

Spiritual and Religious Related

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: Spiritual and Religious Related

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

2010 - 2020 Construct Report

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

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

Theme: Spirituality/Religiosity *these items relate to religious and spiritual practices and beliefs.*

Your probable major

- Theology/Religion

Probable Career/Occupation

- Clergy

Current Religious Preference

- Student
- Parent/Guardian1
- Parent/Guardian2

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

- Attended a religious service
- Discussed religion

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

- Spirituality

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

- I was attracted by the religious affiliation/orientation of this college

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

- Developing a meaningful philosophy of life

Graphical Report (Recent Trends, 2020, Historical Trends)

In the past year, how often have you:

- Attended a religious service
- Discussed religion (asked 2002, 2006 through 2018)
- Discussed religion/spirituality in class (asked in 2004)
- Discussed religion/spirituality with family (asked in 2004)
- Discussed religion/spirituality with friends (asked in 2004)

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

- Spirituality

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

- I was attracted by the religious affiliation/orientation of the college

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

- Developing a meaningful philosophy of life

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

2014 Construct Report

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

2014 Graphical Report

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

- Develop moral character
- Provide for students' emotional development
- Help students develop personal values
- Teach students tolerance and respect for different beliefs

Please indicate the extent to which you:

- Experience close alignment between your work and your personal values

Spirituality Module

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

- Enhance spiritual development
- Facilitate the search for meaning/purpose in life
- Becoming more conversant with different religious traditions
- Becoming more conversant with different spiritual practices

Indicate the extent to which you:

- Engage in self-reflection
- Consider yourself a religious person
- Consider yourself a spiritual person
- Engage in prayer/meditation
- Seek opportunities to grow spiritually
- Encourage discussion of religious and spiritual matters among students
- Engage in discussion of religious and spiritual matters with students

Please indicate your agreement with each of the following statements:

- Colleges should be concerned with facilitating undergraduate students' spiritual development
- The spiritual dimension of faculty members' lives has no place in the academy

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

- Integrating spirituality into my life
- Serving as a spiritual/religious advisor to students

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

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

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

- Developing the skills necessary to work effectively with people from various backgrounds.

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

Berea-Specific Items (added in 2013)

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

Rate your level of agreement with the following statements:

- My spiritual health is good

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.

- Understanding religious values that differ from my own
- Developing my religious values

Indicate your level of satisfaction with each of the following:

- Campus atmosphere of ethnic, political, and religious understanding

Historical Survey Data (Prior to 2012)

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

Graphical Report

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

- Religiousness (asked on 2002-2006)

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

- Integrating spirituality into my life (asked on 2002-2004)

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

- Strengthen your religious beliefs/convictions (asked on 2002-2004)

Berea College promotes its Christian identity... (asked on 2004-2010)

- by requiring adherence to precisely defined Christian beliefs
- by functioning as a church
- through programs of education and service to students and communities in Appalachia and beyond
- by affiliating with a specific Christian denomination
- by maintaining strict moral guidelines

Graphical Report (2004 Administration: Spiritual Questions)

Percent of students reporting objectives considered to be “essential” or “very important”:

- Seeking to following religious teachings in my everyday life
- Becoming a more loving person
- Finding answers to the mysteries of life
- Seeking beauty in my life
- Seeking out opportunities to help me grow spiritually
- Attaining wisdom
- Attaining inner harmony
- Reducing pain and suffering in the world
- Improving the human condition

Percent of students reporting objectives considered to be “strongly” or “somewhat”:

- Love is at the root of all great religions
- All life is interconnected
- Believing in supernatural phenomena is foolish
- We are all spiritual beings
- It is futile to try to discover the purpose of existence
- People can reach a higher spiritual plane of consciousness through meditation or prayer
- The evil in this world seems to outweigh the good
- Most people can grow spiritually without being religious
- People who don't believe in God will be punished
- Non-religious people can lead lives that are just as moral as those of religious believers
- Pain and suffering are essential to becoming a better person
- The universe arose by chance
- In the future, science will be able to explain everything
- While science can provide important about the physical world, only religion can truly explain existence

Cooperative Institutional Research Program (CIRP), continued:

Graphical Report (2004 Administration: Spiritual Questions), continued:

For me, the relationship between science and religion is one of:

- Conflict; I consider myself to be on the side of religion
- Conflict; I consider myself to be on the side of science
- Independence; they refer to different aspects of reality
- Collaboration; each can be used to help support the other

Percent of students who indicated:

- Do you Pray

Percent of students who report “frequently” praying:

- For help in solving problems
- To be in communion with God
- To express gratitude
- For emotional strength
- For forgiveness
- To relieve the suffering of others
- For loved ones
- For wisdom
- To praise God

Percent of students who engages at least weekly in:

- Self-reflection
- Prayer
- Meditation
- Yoga, Tai Chi, or similar practice
- Religious singing/chanting
- Reading sacred texts
- Other reading on religion/spirituality

The percent of students who indicated the following statements describe them “to a great extent”:

- Having an interest in spirituality
- Believing in the sacredness of life
- Feeling unsettled about spiritual and religious matters
- Feeling good about the direction in which my life is headed
- Feeling a sense of connection with God/Higher Power that transcends my personal self
- Feeling a strong connection to all humanity
- Feeling disillusioned with my religious upbringing
- Having an interest in different religious traditions
- Being committed to introducing people to my faith
- Believing in the goodness of all people
- Being thankful for all that has happened to me
- Seeing each day, good or bad, as a gift
- Believing in life after death
- Feeling obligated to follow my parents’ religious practices

Cooperative Institutional Research Program (CIRP), continued:
Graphical Report (2004 Administration: Spiritual Questions), continued:

Which of the following best characterizes your conception of or experience with God?

- Universal Spirit
- Love
- Father-Figure
- Mother-Figure
- Teacher
- Part of me
- Divine Mystery
- Protector
- Creature
- Nature
- Supreme Being
- Judge
- Enlightenment
- None of the above

Percent of students who have had a spiritual experience while:

- In a house of worship
- Listening to beautiful music
- Viewing a great work or art
- Participating in a musical or artistic performance
- Engaging in athletics
- Witnessing the beauty and harmony of nature
- Meditating
- Praying
- Participating in a retreat
- Other

Do you believe in God?

Percent of students who indicated their ultimate spiritual quest for me is:

- To discover who I really am
- To follow God's plan for me
- To become a better person
- To know my purpose in life
- To make the world a better place
- To know God
- I do not consider myself to be on a spiritual quest

Percent of students who reports the following experience "strengthened" his/her religious/spiritual beliefs:

- New ideas encountered in classes
- Romantic relationship
- Personal injury or illness
- Parents' divorce or separation
- Death of a close friend or family member
- Natural disaster
- The events of September 11, 2001
- The war in Iraq

Cooperative Institutional Research Program (CIRP), continued:
Graphical Report (2004 Administration: Spiritual Questions), continued:

Percent of student who agree “strongly” or “somewhat”:

- What happens in my life is determined by forces larger than myself
- Whether or not there is a Supreme Being doesn't matter to me
- I gain spiritual strength by trusting in a Higher Power
- It doesn't matter what I believe as long as I lead a moral life
- I have never felt a sense of sacredness
- I find religion to be personally helpful
- I know someone I can turn to for spiritual guidance
- I am uncomfortable discussing religious matters
- My spirituality is a source of joy
- It is difficult to reconcile the existence of a loving God with all the pain and suffering in the world
- I do not expect my religious convictions to change in the next few years
- To be truly religious, a person must accept all the teaching of his/her faith

How would you describe your current views about spiritual/religious matters?

My spiritual/religious beliefs:

- Have helped me develop my identity
- Are one of the most important things in my life
- Give meaning/purpose to my life
- Help define the goals I set for myself
- Provide me with strength, support and guidance
- Lie behind my whole approach to life
- Have been formed through much personal reflection and searching

“Most” or “all” of your close friends:

- Share your religious/spiritual views
- Are searching for meaning/purpose in life
- Go to church/temple/other house of worship

Percent of student who engages to “some” or “a great extent” in the following activities:

- Searching for meaning/purpose in life
- Trying to change things that are unfair in the world
- Accepting others as they are
- Having discussions about the meaning of life with my friends
- Being honest in my relationship with other

Cooperative Institutional Research Program (CIRP), continued:
Graphical Report (2004 Administration: Spiritual Questions), continued:

Percent of students who indicated “frequently” or “occasionally” during the last year

- Participated in community food or clothing drives
- Helped friends with personal problems
- Donated money to charity
- Felt distant from God
- Struggled to understand evil, suffering and death
- Questioned your religious/spiritual beliefs
- Felt loved by God
- Disagreed with your family about religious matters
- Spend time with people who share your religious views
- Felt angry with God
- Felt that your life is filled with stress and anxiety
- Been able to find meaning in times of hardship
- Expressed gratitude to others
- Felt at peace/centered
- Explored religion online
- Attended a class, workshop, or retreat on matters related to religion/spirituality

Student scored “high” on the following factors:

- Religious
- Engagement
- Skepticism
- Spiritual Quest
- Compassion Self-Concept
- Charitable Involvement
- Religious/Social Conservatism
- Social Activism
- Pluralistic Worldview
- Berea College promotes its Christian Identity

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

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

- Dealing with a spiritual need

Rate the importance to you of each of the following:

- Taking part in worship opportunities on campus
- Taking part in social activities with a religious focus (dinners, discussion groups, etc.)
- Having individual counseling service to deal with spiritual issues or personal problems
- Taking part in volunteer activities such as hunger drives, volunteer service, etc.
- Taking part in learning opportunities to understand issues of religion and faith

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

- College Christian commitment

Rate the importance to you of each of the following: (1999 through 2010)

- Developing a strong spiritual self

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

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

- Religiousness
- Spirituality

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

- Attended a religious service

Since entering this college, percentage of students who indicated that they frequently”

- Discussed religion/spirituality

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

- Integrating spirituality into my life

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

- Religious beliefs and convictions

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

- Prayer/meditation

Student Satisfaction Inventory (SSI), All Students

Berea-Specific Items

1998 Administration Only

Breakdowns by: All Students

Satisfaction Ratings

- I have experienced spiritual growth while at Berea College
- I have increased my knowledge about religion from various classes

1998 and 2003 Administrations Only

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

Satisfaction Ratings

- Christian values are emphasized appropriately on campus
- My expectations regarding Berea’s Christian commitment have been met
- My spiritual needs are being met at Berea
- The college emphasizes values and ethical behavior

1998, 2003, and 2008 Administrations

Breakdowns by: All Students

Satisfaction Ratings

- My spiritual needs are being met at Berea

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

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

- Religious leaders

African-American Student Study, April 2003

On-Campus opportunities for worship or spiritual growth and expression:

- How important are on campus opportunities for worship or spiritual growth and expression to your overall success and wellbeing at Berea College?
- Rate your level of personal need for on-campus opportunities for worship or spiritual growth and expression
- To what extent is this need (on-campus opportunities for worship or spiritual growth and expression) being met by services at the College?
- How satisfied are you with the services or programs aimed at fulfilling this need (on-campus opportunities for worship or spiritual growth and expression)?
- How much have on-campus opportunities for worship or spiritual growth and expression

Off-Campus opportunities for worship or spiritual growth and expression:

- How important are off campus opportunities for worship or spiritual growth and expression to your overall success and wellbeing at Berea College?
- Rate your level of personal need for off-campus opportunities for worship or spiritual growth and expression.
- To what extent is this need (off-campus opportunities for worship or spiritual growth and expression) being met by services at the College?
- How satisfied are you with the services or programs aimed at fulfilling this need (off-campus opportunities for worship or spiritual growth and expression)?
- How much have off-campus opportunities for worship or spiritual growth and expression contributed to your overall success and well-being at Berea College?

Berea-Specific Exit Survey, Graduating Seniors

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

- Developing your capacity for moral, personal spiritual development
- Increasing your ethical, religious, and historical consciousness

Rate the importance to you of each of the following:

- Developing a strong spiritual self

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

- Developing my religious values

Indicate your level of involvement while attending this institution/at the current time:

- Religious

All things considered, how satisfied are you with the following aspects of your life at the current time?

- Religious/Spiritual life

Berea-Specific Items

- It was important to my decision to attend Berea College that it had a Christian self-understanding that welcomes “all peoples of the earth”.
- My Berea college experience helped me to strengthen my ethical, religious and/or spiritual consciousness

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

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

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

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.

- Religious

Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



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

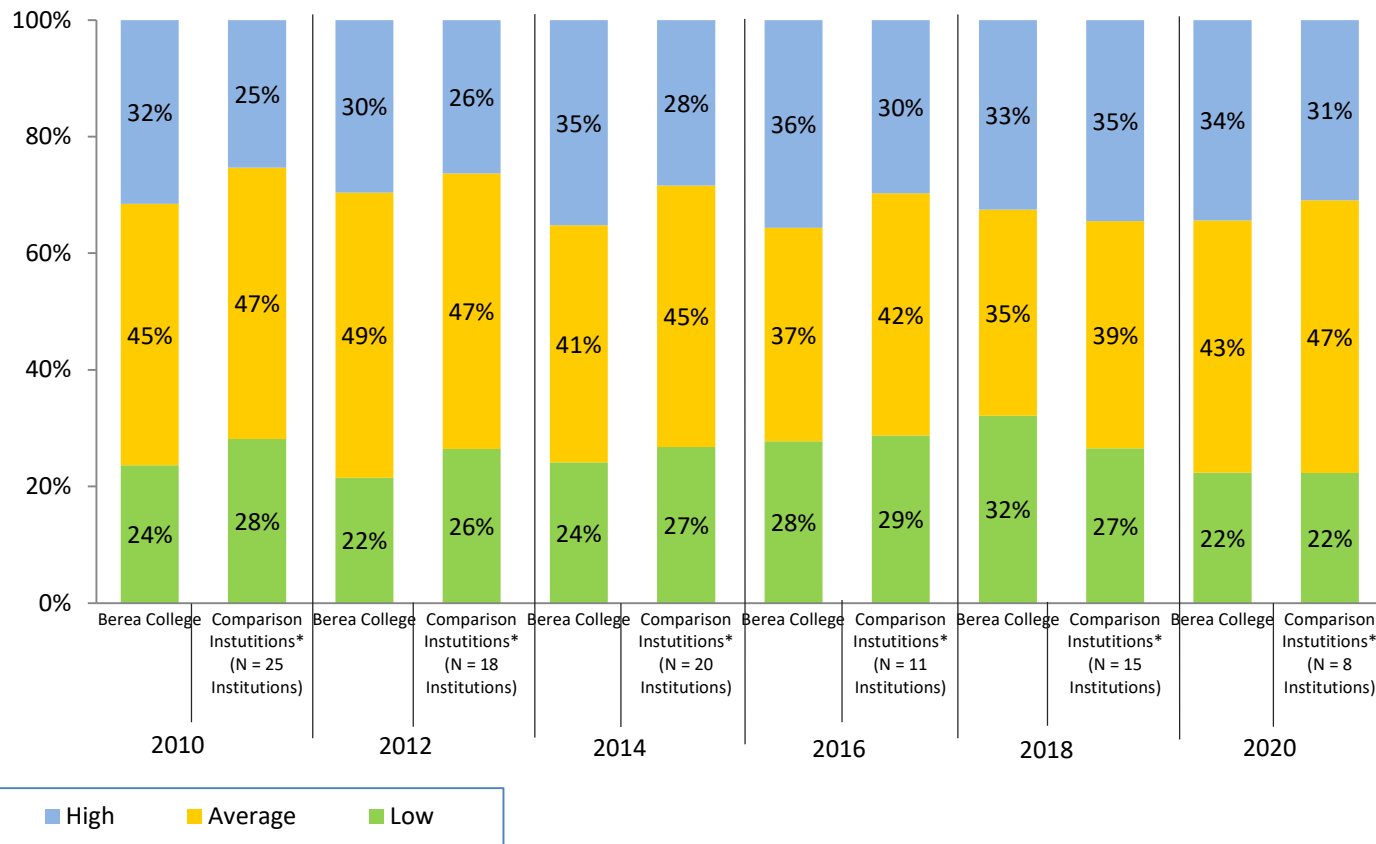
[Select to see survey instruments](#)

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

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

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

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



Survey items included in the construct, **Pluralistic Orientation**:

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

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

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

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

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

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

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

Theme: Spirituality/Religiosity -- *These items relate to religious and spiritual practices and beliefs.*

- Probable major:
 1. Theology/Religion

- Intended career:
 1. Clergy

- Current religious preferences:
(Student's, Parent/Guardian 1, Parent/Guardian 2)
 - Agnostic*
 - Atheist*
 - Baptist*
 - Buddhist*
 - Church of Christ*
 - Eastern Orthodox*
 - Episcopalian*
 - Hindu*
 - Jewish*
 - Lutheran*
 - Methodist*
 - Muslim*
 - Presbyterian*
 - Quaker*
 - Roman Catholic*
 - Seventh Day Adventist*
 - The Church of Jesus Christ of Latter-day Saints*
 - United Church of Christ/Congregational*
 - Other Christian*
 - Other Religion(s)/belief(s)*
 - None*

- In the past year, how often have you:
(Frequently = 3, Occasionally = 2, Not at All = 1)
 1. Attended a religious service

- Rate yourself on each of the following traits as compared with the average person your age:
(Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)
 1. Spirituality

- How important was each reason in your decision to come here?
(Very Important = 3, Somewhat Important = 2, Not Important = 1)
 1. I was attracted by the religious affiliation/orientation of the college

- Please indicate the importance to you personally of each of the following:
(Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1)
 1. Developing a meaningful philosophy of life

Theme: *Spirituality/Religiosity*

(Based on First-Year Students Only)

Student's Intended Field of Study/Major

	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)
Theology or religion	0.3%	0.3%

Probable Career/Occupation

	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)
Clergy	0.3%	0.5%

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

Theme: *Spirituality/Religiosity*

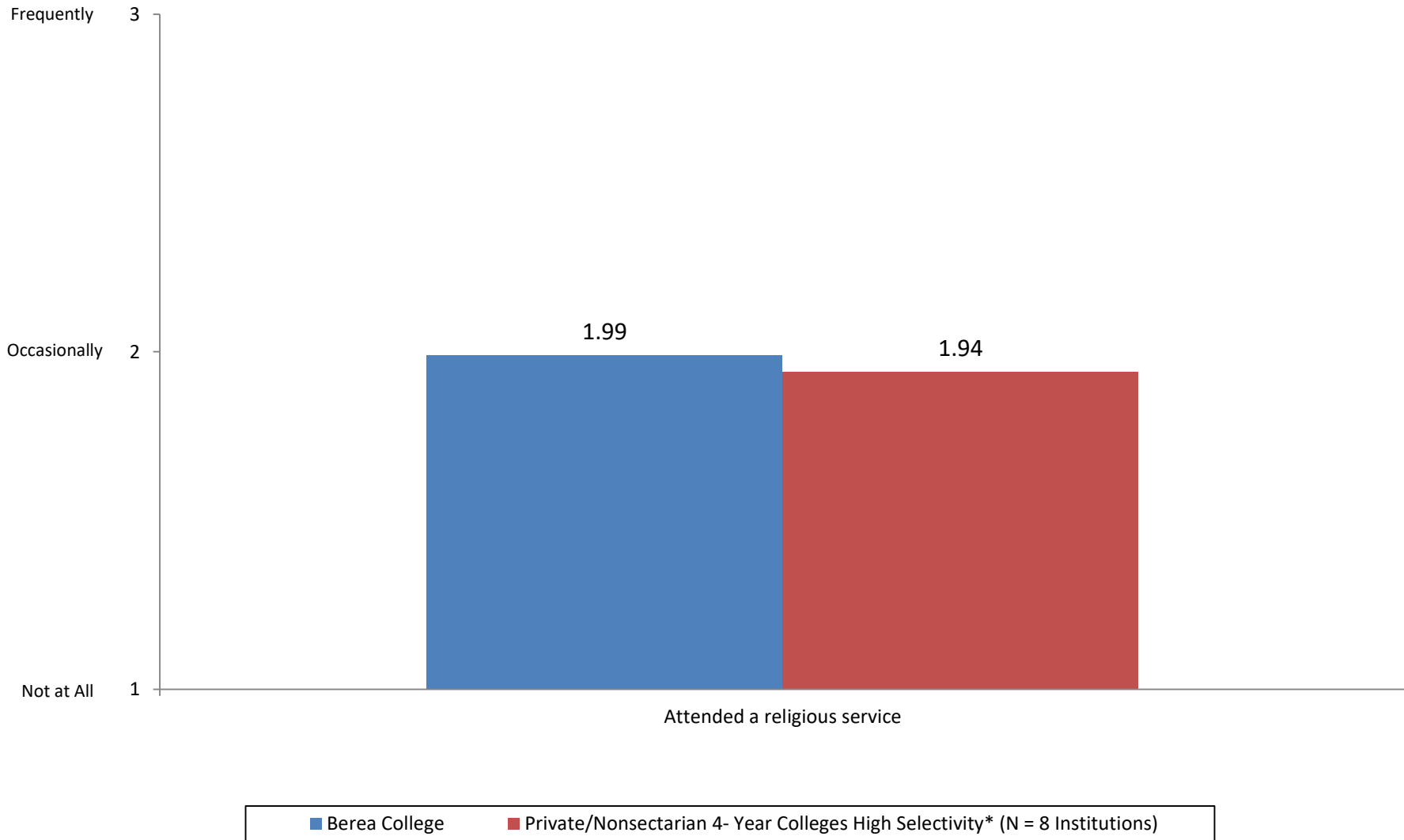
(Based on First-Year Students Only)

Current Religious Preference

	Student		Parent/Guardian 1		Parent/Guardian 2	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)
Agnostic	9.8%	8.8%	2.3%	3.7%	3.2%	3.7%
Atheist	4.6%	7.0%	1.0%	3.4%	1.6%	3.5%
Baptist	22.2%	9.9%	30.0%	11.9%	23.1%	11.0%
Buddhist	1.6%	1.1%	2.3%	1.2%	2.4%	1.1%
Church of Christ	5.2%	5.2%	6.3%	6.4%	6.9%	6.3%
Eastern Orthodox	0.7%	0.4%	1.0%	0.5%	1.2%	0.7%
Episcopalian	0.7%	1.2%	0.3%	1.5%	0.8%	1.7%
Hindu	1.0%	0.3%	1.3%	0.7%	0.8%	0.6%
Jewish	0.0%	2.0%	0.0%	2.9%	0.4%	2.9%
LDS (Mormon)	1.6%	0.2%	1.0%	0.3%	2.0%	0.3%
Lutheran	0.3%	1.4%	0.7%	1.7%	0.4%	2.2%
Methodist	3.9%	3.2%	4.0%	4.0%	2.8%	3.7%
Muslim	1.3%	1.4%	2.0%	1.5%	2.0%	1.5%
Presbyterian	1.0%	2.0%	1.0%	2.8%	1.6%	2.9%
Quaker	0.0%	0.3%	0.0%	0.3%	0.0%	0.2%
Roman Catholic	8.2%	18.9%	10.3%	23.5%	13.4%	23.4%
Seventh-day Adventist	2.0%	0.4%	2.0%	0.5%	2.0%	0.5%
United Church of Christ/ Congregational	0.0%	0.8%	0.3%	1.0%	0.4%	1.1%
Other Christian	22.2%	14.3%	25.7%	16.8%	23.5%	16.3%
Other Religion	3.9%	3.2%	2.3%	2.4%	2.0%	2.5%
None	9.8%	18.1%	6.0%	12.8%	9.3%	13.7%

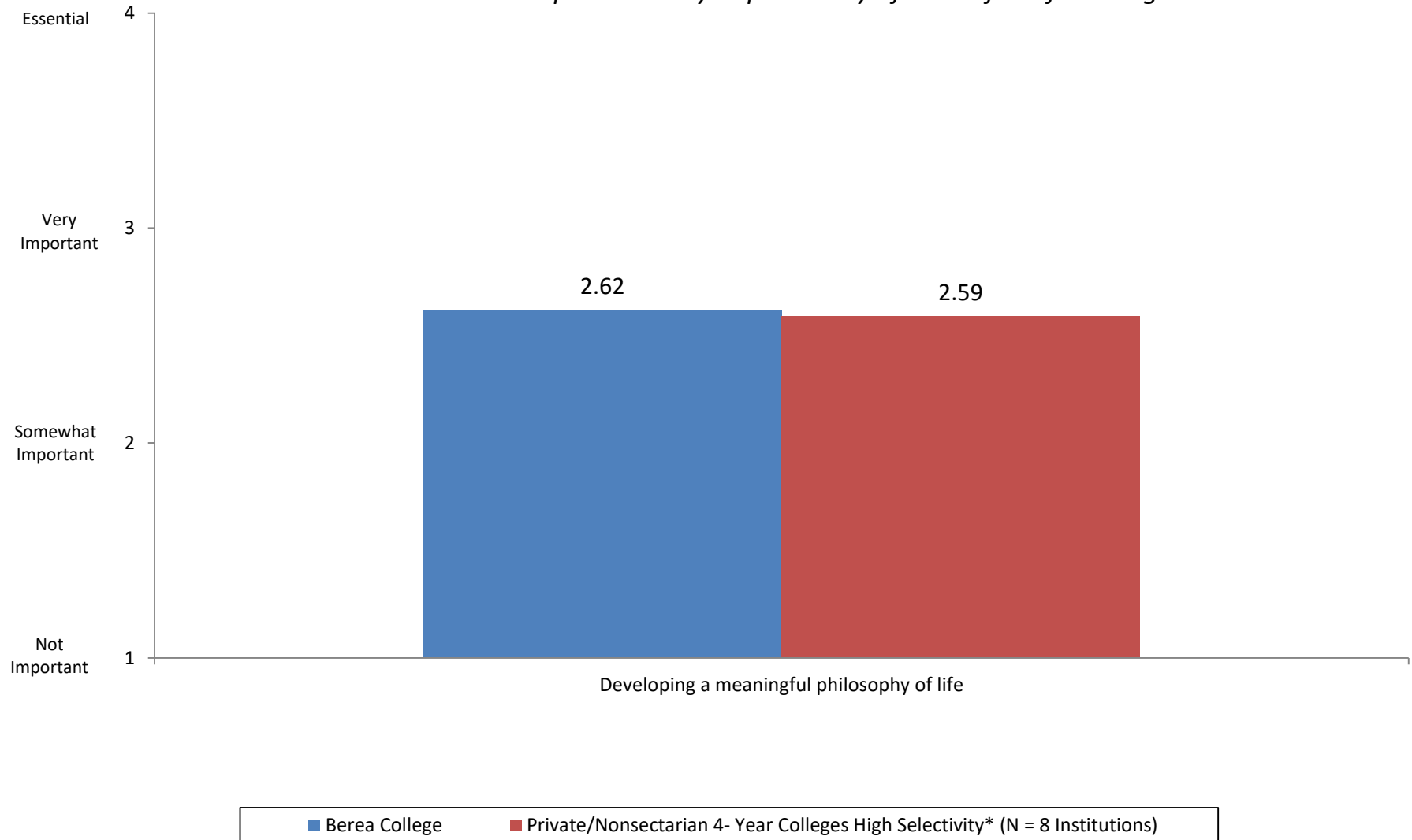
*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

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



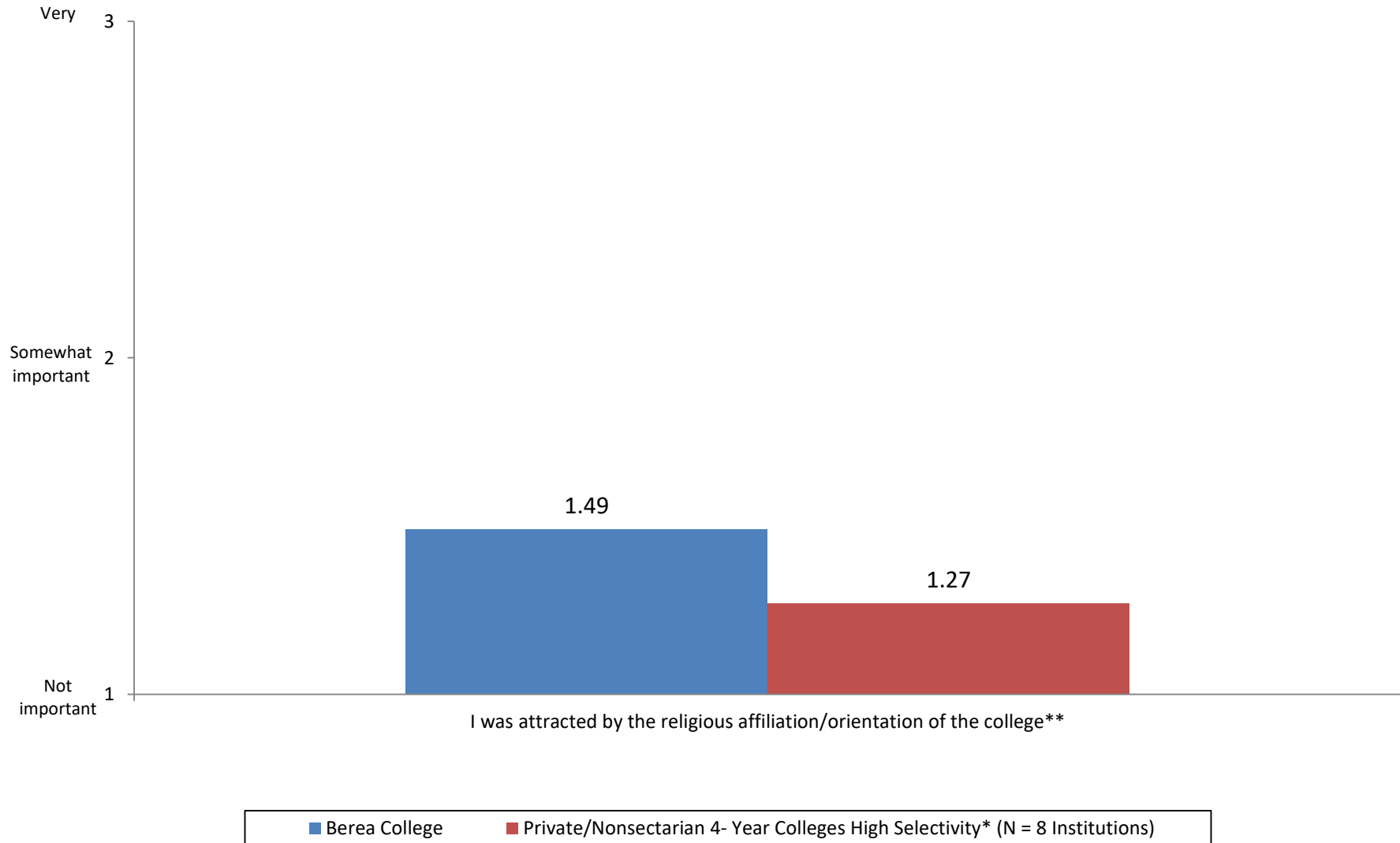
*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

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



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

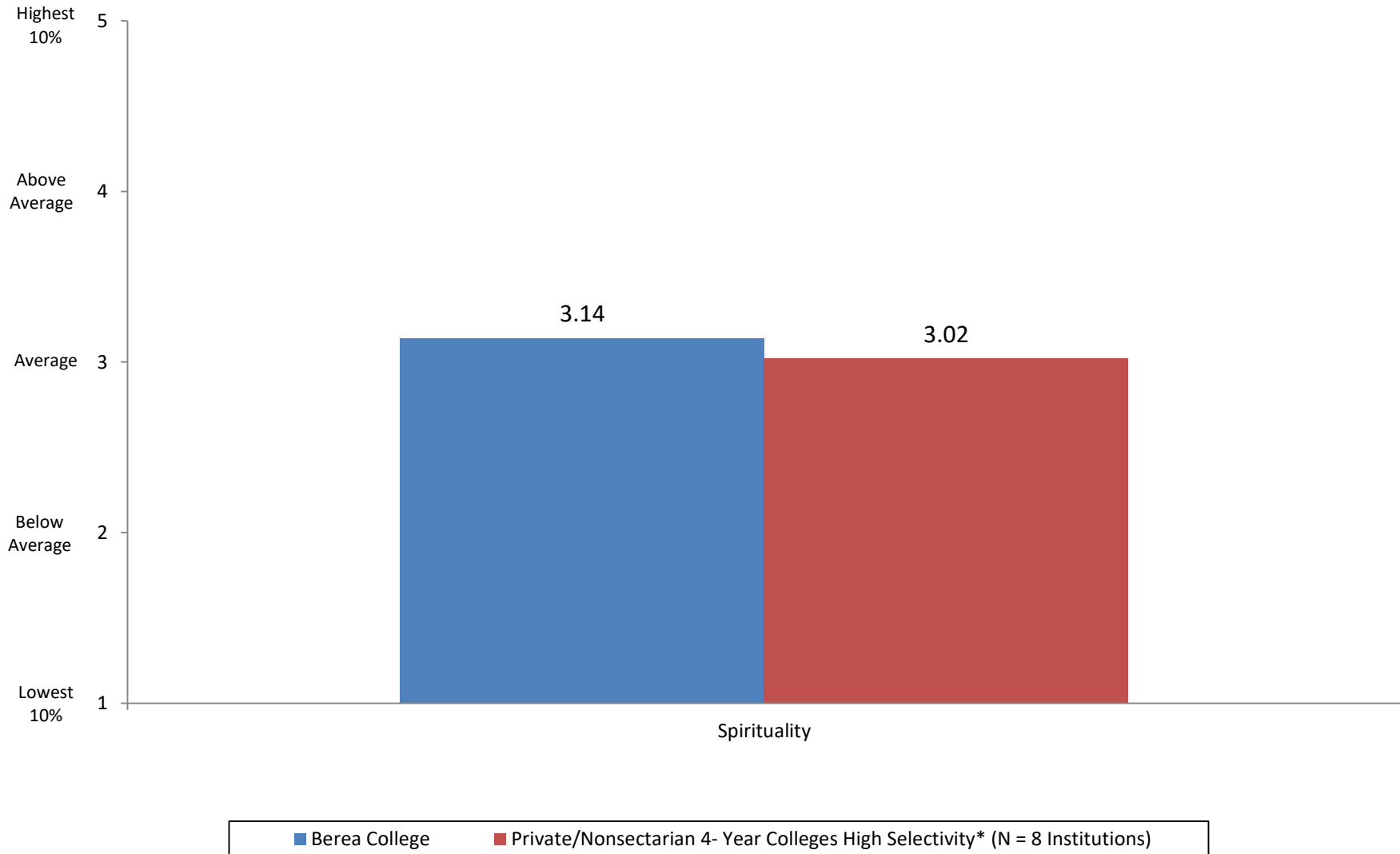
How important was each reason in your decision to come here?



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

**Difference is statistically significant.

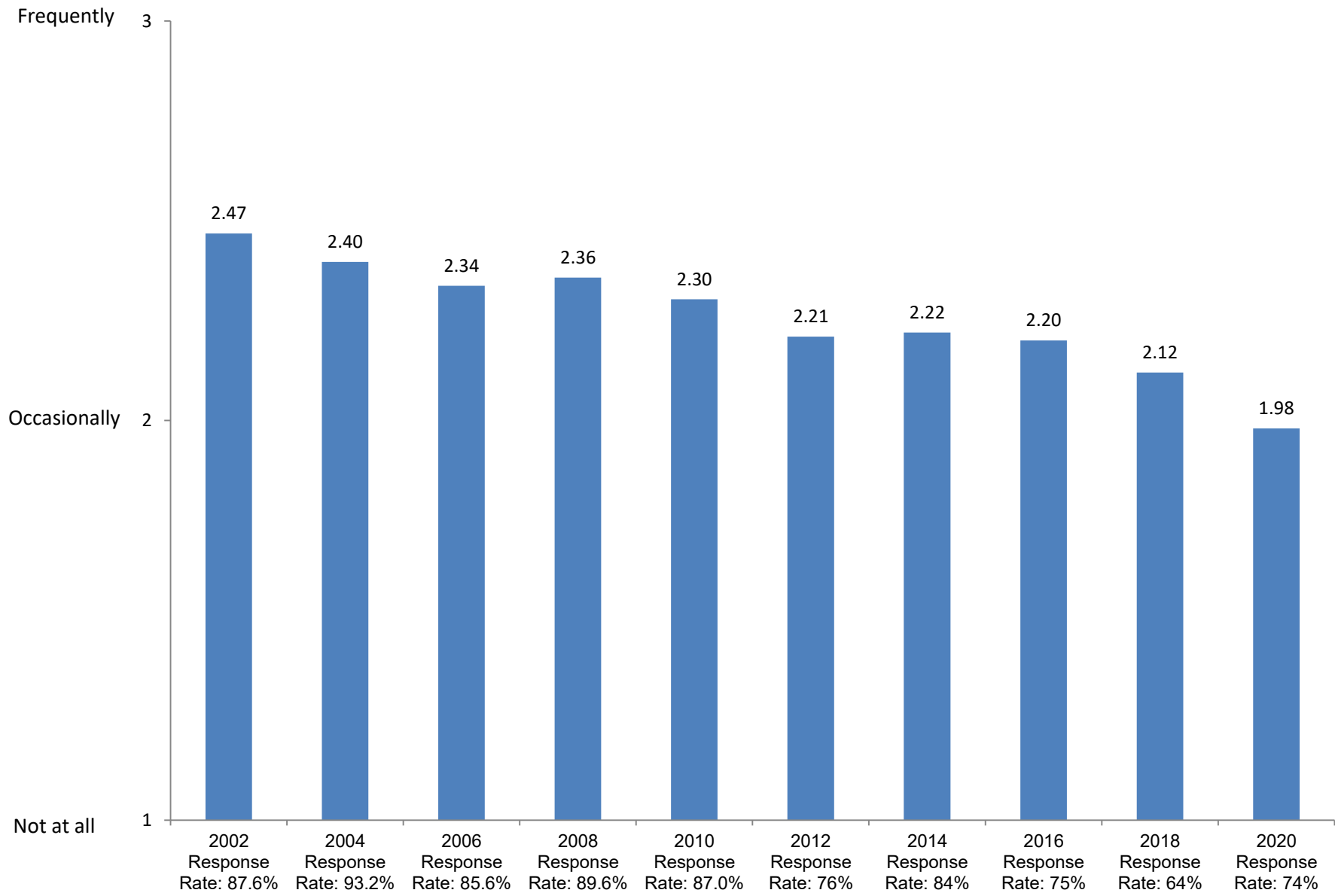
Rate yourself on each of the following traits as compared with the average person your age.



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

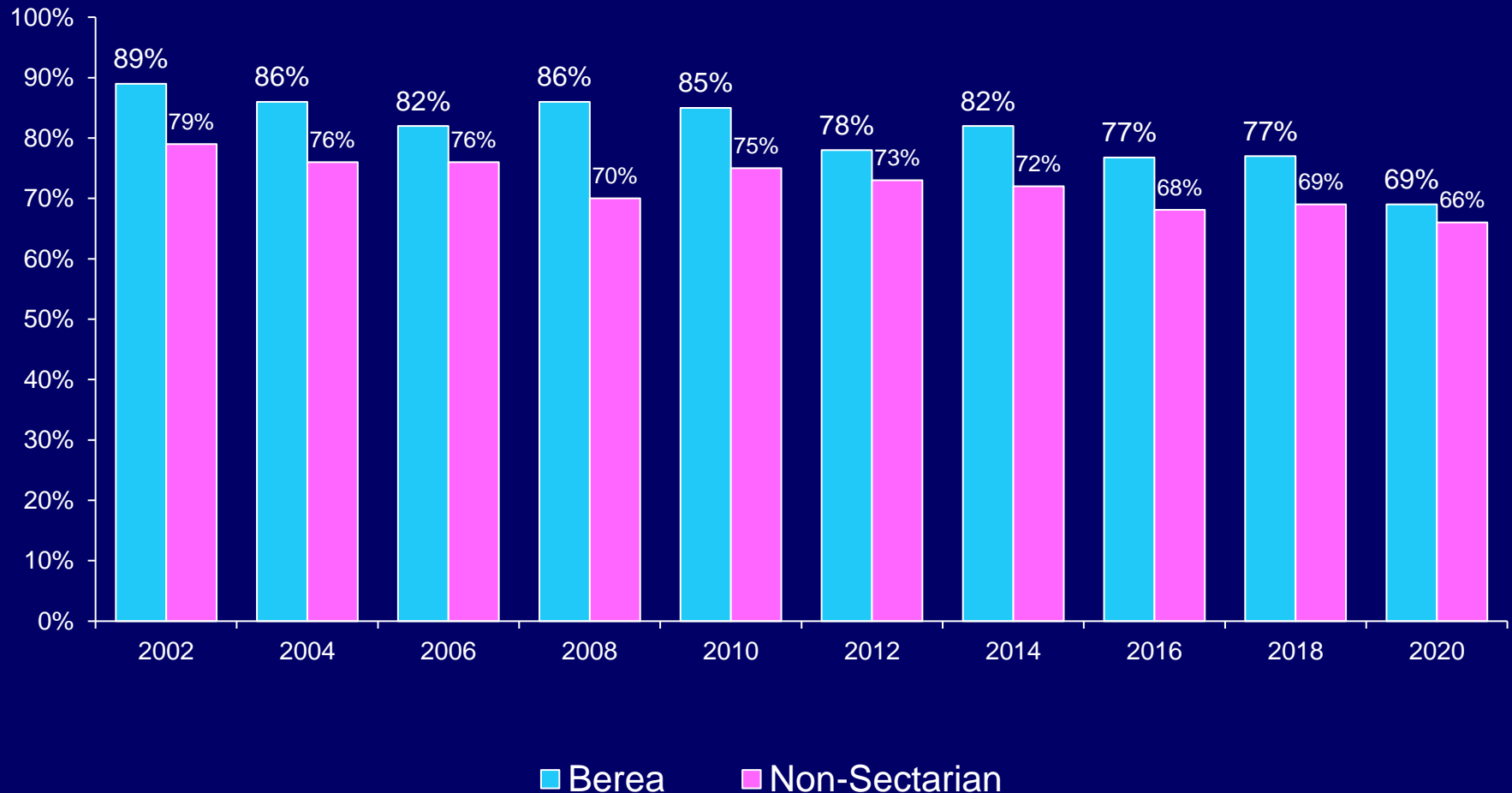
In the past year, how often have you:

Attended a religious service



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

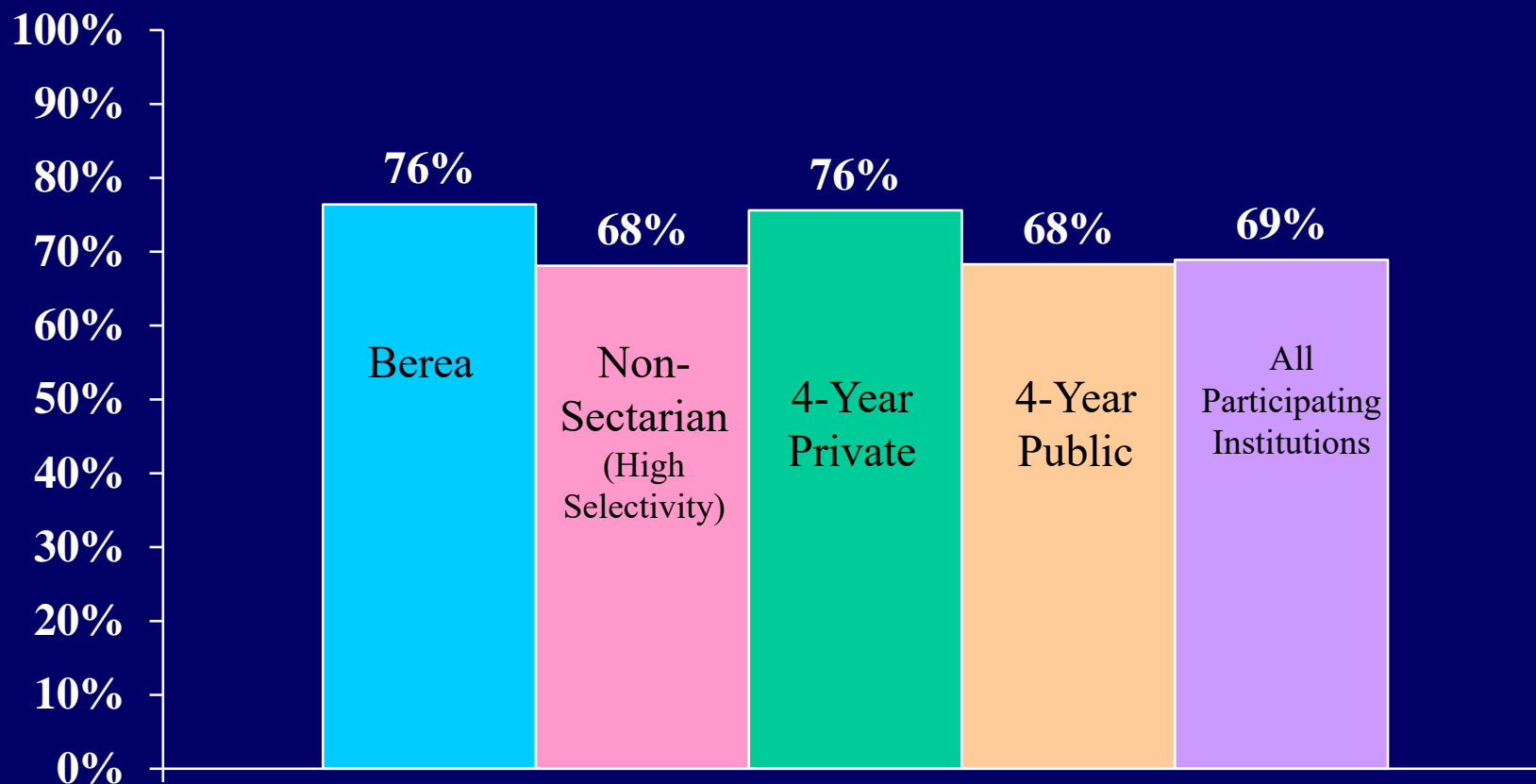
Percent of students who indicated “frequently” or “occasionally”
Attended a religious service
(during the past year)



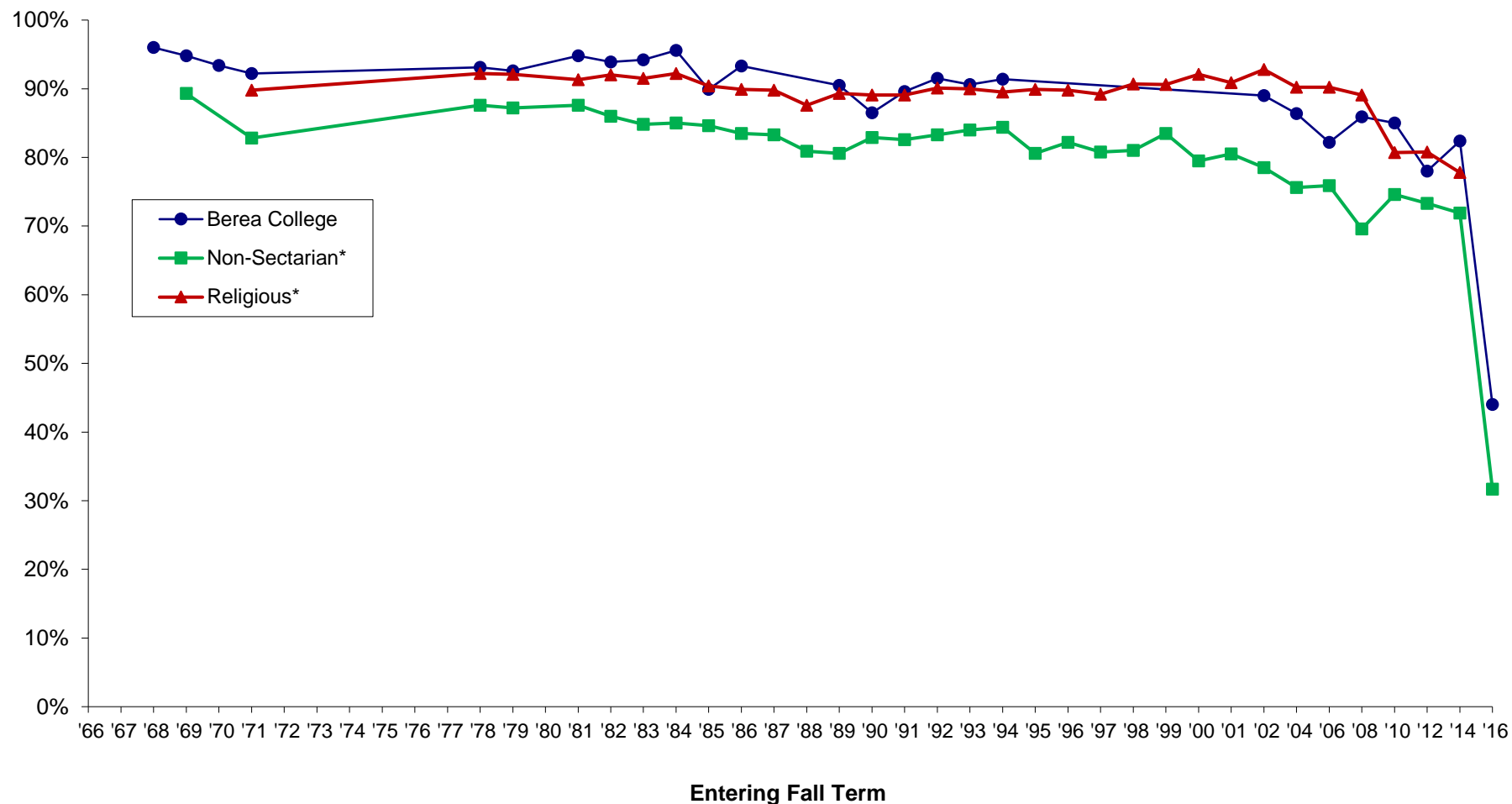
Percent of students who indicated “frequently” or “occasionally”

Attended a religious service

(during the past year)



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

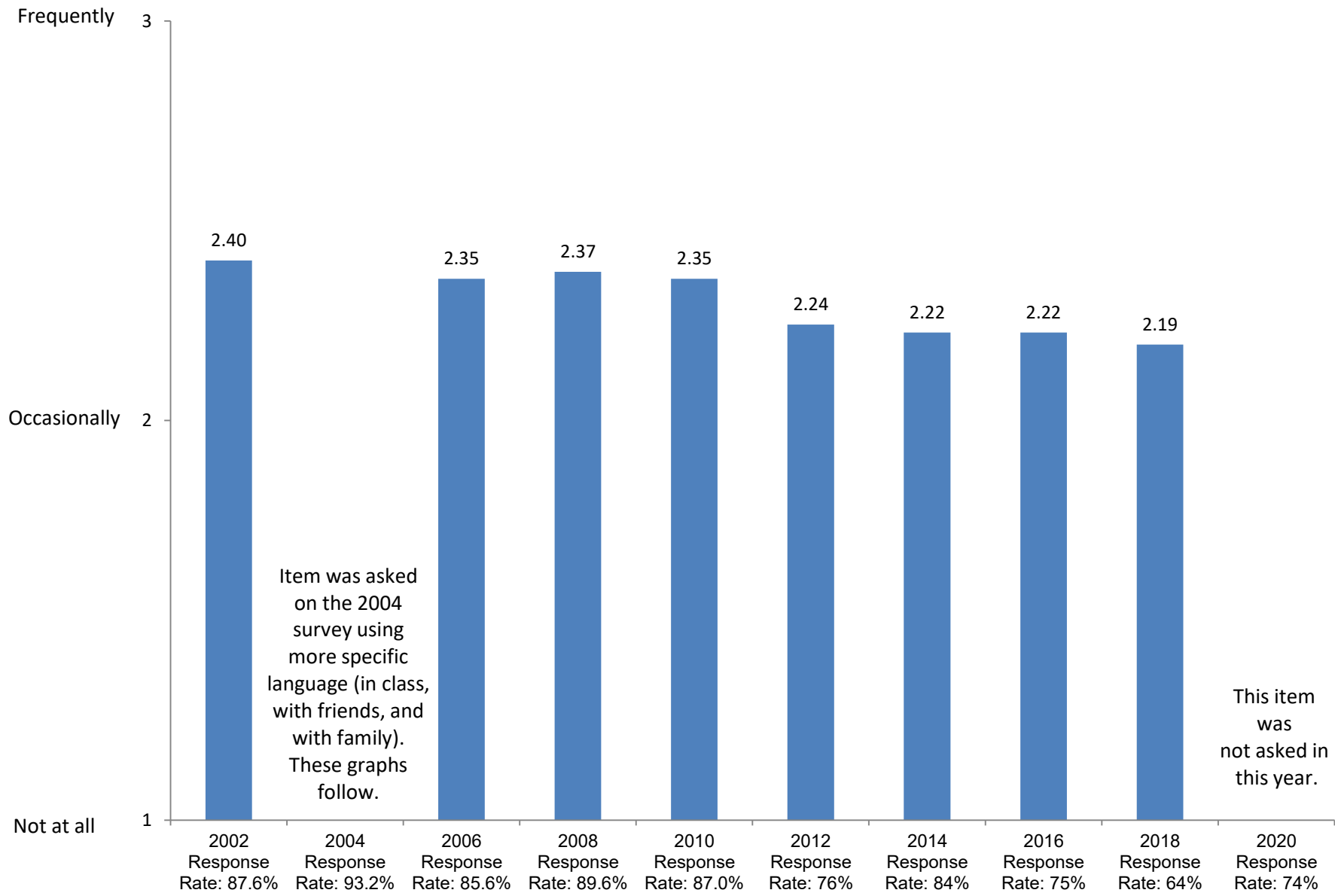


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

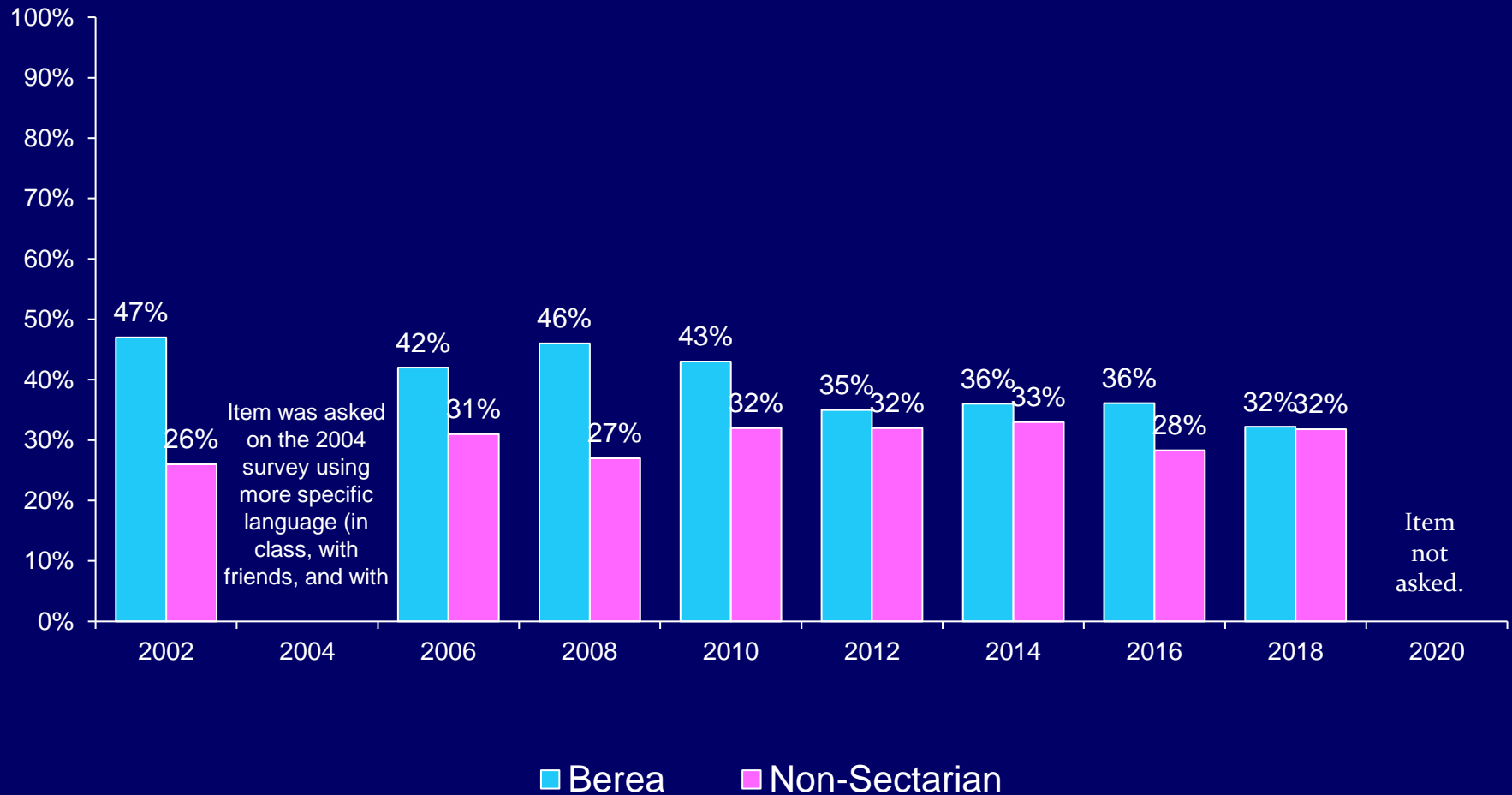
In the past year, how often have you:

Discussed religion



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

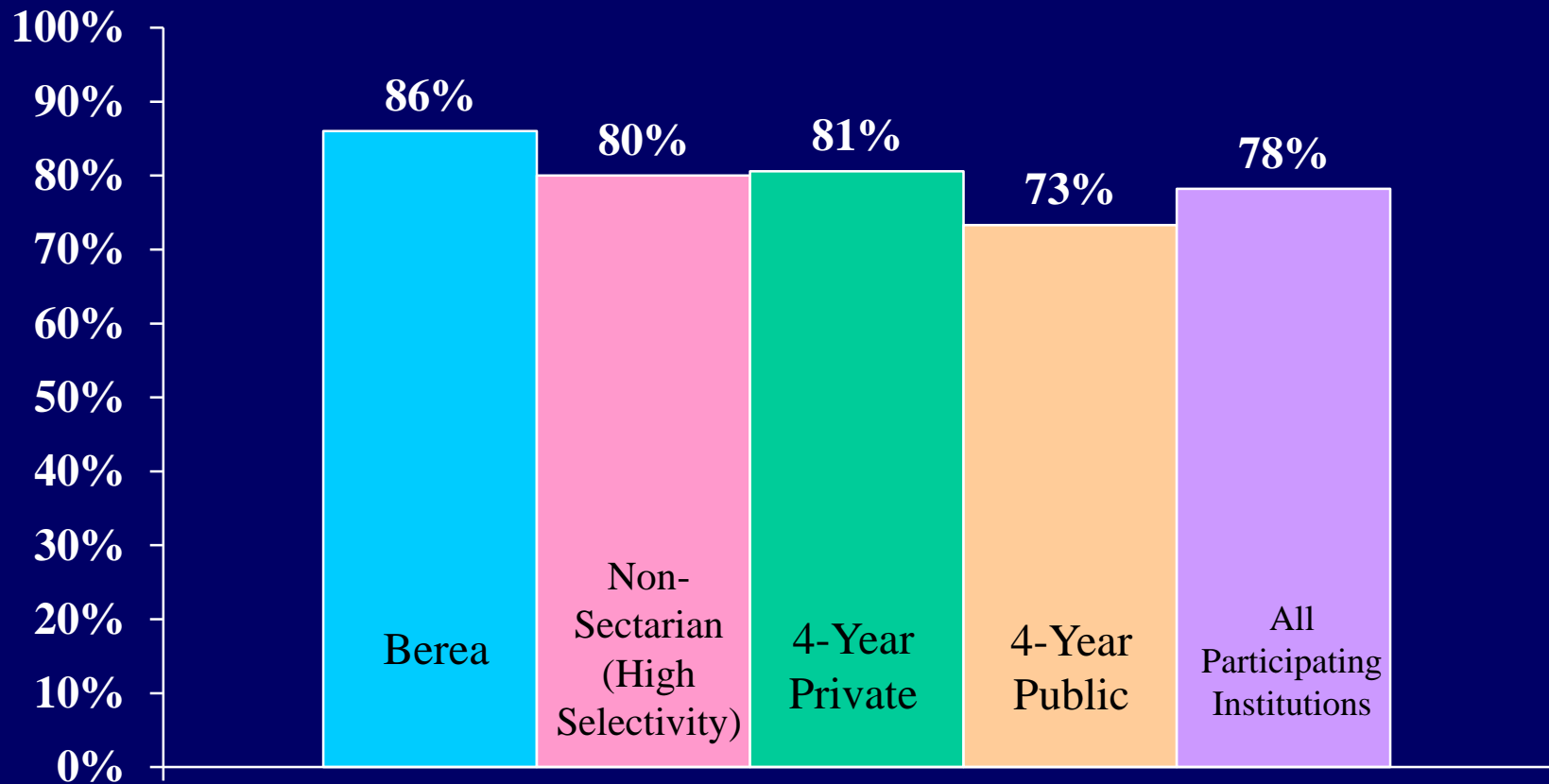
Percent of students who indicated “frequently”
Discussed religion
(during the past year)



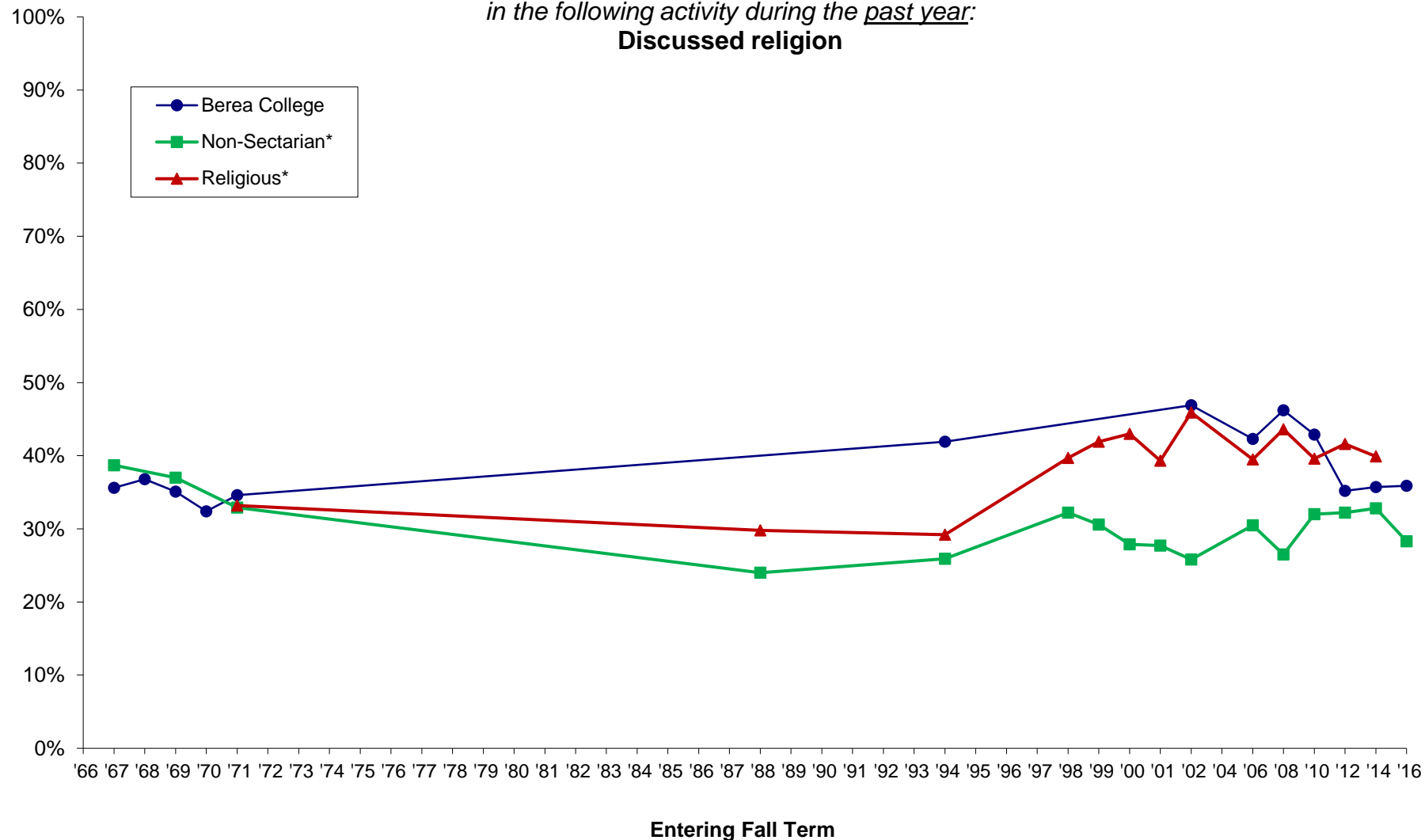
Percent of students who indicated “frequently” or “occasionally”

Discussed religion

(during the past year)



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



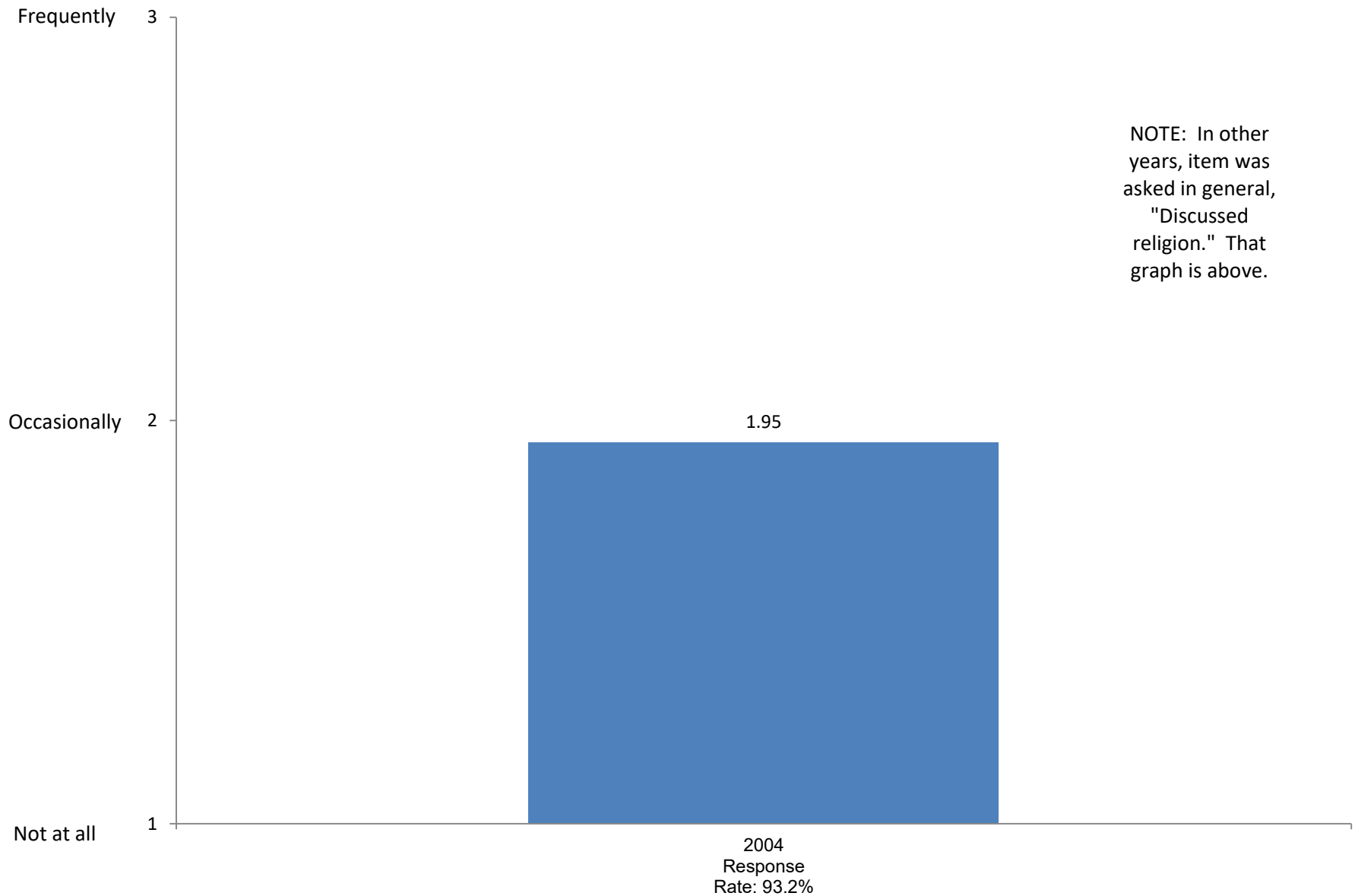
*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

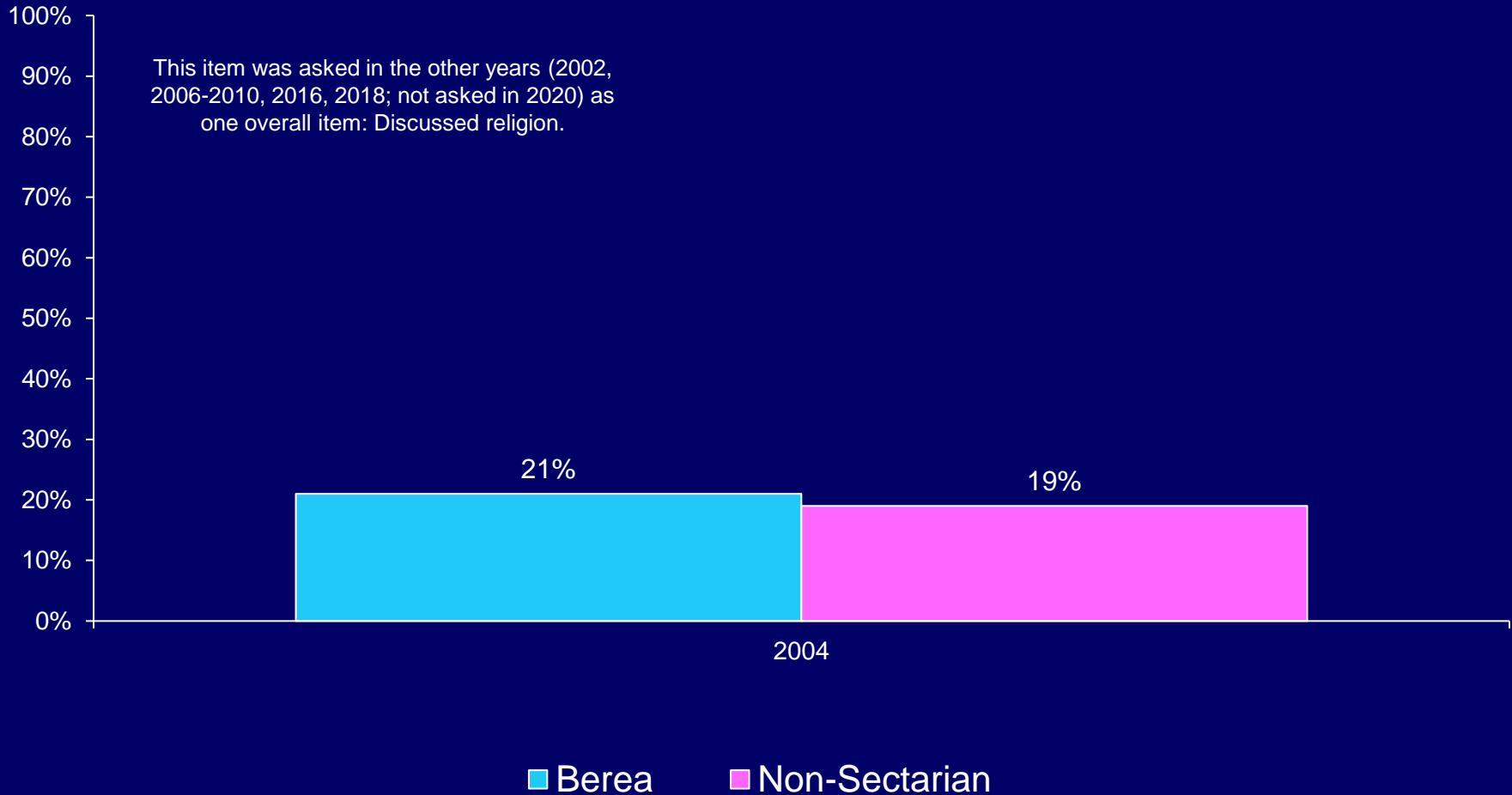
Discussed religion/spirituality in class

NOTE: In other years, item was asked in general, "Discussed religion." That graph is above.



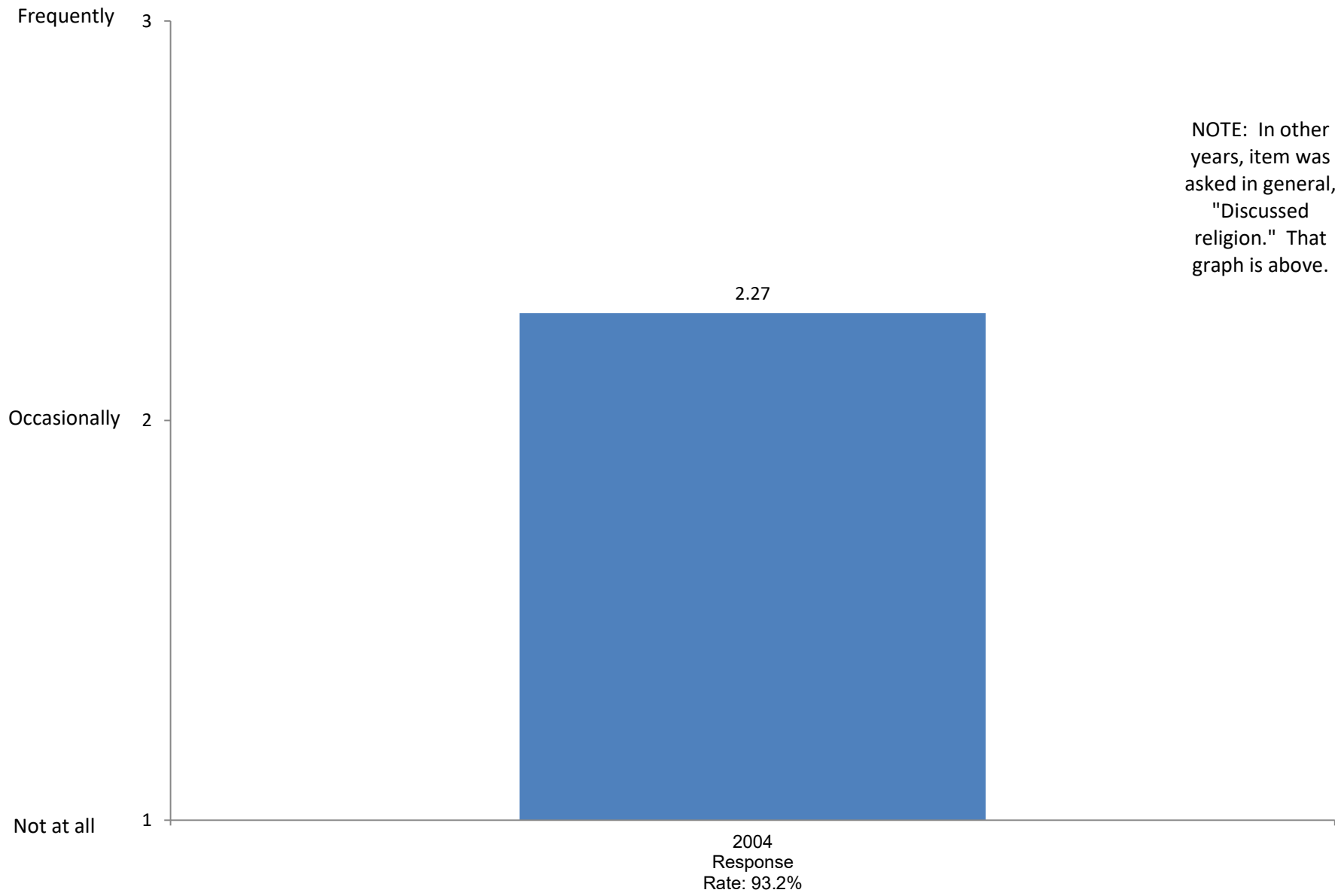
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated “frequently”
Discussed religion in class
(during the past year)



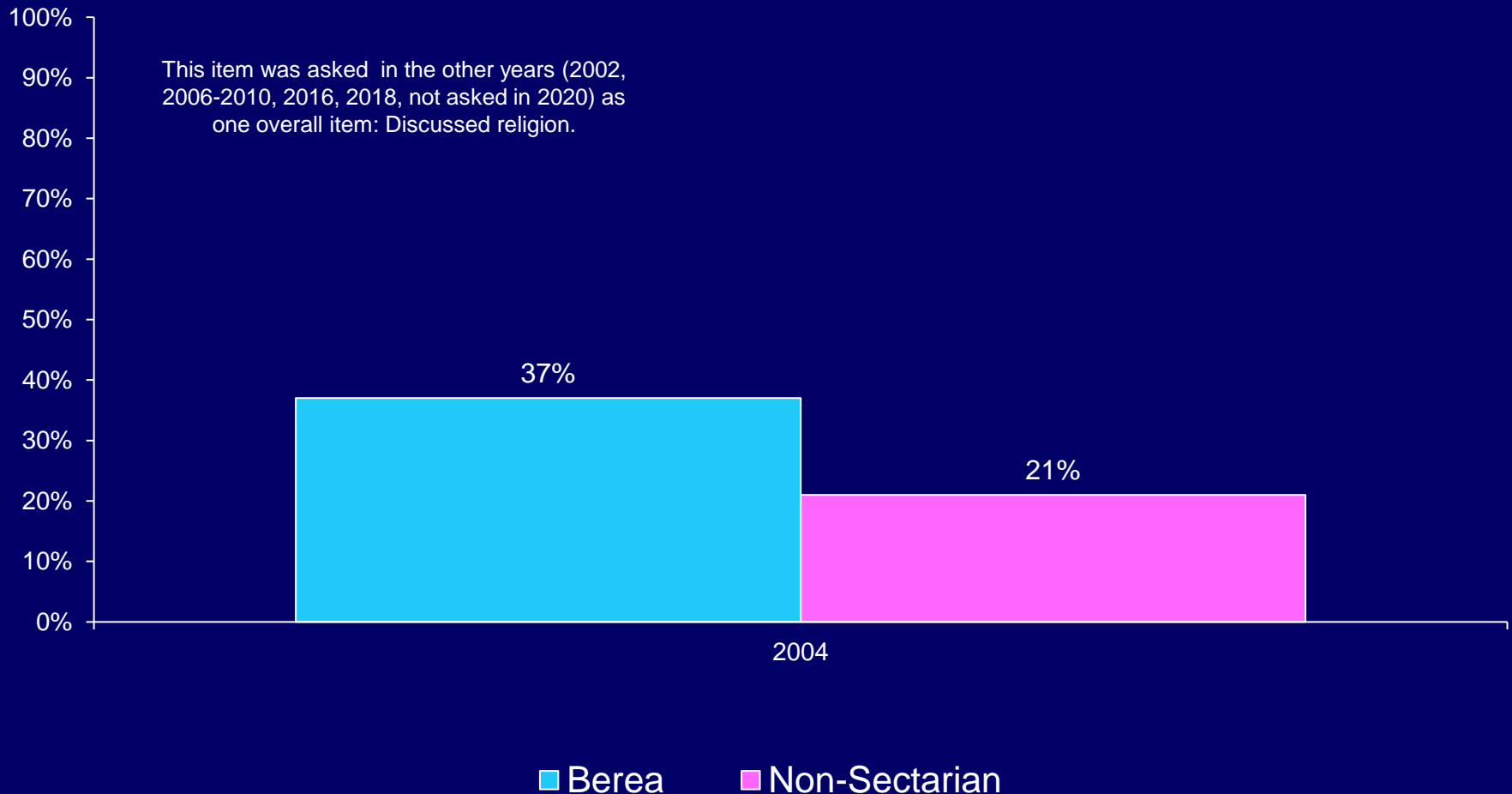
Indicate how often you engaged in the activity below during the past year.

Discussed religion/spirituality with friends



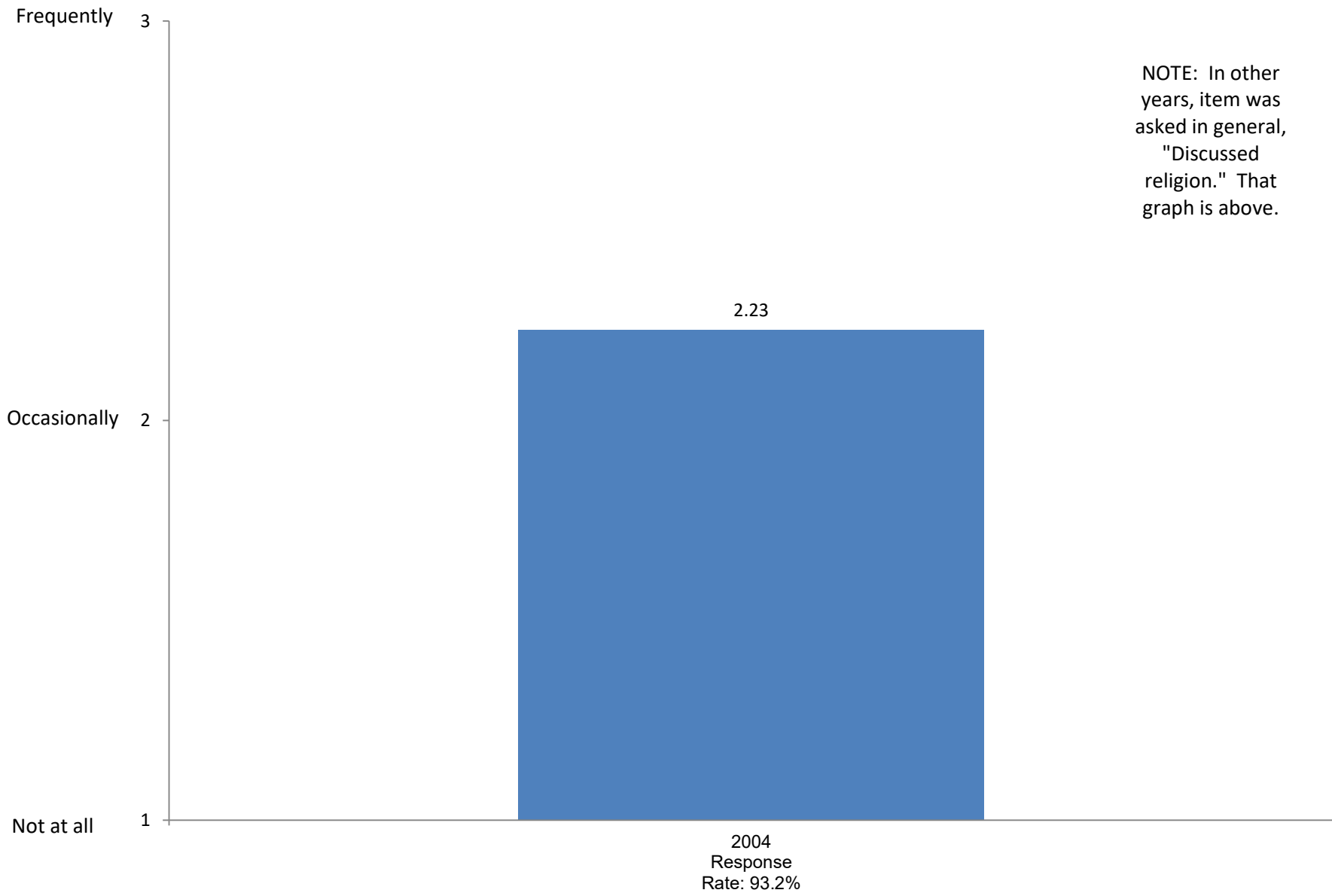
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated “frequently”
Discussed religion with friends
(during the past year)



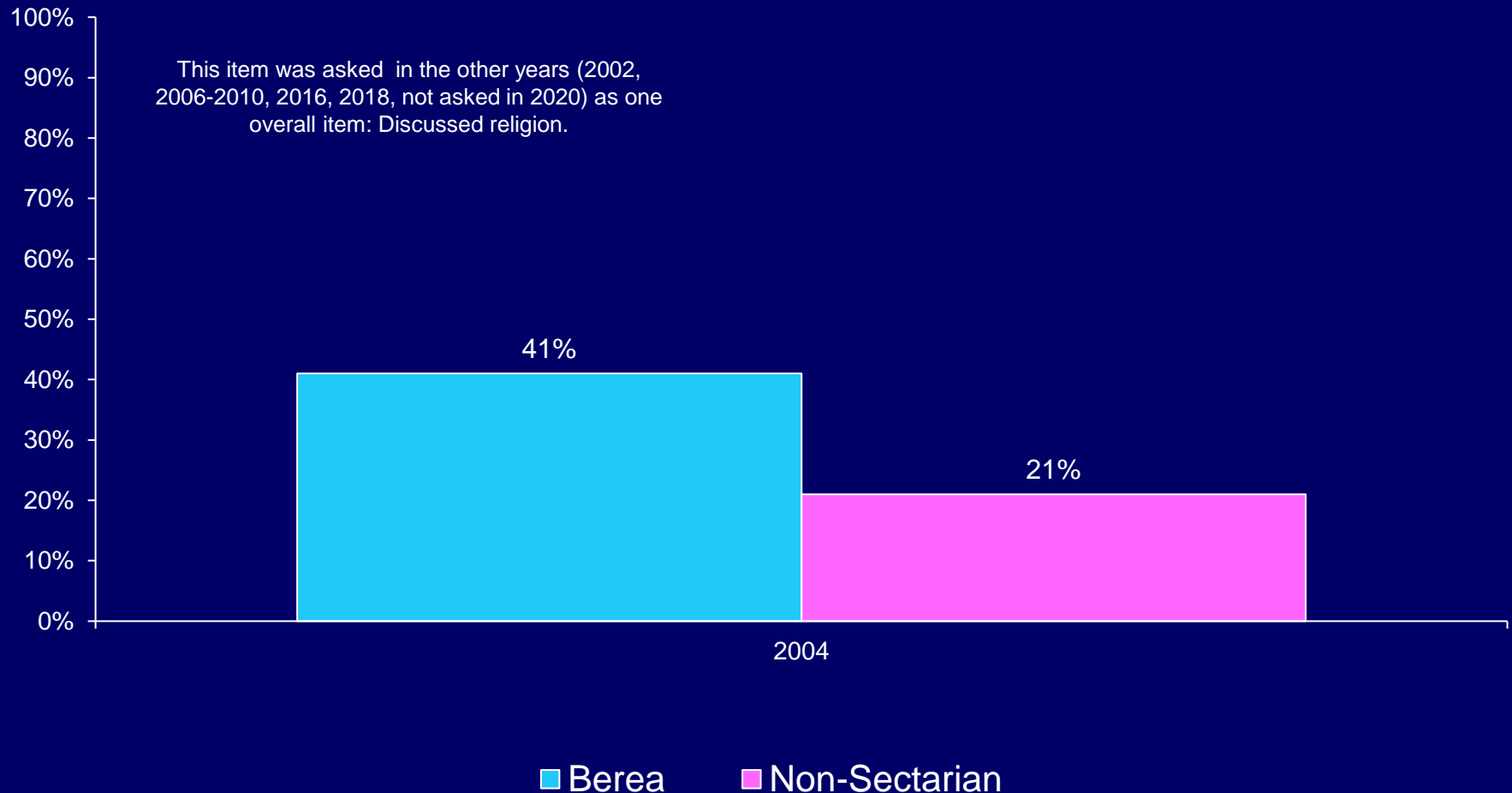
Indicate how often you engaged in the activity below during the past year.

Discussed religion/spirituality with family

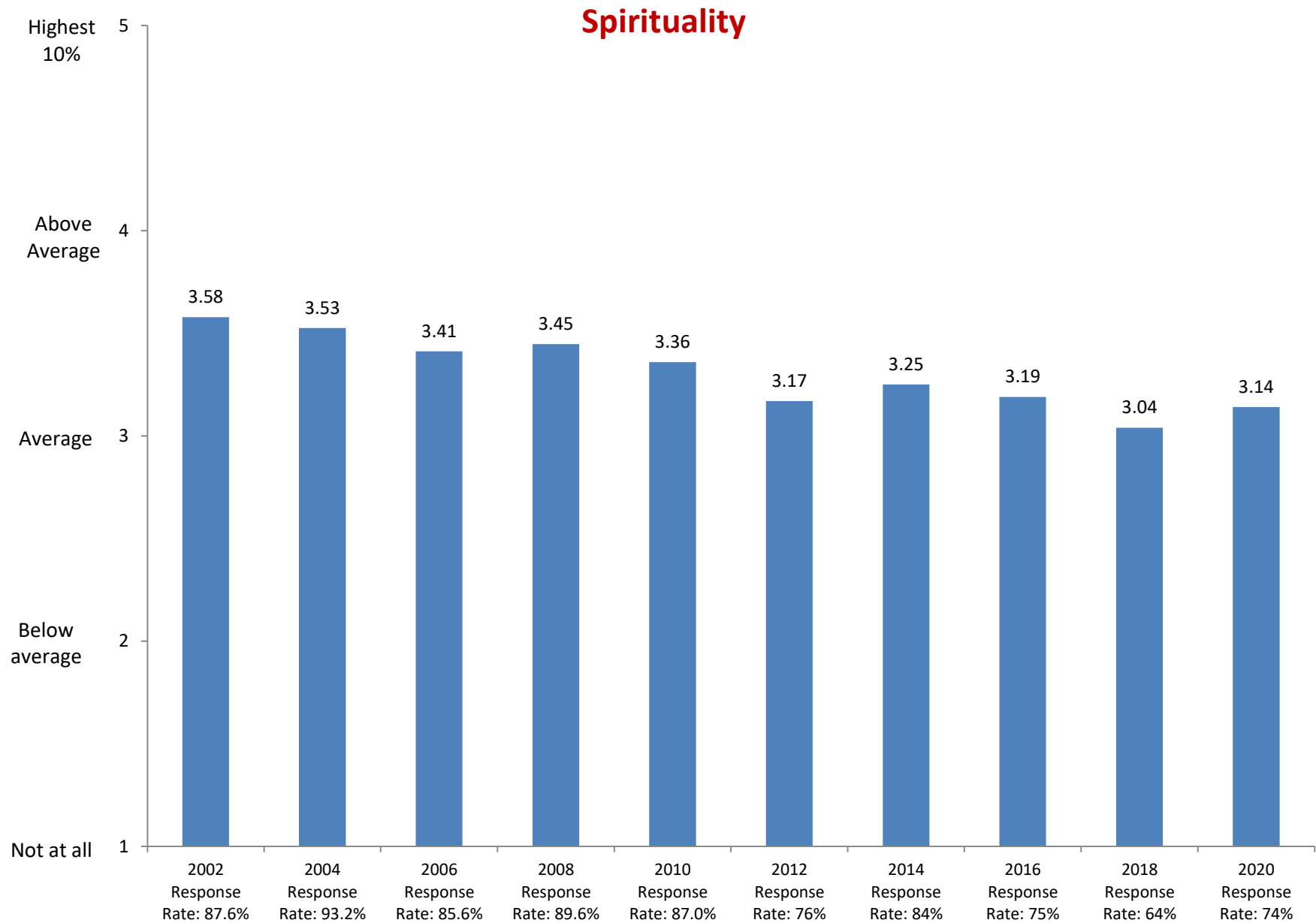


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated “frequently”
Discussed religion with family
(during the past year)



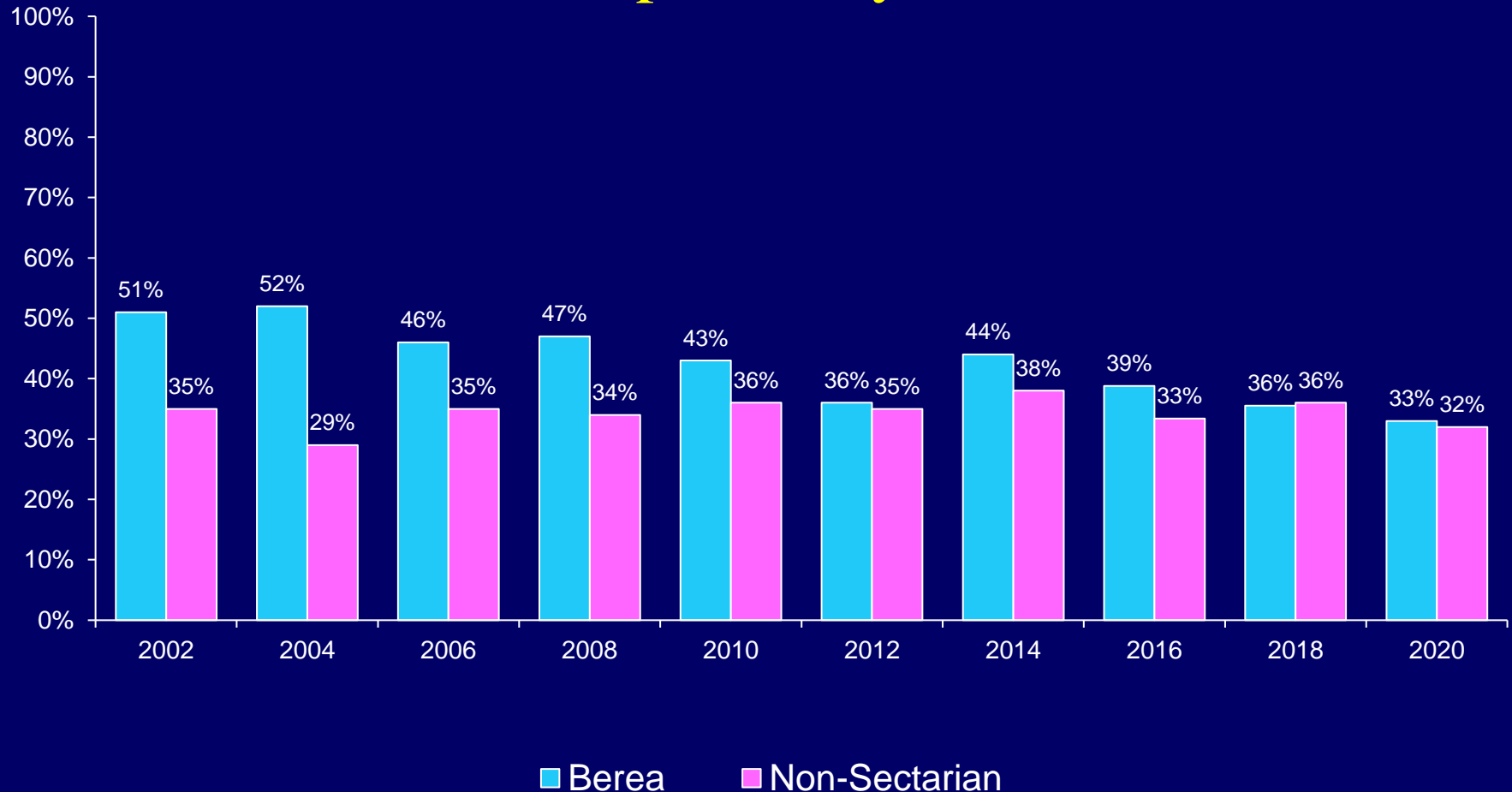
Rate yourself on each of the following traits as a compared with the average person your age.



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

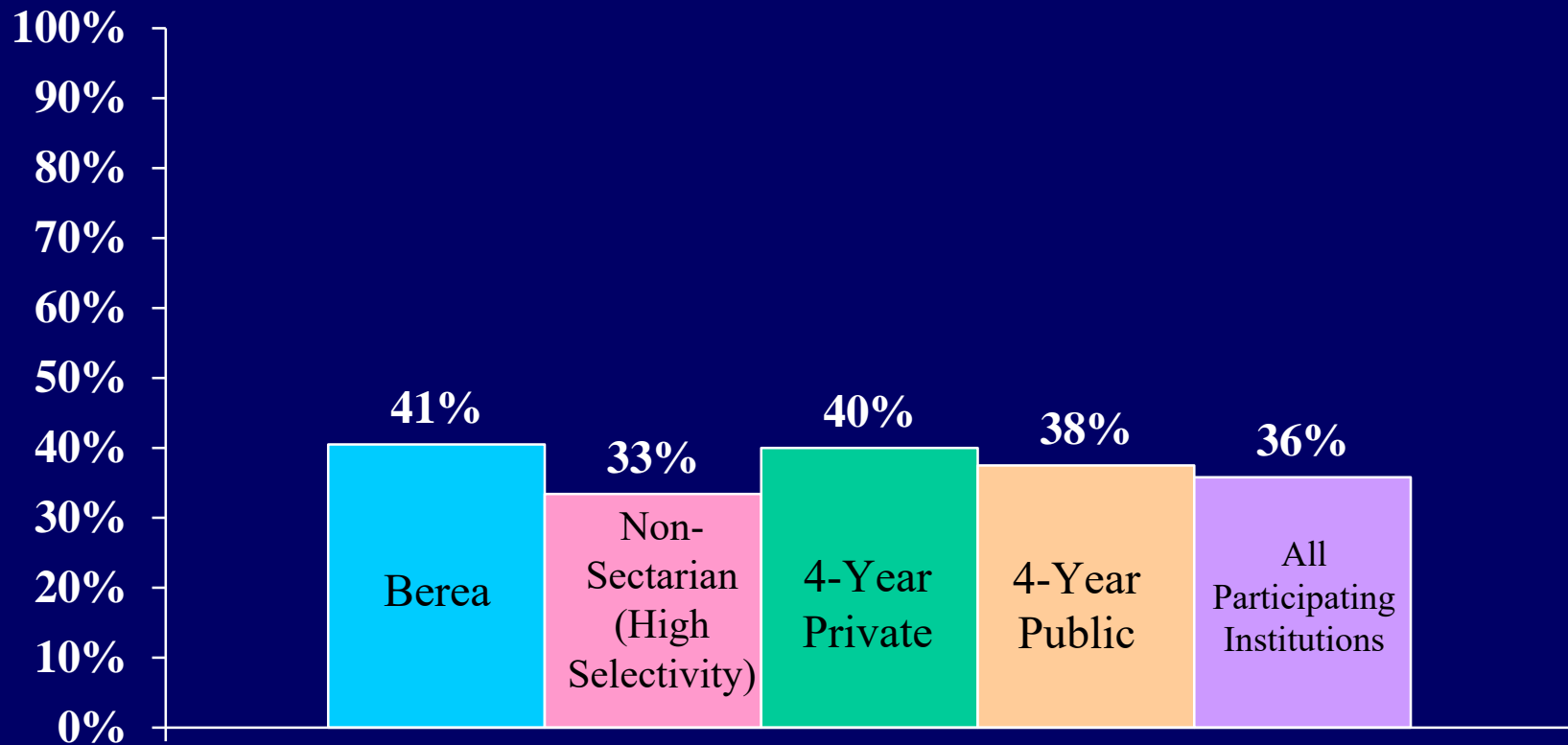
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

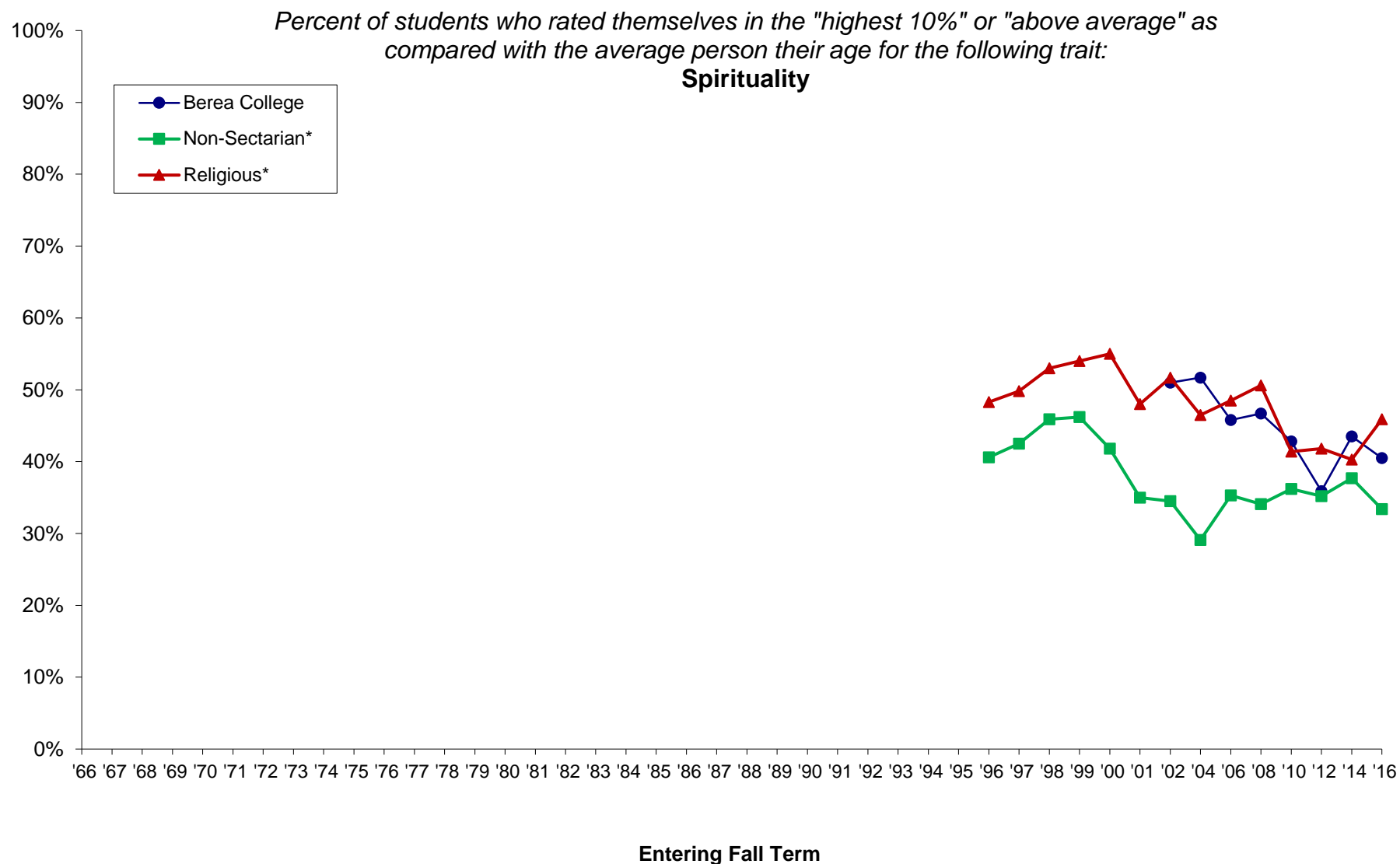
Spirituality



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

Spirituality



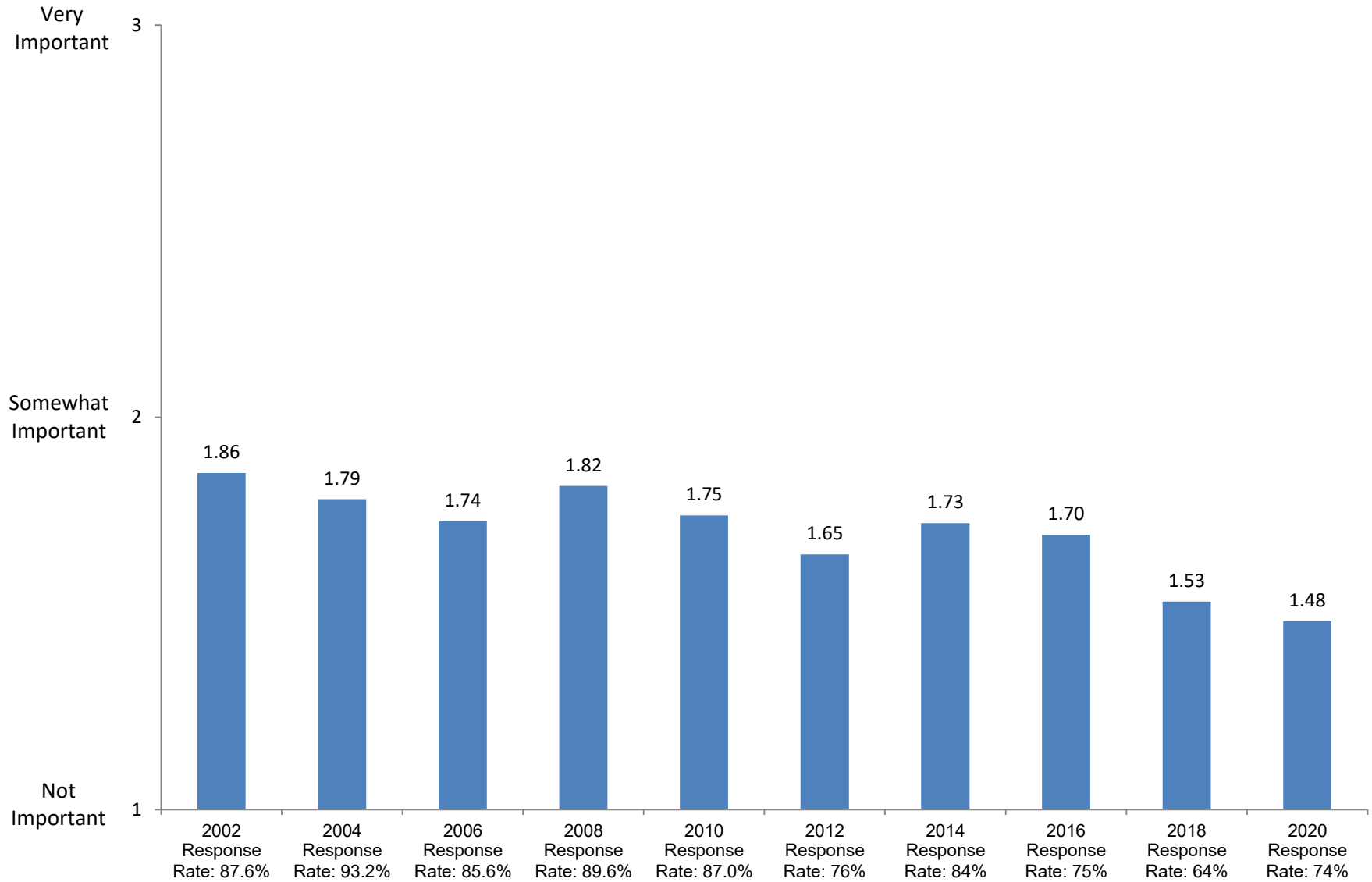


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

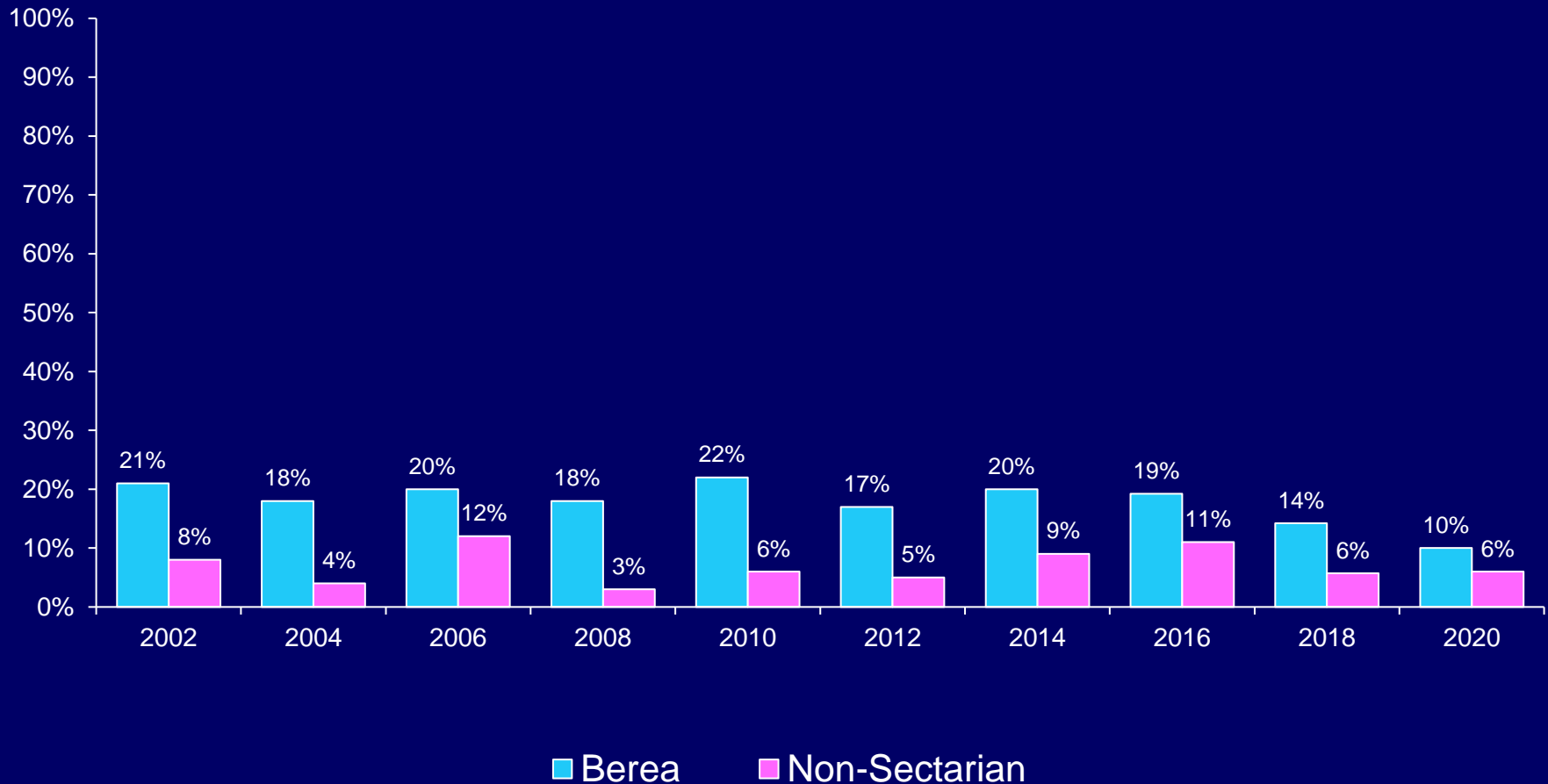
I was attracted by the religious affiliation/orientation of the college



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

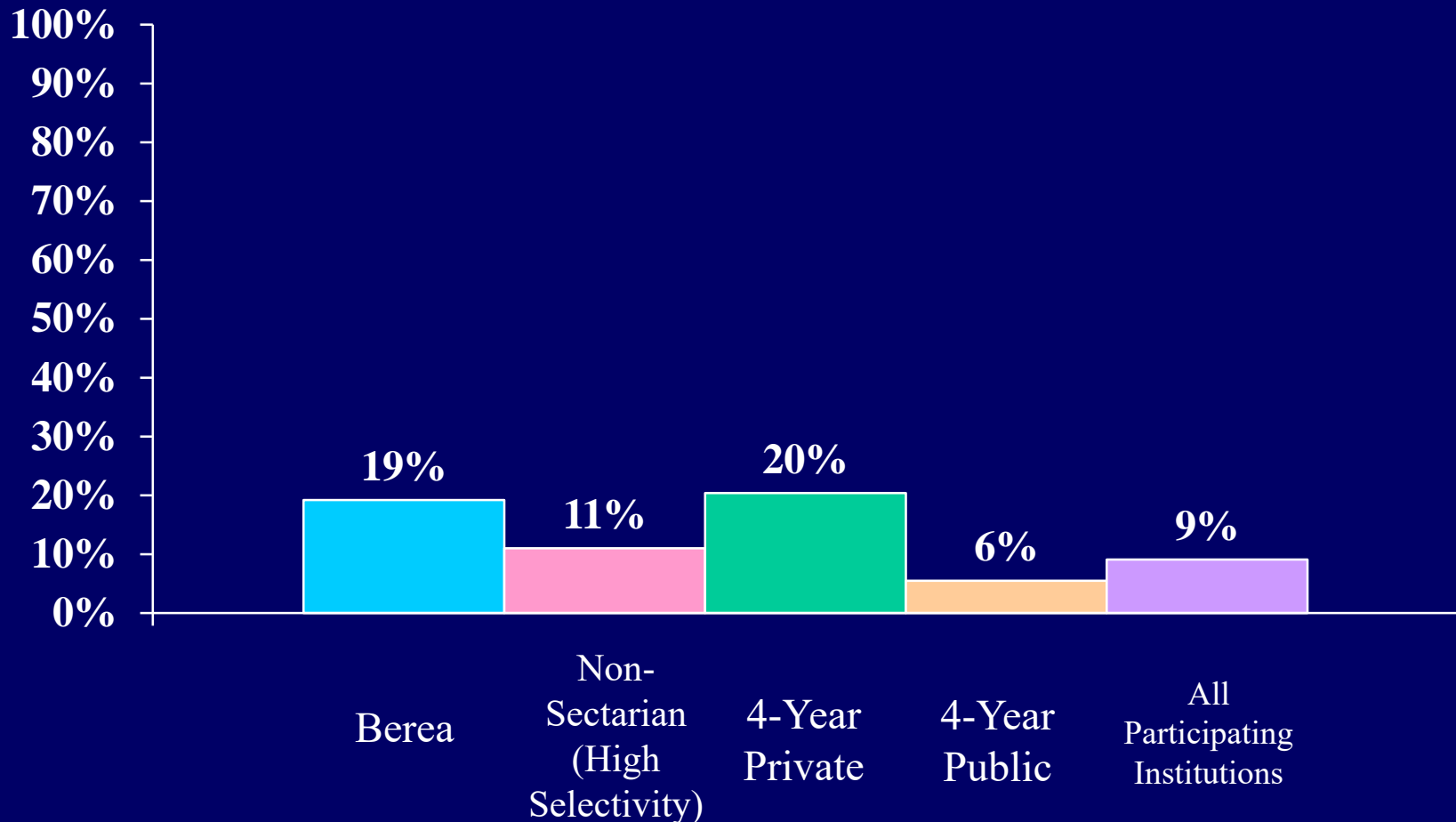
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

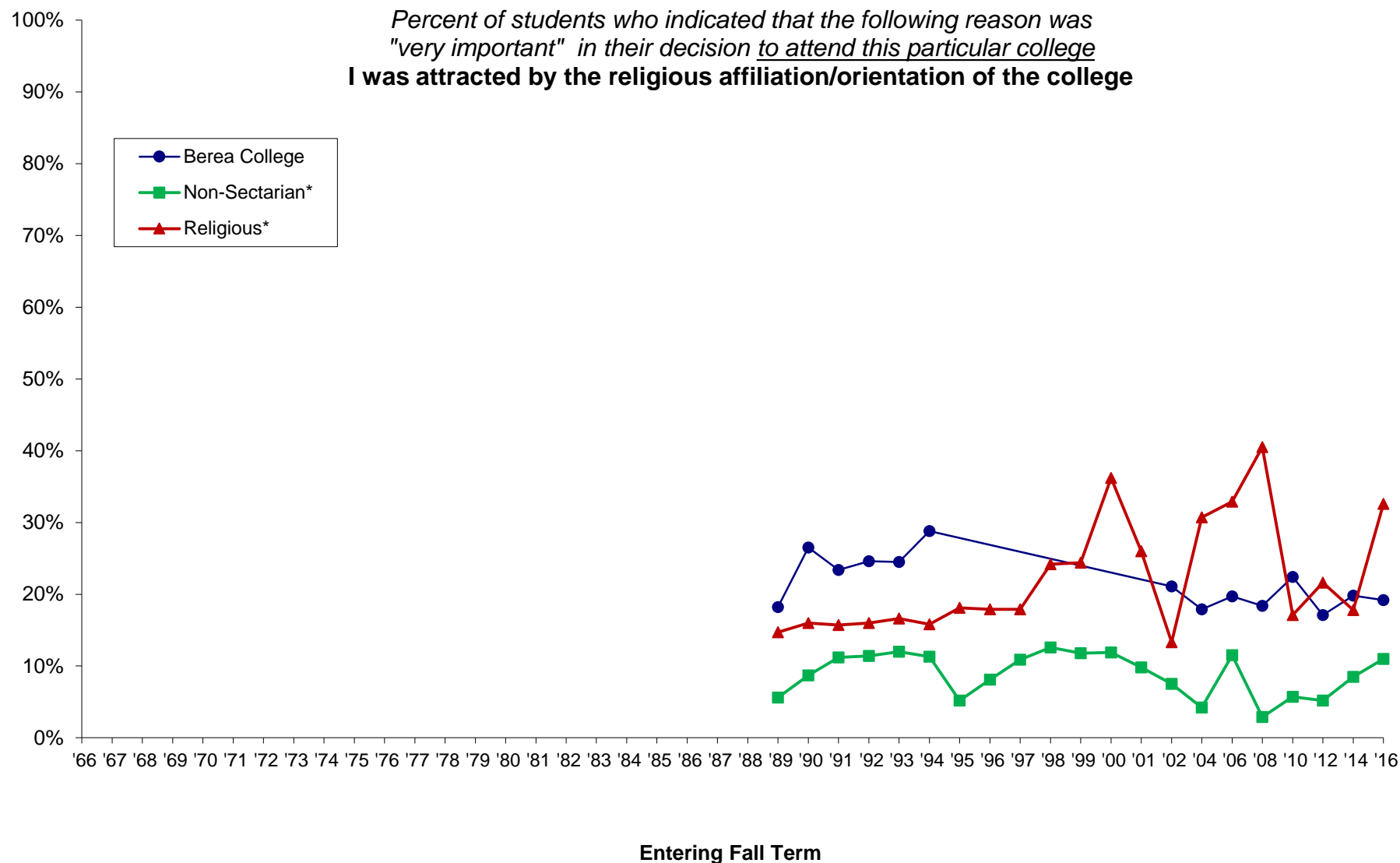
I was attracted by the religious affiliation/orientation of the college



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

*I was attracted by the religious affiliation/orientation of the college
(for decision to attend this particular college)*



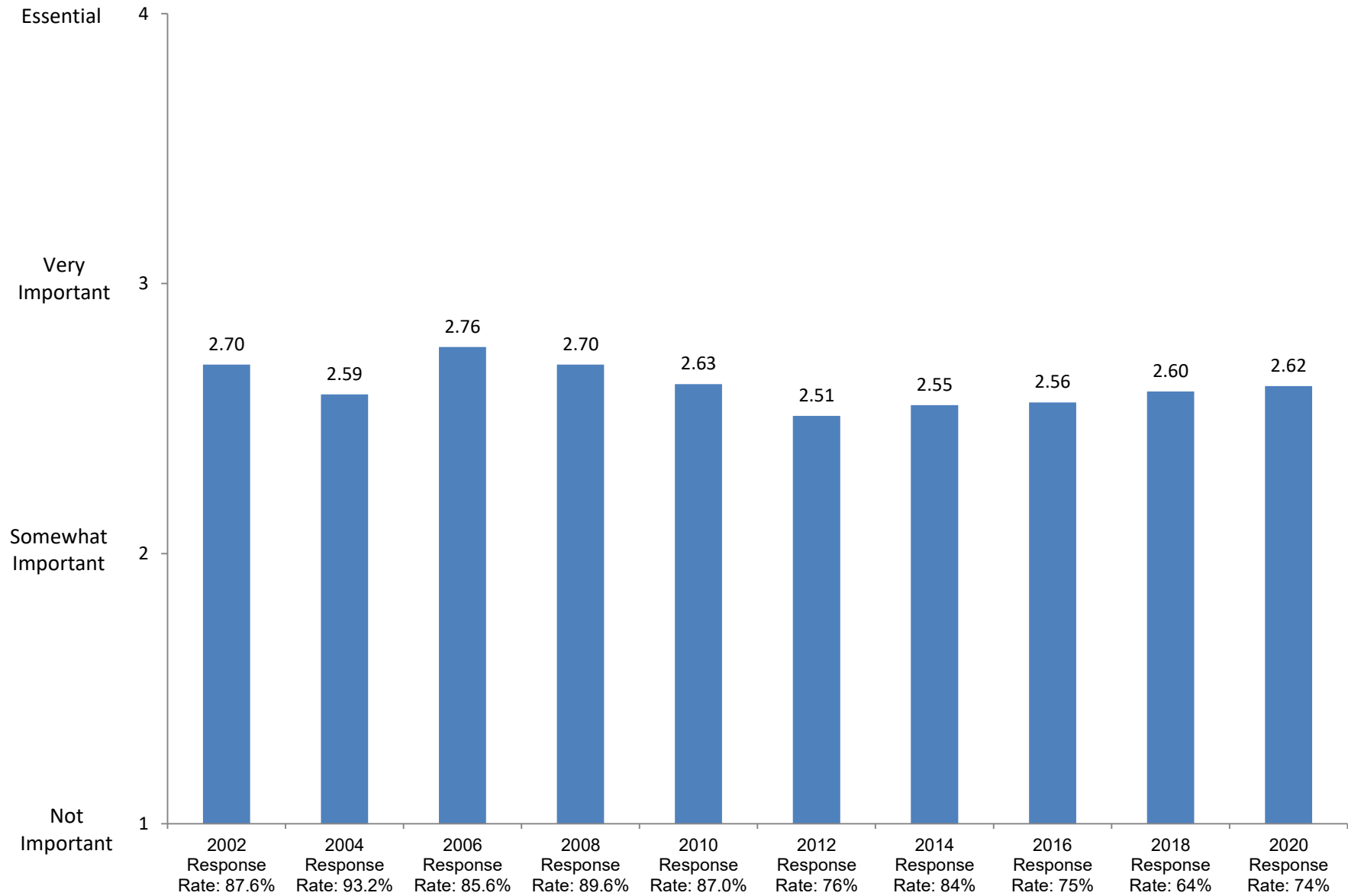


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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:

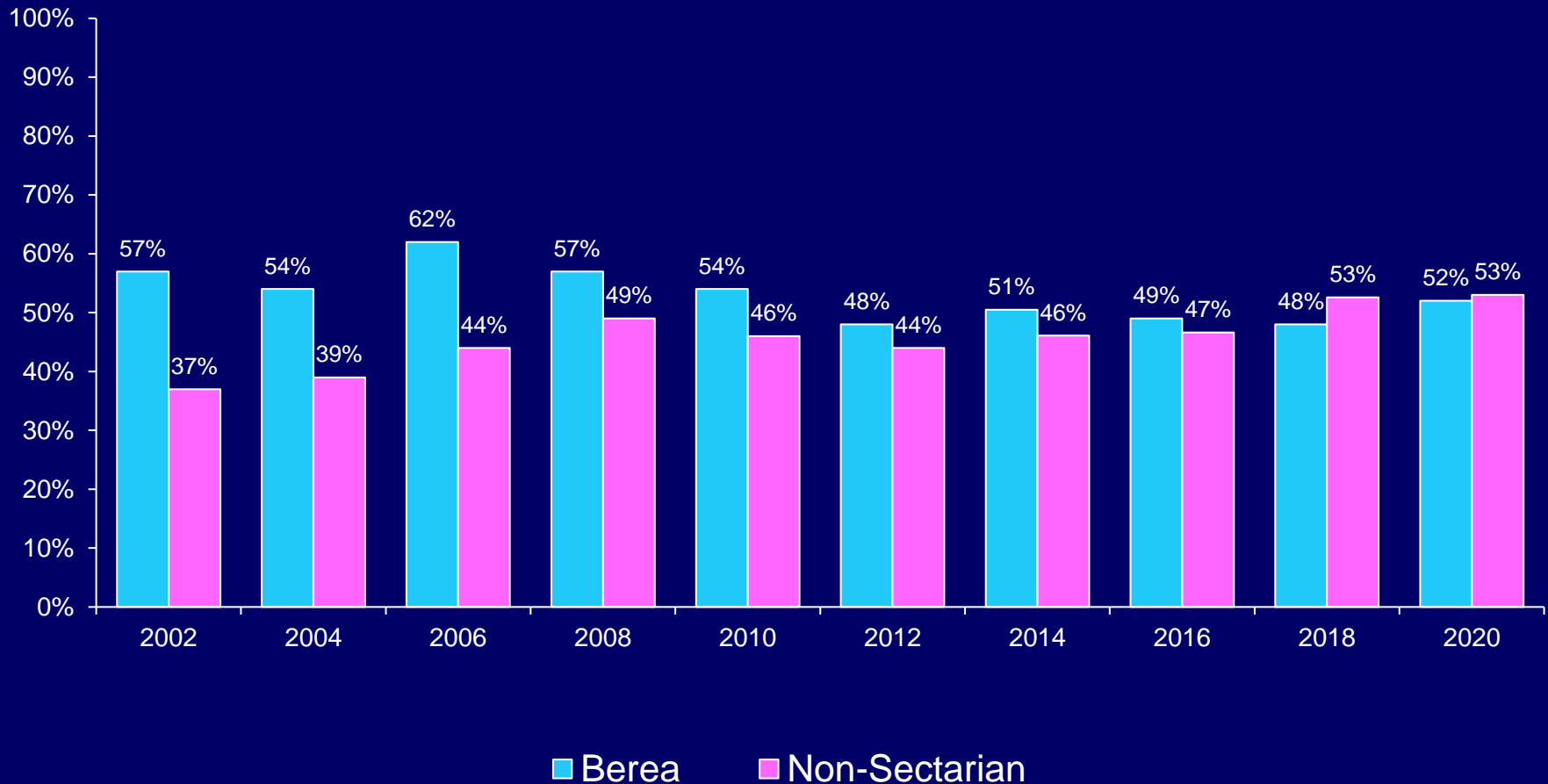
Developing a meaningful philosophy of life



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

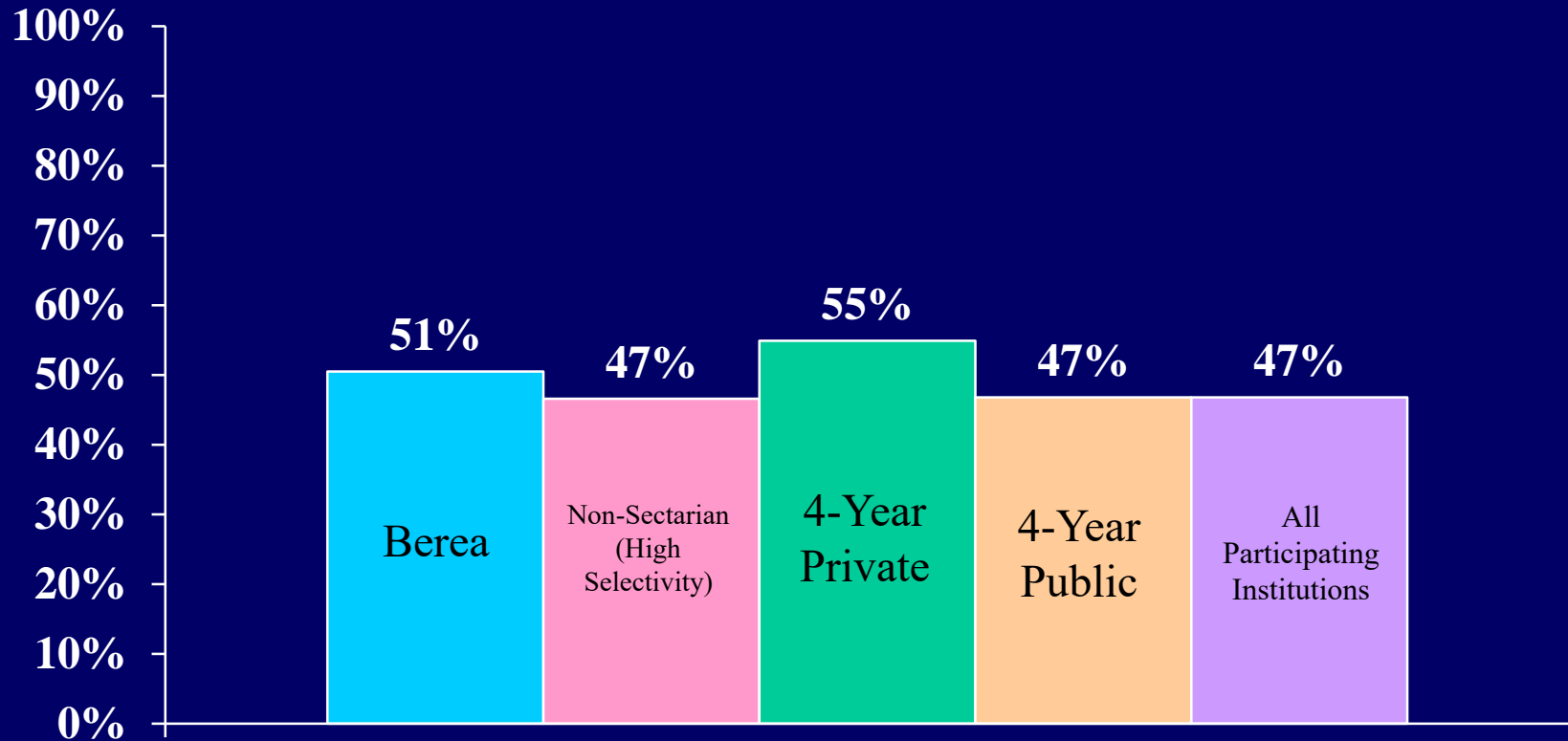
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Developing a meaningful philosophy of life

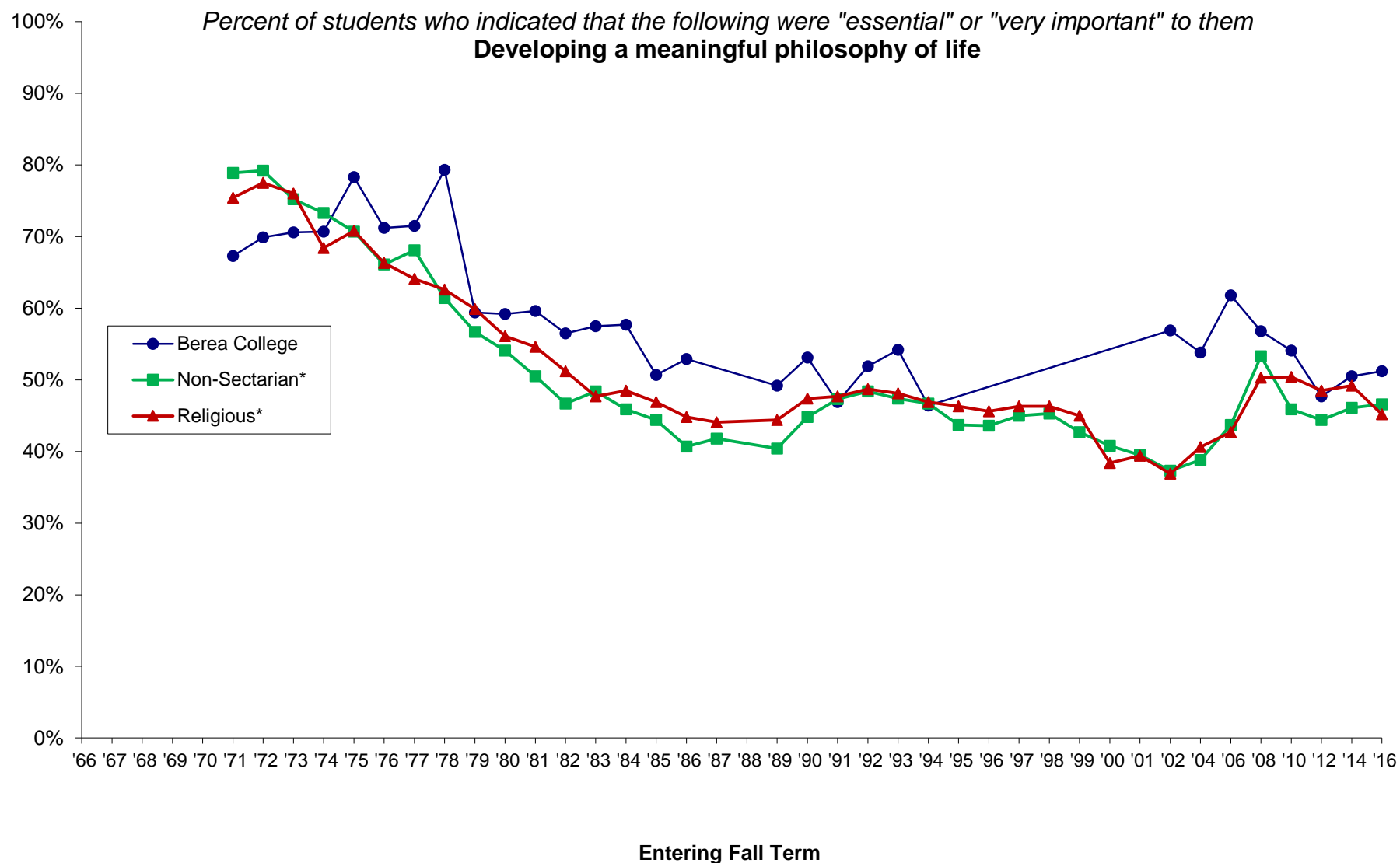


Percent of students who personally consider the following objective to be “essential” or “very important:”

Developing a meaningful philosophy of life



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



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

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

Higher Education Research Institute (HERI) Faculty Survey

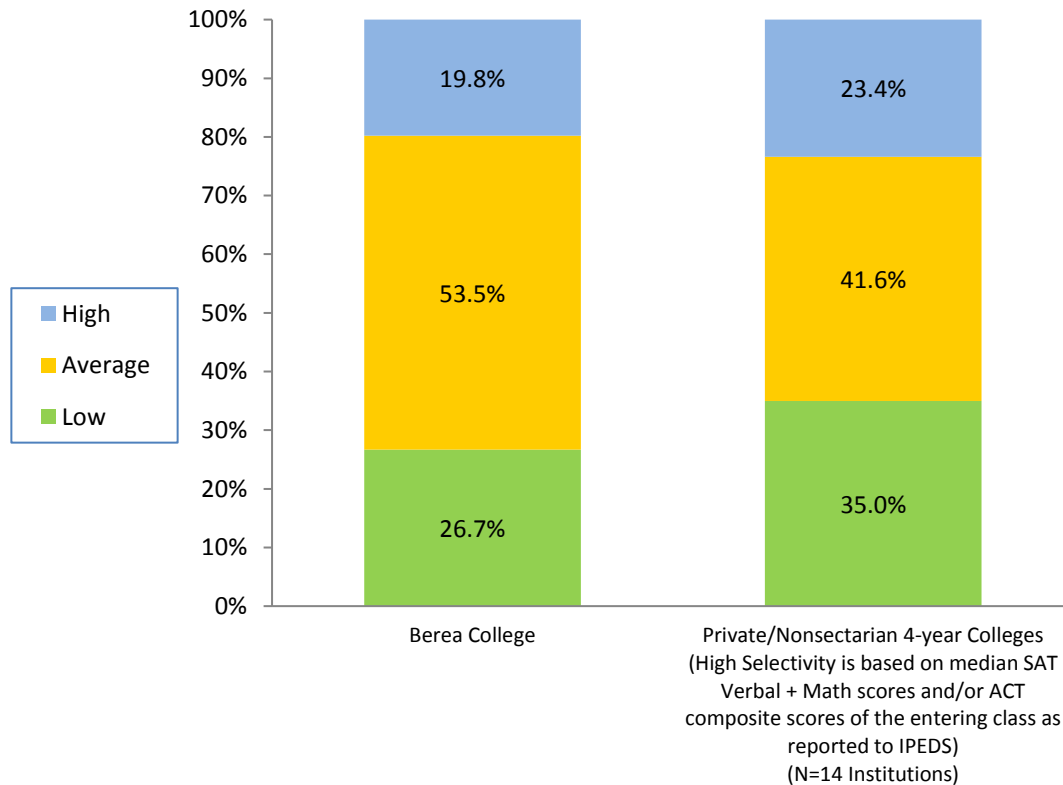


Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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

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



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

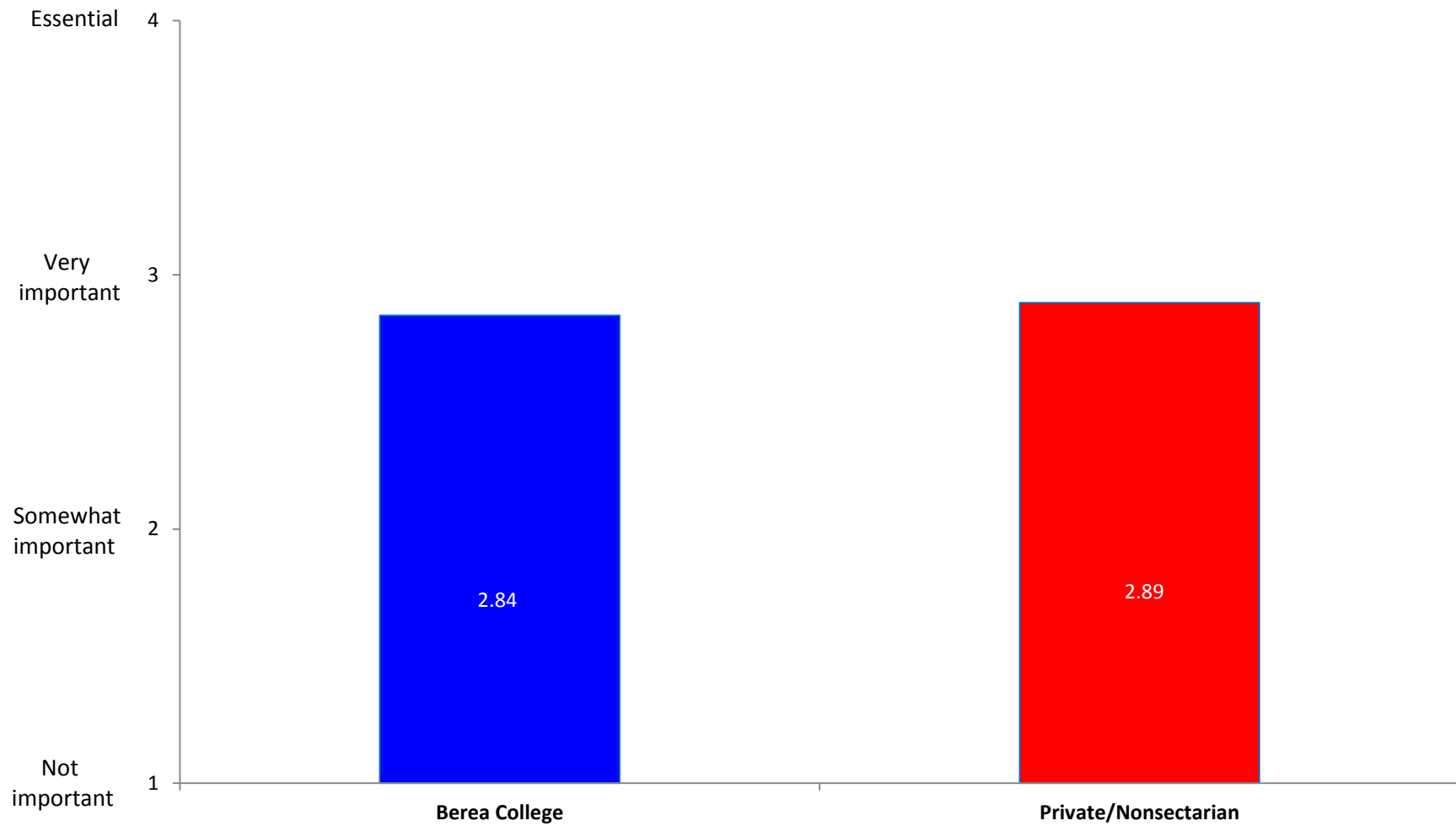
*Indicate the importance to you of each of the following education goals for undergraduate students:
 (Essential, Very Important, Somewhat Important, Not Important)*

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

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

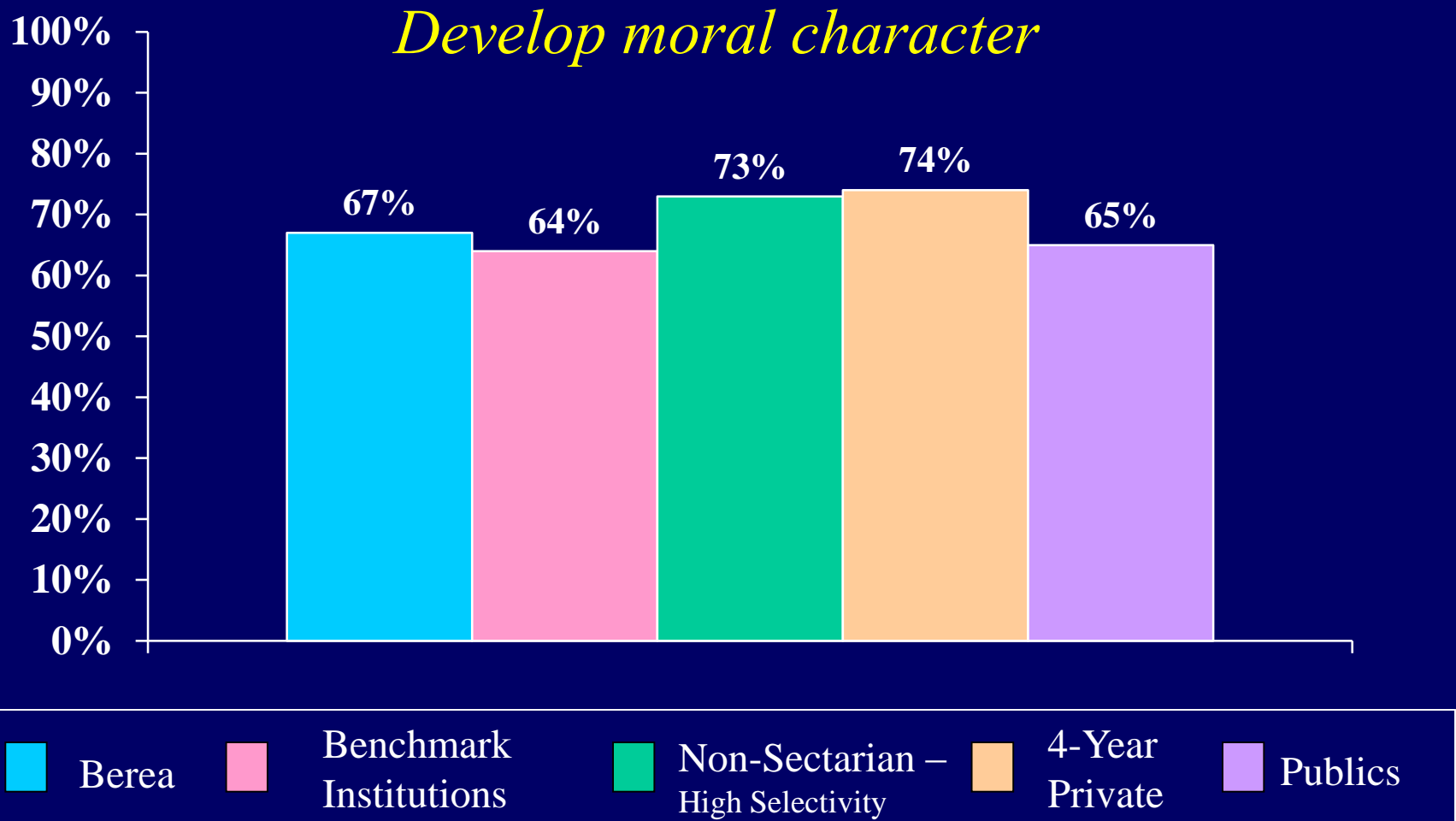
Indicate the importance to you of the following education goals for students:

Develop moral character



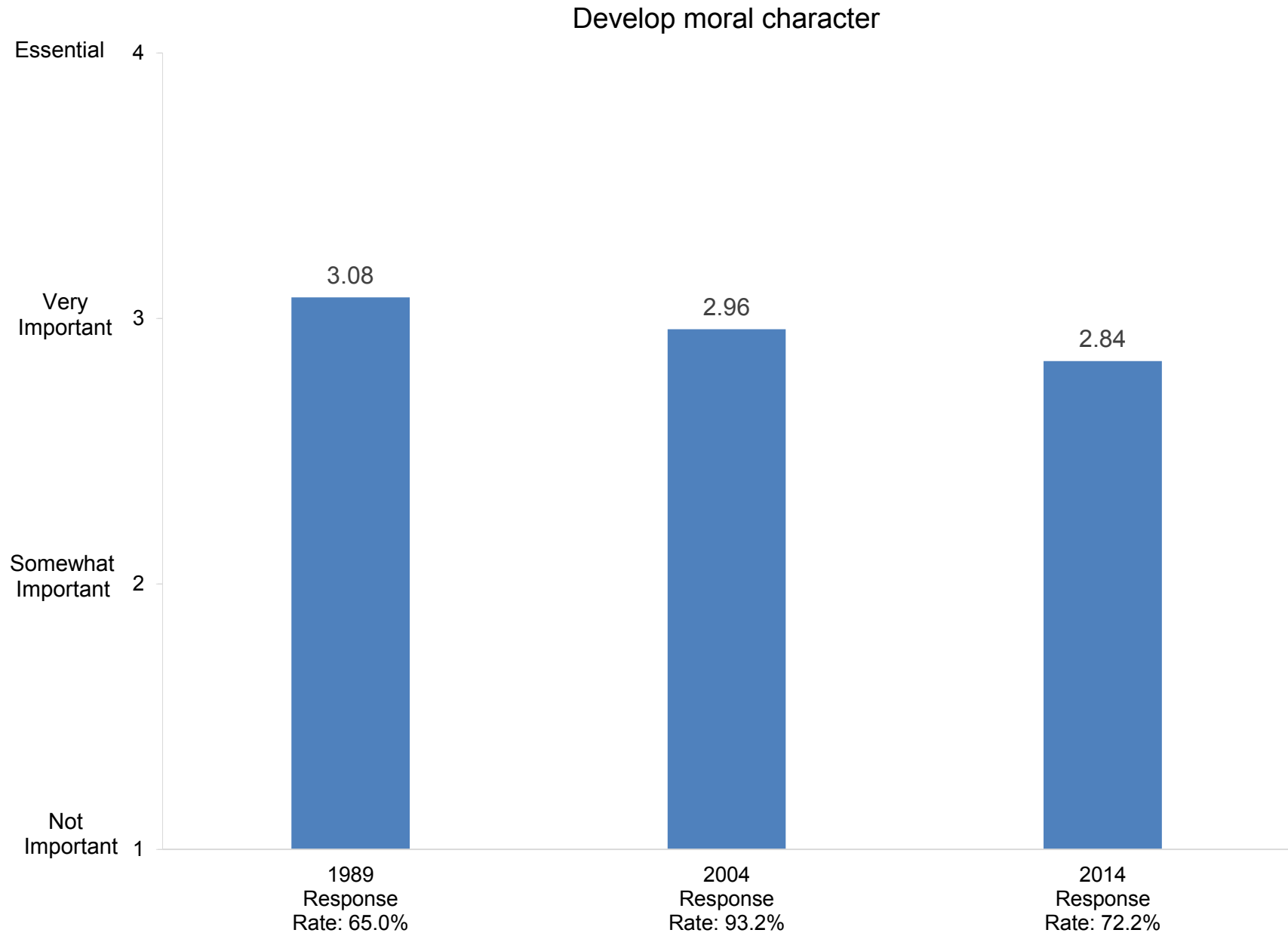
Indicate the importance to you of each of the following education goals
for undergraduate students:

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



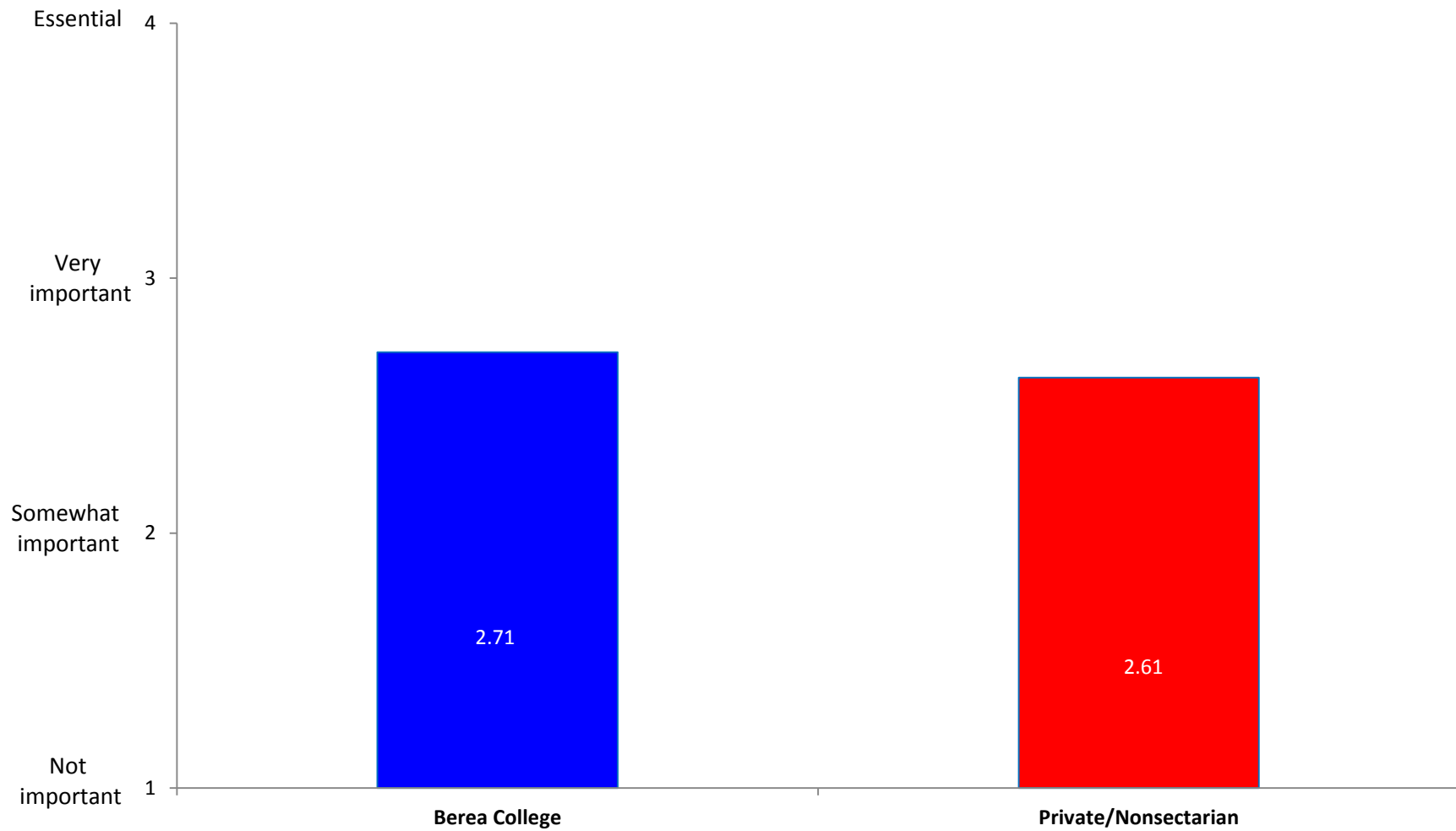
Higher Education Research Institute (HERI) Faculty Survey

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



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

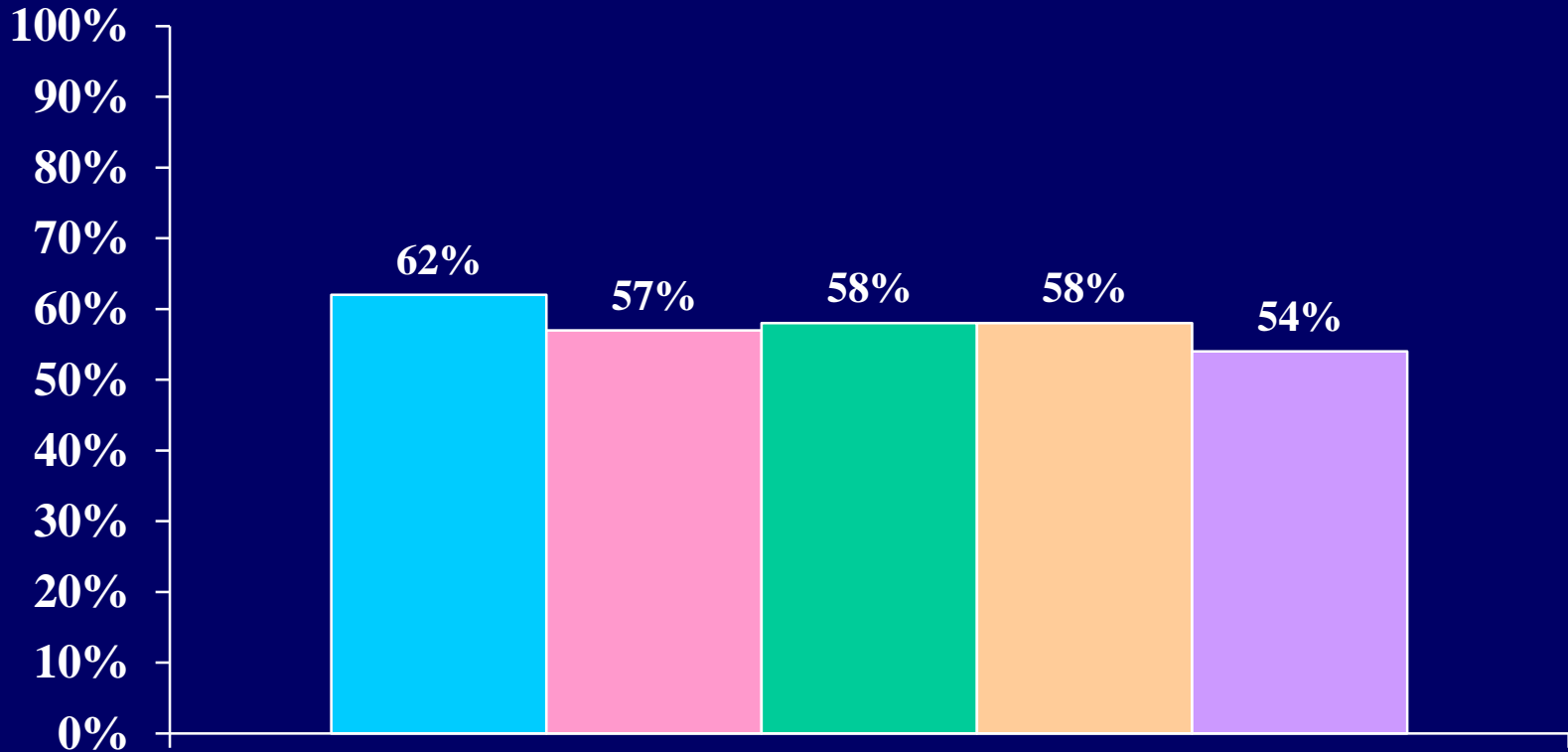
Provide for students' emotional development



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

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

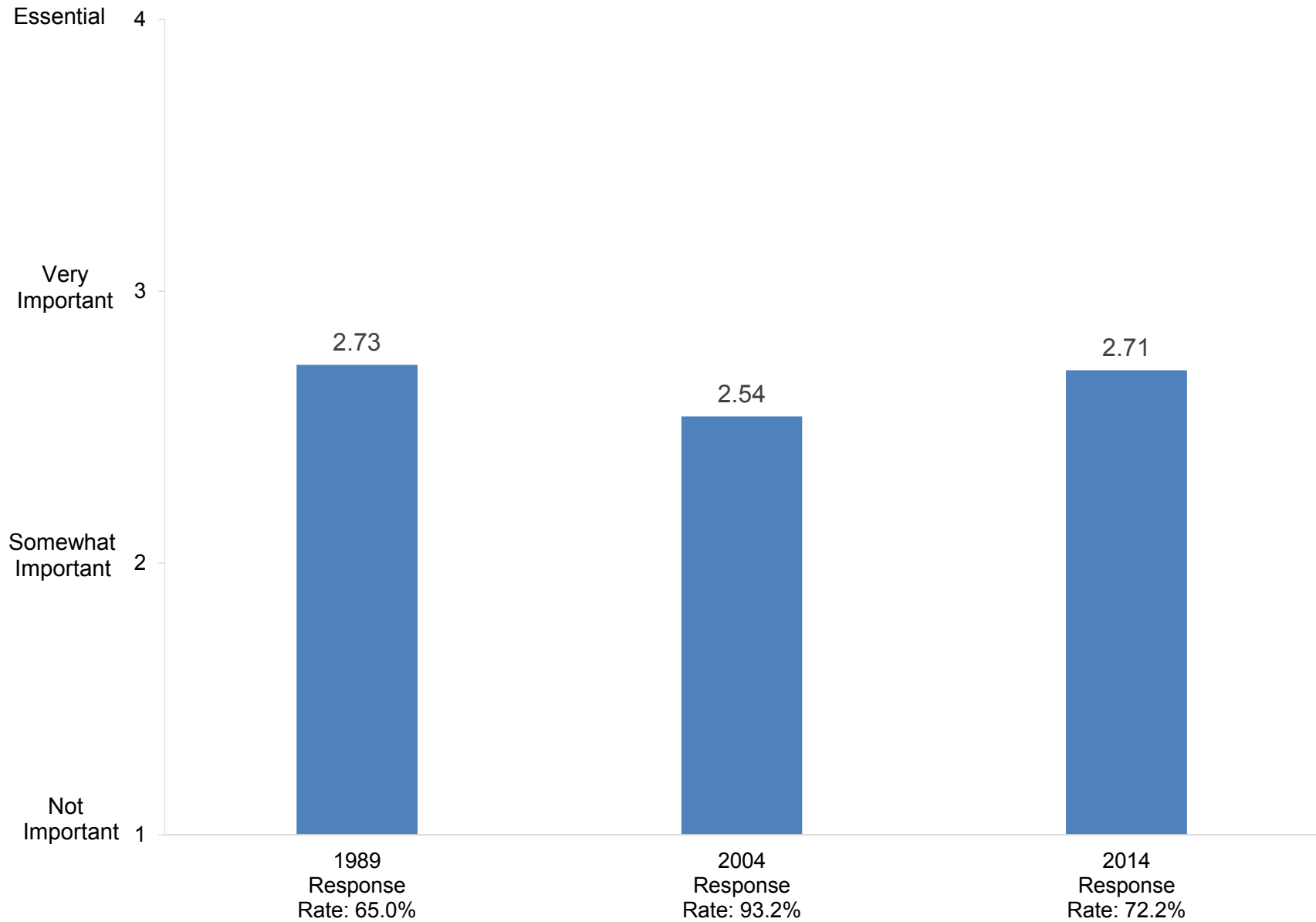
Provide for students' emotional development



Higher Education Research Institute (HERI) Faculty Survey

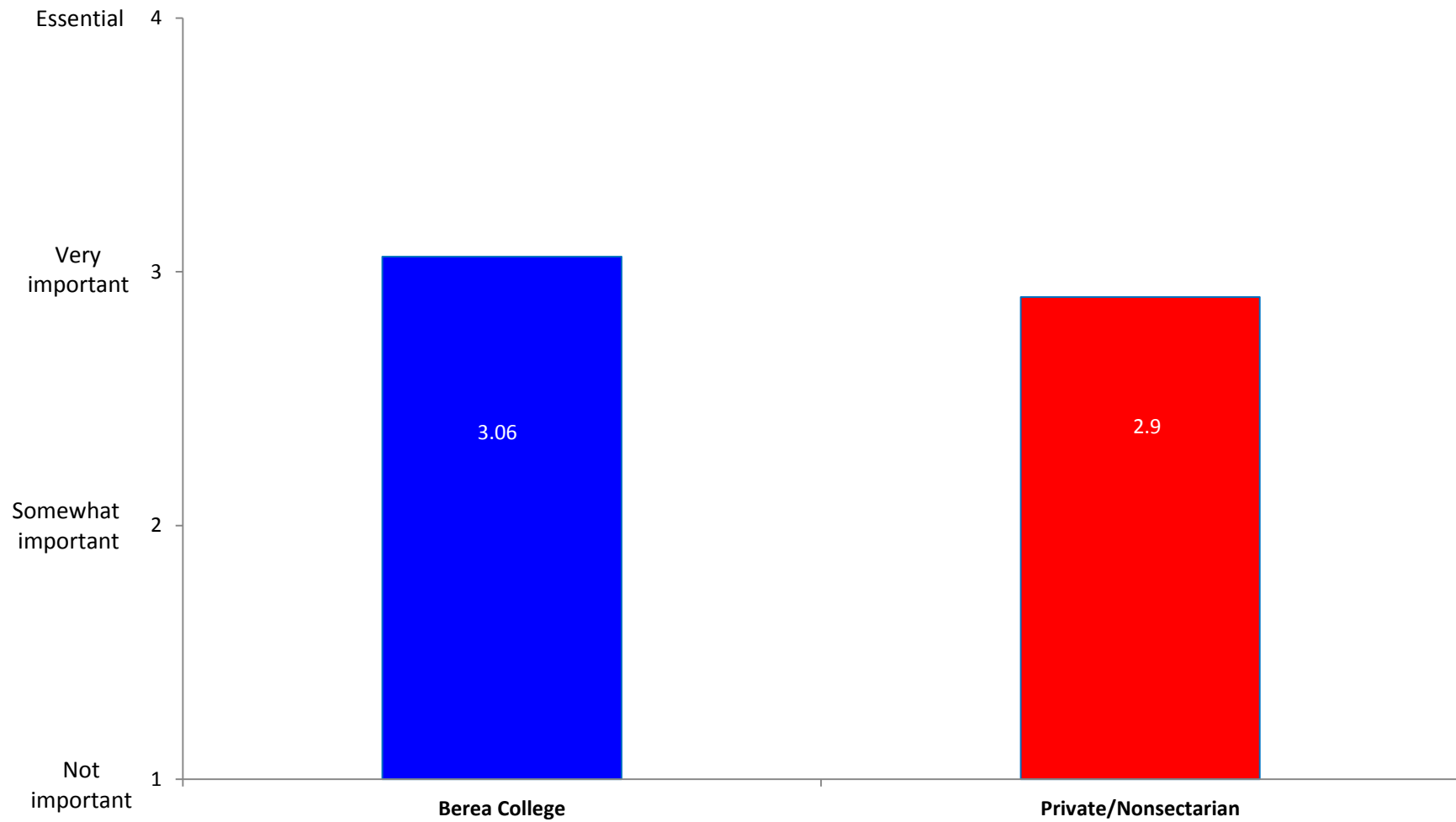
Indicate the importance to you of each of the following education goals for undergraduate students:

Provide for students' emotional development



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

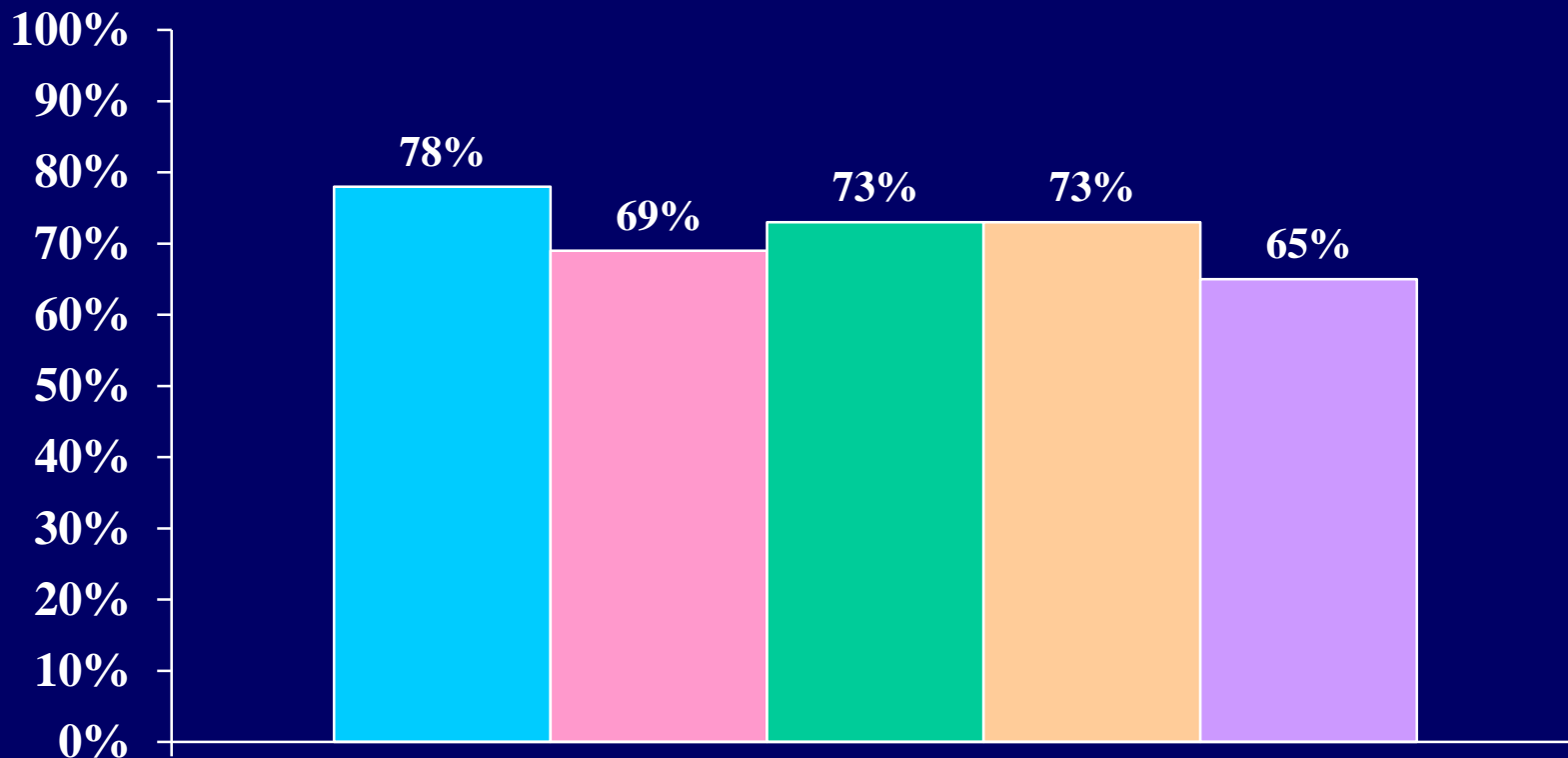
Help students develop personal values



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

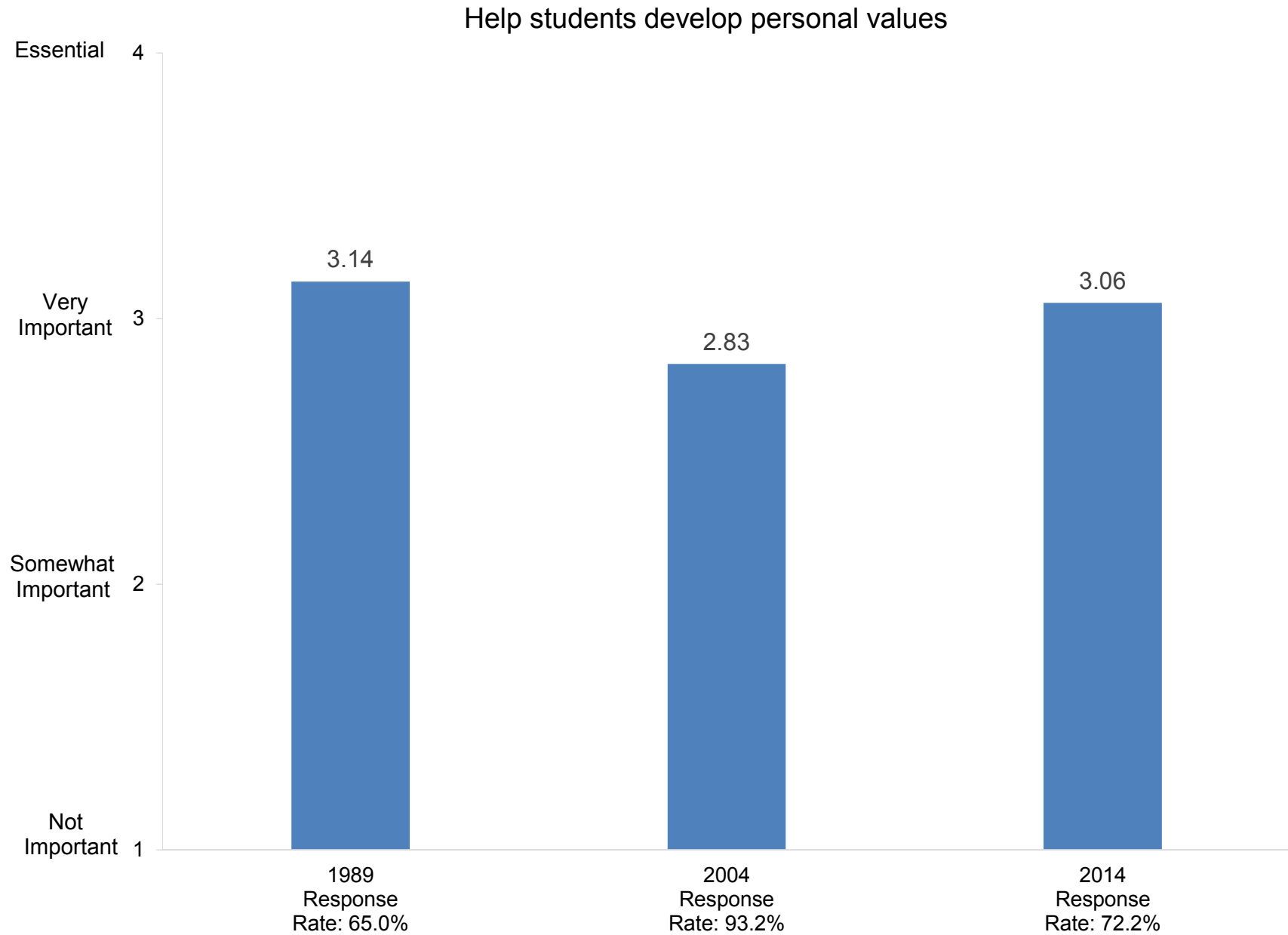
Percent of faculty who indicated “essential” or “very important”

Help students develop personal values



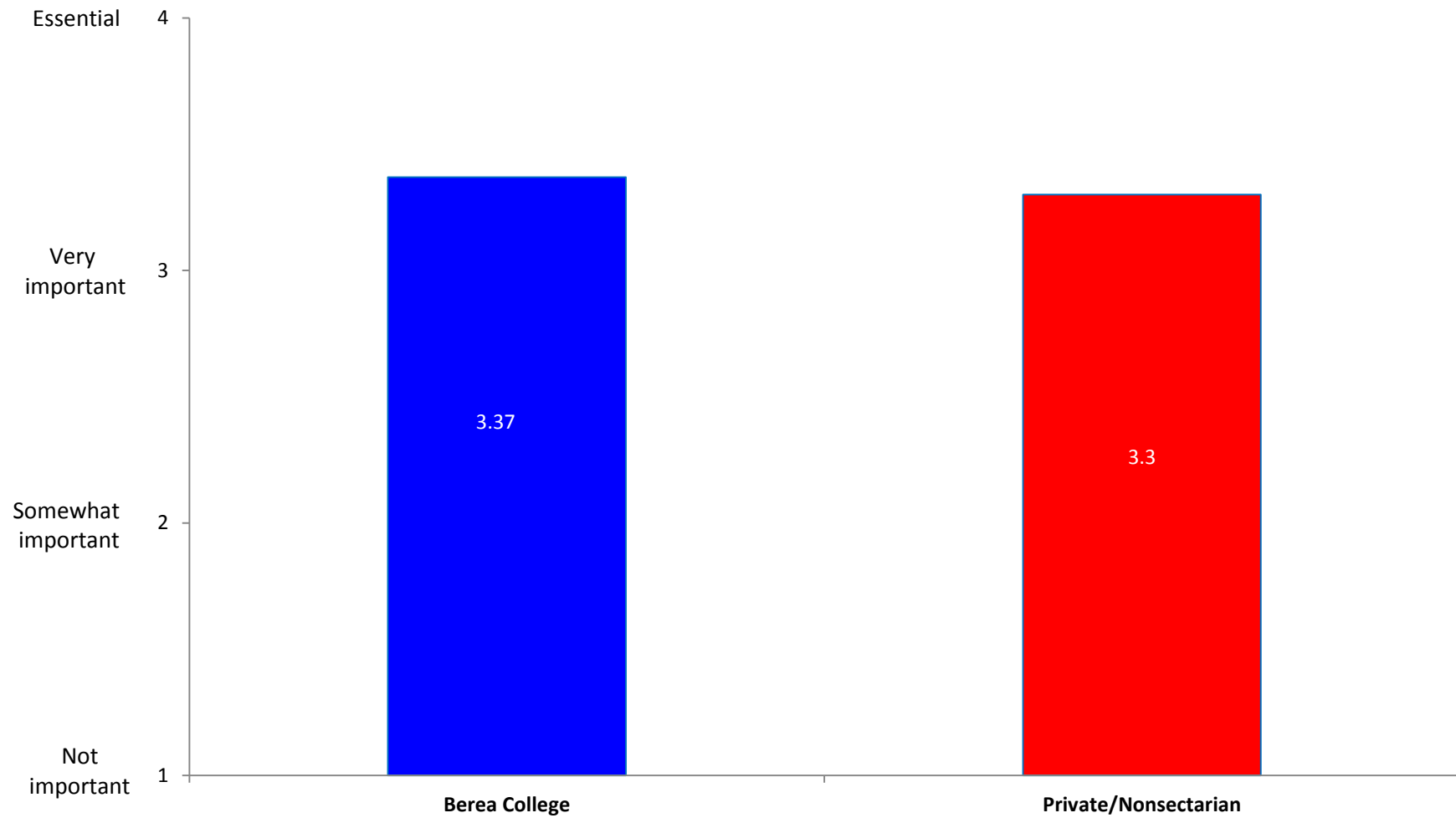
Higher Education Research Institute (HERI) Faculty Survey

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



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

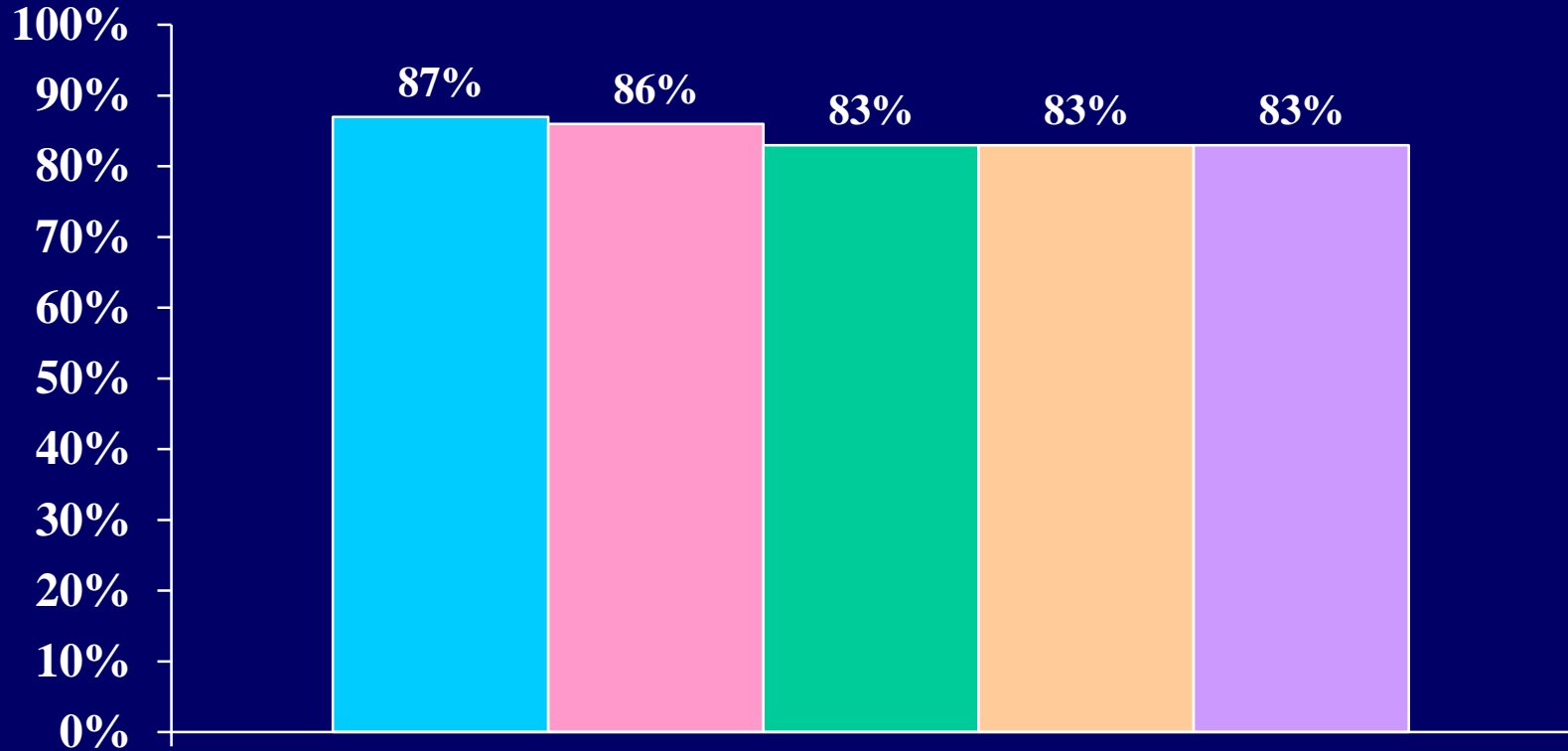
Teach students tolerance and respect for different beliefs



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

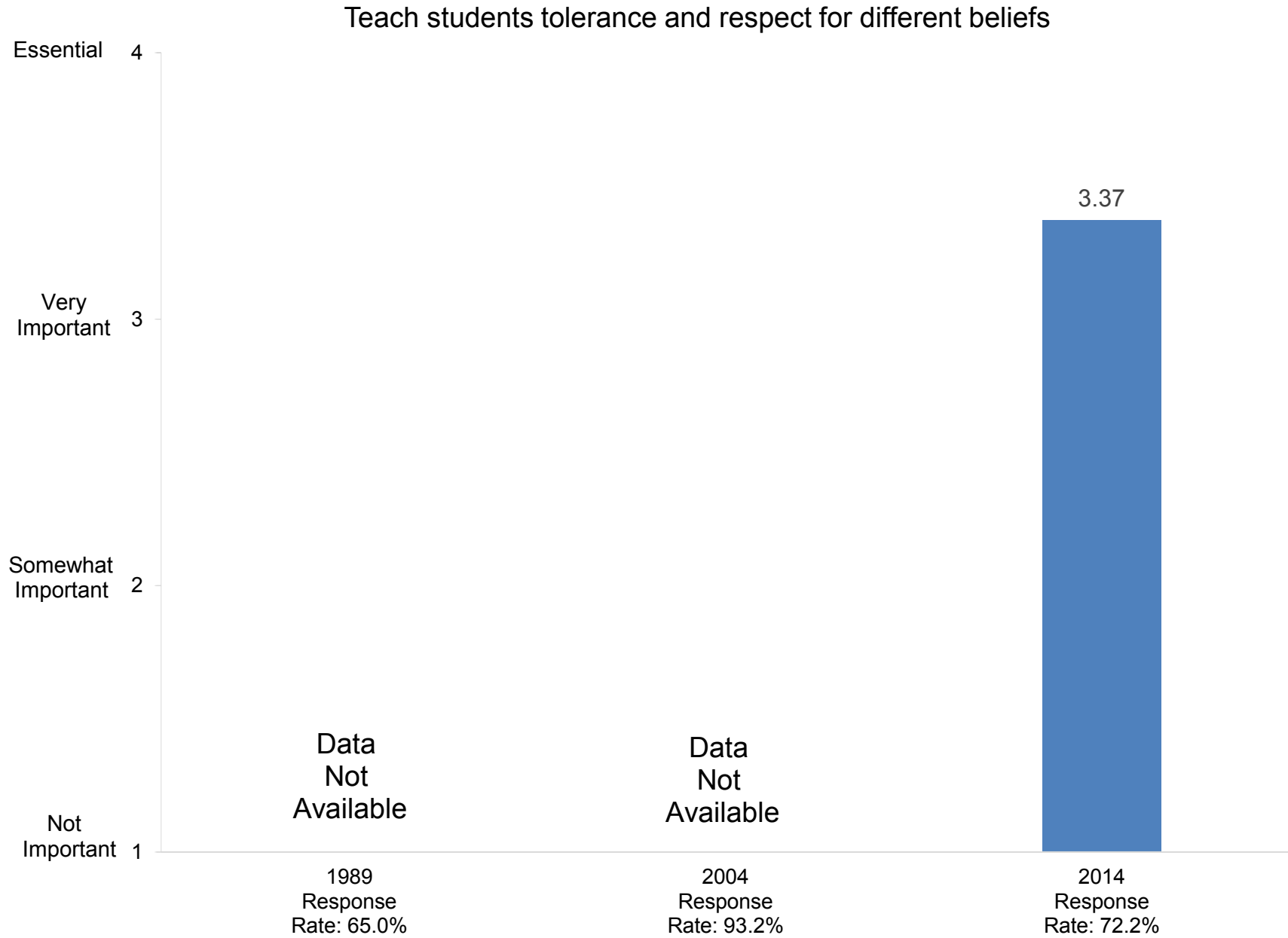
Percent of faculty who indicated “essential” or “very important”

Teach students tolerance and respect for different beliefs

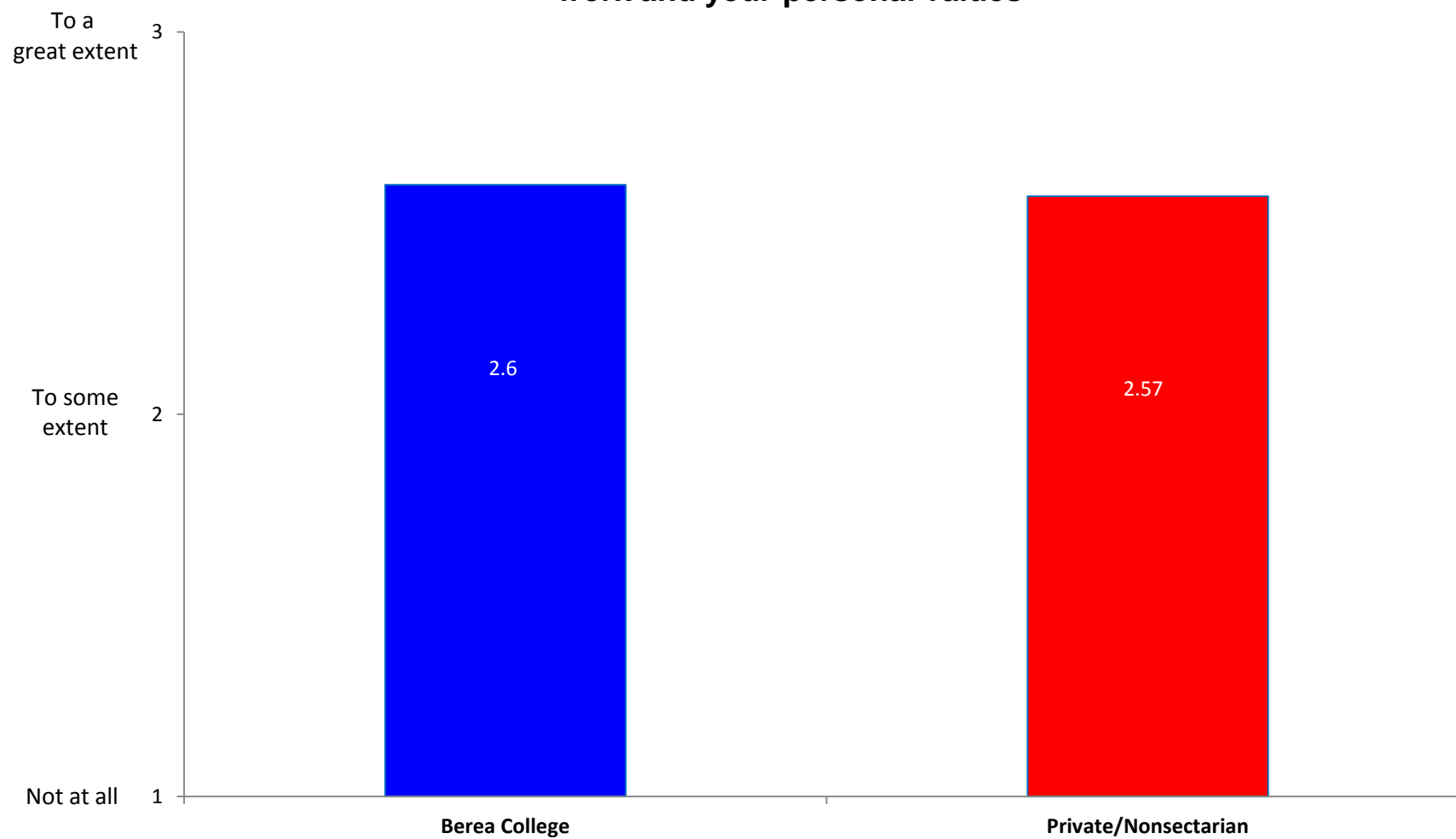


Higher Education Research Institute (HERI) Faculty Survey

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

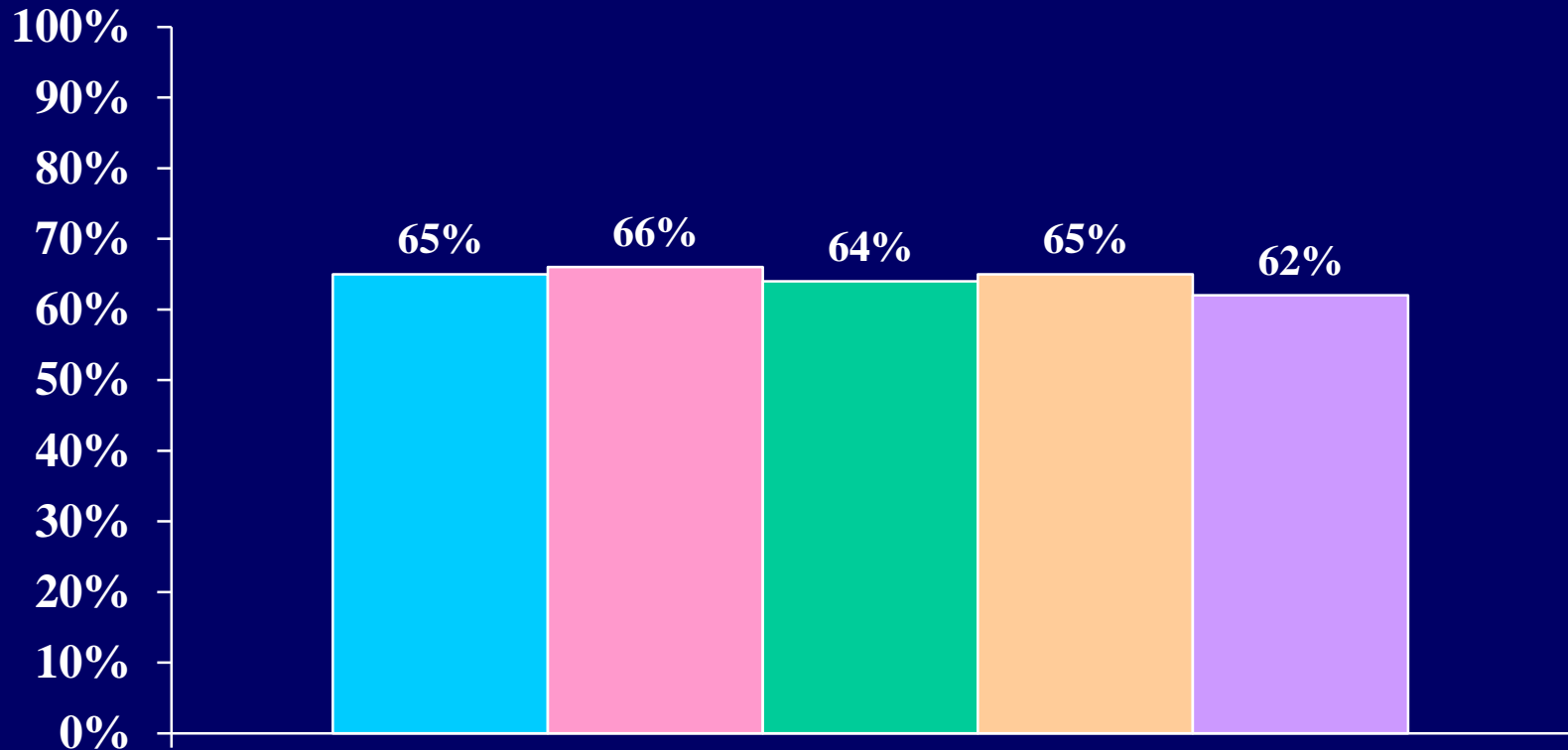


Experience close alignment between your work and your personal values



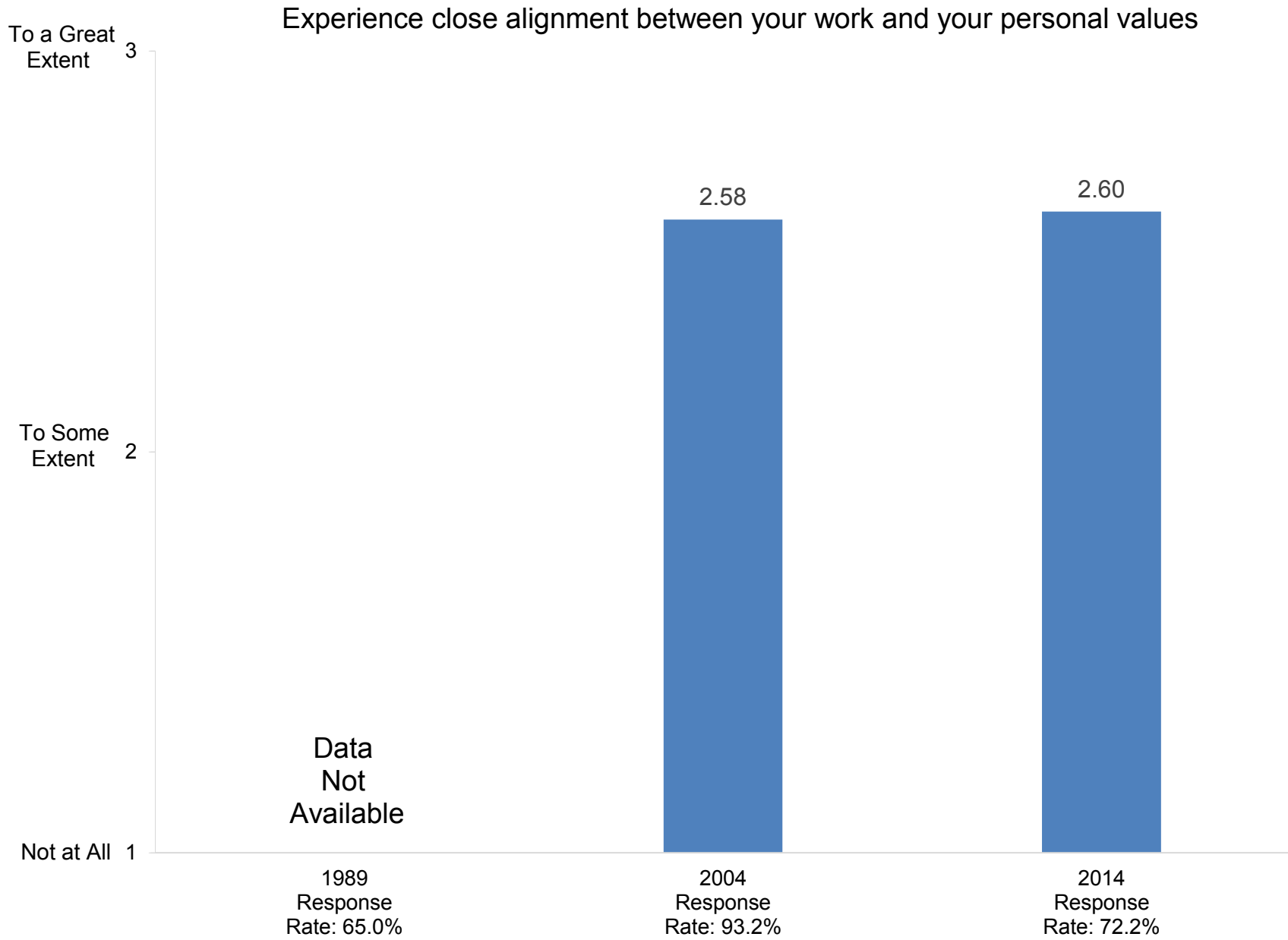
Please indicate the extent to which you:
Percent of faculty who indicated “To a Great Extent”

*Experience close alignment between your work
and your personal values*

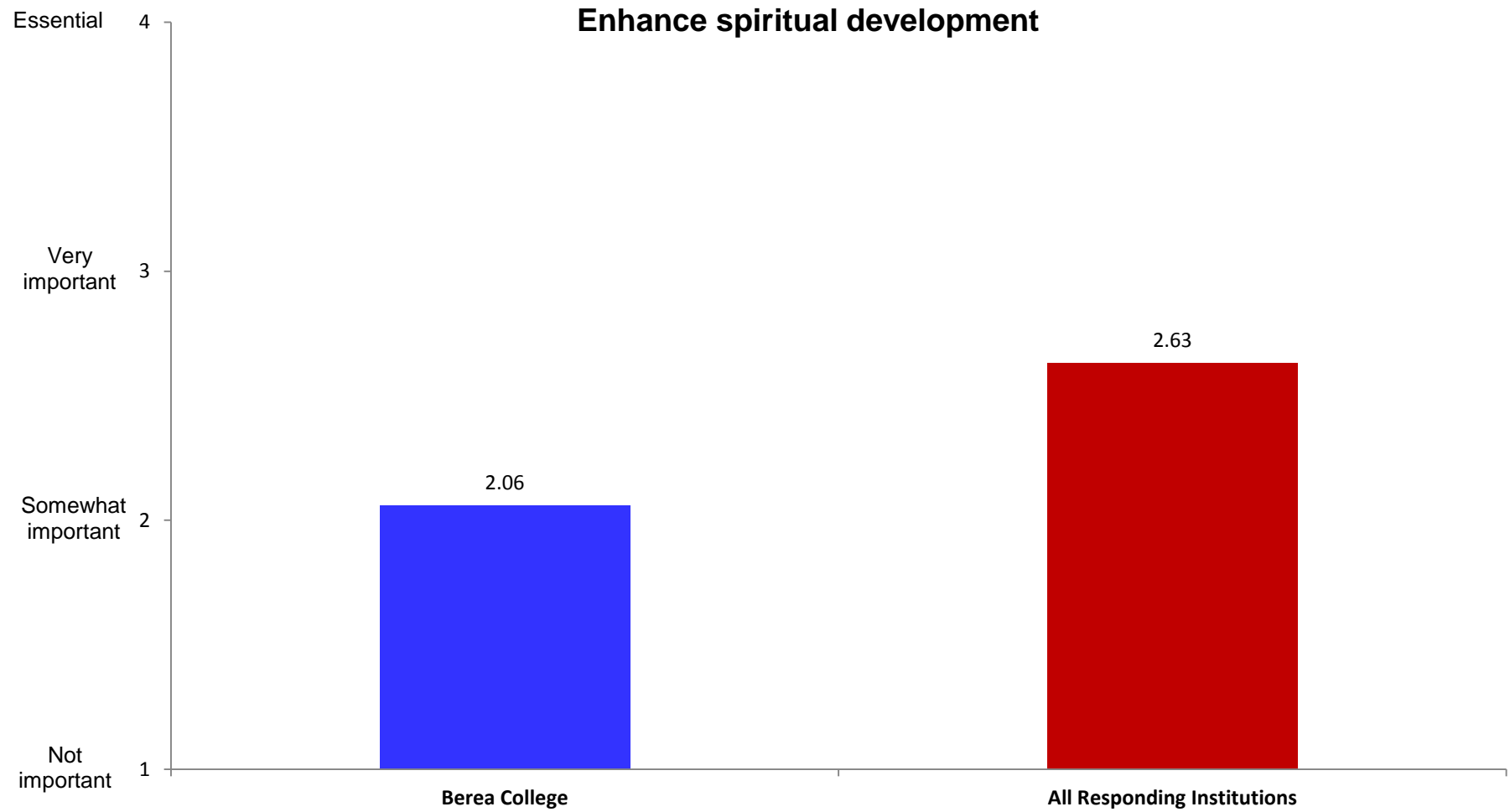


Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:

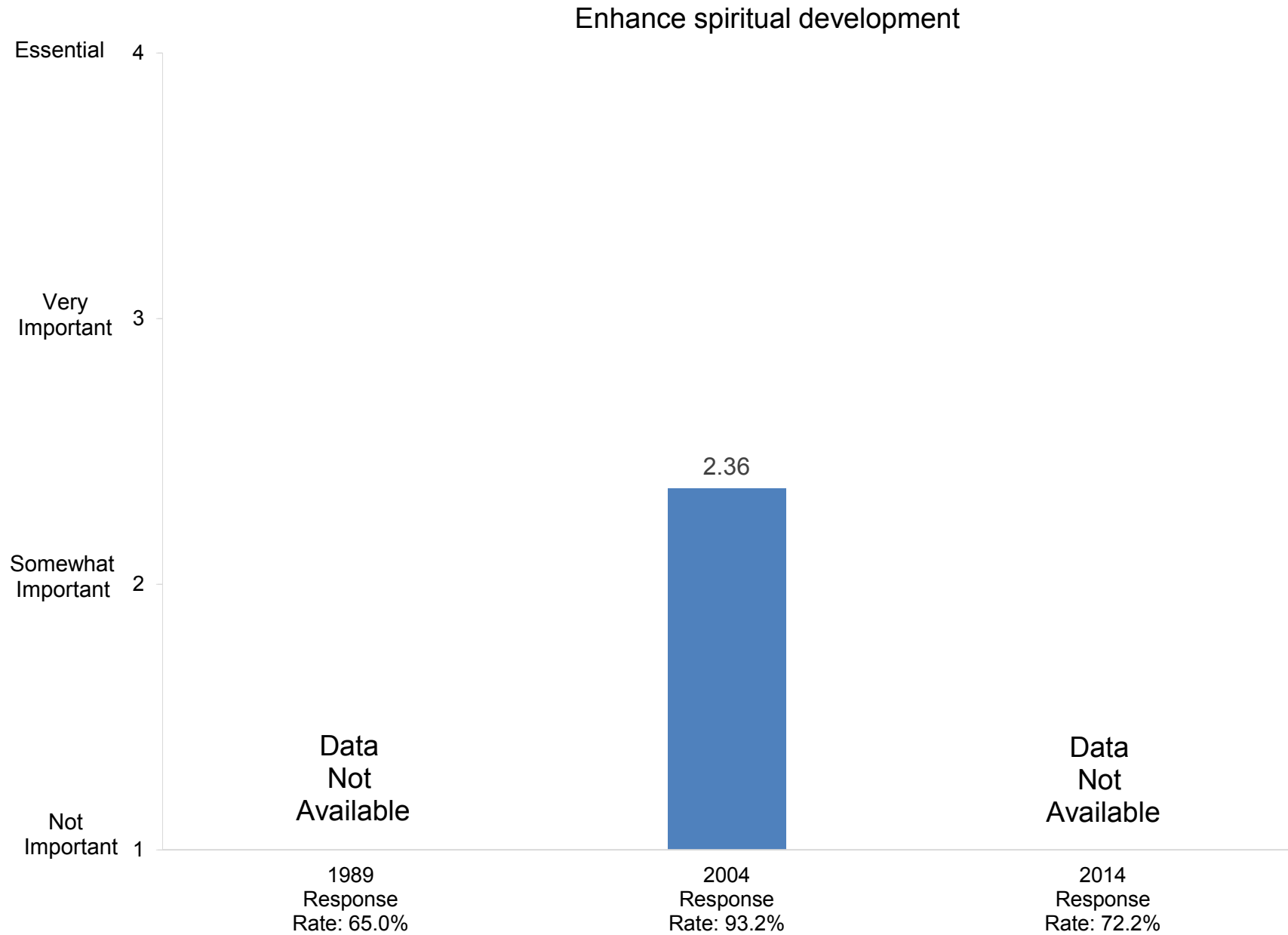


Indicate the importance of the following education goals for students:



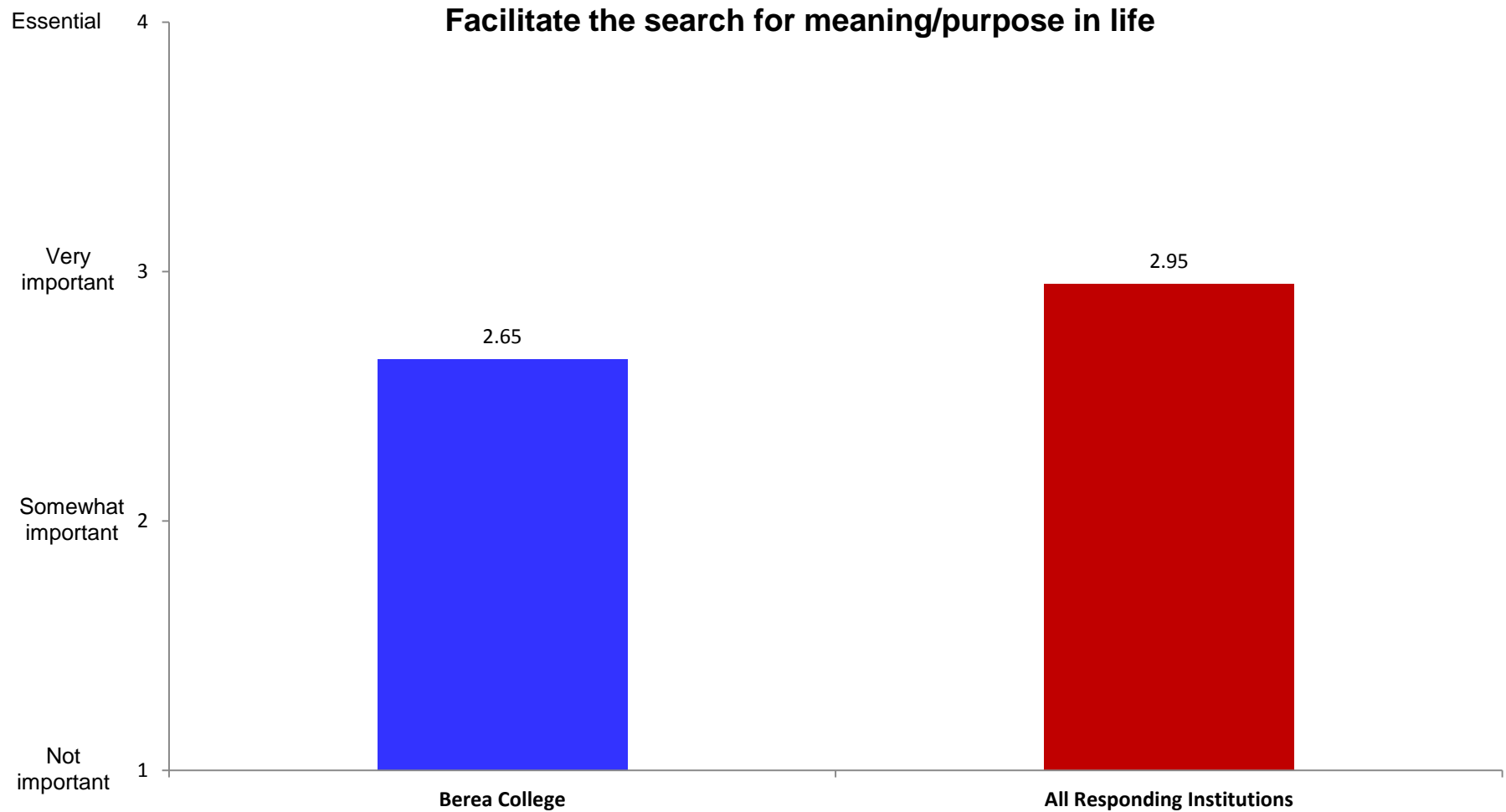
Higher Education Research Institute (HERI) Faculty Survey

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



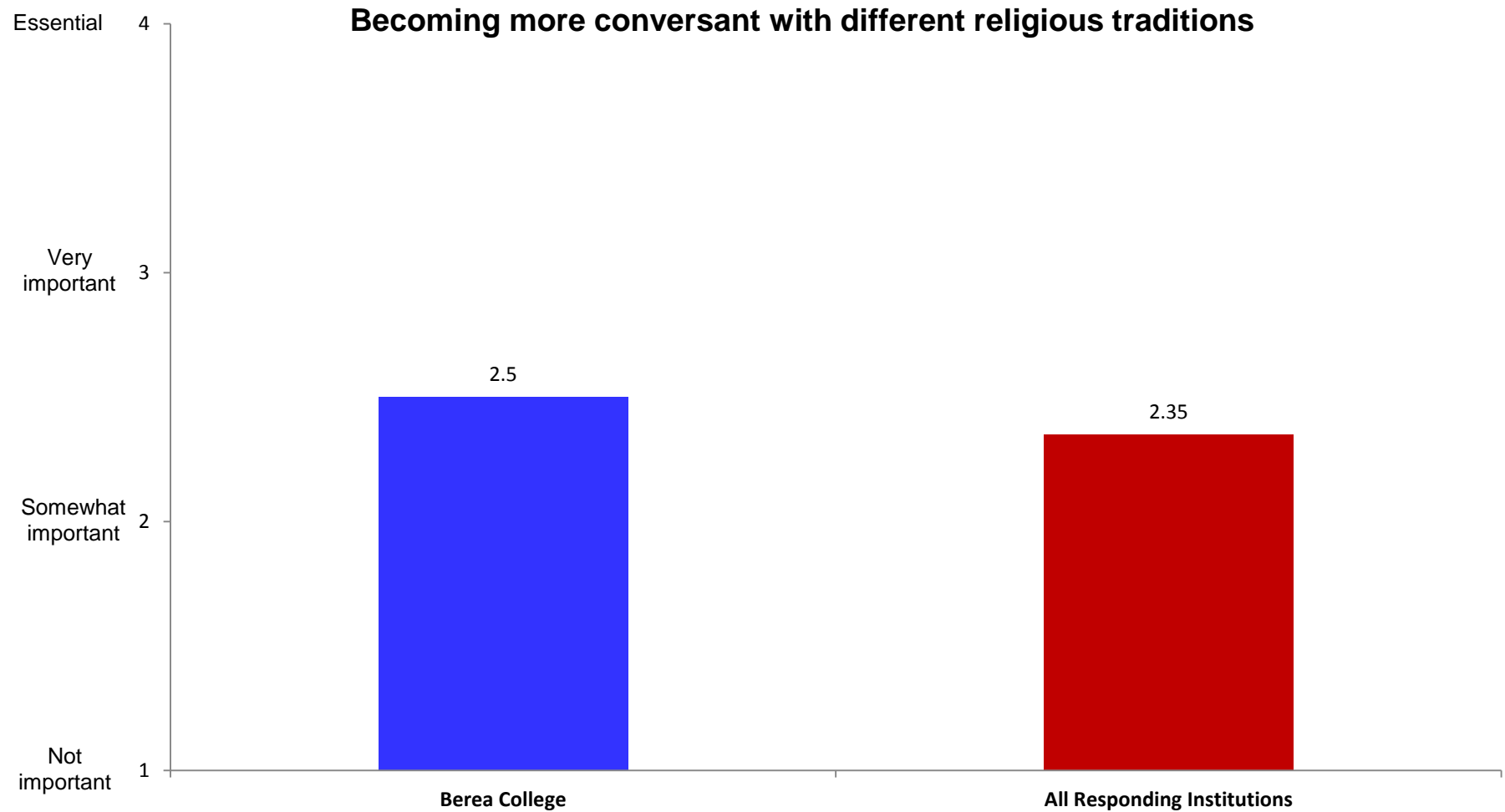
SPIRITUALITY MODULE

Indicate the importance of the following education goals for students:



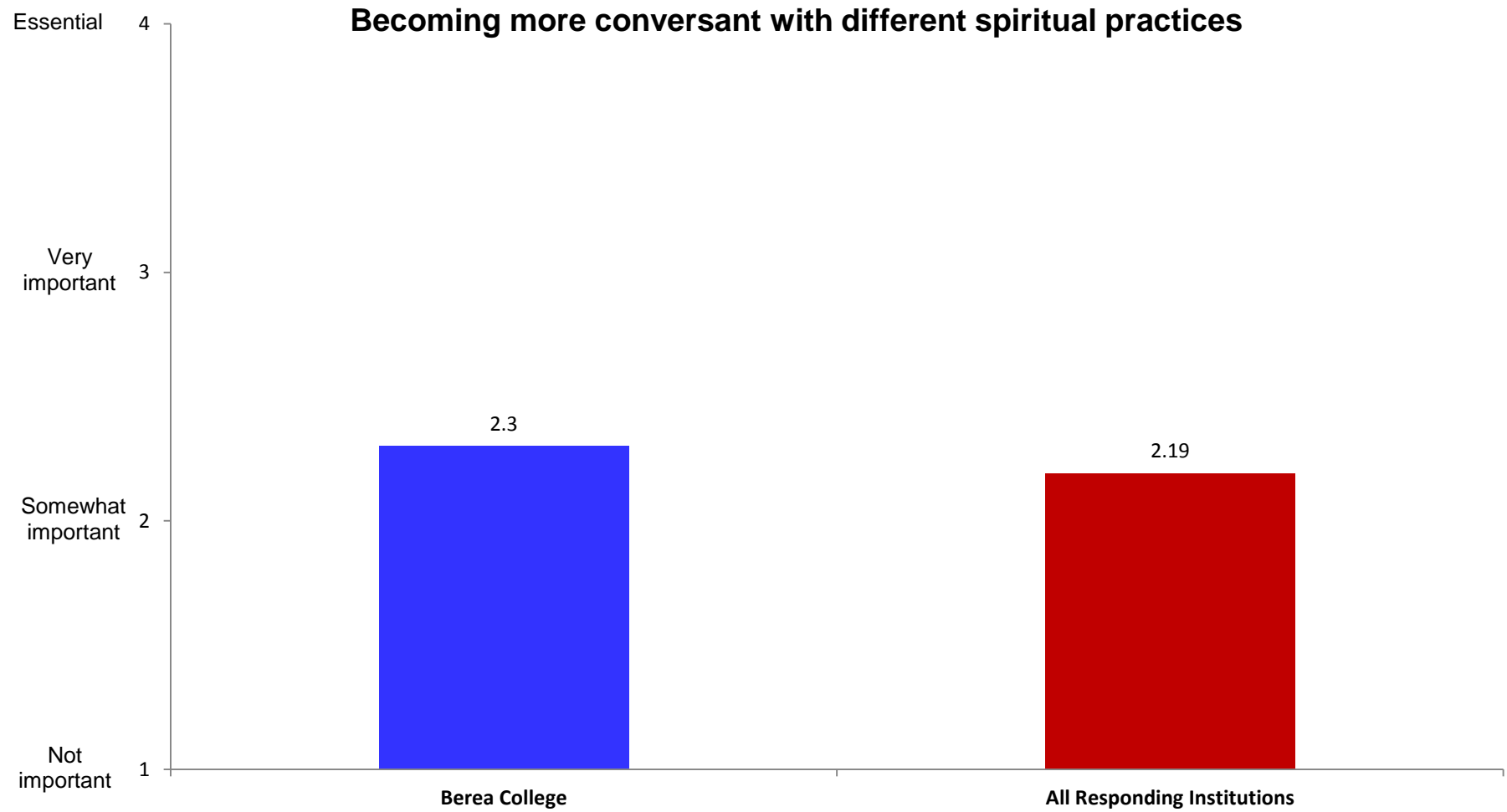
SPIRITUALITY MODULE

Indicate the importance of the following education goals for students:

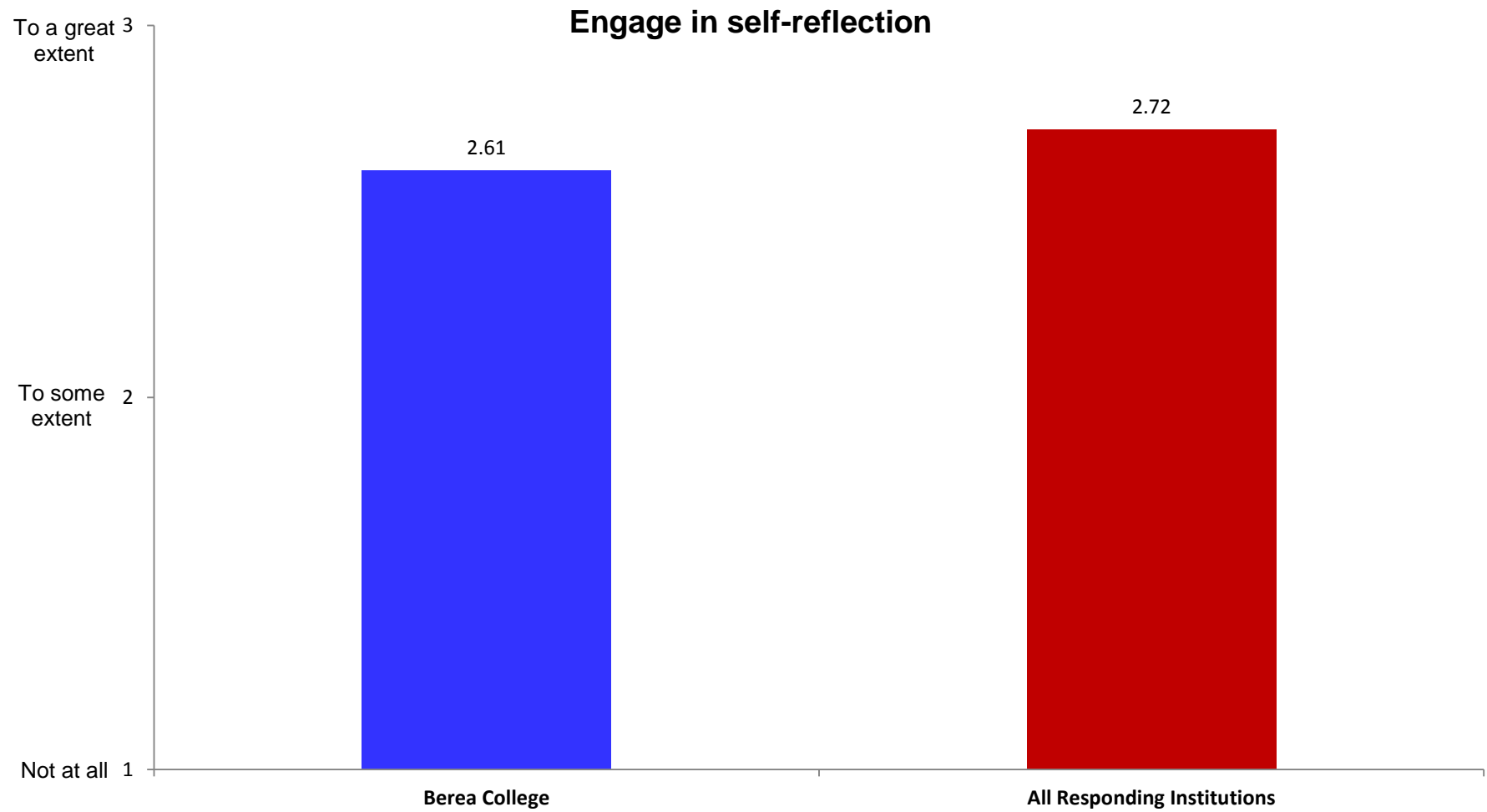


SPIRITUALITY MODULE

Indicate the importance of the following education goals for students:

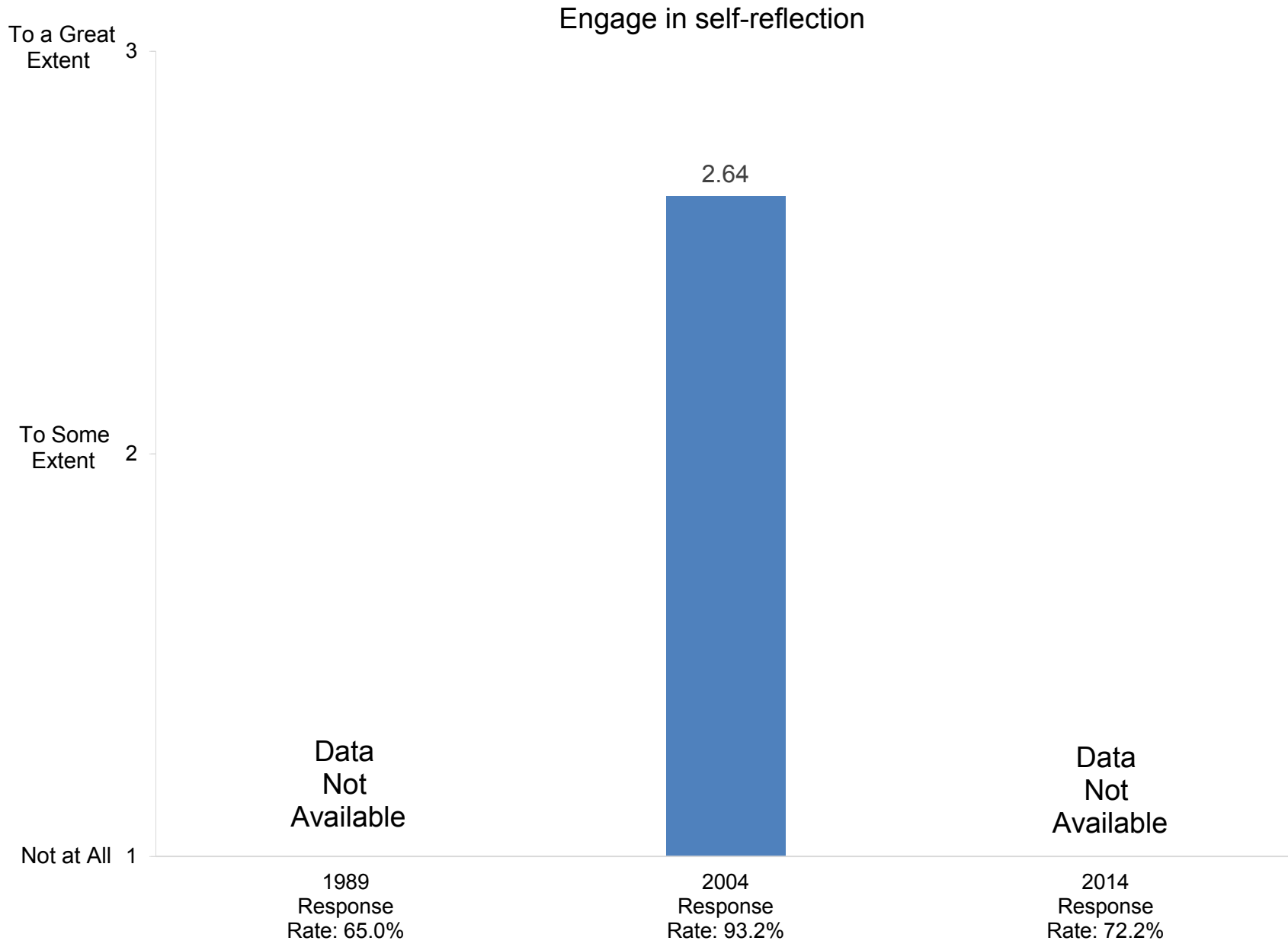


Please indicate the extent to which you:

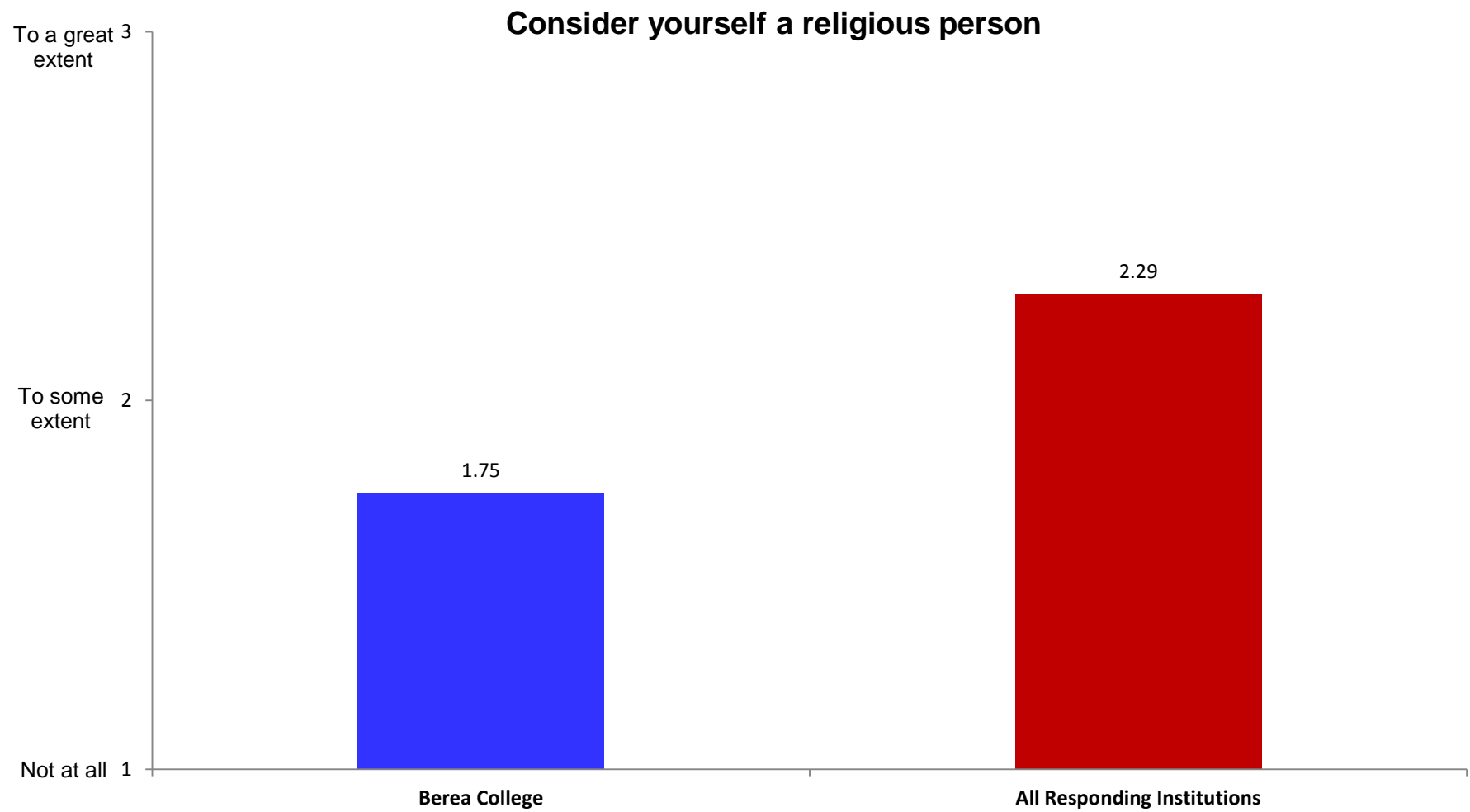


Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:

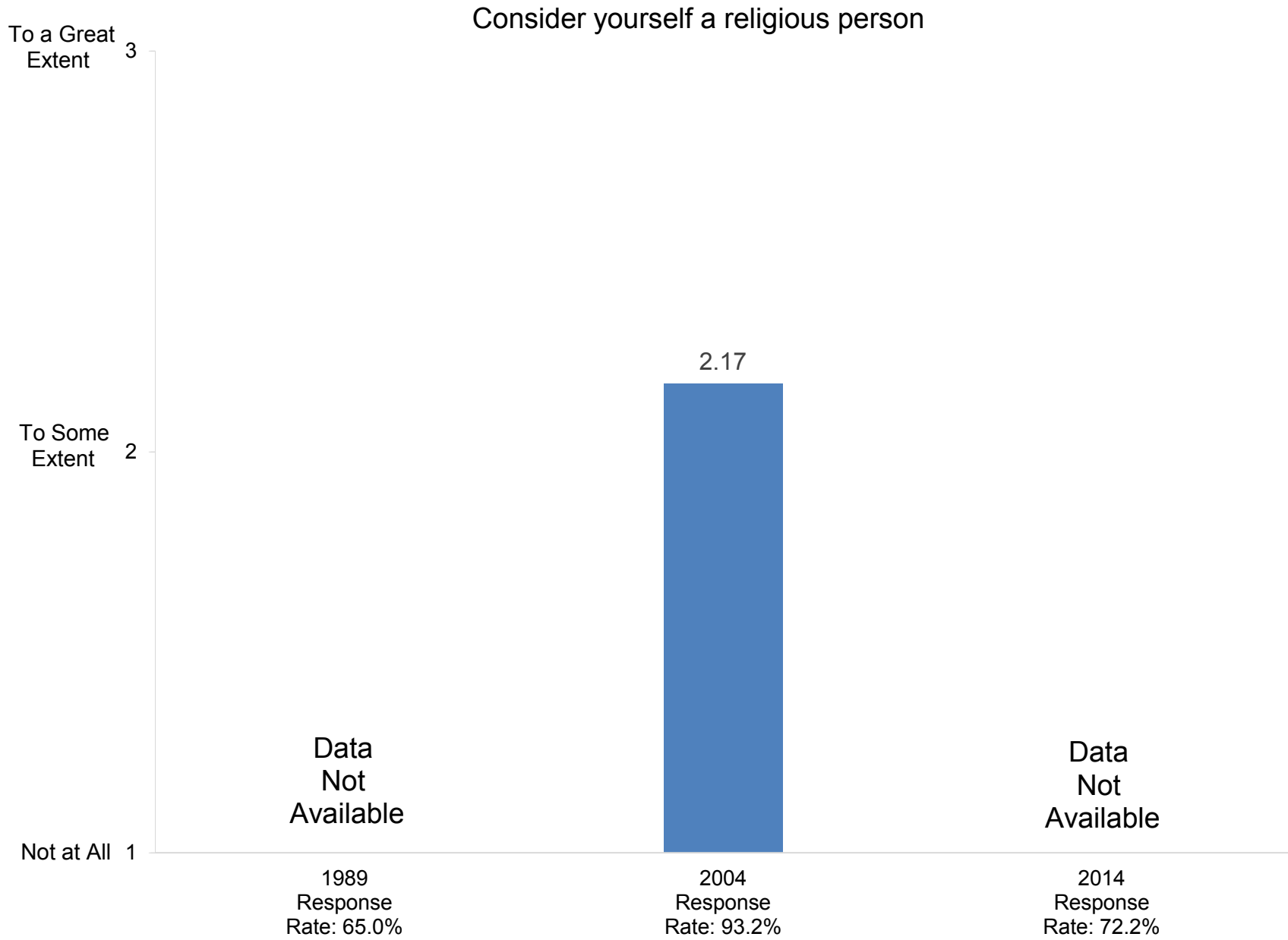


Please indicate the extent to which you:

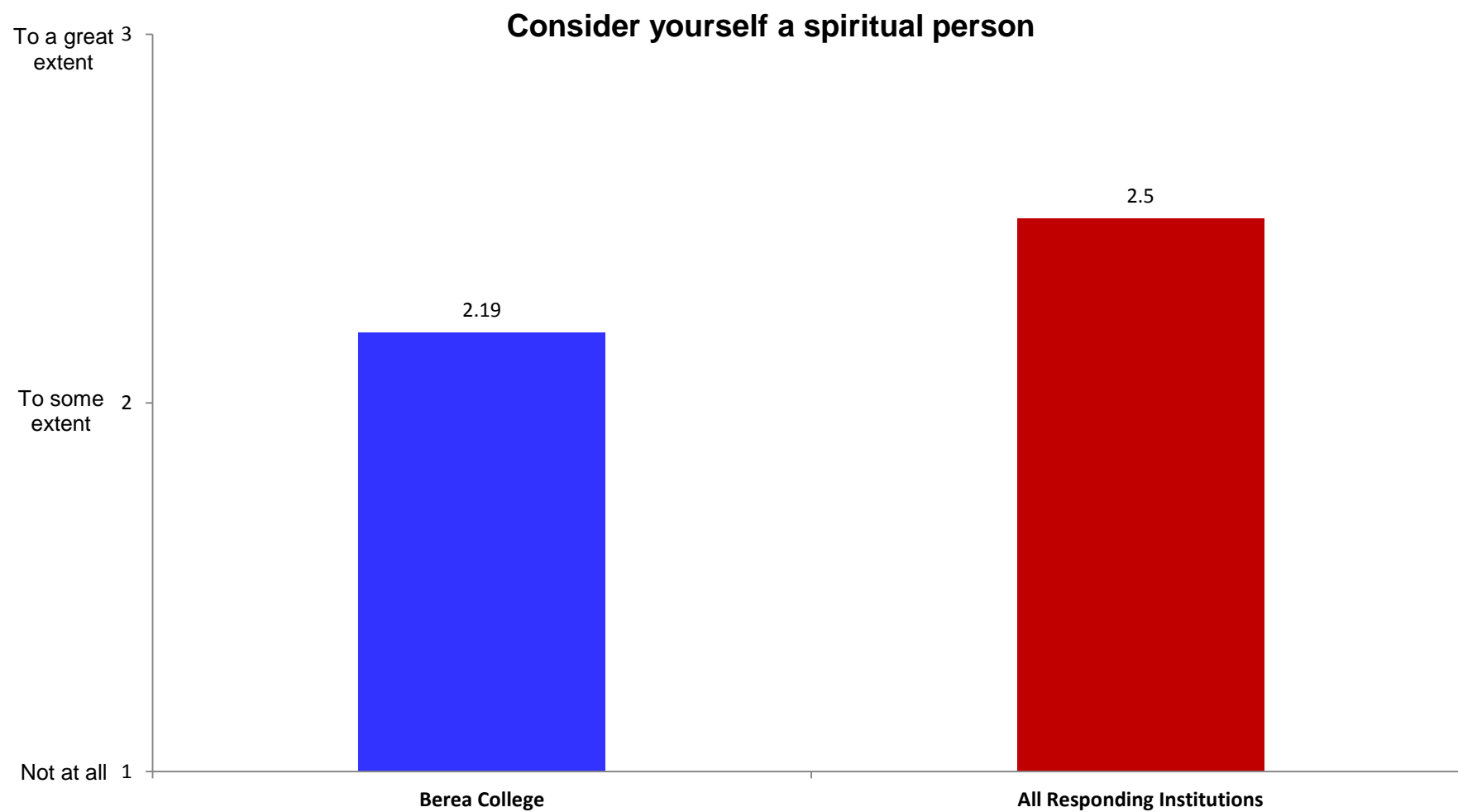


Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:

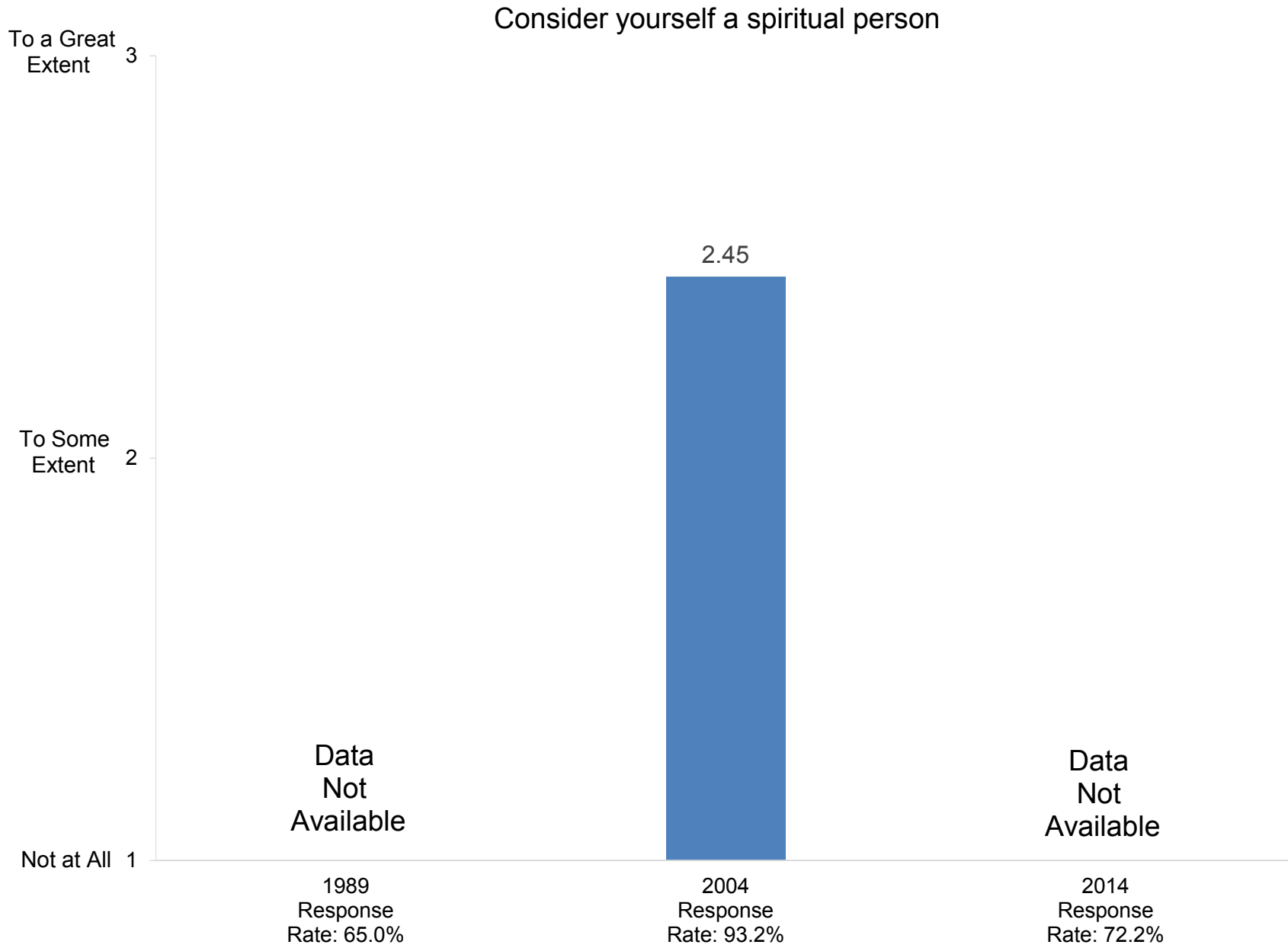


Please indicate the extent to which you:

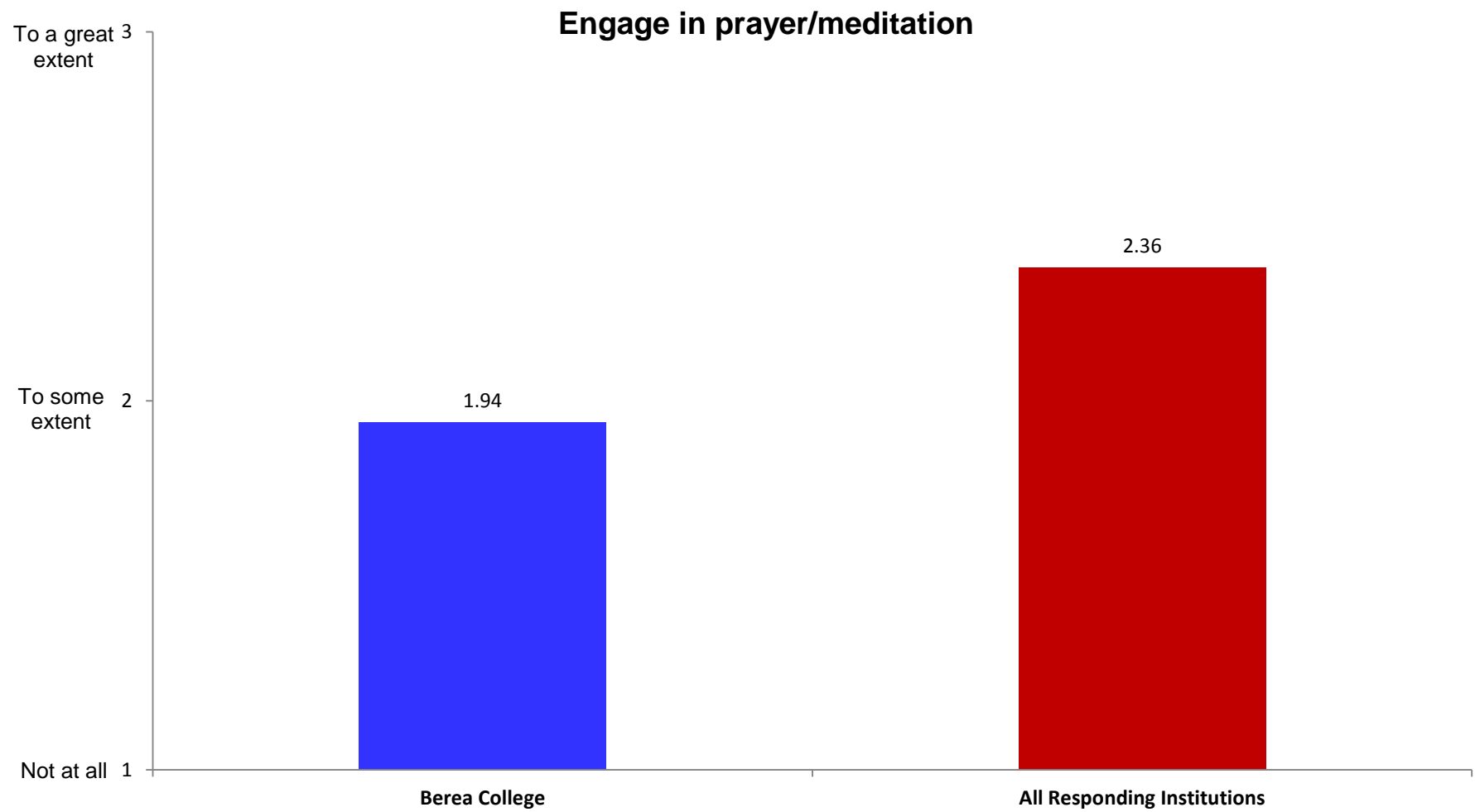


Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:

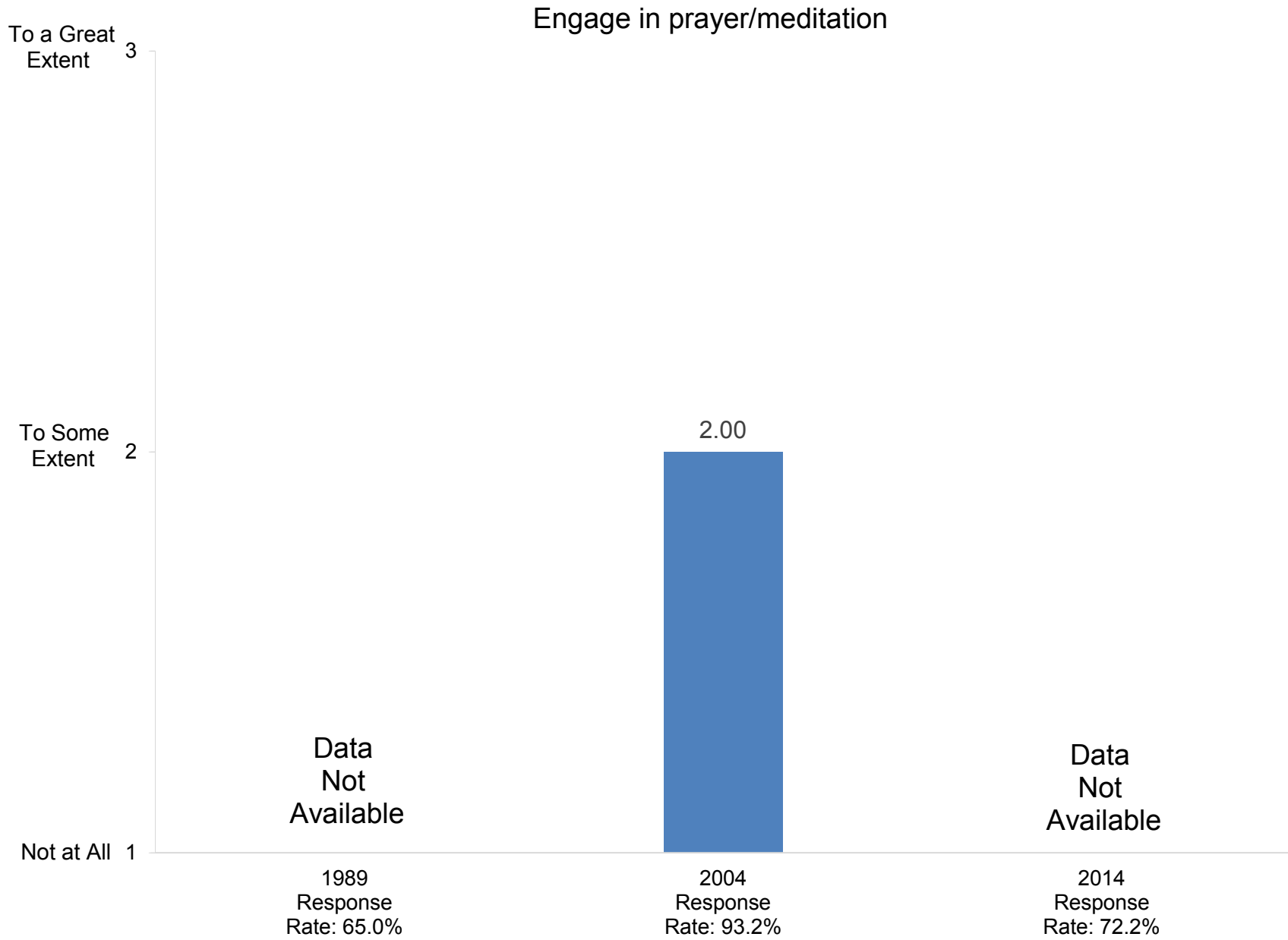


Please indicate the extent to which you:

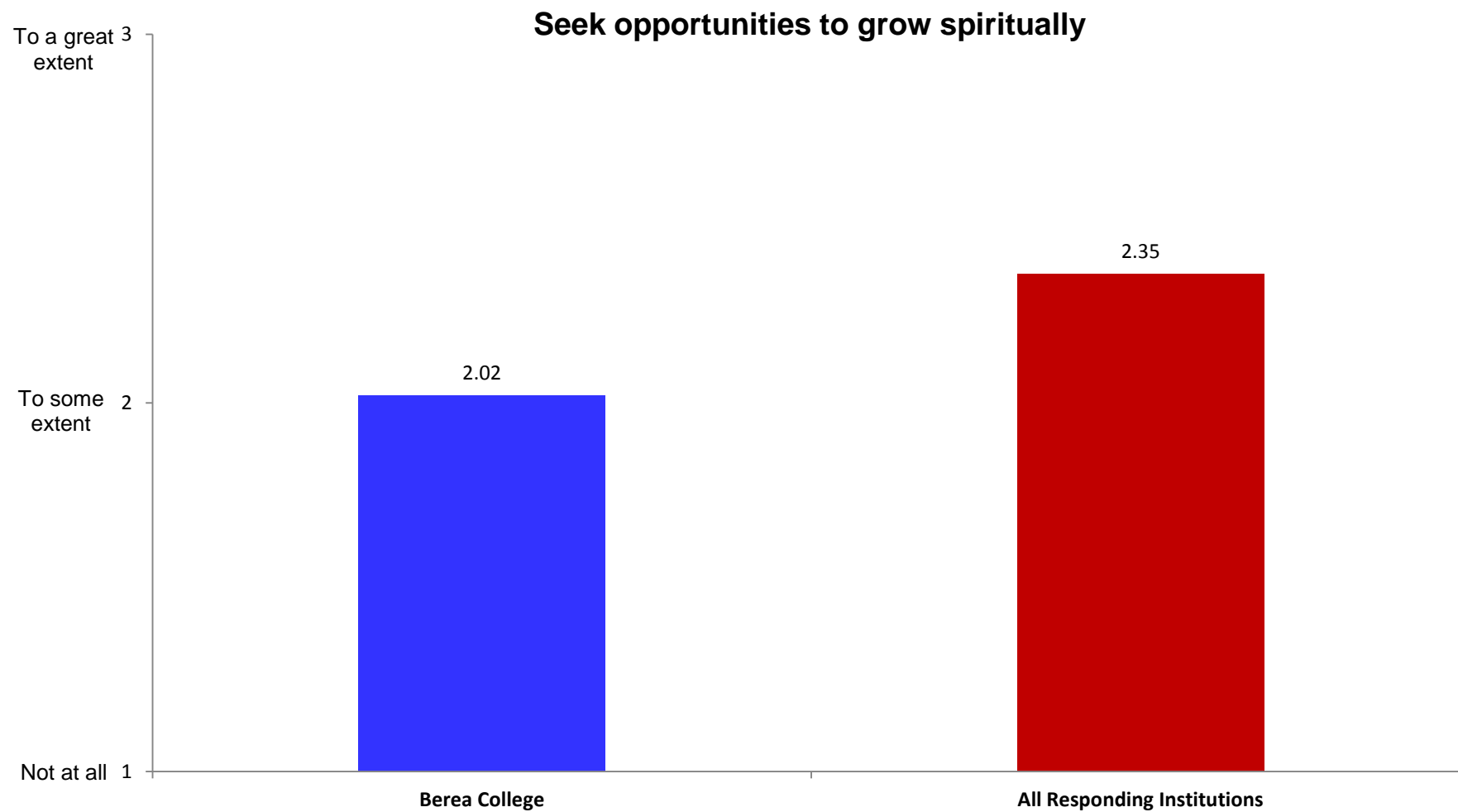


Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:

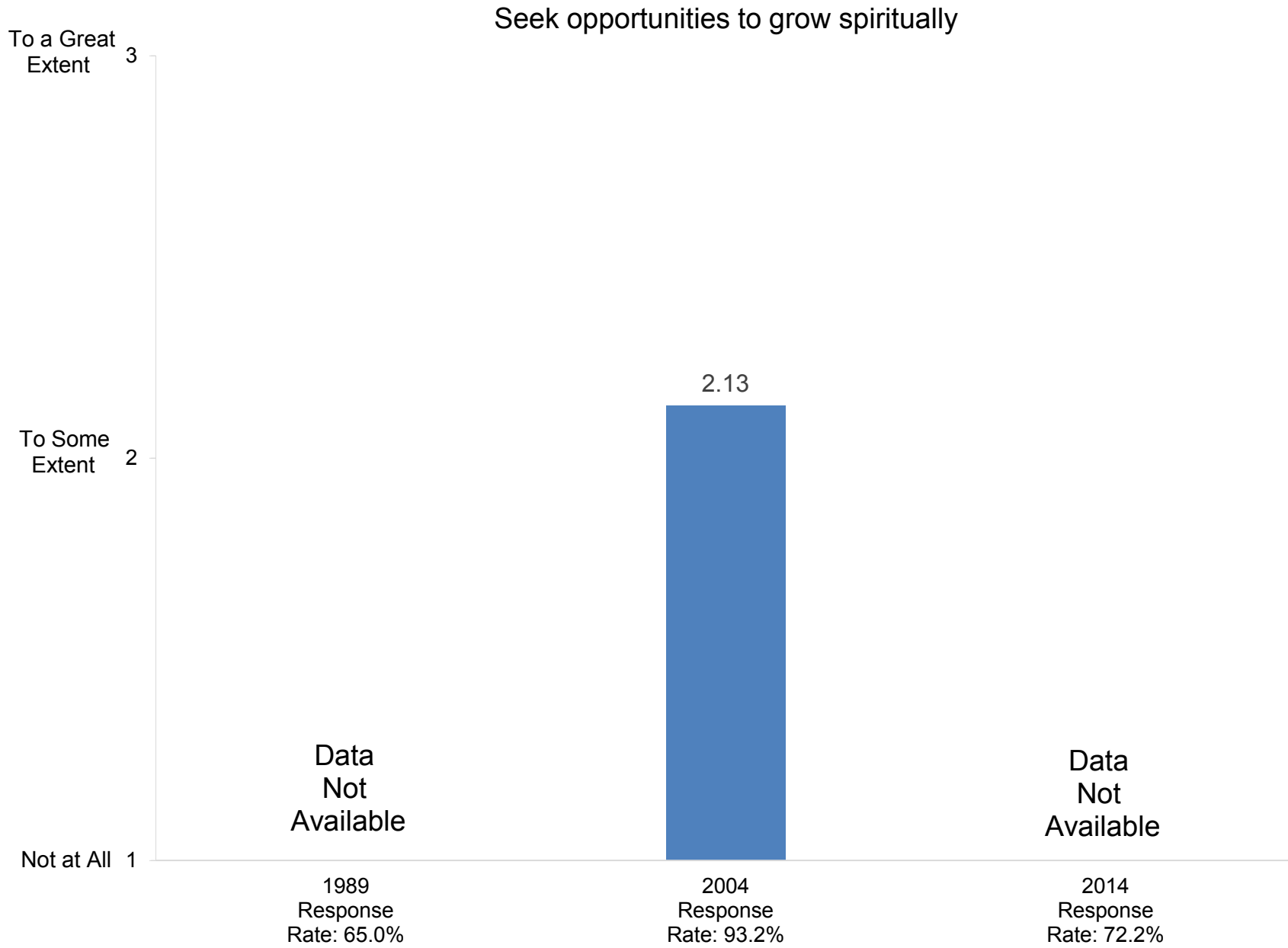


Please indicate the extent to which you:

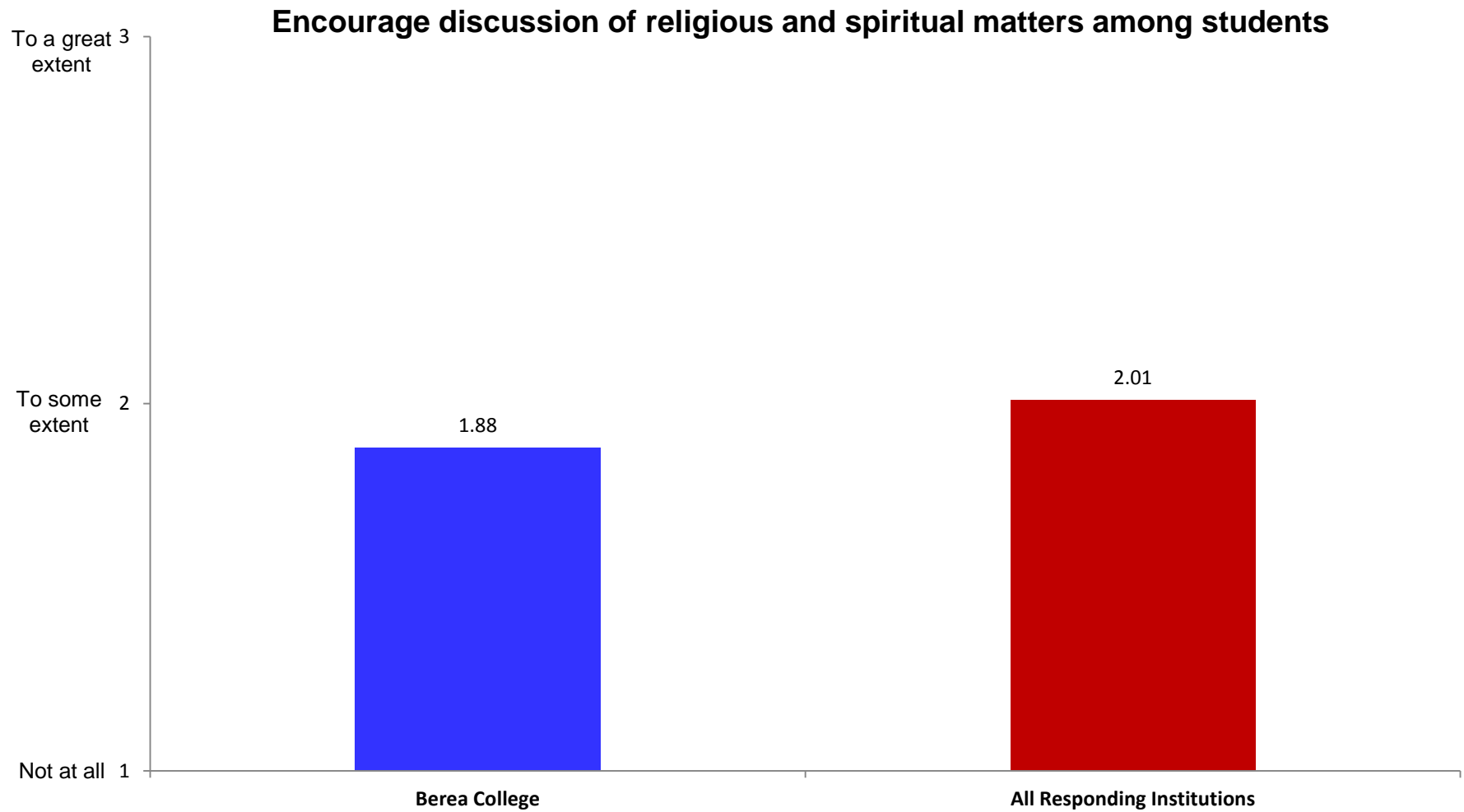


Higher Education Research Institute (HERI) Faculty Survey

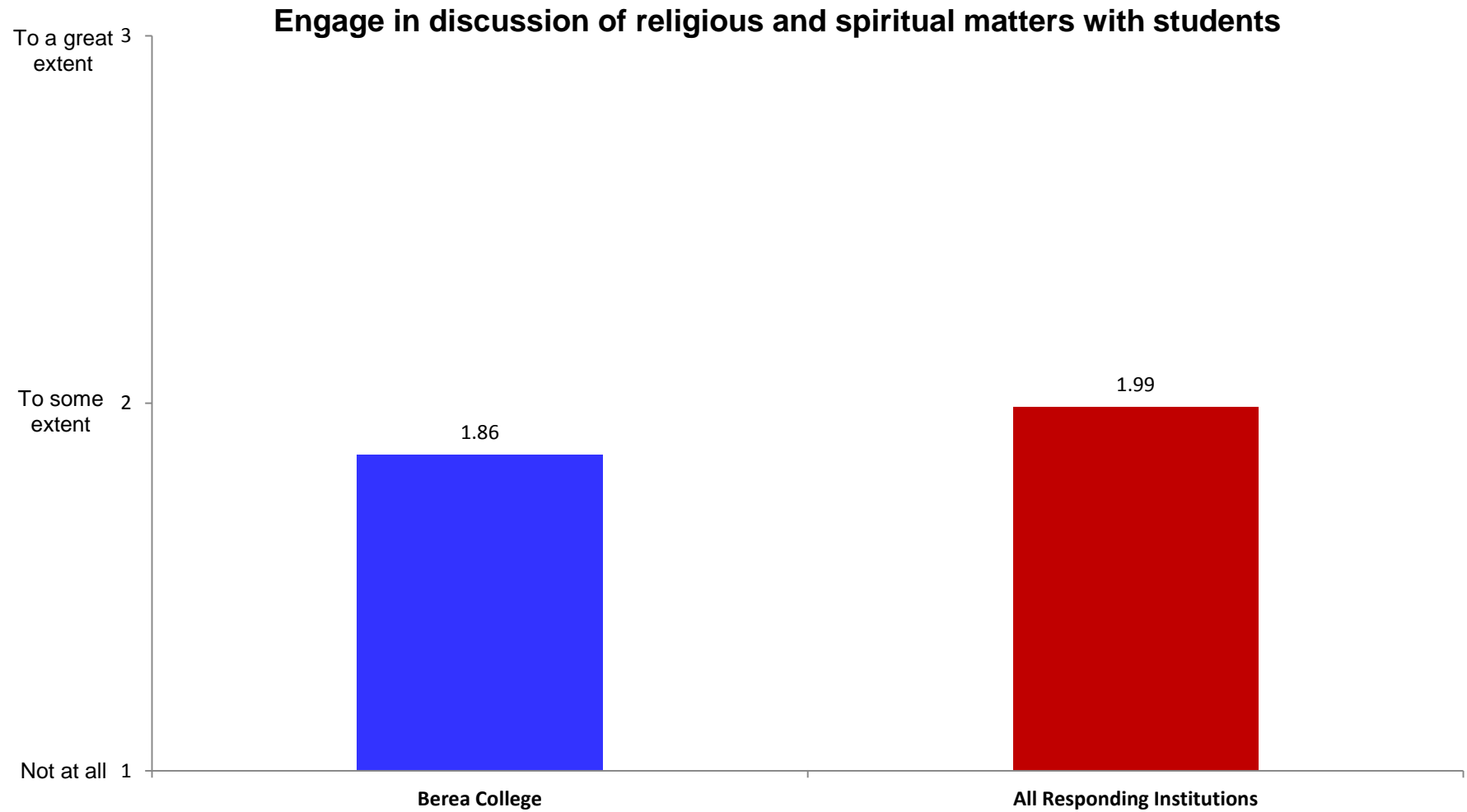
Please indicate the extent to which you:



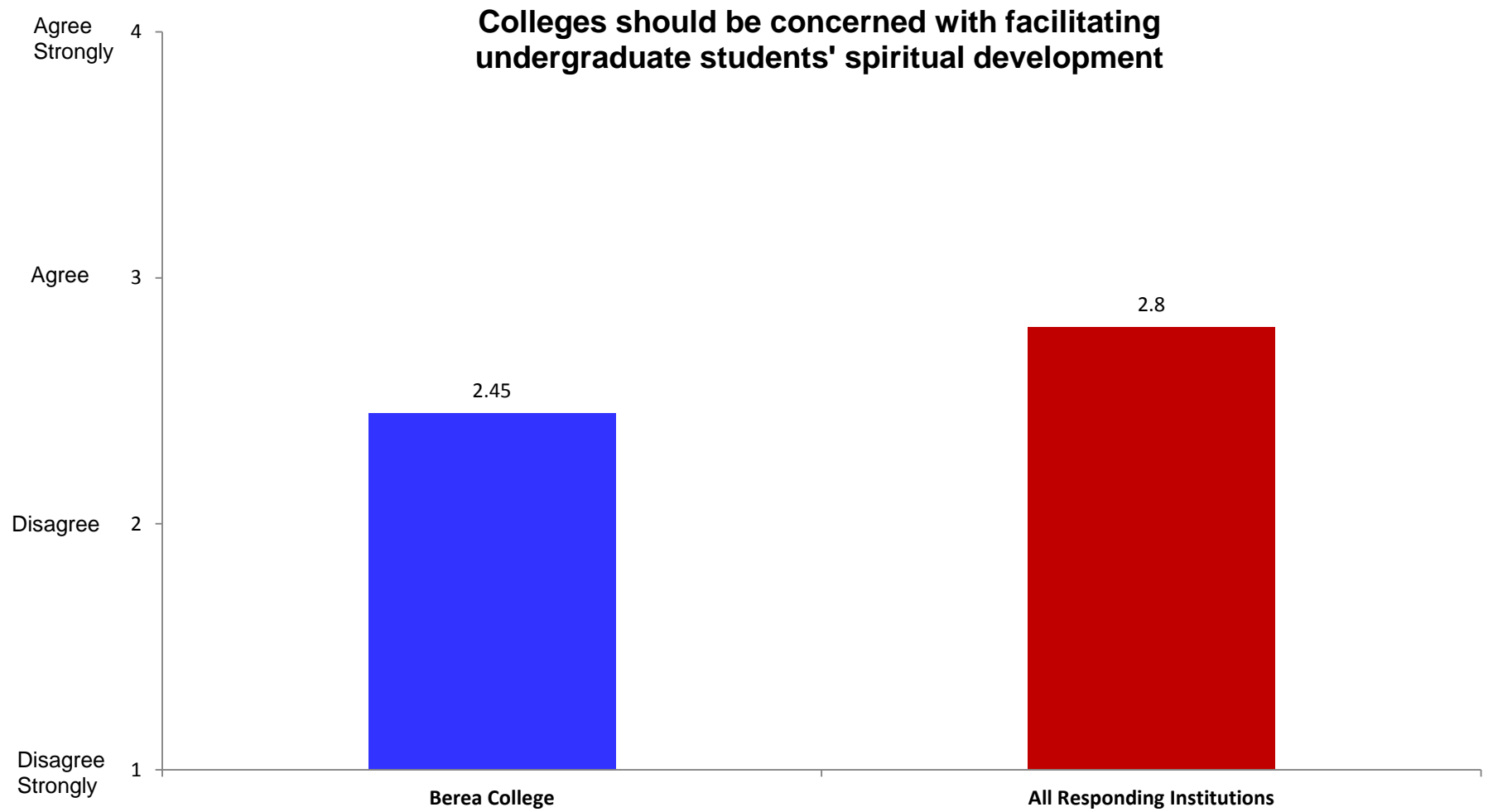
Please indicate the extent to which you:



Please indicate the extent to which you:

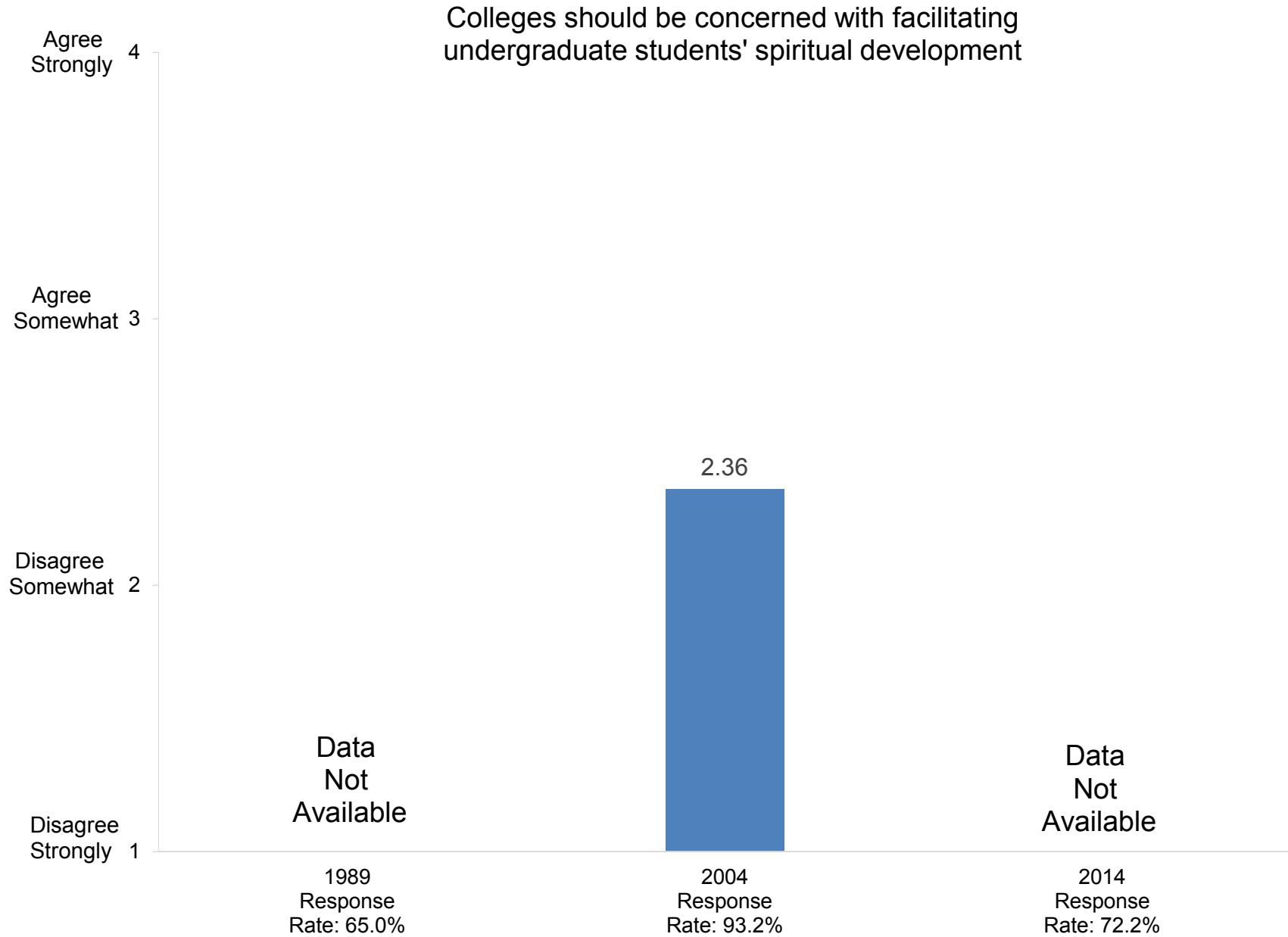


Please indicate your agreement with each of the following statements:

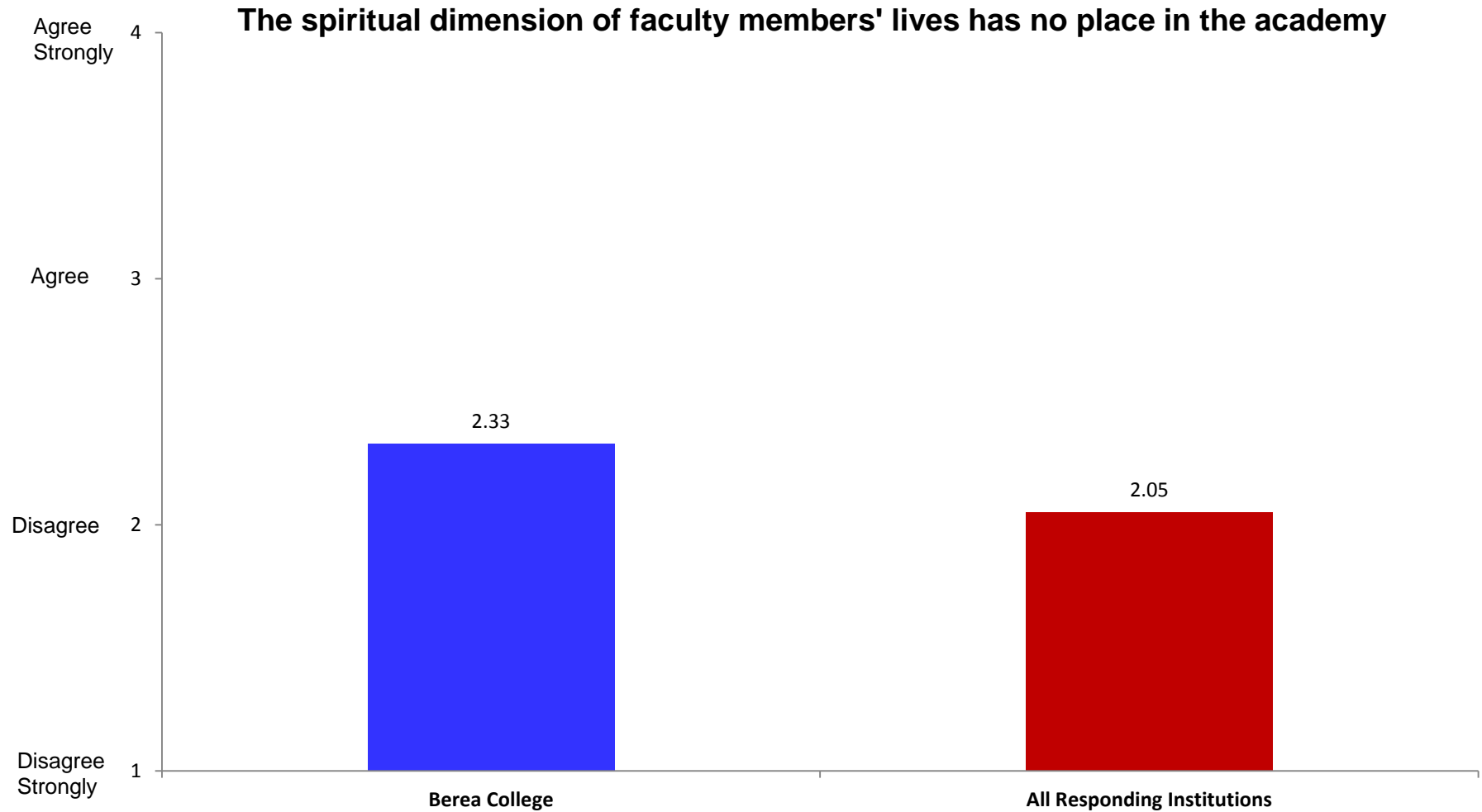


Higher Education Research Institute (HERI) Faculty Survey

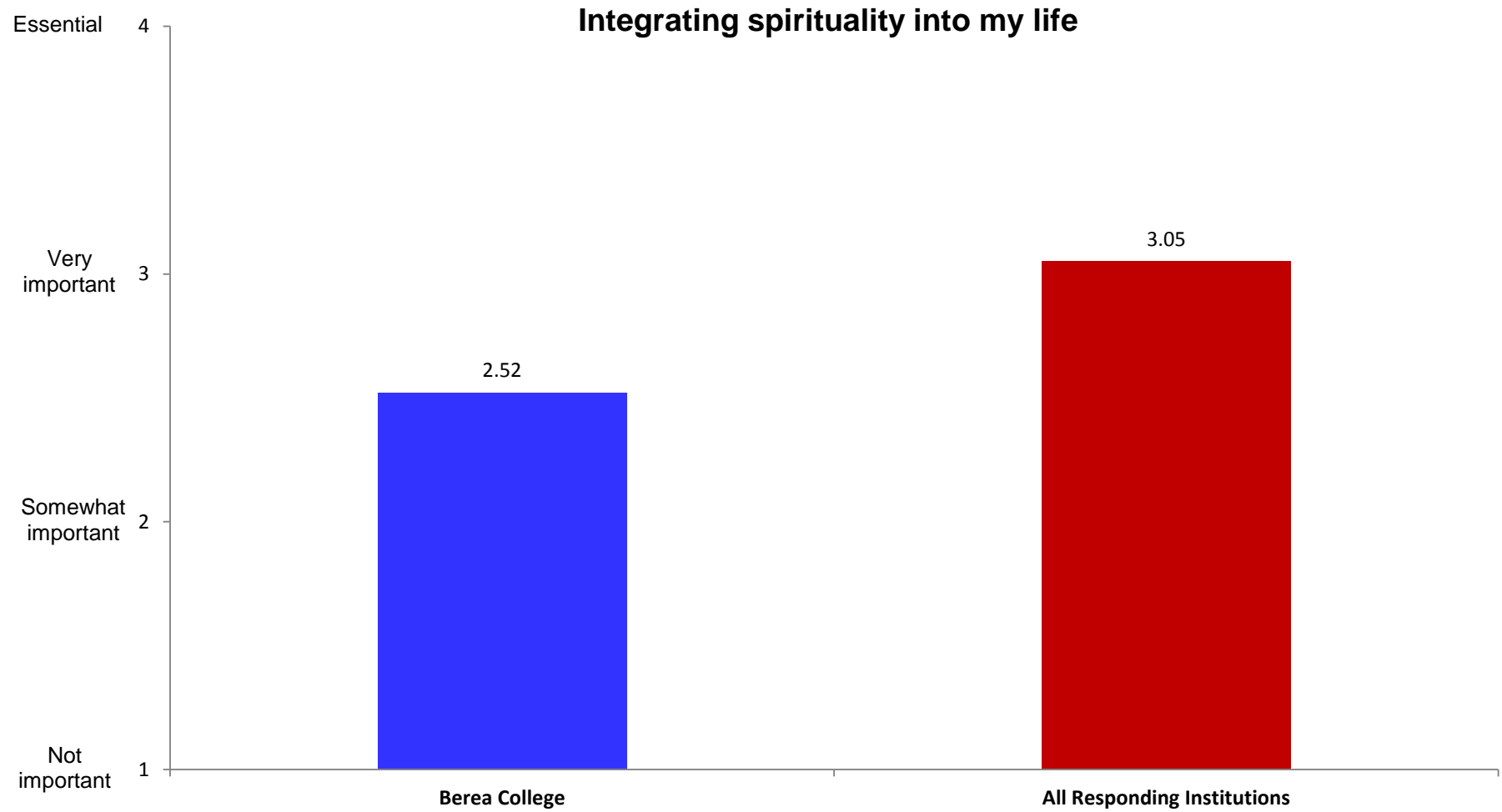
Please indicate your agreement with each of the following statements:



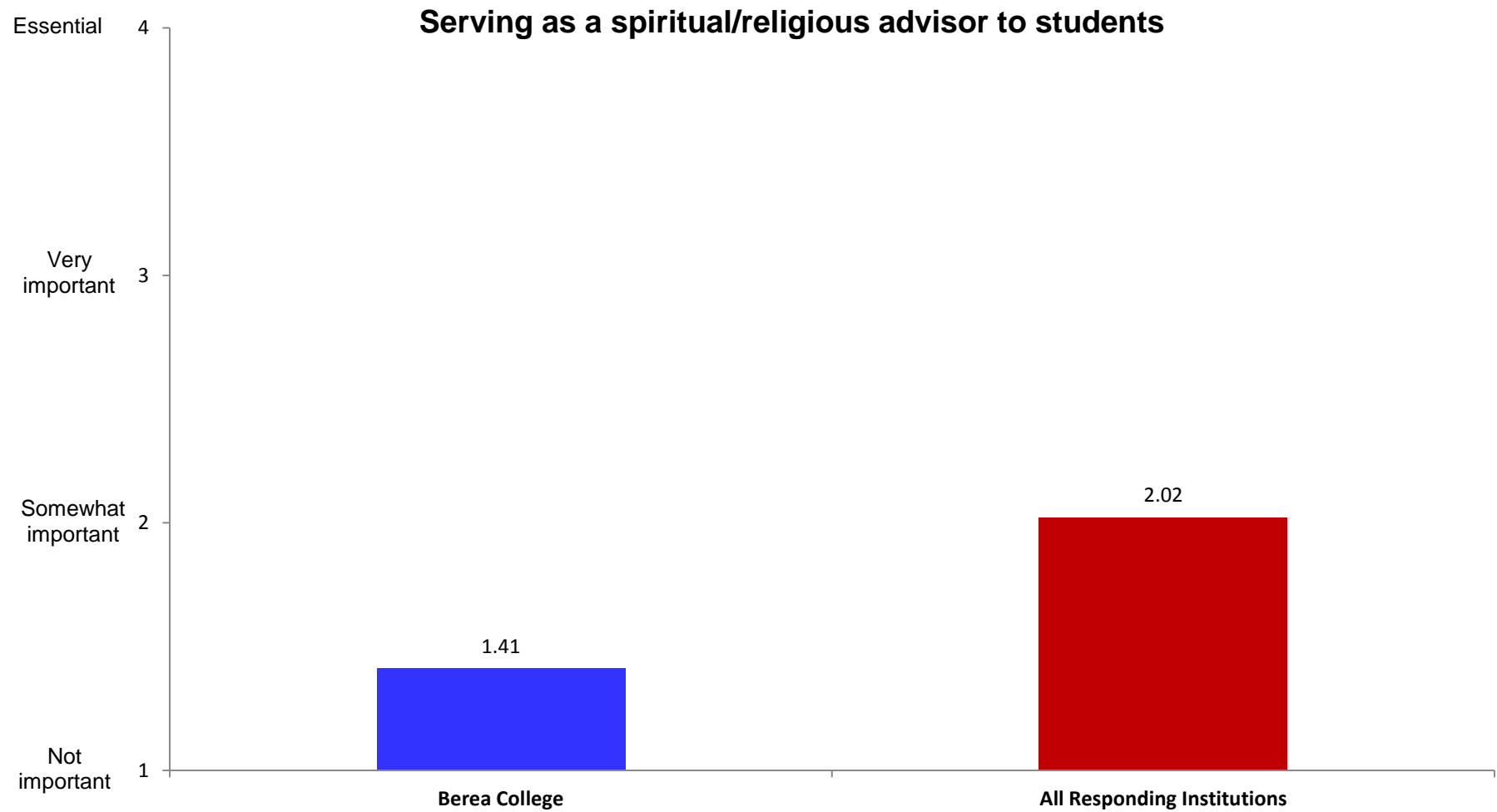
Please indicate your agreement with each of the following statements:



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



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



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

All Students



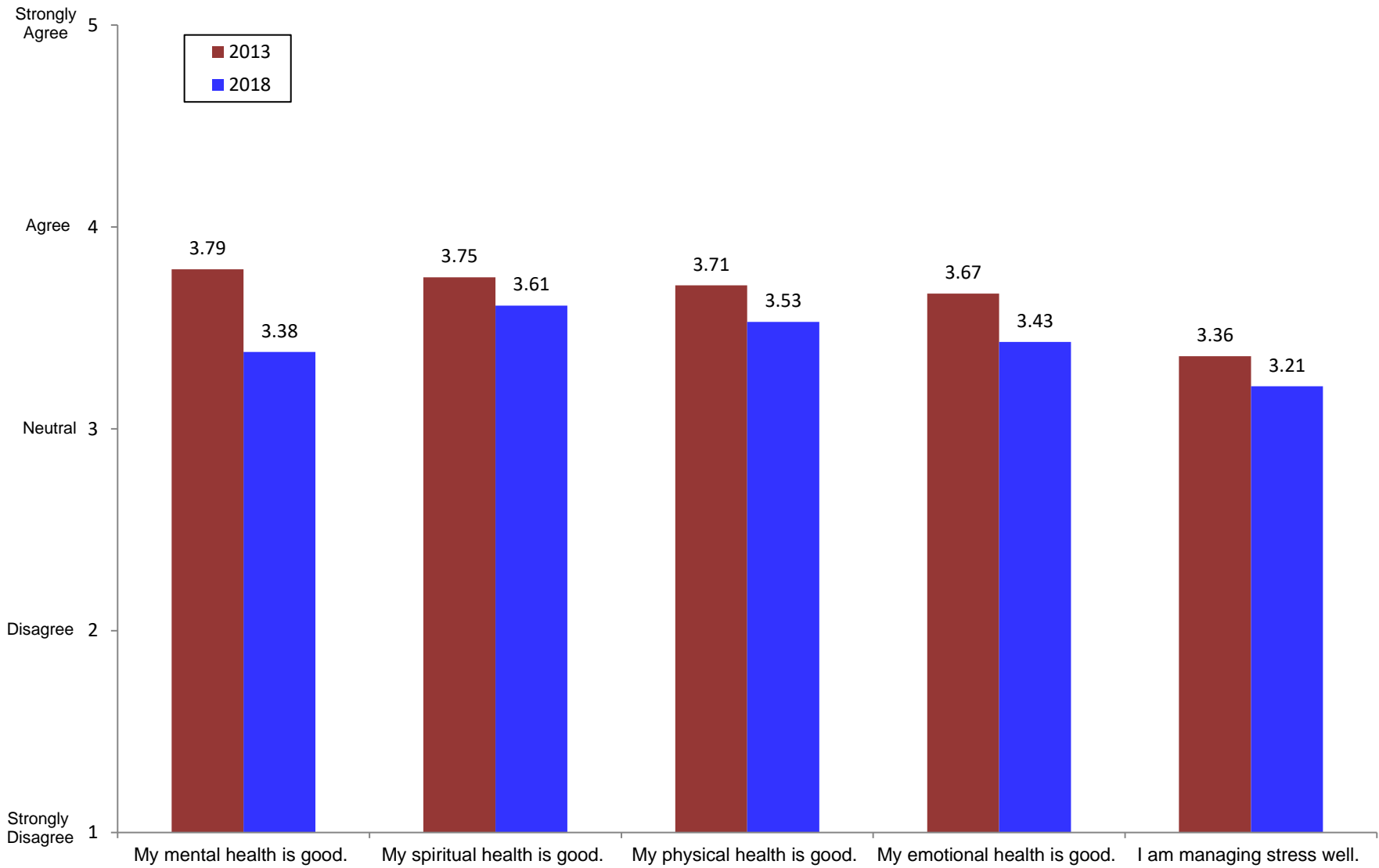
[Click to see survey instruments](#)

Response Rates:

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

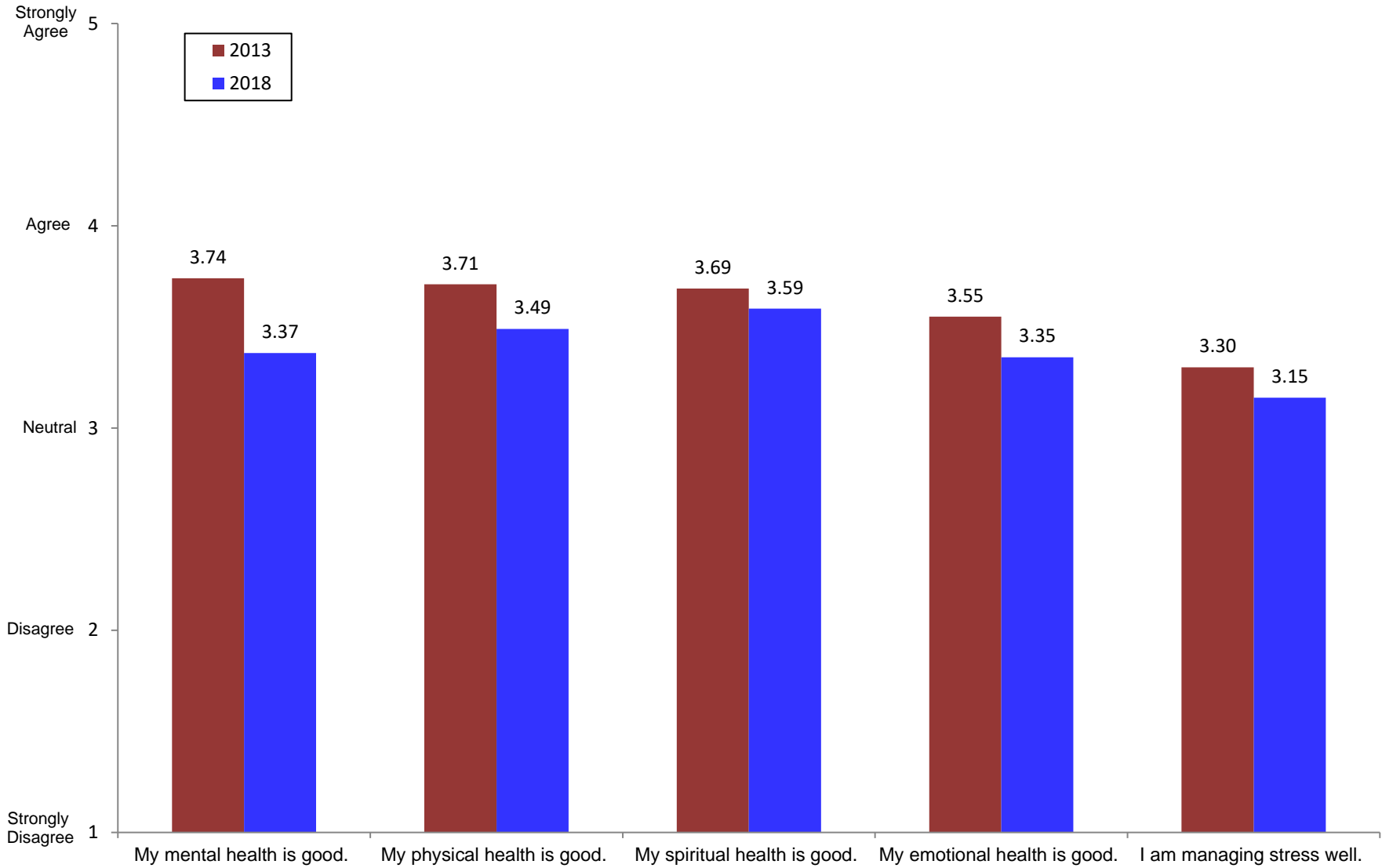
All Students

Rate your level of agreement with the following statements:



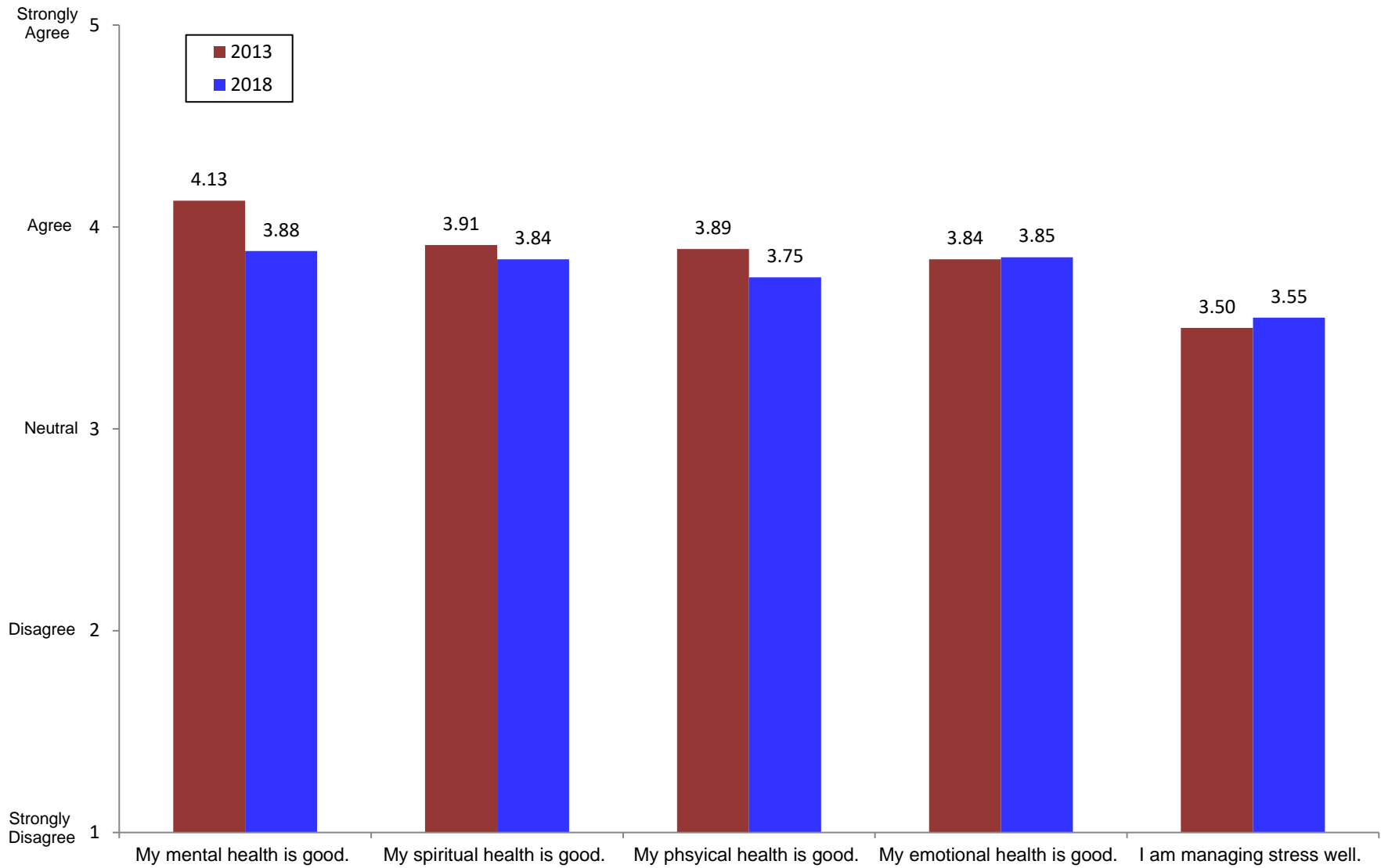
African-American Students

Rate your level of agreement with the following statements:



International Students

Rate your level of agreement with the following statements:



Berea-Specific Graduating Seniors Survey



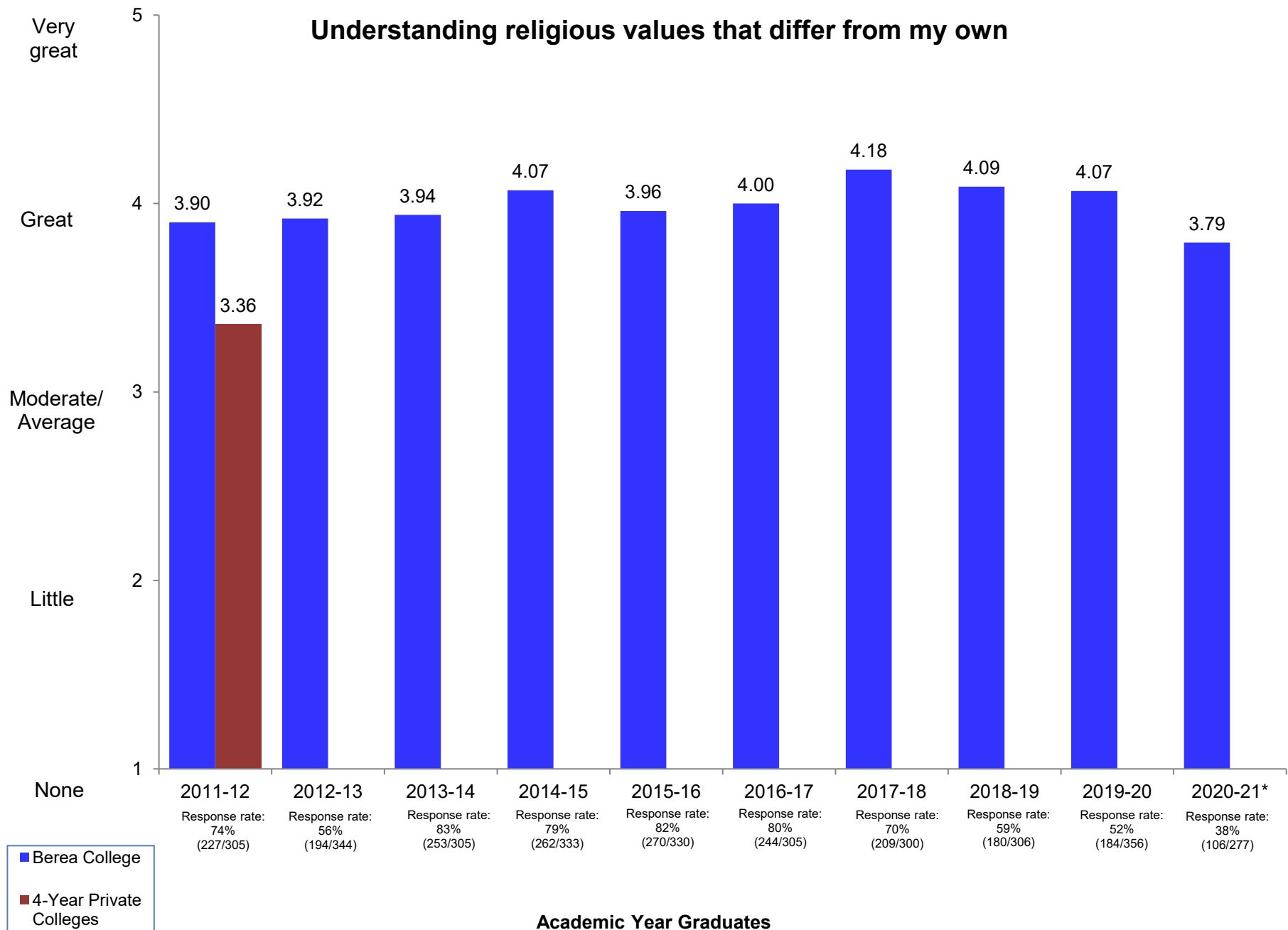
[Choose to see survey instruments](#)

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%		

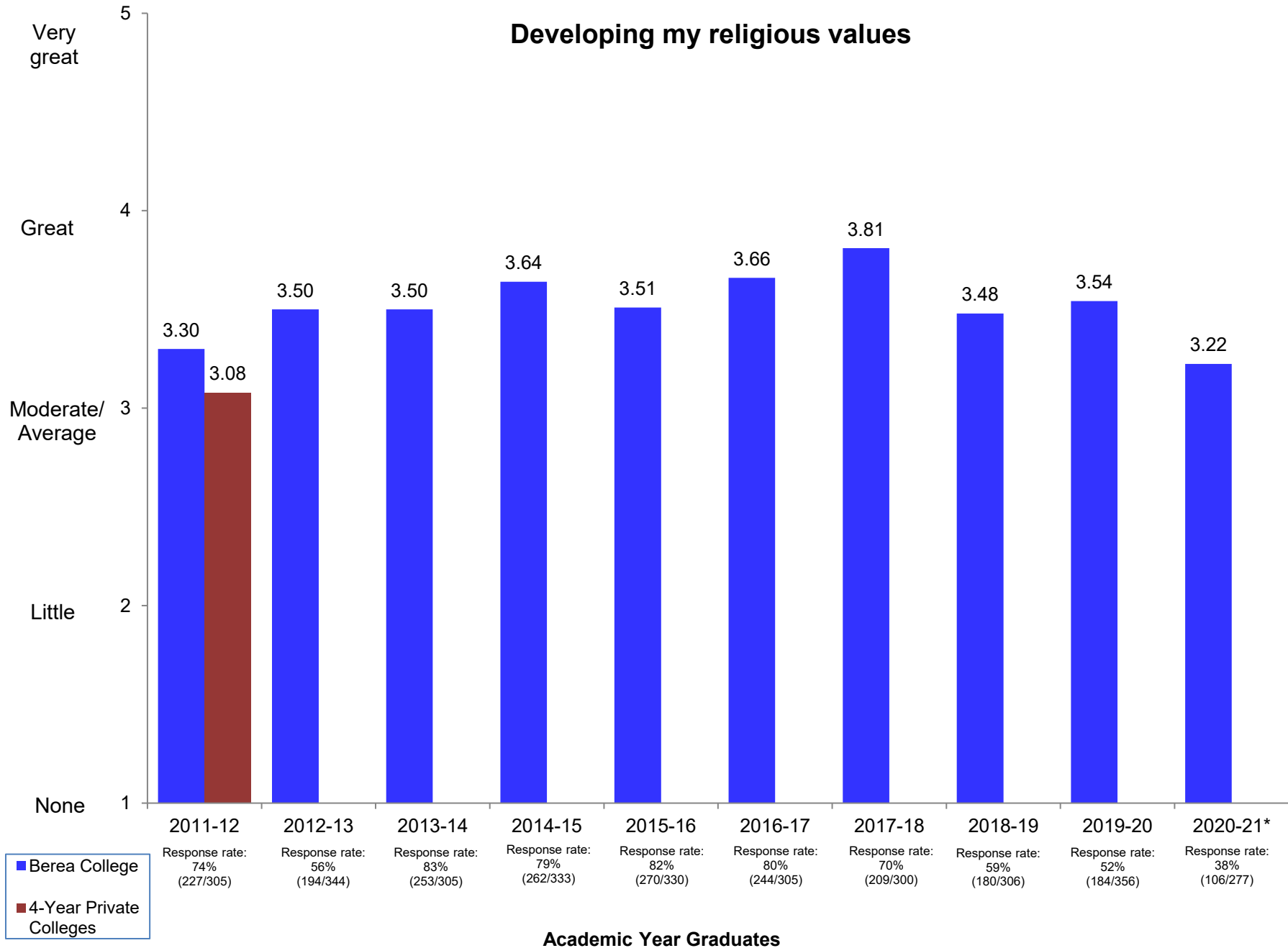
NOTE: In 2002-03 through 2011-12, we used the ACT College Outcomes Survey (ACT is no longer offering this service).

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.



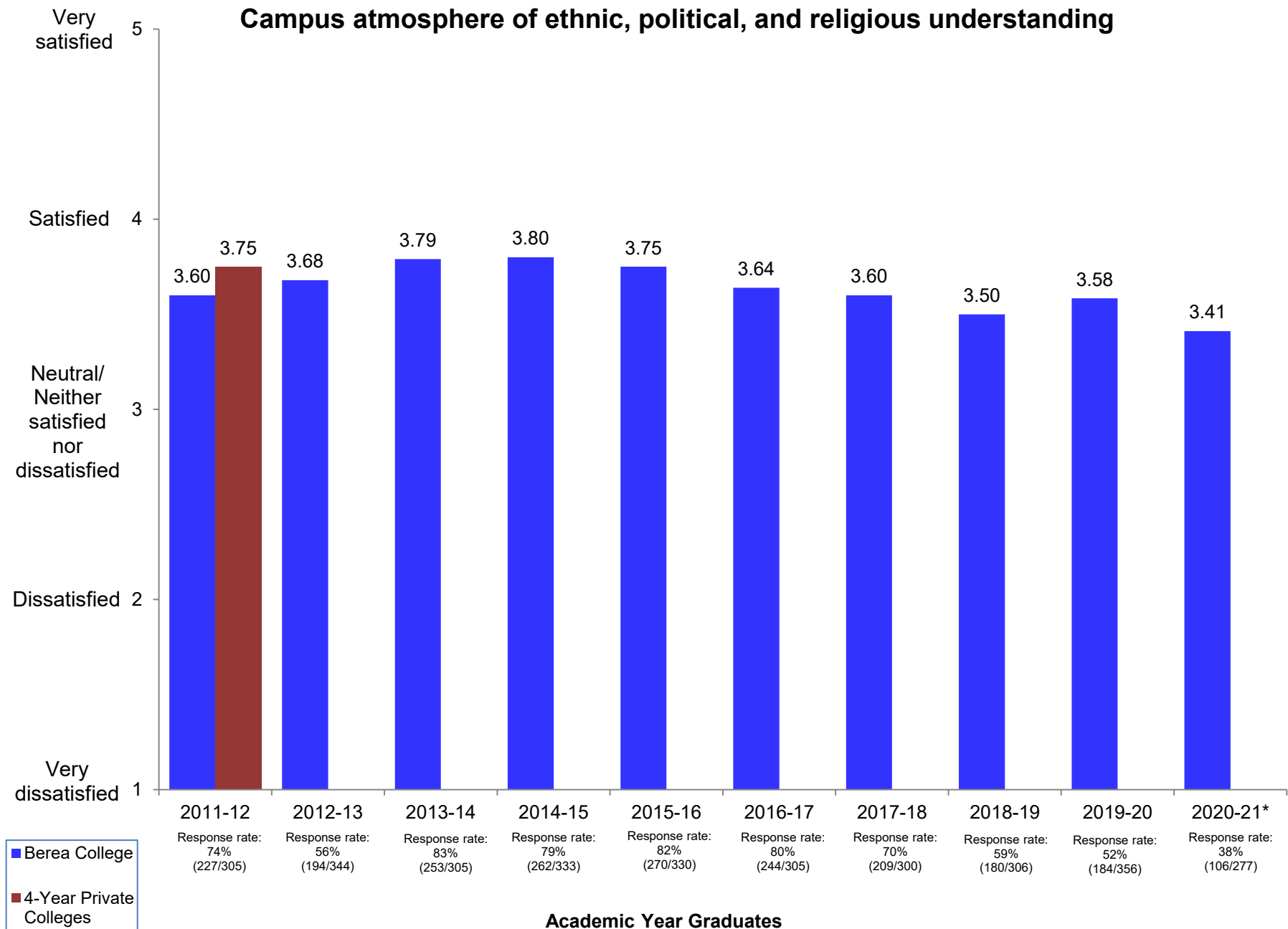
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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



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

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



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

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

ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

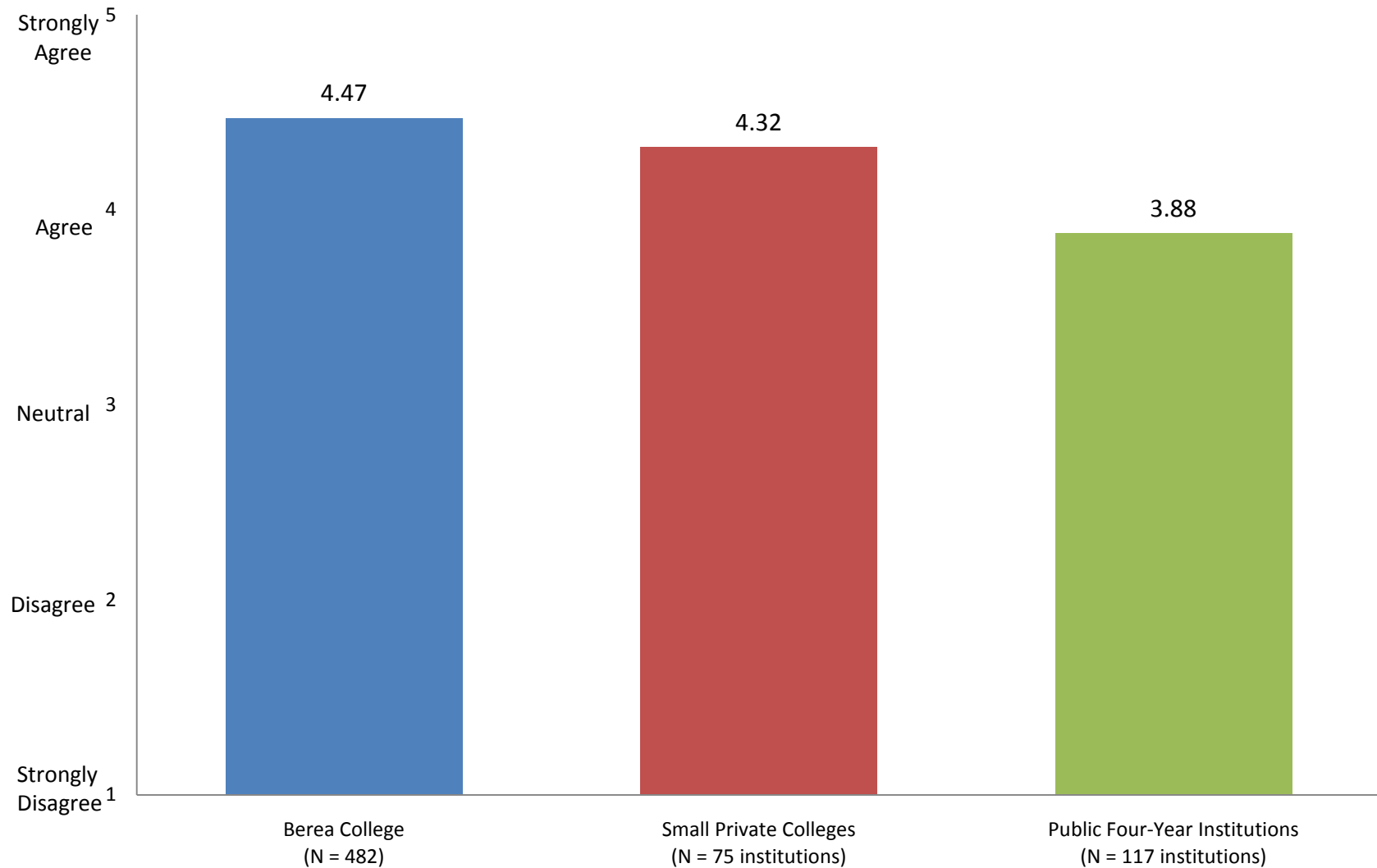
(Graduates from 1992-93 through 2006-07)



Response Rate: 29% (482/1648)

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

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



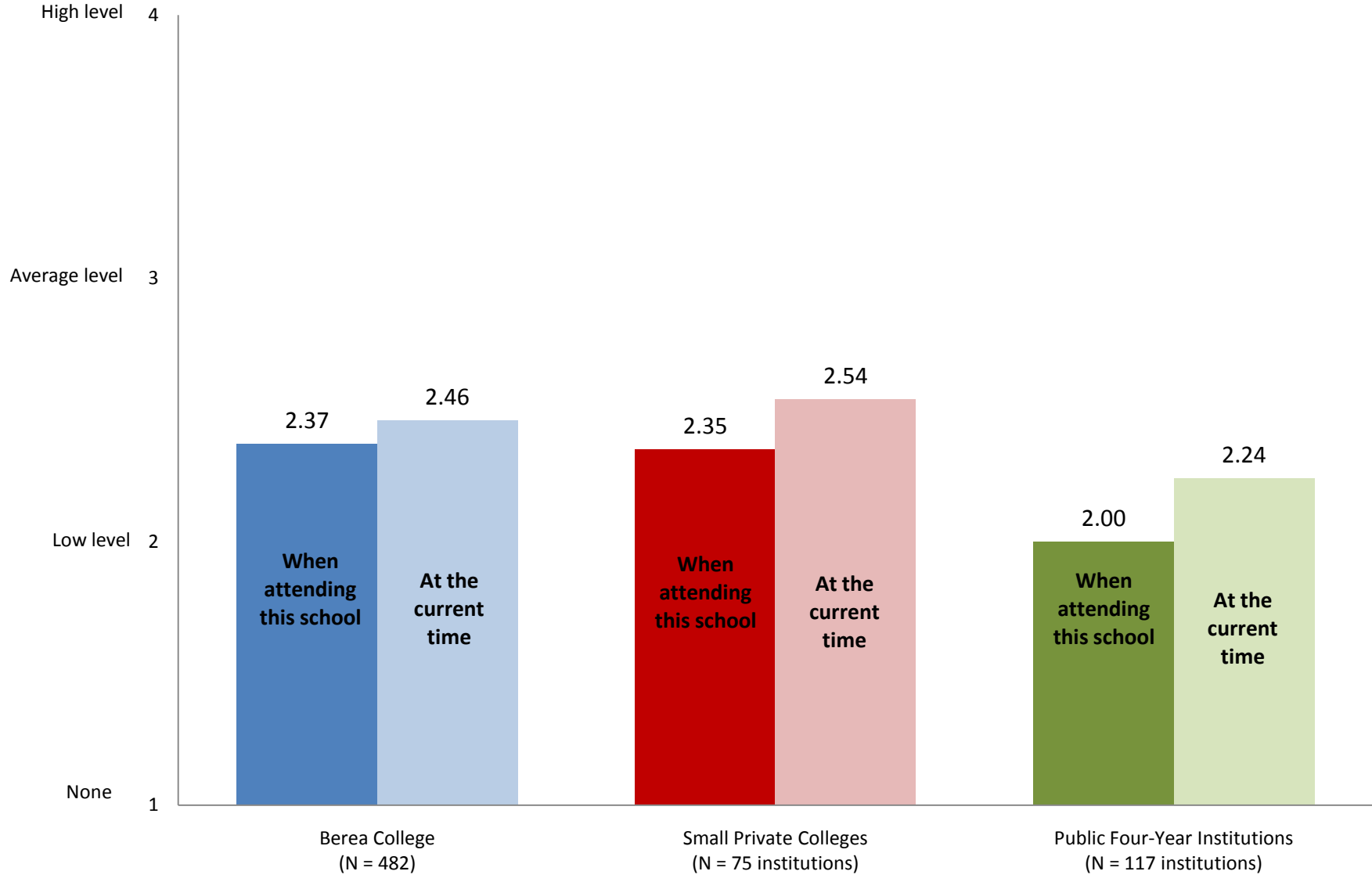
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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



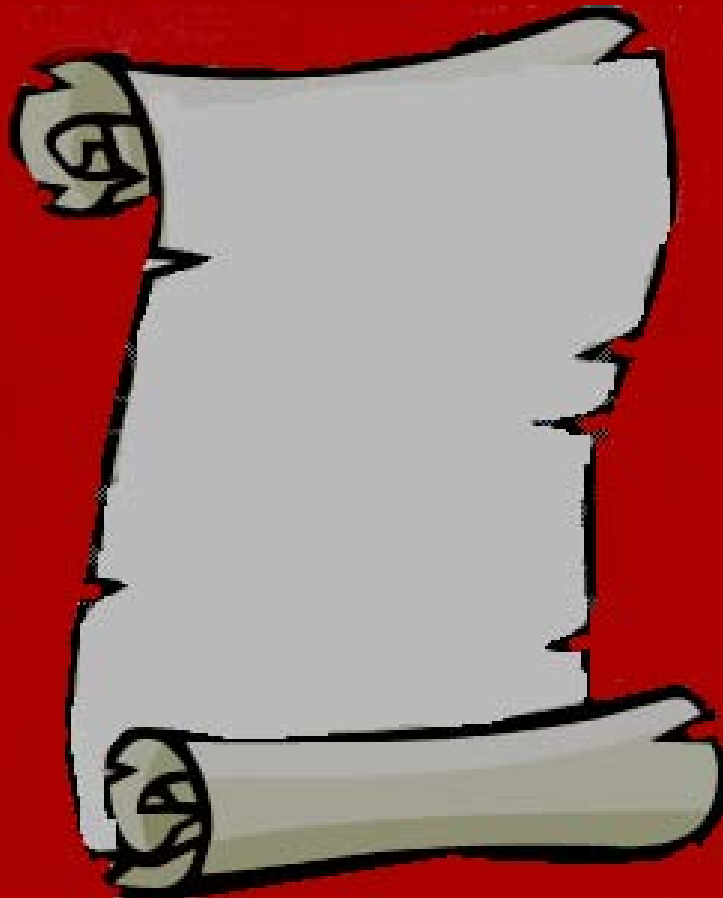
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 20%



Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



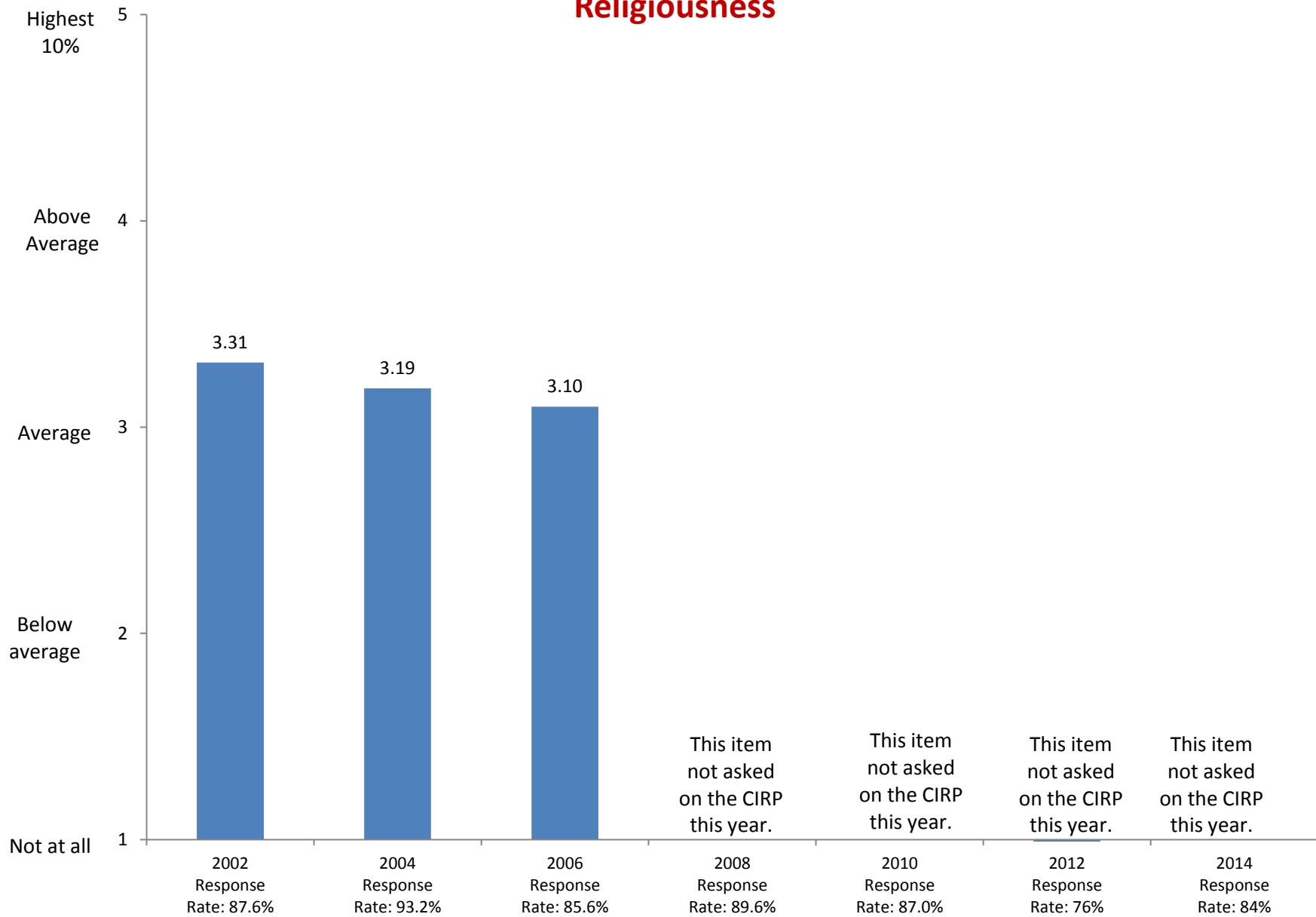
Administered Fall Terms 2002, 2004,
2006, 2008, 2010, 2012, 2014 and 2016

[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%

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

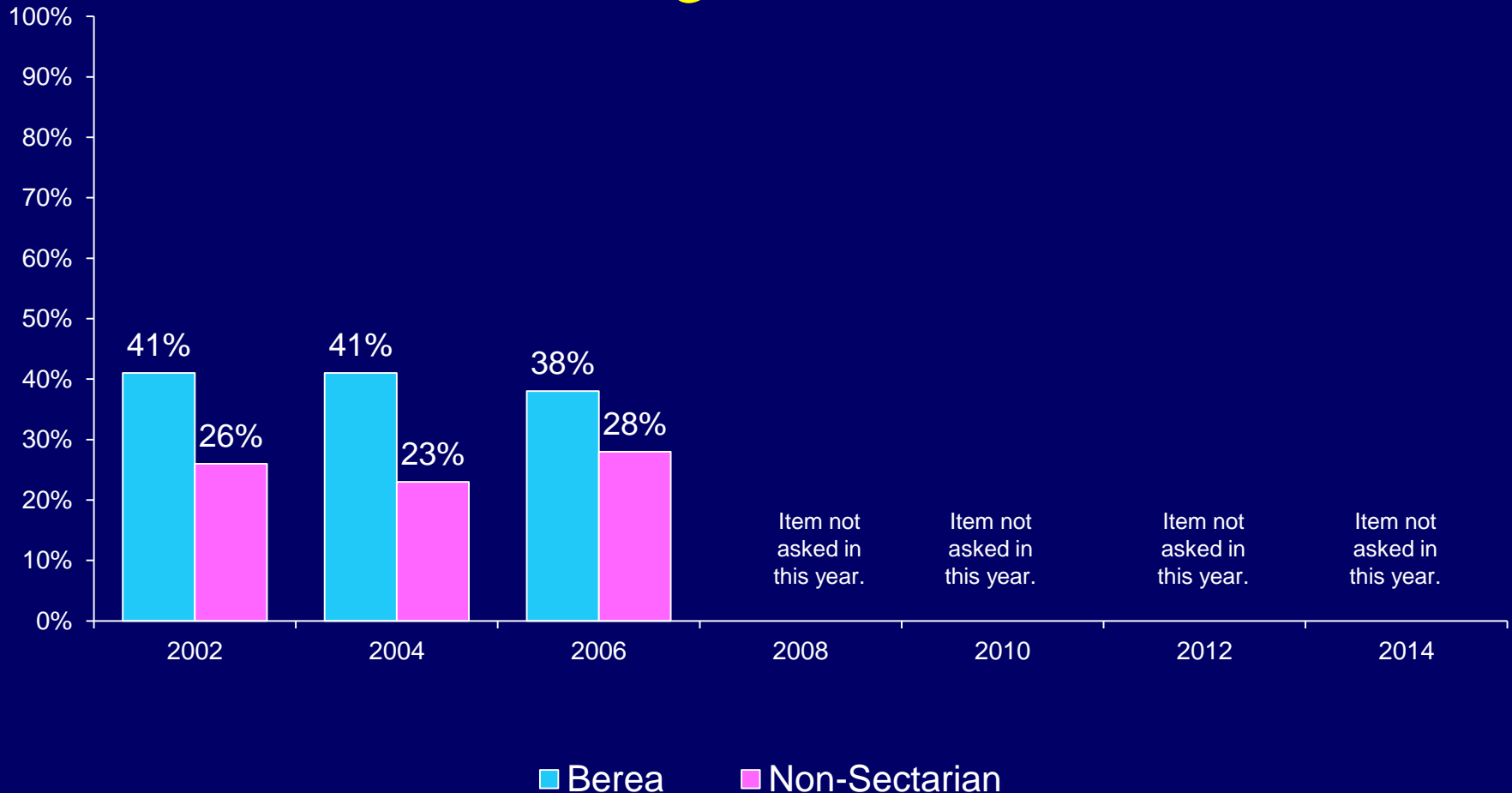
Religiousness

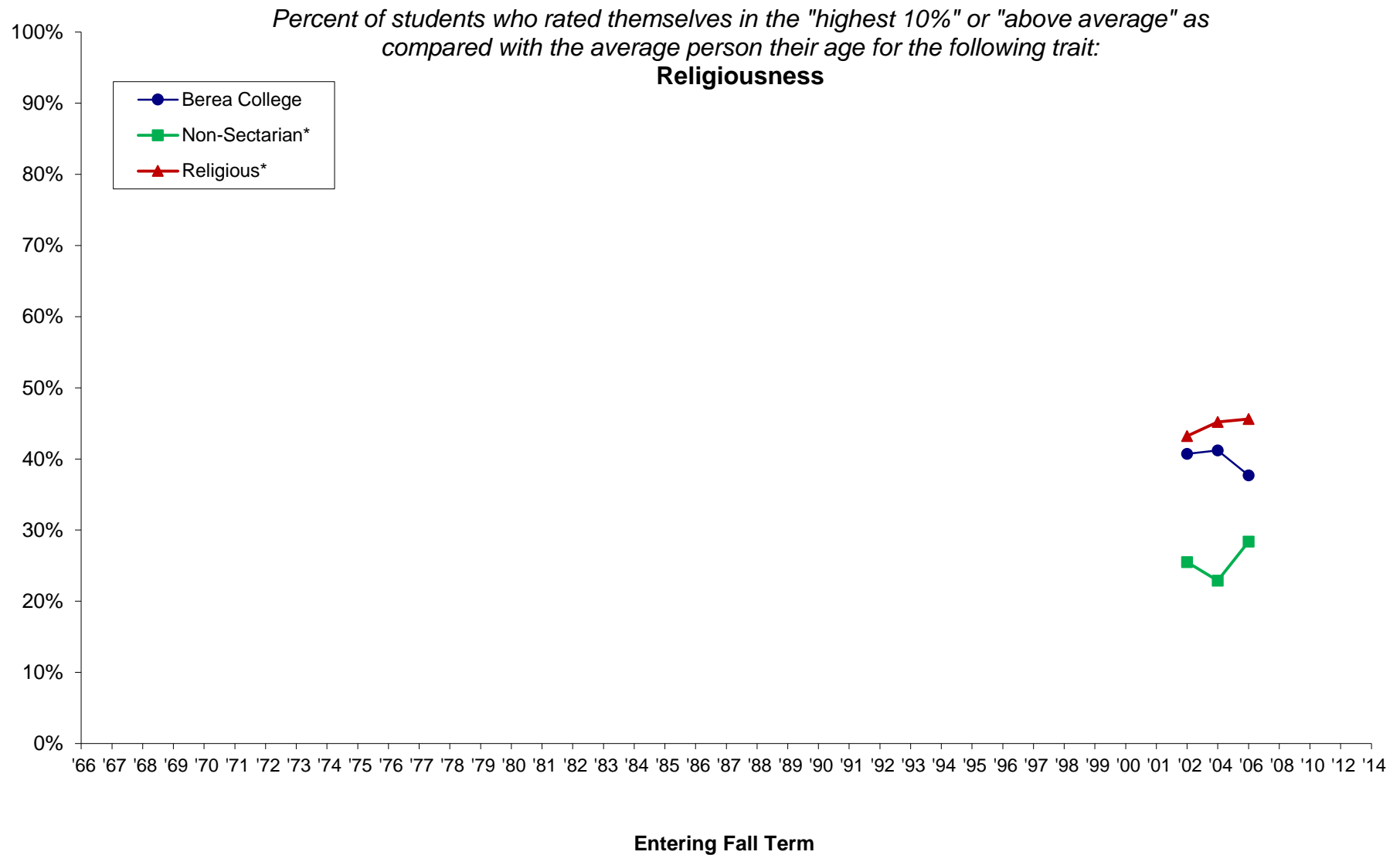


Óæ^âÁ}Áã•ÉæâÁæ)âÁ^,Áæ)•-!Áçâ^}óâæÁ{Á@Á[[^!æç^Á•çç]æÜ^•æ&Á[!*!æÁÇÜÜÁ{ããâÁÁç^}Áæ|Á^!{•Á!ã*Á

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

Religiousness



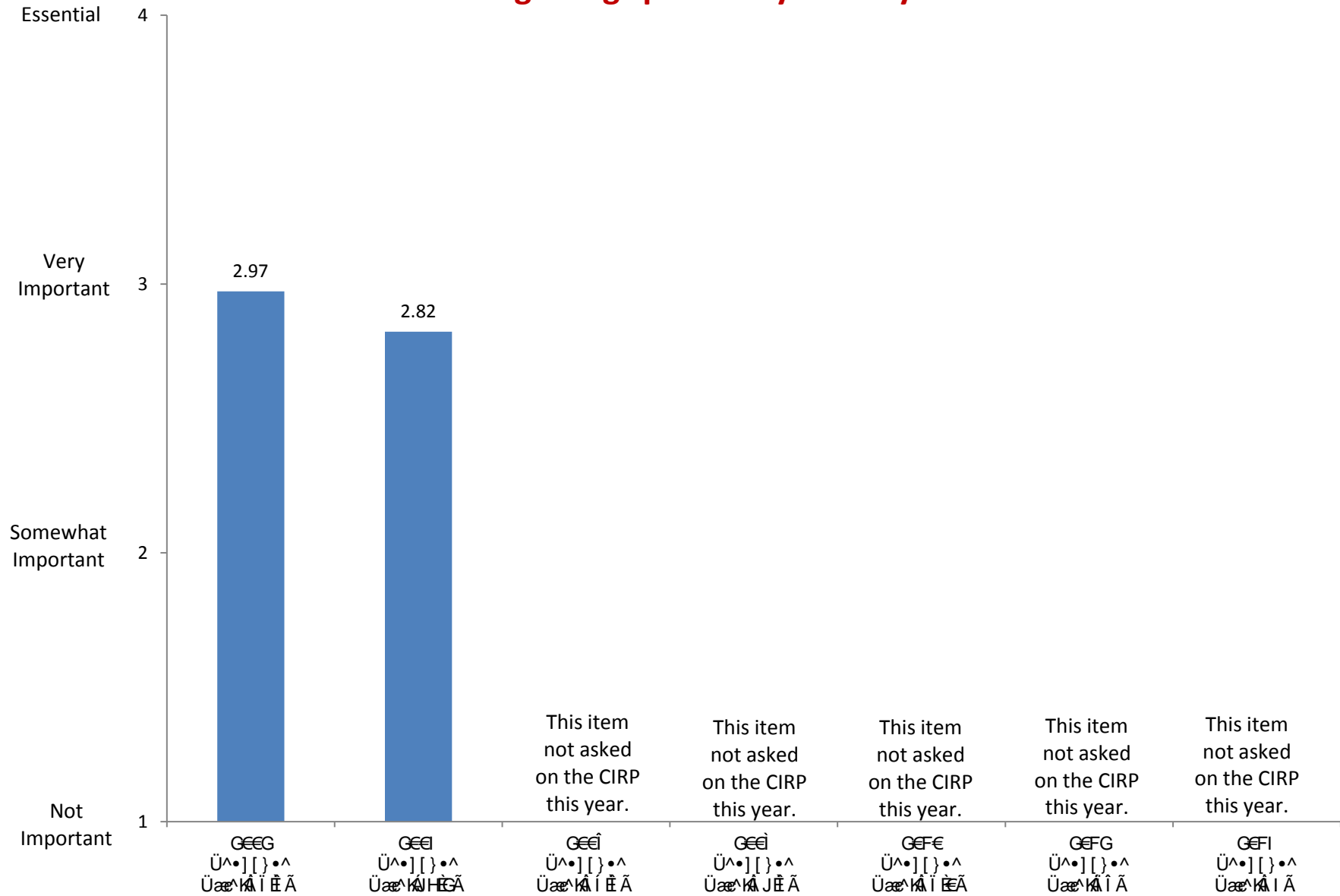


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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:

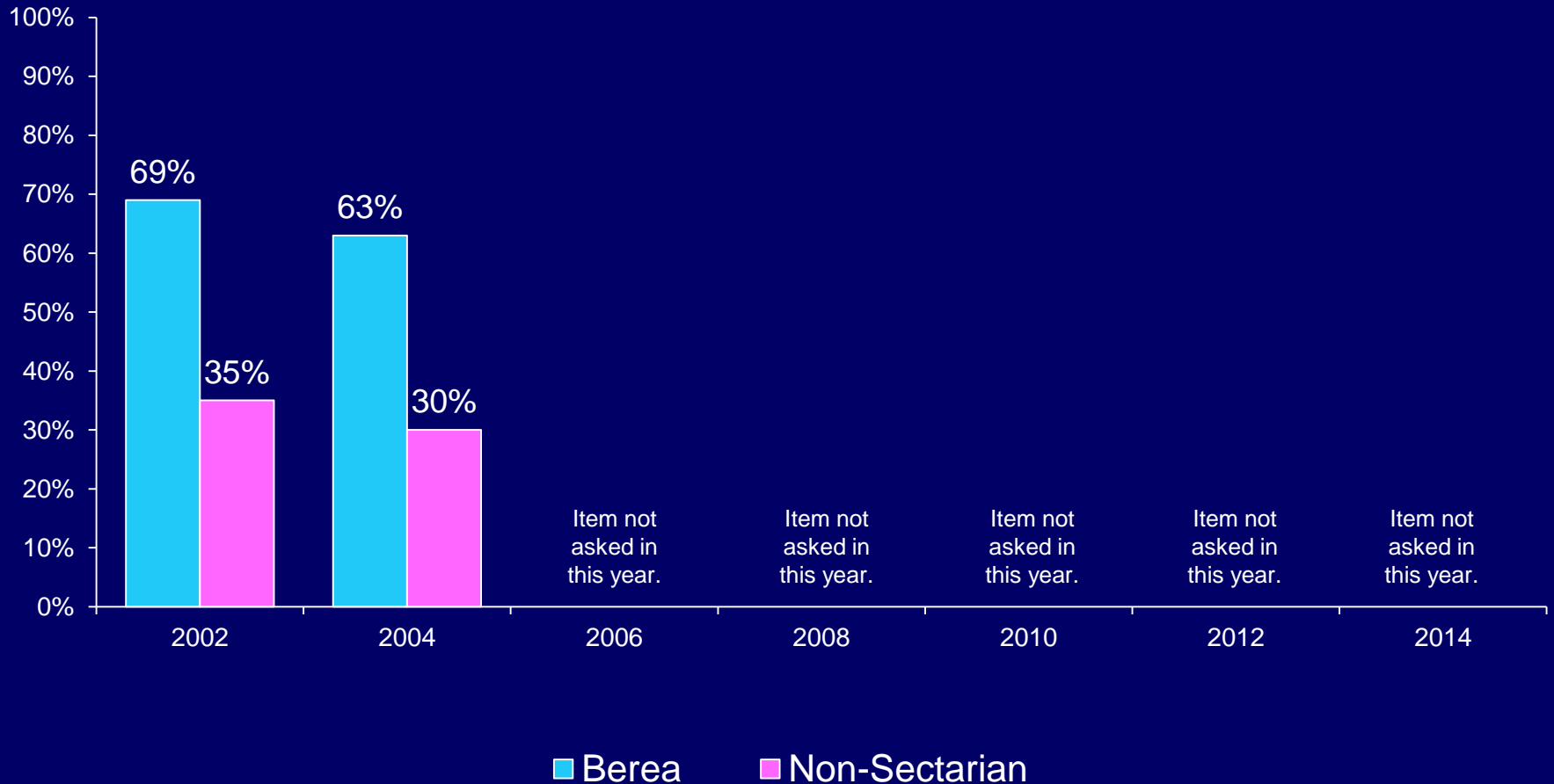
Integrating spirituality into my life



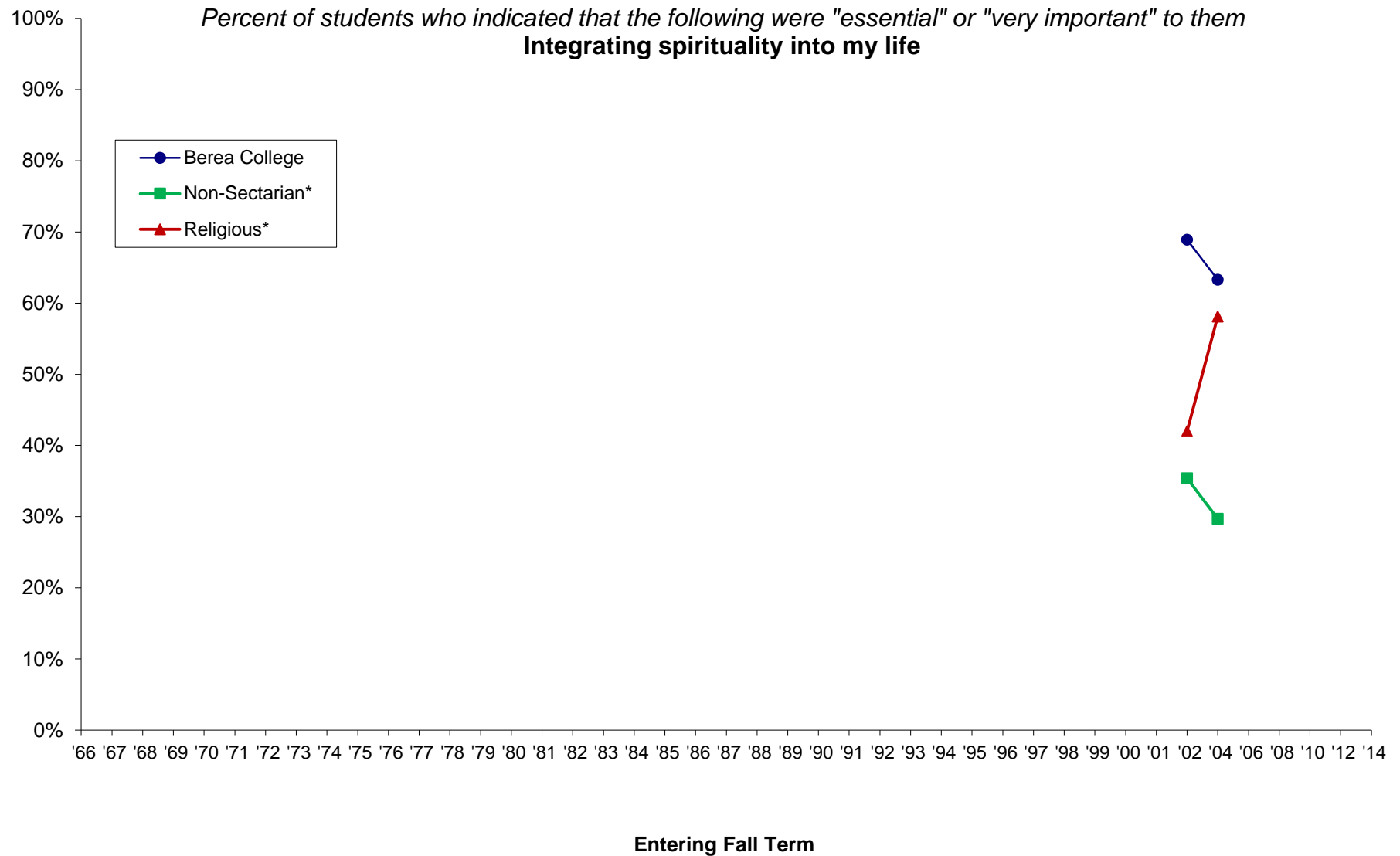
Óæ^âÁ}Áã•É^æ/æ)âÁ^,Áæ)•-!Áčâ^}óææÁ{Á@Á[[^!æç^Á•çç]æÛ^•æ&@Û!*!æÁÇÜÜÏæ{ããcâÁÁç^}Áæ|Á^!{•Á!ã*Á[!æ}æç}Á^^É

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

Integrating spirituality into my life



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2014

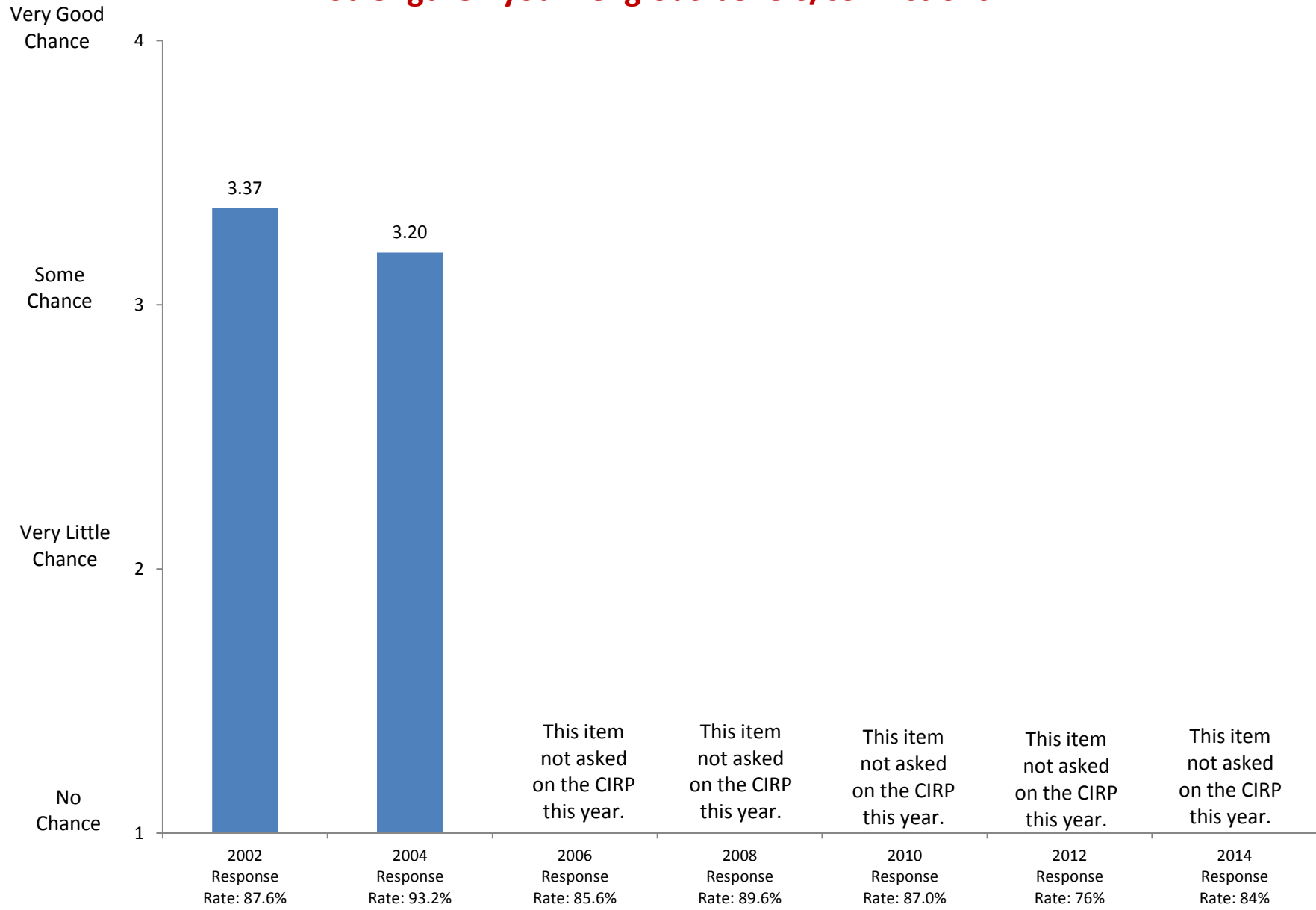


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

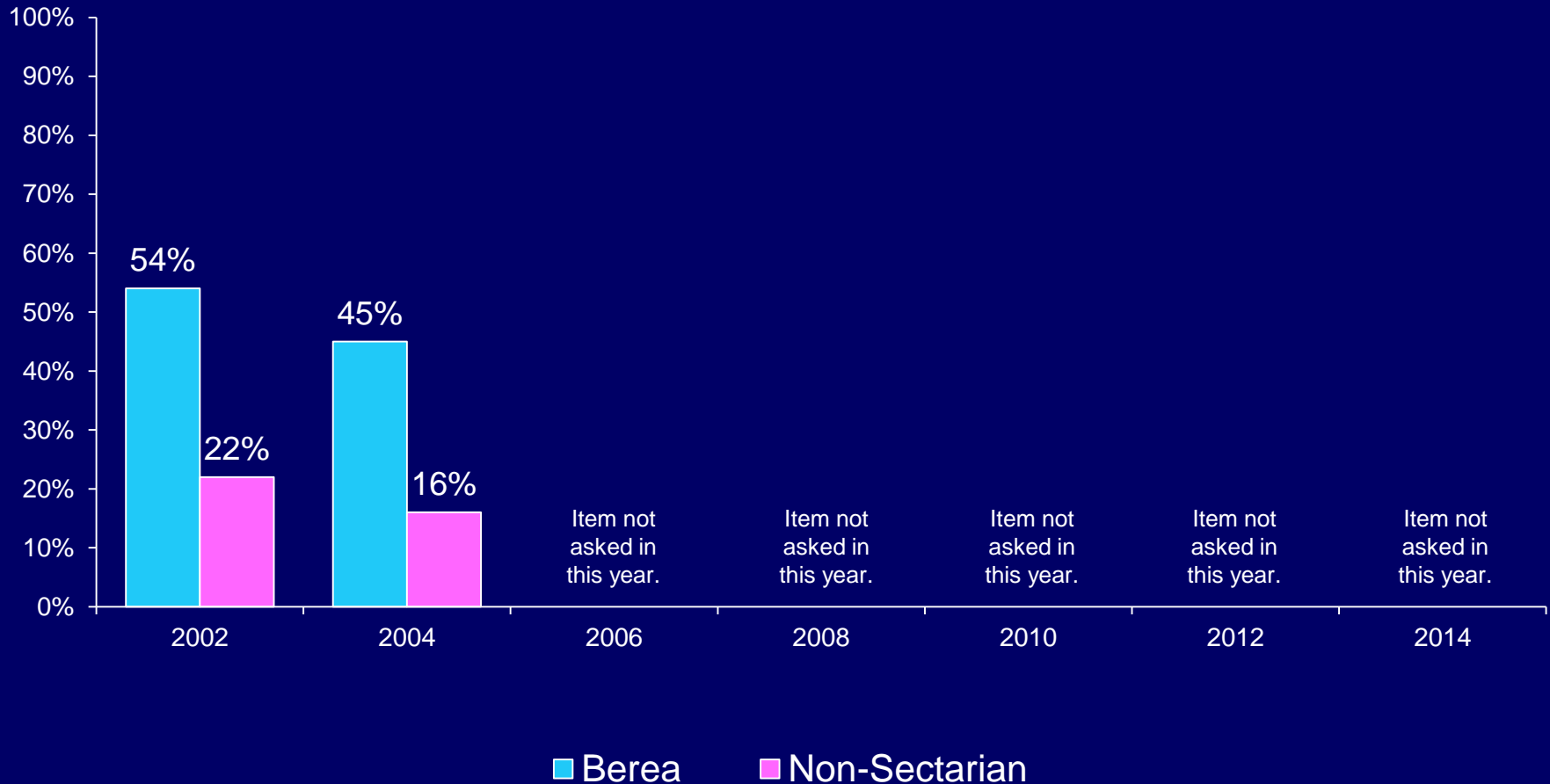
What is your best guess as to the chances that you will:

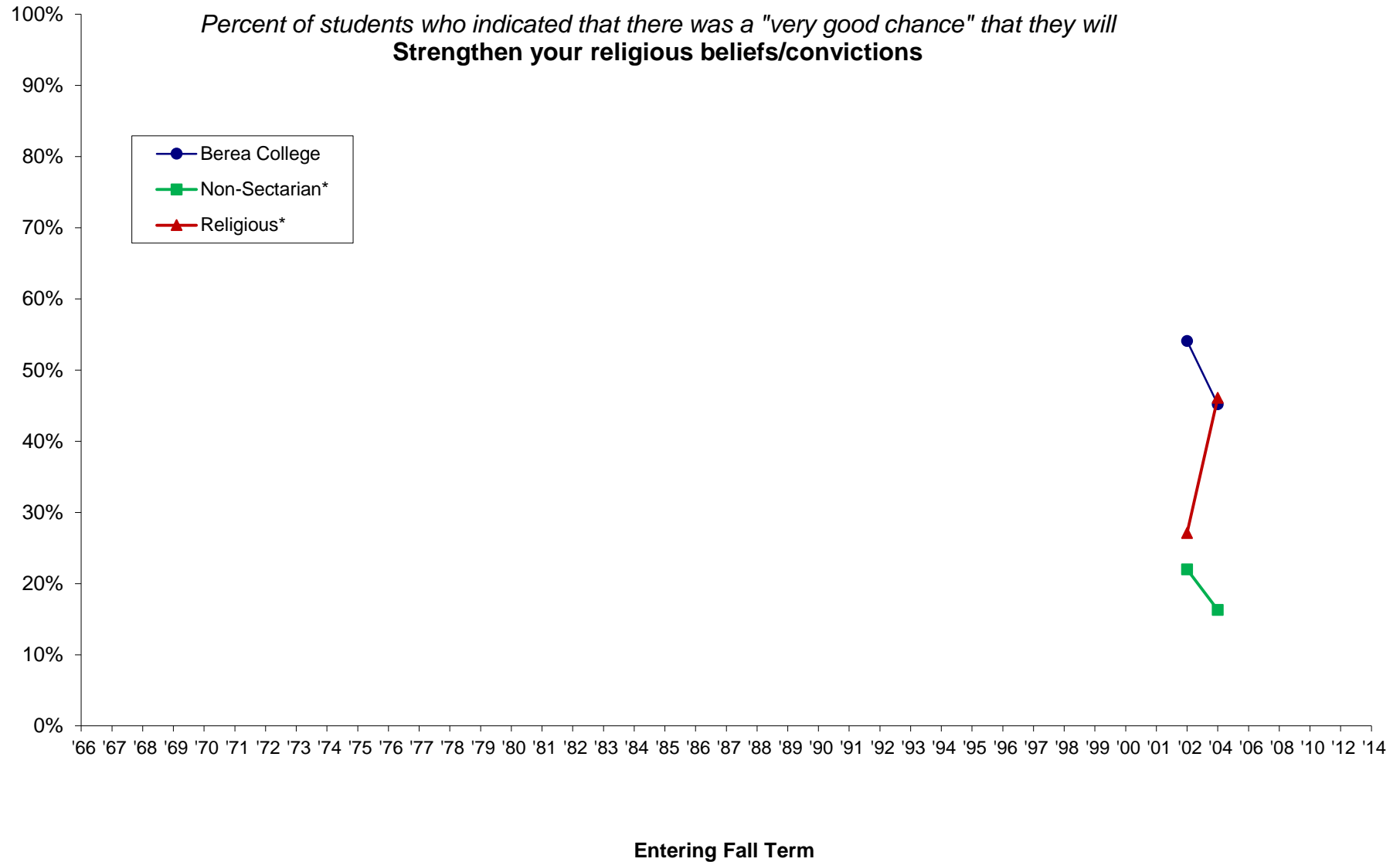
Strengthen your religious beliefs/convictions



Óæ^âÁ}Áá•É^æâÁ)âÁ^,Áæ)•-!Áçâ^}óáæÁ{Á@Á[[^!æá^Á•çá]æÜ^•^æ&Á[!*æÁÇÜDá{áãáÁÁç}ÁæÁ^!{•Á^!á*Á[!á}æá}Á^^É

Percent of students who estimate that chances are “very good” that he/she will:
Strengthen religious beliefs/convictions





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

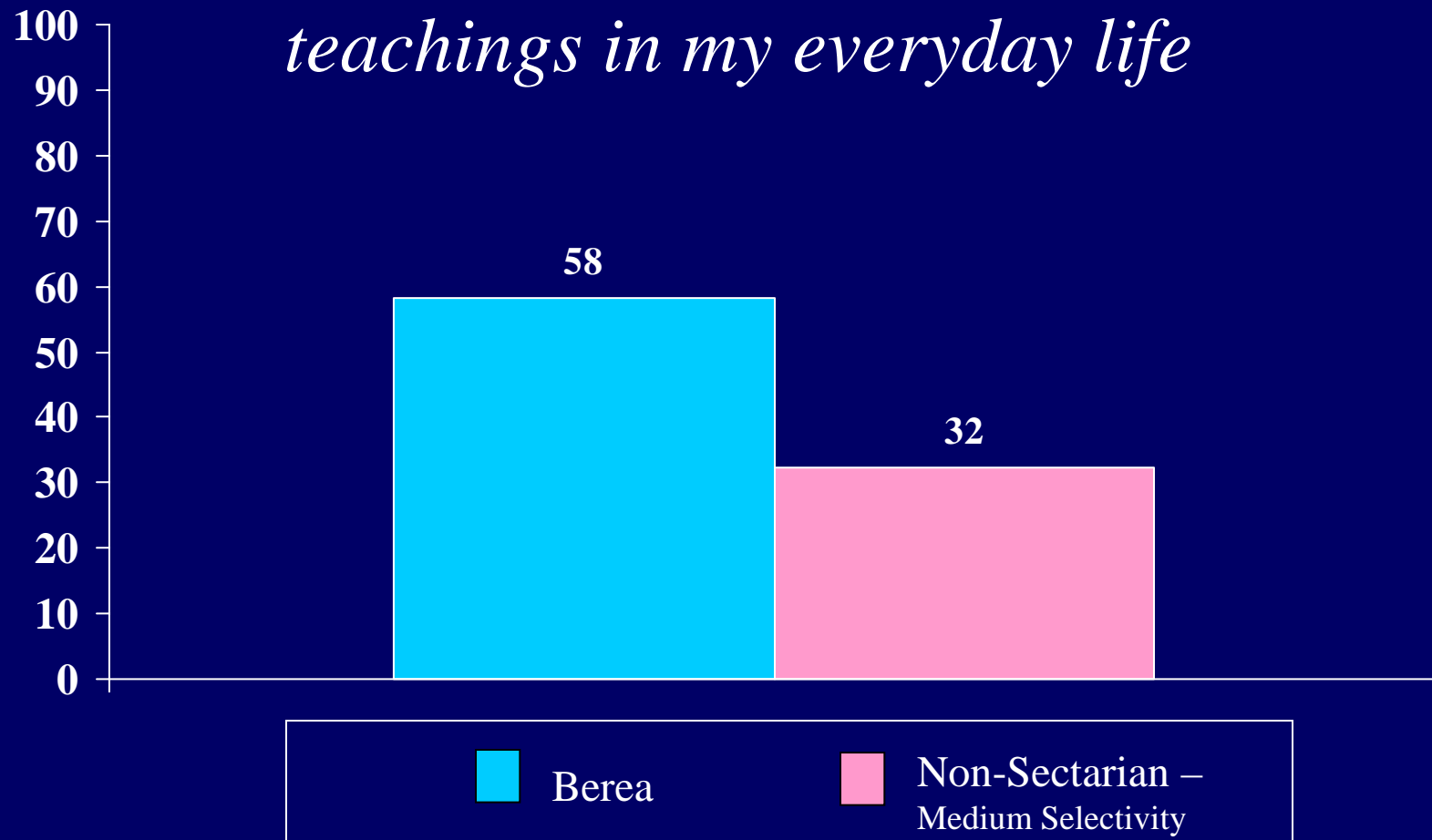
NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

Berea College promotes its Christian identity...

	by requiring adherence to precisely defined Christian beliefs	by functioning as a church	through programs of education and service to students and communities in Appalachia and beyond	by affiliating with a specific Christian denomination	by maintaining strict moral guidelines
2004	8.9%	3.5%	59.0%	5.6%	15.2%
2005	This question was not asked on the 2005 Entering Student Survey				
2006	9.4%	4.9%	64.1%	6.1%	15.5%
2007	This question was not asked on the 2007 Entering Student Survey				
2008	5.7%	6.5%	74.2%	4.2%	9.4%
2009	6.9%	1.6%	82.7%	1.6%	7.3%
2010	5.1%	2.7%	75.6%	5.4%	11.3%
2011	This question was not asked on the 2012 Entering Student Survey				
2012	This question was not asked on the 2011 Entering Student Survey				

Percent of students reporting objectives considered to be
“essential” or “very important”:

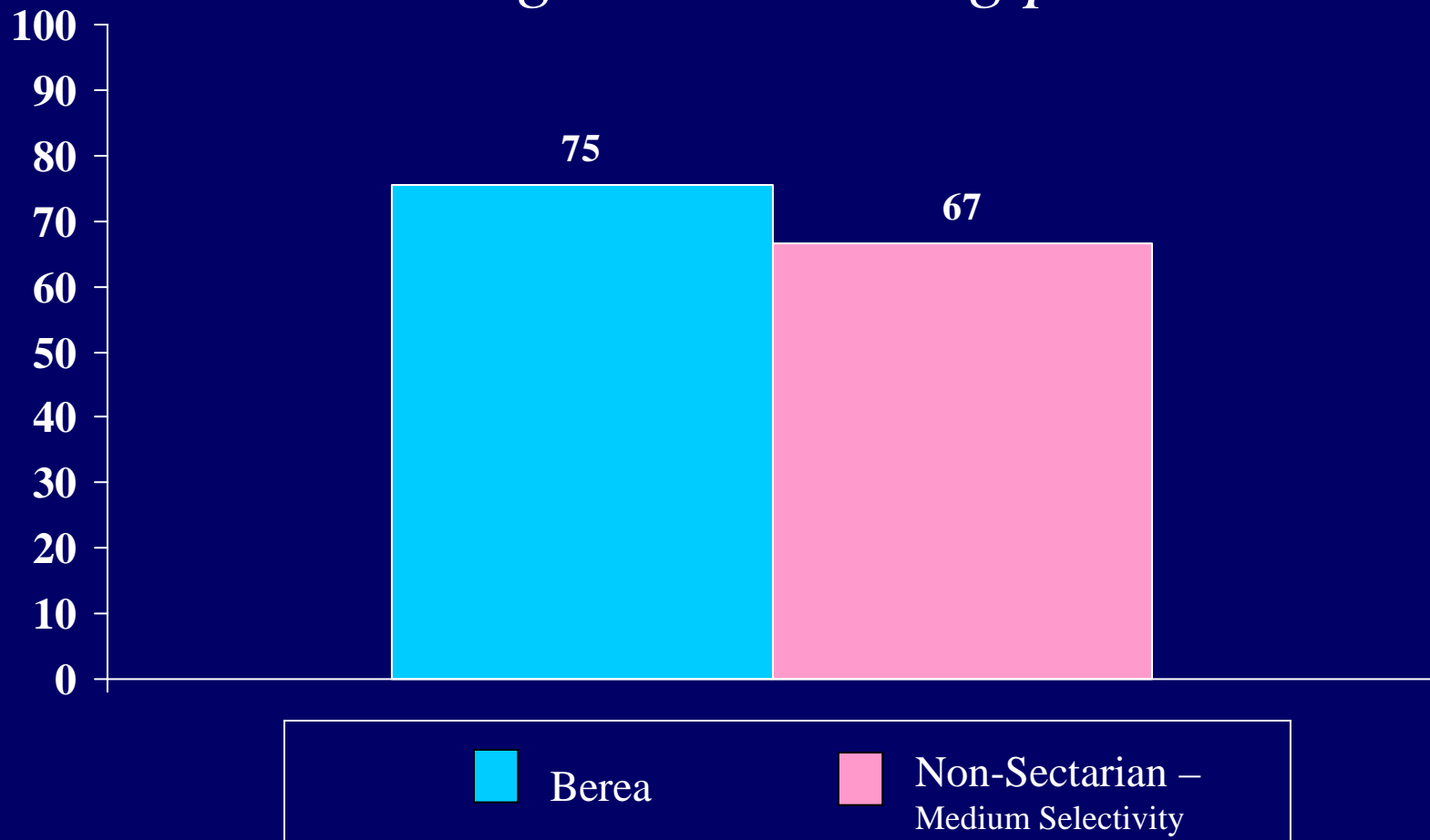
*Seeking to follow religious
teachings in my everyday life*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

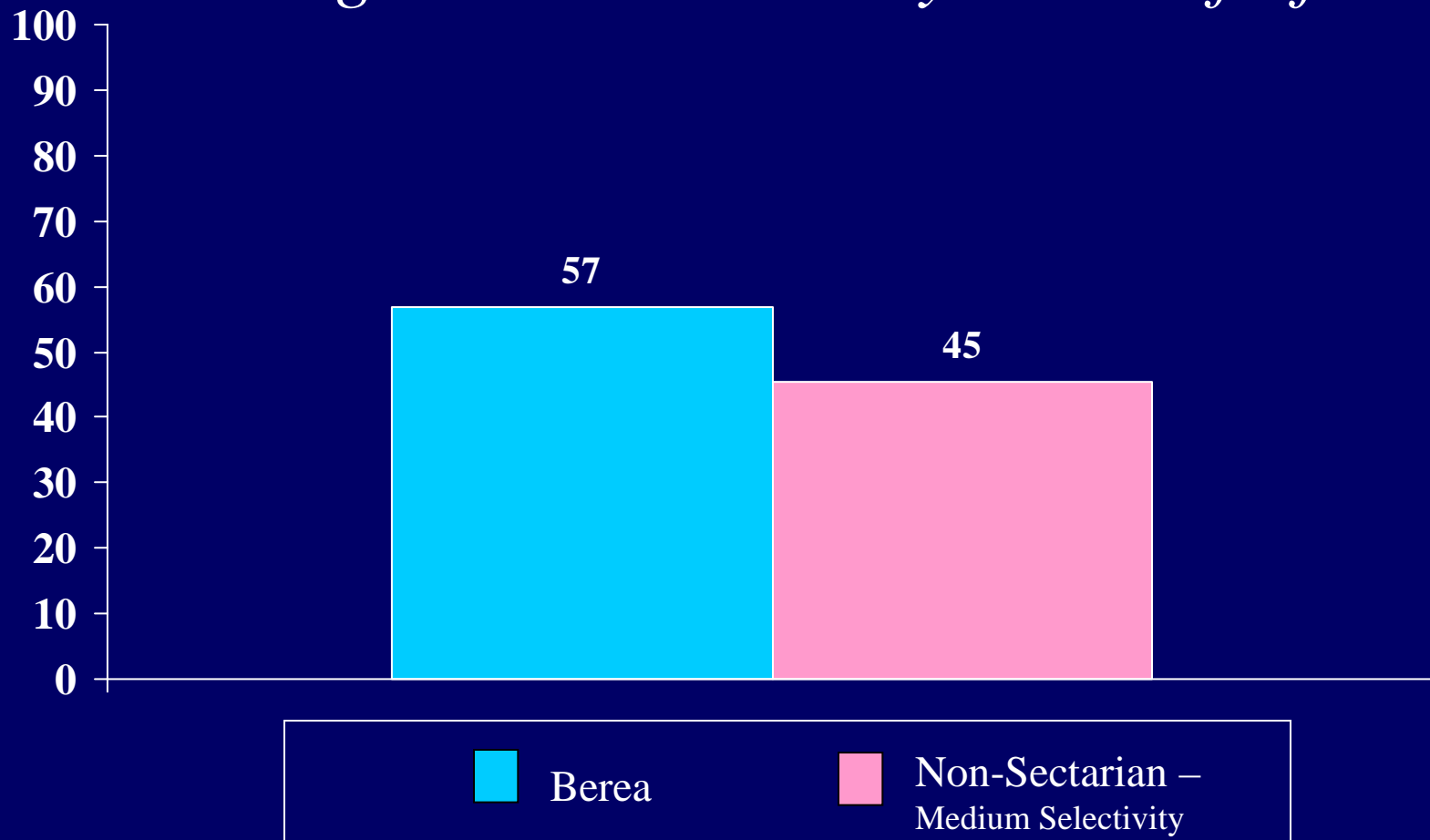
Becoming a more loving person



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

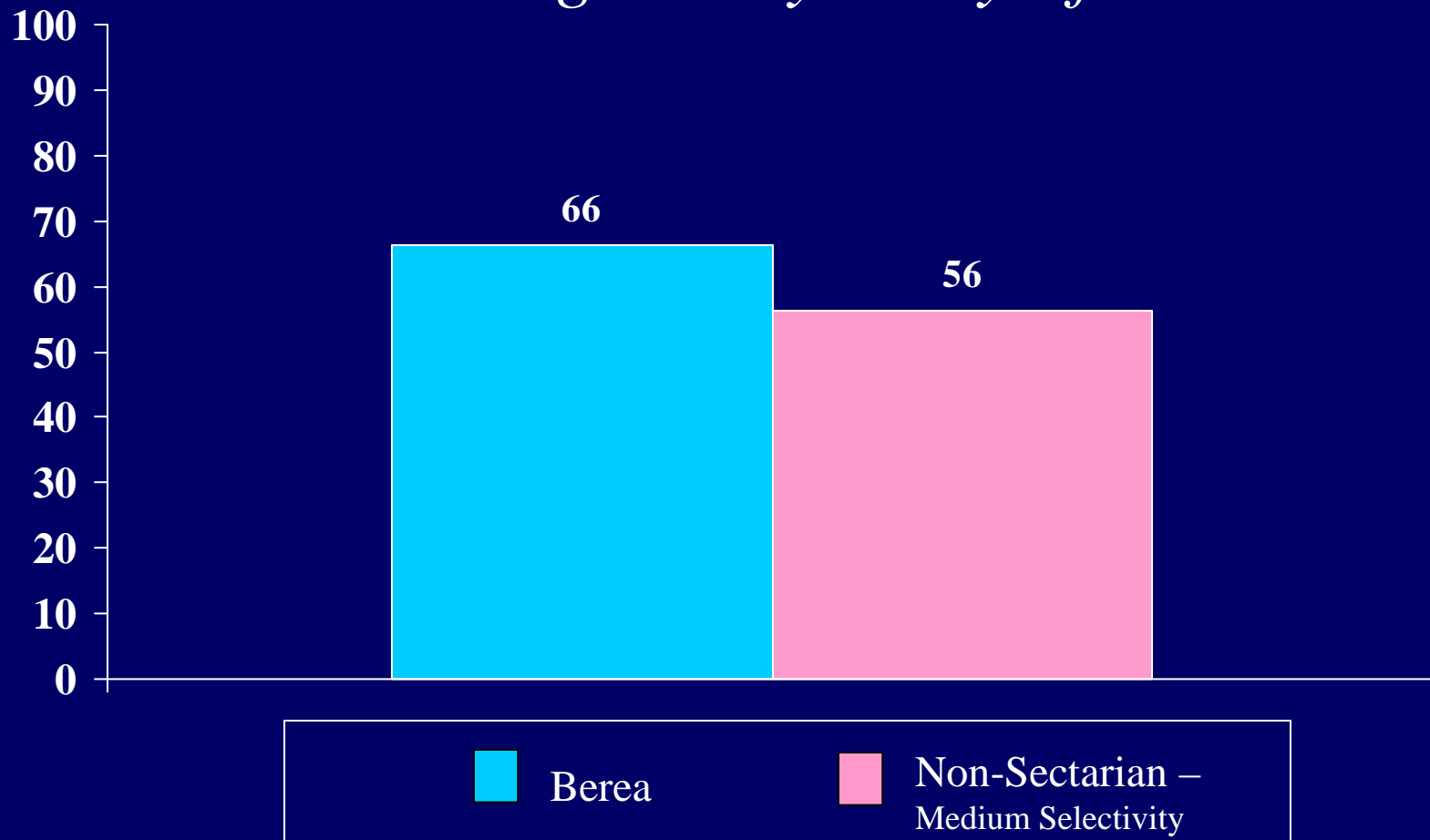
Finding answers to the mysteries of life



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

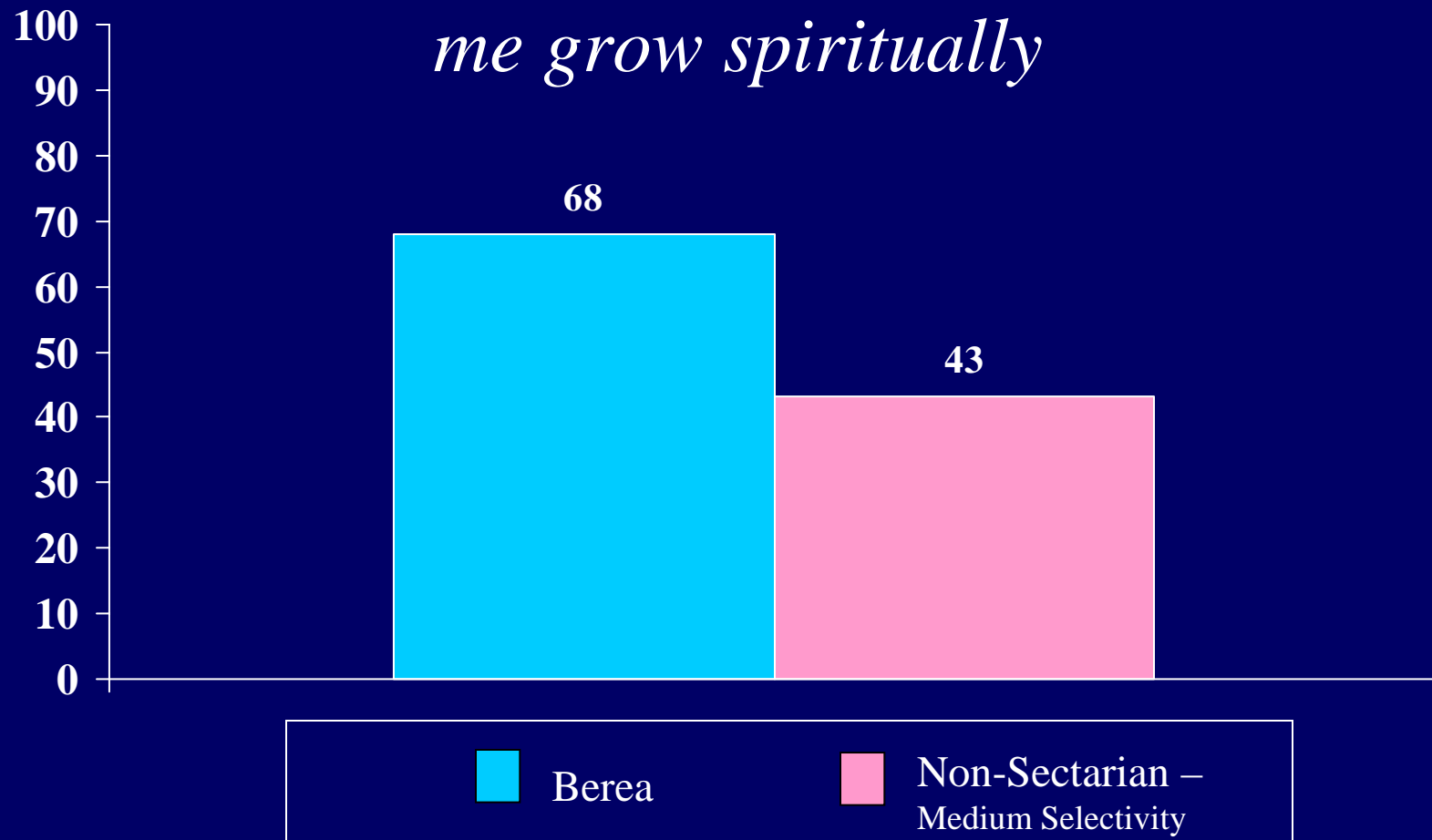
Seeking beauty in my life



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

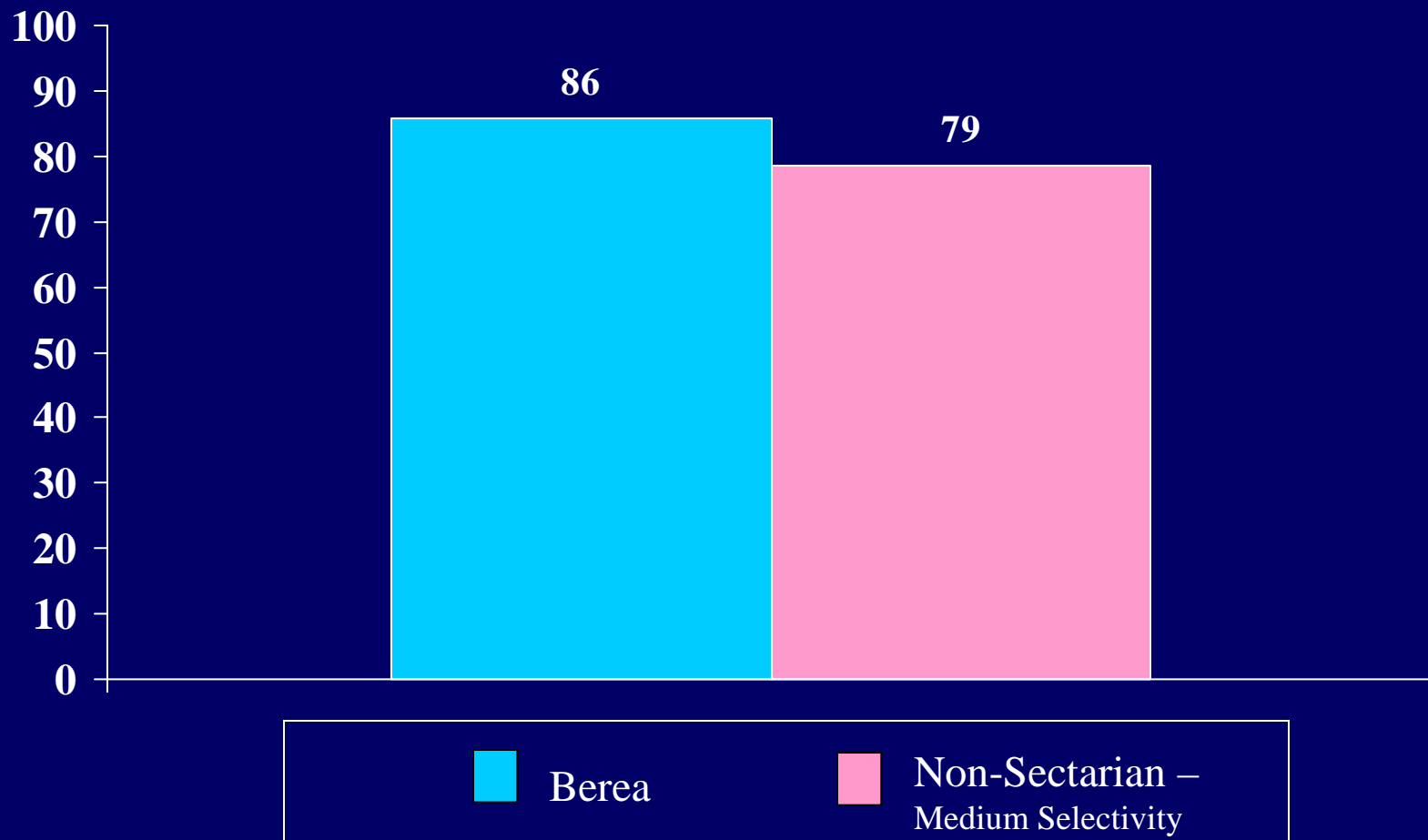
*Seeking out opportunities to help
me grow spiritually*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

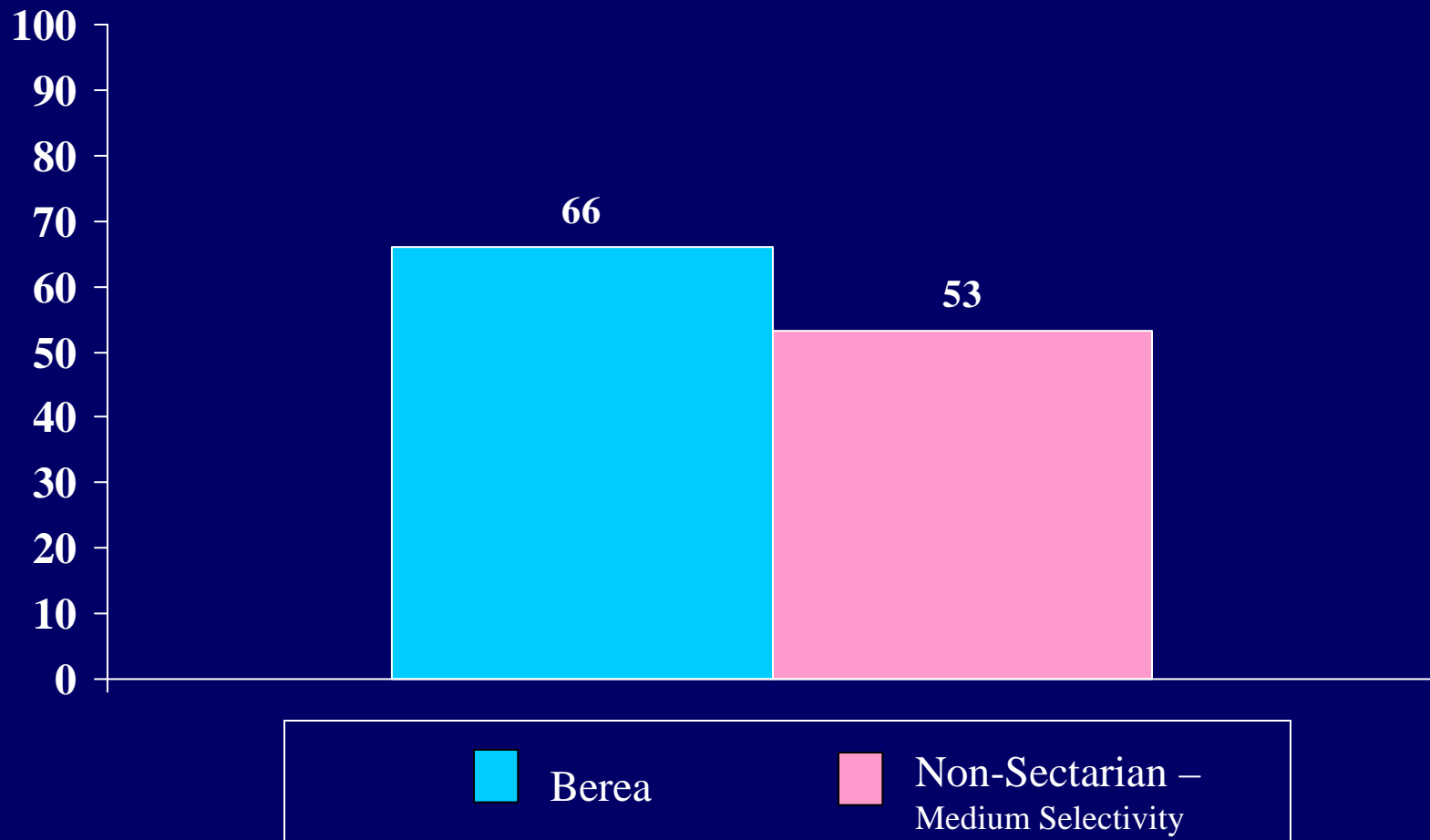
Attaining wisdom



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

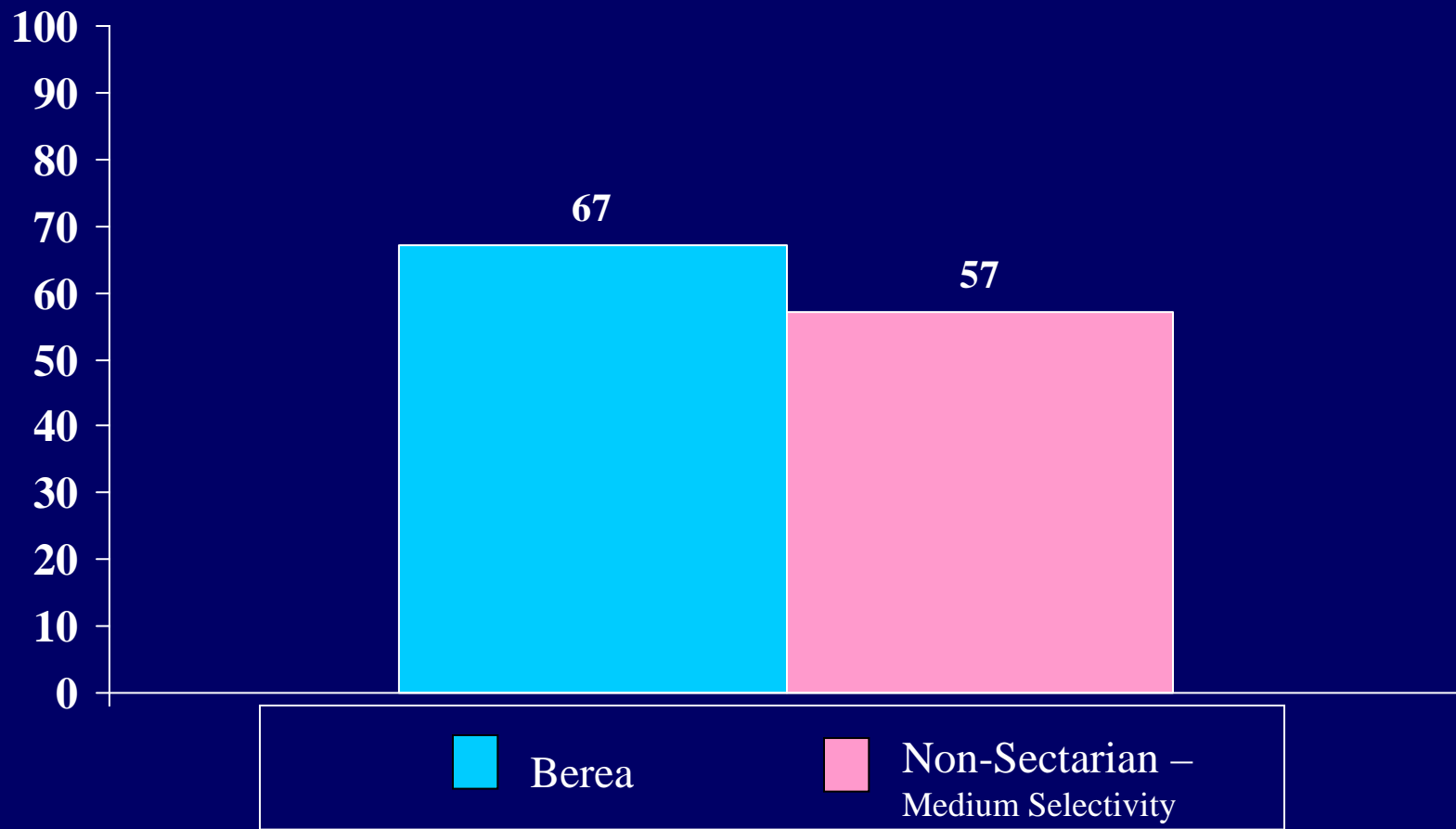
Attaining inner harmony



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

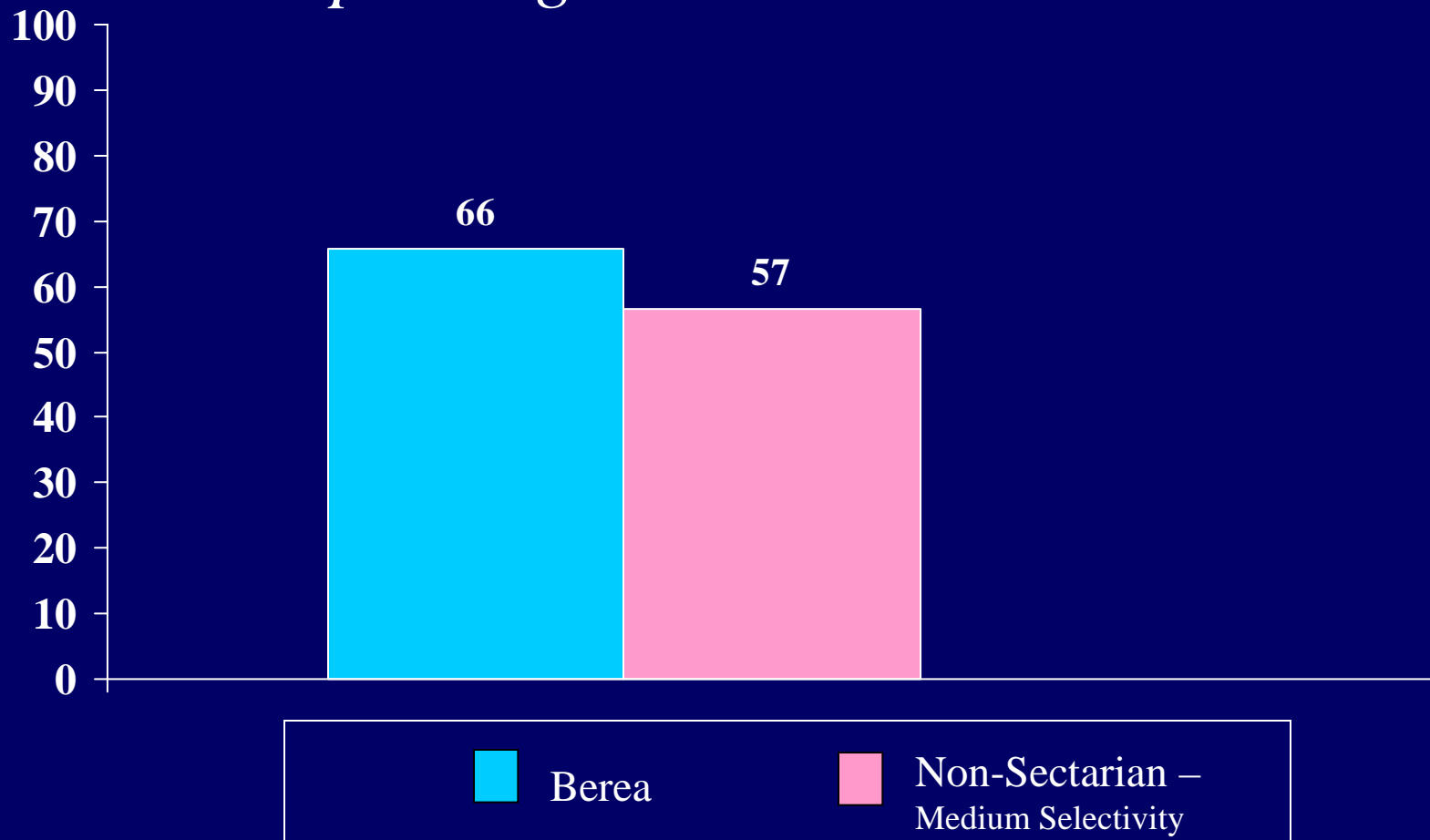
Reducing pain and suffering in the world



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

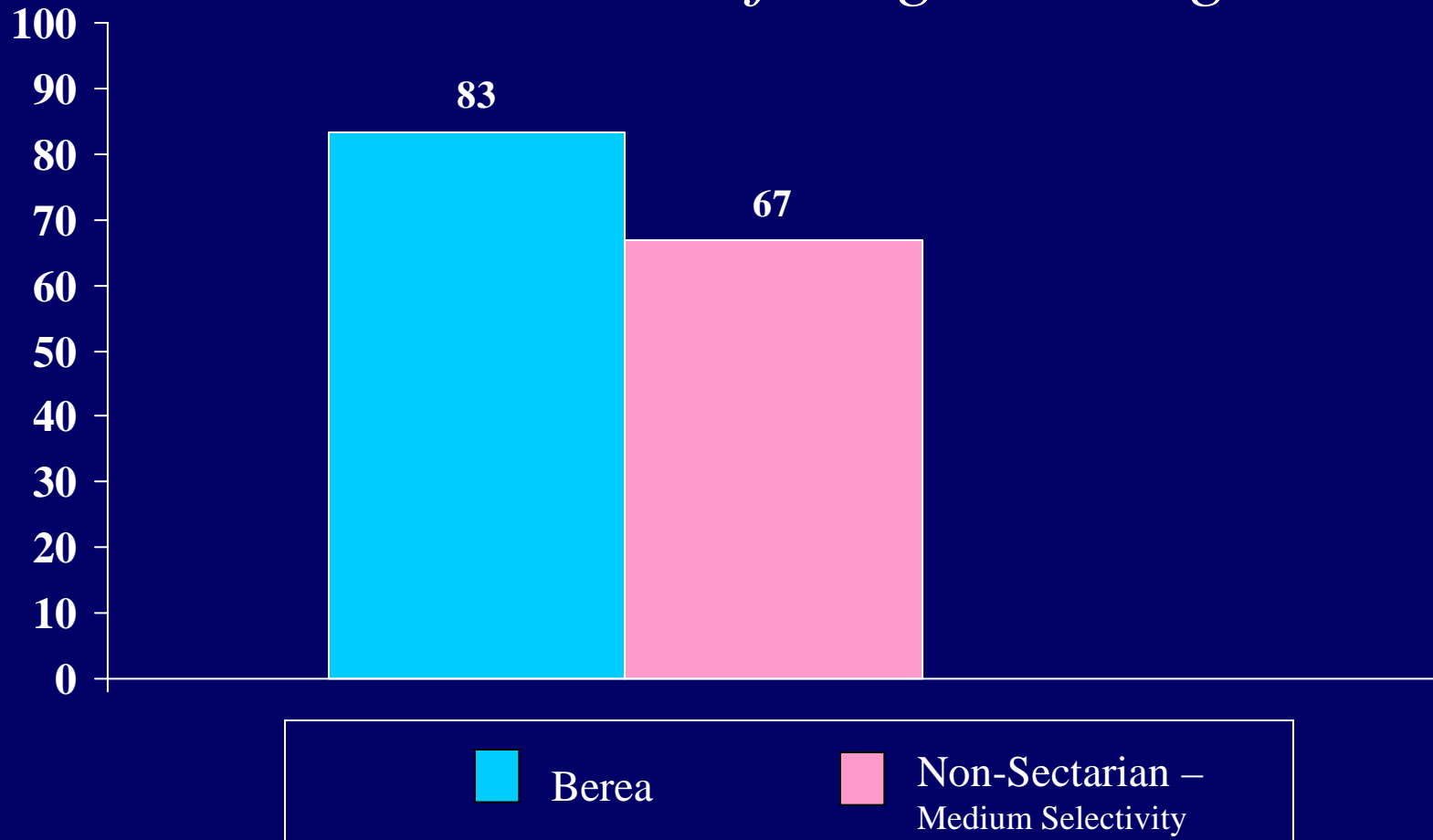
Improving the human condition



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

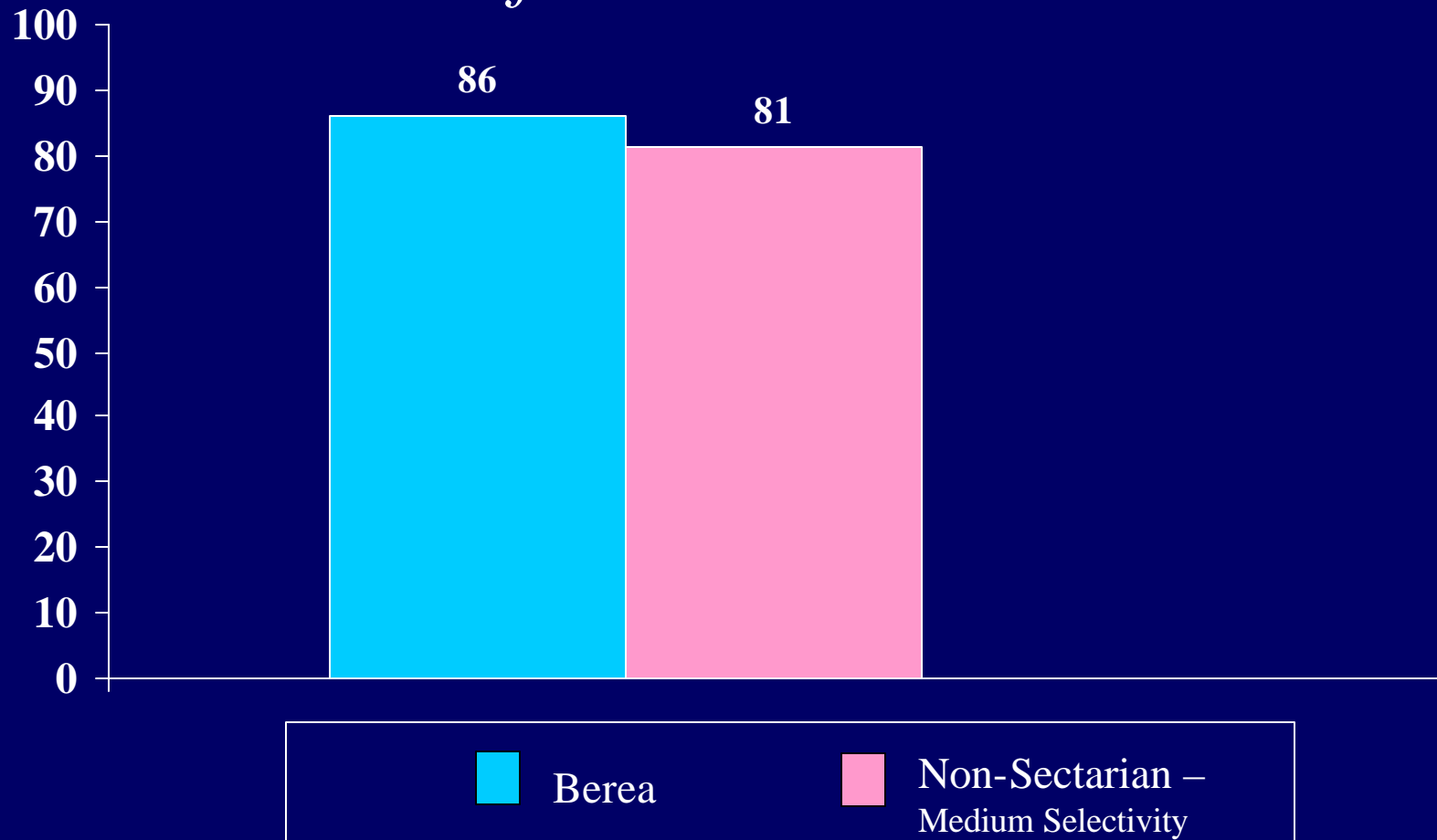
Love is at the root of all great religions



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

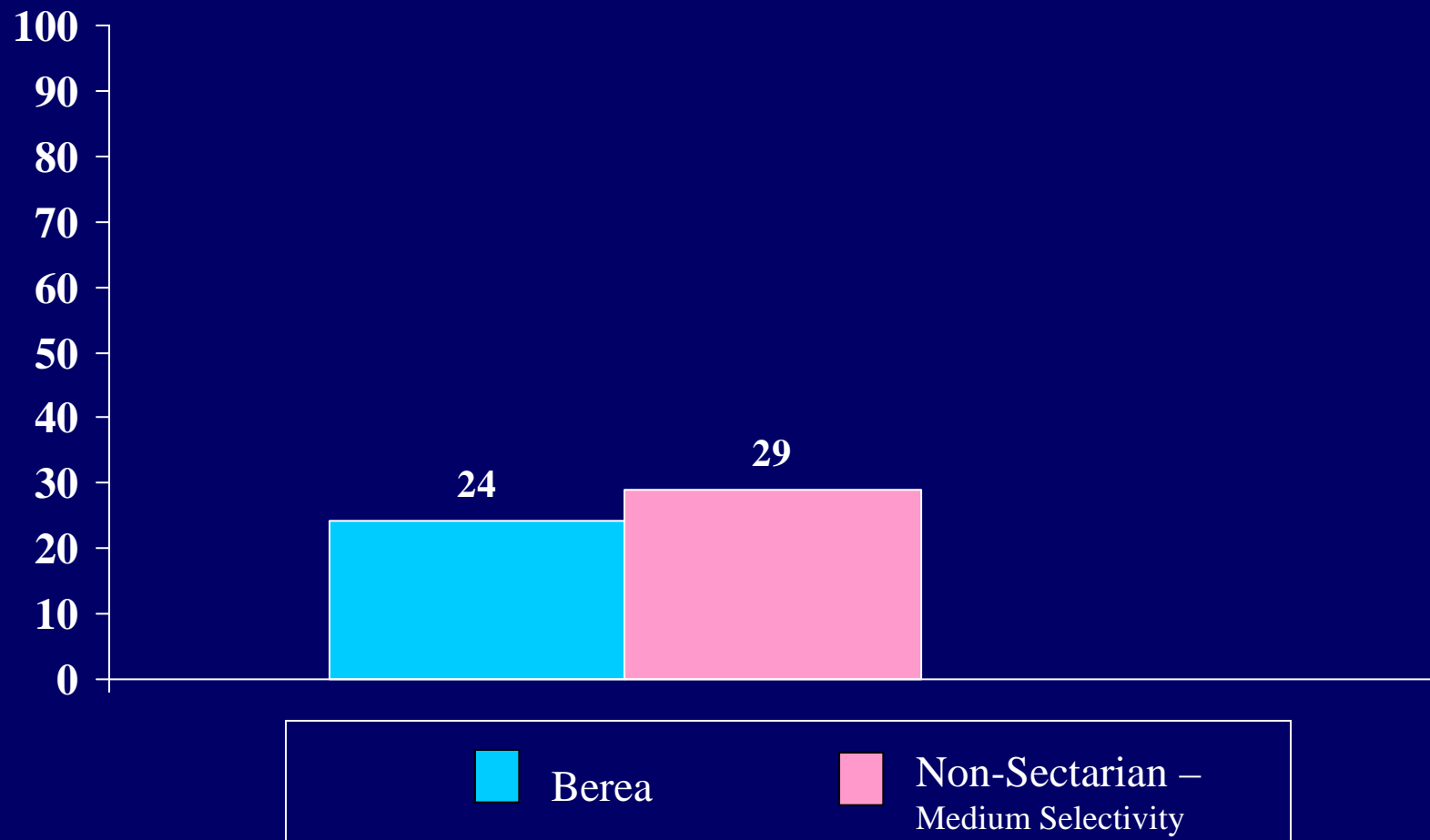
All life is interconnected



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

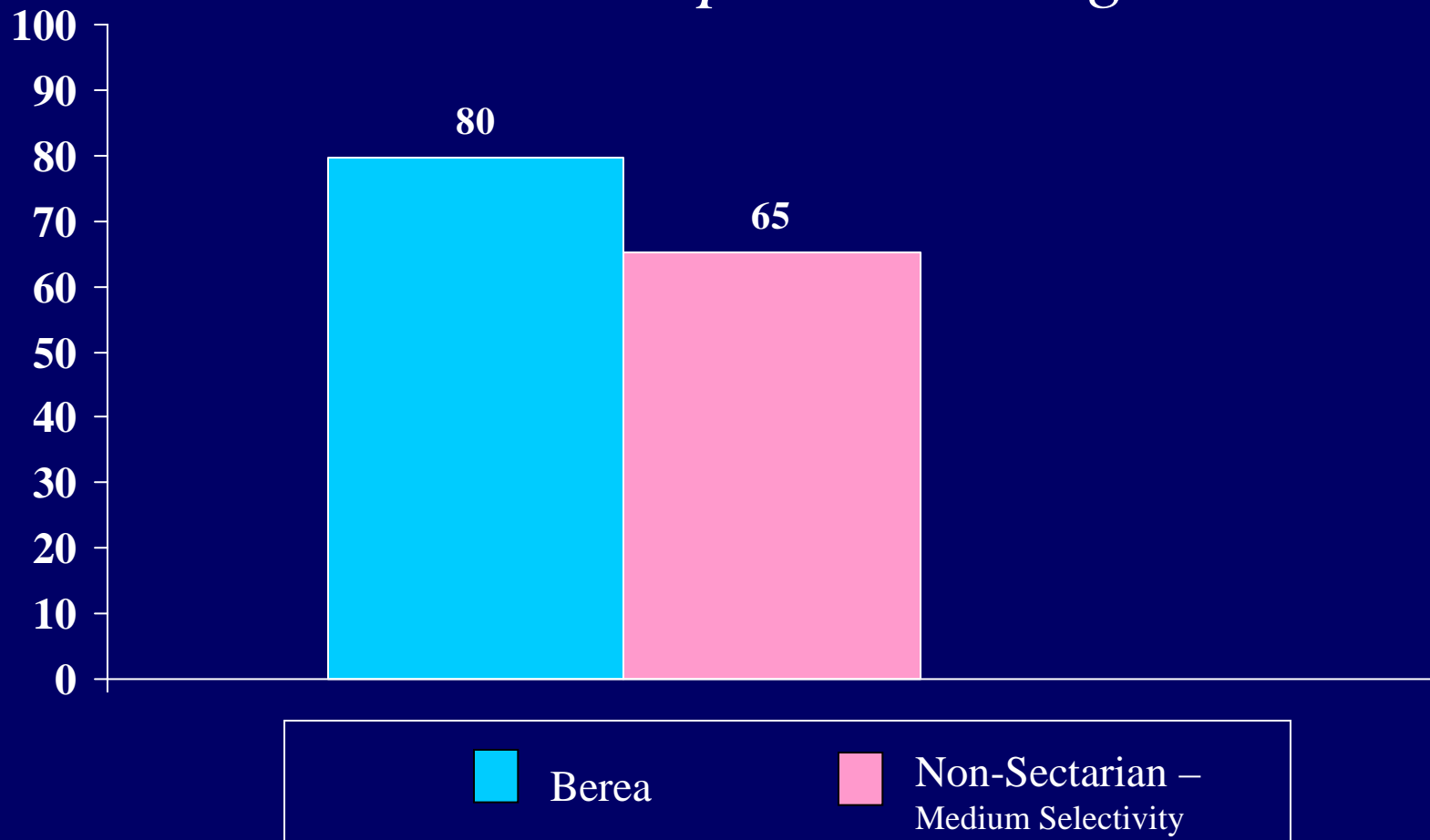
Believing in supernatural phenomena is foolish



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

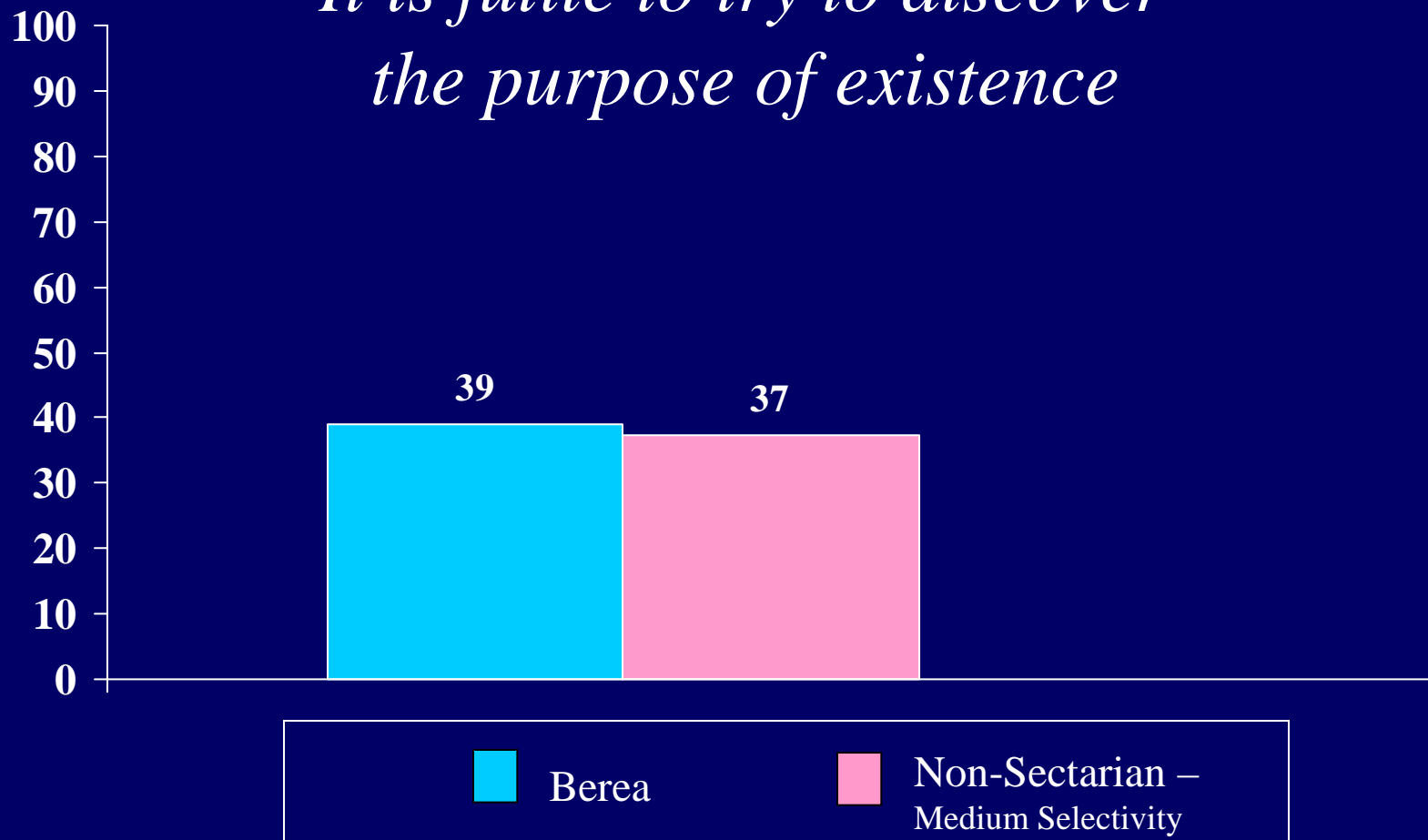
We are all spiritual beings



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

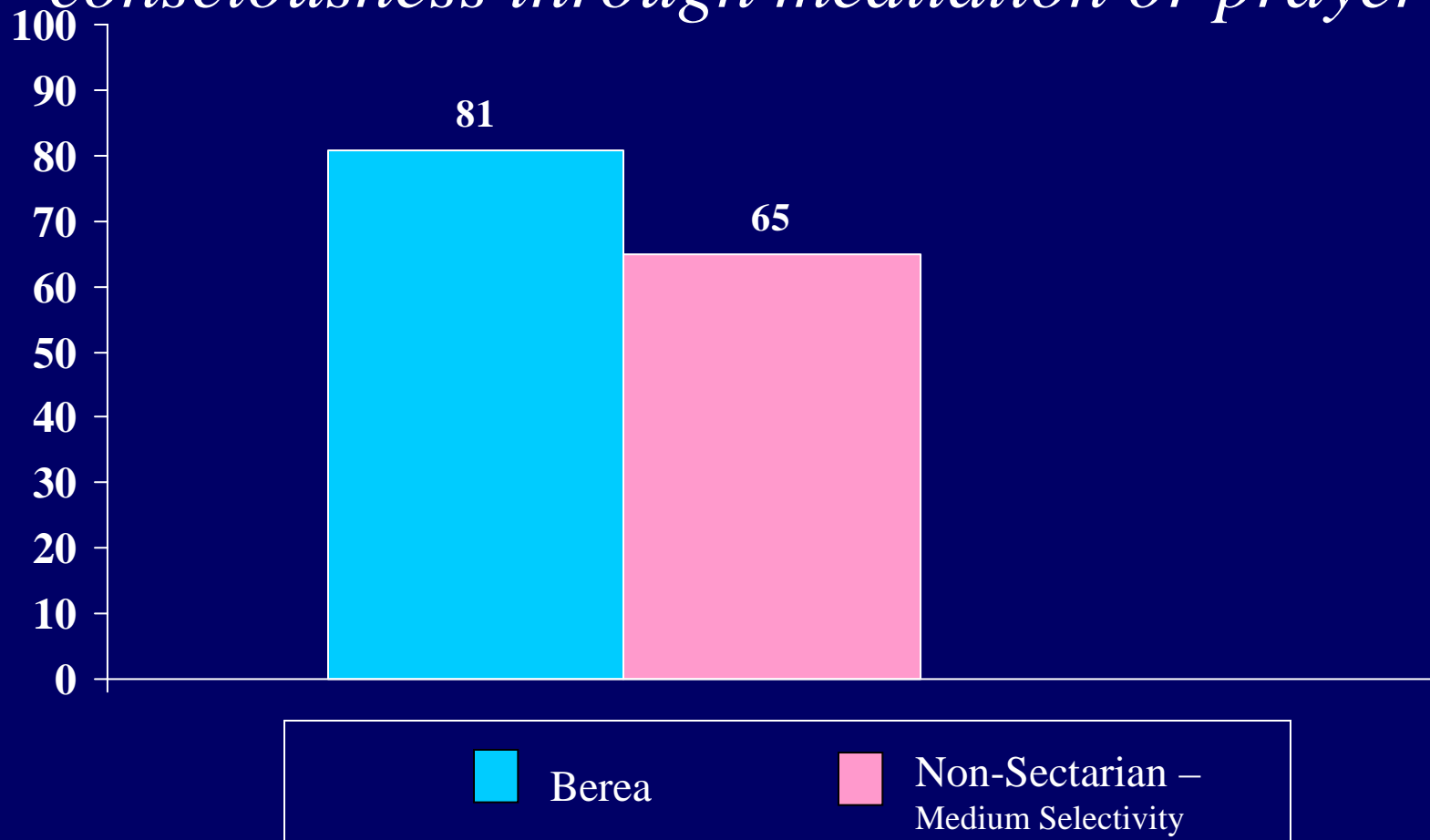
*It is futile to try to discover
the purpose of existence*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

*People can reach a higher spiritual plane of
consciousness through meditation or prayer*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

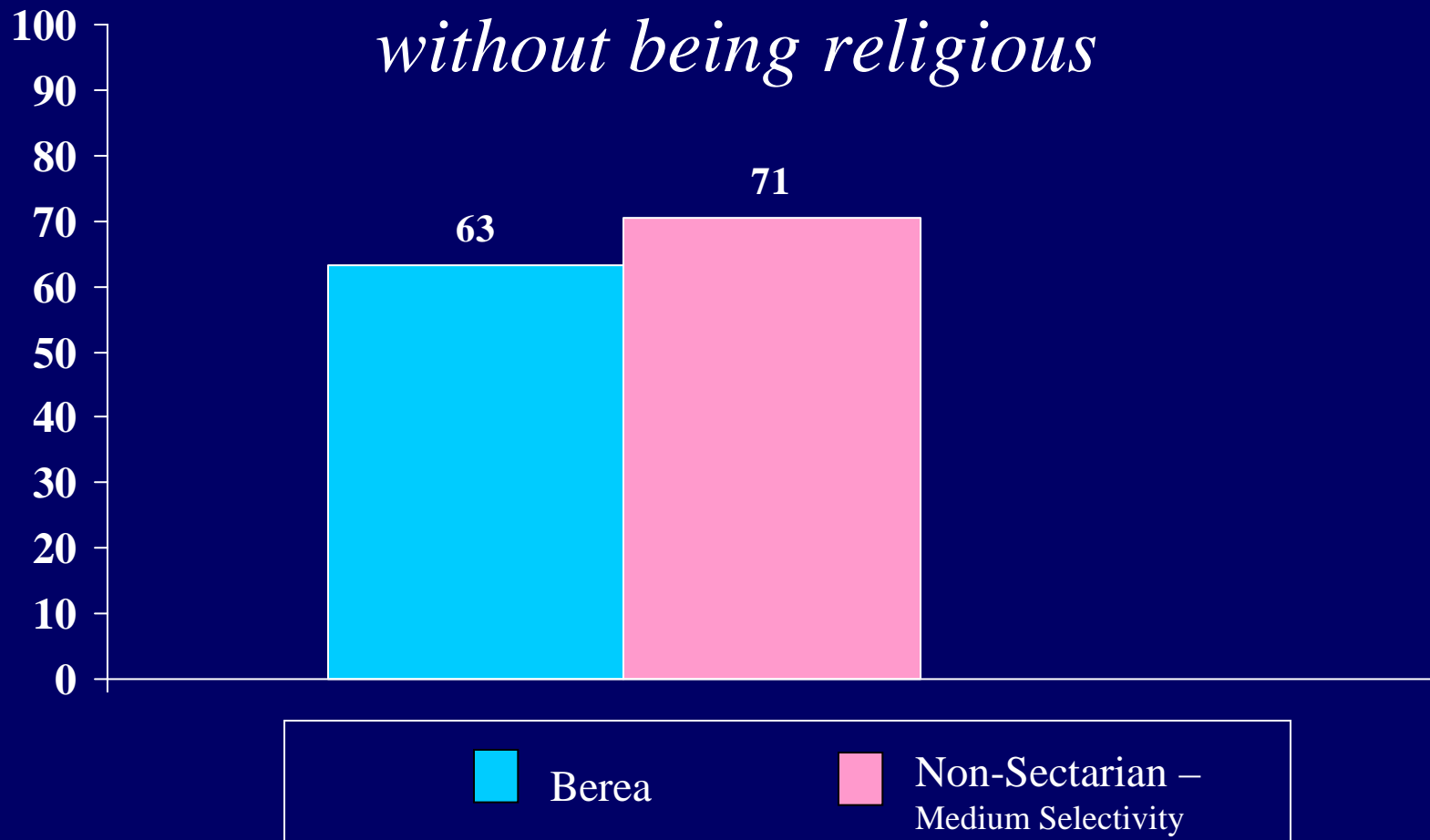
*The evil in this world seems
to outweigh the good*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

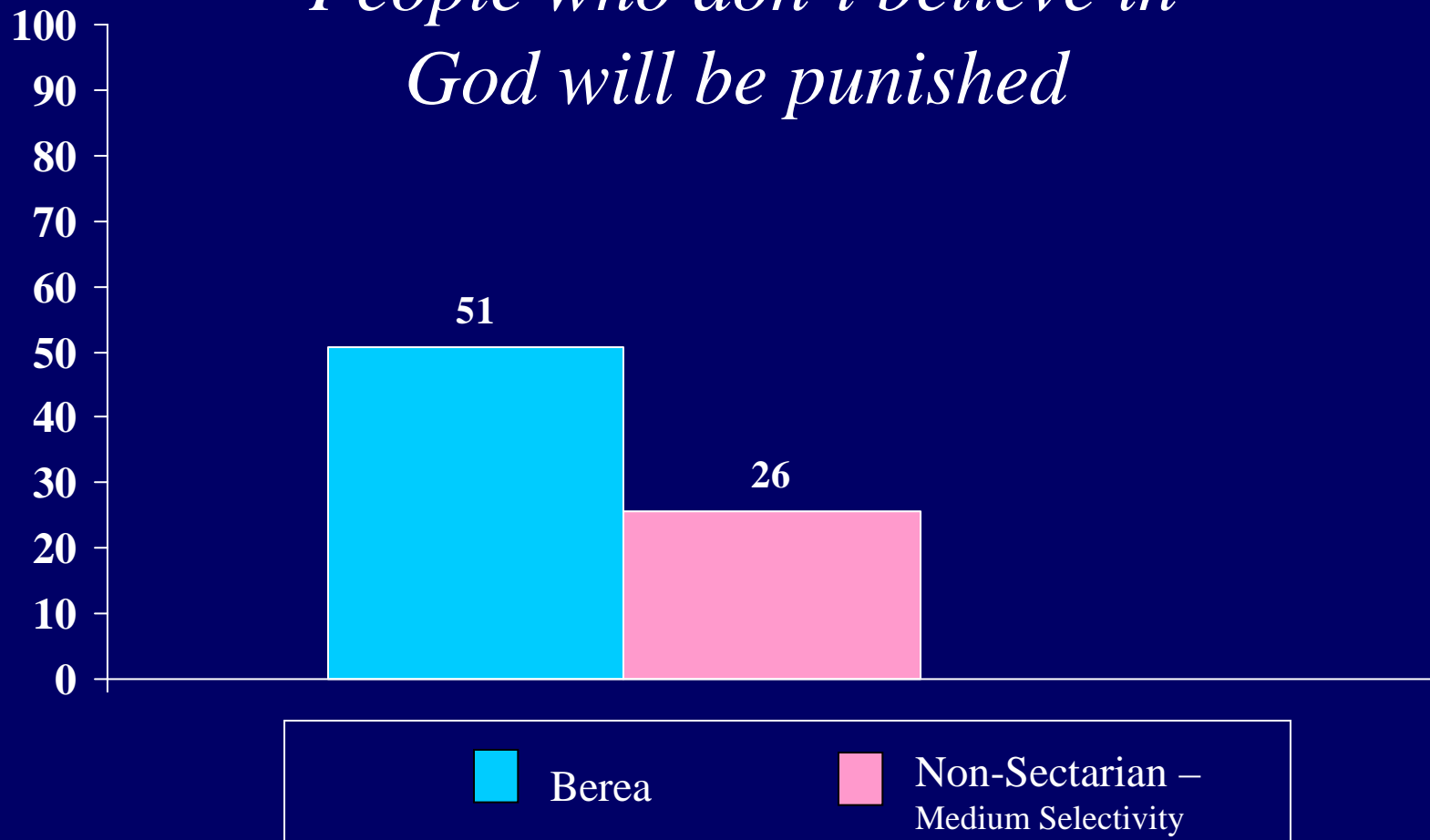
*Most people can grow spiritually
without being religious*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

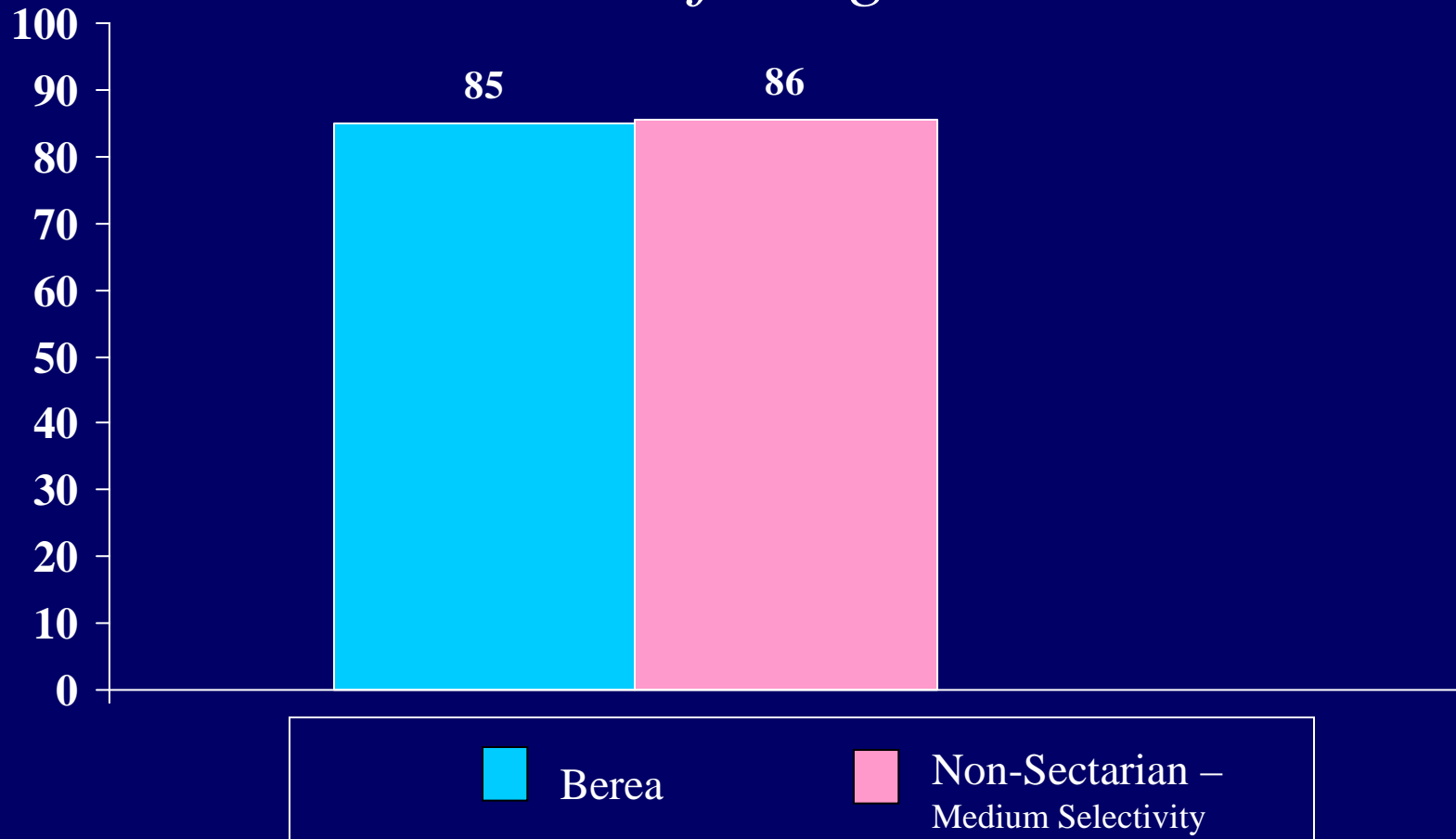
*People who don't believe in
God will be punished*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

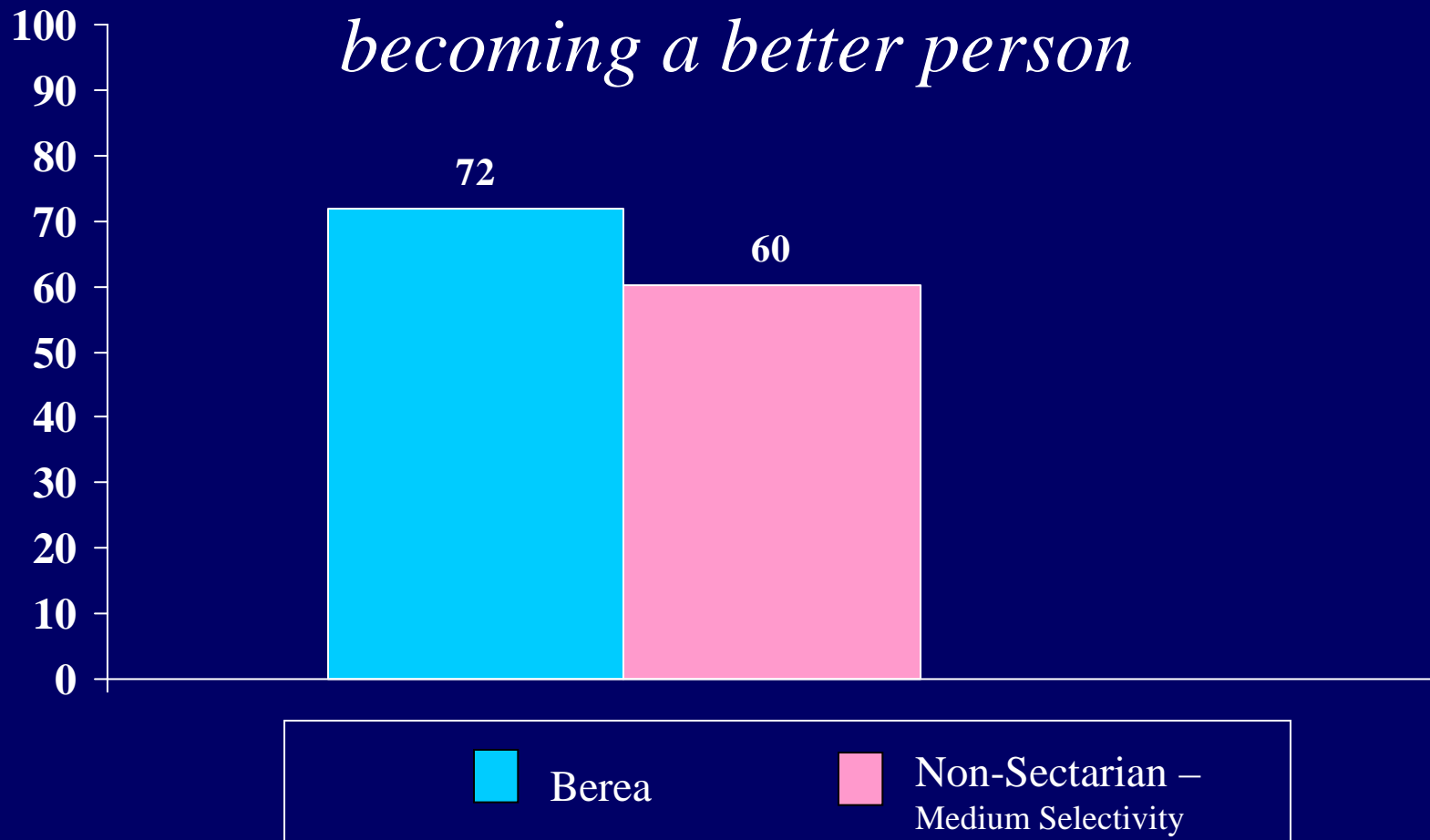
*Non-religious people can lead lives that are just as
moral as those of religious believers*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

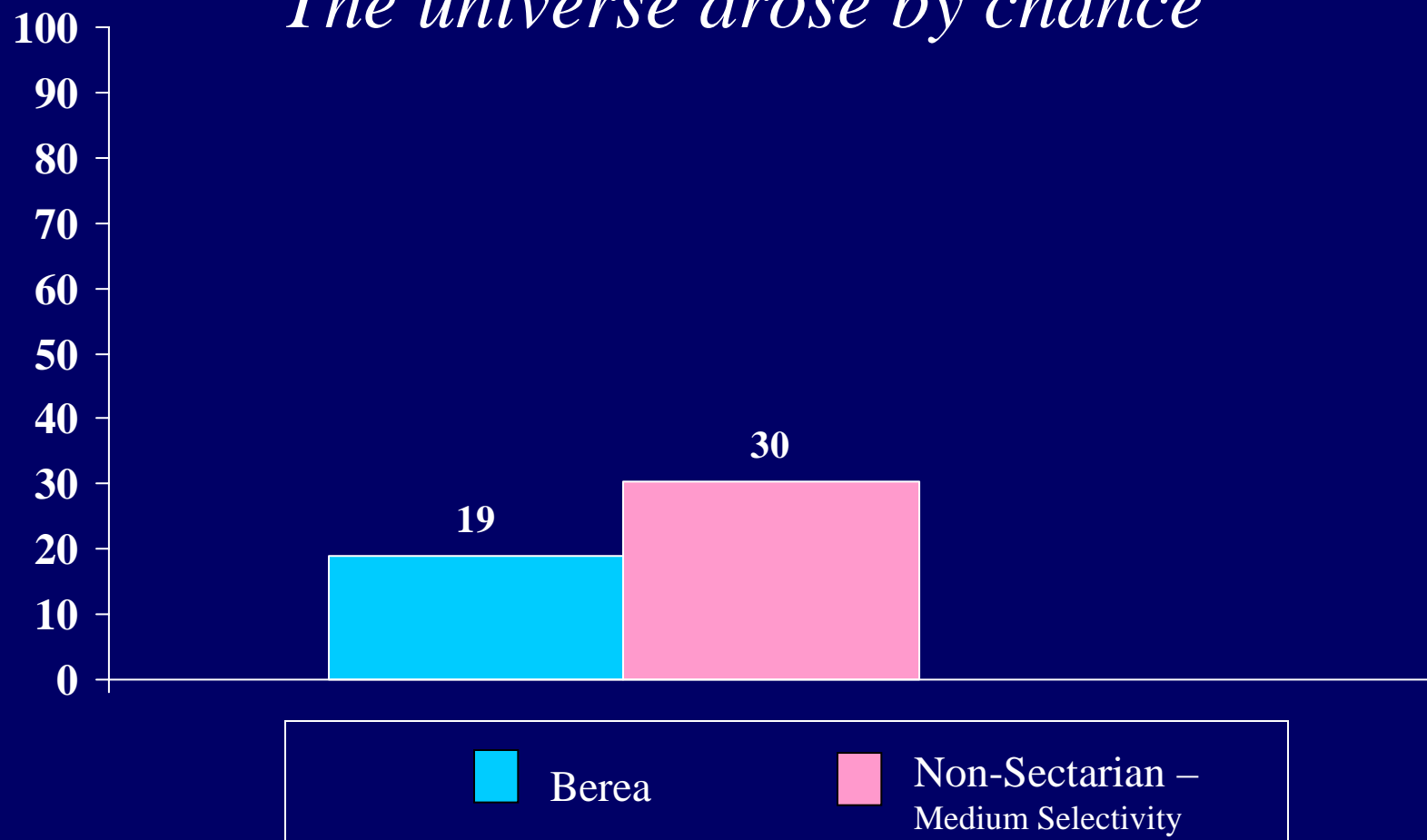
*Pain and suffering are essential to
becoming a better person*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

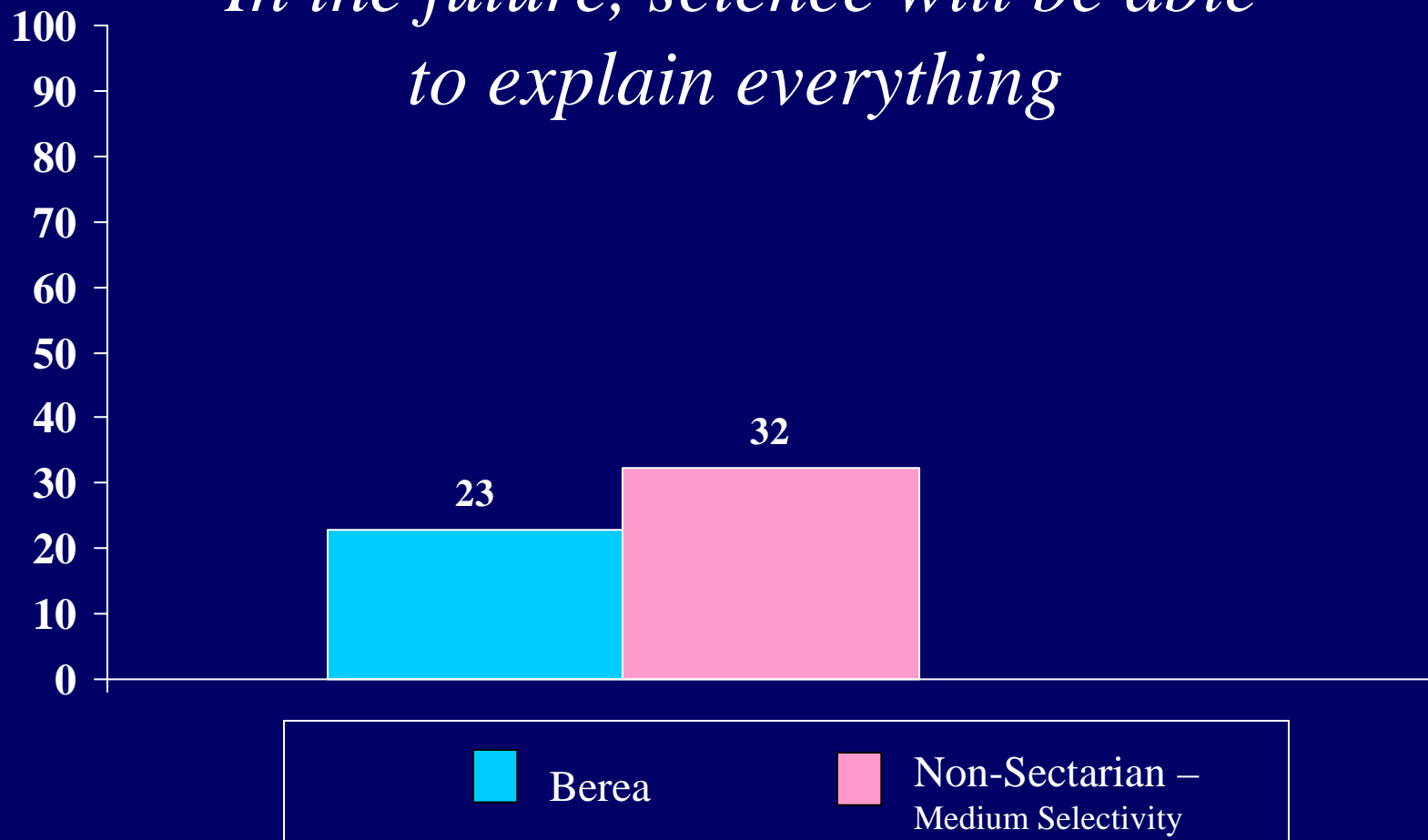
The universe arose by chance



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

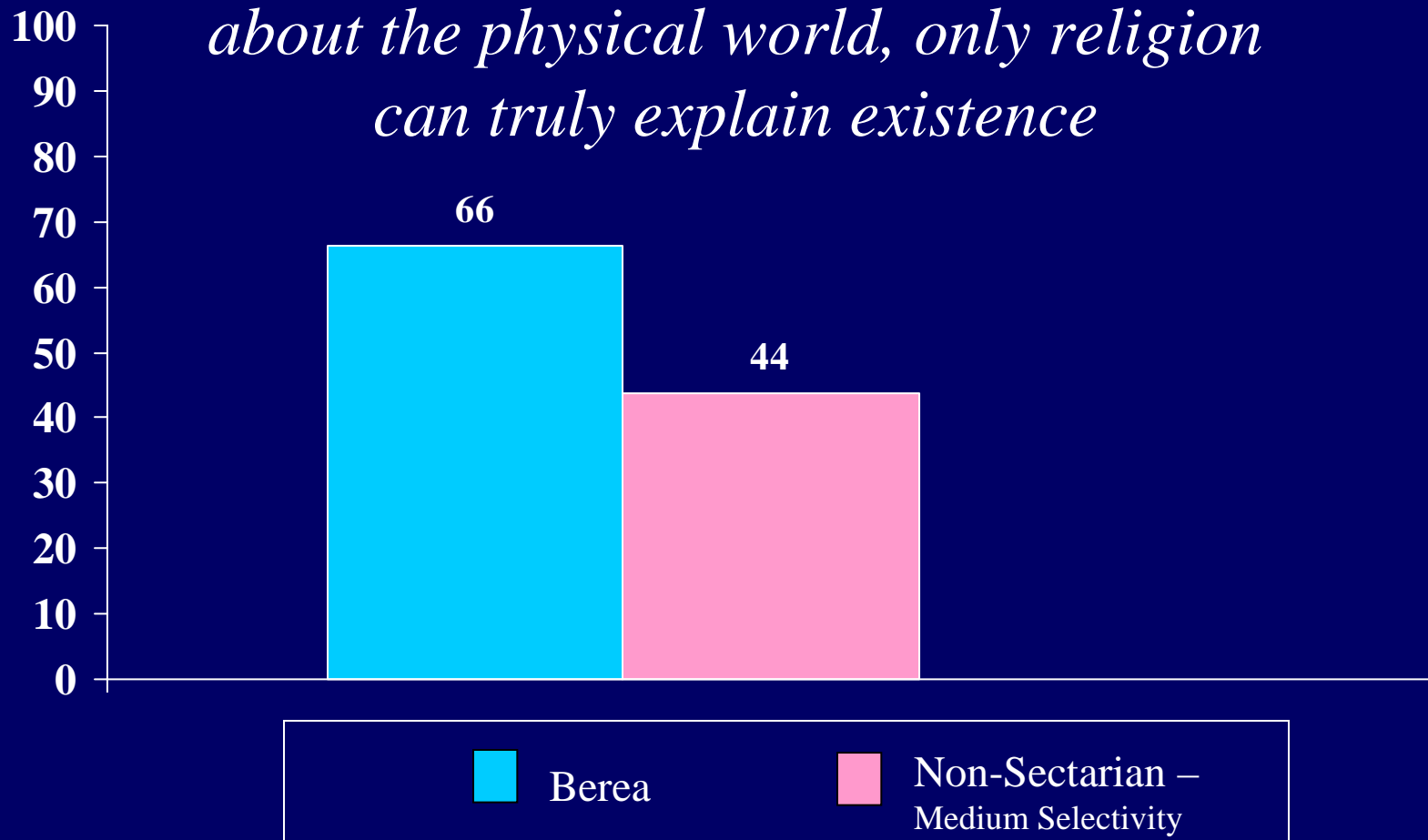
*In the future, science will be able
to explain everything*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

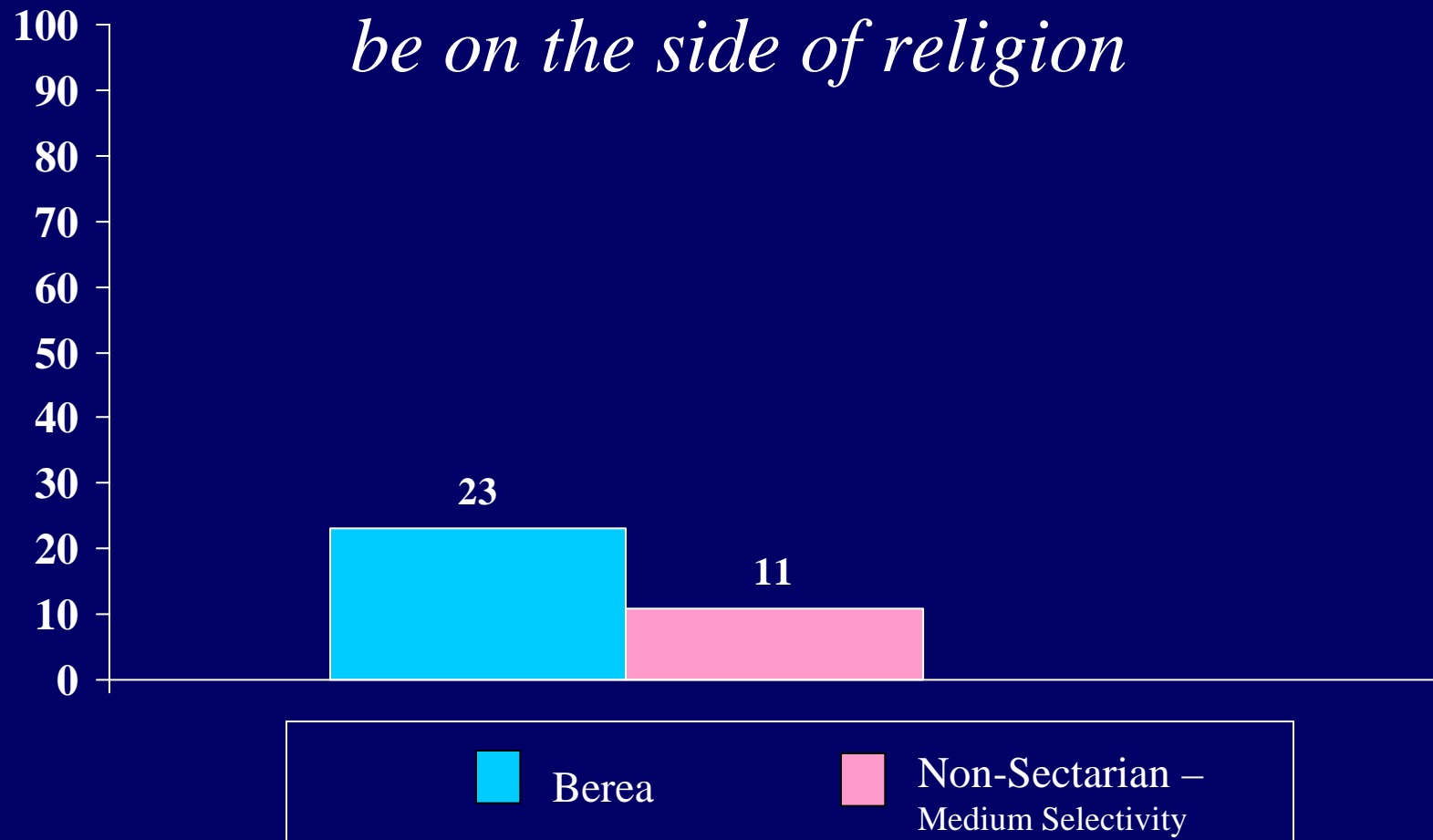
*While science can provide important information
about the physical world, only religion
can truly explain existence*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

For me, the relationship between science and religion is one of:

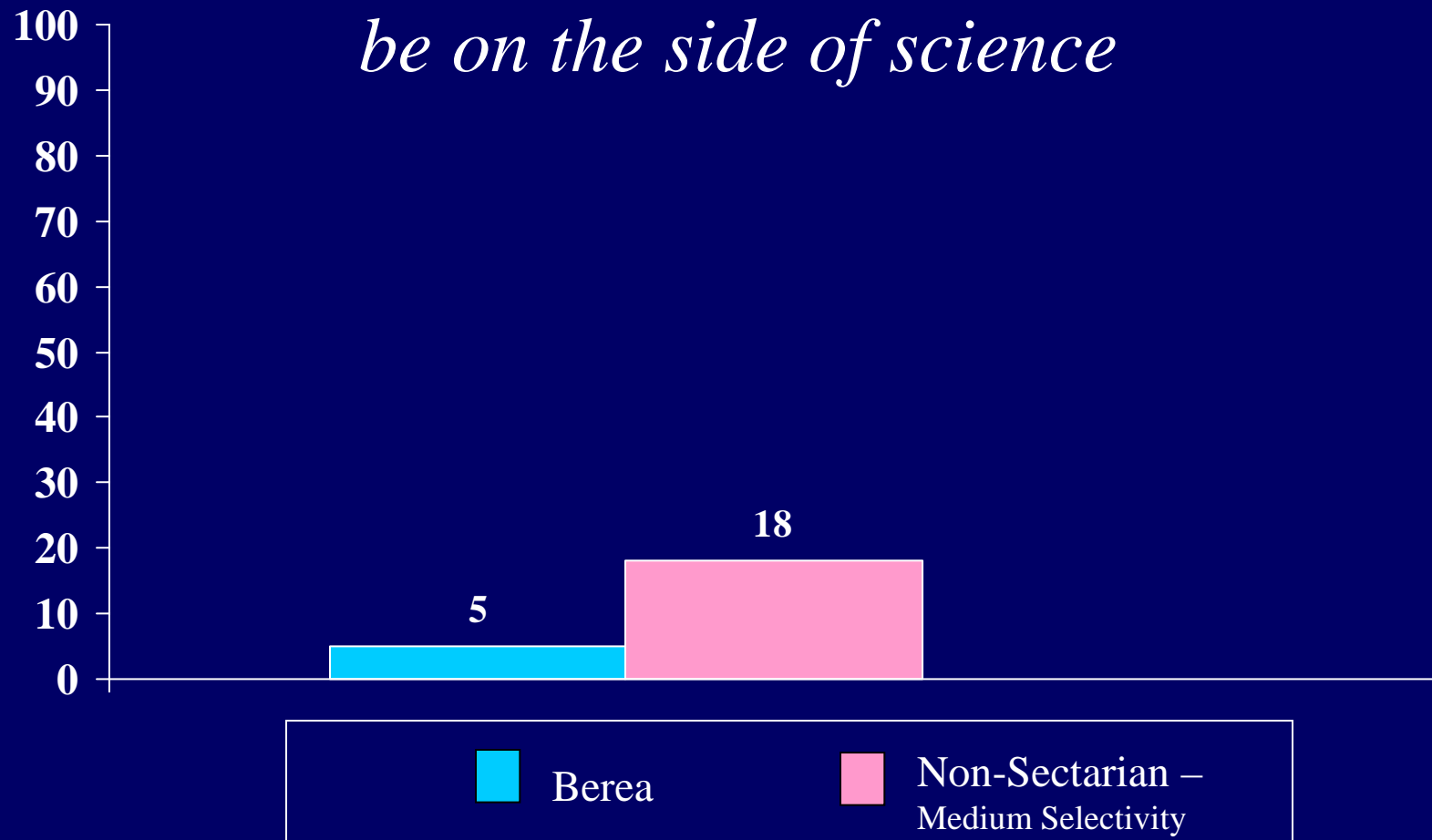
*Conflict; I consider myself to
be on the side of religion*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

For me, the relationship between science and religion is one of:

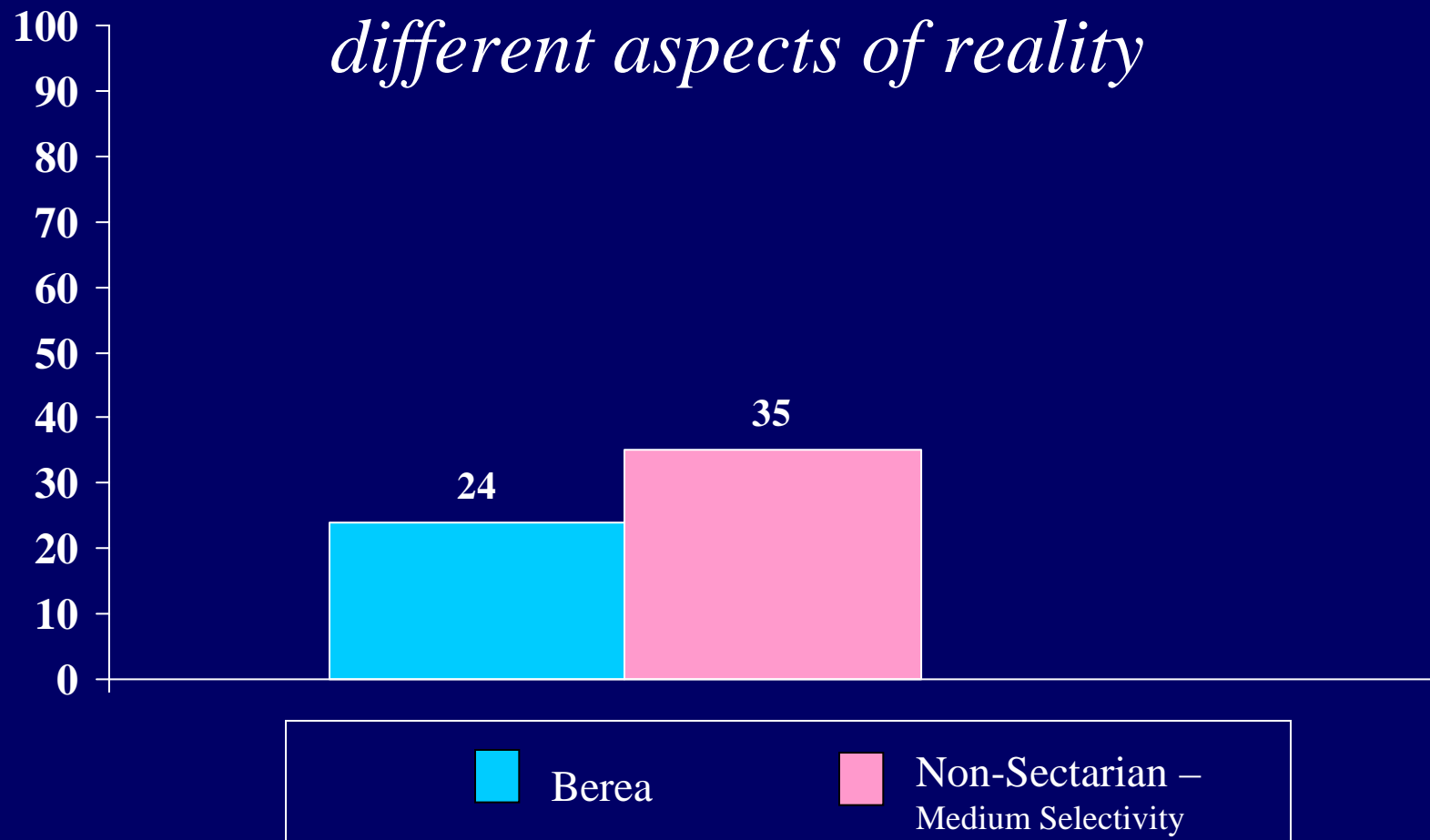
*Conflict; I consider myself to
be on the side of science*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

For me, the relationship between science and religion is one of:

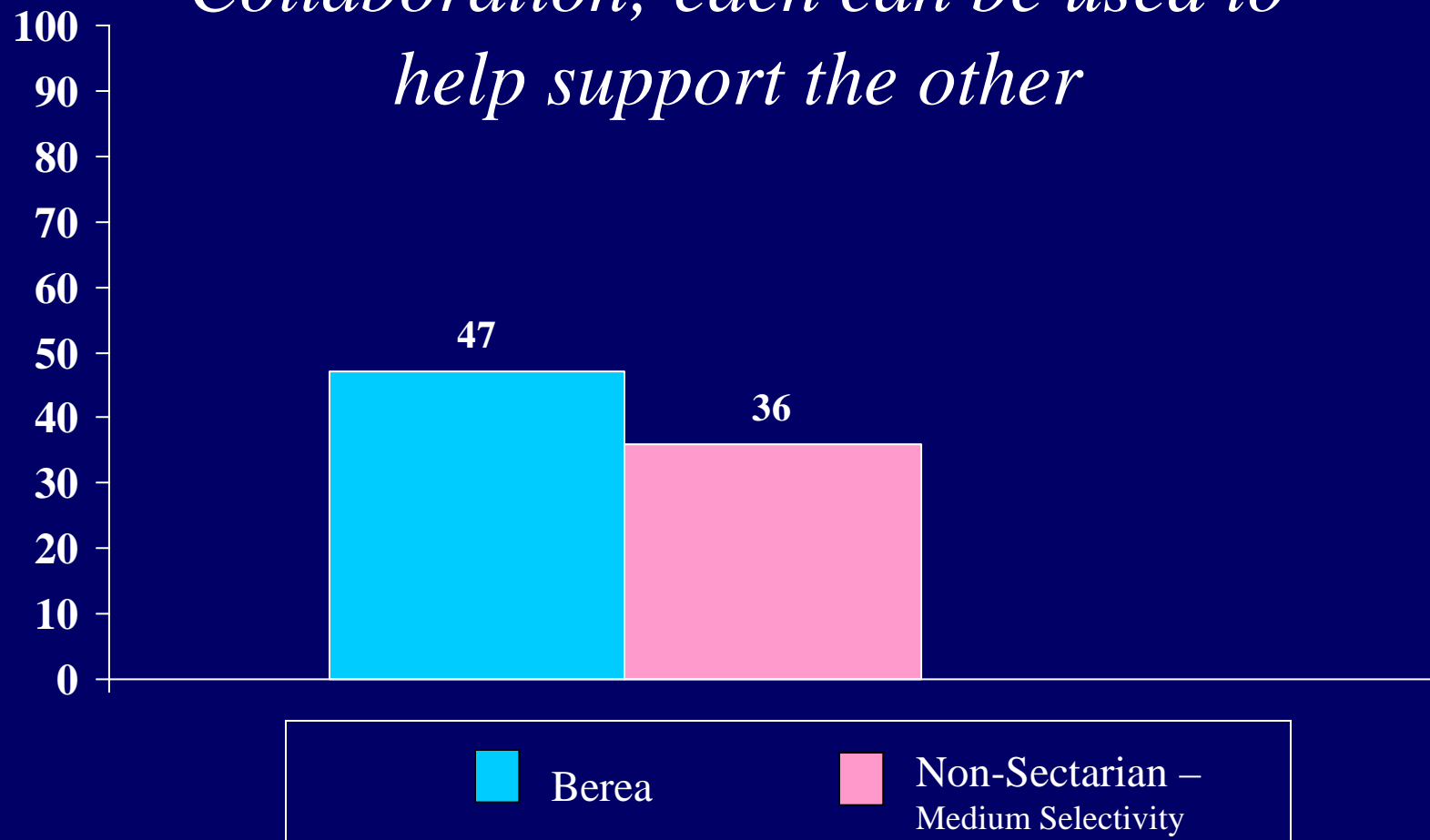
Independence; they refer to different aspects of reality



This item was not asked on the 2002 or 2006 CIRP questionnaire.

For me, the relationship between science and religion is one of:

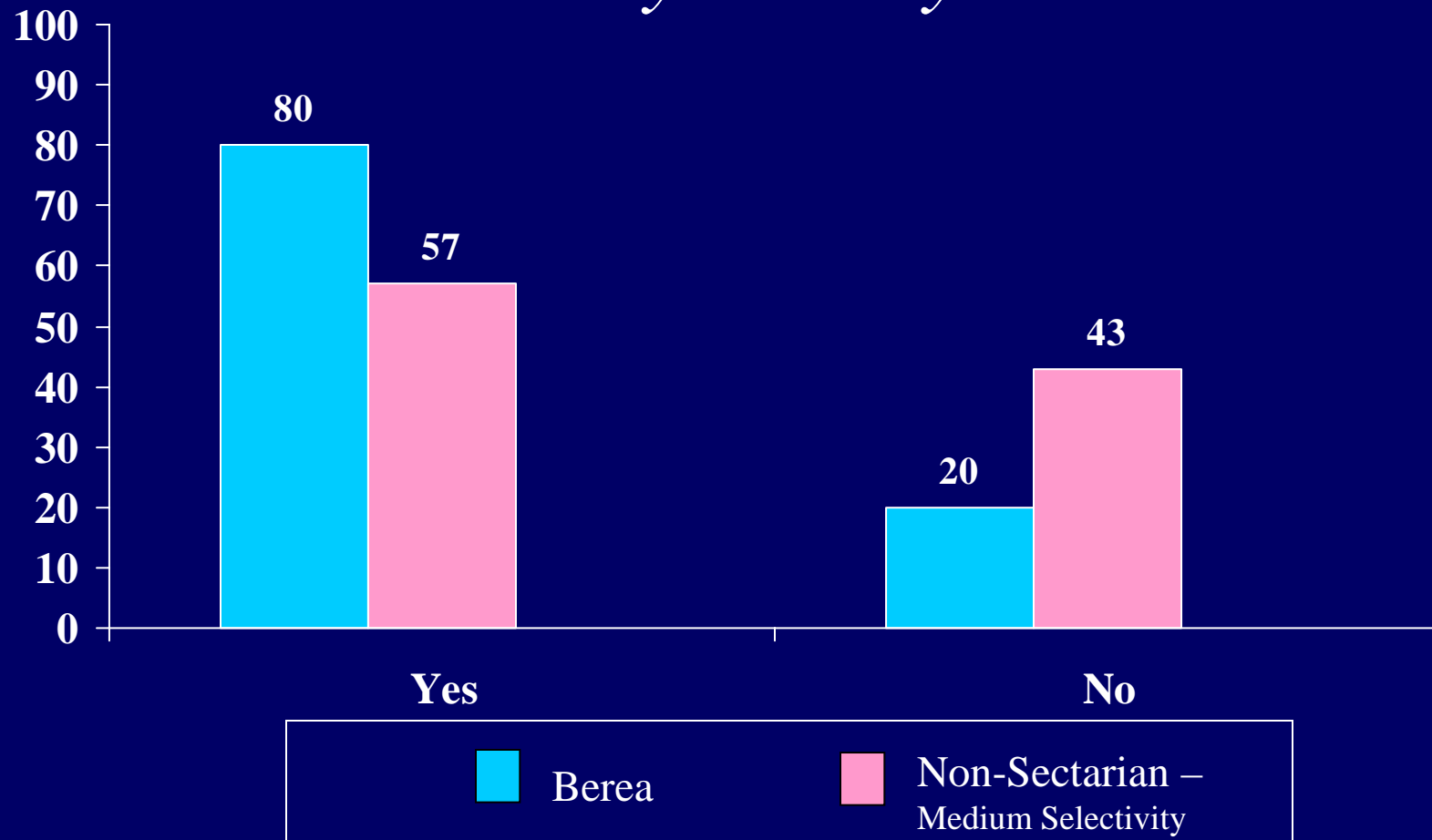
Collaboration; each can be used to help support the other



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated

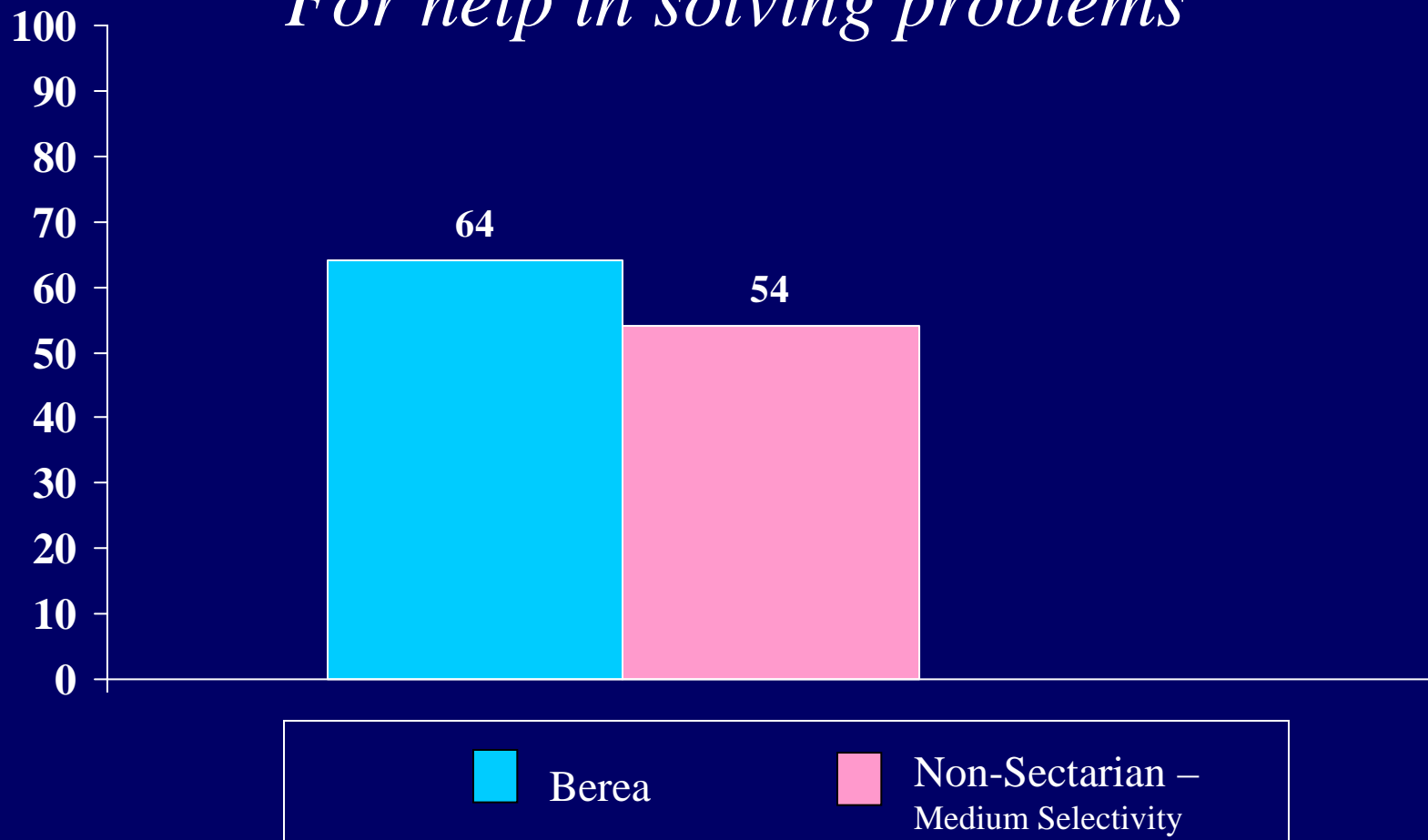
Do you Pray



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who report “Frequently” praying:

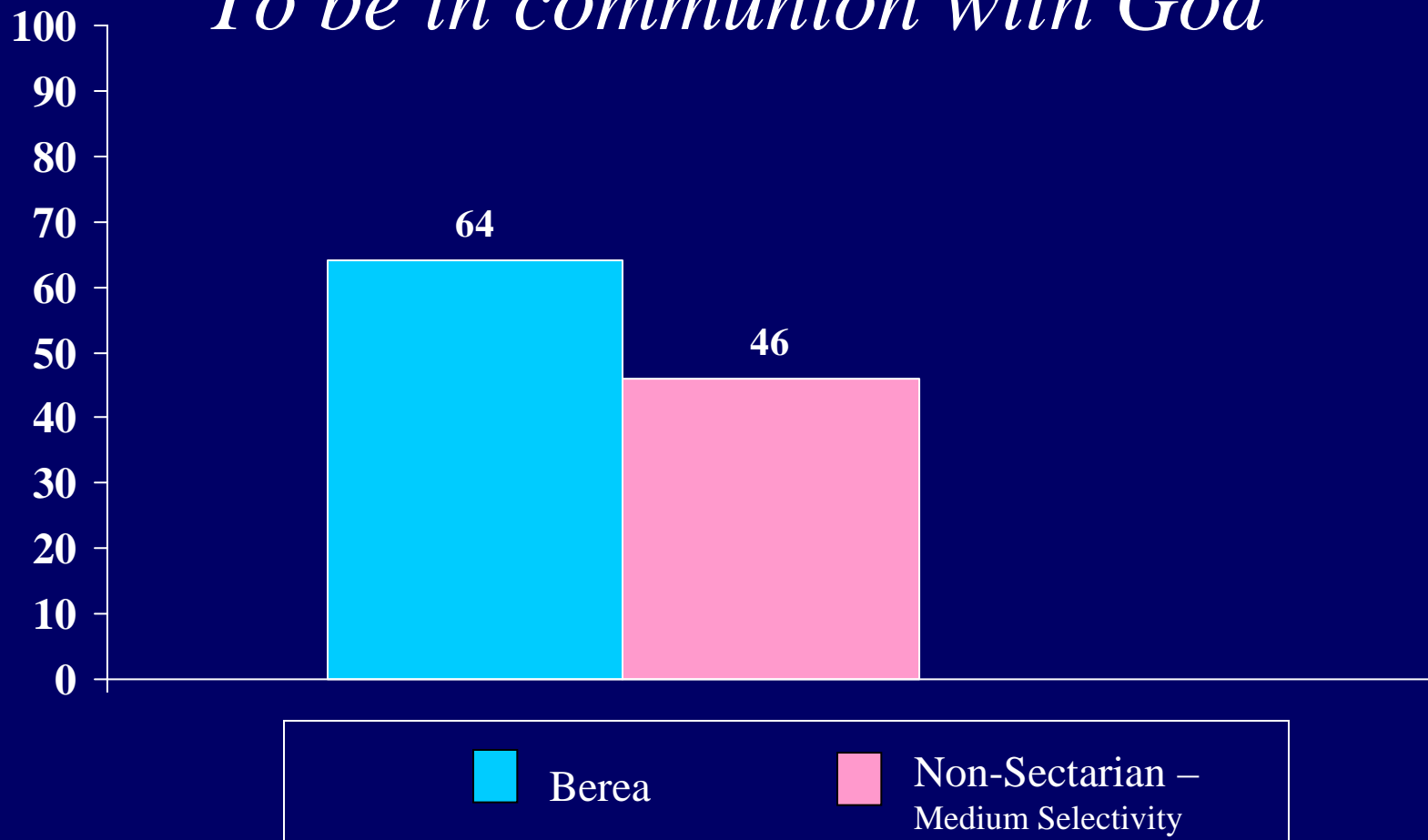
For help in solving problems



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who report “Frequently” praying:

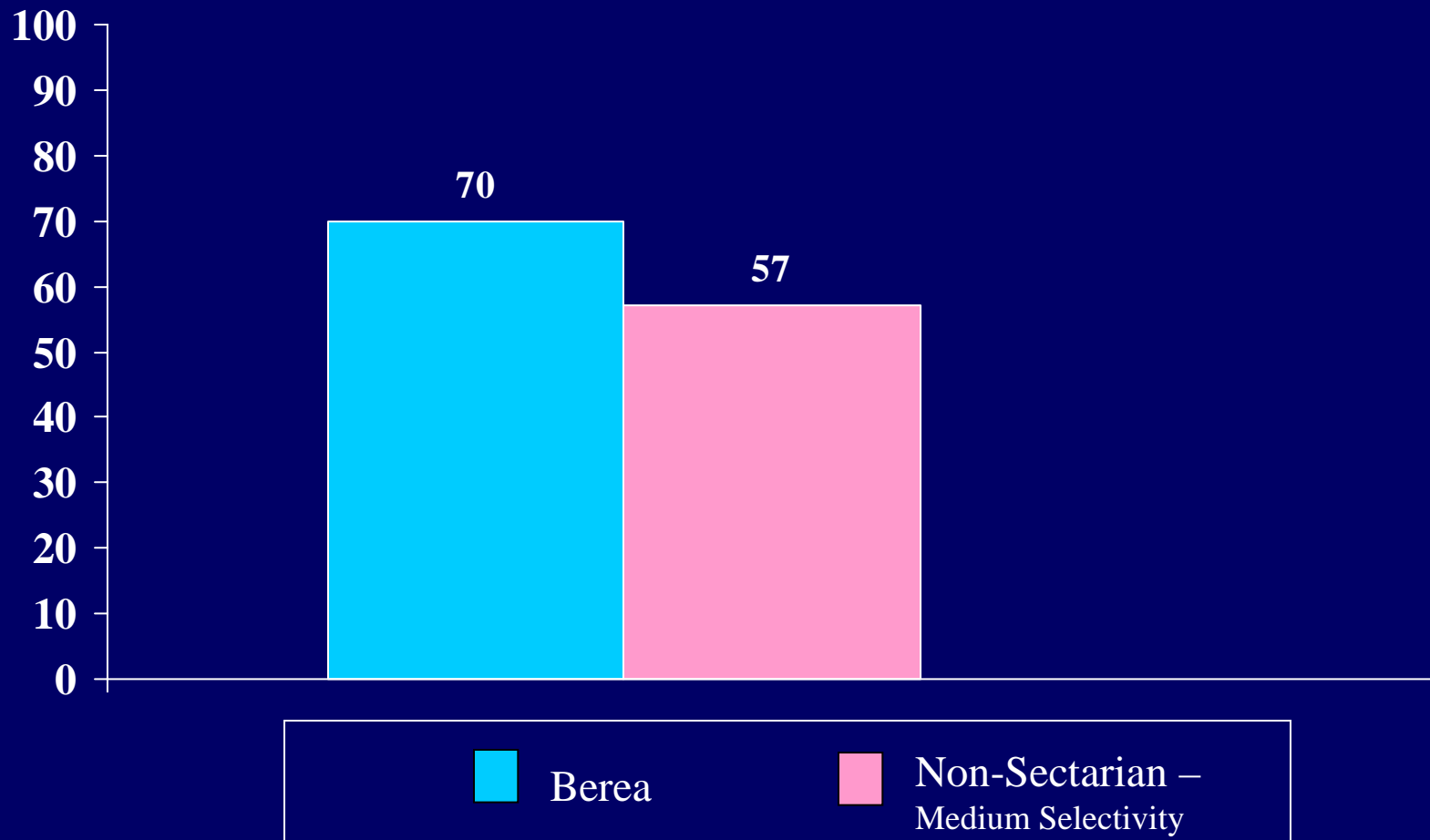
To be in communion with God



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who report “Frequently” praying:

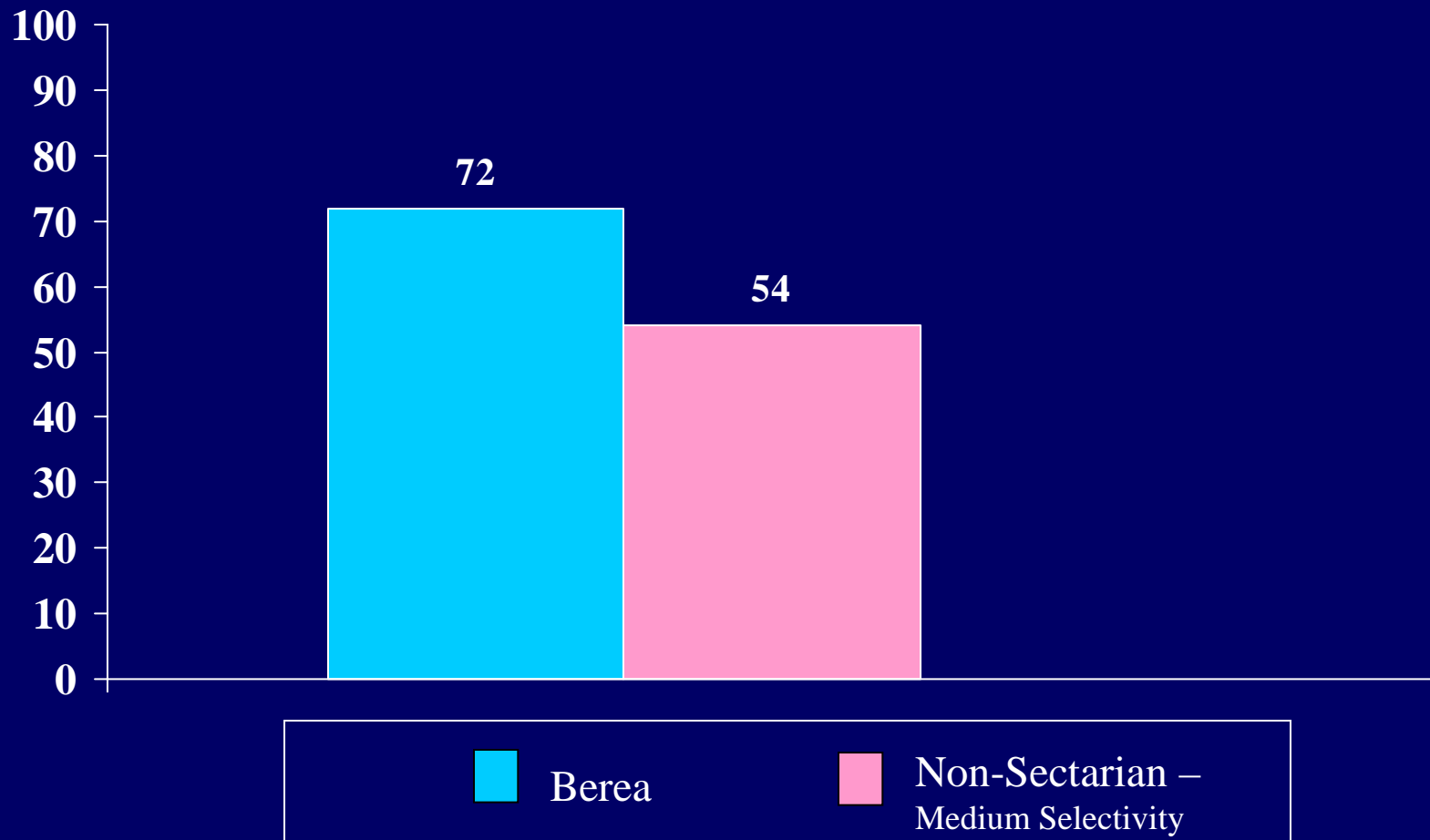
To express gratitude



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who report “Frequently” praying:

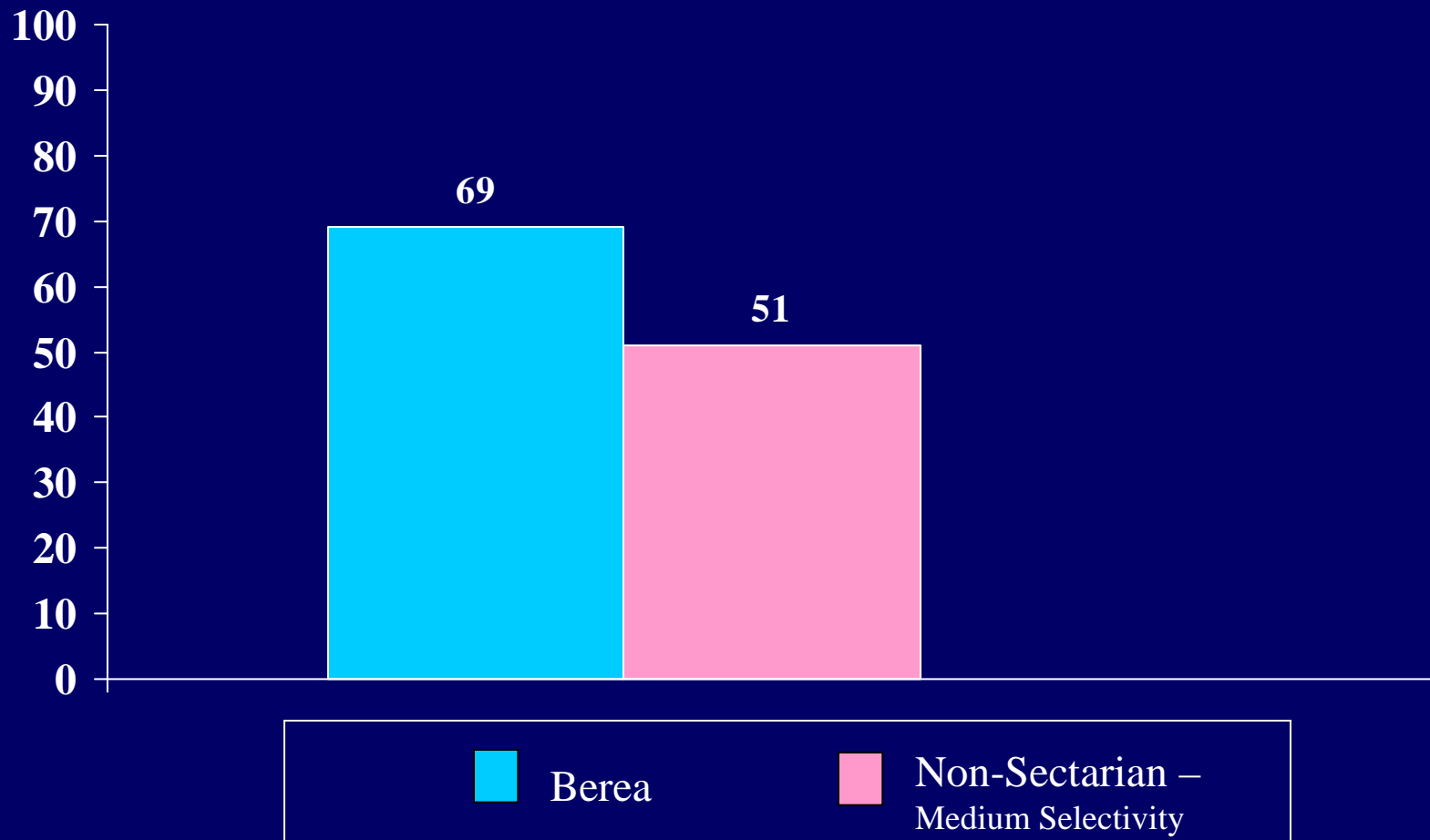
For emotional strength



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who report “Frequently” praying:

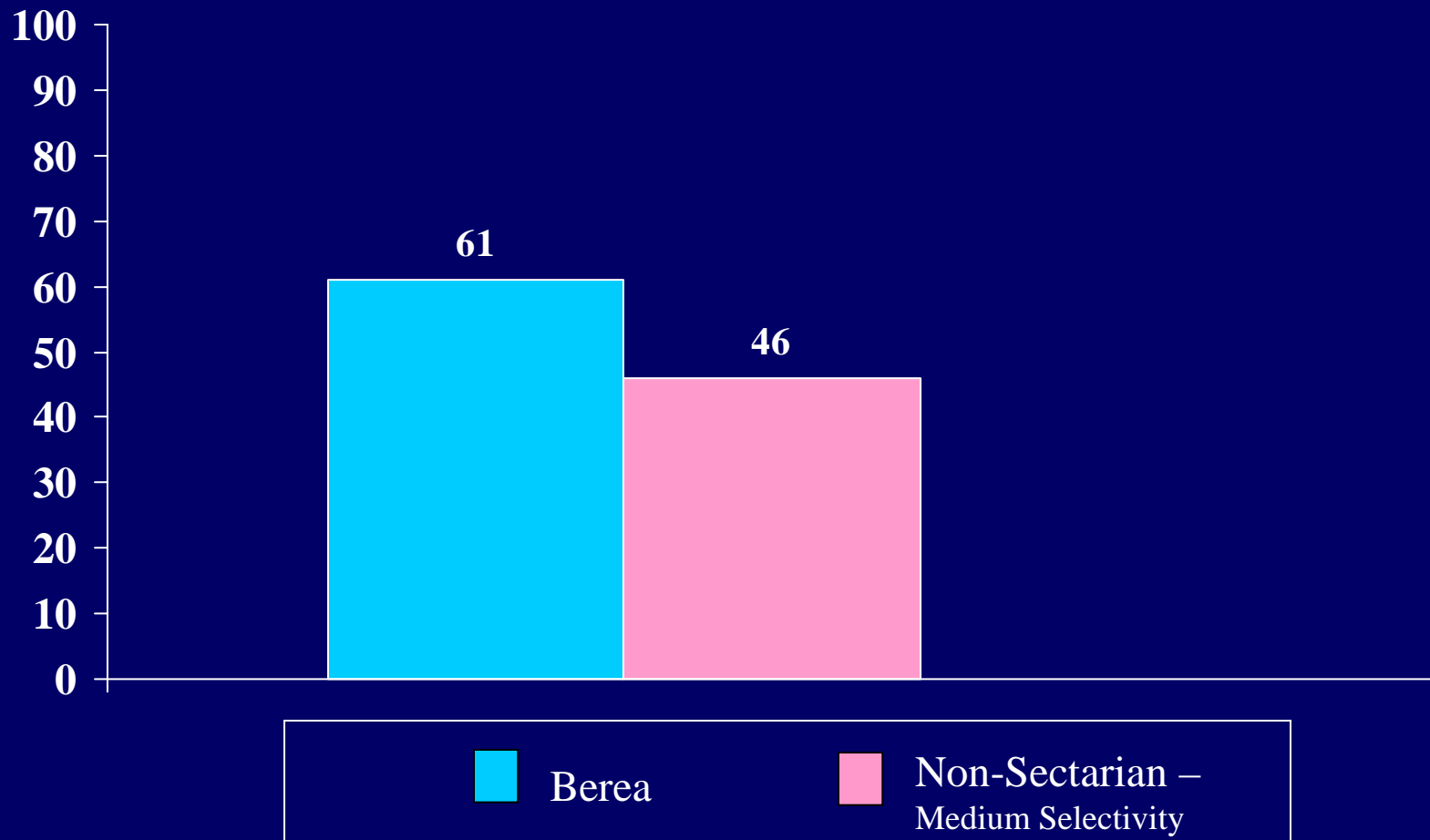
For forgiveness



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who report “Frequently” praying:

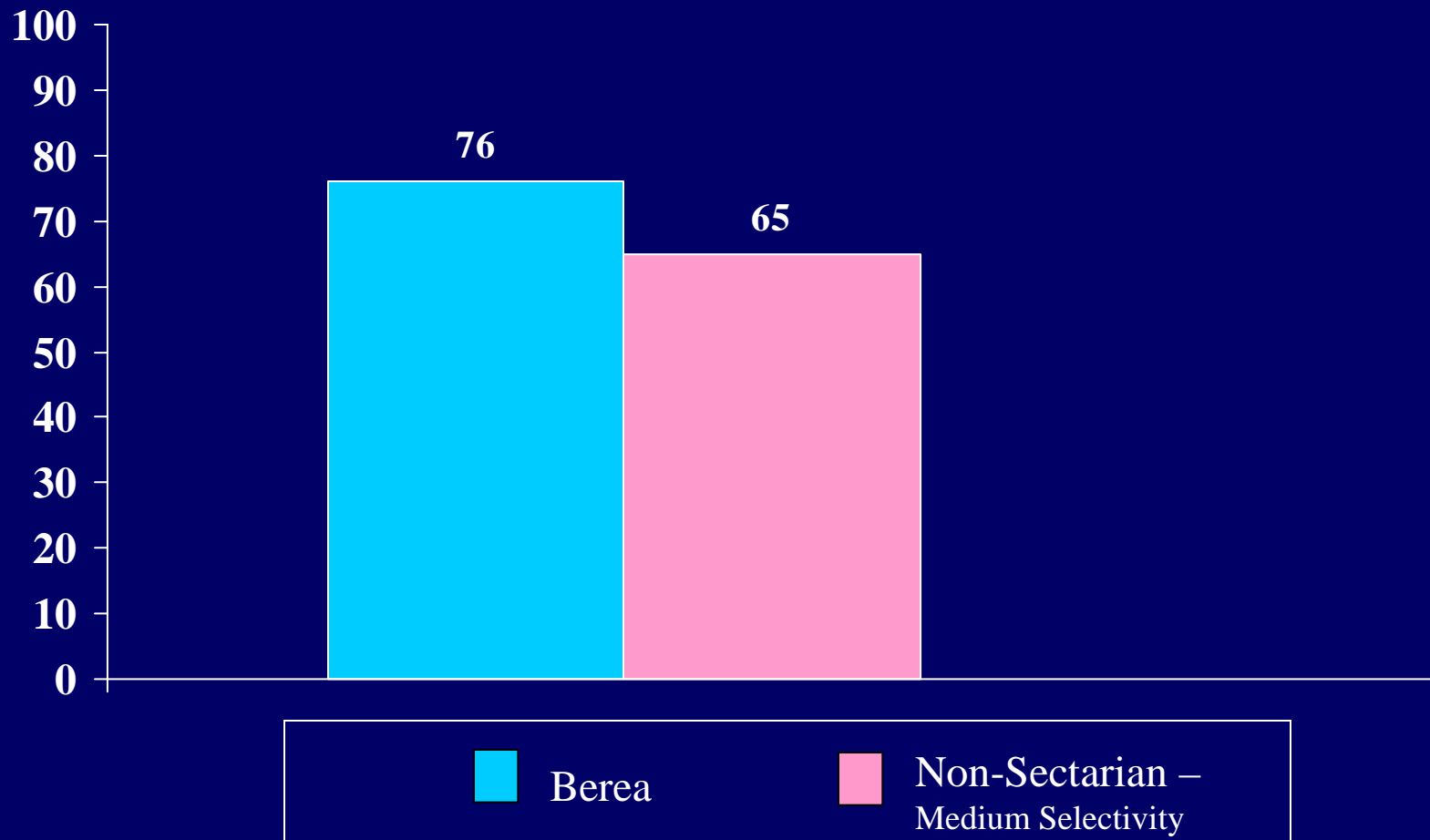
To relieve the suffering of others



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who report “Frequently” praying:

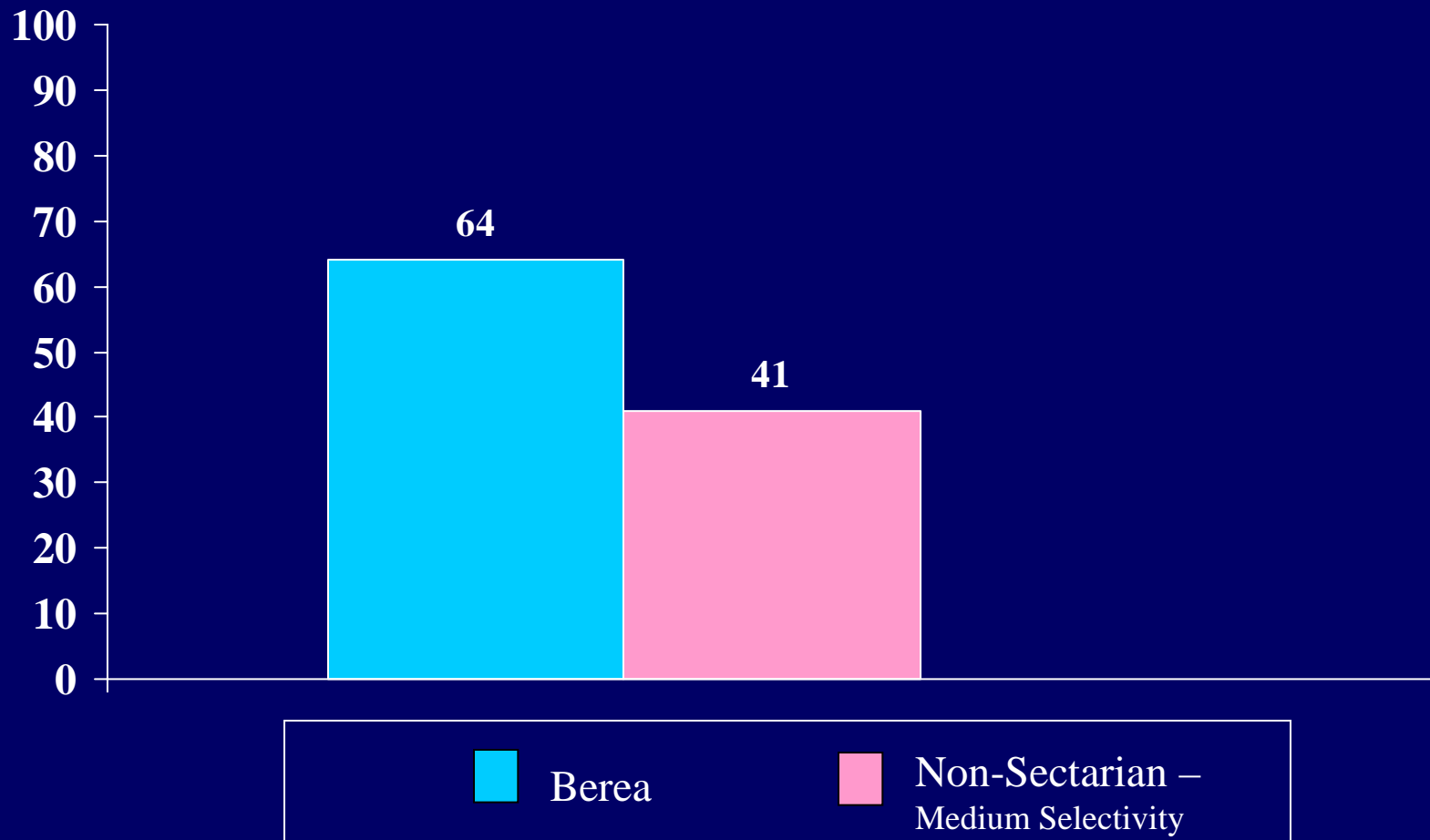
For loved ones



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who report “Frequently” praying:

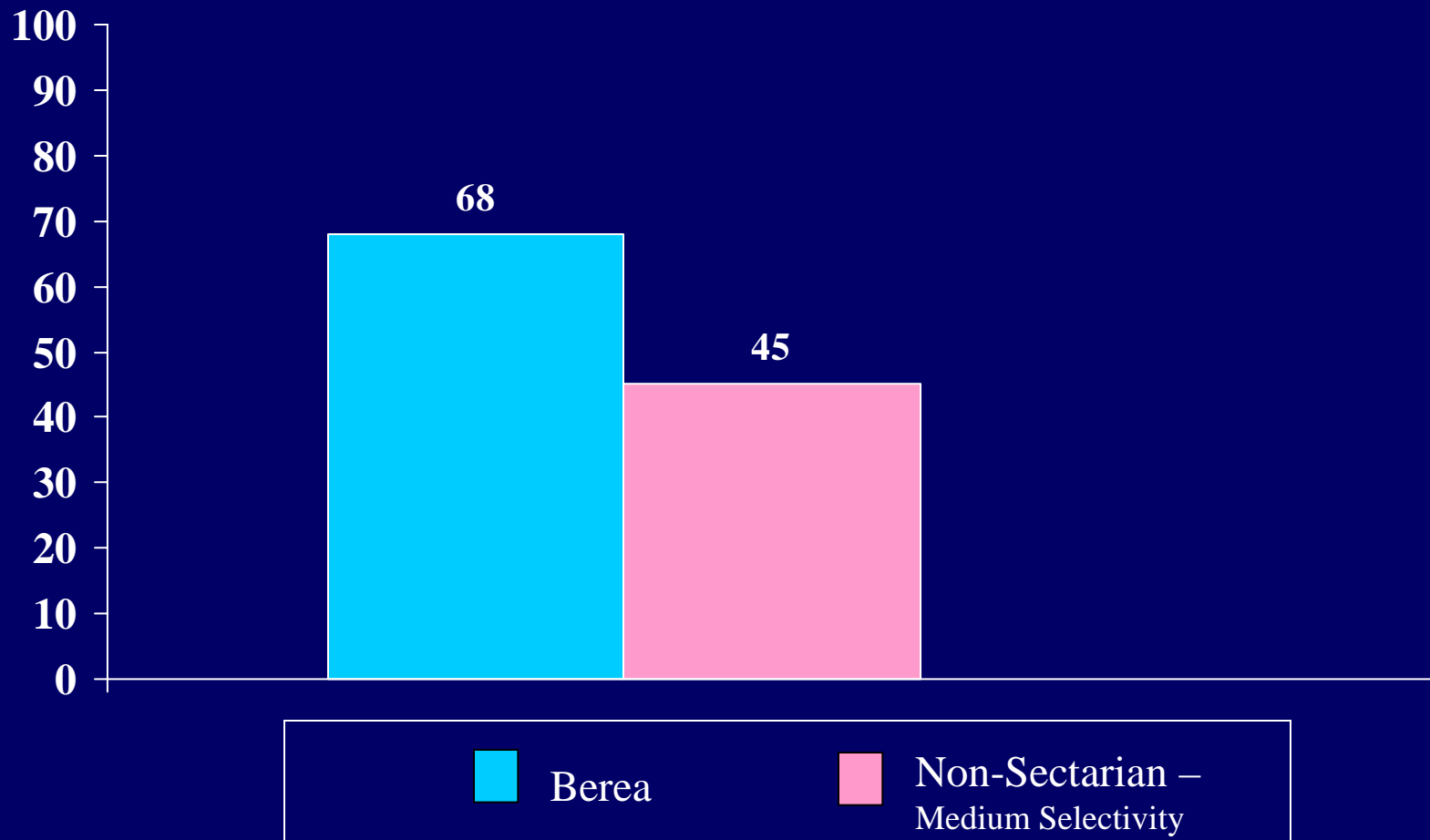
For wisdom



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who report “Frequently” praying:

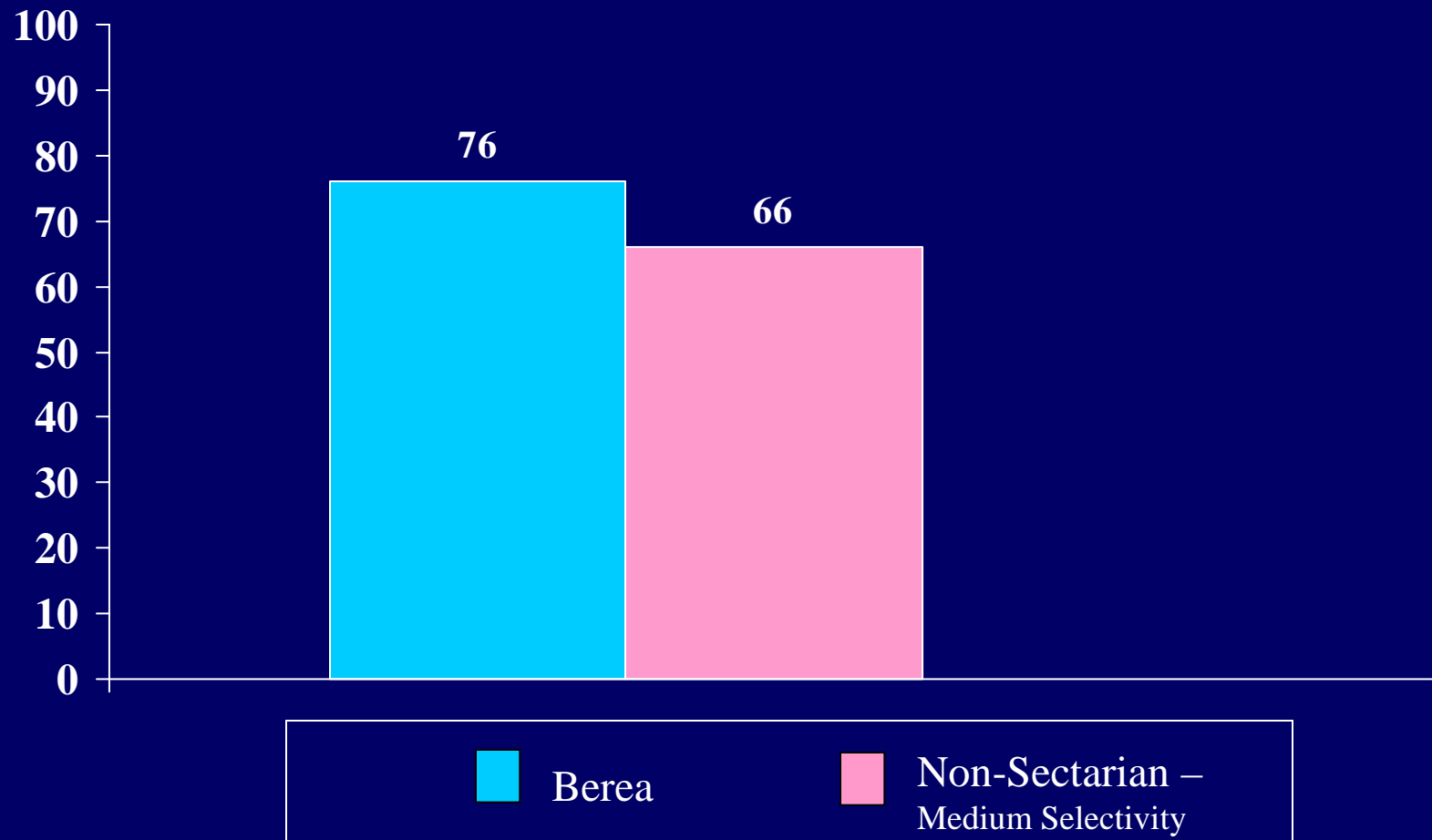
To praise God



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who engages at least weekly in:

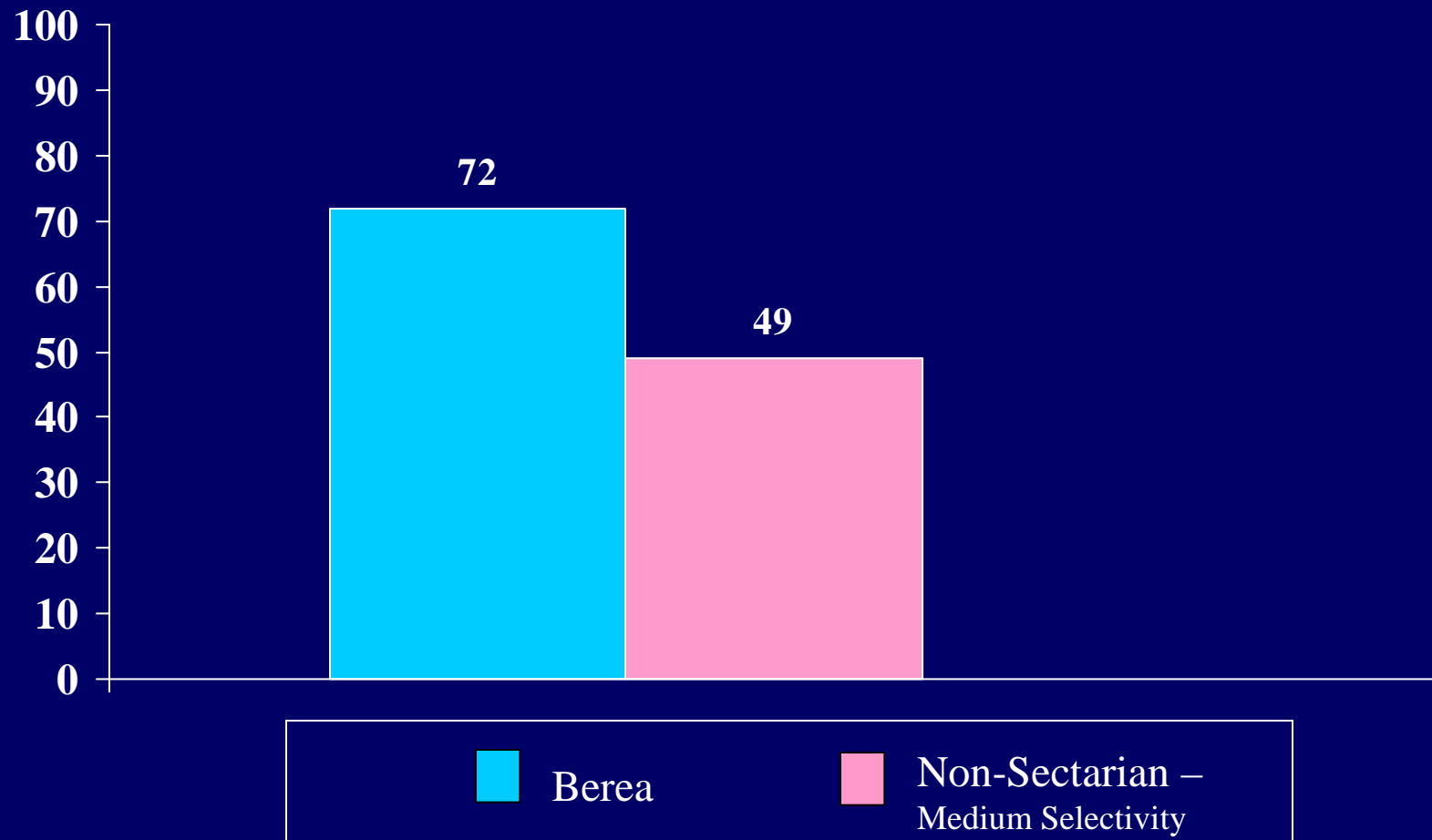
Self-reflection



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who engages at least weekly in:

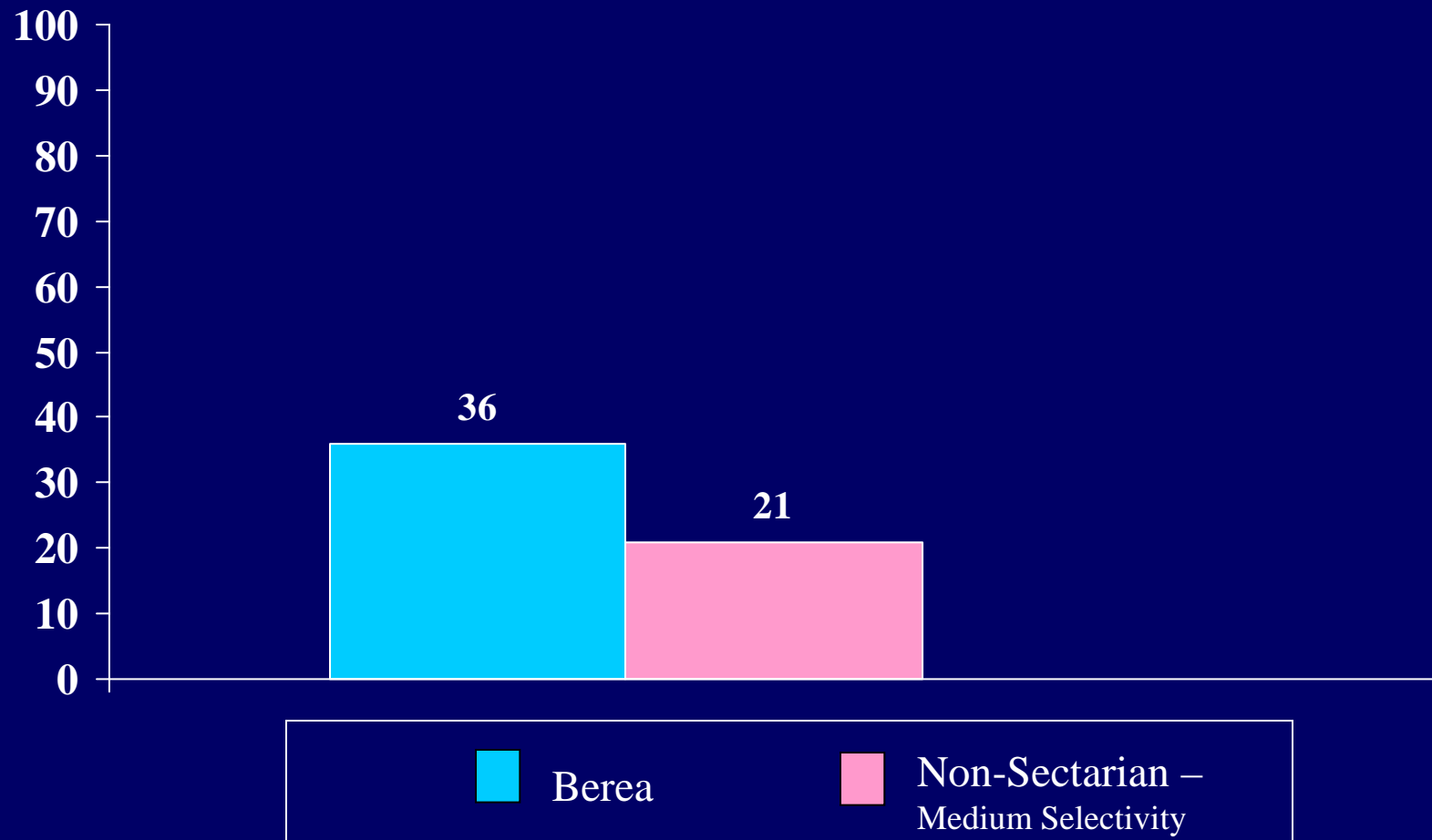
Prayer



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who engages at least weekly in:

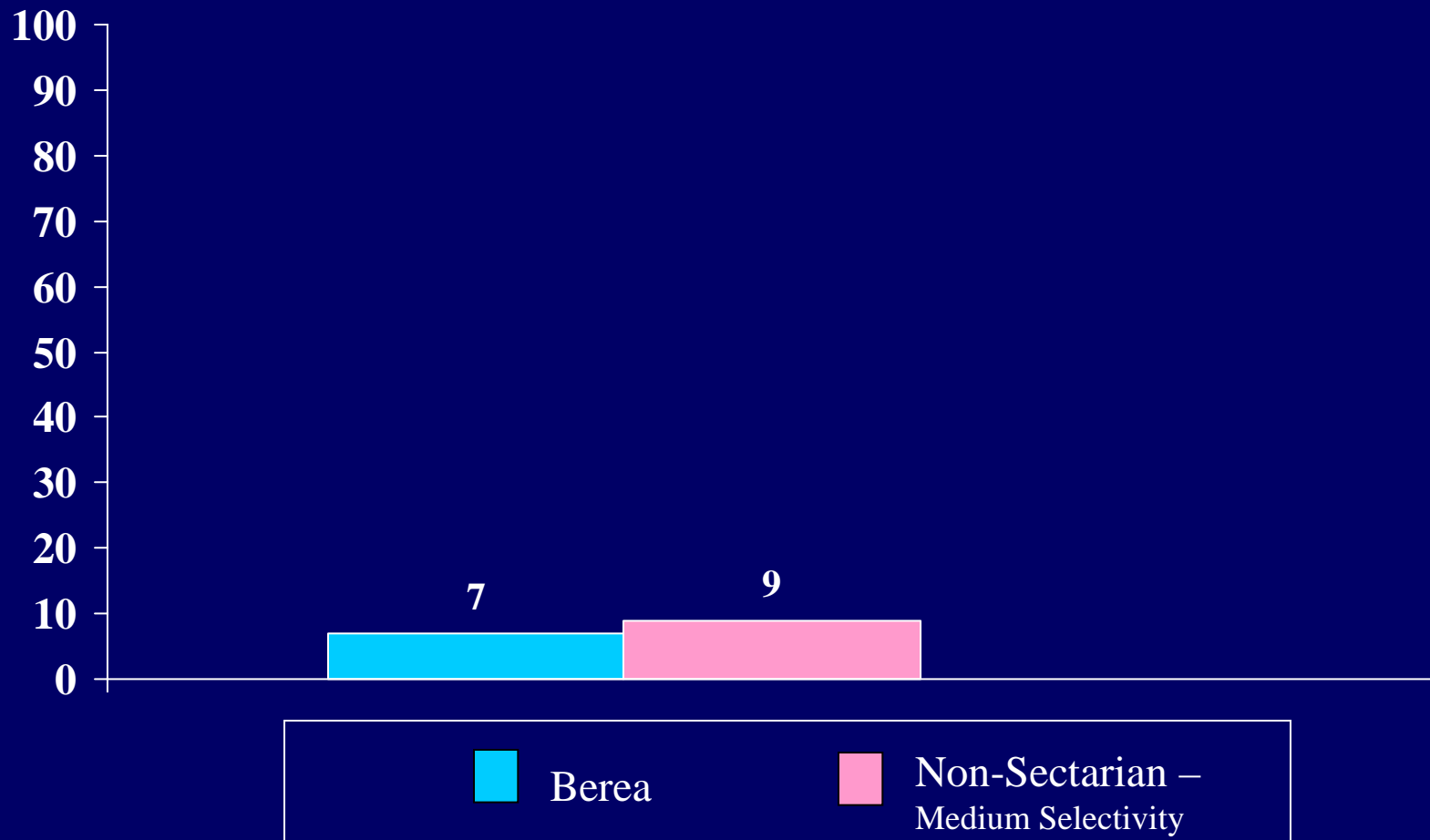
Meditation



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who engages at least weekly in:

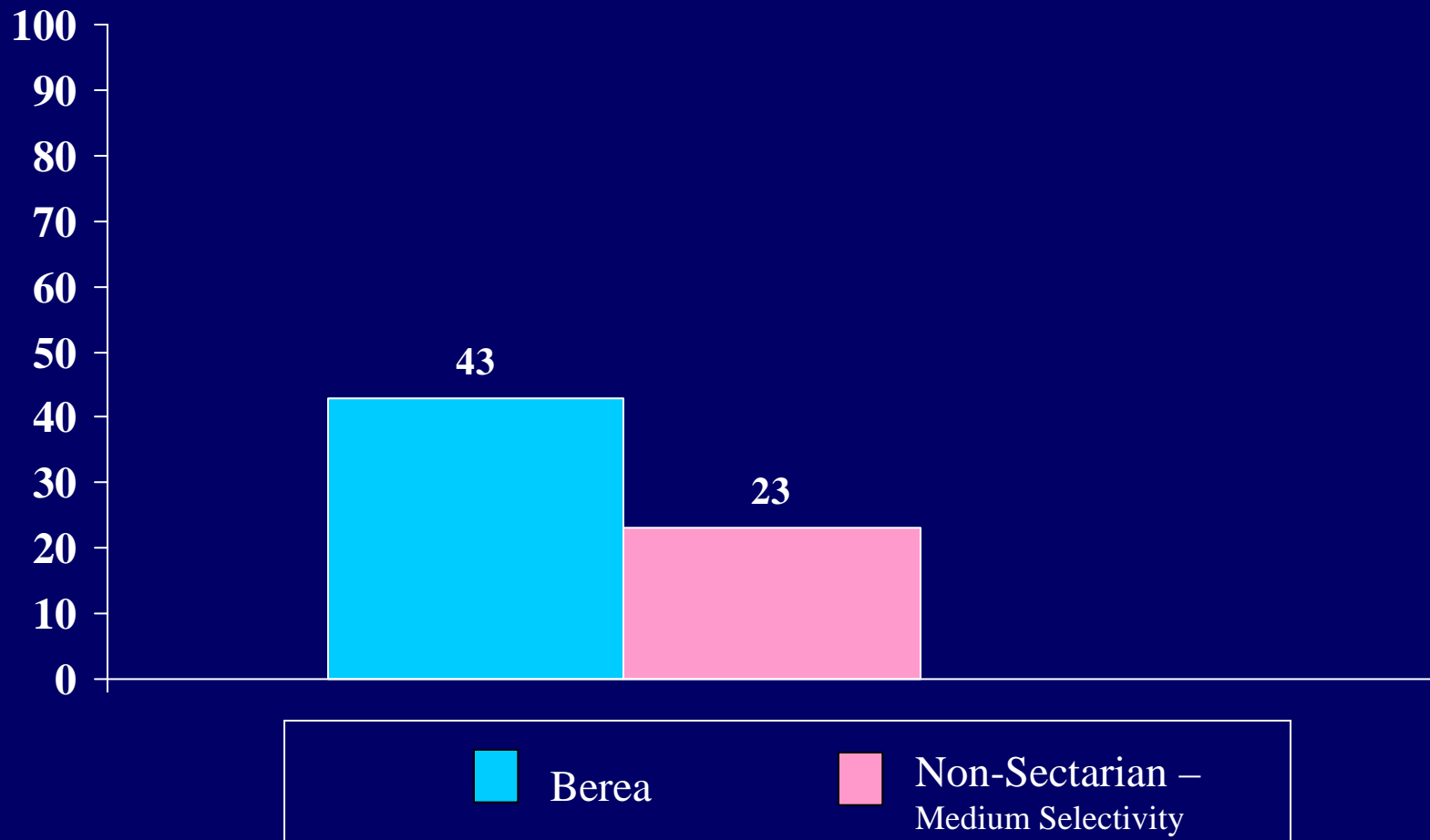
Yoga, Tai Chi, or similar practice



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who engages at least weekly in:

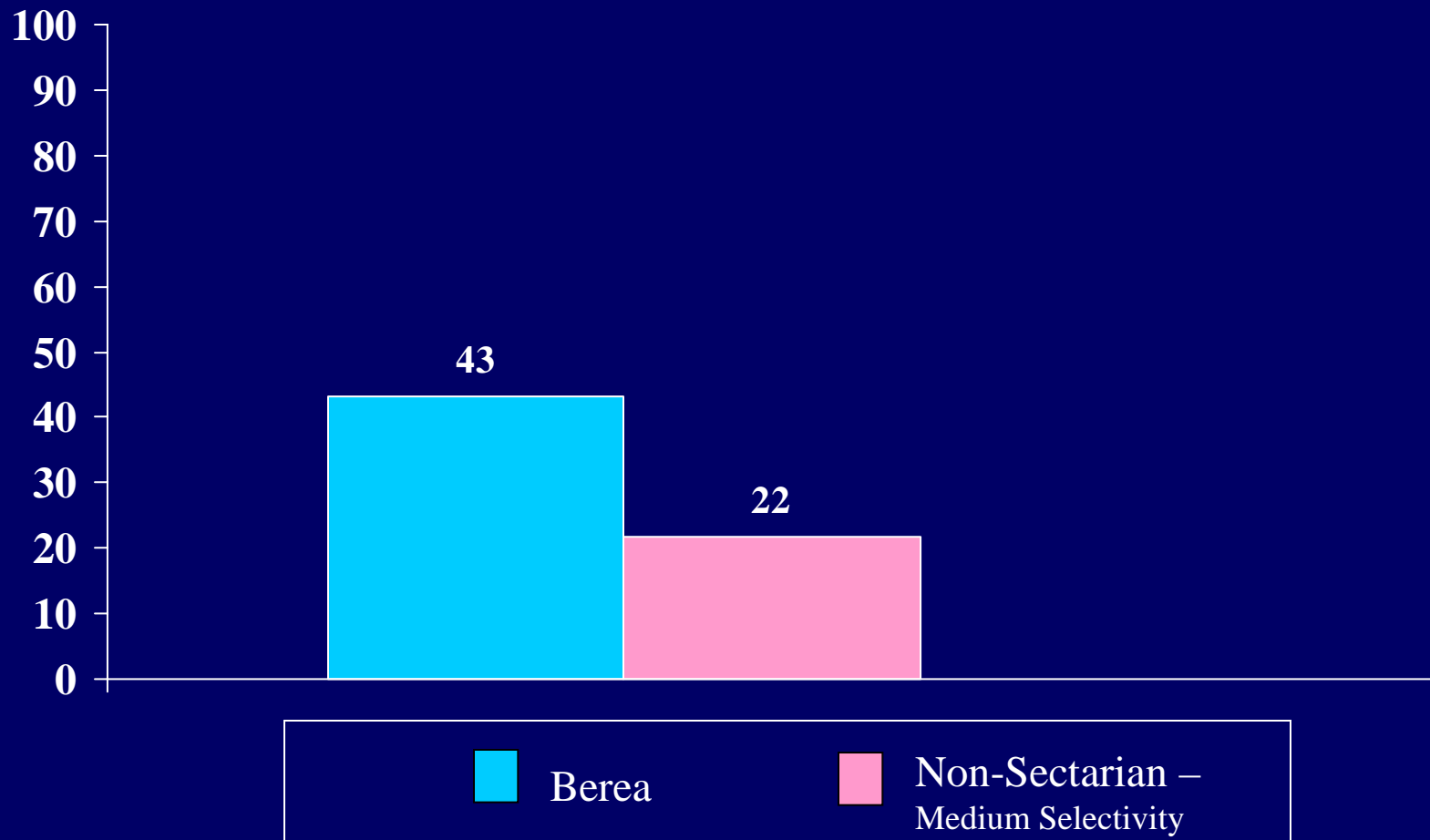
Religious singing/chanting



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who engages at least weekly in:

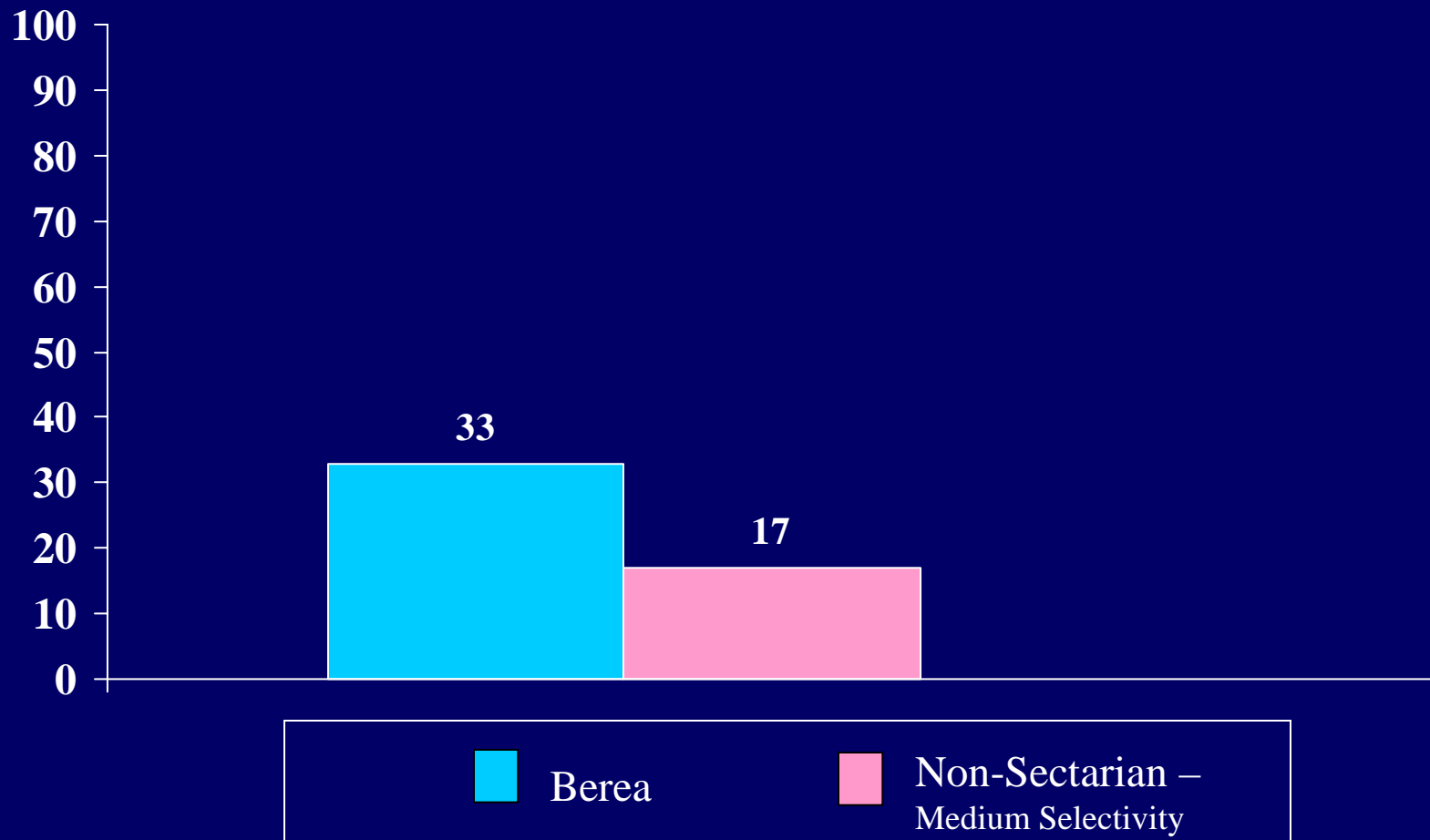
Reading sacred texts



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who engages at least weekly in:

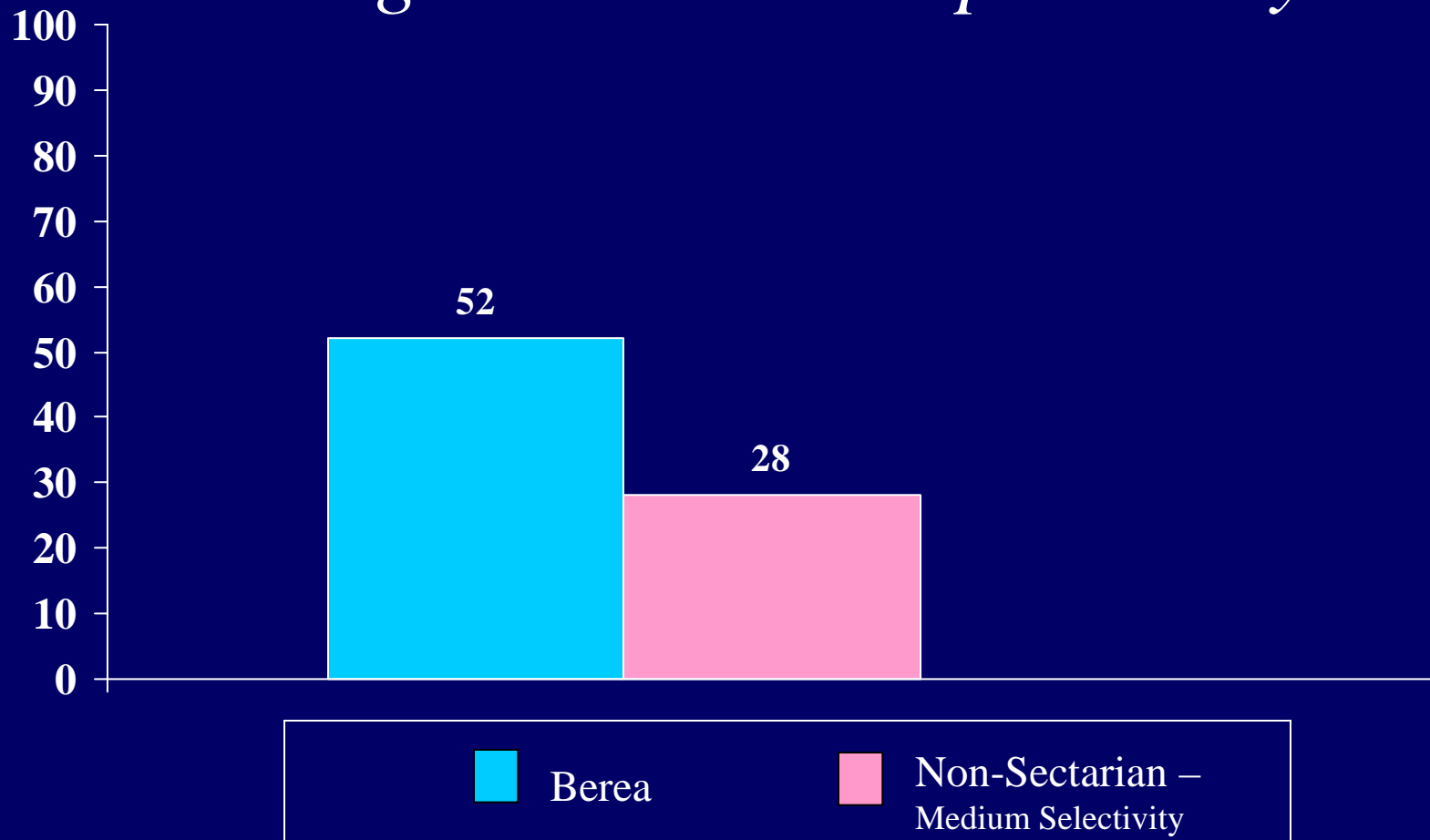
Other reading on religion/spirituality



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

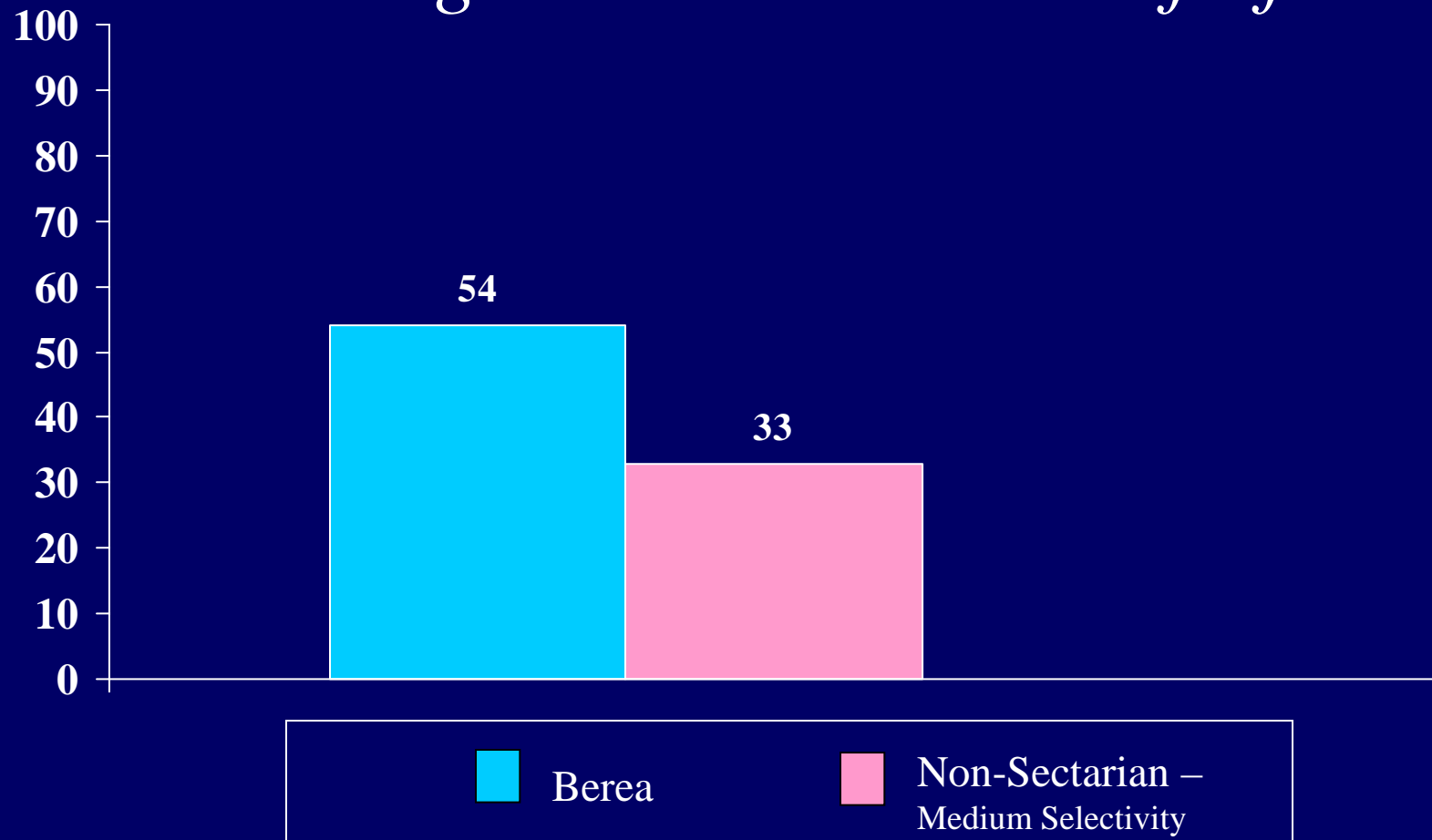
Having an interest in spirituality



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

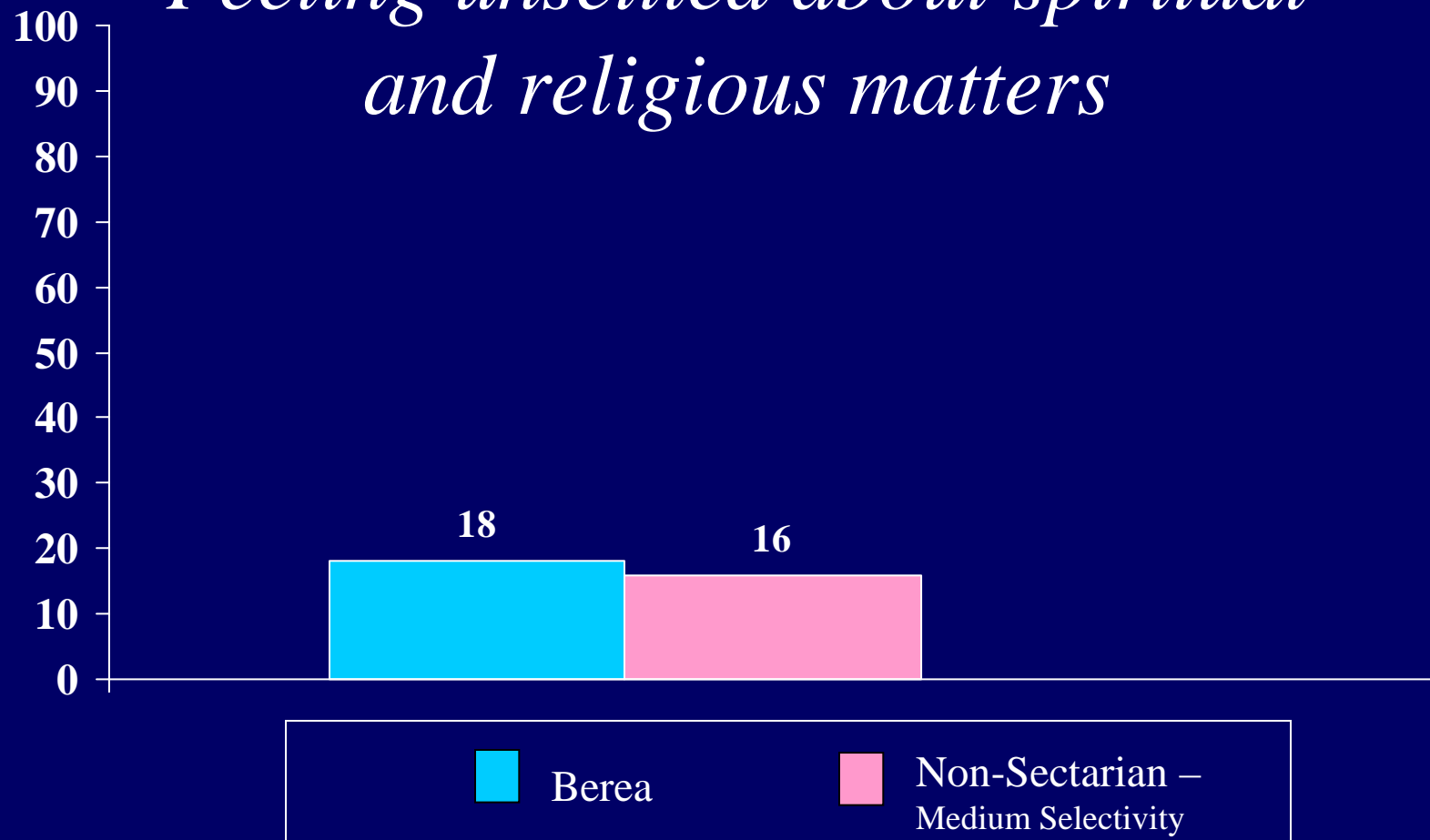
Believing in the sacredness of life



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

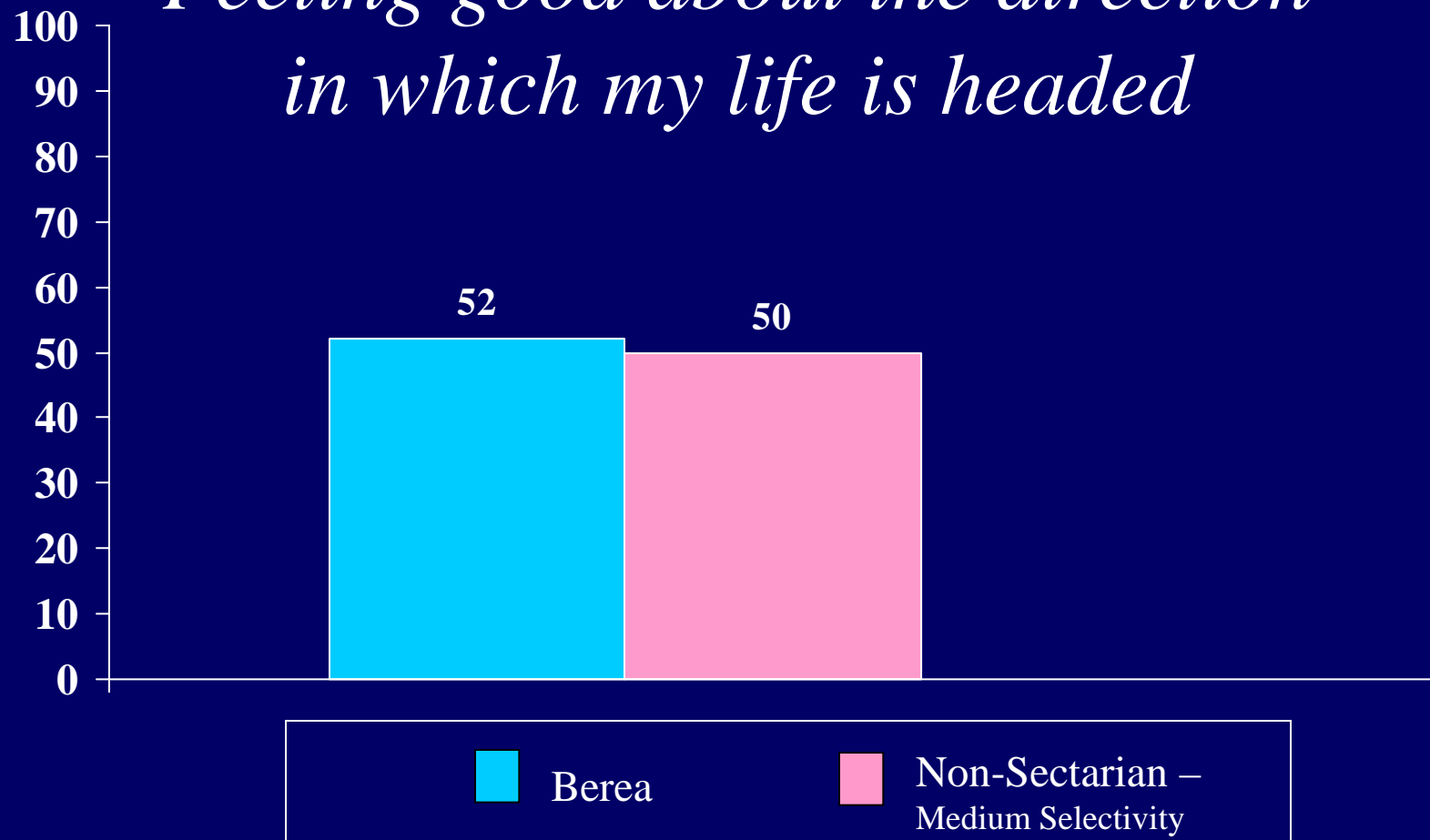
Feeling unsettled about spiritual and religious matters



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

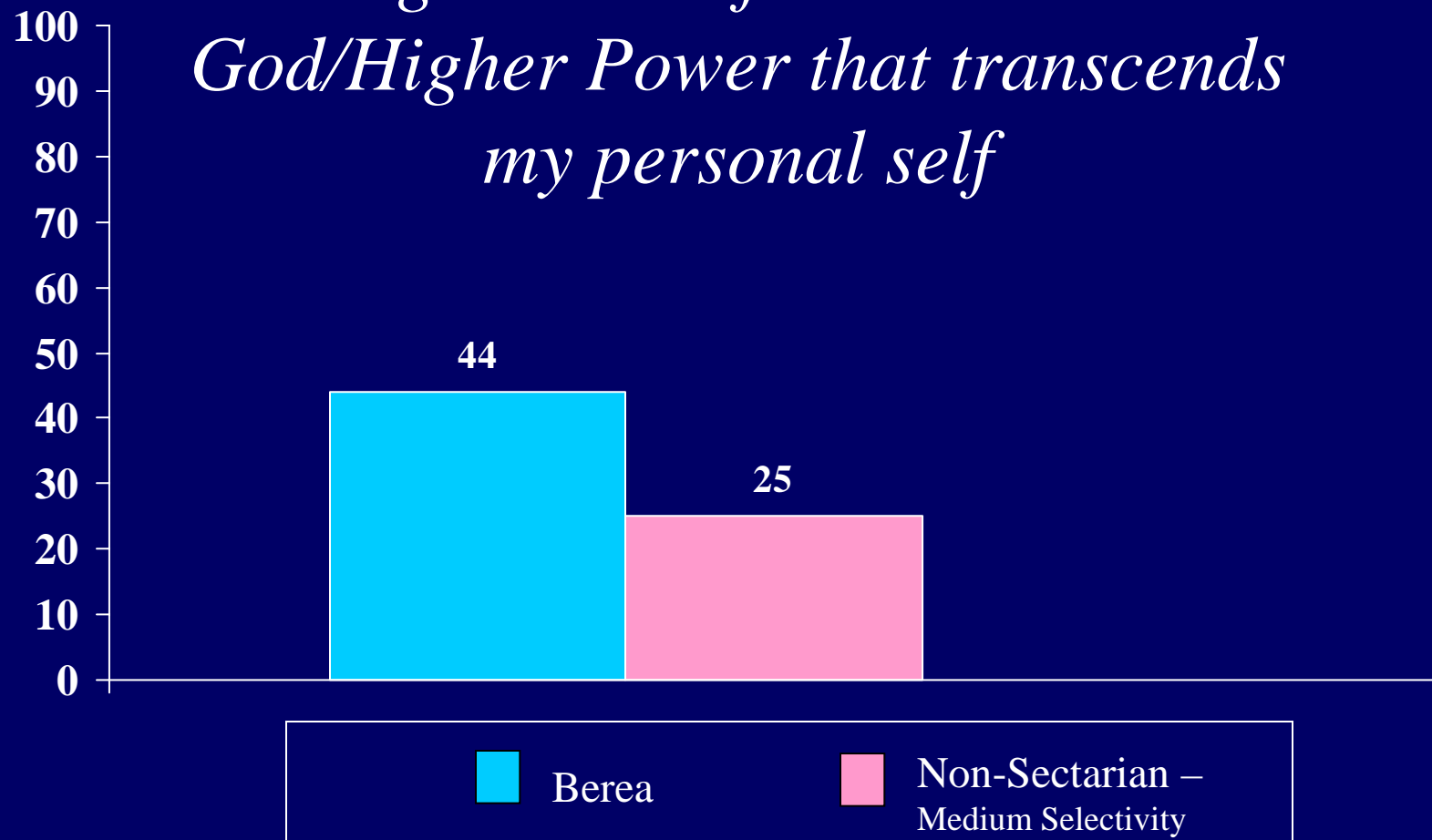
Feeling good about the direction in which my life is headed



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

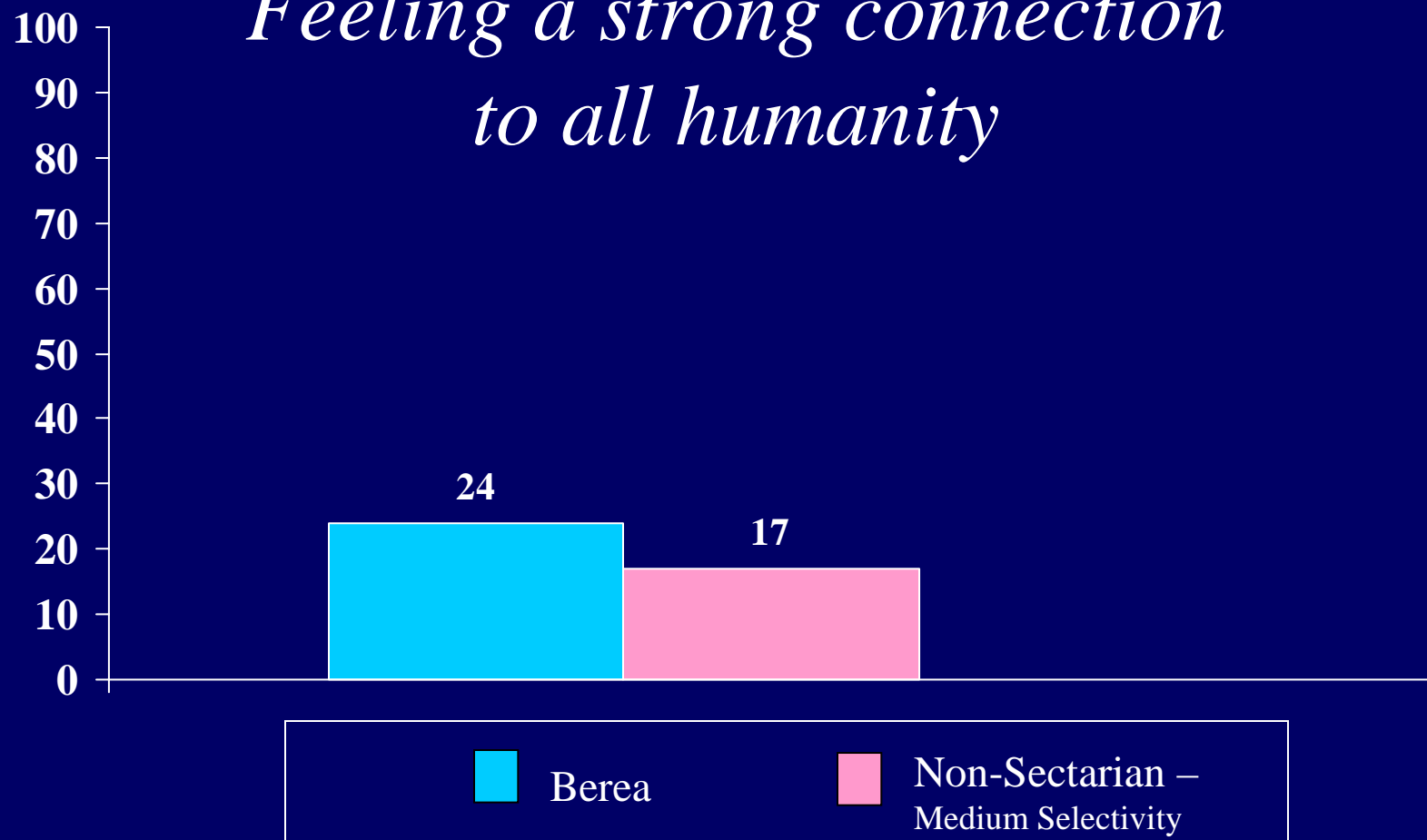
*Feeling a sense of connection with
God/Higher Power that transcends
my personal self*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

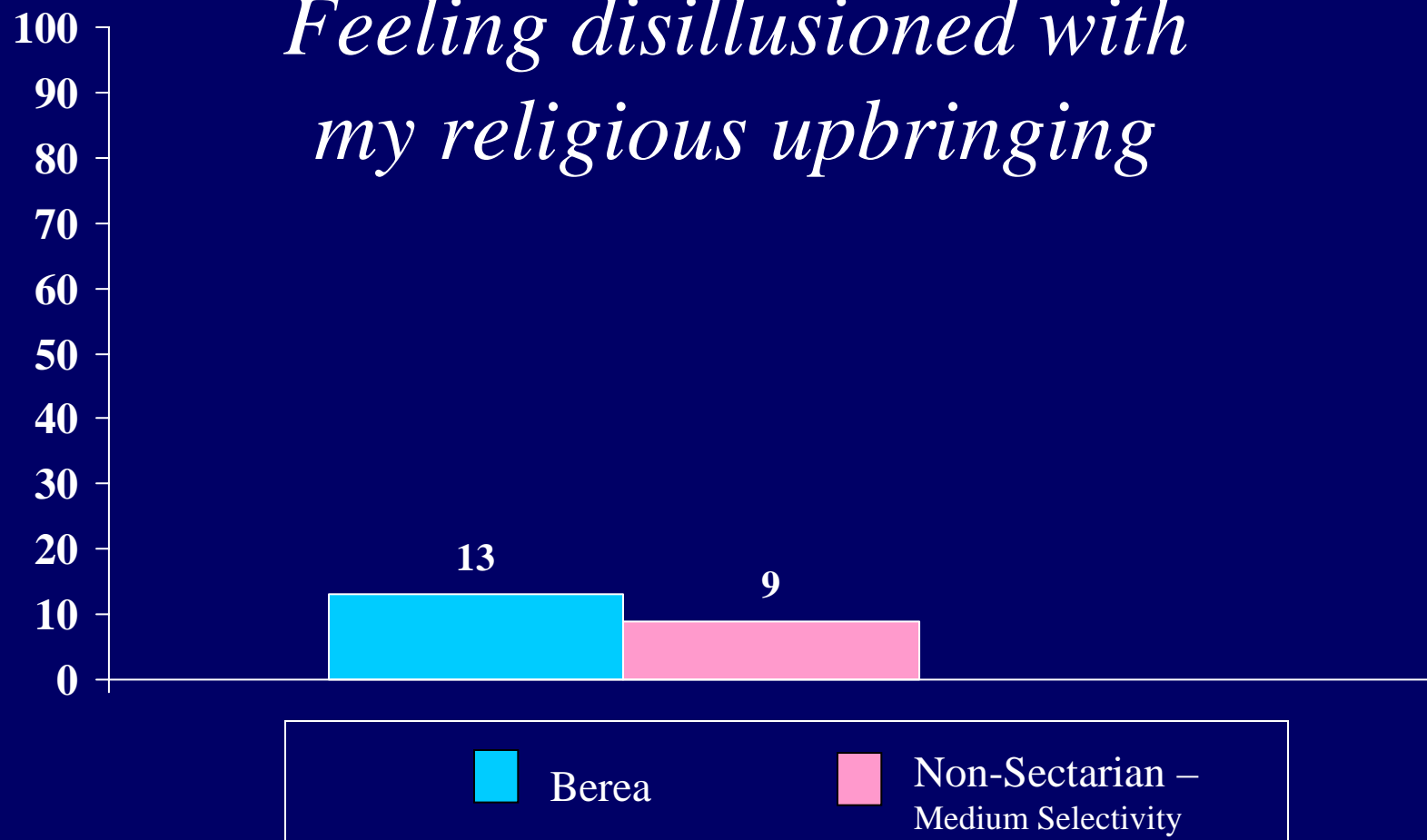
*Feeling a strong connection
to all humanity*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

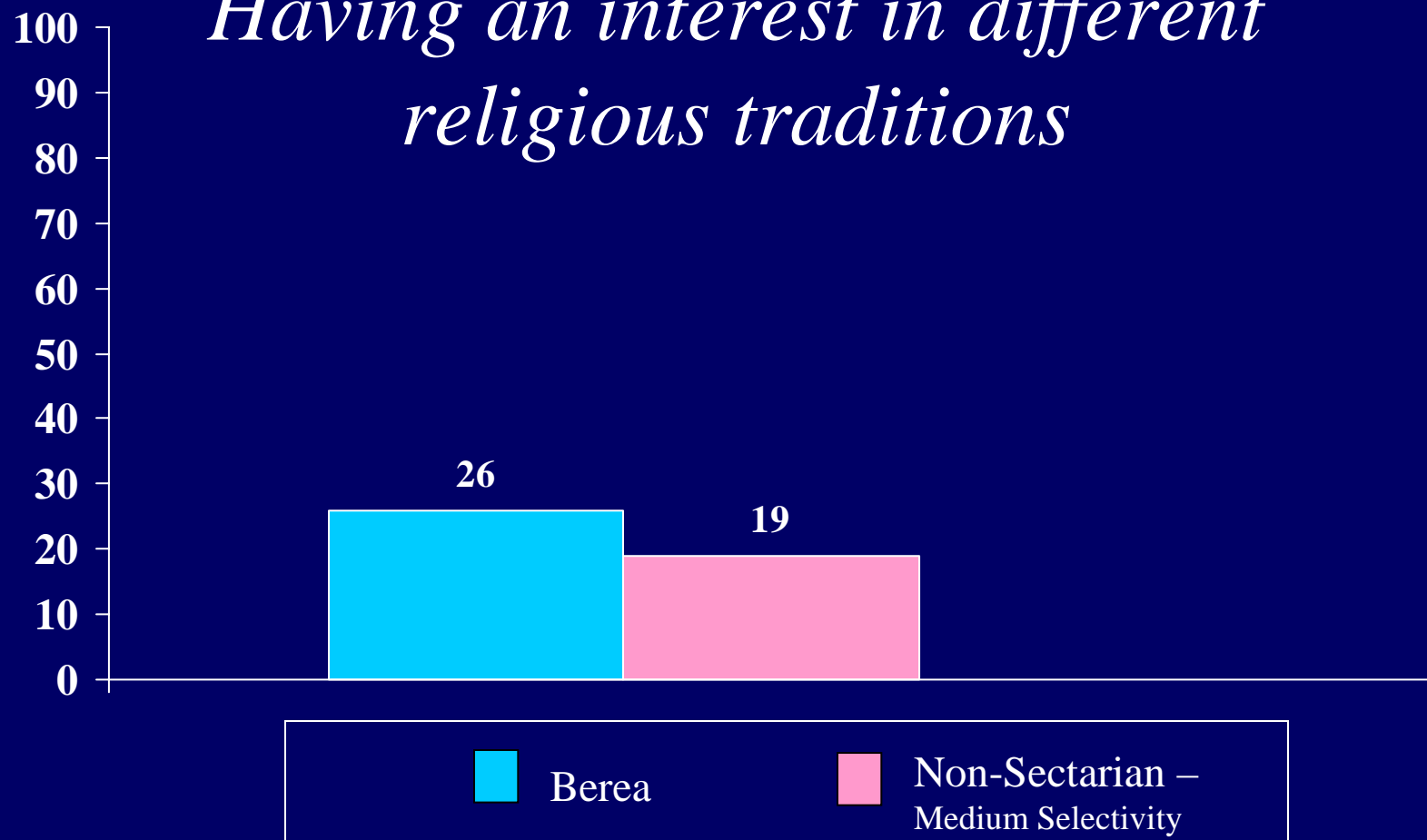
Feeling disillusioned with my religious upbringing



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

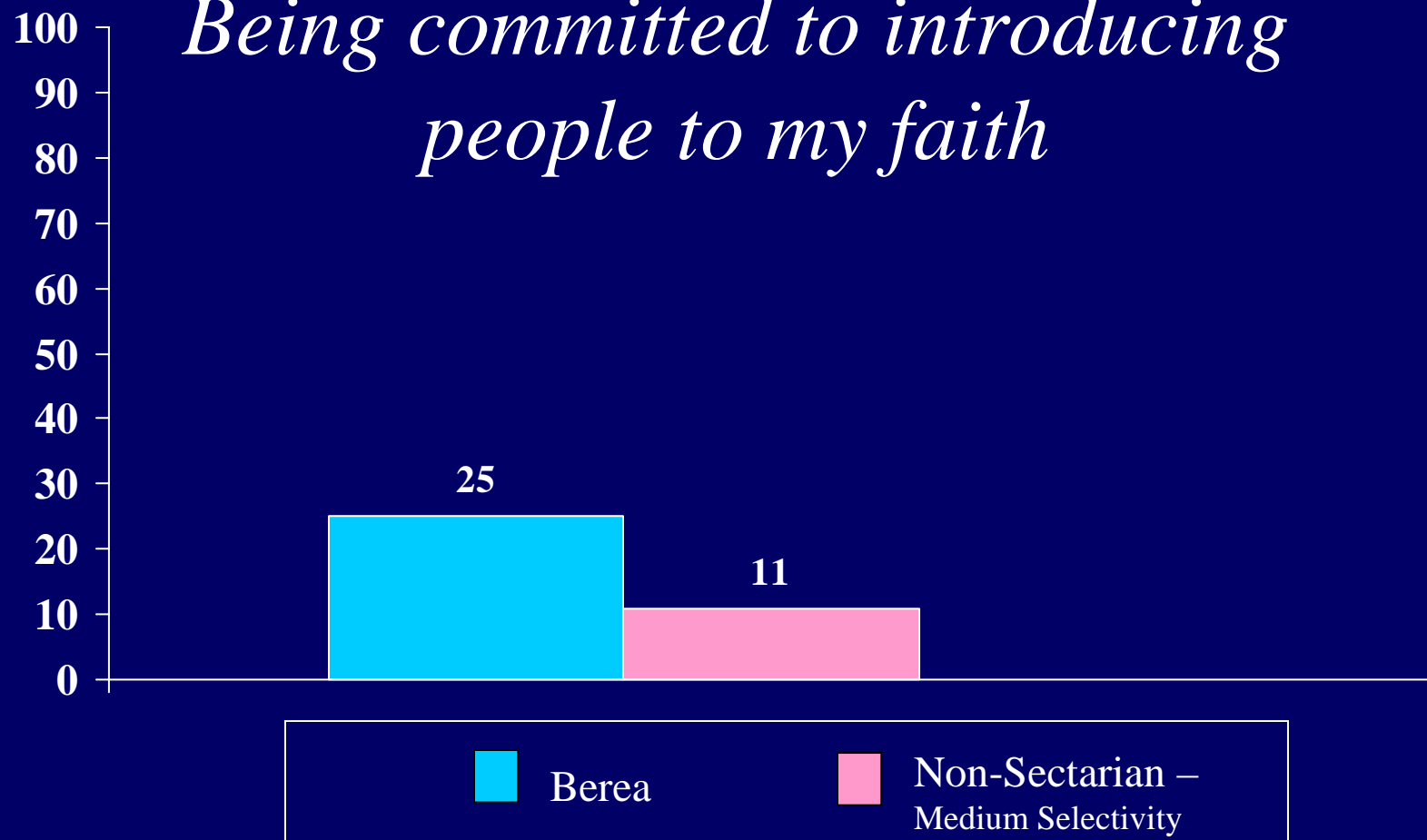
Having an interest in different religious traditions



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

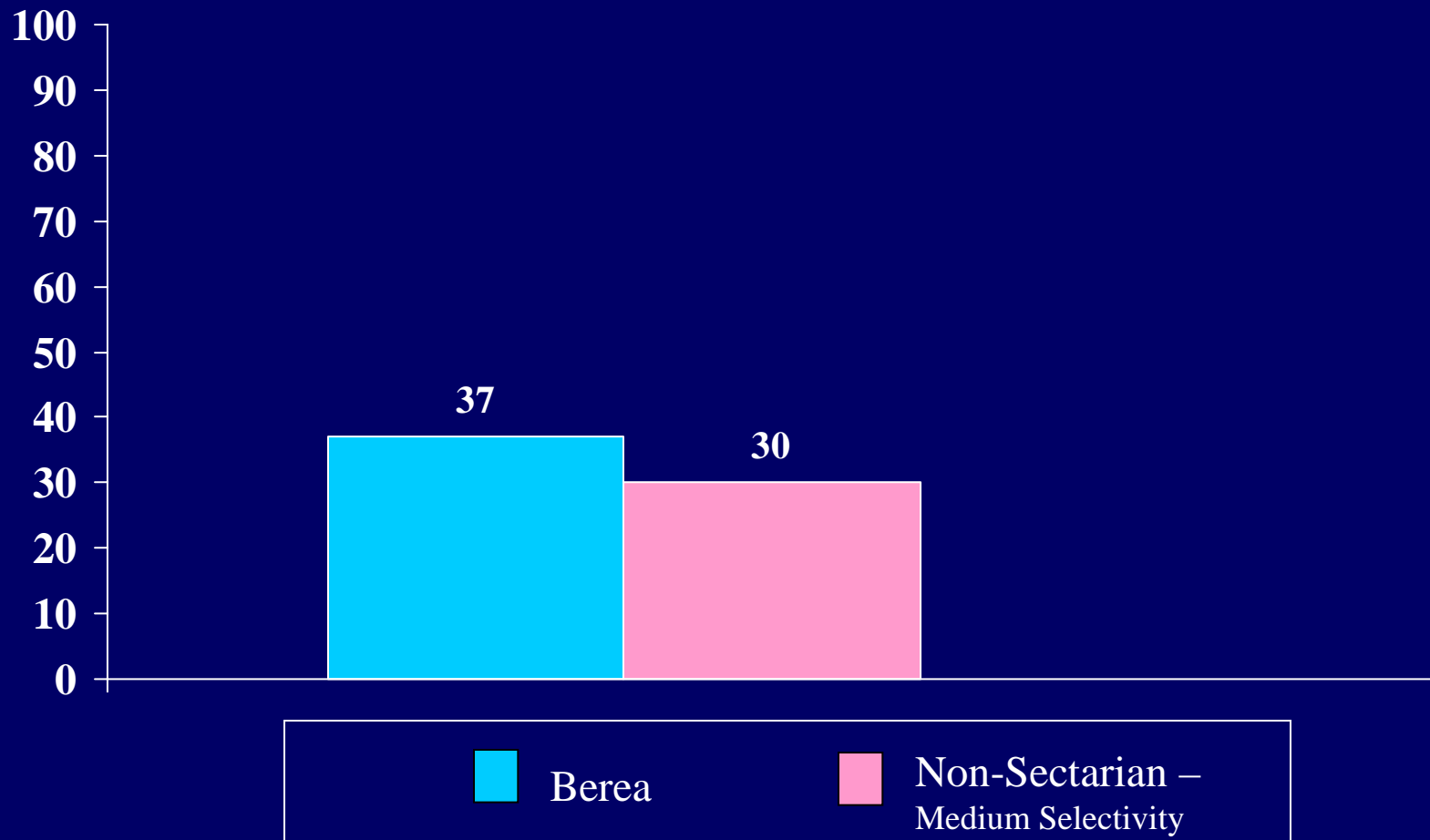
Being committed to introducing people to my faith



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

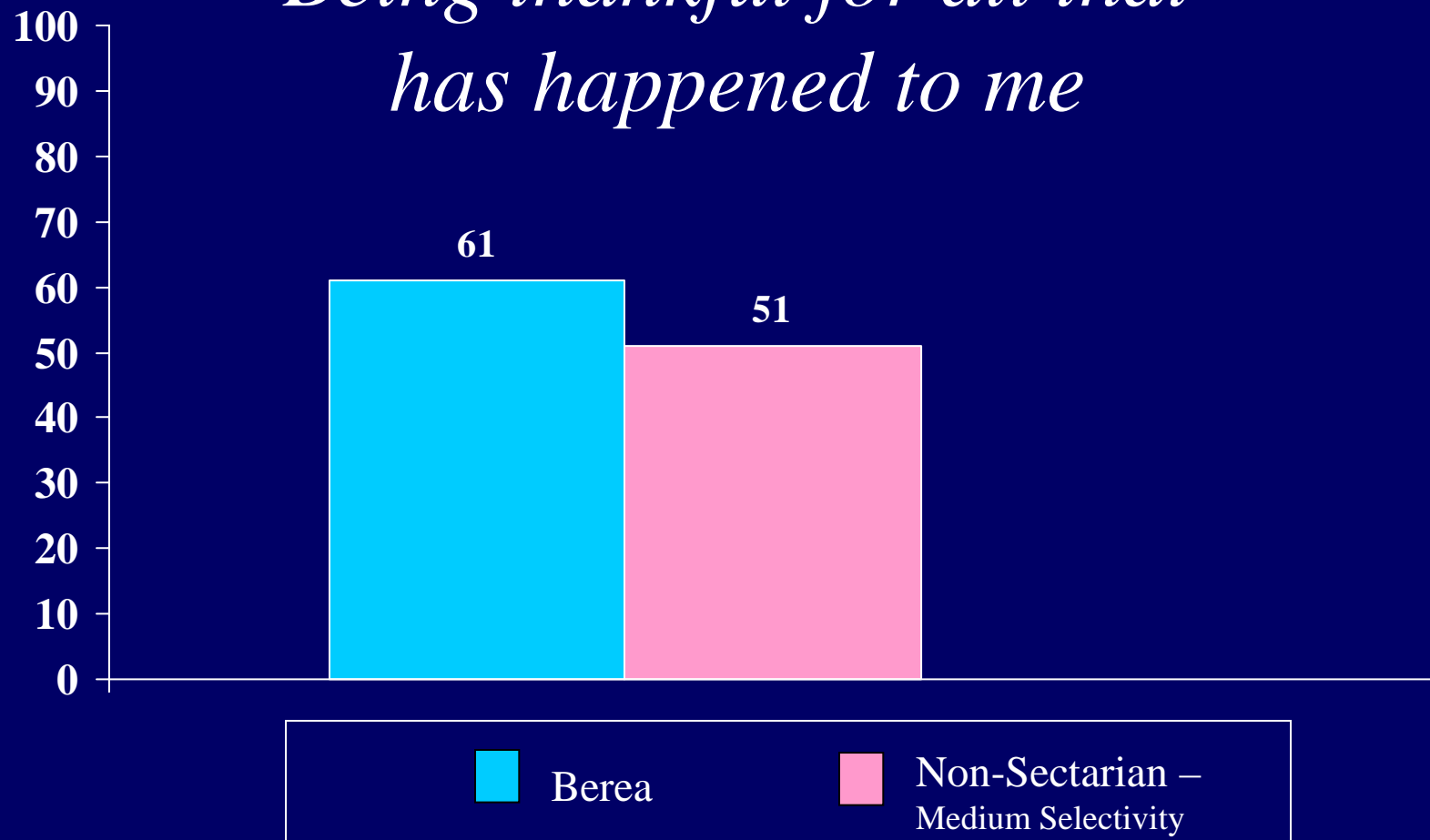
Believing in the goodness of all people



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

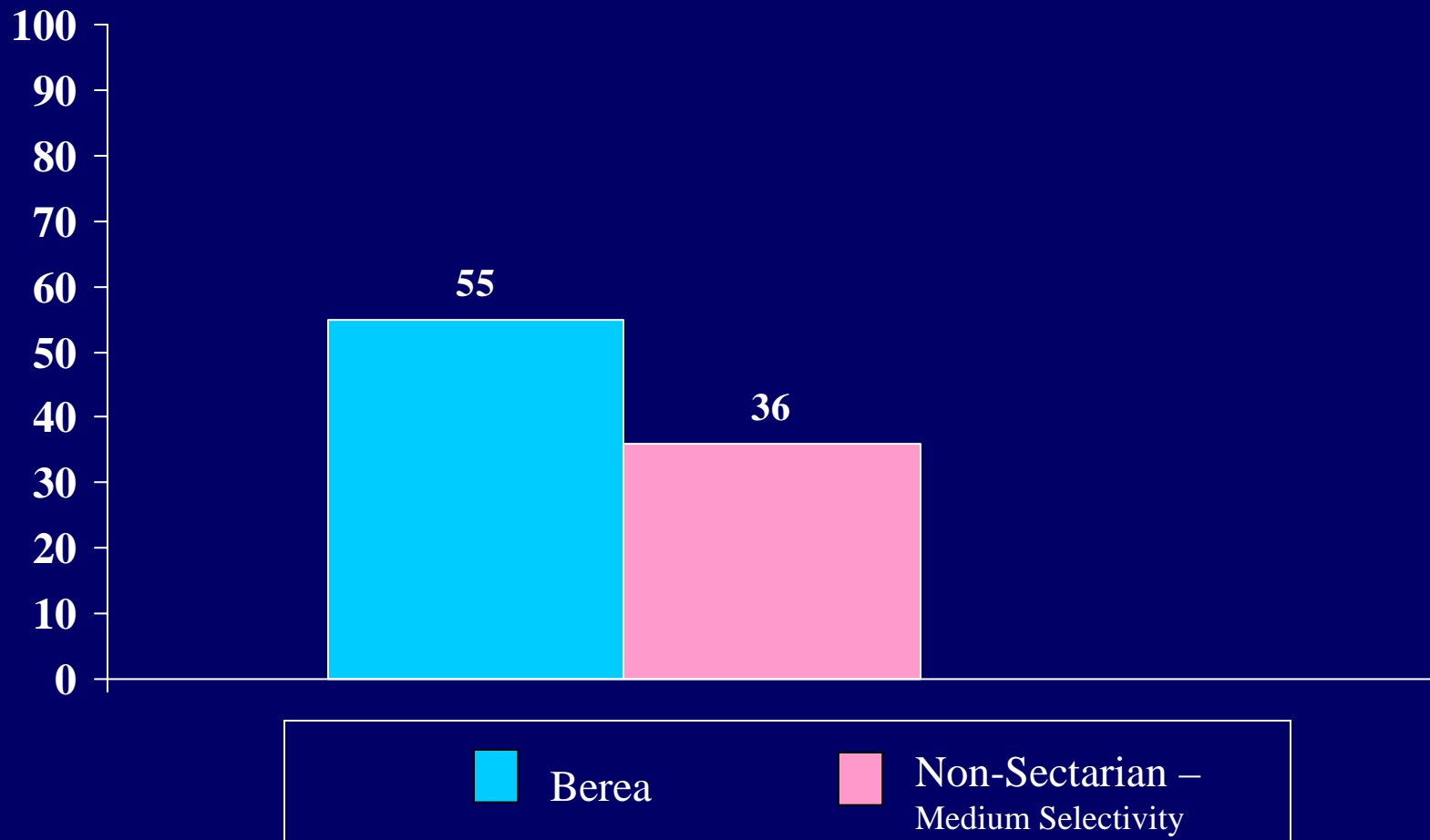
Being thankful for all that has happened to me



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

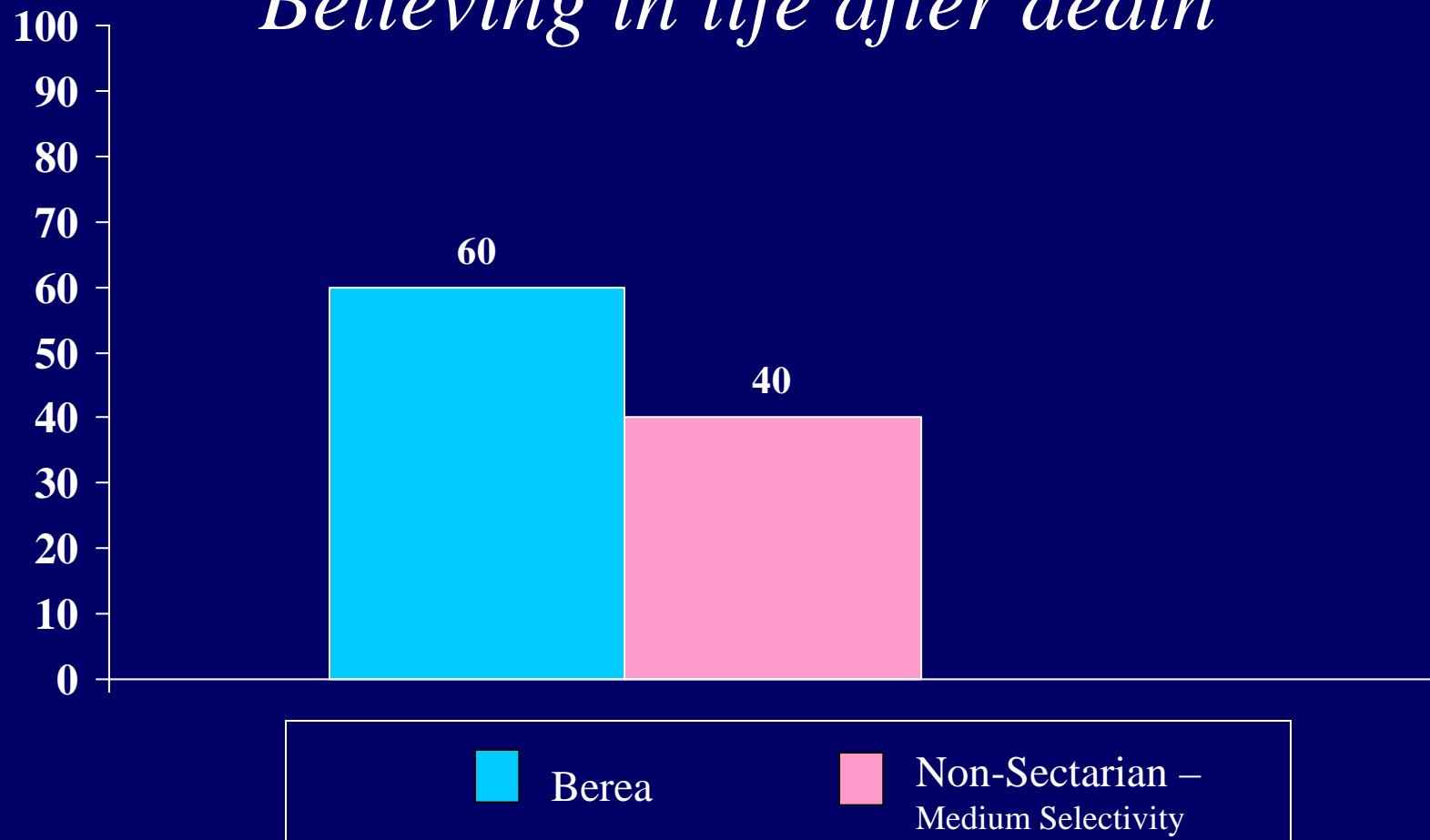
Seeing each day, good or bad, as a gift



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

Believing in life after death



This item was not asked on the 2002 or 2006 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

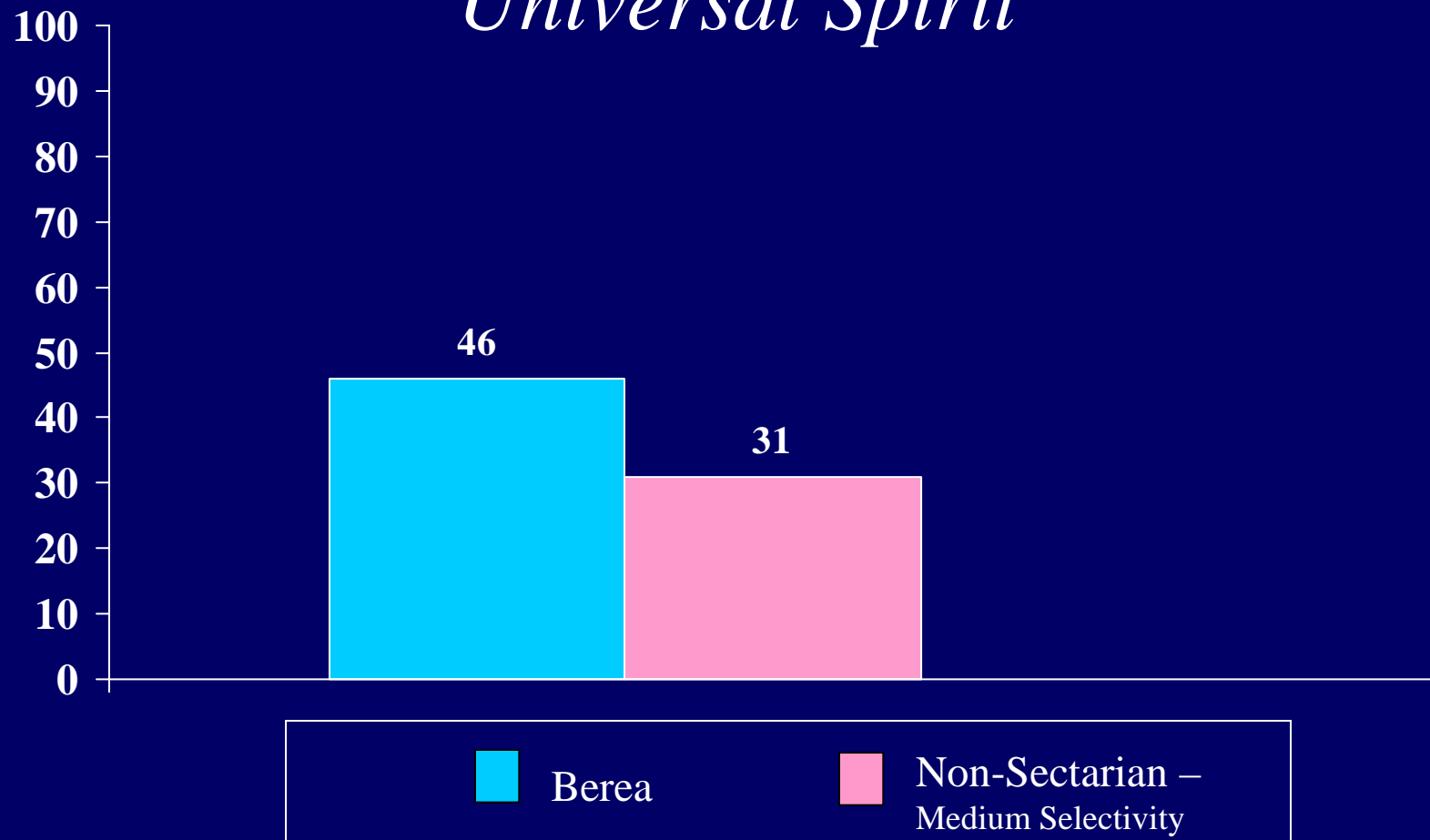
Feeling obligated to follow my parents’ religious practices



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

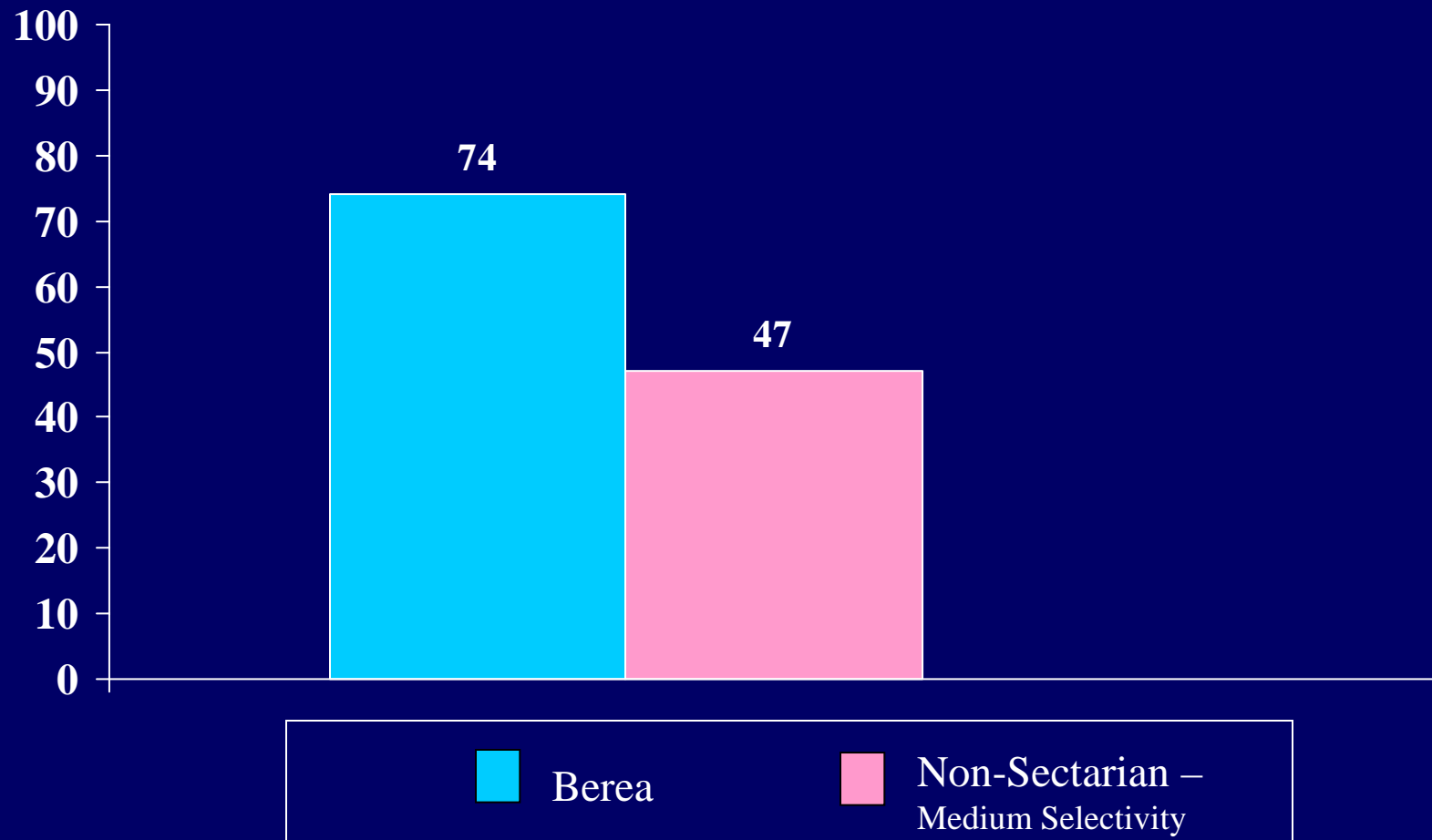
Universal Spirit



This item was not asked on the 2002 or 2006 CIRP questionnaire.

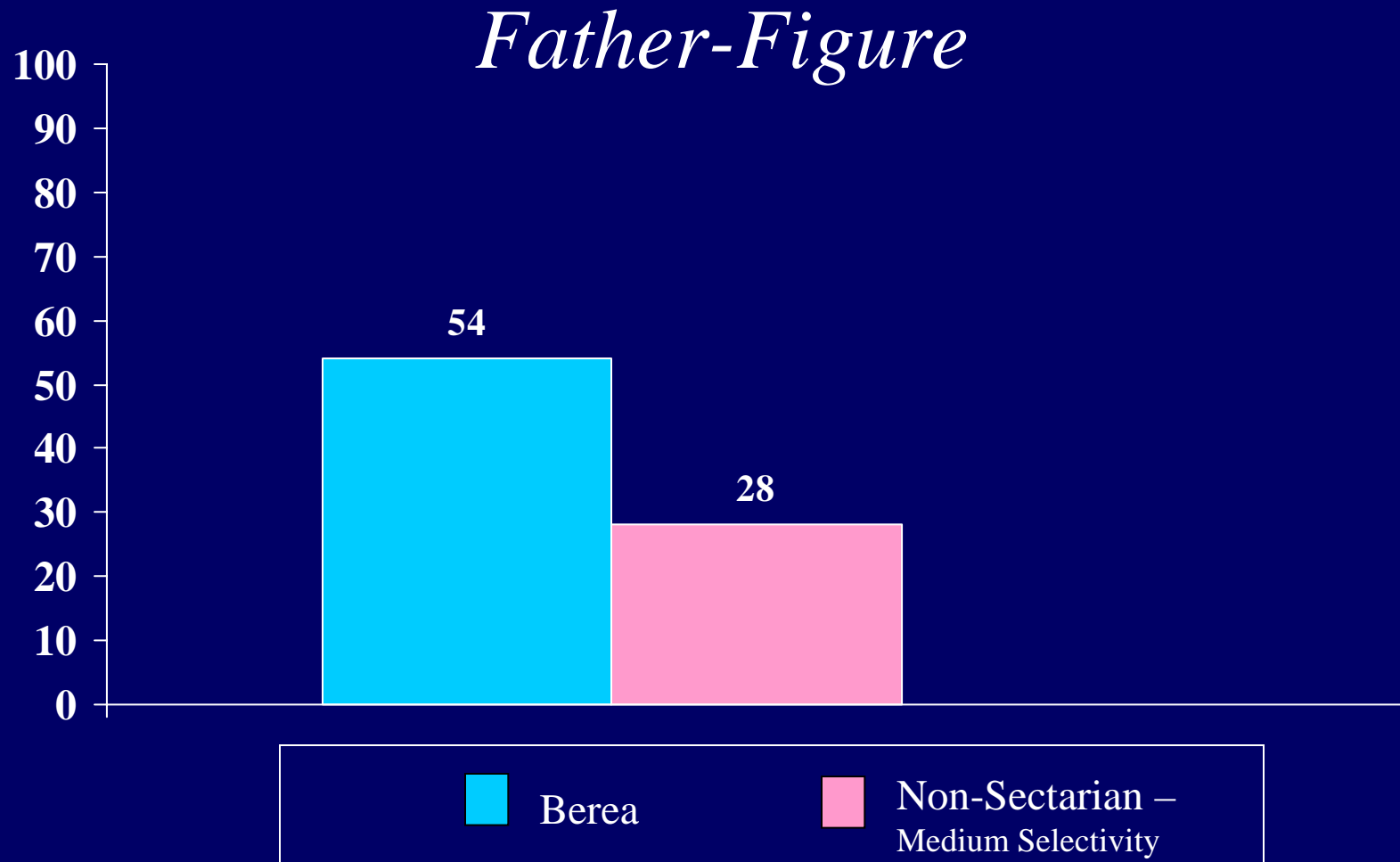
Which of the following best characterizes your conception of or experience with God?

Love



This item was not asked on the 2002 or 2006 CIRP questionnaire.

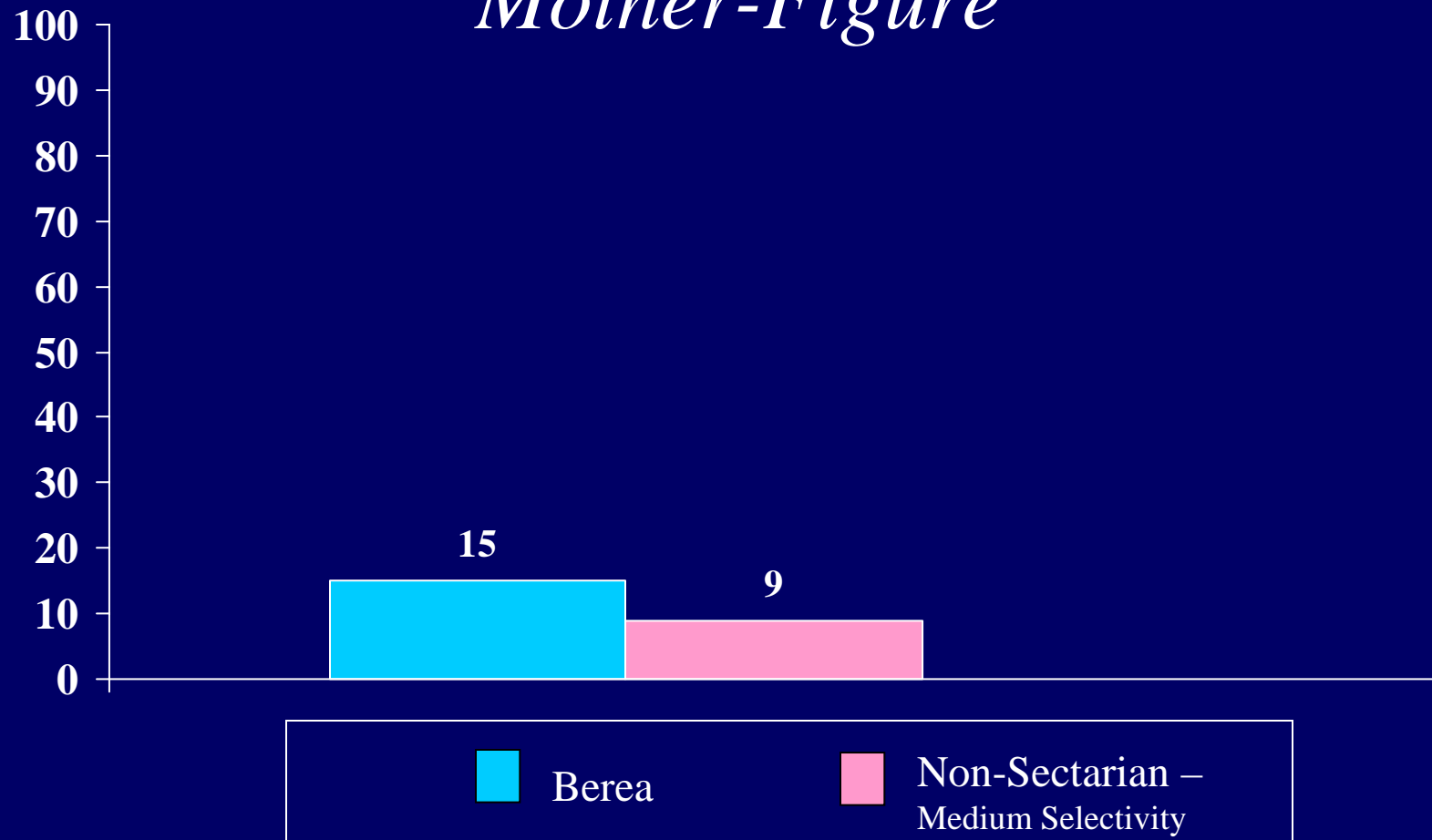
Which of the following best characterizes your
conception of or experience with God?



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Which of the following best characterizes your conception of or experience with God?

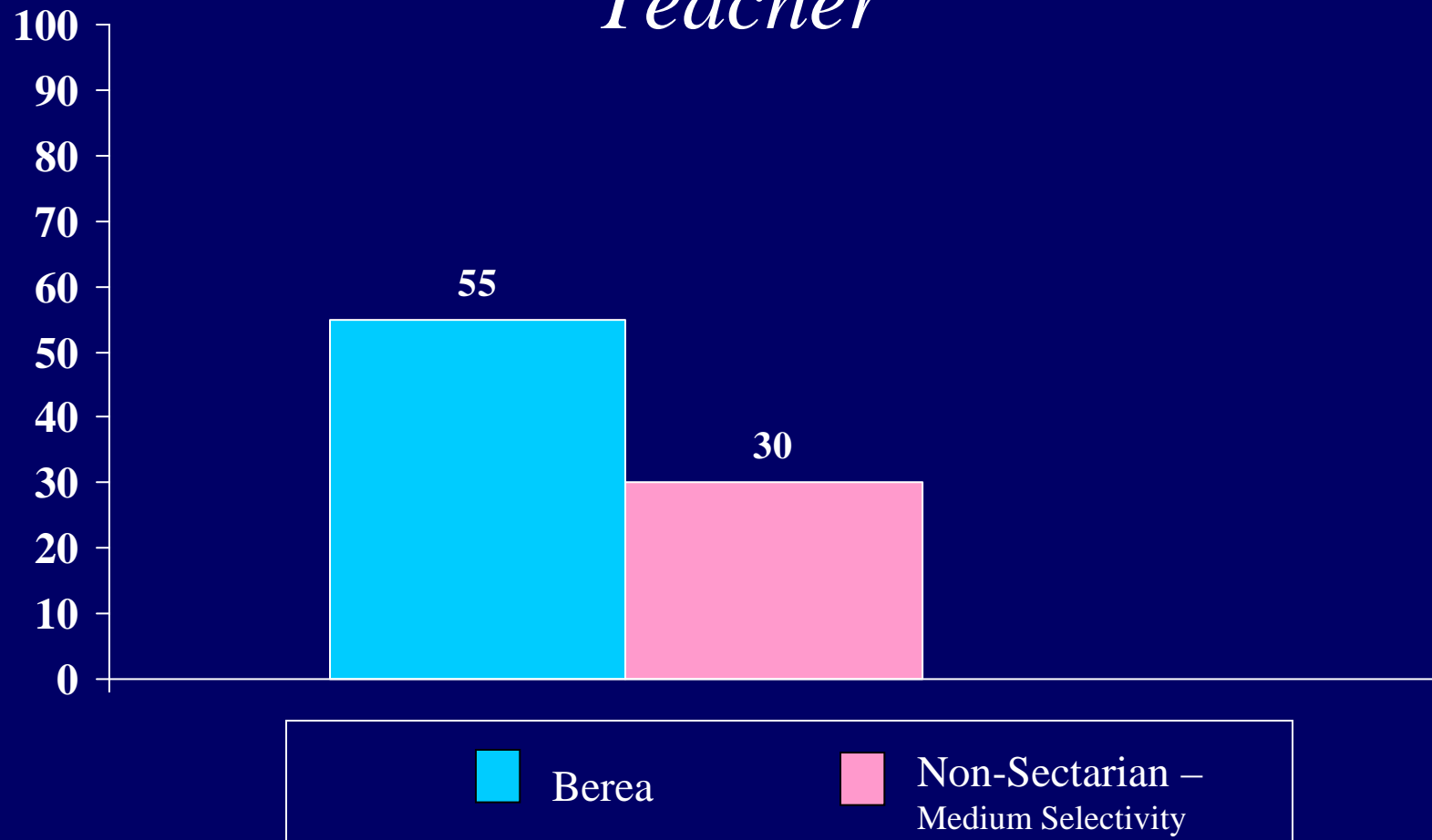
Mother-Figure



This item was not asked on the 2002 or 2006 CIRP questionnaire.

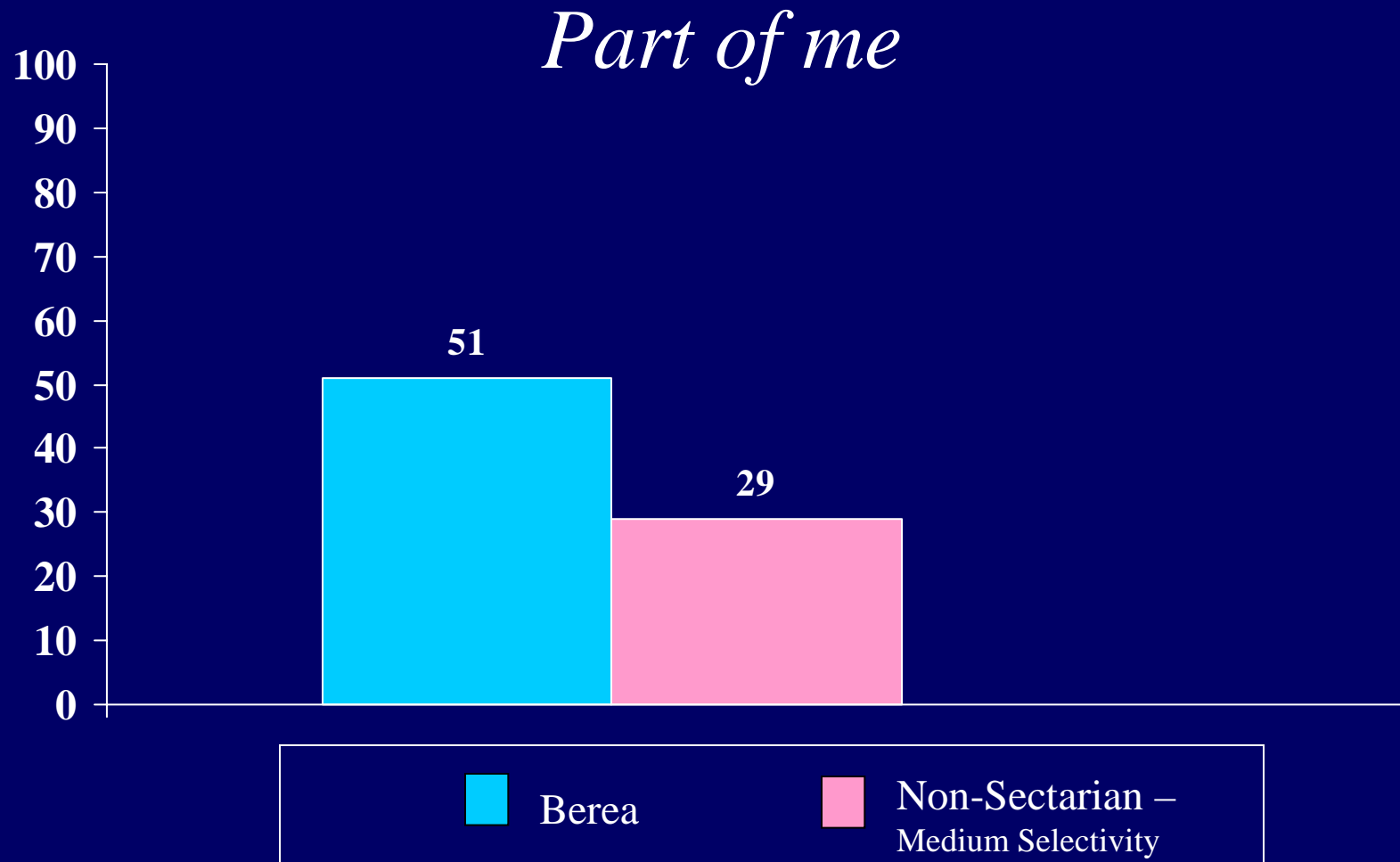
Which of the following best characterizes your
conception of or experience with God?

Teacher



This item was not asked on the 2002 or 2006 CIRP questionnaire.

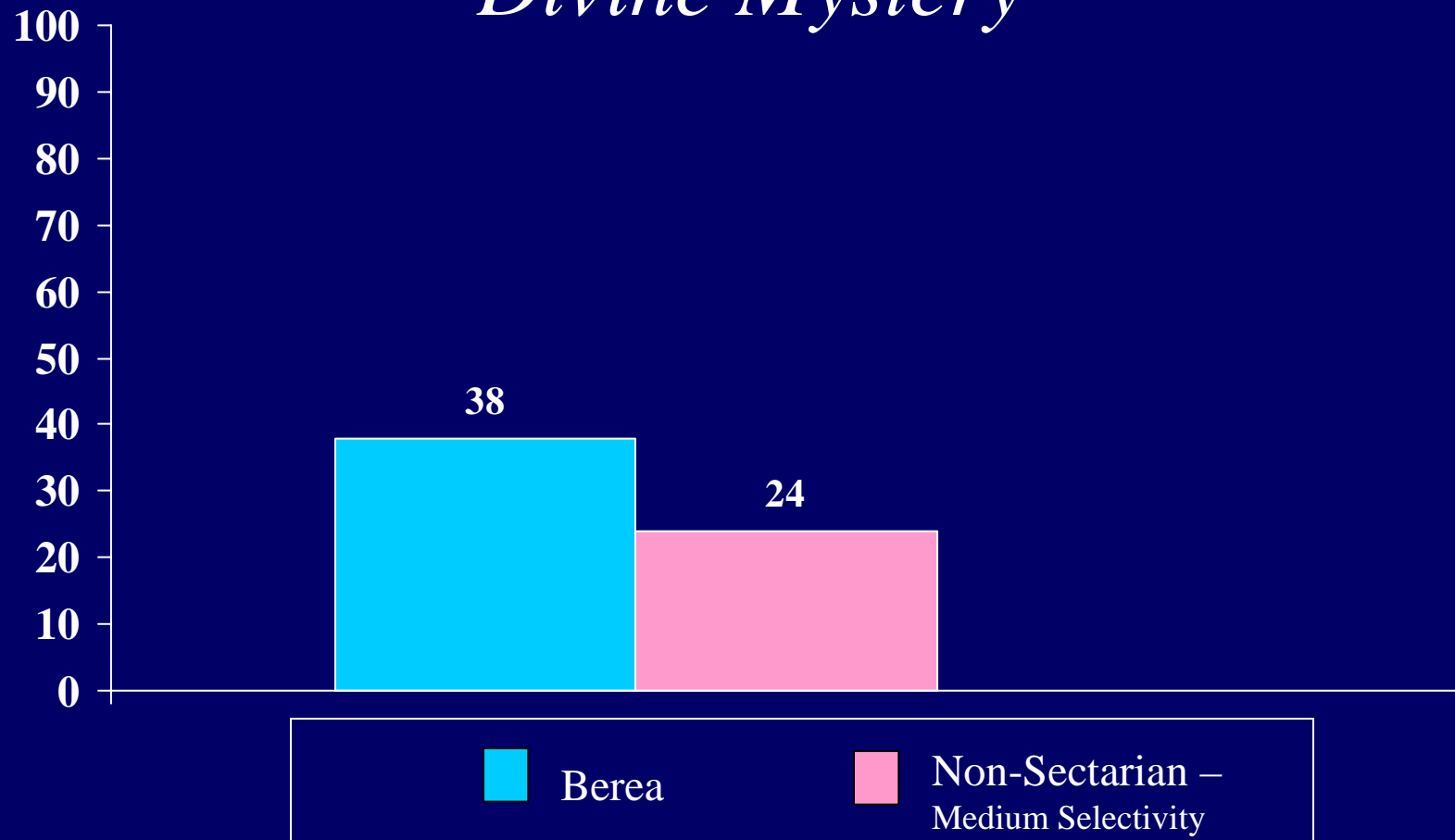
Which of the following best characterizes your conception of or experience with God?



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

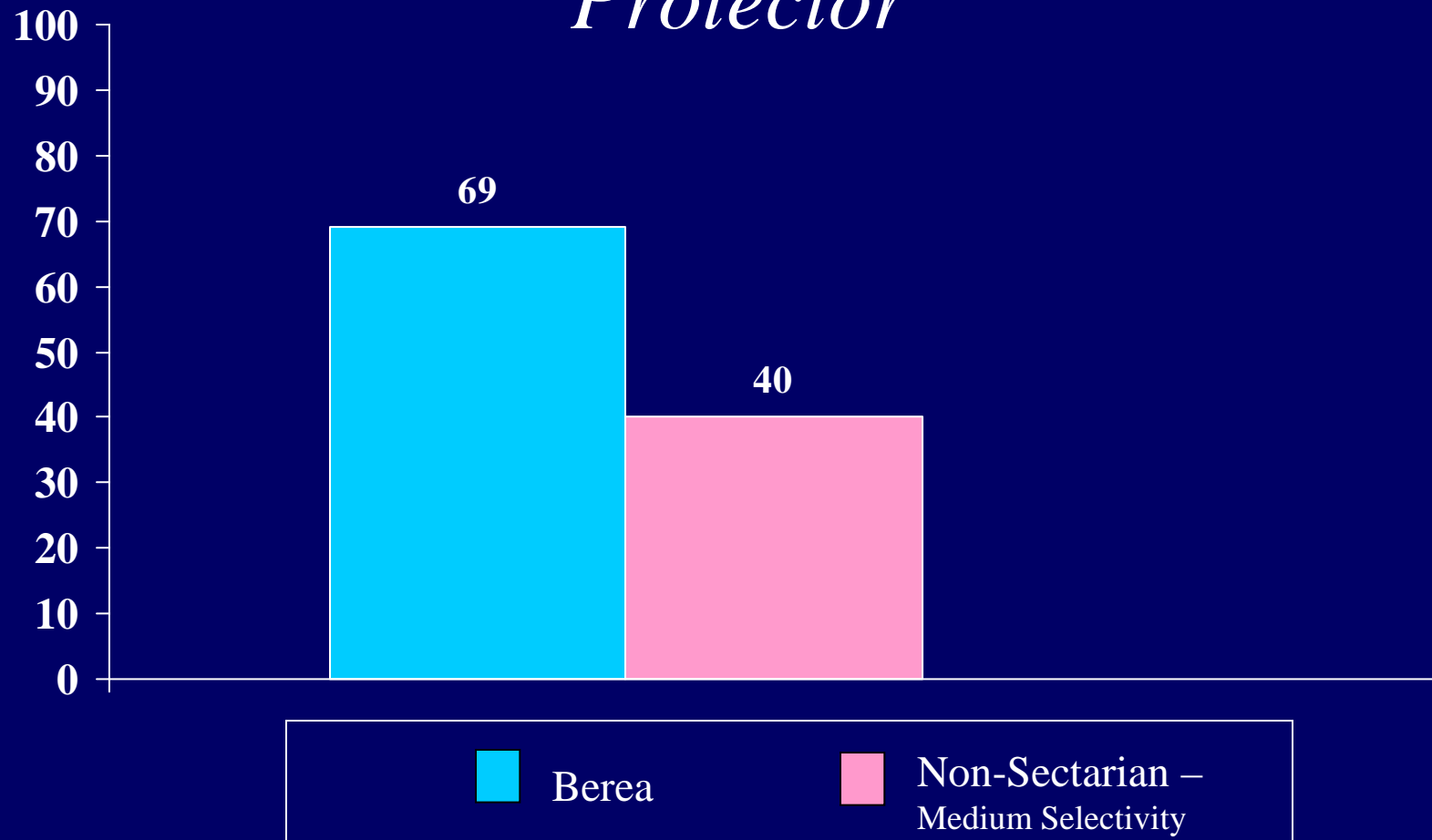
Divine Mystery



This item was not asked on the 2002 or 2006 CIRP questionnaire.

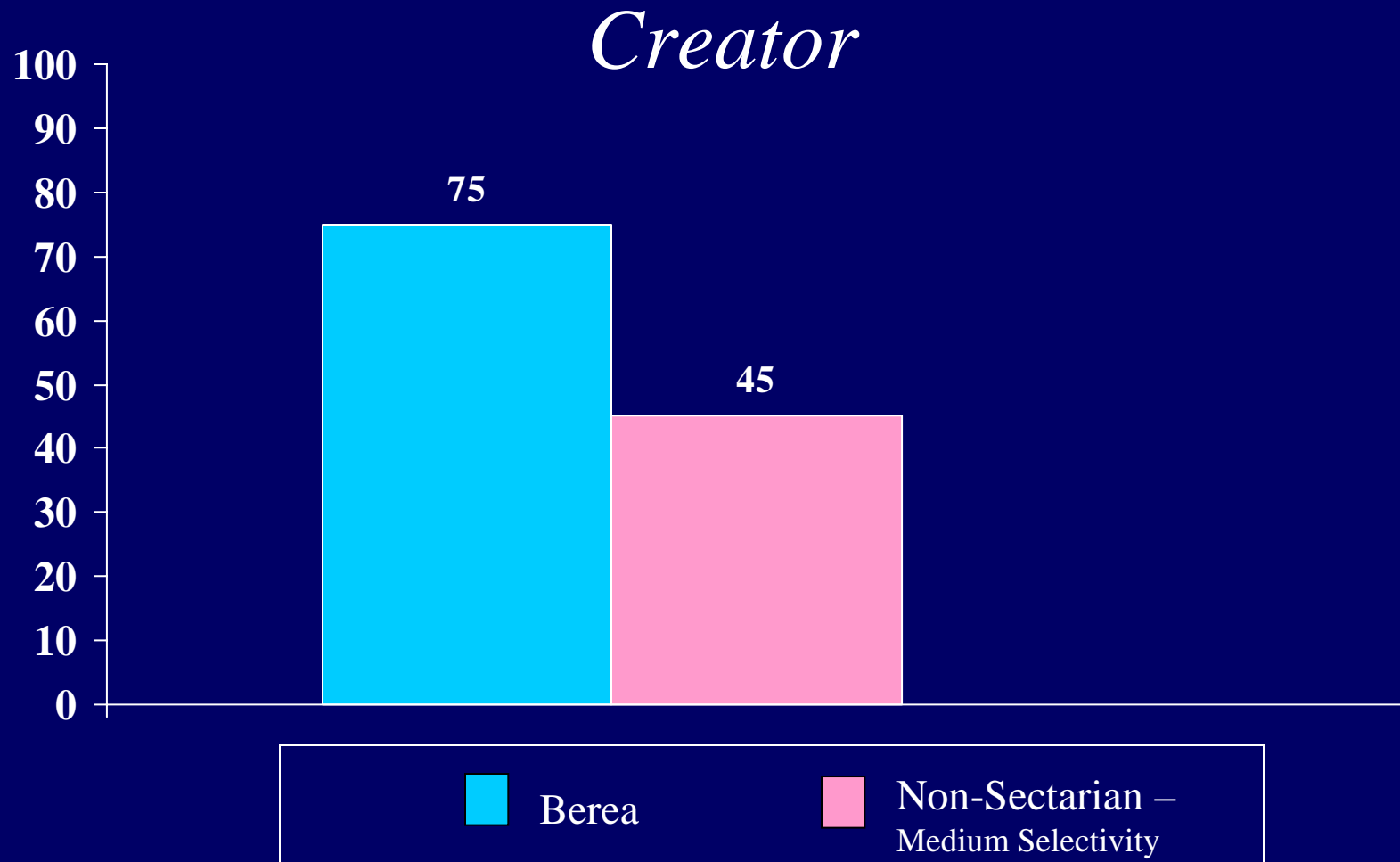
Which of the following best characterizes your
conception of or experience with God?

Protector



This item was not asked on the 2002 or 2006 CIRP questionnaire.

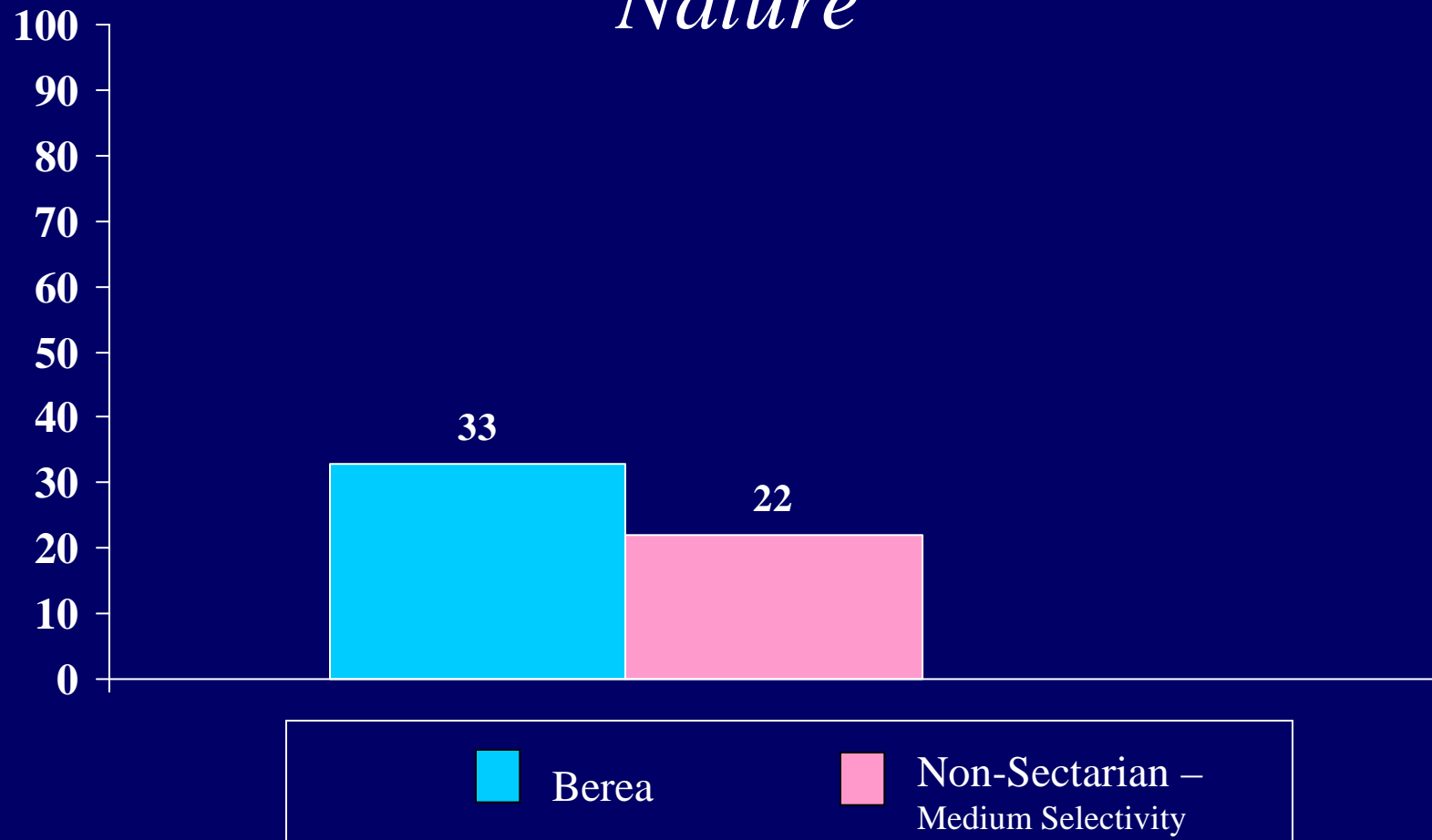
Which of the following best characterizes your
conception of or experience with God?



This item was not asked on the 2002 or 2006 CIRP questionnaire.

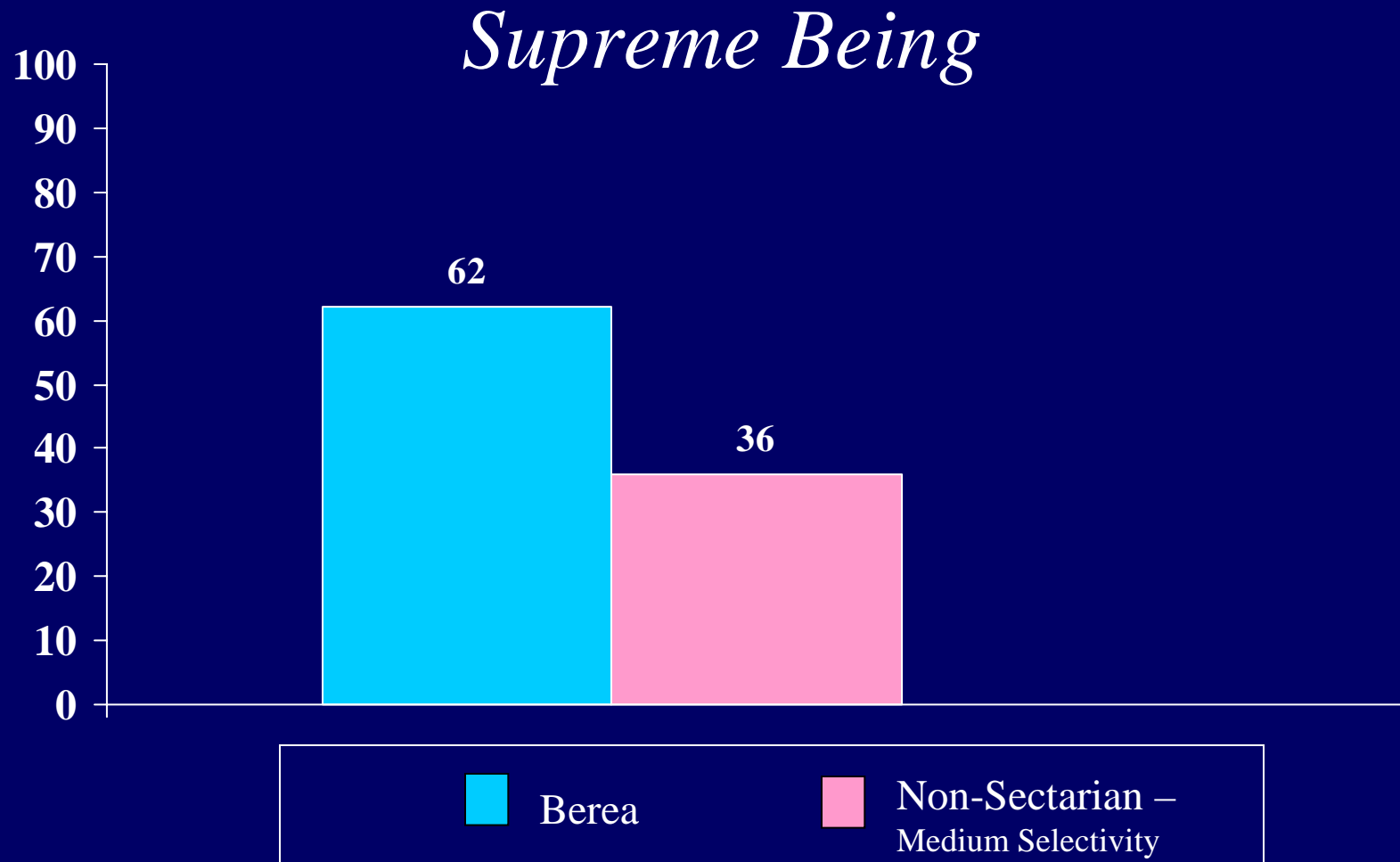
Which of the following best characterizes your
conception of or experience with God?

Nature



This item was not asked on the 2002 or 2006 CIRP questionnaire.

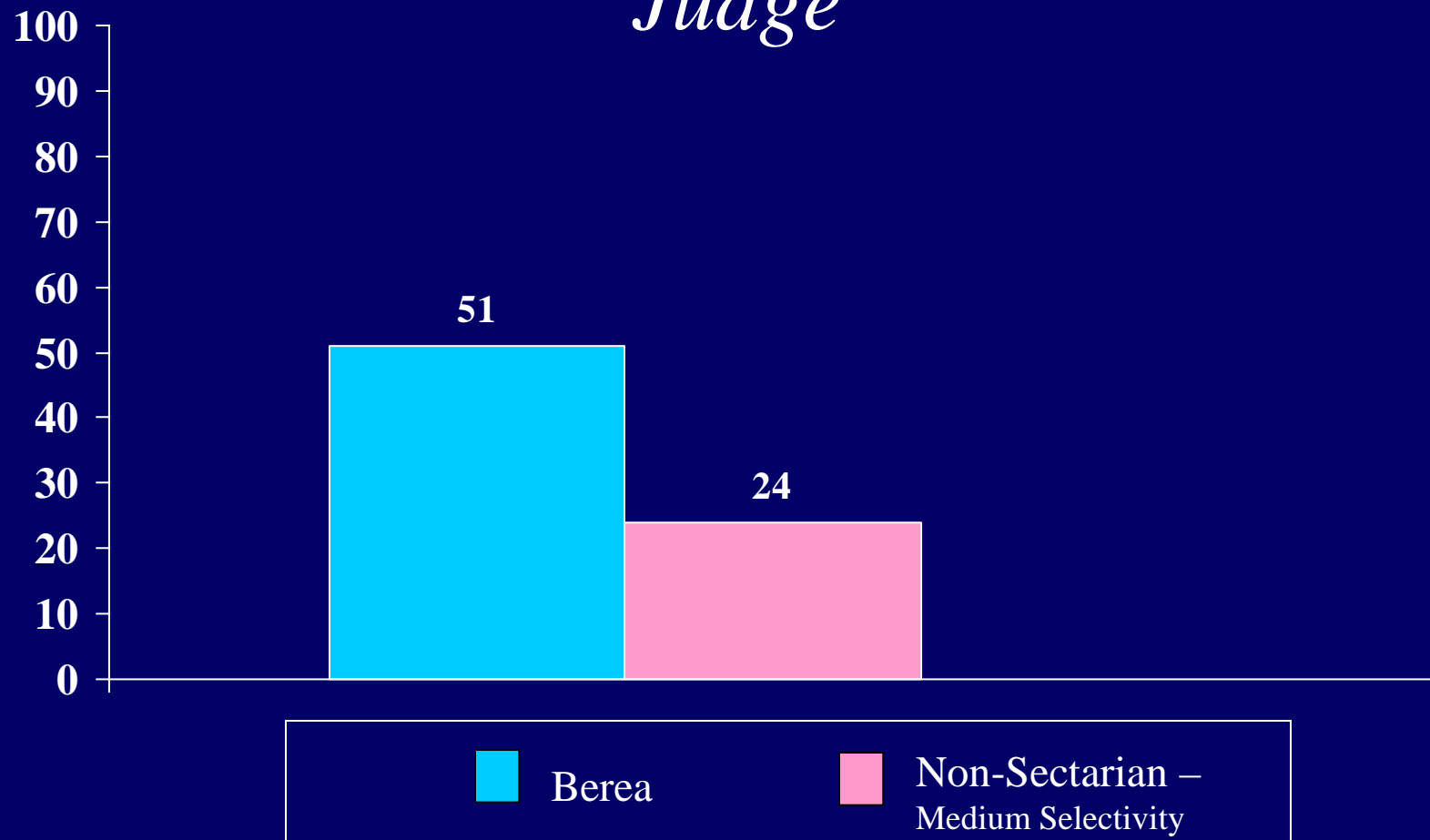
Which of the following best characterizes your
conception of or experience with God?



This item was not asked on the 2002 or 2006 CIRP questionnaire.

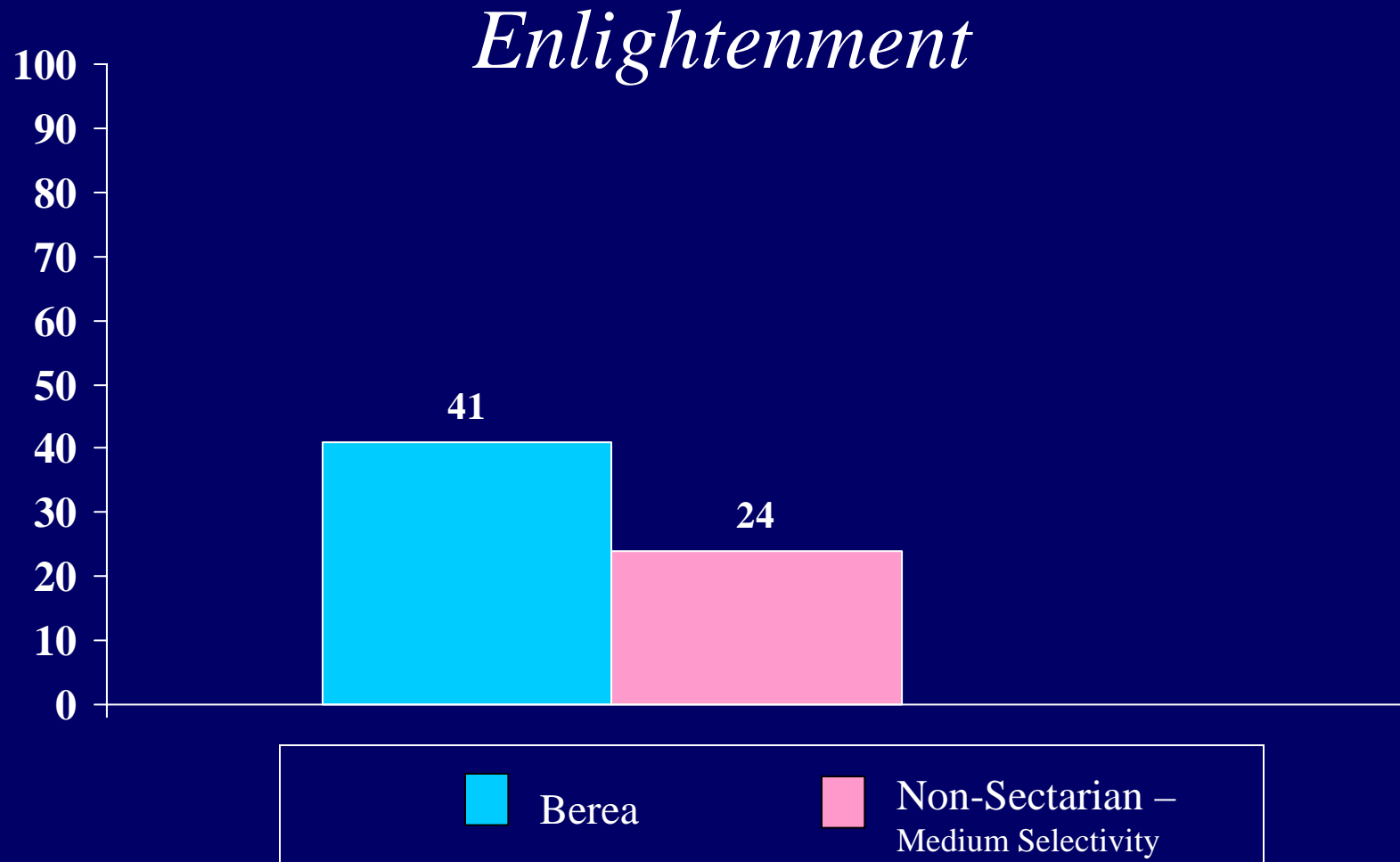
Which of the following best characterizes your
conception of or experience with God?

Judge



This item was not asked on the 2002 or 2006 CIRP questionnaire.

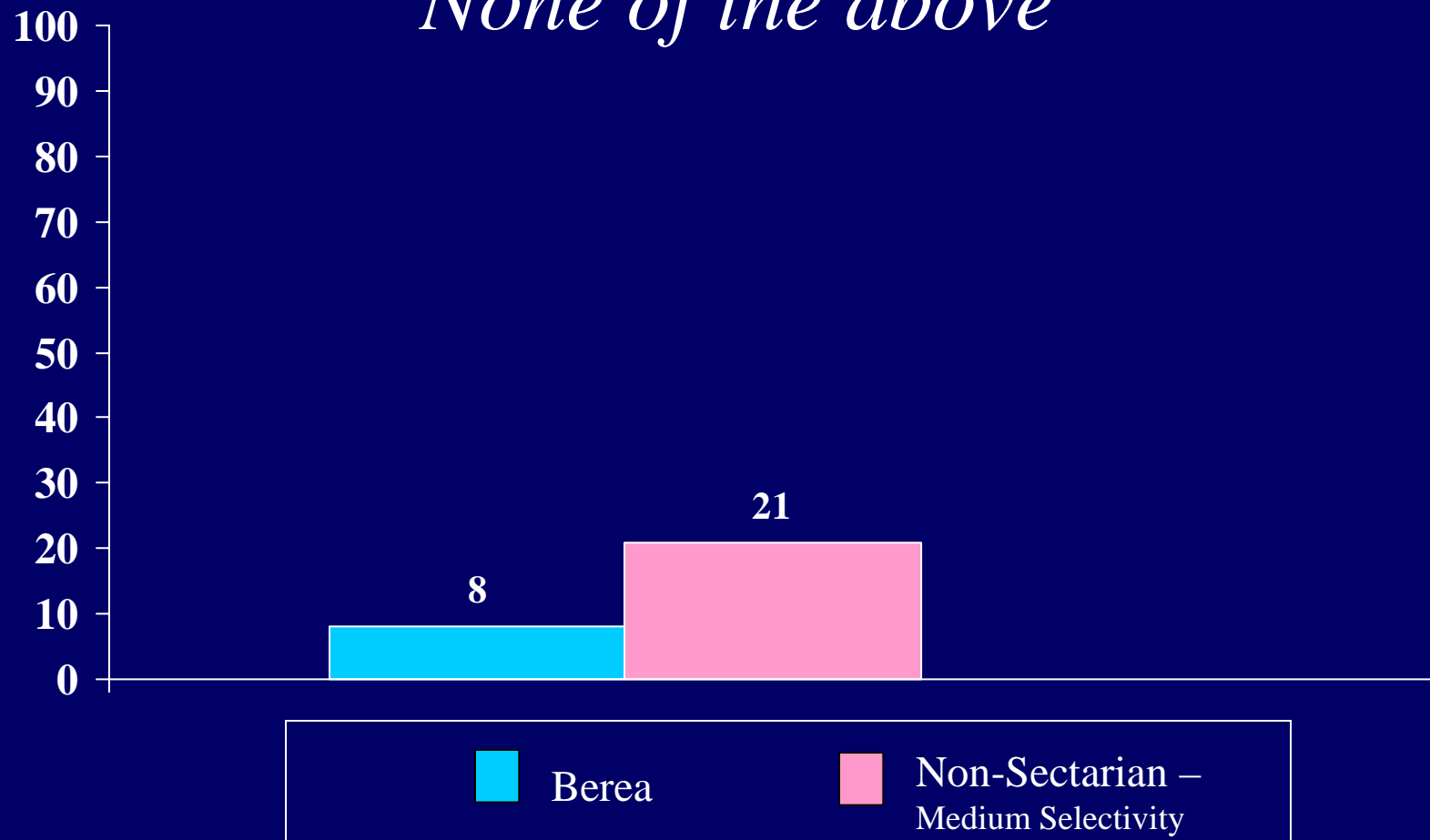
Which of the following best characterizes your
conception of or experience with God?



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

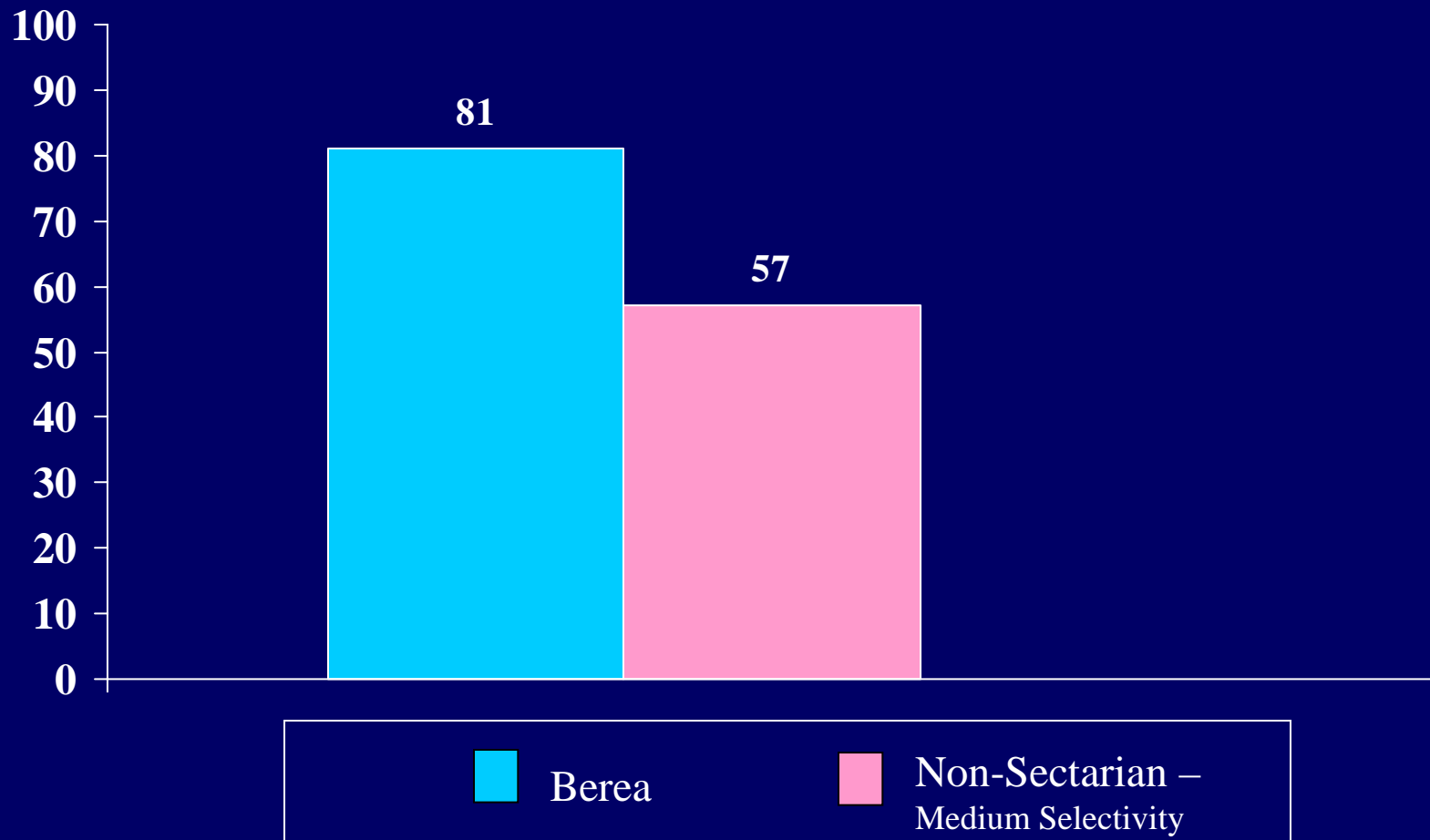
None of the above



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who have had a spiritual experience while:

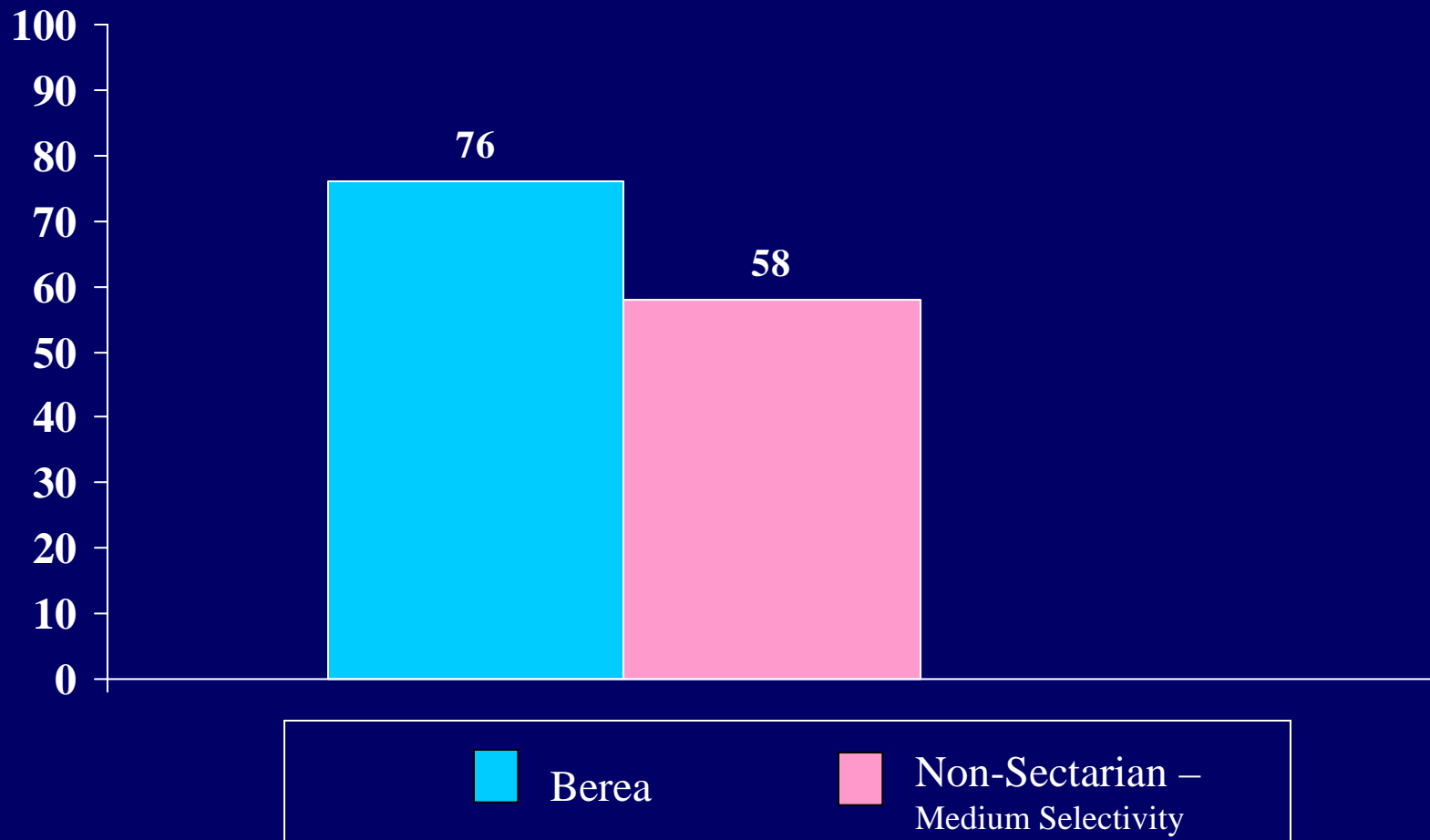
In a house of worship



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who have had a spiritual experience while:

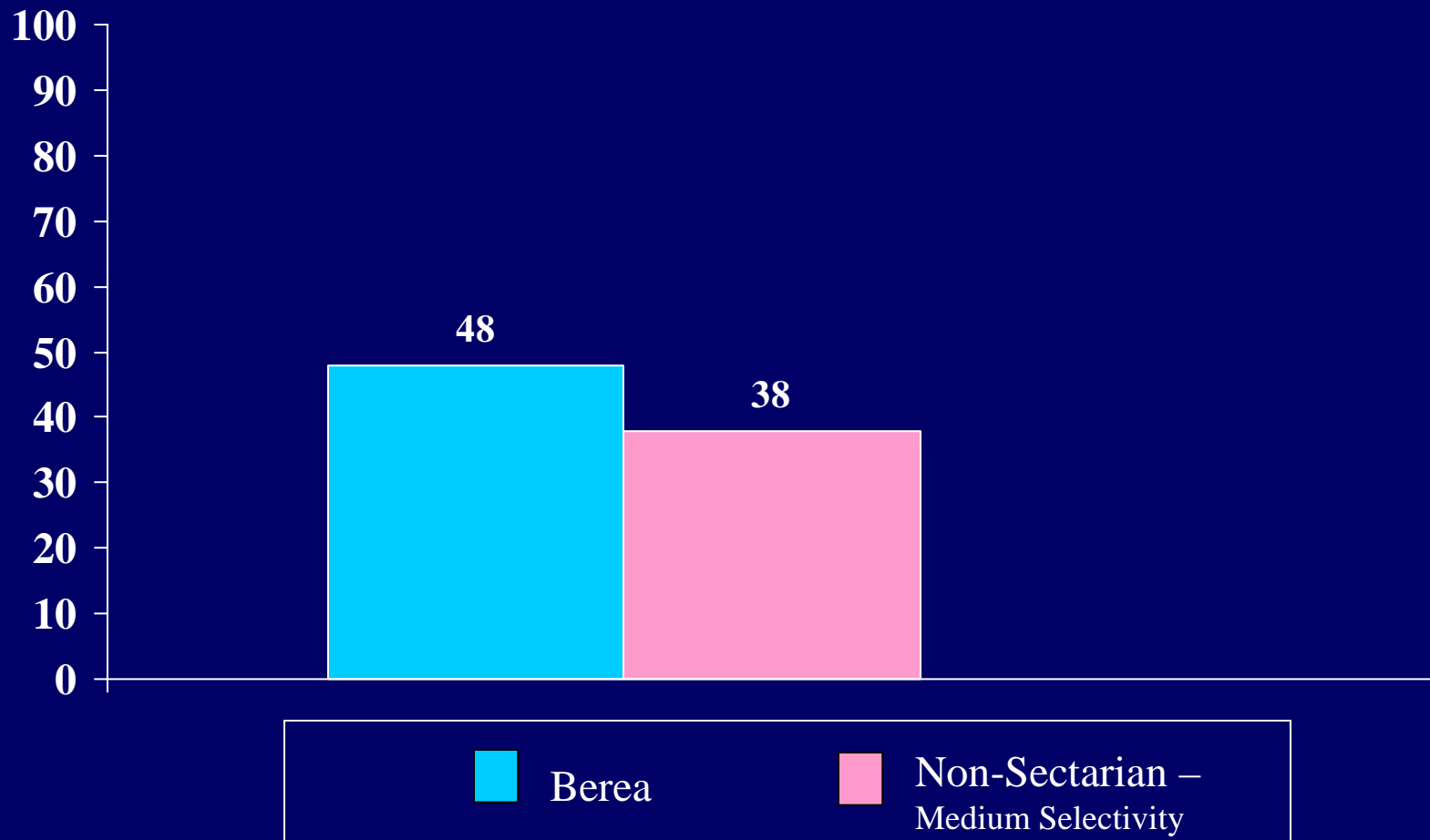
Listening to beautiful music



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who have had a spiritual experience while:

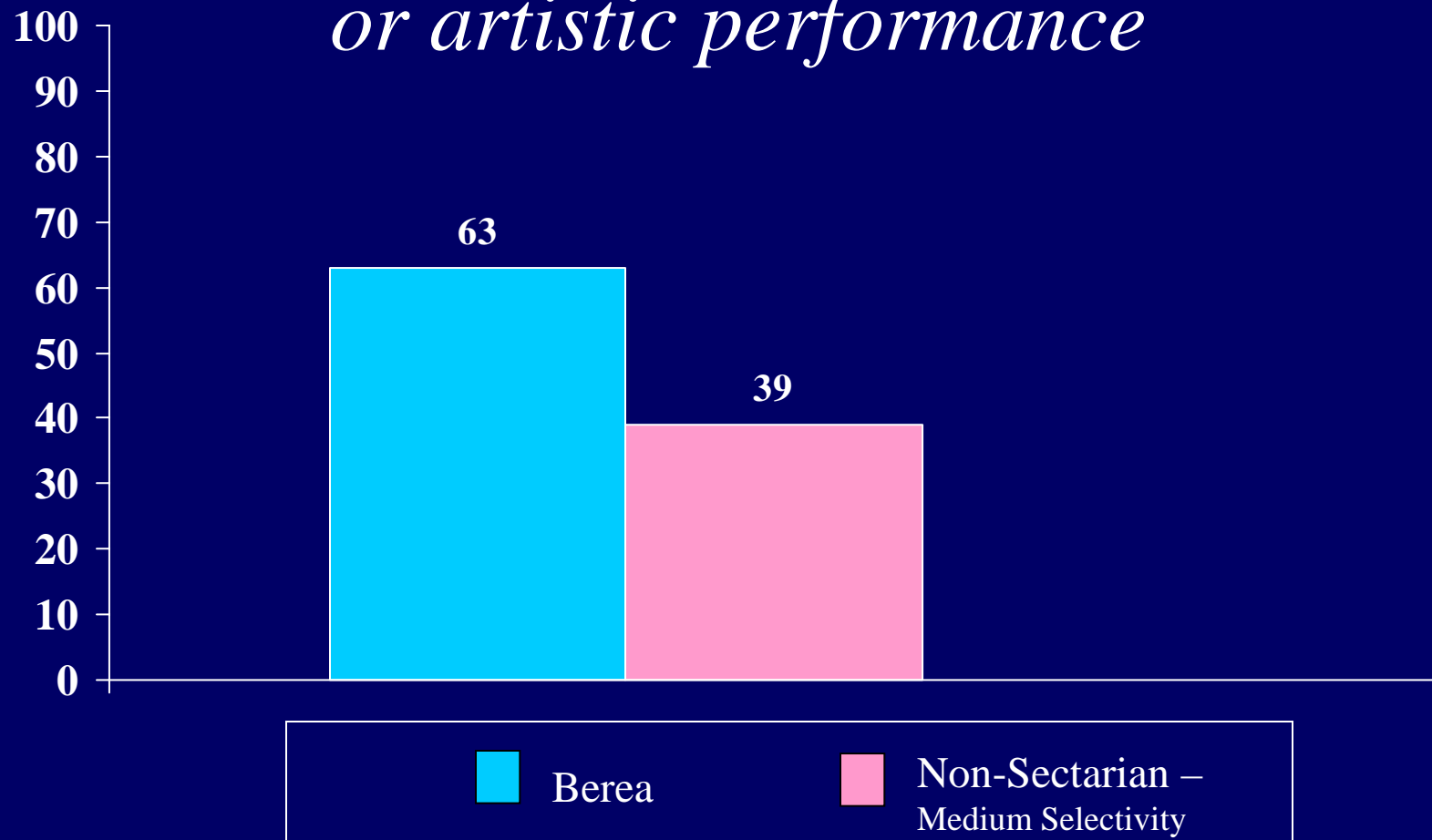
Viewing a great work of art



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who have had a spiritual experience while:

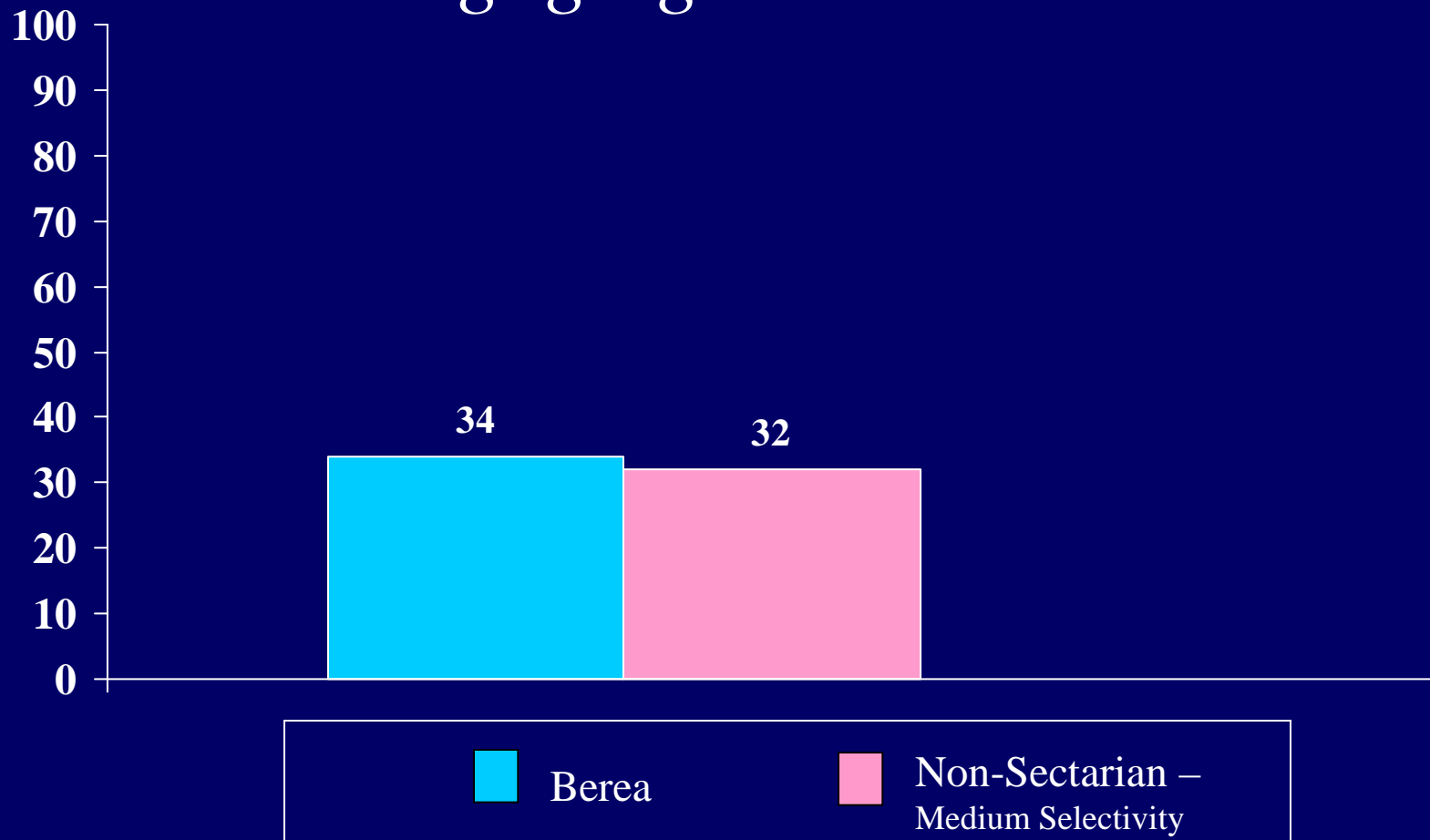
*Participating in a musical
or artistic performance*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

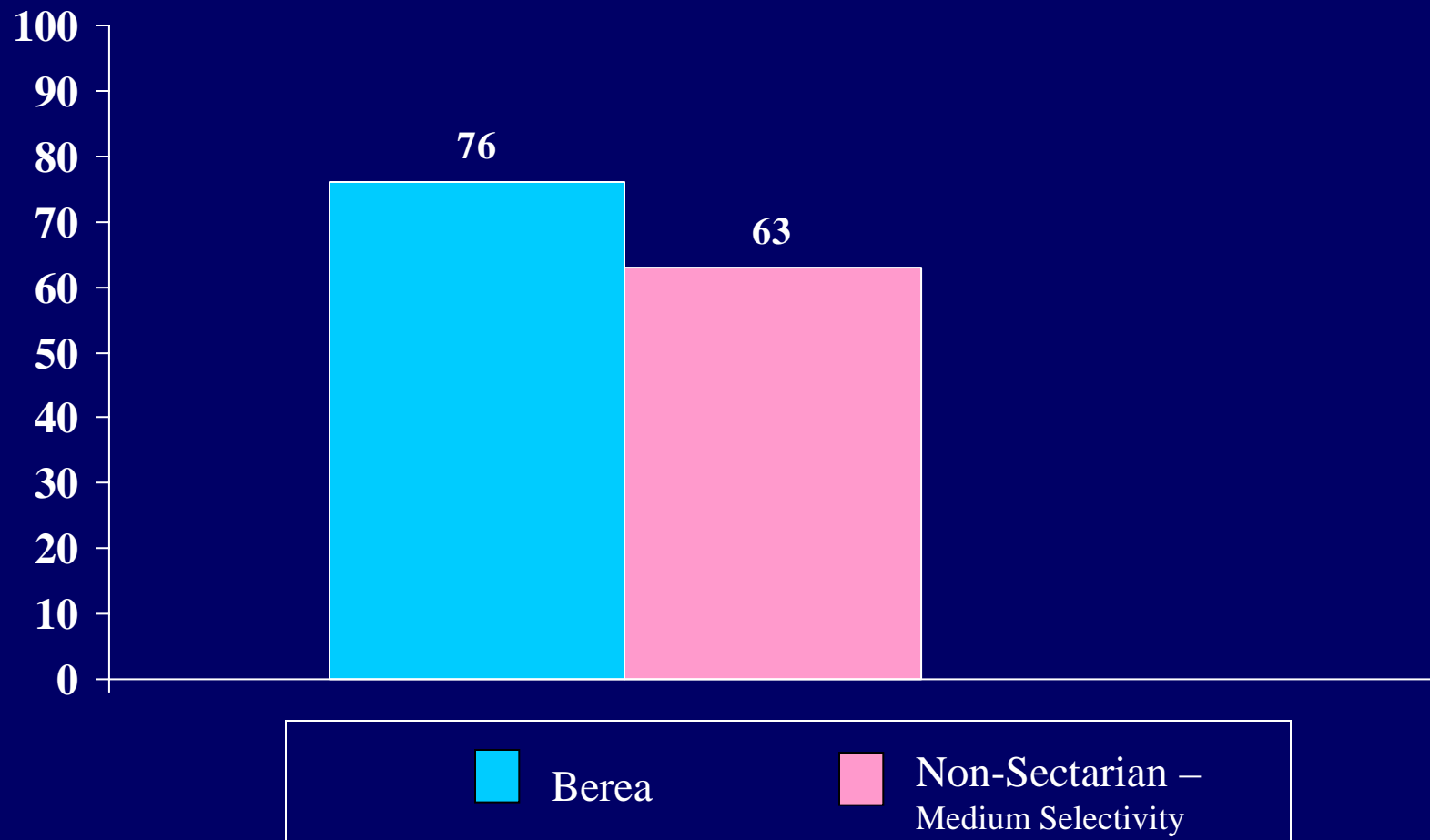
Percent of students who have had a spiritual experience while:

Engaging in athletics



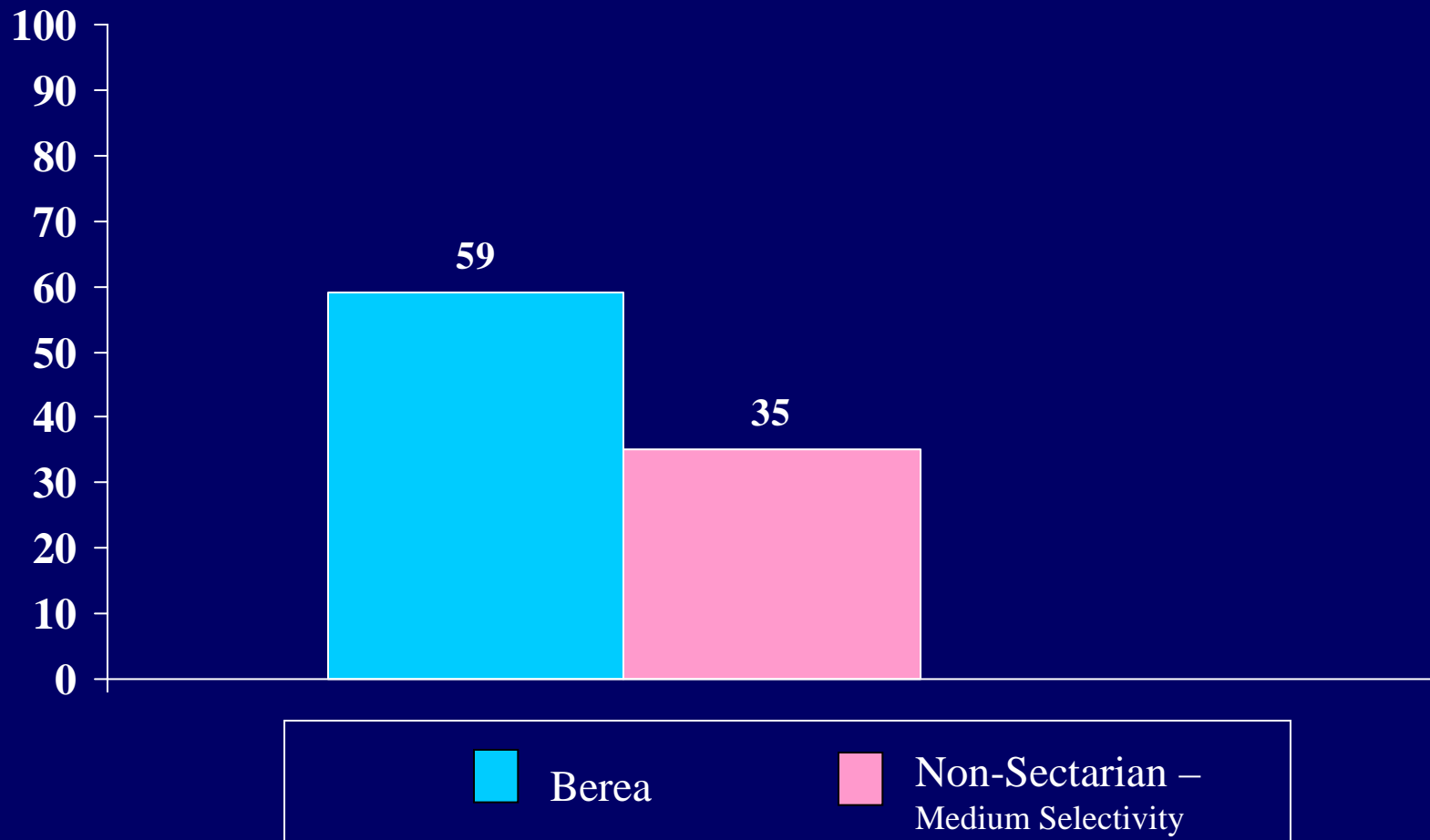
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who have had a spiritual experience while:
Witnessing the beauty and harmony of nature



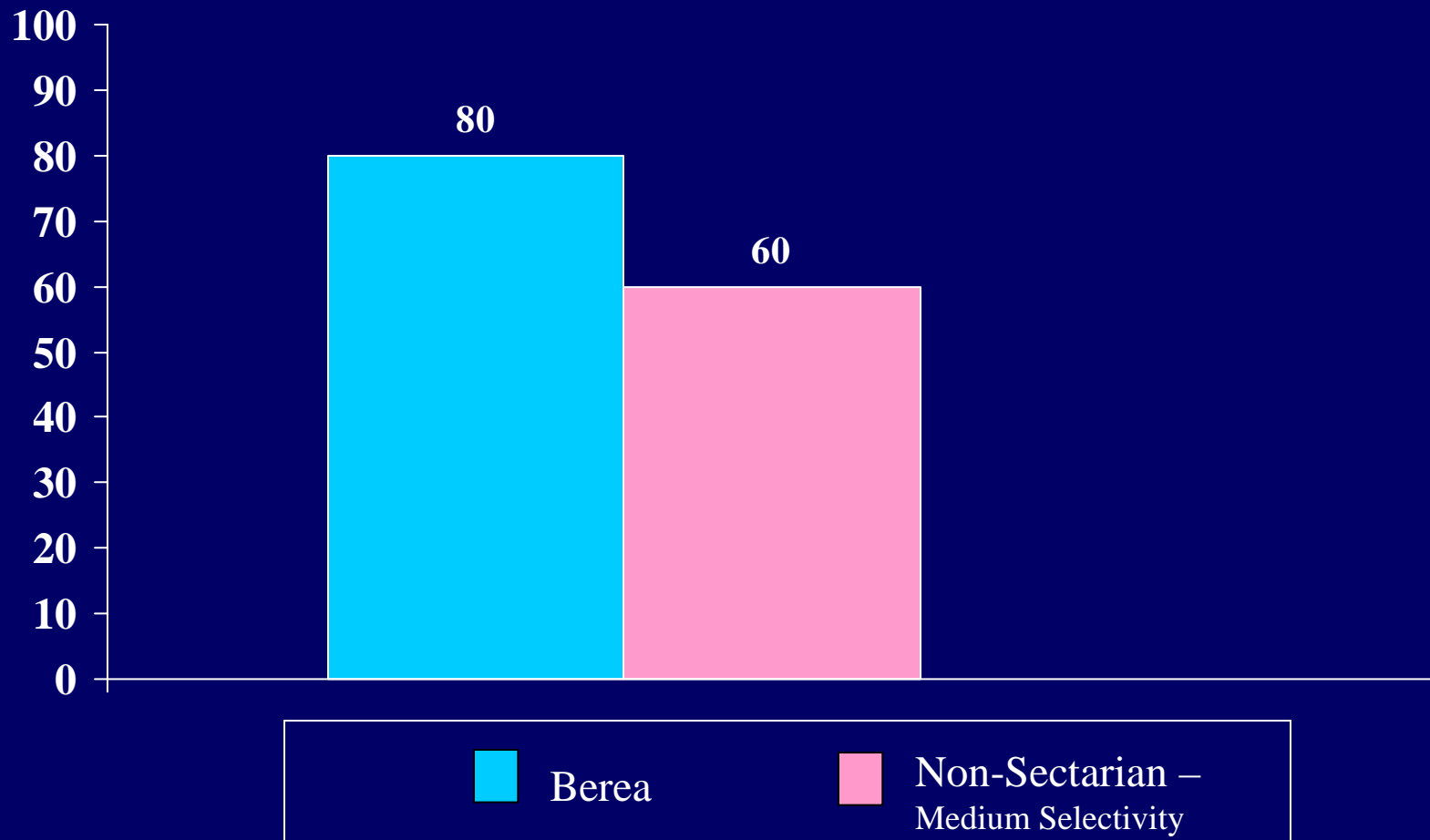
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who have had a spiritual experience while:
Meditating



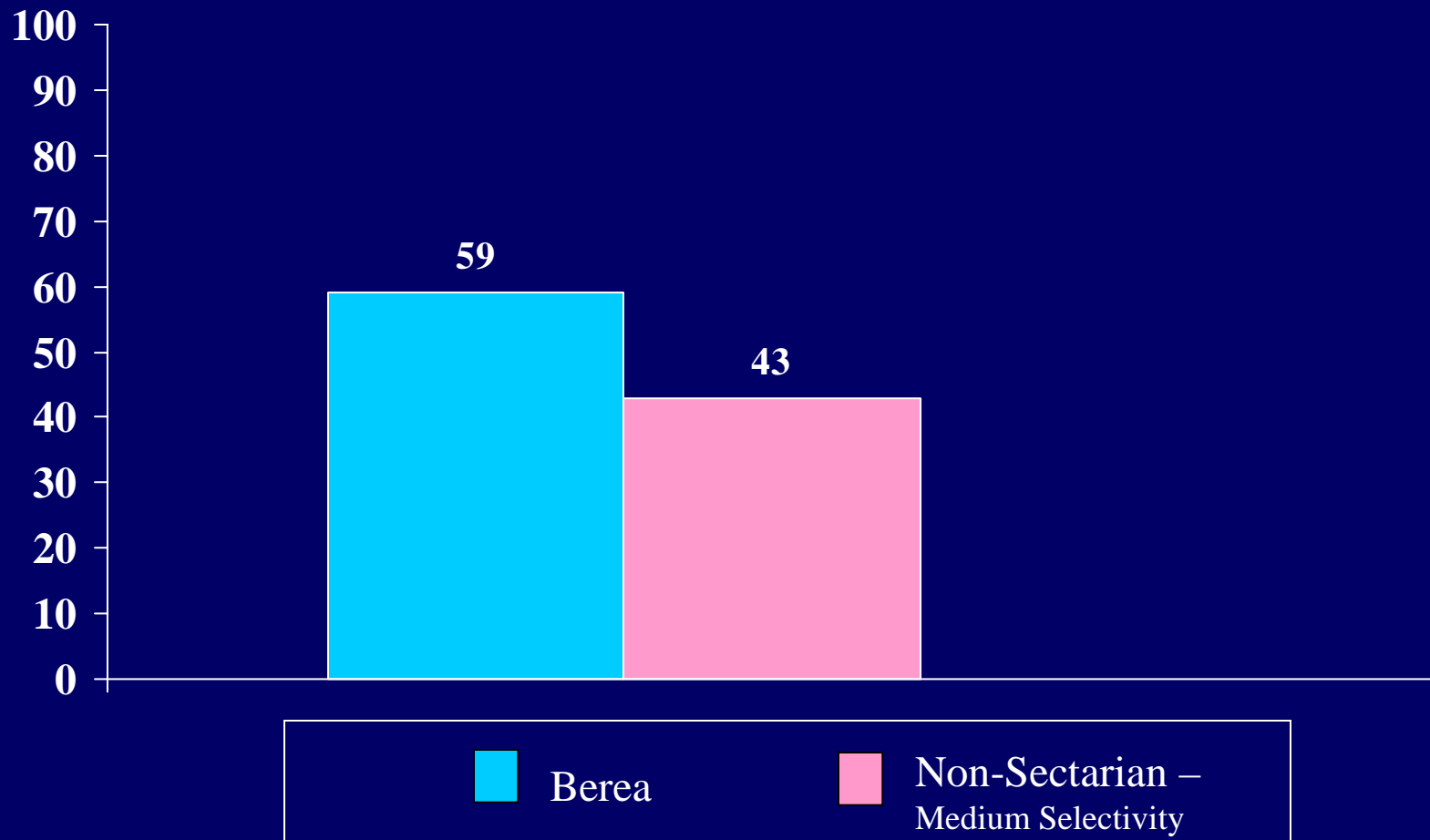
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who have had a spiritual experience while:
Praying



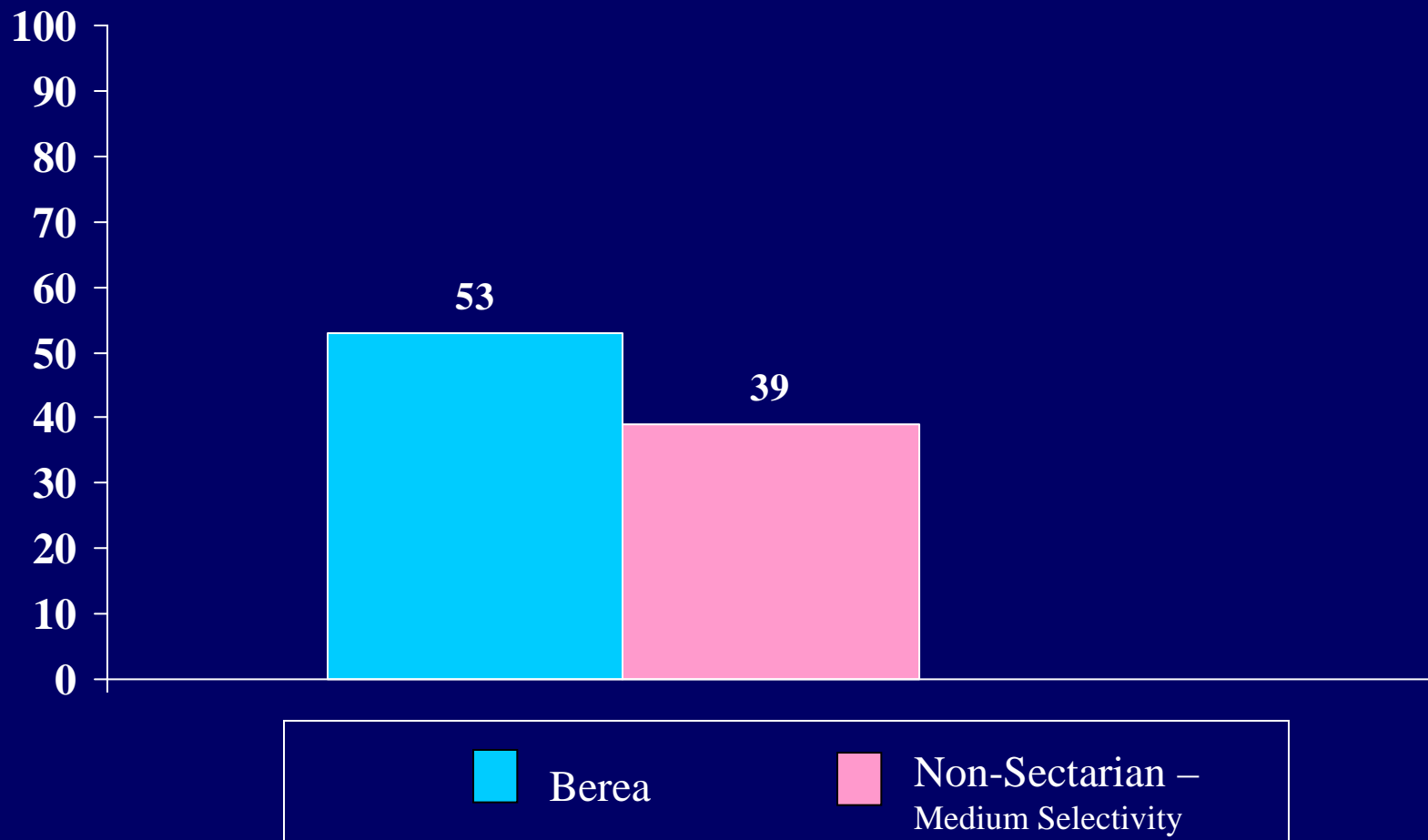
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who have had a spiritual experience while:
Participating in a retreat



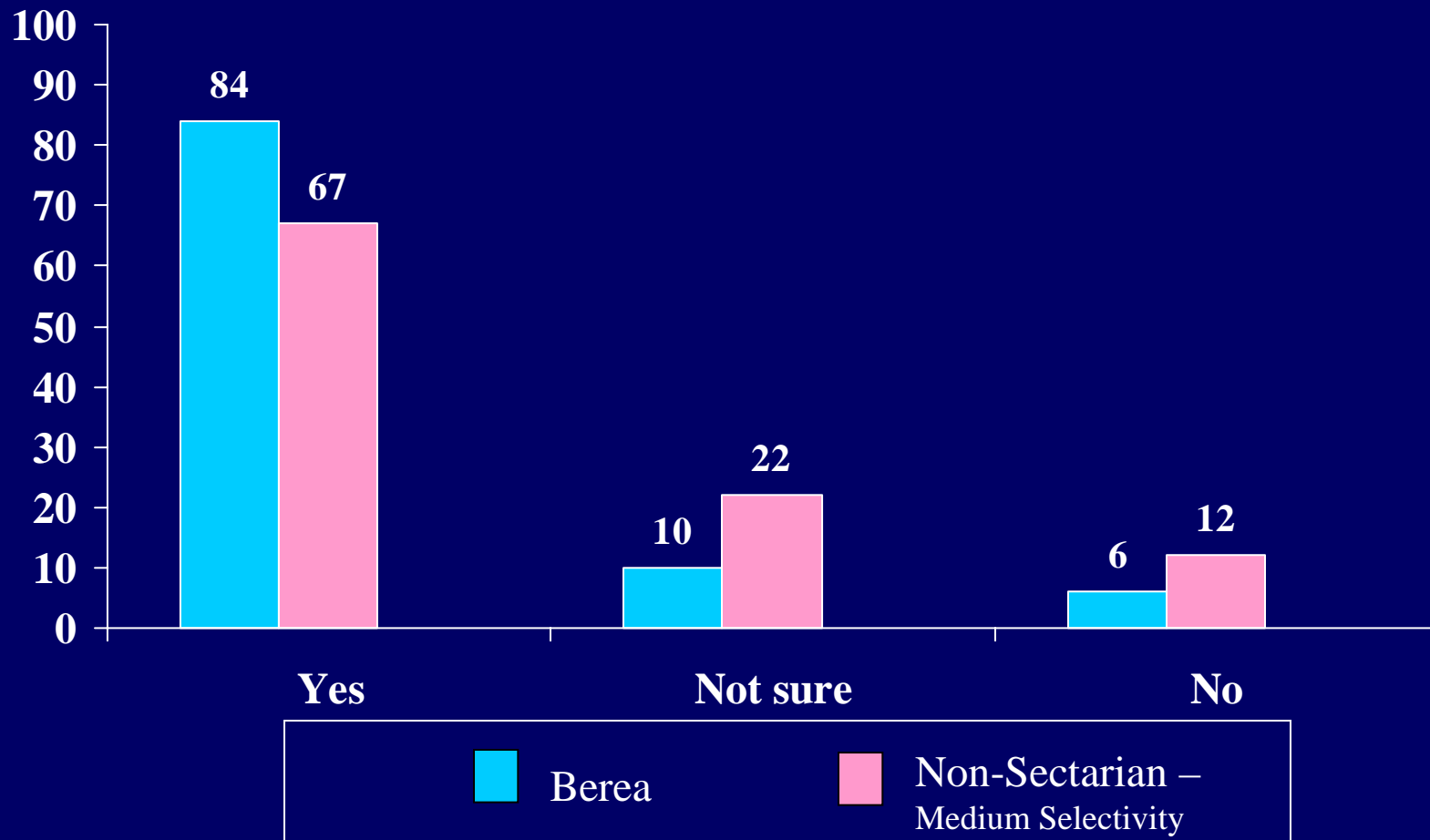
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who have had a spiritual experience while:
Other



This item was not asked on the 2002 or 2006 CIRP questionnaire.

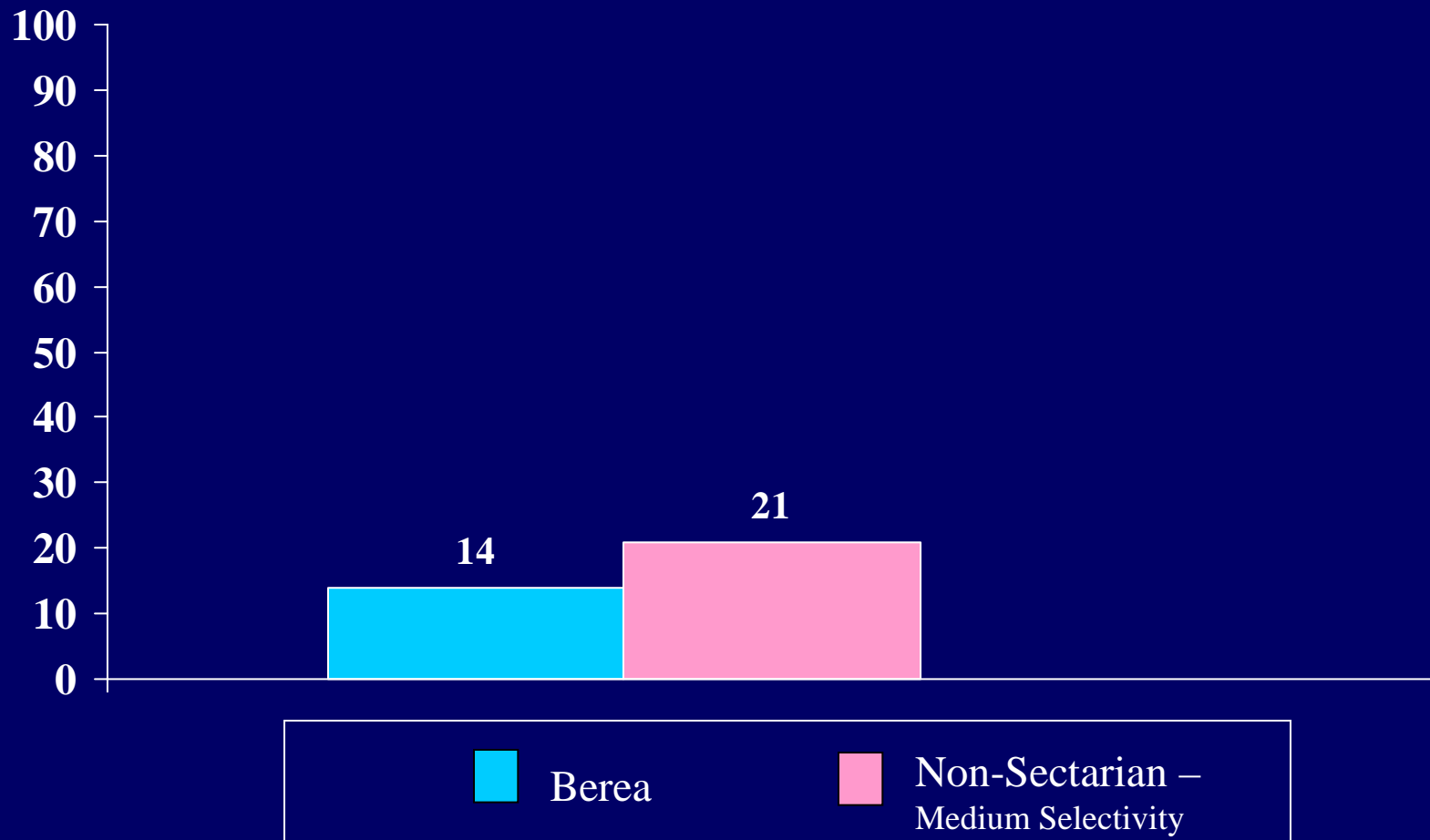
Do you Believe in God?



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

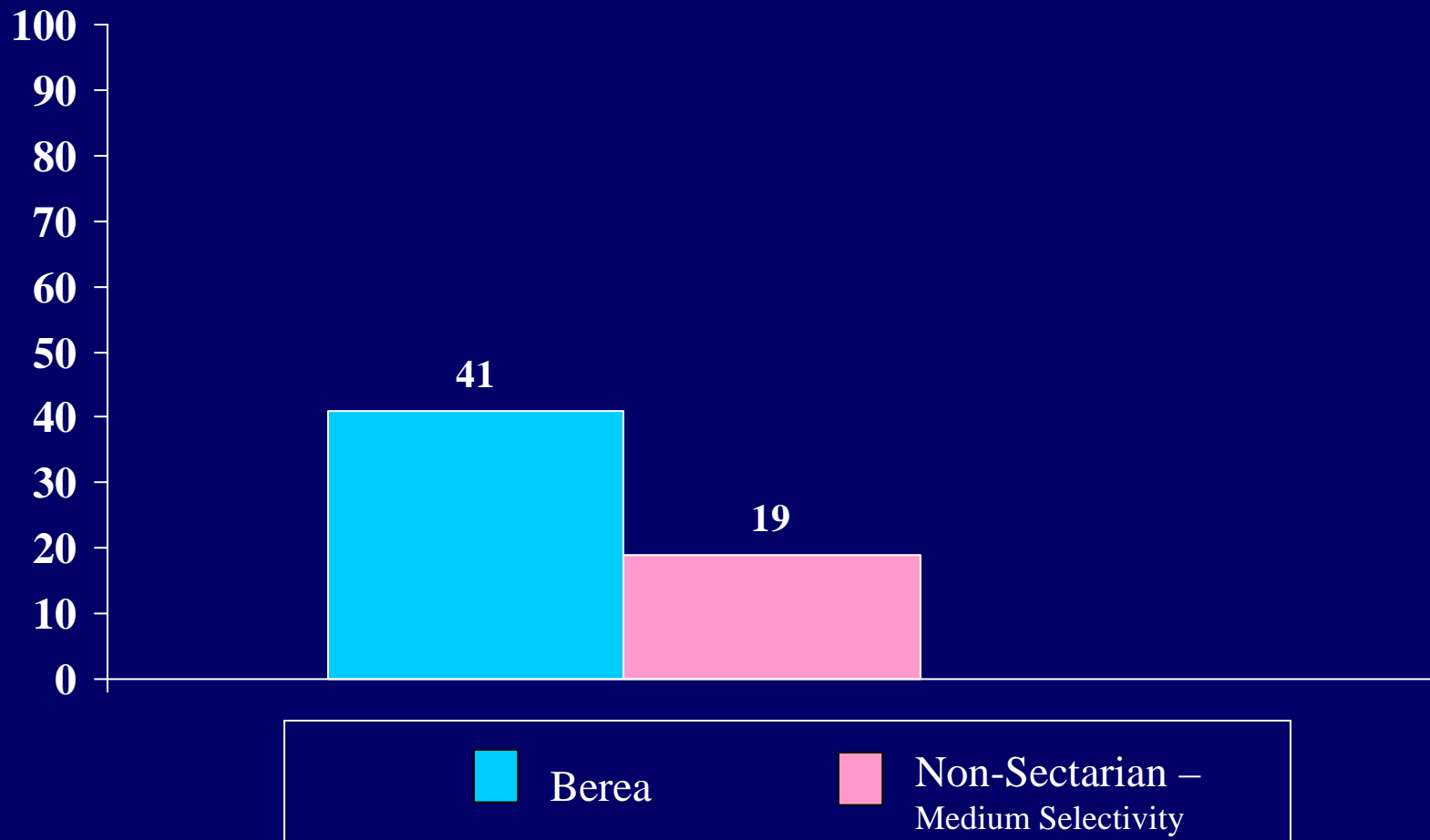
To discover who I really am



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

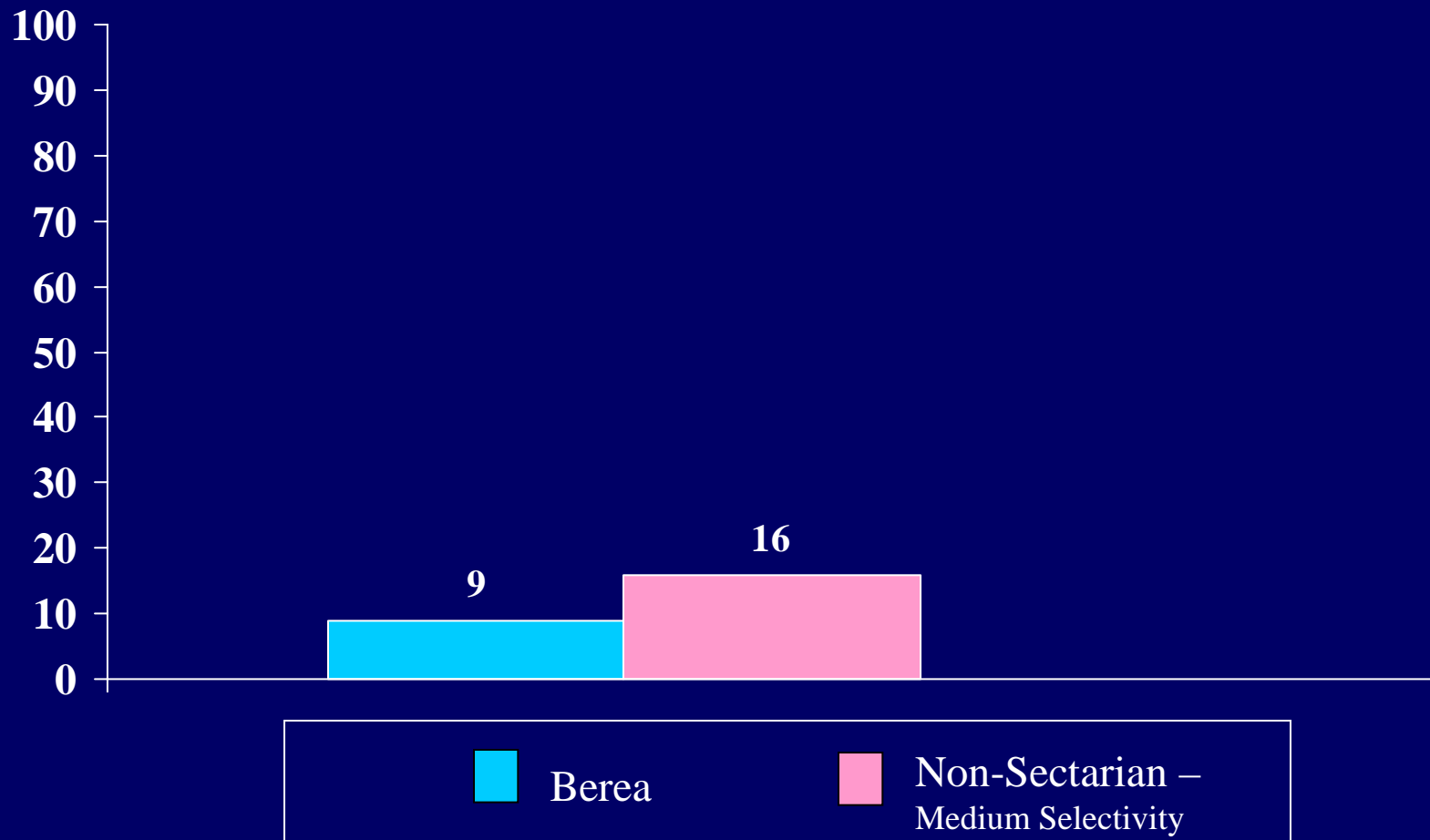
To follow God's plan for me



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

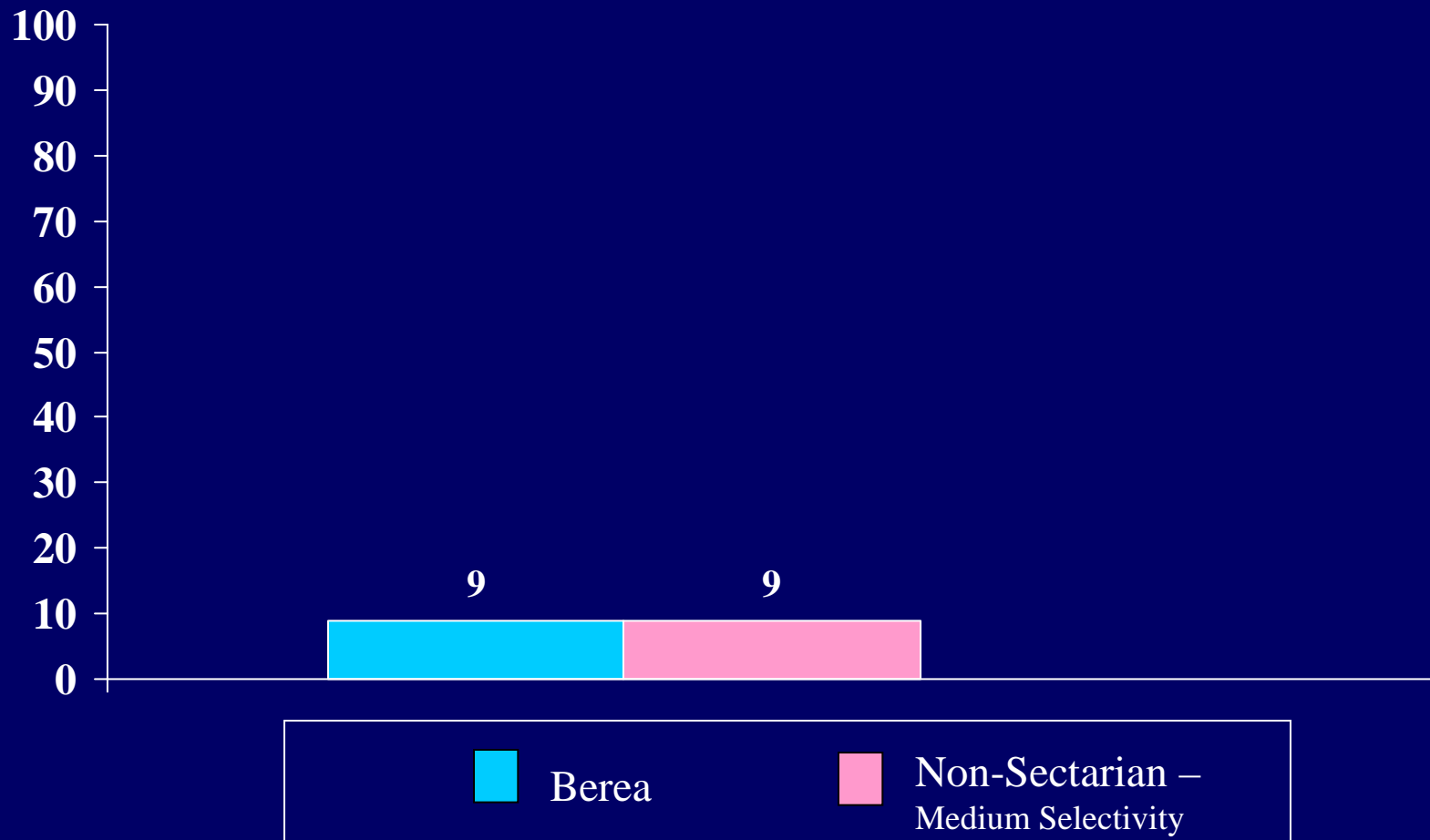
To become a better person



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

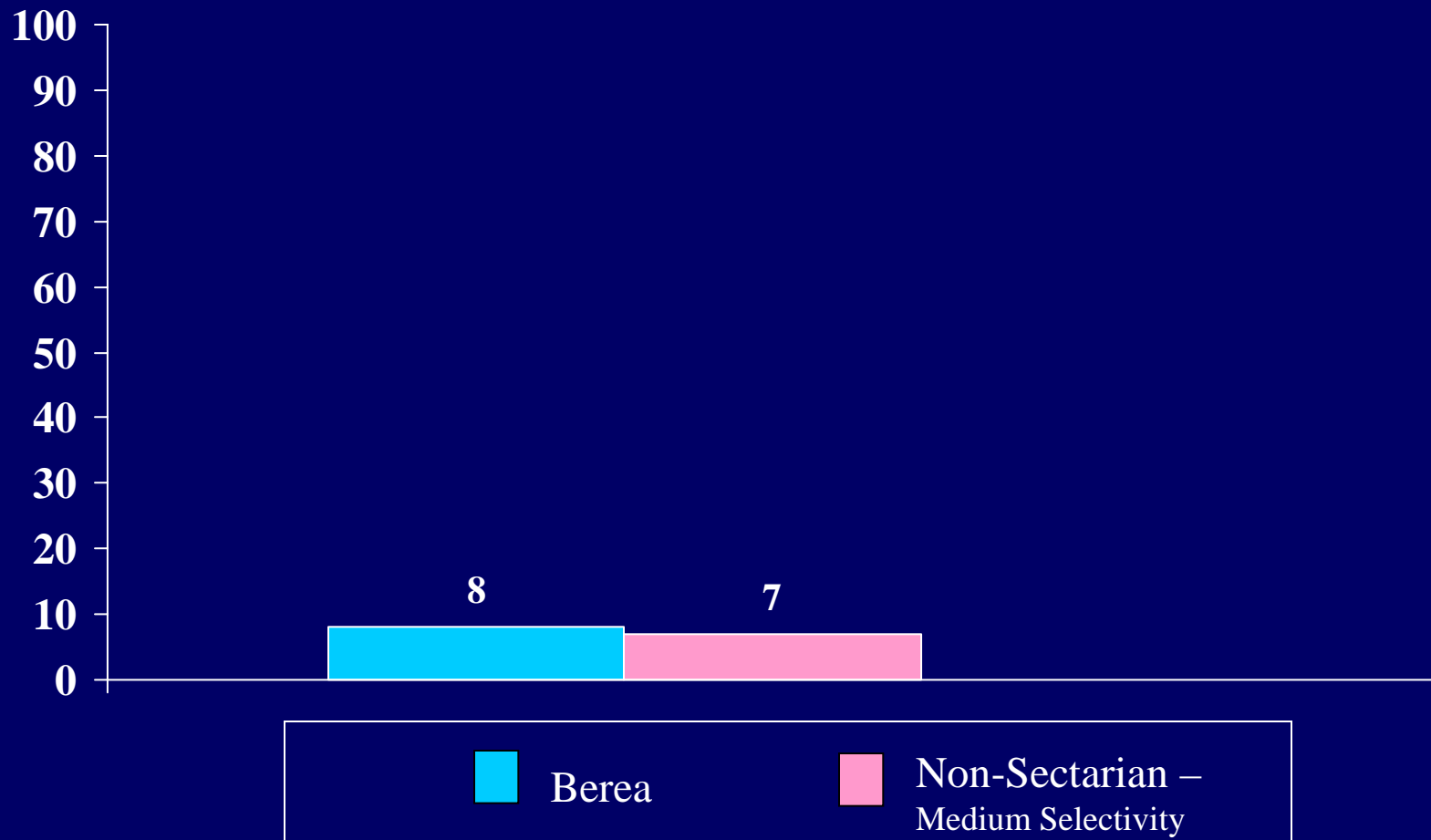
To know my purpose in life



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

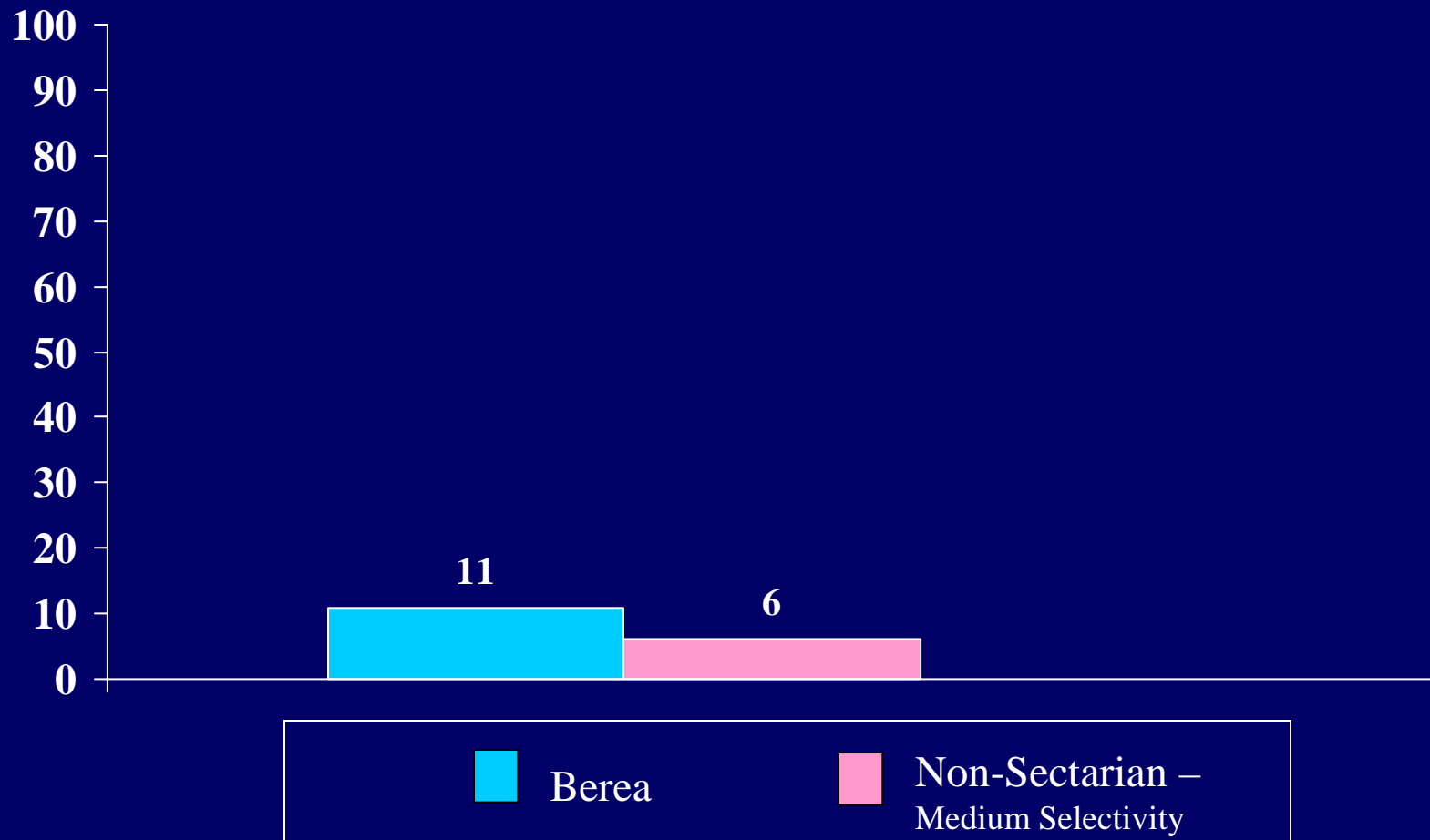
To make the world a better place



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

To know God



This item was not asked on the 2002 or 2006 CIRP questionnaire.

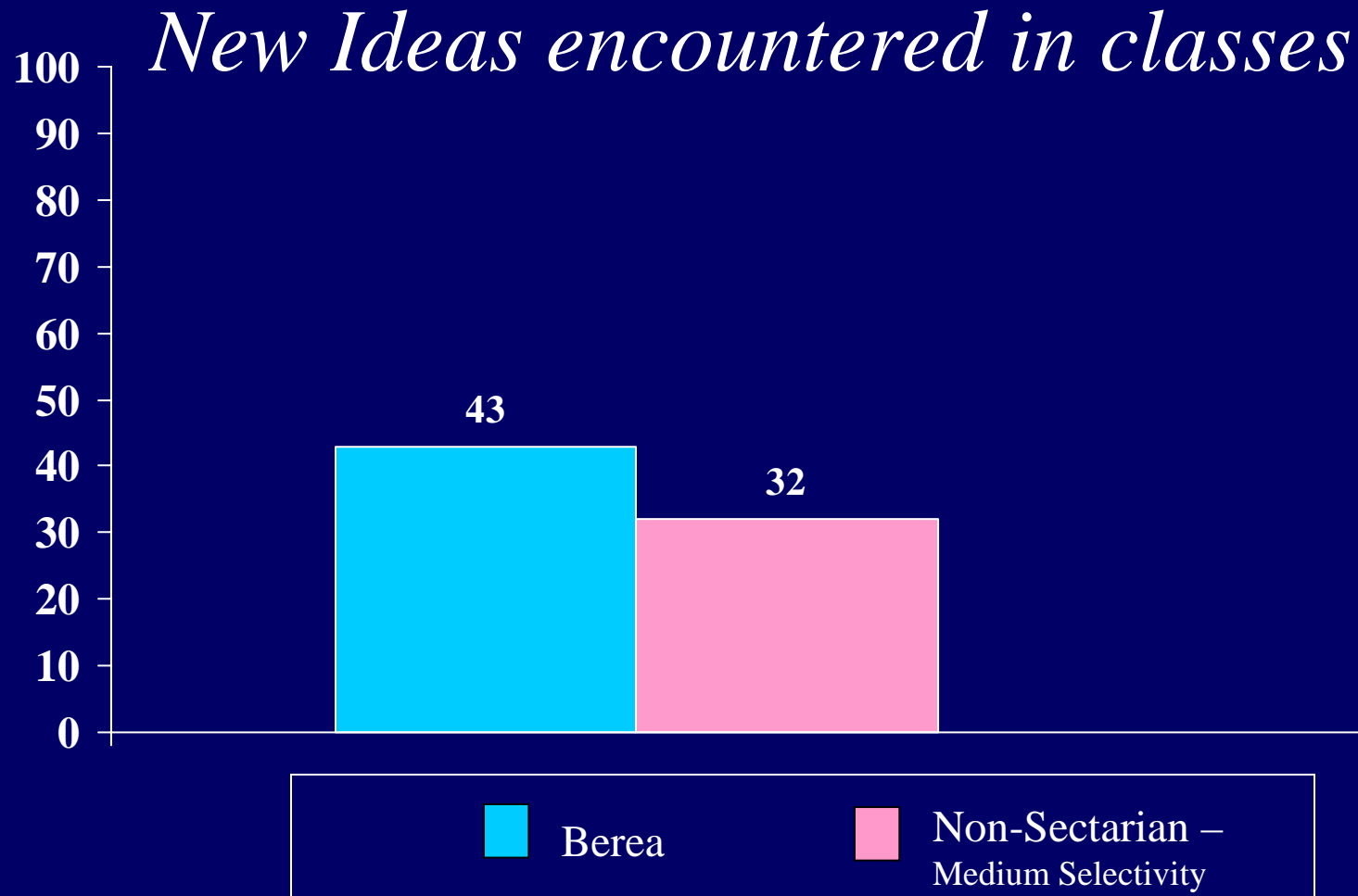
Percent of students who indicated their ultimate spiritual quest for me is:

*I do not consider myself to
be on a spiritual quest*



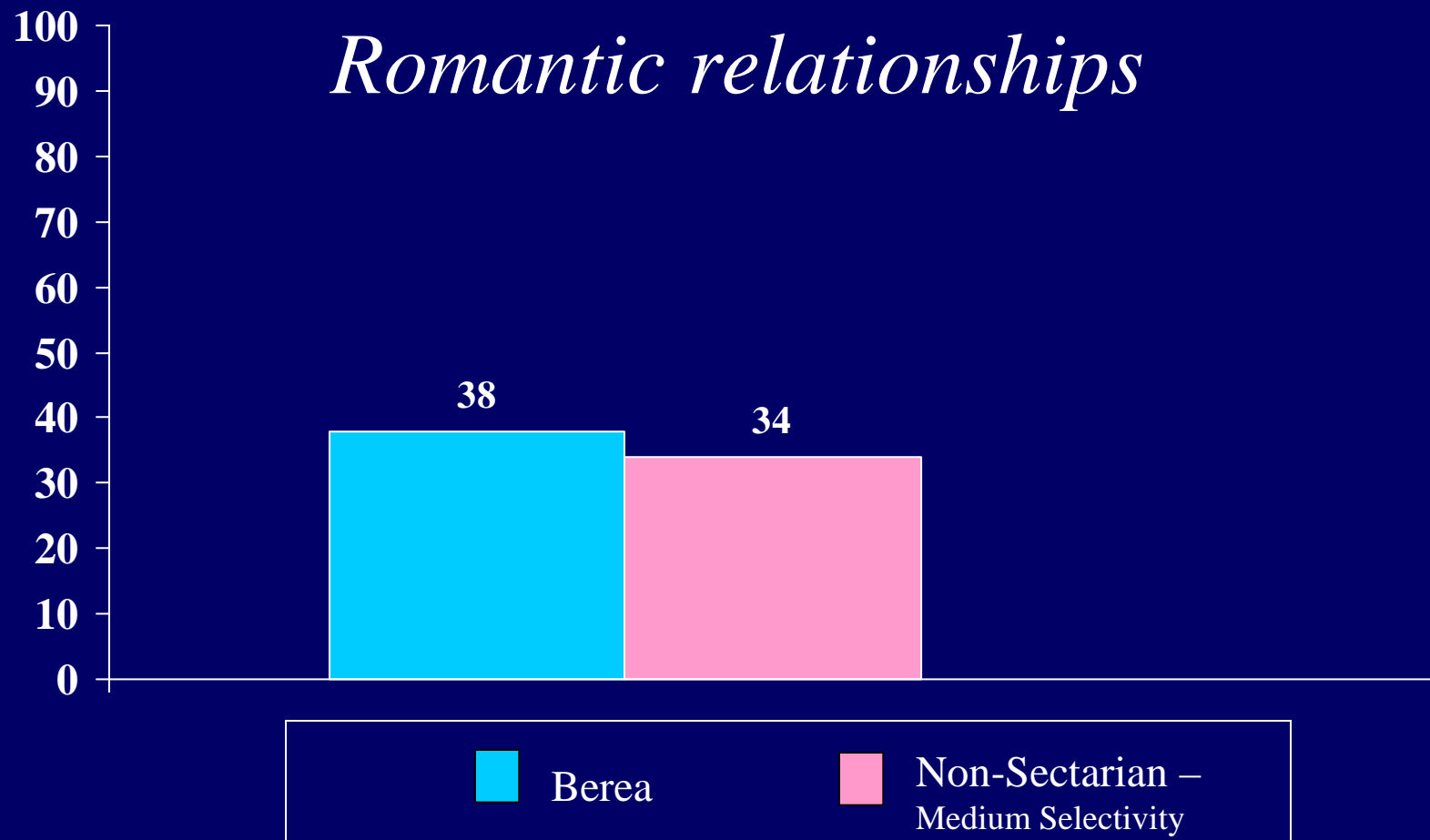
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



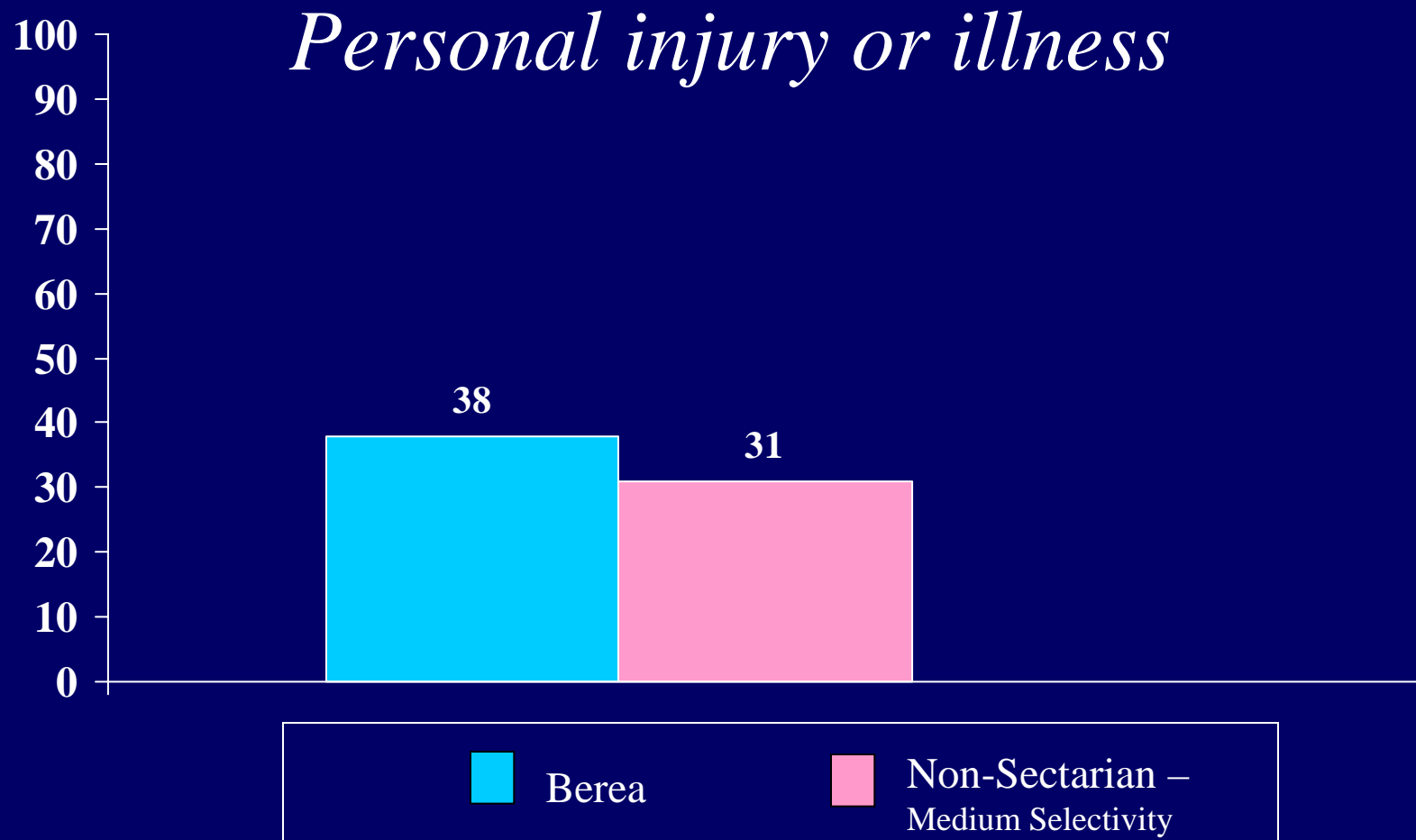
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



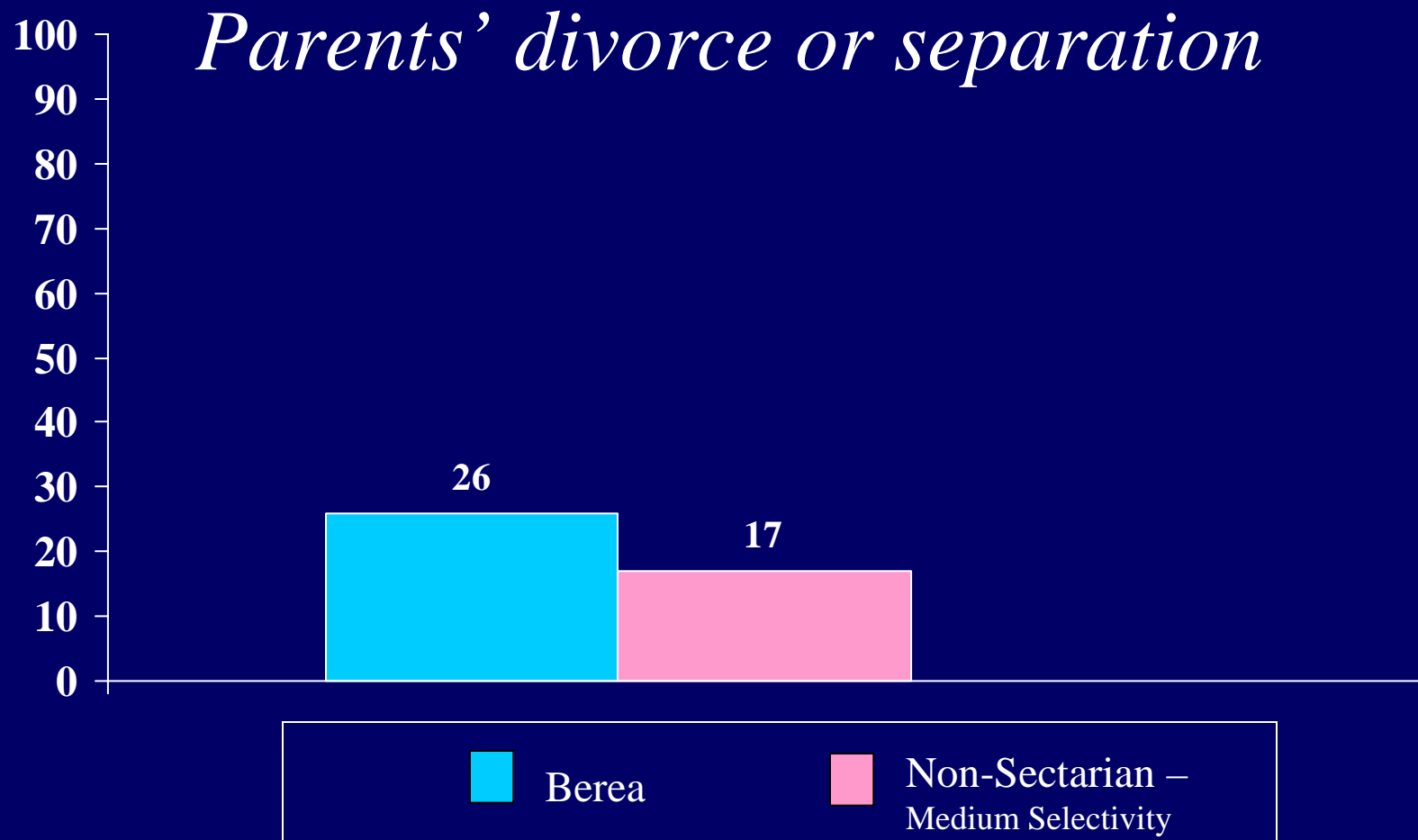
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



This item was not asked on the 2002 or 2006 CIRP questionnaire.

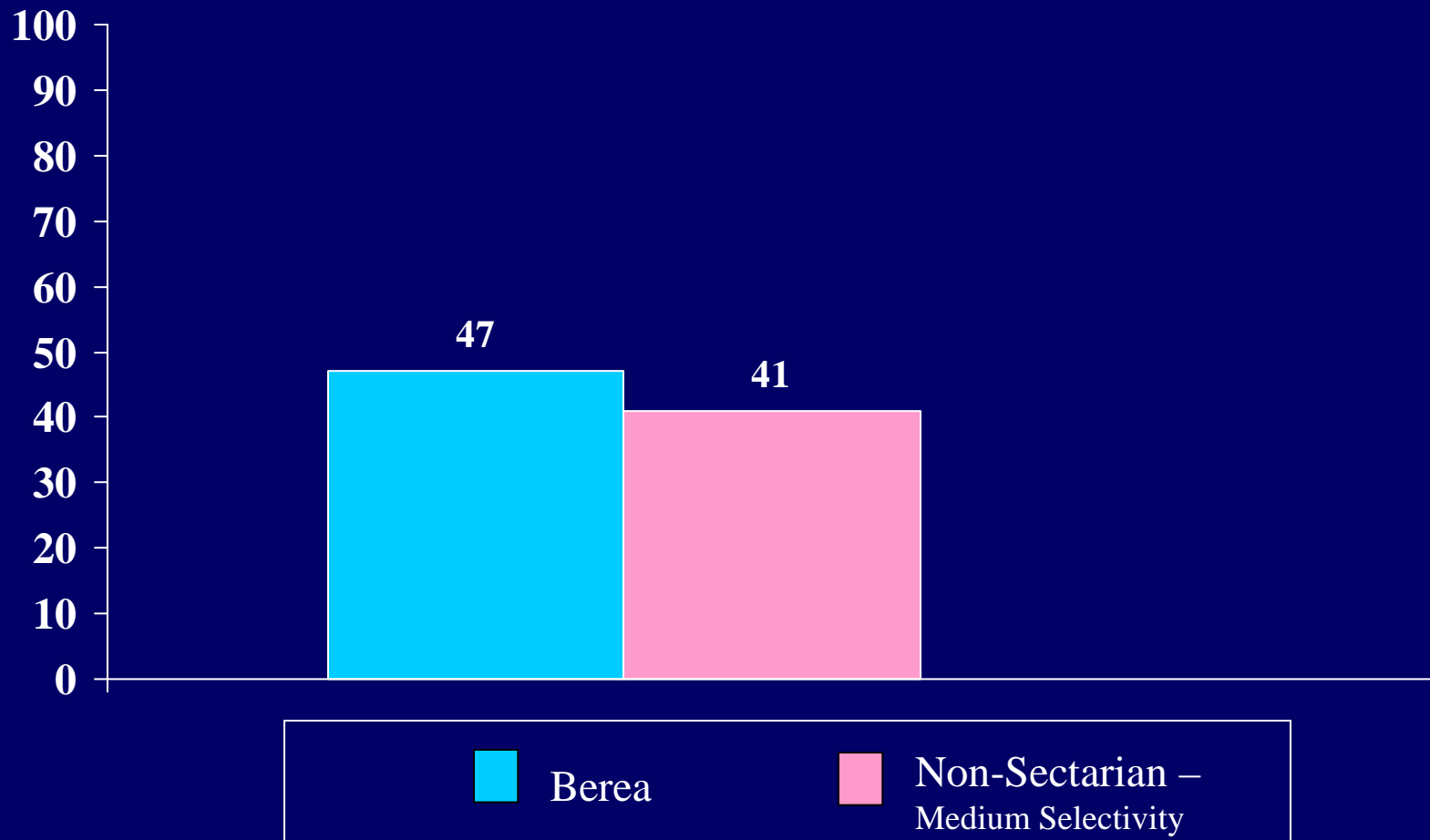
Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened”
his/her religious /spiritual beliefs:

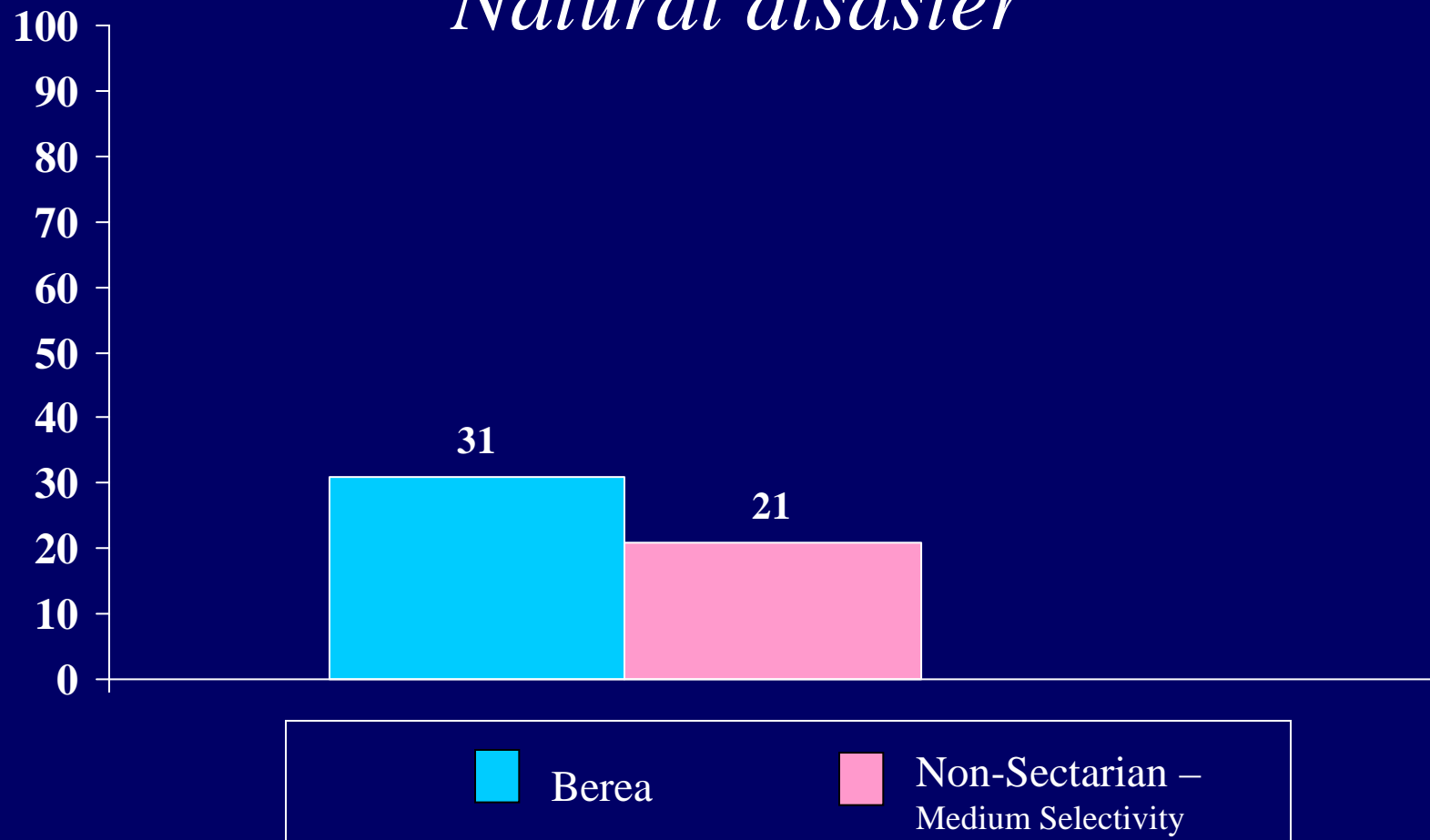
Death of a close friend or family member



This item was not asked on the 2002 or 2006 CIRP questionnaire.

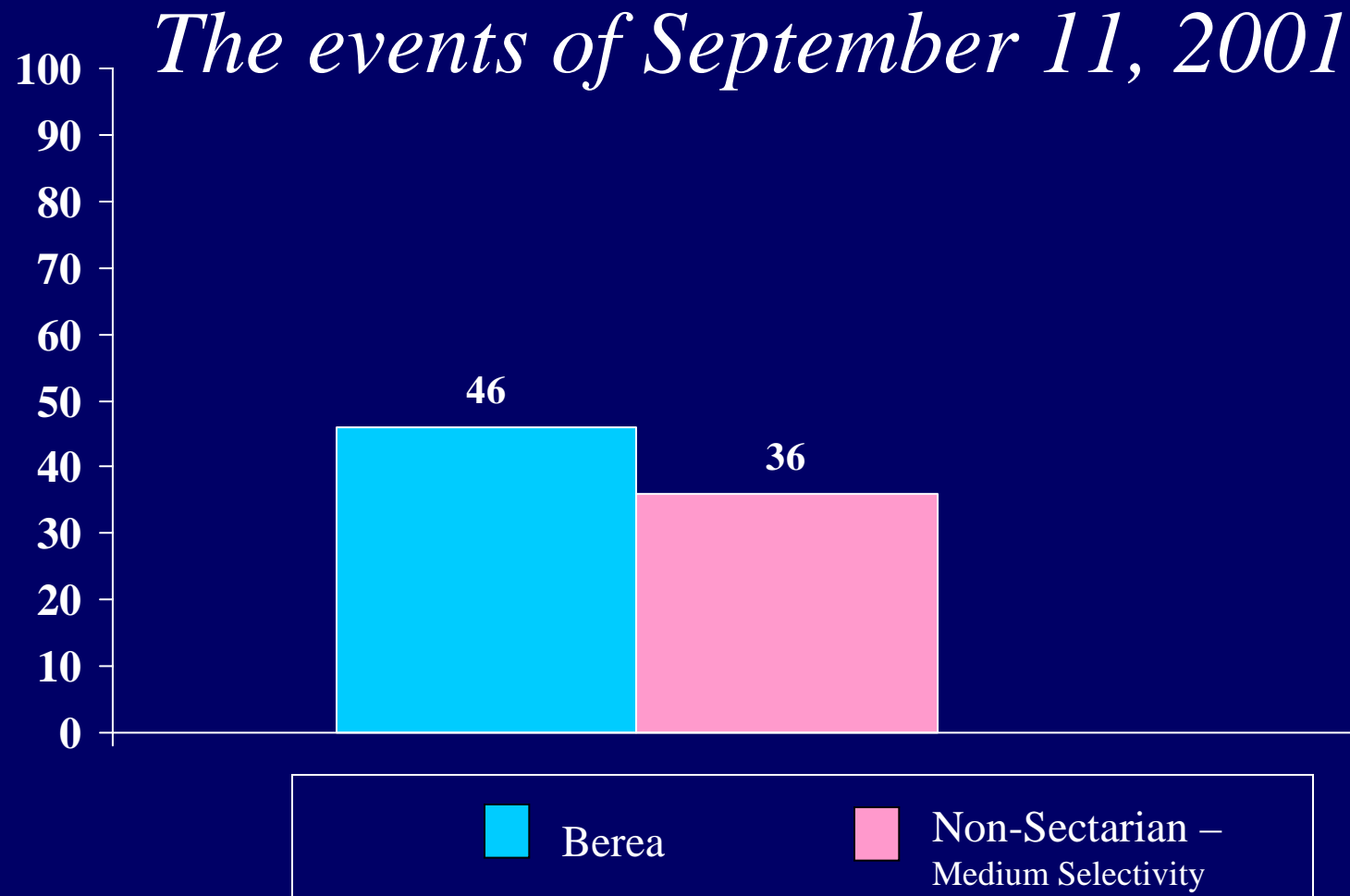
Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:

Natural disaster



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:

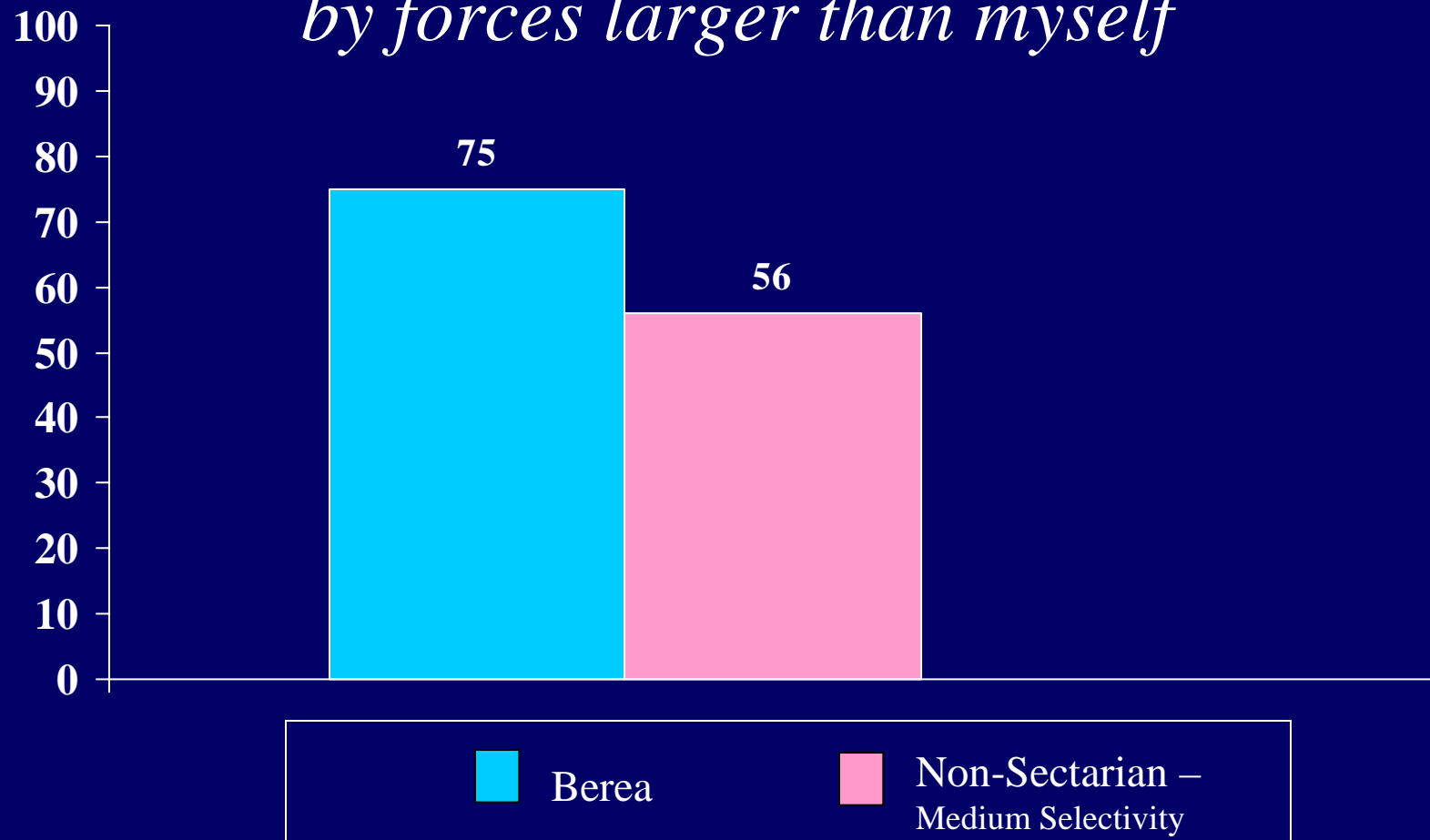
The war in Iraq



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:

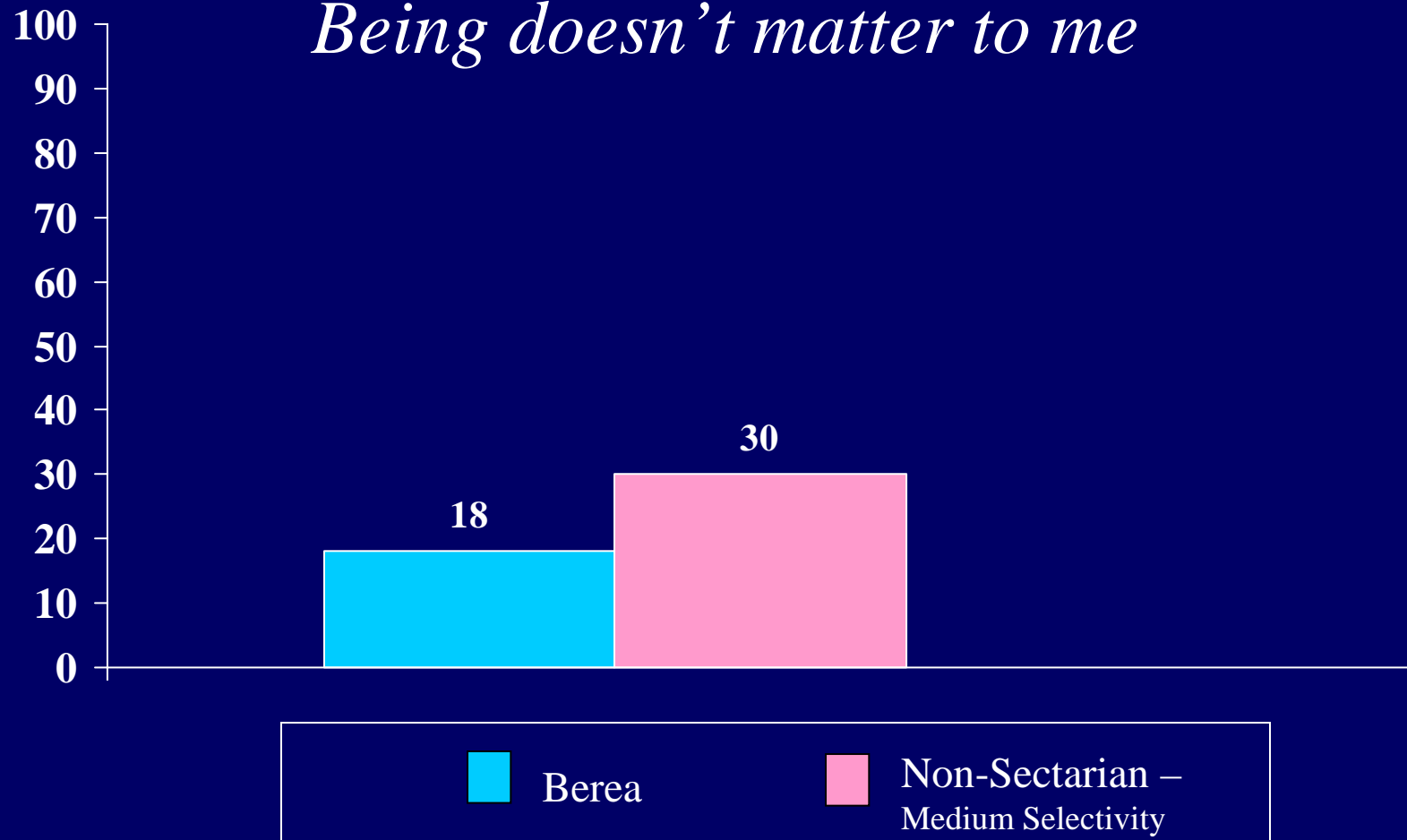
*What happens in my life is determined
by forces larger than myself*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:

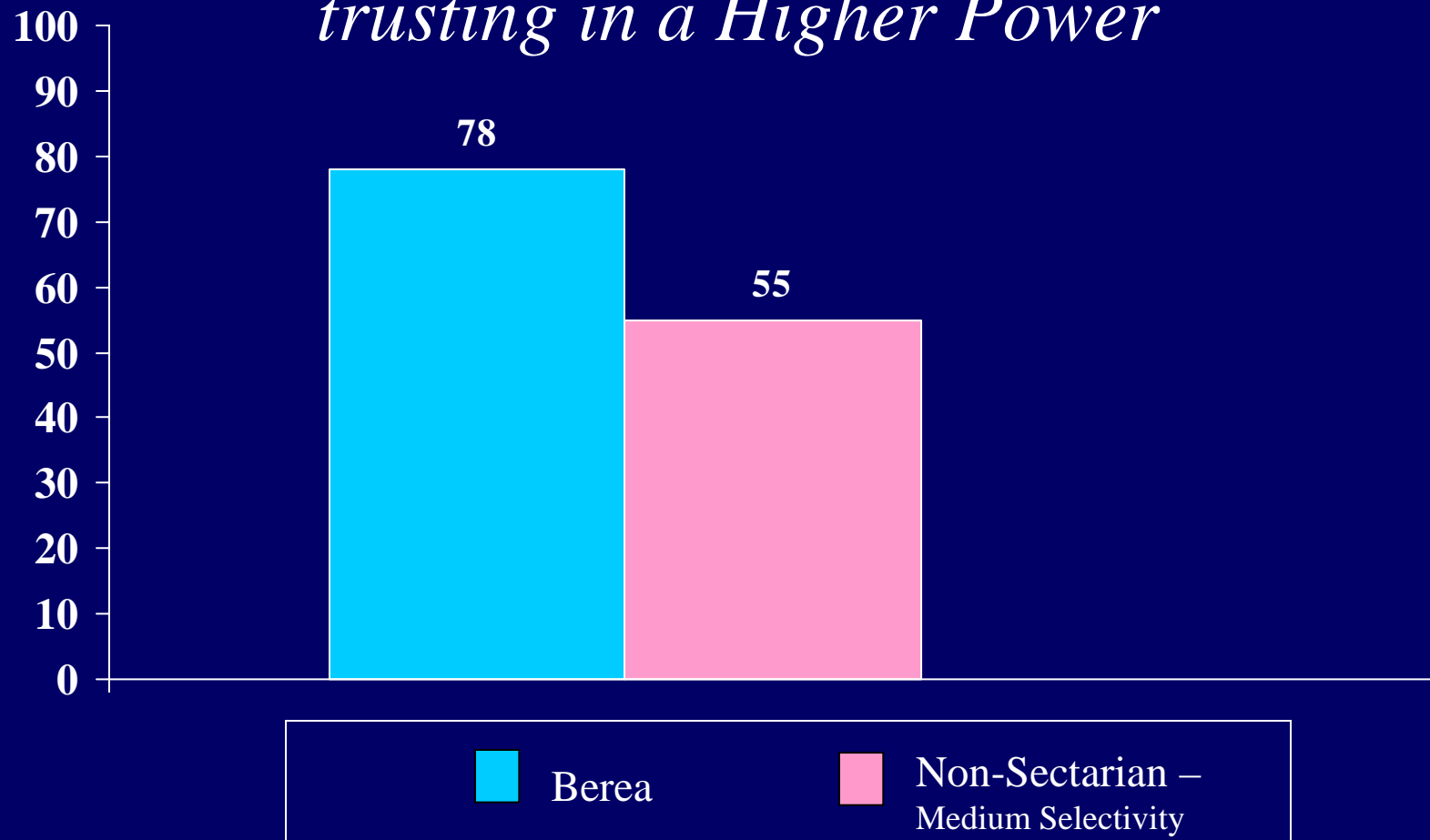
*Whether or not there is a Supreme
Being doesn't matter to me*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:

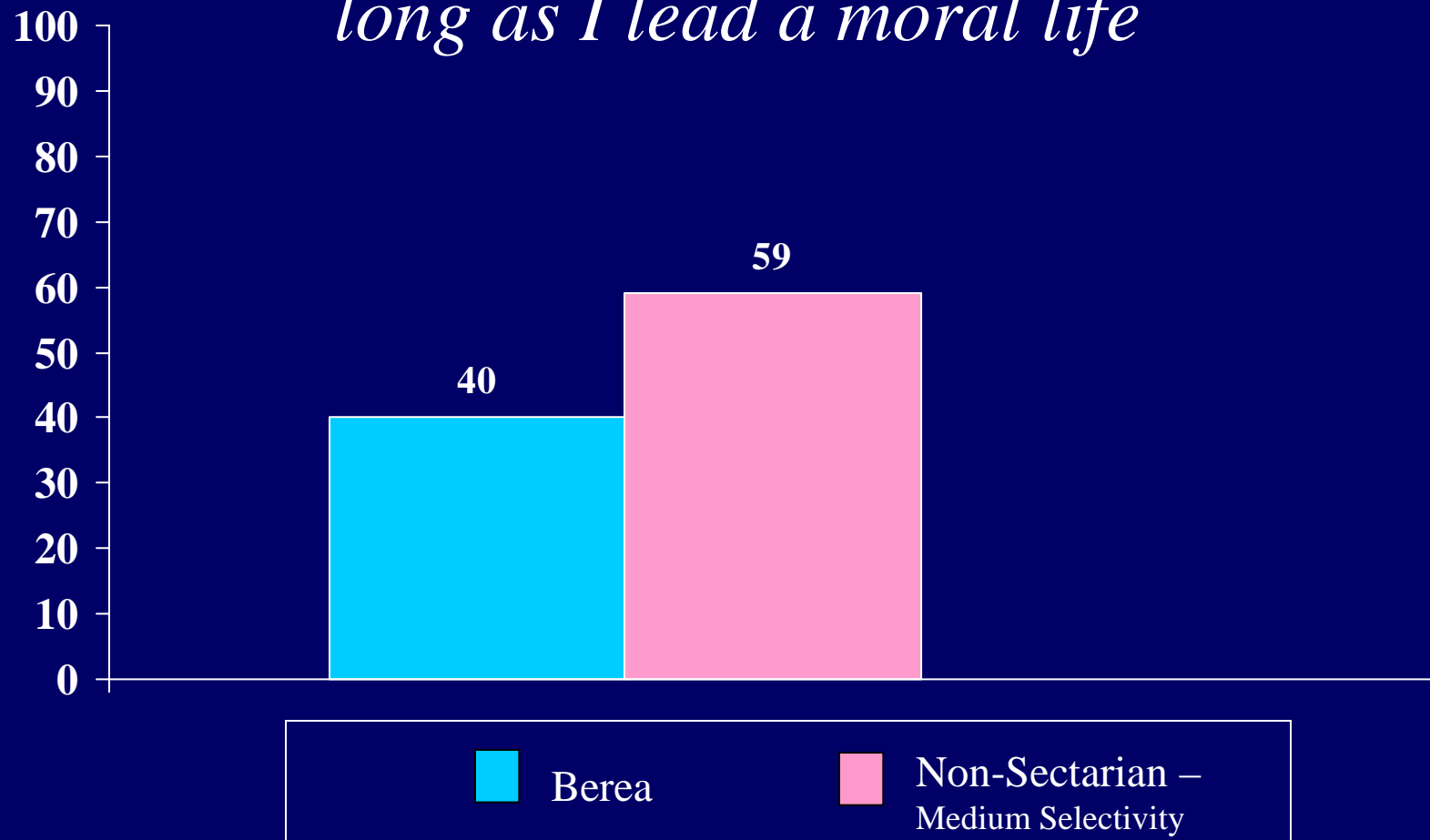
I gain spiritual strength by trusting in a Higher Power



This item was not asked on the 2002 or 2006 CIRP questionnaire.

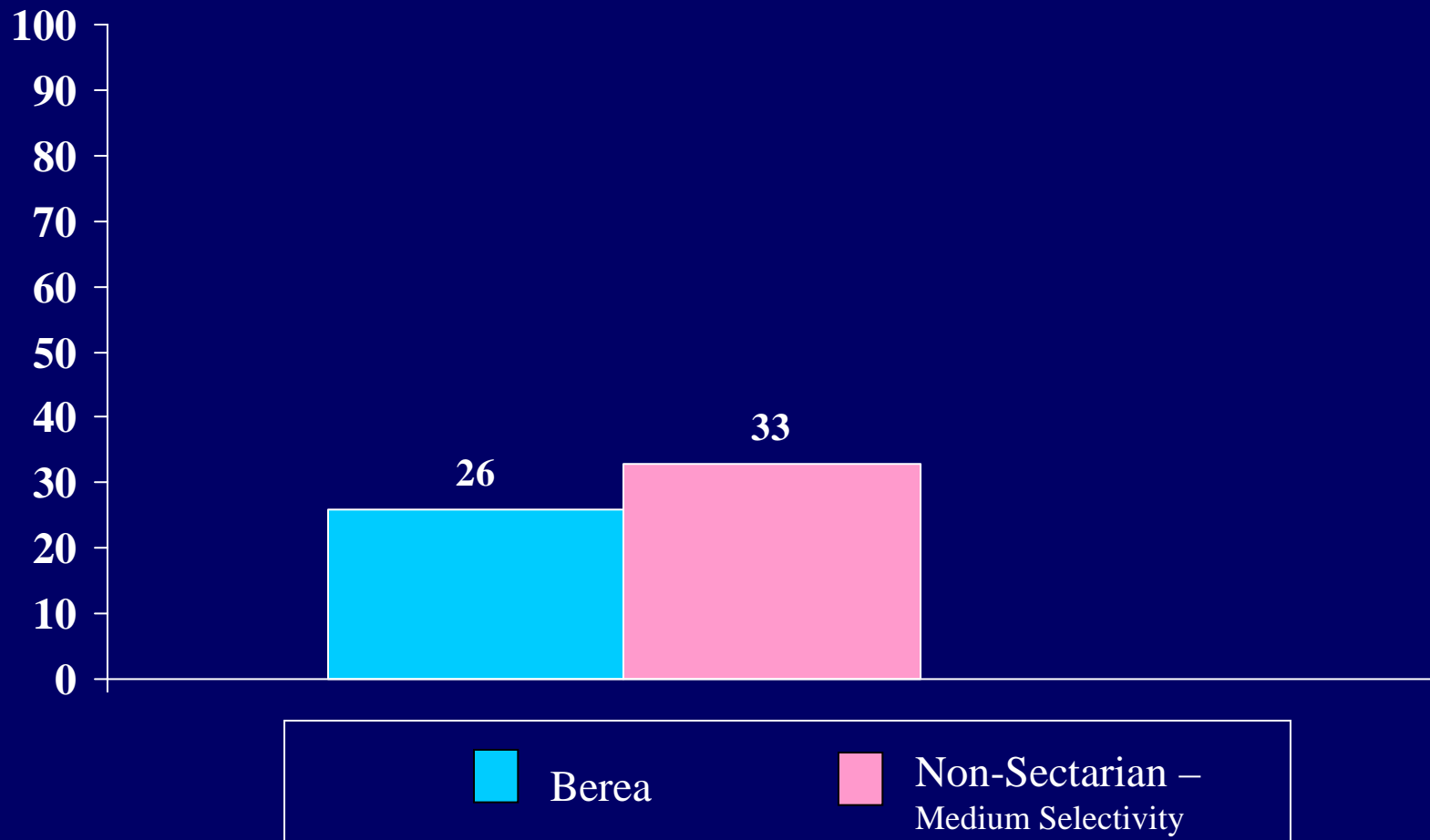
Percent of students who agrees “strongly” or “somewhat”:

It doesn't matter what I believe as long as I lead a moral life



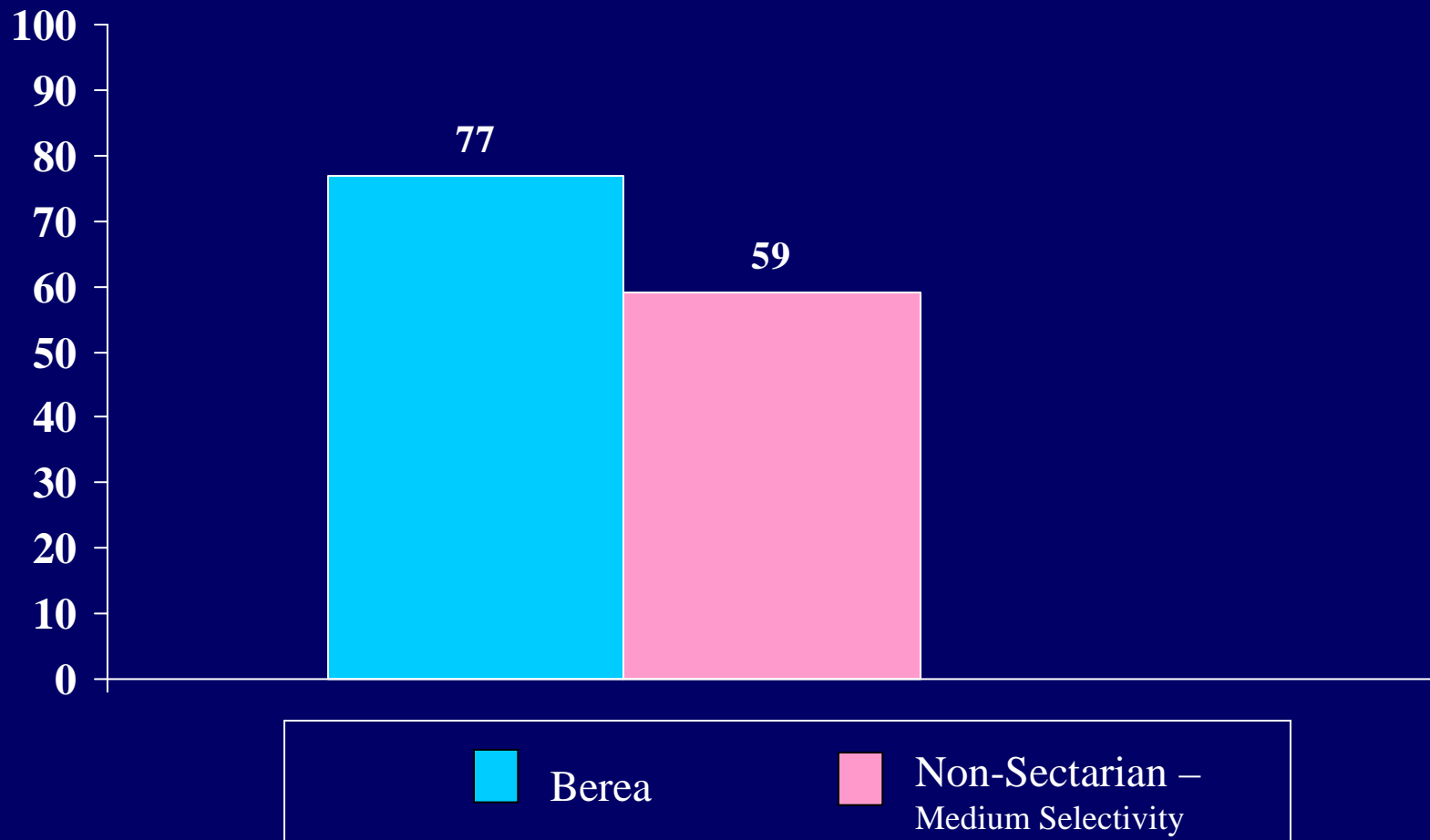
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:
I have never felt a sense of sacredness



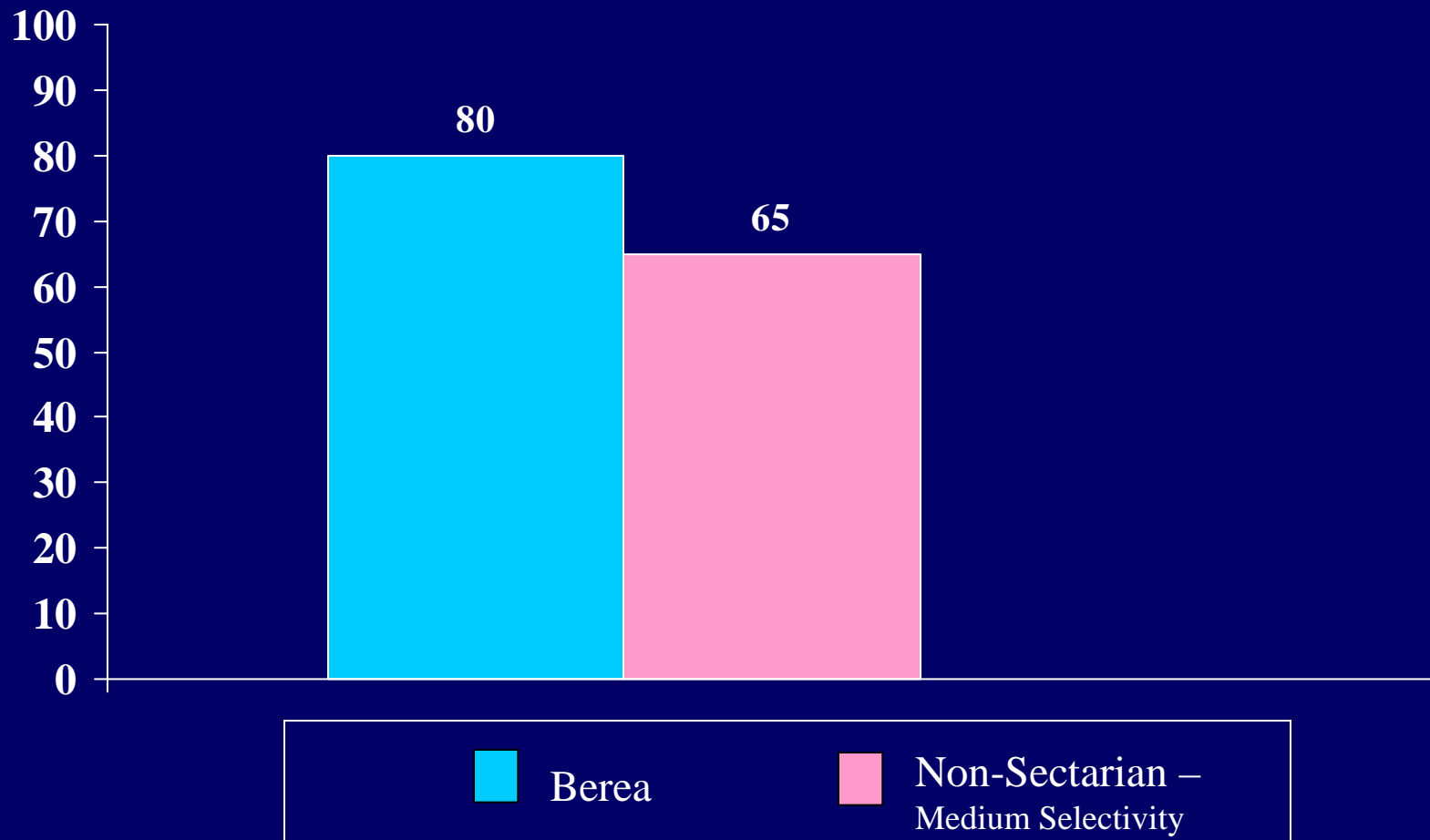
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:
I find religion to be personally helpful



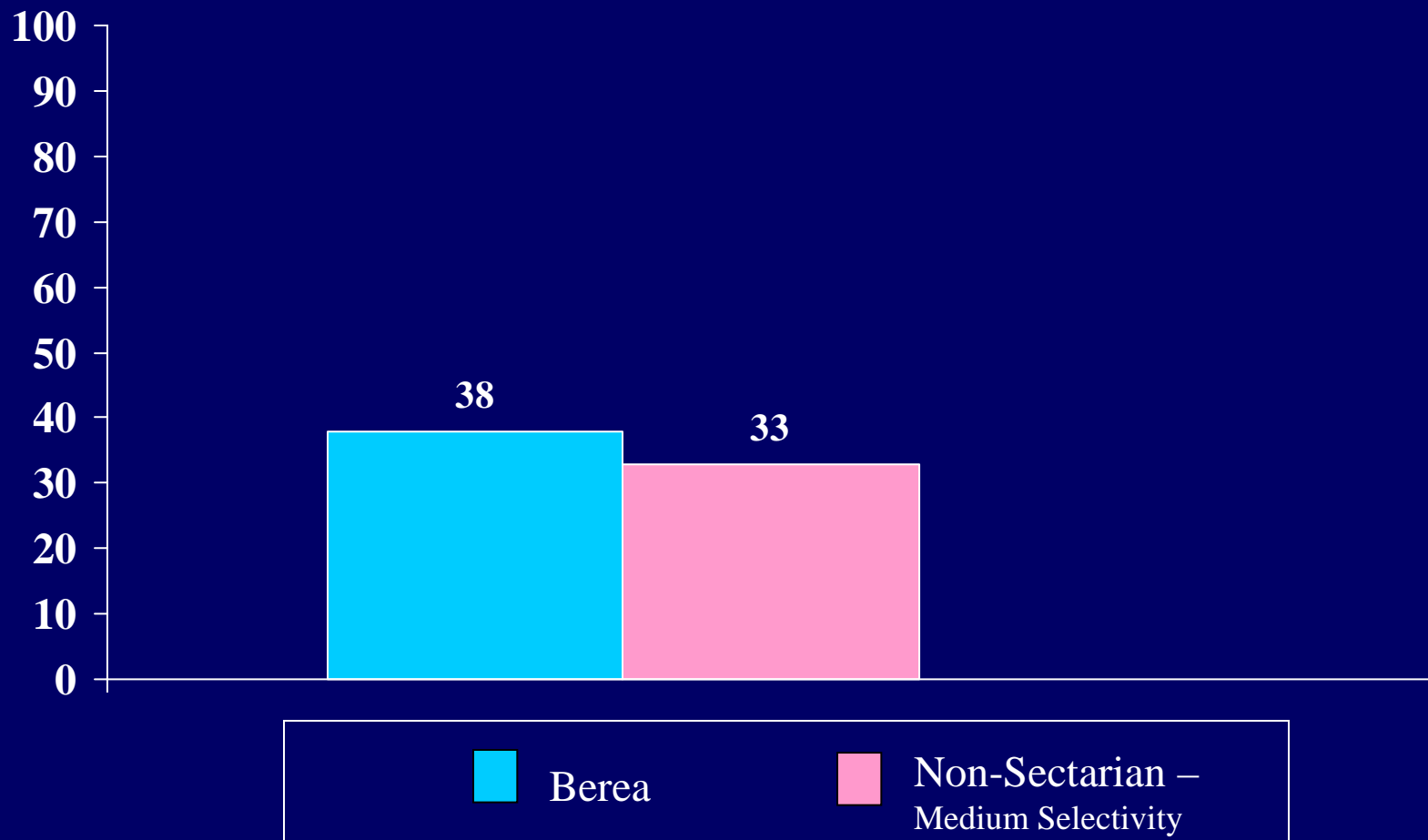
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:
*I know someone I can turn to
for spiritual guidance*



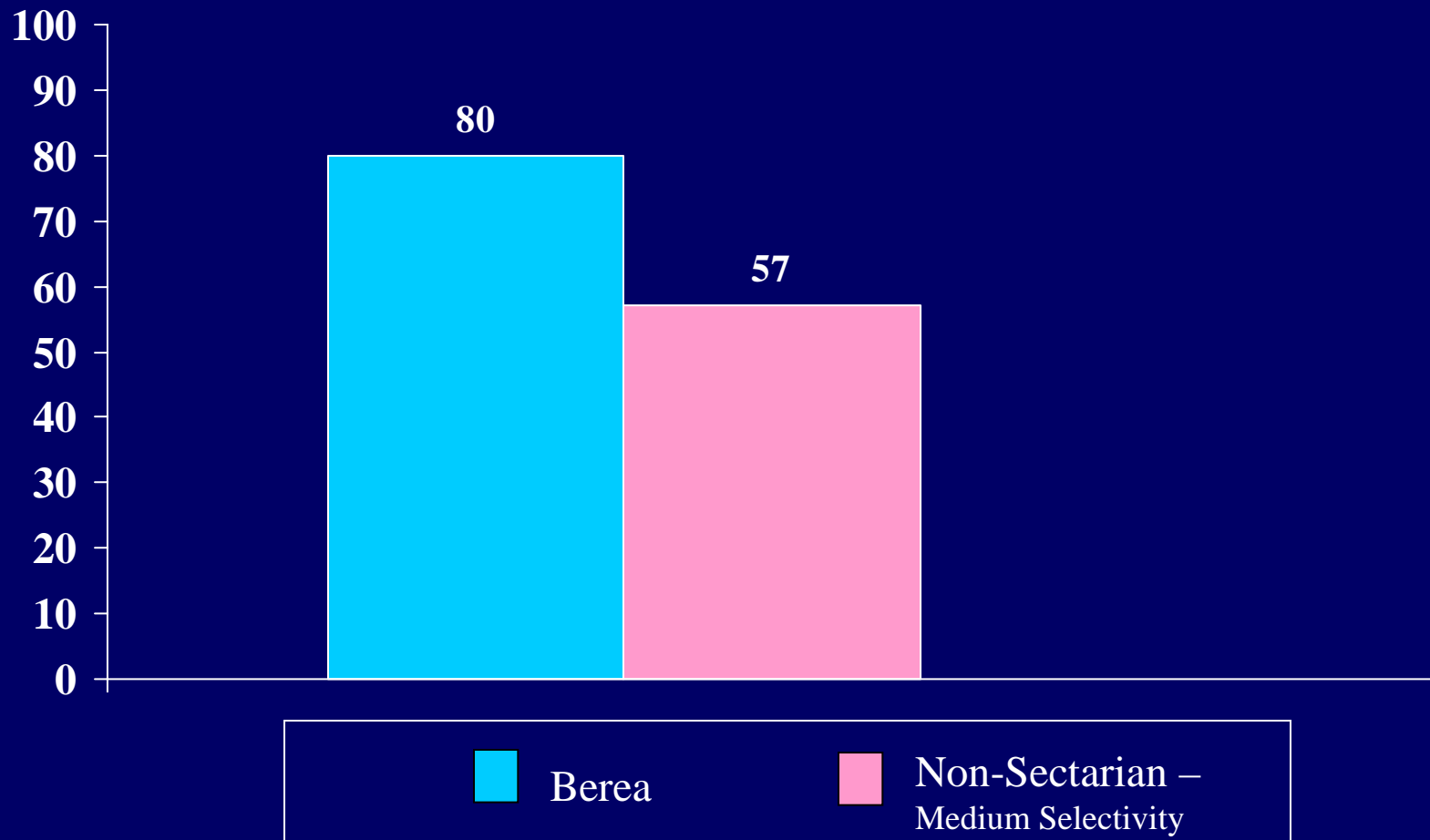
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:
I am uncomfortable discussing religious matters



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:
My spirituality is a source of joy



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:

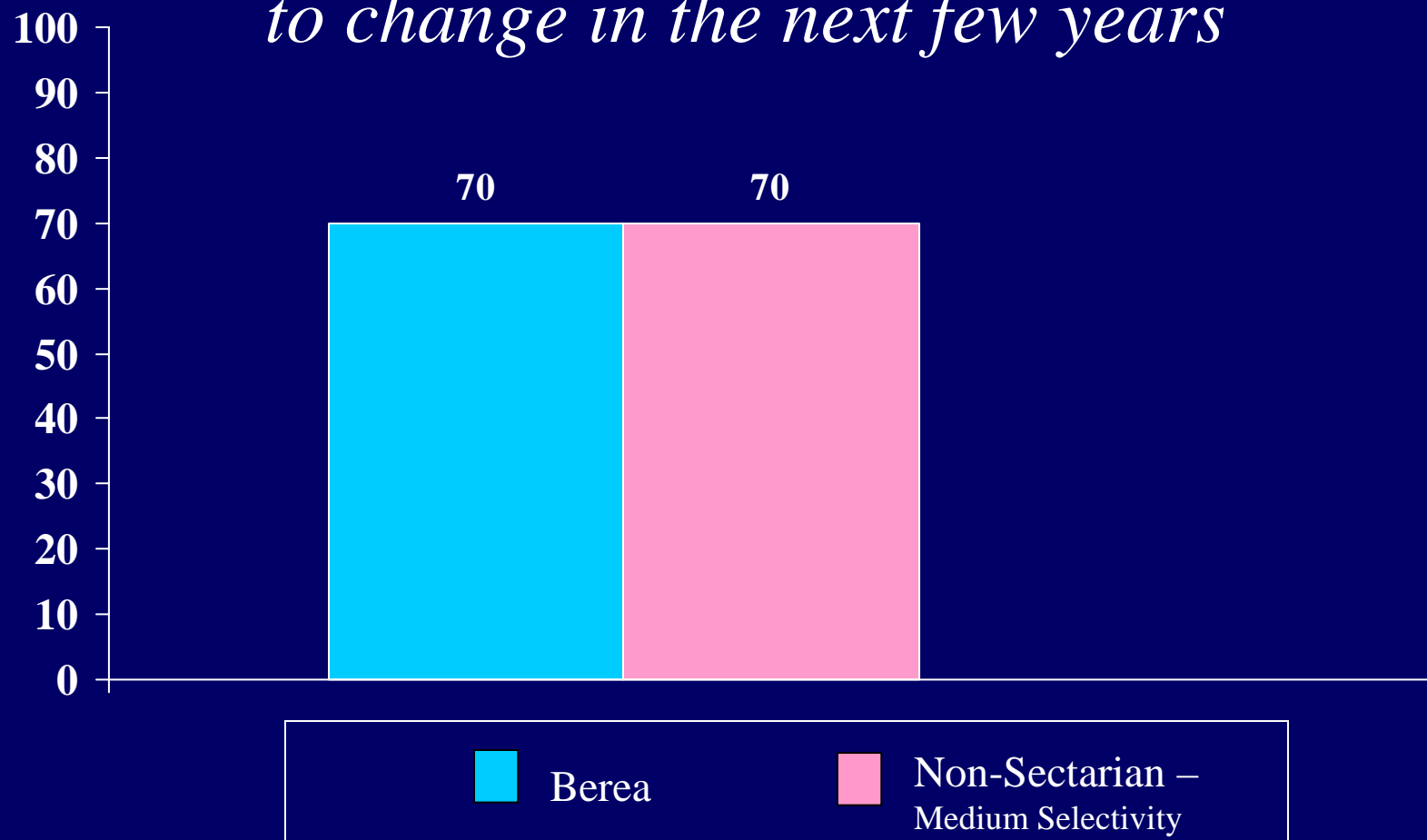
*It is difficult to reconcile the existence
of a loving God with all the pain
and suffering in the world*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

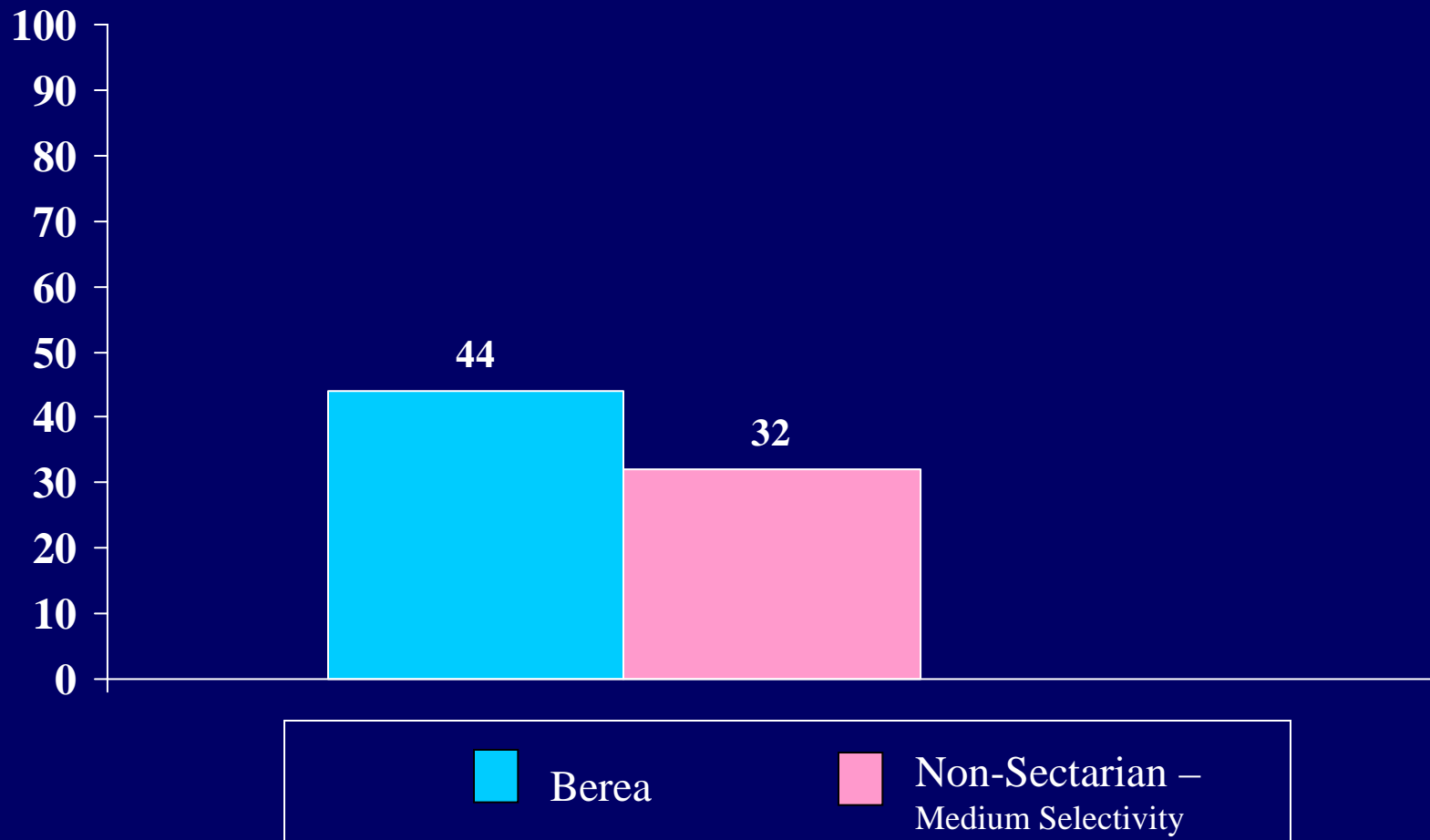
Percent of students who agrees “strongly” or “somewhat”:

*I do not expect my religious convictions
to change in the next few years*



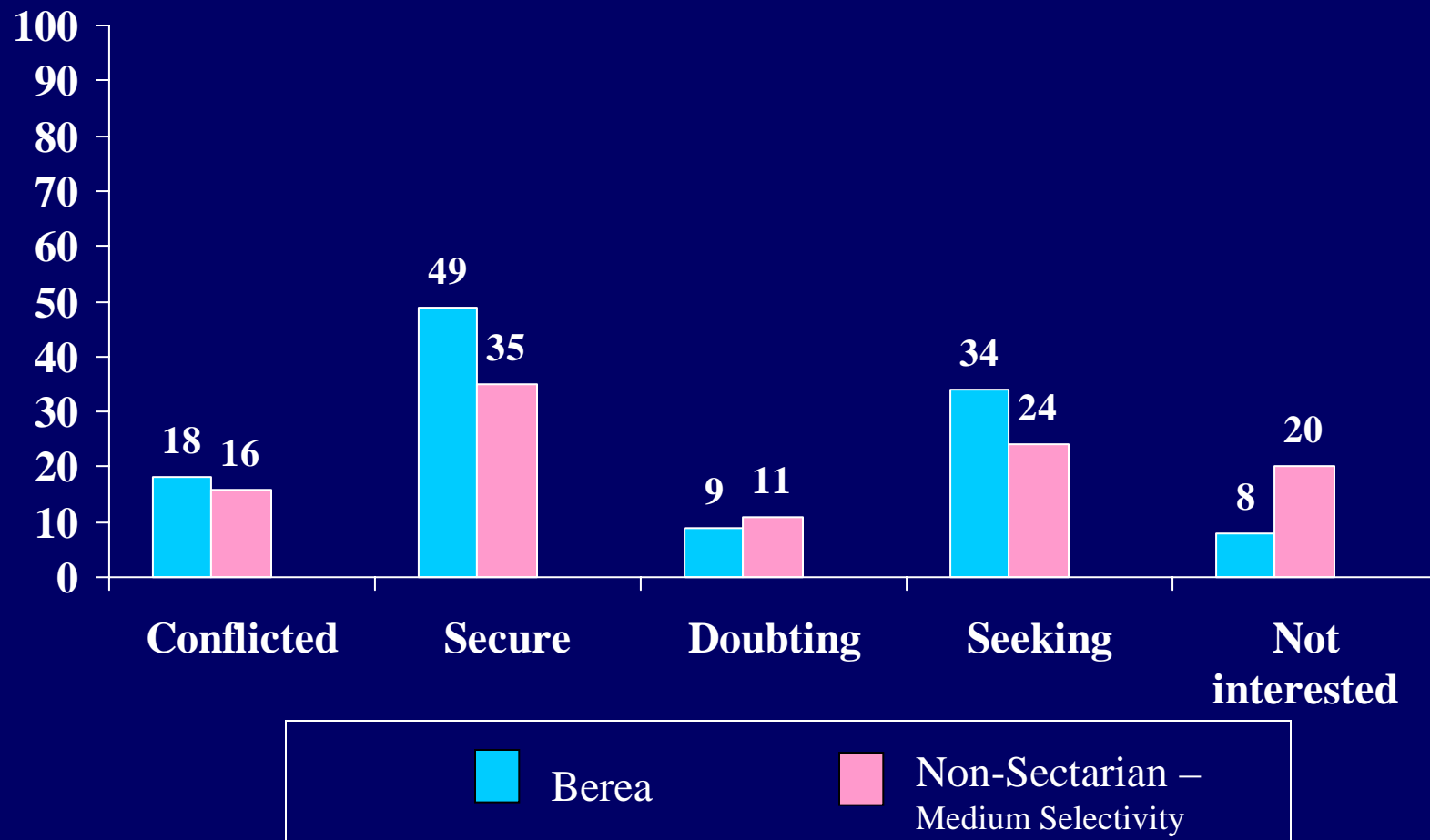
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:
To be truly religious, a person must accept all the teachings of his/her faith



This item was not asked on the 2002 or 2006 CIRP questionnaire.

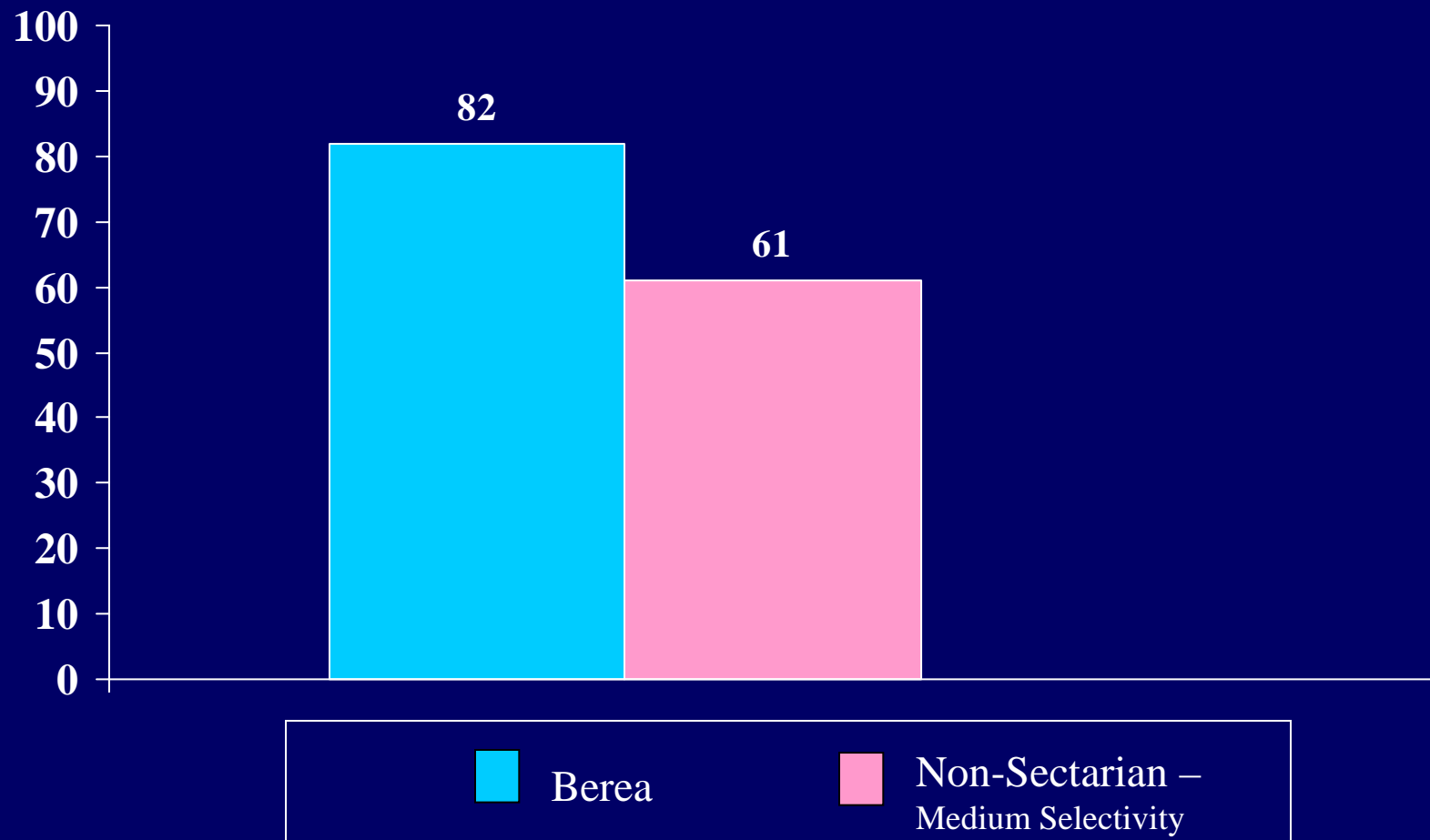
How would you describe your current views about spiritual/religious matters?



This item was not asked on the 2002 or 2006 CIRP questionnaire.

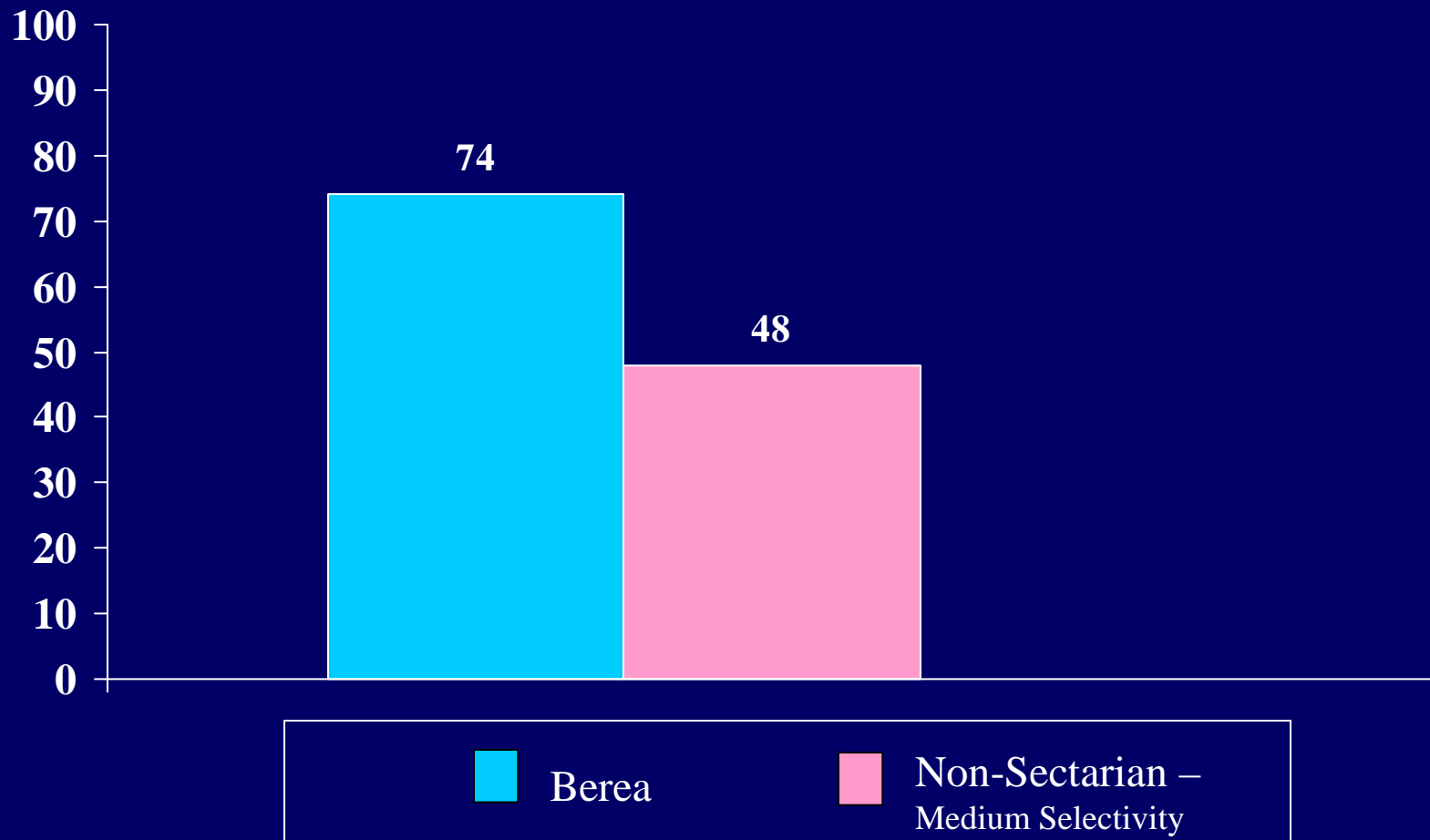
My spiritual/religious beliefs:

Have helped me develop my identity



This item was not asked on the 2002 or 2006 CIRP questionnaire.

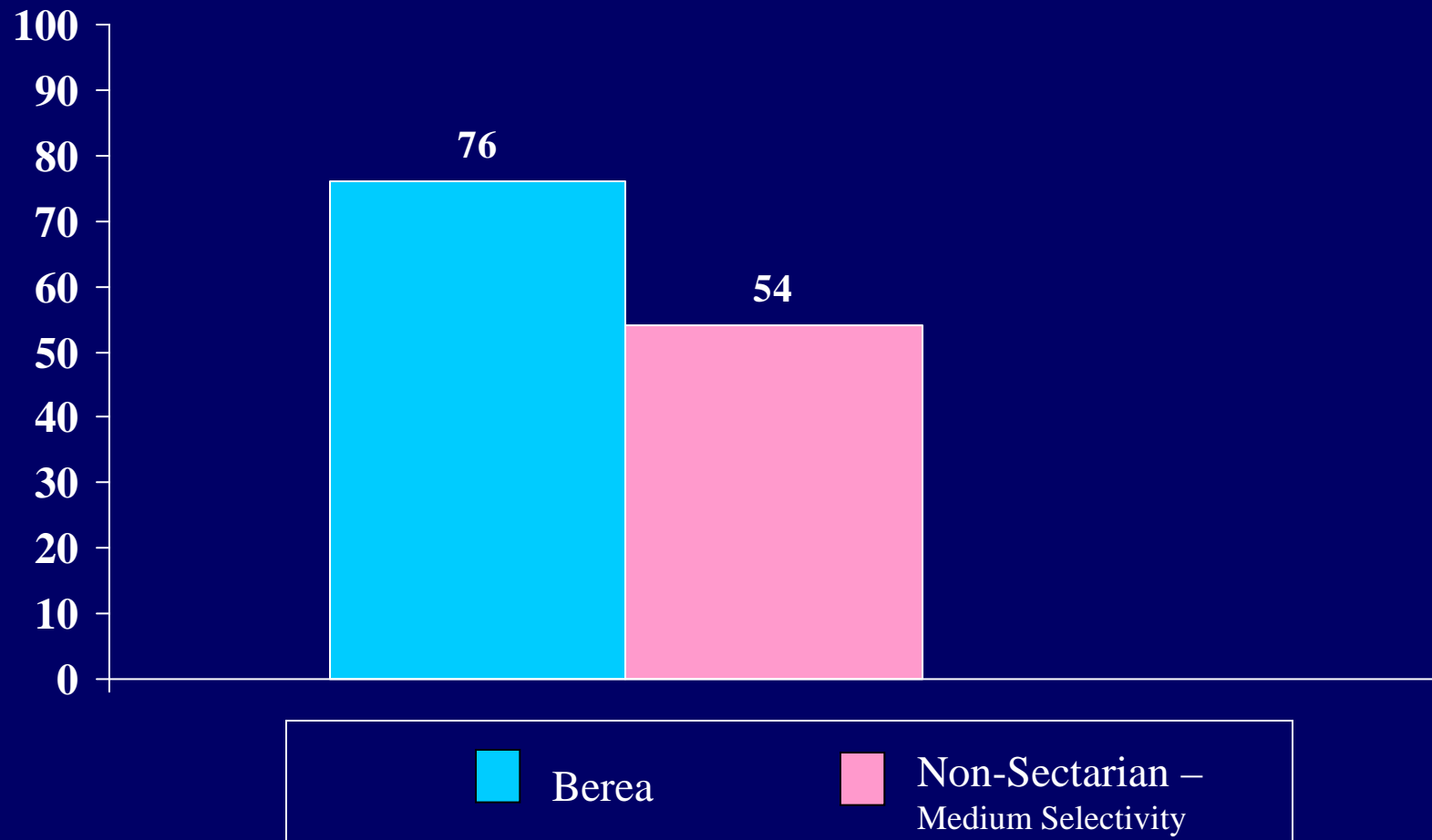
My spiritual/religious beliefs:
Are one of the most important things in my life



This item was not asked on the 2002 or 2006 CIRP questionnaire.

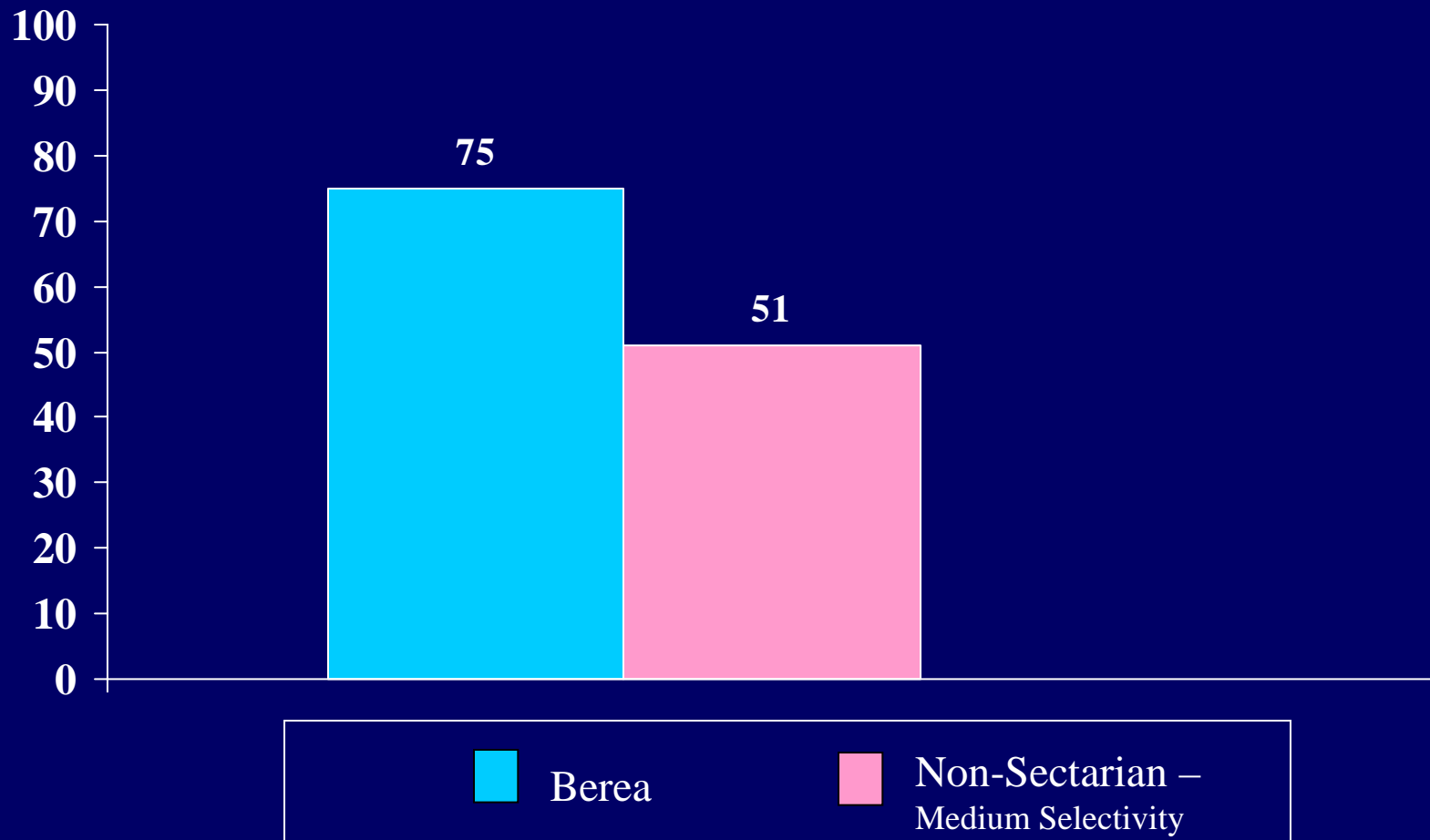
My spiritual/religious beliefs:

Give meaning/purpose to my life



This item was not asked on the 2002 or 2006 CIRP questionnaire.

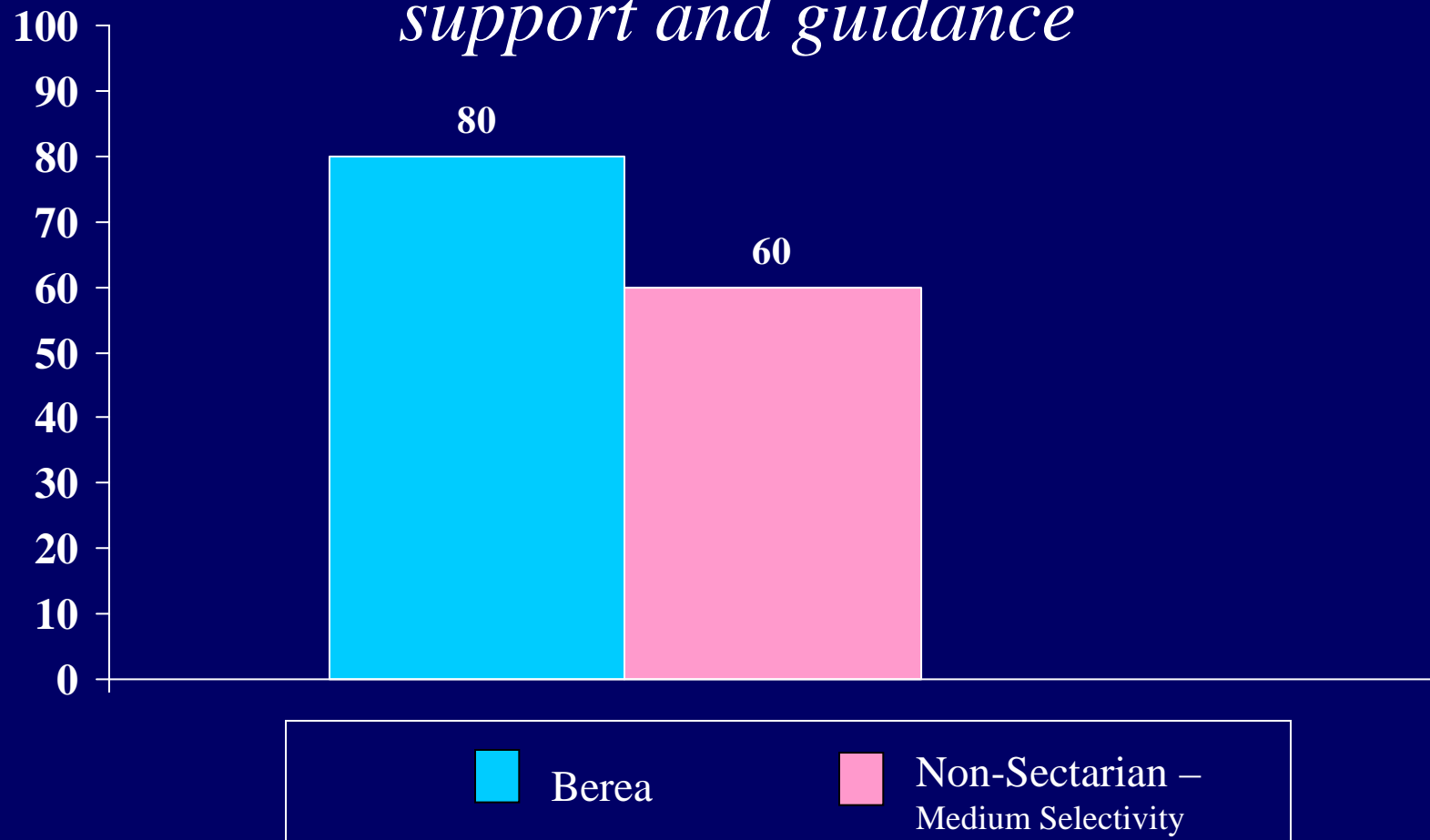
My spiritual/religious beliefs:
Help define the goals I set for myself



This item was not asked on the 2002 or 2006 CIRP questionnaire.

My spiritual/religious beliefs:

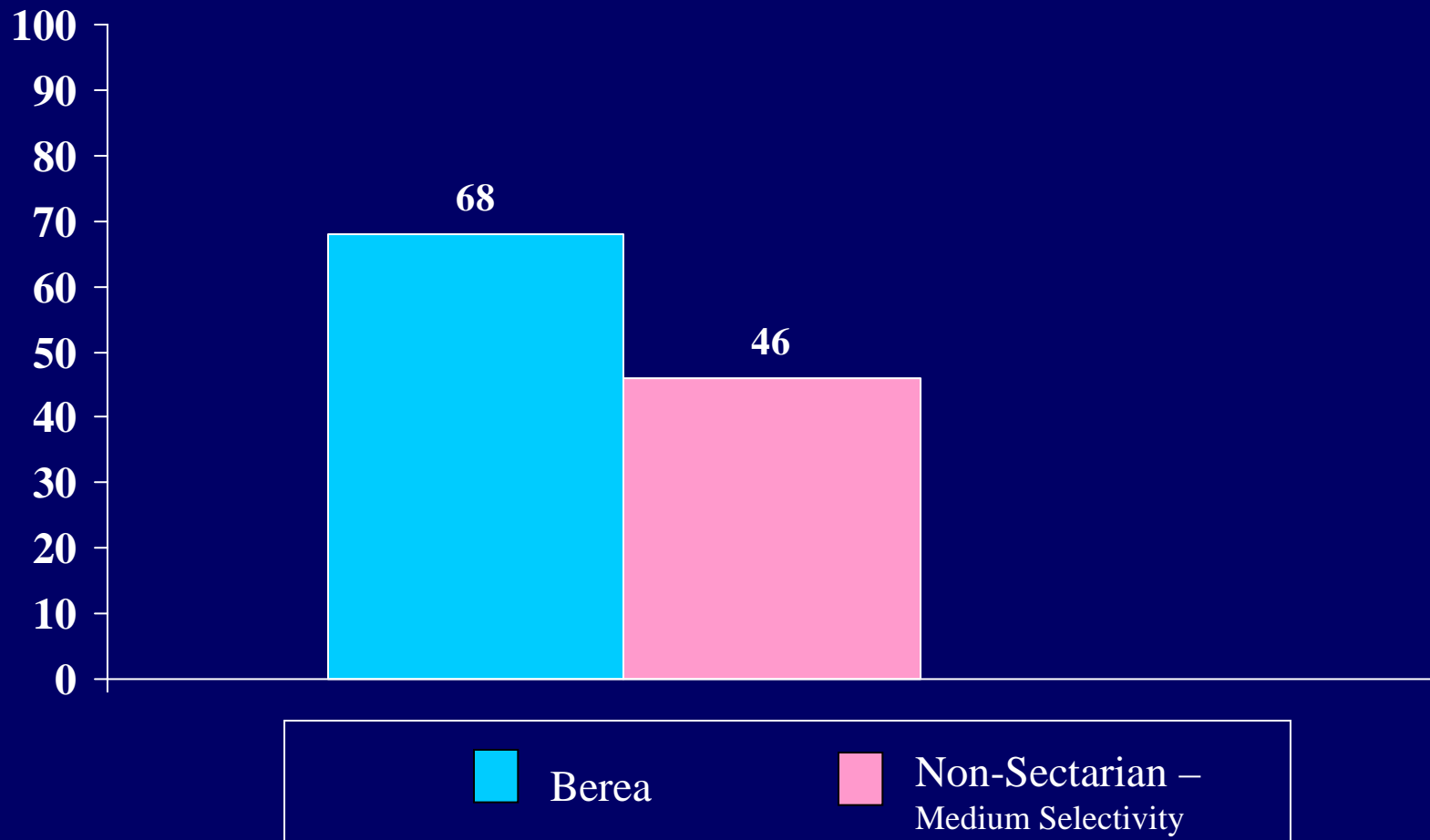
*Provide me with strength,
support and guidance*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

My spiritual/religious beliefs:

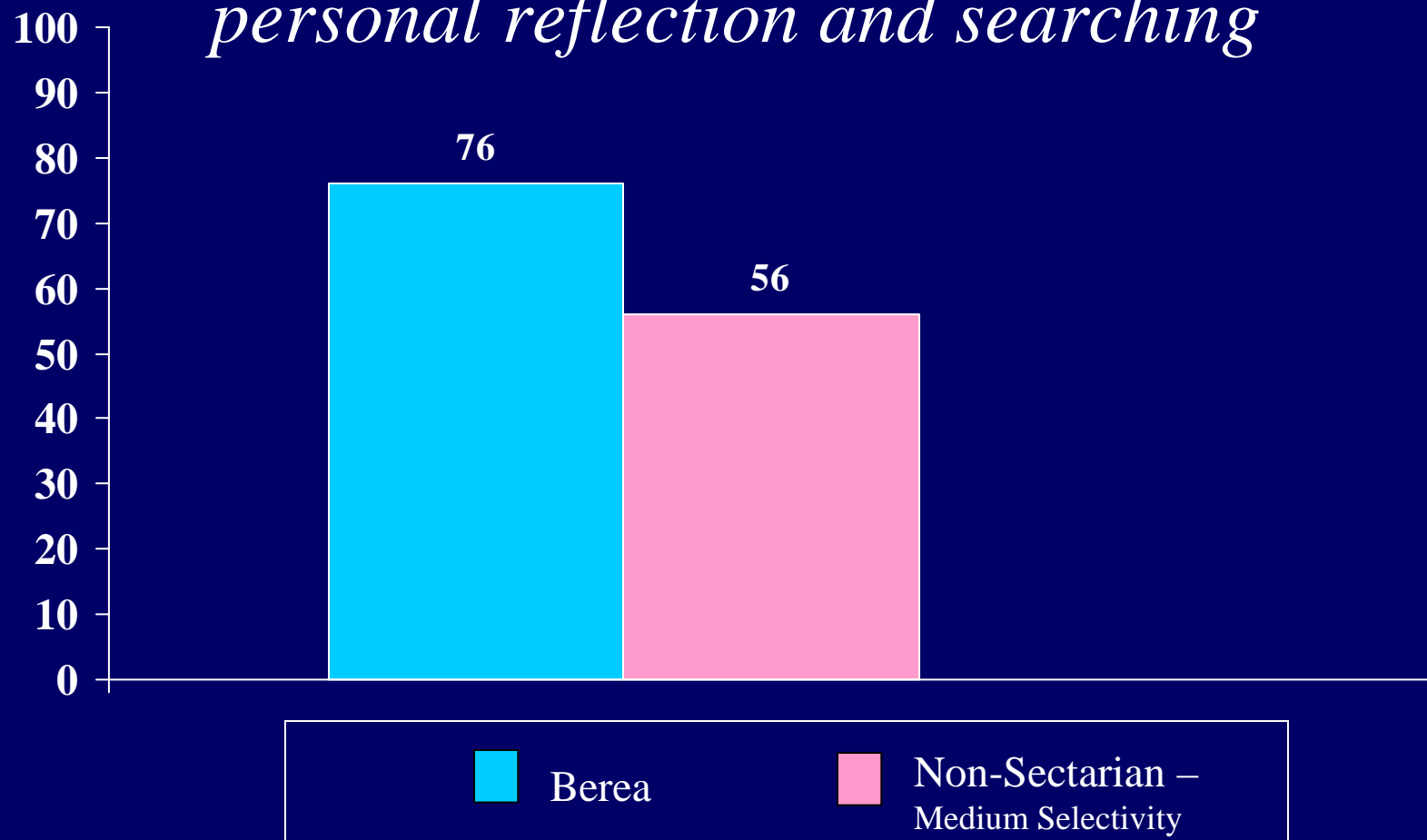
Lie behind my whole approach to life



This item was not asked on the 2002 or 2006 CIRP questionnaire.

My spiritual/religious beliefs:

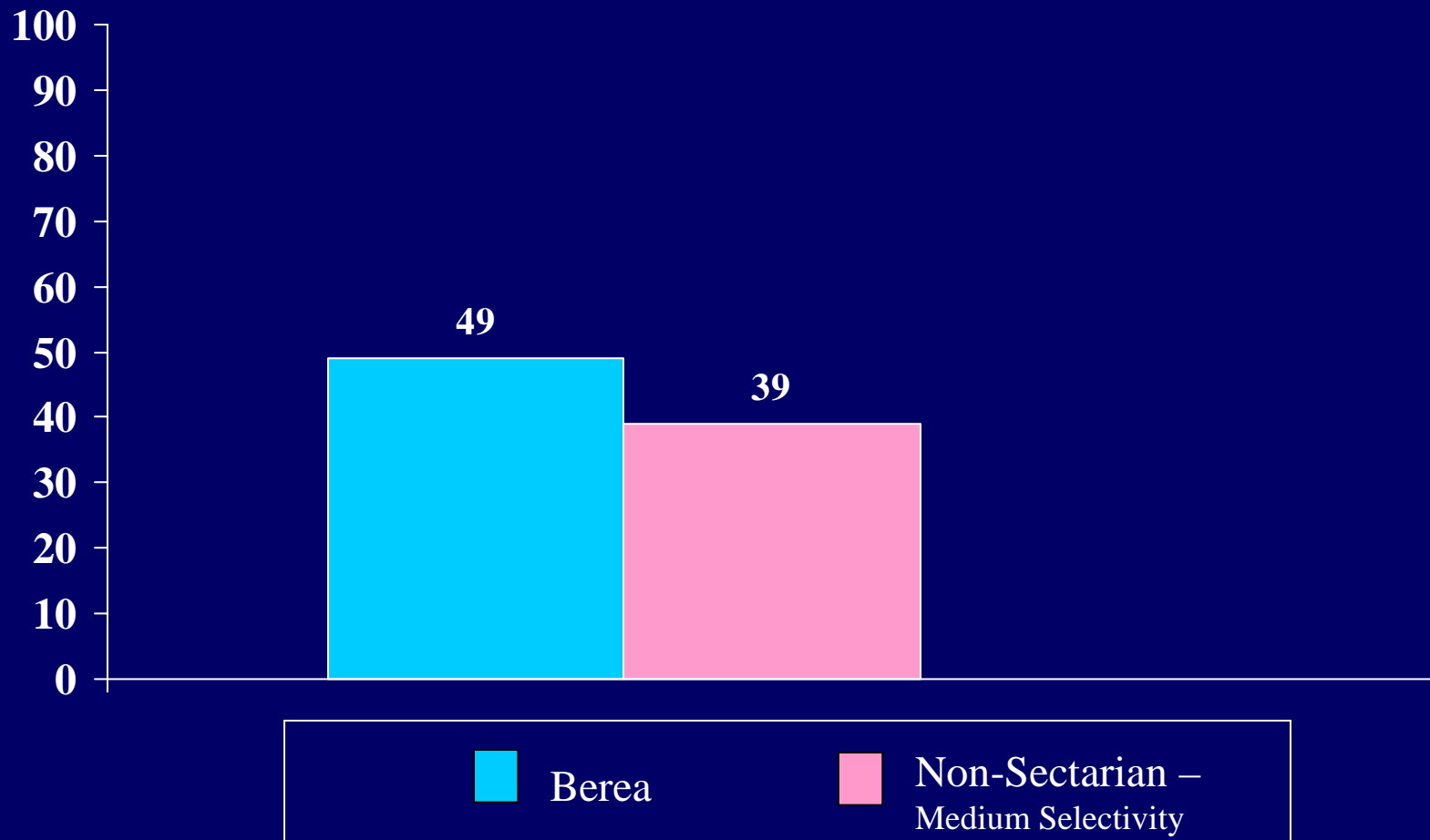
Have been formed through much personal reflection and searching



This item was not asked on the 2002 or 2006 CIRP questionnaire.

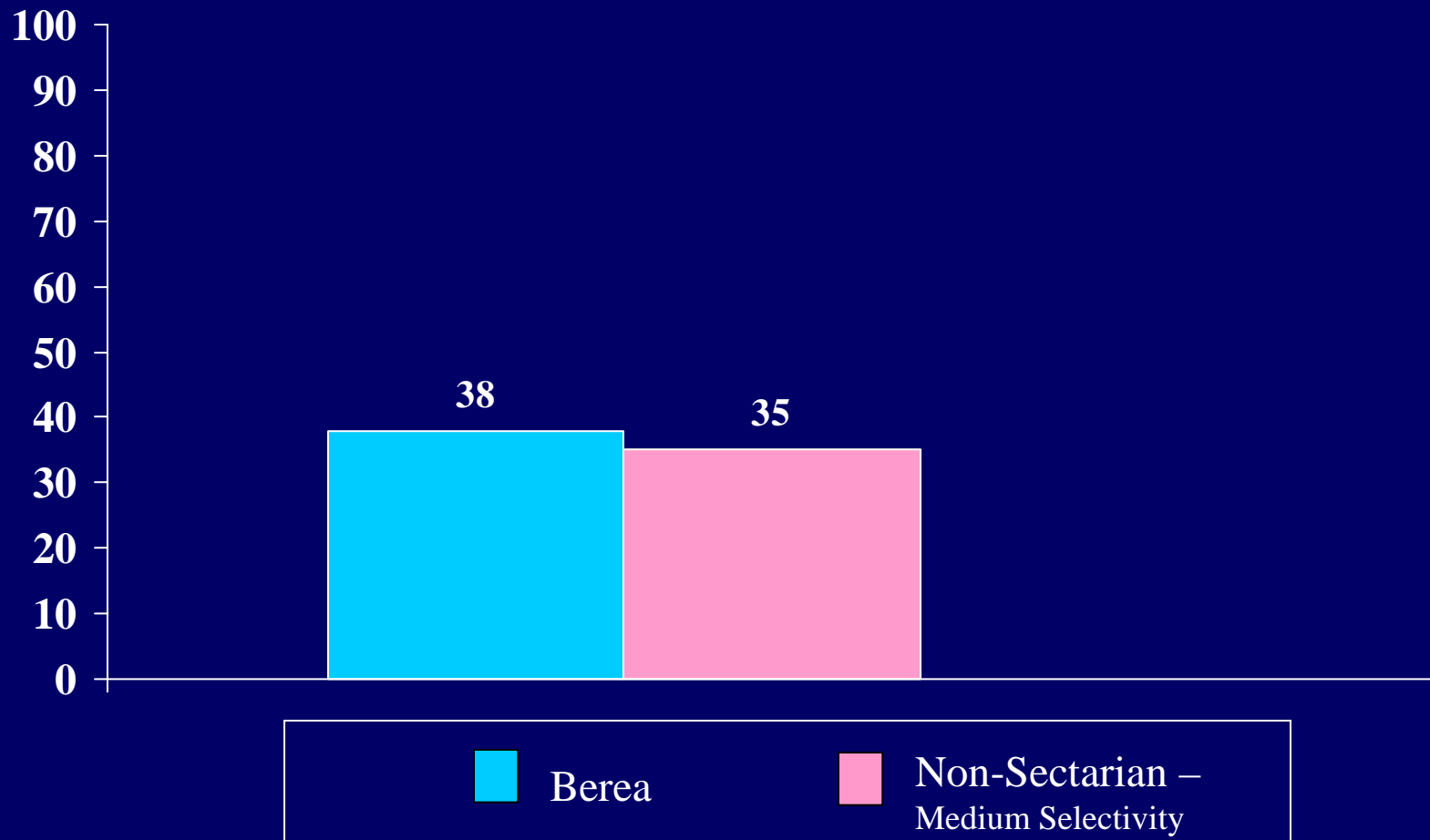
“Most” or “all” of your close friends:

Share your religious/spiritual views



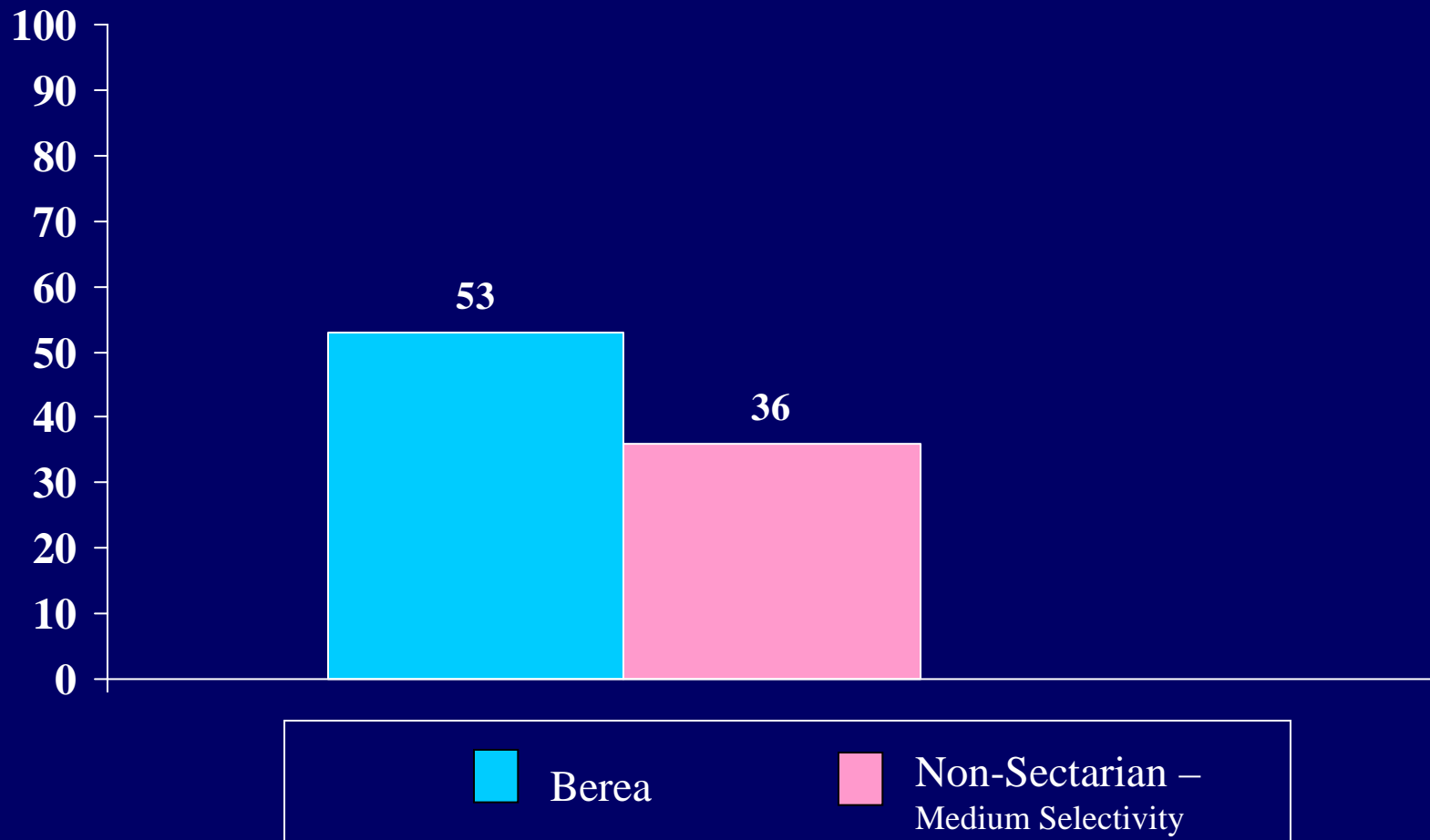
This item was not asked on the 2002 or 2006 CIRP questionnaire.

“Most” or “all” of your close friends:
Are searching for meaning/purpose in life



This item was not asked on the 2002 or 2006 CIRP questionnaire.

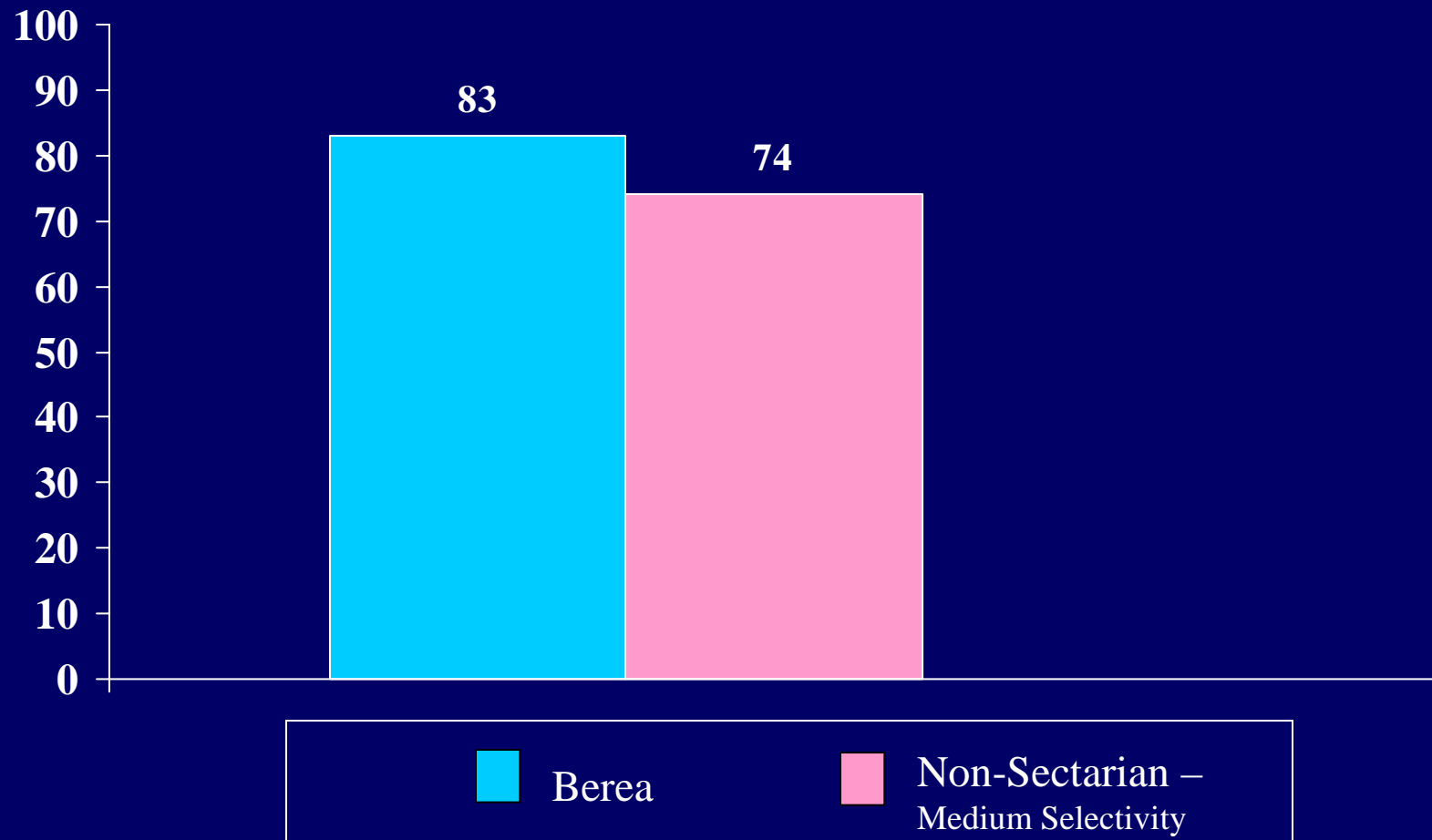
“Most” or “all” of your close friends:
Go to church/temple/other house of worship



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of student who engages to “some” or
“a great extent” in the following activities:

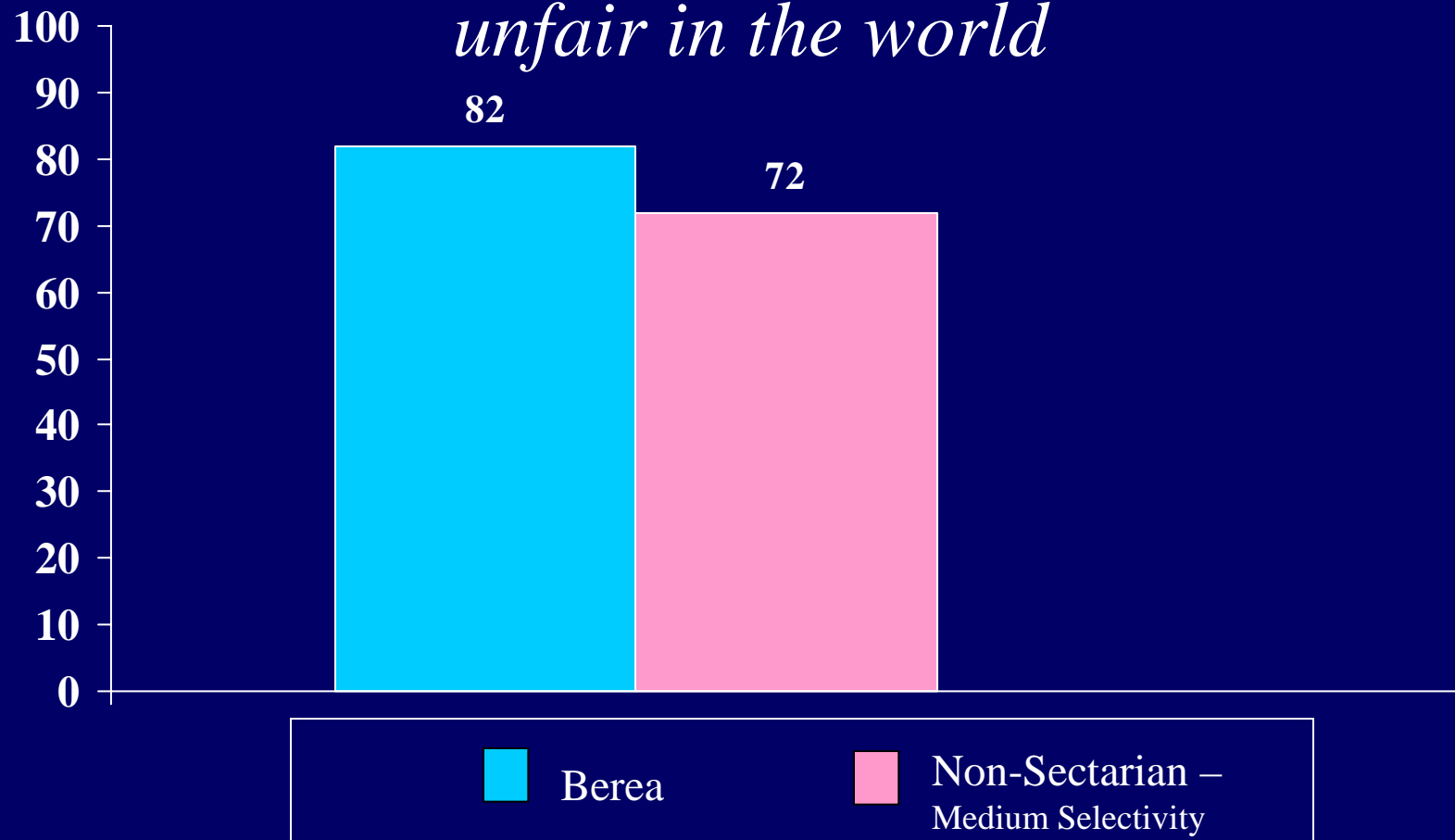
Searching for meaning/purpose in life



This item was not asked on the 2002 or 2006 CIRP questionnaire.

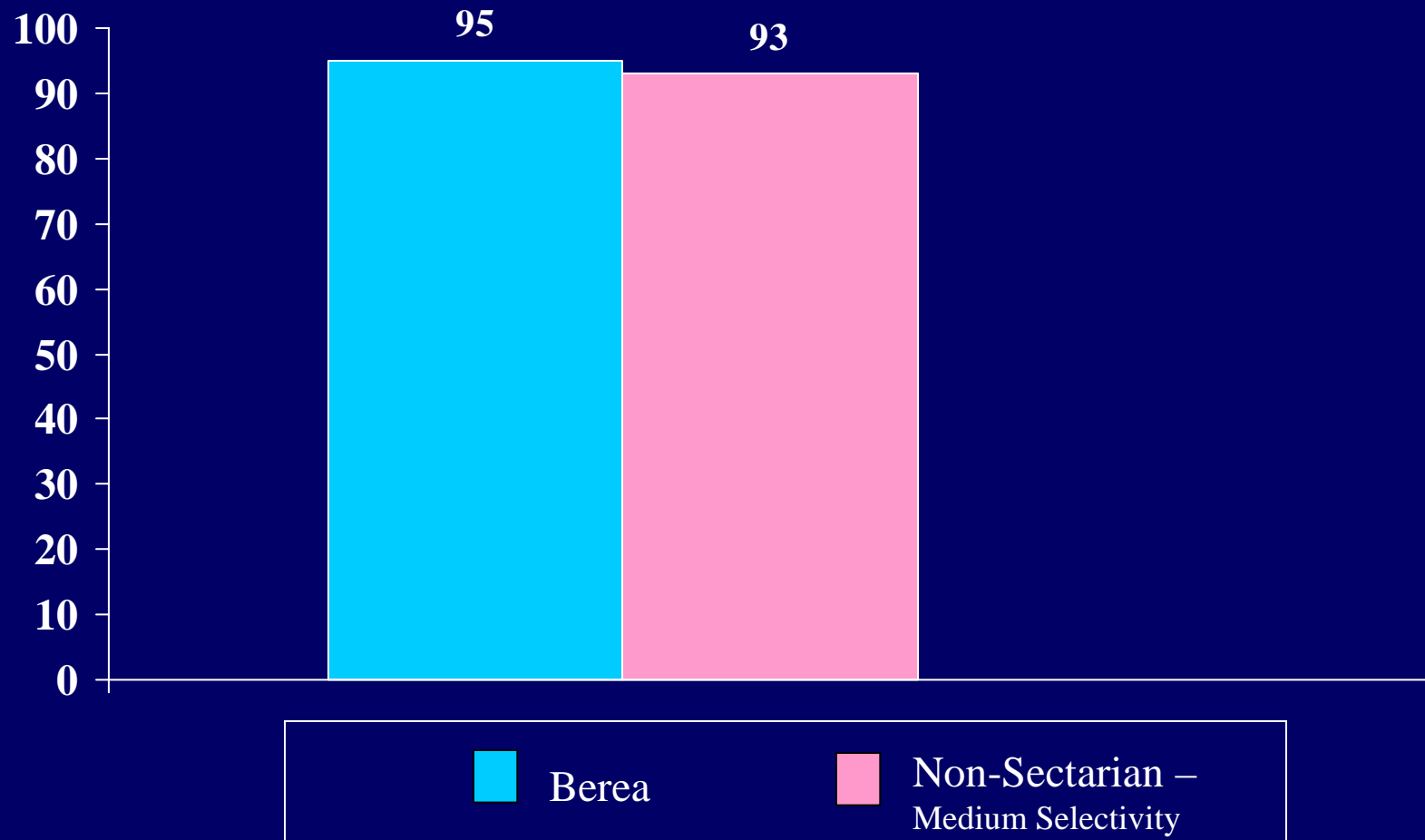
Percent of student who engages to “some” or
“a great extent” in the following activities:

*Trying to change things that are
unfair in the world*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

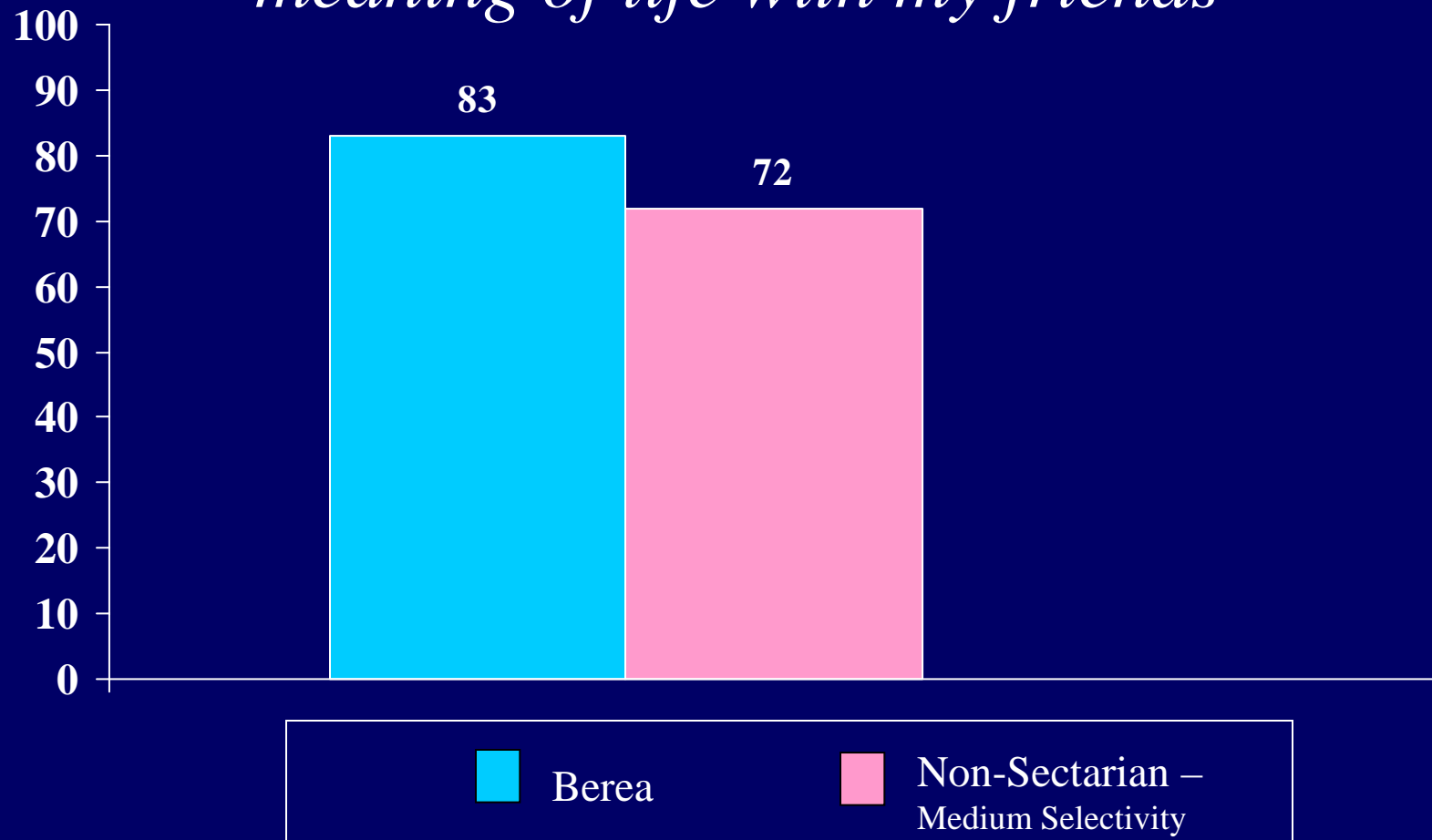
Percent of student who engages to “some” or
“a great extent” in the following activities:
Accepting others as they are



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of student who engages to “some” or
“a great extent” in the following activities:

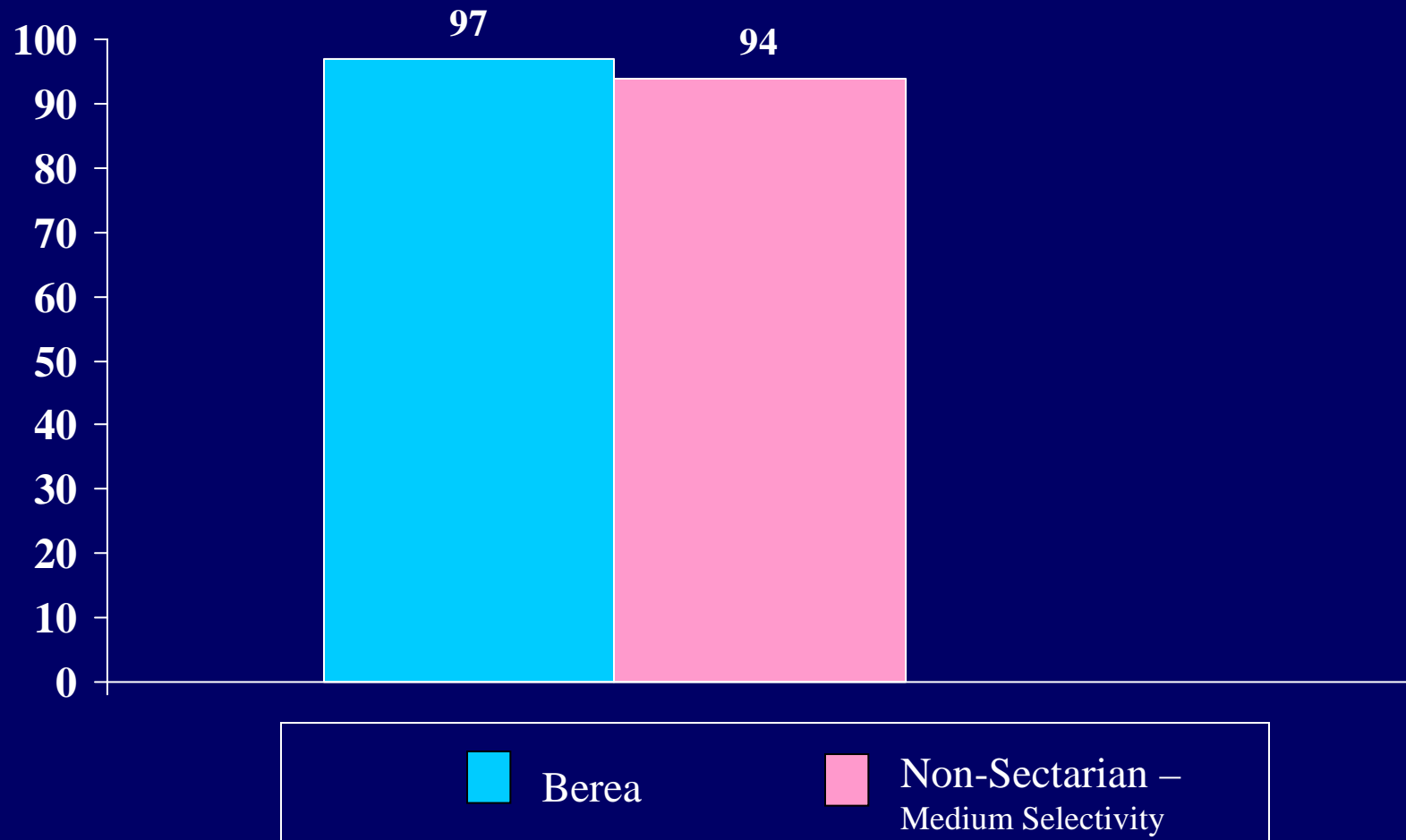
*Having discussions about the
meaning of life with my friends*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of student who engages to “some” or
“a great extent” in the following activities:

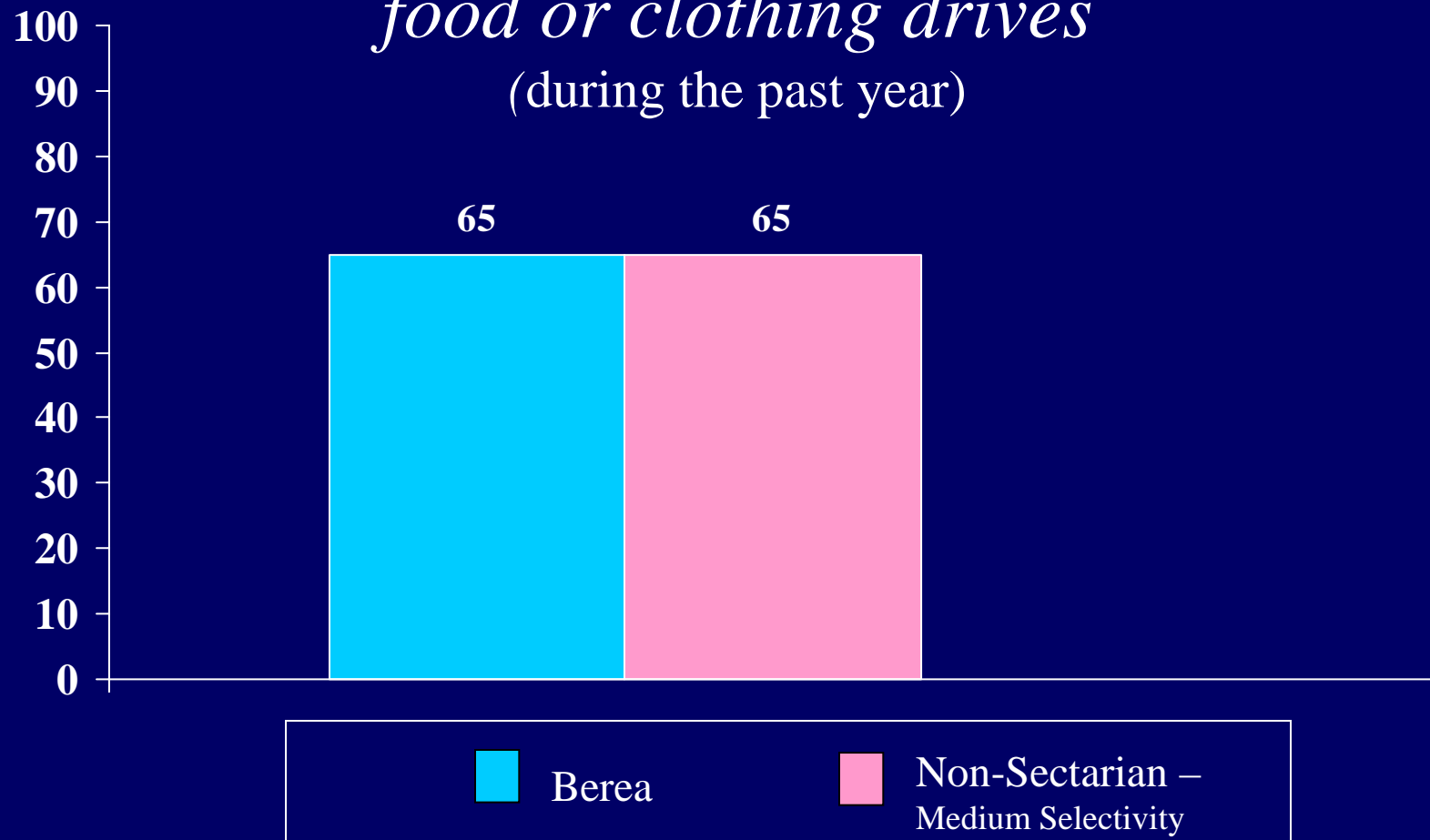
Being honest in my relationship with others



This item was not asked on the 2002 or 2006 CIRP questionnaire.

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

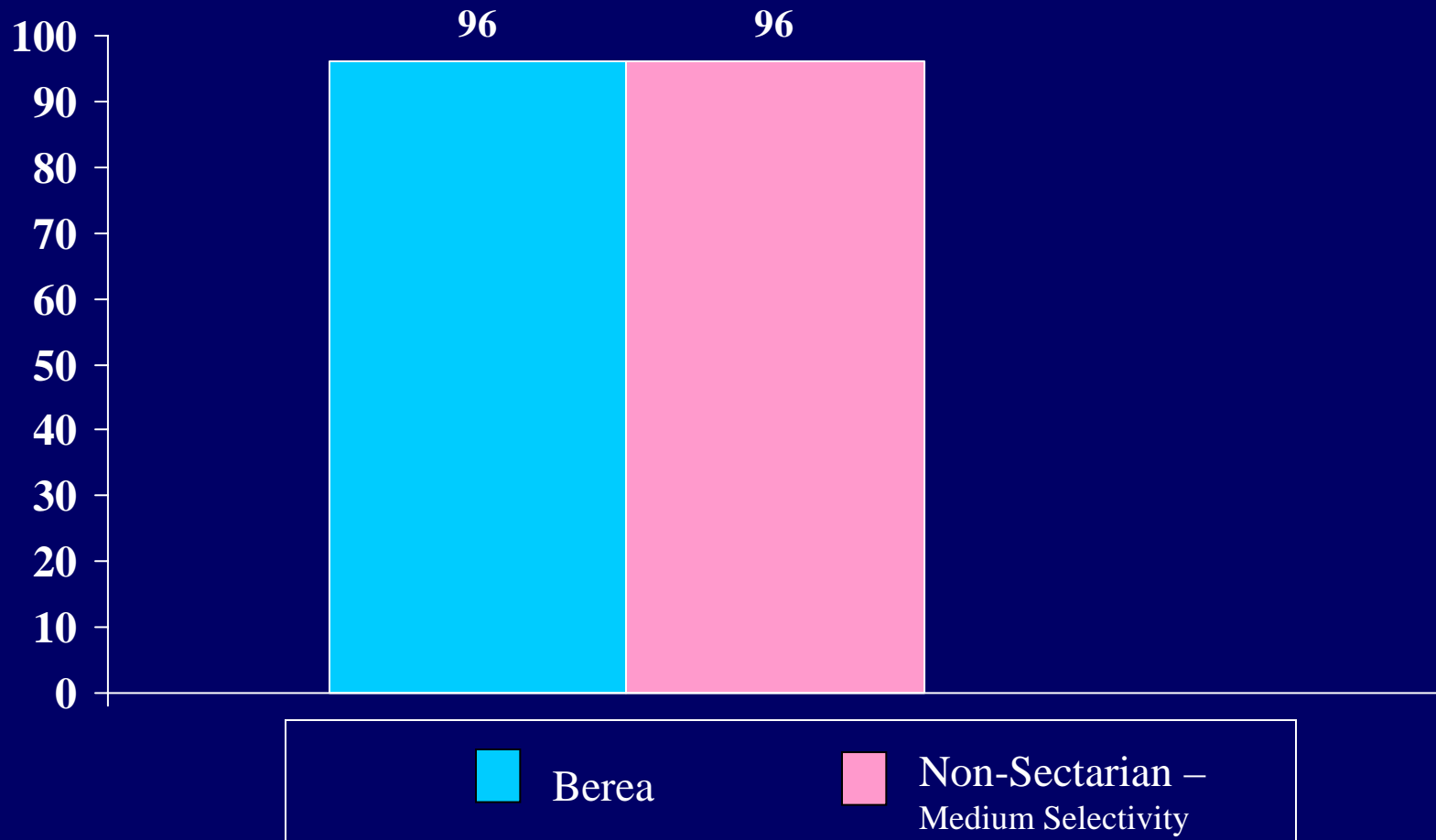
*Participating in community
food or clothing drives*
(during the past year)



This item was not asked on the 2002 or 2006 CIRP questionnaire.

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

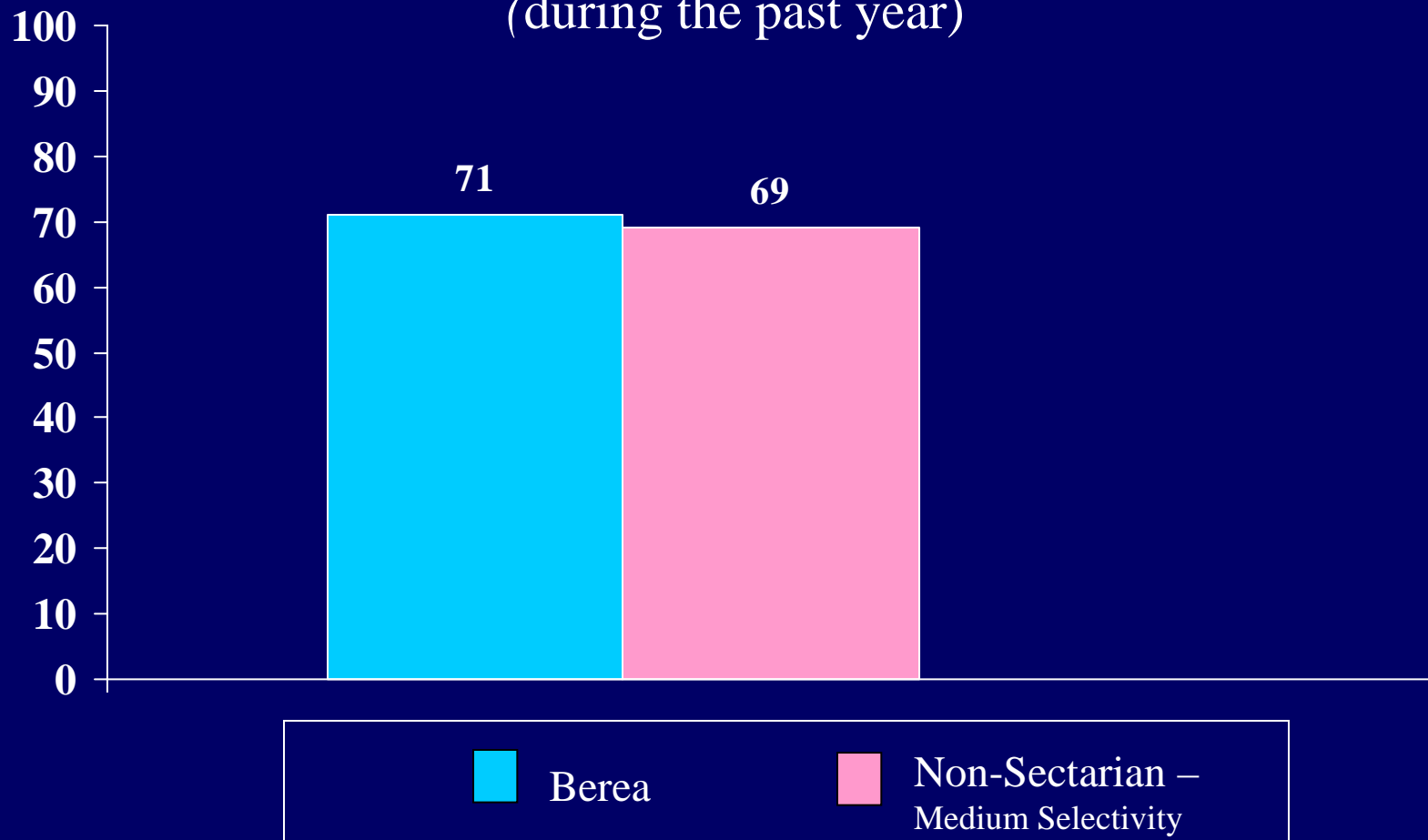
Helped friends with personal problems
(during the past year)



This item was not asked on the 2002 or 2006 CIRP questionnaire.

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

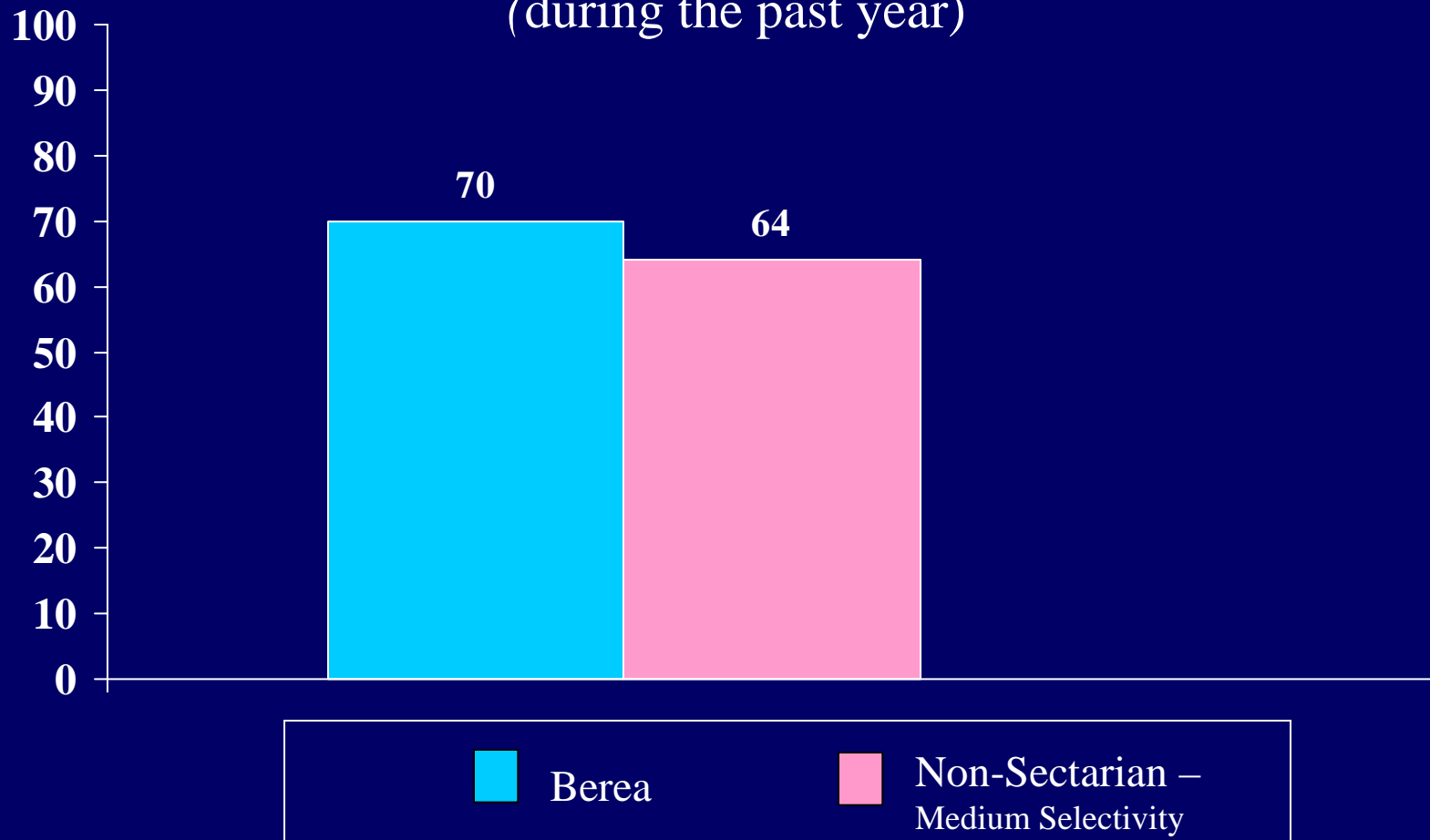
Donated money to charity
(during the past year)



This item was not asked on the 2002 or 2006 CIRP questionnaire.

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

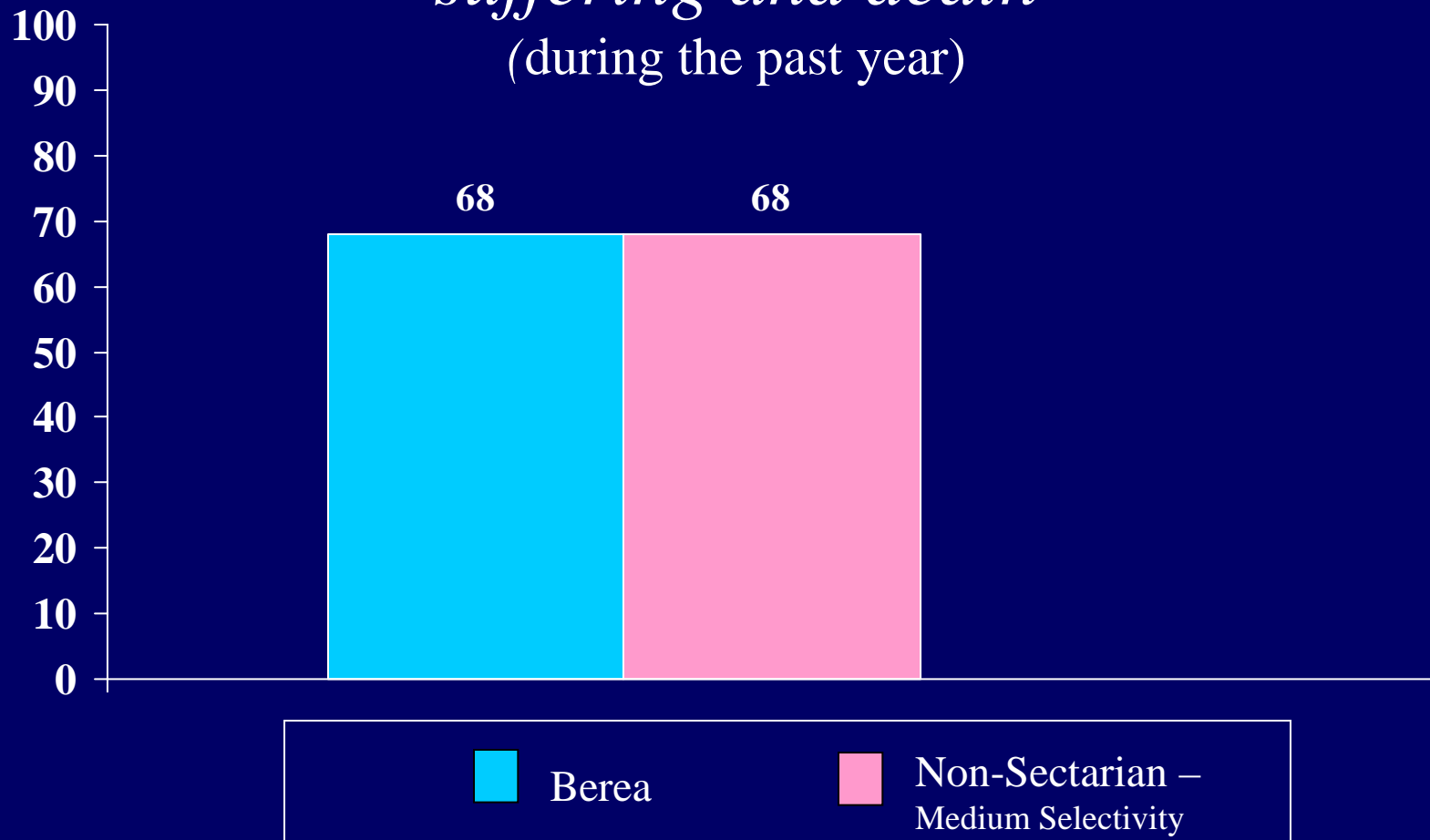
Felt distant from God
(during the past year)



This item was not asked on the 2002 or 2006 CIRP questionnaire.

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

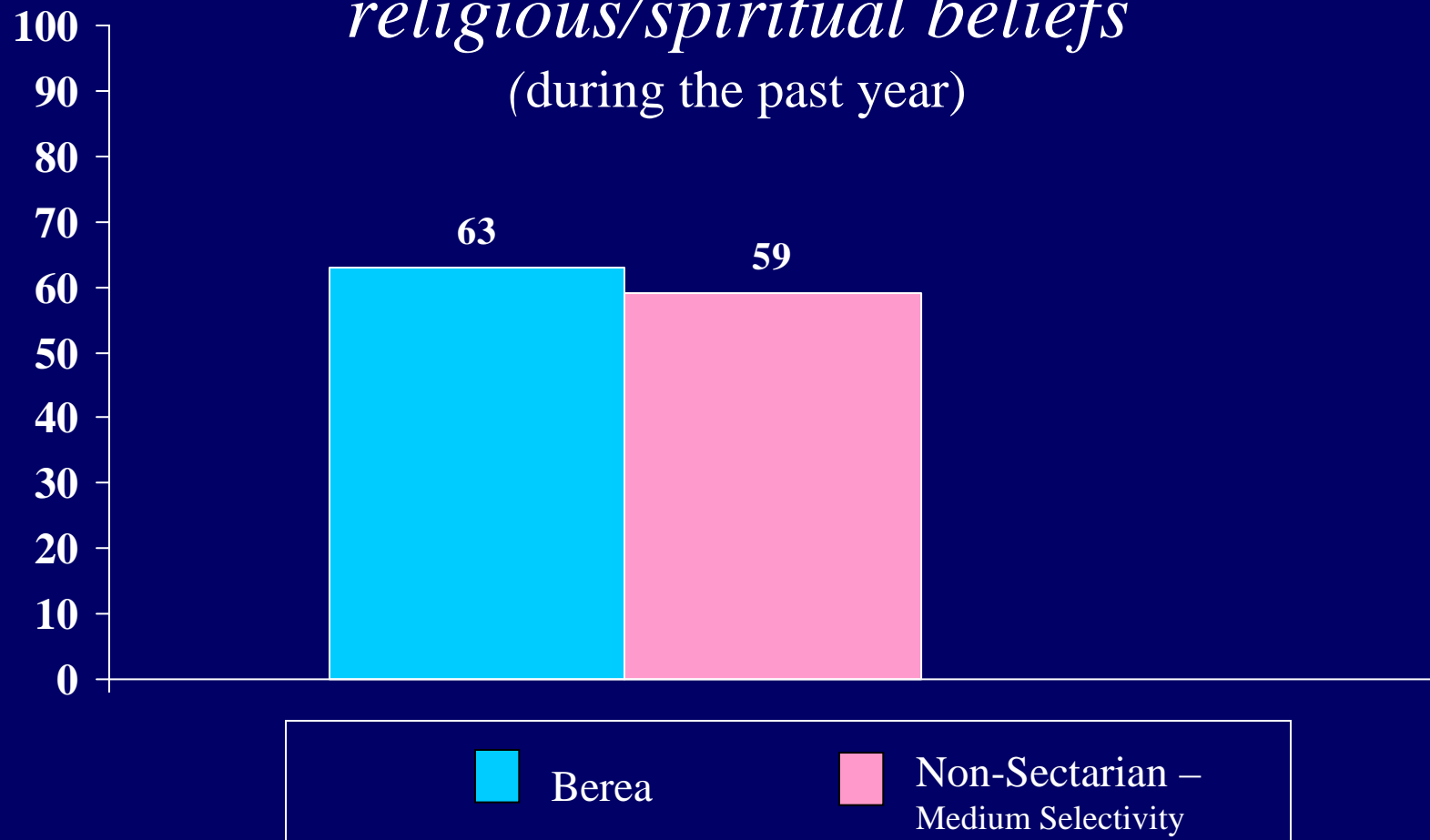
*Struggled to understand evil,
suffering and death*
(during the past year)



This item was not asked on the 2002 or 2006 CIRP questionnaire.

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

*Questioned your
religious/spiritual beliefs*
(during the past year)

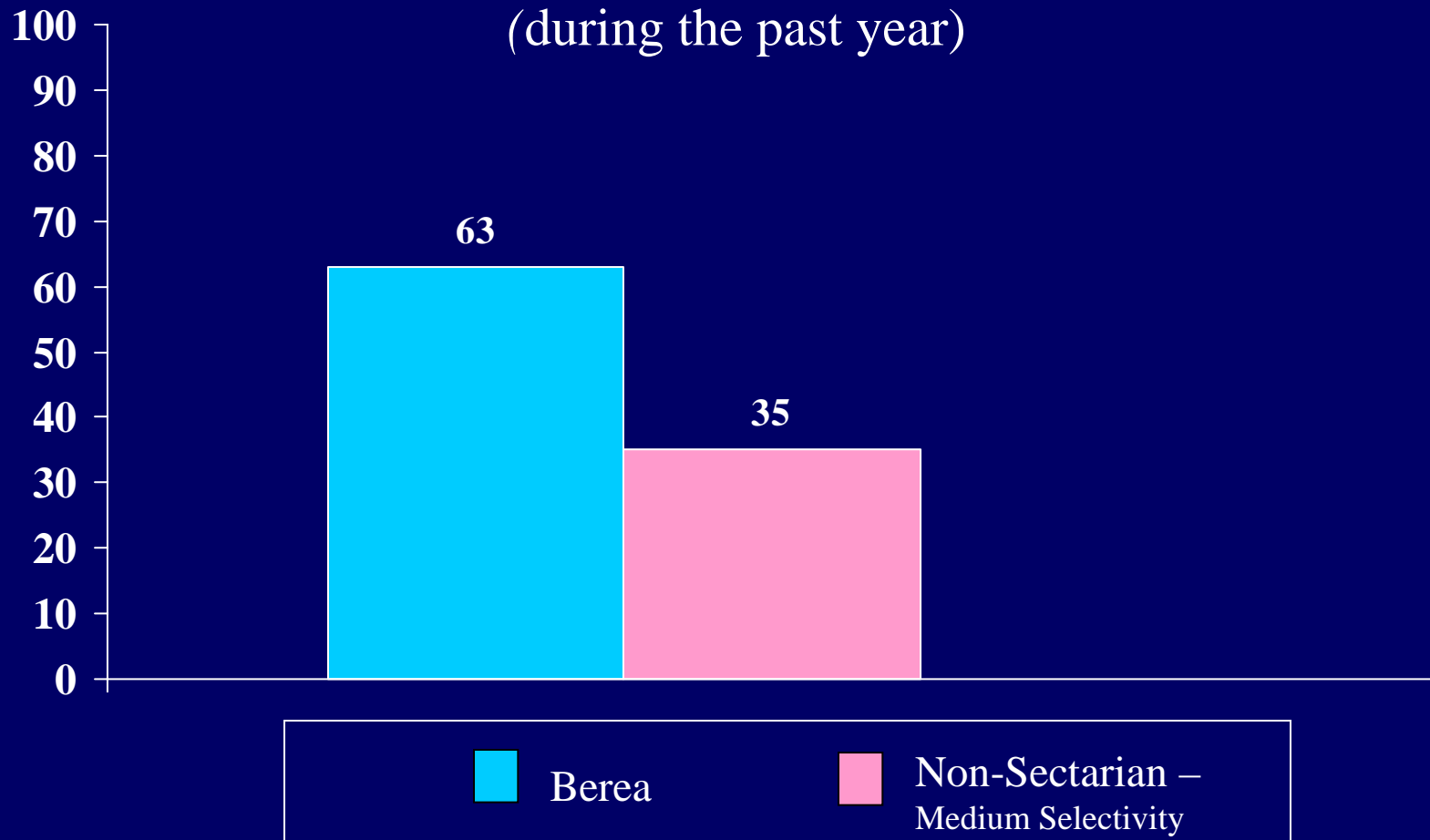


This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated “frequently”

Felt loved by God

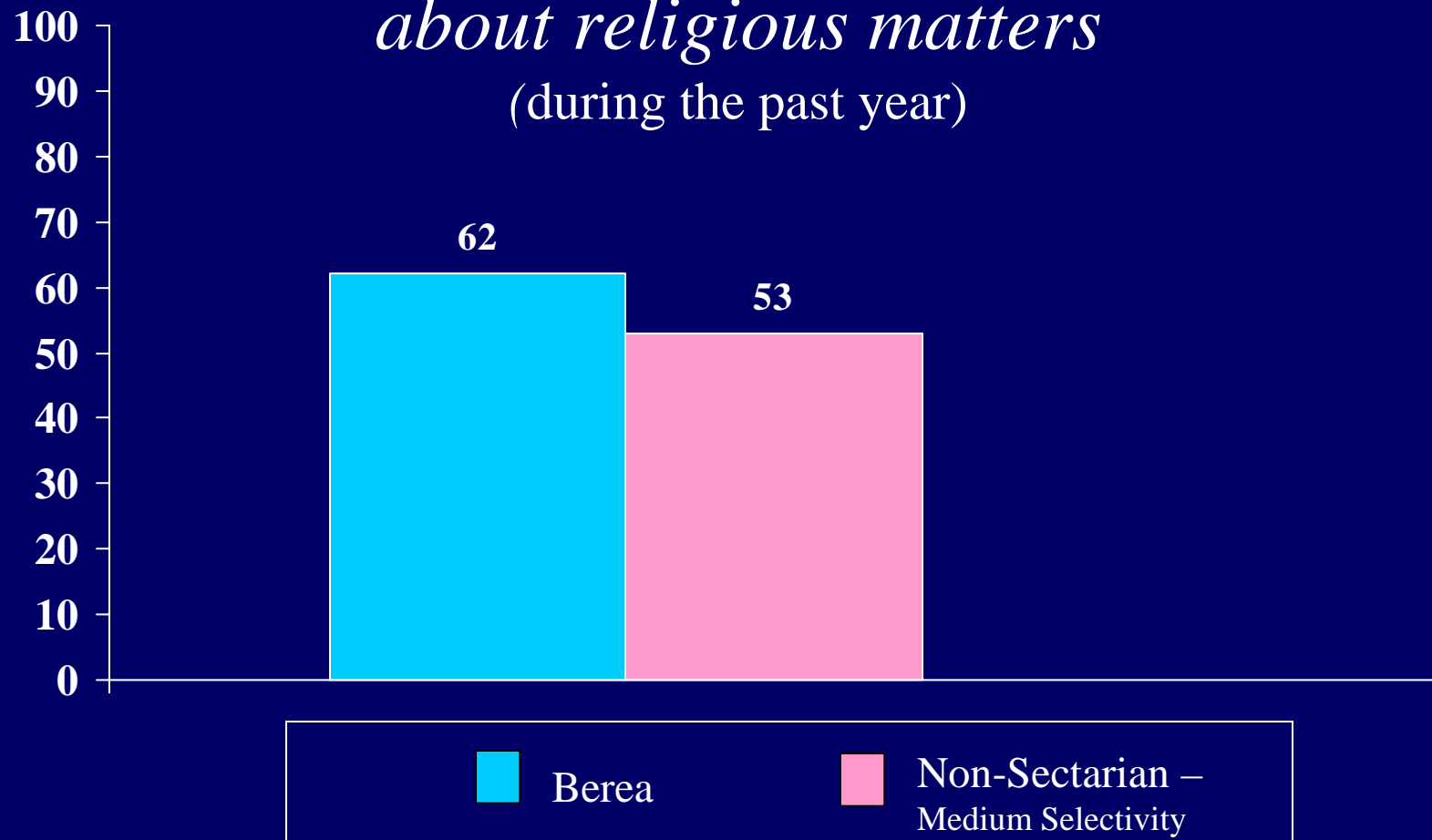
(during the past year)



This item was not asked on the 2002 or 2006 CIRP questionnaire.

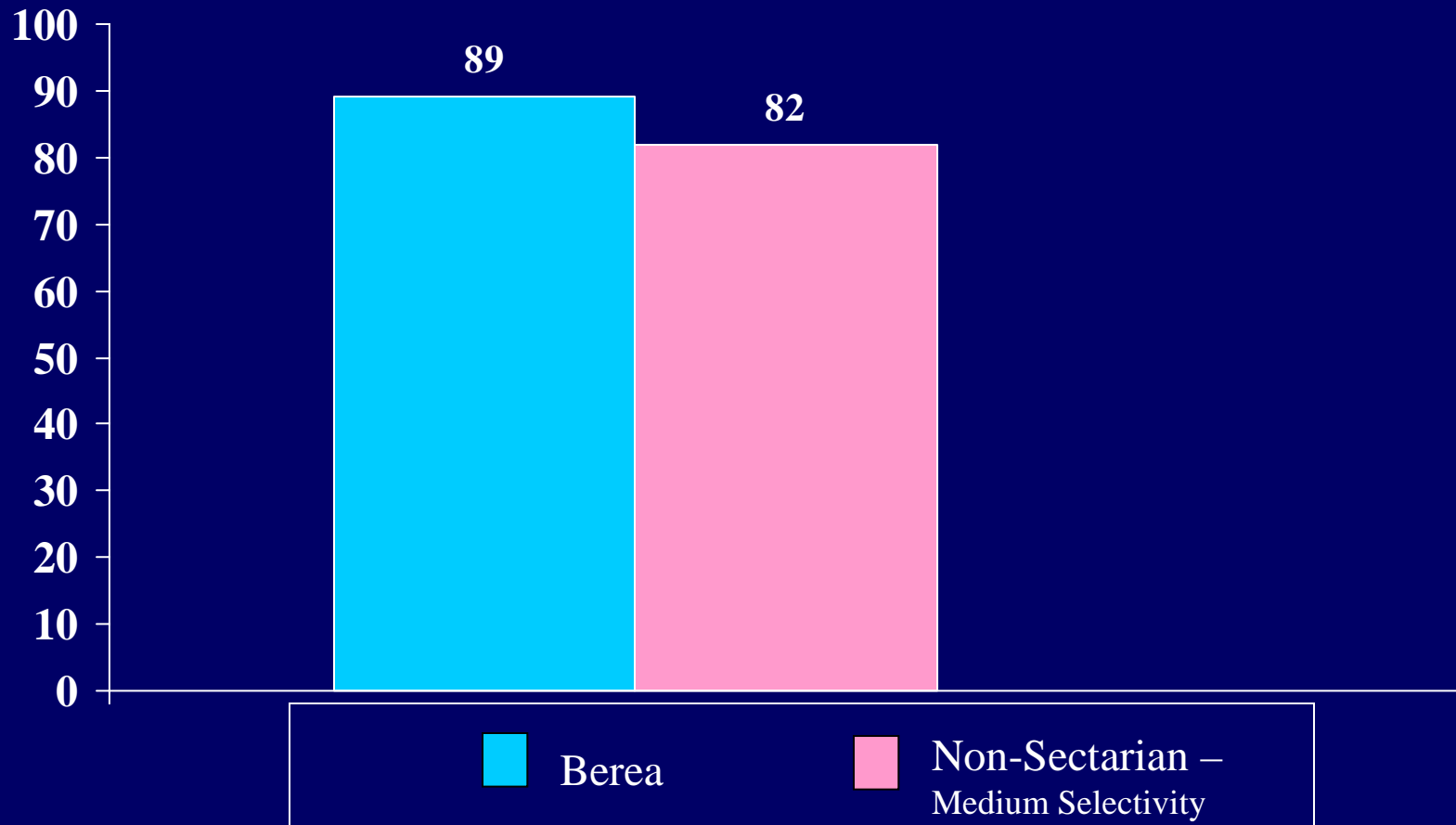
Percent of students who indicated “frequently” or “occasionally”

*Disagreed with your family
about religious matters
(during the past year)*



This item was not asked on the 2002 or 2006 CIRP questionnaire.

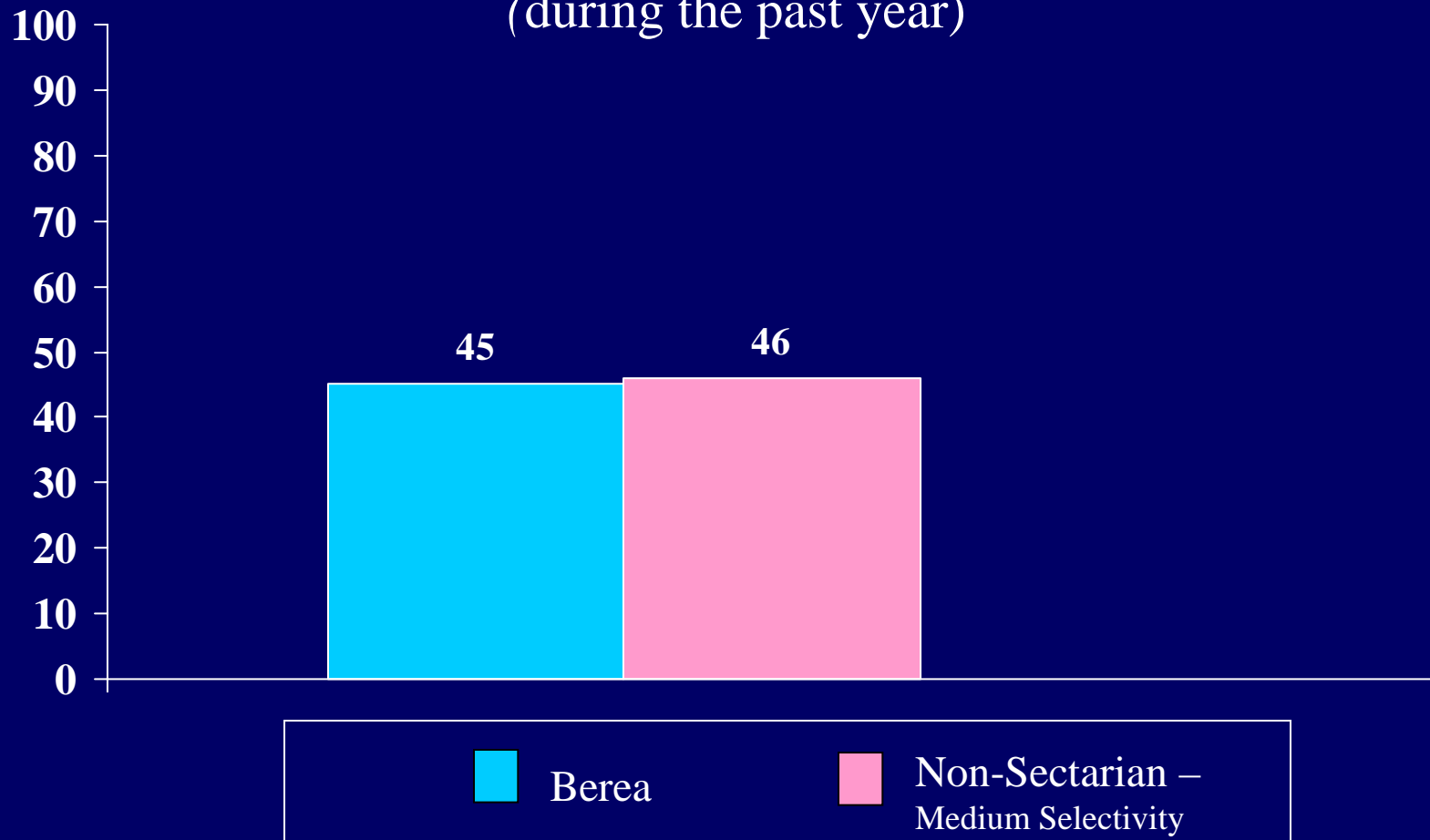
Percent of students who indicated “frequently” or “occasionally”
*Spent time with people who
share your religious views*
(during the past year)



This item was not asked on the 2002 or 2006 CIRP questionnaire.

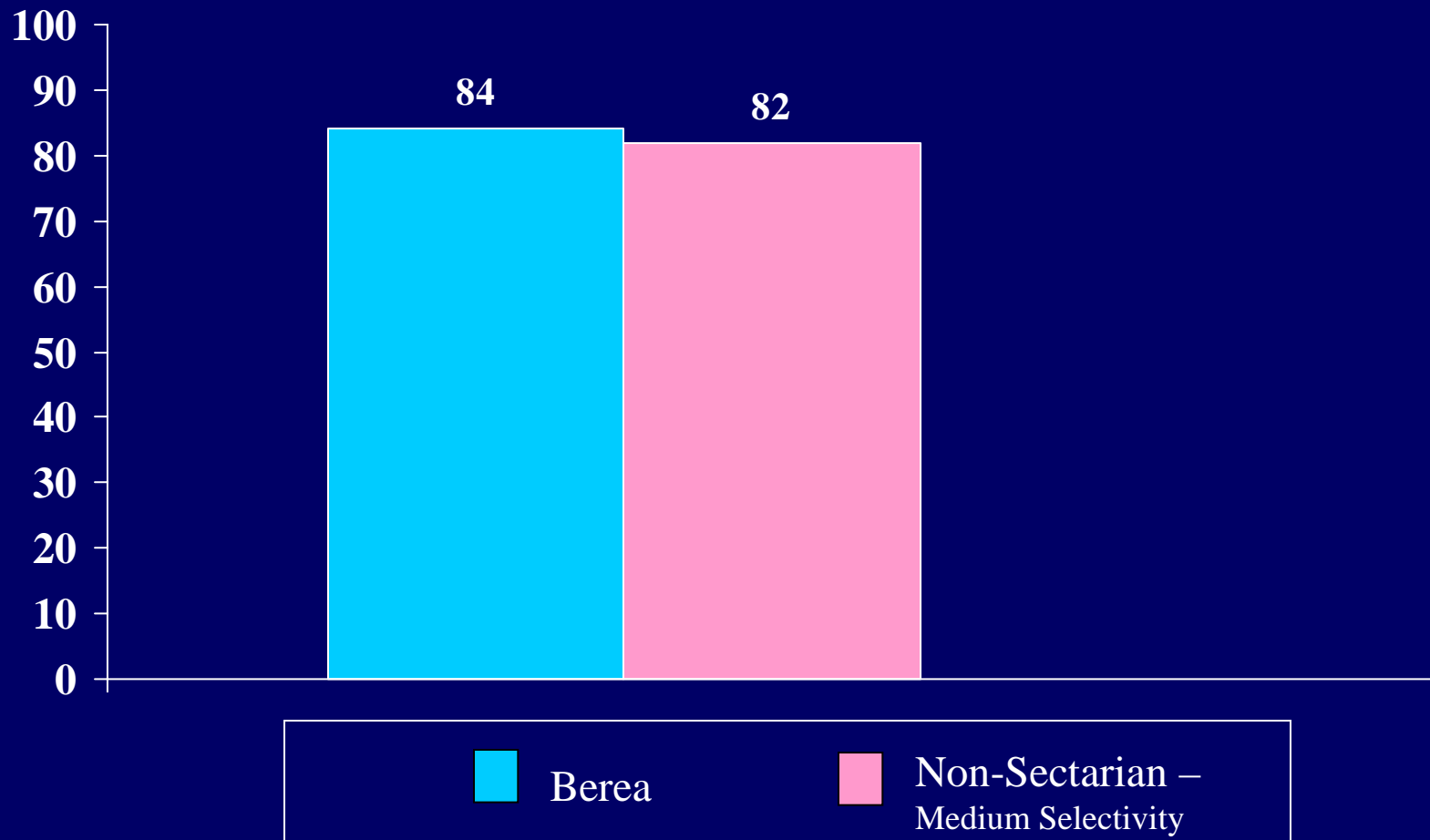
Percent of students who indicated “frequently” or “occasionally”

Felt angry with God
(during the past year)



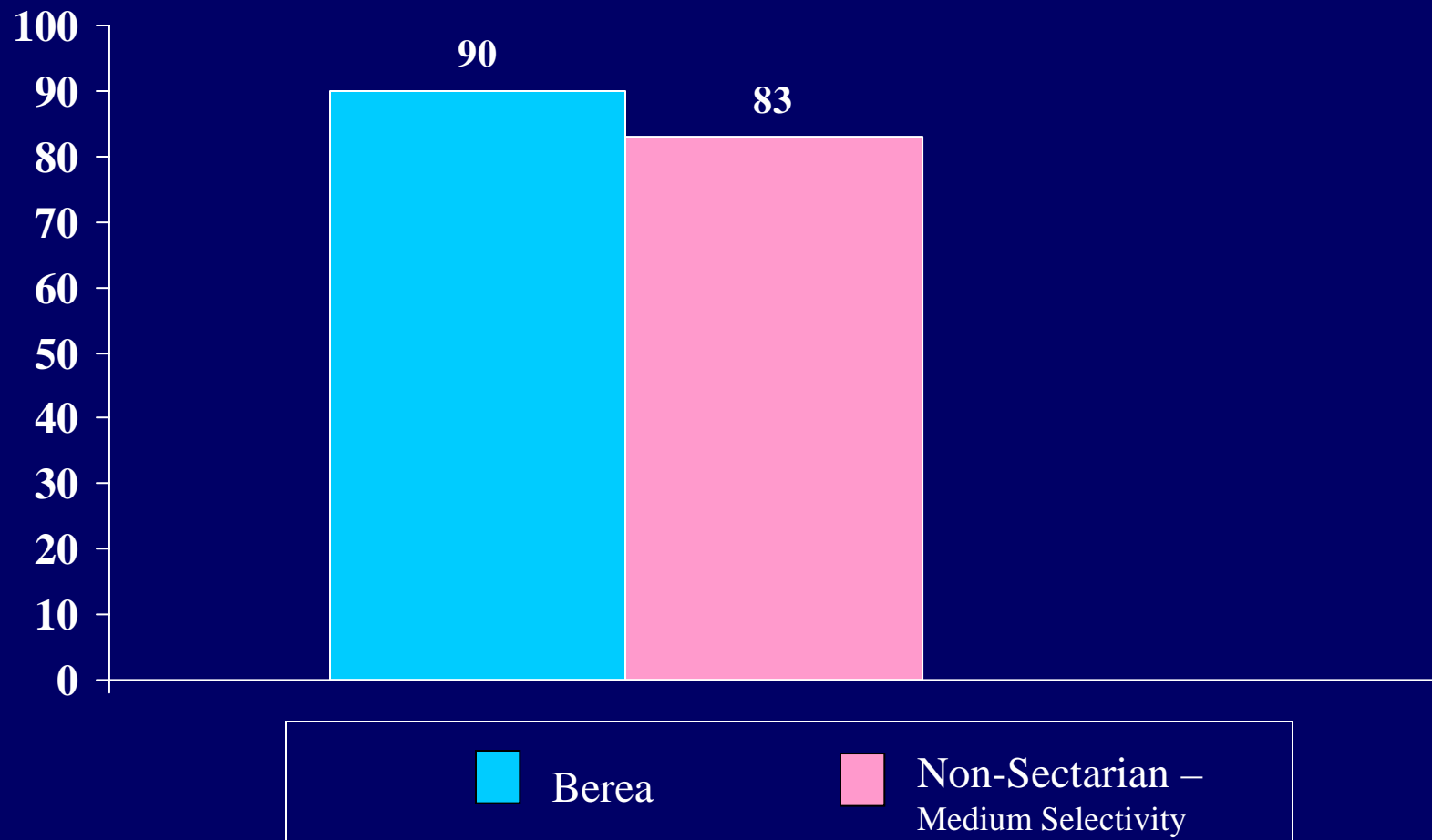
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated “frequently” or “occasionally”
Felt that your life is filled with stress and anxiety
(during the past year)



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated “frequently” or “occasionally”
Been able to find meaning in times of hardship
(during the past year)

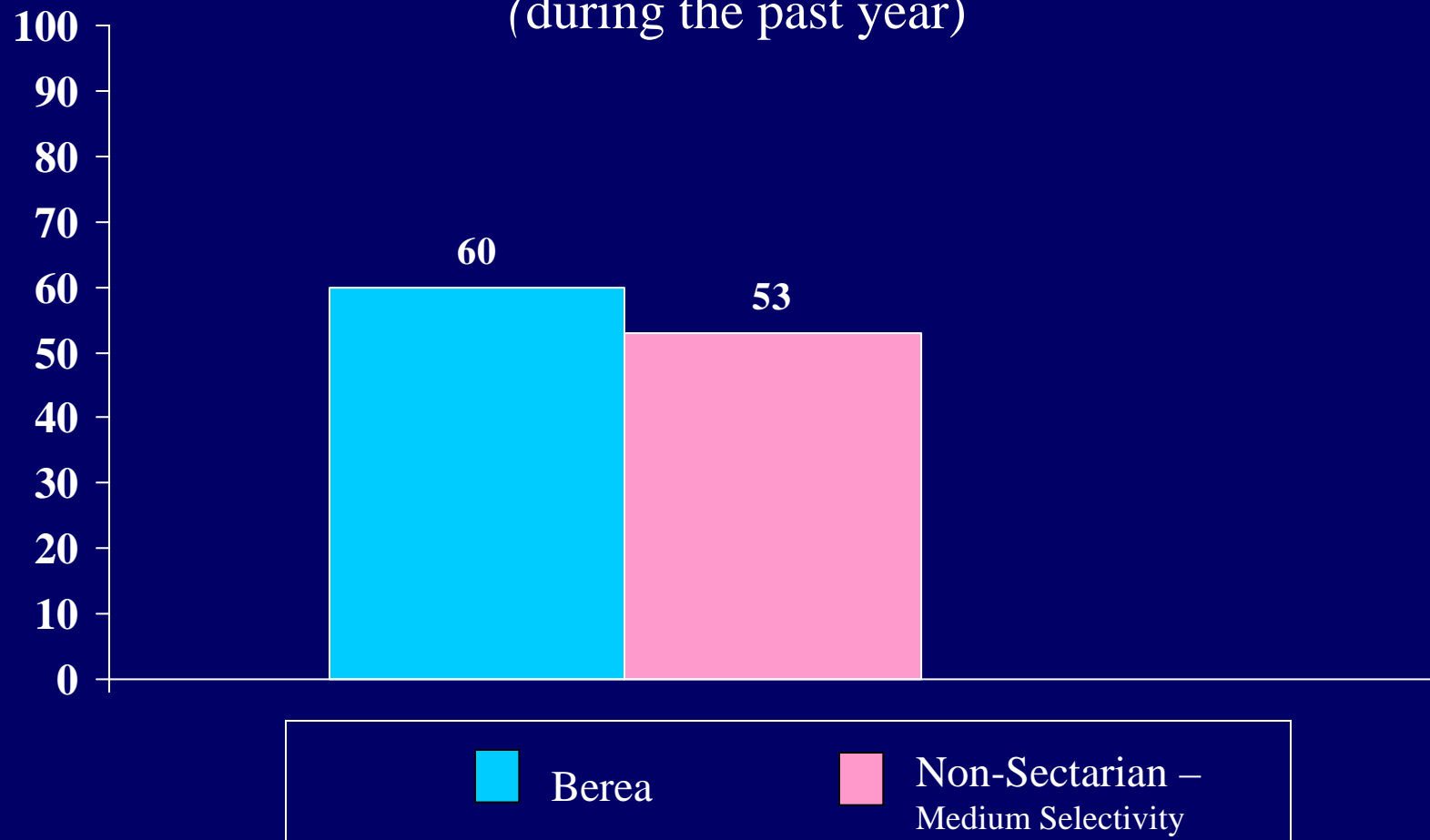


This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated “frequently”

Expressed gratitude to others

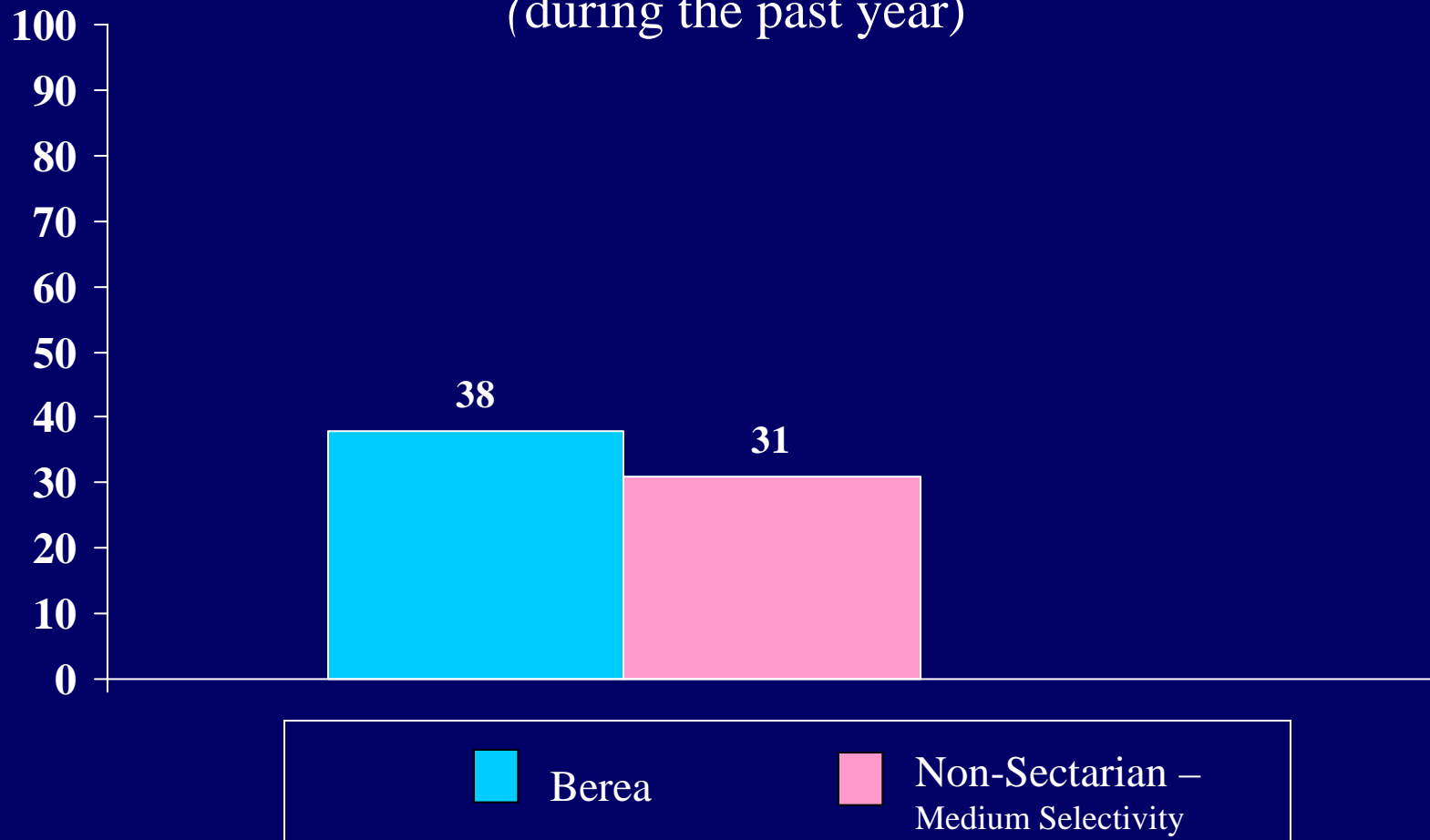
(during the past year)



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated “frequently”

Felt at peace/centered
(during the past year)

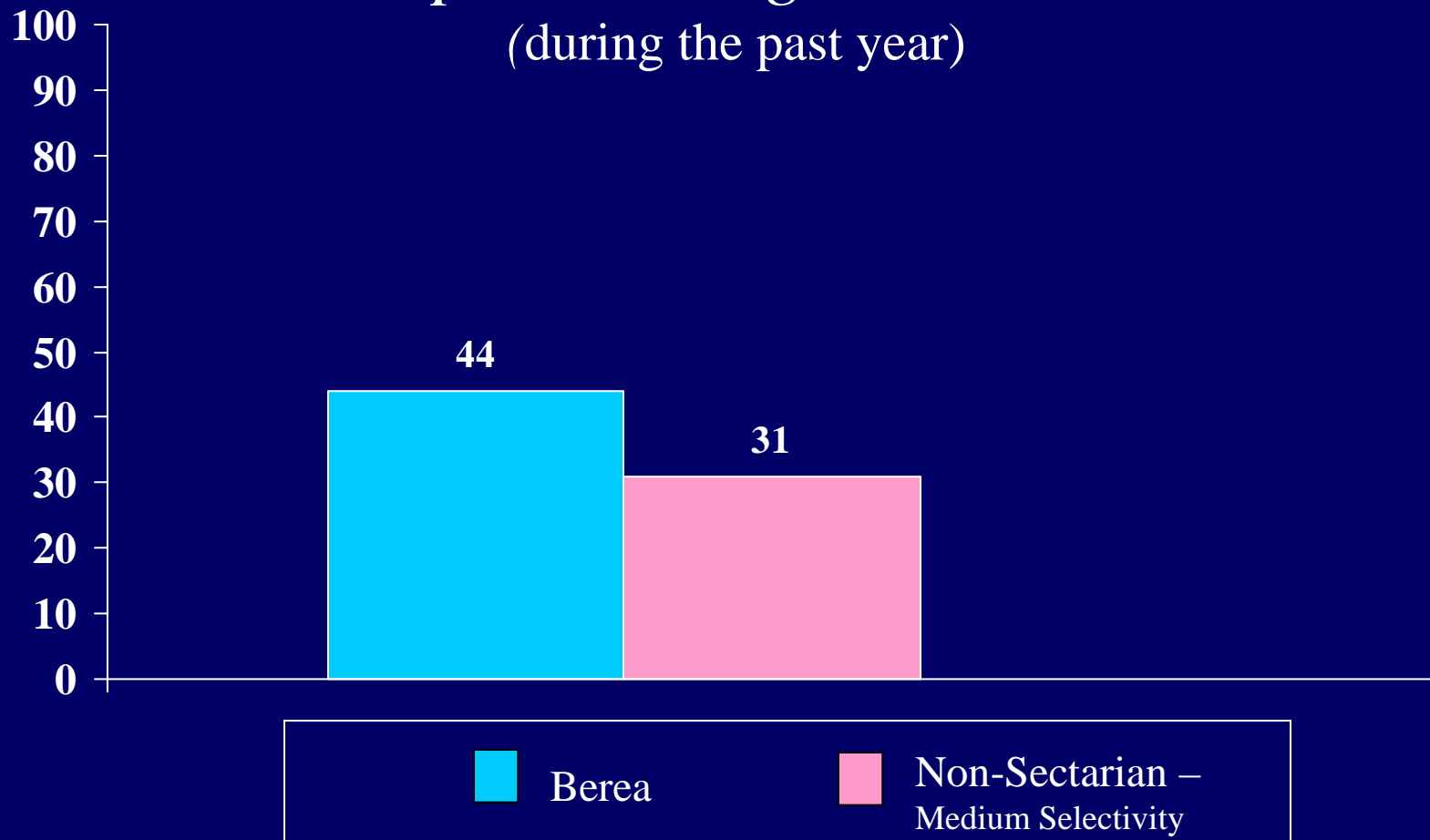


This item was not asked on the 2002 or 2006 CIRP questionnaire.

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

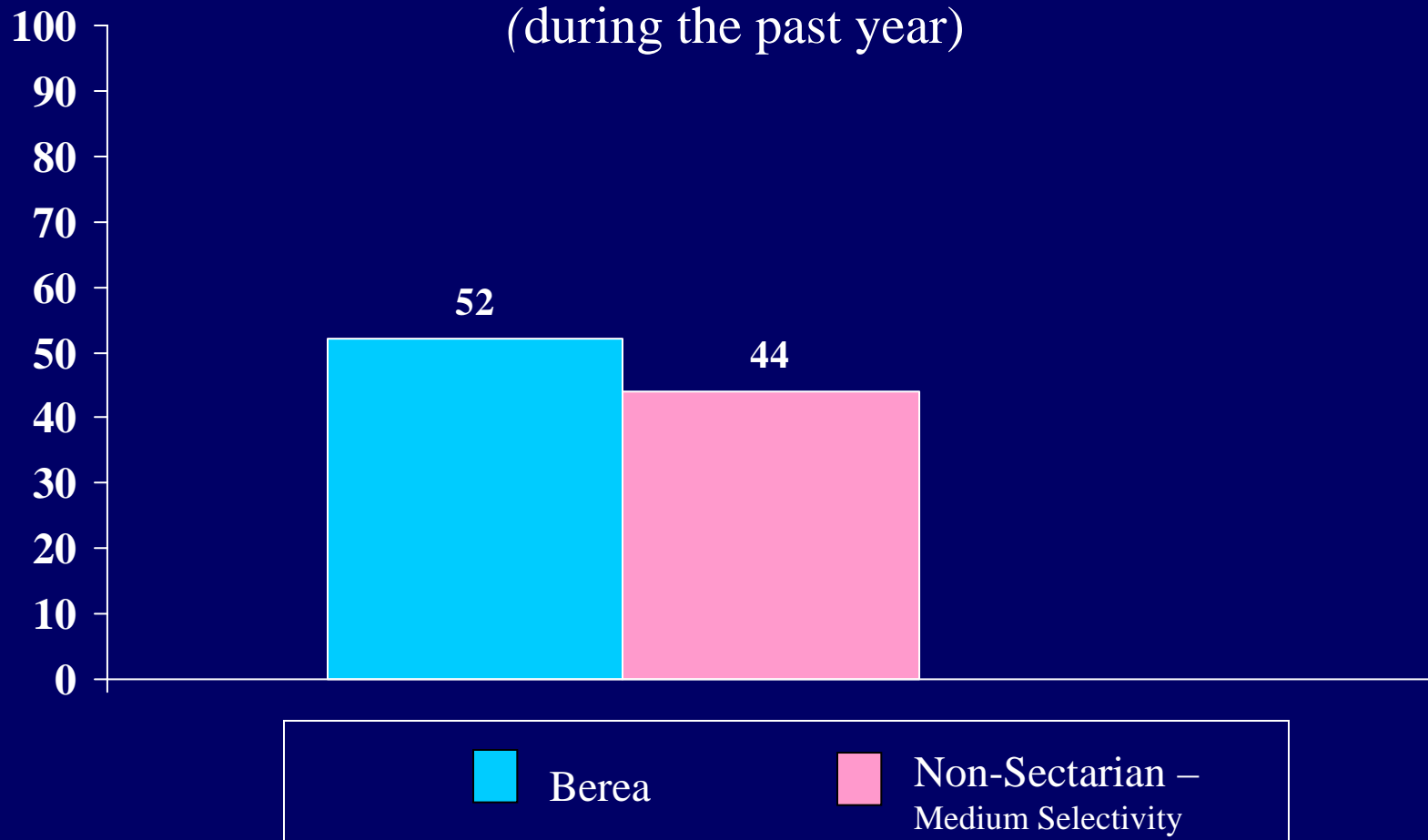
Explored religion online

(during the past year)



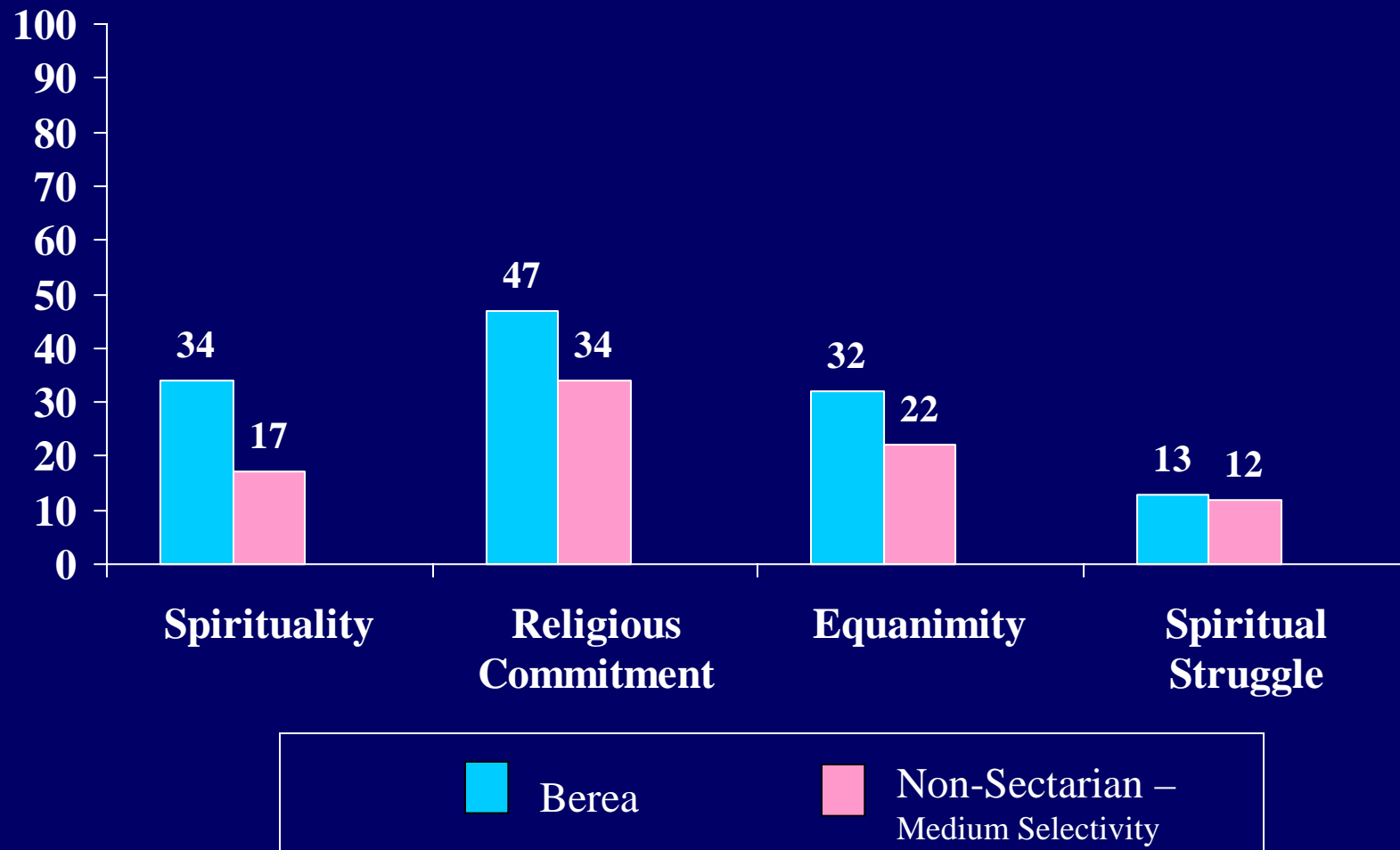
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Percent of students who indicated “frequently” or “occasionally”
*Attended a class, workshop, or retreat
on matters related to religion/spirituality*
(during the past year)



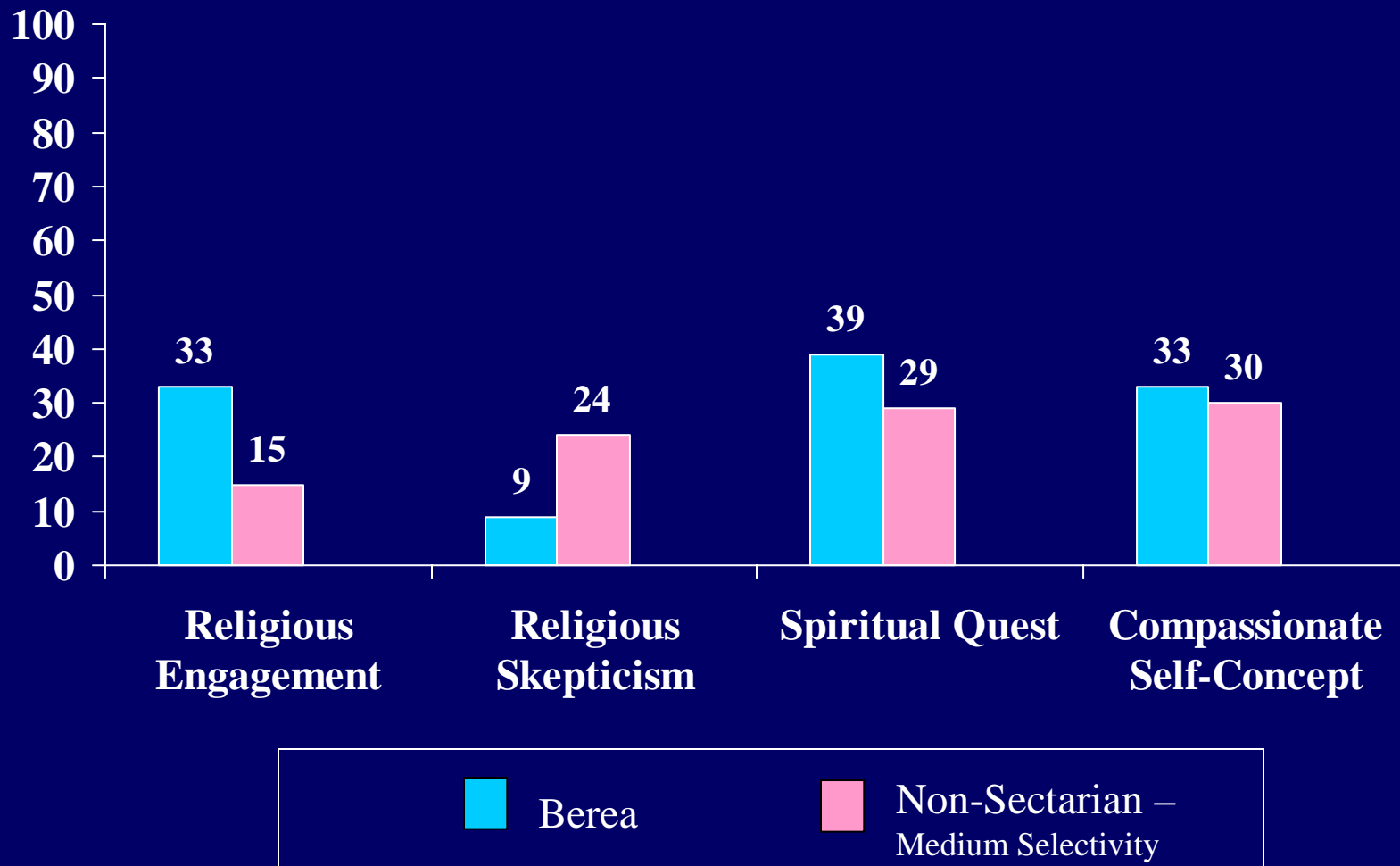
This item was not asked on the 2002 or 2006 CIRP questionnaire.

Student scored “high” on the following factors



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Student scored “high” on the following factors



This item was not asked on the 2002 or 2006 CIRP questionnaire.

Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)

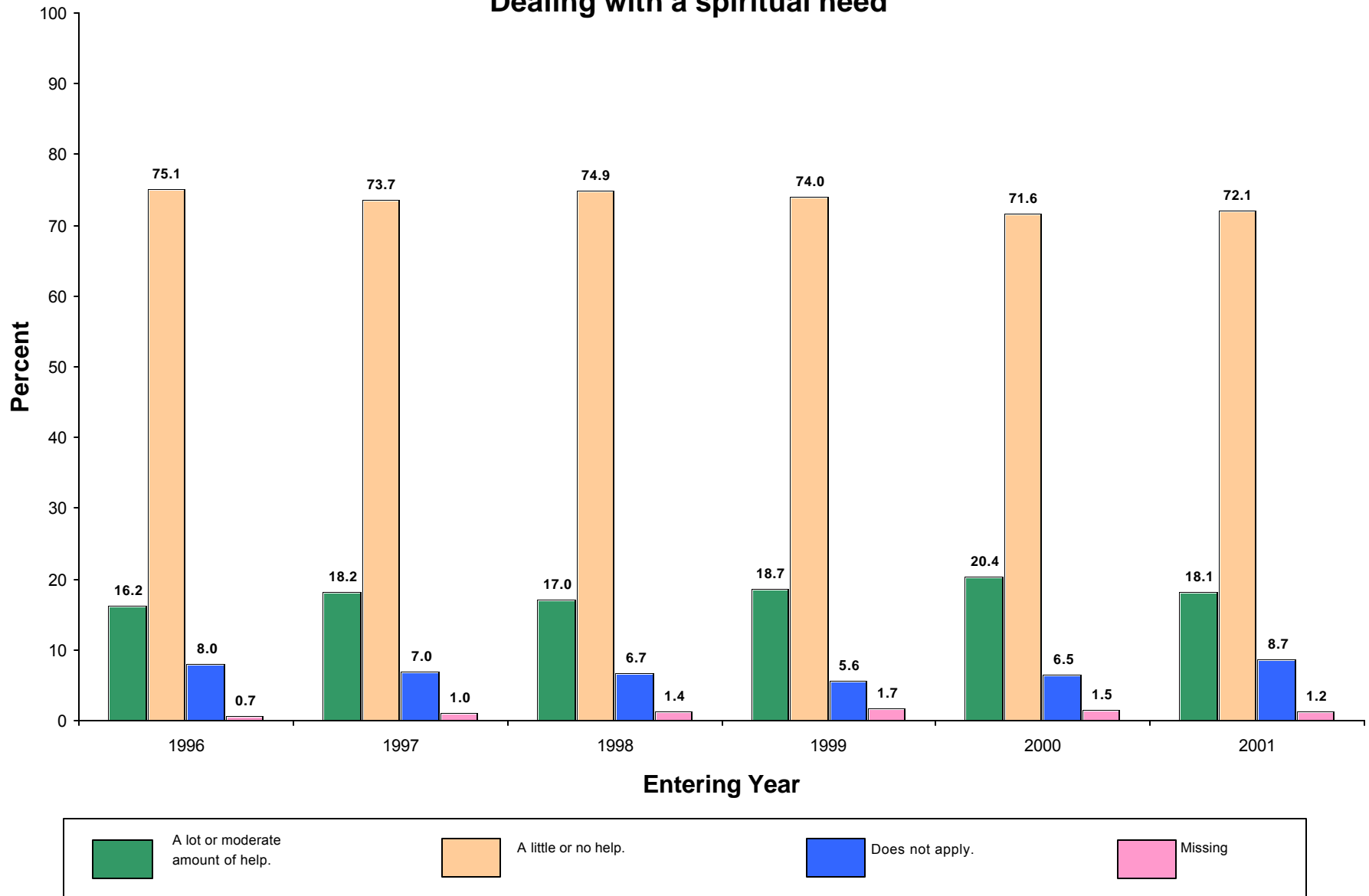


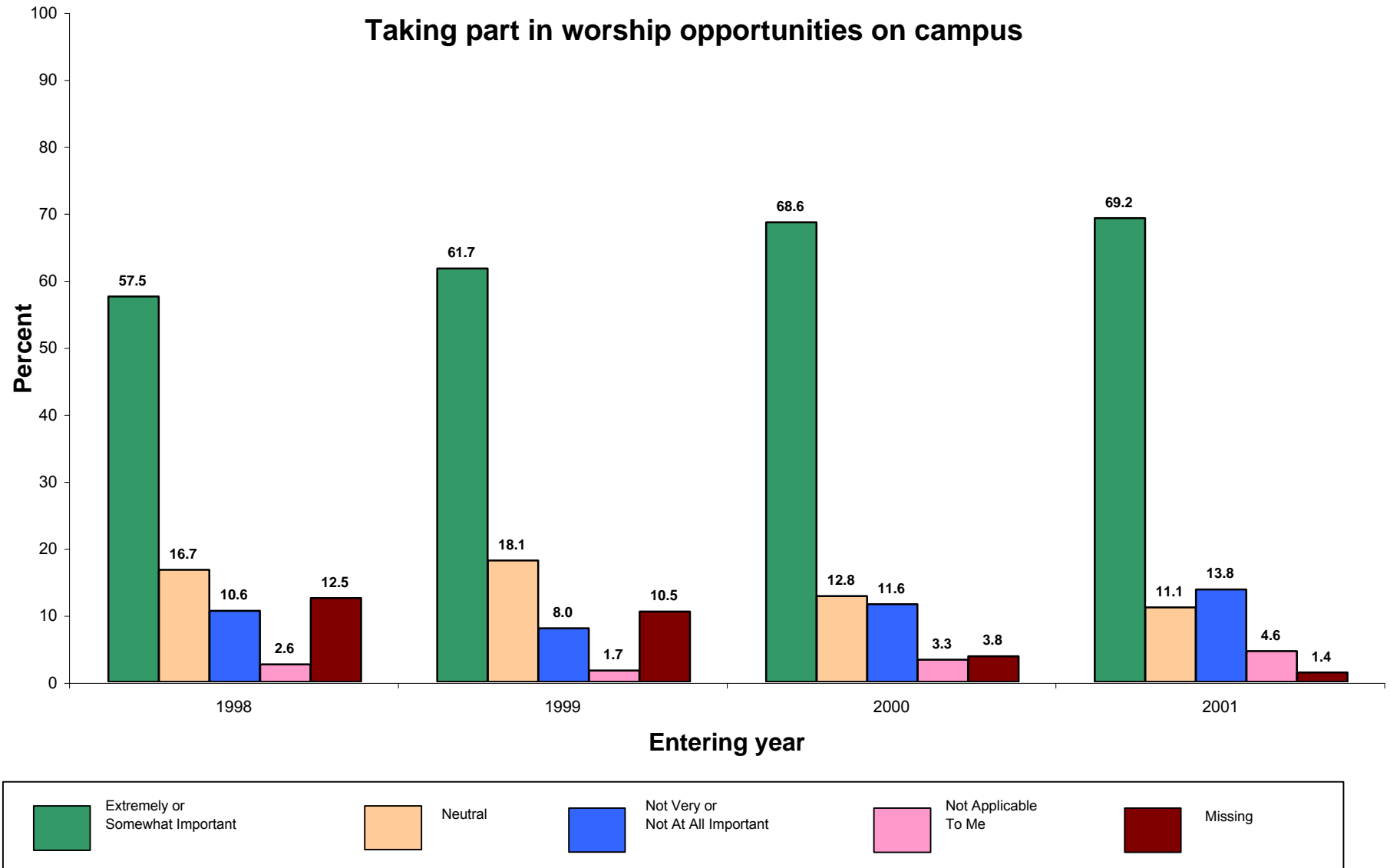
Administered every Fall Term, 1995-2001
and Fall 2003, 2005, 2007, and 2009

Average Response Rate of 85%

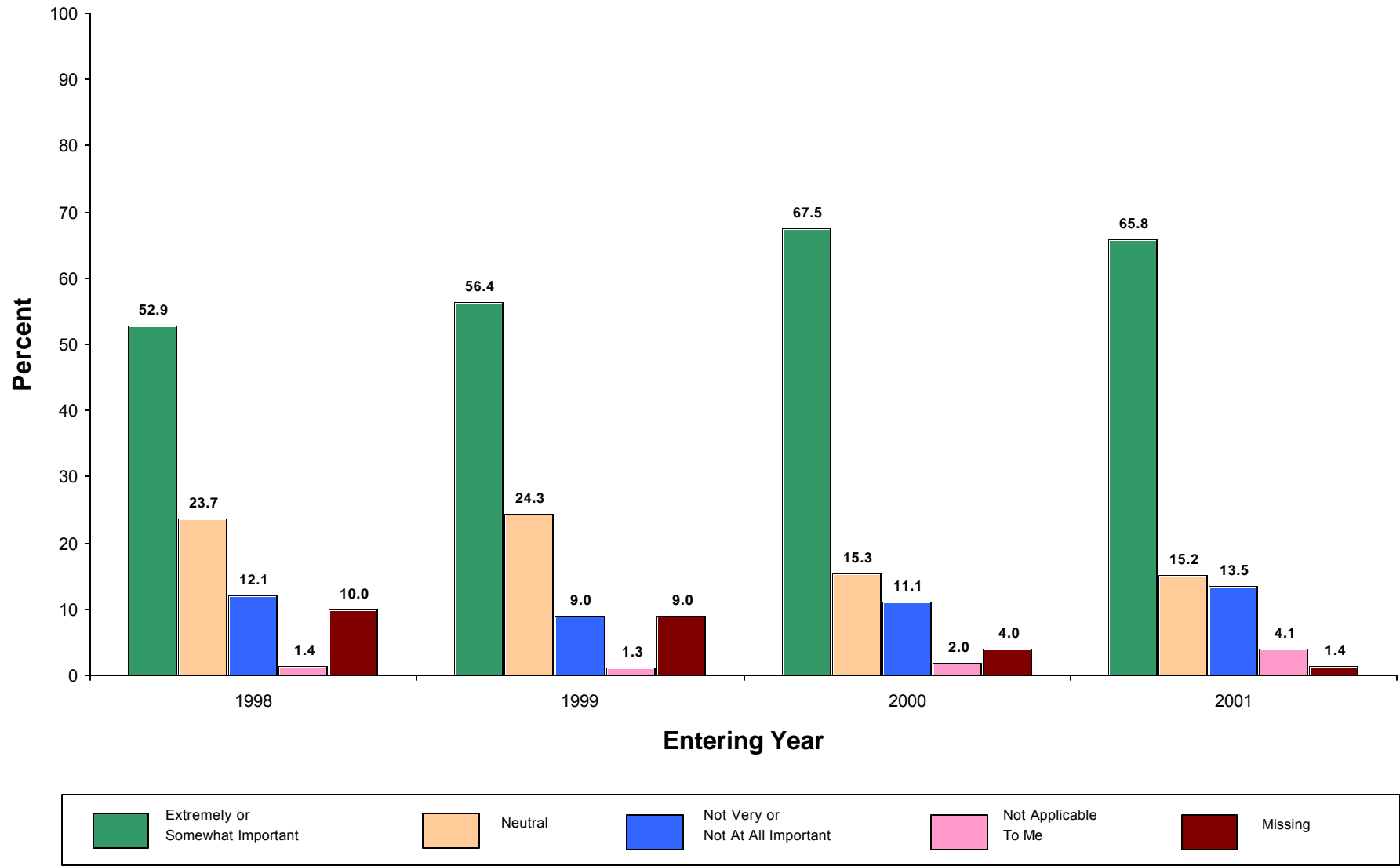
Indicate how much help you need in each of the following areas.

Dealing with a spiritual need

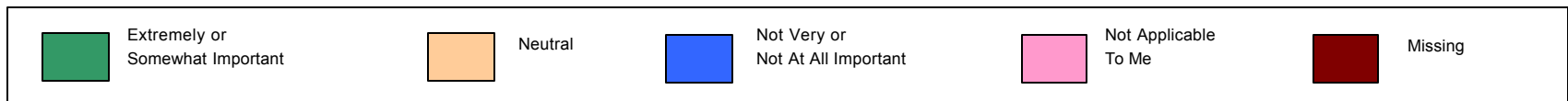
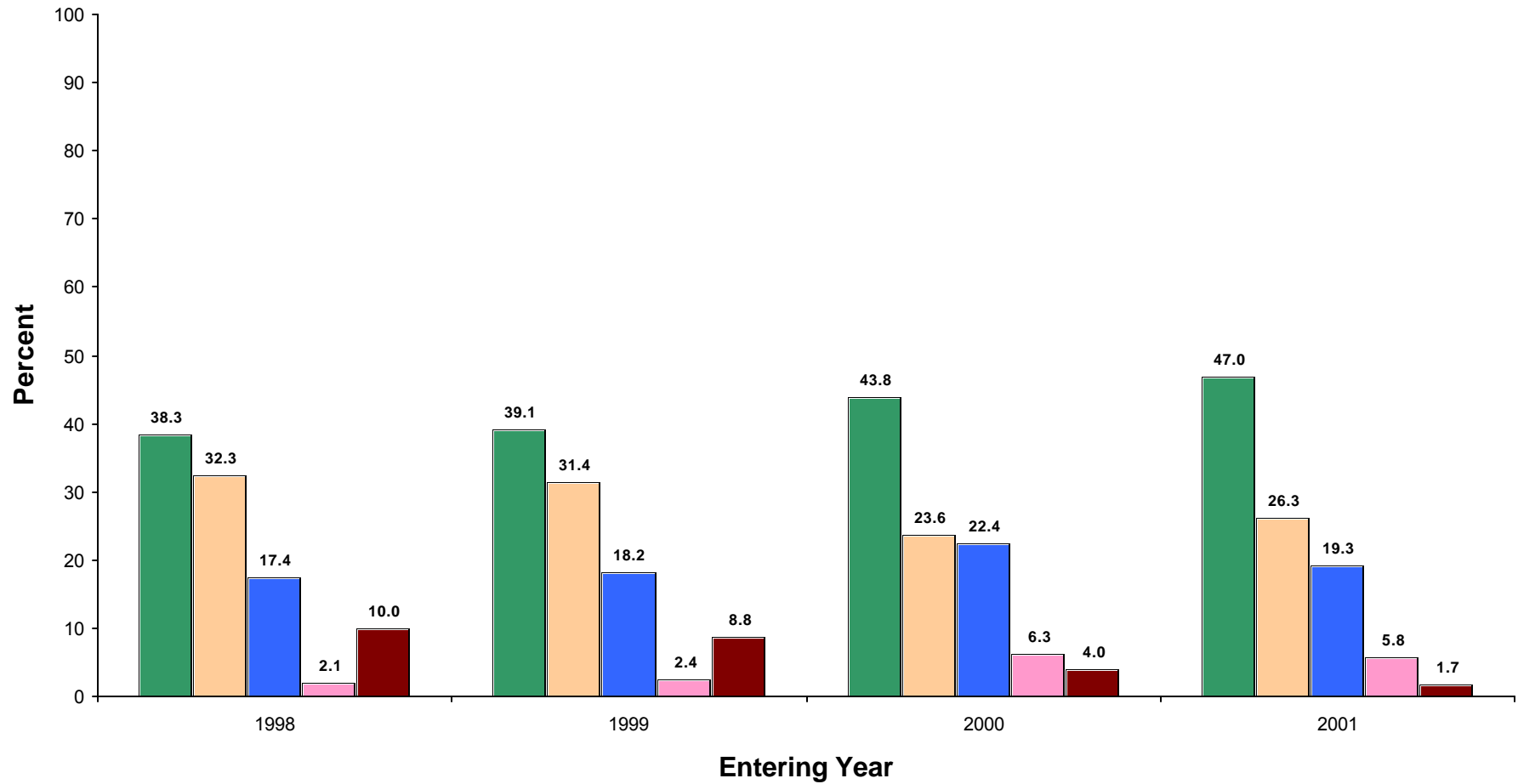




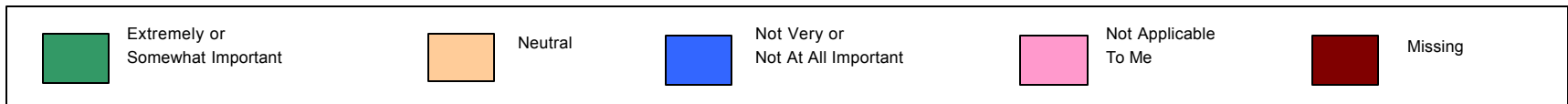
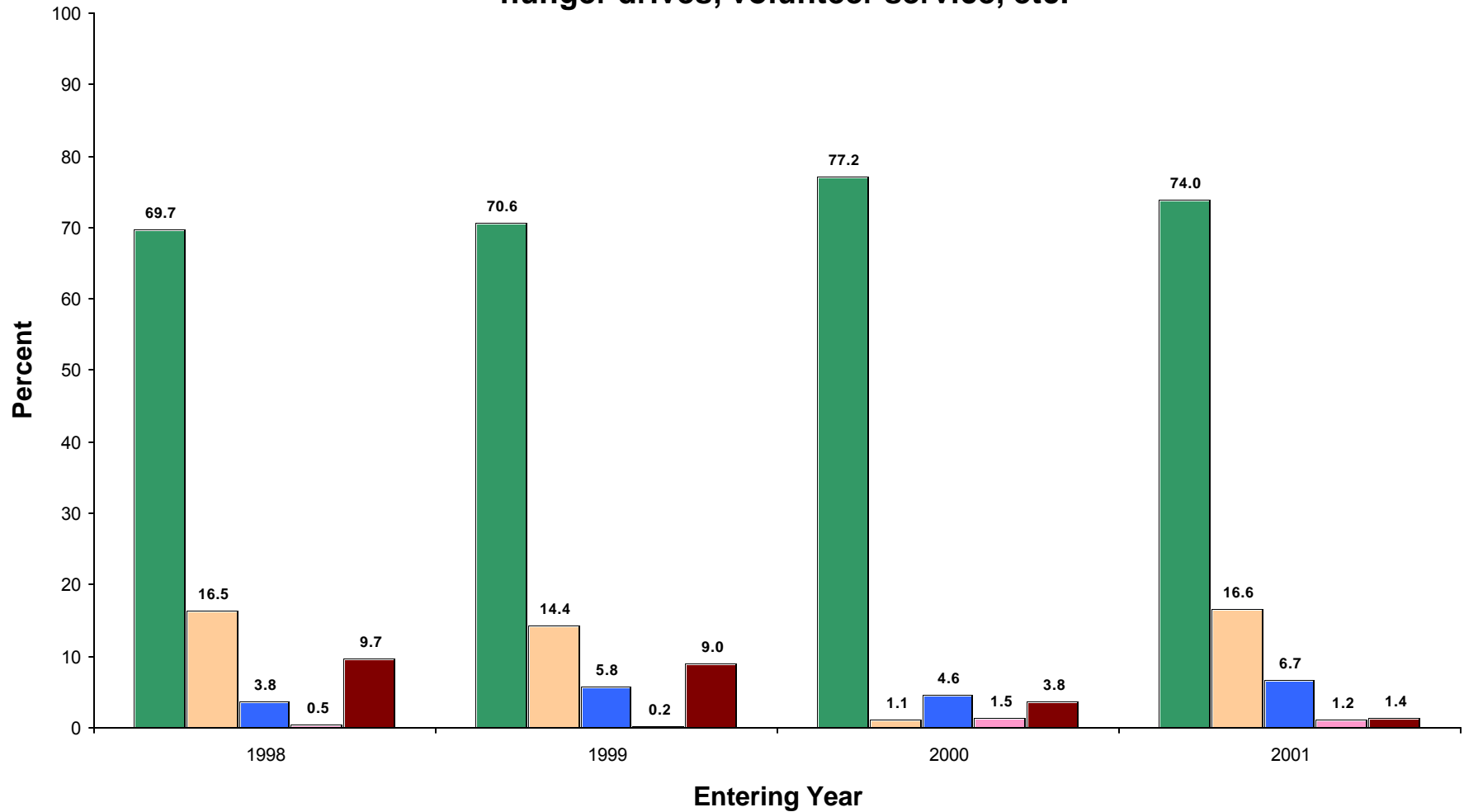
Taking part in social activities with a religious focus (dinners, discussion groups, etc.)



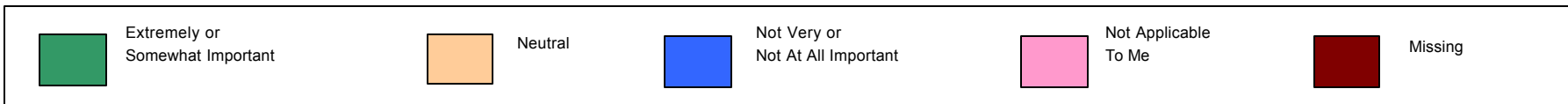
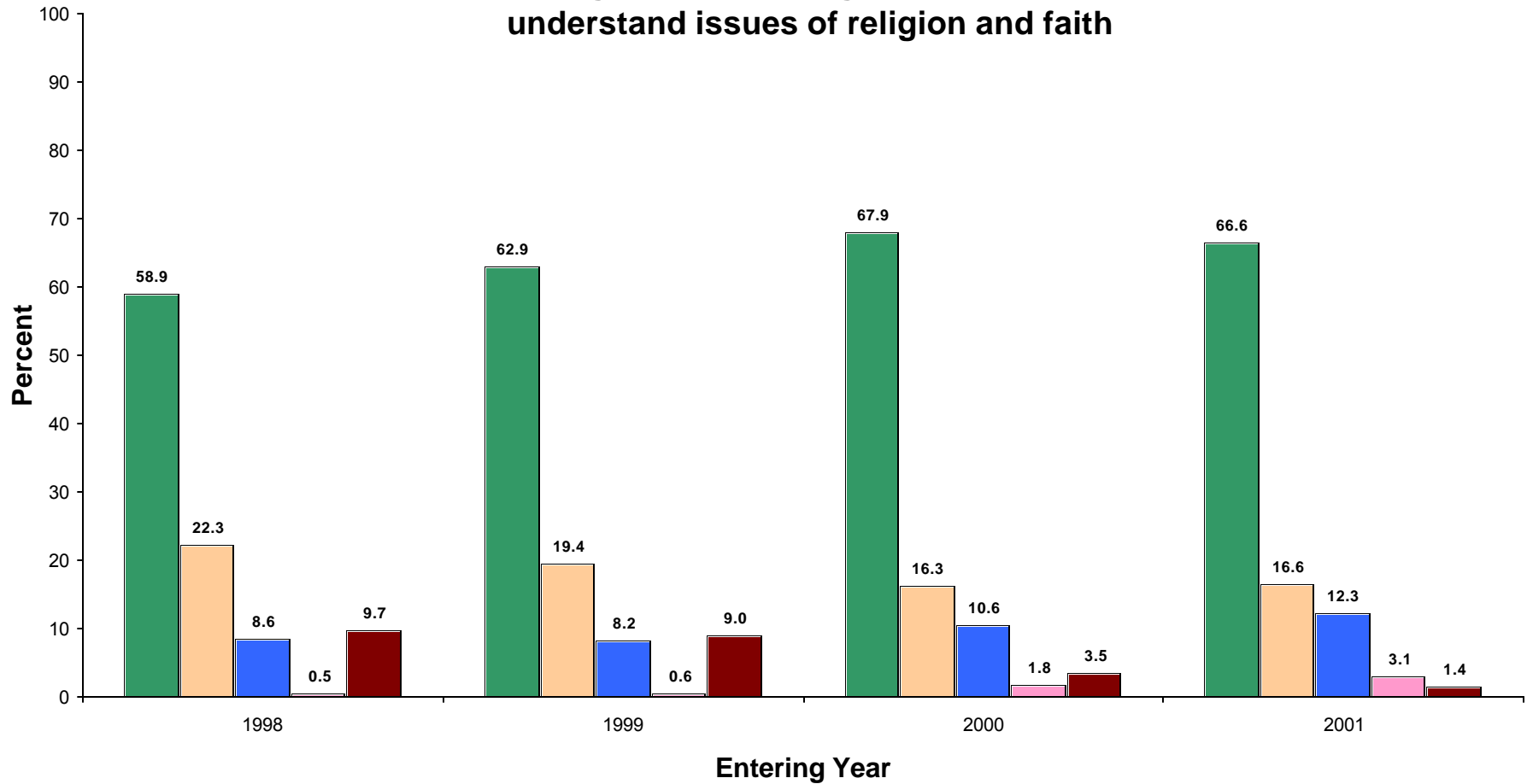
Having individual counseling services to deal with spiritual issues or personal problems



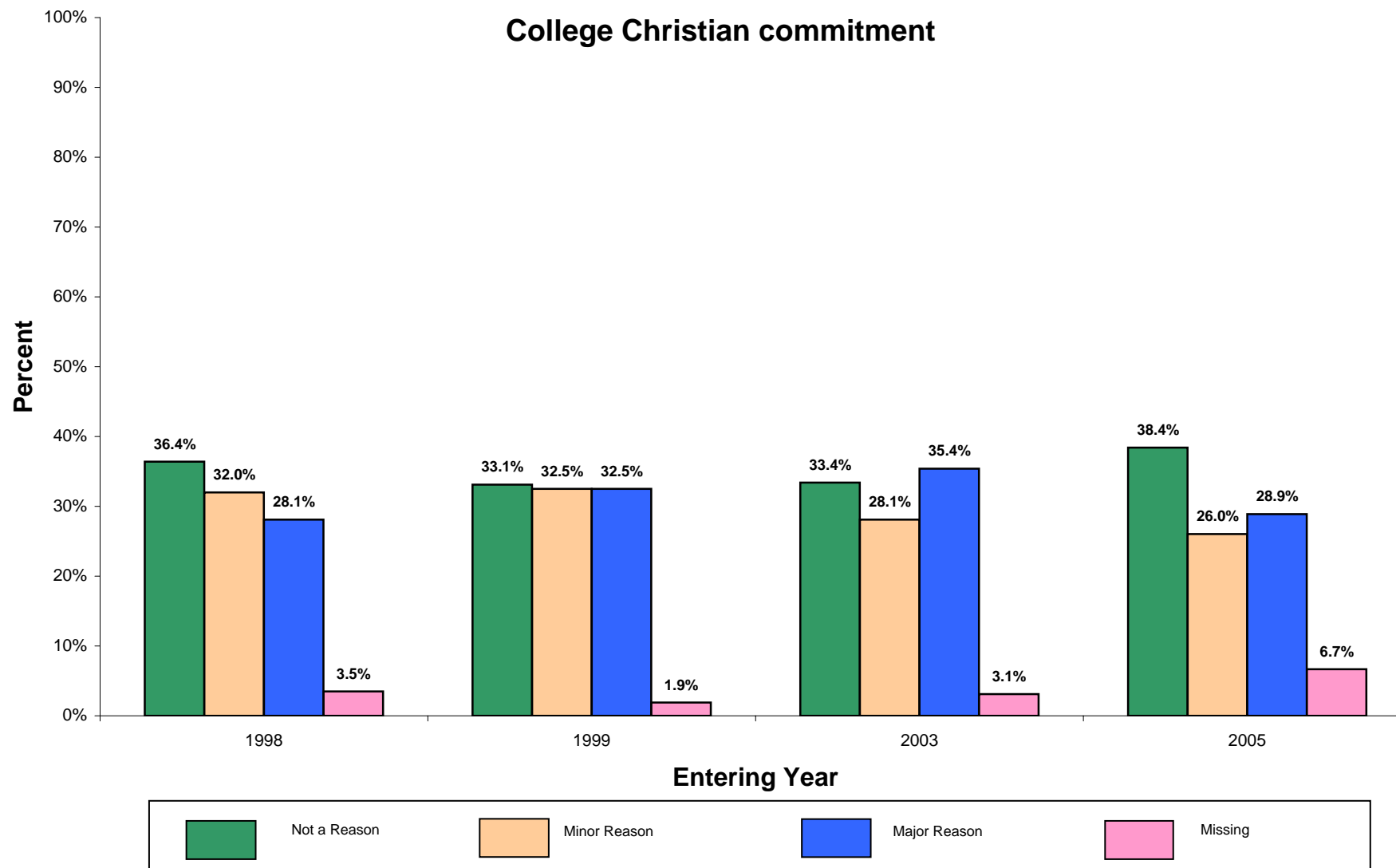
Taking part in volunteer activities such as hunger drives, volunteer service, etc.



Taking part in learning opportunities to understand issues of religion and faith

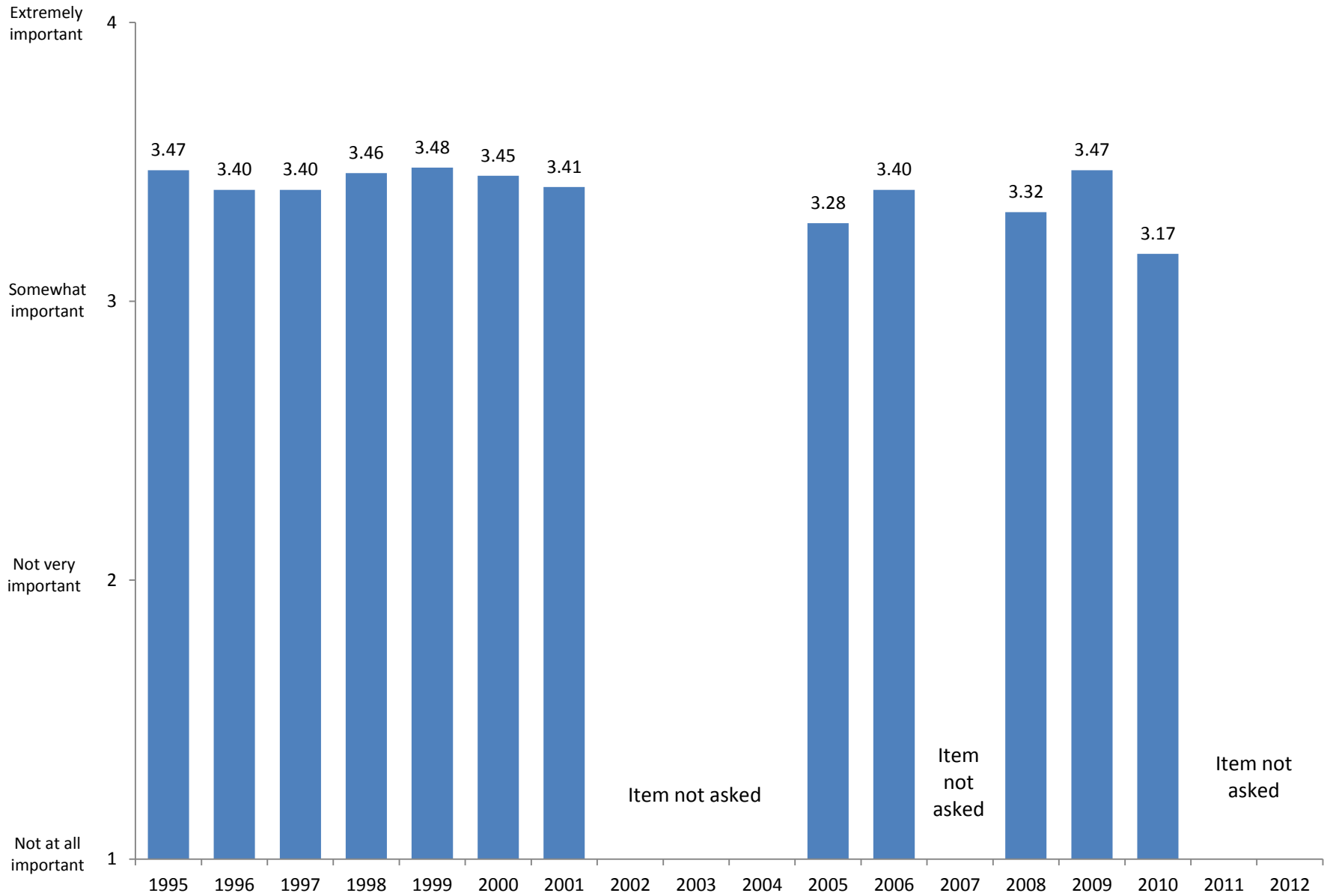


Indicate whether each of the following was a major reason, minor reason, or not a reason, that you selected Berea College



Rate the importance to you of each of the following:

Developing a strong spiritual self



Your First College Year (YFCY)

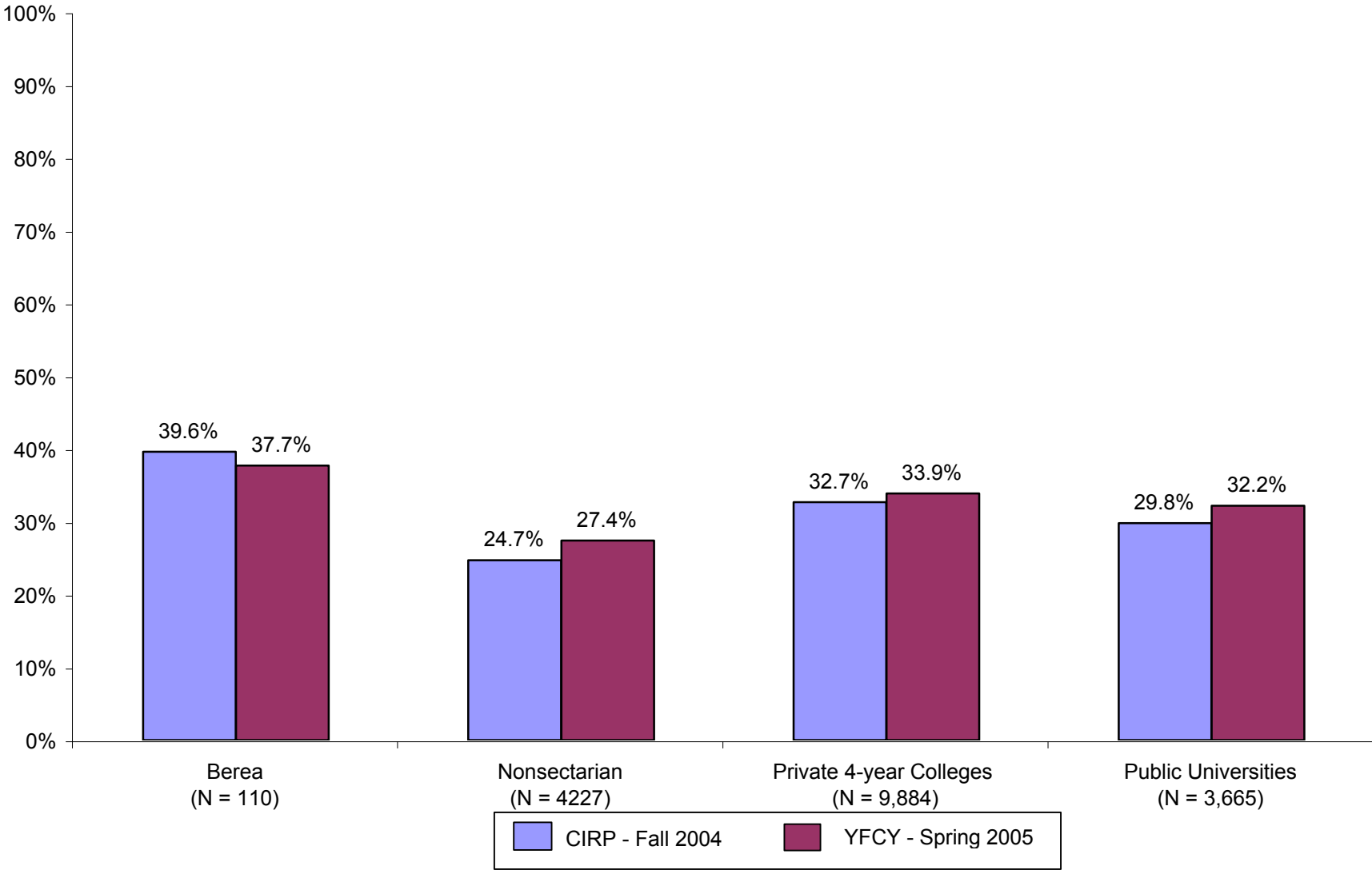
(Spring Follow-Up Survey to the CIRP)



Response Rate: Spring 2005 - 30.2%

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

Religiousness

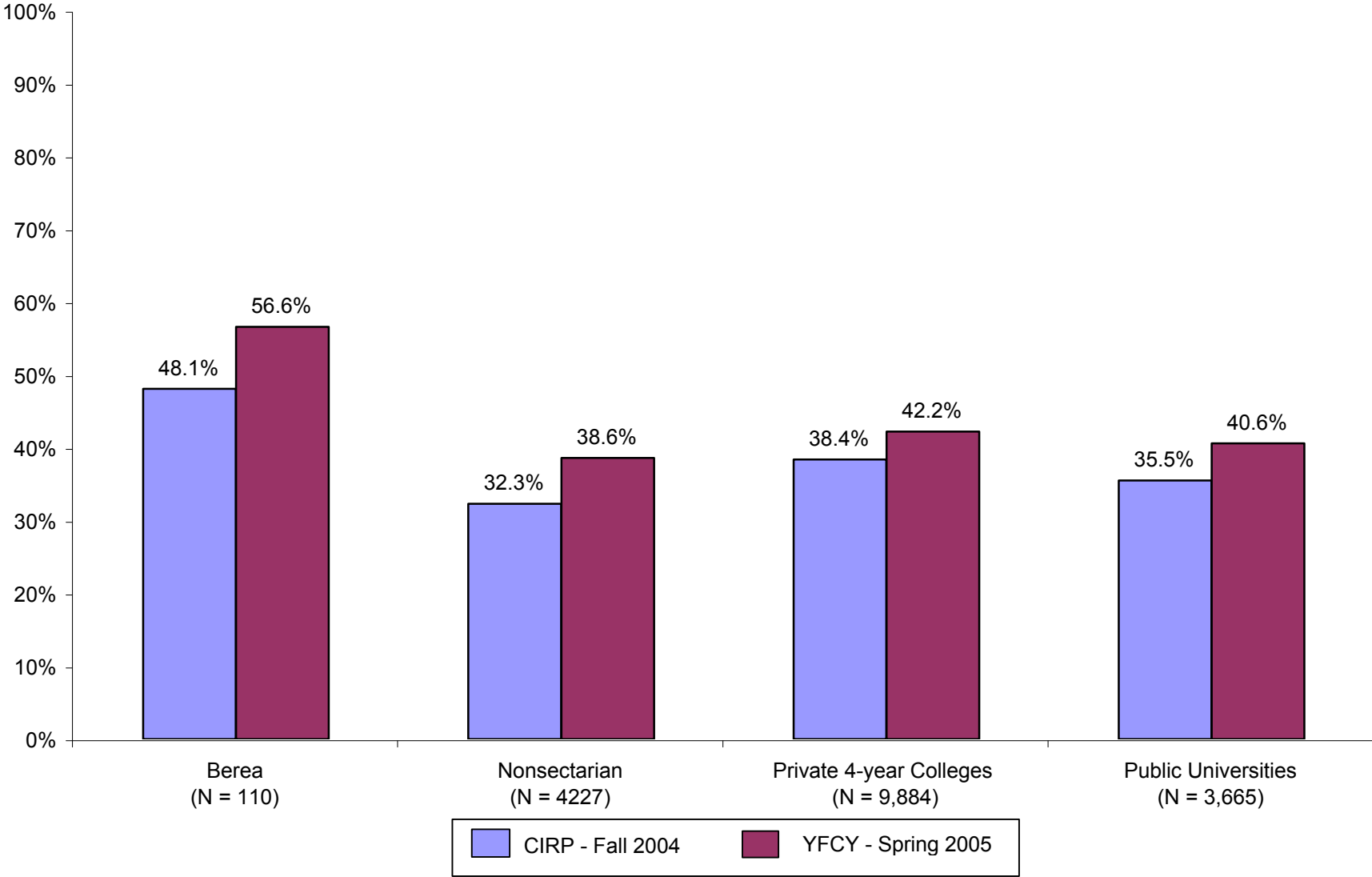


Compiled by the Office of Institutional Research and Assessment, August 2005

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

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

Spirituality

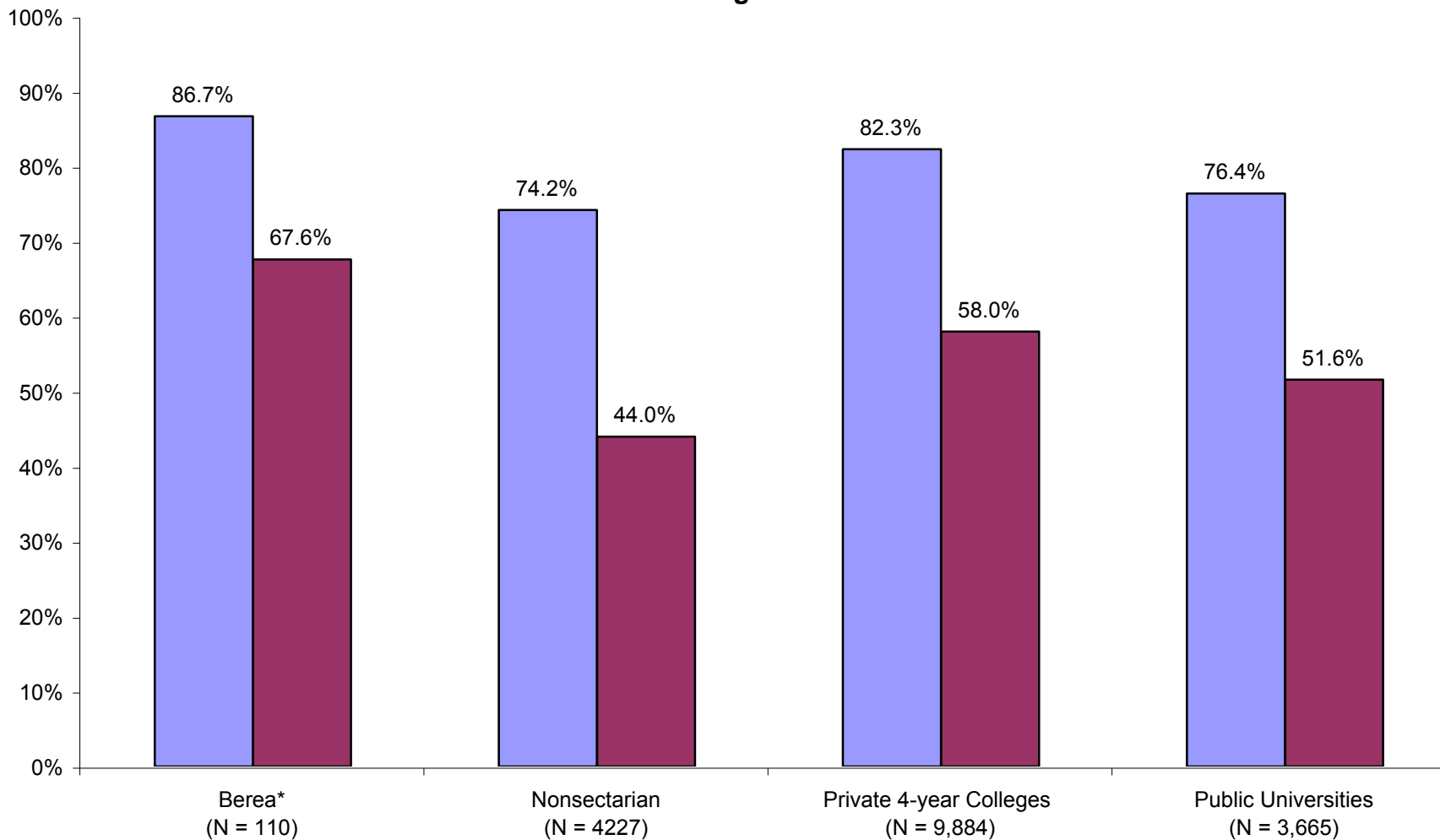


Compiled by the Office of Institutional Research and Assessment, August 2005

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)

Attended a religious service



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



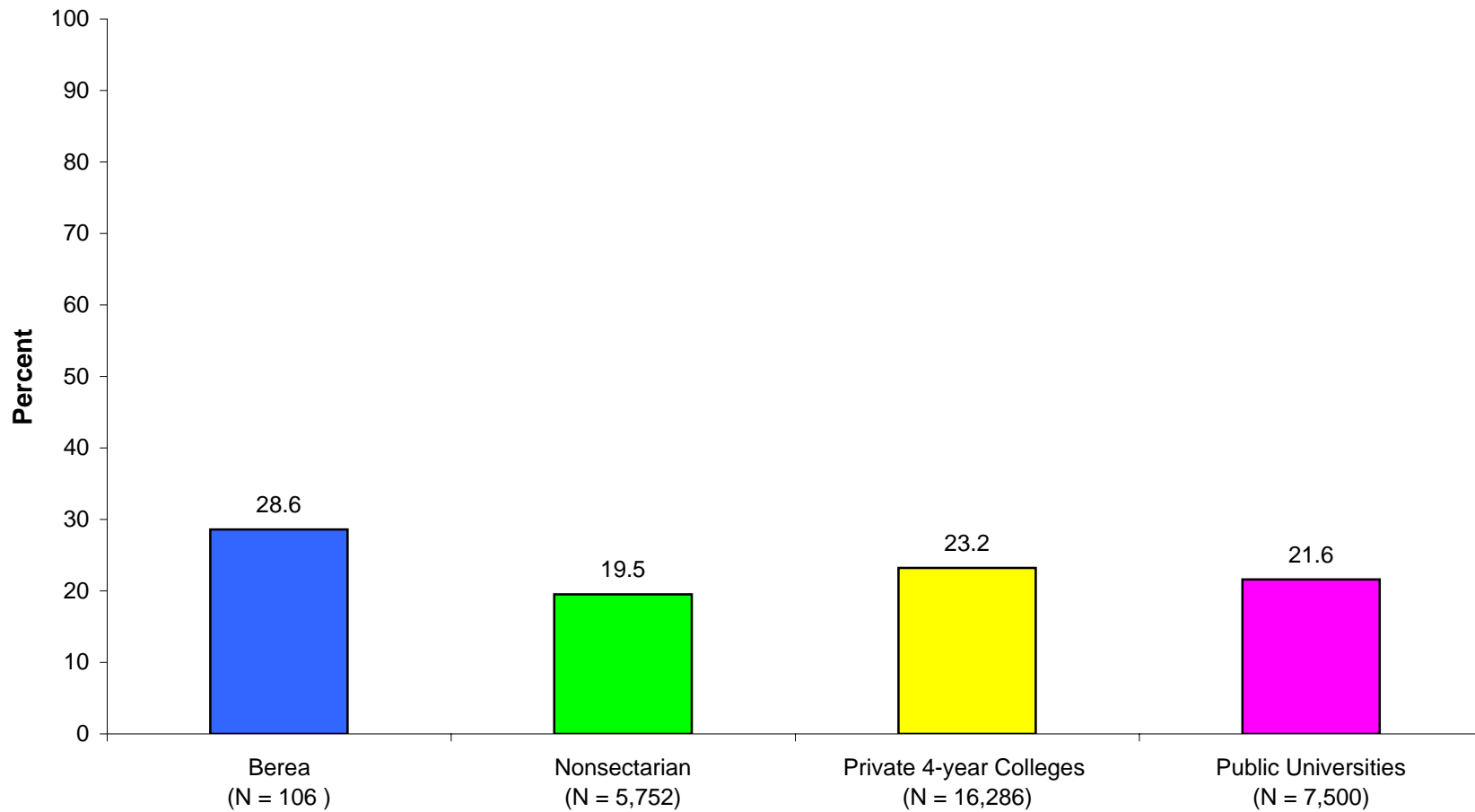
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

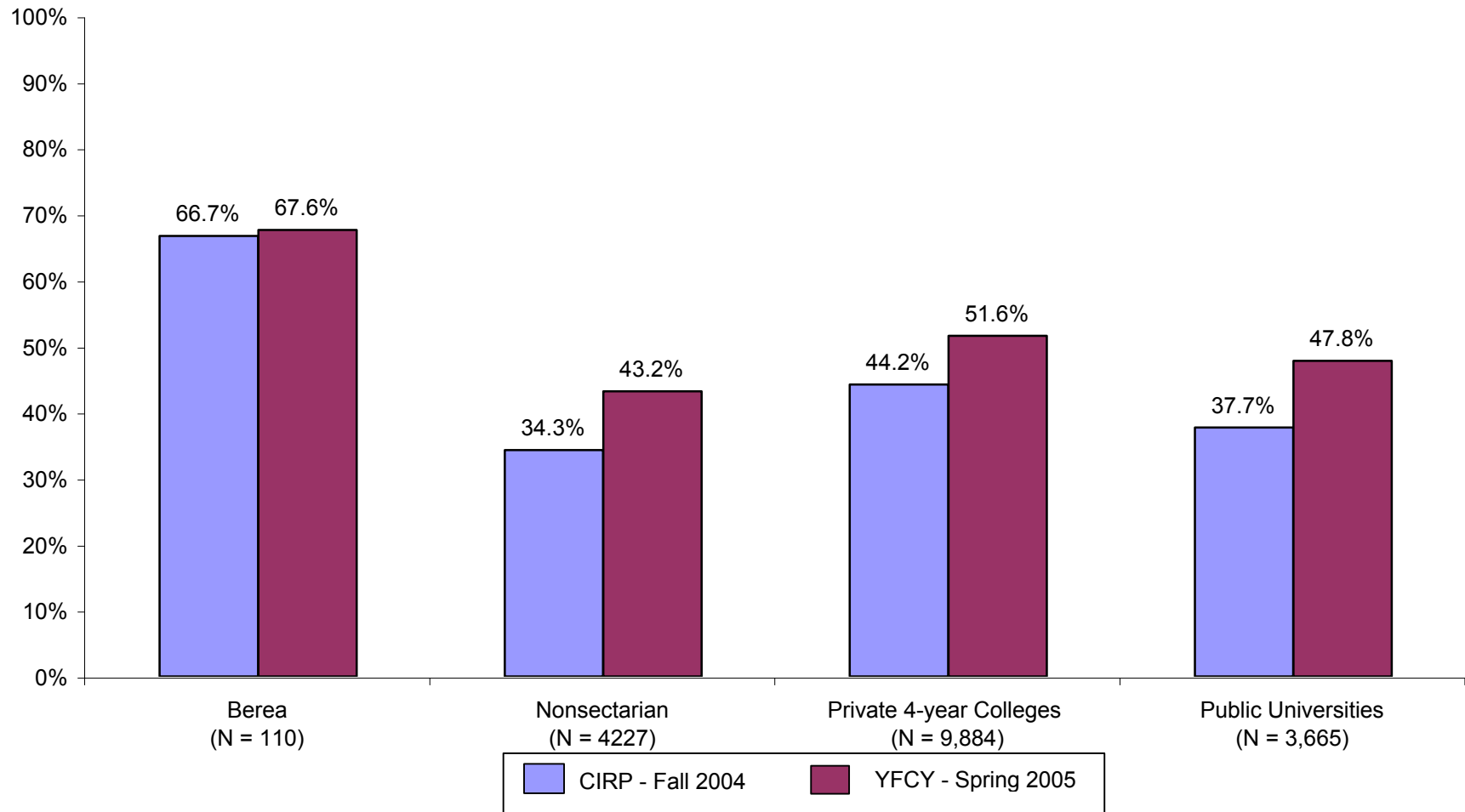
Since entering this college, Percentage of students who indicated that they "frequently"

Discussed religion/spirituality



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

Integrating spirituality into my life



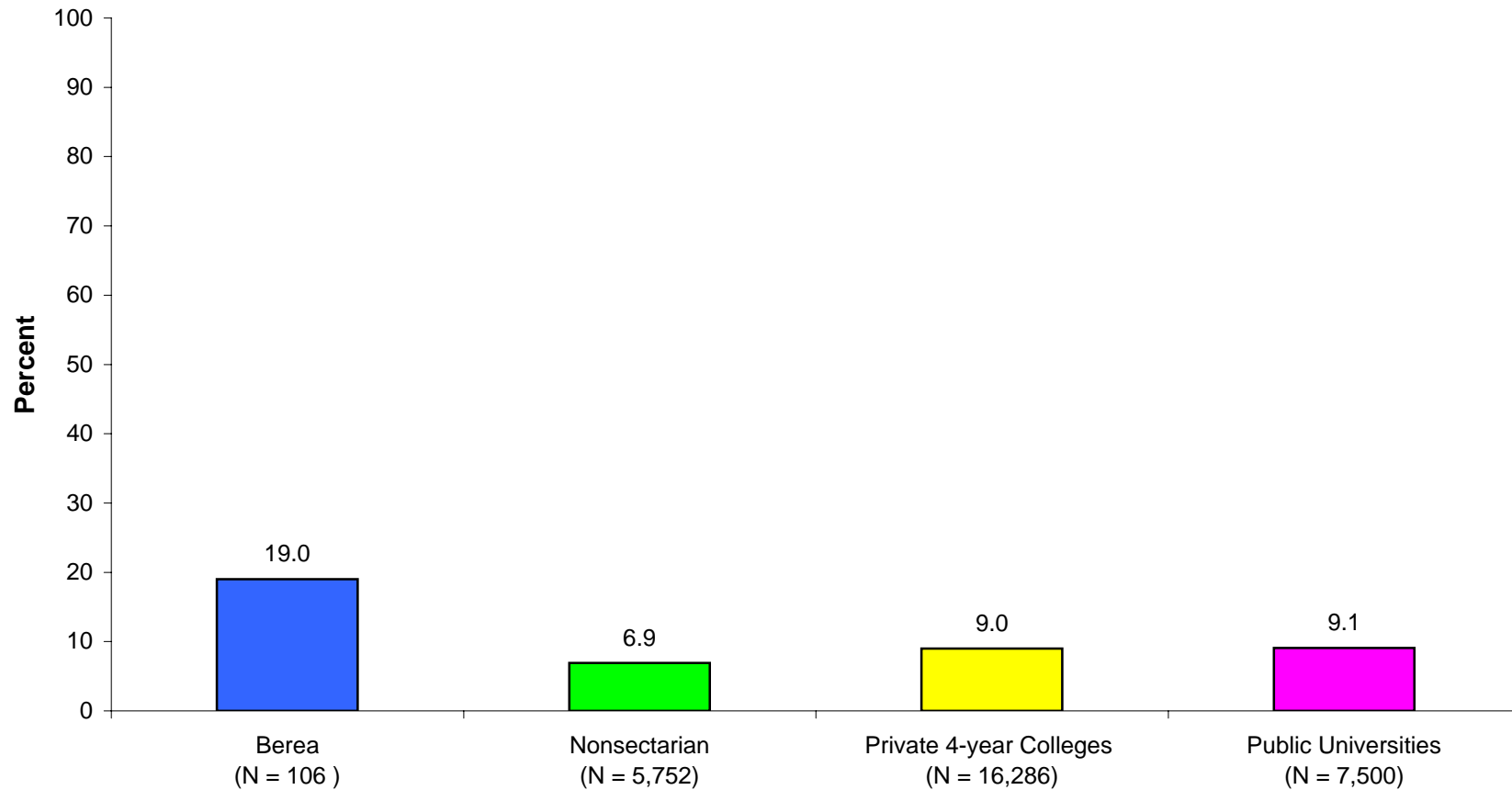
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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

Religious beliefs and convictions



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

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

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

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

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

All Students

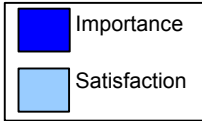


Response Rates:

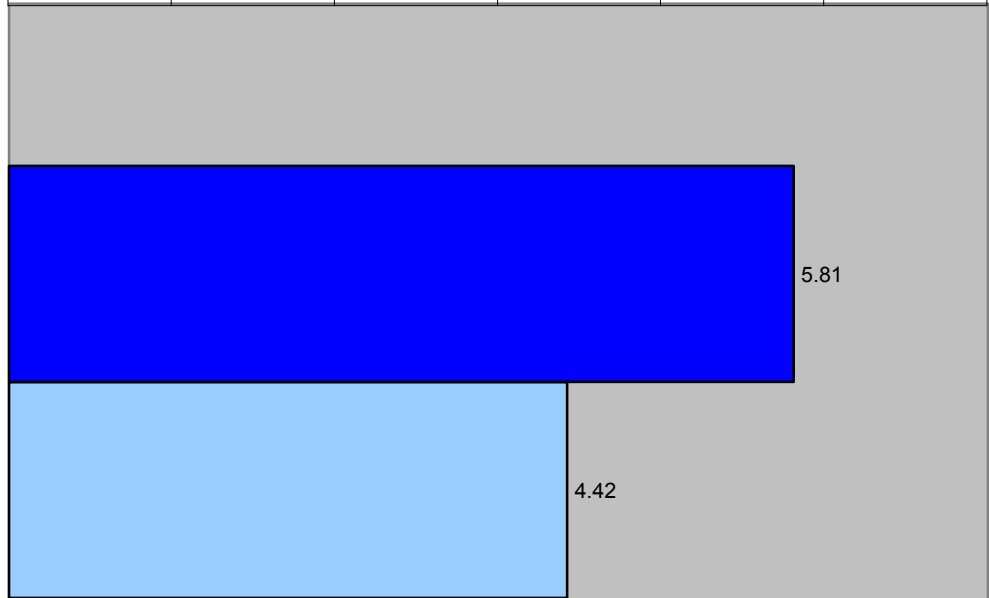
1998 – 81%; 2003 – 84%; 2008 – 54%; 2013 – 90%

Religious and Spiritual Concerns/Values Satisfaction Ratings

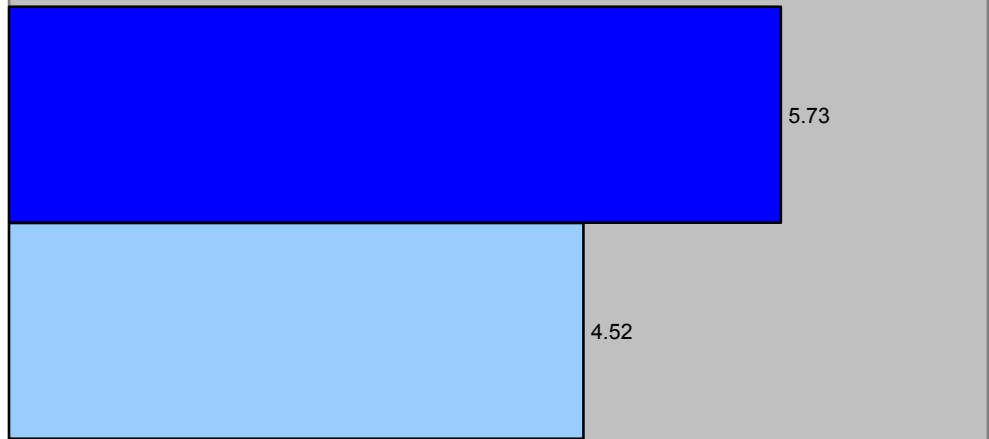
Spring 1998 Administration



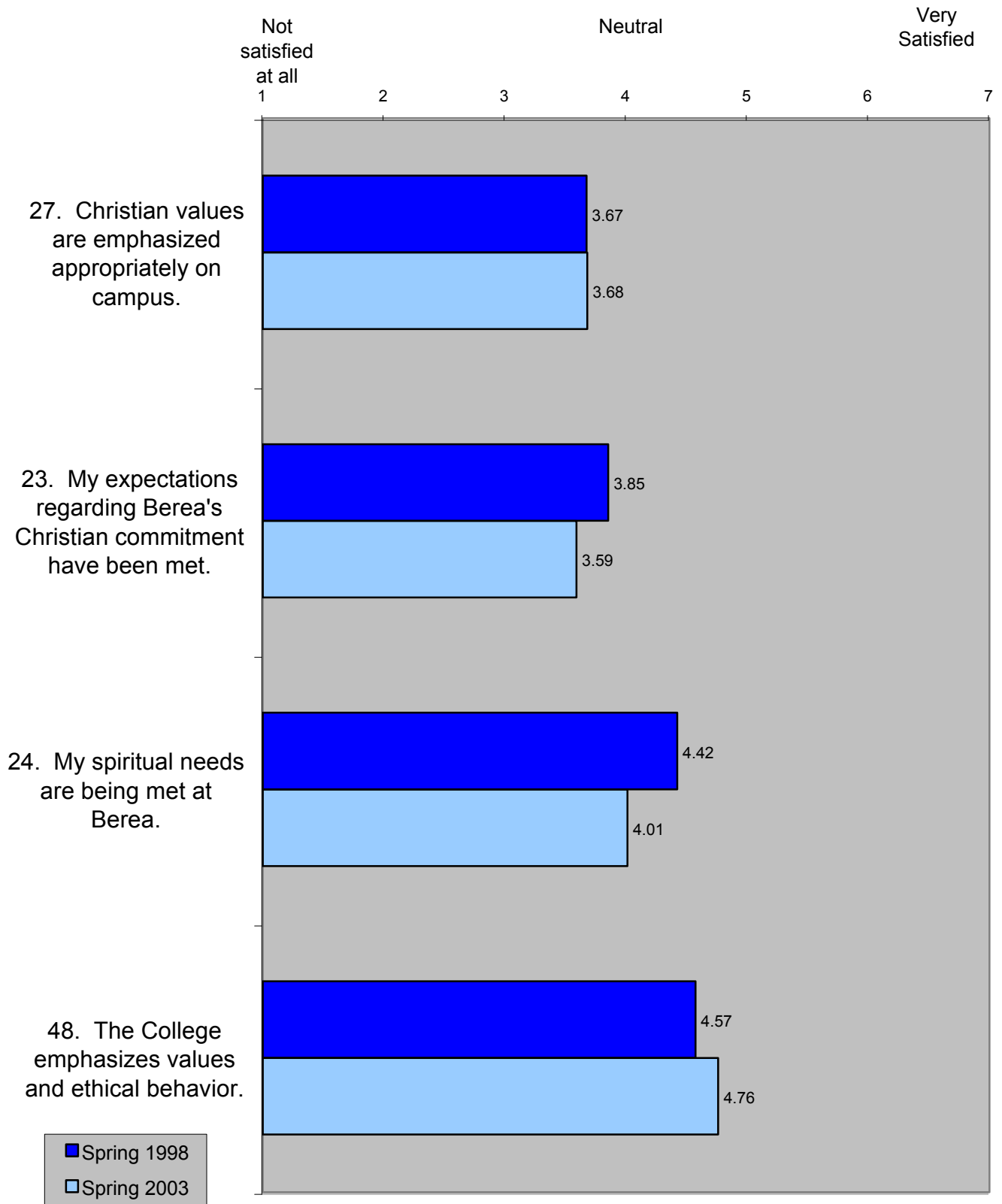
I have experienced spiritual growth while at Berea.



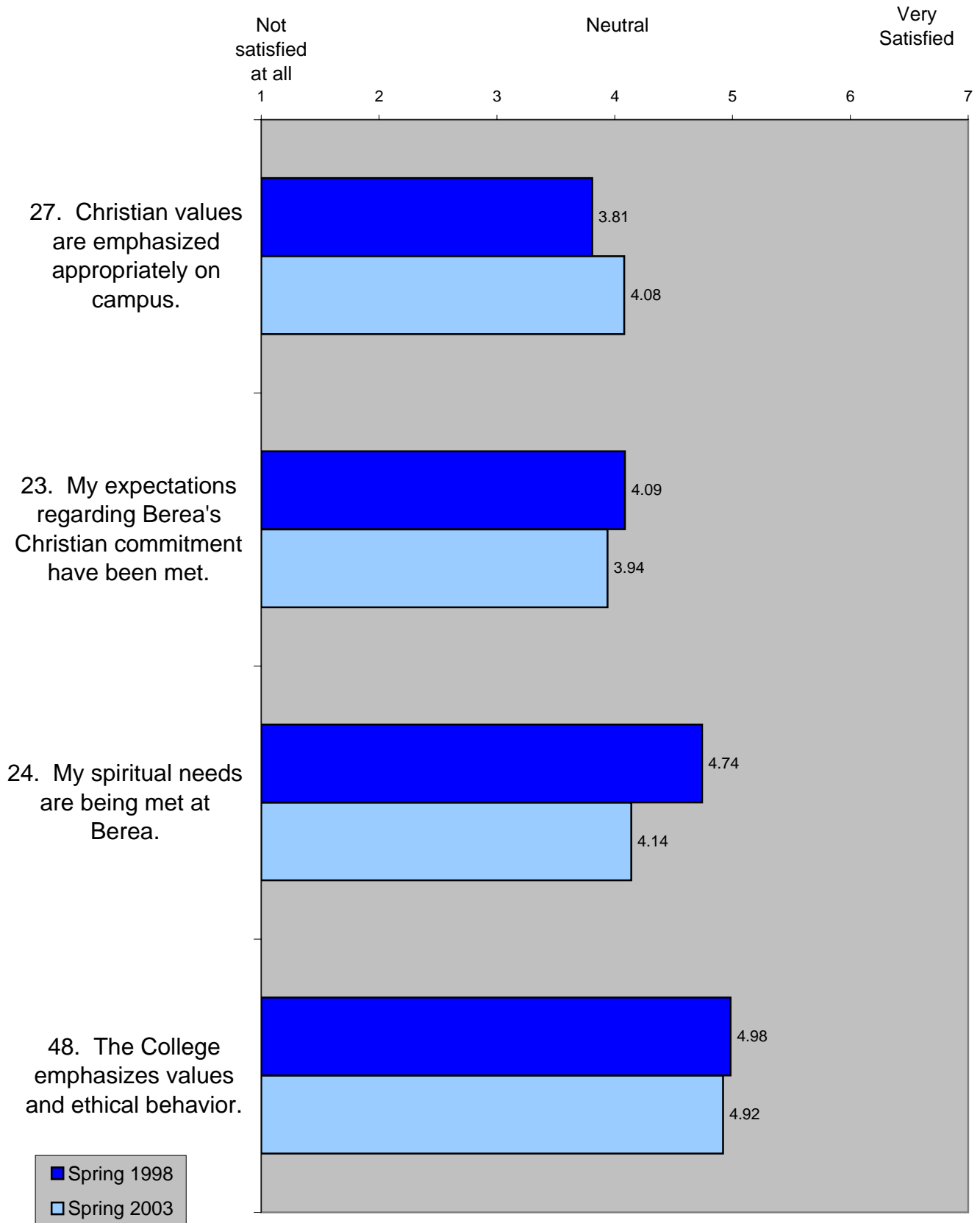
I have increased my knowledge about religion from various classes.



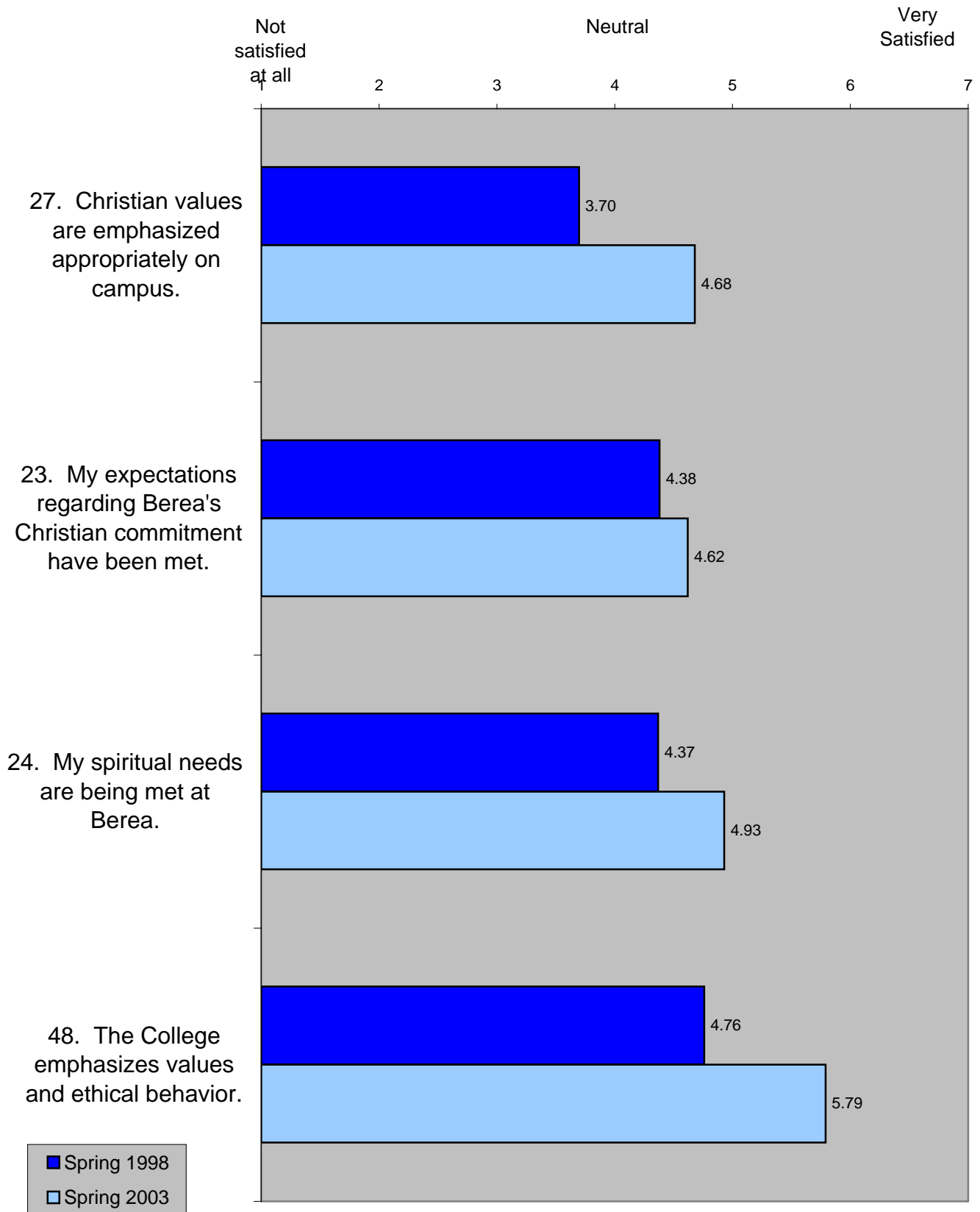
All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Berea-Specific Survey Satisfaction Rating by Item Group,
Religious Spiritual Concerns/Values



African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Religious Spiritual Concerns/Values



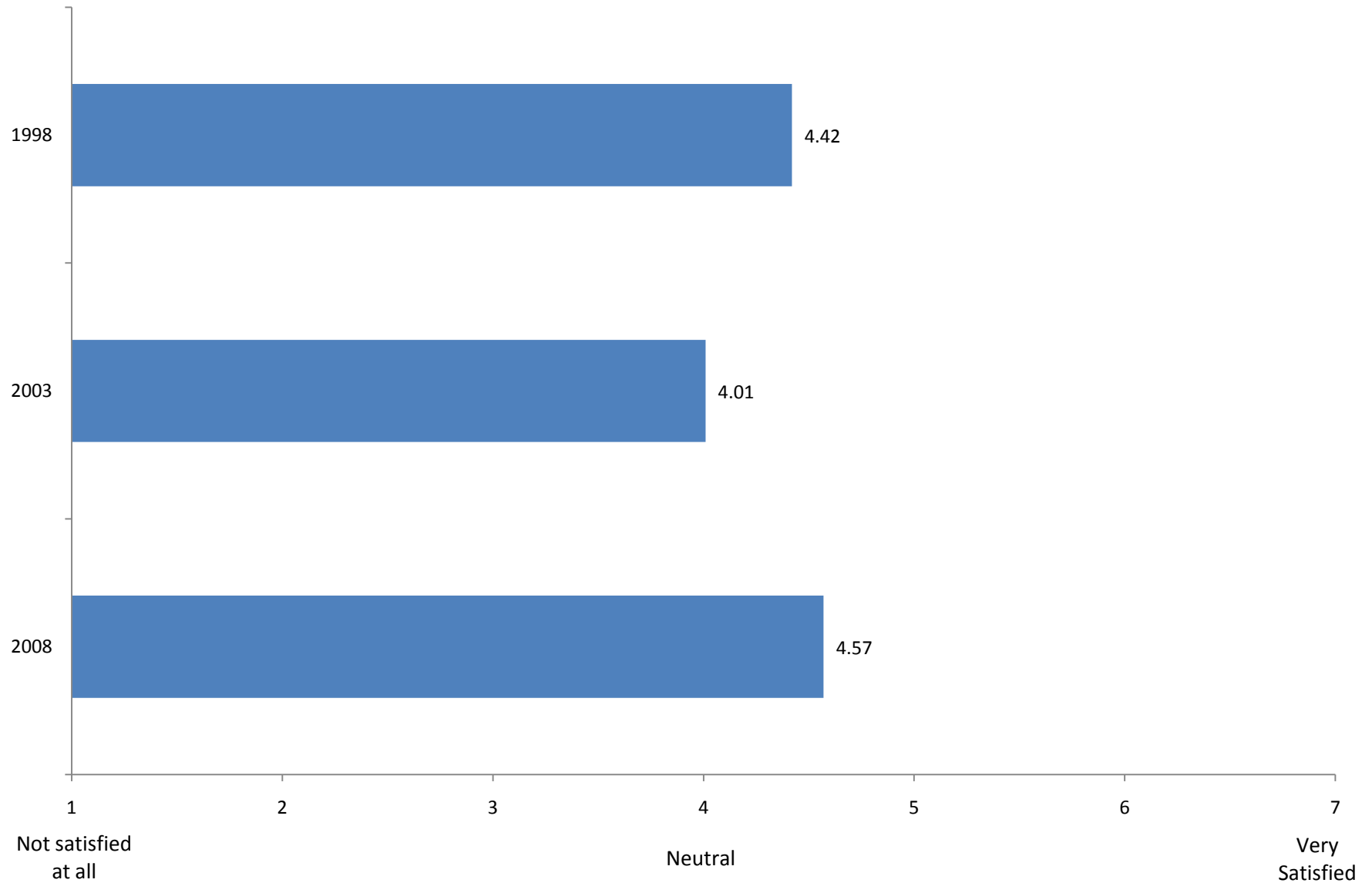
International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Religious Spiritual Concerns/Values



Satisfaction Ratings

Berea Specific Items added to
National Satisfaction Survey

My spiritual needs are being met at Berea.



Response Rates: Spring 1998: 81%; Spring 2003: 84%; Spring 2008: 54%

Compiled by the Office of Institutional Research and Assessment, July 2008

Degrees of Preparation Spring 2009

(First-Year and Senior Students)



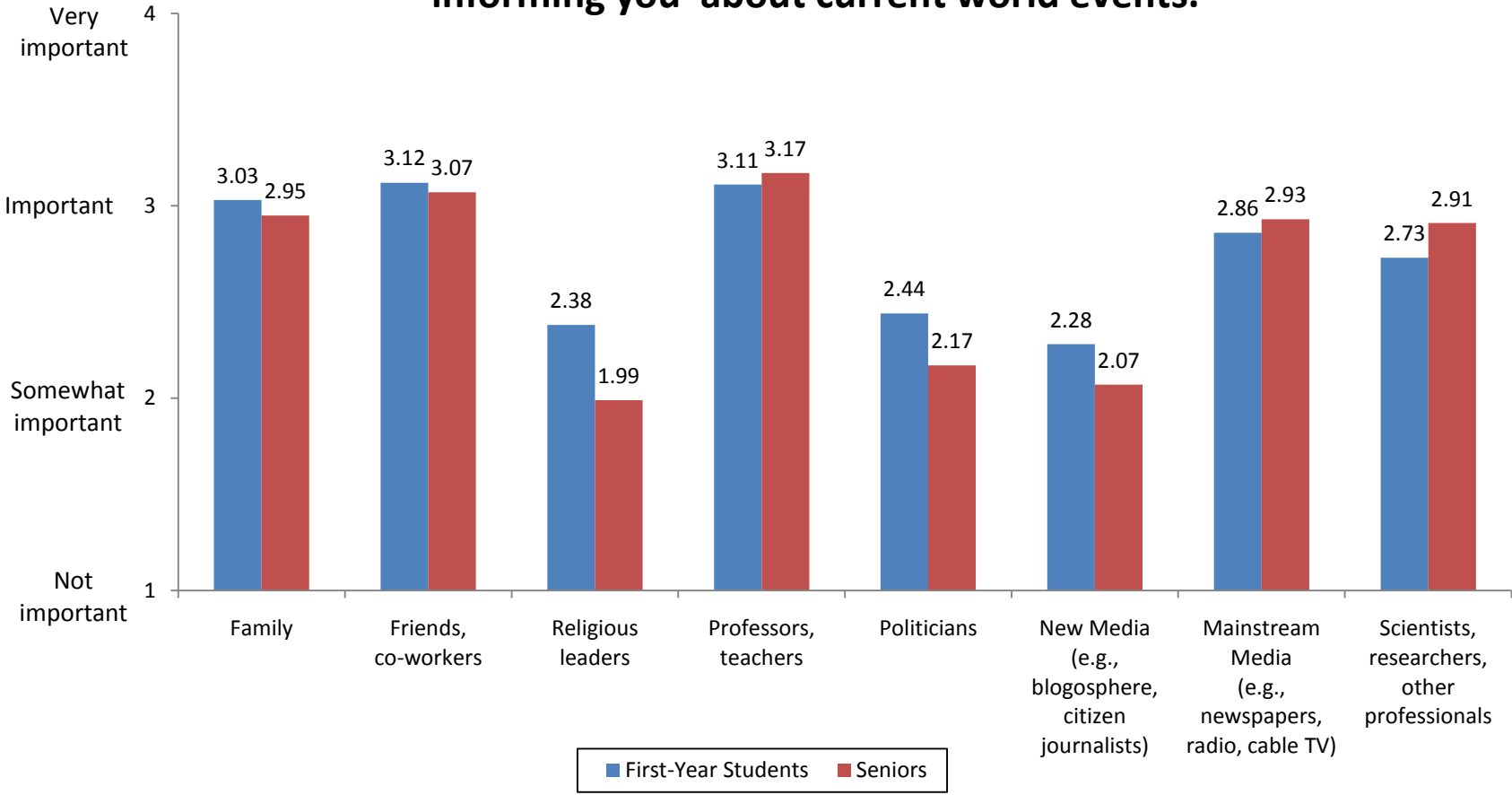
Administered online along with Smith and Hampshire Colleges through an agreement with the American Association of State Colleges and Universities (AASCU)

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%)

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



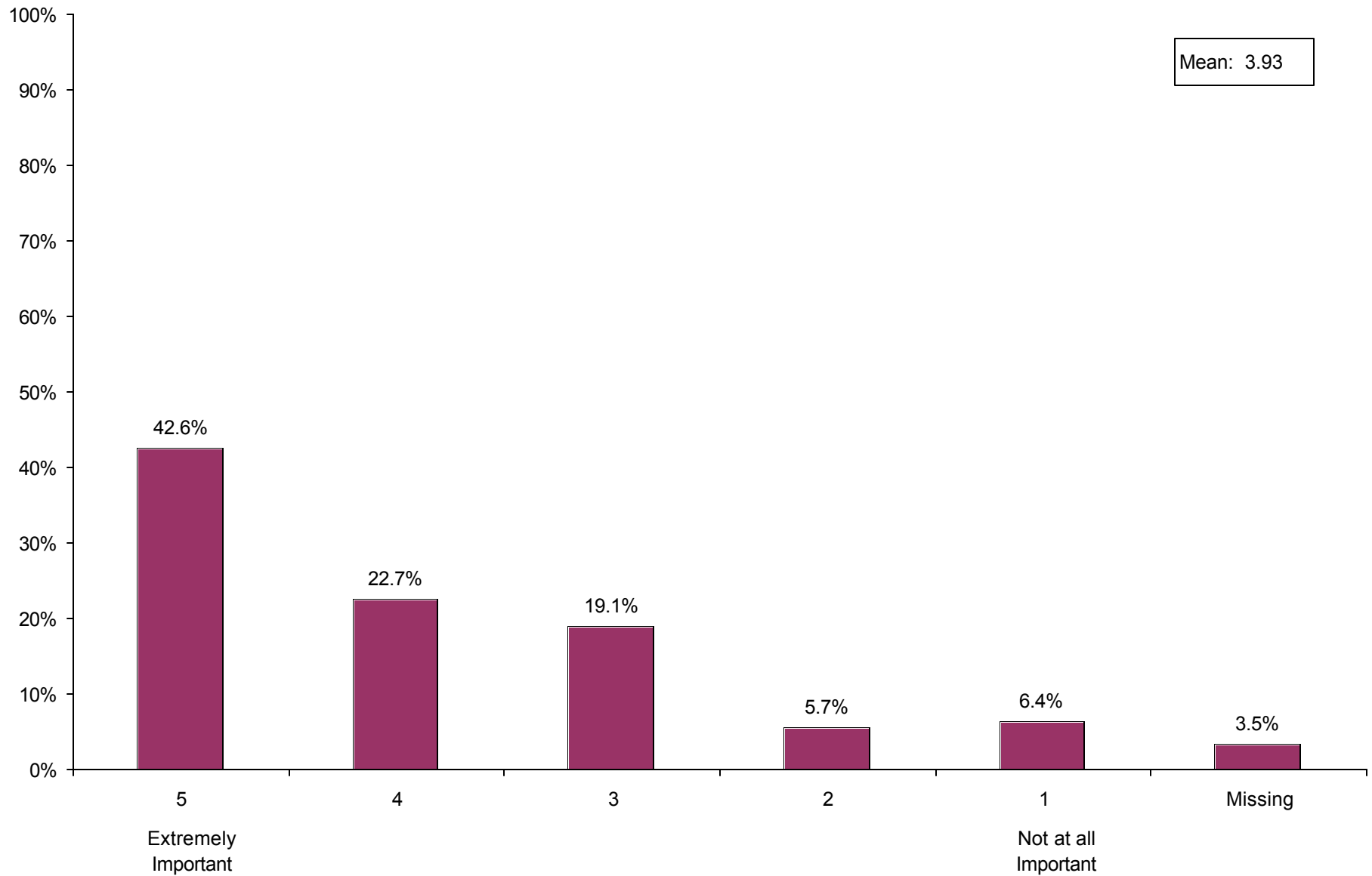
African-American Student Study



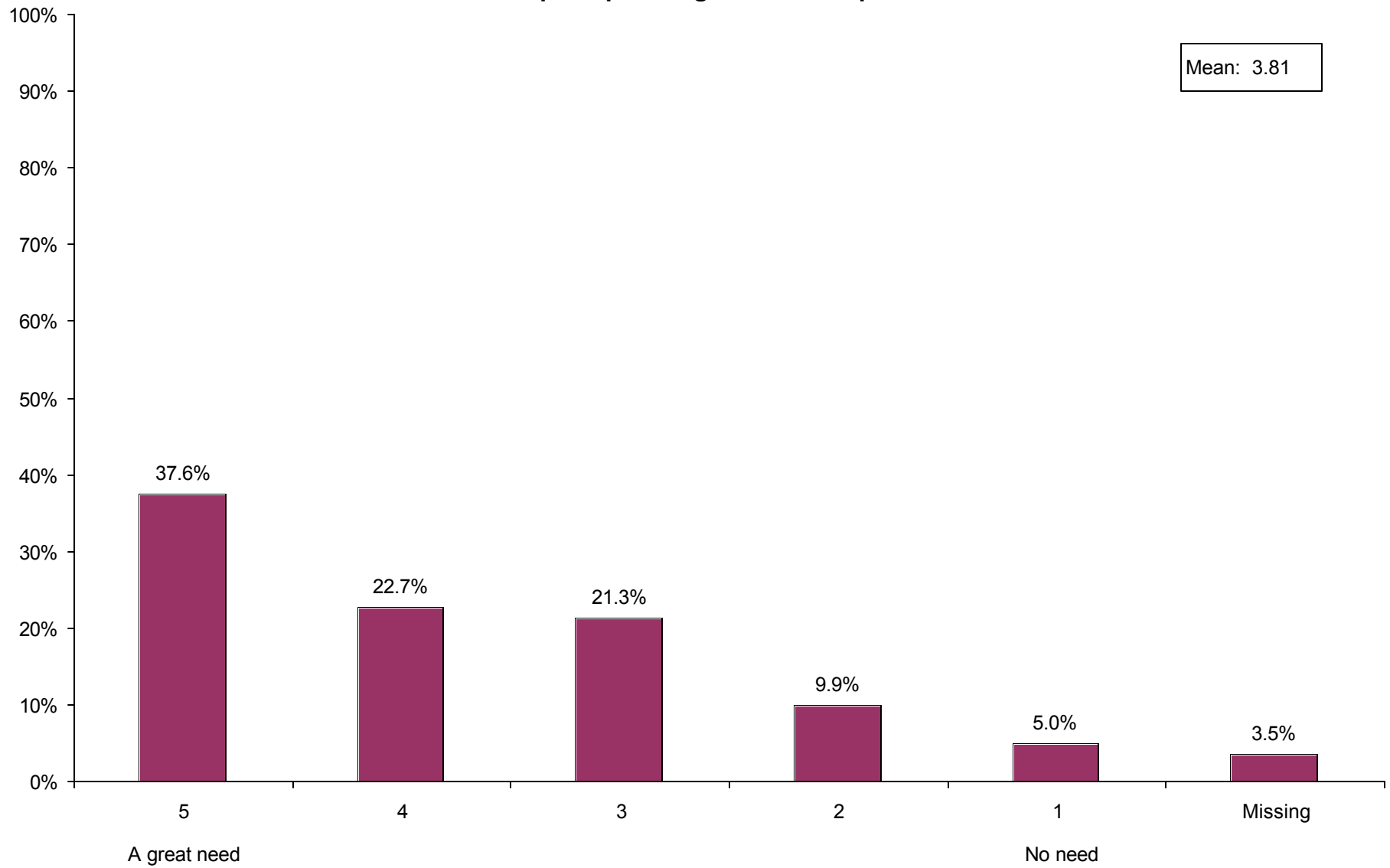
Completed in April 2003

Response Rate: 62% (142/ 229)

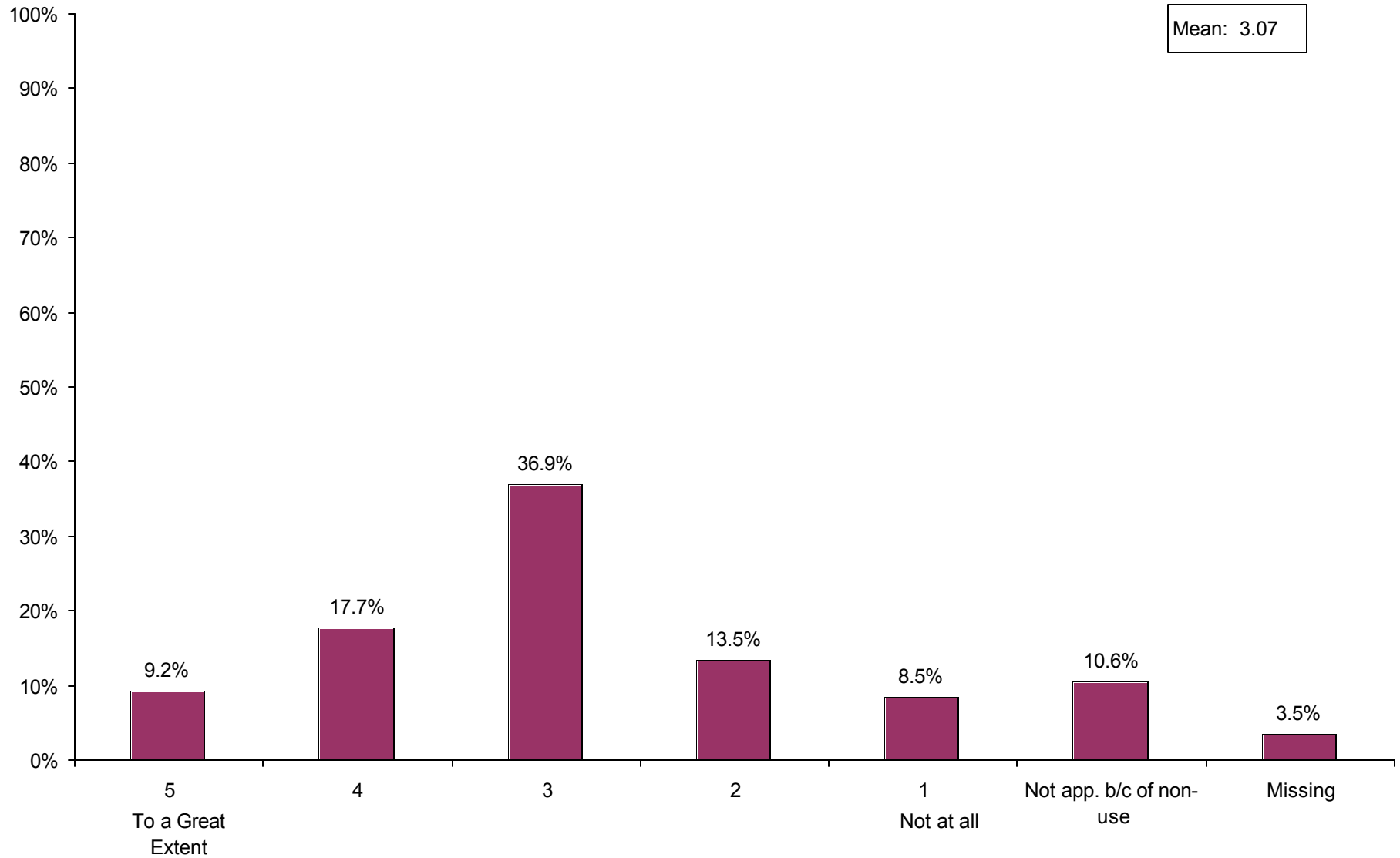
How important are on-campus opportunities for worship or spiritual growth and expression to your overall success and well-being at Berea College?



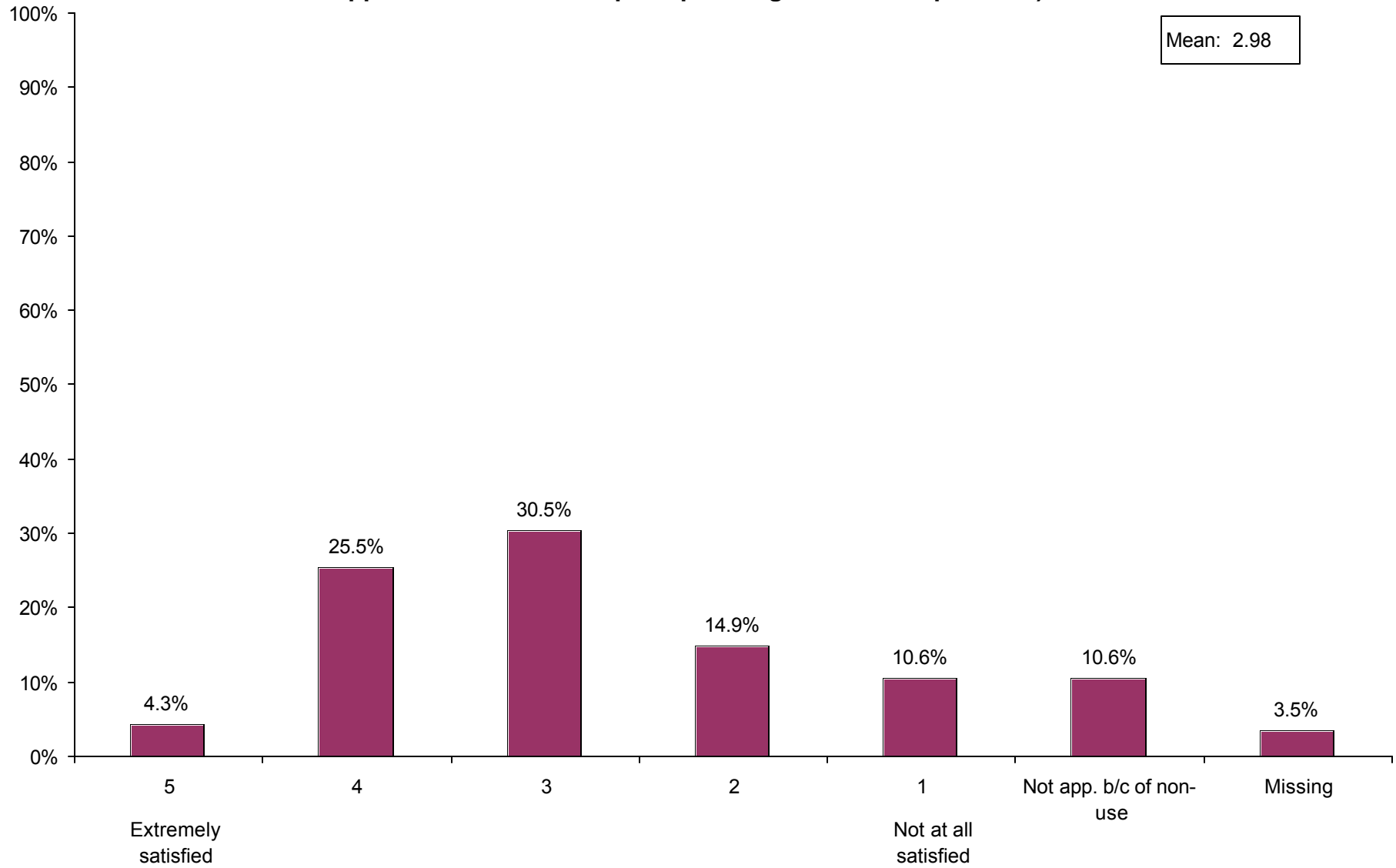
**Rate your level of personal need for on-campus opportunities
for worship or spiritual growth and expression.**



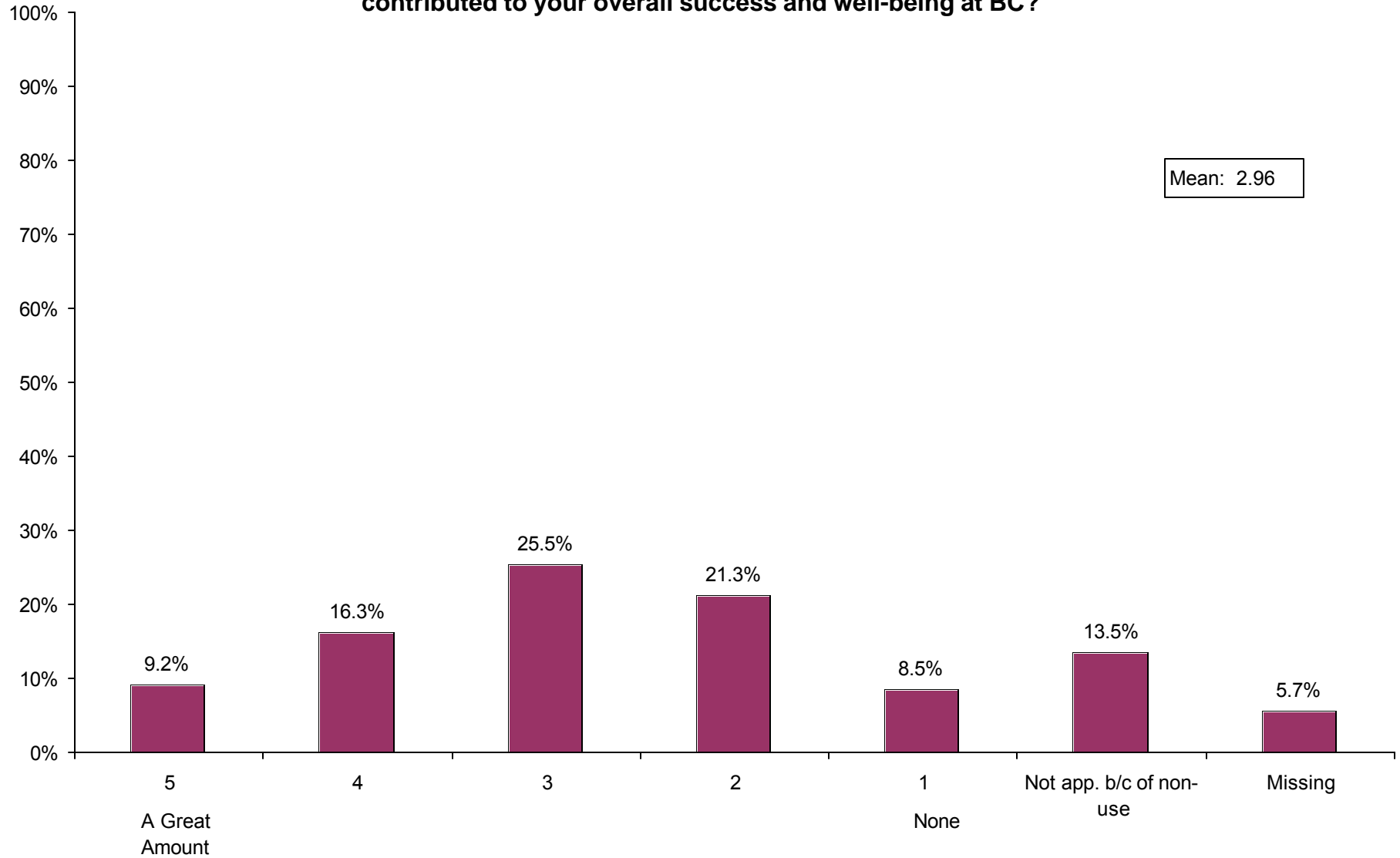
To what extent is this need (on-campus opportunities for worship or spiritual growth and expression) being met by services at the College?



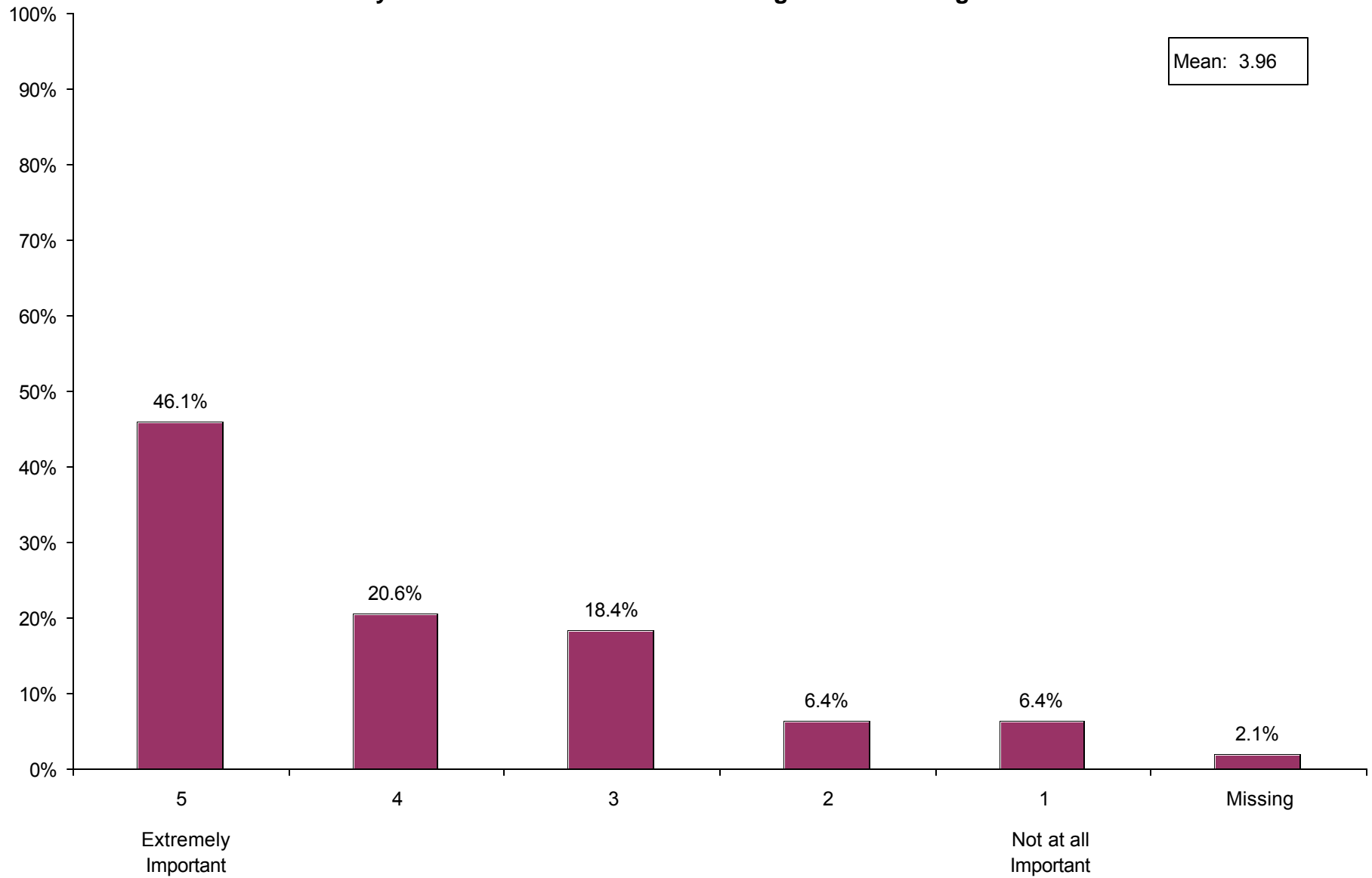
How satisfied are you with the services or programs aimed at fulfilling this need(on-campus opportunities for worship or spiritual growth and expression)?



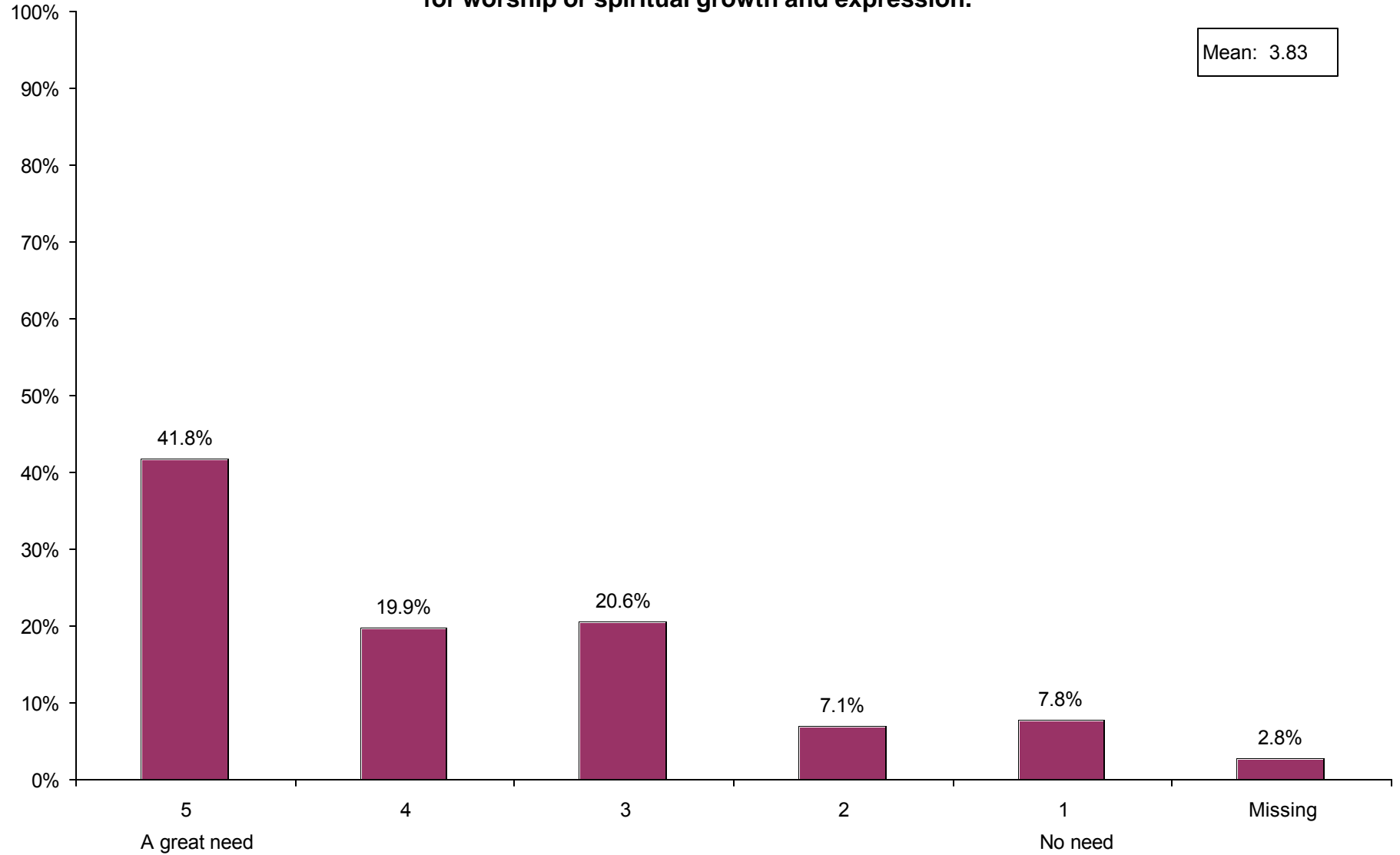
How much have on-campus opportunities for worship or spiritual growth and expression contributed to your overall success and well-being at BC?



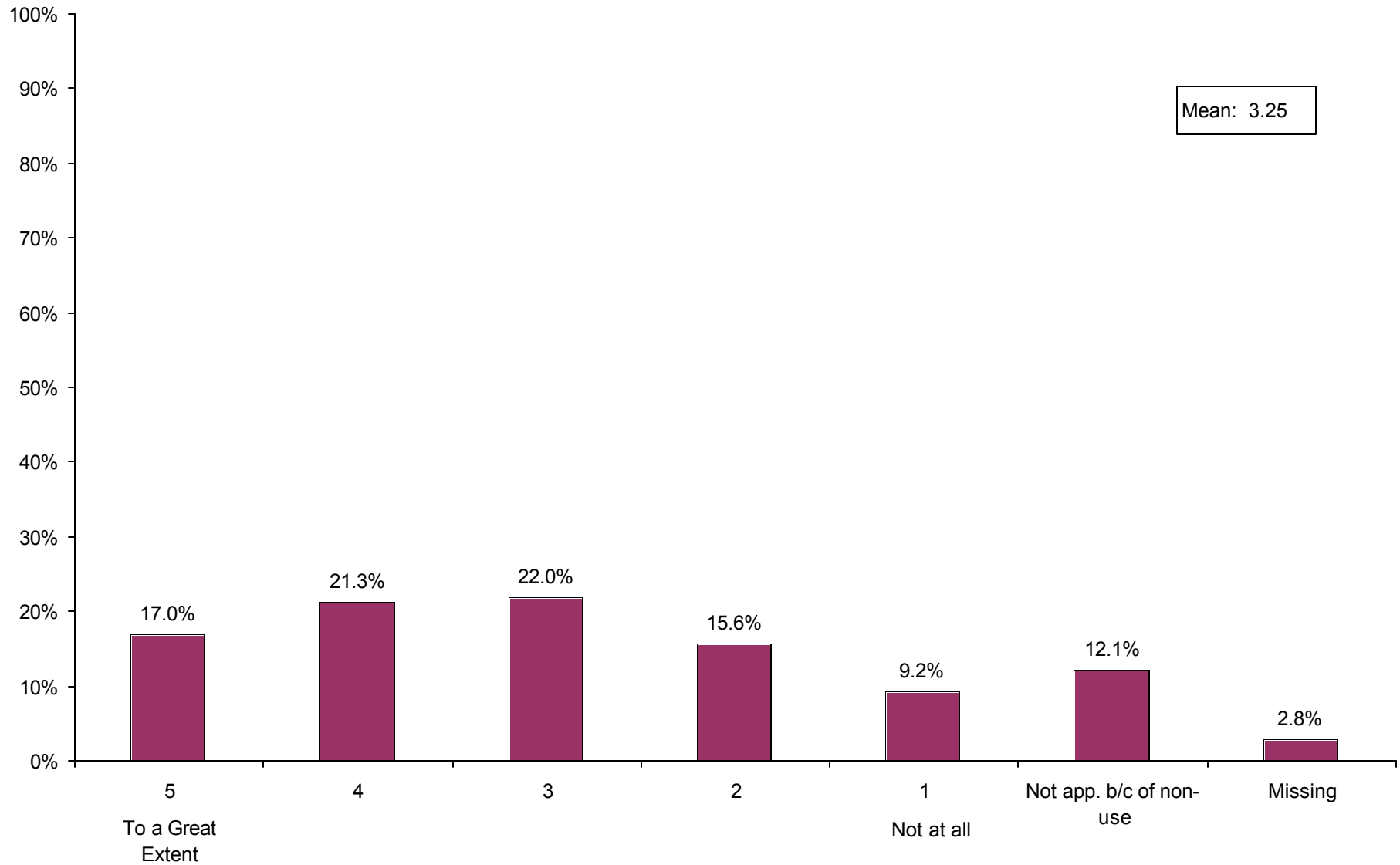
How important are off-campus opportunities for worship or spiritual growth and expression to your overall success and well-being at Berea College?



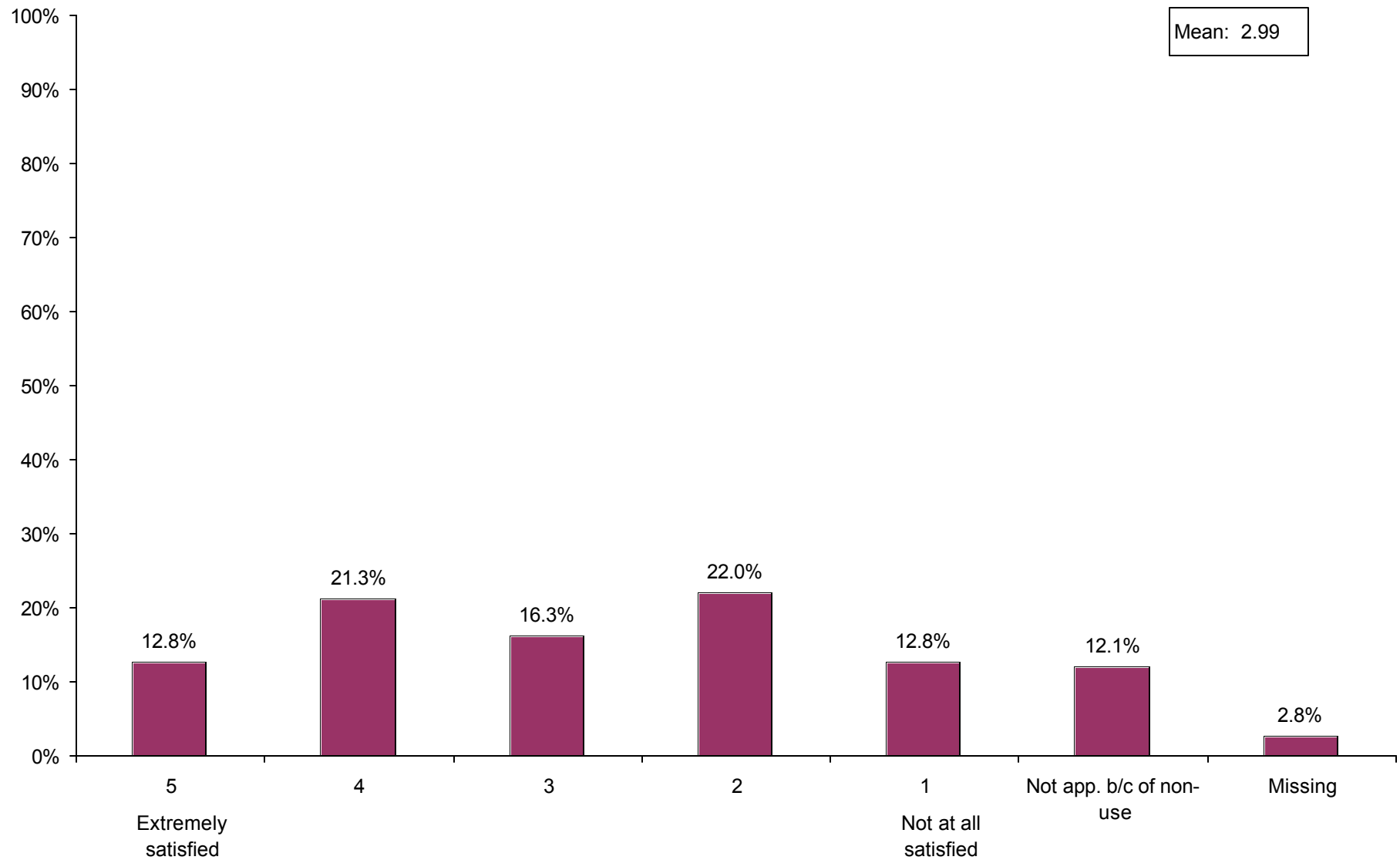
**Rate your level of personal need for off-campus opportunities
for worship or spiritual growth and expression.**



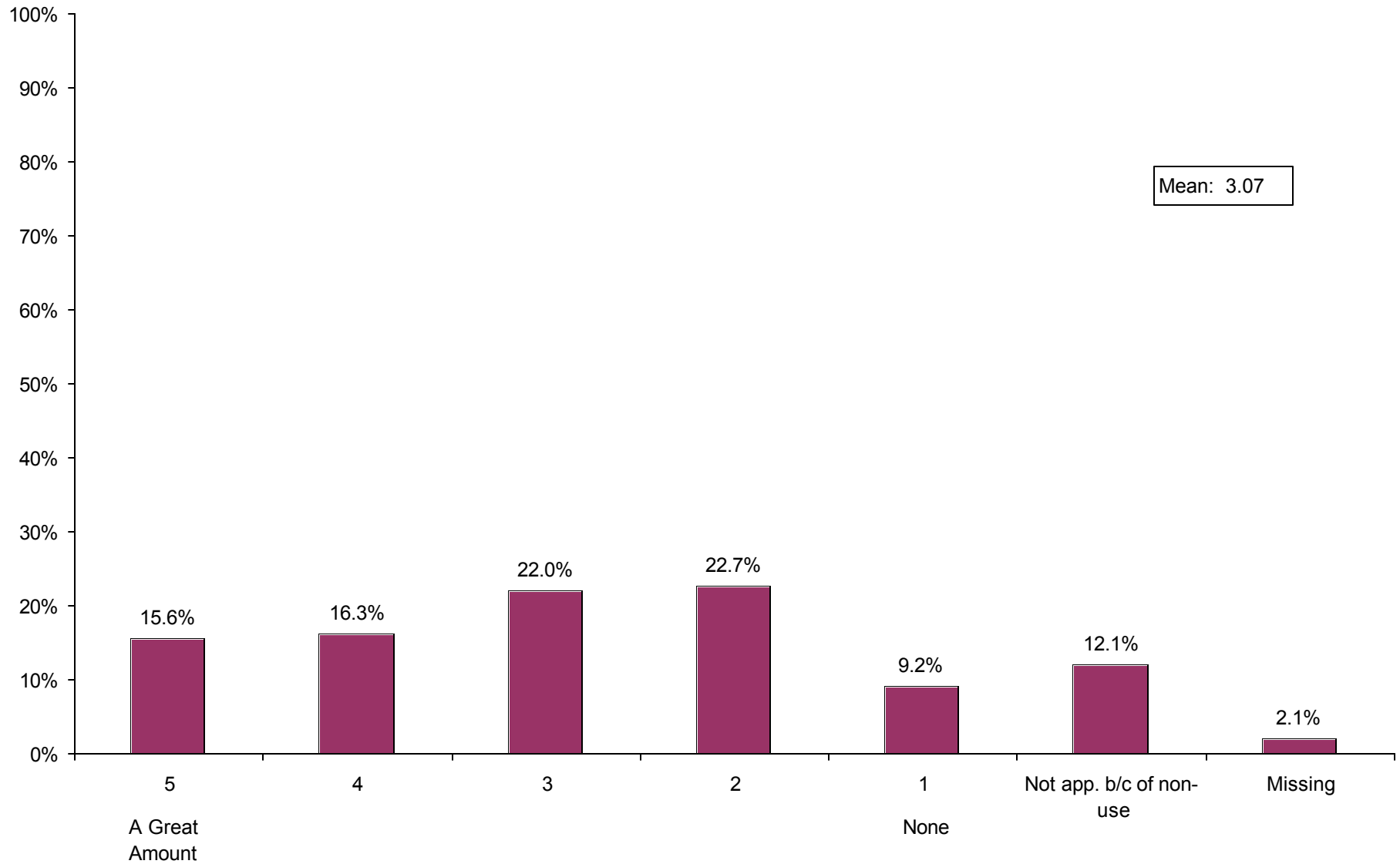
To what extent is this need (off-campus opportunities for worship or spiritual growth and expression) being met by services at the College?



How satisfied are you with the services or programs aimed at fulfilling this need (off-campus opportunities for worship or spiritual growth and expression)?



How much have off-campus opportunities for worship or spiritual growth and expression contributed to your overall success and well-being at BC?



Berea-Specific Exit Survey

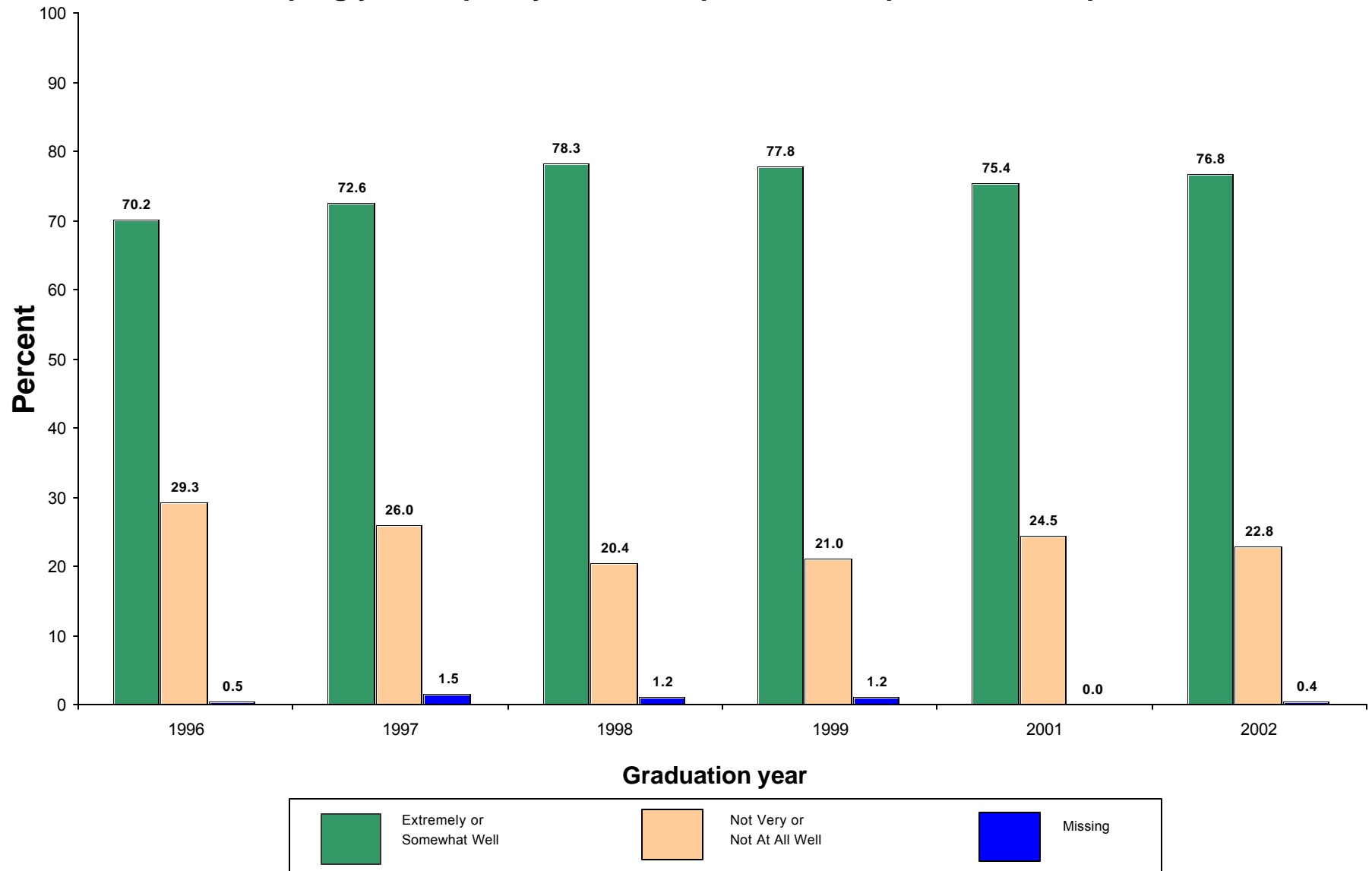
(Graduating Seniors)



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

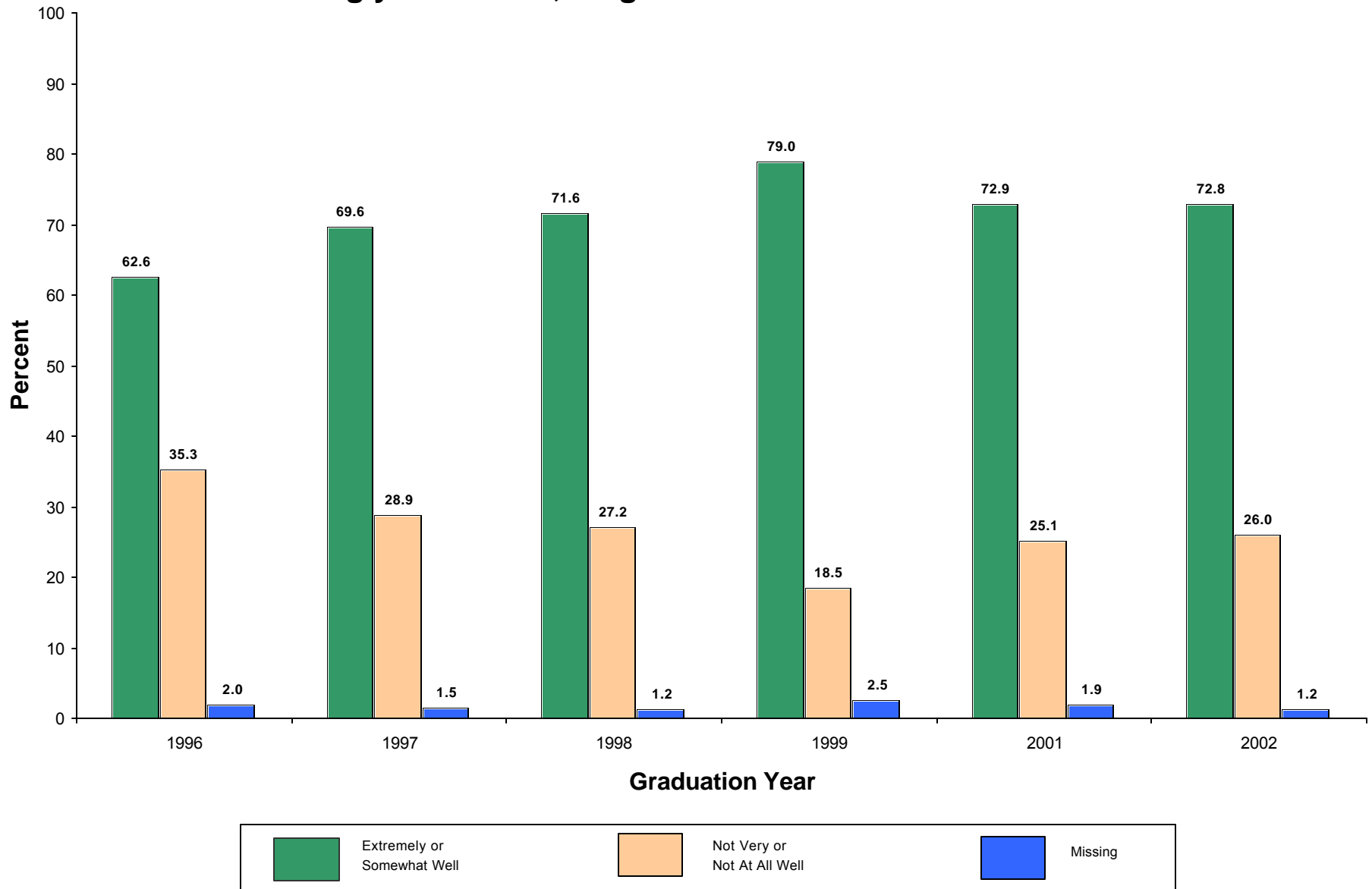
Response Rates: Ranged from 55% to 96%

Developing your capacity for moral, personal or spiritual development



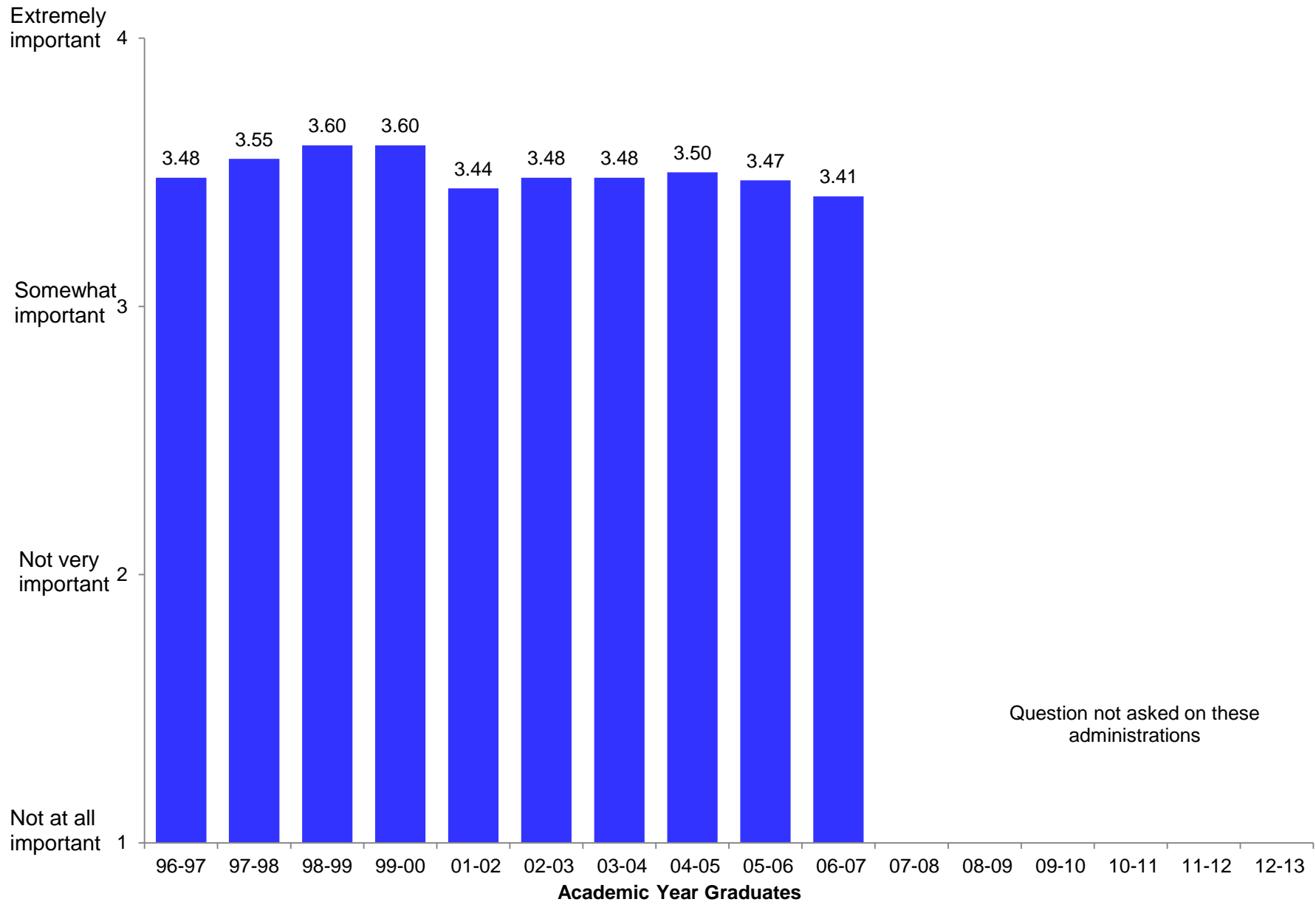
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Increasing your ethical, religious and historical consciousness



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

Developing a strong spiritual self



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

ACT Appalachian Region Alumni Outcomes Survey

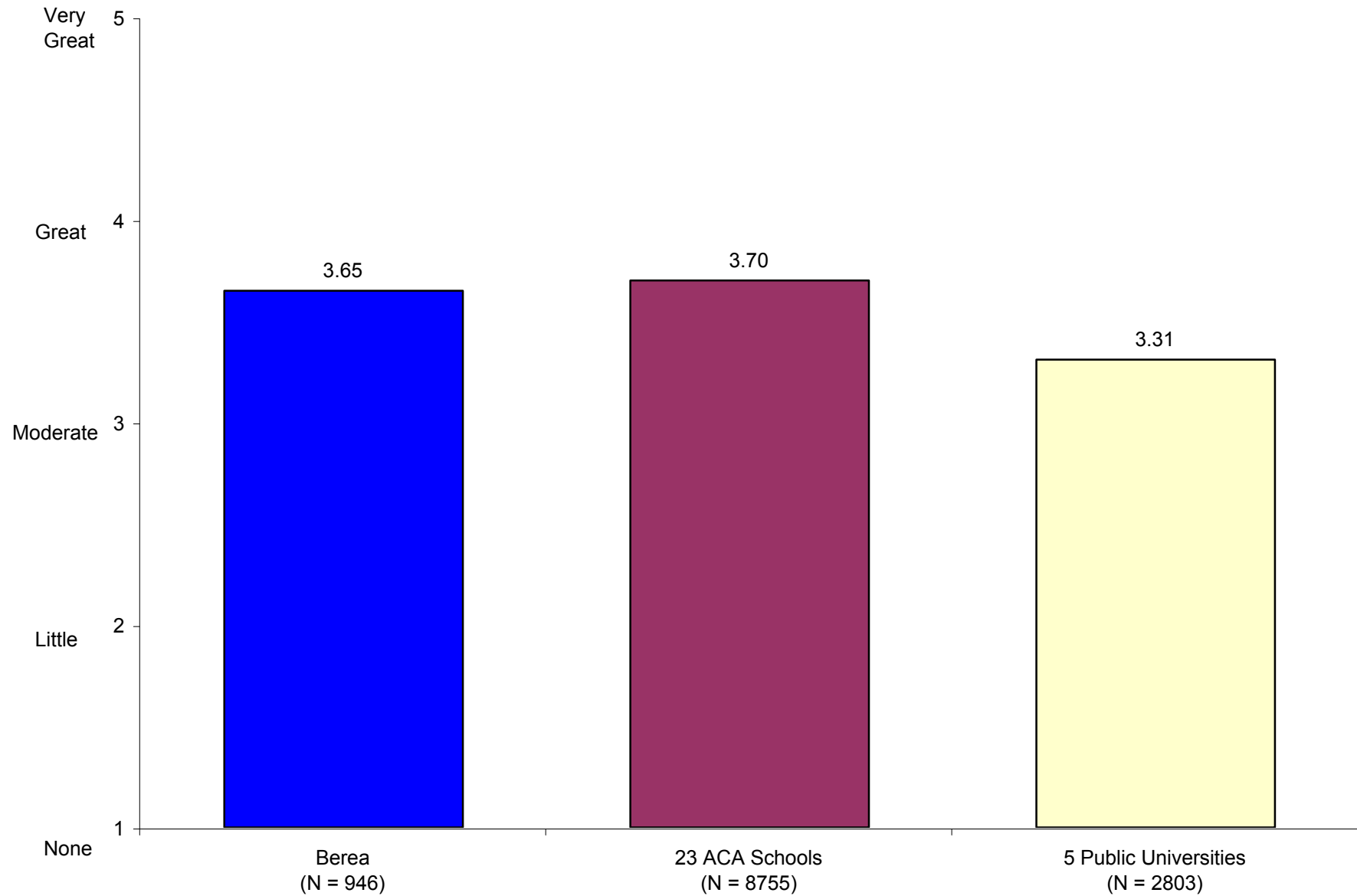
(1974-76, 1984-86, 1994-96 Alumni)



Response Rate: 42%

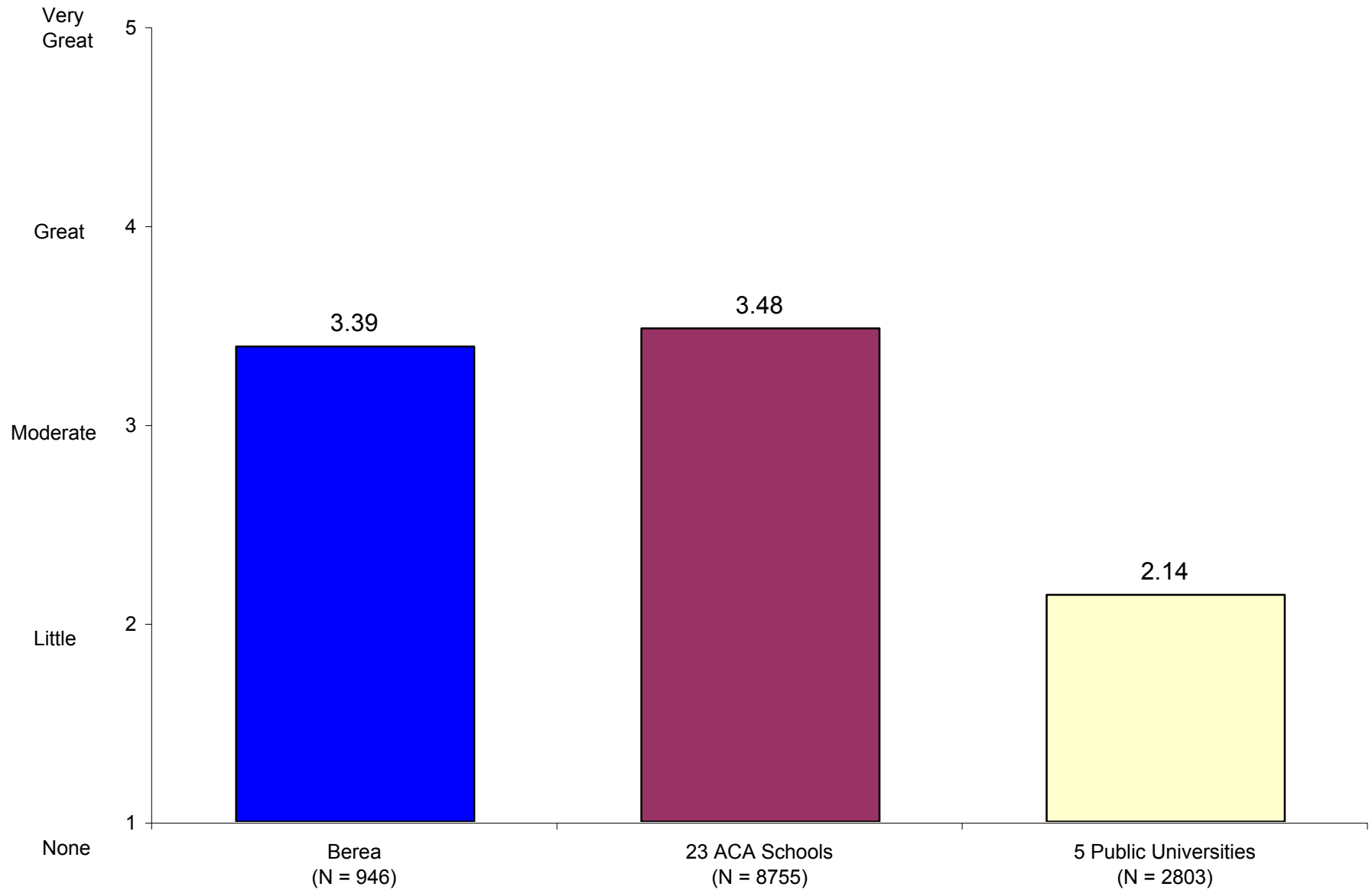
Indicate your opinion of the importance of each of the following skills and competencies in your current endeavors.

Developing my religious values

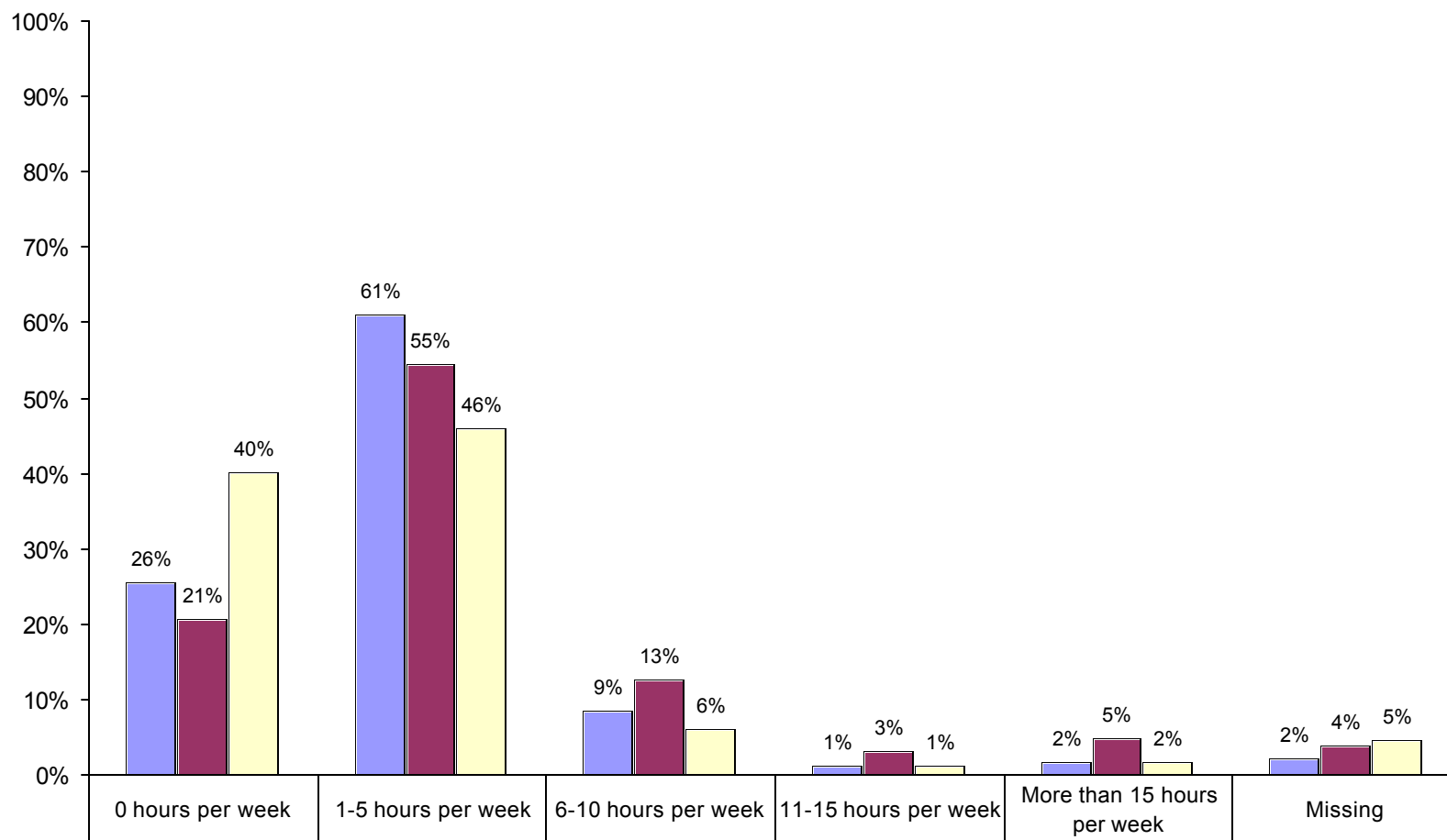


Indicate the contribution that your experiences at this college made to your growth in each area.

Developing my religious values

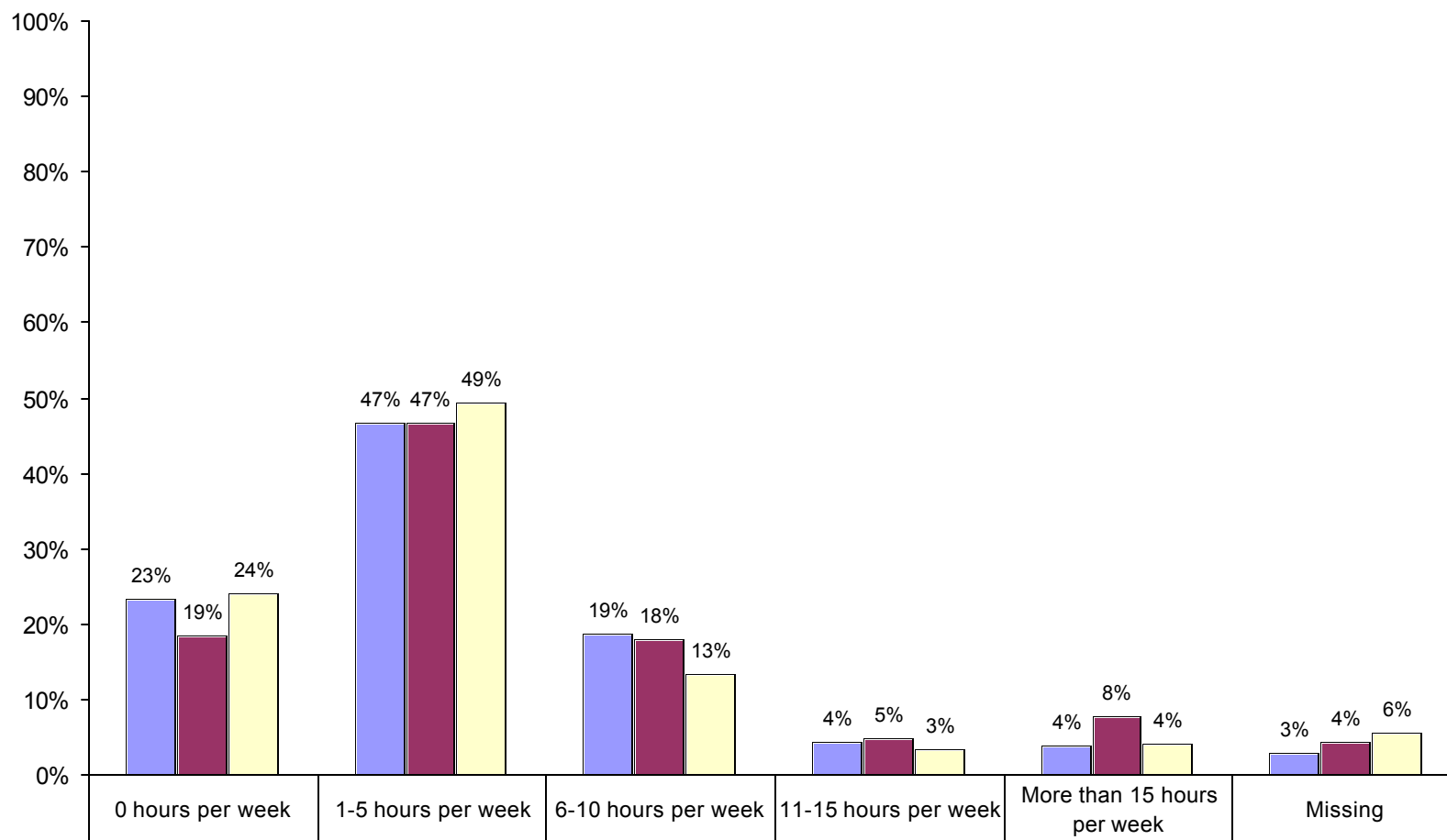


Indicate your level of involvement while attending this institution: Religious



■ Berea (N = 946)	25.6%	61.0%	8.6%	1.1%	1.7%	2.1%
■ 23 ACA Schools (N = 8755)	20.6%	54.6%	12.7%	3.2%	4.9%	4.0%
□ 5 Public Universities (N = 2803)	40.1%	46.0%	6.1%	1.3%	1.7%	4.7%

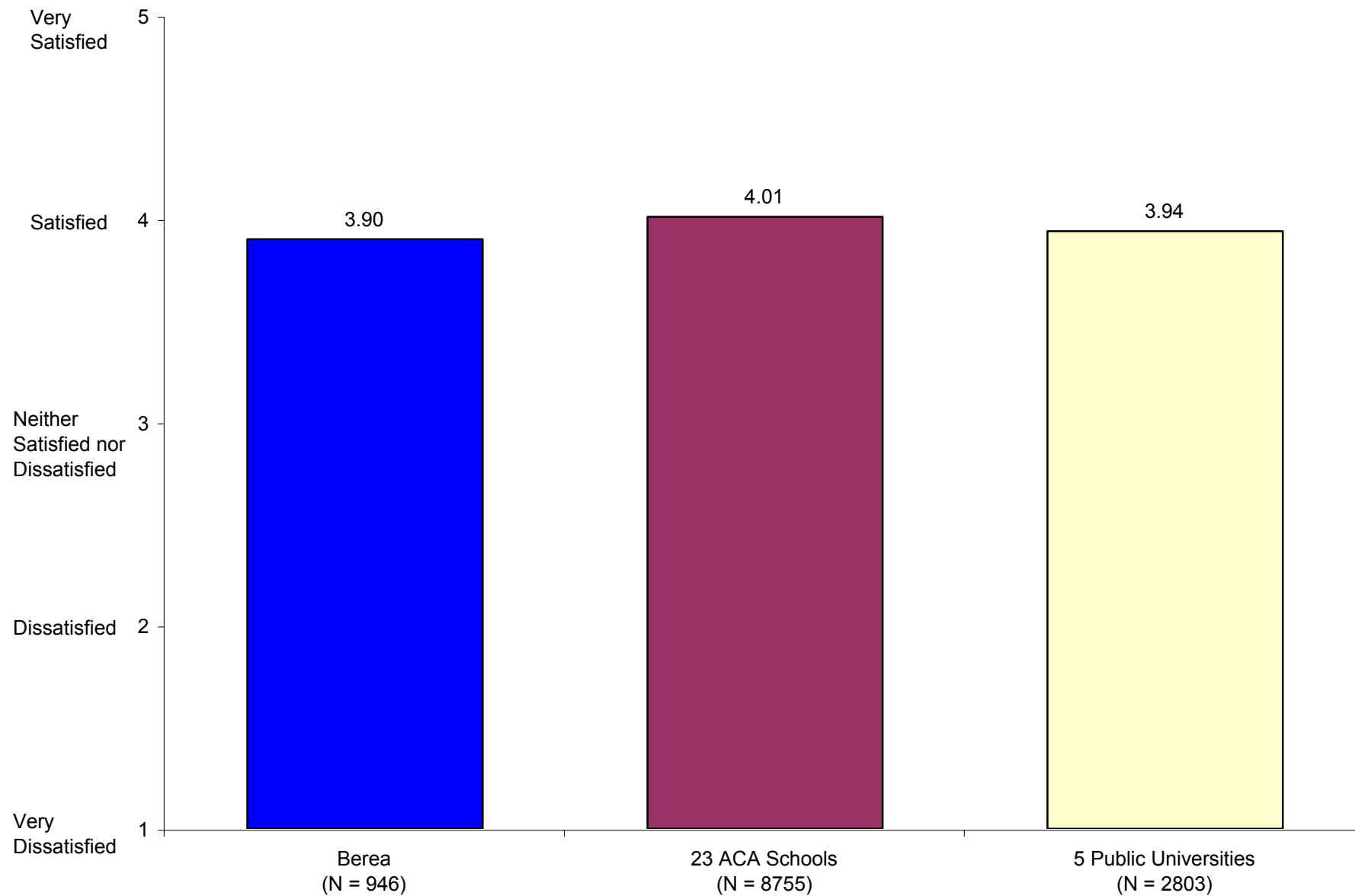
Indicate your level of involvement the current time: Religious



■ Berea (N = 946)	23.4%	46.7%	18.8%	4.3%	3.9%	2.9%
■ 23 ACA Schools (N = 8755)	18.5%	46.8%	17.9%	4.8%	7.7%	4.3%
□ 5 Public Universities (N = 2803)	24.0%	49.4%	13.4%	3.4%	4.1%	5.6%

All things considered, how satisfied are you with the following aspects of your life at the current time?

Religious/spiritual life



Berea-Specific Items (N = 946)

