

Academics: Student Engagement & Satisfaction

Student, Faculty, and Staff Survey Items



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

Student, Faculty, and Staff Survey Feedback by Topical Area:
Academics: Student Engagement and Satisfaction

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

2010-2020 Construct Report

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

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

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

In the past year, how often have you:

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

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

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

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

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

- My teacher advised me

Cooperative Institutional Research Program (CIRP), Entering Fall Term, continued:

Graphical Report (Recent Trends, 2020, Historical Trends)

In the past year, how often have you:

- Been bored in class (previously worded as: Was bored in class)
- Failed to complete homework on time (added in 2010)
- Fallen asleep in class (added in 2010)
- Been late to class (previously worded as: Came late to class)
- Skipped school/class (added in 2010)
- Overslept and missed class or appointment (asked in 2002)

How often in the past year did you?

- Ask questions in class
- Seek feedback on your academic work (not asked in 2016)

In the past year, how often have you:

- Was a guest in a teacher's home (asked in 2002 through 2014)
- Asked a teacher for advice after class

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

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

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

- My teacher advised me

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

- Tutored another student
- Studied with other students
- Performed community service as a part of the class (asked in 2002 through 2014)

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

- Discuss course content with students outside of class (not asked in 2016)
- Get tutoring help in specific courses

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

2015 Graphical Report

Orientation

How satisfied were you with each of the following aspects of your admission/orientation process?

- Pre-arrival communication
- Summer orientation (if applicable)
- Academic advising
- Course registration
- Fall orientation
- Labor Program orientation
- Residence Hall (if applicable)

Rate your agreement with each of the following statements.

- The Academic Program provided (Academic Advisor Meetings, Academic Program Sessions, etc.) helped me feel more prepared for my experience at Berea College.
- The Labor Program Sessions provided (Learning Through Labor, Departmental Labor Training) helped me feel more prepared to enter the labor program at Berea College.
- The social programs provided (Welcome Celebration, God on the Quad, etc.) helped me feel more comfortable at Berea College.

How satisfied were you with the overall Orientation Week experience?

The process of ordering my books from the Berea College Online Bookstore was easy to understand.

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

2014 Construct Report

Construct: Student-Centered Pedagogy – *Measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.*

2014 Graphical Report

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

- Advised student groups involved in service/volunteer work
- Collaborate with the local community in research/teaching
- Conducted research or writing focused on:
 - International/global issues
 - Racial or ethnic minorities
 - Women and gender issues
 - Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues
- Engaged undergraduates on your research project
- Worked with undergraduates on a research project
- Engaged in academic research that expands multiple disciplines
- Supervised an undergraduate thesis
- Engaged in public discourse about your research or field of study

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

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

- Taught an honors course
- Taught an interdisciplinary course
- Taught an area studies course
- Taught a service learning course
- Taught an exclusively web-based course at this institution
- Participated in organized activities enhancing pedagogy and student learning
- Taught a seminar for first-year students
- Taught a capstone course
- Taught in a learning community (e.g., FIG, linked courses)
- Taught a course that meets general education requirements

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

- Scheduled teaching (give actual, not credit hours)
- Preparing for teaching (including reading student papers and grading)
- Advising and counseling of students
- Committee work and meetings
- Other administration
- Research and scholarly writing
- Other creative products/performances
- Community or public service
- Outside consulting/freelance work
- Household/childcare duties
- Other employment, outside of academia

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

- Ask questions in class
- Support their opinions with a logical argument
- Seek solutions to problems and explain them to others
- Revise their papers to improve their writing
- Evaluate the quality or reliability of information they receive
- Take risks for potential gains
- Seek alternative solutions to a problem
- Look up scientific research articles and resources
- Explore topics on their own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Seek feedback on their academic work
- Work with other students on group projects
- Integrate skills and knowledge from different sources and experiences

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

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

- Engage deeply with a significant challenge or question within your discipline
- Write in the specific style or format of your discipline
- Use research methods from your discipline in field or applied settings
- Apply learning from both academic and field settings
- Describe how different perspectives would affect the interpretation of a question or issue in your discipline
- Weigh the meaning and significance of evidence
- Discuss the ethical or moral implications of a course of action
- Work with classmates outside of class
- Lead a discussion, activity or lab
- Provide and/or receive feedback to classmates about a draft or work still in progress
- Analyze and interpret data
- Apply mathematical concepts and computational thinking

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

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

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

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

Historical Survey Data (Prior to 2012)

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

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

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

Percent of Students who marked “Frequently” or “Occasionally”. (Last year of High School/Since Entering College)

- Studied with other students

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

- Joined a pre-professional or departmental club

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

- General knowledge
- Knowledge of a particular field or discipline
- Knowledge of people from different races/cultures
- Religious beliefs and convictions
- Ability to get along with others
- Understanding of the problems facing your community
- Understanding of national issues
- Understanding of global issues
- Ability to make your own decisions
- Ability to conduct research

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

Please indicate how often you use the following sources to inform yourself about current world events (for example, political, environmental, social, economic, or other issues).

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

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

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

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

- Participate in a debate or discussion
- Make a speech to a group
- Use numerical data to make decisions
- Use information from a variety of different resources (books, journals, magazines, Internet, data bases, etc.) to write a report
- Write a paper or report that presents a point of view
- Incorporate feedback from others in revising a report or presentation
- Reconsider my point of view about an important issue based on information that I gather
- Lead a group project
- Work in group of people who differ from me in terms of education, political orientation, points of view, etc.
- Evaluate the credibility of information sources
- Discuss the ethical consequences of a course of action
- Creatively think about new ideas or ways to improve things
- Critically evaluate different approaches to a problem
- Discuss complex problems with others to develop a better solution
- Create a plan to address an issue or a problem in your community (campus, local, etc.)
- Raise awareness about an issue or a problem
- Organize a group to address an issue or problem
- Identify others who could help deal with an issue or a problem in your community
- Present your opinion about an issue in the media (for example, blog, email, radio call-in, letter to editor)
- Organize a petition

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

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

- Quality of academic programs
- Opportunities for student involvement in campus activities
- Opportunities for student/faculty interaction

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

- Variety of instructional approach used in the classroom

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

- Overall, the school had an intellectually stimulating atmosphere

Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



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

[Select to see survey instruments](#)

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

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

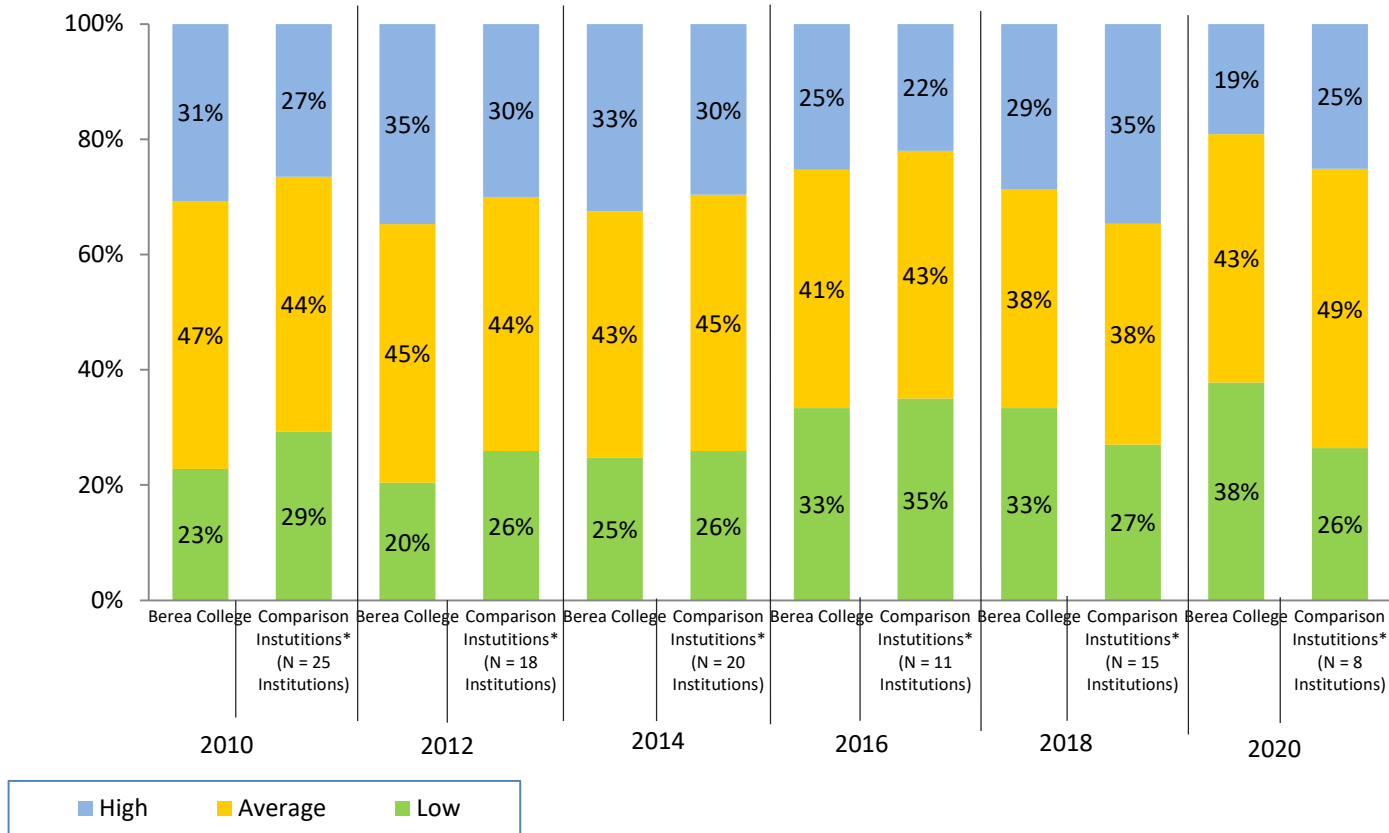
(Based on First-Year Students Only; does not include New Transfer Students)

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

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

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

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



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

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

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

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

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

Source: Office of Institutional Research and Assessment, February 2021

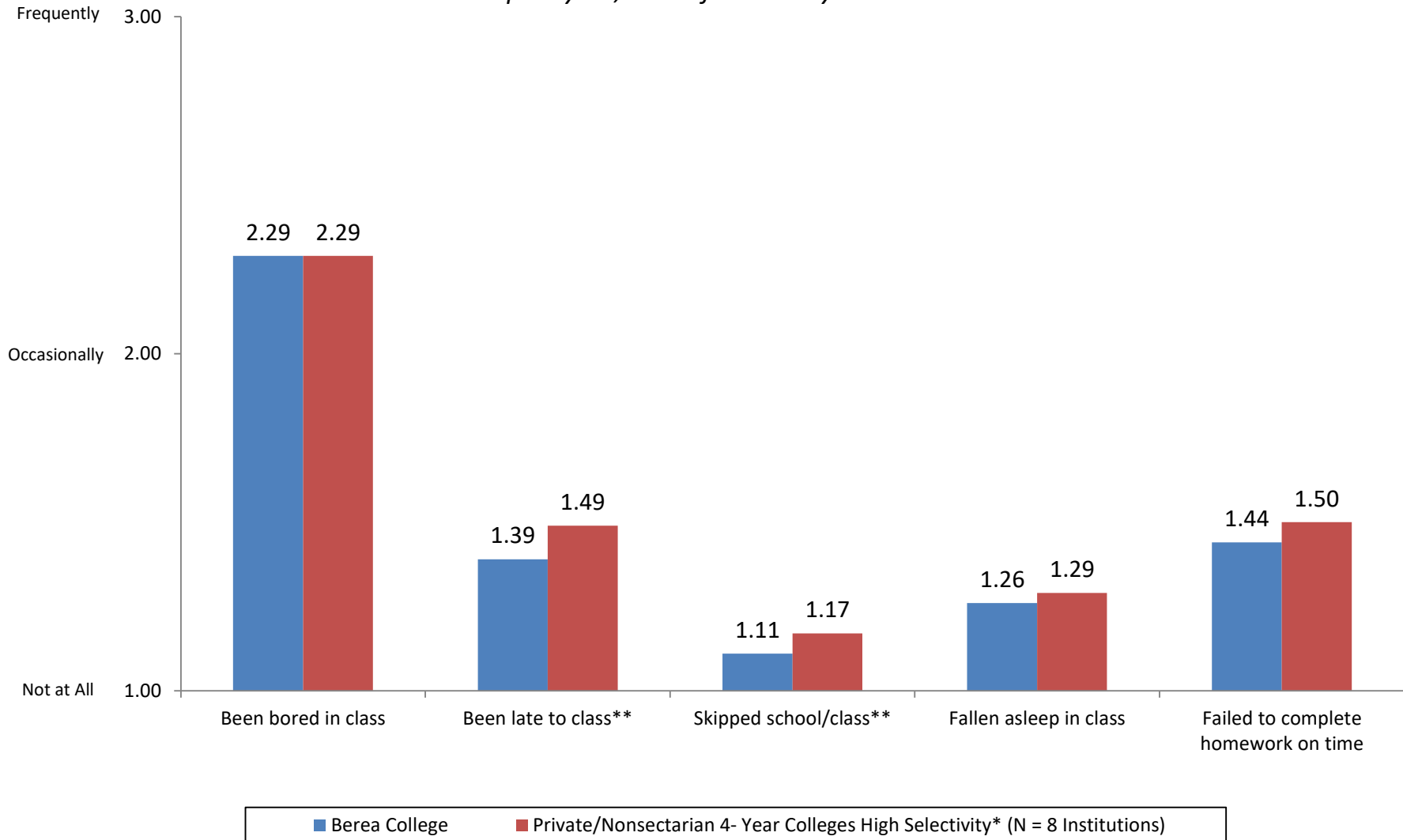
Theme: Academic Disengagement -- *These items relate to the extent to which students engage in behaviors that are inconsistent with academic success.*

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

THEME: Academic Disengagement

(Based on First-Year Students Only)

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



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

**Difference is statistically significant.

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

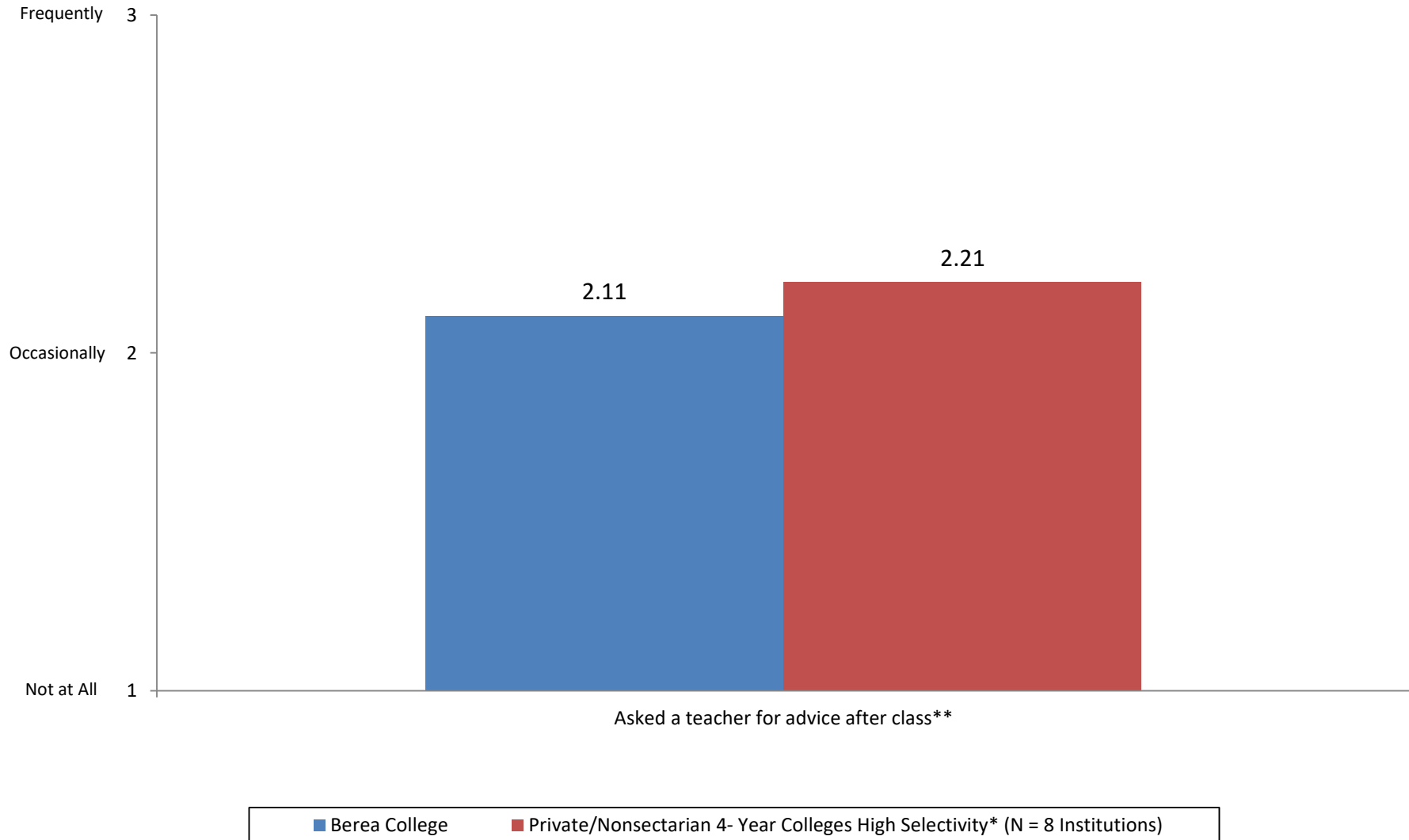
- In the past year, how often have you:
(*Frequently = 3, Occasionally = 2, Not at All = 1*)
 1. Asked a teacher for advice after class
 2. Asked questions in class

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

THEME: Interaction with Teachers

(Based on First-Year Students Only)

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



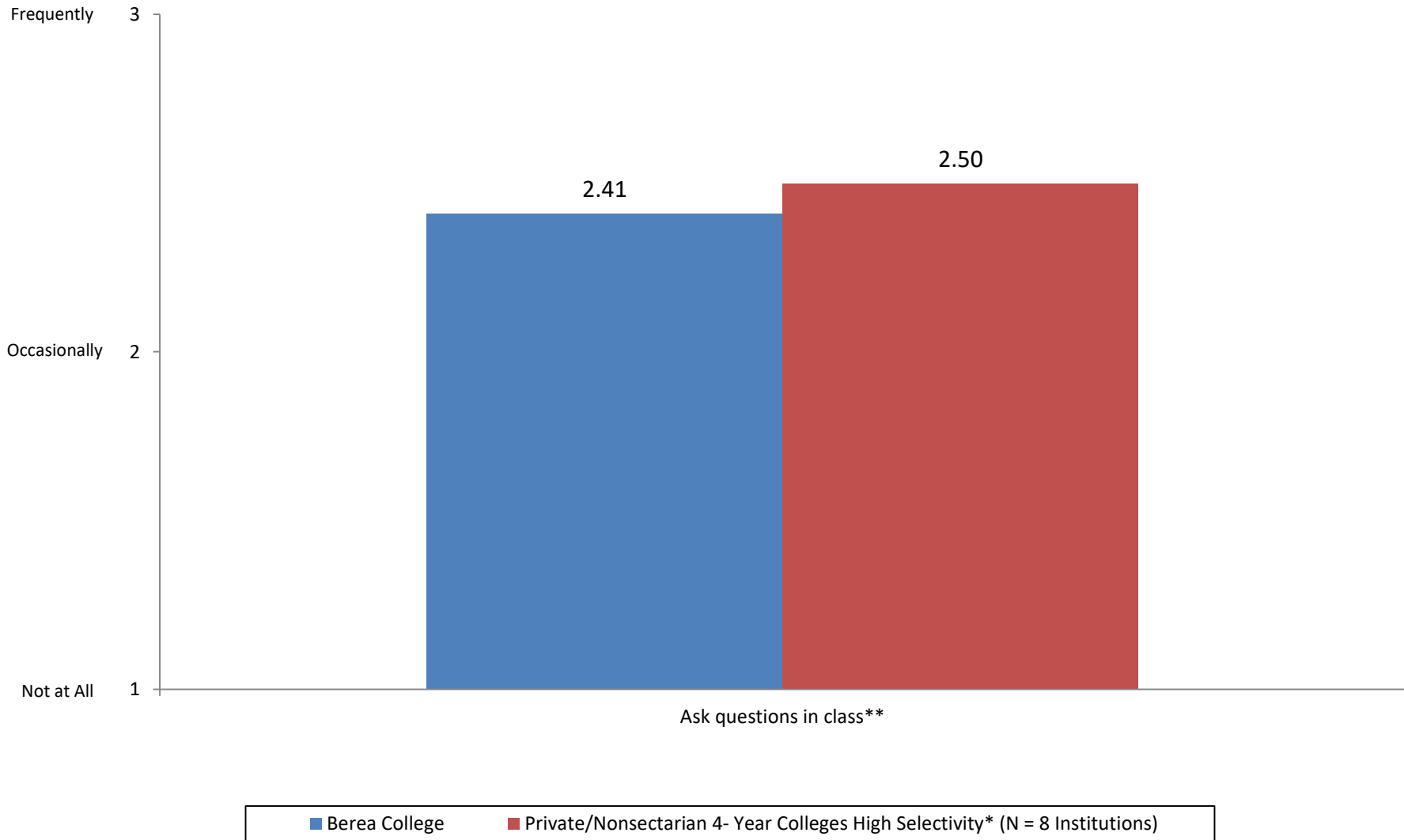
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**Difference is statistically significant.

THEME: Interaction with Teachers

(Based on First-Year Students Only)

How often in the past year did you..?



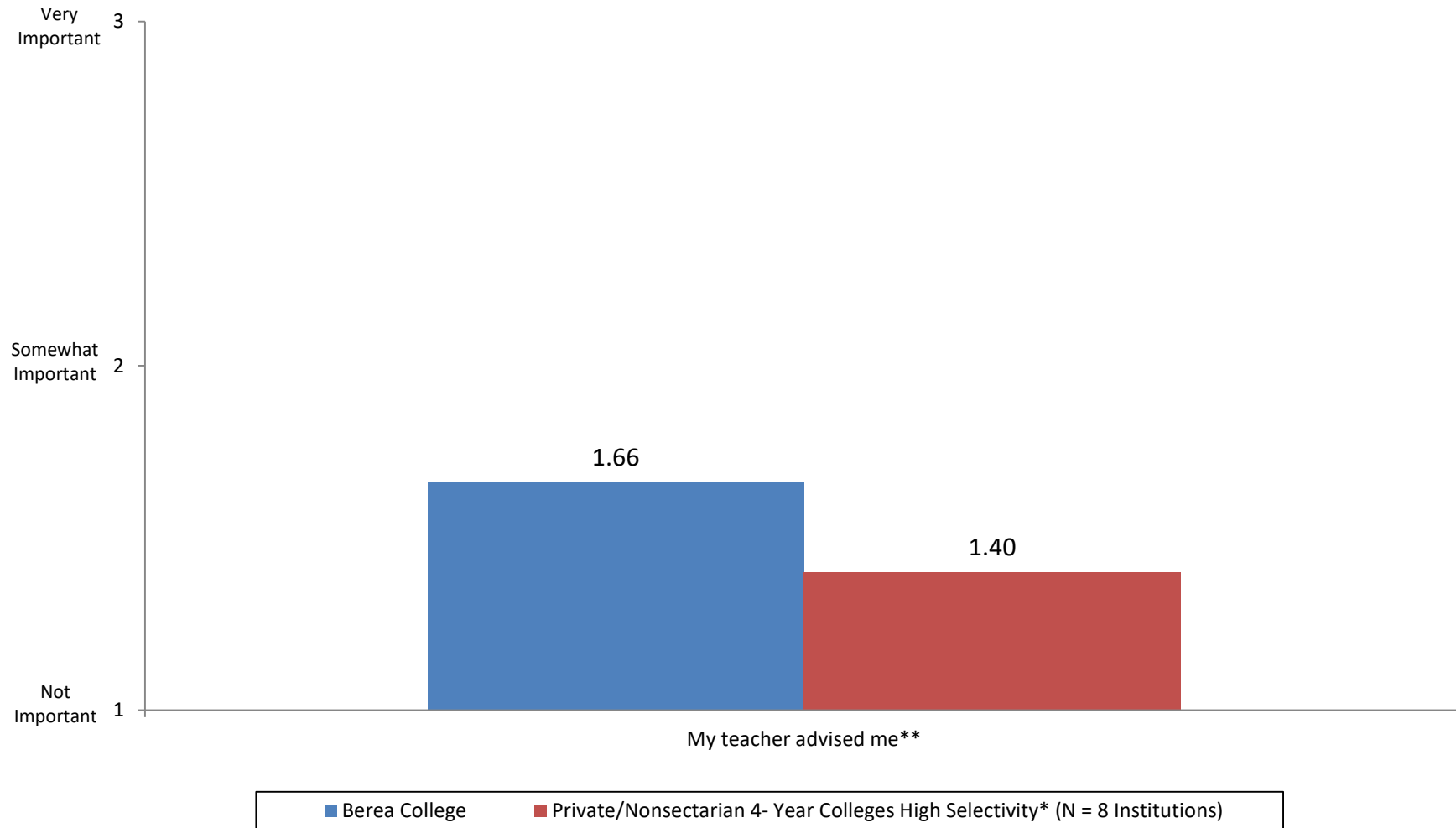
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

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THEME: Interaction with Teachers

(Based on First-Year Students Only)

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

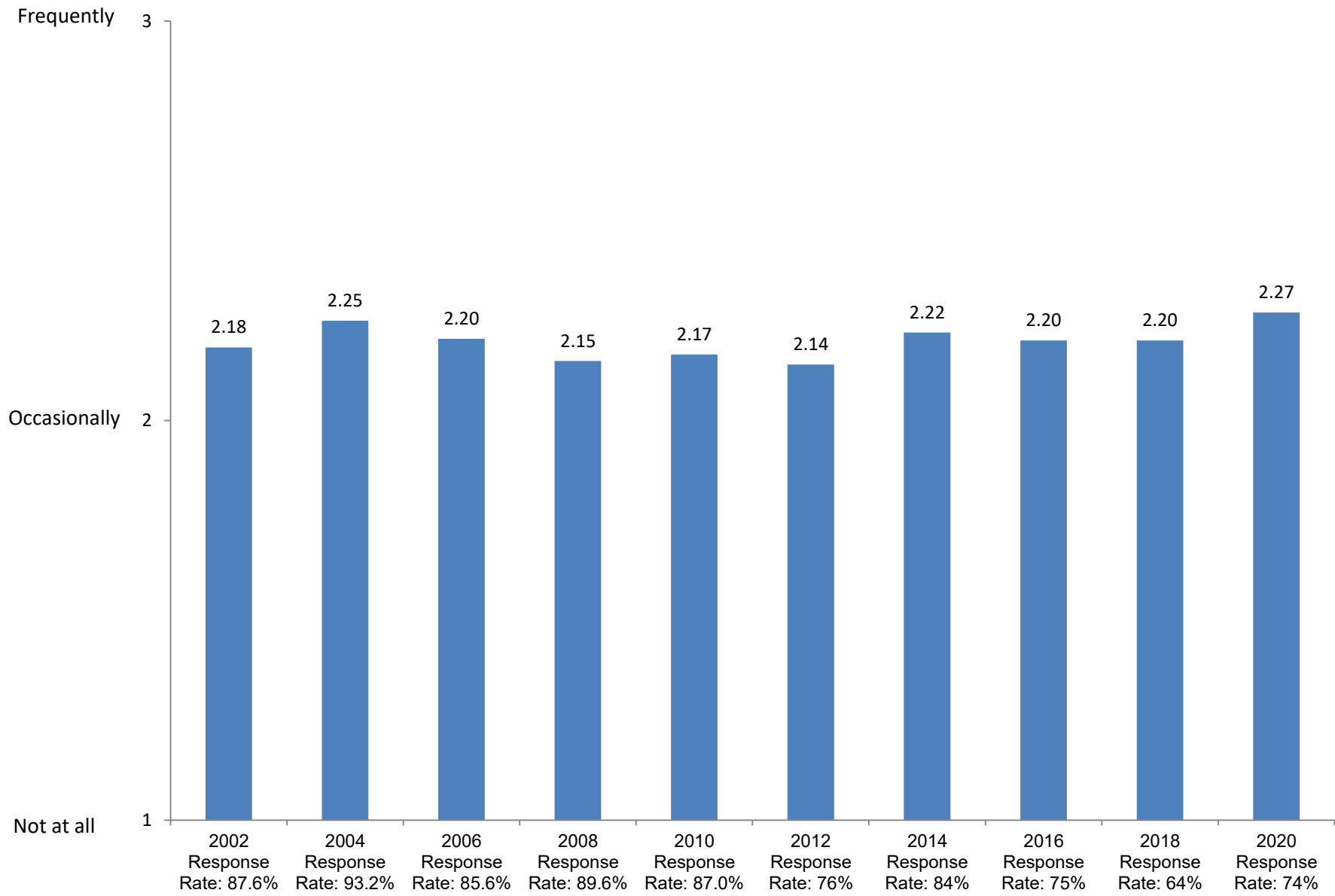


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**Difference is statistically significant.

In the past year, how often have you:

Been bored in class

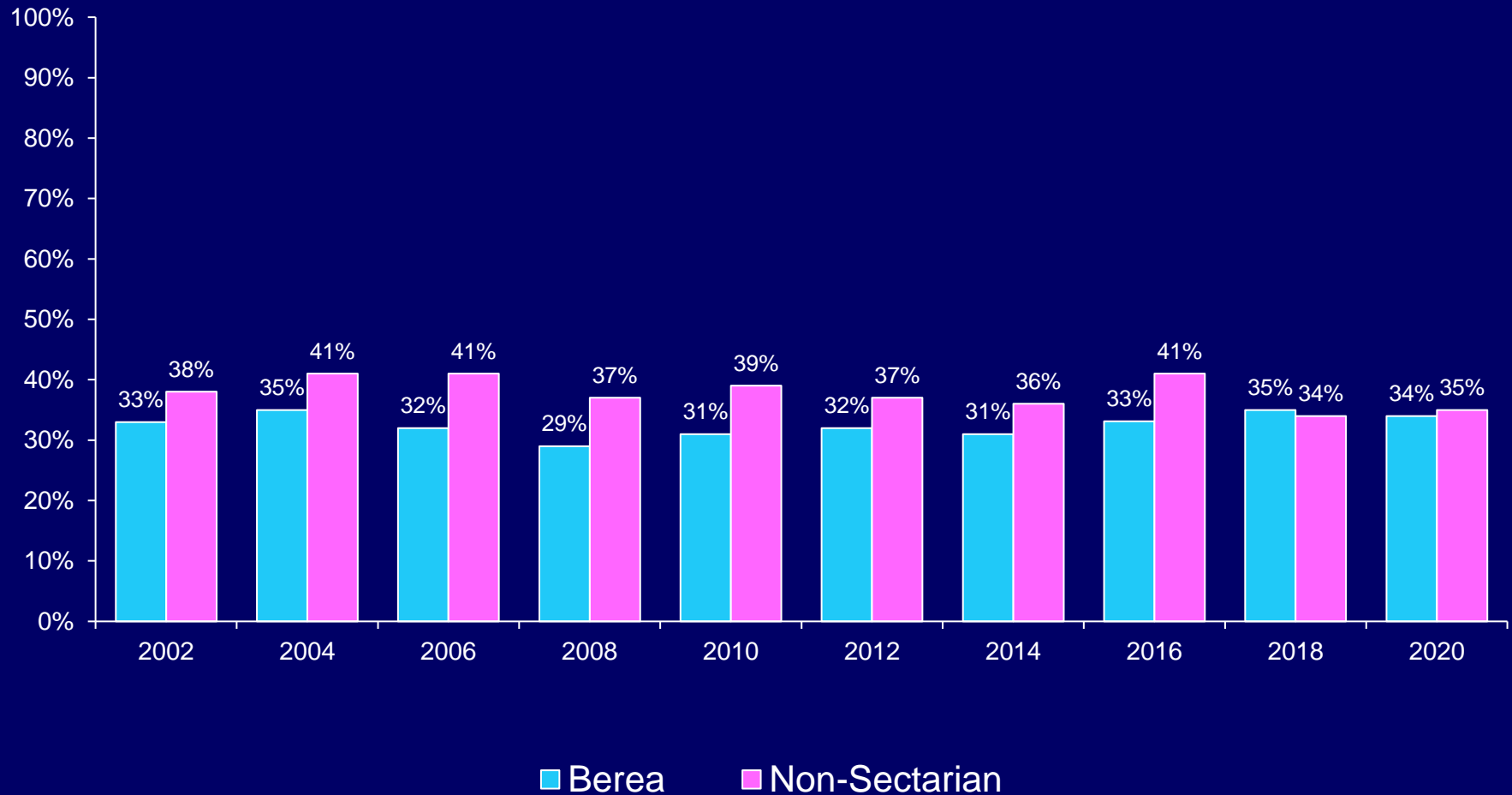


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who indicated “frequently”

Been bored in class

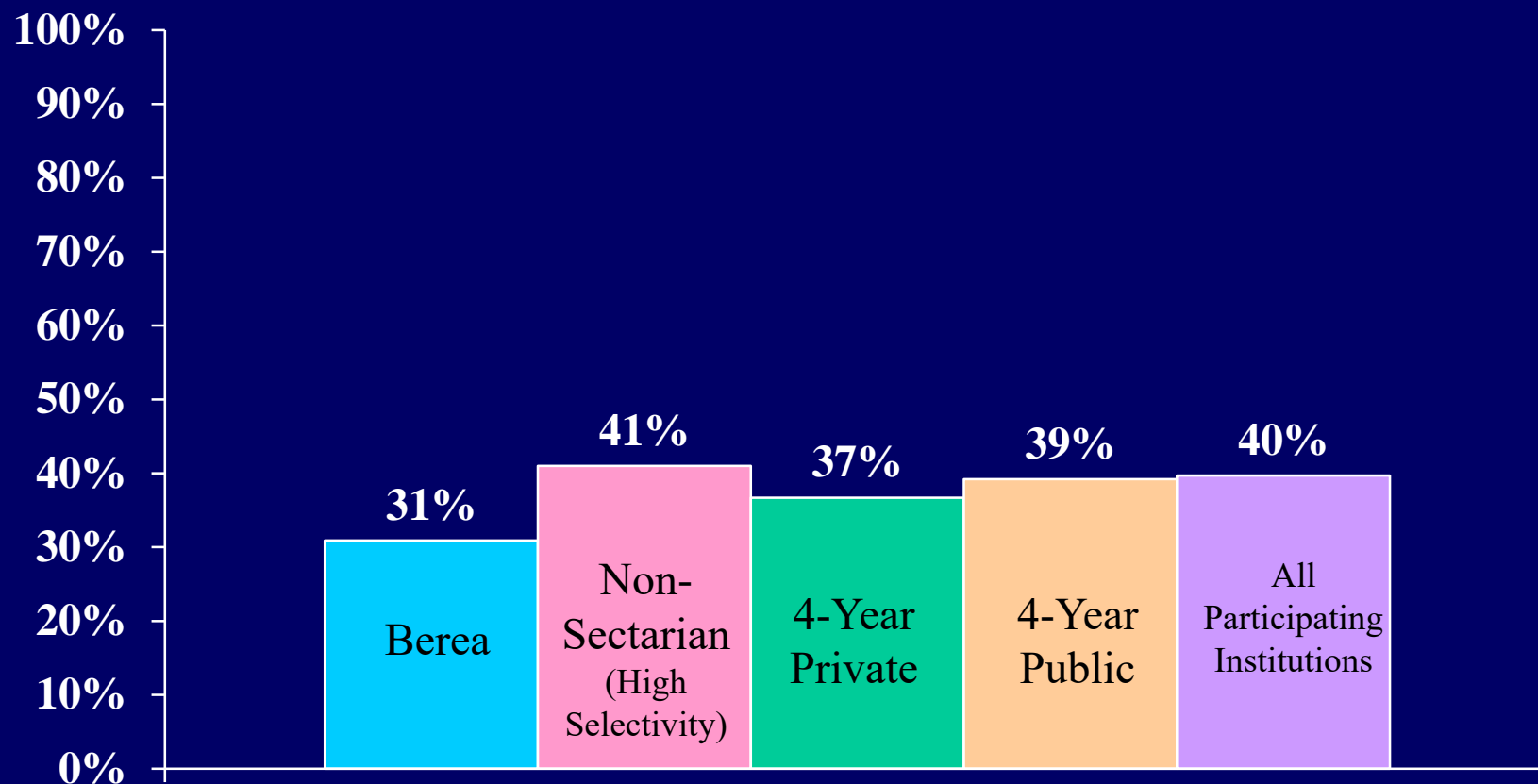
(during the past year)

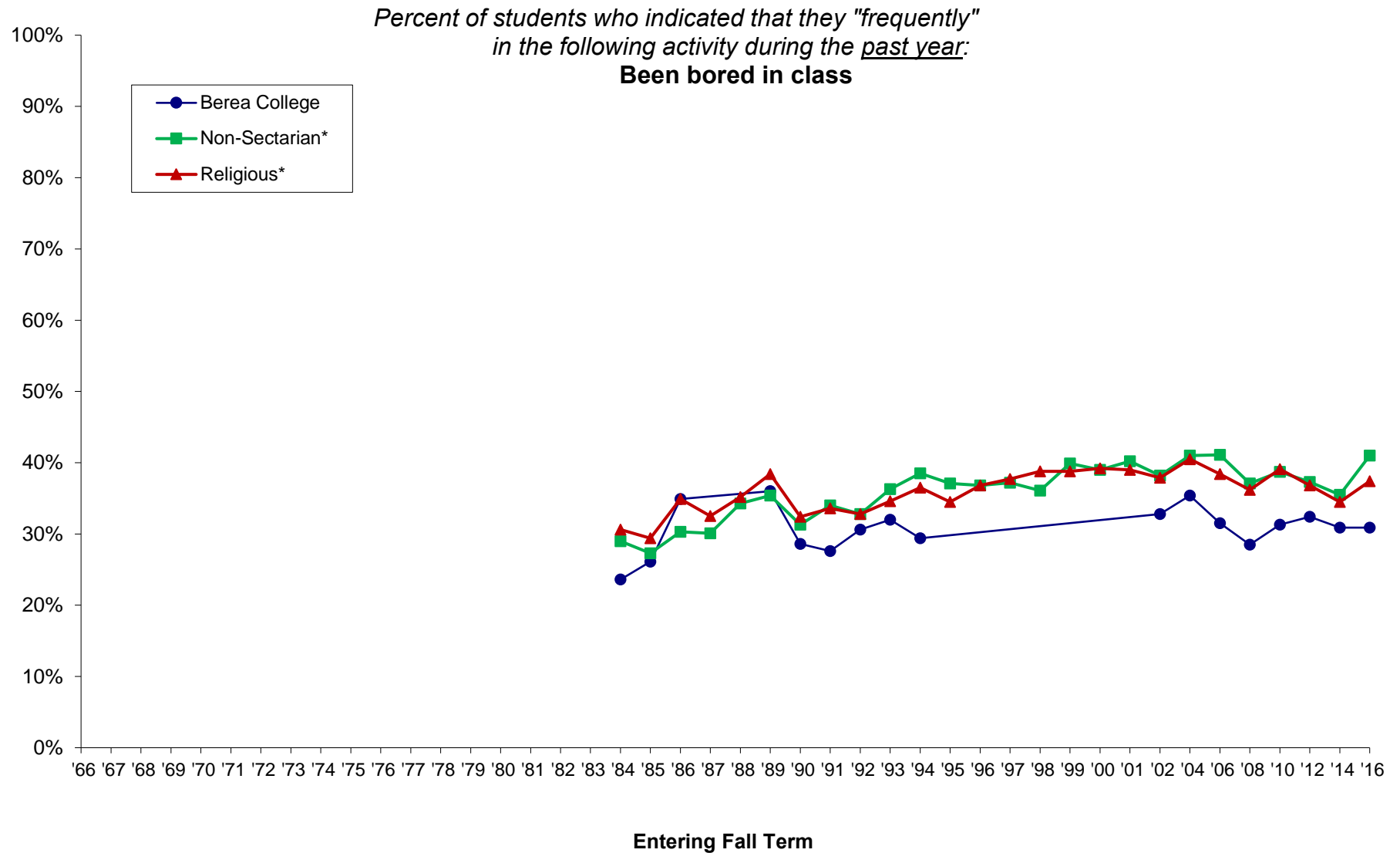


Percent of students who indicated “frequently”

Been bored in class

(during the past year)



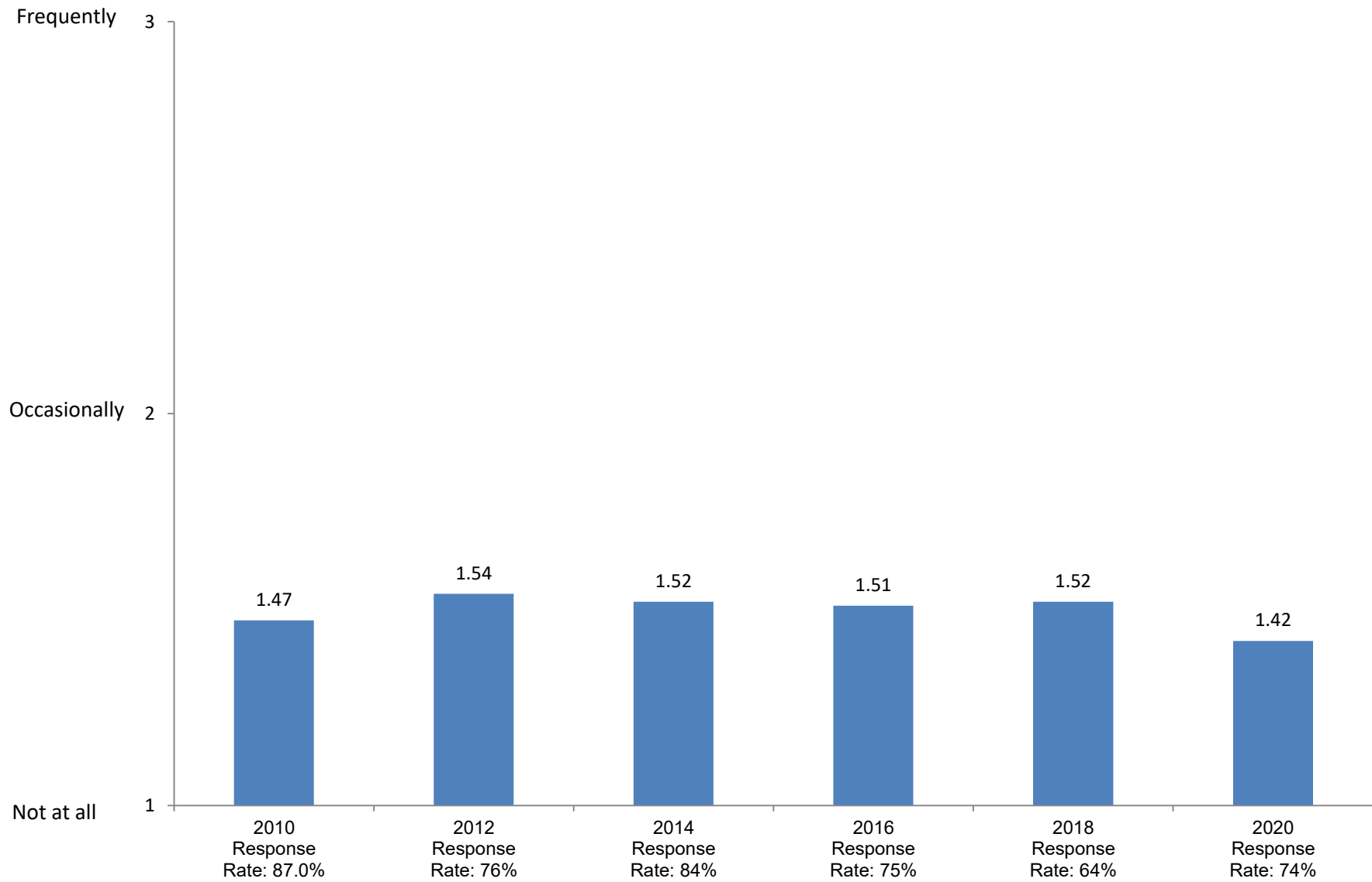


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

In the past year, how often have you:

Failed to complete homework on time

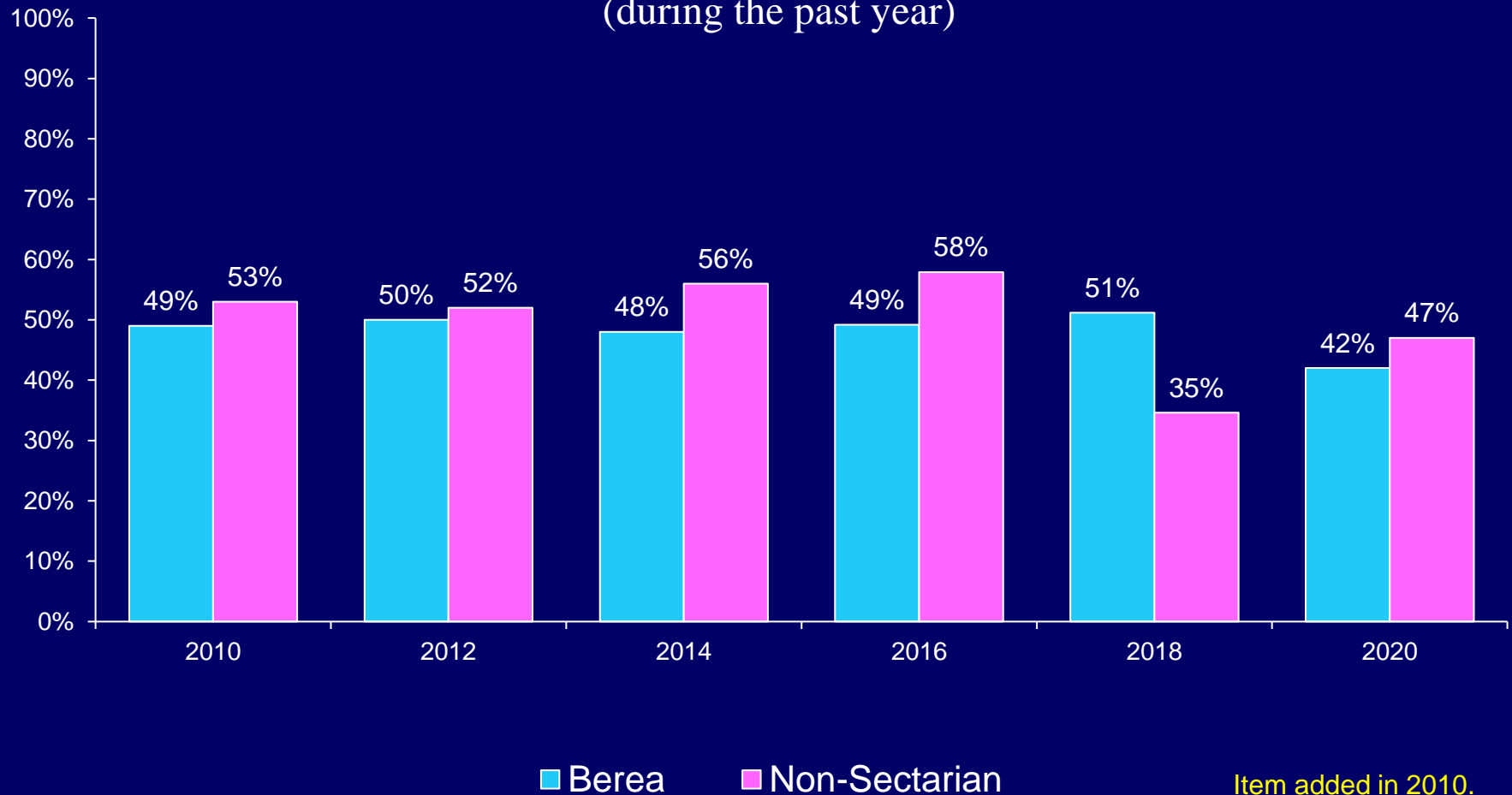


Item added in 2010.

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

Percent of students who indicated “frequently” or “occasionally”
Failed to complete homework on time

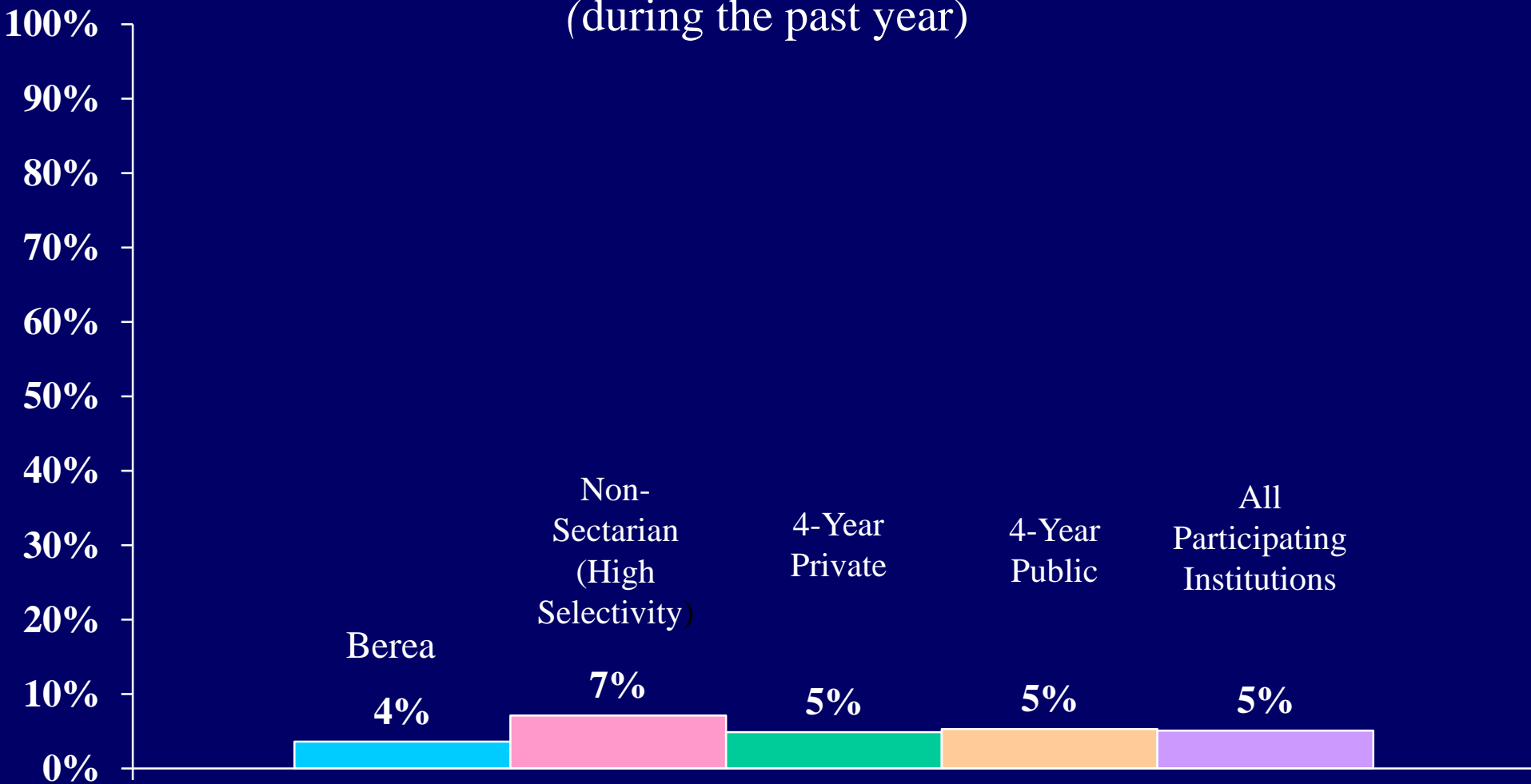
(during the past year)



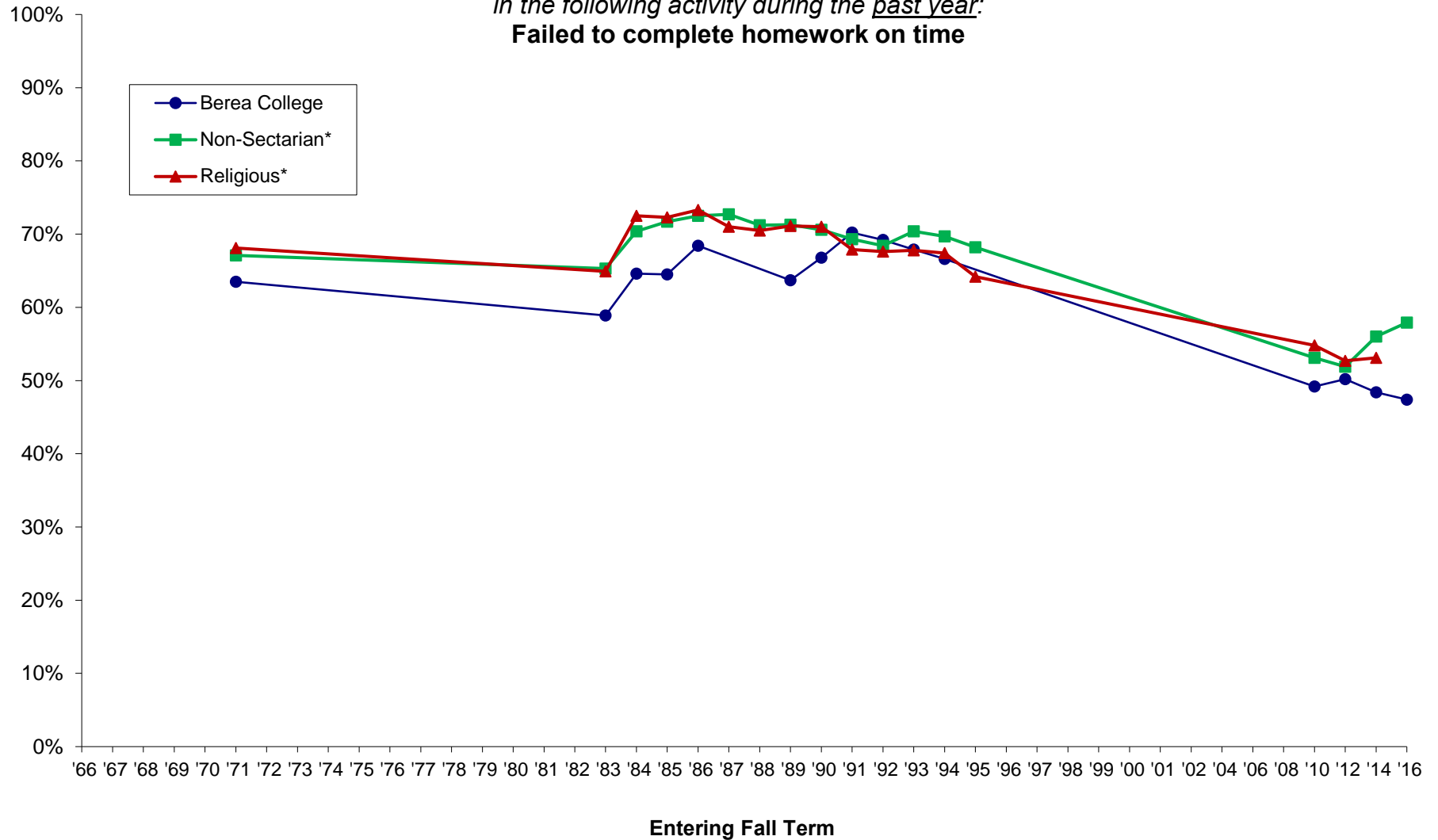
Percent of students who indicated “frequently”

Failed to complete homework on time

(during the past year)



Percent of students who indicated that they "frequently" or "occasionally" engaged in the following activity during the past year:
Failed to complete homework on time

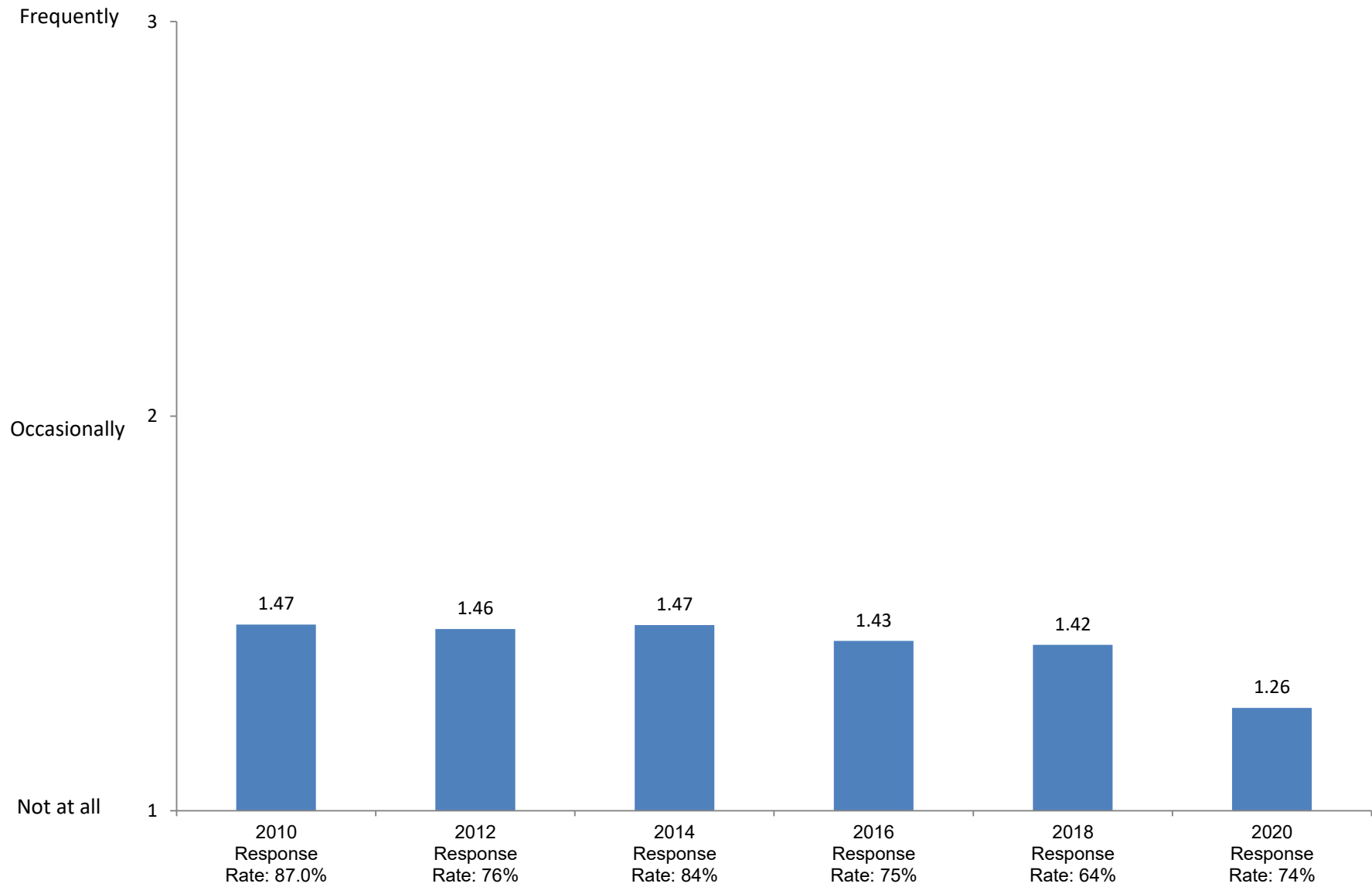


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In the past year, how often have you:

Fallen asleep in class

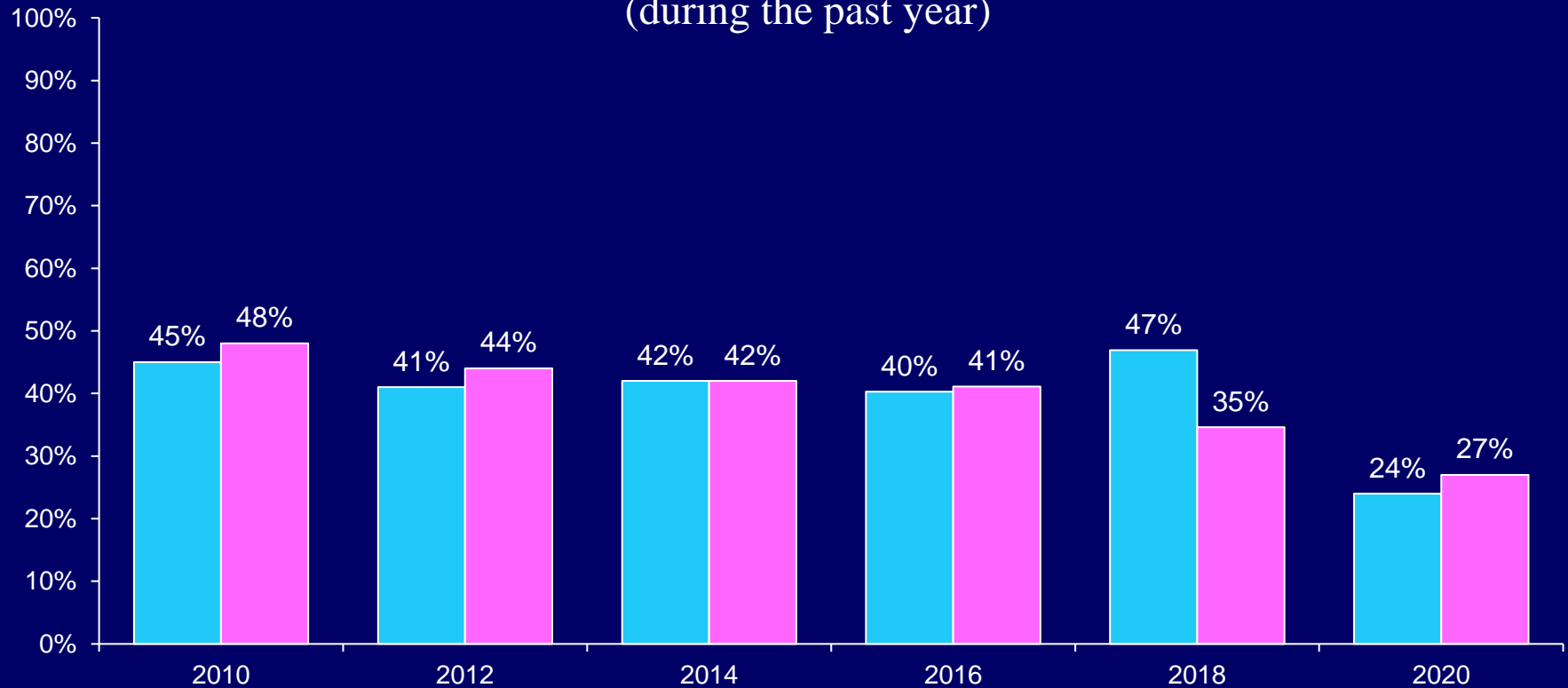


Item added in 2010.

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

Percent of students who indicated “frequently” or “occasionally”
Fallen asleep in class

(during the past year)



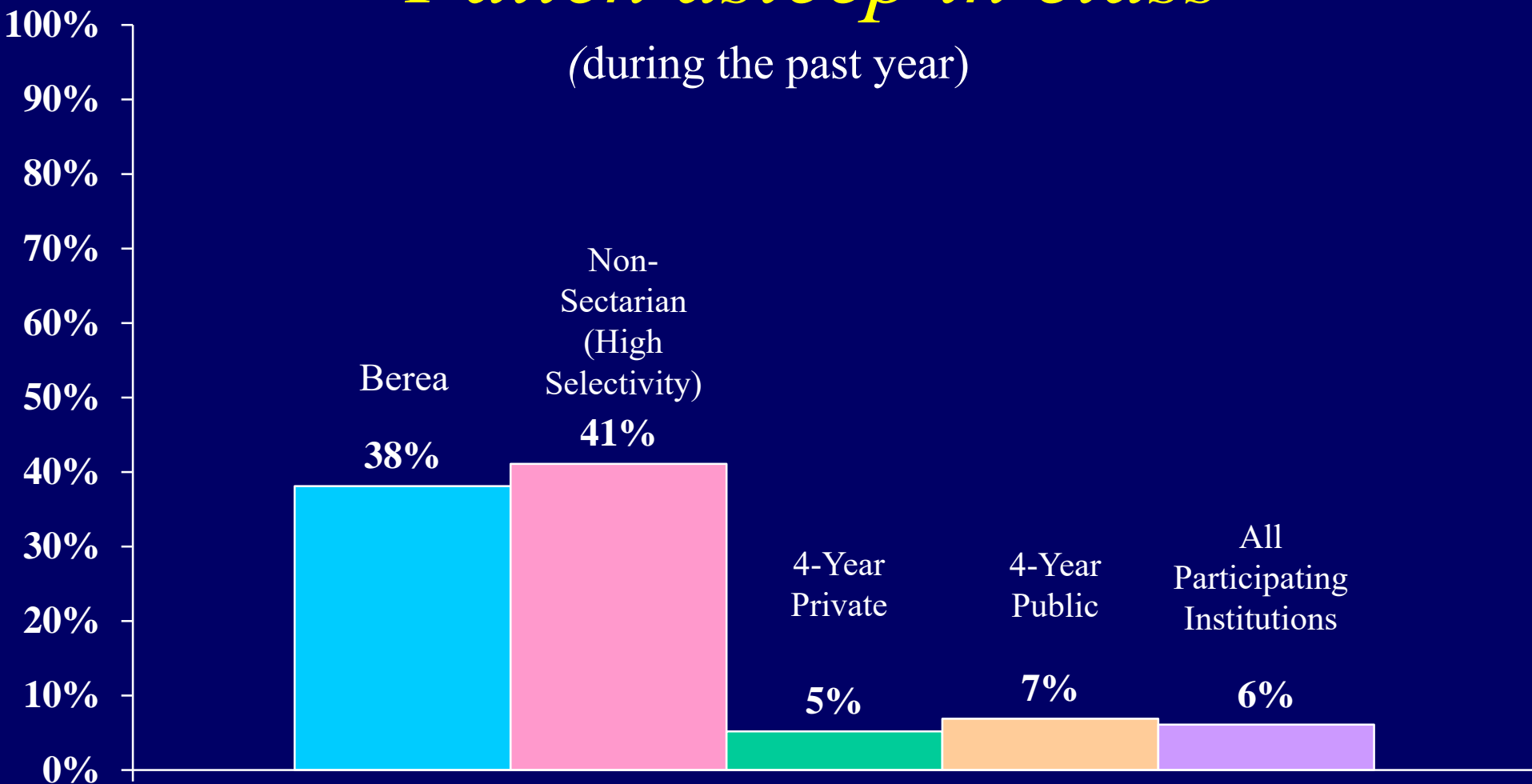
■ Berea ■ Non-Sectarian

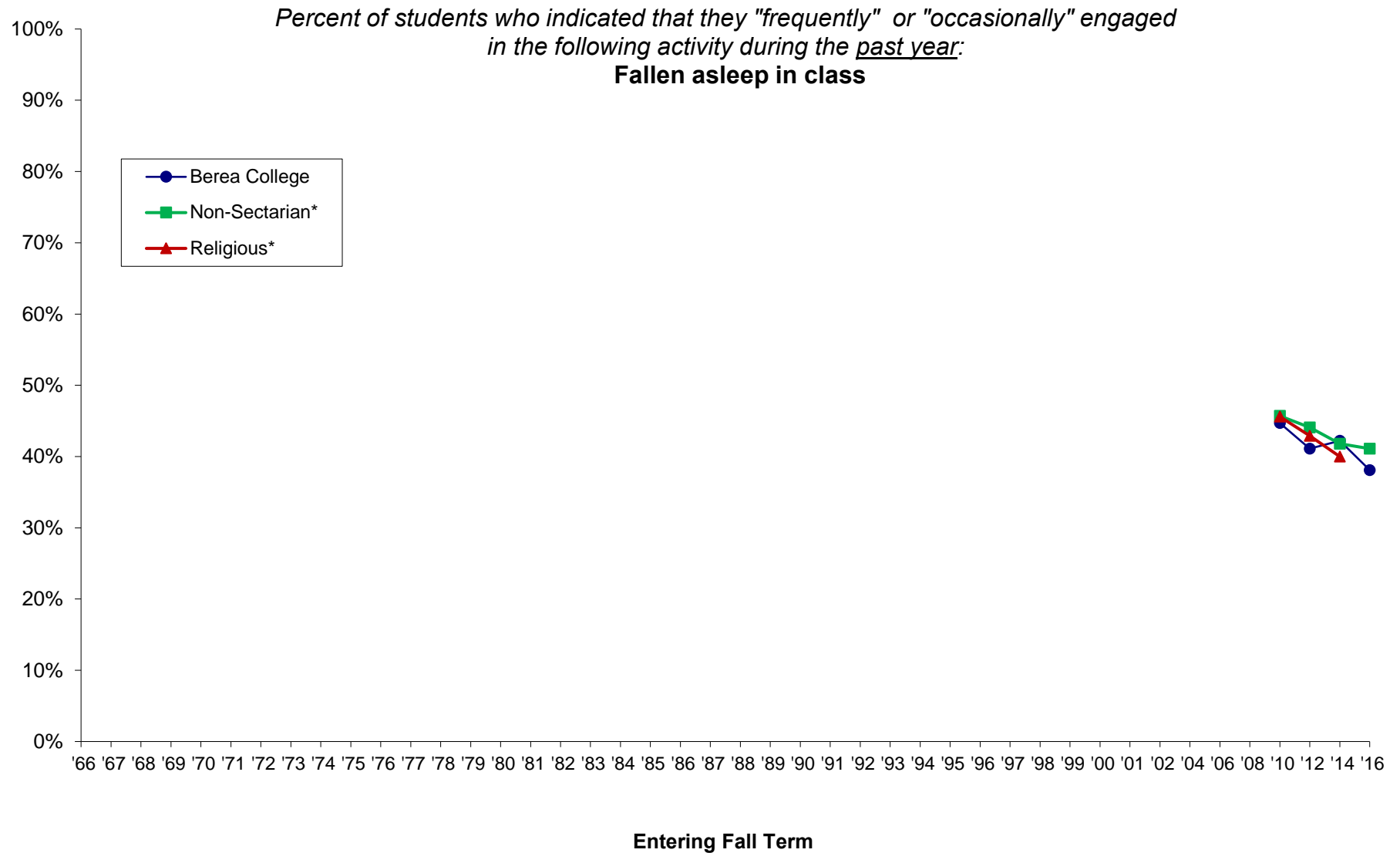
Item added in 2010.

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

Fallen asleep in class

(during the past year)



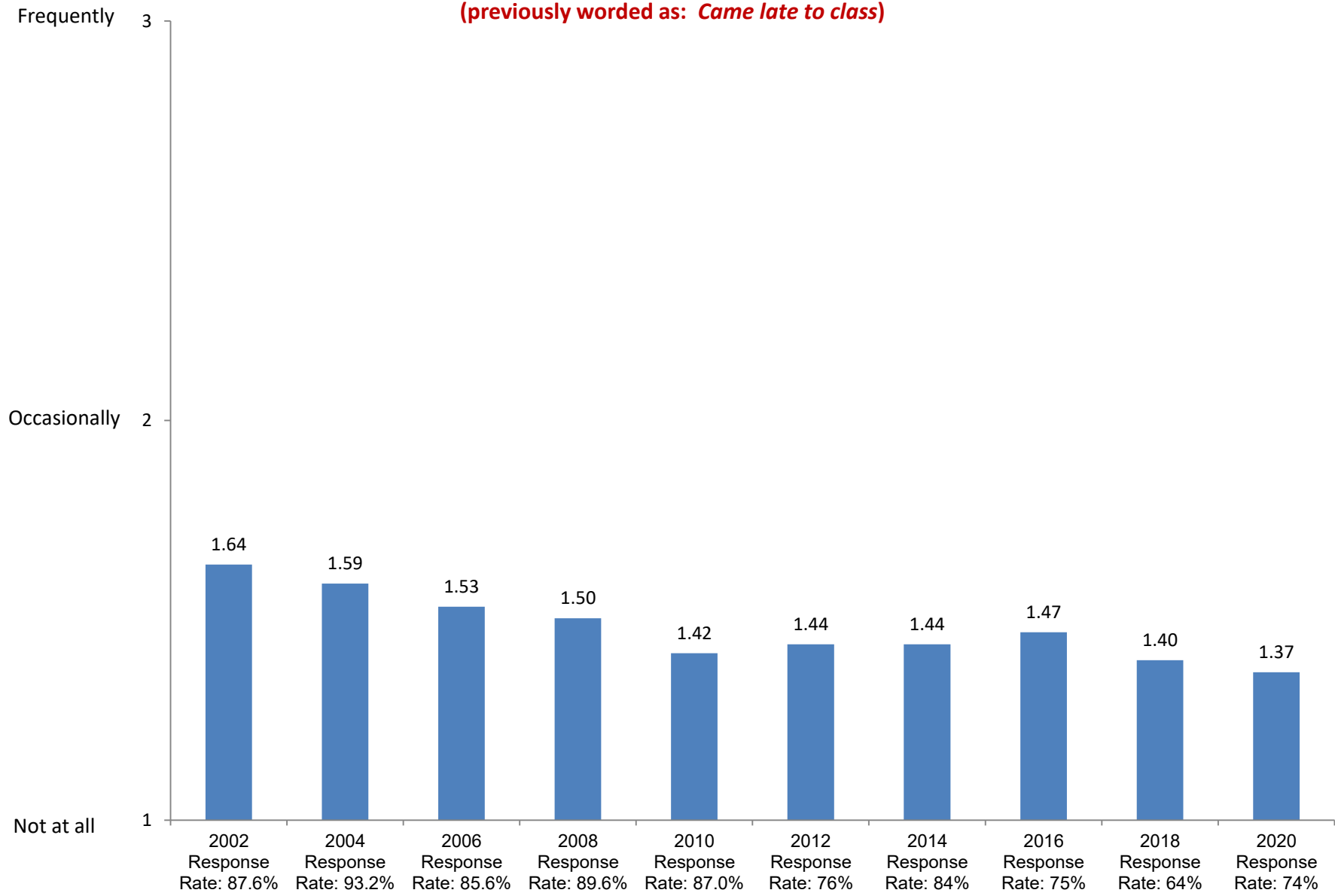


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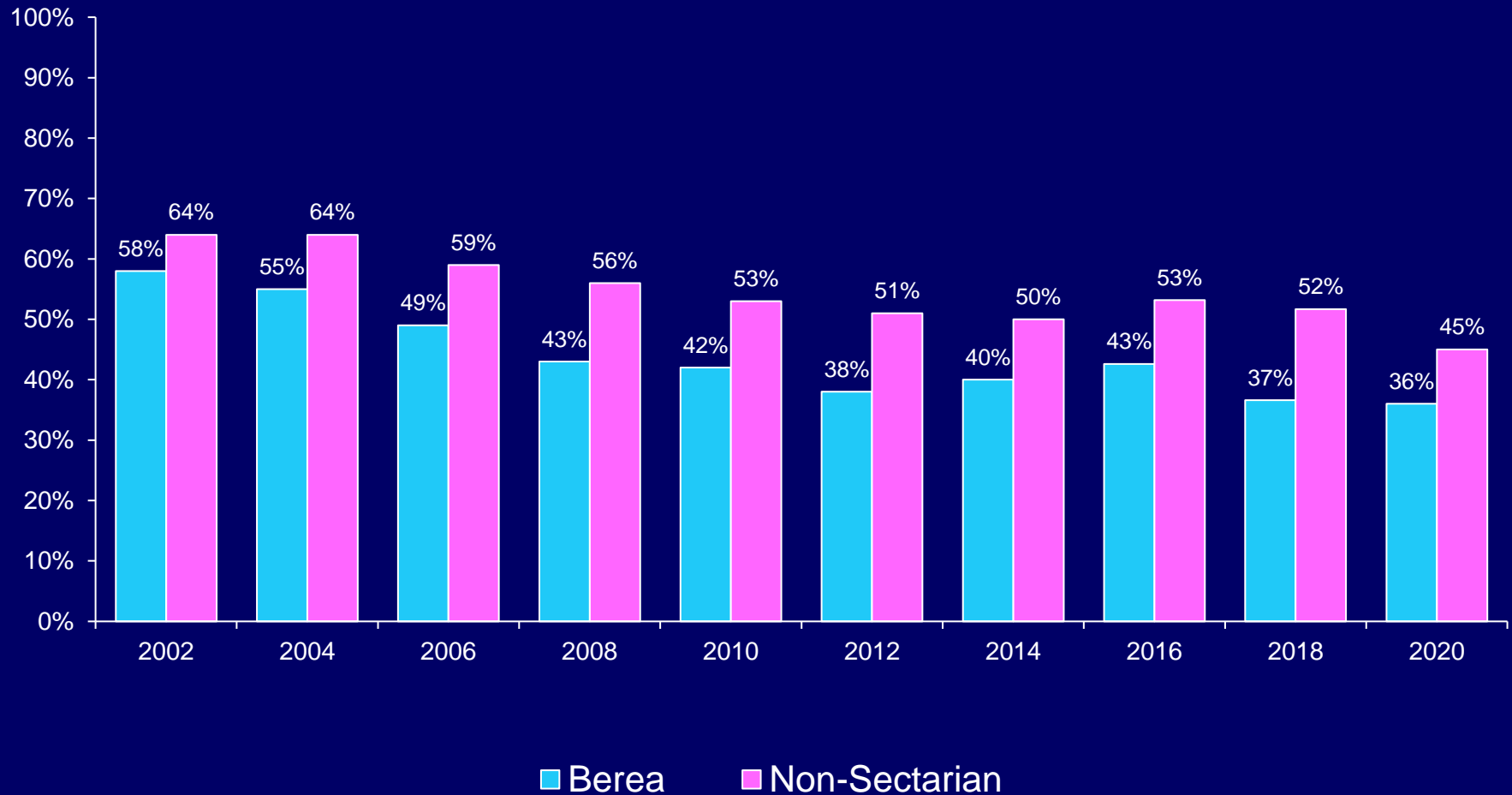
In the past year, how often have you:

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



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

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

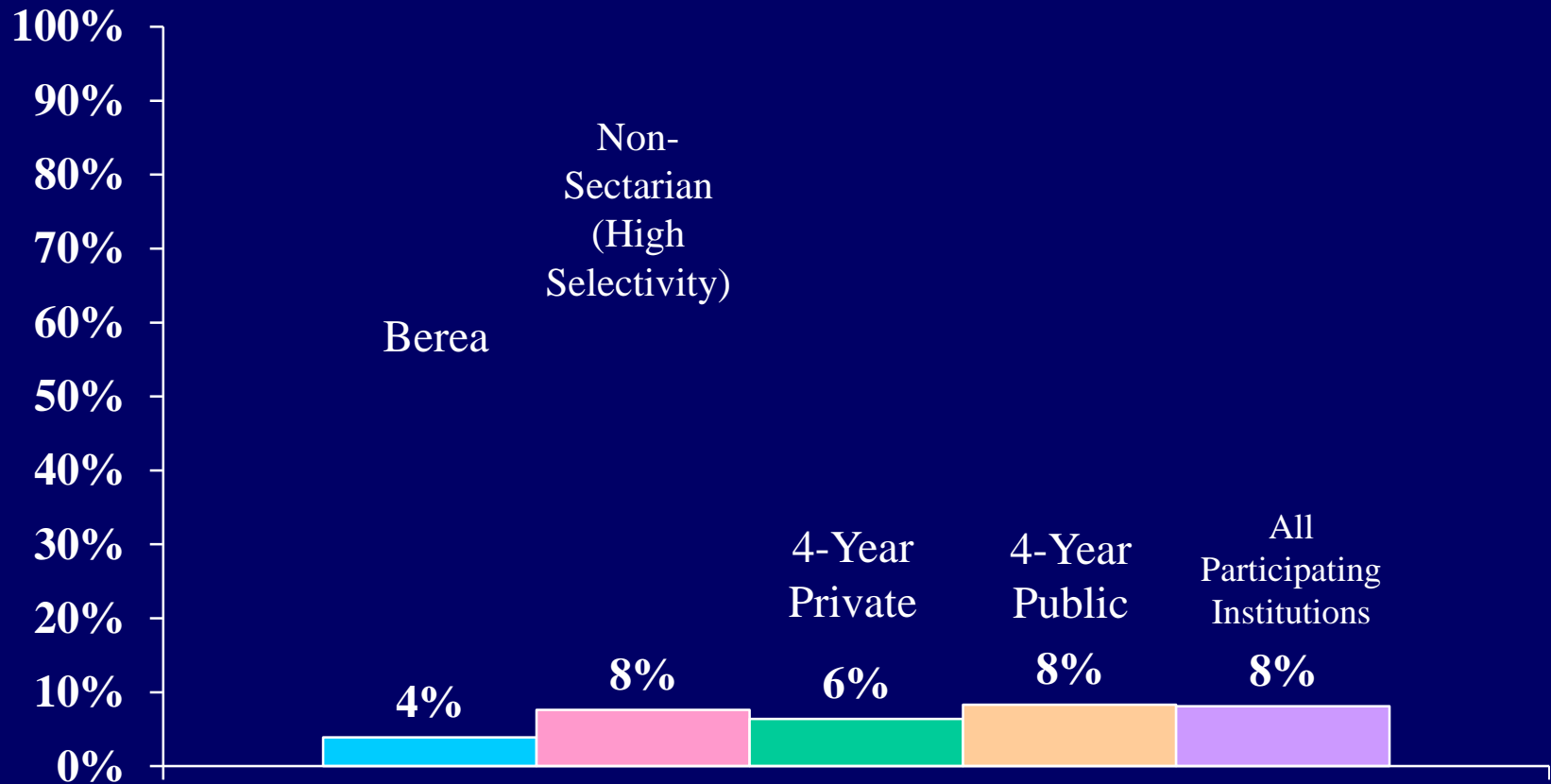


NOTE: Previously worded: Came late to class.

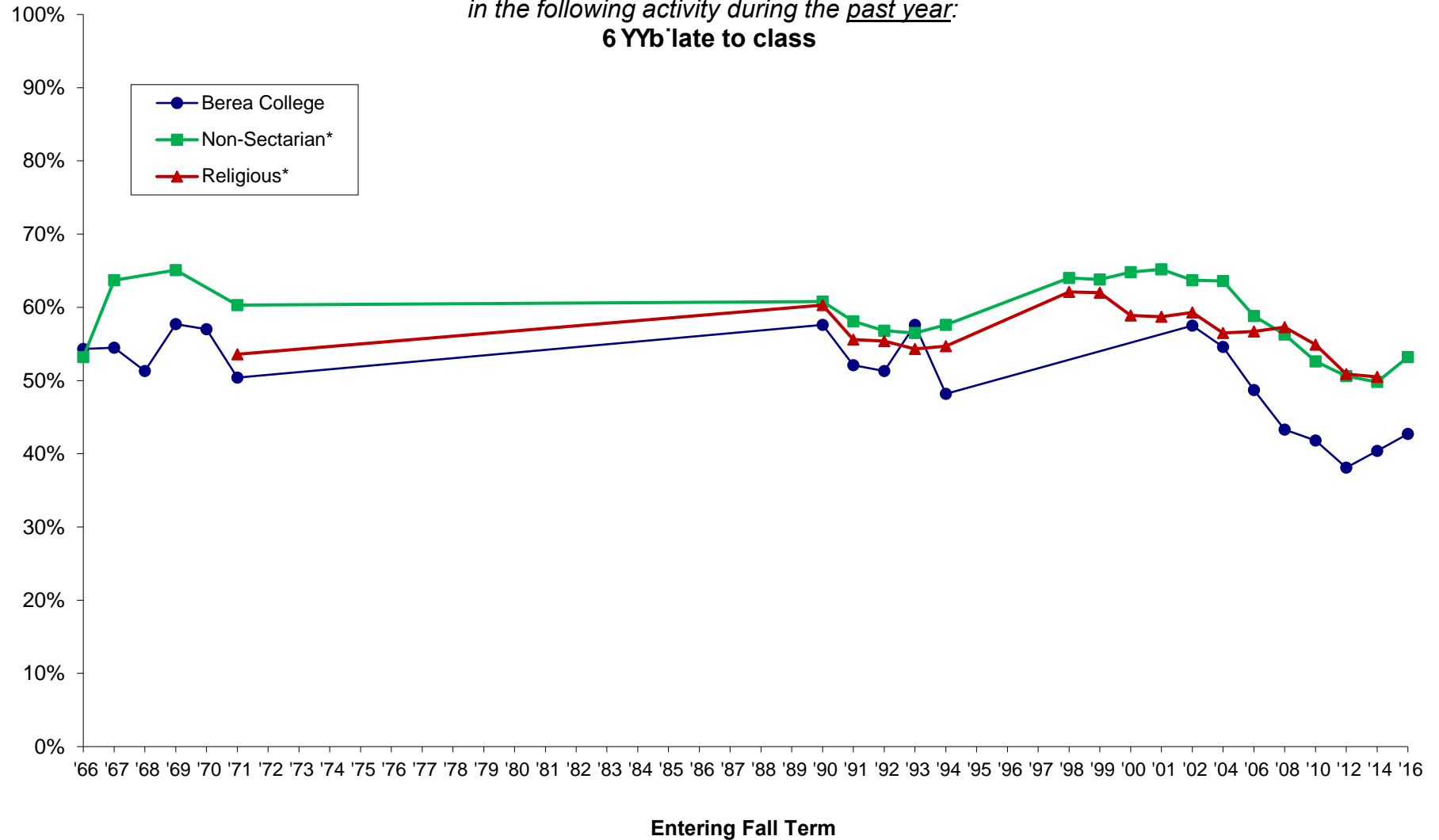
Percent of students who indicated “frequently”

Been late to class

(during the past year)



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

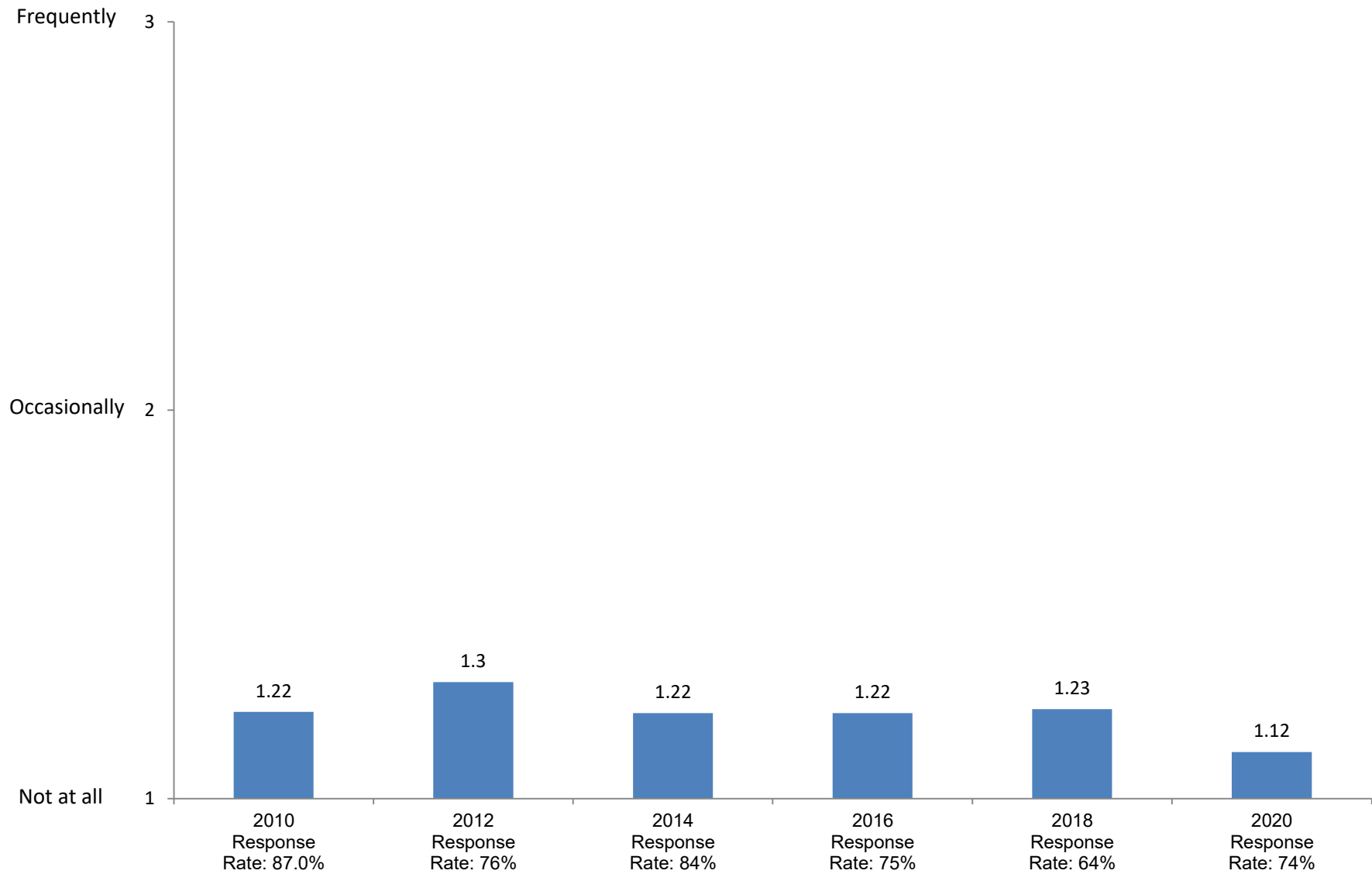


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In the past year, how often have you:

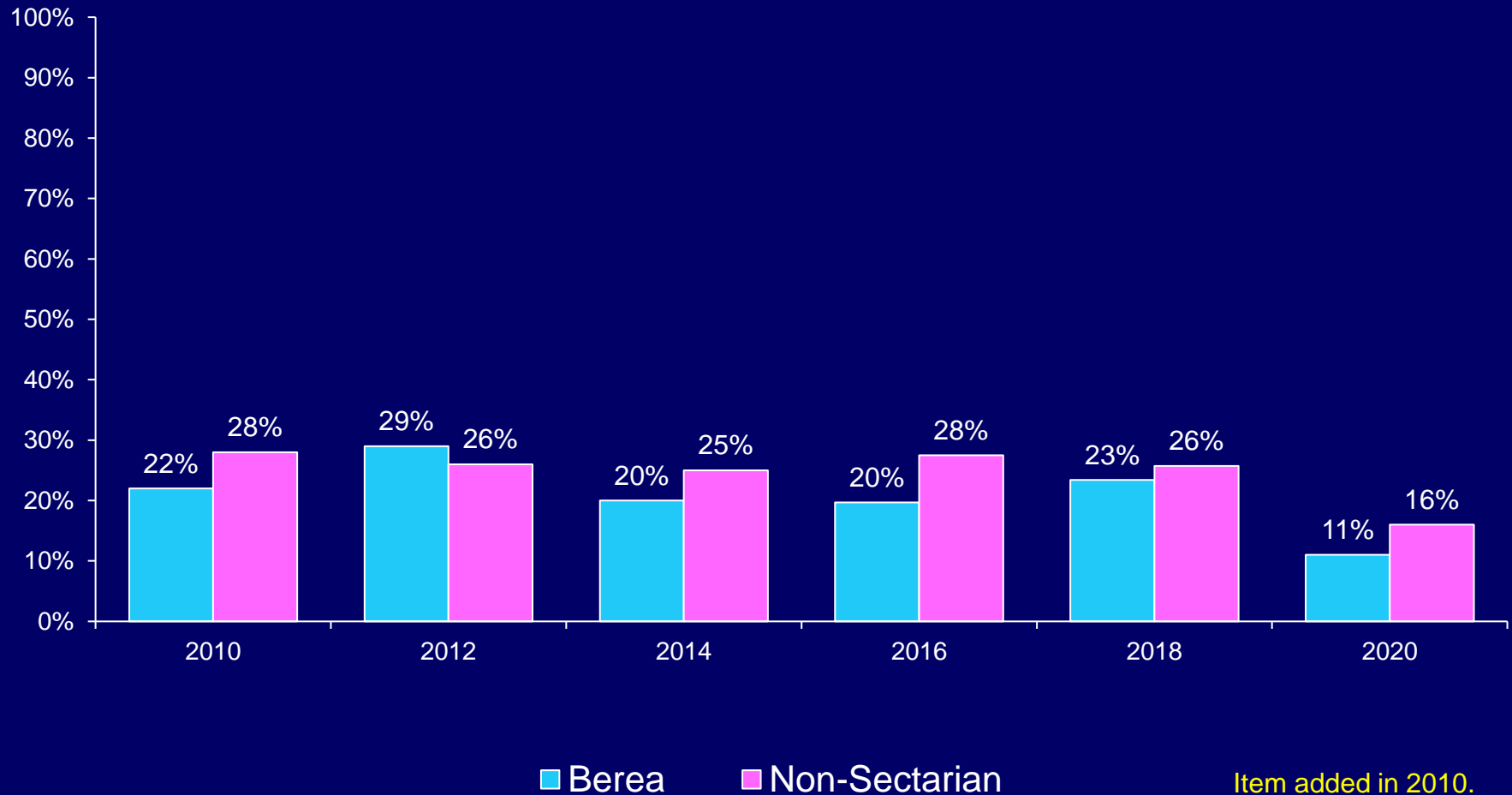
Skipped school/class



Item added in 2010

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

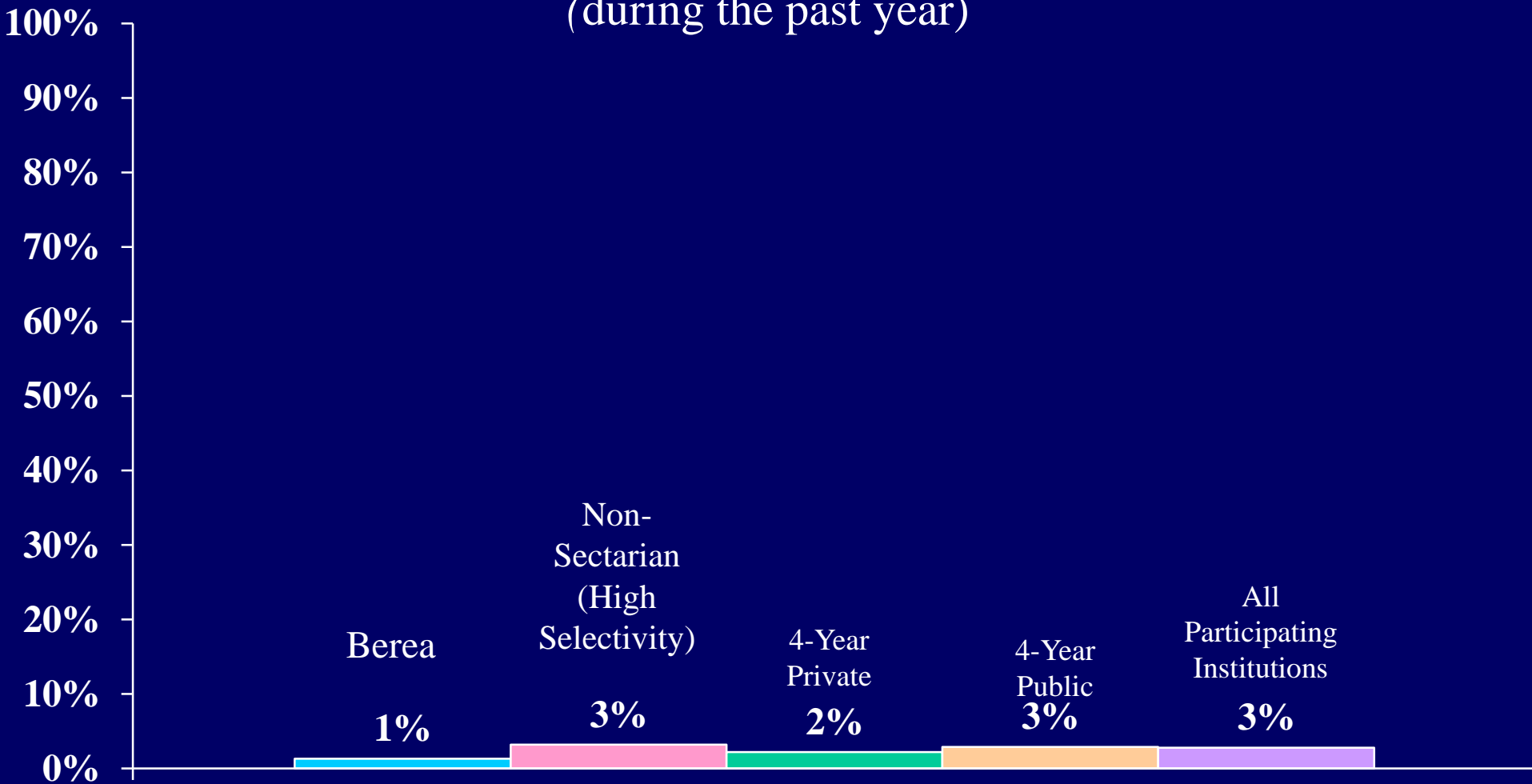
Percent of students who indicated “frequently” or “occasionally”
Skipped school/class
(during the past year)

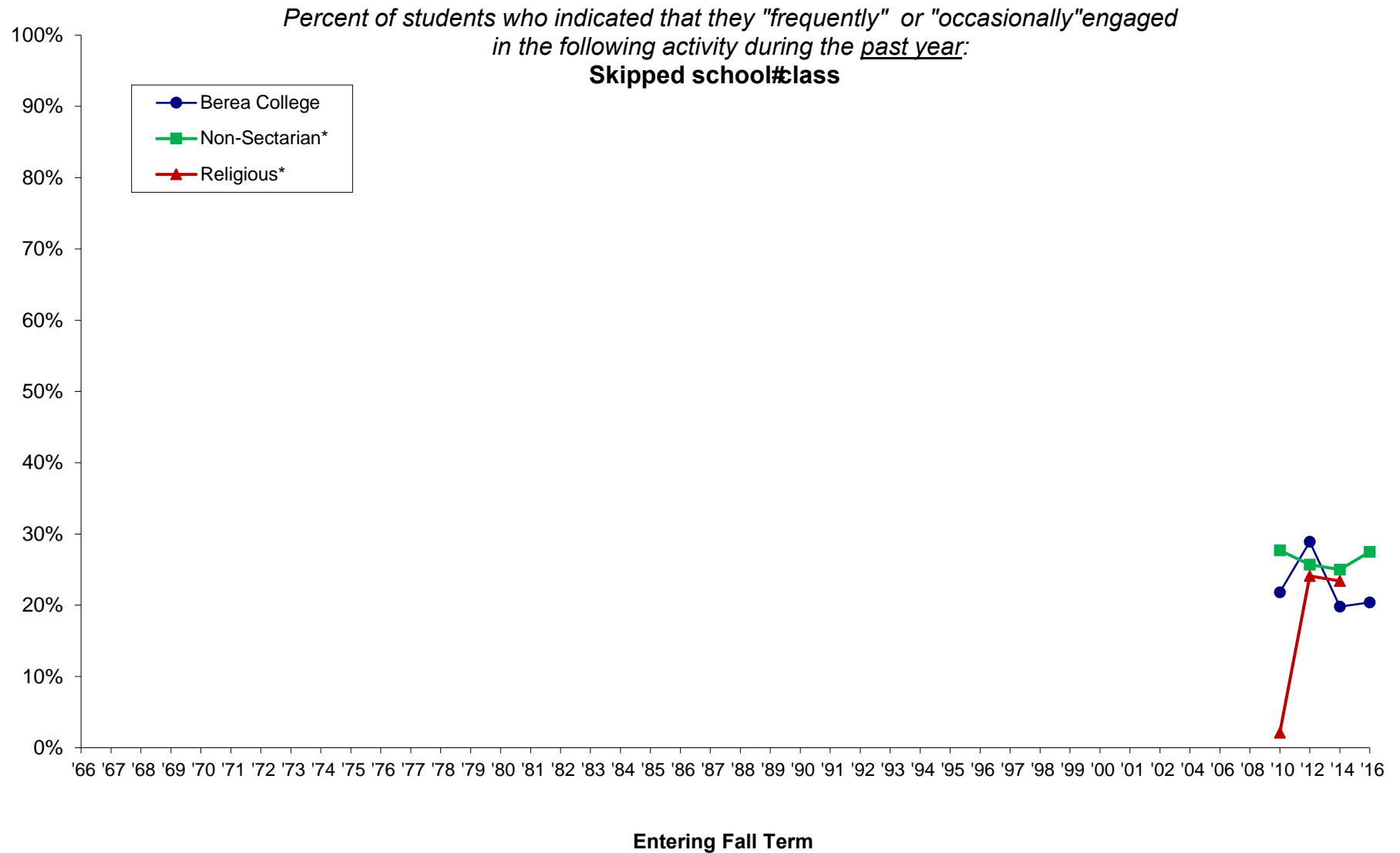


Percent of students who indicated “frequently”

Skipped school/class

(during the past year)



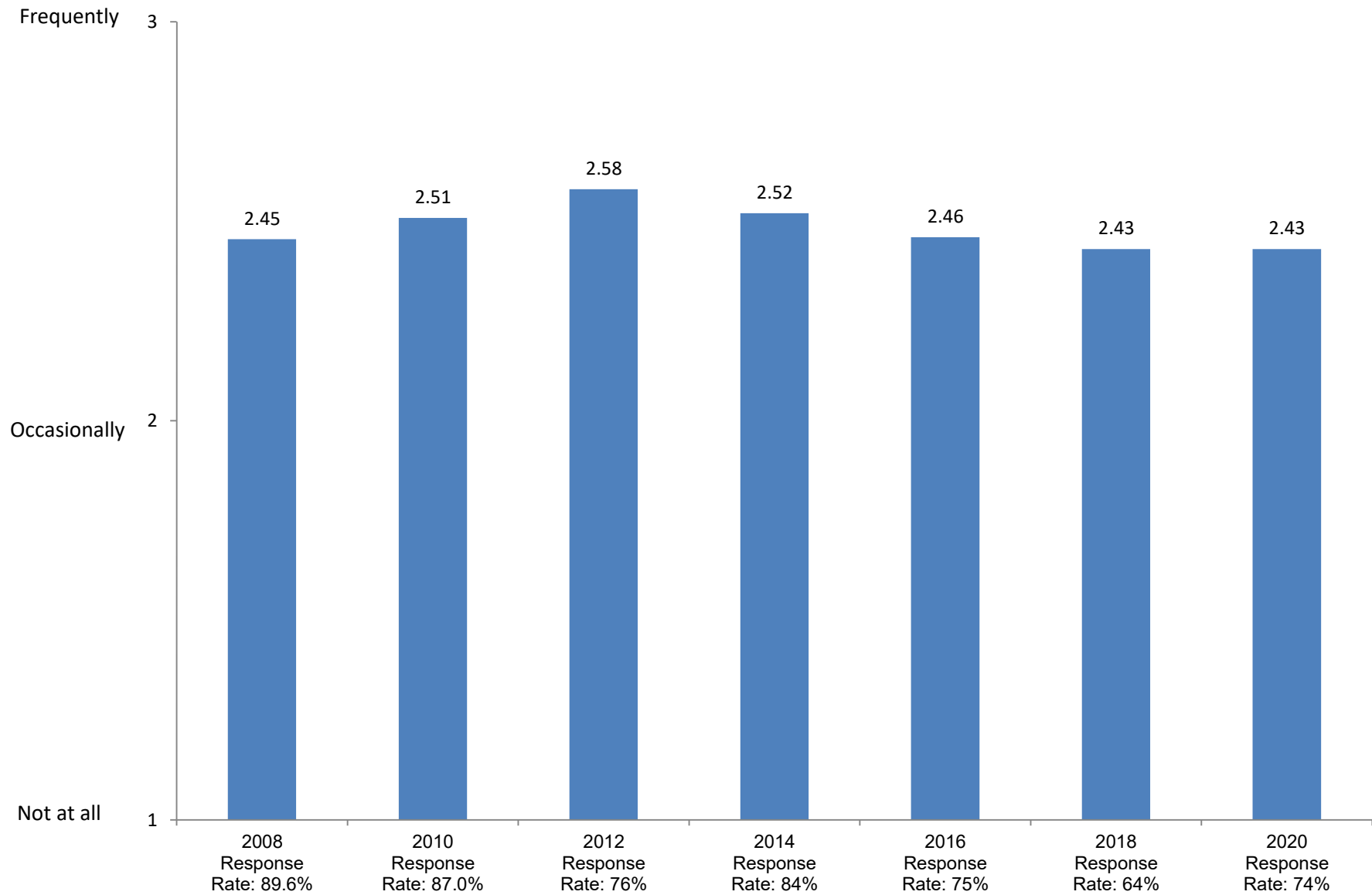


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How often in the past year did you...

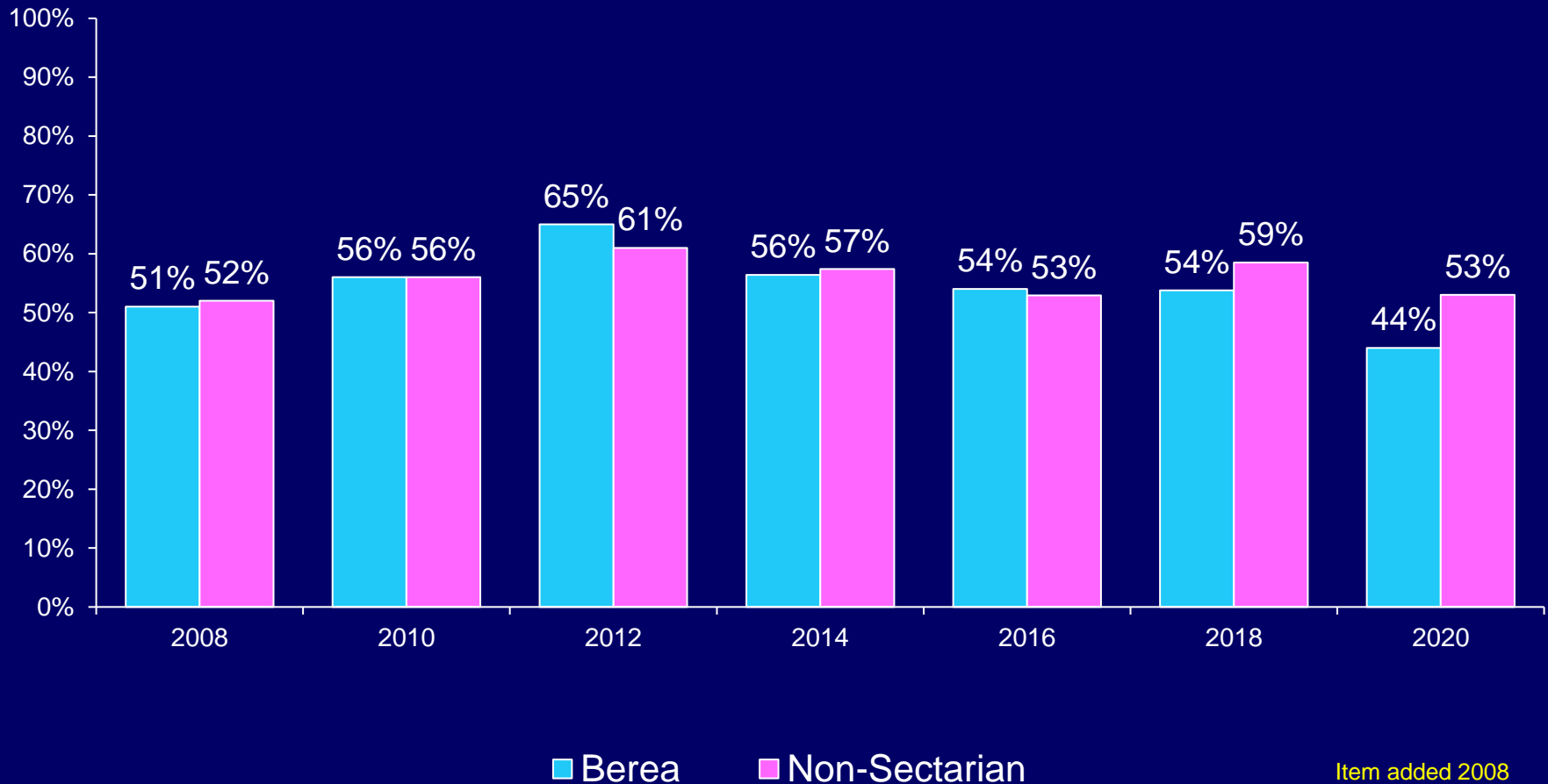
Ask questions in class



Item added in 2008.

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

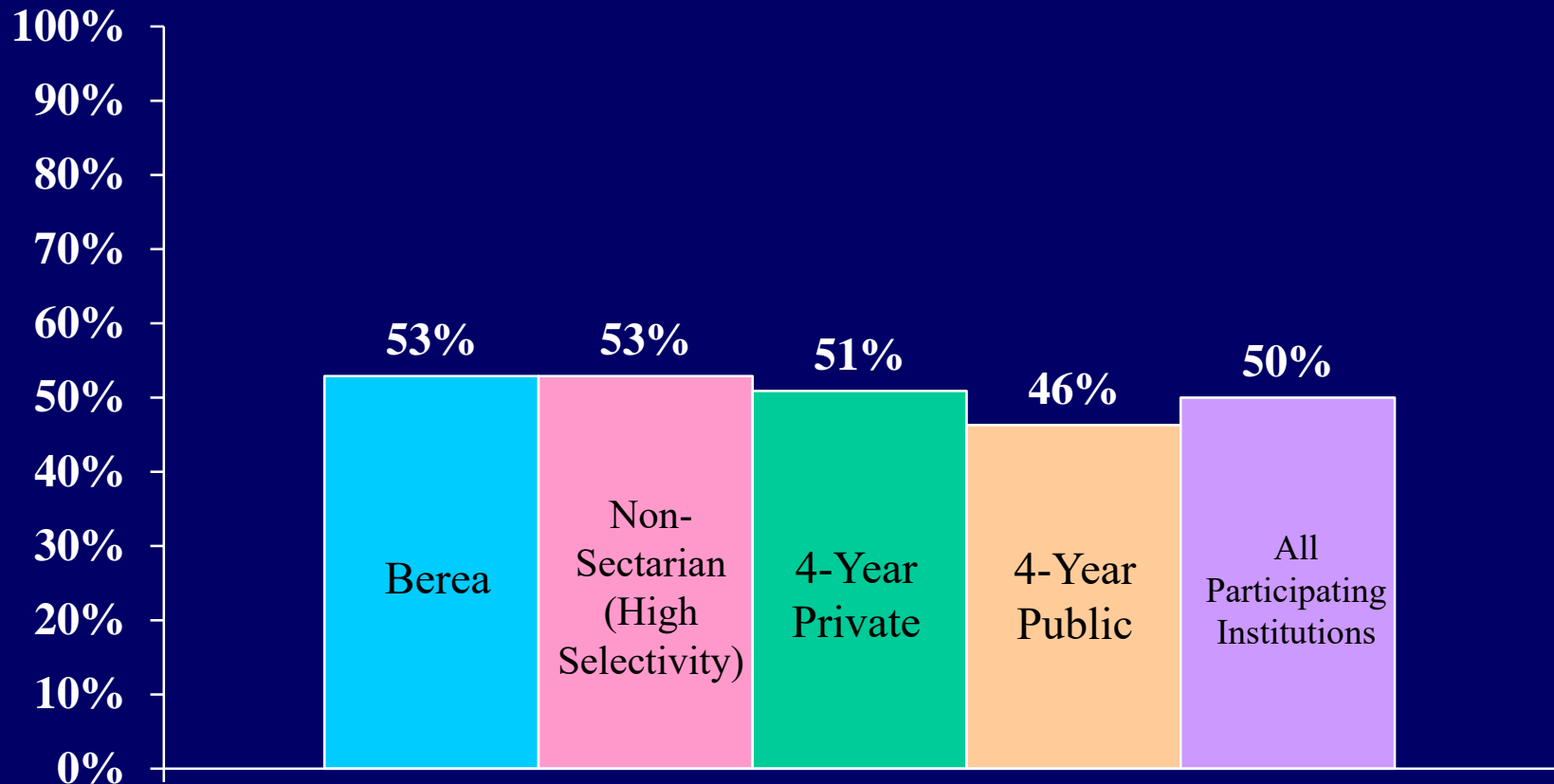
Percent of students who indicated in the past year, they “frequently”:
Ask questions in class



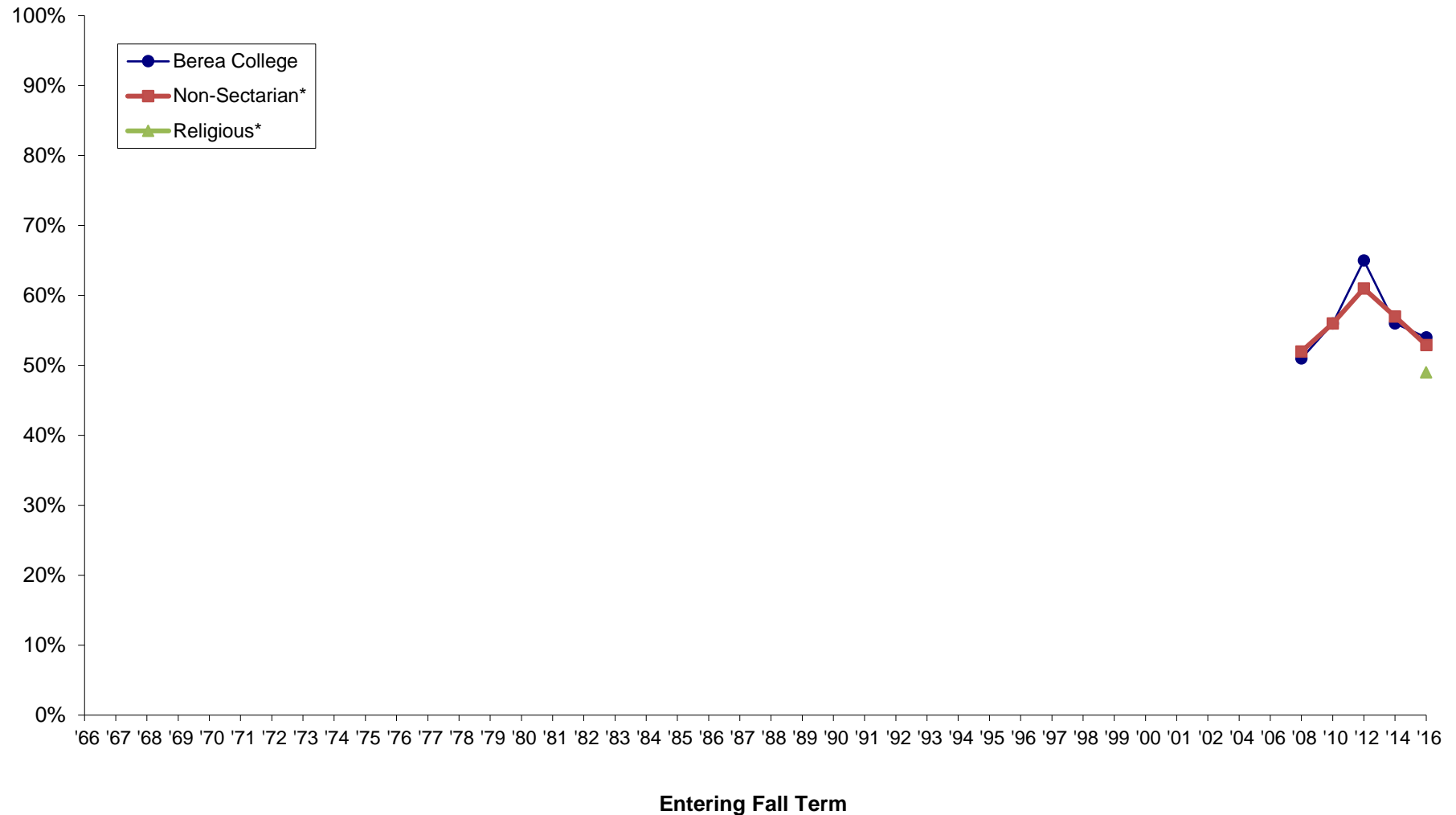
Percent of students who indicated “frequently”

Ask questions in class

(during the past year)



Percent of students who indicated in the past year, He/She "Frequently";
Ask questions in class

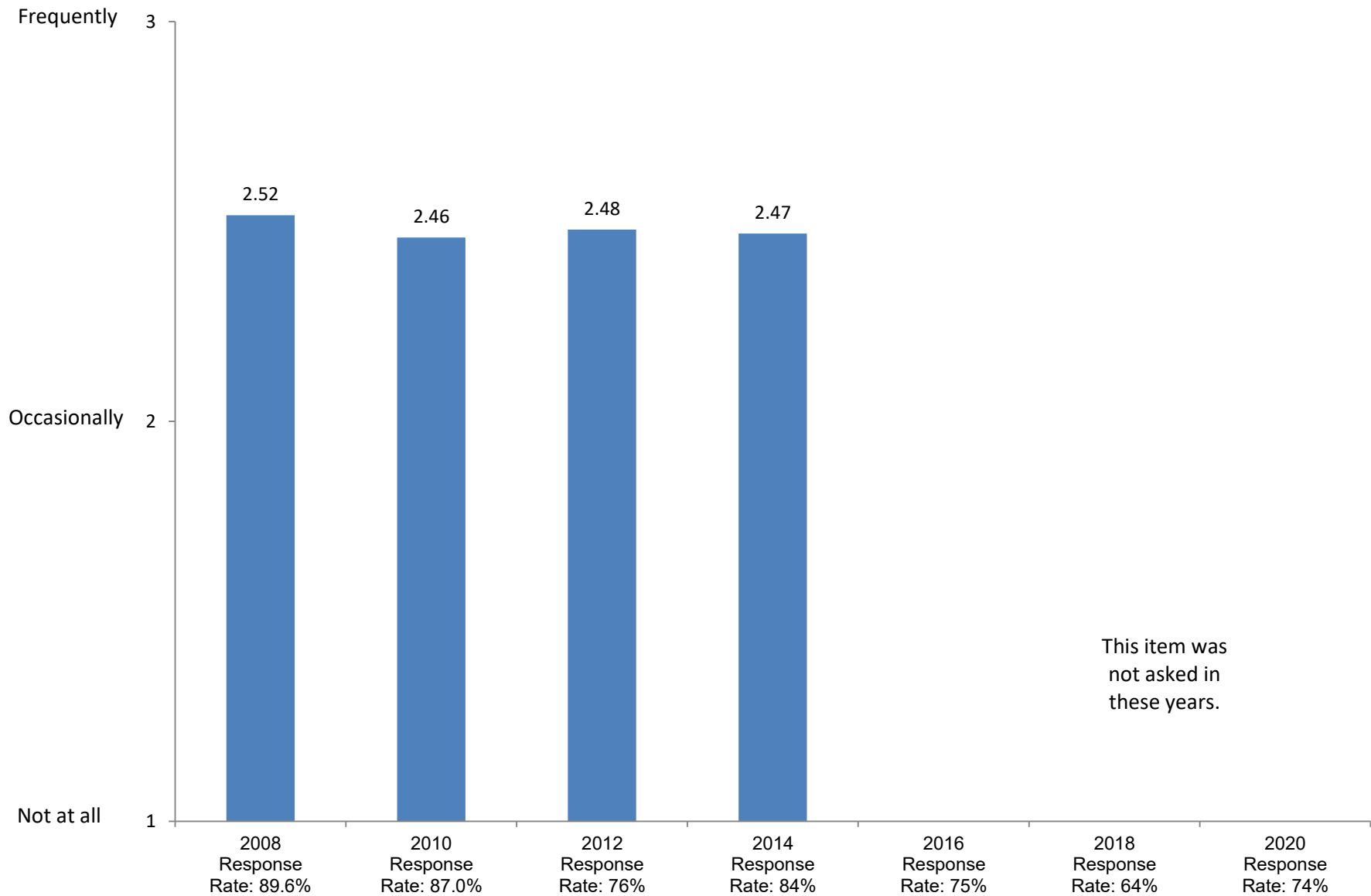


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

How often in the past year did you...

Seek feedback on your academic work

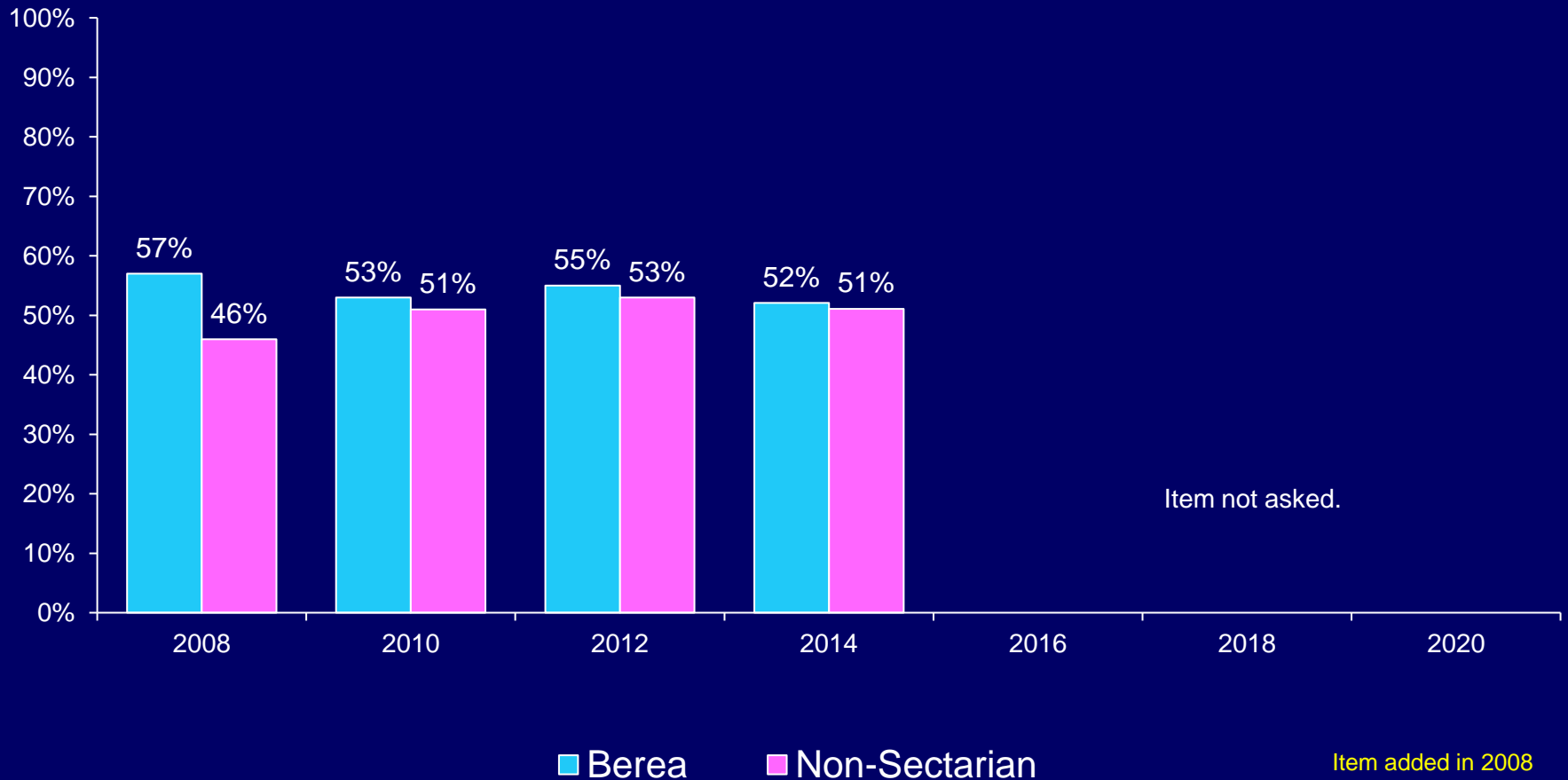


This item was not asked in these years.

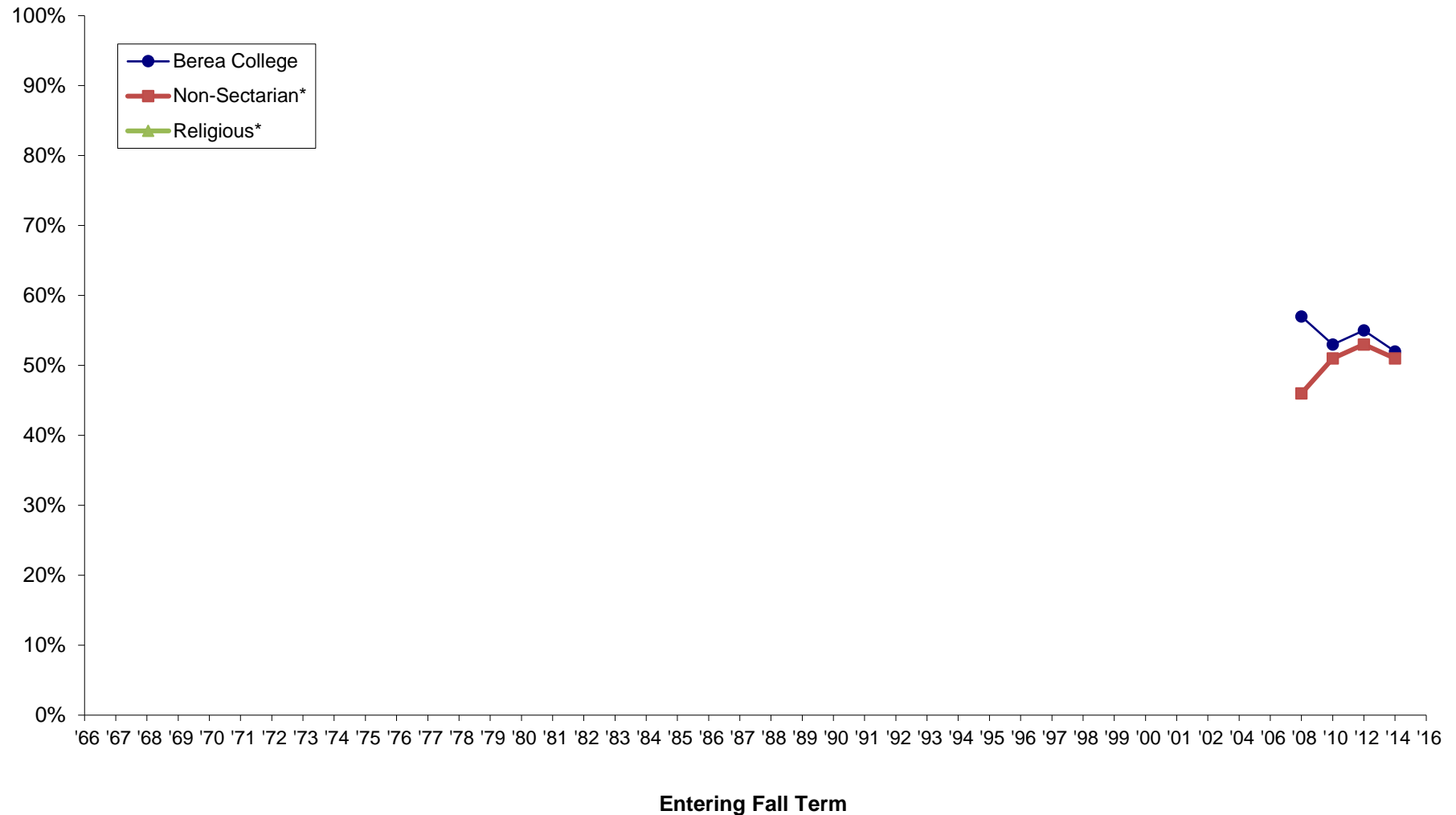
Item added in 2008.

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

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



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

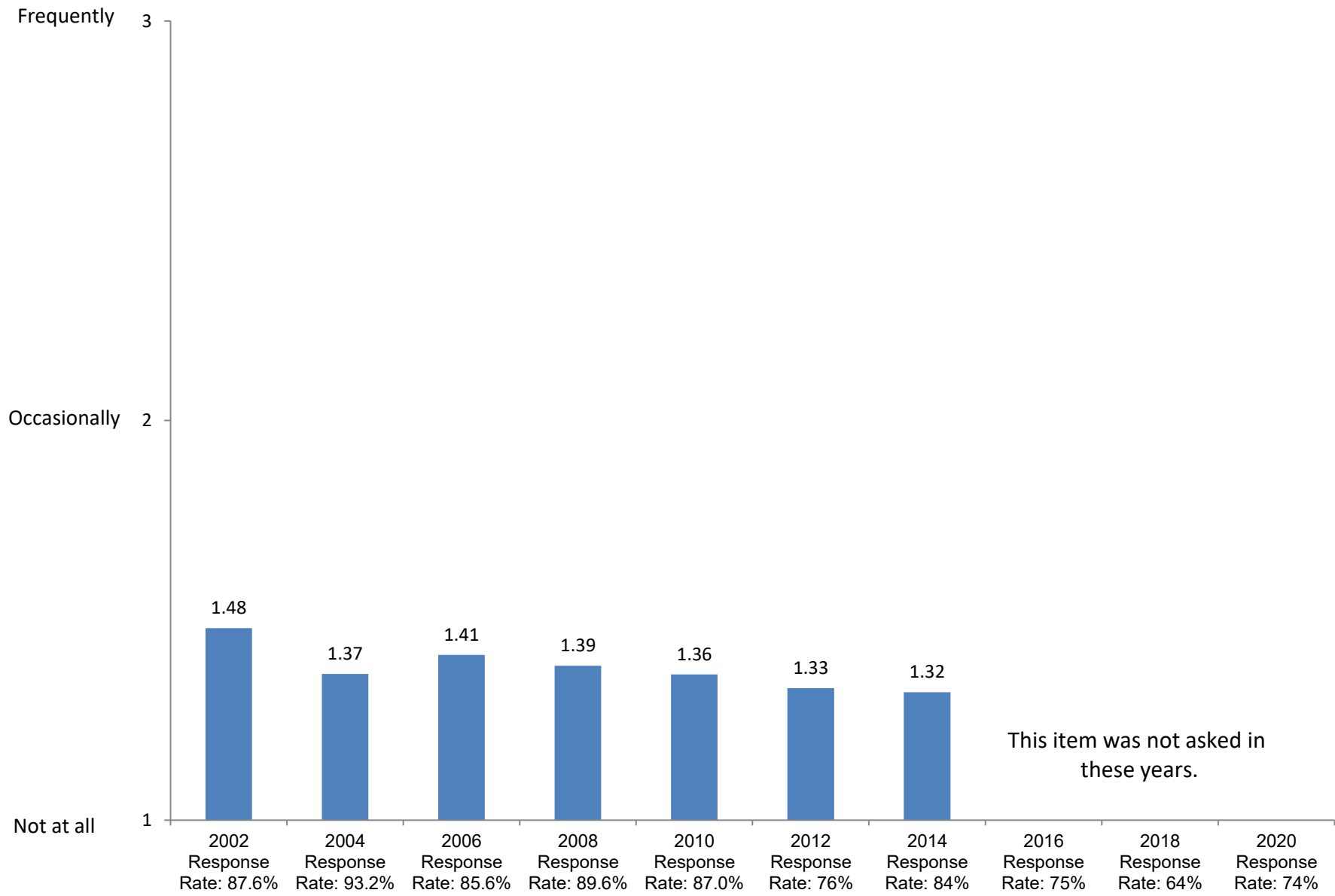


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

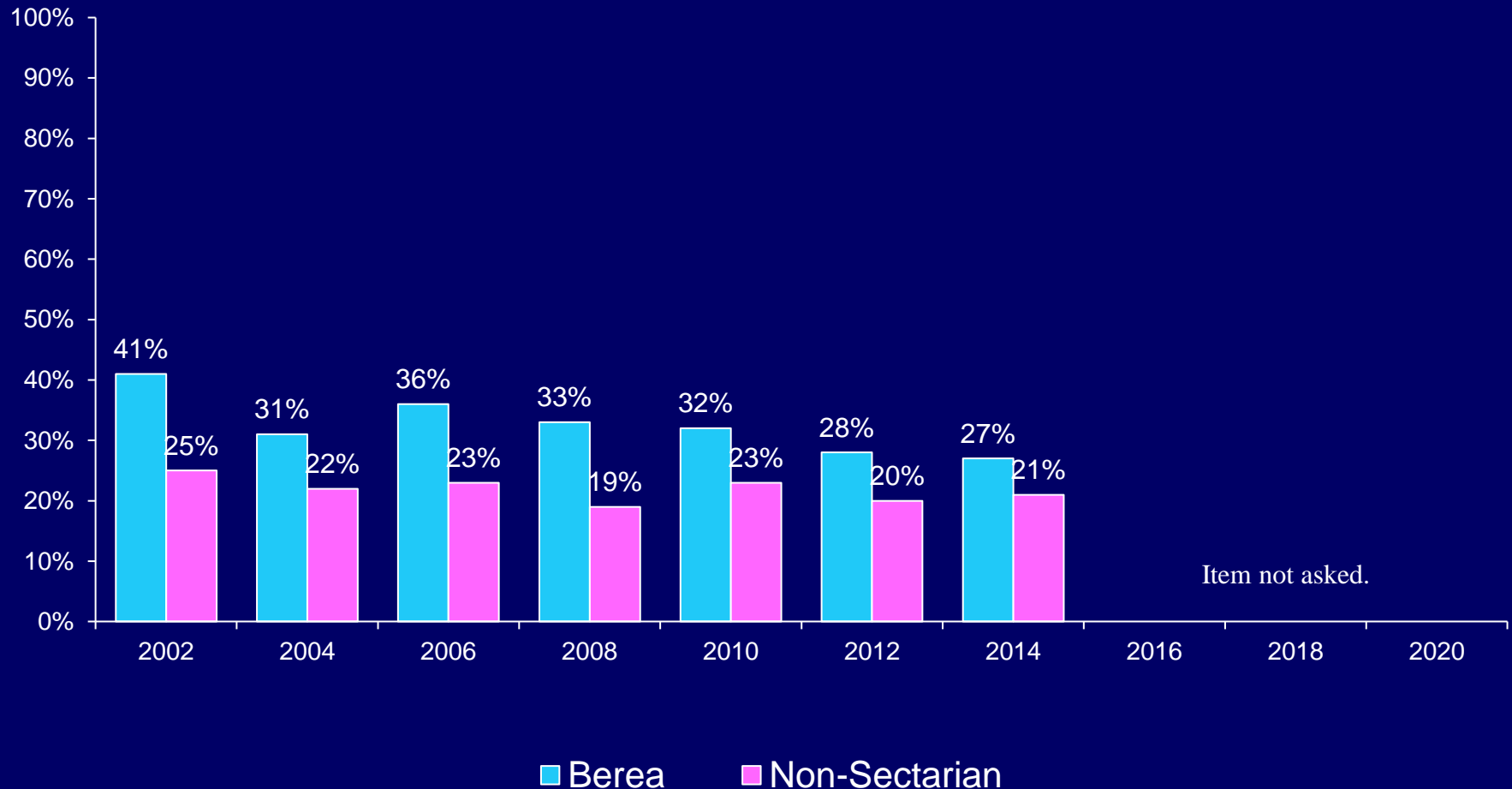
Indicate how often you engaged in the activity below during the past year.

Was a guest in a teacher's home

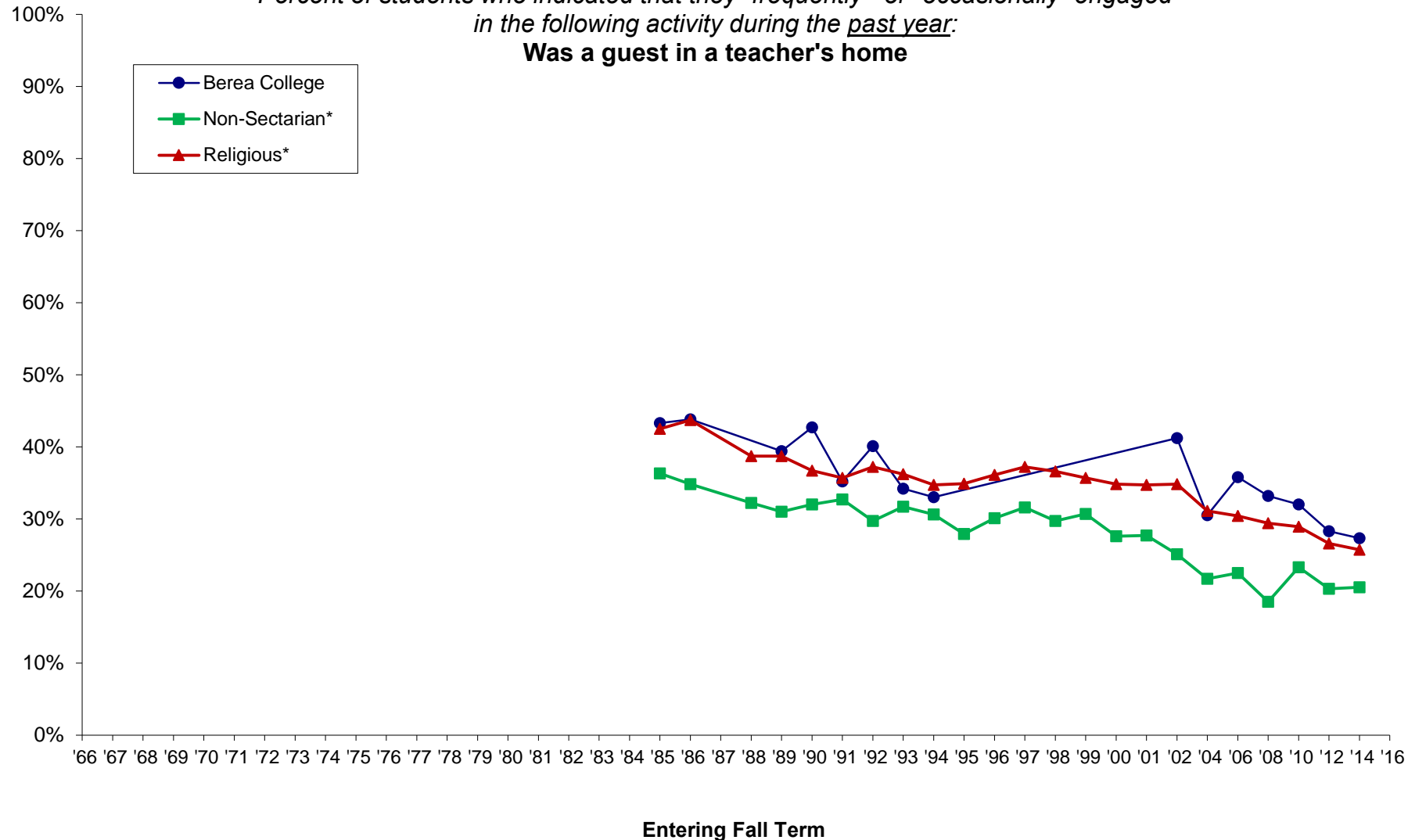


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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



Percent of students who indicated that they "frequently" or "occasionally" engaged in the following activity during the past year:
Was a guest in a teacher's home

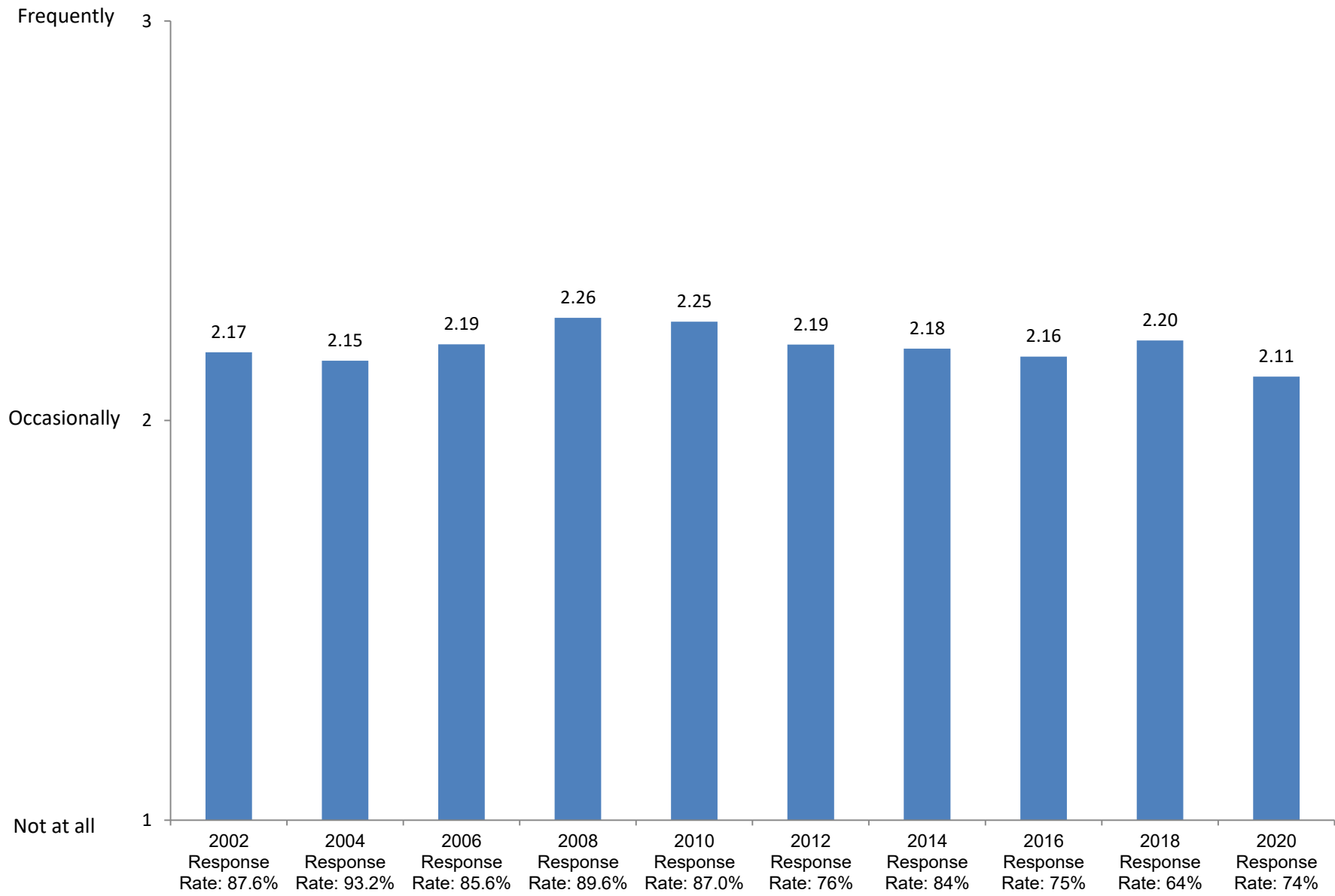


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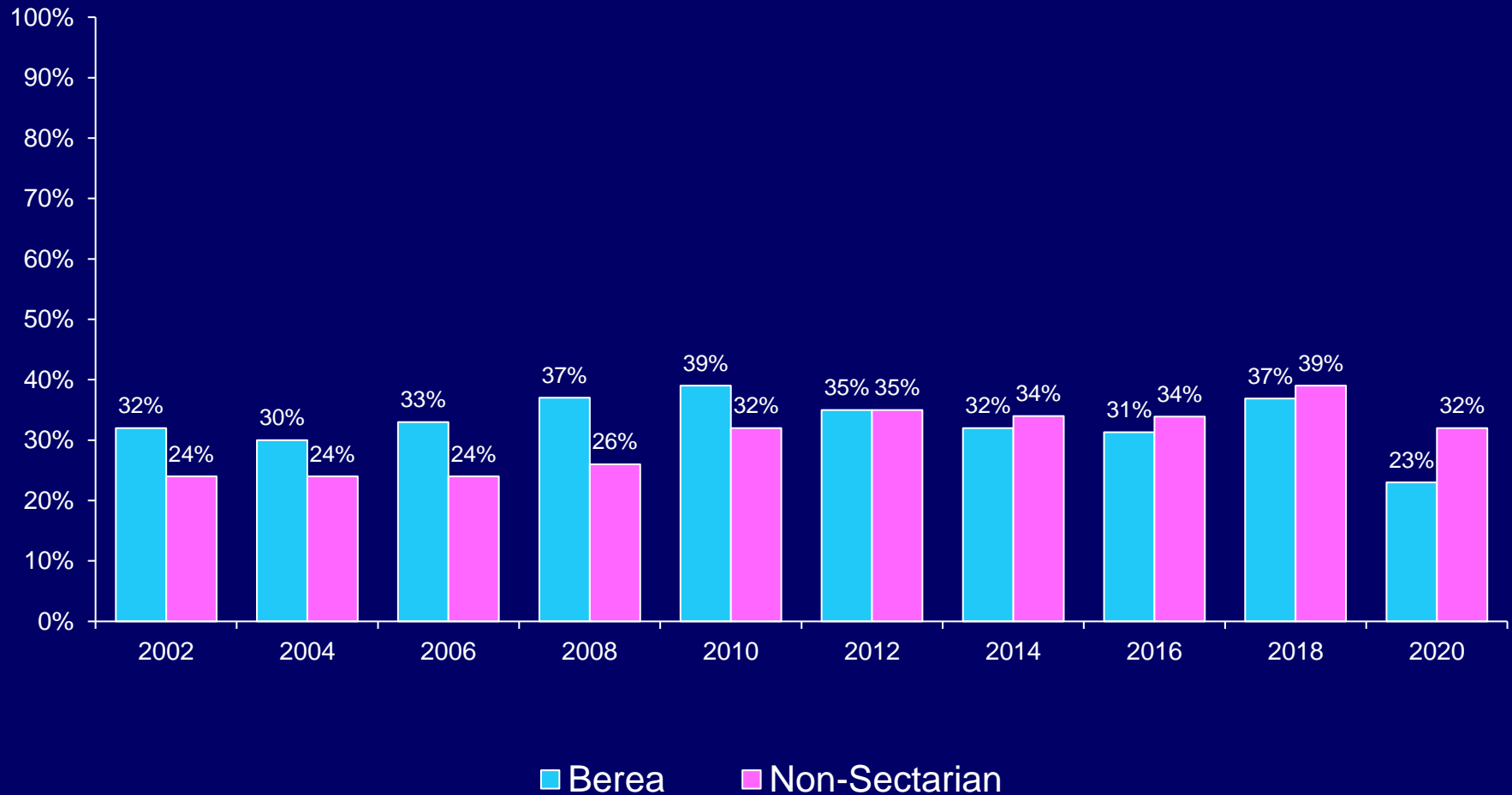
In the past year, how often have you:

Asked a teacher for advice after class



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

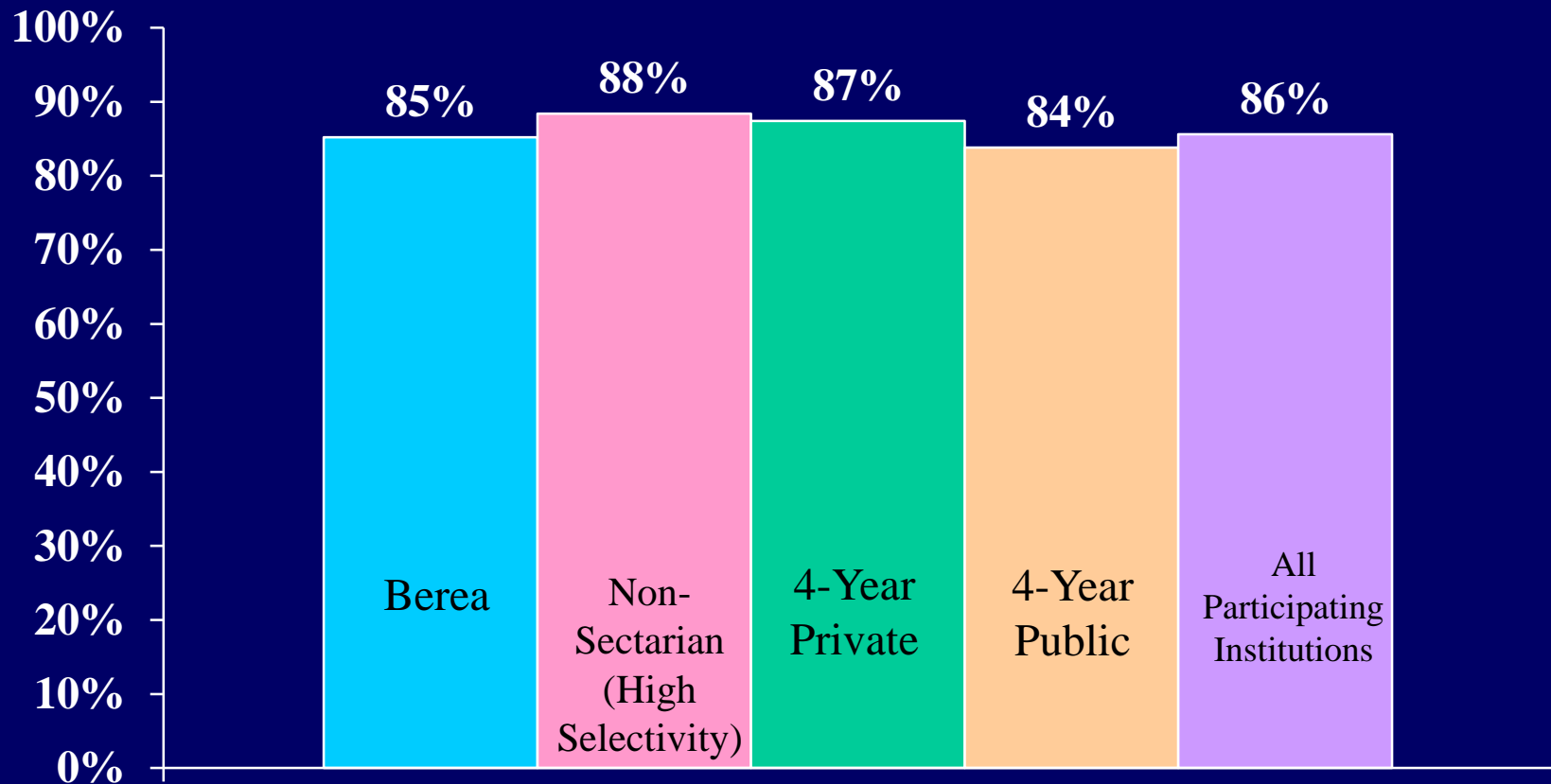
Percent of students who indicated “frequently”
Asked a teacher for advice after class
(during the past year)



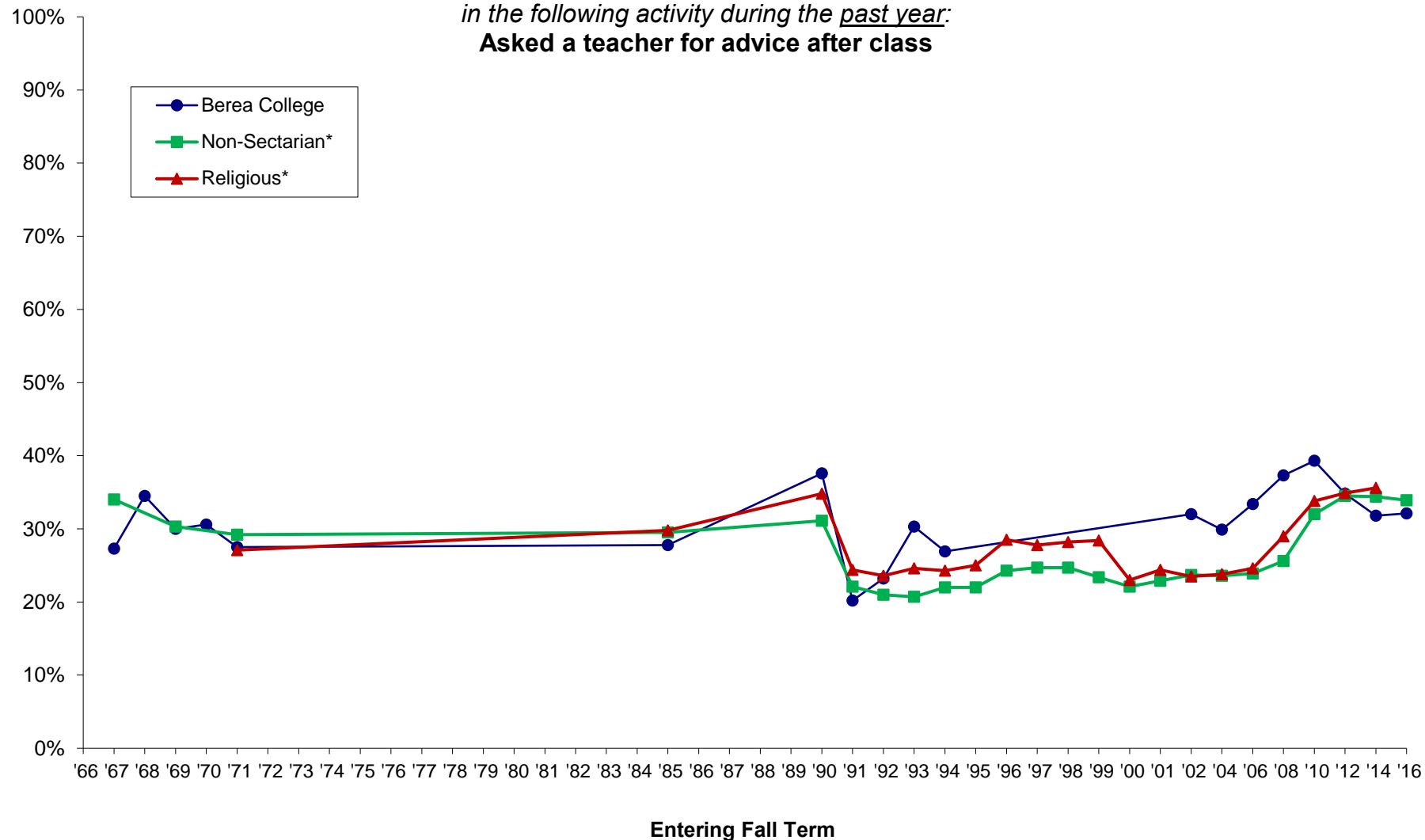
Percent of students who indicated “frequently” or “occasionally”

Asked a teacher for advice after class

(during the past year)



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

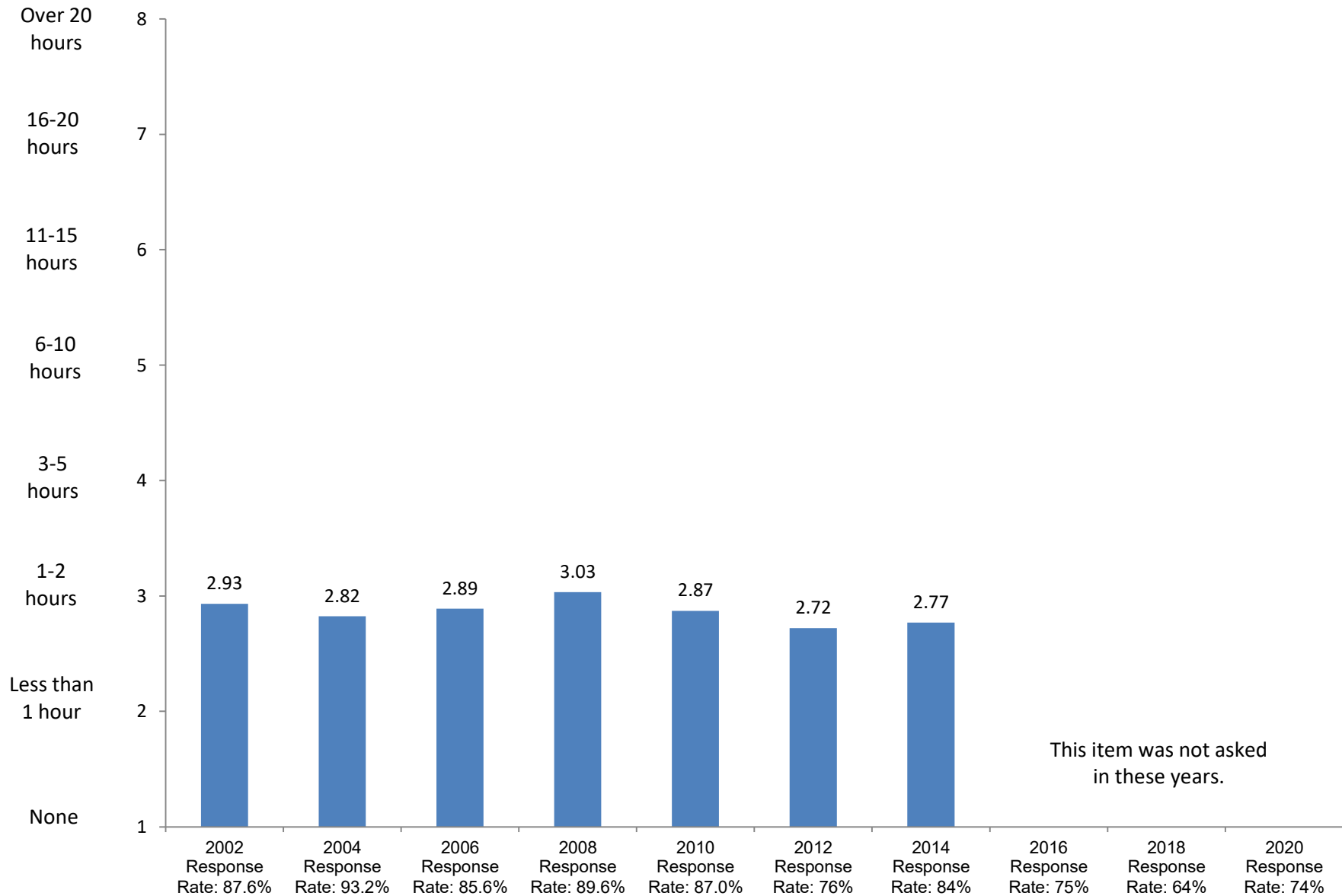


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

Talking with teachers outside of class



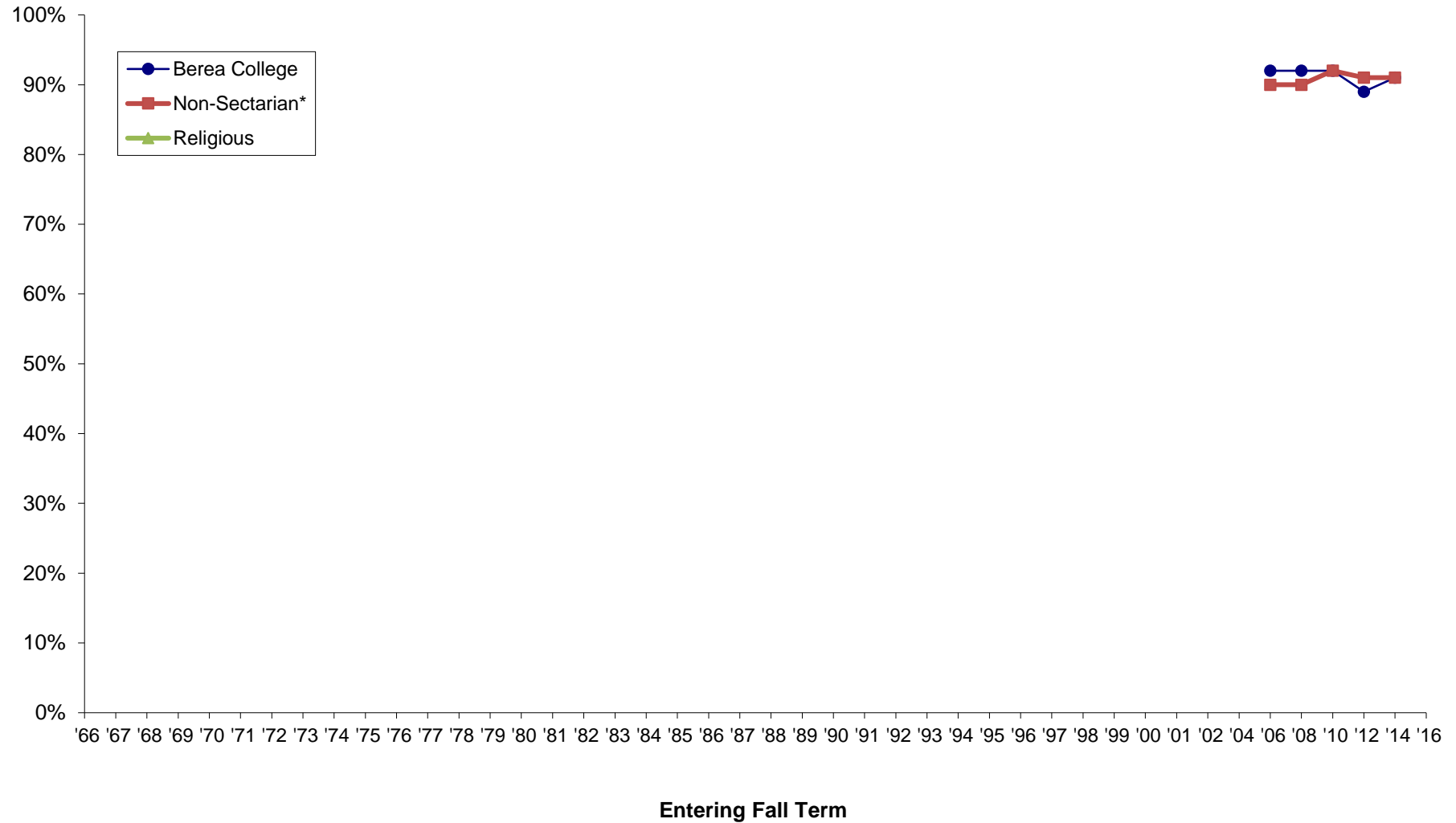
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

Talking with teachers outside of class

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

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

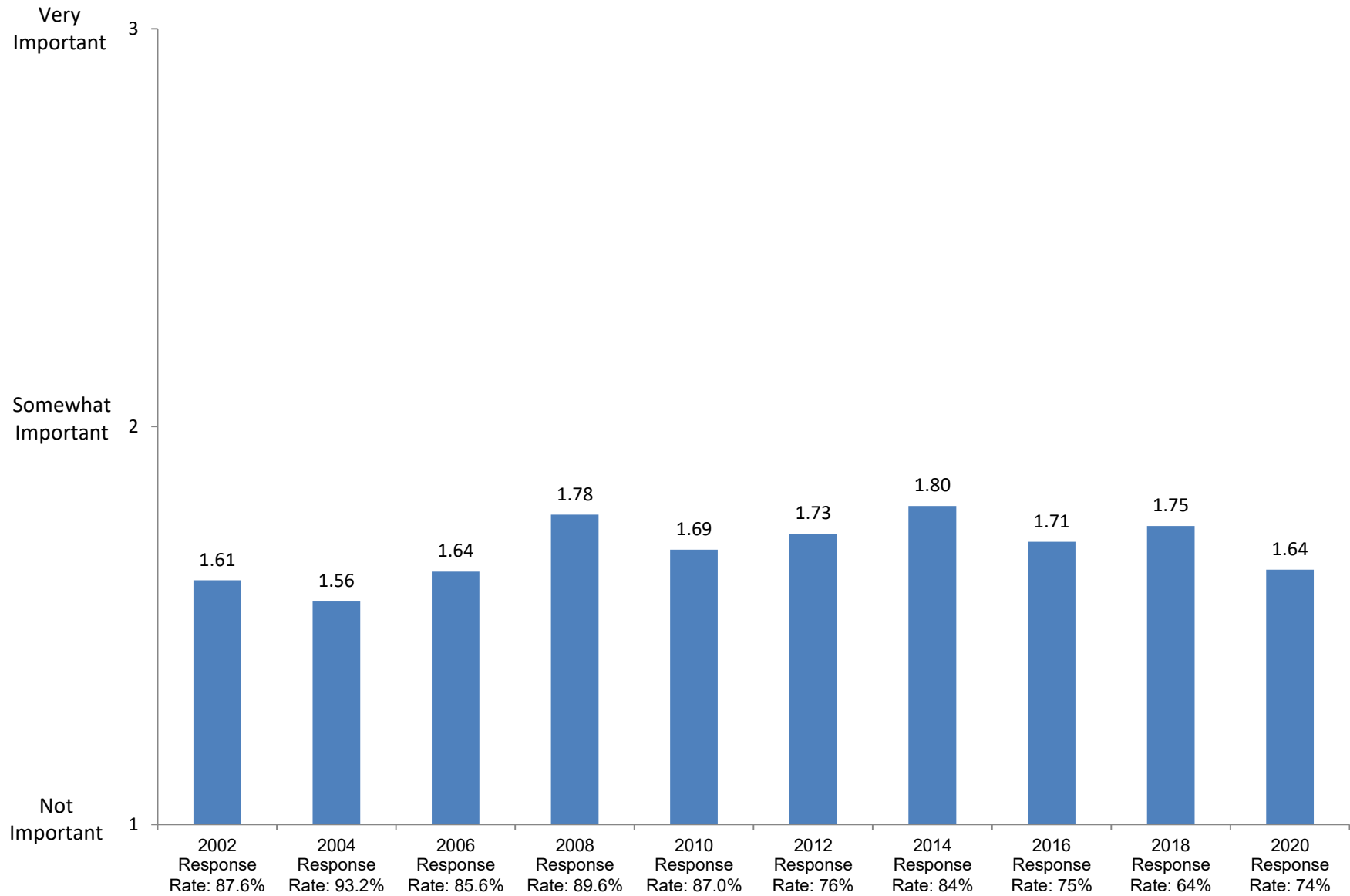


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

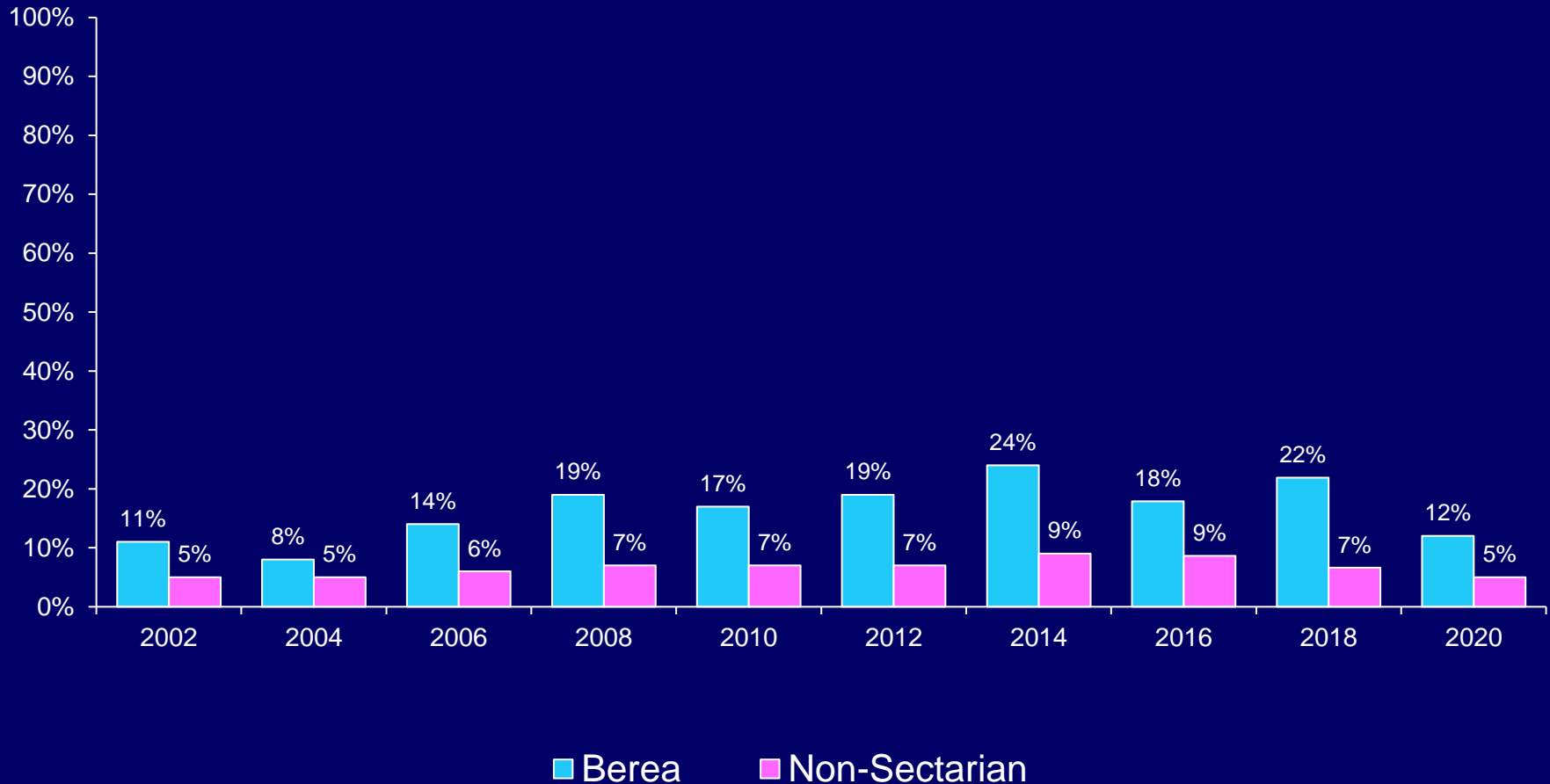
My teacher advised me



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

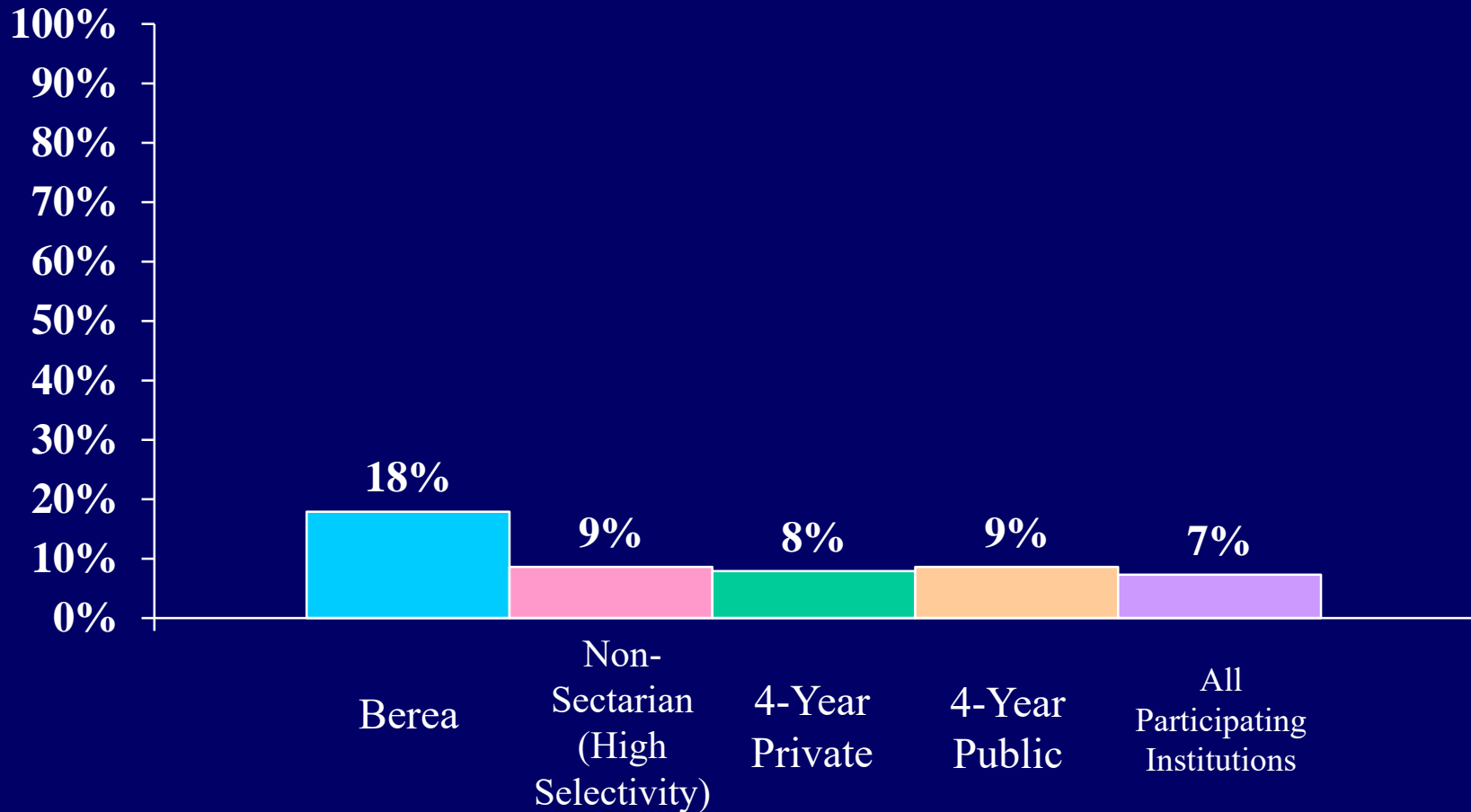
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

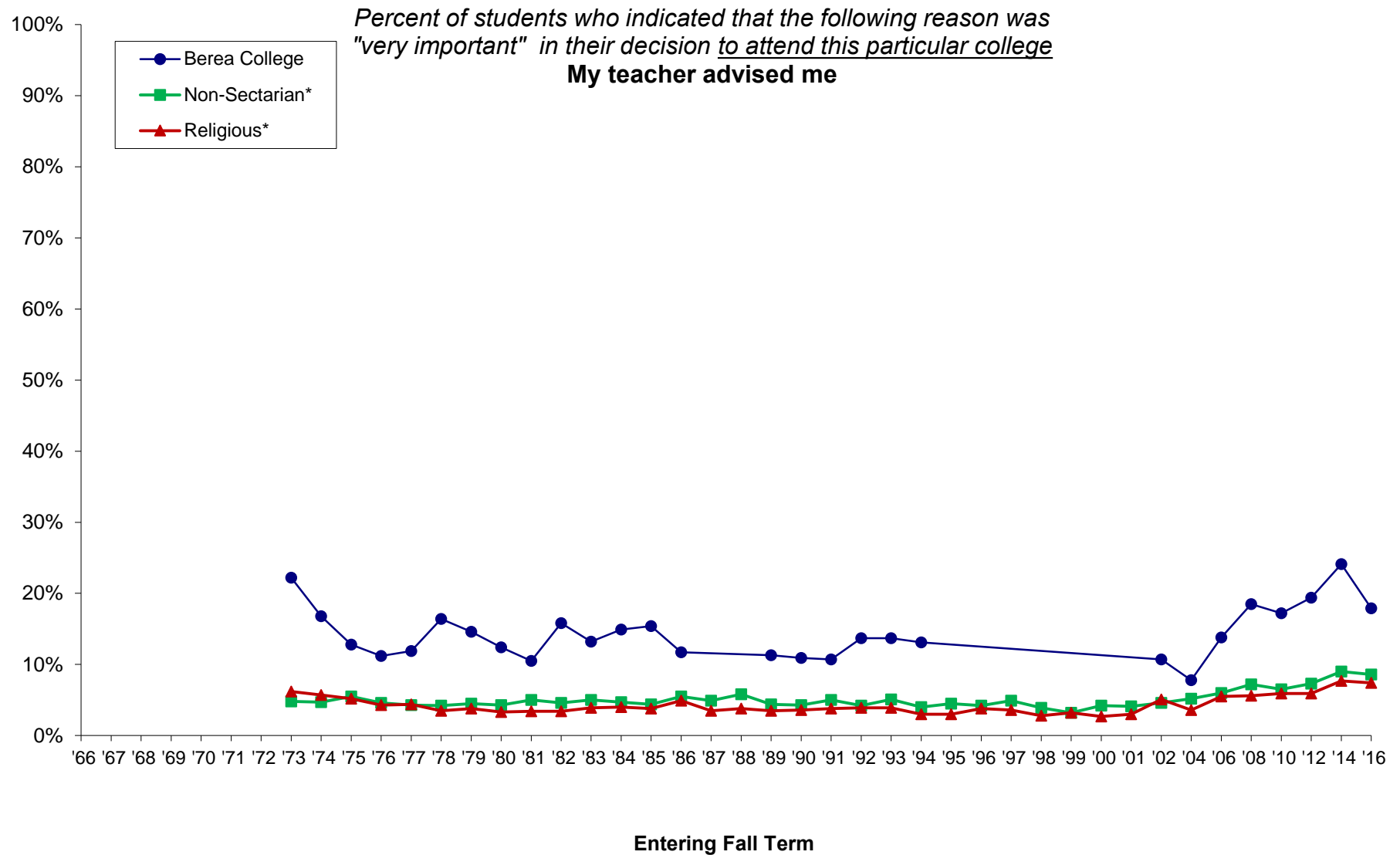
My teacher advised me



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

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



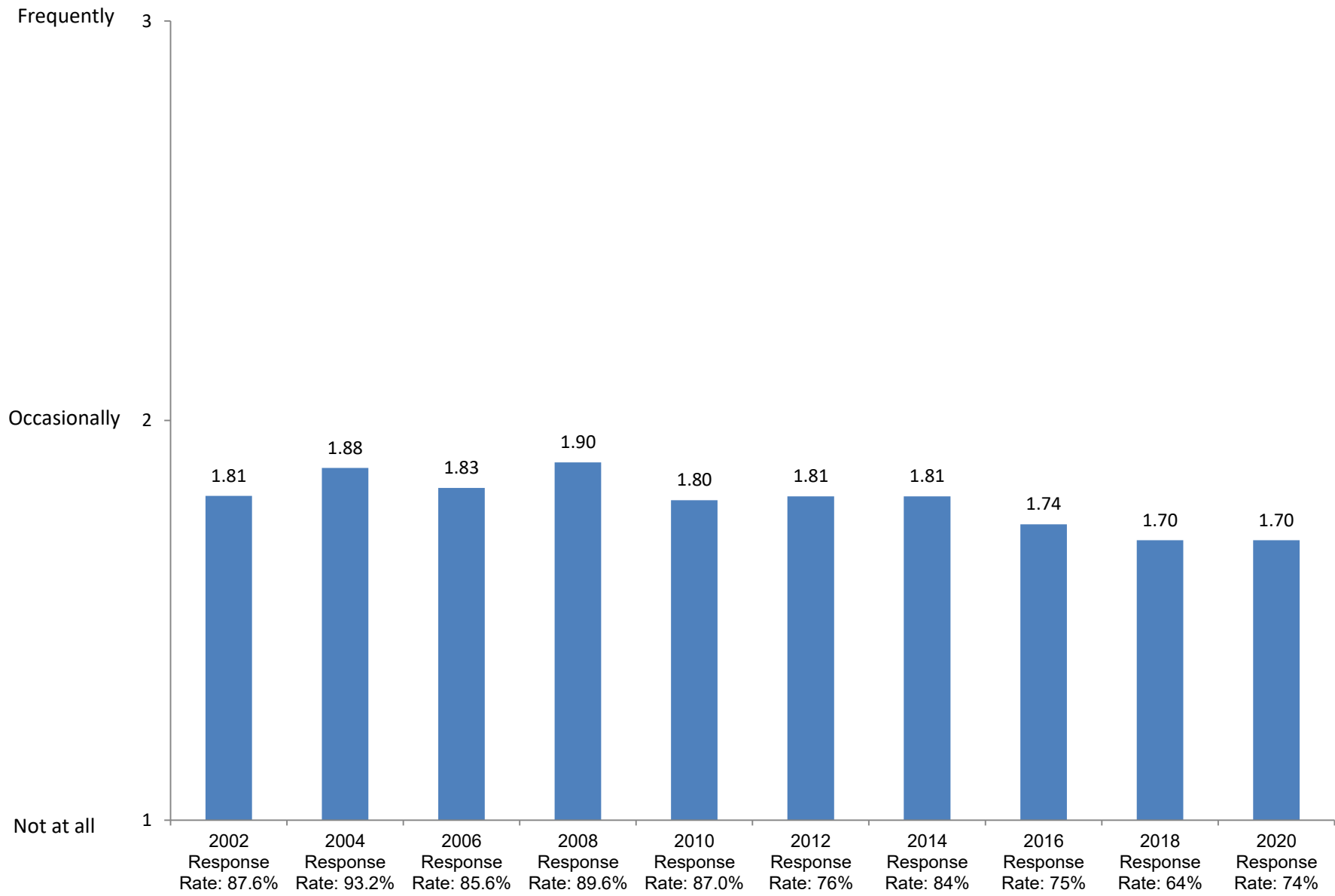


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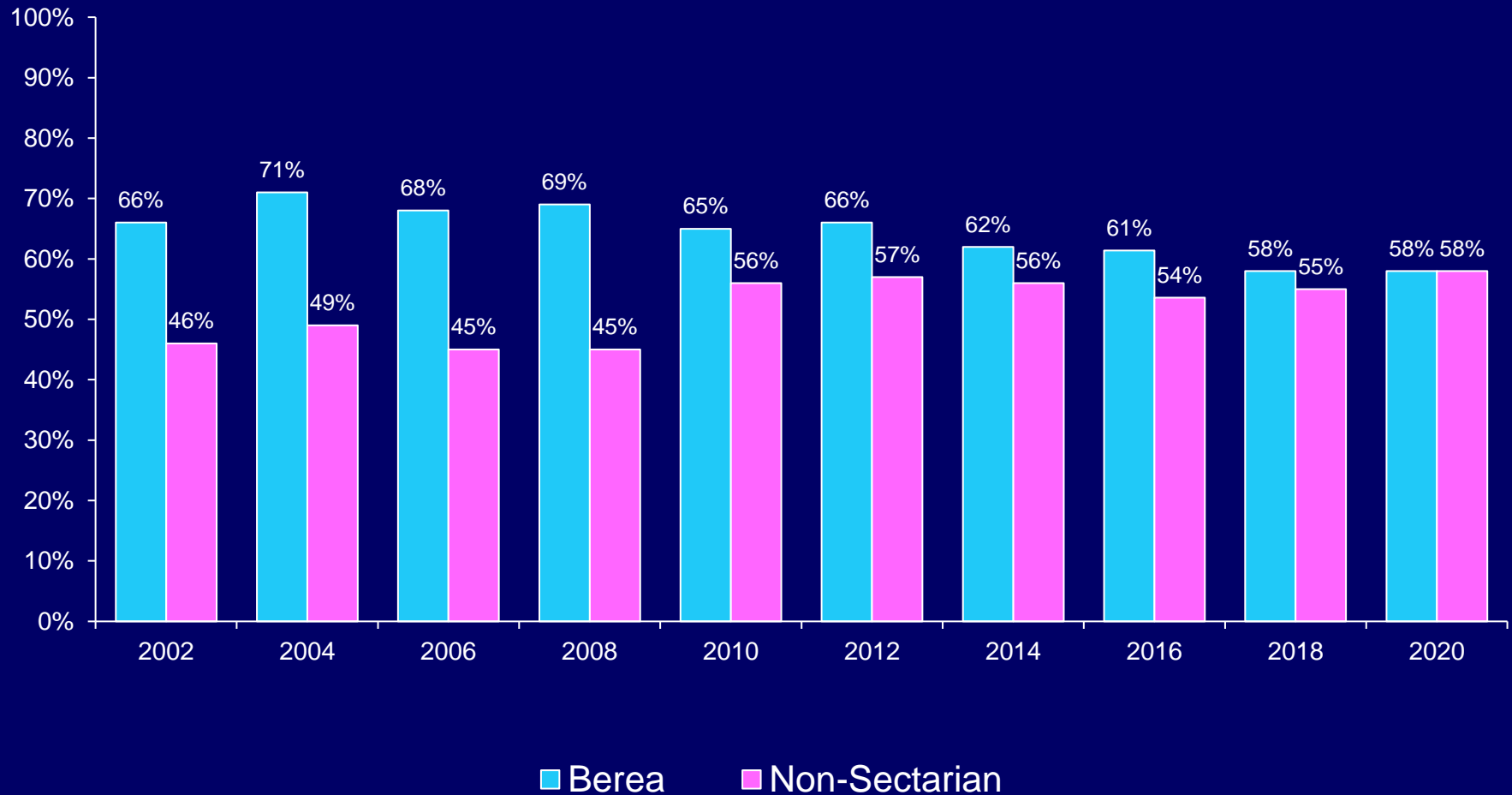
In the past year, how often have you:

Tutored another student



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

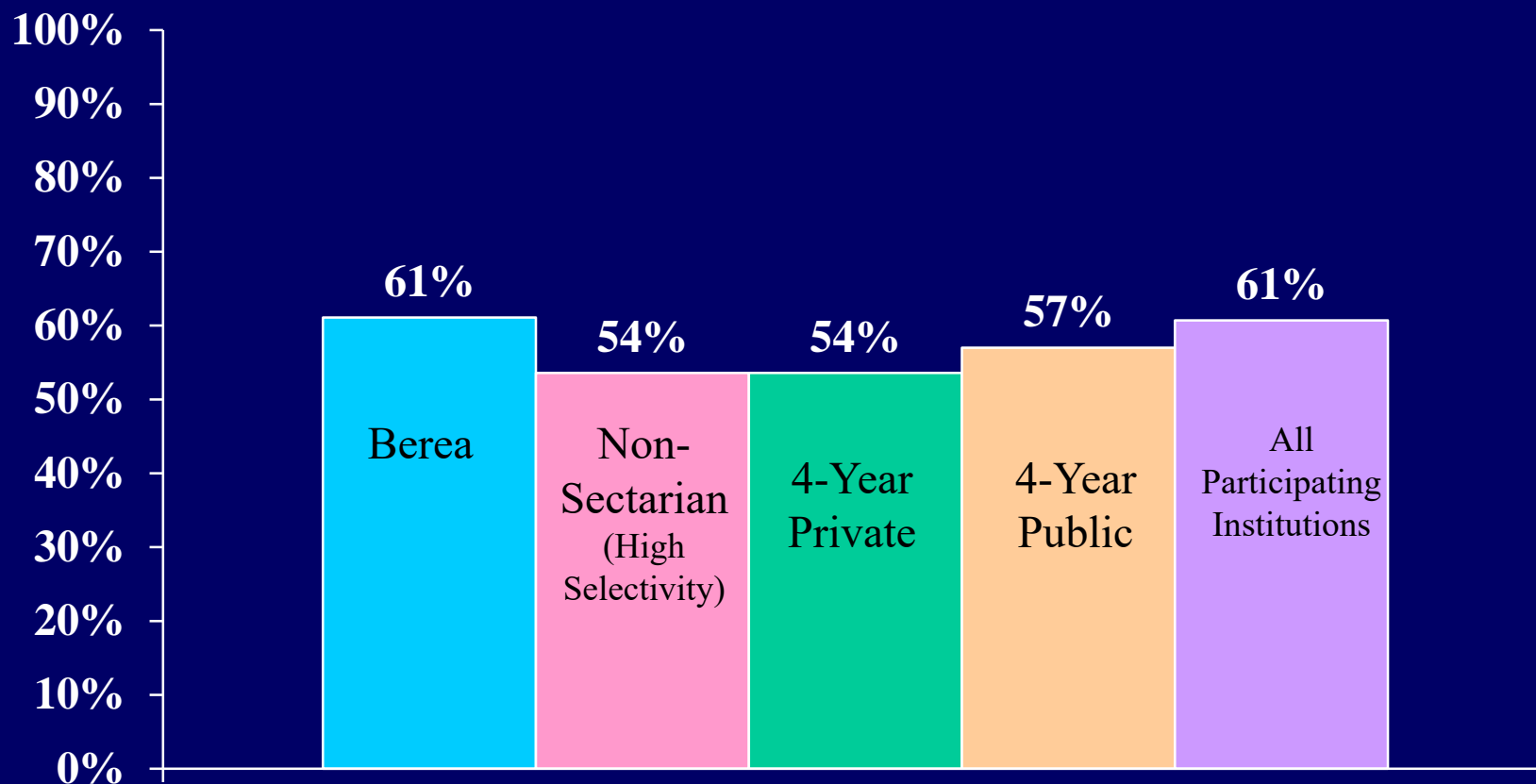
Percent of students who indicated “frequently” or “occasionally”
Tutored another student
(during the past year)

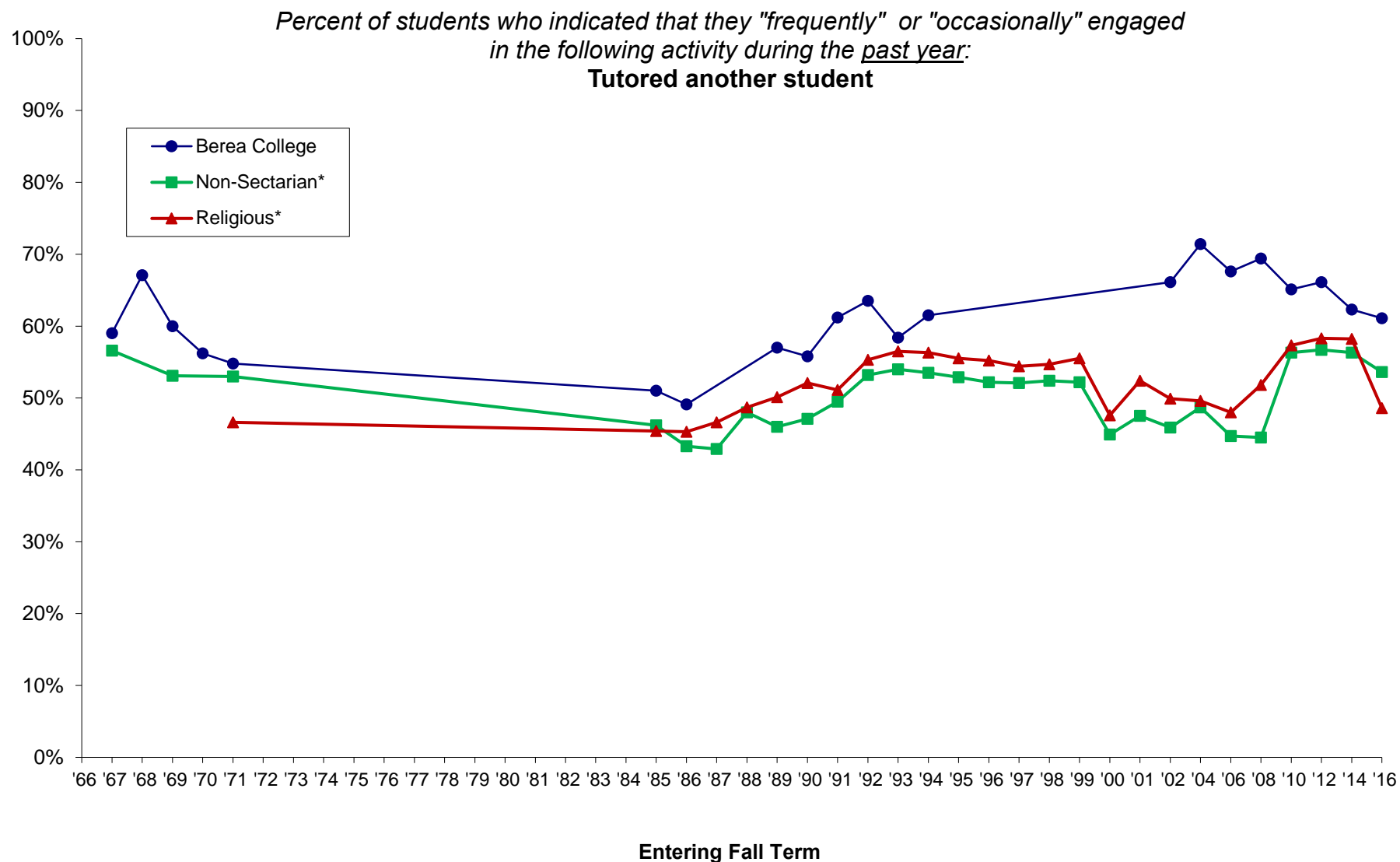


Percent of students who indicated “frequently” or “occasionally”

Tutored another student

(during the past year)



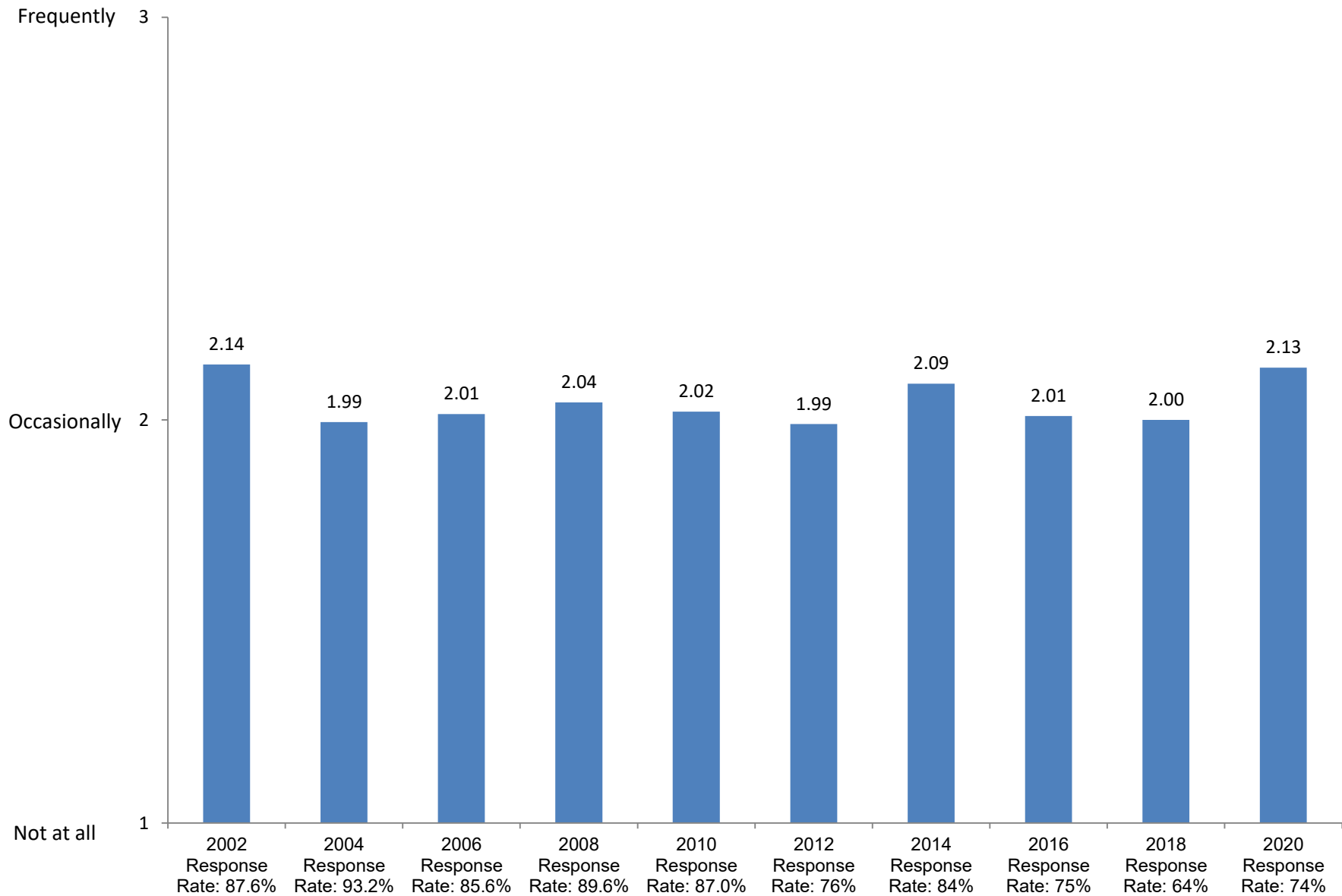


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

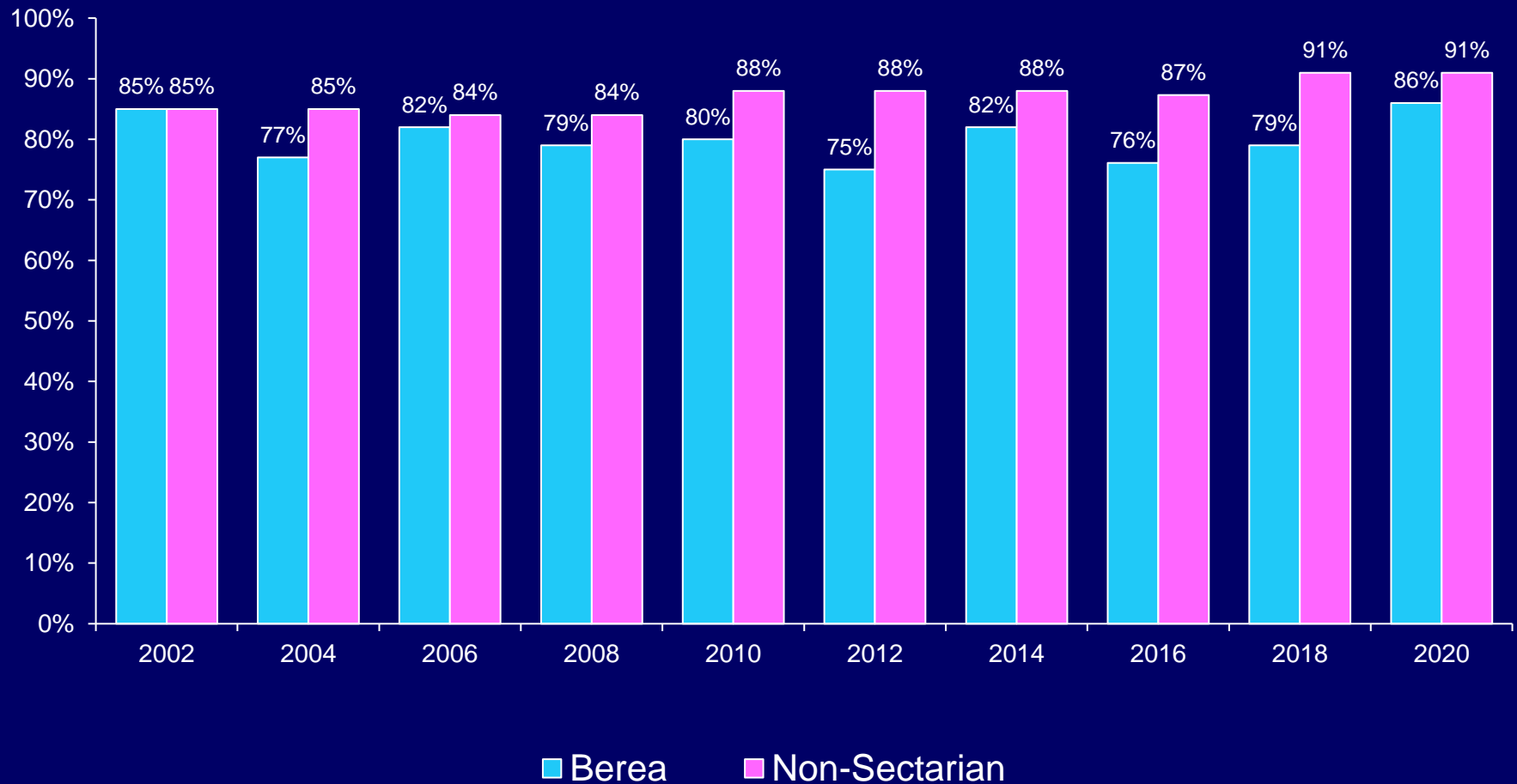
In the past year, how often have you:

Studied with other students



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

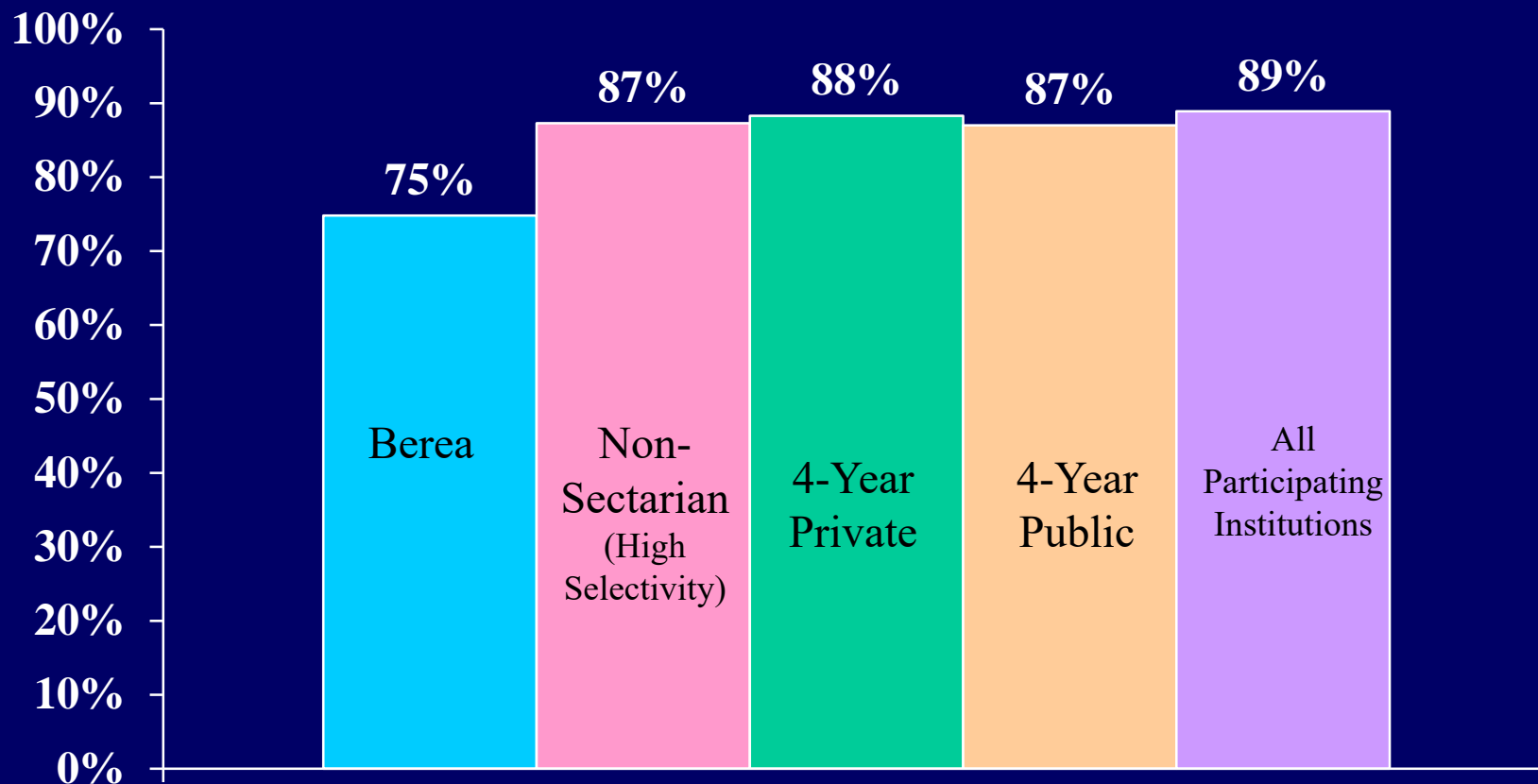
Percent of students who indicated “frequently” or “occasionally”
Studied with other students
(during the past year)



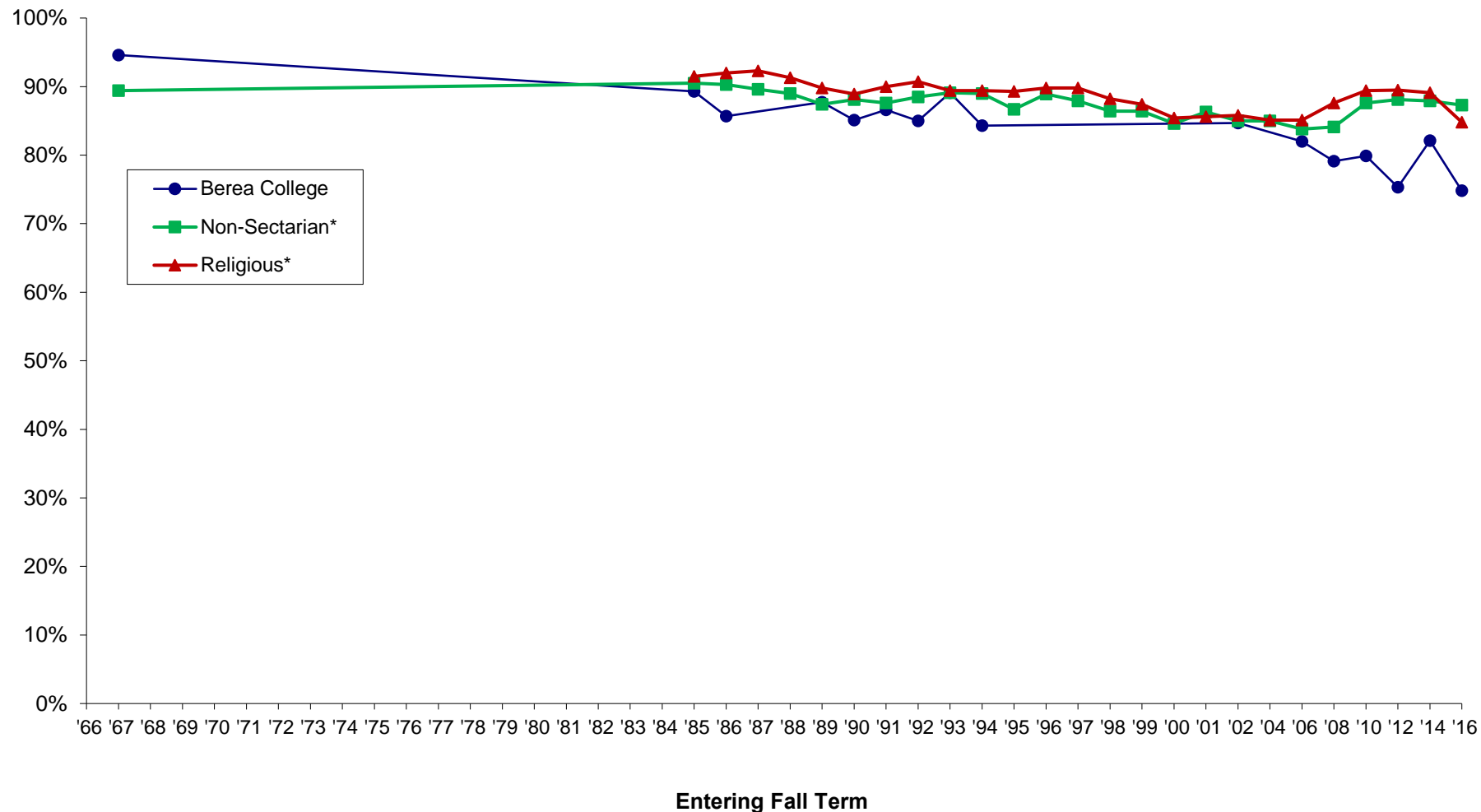
Percent of students who indicated “frequently” or “occasionally”

Studied with other students

(during the past year)



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

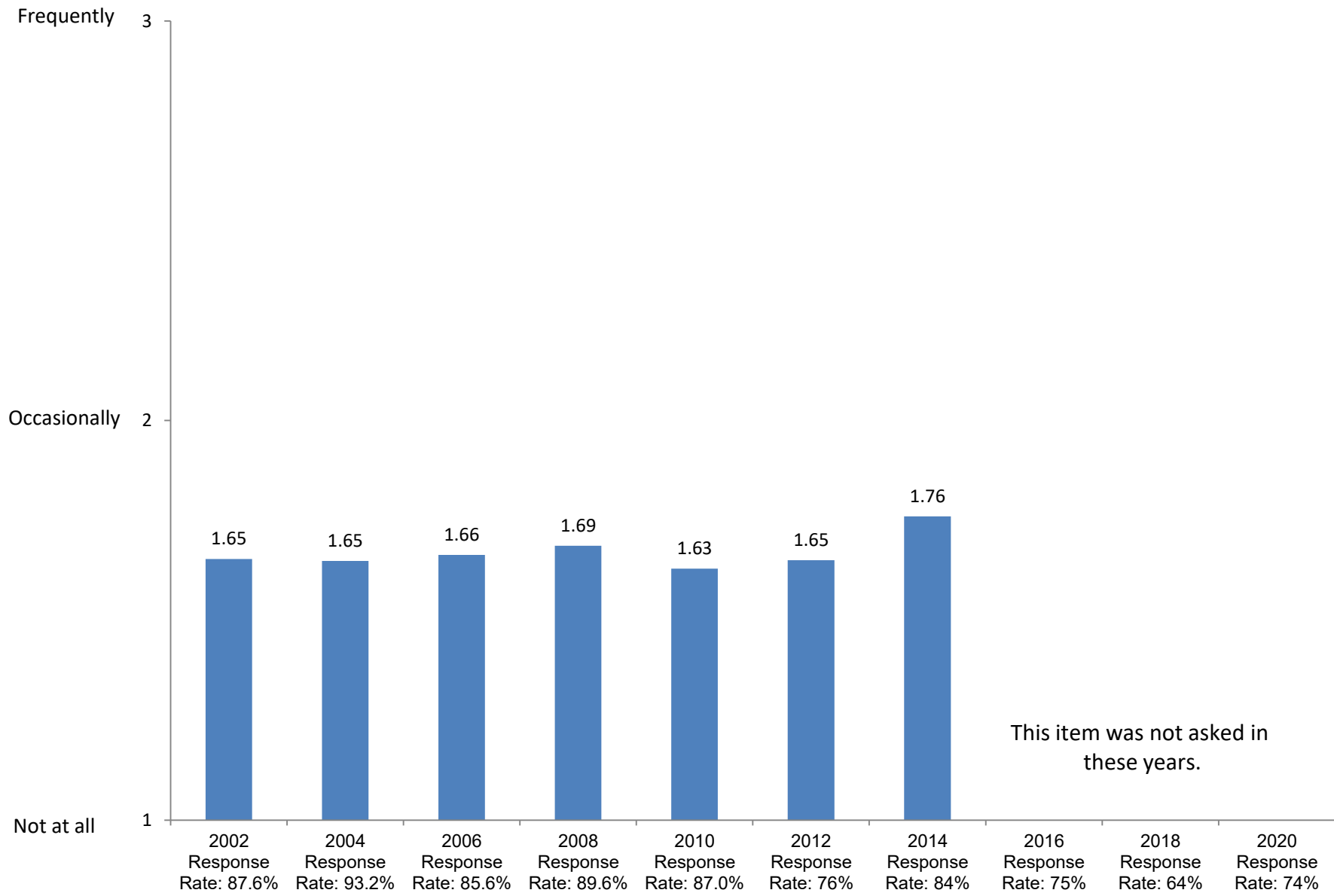


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

Performed community service as a part of the class

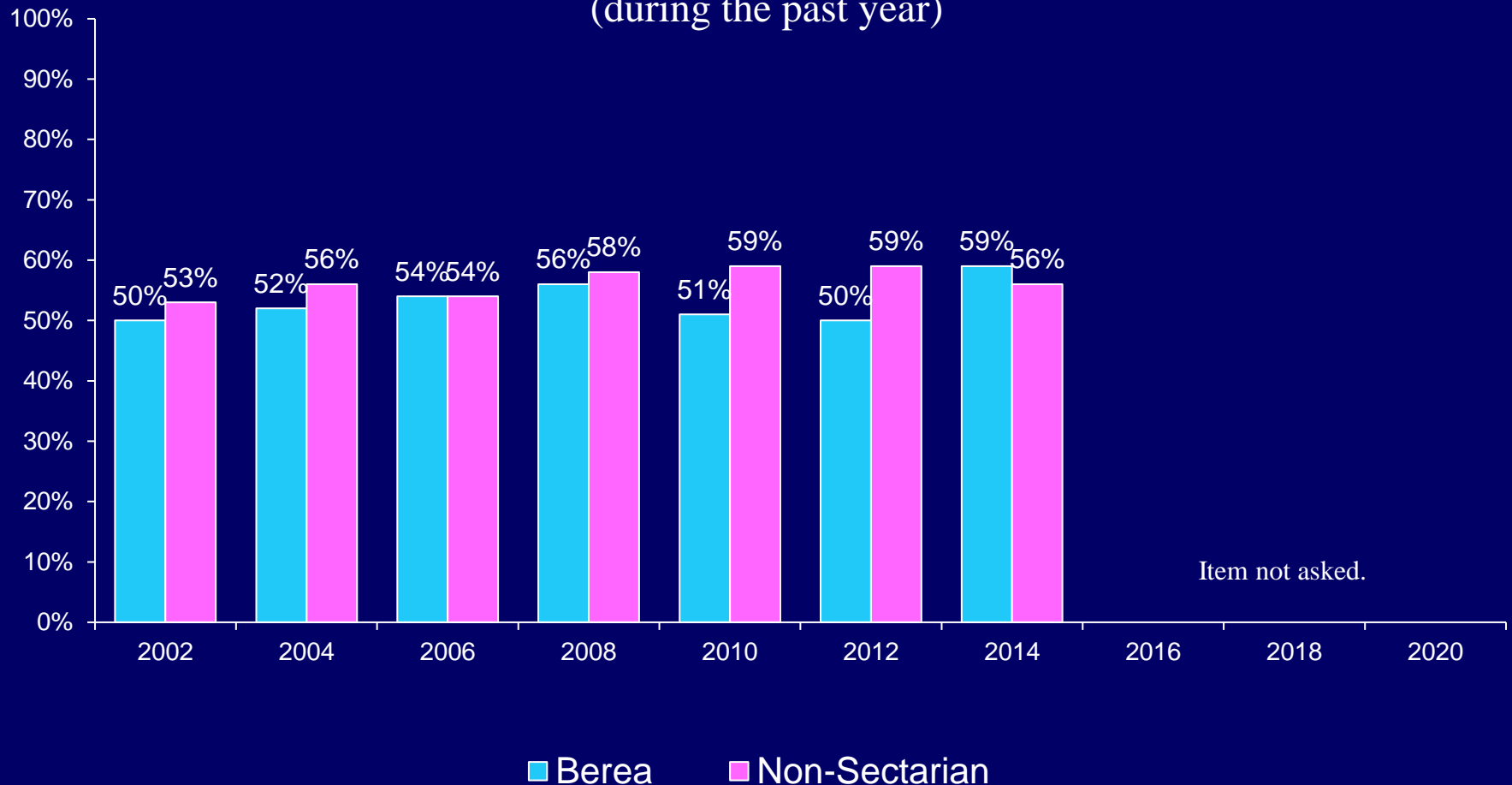


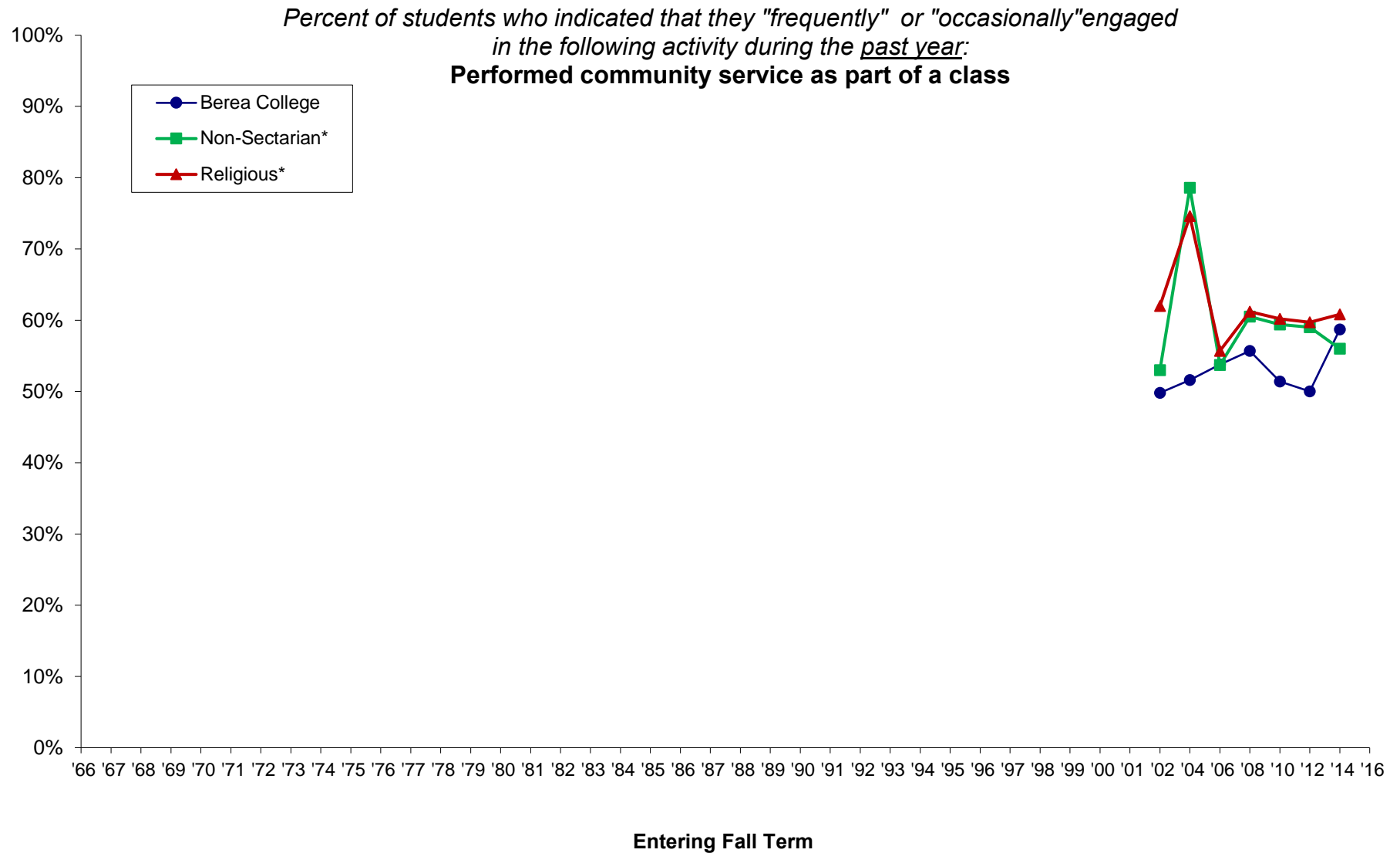
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

performed community service as part of a class

(during the past year)



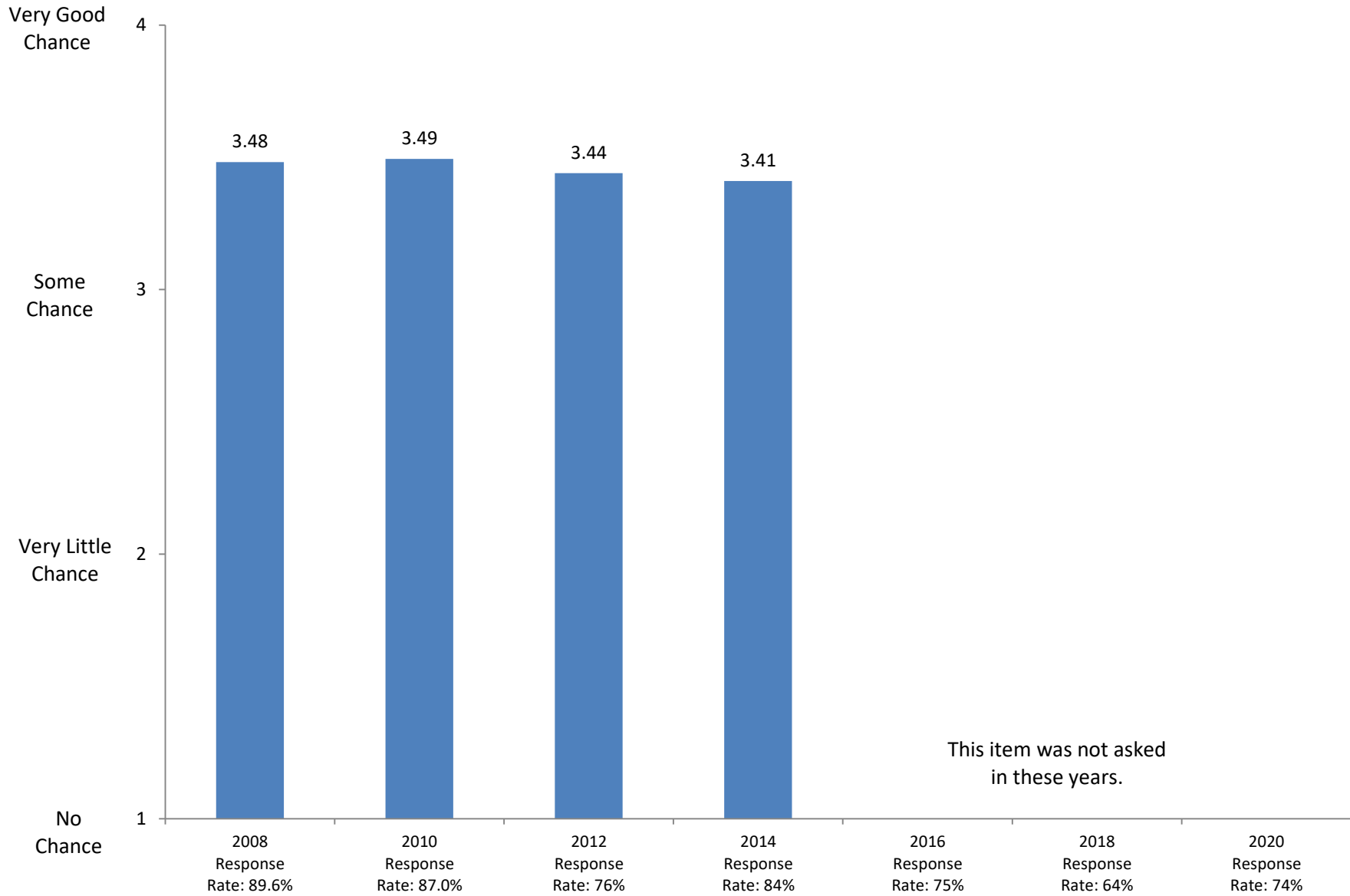


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

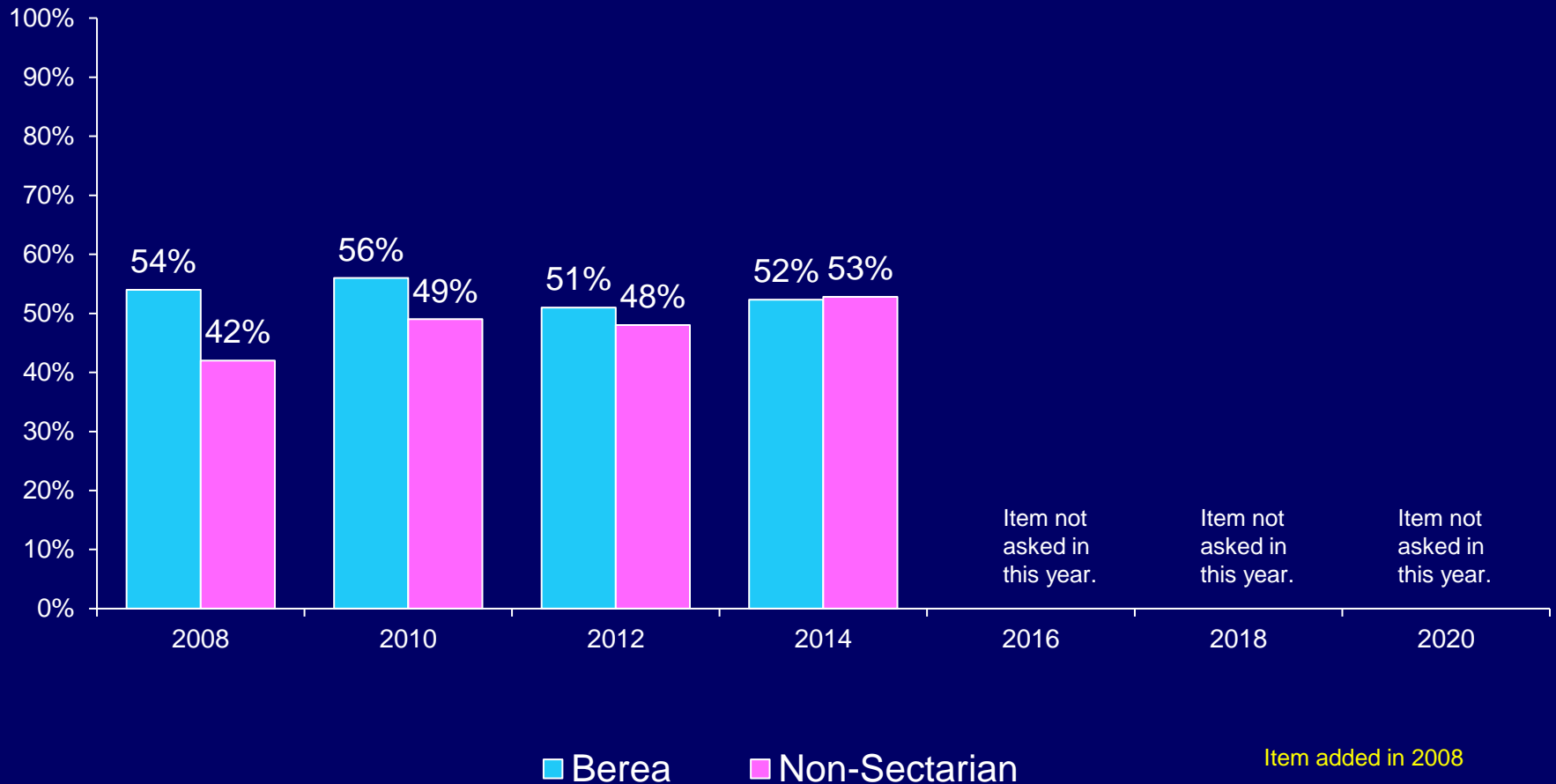
Discuss course content with students outside of class



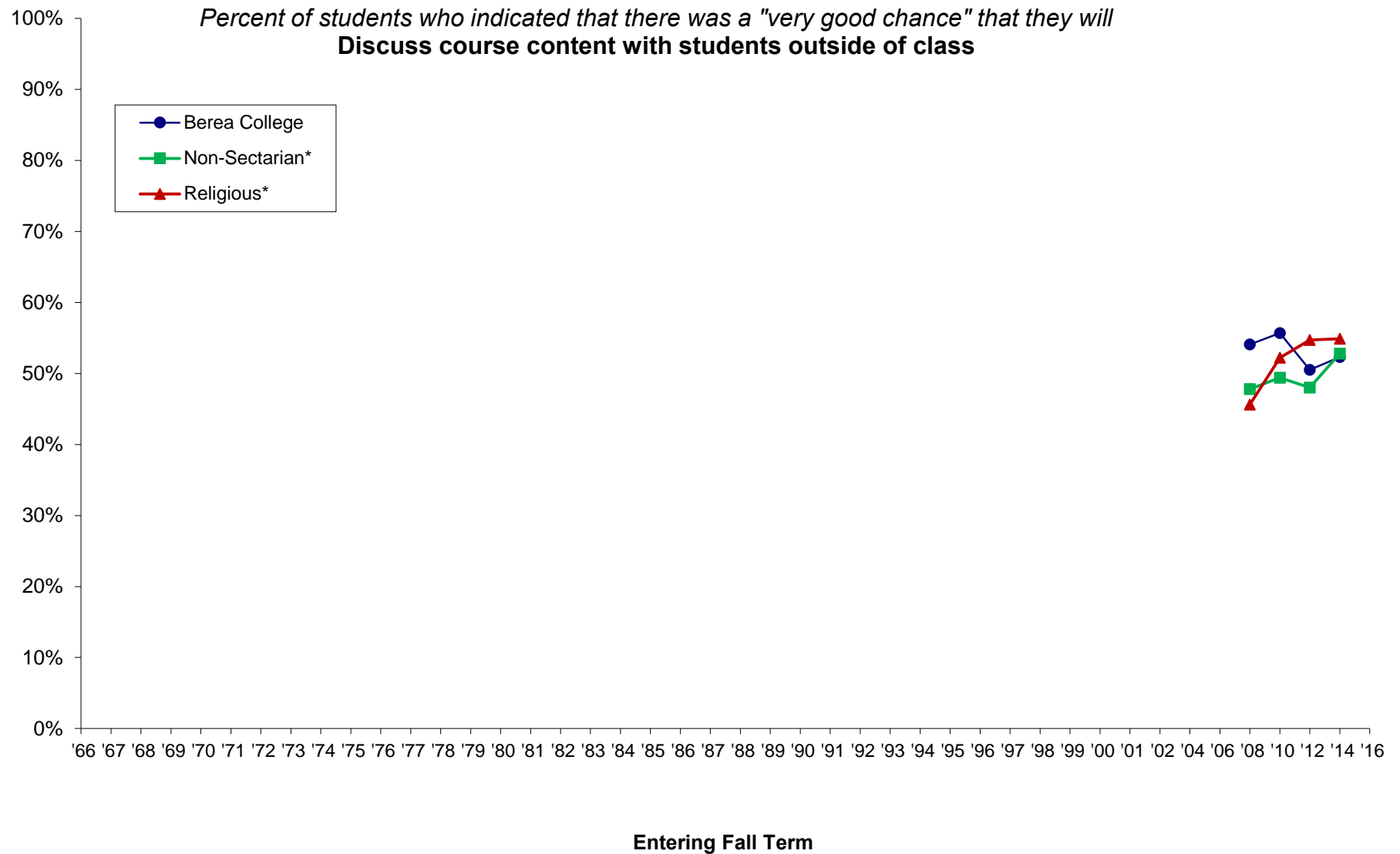
Item added in 2008.

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

Percent of students who estimate that chances are “very good” that they will:
Discuss course content with students outside of class



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

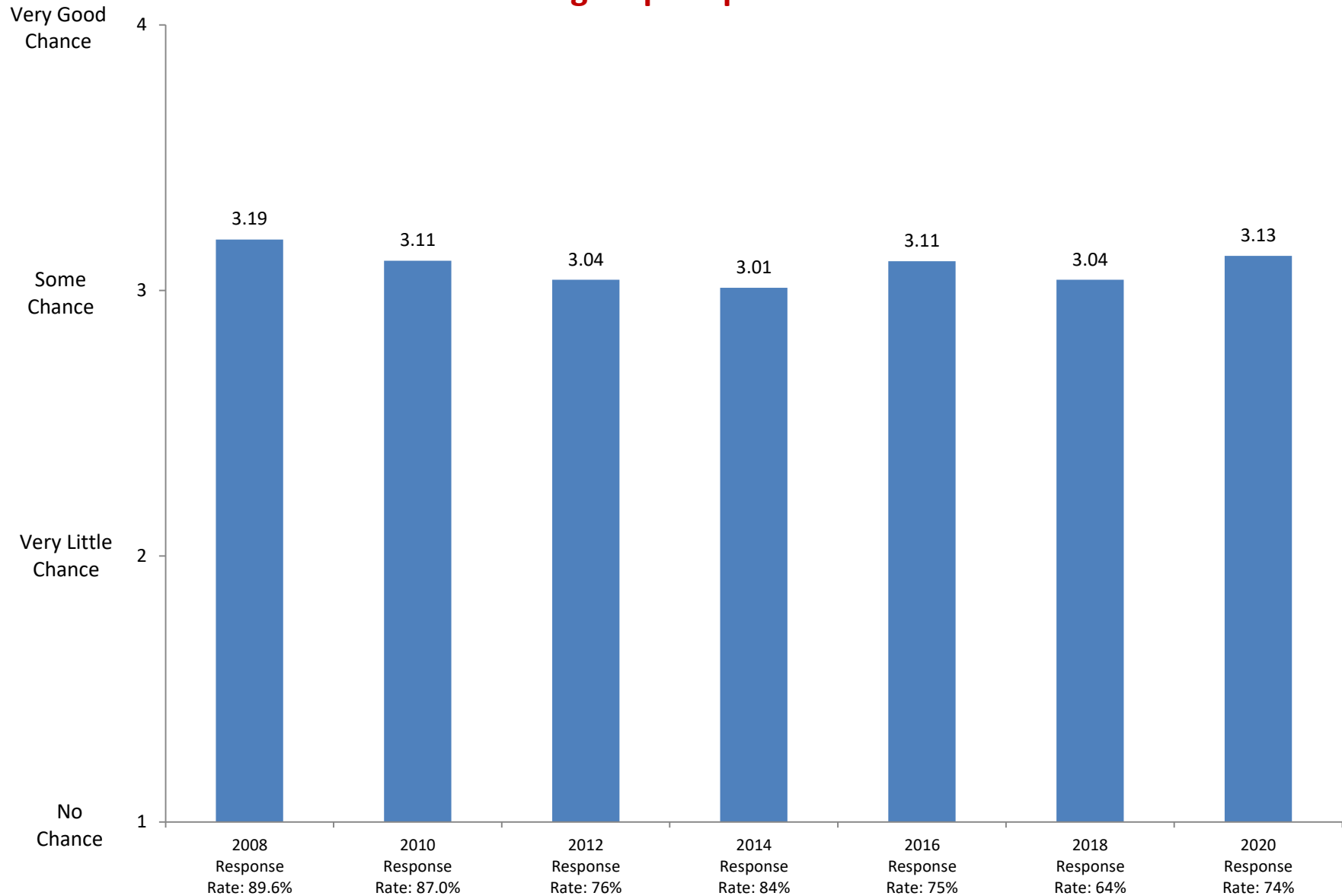


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

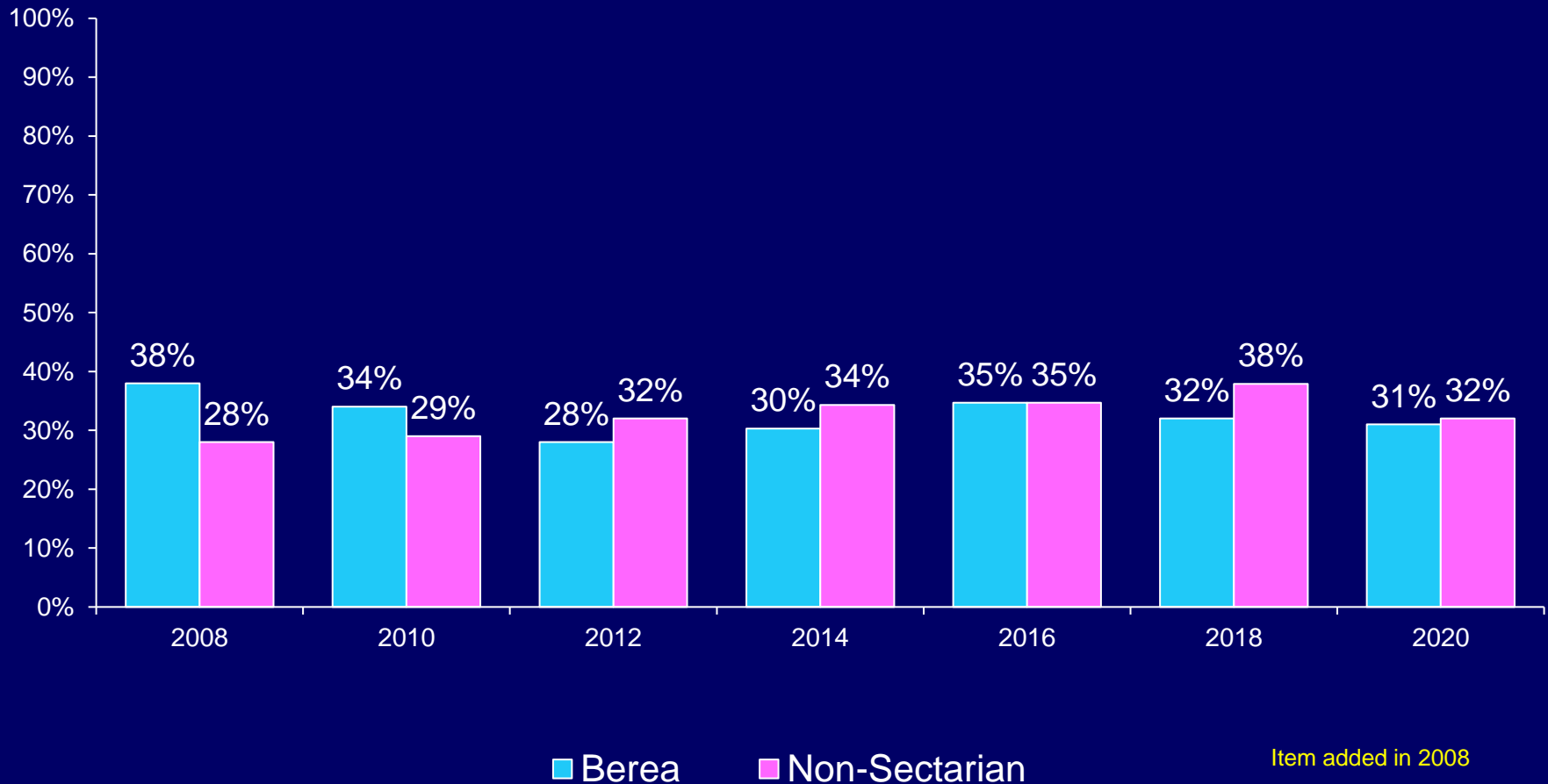
Get tutoring help in specific courses



Item added in 2008.

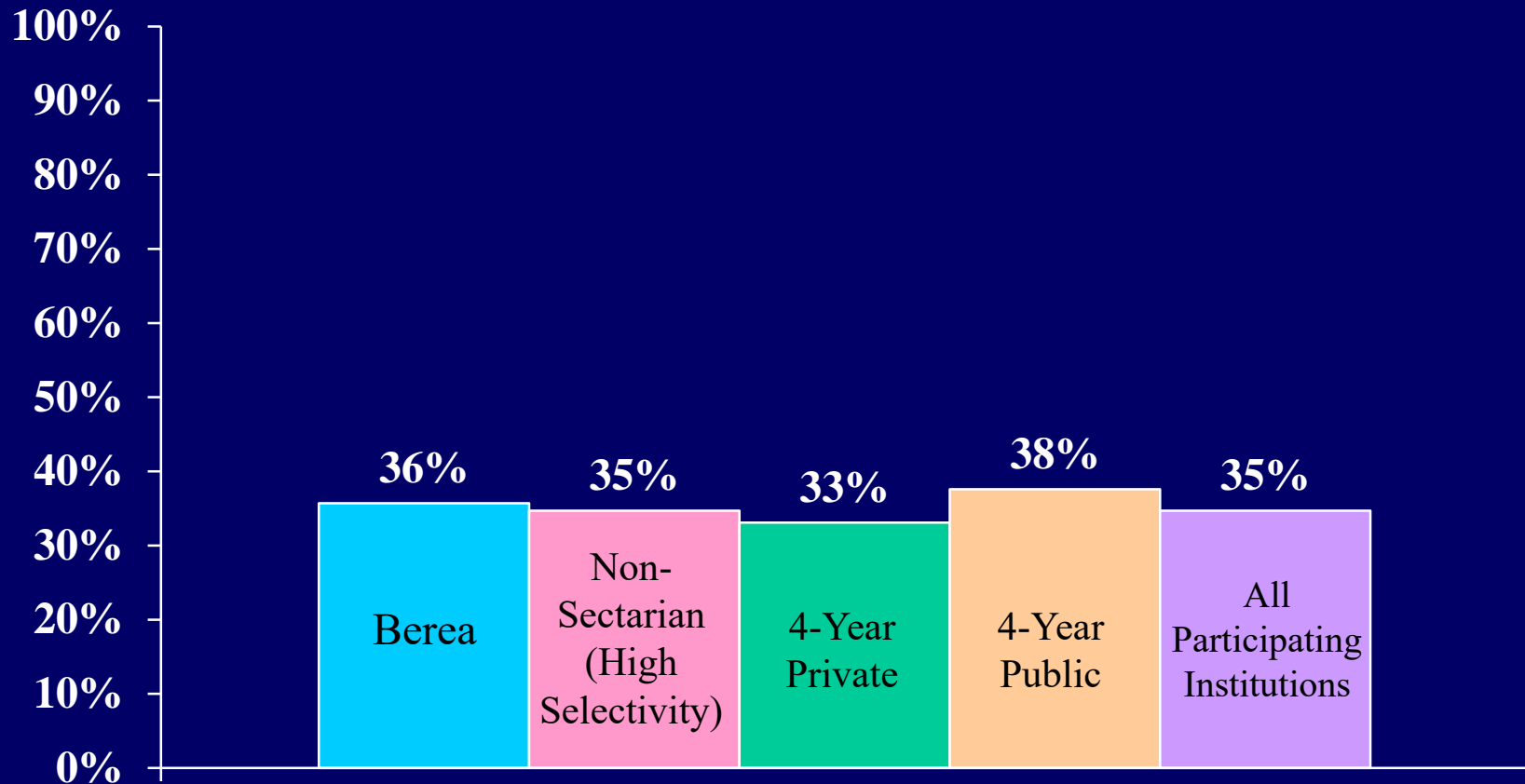
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

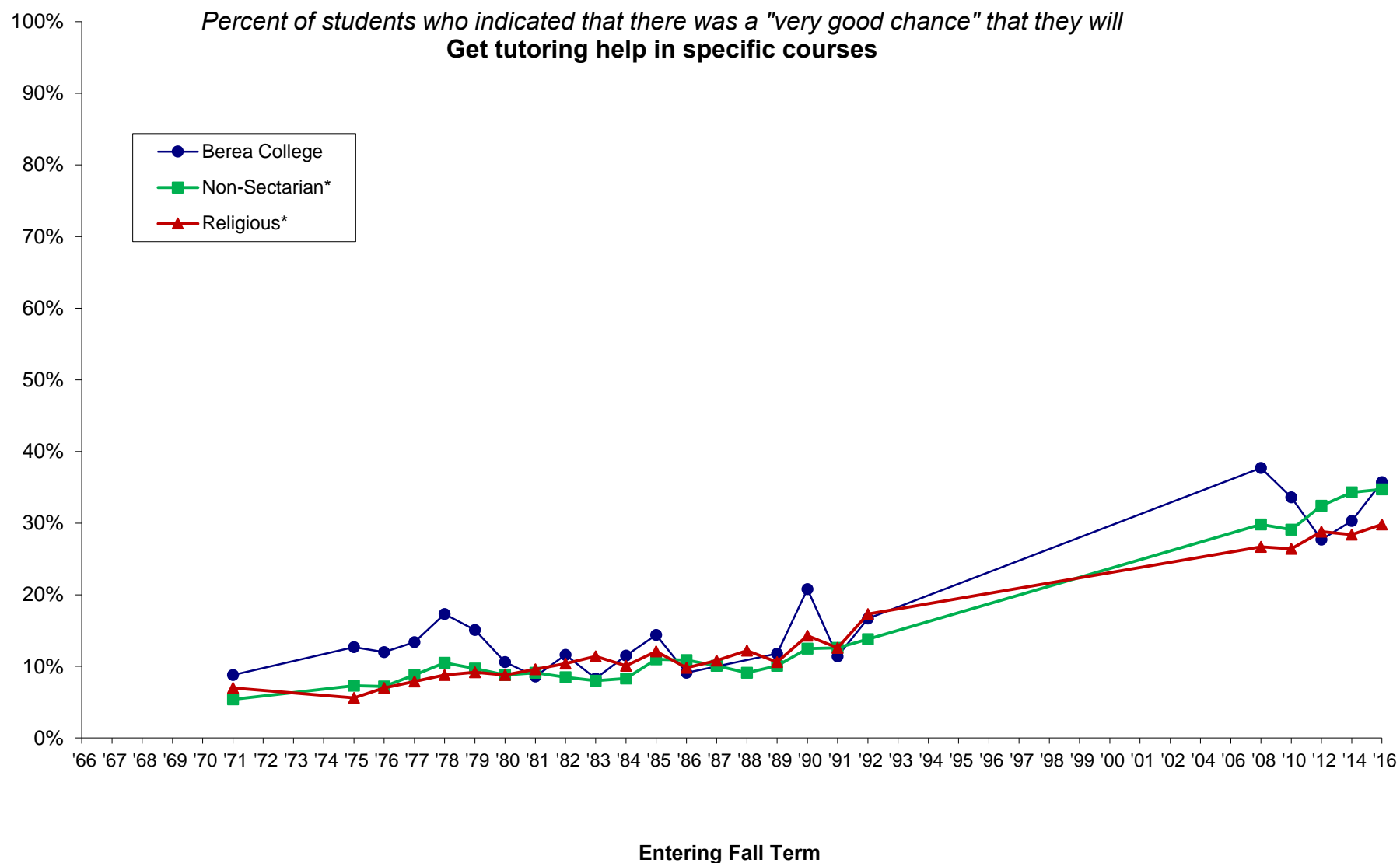
Percent of students who estimate that chances are “very good” that they will:
Get tutoring help in specific courses



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

Get tutoring help in specific courses





*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.

Entering Student Survey



Administered Fall Terms 2011, 2013, and 2015

[Click to see survey instruments](#)

Response Rates:			
2011	87.3%	2013	58.5%
2015	82.7%		

Fall 2015 Entering Student Survey Report

Orientation

How satisfied are you with each of the following aspects of your admission/orientation process?

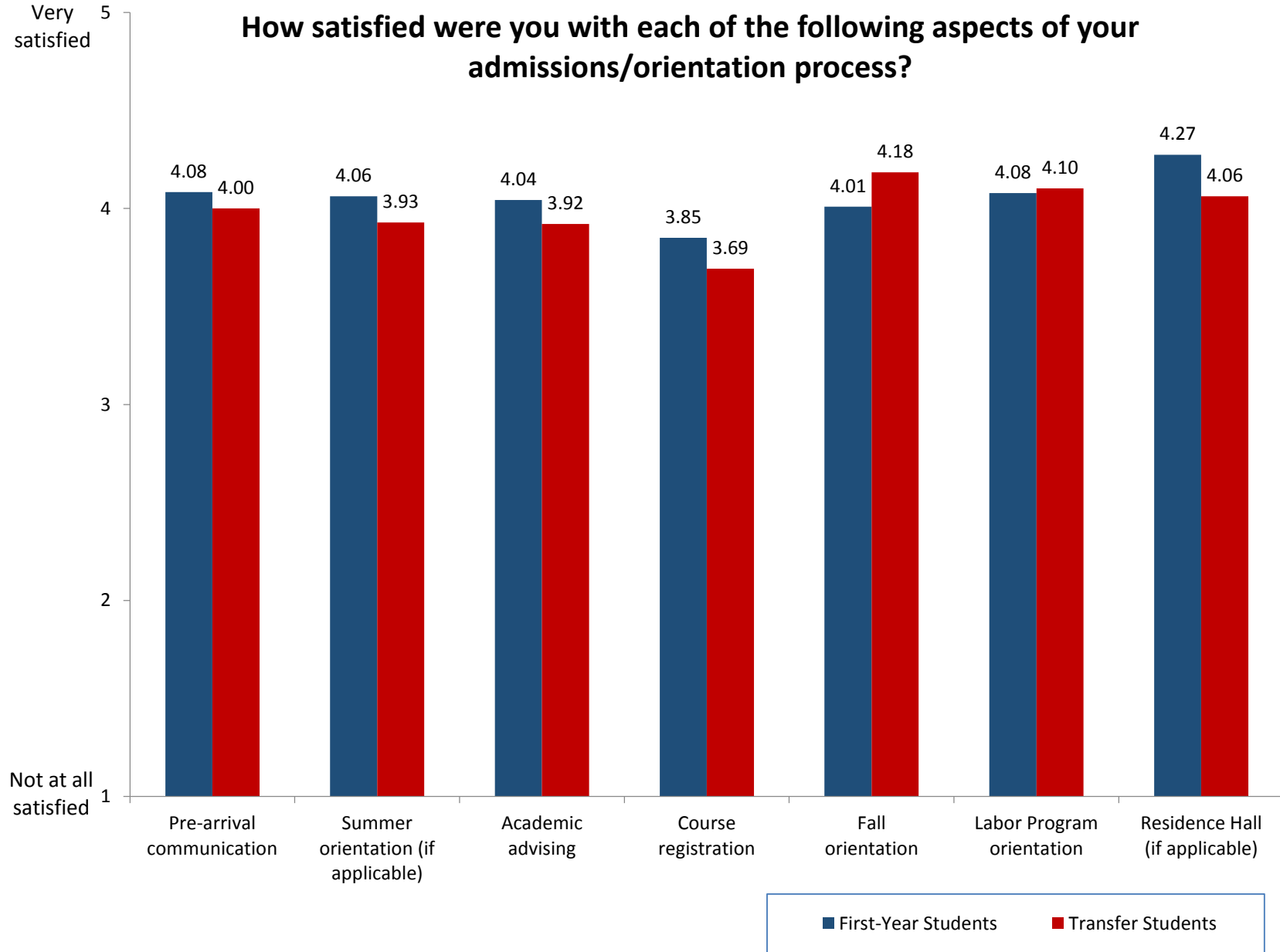
First-Year Students

	Very satisfied (5)		(4)		(3)		(2)		Not at all satisfied (1)		Missing	
Pre-arrival communication	151	42.1%	111	30.9%	58	16.2%	20	5.6%	8	2.2%	11	3.1%
Summer orientation (if applicable)	122	34.0%	91	25.3%	63	17.5%	10	2.8%	7	1.9%	66	18.4%
Academic advising	142	39.6%	111	30.9%	69	19.2%	17	4.7%	8	2.2%	12	3.3%
Course registration	117	32.6%	110	30.6%	84	23.4%	23	6.4%	13	3.6%	12	3.3%
Fall orientation	140	39.0%	115	32.0%	58	16.2%	23	6.4%	11	3.1%	12	3.3%
Labor Program orientation	154	42.9%	108	30.1%	55	15.3%	18	5.0%	12	3.3%	12	3.3%
Residence Hall (if applicable)	170	47.4%	112	31.2%	45	12.5%	7	1.9%	6	1.7%	19	5.3%

Transfer Students

	Very satisfied (5)		(4)		(3)		(2)		Not at all satisfied (1)		Missing	
Pre-arrival communication	16	41.0%	12	30.8%	8	20.5%	1	2.6%	2	5.1%	0	0.0%
Summer orientation (if applicable)	12	30.8%	6	15.4%	7	17.9%	2	5.1%	1	2.6%	11	28.2%
Academic advising	14	35.9%	12	30.8%	8	20.5%	3	7.7%	1	2.6%	1	2.6%
Course registration	13	33.3%	10	25.6%	9	23.1%	5	12.8%	2	5.1%	0	0.0%
Fall orientation	16	41.0%	13	33.3%	9	23.1%	0	0.0%	0	0.0%	1	2.6%
Labor Program orientation	18	46.2%	12	30.8%	5	12.8%	3	7.7%	1	2.6%	0	0.0%
Residence Hall (if applicable)	17	43.6%	5	12.8%	7	17.9%	1	2.6%	2	5.1%	7	17.9%

Fall 2015 Entering Student Survey Report



Fall 2015 Entering Student Survey Report

Rate your agreement with each of the following statements:

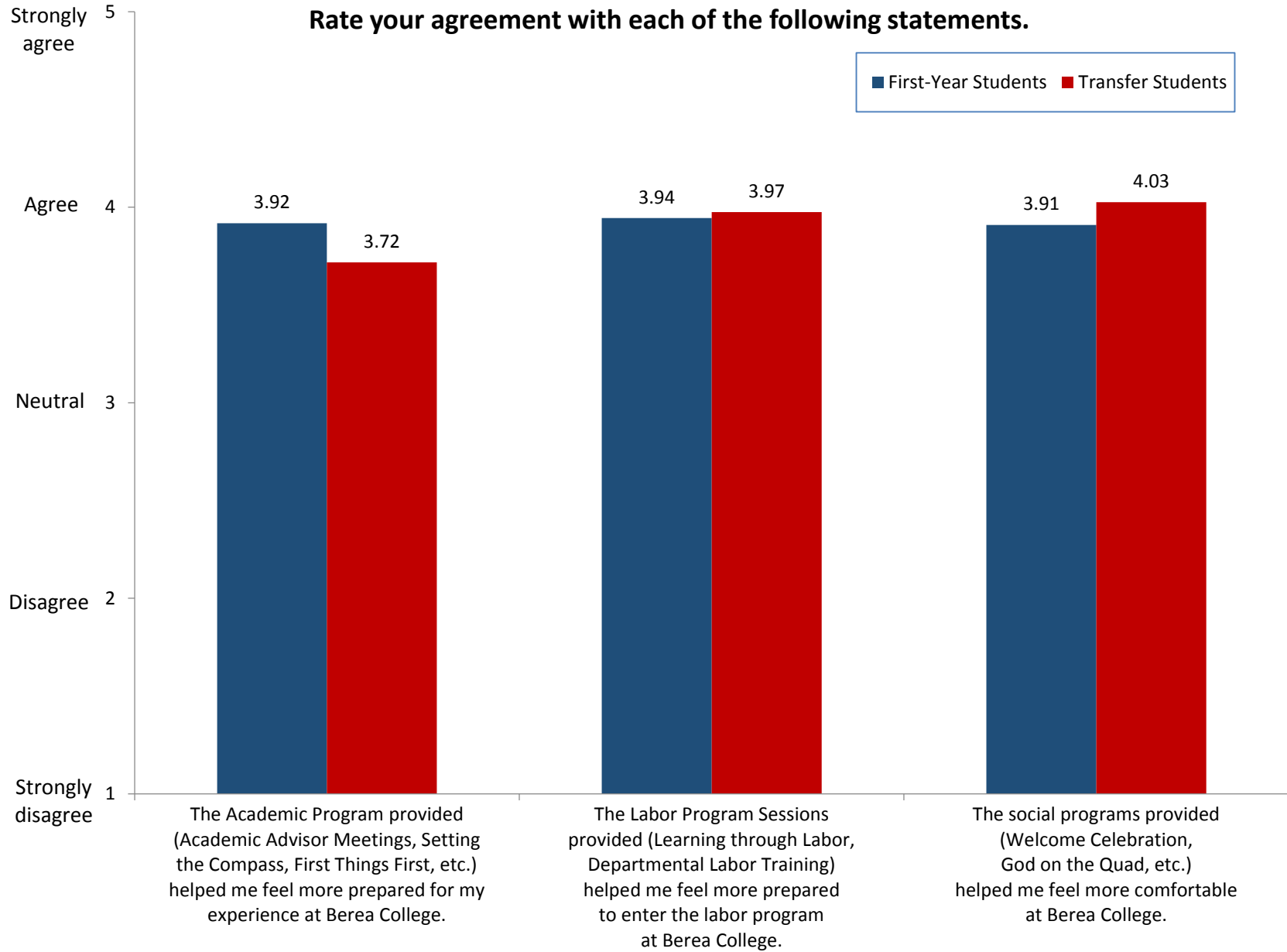
First-Year Students

	Strongly agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)		Missing	
The Academic Program provided (Academic Advisor Meetings, Setting the Compass, First Things First, etc.) helped me feel more prepared for my experience at Berea College.	92	25.6%	153	42.6%	78	21.7%	15	4.2%	4	1.1%	17	4.7%
The Labor Program Sessions provided (Learning through Labor, Departmental Labor Training) helped me feel more prepared to enter the labor program at Berea College.	103	28.7%	145	40.4%	72	20.1%	16	4.5%	6	1.7%	17	4.7%
The social programs provided (Welcome Celebration, God on the Quad, etc.) helped me feel more comfortable at Berea College.	107	29.8%	131	36.5%	77	21.4%	17	4.7%	9	2.5%	18	5.0%

Transfer Students

	Strongly agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)		Missing	
The Academic Program provided (Academic Advisor Meetings, Setting the Compass, First Things First, etc.) helped me feel more prepared for my experience at Berea College.	8	20.5%	18	46.2%	9	23.1%	2	5.1%	2	5.1%	0	0.0%
The Labor Program Sessions provided (Learning through Labor, Departmental Labor Training) helped me feel more prepared to enter the labor program at Berea College.	12	30.8%	18	46.2%	7	17.9%	0	0.0%	2	5.1%	0	0.0%
The social programs provided (Welcome Celebration, God on the Quad, etc.) helped me feel more comfortable at Berea College.	11	28.2%	21	53.8%	5	12.8%	1	2.6%	1	2.6%	0	0.0%

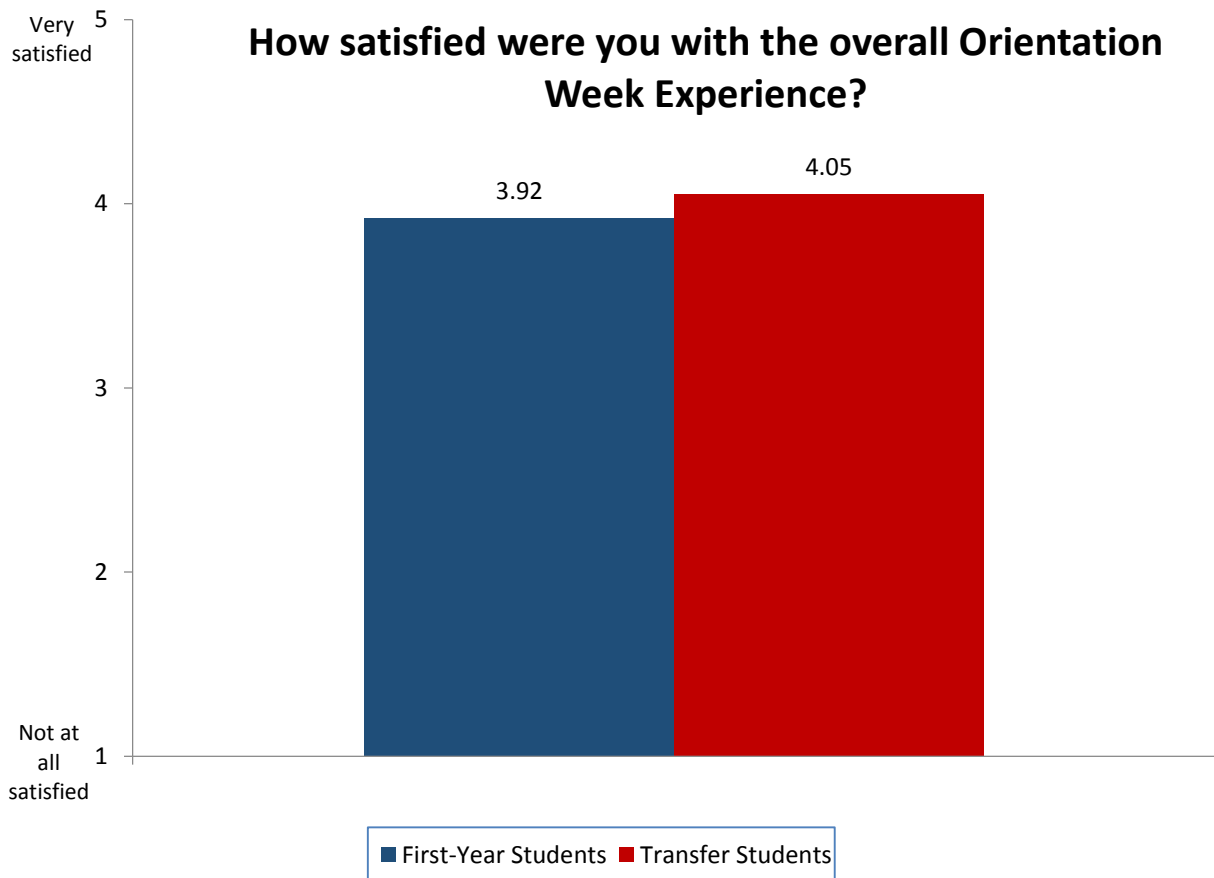
Fall 2015 Entering Student Survey Report



Fall 2015 Entering Student Survey Report

How satisfied were you with the overall Orientation Week experience?

	First-Year Students		Transfer Students		All Entering Students	
Very satisfied (5)	92	25.6%	13	33.3%	105	26.4%
(4)	165	46.0%	18	46.2%	183	46.0%
(3)	63	17.5%	5	12.8%	68	17.1%
(2)	14	3.9%	3	7.7%	17	4.3%
Not at all satisfied (1)	10	2.8%	0	0.0%	10	2.5%
Missing	15	4.2%	0	0.0%	15	3.8%
TOTAL	359	100.0%	39	100.0%	398	100.0%

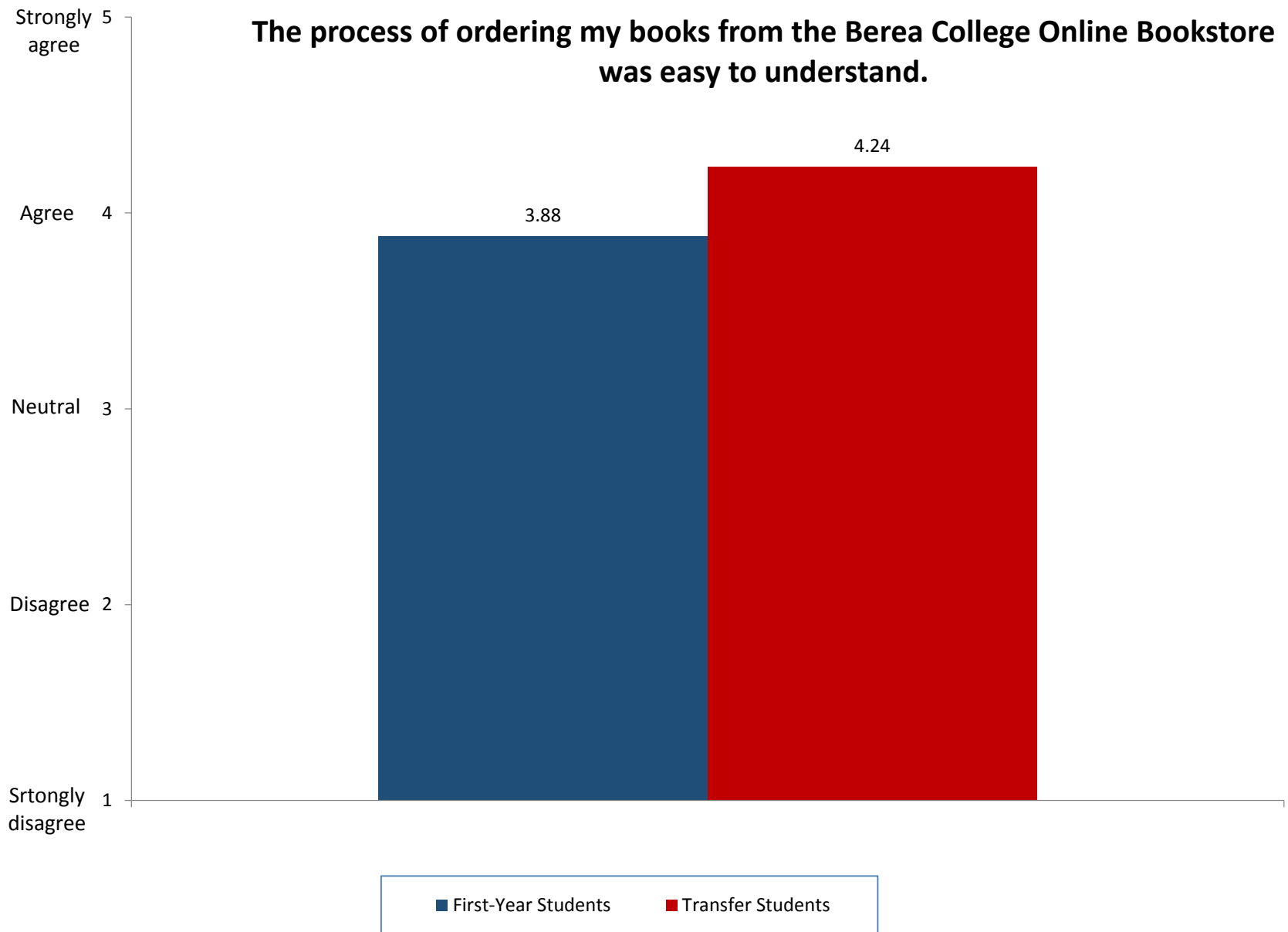


Fall 2015 Entering Student Survey Report

The process of ordering my books from the Berea College Online Bookstore was easy to understand.

	Strongly agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)		Missing	
First-Year Students	88	24.5%	163	45.4%	66	18.4%	18	5.0%	9	2.5%	15	4.2%
Transfer Students	17	43.6%	13	33.3%	8	20.5%	0	0.0%	0	0.0%	1	2.6%

Fall 2015 Entering Student Survey Report

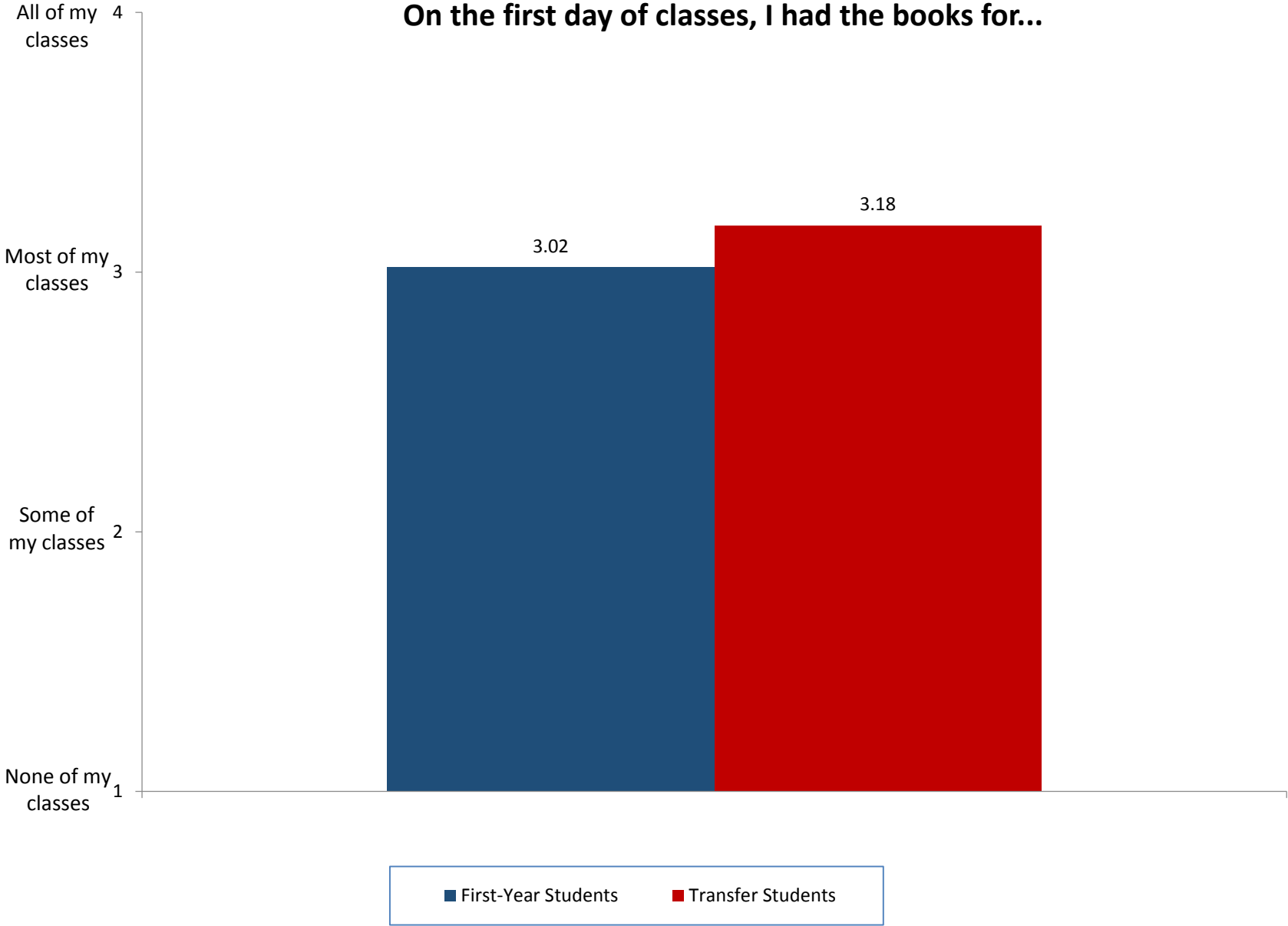


Fall 2015 Entering Student Survey Report

On the first day of classes, I had the books for...

	All of my classes (4)		Most of my classes (3)		Some of my classes (2)		None of my classes (1)		Missing	
First-Year Students	138	38.4%	118	32.9%	53	14.8%	39	10.9%	11	3.1%
Transfer Students	17	43.6%	15	38.5%	2	5.1%	4	10.3%	1	2.6%

Fall 2015 Entering Student Survey Report



Higher Education Research Institute (HERI) Faculty Survey

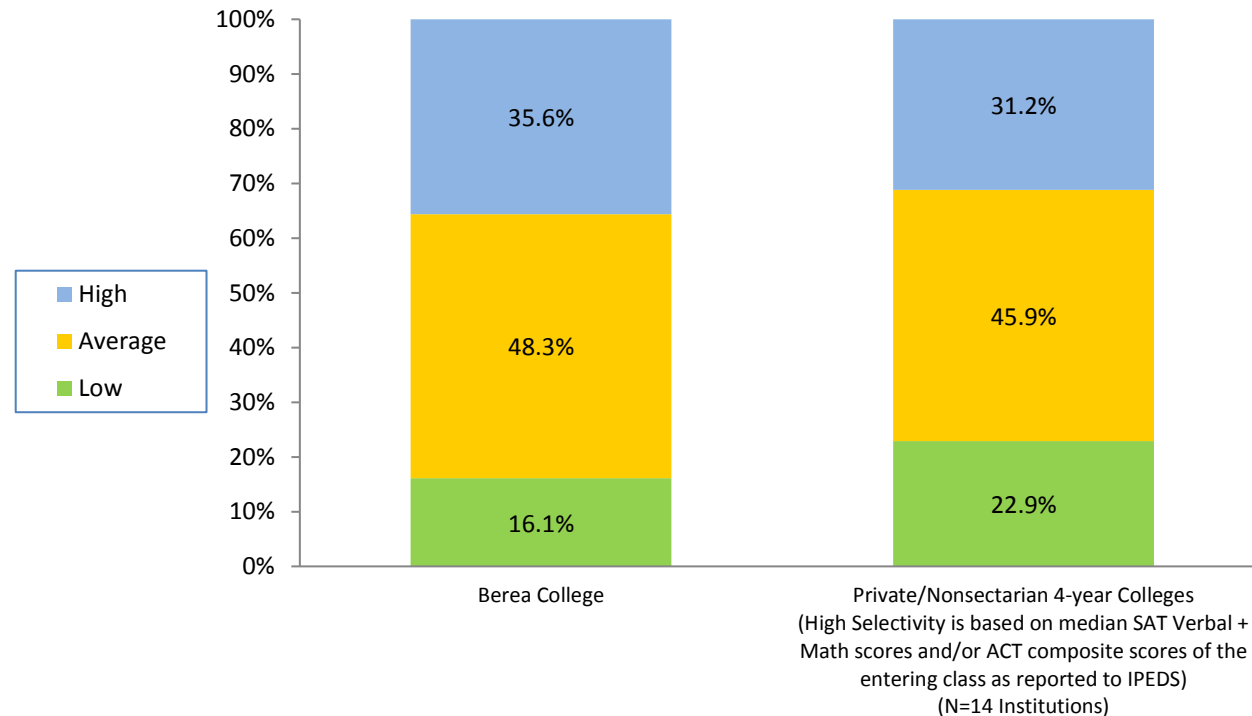


Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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

Construct: Student-Centered Pedagogy - Measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.



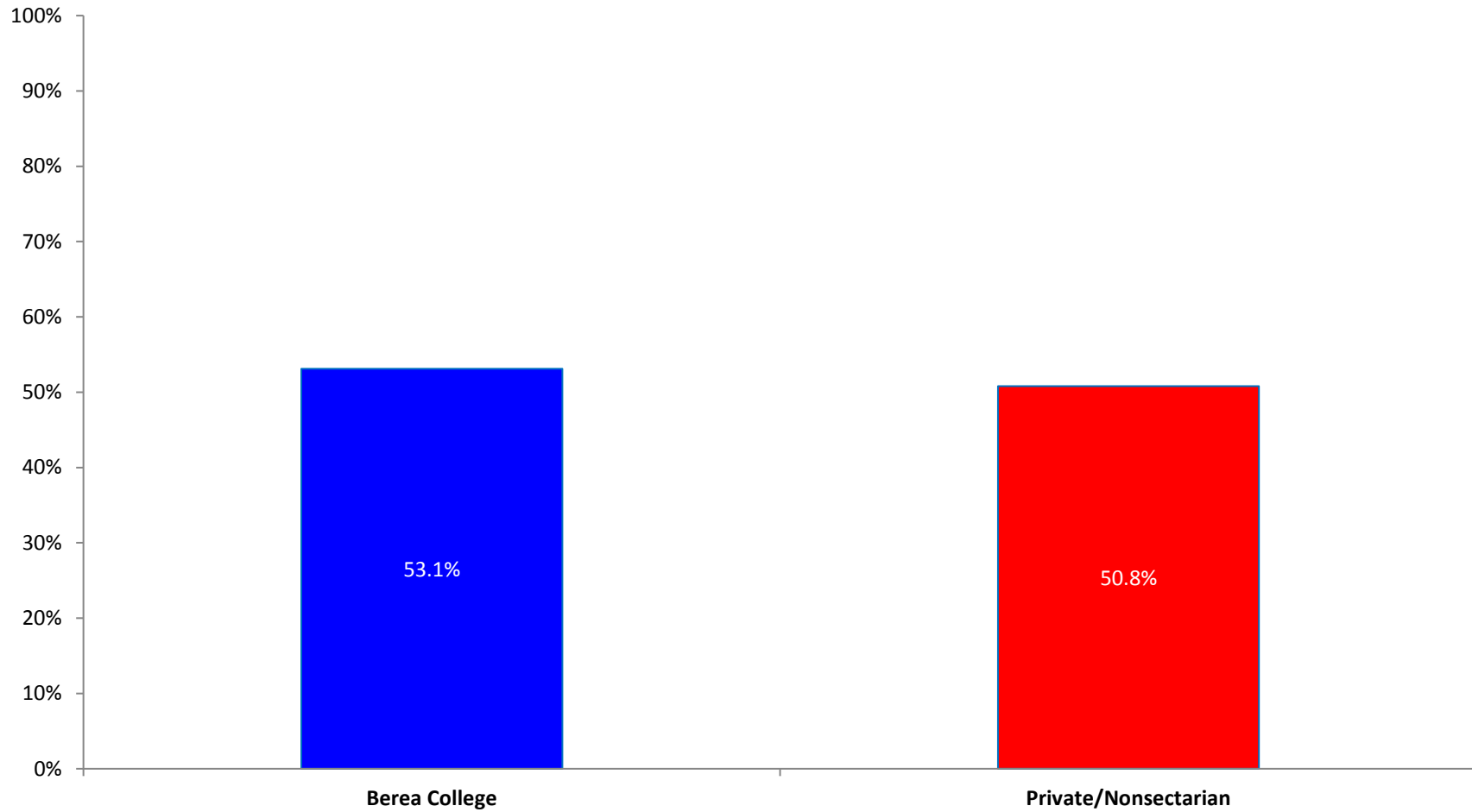
Survey items included in the construct,
Student-Centered Pedagogy:

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

- Cooperative learning (small groups)
- Student presentations
- Group Projects
- Class discussions
- Student evaluations of each others' work
- Reflective writing/journaling
- Experiential learning/Field studies (effect size = .53)
- Using student inquiry to drive learning
- Student-selected topics for course content

NOTE: "Low" represents faculty ratings that are 0.5 standard deviation below the construct mean for Student-Centered Pedagogy. "Average" represents faculty ratings that are within 0.5 standard deviation of the construct mean. "High" represents faculty ratings that are 0.5 standard deviation or more above the construct mean.

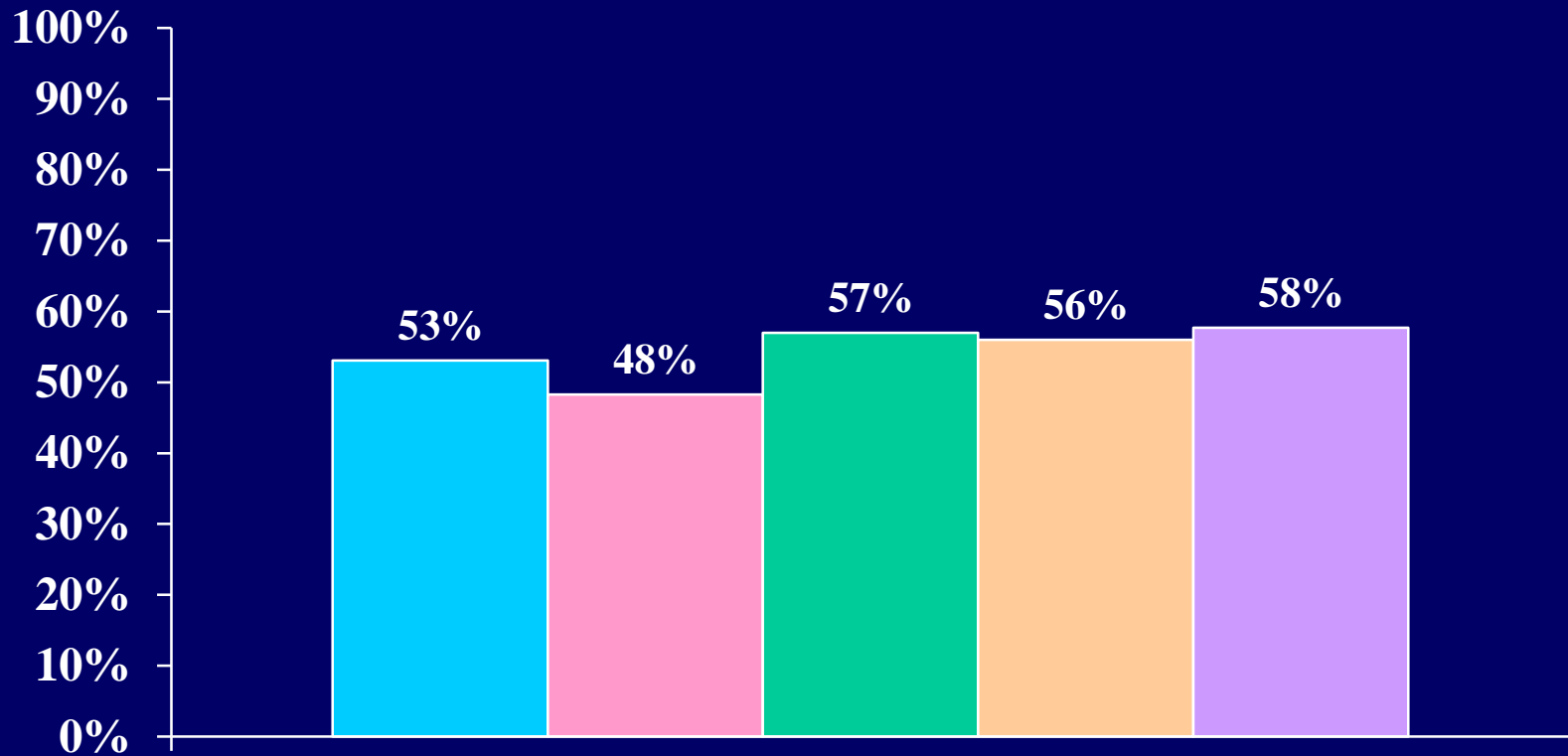
Advised student groups involved in service/volunteer work
(Percentage of faculty responding Yes)



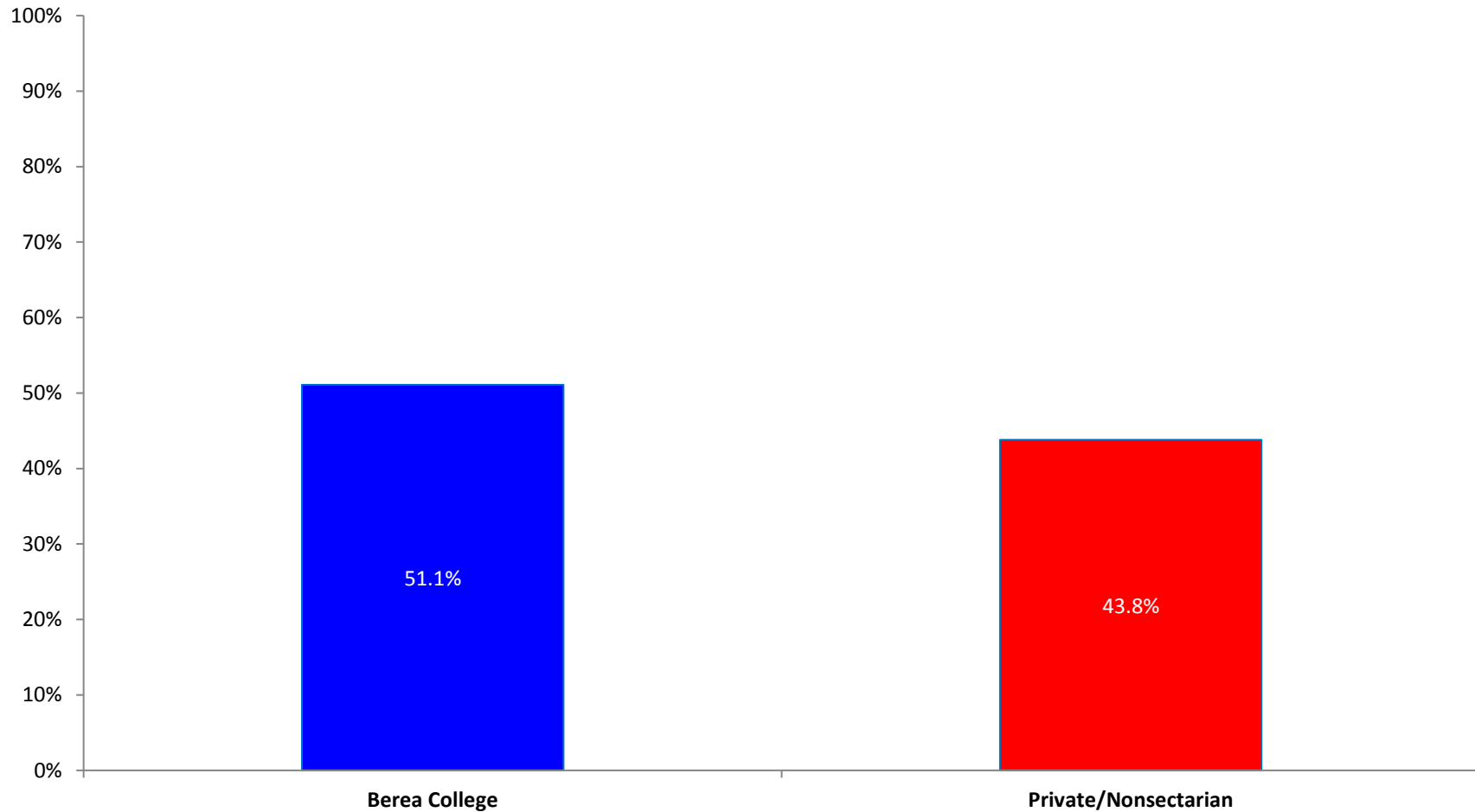
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Advised student groups involved in service/volunteer work

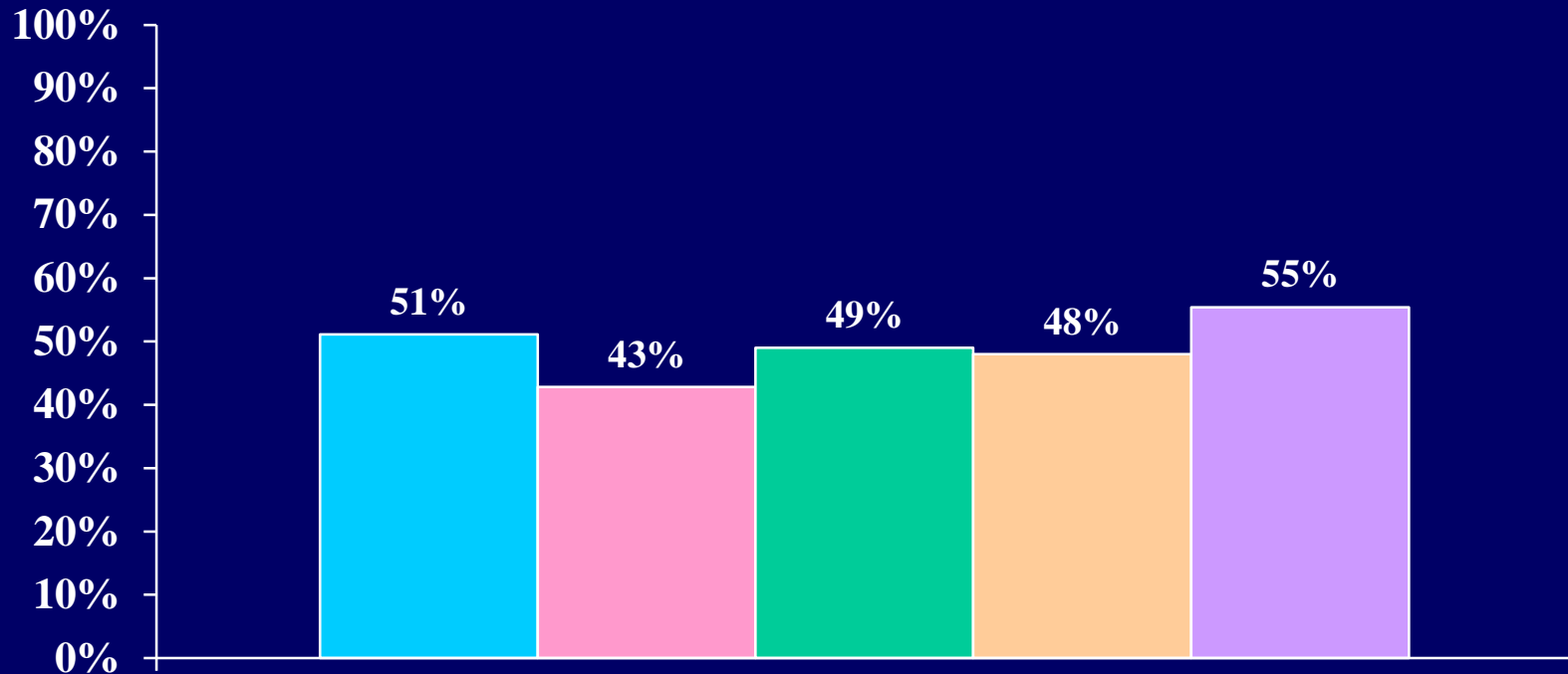


Collaborated with the local community in research/teaching (Percentage of faculty responding Yes)

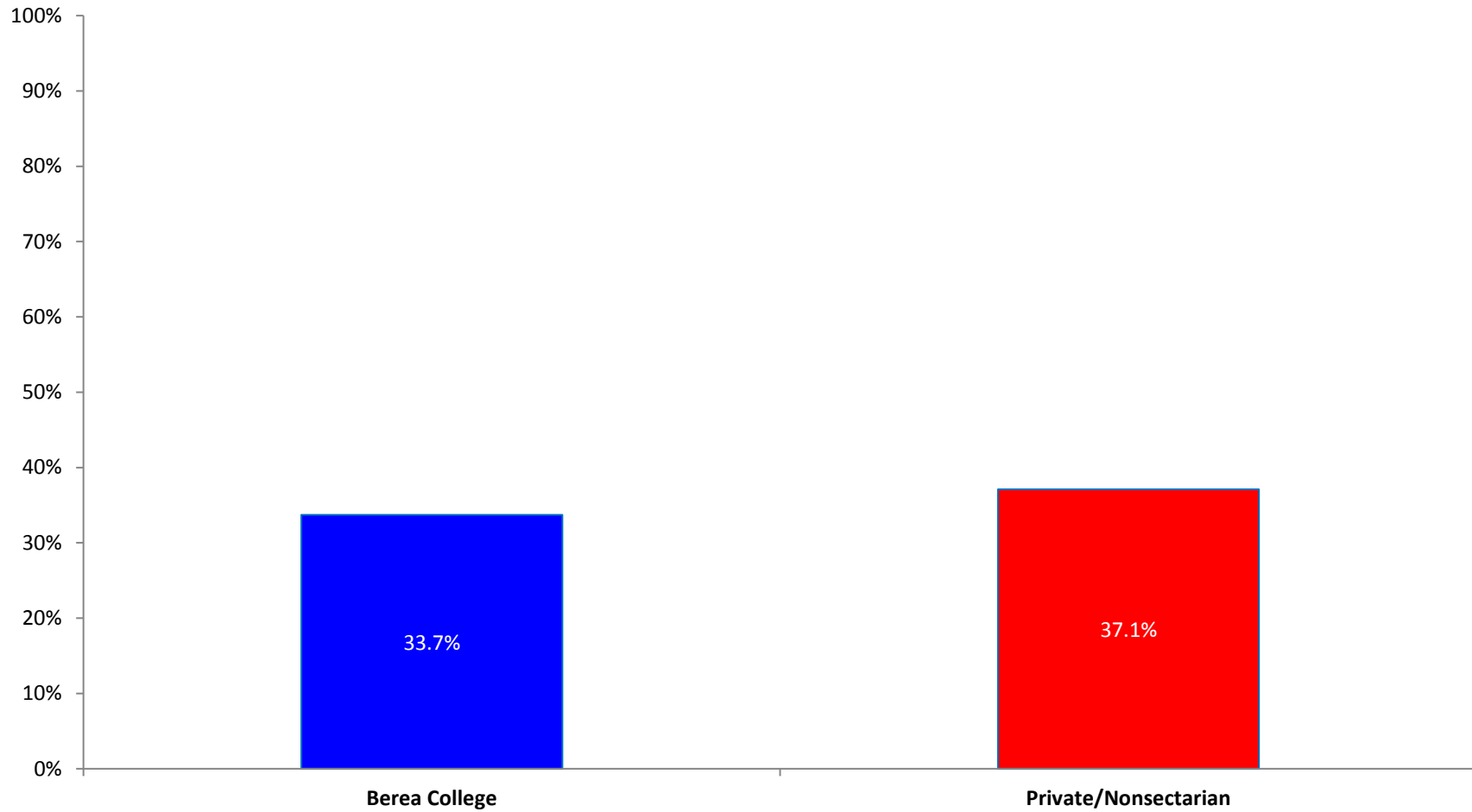


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Collaborated with the local community in research/teaching



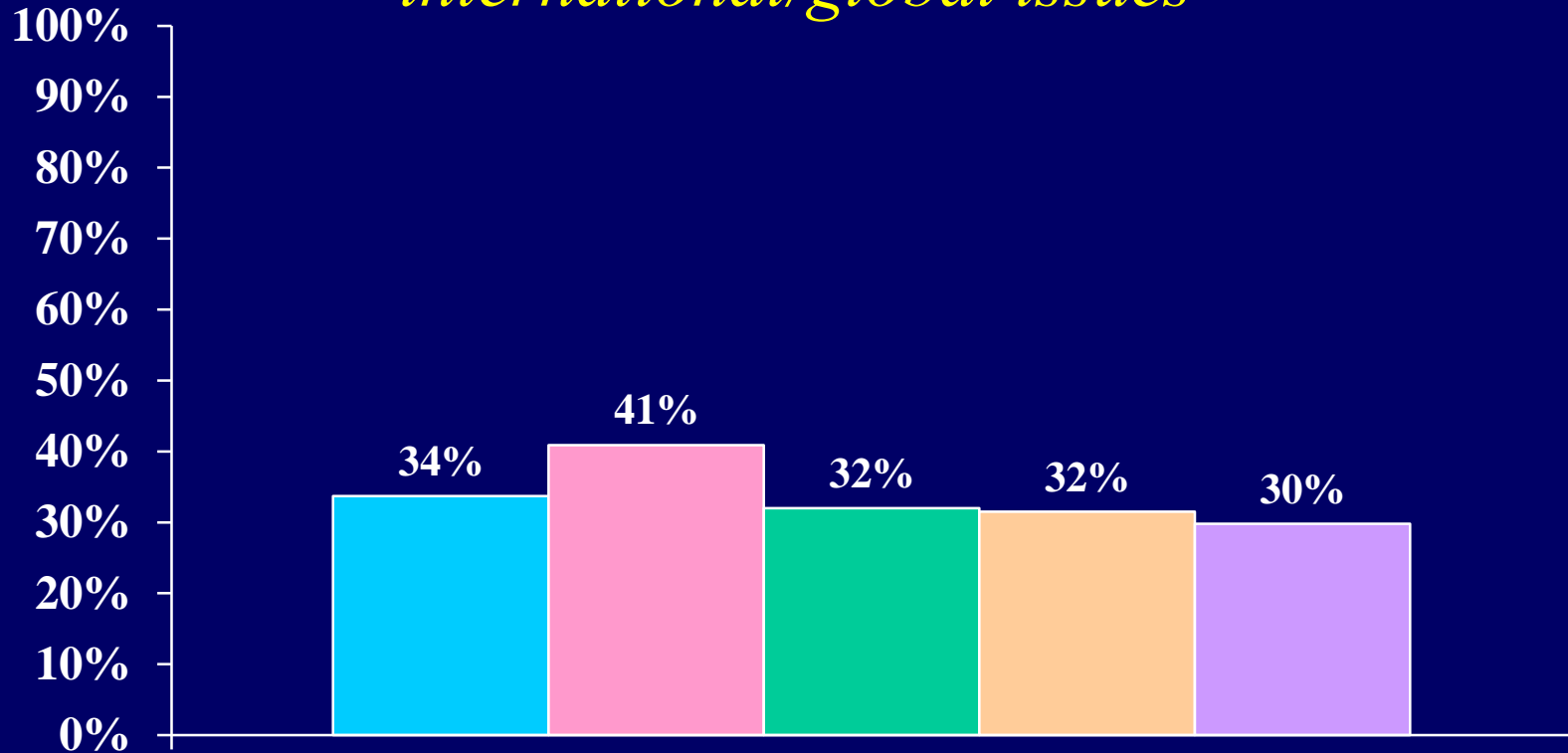
Conducted research or writing focused on international/global issues
(Percentage of faculty responding Yes)



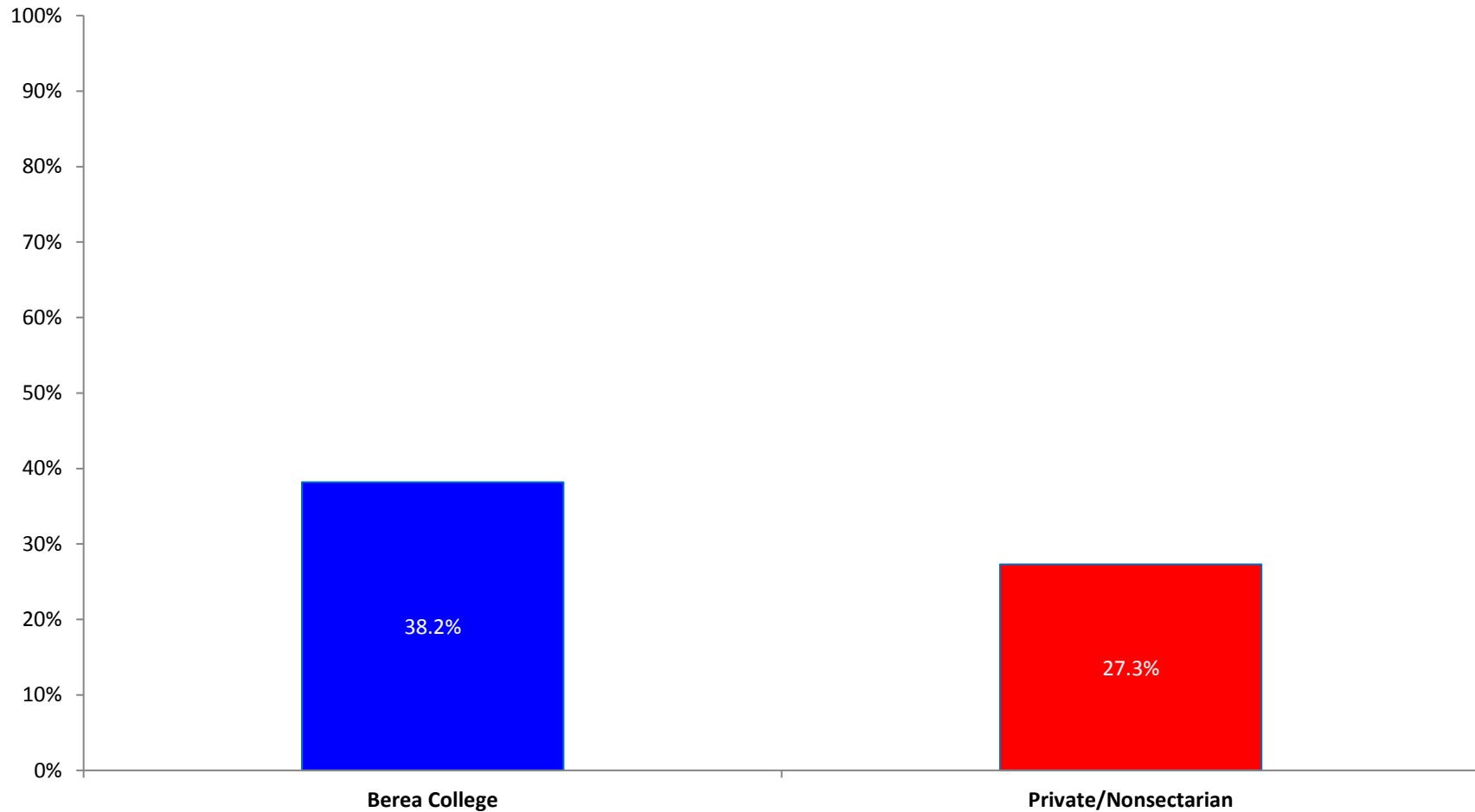
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

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

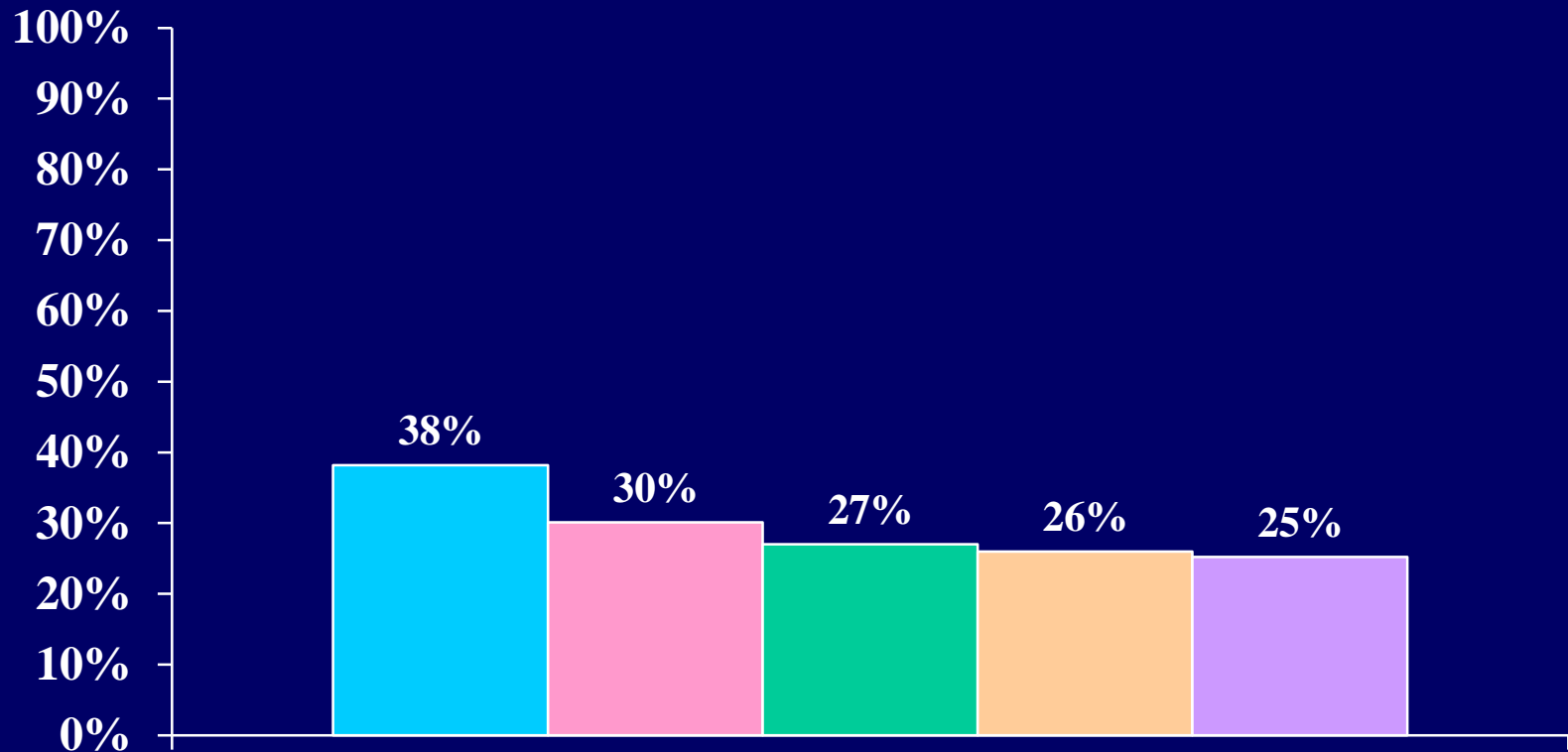


Conducted research or writing focused on racial or ethnic minorities (Percentage of faculty responding Yes)

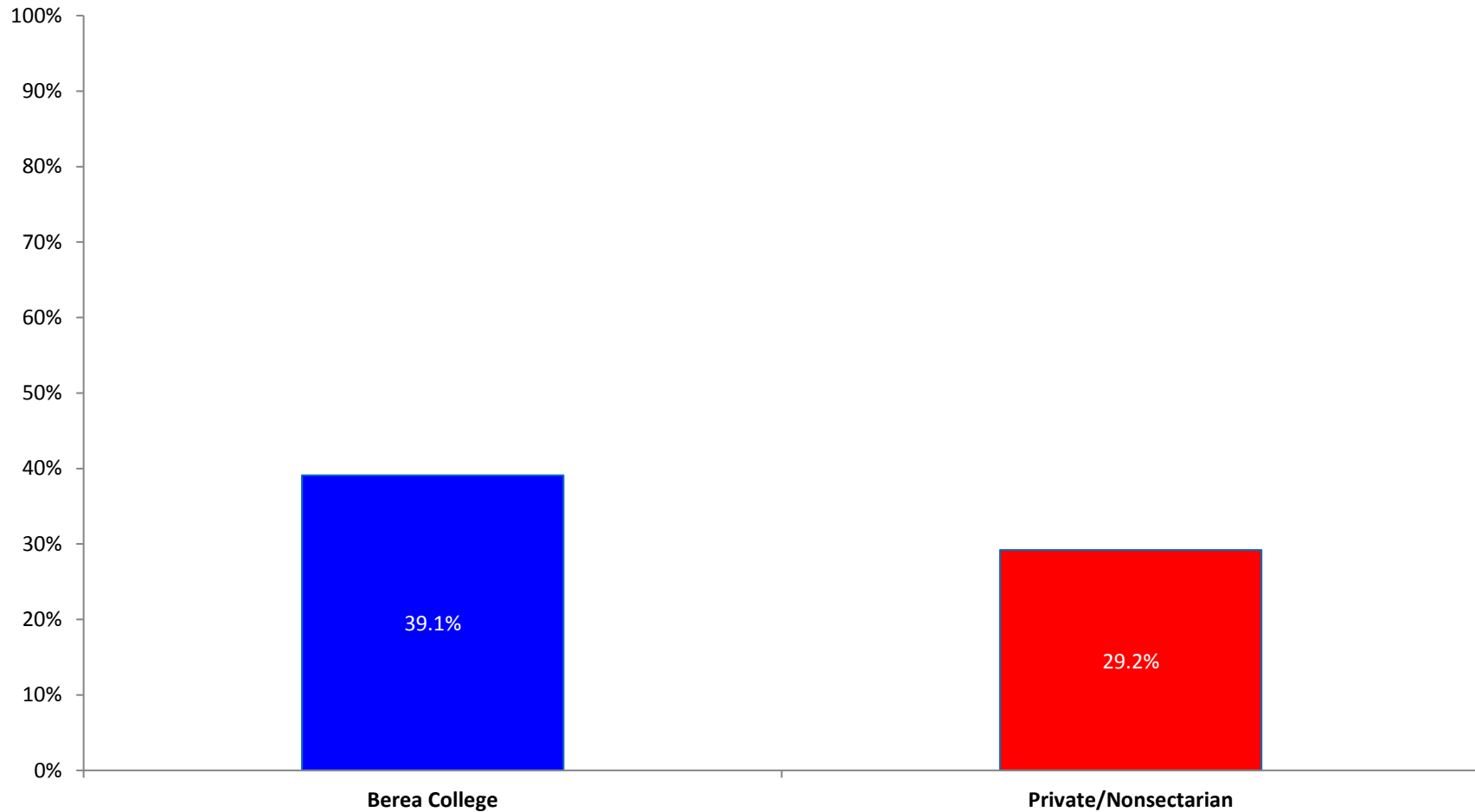


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

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



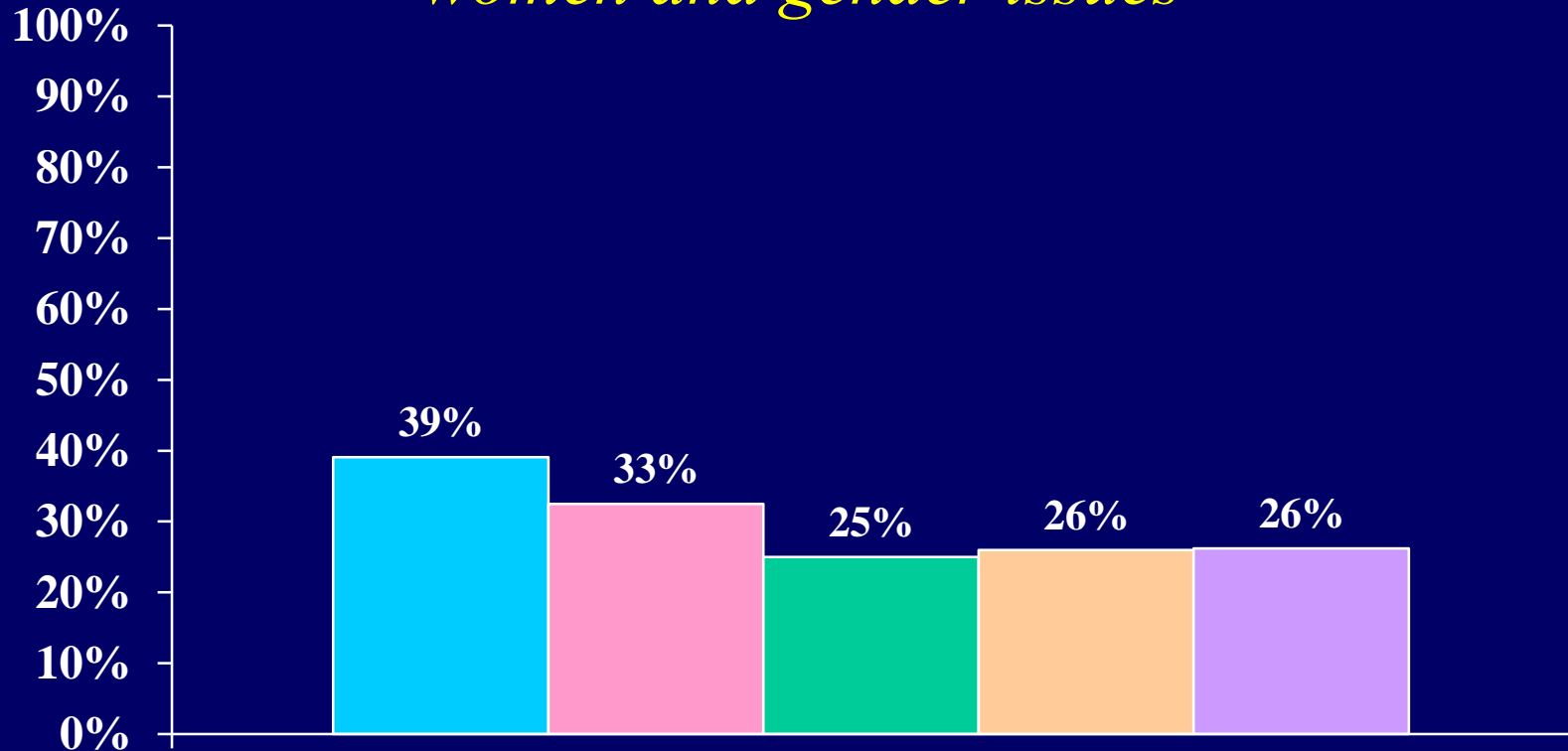
Conducted research or writing focused on women and gender issues
(Percentage of faculty responding Yes)



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

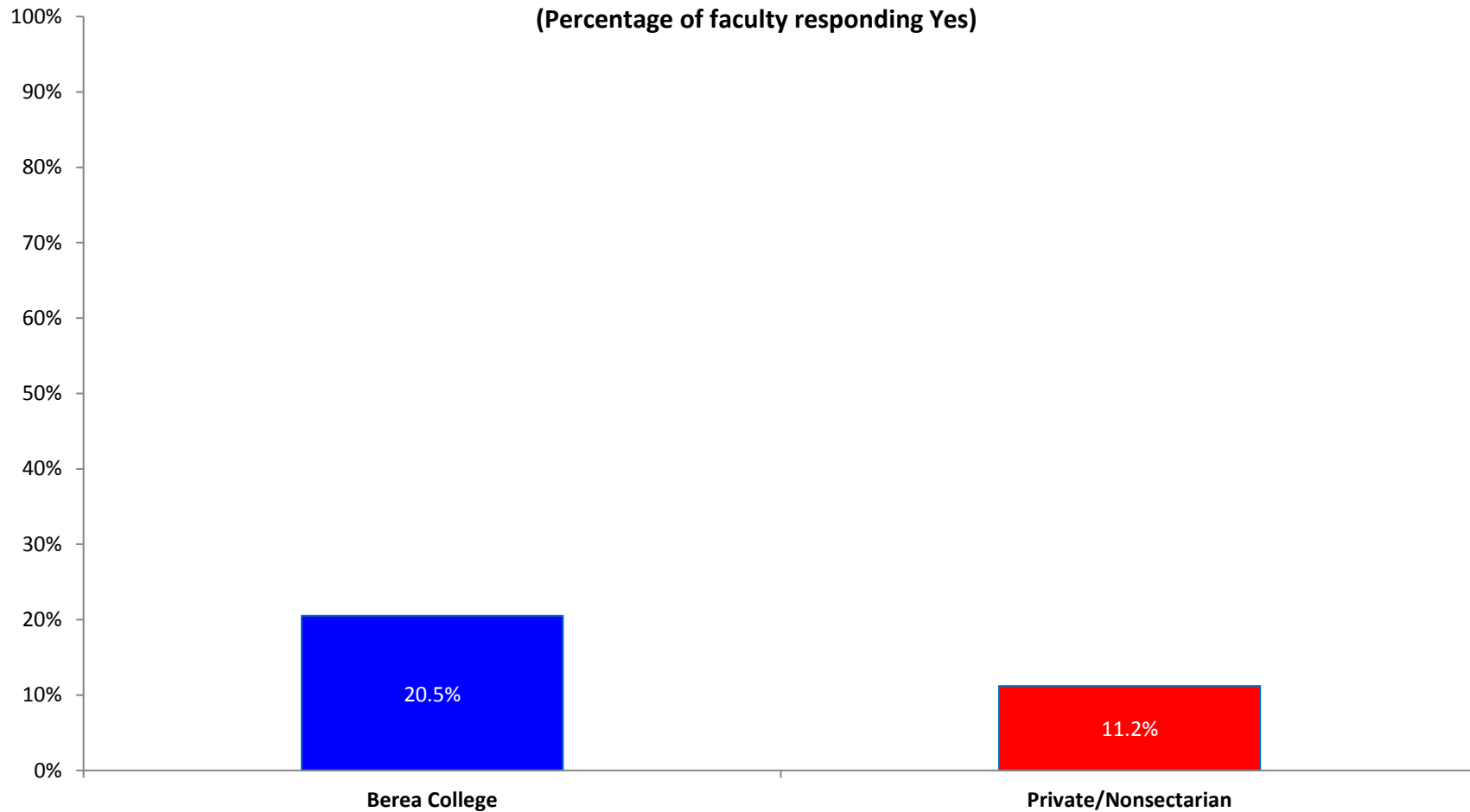
Percent of faculty who indicated "yes"

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



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

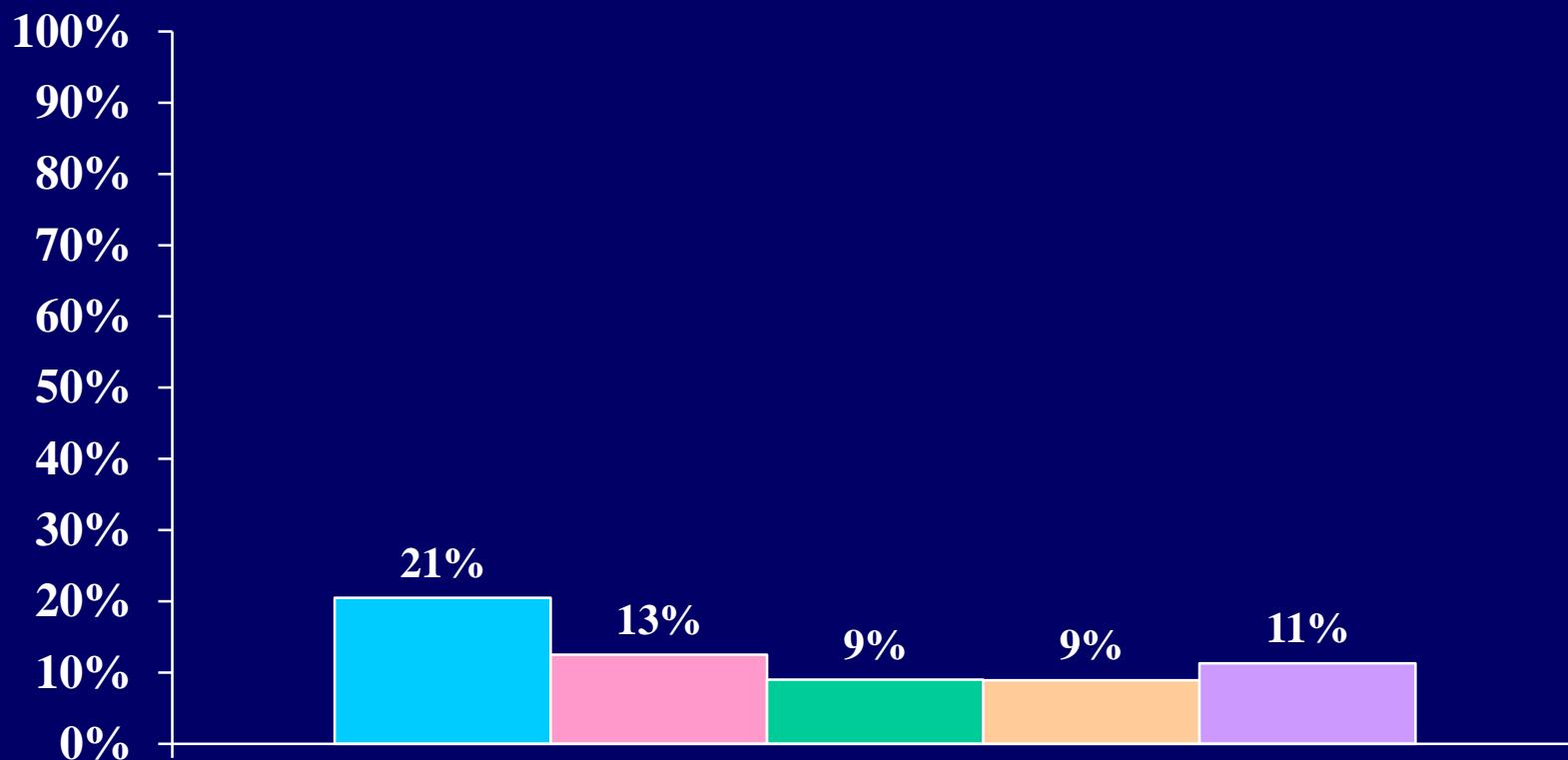
(Percentage of faculty responding Yes)



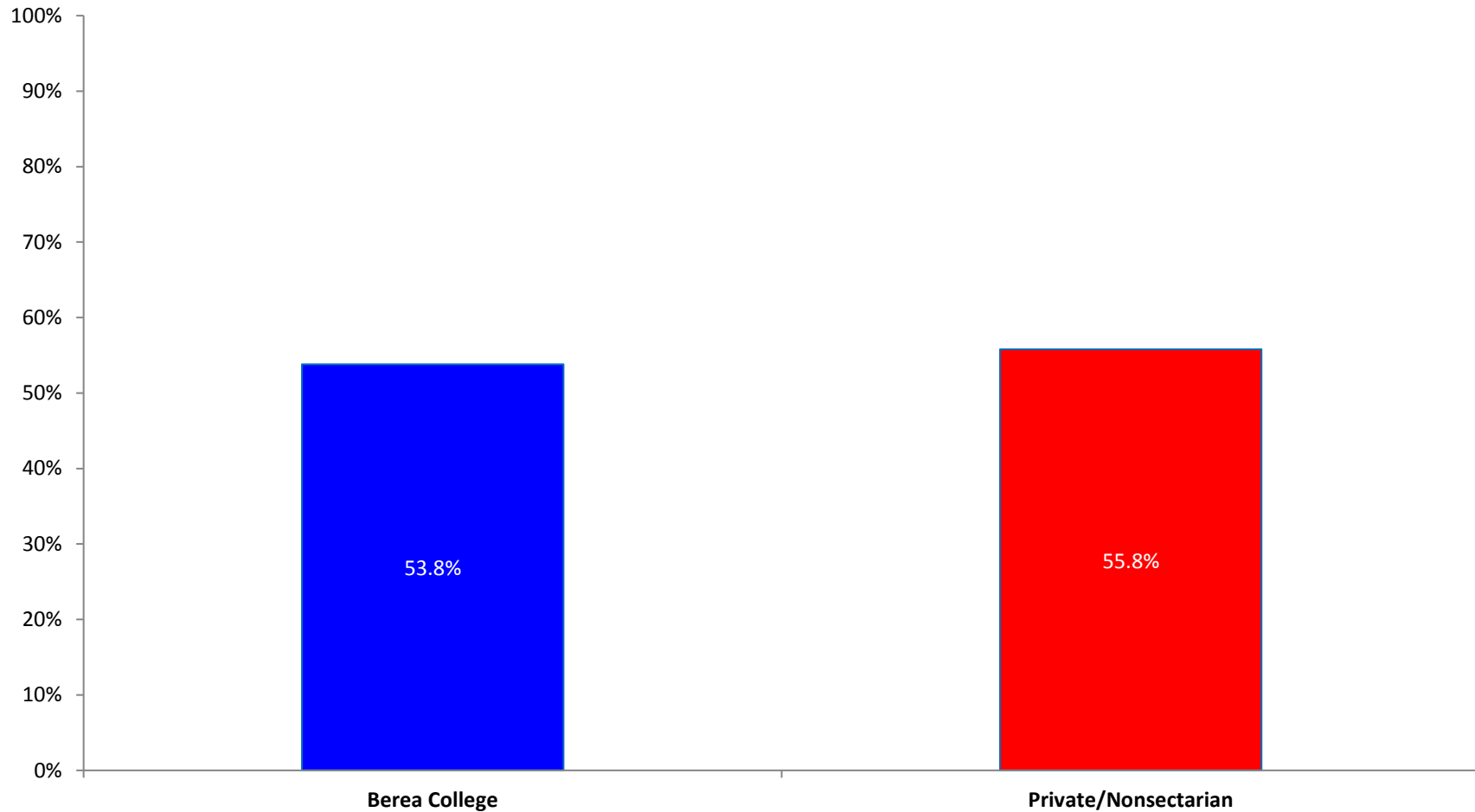
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

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

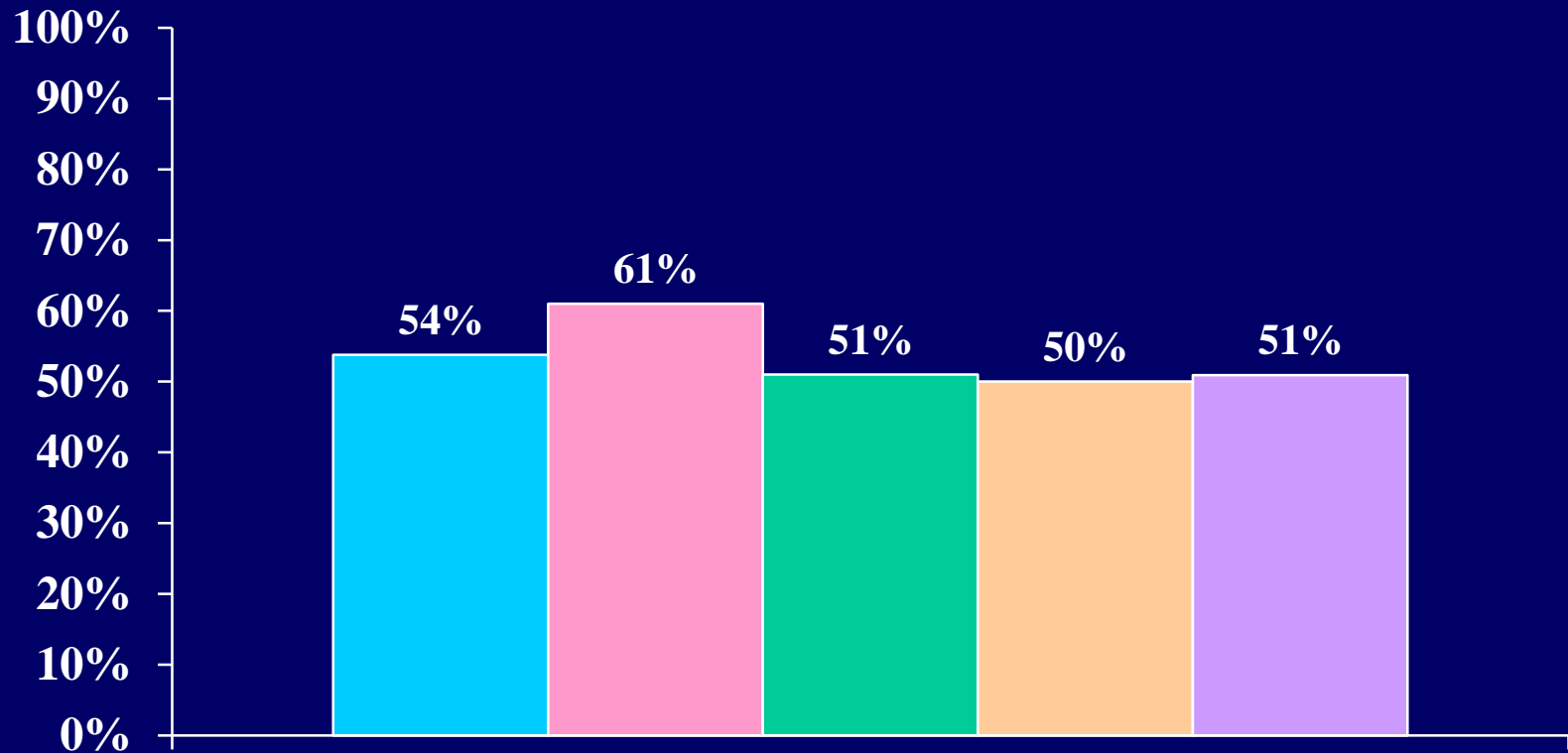


Engaged undergraduates on your research project
(Percentage of faculty responding Yes)

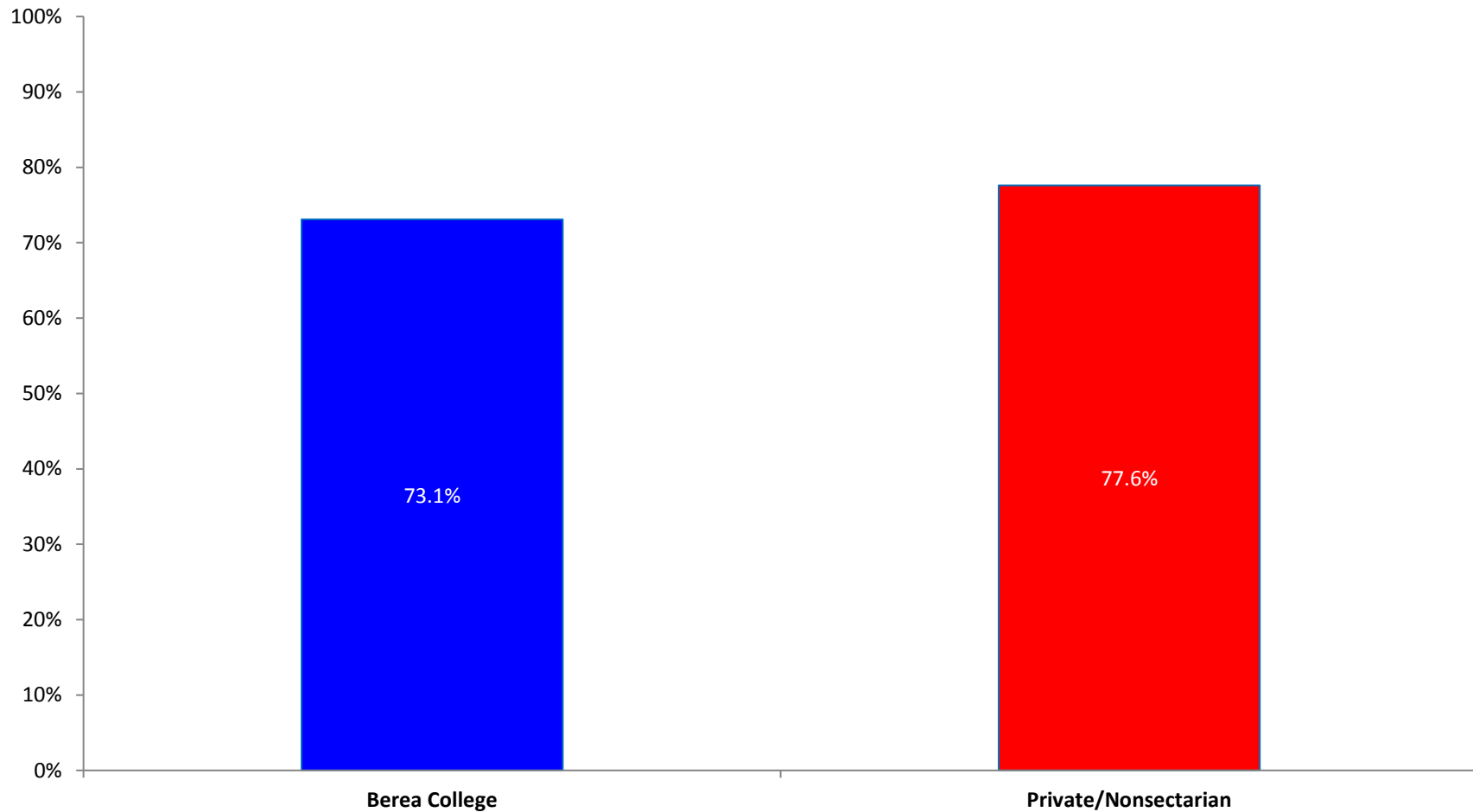


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Engaged undergraduates on your research project



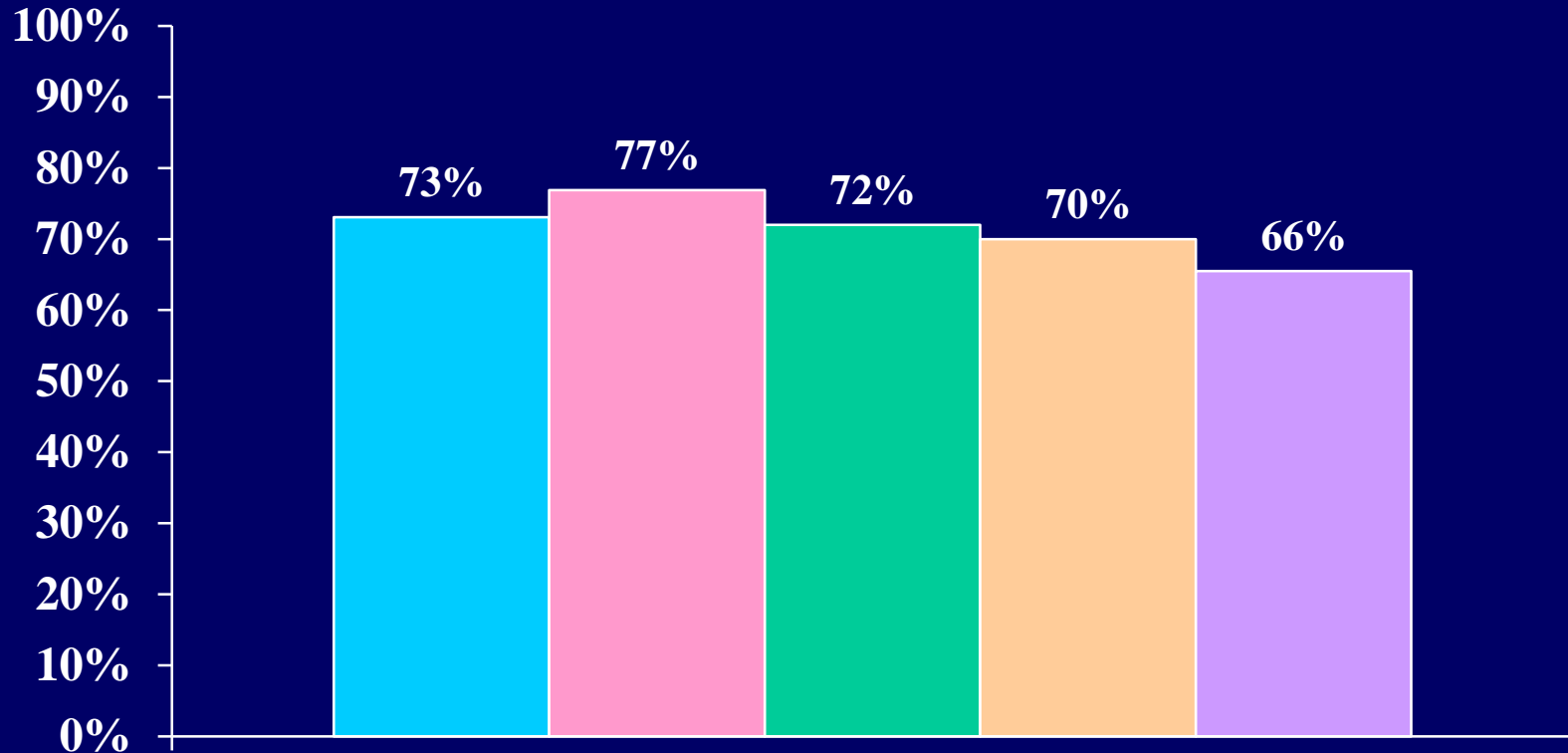
Worked with undergraduates on a research project
(Percentage of faculty responding Yes)



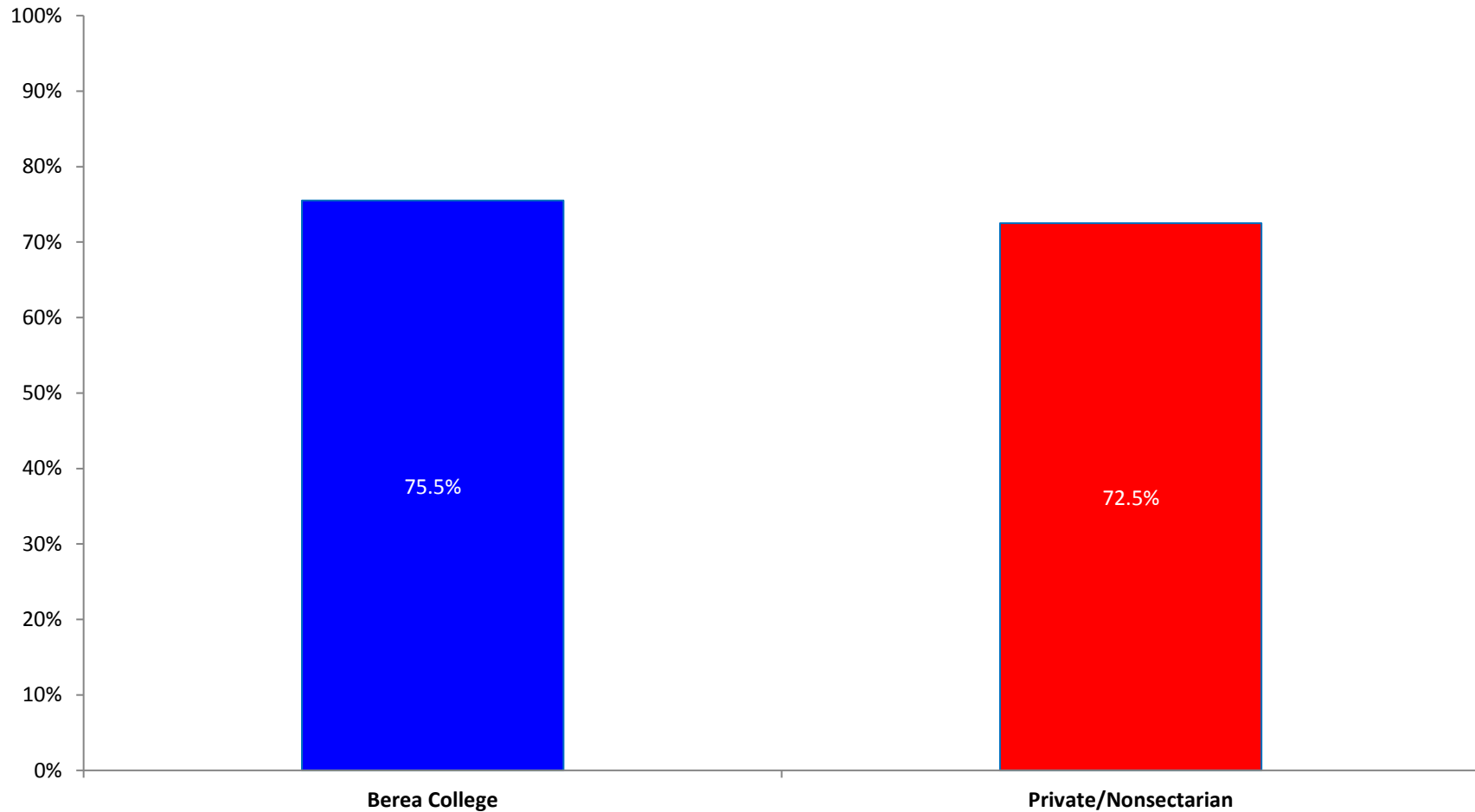
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Worked with undergraduates on a research project

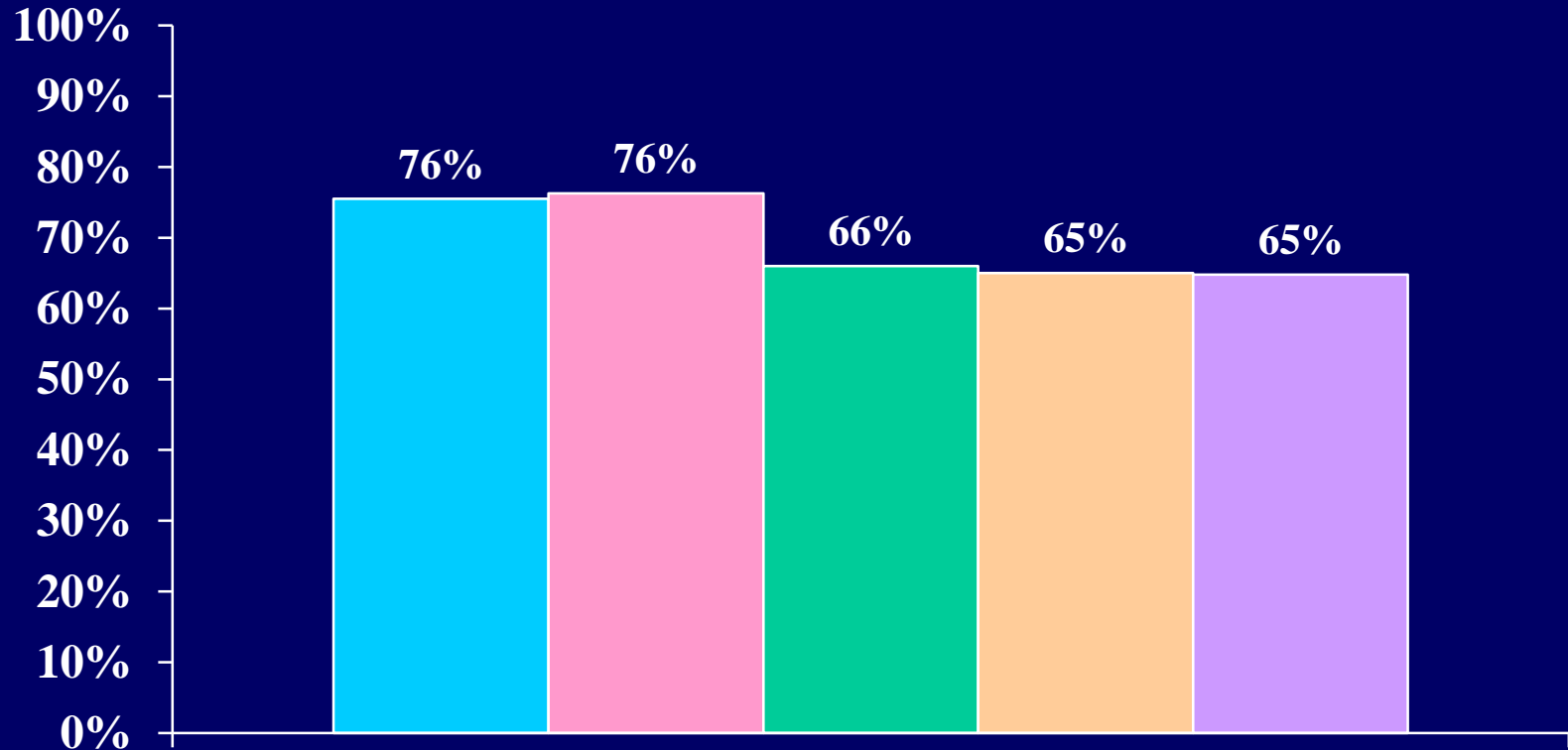


Engaged in academic research that spans multiple disciplines (Percentage of faculty responding Yes)

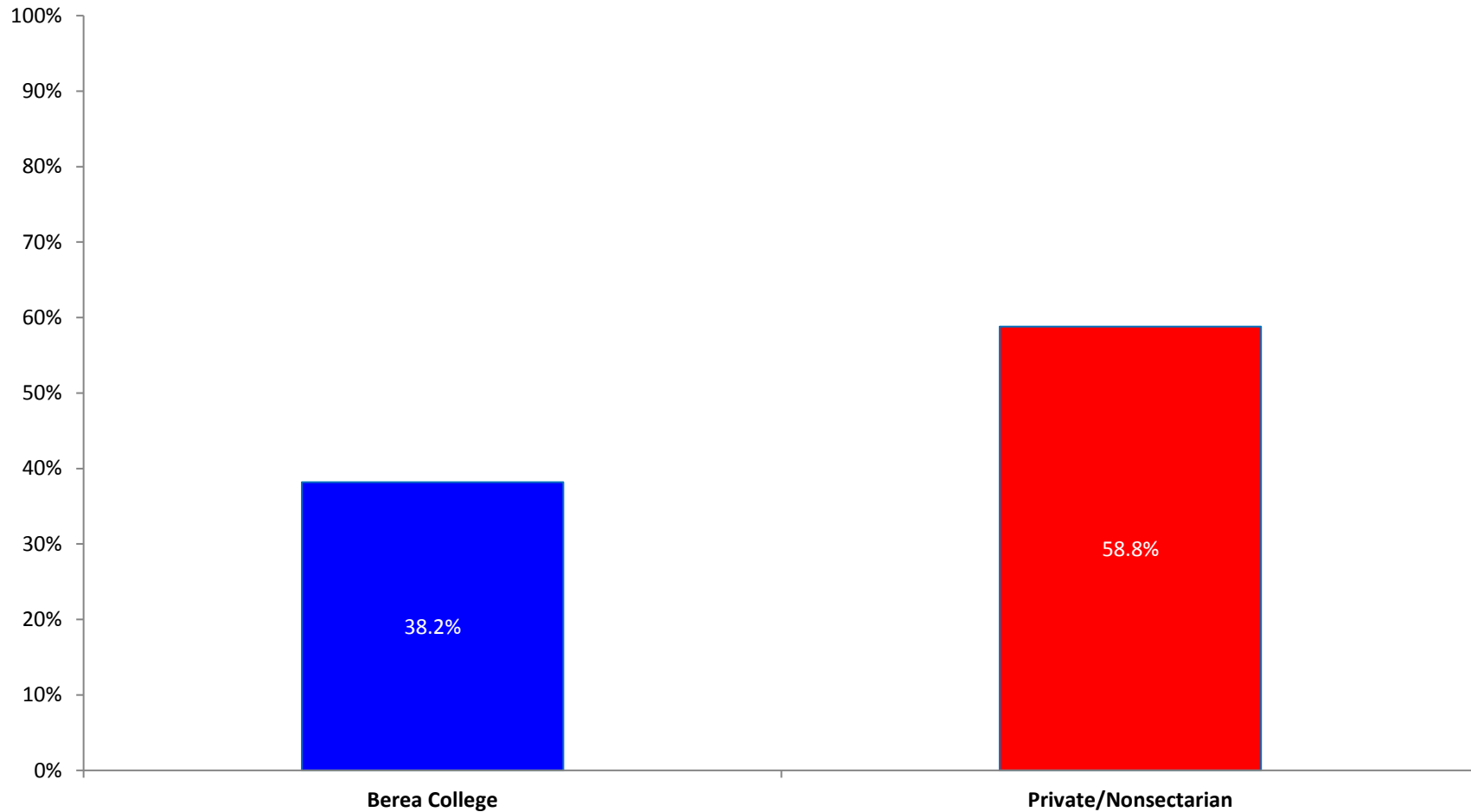


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Engaged in academic research that spans multiple disciplines

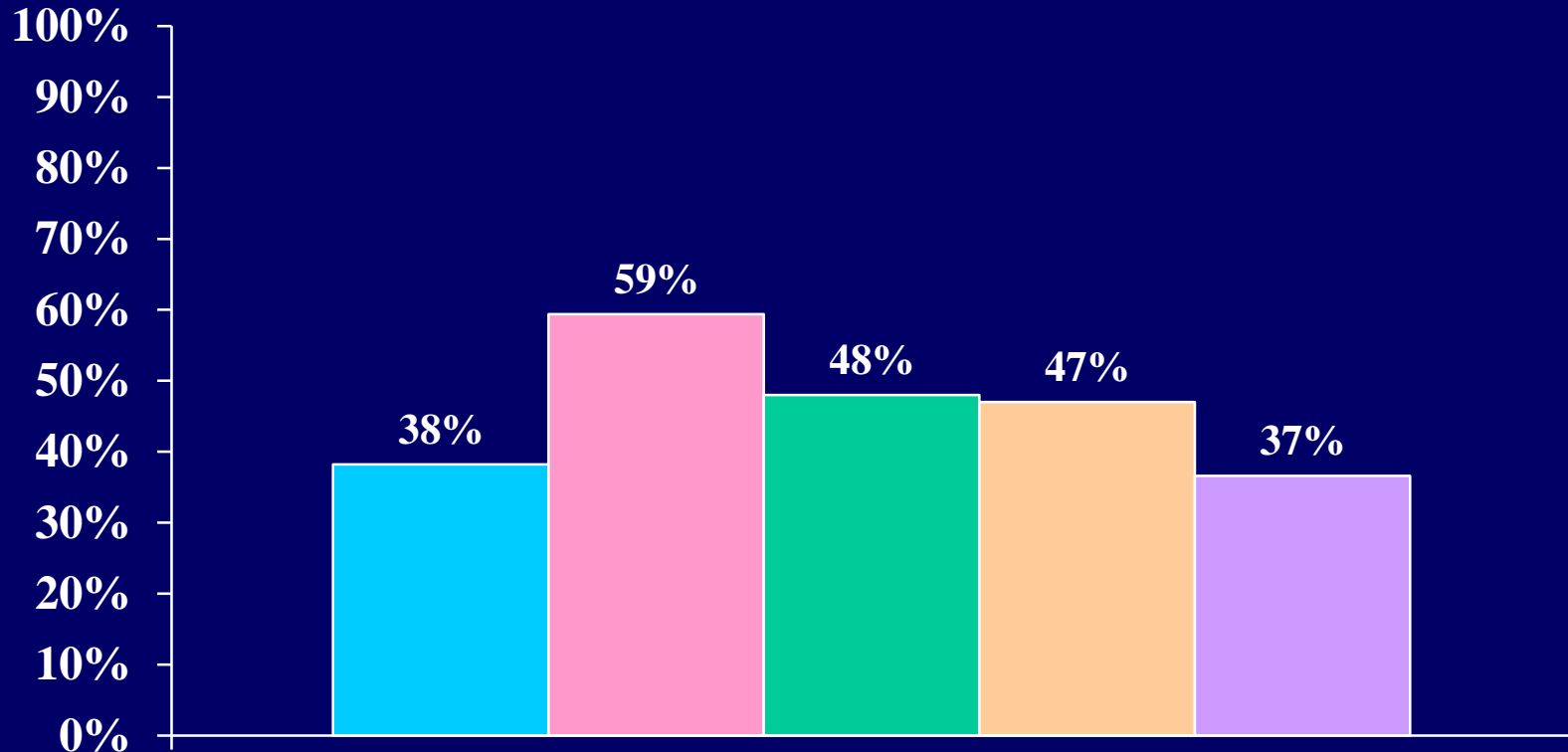


Supervised an undergraduate thesis
(Percentage of faculty responding Yes)



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

Supervised an undergraduate thesis



 Berea

 Benchmark
Institutions

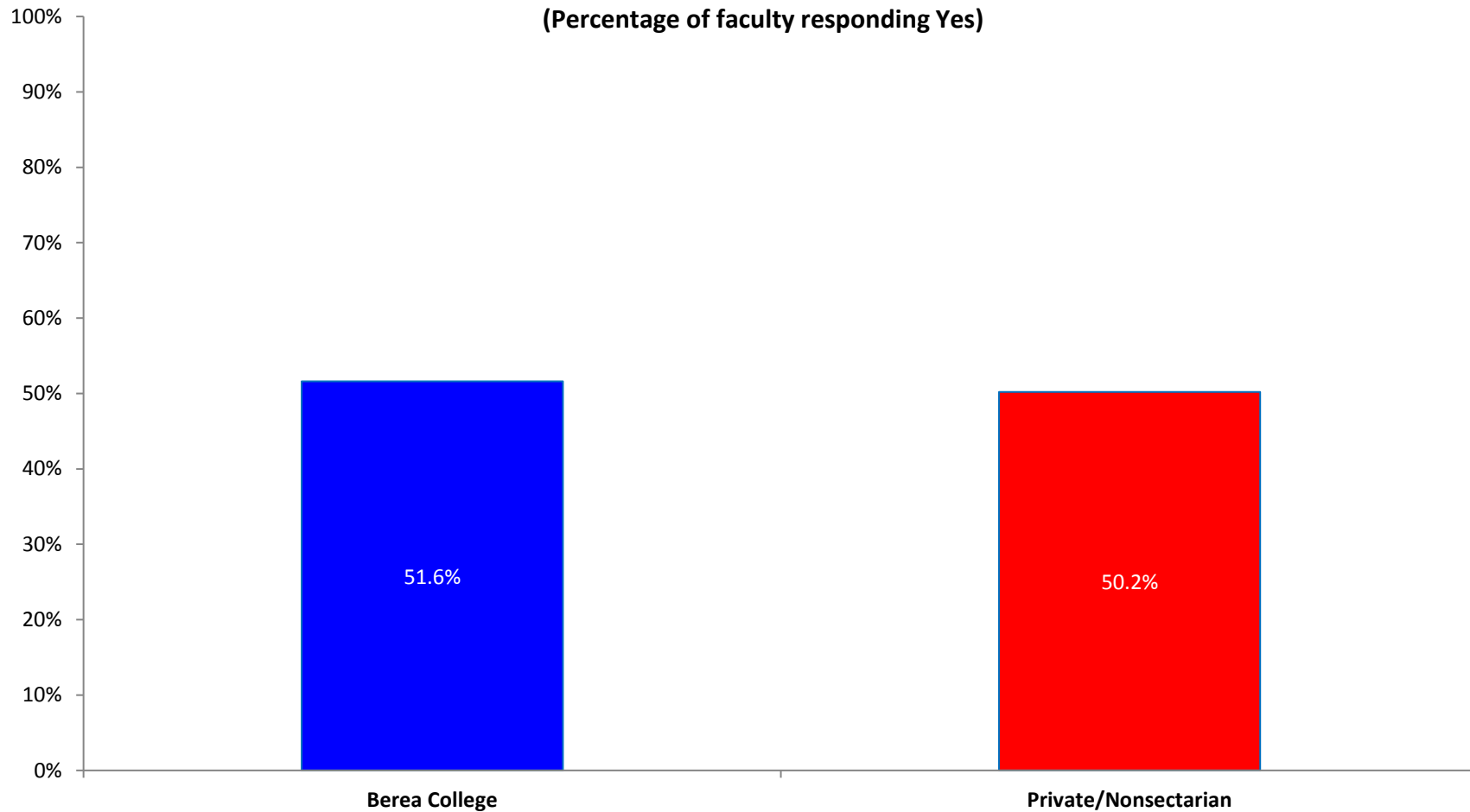
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)

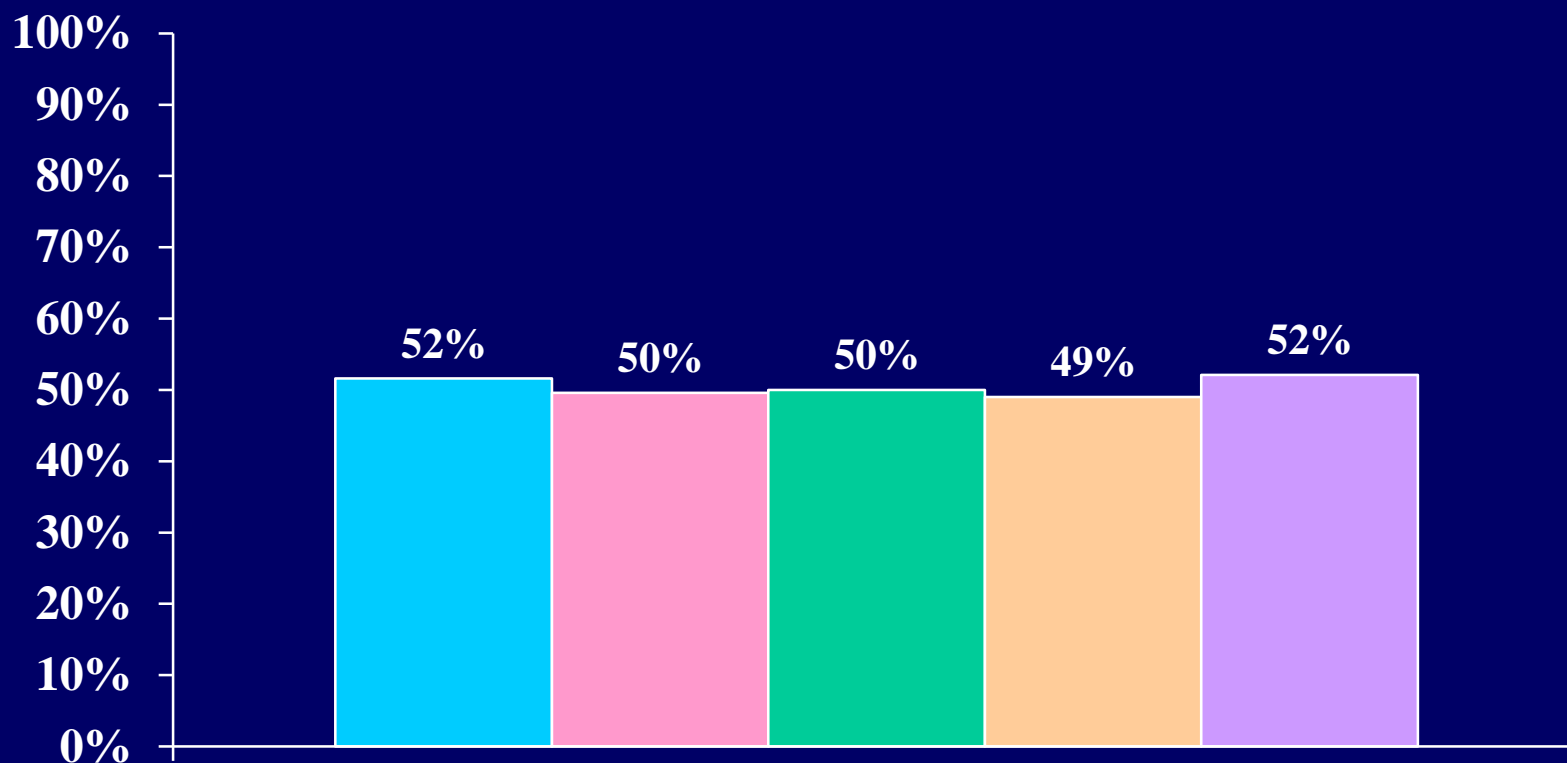
(Percentage of faculty responding Yes)



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

Percent of faculty who indicated “yes”

Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)



 Berea

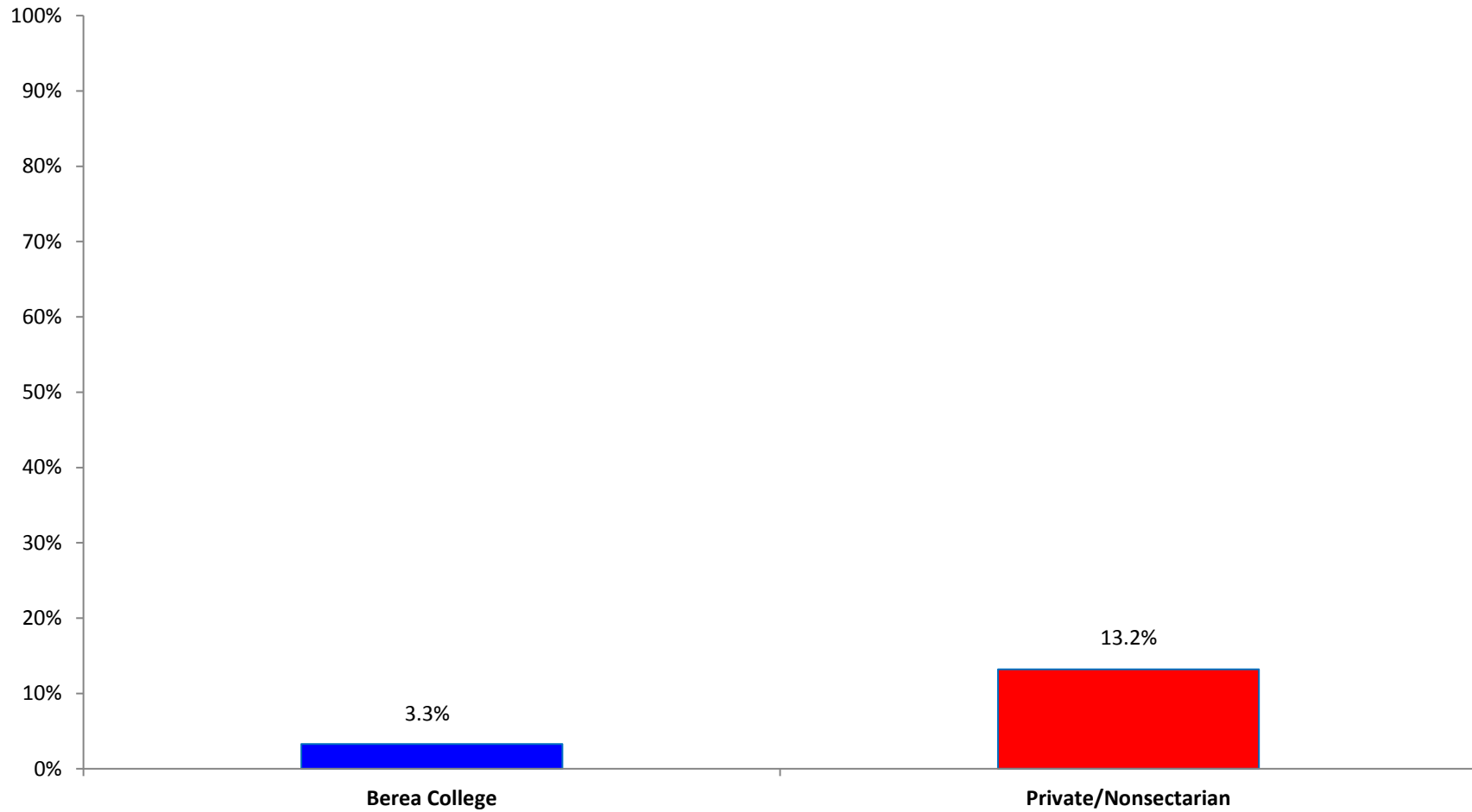
 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

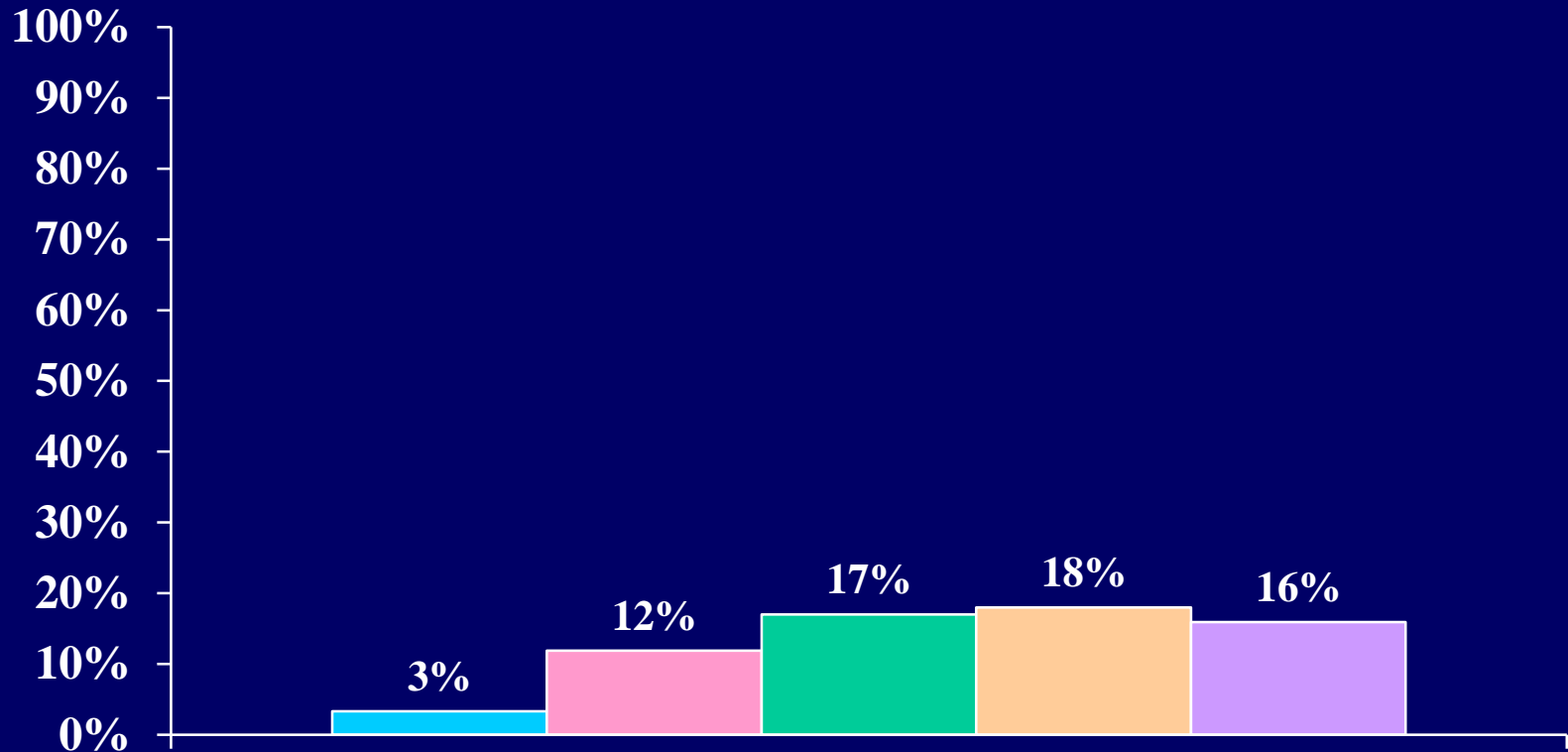
Taught an honors course
(Percentage of faculty responding Yes)



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

Percent of faculty who indicated “yes”

Taught an honors course



 Berea

 Benchmark
Institutions

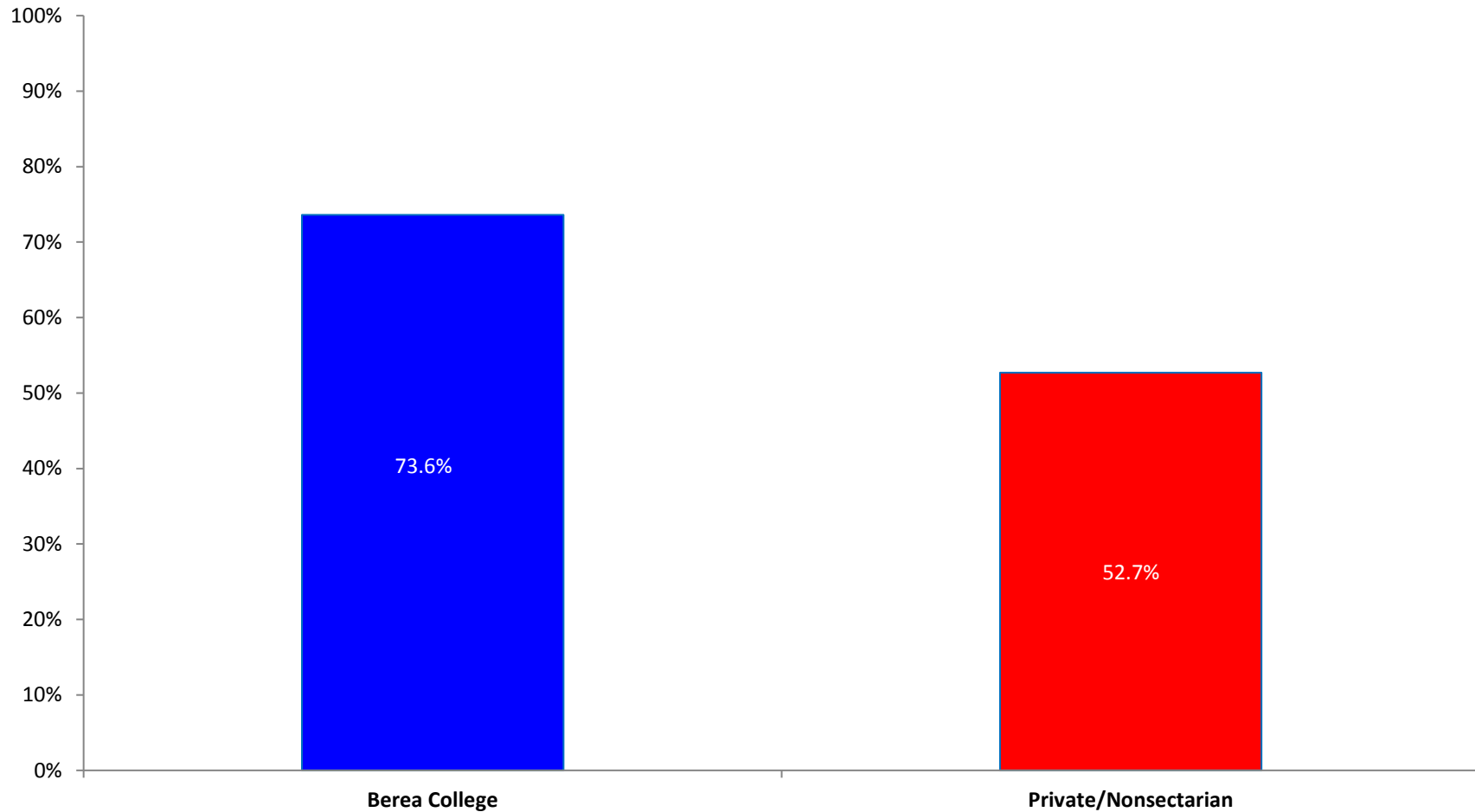
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

Taught an interdisciplinary course

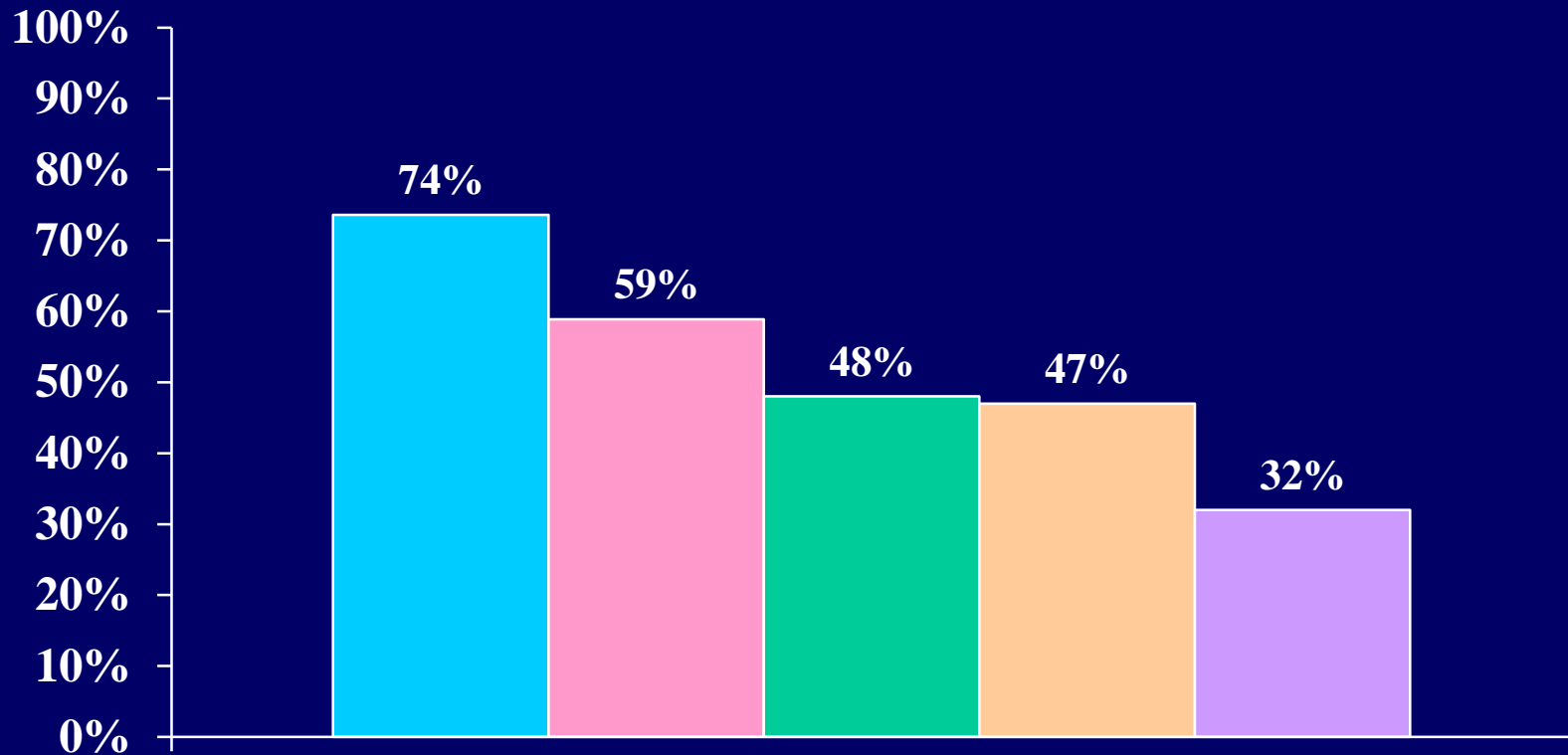
(Percentage of faculty responding Yes)



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

Percent of faculty who indicated “yes”

Taught an interdisciplinary course



 Berea

 Benchmark
Institutions

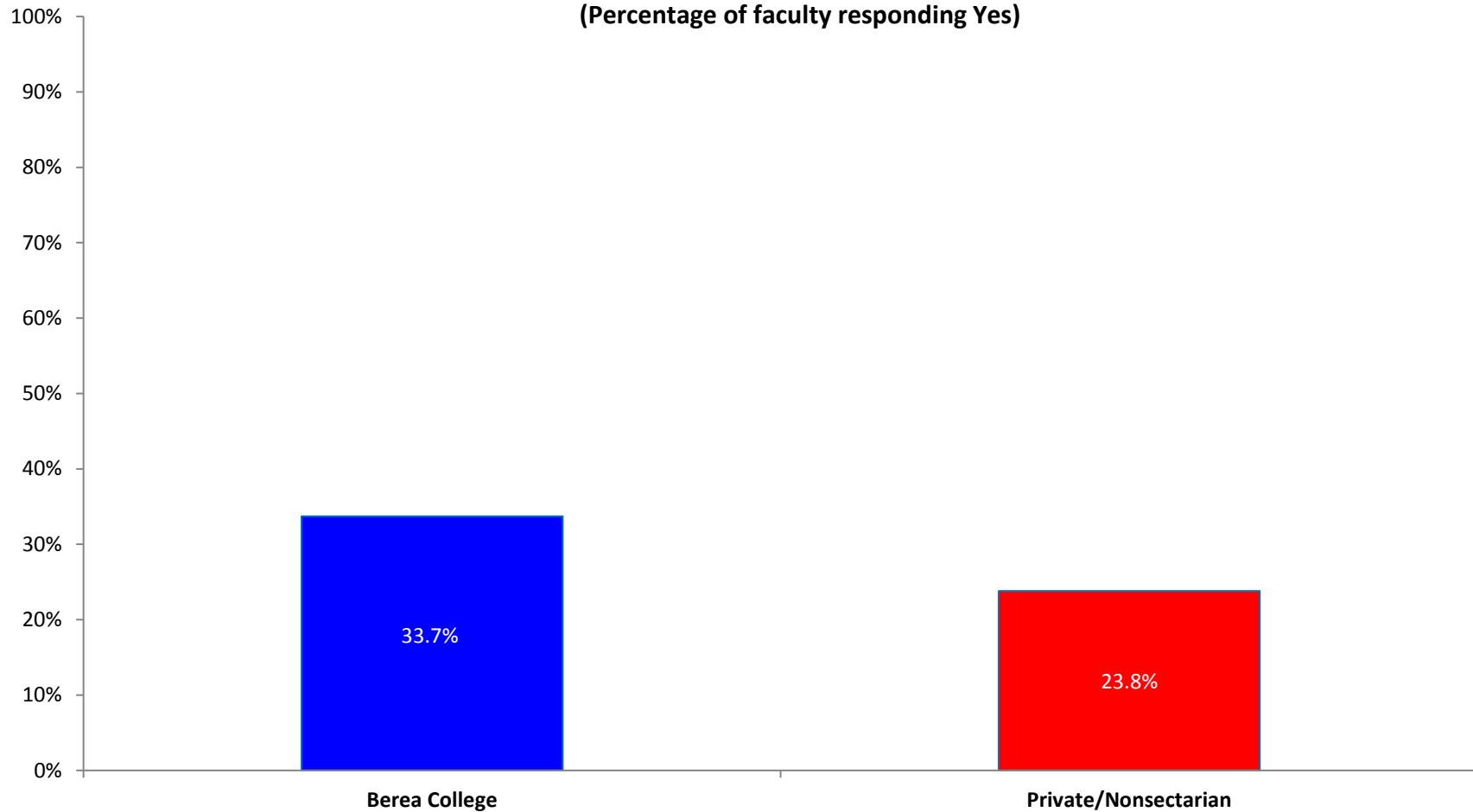
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)

(Percentage of faculty responding Yes)

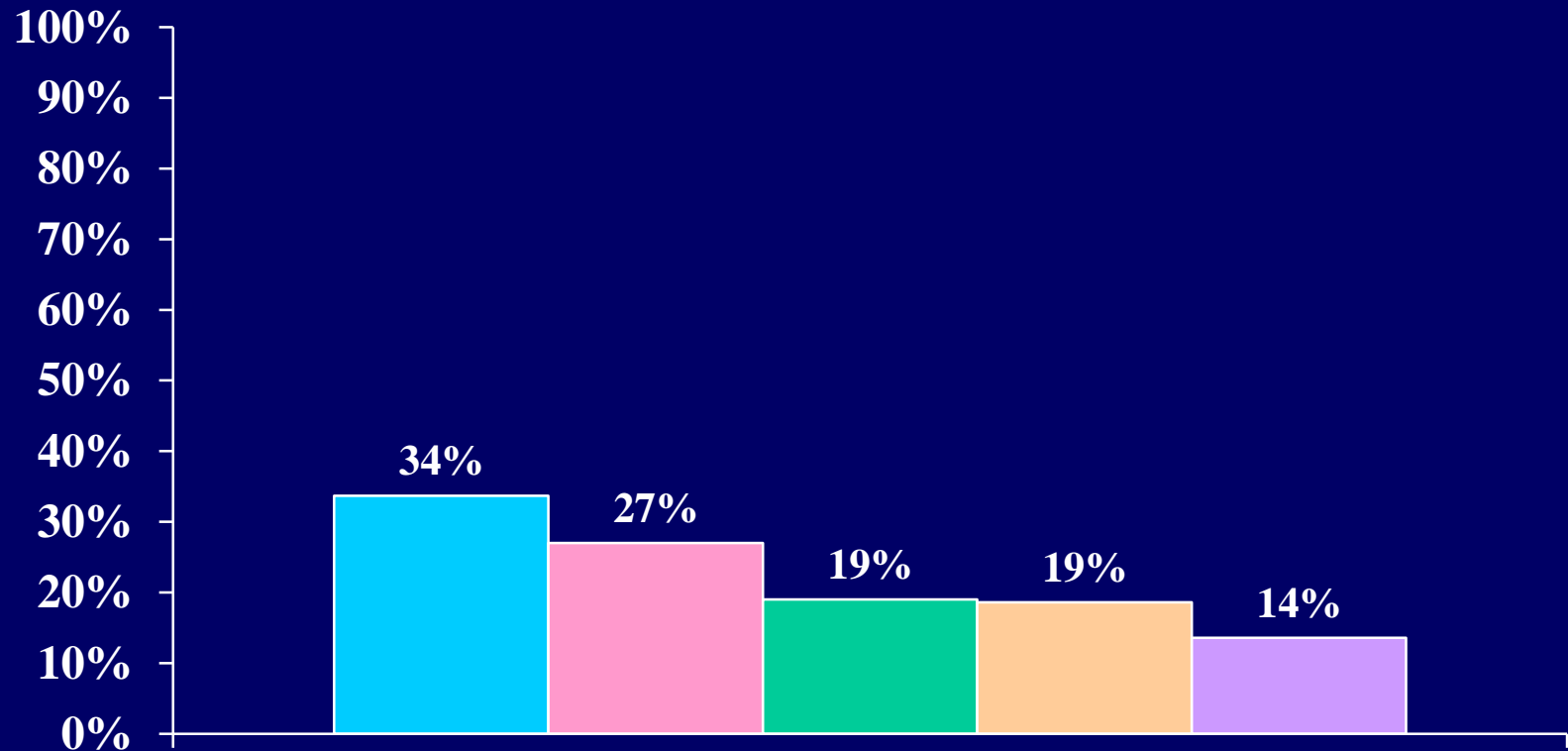


During the past two years, have you engaged in any of the following activities?

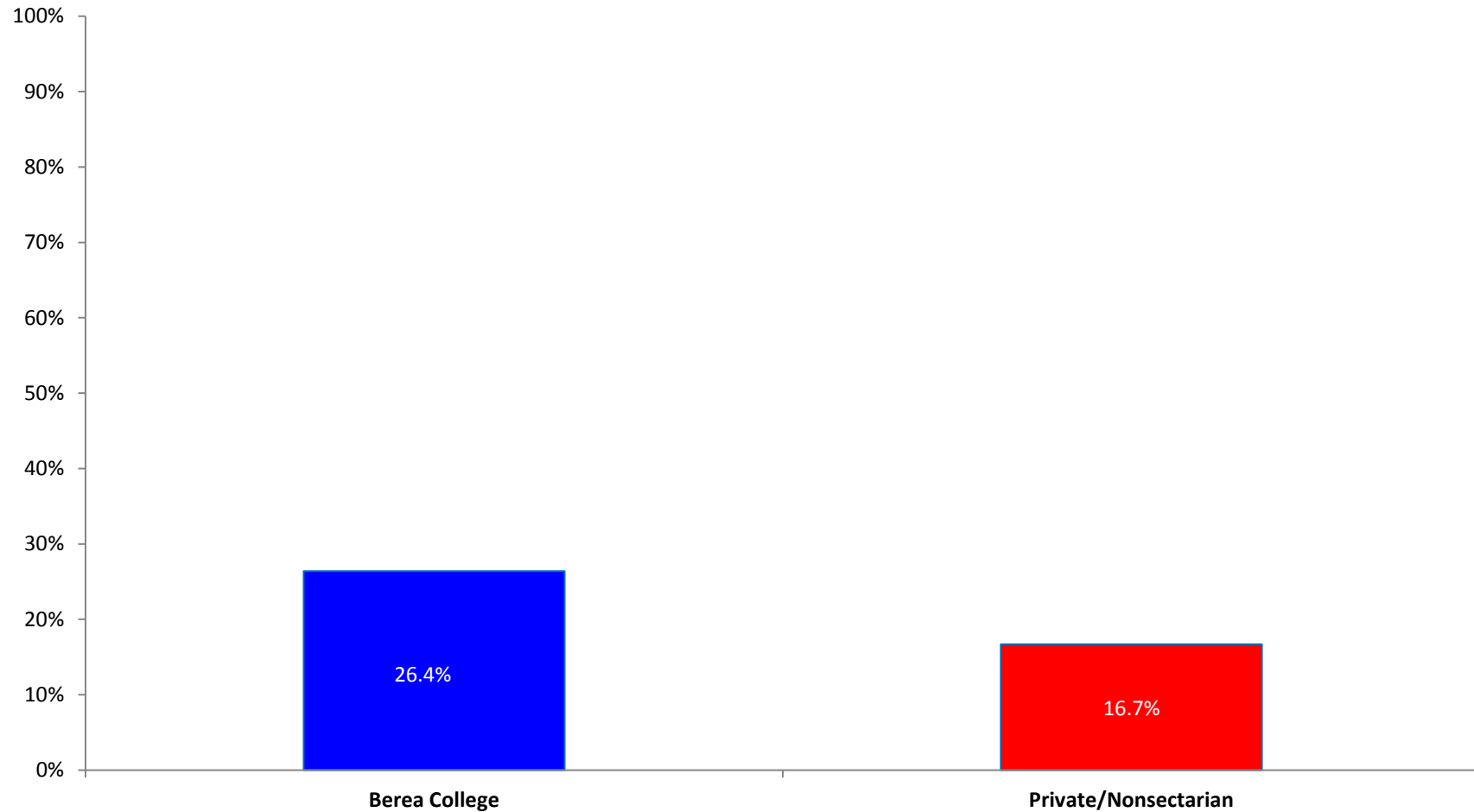
Percent of faculty who indicated “yes”

Taught an area studies course

(e.g., women’s studies, ethnic studies, LGBTQ studies)



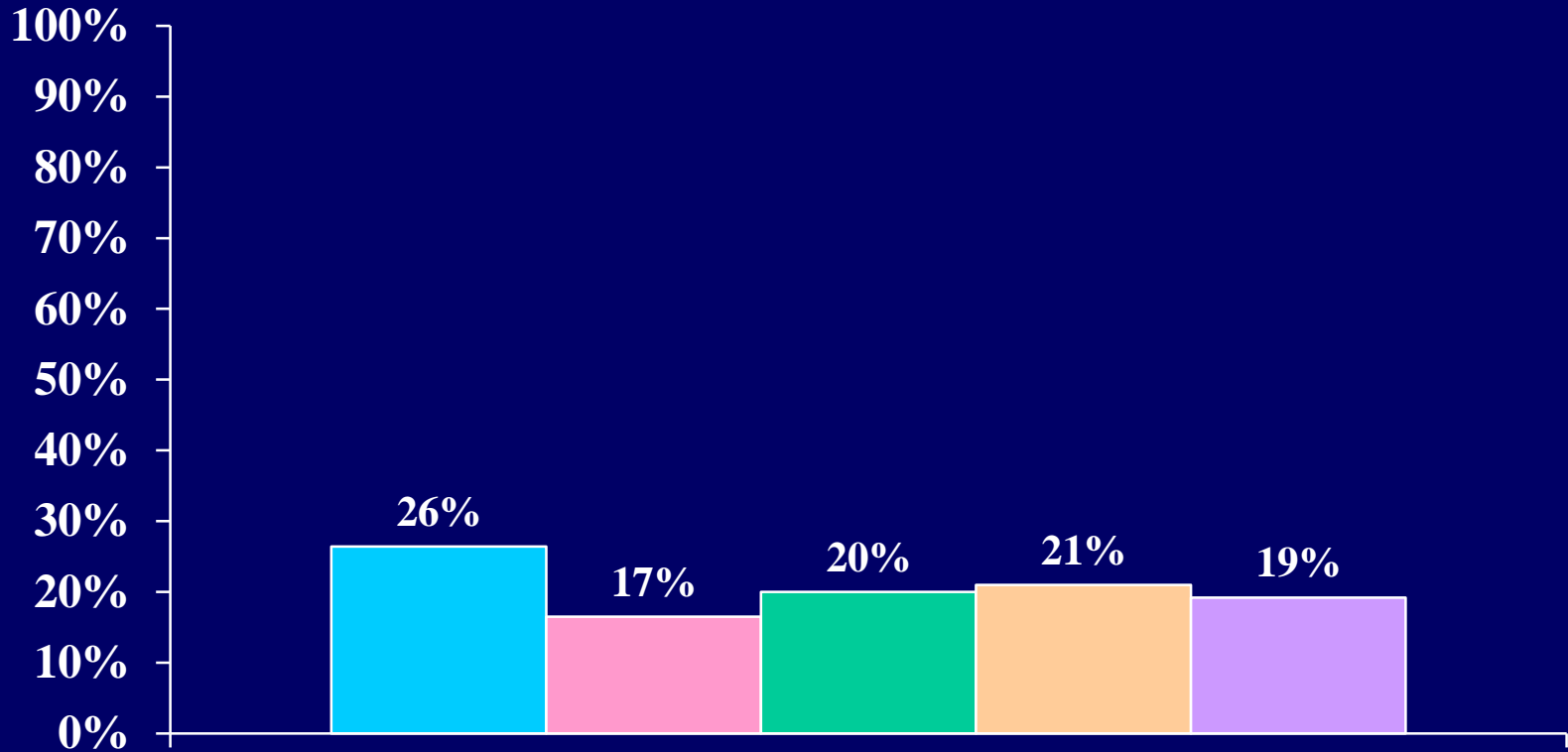
Taught a service learning course
(Percentage of faculty responding Yes)



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

Percent of faculty who indicated “yes”

Taught a service learning course



 Berea

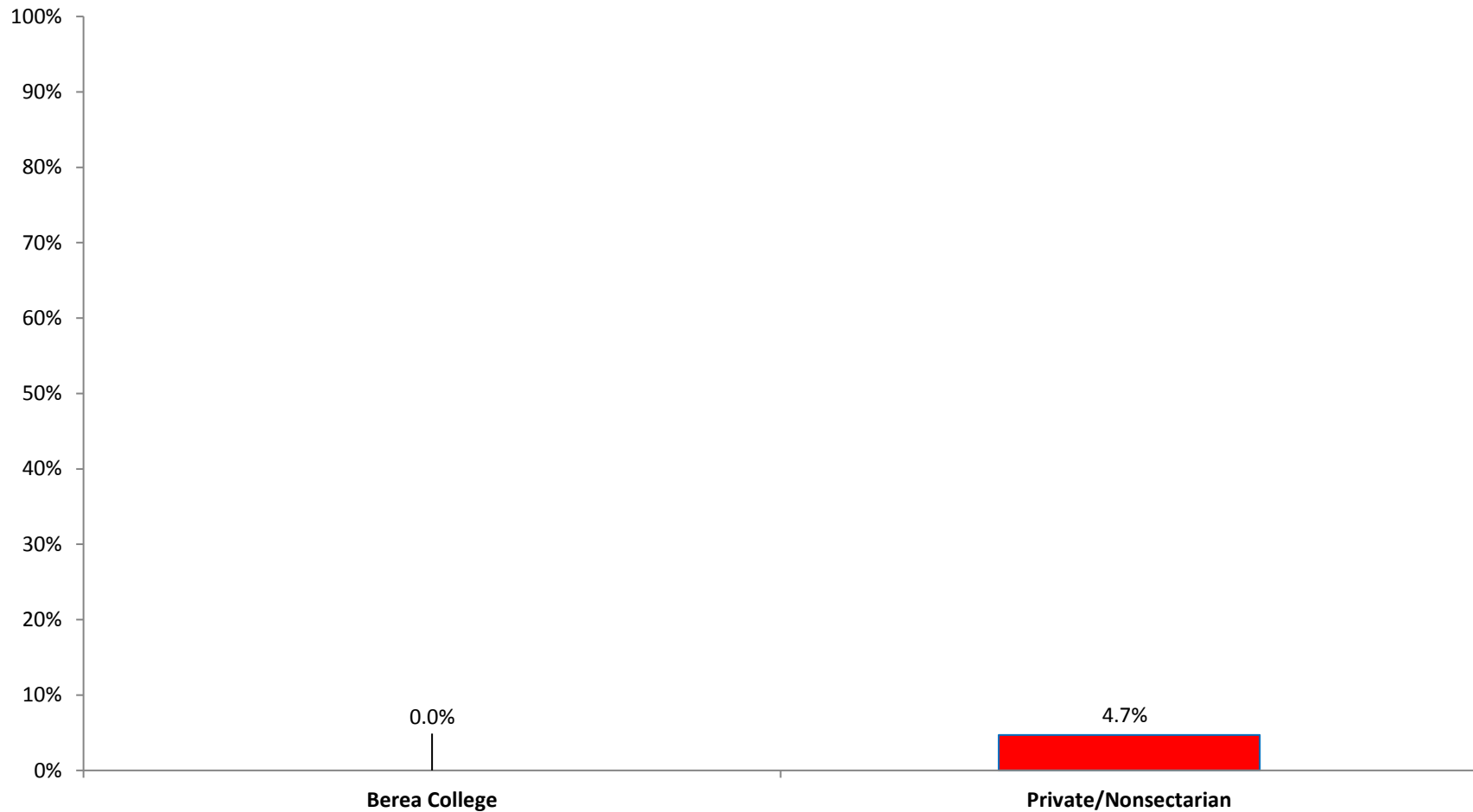
 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

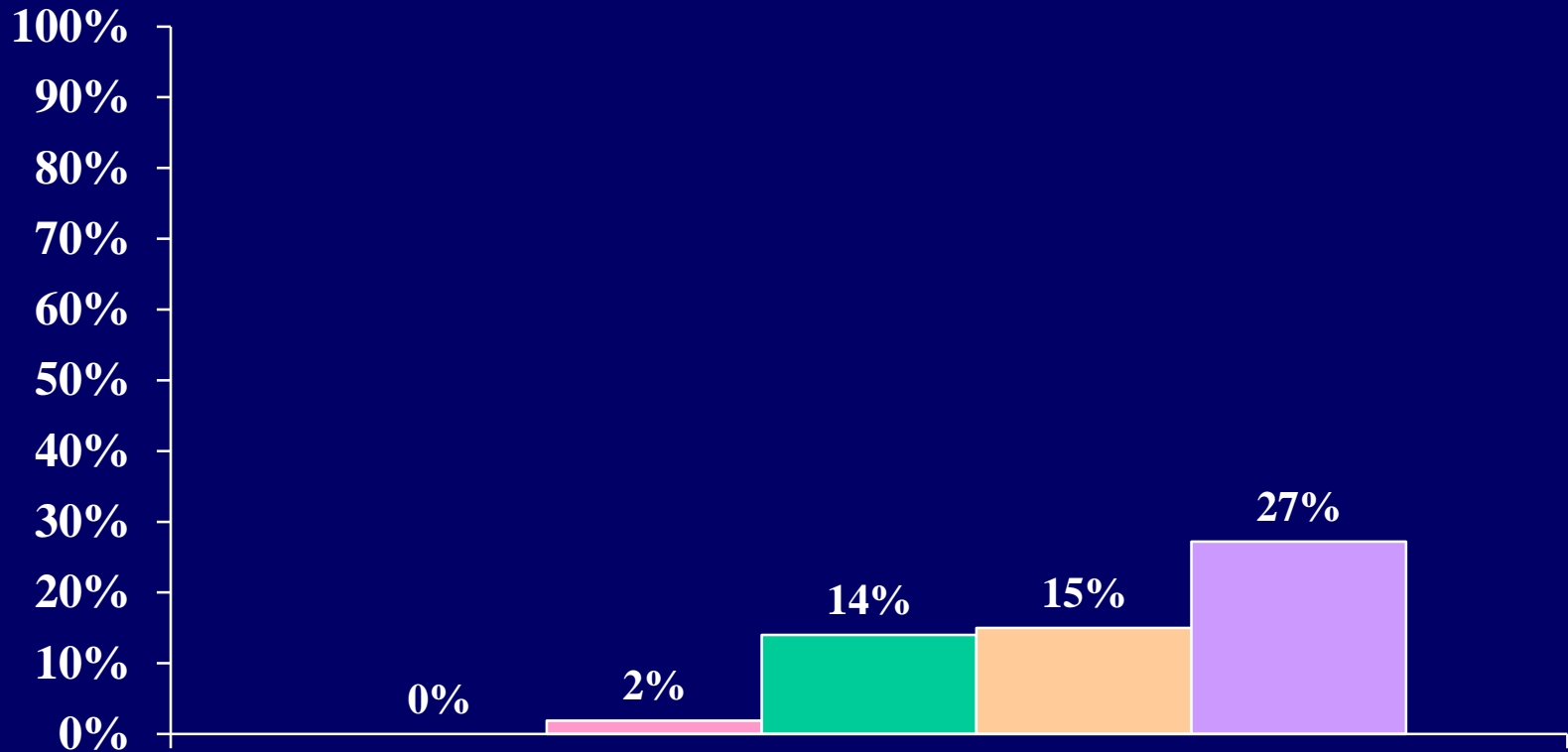
Taught an exclusively web-based course at this institution (Percentage of faculty responding Yes)



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

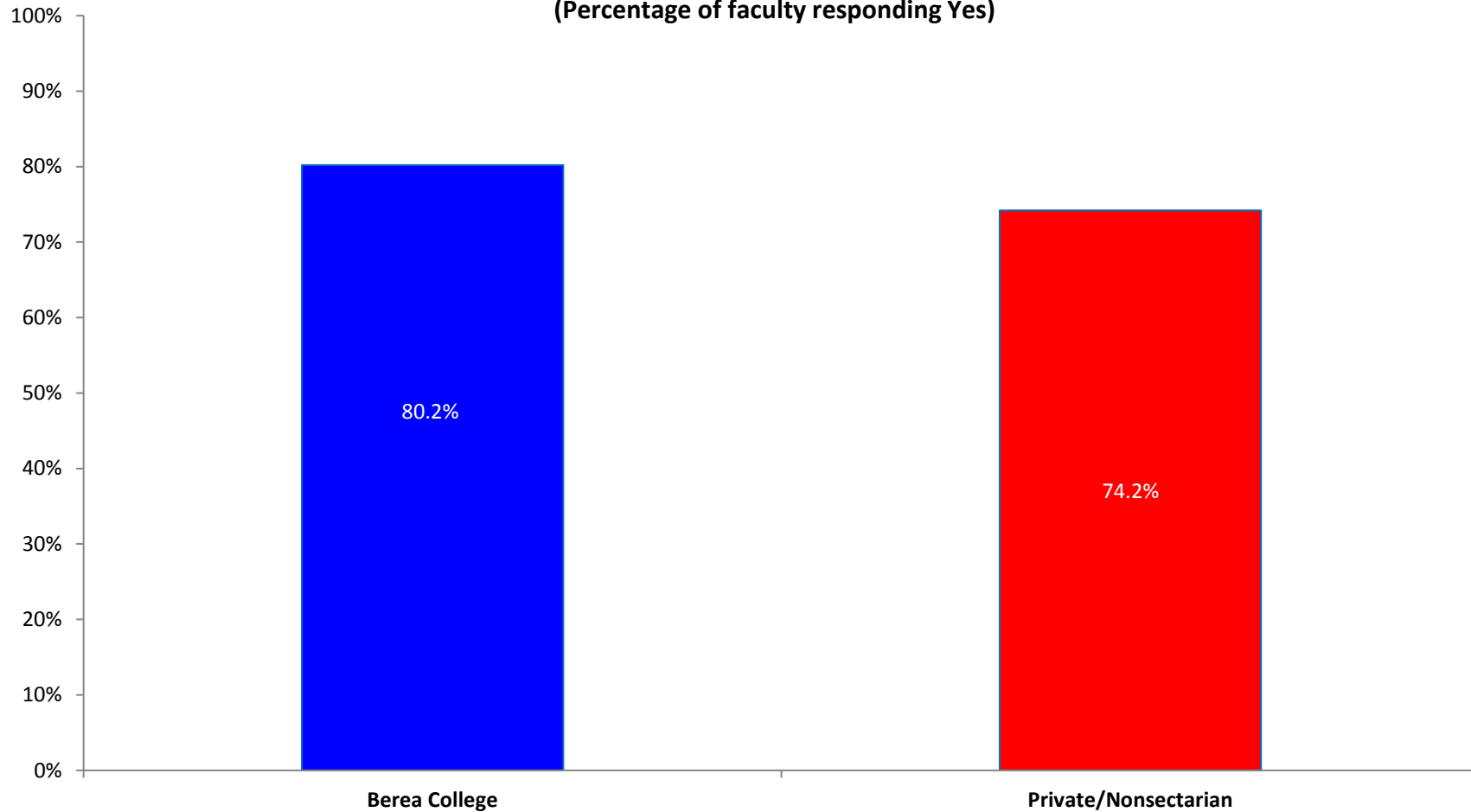
Percent of faculty who indicated “yes”

Taught an exclusively web-based course at this institution



Participated in organized activities around enhancing pedagogy and student learning

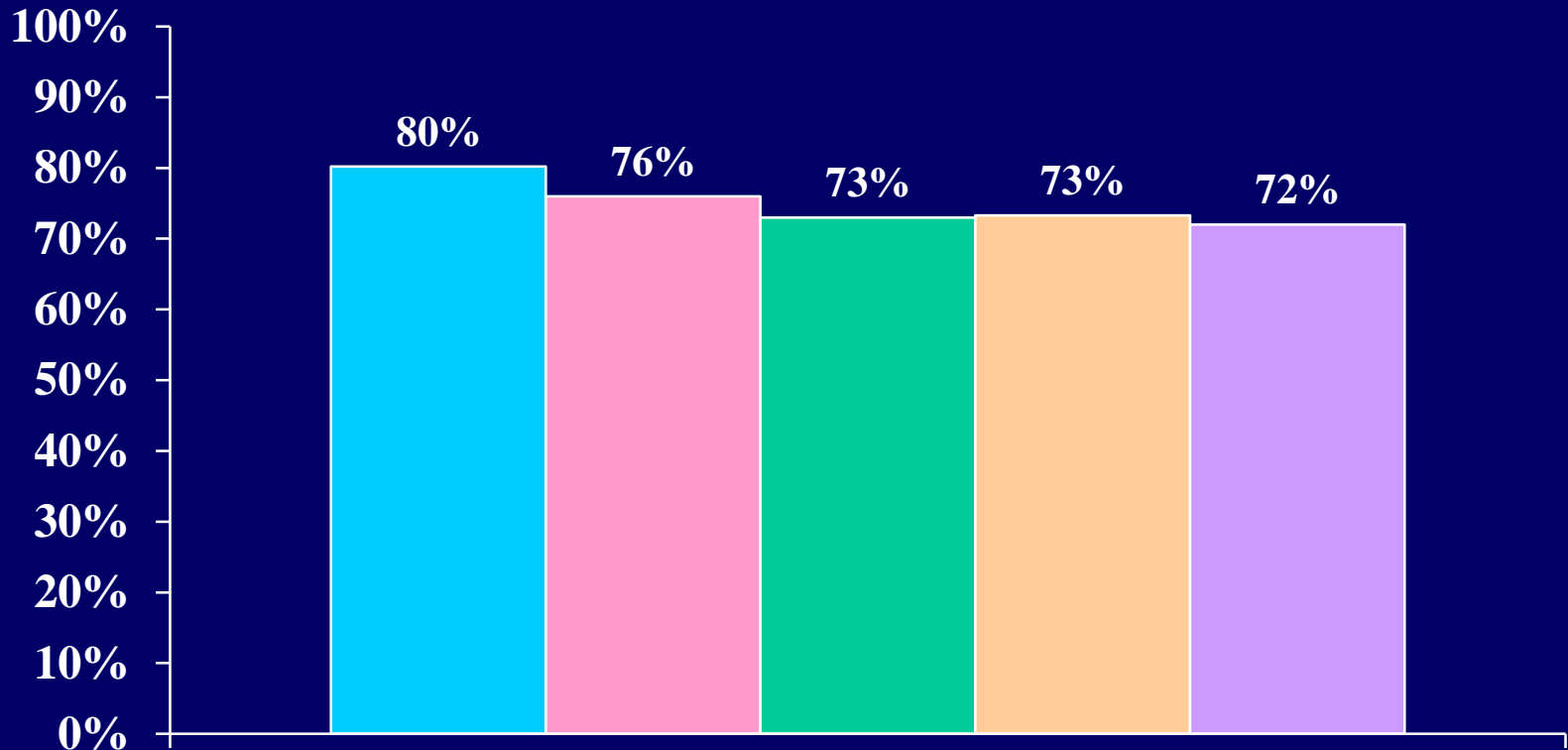
(Percentage of faculty responding Yes)



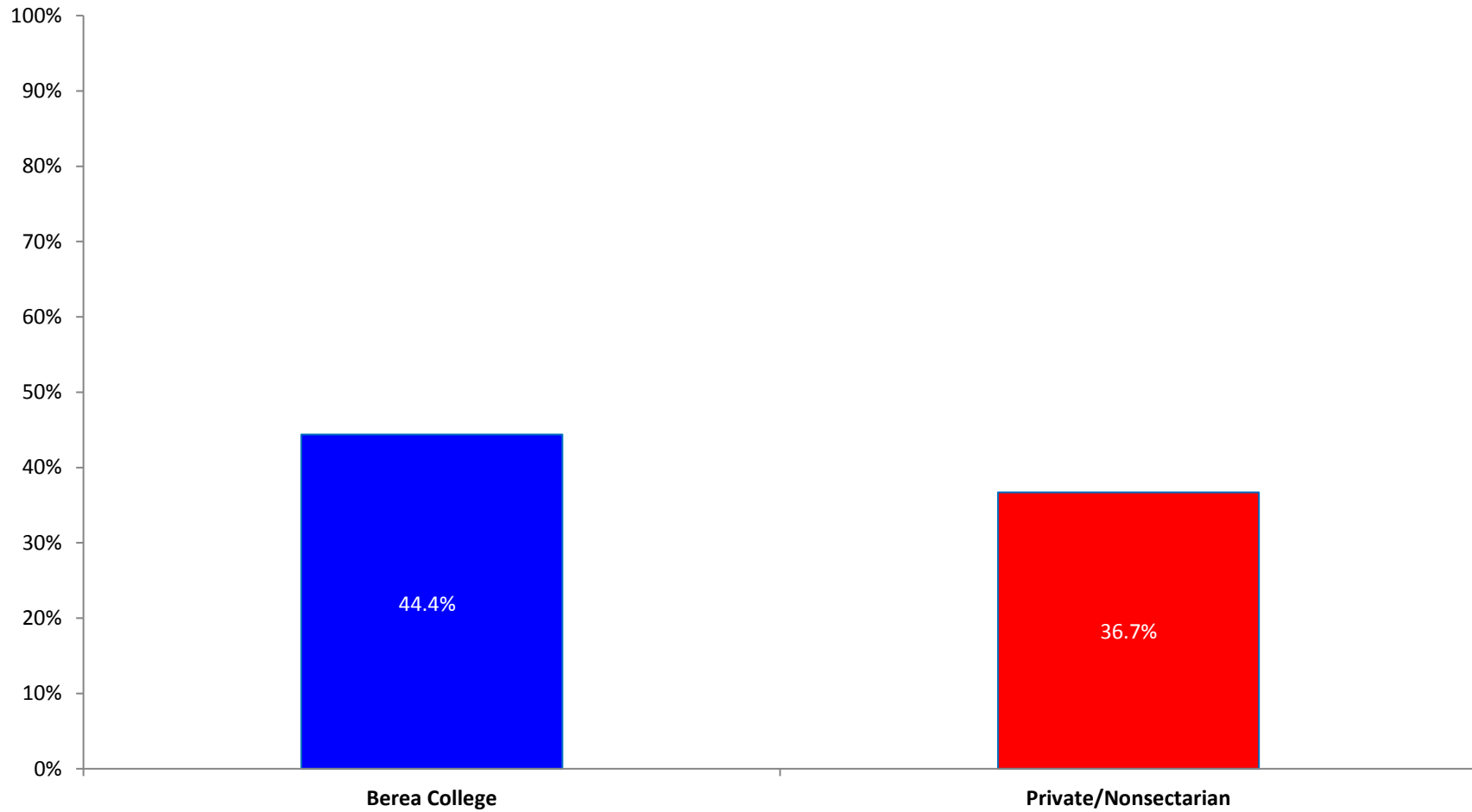
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Participated in organized activities around enhancing pedagogy and student learning

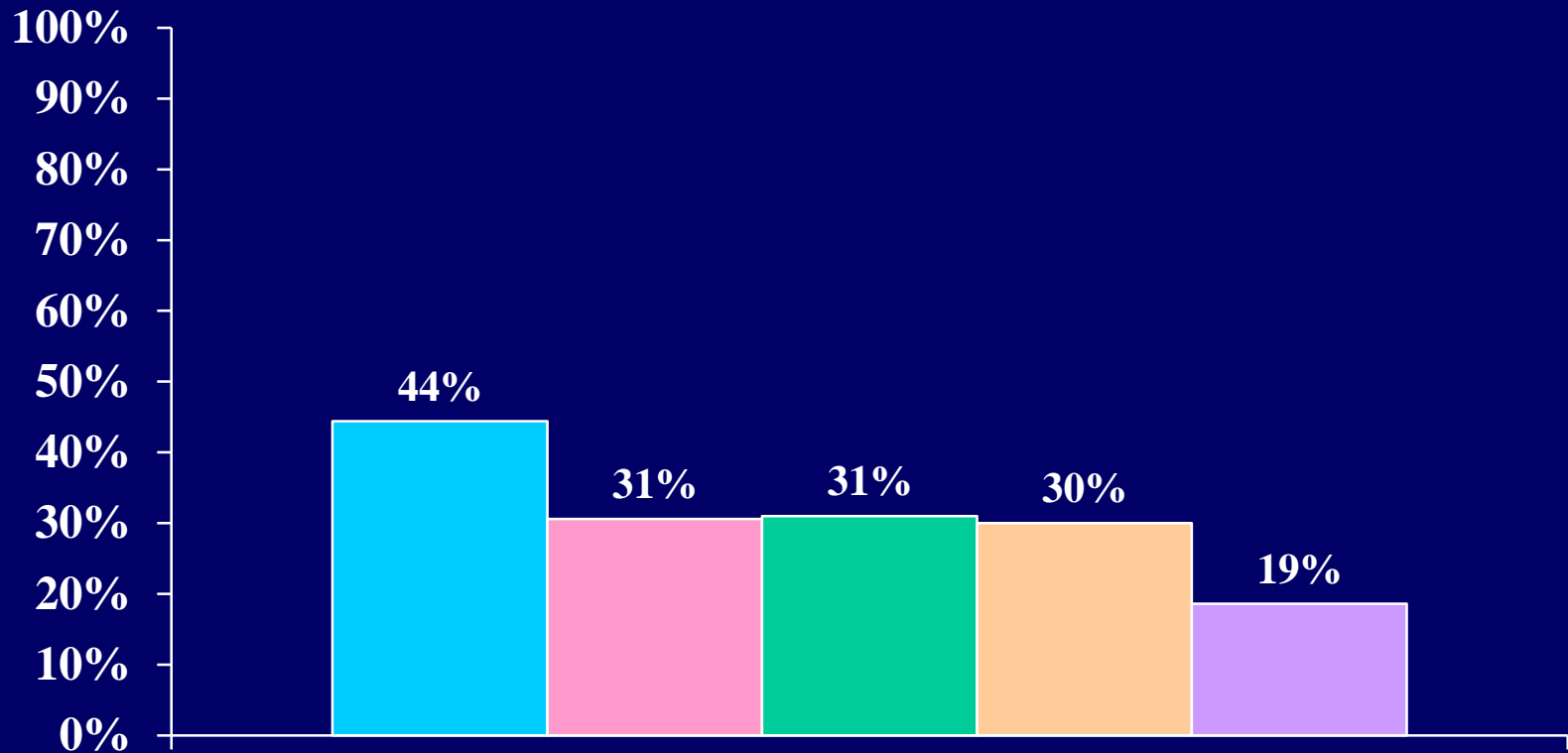


Taught a seminar for first-year students
(Percentage of faculty responding Yes)

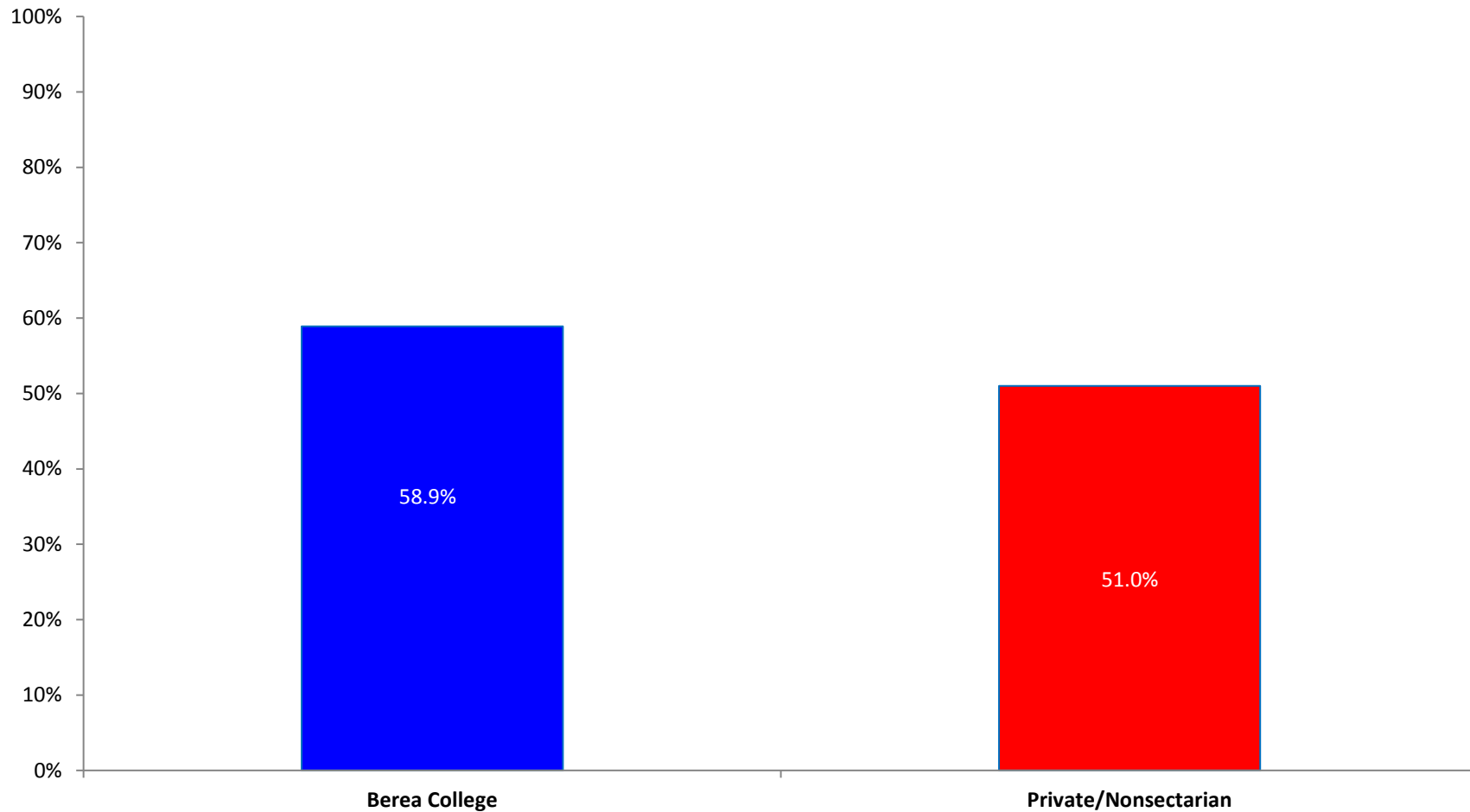


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Taught a seminar for first-year students



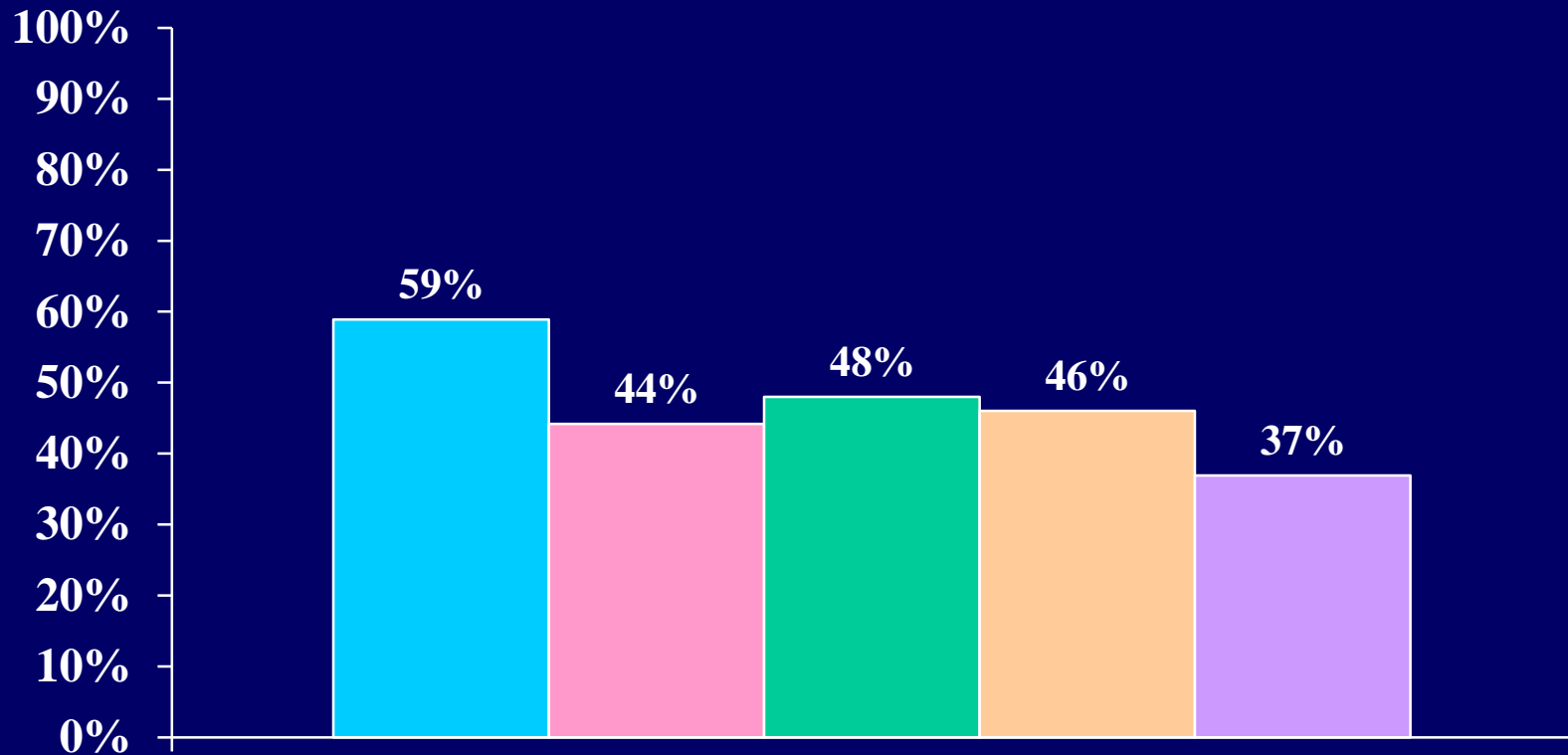
Taught a capstone course
(Percentage of faculty responding Yes)



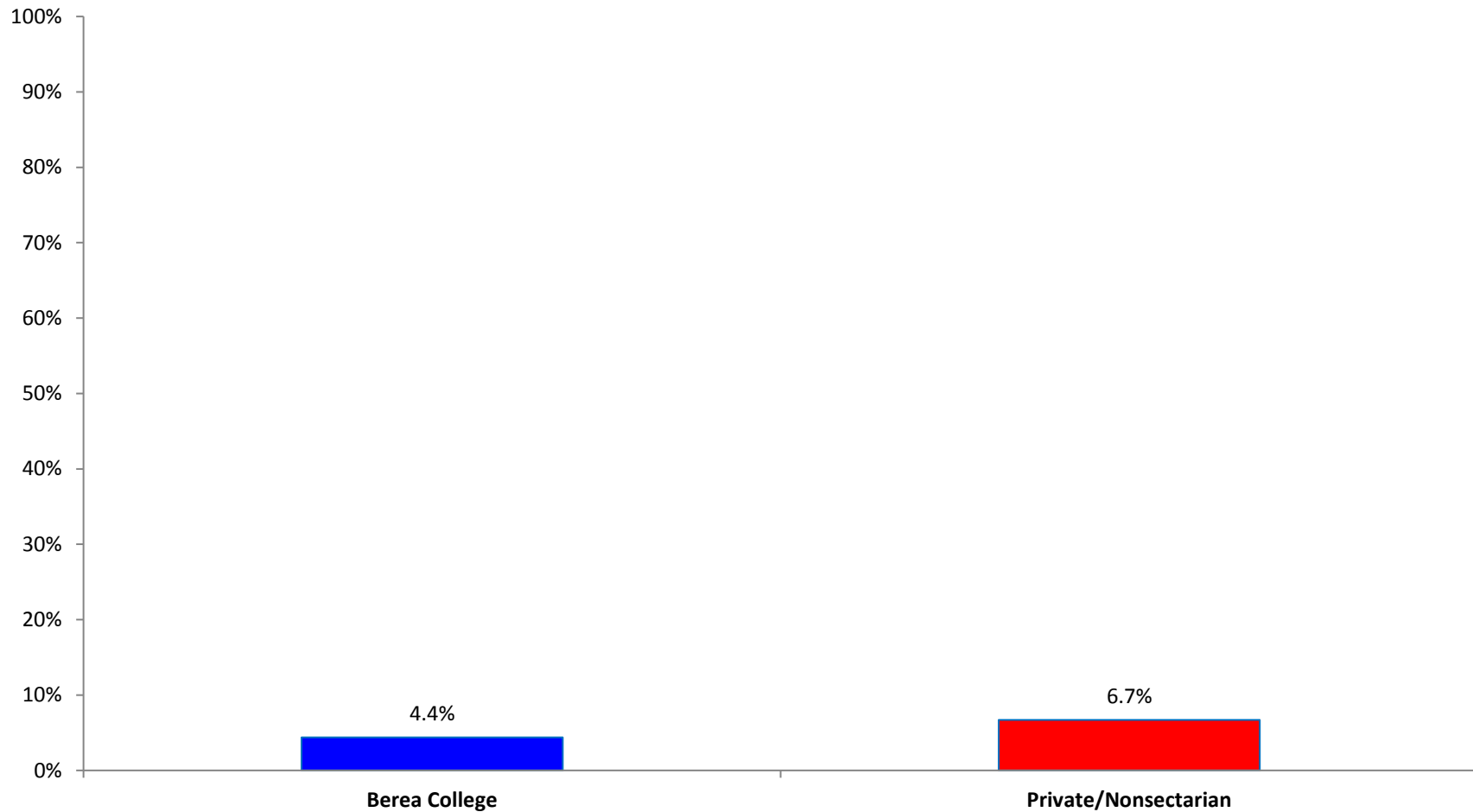
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Taught a capstone course

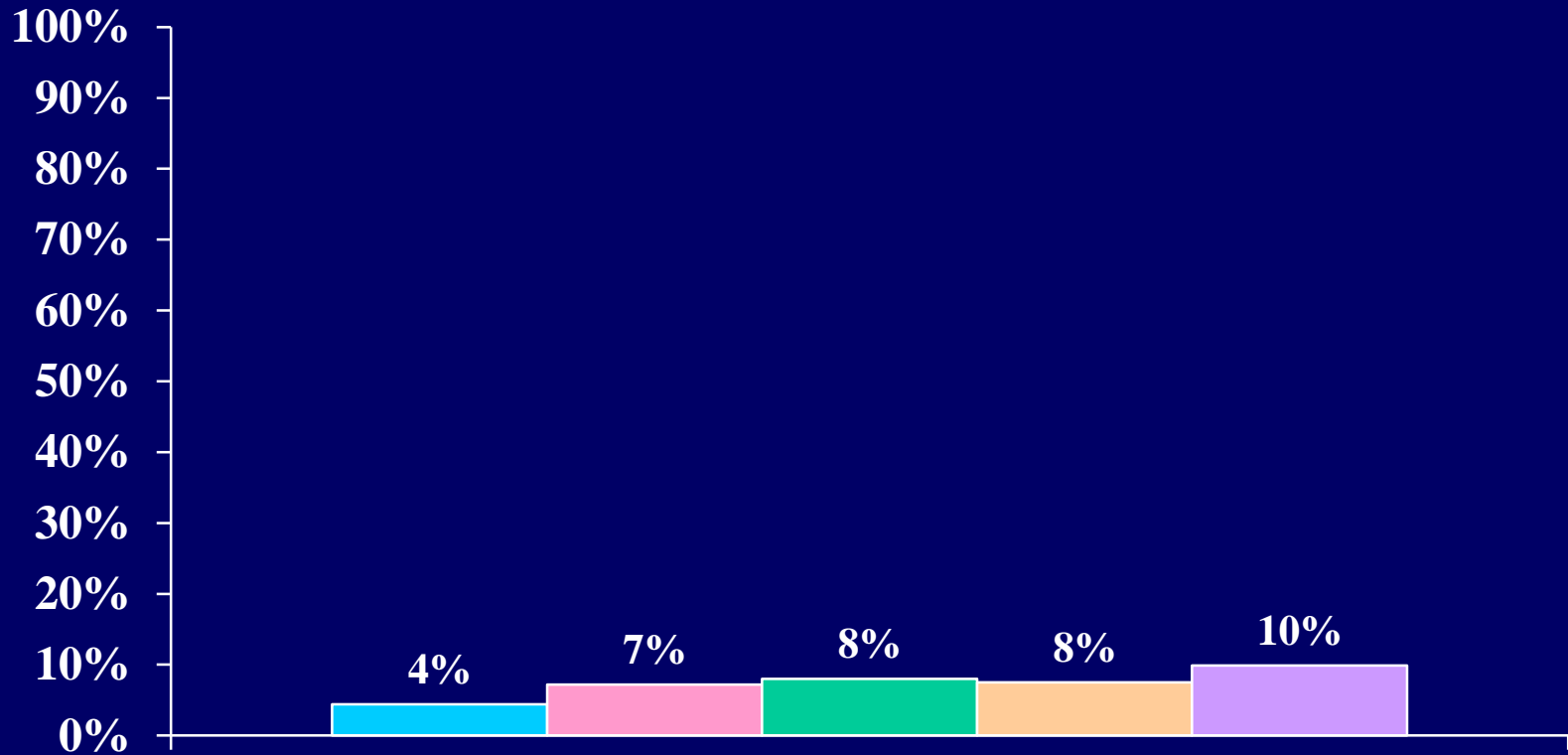


Taught in a learning community (e.g., FIG, linked courses)
(Percentage of faculty responding Yes)

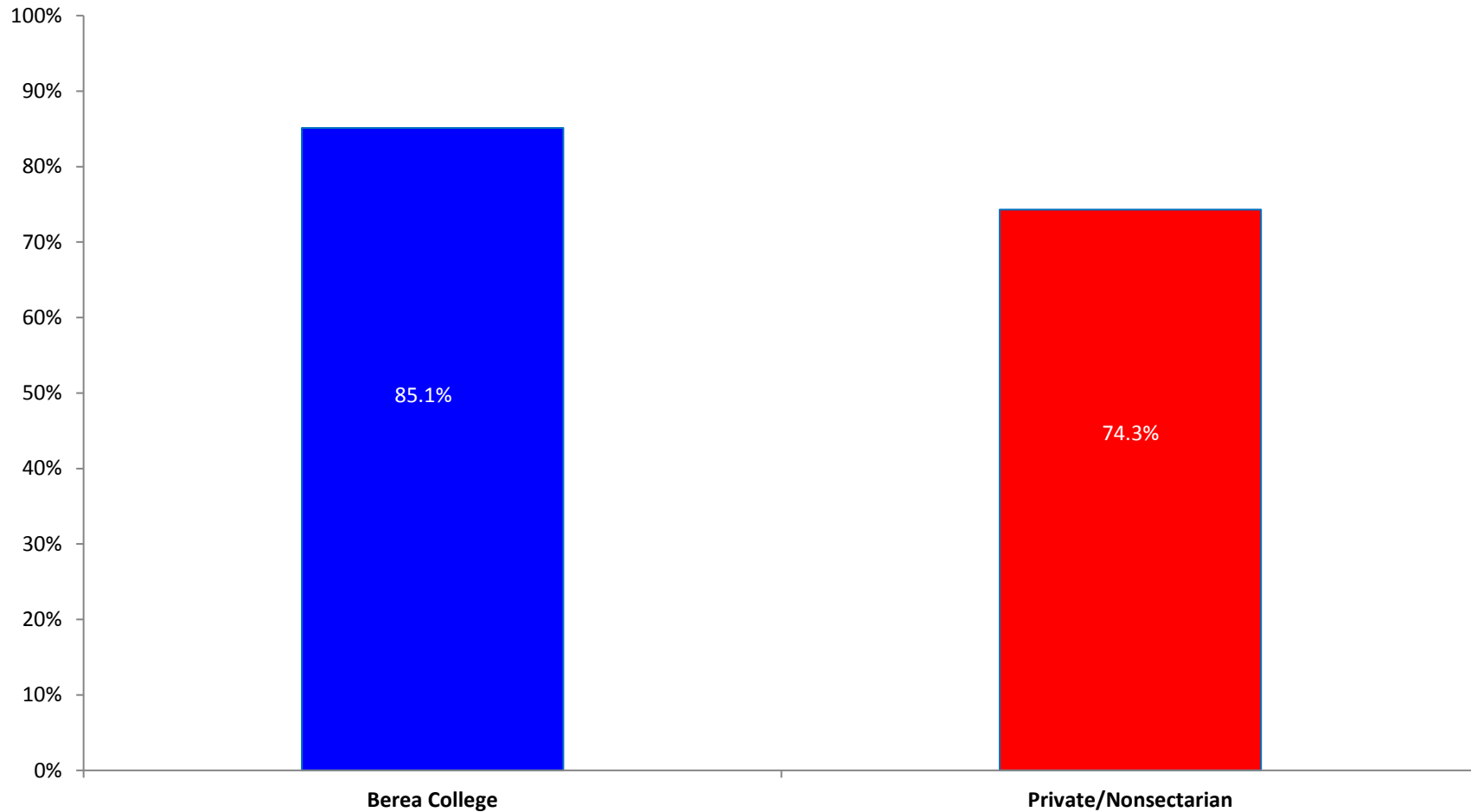


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Taught in a learning community (e.g., FIG, linked courses)

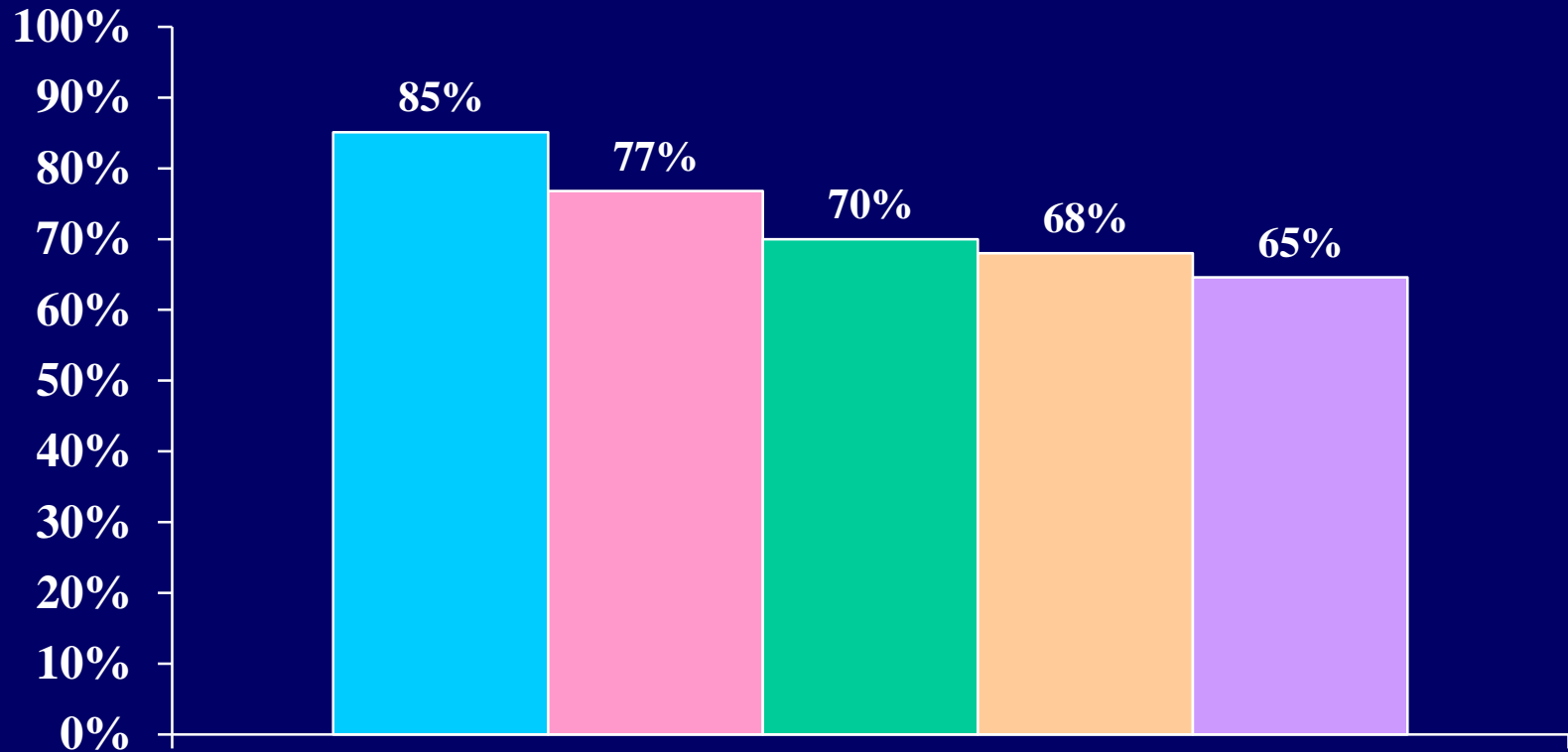


Taught a course that meets general education requirements (Percentage of faculty responding Yes)



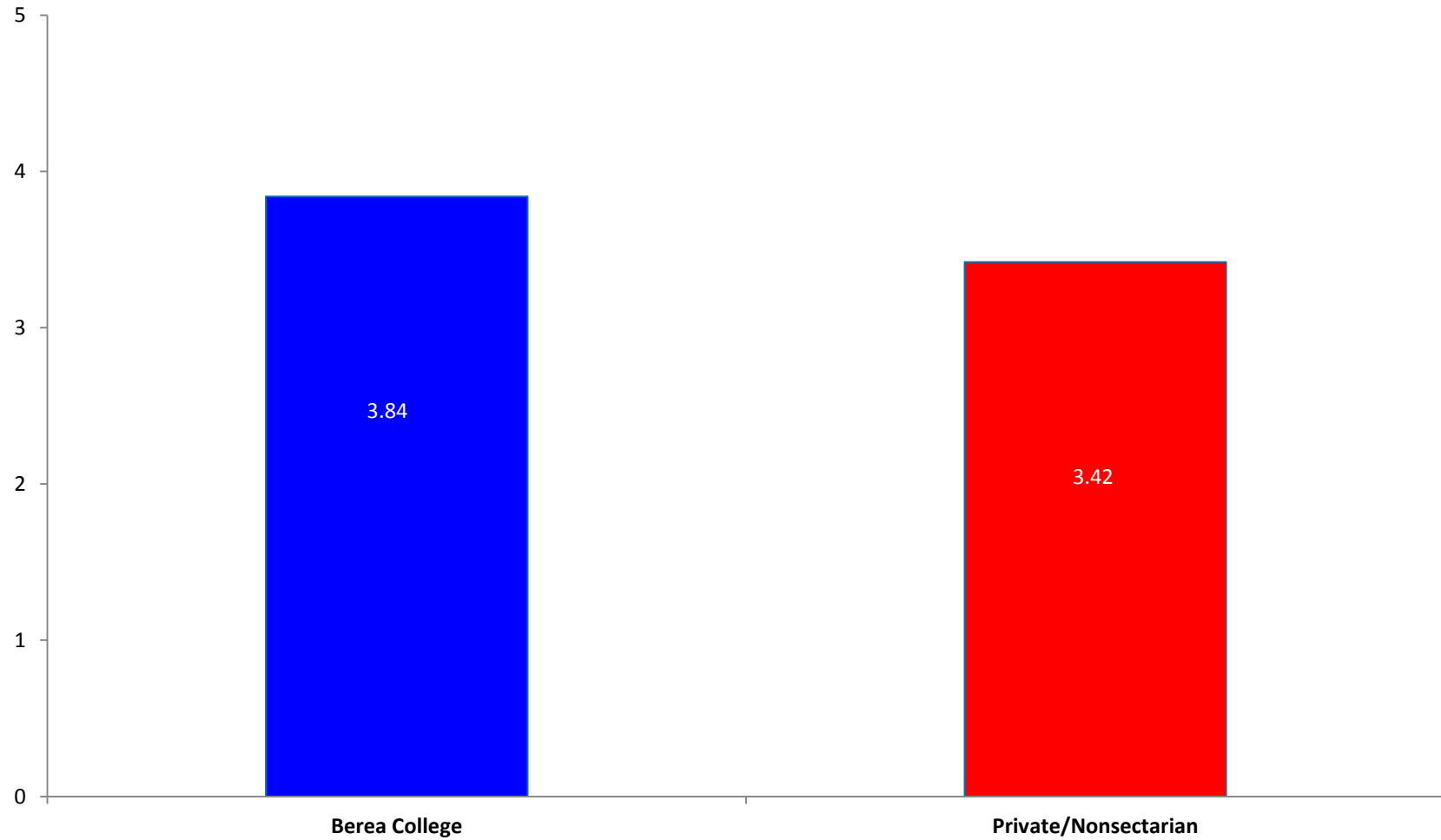
During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Taught a course that meets general education requirements



How many hours per week on average do you actually spend on the following activities?

Scheduled teaching (give actual, not credit hours)



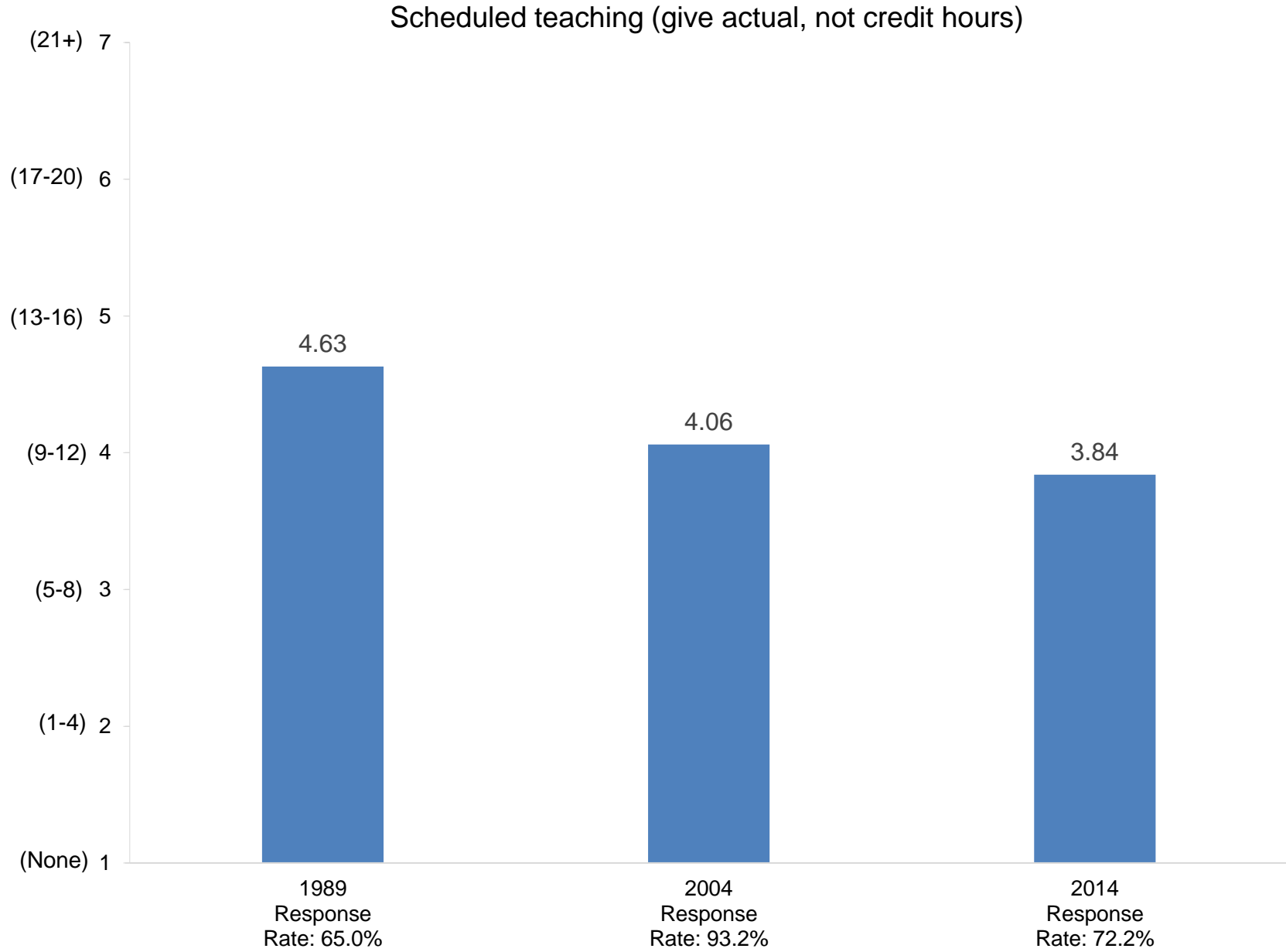
During the present term, how many hours per week on average do you actually spend on each of the following activities?

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

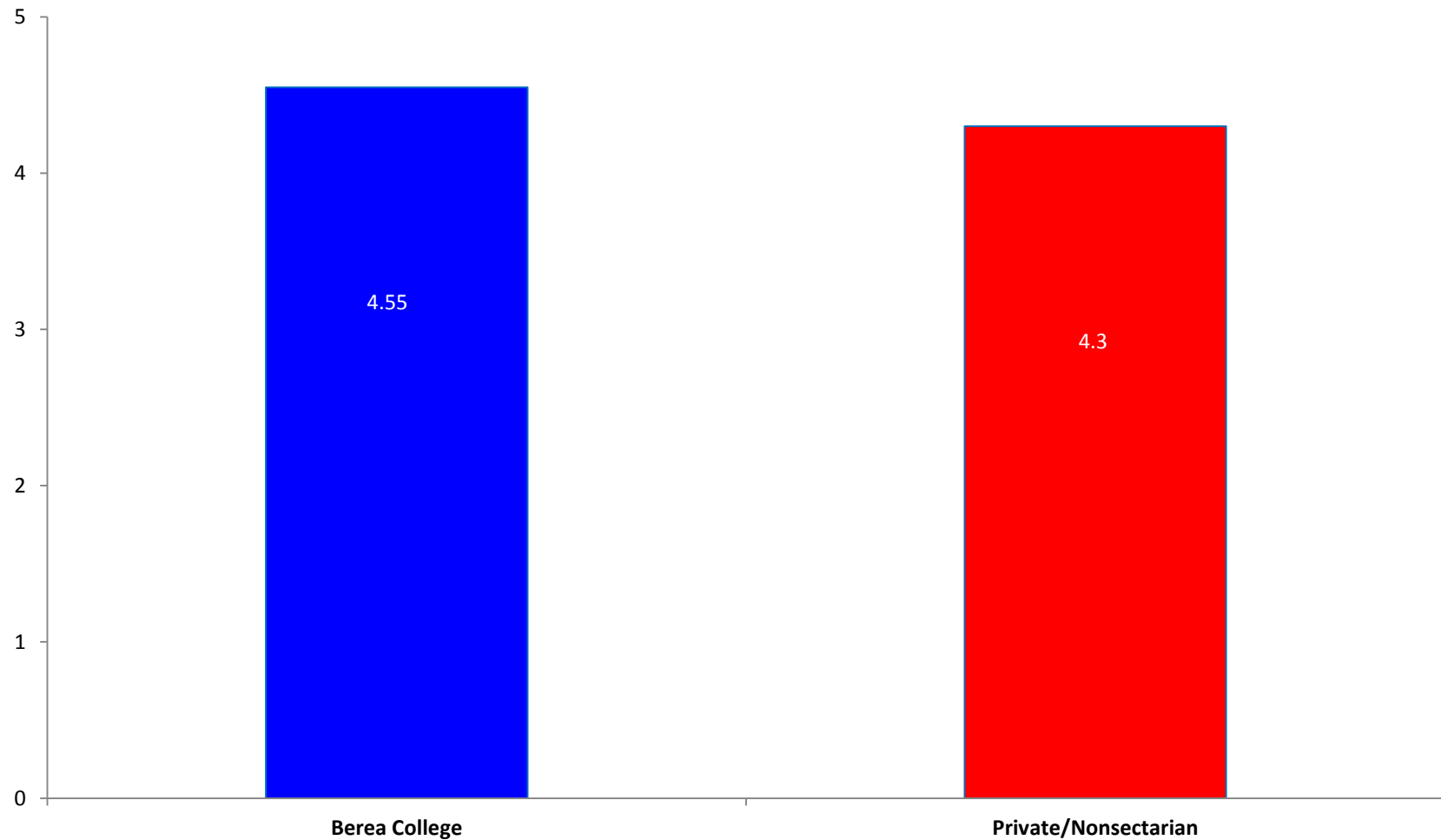
Scale: 21+ = 7, 17-20 = 6, 13-16 = 5, 9-12 = 4, 5-8 = 3, 1-4 = 2, and None = 1

Higher Education Research Institute (HERI) Faculty Survey

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

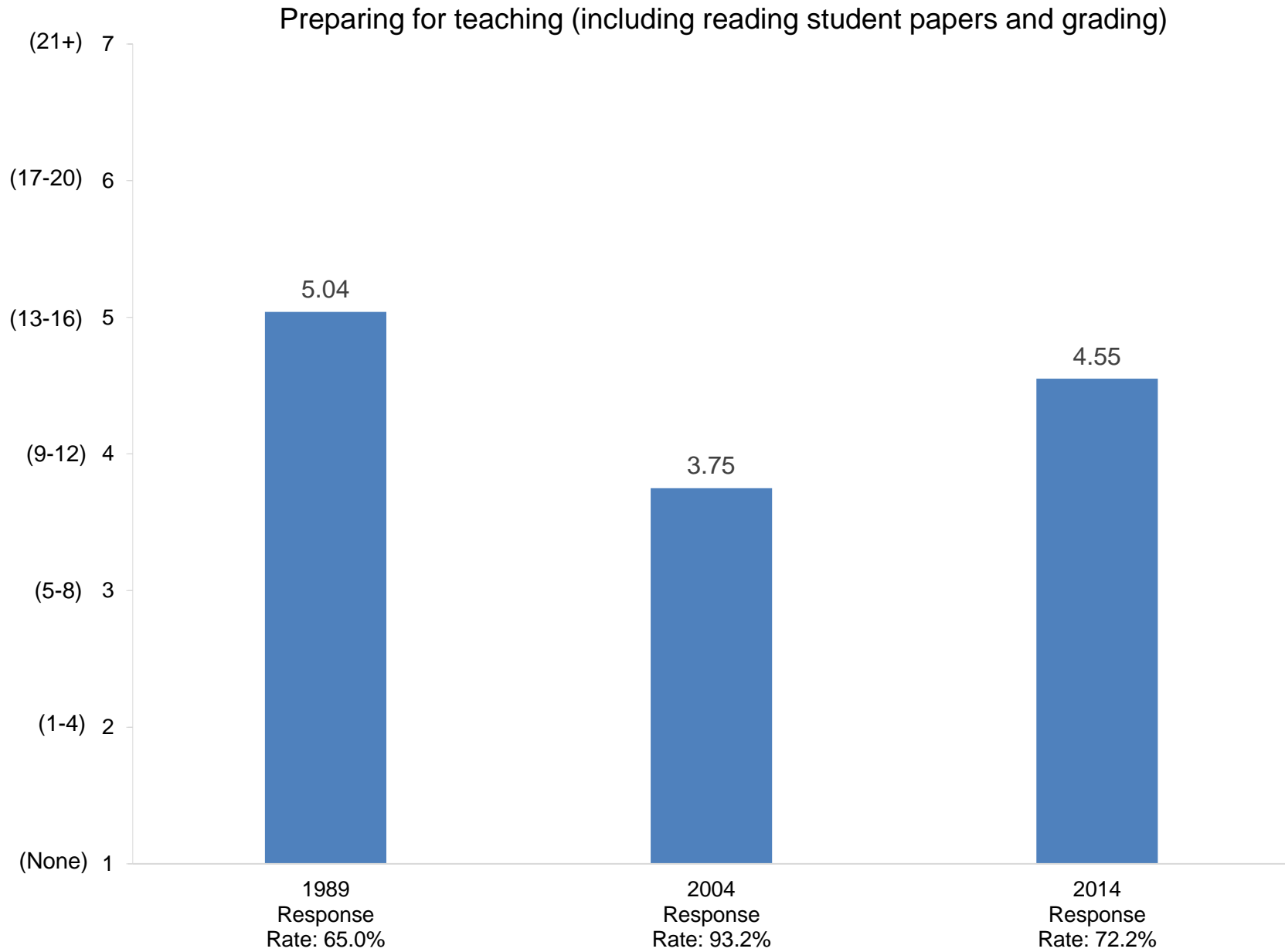


Preparing for teaching (including reading student papers and grading)

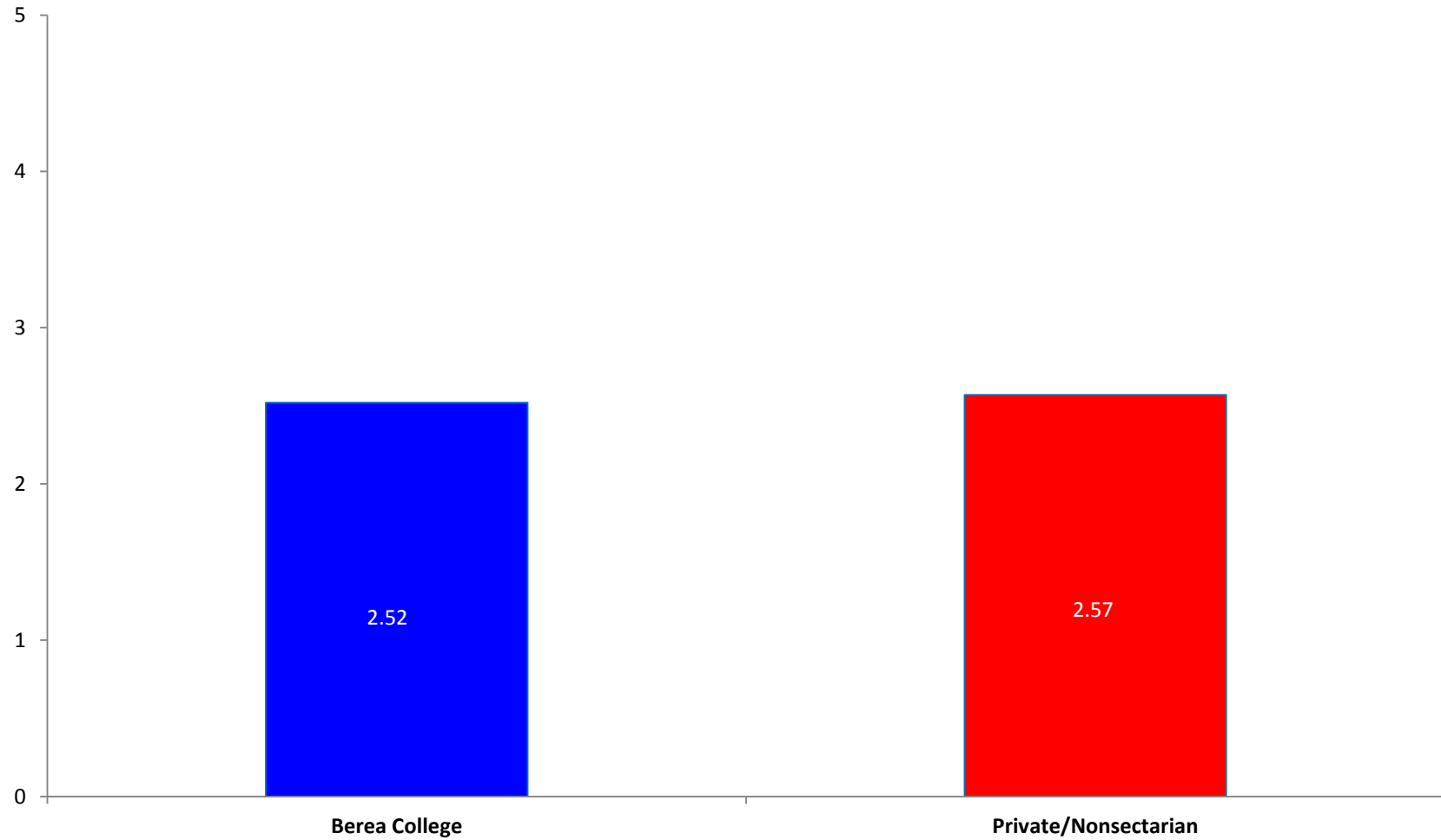


Higher Education Research Institute (HERI) Faculty Survey

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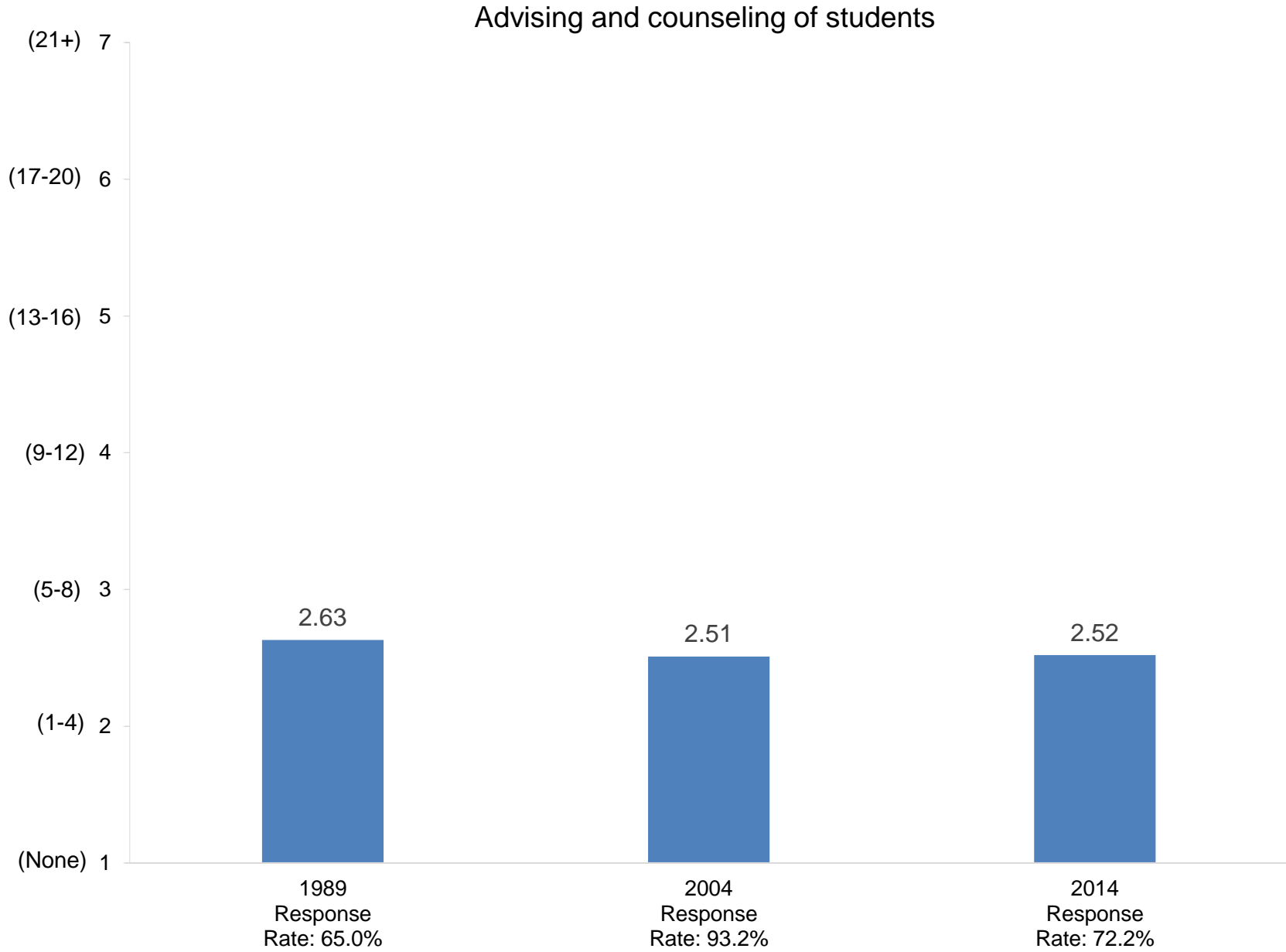


Advising and counseling students

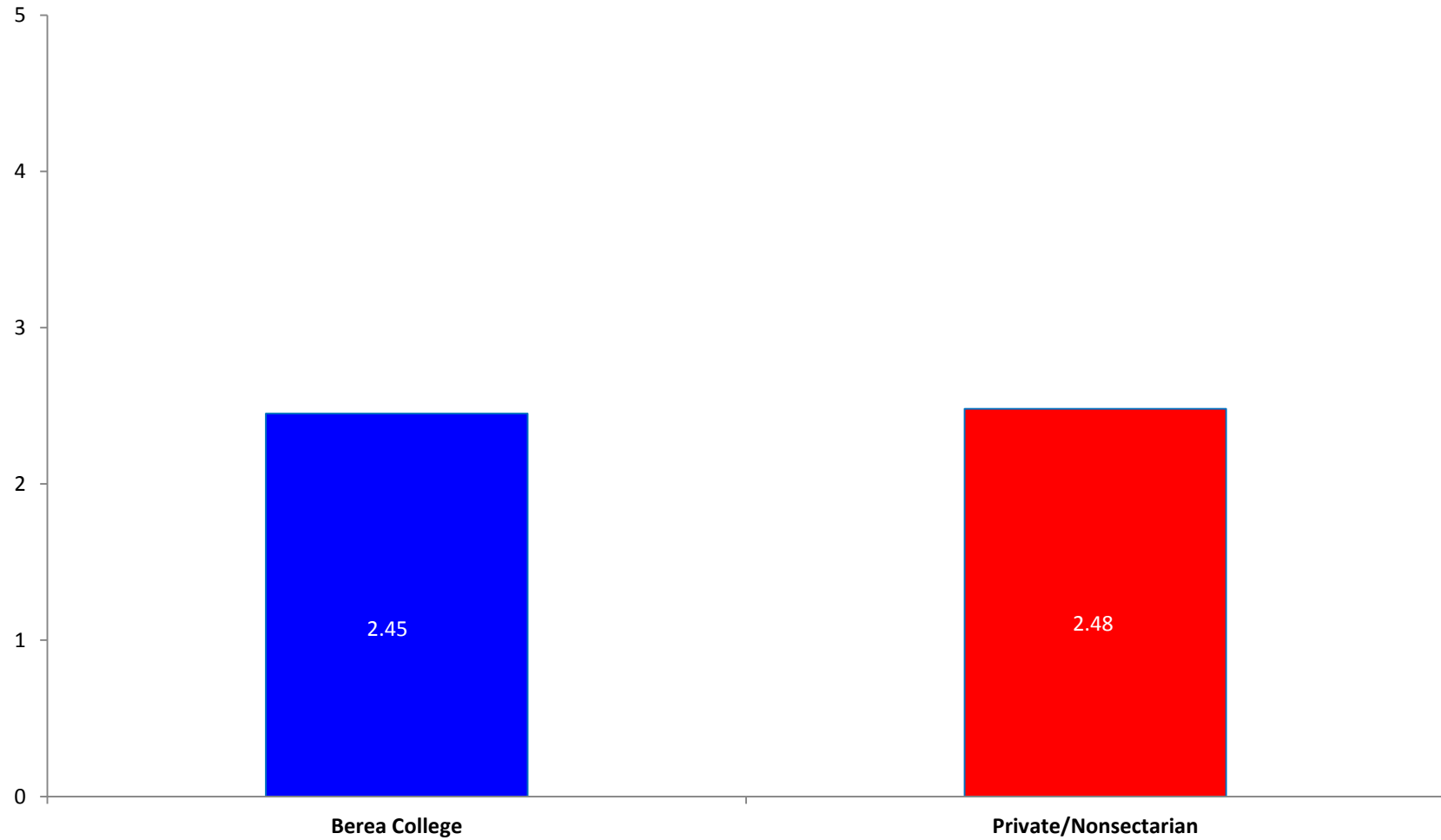


Higher Education Research Institute (HERI) Faculty Survey

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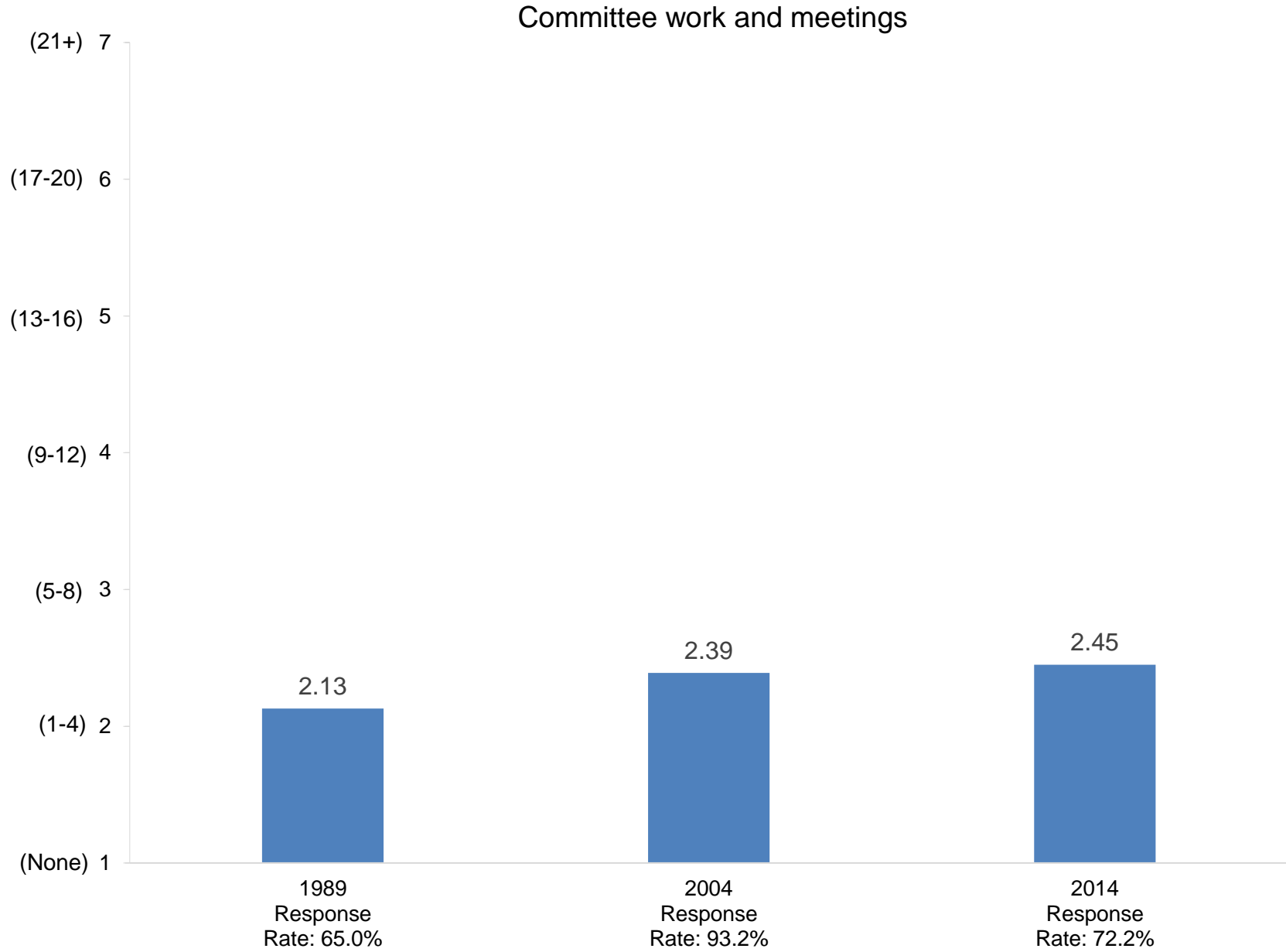


Committee work and meetings



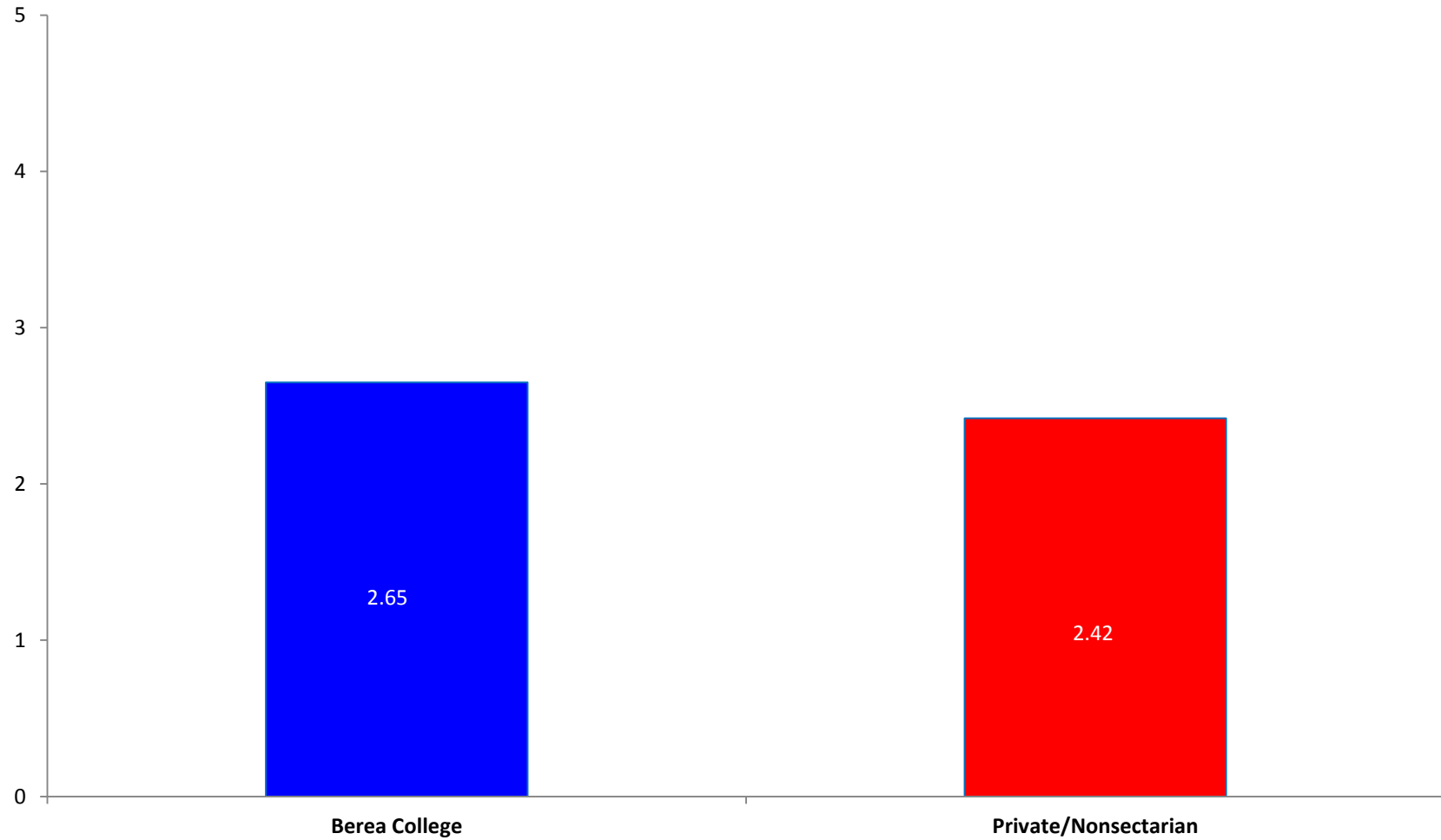
Higher Education Research Institute (HERI) Faculty Survey

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



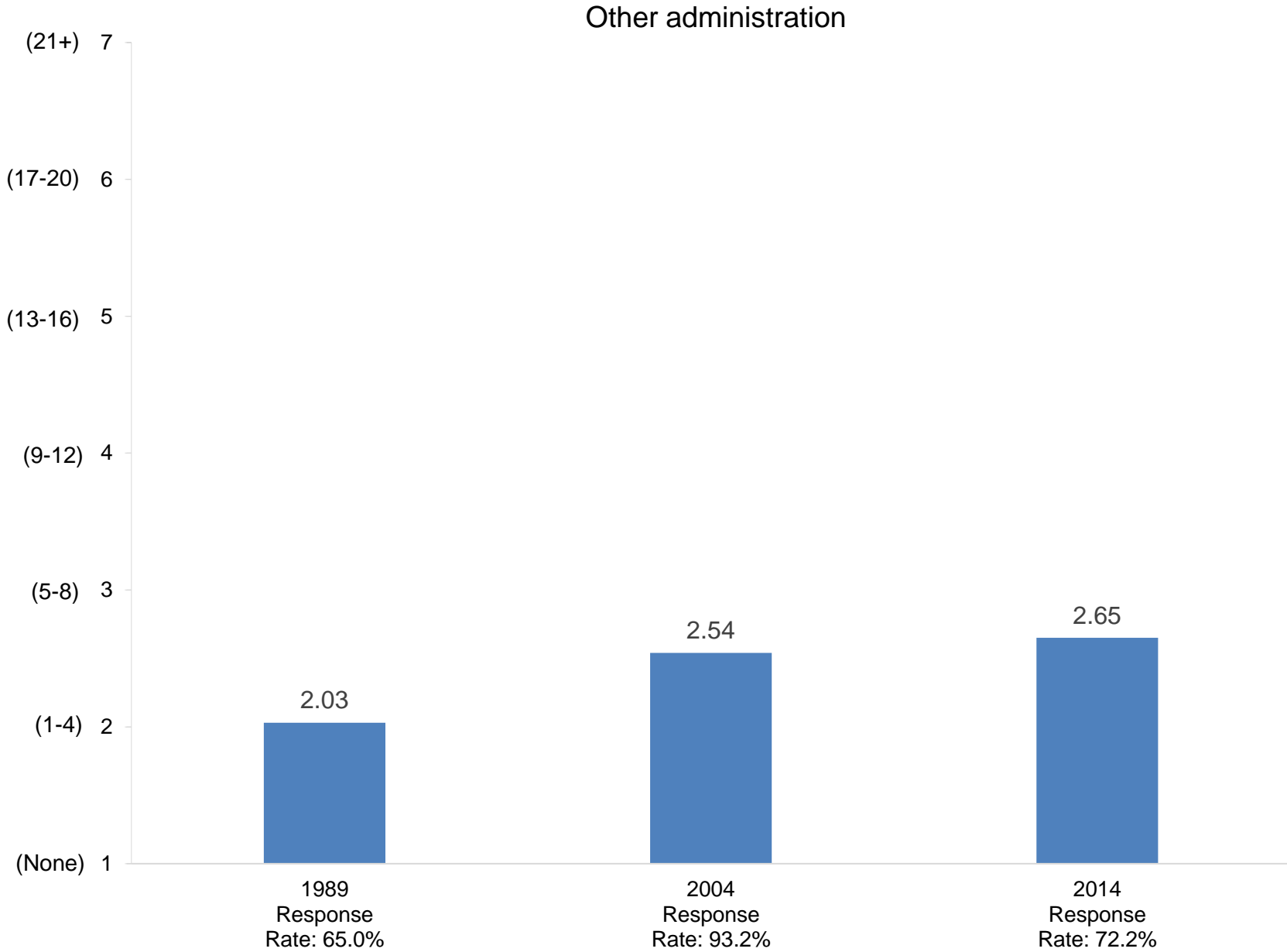
How many hours per week on average do you actually spend on the following activities?

Other administration



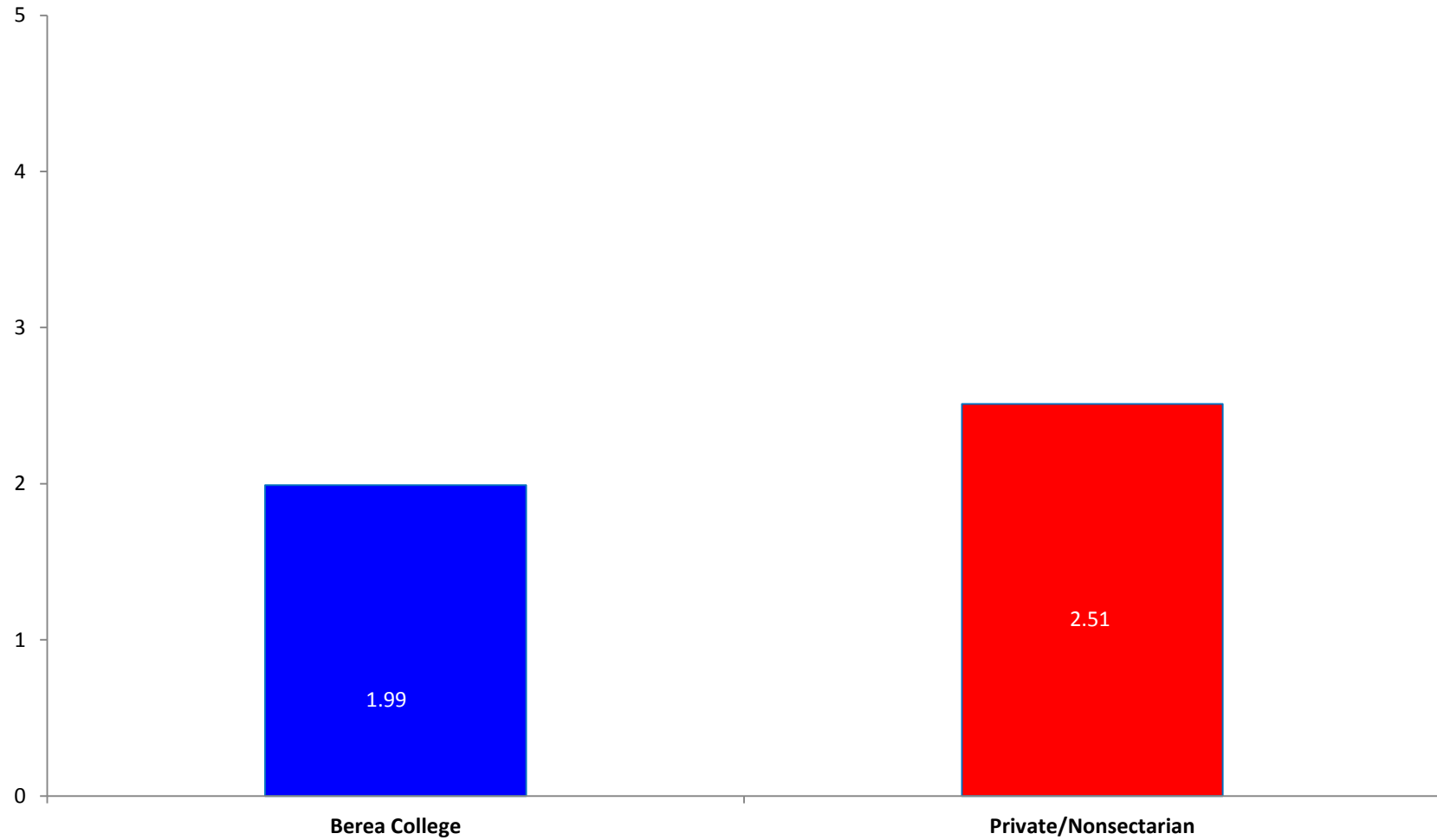
Higher Education Research Institute (HERI) Faculty Survey

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



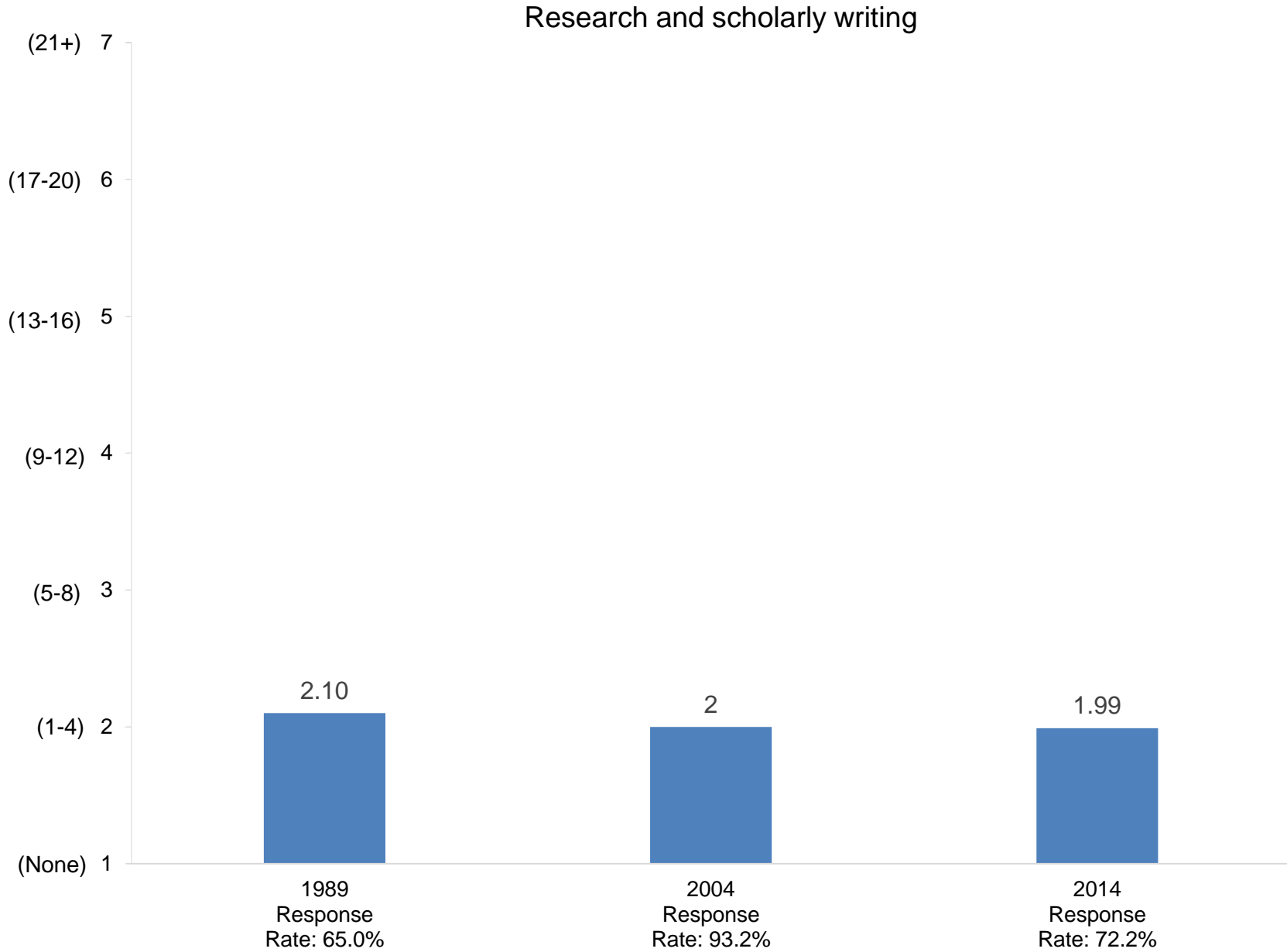
How many hours per week on average do you actually spend on the following activities?

Research and scholarly writing



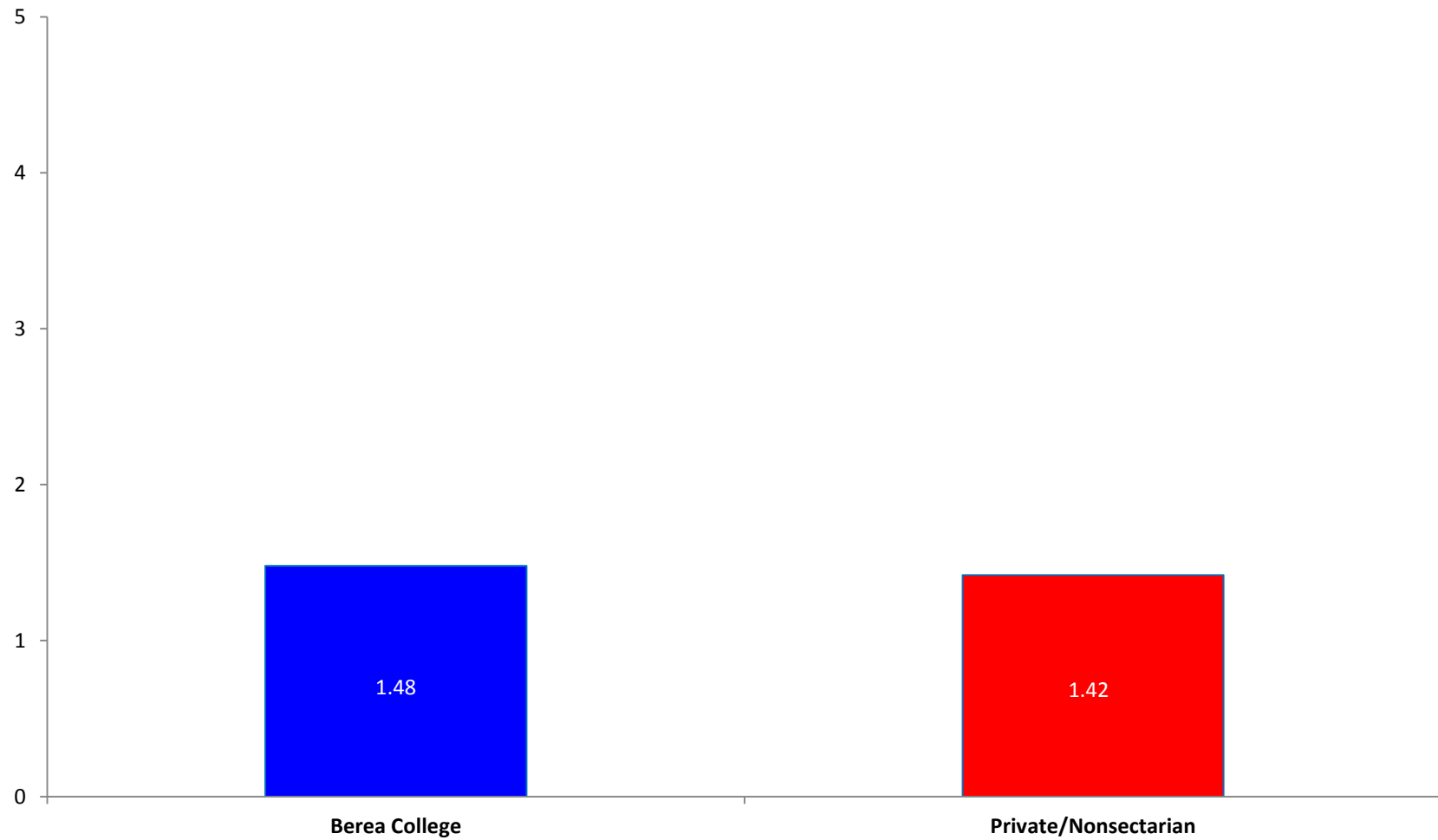
Higher Education Research Institute (HERI) Faculty Survey

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



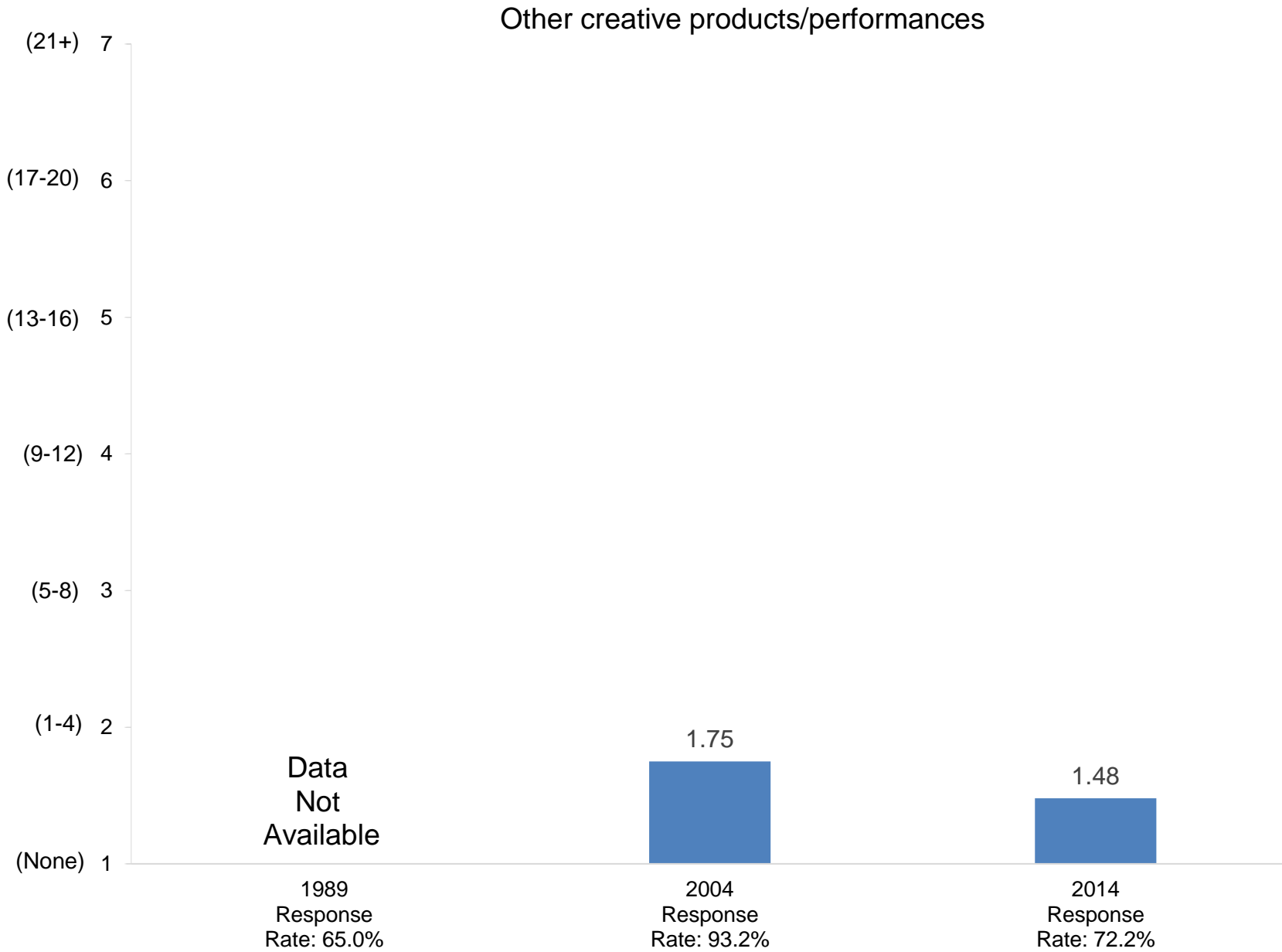
How many hours per week on average do you actually spend on the following activities?

Other creative products/performances

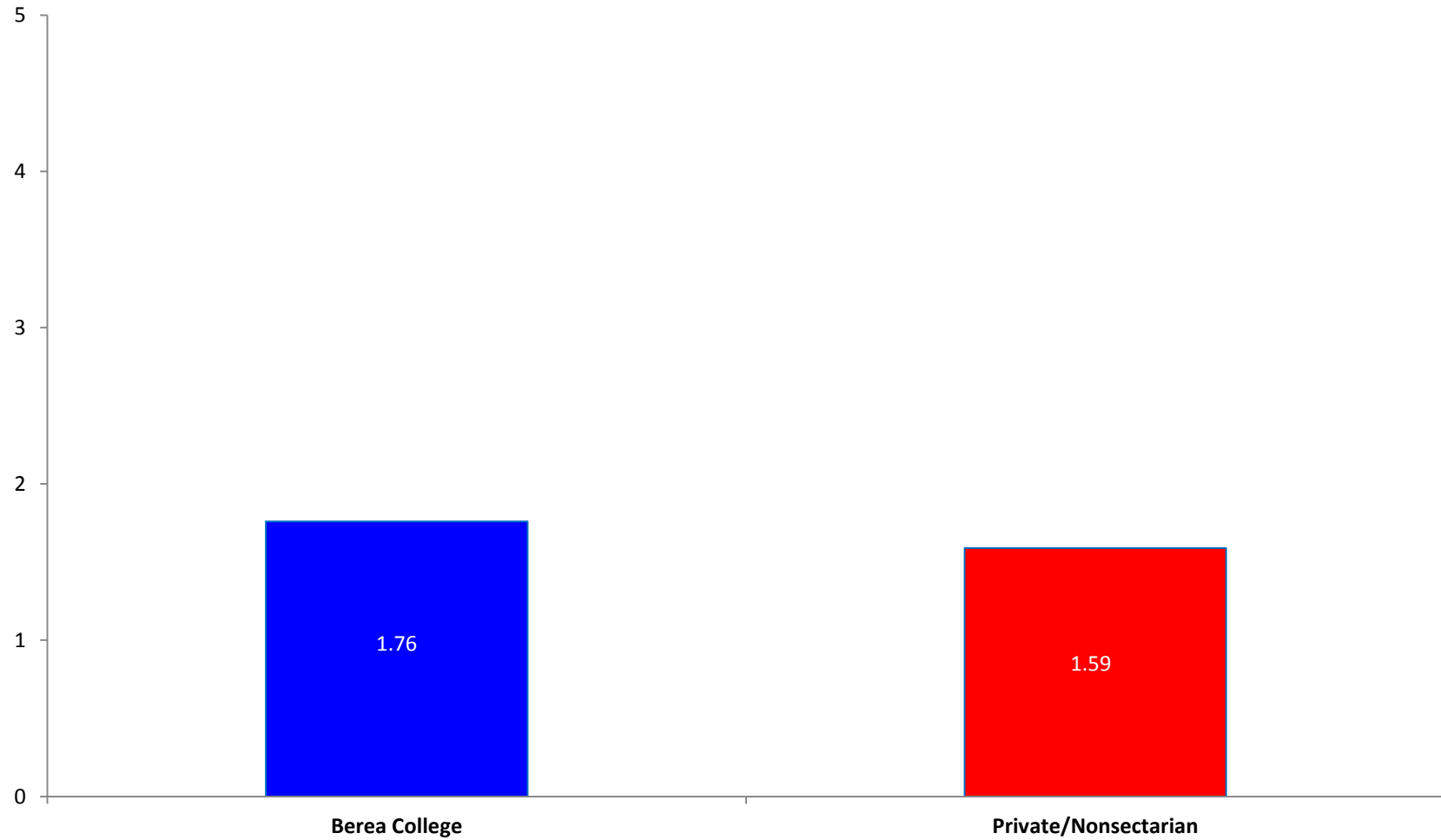


Higher Education Research Institute (HERI) Faculty Survey

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

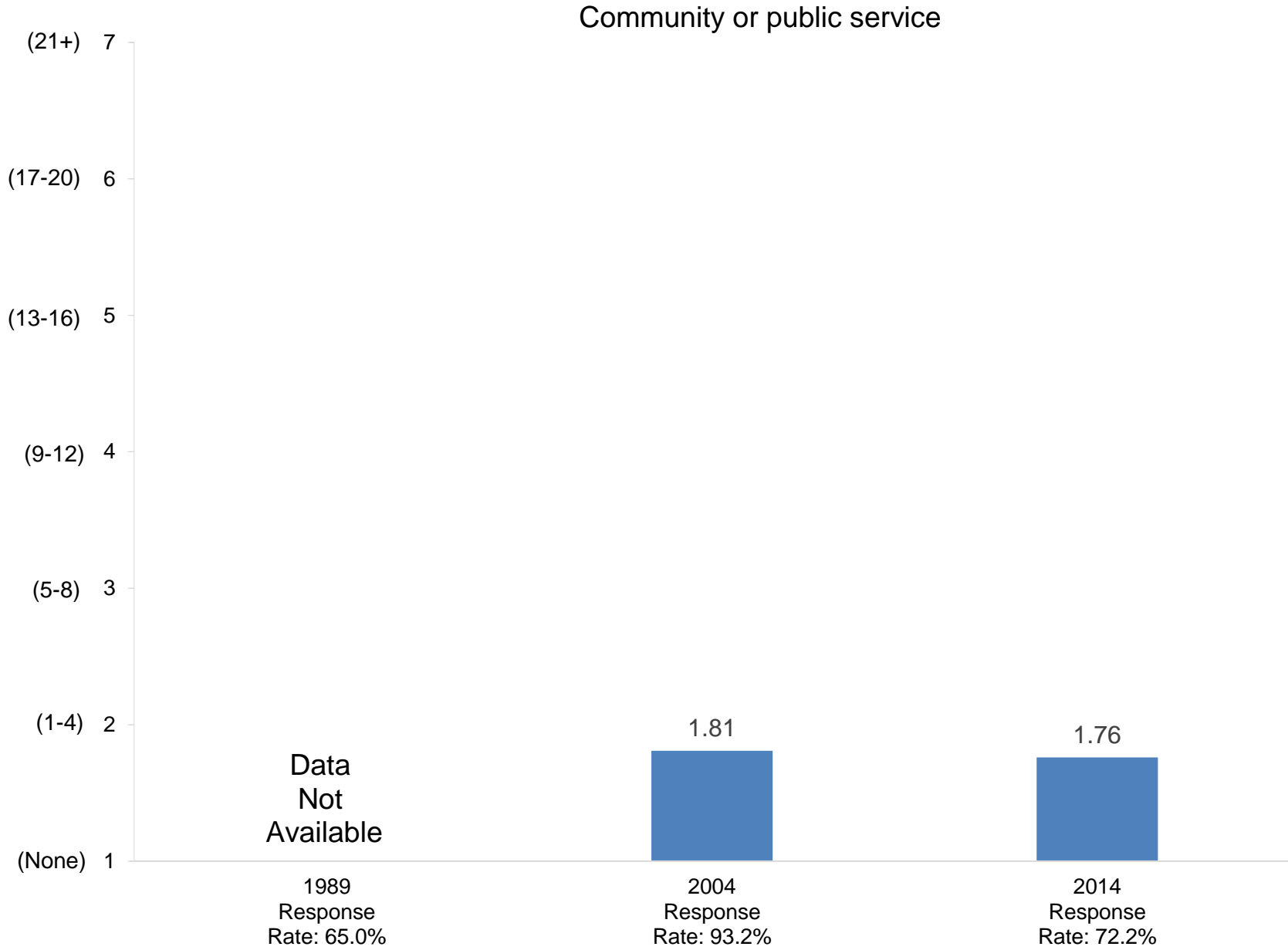


Community or public service



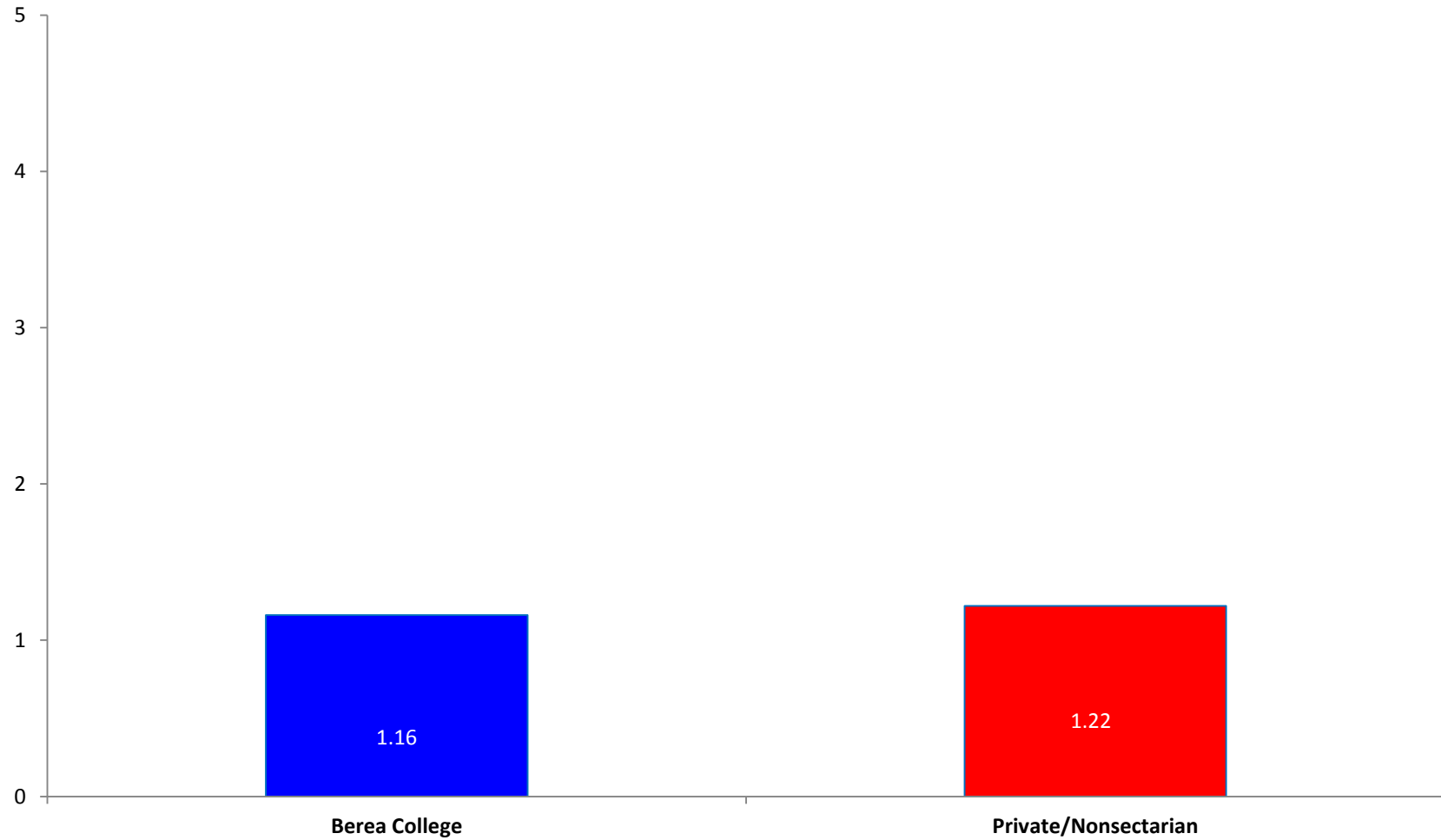
Higher Education Research Institute (HERI) Faculty Survey

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



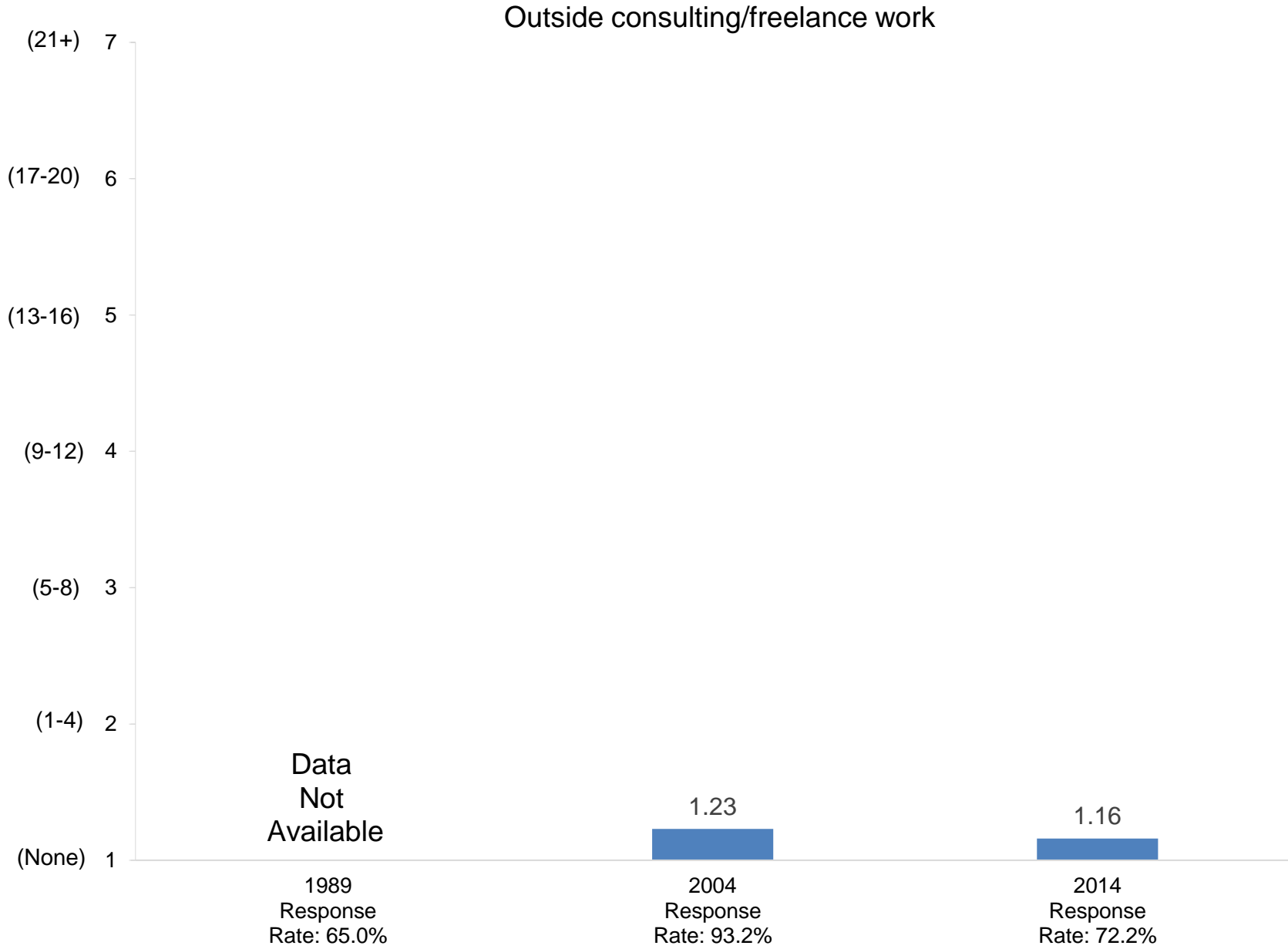
How many hours per week on average do you actually spend on the following activities?

Outside consulting/freelance work

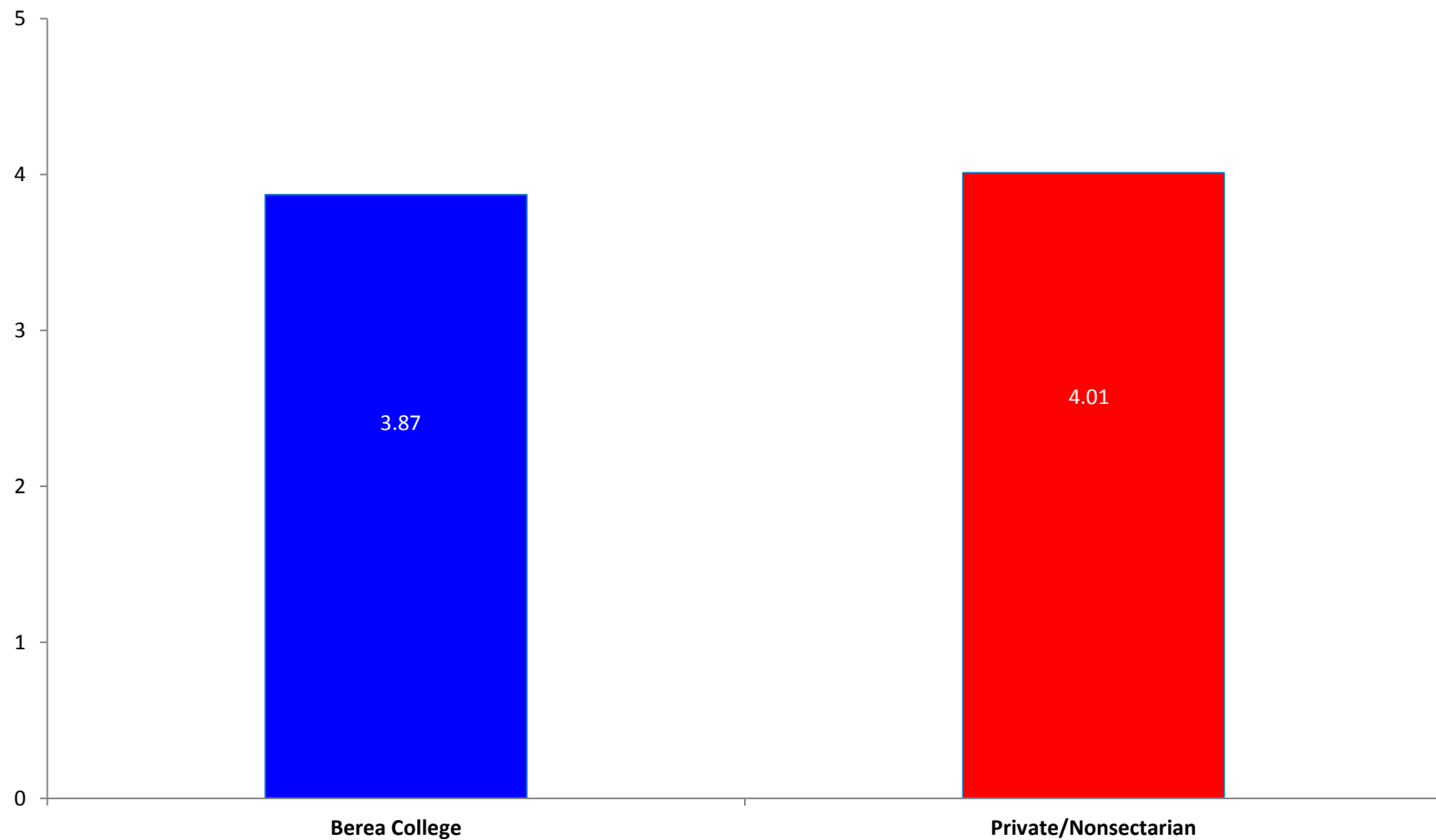


Higher Education Research Institute (HERI) Faculty Survey

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

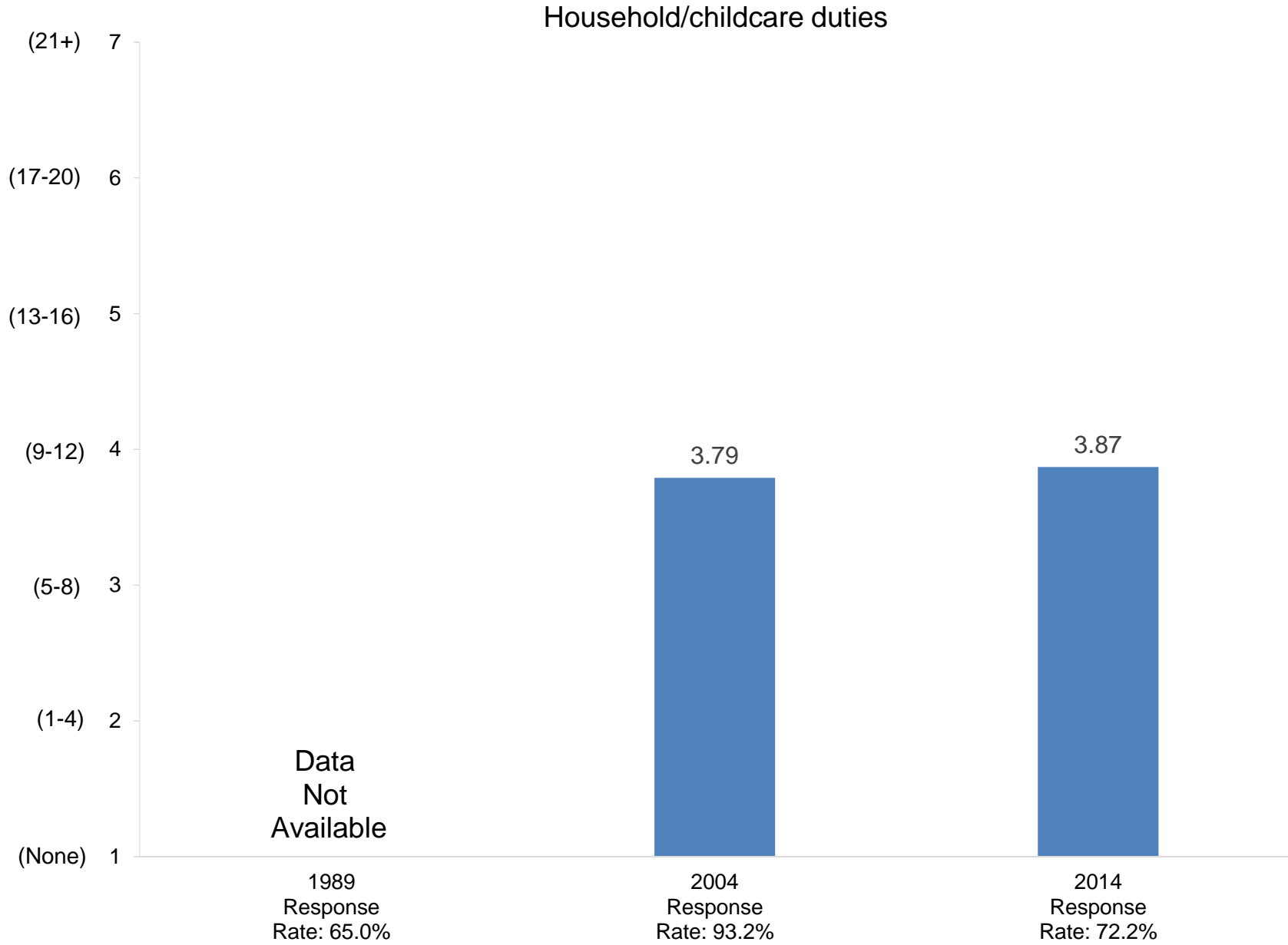


Household/childcare duties



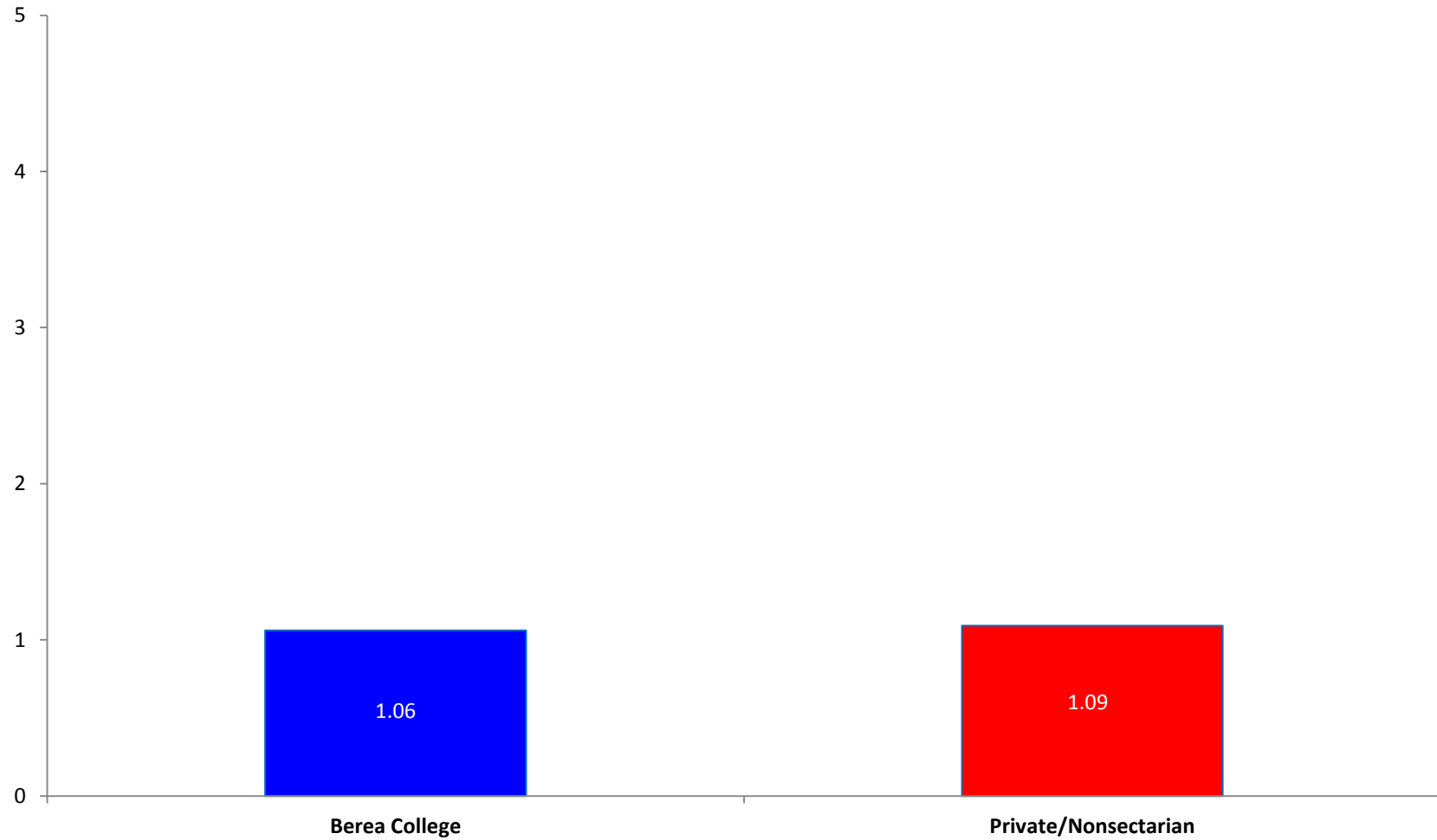
Higher Education Research Institute (HERI) Faculty Survey

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



How many hours per week on average do you actually spend on the following activities?

Other employment, outside of academia



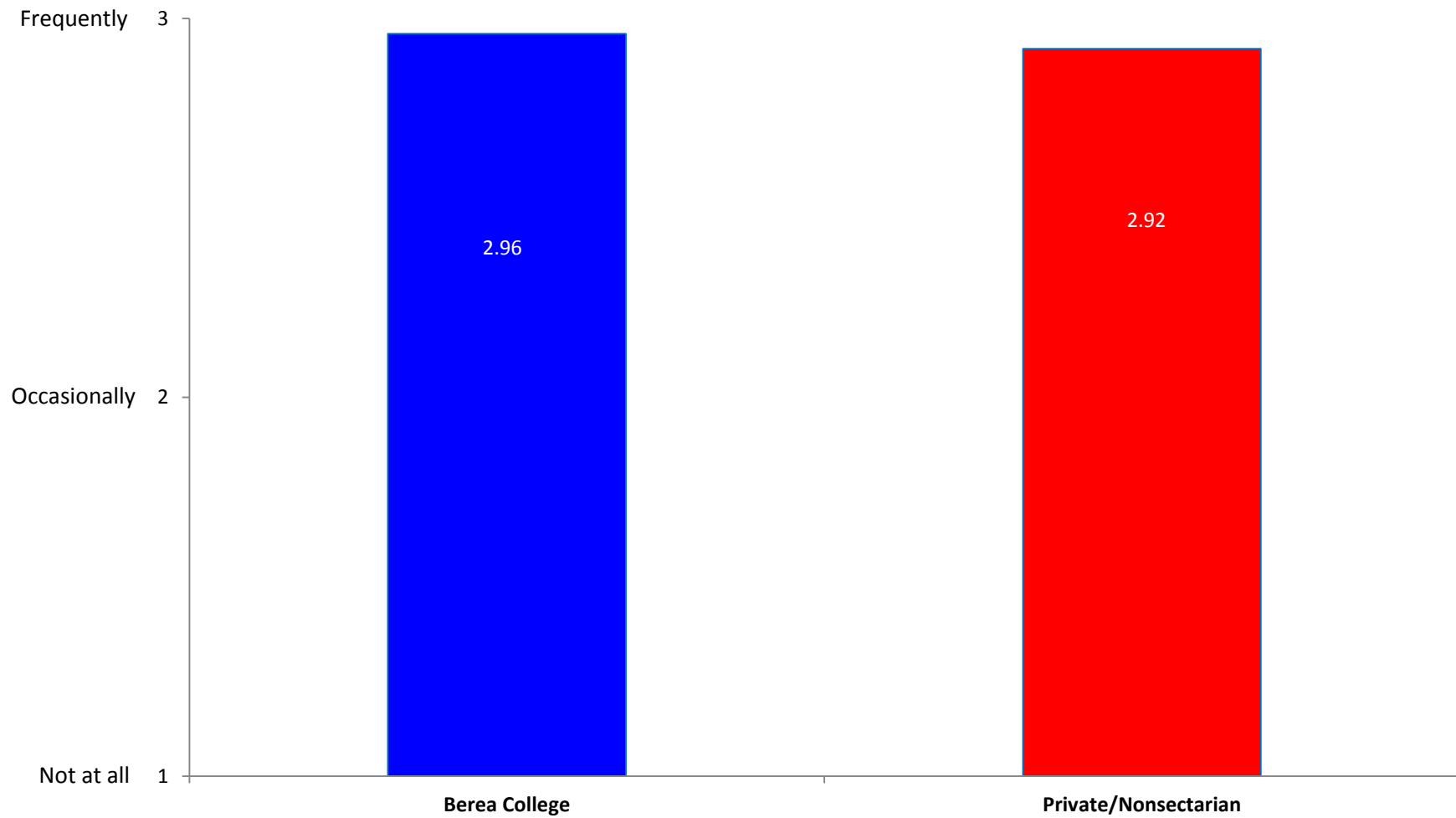
Higher Education Research Institute (HERI) Faculty Survey

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



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

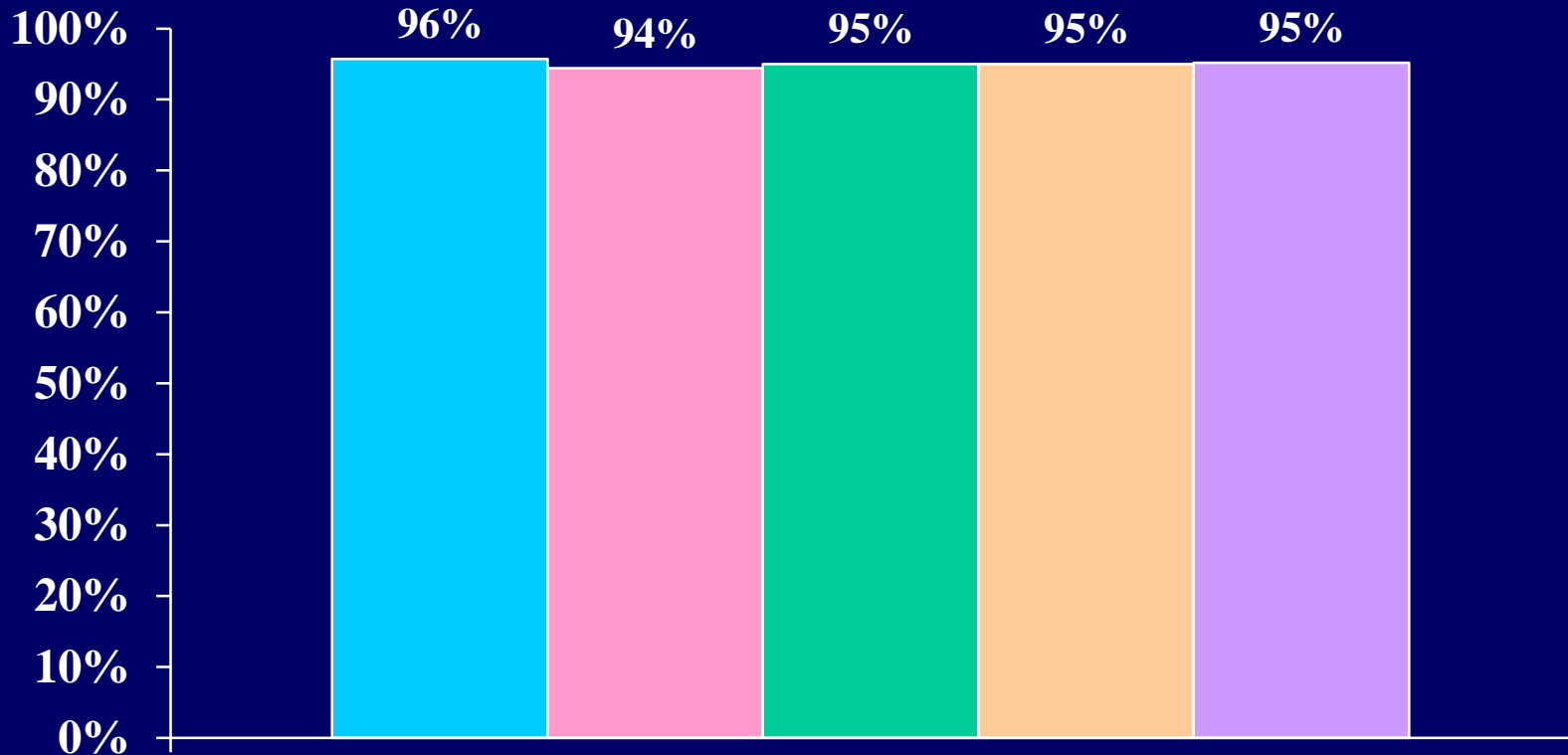
Ask questions in class



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

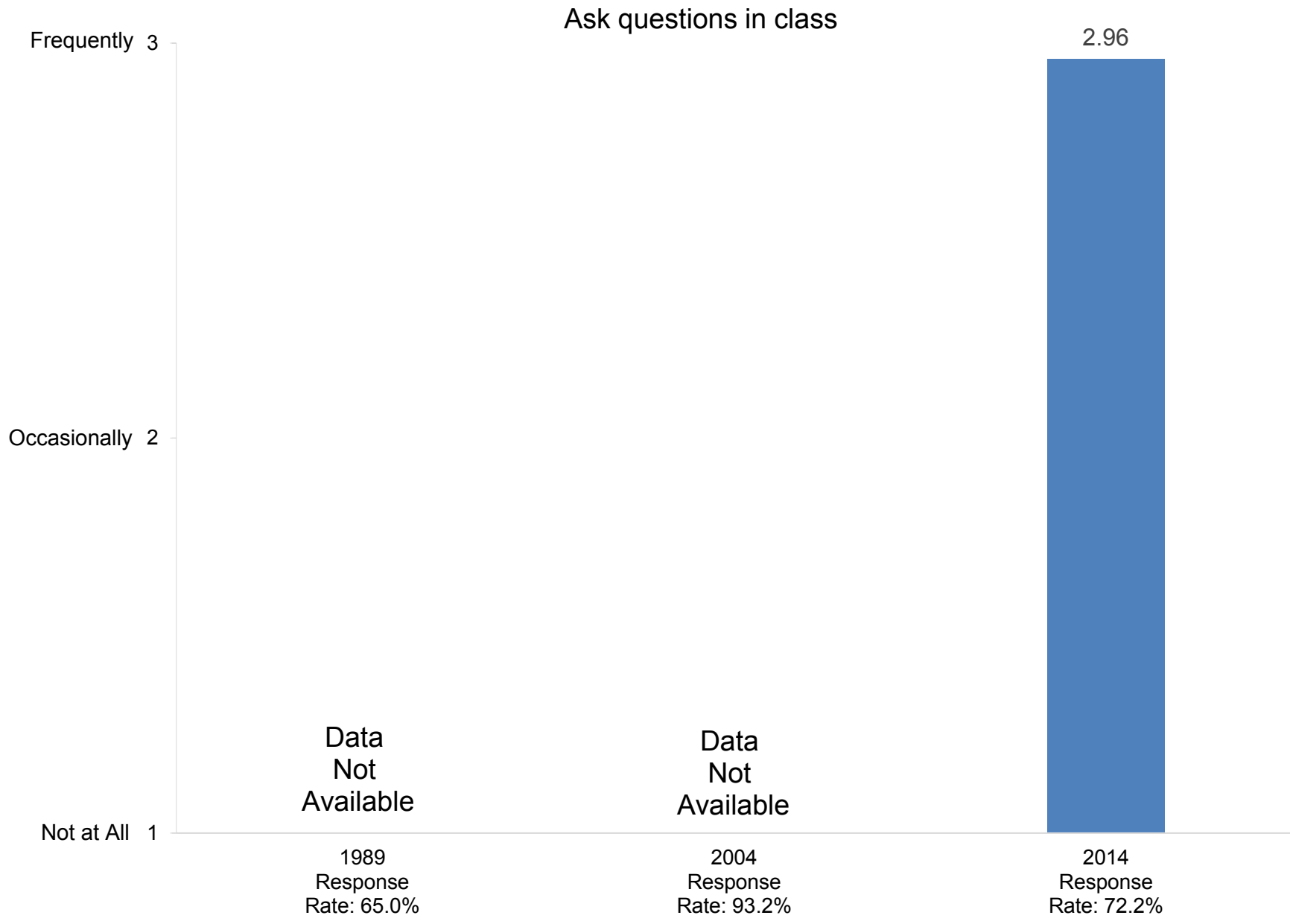
Percent of faculty who indicated “frequently”

Ask questions in class

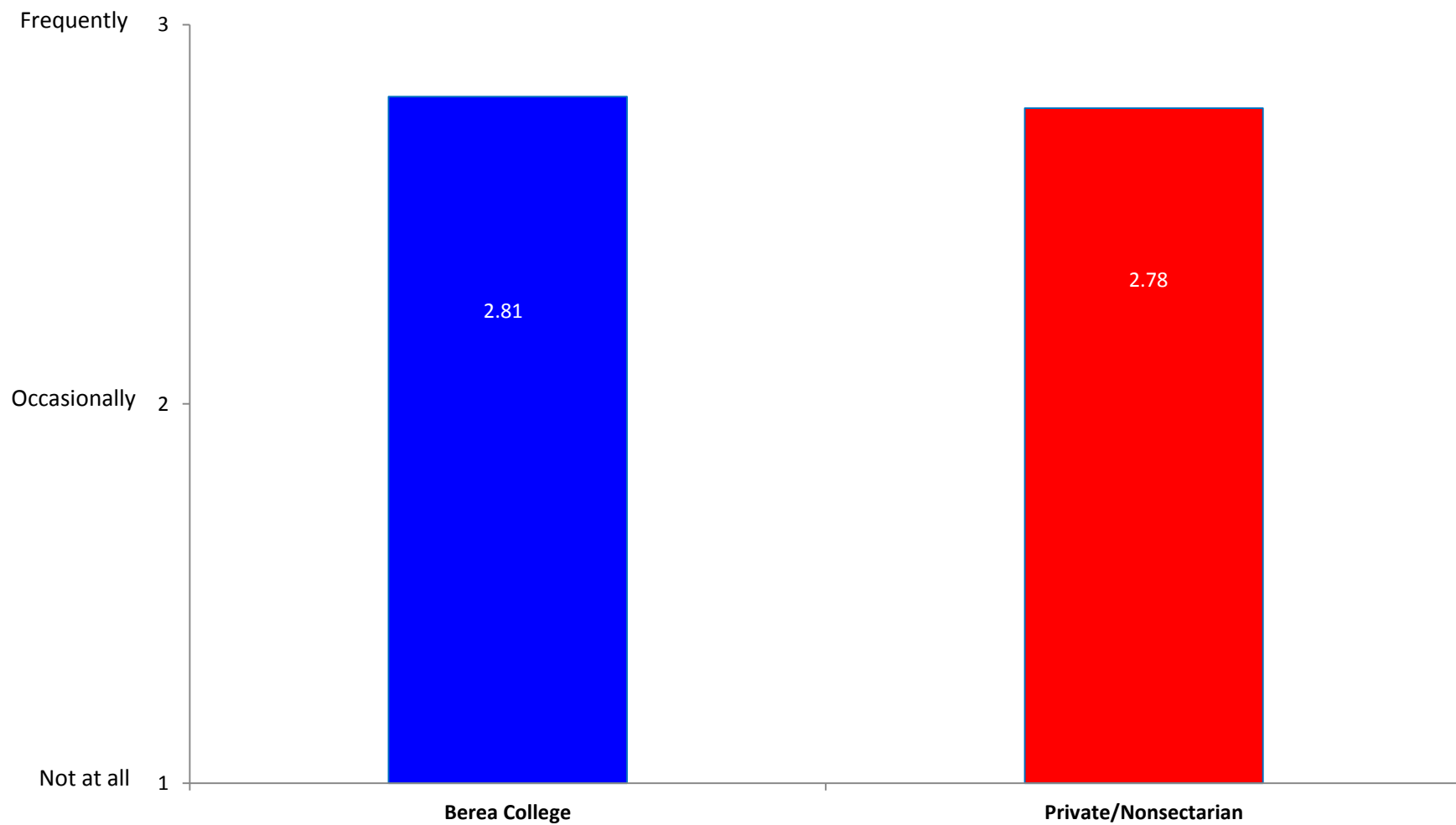


Higher Education Research Institute (HERI) Faculty Survey

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



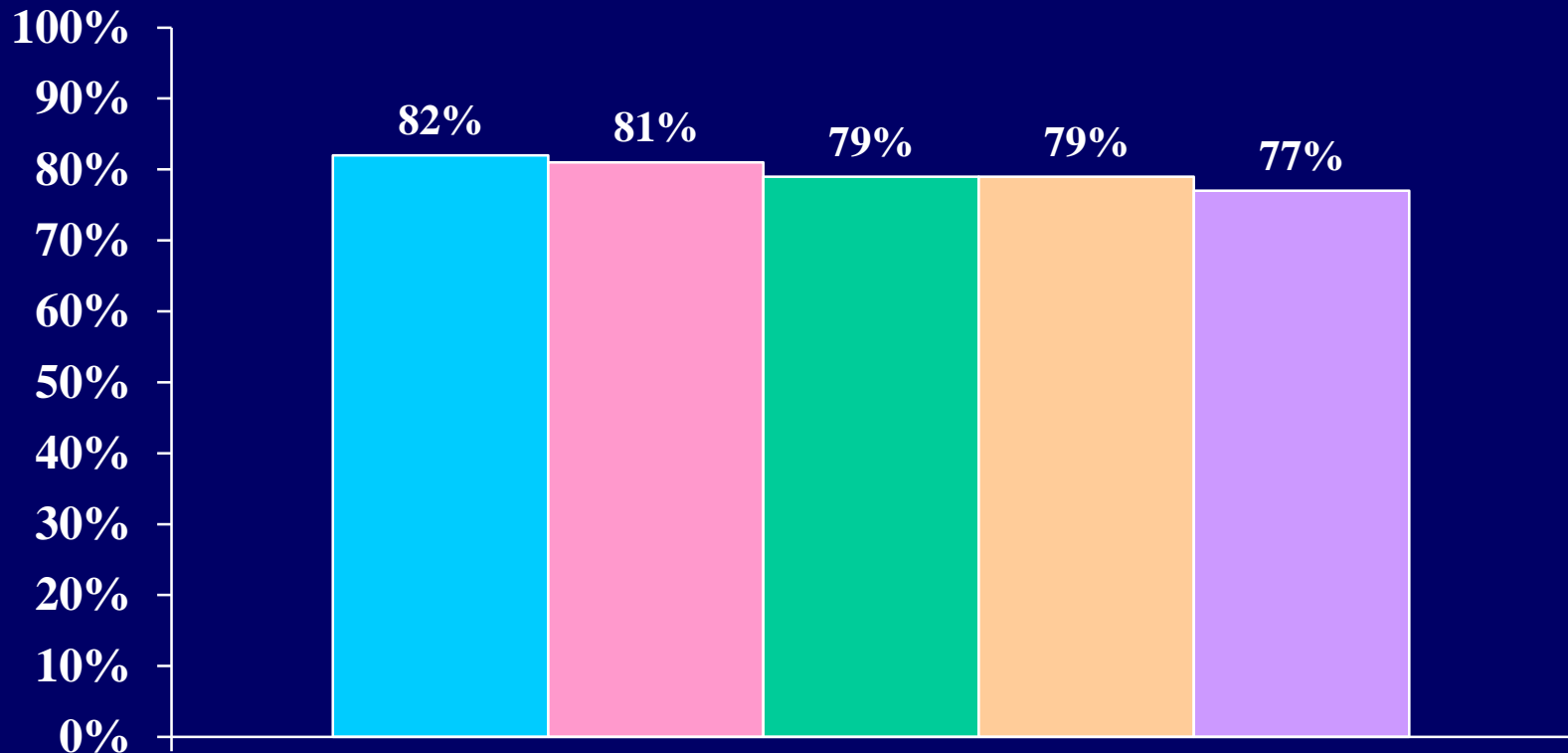
Support their opinions with a logical argument



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

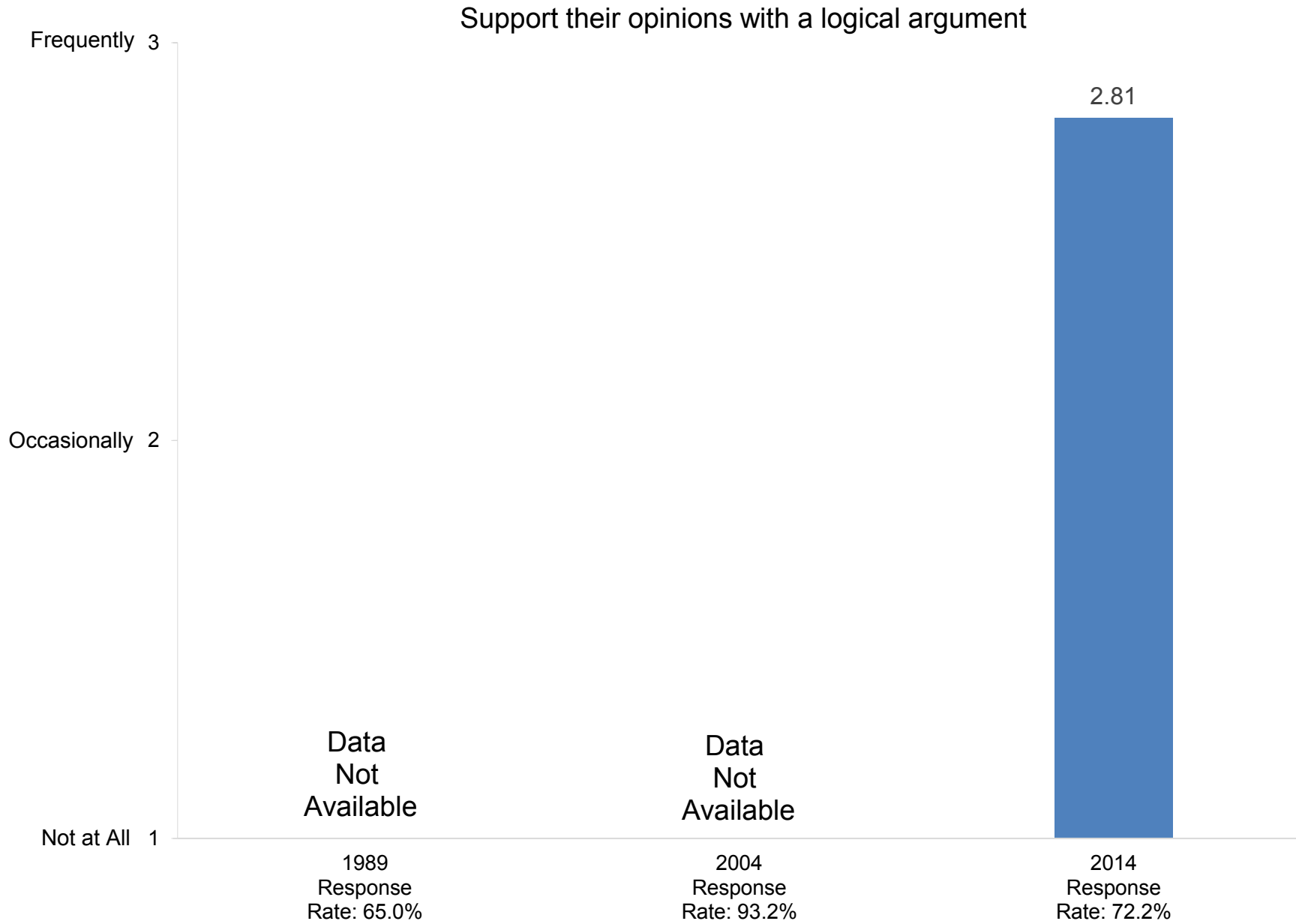
Percent of faculty who indicated “frequently”

Support their opinions with a logical argument

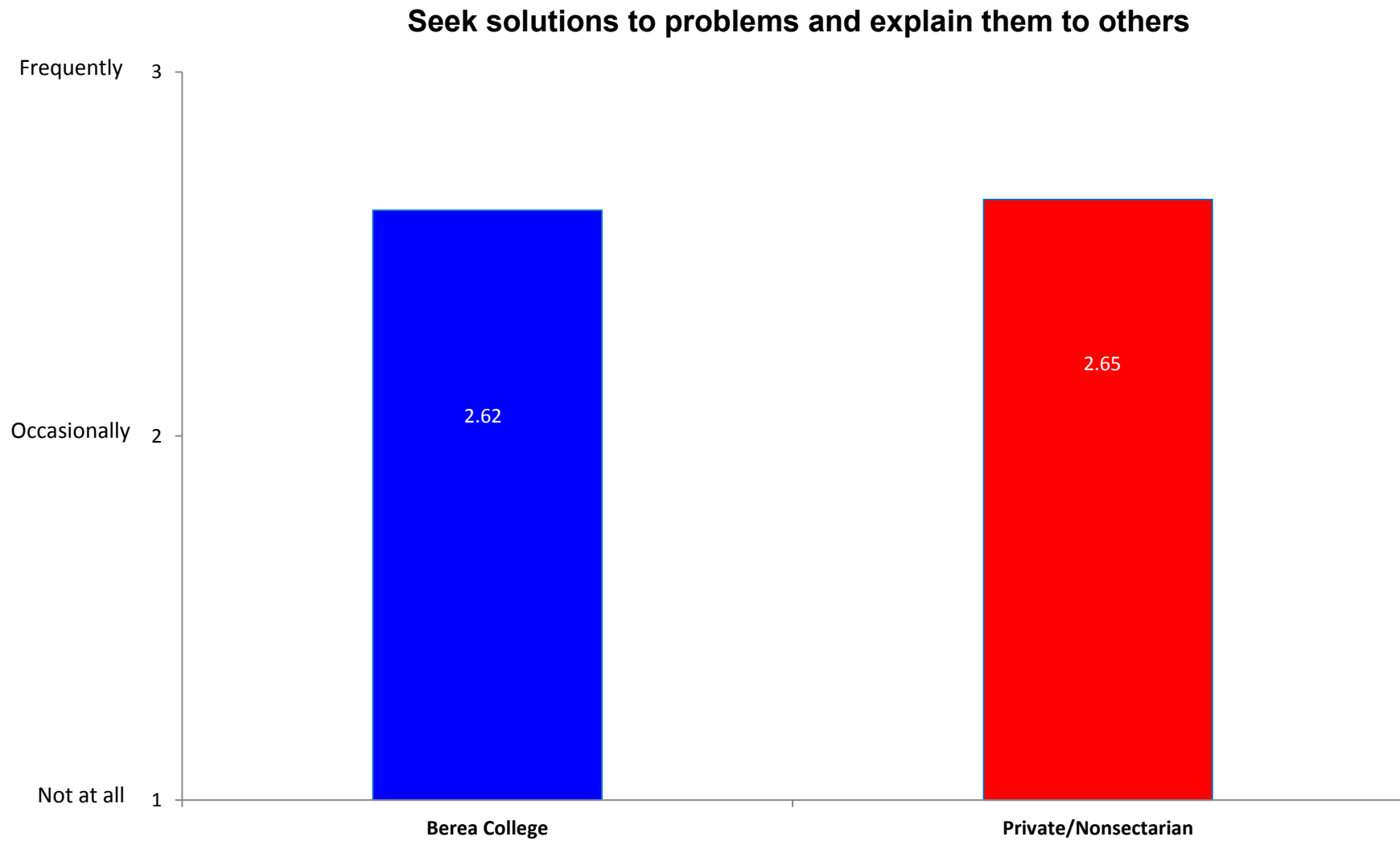


Higher Education Research Institute (HERI) Faculty Survey

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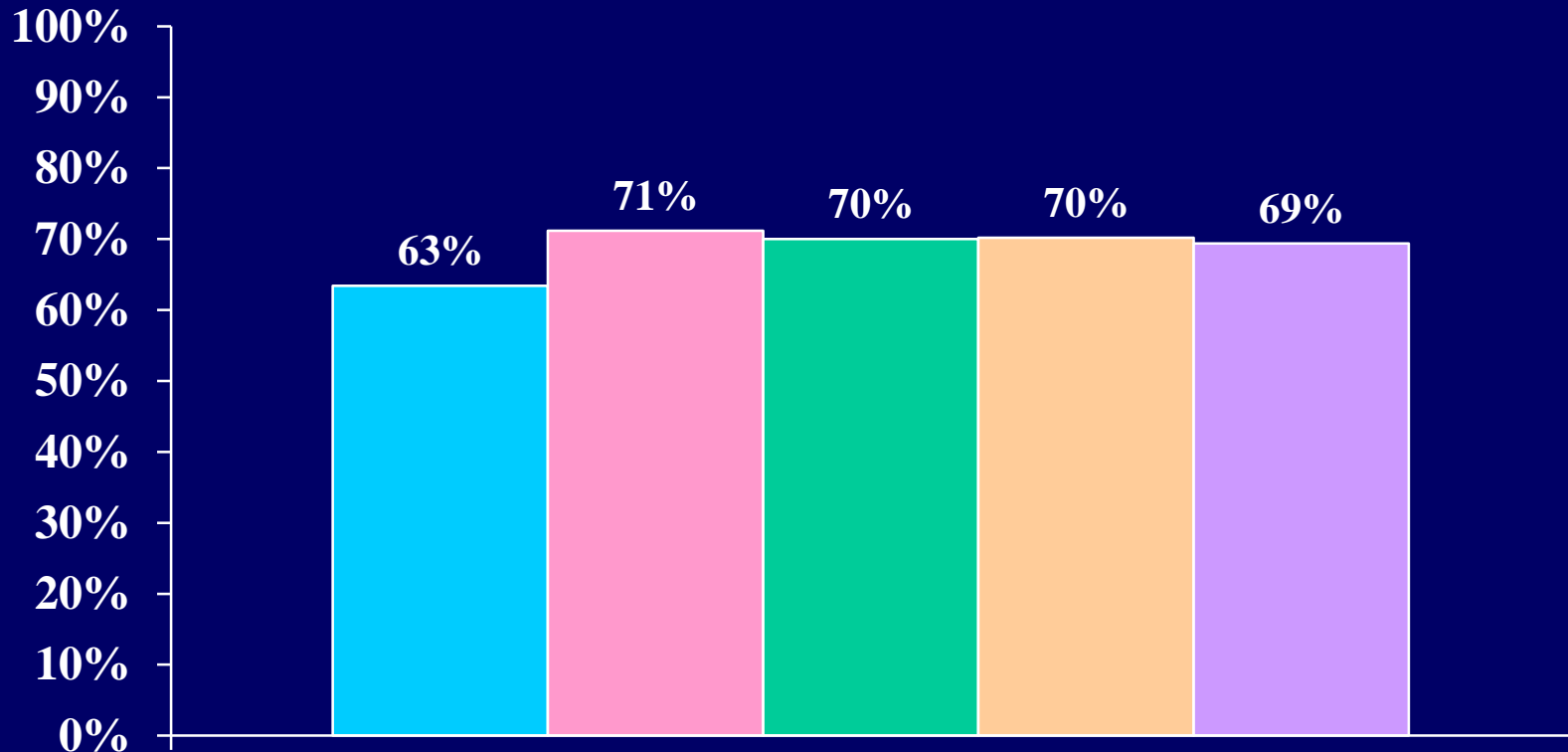


In your interactions with undergraduates, how often do you encourage them to:



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

Seek solutions to problems and explain them to others



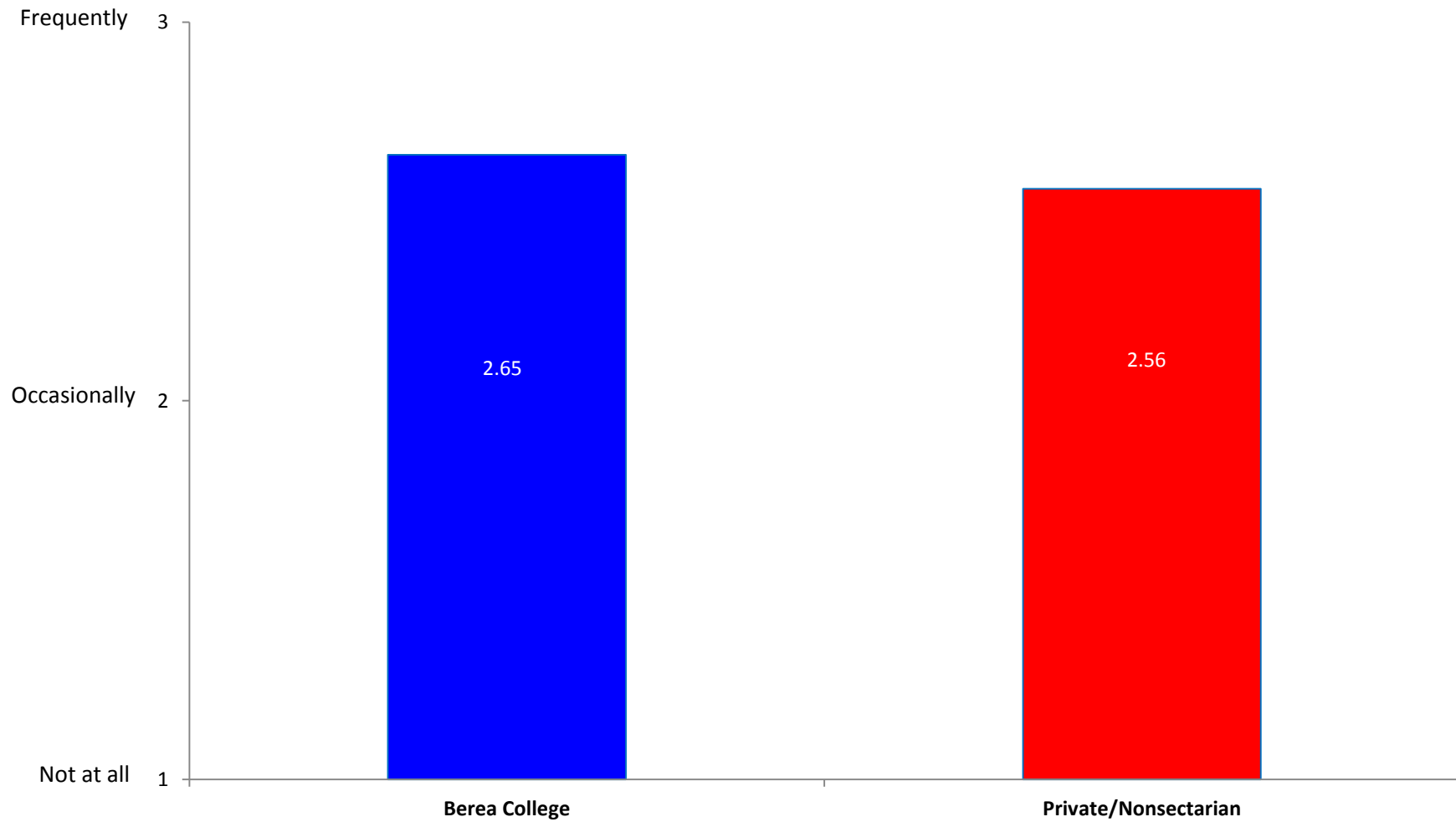
Higher Education Research Institute (HERI) Faculty Survey

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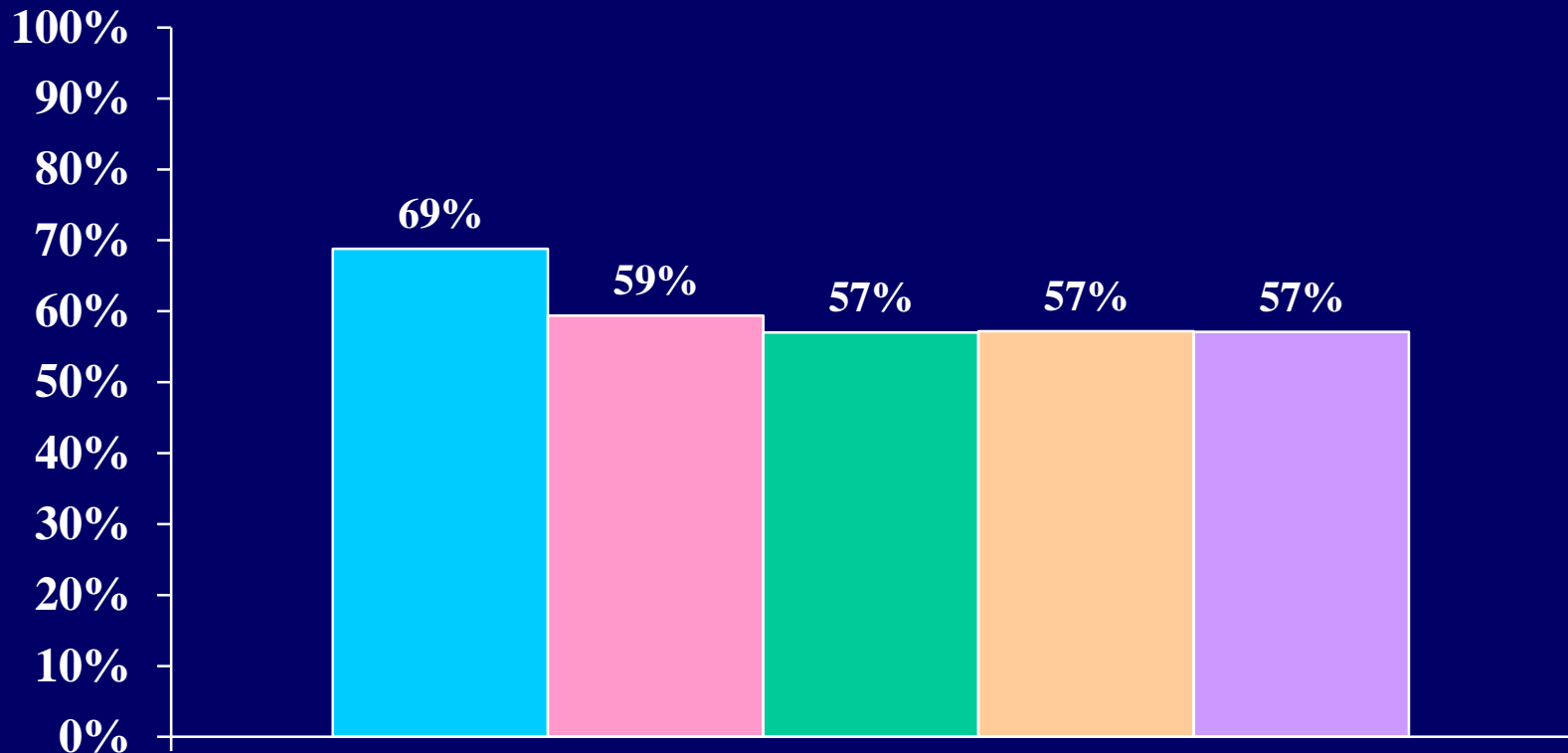
Revise their papers to improve their writing



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

Percent of faculty who indicated “frequently”

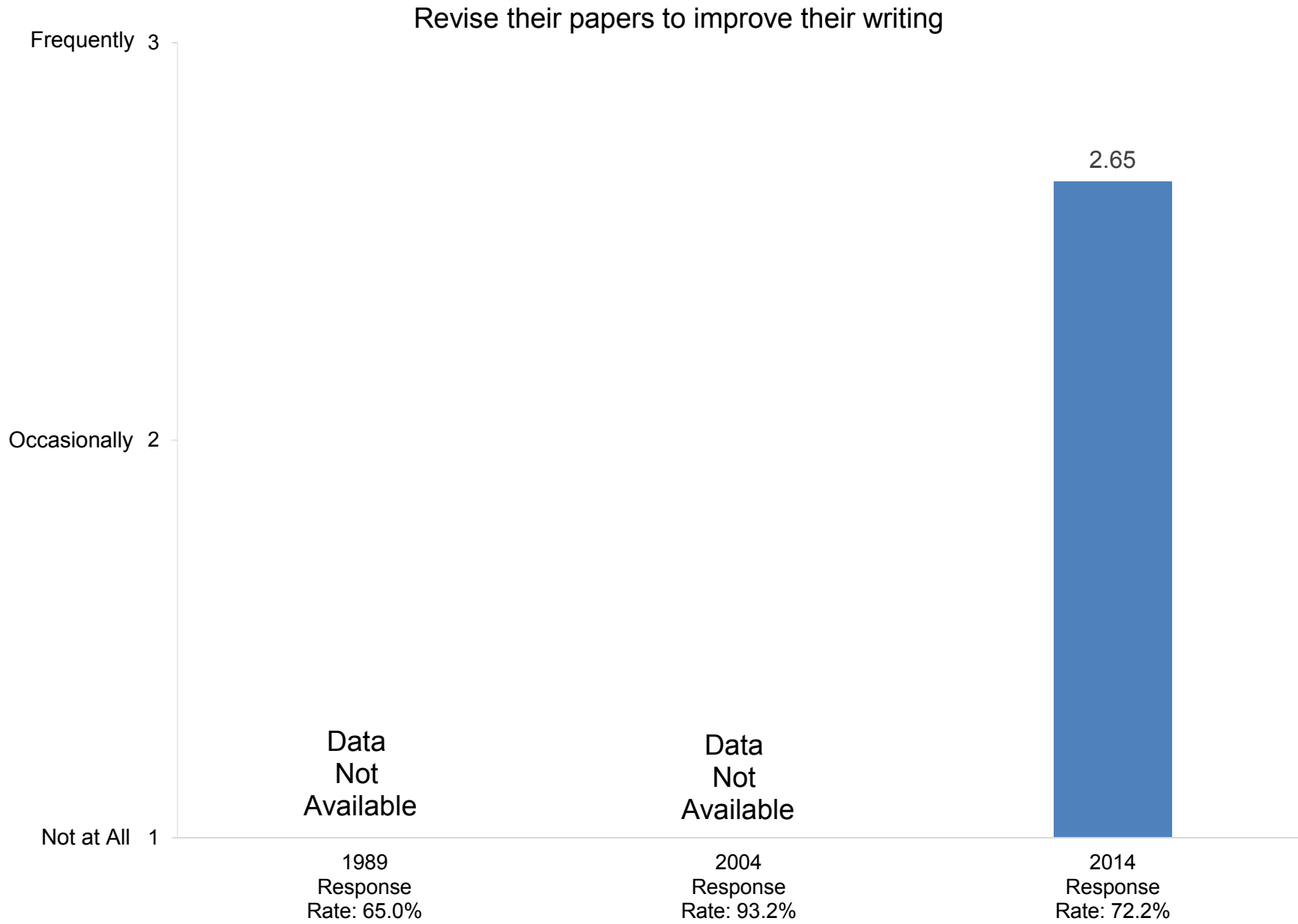
Revise their papers to improve their writing



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

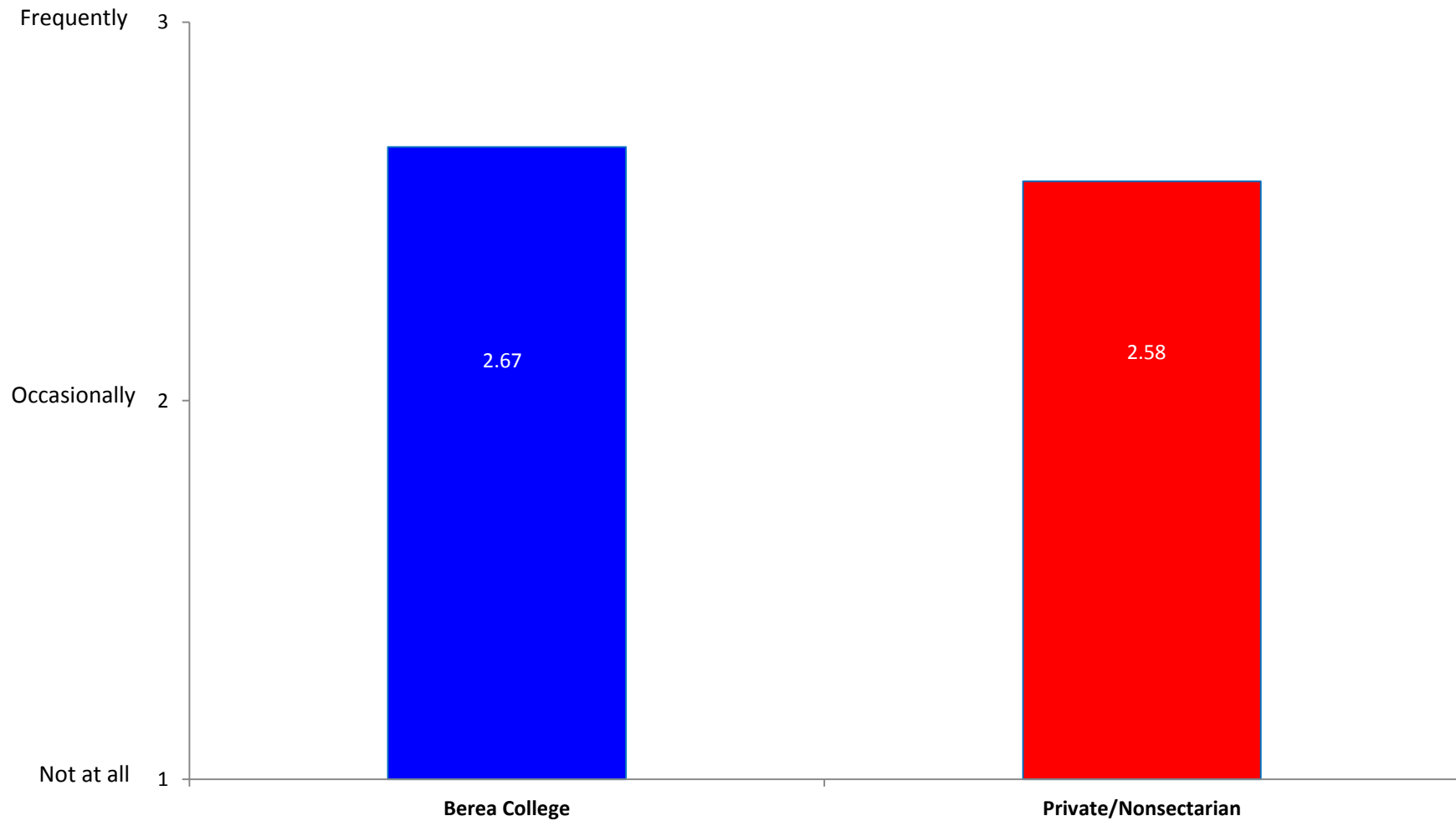
Higher Education Research Institute (HERI) Faculty Survey

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



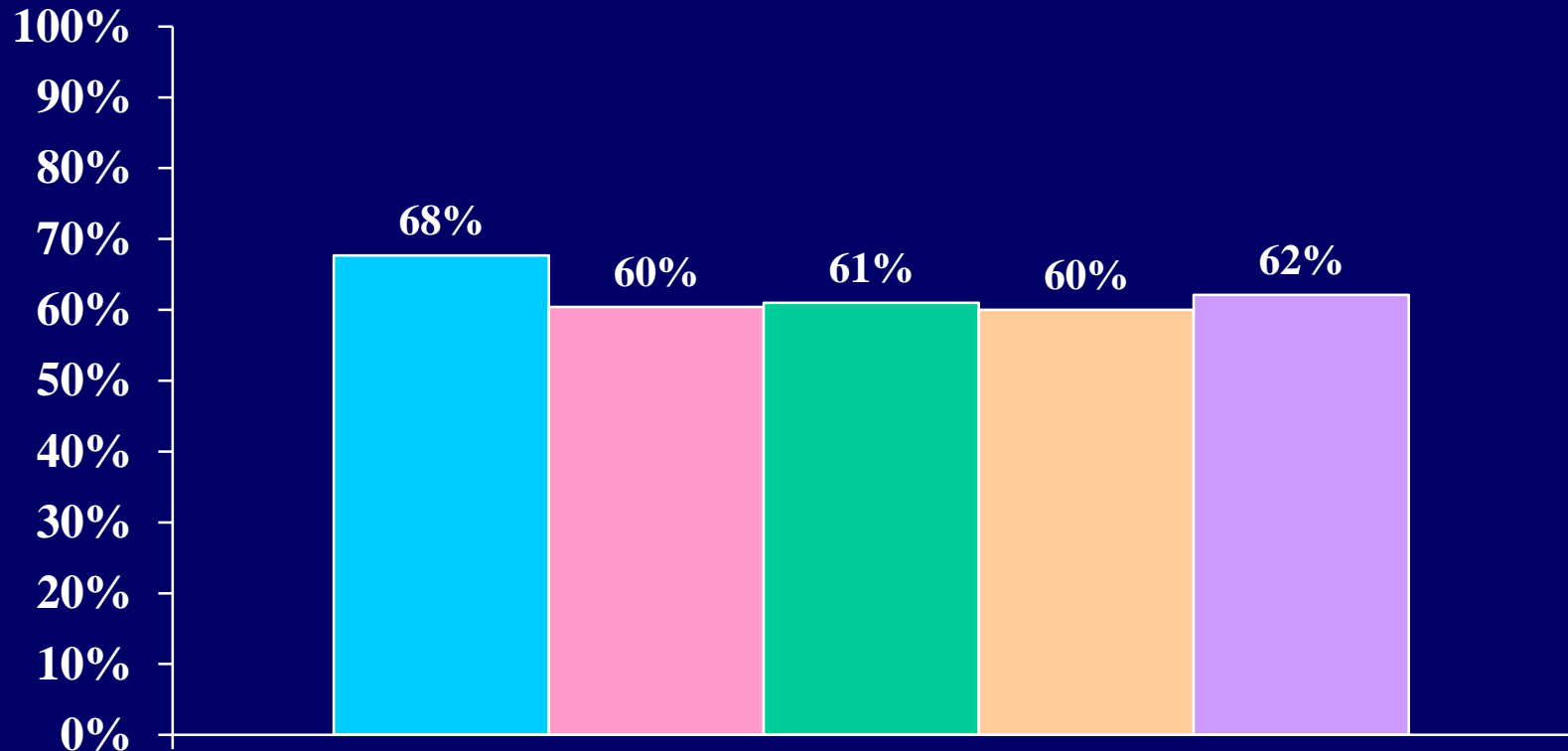
In your interactions with undergraduates, how often do you encourage them to:

Evaluate the quality or reliability of information they receive



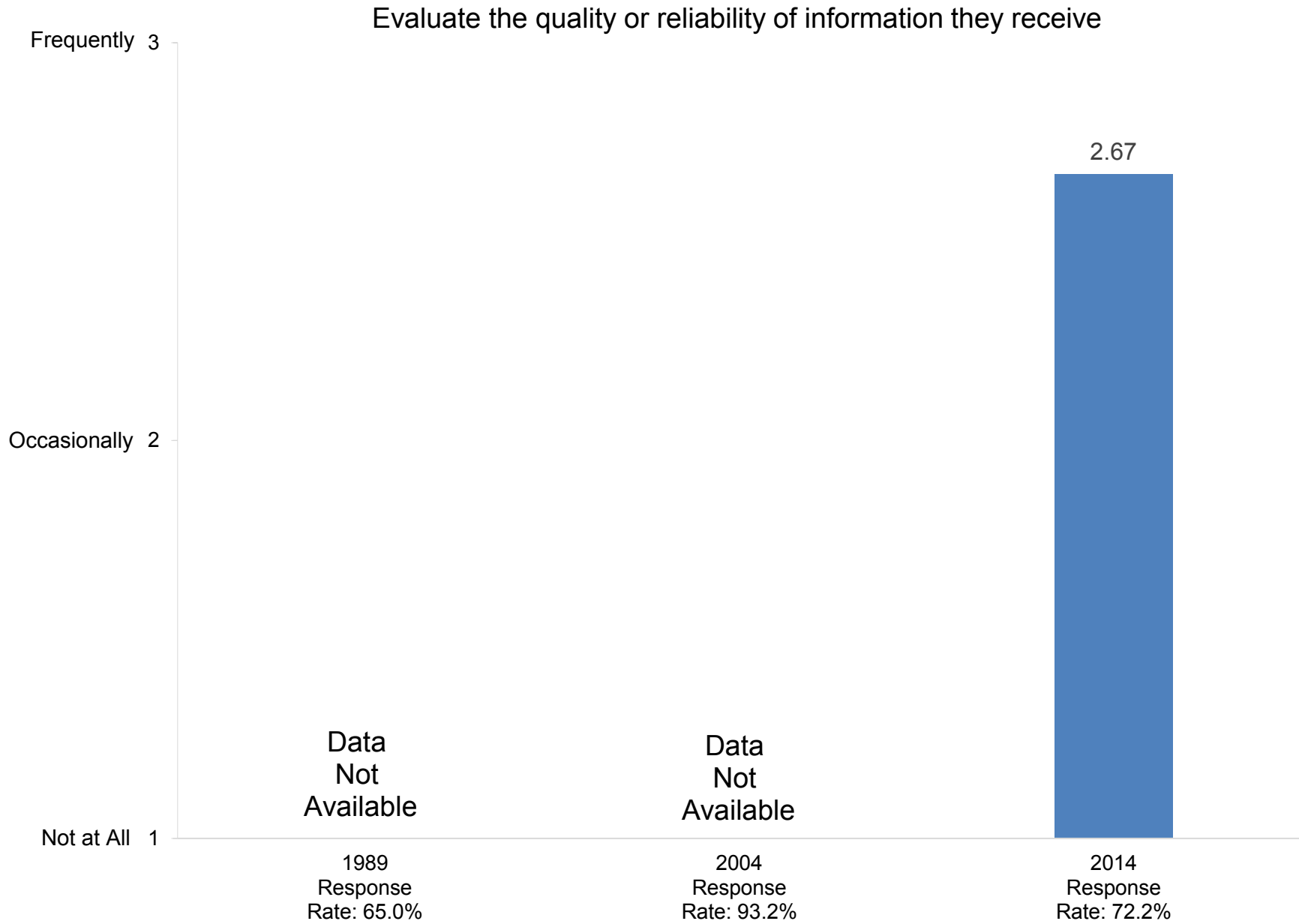
In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?
Percent of faculty who indicated “frequently”

Evaluate the quality or reliability of information they receive



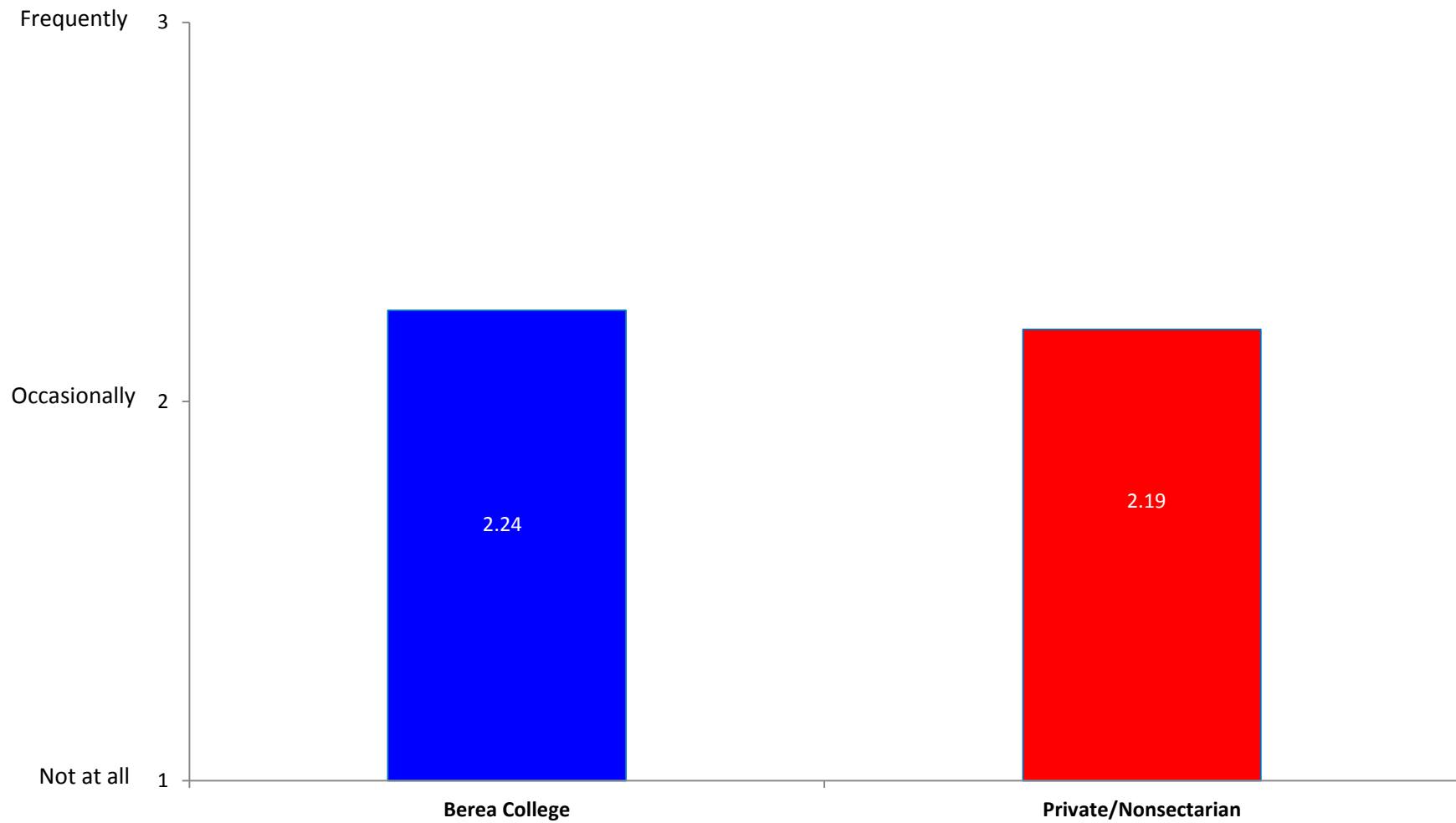
Higher Education Research Institute (HERI) Faculty Survey

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

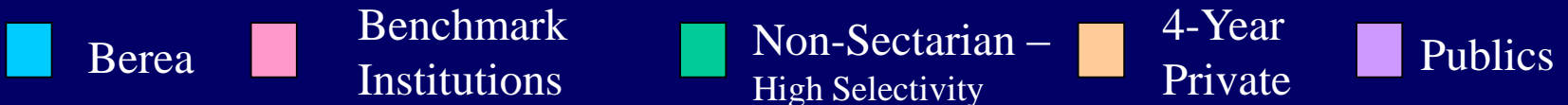
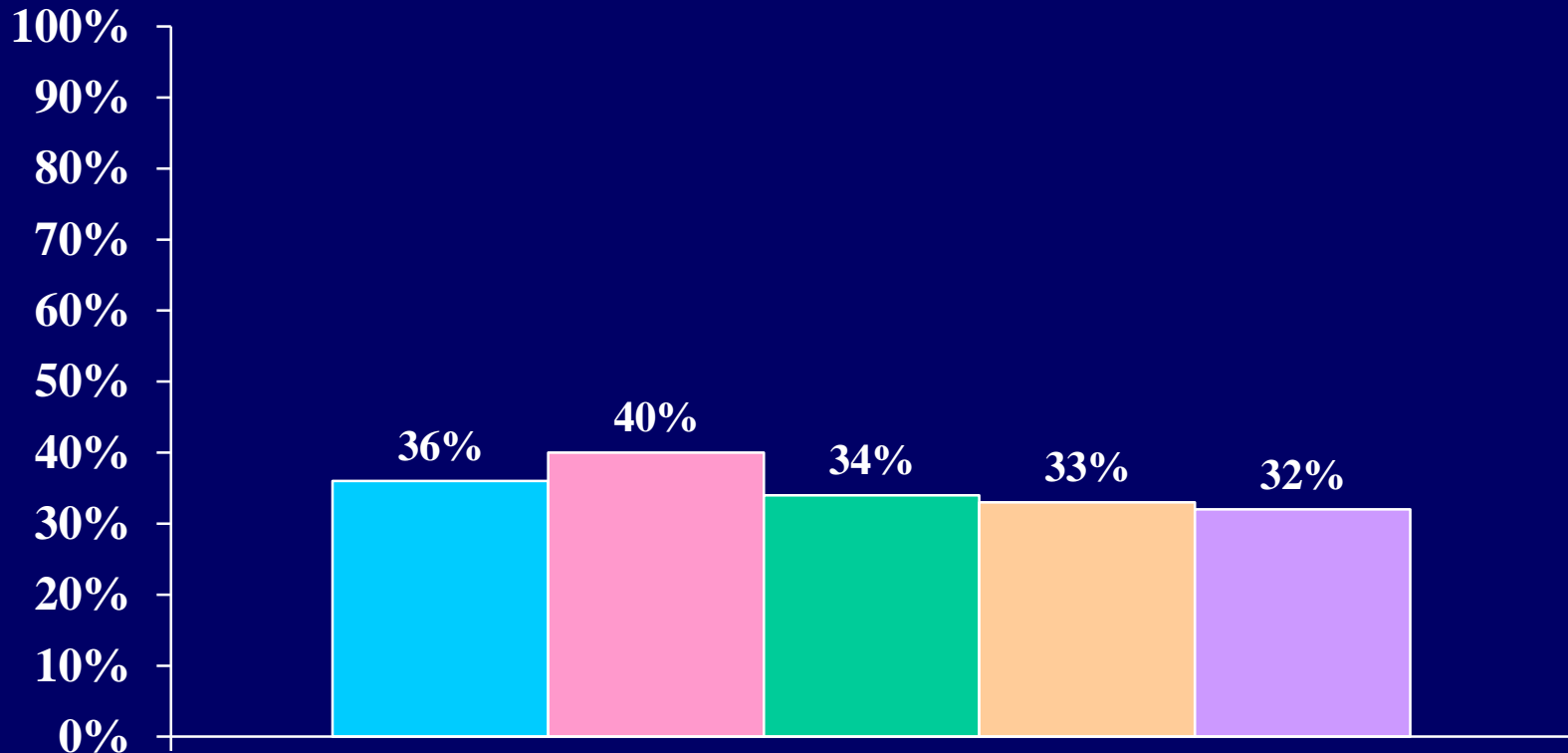
Take risks for potential gains



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

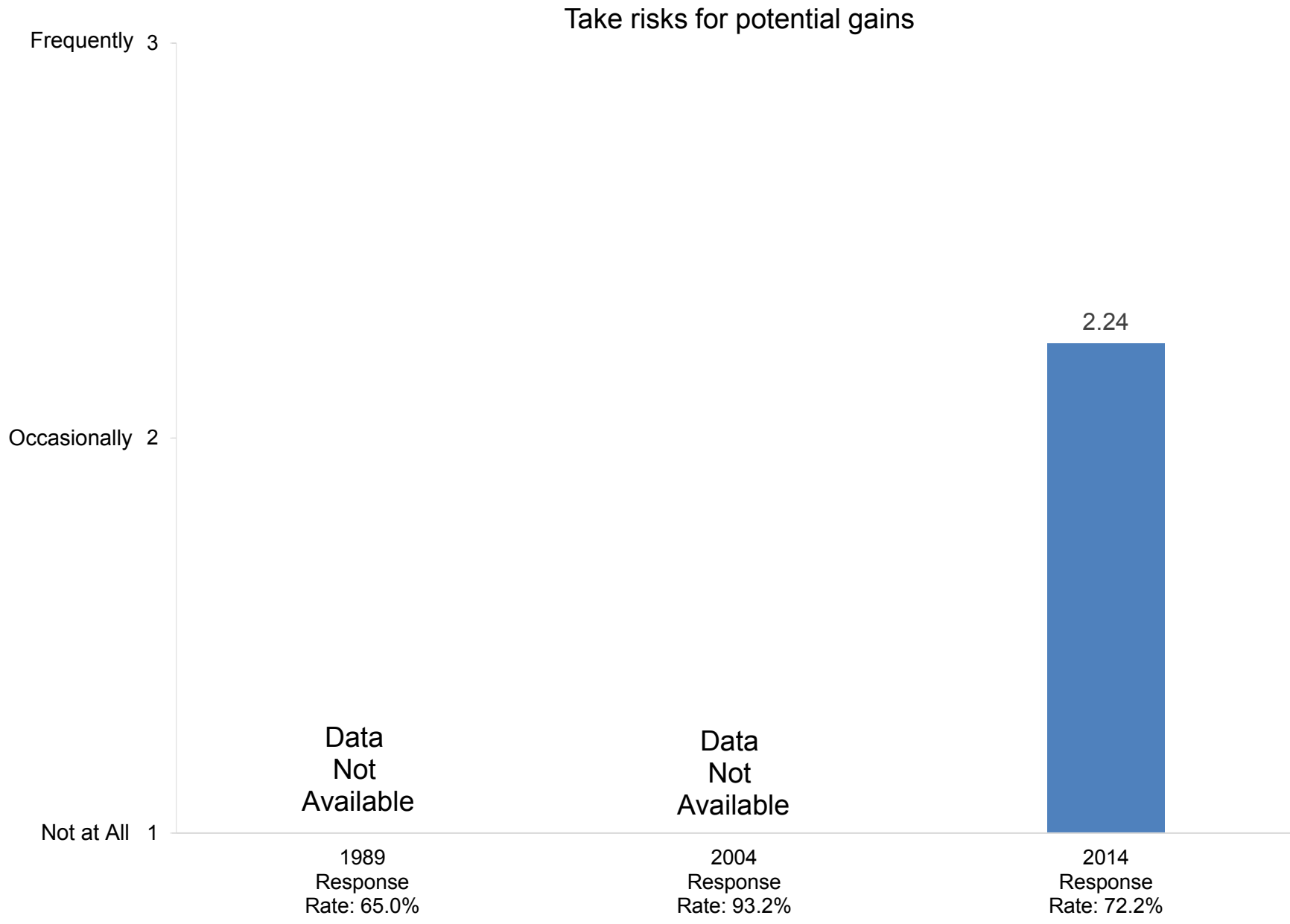
Percent of faculty who indicated “frequently”

Take risks for potential gains



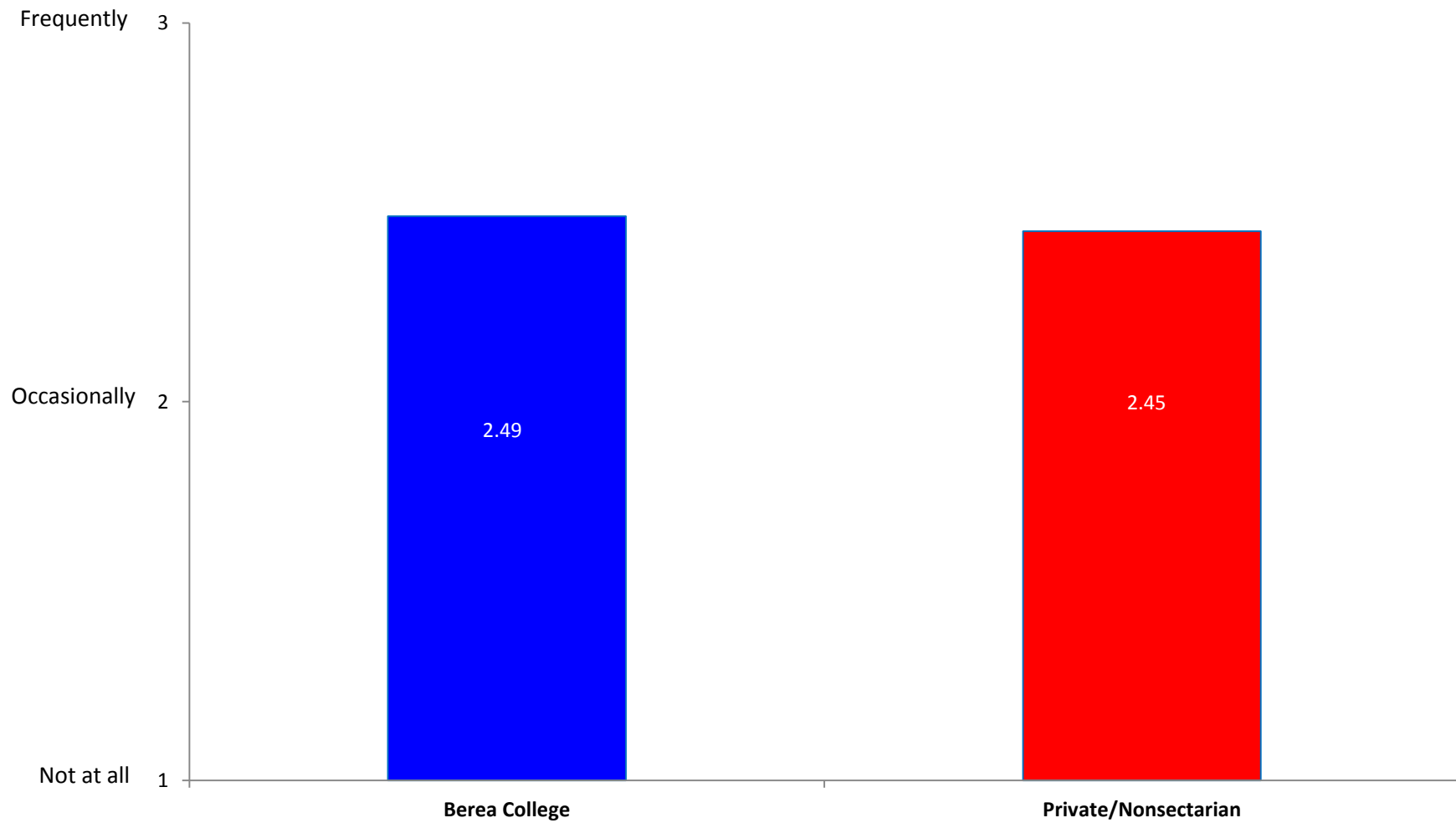
Higher Education Research Institute (HERI) Faculty Survey

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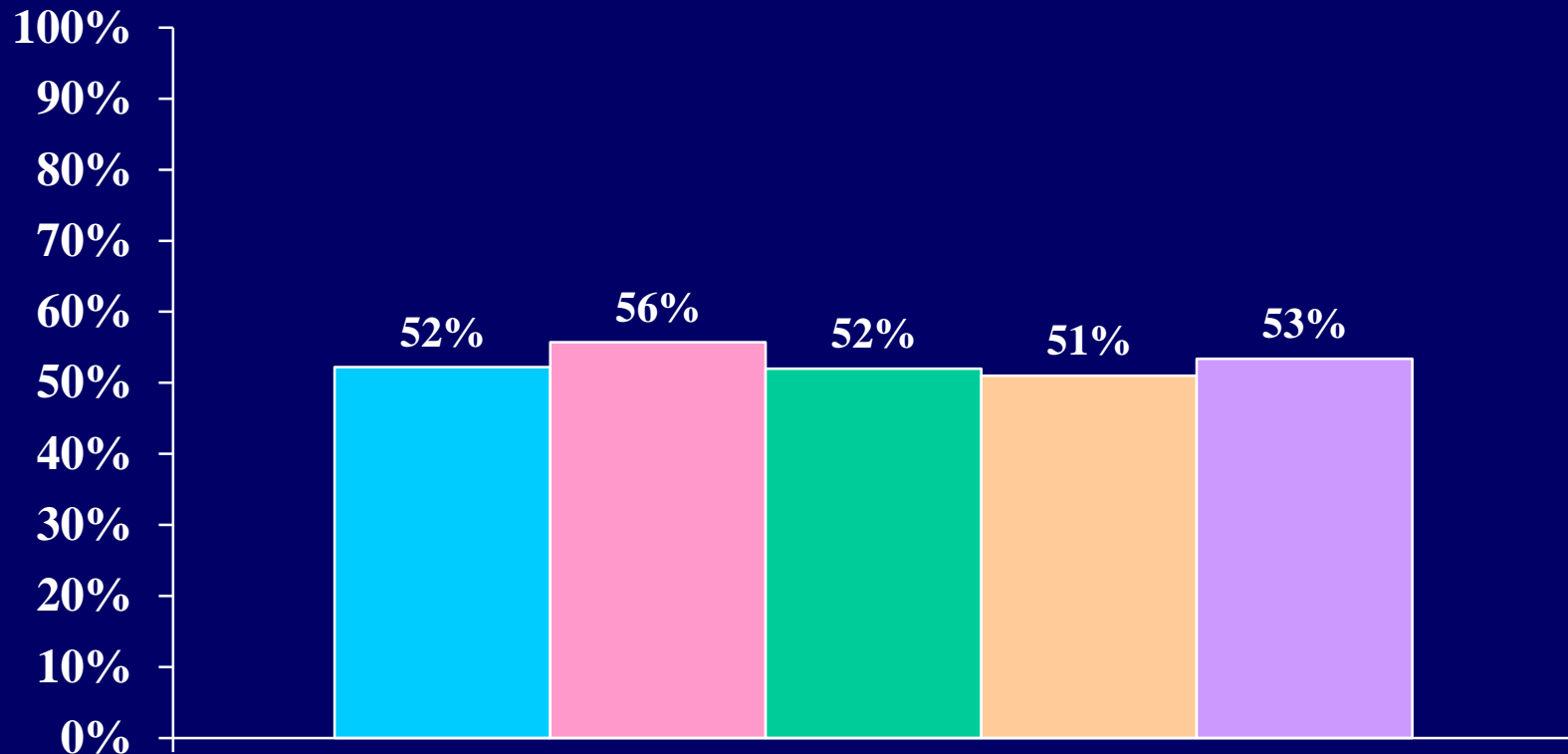
Seek alternative solutions to a problem



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

Percent of faculty who indicated “frequently”

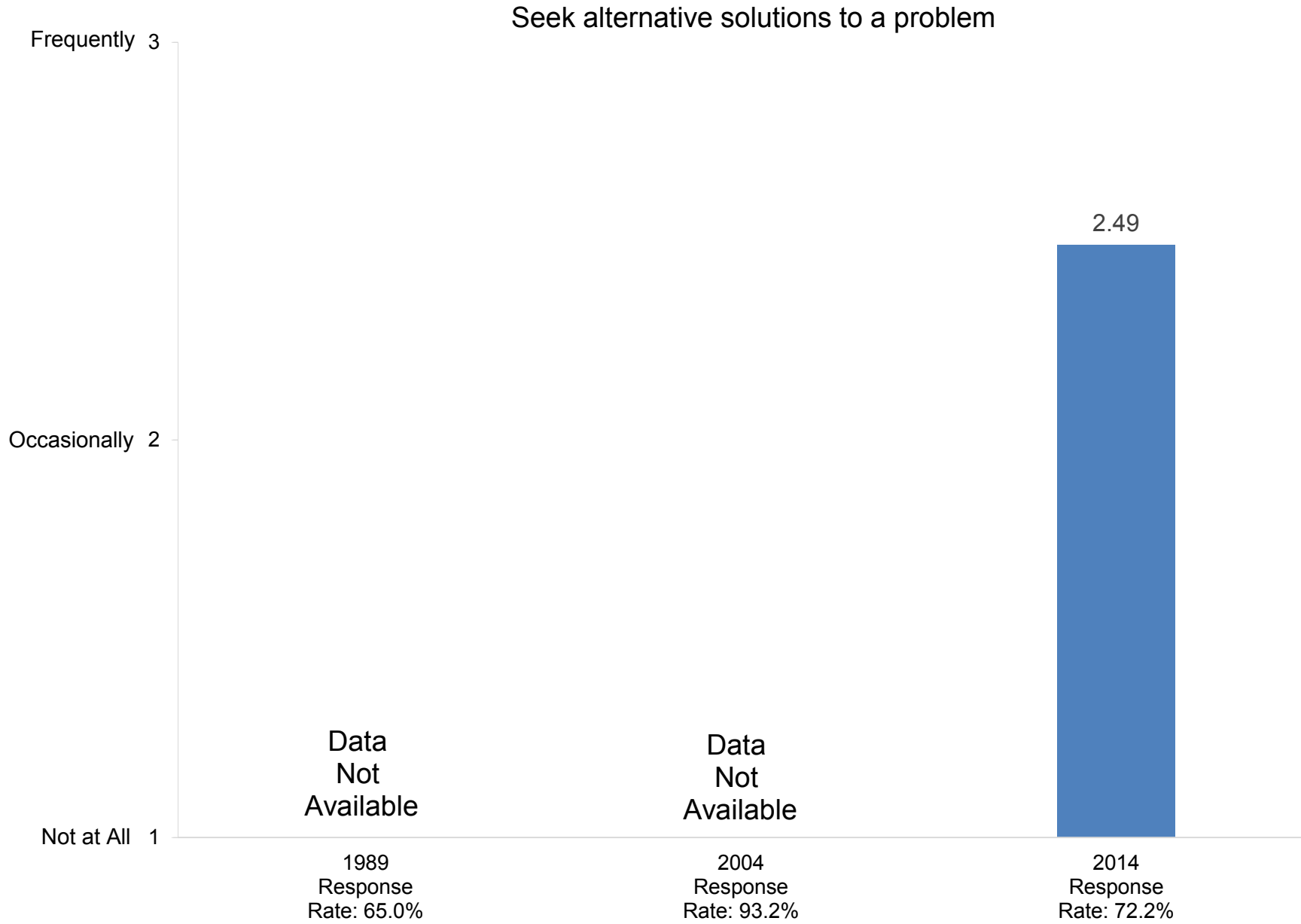
Seek alternative solutions to a problem



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

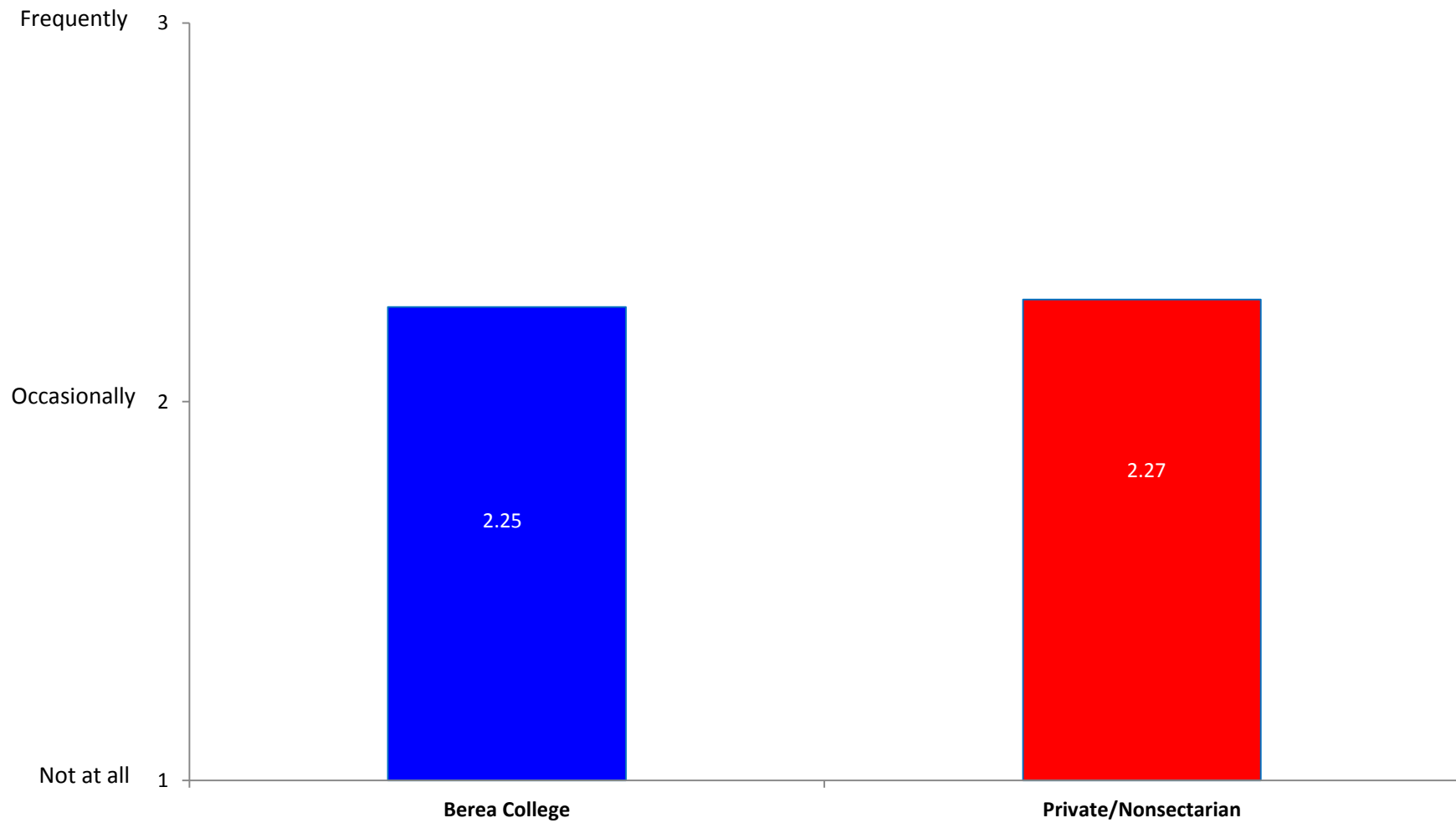
Higher Education Research Institute (HERI) Faculty Survey

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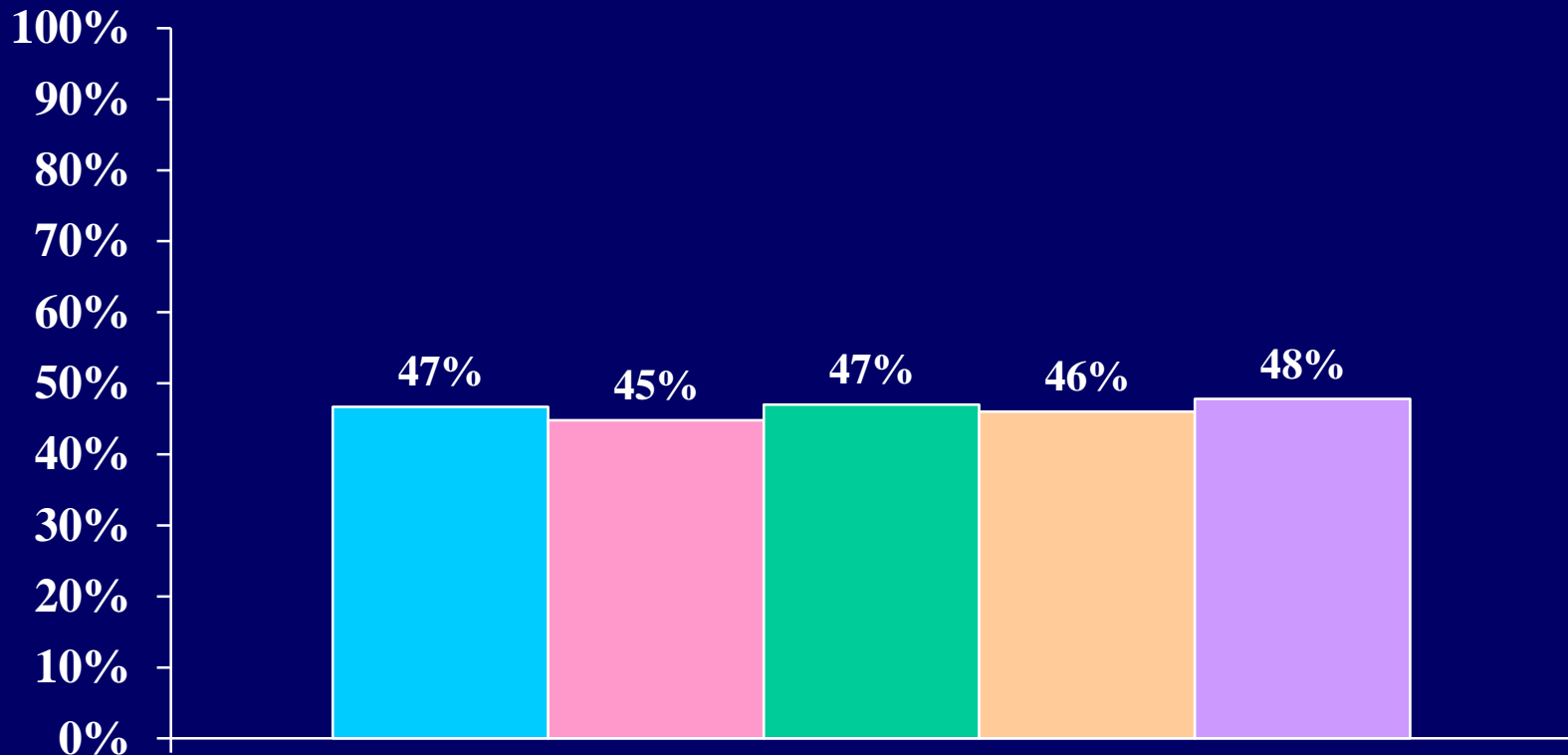
Look up scientific research articles and resources



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

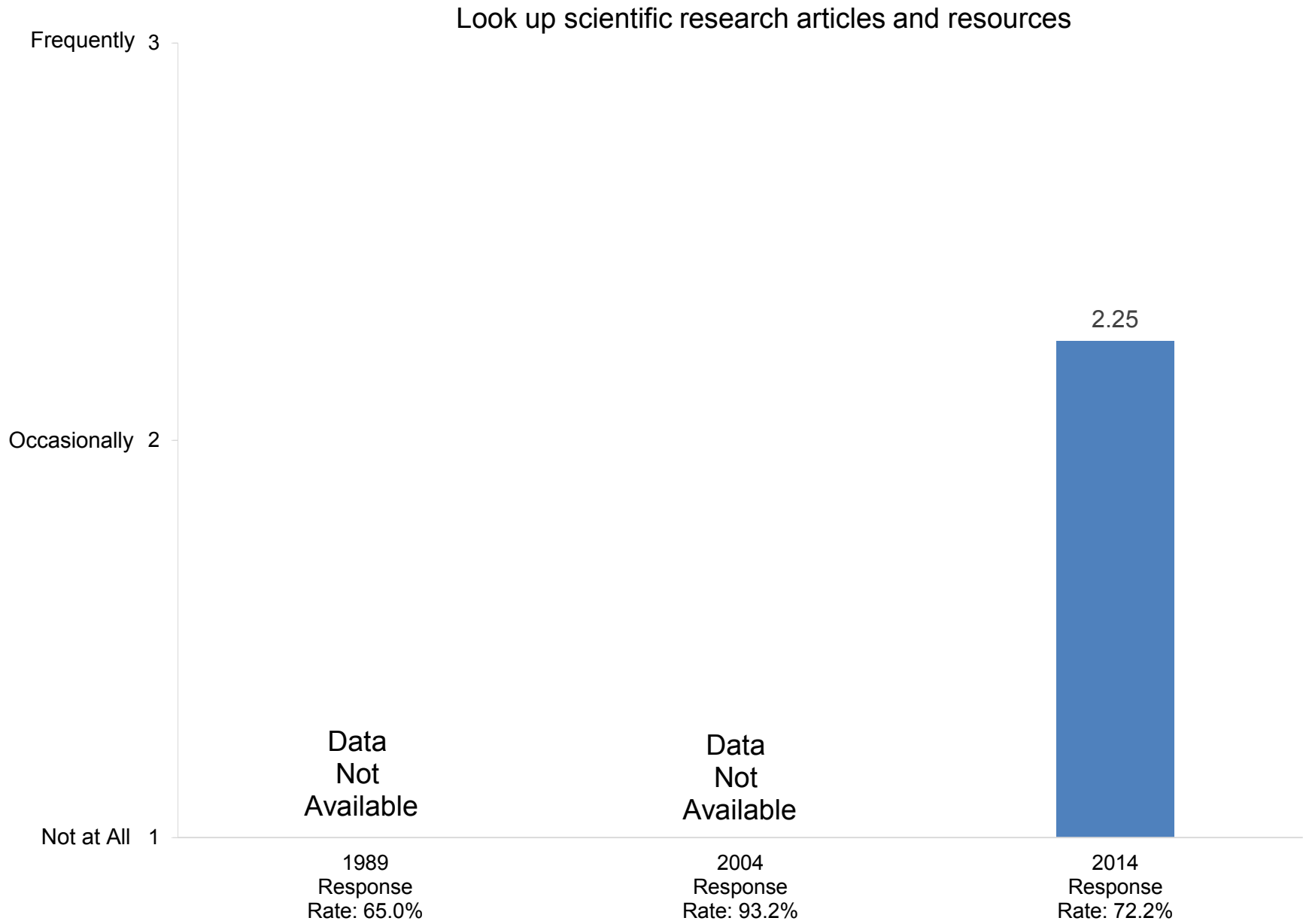
Percent of faculty who indicated “frequently”

Look up scientific research articles and resources

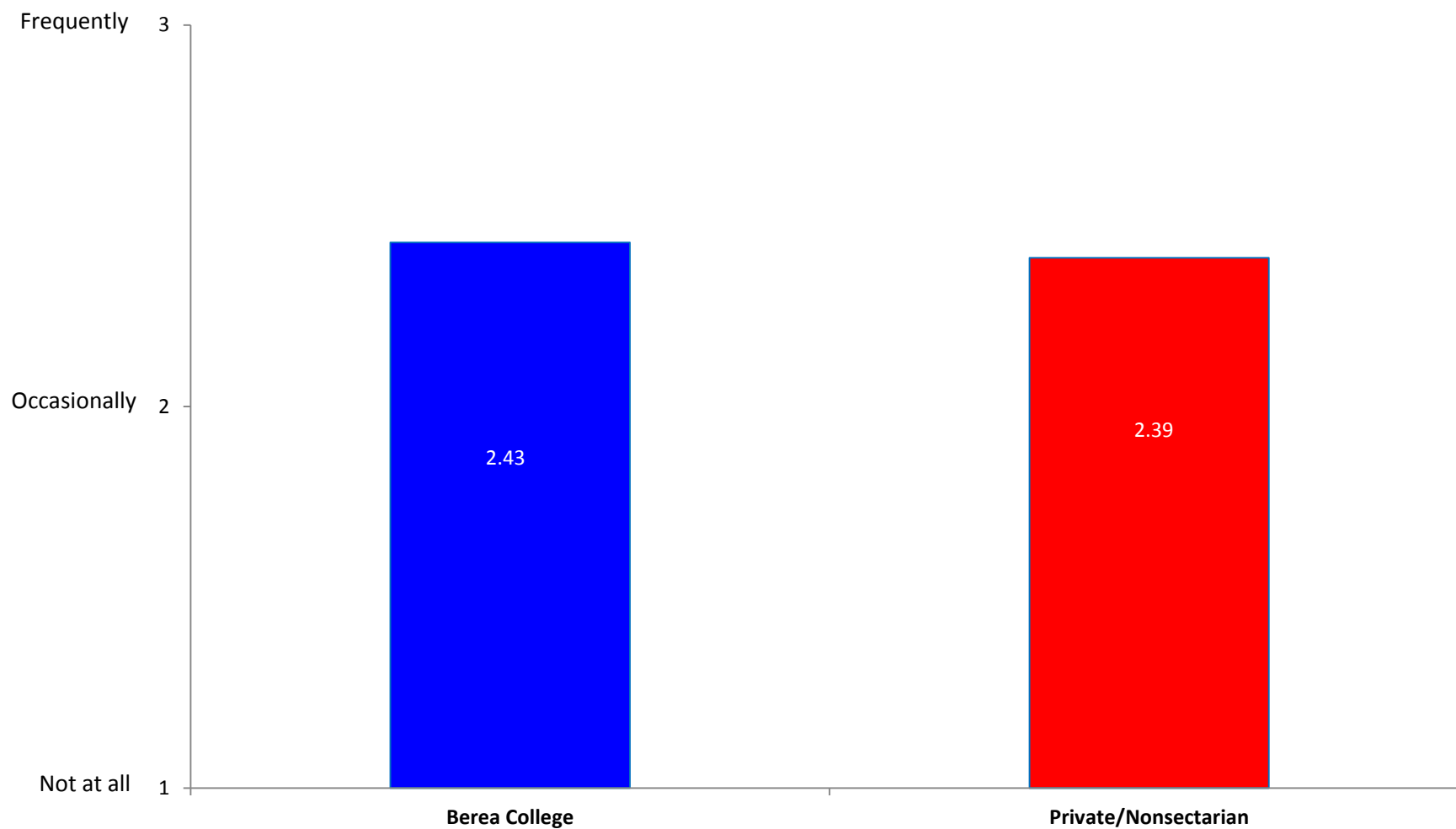


Higher Education Research Institute (HERI) Faculty Survey

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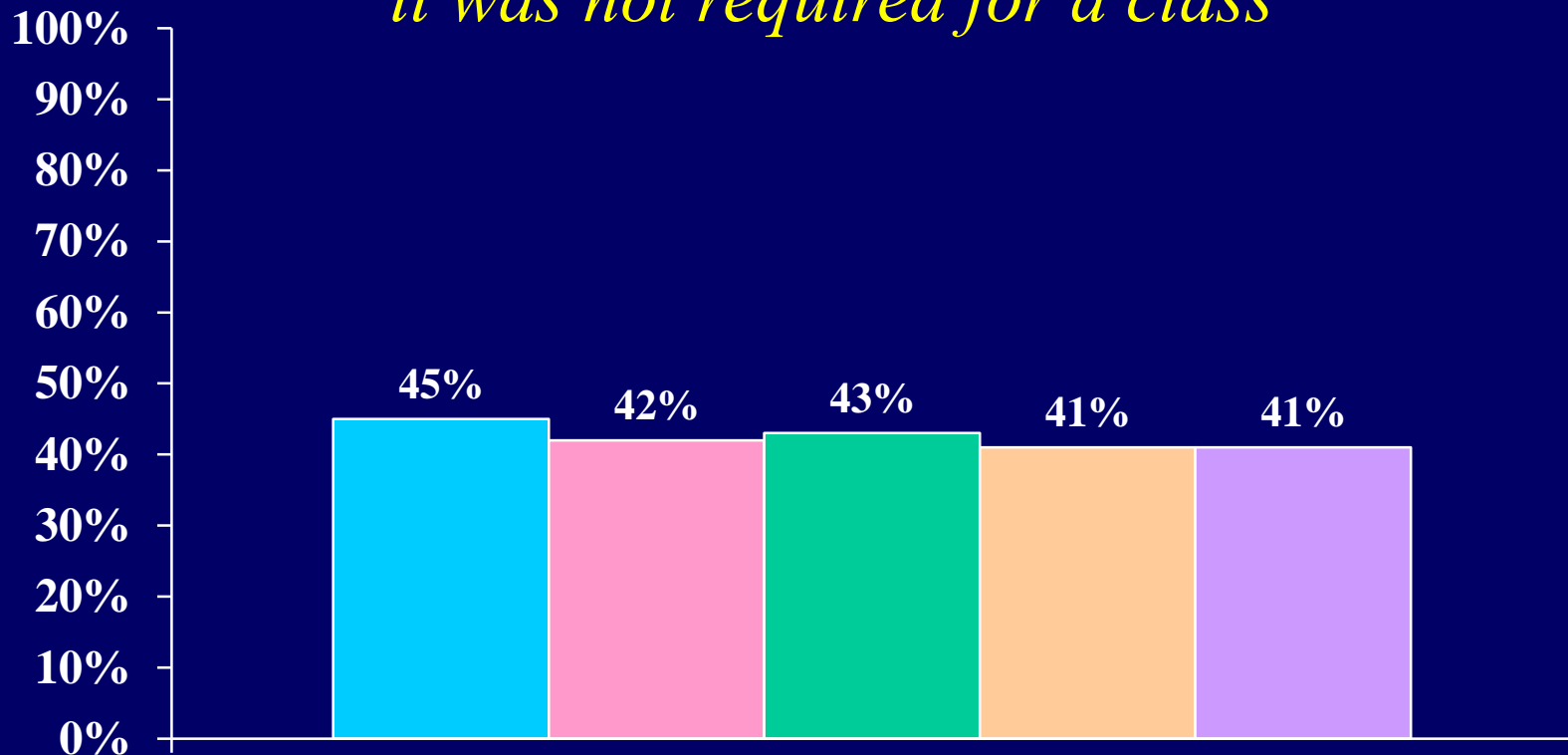


Explore topics on their own, even though it was not required for a class



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

Explore topics on their own, even though it was not required for a class

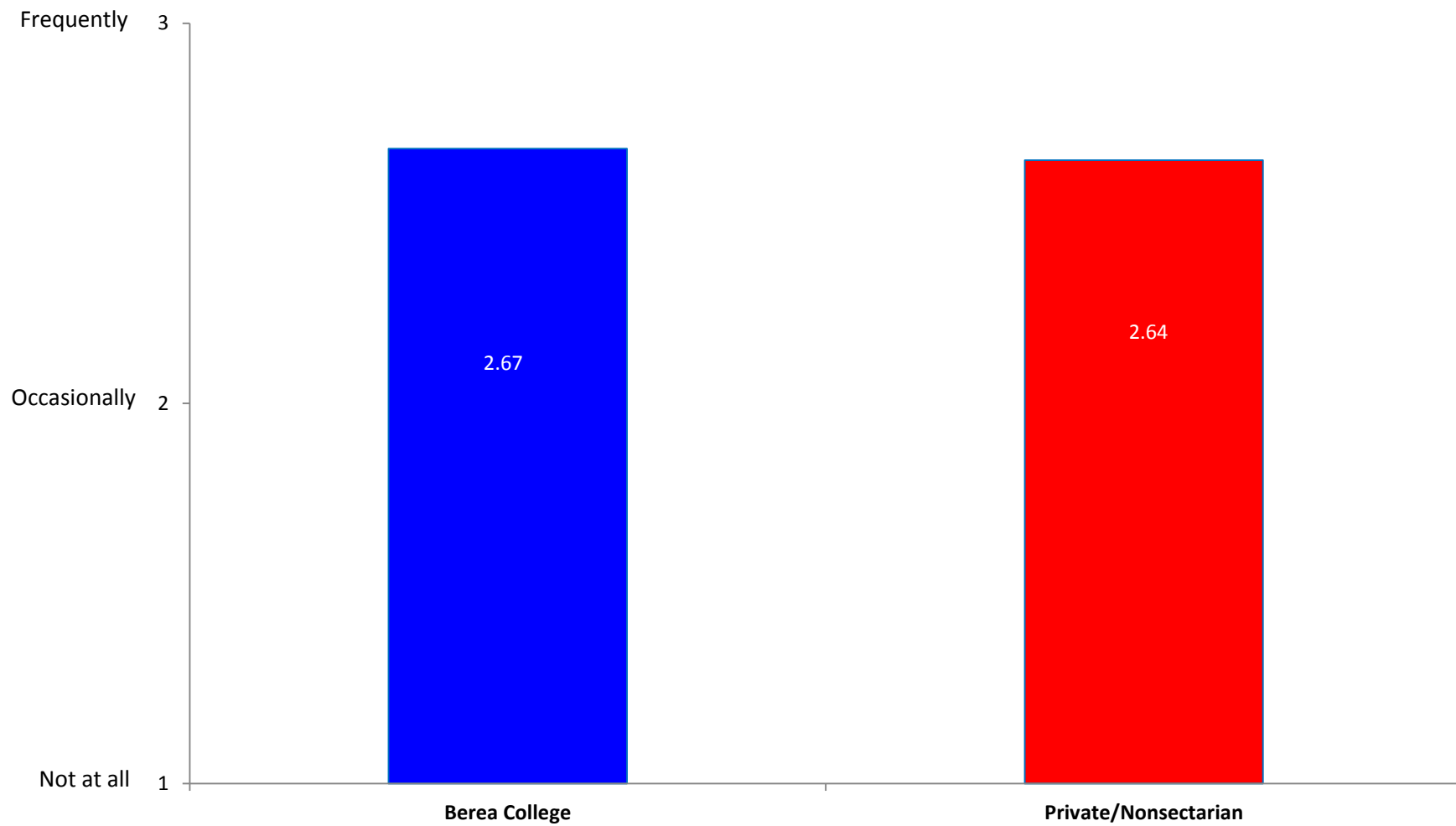


Higher Education Research Institute (HERI) Faculty Survey

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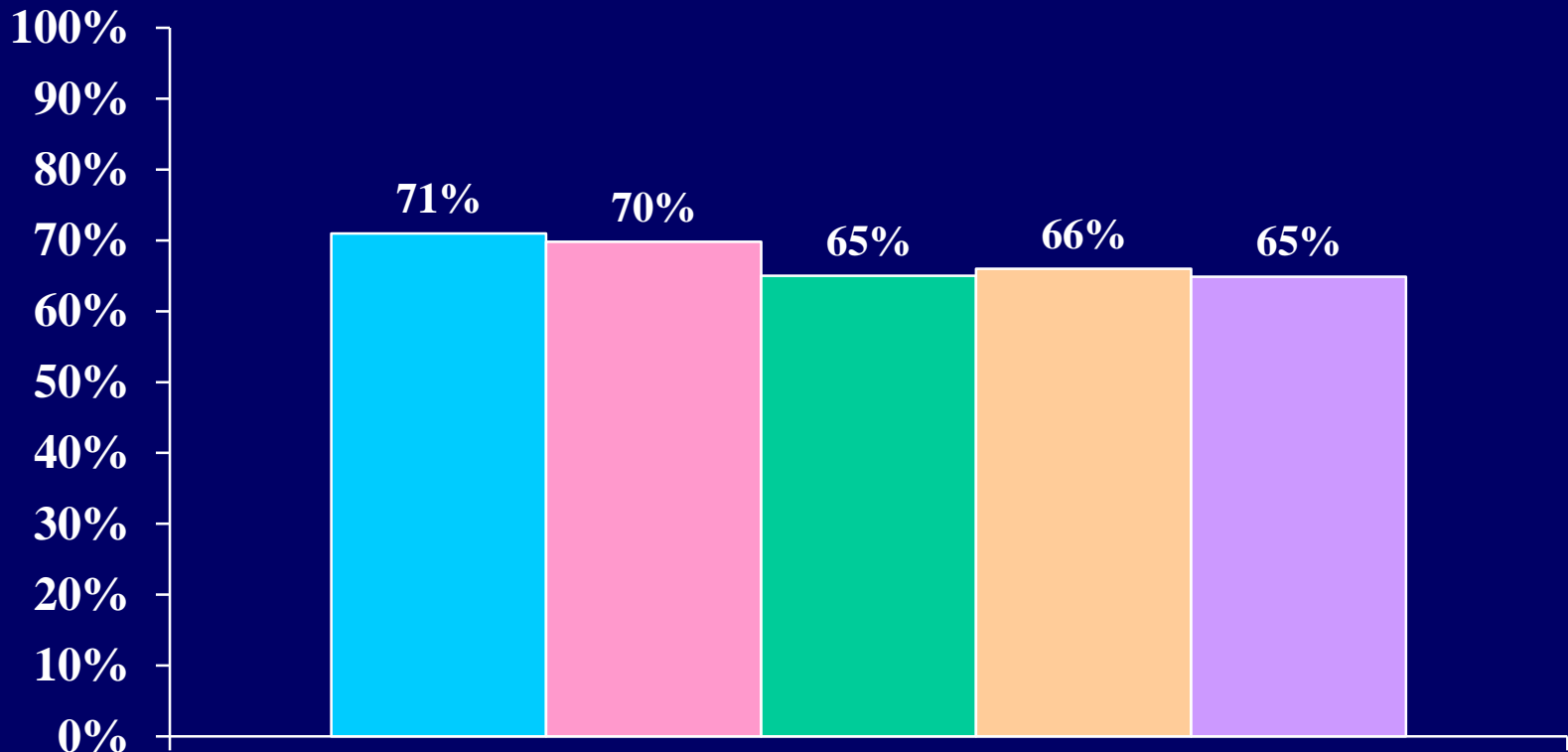
Accept mistakes as part of the learning process



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

Percent of faculty who indicated “frequently”

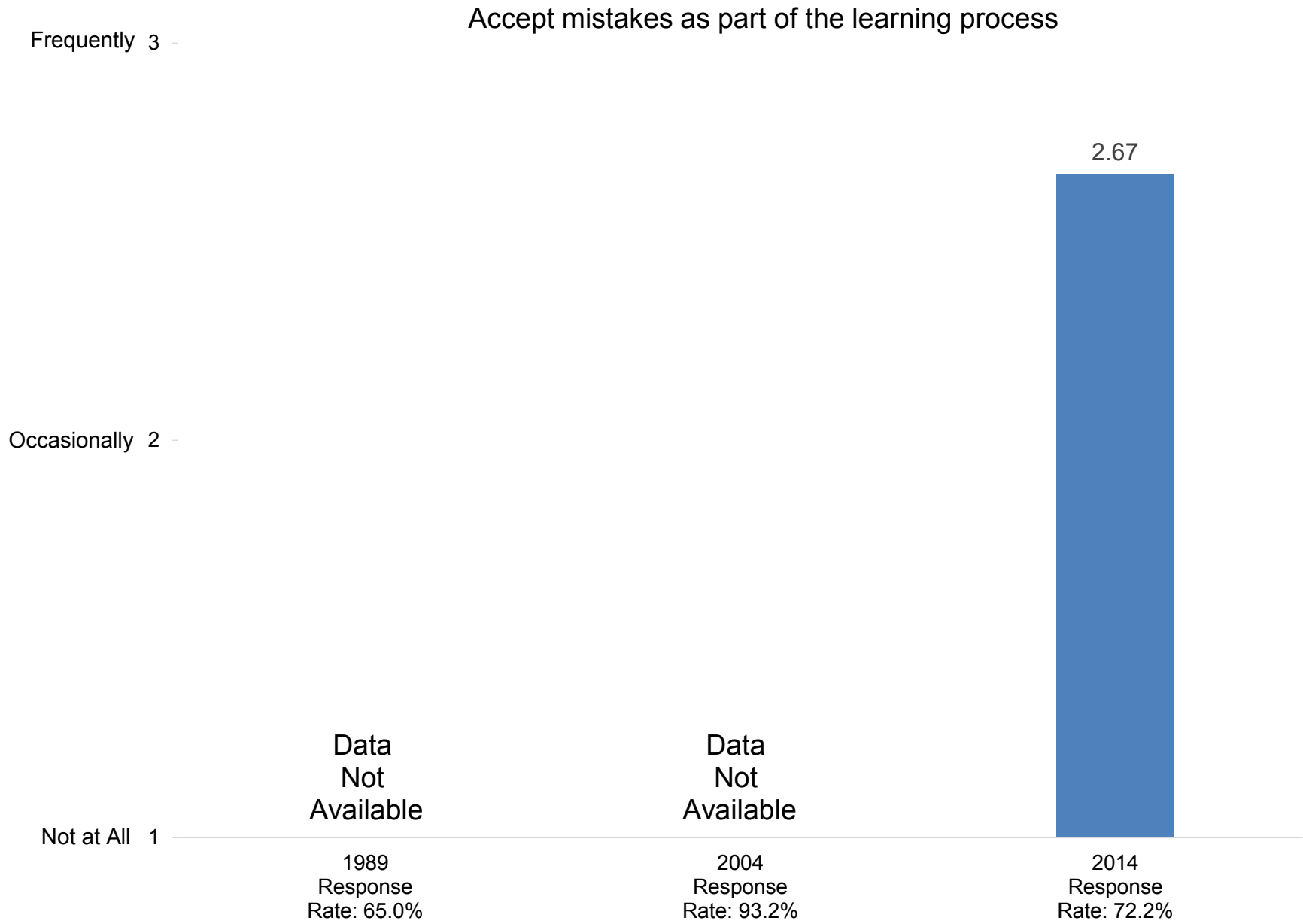
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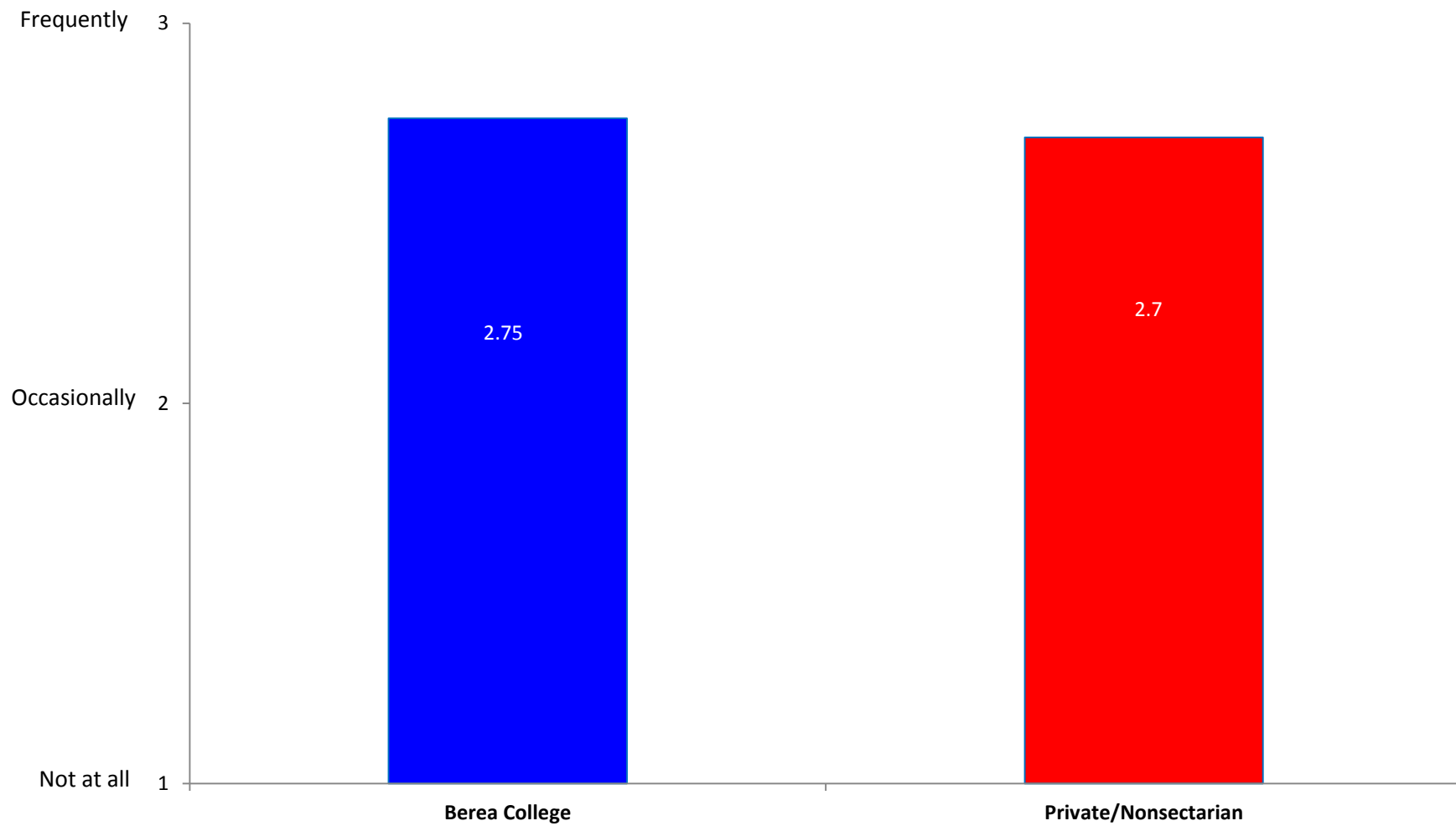
 Berea  Benchmark Institutions  Non-Sectarian – High Selectivity  4-Year Private  Publics

Higher Education Research Institute (HERI) Faculty Survey

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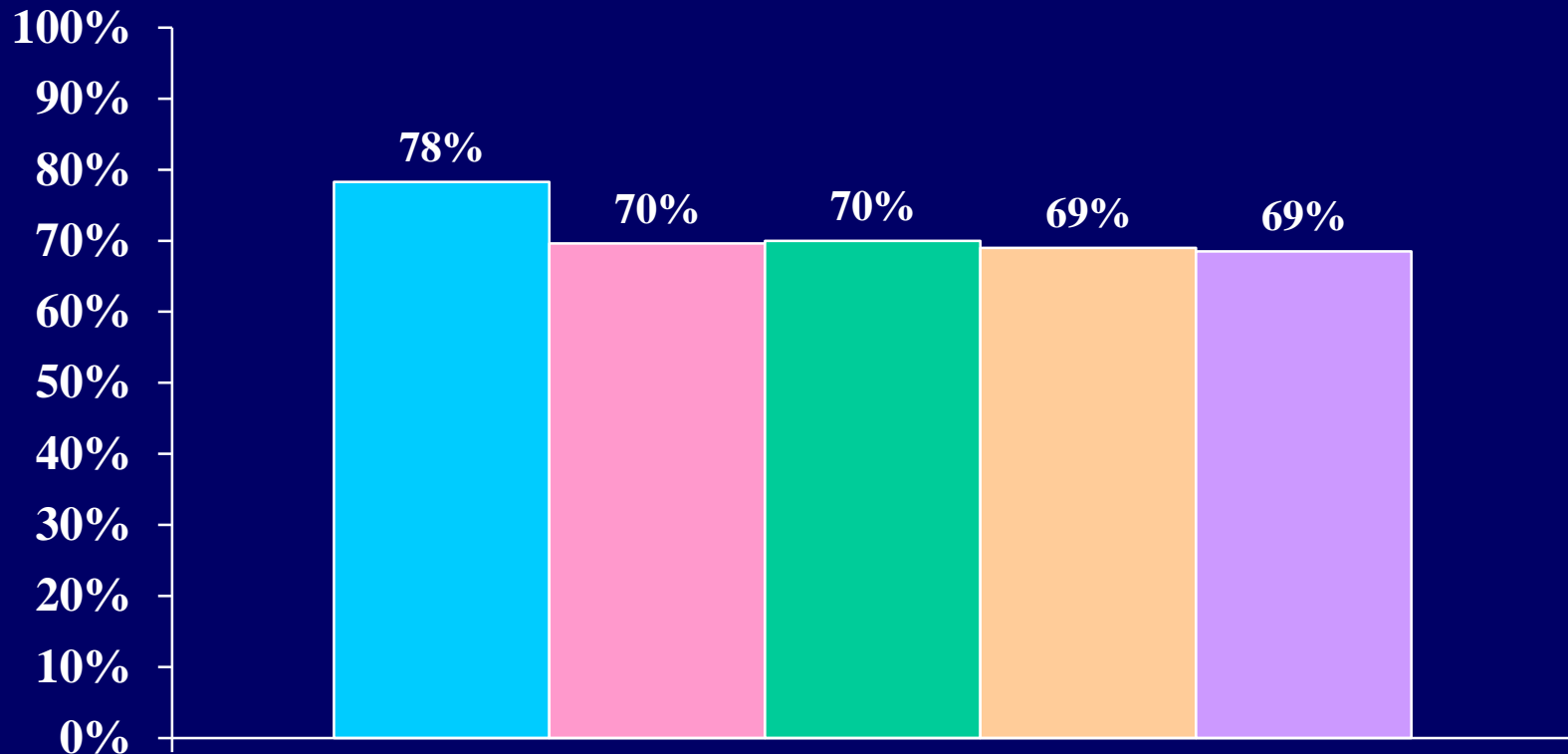
Seek feedback on their academic work



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

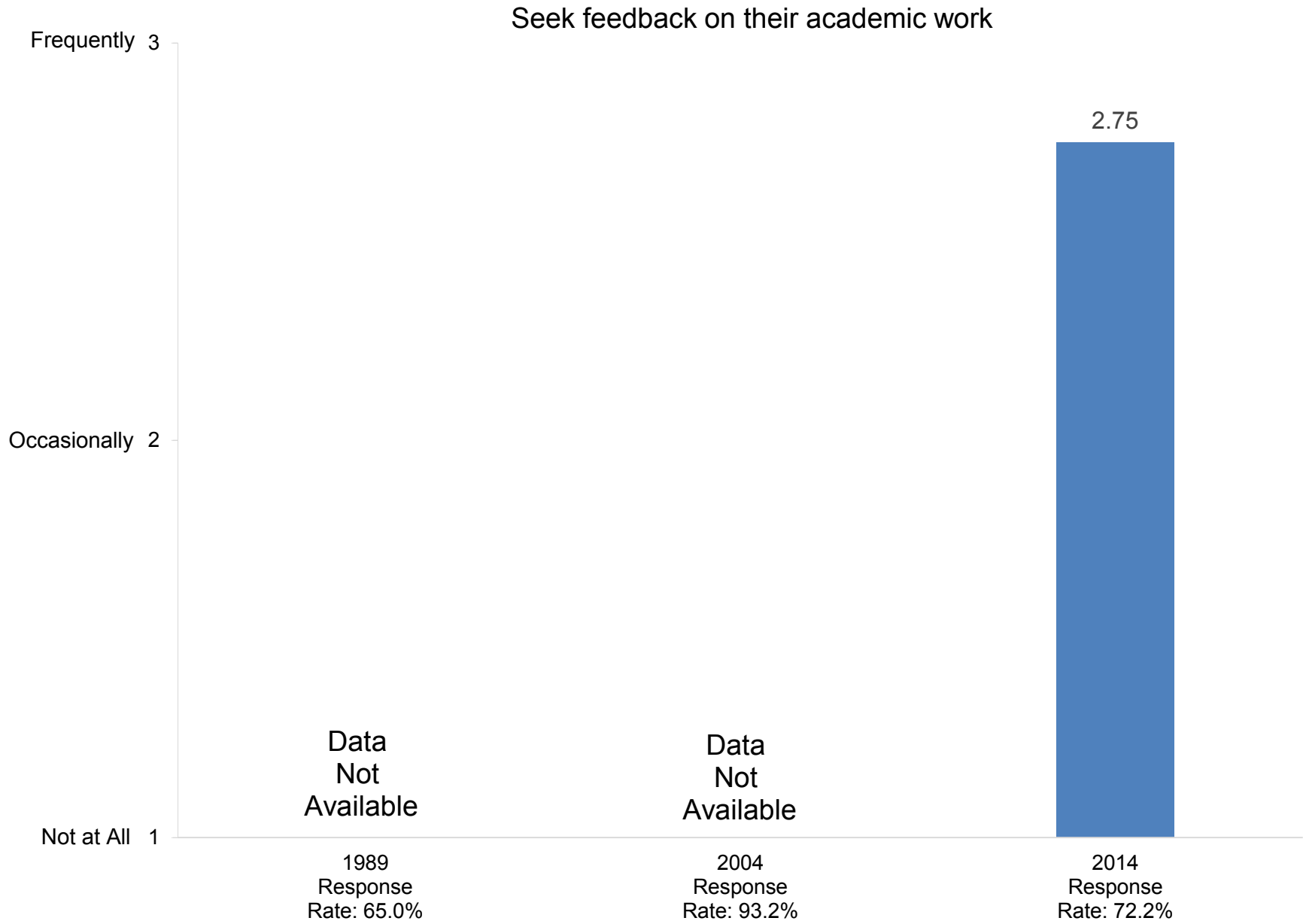
Percent of faculty who indicated “frequently”

Seek feedback on their academic work

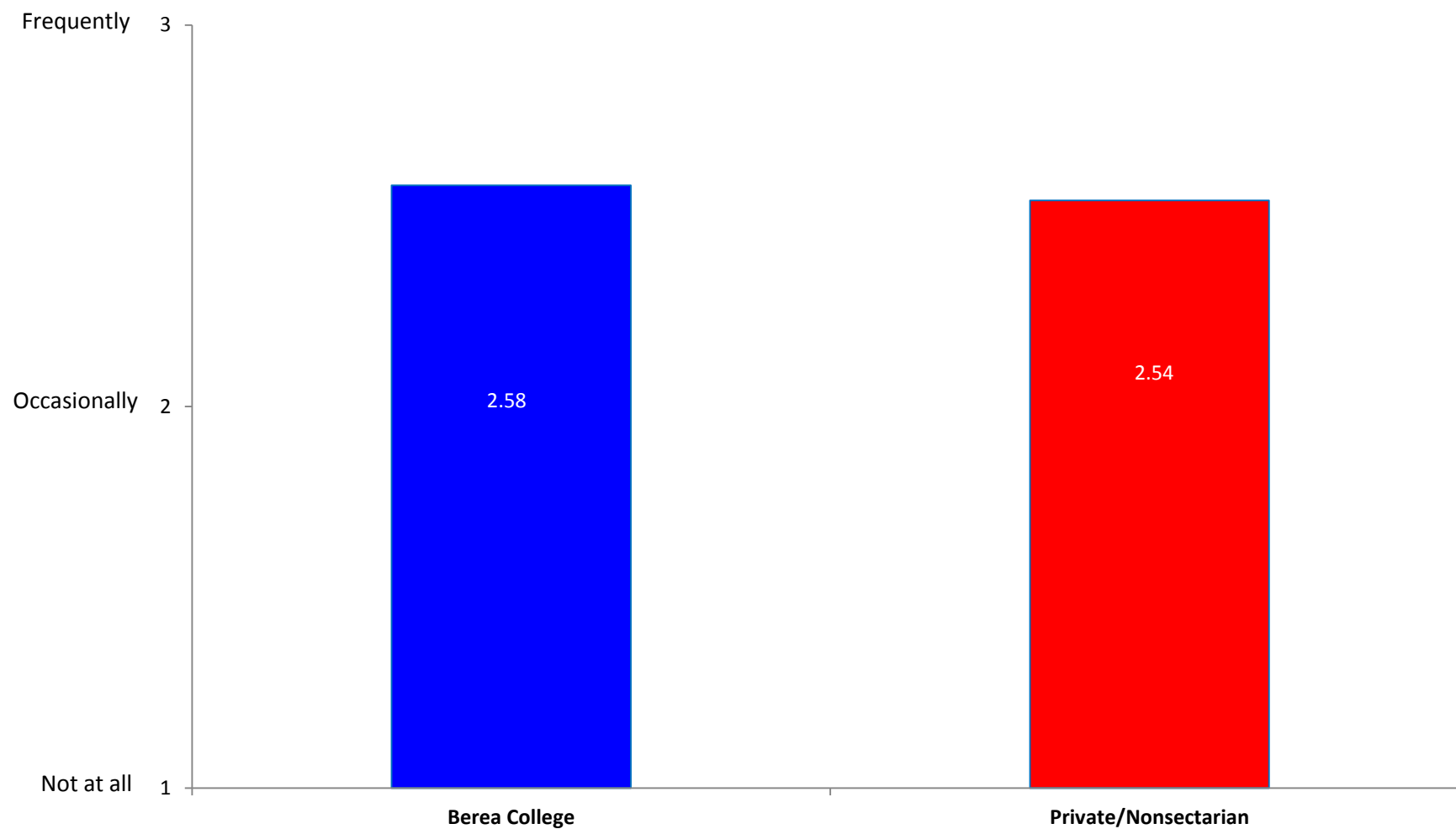


Higher Education Research Institute (HERI) Faculty Survey

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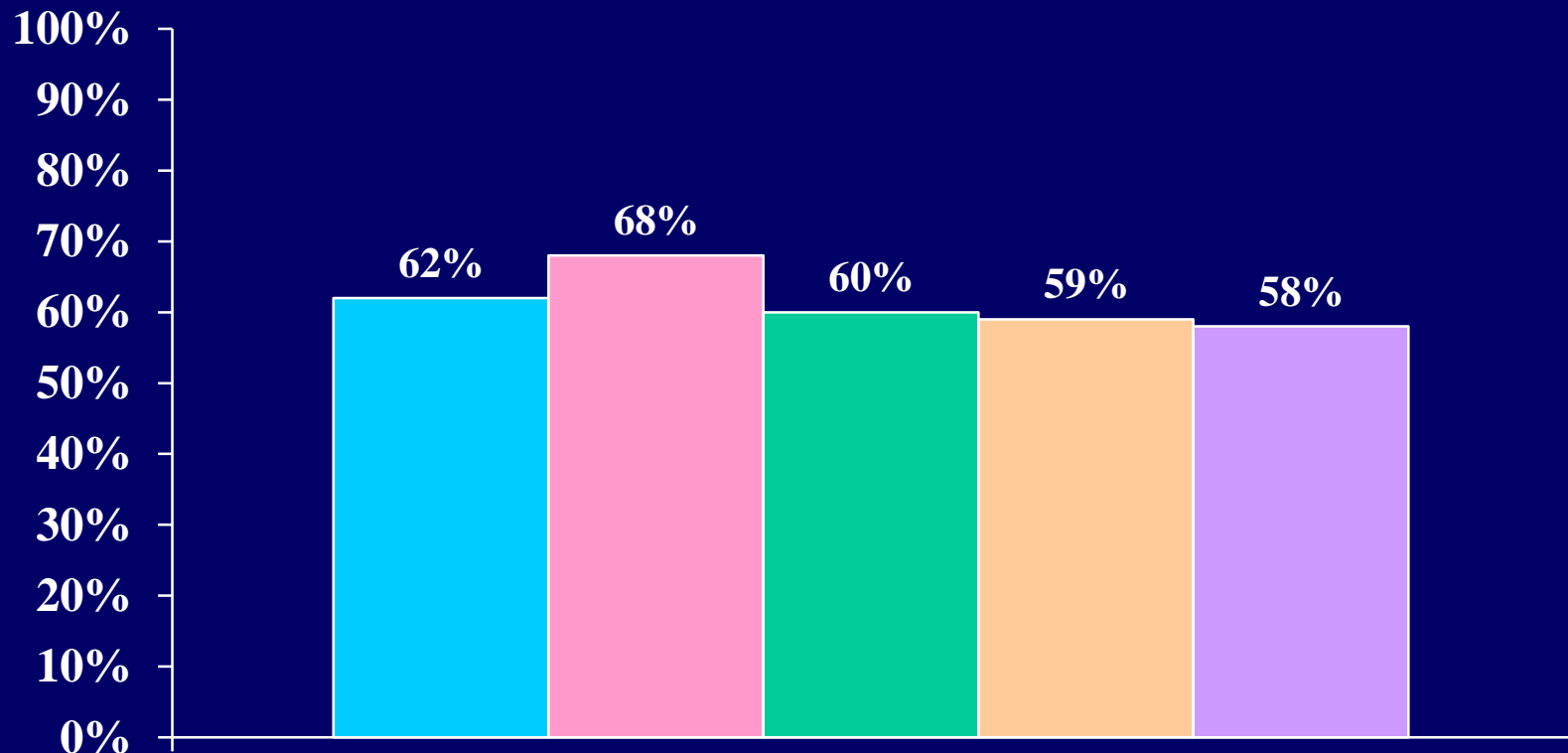


Work with other students on group projects



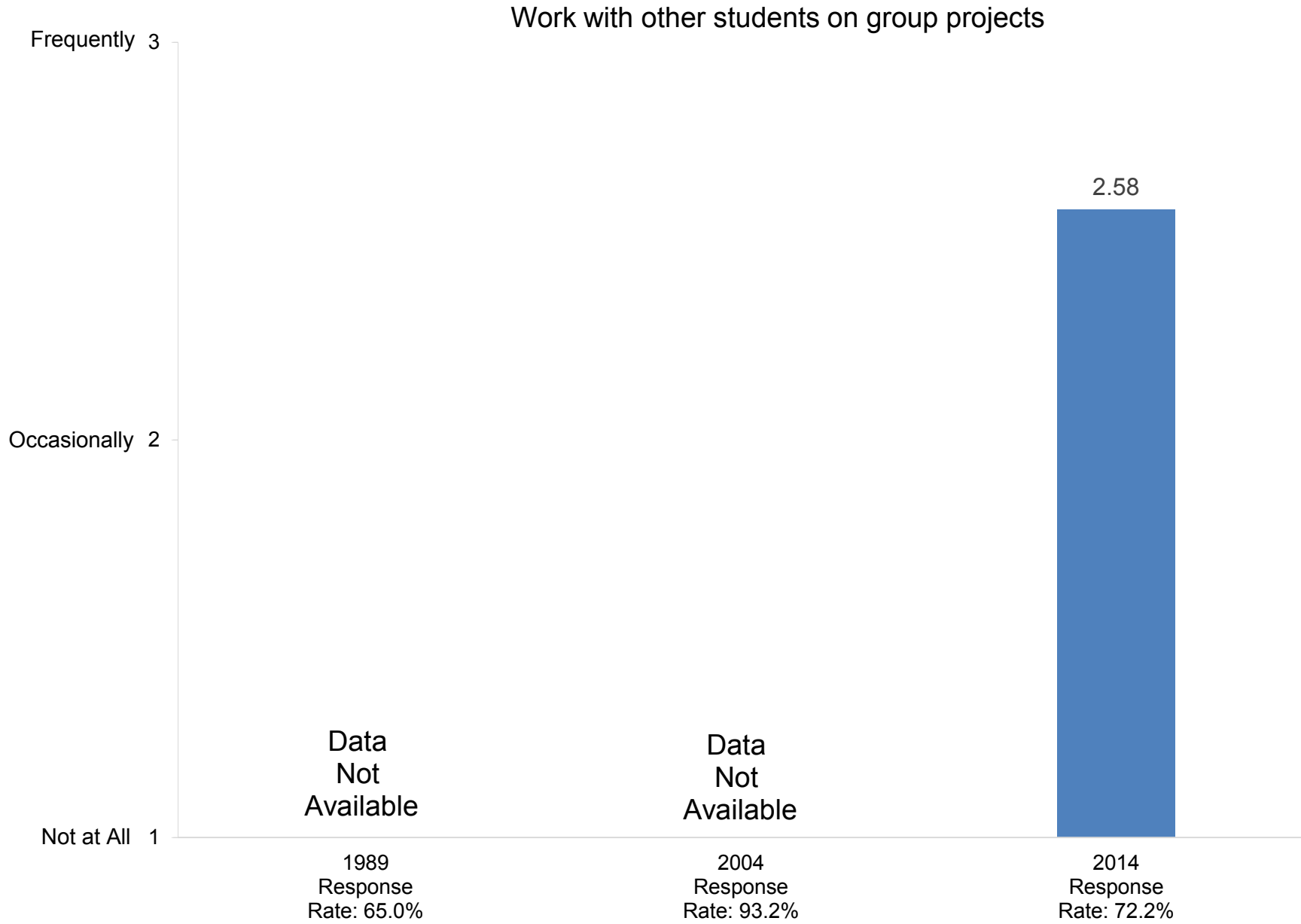
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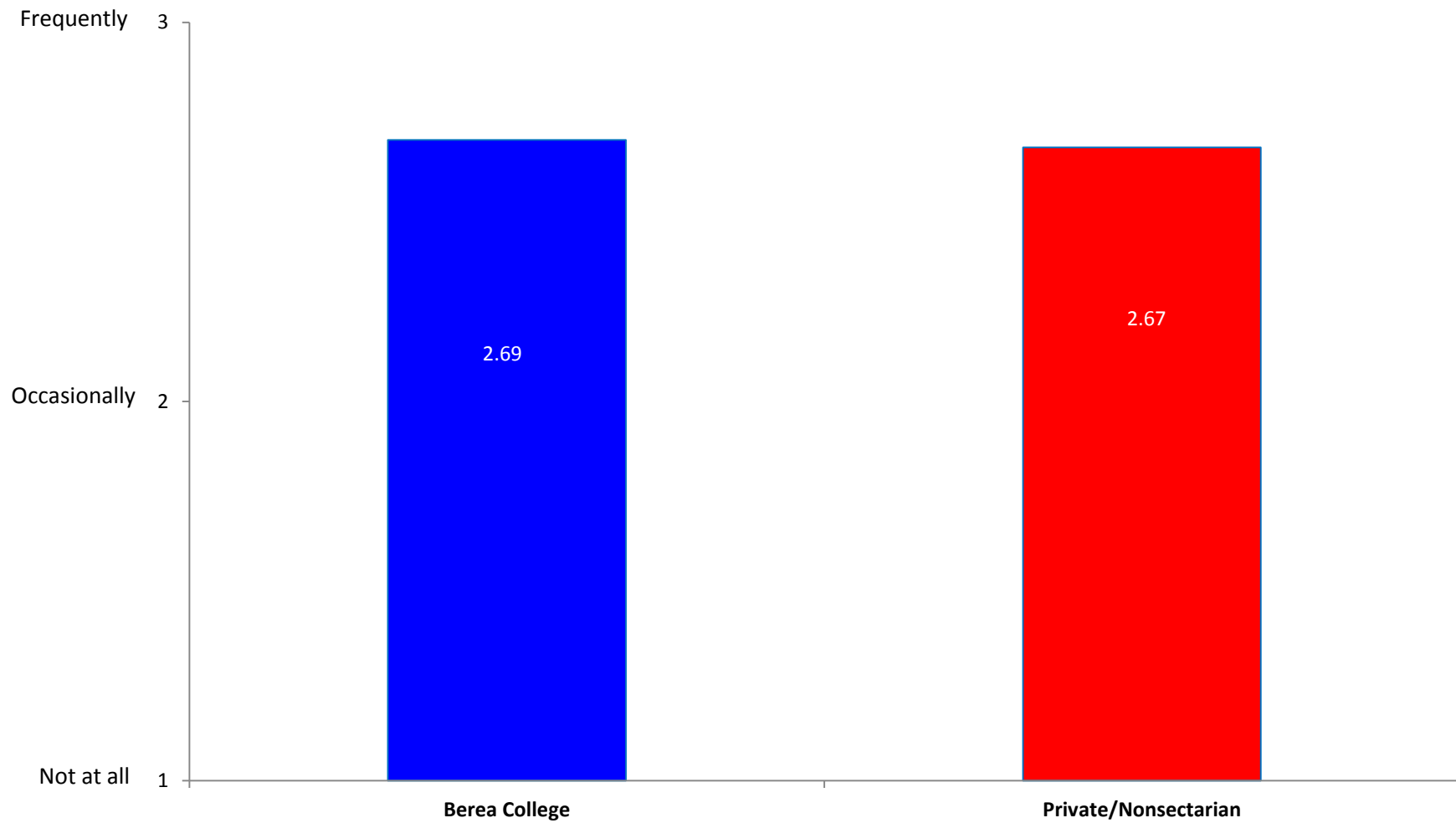
Higher Education Research Institute (HERI) Faculty Survey

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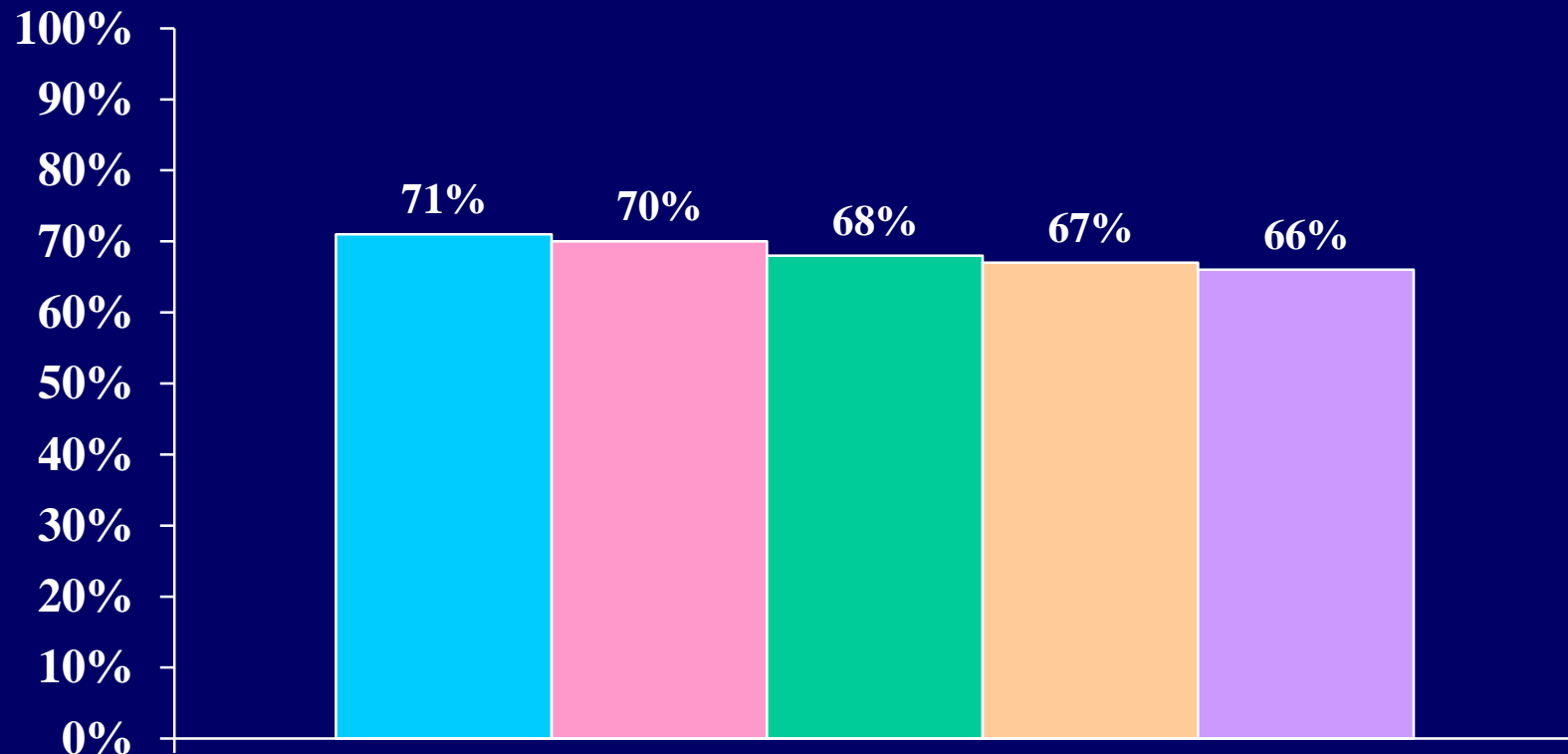
In your interactions with undergraduates, how often do you encourage them to:

Integrate skills and knowledge from different sources and experiences



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

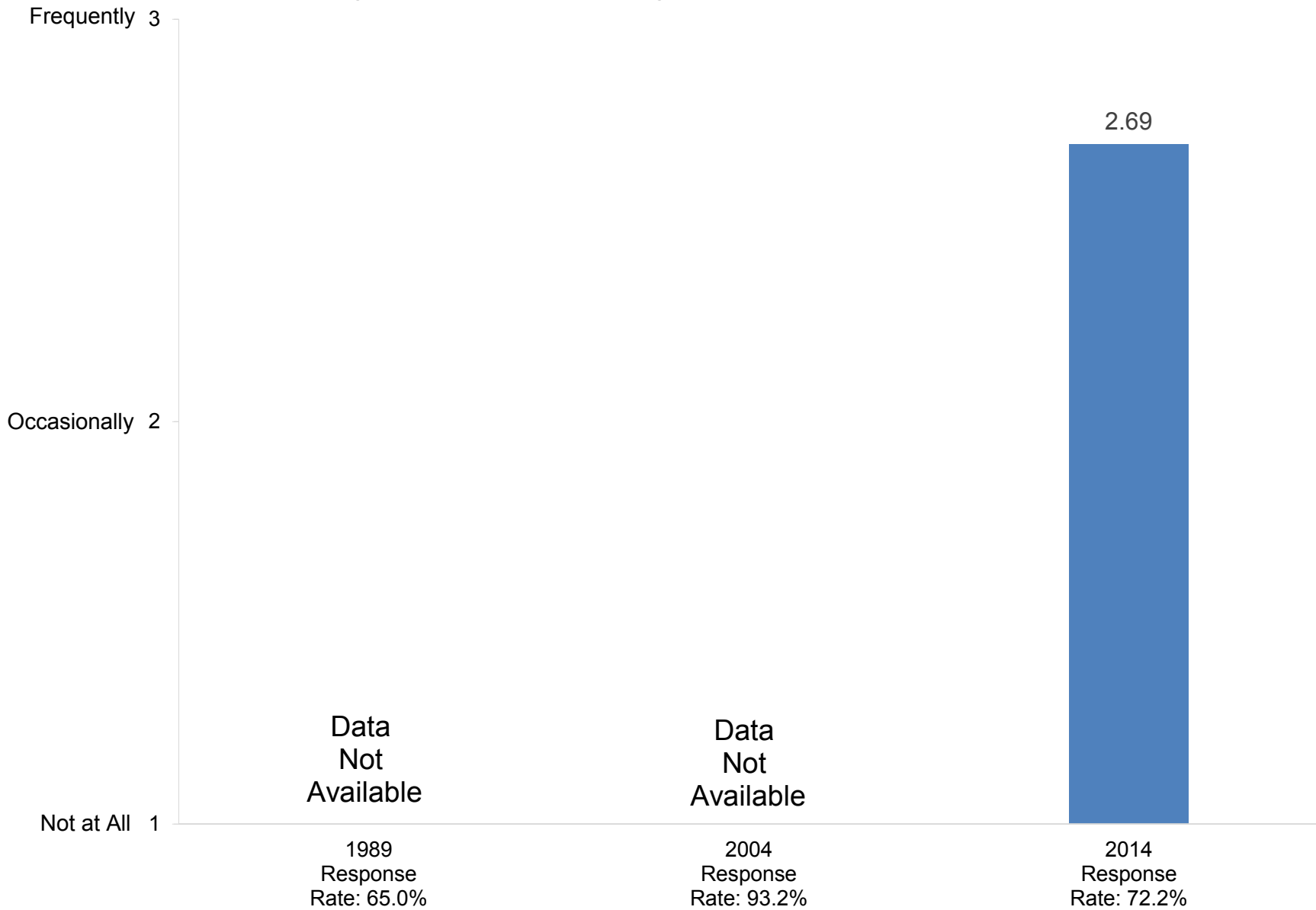
Integrate skills and knowledge from different sources and experiences



Higher Education Research Institute (HERI) Faculty Survey

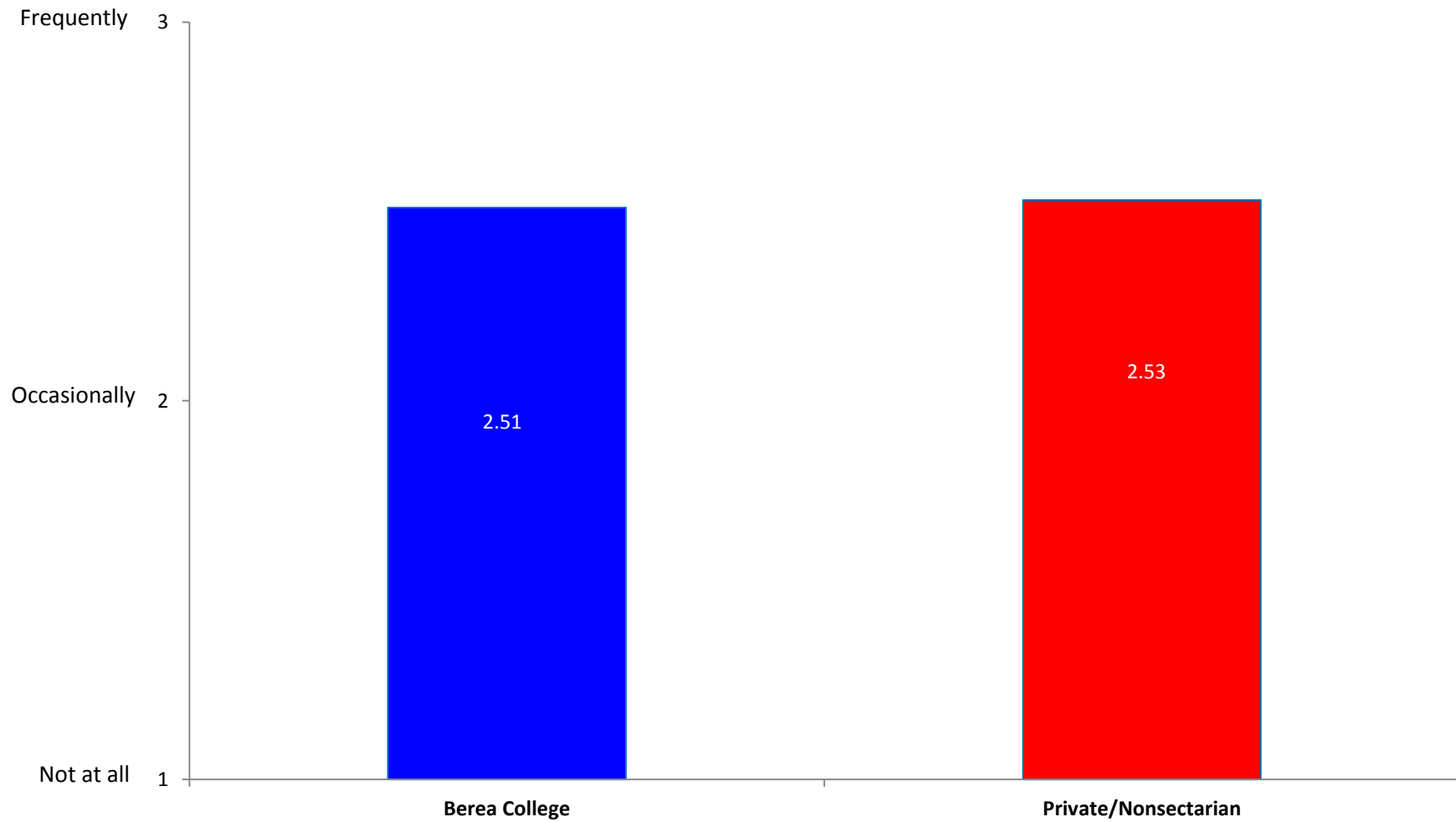
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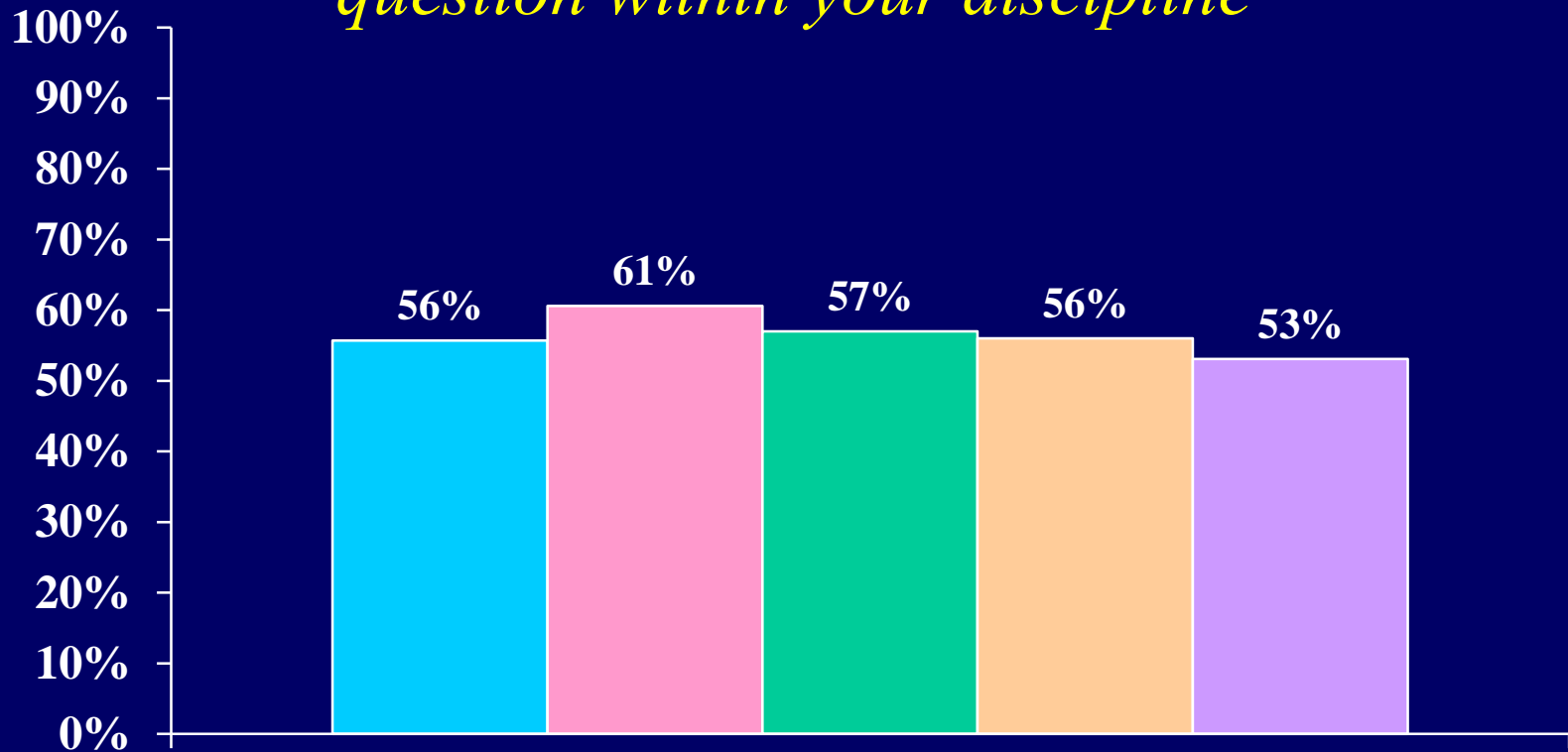
How frequently have you given at least one assignment that required students to:

Engage deeply with a significant challenge or question within your discipline



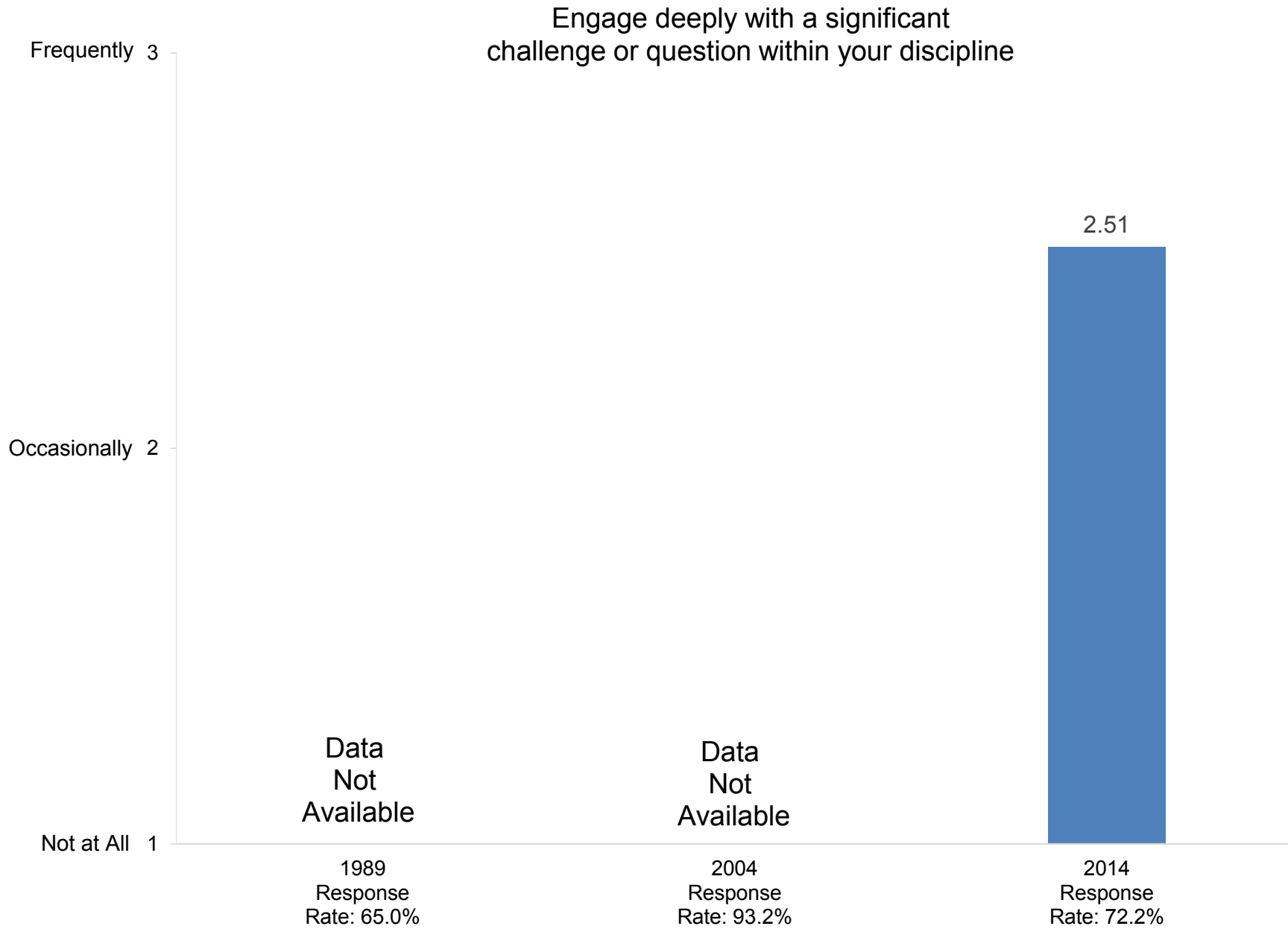
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
Percent of faculty who indicated “frequently”

Engage deeply with a significant challenge or question within your discipline



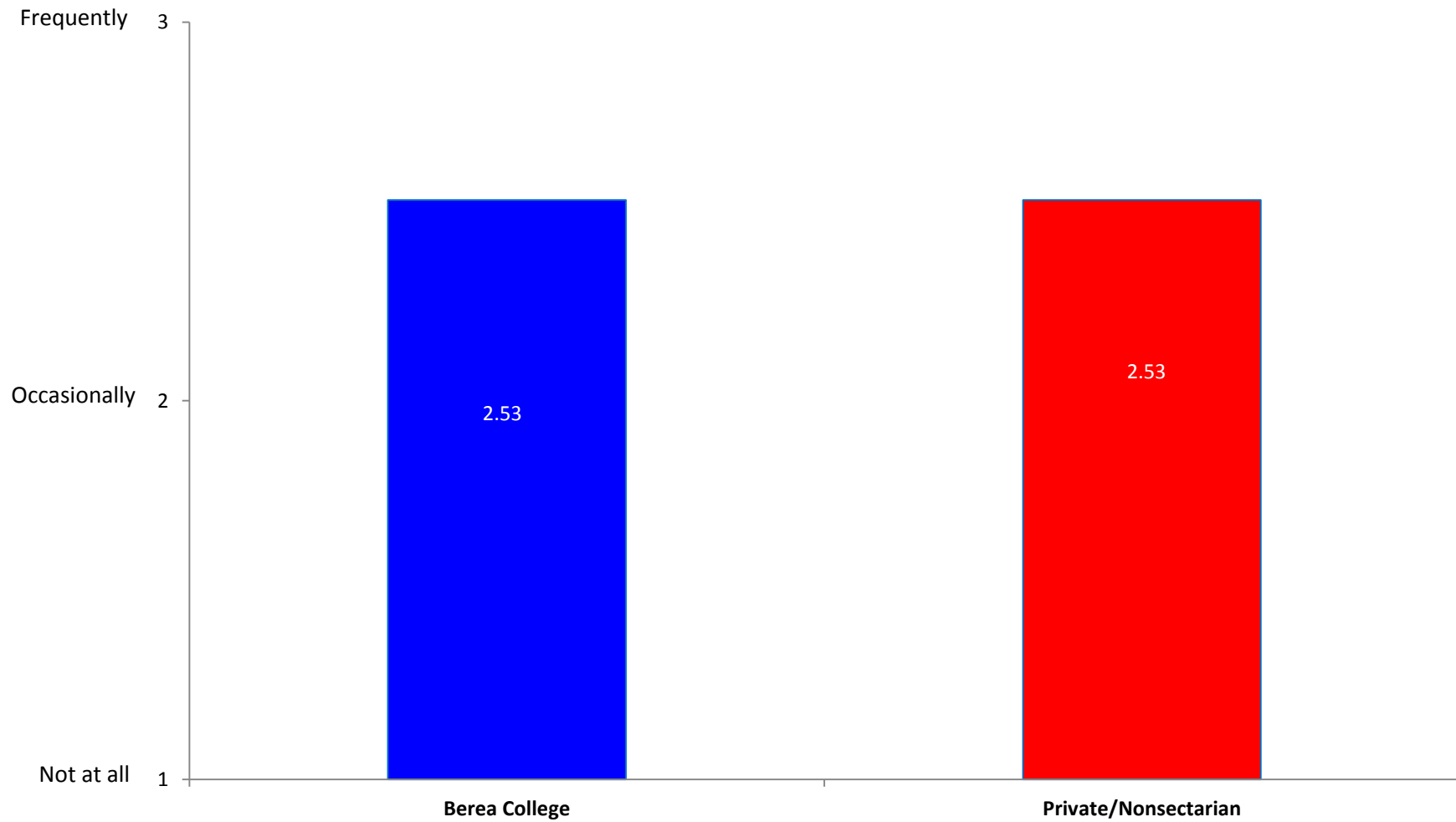
Higher Education Research Institute (HERI) Faculty Survey

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



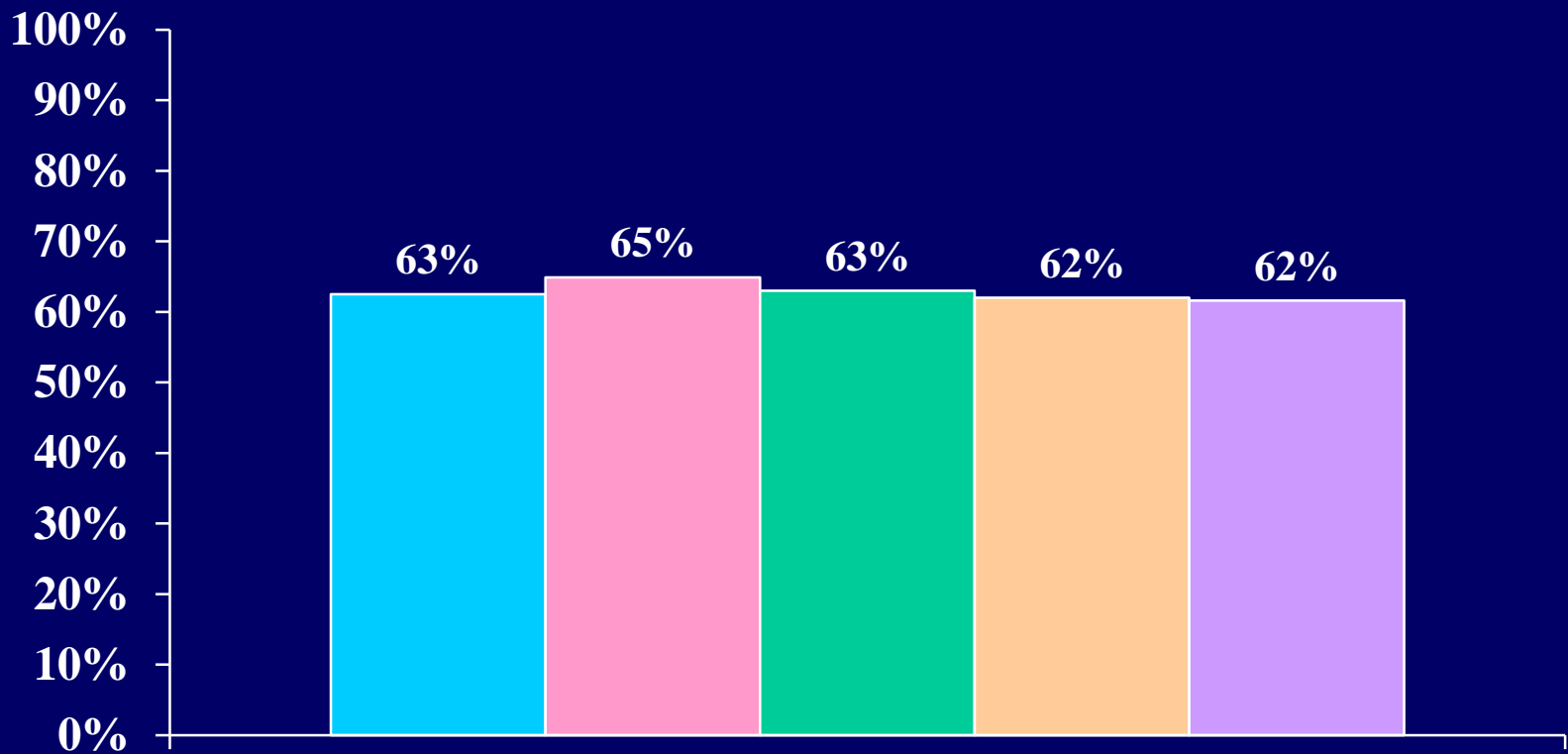
How frequently have you given at least one assignment that required students to:




Write in the specific style or format of your discipline



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

Write in the specific style or format of your discipline

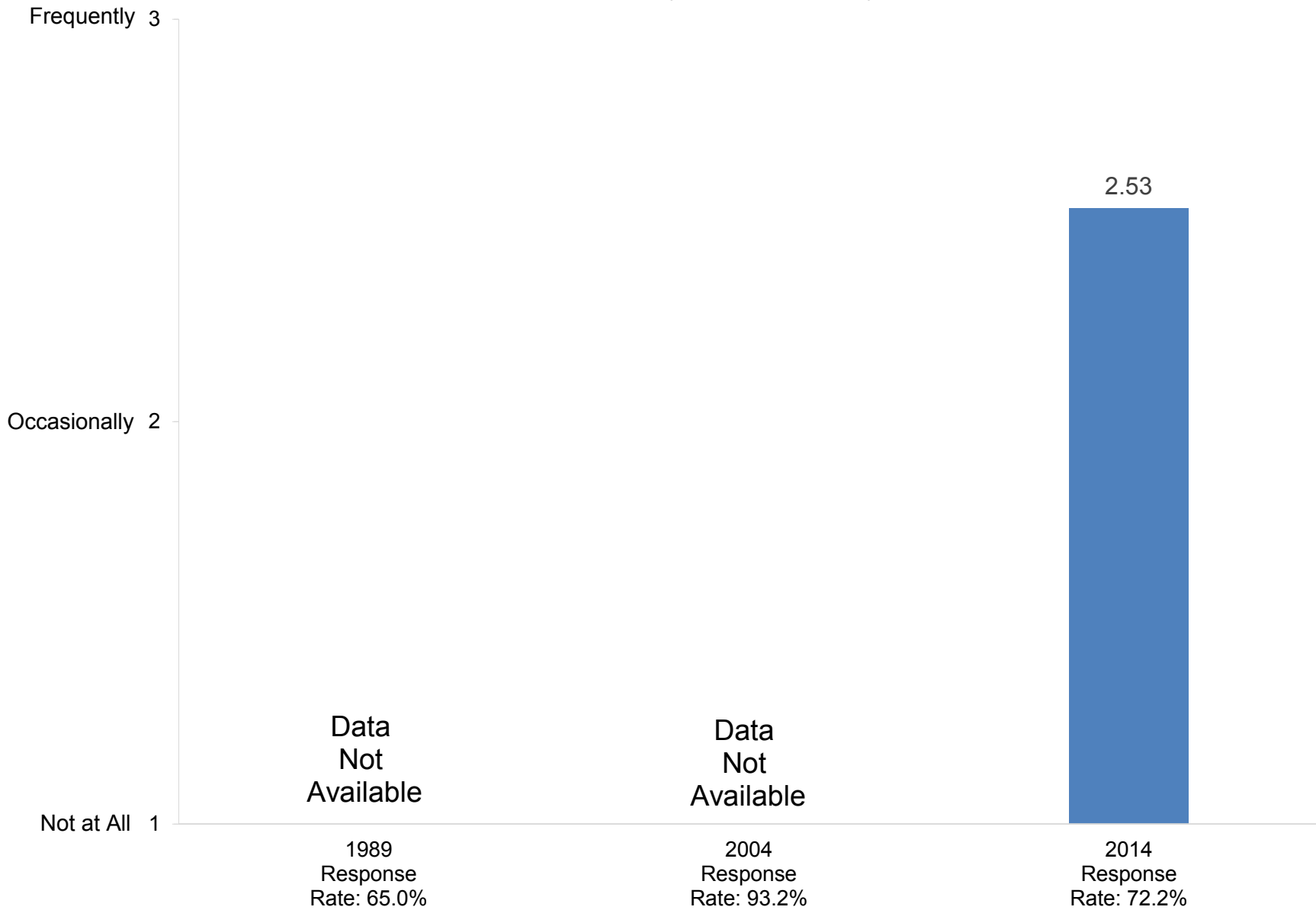


 Berea  Benchmark Institutions  Non-Sectarian – High Selectivity  4-Year Private  Publics

Higher Education Research Institute (HERI) Faculty Survey

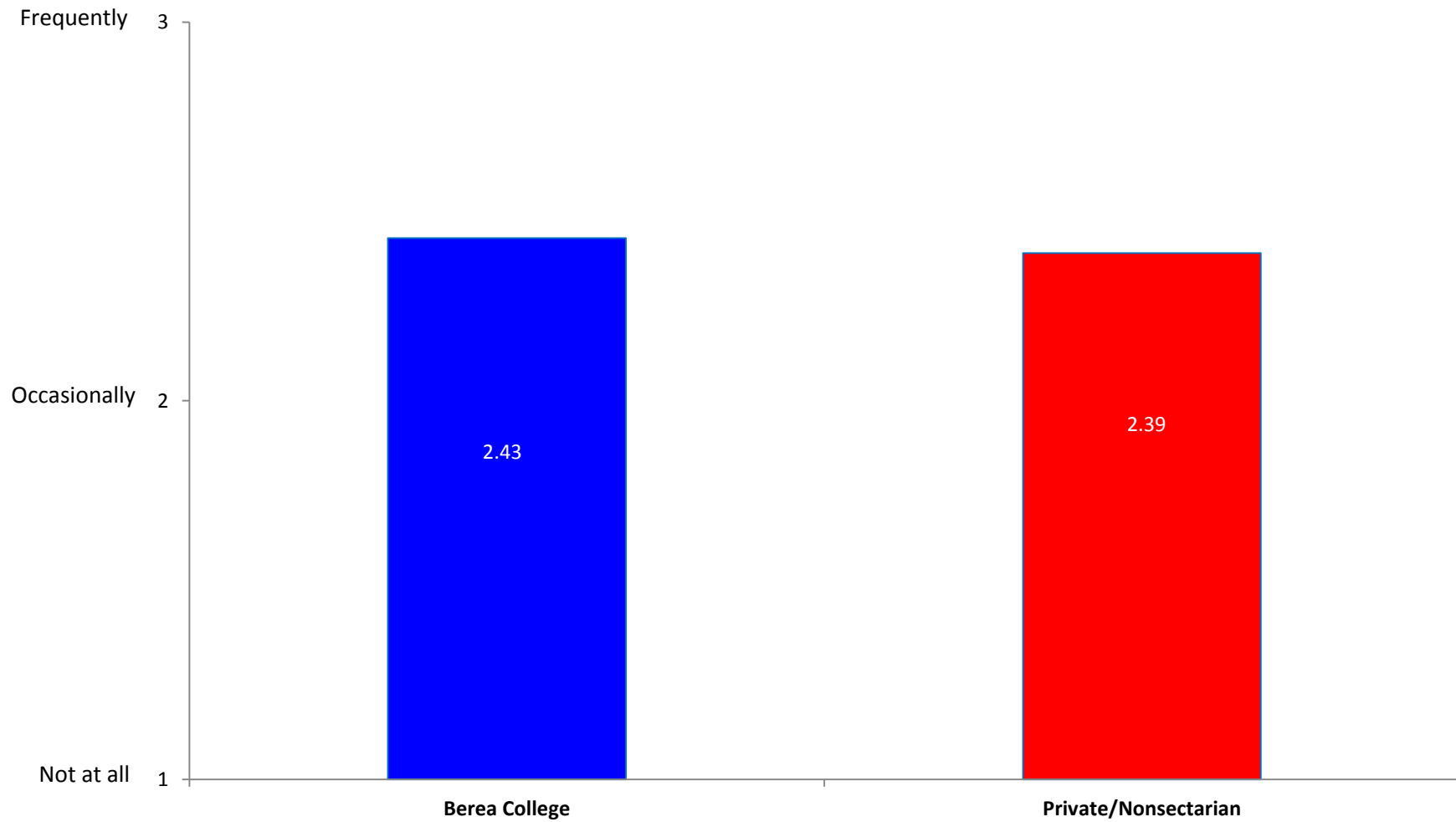
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

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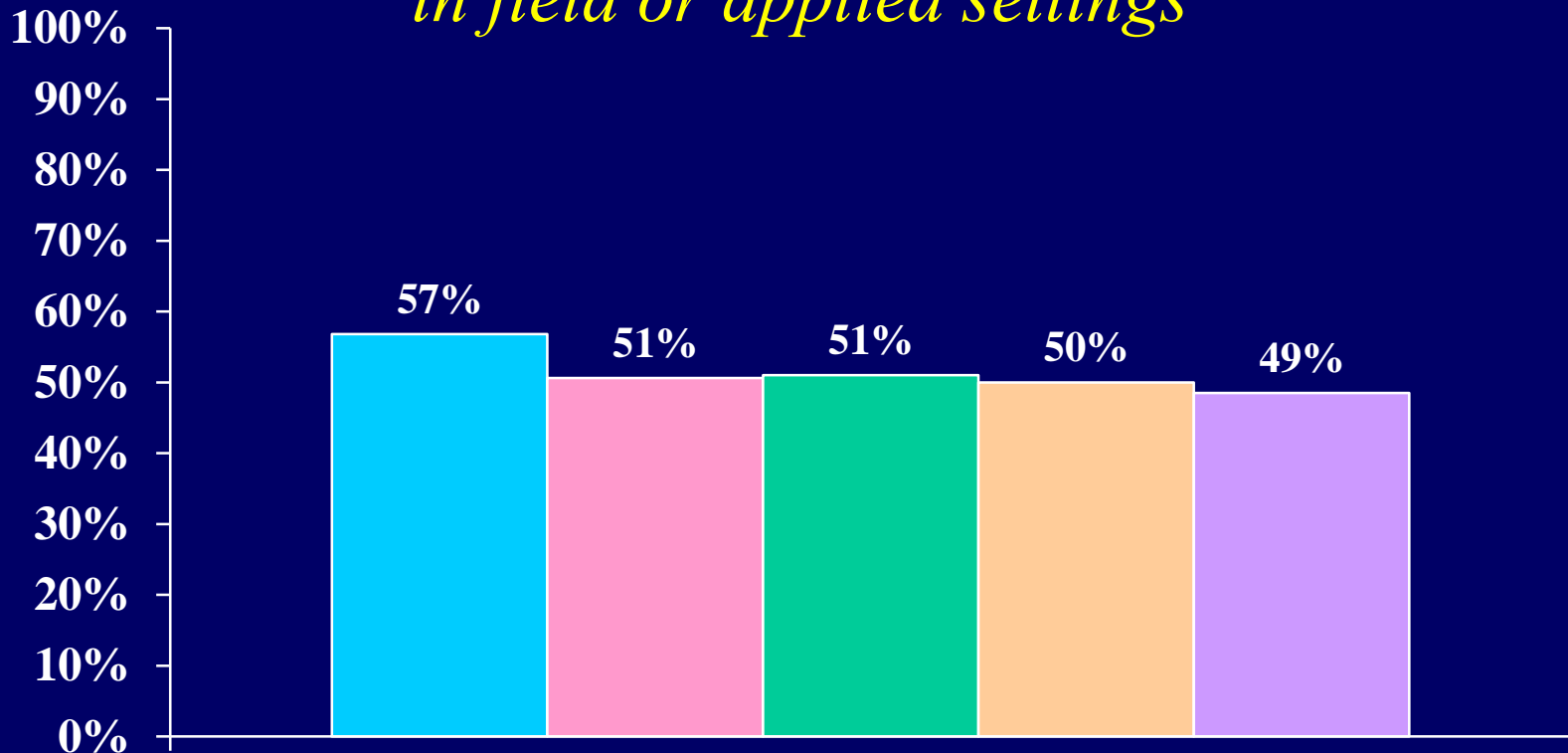
How frequently have you given at least one assignment that required students to:

Use research methods from your discipline in field or applied settings



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

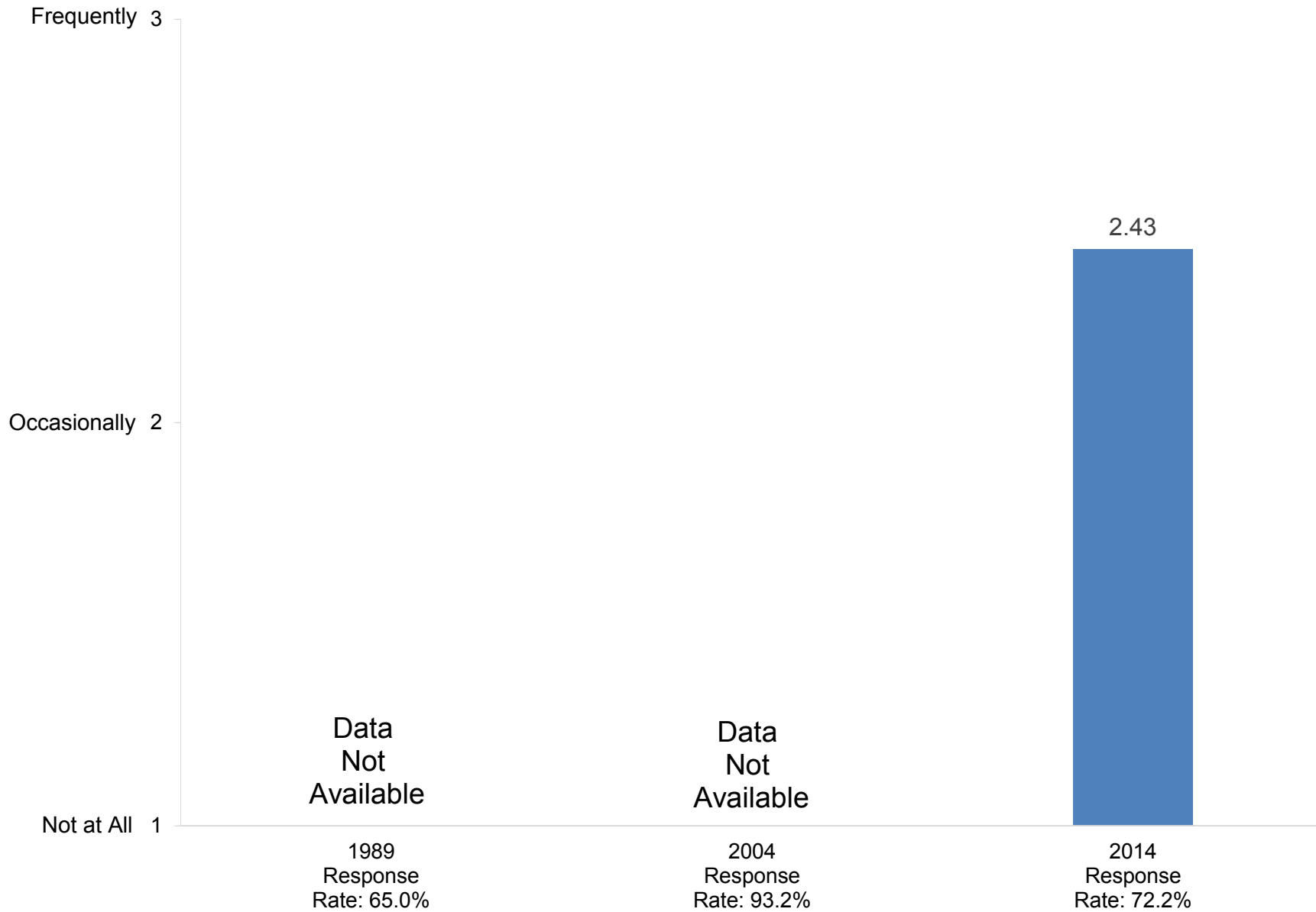
*Use research methods from your discipline
in field or applied settings*



Higher Education Research Institute (HERI) Faculty Survey

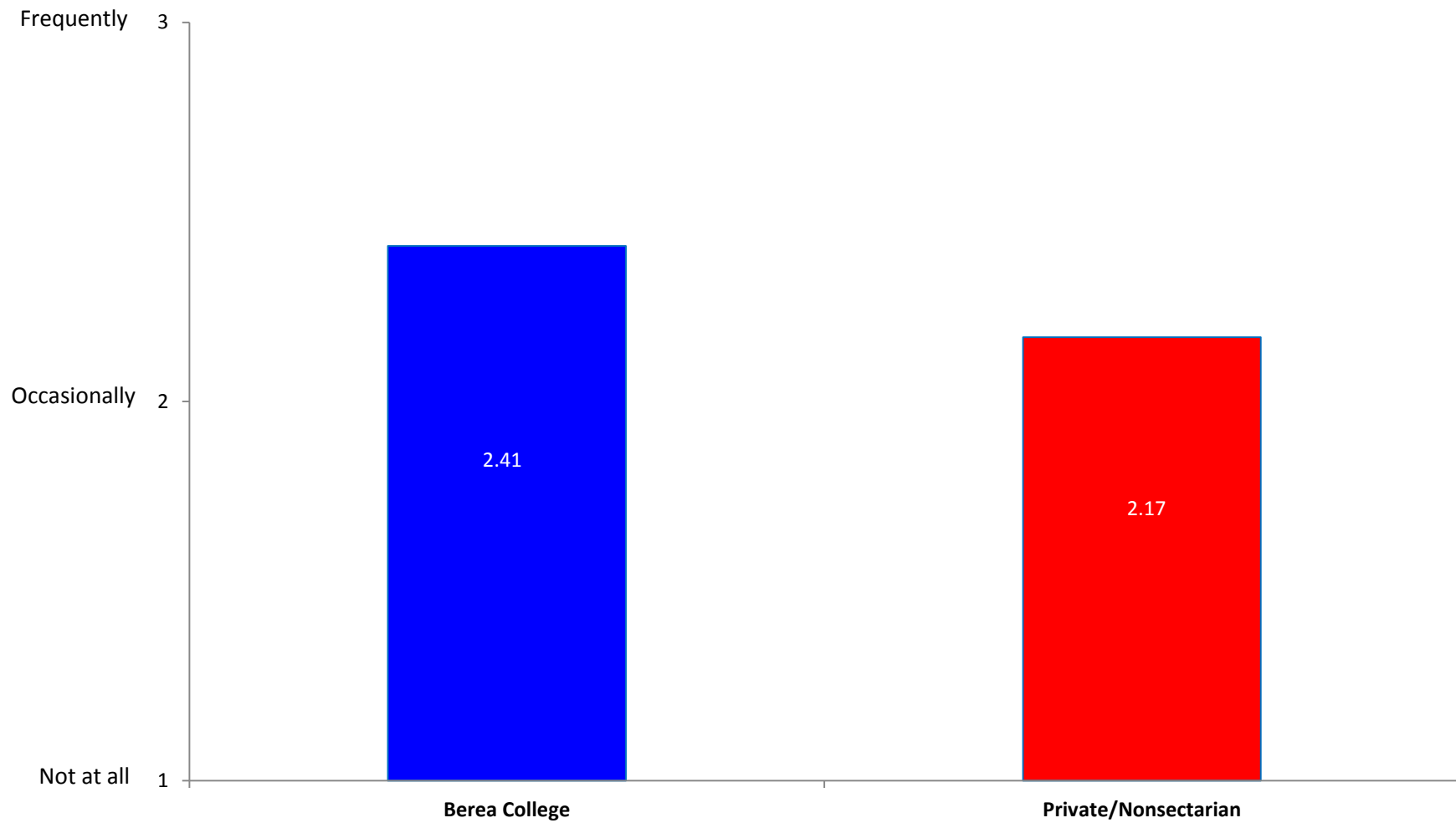
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Use research methods from your discipline in field or applied settings



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

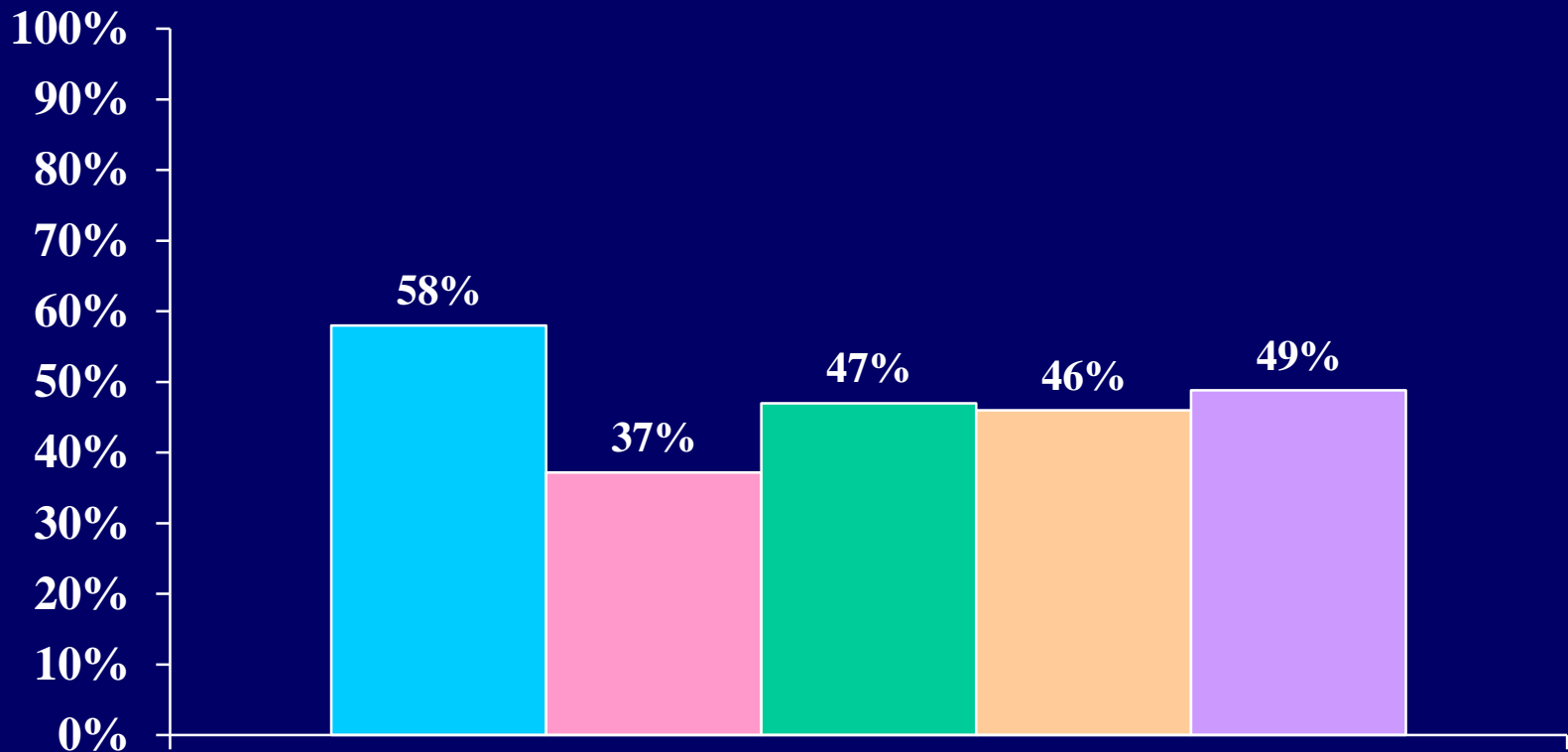
Apply learning from both academic and field settings



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

Percent of faculty who indicated “frequently”

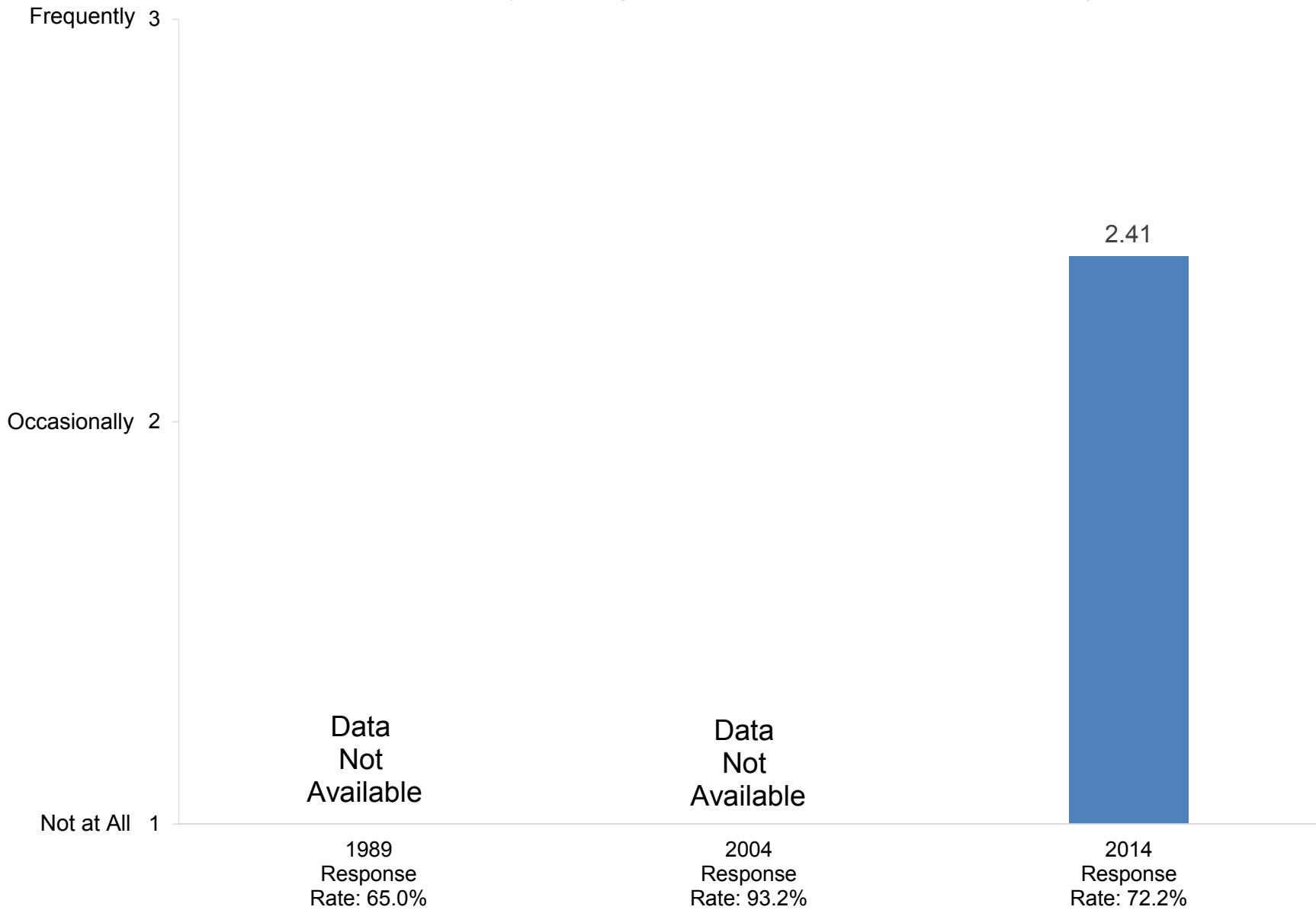
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Higher Education Research Institute (HERI) Faculty Survey

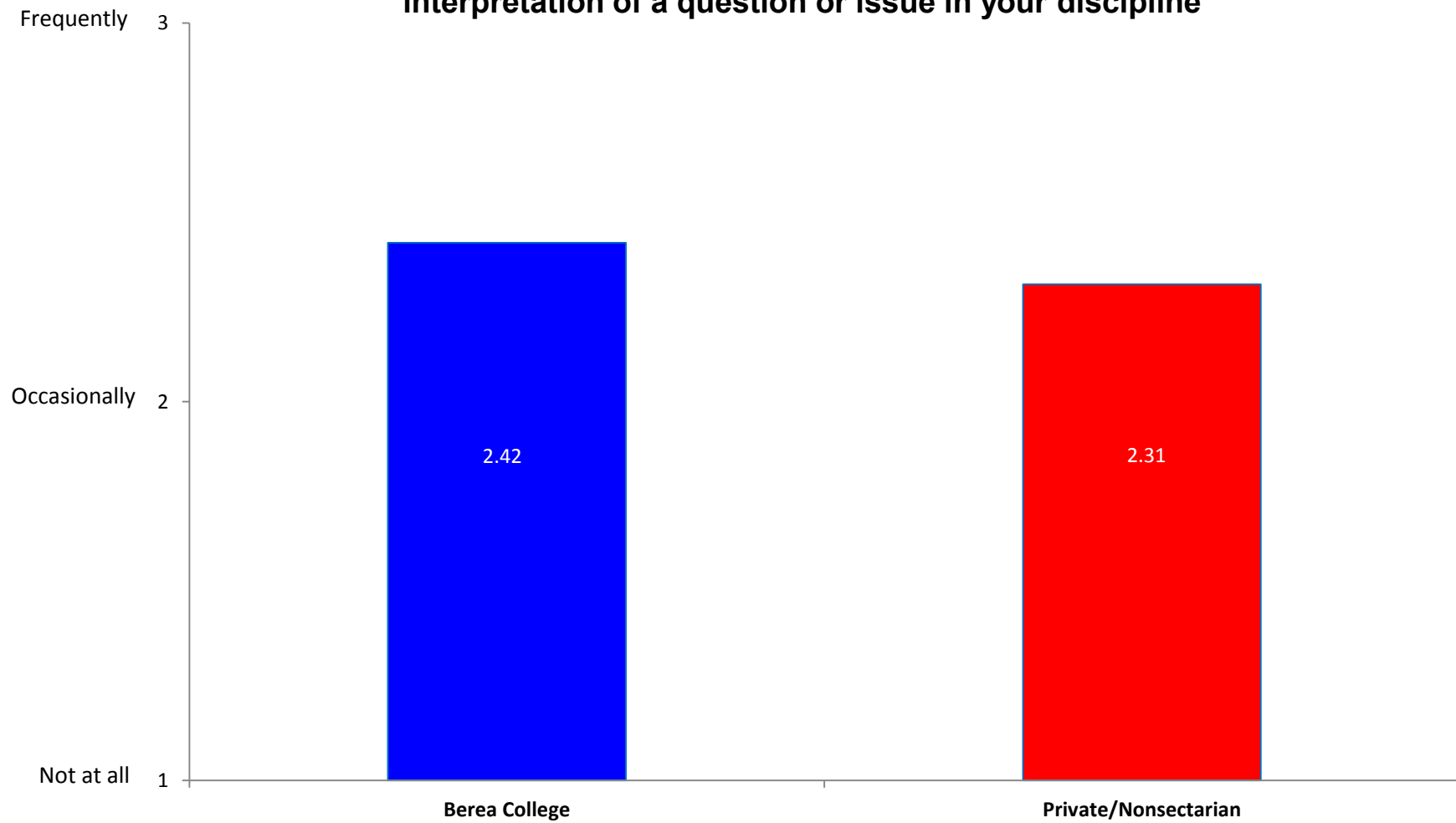
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

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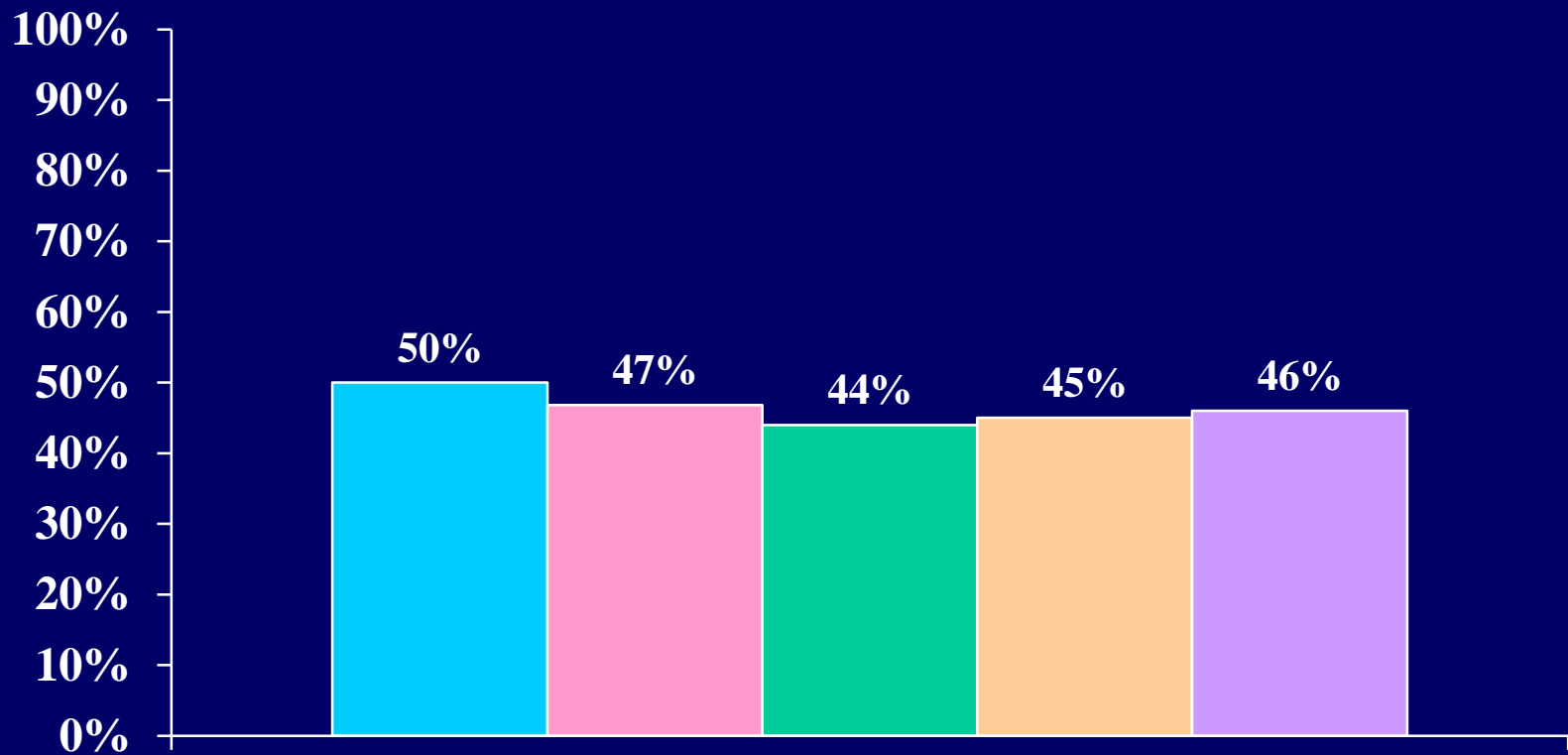
How frequently have you given at least one assignment that required students to:

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



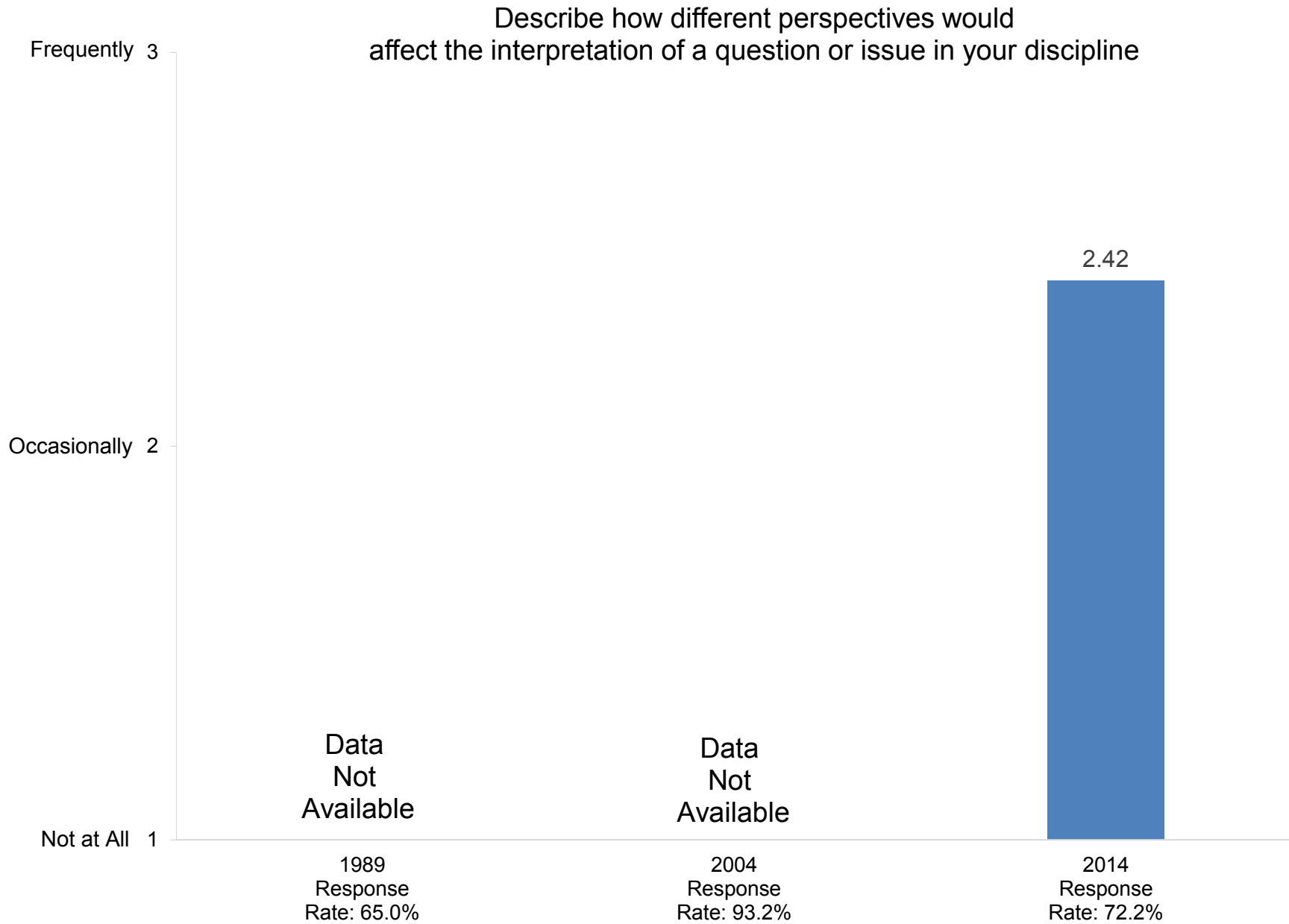
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
Percent of faculty who indicated “frequently”

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



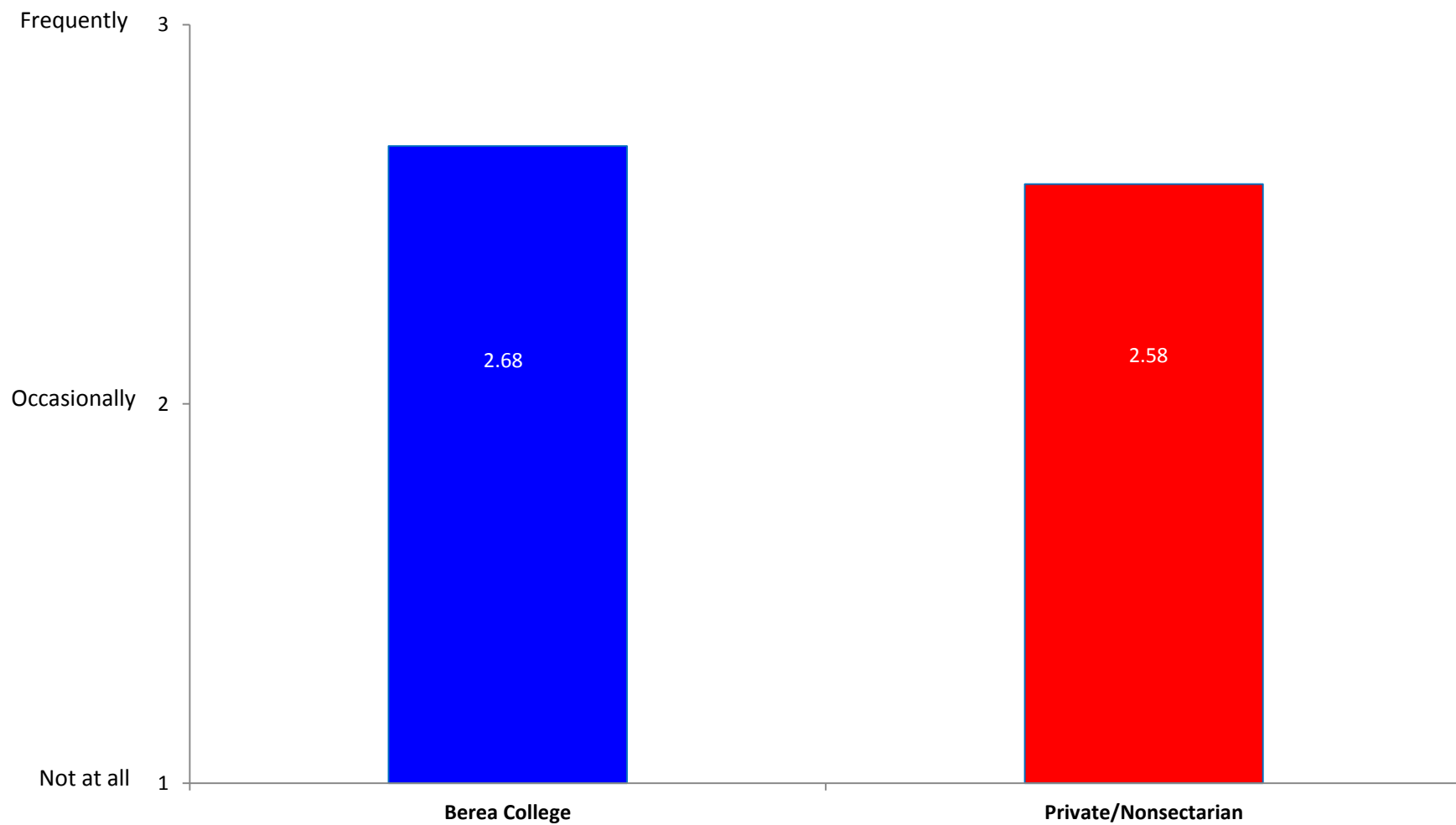
Higher Education Research Institute (HERI) Faculty Survey

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



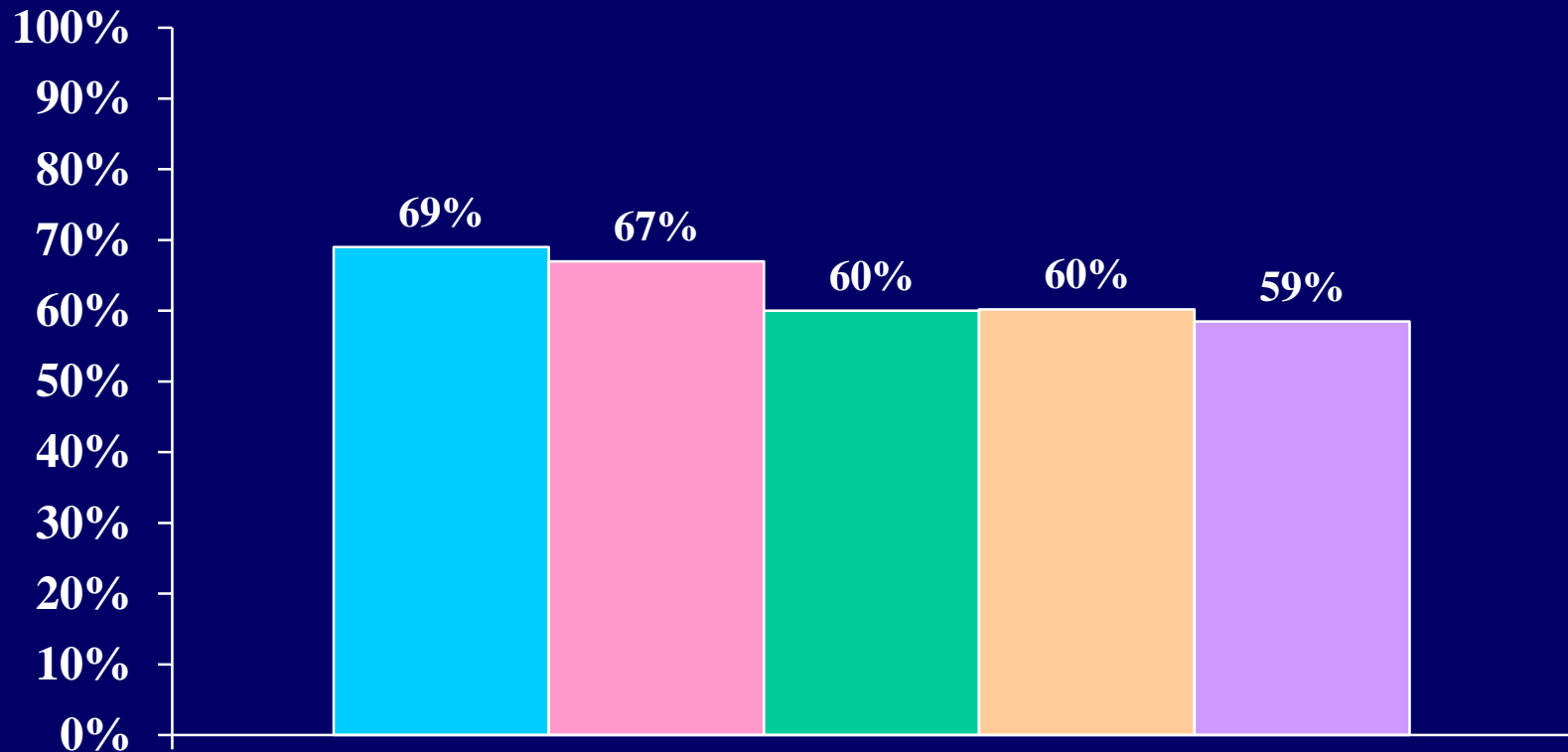
How frequently have you given at least one assignment that required students to:

Weigh the meaning and significance of evidence



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

Weigh the meaning and significance of evidence



Higher Education Research Institute (HERI) Faculty Survey

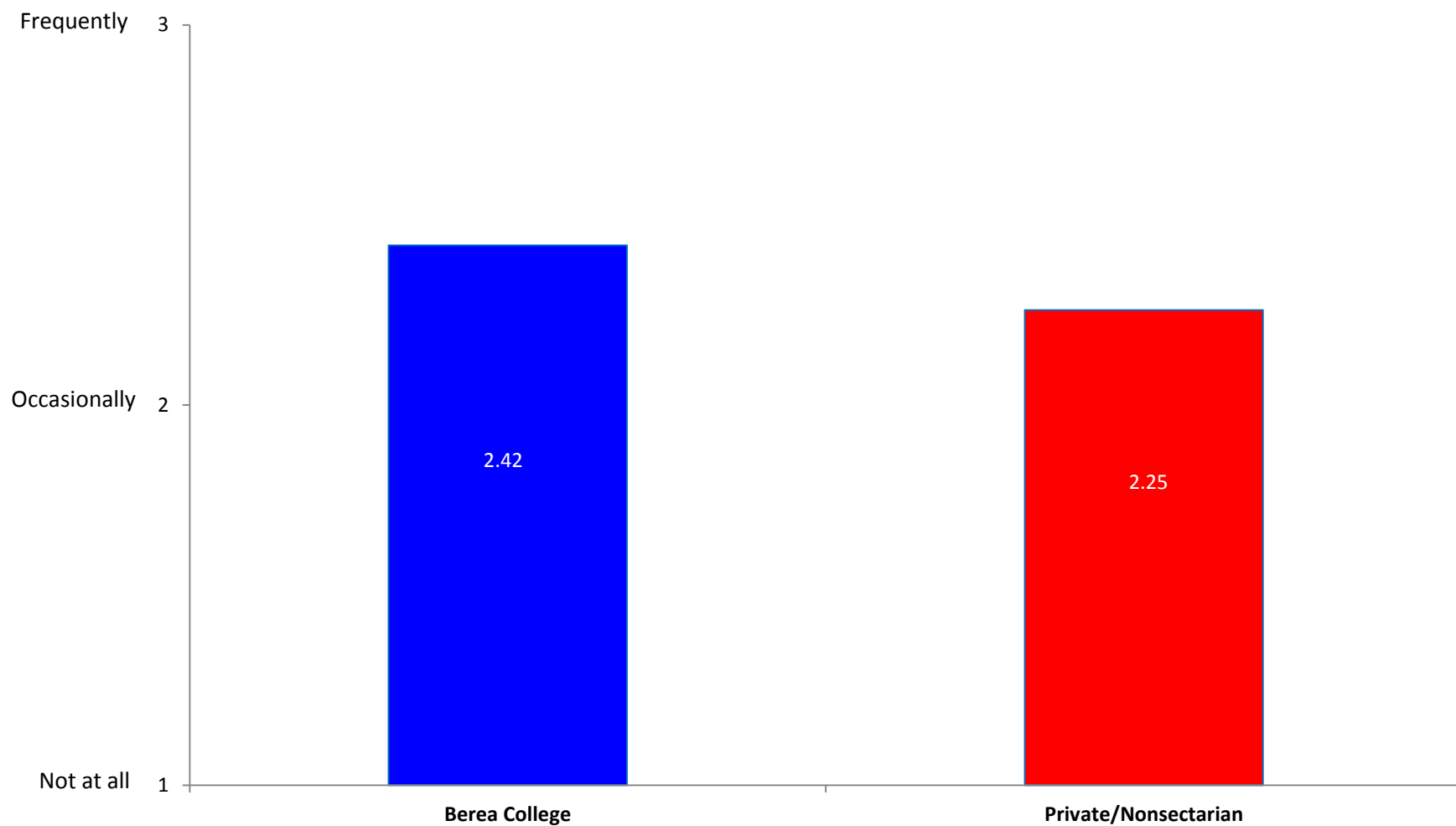
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Weigh the meaning and significance of evidence



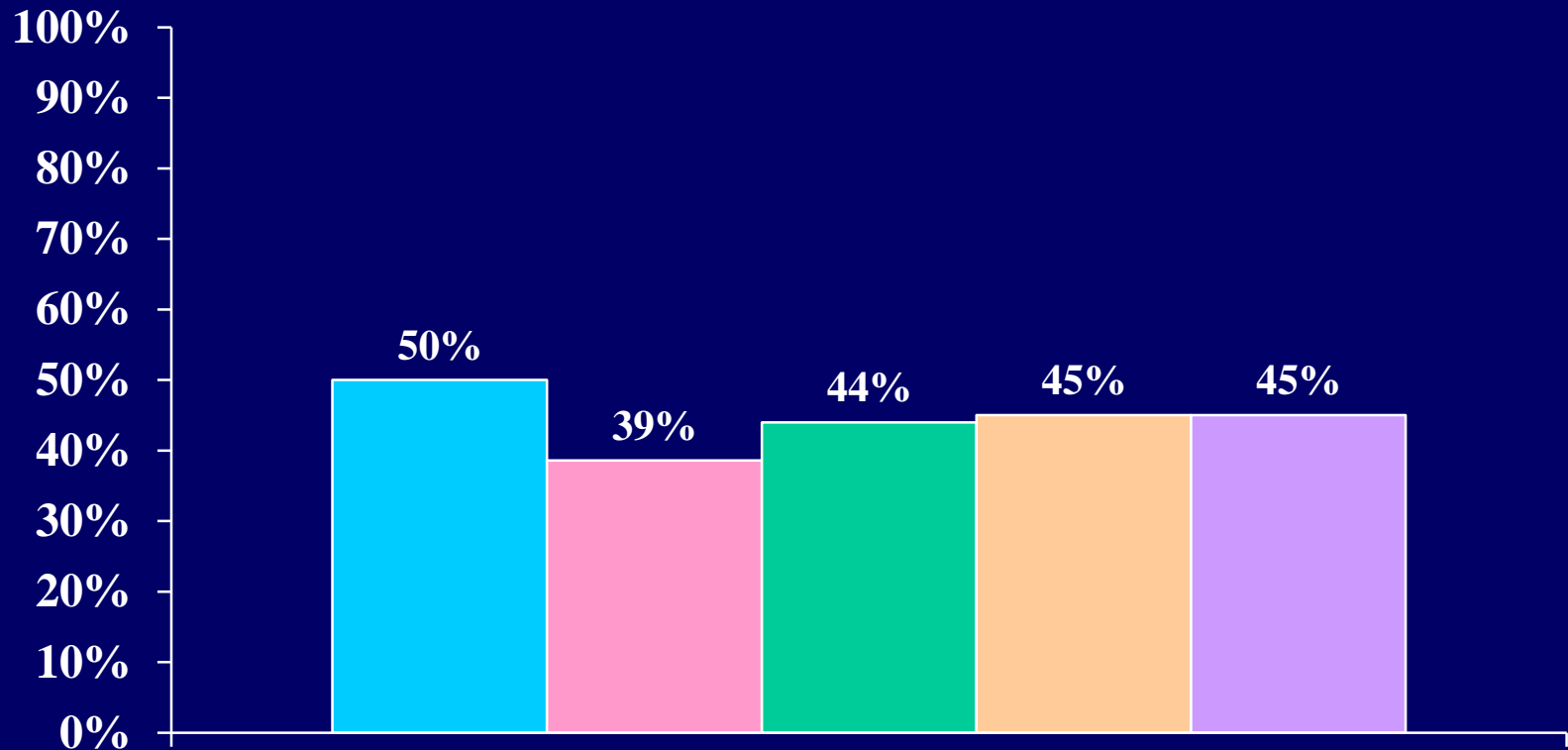
How frequently have you given at least one assignment that required students to:

Discuss the ethical or moral implications of a course of action



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

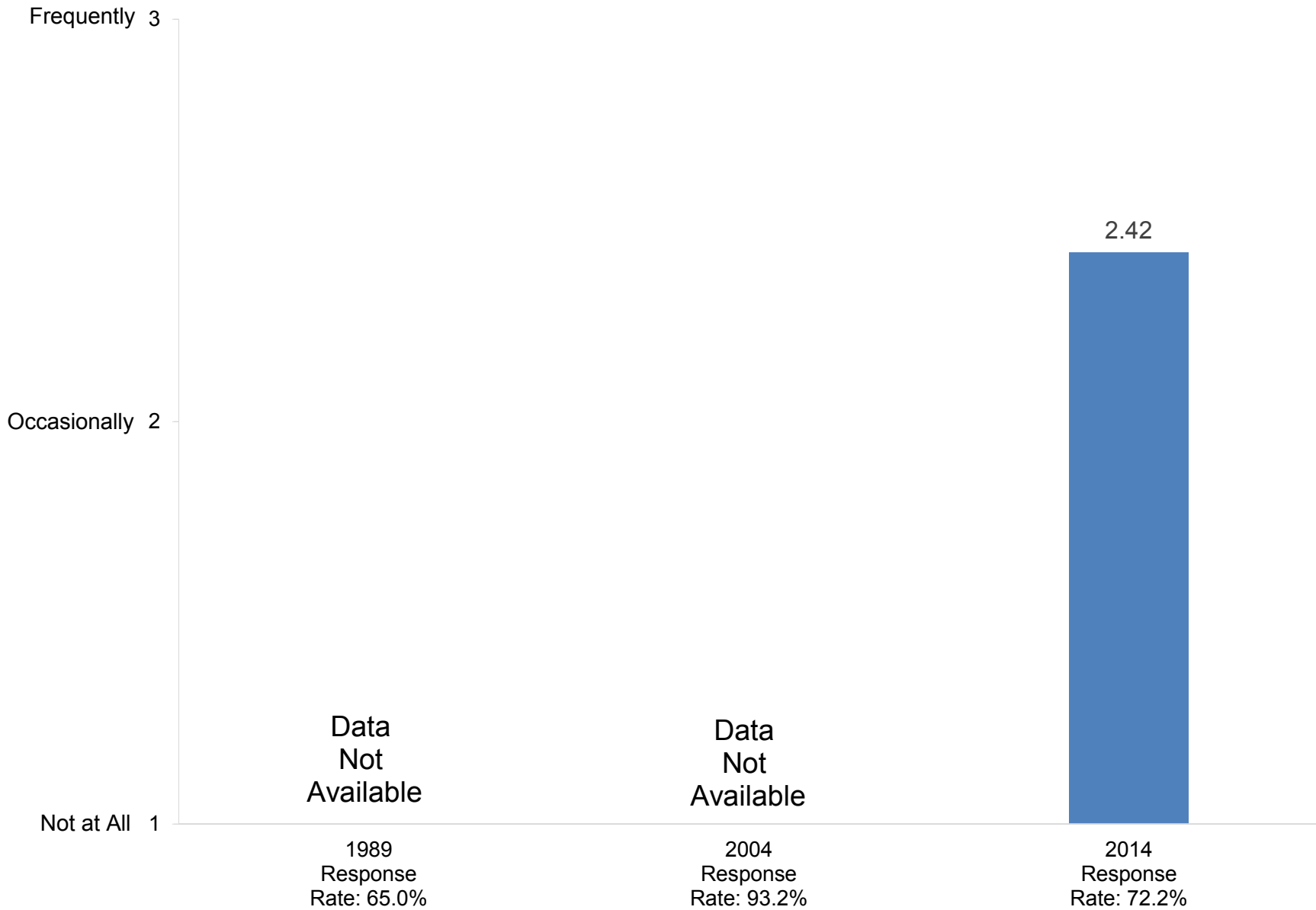
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Higher Education Research Institute (HERI) Faculty Survey

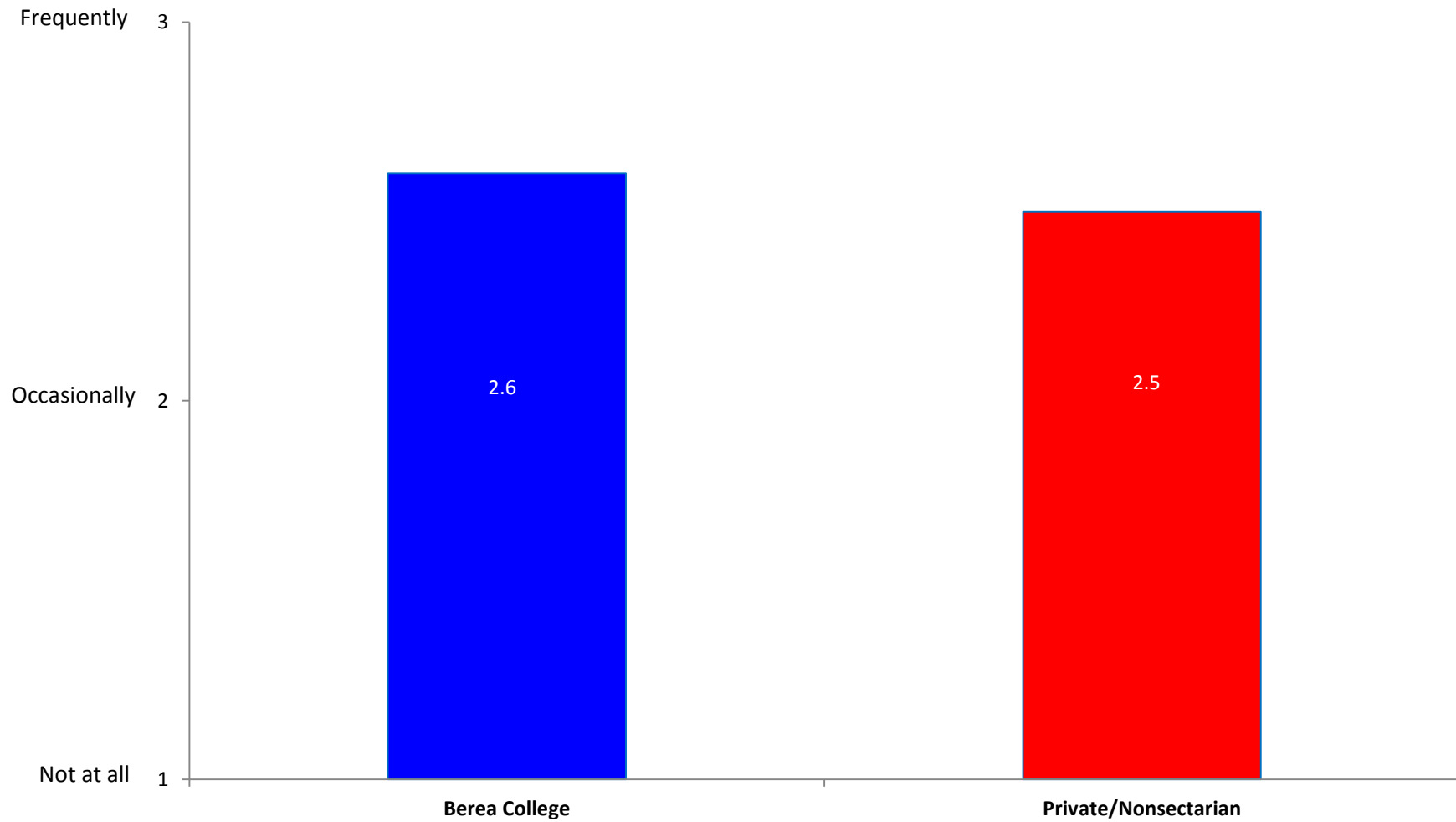
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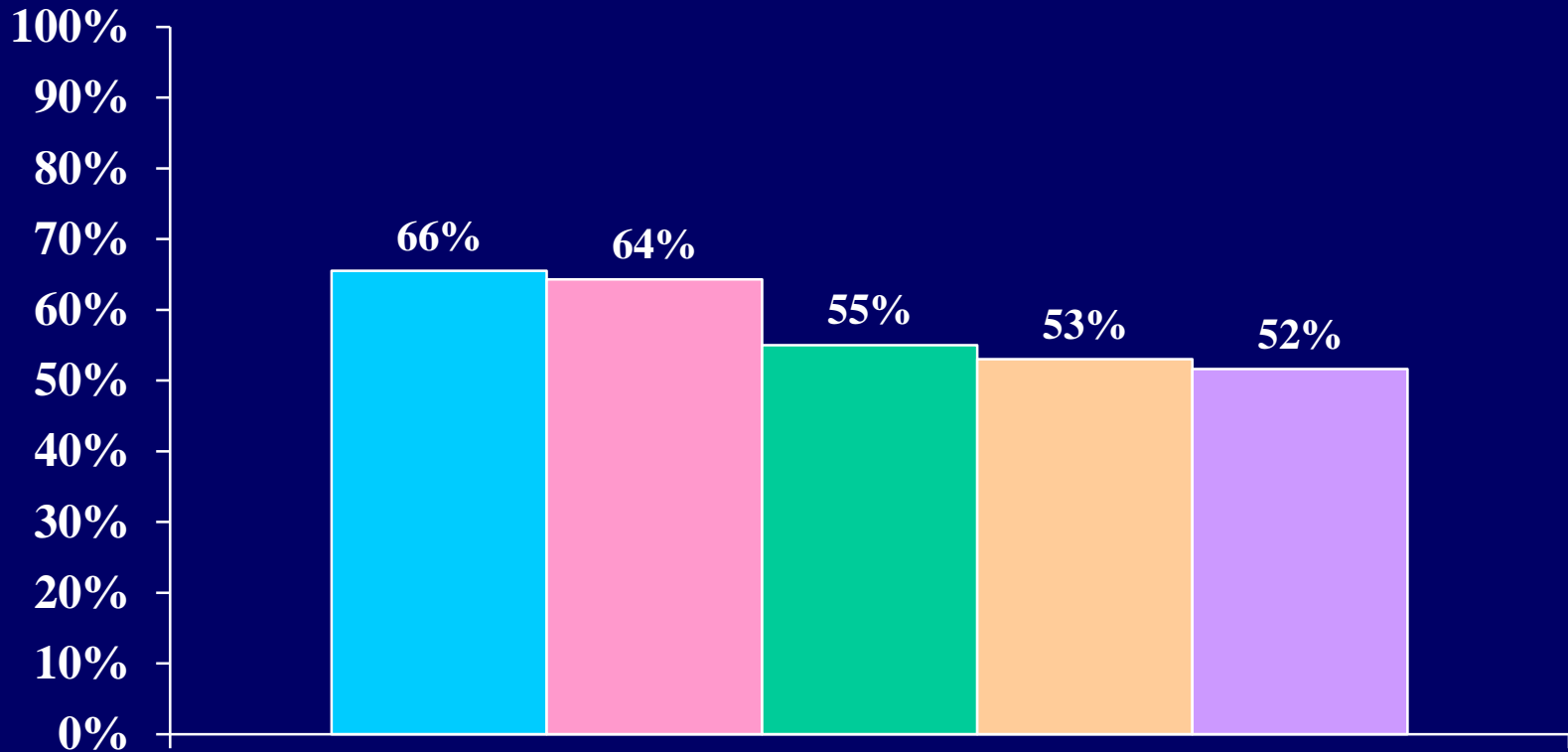
How frequently have you given at least one assignment that required students to:

Work with classmates outside of class



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

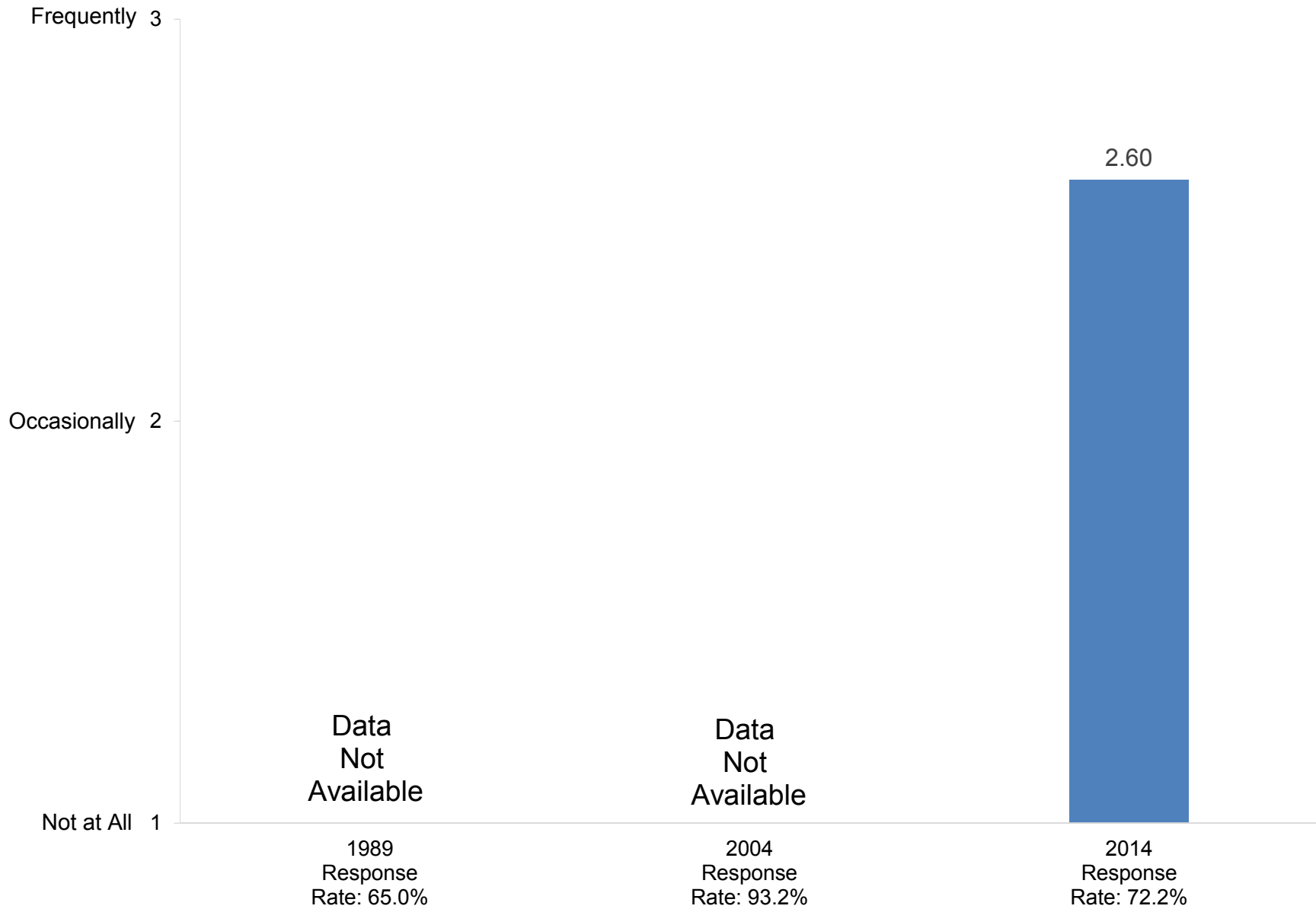
Work with classmates outside of class



Higher Education Research Institute (HERI) Faculty Survey

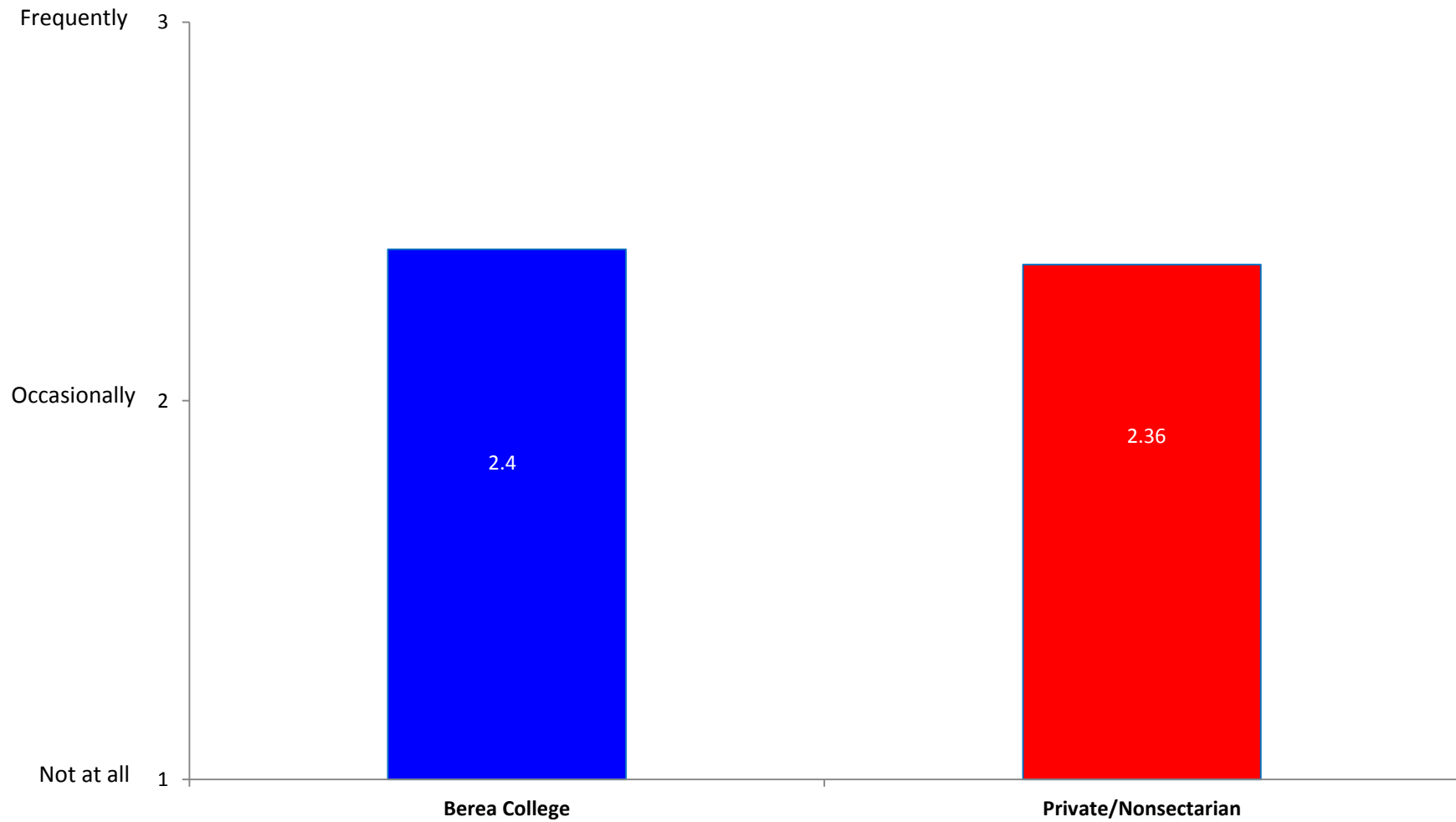
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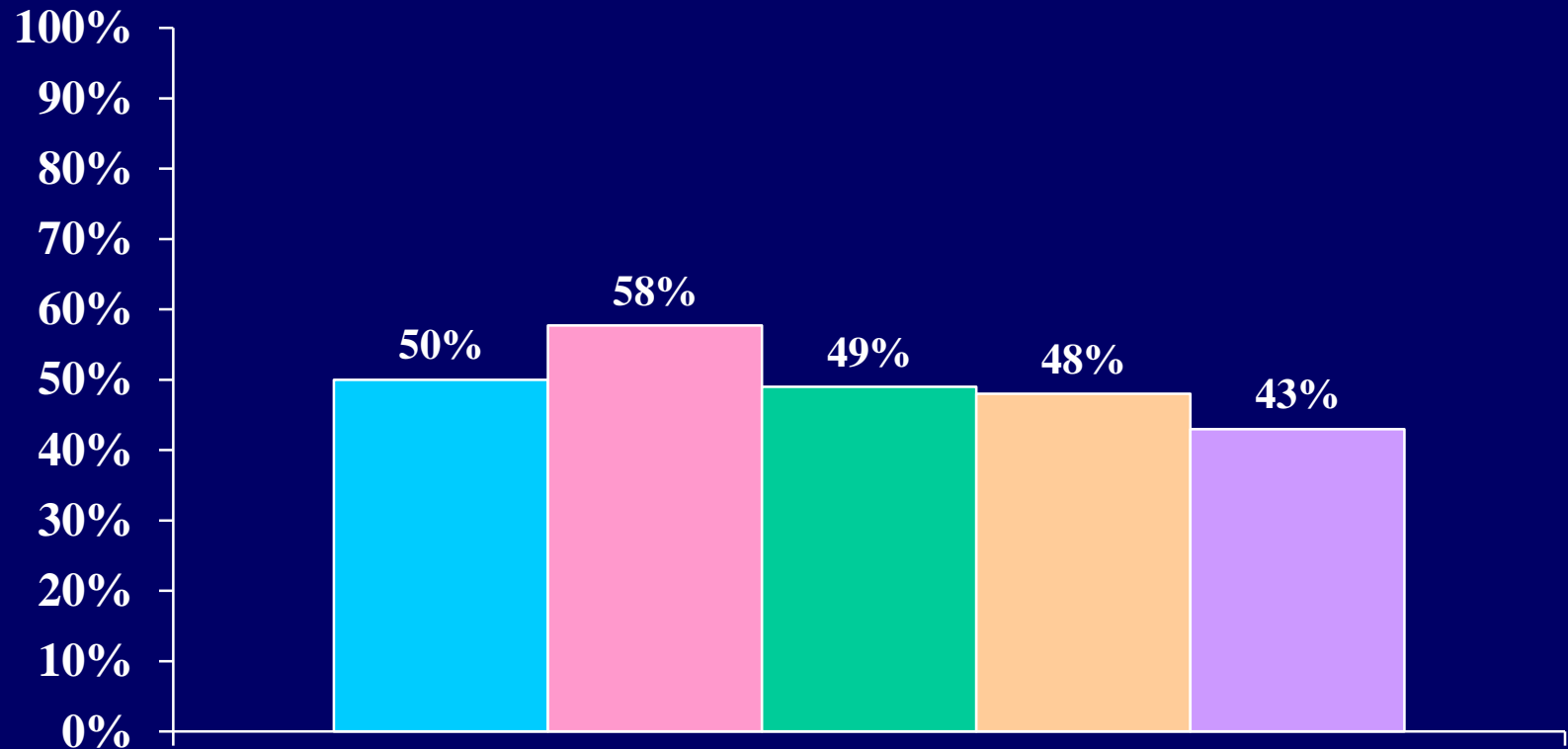
How frequently have you given at least one assignment that required students to:

Lead a discussion, activity, or lab



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

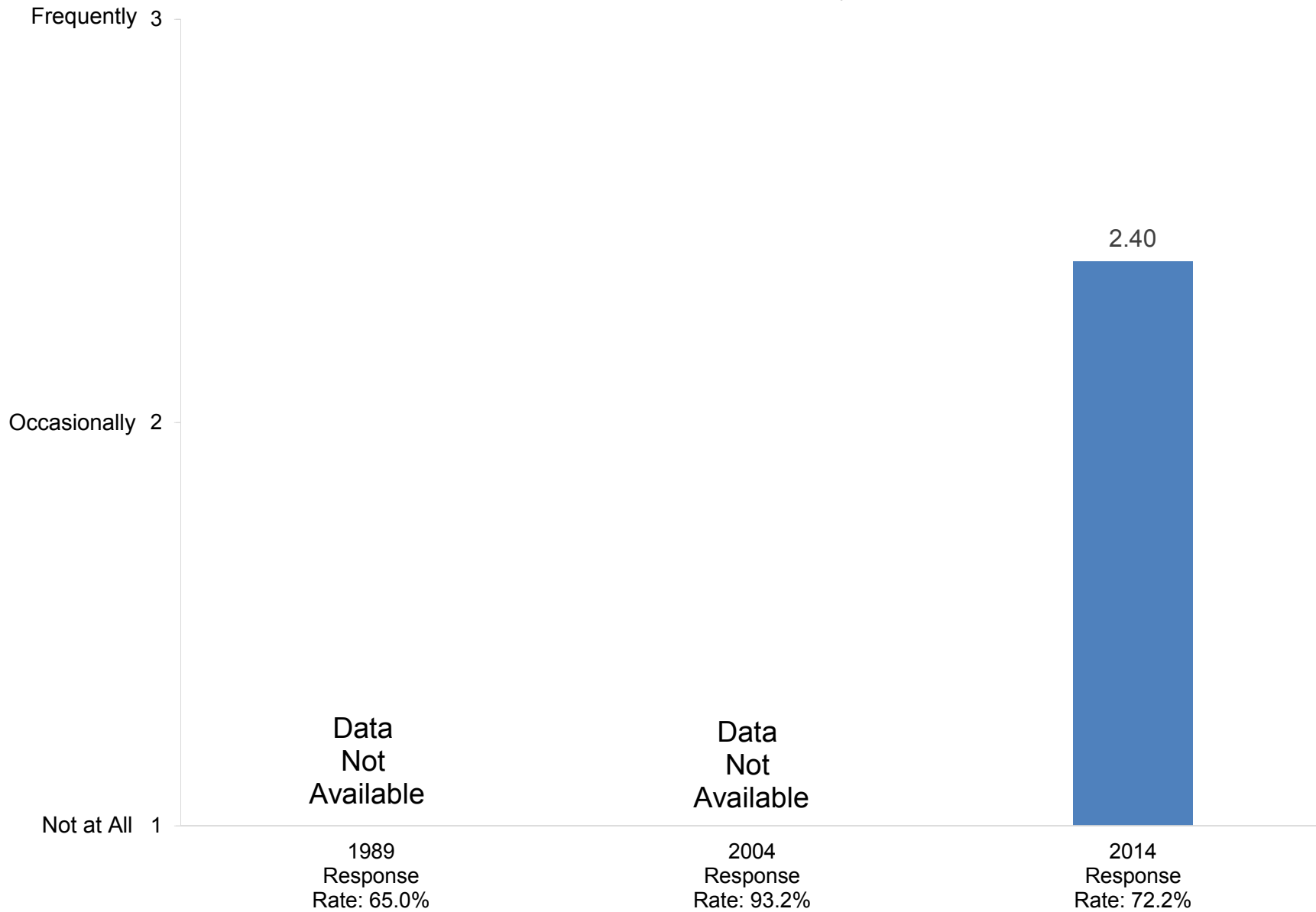
Lead a discussion, activity or lab



Higher Education Research Institute (HERI) Faculty Survey

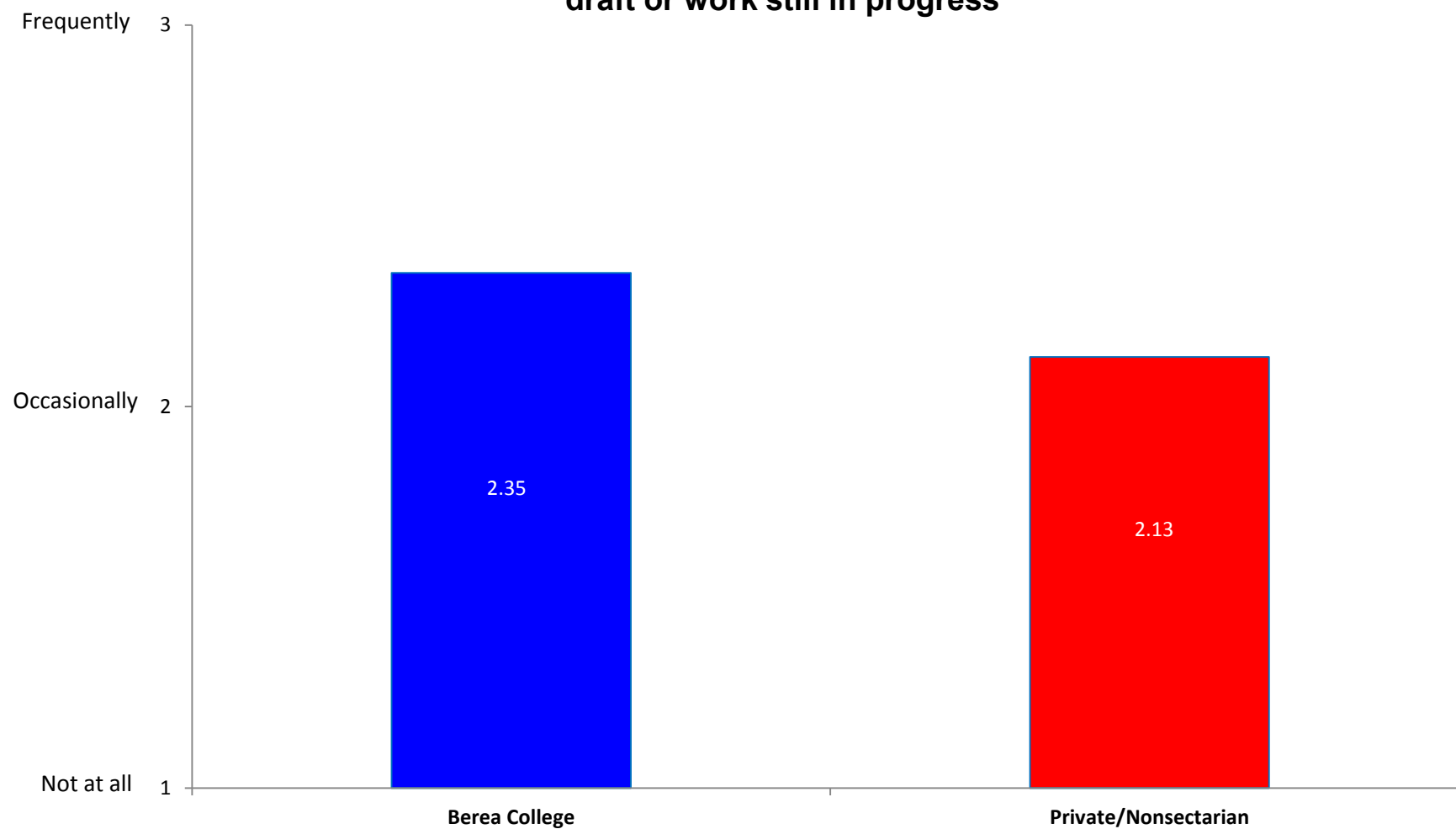
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Lead a discussion activity or lab



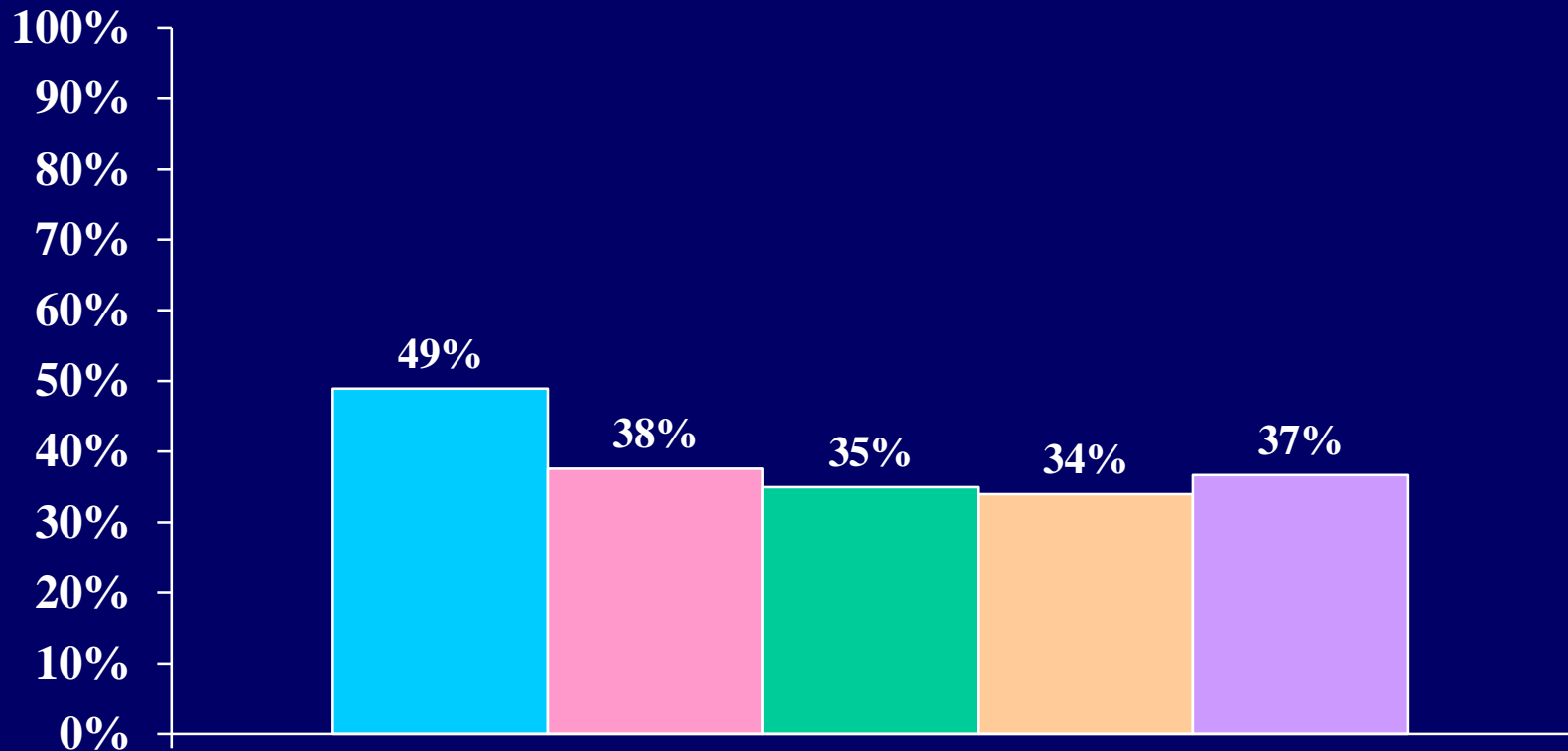
How frequently have you given at least one assignment that required students to:

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



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

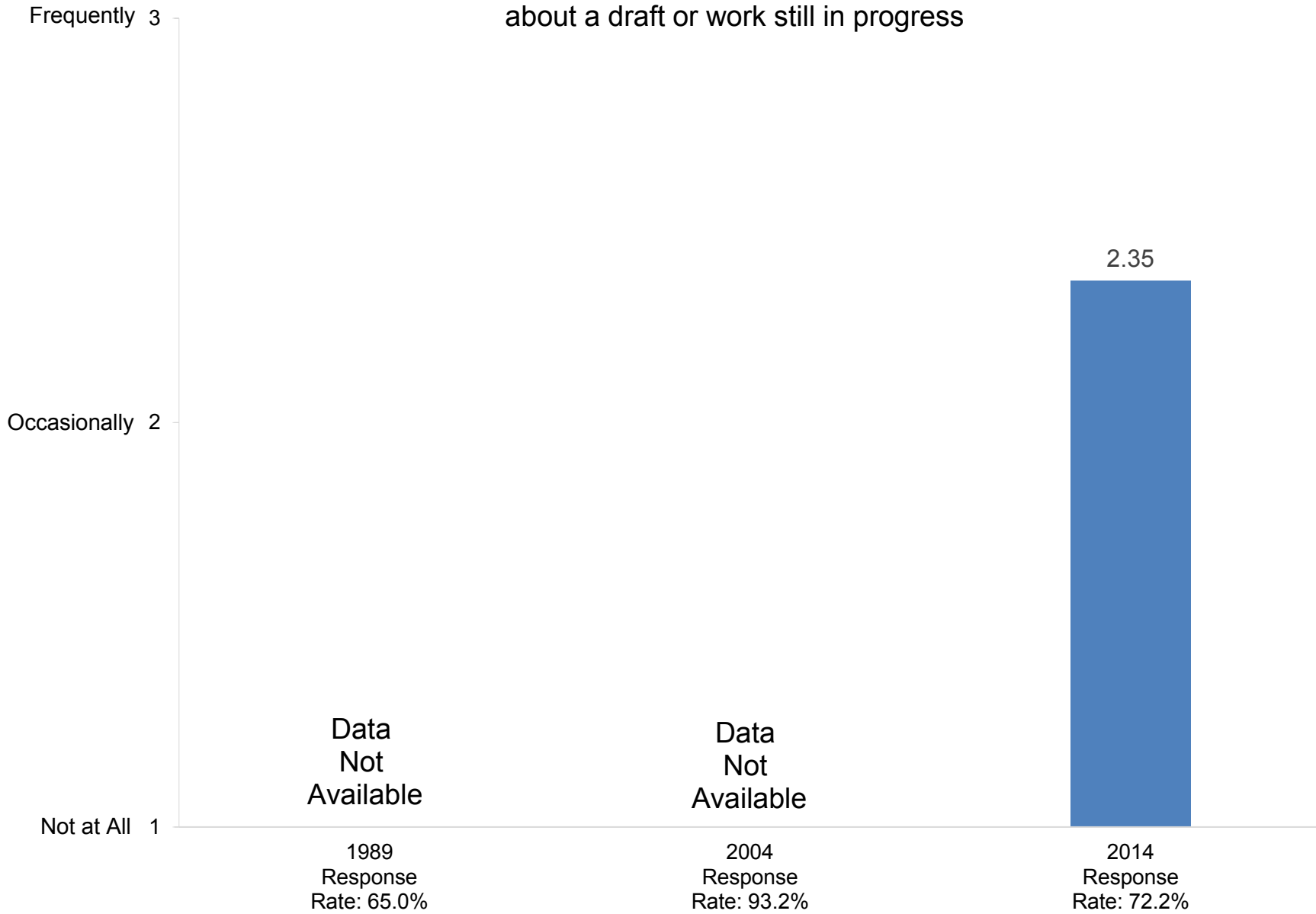
Provide and/or receive feedback to classmates about a draft or work still in progress



Higher Education Research Institute (HERI) Faculty Survey

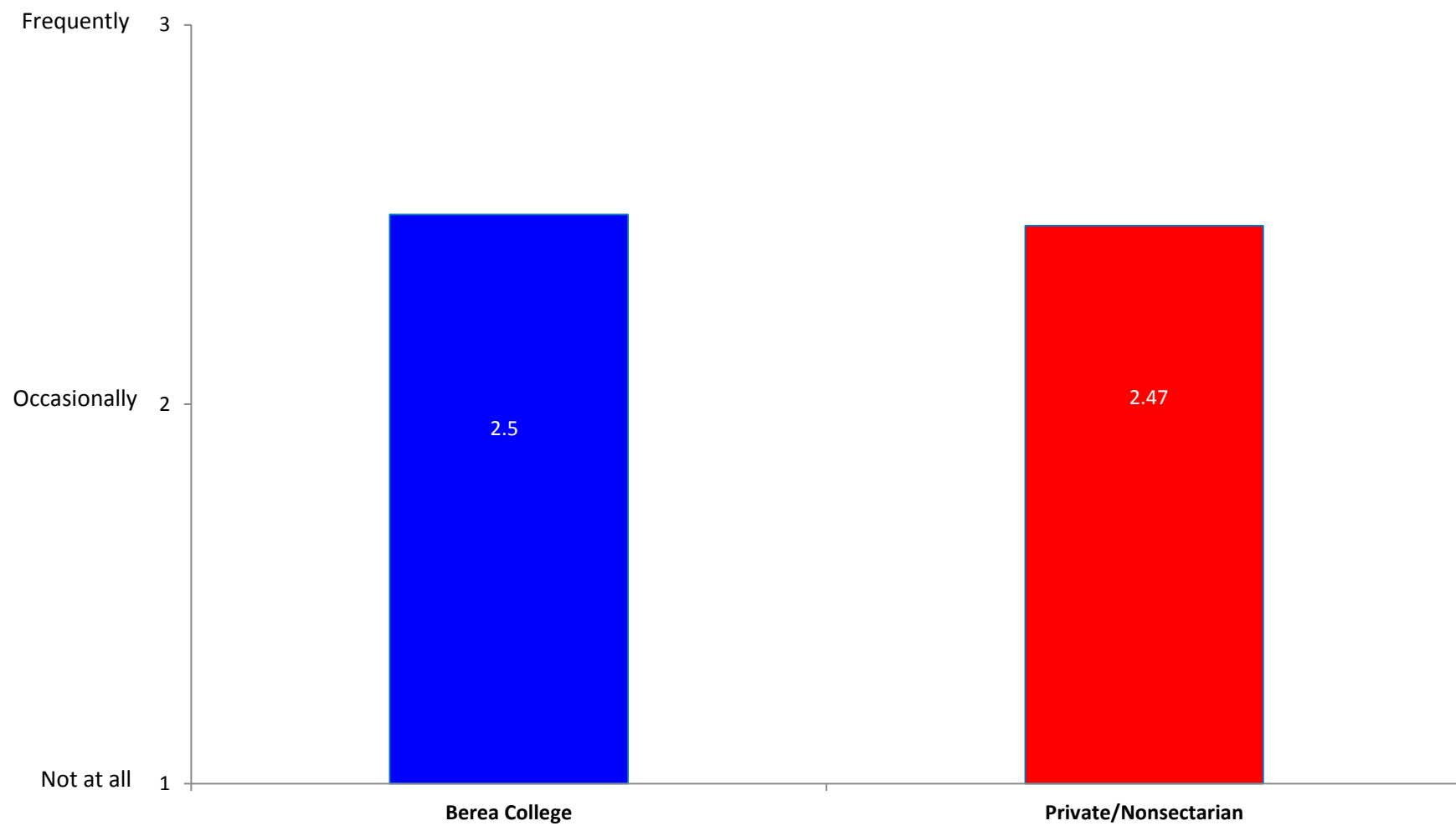
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

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



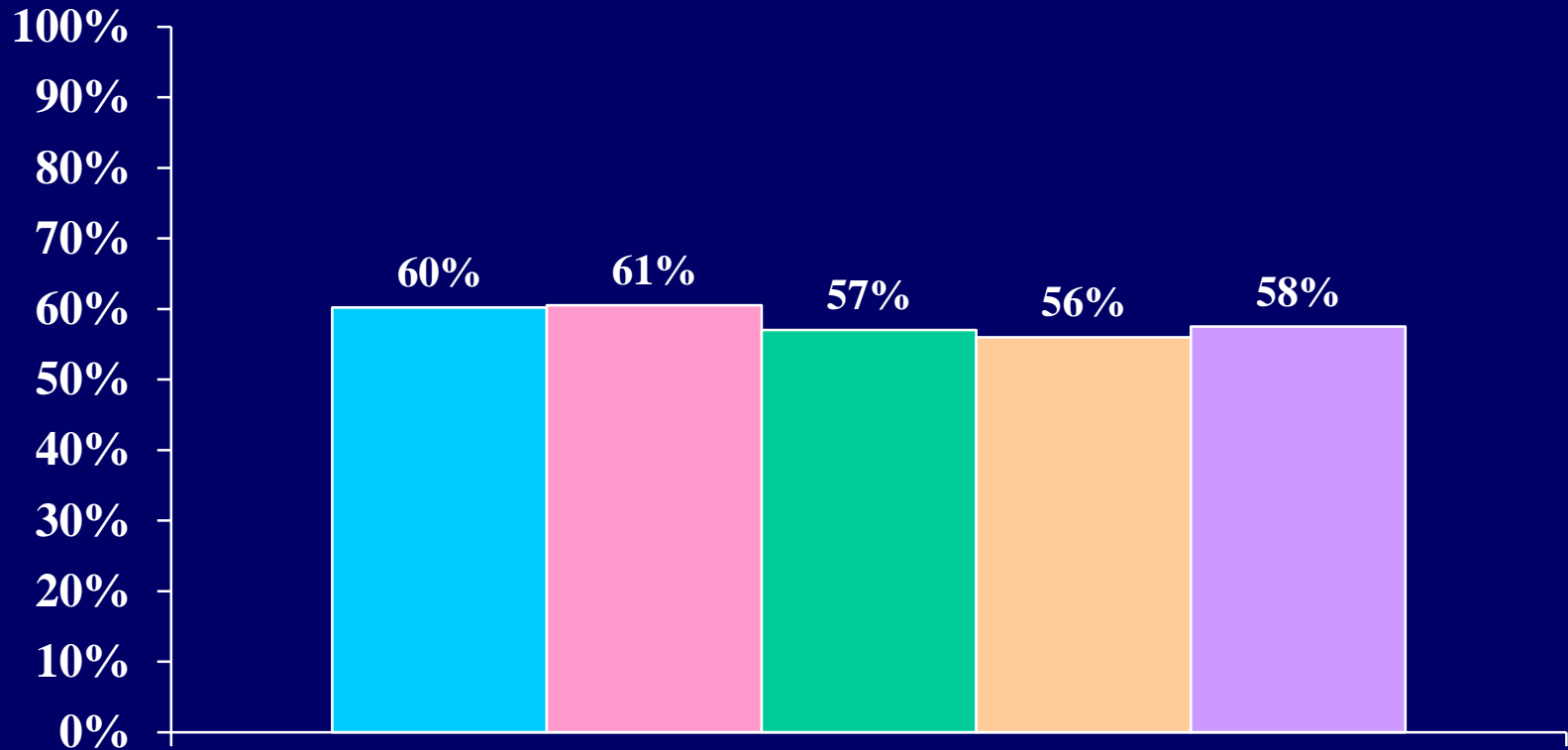
How frequently have you given at least one assignment that required students to:

Analyze and interpret data



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

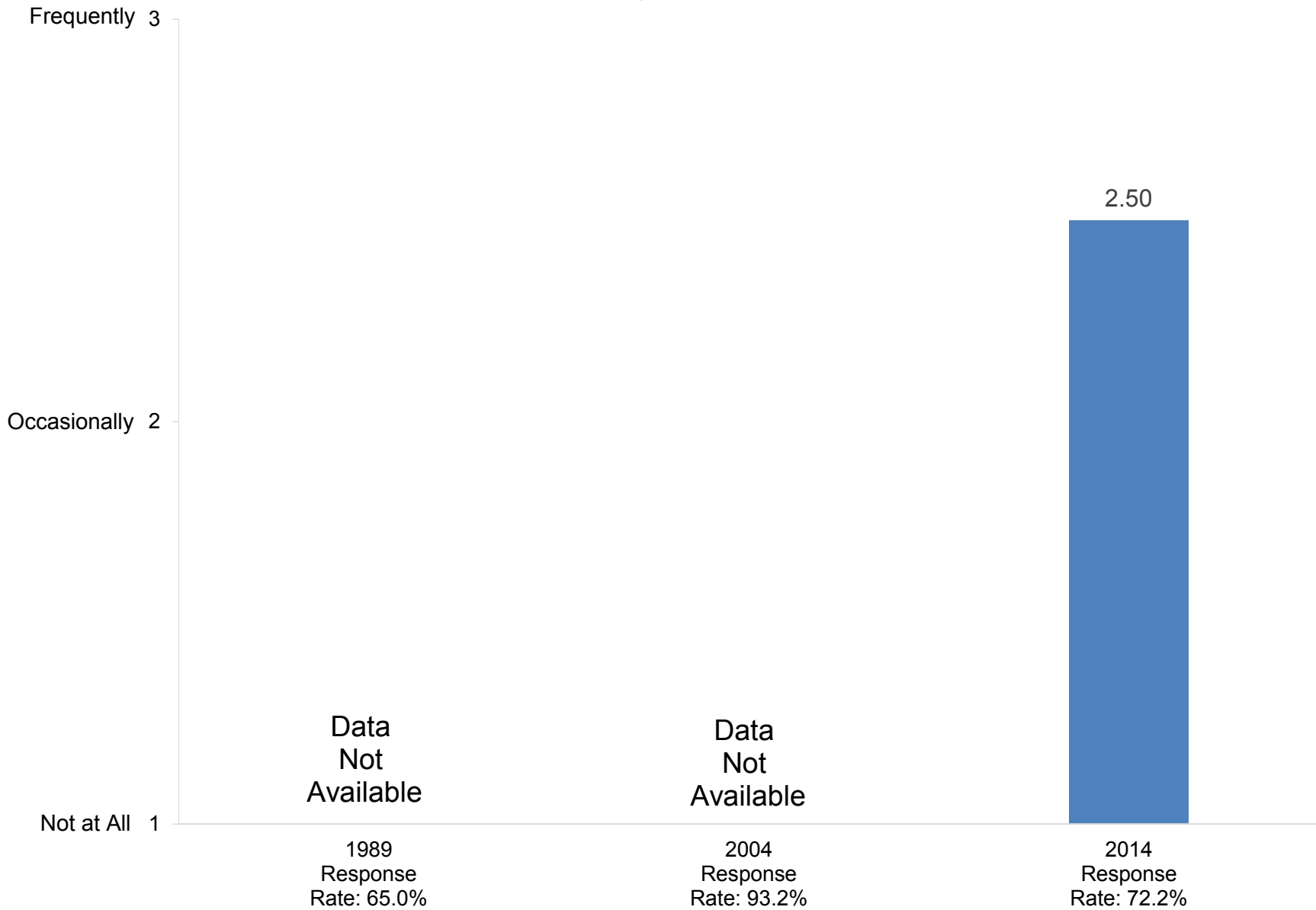
Analyze and interpret data



Higher Education Research Institute (HERI) Faculty Survey

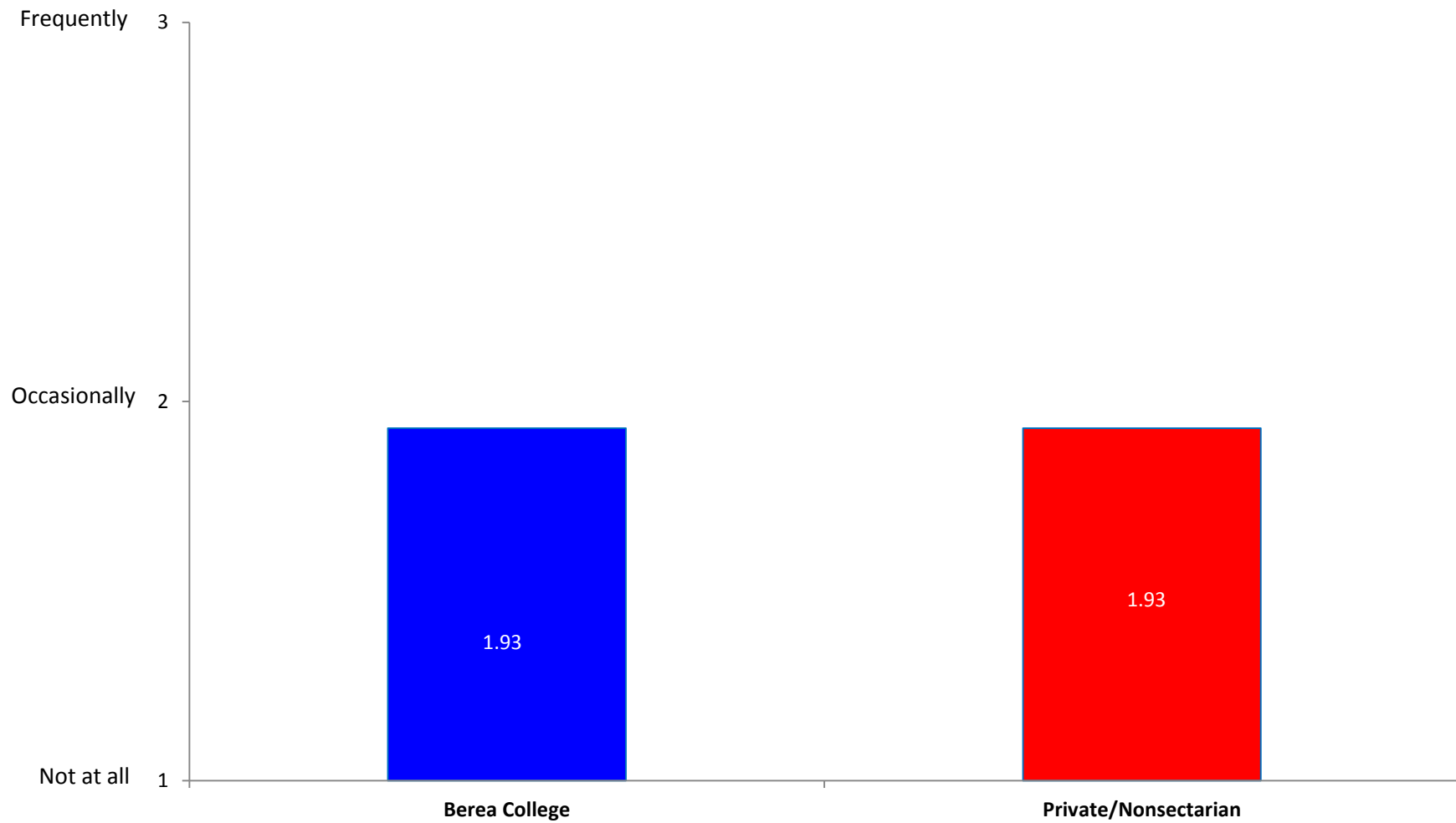
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Analyze and interpret data



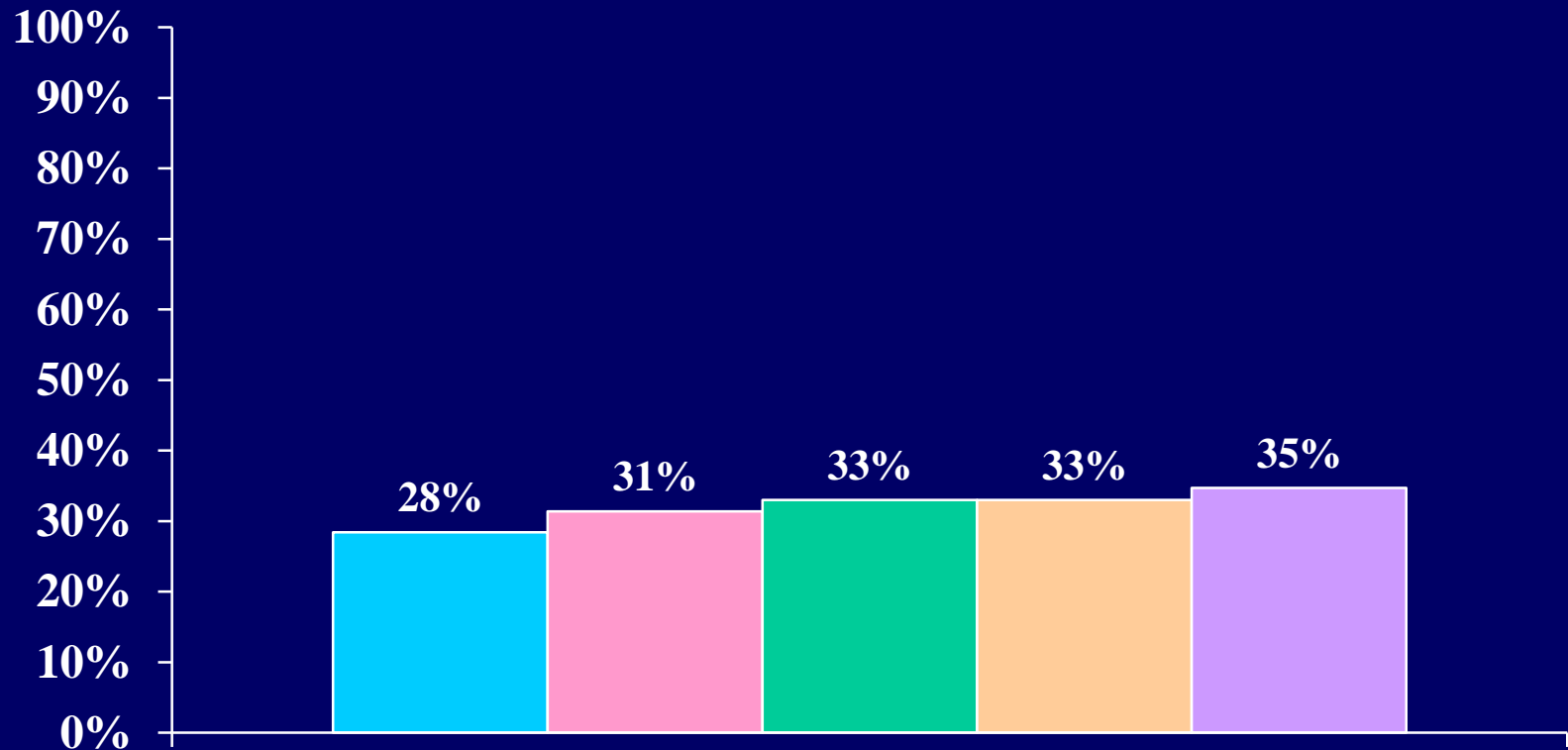
How frequently have you given at least one assignment that required students to:

Apply mathematical concepts and computational thinking



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

Apply mathematical concepts and computational thinking



Higher Education Research Institute (HERI) Faculty Survey

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

Apply mathematical concepts and computational thinking



National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



[Click to see survey instruments](#)

Response Rates:

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

See entire survey results at:

<http://www.berea.edu/ira/student-faculty-and-staff-surveys-and-studies/#2>

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%		

See entire survey results at:

<http://www.berea.edu/ira/student-faculty-and-staff-surveys-and-studies/#2>

ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

(Graduates from 1992-93 through 2006-07)

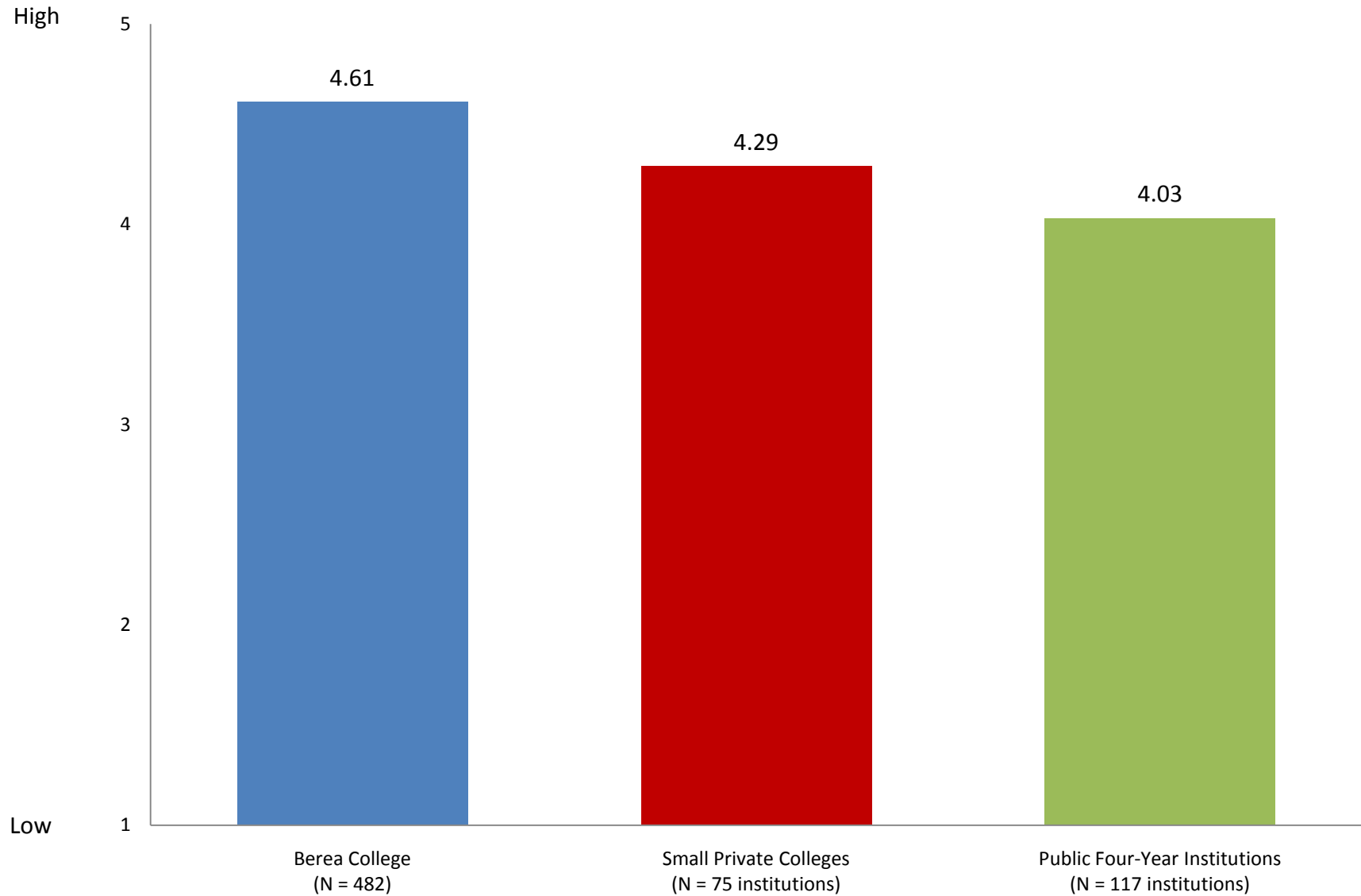


[Click to see survey instrument](#)

Response Rate: 29% (482/1648)

Rate this college on each of the factors below.

Quality of academic programs



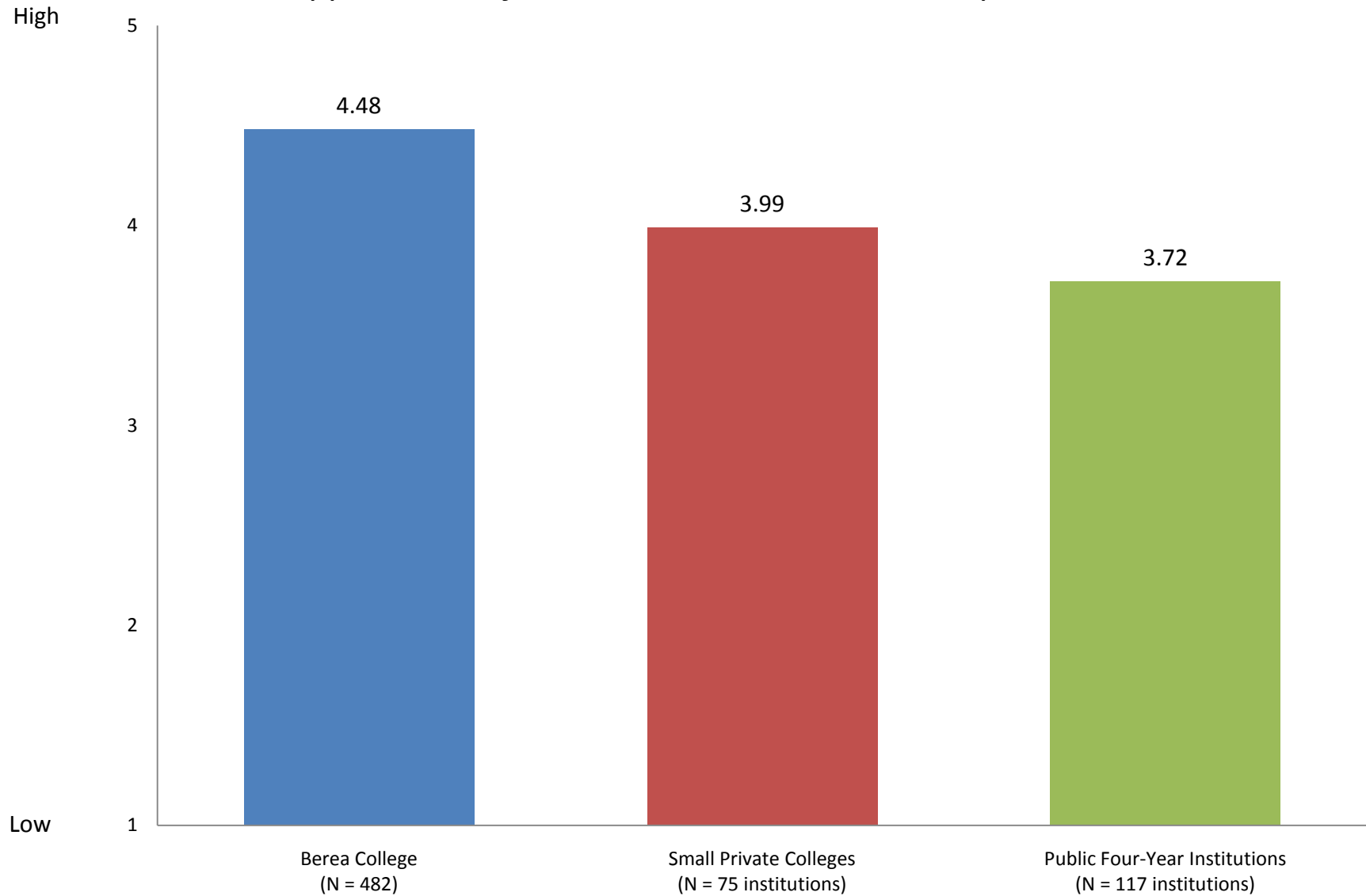
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Rate this college on each of the factors below.

Opportunities for student involvement in campus activities



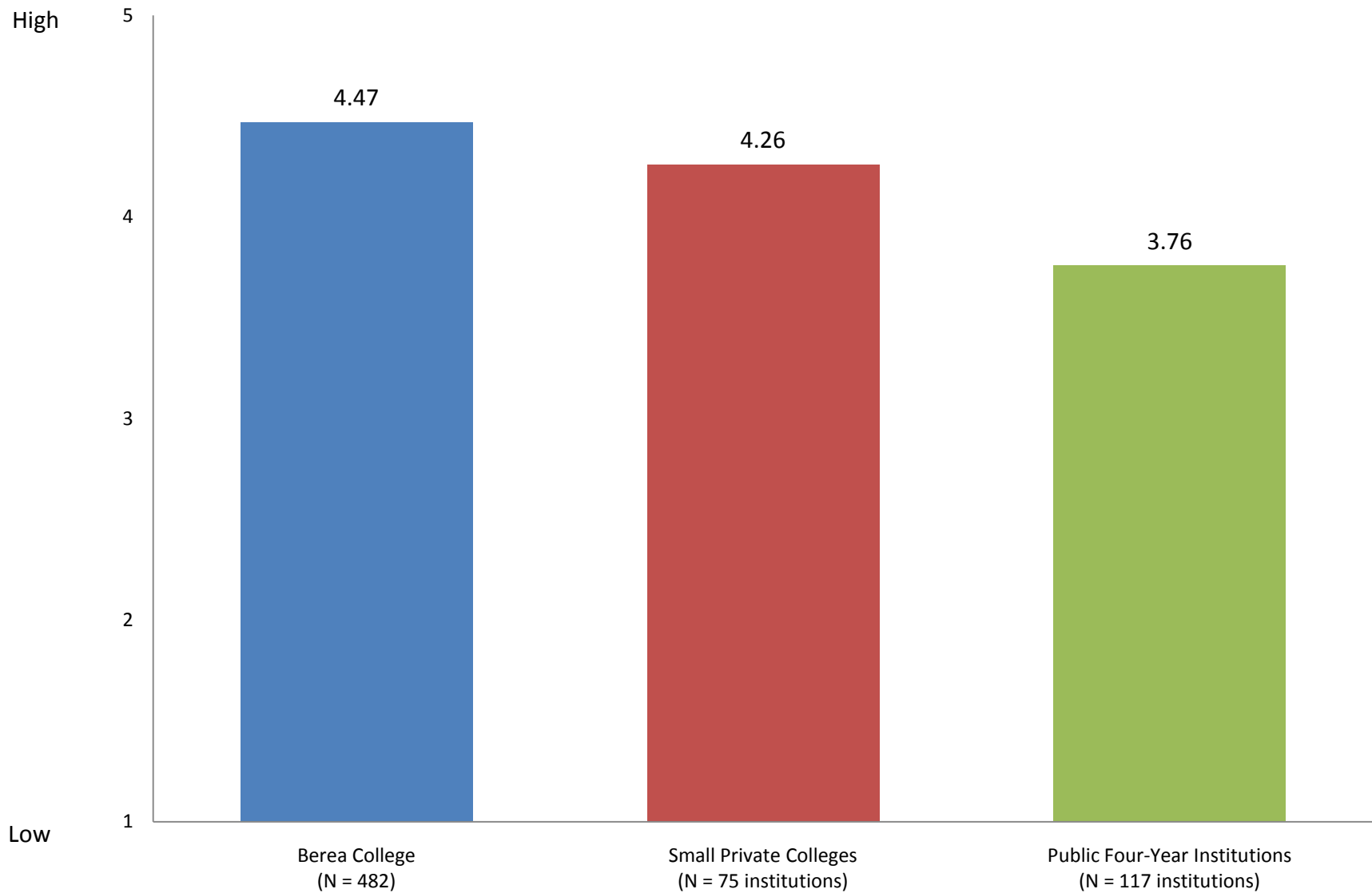
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Rate this college on each of the factors below.

Opportunities for student/faculty interaction



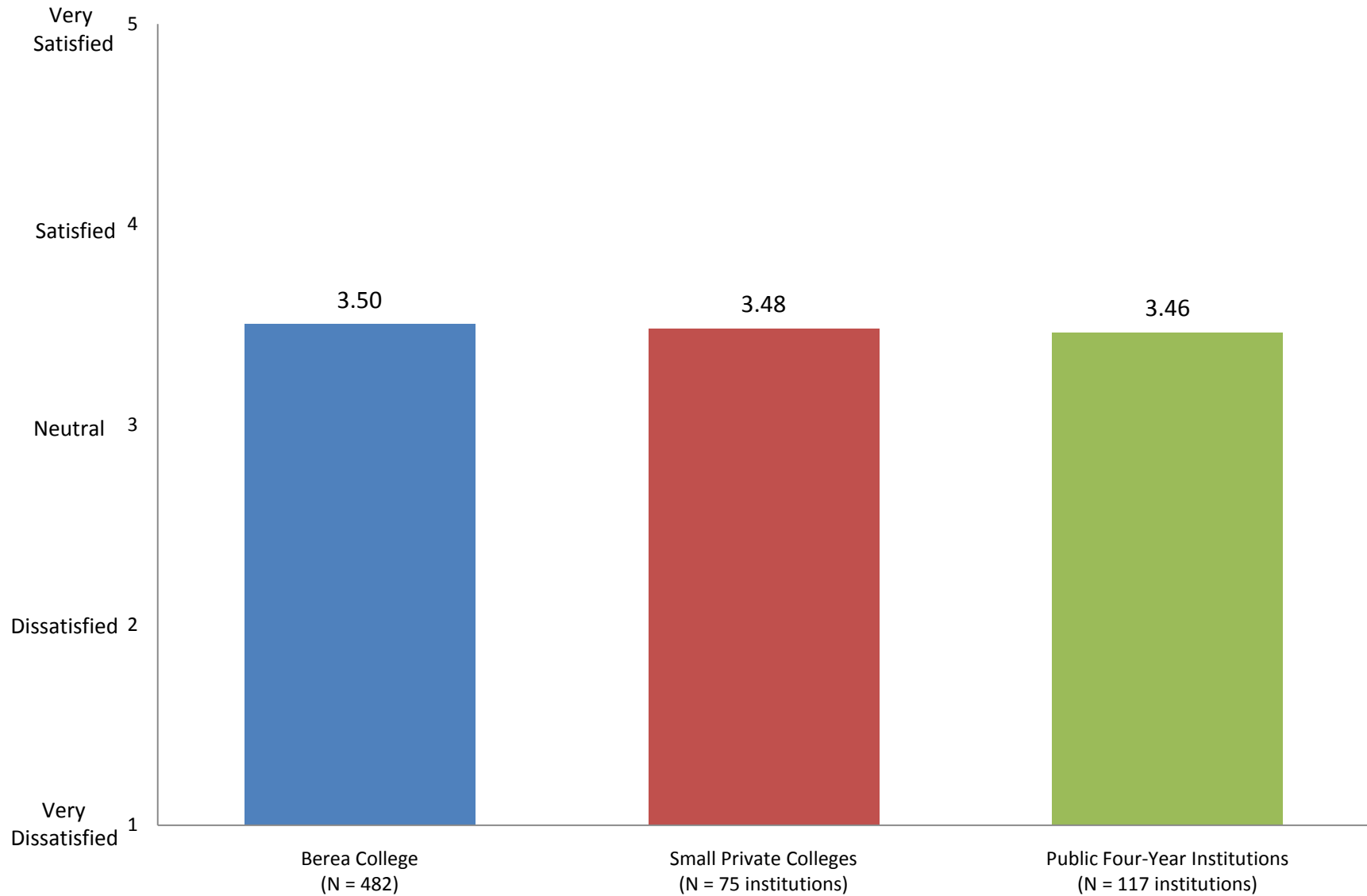
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Variety of instructional approaches used in the classroom



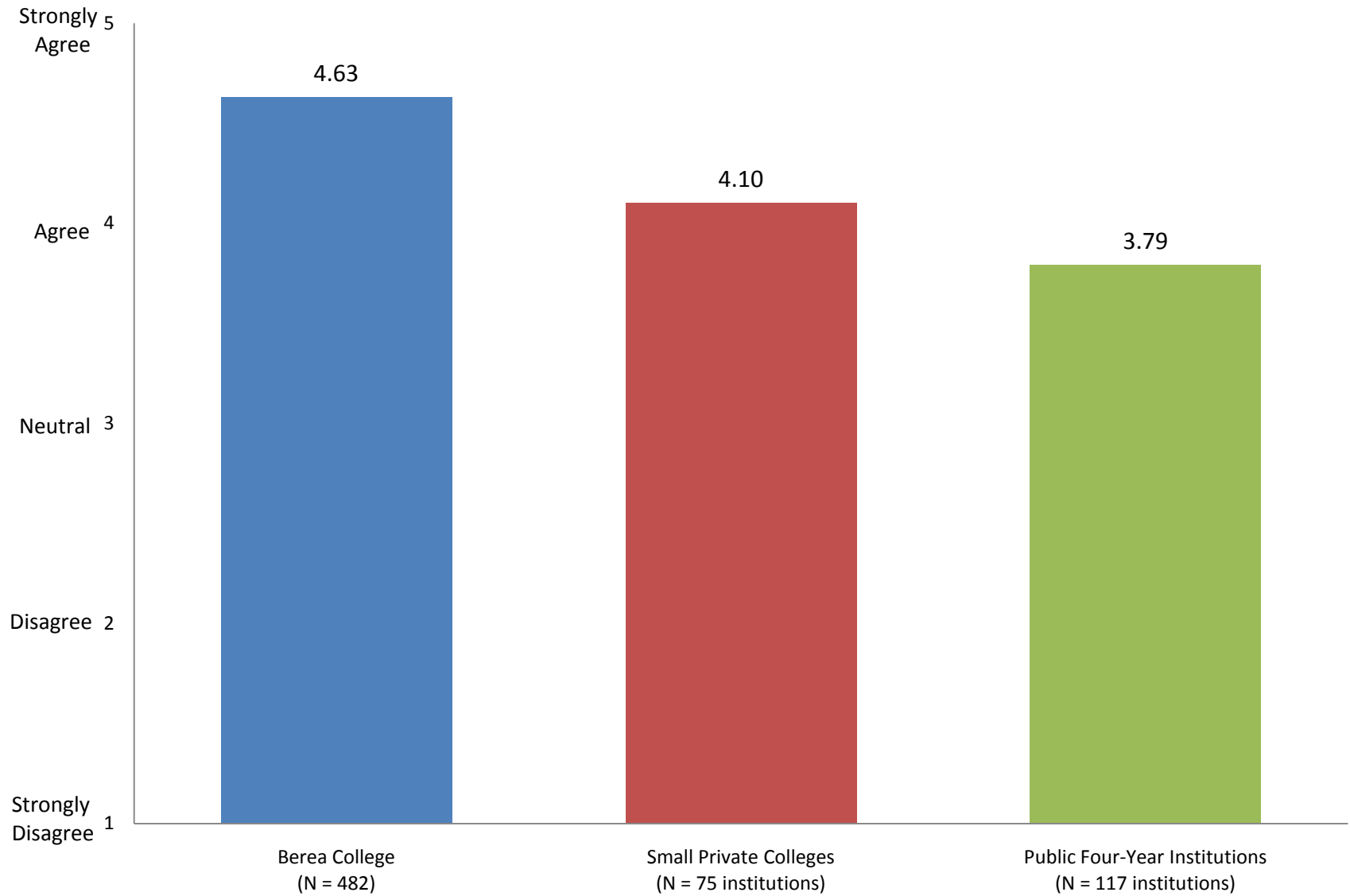
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Overall, the school had an intellectually stimulating atmosphere



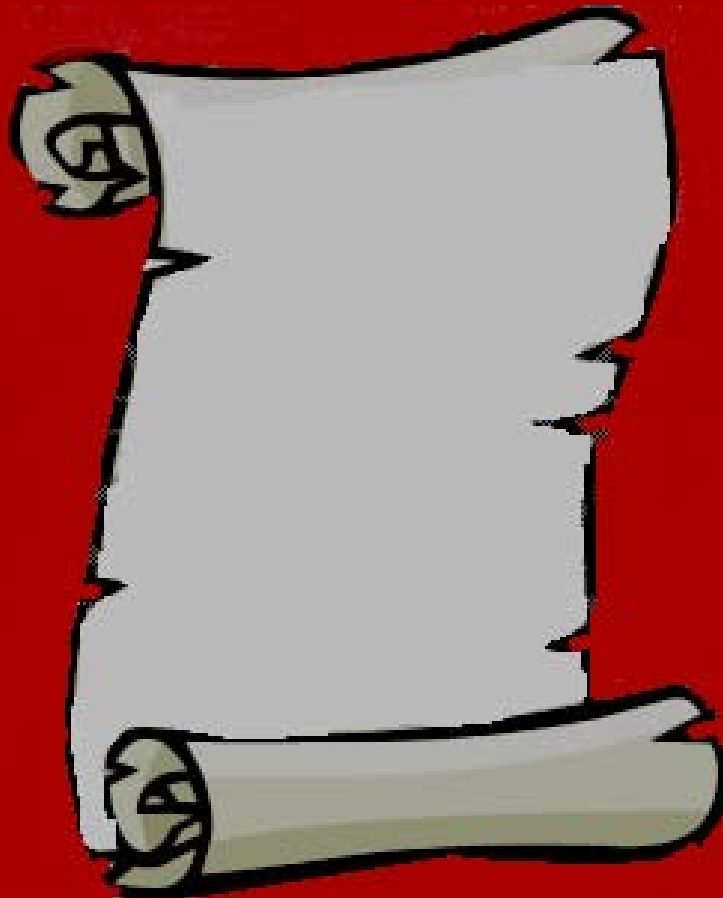
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 2010



Your First College Year (YFCY)

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

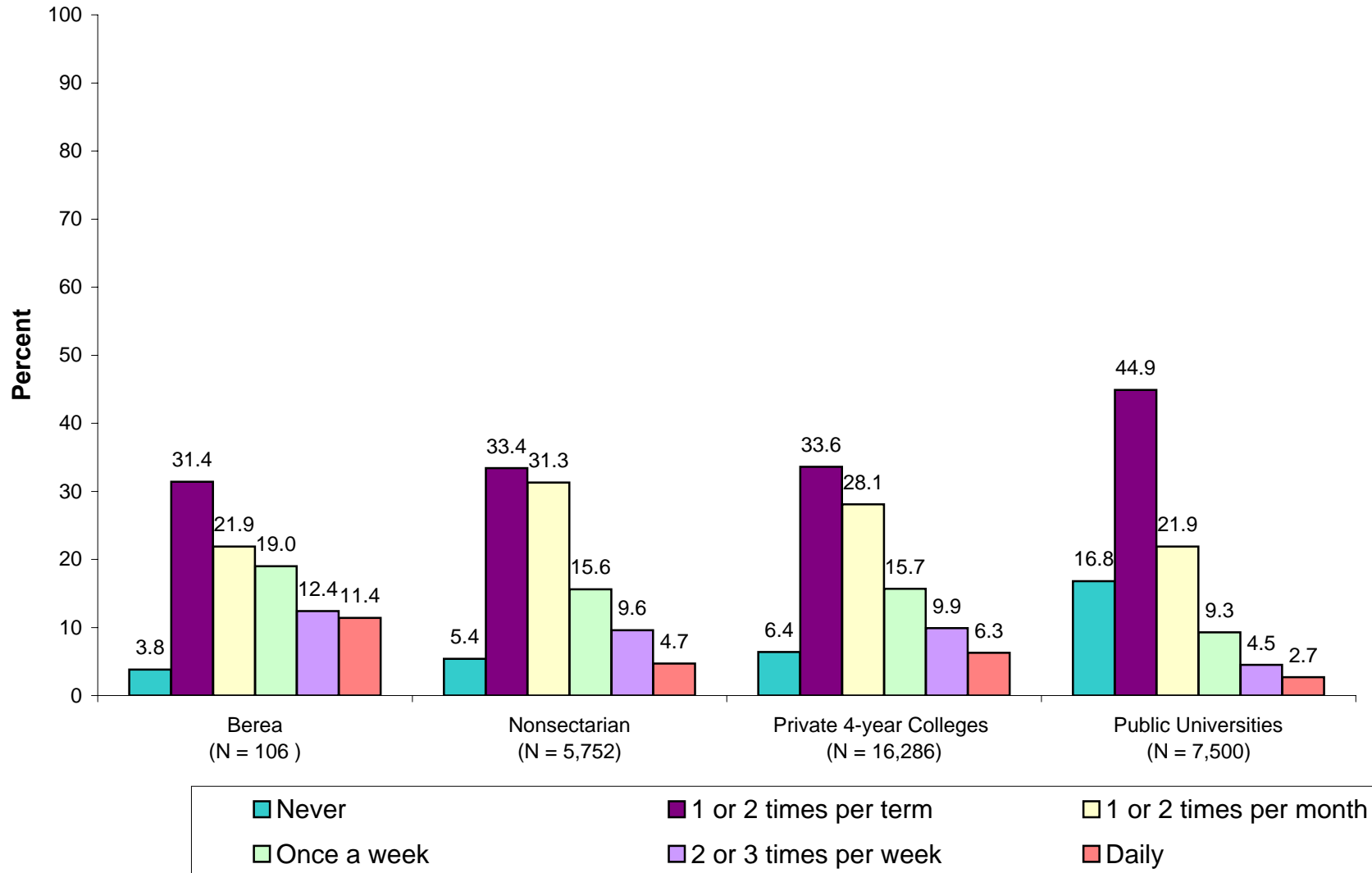


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

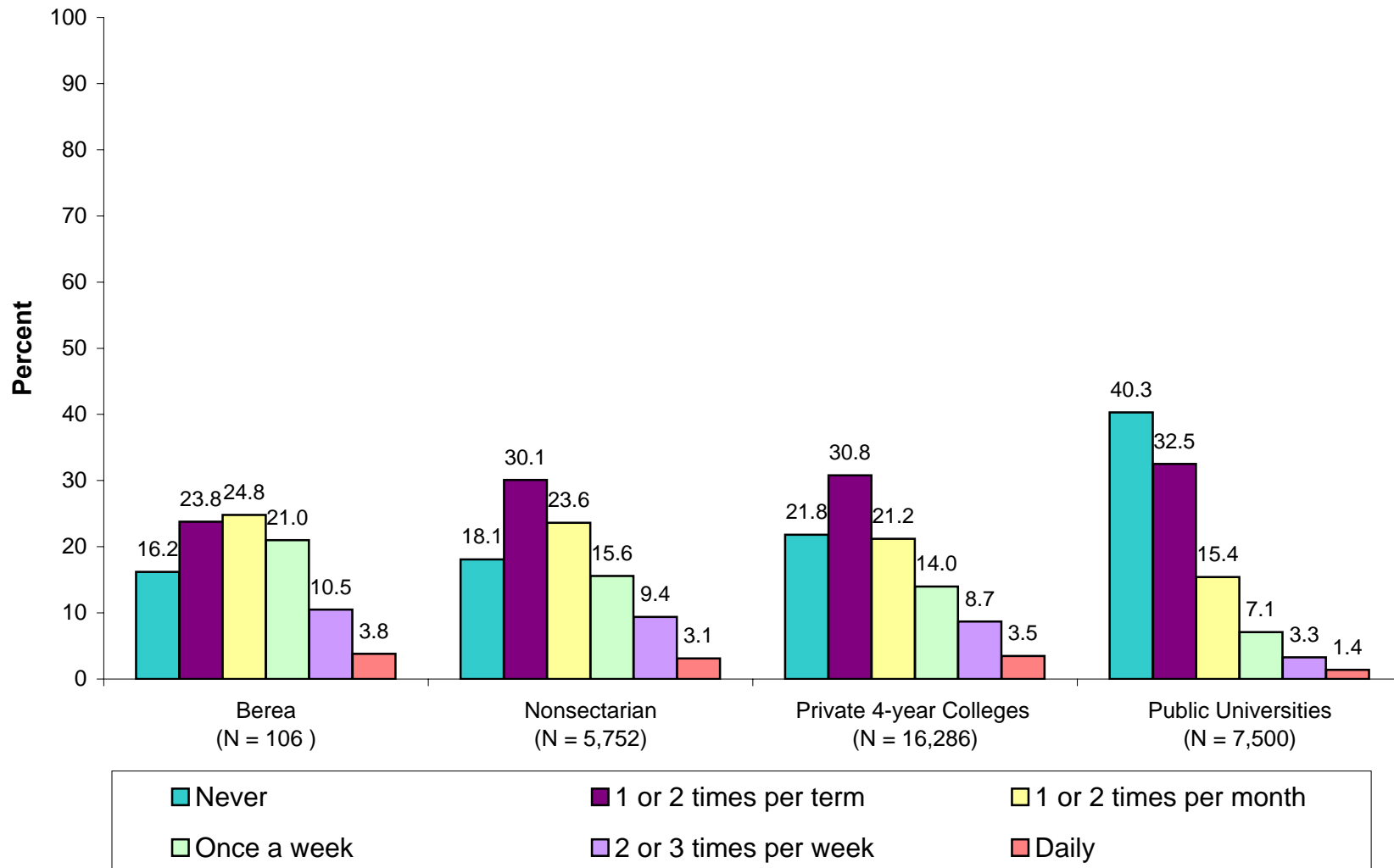
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Faculty during office hours



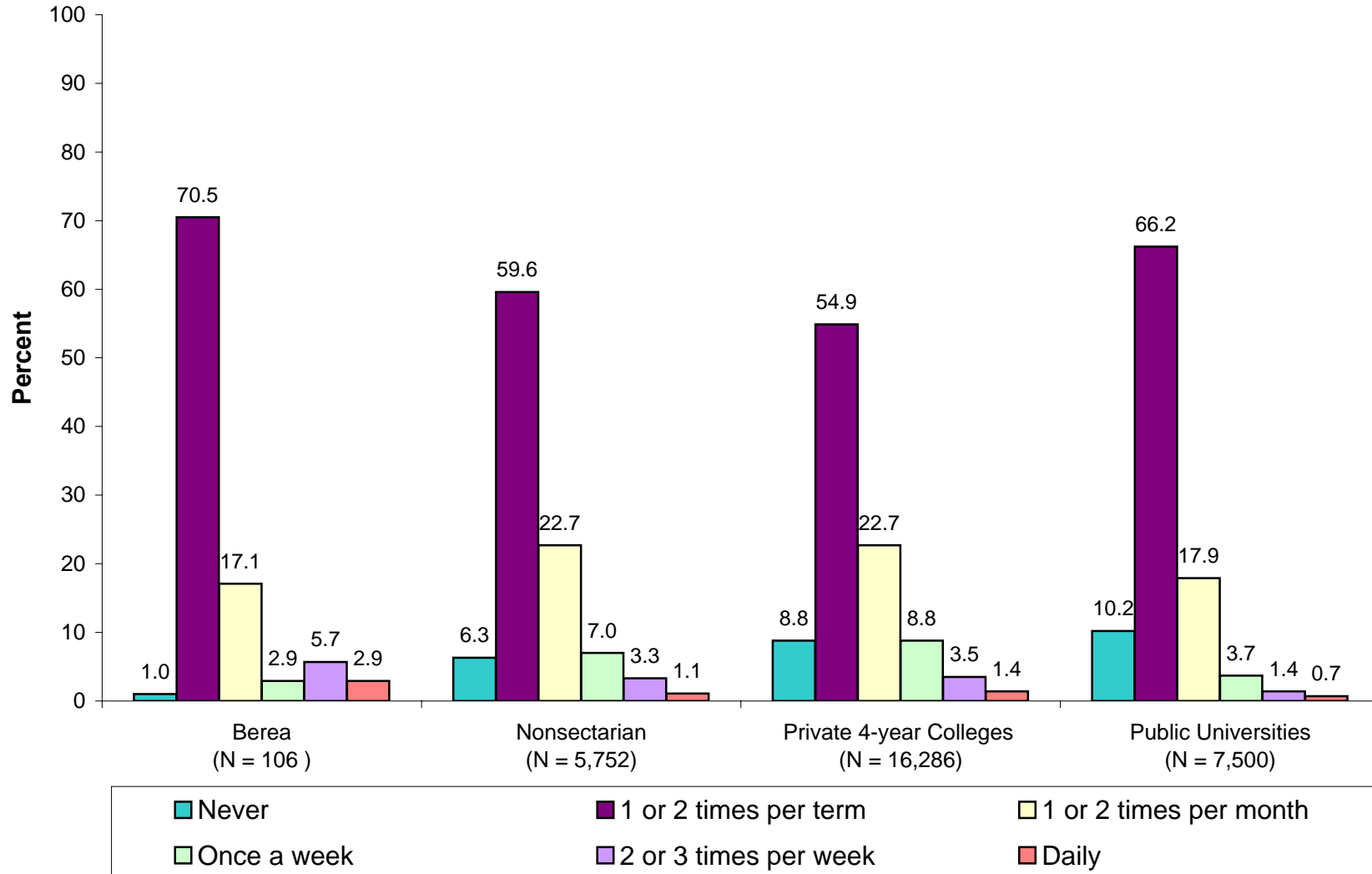
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Faculty outside of class or office hours



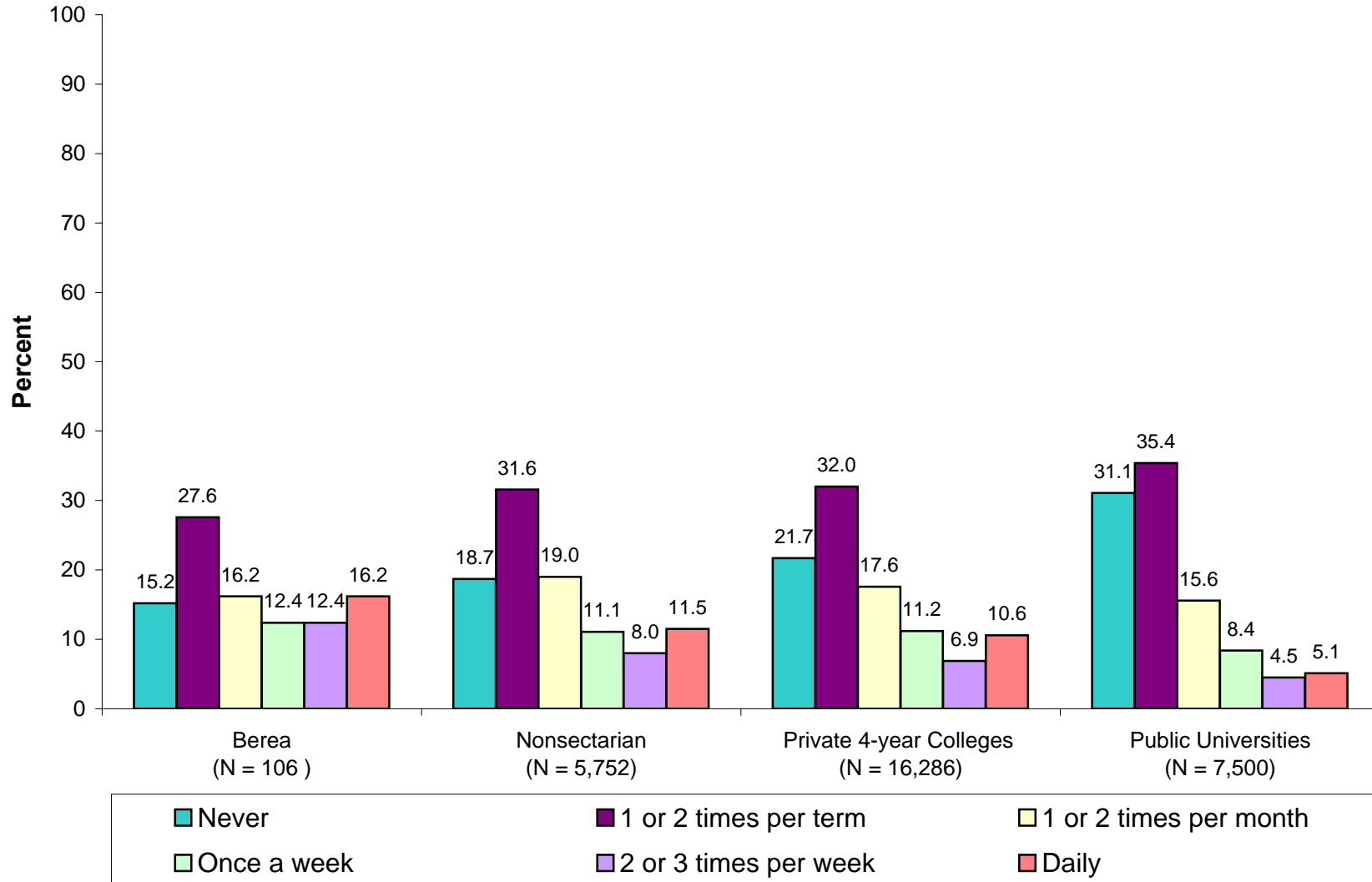
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Academic advisors/counselors



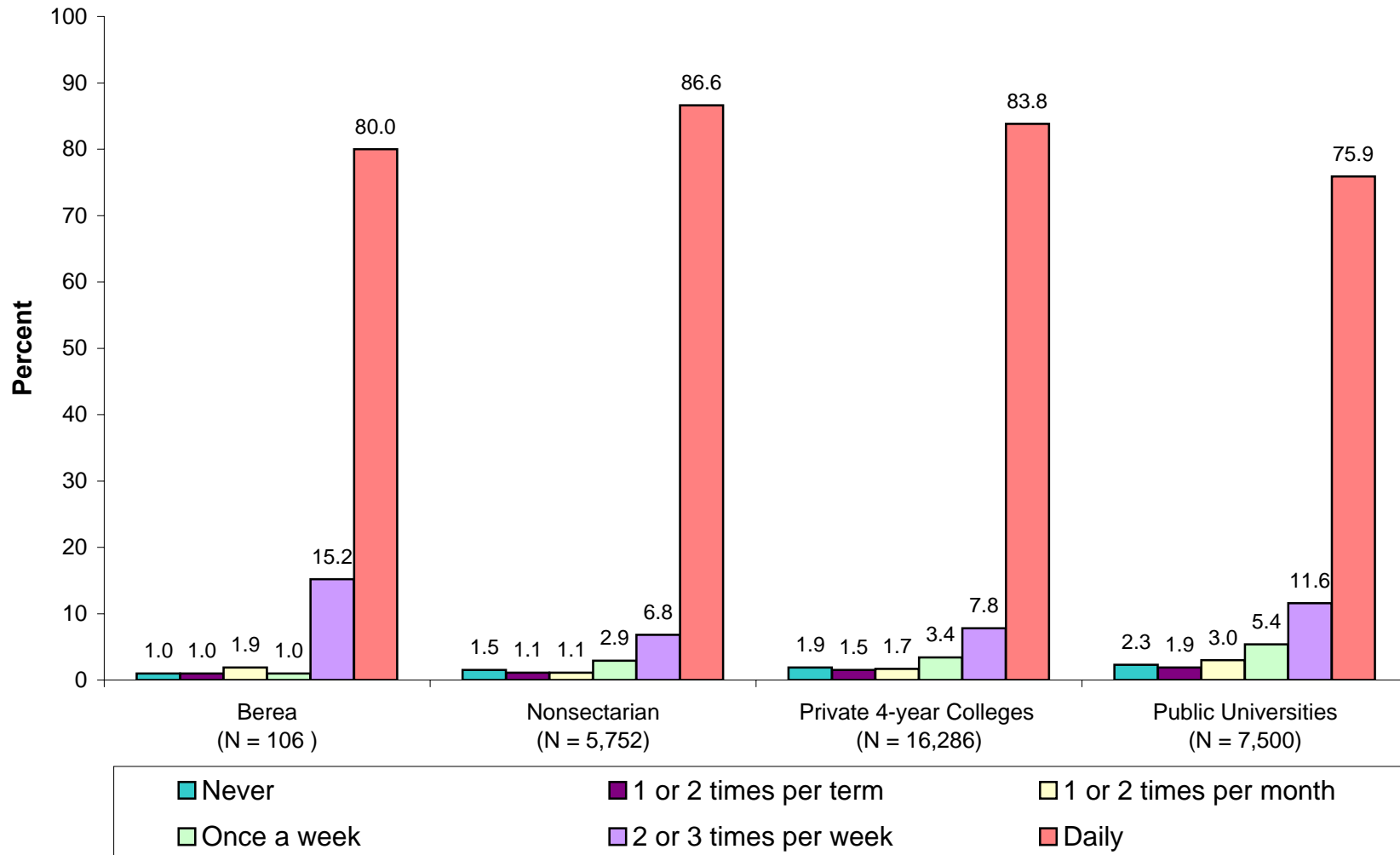
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Other college personnel



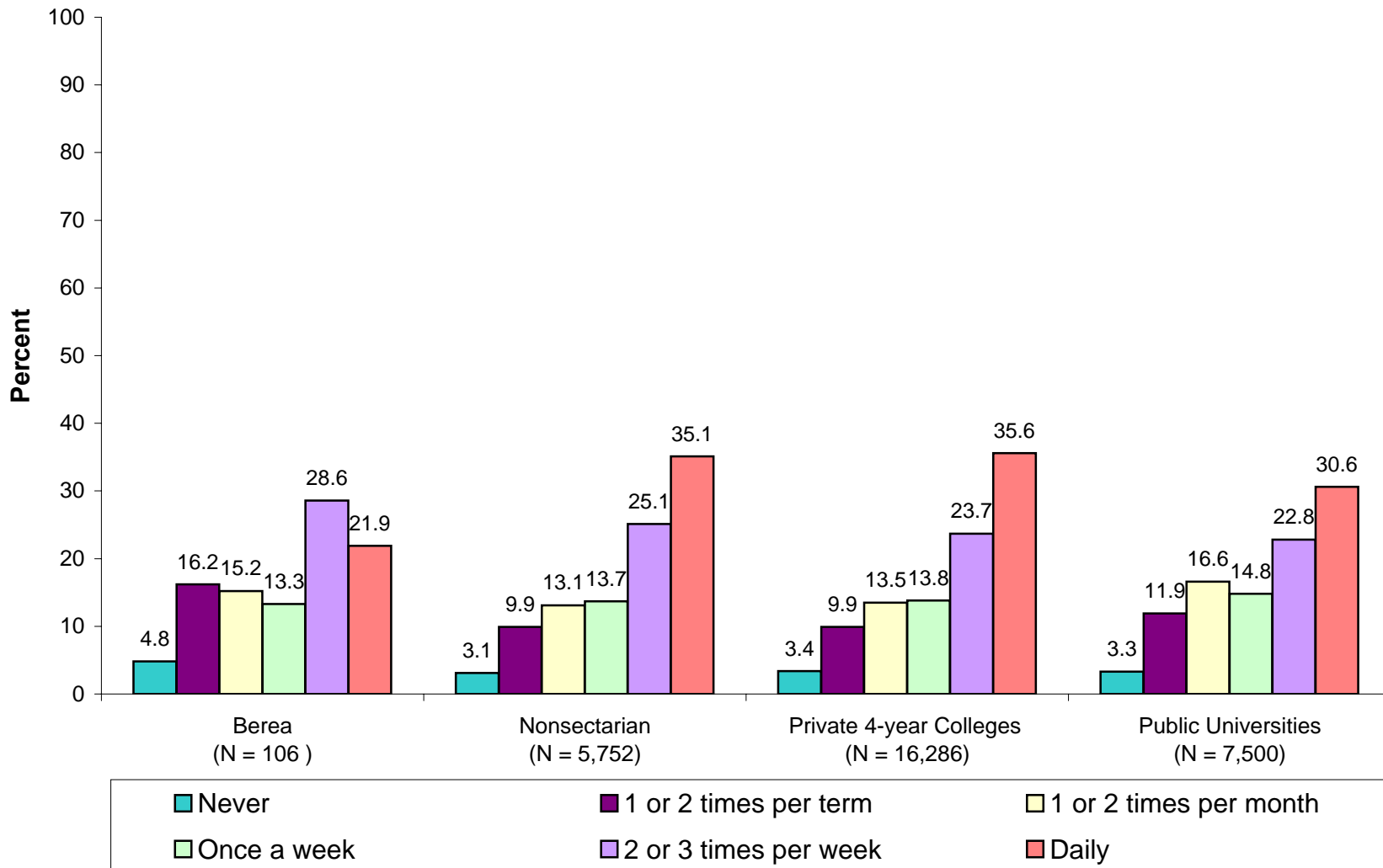
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Close friends at this institution



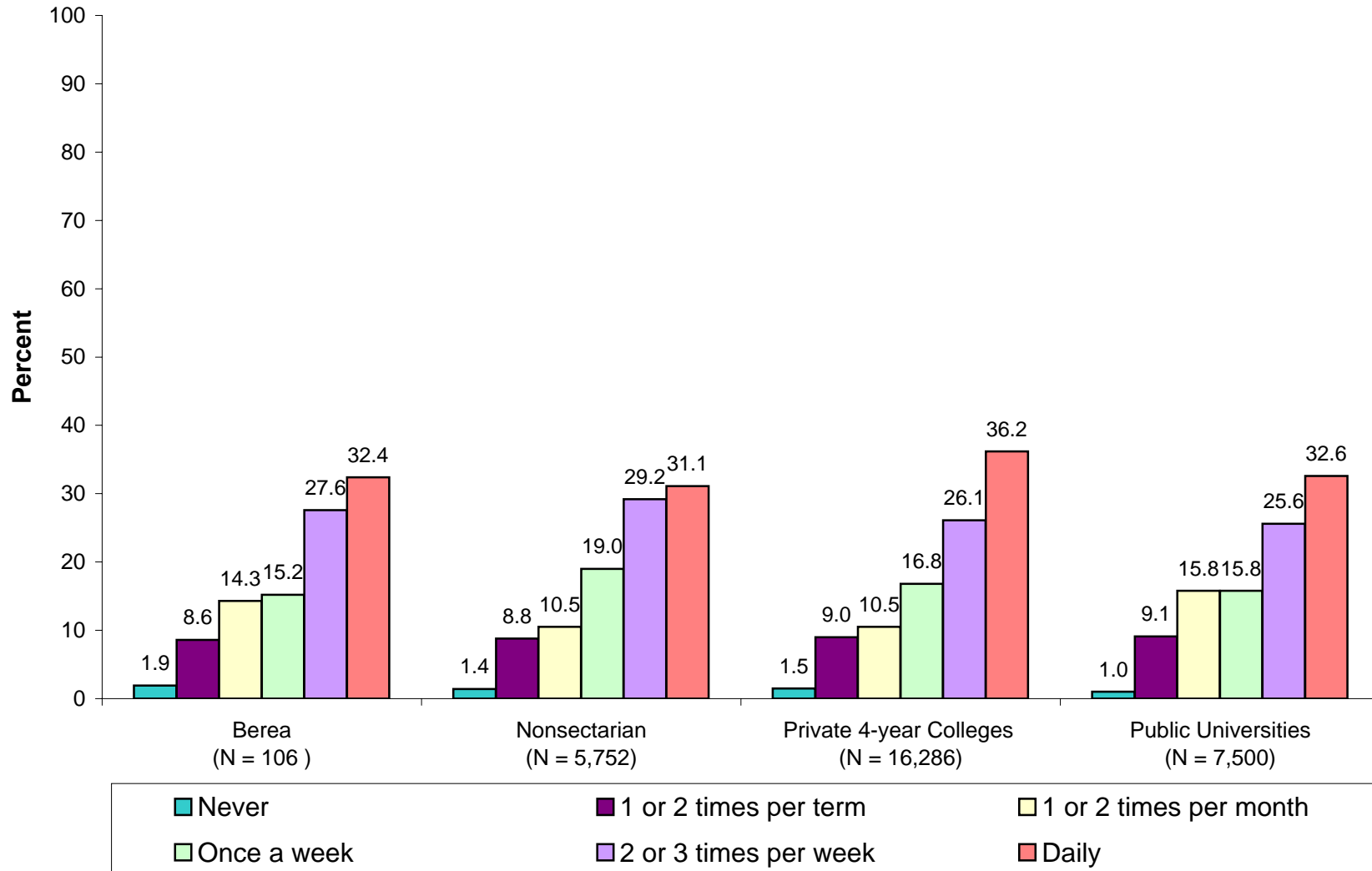
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Close friends not at this institution



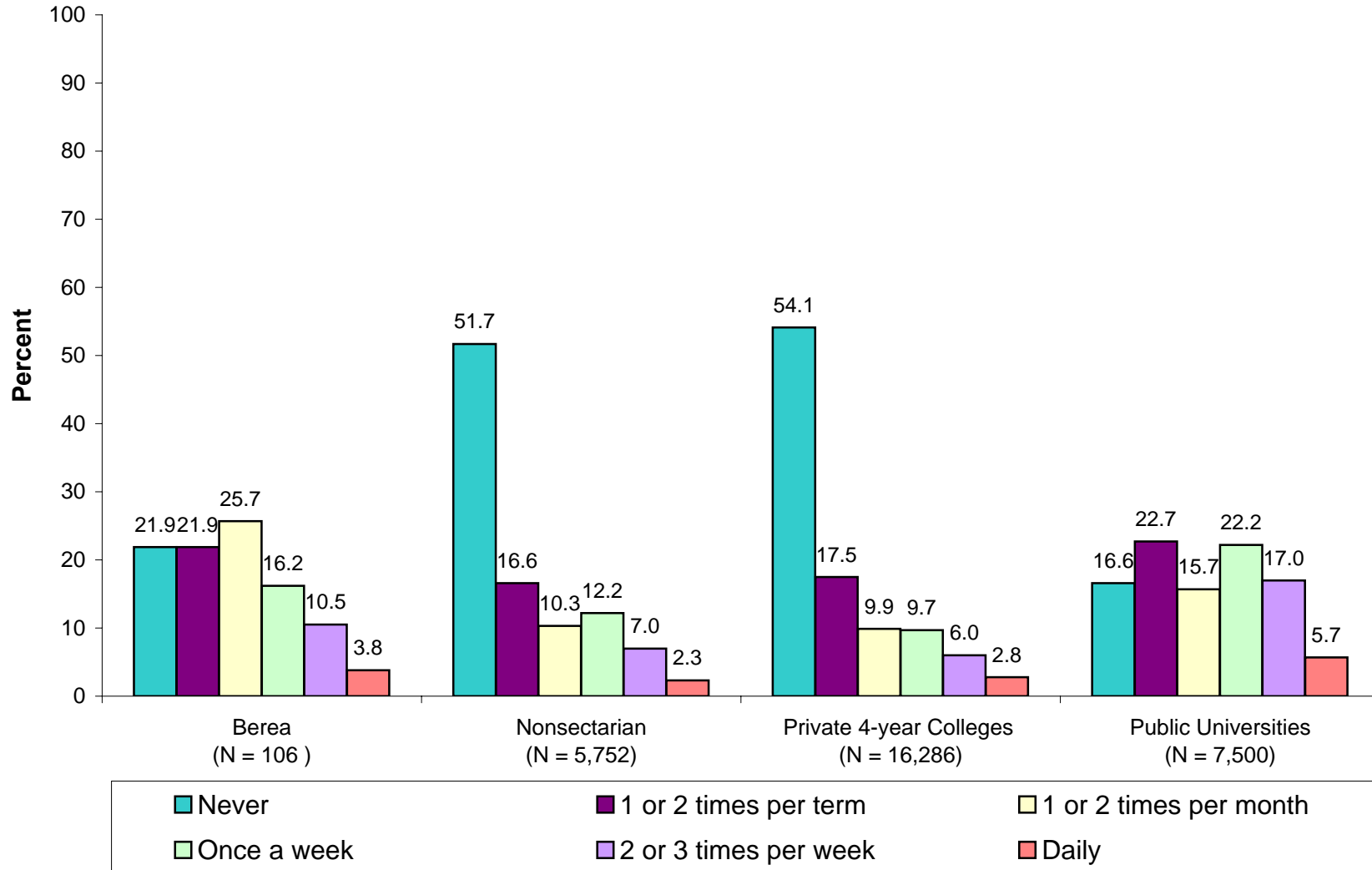
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Your family



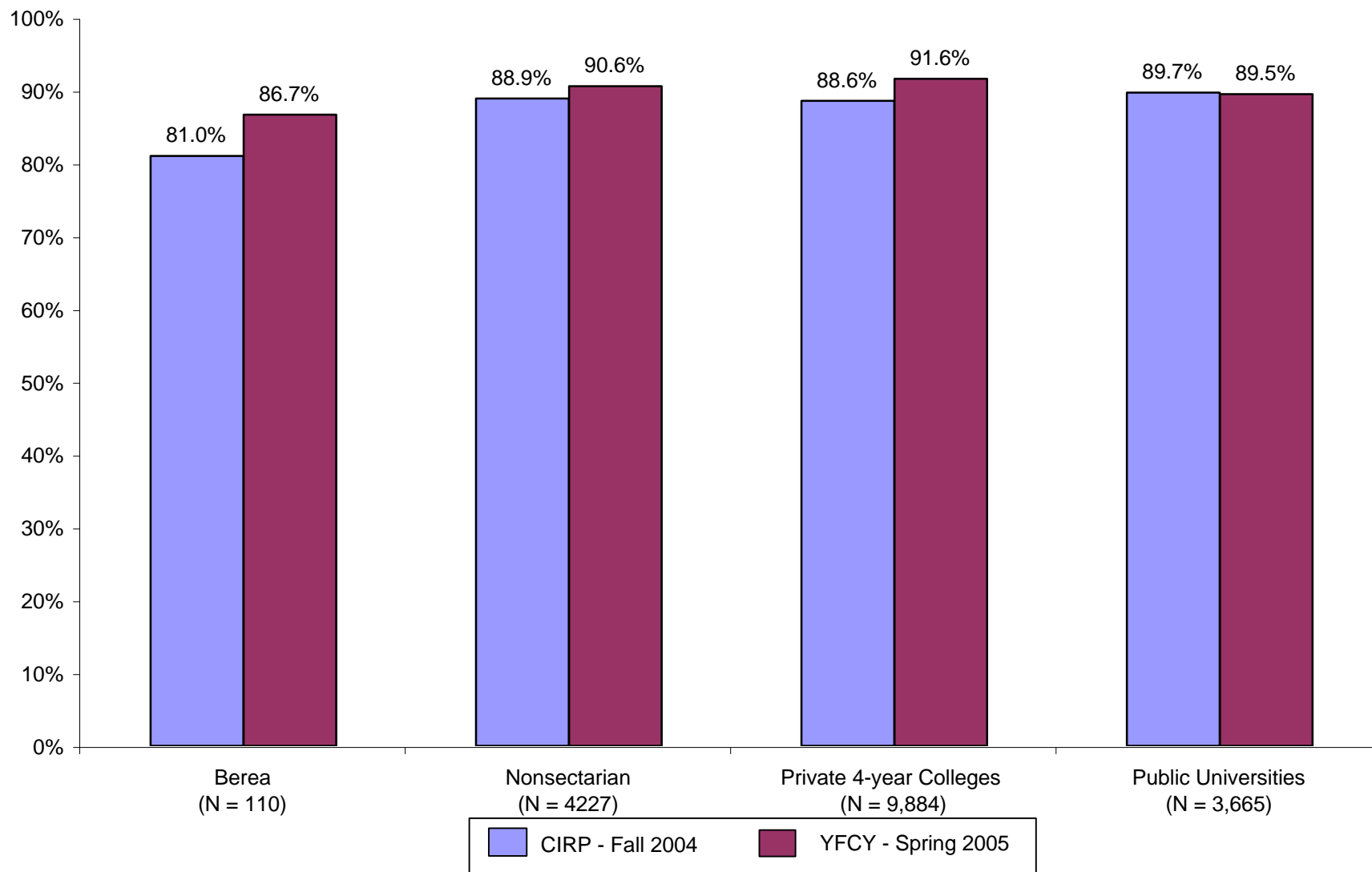
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Graduate students/teaching assistants



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

Studied with other students



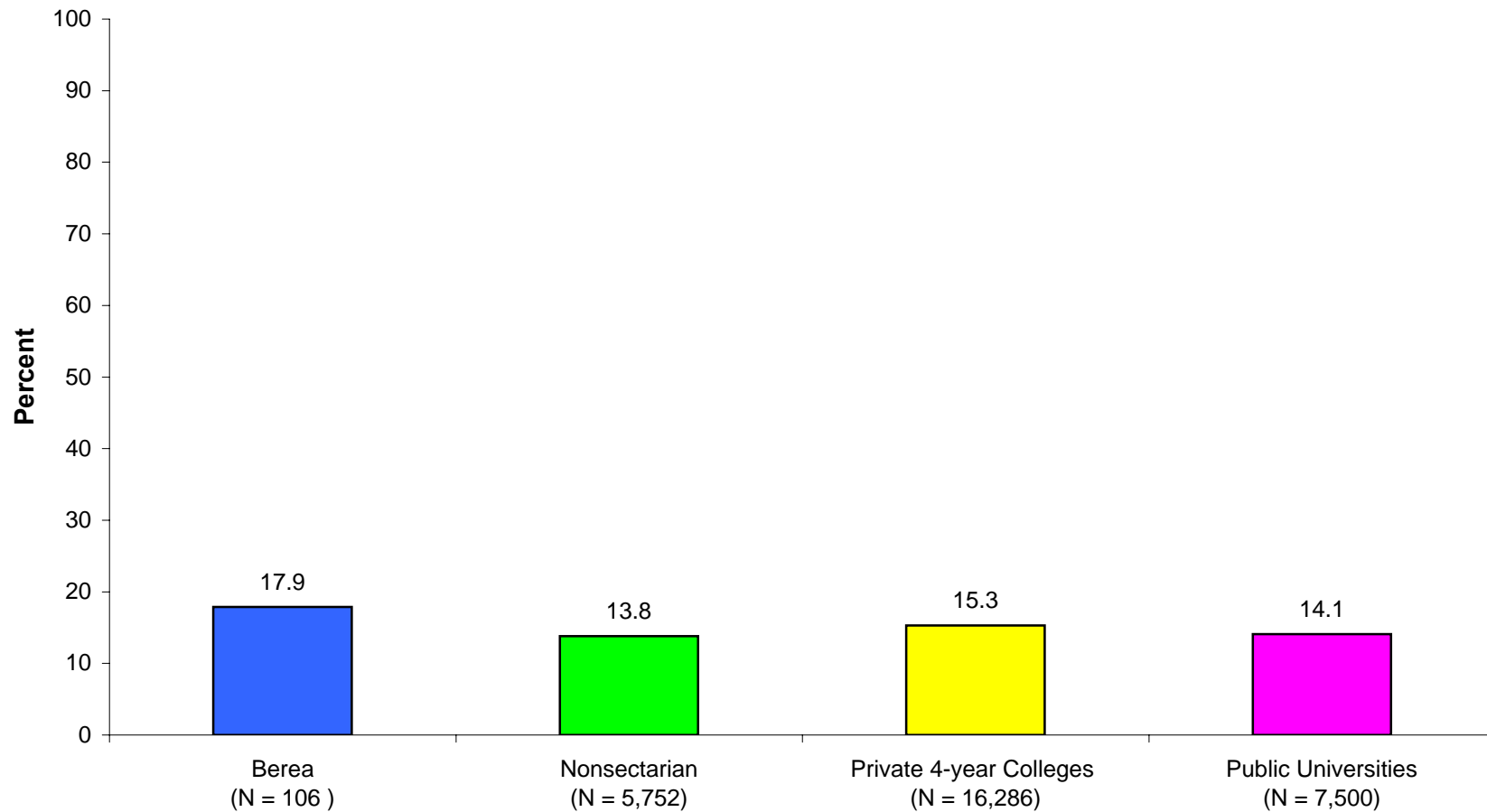
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

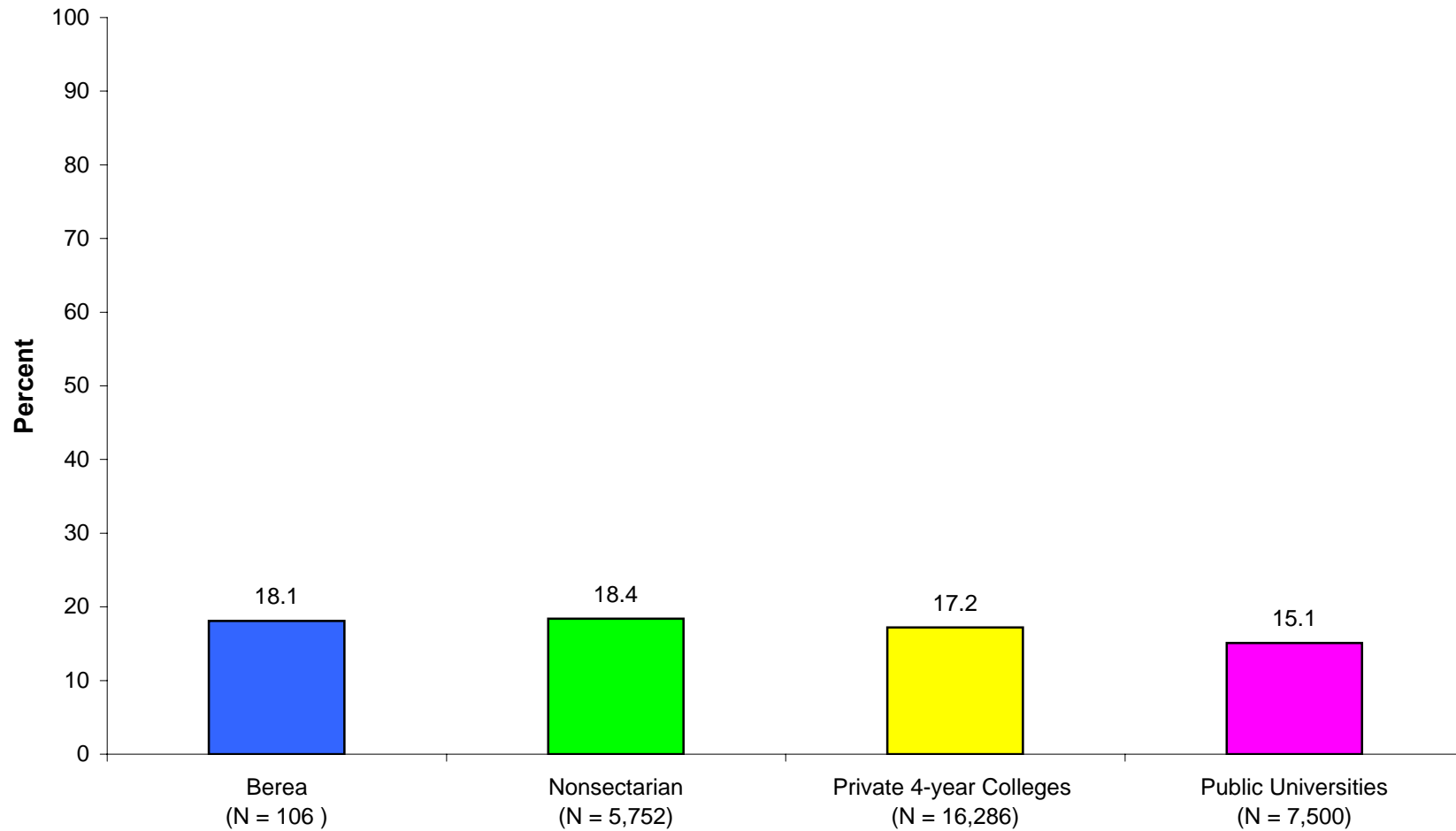
Percentage of students who indicated "yes" to: Since entering this college have you:

Joined a pre-professional or departmental club



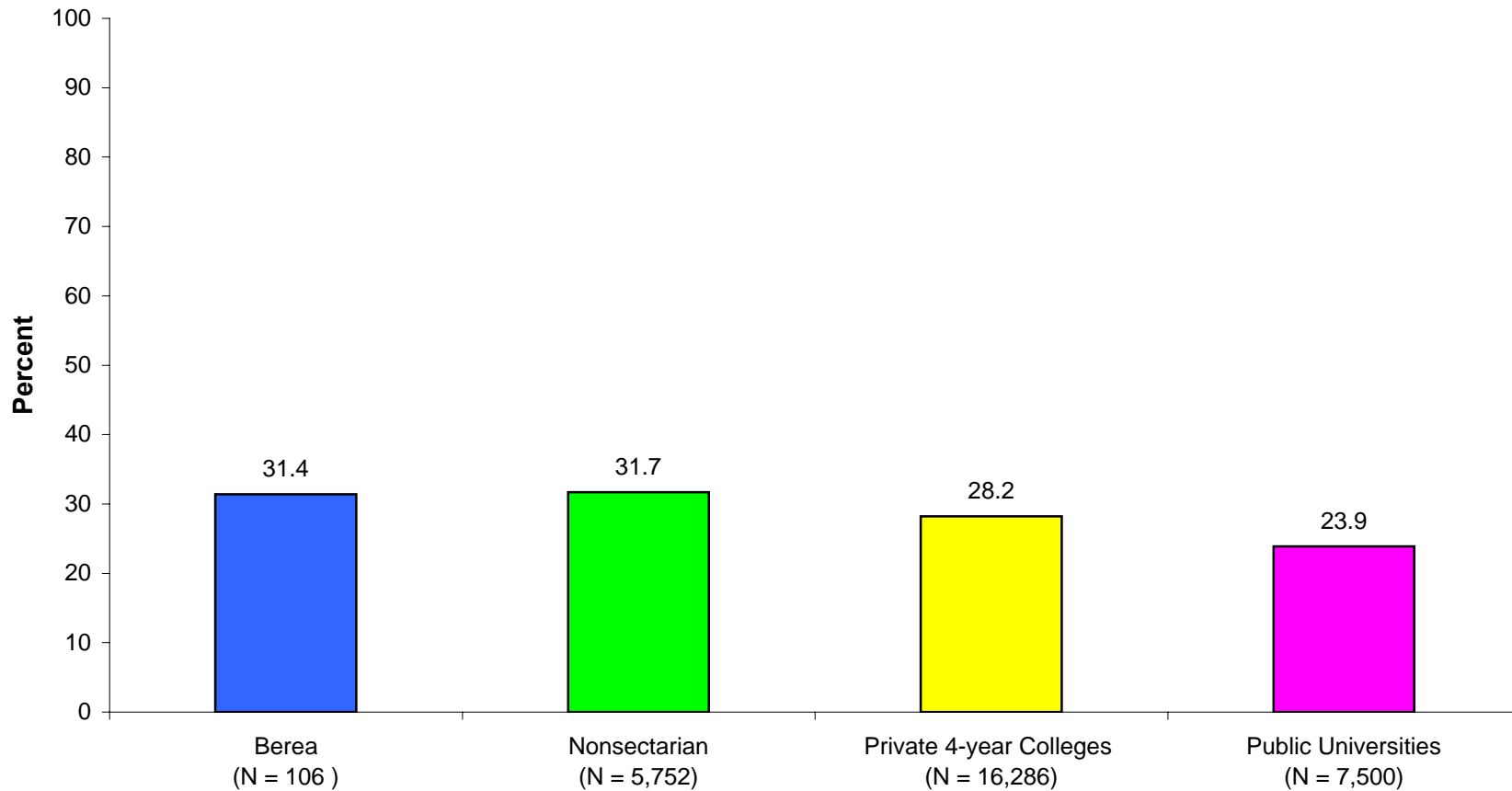
Percent of students noting "much stronger" skills compared with time when entered college:

General knowledge



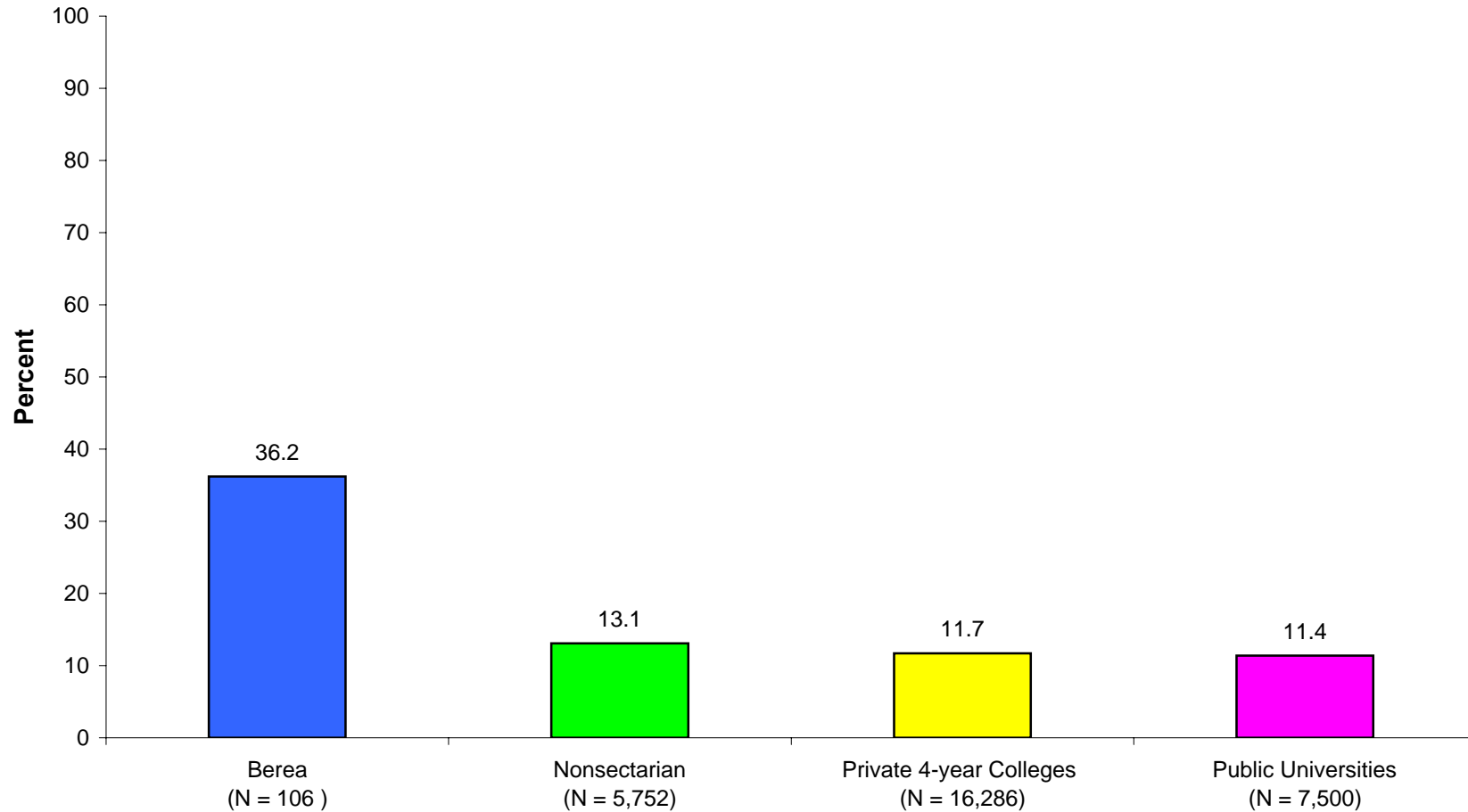
Percent of students noting "much stronger" skills compared with time when entered college:

Knowledge of a particular field or discipline



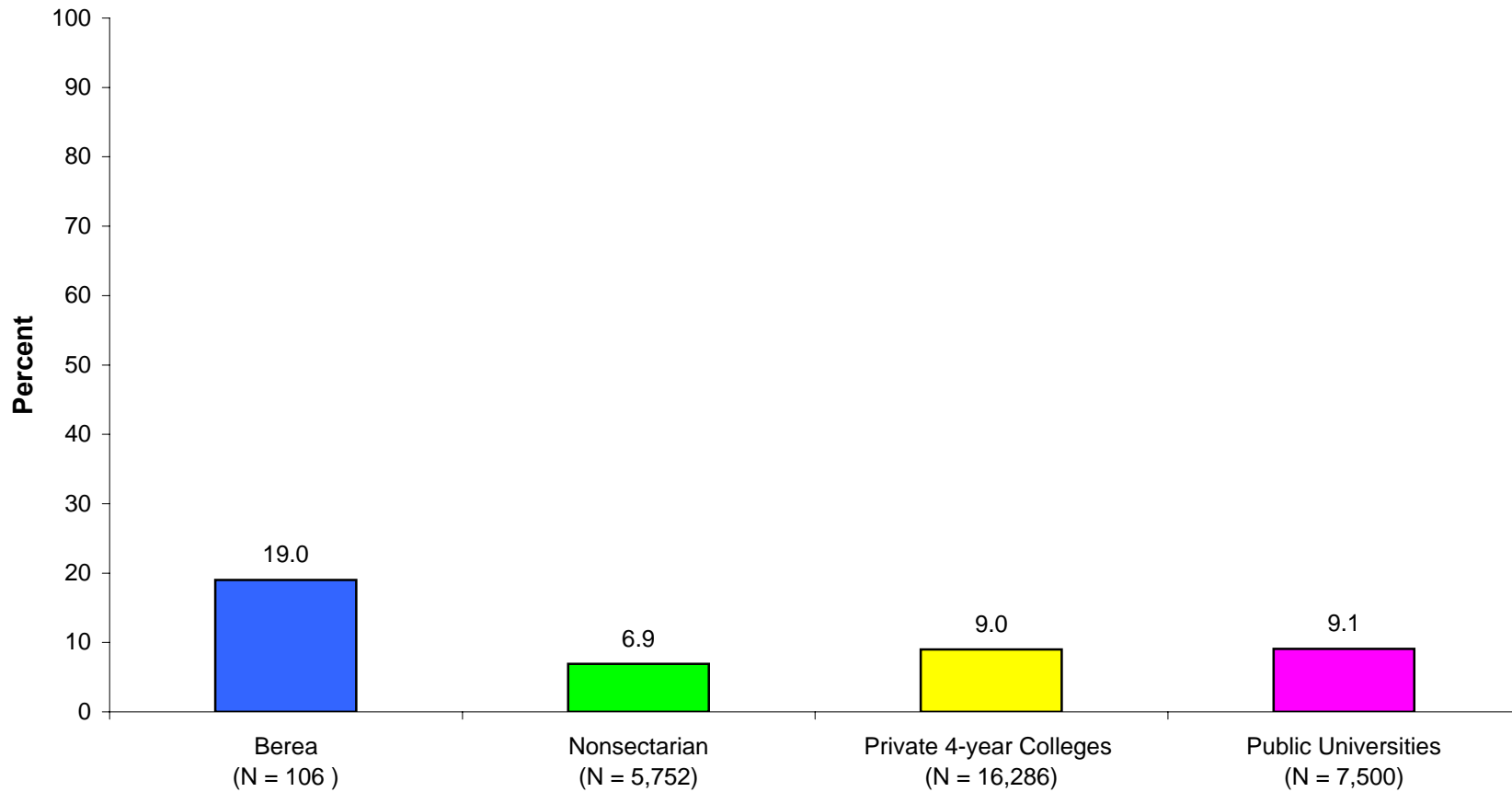
Percent of students noting "much stronger" skills compared with time when entered college:

Knowledge of people from different races/cultures



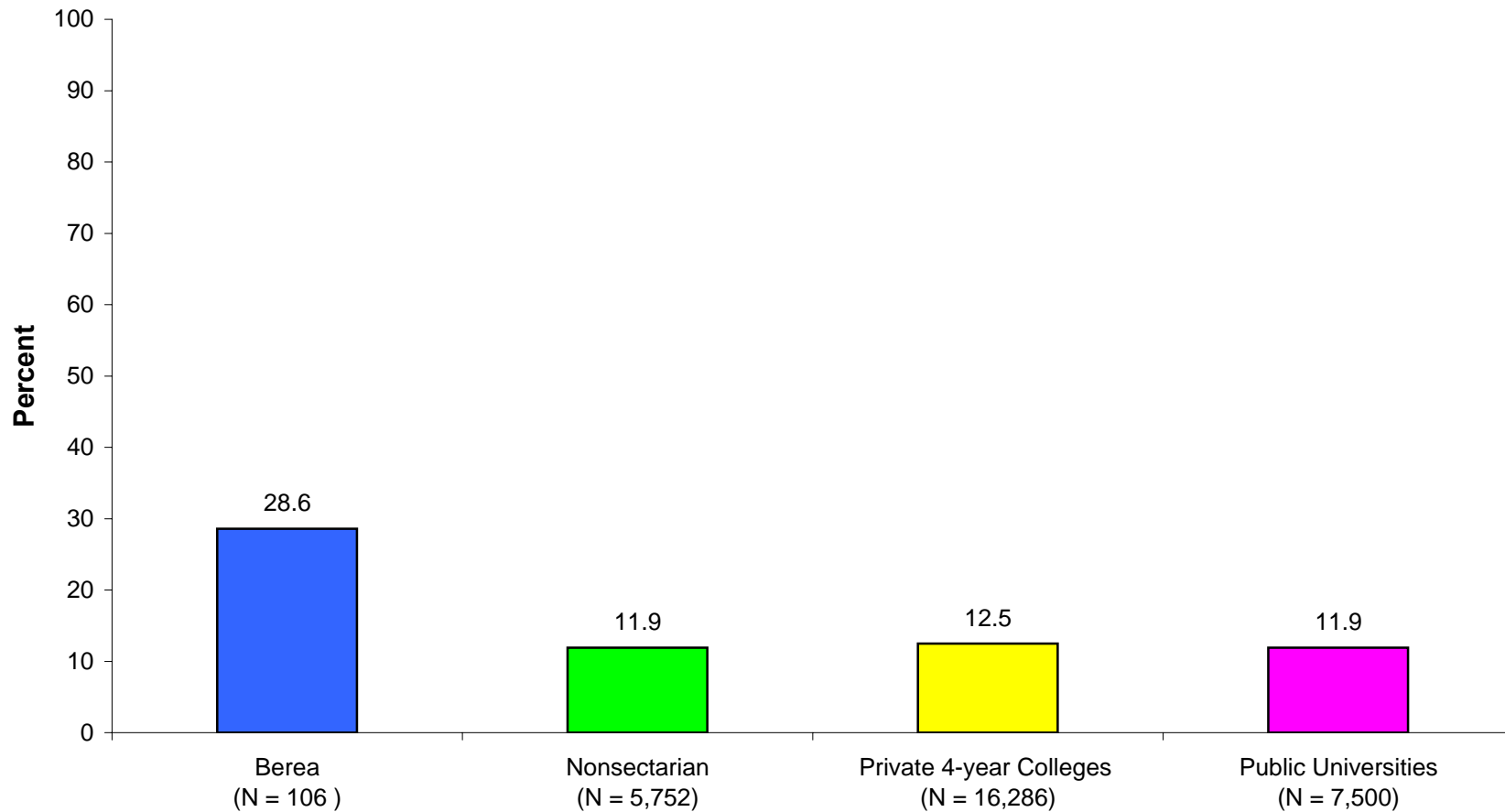
Percent of students noting "much stronger" skills compared with time when entered college:

Religious beliefs and convictions



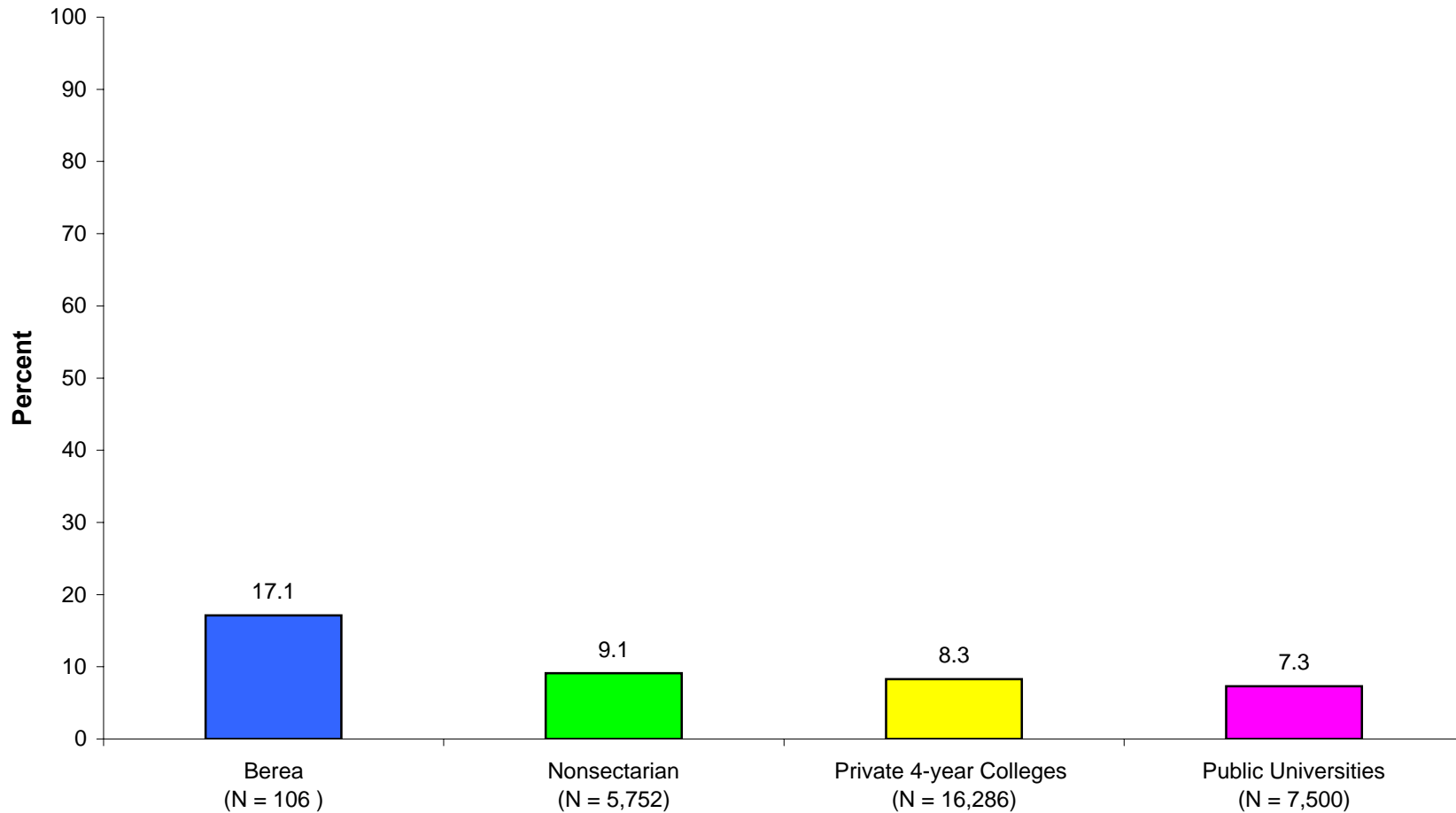
Percent of students noting "much stronger" skills compared with time when entered college:

Ability to get along with others



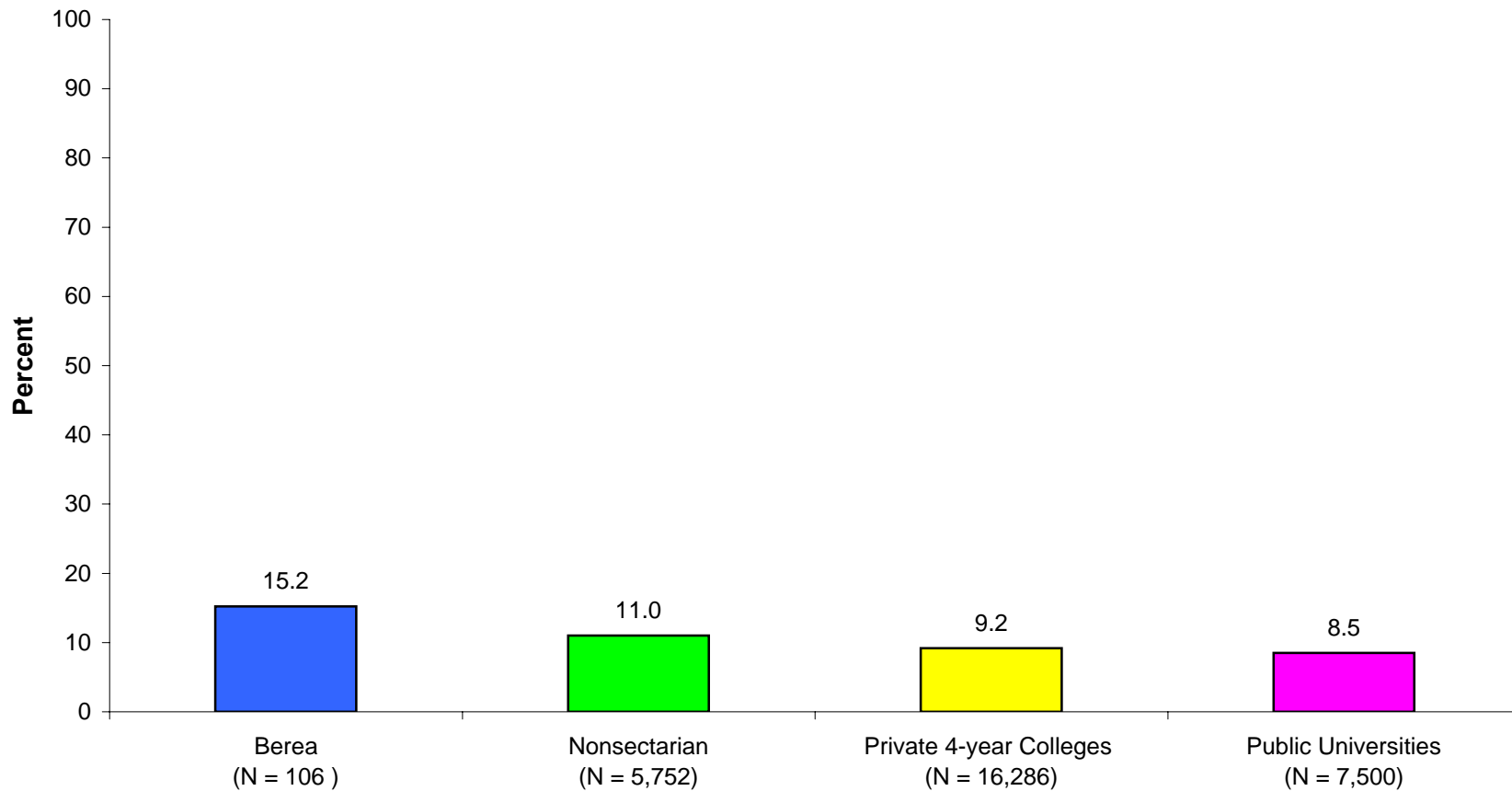
Percent of students noting "much stronger" skills compared with time when entered college:

Understanding of the problems facing your community



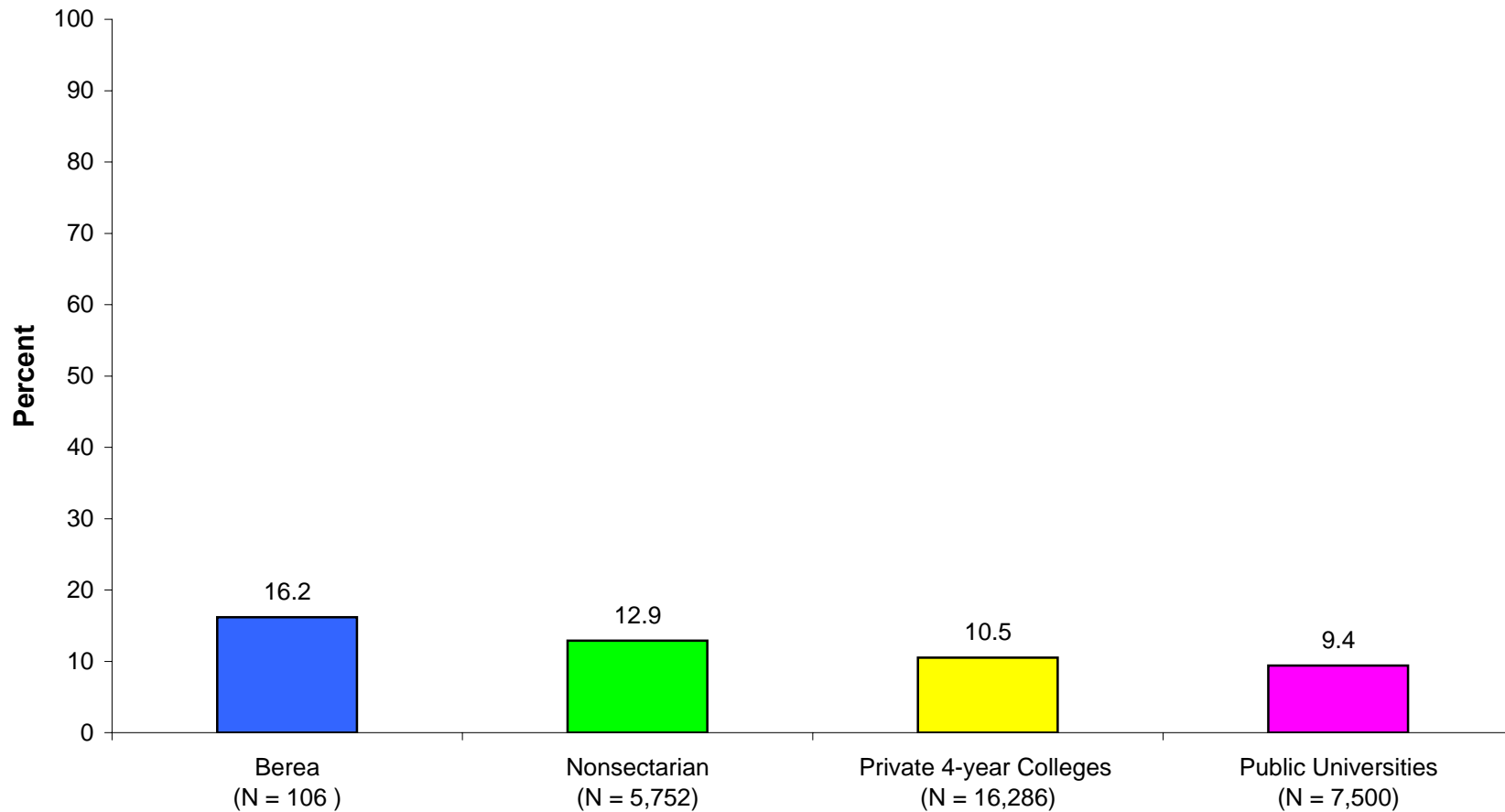
Percent of students noting "much stronger" skills compared with time when entered college:

Understanding of national issues



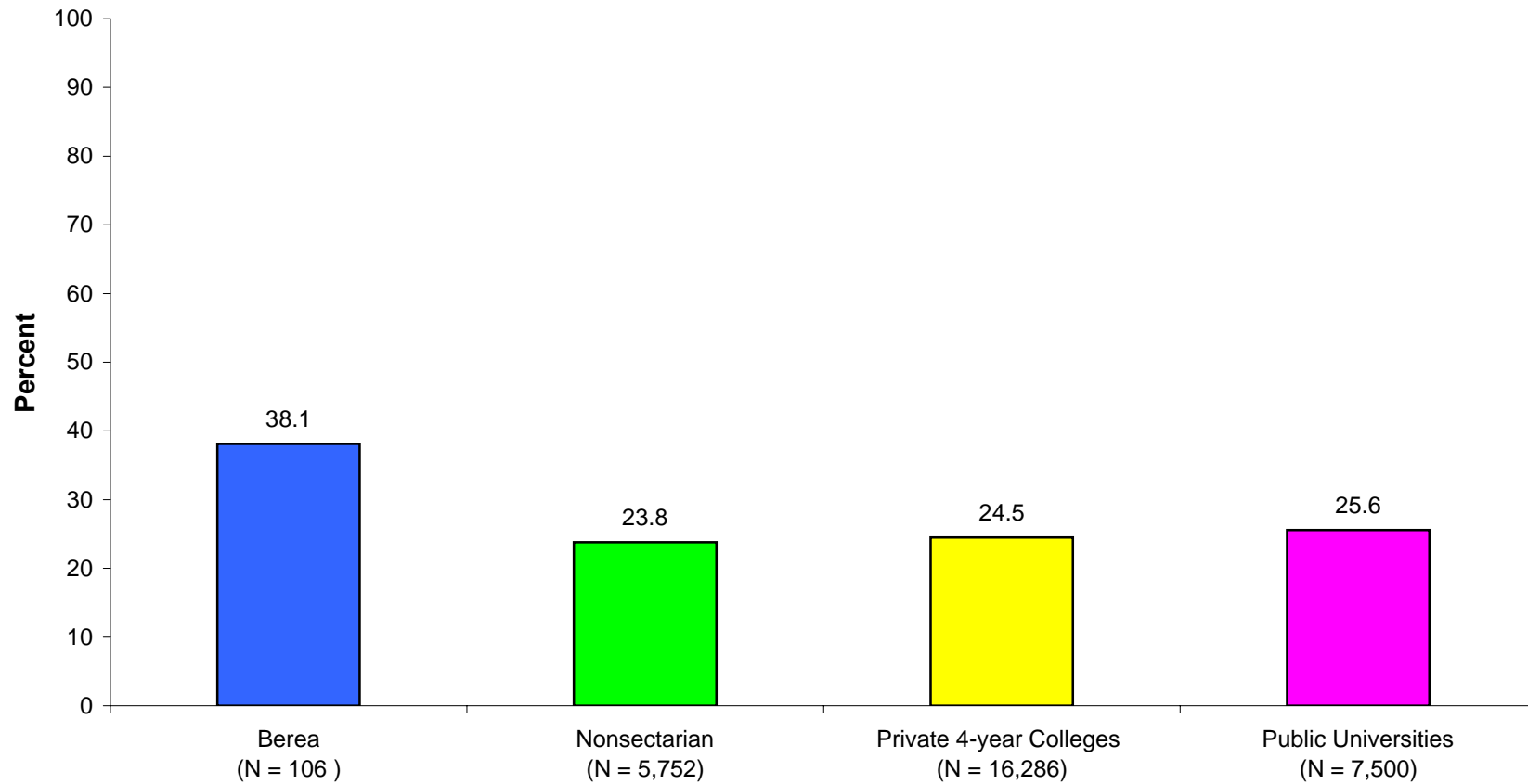
Percent of students noting "much stronger" skills compared with time when entered college:

Understanding of global issues



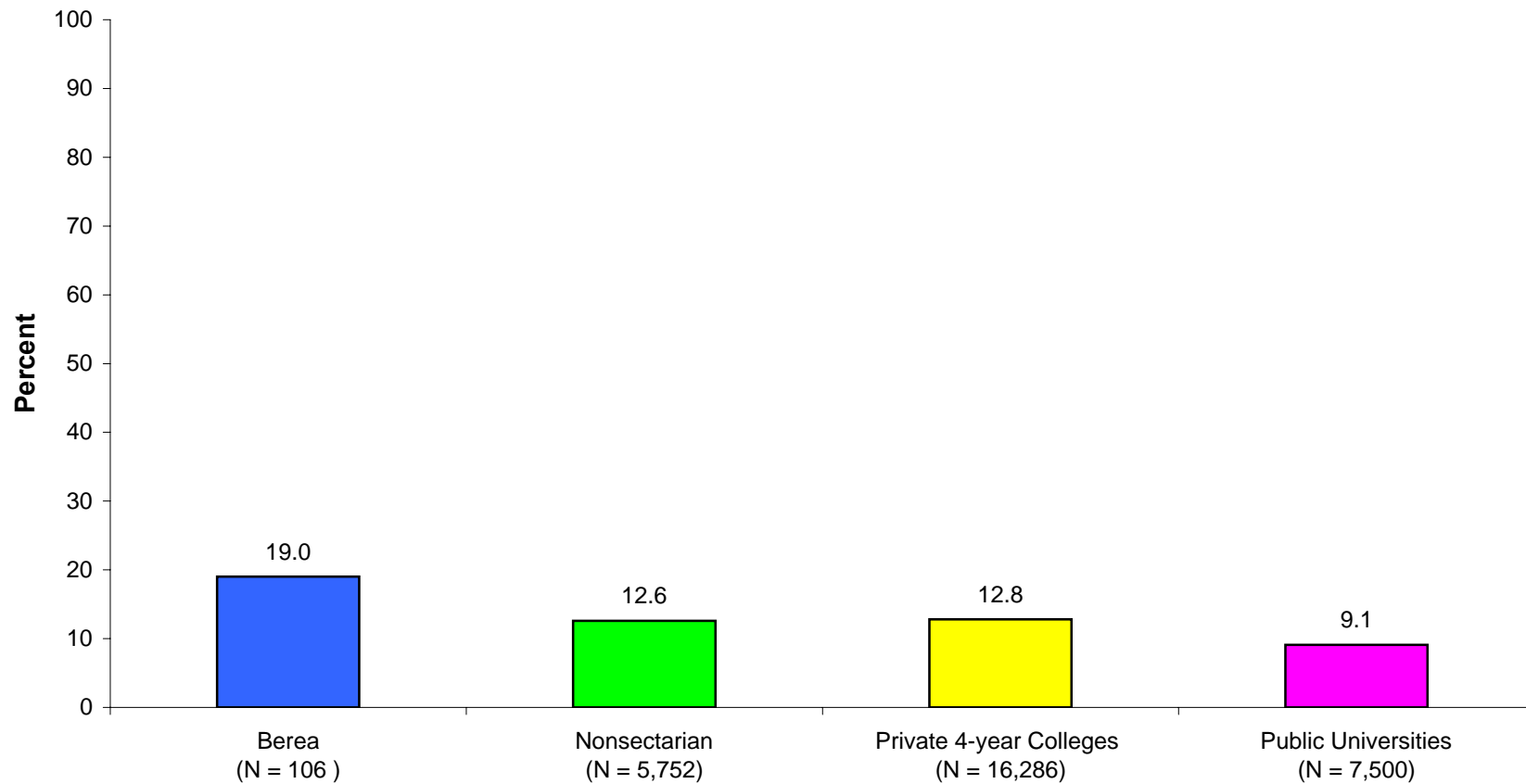
Percent of students noting "much stronger" skills compared with time when entered college:

Ability to make your own decisions



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

Ability to conduct research



Degrees of Preparation Spring 2009

(First-Year and Senior Students)



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

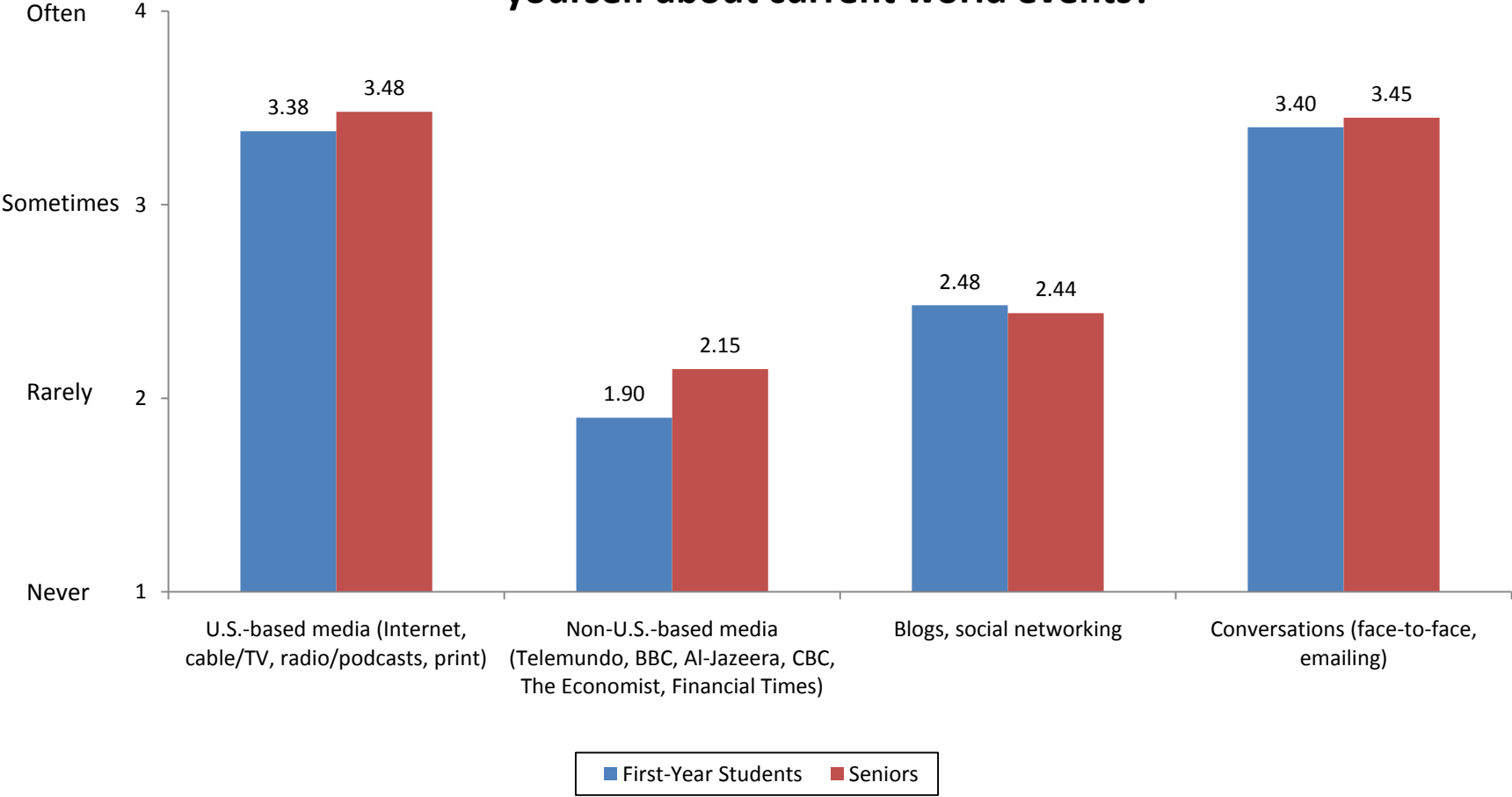
[Click to see survey instrument](#)

Response Rates:

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

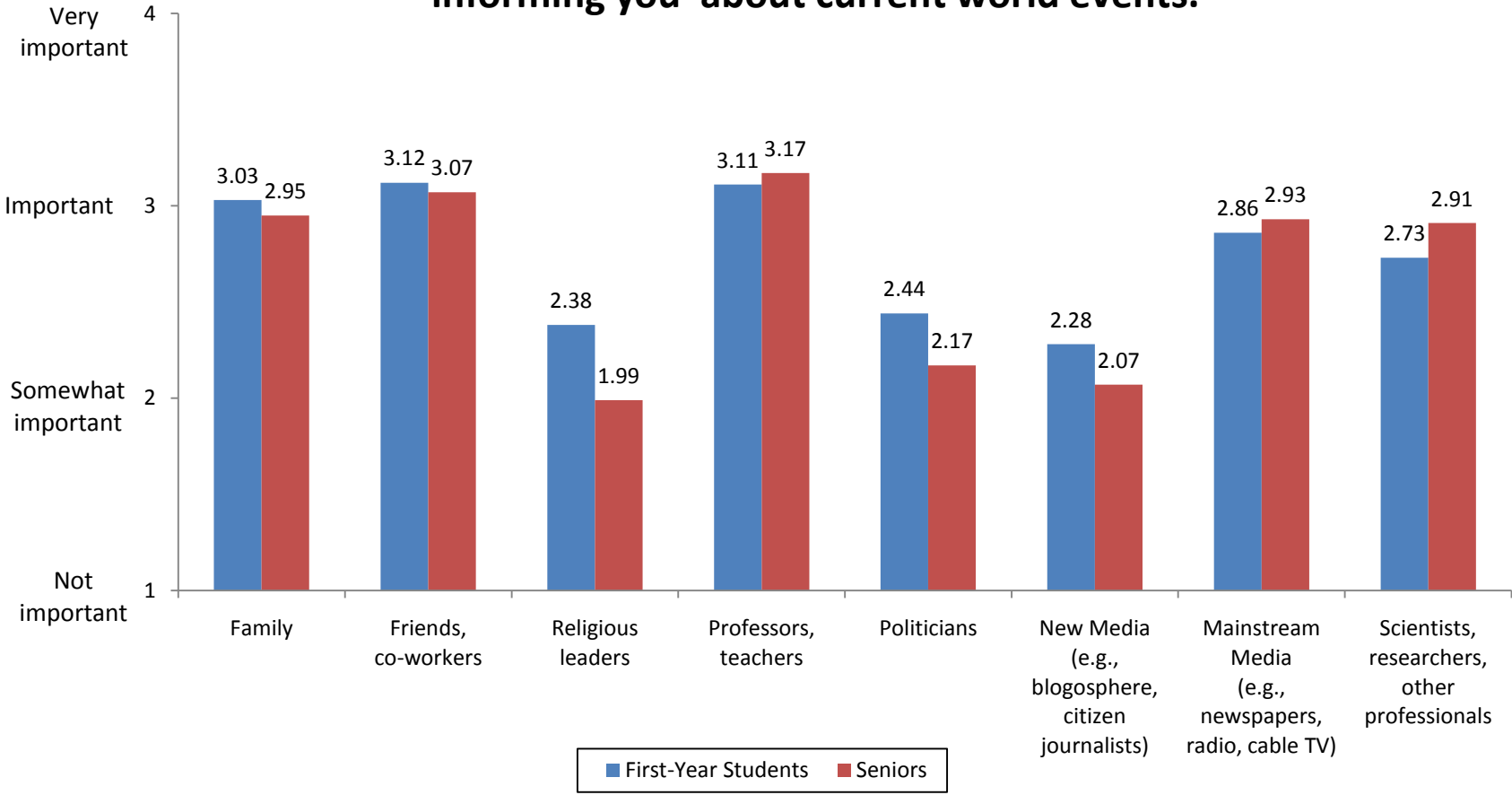
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

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



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

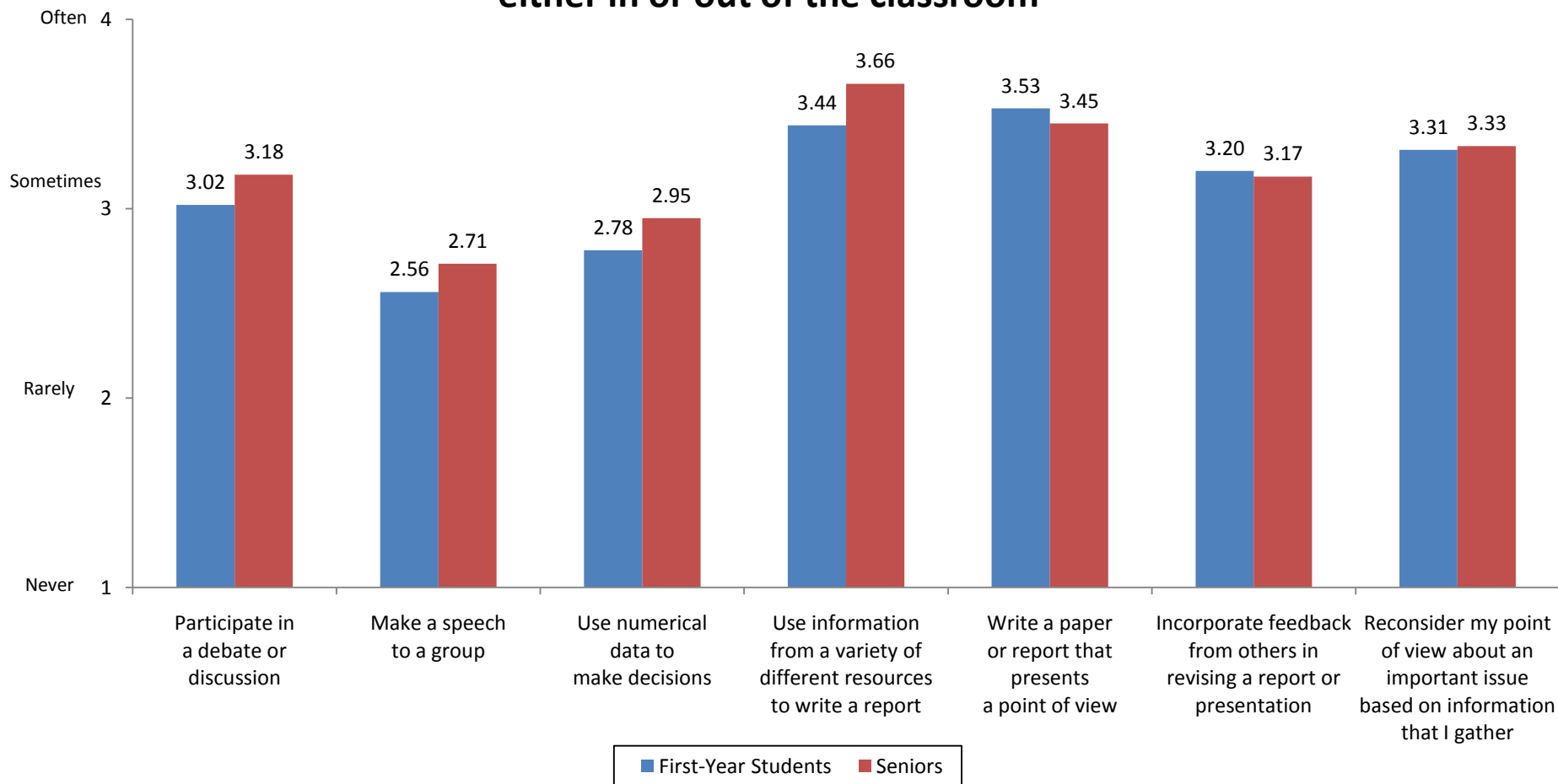
Indicate the importance of the following people in informing you about current world events.



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

CHART 1 of 2

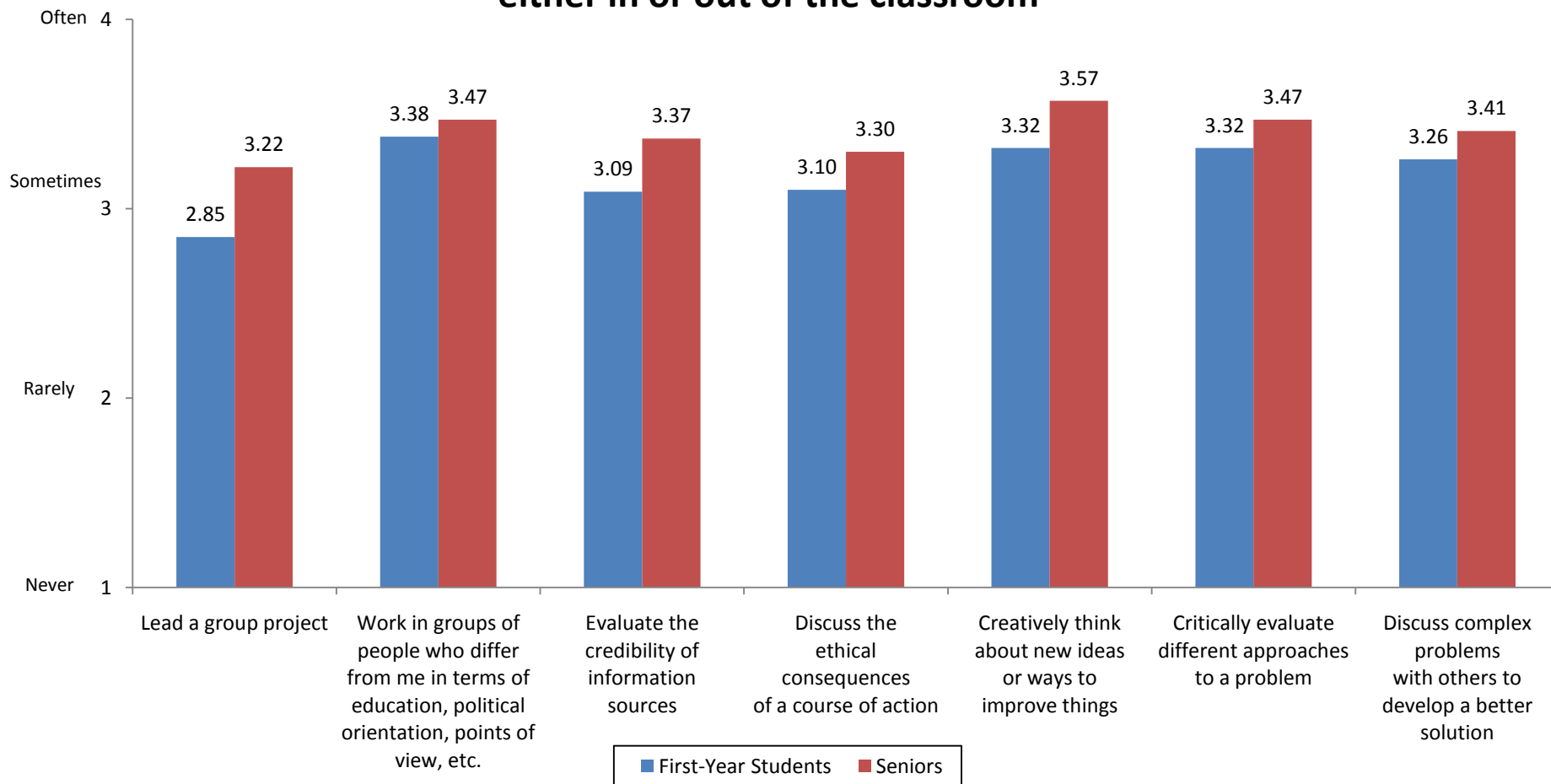
**How frequently do you engage in each activity
either in or out of the classroom**



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

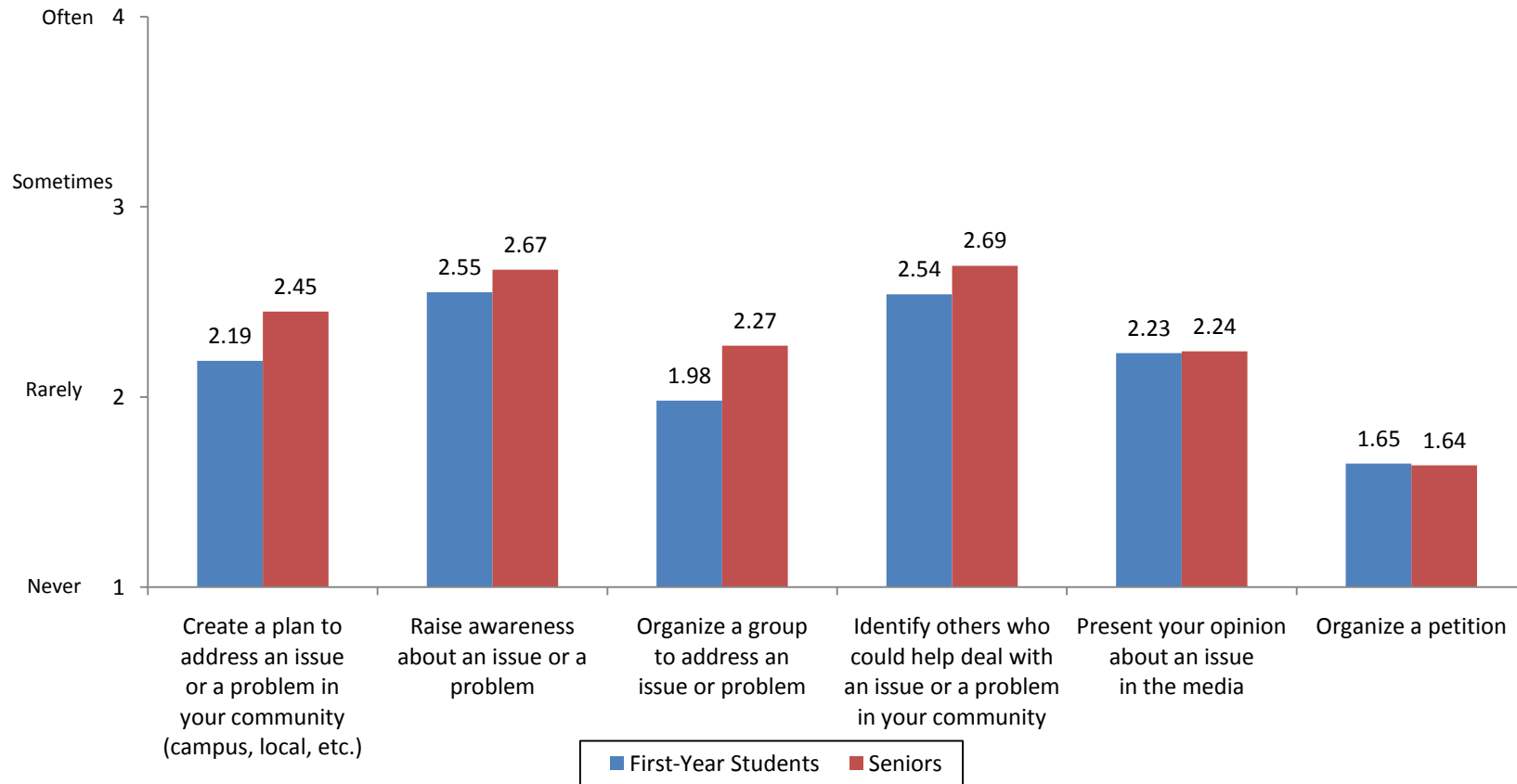
CHART 2 of 2

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



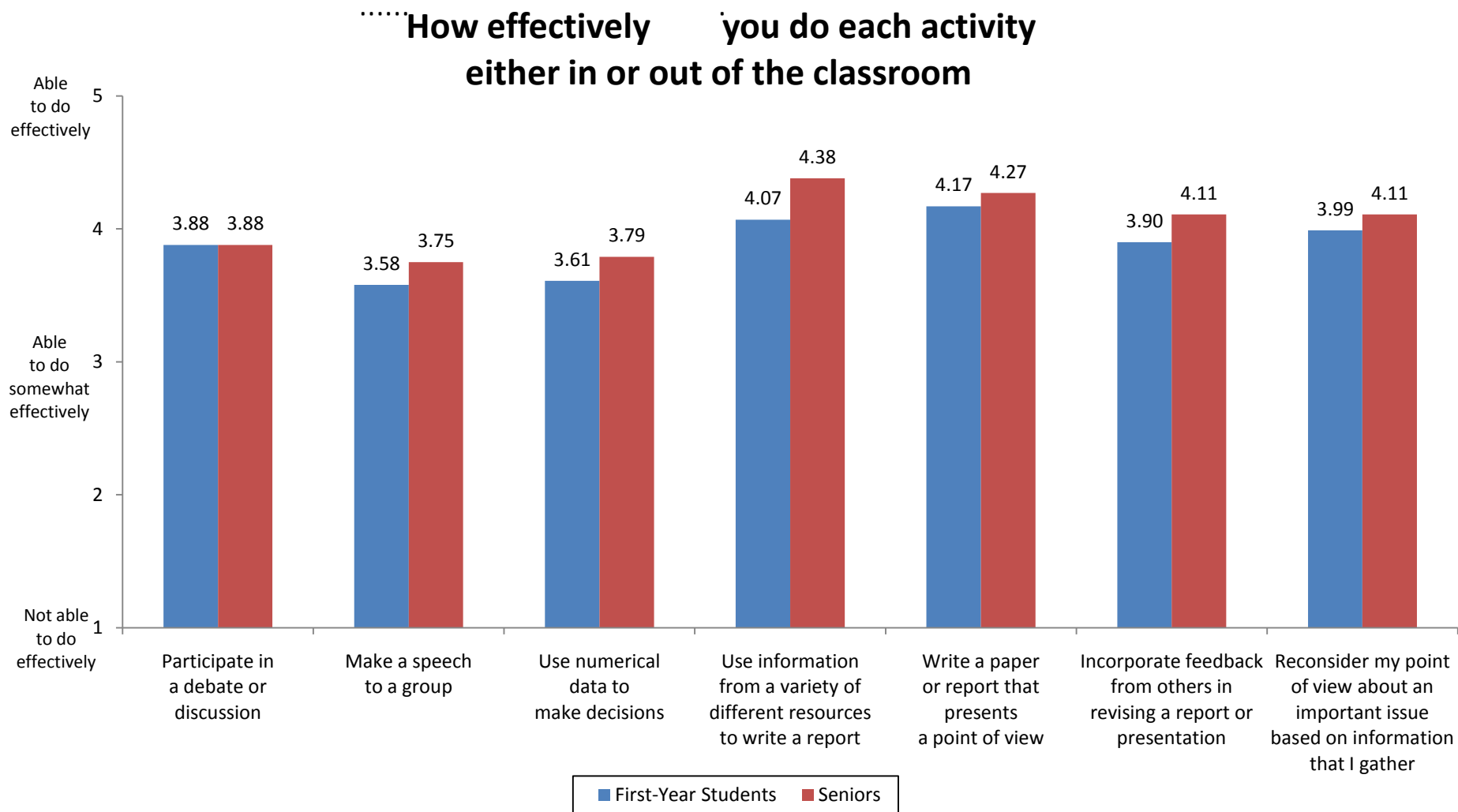
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

How frequently do you engage in each activity



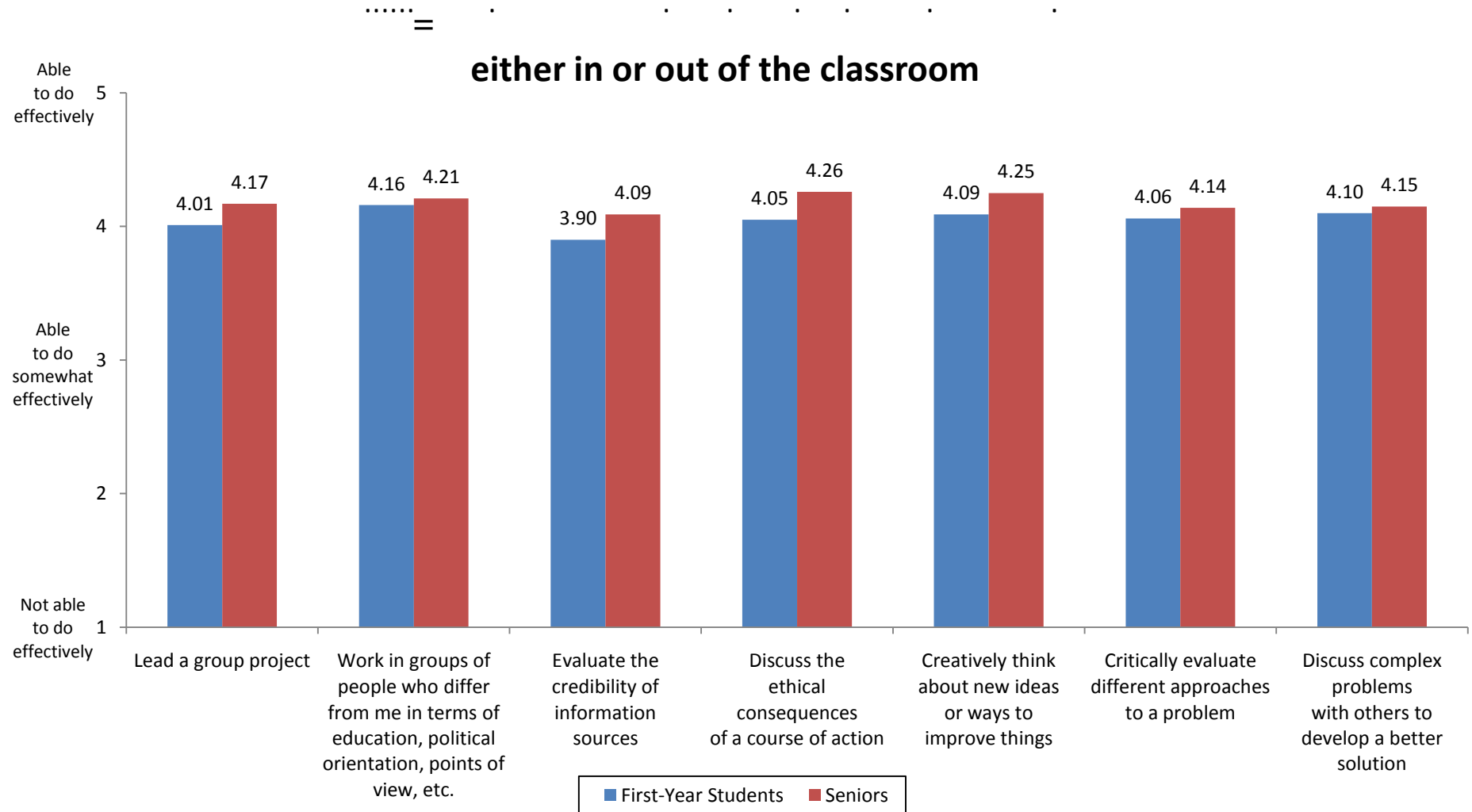
Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)

CHART 1 of 2



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

CHART 2 of 2



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

.....How effectively you do each activity

