

Service/Volunteerism/ Civic Engagement

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: Service, Volunteerism, and Civic Engagement

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

2010 - 2020 Construct Reports

Construct: Social Agency *measures the extent to which students value political and social involvement as a personal goal.*

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

Construct: Civic Engagement *measures the extent to which students are motivated and involved in civic, electoral, and political activities. (added in 2012)*

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

Theme: Civic Engagement: Participation, Awareness, and Values: *these items relate to the levels of engagement and satisfaction with community and volunteer work in high school, as well as items that reflect future orientation towards volunteer and community service.*

In the past year, how often have you:

- Demonstrated for a cause (e.g., boycott, rally, protest)
- Performed volunteer work
- Voted in a student election
- Discussed politics
- Publicly communicated my opinion about a cause (e.g., blog, email, petition)
- Helped raise money for a cause or campaign

How would you rate yourself in the following areas:

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

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

- Influencing social values
- Helping others who are in difficulty
- Participating in a community action problem
- Helping to promote racial understanding
- Keeping up to date with political affairs
- Becoming a community leader

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

- Participate in student government
- Participate in volunteer or community service work

Cooperative Institutional Research Program (CIRP), continued:

Graphical Report (Recent Trends, 2020, Historical Trends)

Rate your agreement with each of the following

- The federal government should do more to control the sale of handguns (asked in 2002-2010)
- The federal government should have stricter gun control laws (asked in 2016 and 2020)
- The United States should intervene in the wars of other countries (asked in 2018)
- The U.S. government should create a clear path to citizenship for undocumented immigrants (added in 2020)
- My political views closely resemble those of my parent(s)/guardian(s) (added in 2020)

In the past year, how often have you:

- Performed volunteer work
- Discussed politics
- Voted in a student election (asked 2002 through 2018)
- Demonstrated for a cause (e.g., boycott, rally, protest)
- Helped raise money for a cause or campaign (added in 2010)
- Performed community service as part of a class (asked in 2002 through 2014)
- Publicly communicated my opinion about a cause (e.g., blog, email, petition) (added in 2010)
- Worked on a local, state, or national political campaign (asked in 2004; 2008 through 2014)

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

- Volunteer work (not asked in 2016)

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

- Influencing social values
- Helping others who are in difficulty
- Helping to promote racial understanding
- Becoming a community leader
- Participating in a community action program
- Keeping up to date with political affairs
- Influencing the political structure

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

- Participate in volunteer or community service
- Participate in student protests or demonstrations (not asked in 2016)
- Participate in student government

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

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

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

- This college's graduates make a difference in the world (added in 2016)

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

Rate the importance to you of each of the following:

- Serving humankind
- Being a responsible citizen of the world
- Volunteering service to my community

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

- To learn more about nonviolent conflict resolution

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

2014 Construct Report

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.*

2014 Graphical Report

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

- Advised student groups involved in service/volunteer work
- Collaborated with the local community in research/teaching

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

- Taught a service learning course

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

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

- Community service as part of coursework

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

- Teach students tolerance and respect for different beliefs
- Instill in students a commitment to community service
- Encourage students to become agents of social change

Please indicate your agreement with each of the following statements:

- Colleges have a responsibility to work with their surrounding communities to address local issues

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

- Develop a sense of community among students and faculty
- Facilitate student involvement in community service
- Help students learn how to bring about change in society
- Provide resources for faculty to engage in community-based teaching or research

During the past two years, have you:

- Engaged in public service/professional consulting without pay

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?

- People with political views other than your own

About how many of your courses at this institution have included a community-based project (service-learning)?

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

- Doing community service or volunteer work

How much does your institution emphasize the following?

- Attending events that address important social, economic, or political issues (added 2014)

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

- Being an informed and active citizen (added 2014)

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

- Discussed or debated an issue of social, political, or philosophical importance (added 2014)
- Discussed the ethical consequences of a course of action (added 2014)

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

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

- Participated in a demonstration for a diversity-related cause (rally, protest, etc.).

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

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

- Help people resolve their disagreements with each other.
- Resolve conflicts that involve bias, discrimination, and prejudice
- Lead a group in which people from different backgrounds feel welcomed and included.
- Participate in a constructive dialogue with someone who disagrees with you.
- Contribute to the well-being of your community.

How much does your institution emphasize the following?

- Discussing important social, economic, or political issues with others.
- Organizing activities focused on important social, economic, or political issues.
- Being an informed and active citizen.
- Being involved in an organization or group focused on important social, economic, or political issues.
- Voting in campus, local, state, or national elections.
- Encouraging free speech and expression.

How much do you feel encouraged addressing important social, economic, or political issues in the following?

- In course assignments.
- In course discussions.
- Outside of class.

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

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

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

- Informed yourself about campus or local issues.
- Informed yourself about state, national, or global issues.
- Discussed campus or local issues with others.
- Discussed state, national, or global issues with others.
- Raised awareness about campus or local issues.
- Raised awareness about state, national, or global issues.
- Asked others to address campus or local issues.
- Asked others to address state, national, or global issues.
- Organized others to work on campus or local issues.
- Organized others to work on state, national, or global issues.

Faculty/Student Comparisons (FSSE/NSSE)

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 with political views other than your own

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

NSSE: How much does your institution emphasize the following?

- Attending events that address important social, economic, or political issues

FSSE: About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?

NSSE: About how many of your courses at this institution have included a community-based project (service-learning)?

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?

- Being an informed and active citizen

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?

- Doing community service or volunteer work

Berea-Specific Item

To what extent do you agree with the following statement?

- Going to a work college helps me learn the value of community service

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

Berea-Specific Items

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

Importance/Satisfaction Ratings

- There are adequate volunteer opportunities for me to provide service
- The Center for Excellence through Service (CELTS) contributes to my overall education (added in 2013)
- Being involved in service is an important part of my overall education.

Graduating Seniors' Survey (includes ACT College Outcomes Survey)

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

- Actively participating in volunteer work to support worthwhile causes

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

- Off-campus community service (e.g., religious, civic)

Berea-Specific Items

Did you participate in community service, outreach programs, or some kind of service-learning project while at Berea?

Rate the importance to you of each of the following:

- Serving humankind
- Being a responsible citizen of the world
- Volunteering service to my community

Historical Survey Data (Prior to 2012)

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

Did your high school require community service for graduation? (only asked in 2002 and 2004)

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

Rate the importance to you of each of the following:

- Working for social change

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

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

- Participated in organized demonstrations
- Performed volunteer work

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

- Influencing the political structure
- Influencing social values
- Helping others who are in difficulty
- Becoming involved in programs to clean up the environment
- Participating in a community action program
- Becoming a community leader
- Improving my understanding of other countries and cultures
- Improving the health of minority communities

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

- Understanding of the problems facing your community

Percent of students noting they are “satisfied” or “very satisfied” with the following

- Opportunities for community service

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

2003, 2007, and 2010 Administrations Only

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

- Participated in a community-based project as part of a regular course

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

- Community service or volunteer work

Student Satisfaction Inventory (SSI), All Students

Berea-Specific Items

Breakdowns by: All Students

Importance/Satisfaction Ratings

1998 Administration Only

- There are various opportunities to serve the community (or humankind) at Berea College

2003 Administration Only

- I feel that there are adequate opportunities for me to provide community and other service

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

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

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

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

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

Have you ever done the following?

- Participated in a volunteer service outside the United States

Are you registered to vote?

Please indicate whether you have EVER DONE any of the following

- Informed myself about (read or watched news, watched debates, attended rallies, etc.)
- Discussed political issues about (joined a political organization, blogged, etc.)
- Promoted a candidate for (wore a campaign button, gave money, joined a Facebook group, displayed a bumper sticker, etc.)
- Worked on a campaign in (registered voters, volunteered, canvassed a neighborhood, etc.)
- Voted

Which 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 not 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.

Degrees of Preparation Survey, continued:

During the past 12 months, did you participate in activities to help others? (for example, tutor students in elementary or secondary schools, help at a senior citizens center, lead a recycling program).

How frequently do you engage in each activity?/How effectively can you do each activity?

- Create a plan to address an issue or a problem in your community (campus, local, etc.)
- Raise awareness about an issue or a problem
- Organize a group to address an issue or a problem
- Identify others who could help deal with an issue or problem in your community
- Present your opinion about an issue in the media (for example, blog, email, radio call-in, letter to editor)
- Organize a petition

African-American Student Survey, April 2003

Importance/Satisfaction

- Learning through service opportunities

Berea-Specific Exit Survey, Graduating Seniors

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

- Developing a commitment to service for the common or public good
- Intensifying your habit of service

How well did Berea College help you:

- To learn more about nonviolent conflict resolution

Rate the importance to you of each of the following:

- Working for social change

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

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

- Actively participating in community service

Overall, how well did your Berea College experience prepare you for a life of...

- Civic engagement
- Service to others

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?

- Recognizing your rights, responsibilities, and privileges as a citizen

Berea-Specific Items

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

- Service Learning (service as required part of a course)
- Community Service through the Labor Program (i.e. Bonner Scholars, Habitat for Humanity, SFA, people who care, etc.)
- Volunteering through College Community Service Programs
- Participation in Activism (political party work, social justice activities, environmental action projects, etc.)

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

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

- Actively participating in volunteer/community service

Indicate your level of involvement while attending this college in:

- Other volunteer/community service

Berea-Specific Items

Indicate your agreement with the following statements:

- Participation in the work/labor program increased my ability to participate in community service after graduation
- I believe my experience in the college work/labor program helped me to understand the importance or providing community service after college.
- My overall educational cost was decreased by work/labor program participation

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

Which best describes the type of organization by which you are now employed.

Importance of skills/Impact of your experiences at this school

- Appreciating and exercising my rights, responsibilities, and privileges as a citizen
- Understanding the interaction of human beings and the environment
- Understand international issues (political, economic, etc.)
- Actively participating in community service

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

- Helped me to become more involved in my community
- Helped me to learn the importance of service to others
- Helped me to understand the importance of providing community service after college

ACT Alumni Outcomes Survey, Fall 2010 (Work Colleges Consortium), continued:

For each type of activity or organization listed below, indicate your level of involvement while you were attending this school. Then indicate your level of involvement in that activity or organization at the current time.

- Professional
- Religious
- Service
- Environmental
- Political
- Social
- Cultural
- Youth-orientated (including sports)
- Sports/athletics (adult level)
- K-12 level schools (e.g., PTA)
- Community

Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



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

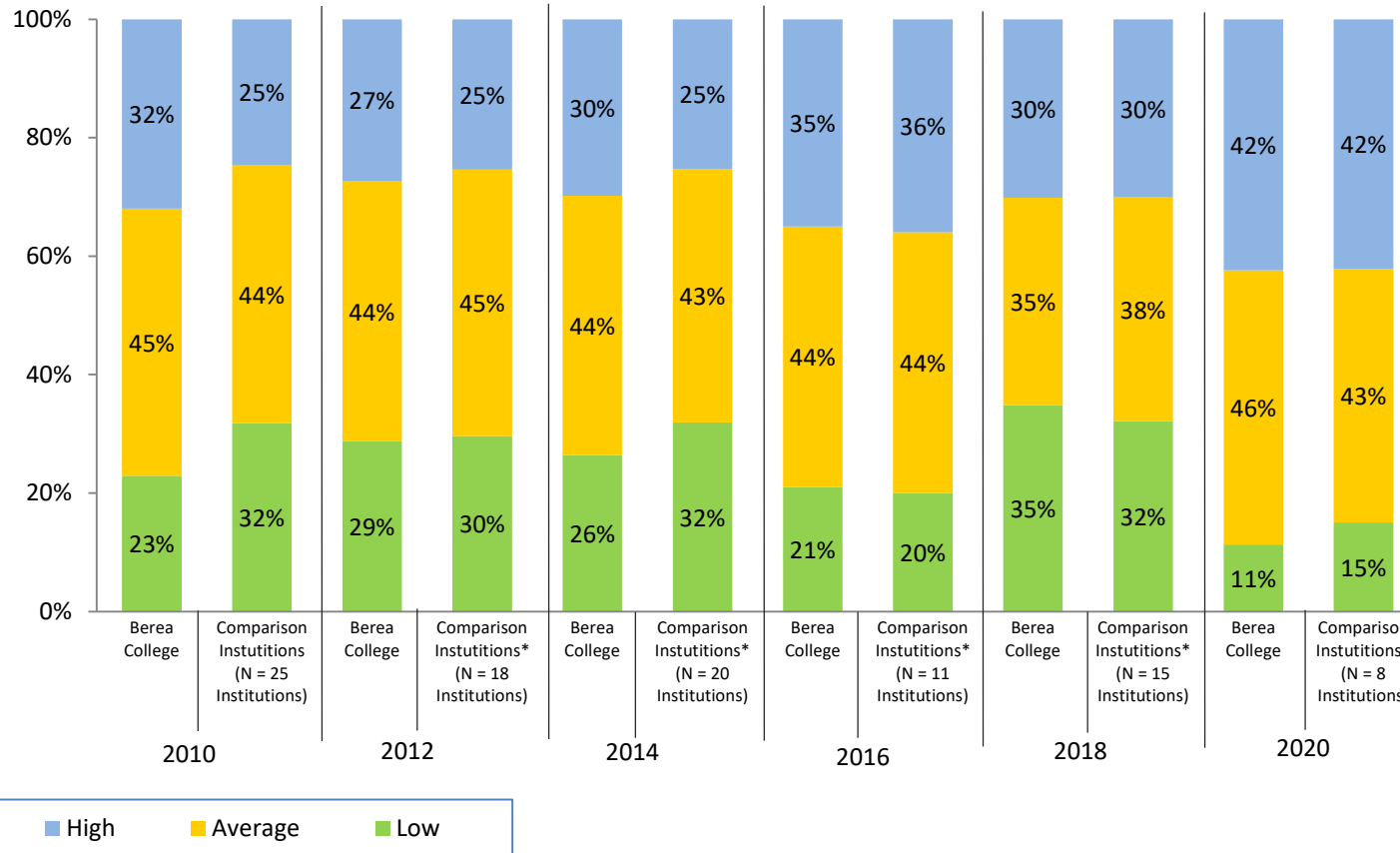
[Select to see survey instruments](#)

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: Social Agency - Measures the extent to which students value political and social involvement as a personal goal.



Survey items included in the construct, Social Agency:

Indicate the importance to you personally of each of the following: (Essential, Very Important, Somewhat Important, Not Important)

- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Influencing social values
- Helping others who are in difficulty
- Keeping up to date with political affairs

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

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

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

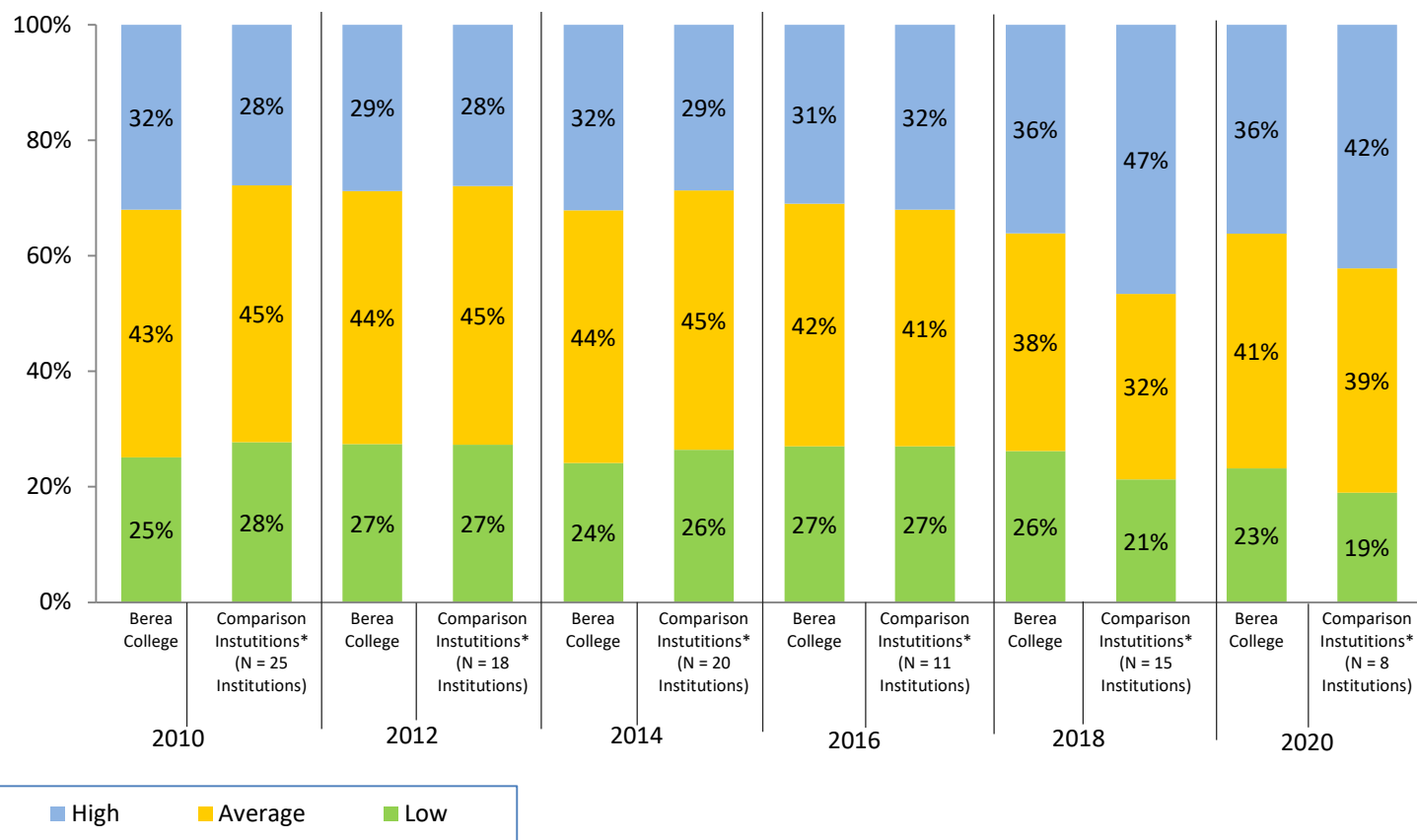
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

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

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

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

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



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

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

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

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

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

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

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

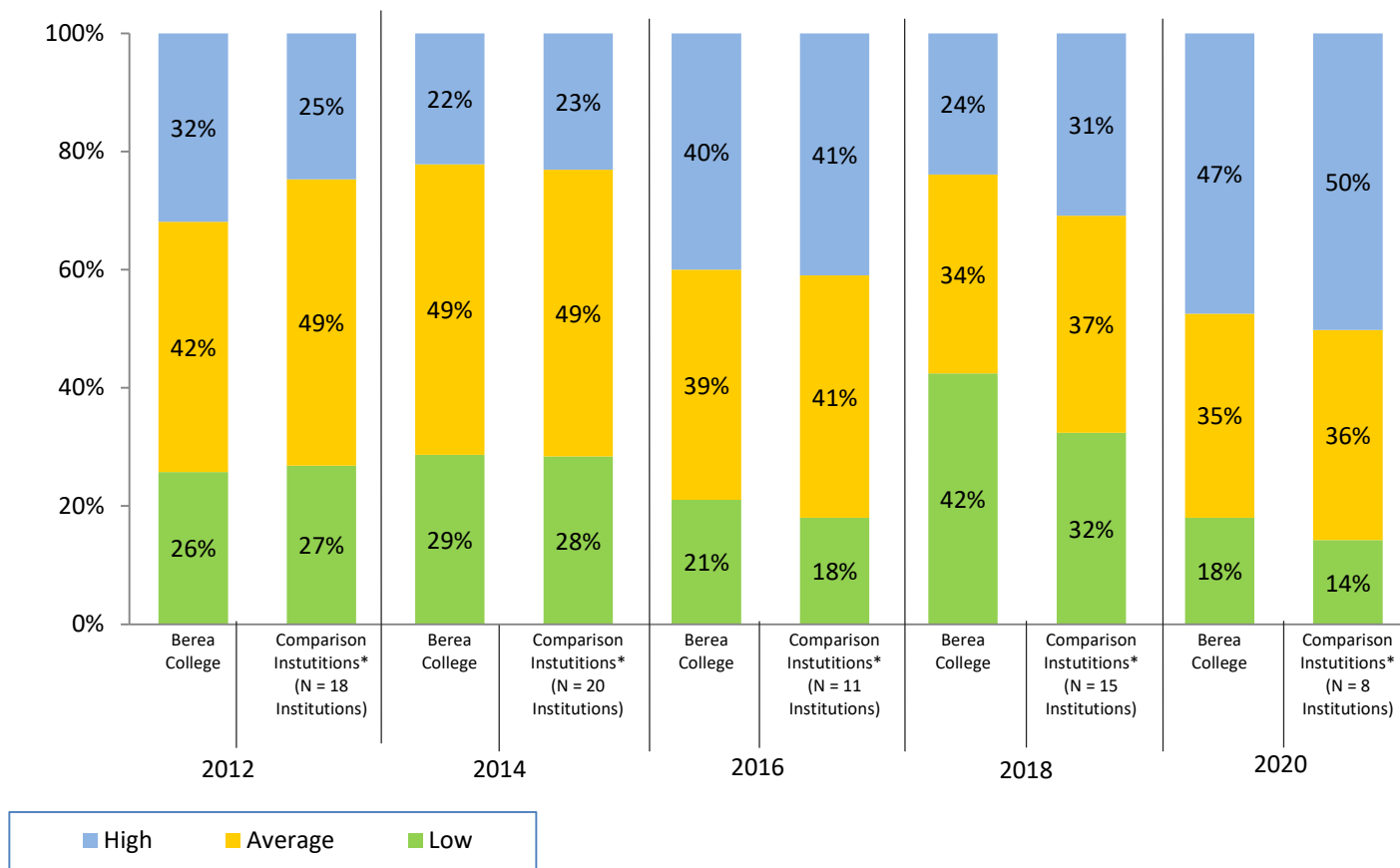
NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Source: Office of Institutional Research and Assessment, February 2021

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

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

Construct: Civic Engagement - Measures the extent to which students are motivated and involved in civic, electoral, and political activities.



Survey items included in the construct, Civic Engagement:

Indicate activities you did in the last year:

- Demonstrated for a cause (e.g. boycott, rally, protest).
- Publicly communicated my opinion about a cause (e.g., blog, email, petition).
- Helped raise money for a cause or campaign
- Performed volunteer work

Indicate the importance to you personally of each of the following: (Essential, Very important, Somewhat important, Not important)

- Influencing social values
- Keeping up to date with political affairs

*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: 2012: 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: Civic Engagement: Participation, Awareness, and Values -- *These items relate to the levels of engagement and satisfaction with community and volunteer work in high school, as well as items that reflect future orientation towards volunteer and community service.*

- In the past year, how often have you:
(*Frequently = 3, Occasionally = 2, Not at all = 1*)
 1. Demonstrated for a cause (e.g., boycott, rally, protest)
 2. Performed volunteer work
 3. Discussed politics
 4. Publicly communicated my opinion about a cause (e.g. blog, email, petition)
 5. Helped raise money for or a cause or campaign

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

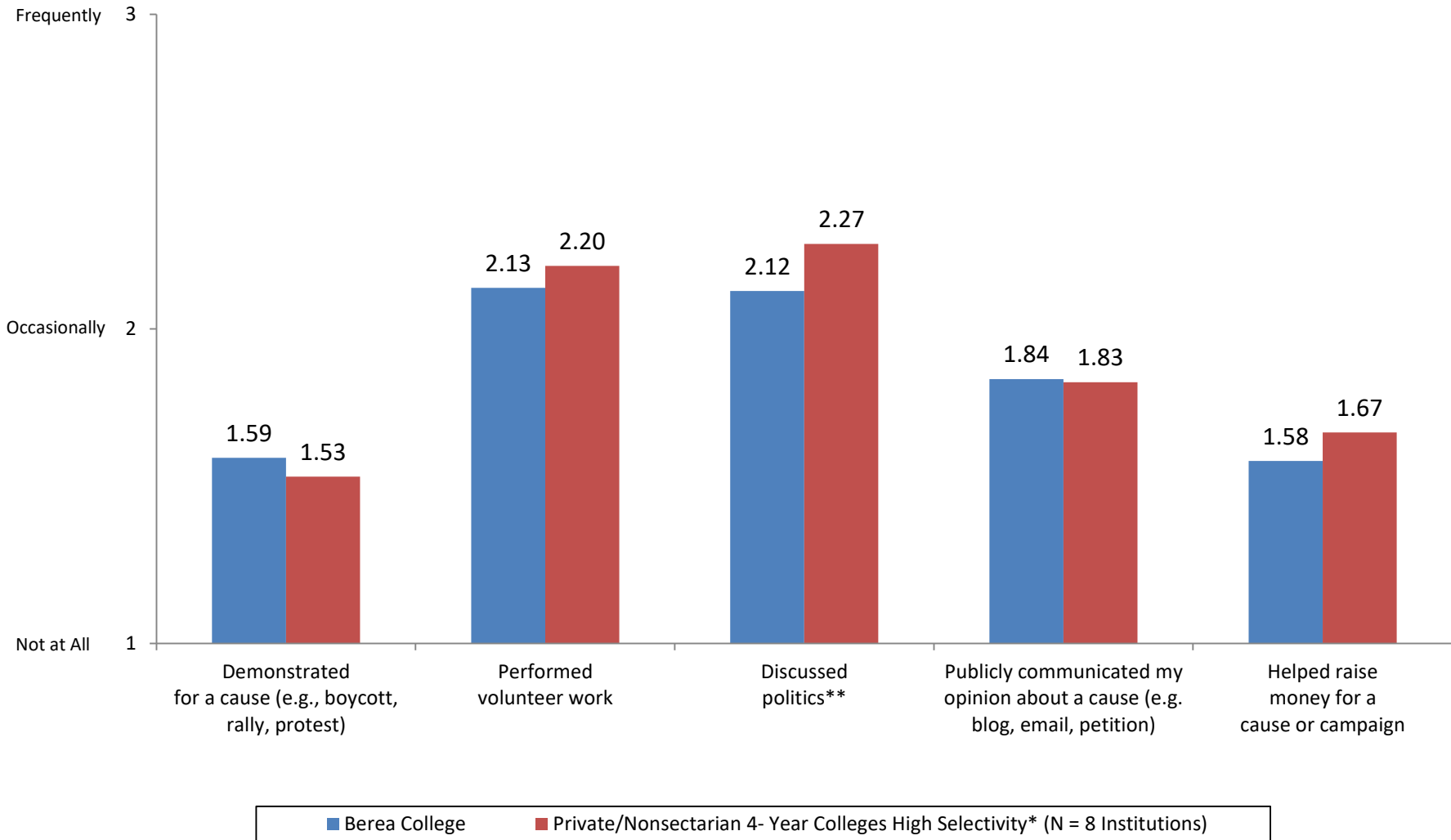
- Please indicate the importance to you personally of each of the following:
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. Influencing social values
 2. Helping others who are in difficulty
 3. Participating in a community action program
 4. Helping to promote racial understanding
 5. Keeping up to date with political affairs
 6. Becoming a community leader

- What is your best guess as to the chances that you will:
(*Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1*)
 1. Participate in student government
 2. Vote in a local, state, or national election
 3. Participate in volunteer or community service work

THEME: Civic Engagement: Participation, Awareness, Values

(Based on First-Year Students Only)

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



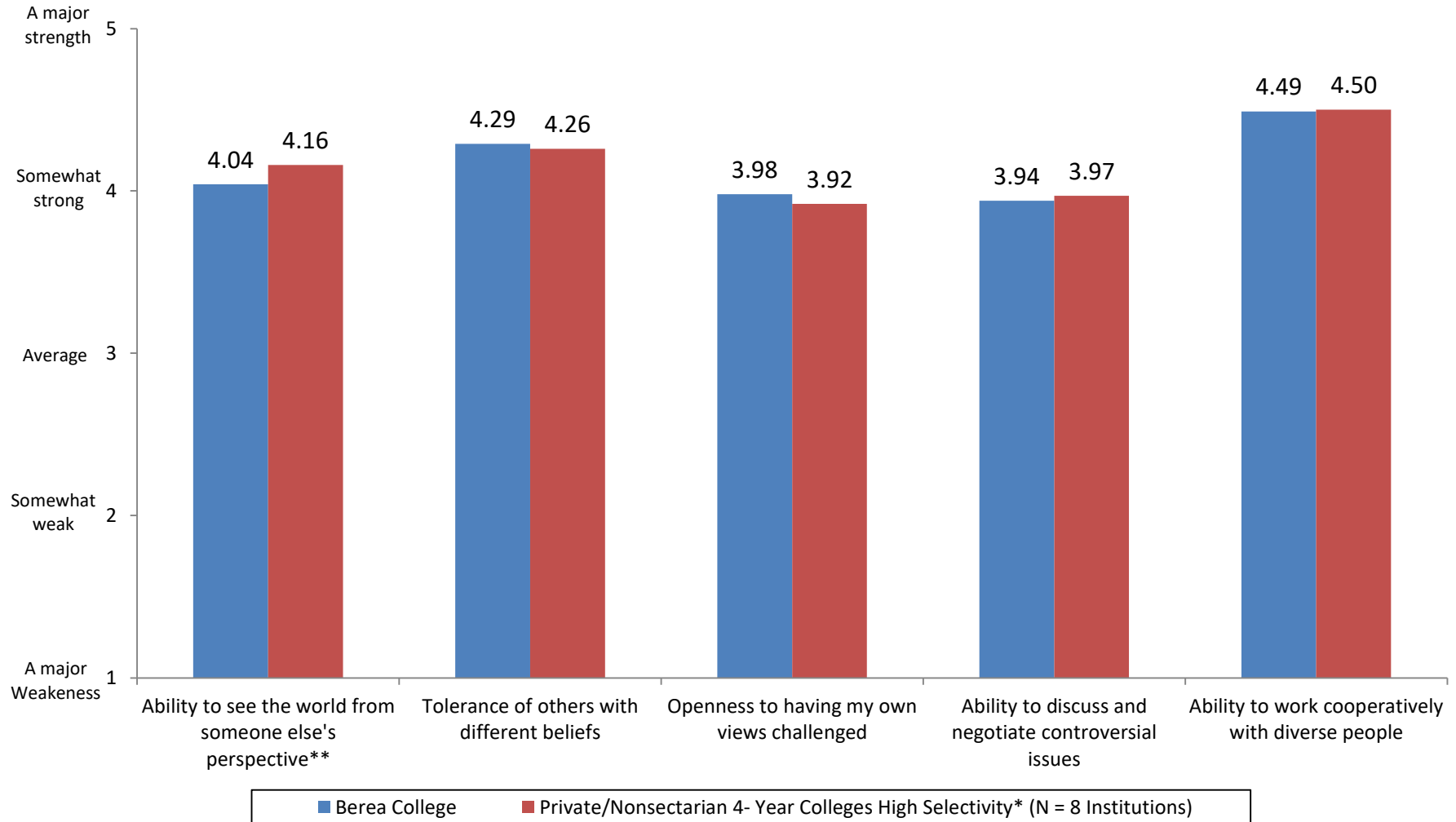
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Civic Engagement: Participation, Awareness, Values

(Based on First-Year Students Only)

How would you rate yourself in the following areas:



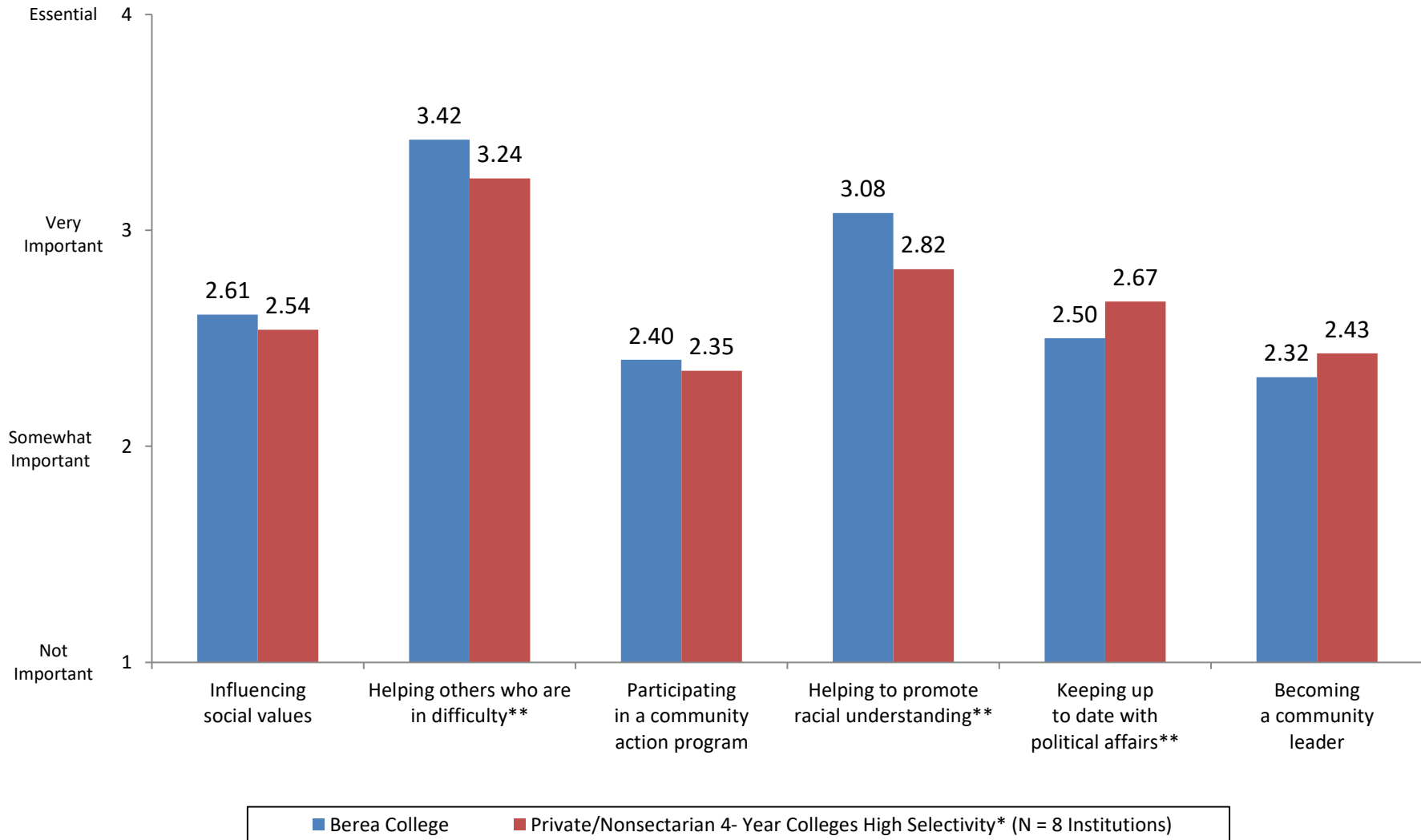
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**Difference is statistically significant.

THEME: Civic Engagement: Participation, Awareness, Values

(Based on First-Year Students Only)

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

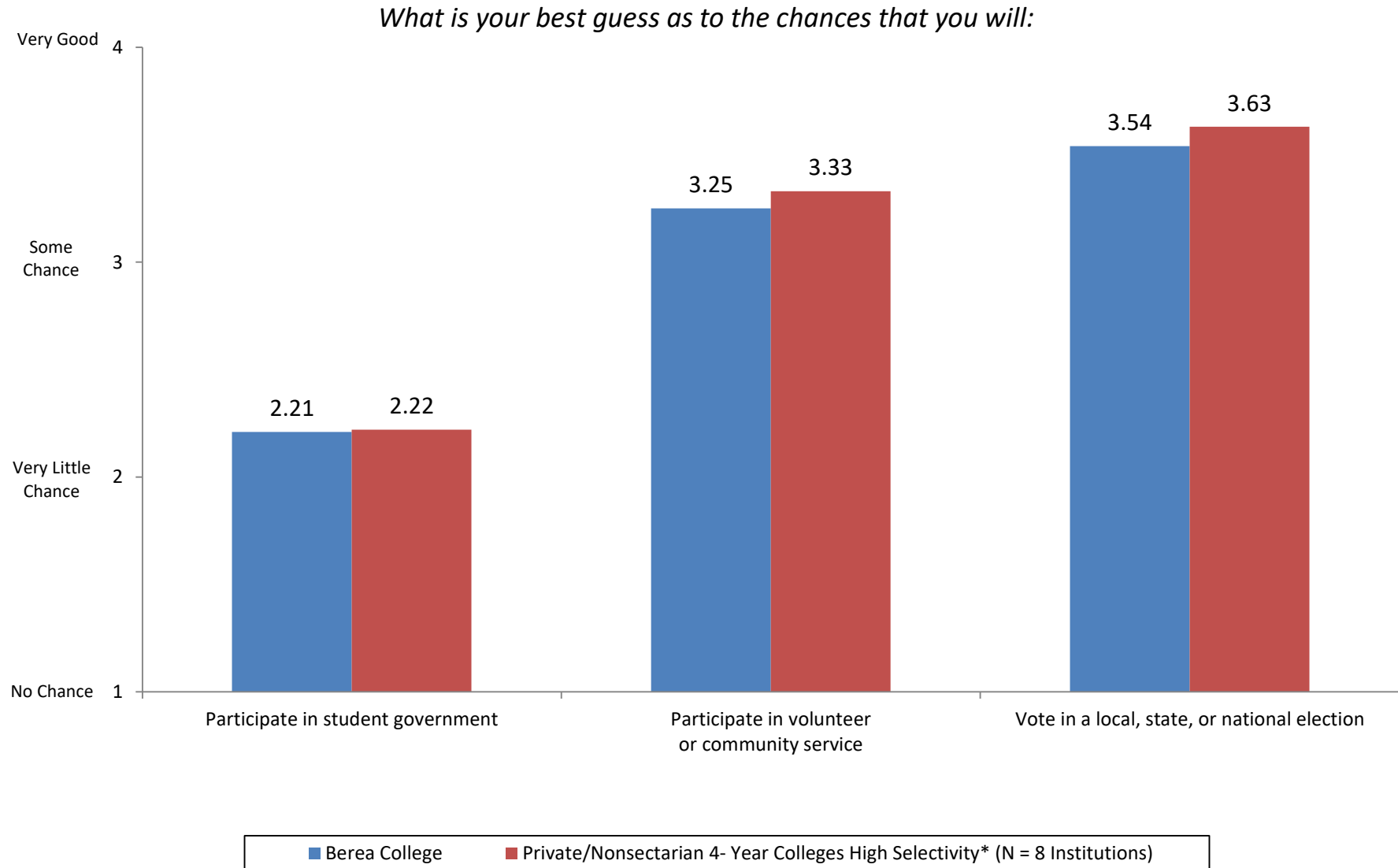


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**Difference is statistically significant.

THEME: Civic Engagement: Participation, Awareness, Values

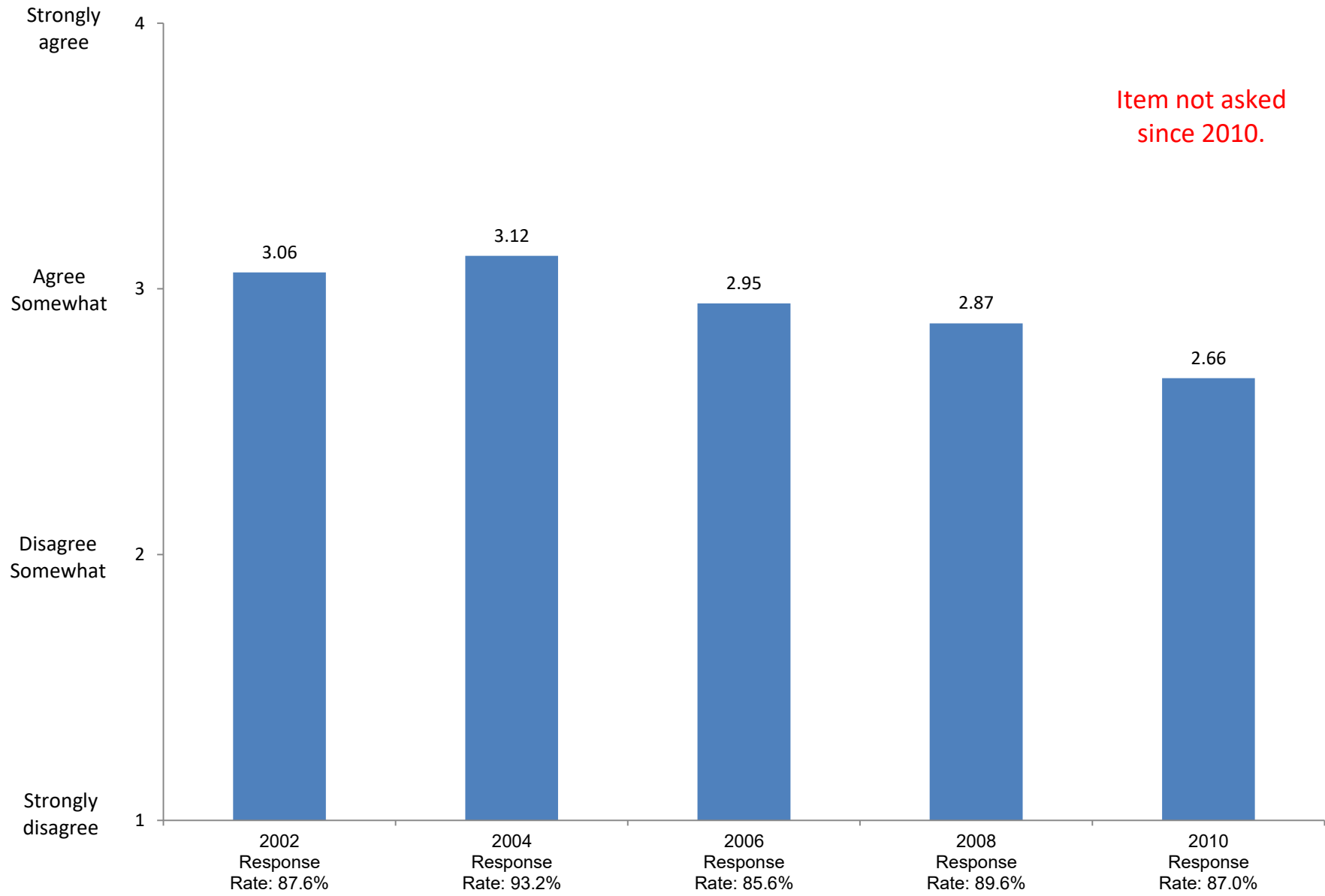
(Based on First-Year Students Only)



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

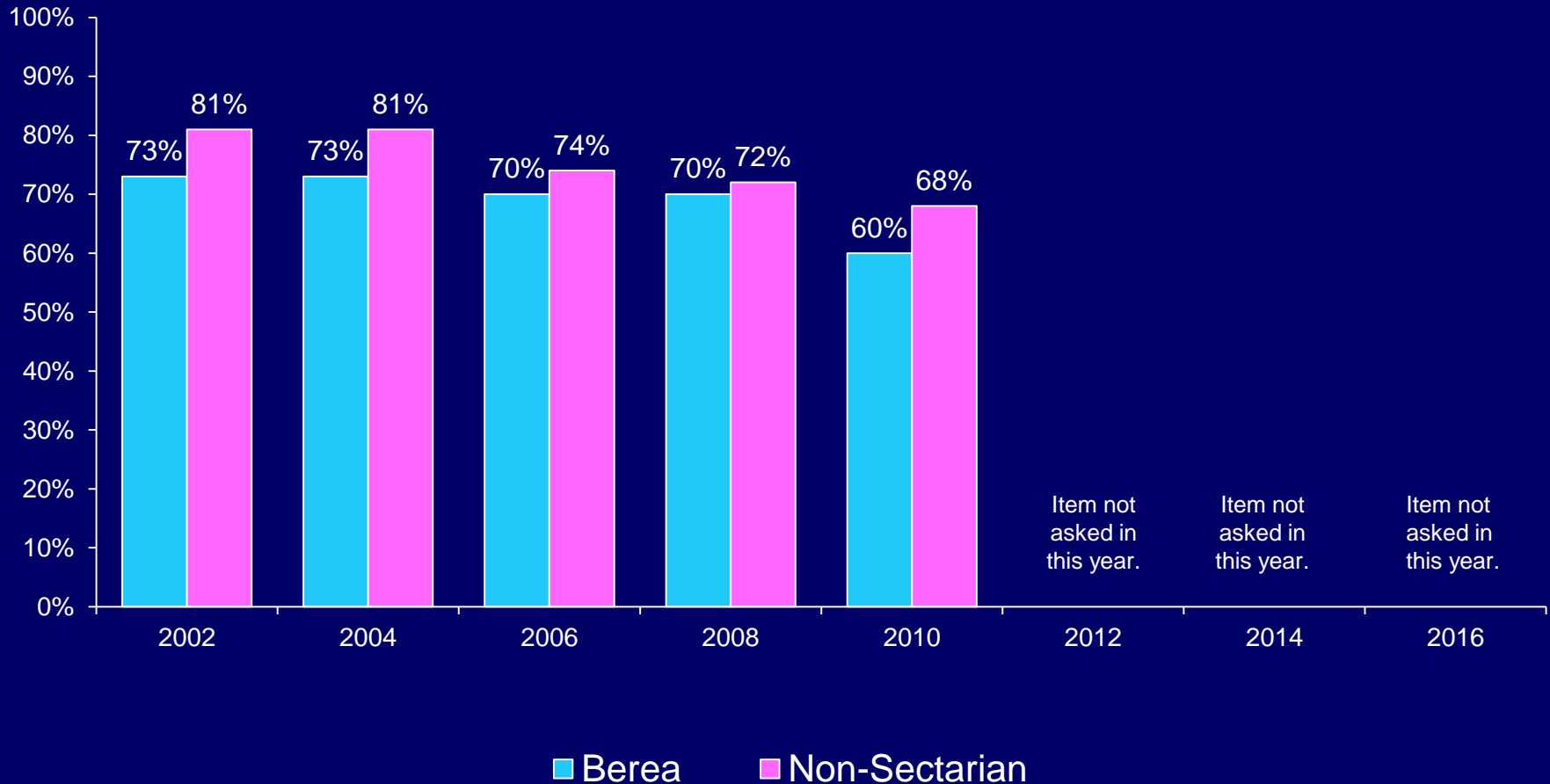
Rate your agreement with each of the following.

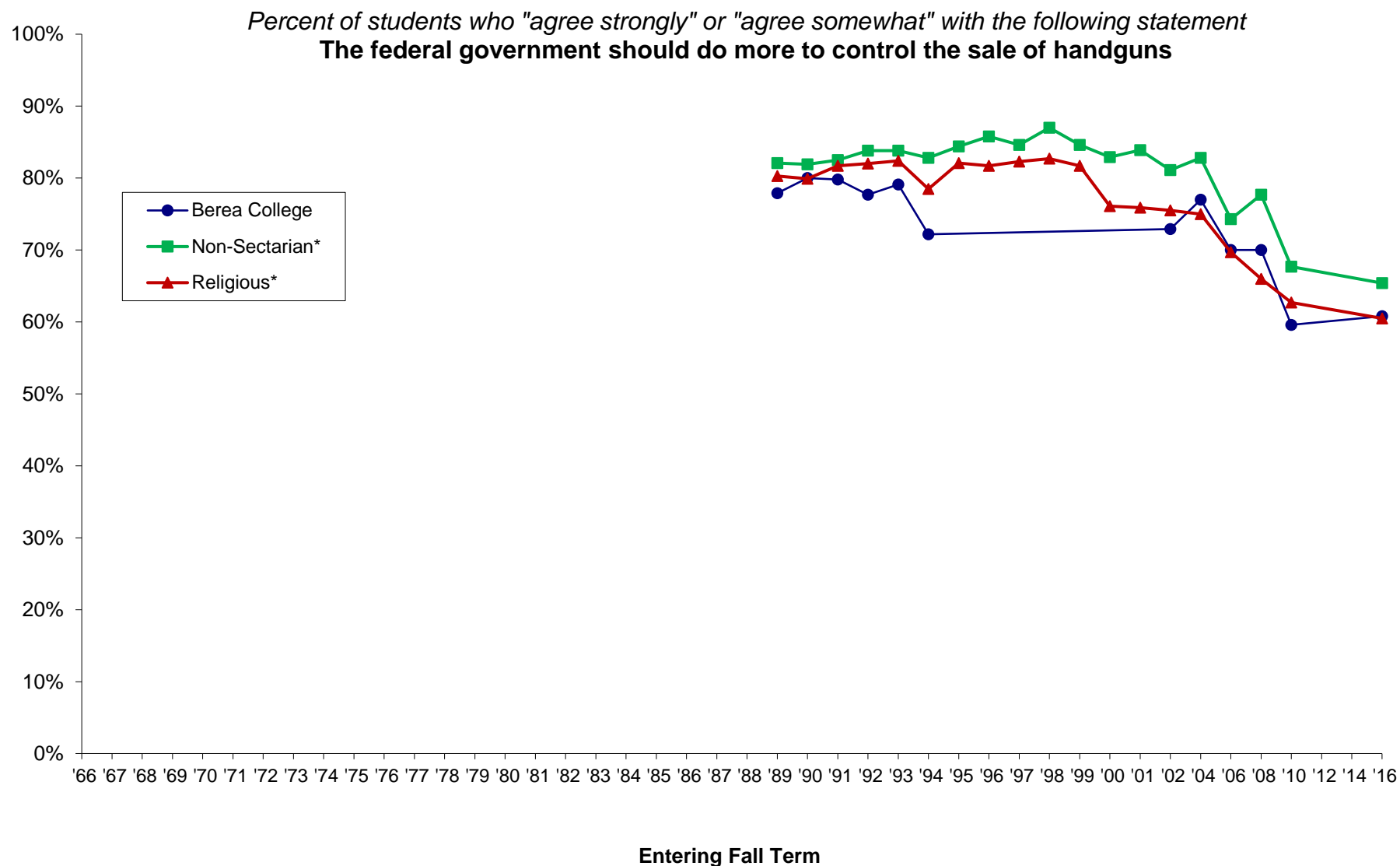
The federal government should do more to control the sale of handguns



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

Percent of students who “agree strongly” or “agree somewhat” that:
**The federal government should do more
to control the sale of handguns**



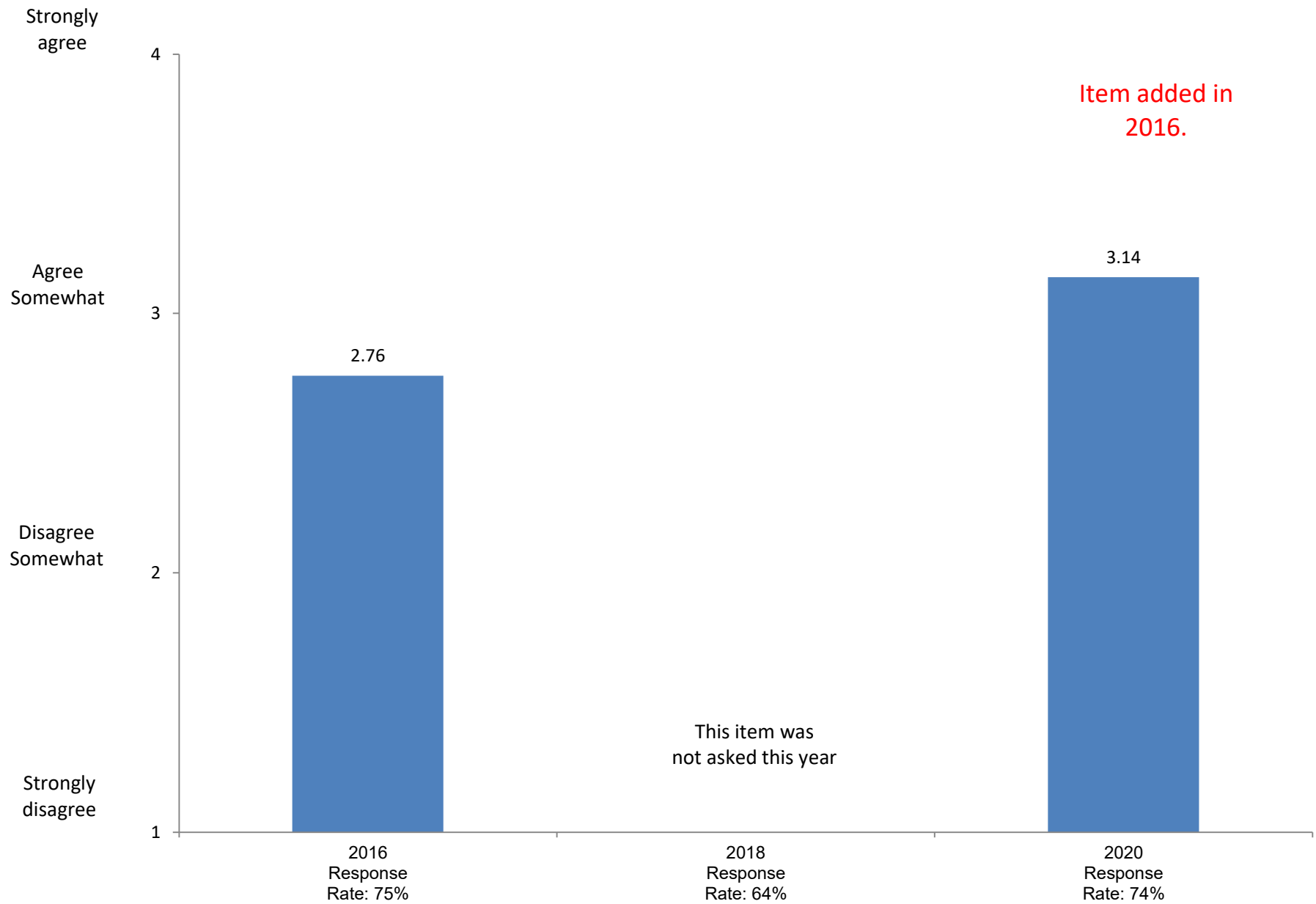


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

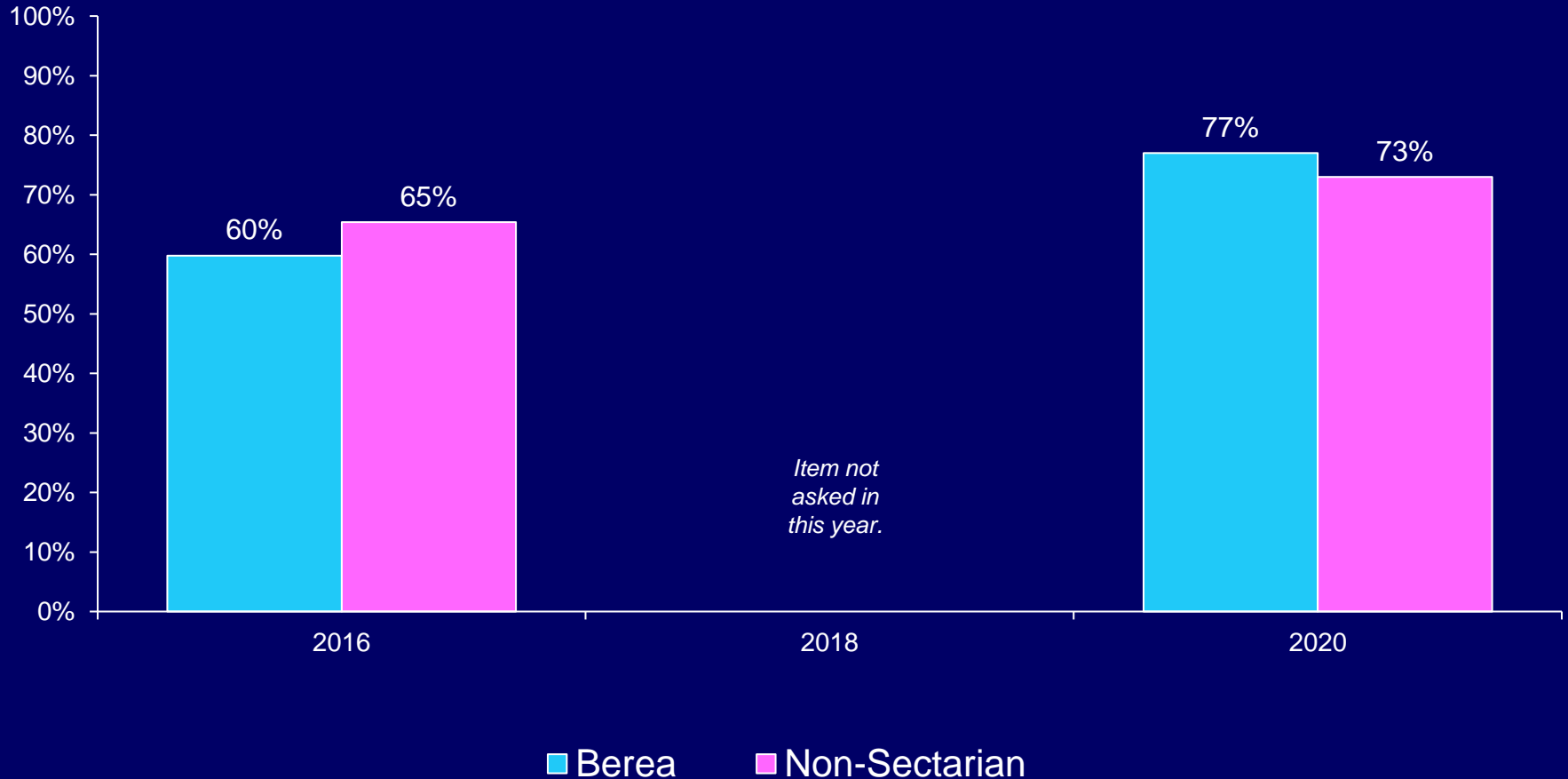
Rate your agreement with each of the following.

The federal government should have stricter gun control laws



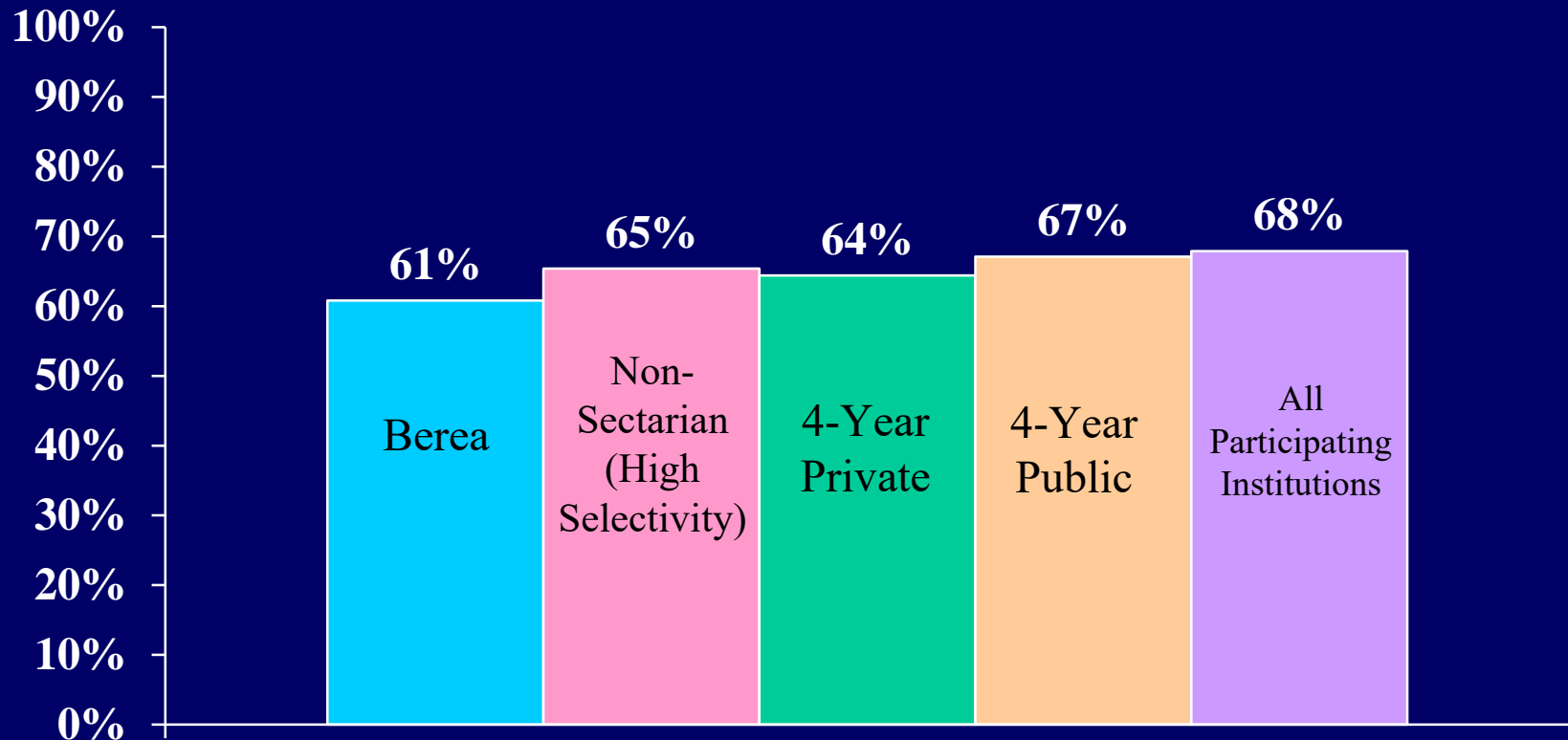
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who “agree strongly” or “agree somewhat” that:
**The federal government should have
stricter gun control laws**



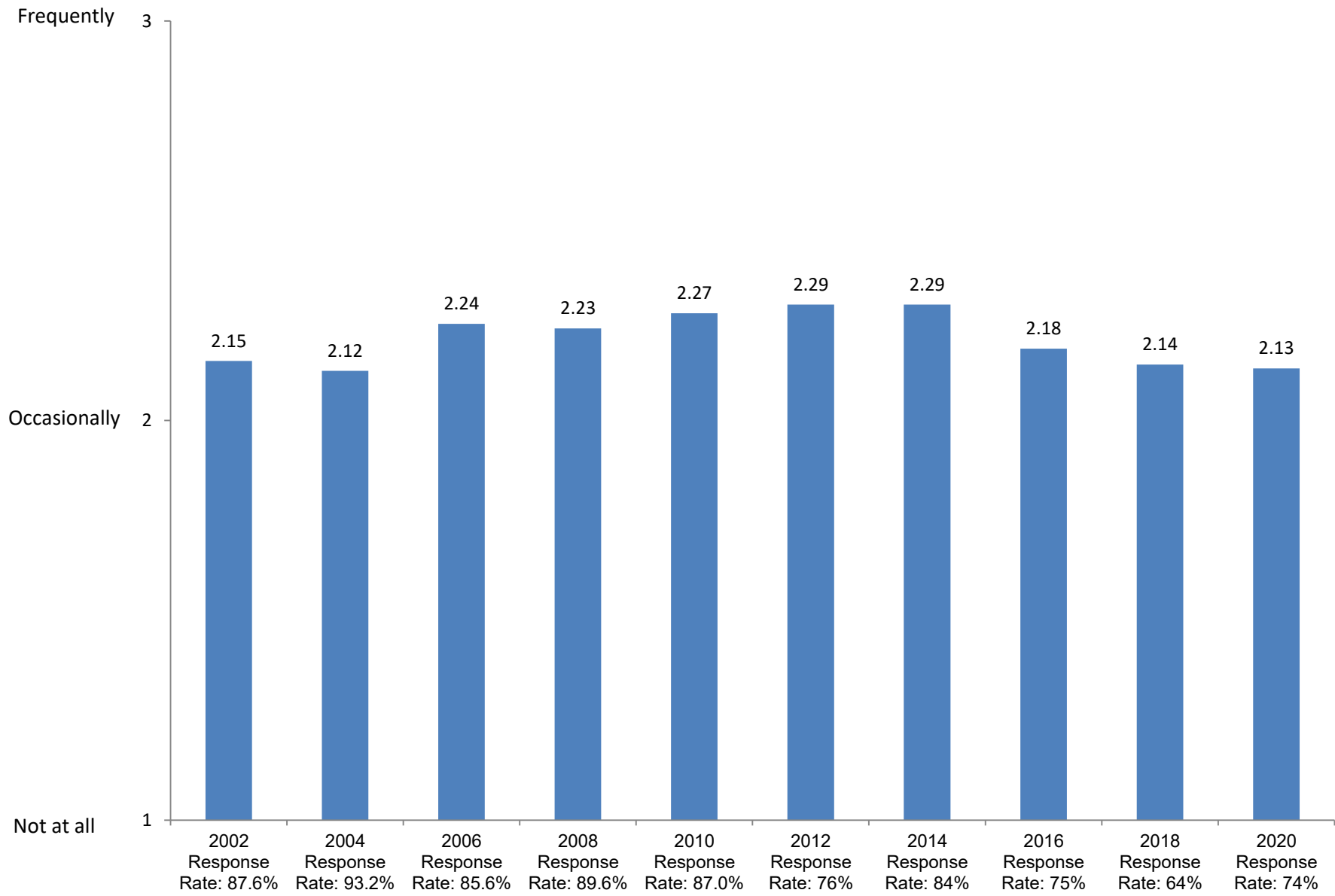
Percent of students who agree “strongly” or “somewhat” that:

The federal government should have stricter gun control laws



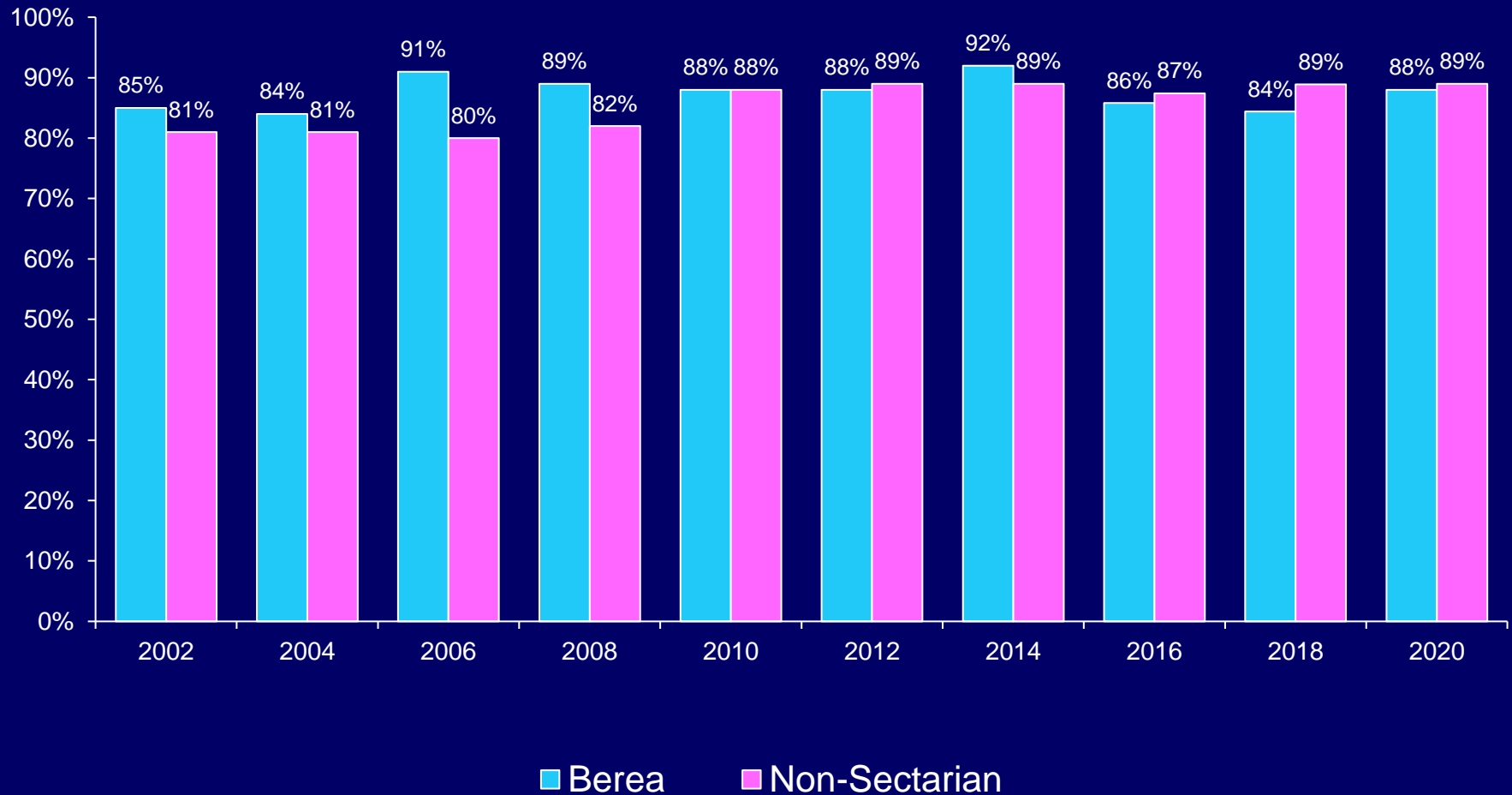
In the past year, how often have you:

Performed volunteer work



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

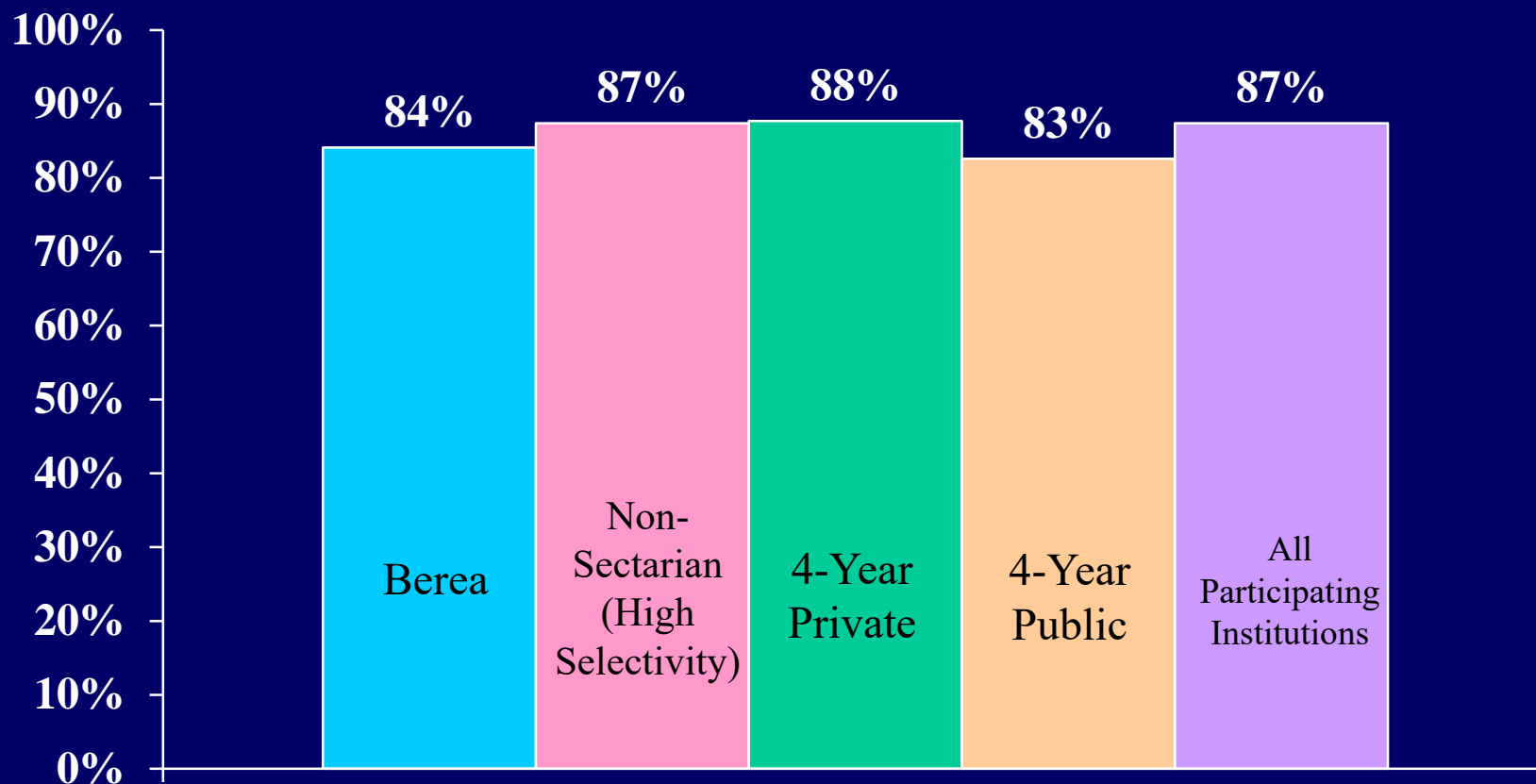
Percent of students who indicated “frequently” or “occasionally”
Performed volunteer work
(during the past year)



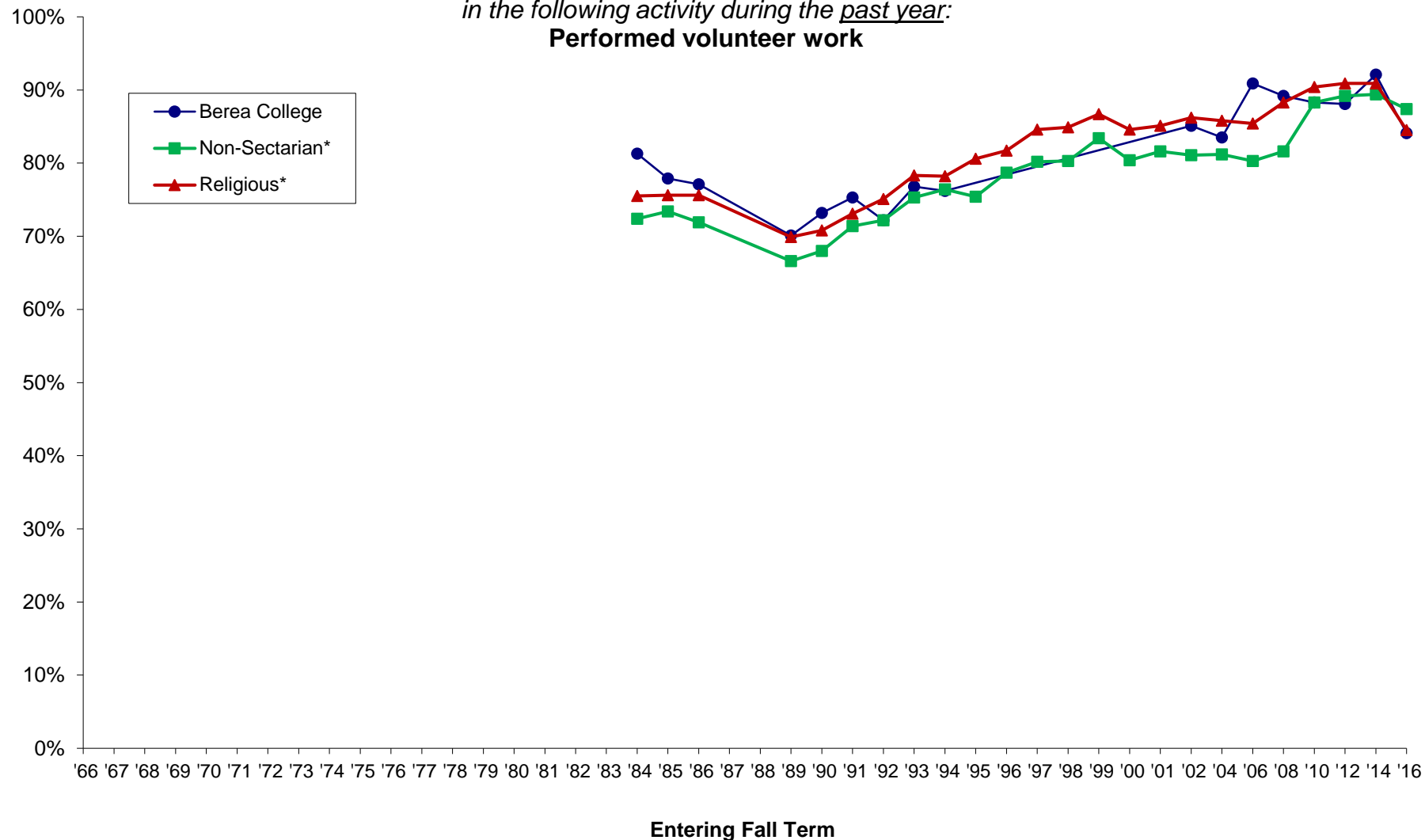
Percent of students who indicated “frequently” or “occasionally”

Performed volunteer work

(during the past year)



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

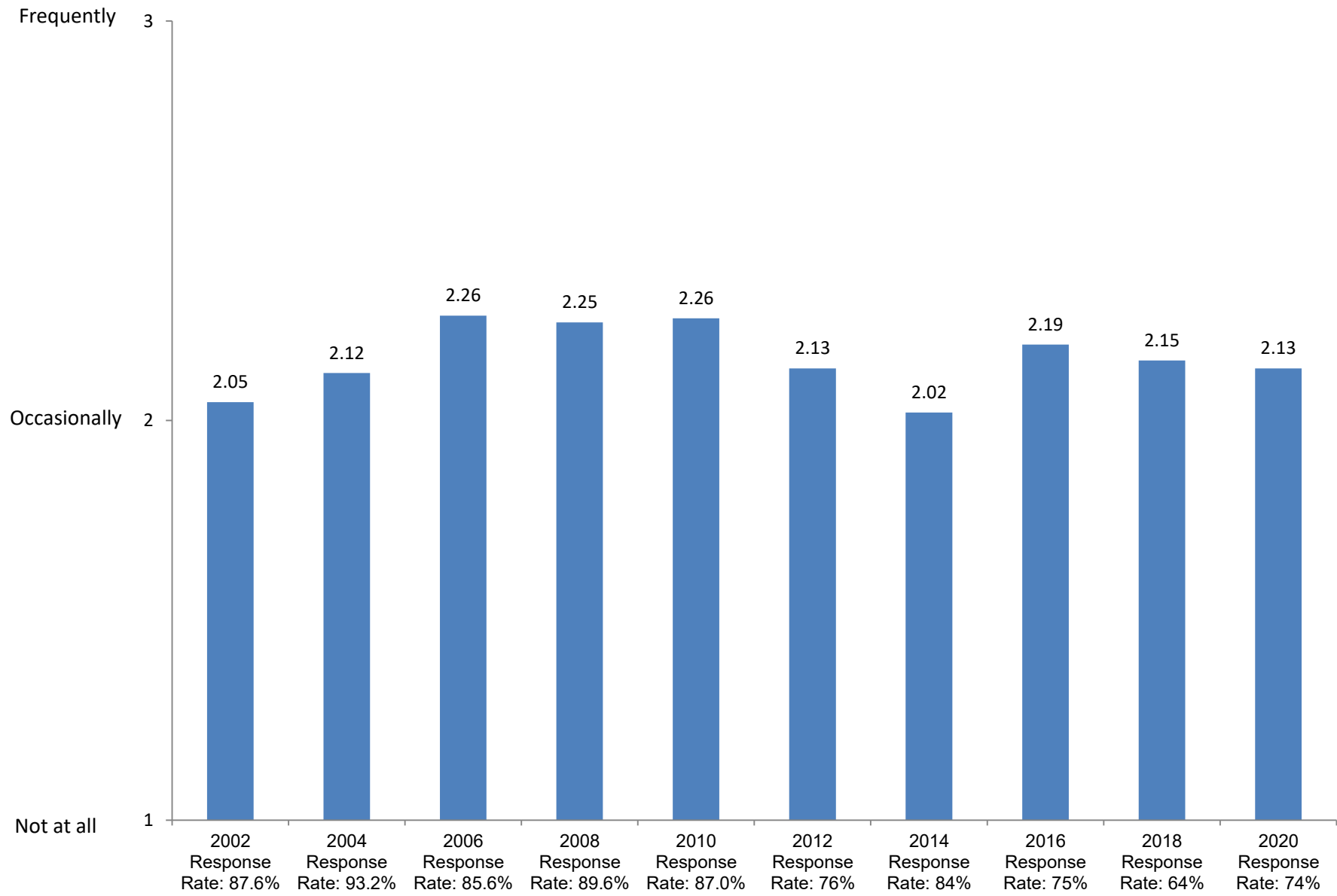


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

In the past year, how often have you:

Discussed politics

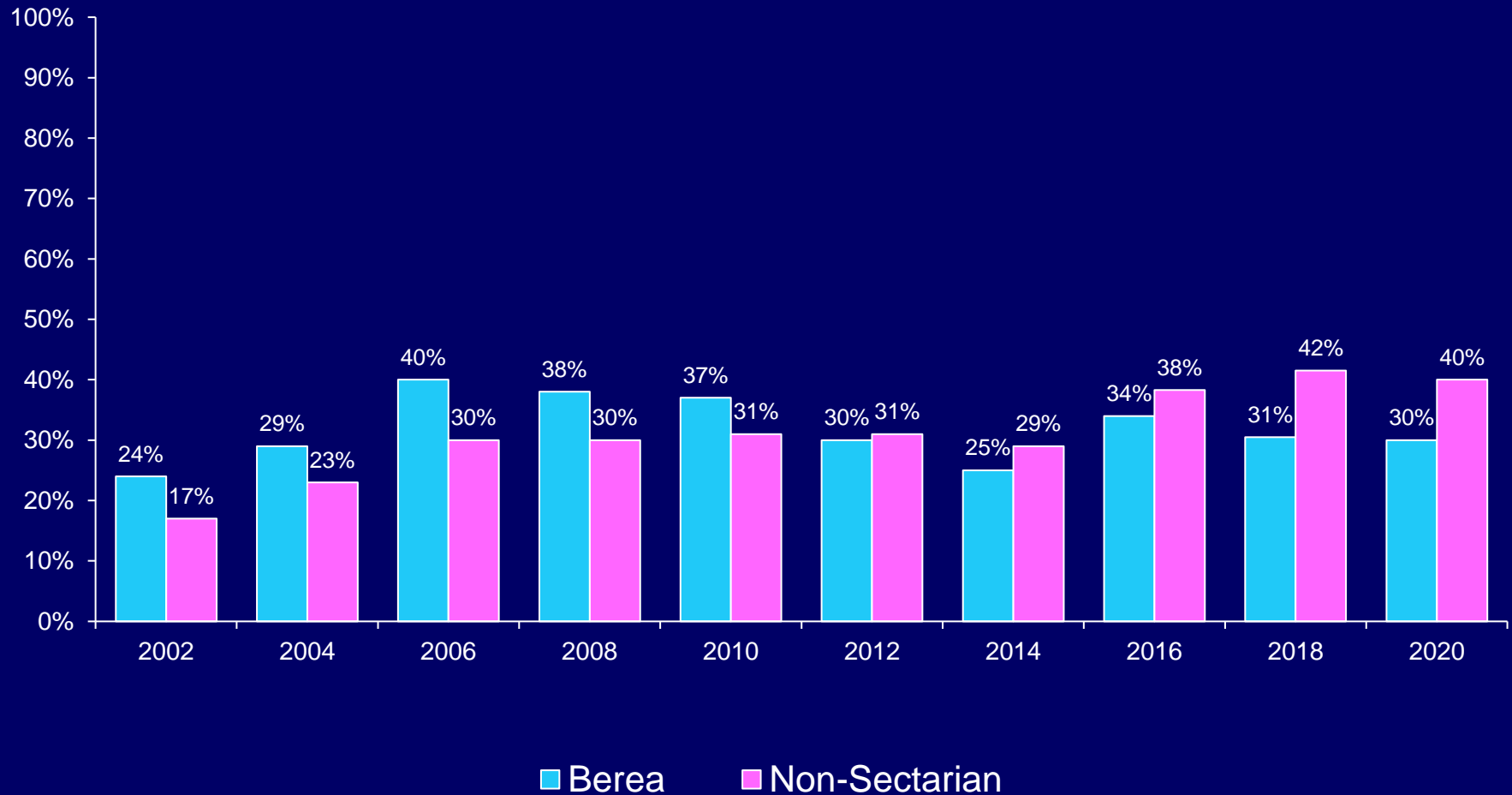


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated “frequently”

Discussed politics

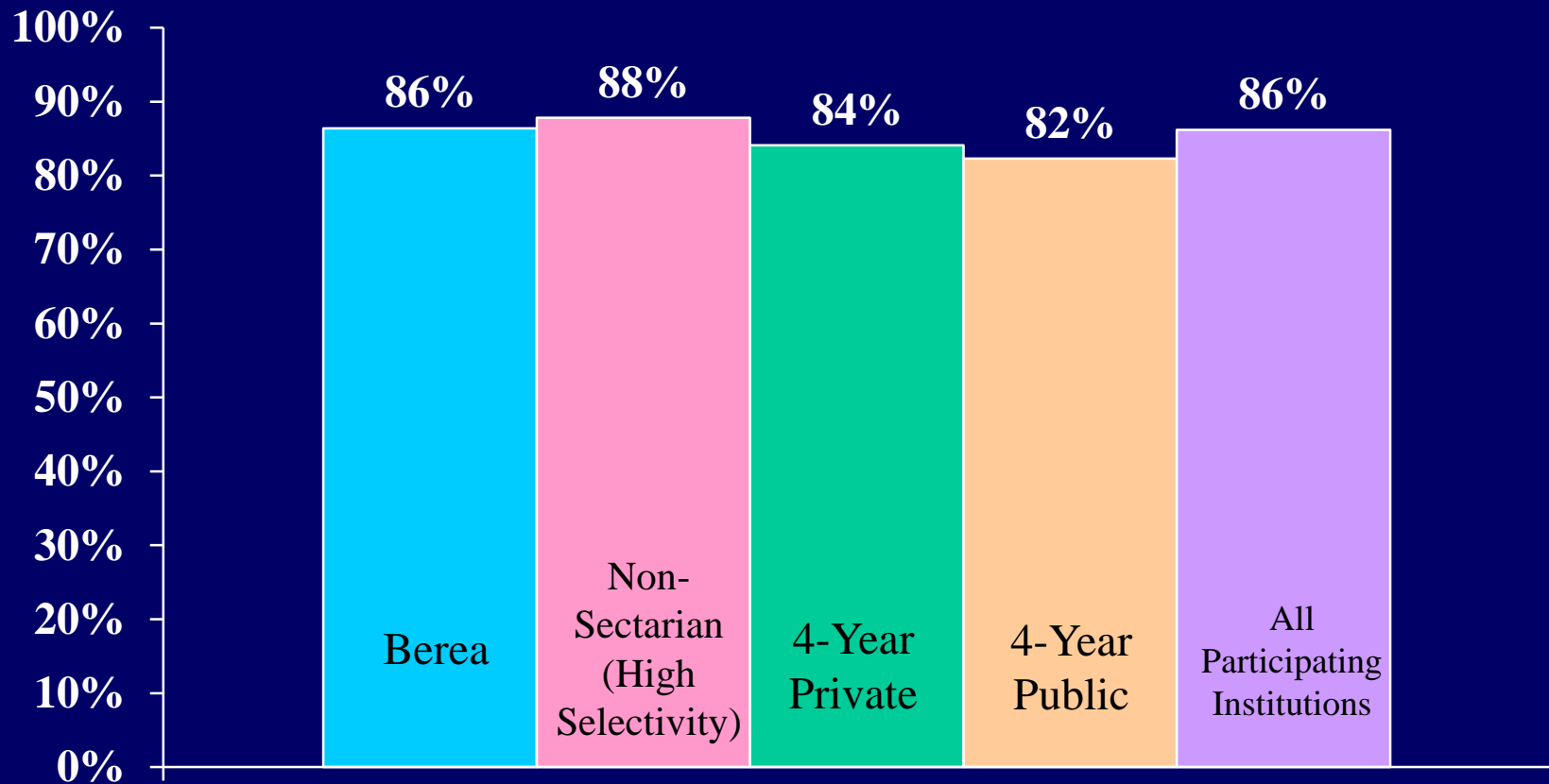
(during the past year)



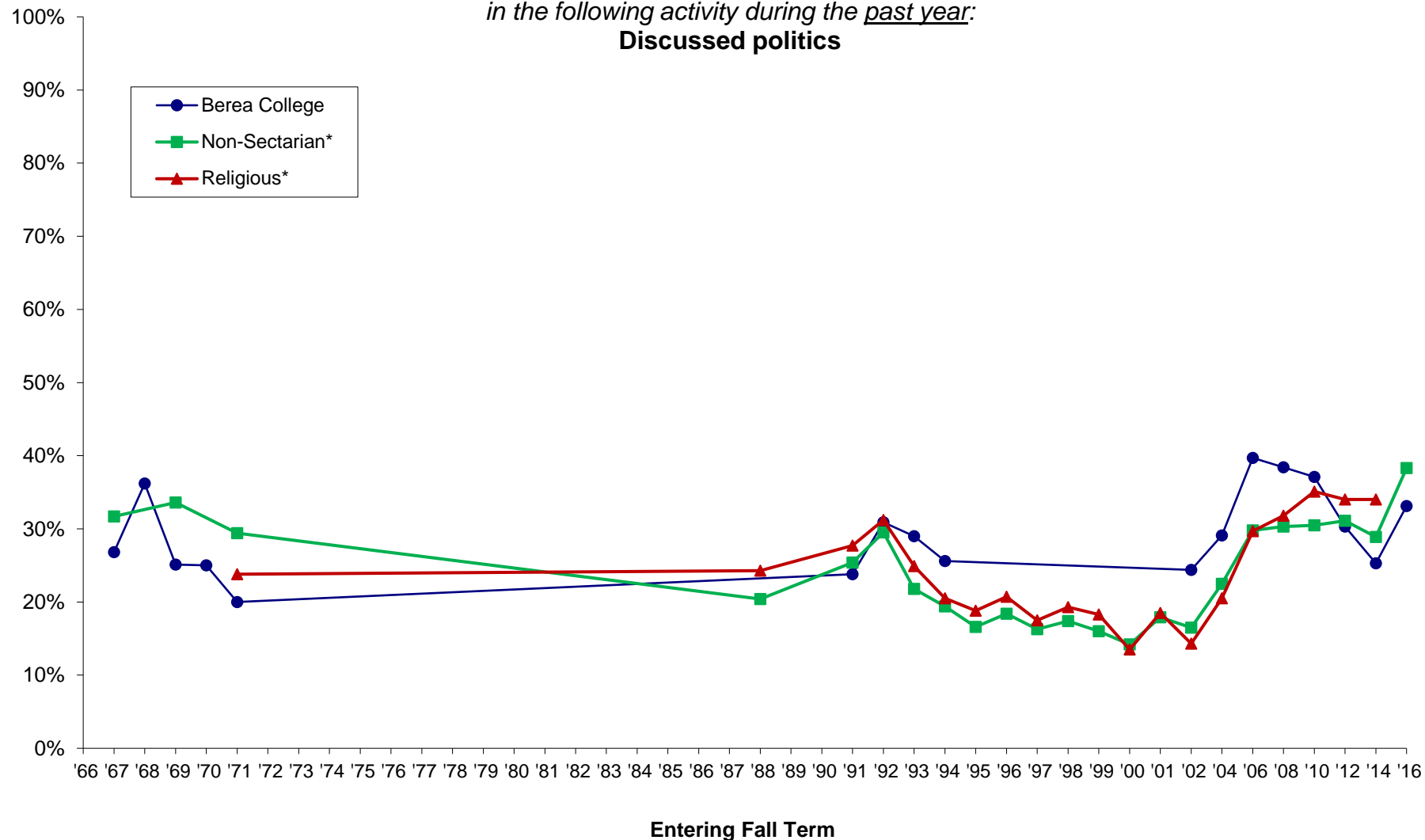
Percent of students who indicated “frequently” or “occasionally”

Discussed politics

(during the past year)



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

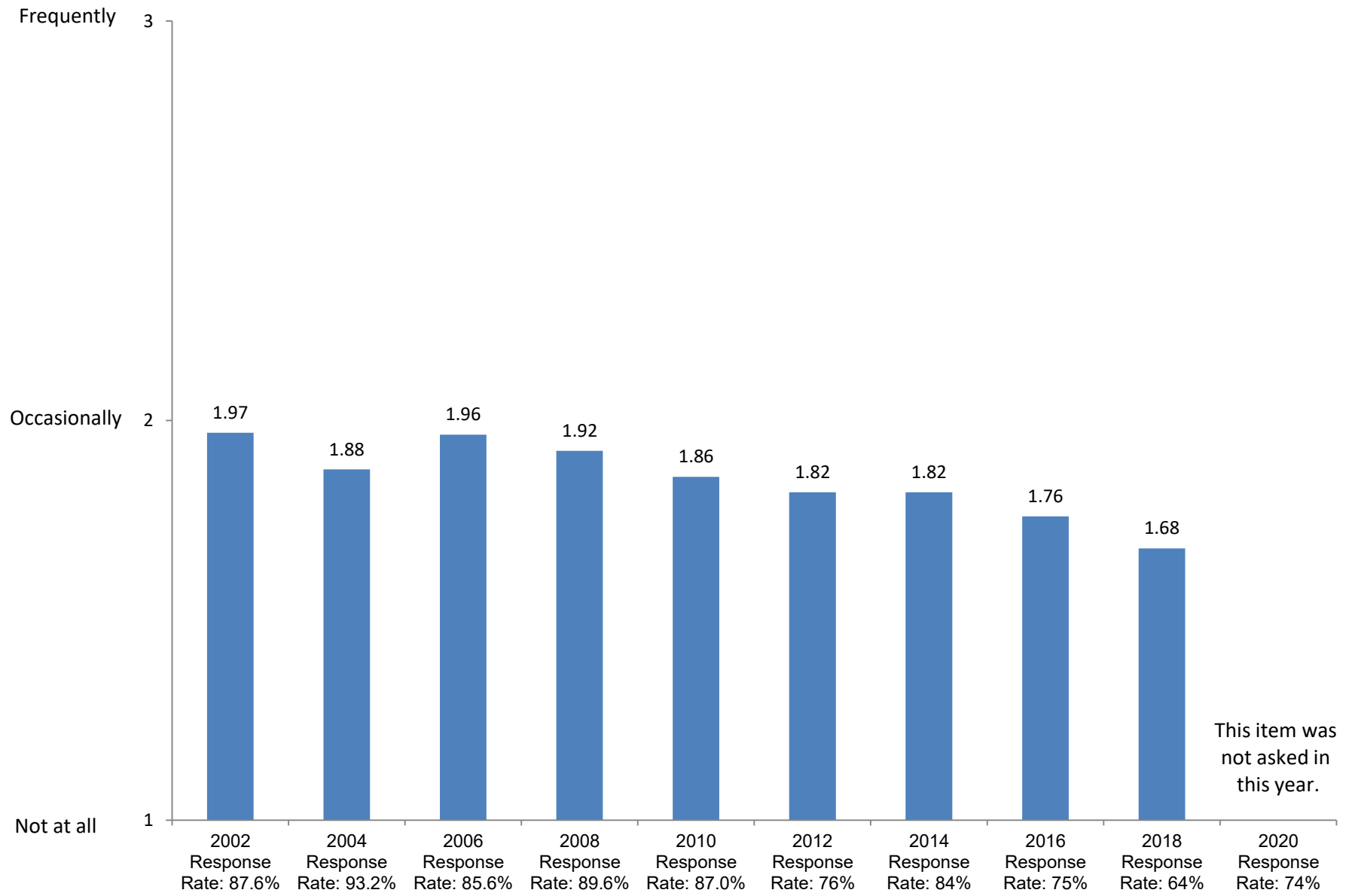


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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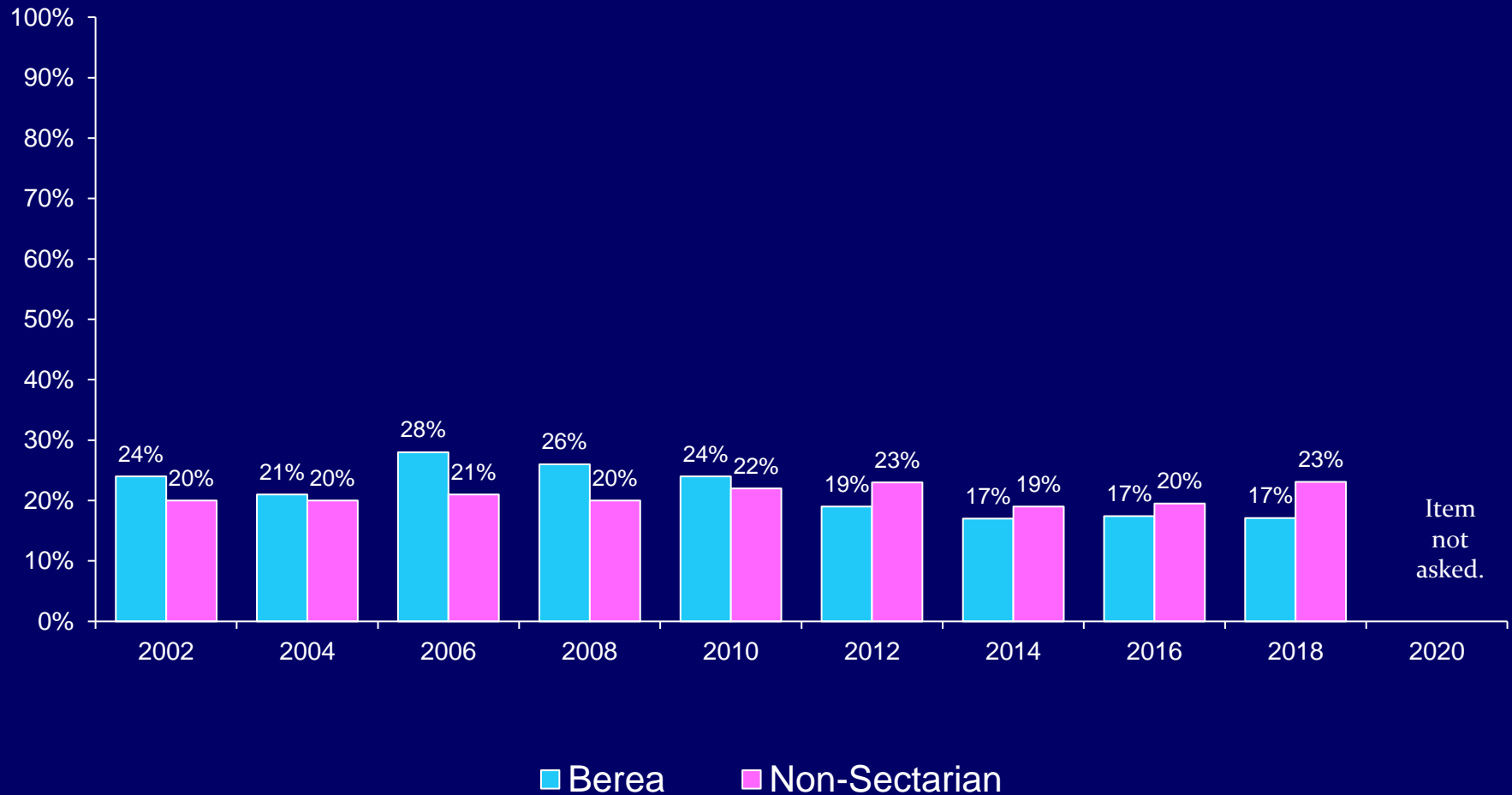
In the past year, how often have you:

Voted in a student election



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

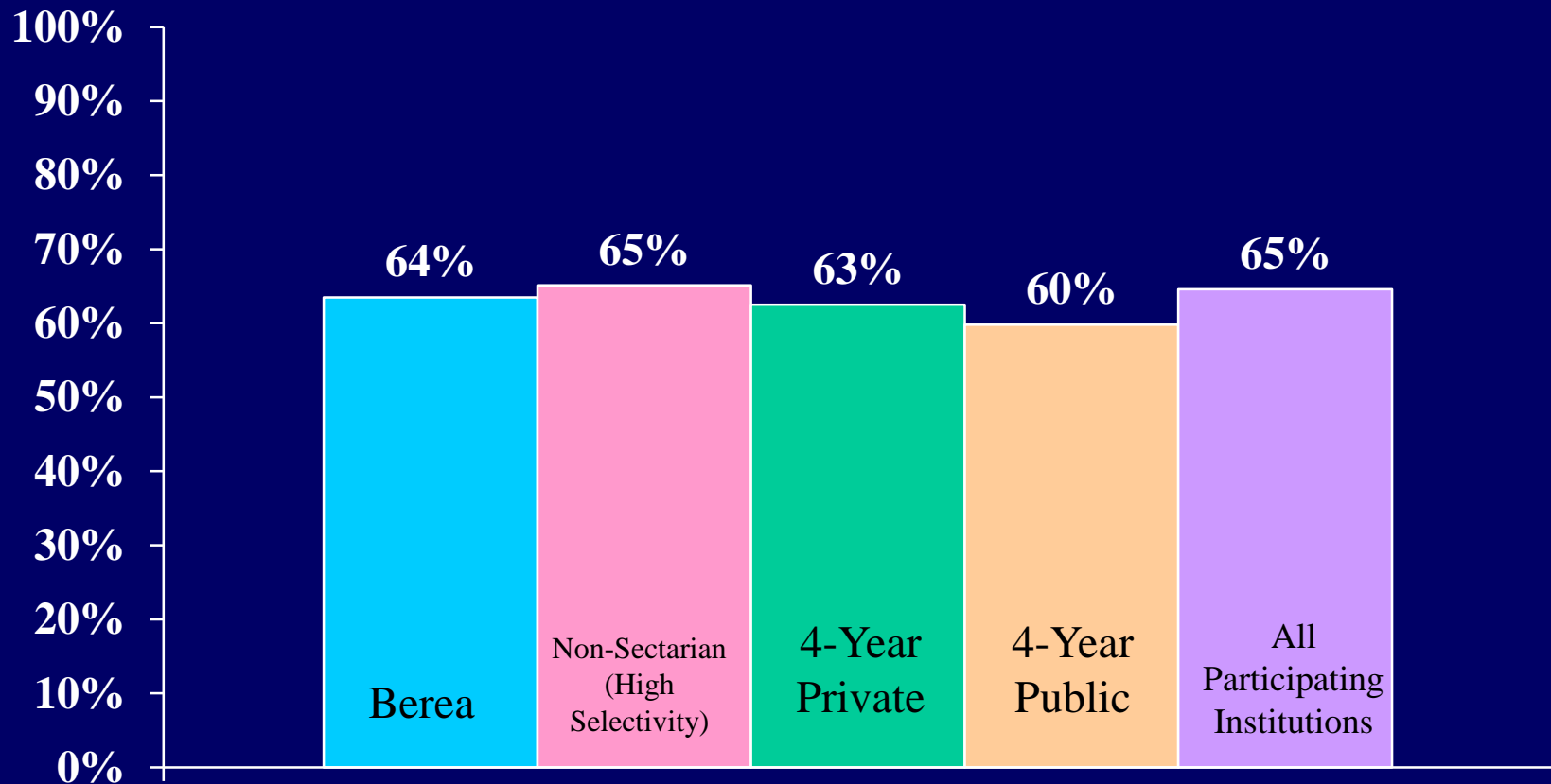
Percent of students who indicated “frequently”
Voted in a student election
(during the past year)

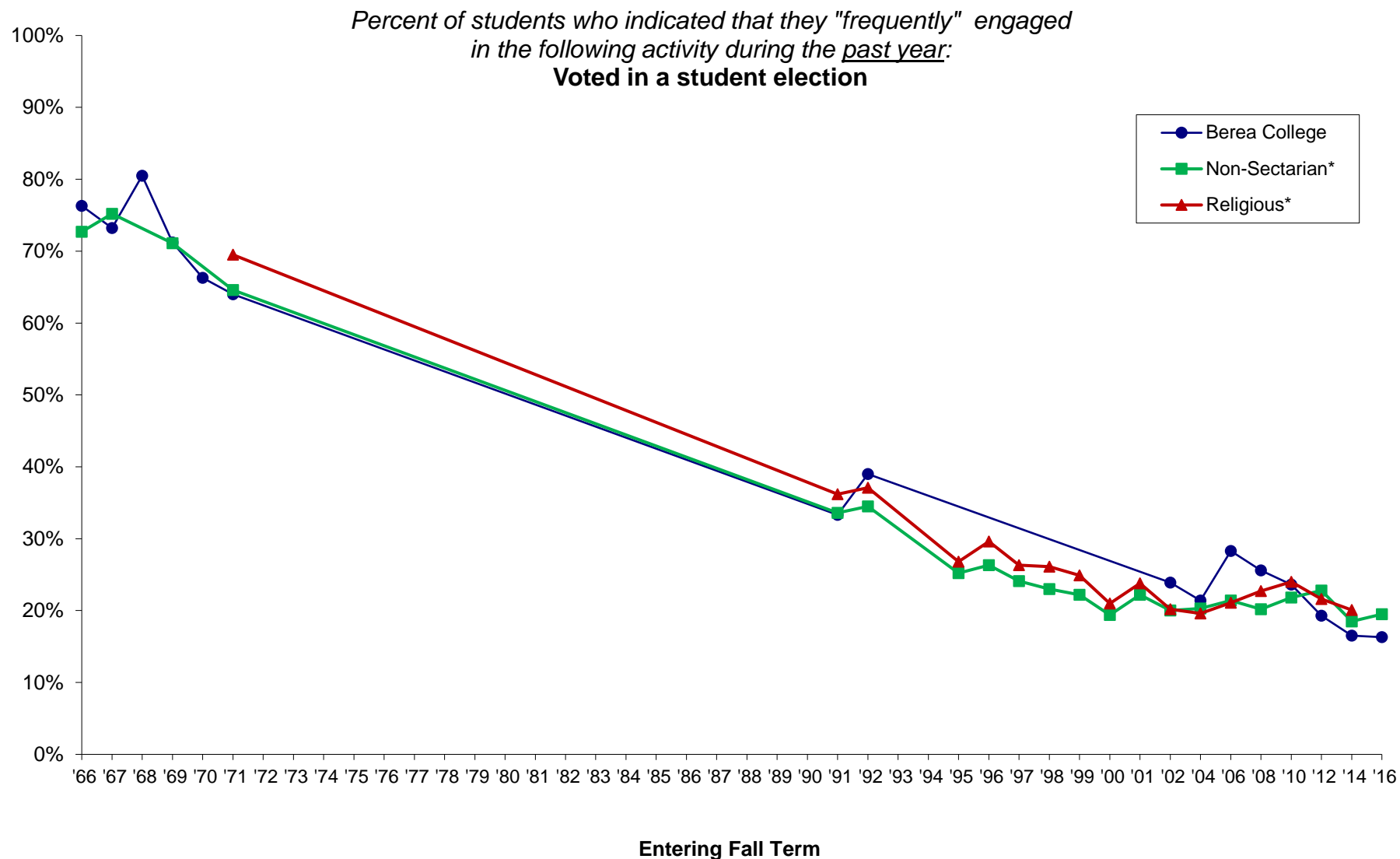


Percent of students who indicated “frequently” or “occasionally”

Voted in a student election

(during the past year)



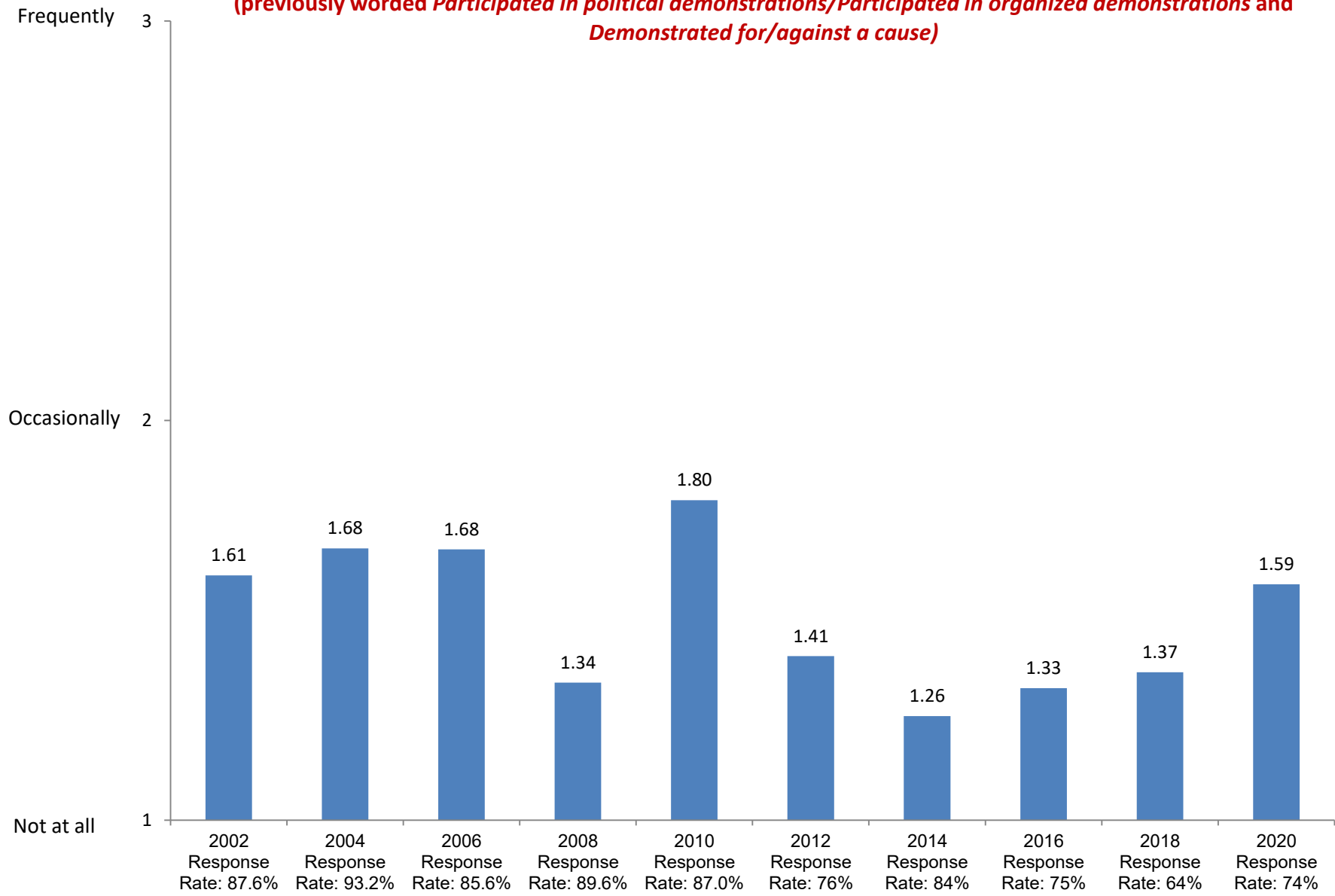


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

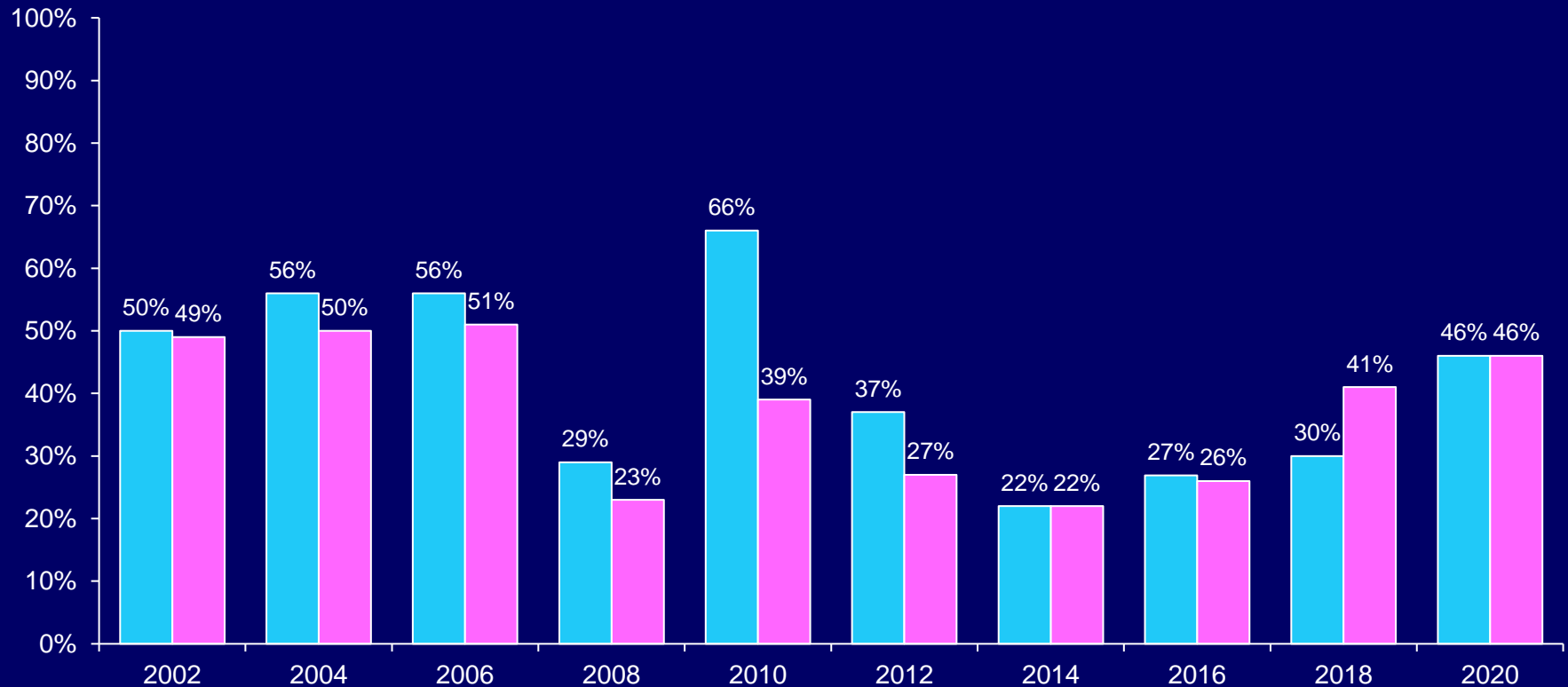
In the past year, how often have you:

Demonstrated for a cause (e.g., boycott, rally, protest)
(previously worded *Participated in political demonstrations/Participated in organized demonstrations and Demonstrated for/against a cause*)



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

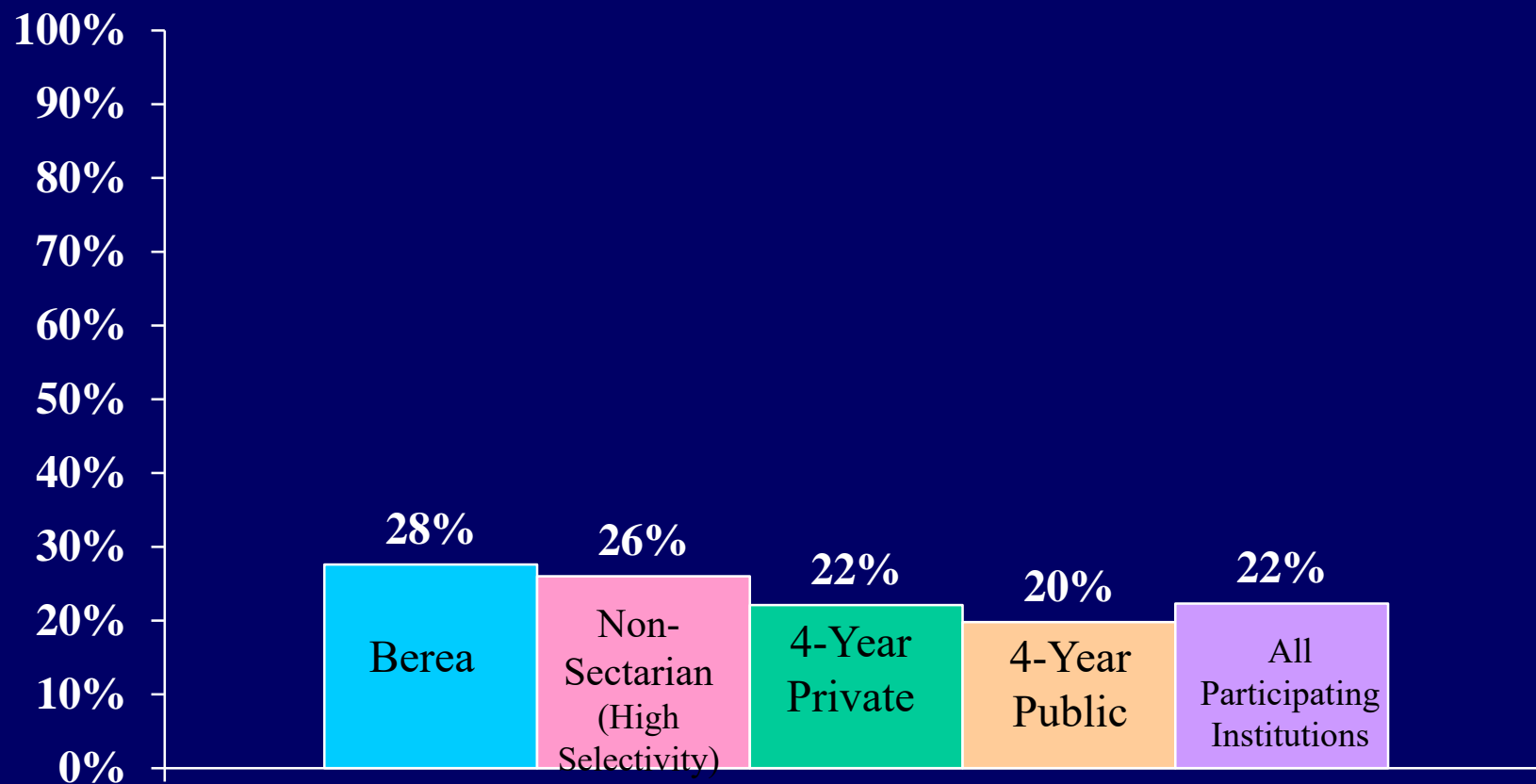
Percent of students who indicated “frequently” or “occasionally”
Demonstrated for a cause (e.g., boycott, rally, protest)
(during the past year)



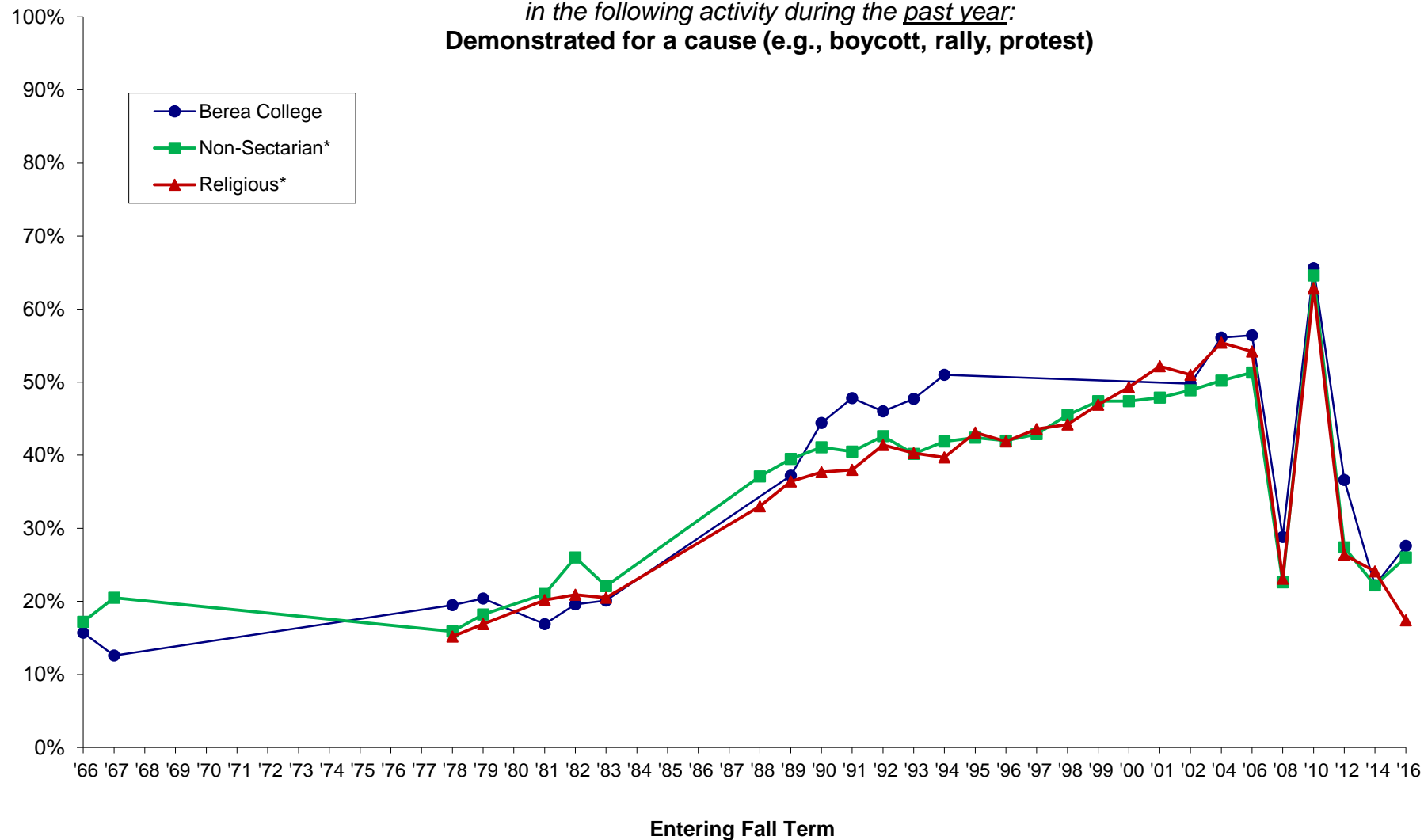
■ Berea ■ Non-Sectarian

NOTE: Previously worded: Participated in political demonstrations/Participated in organized demonstrations and Demonstrated for/against a cause.

Percent of students who indicated “frequently” or “occasionally”
Demonstrated for/against a cause
(during the past year)



Percent of students who indicated that they "frequently" or "occasionally" engaged in the following activity during the past year:
Demonstrated for a cause (e.g., boycott, rally, protest)

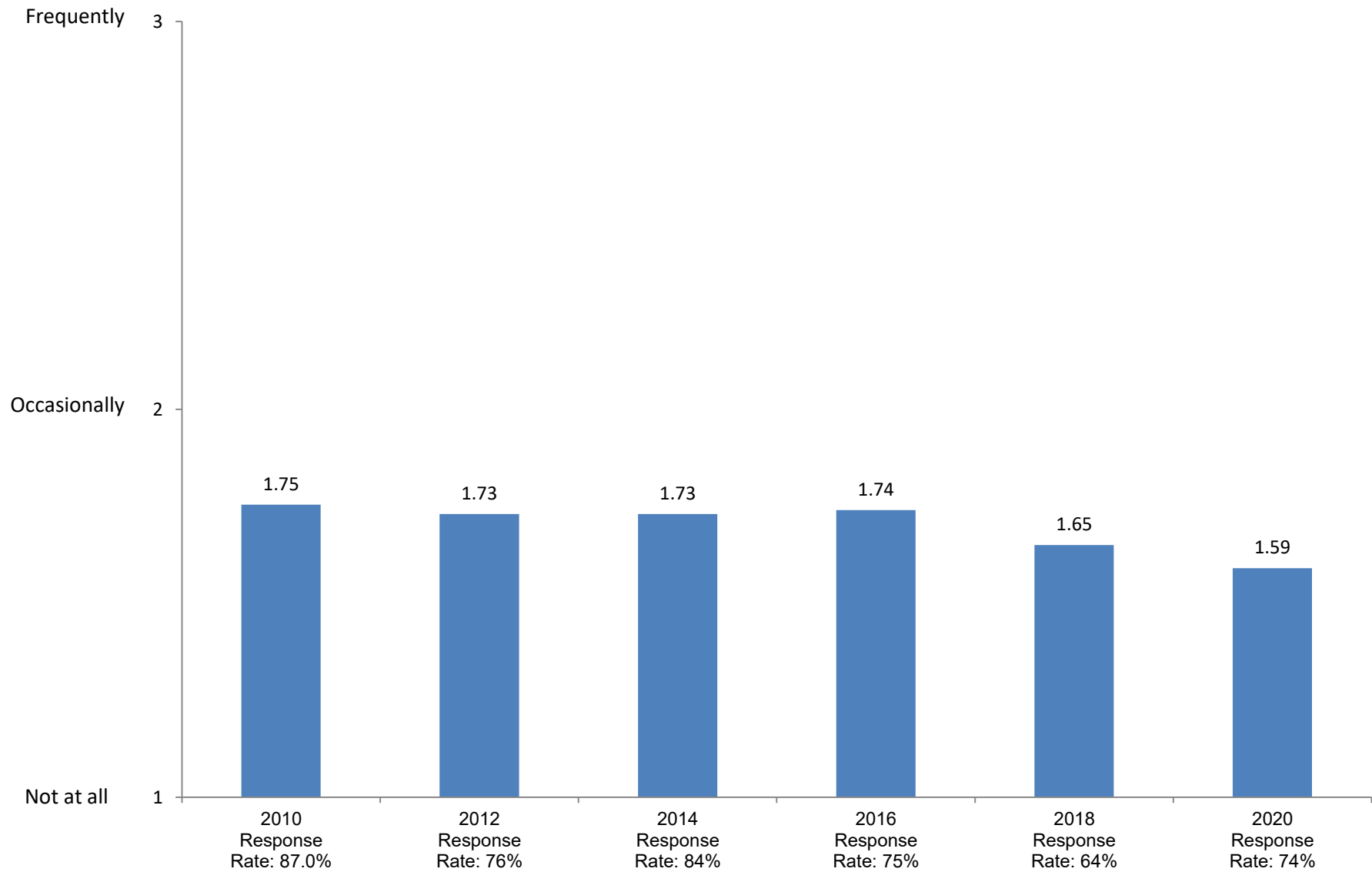


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

In the past year, how often have you:

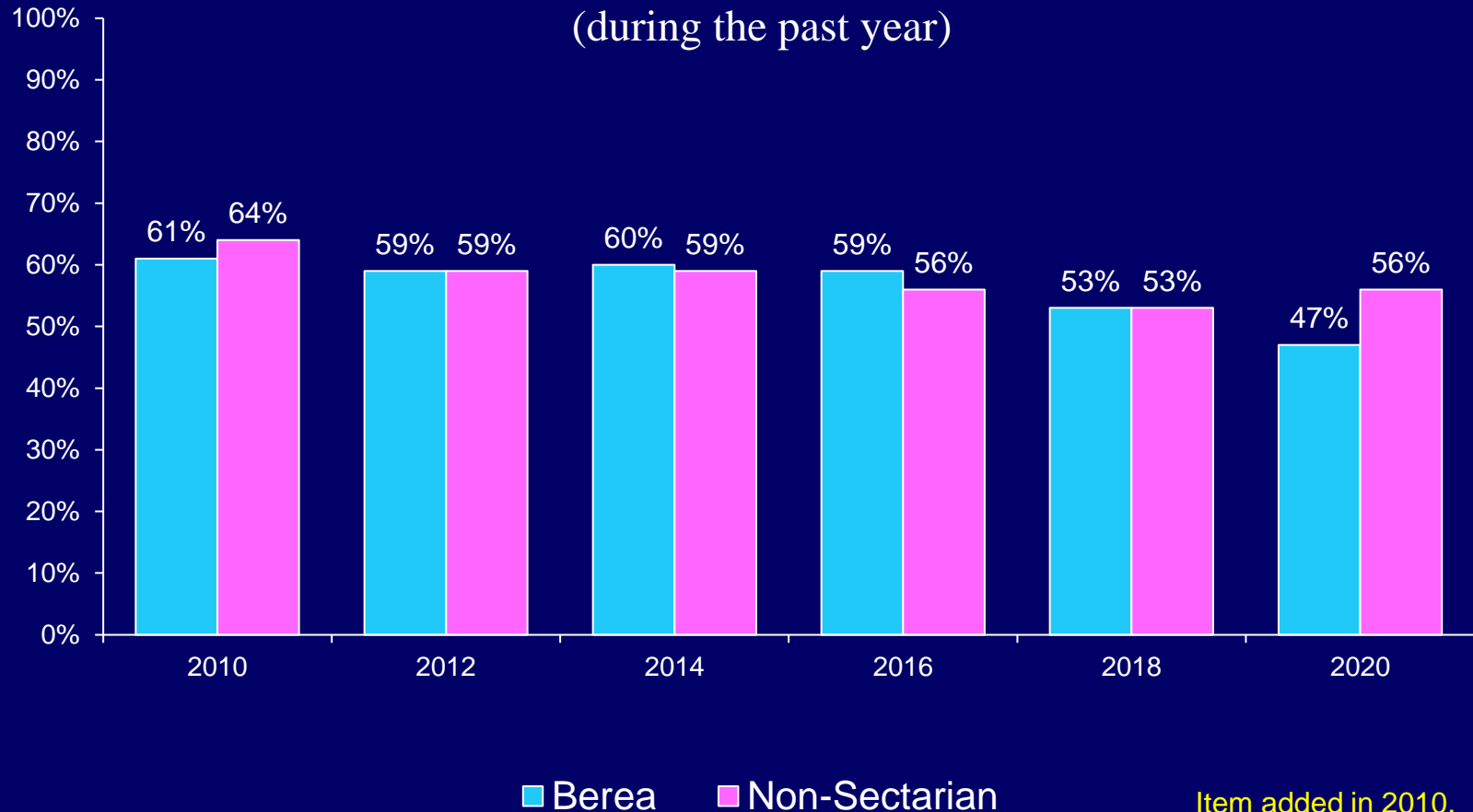
Helped raise money for a cause or campaign



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.

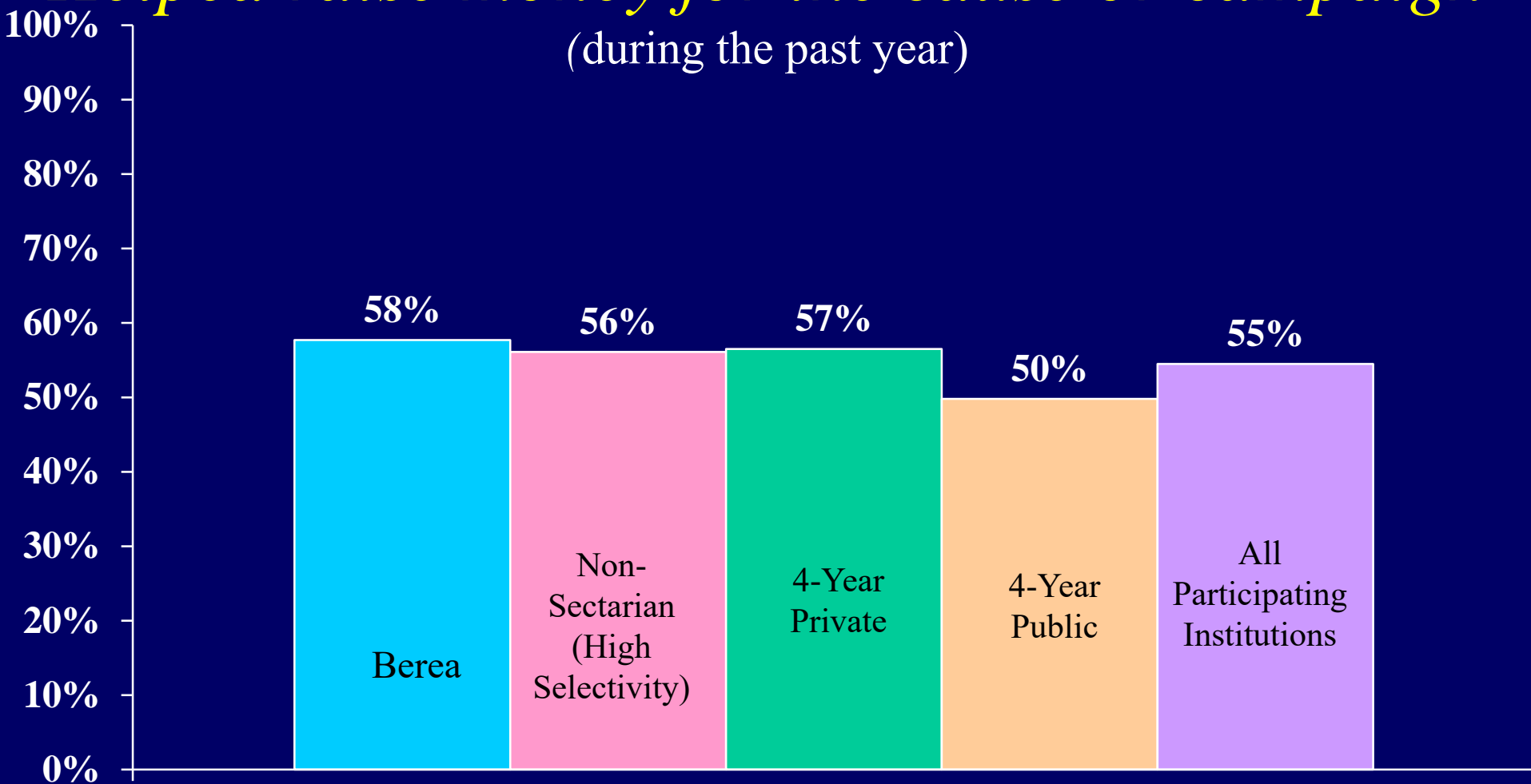
Percent of students who indicated “frequently” or “occasionally”
Helped raise money for a cause or campaign



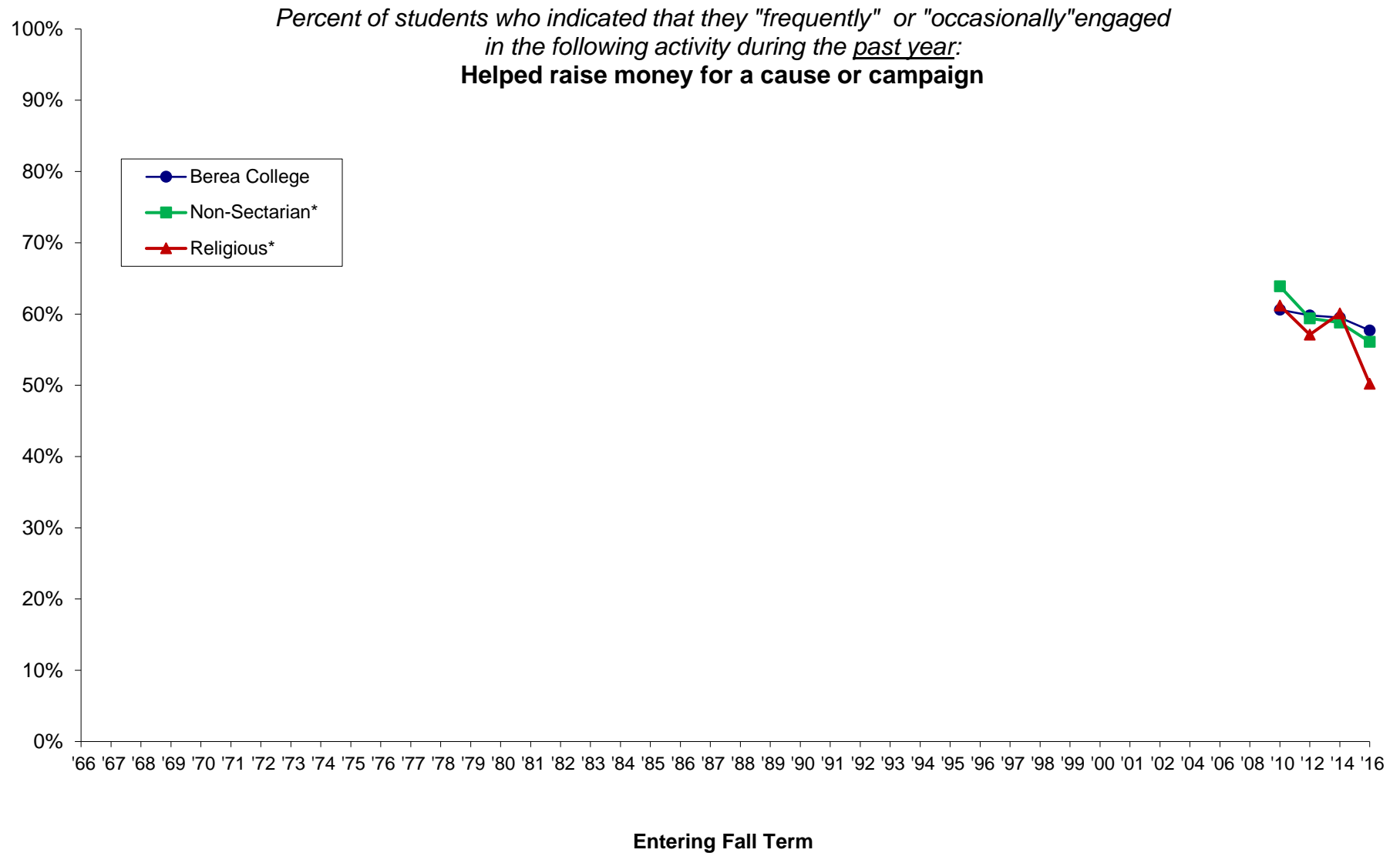
Percent of students who indicated “frequently” or “occasionally”

Helped raise money for the cause or campaign

(during the past year)



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

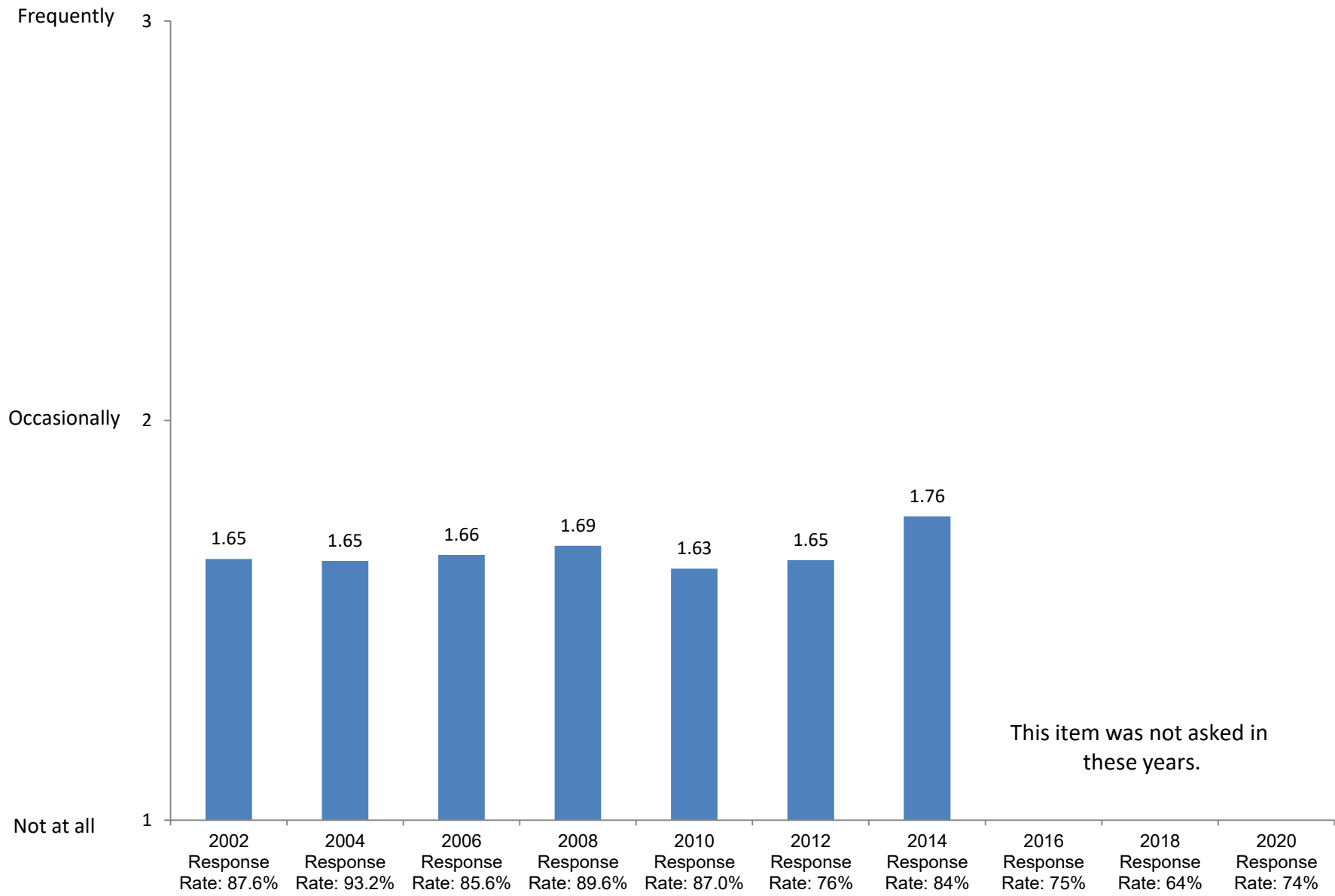


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

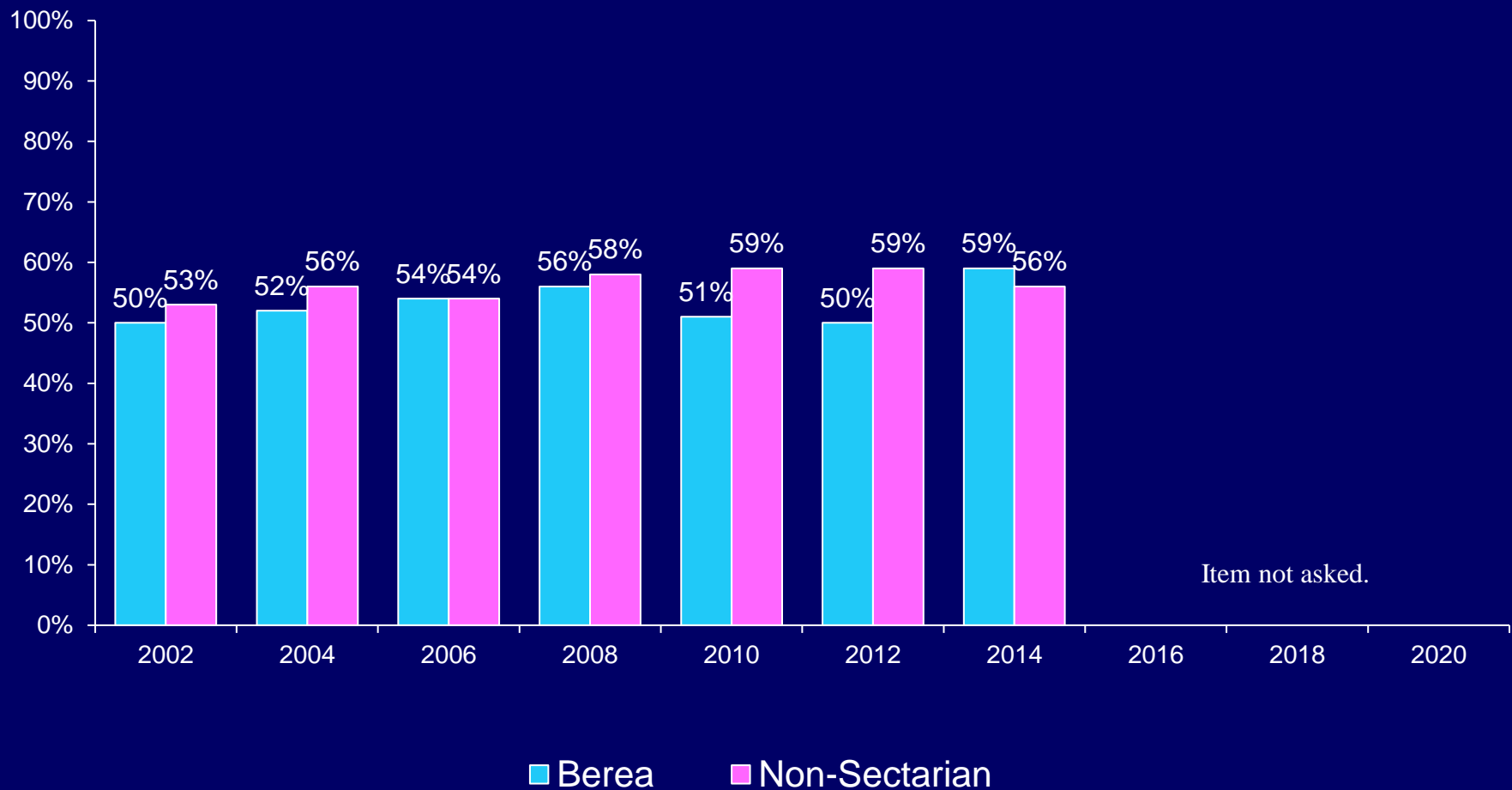
Indicate how often you engaged in the activity below during the past year.

Performed community service as a part of the class

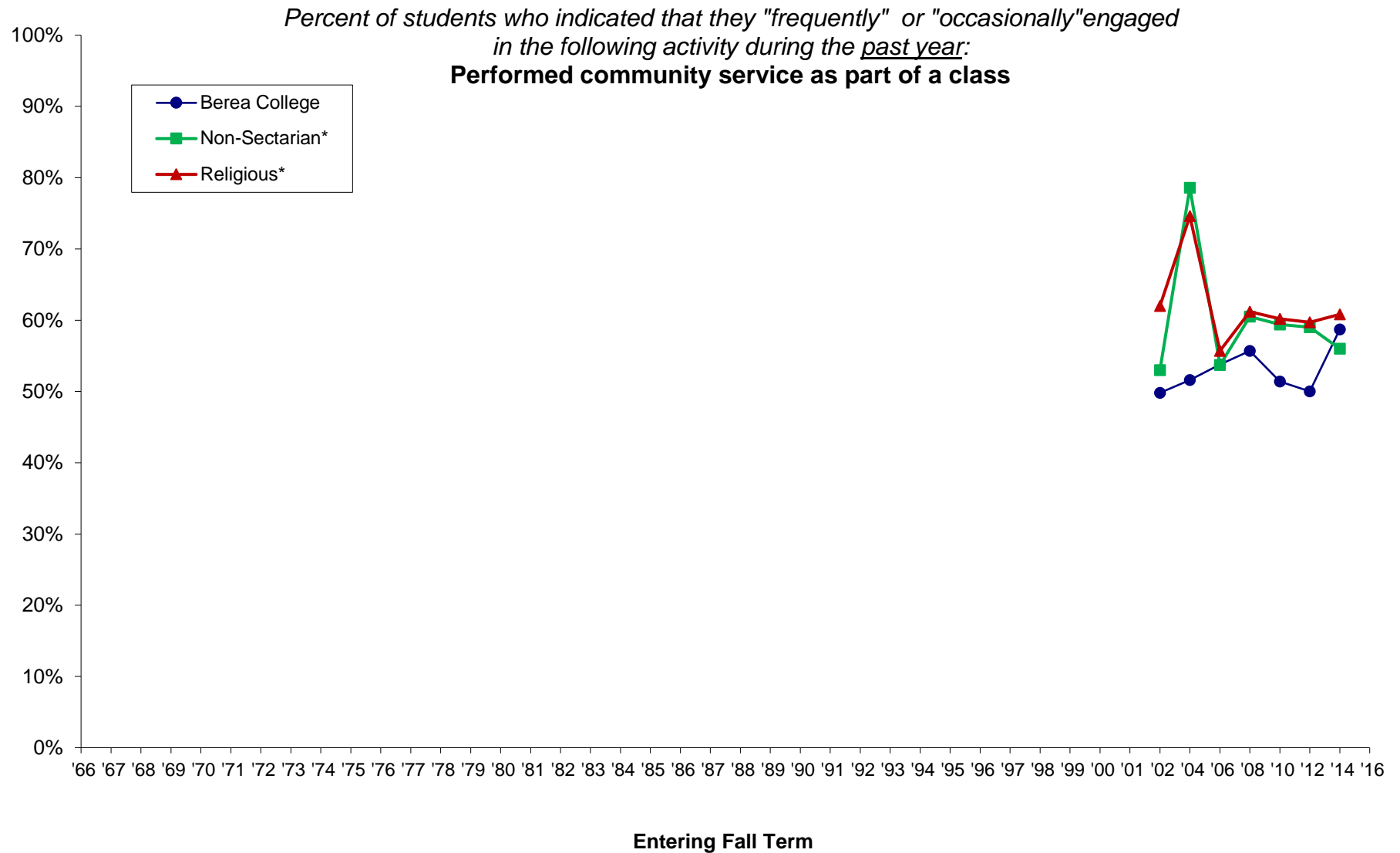


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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



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

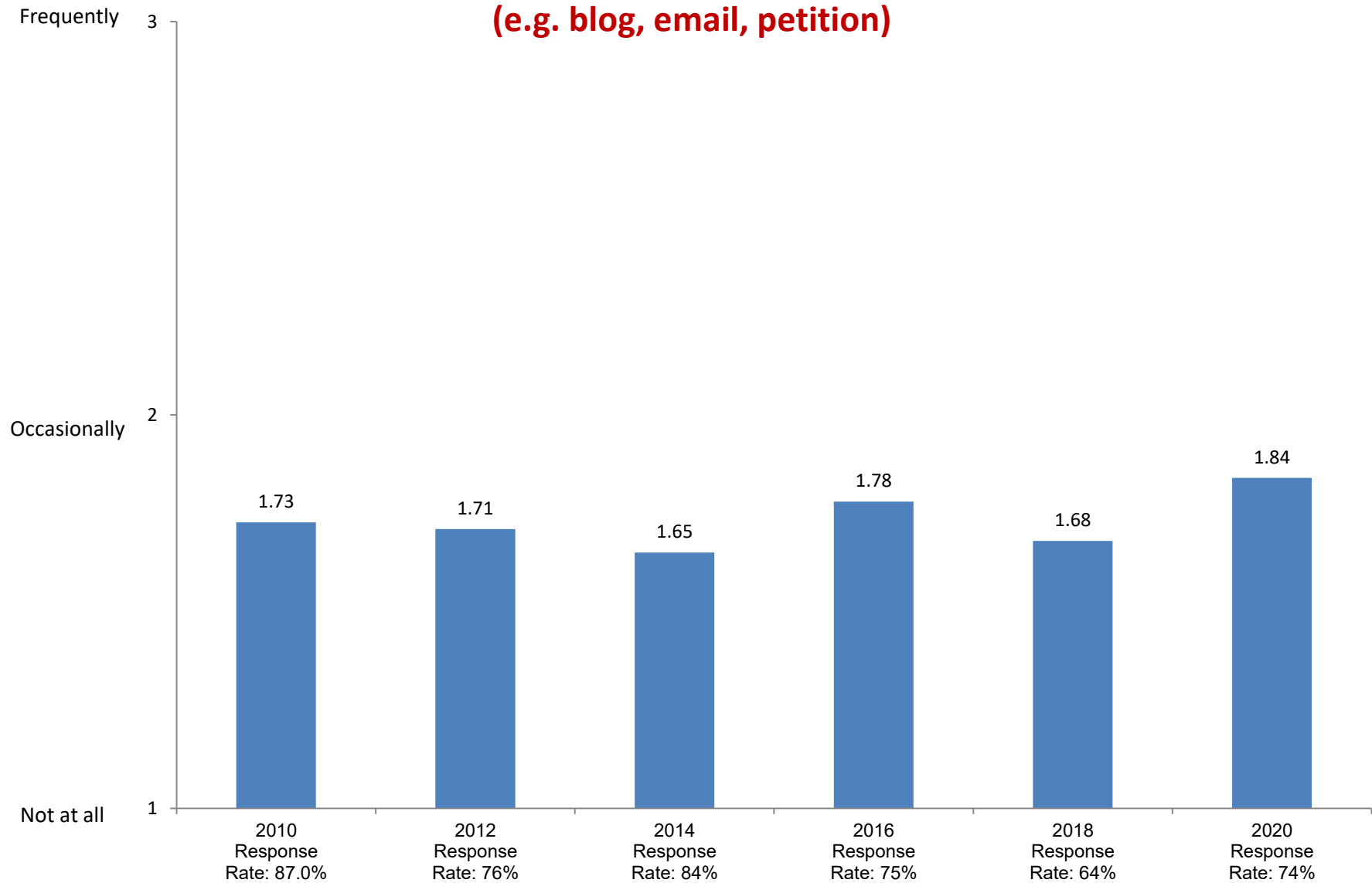


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

In the past year, how often have you:

Publicly communicated my opinion about a cause (e.g. blog, email, petition)

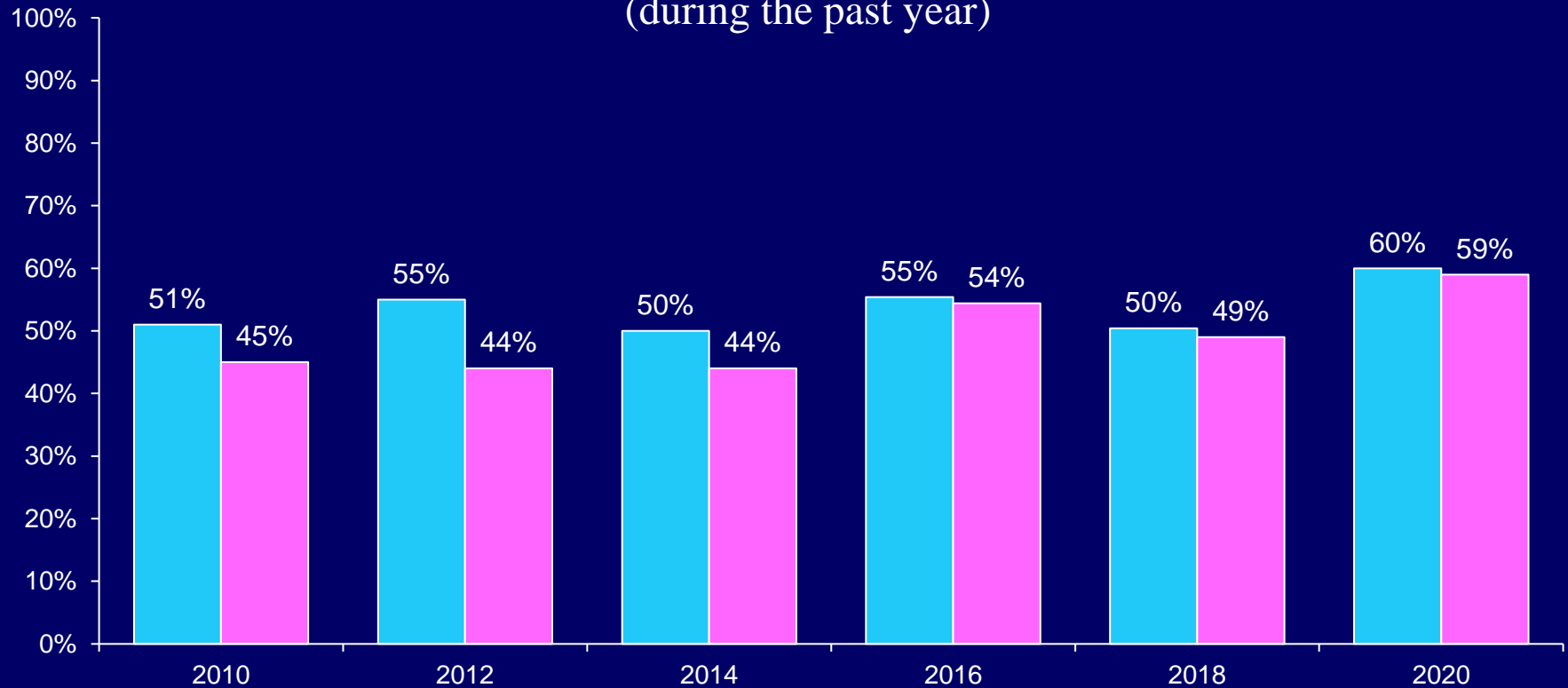


Item added in 2010.

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 “frequently” or “occasionally”
Publicly communicated my opinion about a cause
(e.g., blog, e-mail, petition)

(during the past year)



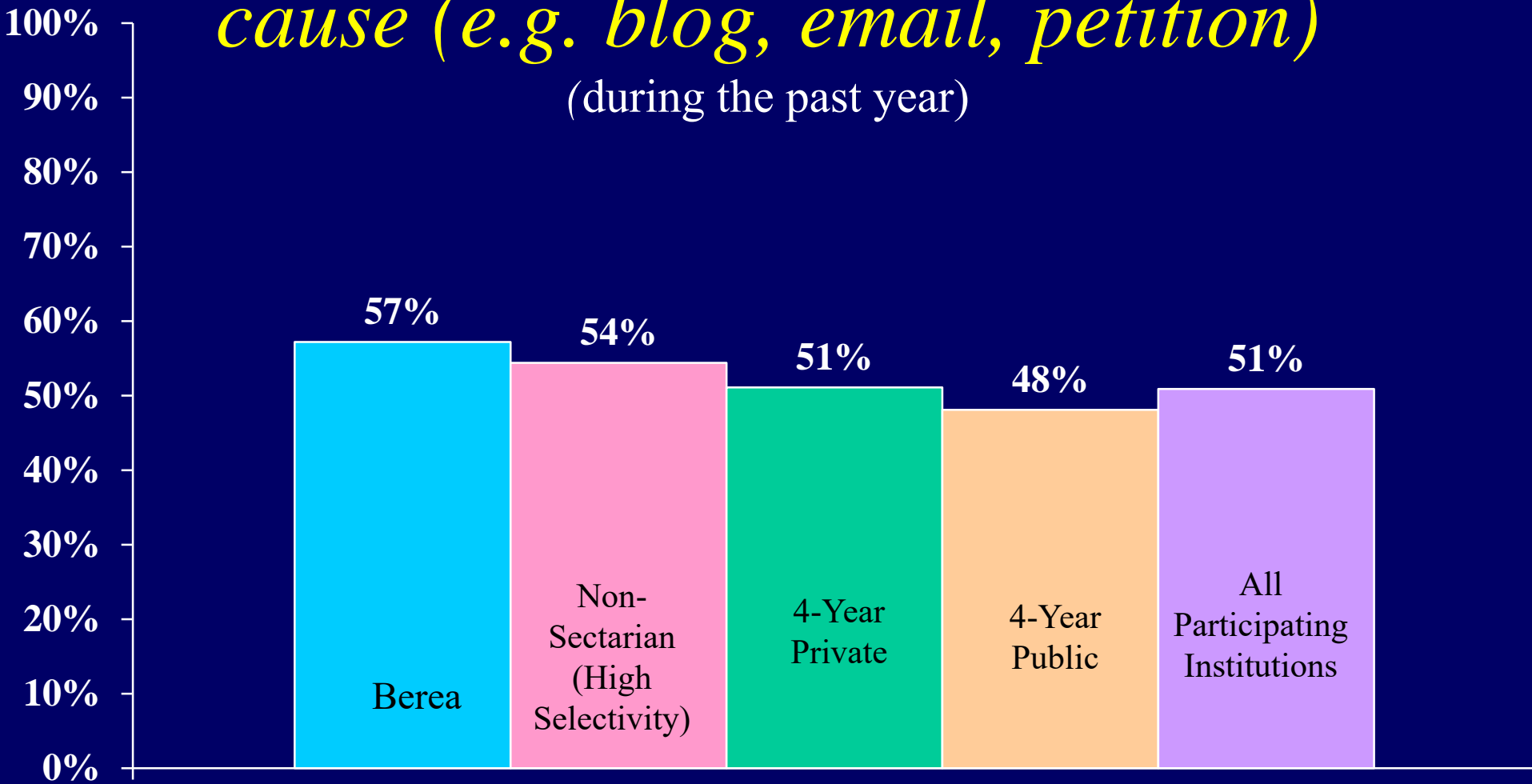
■ Berea ■ Non-Sectarian

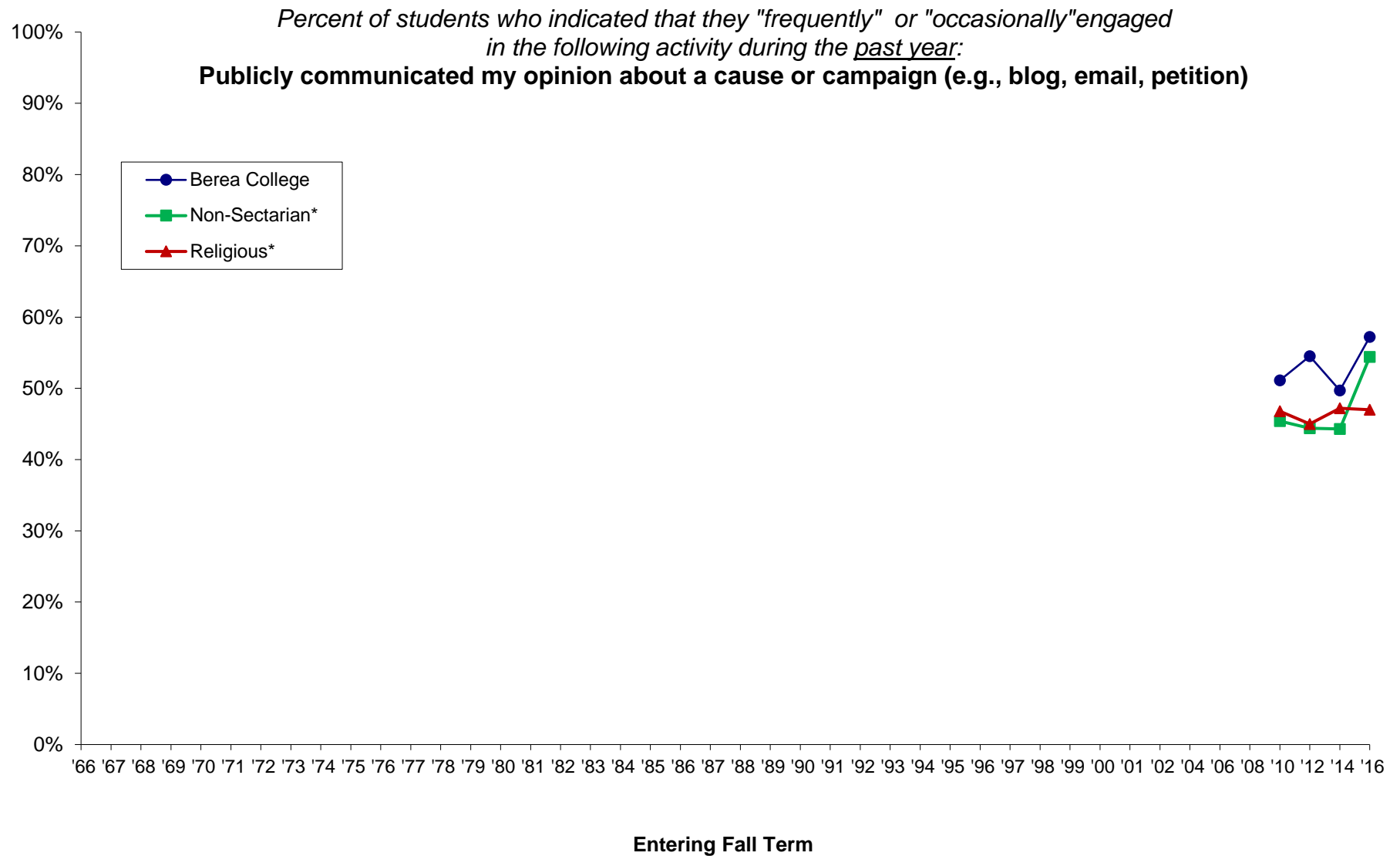
Item added in 2010.

Cooperative Institutional Research Program (CIRP), Entering First-Year and New Transfer Students Fall 2016
Percent of students who indicated “frequently” or “occasionally”

Publicly communicated my opinion about a cause (e.g. blog, email, petition)

(during the past year)



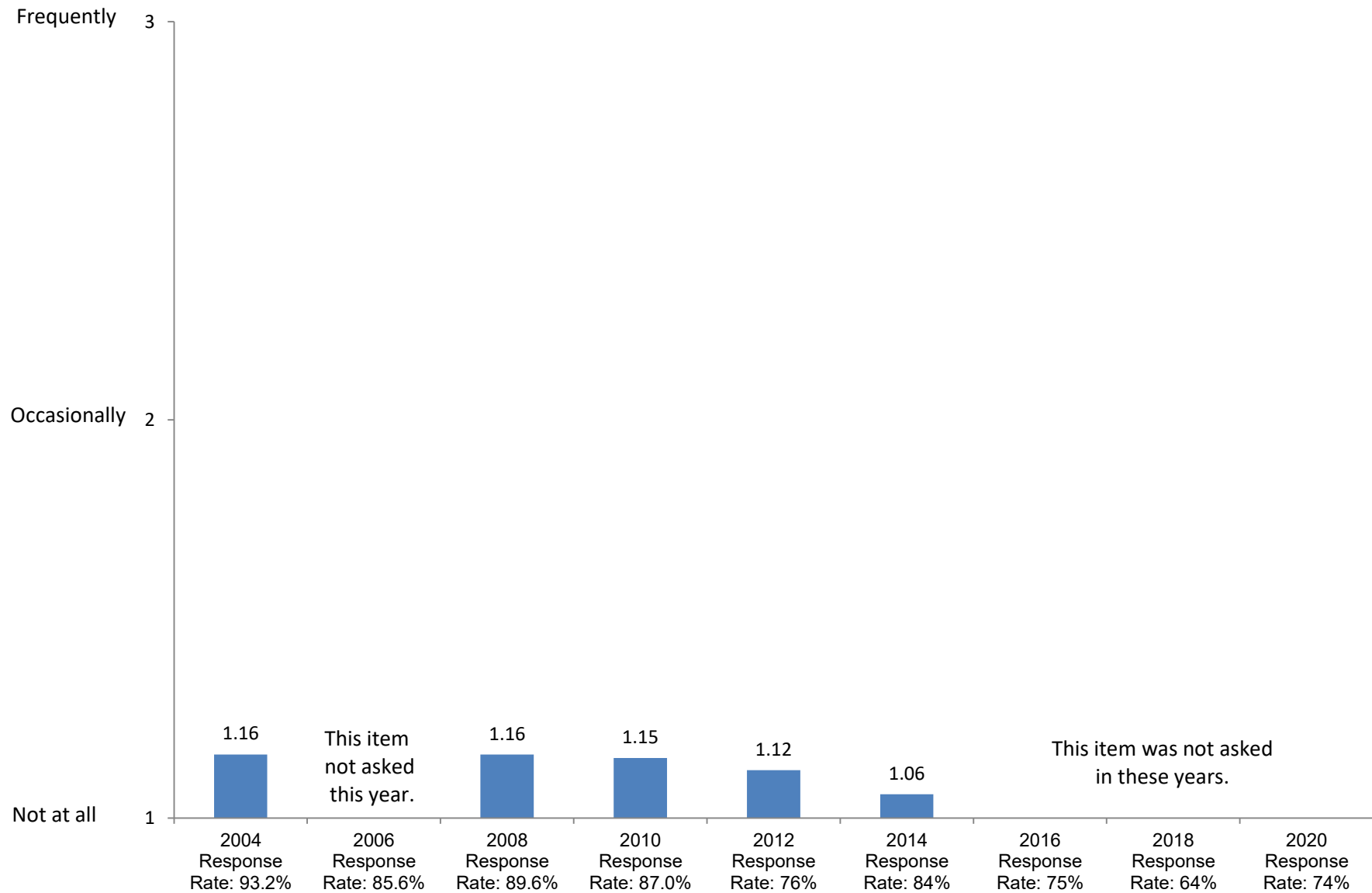


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

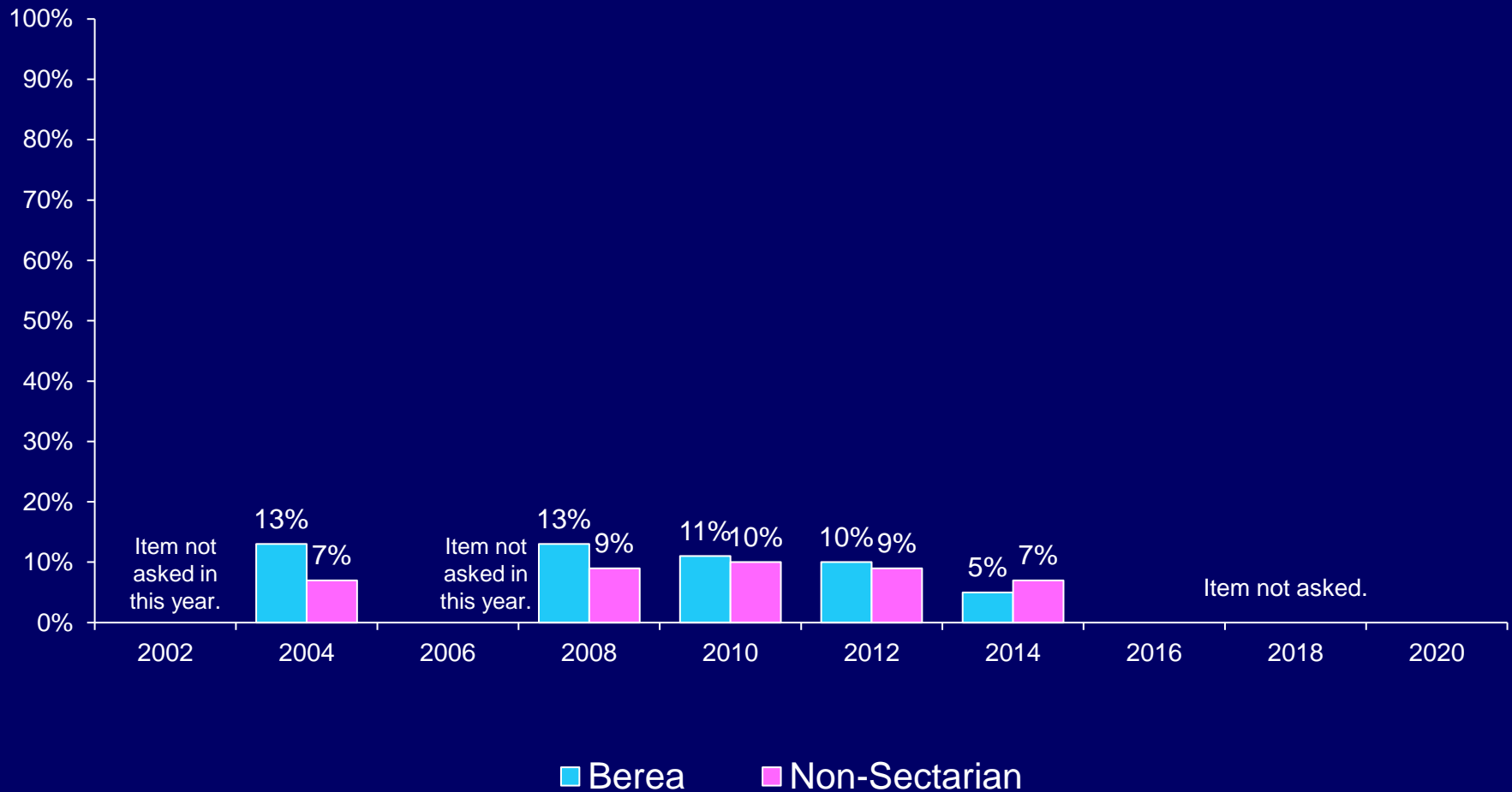
Worked on a local, state, or national political campaign



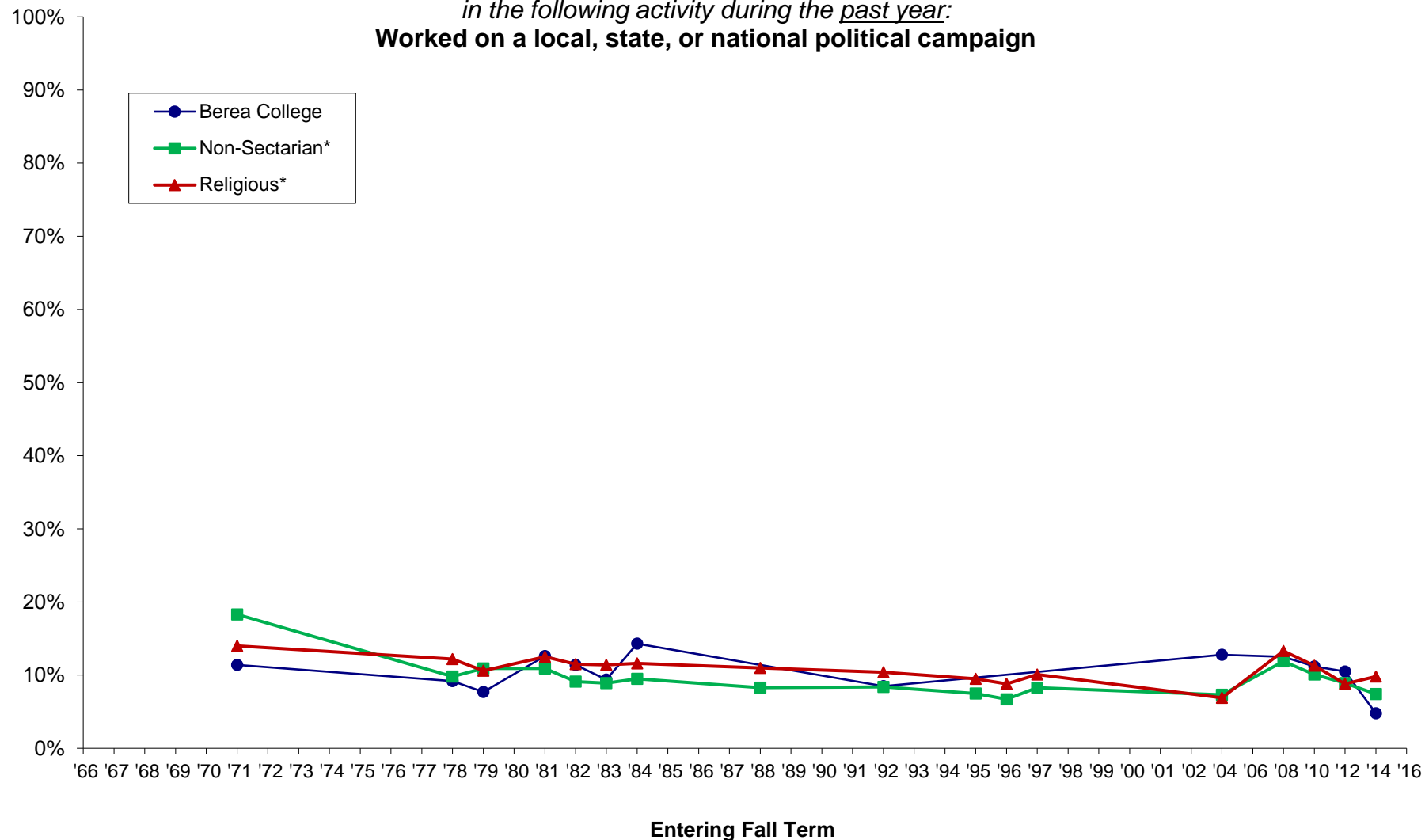
Item added in 2004.

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

Percent of students who indicated “frequently” or “occasionally”
Worked on a local, state, or national political campaign
(during the past year)



Percent of students who indicated that they "frequently" or "occasionally" engaged in the following activity during the past year:
Worked on a local, state, or national political campaign

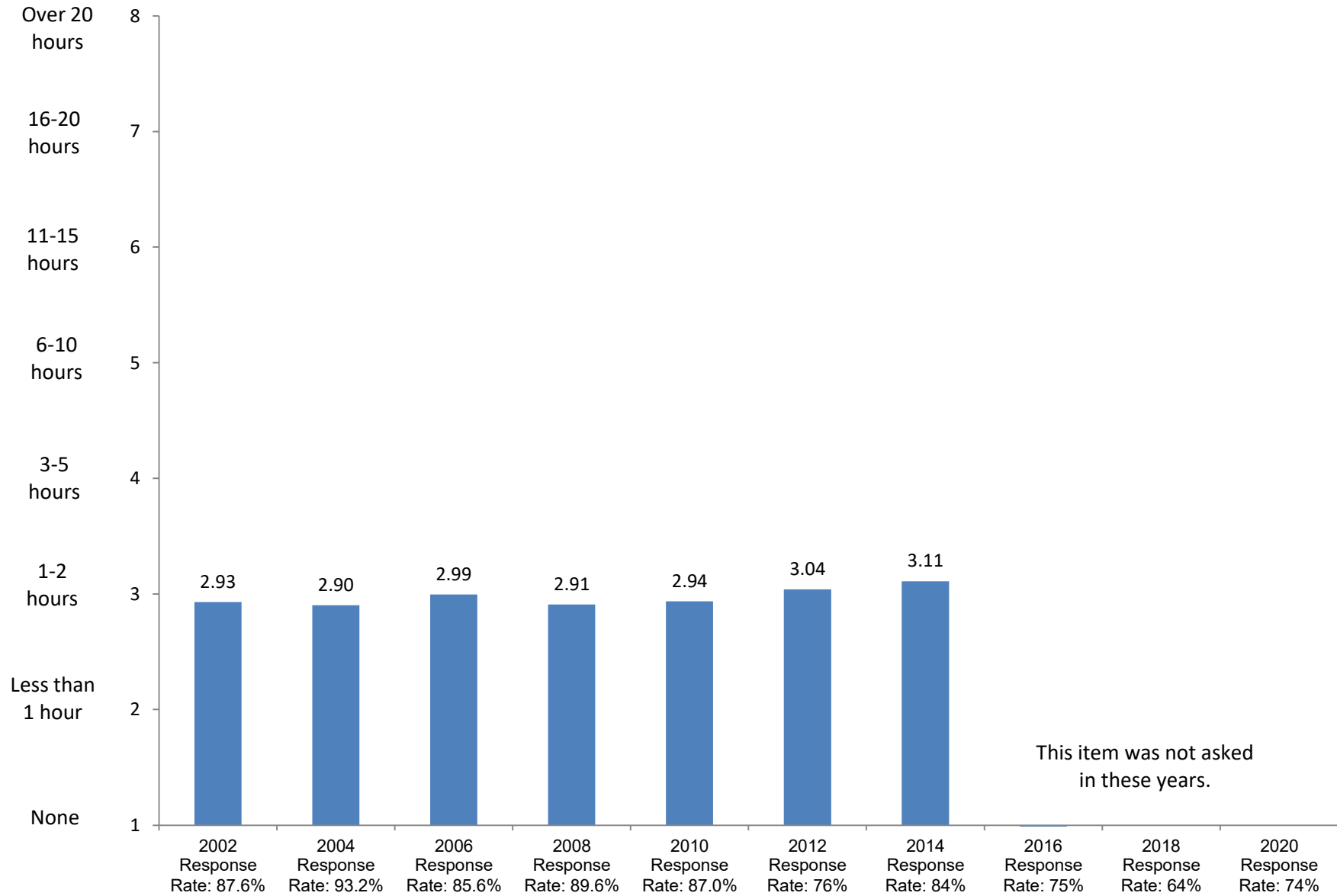


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

Volunteer work



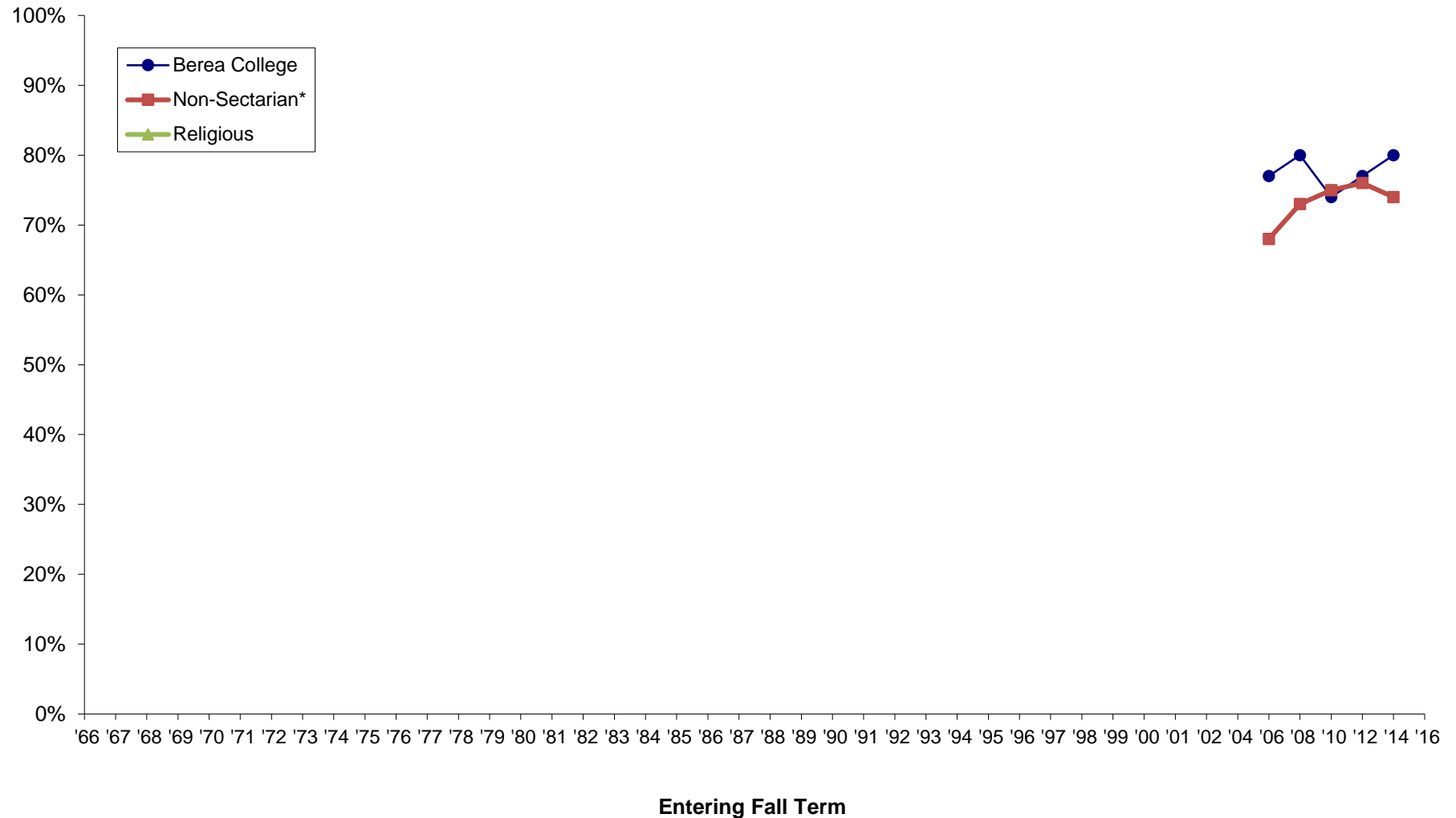
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

Volunteer work

	2002		2004		2006		2008		2010		2012		2014		2016	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	n/a	n/a	23%	32%	20%	27%	26%	25%	23%	24%	20%	26%	Item not asked this year.	
< 1 hour	n/a	n/a	n/a	n/a	18%	22%	22%	3%	15%	21%	16%	22%	19%	19%		
1 -2 hours	n/a	n/a	n/a	n/a	28%	23%	27%	4%	28%	26%	30%	26%	28%	25%		
0 – 2 hours	68%	77%	67%	75%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
3 -5 hours	15%	13%	17%	14%	16%	12%	18%	8%	14%	15%	17%	15%	17%	16%		
6 – 20 hours	13%	9%	15%	9%	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	9%	6%	8%	13%	12%	7%	6%	7%	8%	7%		
11 – 15 hours	n/a	n/a	n/a	n/a	3%	2%	3%	15%	2%	2%	2%	3%	3%	3%		
16 – 20 hours	n/a	n/a	n/a	n/a	2%	1%	1%	16%	1%	1%	2%	1%	2%	1%		
Over 20 hours	3%	2%	2%	2%	2%	2%	2%	16%	3%	2%	6%	2%	4%	3%		

Percent of Students who indicated that they spent the following number of hours per week on
Volunteer work

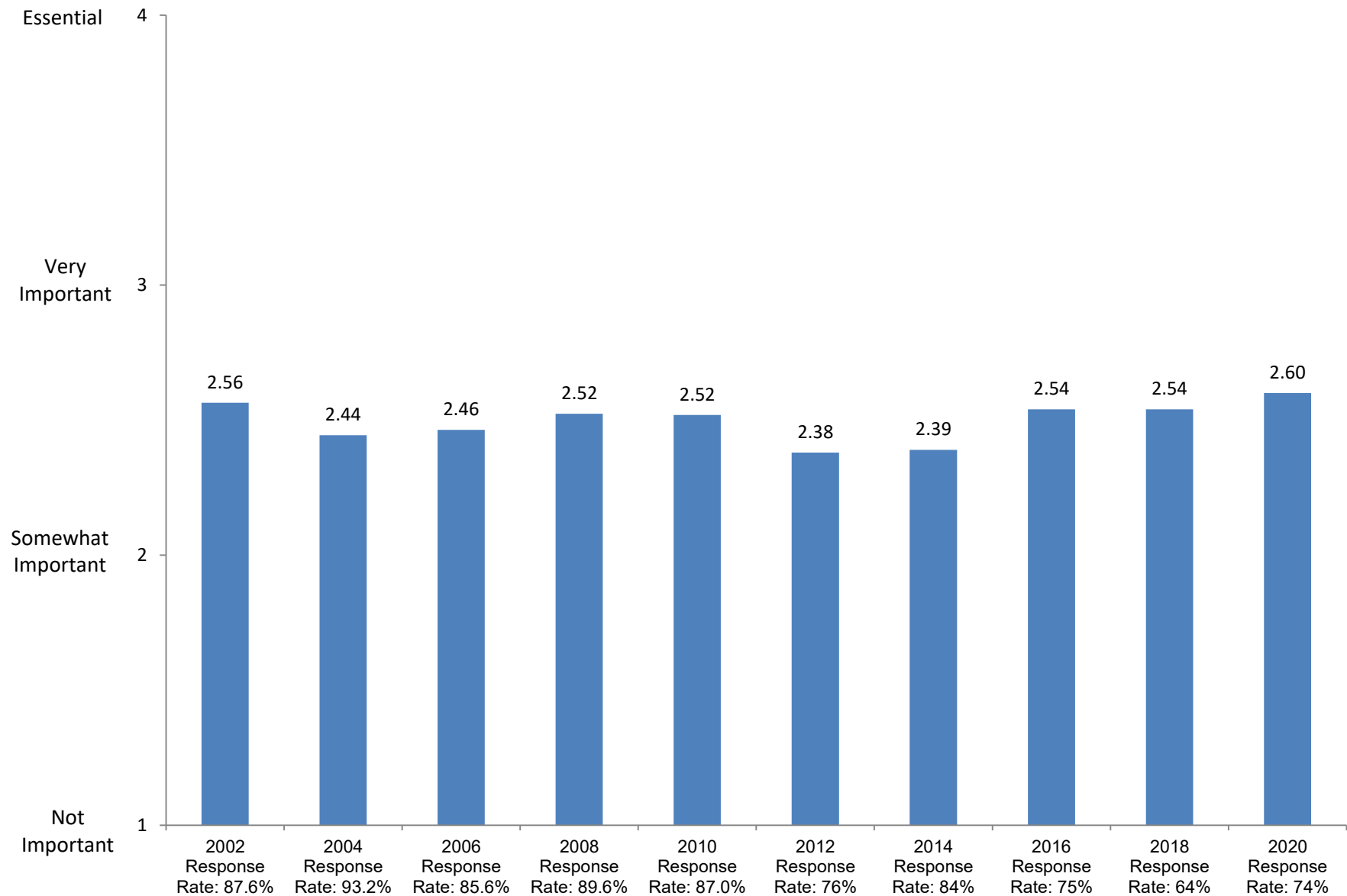


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

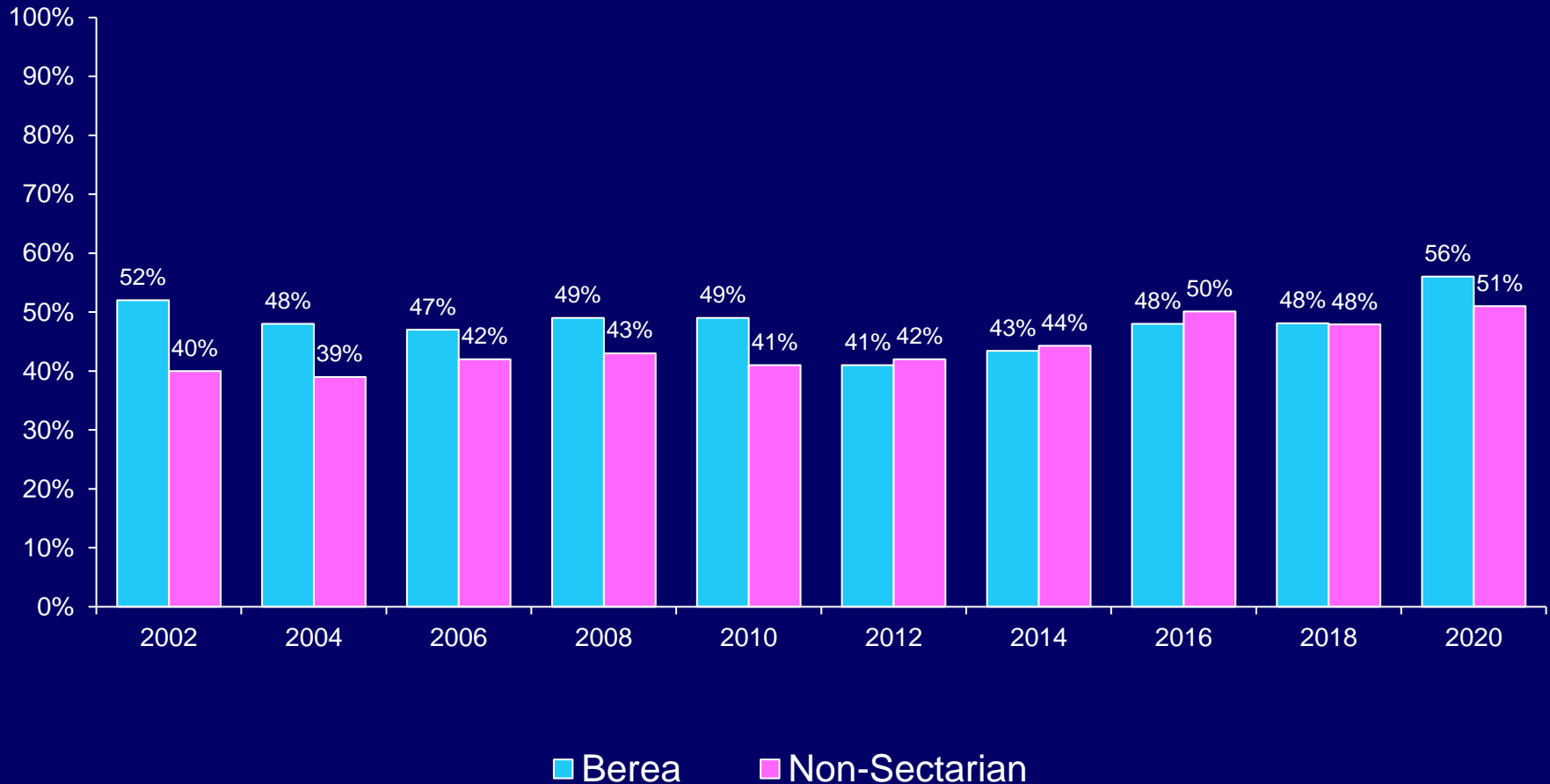
Influencing social values



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

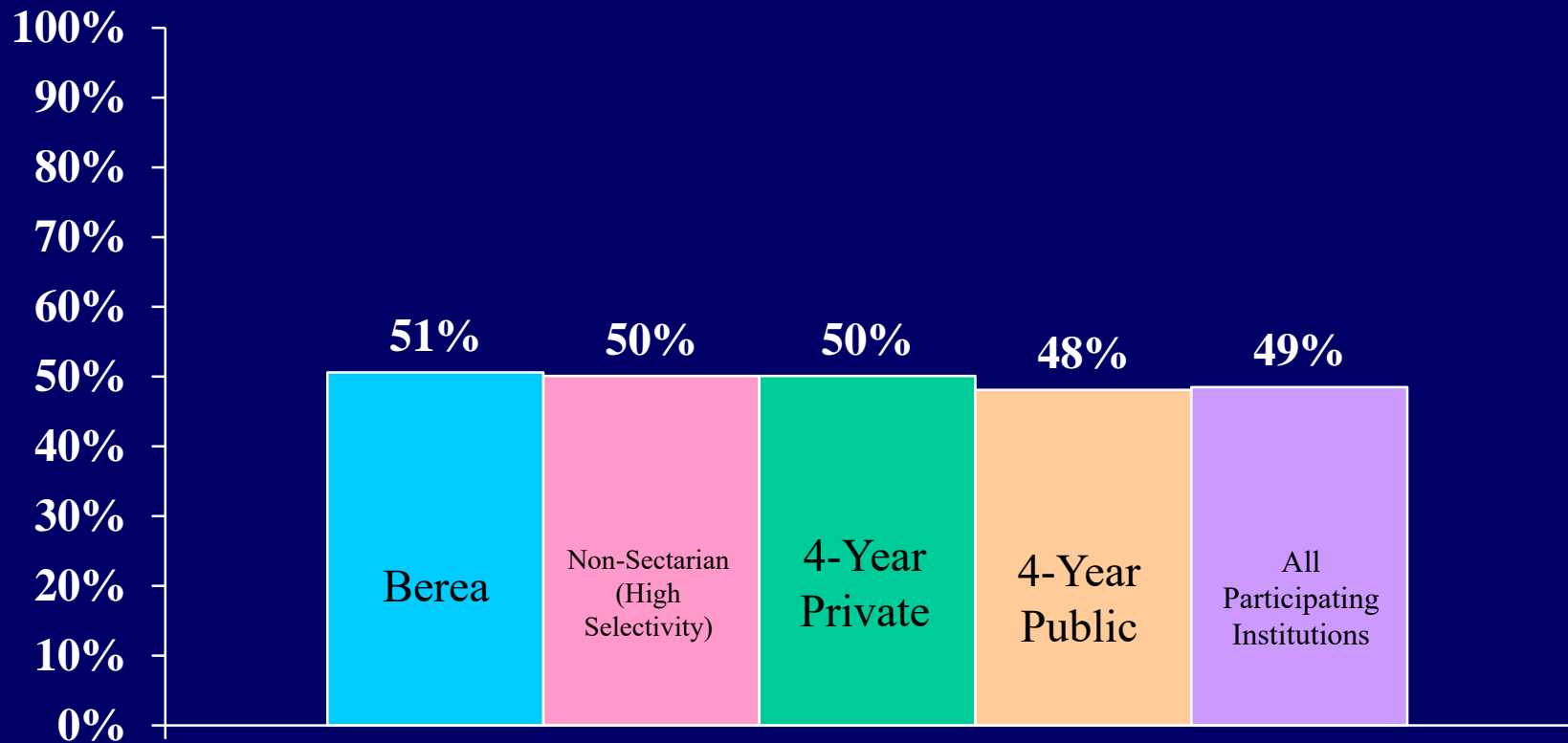
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Influencing social values

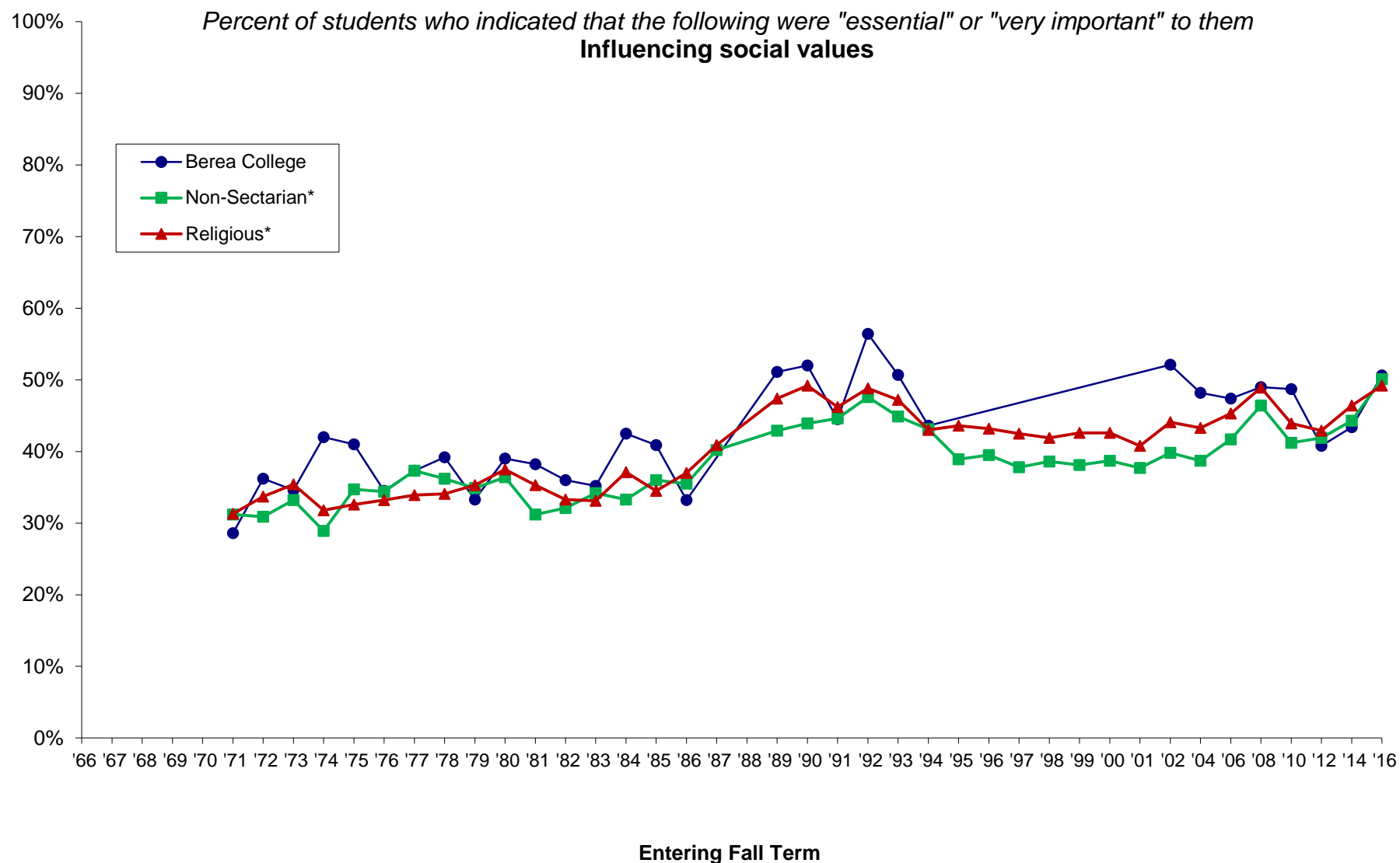


Percent of students who personally consider the following objective to be “essential” or “very important:”

Influencing social values



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

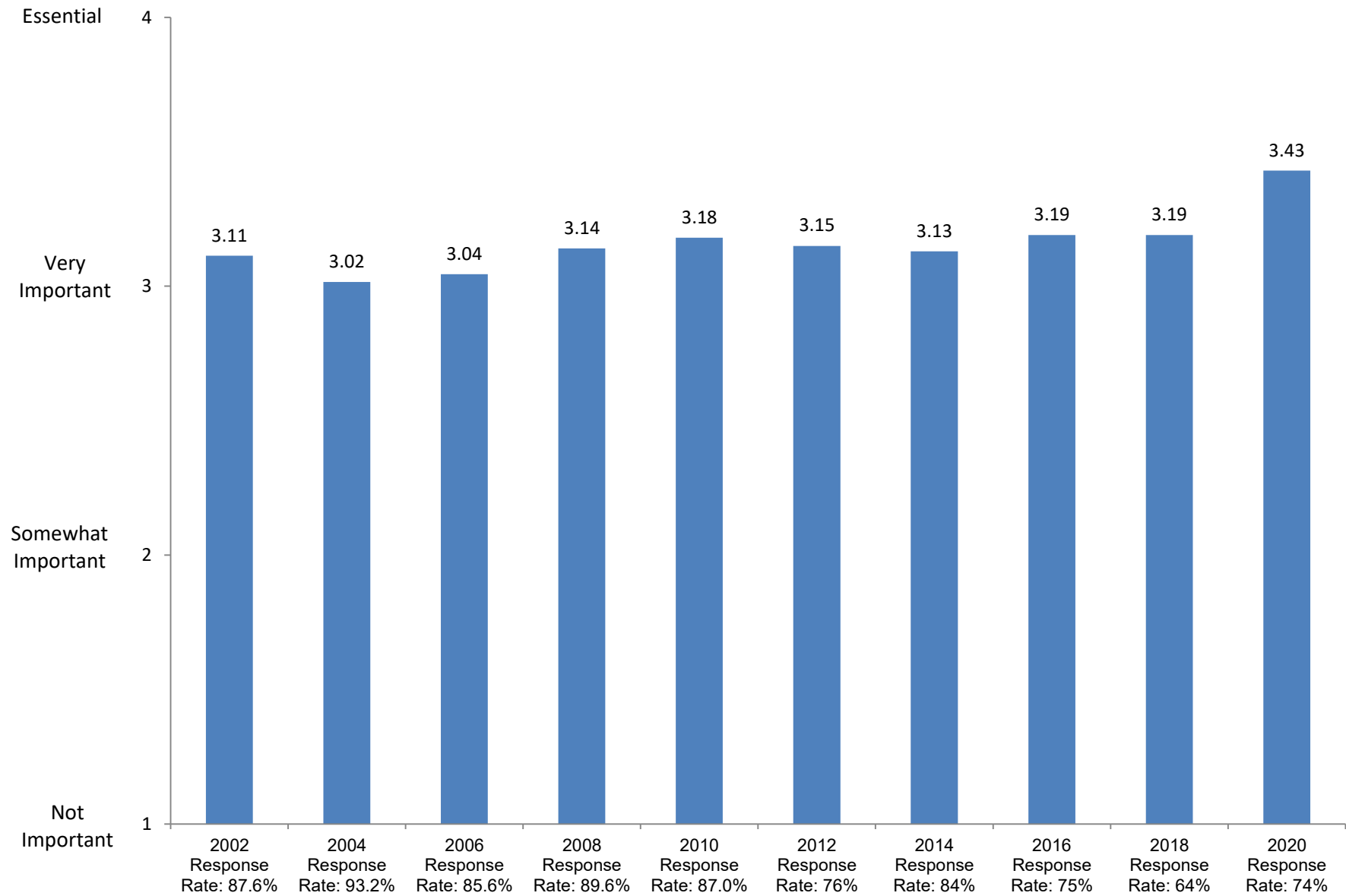


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

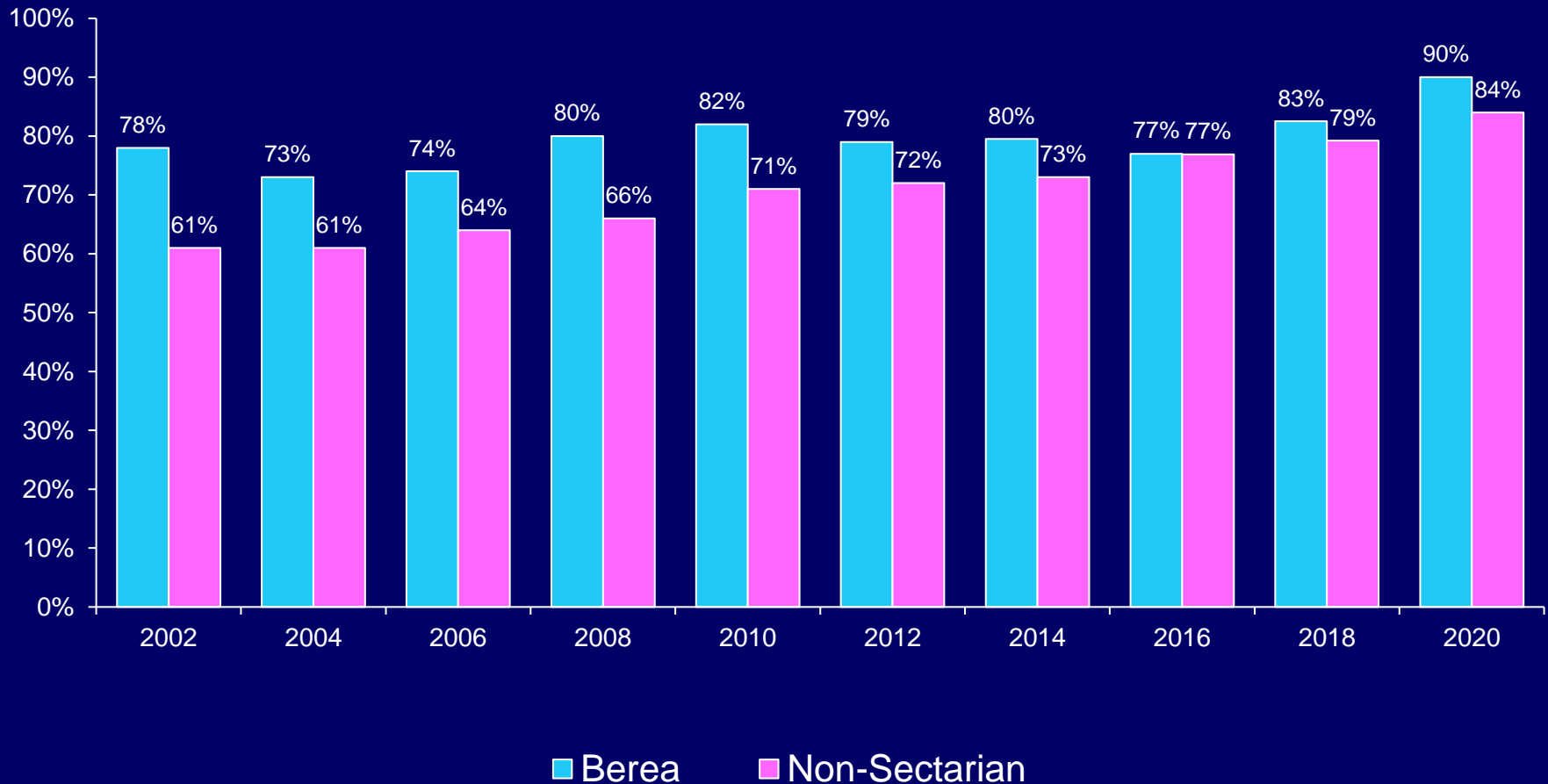
Helping others who are in difficulty



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

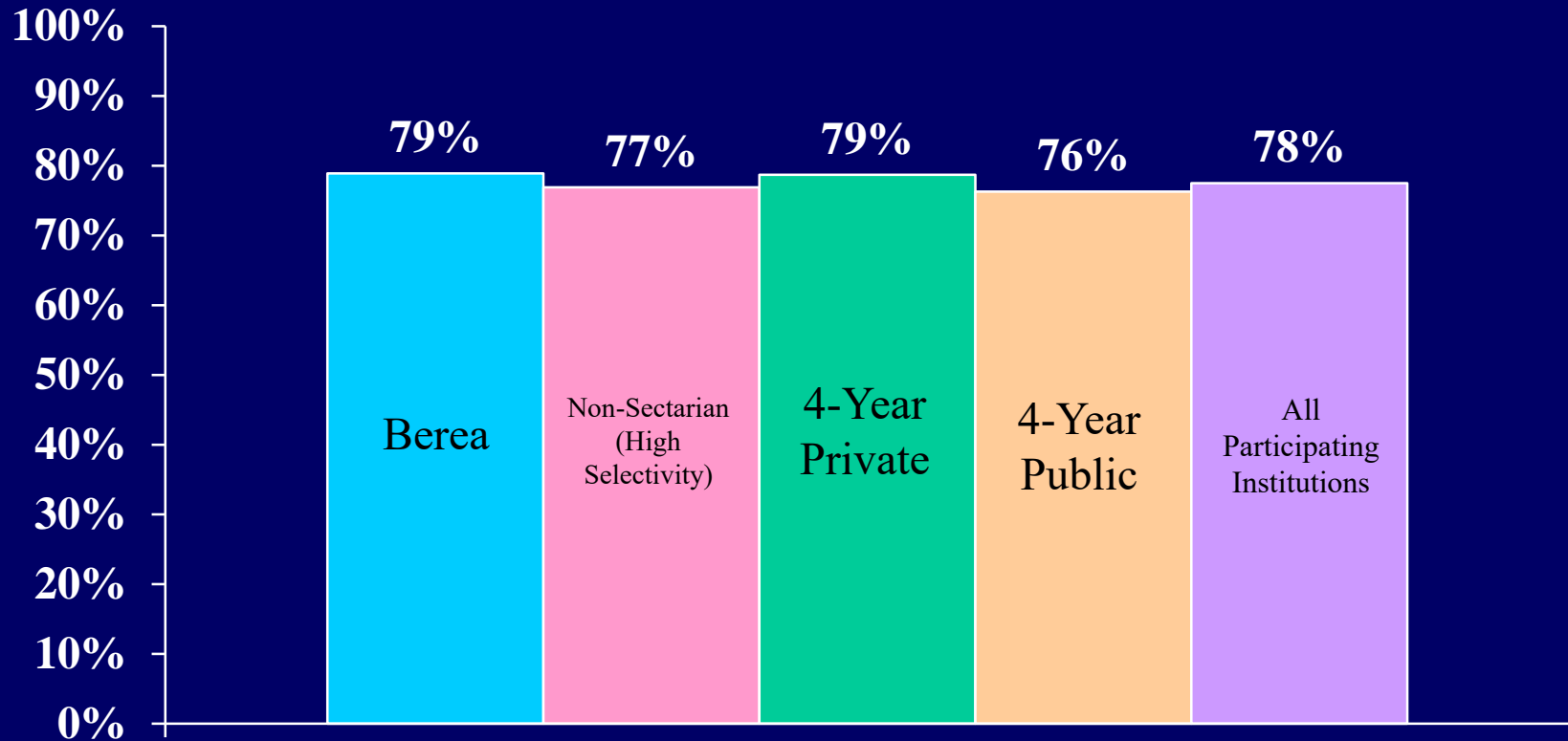
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Helping others who are in difficulty

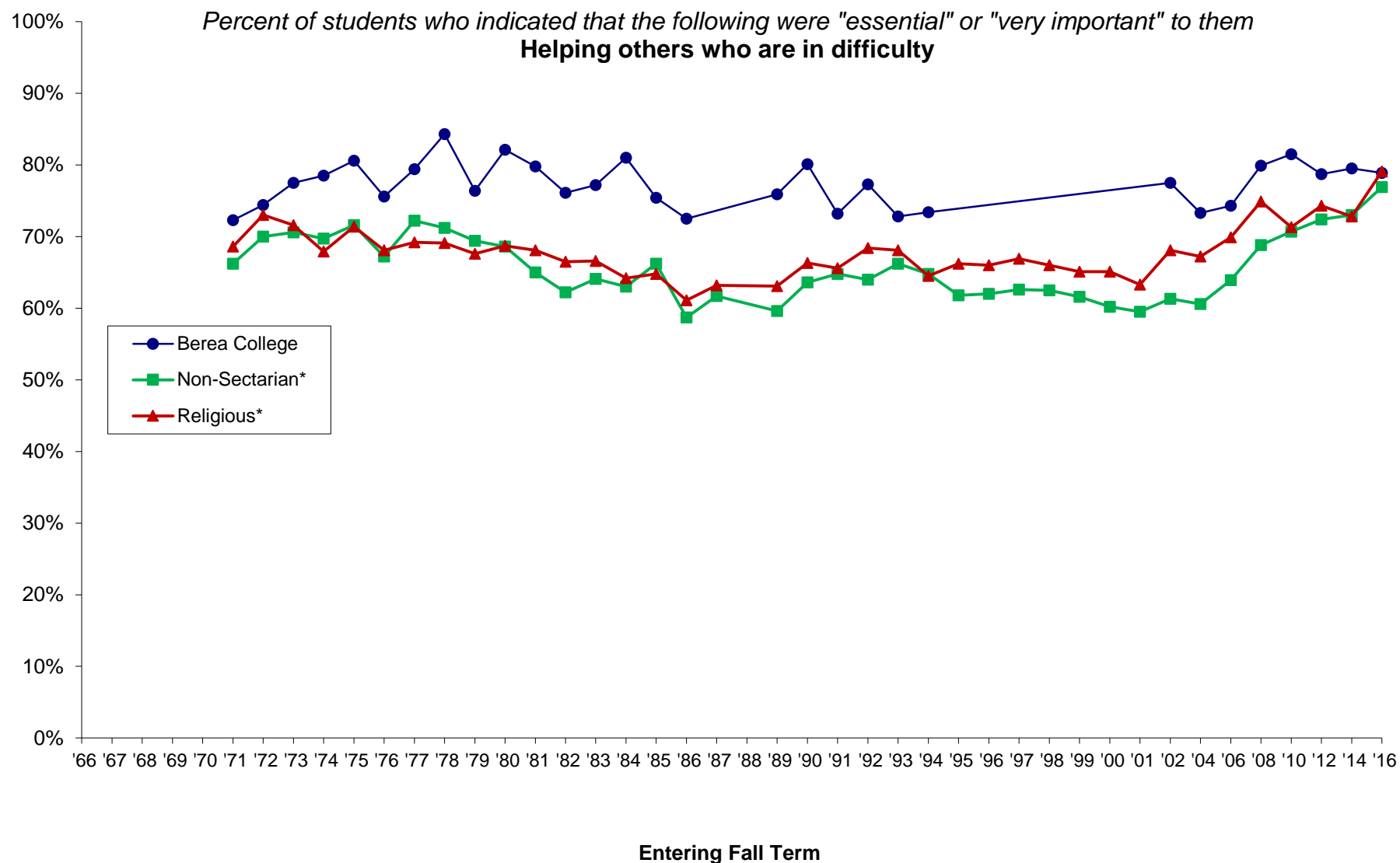


Percent of students who personally consider the following objective to be “essential” or “very important:”

Helping others who are in difficulty



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

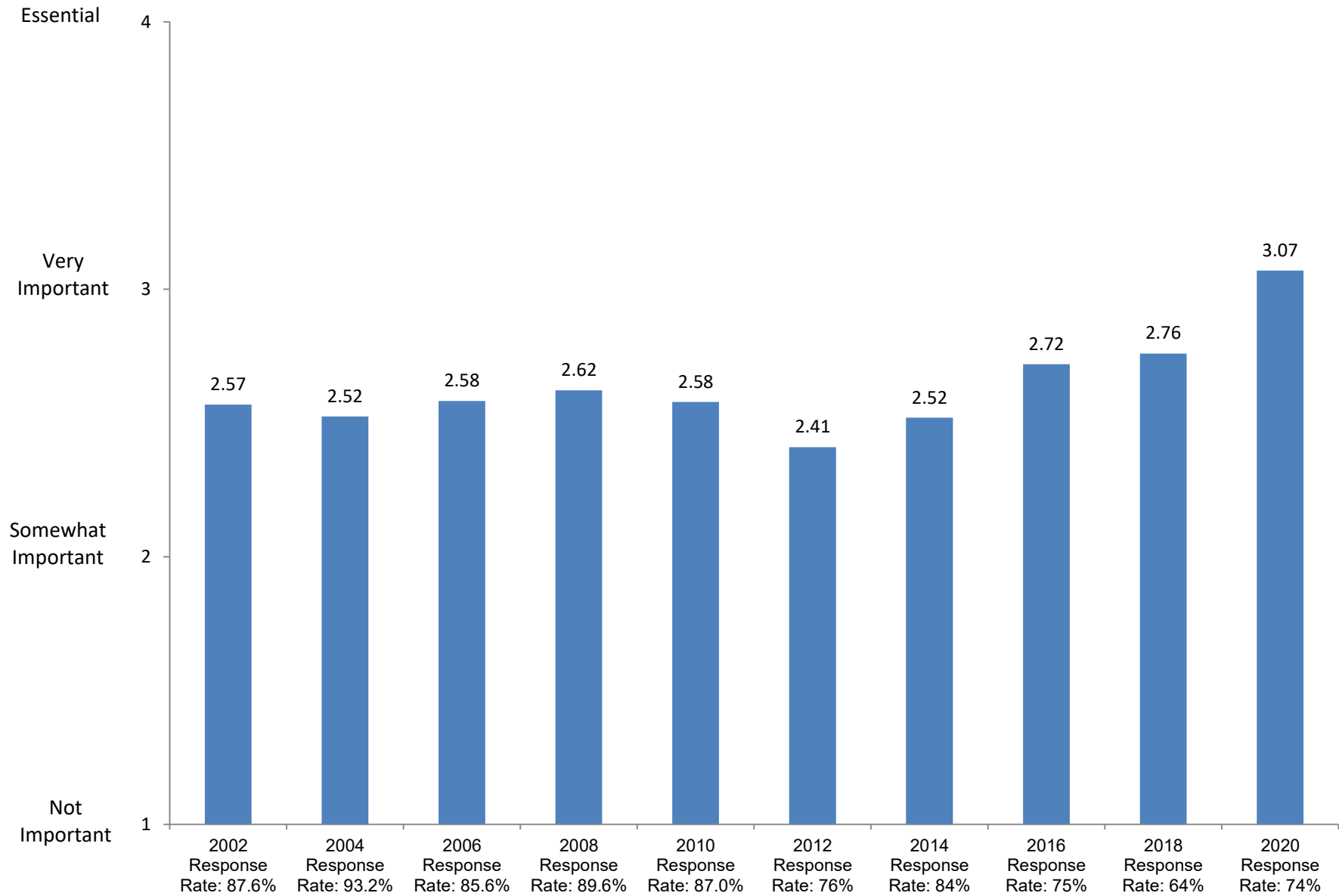


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

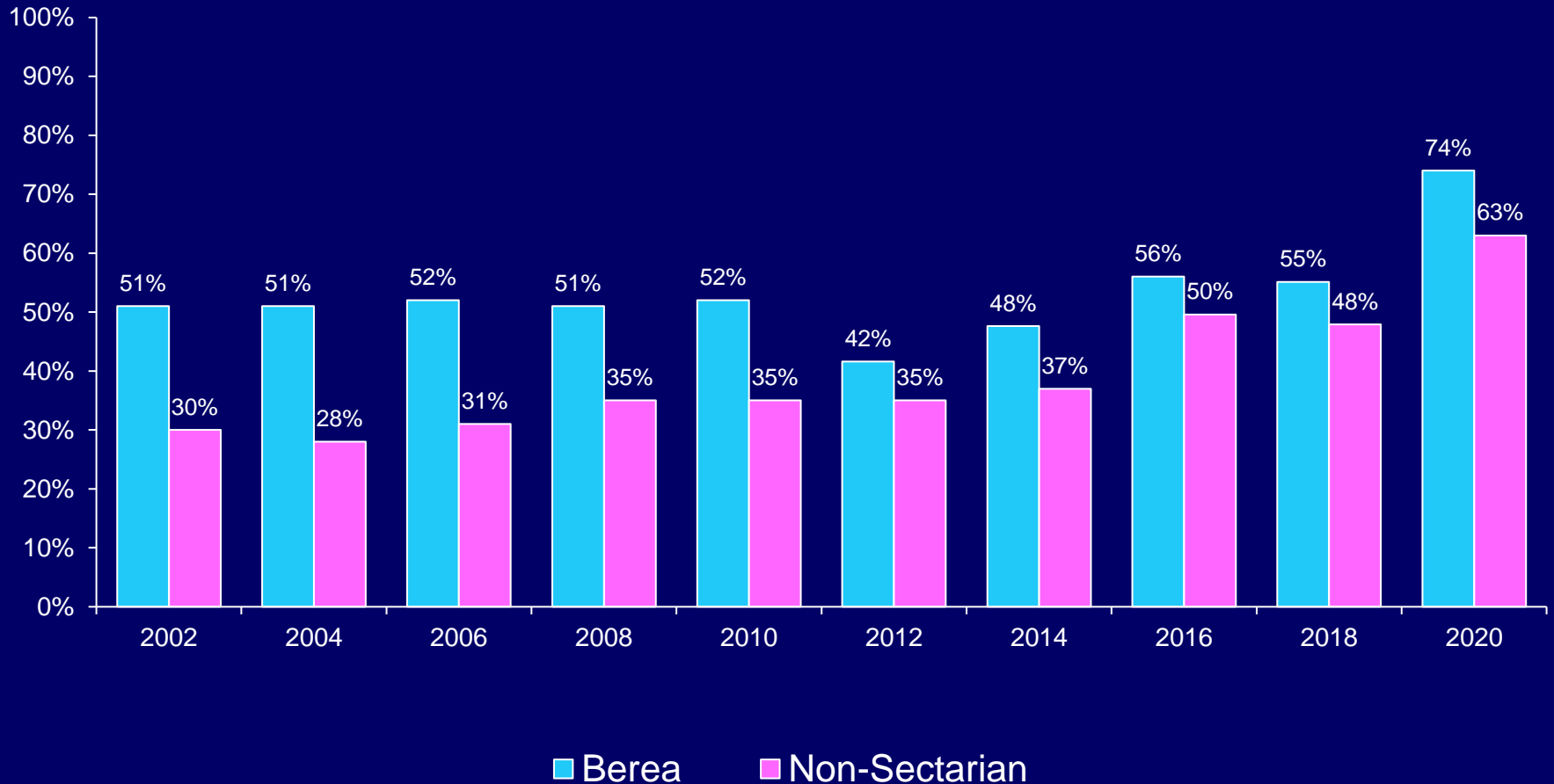
Please indicate the importance to you personally of each of the following:

Helping to promote racial understanding



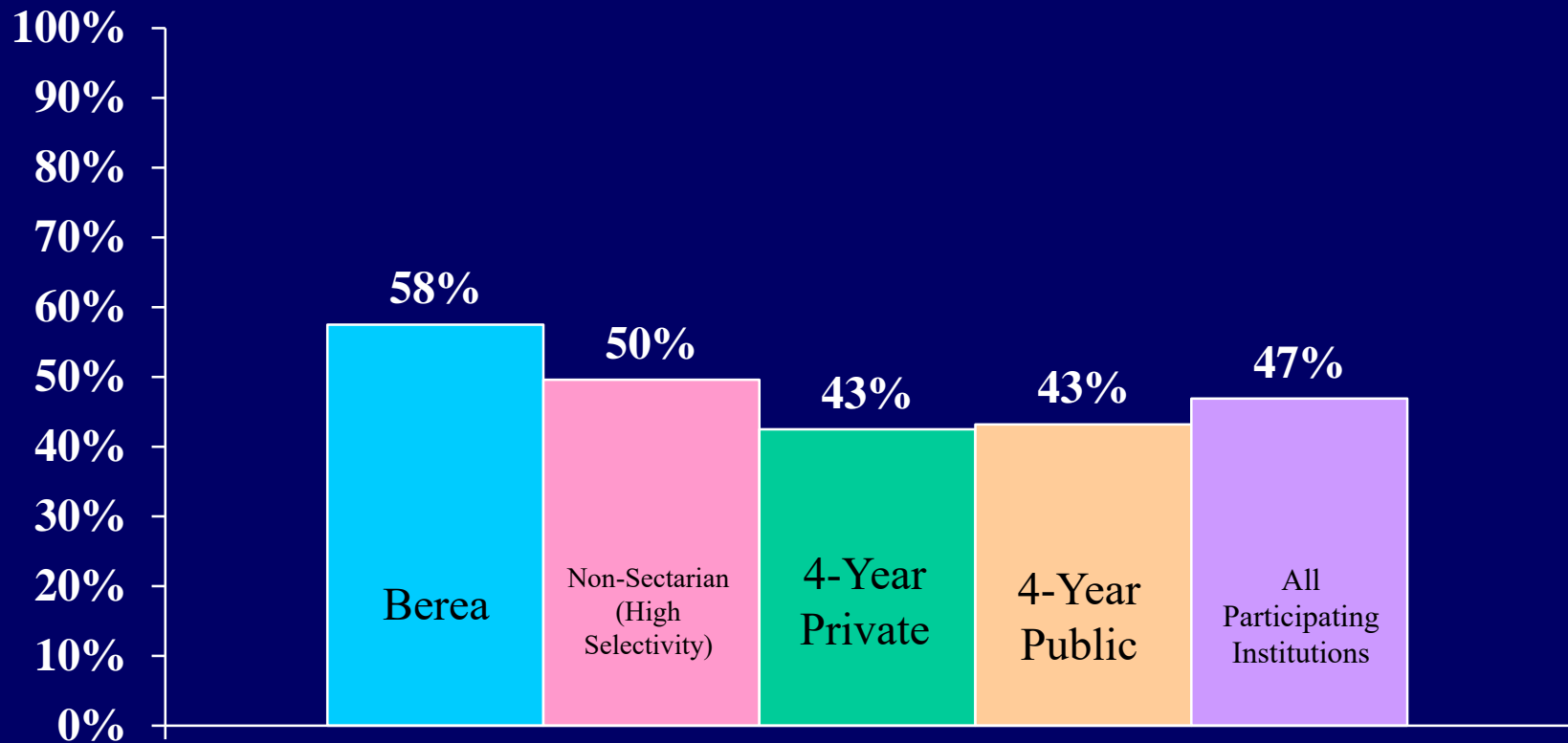
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

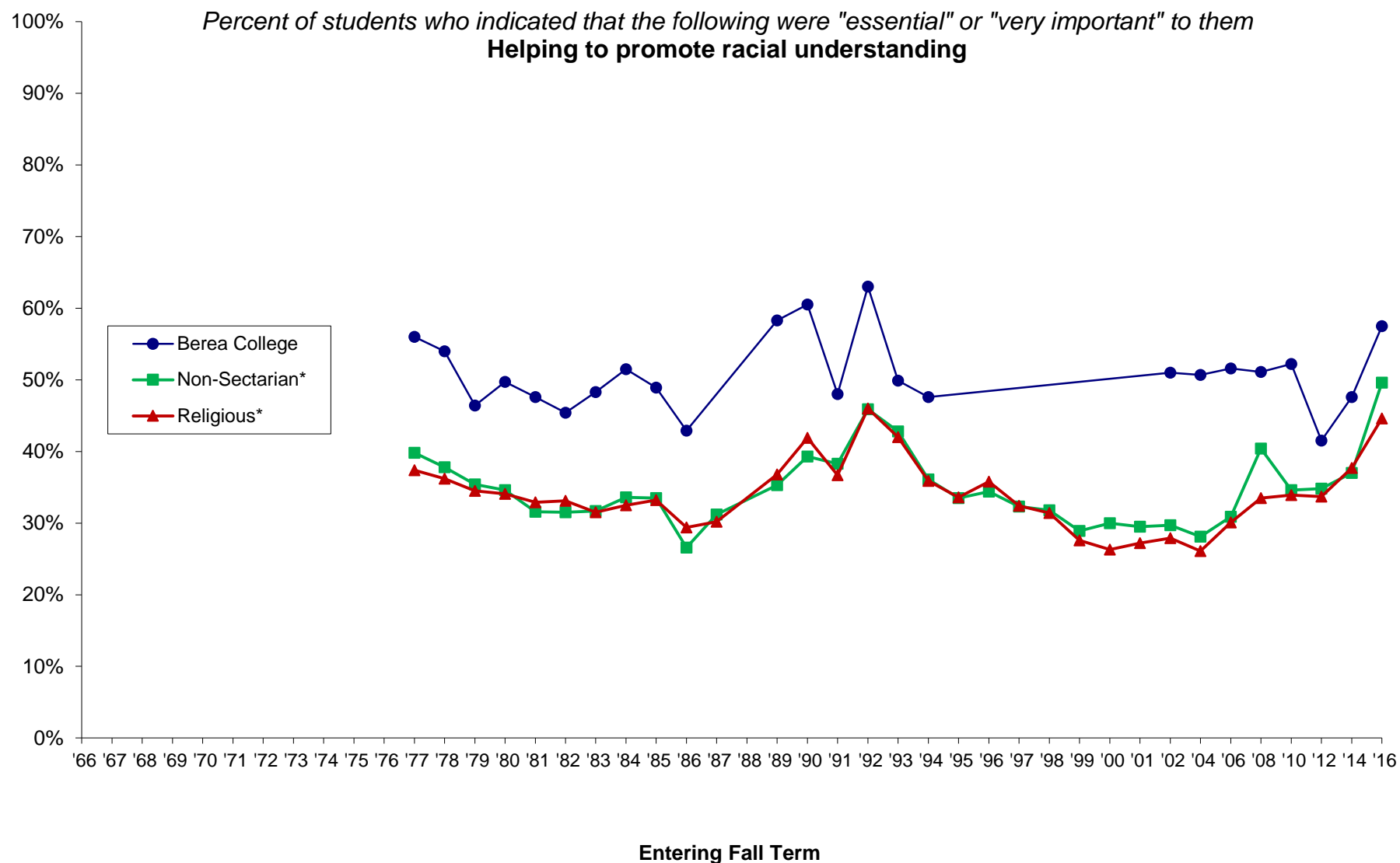
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*
Helping to promote racial understanding



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

Helping to promote racial understanding



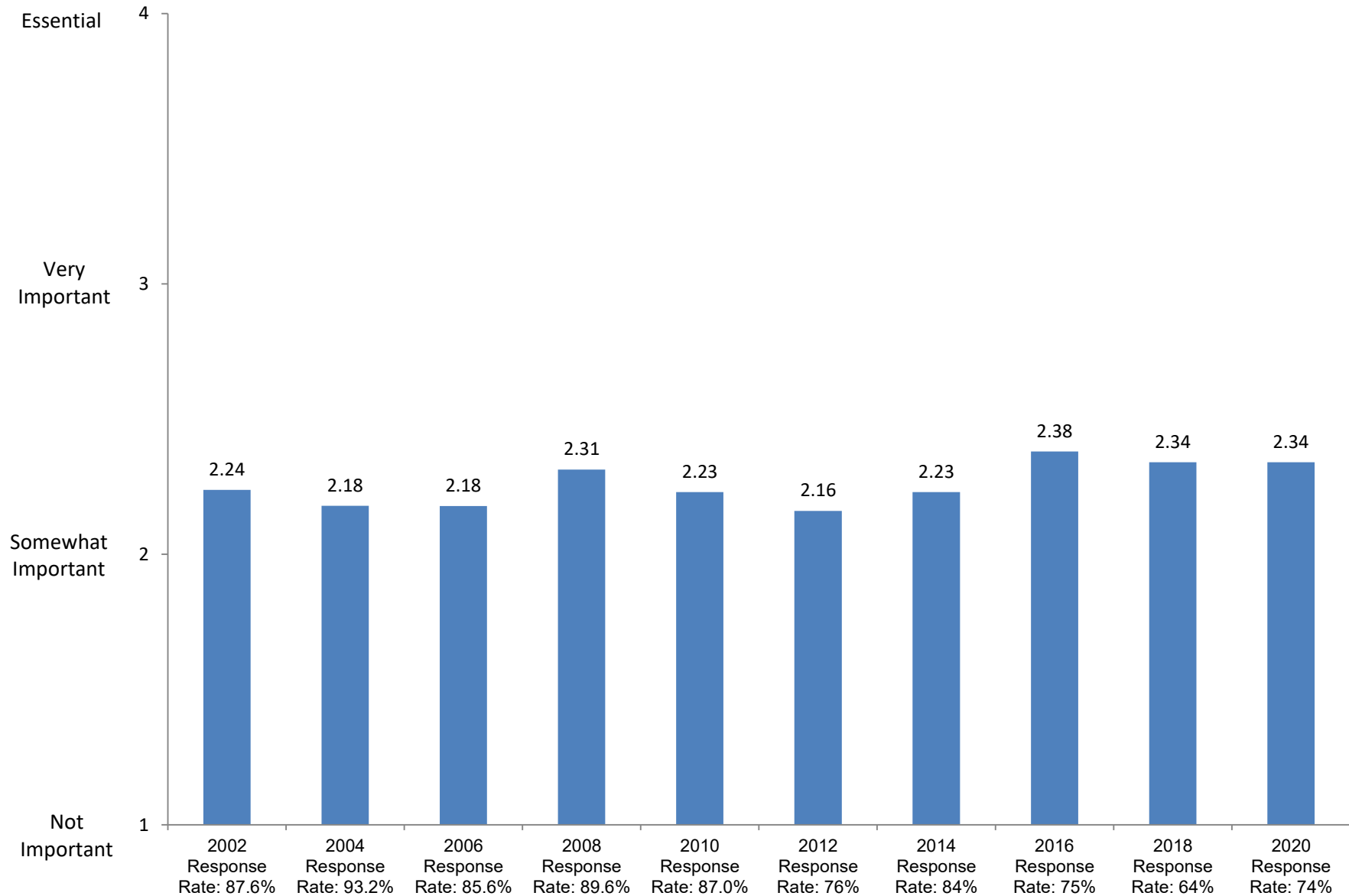


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

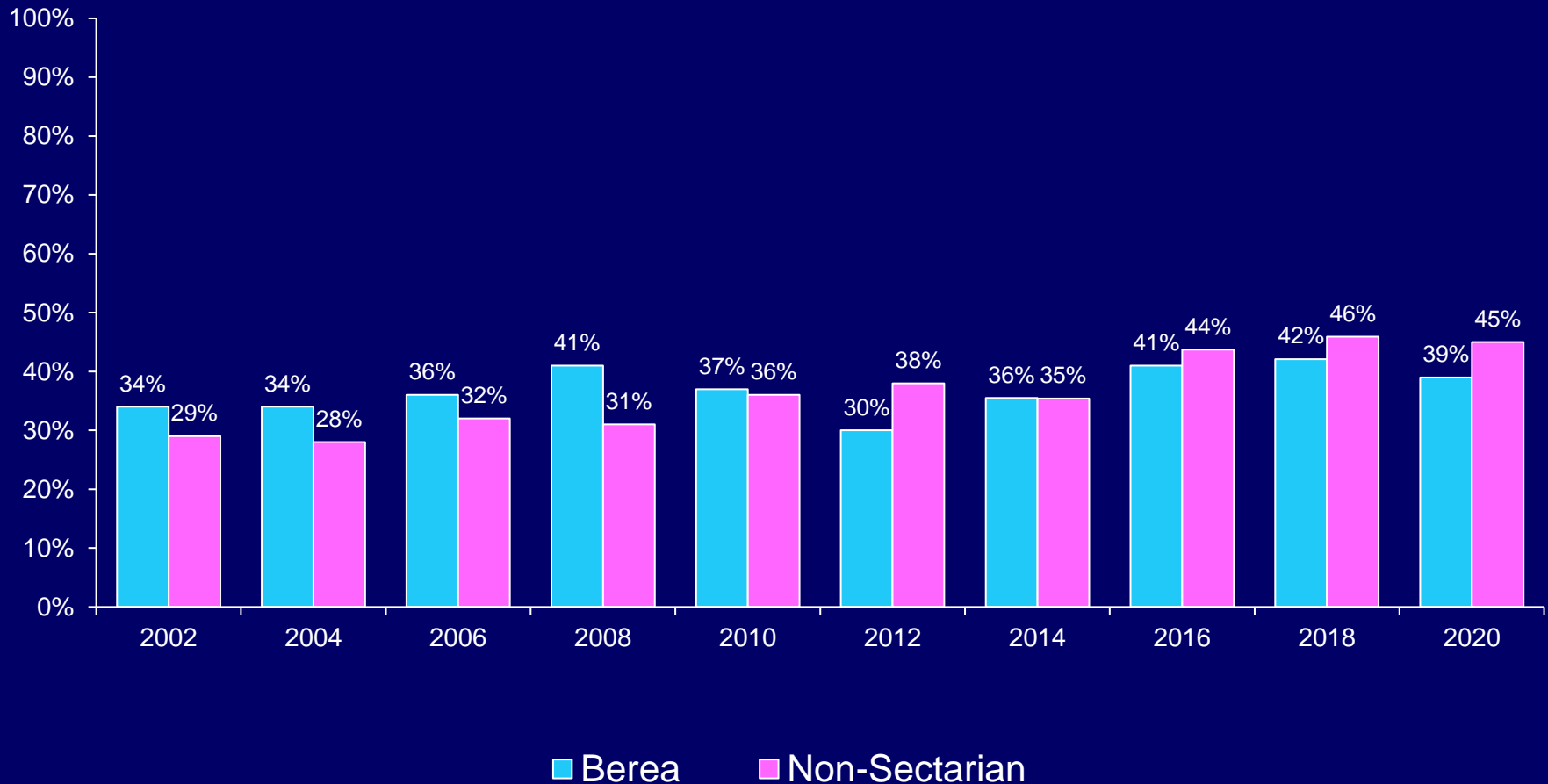
Becoming a community leader



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

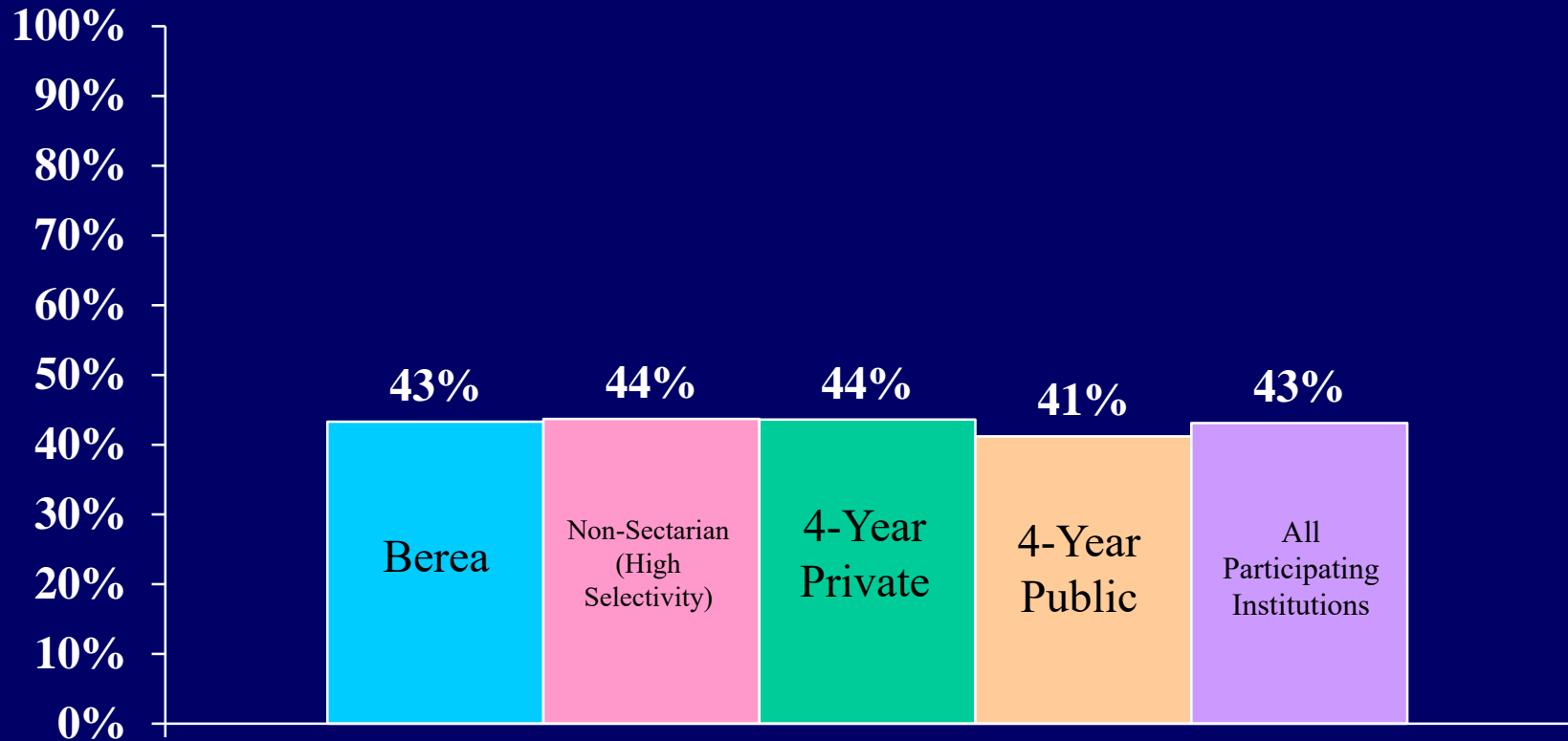
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming a community leader

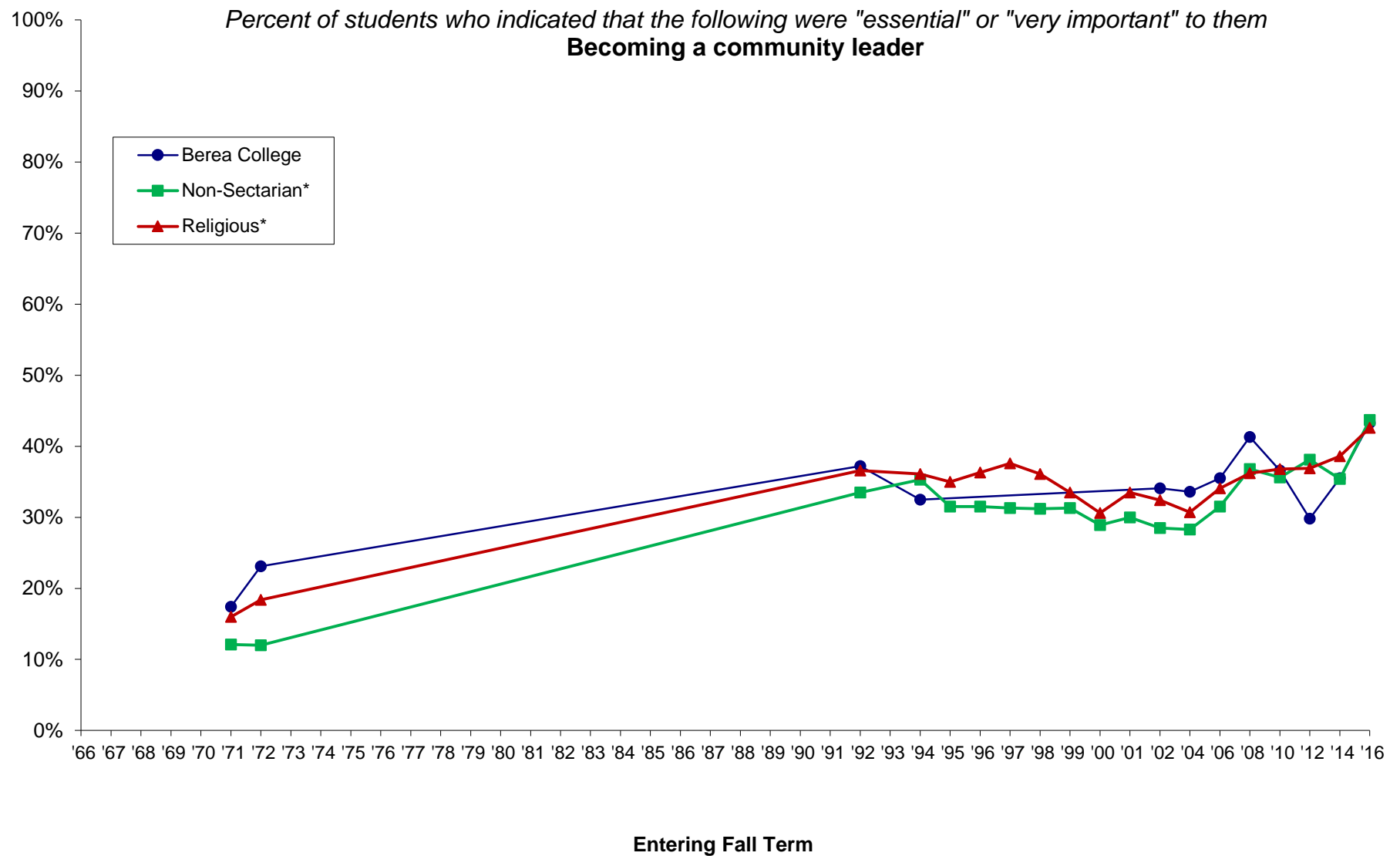


Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming a community leader



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

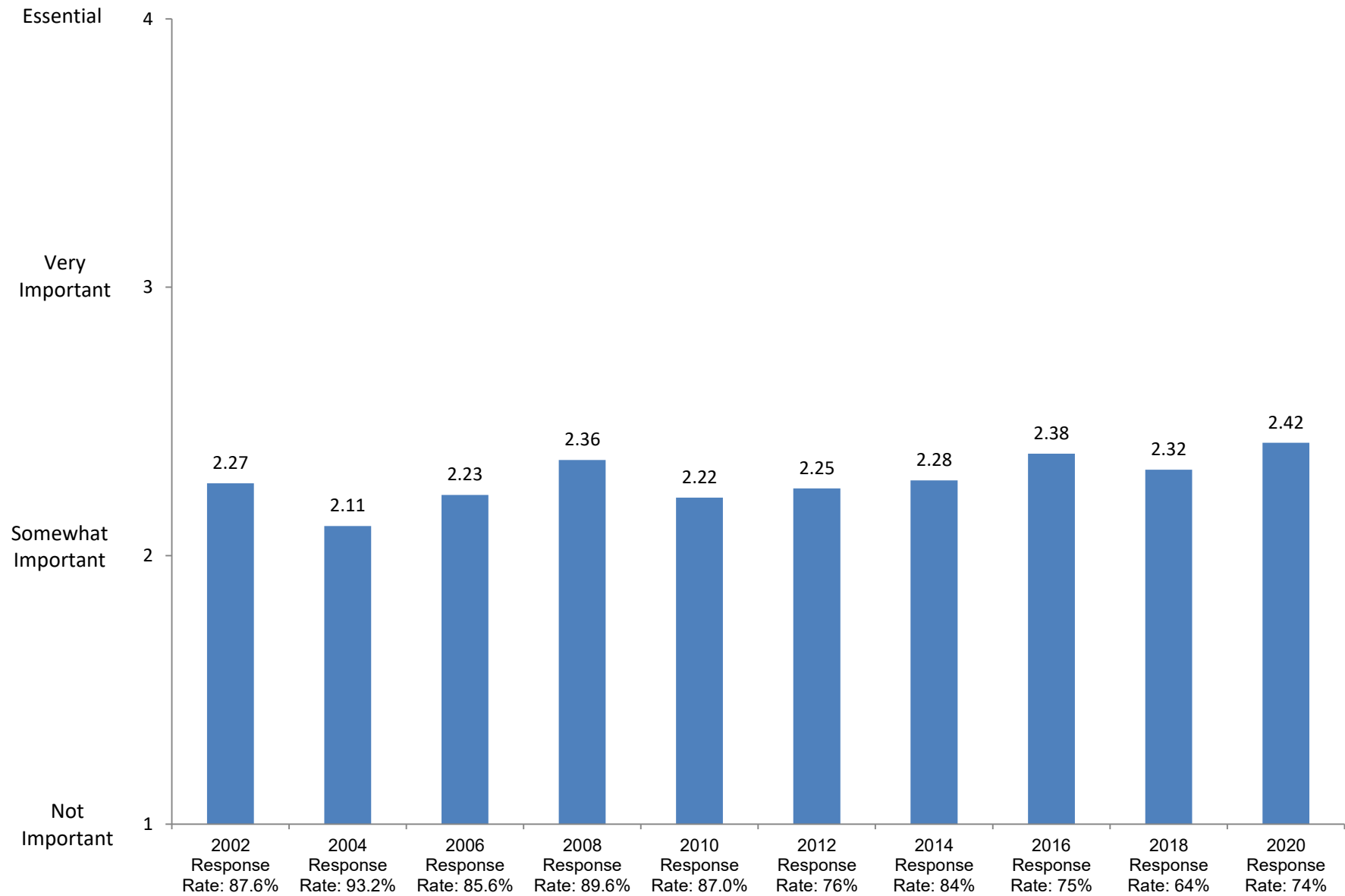


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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:

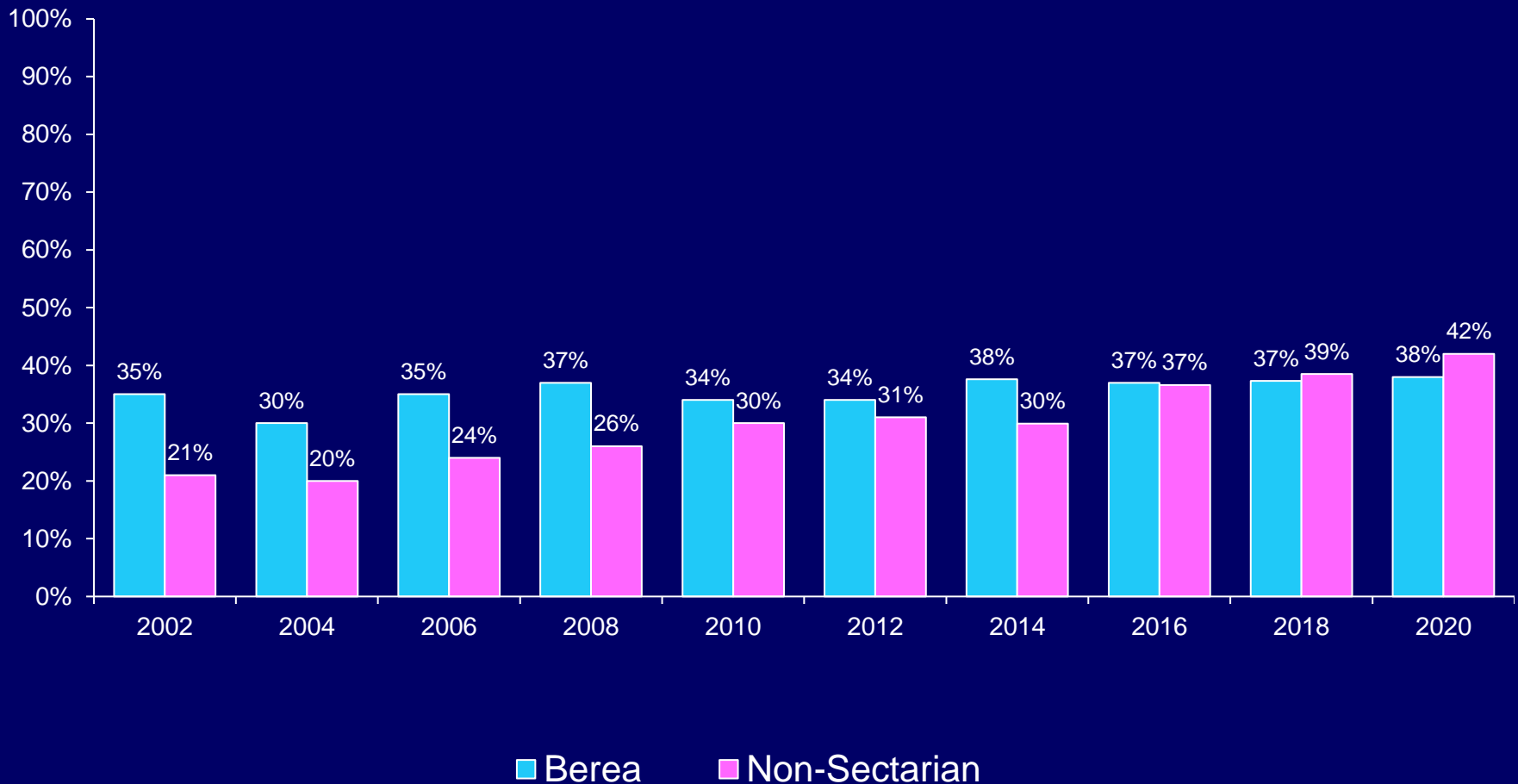
Participating in a community action program



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

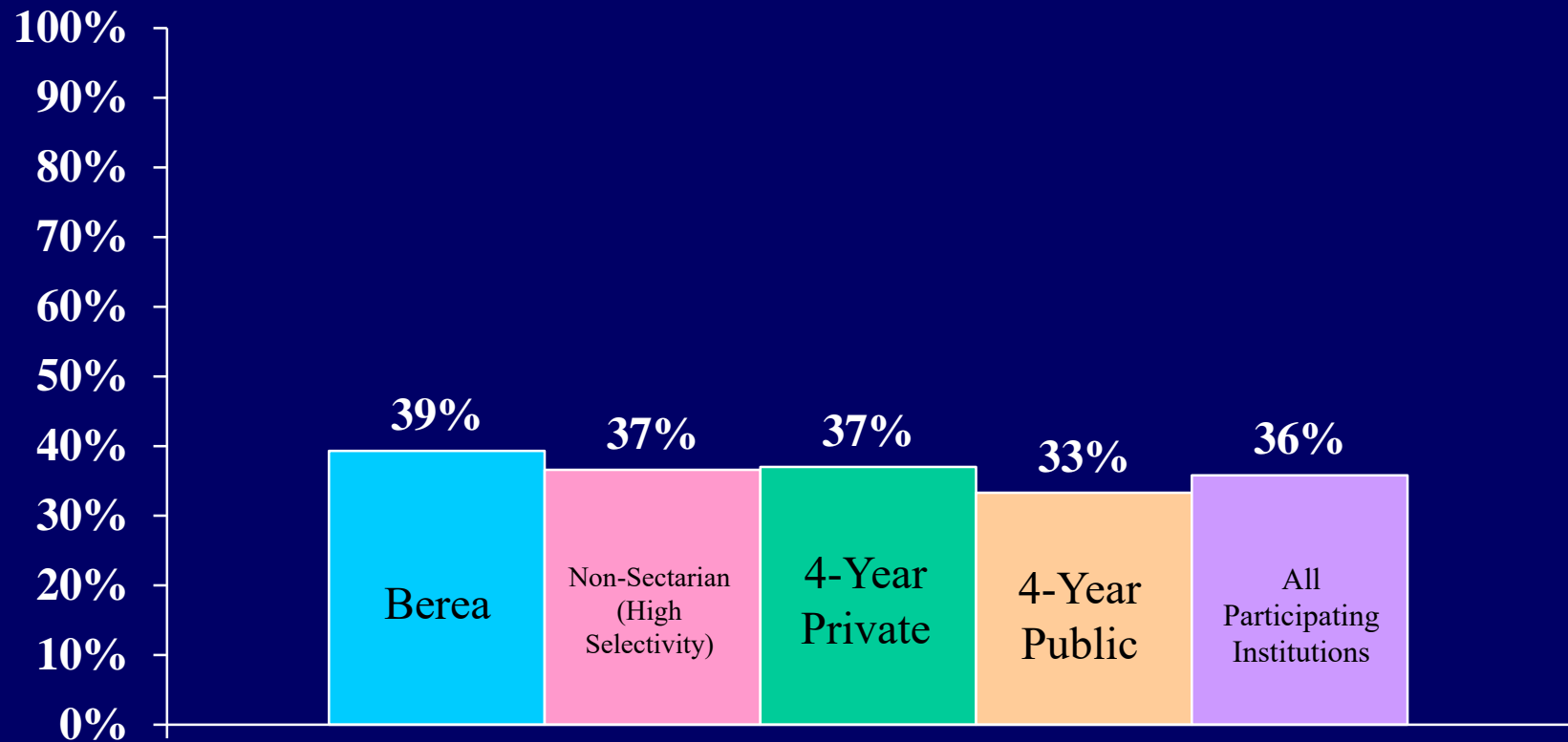
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Participating in a community action program

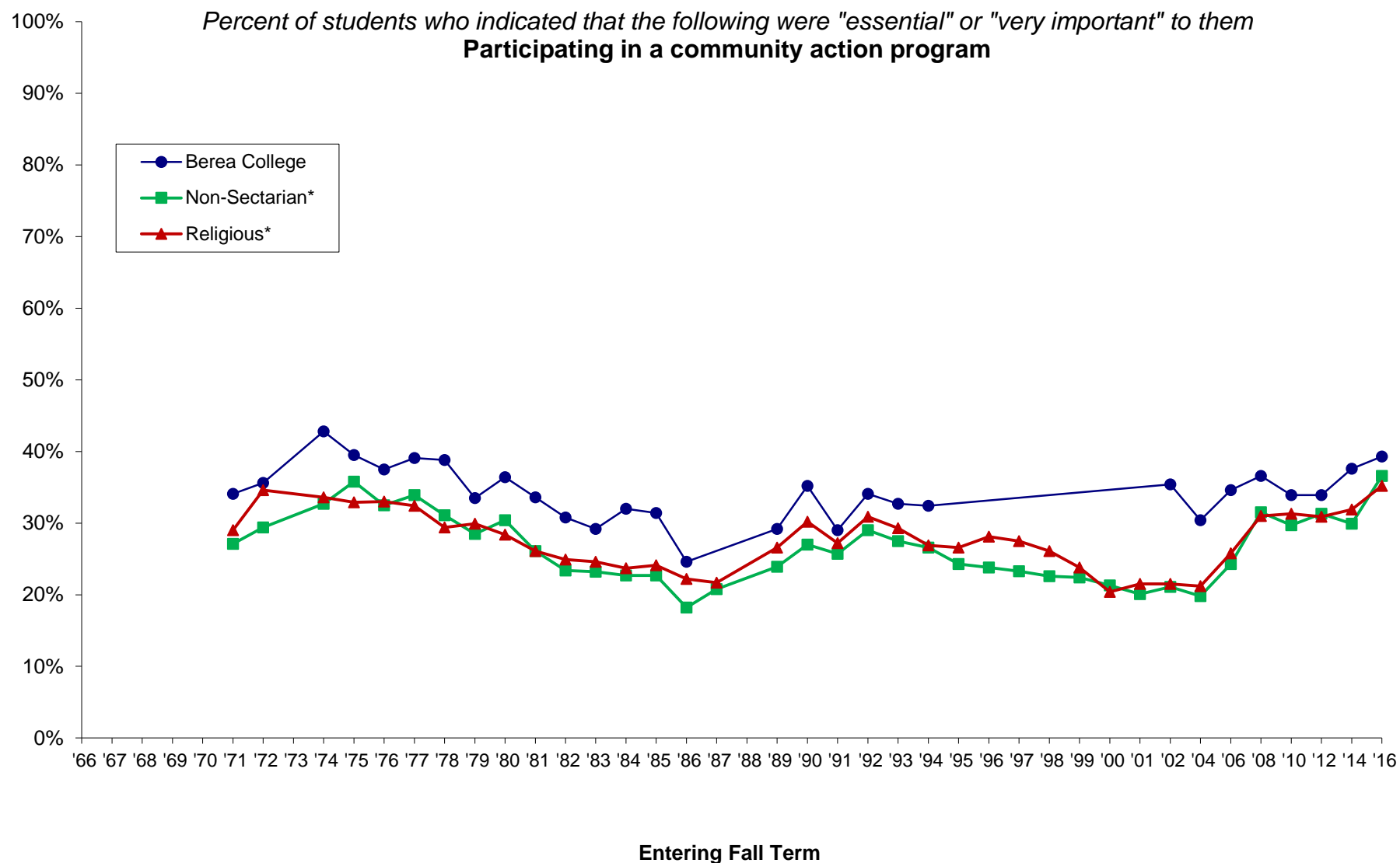


Percent of students who personally consider the following objective to be “essential” or “very important:”

Participating in a community action program



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

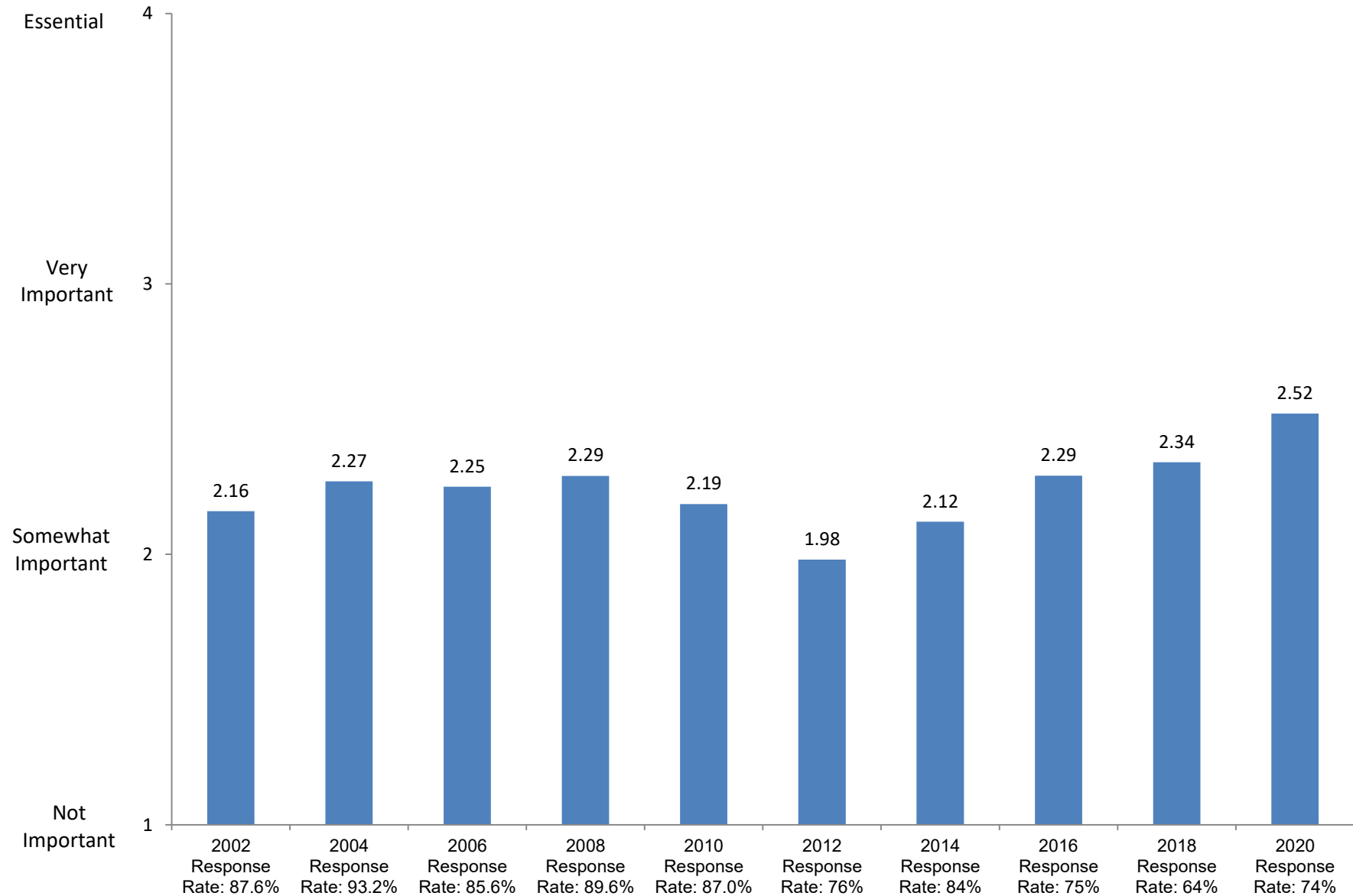


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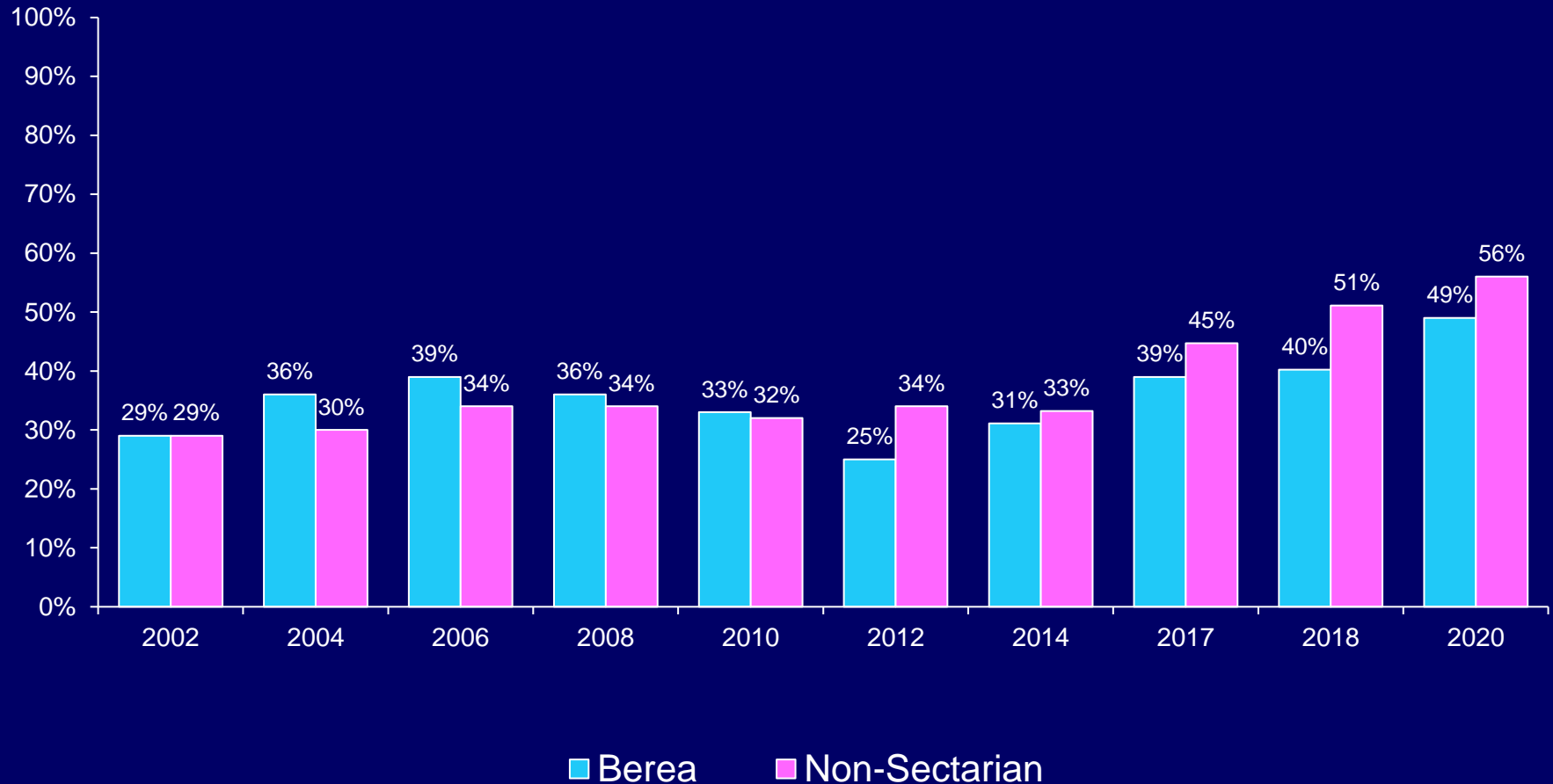
Please indicate the importance to you personally of each of the following:

Keeping up to date with political affairs



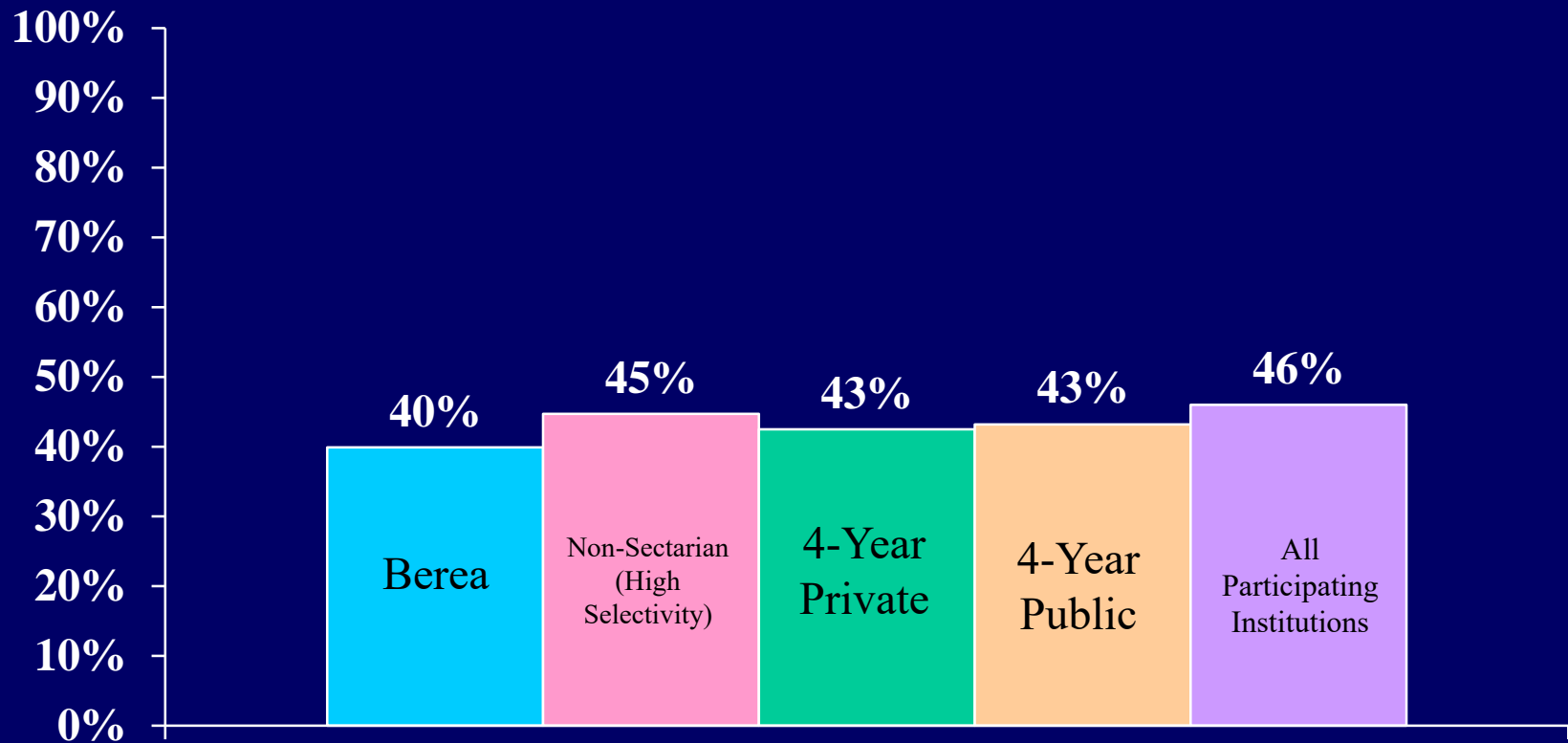
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

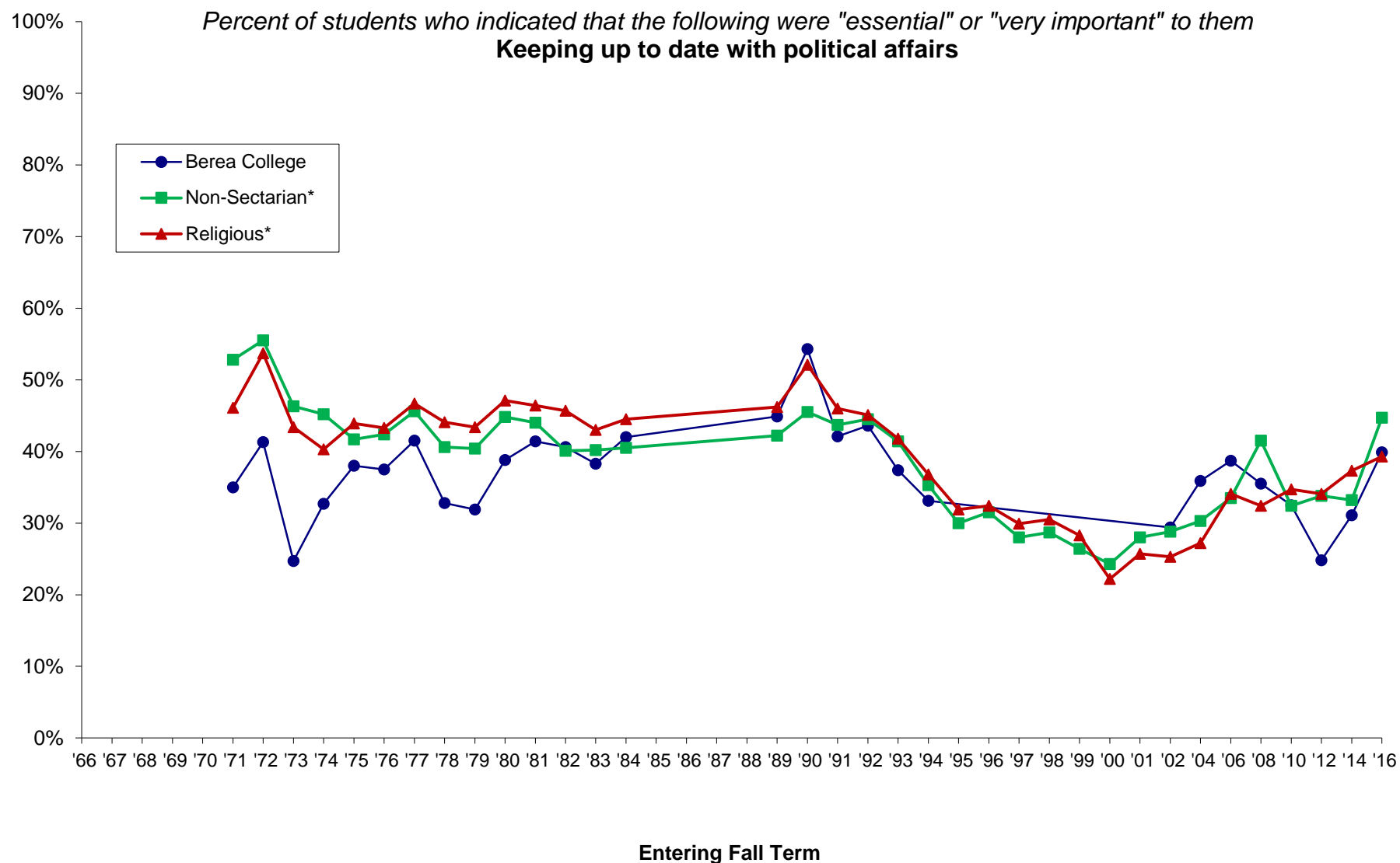
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*
Keeping up to date with political affairs



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

Keeping up to date with political affairs



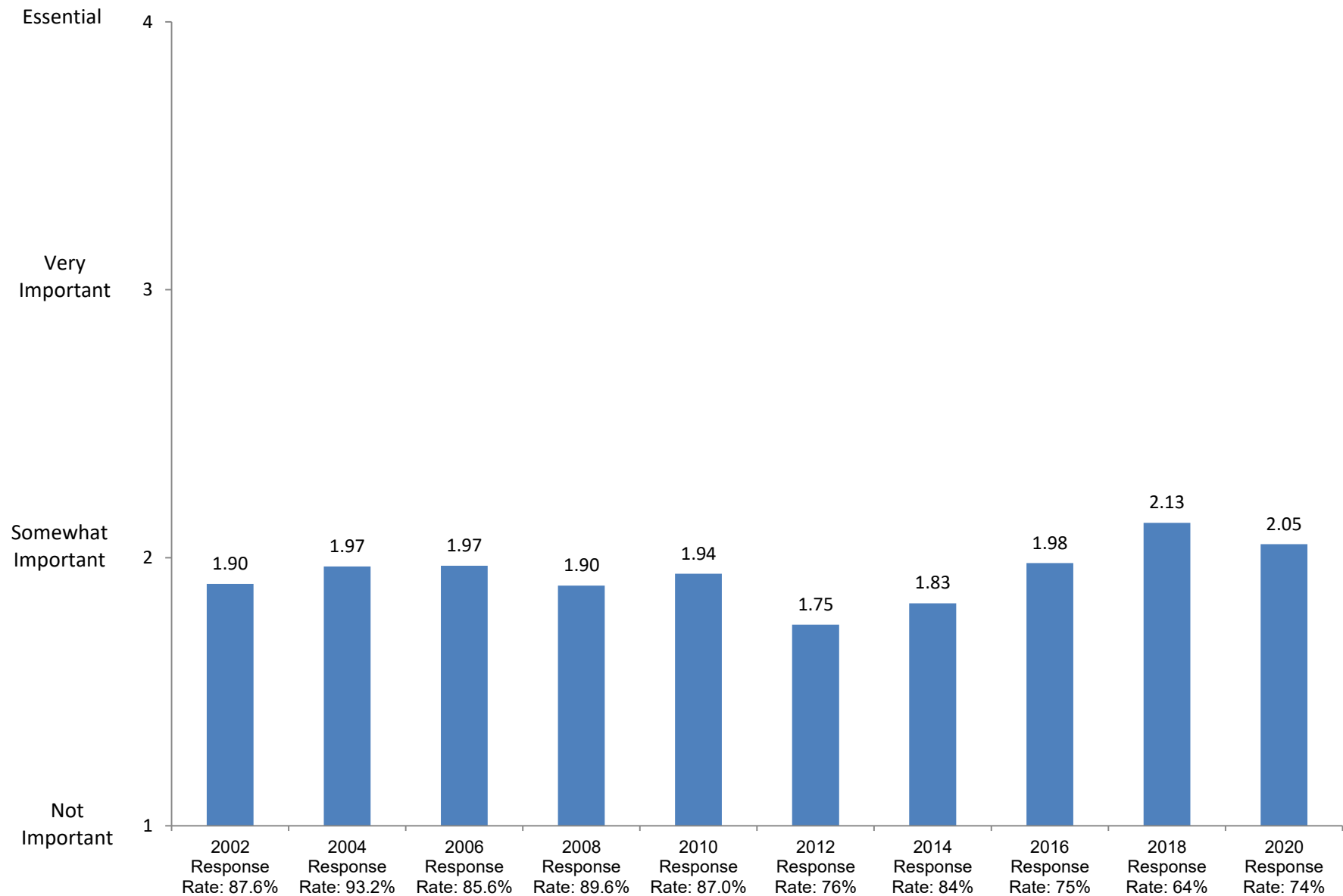


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Please indicate the importance to you personally of each of the following:

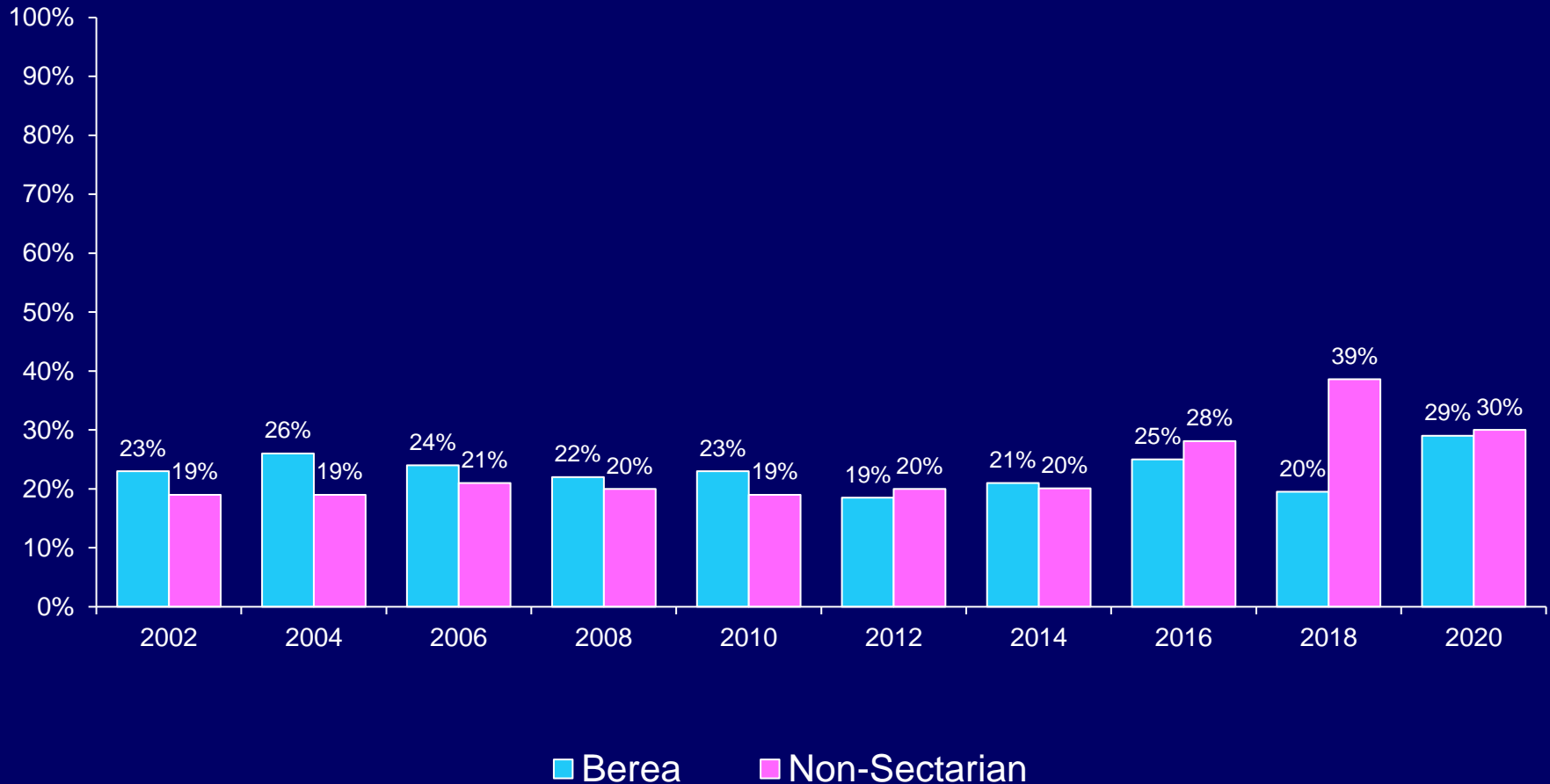
Influencing the political structure



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

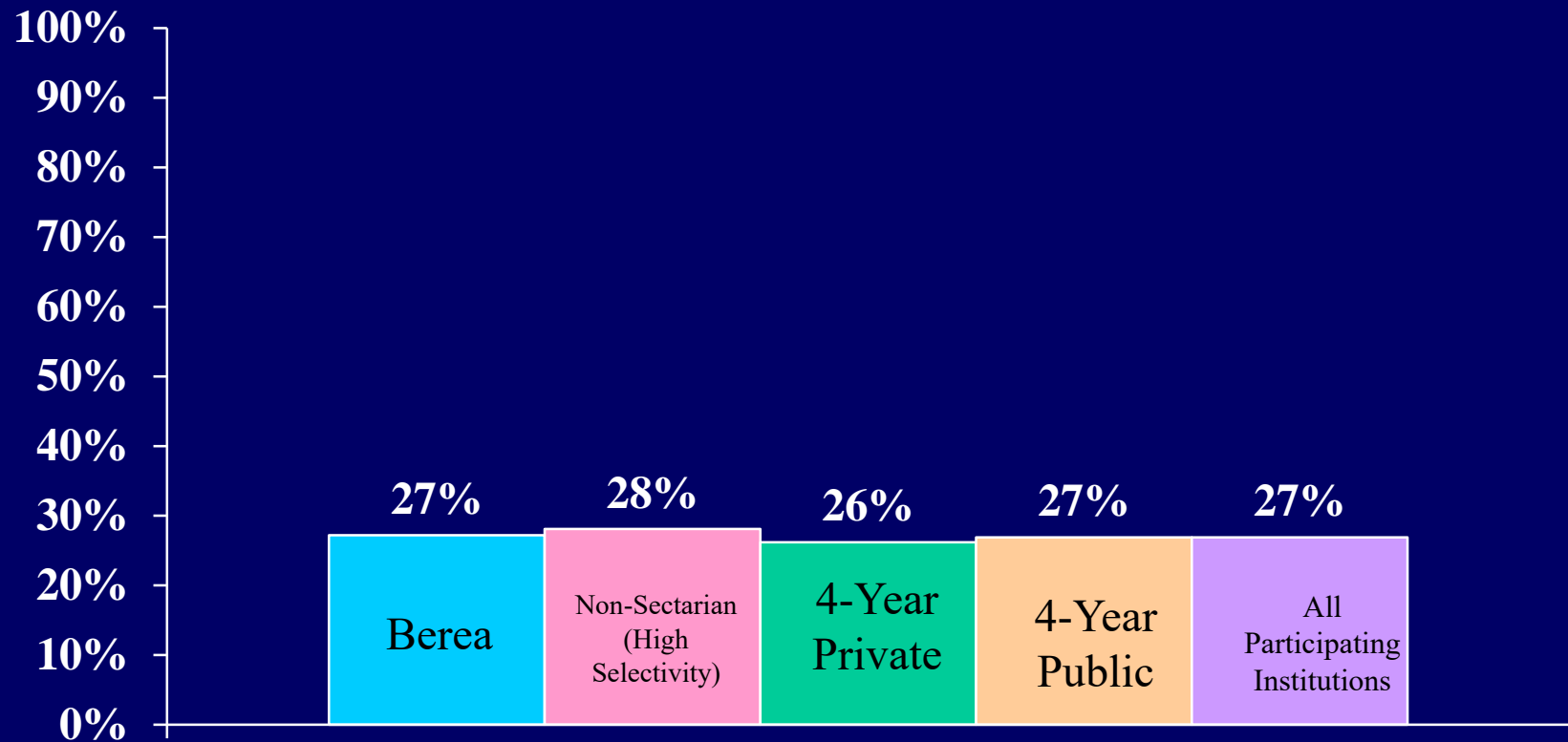
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

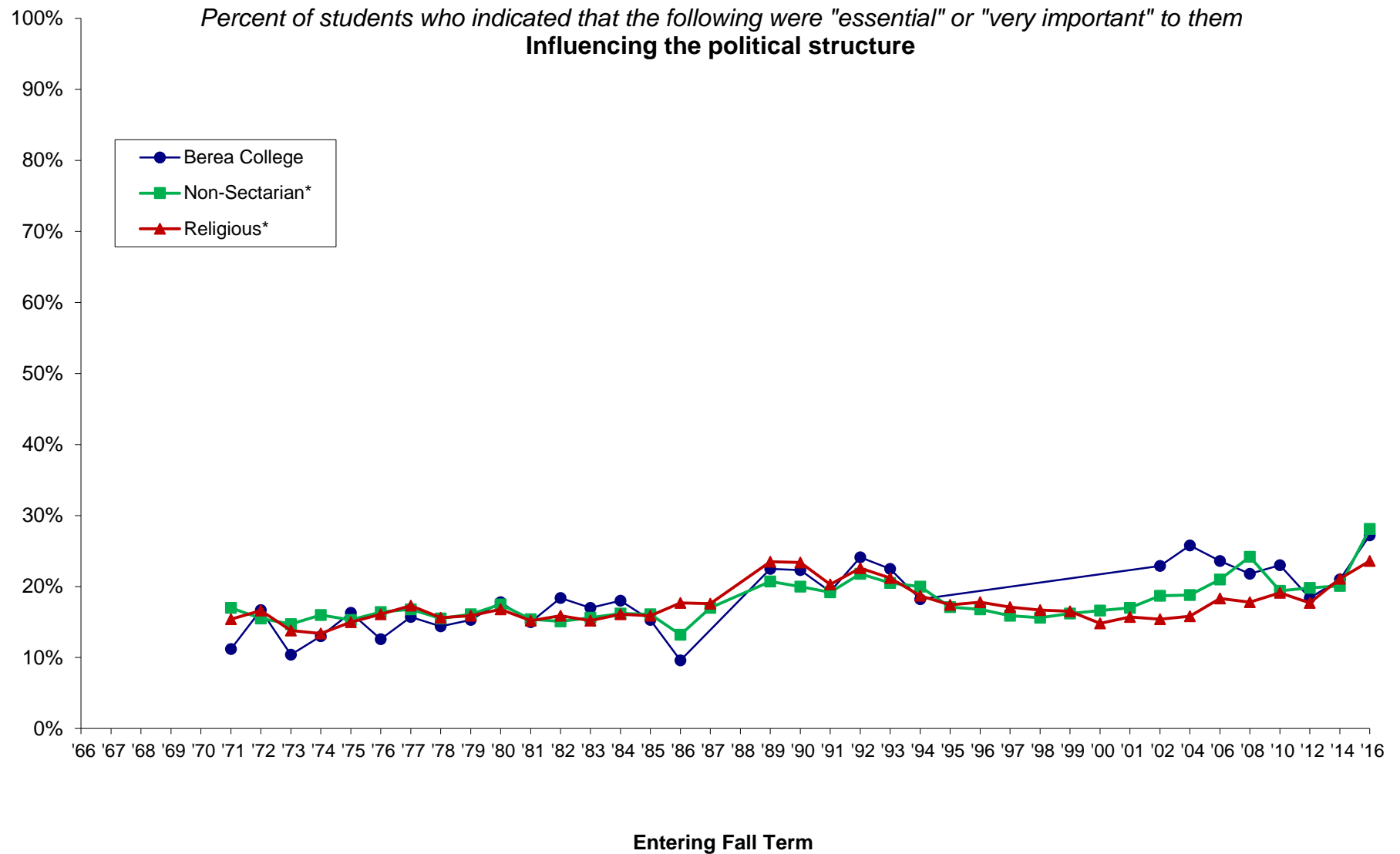
Influencing the political structure



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

Influencing the political structure



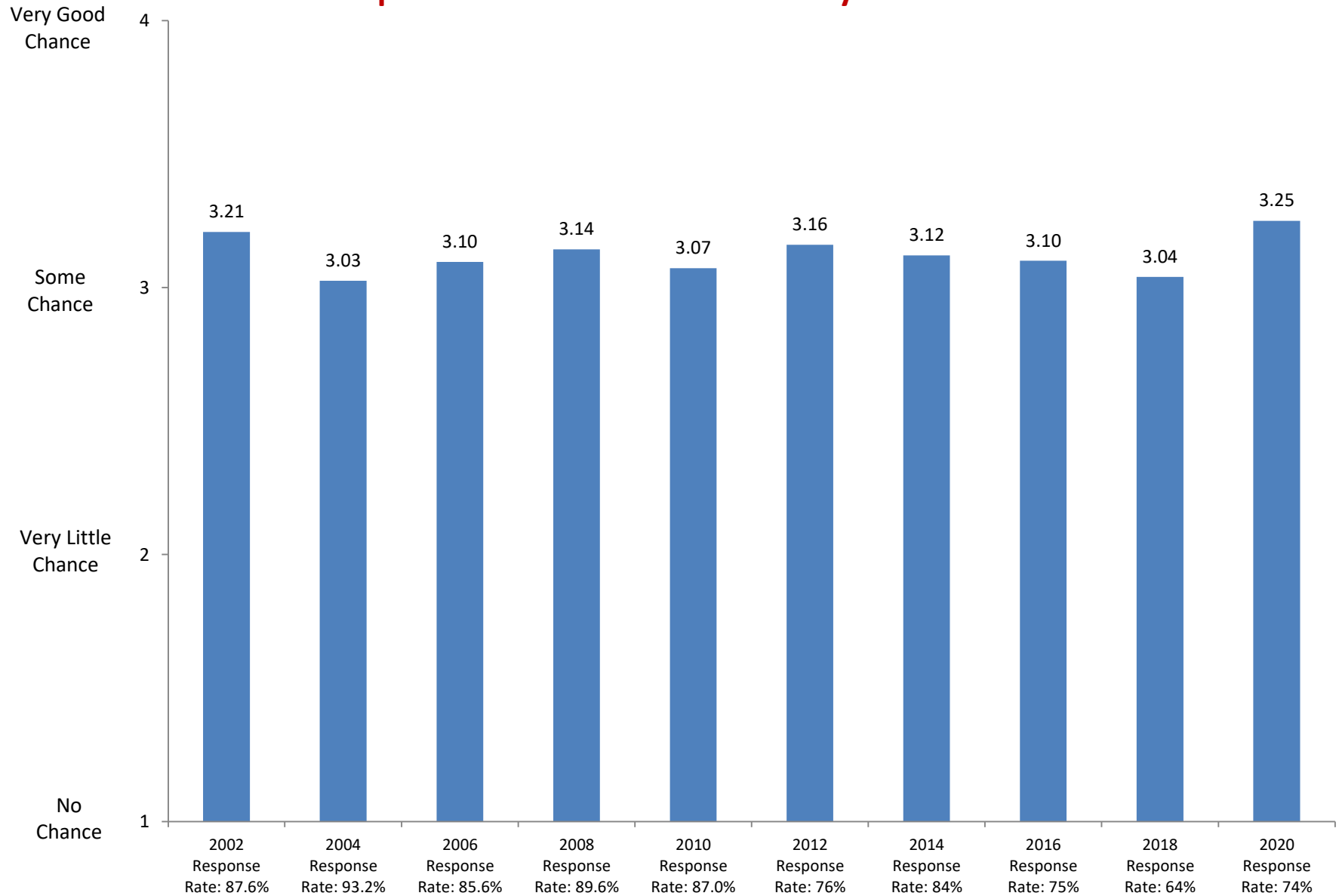


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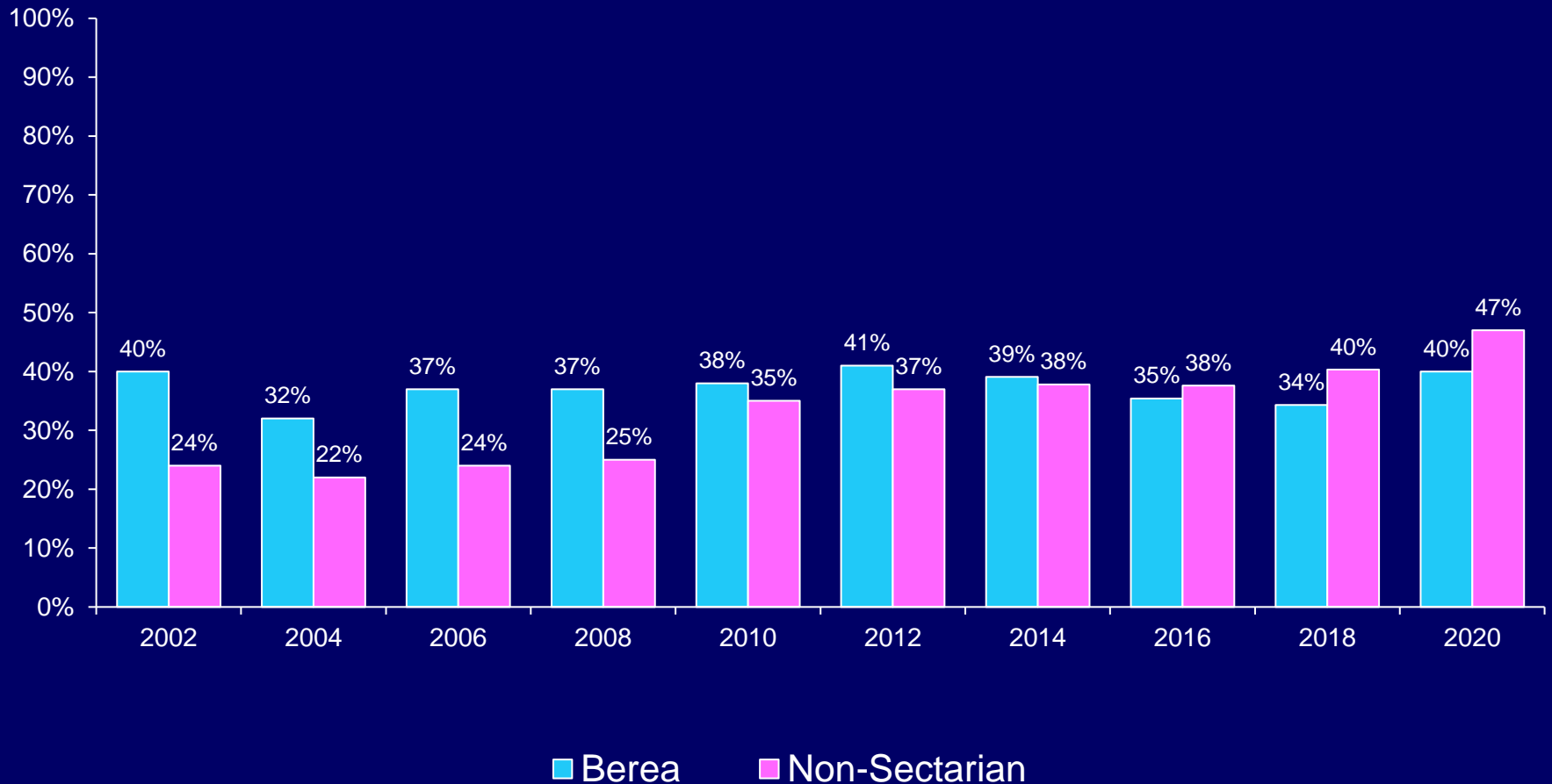
What is your best guess as to the chances that you will:

Participate in volunteer or community service work

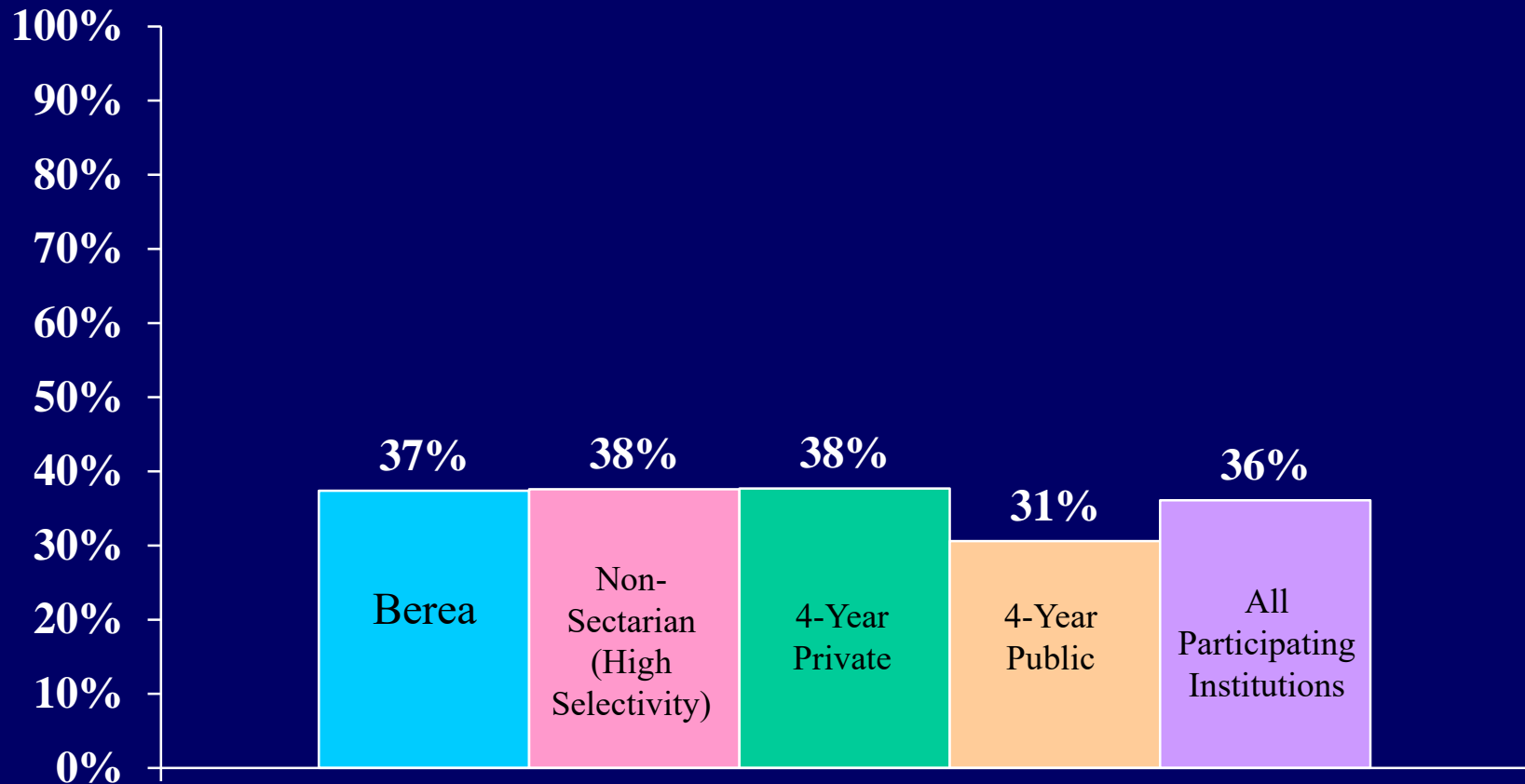


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

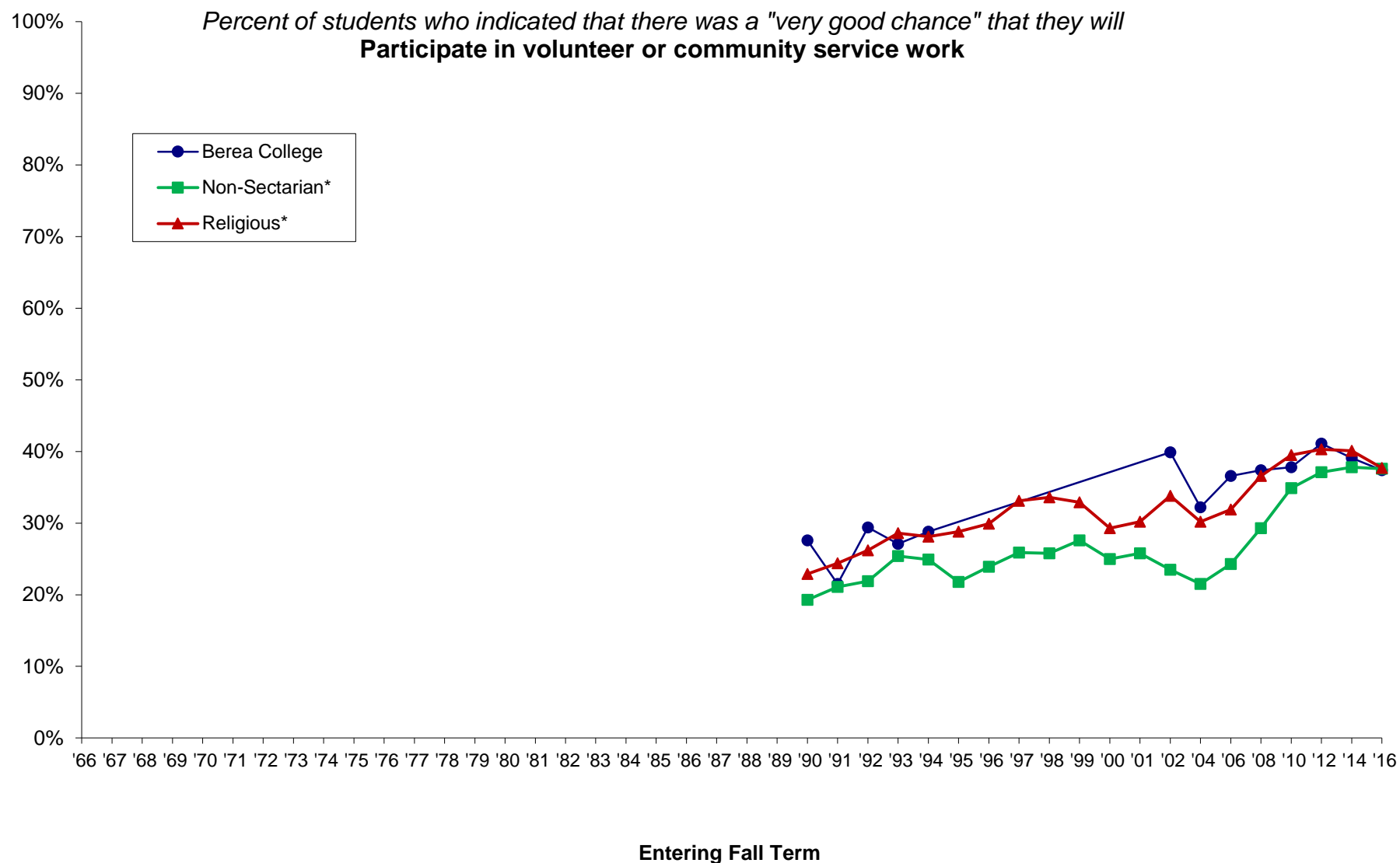
Percent of students who estimate that chances are “very good” that they will:
Participate in volunteer or community service work



Percent of students who estimate that chances are “very good” that he or she will
Participate in volunteer or community service work



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

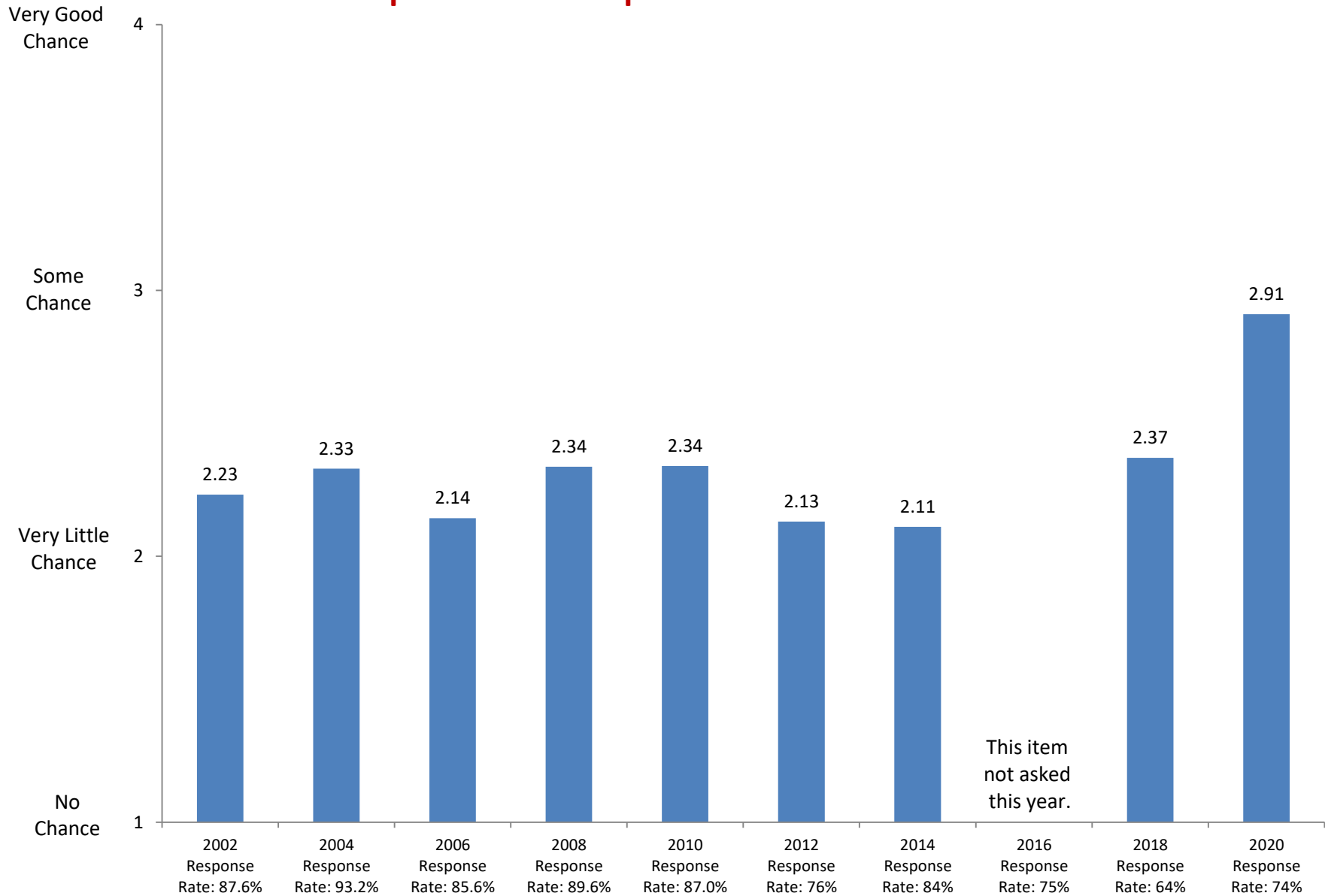


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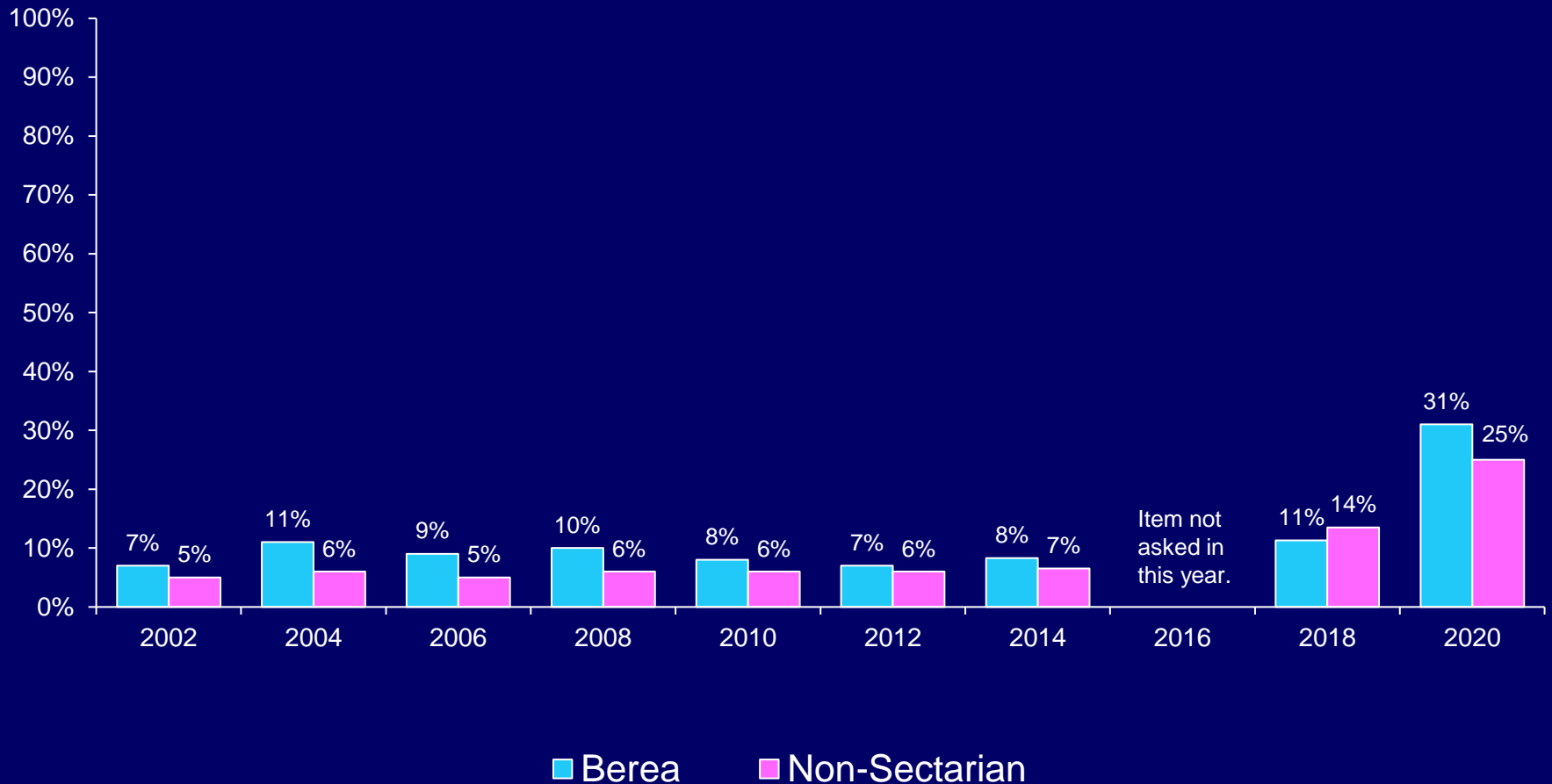
What is your best guess as to the chances that you will:

Participate in student protests or demonstrations

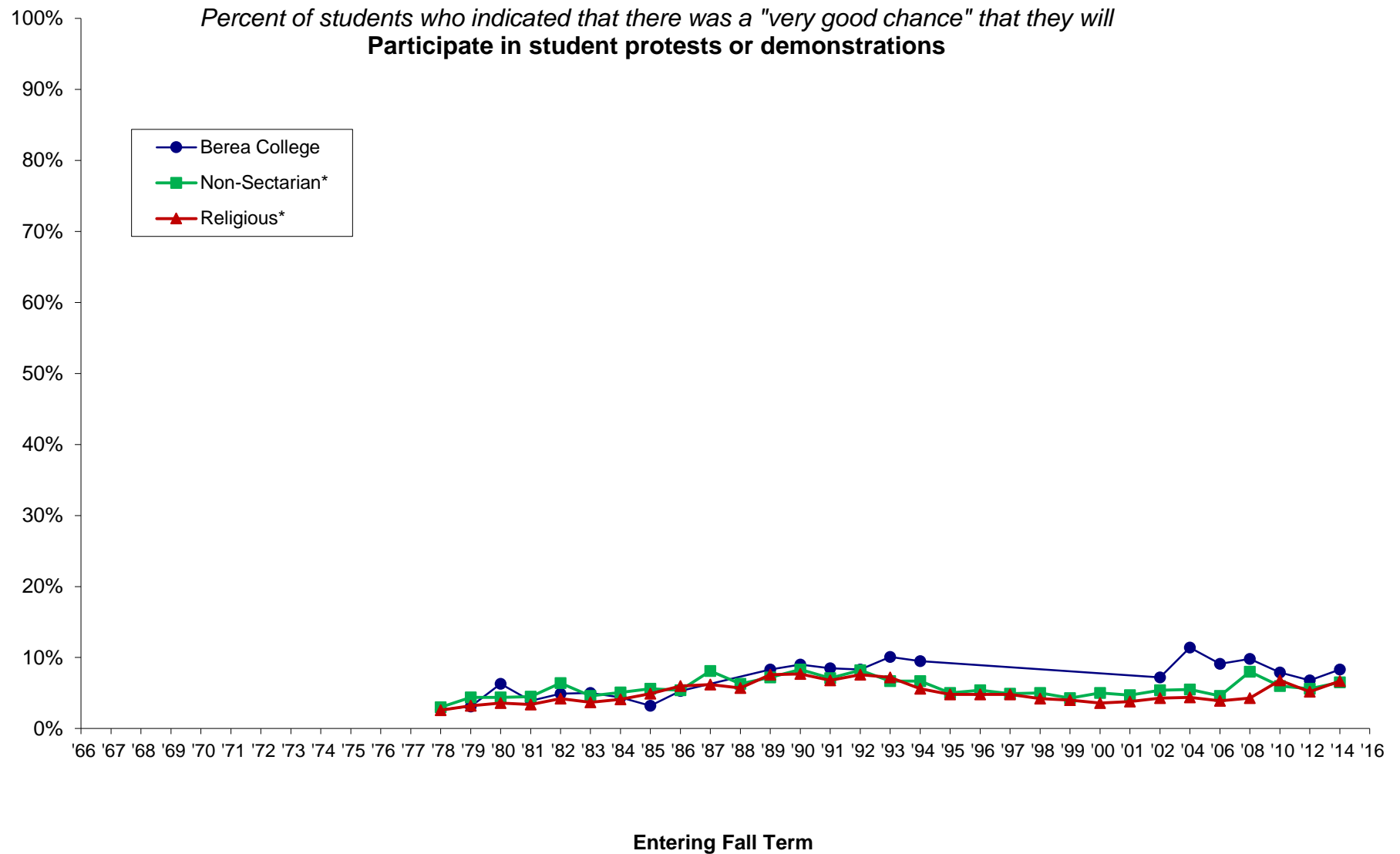


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who estimate that chances are “very good” that they will:
Participate in student protests or demonstrations



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

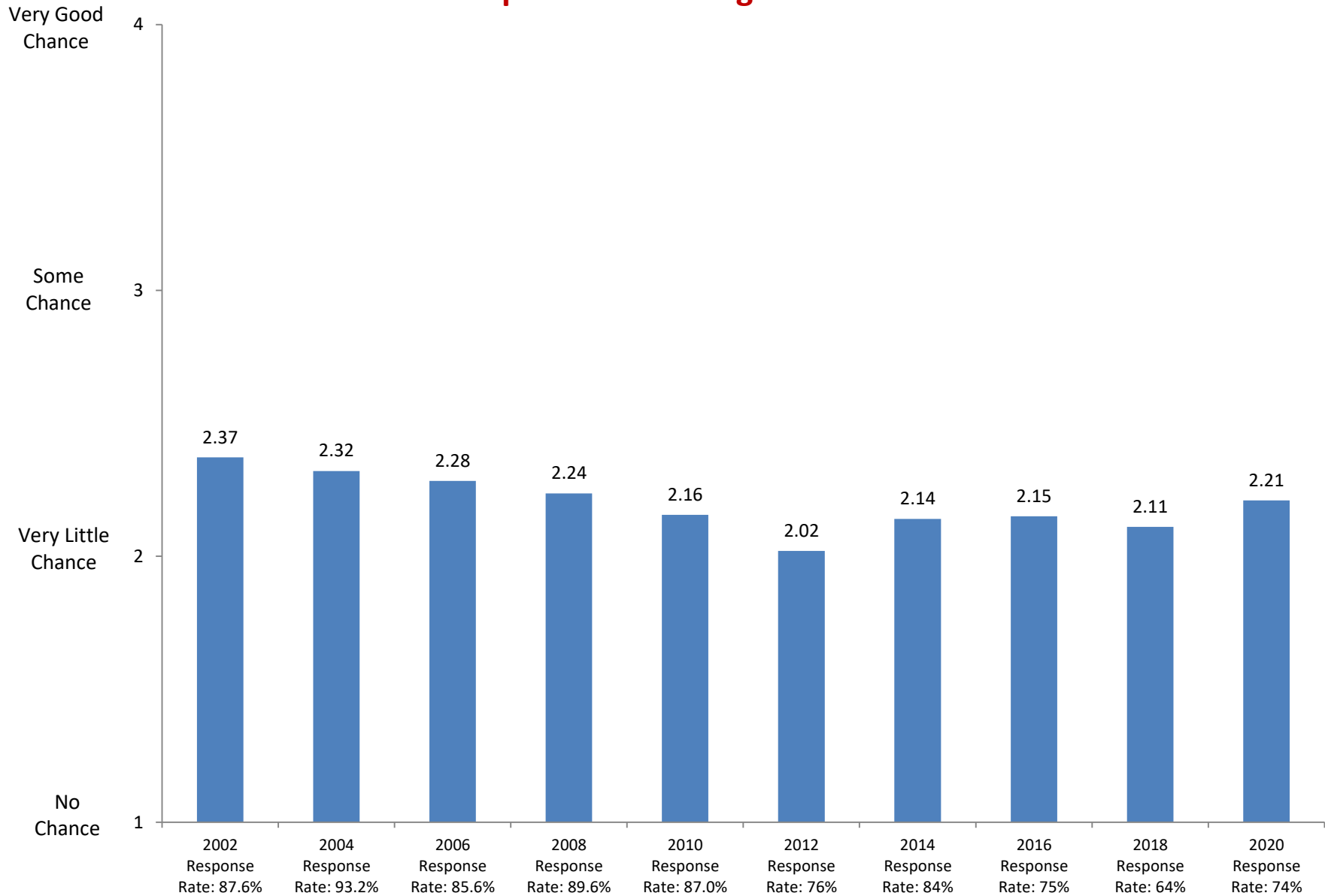


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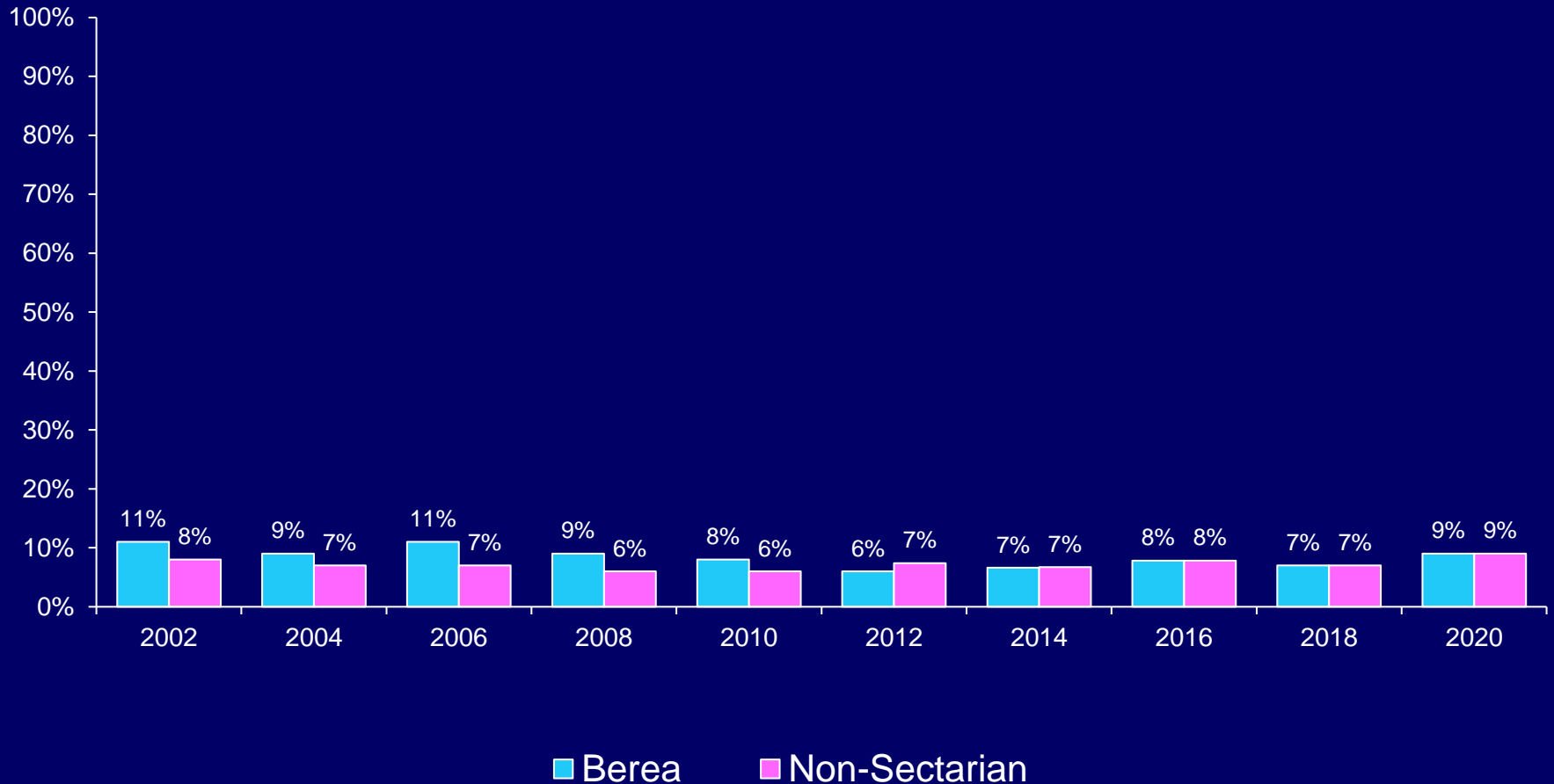
What is your best guess as to the chances that you will:

Participate in student government



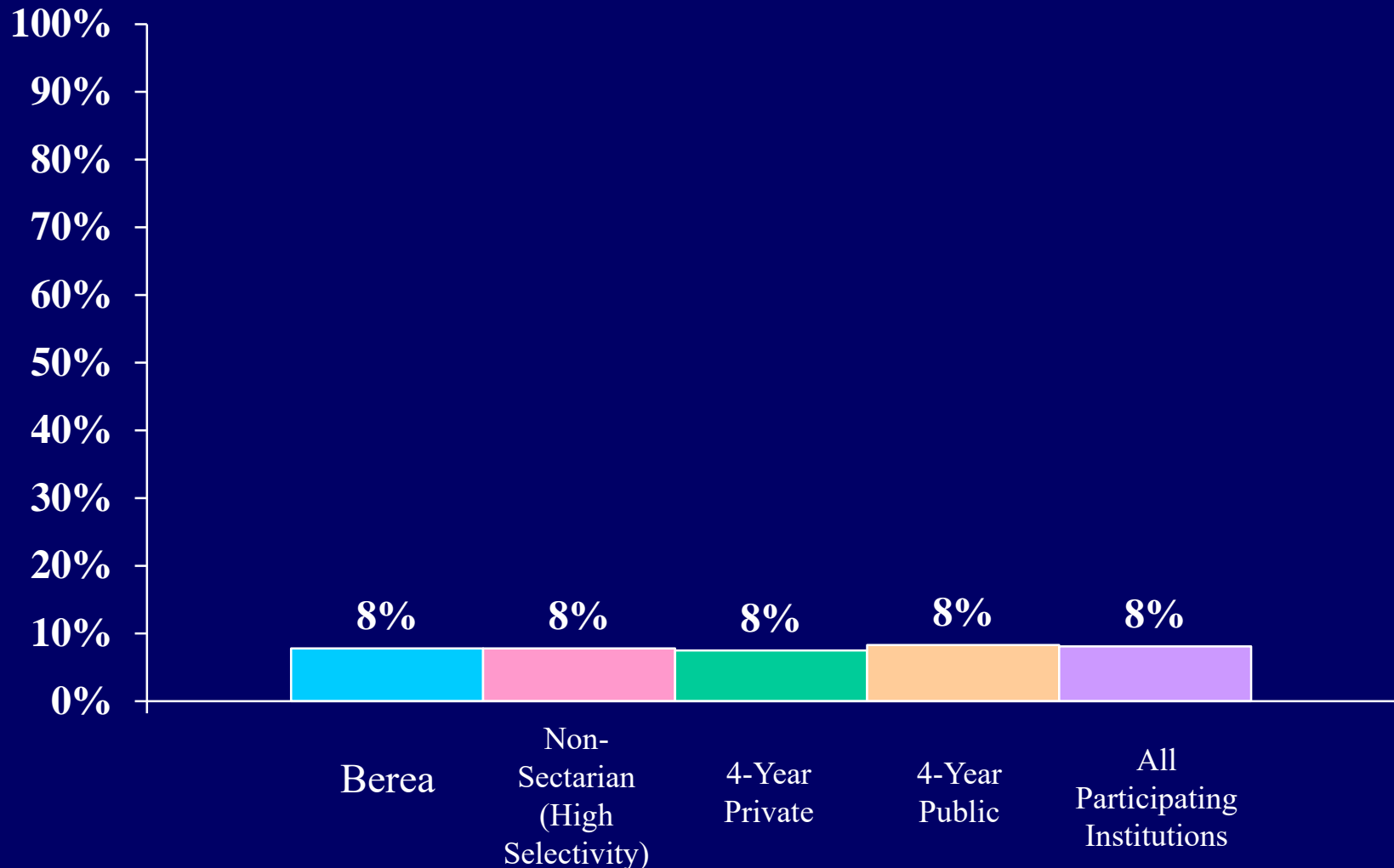
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who estimate that chances are “very good” that they will:
Participate in student government

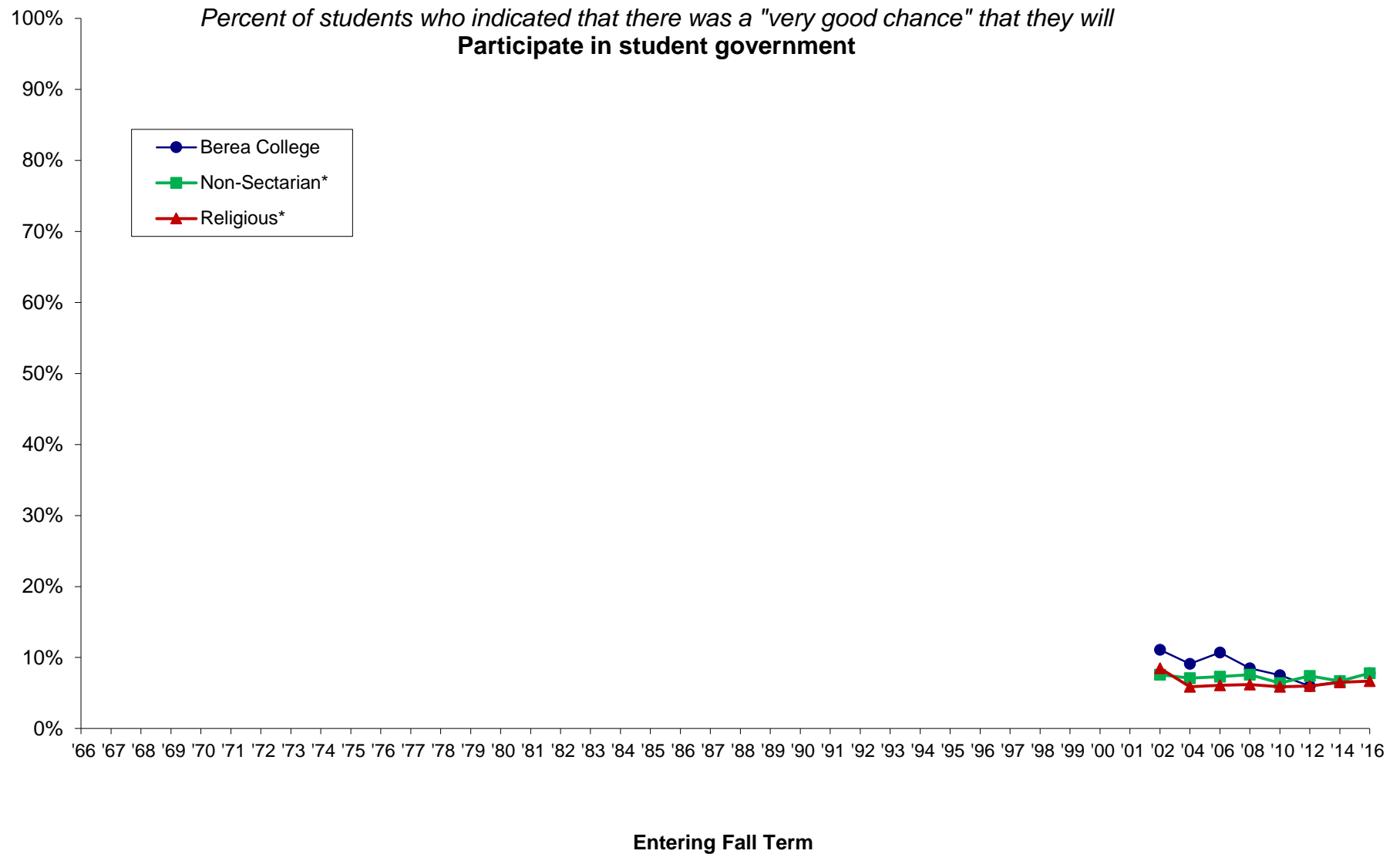


Percent of students who estimate that chances are “very good” that he or she will

Participate in student government



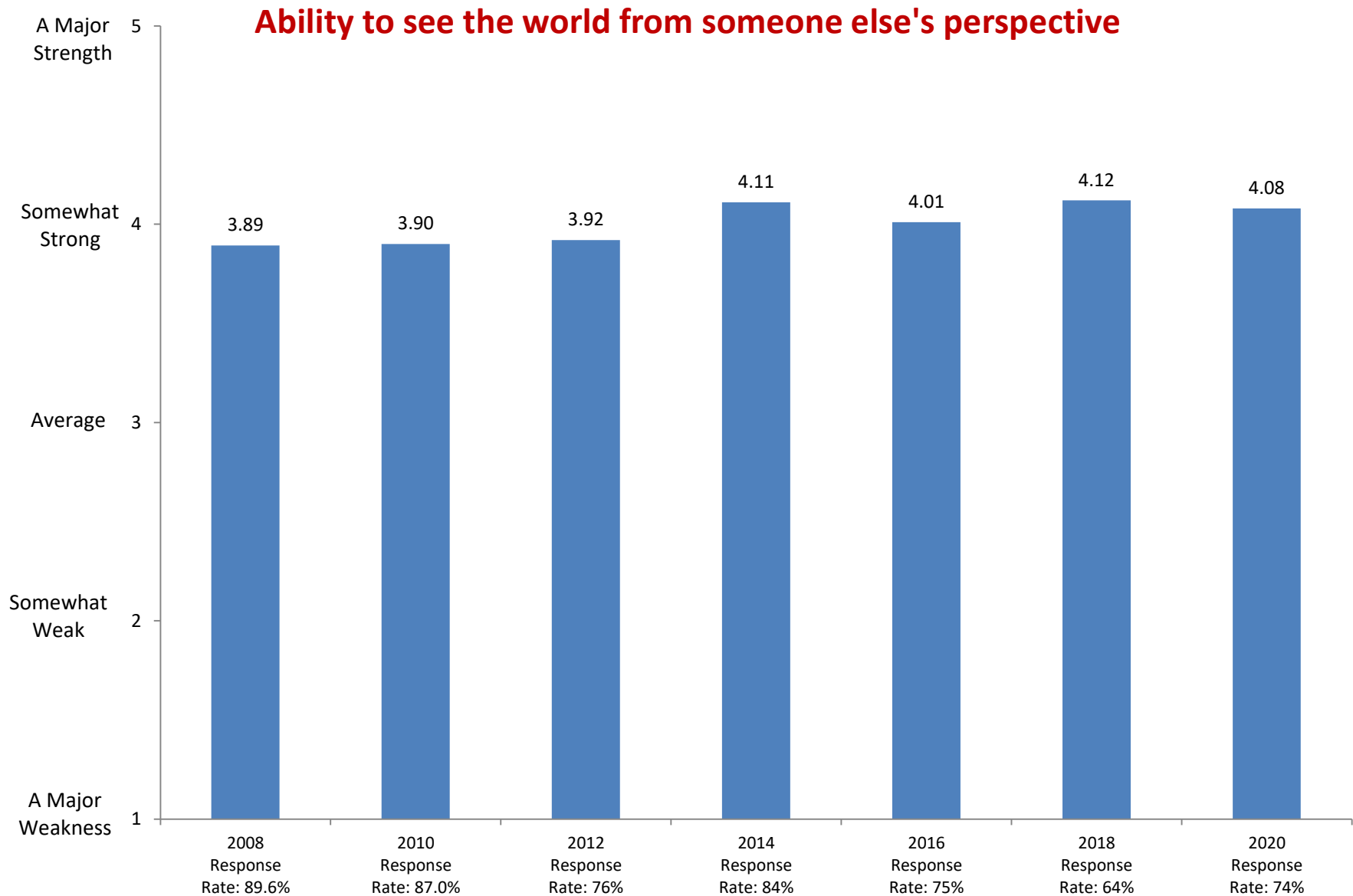
Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016



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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.

How would you rate yourself in the following areas:



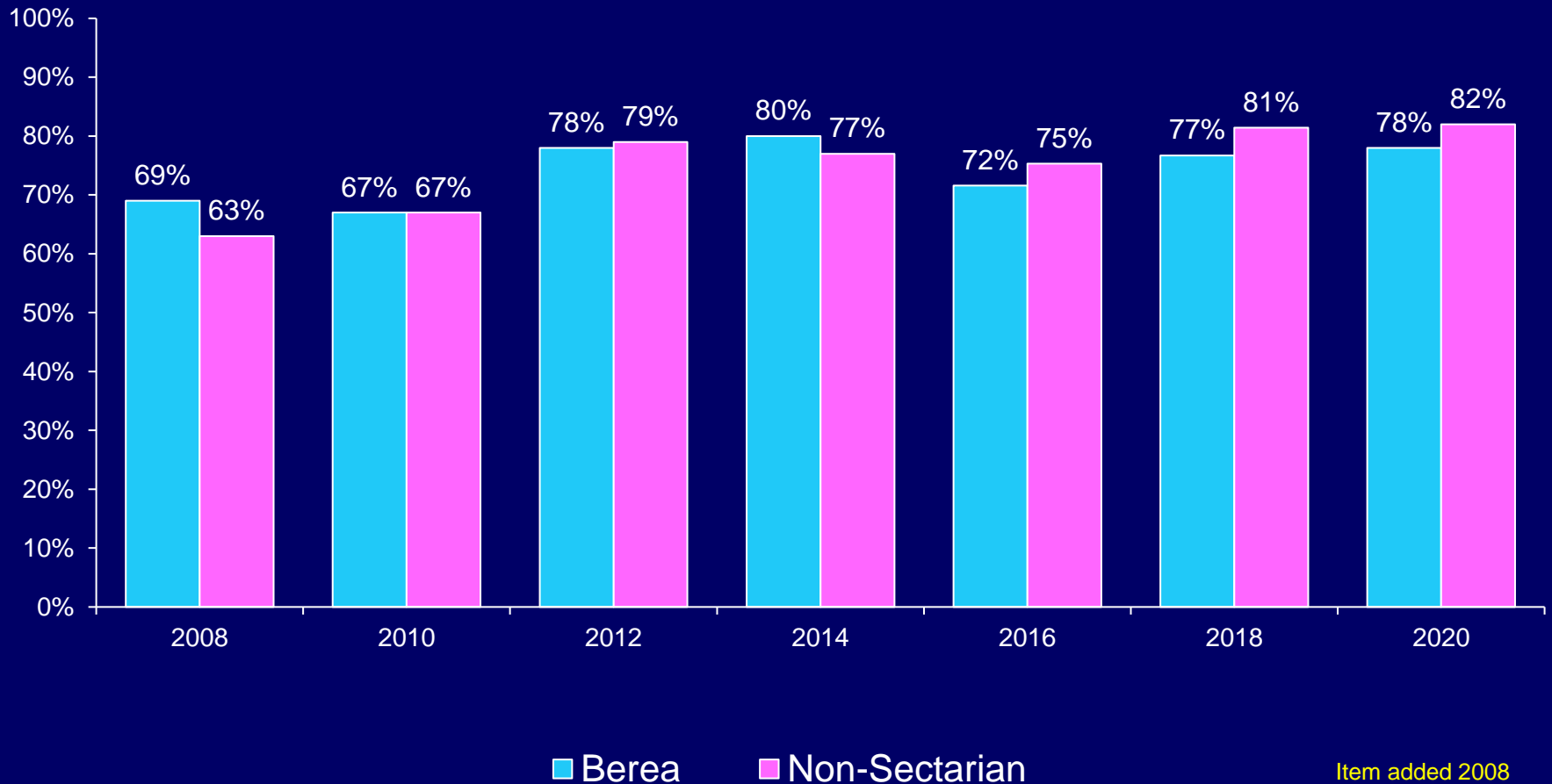
NOTE: Prompt changed in 2014, previously worded as, "Rate yourself on each of the following traits as compared with the average person your age."
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

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

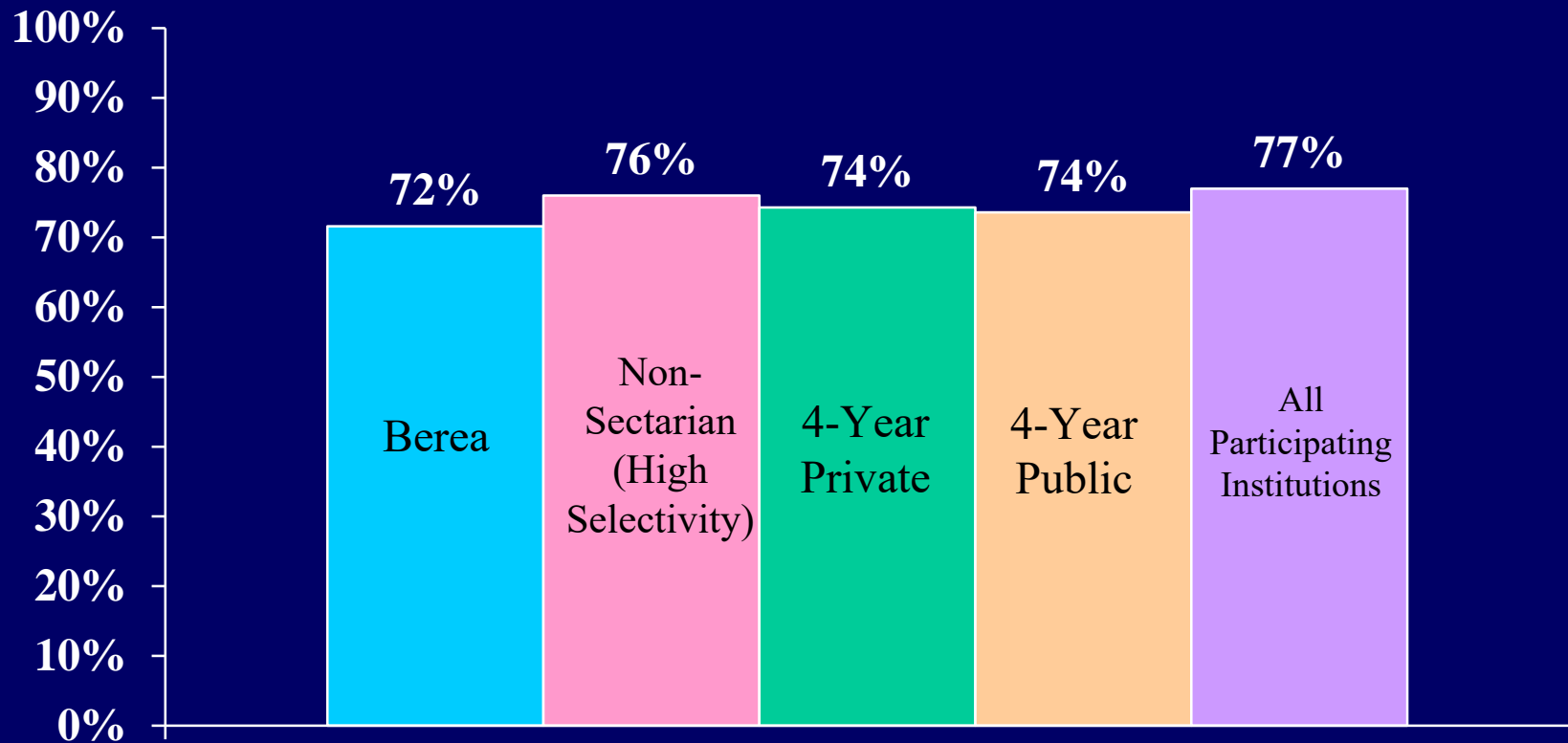
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

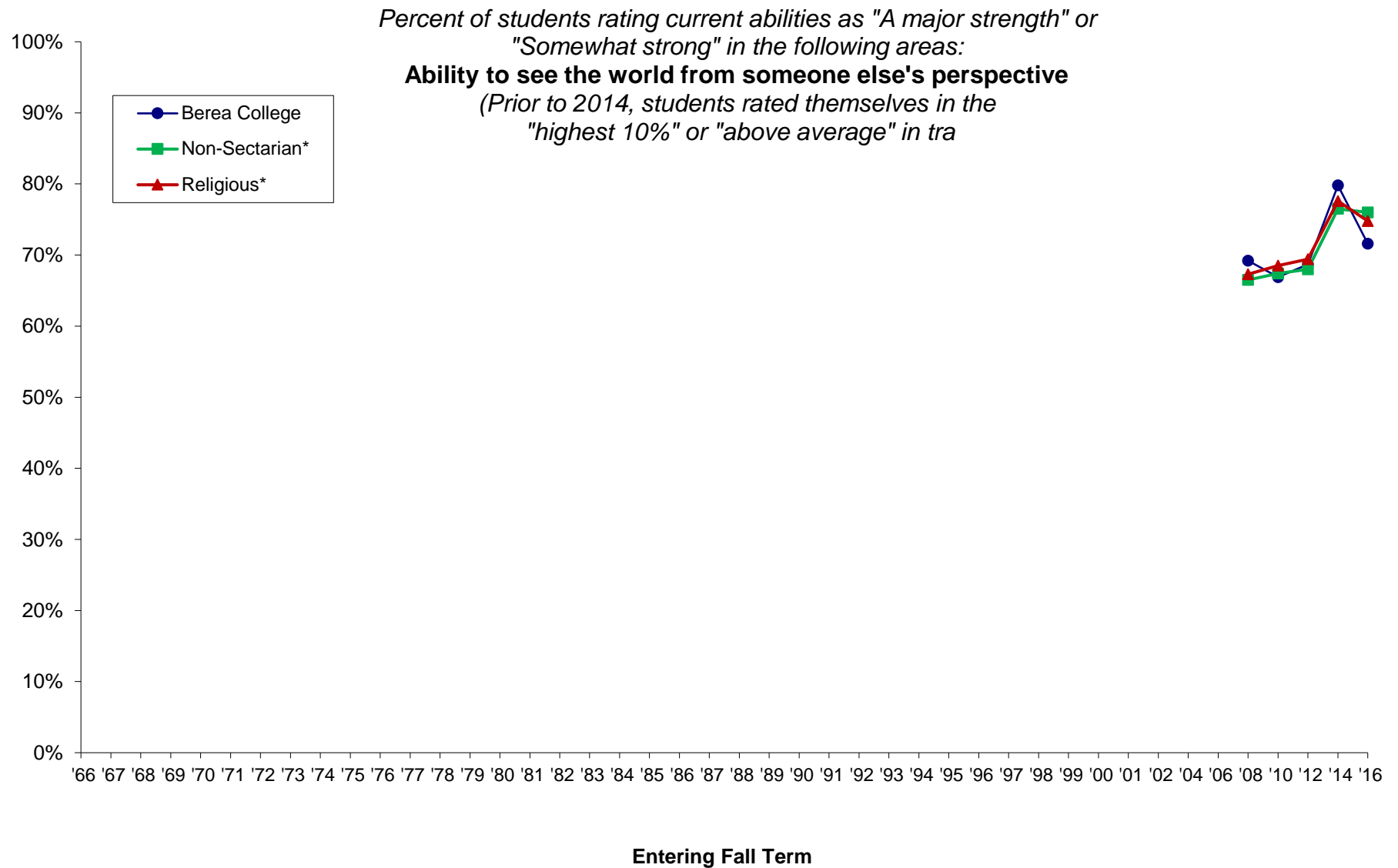
Ability to see the world from someone else’s perspective



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

Ability to see the world from someone else’s perspective

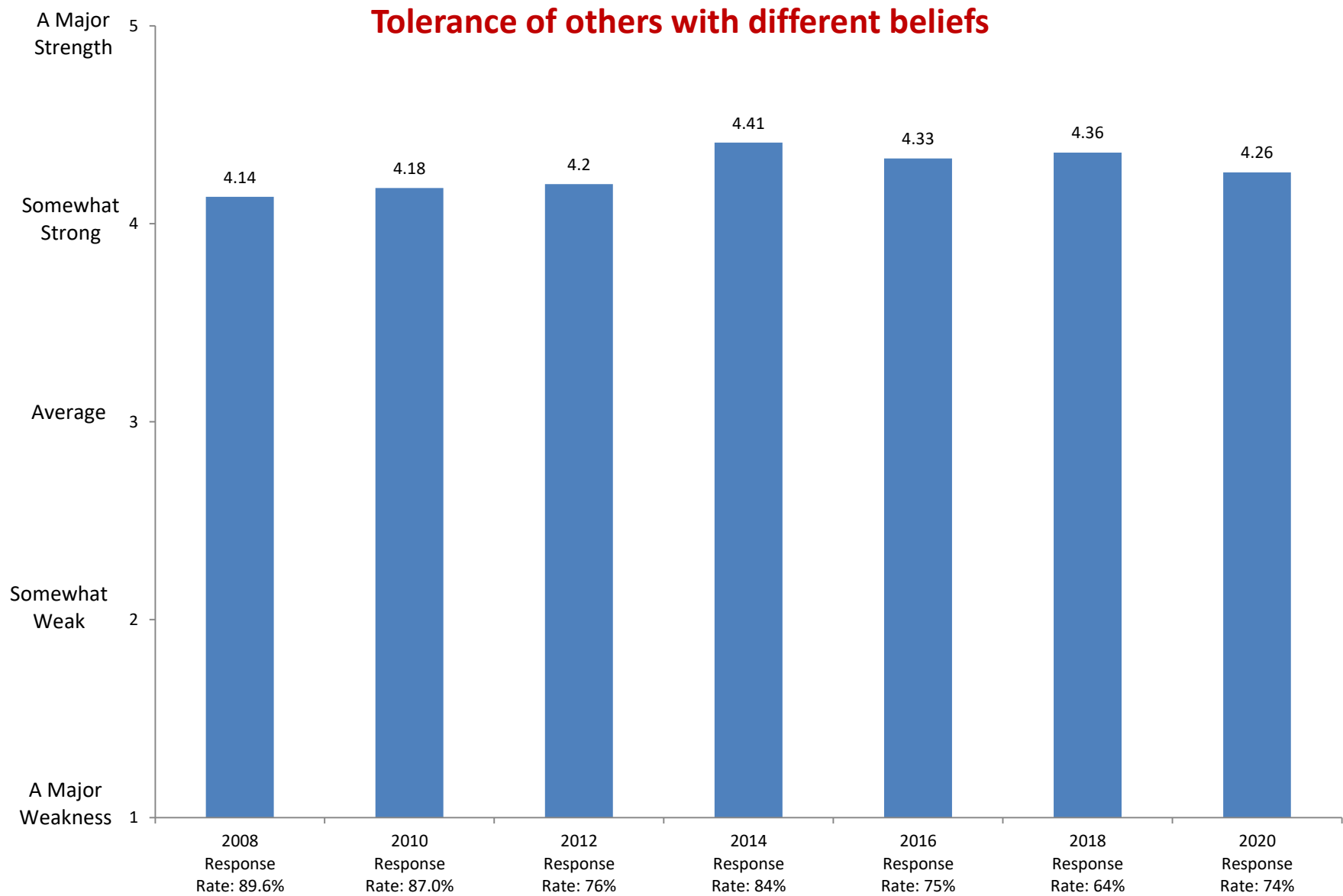




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How would you rate yourself in the following areas:

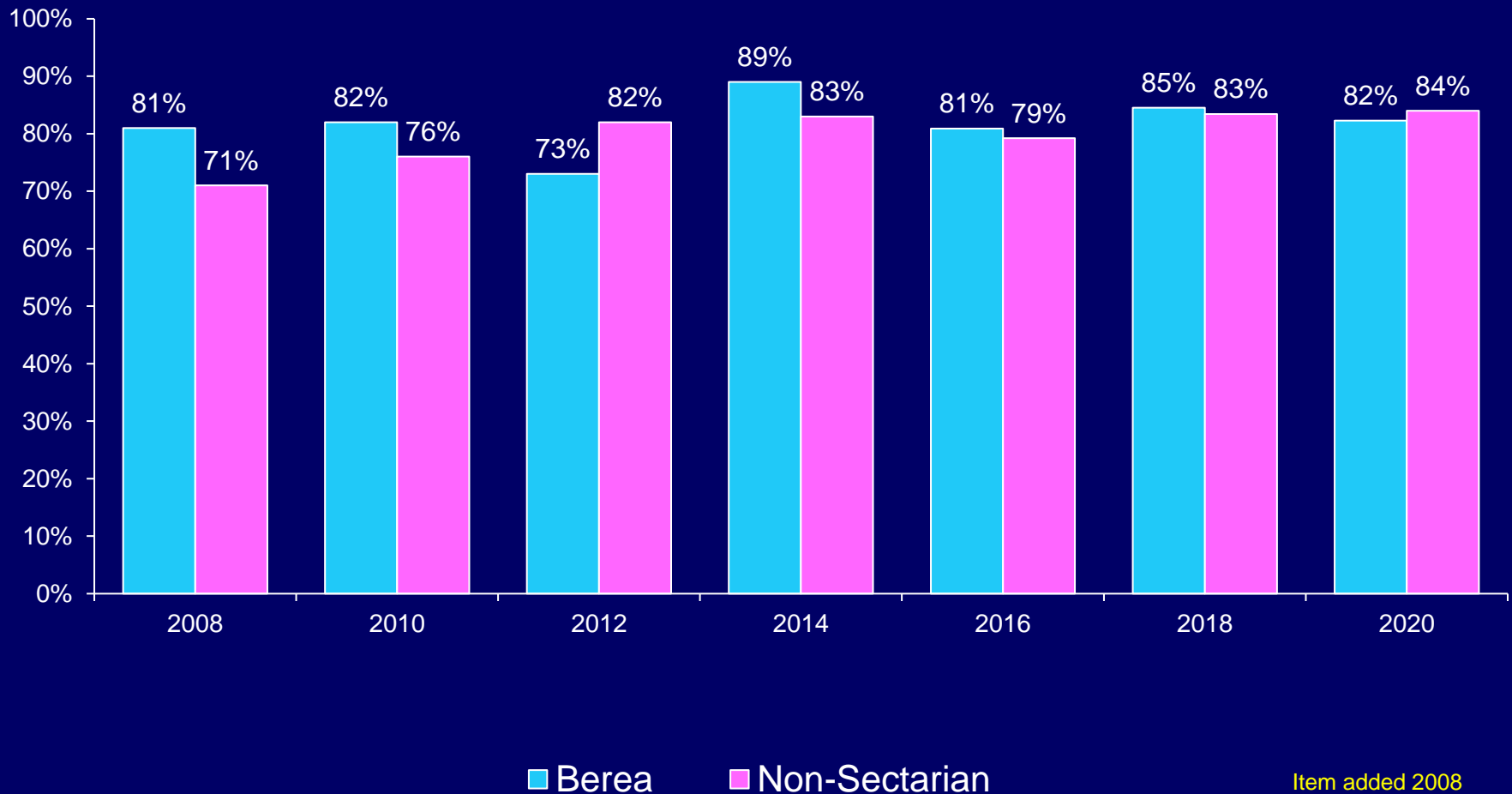


NOTE: Prompt changed in 2014, previously worded as, "Rate yourself on each of the following traits as compared with the average person your age."
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

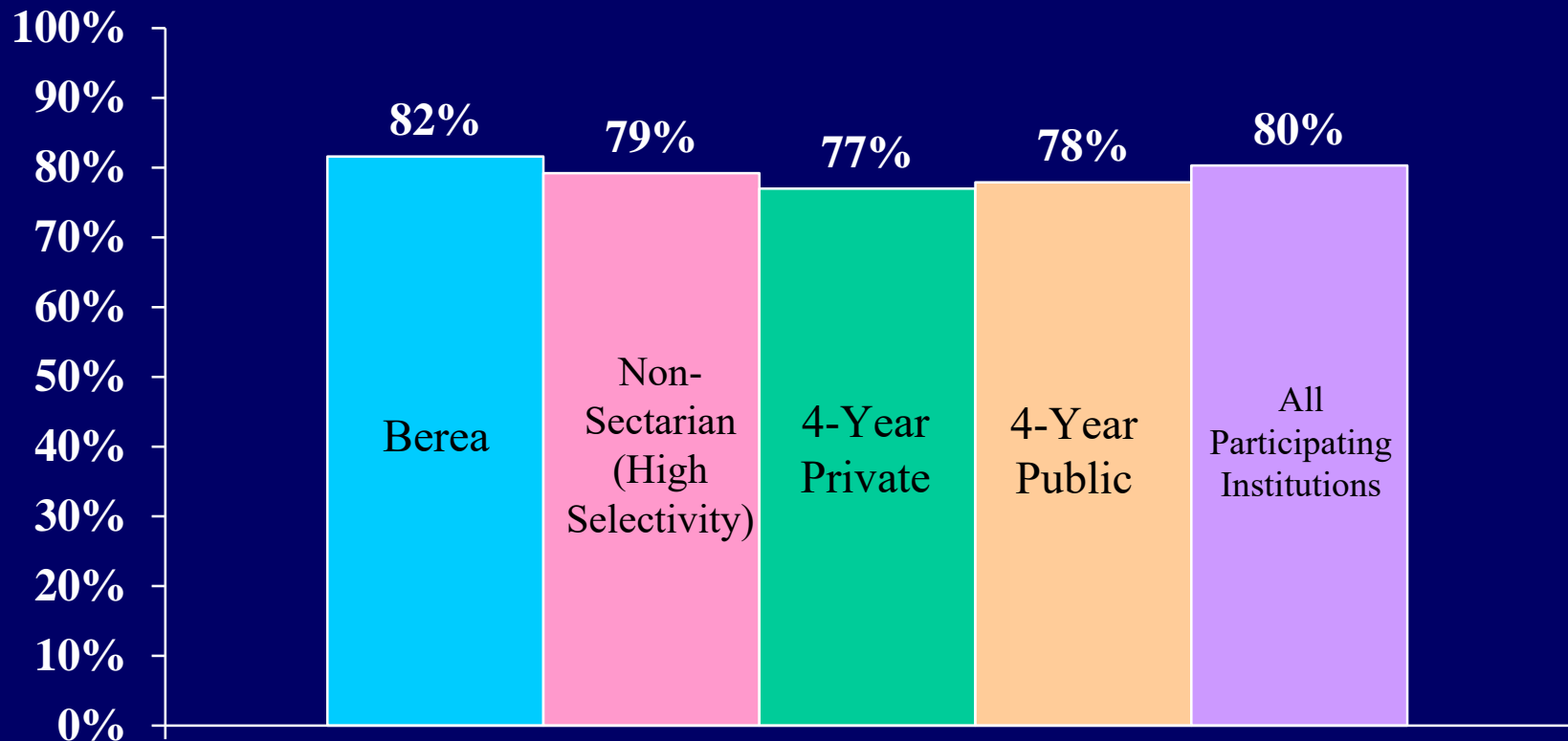
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

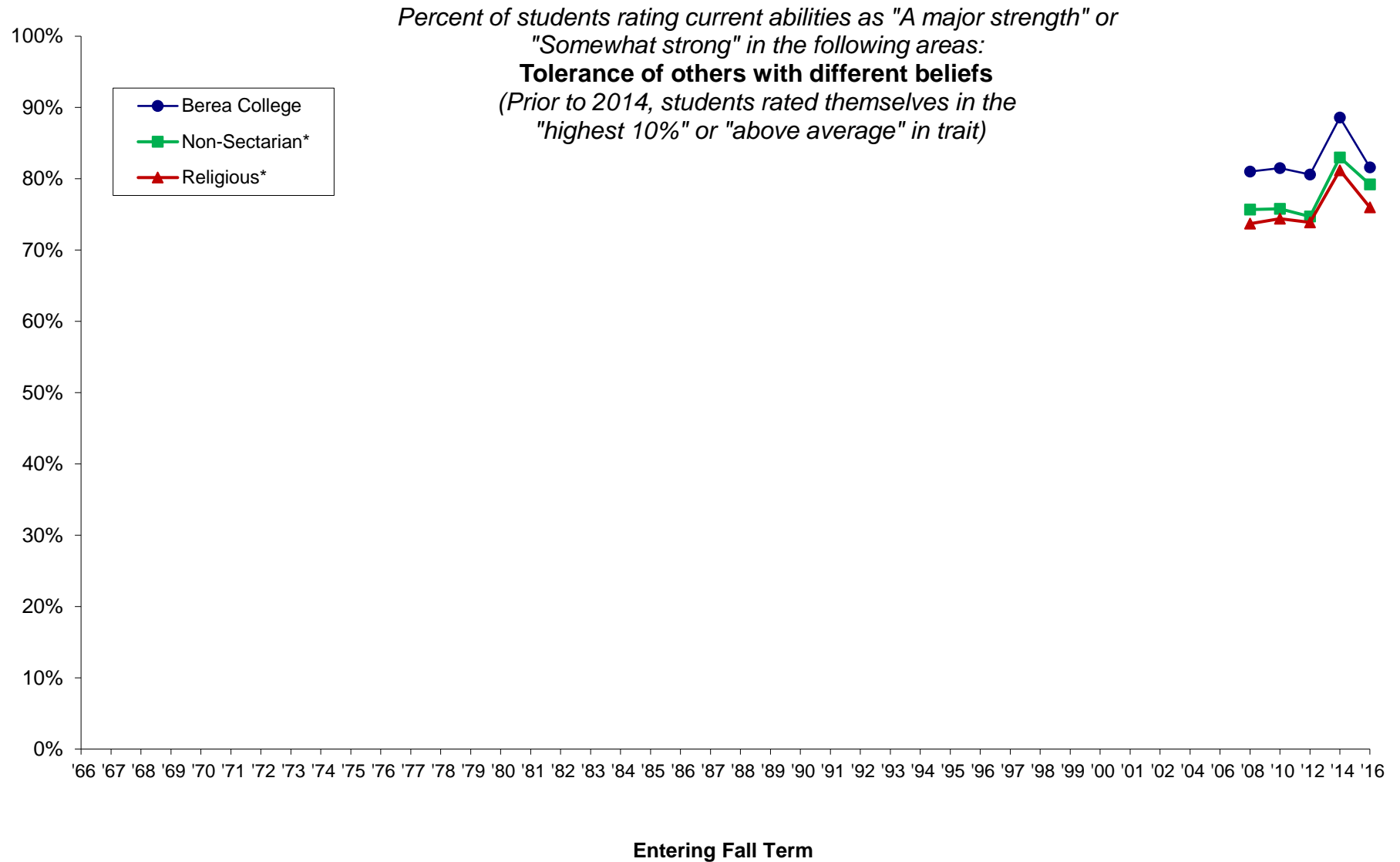
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*
Tolerance of others with different beliefs



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

Tolerance of others with different beliefs

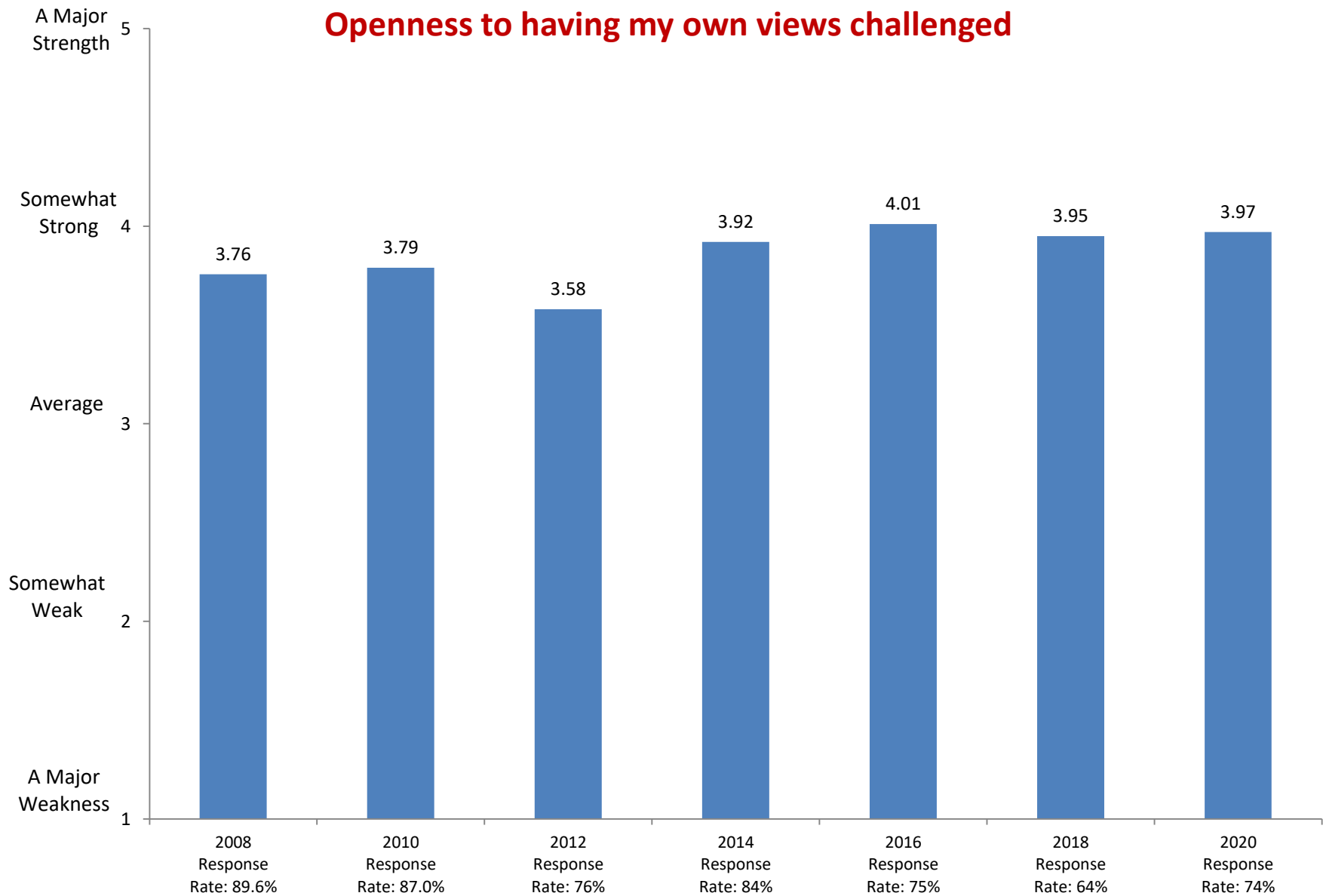




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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

How would you rate yourself in the following areas:



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

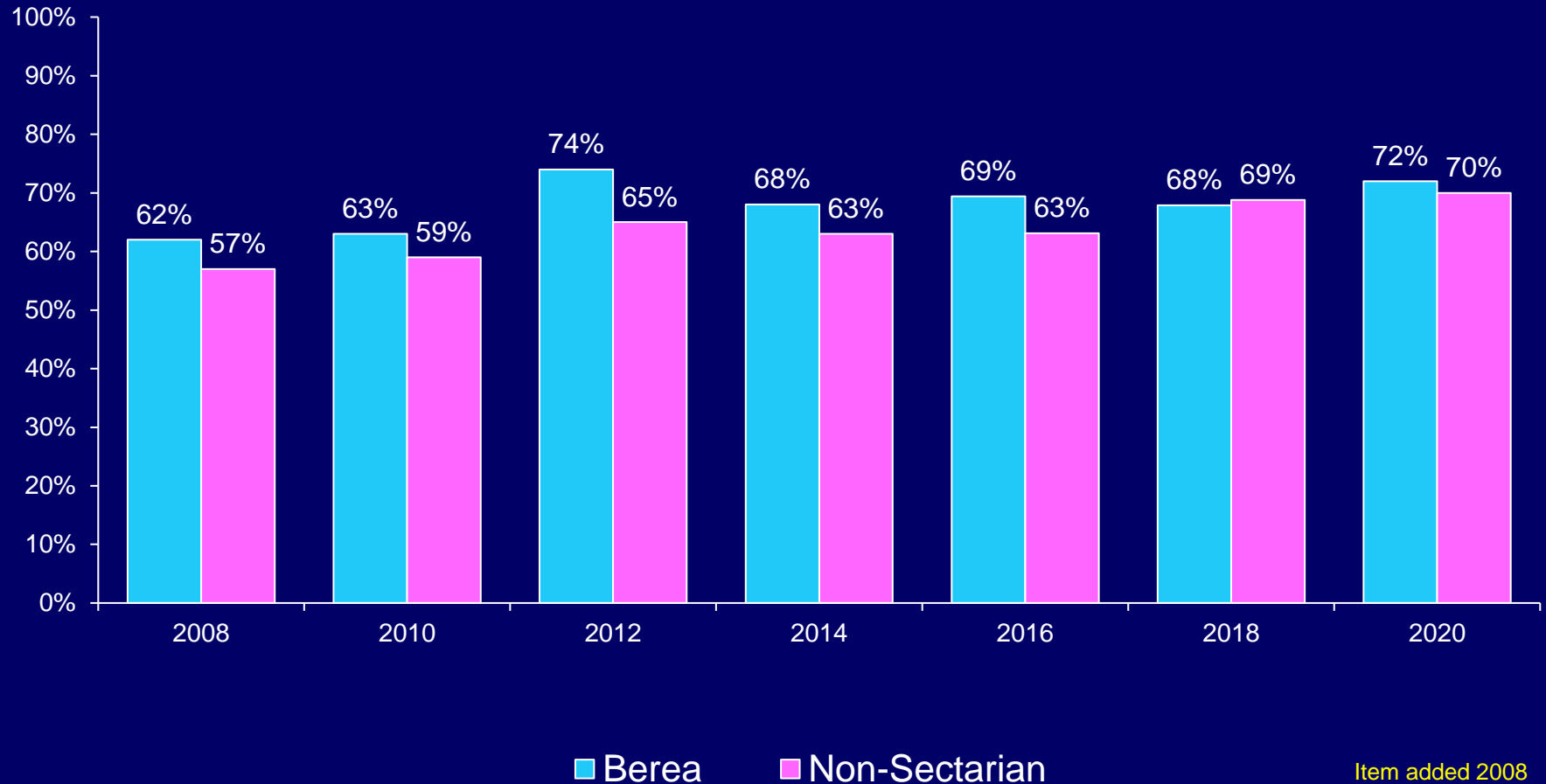
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

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

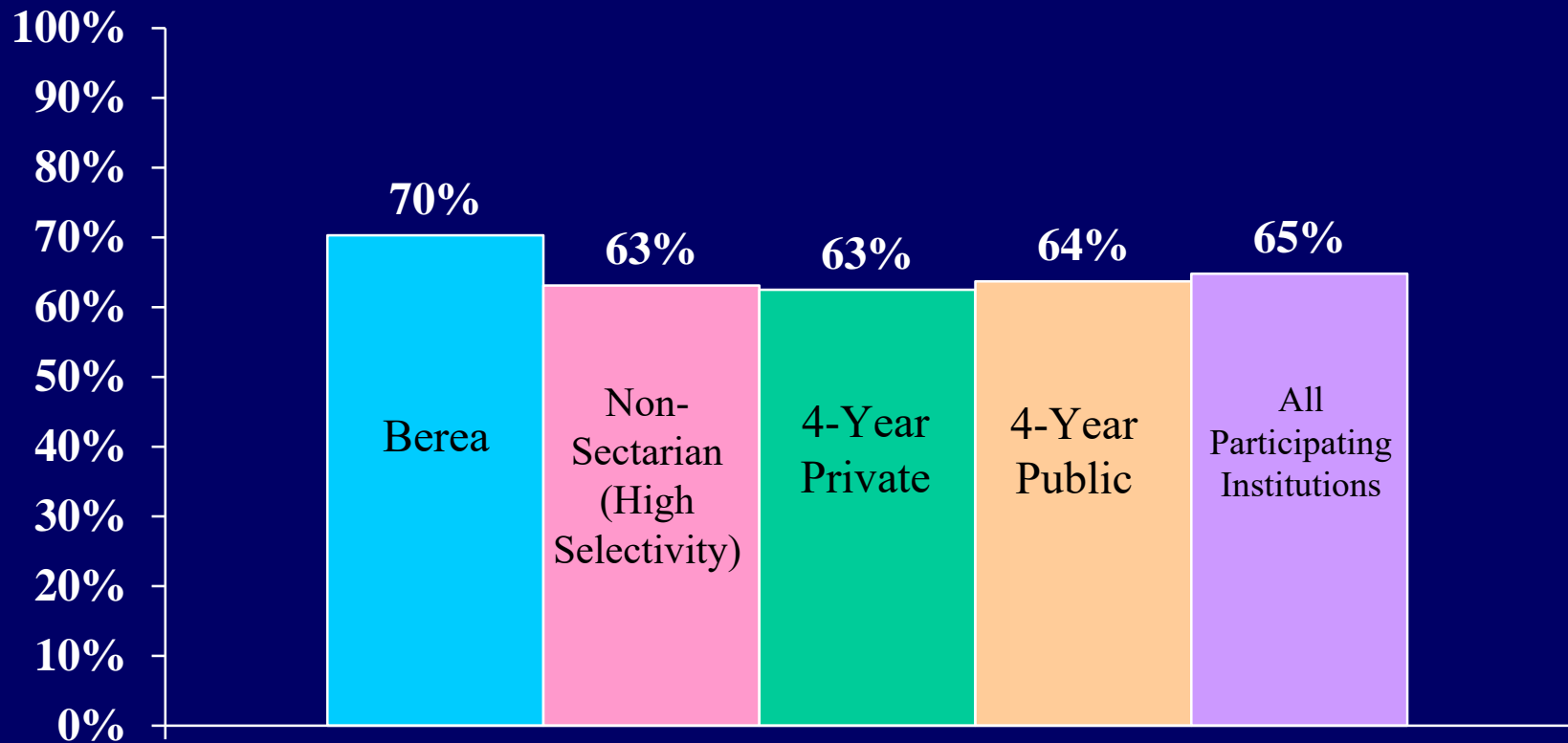
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

Openness to having my own views challenged

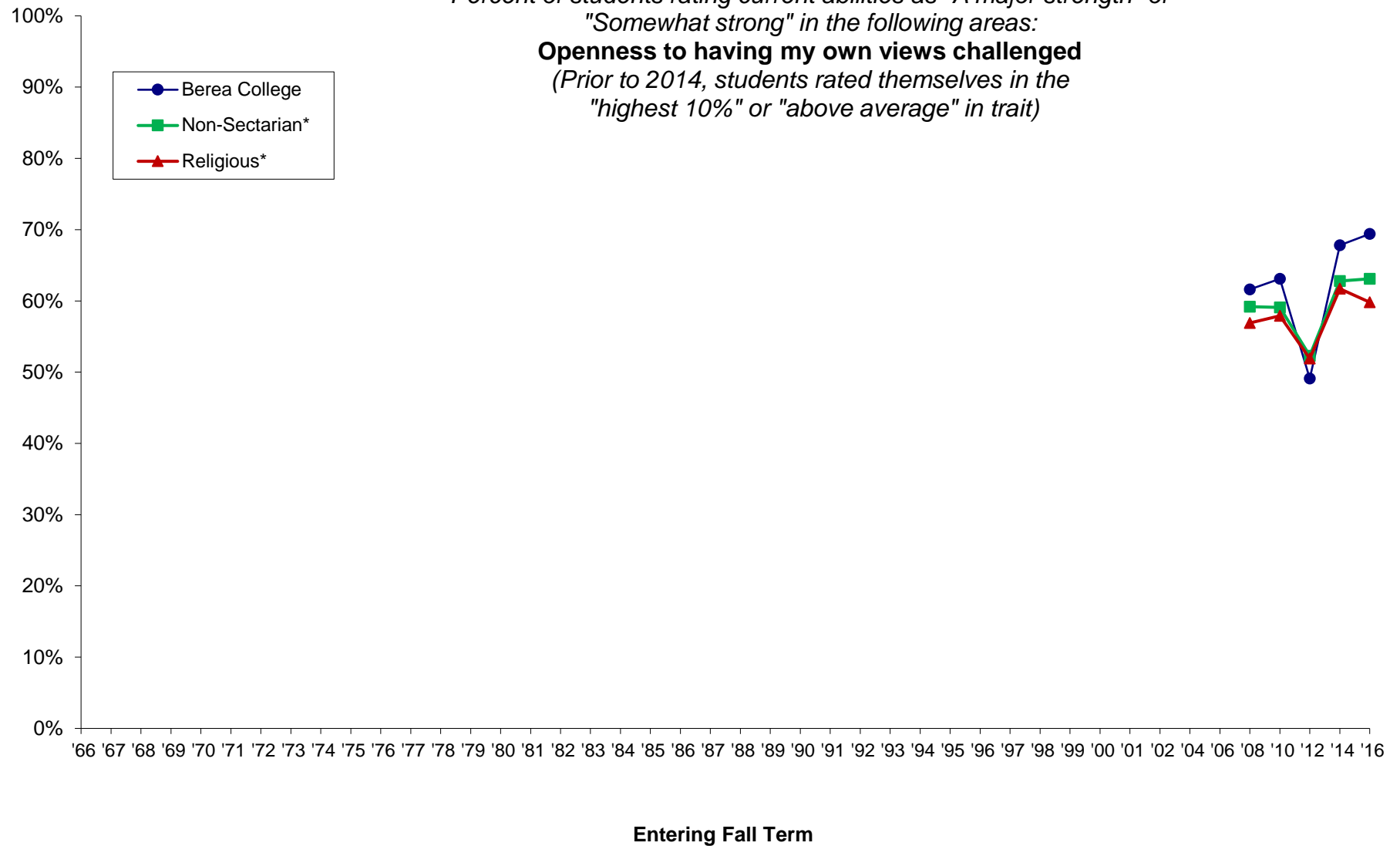


Percentage of students who rated themselves “a major strength” or “somewhat strong” as compared with the average person his/her age in:

Openness to having my own views challenged



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

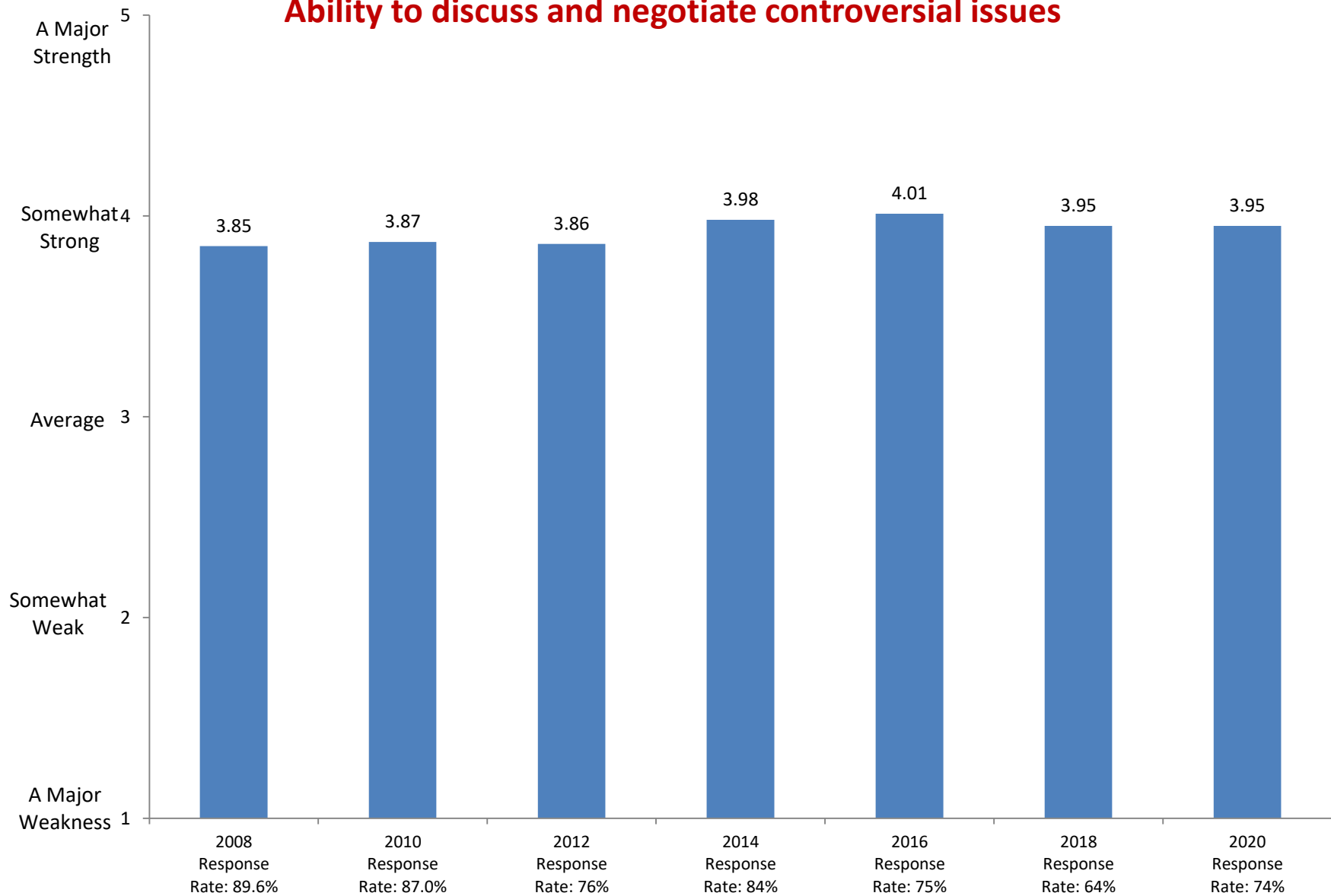


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

How would you rate yourself in the following areas:

Ability to discuss and negotiate controversial issues



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

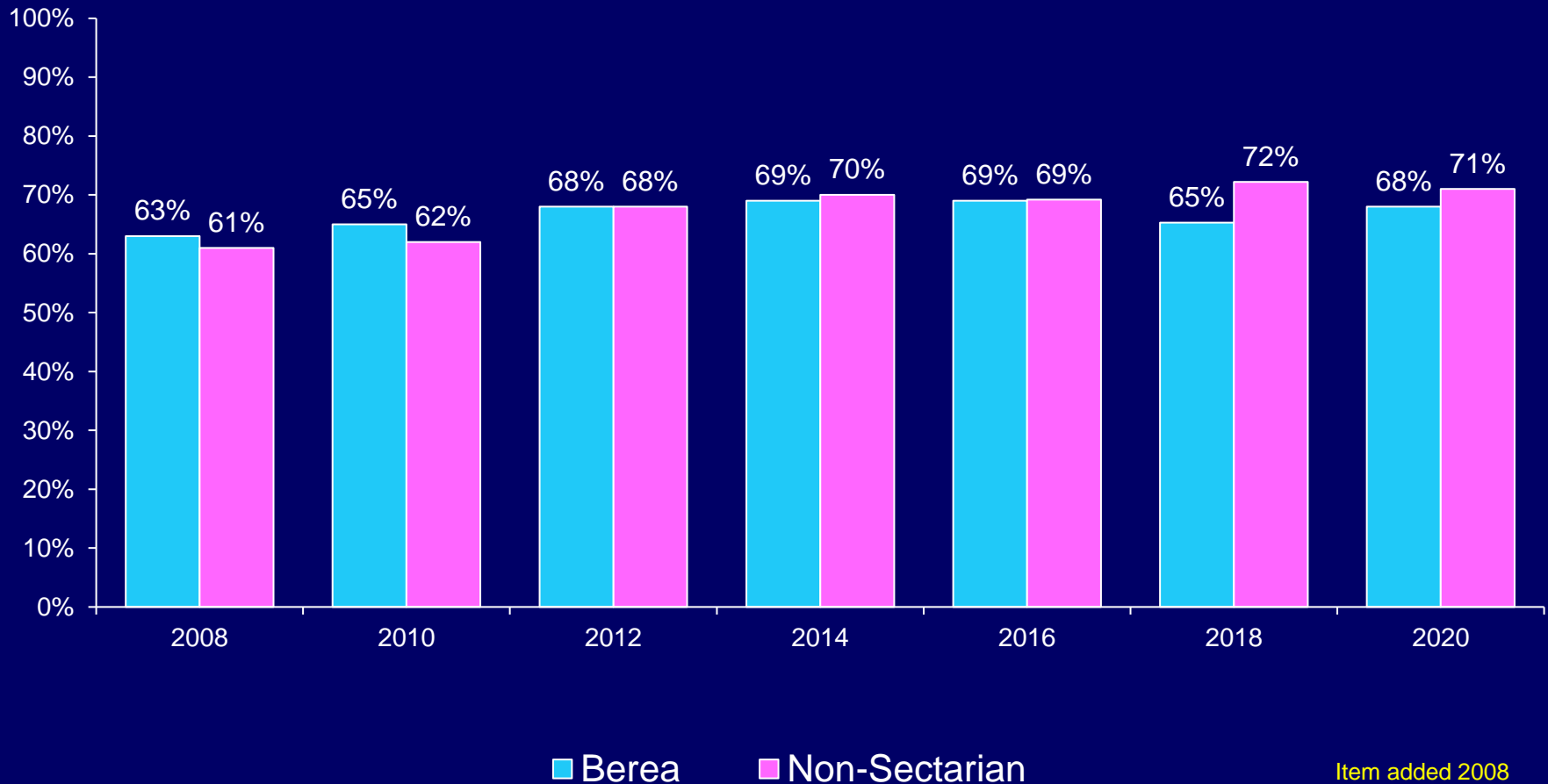
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

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

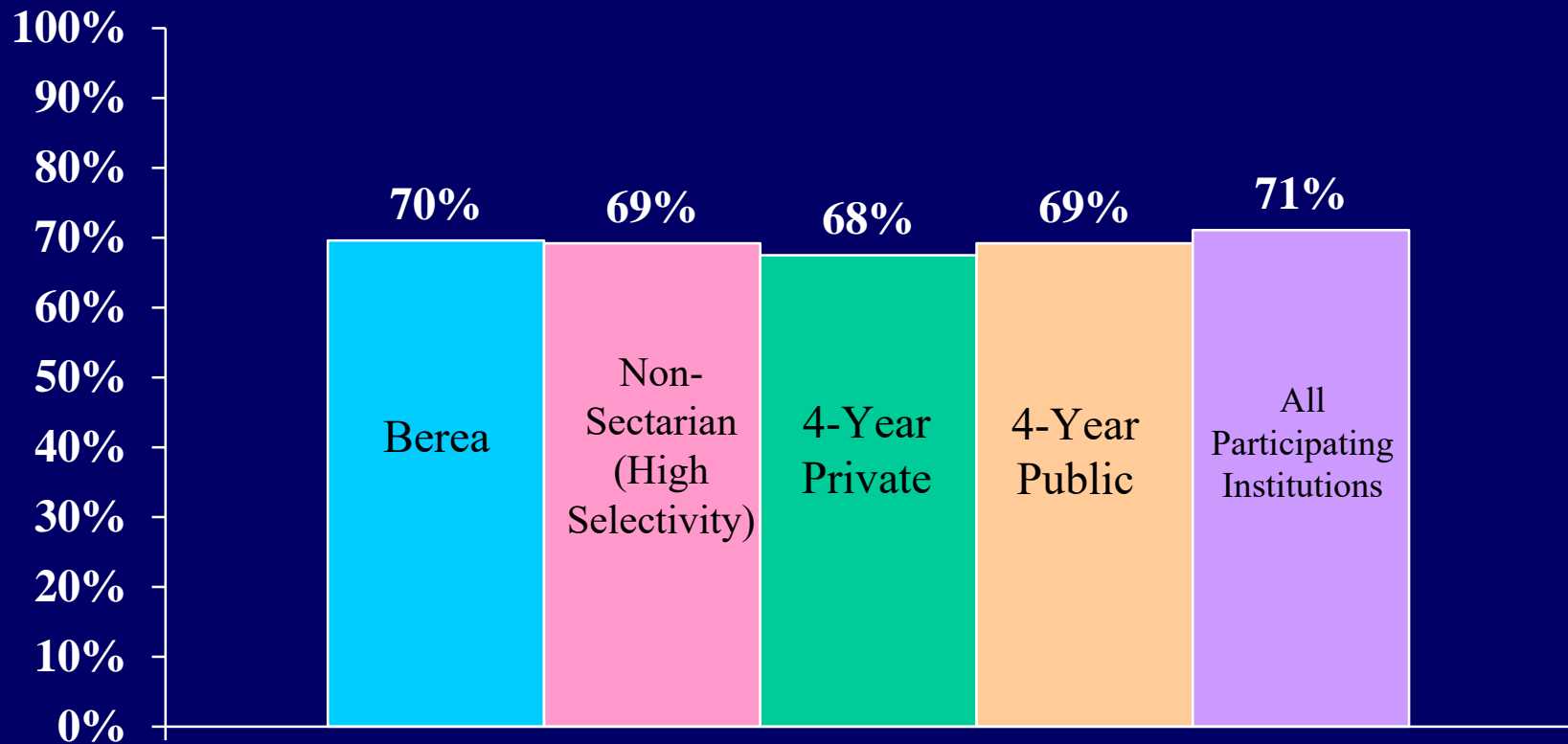
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

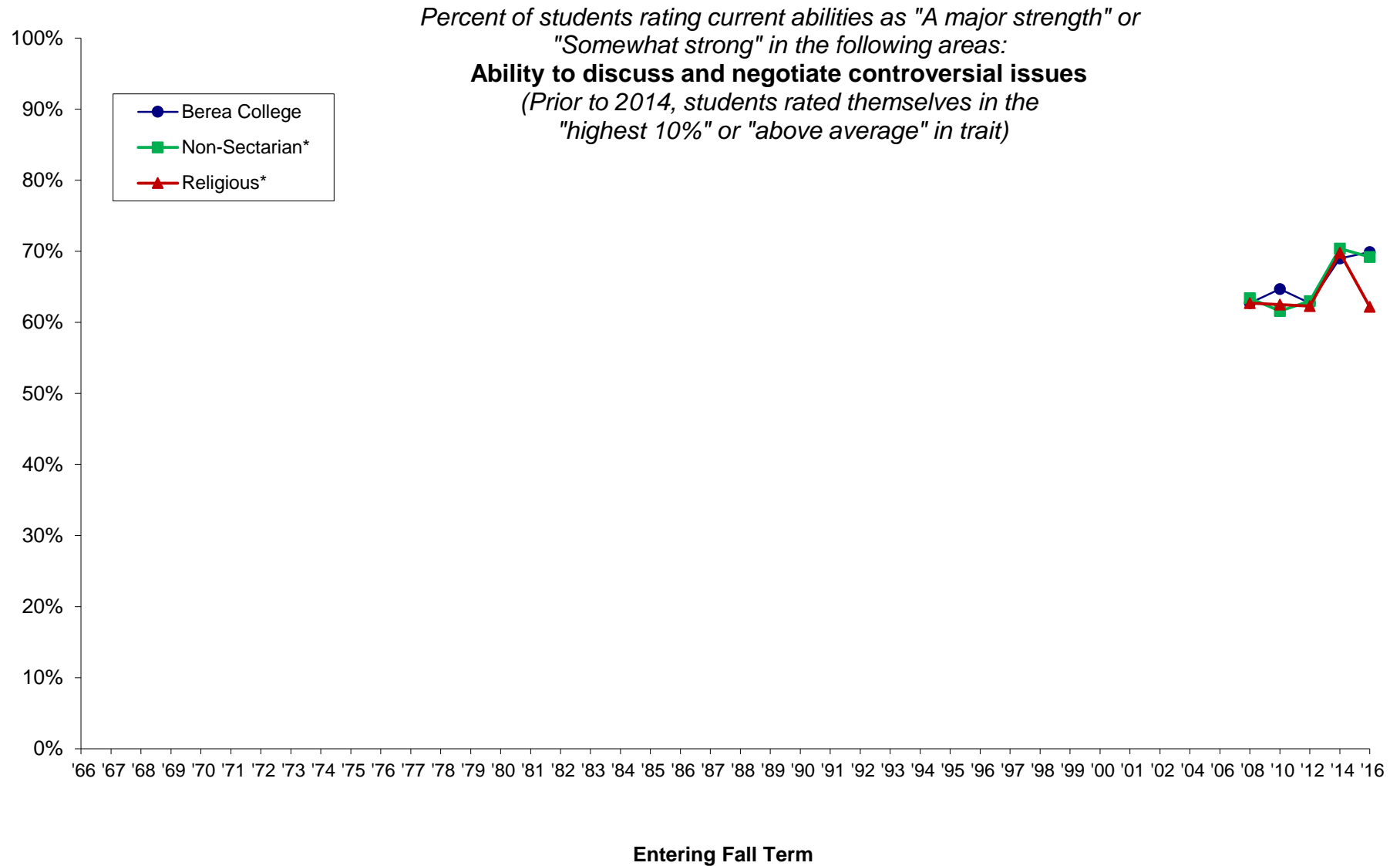
Ability to discuss and negotiate controversial issues



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

Ability to discuss and negotiate controversial issues



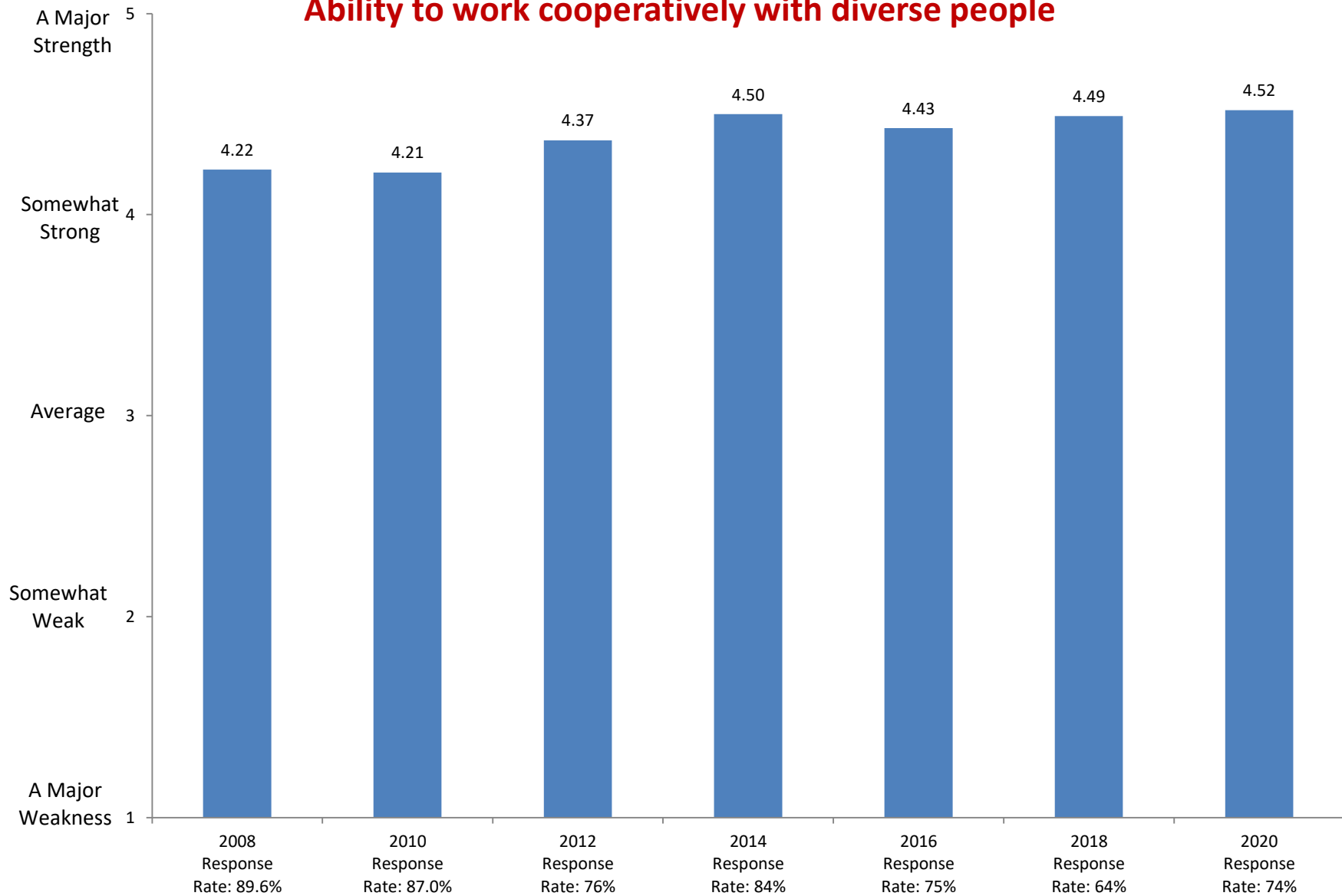


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

How would you rate yourself in the following areas:

Ability to work cooperatively with diverse people



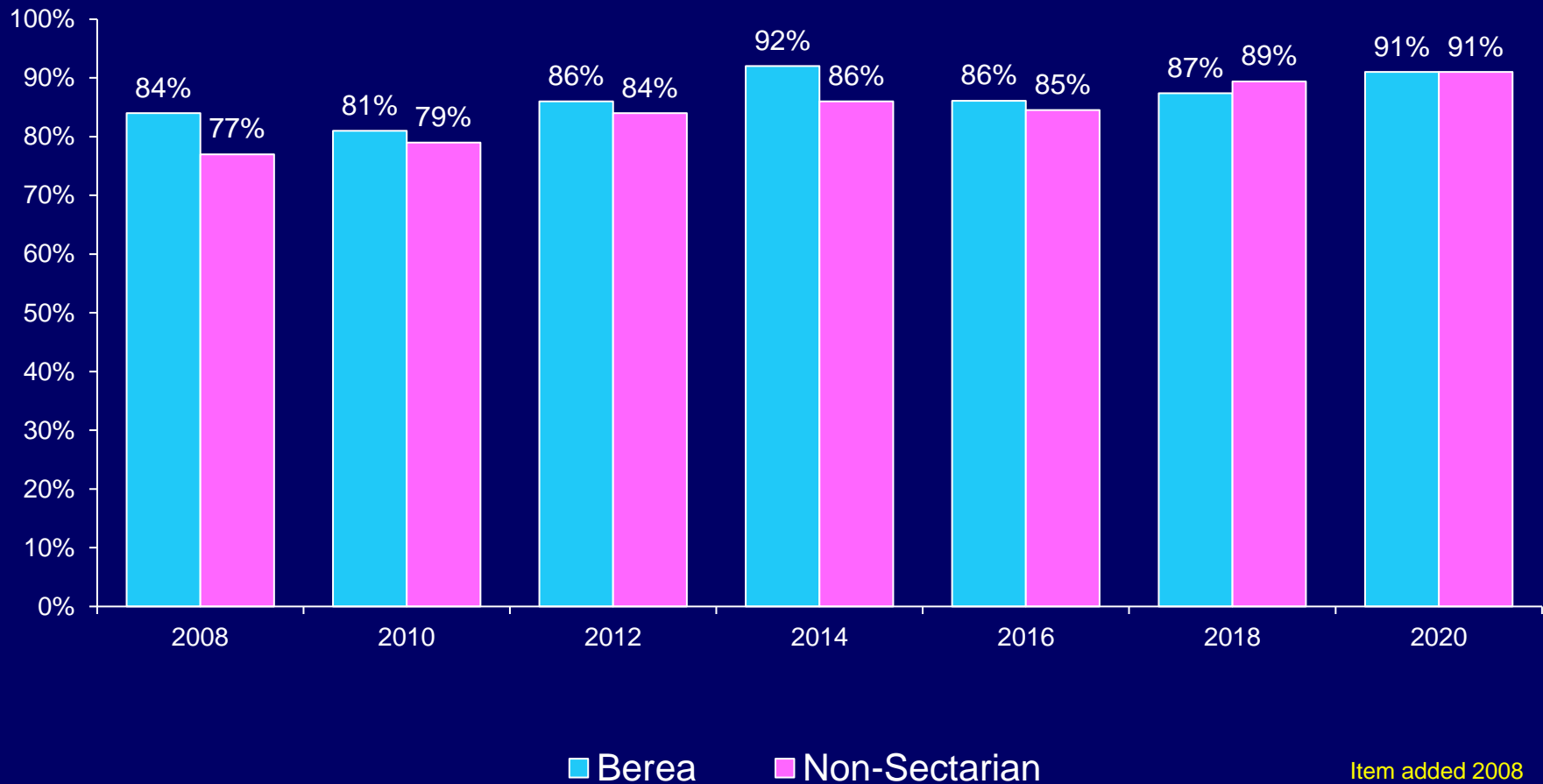
NOTE: Prompt changed in 2014, previously worded as, "Rate yourself on each of the following traits as compared with the average person your age."
Previous scale: Highest 10%, Above Average, Average, Below Average, Not at all.

Item added in 2008.

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

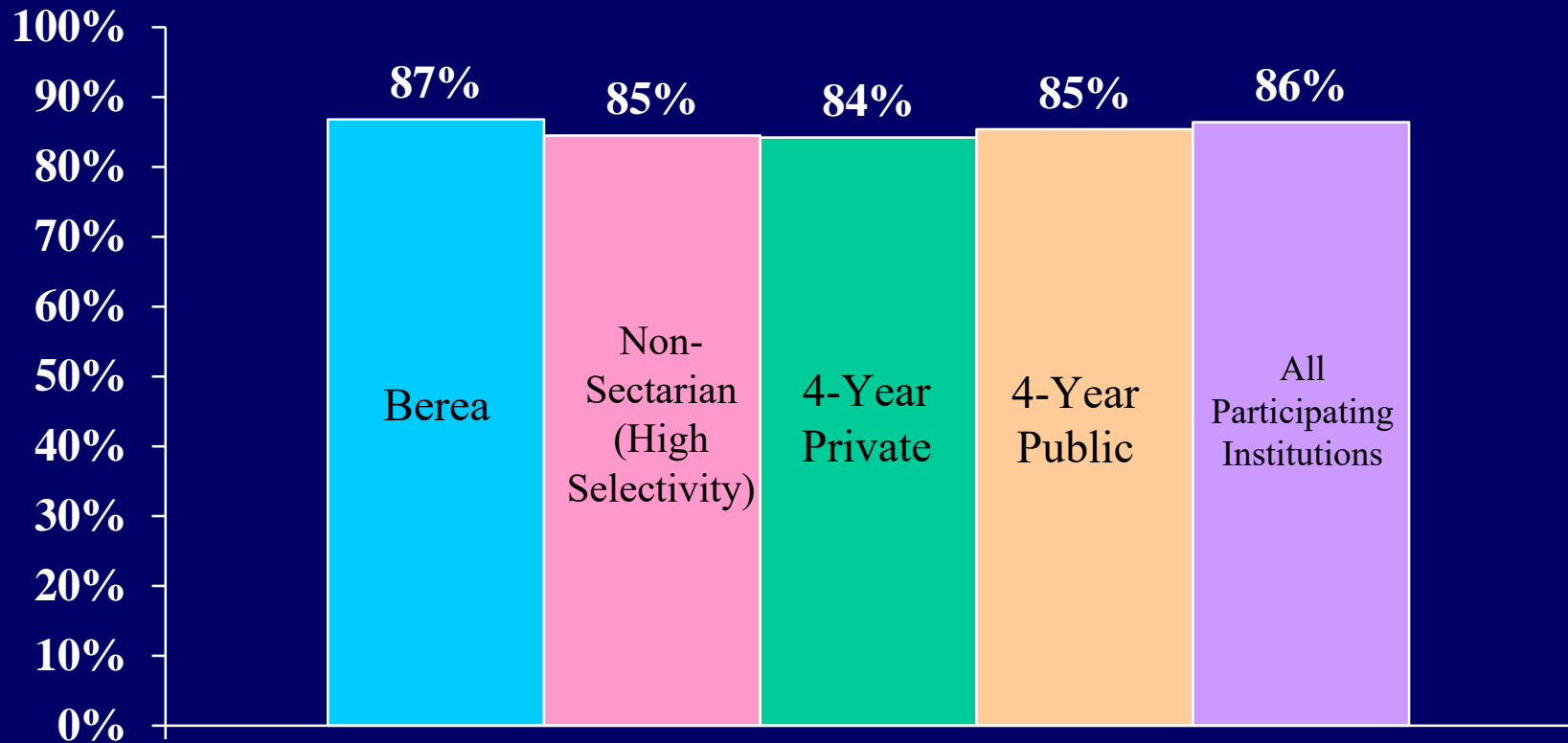
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

Ability to work cooperatively with diverse people

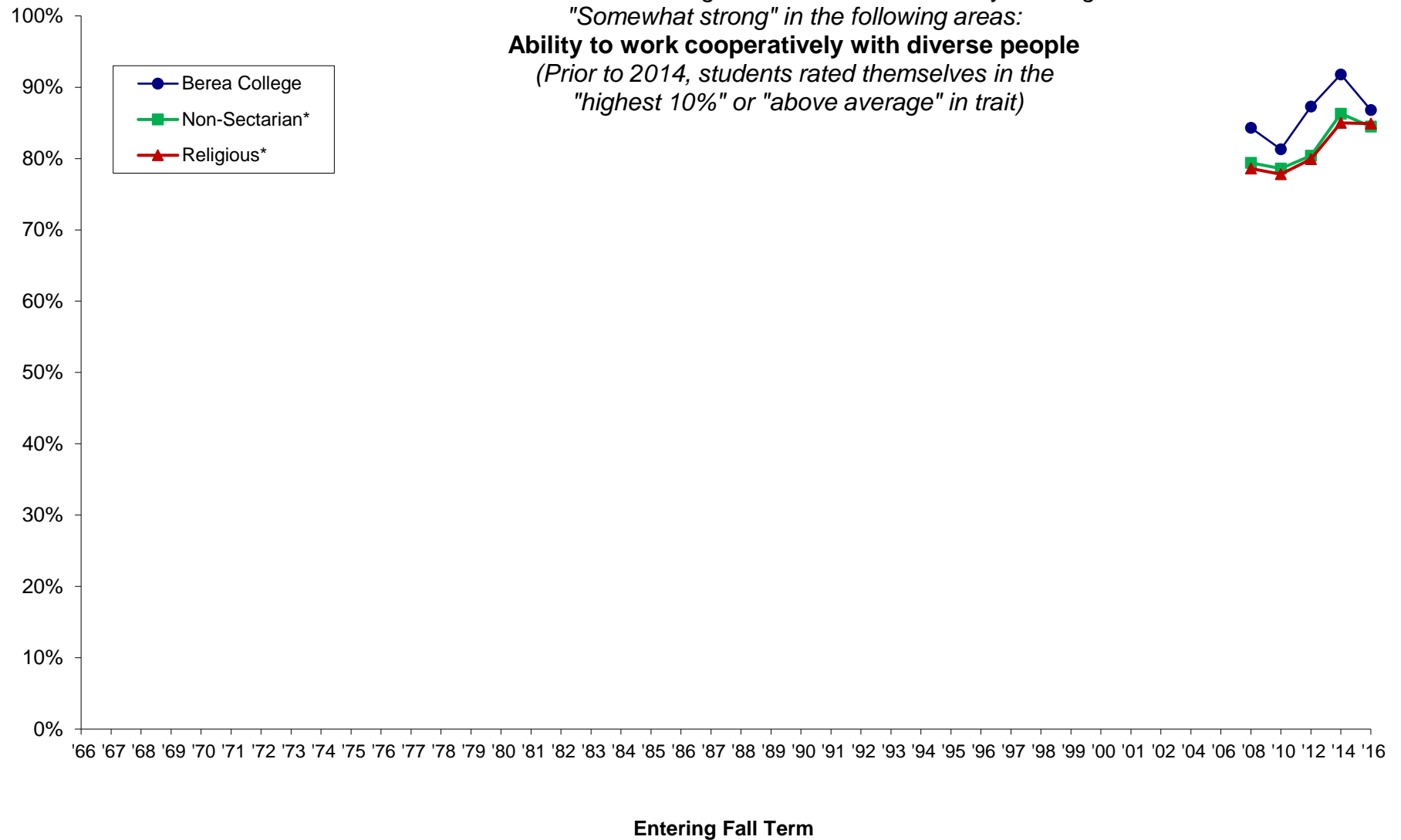


Percentage of students who rated themselves in the “a major strength” or “somewhat strong” as compared with the average person his/her age in:

Ability to work cooperatively with diverse people



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

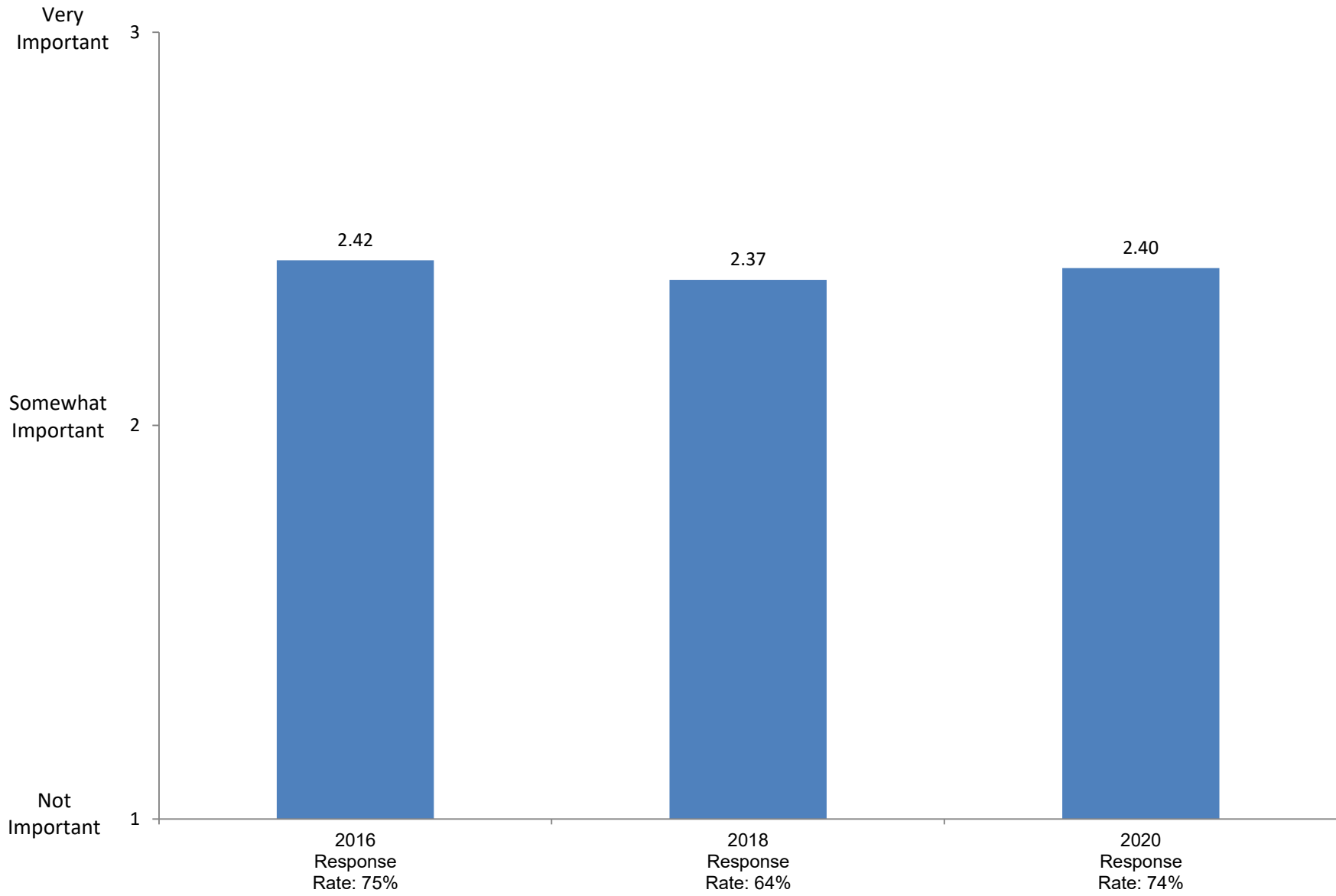


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

This college's graduates make a difference in the world

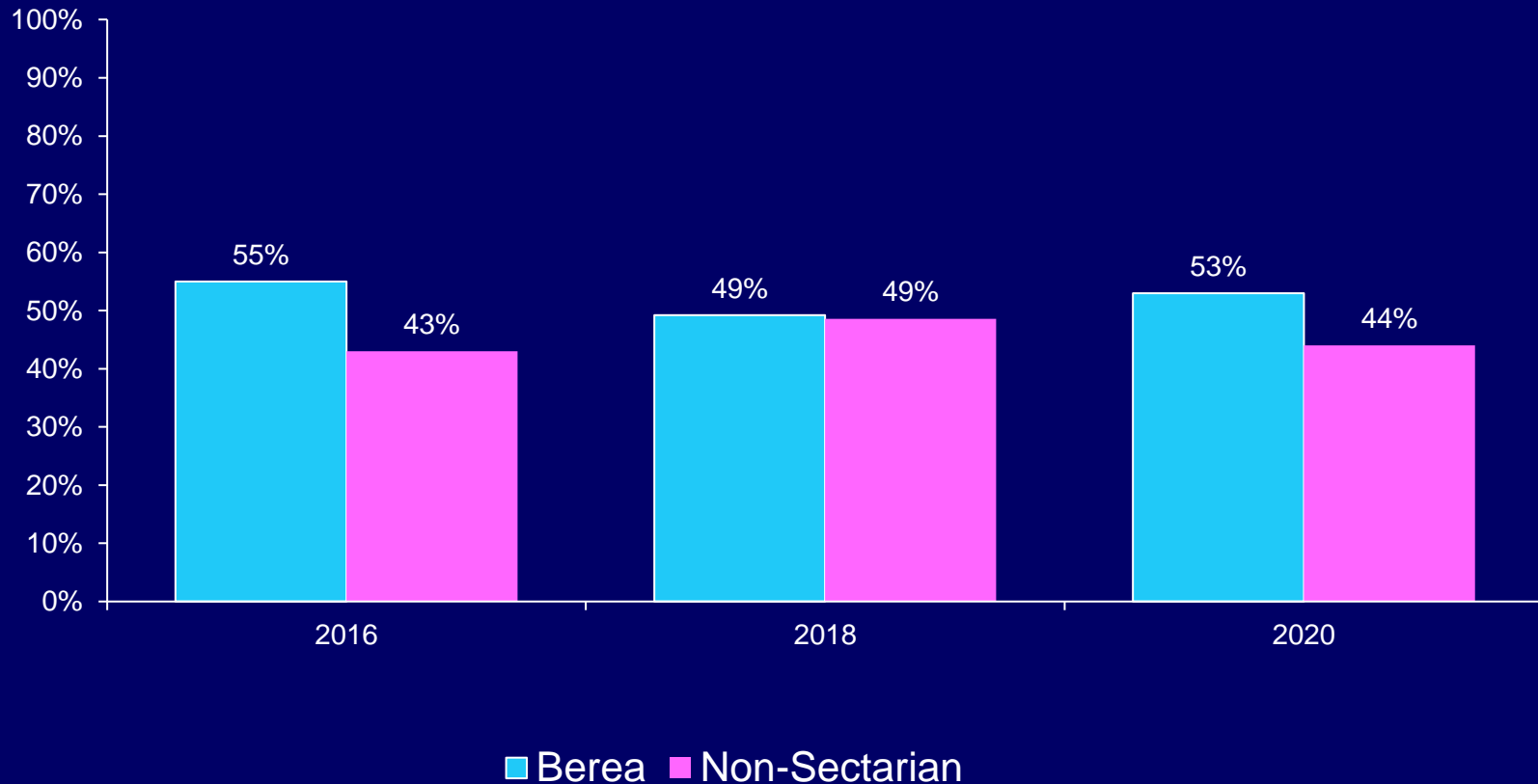


Item added in 2016.

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

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

This college’s graduates make a difference in the world.

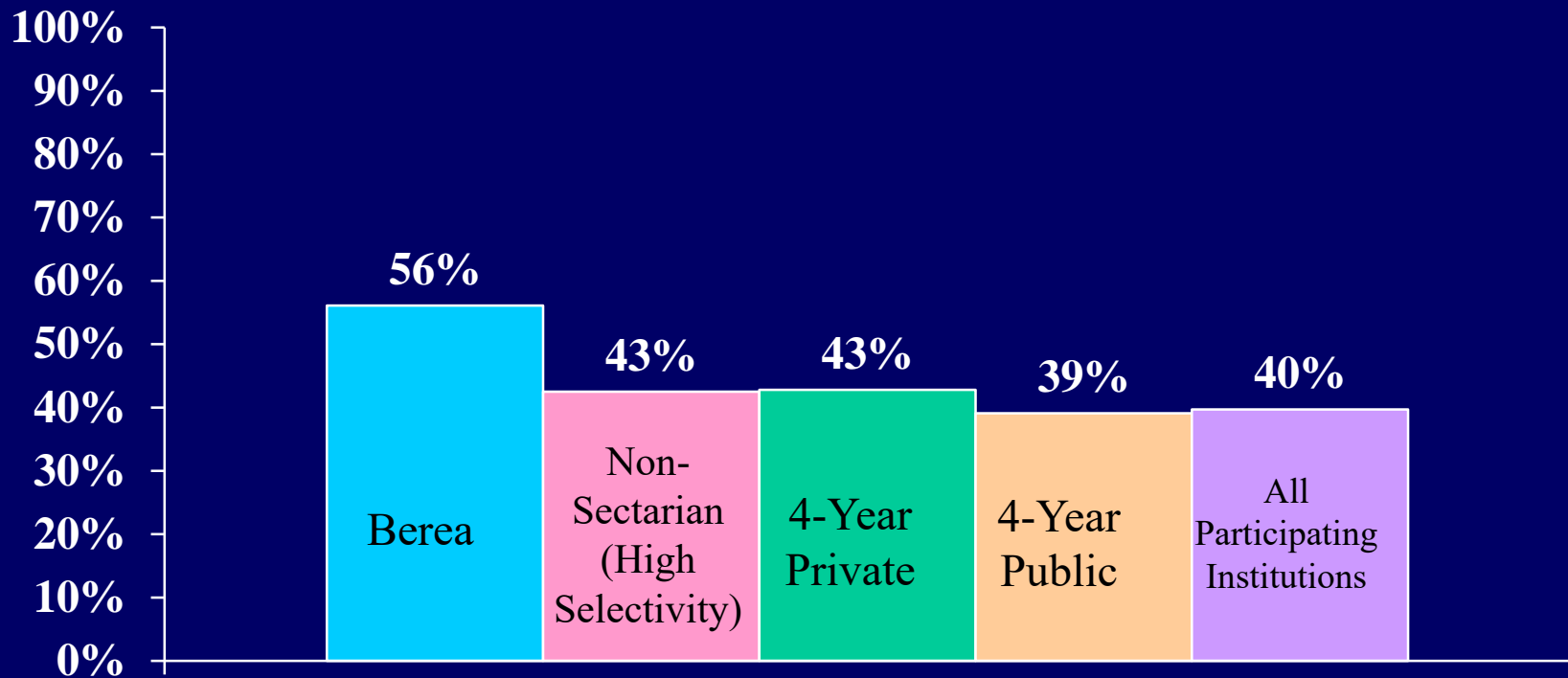


Item added in 2016.

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

This college’s graduates make a difference in the world.

(for decision to attend this particular college)



Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)



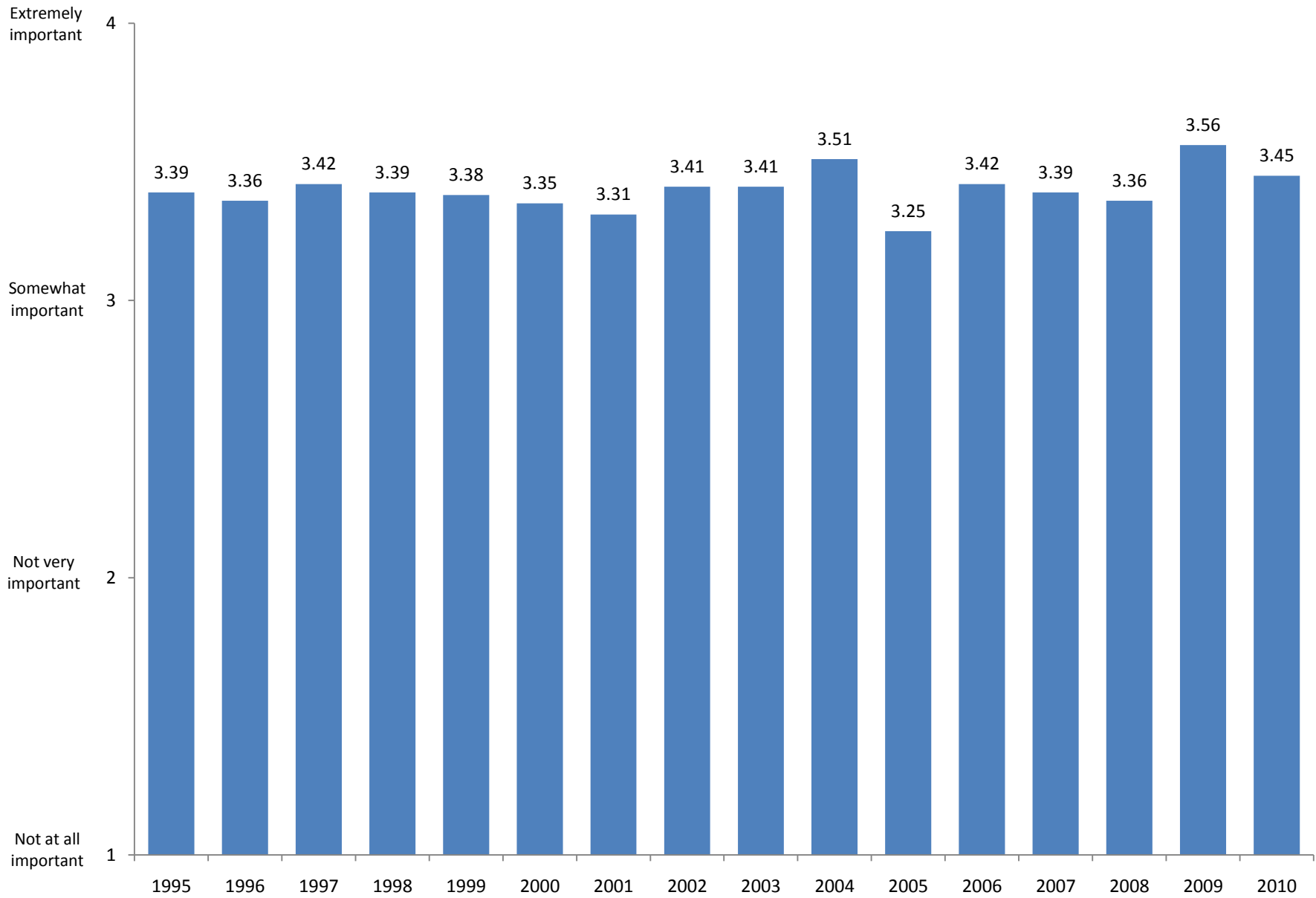
[Click to see survey instruments](#)

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

Average Response Rate of 85%

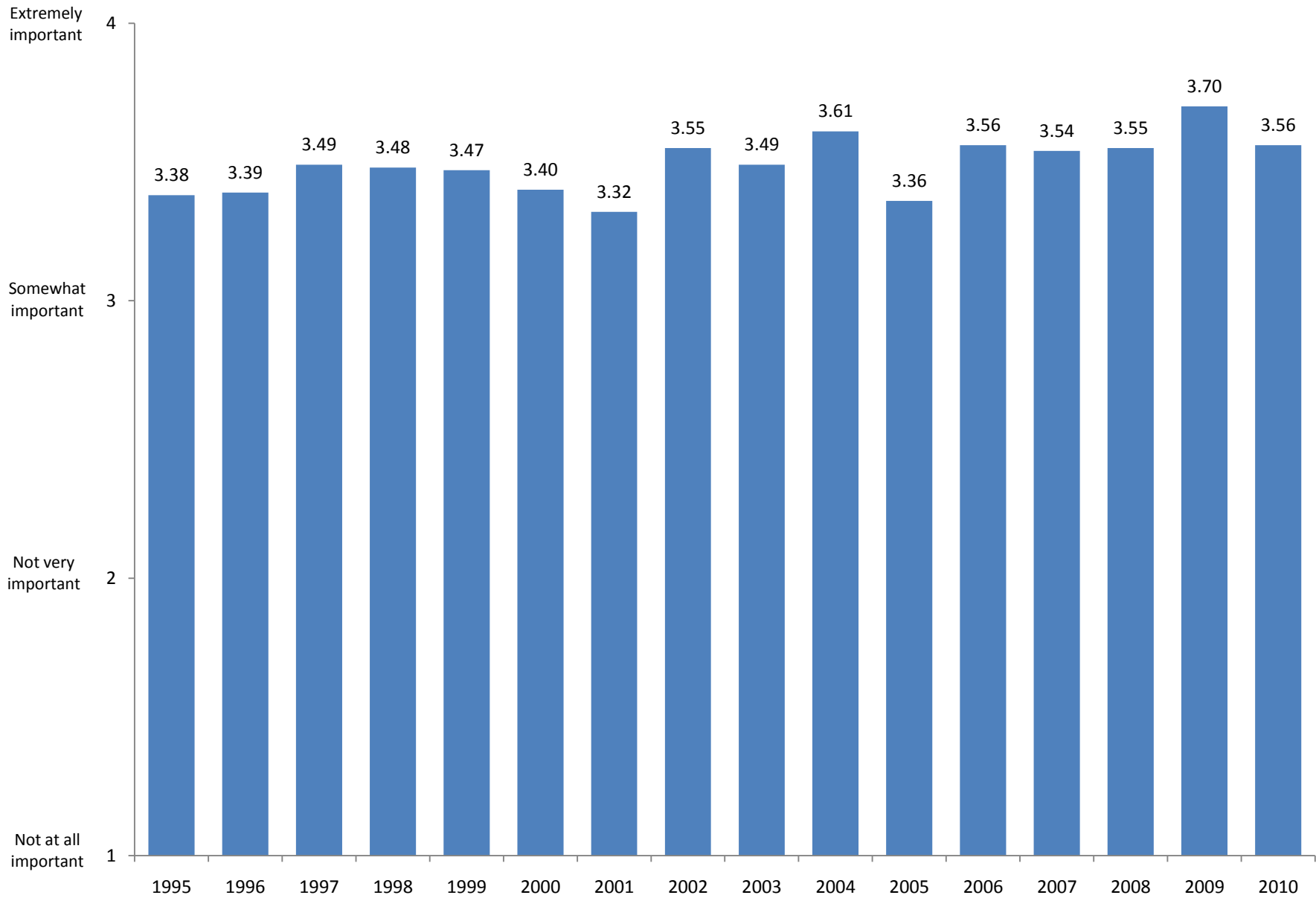
Rate the importance to you of each of the following:

Serving humankind



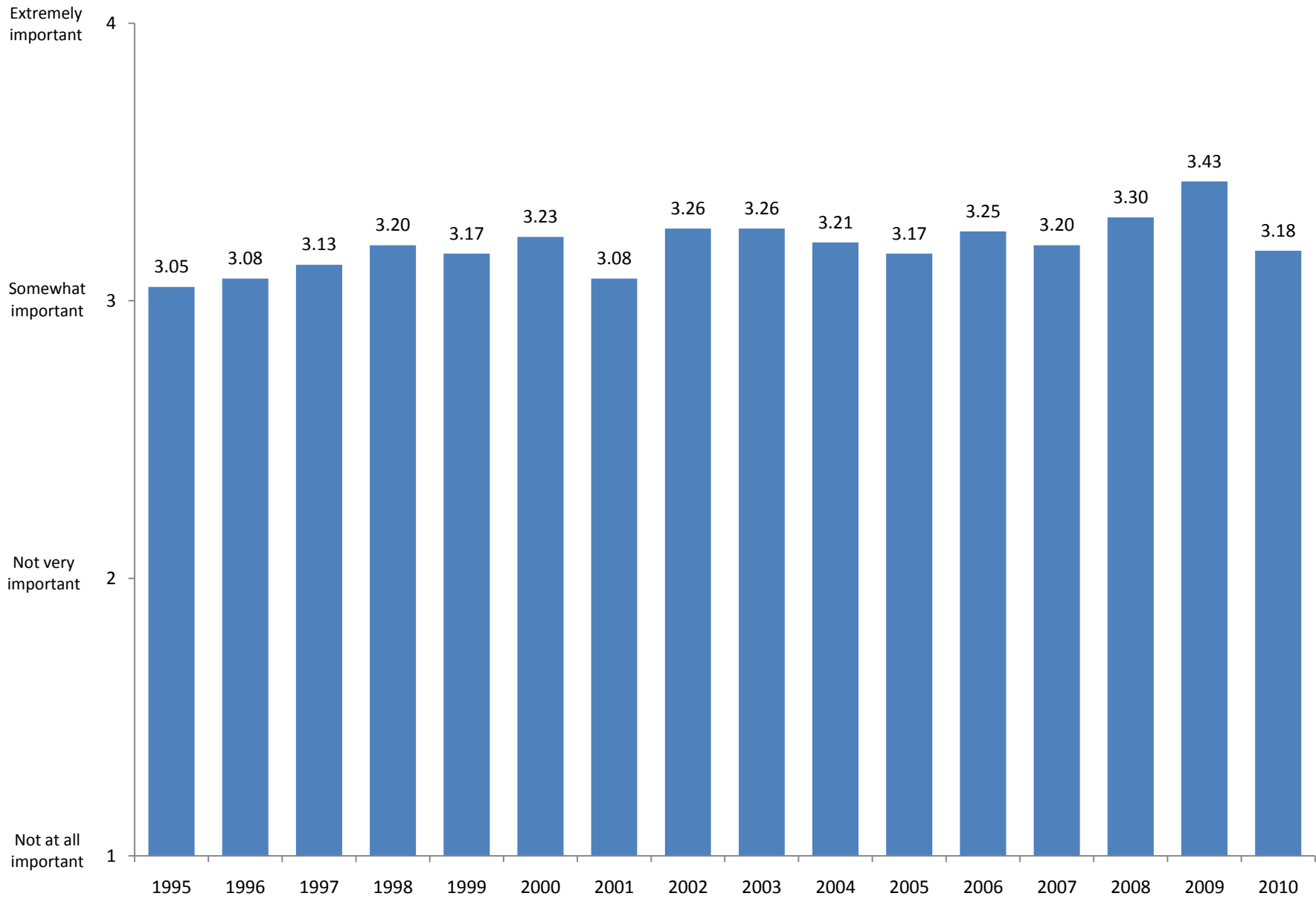
Rate the importance to you of each of the following:

Being a responsible citizen of the world



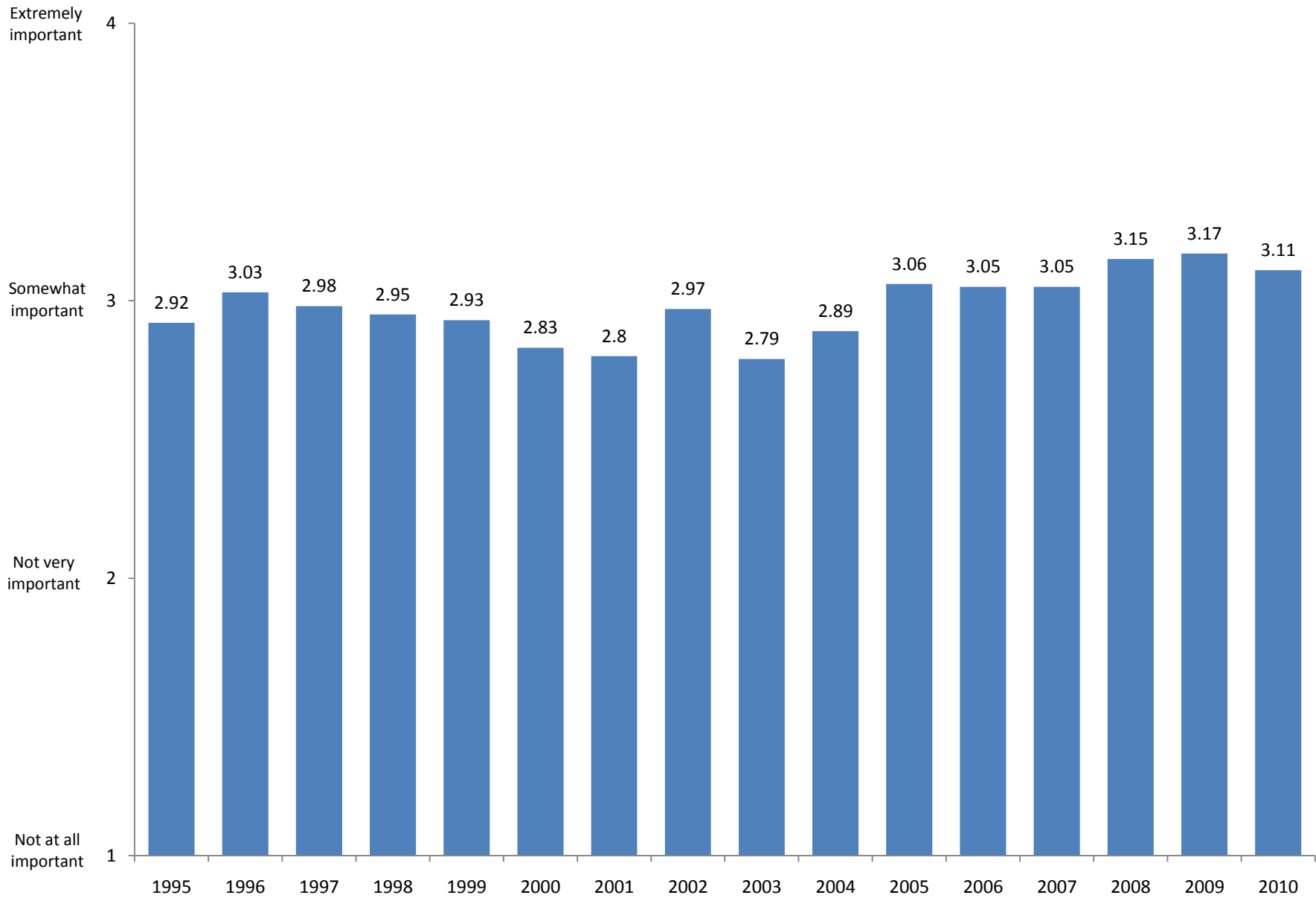
Rate the importance to you of each of the following:

Volunteering service to my community



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

To learn more about nonviolent conflict resolution



Higher Education Research Institute (HERI) Faculty Survey

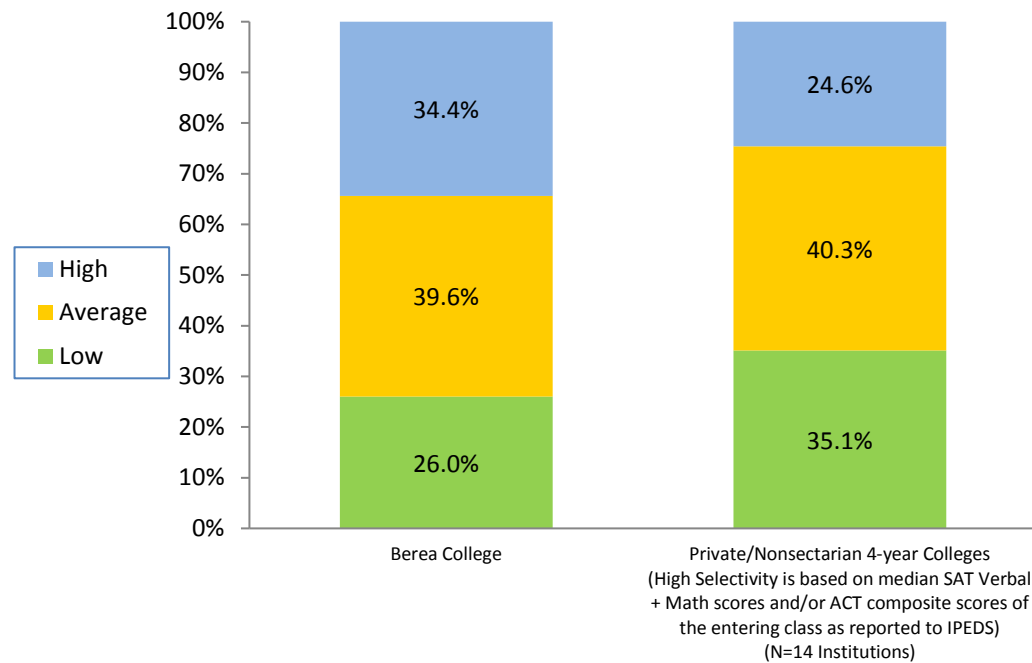


Administered Fall Terms 1989, 2004, and 2014

[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)*

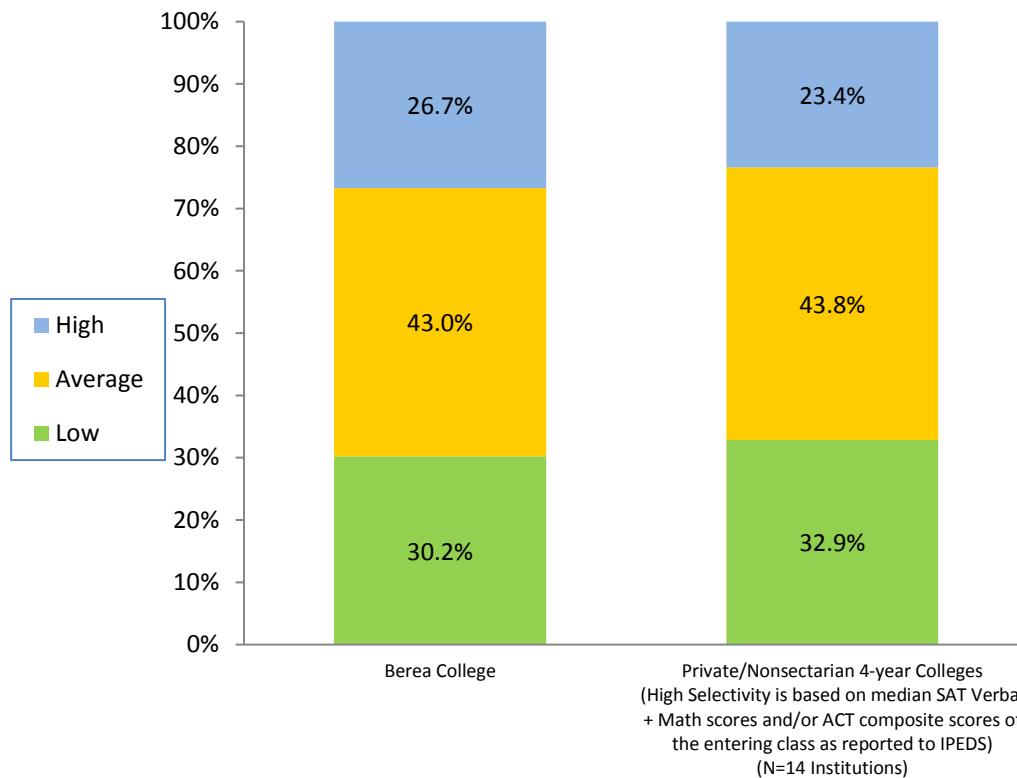
- Community service as part of coursework

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)

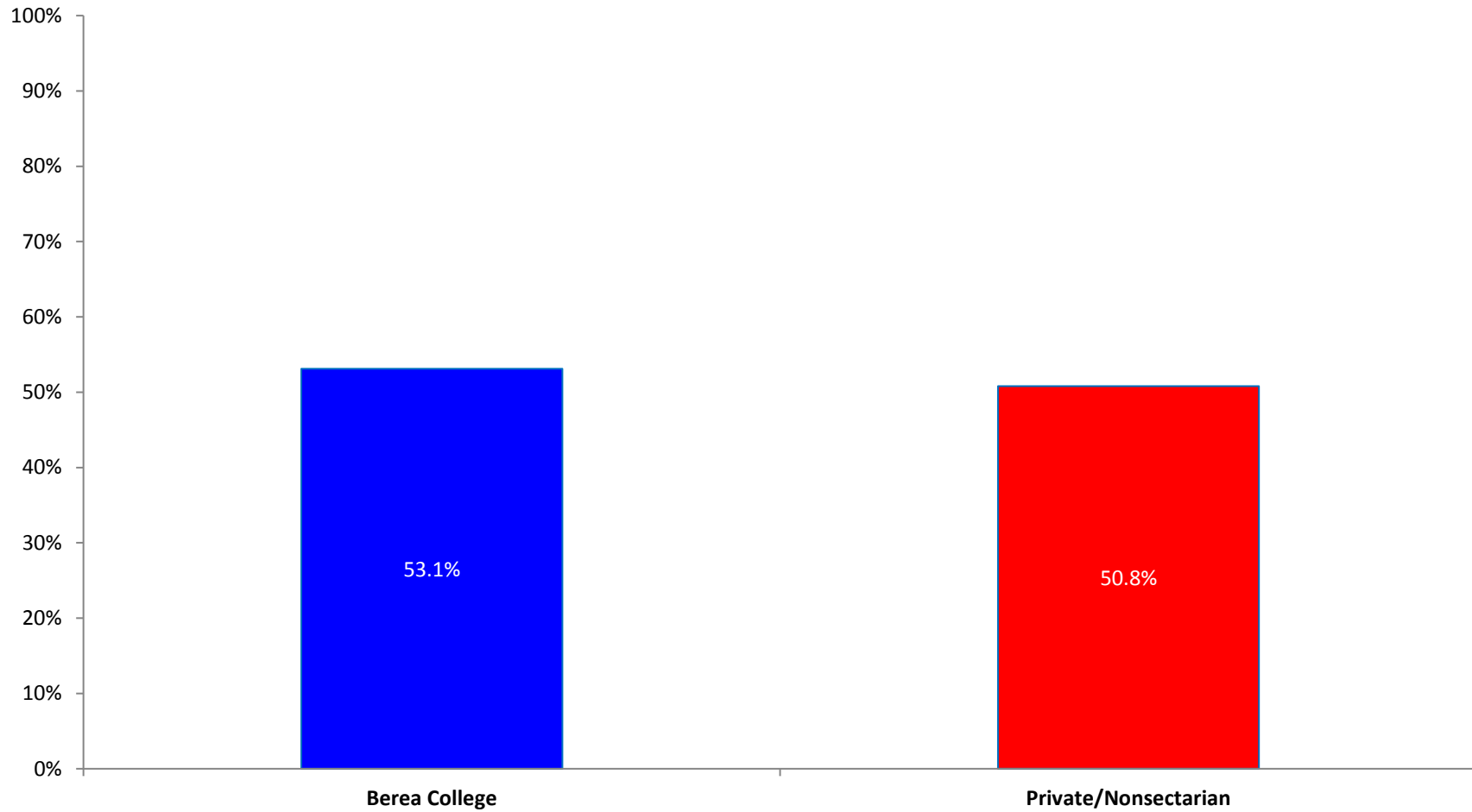
- Encourage students to become agents of social change
- Instill in students a commitment to community service

*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.

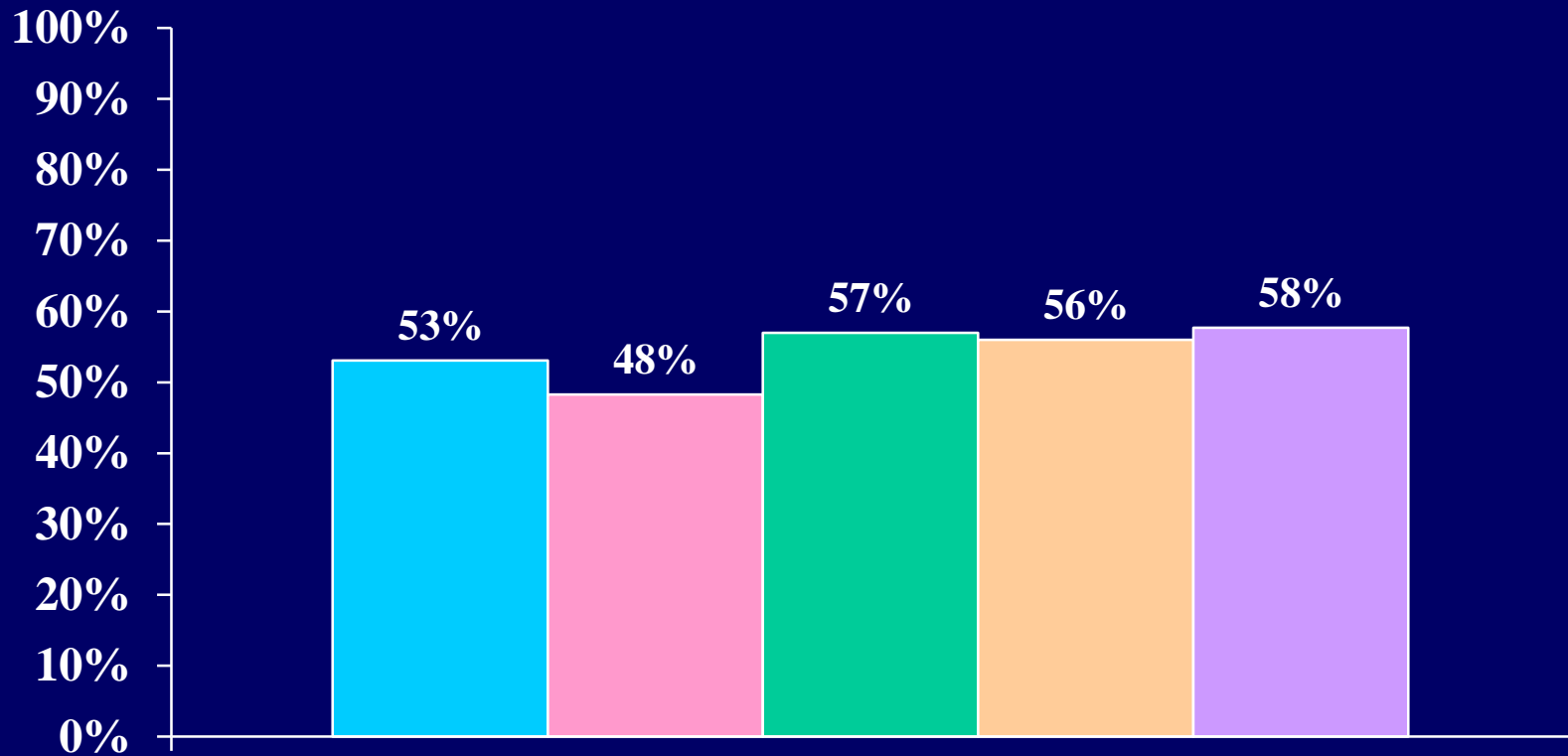
Advised student groups involved in service/volunteer work
(Percentage of faculty responding Yes)



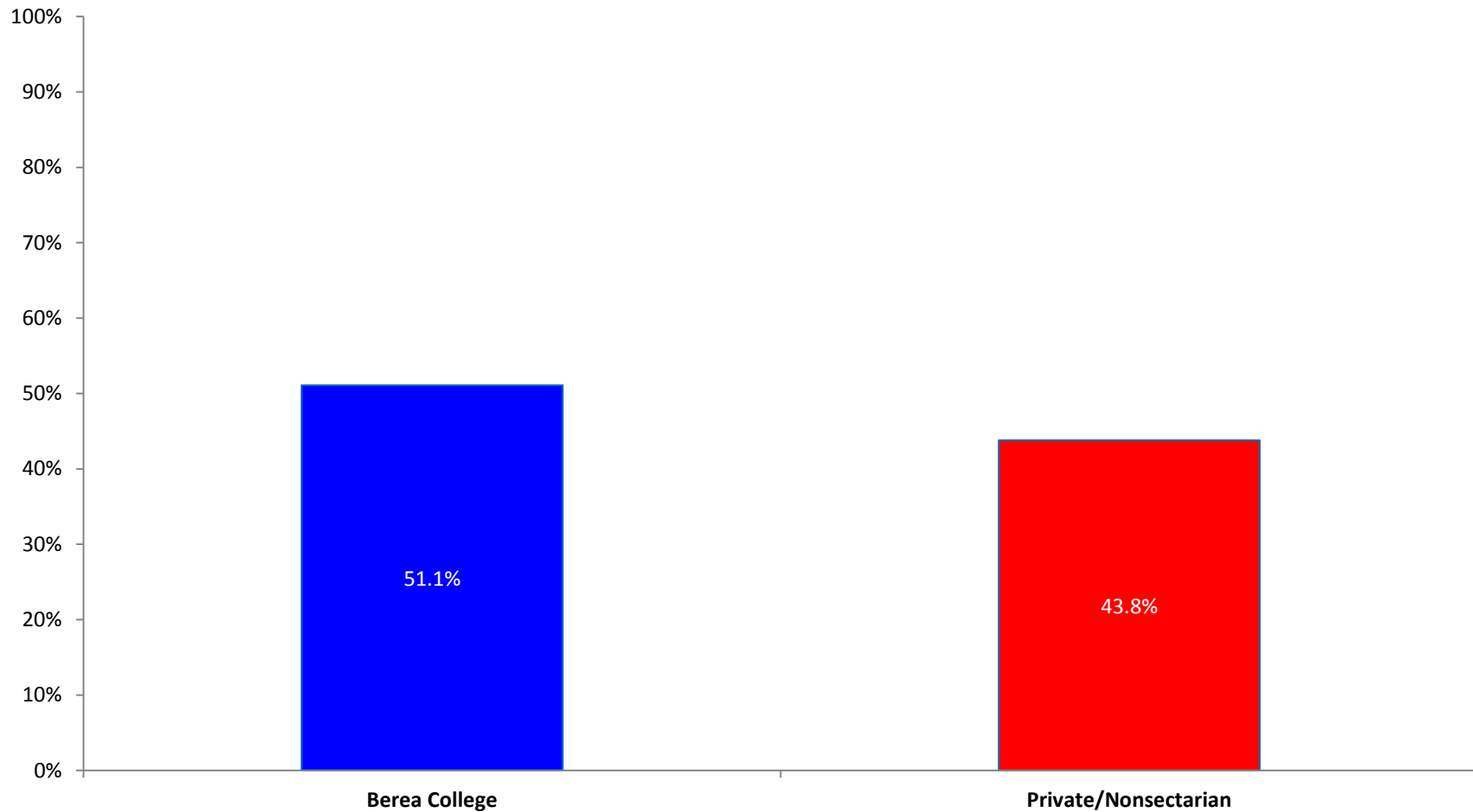
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Advised student groups involved in service/volunteer work

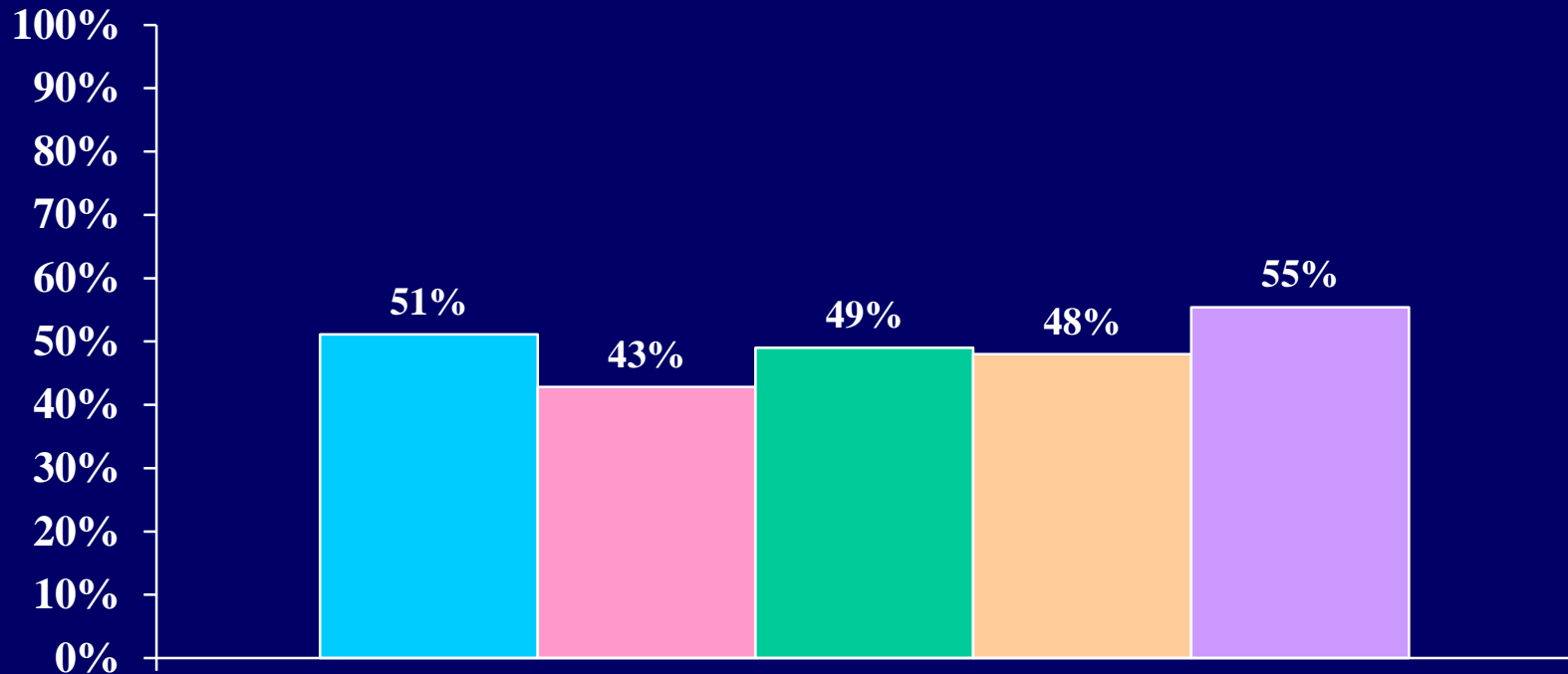


Collaborated with the local community in research/teaching (Percentage of faculty responding Yes)

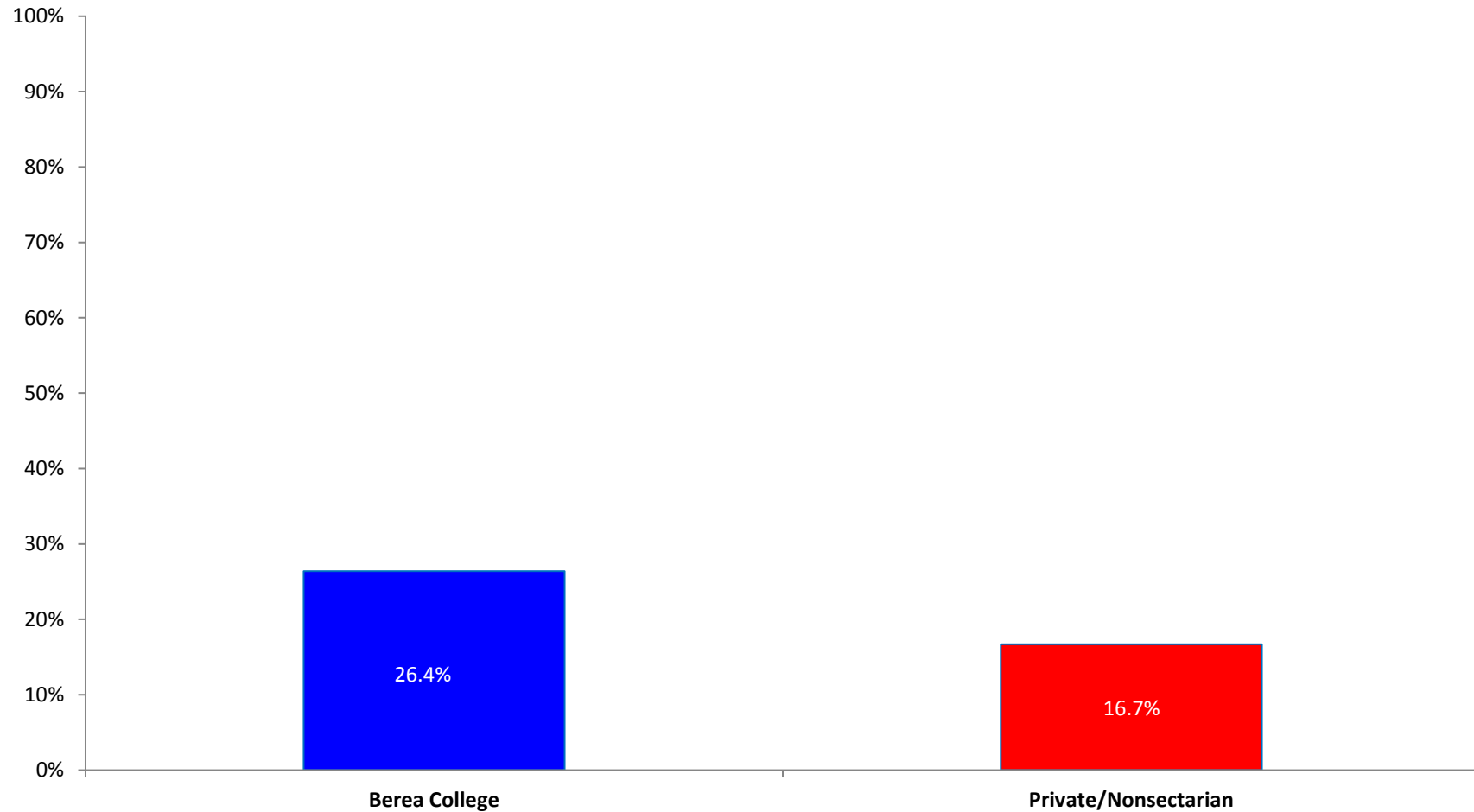


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Collaborated with the local community in research/teaching



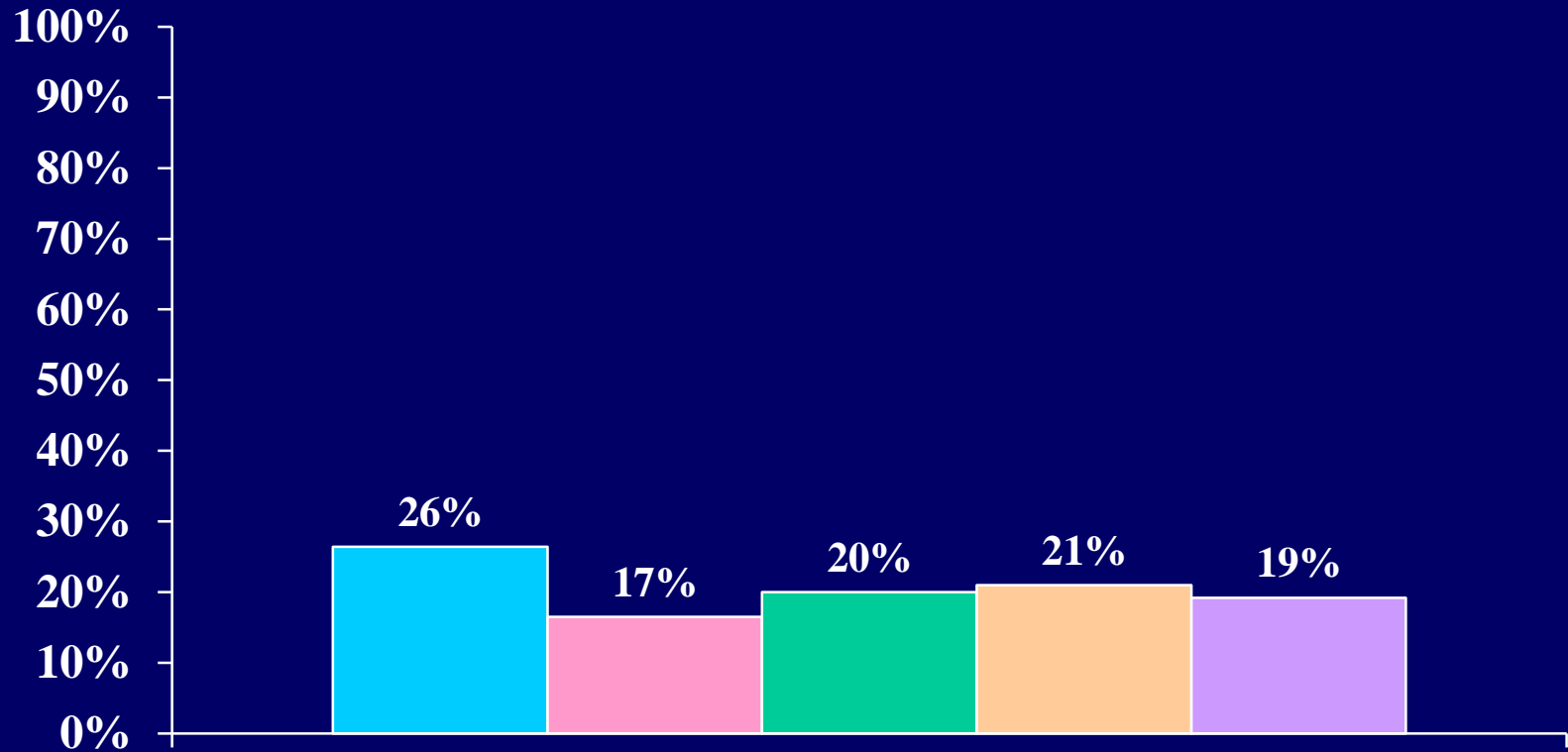
Taught a service learning course (Percentage of faculty responding Yes)



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

Percent of faculty who indicated “yes”

Taught a service learning course



 Berea

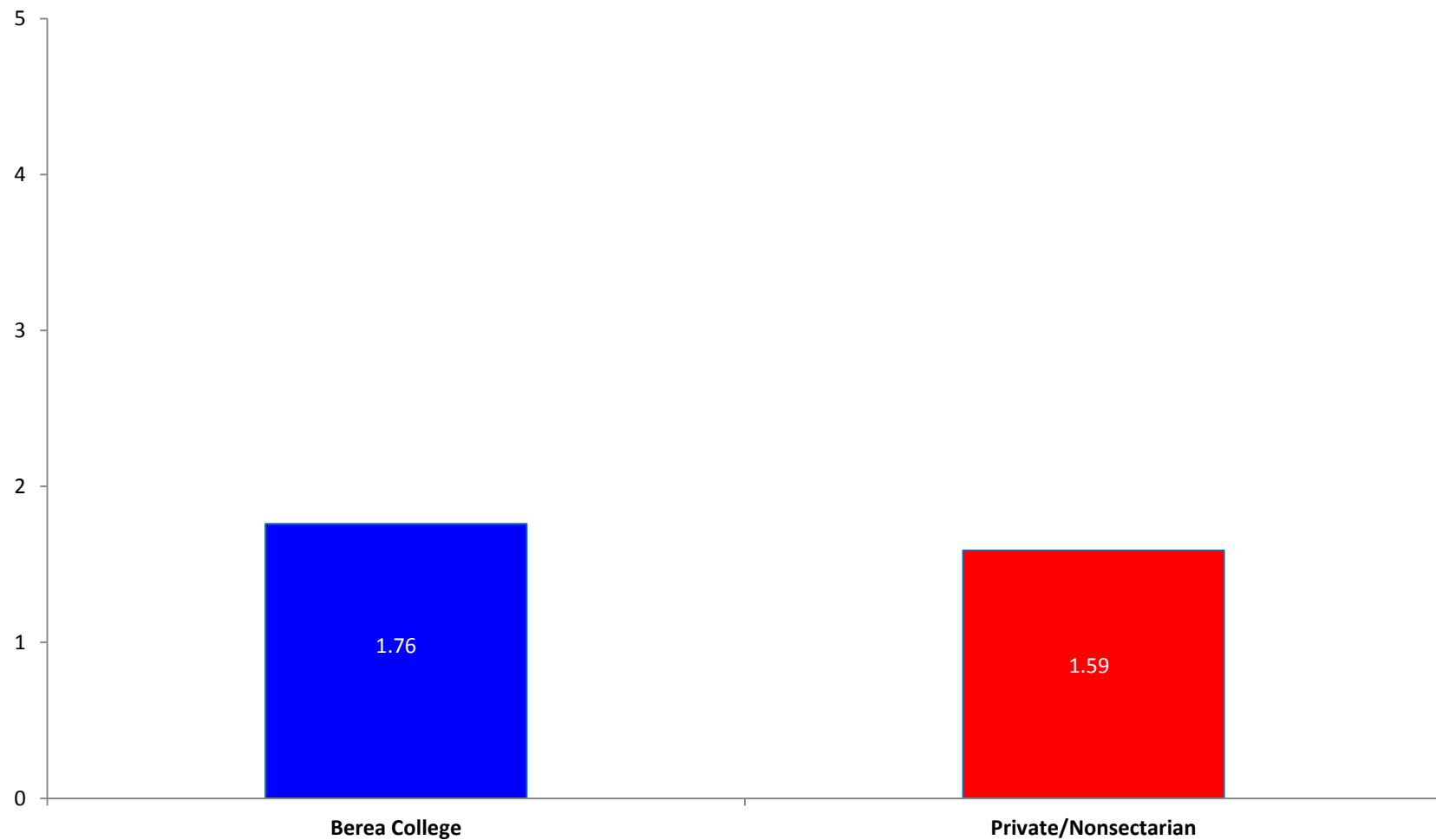
 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

 4-Year
Private

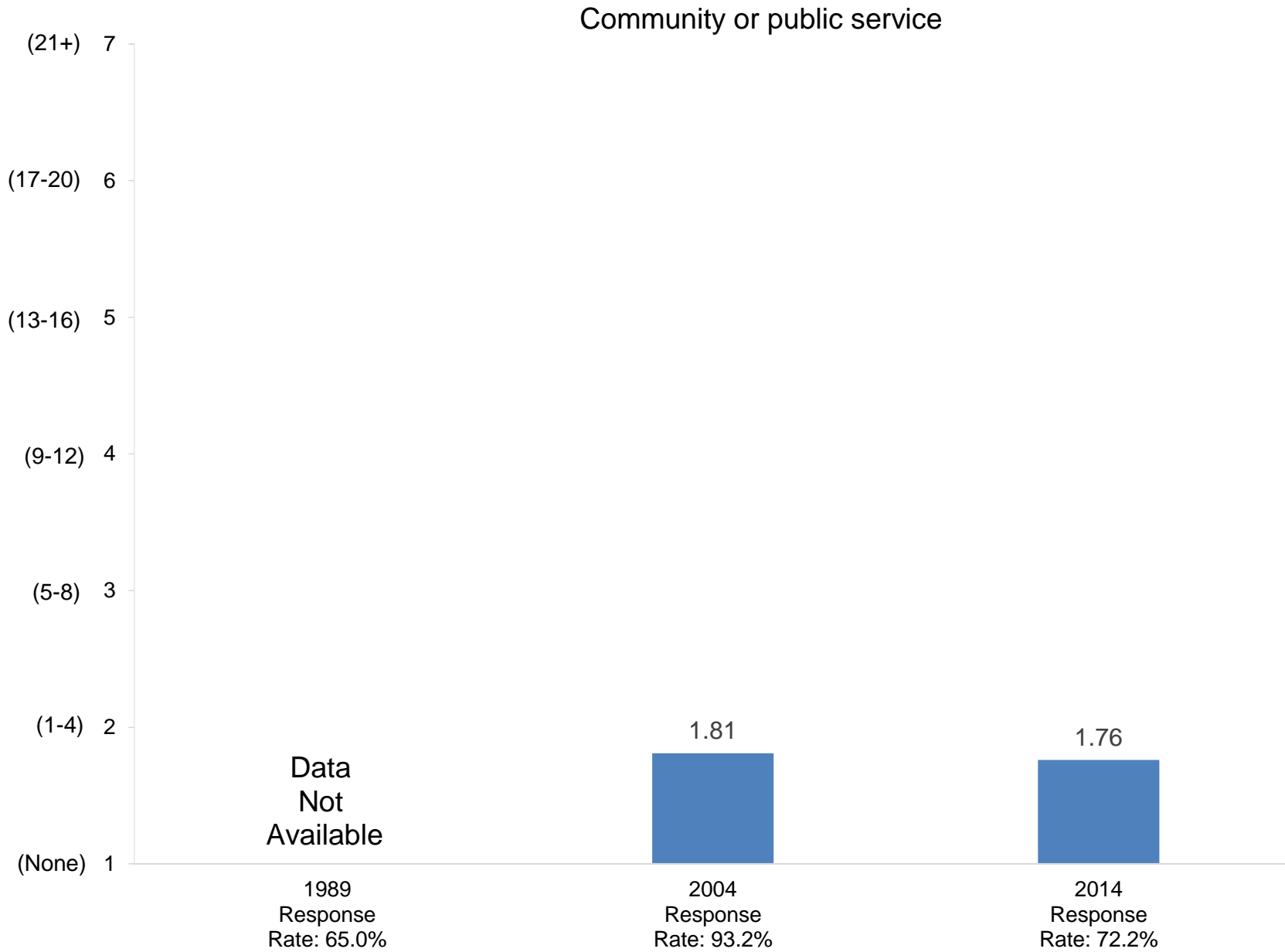
 Publics

Community or public service

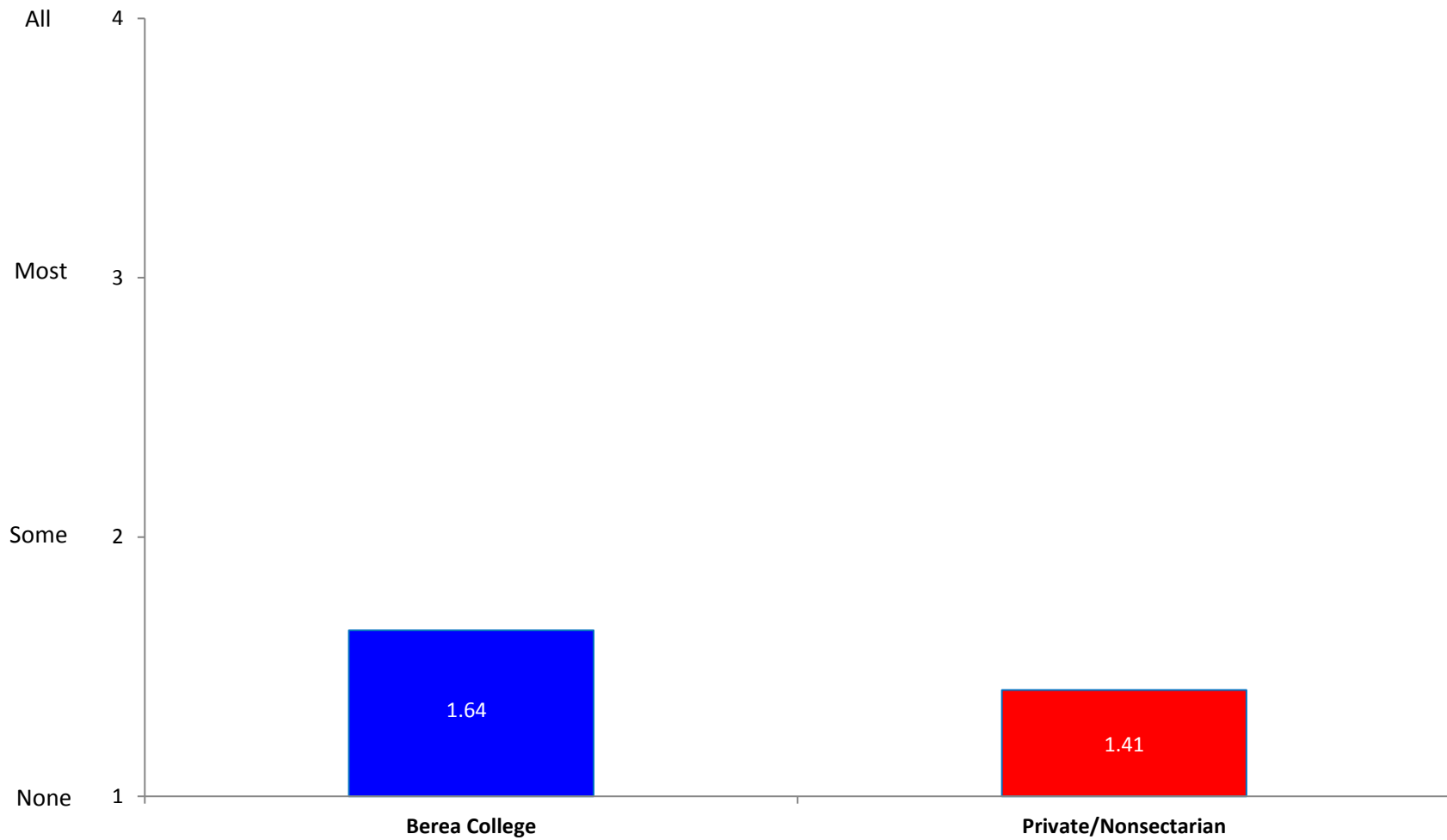


Higher Education Research Institute (HERI) Faculty Survey

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



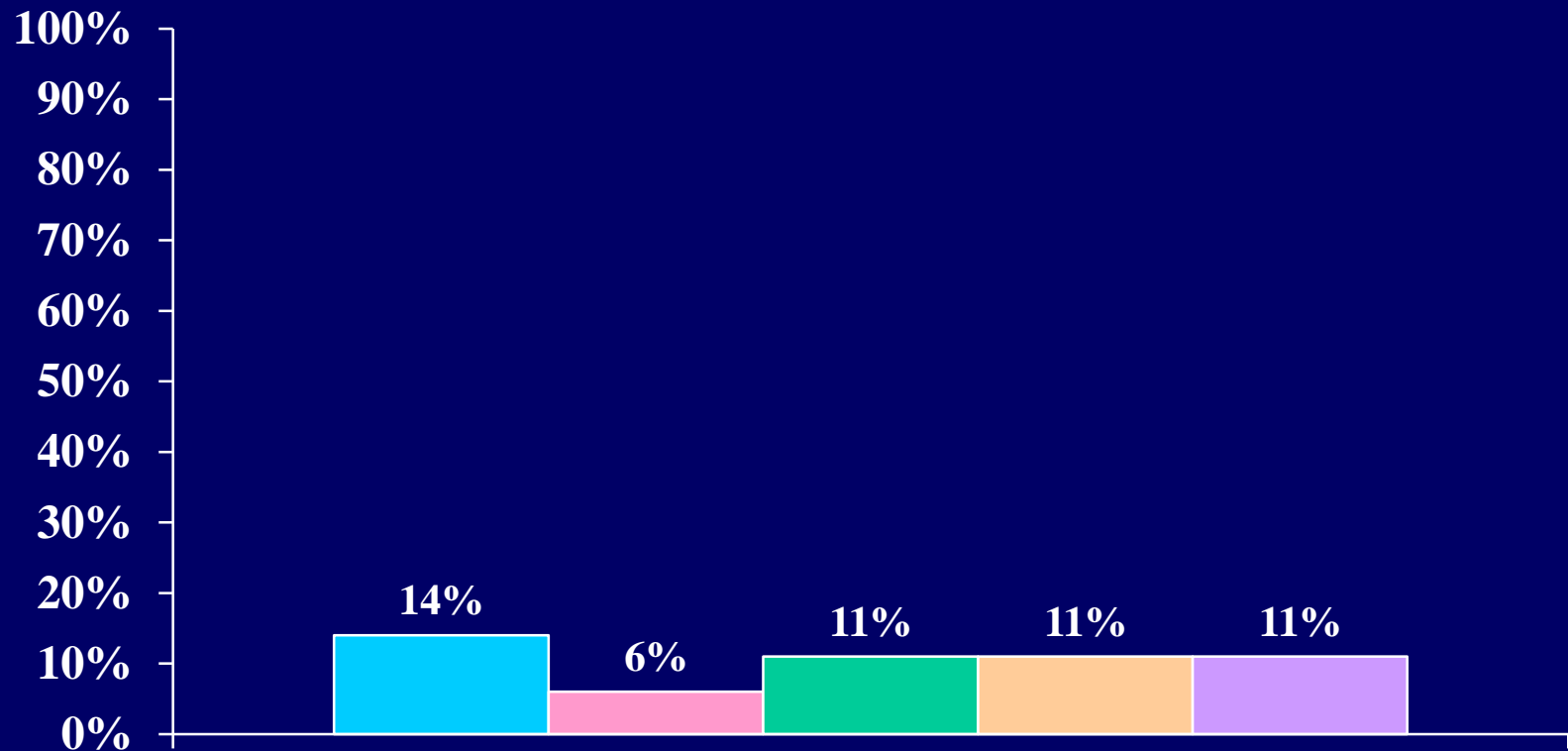
Community service as part of coursework



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

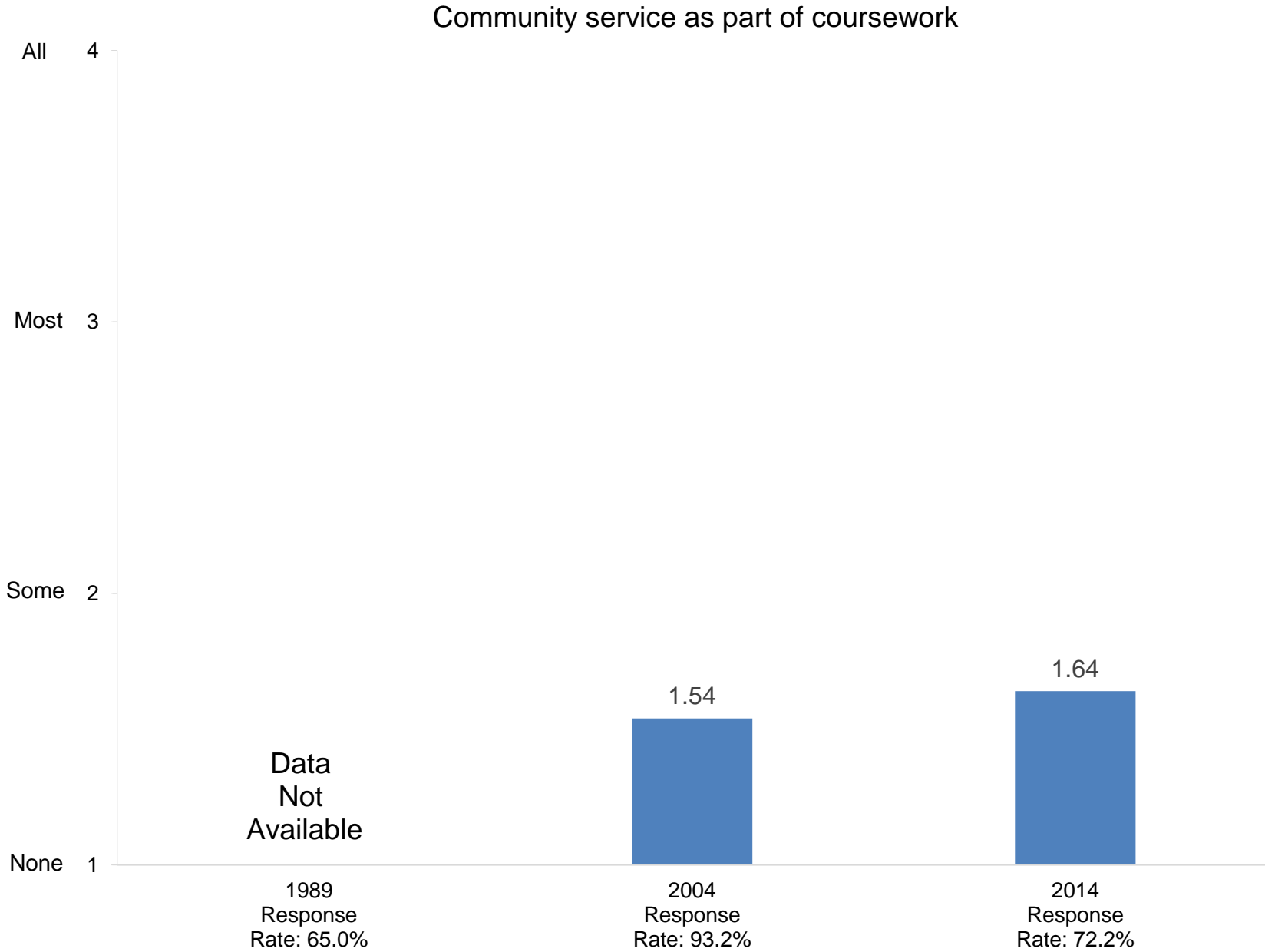
Percent of faculty who indicated “all” or “most”

Community service as part of coursework



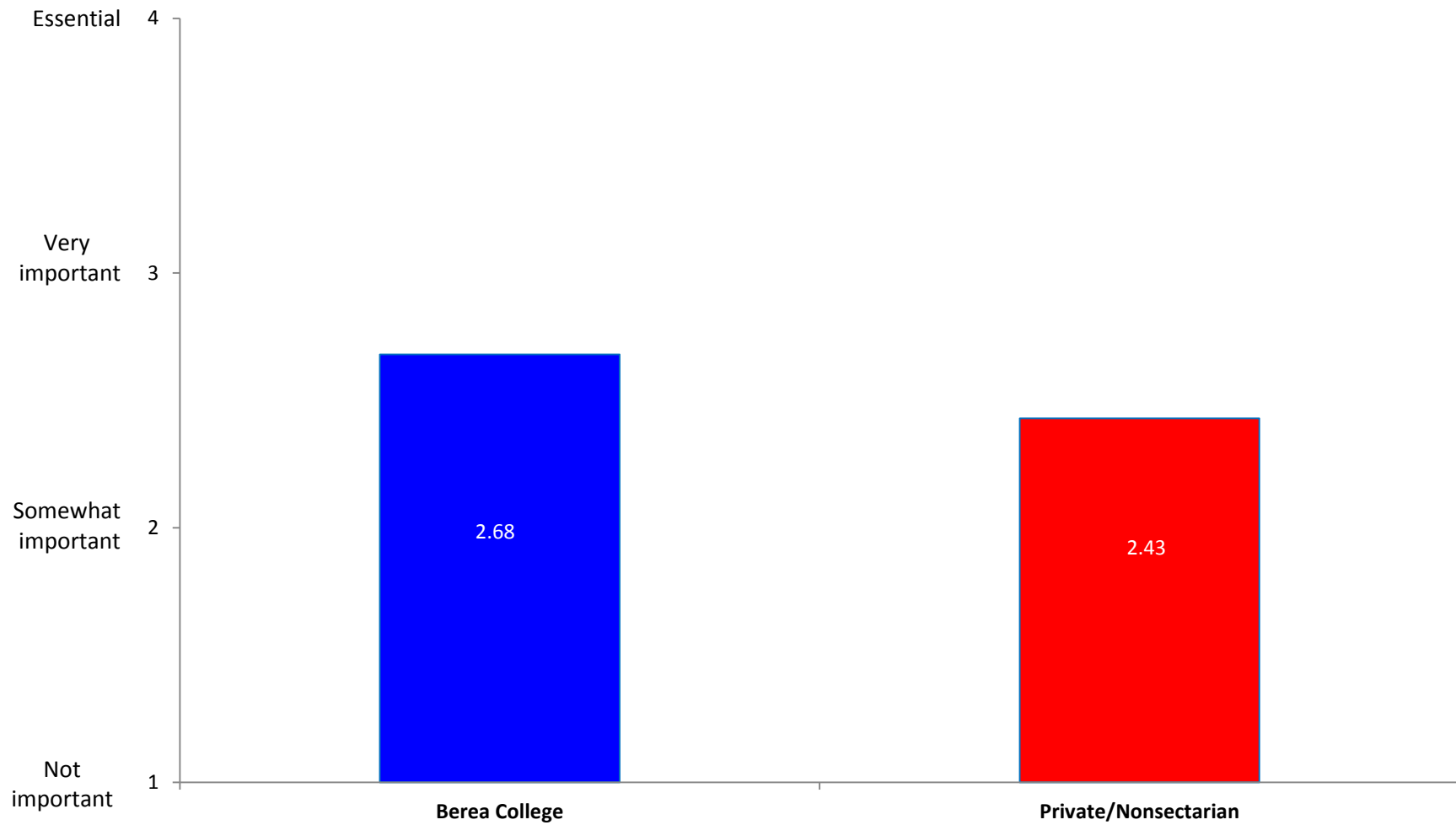
Higher Education Research Institute (HERI) Faculty Survey

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



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

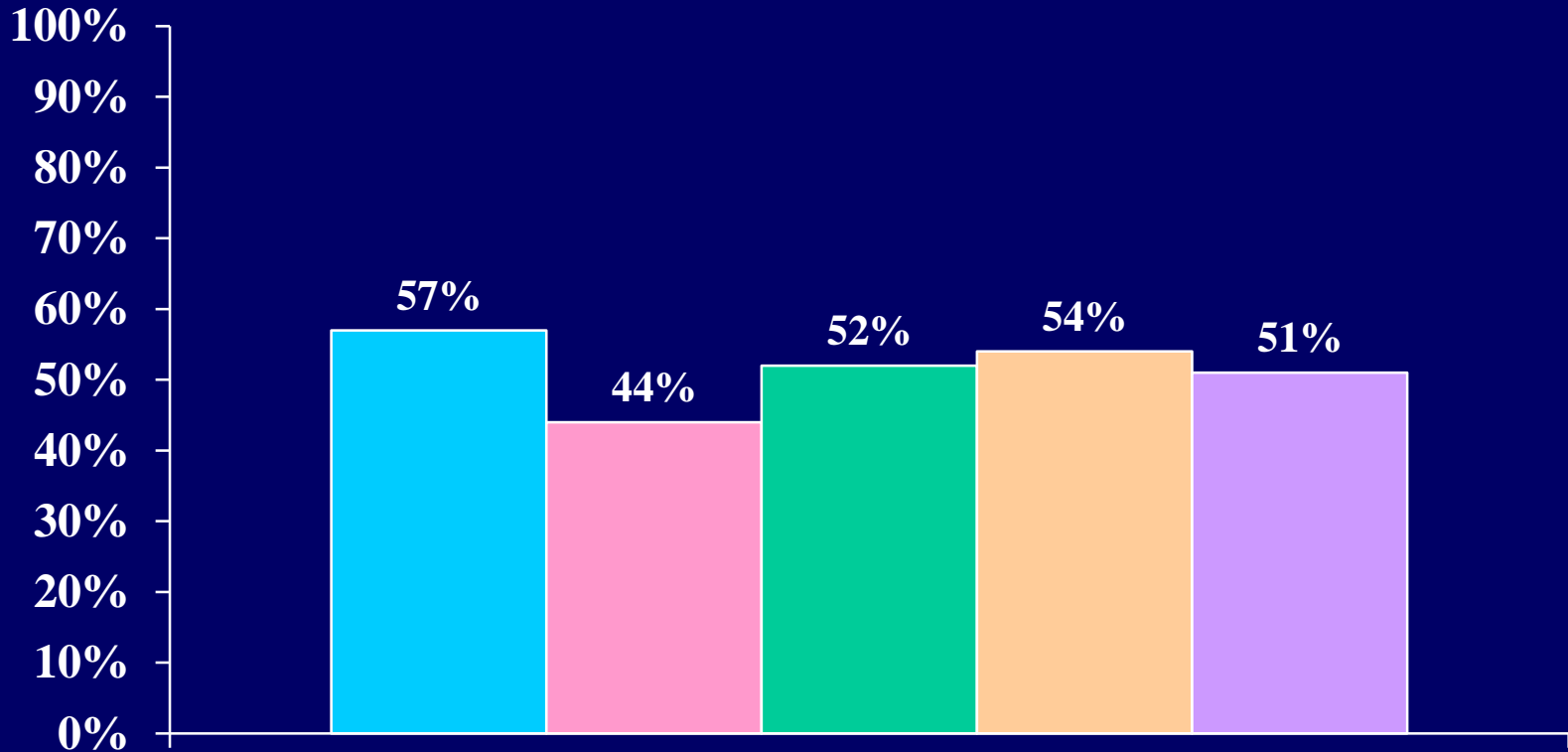
Instill in students a commitment to community service



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

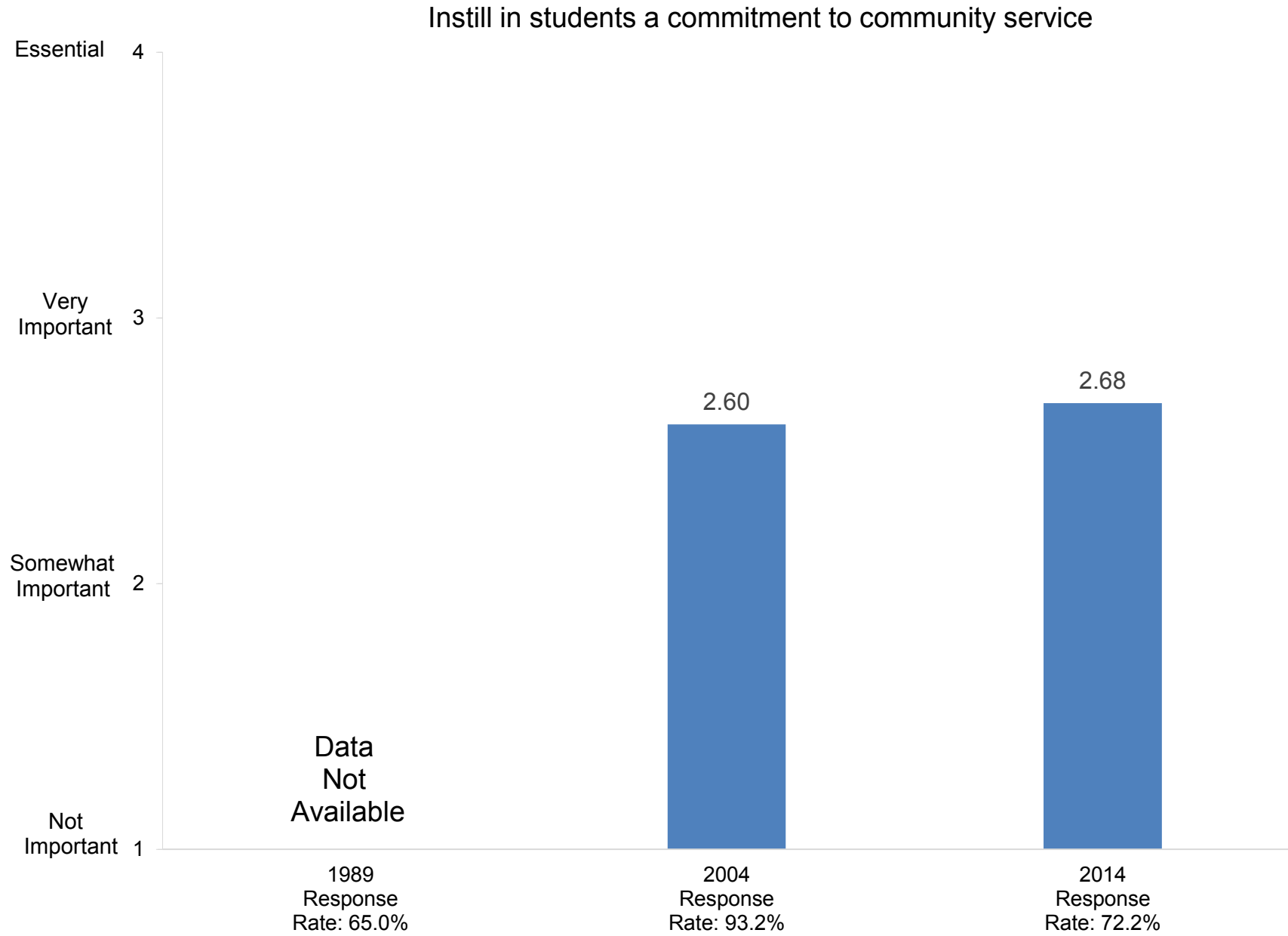
Percent of faculty who indicated “essential” or “very important”

Instill in students a commitment to community service



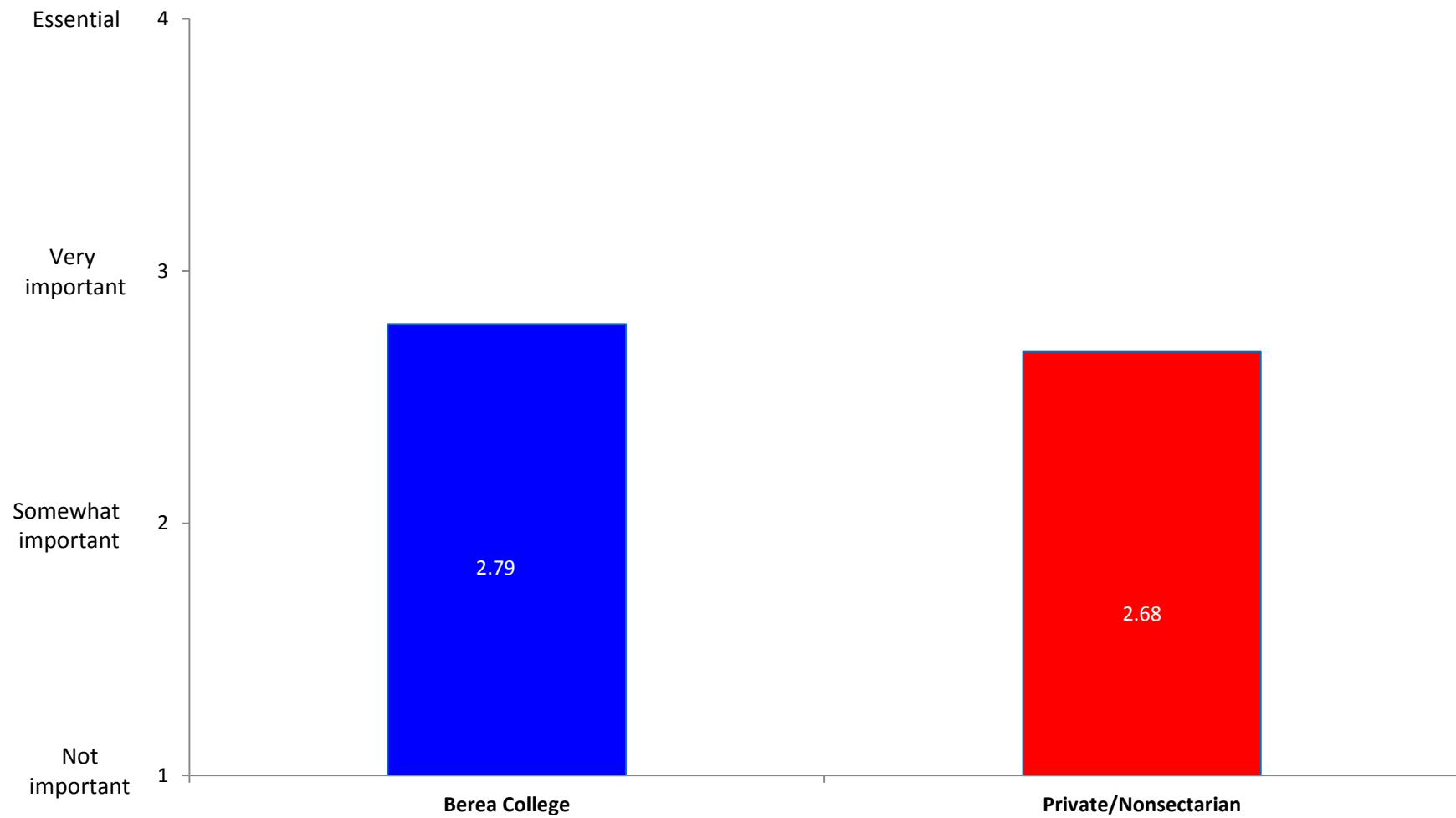
Higher Education Research Institute (HERI) Faculty Survey

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



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

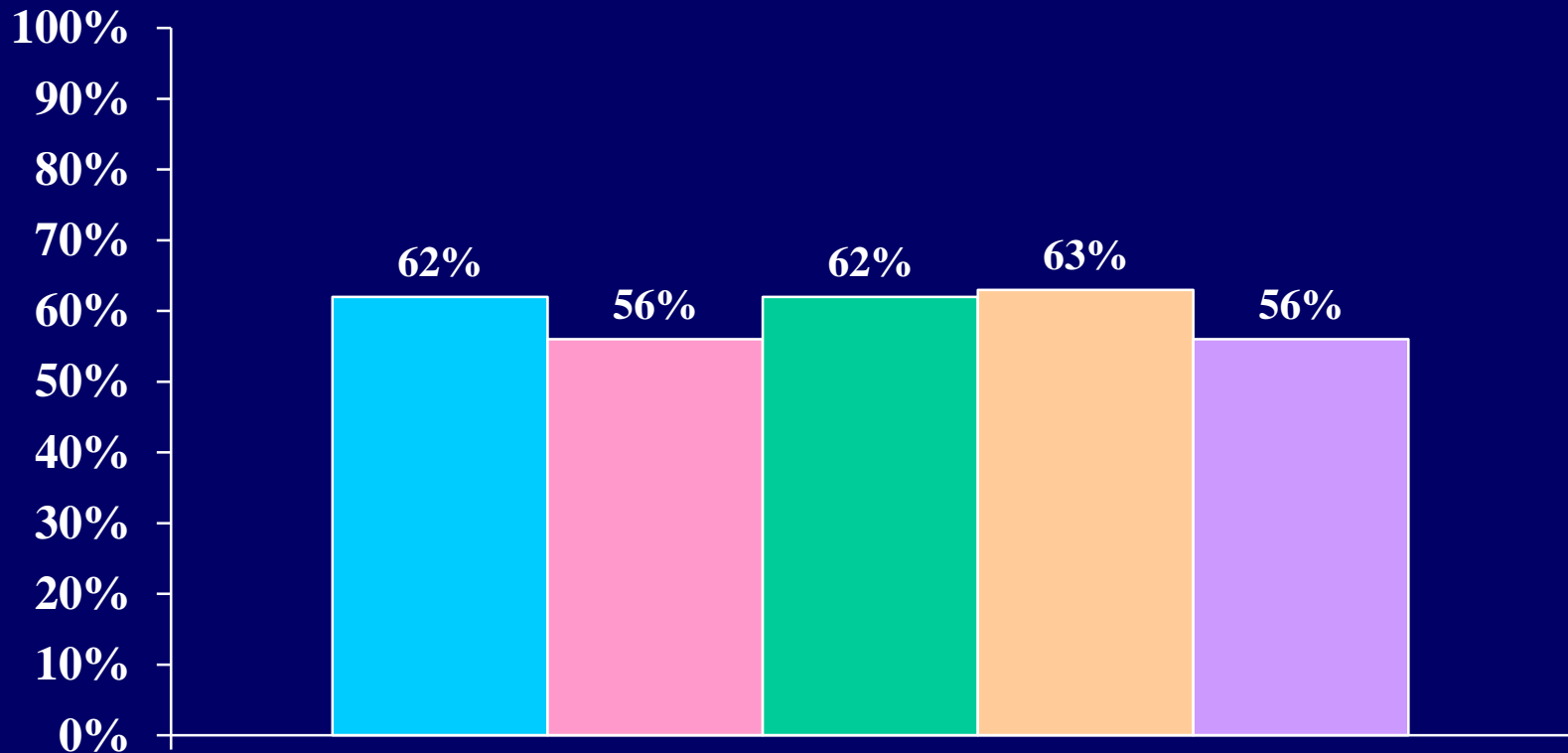
Encourage students to become agents of social change



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

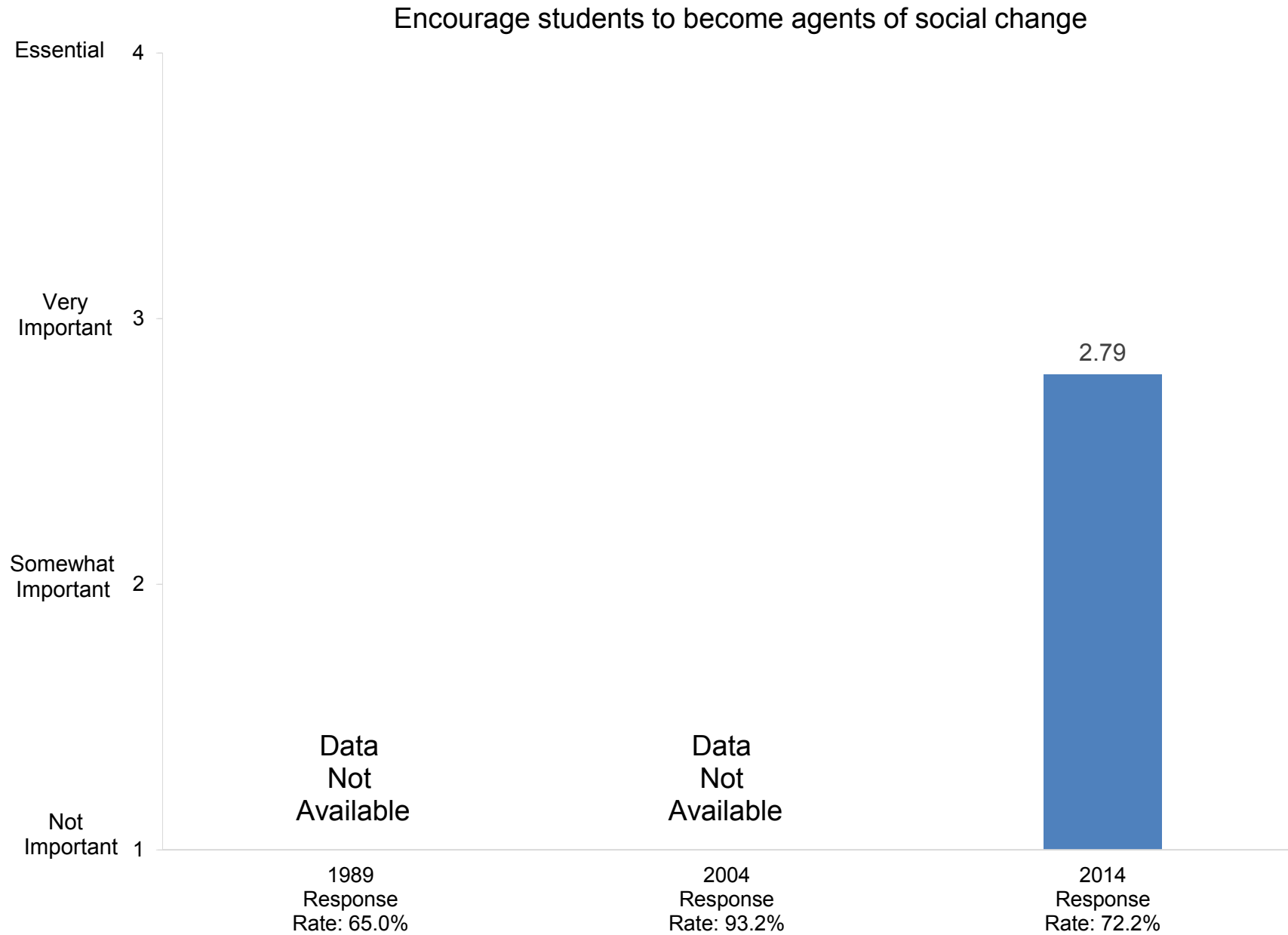
Percent of faculty who indicated “essential” or “very important”

Encourage students to become agents of social change

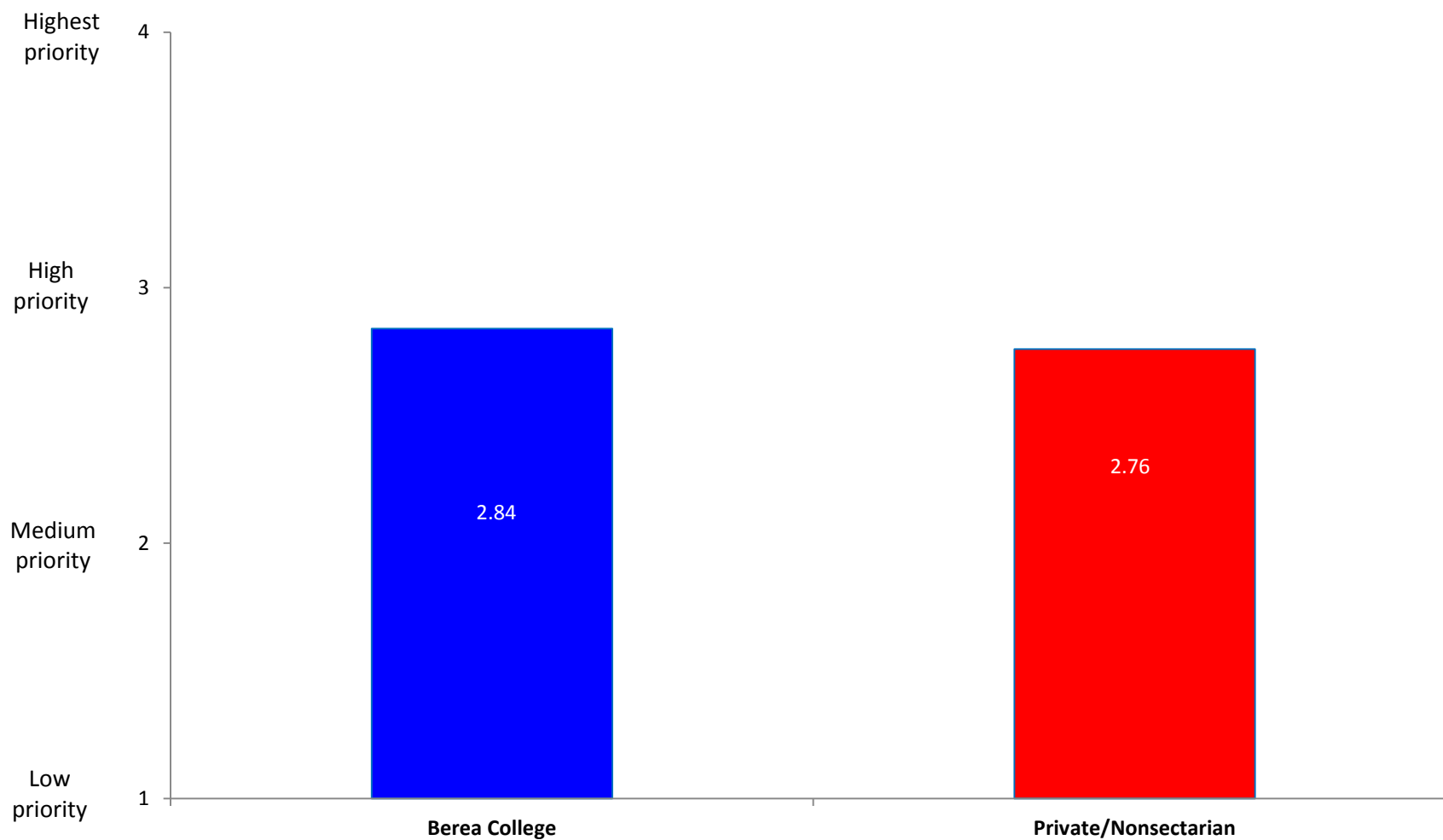


Higher Education Research Institute (HERI) Faculty Survey

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



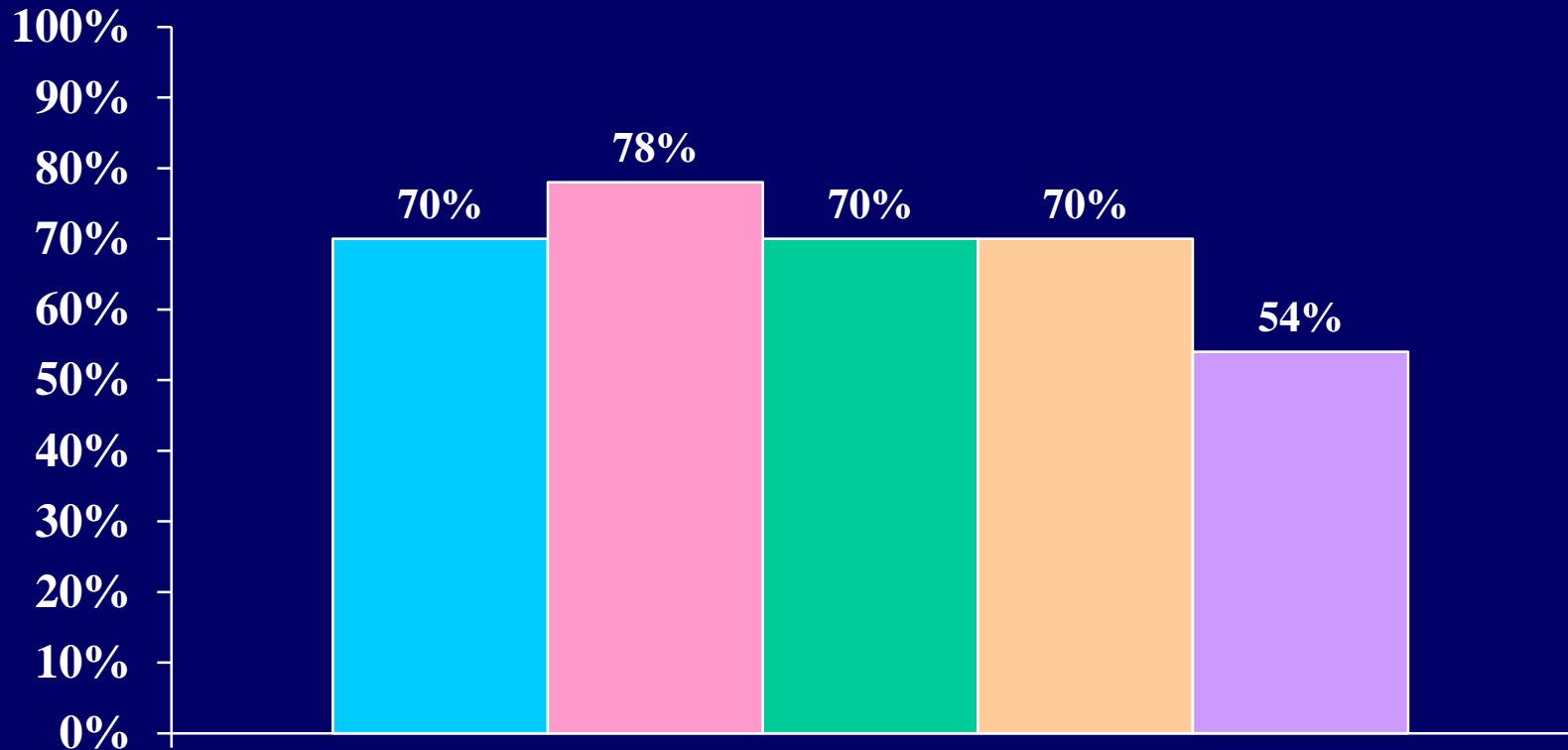
To develop a sense of community among students and faculty



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

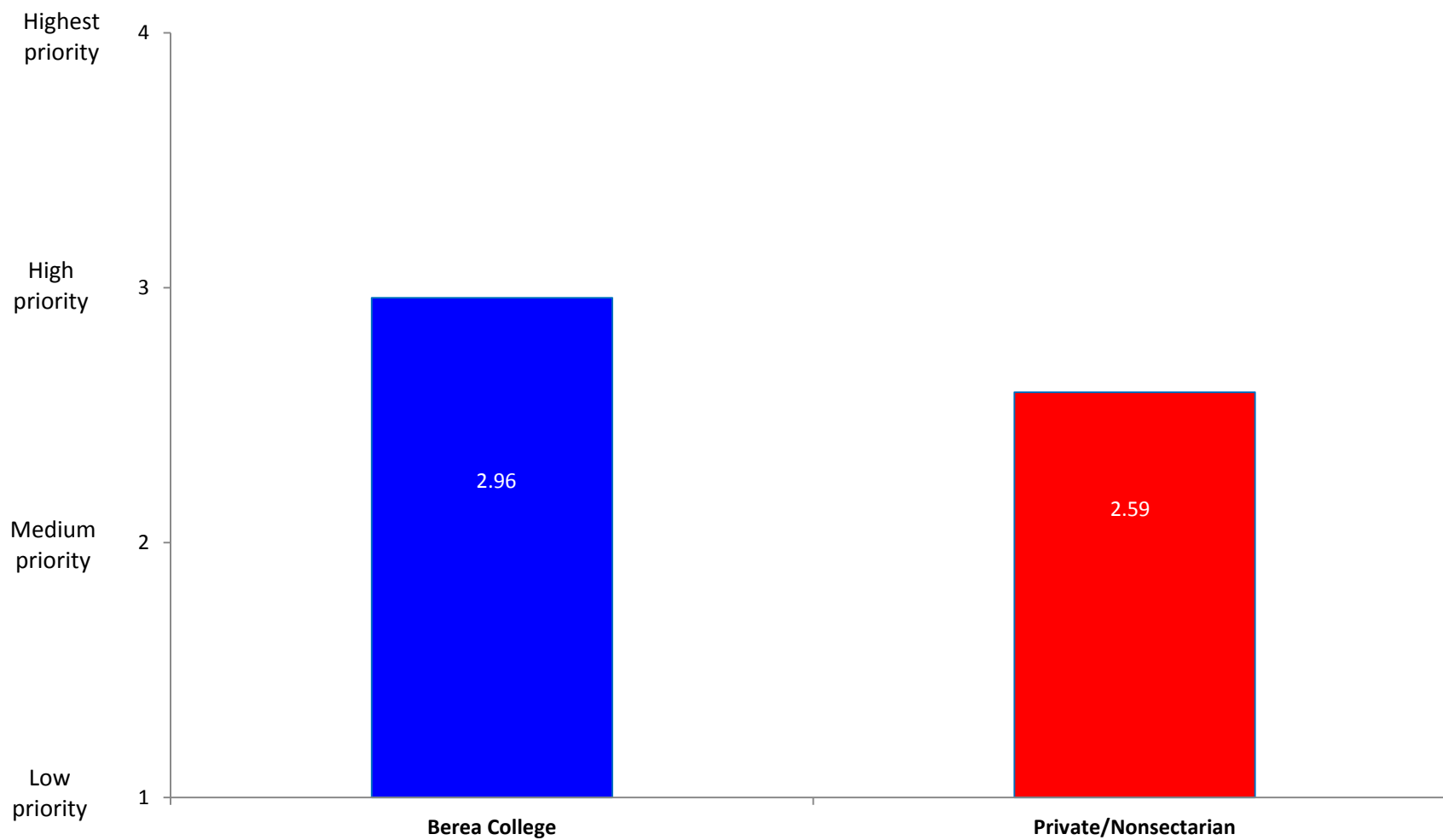
 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

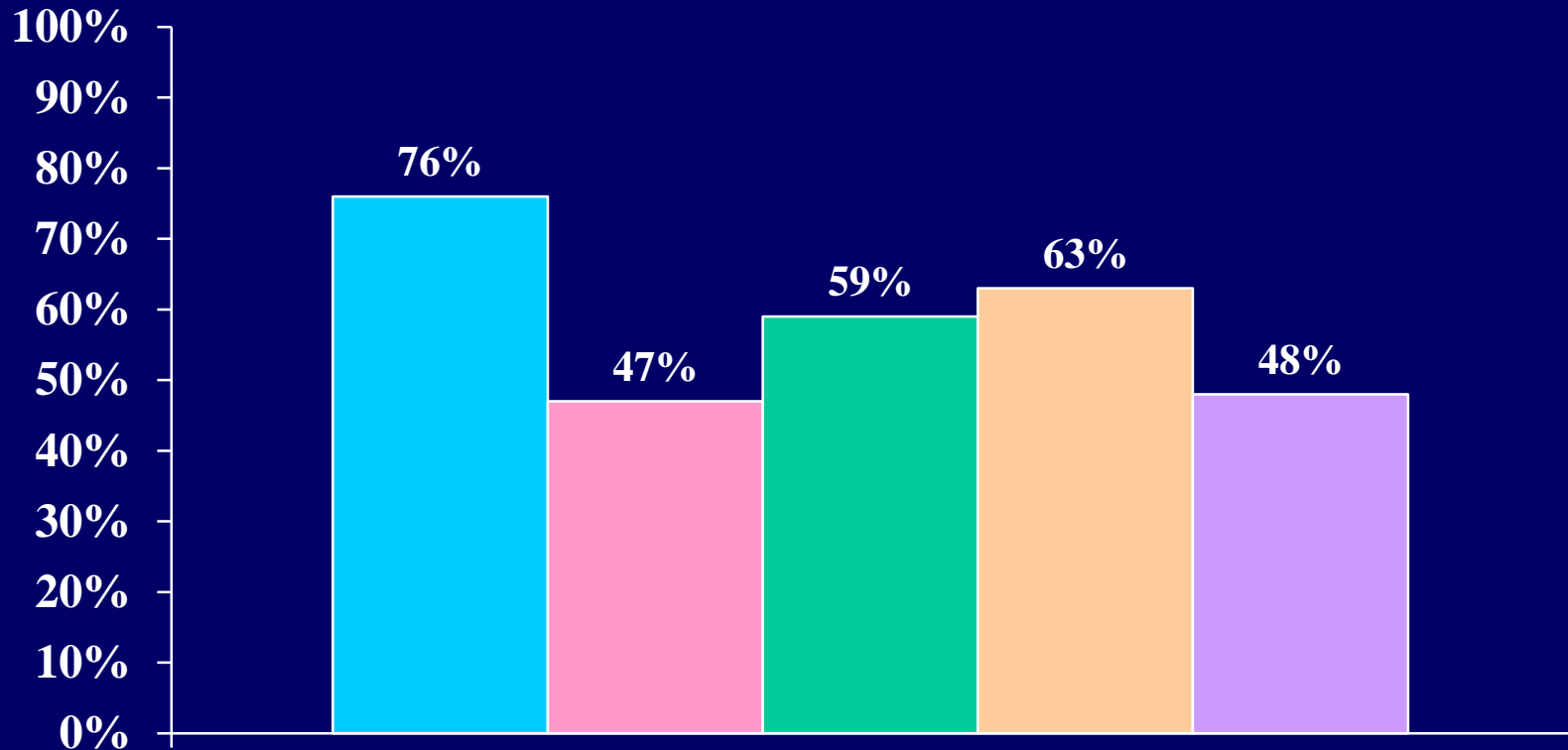
To facilitate student involvement in community service



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

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

Facilitate student involvement in community service



 Berea

 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

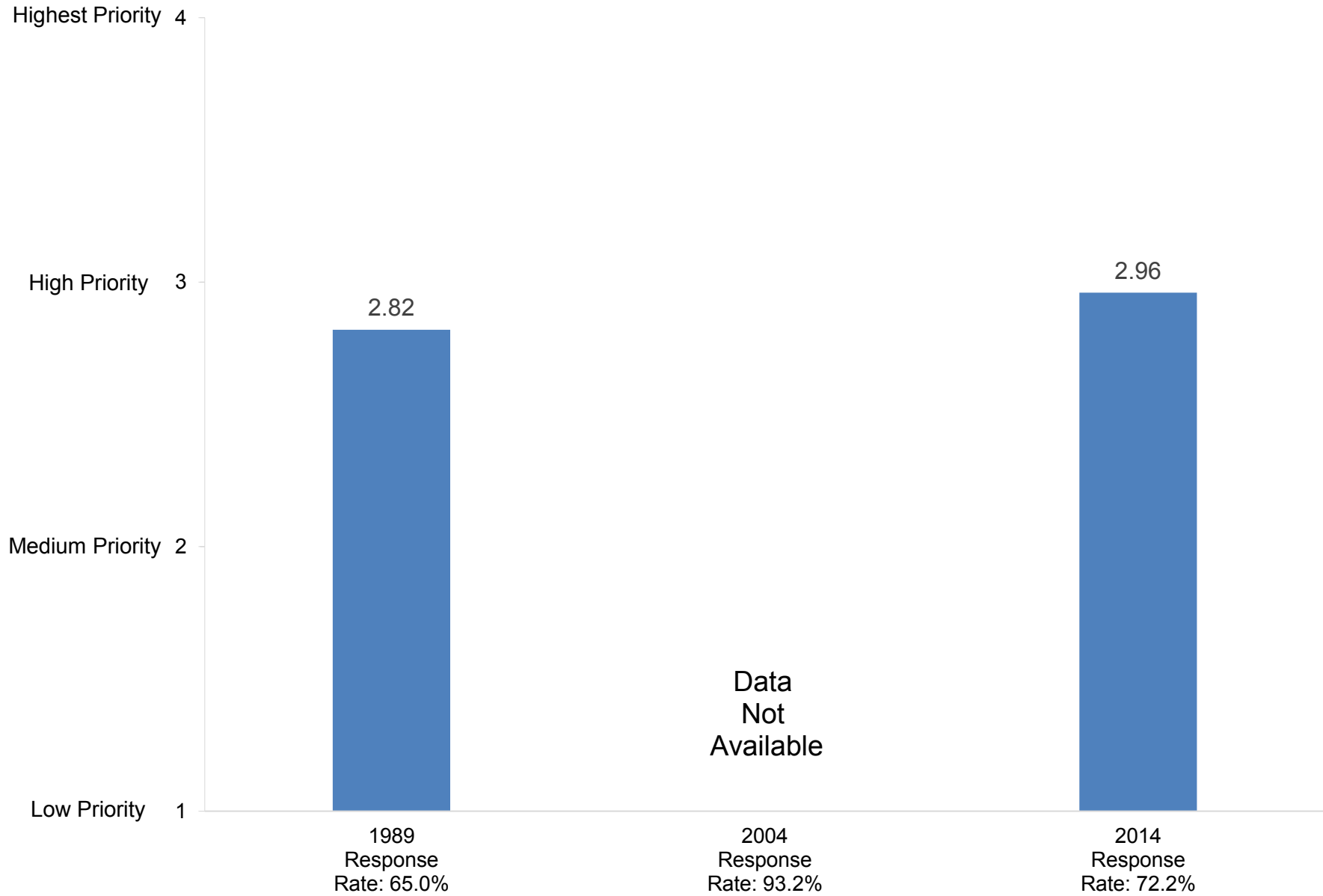
 4-Year
Private

 Publics

Higher Education Research Institute (HERI) Faculty Survey

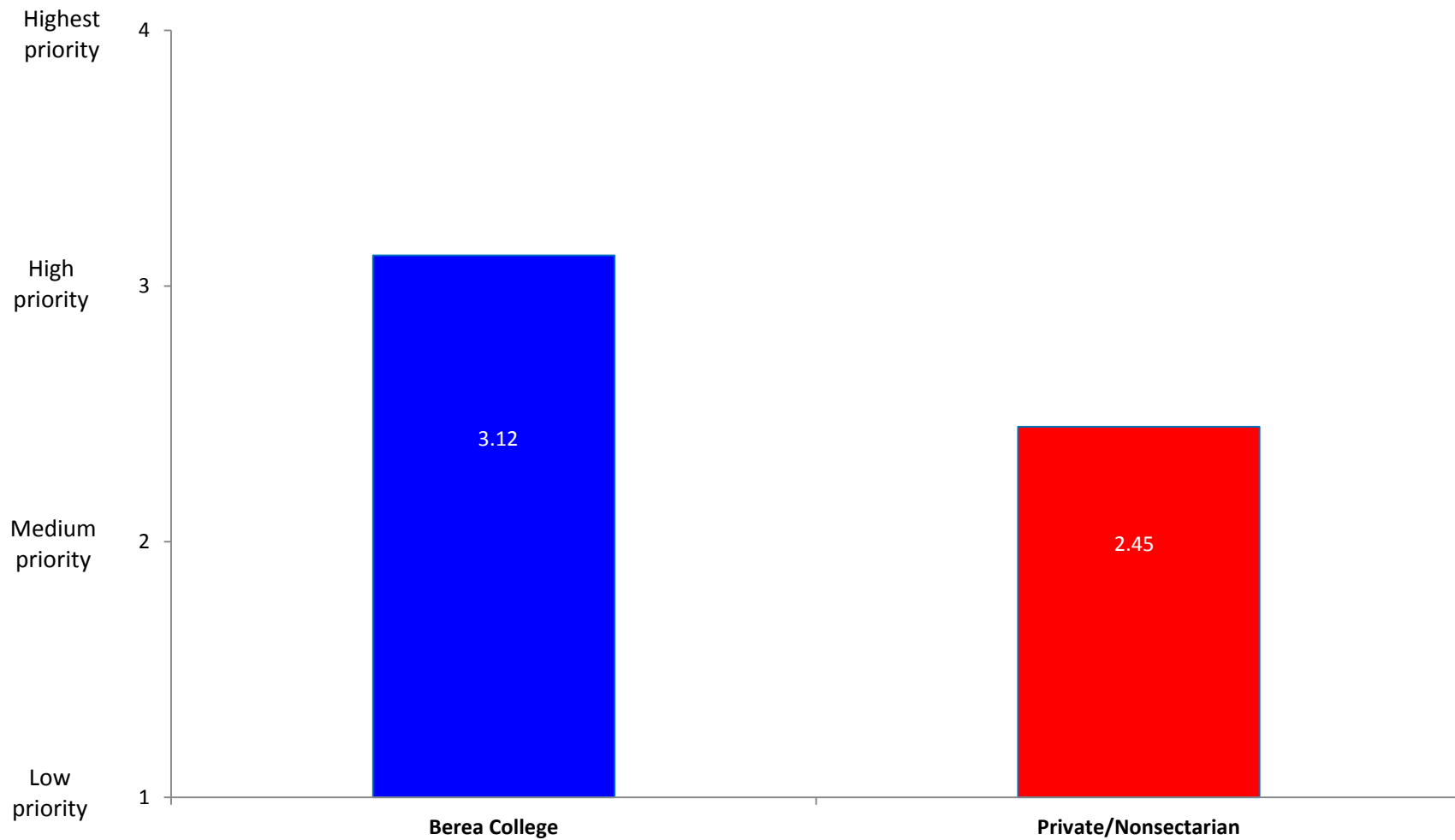
Indicate how important you believe each priority listed below is at your college or university.

Facilitate student involvement in community service



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

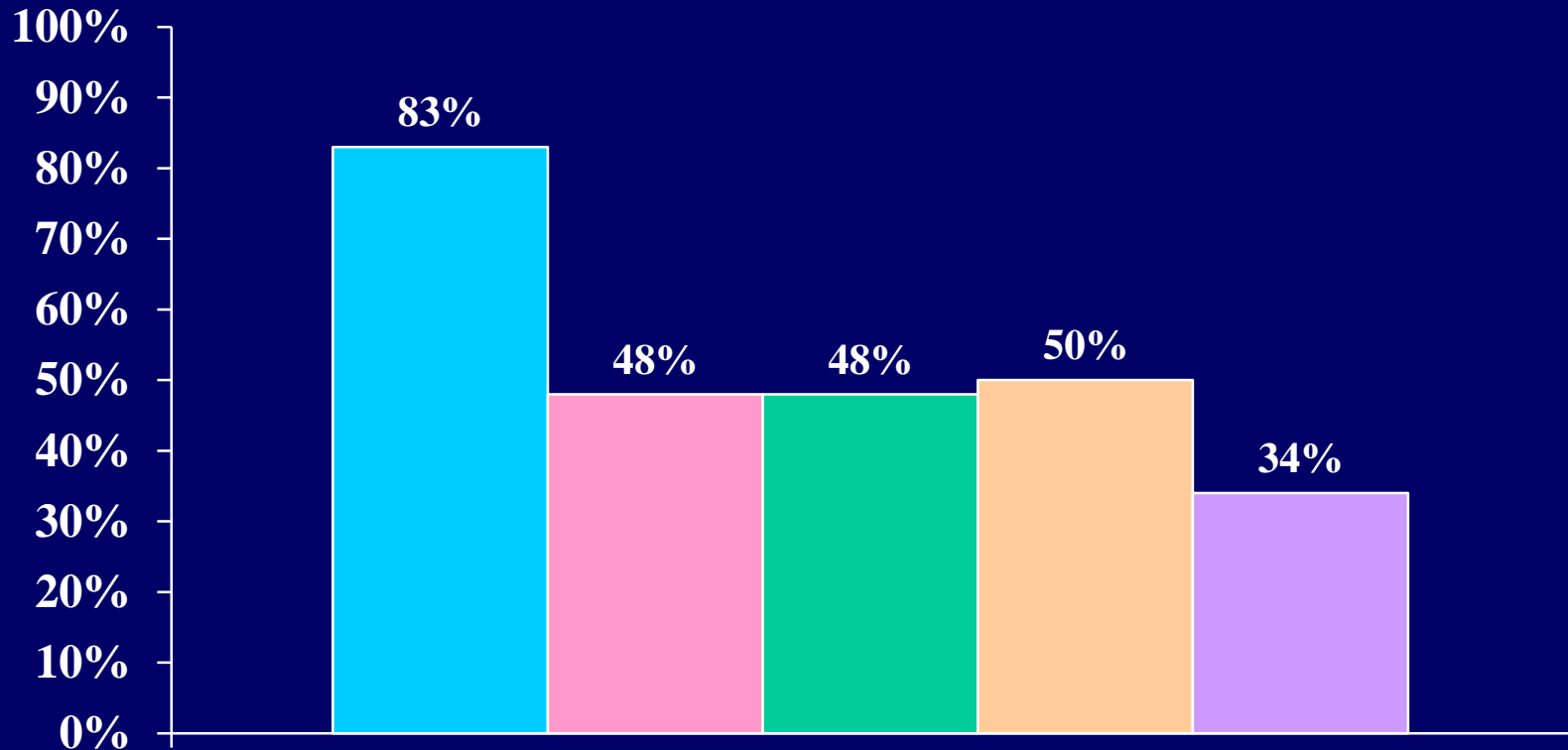
To help students learn how to bring about change in society



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

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

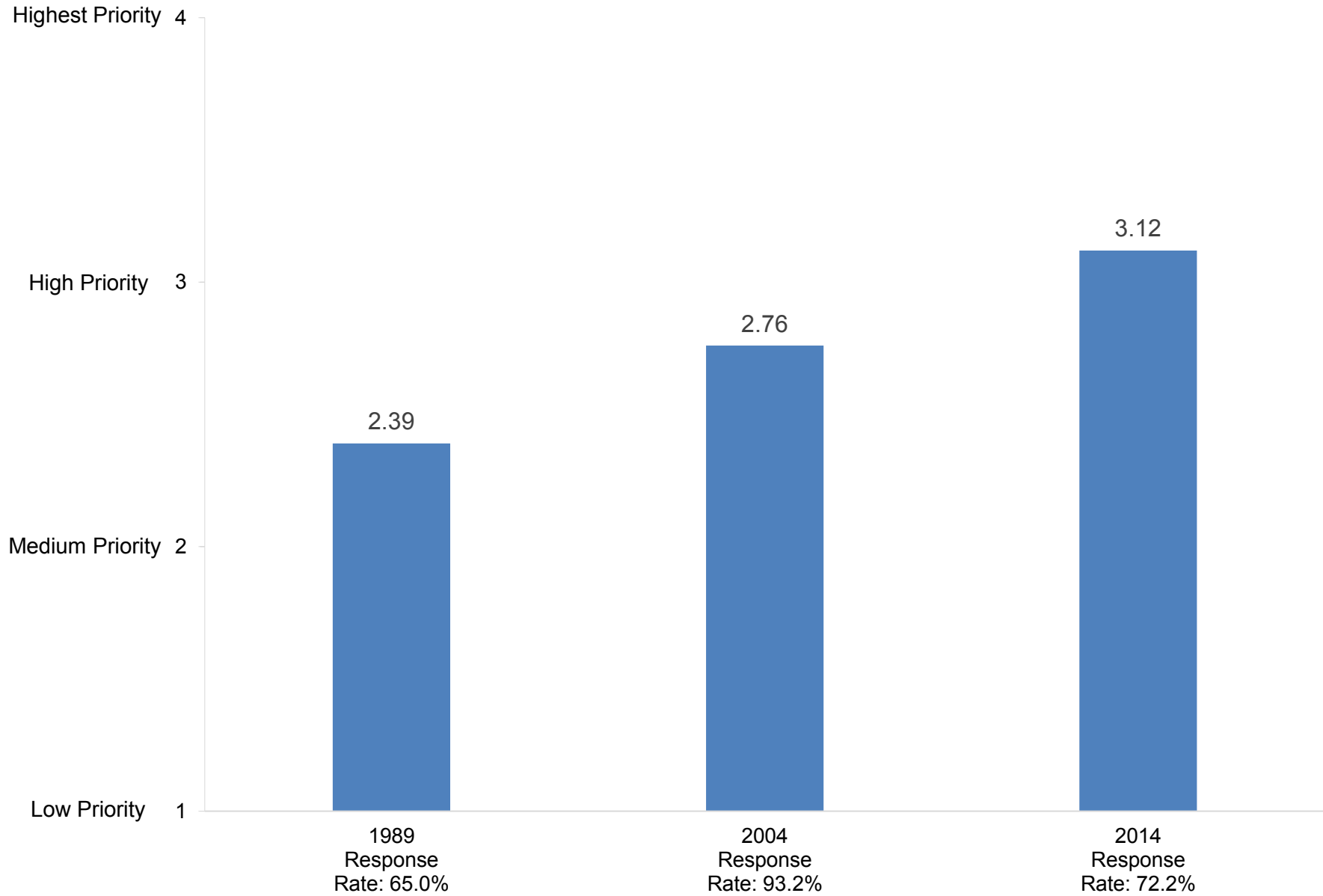
Help students learn how to bring about change in society



Higher Education Research Institute (HERI) Faculty Survey

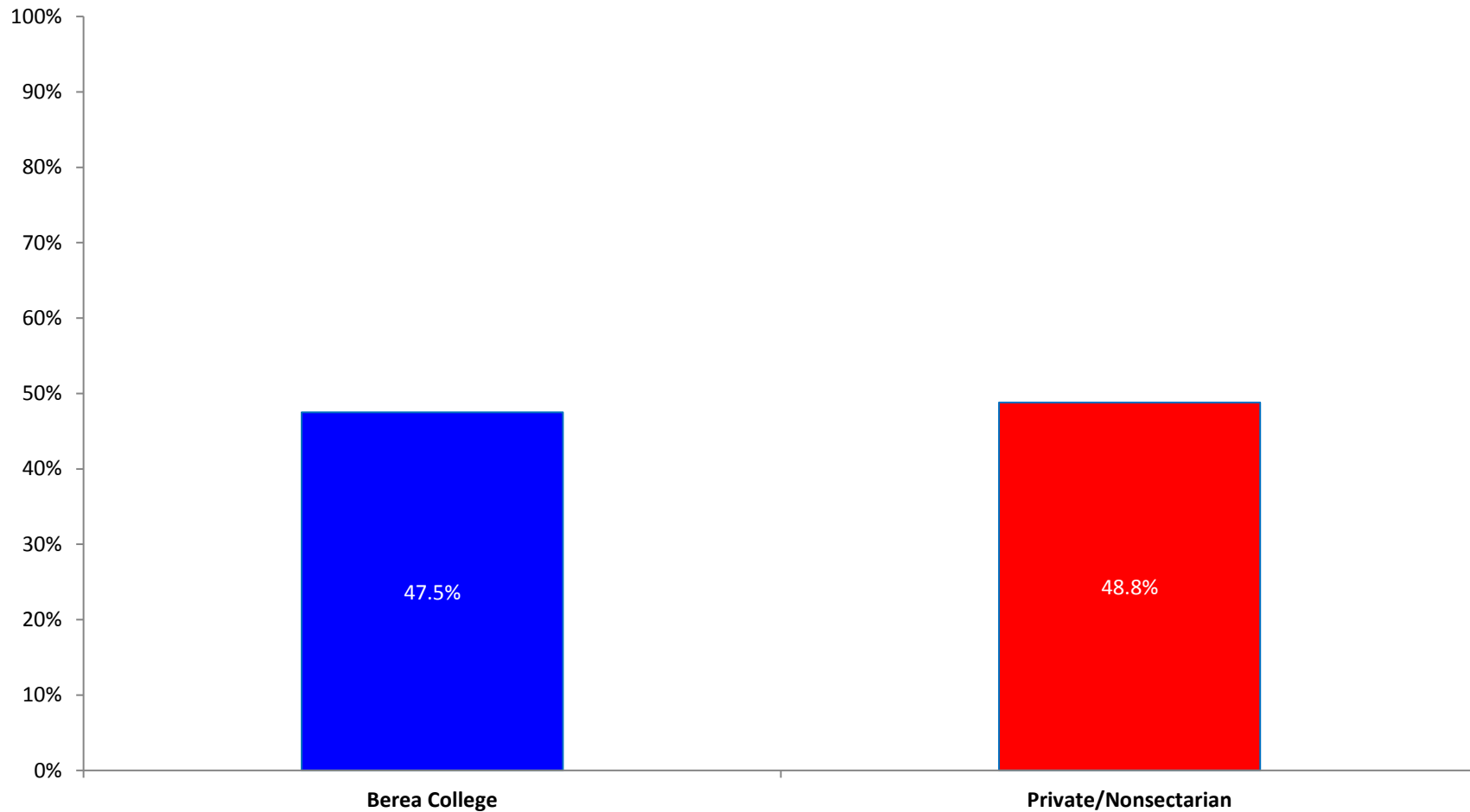
Indicate how important you believe each priority listed below is at your college or university.

Help students learn how to bring about change in society



Engaged in public service/professional consulting without pay?

(Percentage of faculty responding Yes)



National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)

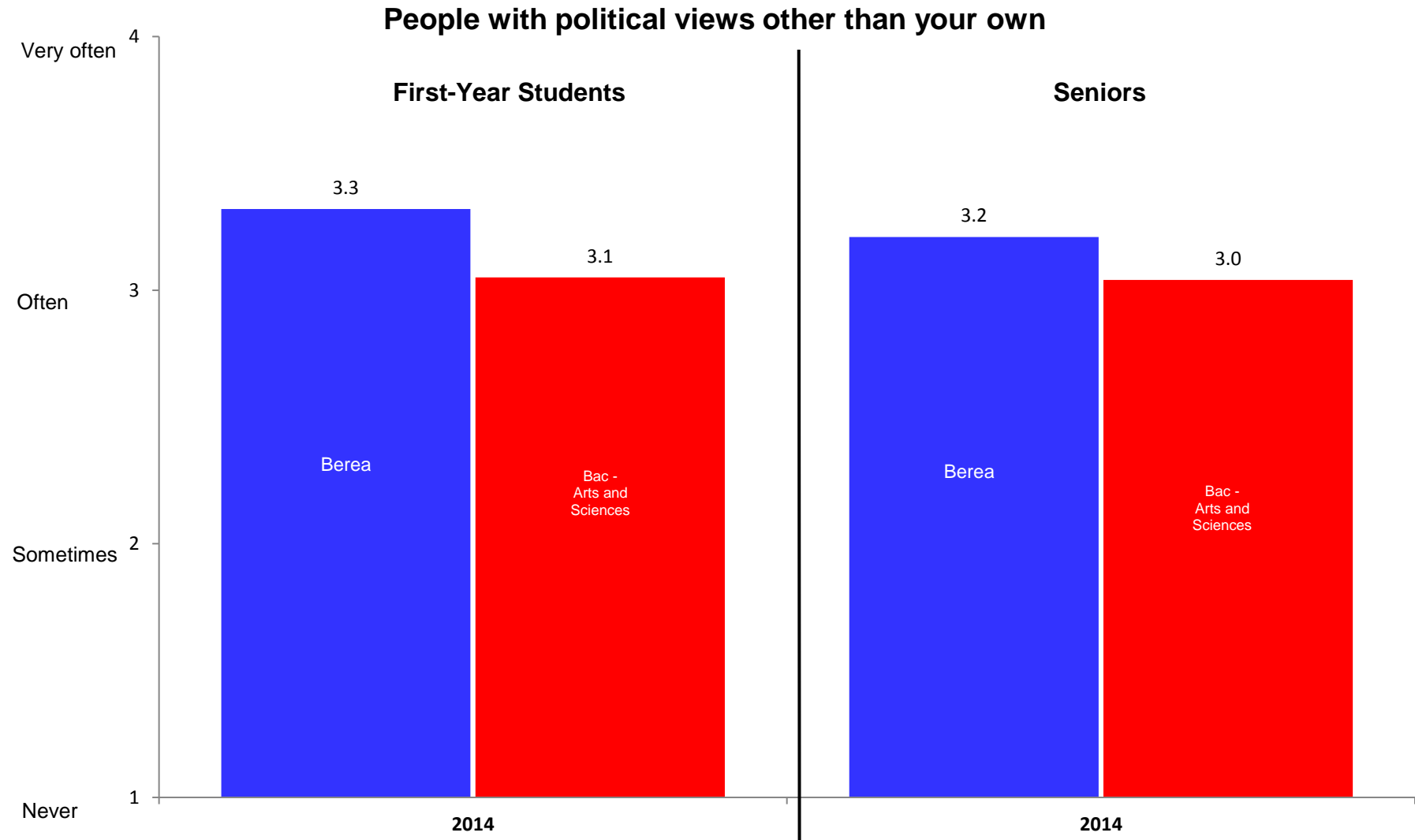


[Click to see survey instruments](#)

Response Rates:

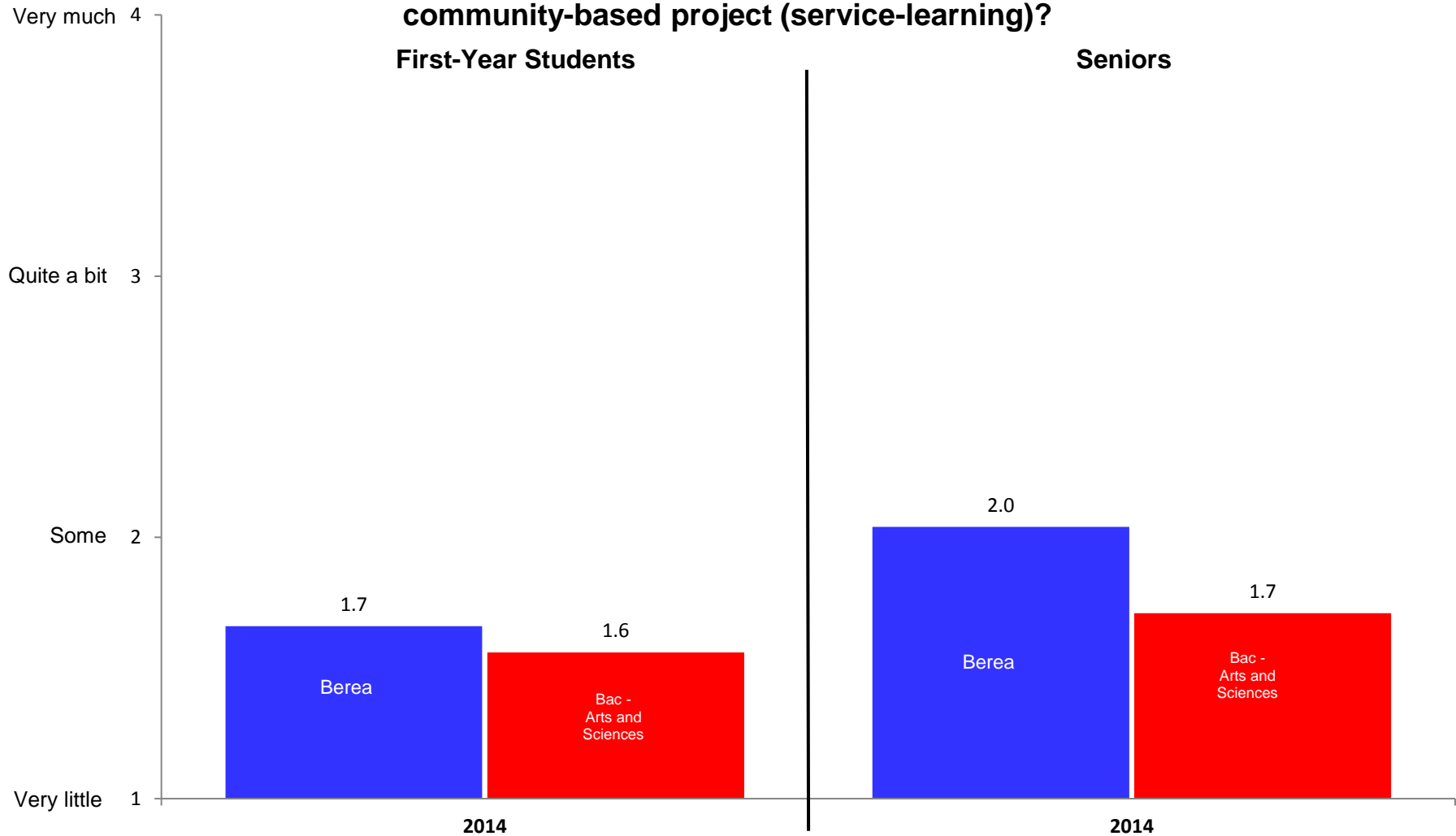
Spring 2003	51%
Spring 2007	79%
Spring 2010	64%
Spring 2014	60%

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



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

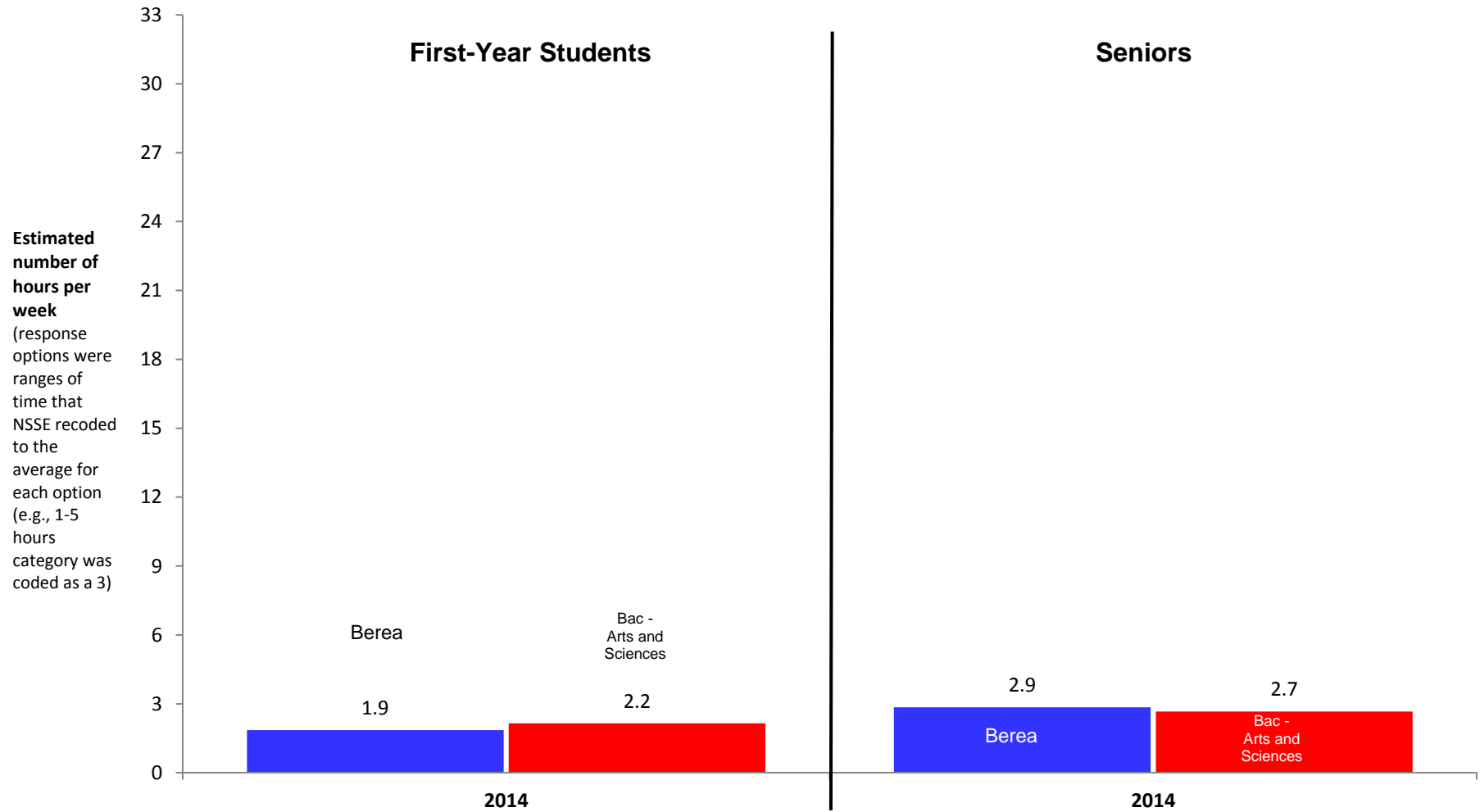
About how many of your courses at this institution have included a community-based project (service-learning)?



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.

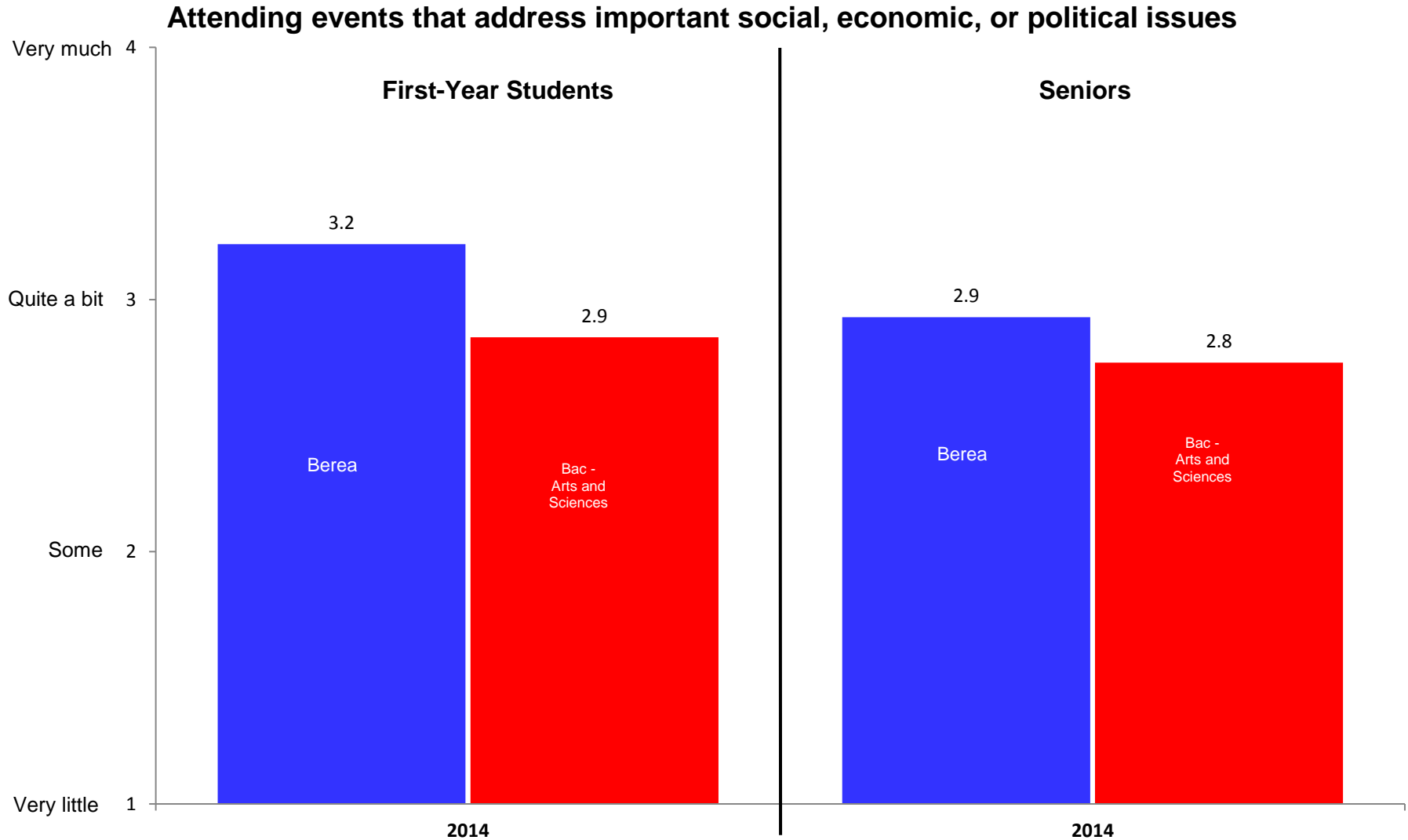
About how many hours do you spend in a typical 7-day week doing the following?

Doing community service or volunteer work



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.

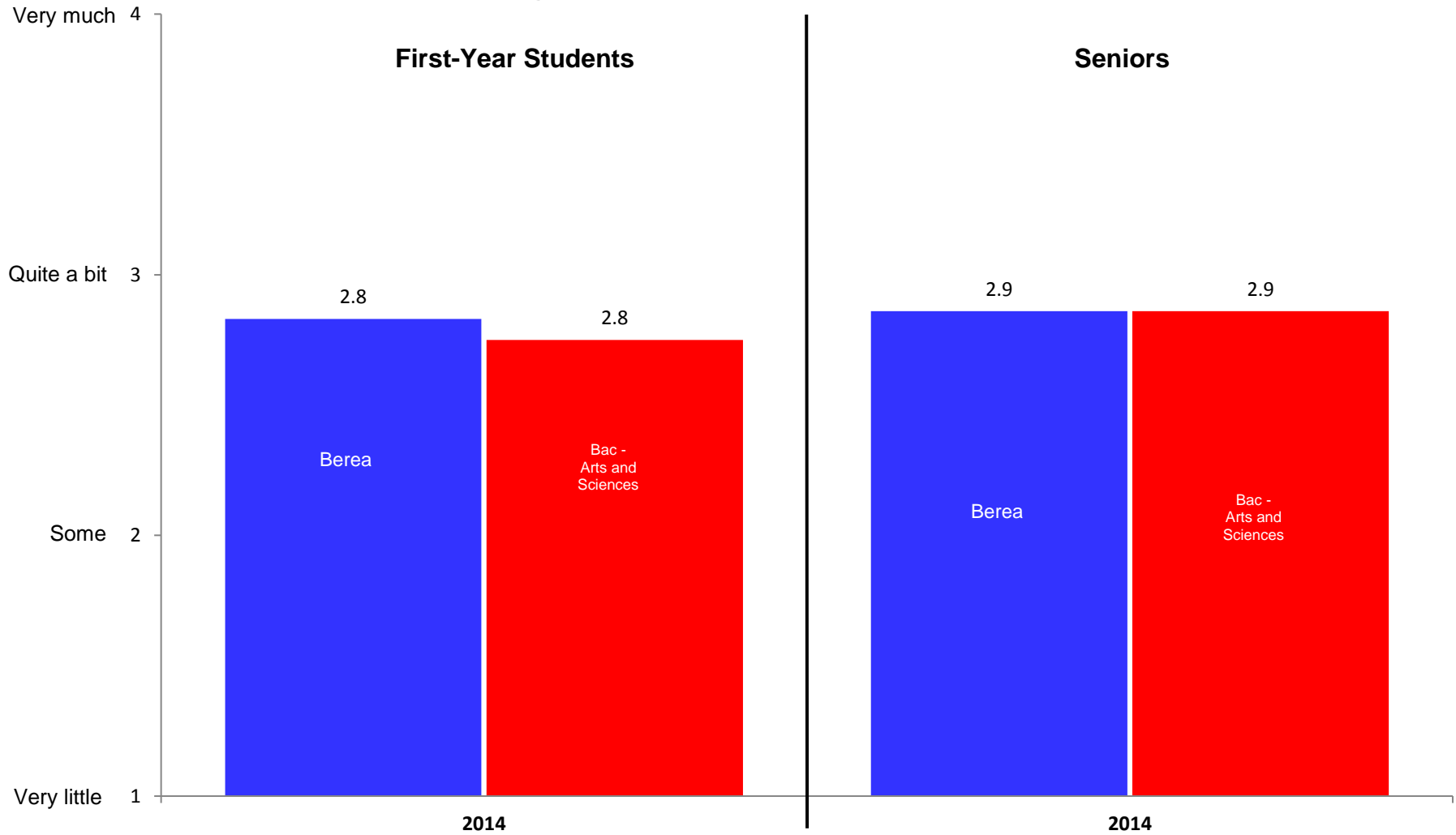
How much does your institution emphasize the following?



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

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

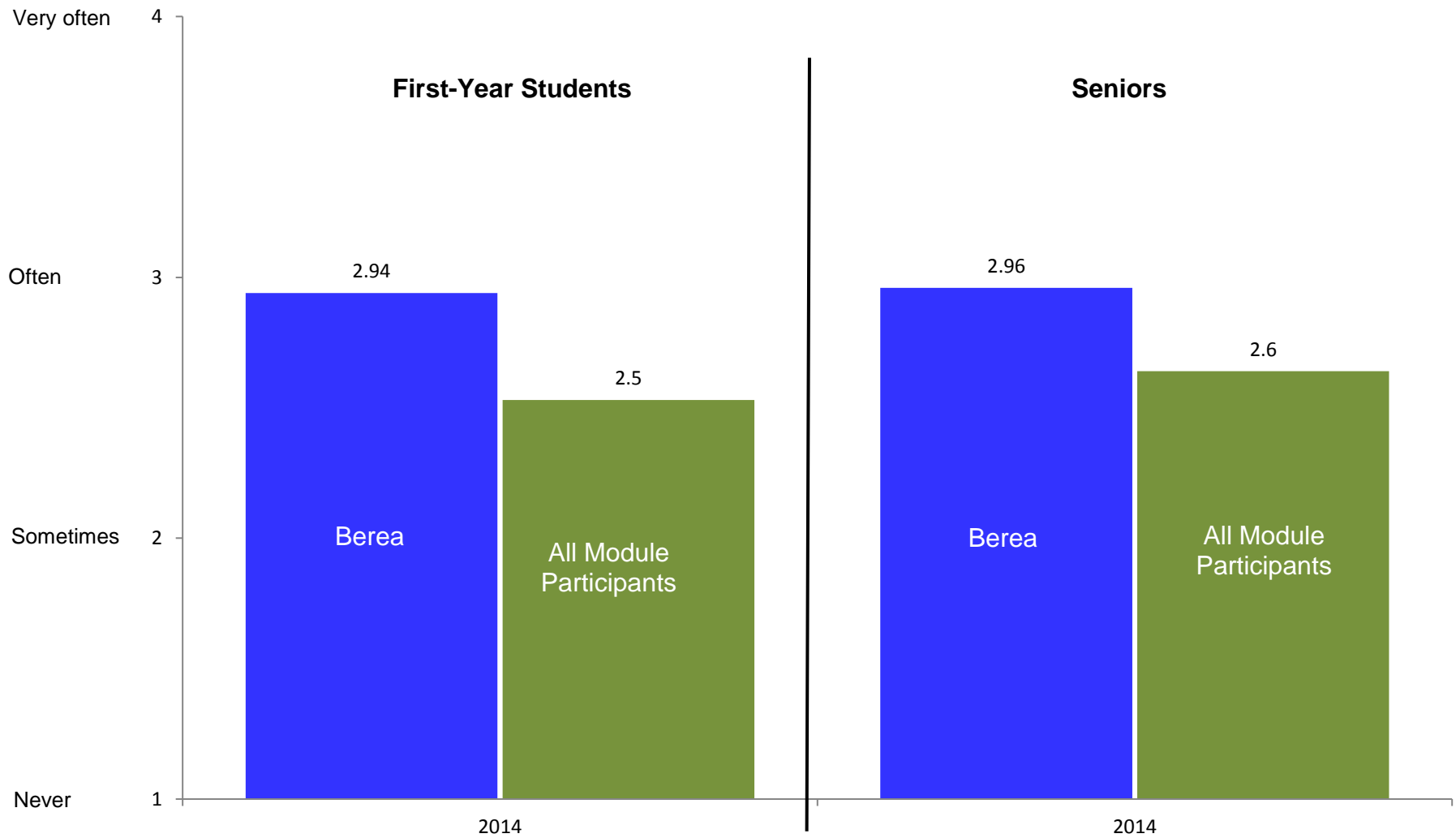
Being an informed and active citizen



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

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

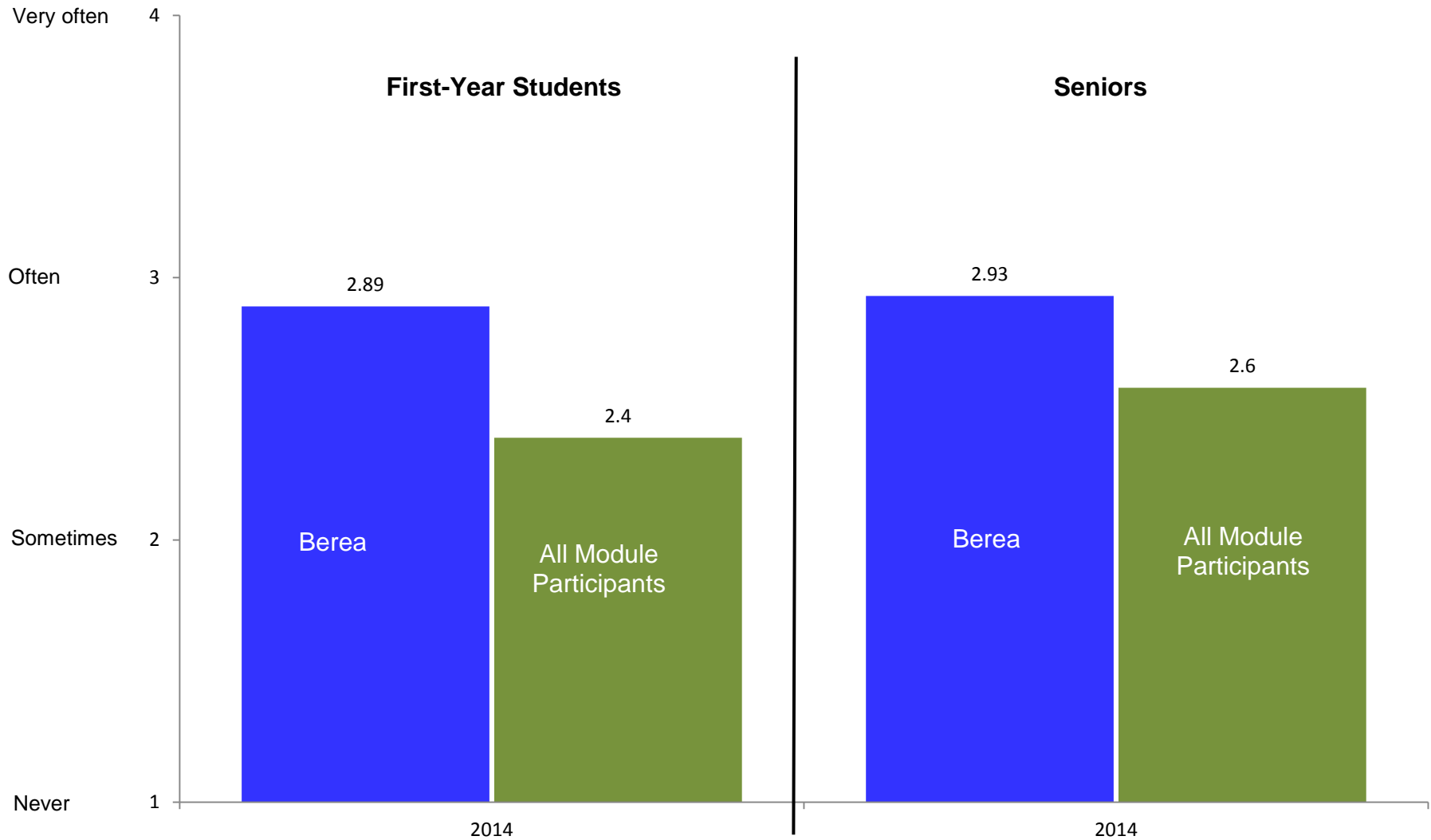
Discussed or debated an issue of social, political, or philosophical importance



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

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

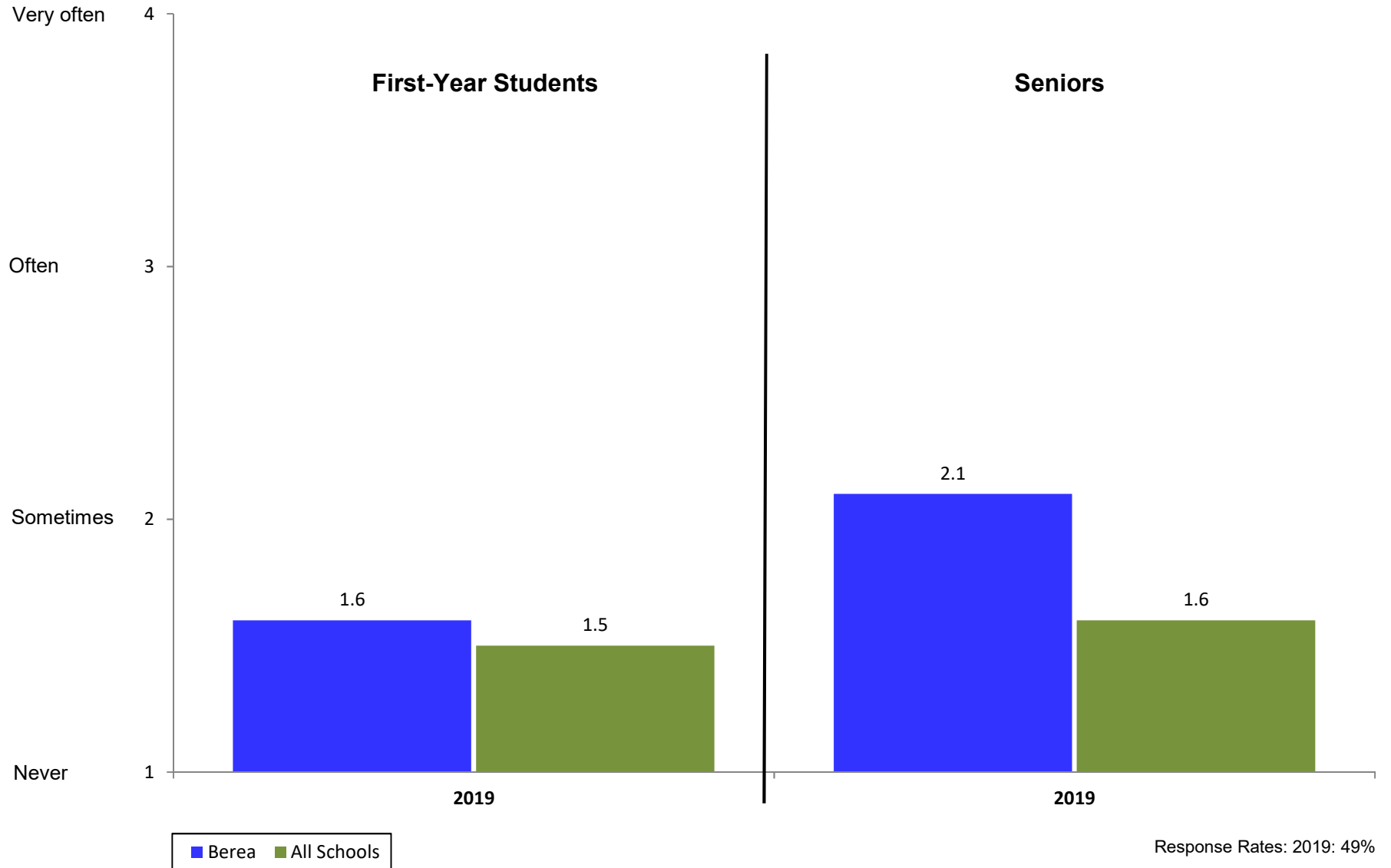
Discussed the ethical consequences of a course of action



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

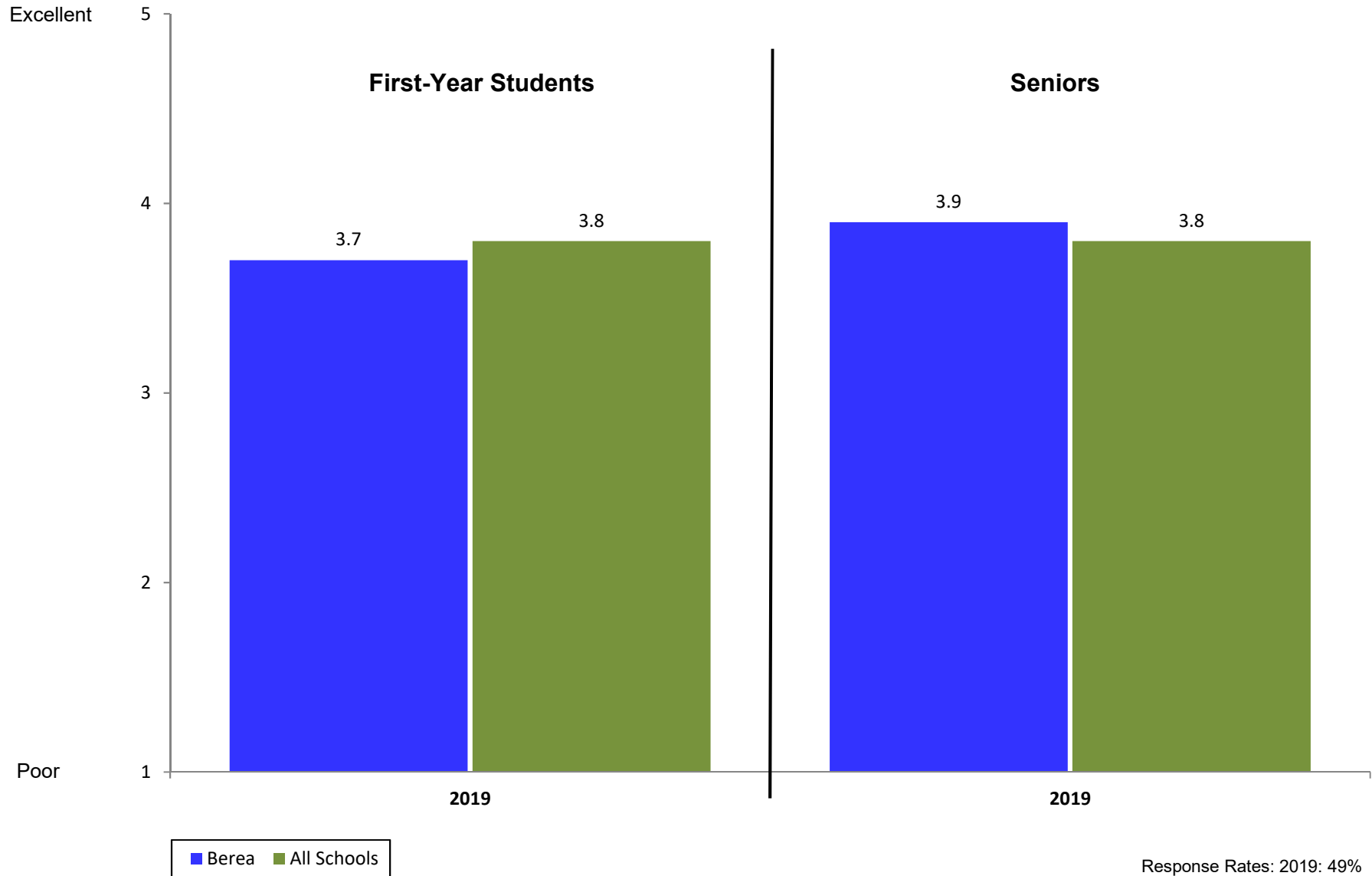
To what extent do you agree or disagree with the following statements?

Participated in a demonstration for a diversity-related cause (rally, protest, etc.)



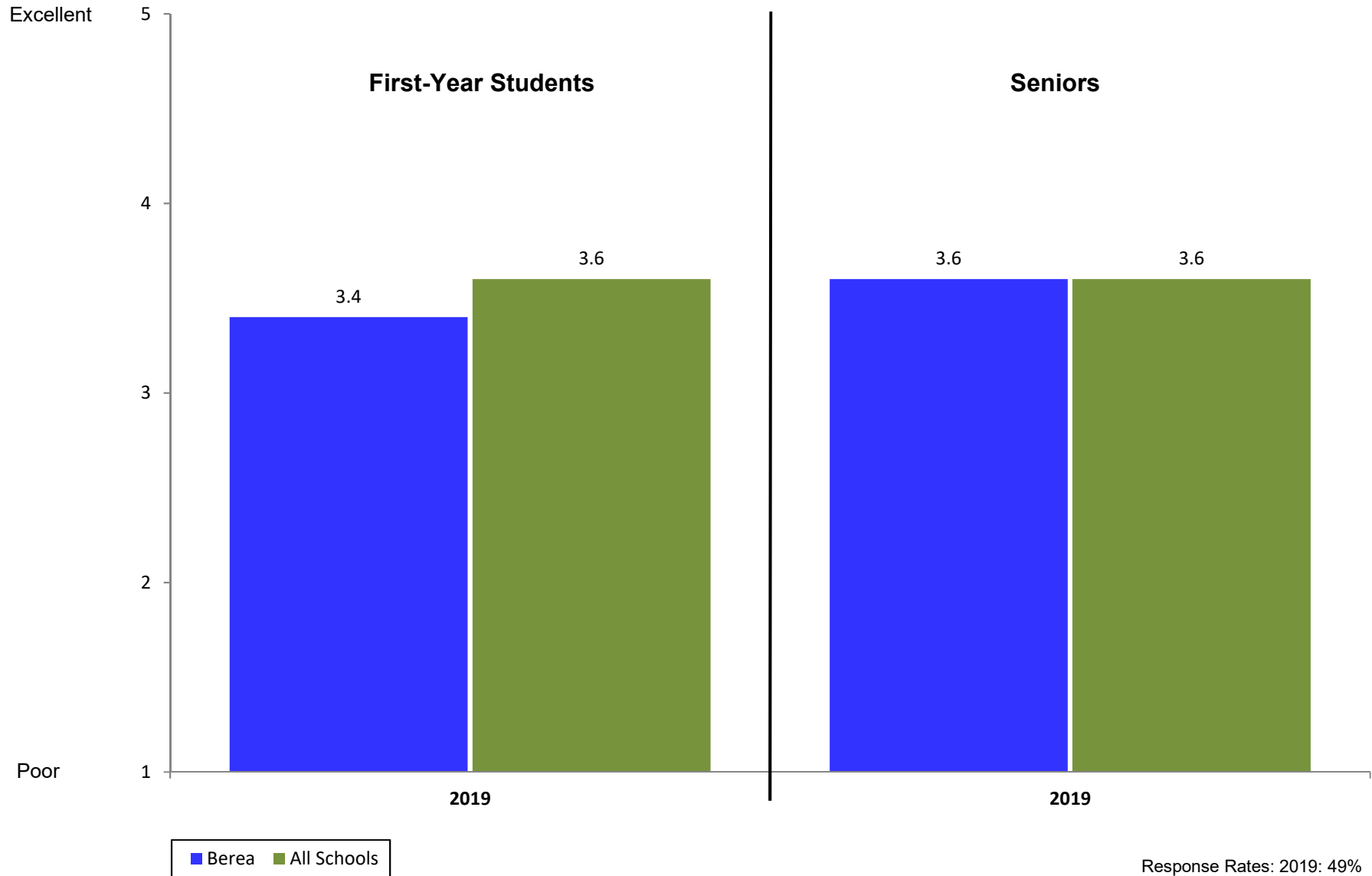
Select the response that best represents your ability to do the following:

Help people resolve their disagreements with each other



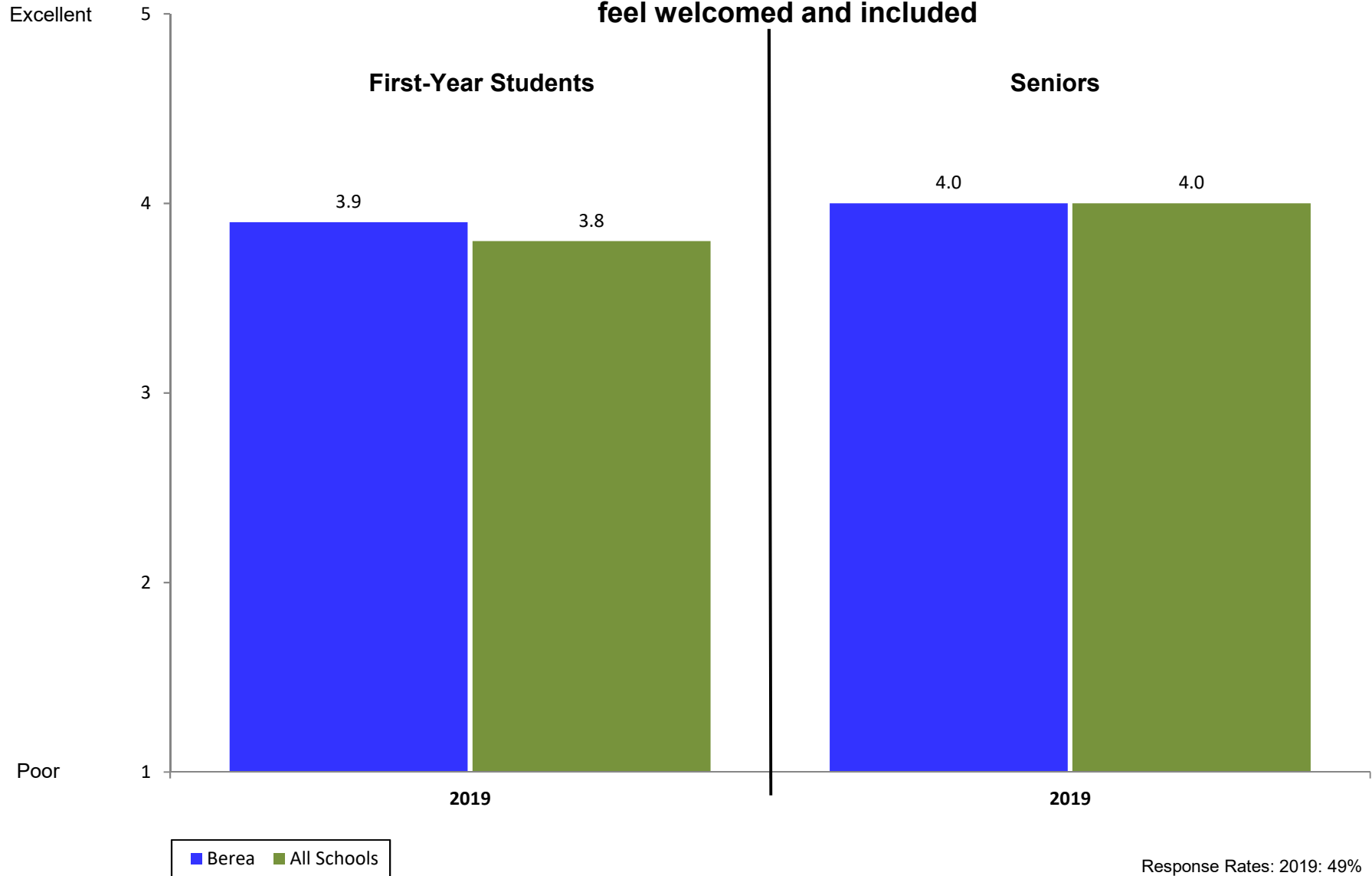
Select the response that best represents your ability to do the following:

Resolve conflicts that involve bias, discrimination, and prejudice



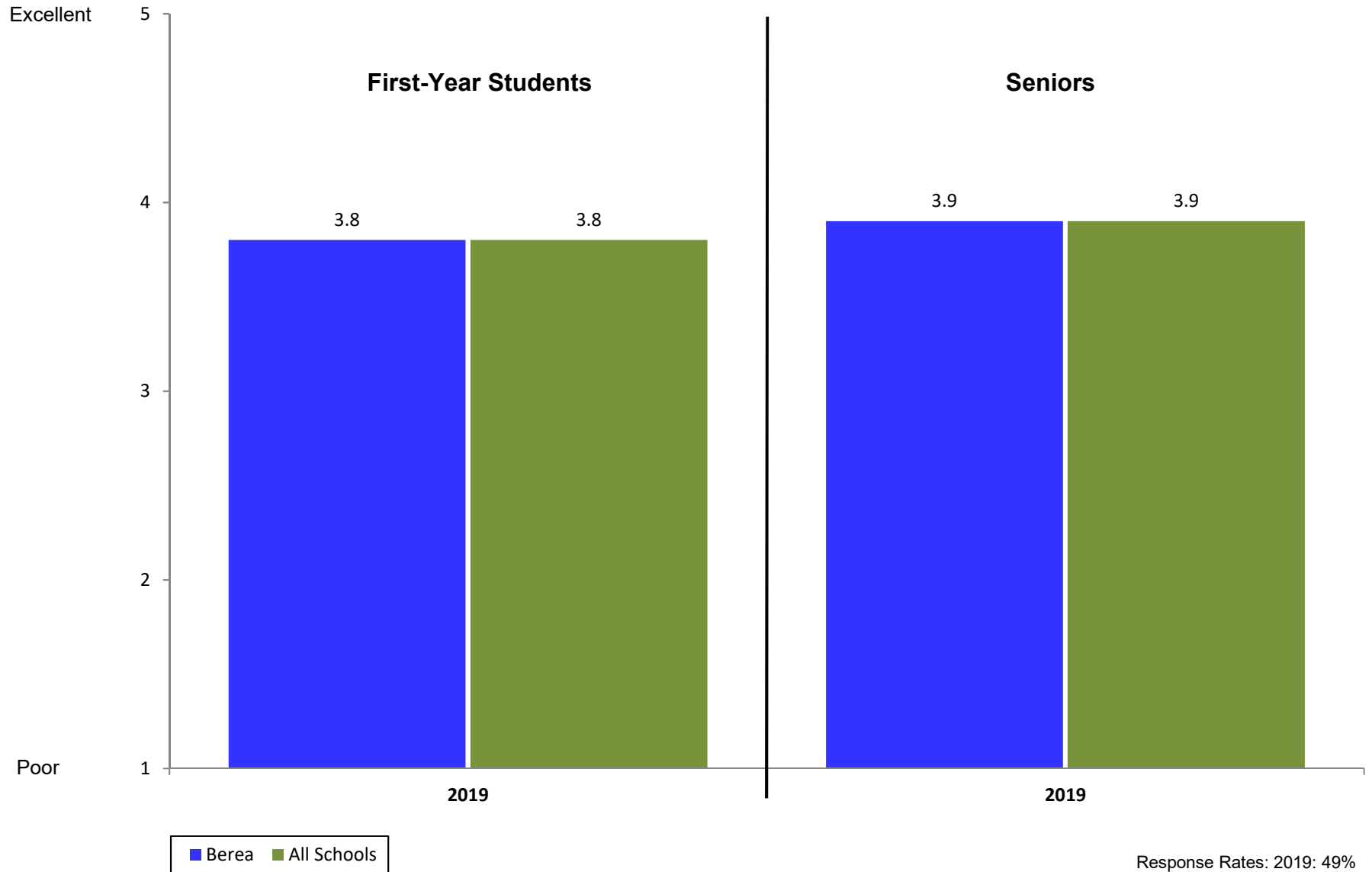
Select the response that best represents your ability to do the following:

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



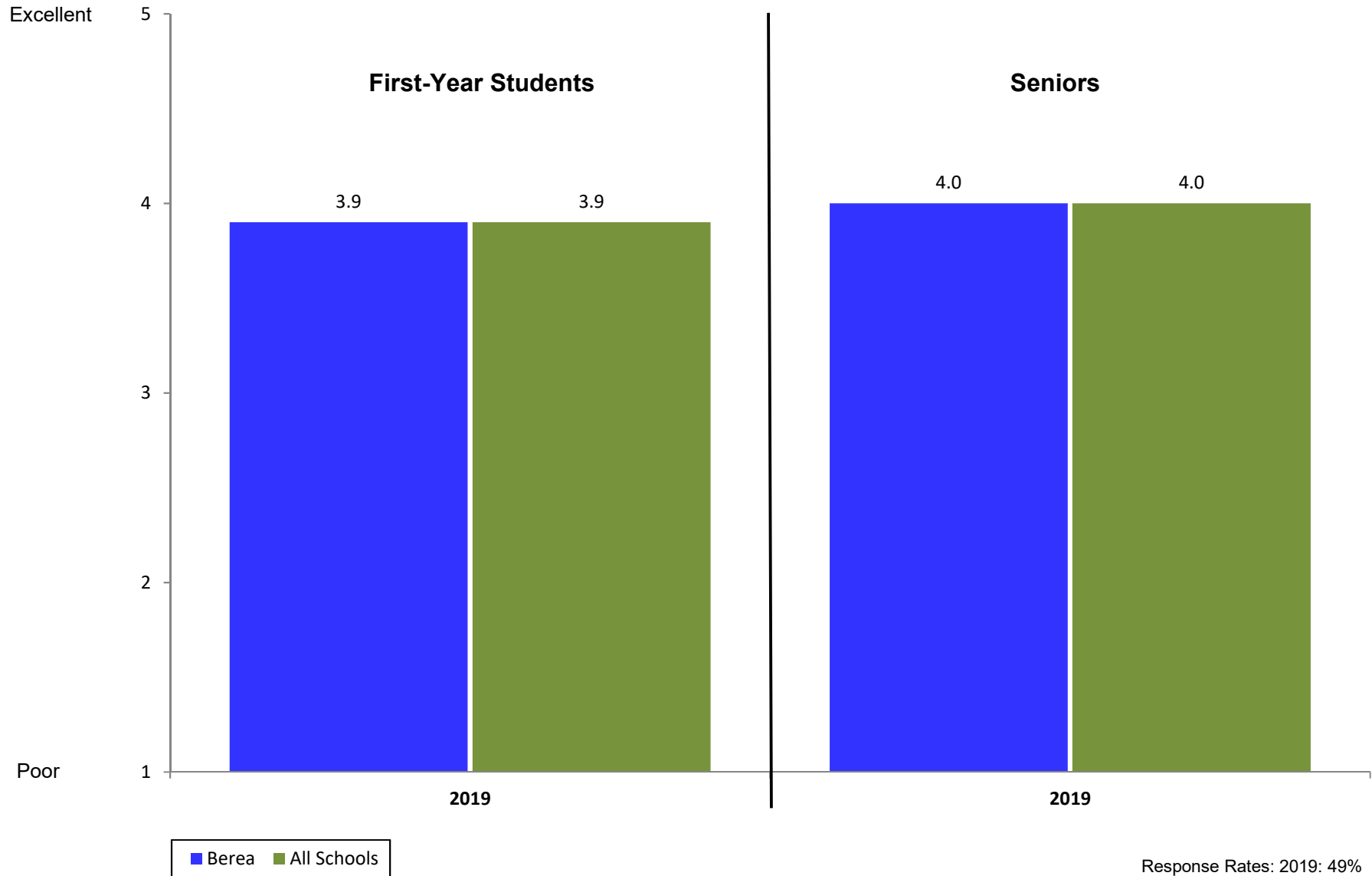
Select the response that best represents your ability to do the following:

Participate in a constructive dialogue with someone who disagrees with you



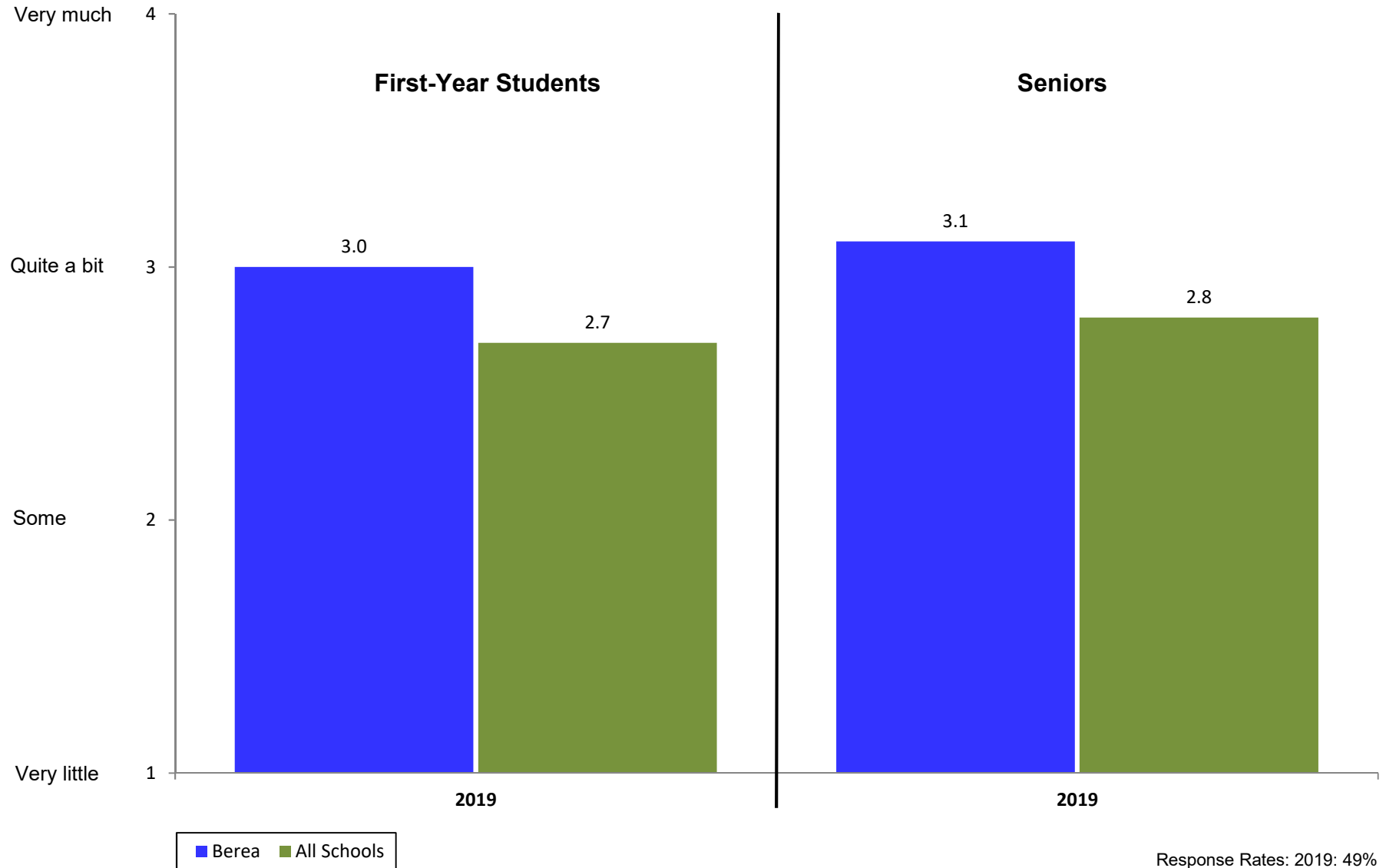
Select the response that best represents your ability to do the following:

Contribute to the well-being of your community

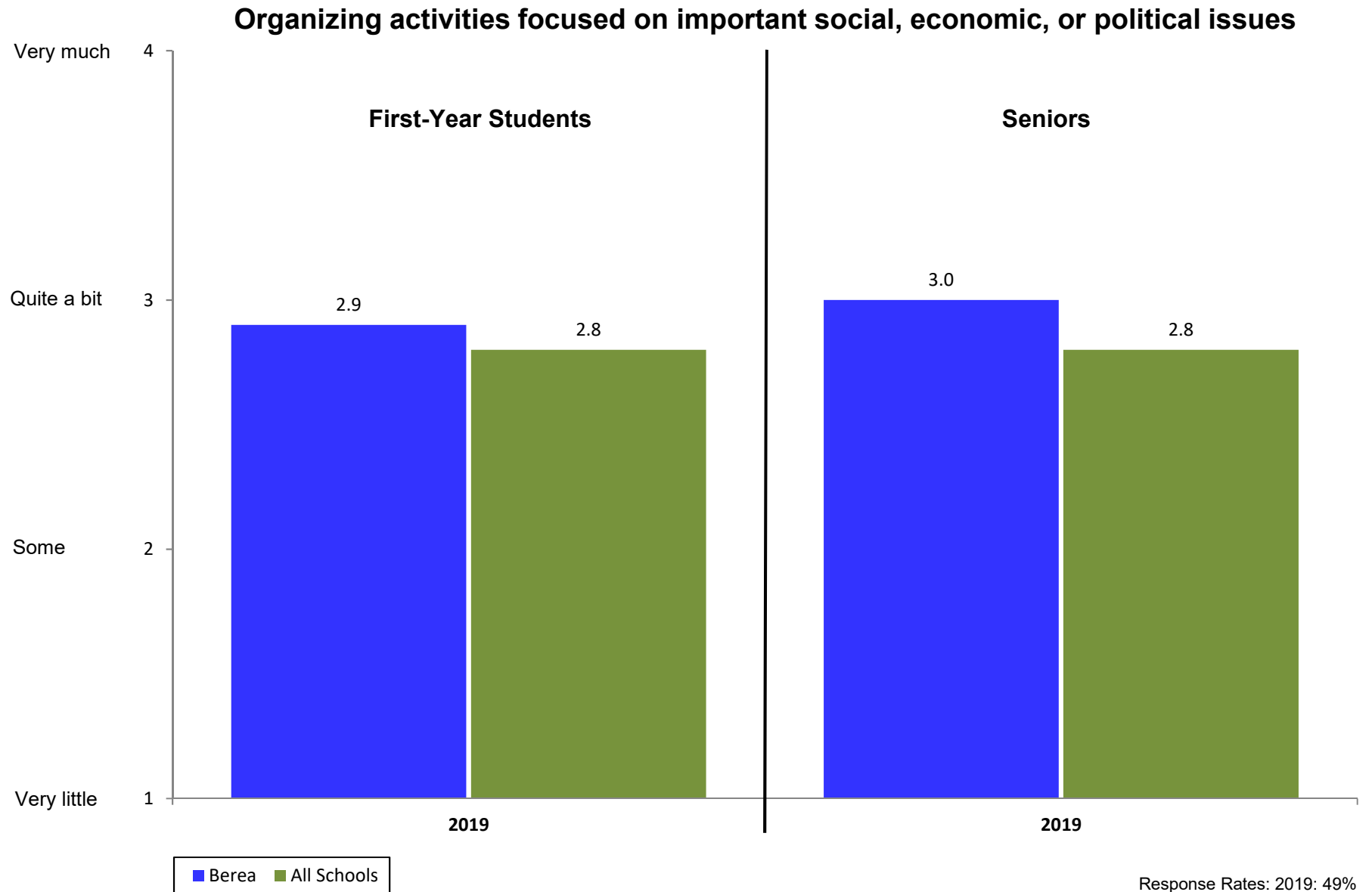


How much does your institution emphasize the following?

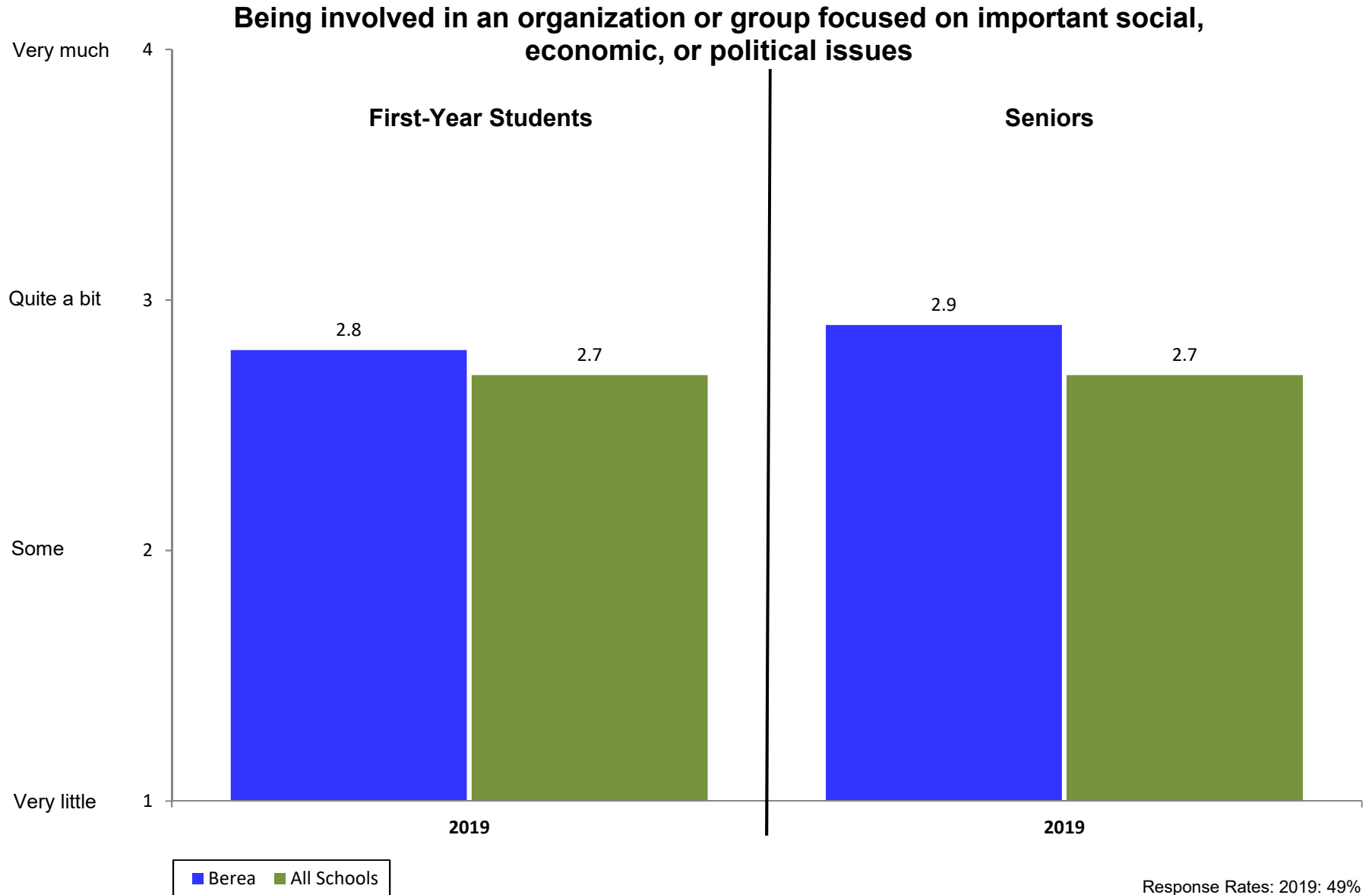
Discussing important social, economic, or political issues with others



How much does your institution emphasize the following?

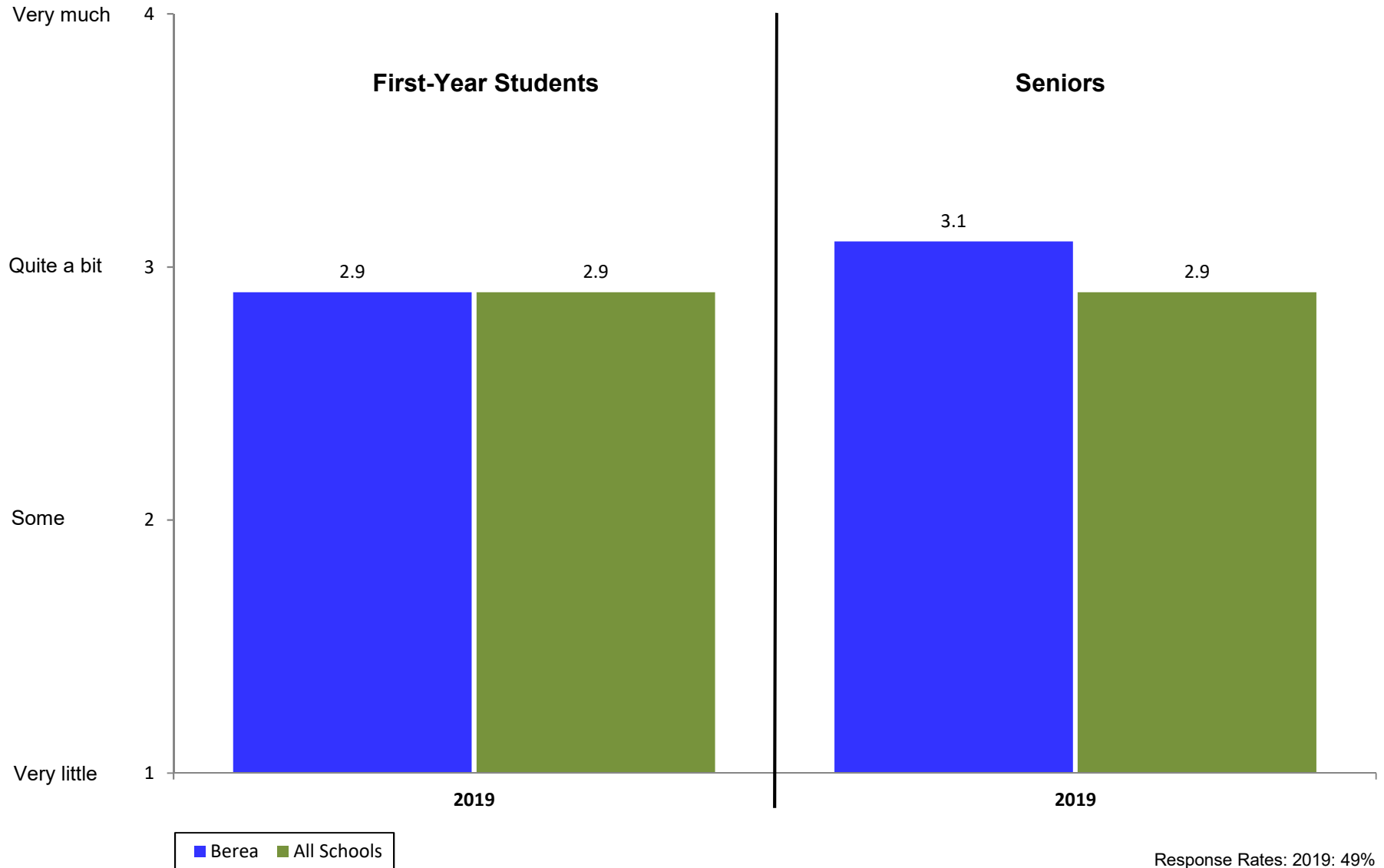


How much does your institution emphasize the following?



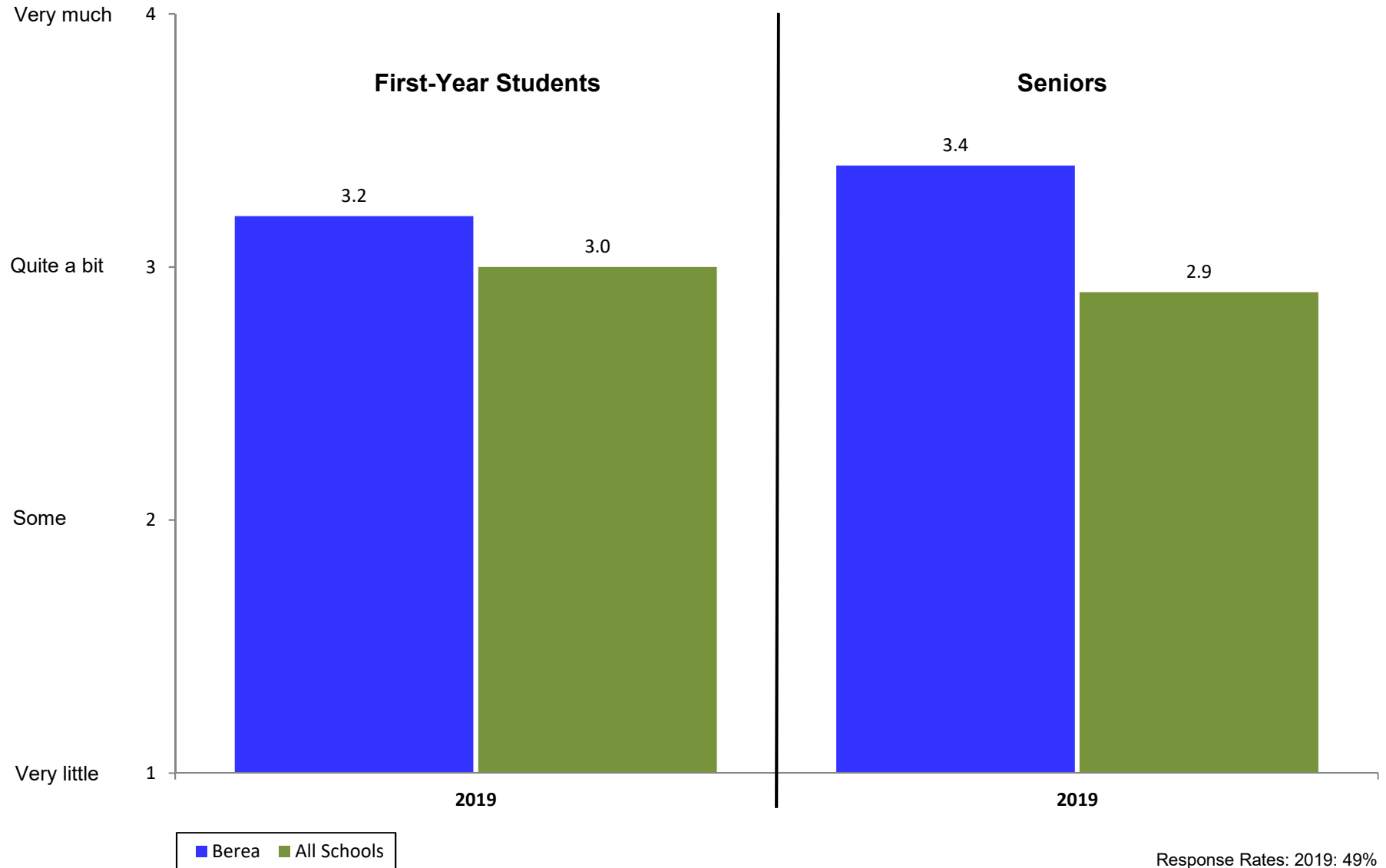
How much does your institution emphasize the following?

Being an informed and active citizen



How much does your institution emphasize the following?

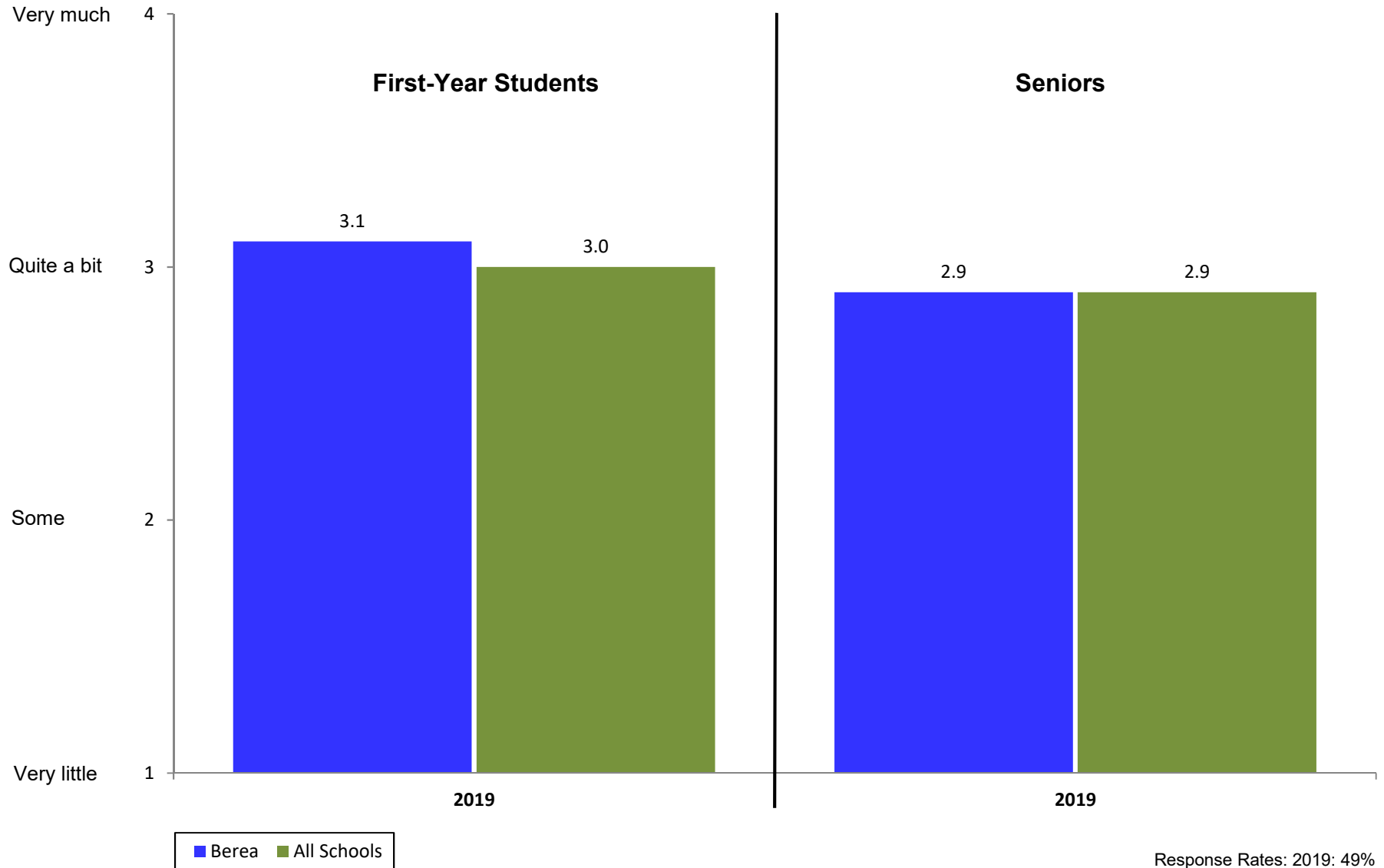
Voting in campus, local, state, or national elections



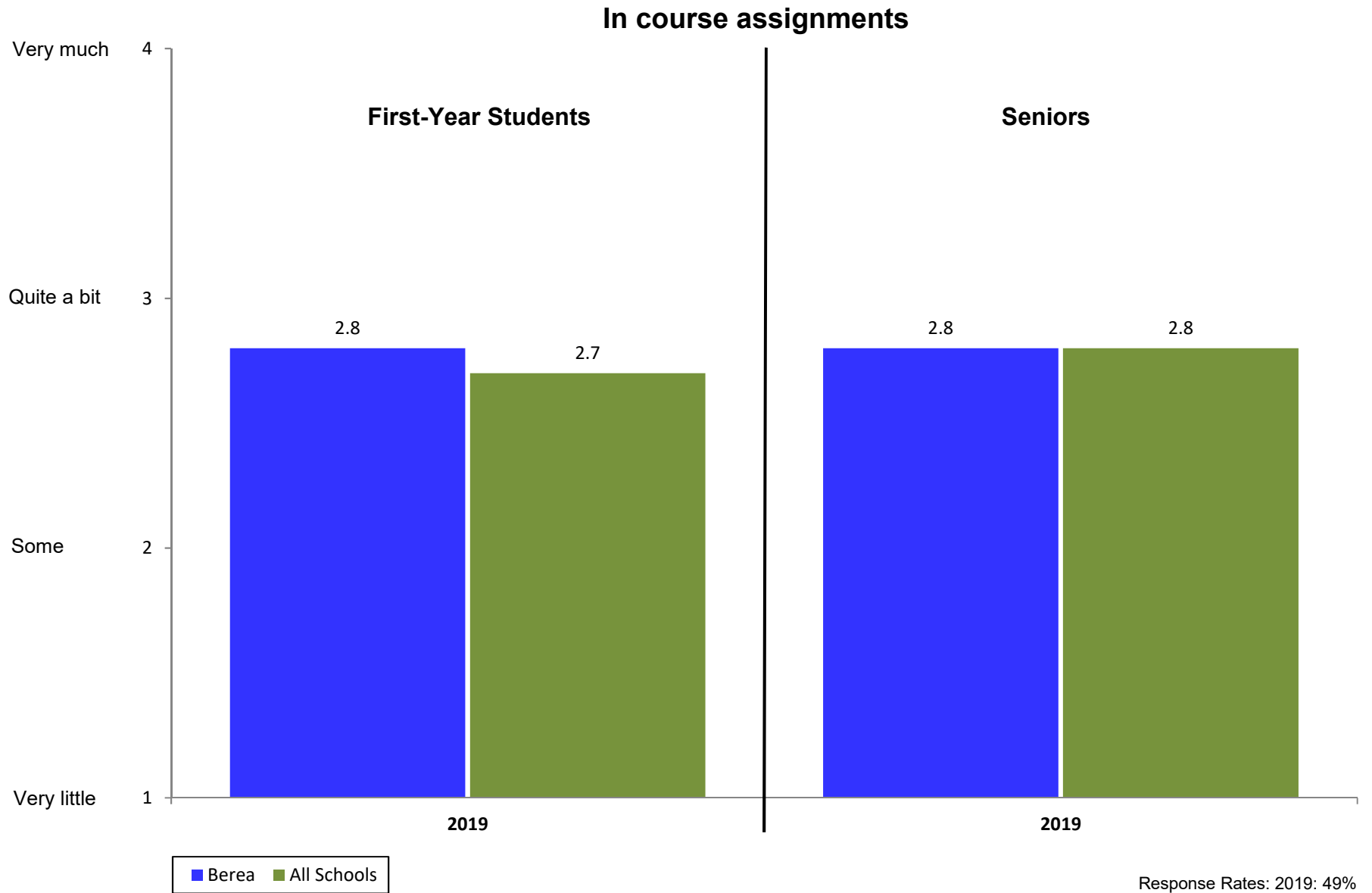
Response Rates: 2019: 49%

How much does your institution emphasize the following?

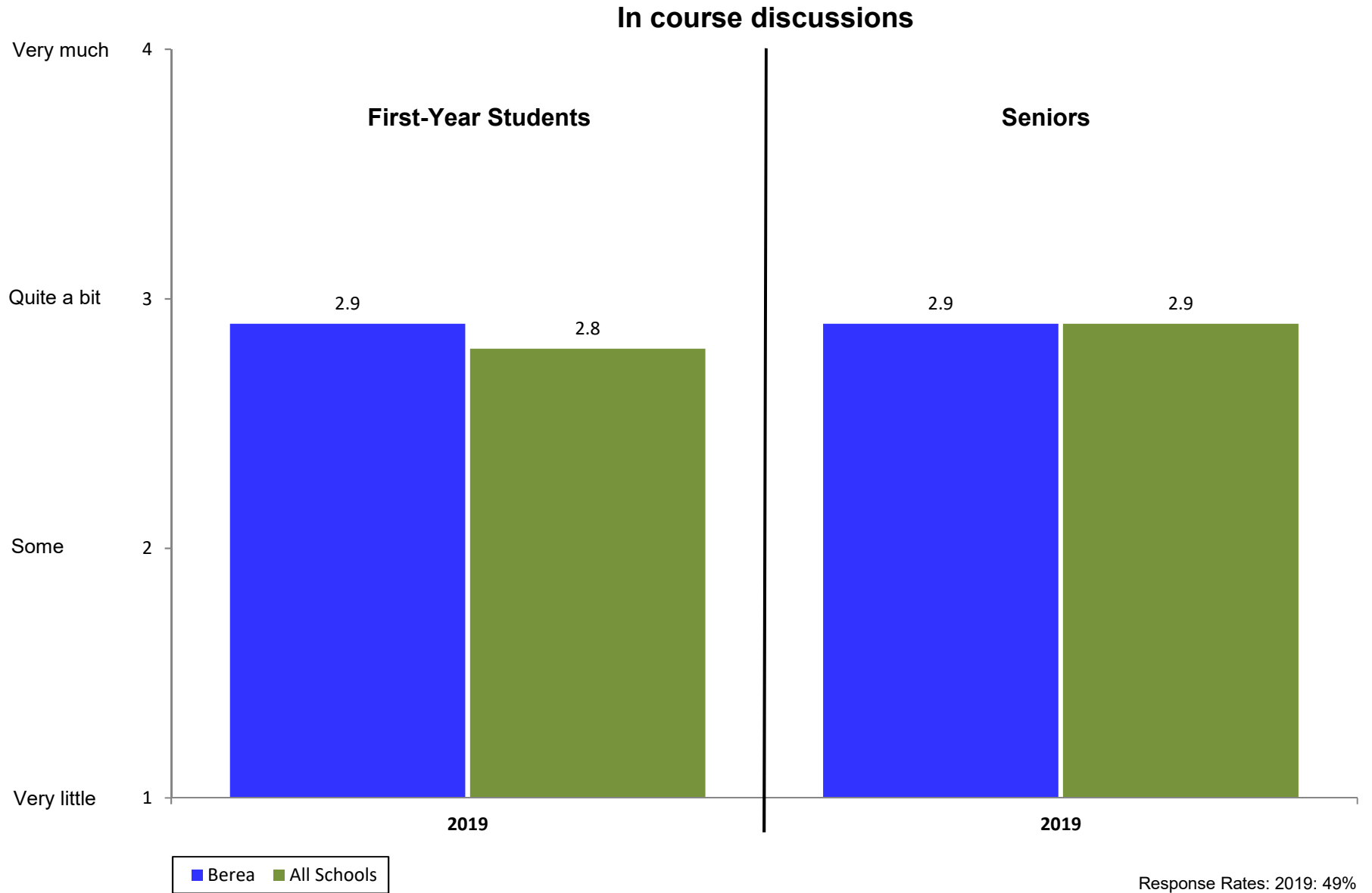
Encouraging free speech and expression



How much do you feel encouraged addressing important social, economic, or political issues in the following?

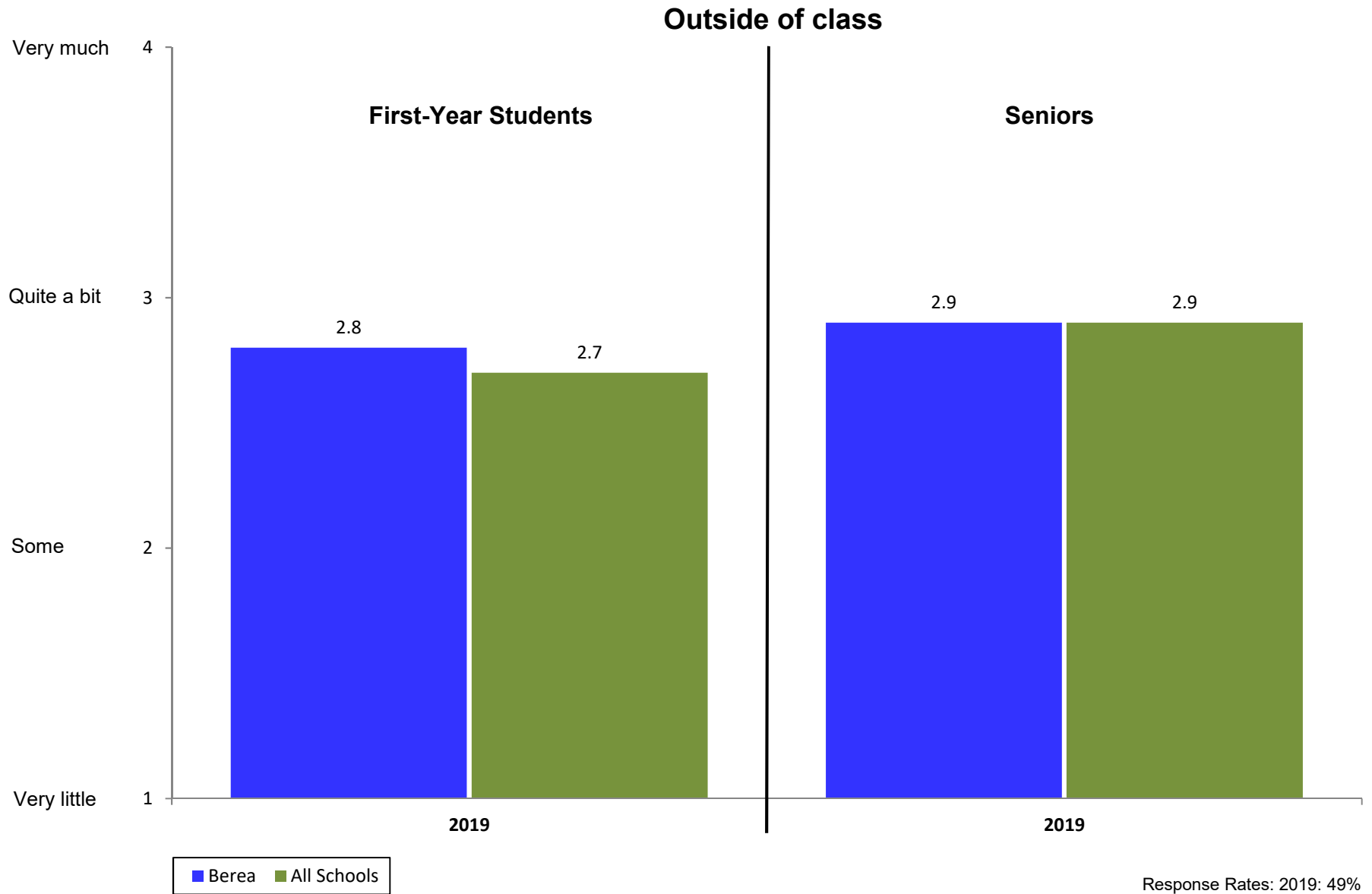


How much do you feel encouraged addressing important social, economic, or political issues in the following?

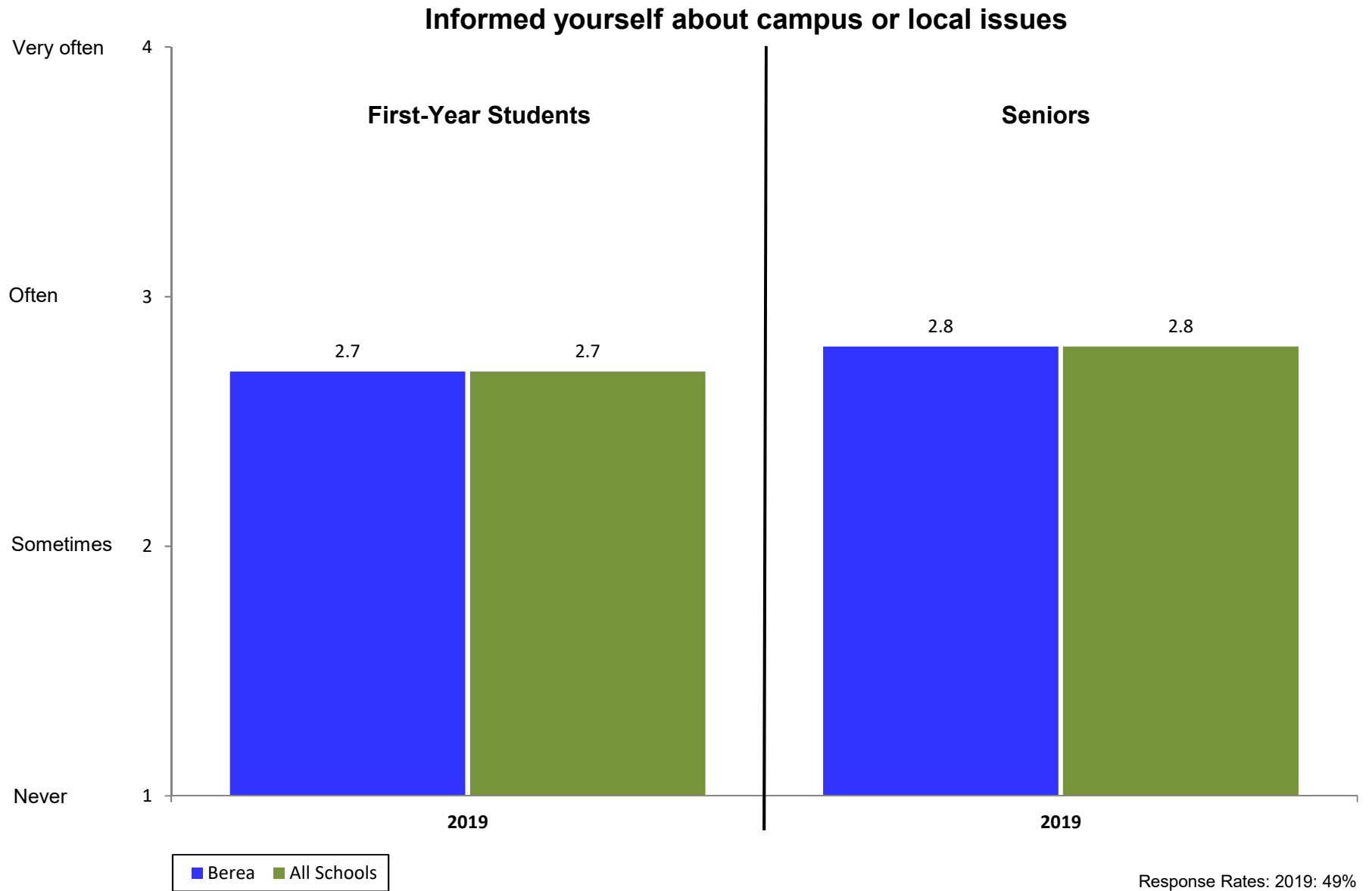


National Survey of Student Engagement (NSSE)

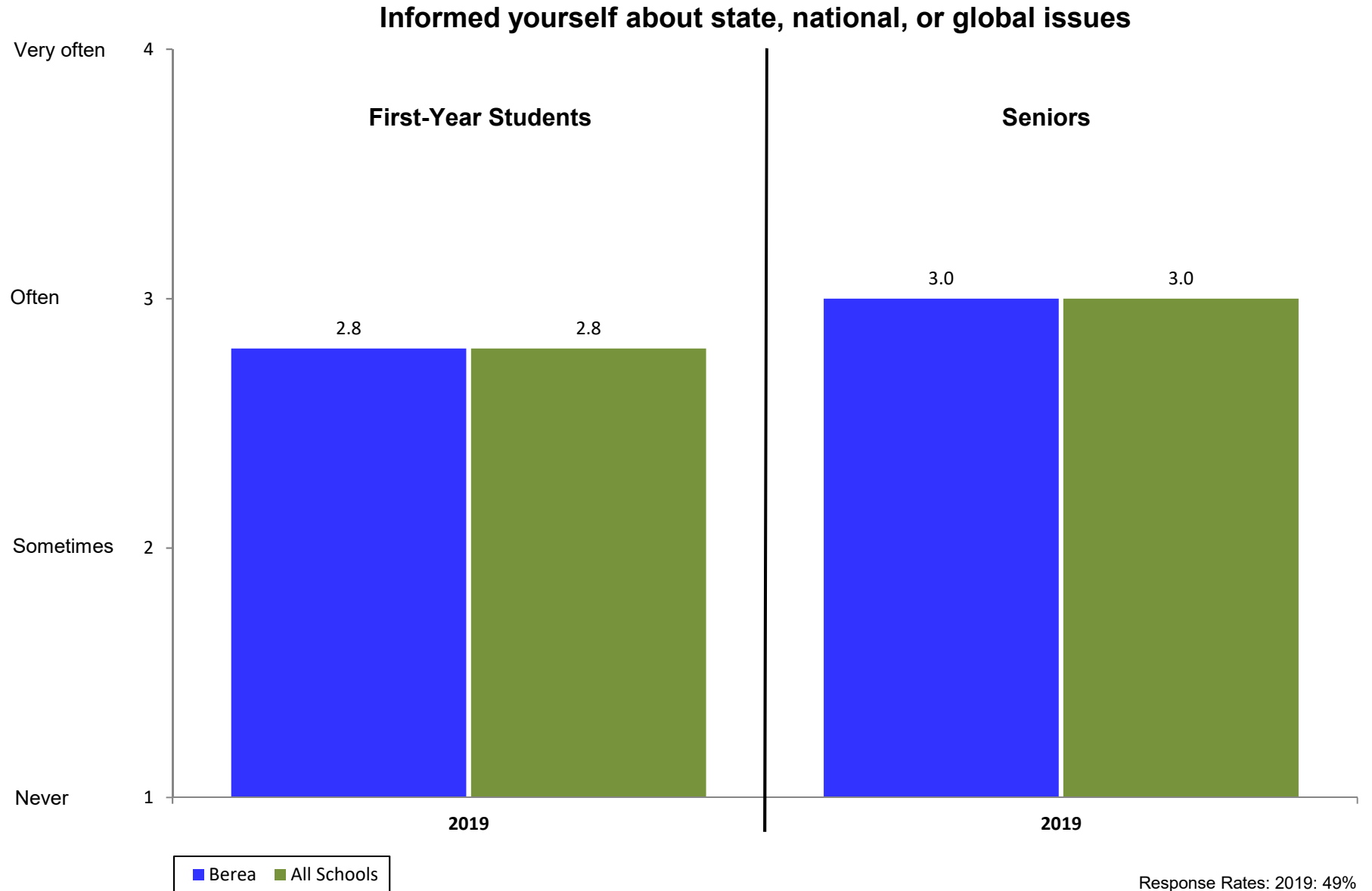
How much do you feel encouraged addressing important social, economic, or political issues in the following?



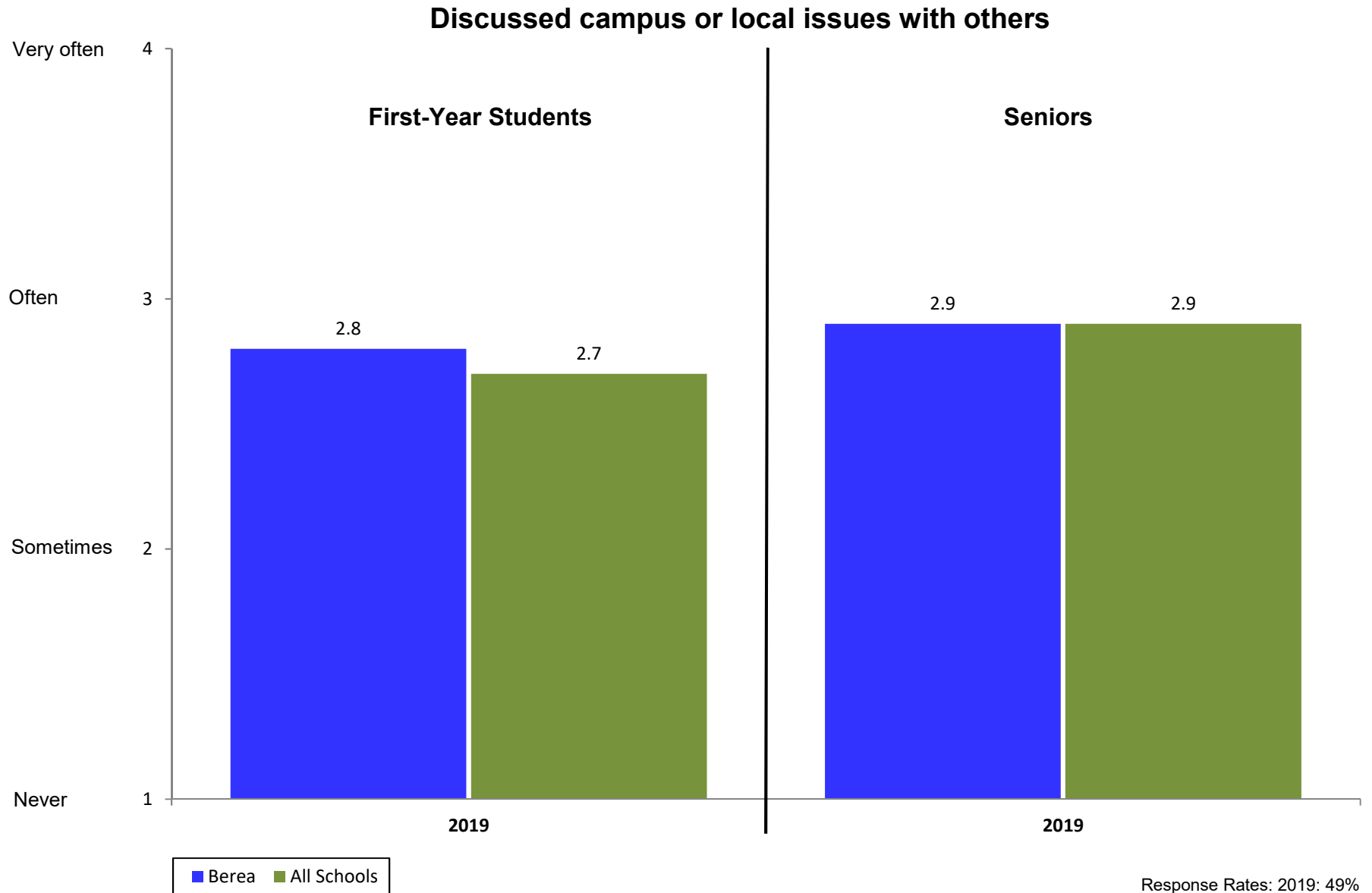
During the current school year, whether course-related or not, about how often have you done the following?



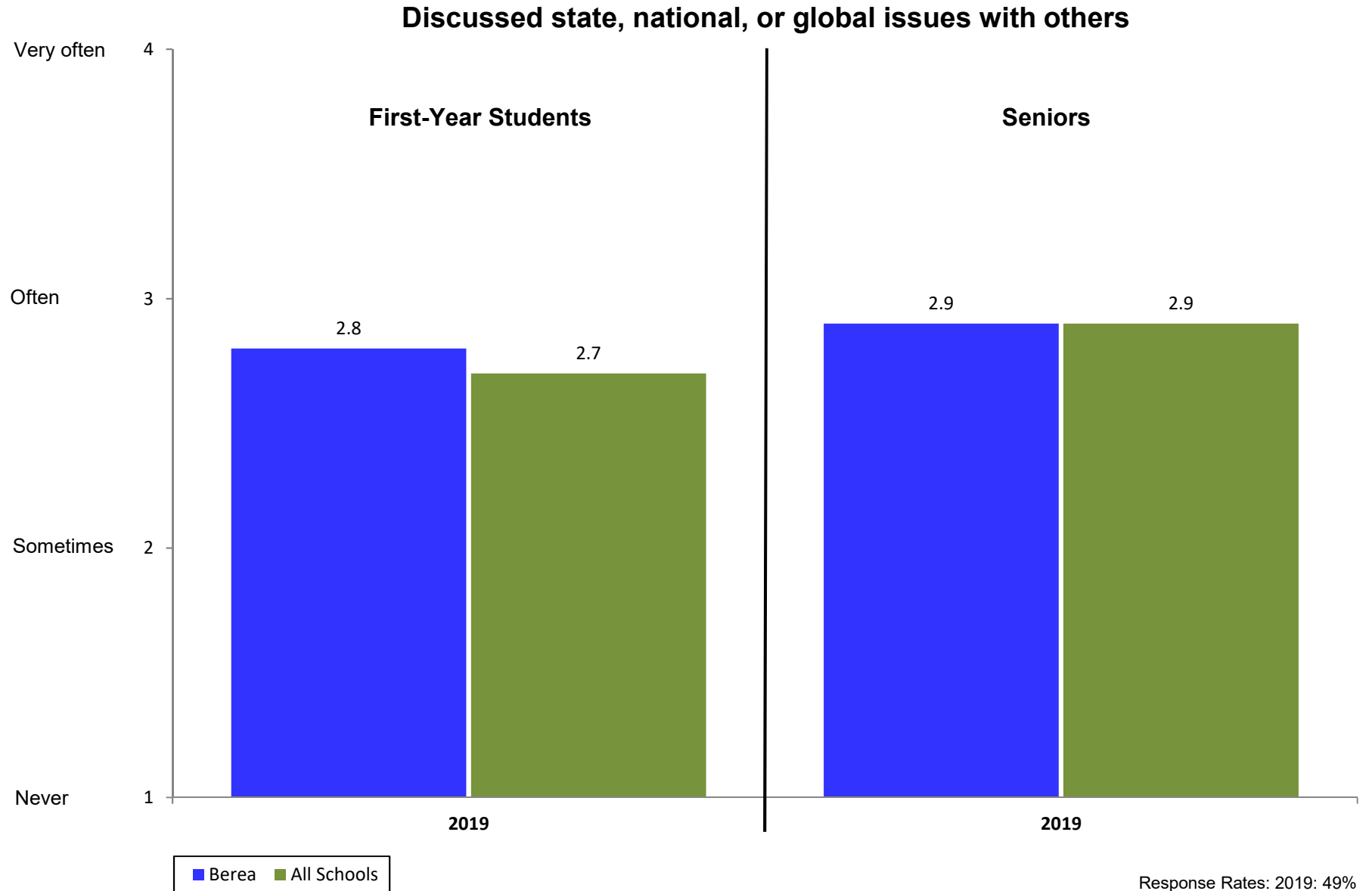
During the current school year, whether course-related or not, about how often have you done the following?



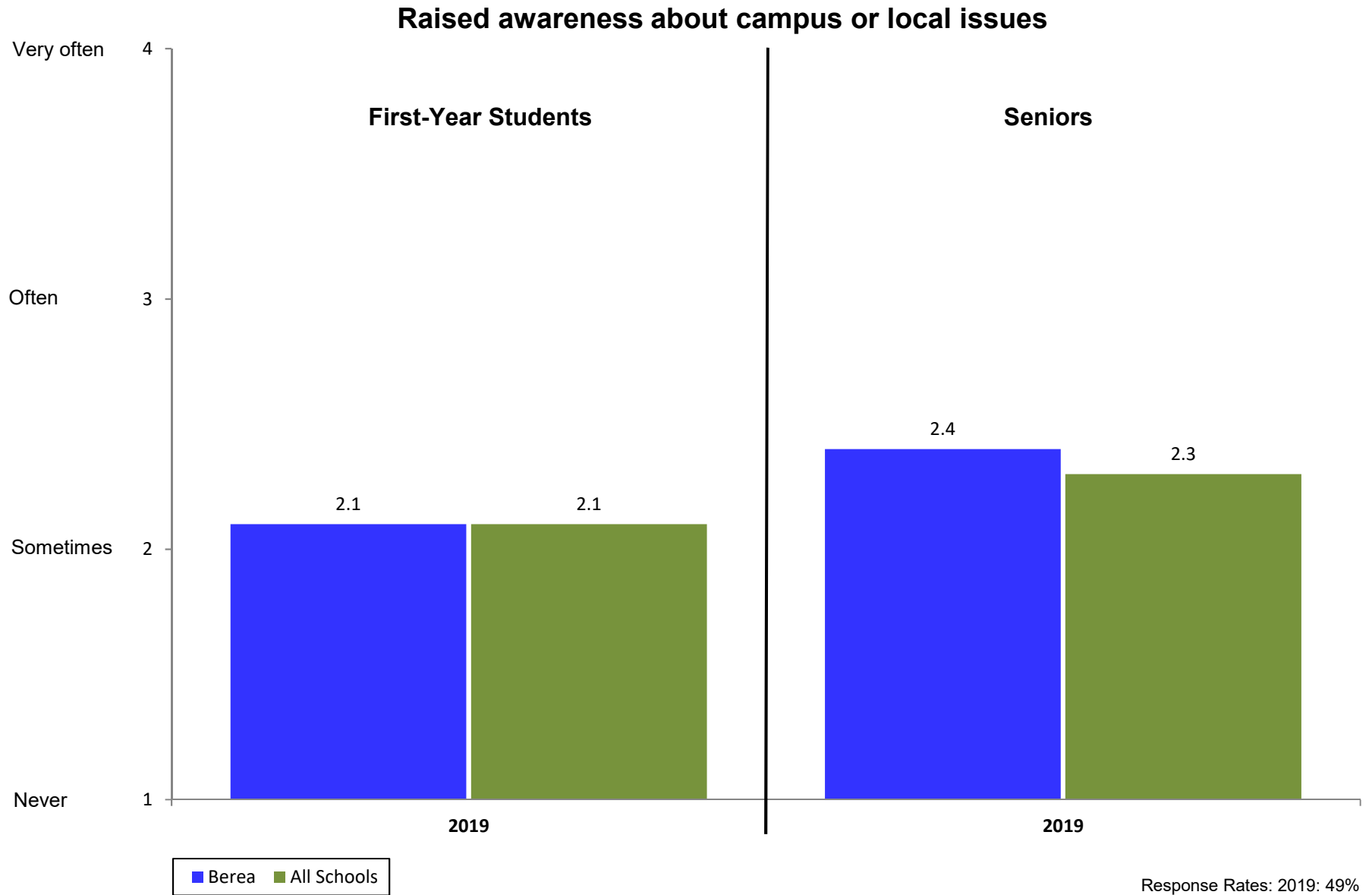
During the current school year, whether course-related or not, about how often have you done the following?



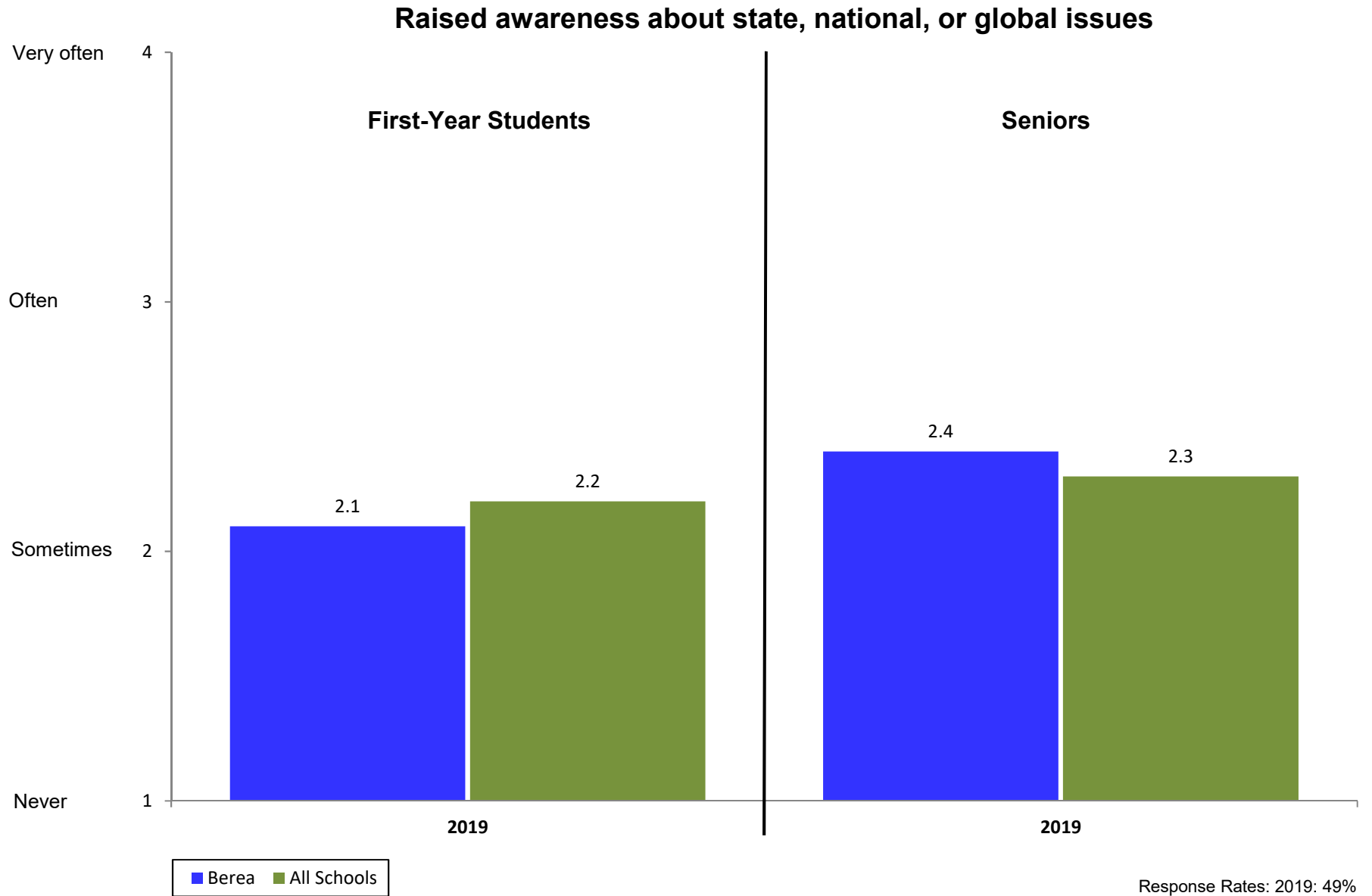
During the current school year, whether course-related or not, about how often have you done the following?



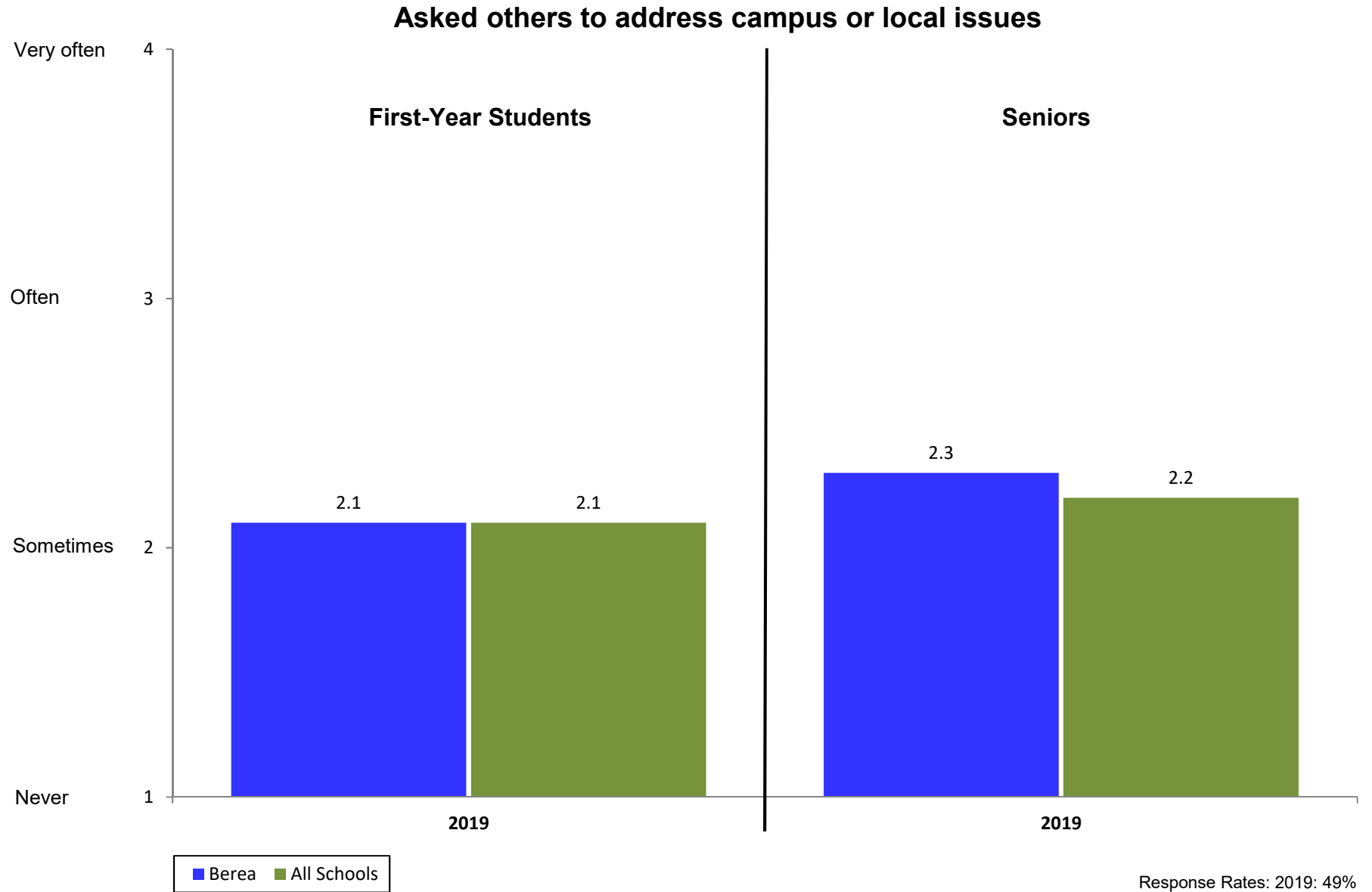
During the current school year, whether course-related or not, about how often have you done the following?



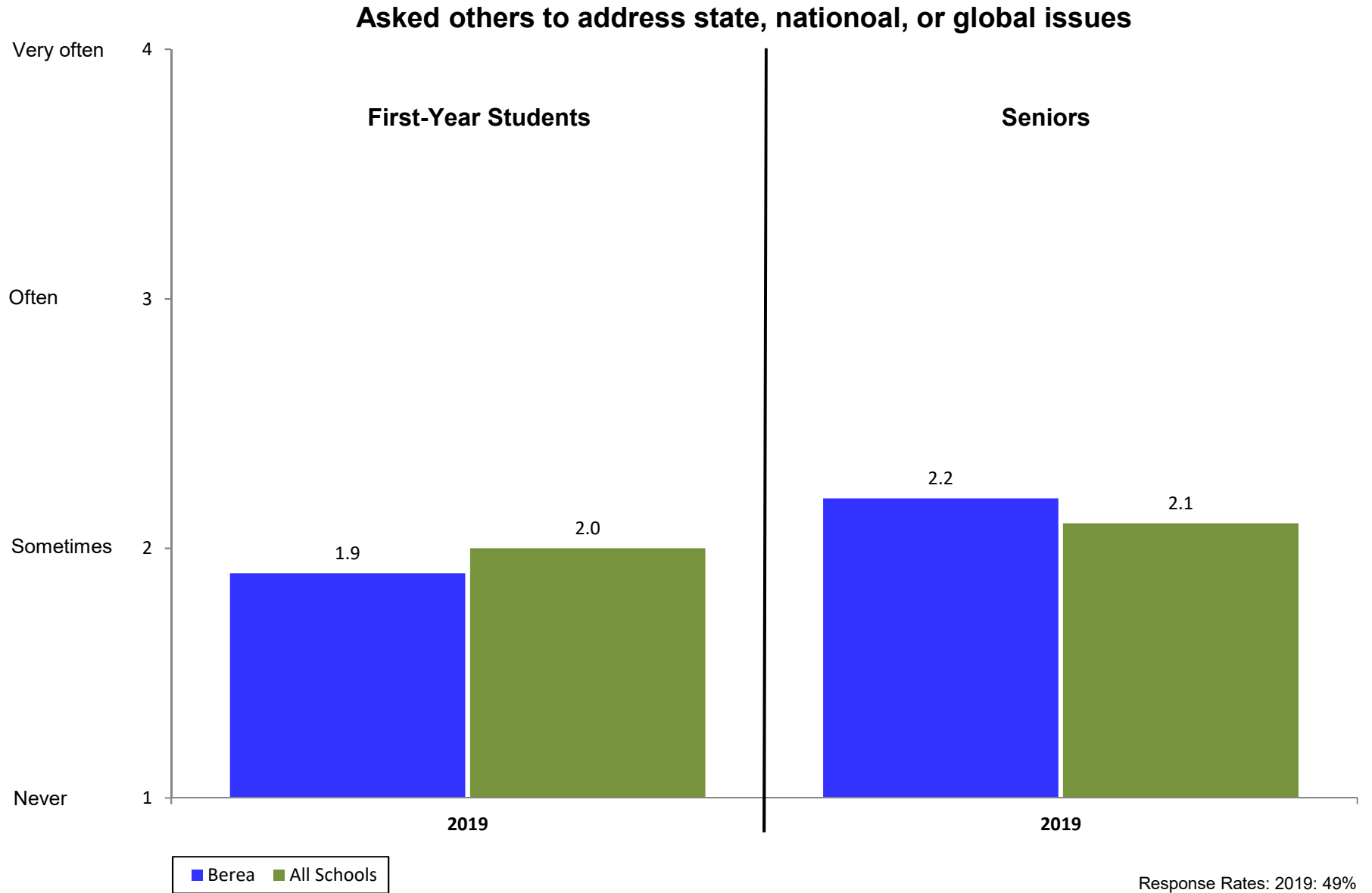
During the current school year, whether course-related or not, about how often have you done the following?



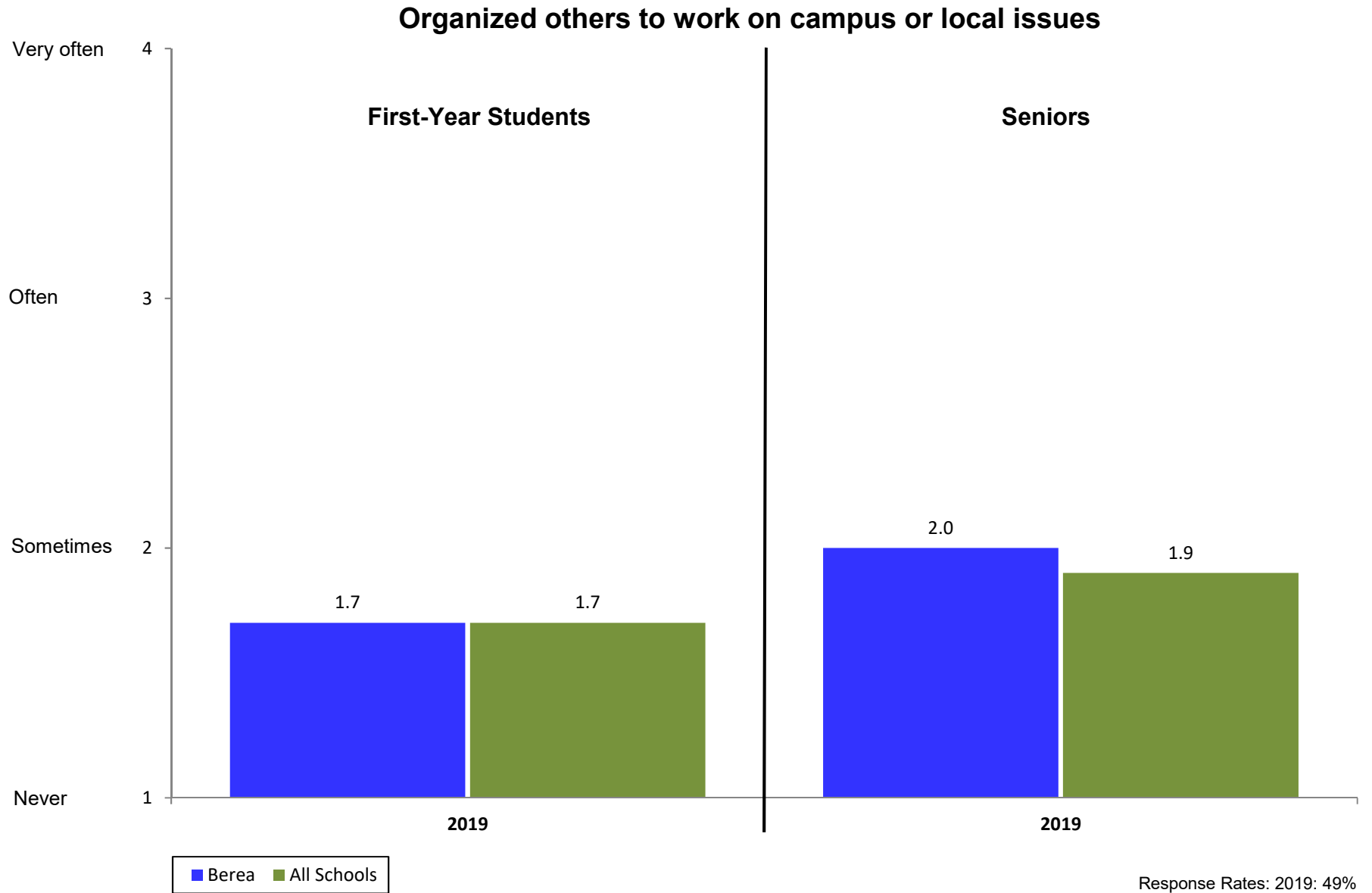
During the current school year, whether course-related or not, about how often have you done the following?



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

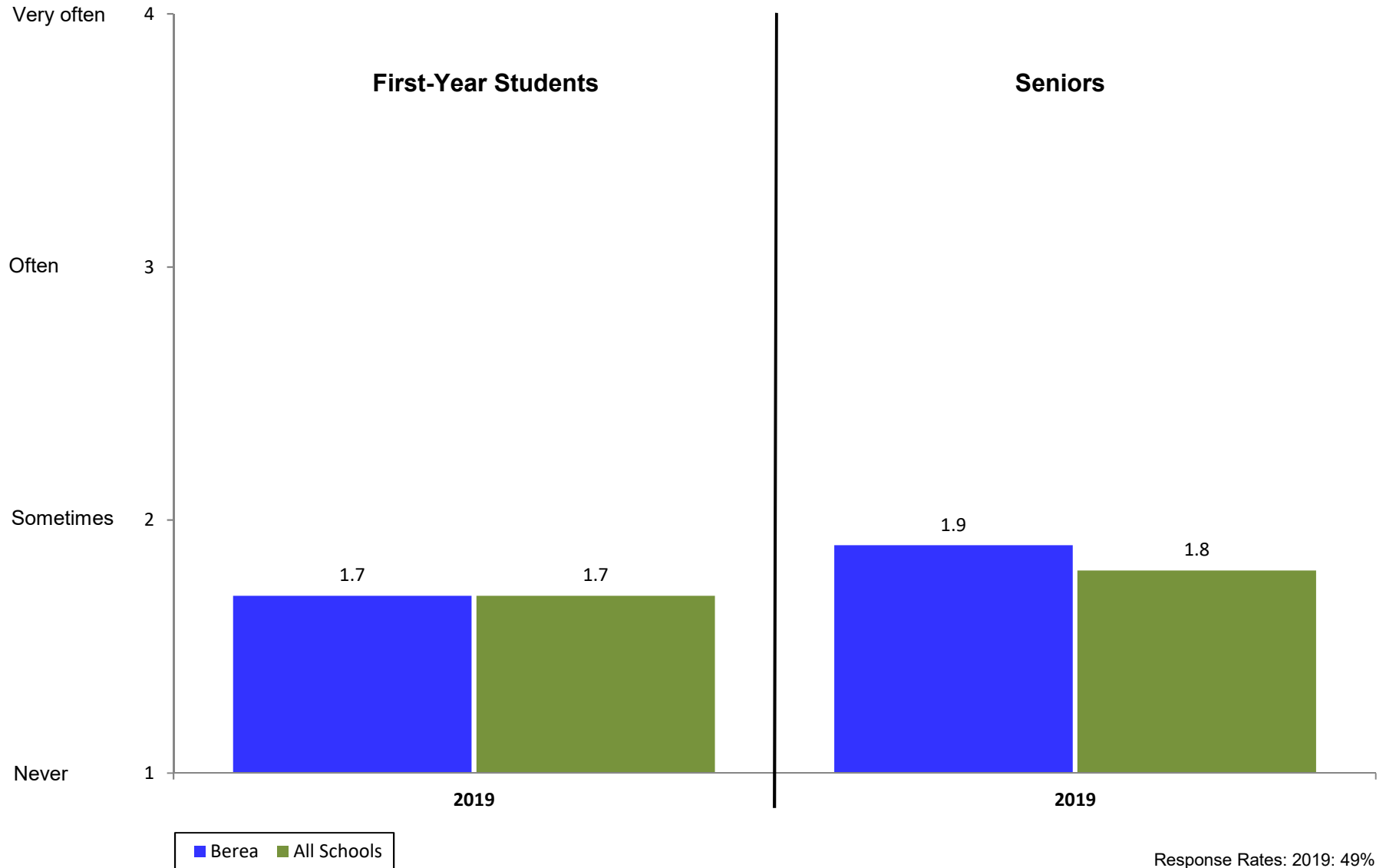


During the current school year, whether course-related or not, about how often have you done the following?



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

Organized others to work on state, national, or global issues



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

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



[Click to see survey instruments](#)

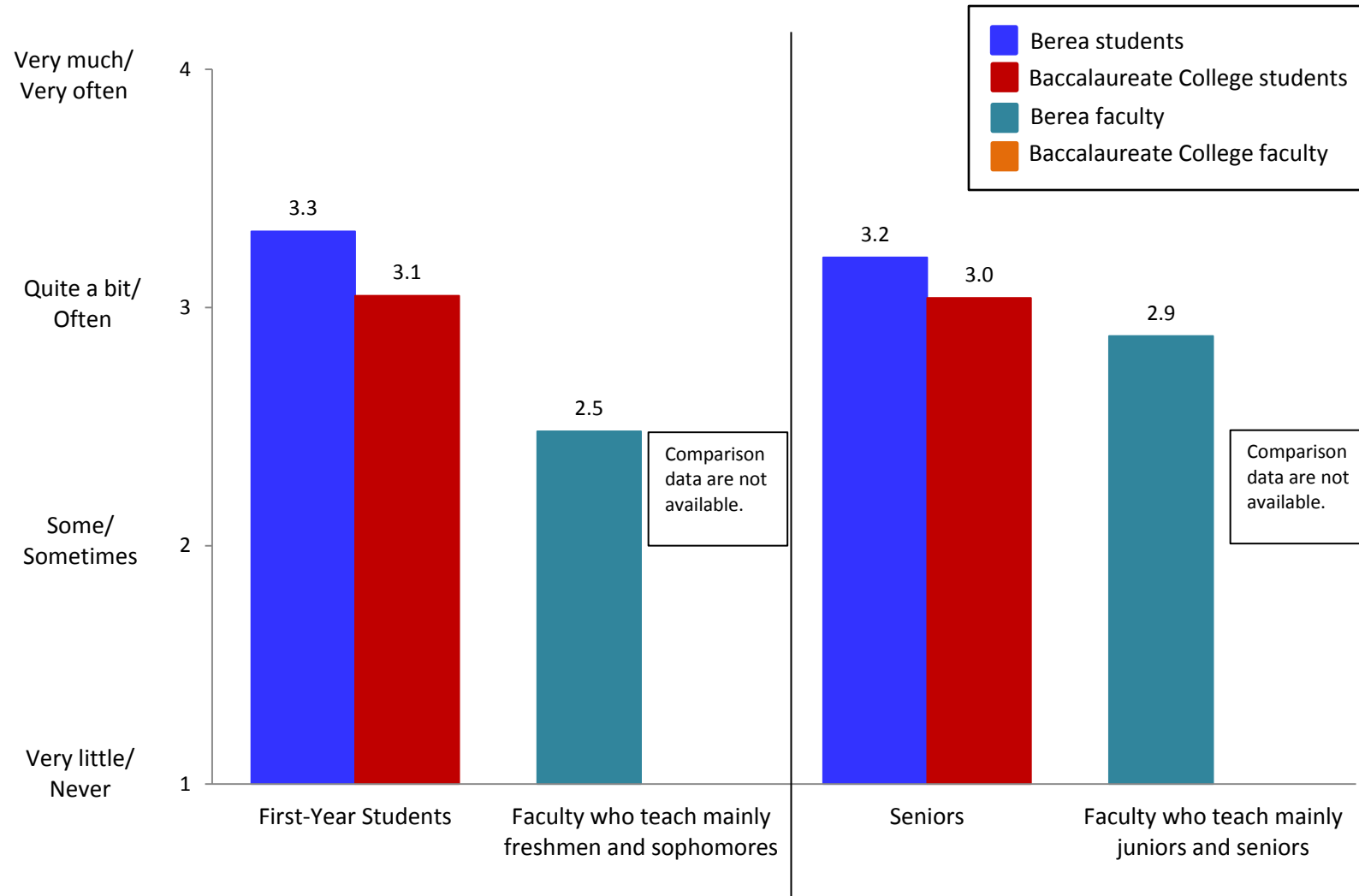
Response Rates:

Spring 2014 Students	60%
Faculty	56%

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

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

People with political views other than their own



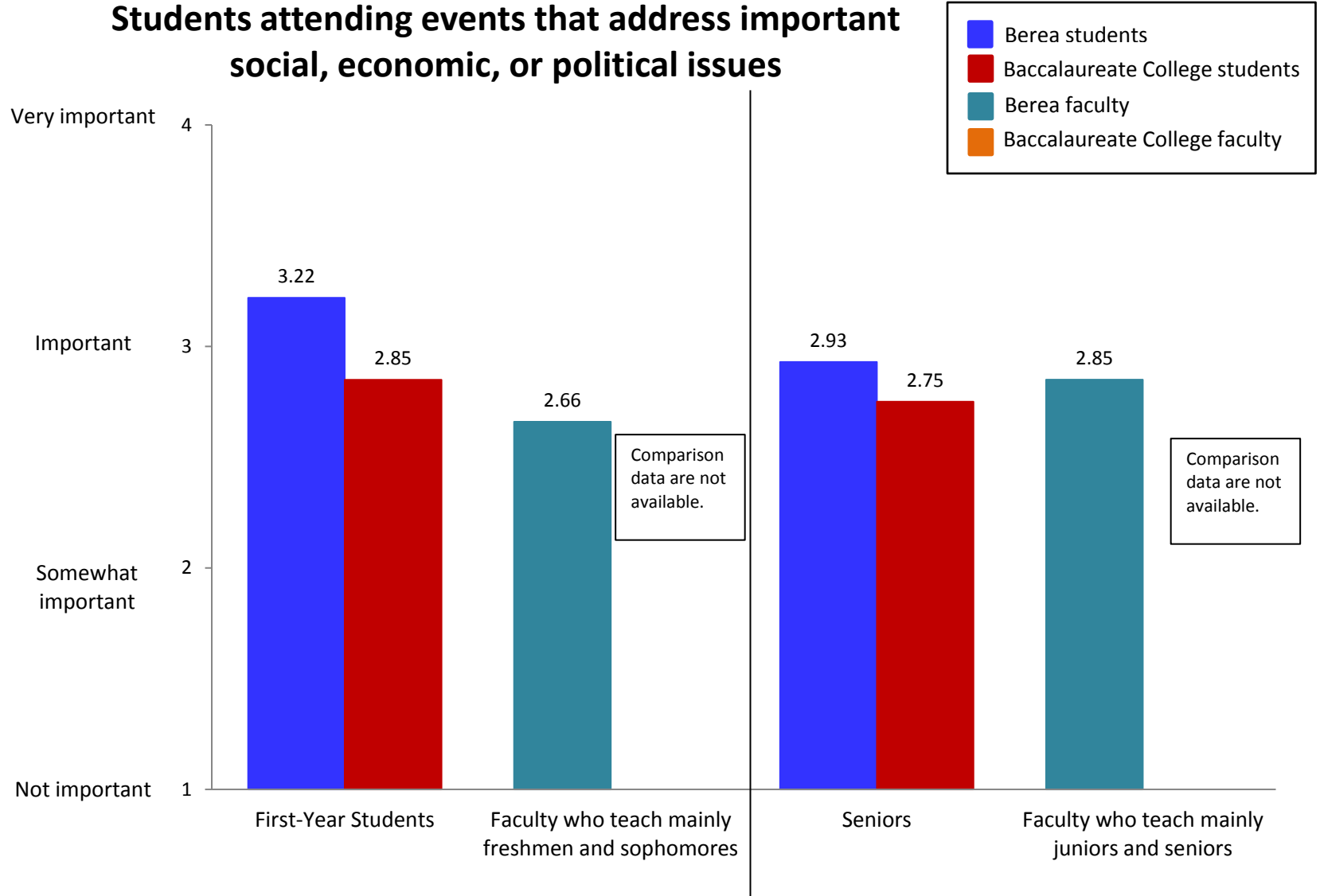
Response Rates:

Faculty: 56%

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

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

NSSE: How much does your institution emphasize the following?



Response Rates:

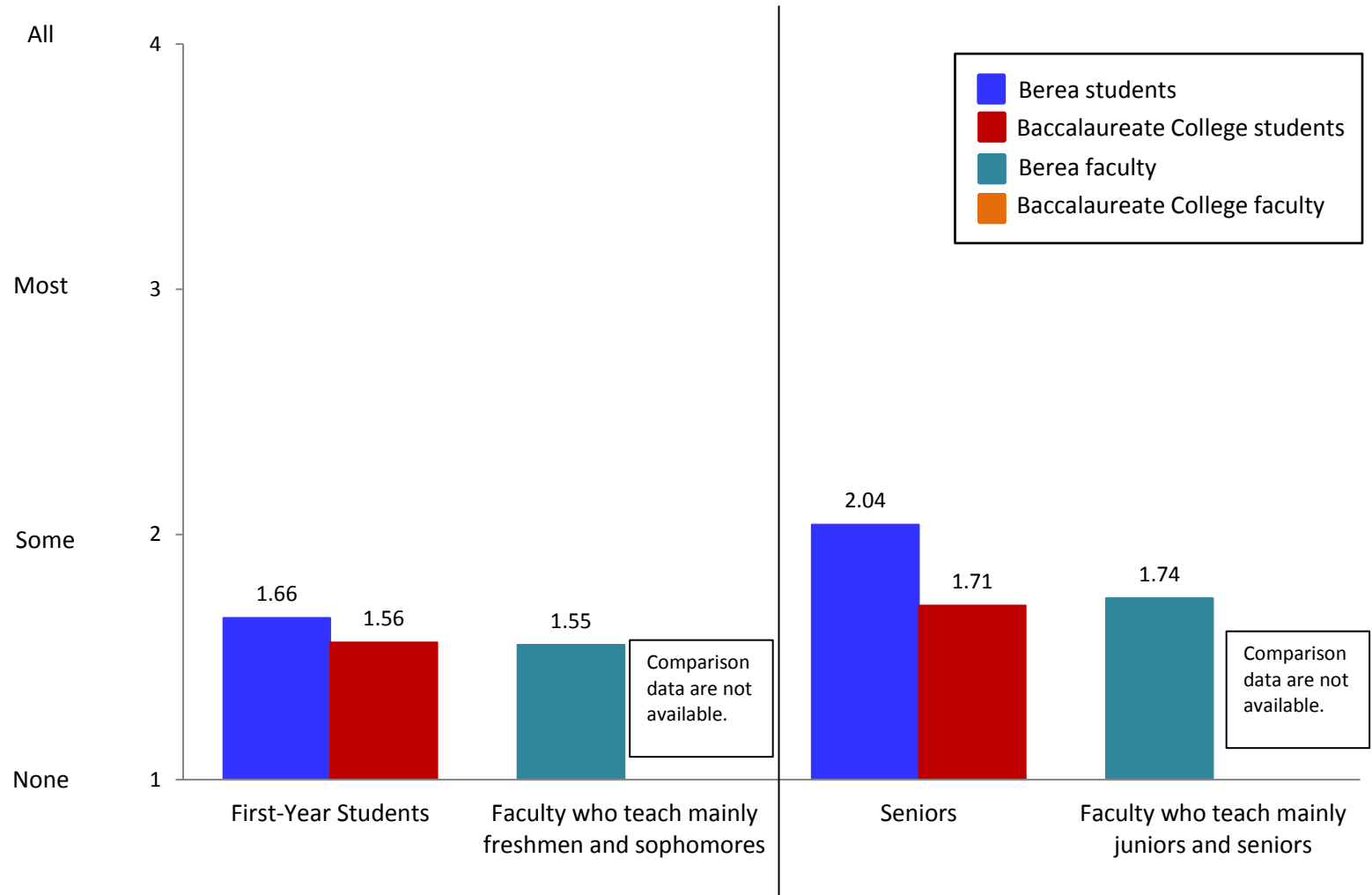
Faculty: 56%

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

FSSE: About how many of your undergraduate courses at this institution have included...?

NSSE: About how many of your courses at this institution have included...?

About how many of your undergraduate courses at this institution have included a community-based project (service-learning)



Response Rates:

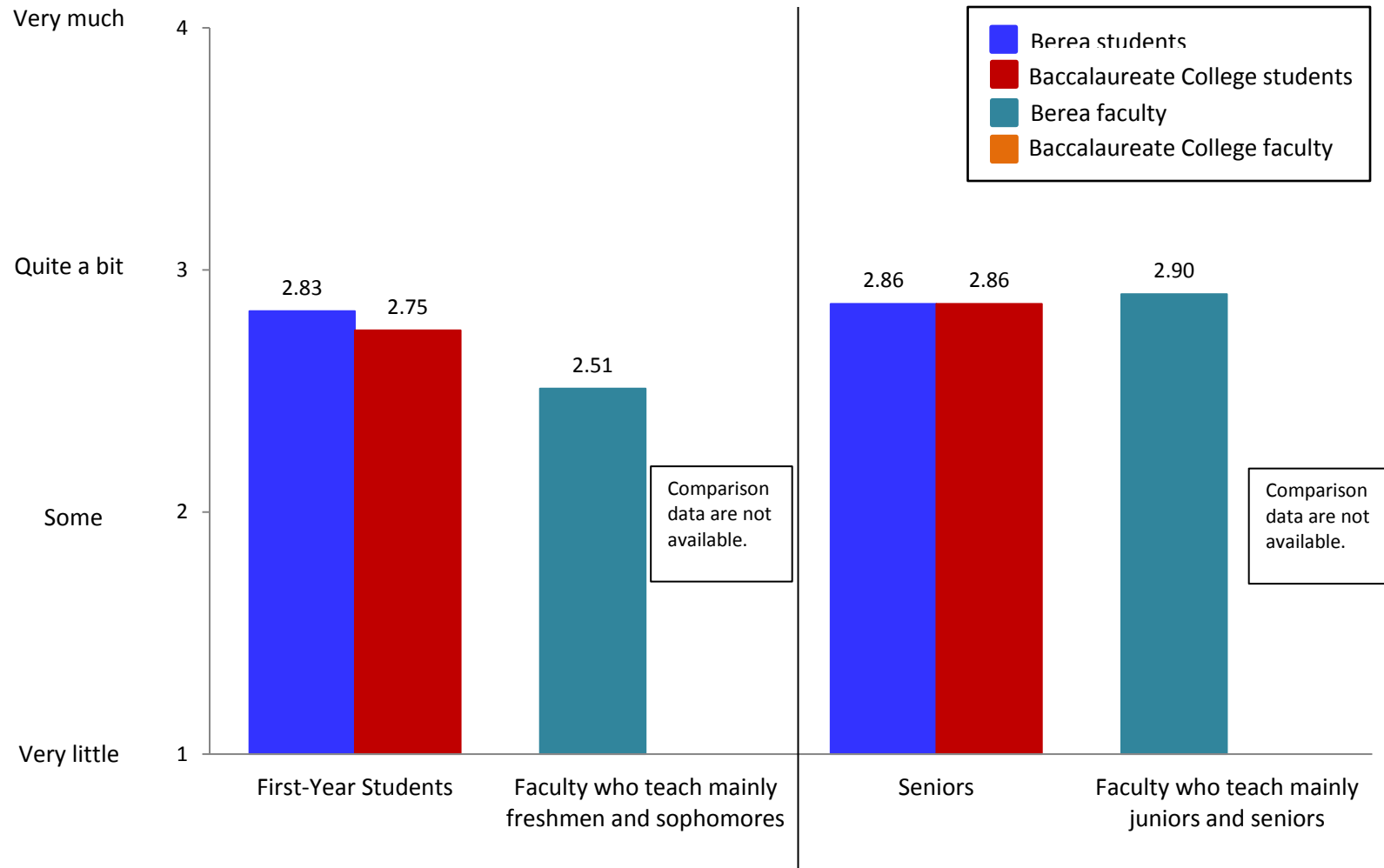
Faculty: 56%

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

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

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

Being an informed and active citizen



Response Rates:

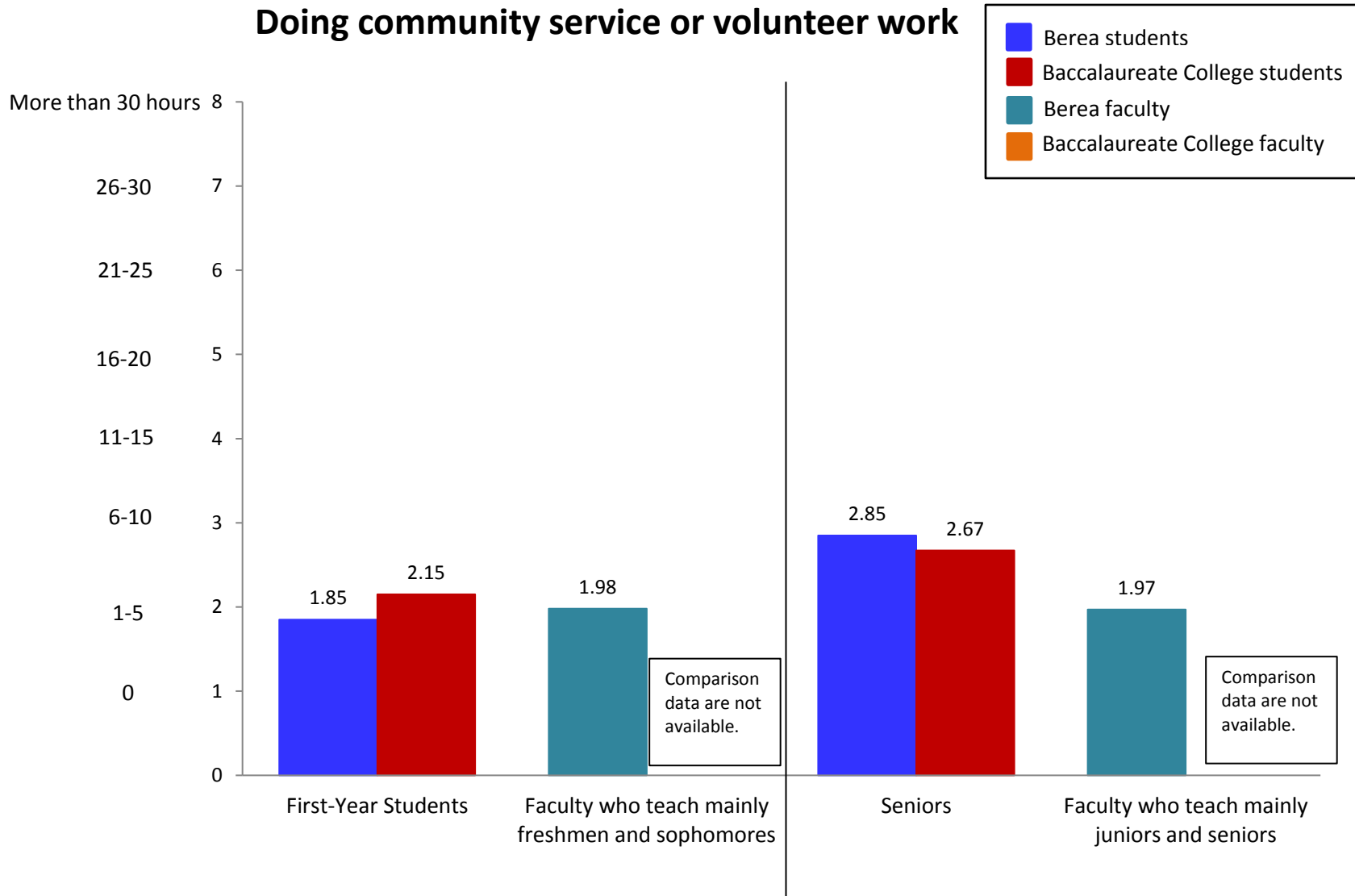
Faculty: 56%

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

FSSE: About how many hours do you think the typical student in your selected course section spends ...?

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

Doing community service or volunteer work



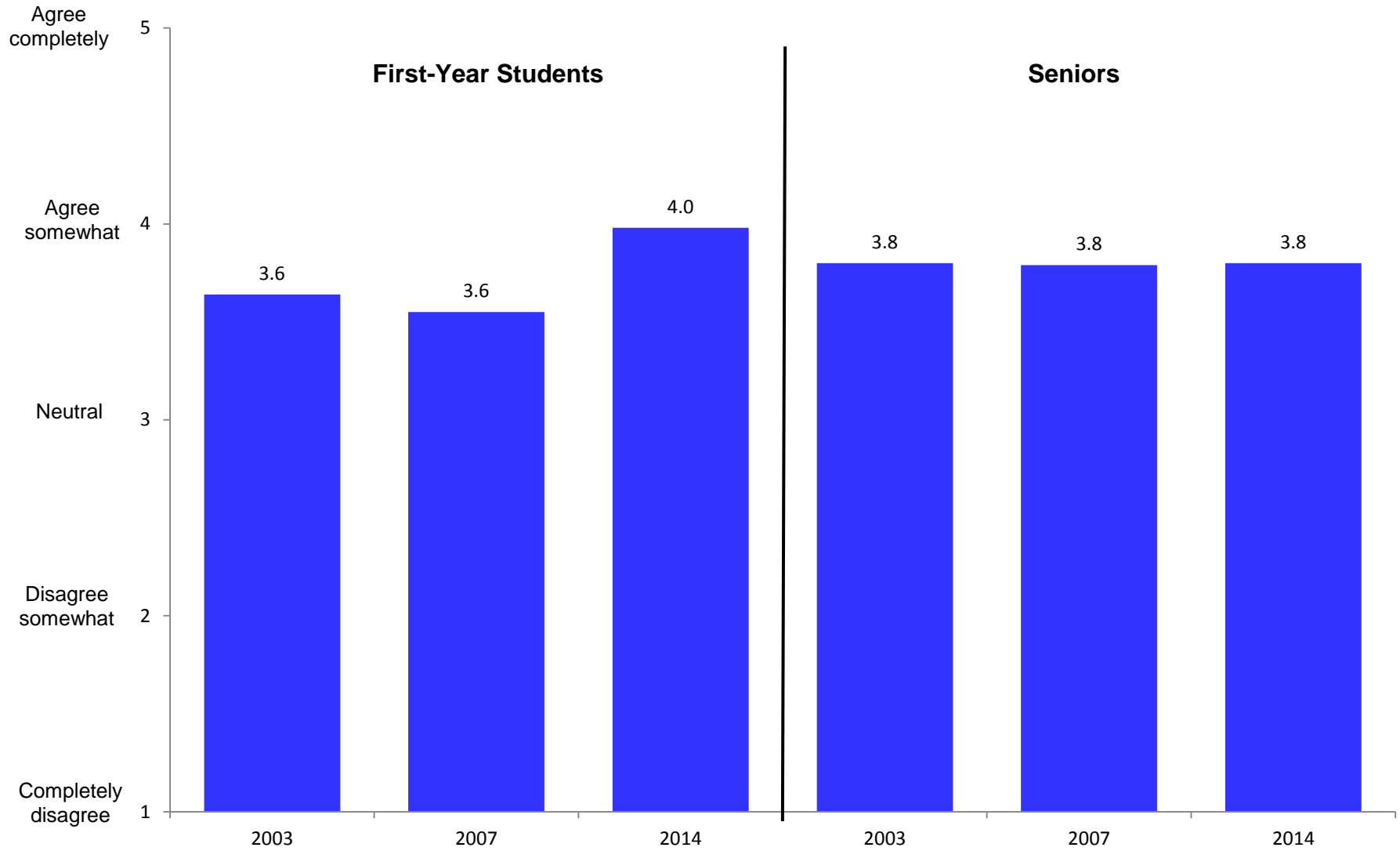
Response Rates:

Faculty: 56%

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

To what extent do you agree with the following?

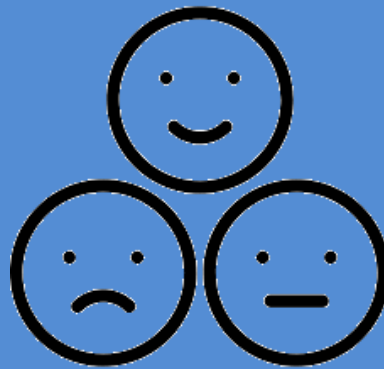
Going to a work college helps me learn the value of community service.



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

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

All Students



[Click to see survey instruments](#)

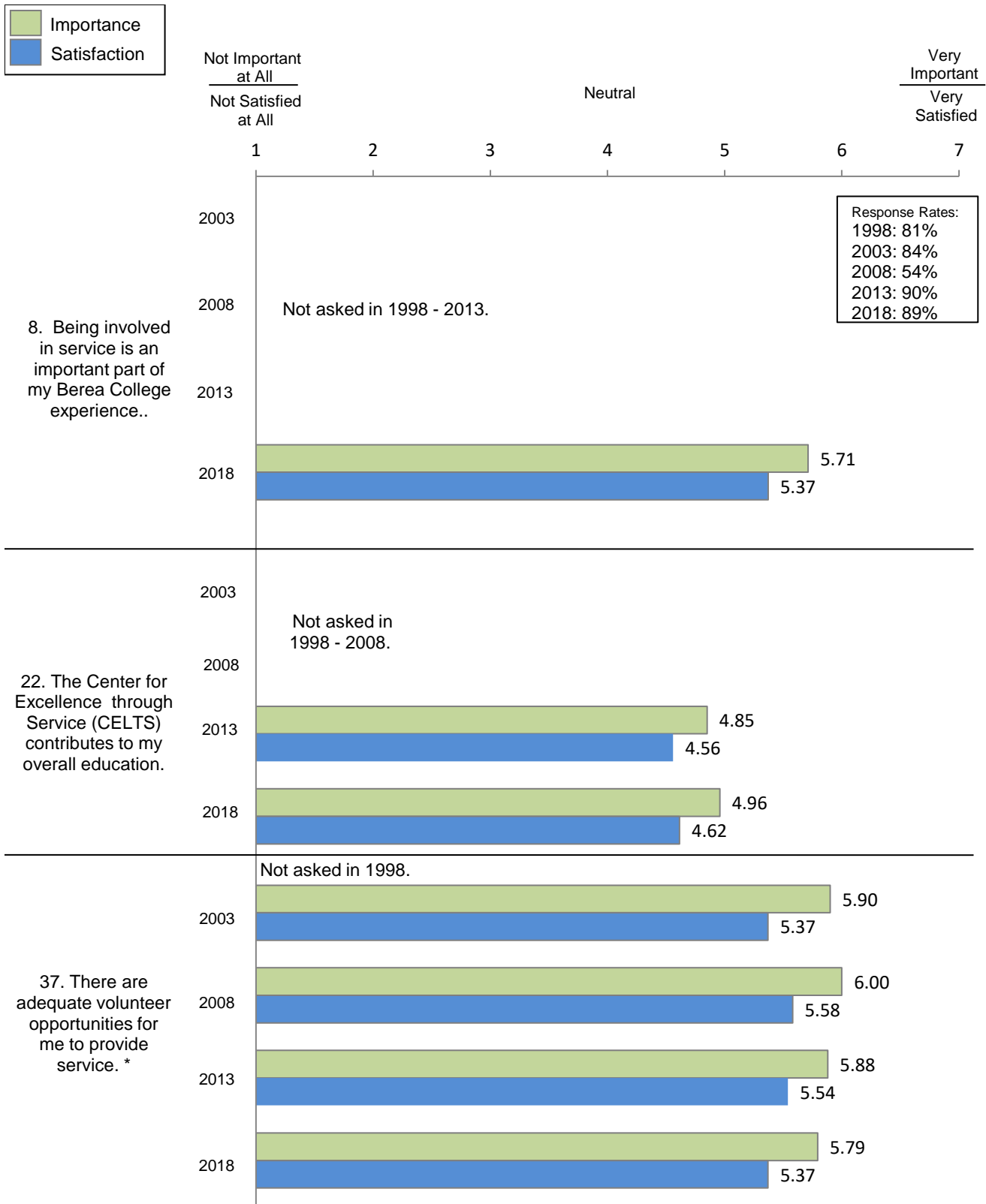
Response Rates:

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

All Students

Importance and Satisfaction Ratings within Item Group: Service

Berea-Specific
Satisfaction Survey



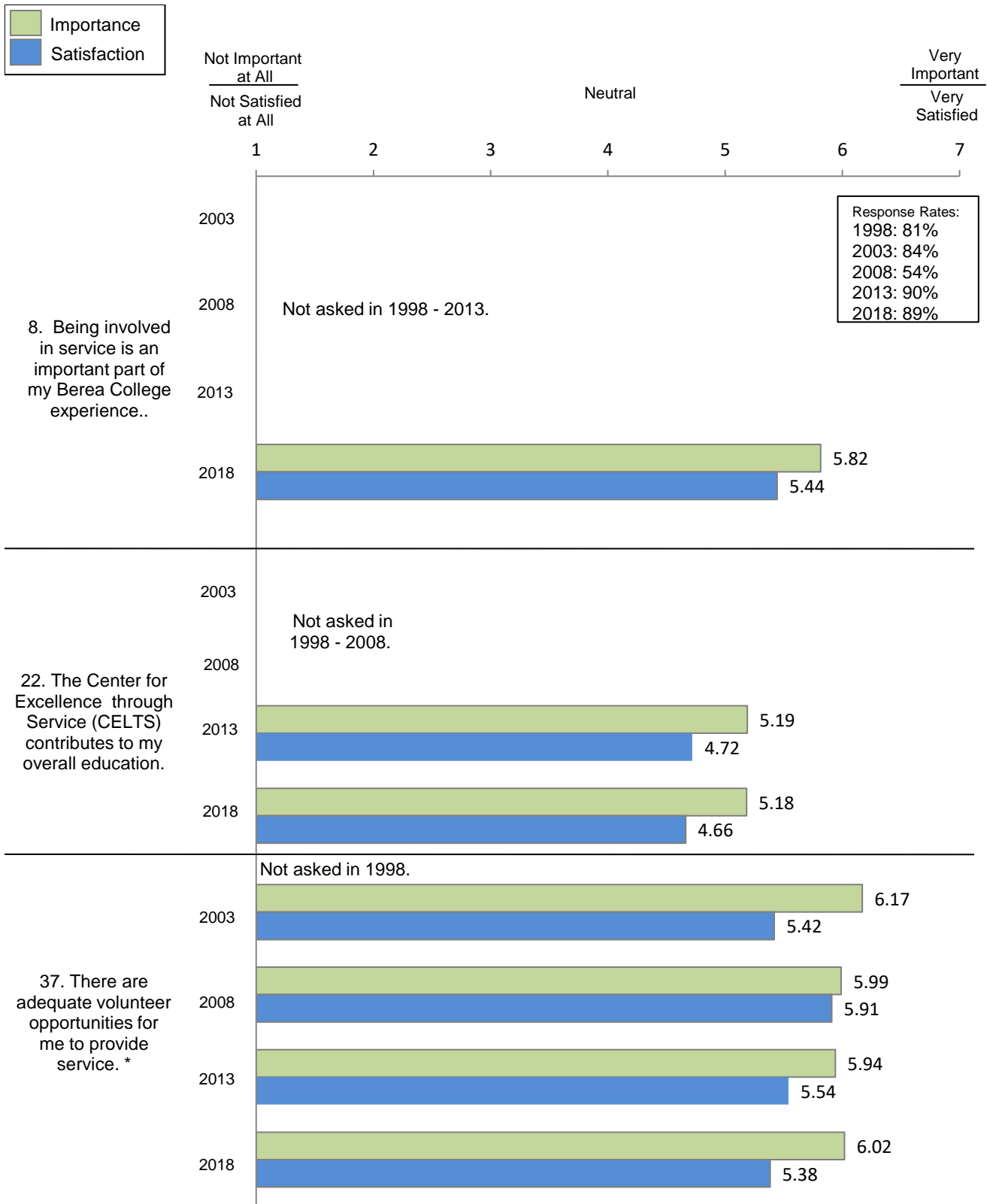
*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

*Prior to 2013 this item was worded, "I feel that there are adequate opportunities for me to provide community and other service."

African-American Students

Importance and Satisfaction Ratings within Item Group: *Service*

Berea-Specific
Satisfaction Survey



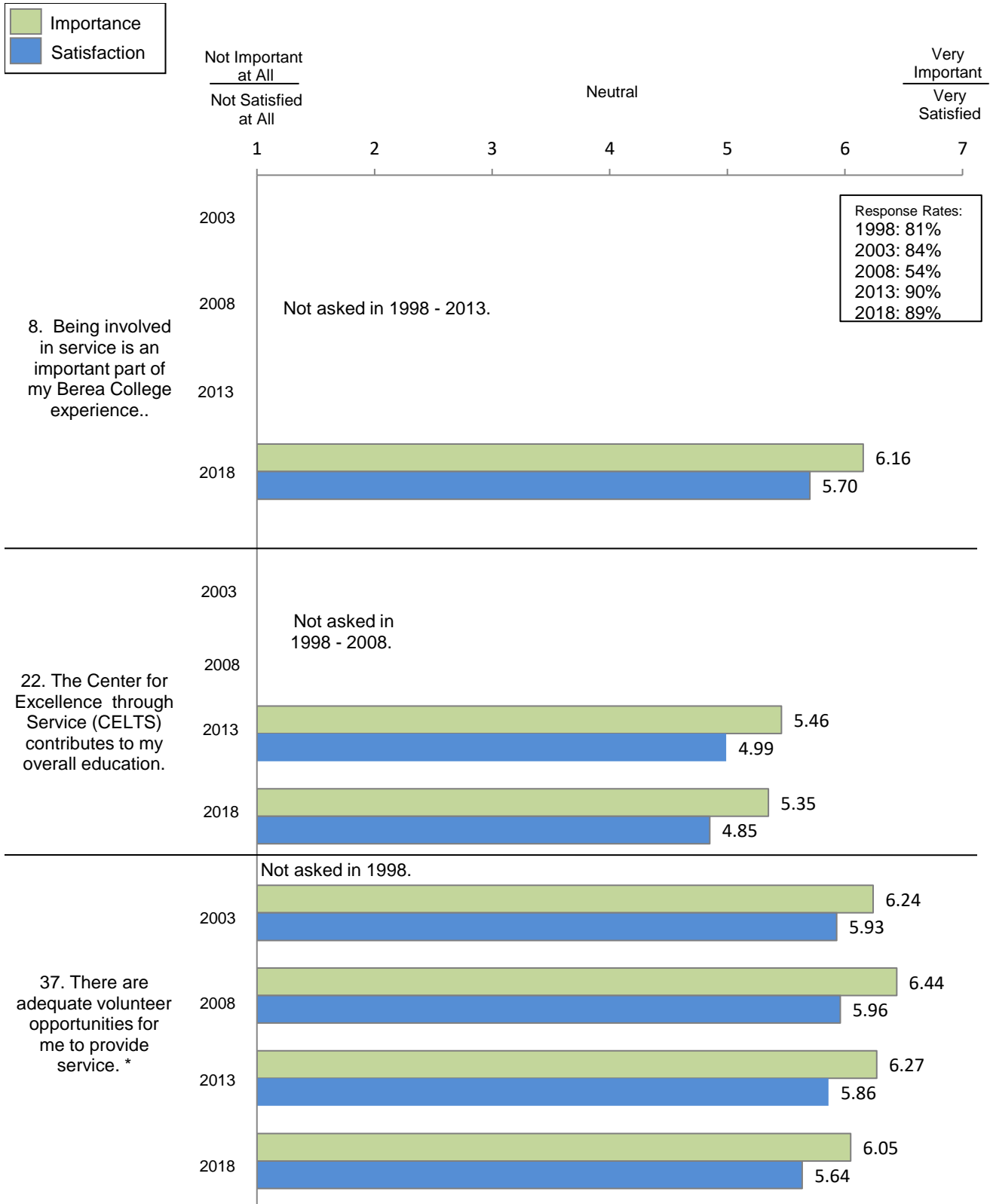
*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

*Prior to 2013 this item was worded, "I feel that there are adequate opportunities for me to provide community and other service."

International Students

Importance and Satisfaction Ratings within Item Group: Service

Berea-Specific
Satisfaction Survey

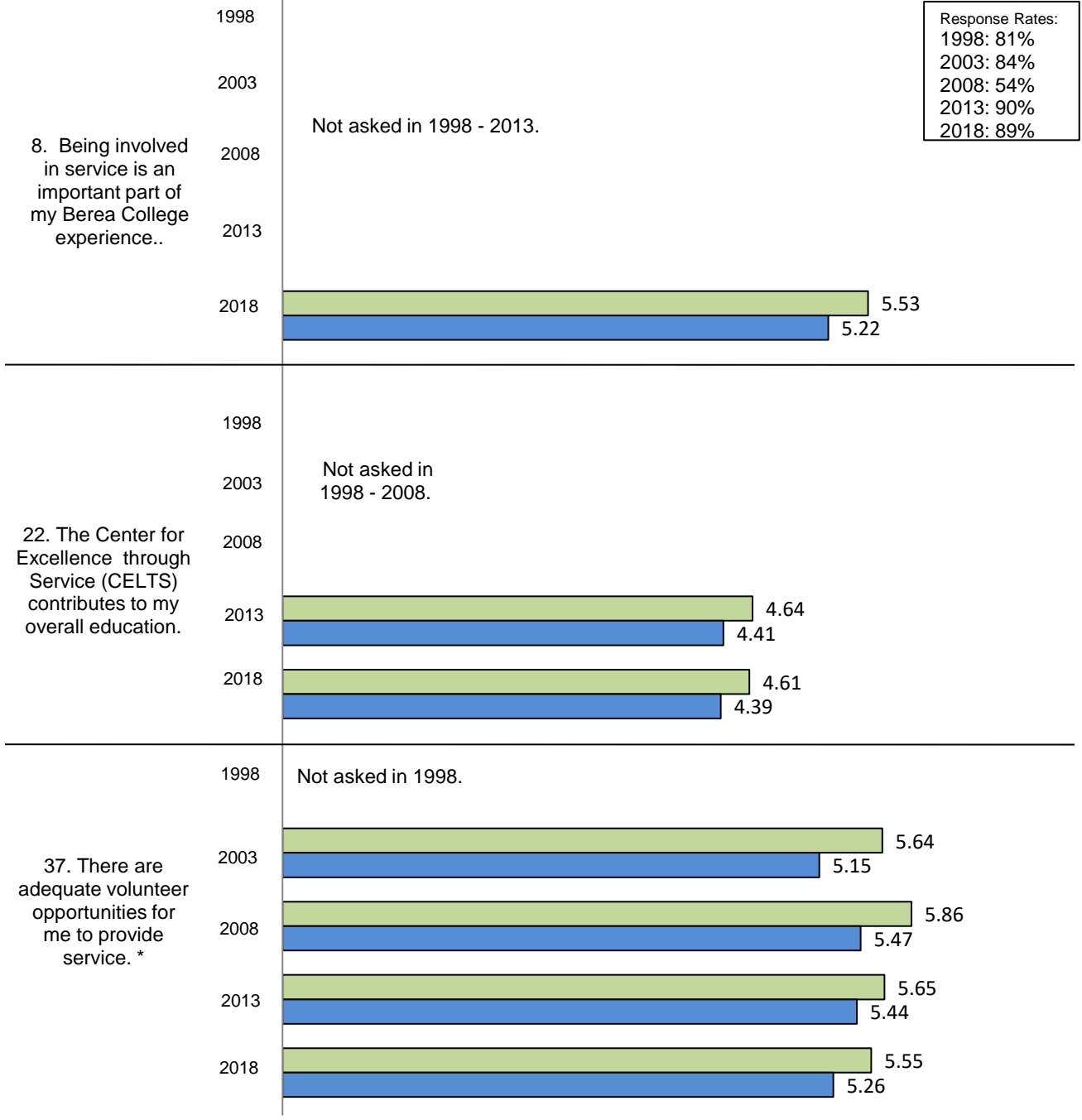
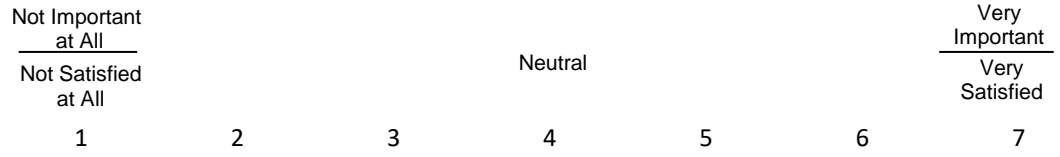
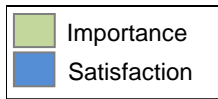


*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

*Prior to 2013 this item was worded, "I feel that there are adequate opportunities for me to provide community and other service."

Male Students
Importance and Satisfaction Ratings within Item Group:
Service

Berea-Specific
Satisfaction Survey



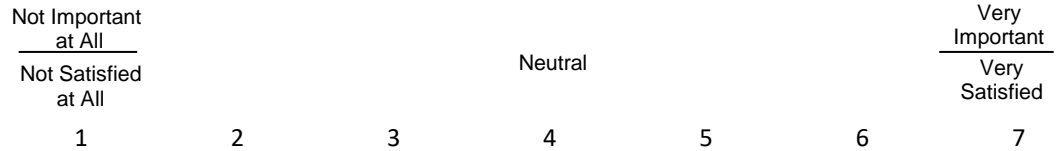
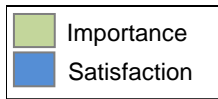
*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

*Prior to 2013 this item was worded, "I feel that there are adequate opportunities for me to provide community and other service."

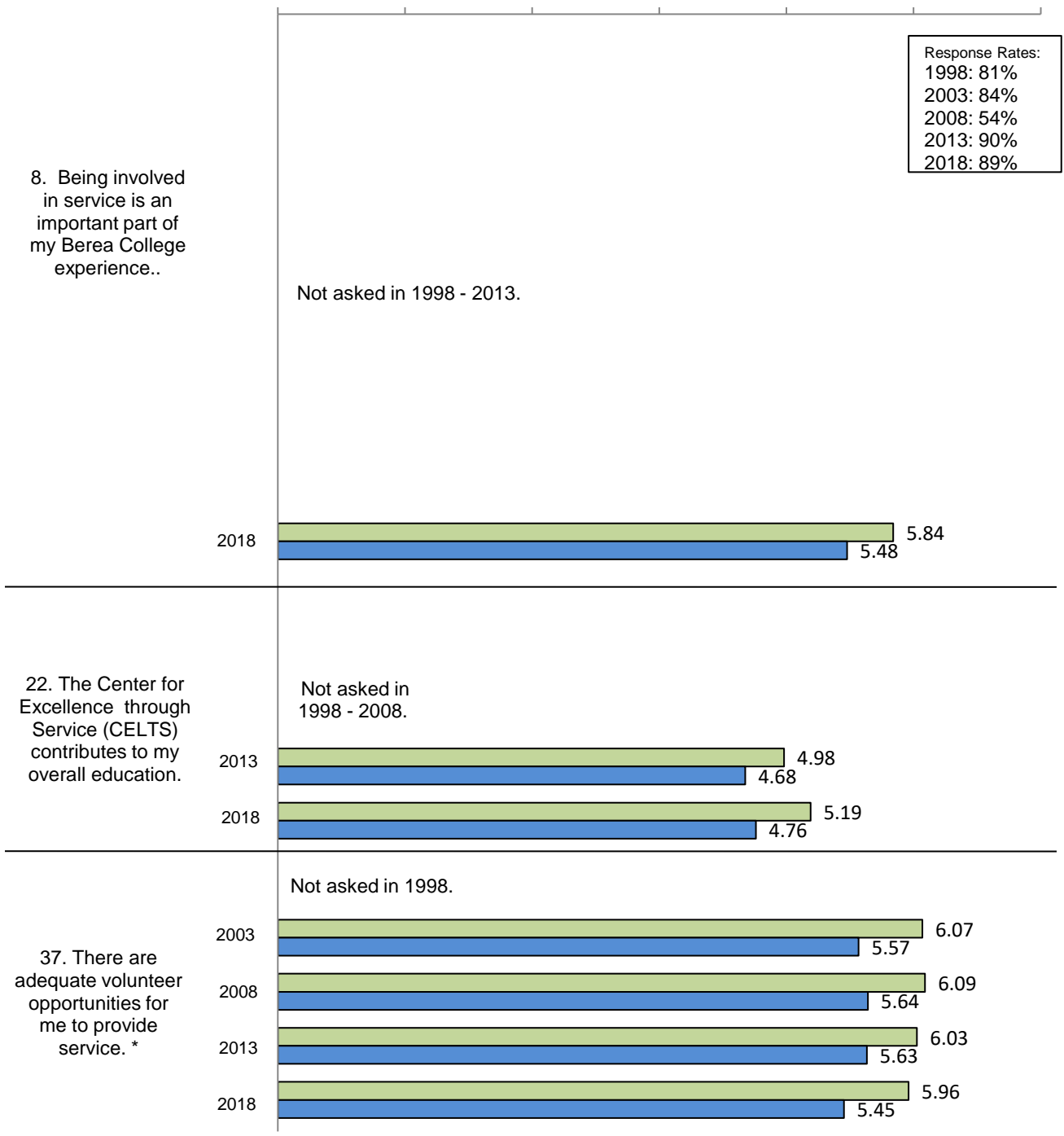
Female Students

Importance and Satisfaction Ratings within Item Group: Service

Berea-Specific
Satisfaction Survey



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



*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

*Prior to 2013 this item was worded, "I feel that there are adequate opportunities for me to provide community and other service."

Berea-Specific Graduating Seniors Survey



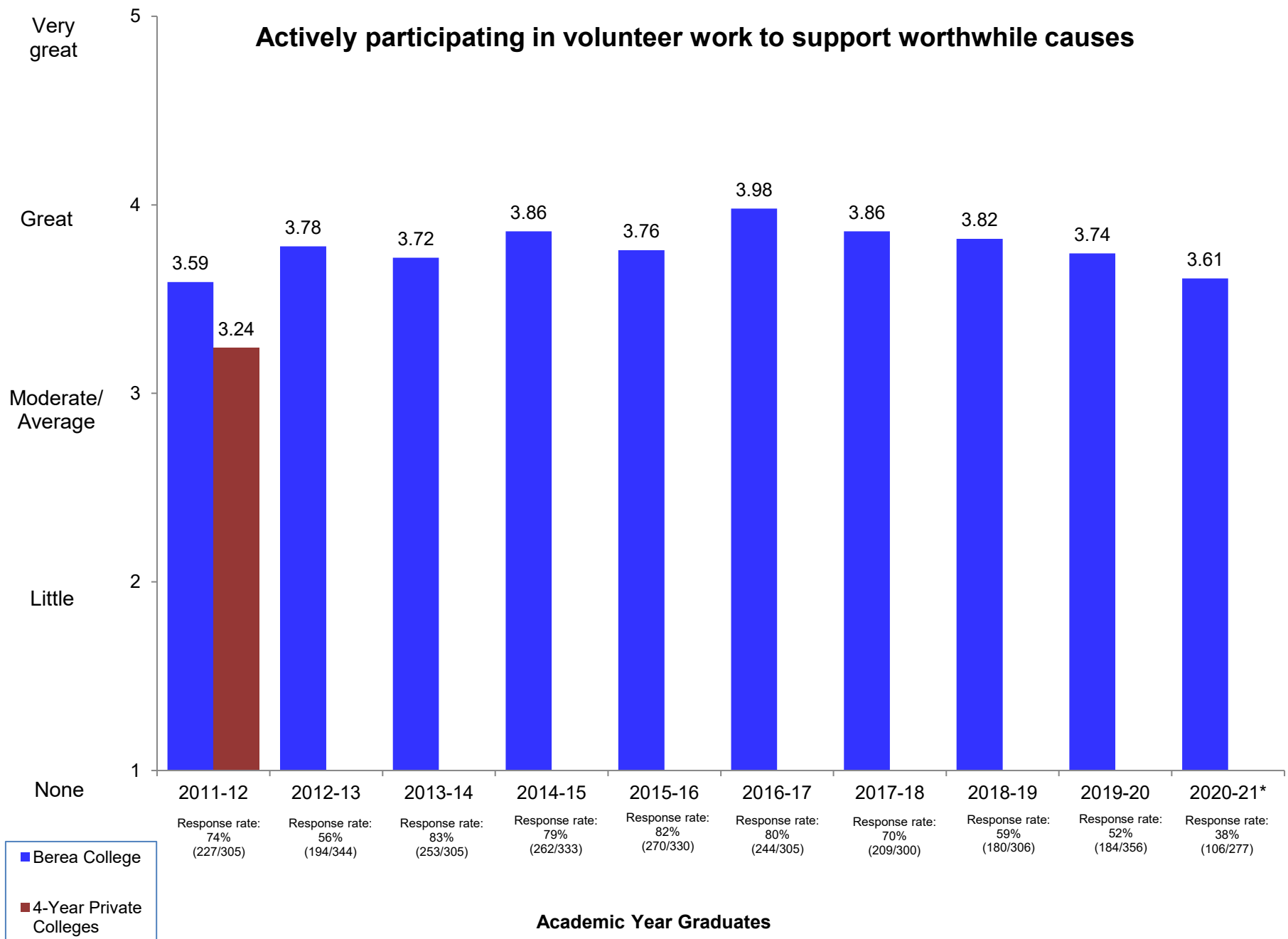
[Choose to see survey instruments](#)

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.



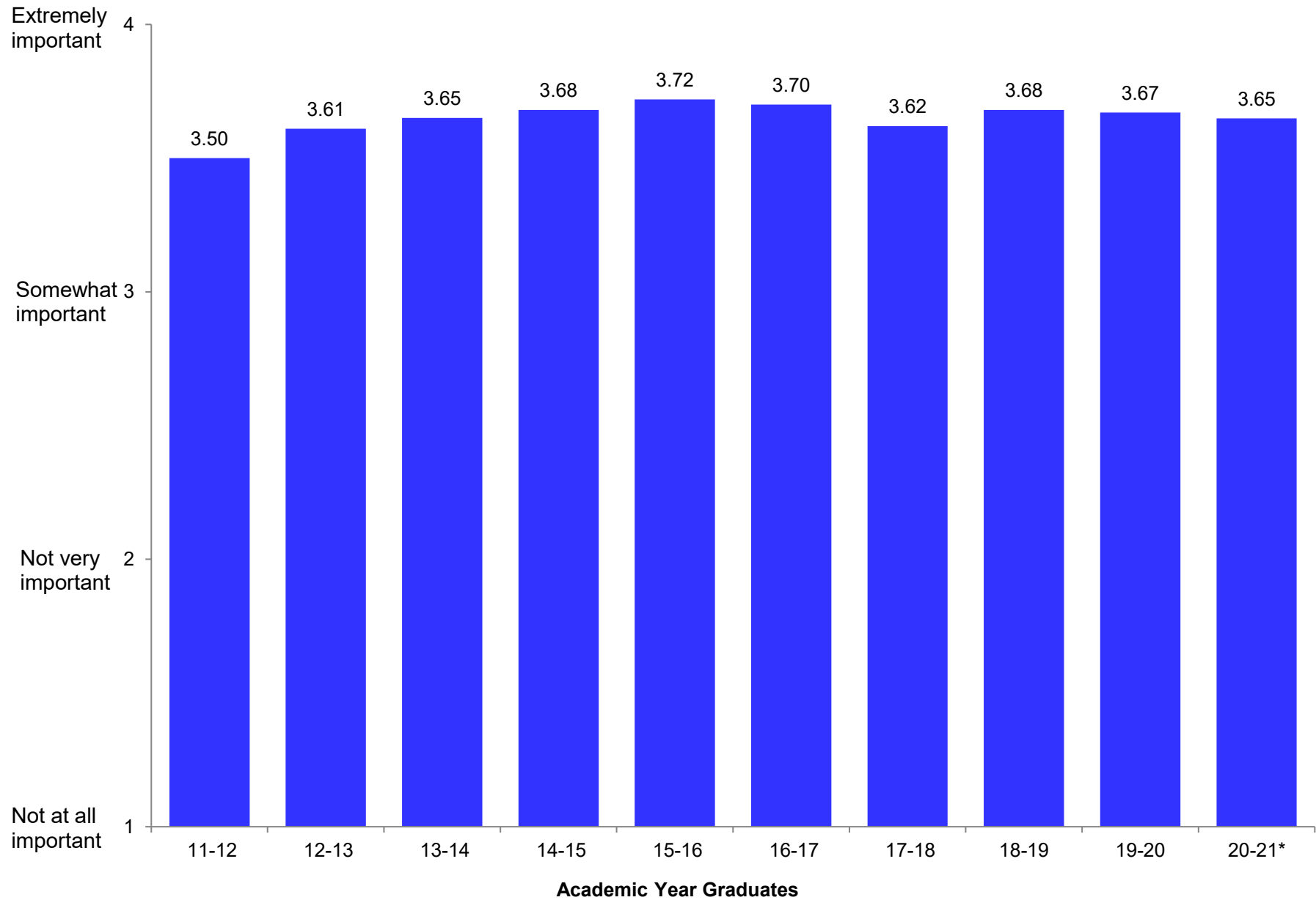
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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

Rate the importance to you of each of the following:

Graduating Senior Survey
Administered at graduation rehearsal

Serving humankind

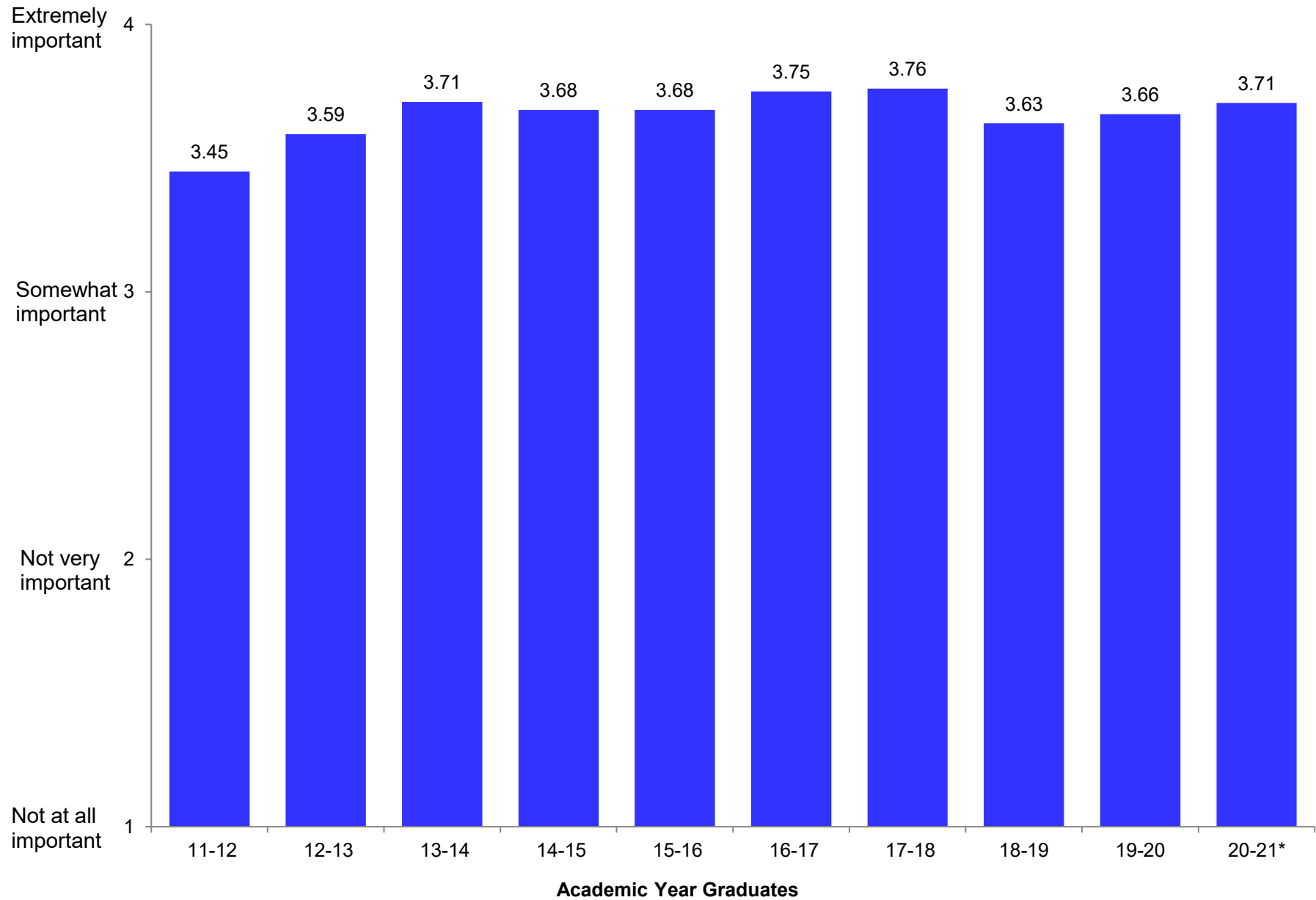


*Due to the COVID-19 Pandemic, survey was administered online.

Rate the importance to you of each of the following:

Graduating Senior Survey
Administered at graduation rehearsal

Being a responsible citizen of the world

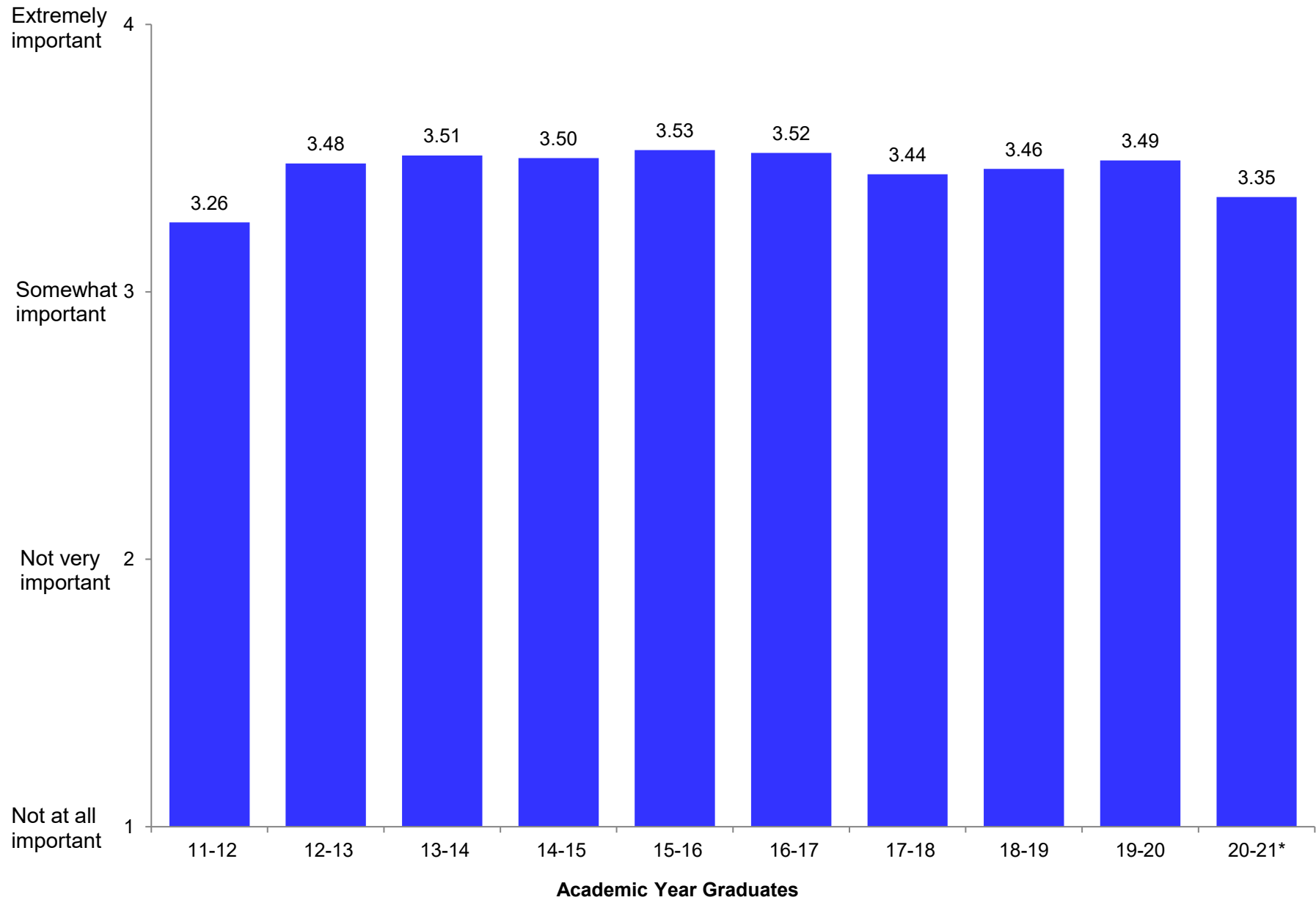


*Due to the COVID-19 Pandemic, survey was administered online.

Rate the importance to you of each of the following:

Graduating Senior Survey
Administered at graduation rehearsal

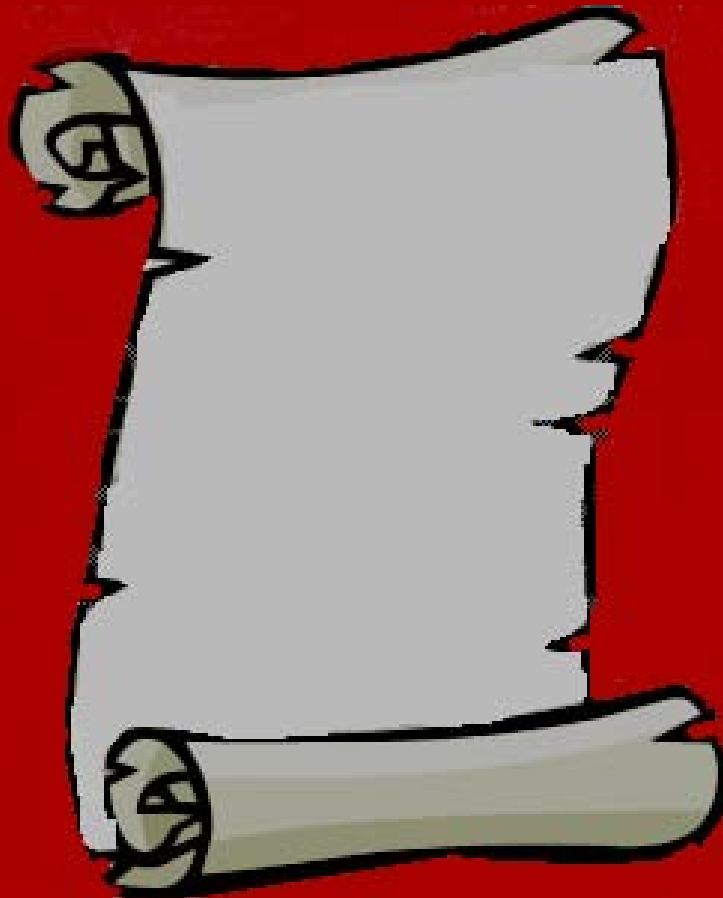
Volunteering service to my community



*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)



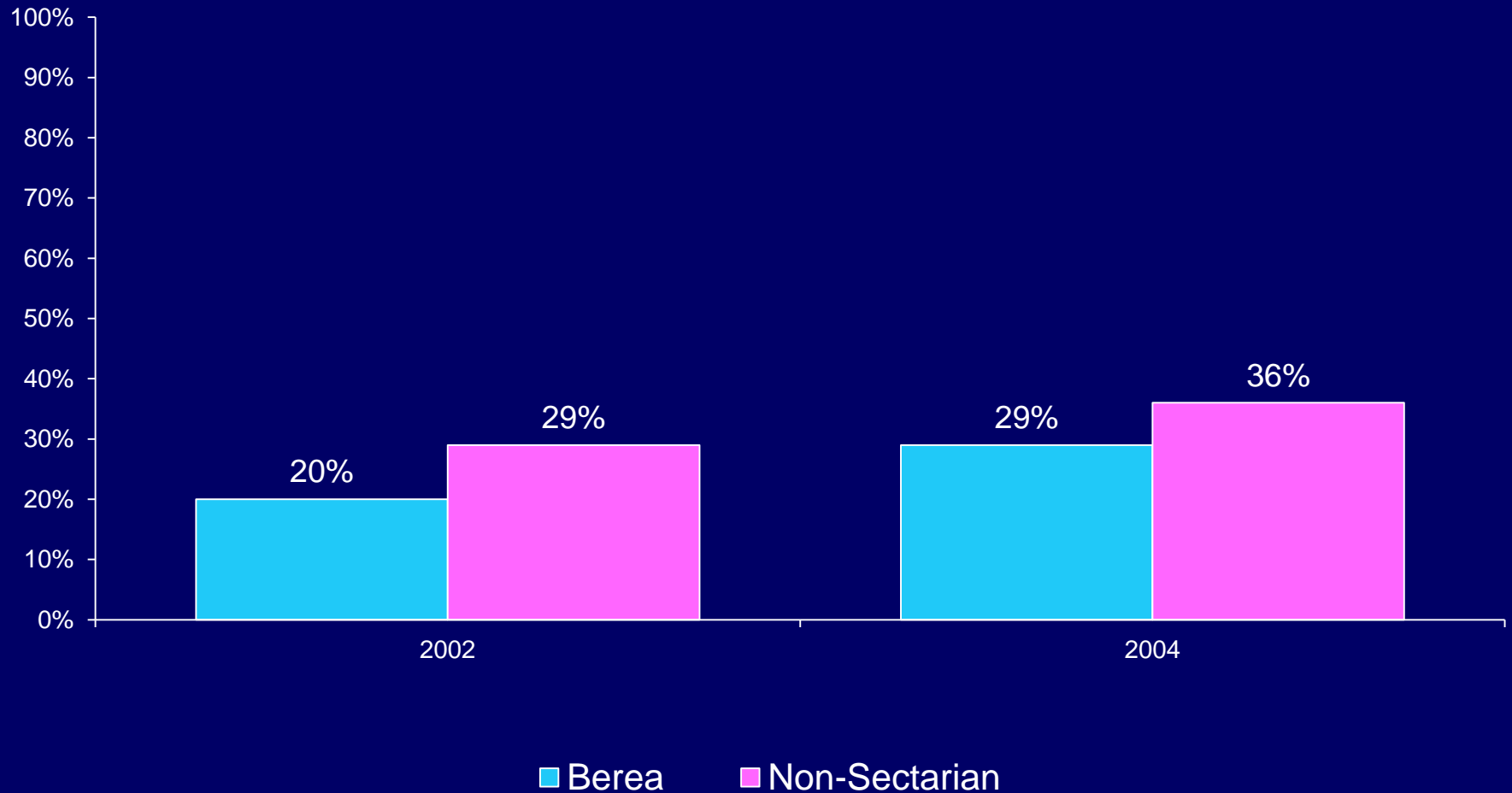
Administered Fall Terms 2002, 2004,
2006, 2008, 2010, 2012, 2014 and 2016

[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%

Did your high school require community service for graduation?

Percent who indicated “YES”



Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)

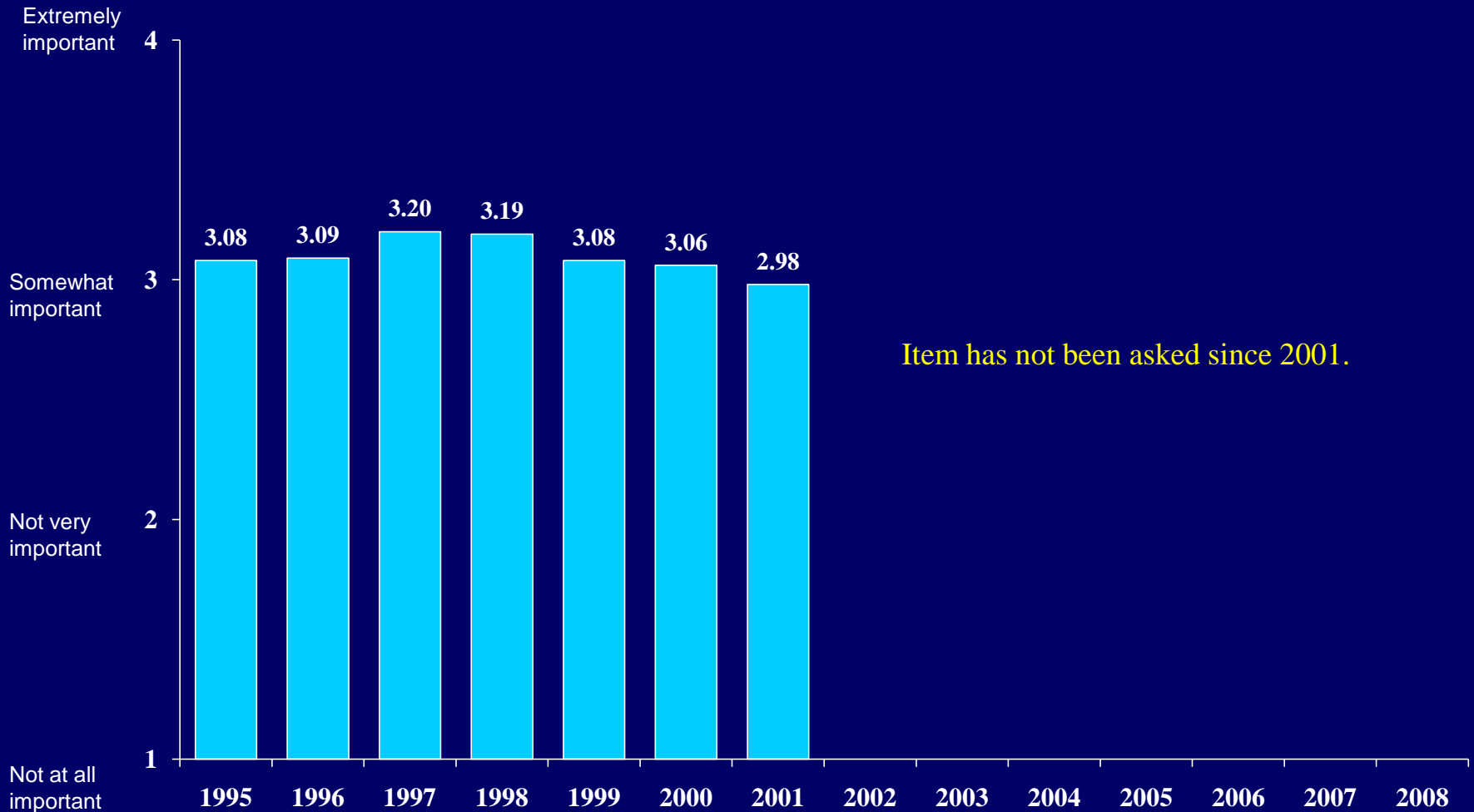


[Click to see survey instruments](#)

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

Average Response Rate of 85%

Rate the importance to you of each of the following
Working for social change



Your First College Year (YFCY)

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

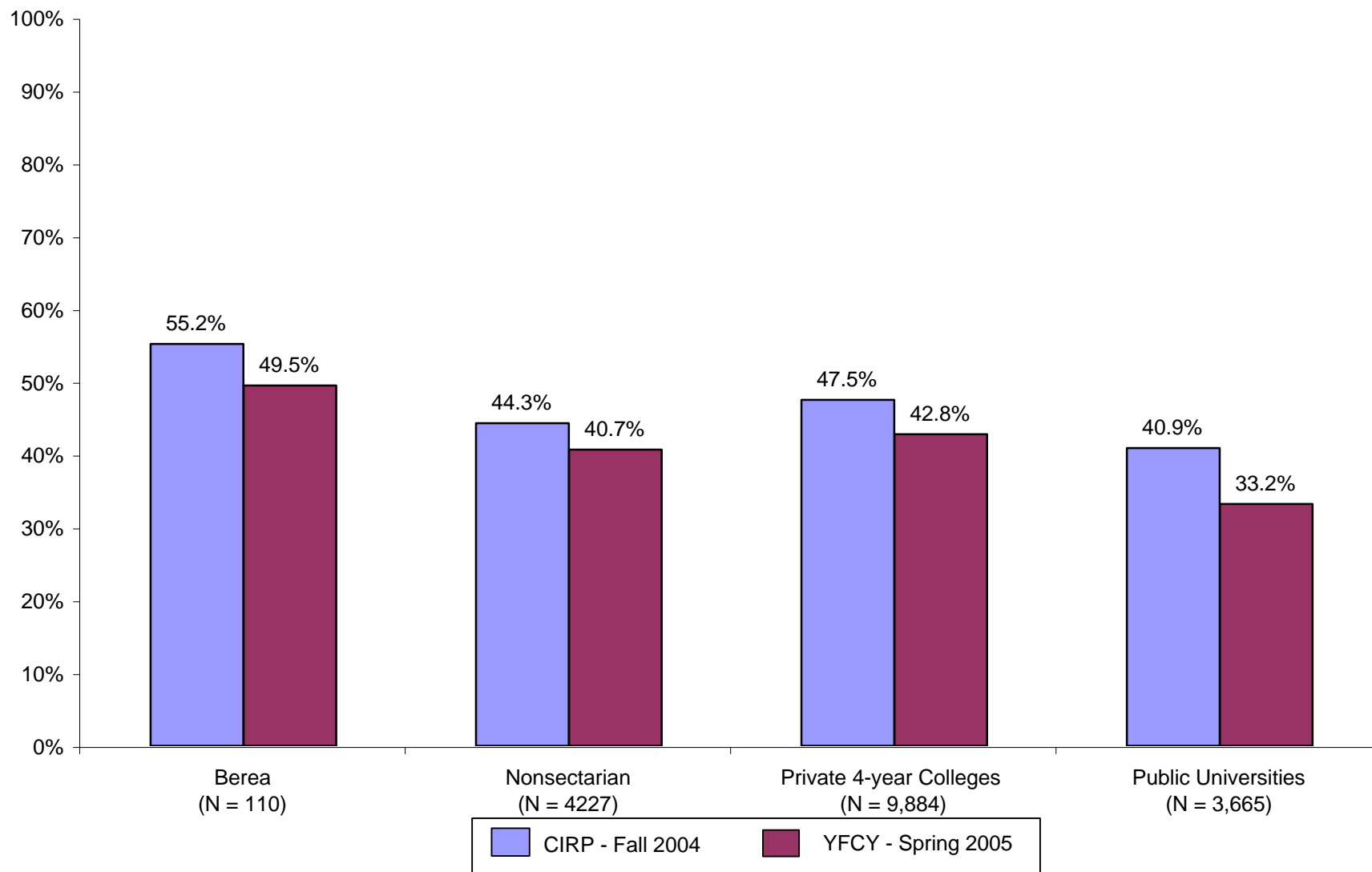


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

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

Participated in organized demonstrations

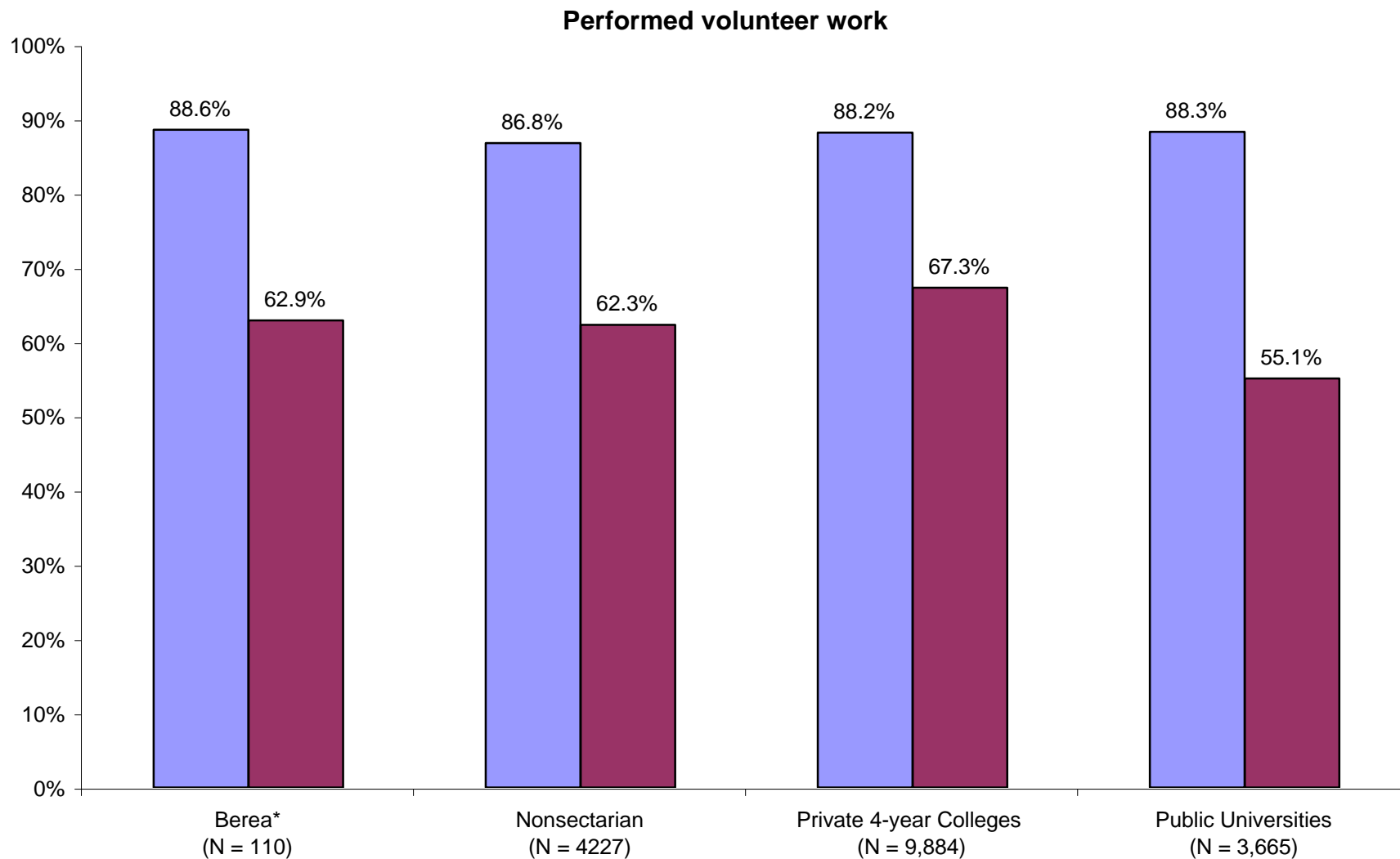


Compiled by the Office of Institutional Research and Assessment, August 2005

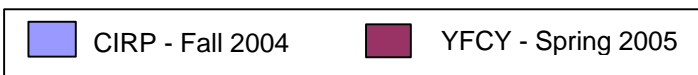
CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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



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



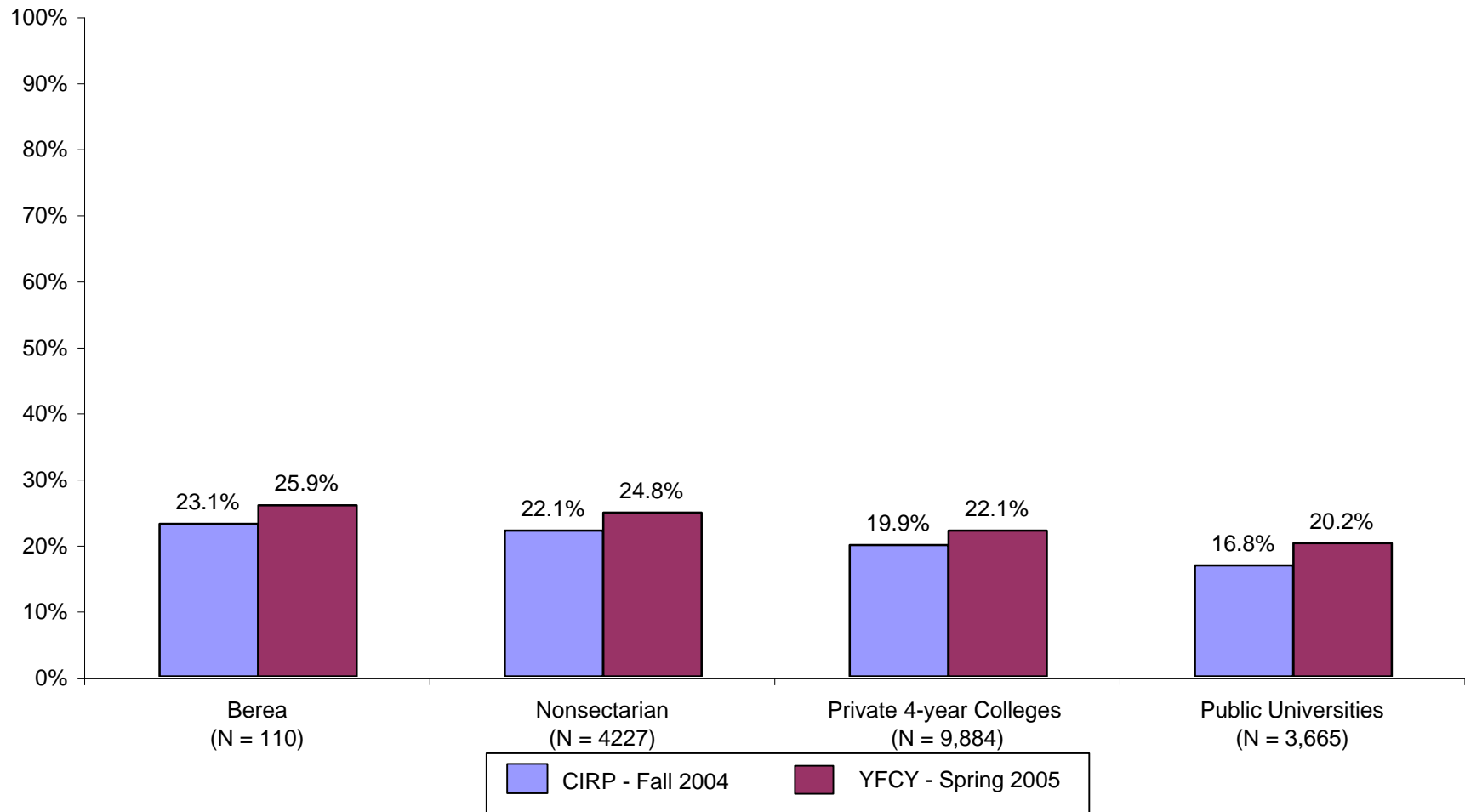
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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

Influencing the political structure



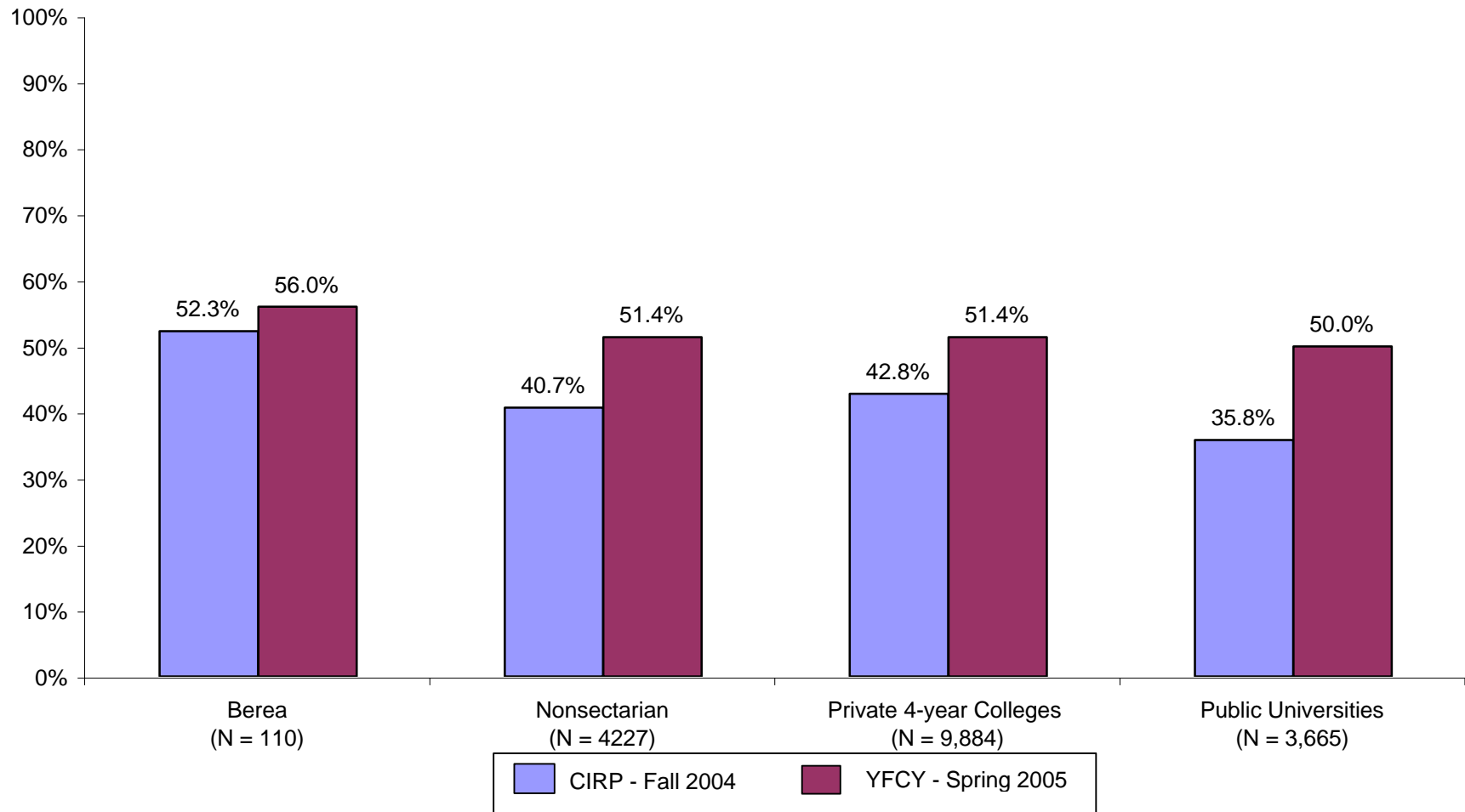
Compiled by the Office of Institutional Research and Assessment, August 2005

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"

Influencing social values



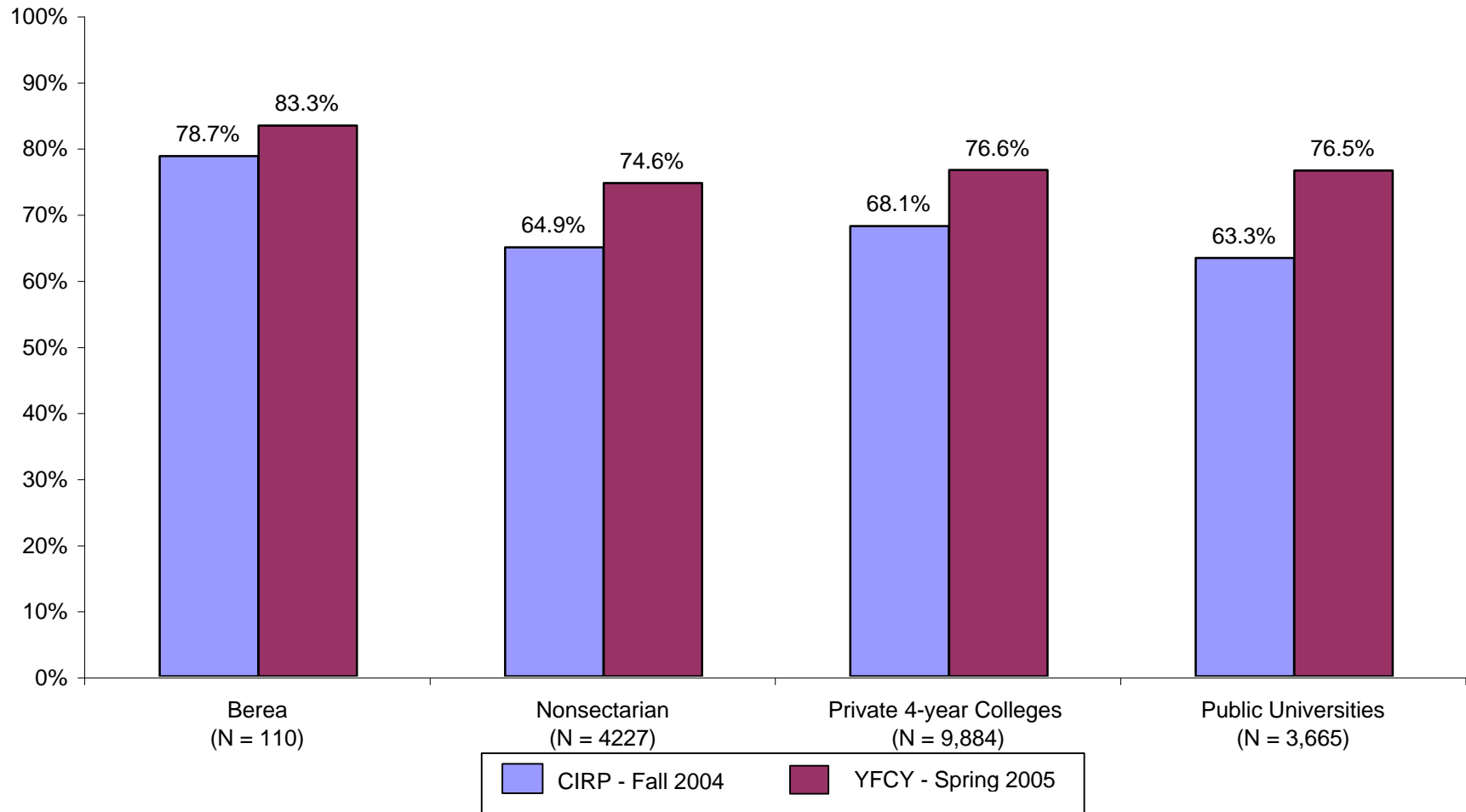
Compiled by the Office of Institutional Research and Assessment, August 2005

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



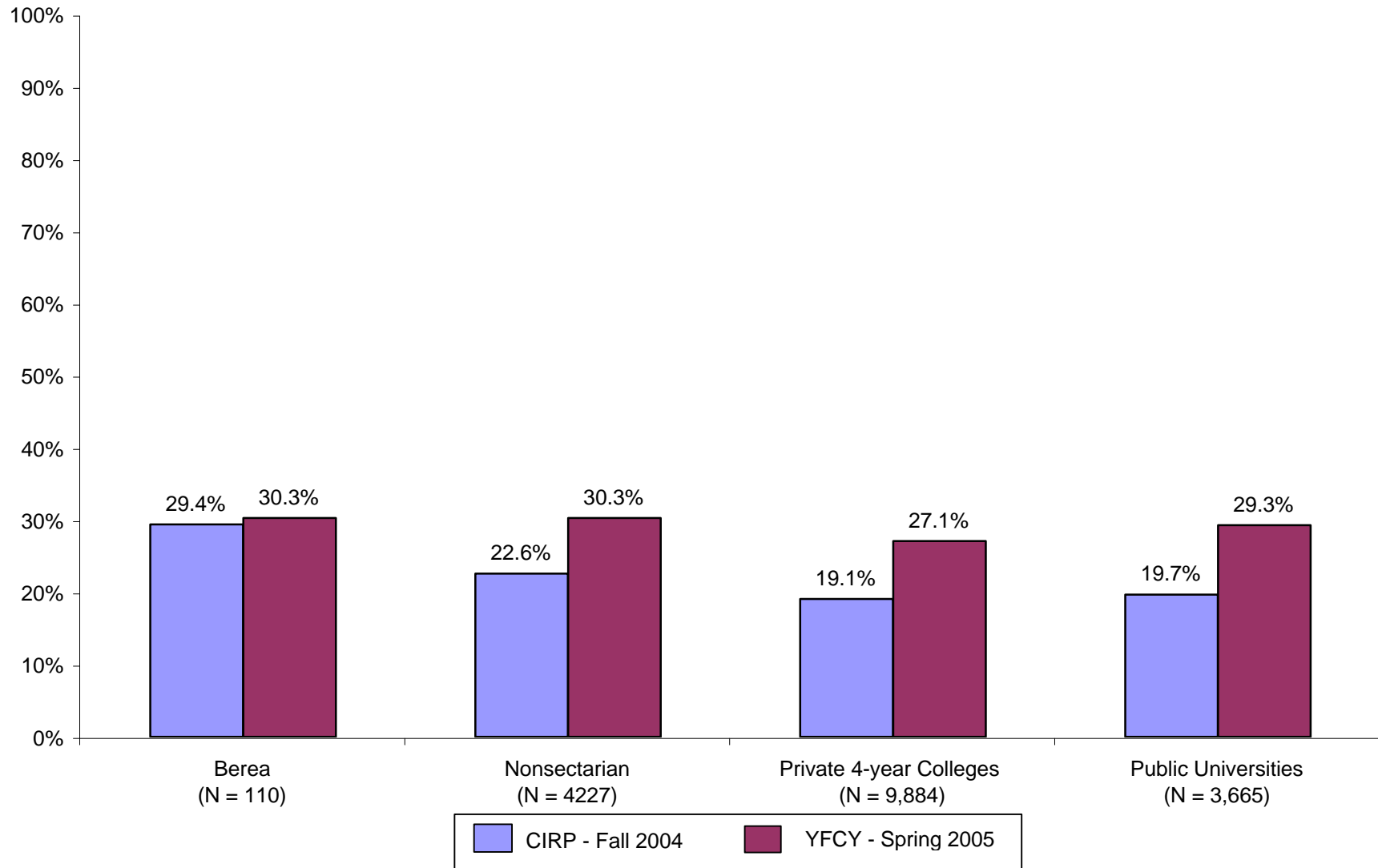
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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

Becoming involved in programs to clean up the environment



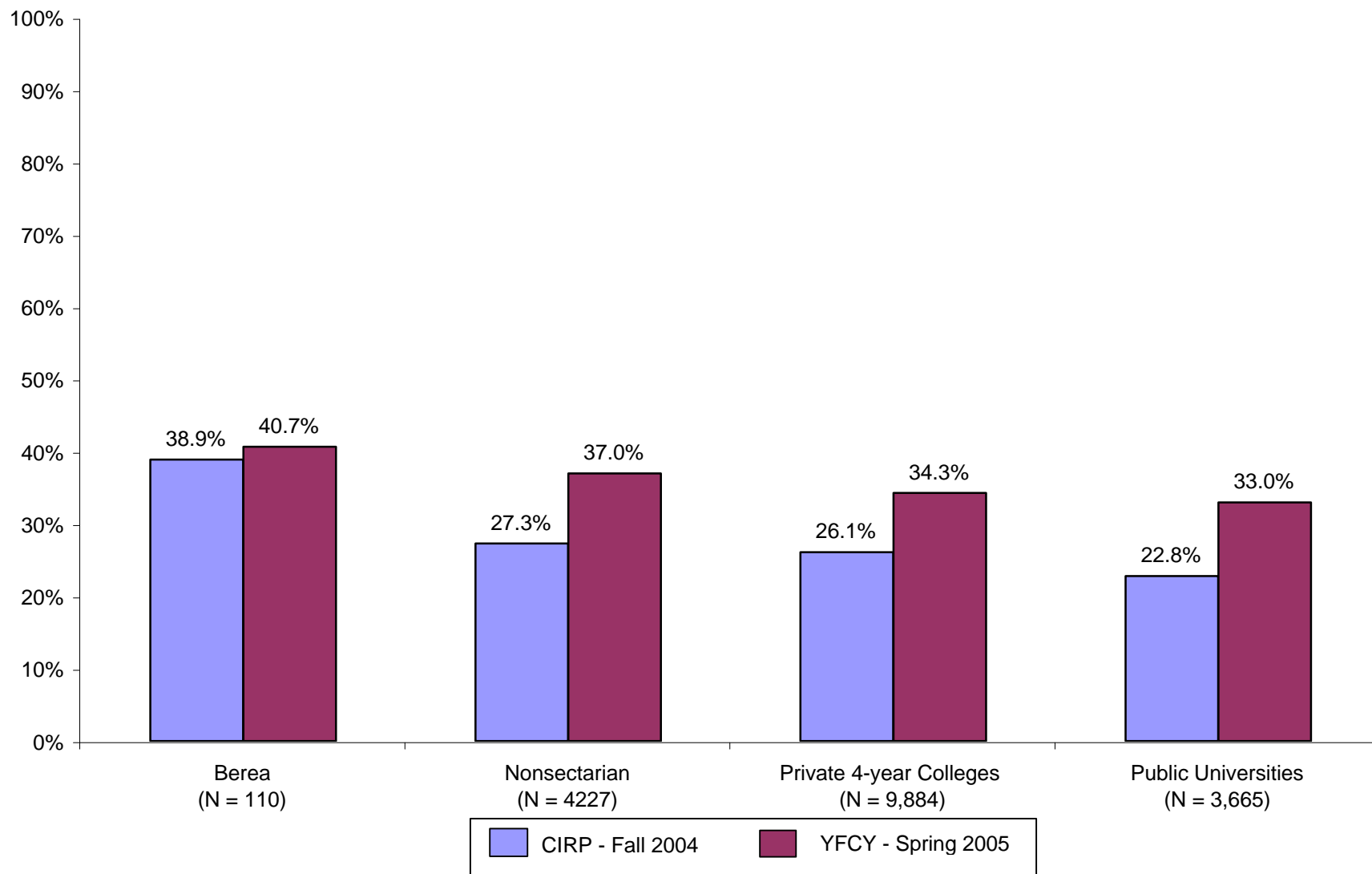
Compiled by the Office of Institutional Research and Assessment, August 2005

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"

Participating in a community action program



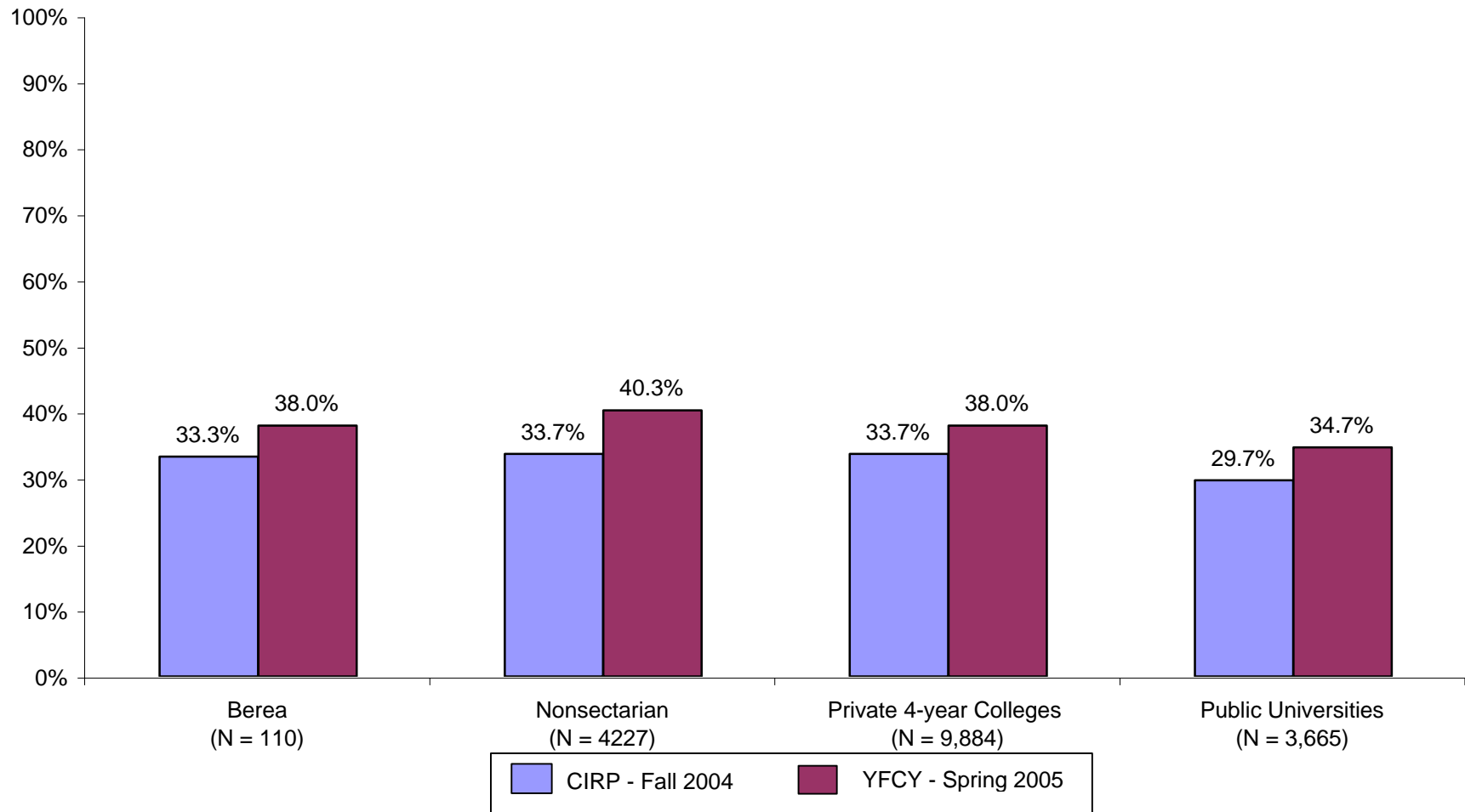
Compiled by the Office of Institutional Research and Assessment, August 2005

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"

Becoming a community leader

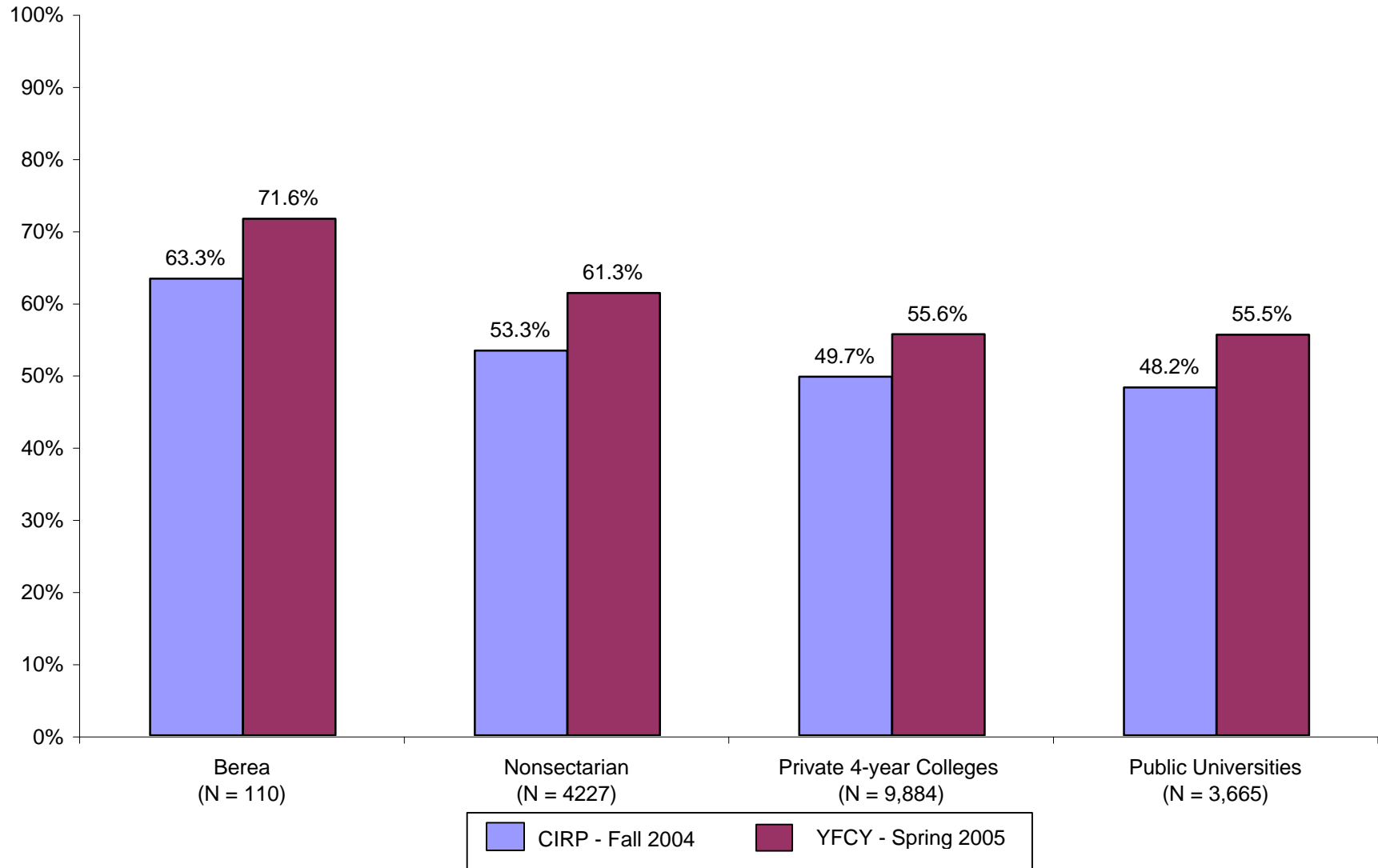


Compiled by the Office of Institutional Research and Assessment, August 2005

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

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

Improving my understanding of other countries and cultures



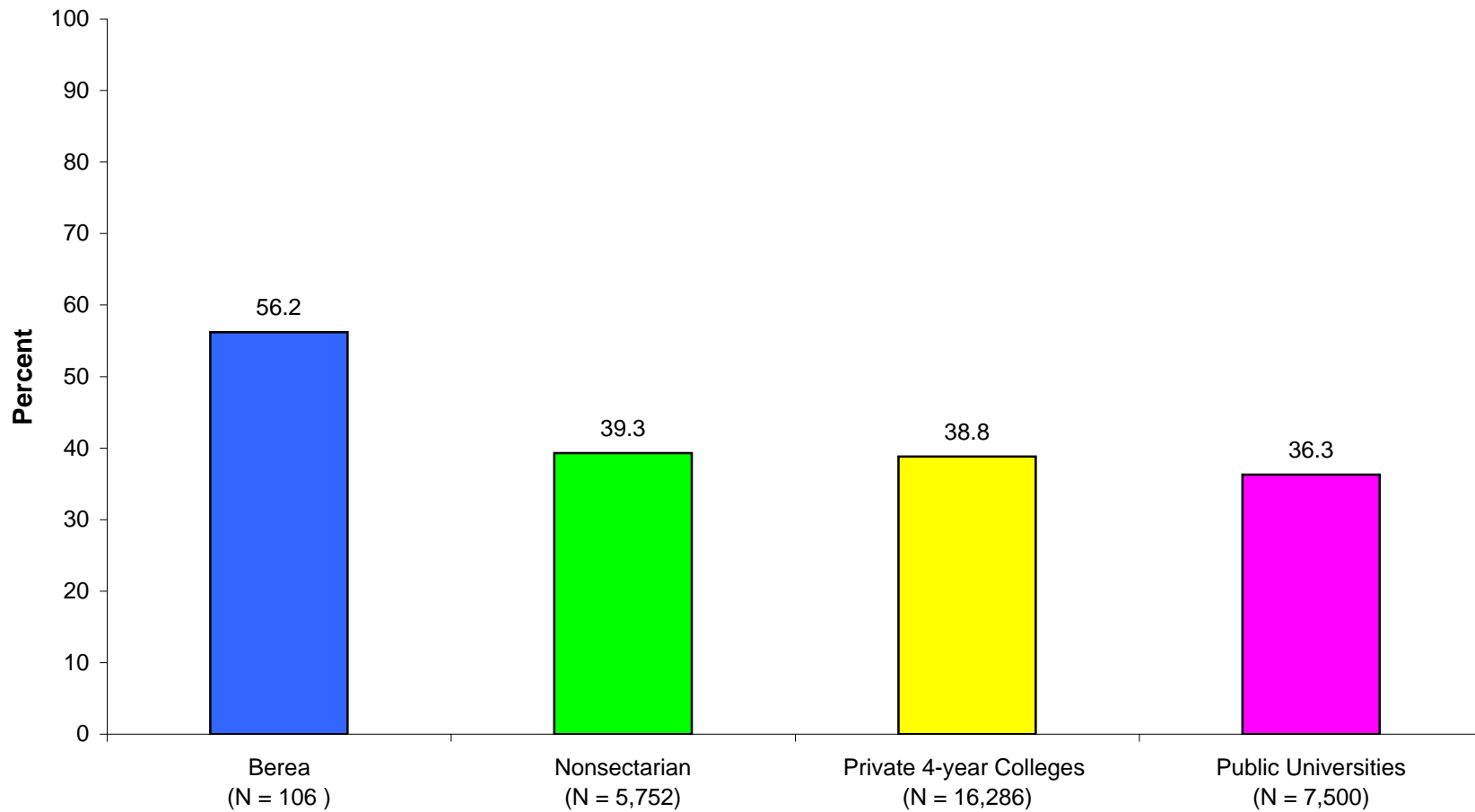
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

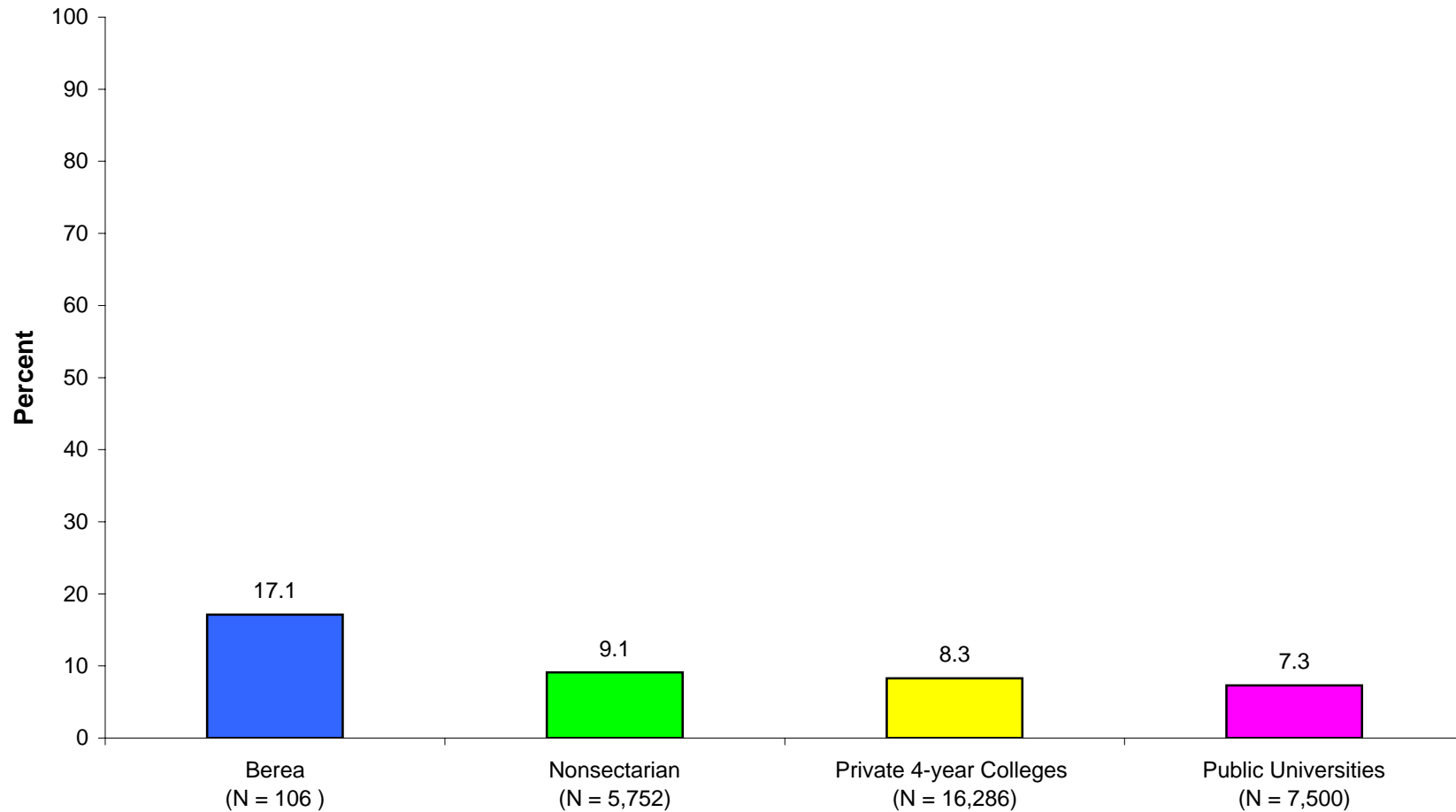
Percentage of students who indicated the following as "essential" or "very important"

Improving the health of minority communities



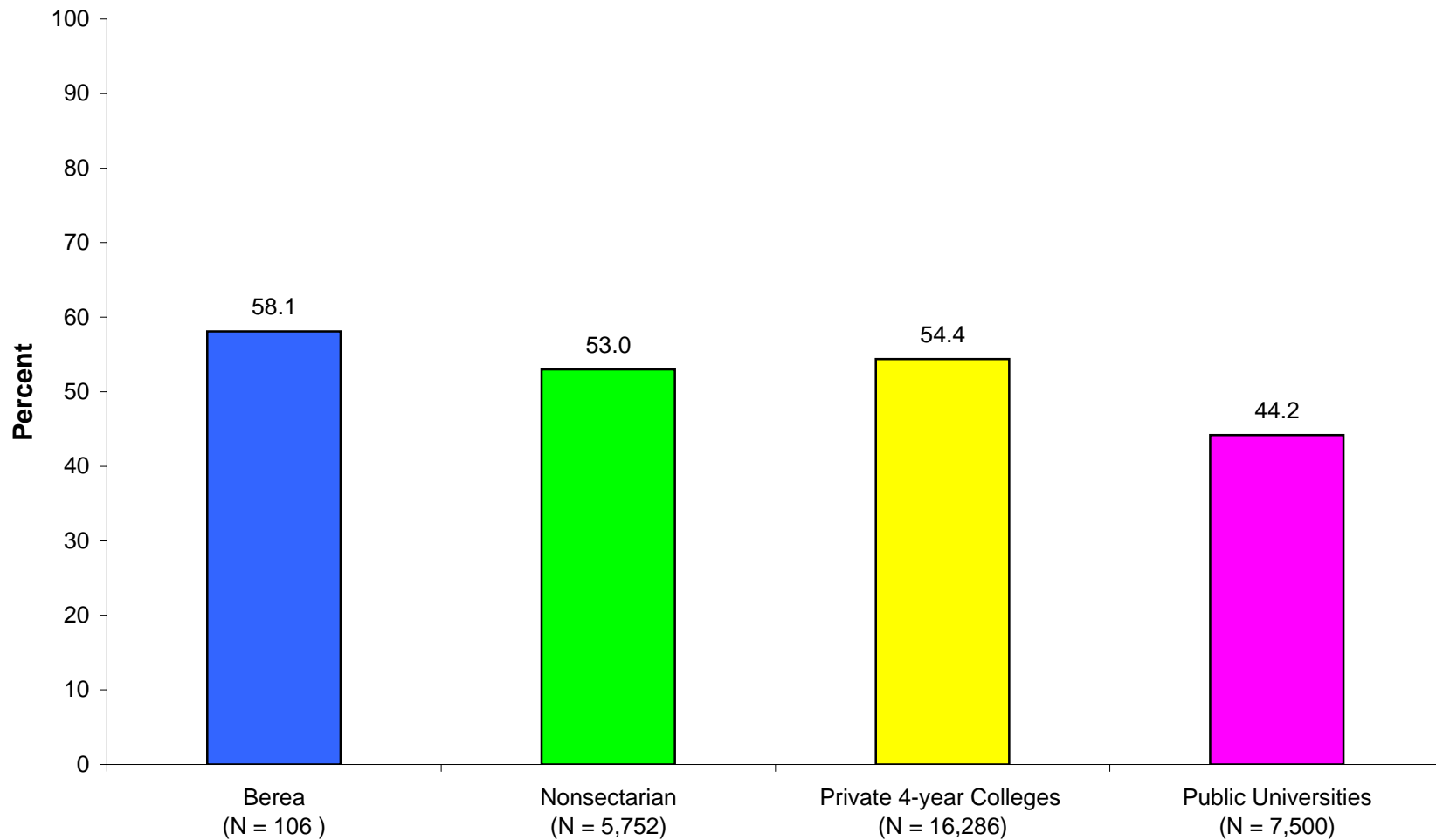
Percent of students noting "much stronger" skills compared with time when entered college:

Understanding of the problems facing your community



Percent of students noting they are "satisfied" or "very satisfied" with the following:

Opportunities for community service



National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



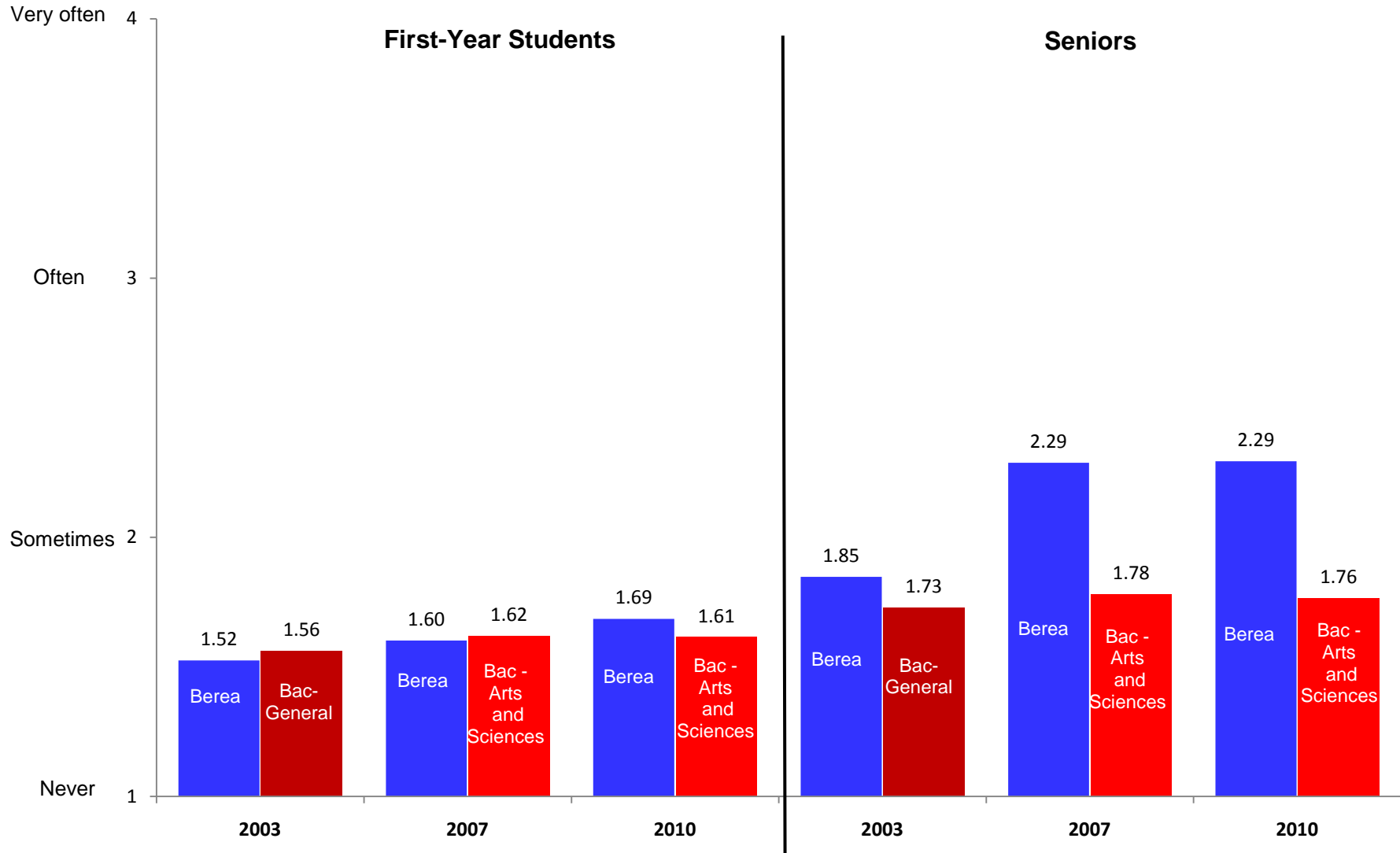
[Click to see survey instruments](#)

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 each of the following?

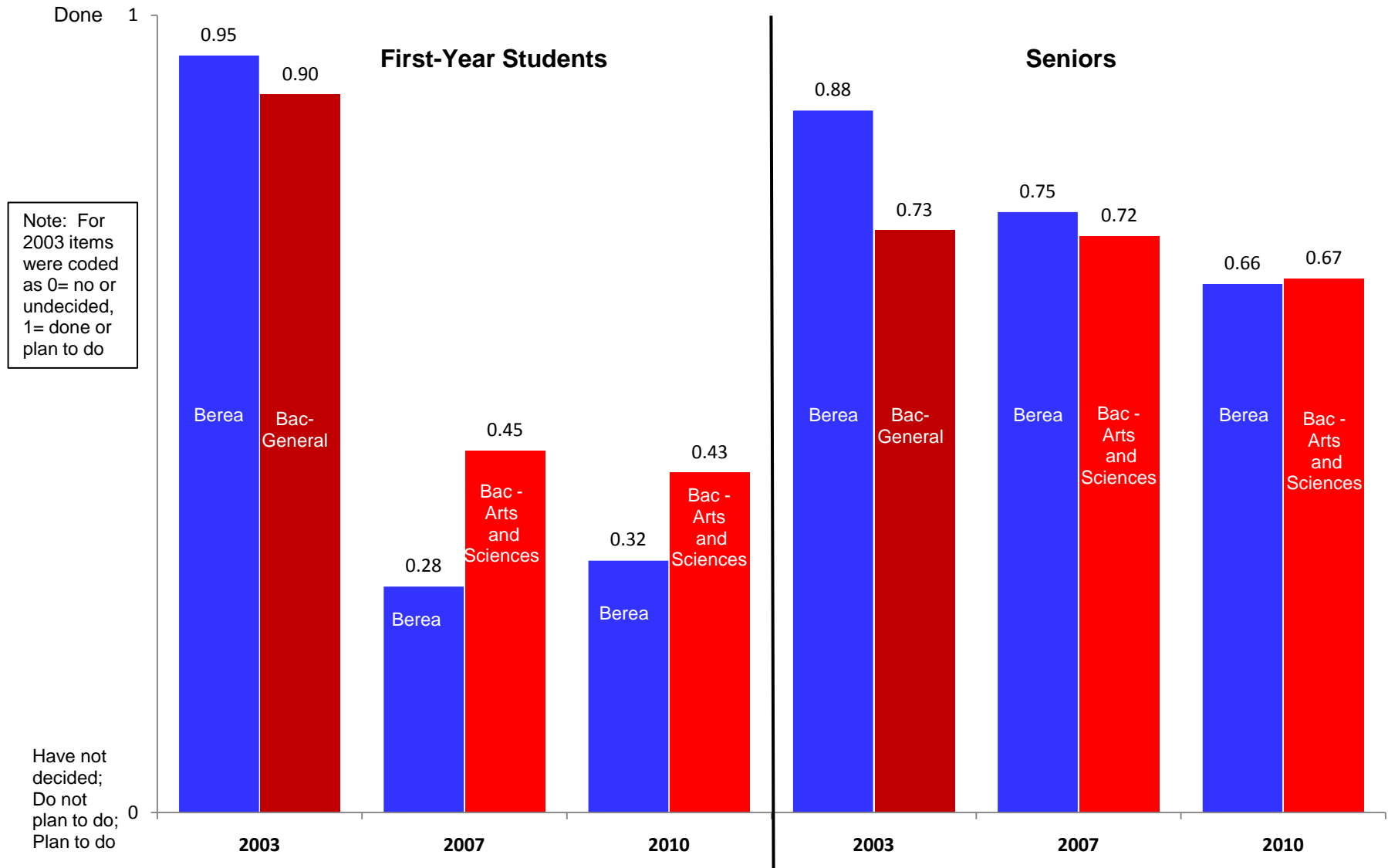
**Participated in a community-based project
 (e.g. service learning) as part of a regular course**



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.

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

Community service or volunteer work



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

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

All Students



[Click to see survey instruments](#)

Response Rates:

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

Spring 1998 Administration



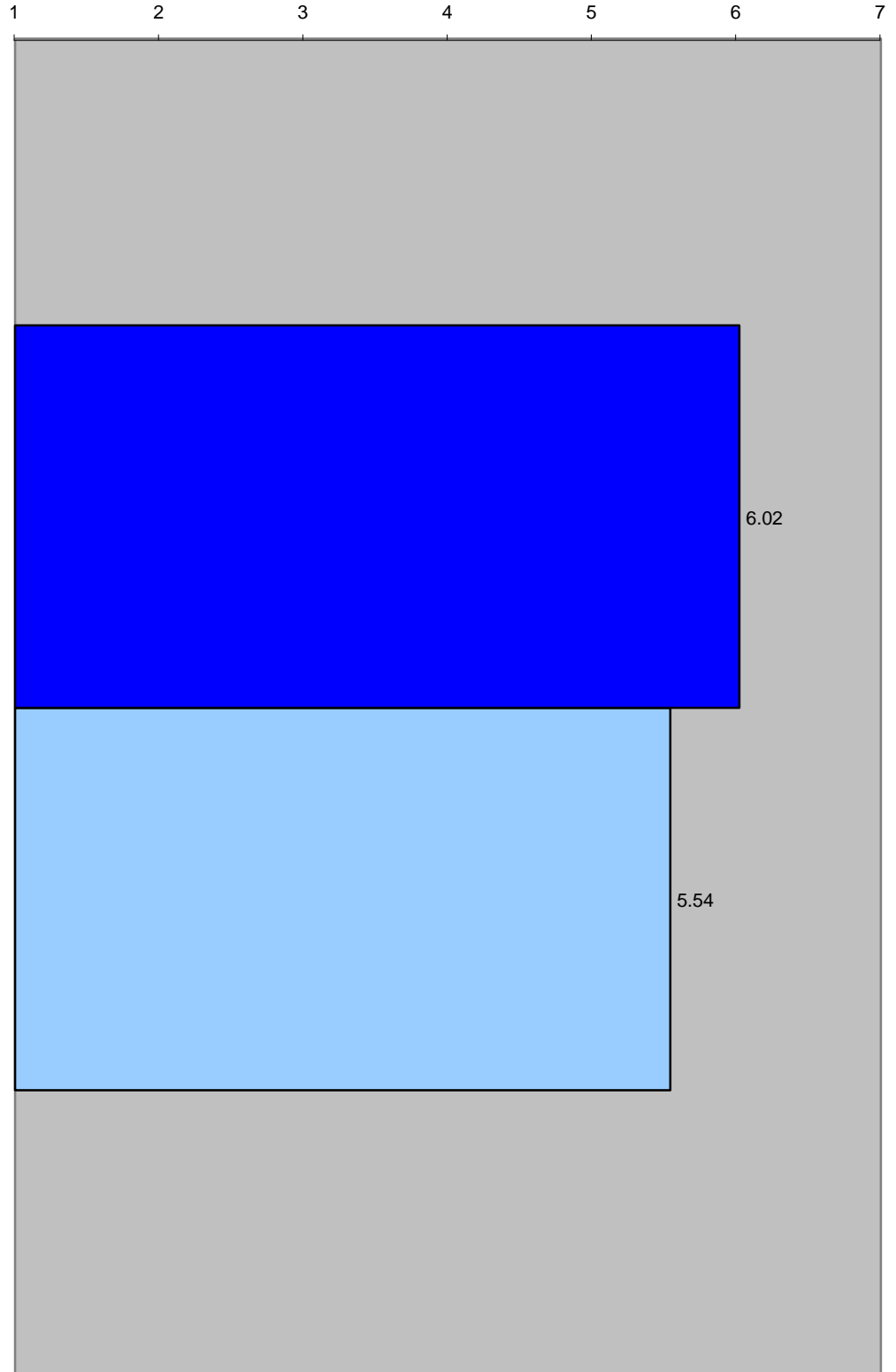
Not Important
At All

Very
Important

Not Satisfied
At All

Neutral

Very
Satisfied



There are various opportunities to serve the community (or humankind) at Berea.

Spring 2003 Administration



Not Important
At All

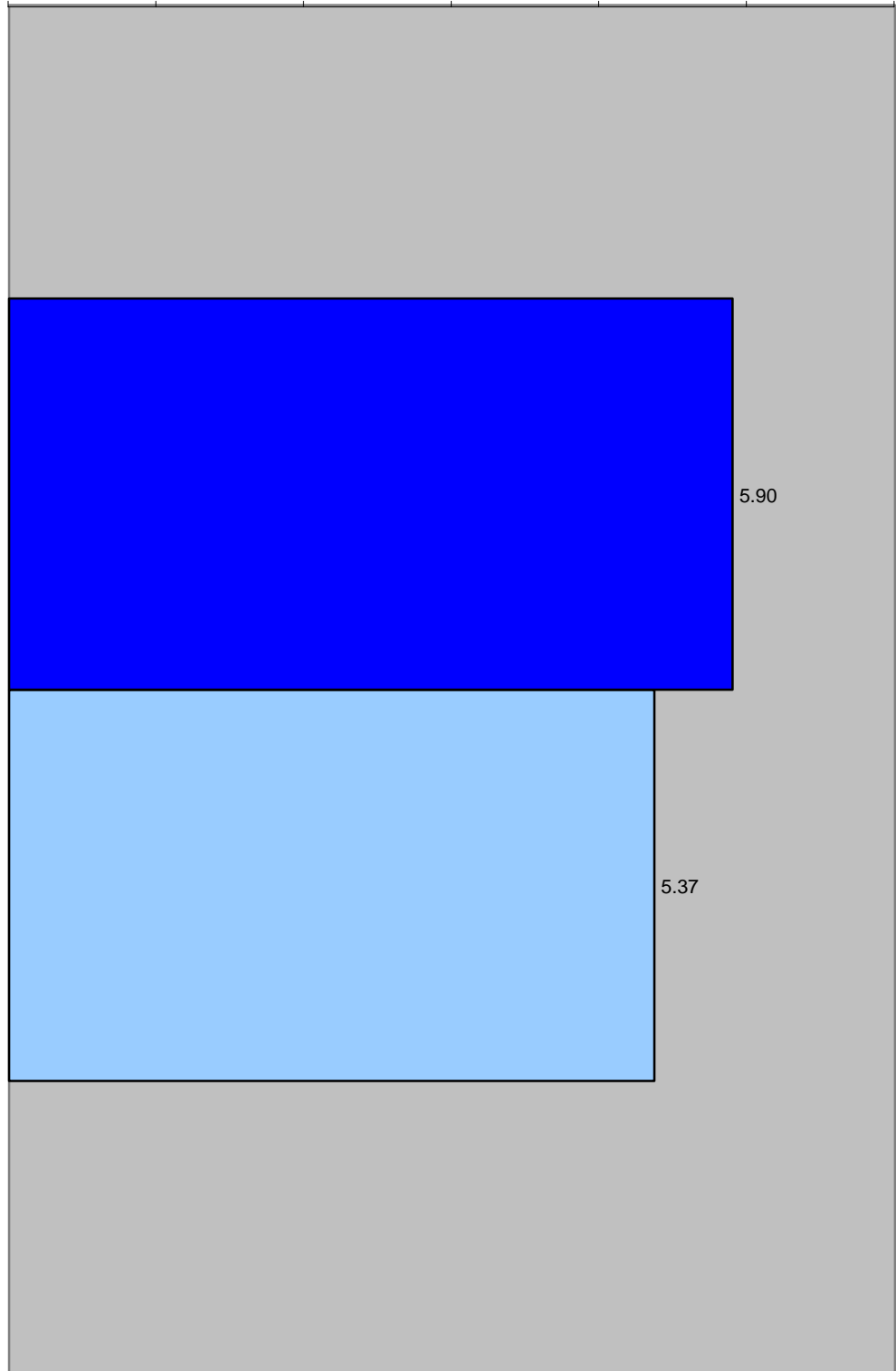
Very
Important

Not Satisfied
At All

Neutral

Very
Satisfied

1 2 3 4 5 6 7



I feel that there are
adequate
opportunities for me
to provide community
and other service.

Degrees of Preparation Spring 2009

(First-Year and Senior Students)



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

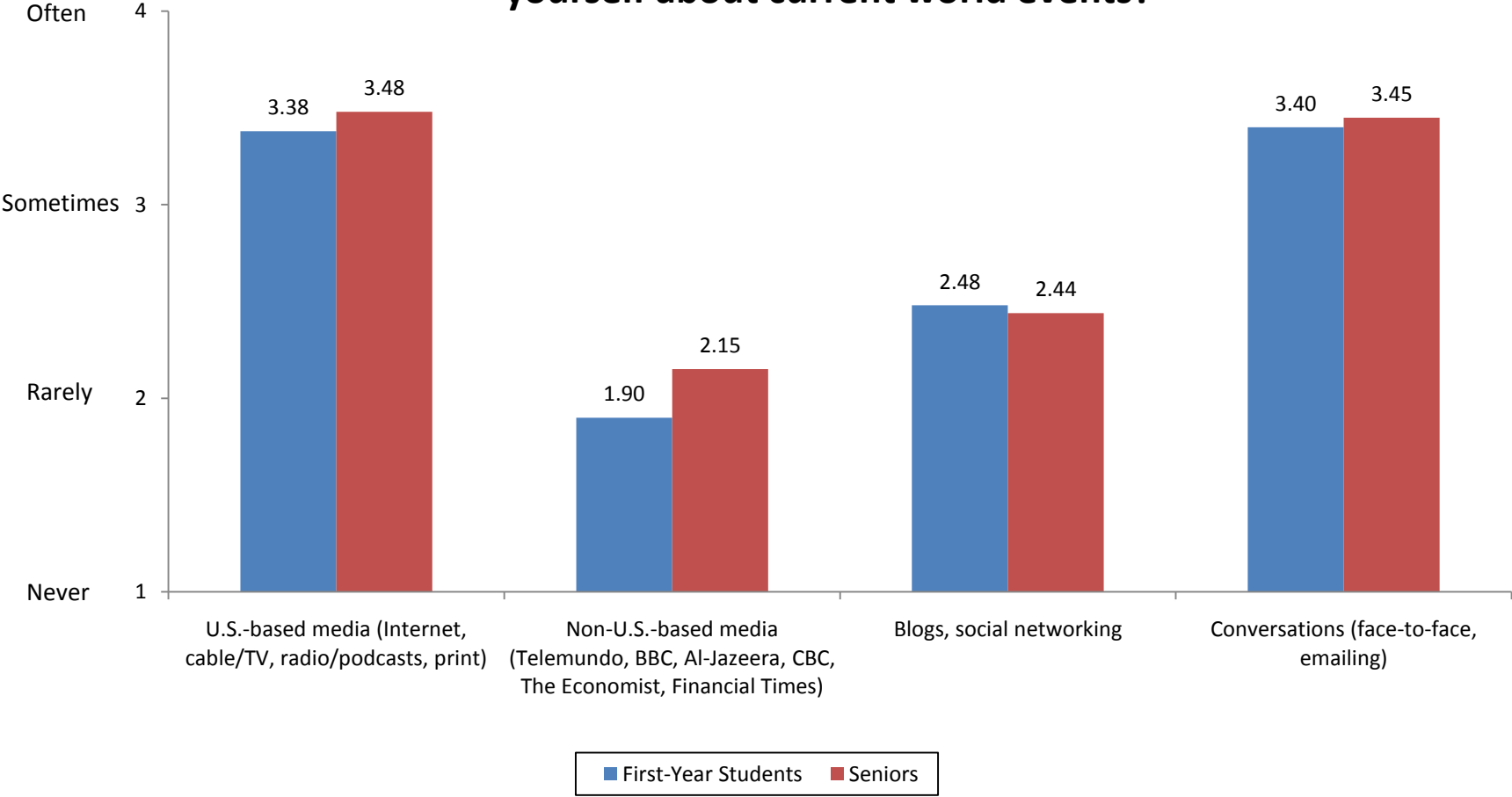
[Click to see survey instrument](#)

Response Rates:

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

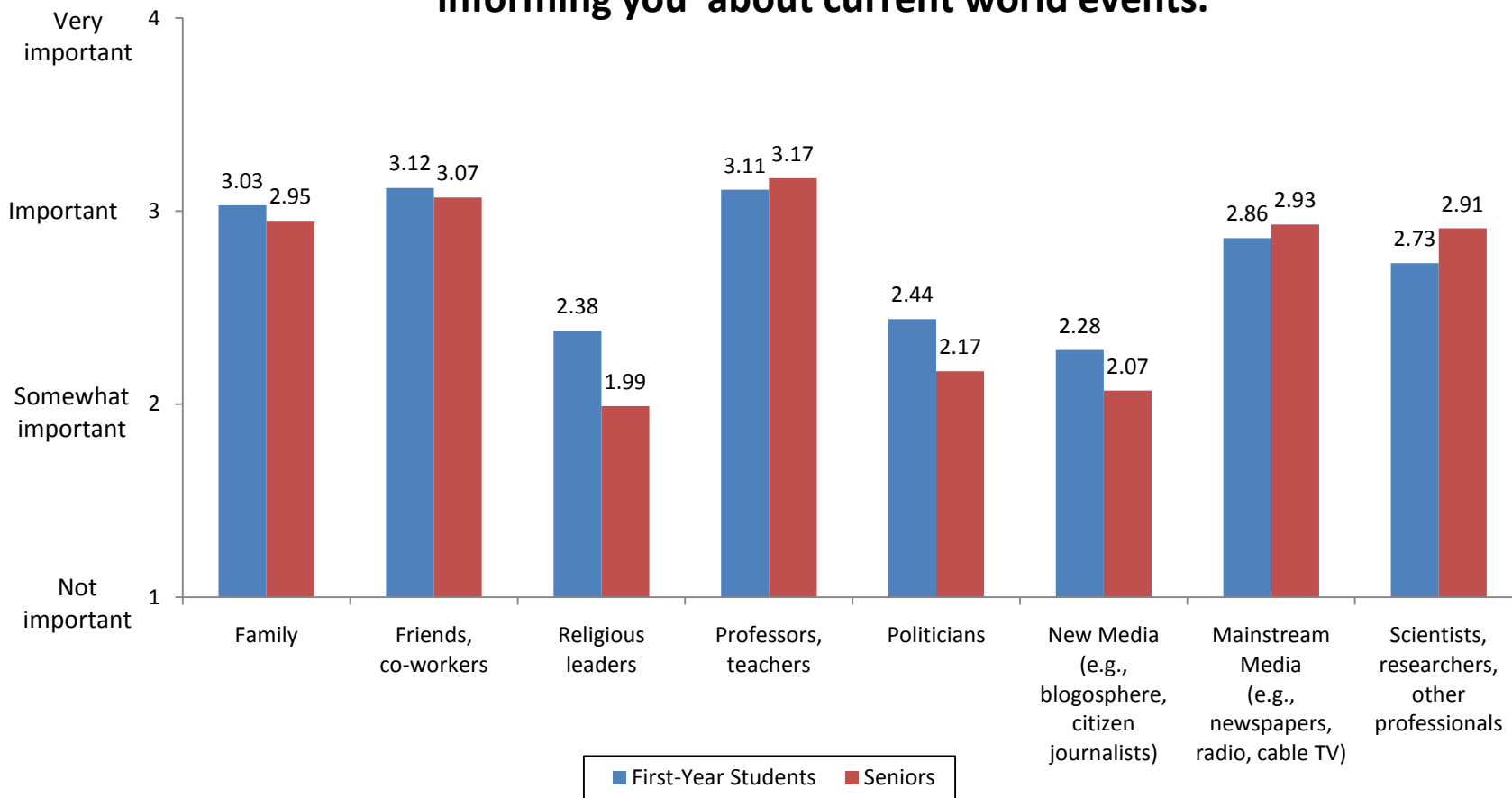
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

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



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

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



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%)

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Participated in a study abroad or an exchange program			
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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%)

Are you registered to vote?

	Yes	No	Ineligible	No response
First-Year Students	145 (78%)	6 (3%)	13 (7%)	21 (11%)
Seniors	142 (72%)	17 (9%)	13 (7%)	26 (13%)

Please indicate whether you have EVER DONE any of the following.

	Yes	No	No Response
Informed myself about (Read or watched news, watched debates, attended rallies, etc.)			
Student Government (Student body representatives)			
First-Year Students	94 (51%)	74 (40%)	17 (9%)
Seniors	95 (48%)	80 (40%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	78 (42%)	89 (48%)	18 (10%)
Seniors	76 (38%)	98 (50%)	24 (12%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	103 (56%)	64 (35%)	18 (10%)
Seniors	97 (49%)	77 (39%)	24 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	149 (81%)	18 (10%)	18 (10%)
Seniors	157 (79%)	18 (9%)	23 (12%)

Discussed political issues about (Joined a political organization, blogged, etc.)

	Yes	No	No Response
Student Government (Student body representatives)			
First-Year Students	70 (38%)	98 (53%)	17 (9%)
Seniors	66 (33%)	109 (55%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	59 (32%)	108 (58%)	18 (10%)
Seniors	57 (29%)	117 (59%)	24 (12%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	74 (40%)	93 (50%)	18 (10%)
Seniors	82 (41%)	93 (47%)	23 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	106 (57%)	61 (33%)	18 (10%)
Seniors	122 (62%)	53 (27%)	23 (12%)

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

Promoted a candidate for (Wore a campaign button, gave money, joined a Facebook group, displayed a bumper sticker, etc.)

	Yes	No	No Response
Student Government (Student body representatives)			
First-Year Students	64 (35%)	104 (56%)	17 (9%)
Seniors	63 (32%)	112 (57%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	41 (22%)	126 (68%)	18 (10%)
Seniors	26 (13%)	148 (75%)	24 (12%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	41 (22%)	126 (68%)	18 (10%)
Seniors	32 (16%)	142 (72%)	24 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	102 (55%)	65 (35%)	18 (10%)
Seniors	100 (51%)	75 (38%)	23 (12%)

Worked on a campaign in (Registered voters, volunteered, canvassed a neighborhood, etc.)

	Yes	No	No Response
Student Government (Student body representatives)			
First-Year Students	36 (20%)	131 (71%)	19 (10%)
Seniors	17 (9%)	158 (80%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	24 (13%)	142 (77%)	19 (10%)
Seniors	17 (9%)	156 (79%)	25 (13%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	17 (9%)	148 (80%)	20 (11%)
Seniors	23 (12%)	151 (76%)	24 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	28 (15%)	136 (74%)	21 (11%)
Seniors	29 (15%)	145 (73%)	24 (12%)

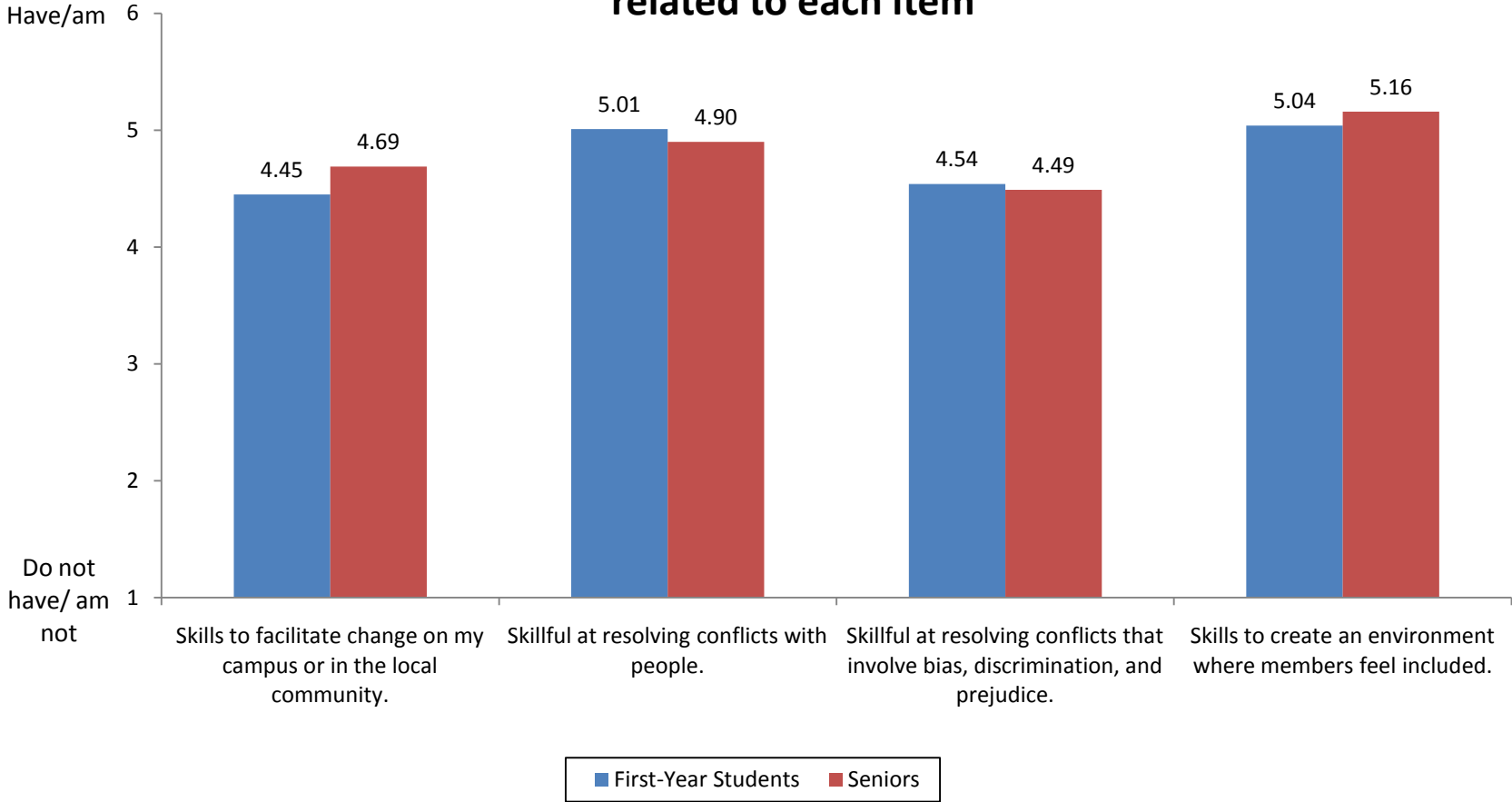
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

Voted

	Yes	No	No Response
Student Government (Student body representatives)			
First-Year Students	126 (68%)	42 (23%)	17 (9%)
Seniors	122 (62%)	53 (27%)	23 (12%)
Local Government (Mayor, Commissioner, School Board, etc.)			
First-Year Students	96 (52%)	71 (38%)	18 (10%)
Seniors	94 (48%)	80 (40%)	24 (12%)
State/Provincial Government (Governor, State Legislator, Judges, etc.)			
First-Year Students	107 (58%)	60 (32%)	18 (10%)
Seniors	107 (54%)	67 (34%)	24 (12%)
Federal/National Government (President, Senator, Representative)			
First-Year Students	130 (70%)	36 (20%)	19 (10%)
Seniors	121 (61%)	54 (27%)	23 (12%)

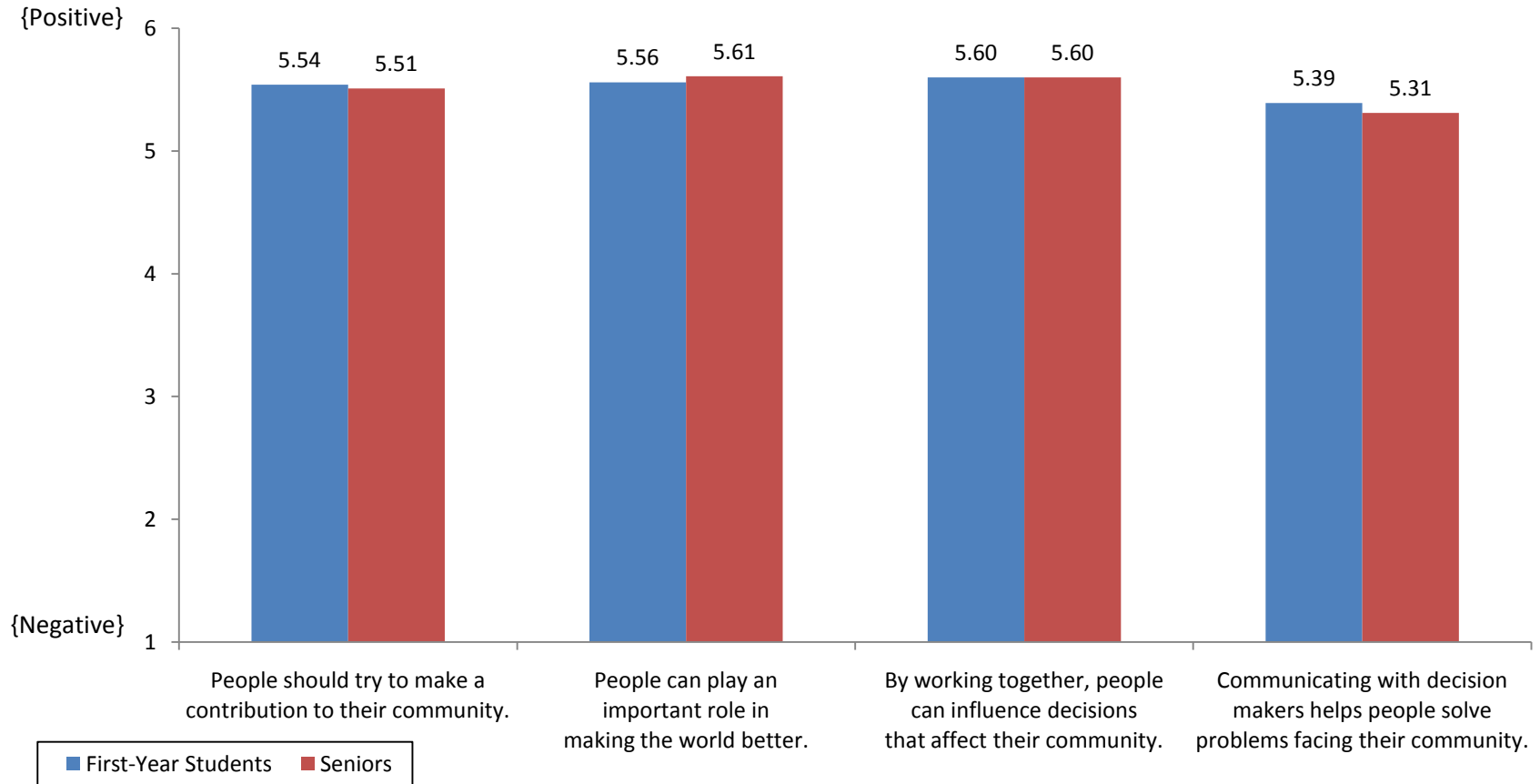
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

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



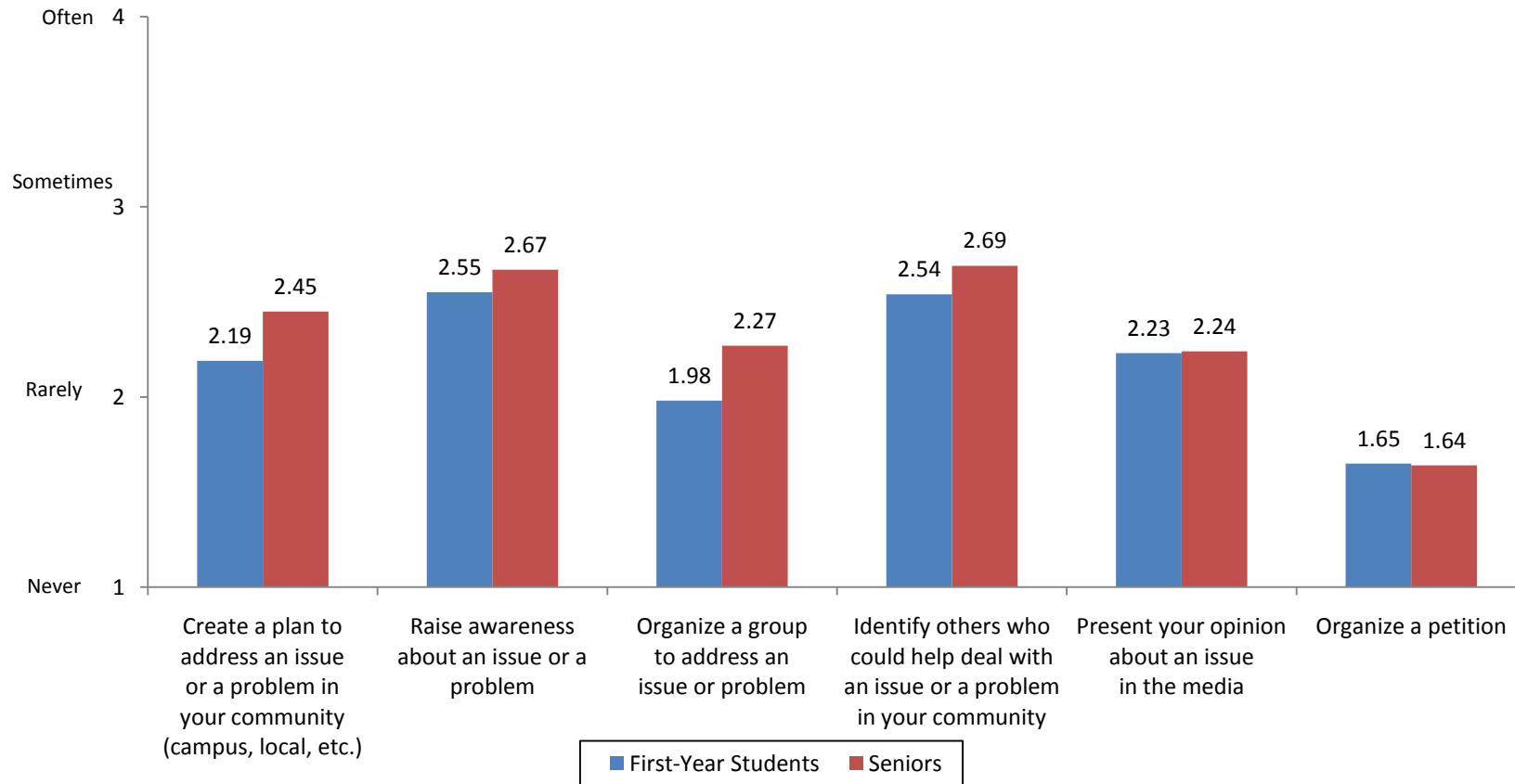
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

During the past 12 months, did you participate in activities to help others? (for example, tutor students in elementary or secondary schools, help at a senior citizen's center, lead a recycling program).

	Yes	No	No response
First-Year Students	120 (65%)	47 (25%)	18 (10%)
Seniors	122 (62%)	55 (28%)	21 (11%)

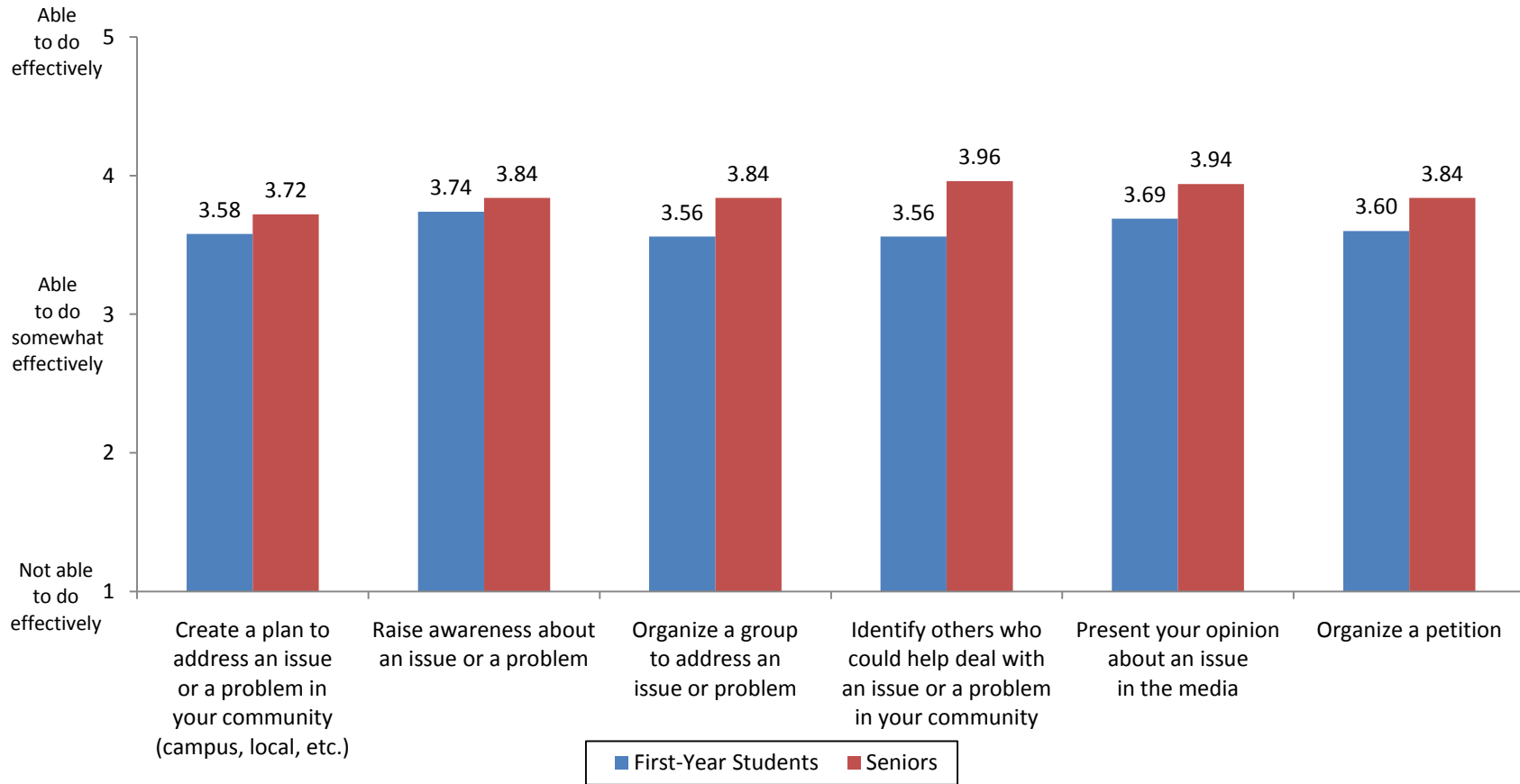
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

How frequently do you engage in each activity



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

How effectively can you do each activity



African-American Student Study



[Click to see survey instrument](#)

Completed in April 2003

Response Rate: 62% (142/ 229)

Berea College
Survey of African-American Students
April 2003

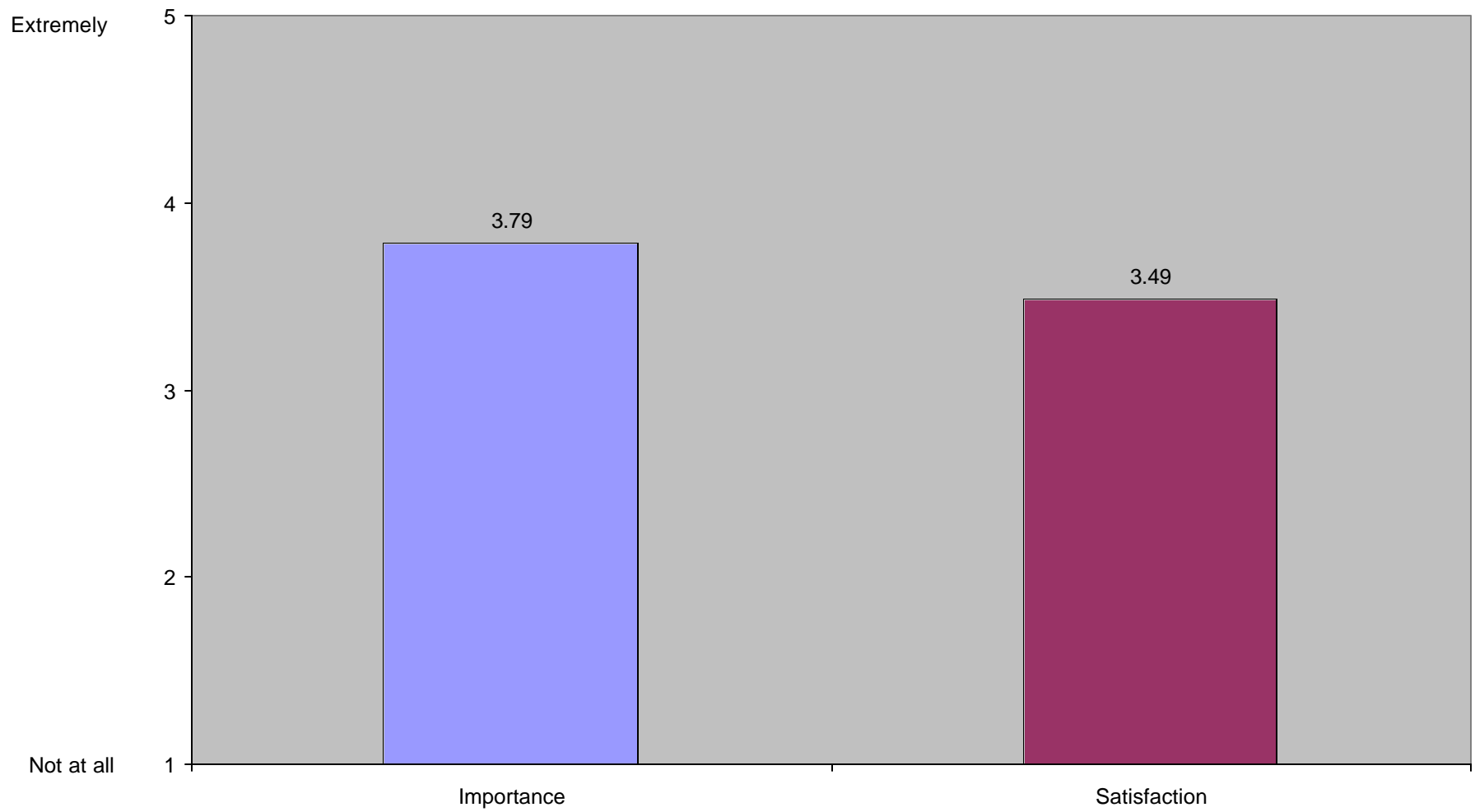
The following survey asks various questions related to your experiences at Berea College. All responses will be kept strictly confidential by the Berea College Institutional Research Office.

Having your name allows us to compare the survey results to future outcomes such as graduation rates.

We appreciate your honest responses.

Your Name: _____

Learning through service opportunities



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 community service (e.g., religious, civic)

	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	37.0%	42.0%	42.0%	41.6%	45.1%	46.7%	50.0%	42.1%	48.5%	41.0%	42.3%	41.0%
1 - 10 hours	49.0%	43.0%	43.9%	43.6%	45.7%	43.3%	40.2%	43.3%	40.1%	43.9%	46.4%	43.9%
11 - 20 hours	5.0%	4.0%	4.5%	4.1%	1.8%	3.5%	3.1%	4.1%	1.7%	4.5%	4.6%	4.5%
21+ hours	0.0%	1.0%	0.8%	1.3%	0.6%	0.7%	0.0%	1.2%	2.2%	1.3%	0.5%	1.3%
Missing (Blank)	10.0%	9.0%	8.8%	9.4%	6.7%	5.9%	6.6%	9.3%	7.5%	9.4%	6.2%	9.4%

Item not asked after 2011-12.

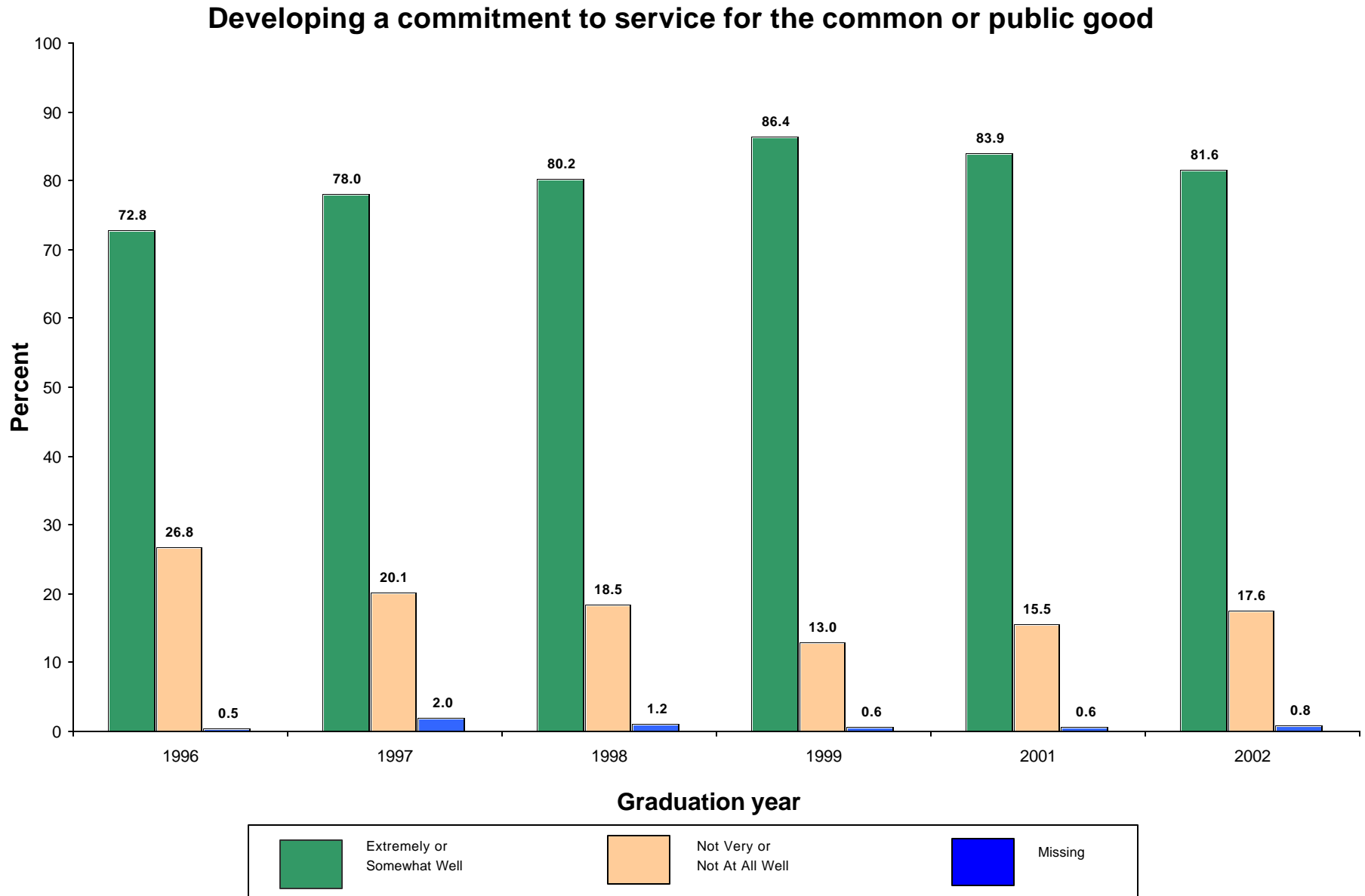
Off-campus cultural events (e.g., theater, music, exhibits)

	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	41.0%	46.0%	44.3%	46.5%	49.4%	52.4%	53.5%	47.2%	44.1%	46.8%	55.2%	46.8%
1 - 10 hours	44.0%	41.0%	43.9%	40.3%	41.5%	39.1%	37.6%	39.9%	43.2%	40.0%	34.0%	40.0%
11 - 20 hours	4.0%	3.0%	2.3%	2.9%	2.4%	2.1%	3.1%	3.8%	3.1%	3.1%	3.6%	3.1%
21+ hours	1.0%	1.0%	1.2%	0.8%	0.6%	0.5%	0.4%	1.2%	1.3%	0.8%	1.0%	0.8%
Missing (Blank)	11.0%	9.0%	8.4%	9.6%	6.1%	5.8%	5.3%	9.4%	8.4%	9.4%	6.2%	9.4%

Item not asked after 2011-12.

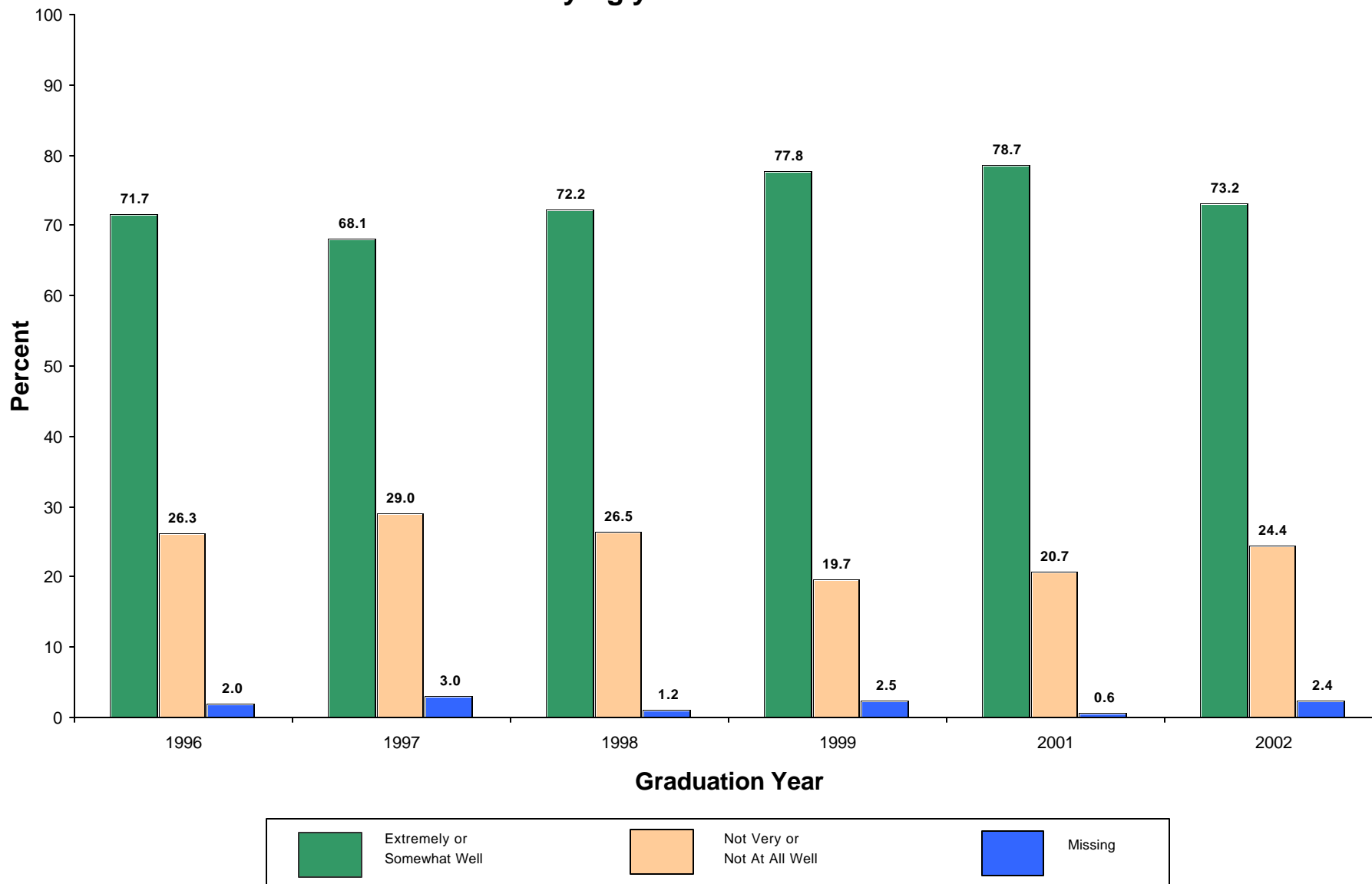
Response rates:

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%.



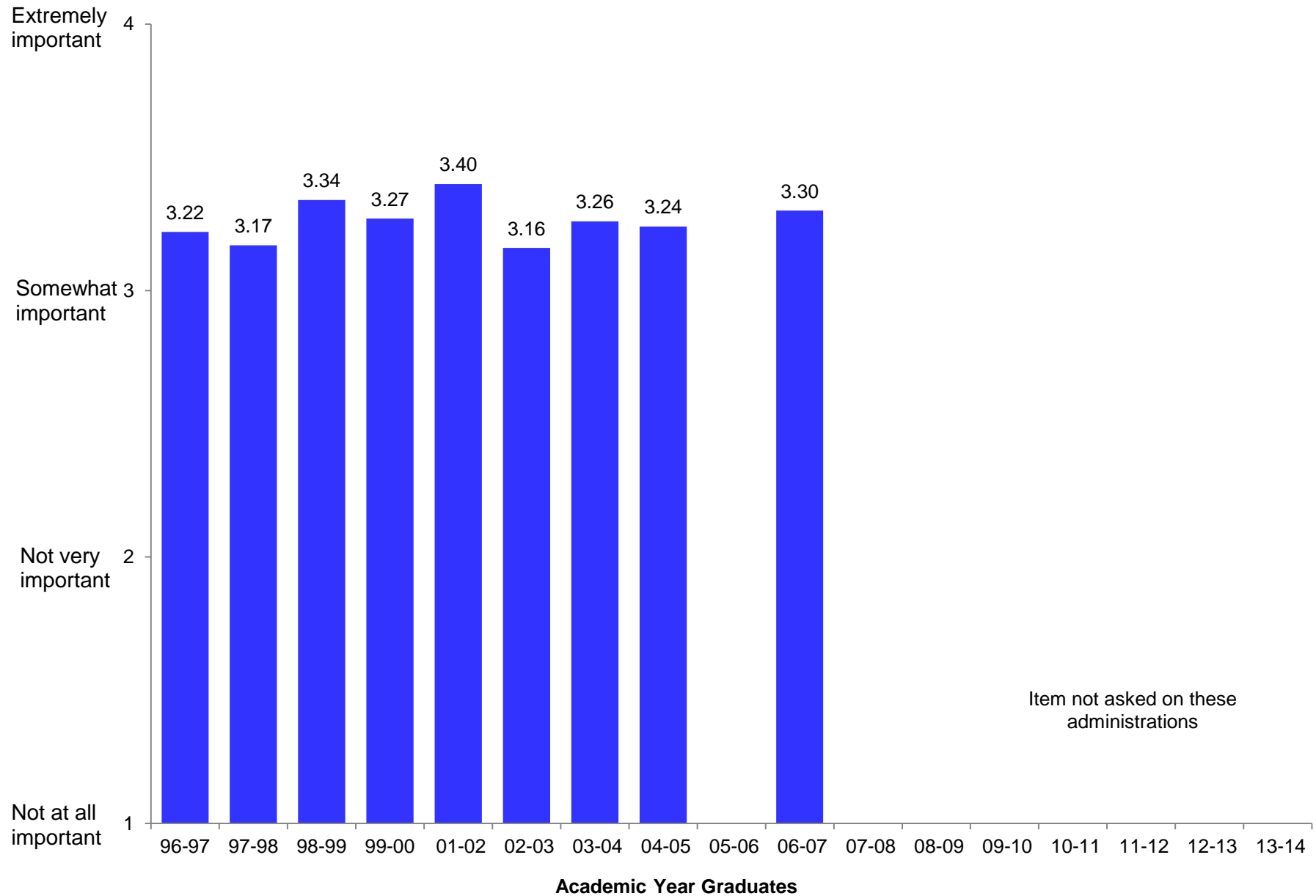
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Intensifying your habit of service



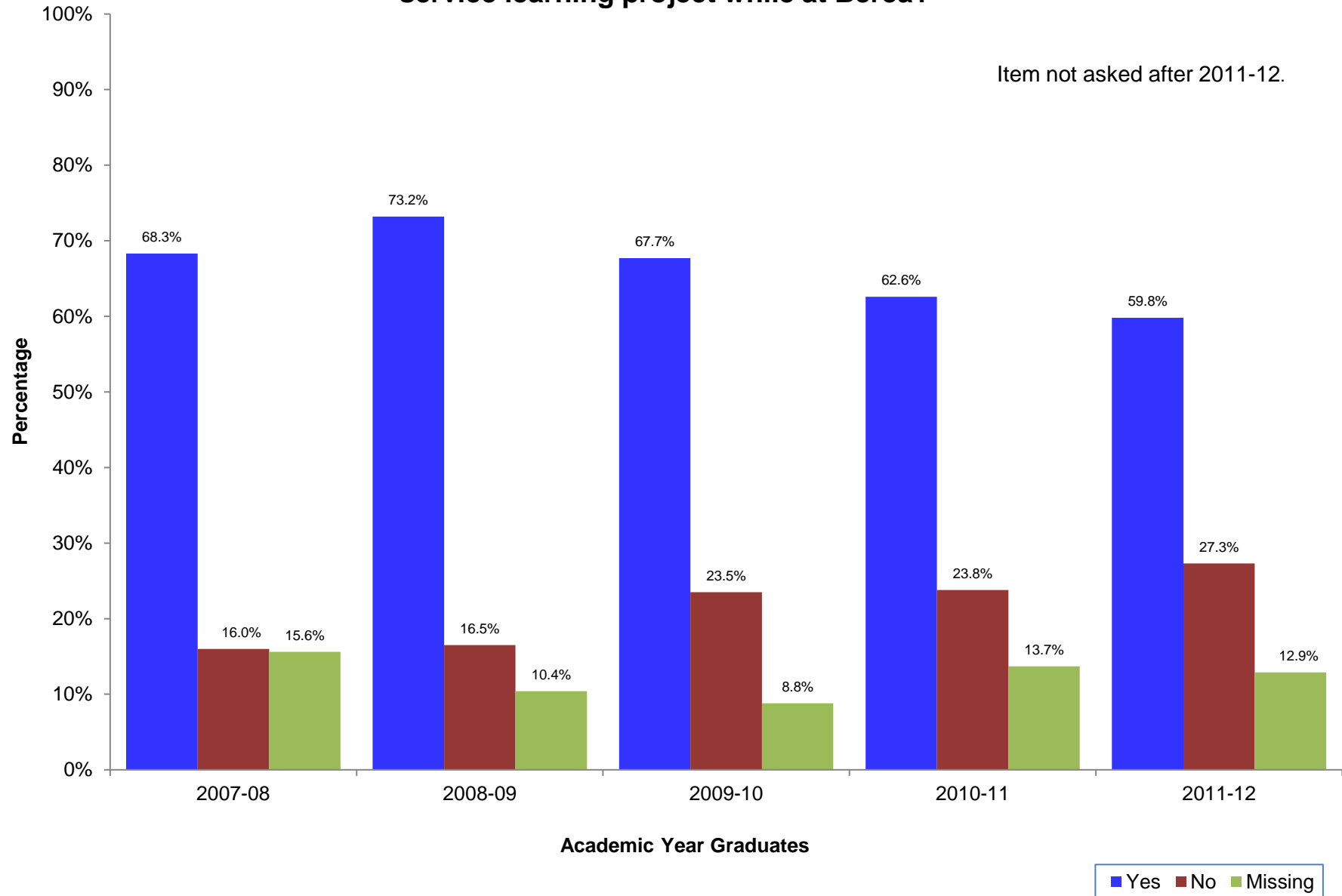
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Working for social change



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

Did you participate in community service, outreach programs, or some kind of service learning project while at Berea?



Response rates for: 2004-05: 82%, 2005-06: 74%, 2006-07: 82%, 2007-08: 82%, 2008-09: 60%; 2009-10: 70%; 2010-11: 74%; 2011-12: 56%; 2012-13: 83%; 2013-13: 79%

Berea-Specific Alumni Survey

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



Response Rate: 25% (1068/ 4342)

[Click link to see survey instruments](#)

**Berea College Alumni Survey Report Organized by:
All Graduates, Decade of Graduation (1980s, 1990s, and 2000s),
and Academic Division**

How important are each of the following to you personally?

ACTIVELY PARTICIPATING IN COMMUNITY SERVICE

	Very important (5)	(4)	(3)	(2)	Not at all important (1)	Mean
All Graduates (N = 1000)	392 (39.2%)	376 (37.6%)	188 (18.8%)	38 (3.8%)	6 (0.6%)	4.11
<u>By Decades:</u>						
1980s (N = 237)	95 (40.1%)	94 (39.7%)	40 (16.9%)	7 (3.0%)	1 (0.4%)	4.16
1990s (N = 353)	143 (40.5%)	126 (35.7%)	60 (17.0%)	22 (6.2%)	2 (0.6%)	4.09
2000s (N = 410)	154 (37.6%)	156 (38.0%)	88 (21.5%)	9 (2.2%)	3 (0.7%)	4.10
<u>By Academic Division (includes double degrees and majors)</u>						
Arts & Humanities (N = 237)	104 (43.9%)	79 (33.3%)	42 (17.7%)	10 (4.2%)	2 (0.8%)	4.15
Independent (N = 41)	16 (39.0%)	16 (39.0%)	7 (17.1%)	1 (2.4%)	1 (2.4%)	4.10
Professional (N = 282)	108 (38.5%)	115 (40.8%)	48 (17.0%)	7 (2.5%)	4 (1.4%)	4.12
Science (N = 204)	71 (34.8%)	81 (39.7%)	43 (21.1%)	9 (4.4%)	0 (0.0%)	4.05
Social Science (N = 286)	114 (39.9%)	100 (35.0%)	58 (20.3%)	14 (4.9%)	0 (0.0%)	4.10

**Berea College Alumni Survey Report Organized by:
All Graduates, Decade of Graduation (1980s, 1990s, and 2000s),
and Academic Division**

Overall, how did your Berea College experiences prepare you for a life of:

CIVIC ENGAGEMENT

	Very well (5)	(4)	(3)	(2)	Not at all well (1)	Mean
All Graduates (N = 998)	464 (46.5%)	372 (37.3%)	132 (13.2%)	24 (2.4%)	6 (0.6%)	4.27
<u>By Decades:</u>						
1980s (N = 237)	99 (41.8%)	88 (37.1%)	38 (16.0%)	11 (4.6%)	1 (0.4%)	4.15
1990s (N = 351)	170 (48.4%)	119 (33.9%)	51 (14.5%)	10 (2.8%)	1 (0.3%)	4.27
2000s (N = 410)	195 (47.6%)	165 (40.2%)	43 (10.5%)	3 (0.7%)	4 (1.0%)	4.33
<u>By Academic Division (includes double degrees and majors)</u>						
Arts & Humanities (N = 235)	117 (49.8%)	80 (34.0%)	28 (11.9%)	8 (3.4%)	2 (0.9%)	4.29
Independent (N = 41)	24 (58.5%)	12 (29.3%)	4 (9.8%)	1 (2.4%)	0 (0.0%)	4.44
Professional (N = 282)	125 (44.3%)	104 (36.9%)	44 (15.6%)	7 (2.5%)	2 (0.7%)	4.22
Science (N = 204)	81 (39.7%)	92 (45.1%)	24 (11.8%)	5 (2.5%)	2 (1.0%)	4.20
Social Science (N = 286)	140 (49.0%)	104 (36.4%)	38 (13.3%)	4 (1.4%)	0 (0.0%)	4.33

**Berea College Alumni Survey Report Organized by:
All Graduates, Decade of Graduation (1980s, 1990s, and 2000s),
and Academic Division**

Overall, how did your Berea College experiences prepare you for a life of:

SERVICE TO OTHERS

	Very well (5)	(4)	(3)	(2)	Not at all well (1)	Mean
All Graduates (N = 994)	610 (61.4%)	296 (29.8%)	75 (7.5%)	11 (1.1%)	2 (0.2%)	4.51
<u>By Decades:</u>						
1980s (N = 234)	147 (62.8%)	63 (26.9%)	21 (9.0%)	3 (1.3%)	0 (0.0%)	4.51
1990s (N = 351)	204 (58.1%)	112 (31.9%)	29 (8.3%)	6 (1.7%)	0 (0.0%)	4.46
2000s (N = 409)	259 (63.3%)	121 (29.6%)	25 (6.1%)	2 (0.5%)	2 (0.5%)	4.55
<u>By Academic Division (includes double degrees and majors)</u>						
Arts & Humanities (N = 237)	150 (63.3%)	64 (27.0%)	18 (7.6%)	4 (1.7%)	1 (0.4%)	4.51
Independent (N = 41)	25 (61.0%)	13 (31.7%)	3 (7.3%)	0 (0.0%)	0 (0.0%)	4.54
Professional (N = 281)	179 (63.7%)	78 (27.8%)	20 (7.1%)	3 (1.1%)	1 (0.4%)	4.53
Science (N = 204)	114 (55.9%)	75 (36.8%)	12 (5.9%)	3 (1.5%)	0 (0.0%)	4.47
Social Science (N = 281)	174 (61.9%)	79 (28.1%)	27 (9.6%)	1 (0.4%)	0 (0.0%)	4.52

ACT Alumni Survey

(Graduates two years after graduation)



[Click to see survey instruments](#)

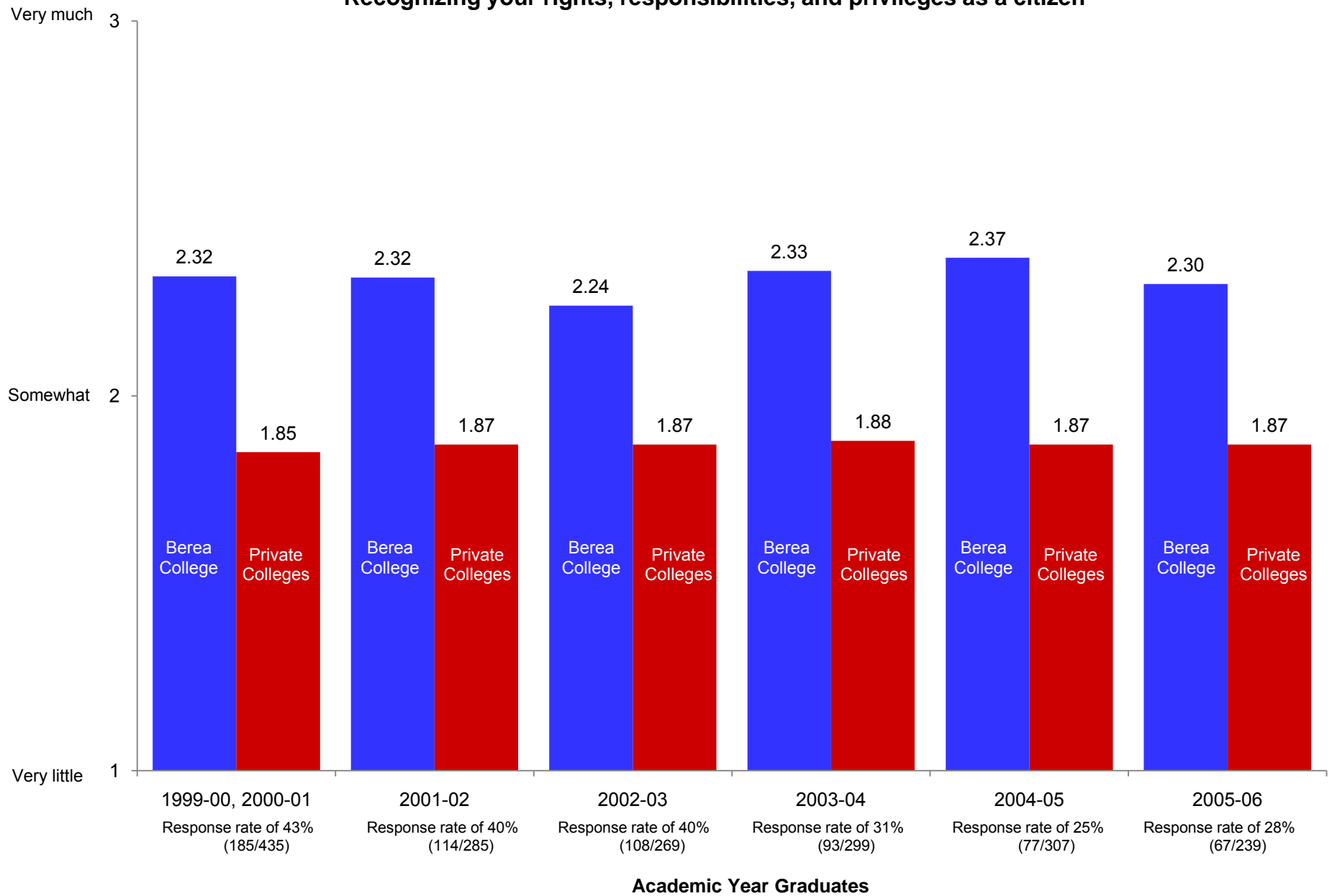
Response Rates:

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?

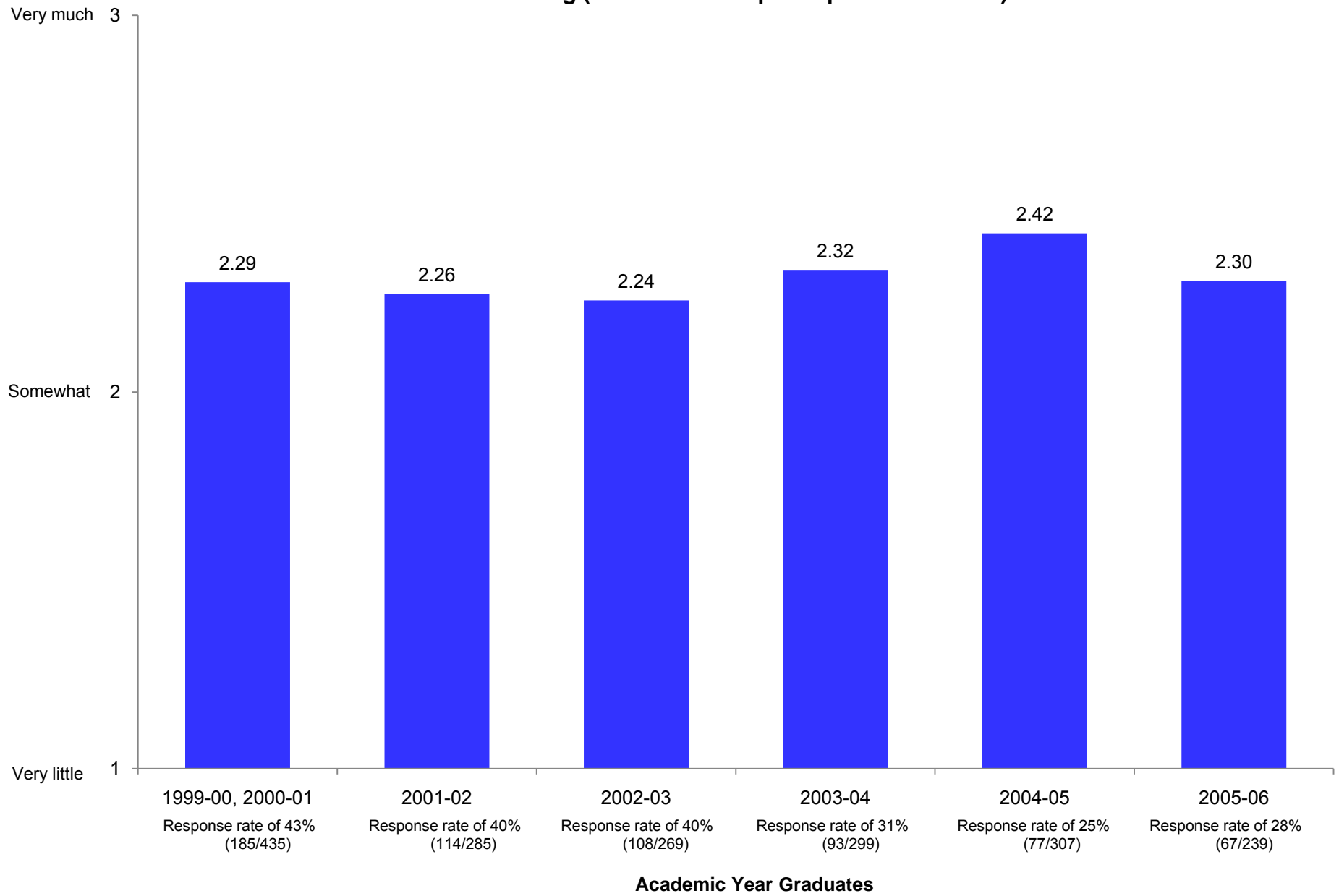
ACT Alumni Survey
Administered to graduates two years after graduation

Recognizing your rights, responsibilities, and privileges as a citizen



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

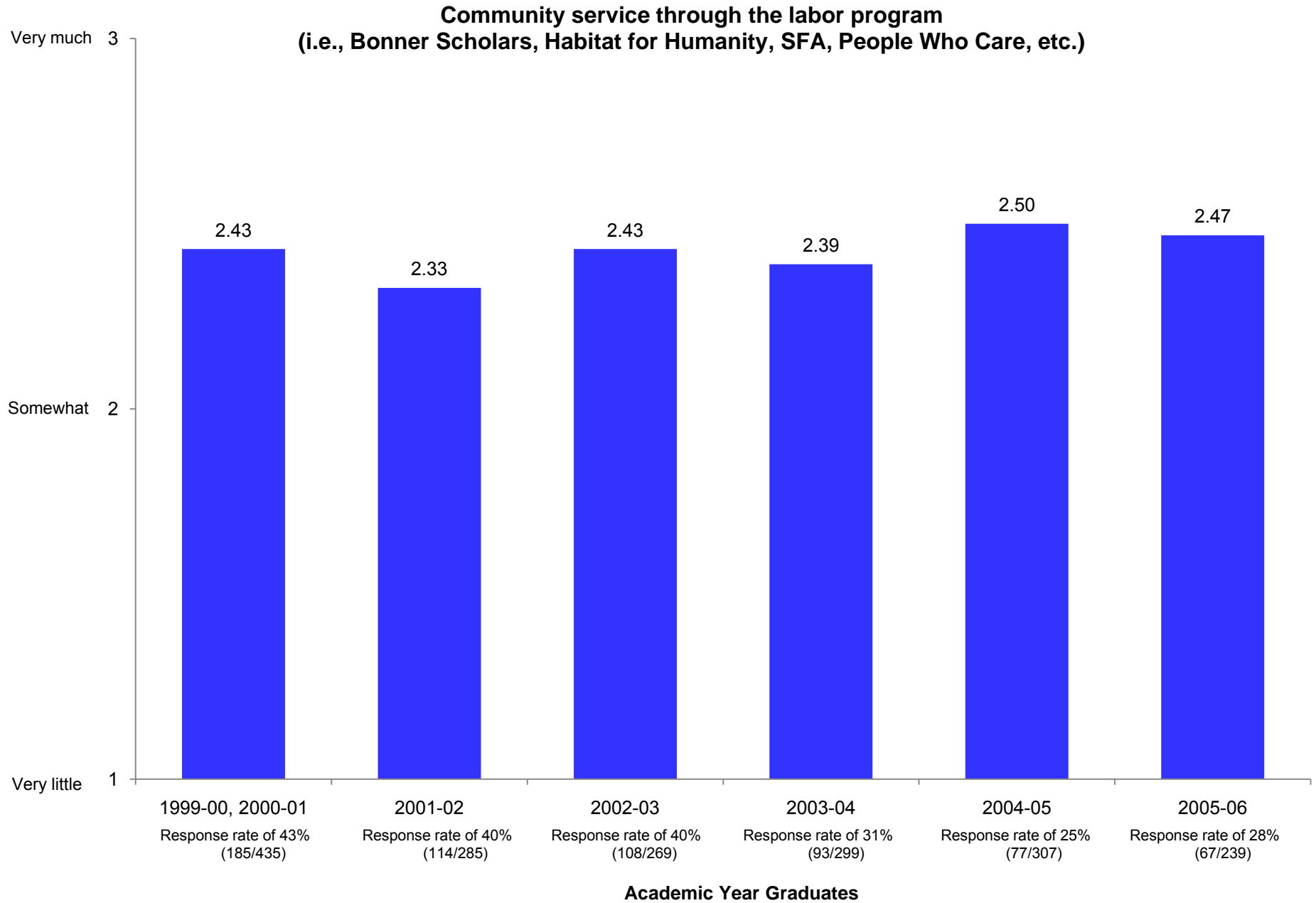
Service learning (service as a required part of a course)



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

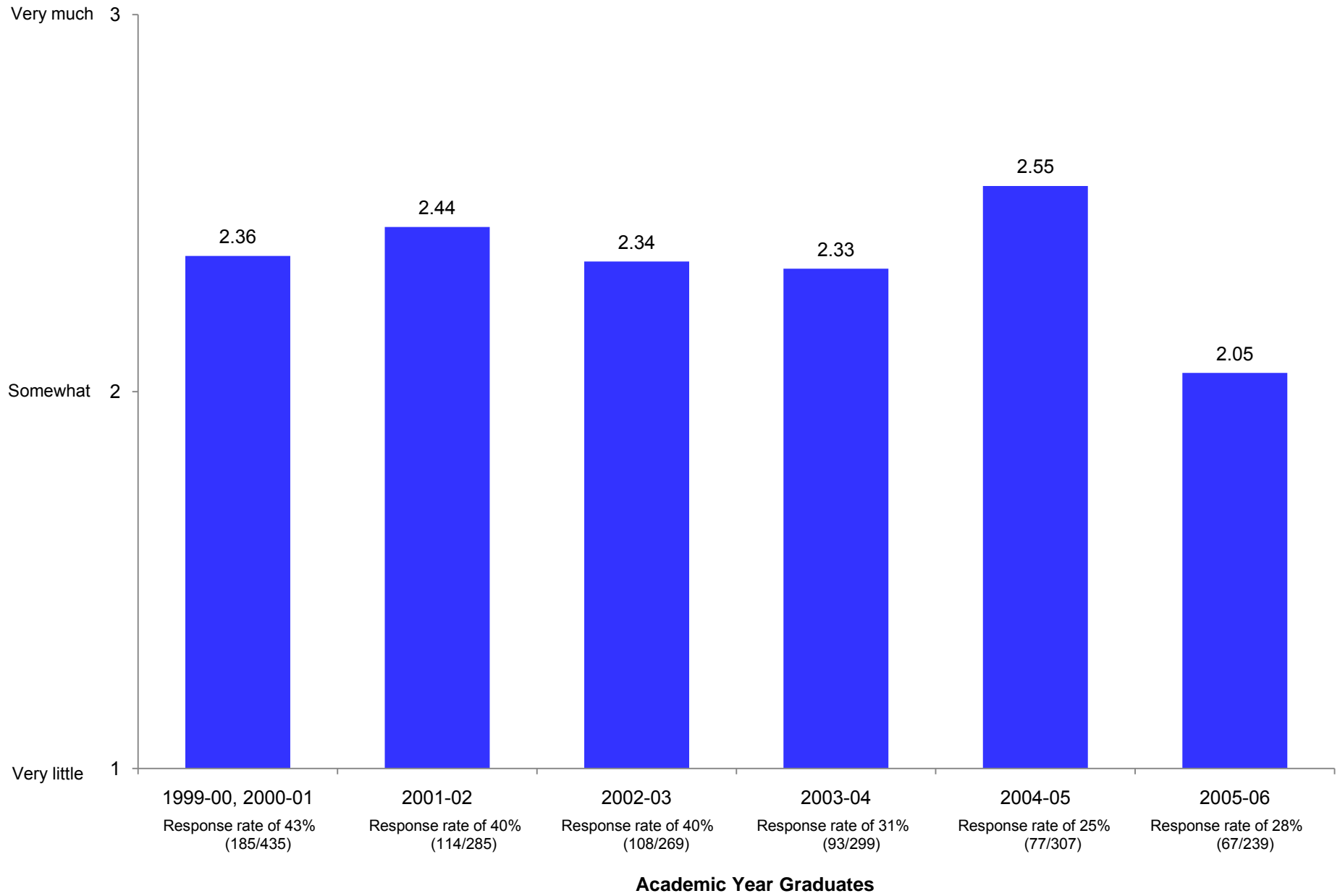
Berea-Specific Item: How much did each of the following aspects of Berea College contribute to your personal growth?

ACT Alumni Survey
Administered to graduates two years after graduation

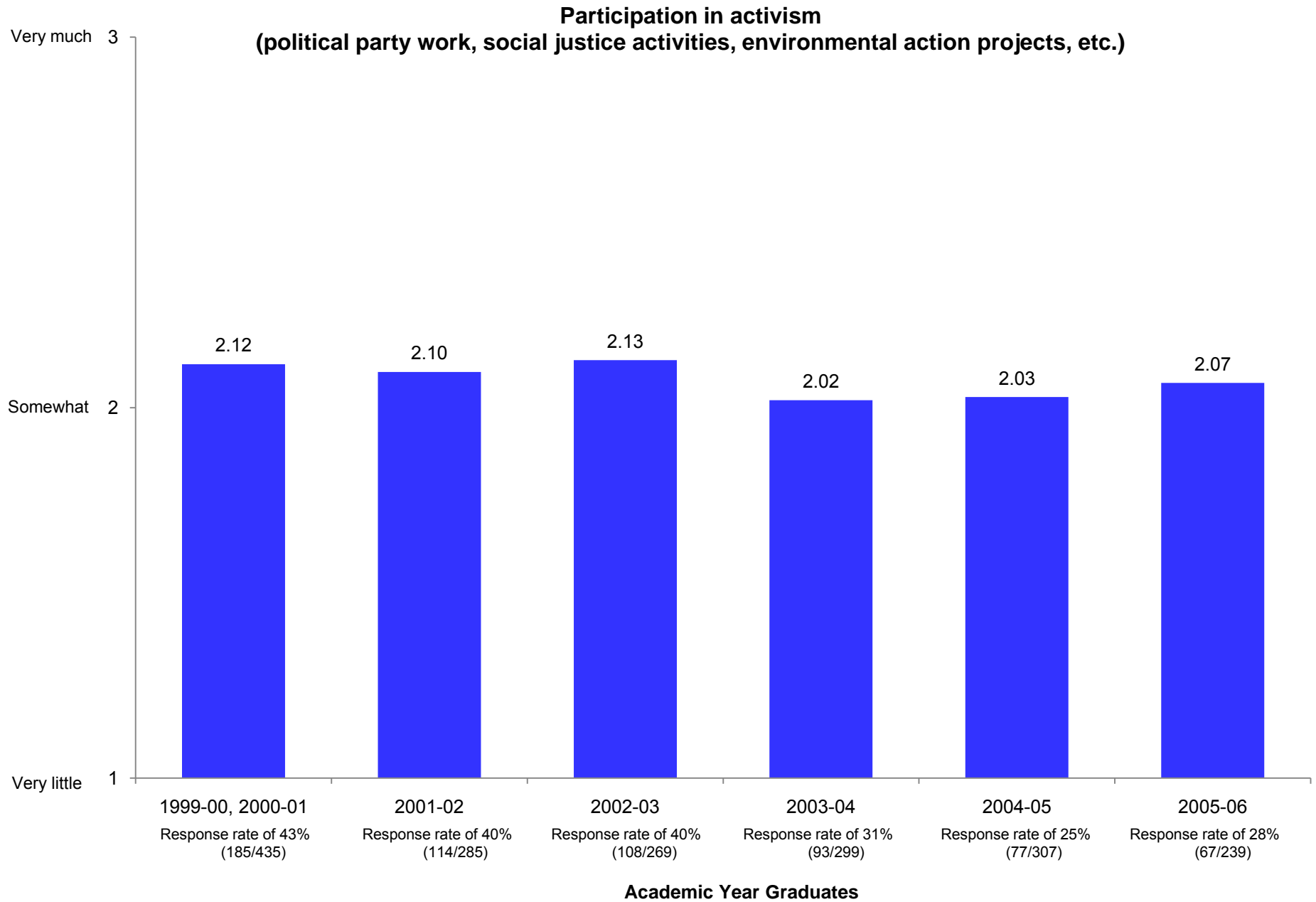


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Volunteering through college community service programs



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



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

ACA Appalachian Region Alumni Outcomes Survey

(1974-76, 1984-86, 1994-96 Graduates)

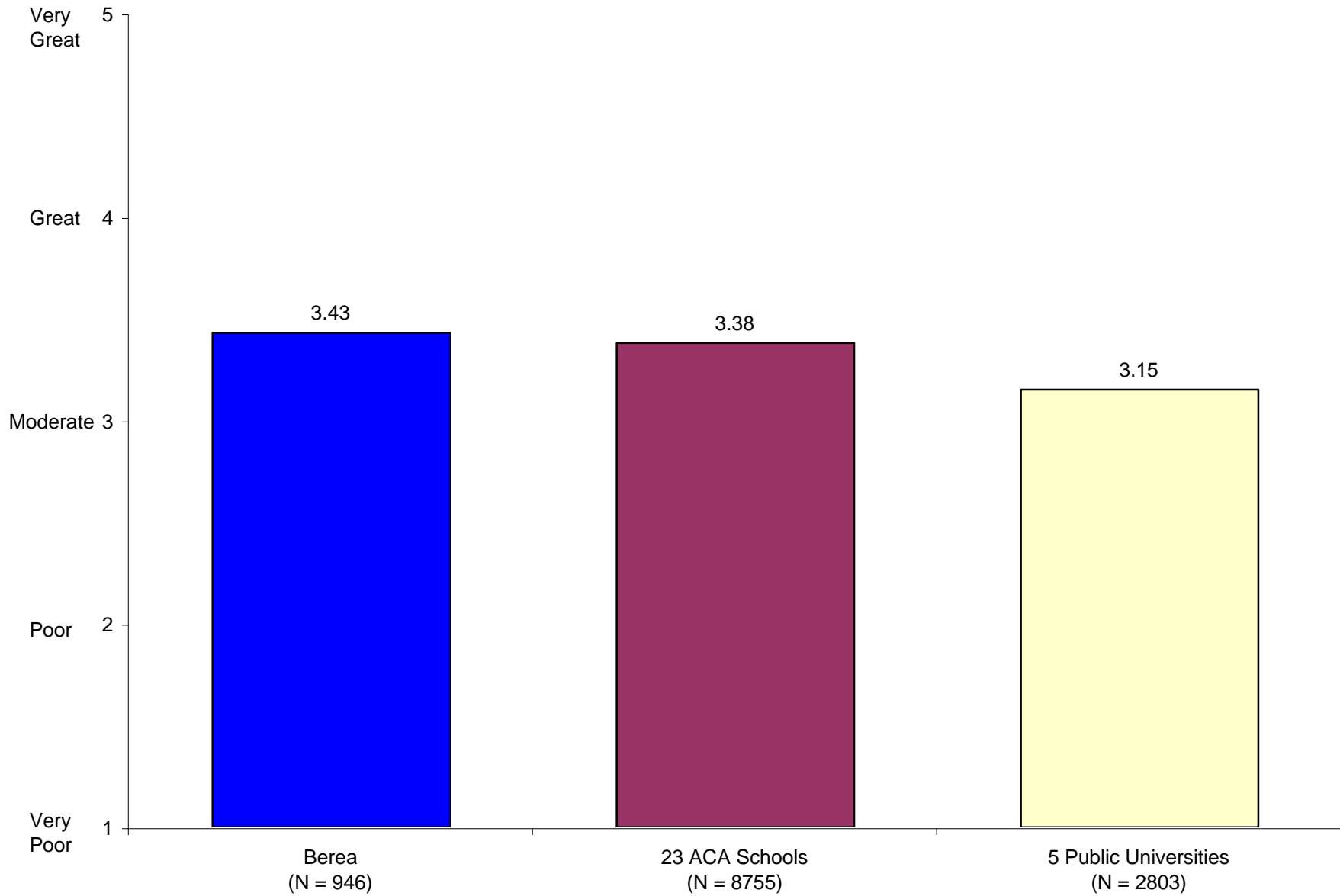


[Click to see survey instruments](#)

Response Rate: 42%

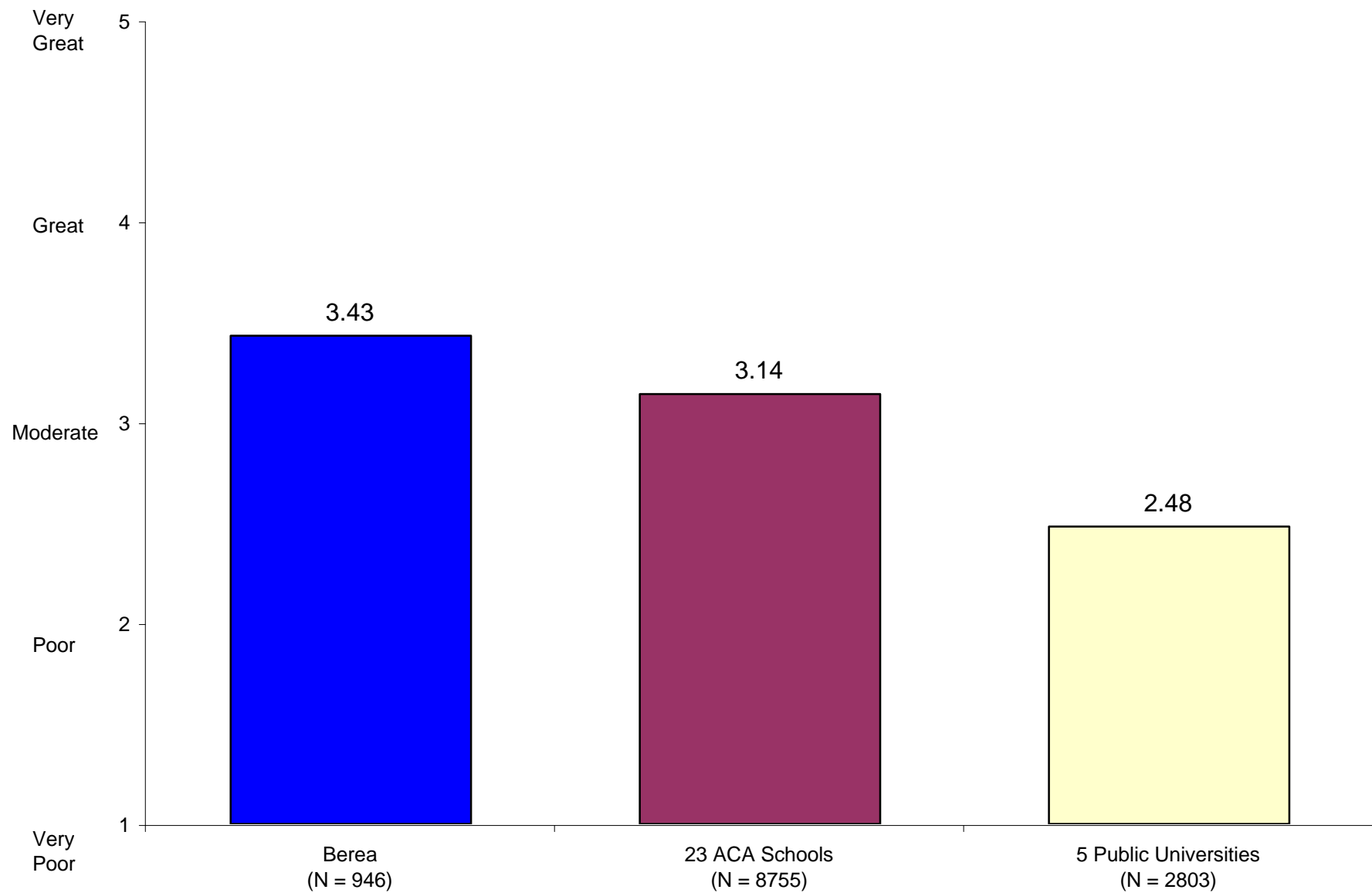
Indicate your opinion of the importance of each of the following skills and competencies in your current endeavors.

Actively participating in volunteer work to support worthwhile causes



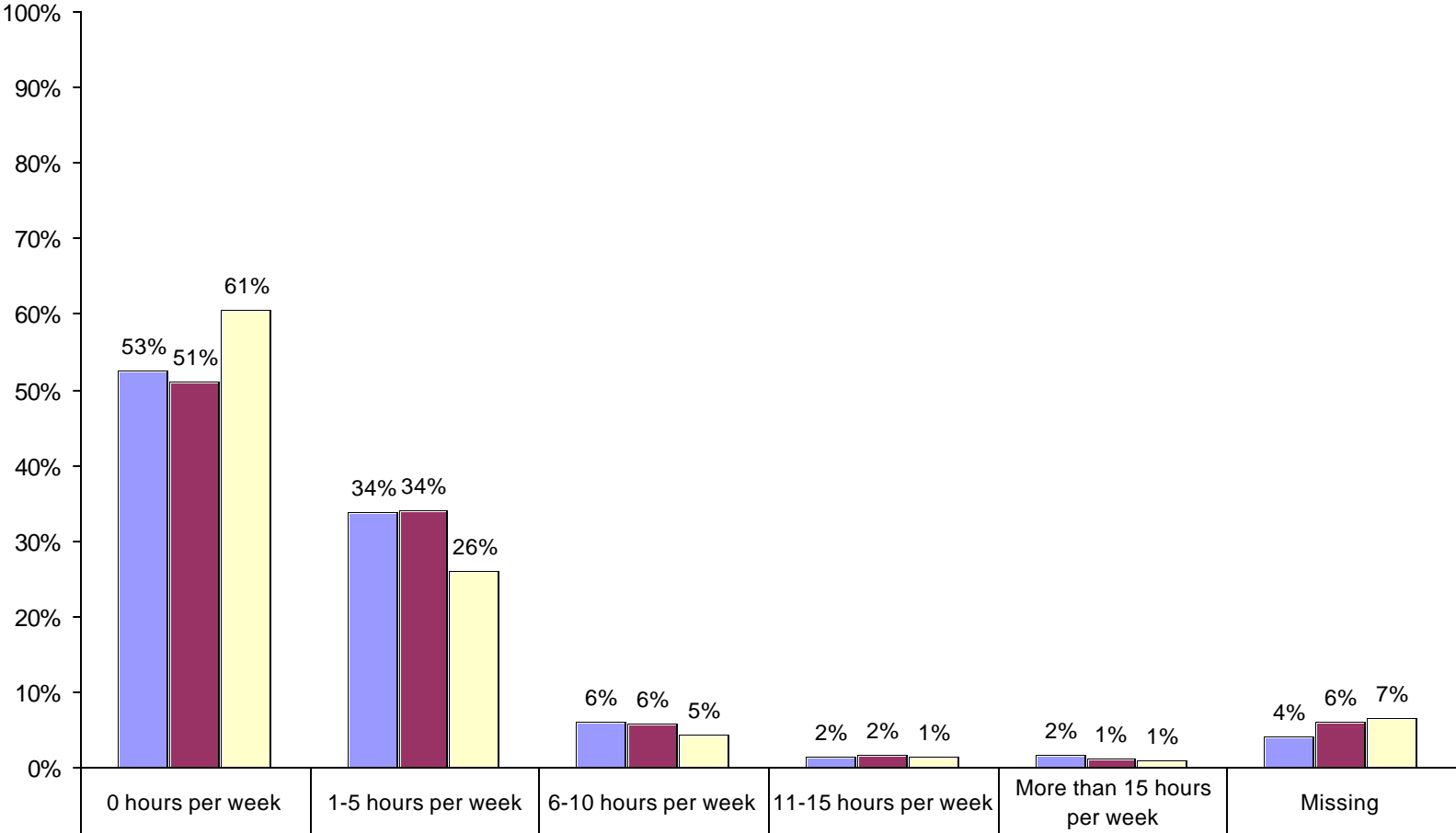
Indicate the contribution that your experiences at this college made to your growth in each area.

Actively participating in volunteer work to support worthwhile causes



Indicate your level of involvement while attending this college in:

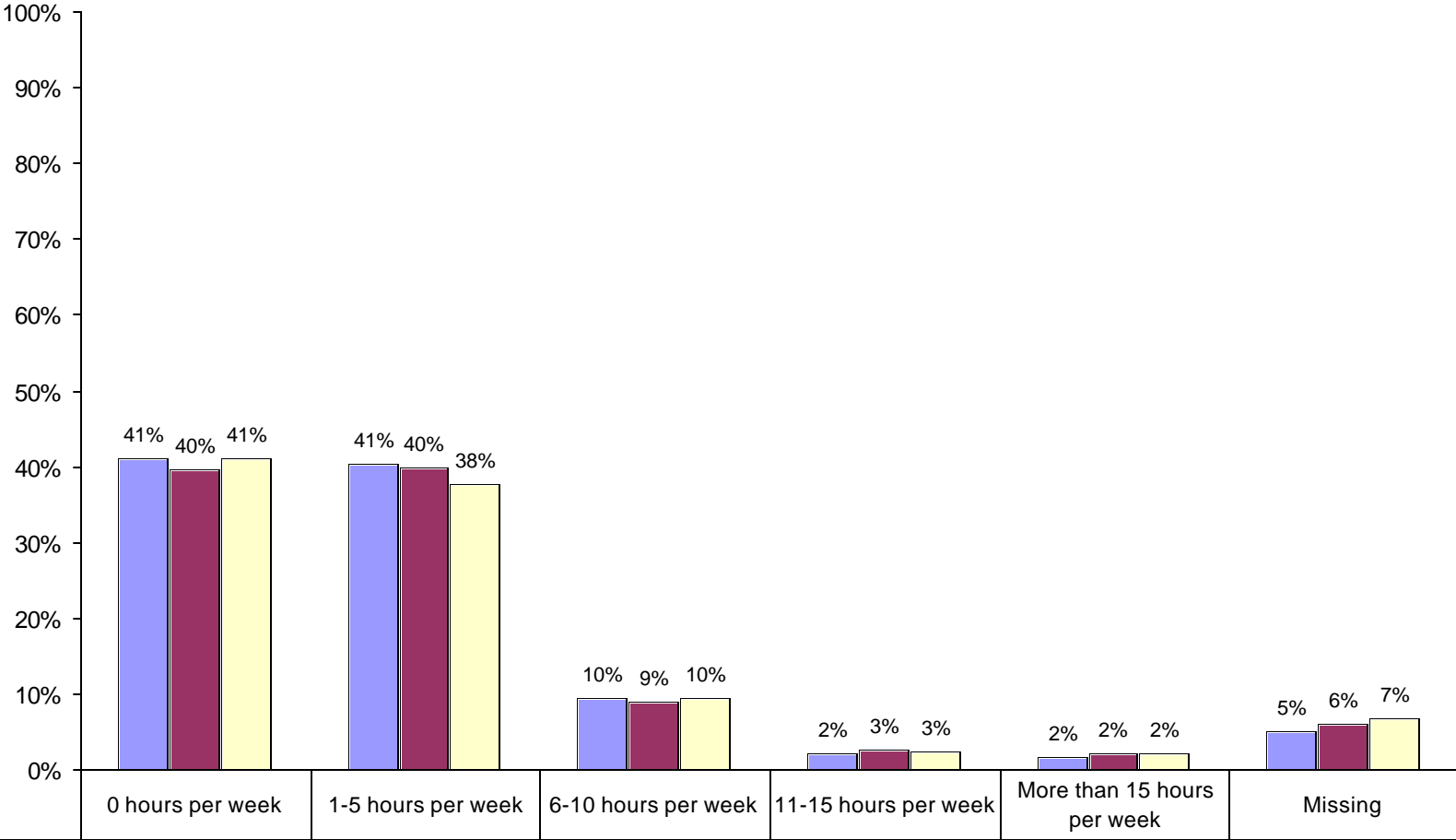
Other Volunteer/Community Service



■ Berea (N = 946)	52.5%	33.9%	6.1%	1.5%	1.7%	4.2%
■ 23 ACA Schools (N = 8755)	51.2%	34.0%	5.8%	1.6%	1.3%	6.0%
□ 5 Public Universities (N = 2803)	60.6%	26.1%	4.5%	1.4%	1.0%	6.5%

Indicate your level of involvement at the current time in:

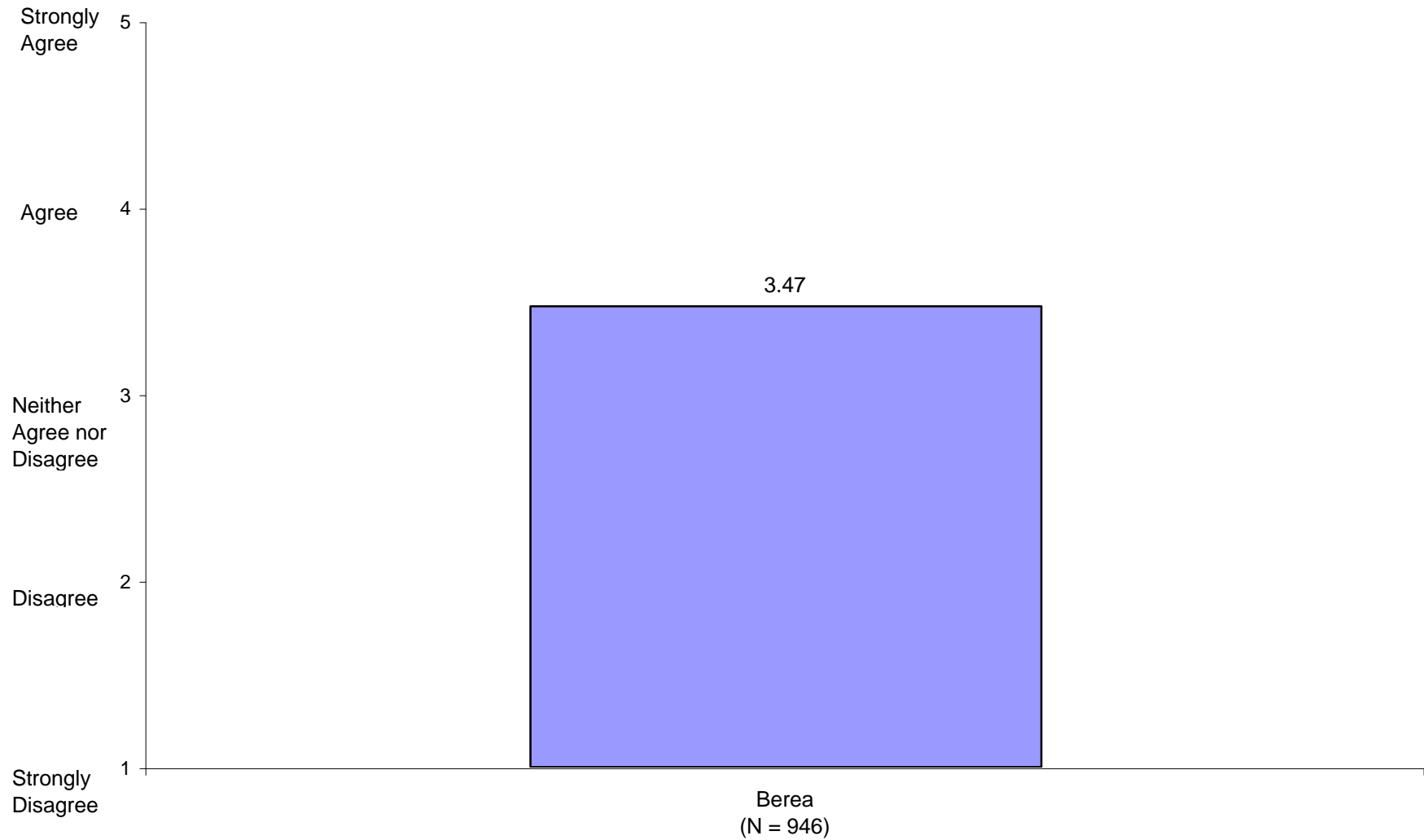
Other Volunteer/Community Service



■ Berea (N = 946)	41.2%	40.5%	9.6%	2.1%	1.6%	5.0%
■ 23 ACA Schools (N = 8755)	39.7%	40.0%	9.1%	2.7%	2.3%	6.2%
□ 5 Public Universities (N = 2803)	41.2%	37.6%	9.5%	2.5%	2.3%	6.8%

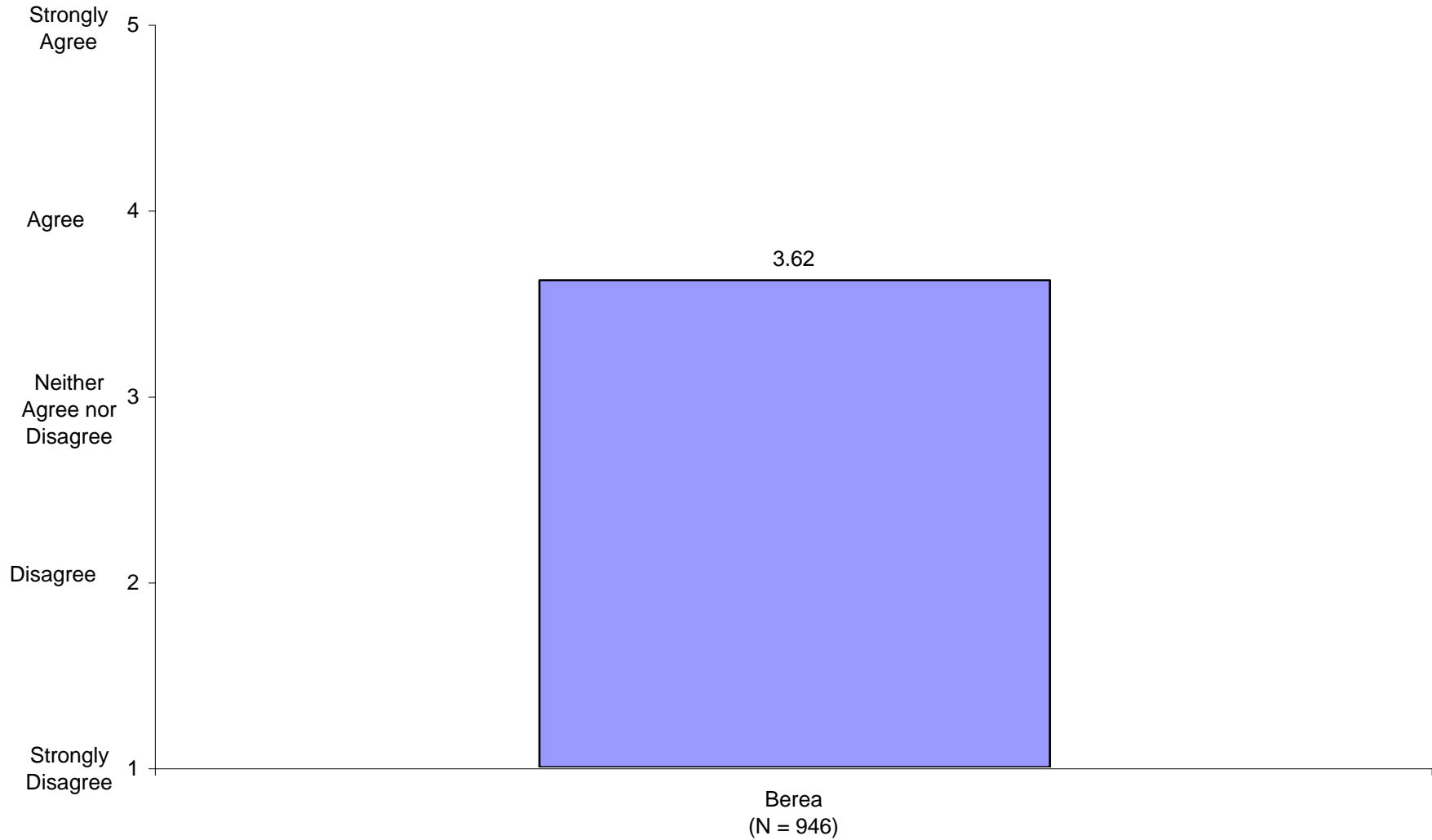
Berea-Specific Item

Participation in the work/labor program increased my ability to participate in community service after graduation.



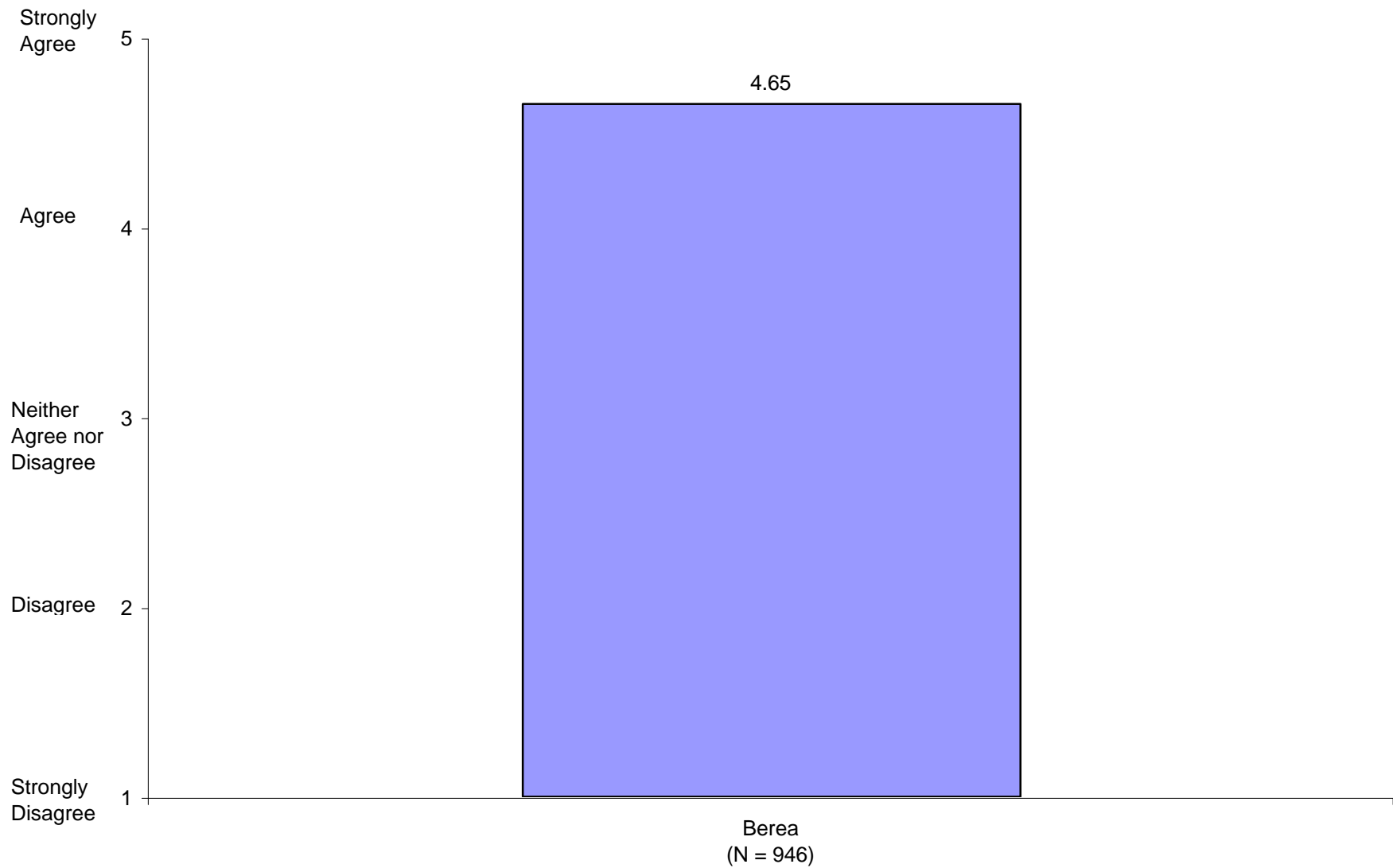
Berea-Specific Item

I believe my experience in the college work/labor program helped me to understand the importance of providing community service after college.



Berea-Specific Item

My overall educational cost was decreased by work/labor program participation.



ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

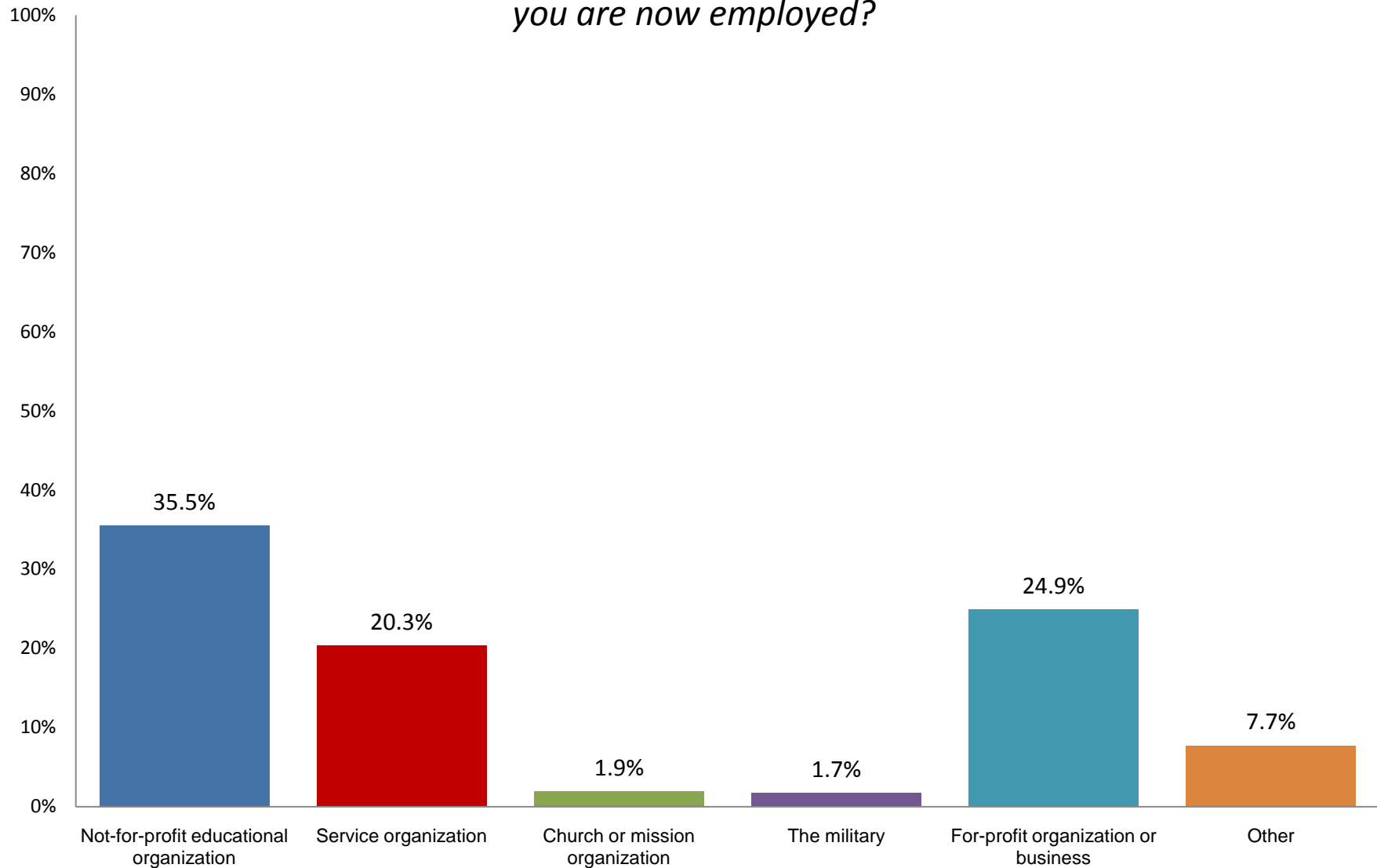
(Graduates from 1992-93 through 2006-07)



[Click to see survey instrument](#)

Response Rate: 29% (482/1648)

Which best describes the type of organization by which you are now employed?



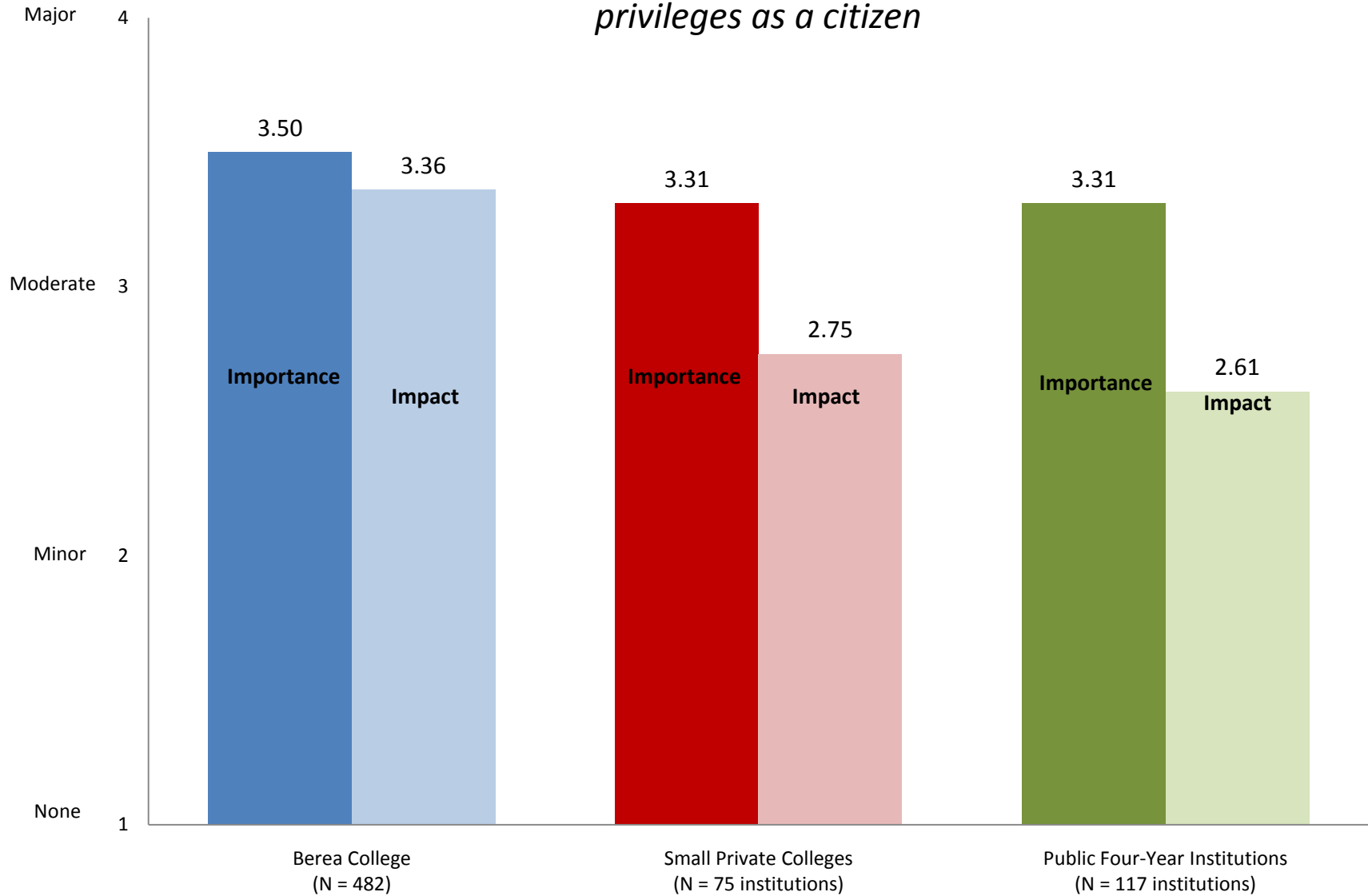
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Appreciating and exercising my rights, responsibilities, and privileges as a citizen



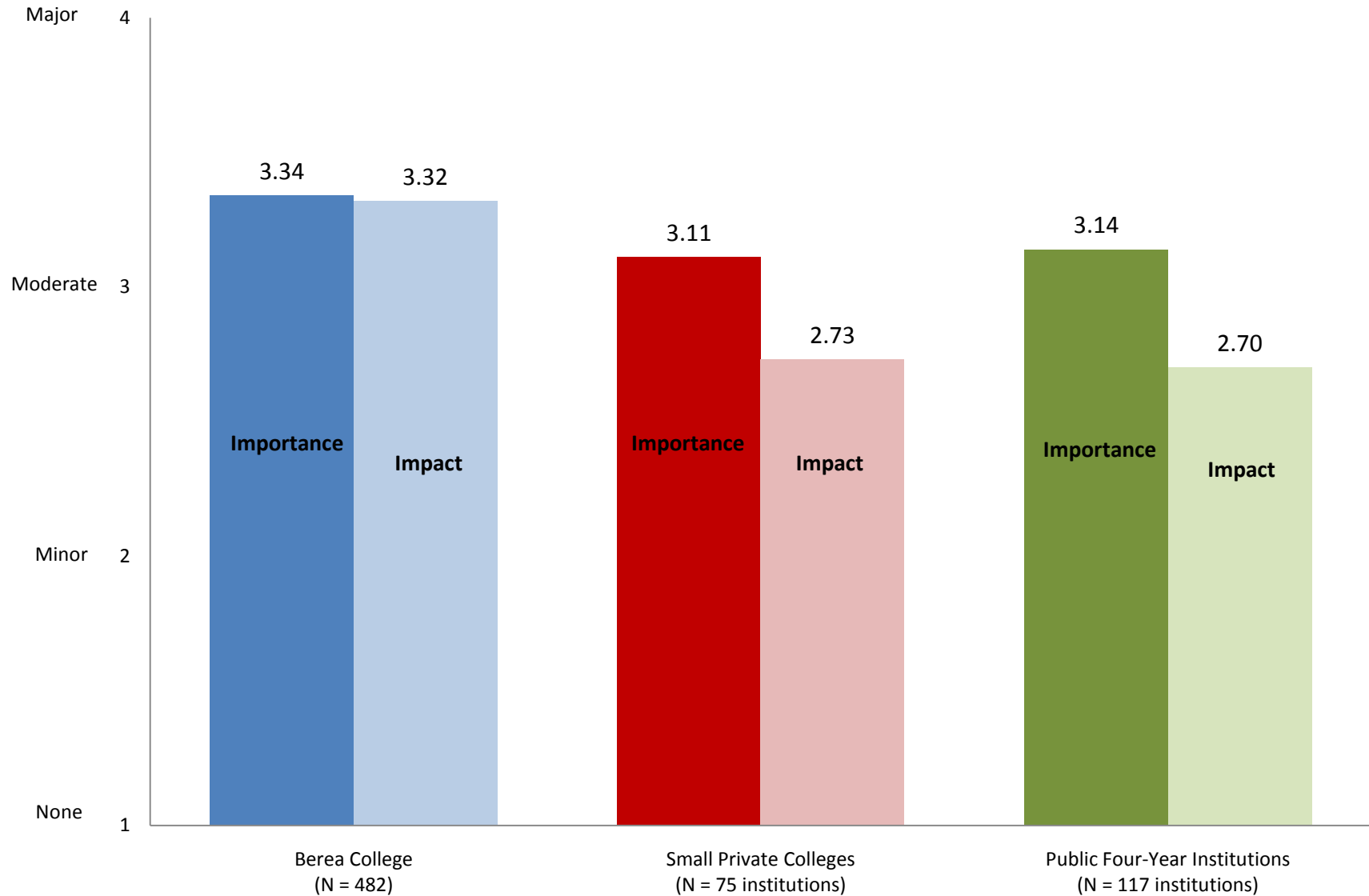
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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 the interaction of human beings and the environment



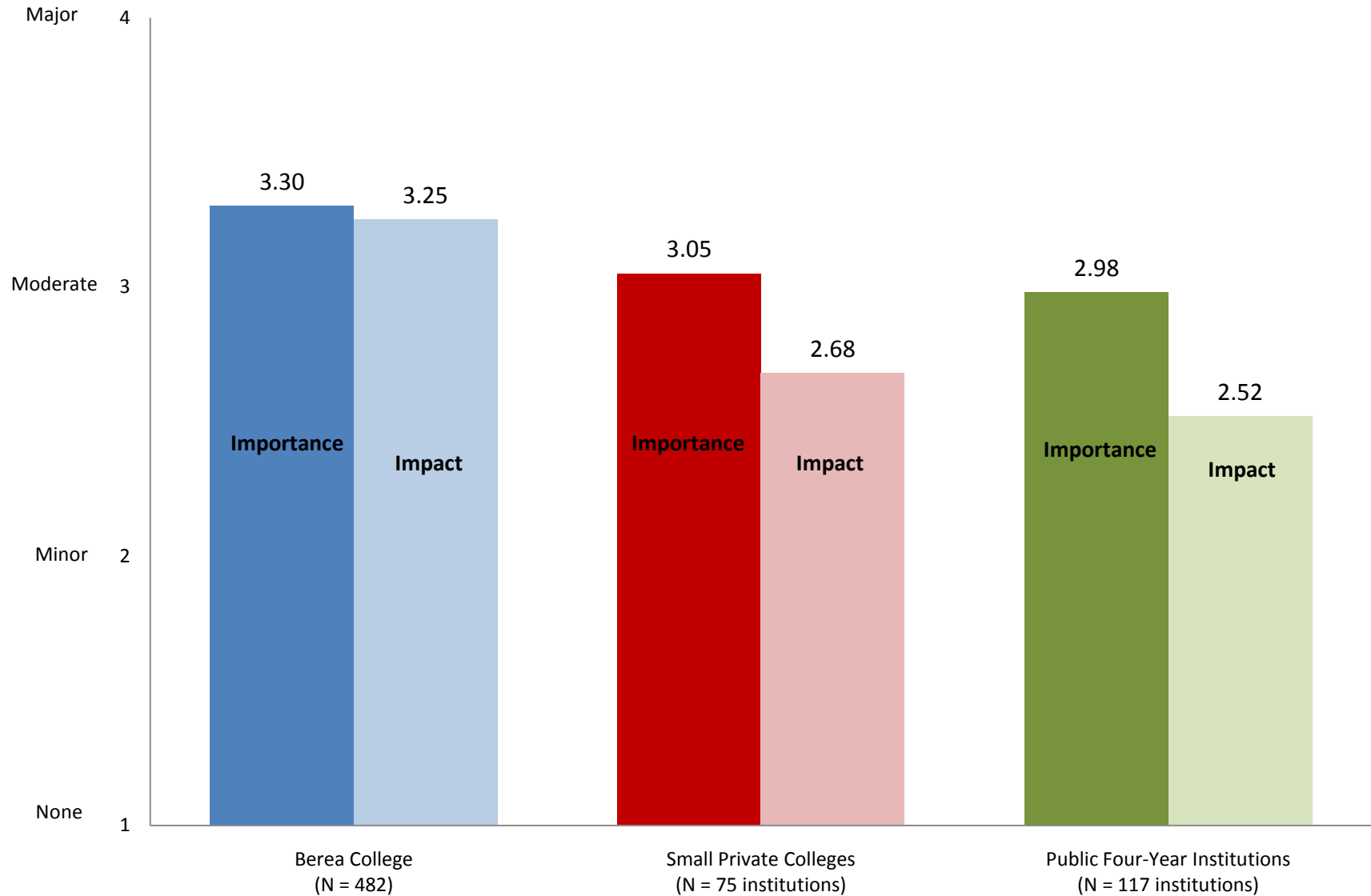
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Understand international issues (political, economic, etc.)



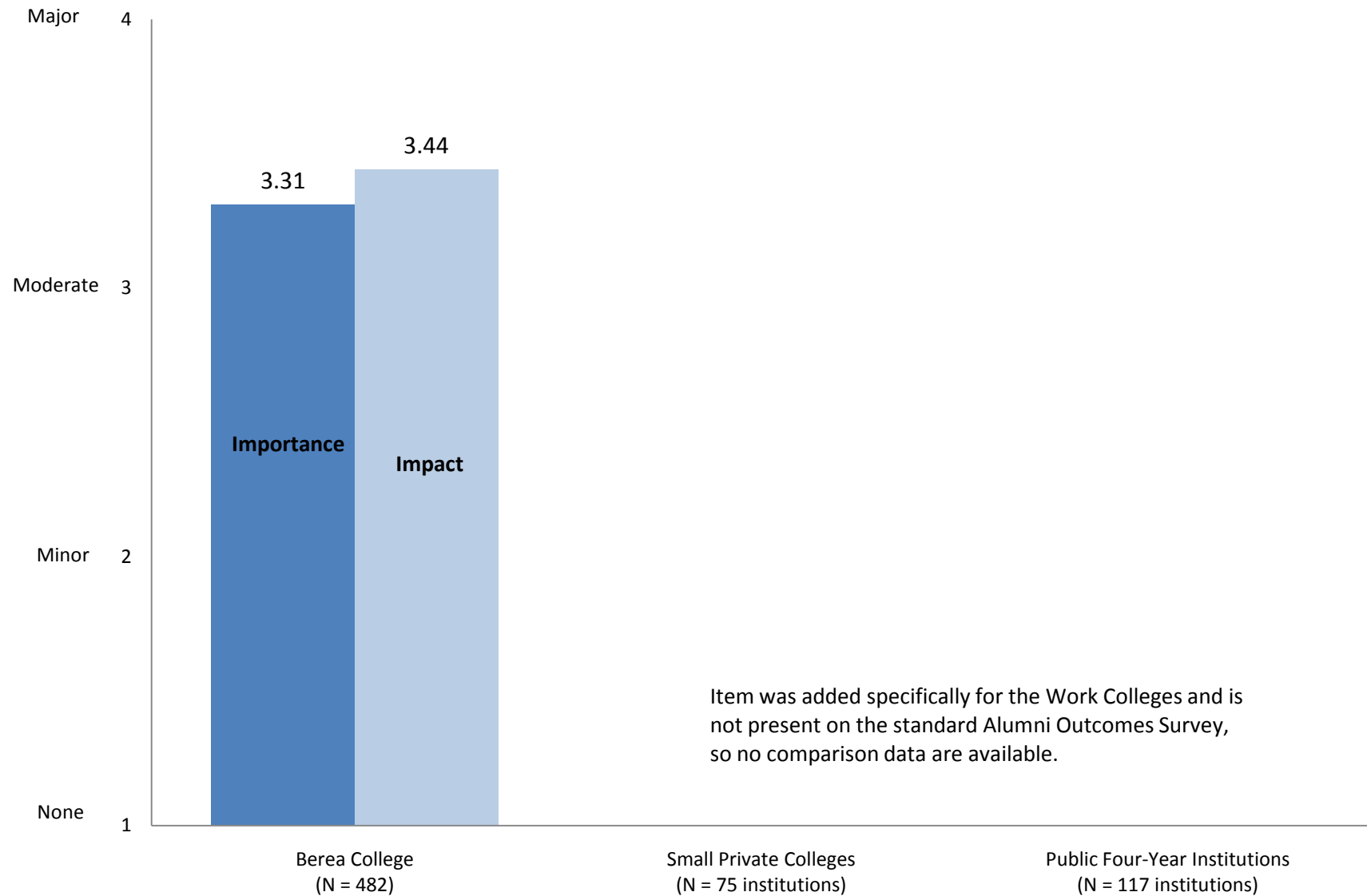
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Actively participating in community service



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

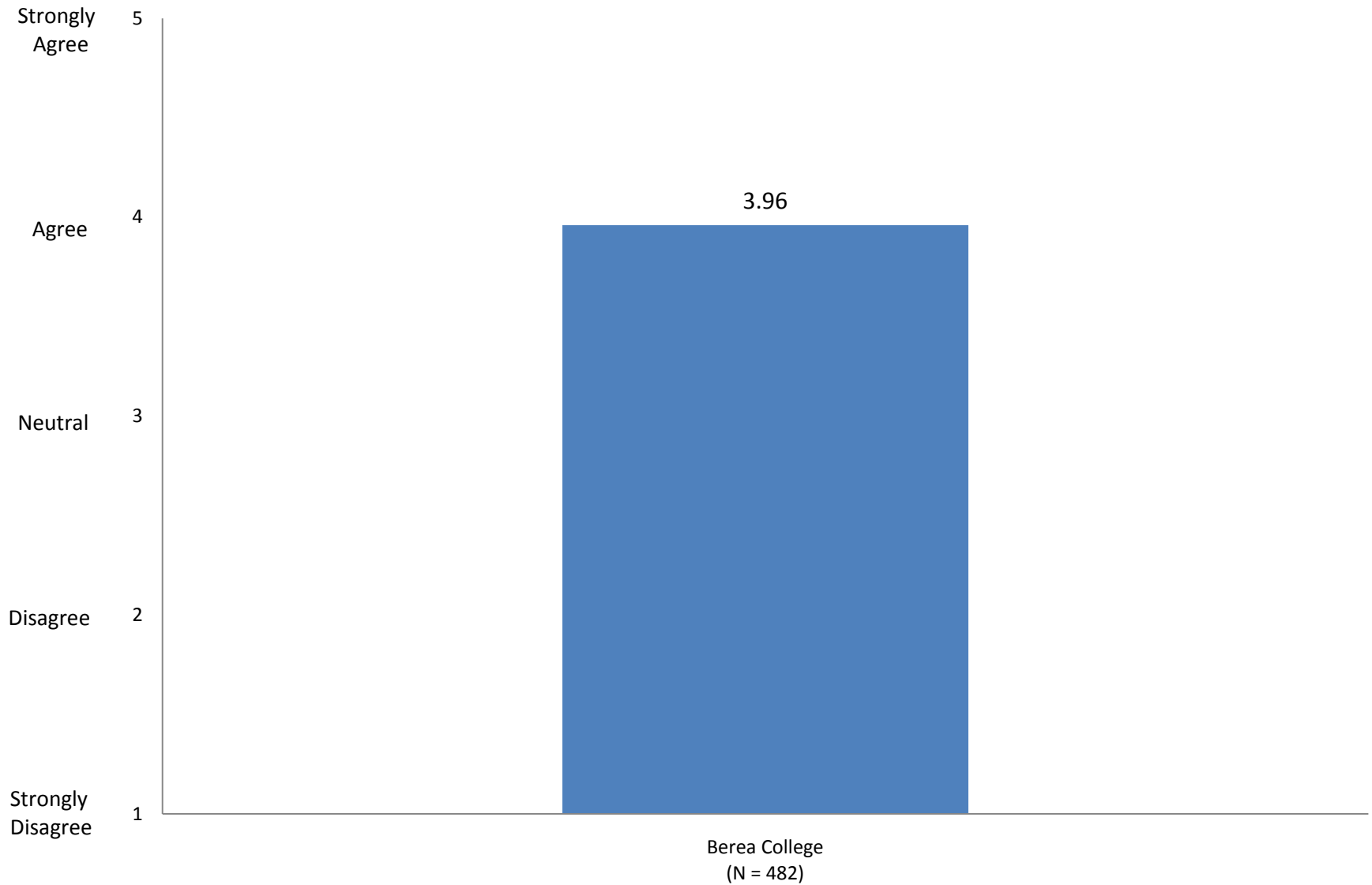
Source: Office of Institutional Research and Assessment, Spring 2011

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 become more involved in my community.



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

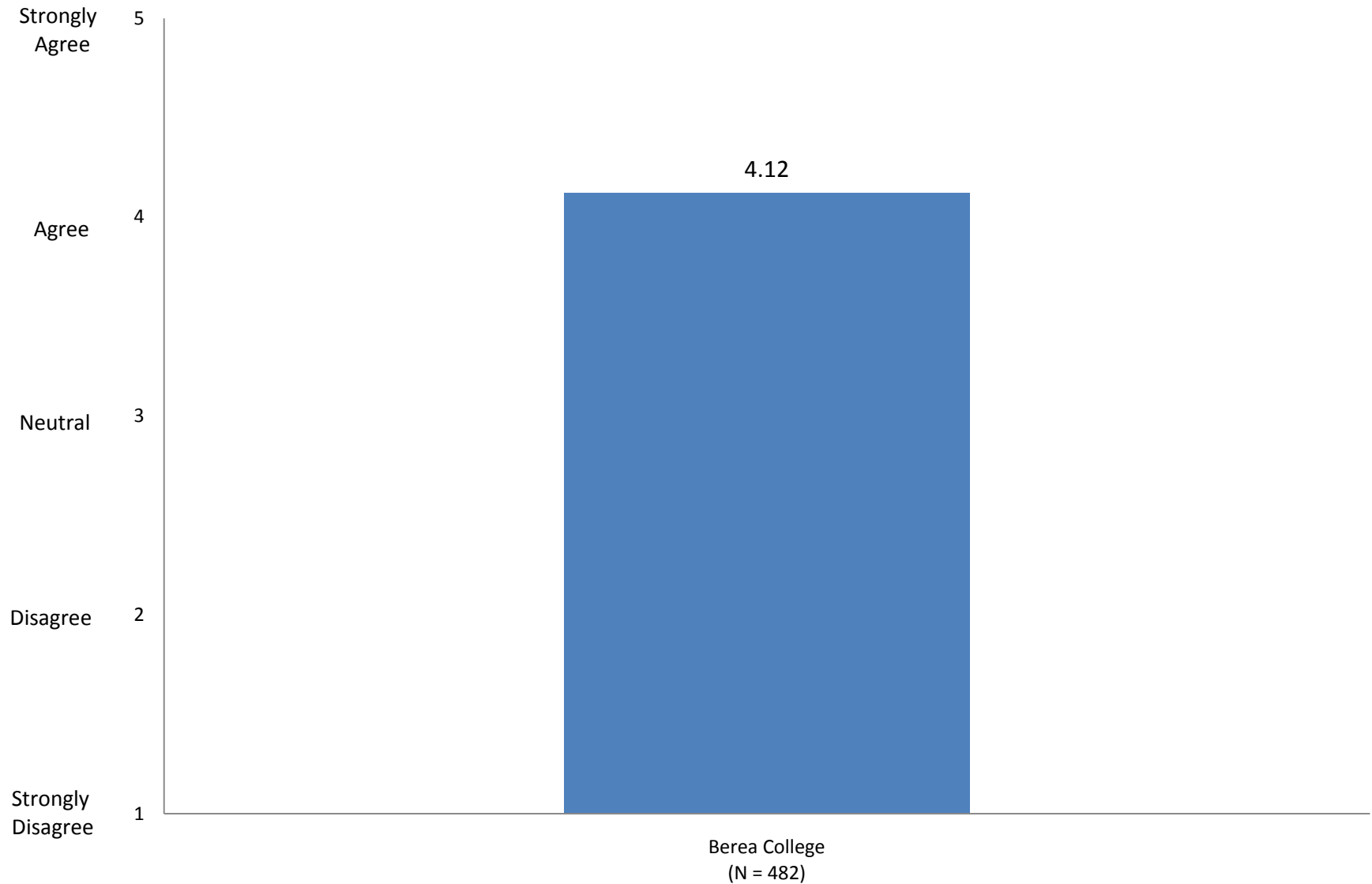
Source: Office of Institutional Research and Assessment, Spring 2011

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 the importance of service to others.



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

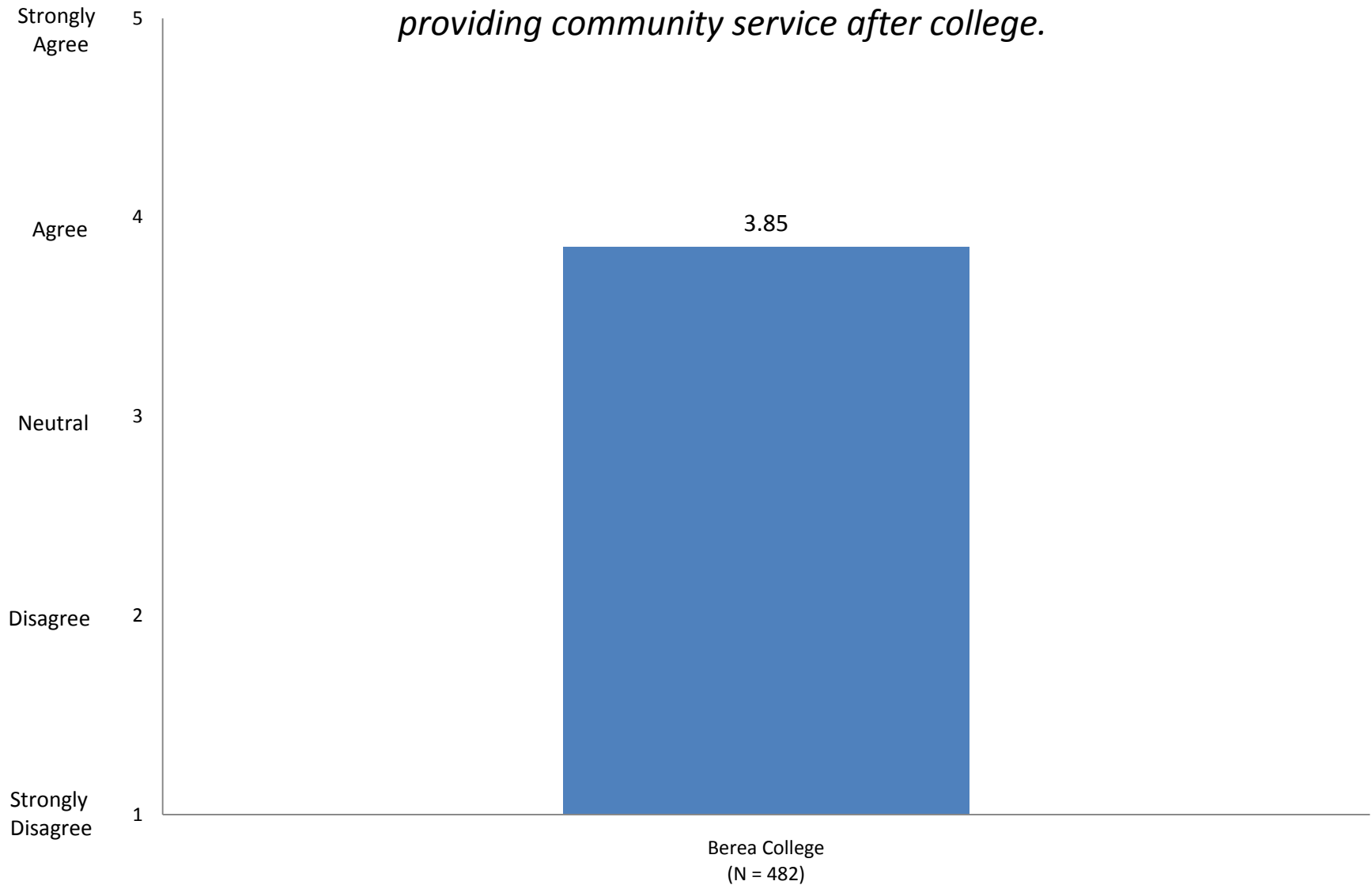
Source: Office of Institutional Research and Assessment, Spring 2011

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 understand the importance of providing community service after college.



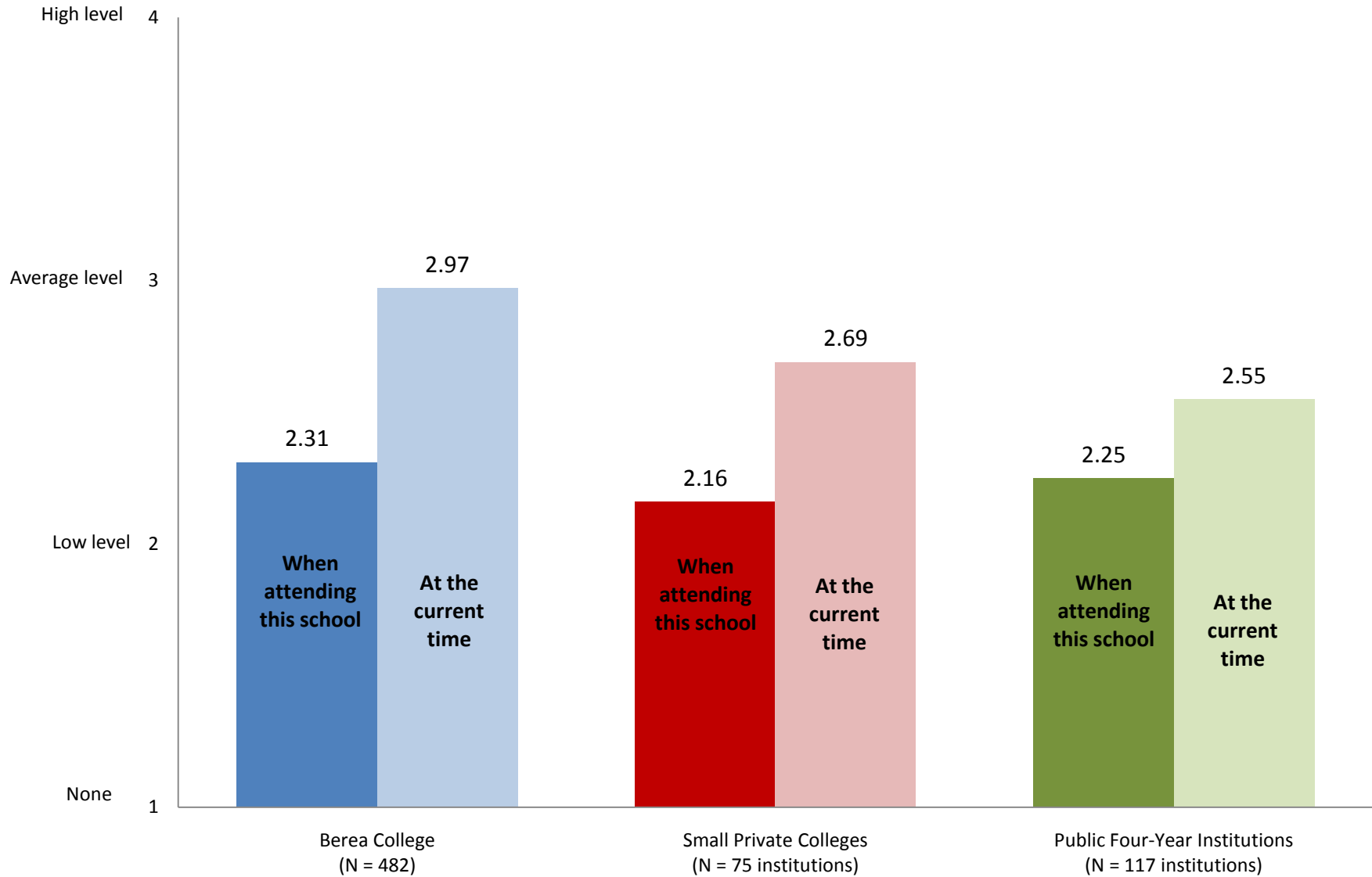
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Your level of involvement in each type of activity or organization *while you were attending this school*.
 Your level of involvement in each type of activity or organization *at the current time*.

Professional



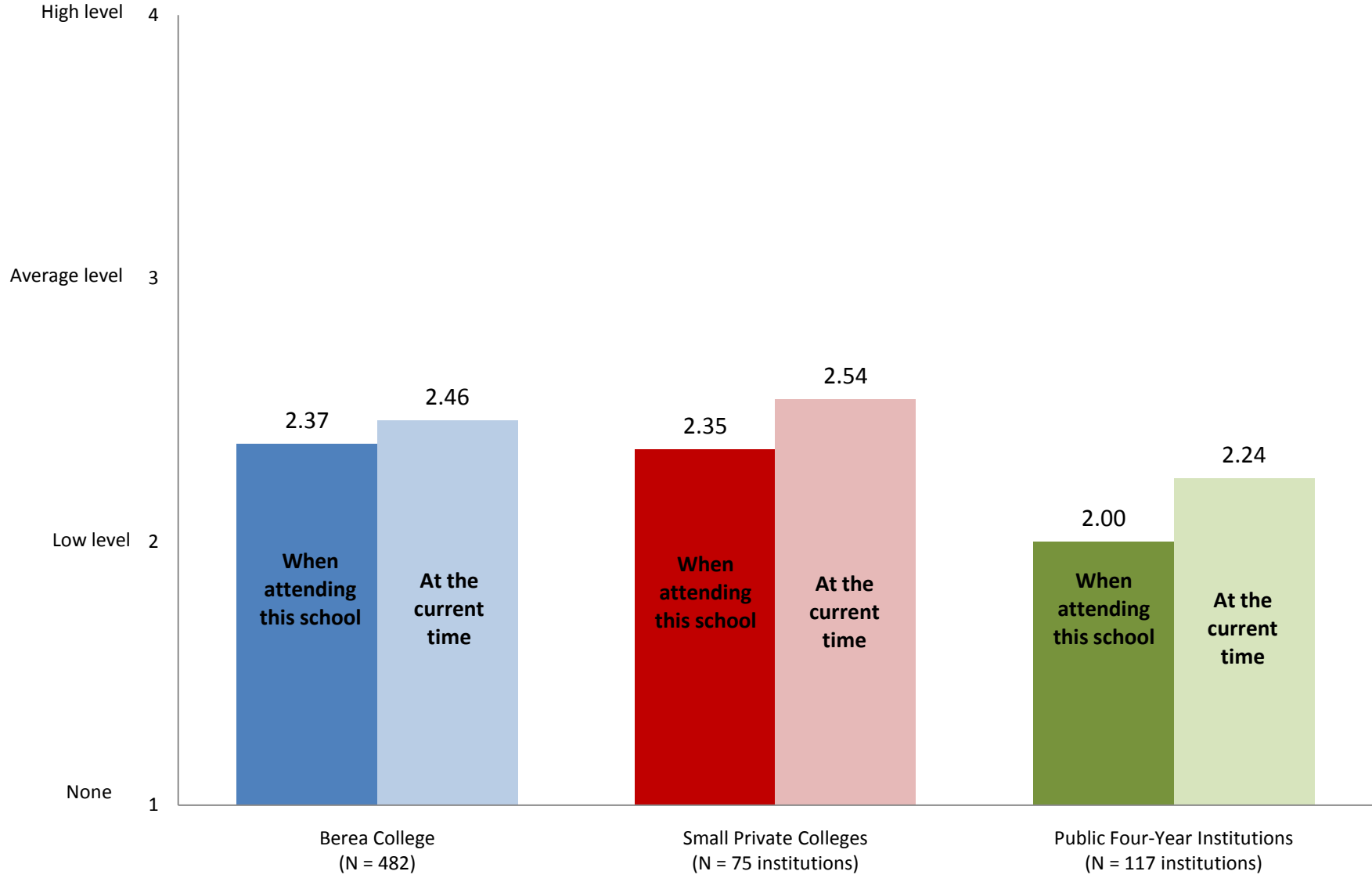
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Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
 482/1648 or 29%

Your level of involvement in each type of activity or organization *while you were attending this school.*
Your level of involvement in each type of activity or organization *at the current time.*

Religious



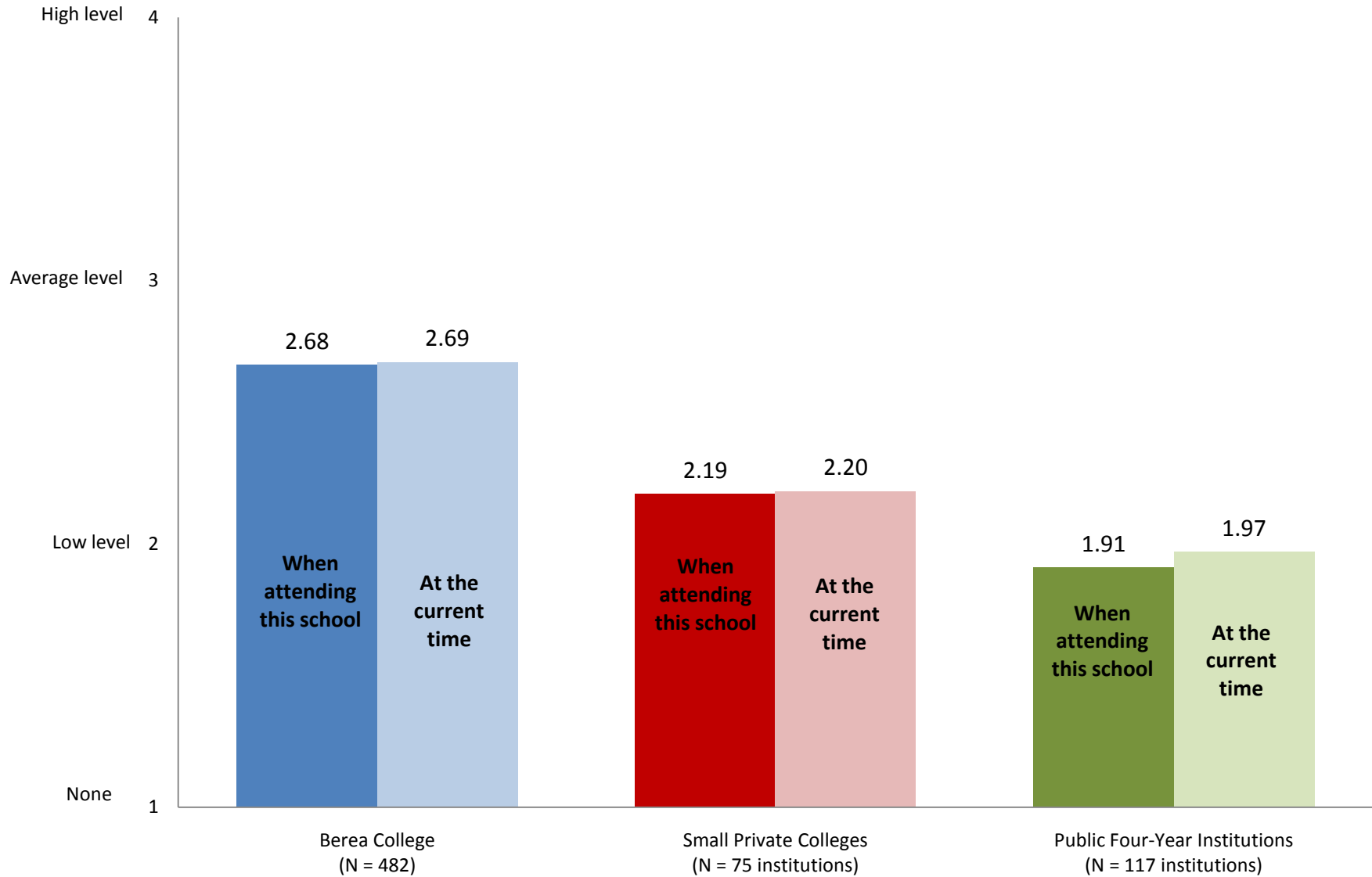
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Your level of involvement in each type of activity or organization *while you were attending this school.*
Your level of involvement in each type of activity or organization *at the current time.*

Service



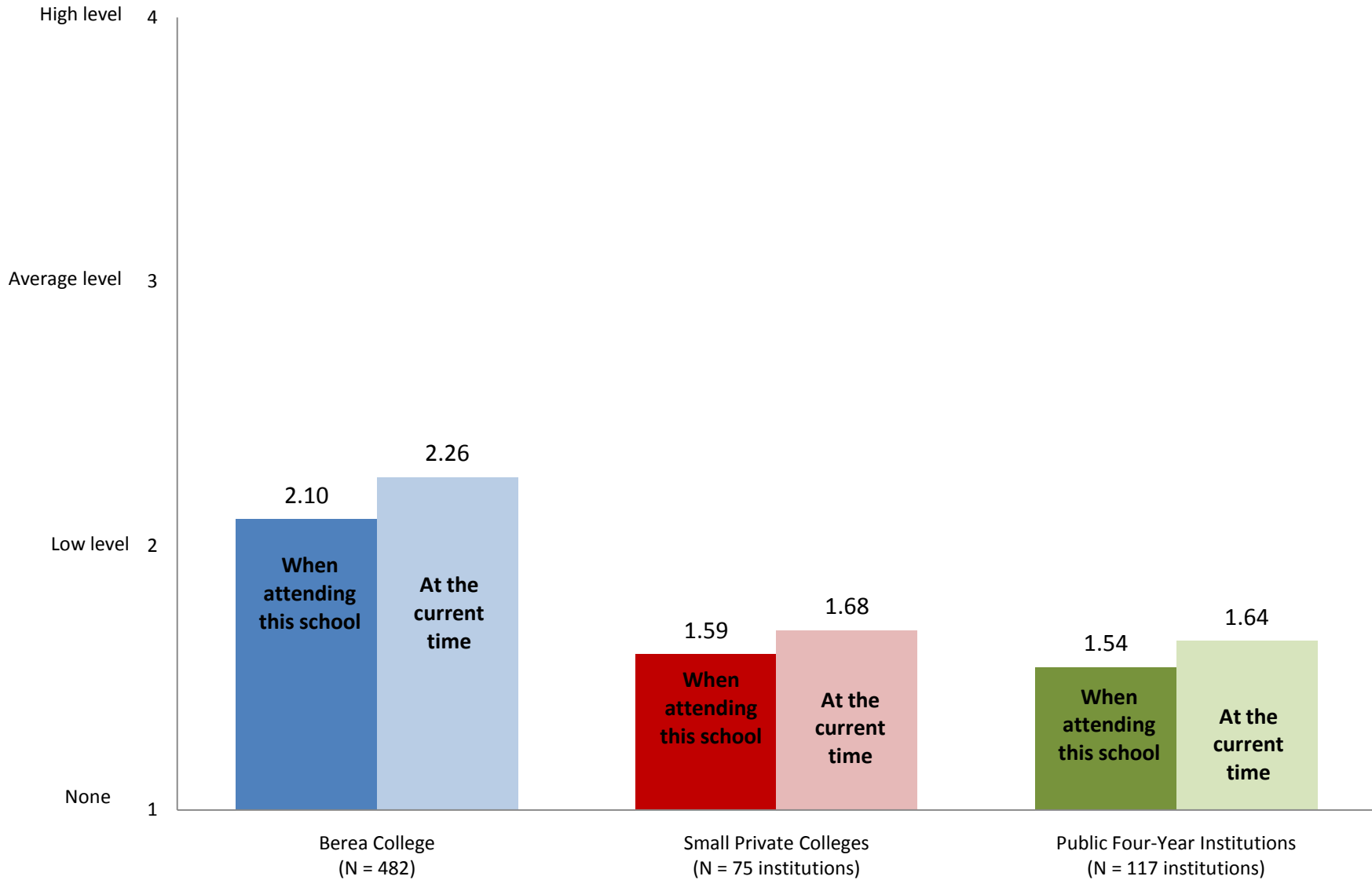
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Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Your level of involvement in each type of activity or organization *while you were attending this school.*
Your level of involvement in each type of activity or organization *at the current time.*

Environmental



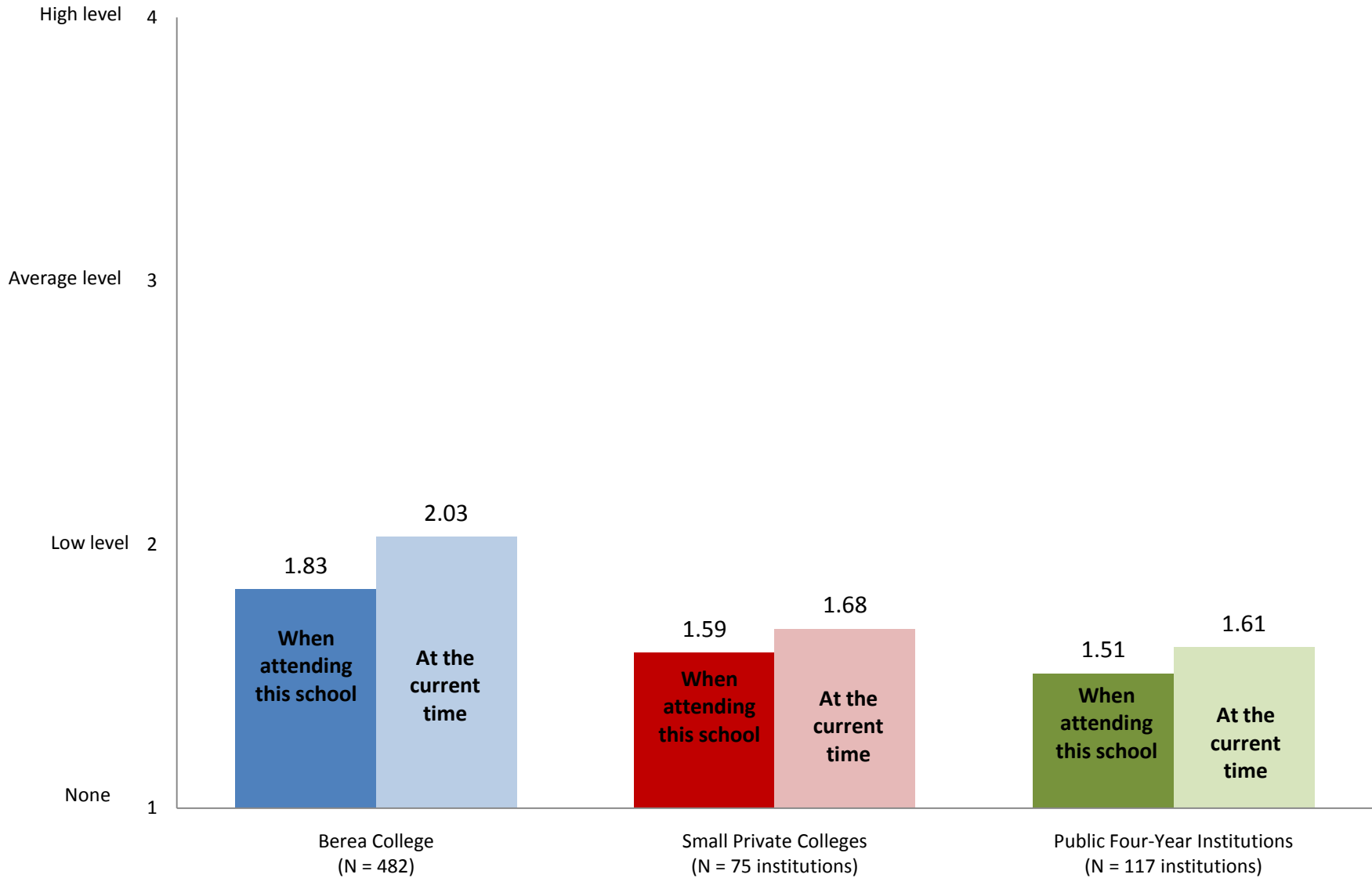
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Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Your level of involvement in each type of activity or organization *while you were attending this school.*
Your level of involvement in each type of activity or organization *at the current time.*

Political



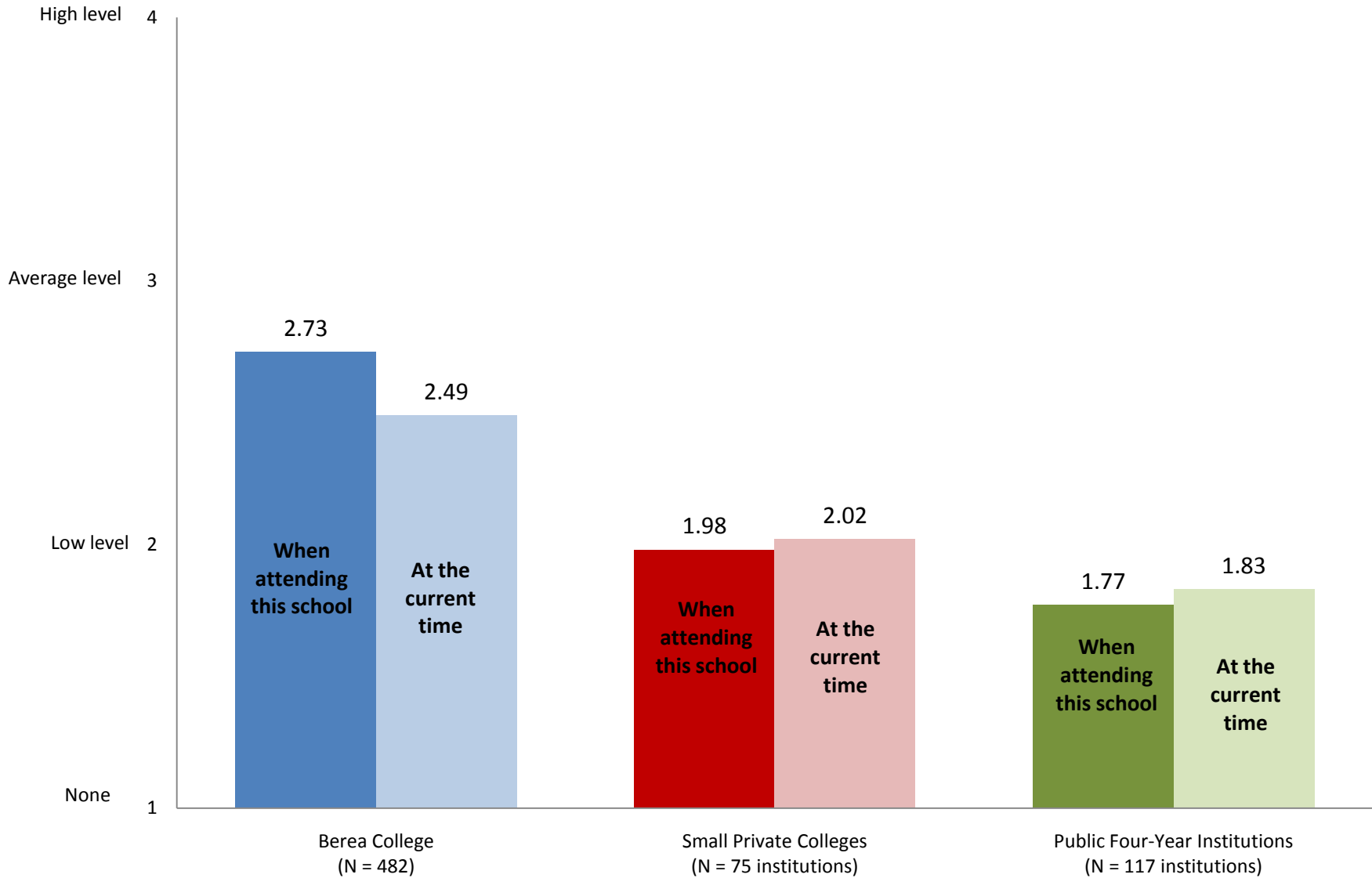
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Your level of involvement in each type of activity or organization *while you were attending this school.*
 Your level of involvement in each type of activity or organization *at the current time.*

Cultural



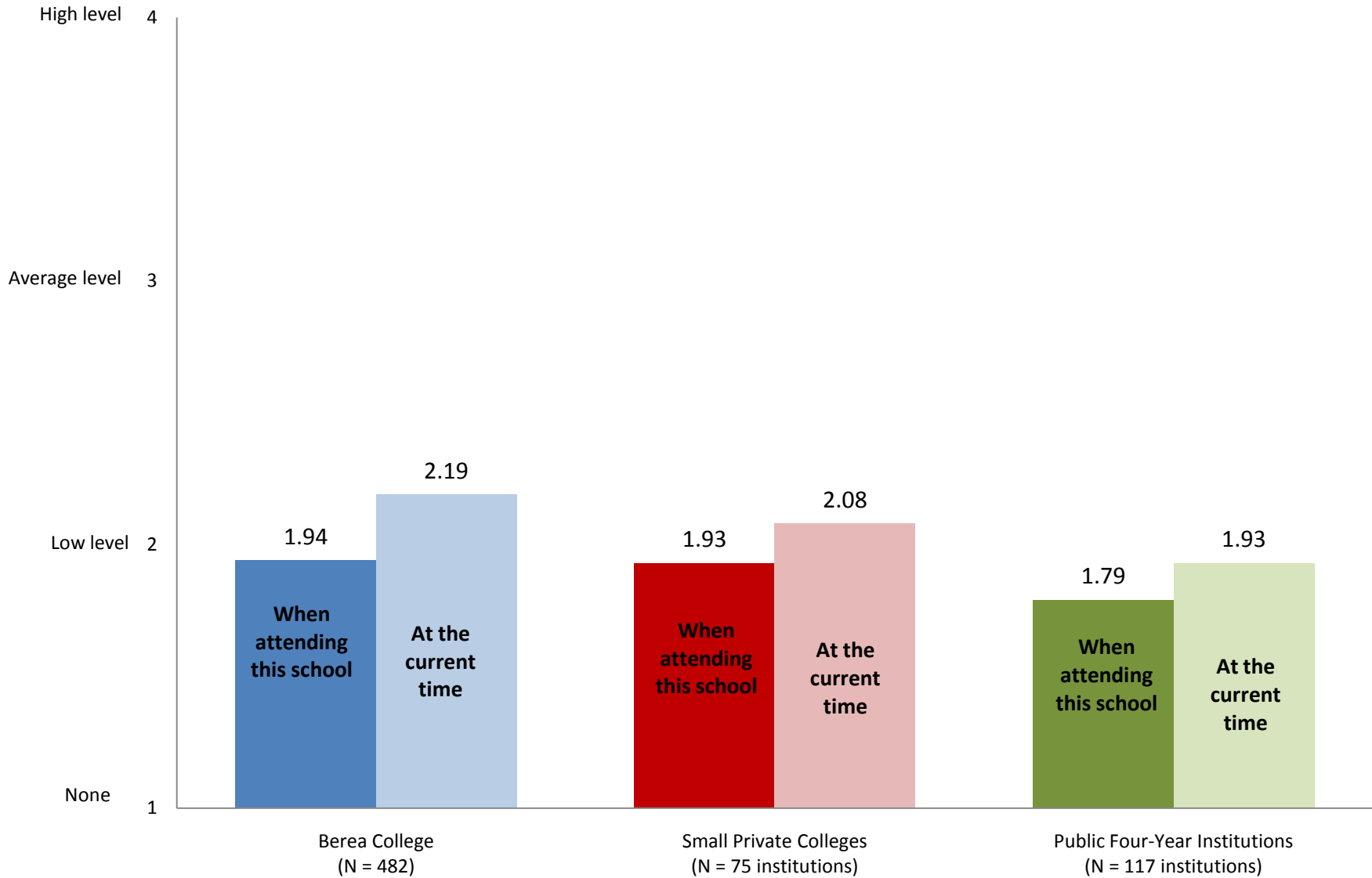
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
 482/1648 or 29%

Your level of involvement in each type of activity or organization *while you were attending this school*.
 Your level of involvement in each type of activity or organization *at the current time*.

Youth-oriented (including sports)



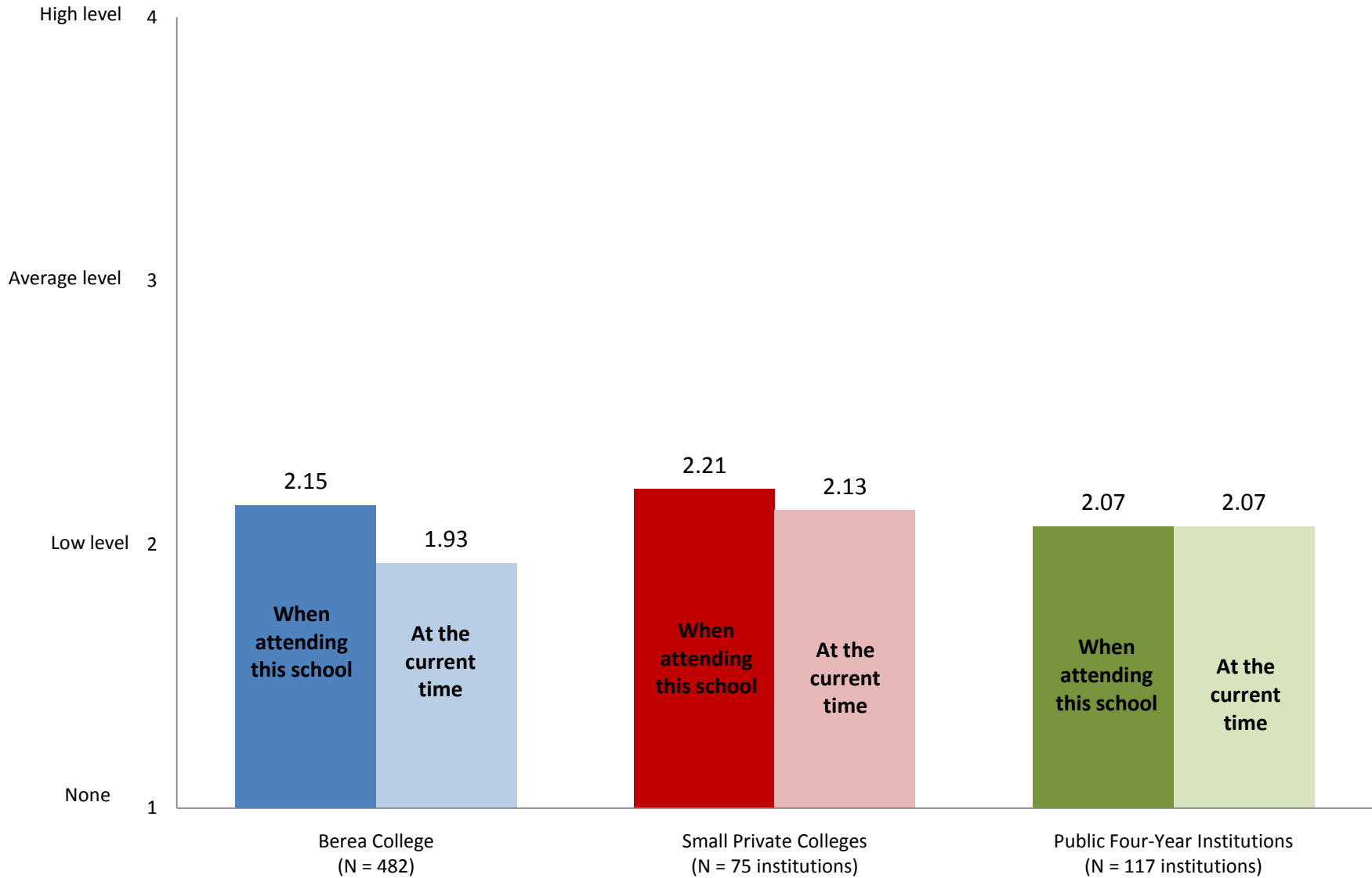
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
 482/1648 or 29%

Your level of involvement in each type of activity or organization *while you were attending this school.*
Your level of involvement in each type of activity or organization *at the current time.*

Sports/athletics (adult level)



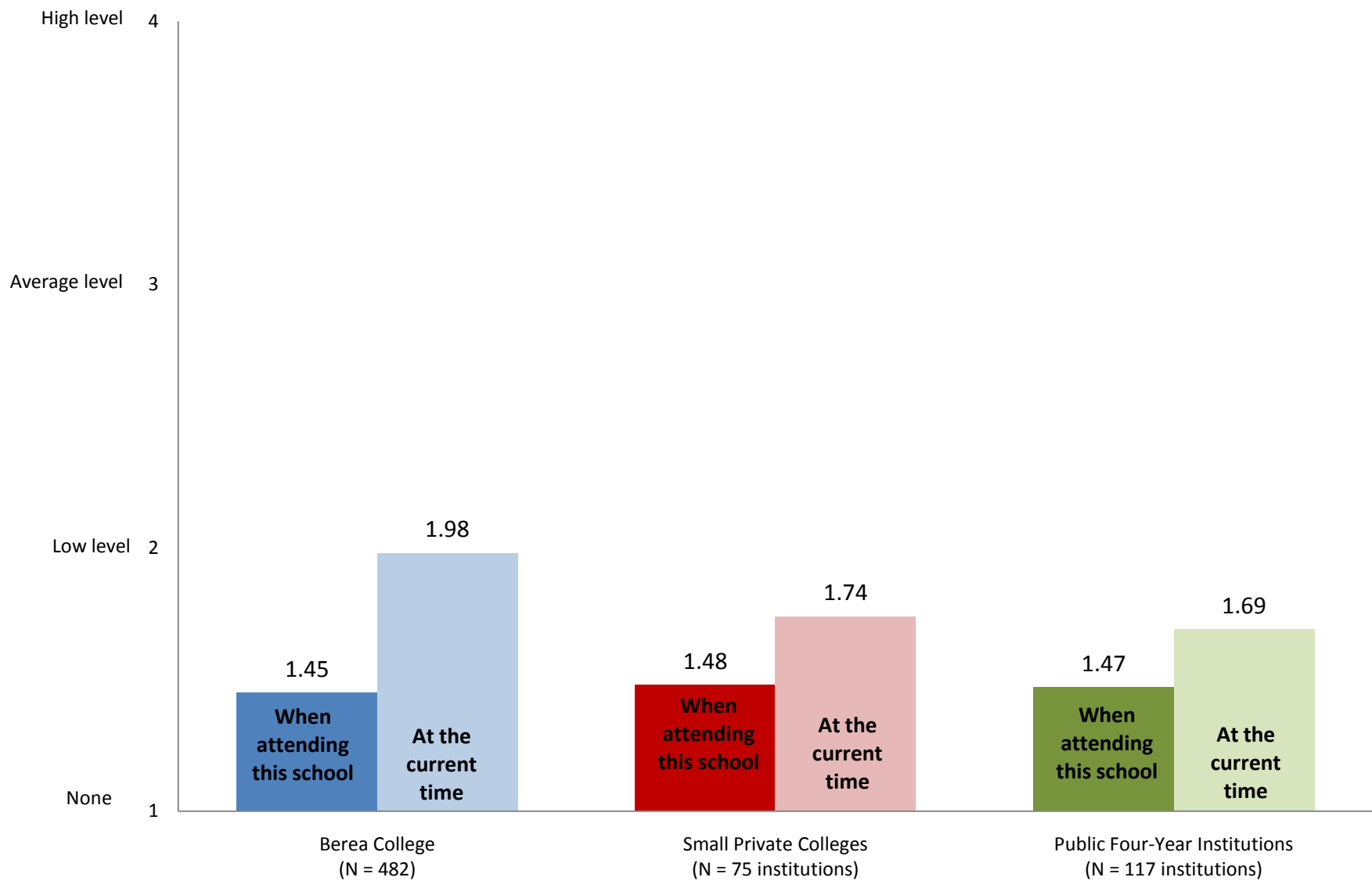
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Your level of involvement in each type of activity or organization *at the current time.*

K-12 level schools (e.g., PTA)



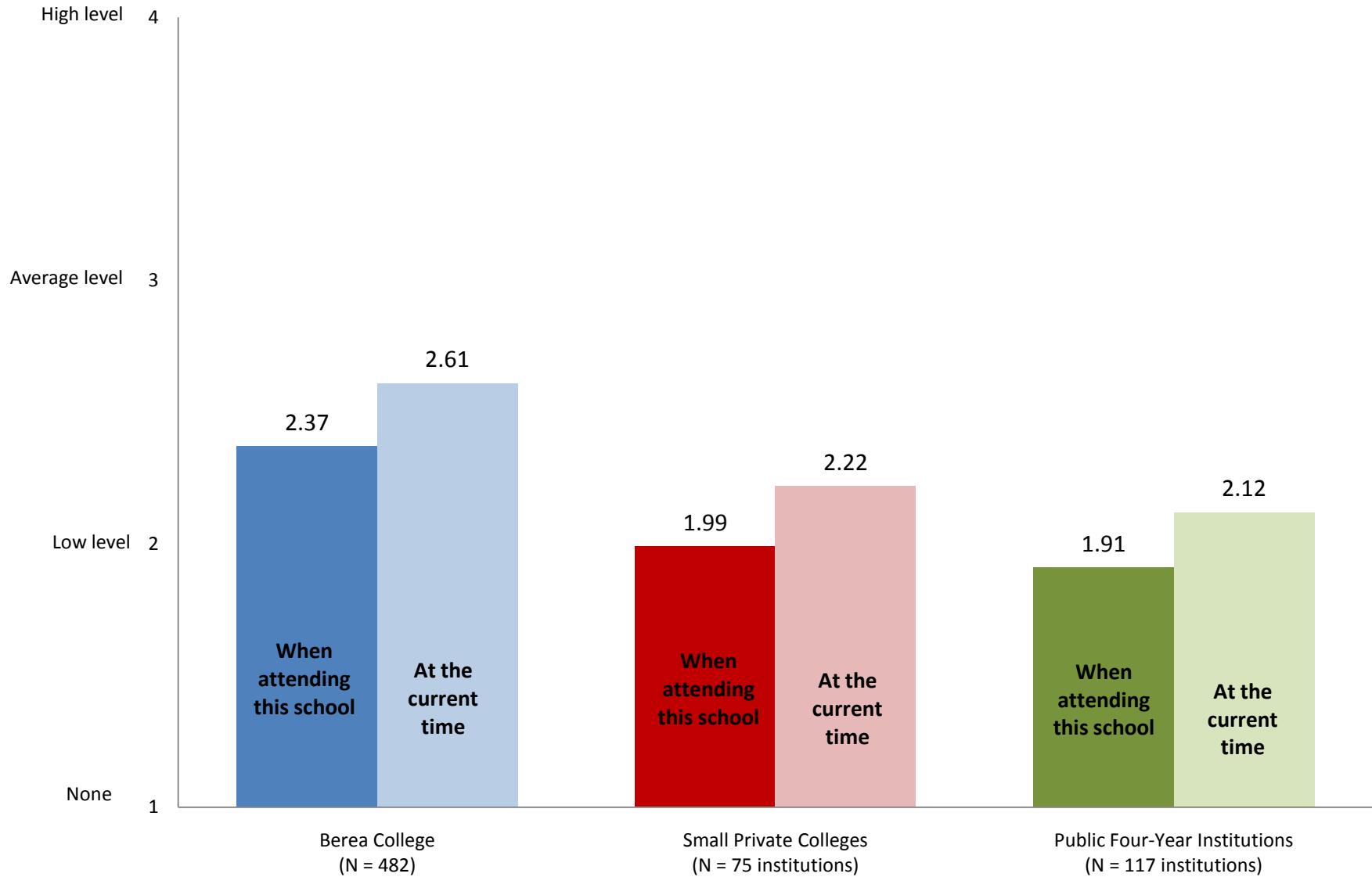
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Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
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Your level of involvement in each type of activity or organization *at the current time.*

Community



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%