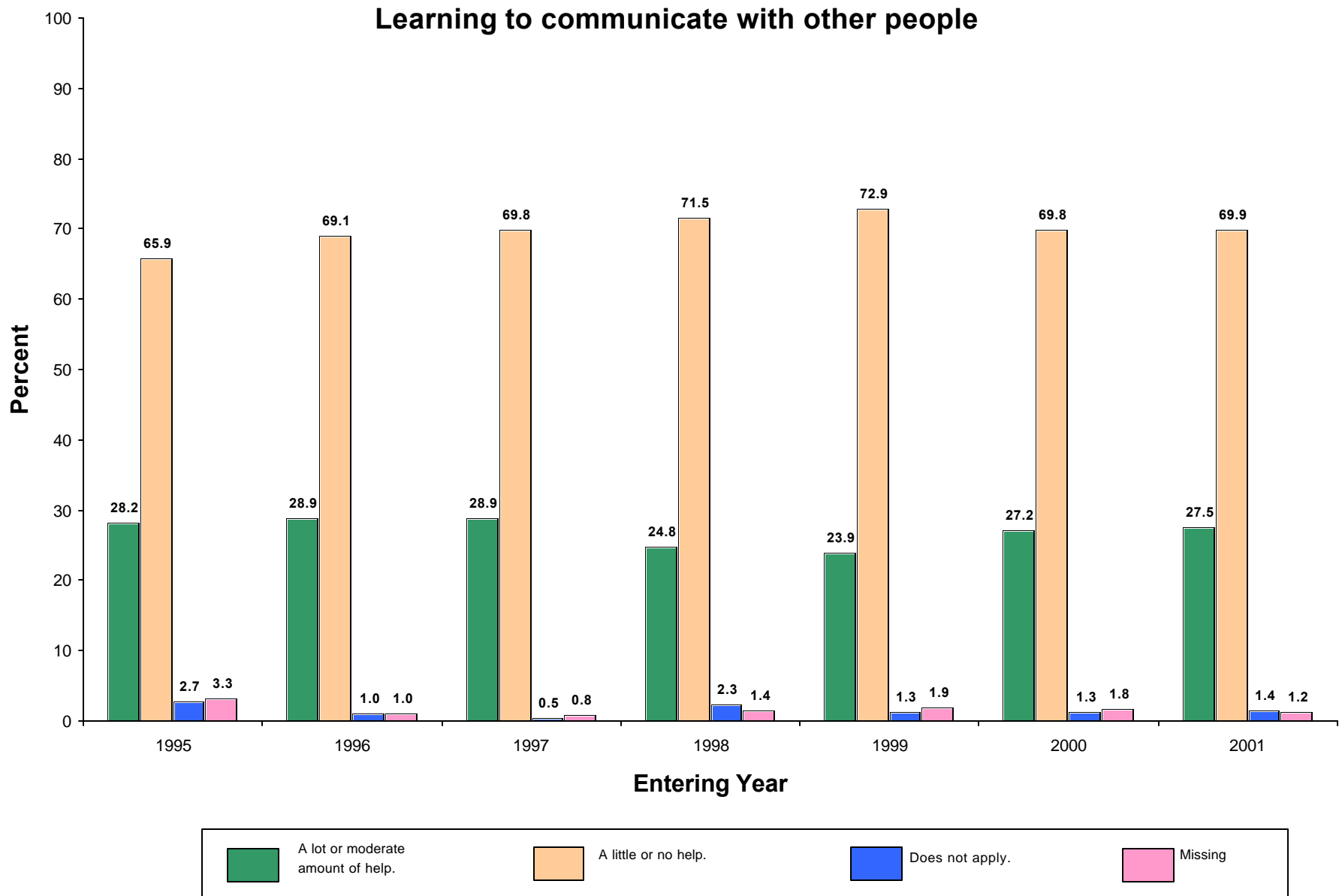
[Click to see survey instruments](#)

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

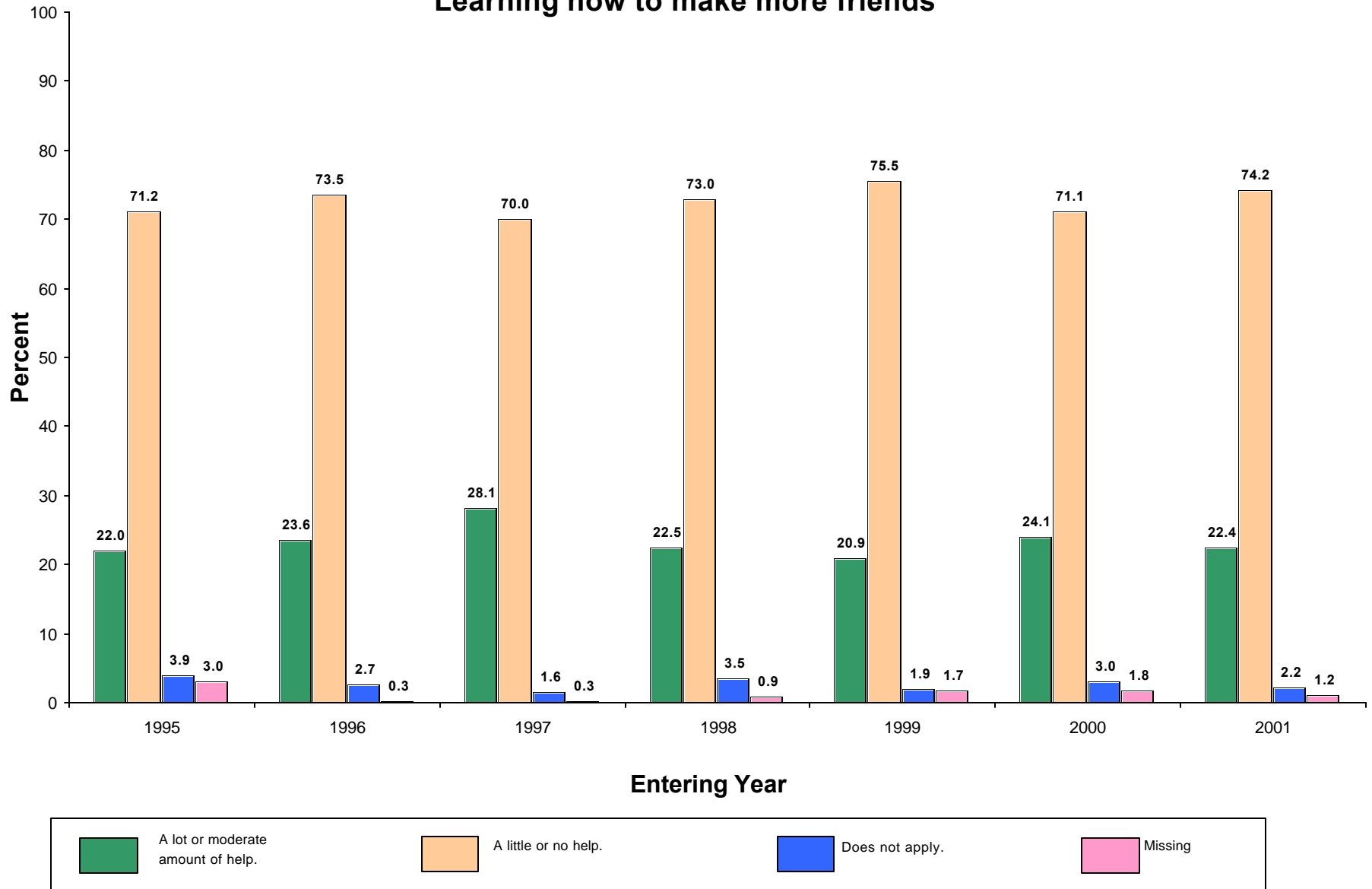
Average Response Rate of 85%

Rate the importance to you of each of the following
Developing friendships





Learning how to make more friends



Your First College Year (YFCY)

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



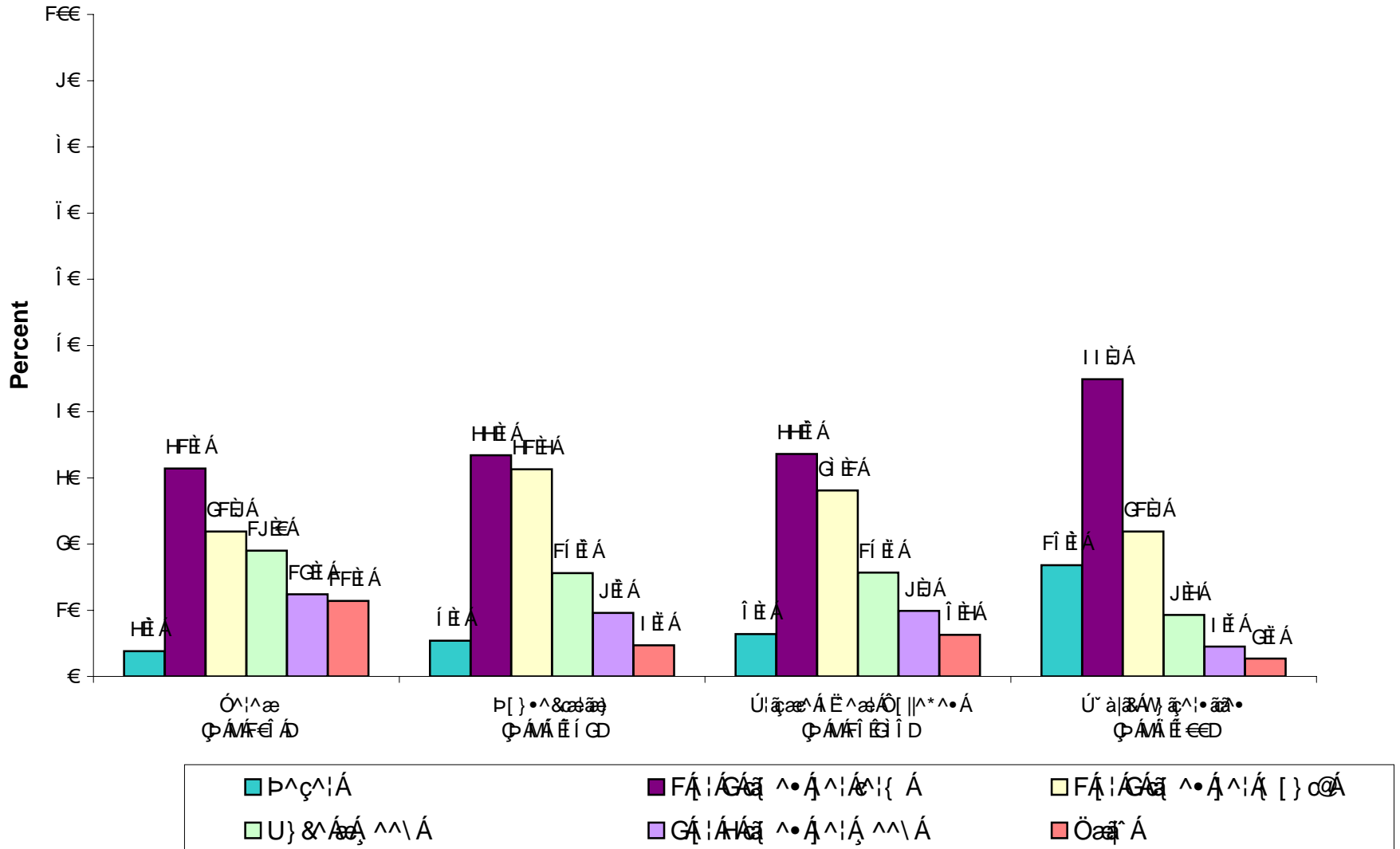
[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

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Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Faculty during office hours

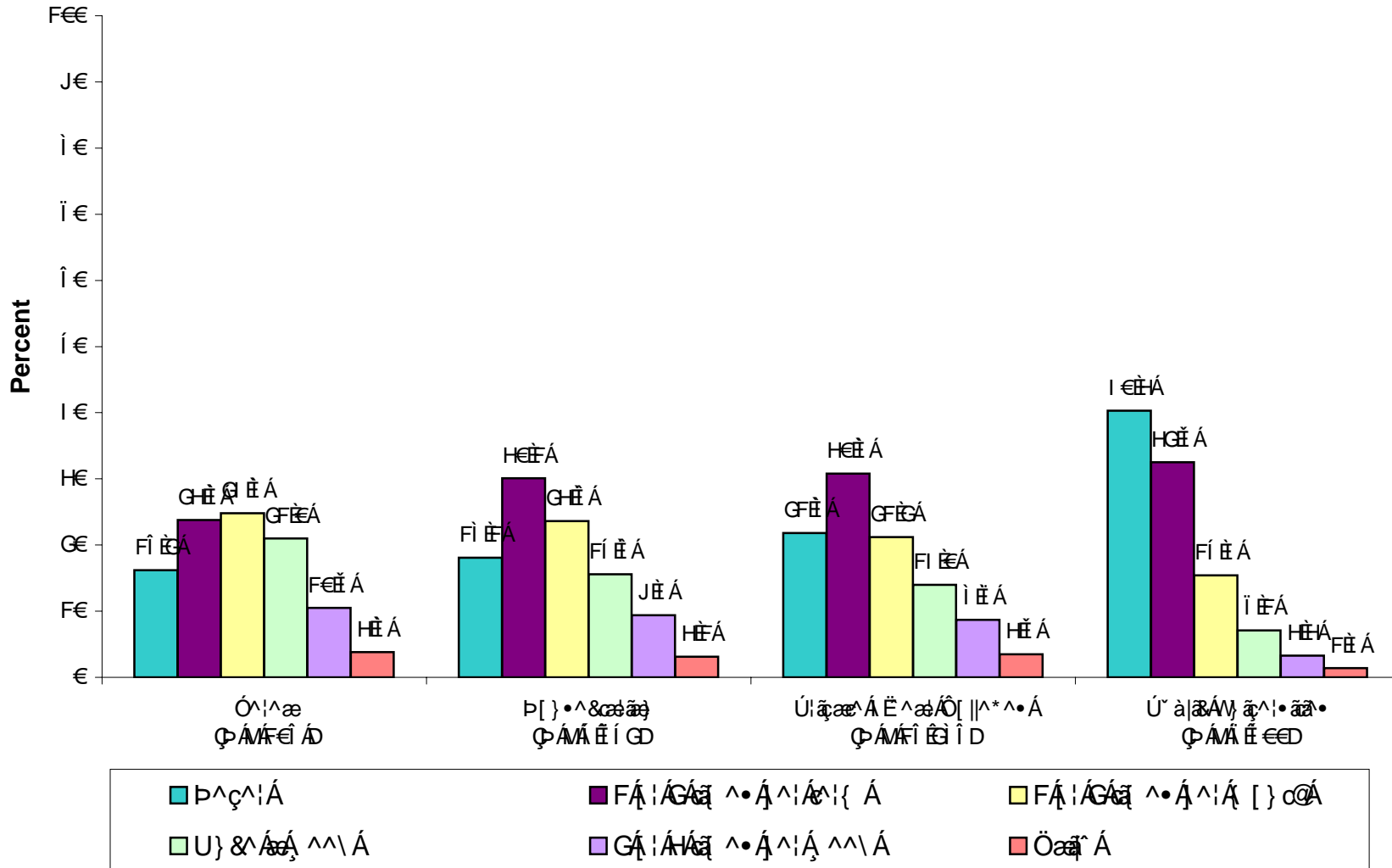


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Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Faculty outside of class or office hours

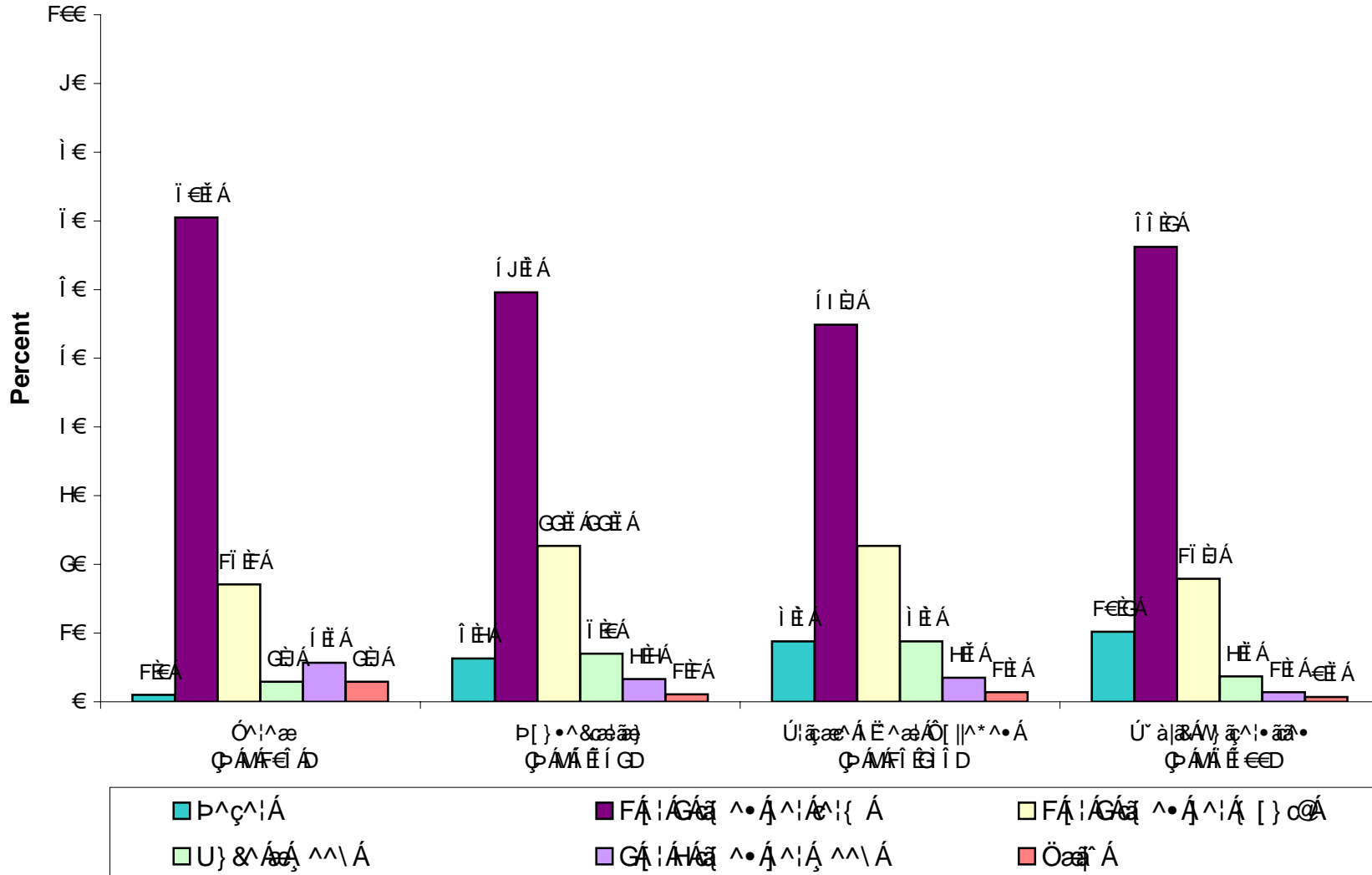


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Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Academic advisors/counselors

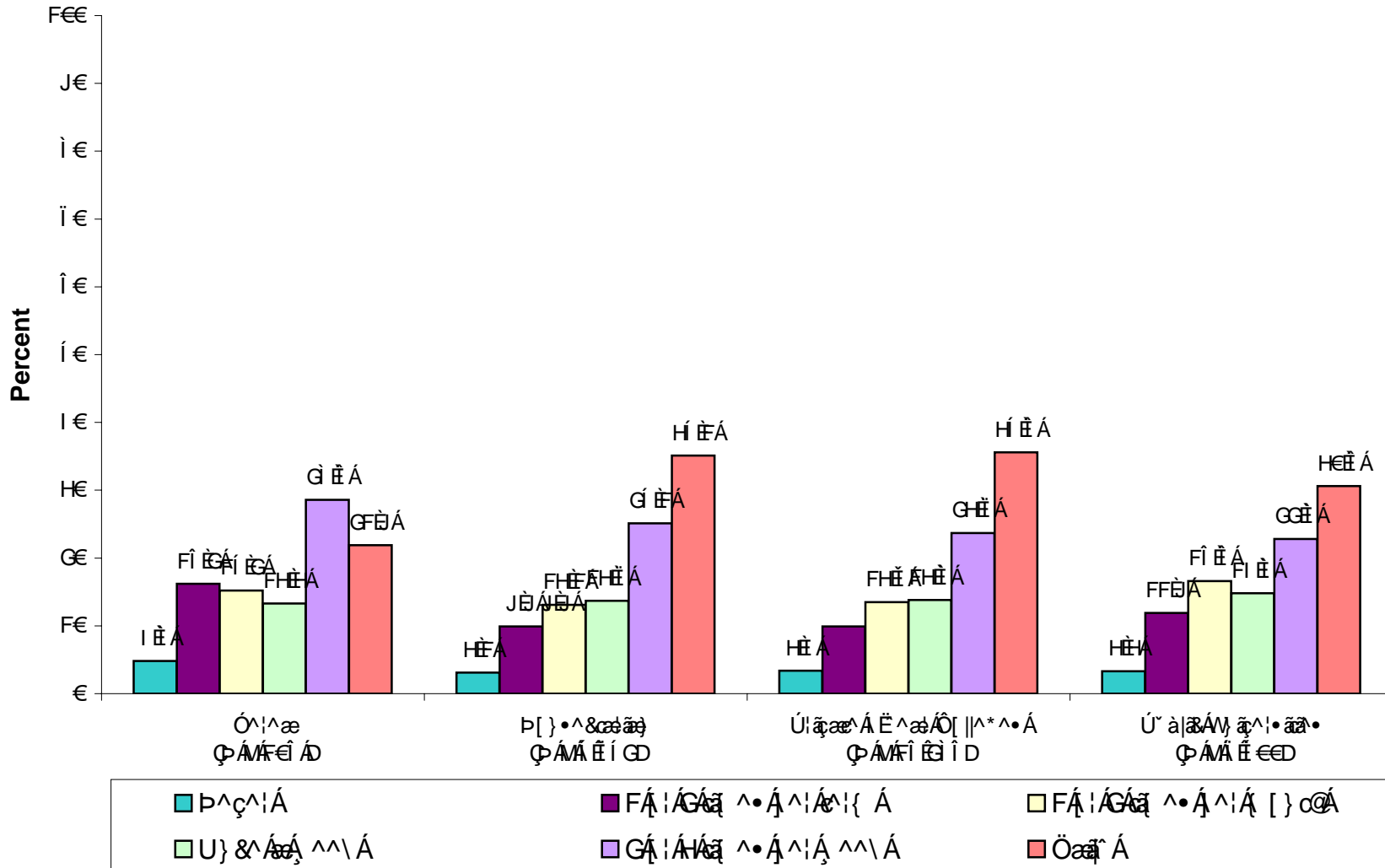


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Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Close friends not at this institution

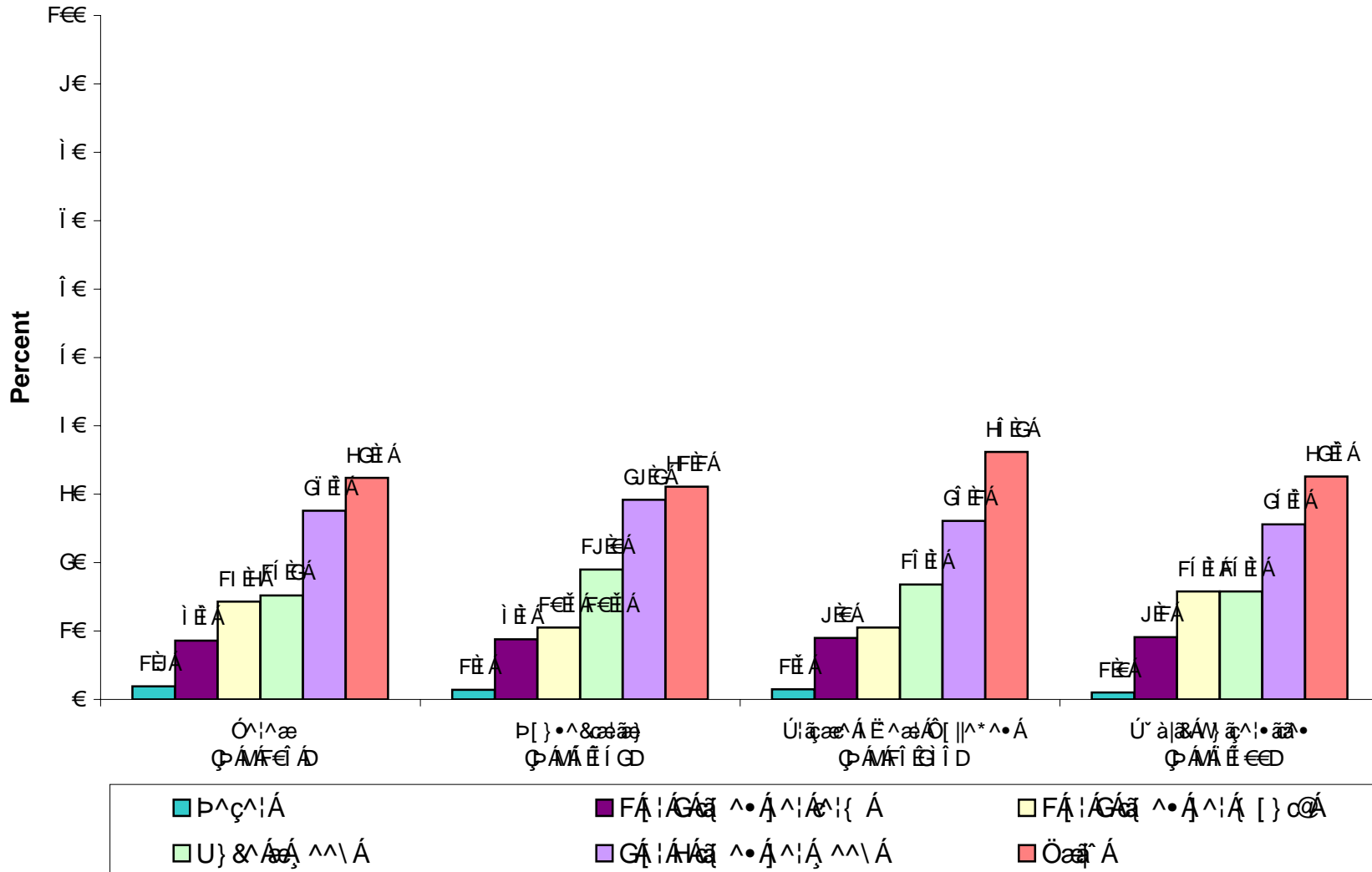


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Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Your family

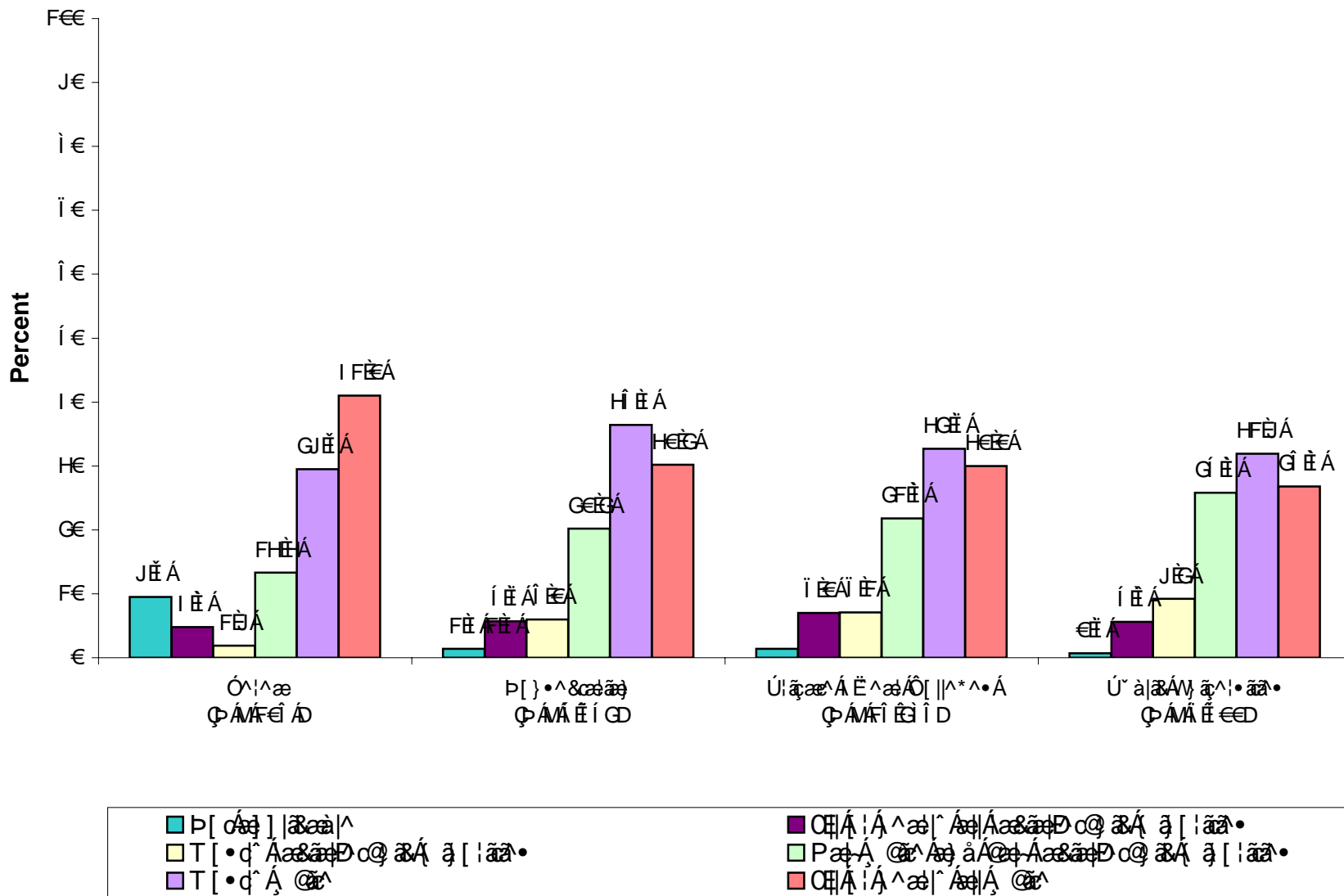


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How would you describe the racial/ethnic composition of the following groups?

High school you last attended

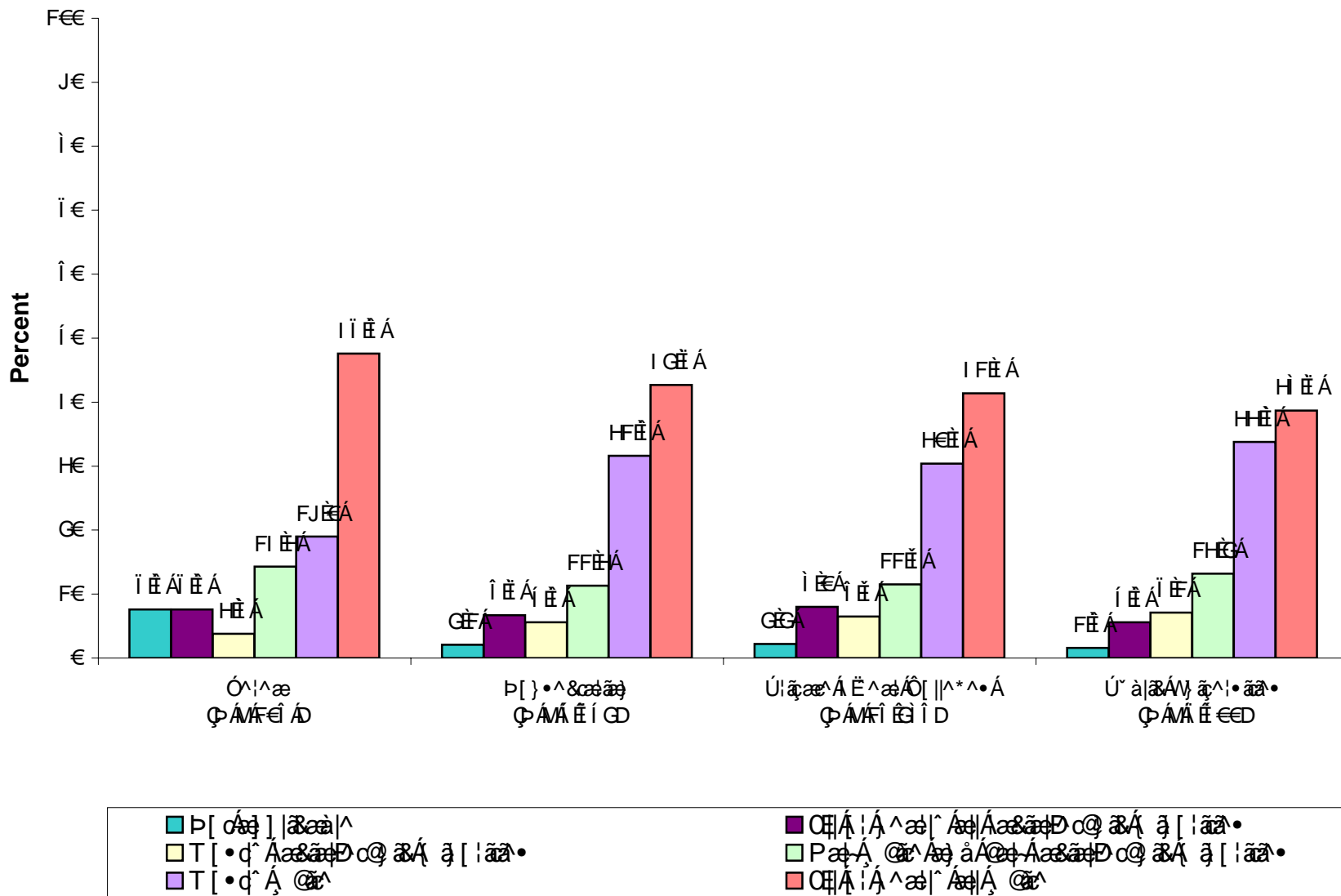


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How would you describe the racial/ethnic composition of the following groups?

Neighborhood where you grew up

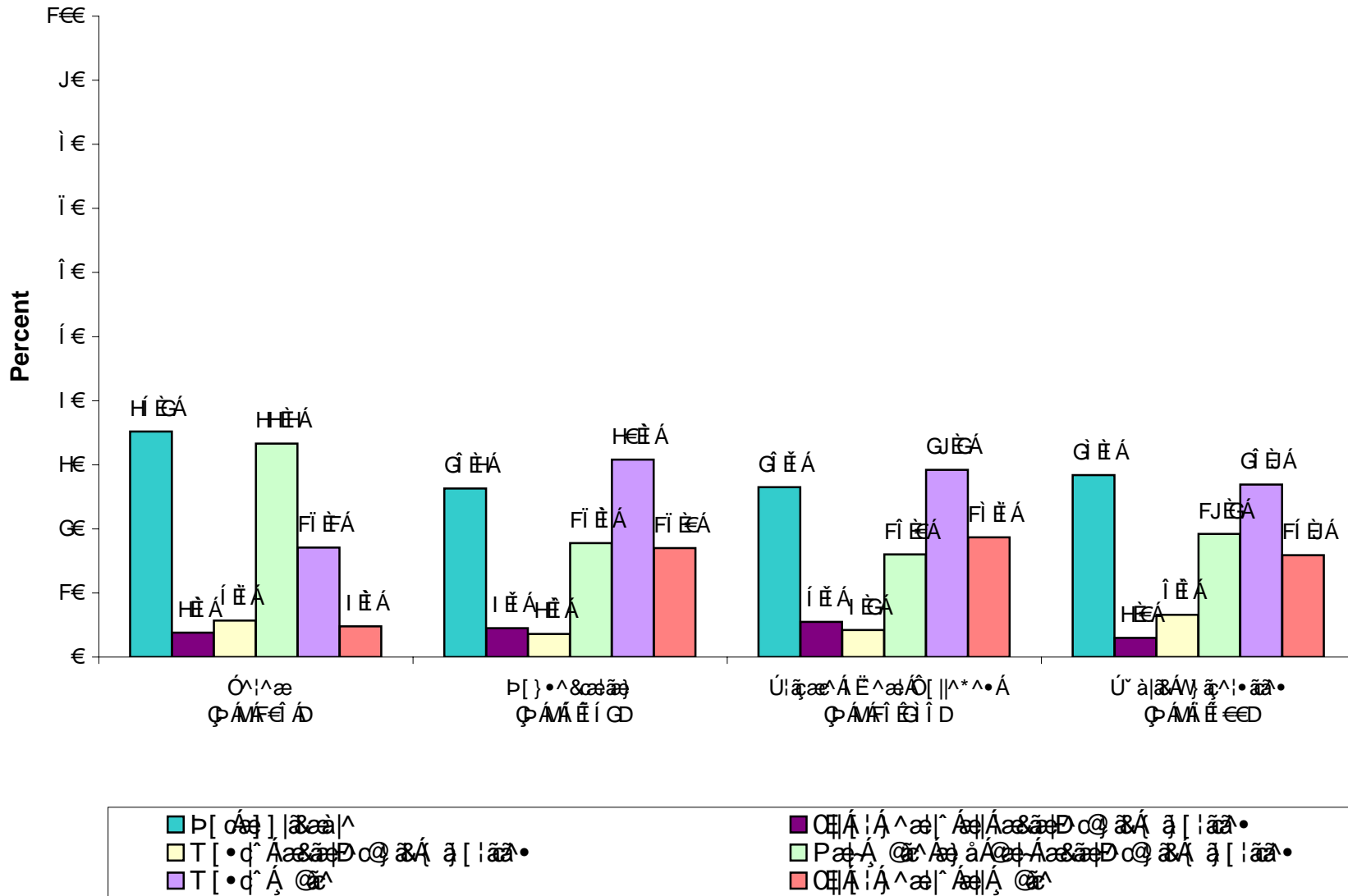


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How would you describe the racial/ethnic composition of the following groups?

Your informal study groups

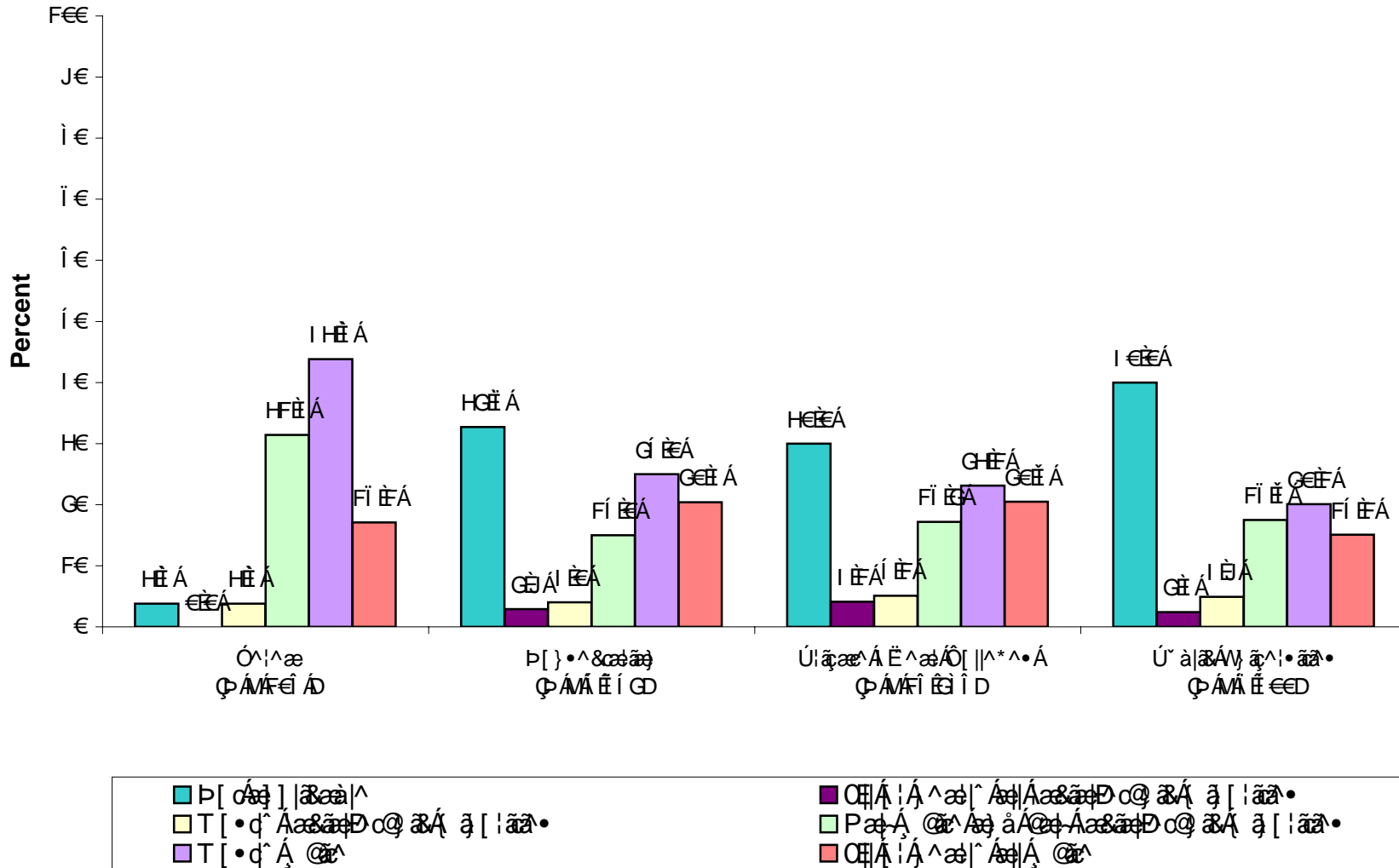


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How would you describe the racial/ethnic composition of the following groups?

Place of work

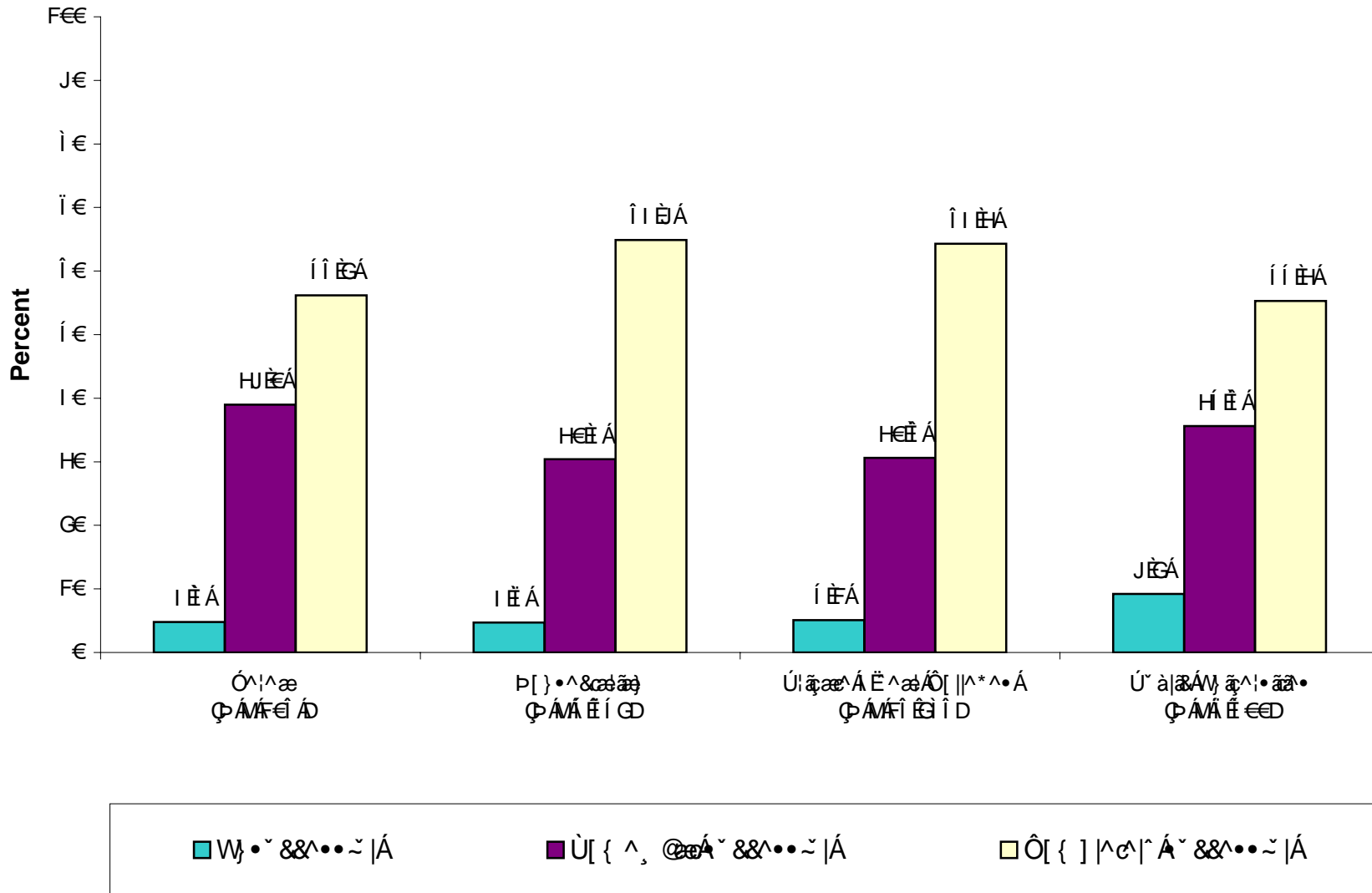


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Since entering this college, how successful have you felt at:

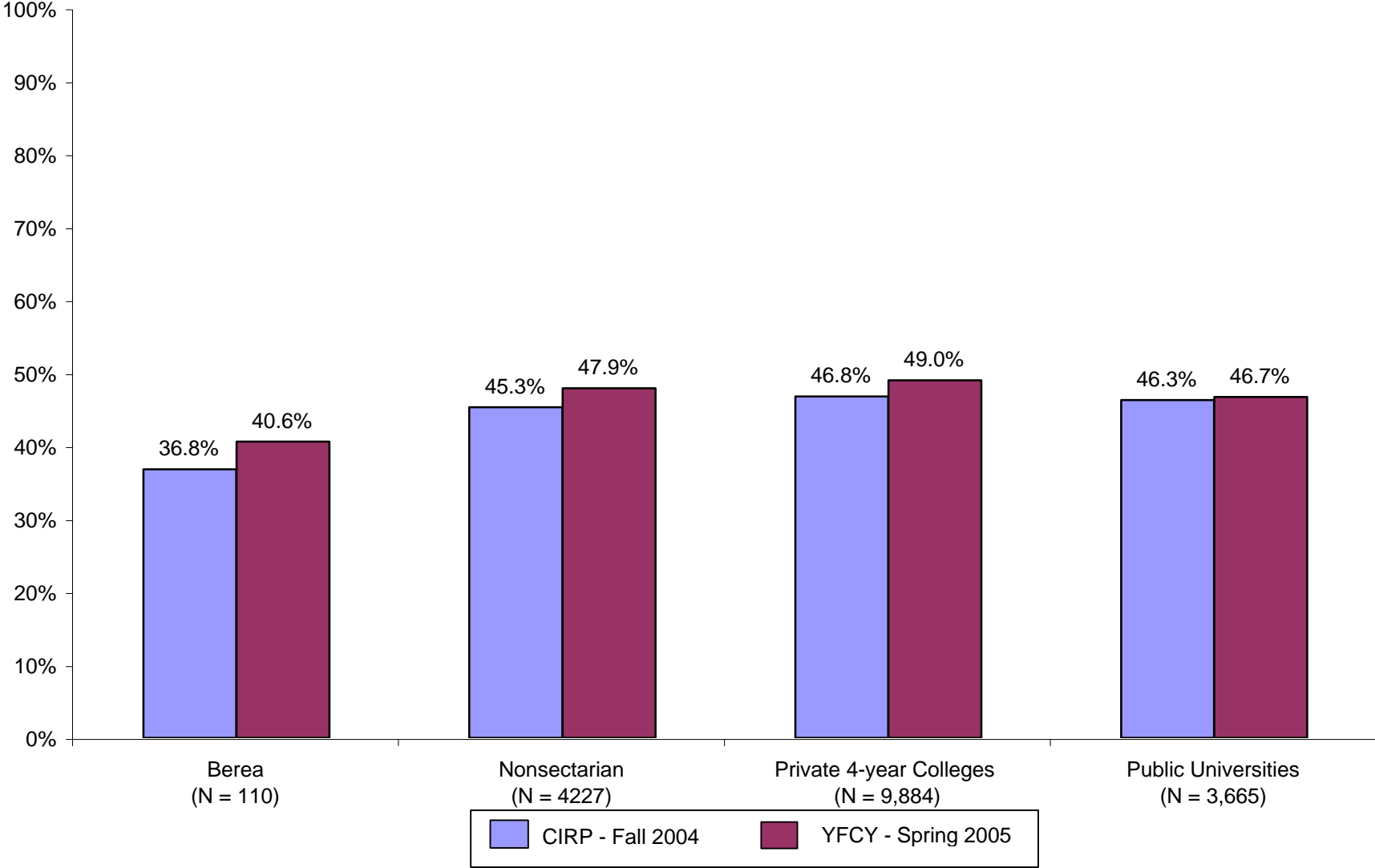
Developing close friendships with other students



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

Self-confidence (social)

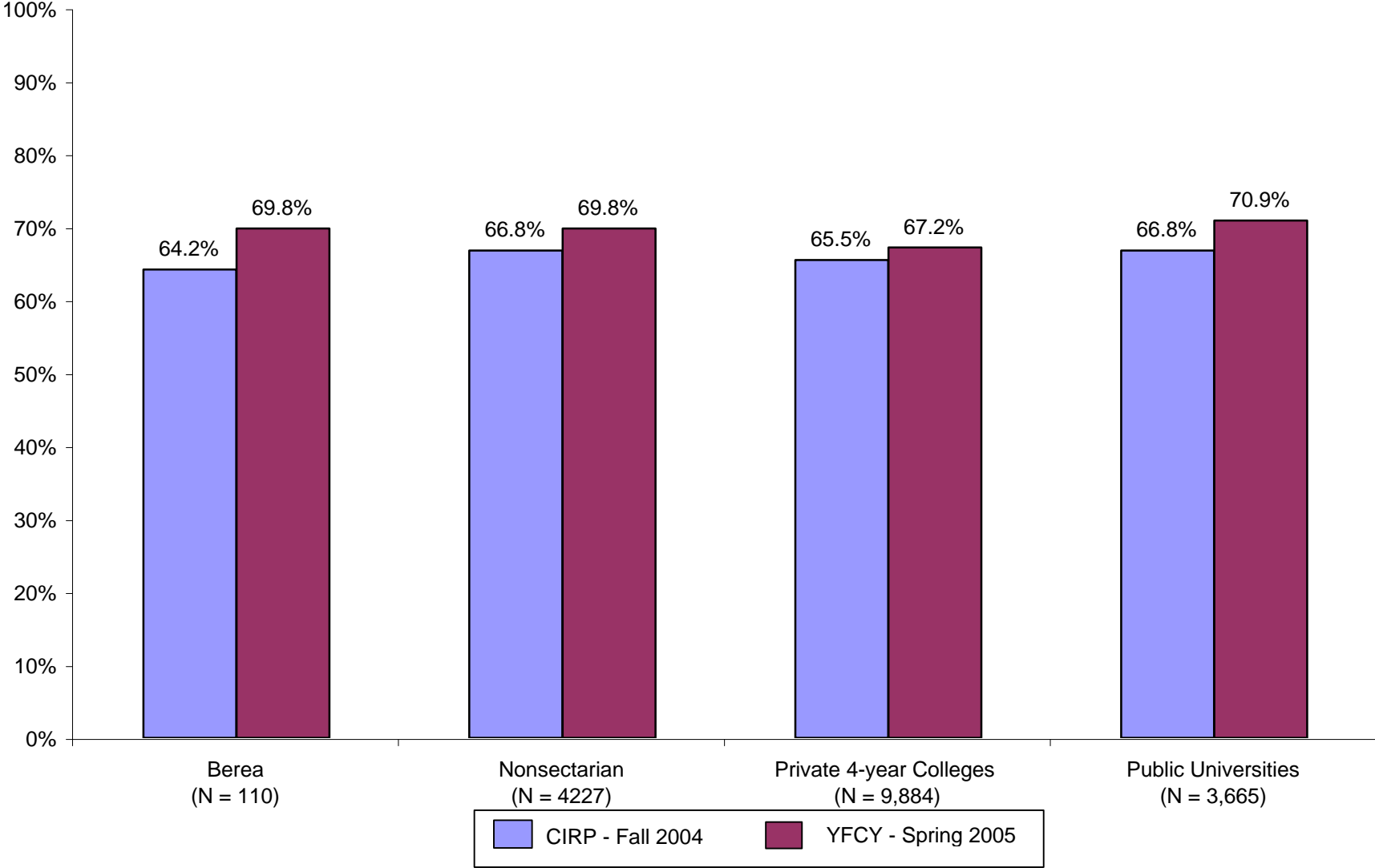


Compiled by the Office of Institutional Research and Assessment, August 2005

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

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

Understanding of others



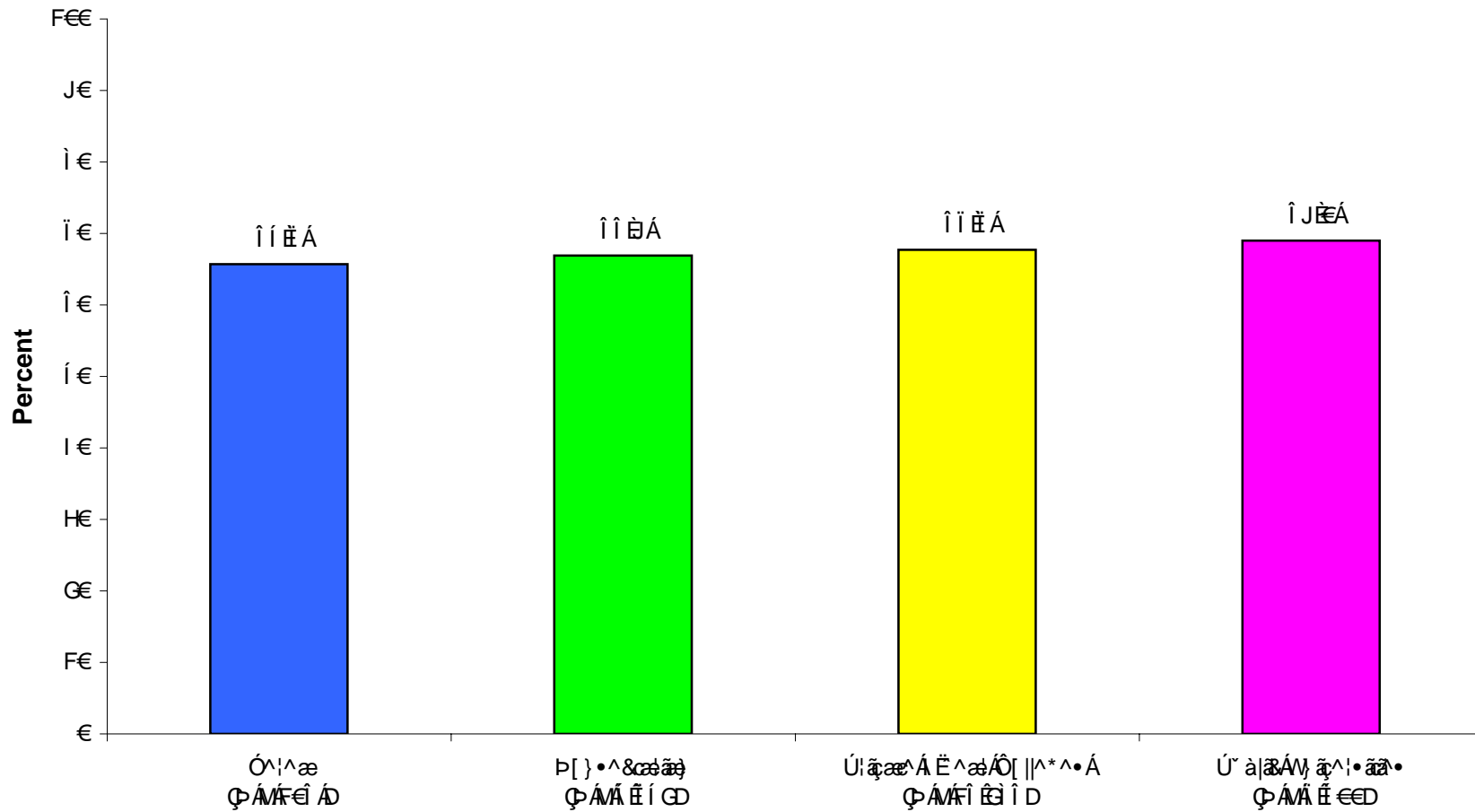
Compiled by the Office of Institutional Research and Assessment, August 2005

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

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

Ability to work as part of a team

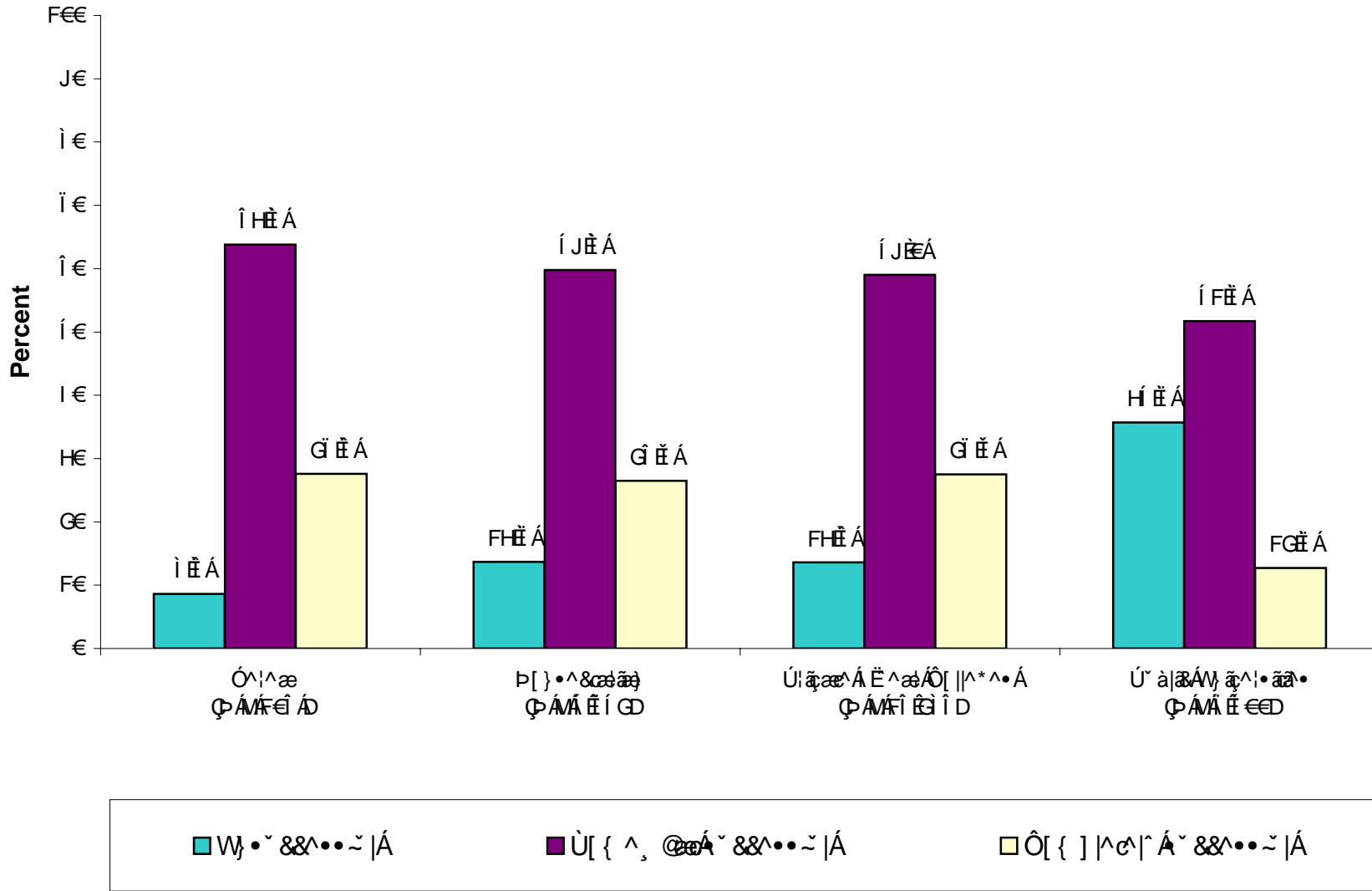


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Since entering this college, how successful have you felt at:

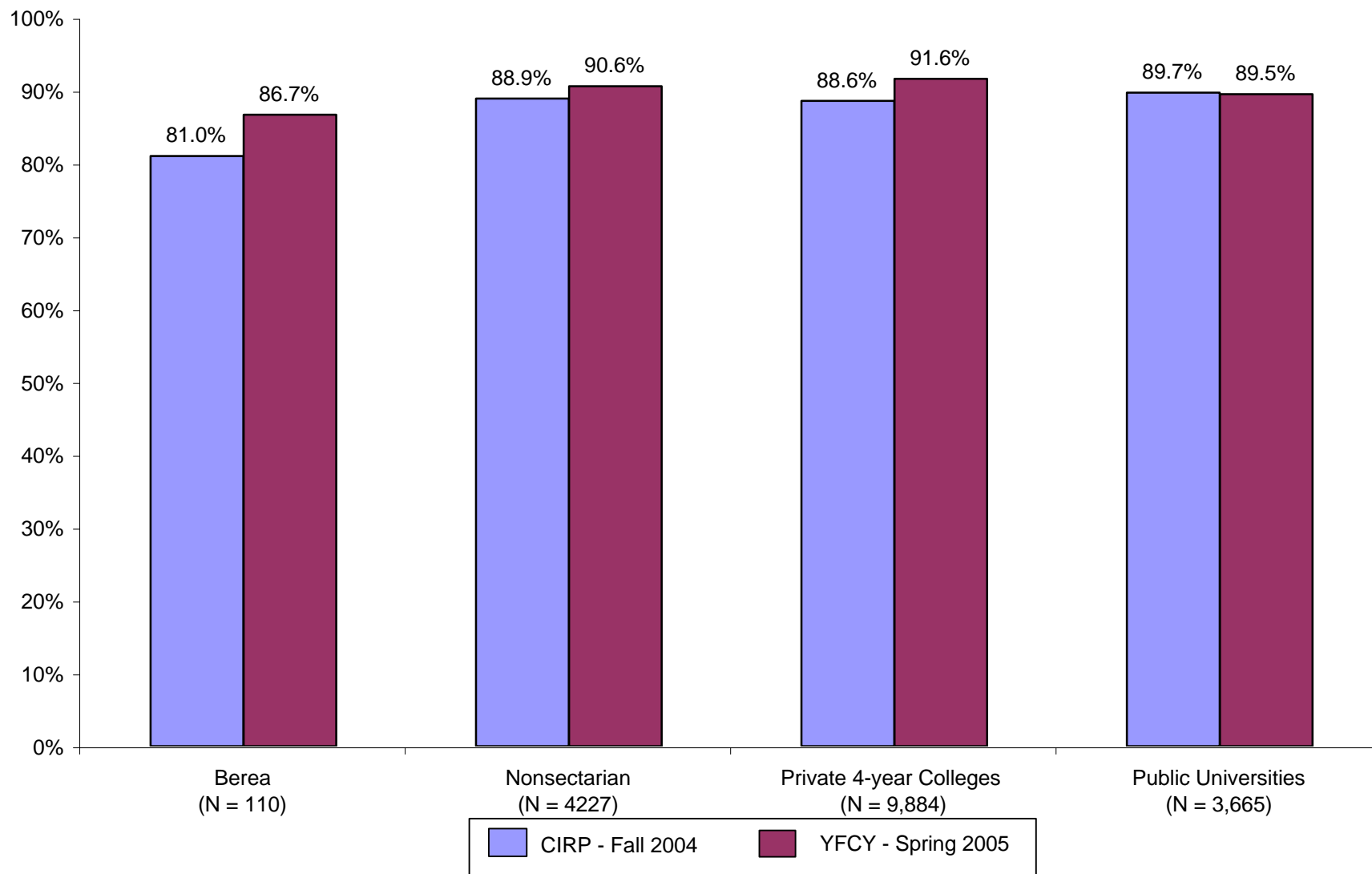
Getting to know faculty



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

Studied with other students



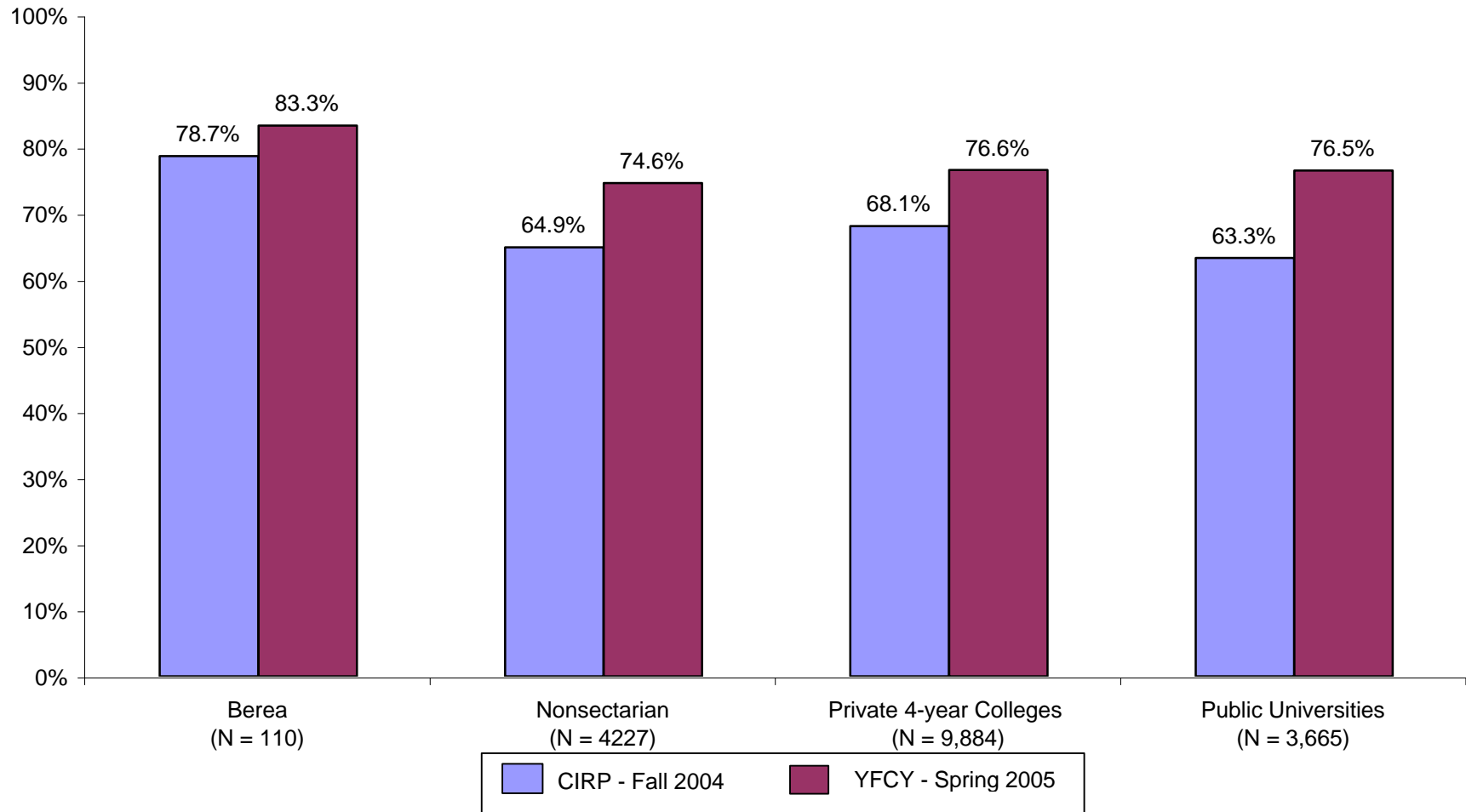
Compiled by the Office of Institutional Research and Assessment, August 2005

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 others who are in difficulty



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

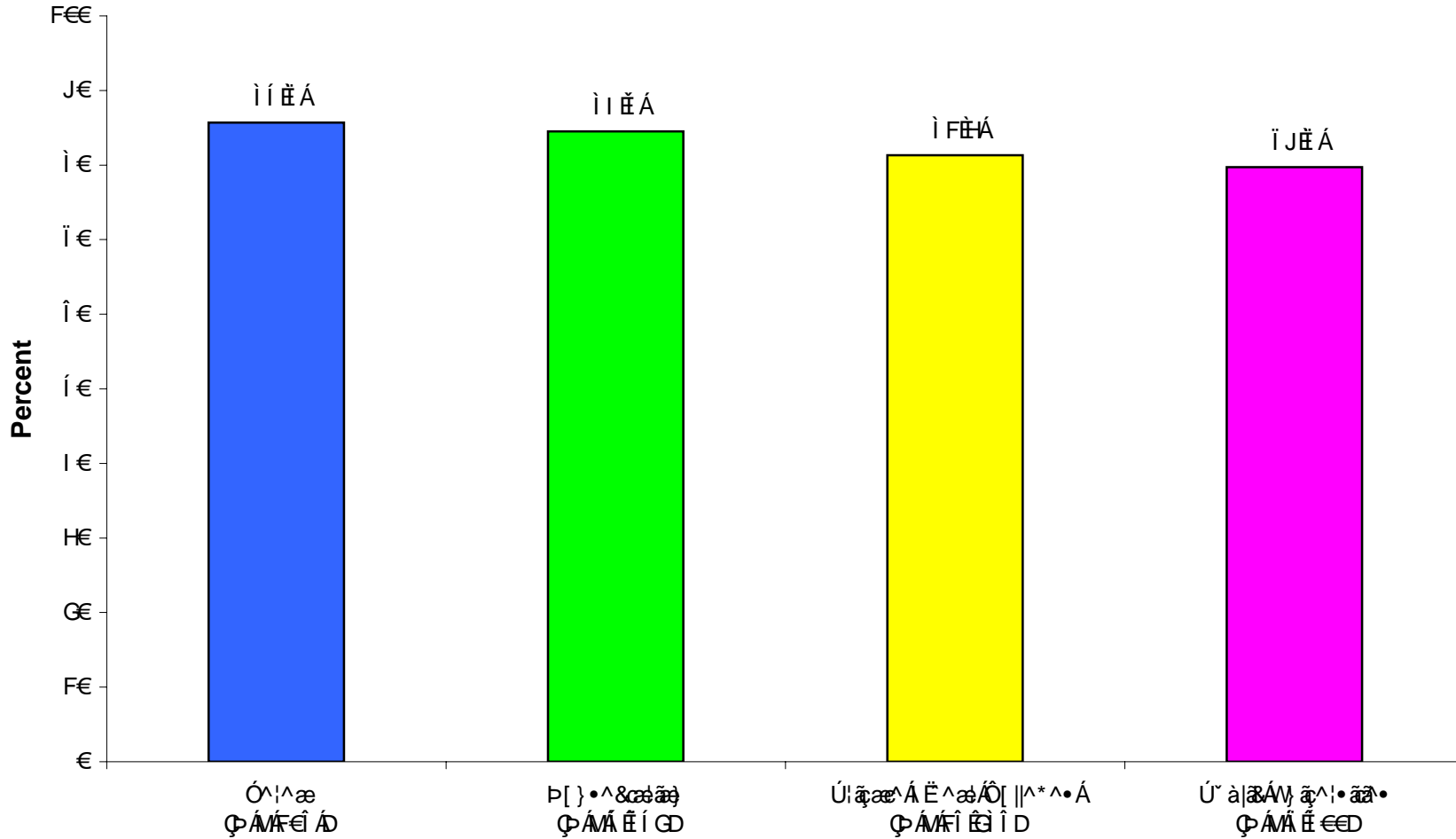
CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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

I see myself as part of the campus community

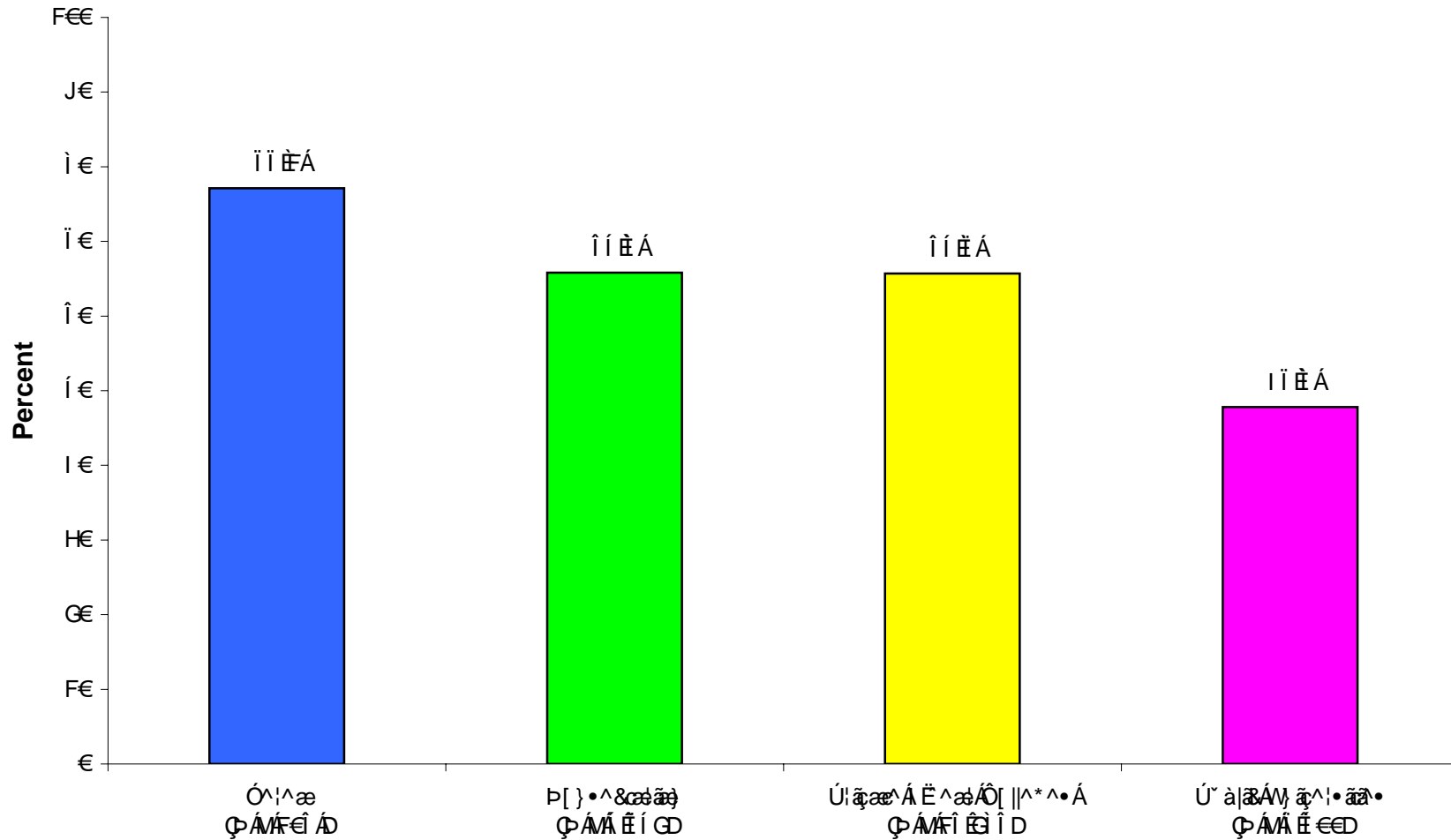


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Percentage of students who "agree" or "strongly agree" with the following statements:

Faculty here are interested in students' personal problems

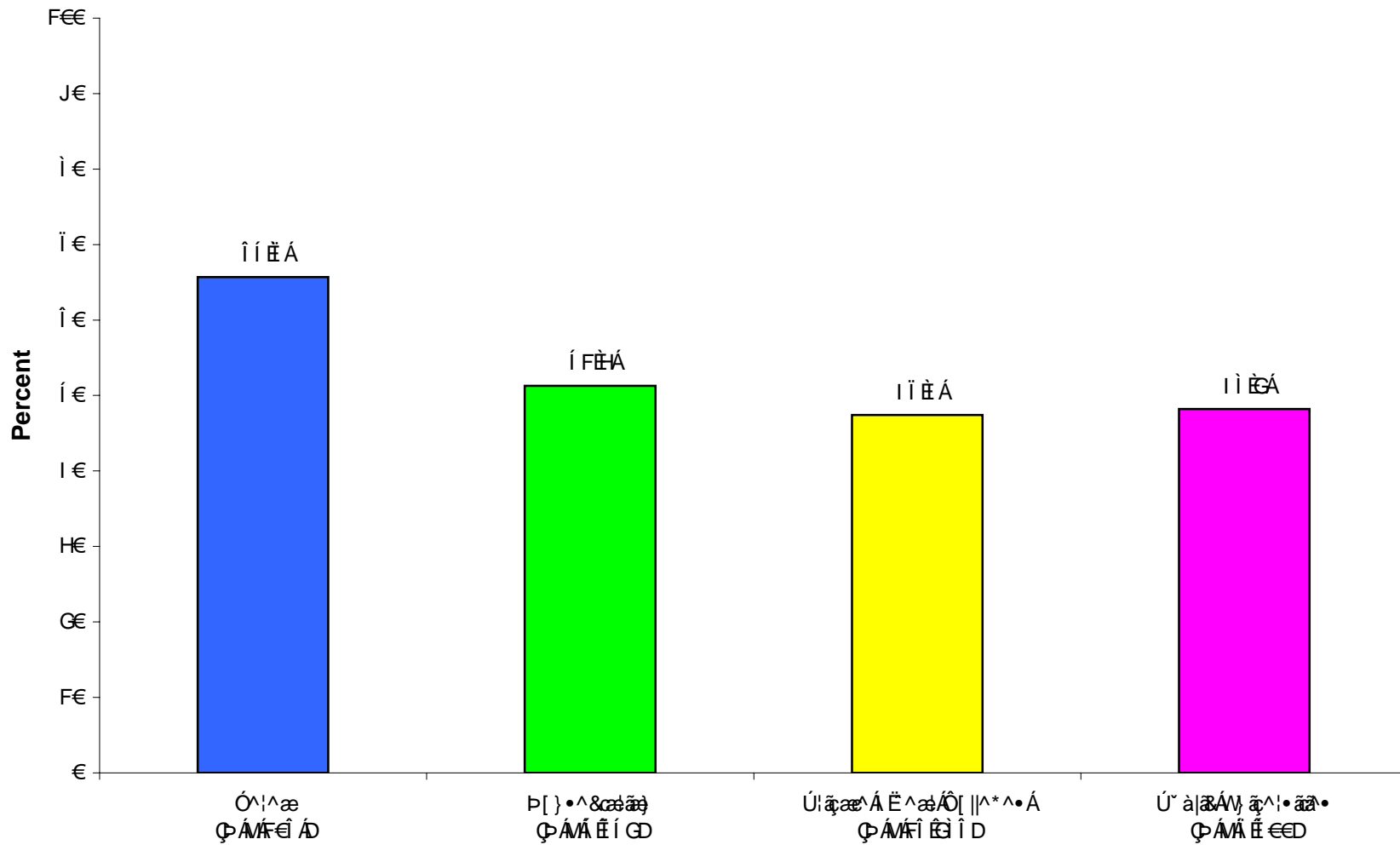


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Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

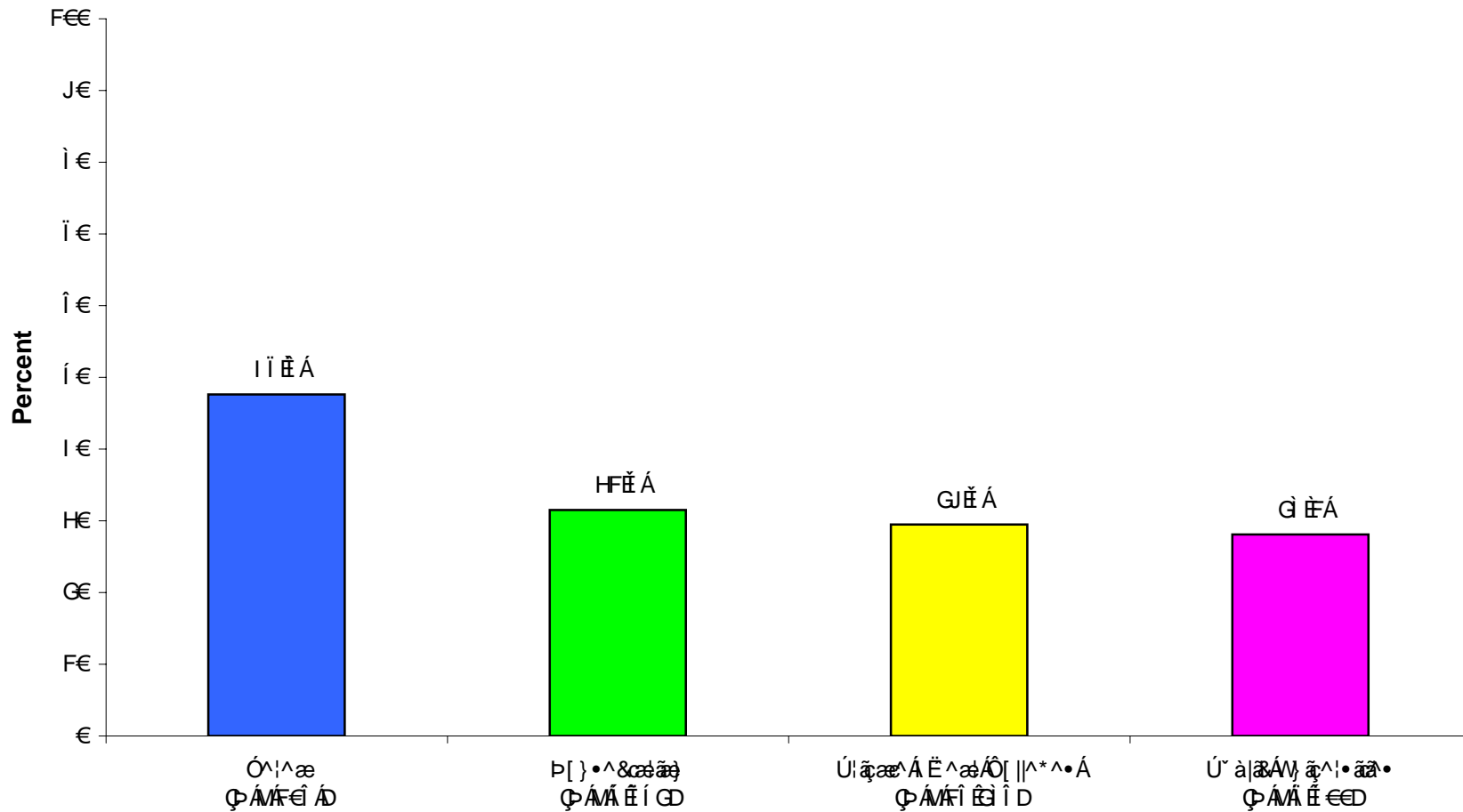


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

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

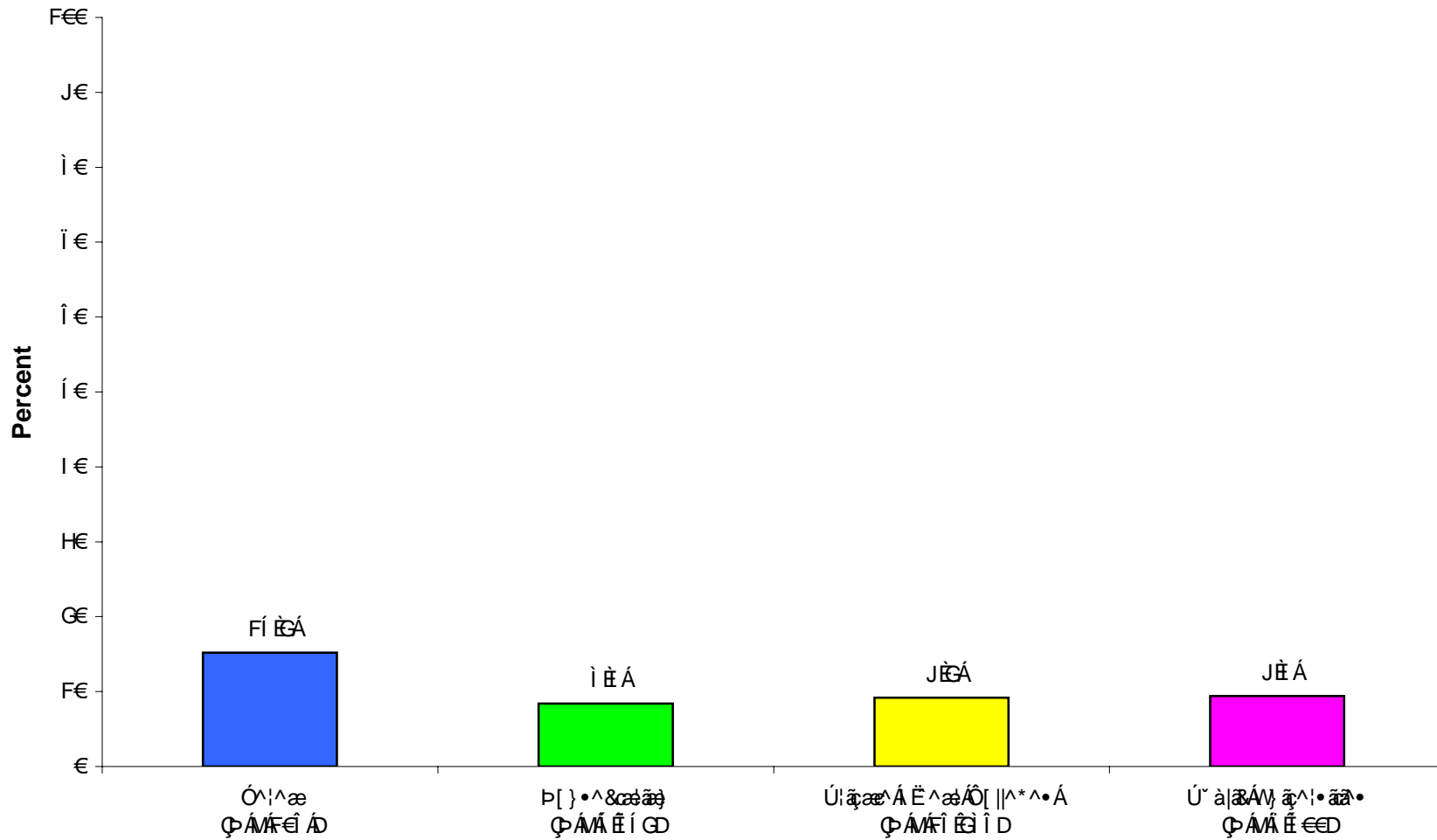


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

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

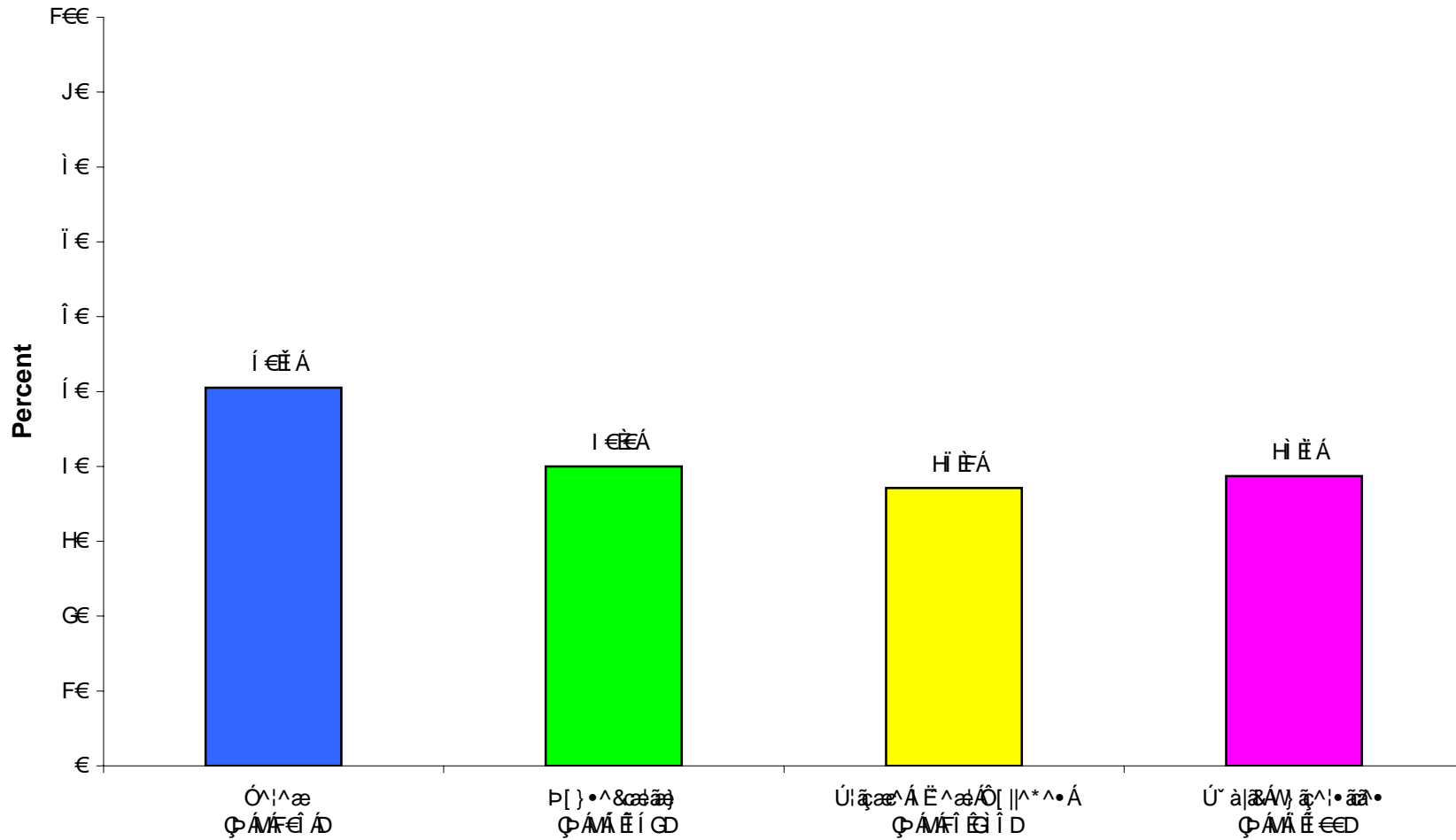


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

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

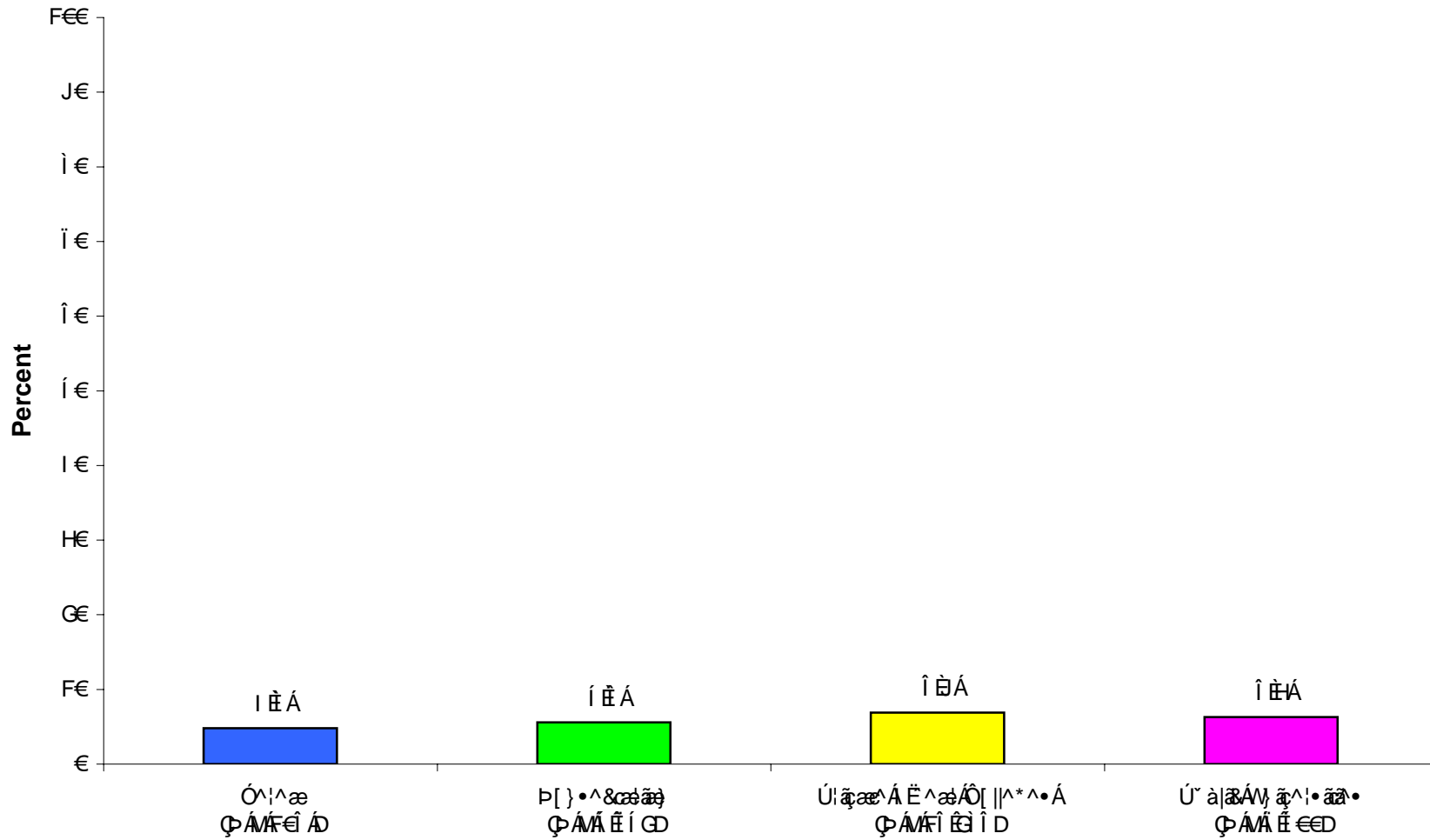


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

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

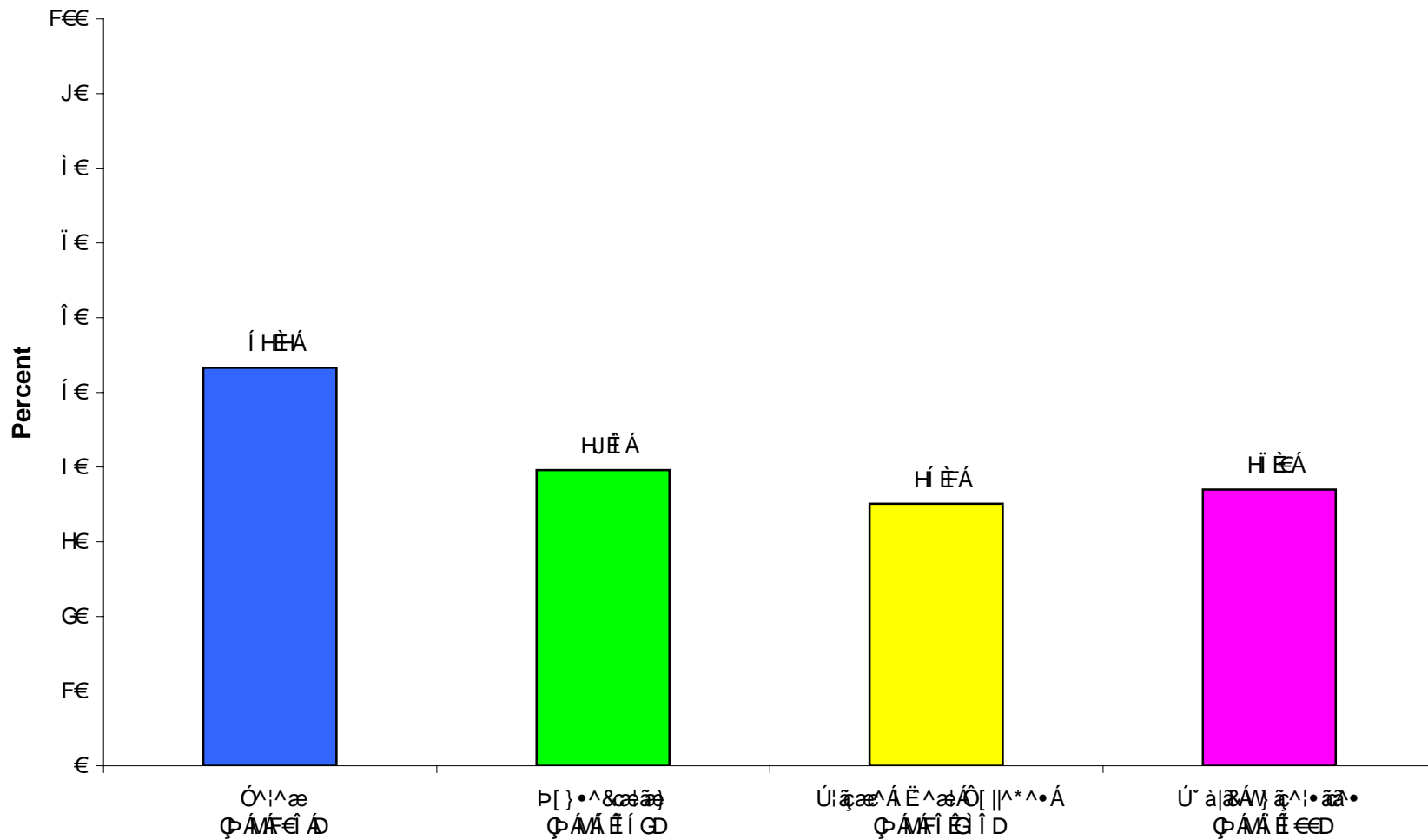


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

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

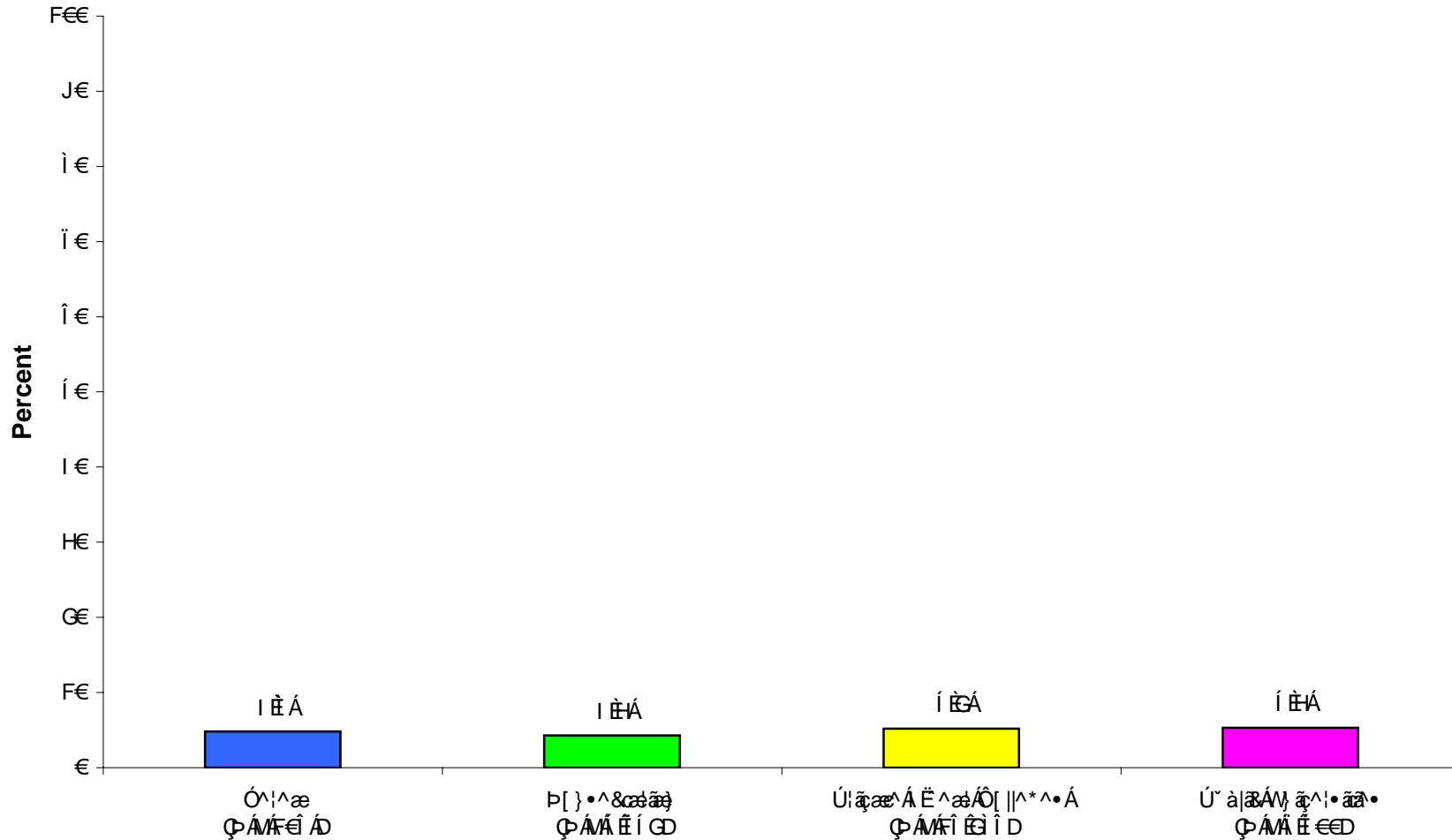


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

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

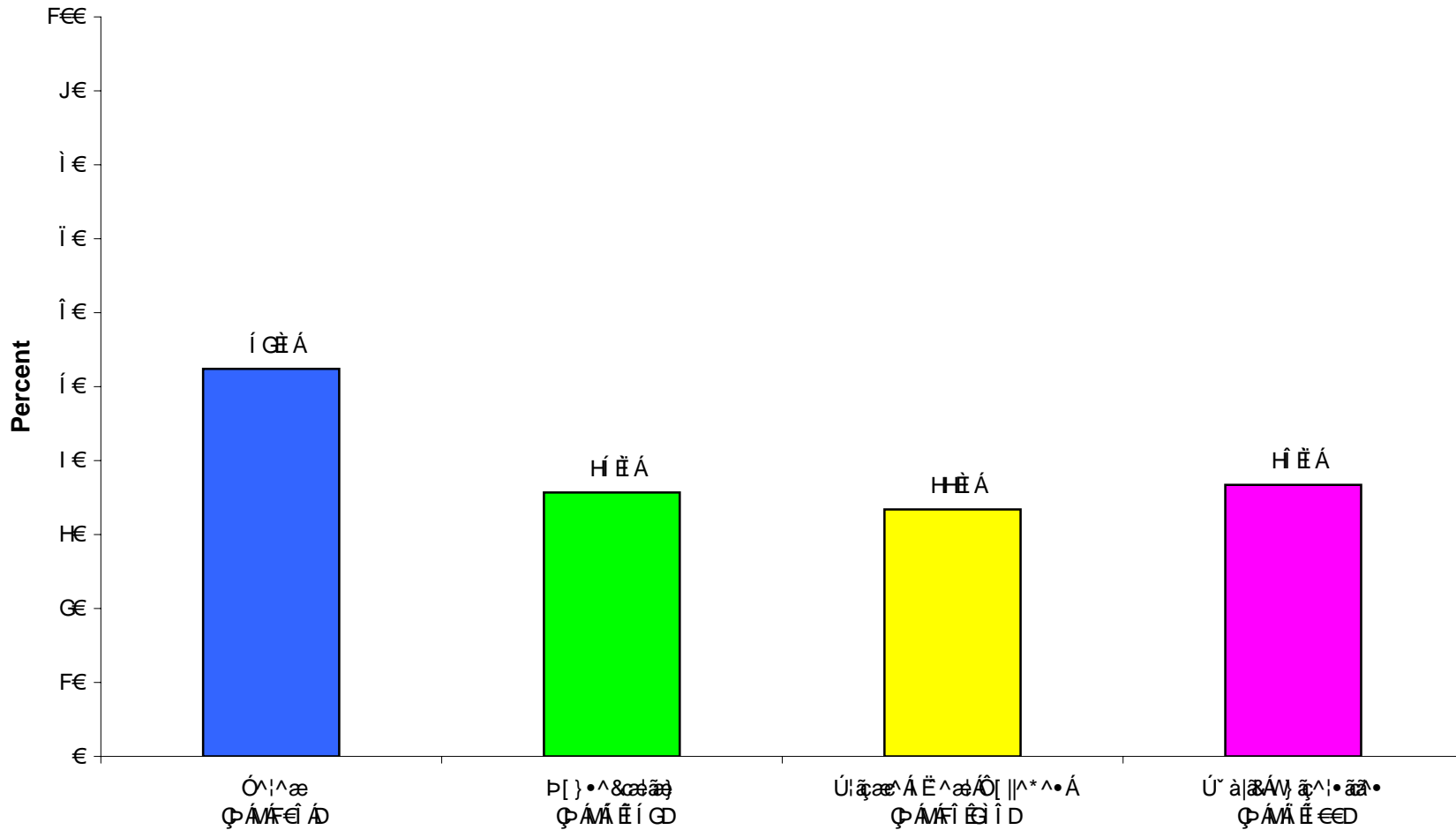


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

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

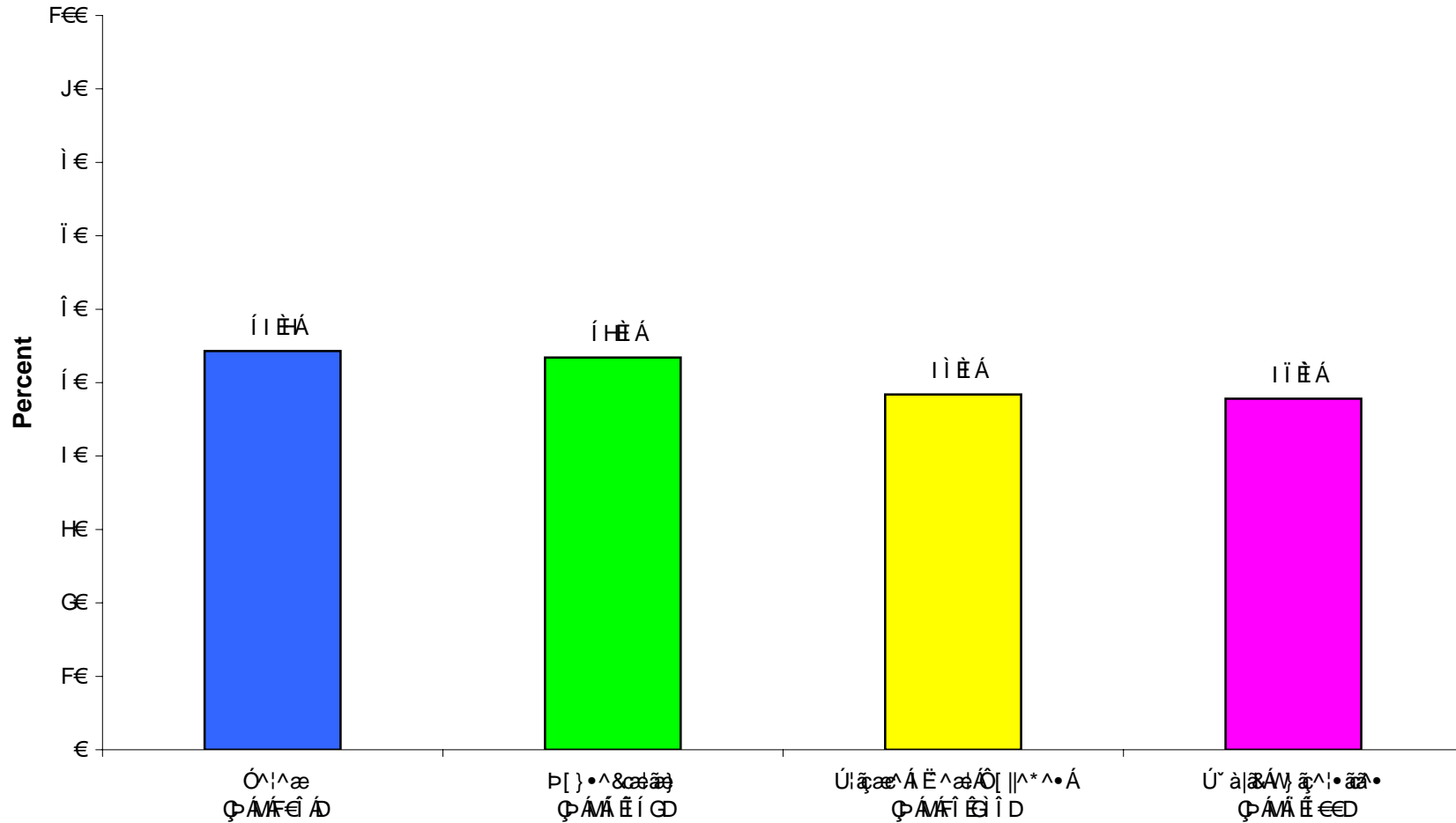


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

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

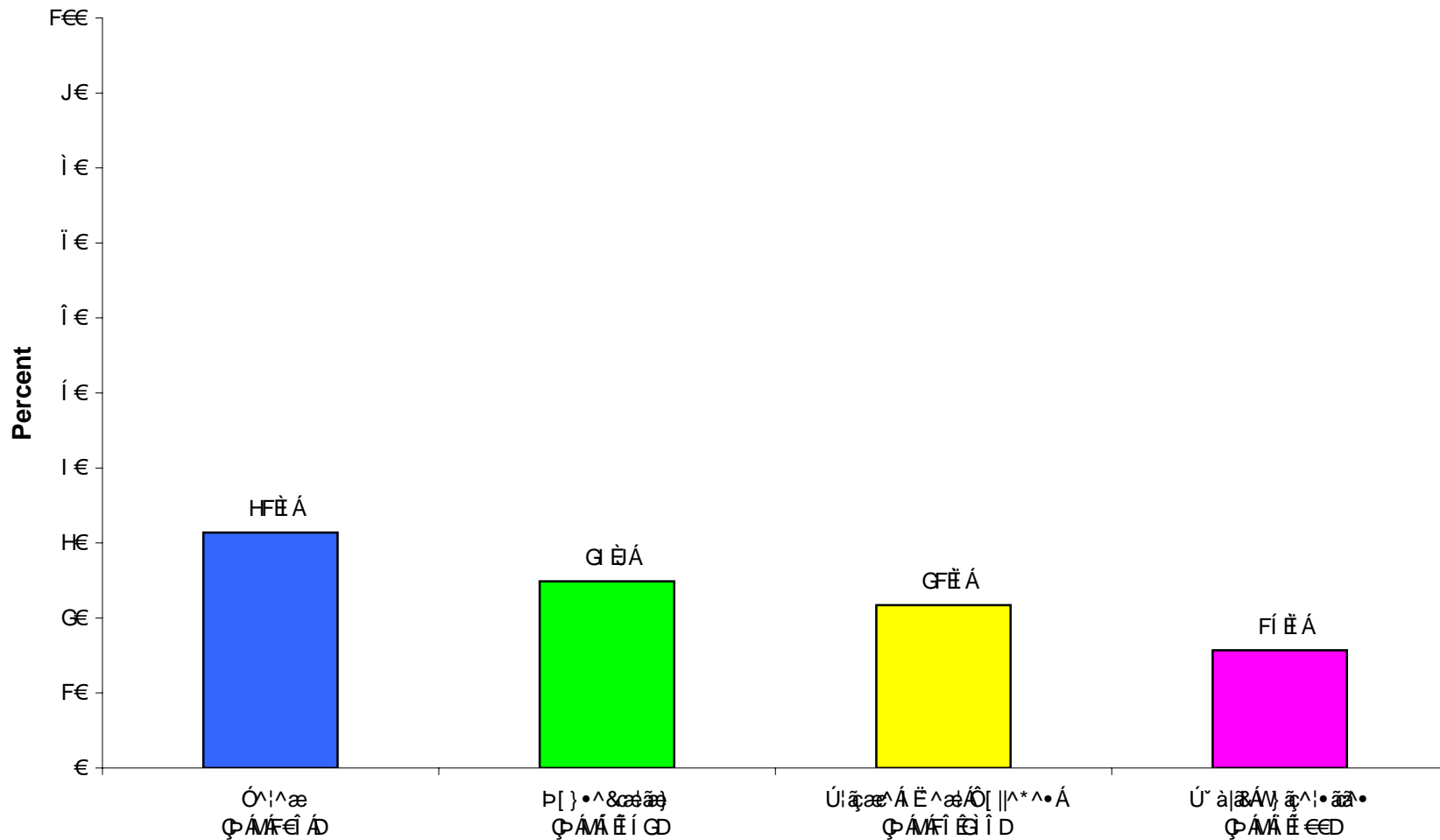


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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

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

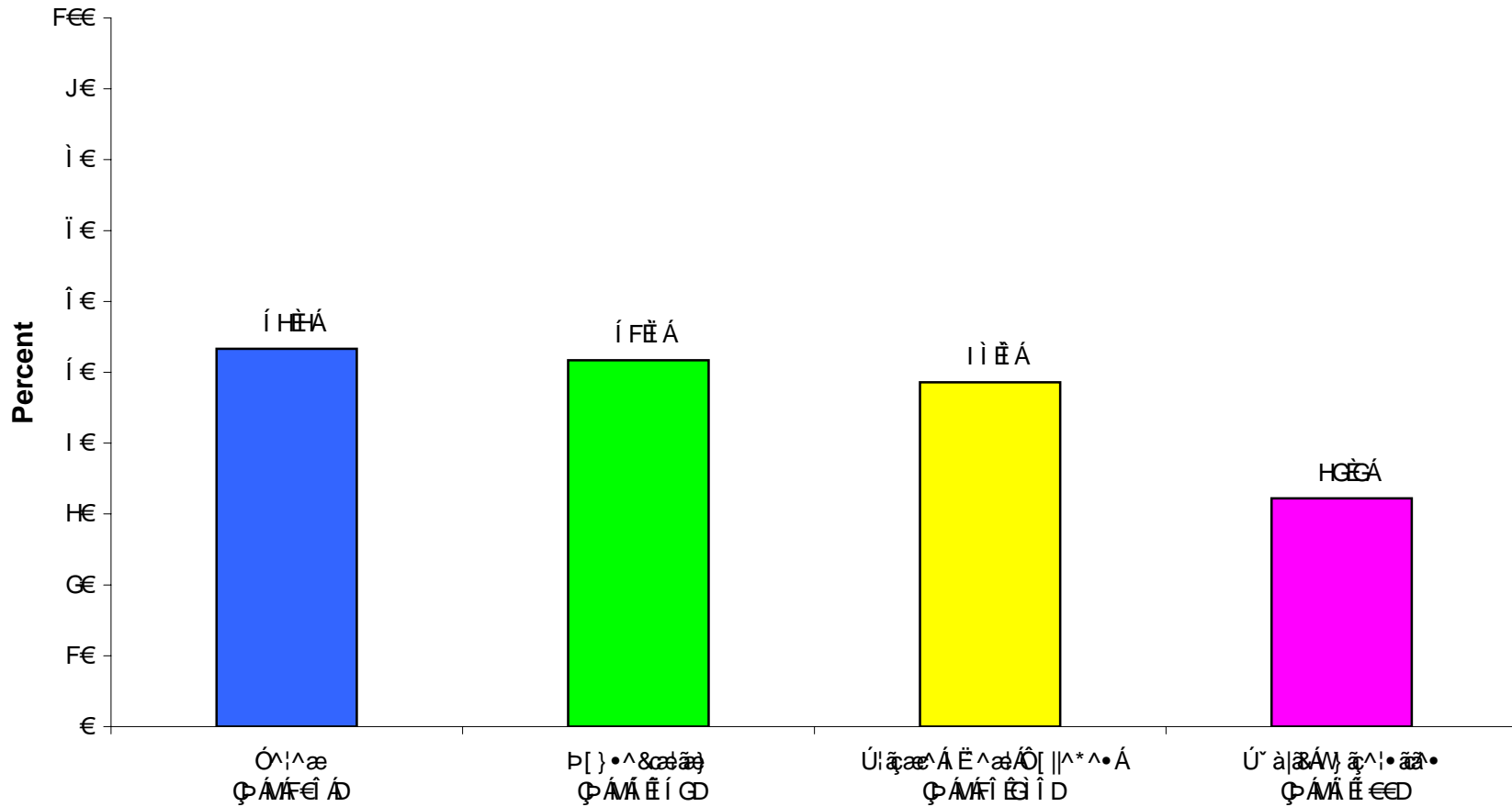


Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

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Percent of students indicating "frequently" or "occasionally" since entering this college:

Received advice and guidance about your educational program from a professor

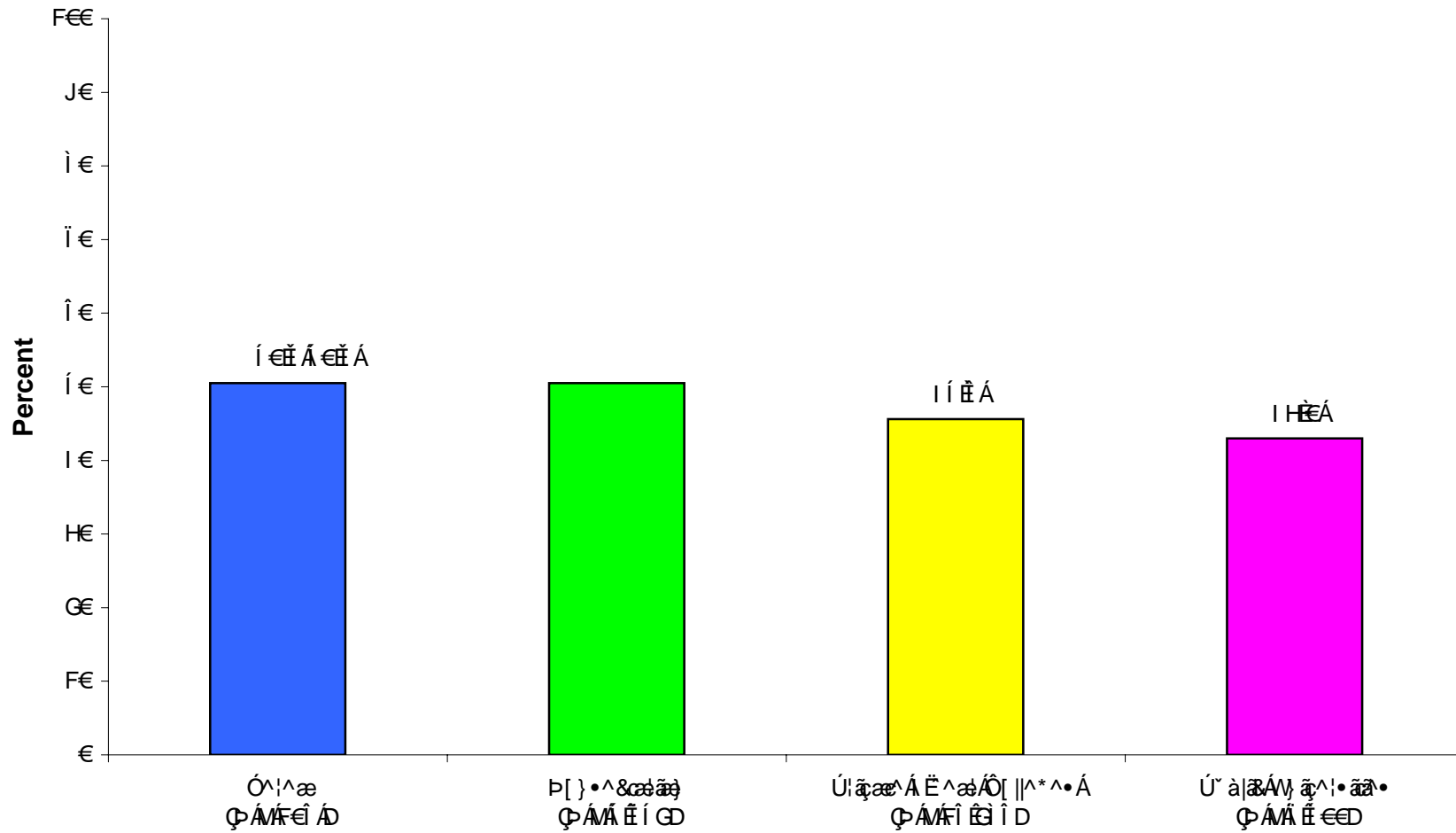


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Percent of students indicating "frequently" or "occasionally" since entering this college:

Received advice/counseling from another first-year student

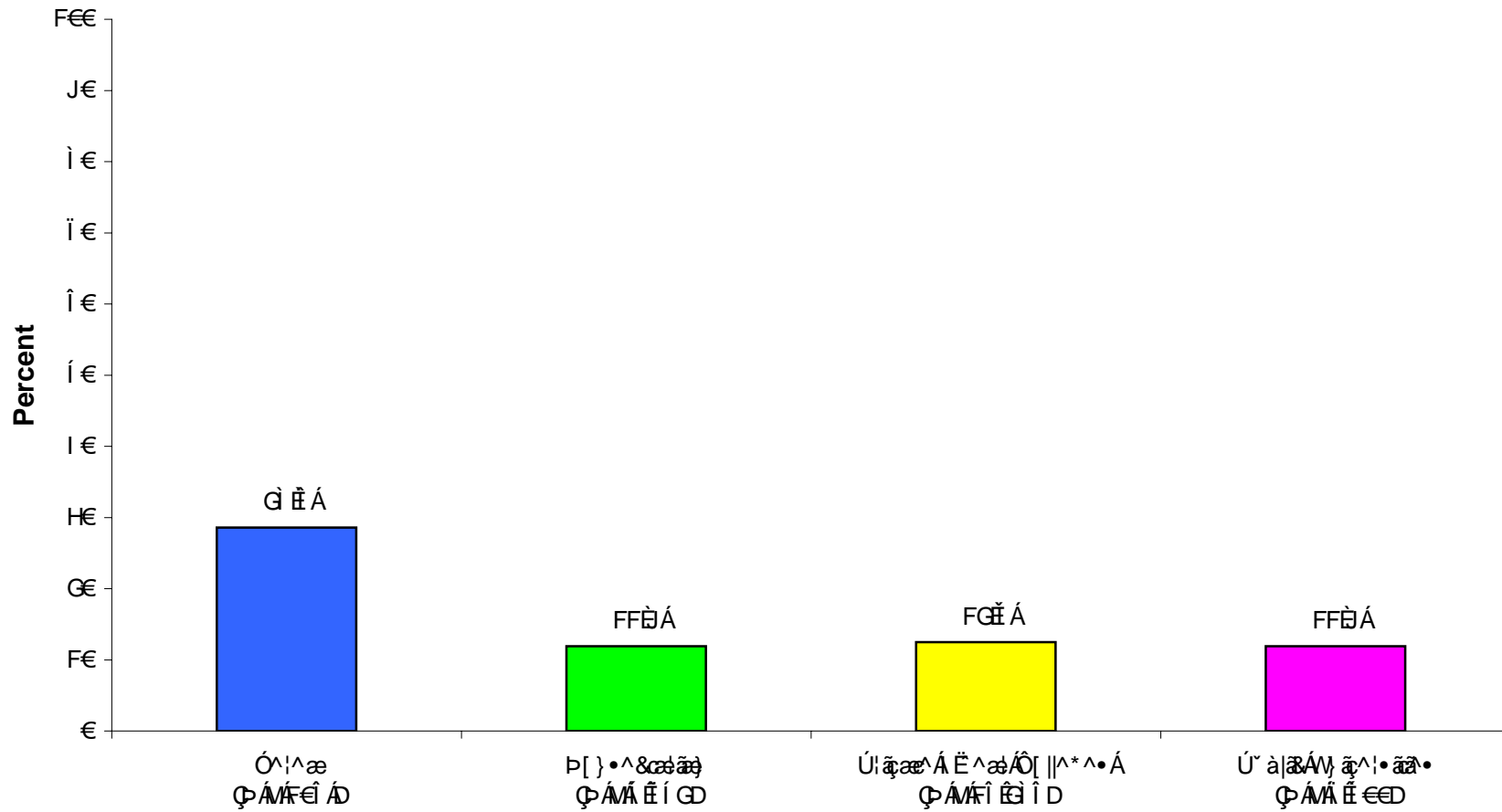


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Percent of students noting "much stronger" skills compared with time when entered college:

Ability to get along with others



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**How much time did you spend during a typical week doing the following activities?
(Last Year of High School/Since Entering College)**

	Berea (N = 110)							Nonsectarian (N = 4227)					
	CIRP (Fall 2004)			YFCY (Spring 2005)				CIRP (Fall 2004)			YFCY (Spring 2005)		
	None	5 hours or less	More than 5 hours	None	5 hours or less	More than 5 hours		None	5 hours or less	More than 5 hours	None	5 hours or less	More than 5 hours
Studying/homework	1.9%	55.1%	42.9%	0.0%	29.0%	71.0%		1.2%	45.7%	53.0%	0.3%	27.7%	72.1%
Socializing with friends	0.0%	35.9%	64.1%	0.9%	33.0%	66.0%		0.3%	24.0%	75.8%	0.5%	18.5%	81.0%
Exercising or sports	7.5%	58.5%	33.9%	8.5%	67.0%	24.5%		4.4%	41.9%	53.7%	7.9%	55.6%	36.5%
Partying	51.4%	43.0%	5.6%	57.0%	41.1%	1.8%		26.1%	56.2%	17.7%	19.5%	53.6%	26.9%
Student clubs and groups	16.2%	61.9%	21.9%	41.9%	52.3%	5.7%		19.4%	62.9%	17.9%	37.6%	52.1%	10.2%
Watching TV	4.7%	65.4%	29.9%	30.8%	66.4%	2.8%		7.5%	66.8%	25.6%	19.9%	63.8%	16.1%
Household/childcare duties	10.6%	69.1%	20.2%	53.8%	46.2%	0.0%		19.9%	71.0%	9.0%	70.1%	27.5%	2.5%
Reading for pleasure	5.7%	70.5%	23.9%	39.0%	54.3%	6.8%		17.2%	71.0%	11.6%	40.9%	54.7%	4.5%
Playing video/computer games	46.7%	41.1%	12.1%	60.7%	35.5%	3.7%		45.0%	47.2%	7.8%	55.1%	37.8%	7.0%
Prayer/meditation	17.8%	78.5%	3.7%	24.3%	72.0%	3.7%		46.9%	50.2%	3.0%	57.3%	39.6%	3.2%

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)

National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)

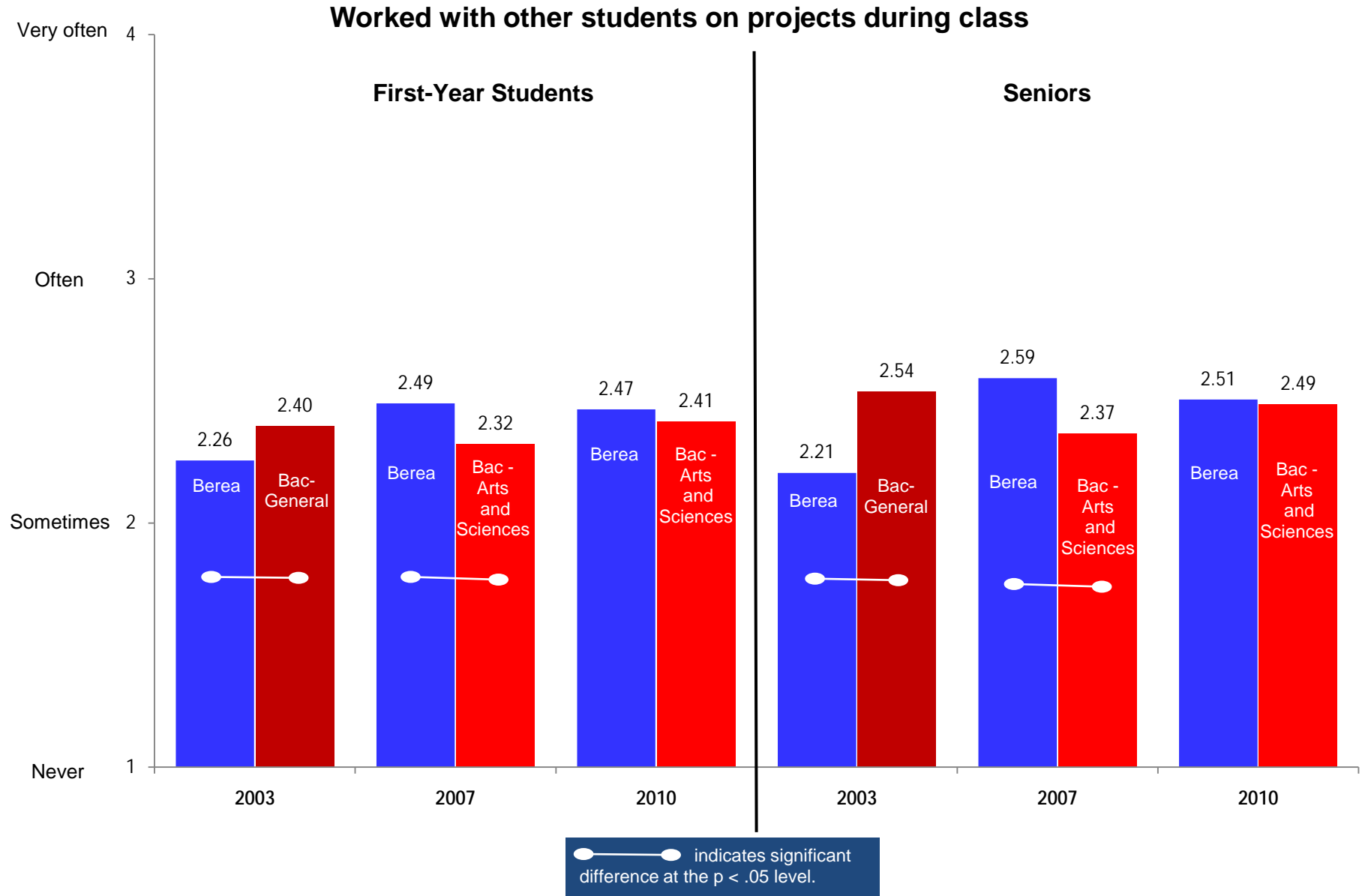


[Click to see survey instruments](#)

Response Rates:

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

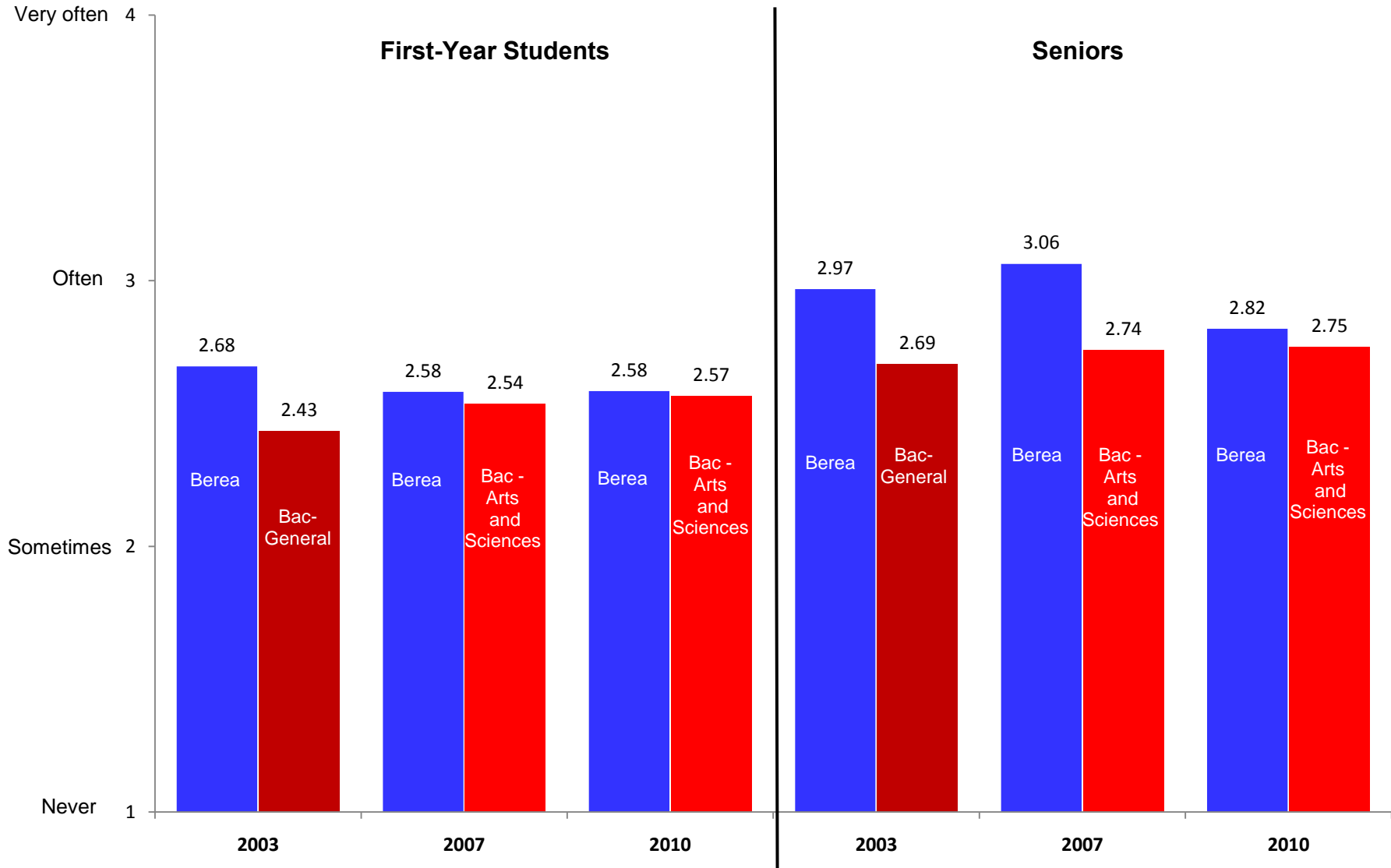
In your experience at your institution during the current school year, about how often have you done the following?



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 each of the following?

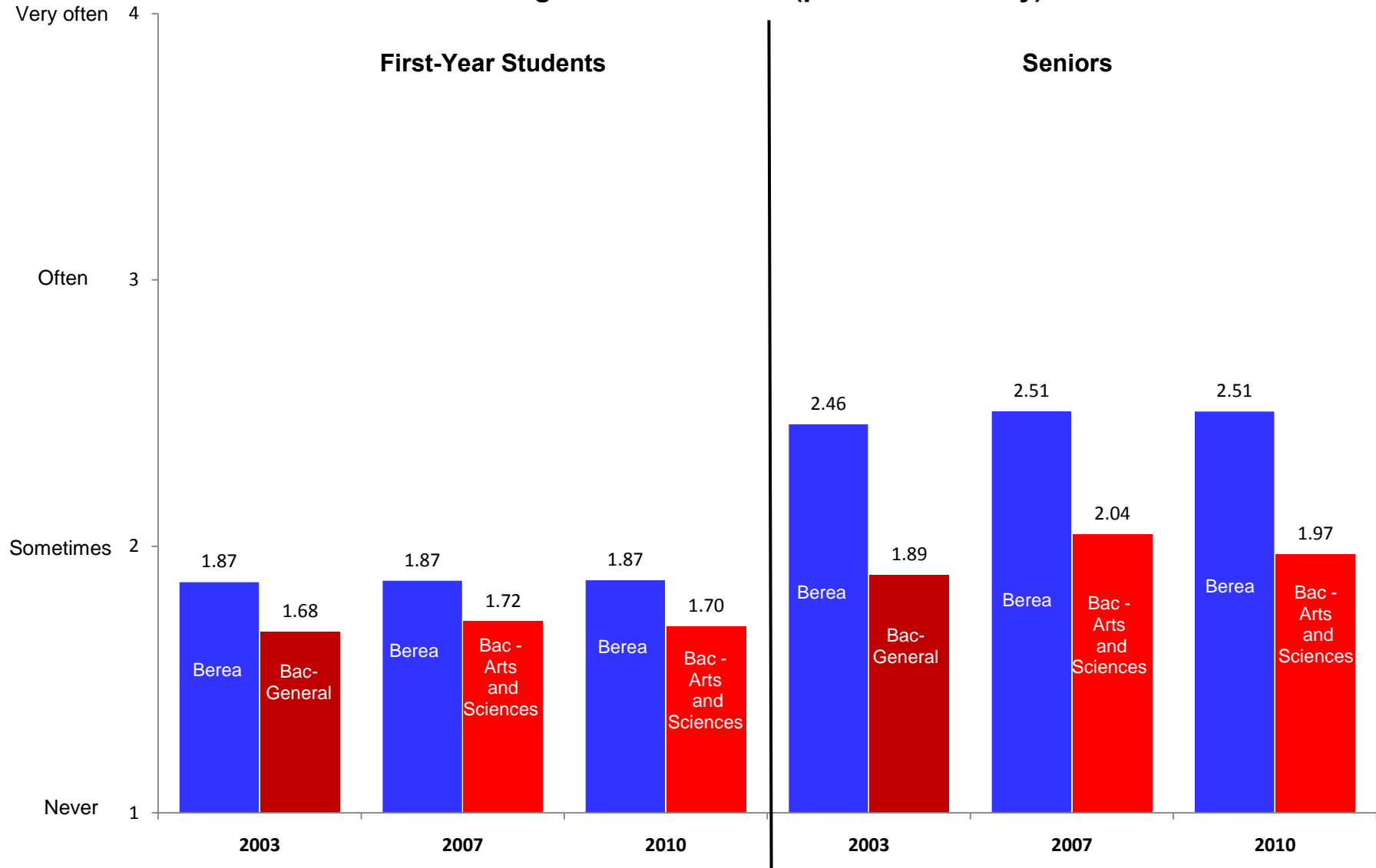
Worked with classmates outside of class to prepare class assignments



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 each of the following?

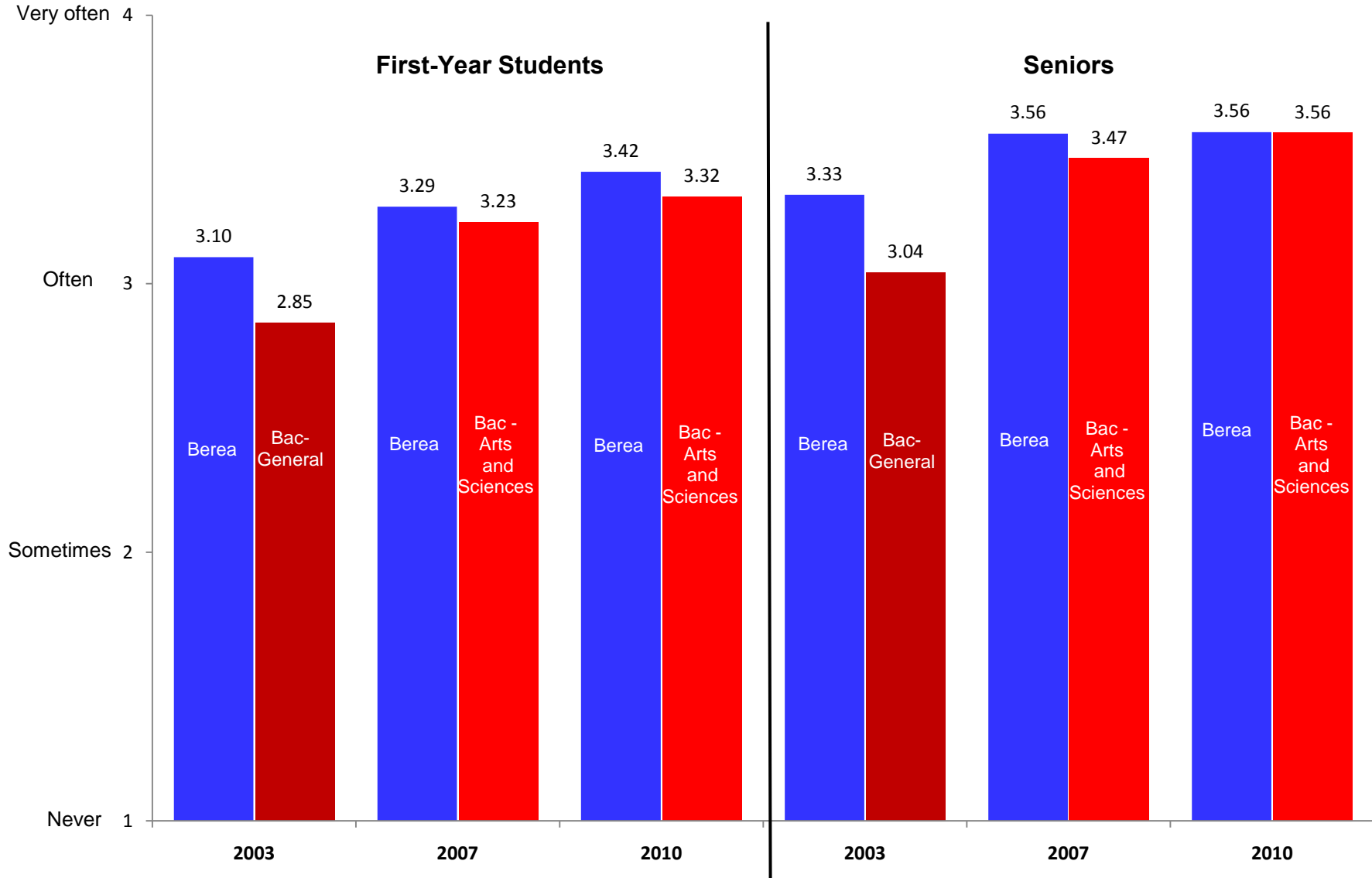
Tutored or taught other students (paid or voluntary)



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 each of the following?

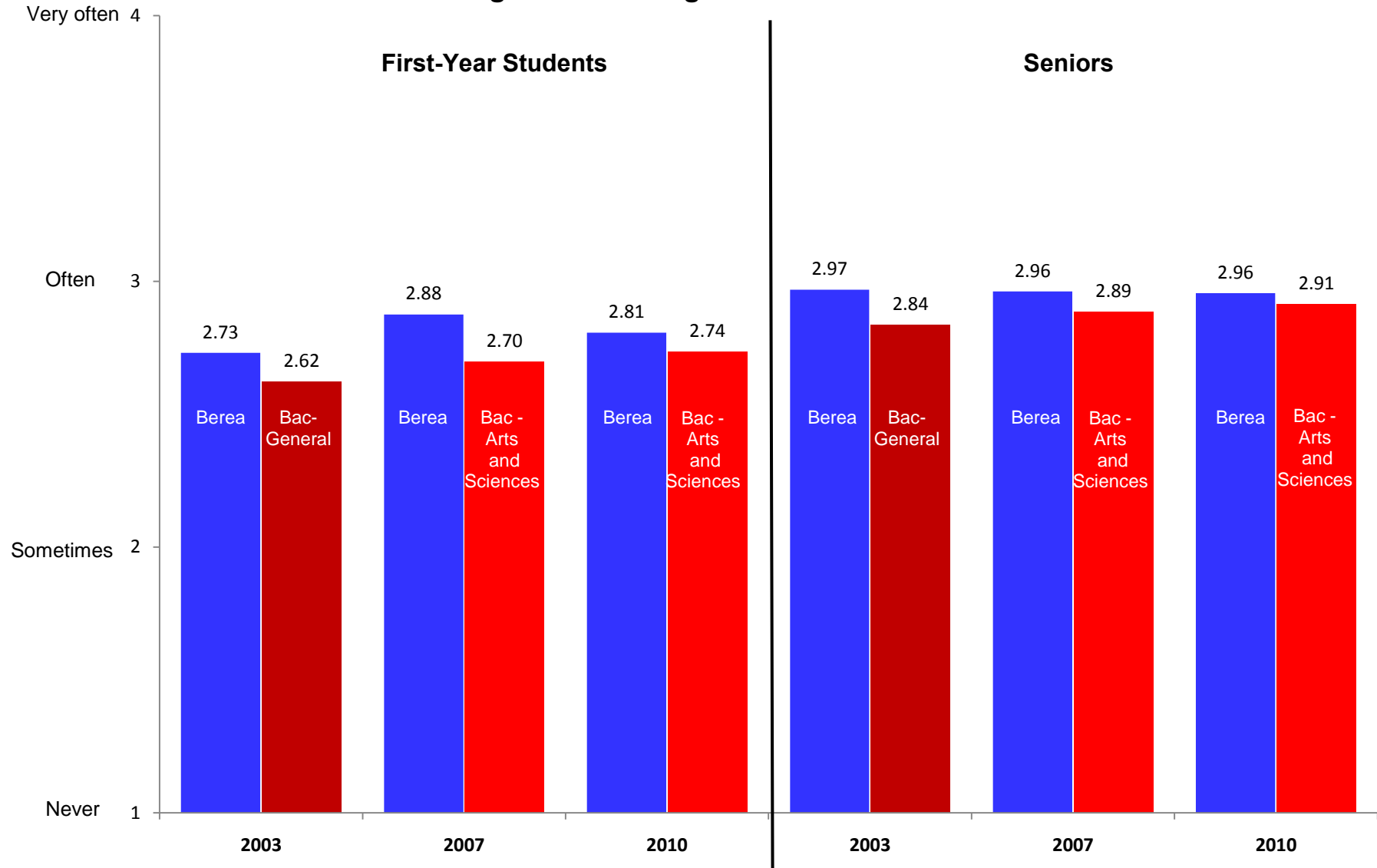
Used e-mail to communicate with an instructor



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 each of the following?

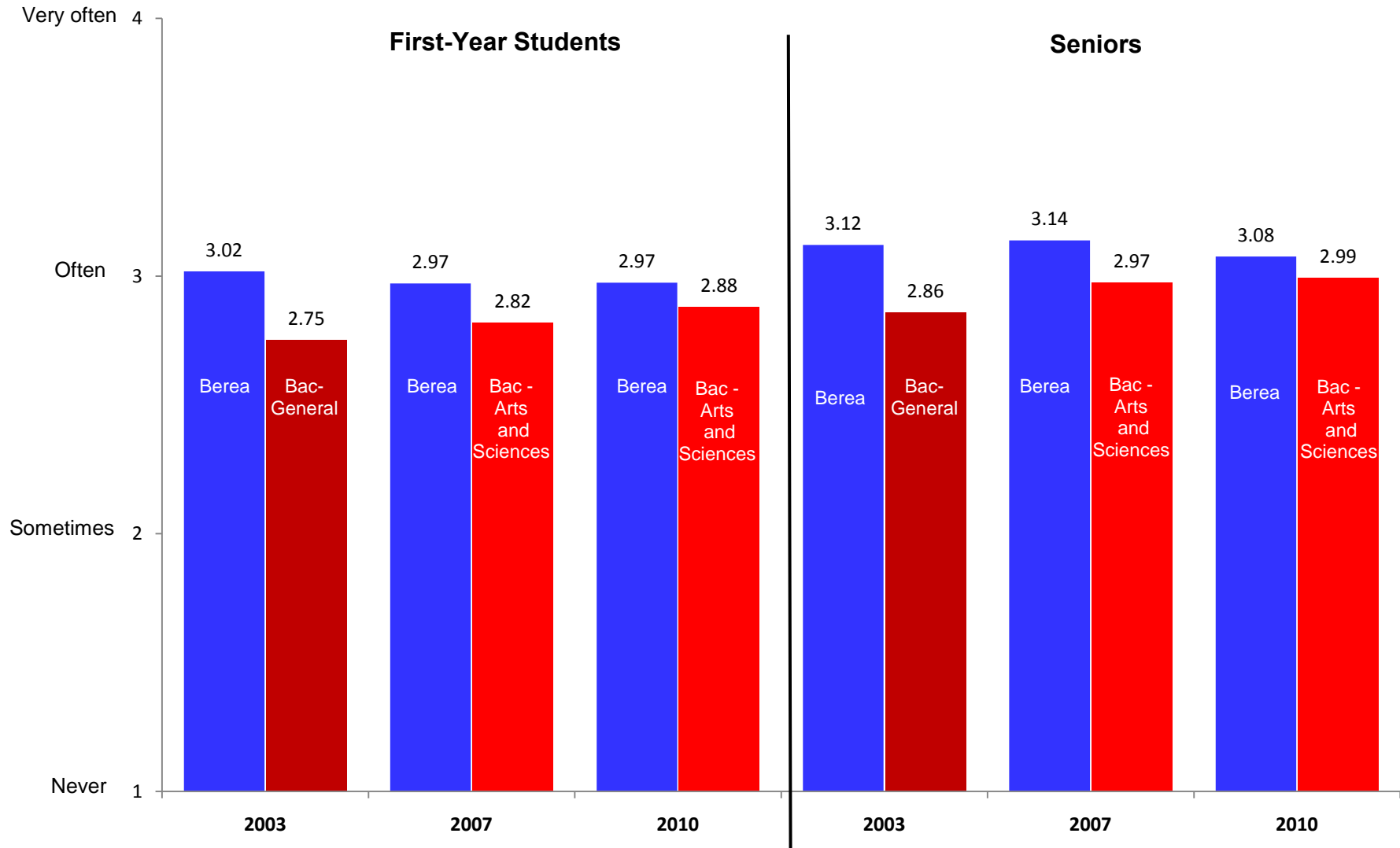
Discussed grades or assignments with an instructor



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 each of the following?

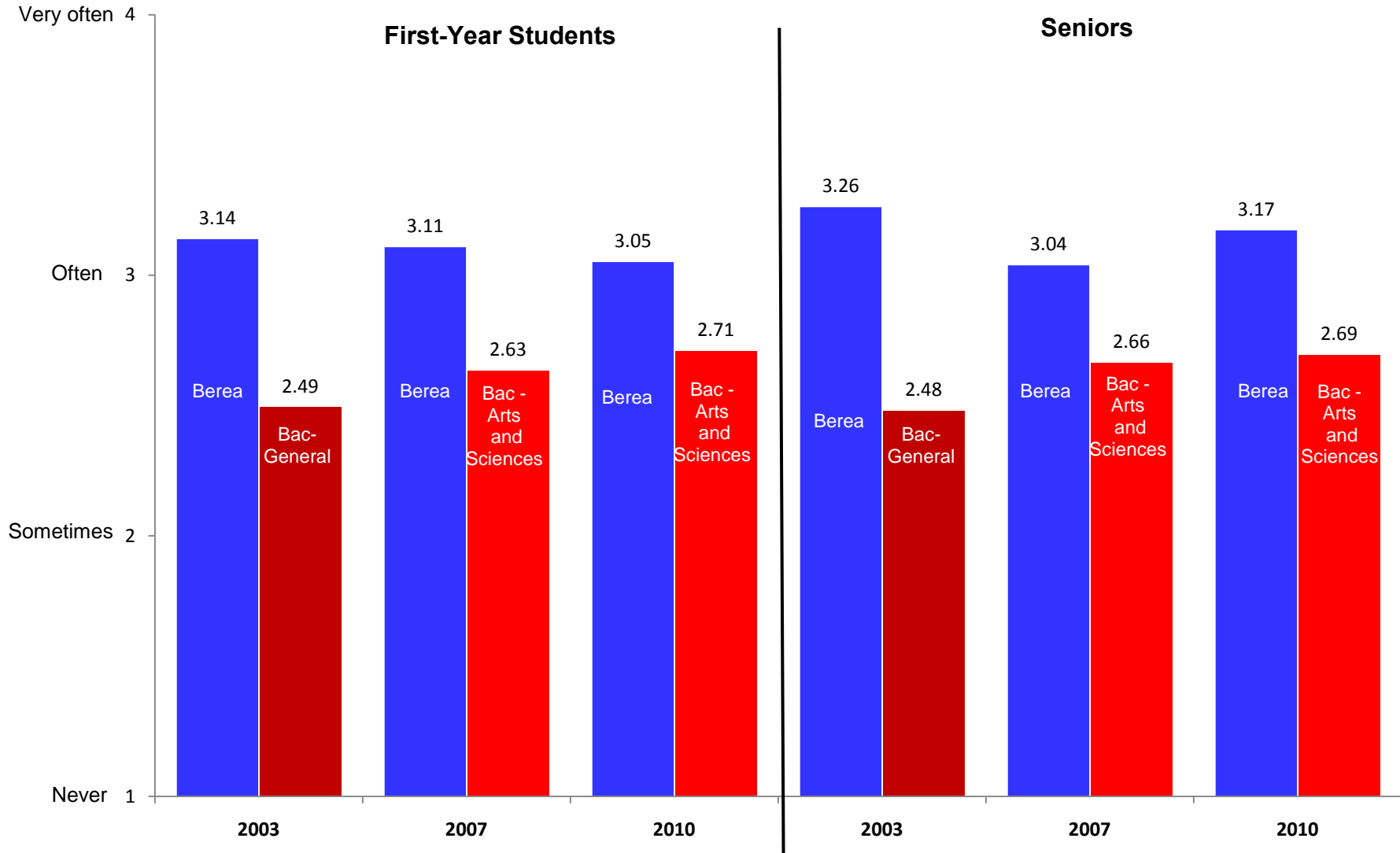
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers etc.)



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 each of the following?

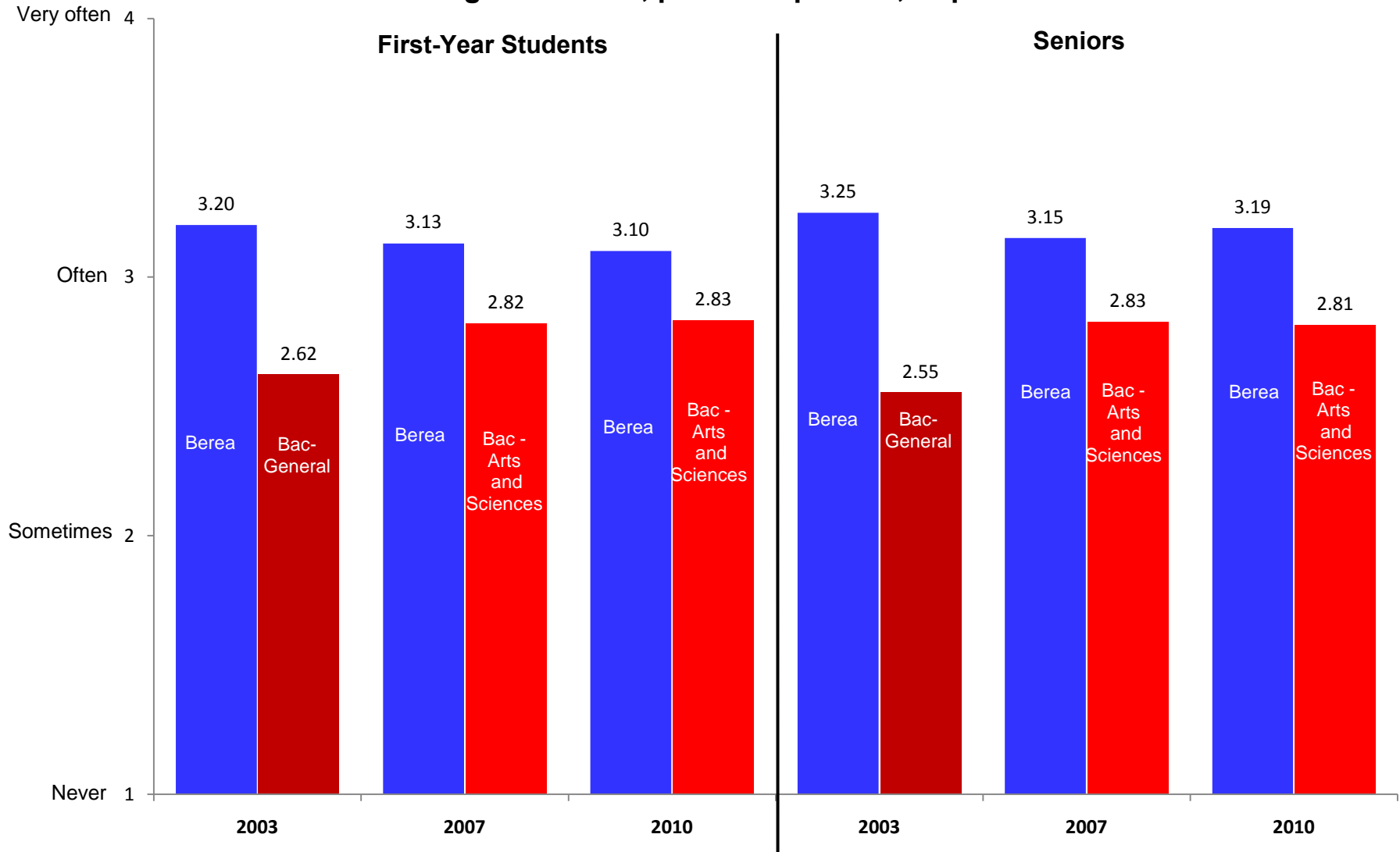
Had serious conversations with students of a different race or ethnicity than your own



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 each of the following?

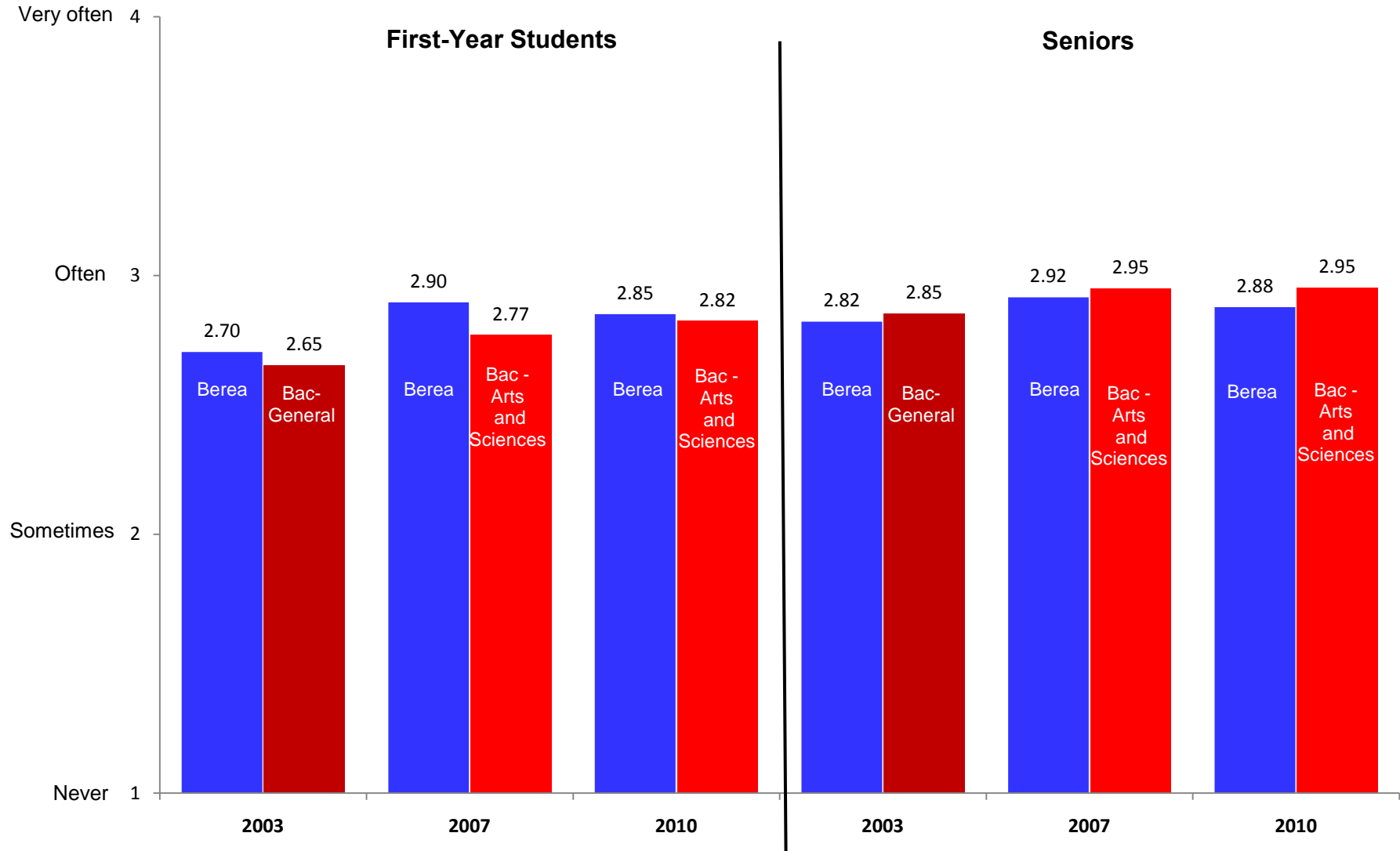
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values



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.

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

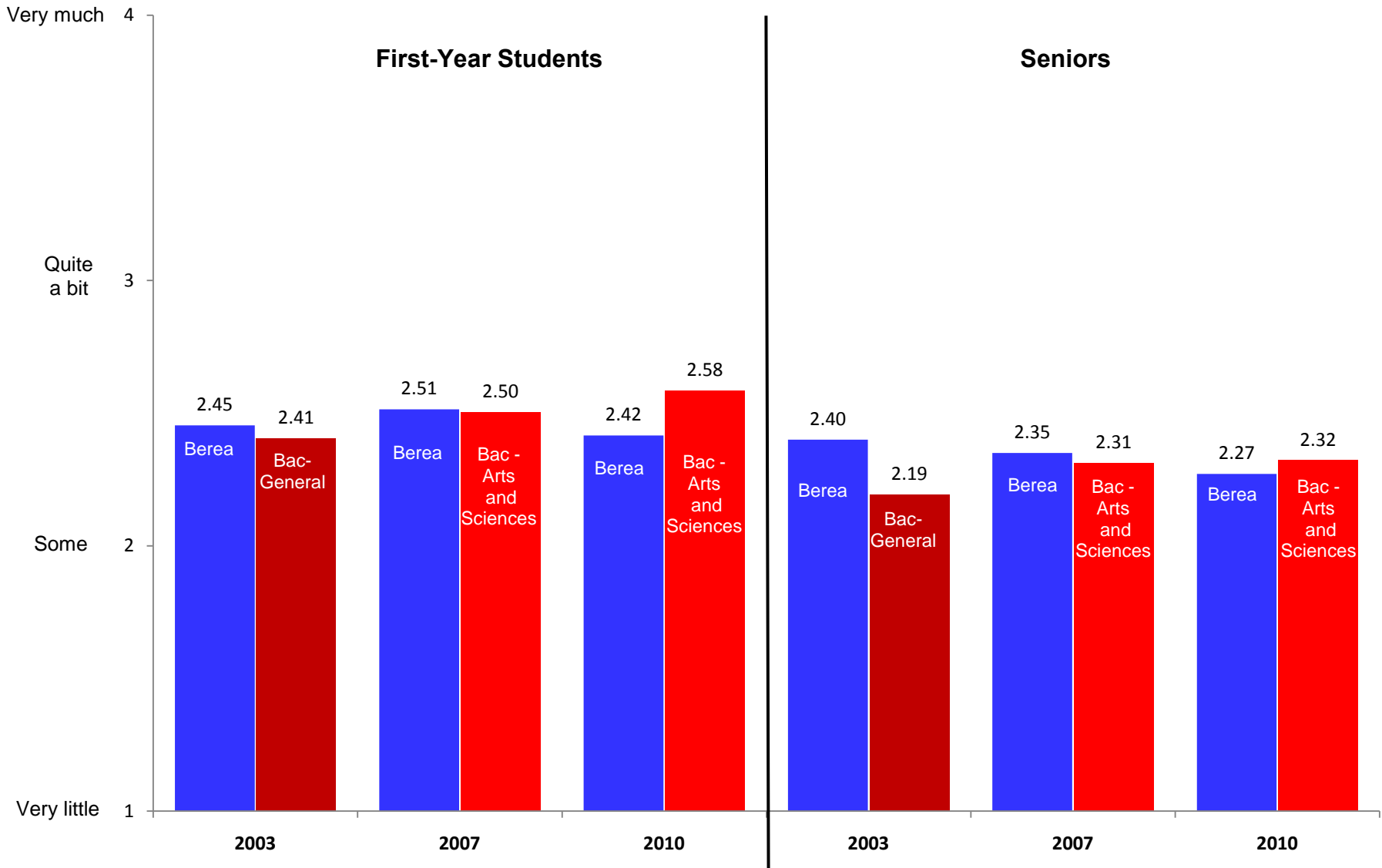
Received prompt written or oral feedback from faculty on your academic performance



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 does your institution emphasize each of the following?

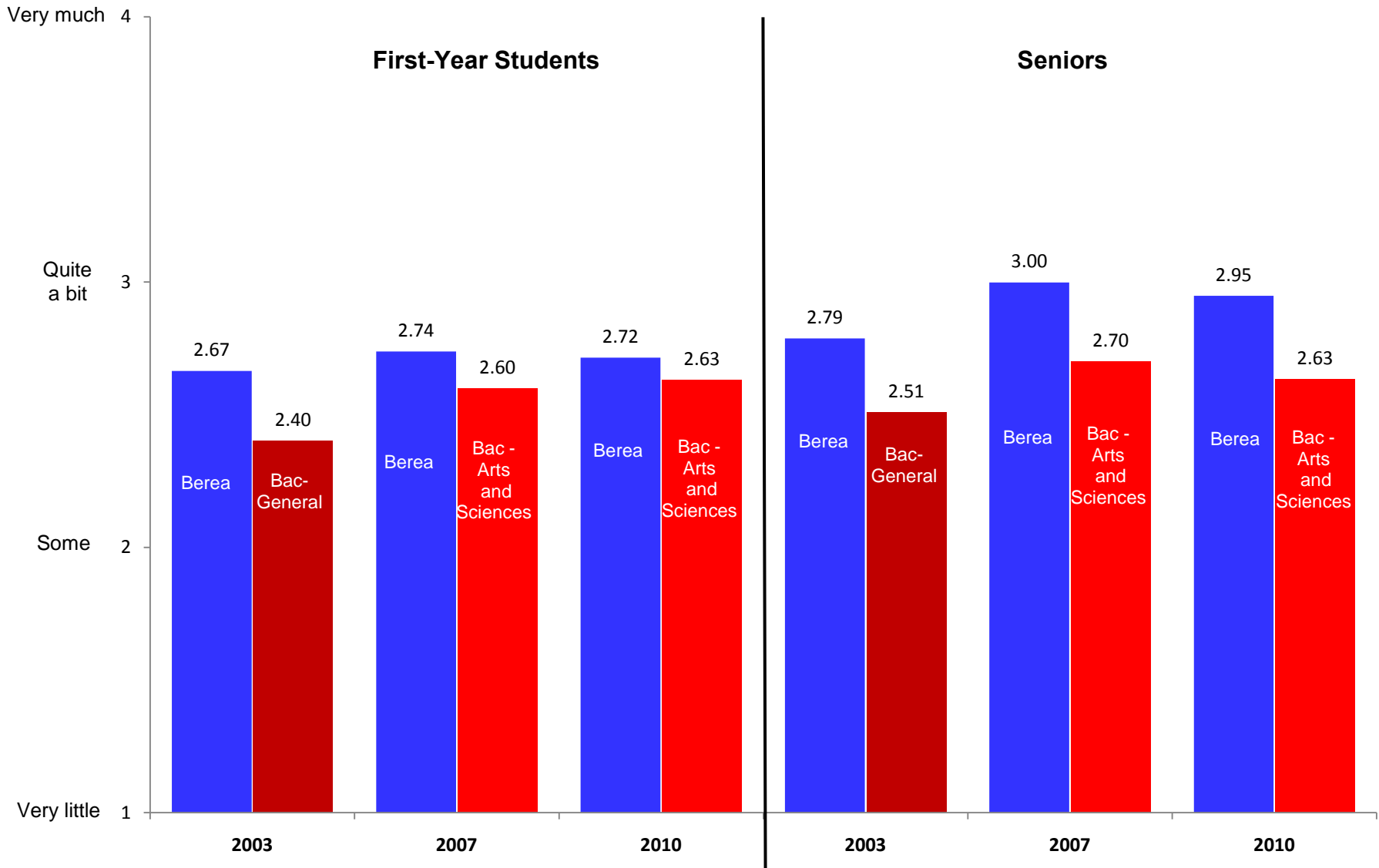
Providing the support you need to thrive socially



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?

Contributing to the welfare of your community



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

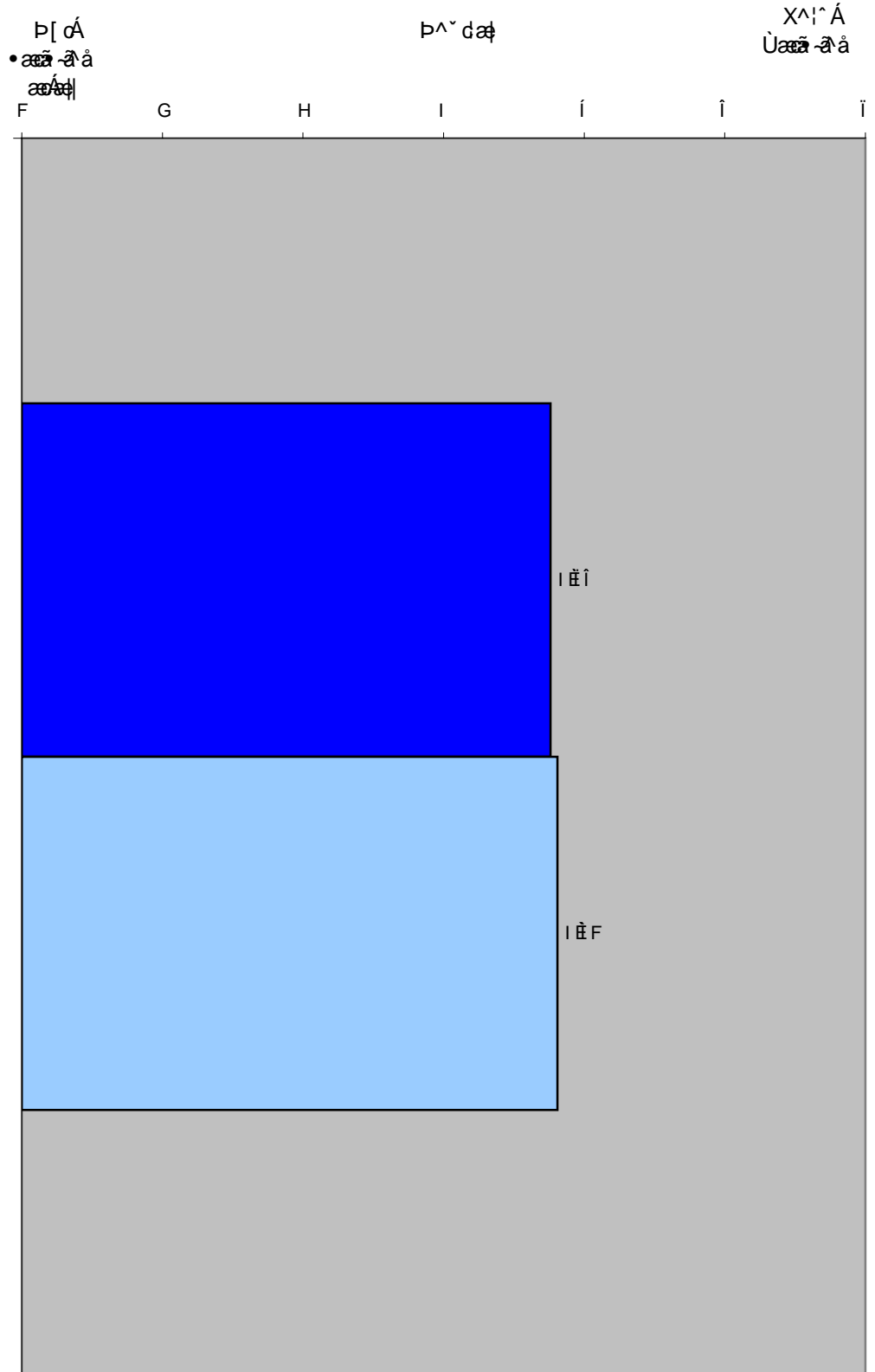


[Click to see survey instruments](#)

Response Rates:

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

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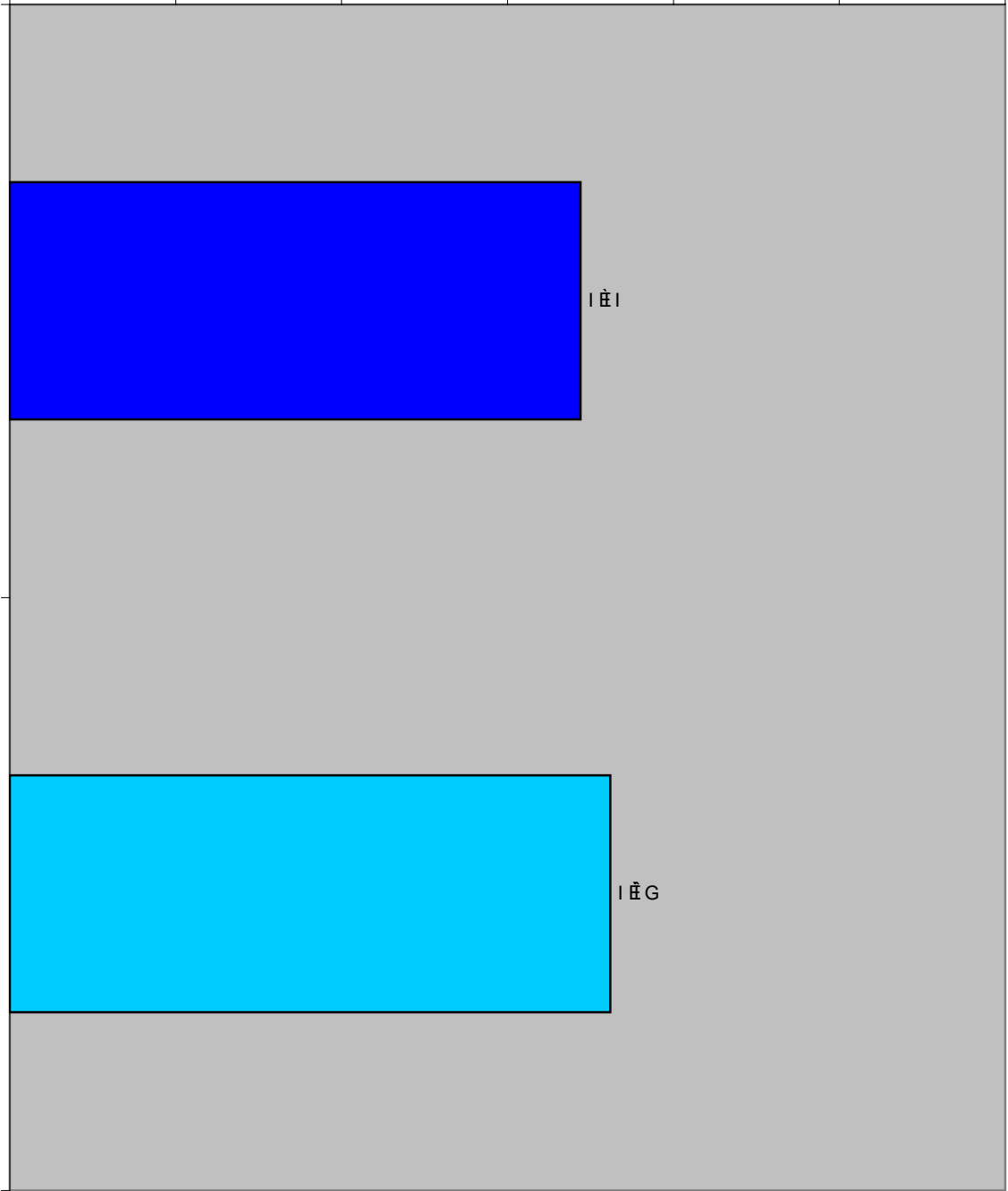
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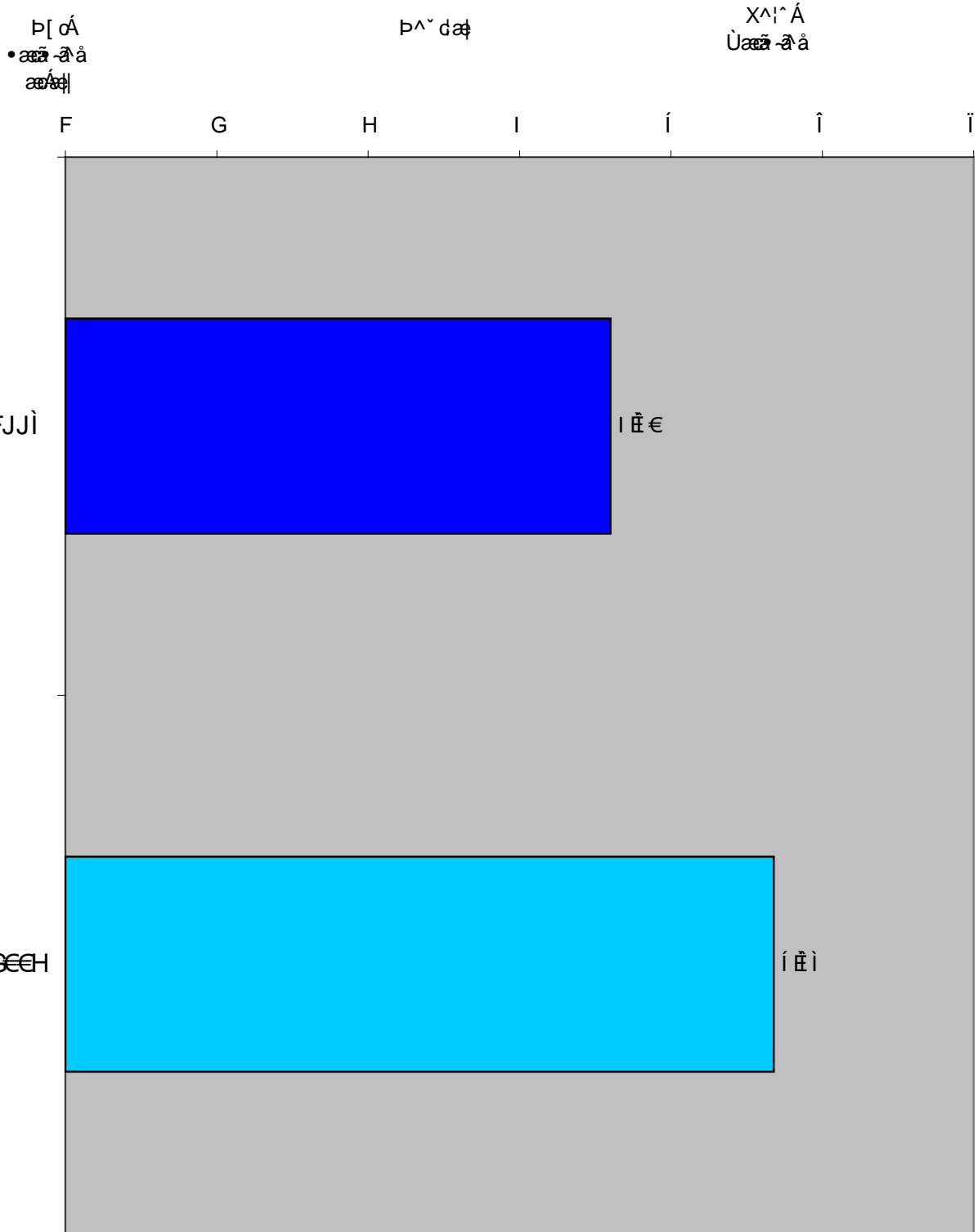
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In general, all students at Berea are treated fairly and equally.



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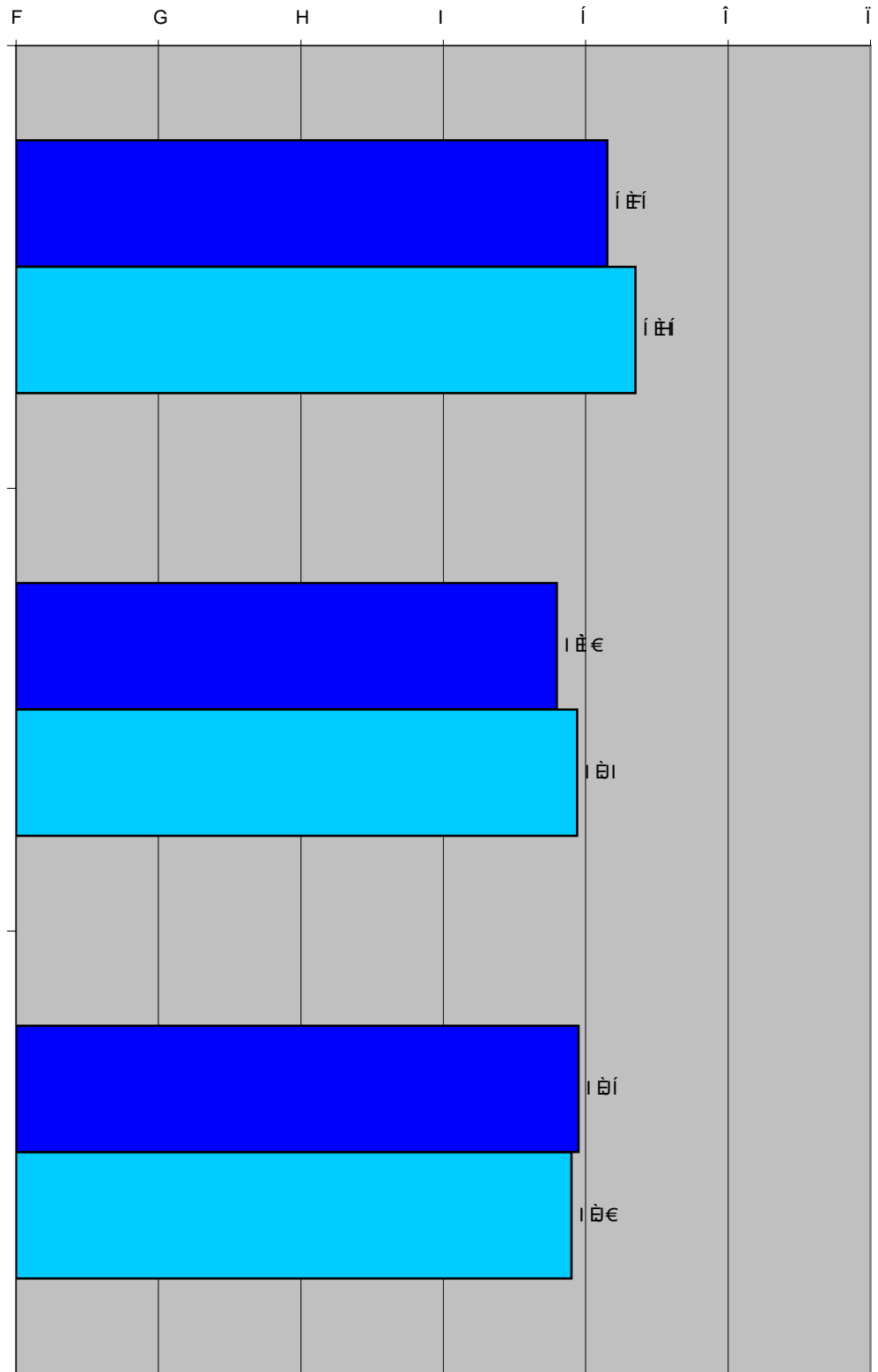
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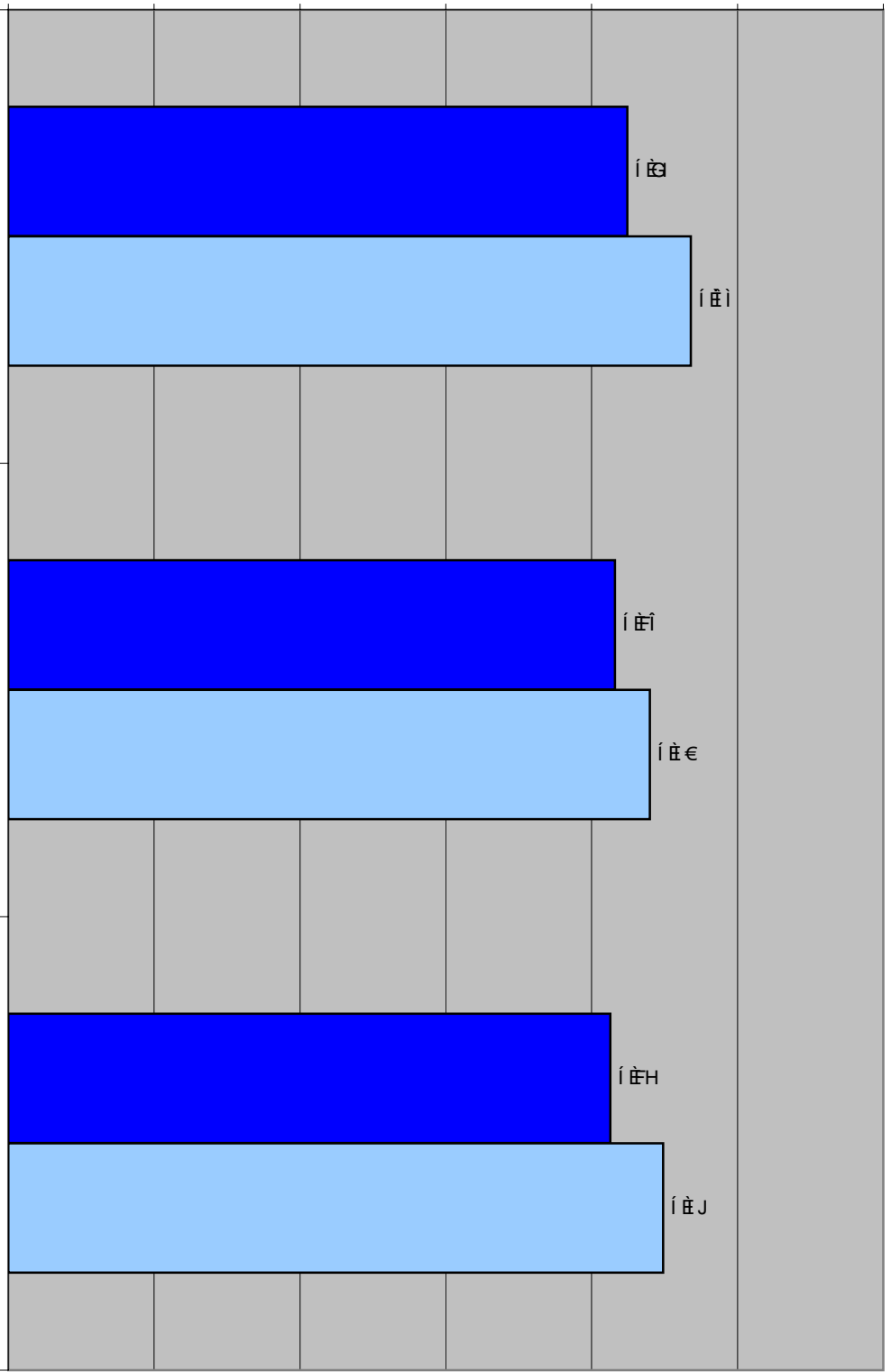
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Degrees of Preparation Spring 2009

(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%)

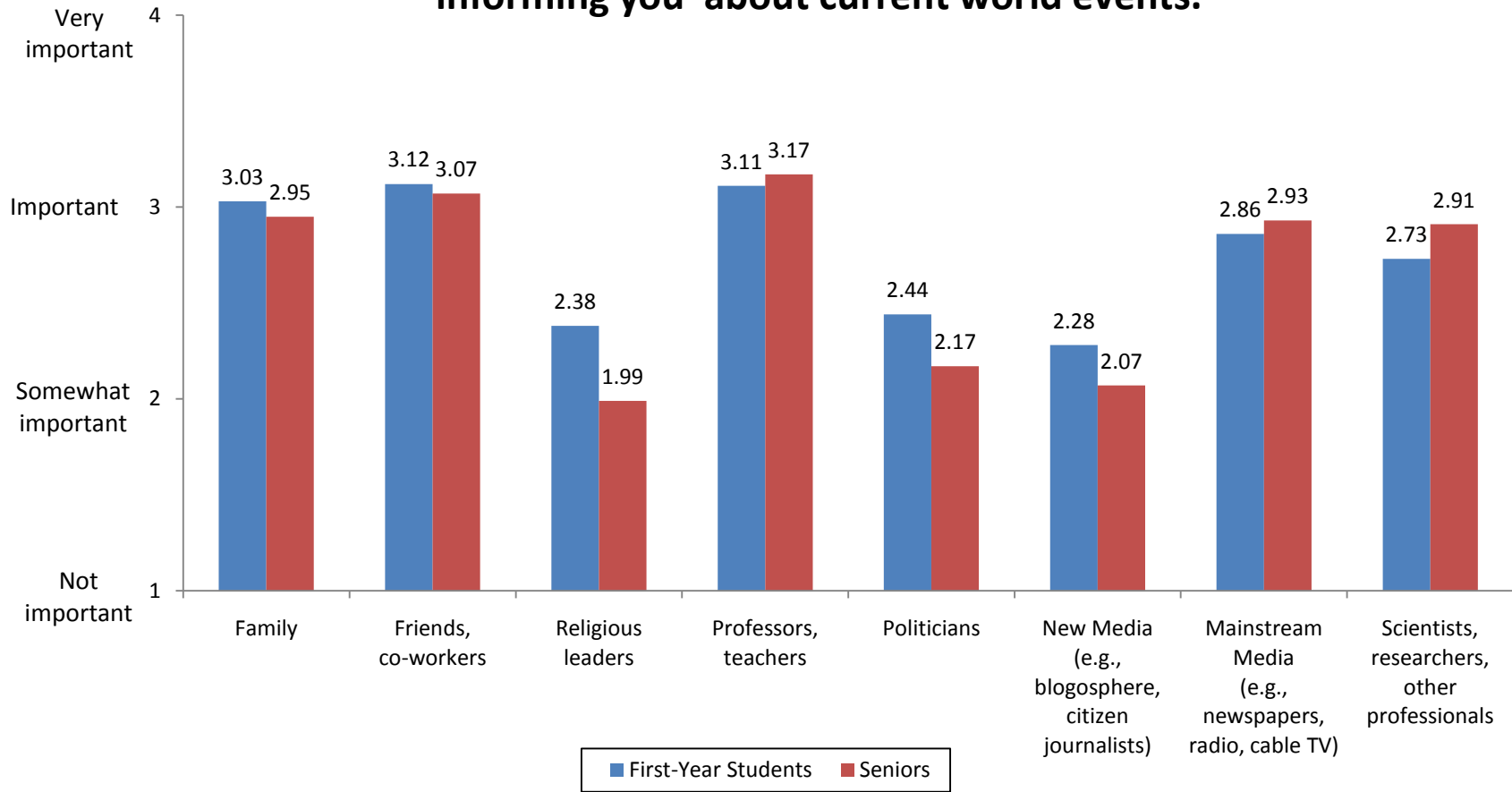
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

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

	Not Important	Somewhat Important	Important	Very Important	No response	Mean
Family						
First-Year Students	10 (5%)	41 (22%)	61 (33%)	66 (36%)	7 (4%)	3.03
Seniors	14 (7%)	39 (20%)	78 (39%)	57 (29%)	10 (5%)	2.95
Friends, co-workers						
First-Year Students	3 (2%)	22 (12%)	104 (56%)	49 (27%)	7 (4%)	3.12
Seniors	3 (2%)	36 (18%)	94 (48%)	55 (28%)	10 (5%)	3.07
Religious leaders						
First-Year Students	45 (24%)	51 (28%)	52 (28%)	30 (16%)	7 (4%)	2.38
Seniors	83 (42%)	42 (21%)	44 (22%)	19 (10%)	10 (5%)	1.99
Professors, teachers						
First-Year Students	4 (2%)	32 (17%)	83 (45%)	59 (32%)	7 (4%)	3.11
Seniors	4 (2%)	31 (16%)	81 (41%)	71 (36%)	11 (6%)	3.17
Politicians						
First-Year Students	26 (14%)	73 (40%)	54 (29%)	25 (14%)	7 (4%)	2.44
Seniors	45 (23%)	76 (38%)	57 (29%)	10 (5%)	10 (5%)	2.17
New Media (e.g., blogosphere, citizen journalists)						
First-Year Students	42 (23%)	65 (35%)	50 (27%)	21 (11%)	7 (4%)	2.28
Seniors	59 (30%)	72 (36%)	40 (20%)	16 (8%)	11 (6%)	2.07
Mainstream Media (e.g., newspapers, radio, cable TV)						
First-Year Students	13 (7%)	43 (23%)	77 (42%)	44 (24%)	8 (4%)	2.86
Seniors	12 (6%)	47 (24%)	72 (36%)	57 (29%)	10 (5%)	2.93
Scientists, researchers, other professionals						
First-Year Students	21 (11%)	47 (25%)	67 (36%)	42 (23%)	8 (4%)	2.73
Seniors	16 (8%)	37 (19%)	82 (41%)	53 (27%)	10 (5%)	2.91

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

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



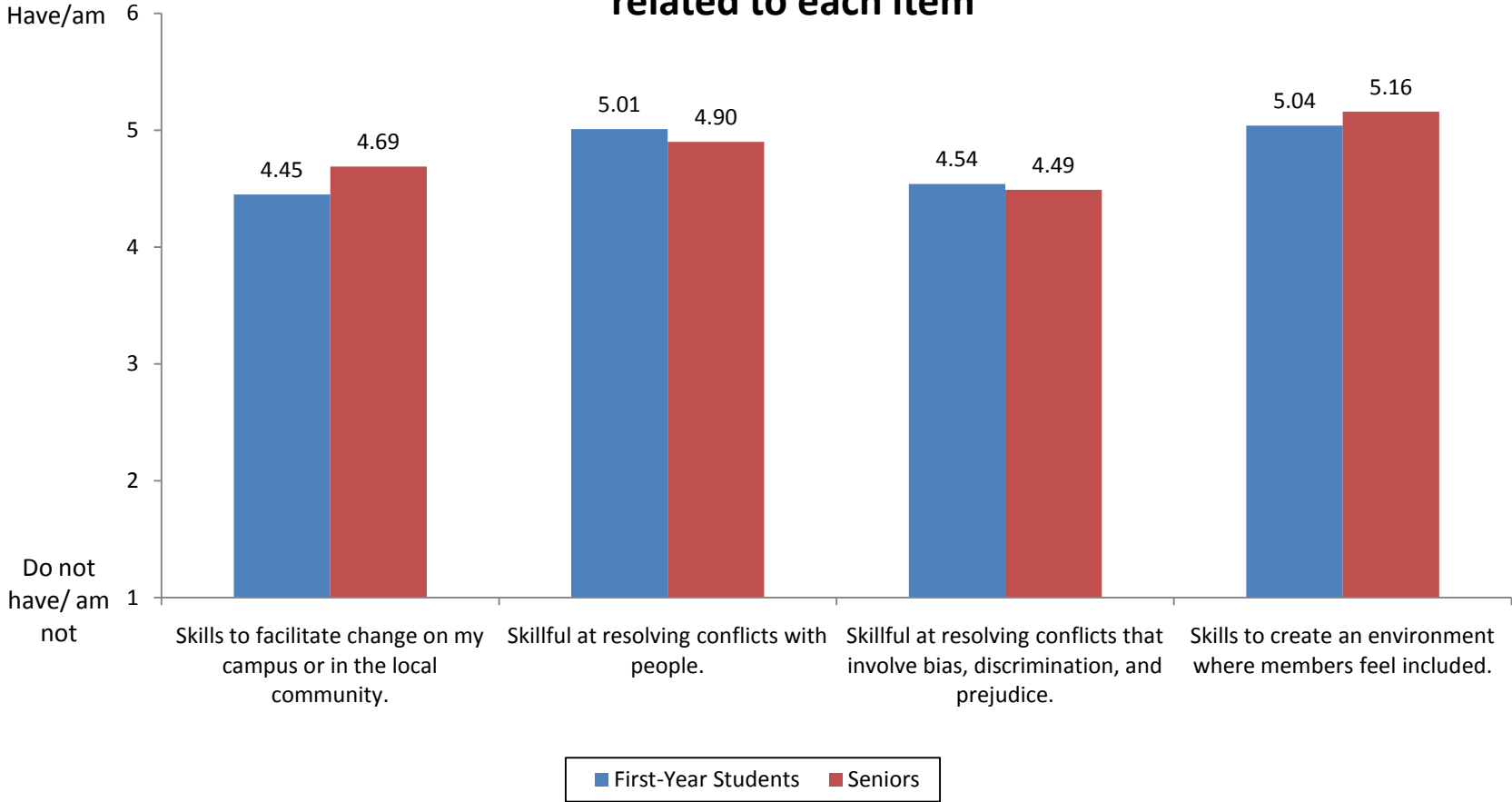
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

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%)

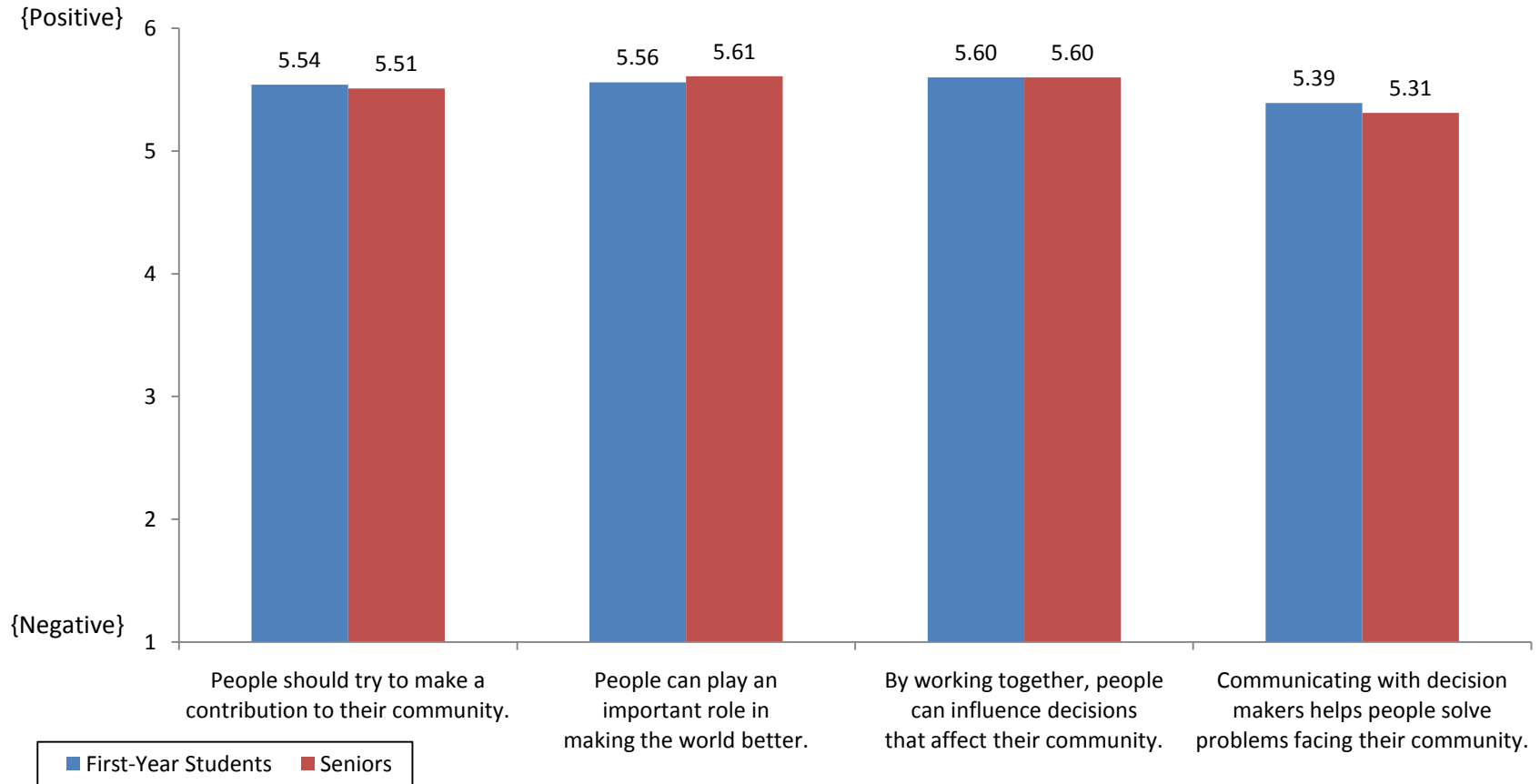
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

Which most accurately reflects your feelings, beliefs, or behaviors related to each item



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

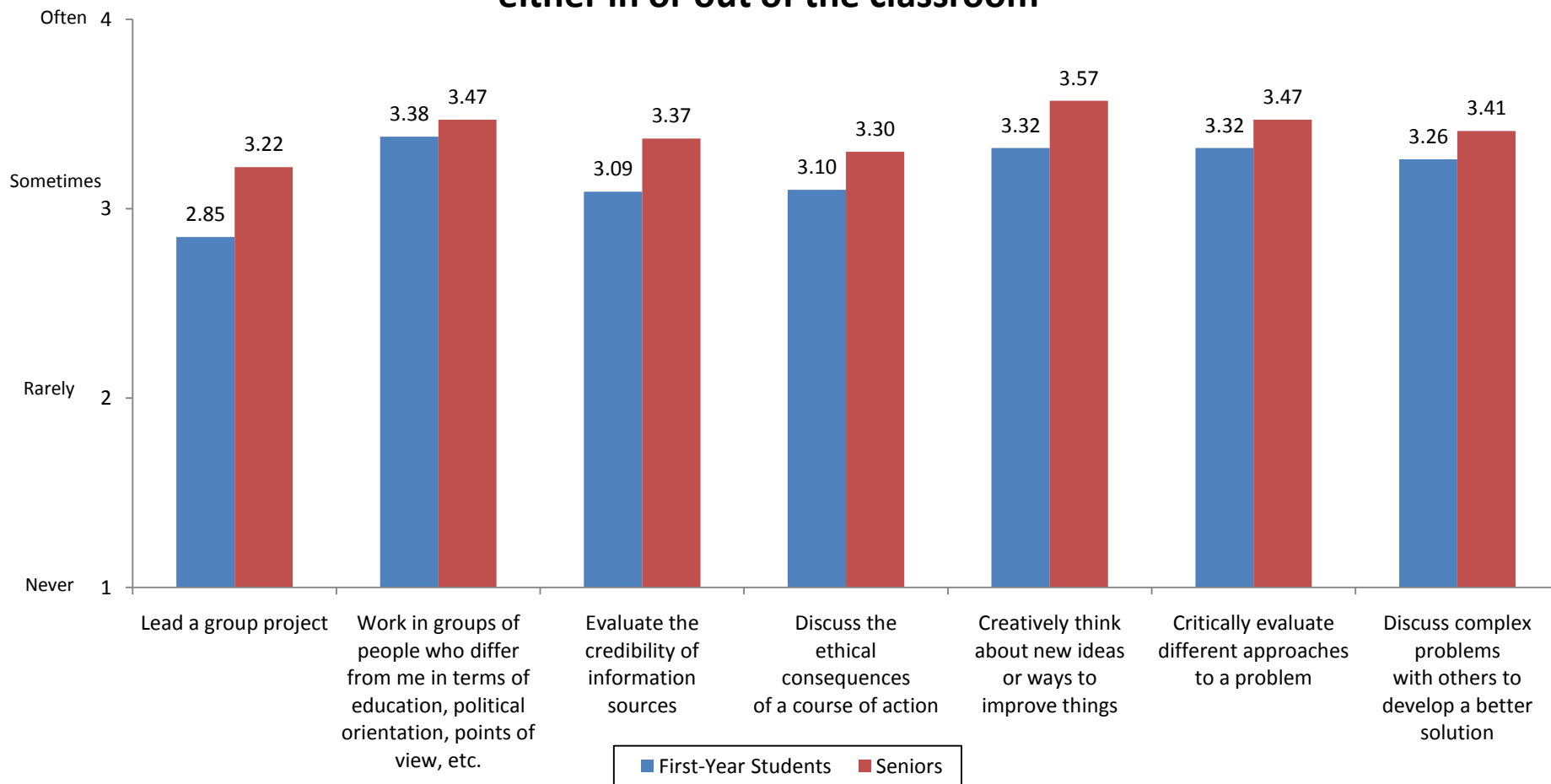
Which most accurately reflects your feelings, beliefs, or behaviors related to each item



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

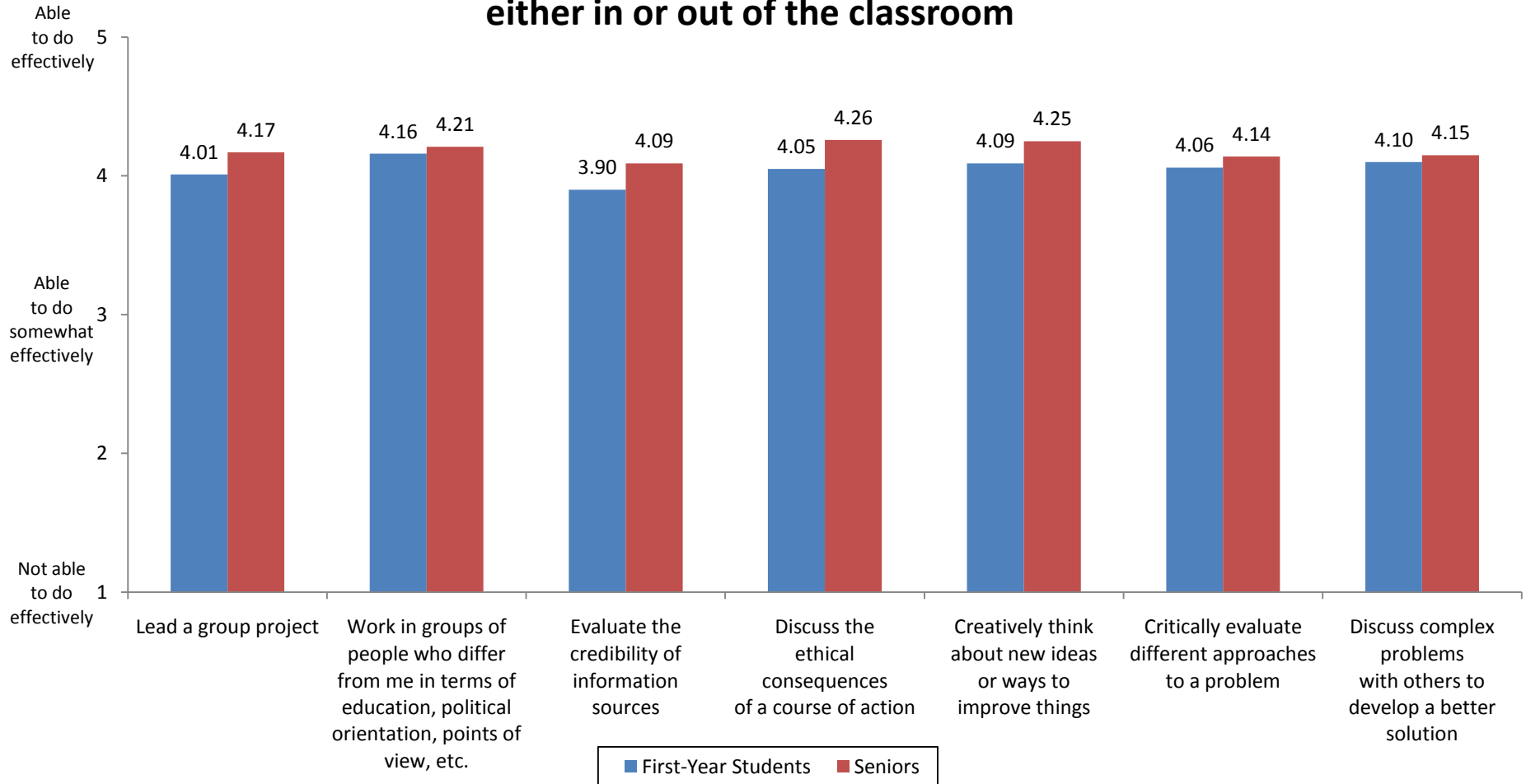
**How frequently do you engage in each activity
either in or out of the classroom**



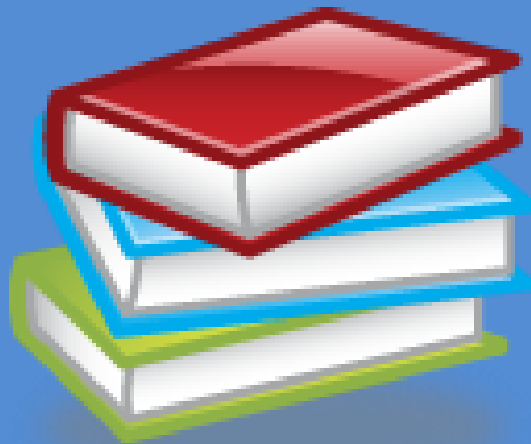
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 2 of 2

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



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%)

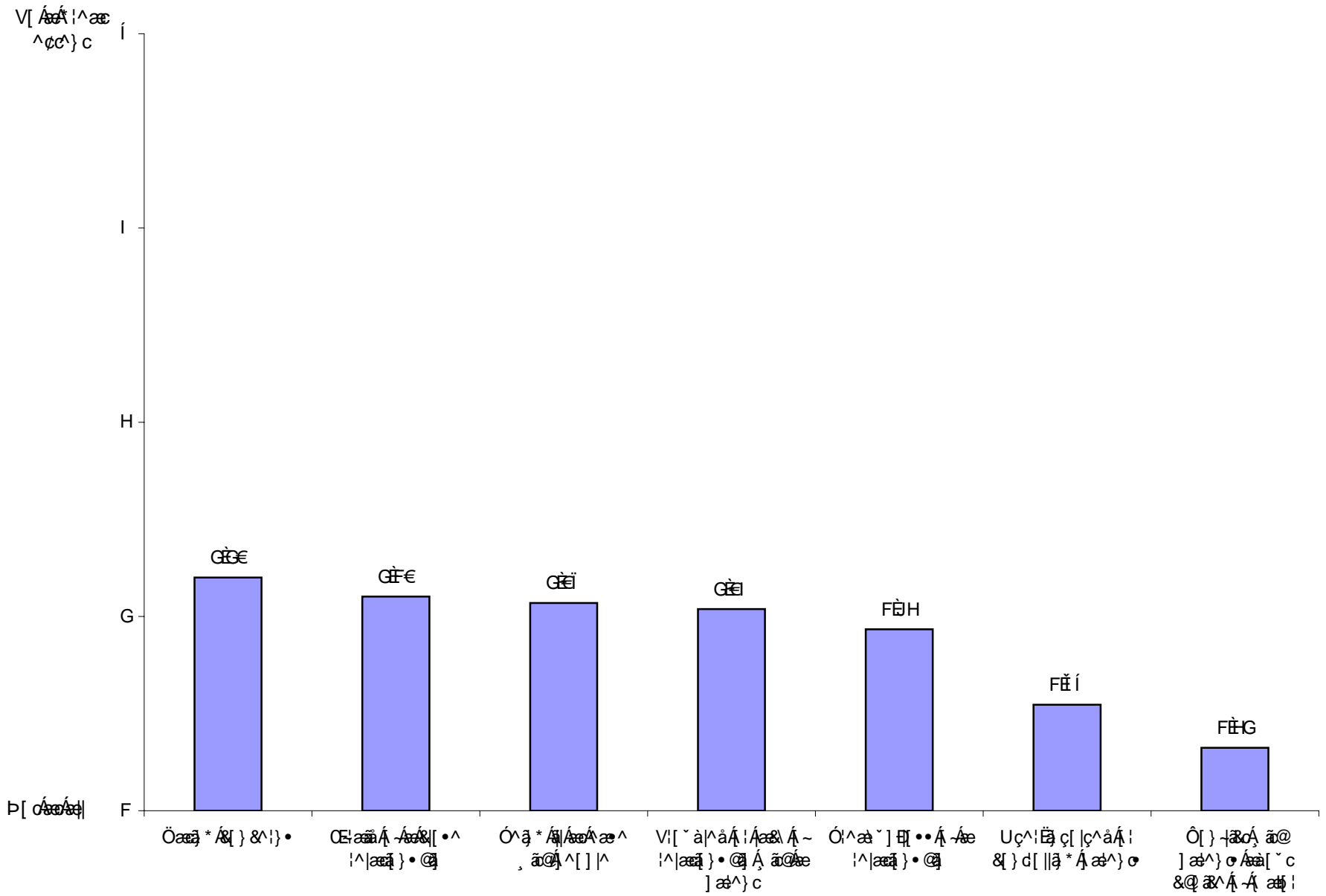
5. What is your approximate college gpa?

3.20	
(30 students indicated "none")	

6. What is your primary major?

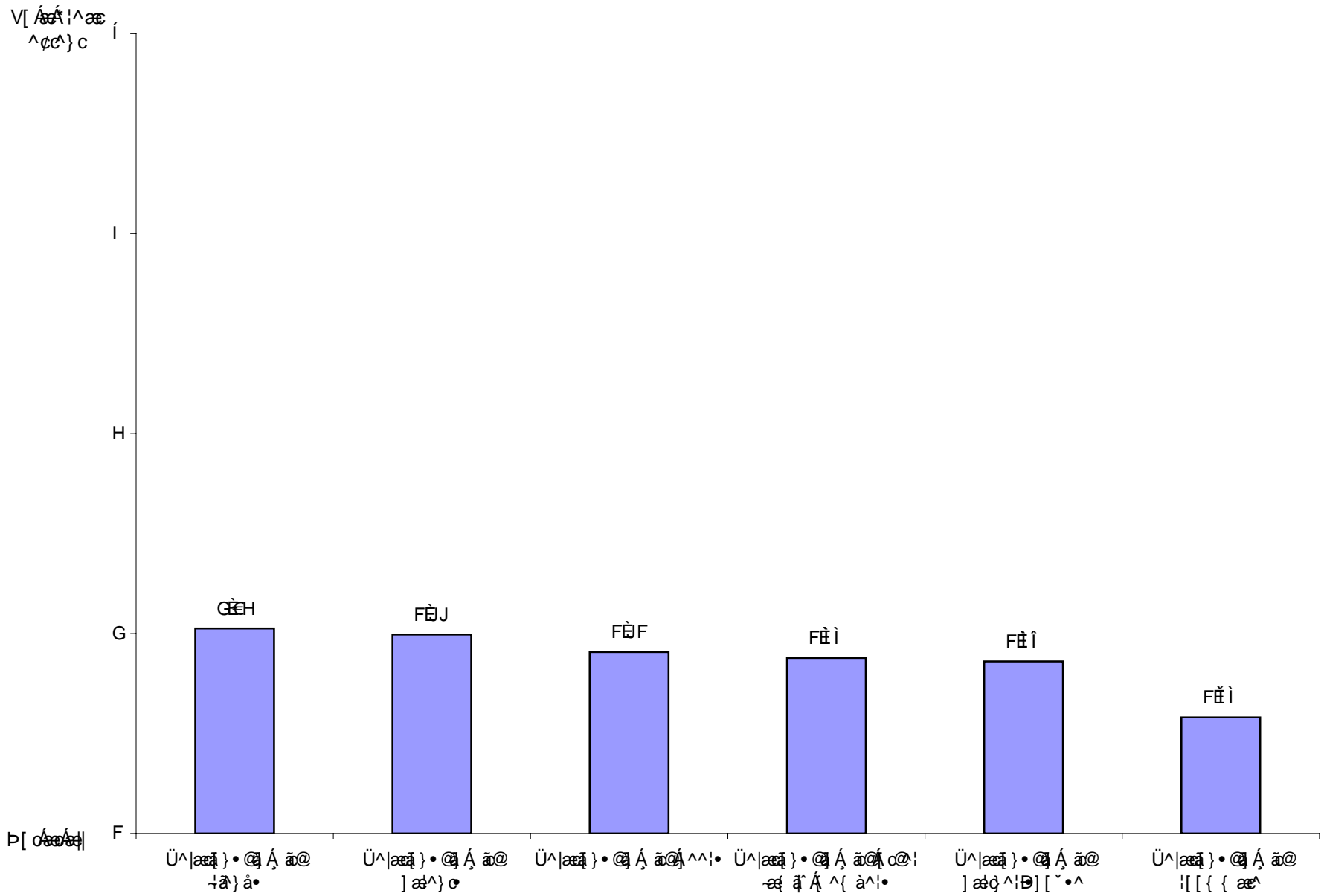
Agriculture/Natural Resources	12	(3%)
Art	17	(4%)
Biology	26	(7%)
Business Administration	29	(7%)
Chemistry	6	(2%)
Child and Family Studies	36	(9%)
Economics	2	(1%)
Education Studies	19	(5%)
Elementary Education	8	(2%)
English	15	(4%)
French	1	(<1%)
German	2	(1%)
History	13	(3%)
Independent	9	(2%)
Mathematics	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:



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



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Berea-Specific Graduating Senior Survey



[Click to see survey instruments](#)

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

Response Rates: Ranged from 55% to 96%

Indicate the number of hours per week you currently spend on each type of activity listed below.

Responsibilities and Time Allocations

Off-campus paid employment related to major

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year
0 hours	78.0%	67.0%	75.6%	66.6%	82.9%	66.1%	82.3%	66.1%	84.6%	64.2%	80.9%	64.2%
1 - 10 hours	7.0%	7.0%	8.8%	6.8%	5.5%	6.8%	6.2%	6.8%	5.7%	7.5%	7.3%	7.5%
11 - 20 hours	2.0%	5.0%	3.4%	5.3%	3.0%	5.3%	1.3%	5.3%	0.4%	5.6%	3.6%	5.6%
21+ hours	1.0%	12.0%	1.9%	11.2%	0.6%	12.0%	1.7%	12.0%	1.3%	12.9%	1.5%	12.9%
Missing (Blank)	12.0%	10.0%	10.3%	10.1%	7.9%	9.8%	8.4%	9.8%	7.9%	9.7%	6.7%	9.7%

Item not asked after 2011-12.

Off-campus paid employment NOT related to major

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year
0 hours	75.0%	60.0%	76.0%	60.3%	82.9%	58.2%	84.1%	60.0%	80.2%	57.7%	81.4%	57.7%
1 - 10 hours	7.0%	8.0%	8.4%	8.4%	4.8%	7.5%	4.8%	8.4%	5.7%	9.0%	6.2%	9.0%
11 - 20 hours	5.0%	9.0%	5.3%	8.6%	3.6%	10.3%	4.0%	8.4%	3.1%	8.6%	4.1%	8.6%
21+ hours	2.0%	13.0%	1.5%	12.7%	1.2%	17.7%	1.3%	13.3%	3.1%	14.7%	2.0%	14.7%
Missing (Blank)	10.0%	10.0%	8.8%	10.1%	7.3%	6.2%	5.8%	9.9%	7.9%	10.0%	6.2%	10.0%

Item not asked after 2011-12.

Care of family (e.g., child, spouse, relative)

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year
0 hours	62.0%	51.0%	63.0%	50.9%	62.2%	49.5%	65.9%	49.5%	61.7%	46.4%	67.0%	46.4%
1 - 10 hours	15.0%	17.0%	16.1%	17.0%	12.2%	17.3%	14.2%	17.3%	16.7%	18.4%	13.9%	18.4%
11 - 20 hours	5.0%	7.0%	5.4%	6.4%	7.3%	6.7%	4.9%	6.7%	6.2%	7.1%	5.7%	7.1%
21+ hours	8.0%	16.0%	7.6%	15.6%	11.6%	16.6%	8.8%	16.6%	7.9%	18.1%	7.2%	18.1%
Missing (Blank)	10.0%	10.0%	8.0%	10.1%	6.7%	9.9%	6.2%	9.9%	7.8%	9.9%	6.2%	9.9%

Item not asked after 2011-12.

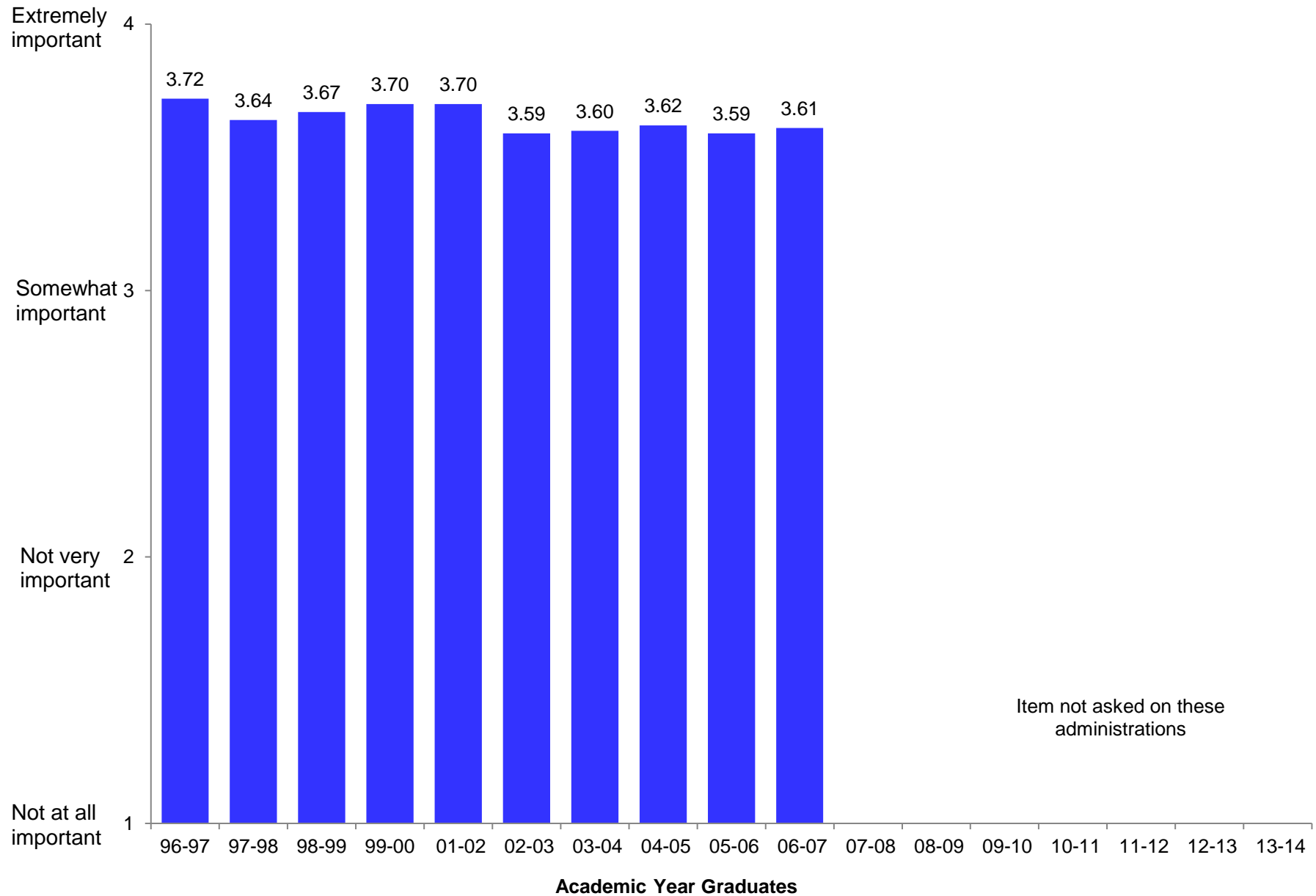
Response rates:

2005-06: 74%, 2006-07: 82%, 2007-08: 82%, 2008-09: 60%; 2009-10: 70%; 2010-11: 74%; 2011-12: 56%; 2012-13: 83%; 2013-14: 79%; 2014-15: 82%; 2015-16: 80%.

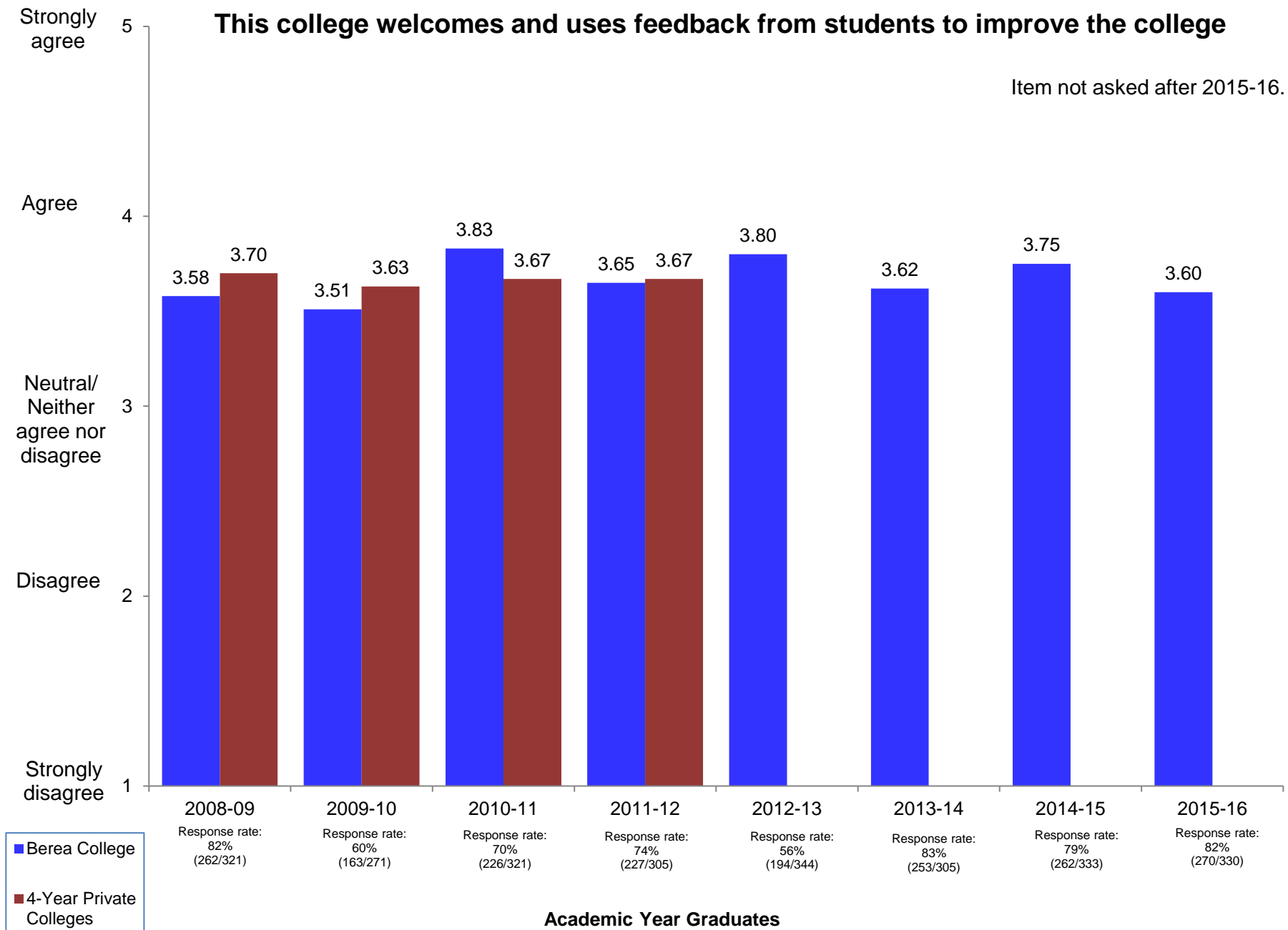
Rate the importance to you of each of the following:

Graduating Senior Survey
Administered at graduation rehearsal

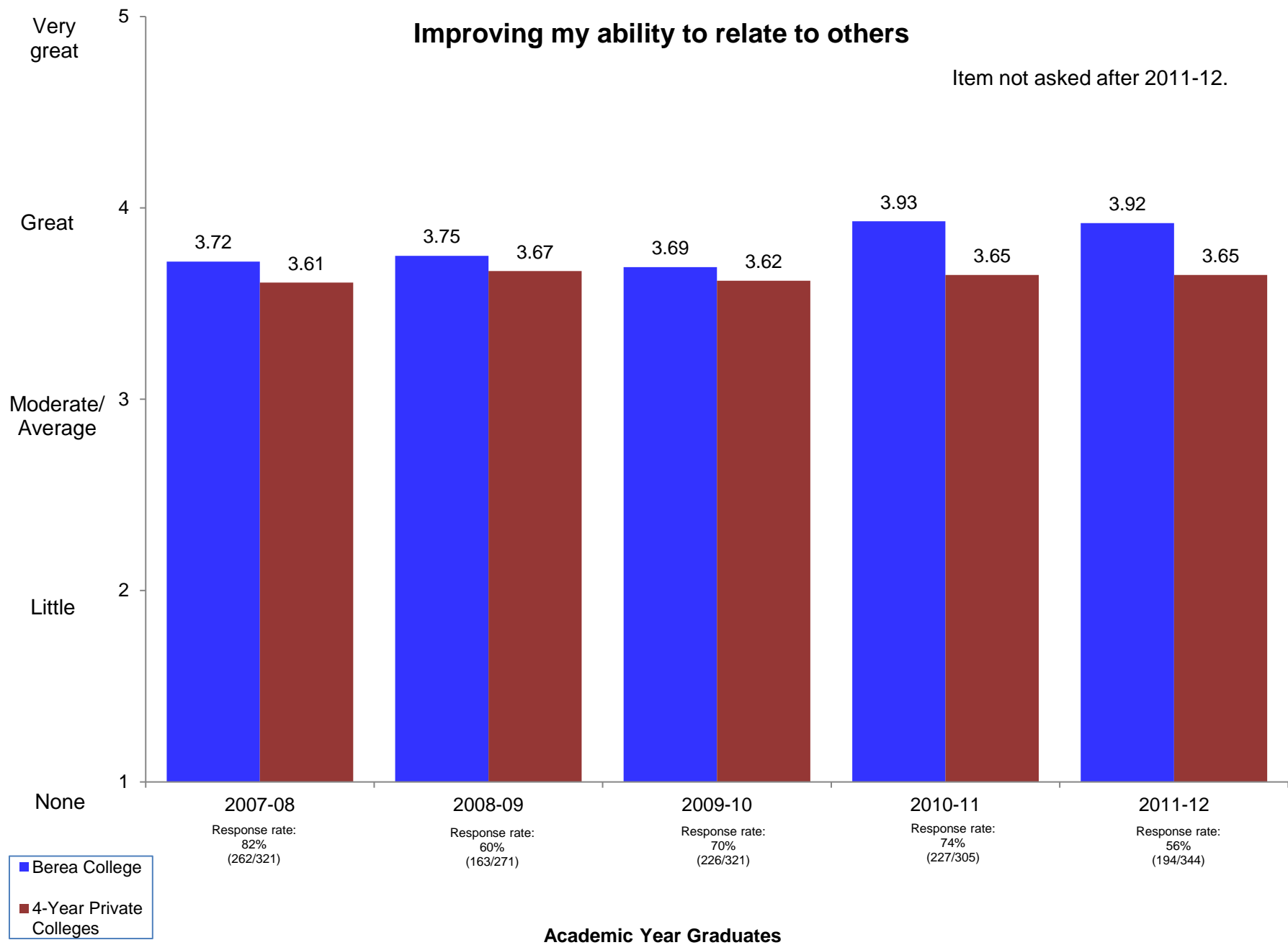
Developing friendships



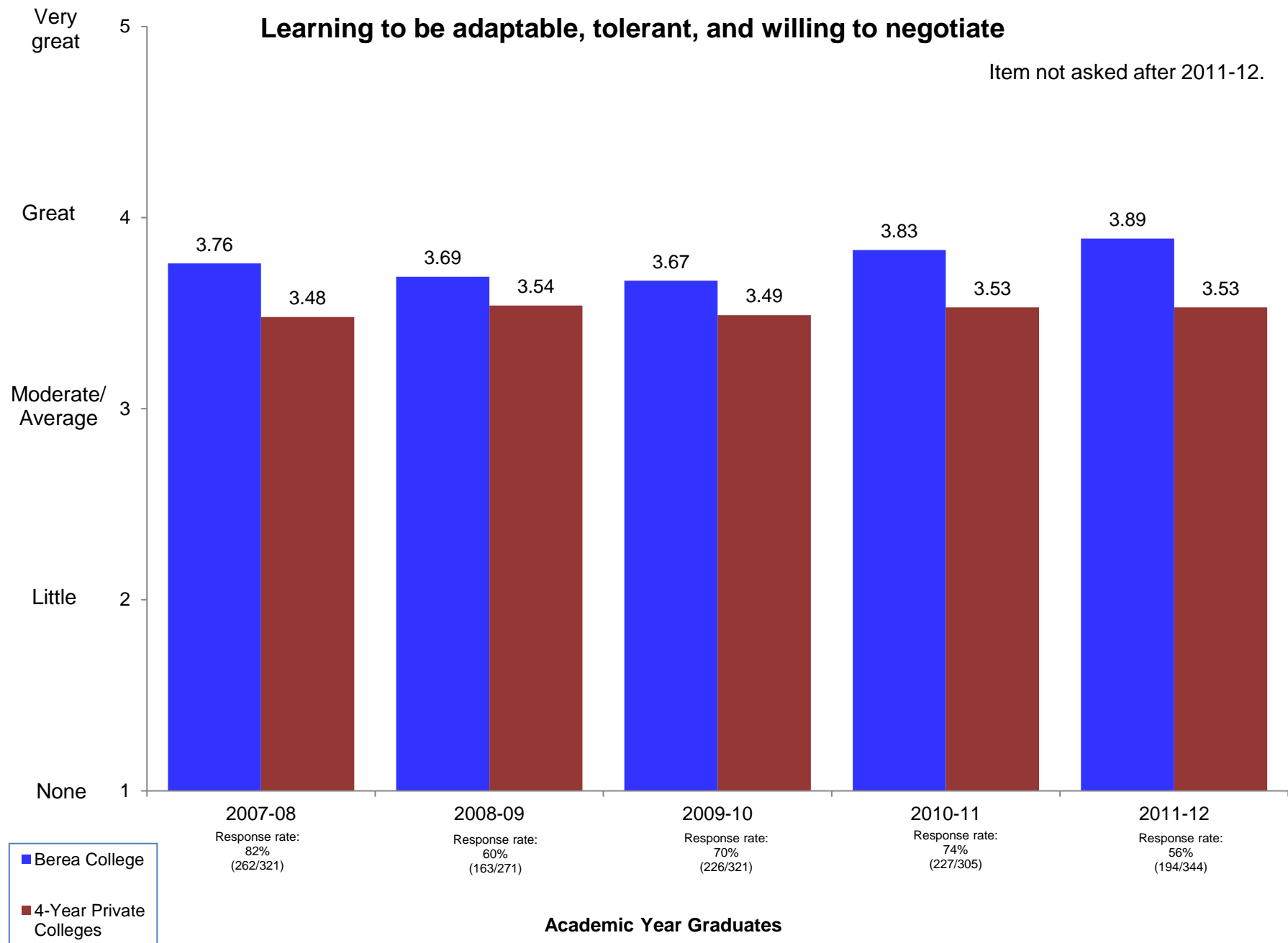
NOTE: Exit 2000 data not available. Regrettably, the questionnaires were lost by the data entry agency.



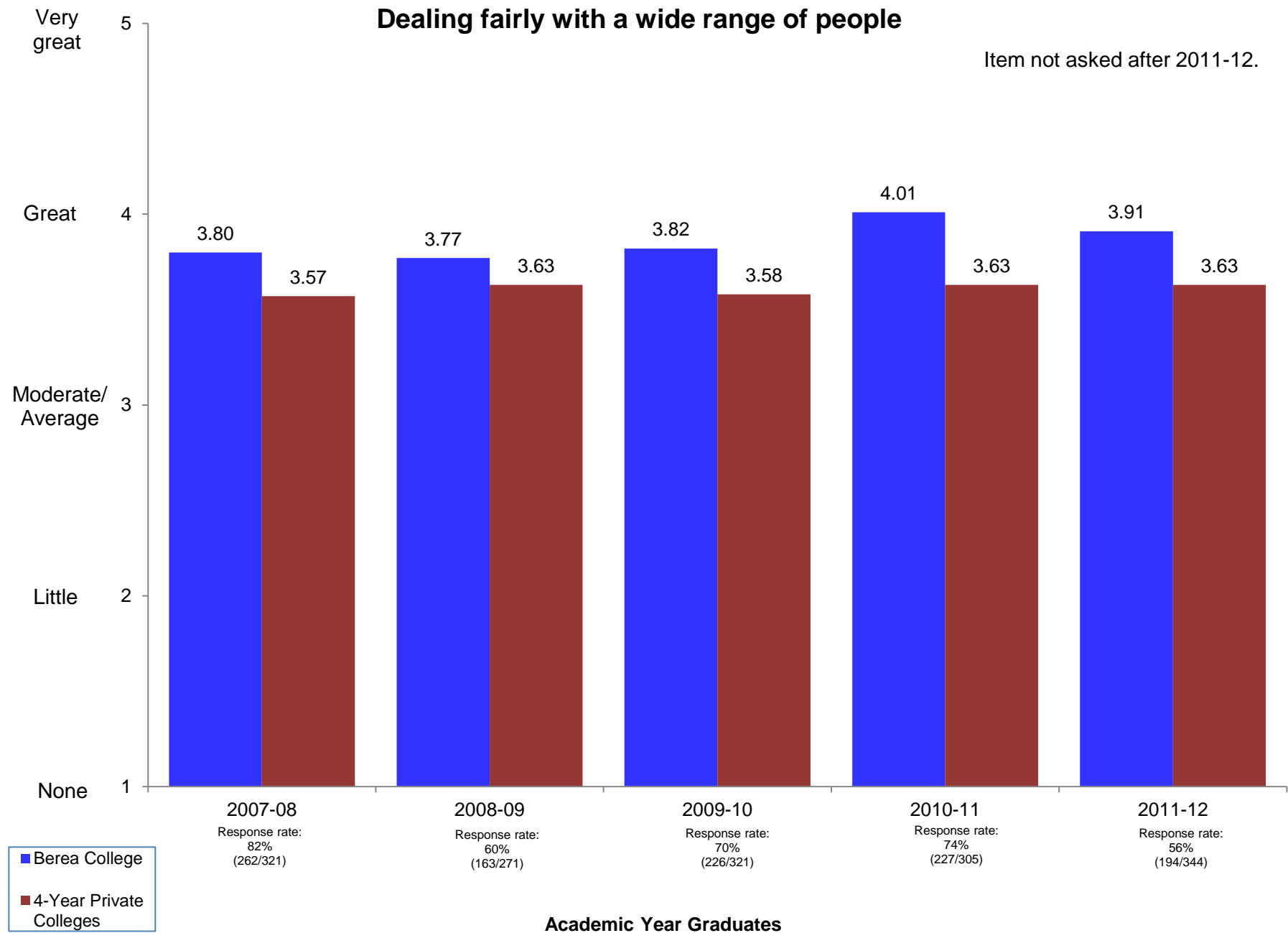
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



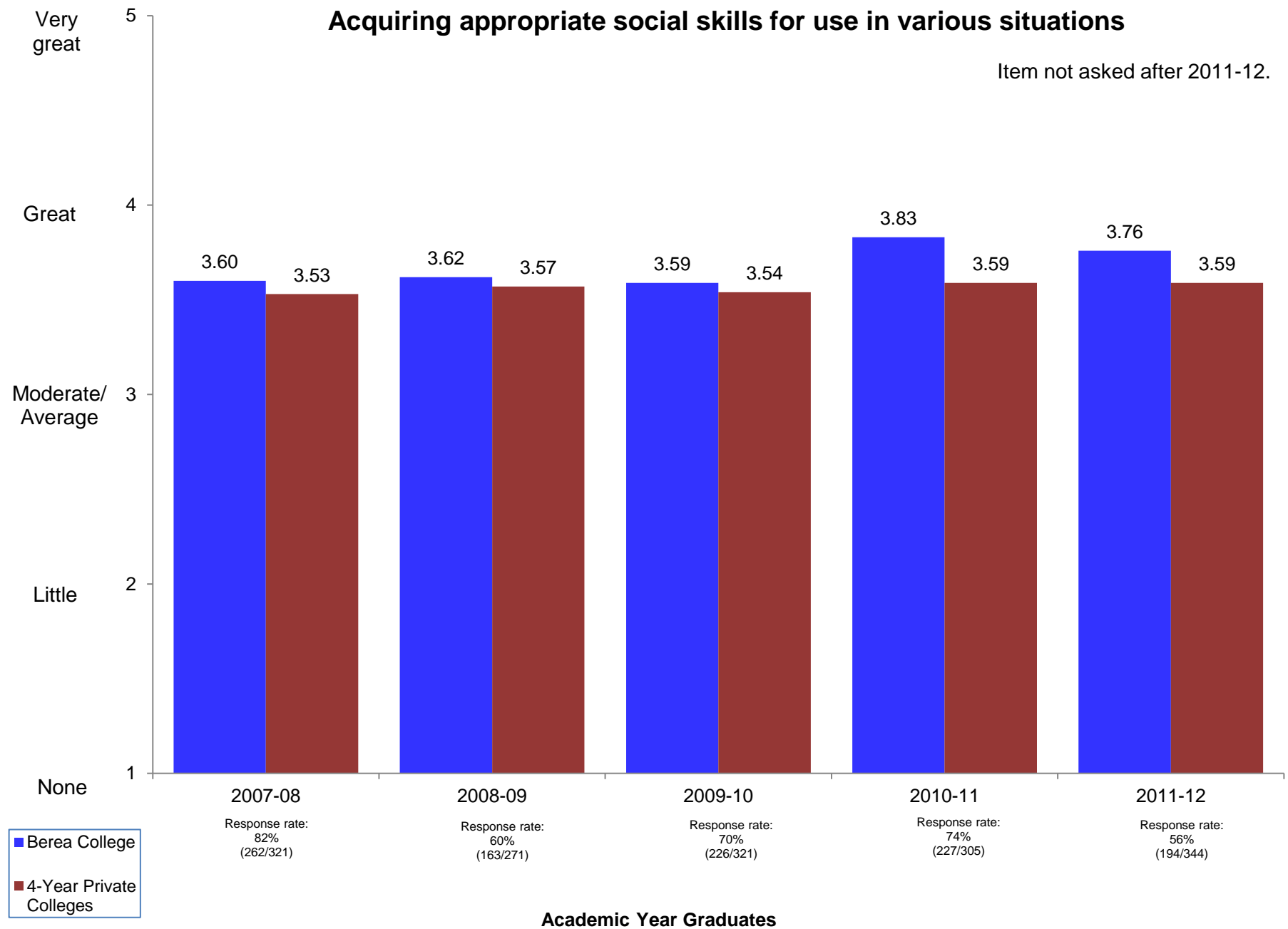
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



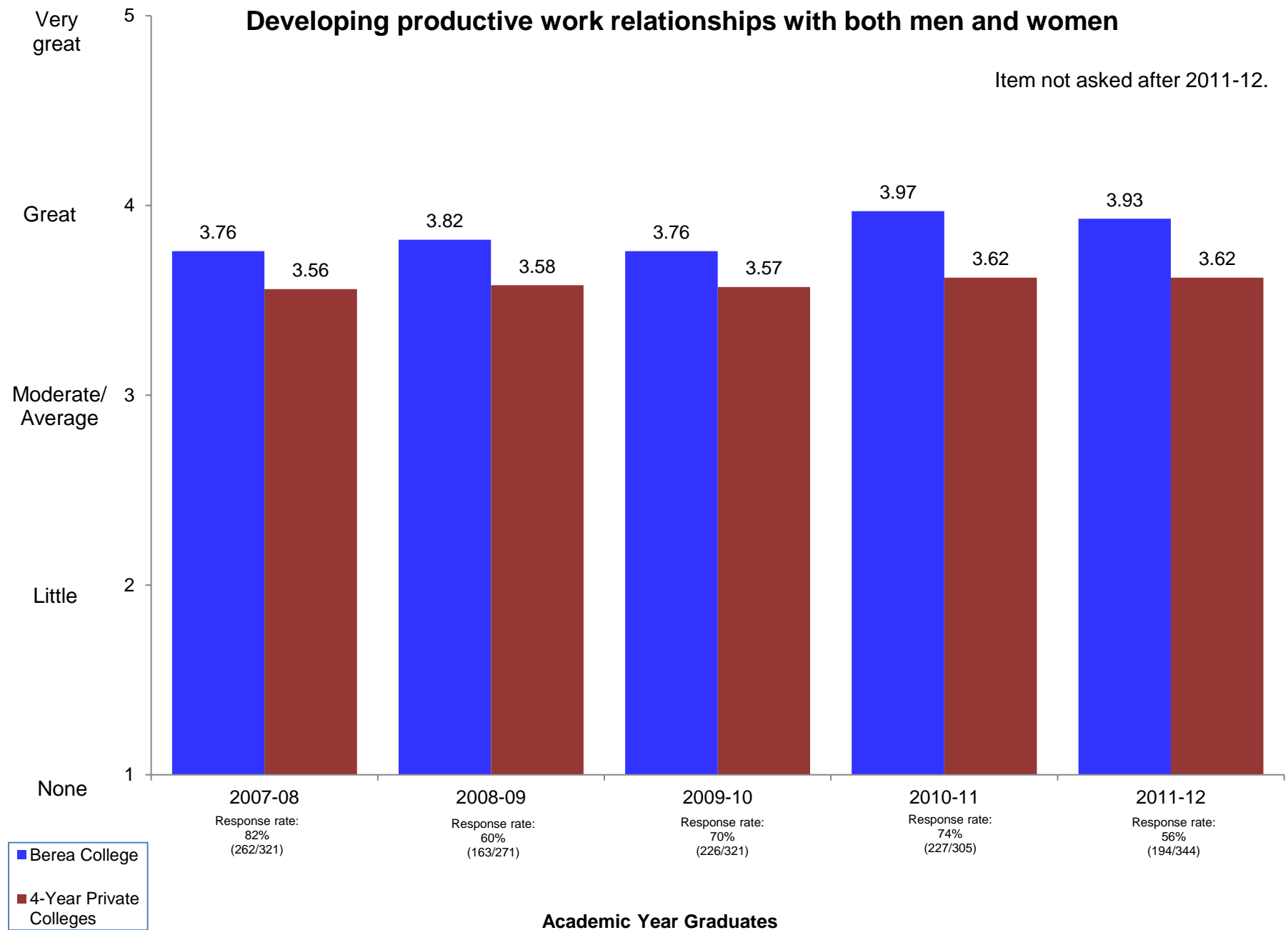
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Research Practices Fall 2010

(GSTR 110 Students)



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

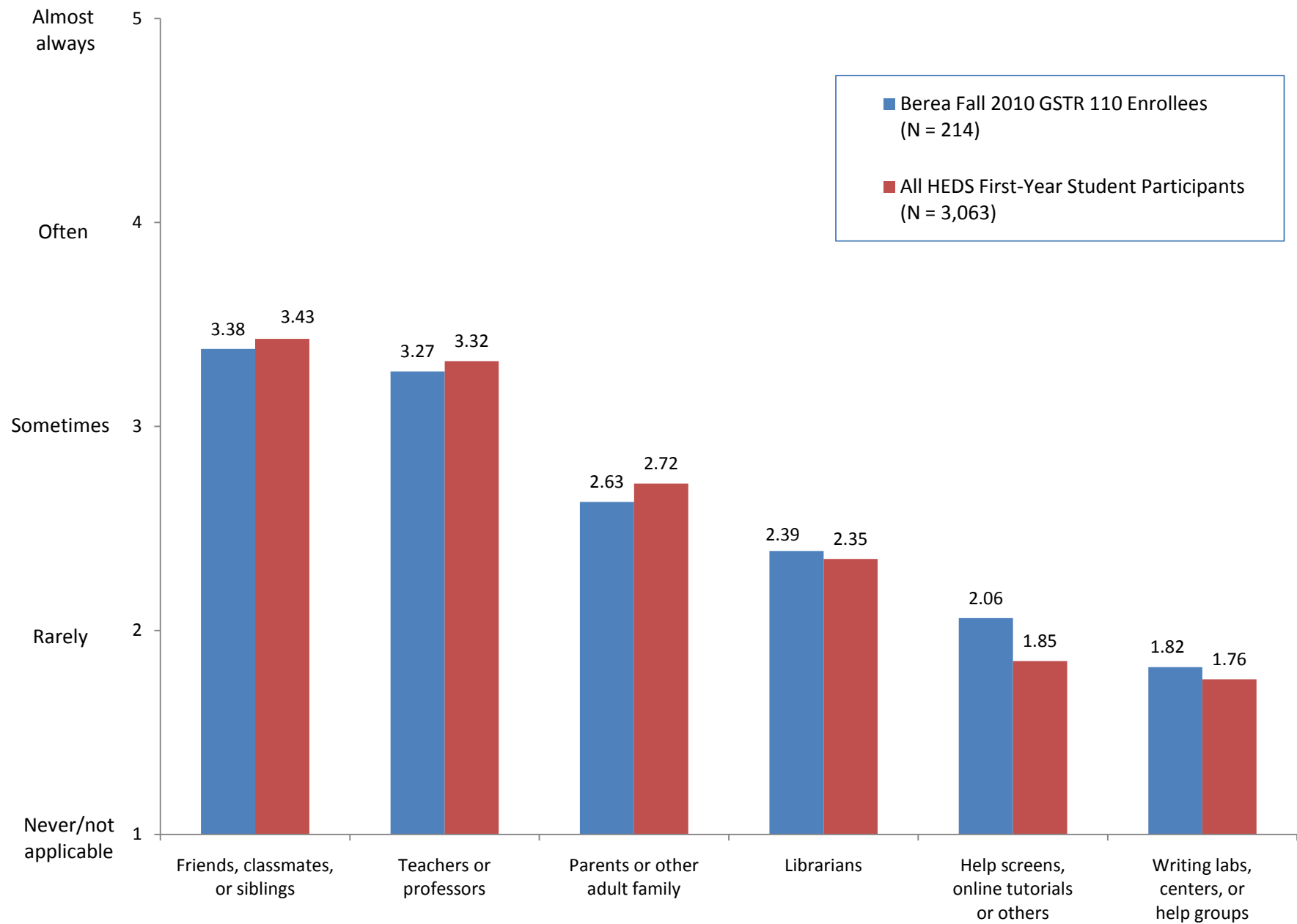
Full Report:

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

[Click to see survey instrument](#)

Response Rate: 214/467 or 46%

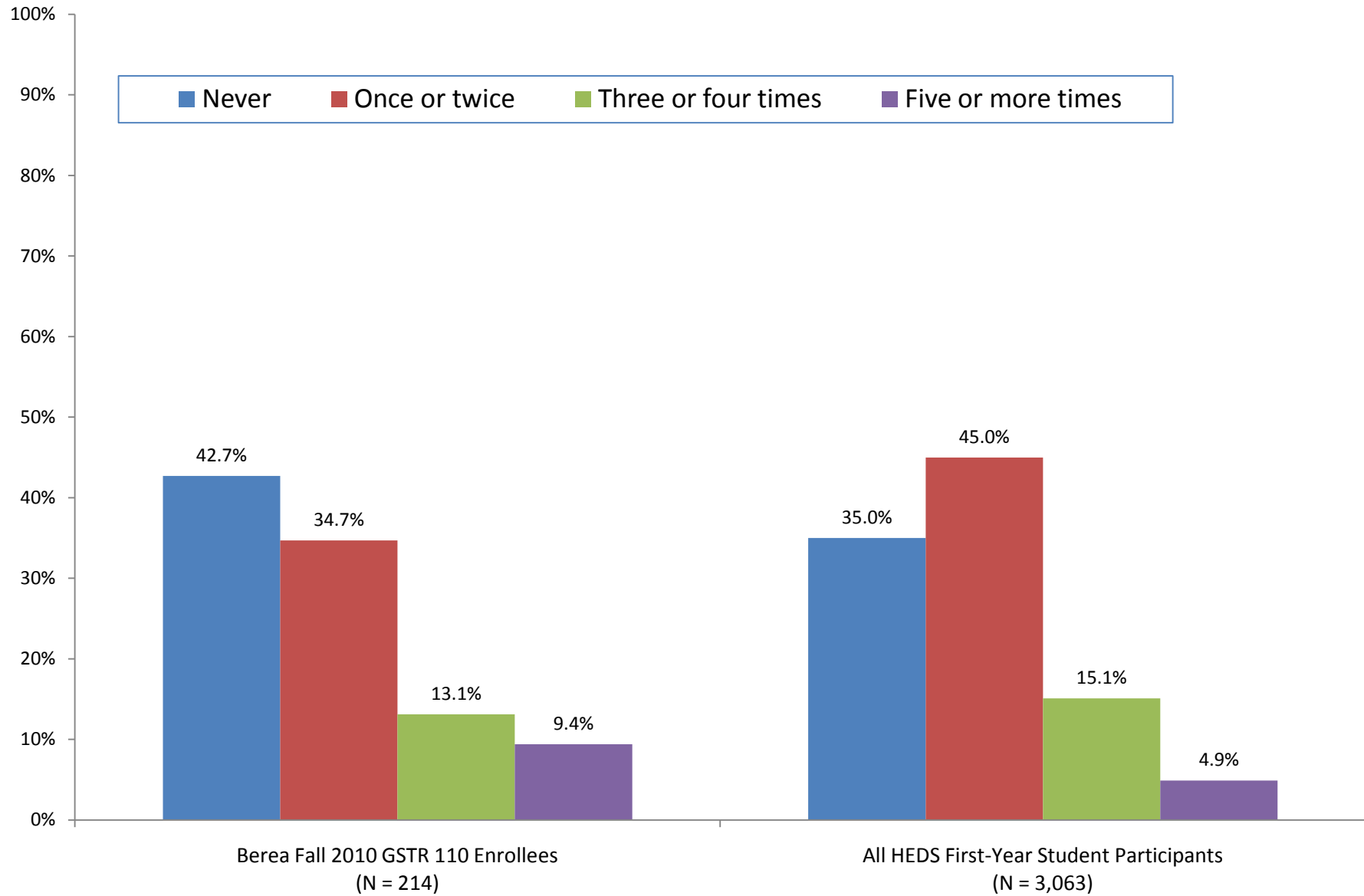
How often have you sought research advice from each of the following?



Response Rate for Berea: 214/ 467 or 46%.

Information from the HEDS Research Practices Survey administered at the beginning of Fall 2010 compiled by the Office of Institutional Research and Assessment, January 2011

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



Response Rate for Berea: 214/ 467 or 46%.

Information from the HEDS Research Practices Survey administered at the beginning of Fall 2010 compiled by the Office of Institutional Research and Assessment, January 2011

ACT Alumni Survey

(Graduates two years after graduation)



[Click to see survey instruments](#)

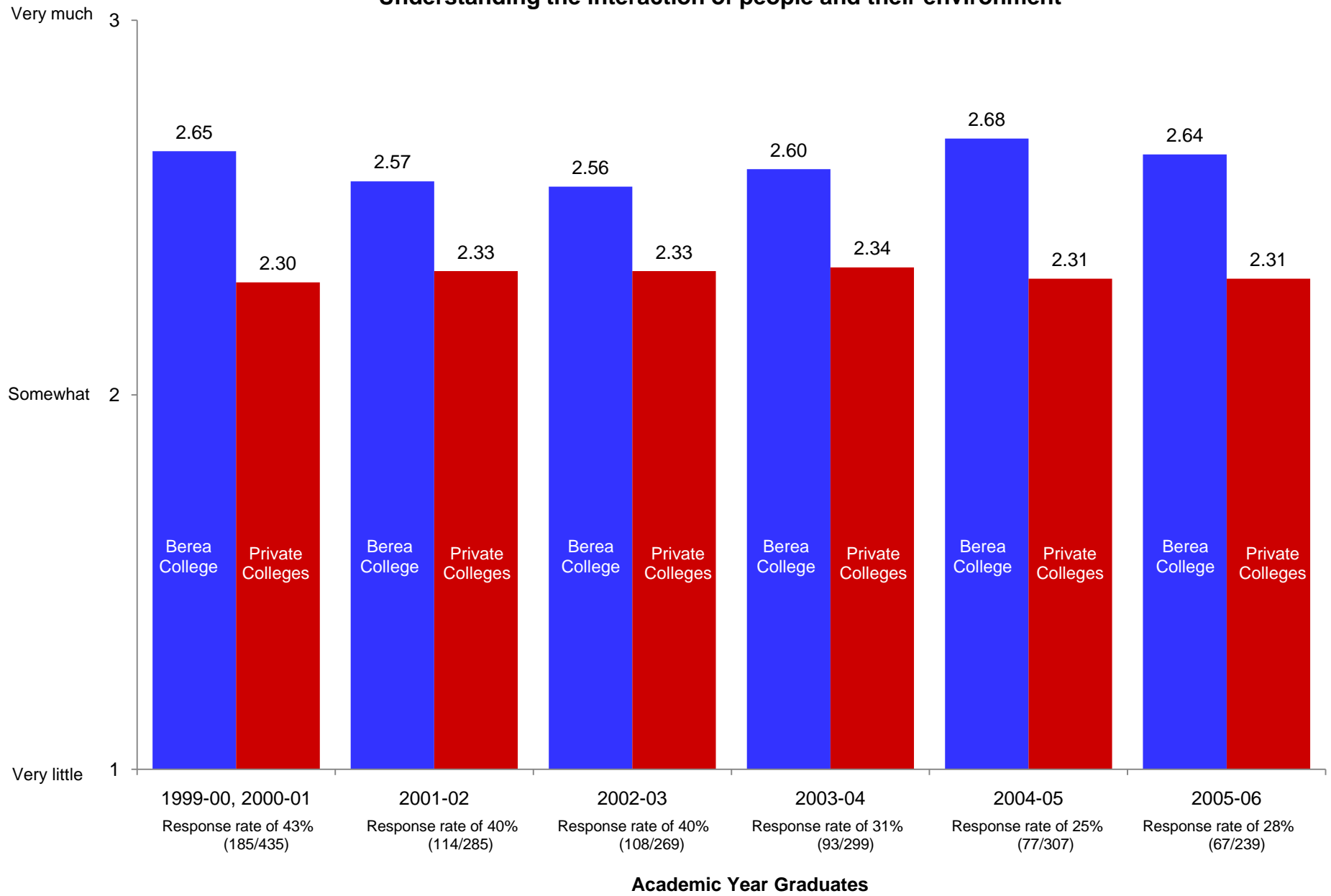
Response Rates:

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)

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 the interaction of people and their environment

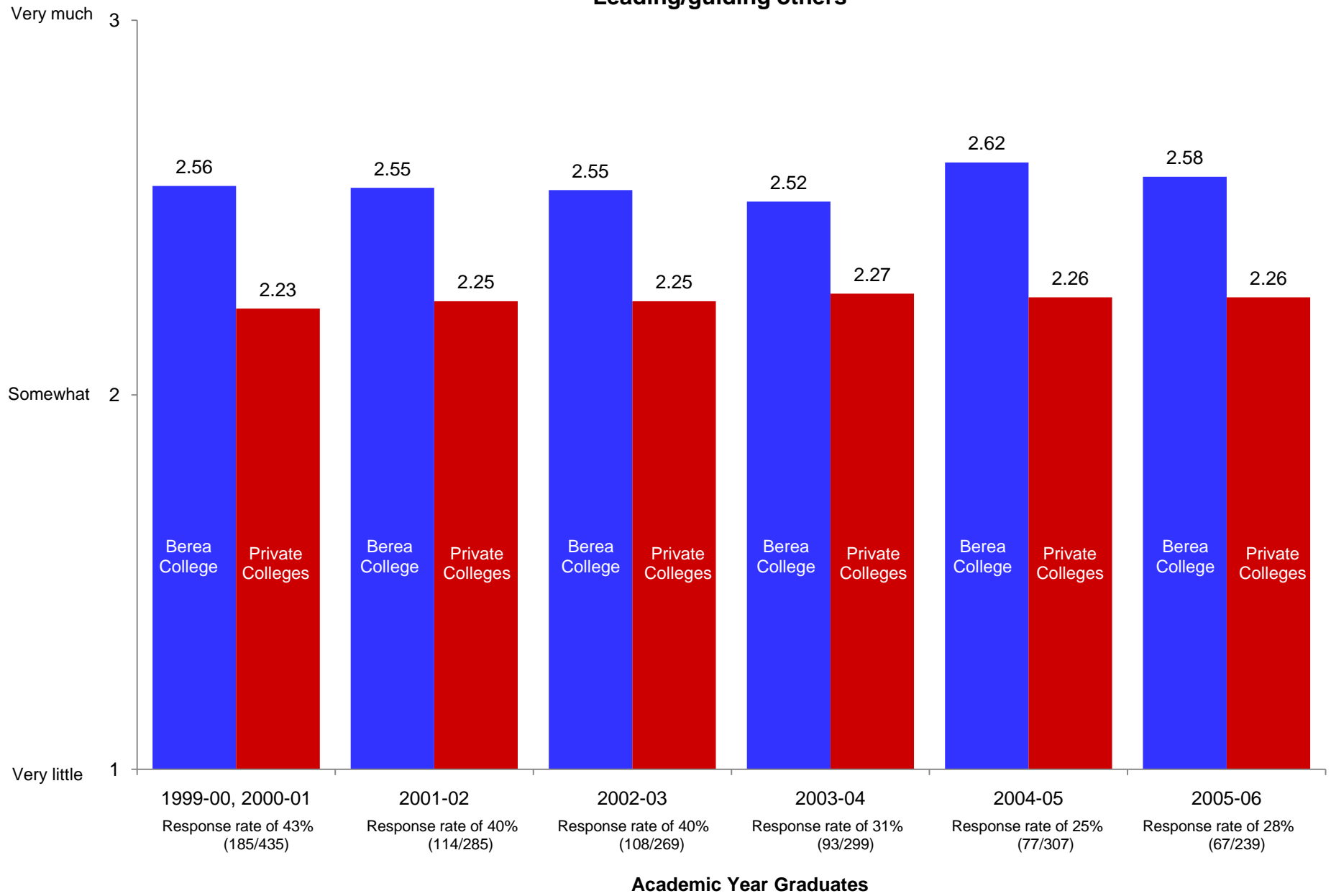


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

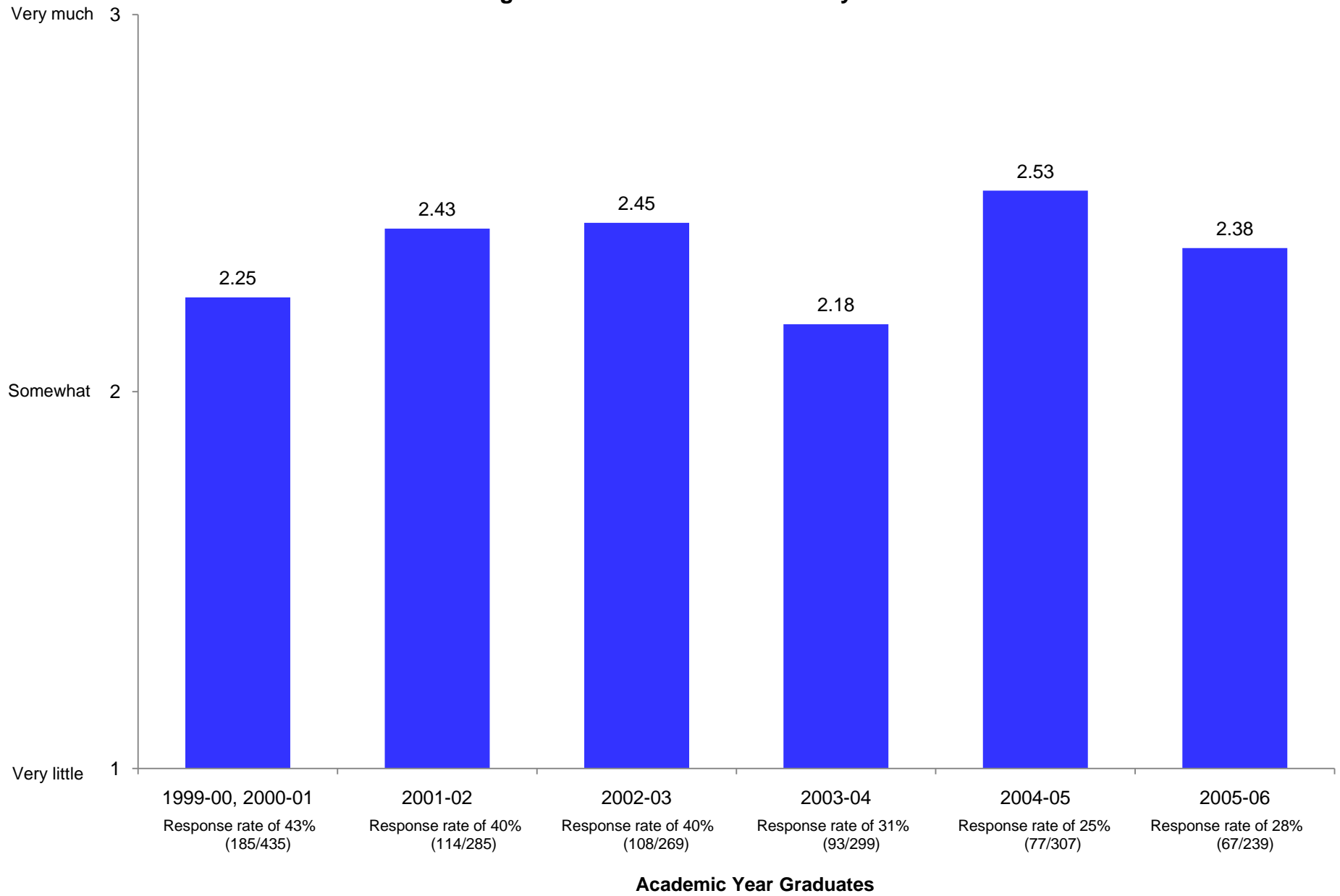
ACT Alumni Survey
Administered to graduates two years after graduation

Leading/guiding others



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

Undergraduate research with a faculty member



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

ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

(Graduates from 1992-93 through 2006-07)

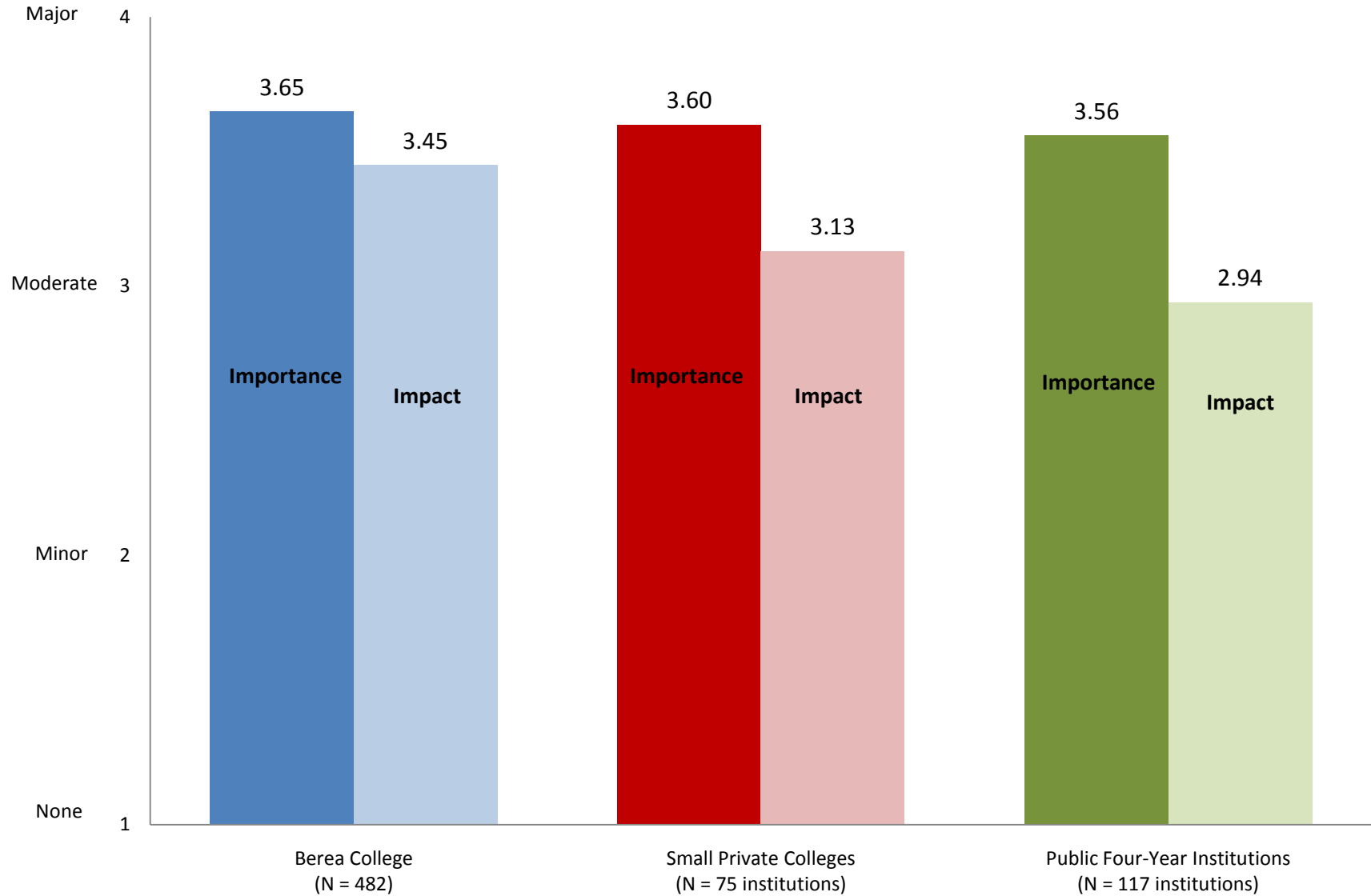


[Click to see survey instrument](#)

Response Rate: 29% (482/1648)

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

Developing and using effective leadership skills



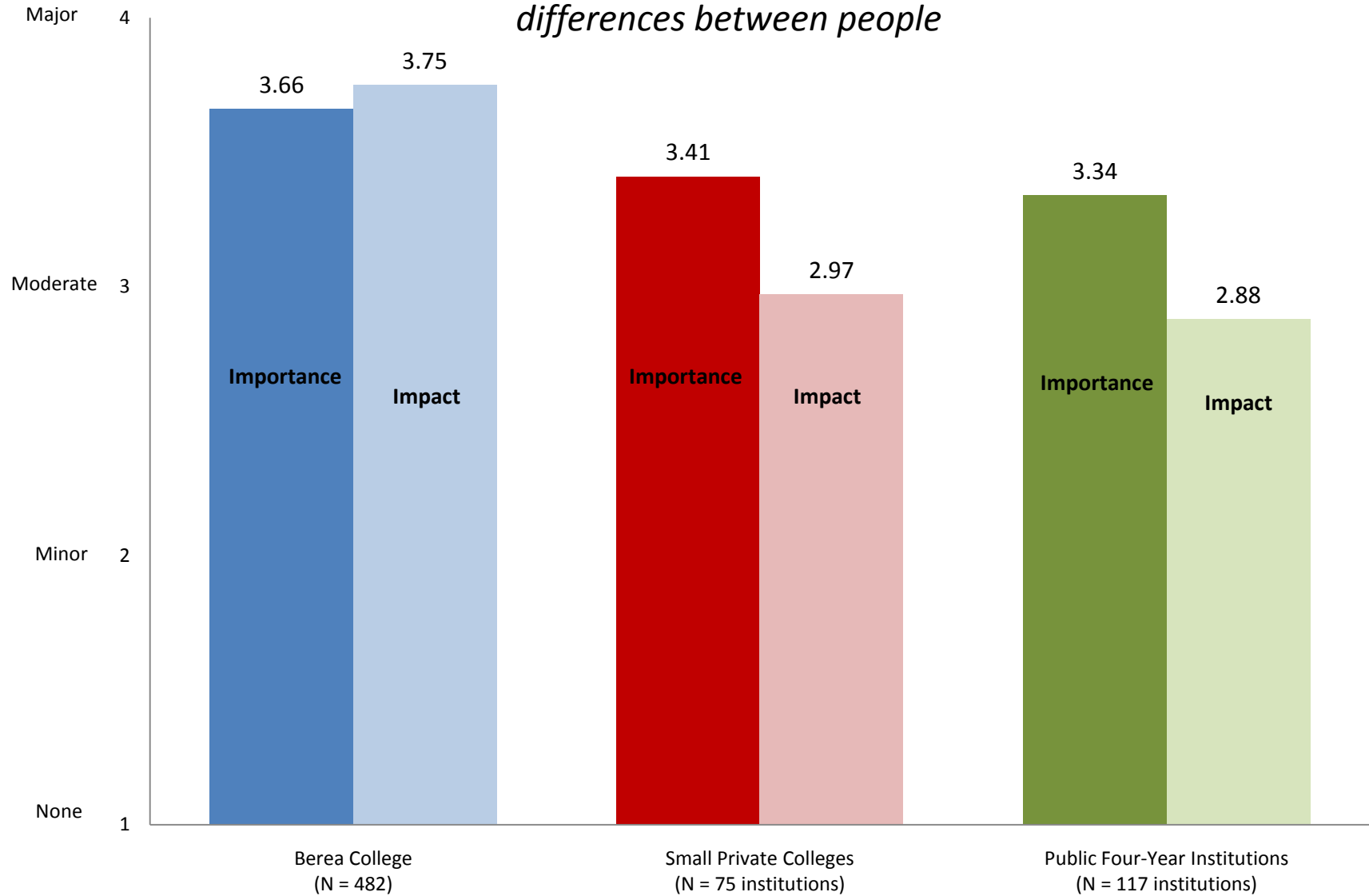
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Understanding and appreciating cultural and ethnic differences between people



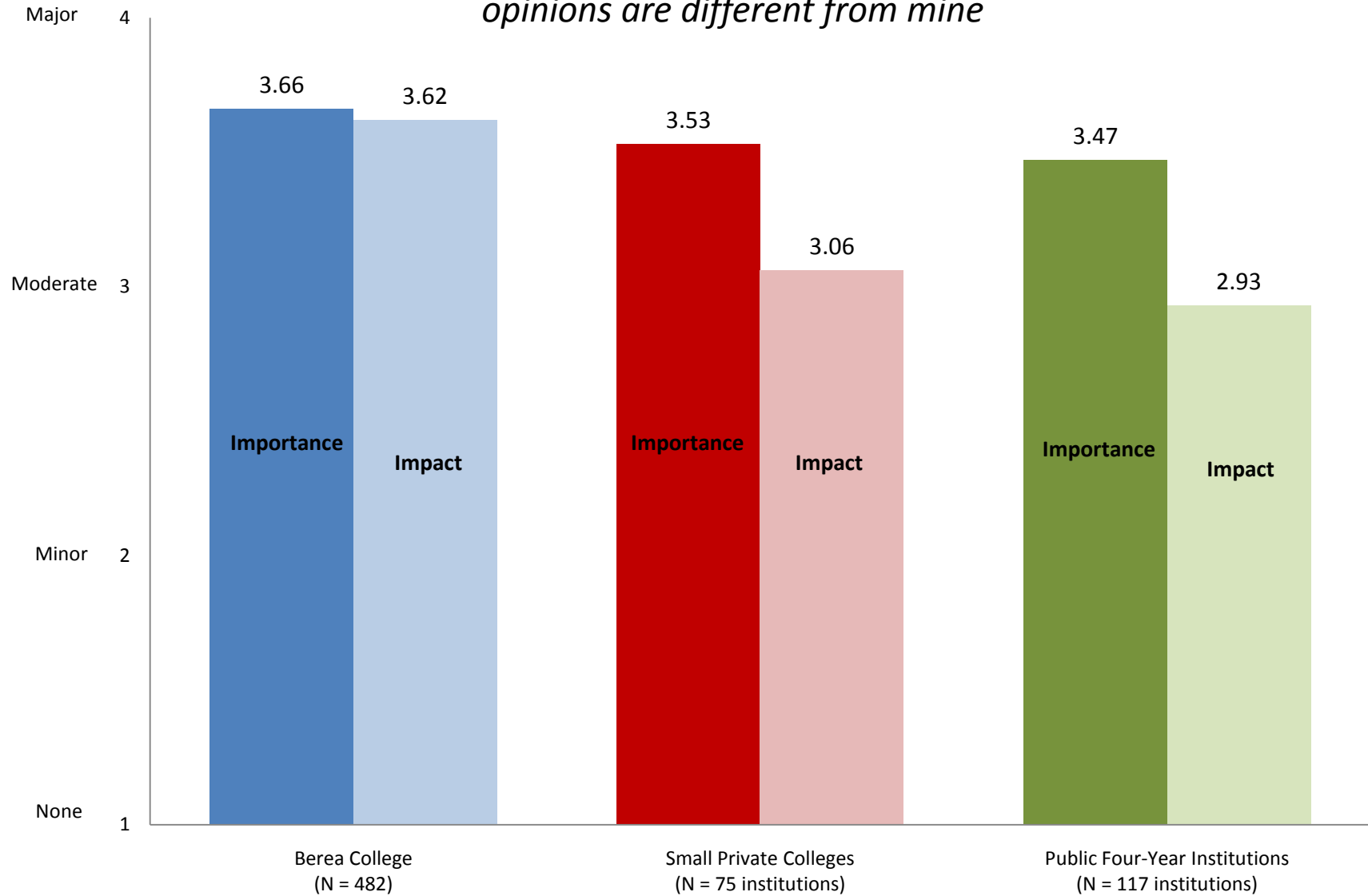
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

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



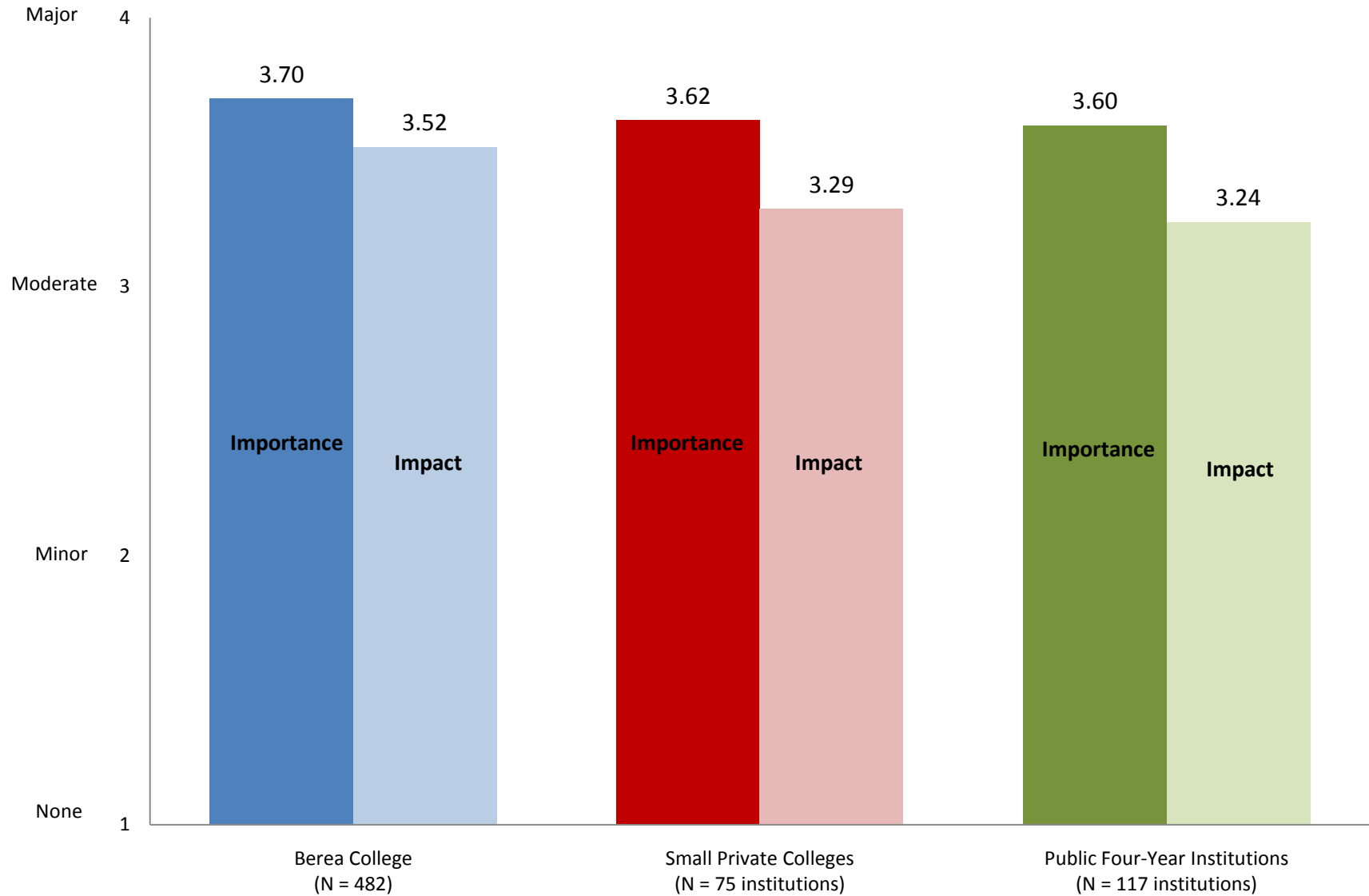
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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.

Working cooperatively in groups; working as a team leader



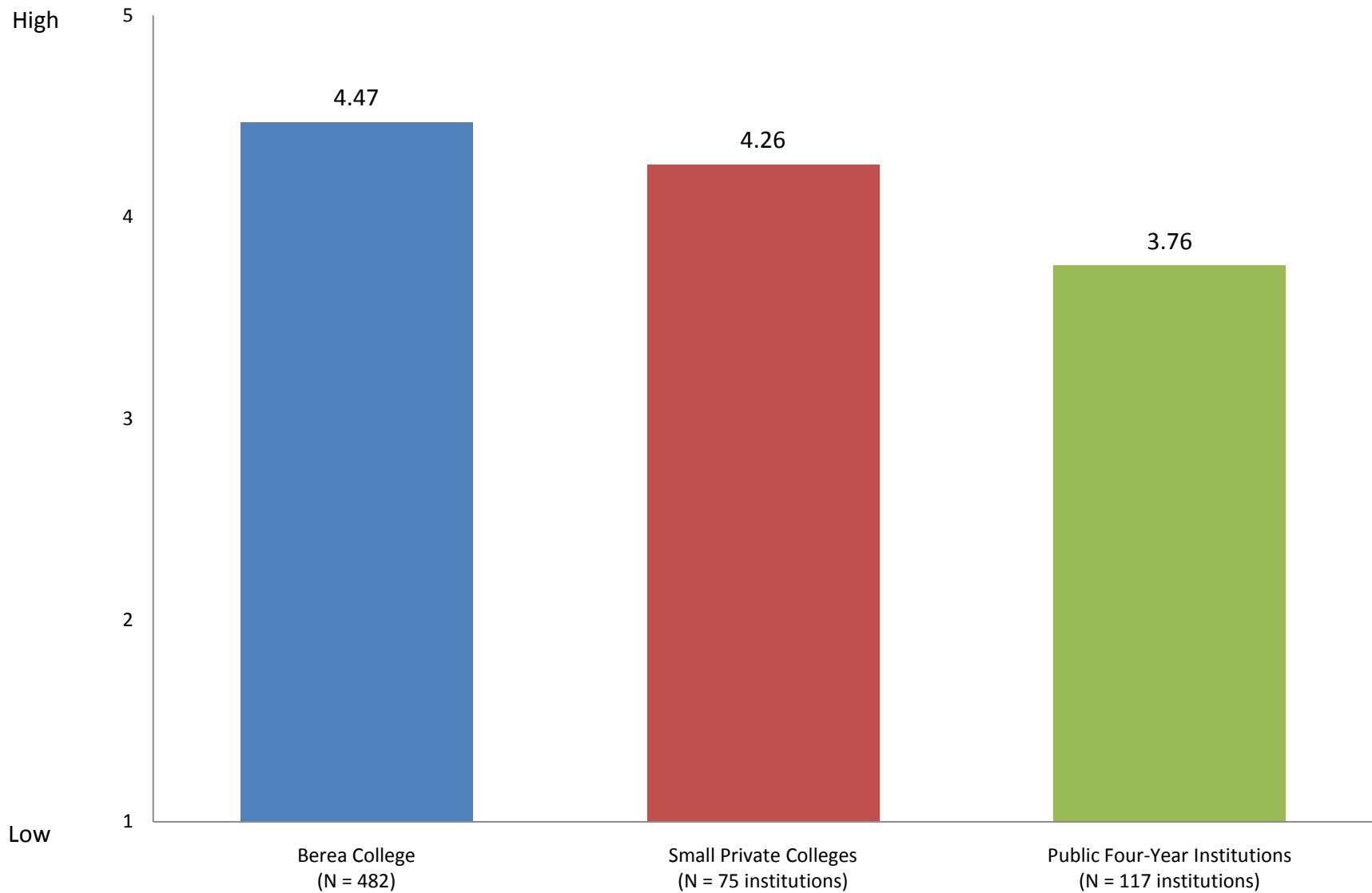
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Opportunities for student/faculty interaction



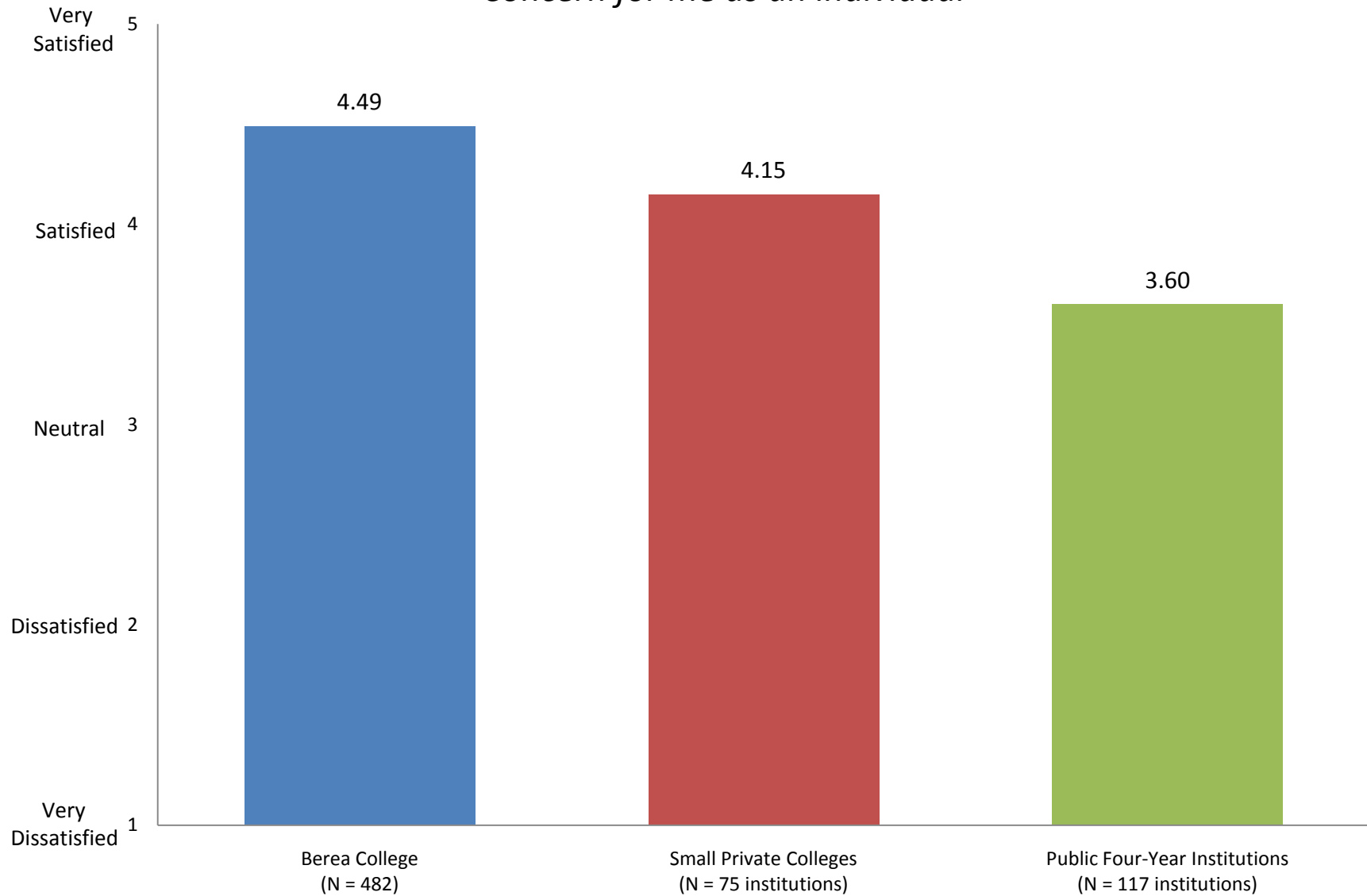
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Concern for me as an individual



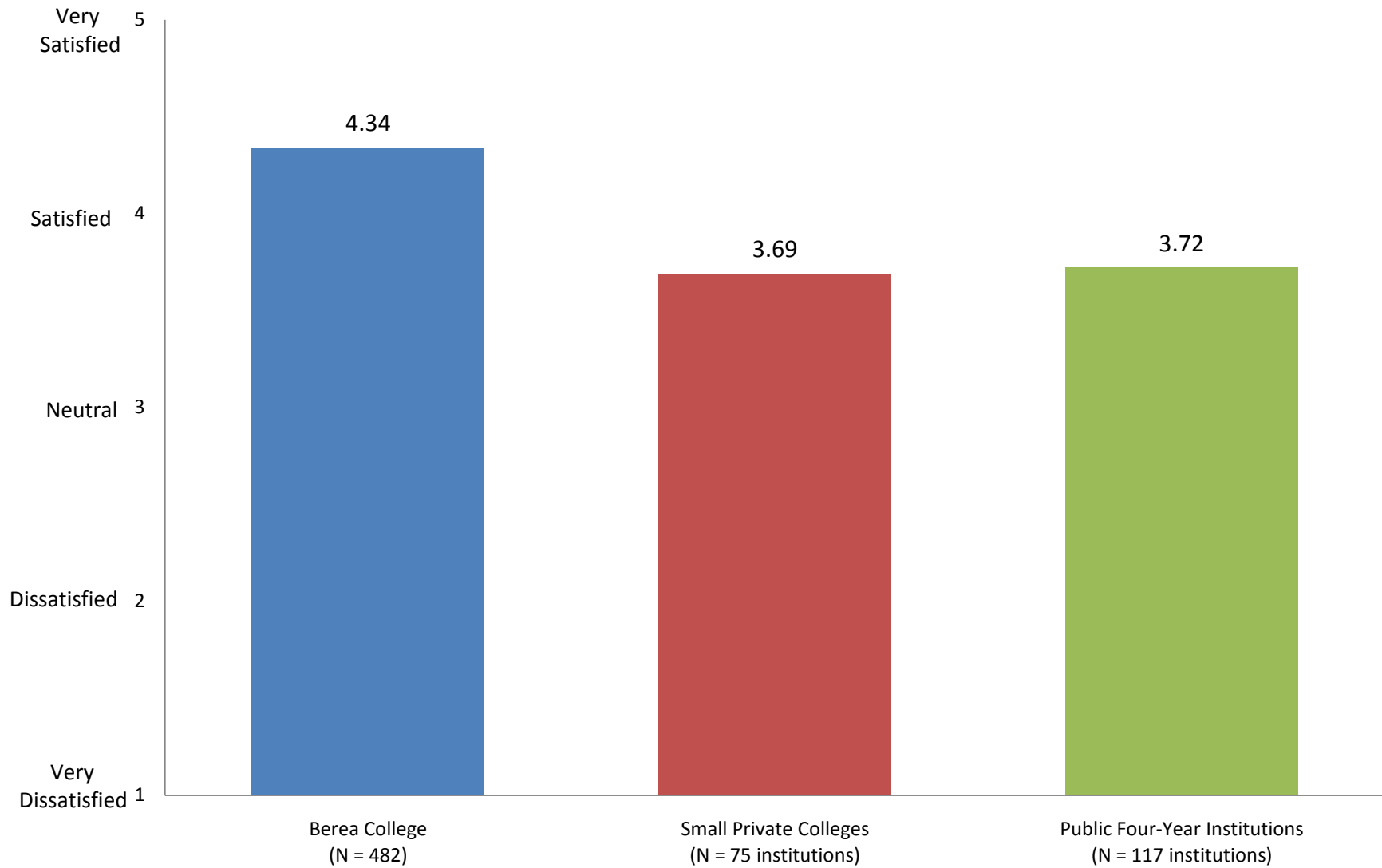
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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



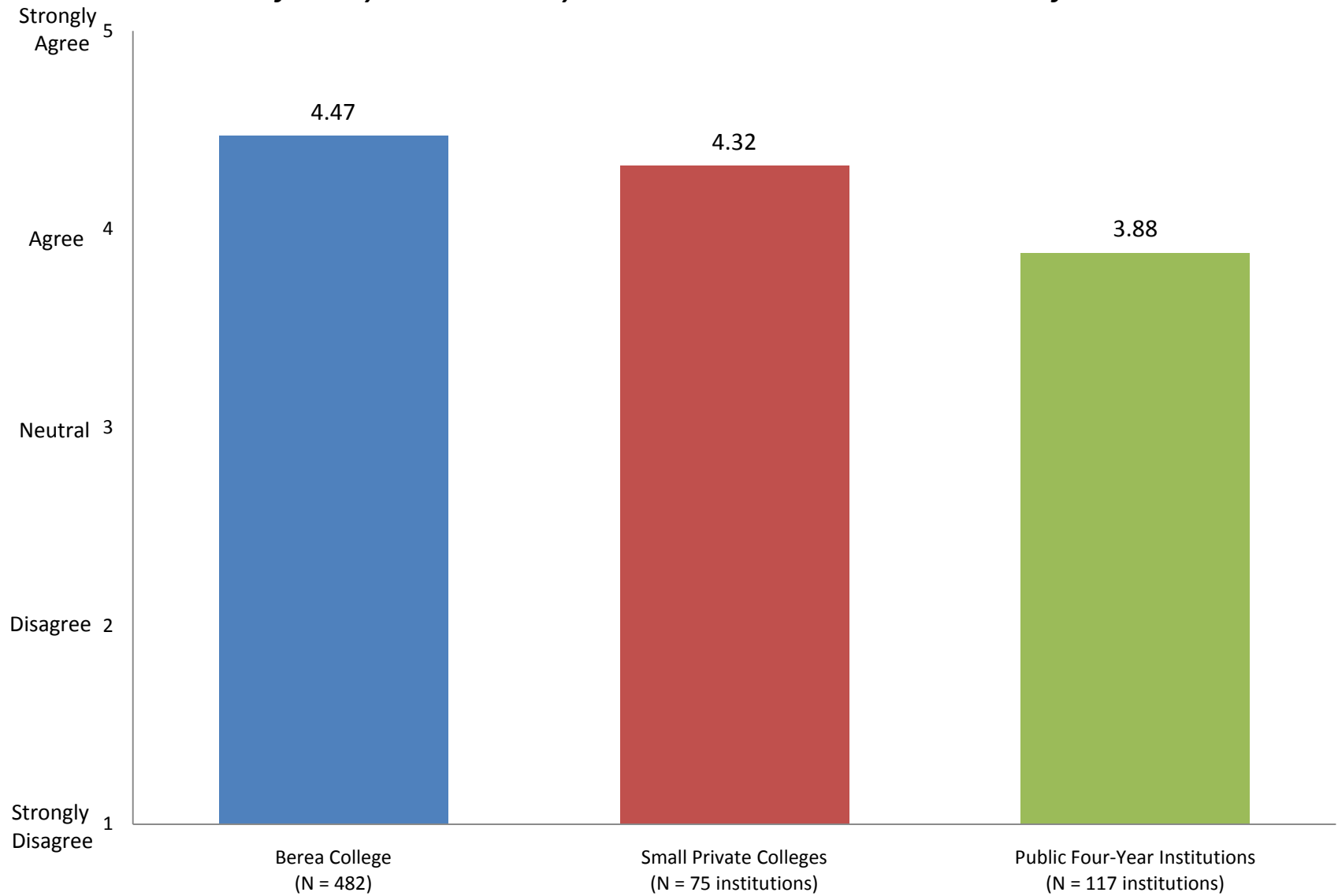
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Most faculty were readily available to students outside of class time



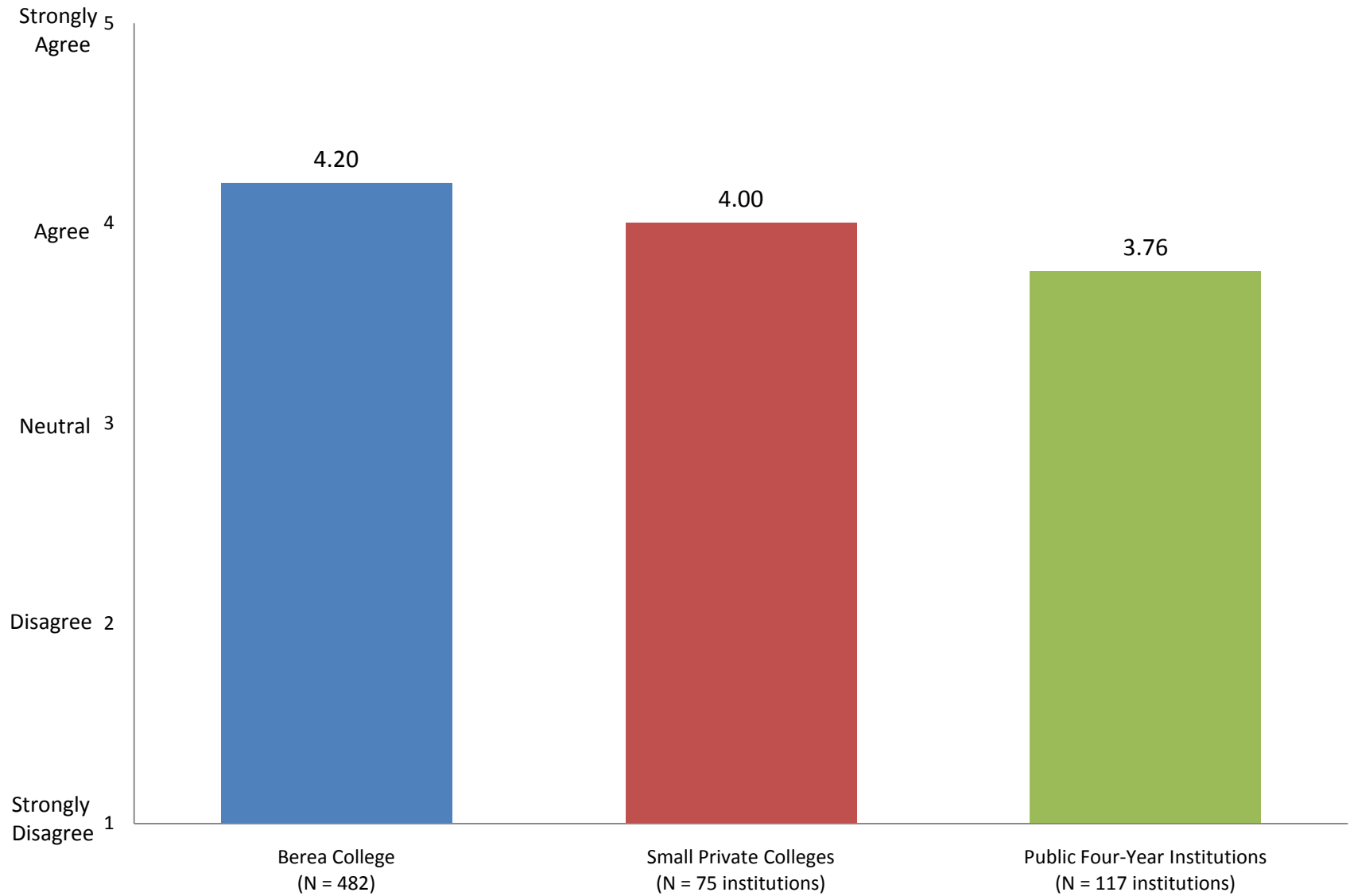
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Bera Response Rate:
482/1648 or 29%

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

The campus was, generally, free harassment (e.g., sexual, racial, etc.)



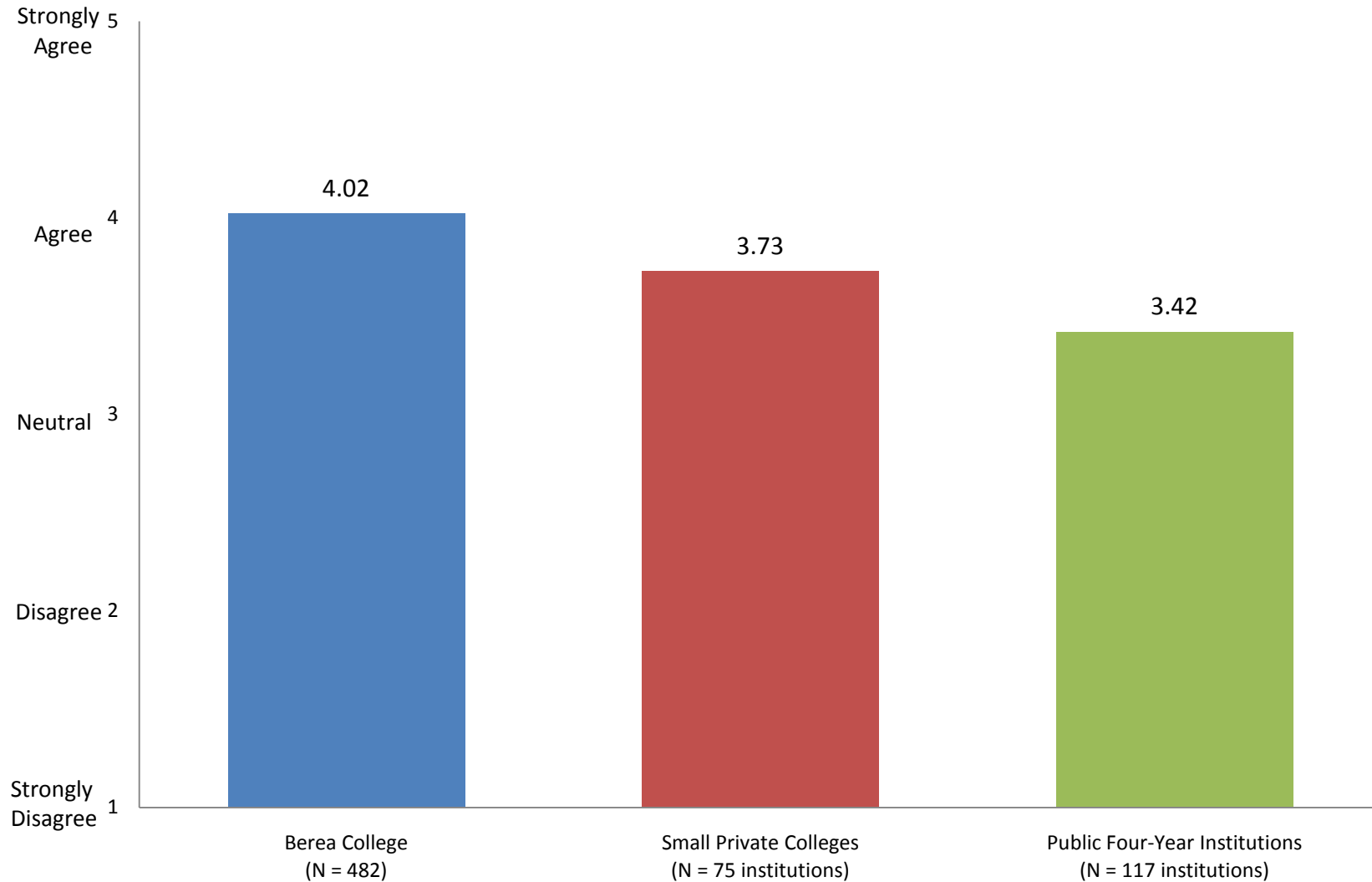
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

*Administrators at the campus respected
and were responsive to student input*



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

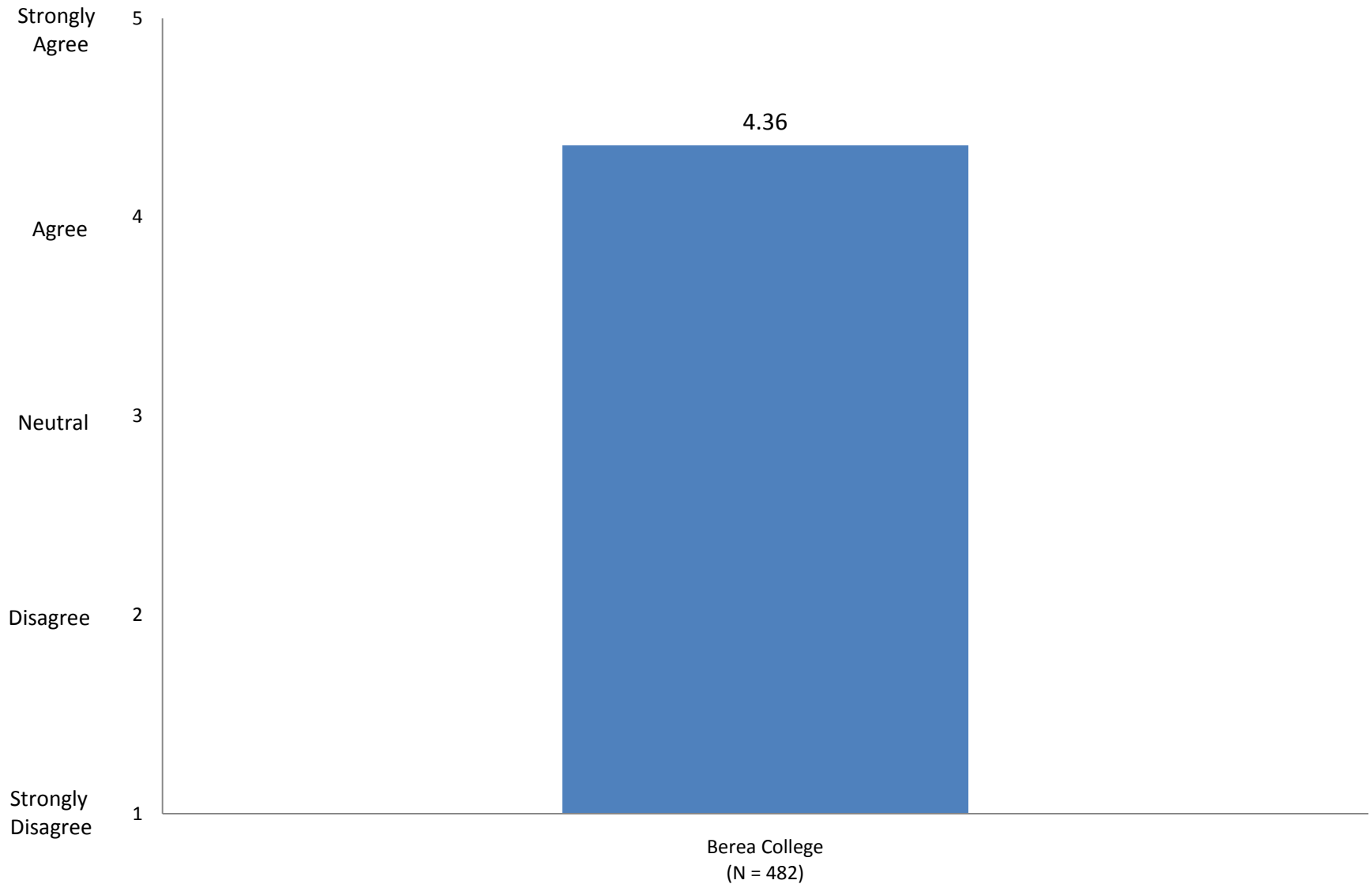
Source: Office of Institutional Research and Assessment, Spring 2011

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 learn how to work cooperatively in groups/teams.



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%