

# Admissions

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: [Admissions](#)

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

#### 2010-2020 Construct Report

**Construct: College Reputation Orientation** *measures the degree to which students value academic reputation and future career potential as a reason for choosing this college*

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

**Theme: College Choice** *these items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.*

*To how many colleges other than this one did you apply for admission this year?*

*Were you accepted by your first-choice college?*

*Is this college your...choice?*

*In deciding to go to college, how important to you was each of the following reasons?*

- To be able to get a better job
- To gain a general education and appreciation of ideas
- To make me a more cultured person
- To be able to make more money
- To learn more about things that interest me
- To get training for a specific career
- To prepare myself for graduate or professional school
- To please my family
- My teacher advised me
- This college has a very good academic reputation

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

- This college has a good reputation for its social and extracurricular activities
- I was offered financial assistance
- The cost of attending this college
- High school counselor advised me
- Private college counselor advised me
- I wanted to live near home
- Not offered aid by first choice
- Could not afford first choice
- This college's graduates gain admission to top graduate/professional schools
- This college's graduates get good jobs
- I was attracted by the religious affiliation/orientation for the college
- I wanted to go to a school about the size of this college
- Rankings in national magazines
- Information from a website
- I was admitted through an Early Action or Early Decision program
- A visit to campus
- This college's graduates make a difference in the world

Cooperative Institutional Research Program (CIRP), continued:

**Theme: Financing College** *these items relate to the financial issues associated with attending college.*

*How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?*

- Family resources (parents, relatives, spouse, etc.)
- Your own resources (savings from work, work-study, other income)
- Aid which need not be repaid (grants, scholarships, military funding, etc.)
- Aid which must be repaid (loans, etc.)

*What is your best estimate of your parents'/guardians' total income last year?*

*Do you have any concern about your ability to finance your college education?*

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

- I was offered financial assistance
- The cost of attending this college
- Not offered aid by first choice
- Could not afford first choice

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

- Get a job to help pay for college expenses

Cooperative Institutional Research Program (CIRP), continued:

**Theme: Academic Preparation** *these items illustrate the academic skills and experience students bring to college*

*Self-Reported*

- SAT Critical Reading and Writing
- SAT Mathematics
- ACT Composite

*Percentage indicating "yes"*

- Prior to this term, have you ever taken courses for credit at this institution?
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?

*Please mark which of the following courses you have completed.*

- Algebra II
- Pre-Calculus/Trigonometry
- Probability and Statistics
- Calculus
- AP Probability and Statistics
- AP Calculus
- AP Computer Science

*How many years did you study each of the following subjects in high school?*

- Mathematics
- Foreign Language
- Physical Science
- Biological Science
- History/American Government
- Computer Science
- Arts and/or Music

*How often in the past year did you?*

- 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 received
- 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

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

- Academic ability
- Mathematical ability
- Self-confidence (intellectual)

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

- Studying/homework

## Cooperative Institutional Research Program (CIRP), continued:

### Graphical Report (Recent Trends, 2020, Historical Trends)

*In deciding to go to college, how important to you was each of the following reasons?*

- To be able to get a better job (not asked in 2008)
- To gain a general education and appreciation of ideas (not asked in 2008)
- To make me a more cultured person (not asked in 2008)
- To be able to make more money (not asked in 2008)
- To learn more about things that interest me (not asked in 2008)
- To prepare myself for graduate or professional school (not asked in 2008)
- To get training for a specific career (not asked in 2008)
- To please my family (added in 2016)
- To be able to get a better job

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

- My parents/relatives wanted me to come here (*prior to 2016, parents and relatives were asked in two separate questions*)
- My teacher advised me
- This college has a very good academic reputation
- This college has a good reputation for its social and extracurricular activities
- I was offered financial assistance
- The cost of attending this college (added in 2004)
- High school counselor advised me
- Private college counselor advised me
- I wanted to live near home
- Not offered aid by first choice
- Could not afford first choice (added in 2006)
- This college's graduates gain admission to top graduate/professional schools (added in 2004)
- This college's graduates get good jobs (added in 2004)
- I was attracted by the religious affiliation/orientation of the college
- I wanted to go to a school about the size of this college
- Rankings in national magazines
- Information from a website (asked from 2002 through 2014)
- I was admitted through an Early Action or Early Decision program
- The athletic department recruited me (asked in 2002; 2006 through 2014)
- A visit to the campus (added in 2004)
- The percentage of students that graduate from this college (*not asked in 2016*)
- This college's graduates make a difference in the world (added in 2016)

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

### 2015 Graphical Report

#### Background/Demographics

*How many miles is Berea College from your permanent home?*

- 5 or less
- 6 to 10
- 11 to 50
- 51 to 100
- 101 to 150
- 151 to 300
- Over 300

*How would you characterize where your family lives?*

- Rural (a few houses nearby)
- Rural Village (several houses nearby)
- Village (pop. Under 1,000)
- Small Town (pop. 1,000 – 10,000)
- City (pop. 10,000 – 50,000)
- Suburb (near a city/metropolitan area)
- Metropolitan Area (pop. 50,000+)

*Please answer the following questions regarding your parents' and/or guardians' education.*

- Neither parent obtained a college degree

#### Admissions

*Indicate what best describes your application to Berea College:*

- It was my first choice
- It was my second choice
- It was my third choice
- It was my fourth or lower choice

#### Financial Aid and Financial Literacy

*Rate your level of understanding of each of the following:*

- The Berea College financial aid program
- Balancing a budget
- Credit card usage
- Staying out of debt
- How to invest money
- Best buys (consumer research)

Do you have a credit card?

Do you have a cell phone?

Did you attend the Freshman Financial Literacy convocation?

*Rate your agreement with each of the following statements about the Financial Literacy Convocation on Thursday, August 27.*

- I have a better understanding of how to approach money management while in college.
- I feel more prepared to handle/manage issues related to credit cards.
- I understand the importance of a spending plan,
- I feel confident in my ability to develop a spending plan.
- I found the information presented useful.

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

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

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

### 2014 Graphical Report

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

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

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

- Hire faculty “stars”
- Recruit more minority students
- Promote gender diversity in the faculty and administration
- Promote racial and ethnic diversity in the faculty and administration

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

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

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

#### *Satisfaction Ratings*

- Admissions staff are knowledgeable
- Admissions counselors respond to prospective students' unique needs and requests
- Admissions counselors accurately portray the campus in their recruiting practices

#### *How important were each of the following factors in your decision to enroll here?*

- Cost
- Financial Aid
- Academic Reputation
- Size of Institution
- Opportunity to play sports
- Recommendations from family/friends
- Geographic setting
- Campus appearance
- Personalized attention prior to enrollment

### Graduating Seniors' Survey (includes ACT College Outcomes Survey)

*Indicate your level of satisfaction with each of the following:*

- New student orientation services



## Historical Survey Data (Prior to 2012)

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

#### Graphical Report

*In deciding to go to college, how important to you was each of the following reasons?*

- My parents wanted me to go (asked in 2002-2006)
- I could not find a job (asked in 2002-2006)
- Wanted to get away from home (asked in 2002-2006)
- There was nothing better to do (asked in 2002-2006)
- A mentor/model encouraged me to go (asked in 2002 and 2006)
- To find my purpose in life (asked in 2004)
- To improve my reading and study skills (asked in 2002)
- This college offers special educational programs (asked in 2002)
- The college has low tuition (asked in 2002)

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

#### 1998, 1999, 2003 and 2005 Administrations

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

- Convenient location
- Offered the courses I wanted
- Labor program
- College's academic reputation
- Social atmosphere
- Size of the college
- Advice of relatives
- Advice of high school counselor, teacher, etc.
- To be with friends
- College Christian commitment
- Has the major I want

#### Selected Years: 2004, 2006, 2008, and 2009

*Choose the one description that best fits your understanding of Berea College*

Berea College promotes its Christian identity...

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

[Berea-Specific Entering Survey, Entering Fall Term First-Year and New Transfer Students, continued:](#)

2007 Administration

*How did you research colleges before applying?*

- School's website
- Talked to my high school guidance counselor about college options
- Talked to a teacher or coach about colleges
- Looked at other sites that gave ratings/information about colleges
- Met with an admissions representative when they visited my high school
- Took a virtual tour online
- Looked at college rankings (e.g., U.S. News and World Report)
- Looked at guidebooks
- Visited the campus without seeing anyone from admissions
- Visited the campus for an organized tour or admissions event
- Other

*How did you learn about Berea's academic reputation?*

- Through information sent to me by the college
- College rankings (e.g., U.S. News and World Report)
- School's website

Did you have an account as part of an online community (e.g., Facebook, MySpace, etc.)?

Did you look for OTHER NEW Berea students through an online community?

Did you look for other Berea students (sophomores, juniors, and seniors) through an online community?

2011 Administration Only

Indicate which best describes your application to Berea.

*Please check if you have participated in any of the following TRIO or GEAR UP programs.*

- Student Support Services (for transfer students)
- Education Opportunity Center
- Educational Talent Search
- Upward Bound
- Upward Bound Math/Science
- GEAR-UP

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

- Cost of attendance/affordable price
- Close to home
- Offered the courses I want
- Labor Program (work program)
- College's academic reputation
- Social atmosphere
- Size of the college
- Advice of relatives
- Advice of high school counselor, teacher, etc.
- To be with friends
- College Christian commitment
- Has the major/academic program I want
- Class size
- My parent(s) wanted to me to come here
- Other, please list

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

*How well did the College help in your transition to Berea in each of the following areas? (Non-Traditional Students)*

- Housing
- Community resources (grocery, medical, auto, etc.)
- Childcare options (if applicable)

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

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

**Trend Report: 1995 through 2012**

Which best describes your application to Berea College?

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

*Students reporting they were “satisfied” or “very satisfied” with each of the following:*

- Orientation for new students

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

- The admission/recruitment materials I received accurately portray the campus

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

**Berea-Specific Items – 2003 Administration Only**

*Importance/Satisfaction Ratings*

- The freshman orientation sessions (ROW) conducted in the summer helped me make a more successful transition to college life.
- The freshman orientation program offered the first few days before classes helped me make a more successful transition to college life.

**African-American Student Survey, April 2003**

*How important were each of the following to your decision to enroll at Berea College?/Please rate your experience with each of the following*

- Admissions literature (viewbook, pamphlets, etc.)
- Personal phone calls from Admissions staff
- Personal phone calls from Berea College faculty
- Discussions with Berea College student or alumni
- Carter Woodson Weekend

*How welcome did each of the following make you feel at the college?/How useful was each to your initial adjustment?/How informative was each of the following?*

- Registration and orientation weekends (ROWs)
- Fall orientation
- Black Cultural Center freshman open house/social

[ACT Alumni Survey, Graduates two year after graduation](#)

*What was your primary reason for attending this college?*

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

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

- College support of nontraditional students (24 or older and/or married and/or a parent) (formerly “College response to older/nontraditional students”)
- Transfer of course credits from other colleges, schools to this college

If you could begin again, would you attend this school?

Overall, how would you rate this school (for the time during which you were attending it)?

Would you recommend this school to a friend or acquaintance who asked your opinion?

# Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



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

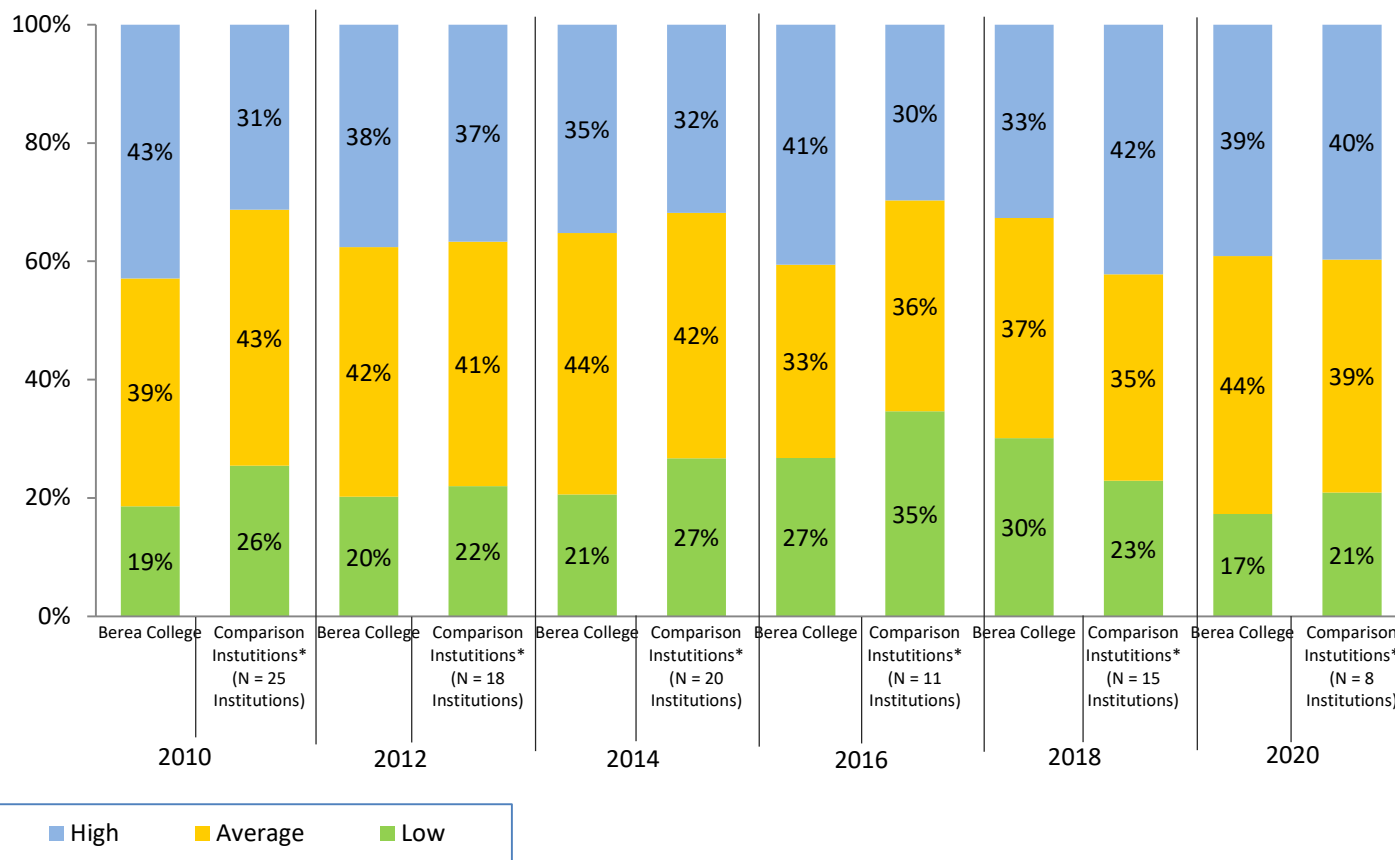
[Select to see survey instruments](#)

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: College Reputation Orientation** - Measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.



Survey items included in the construct, **College Reputation Orientation**:

*How important was each reason in your decision to come here? (Very Important, Somewhat Important, Not Important)*

- This college's graduates get good jobs
- This college's graduates gain admission to top graduate/professional schools
- This college has a very good academic reputation

\*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, College Reputation Orientation, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

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

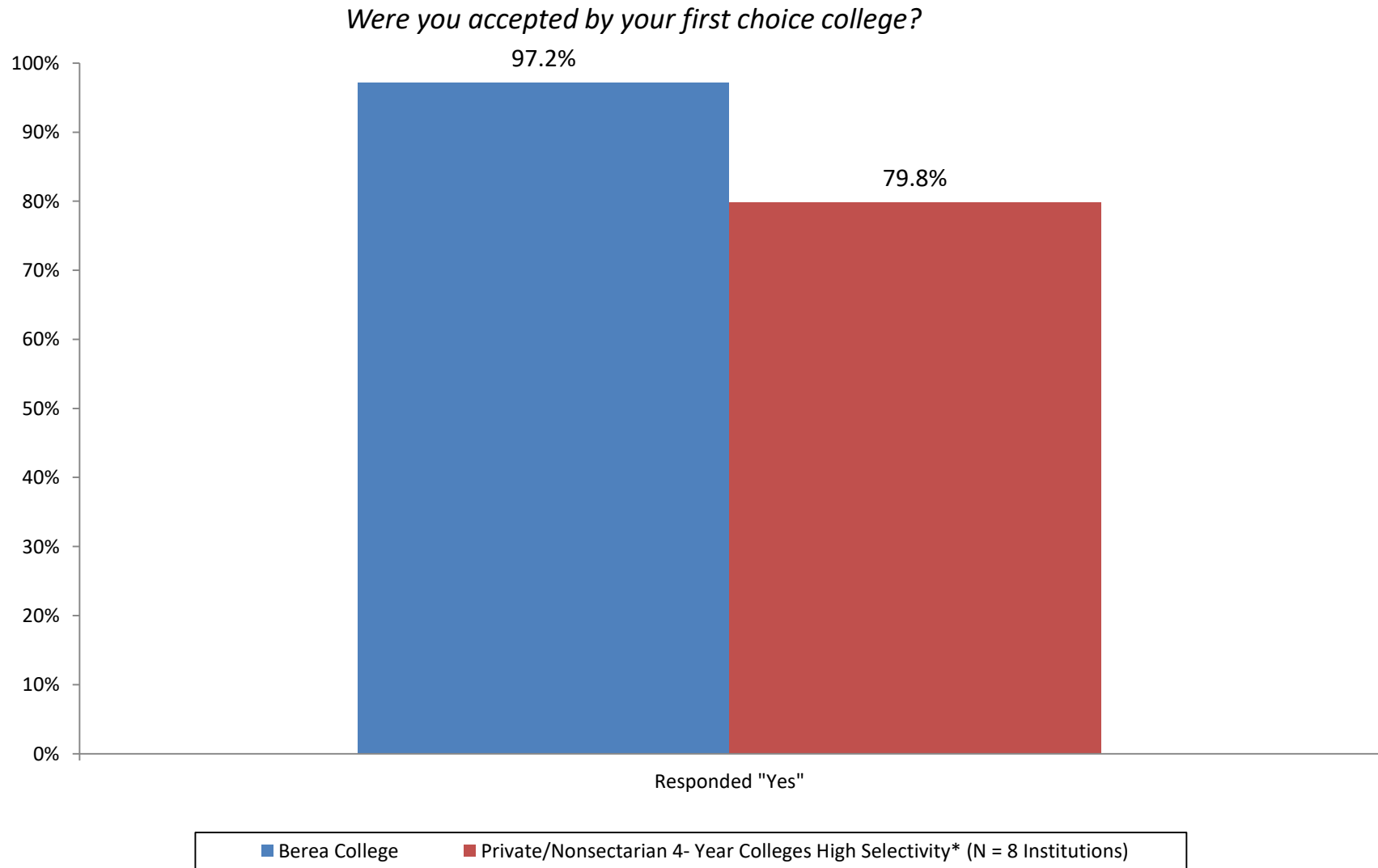
NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

**Theme: College Choice** -- *These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.*

- To how many colleges other than this one did you apply for admission this year?  
(None, One, Two, Three, Four, Five, Six, Seven and Eight, Nine and Ten, Eleven or more)
- Were you accepted by your first choice college?
- Is this college your: (First choice, Second choice, Third choice, Less than third choice)
- *In deciding to go to college, how important to you was each of the following reasons?  
(Very important = 3, Somewhat important = 2, Not important = 1)*
  1. To be able to get a better job
  2. To gain a general education and appreciation of ideas
  3. To make me a more cultured person
  4. To be able to make more money
  5. To learn more about things that interest me
  6. To get training for a specific career
  7. To prepare myself for graduate or professional school
  8. To please my family
- *How important was each reason in your decision to come here?  
(Very important = 3, Somewhat important = 2, Not important = 1)*
  1. My parents/relatives wanted me to come here
  2. My teacher advised me
  3. This college has a very good academic reputation
  4. This college has a good reputation for its social and extracurricular activities
  5. I was offered financial assistance
  6. The cost of attending this college
  7. High school counselor advised me
  8. Private college counselor advised me
  9. I wanted to live near home
  10. Not offered aid by first choice
  11. Could not afford first choice
  12. This college's graduates gain admission to top graduate/professional schools
  13. This college's graduates get good jobs
  14. I was attracted by the religious affiliation/orientation of the college
  15. I wanted to go to a school about the size of this college
  16. Rankings in national magazines
  17. I was admitted through an Early Action or Early Decision program
  18. A visit to this campus
  19. This college's graduates make a difference in the world

**THEME: College Choice**

(Based on First-Year Students Only)



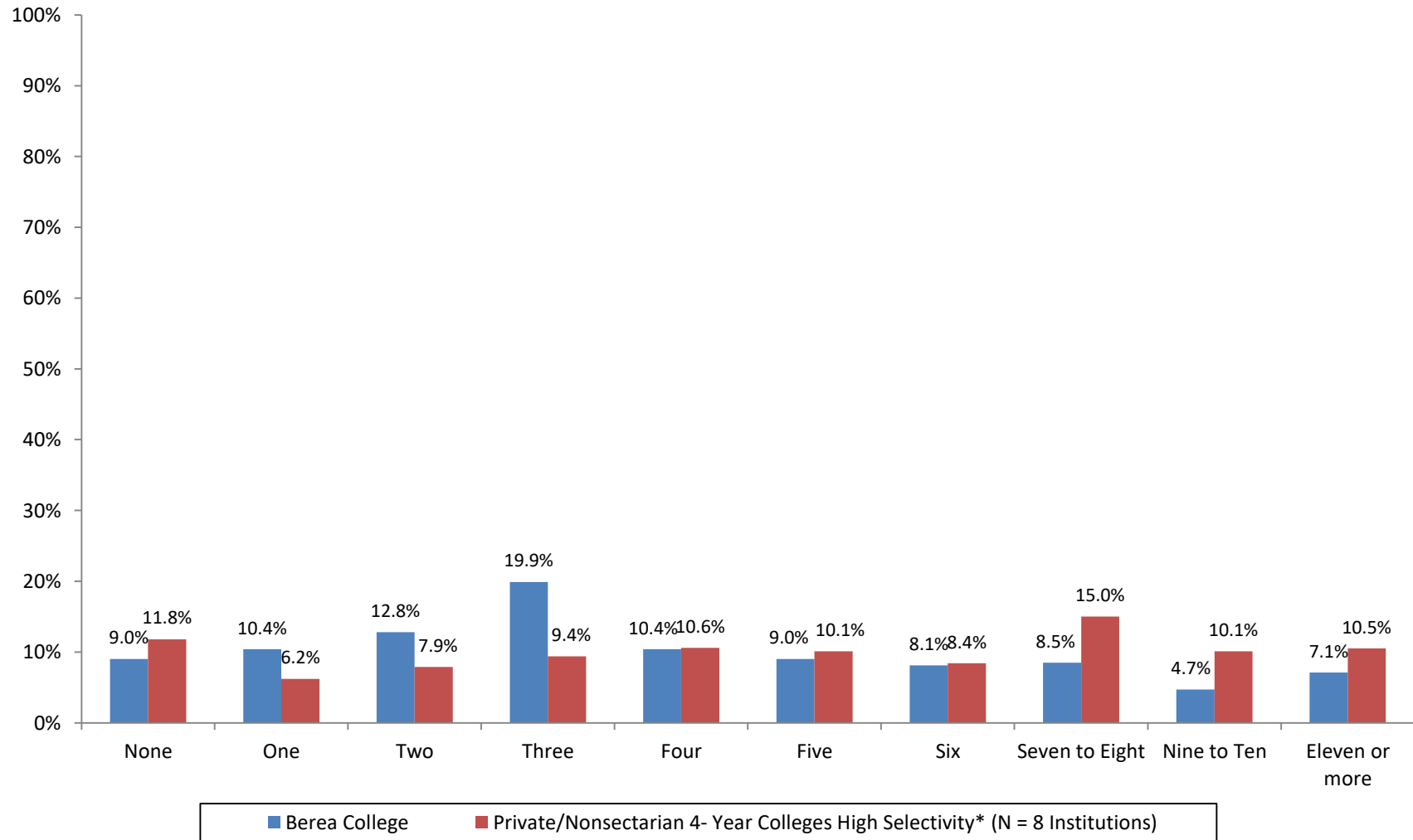
\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.



**THEME: College Choice**

(Based on First-Year Students Only)

*To how many colleges other than this one did you apply for admission this year?*

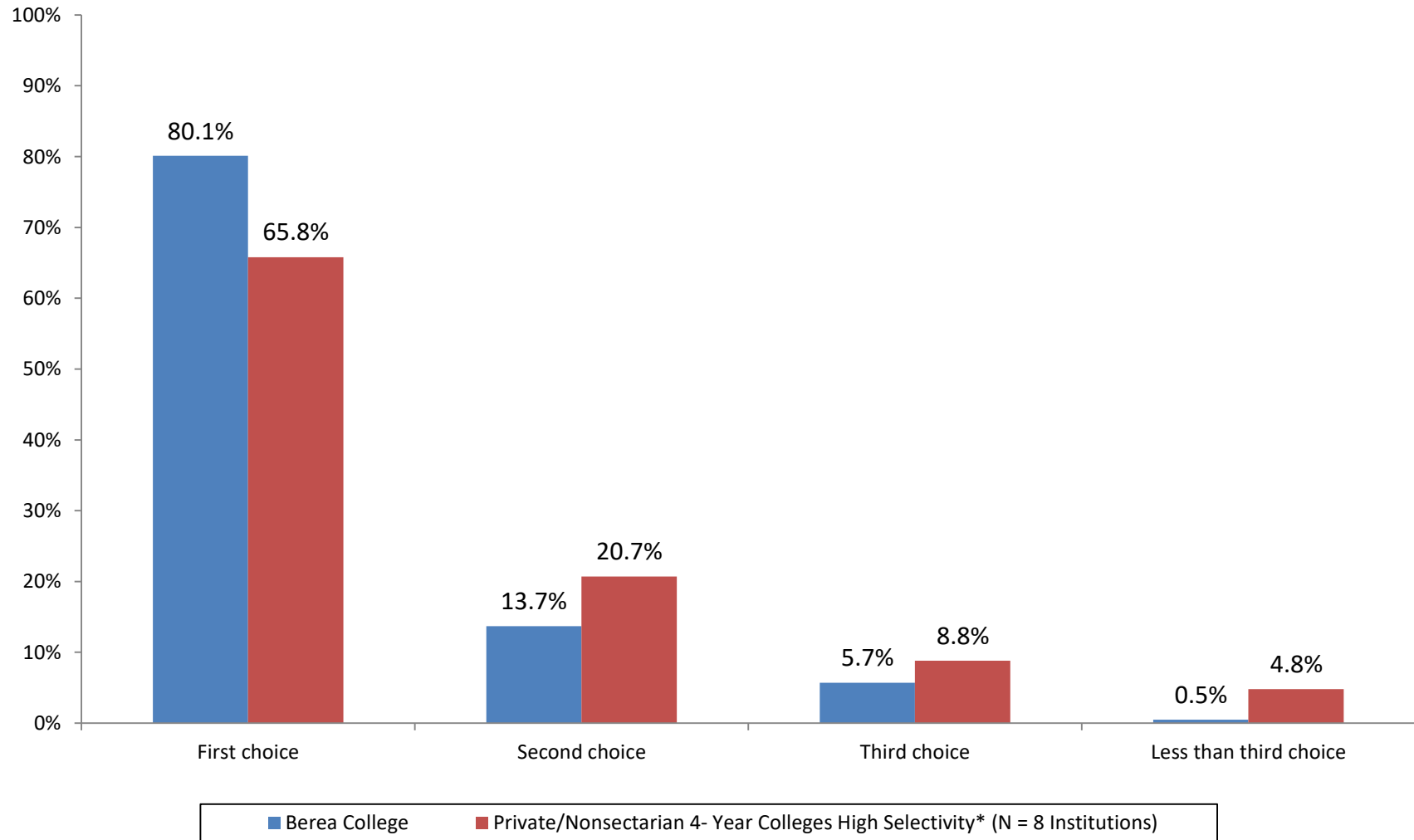


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: College Choice**

(Based on First-Year Students Only)

*Is this college your:*

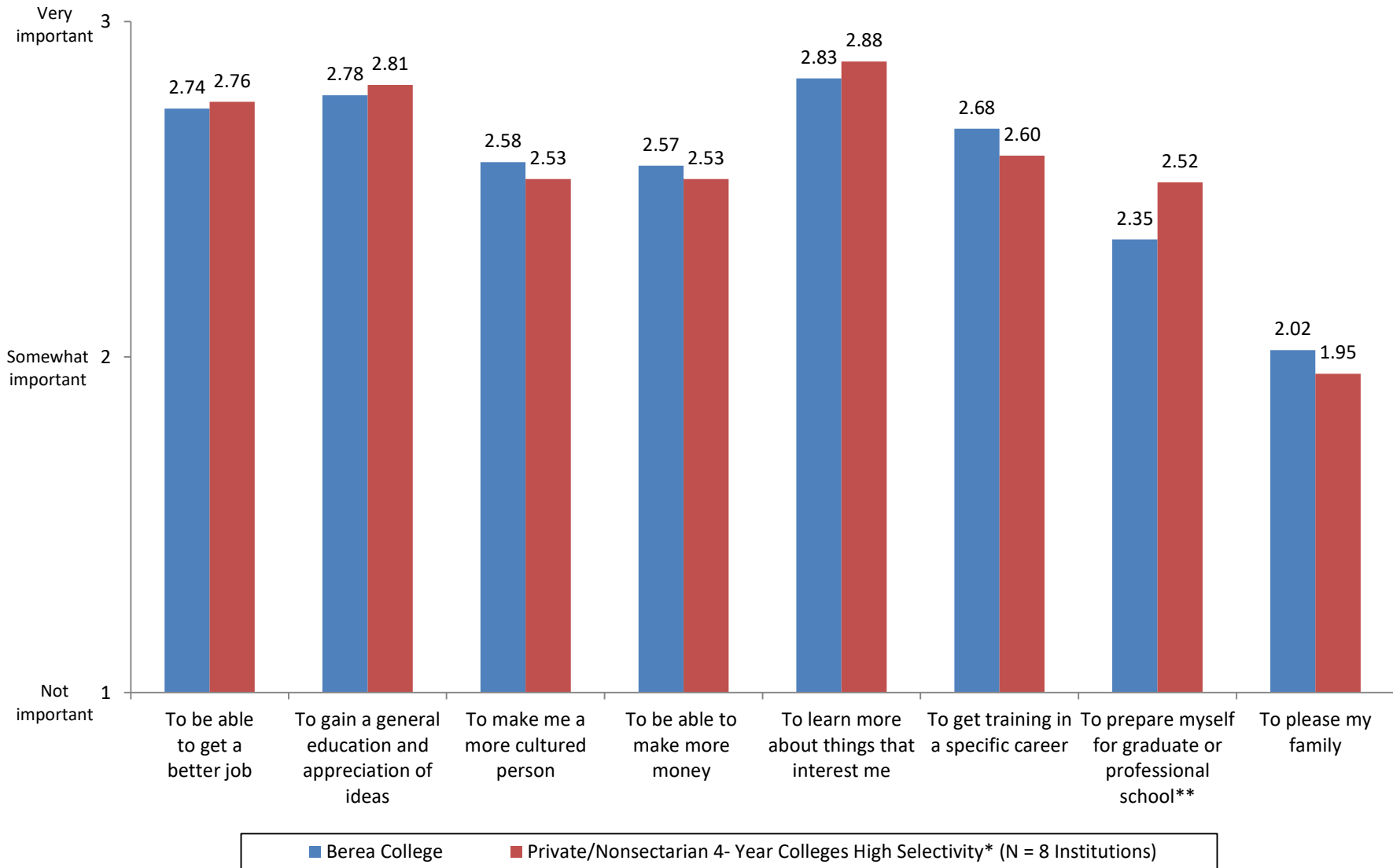


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: College Choice**

(Based on First-Year Students Only)

*In deciding to go to college, how important to you was each of the following reasons?*



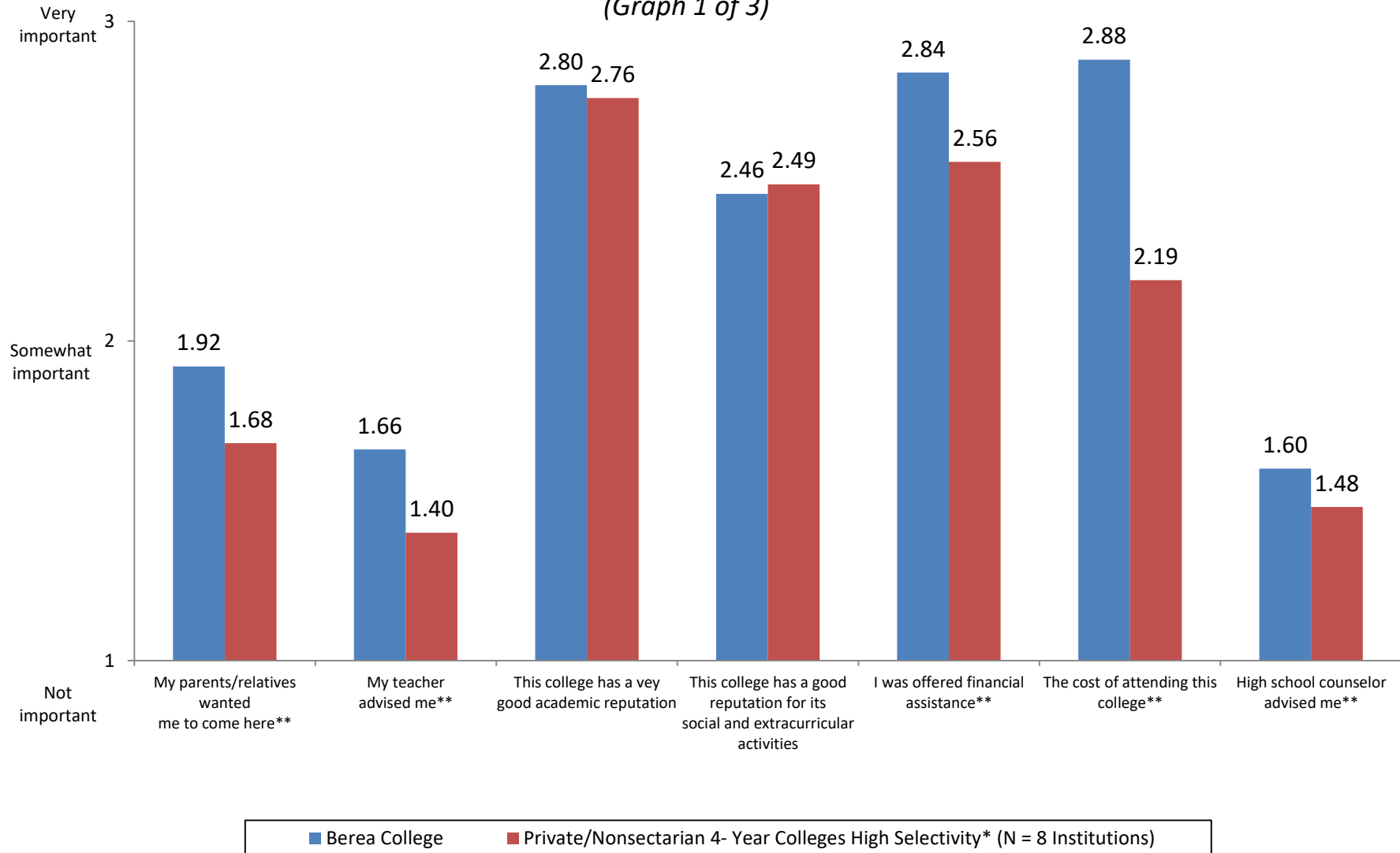
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: College Choice**

(Based on First-Year Students Only)

*How important was each reason in your decision to come here?  
(Graph 1 of 3)*



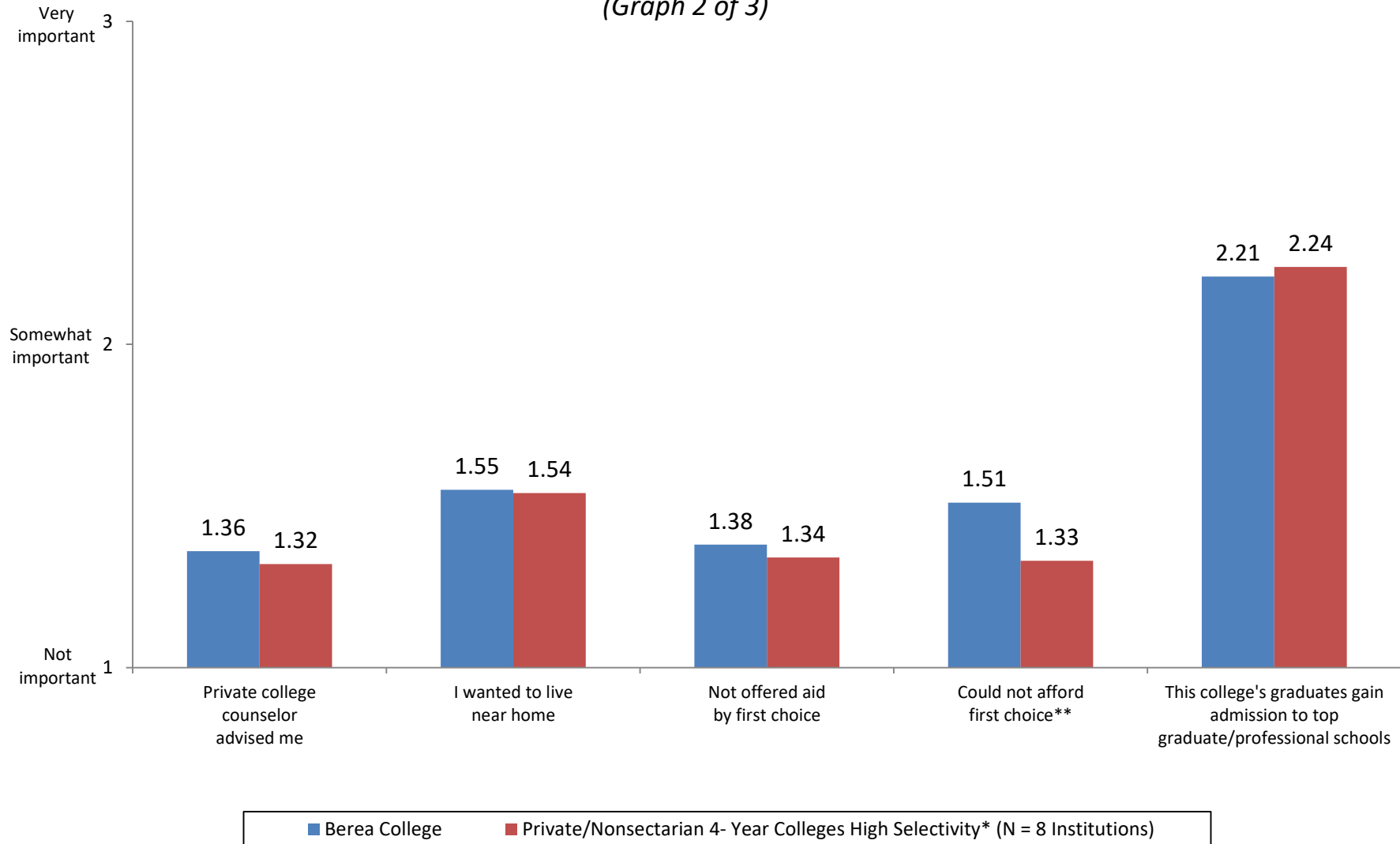
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: College Choice**

(Based on First-Year Students Only)

*How important was each reason in your decision to come here?  
(Graph 2 of 3)*



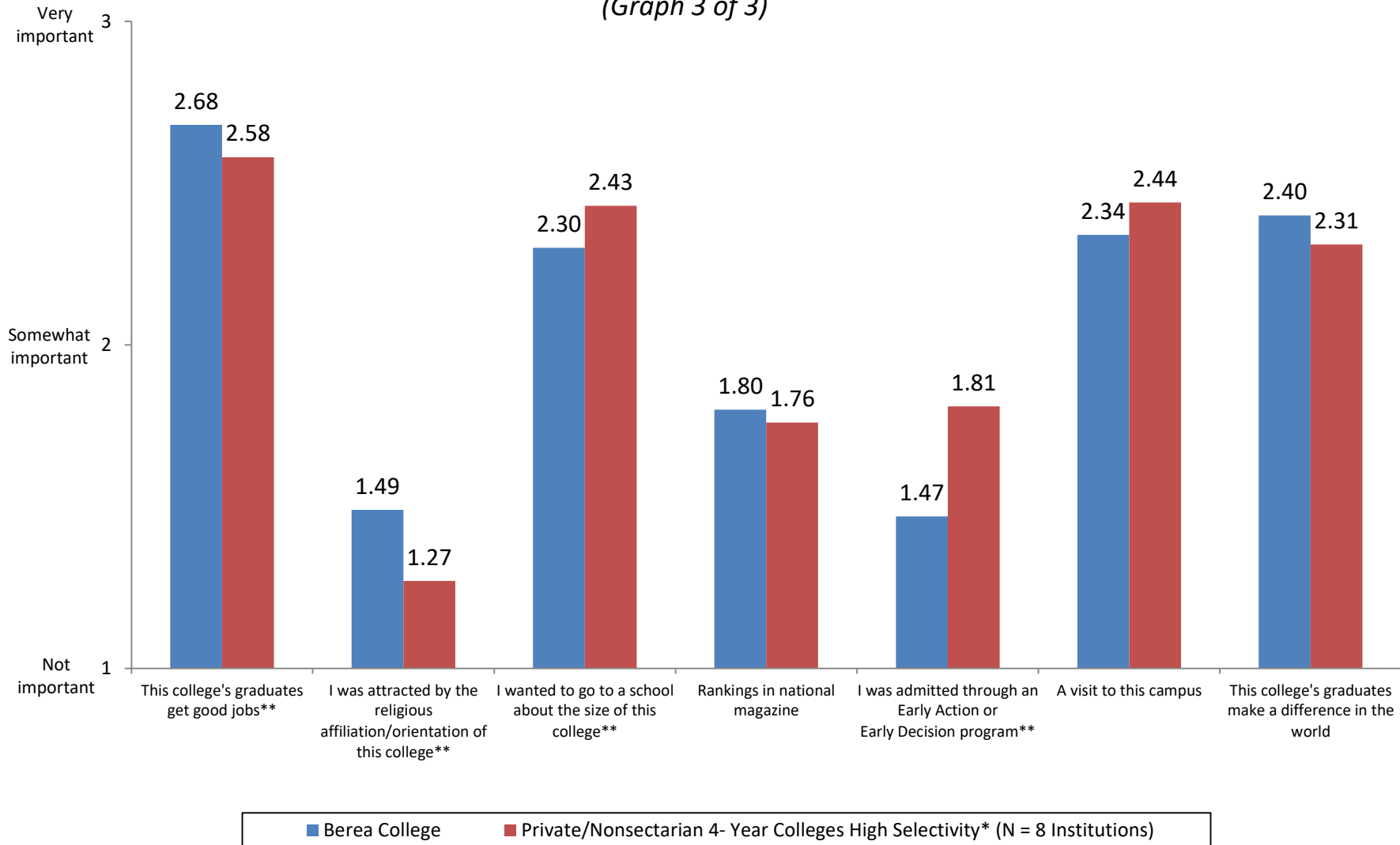
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: College Choice**

(Based on First-Year Students Only)

*How important was each reason in your decision to come here?  
(Graph 3 of 3)*



\*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.

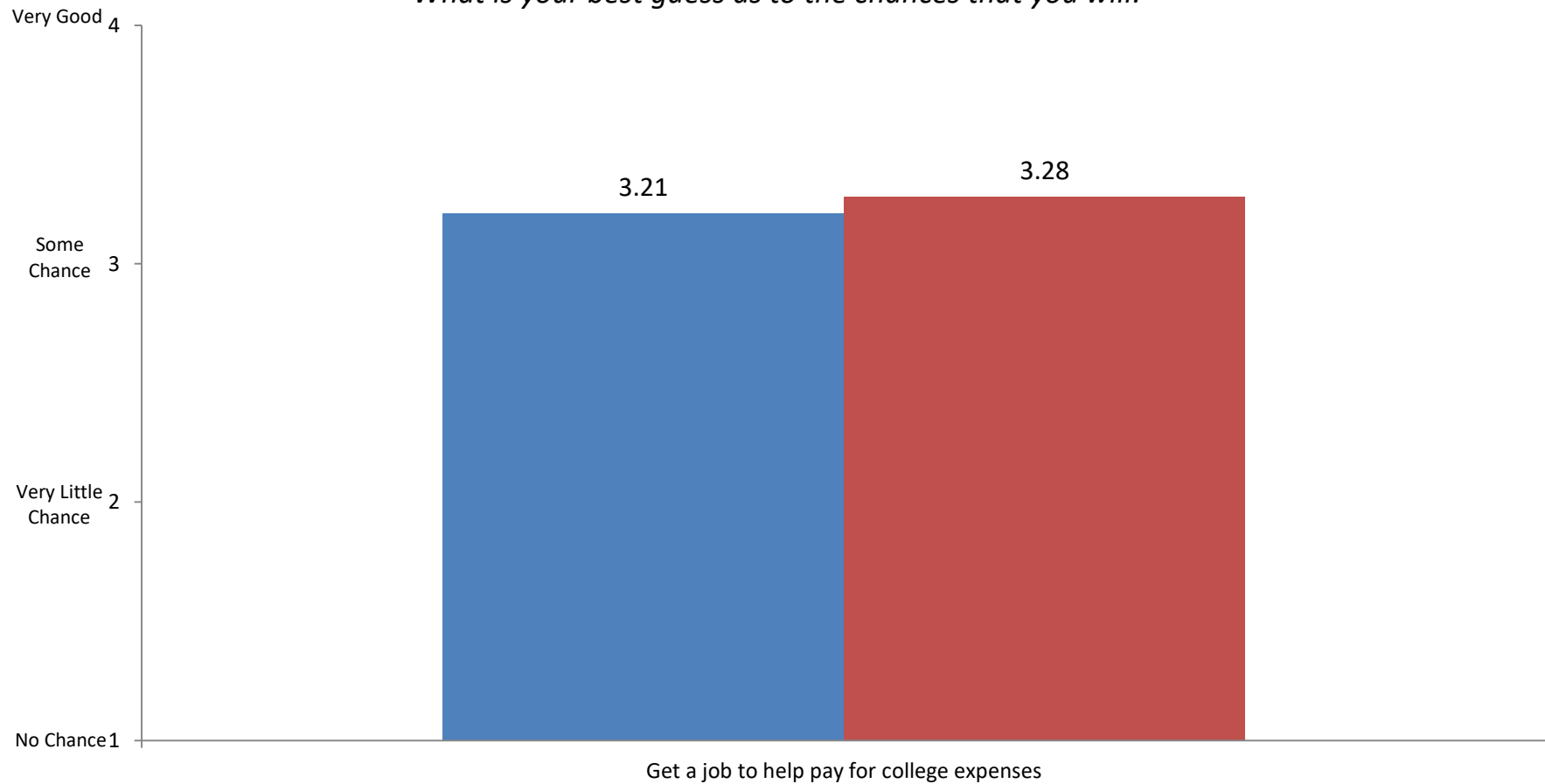
**Theme: Financing College** -- *These items relate to the financial issues associated with attending college.*

- How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?  
(None, \$1-\$2,999, \$3,000-\$5,999, \$6,000-\$9,999, \$10,000-\$14,999, \$15,000+)
  1. Family resources (parents, relatives, spouse etc.)
  2. My own resources (savings from work, work-study, other income)
  3. Aid which need not be repaid (grants, scholarships, military funding, etc.)
  4. Aid which must be repaid (loans, etc.)
  
- What is the best estimate of your parents'/guardians' total income last year?
  - Less than \$15,000*
  - \$15,000 to \$24,999*
  - \$25,000 to \$29,999*
  - \$30,000 to \$59,999*
  - \$60,000 to \$74,999*
  - \$75,000 to \$99,999*
  - \$100,000 to \$124,999*
  - \$125,000 to \$149,000*
  - \$150,000 to \$199,999*
  - \$200,000 to \$249,999*
  - \$250,000 to \$499,999*
  - \$500,000 or higher*
  
- Do you have any concern about your ability to finance your college education?
  - None (I am confident that I will have sufficient funds)*
  - Some (but I probably will have enough funds)*
  - Major (not sure I will have enough funds to complete college)*
  
- How important was each reason in your decision to come here?  
(*Very important = 3, Somewhat important = 2, Not important = 1*)
  1. I was offered financial assistance
  2. The cost of attending this college
  3. Not offered aid by first choice
  4. Could not afford first choice
  
- What is your best guess as to the chances that you will:
  - (*Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1*)
  - 1. Get a job to help pay for college expenses

**THEME: Financing College**

(Based on First-Year Students Only)

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



■ Berea College    ■ Private/Nonsectarian 4- Year Colleges High Selectivity\* (N = 8 Institutions)

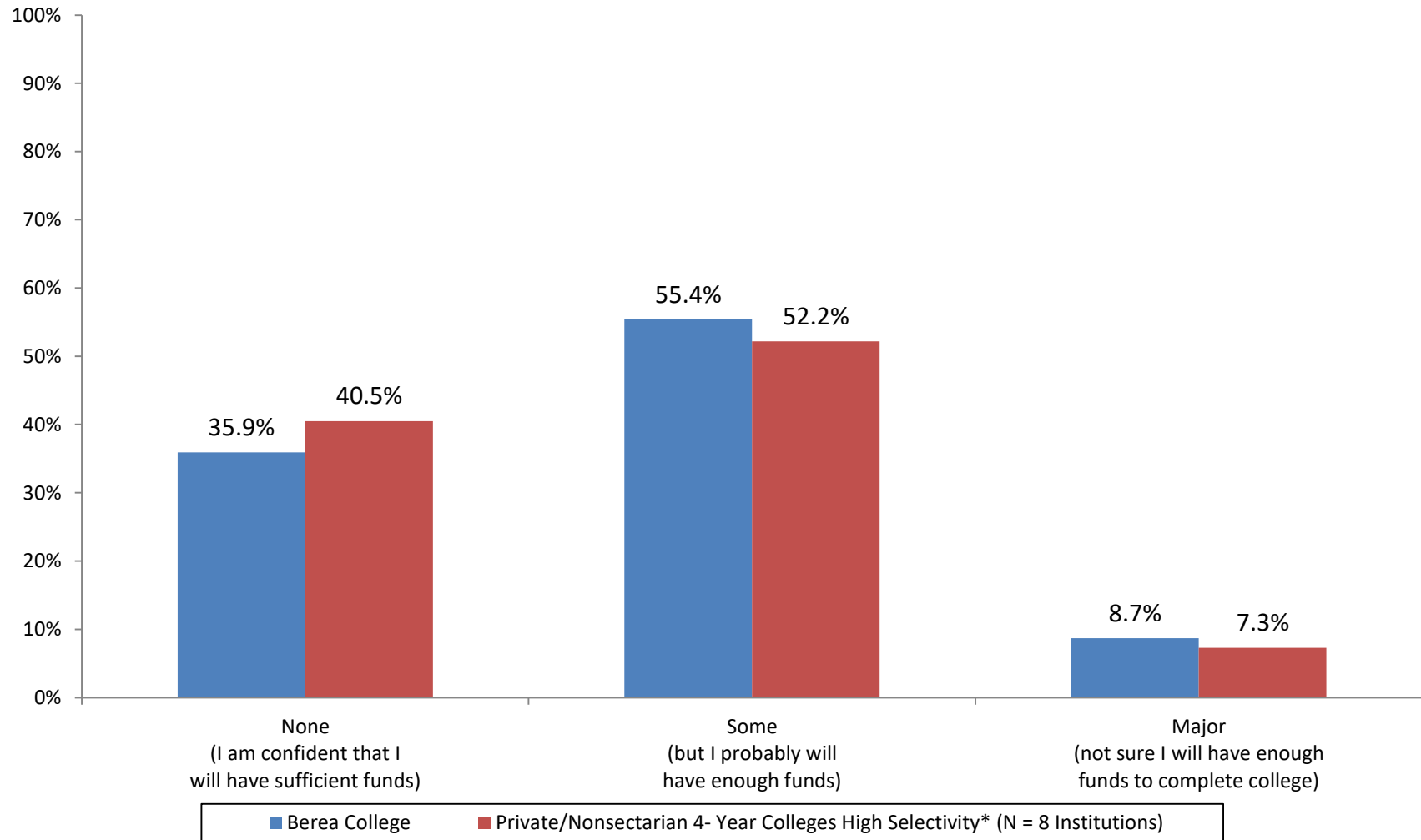
\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.



**THEME: Financing College**

(Based on First-Year Students Only)

*Do you have any concern about your ability to finance your college education?*

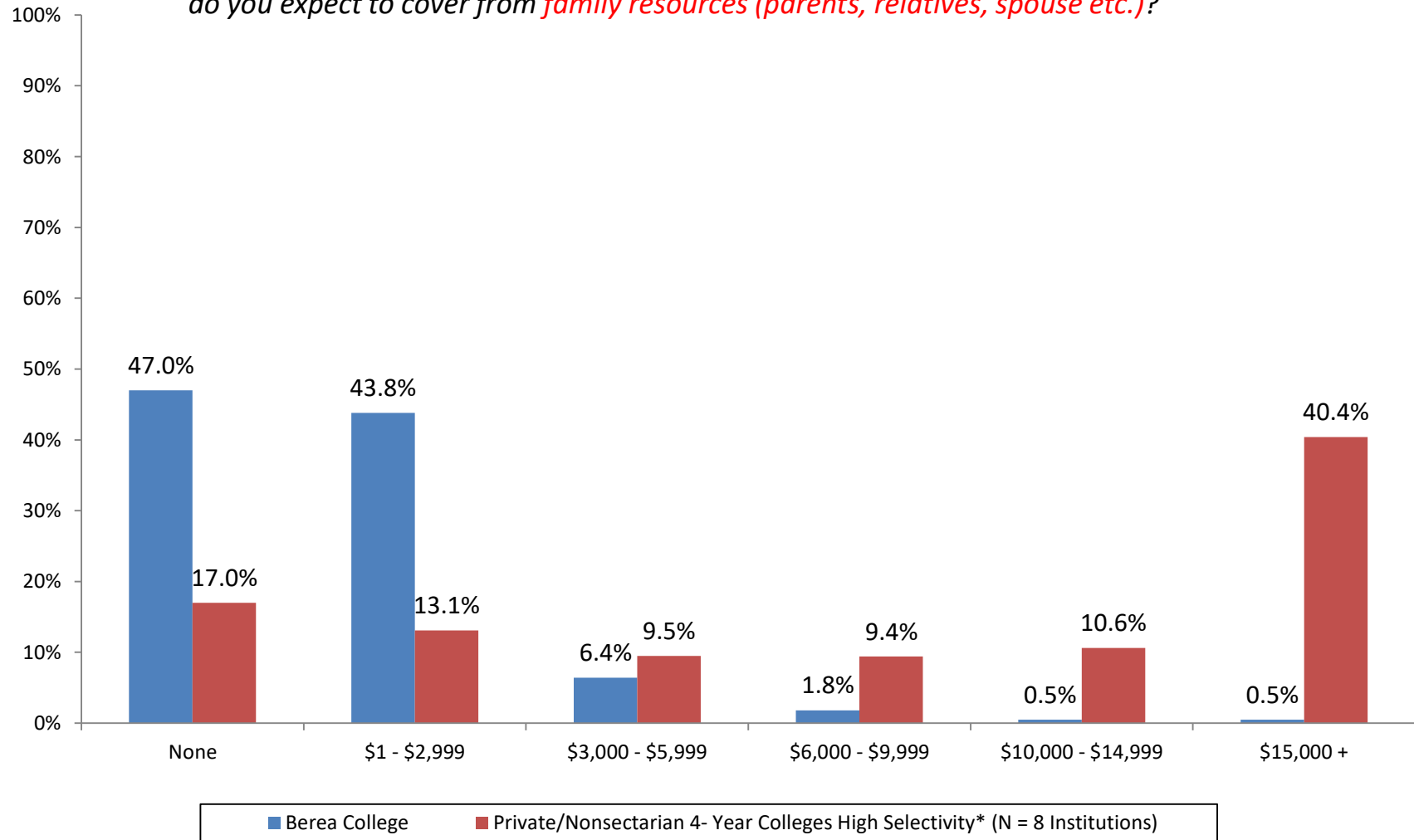


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: Financing College**

(Based on First-Year Students Only)

*How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from family resources (parents, relatives, spouse etc.)?*

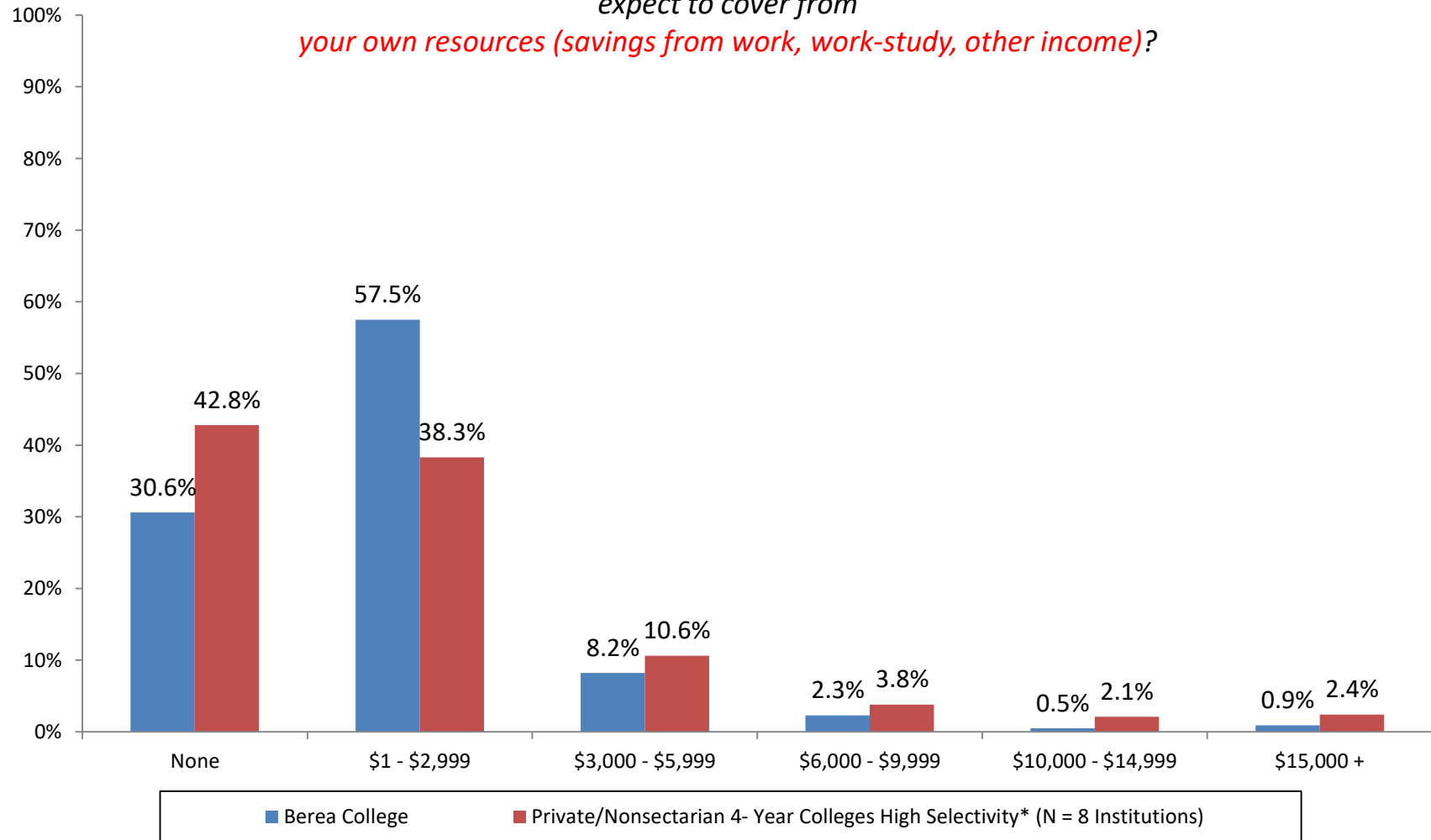


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: Financing College**

(Based on First-Year Students Only)

*How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from your own resources (savings from work, work-study, other income)?*

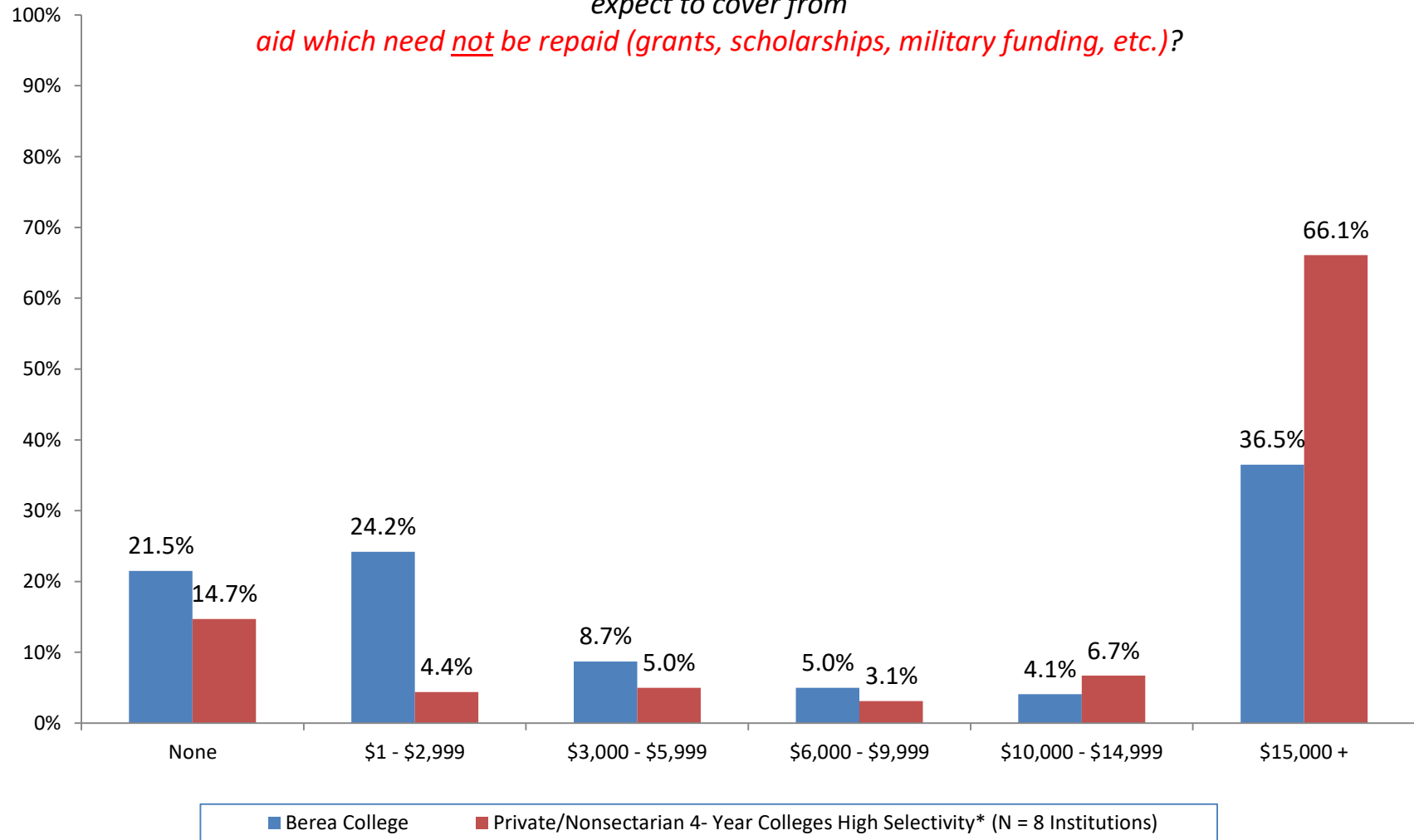


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: Financing College**

(Based on First-Year Students Only)

*How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from aid which need not be repaid (grants, scholarships, military funding, etc.)?*

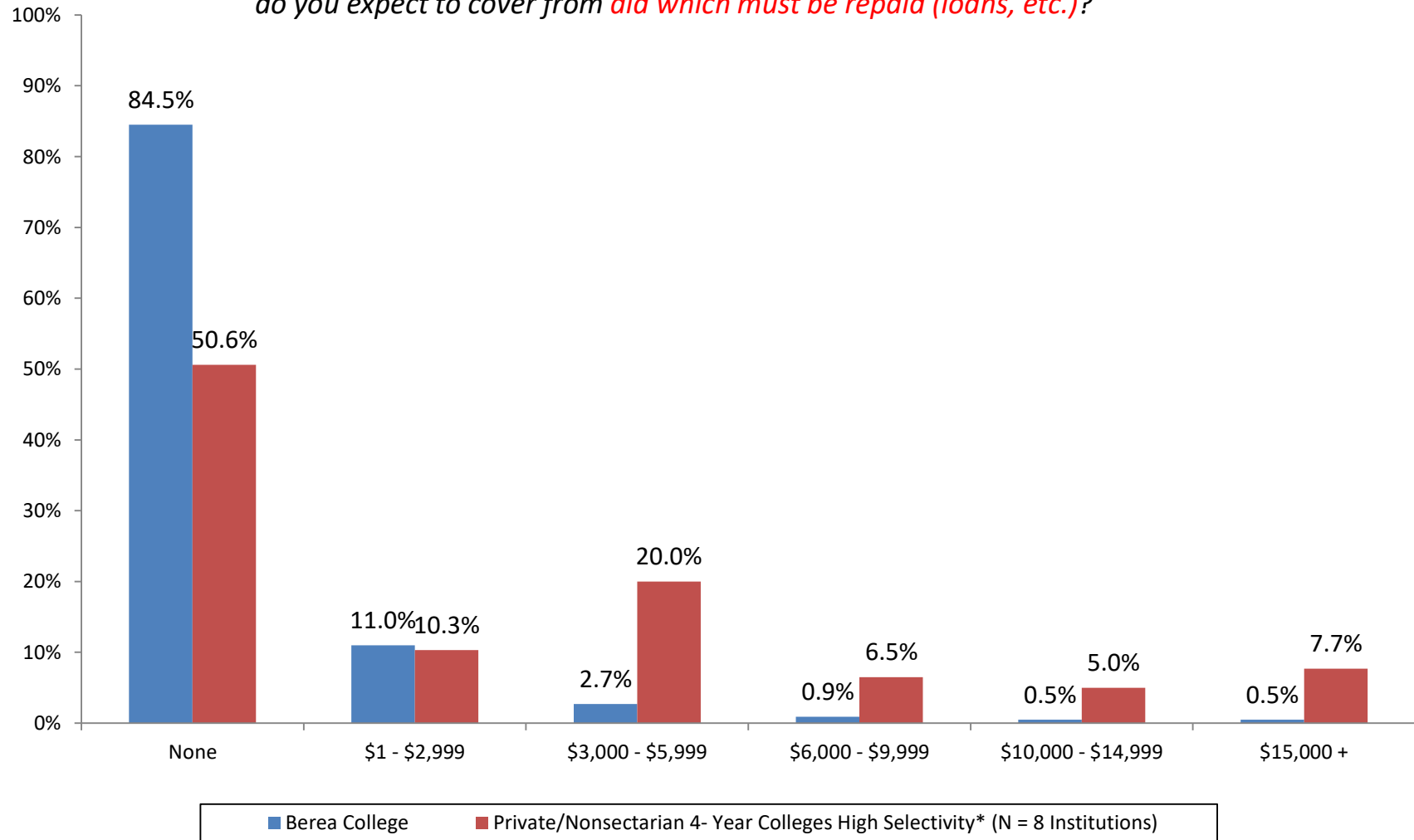


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: Financing College**

(Based on First-Year Students Only)

*How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from **aid which must be repaid (loans, etc.)?***

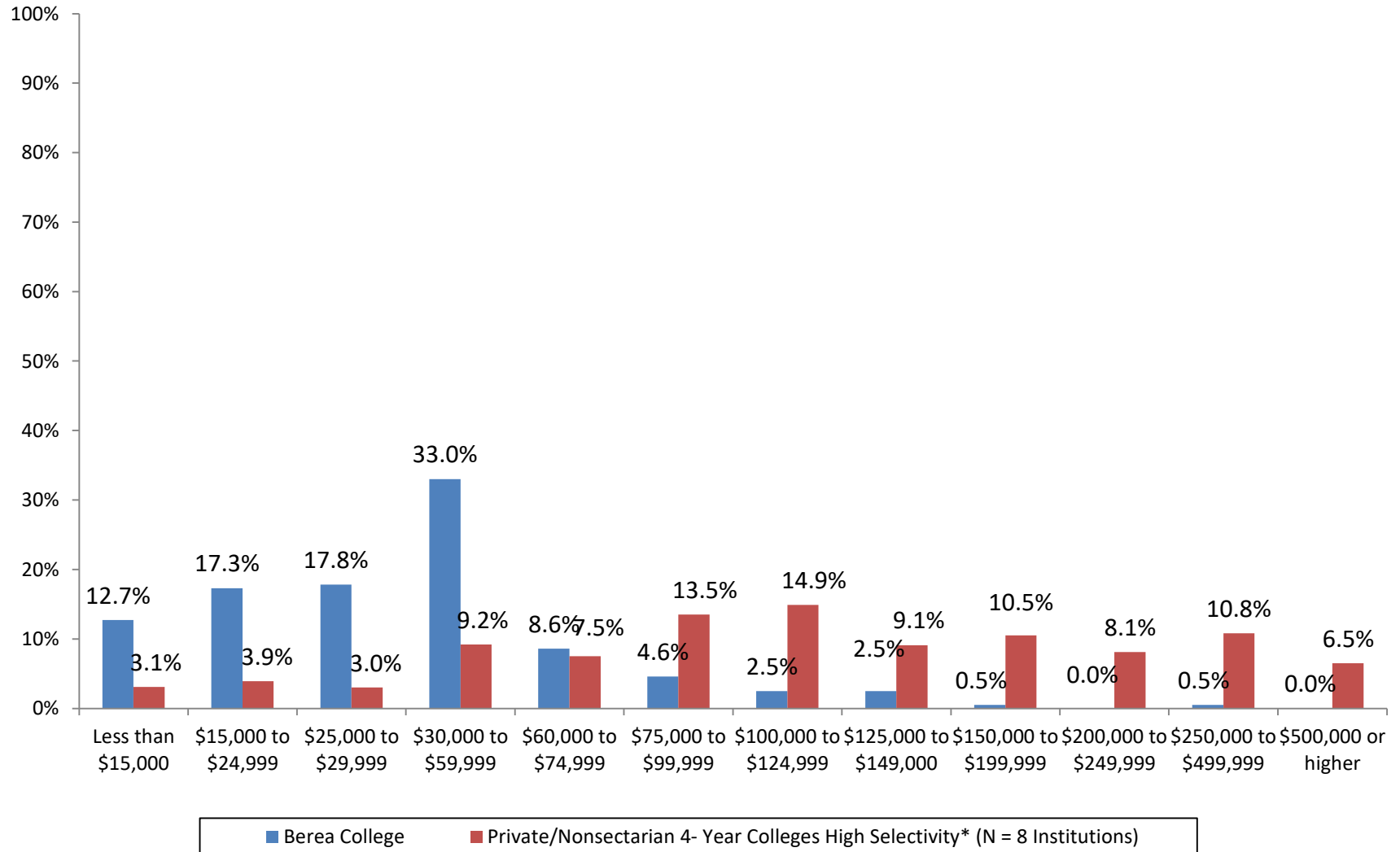


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: Financing College**

(Based on First-Year Students Only)

*What is your best estimate of your parents'/guardians' total income last year?*

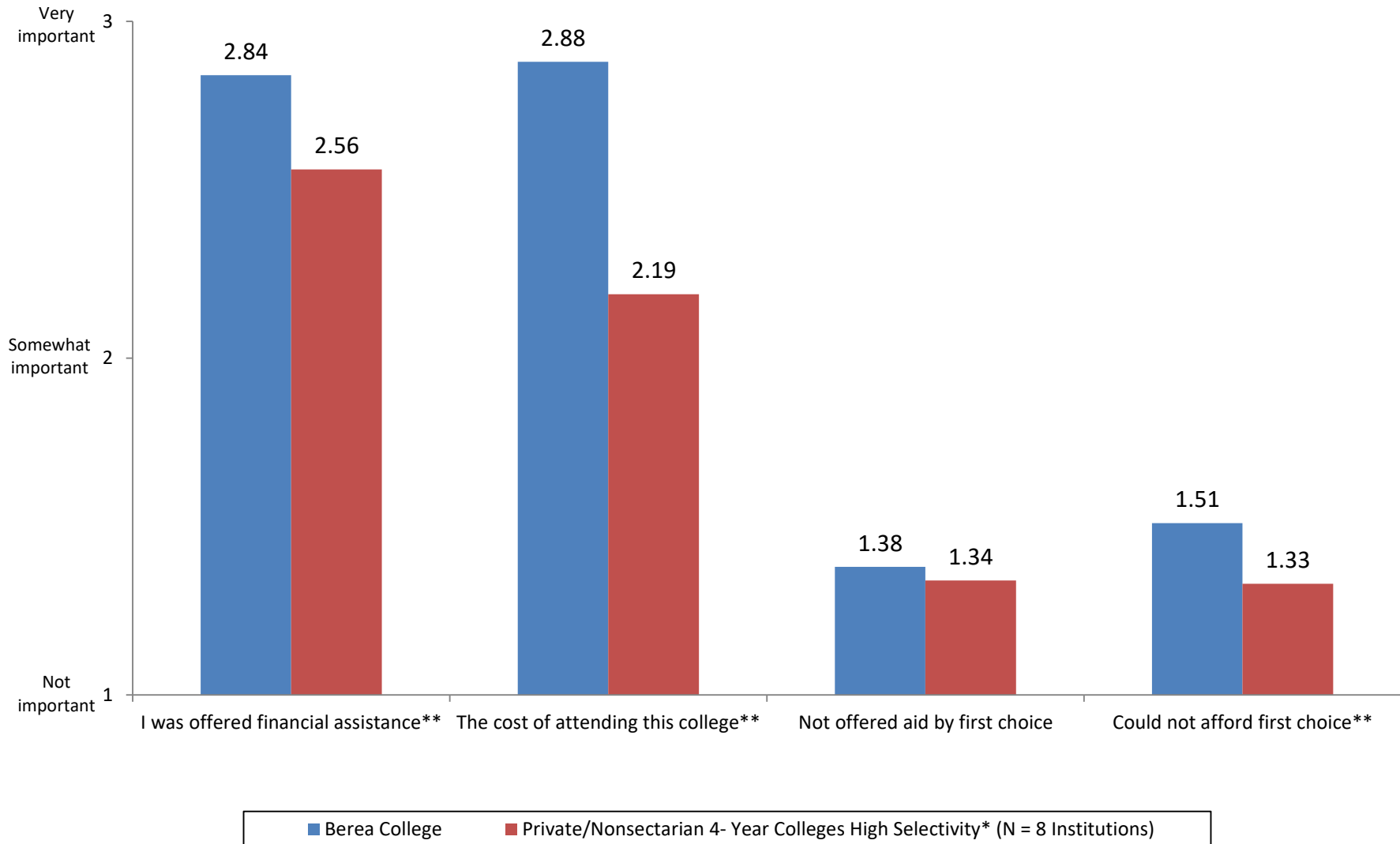


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: Financing College**

(Based on First-Year Students Only)

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



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

\*\*Difference is statistically significant.

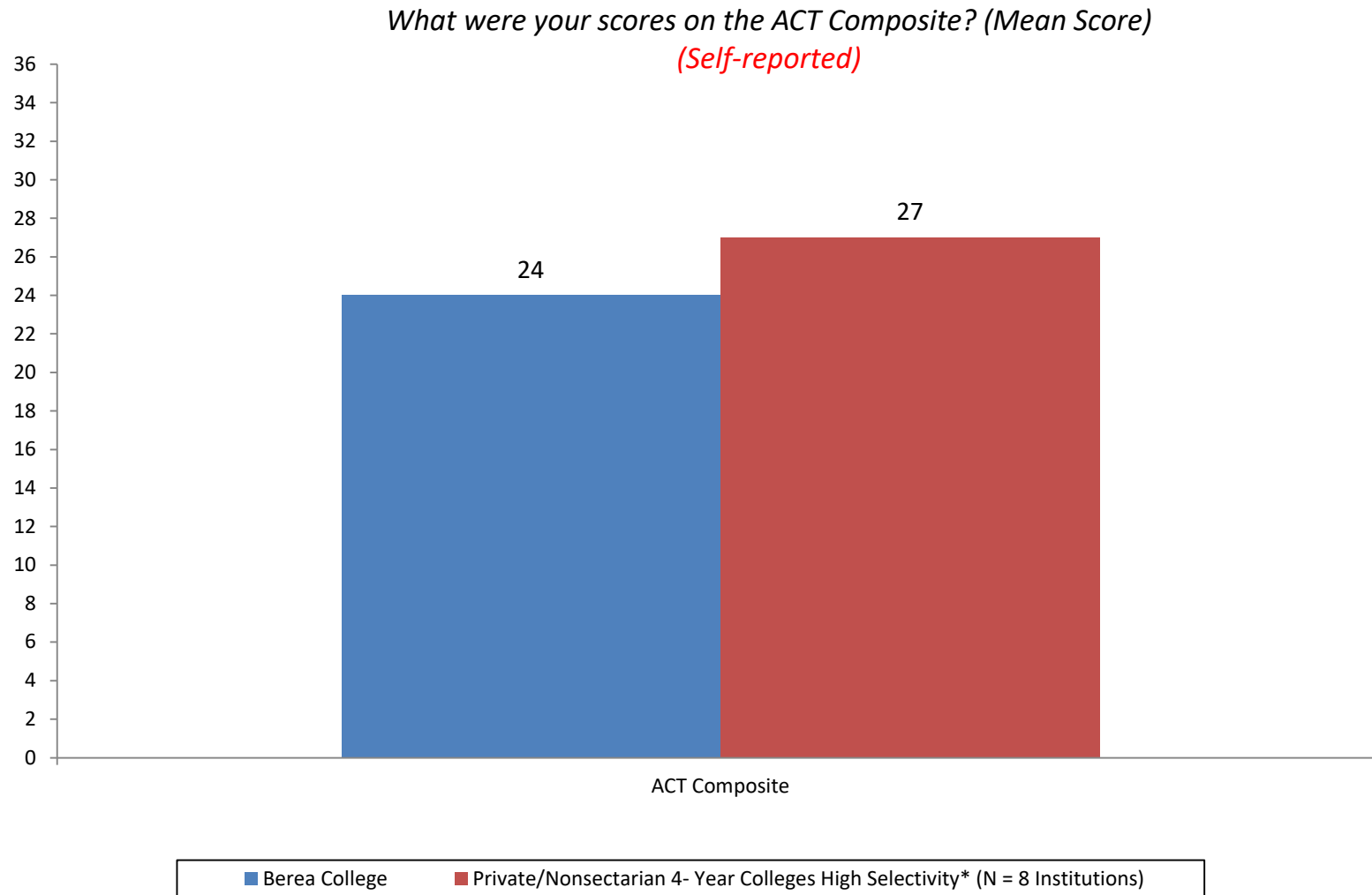
**Theme: Academic Preparation** -- *These items illustrate the academic skills and experiences students bring to college.*

- Self-Reported:  
*SAT Critical Reading*  
*SAT Mathematics*  
*ACT Composite*
- Prior to this term, have you ever taken courses for credit at this institution?  
*(Yes, No)*
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution?  
*(Yes, No)*
- Please mark which of the following courses you have completed:  
*(Yes, No)*
  1. Pre-calculus/Trigonometry
  2. Probability & Statistics
  3. Calculus
  4. AP Probability & Statistics
  5. AP Calculus
- During high school (grade 9-12), how many years did you study each of the following subjects?  
*(None, 1/2, 1, 2, 3, 4, 5 or more)*
  1. Mathematics
  2. Physical Science
  3. Biological Science
  4. Computer Science
- How often in the past year did you?  
*(Frequently, Occasionally, Not at All)*
  1. Ask questions in class
  2. Support your opinions with a logical argument
  3. Seek solutions to problems and explain them to others
  4. Evaluate the quality or reliability of information you received
  5. Take a risk because you feel you have more to gain
  6. Seek alternative solutions to a problem
  7. Look up scientific research articles and resources
  8. Explore topics on your own, even though it was not required for a class
  9. Accept mistakes as part of the learning process
  10. Analyze multiple sources of information before coming to a conclusion
  11. Take on a challenge that scares you
- Rate yourself on each of the following traits as compared with the average person your age.  
*(Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)*
  1. Academic ability
  2. Mathematical ability
  3. Self-confidence (intellectual)
- During your last year in high school, how much time did you spend during a typical week doing the following activities?  
*(None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20)*
  1. Studying/homework



**THEME: Academic Preparation**

(Based on First-Year Students Only)

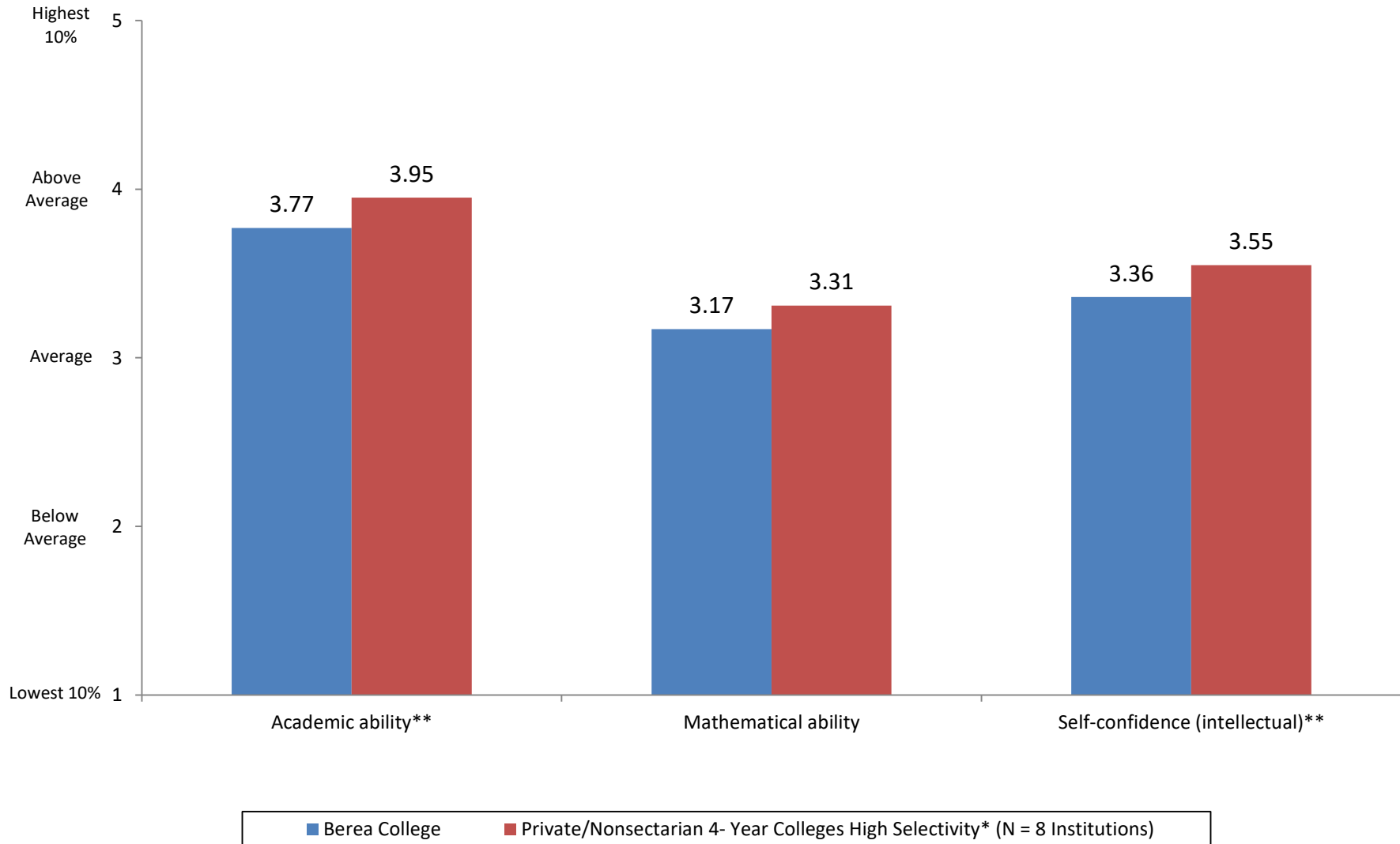


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

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



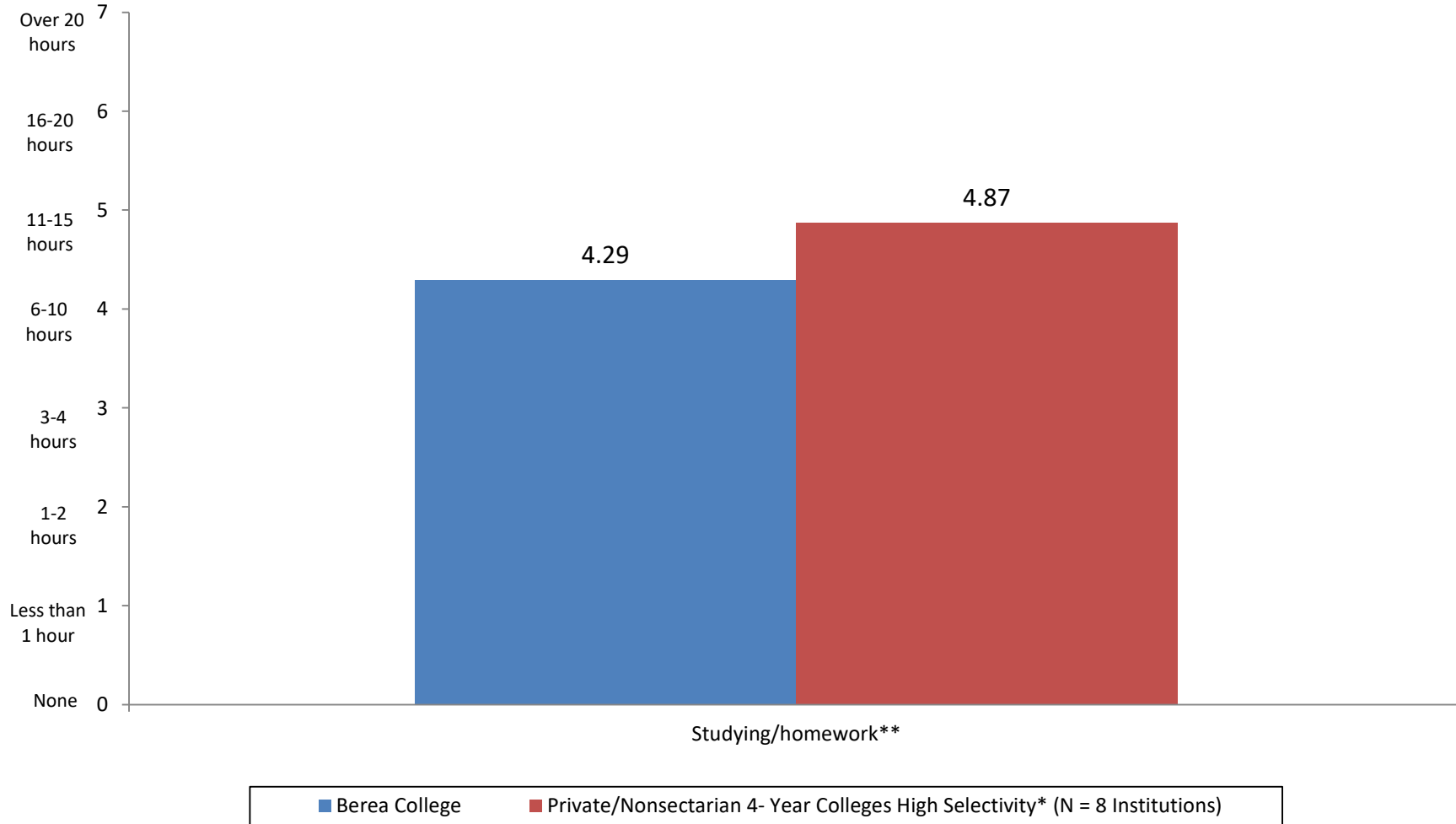
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

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



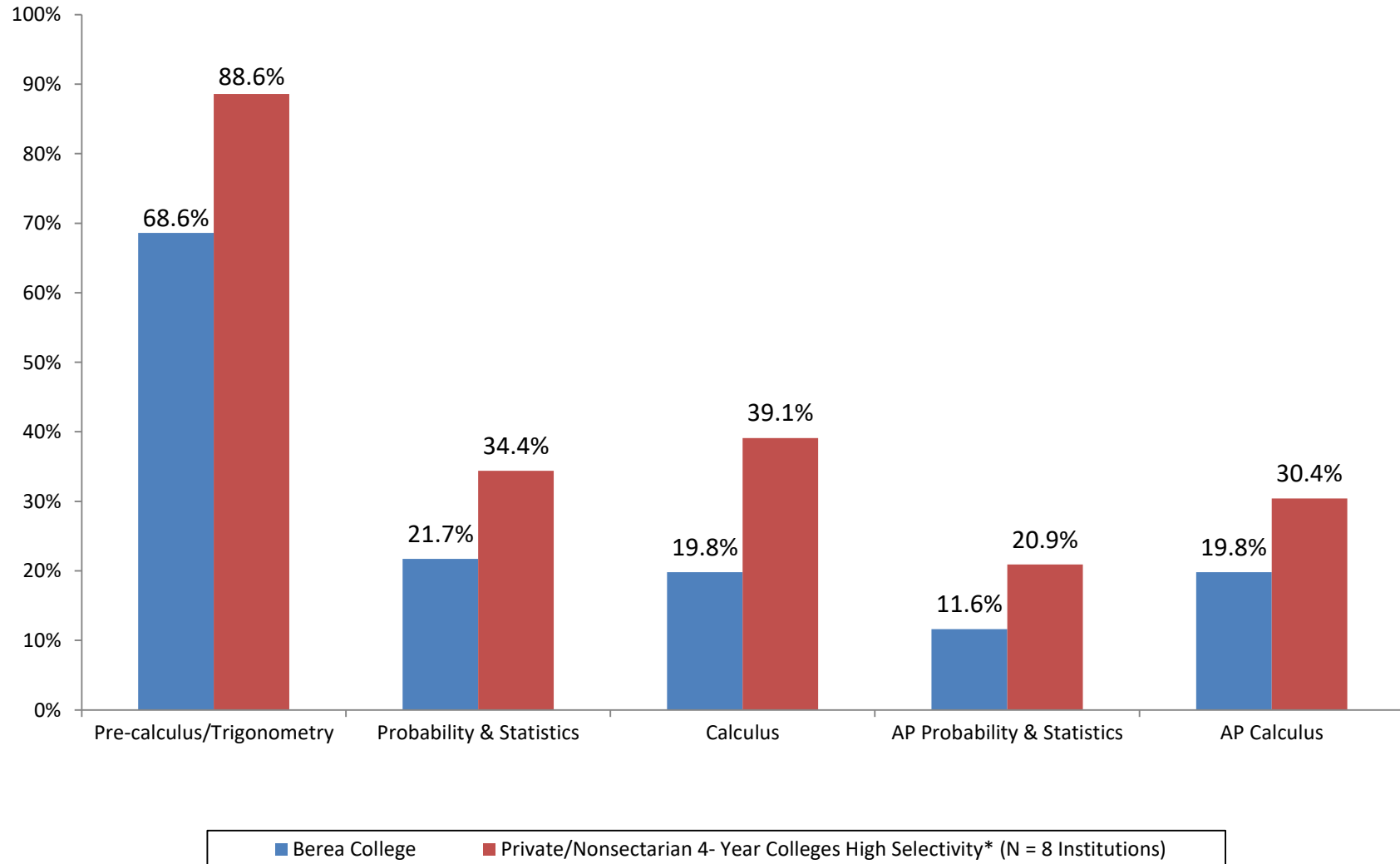
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*Please mark which of the following courses you have completed:*

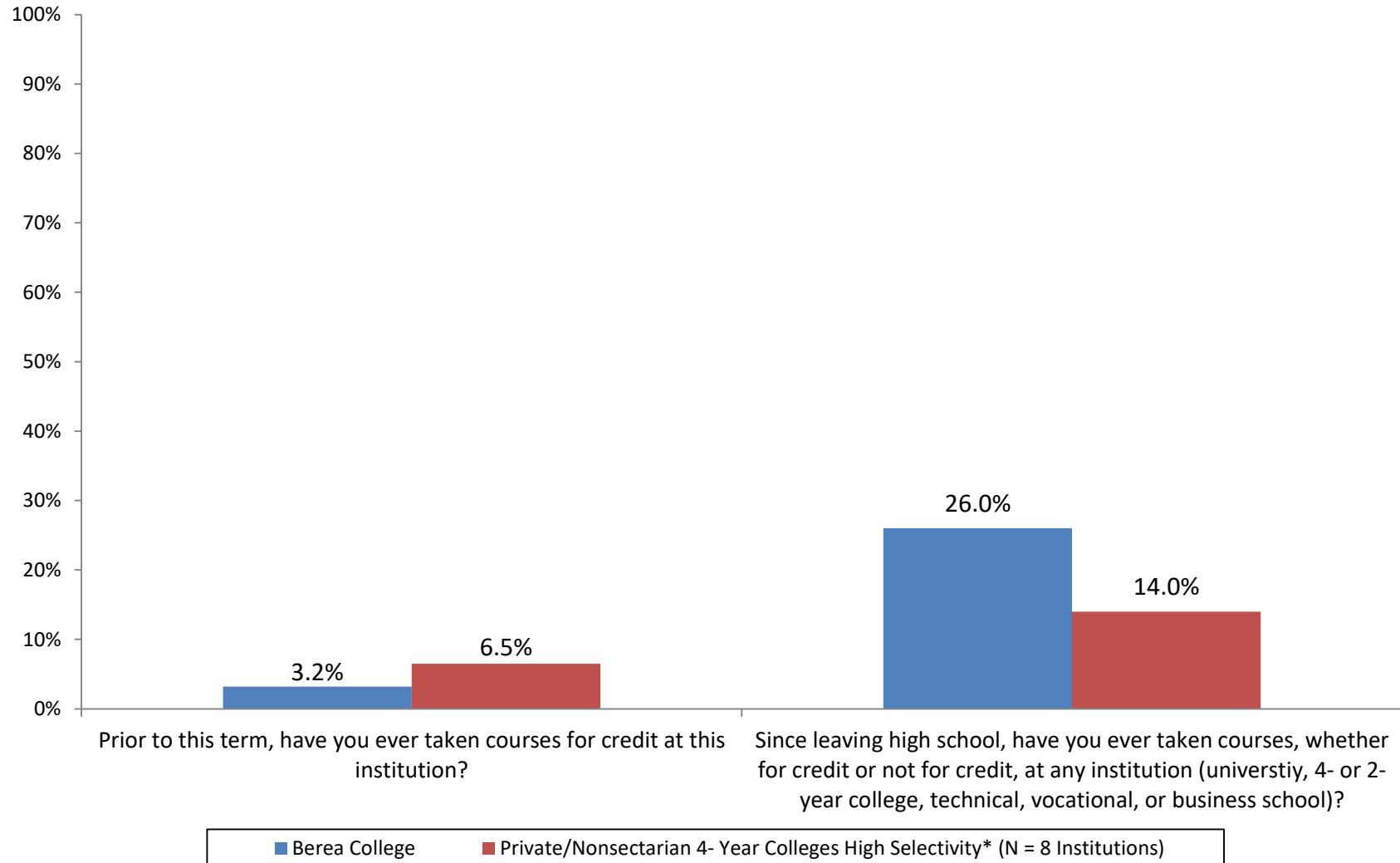


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*Percent of respondents indicating "yes"*

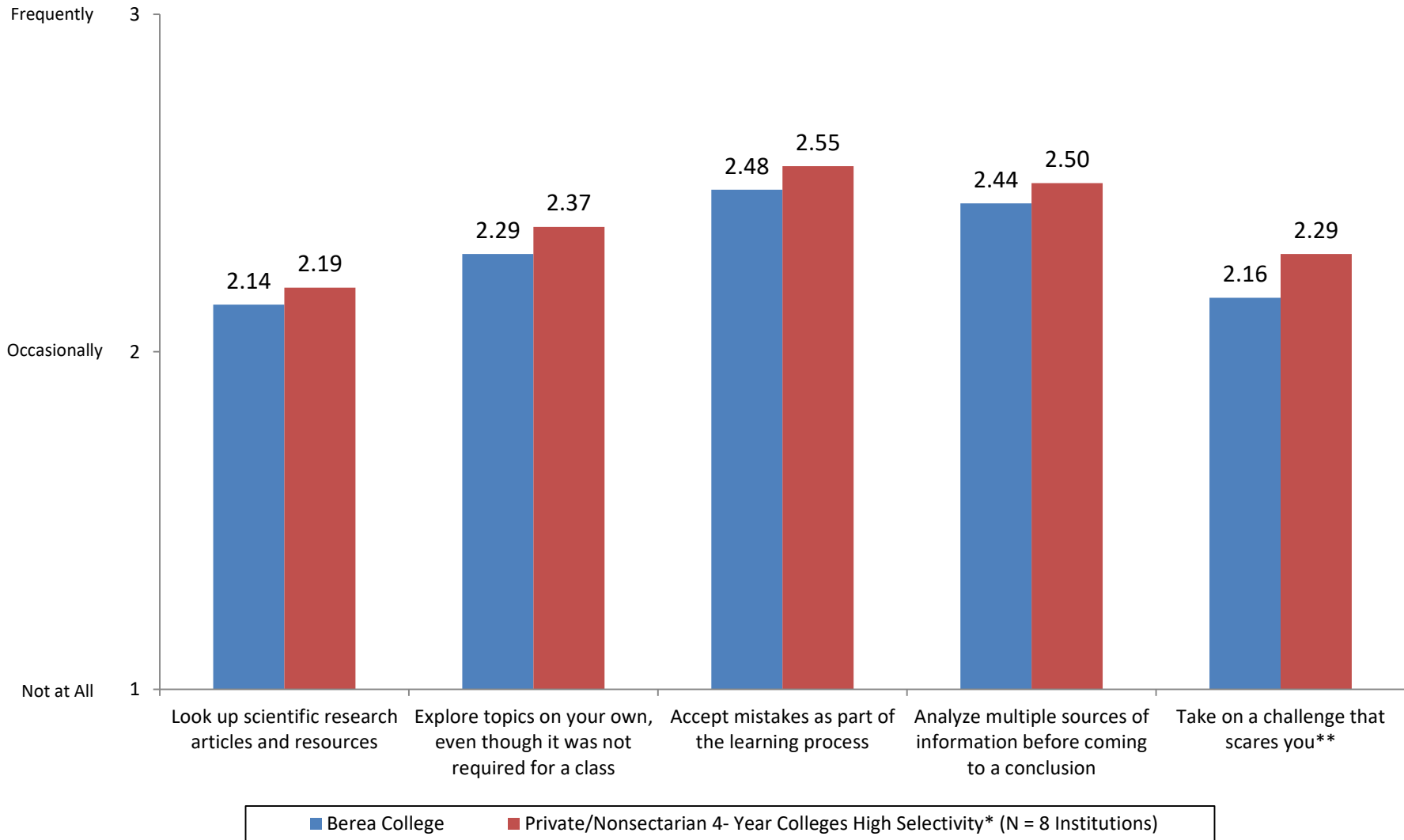


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*How often in the past year did you...?*



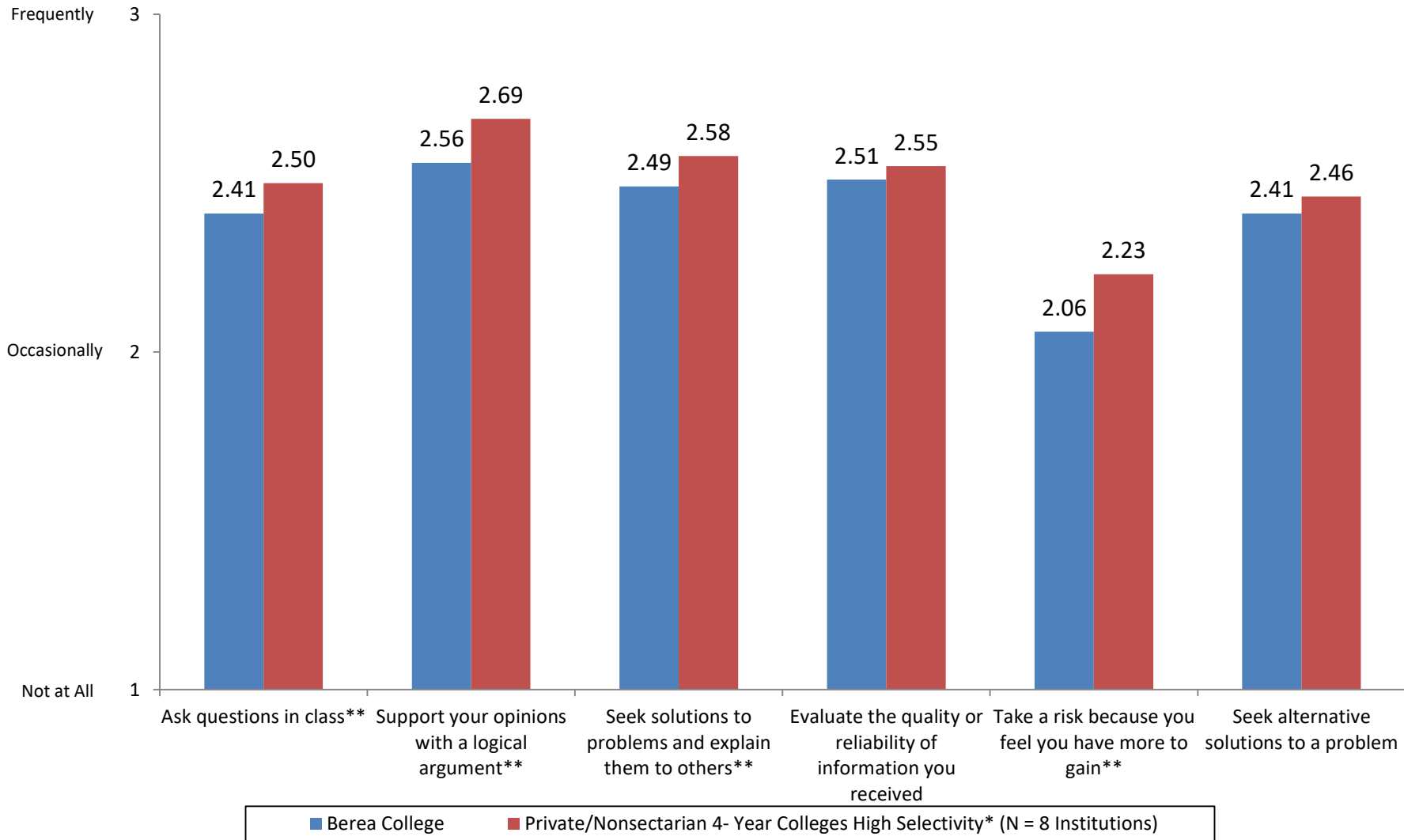
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*How often in the past year did you...?*



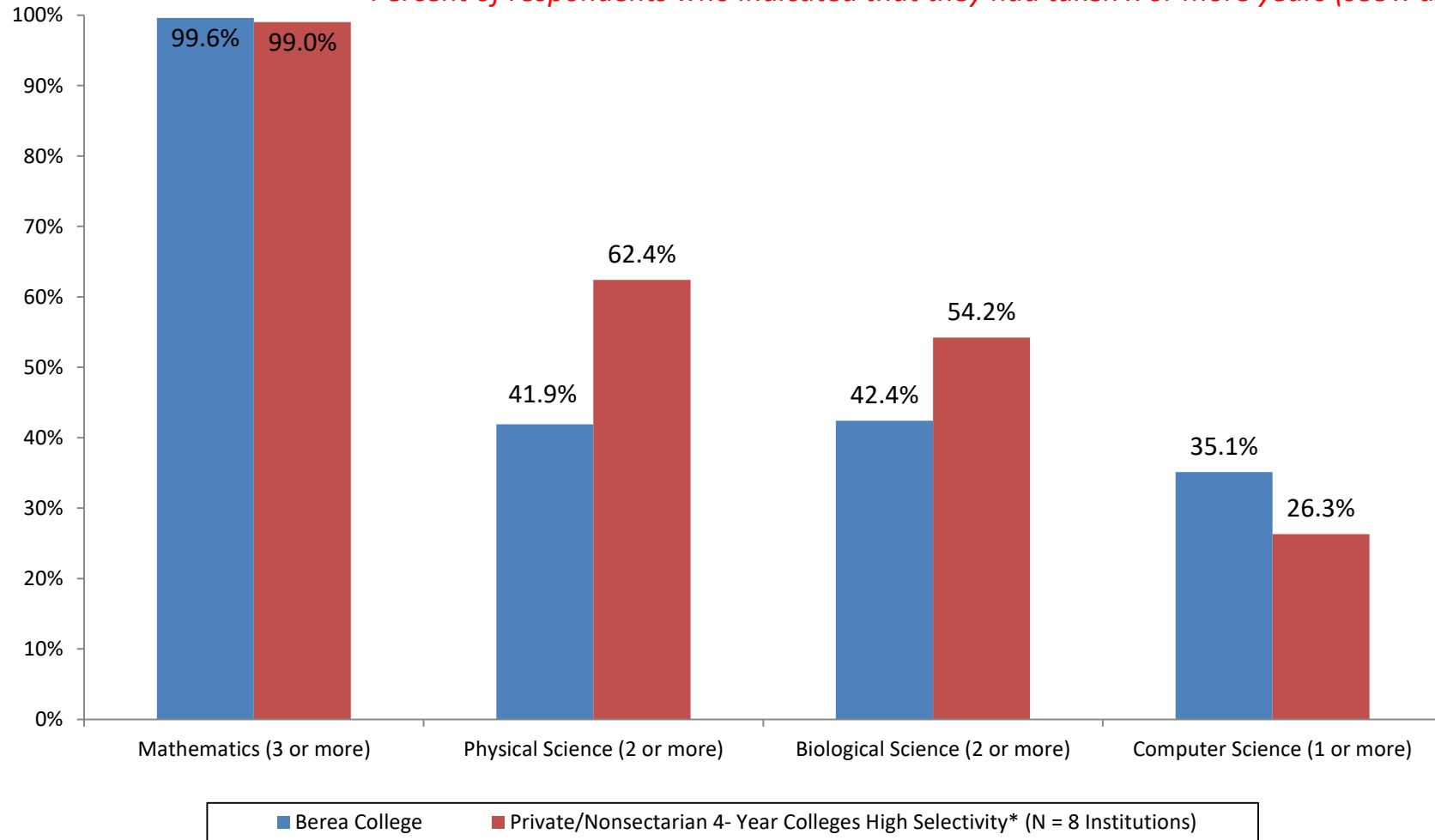
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*How many years did you study each of the following subjects in high school?  
Percent of respondents who indicated that they had taken x or more years (see x-axis)*

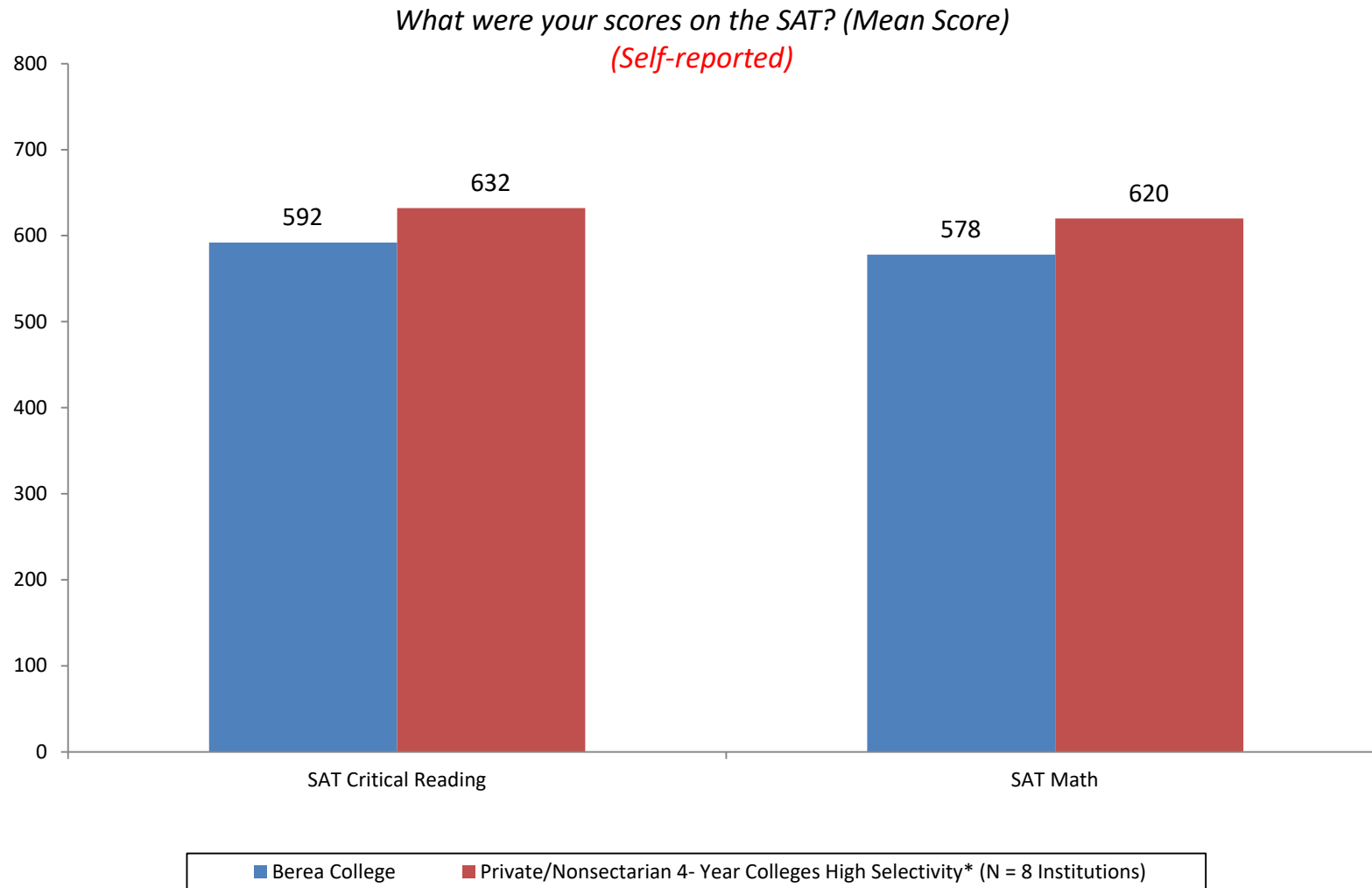


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.



**THEME: Academic Preparation**

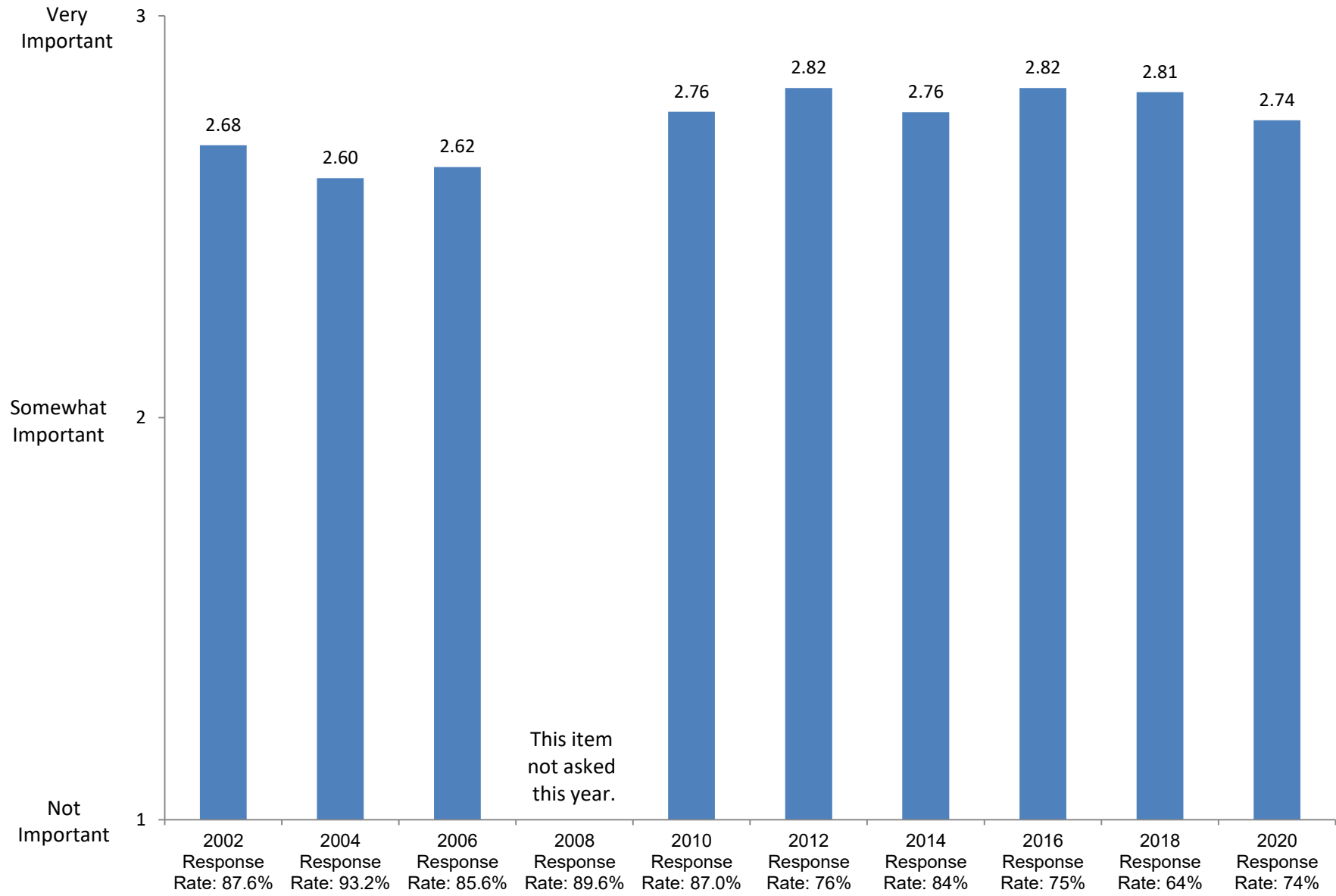
(Based on First-Year Students Only)



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

In deciding to go to college, how important to you was each of the following reasons?

## To be able to get a better job

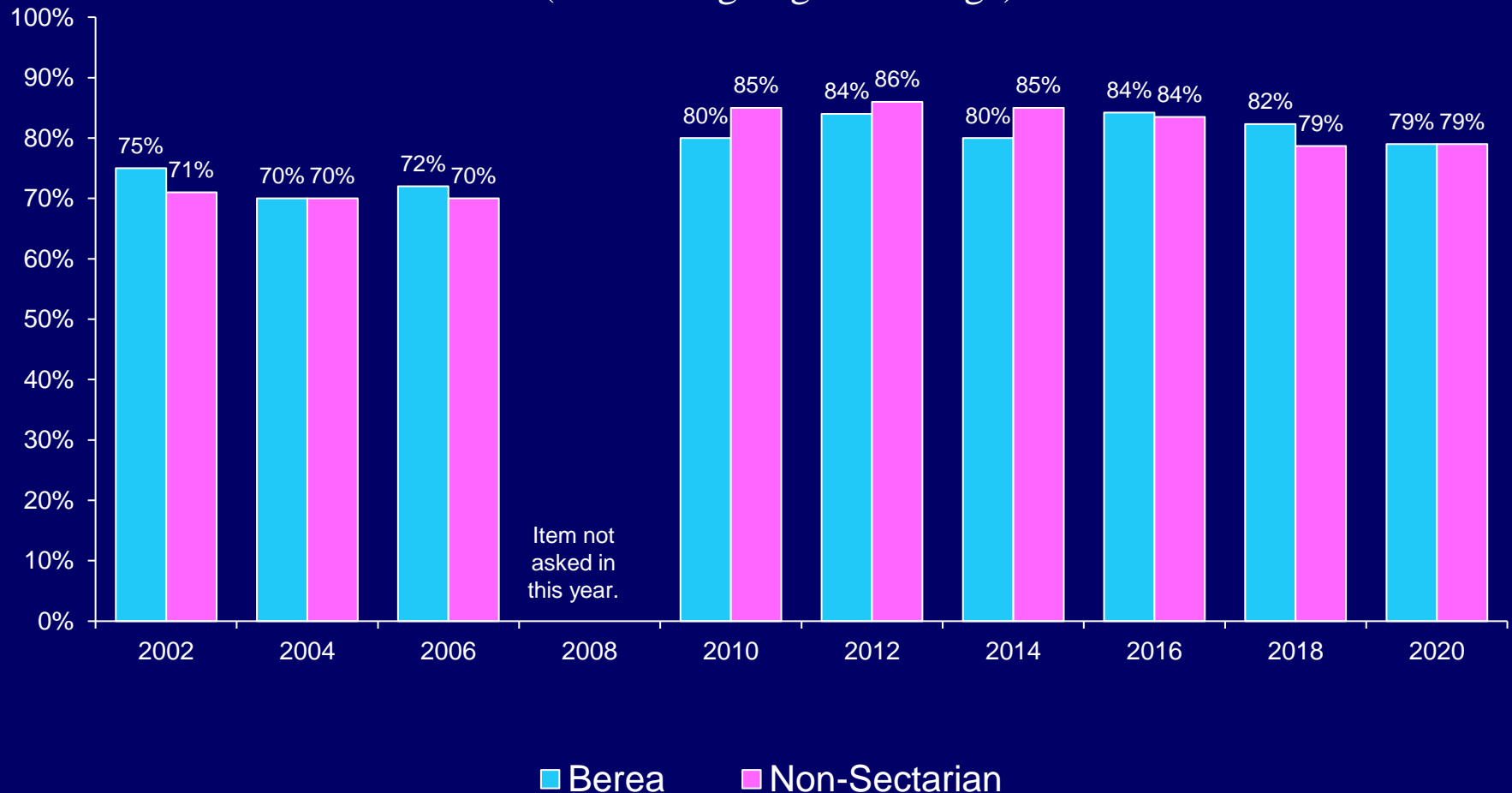


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who rated item as “very important”*

## To be able to get a better job

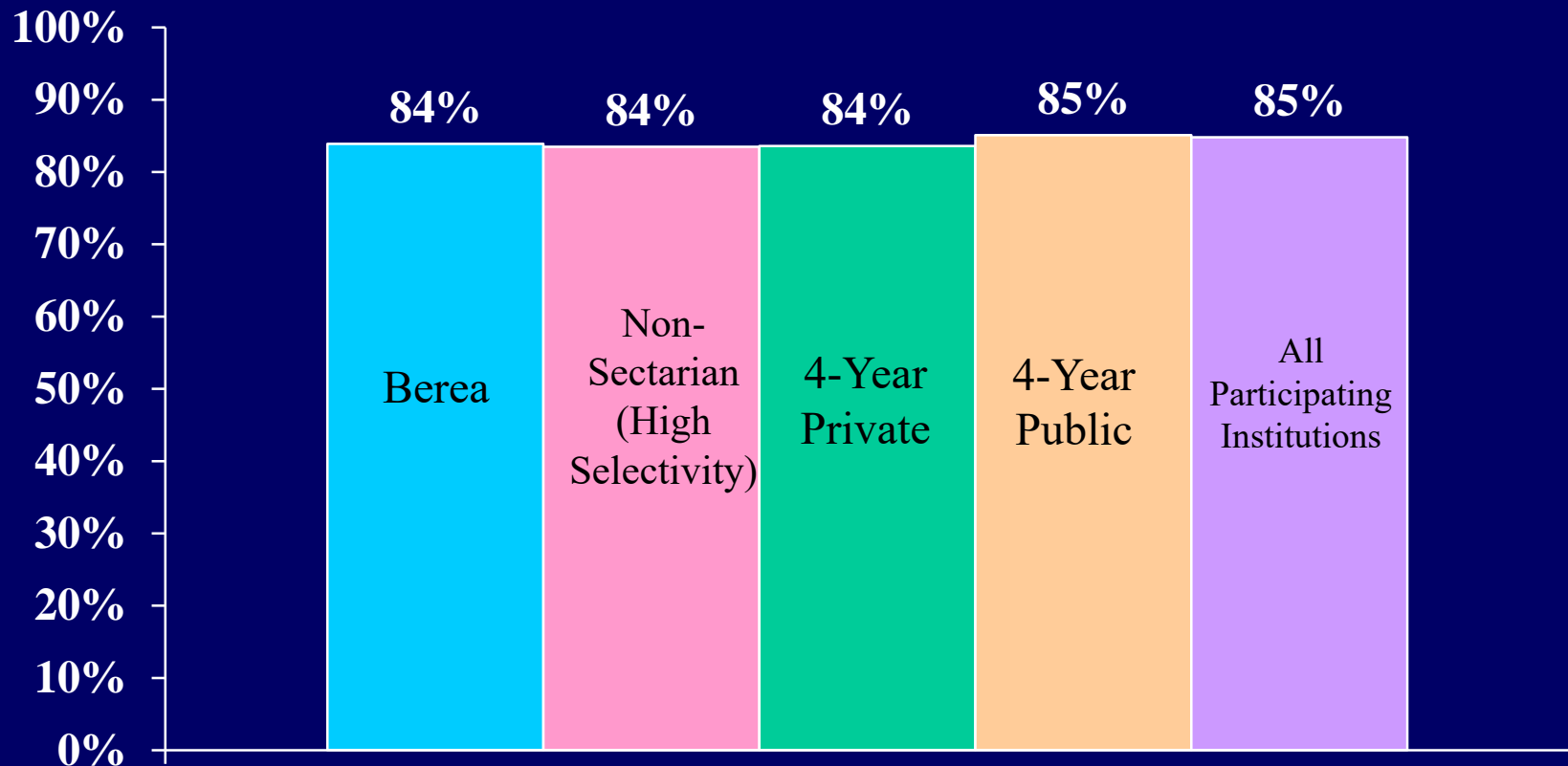
(in deciding to go to college)



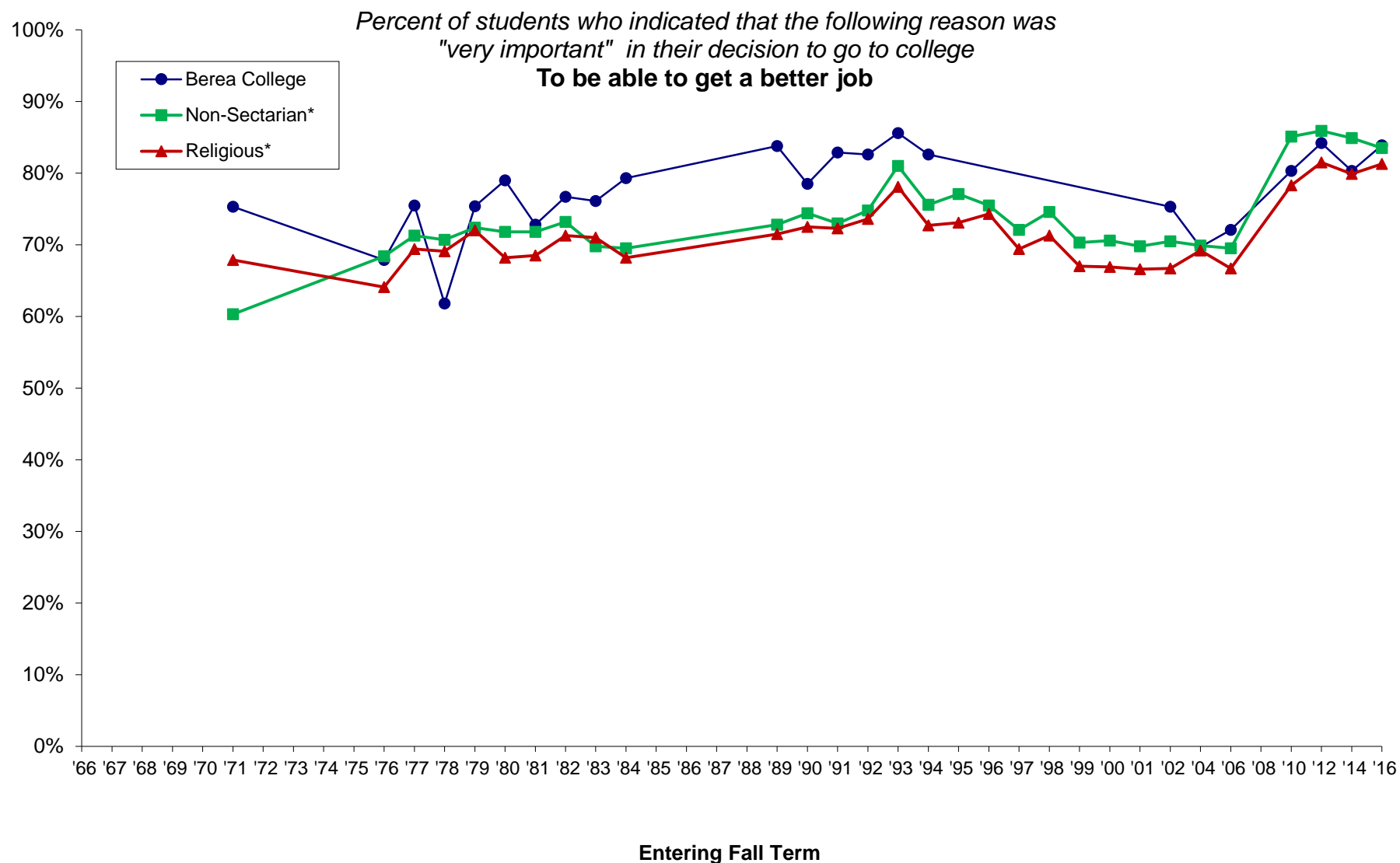
Percentage of students who rated item as “very important”:

# *To be able to get a better job*

*(for deciding to go to college)*



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

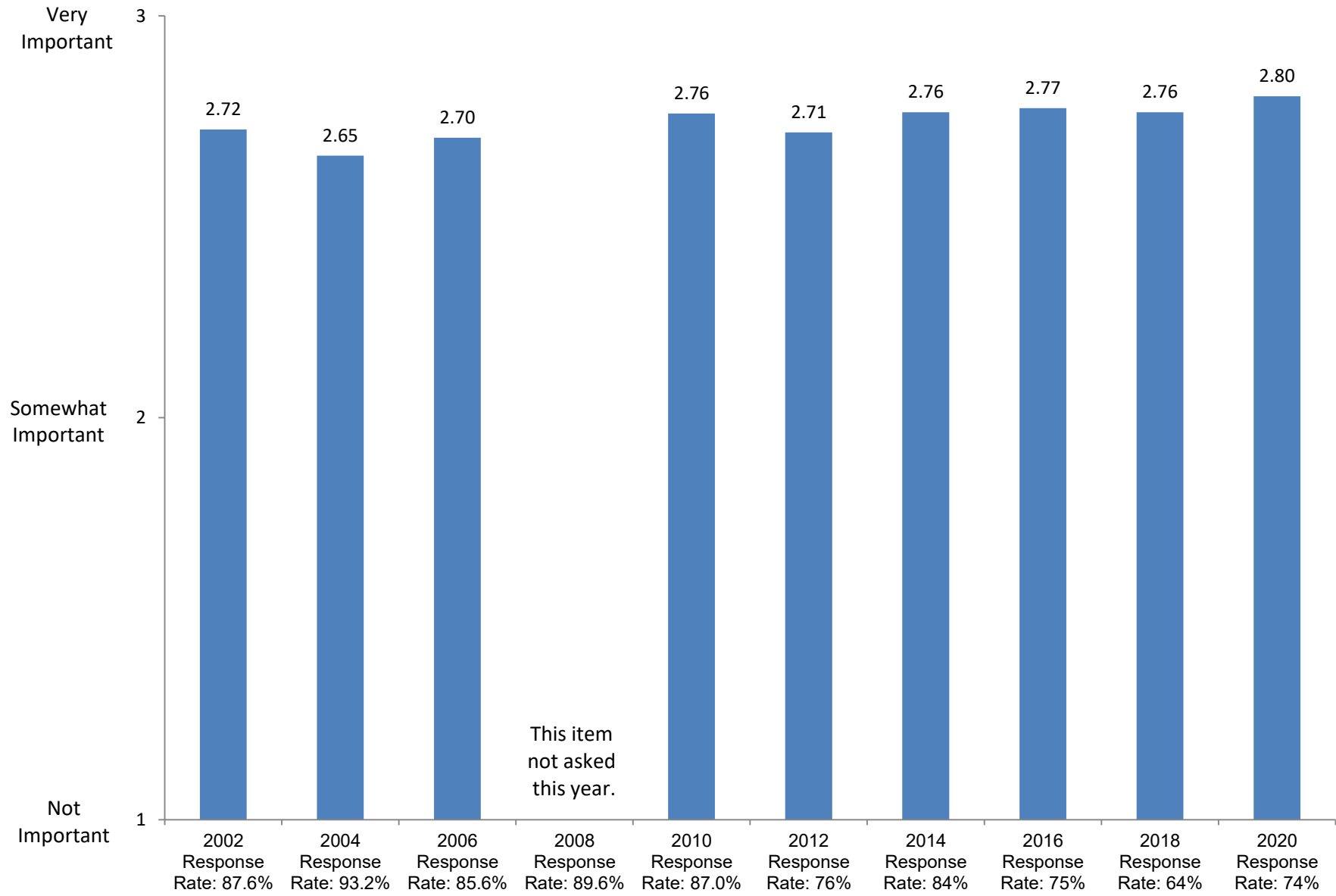


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

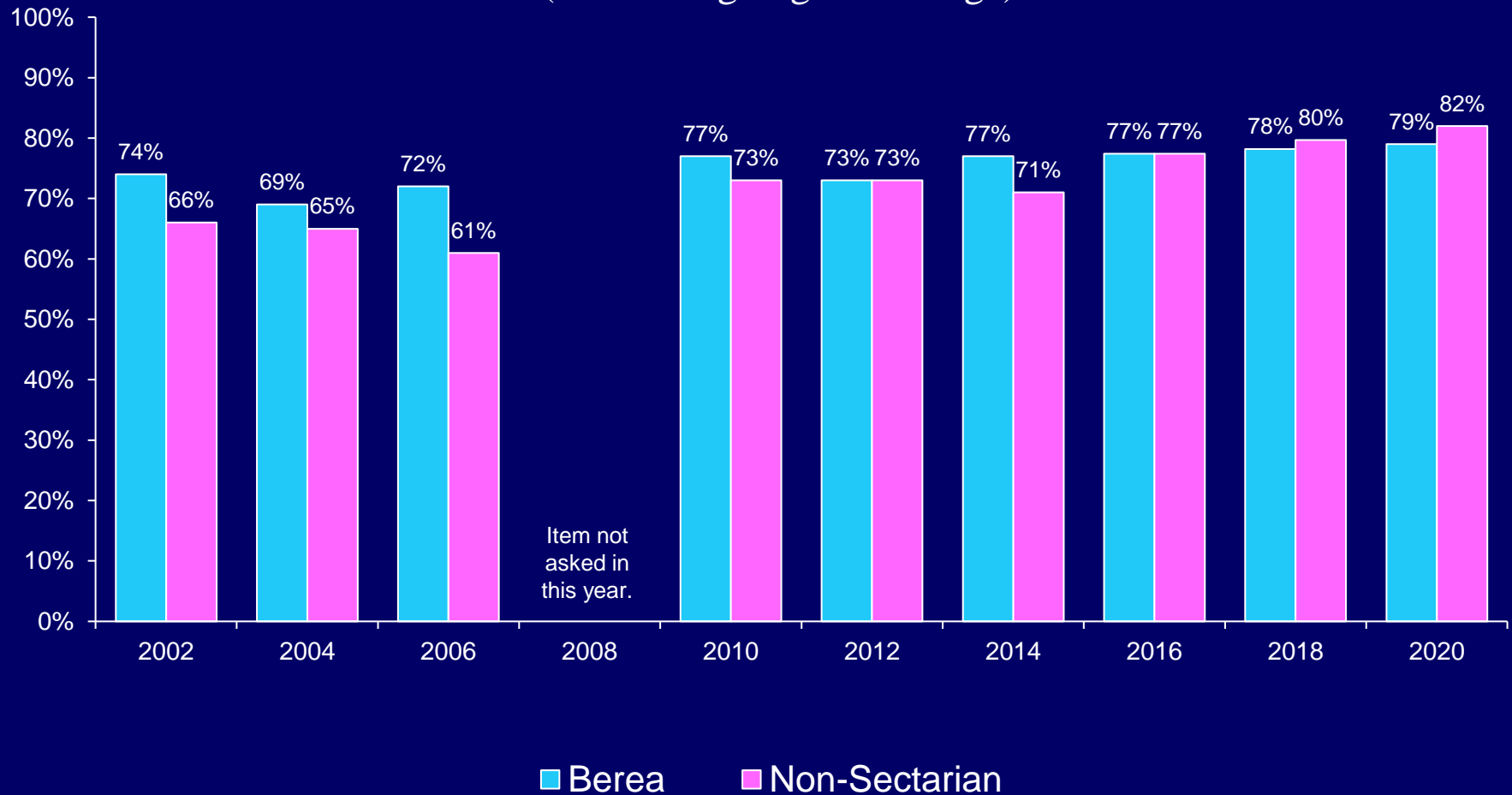
In deciding to go to college, how important to you was each of the following reasons?

## To gain a general education and appreciation of ideas



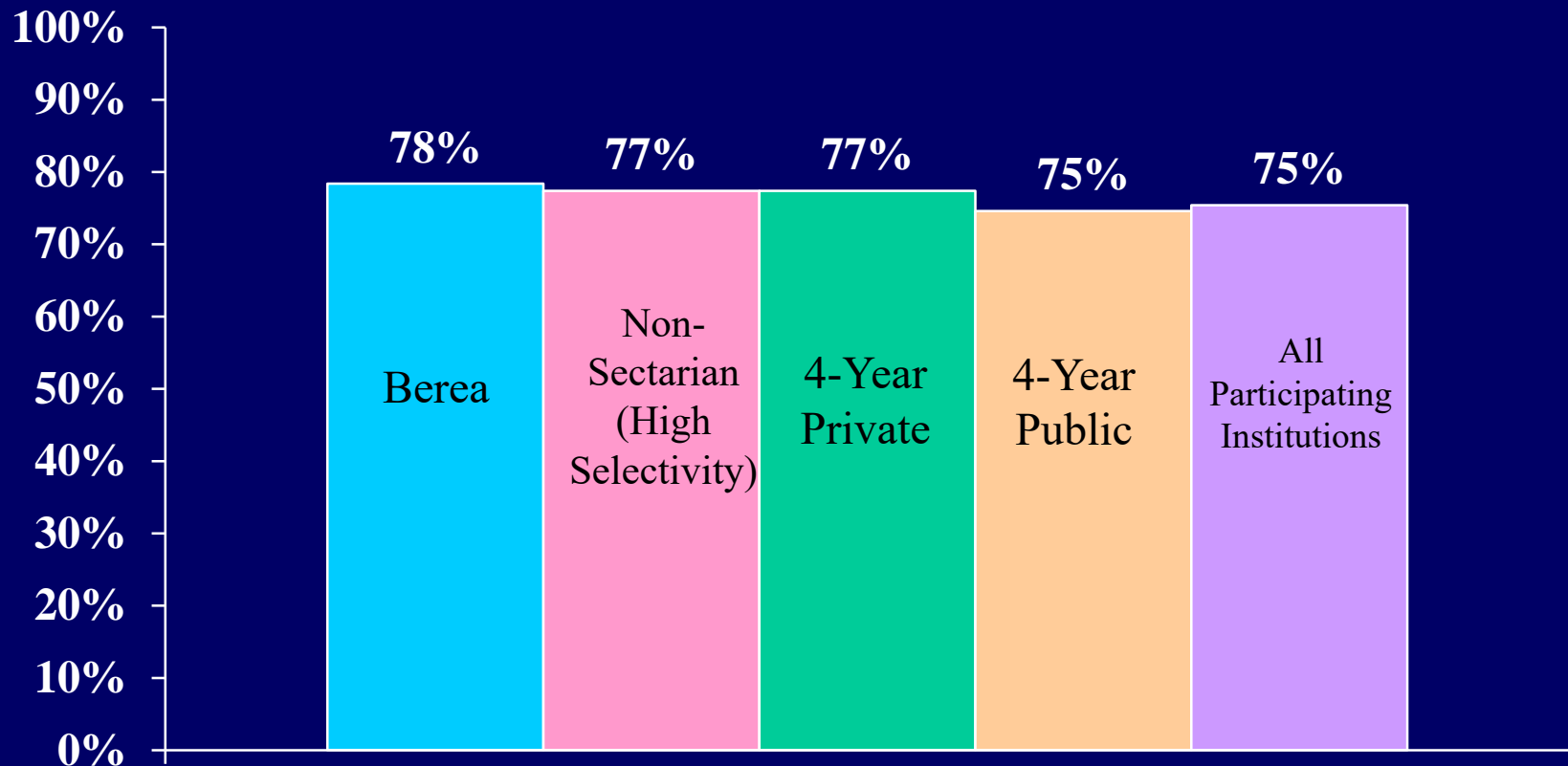
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who rated item as “very important”*  
**To gain a general education and appreciation of ideas**  
(in deciding to go to college)



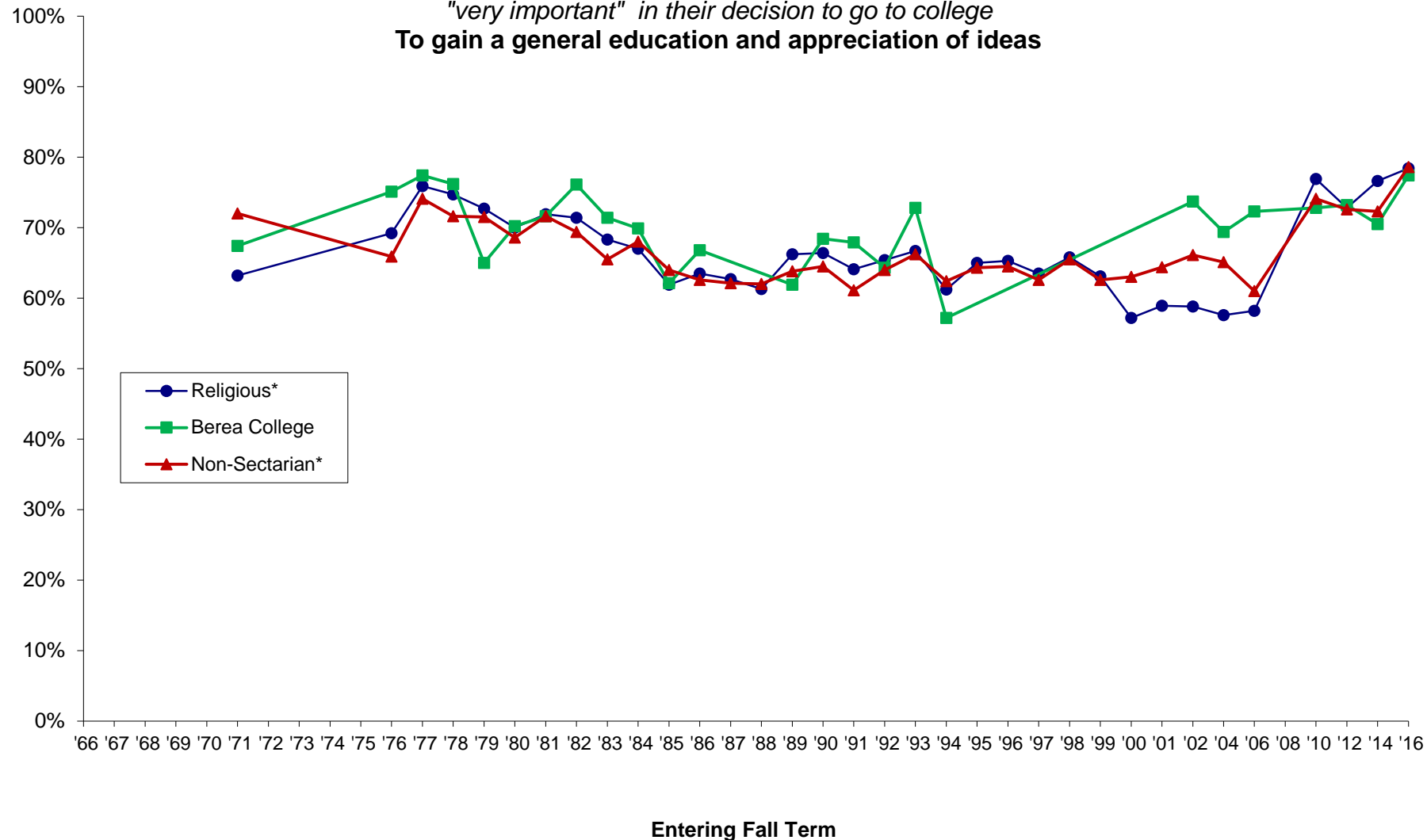
Percentage of students who rated item as “very important”:

*To gain a general education and  
appreciation of ideas  
(for deciding to go to college)*





*Percent of students who indicated that the following reason was "very important" in their decision to go to college*  
**To gain a general education and appreciation of ideas**

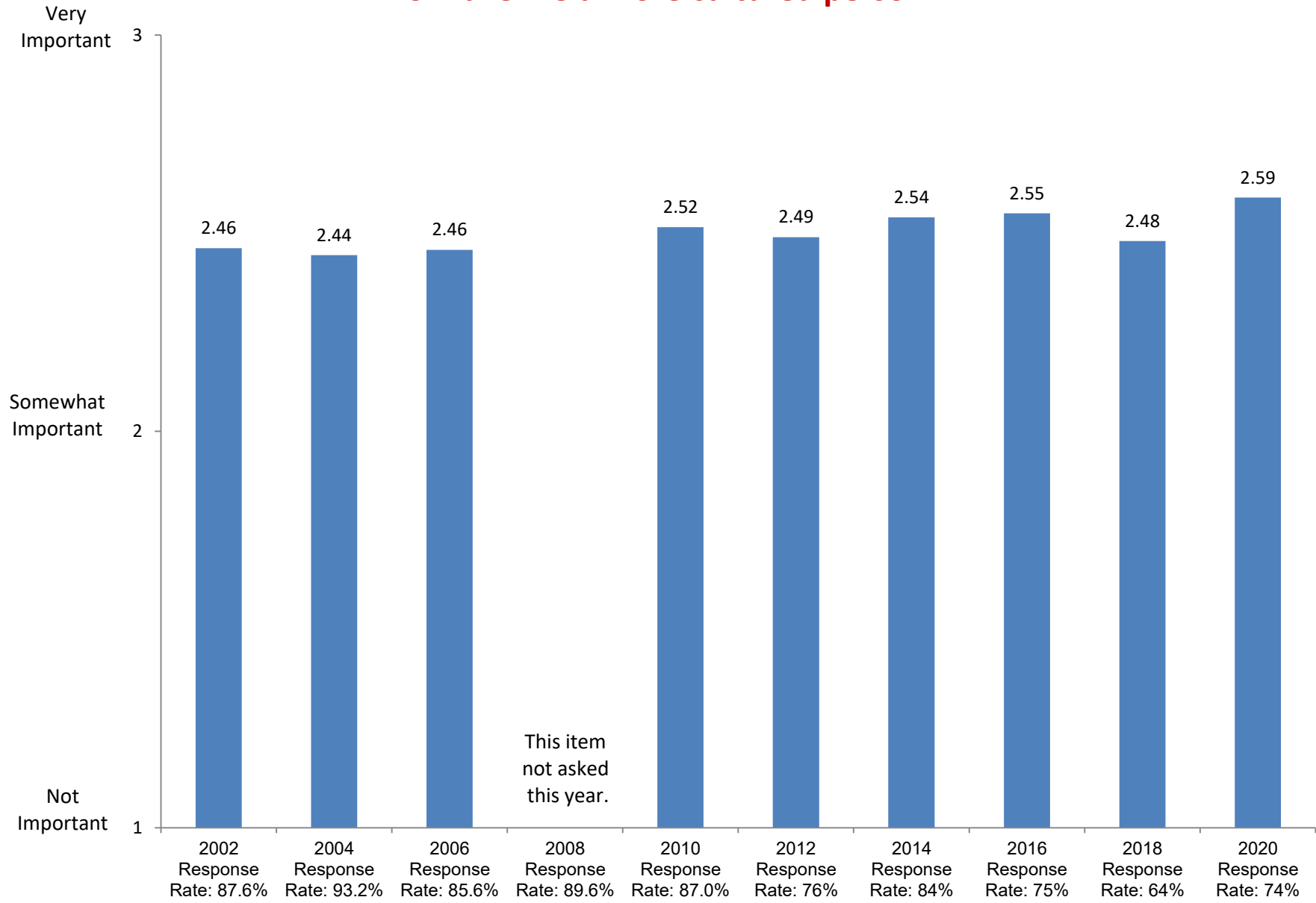


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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 deciding to go to college, how important to you was each of the following reasons?

## To make me a more cultured person

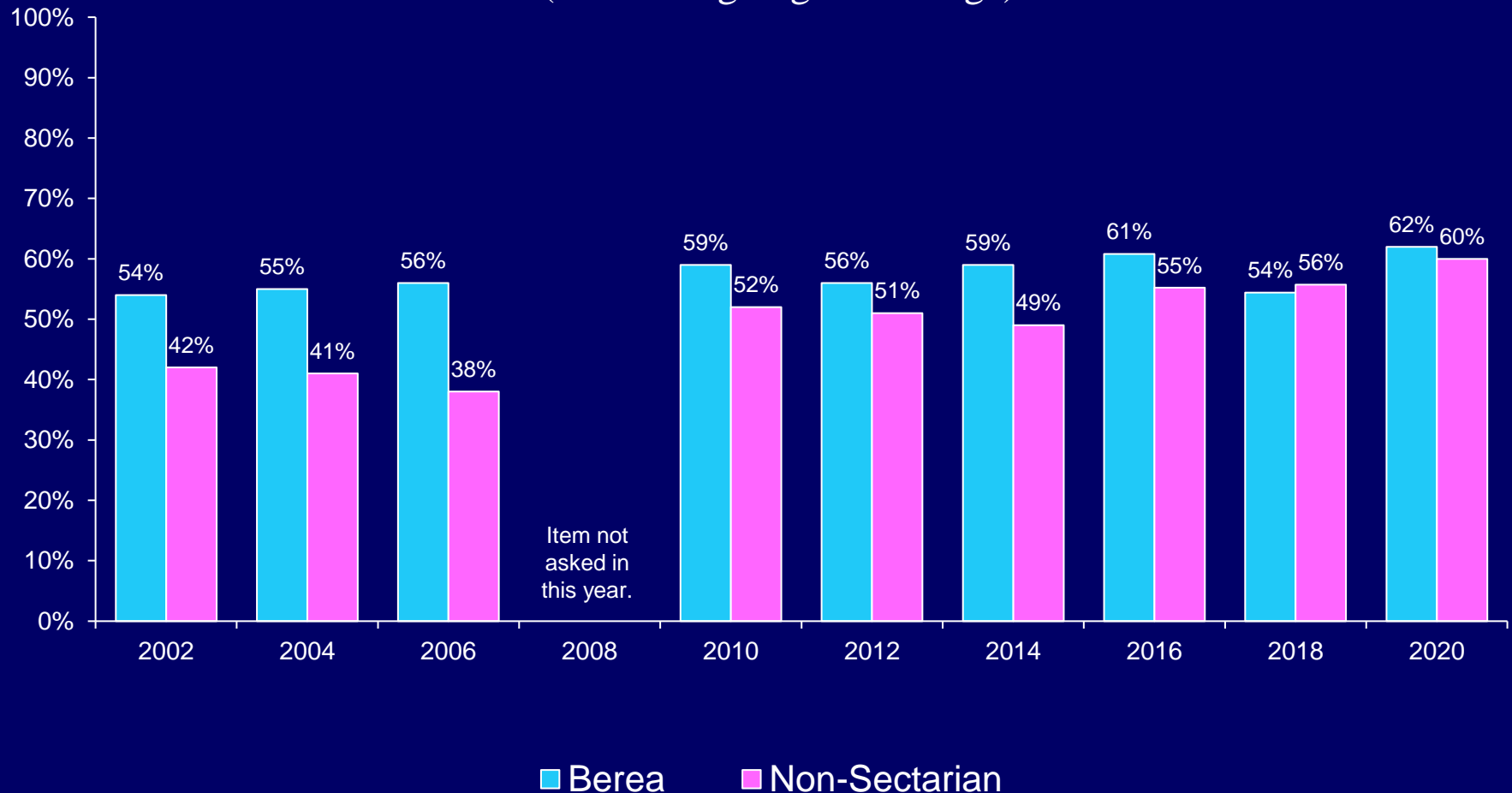


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who rated item as “very important”*

## To make me a more cultured person

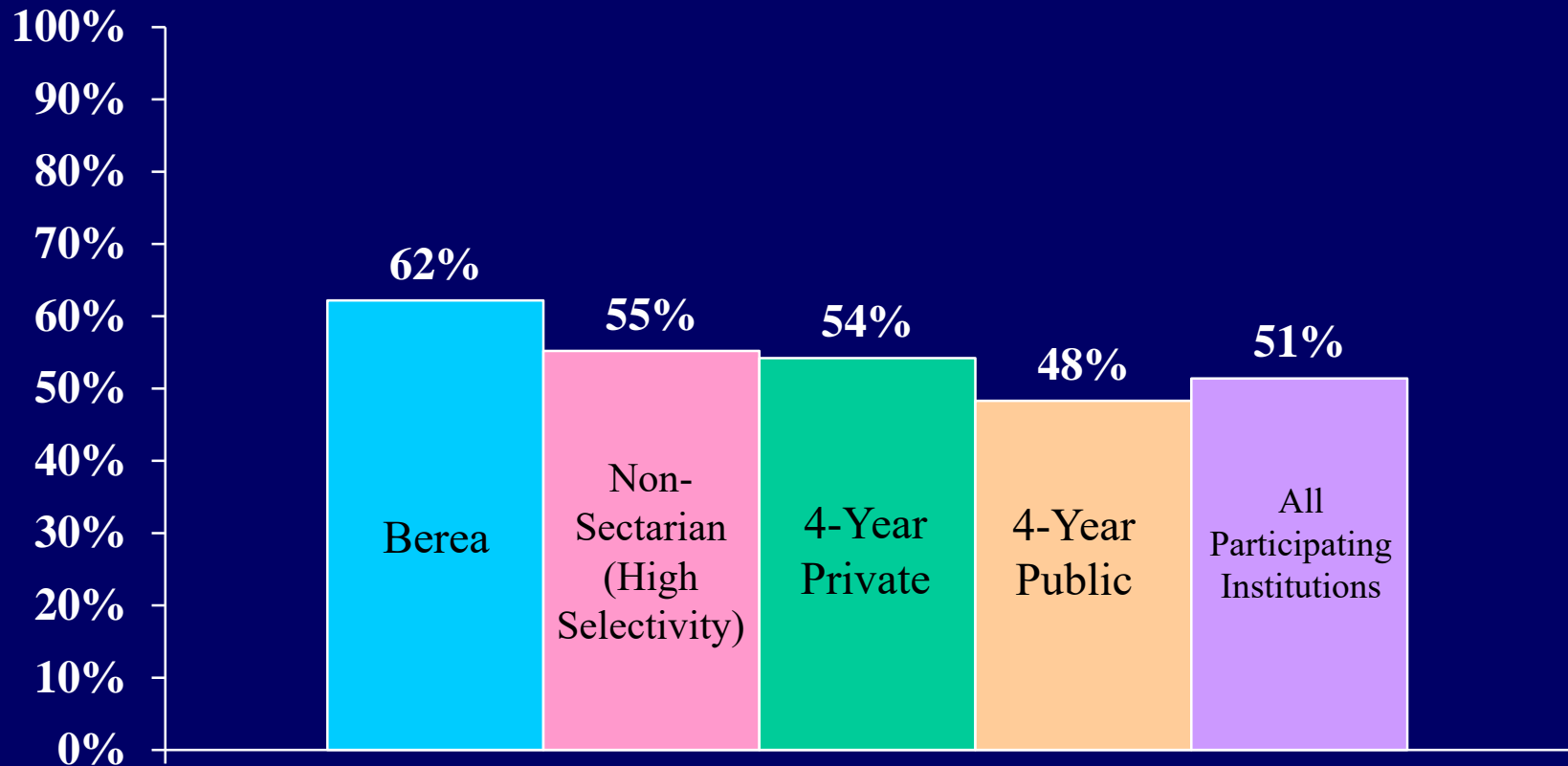
(in deciding to go to college)

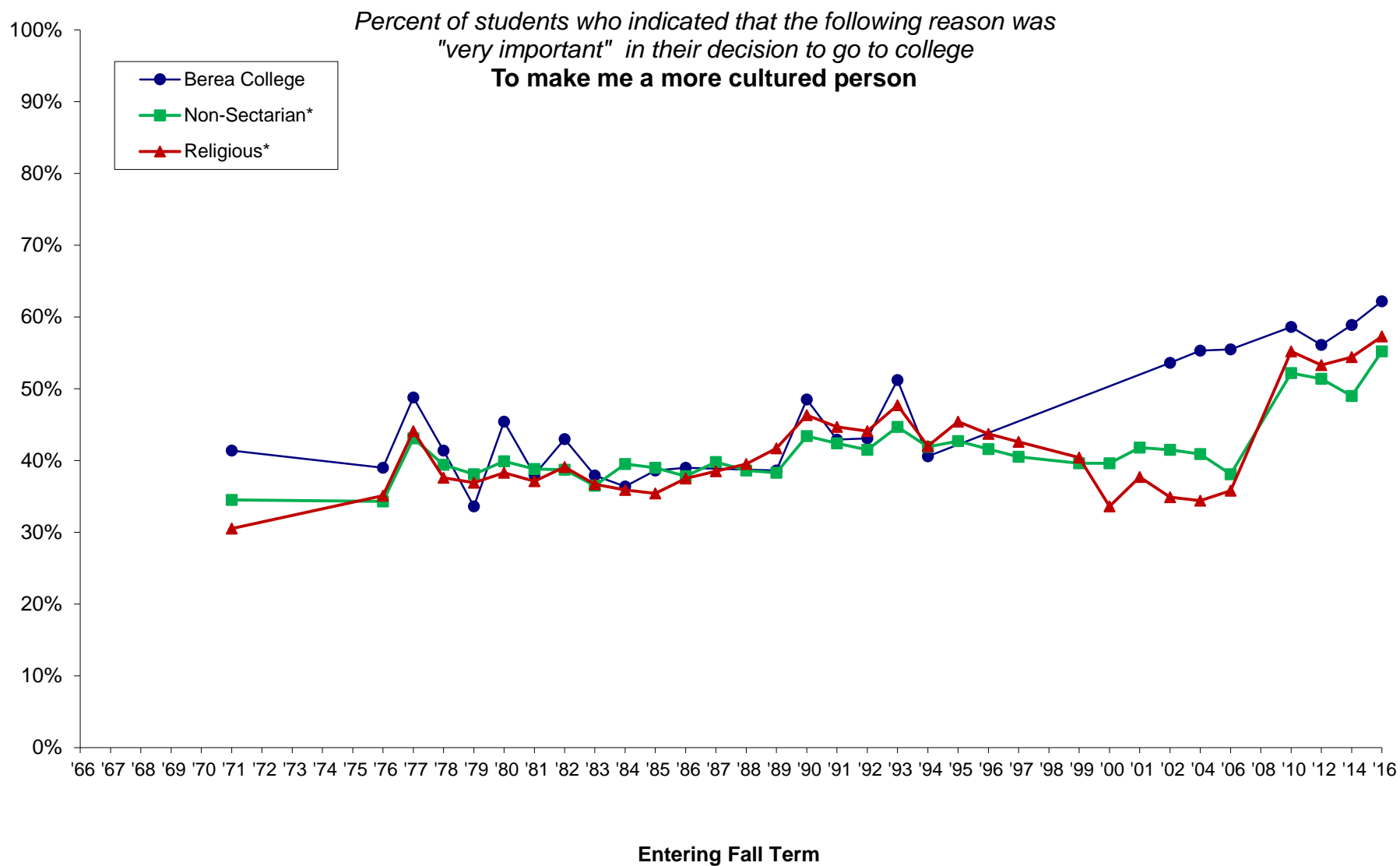


Percentage of students who rated item as “very important”:

*To make me a more cultured person*

*(for deciding to go to college)*



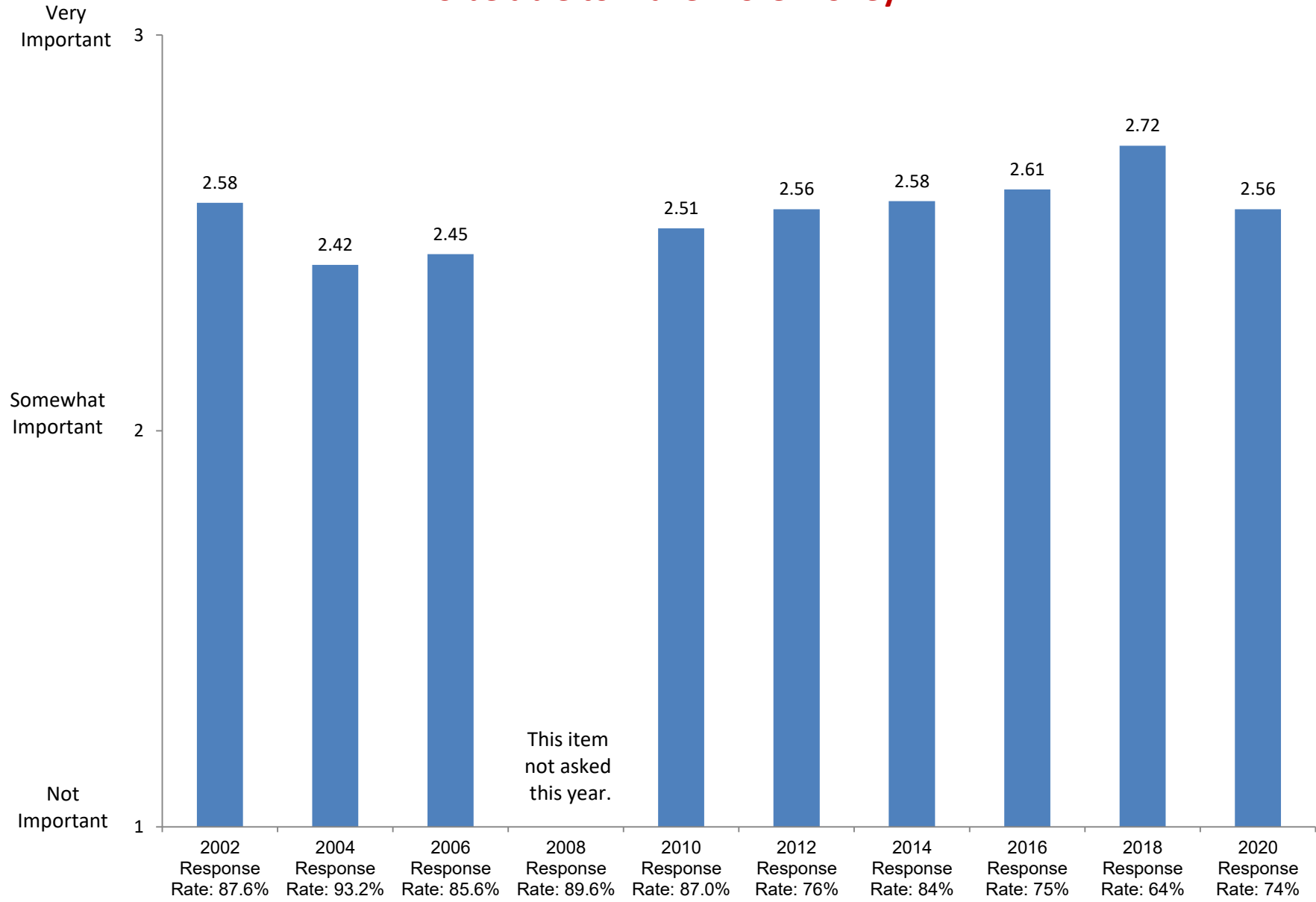


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

In deciding to go to college, how important to you was each of the following reasons?

## To be able to make more money

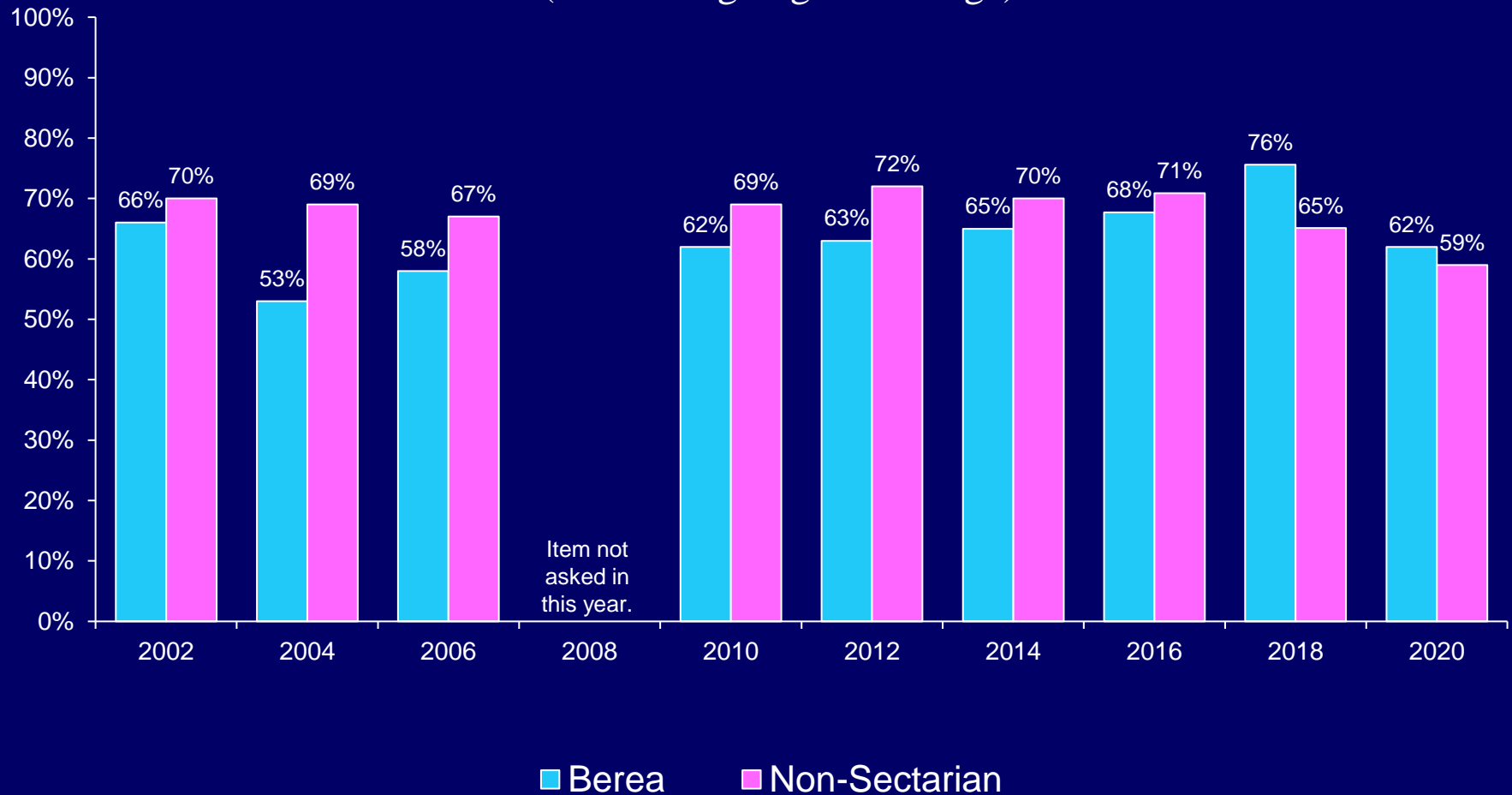


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who rated item as “very important”*

## To be able to make more money

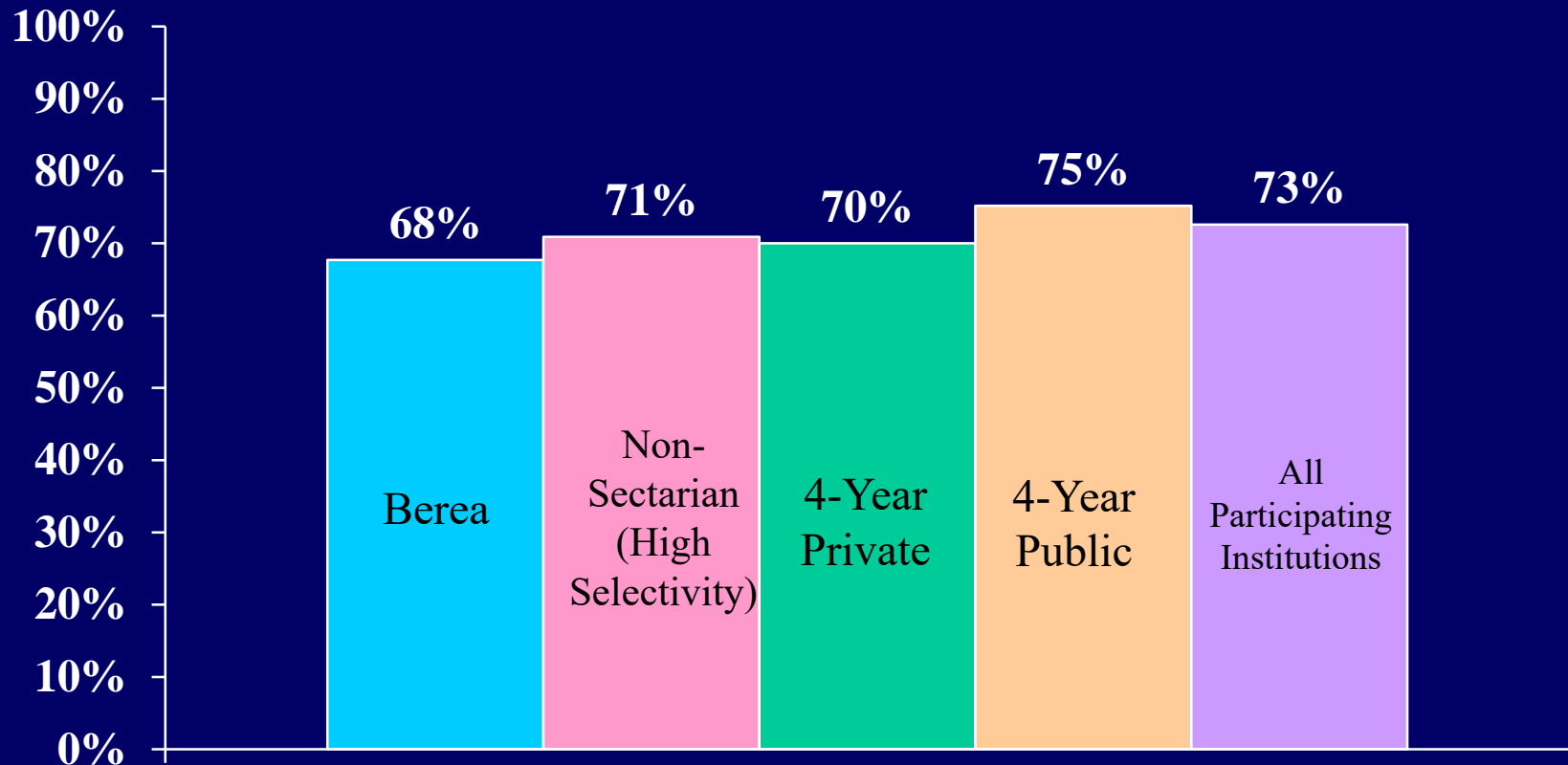
(in deciding to go to college)



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

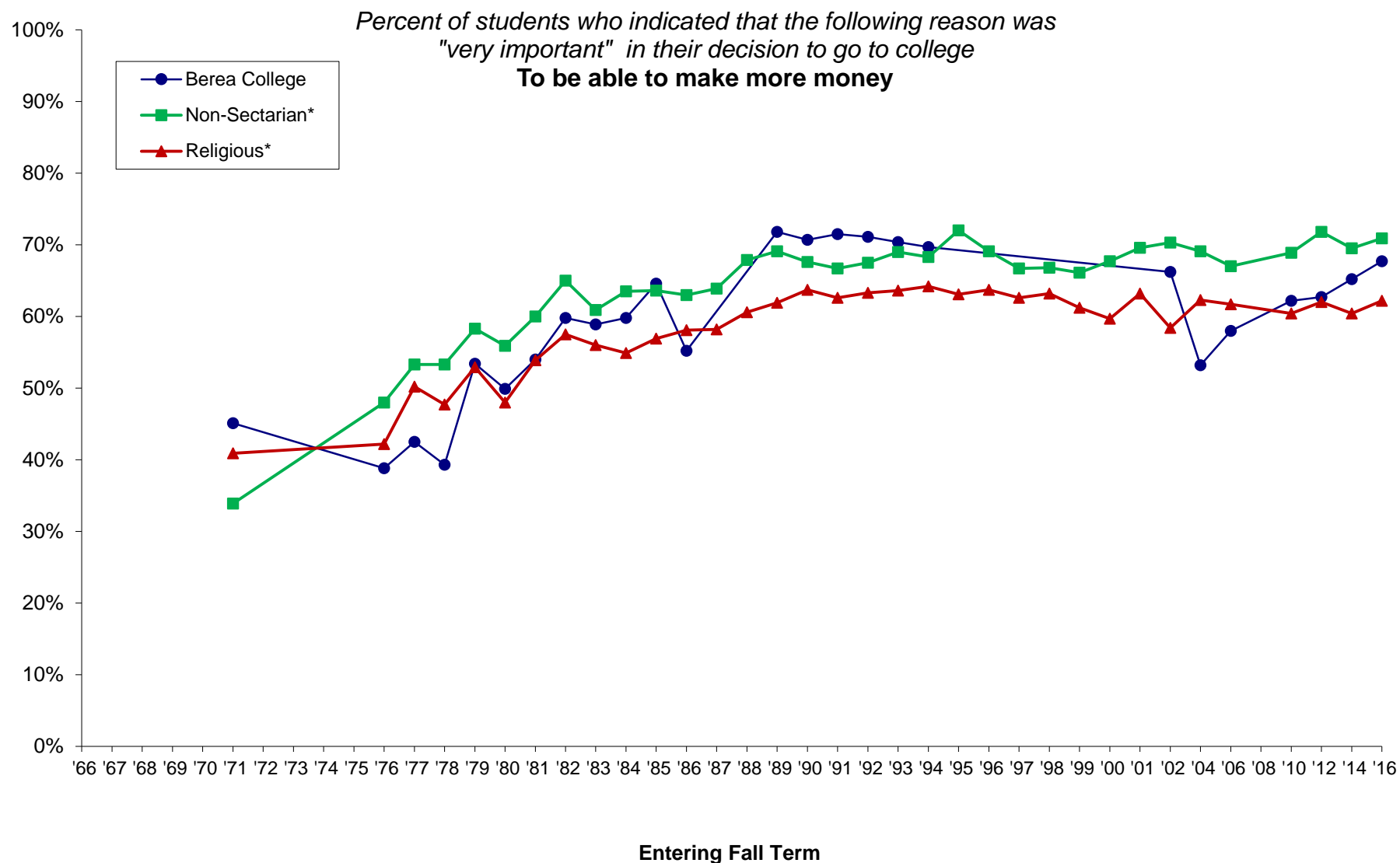
*To be able to make more money*

*(for deciding to go to college)*





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

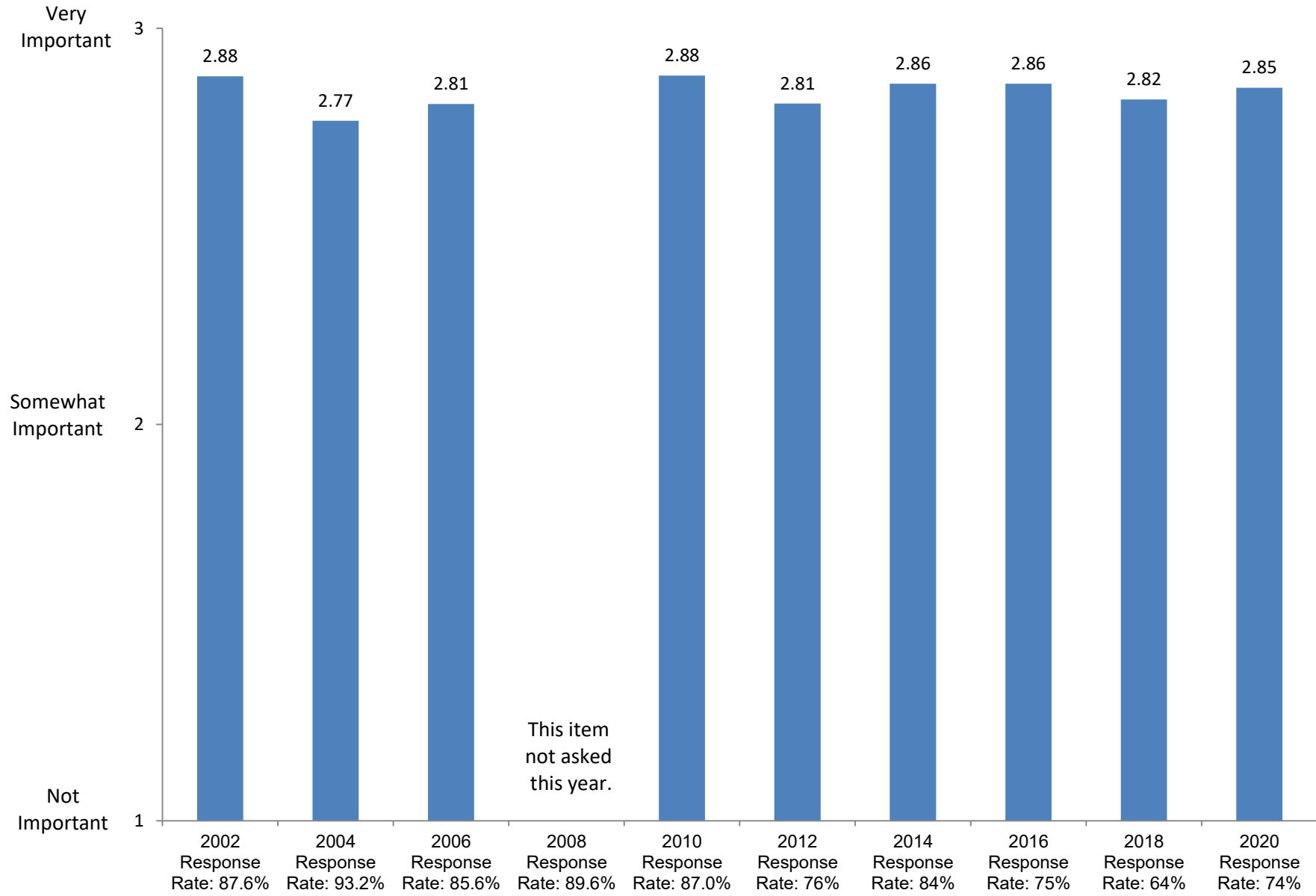


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

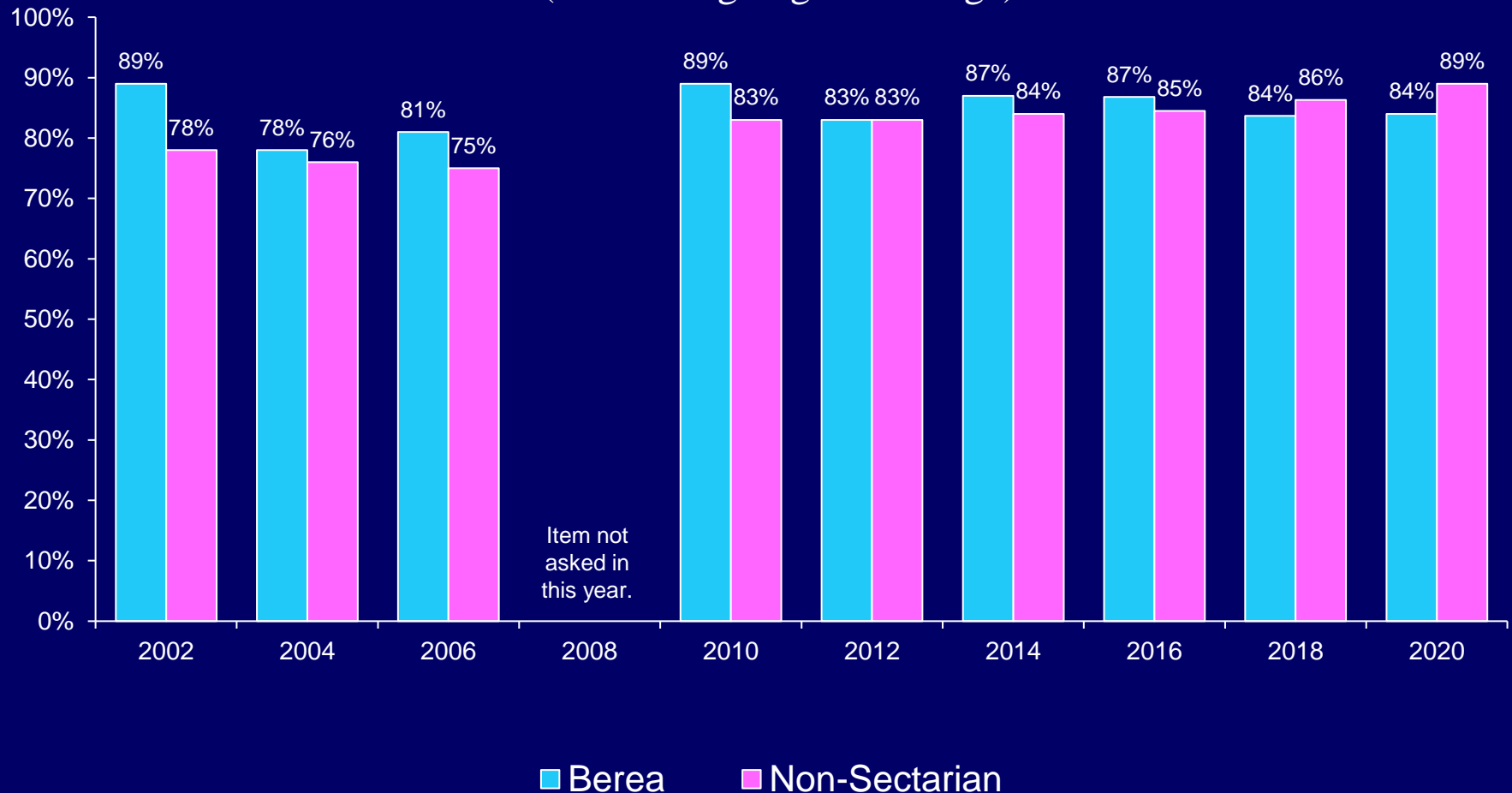
In deciding to go to college, how important to you was each of the following reasons?

## To learn more about things that interest me

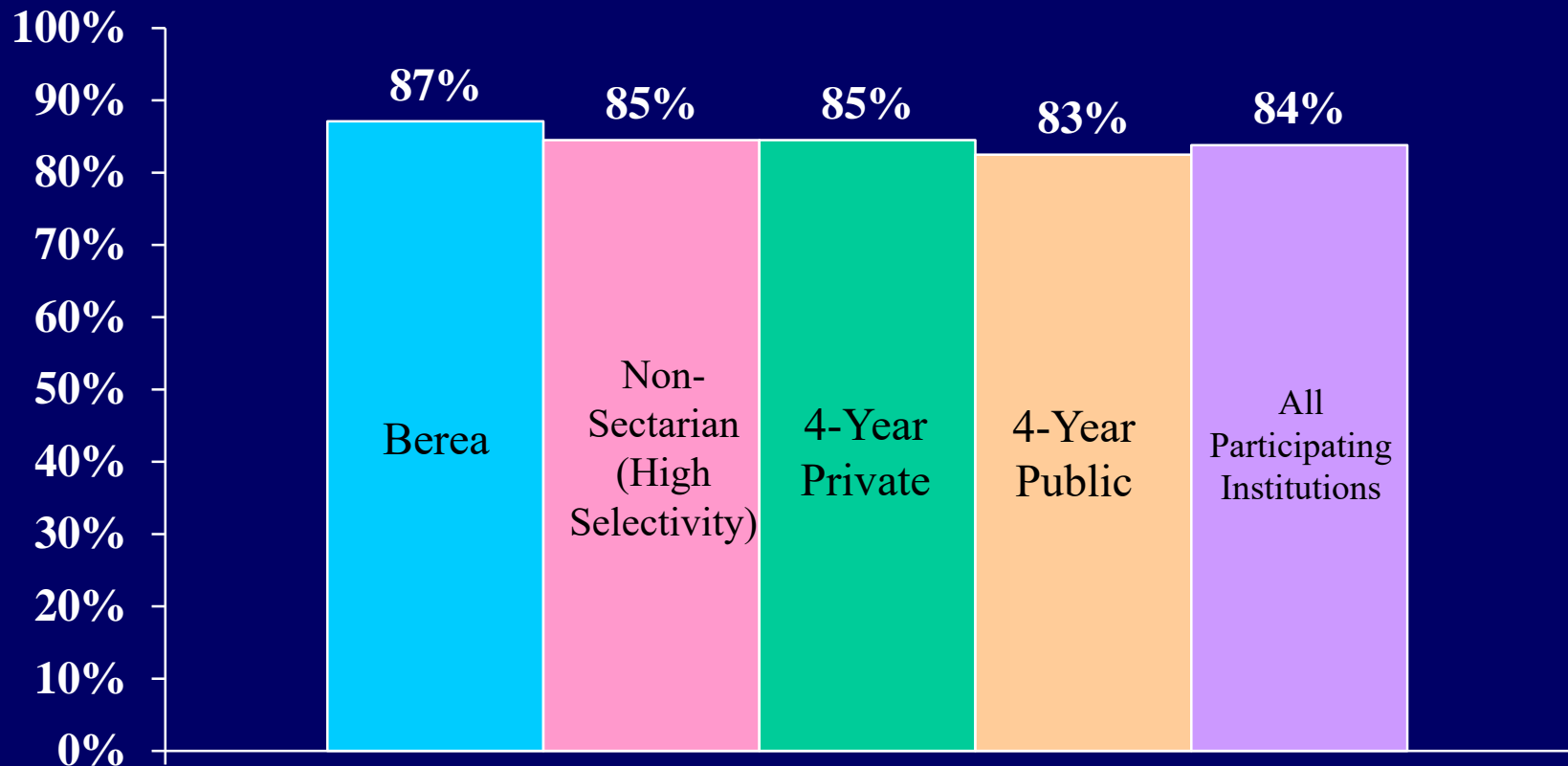


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

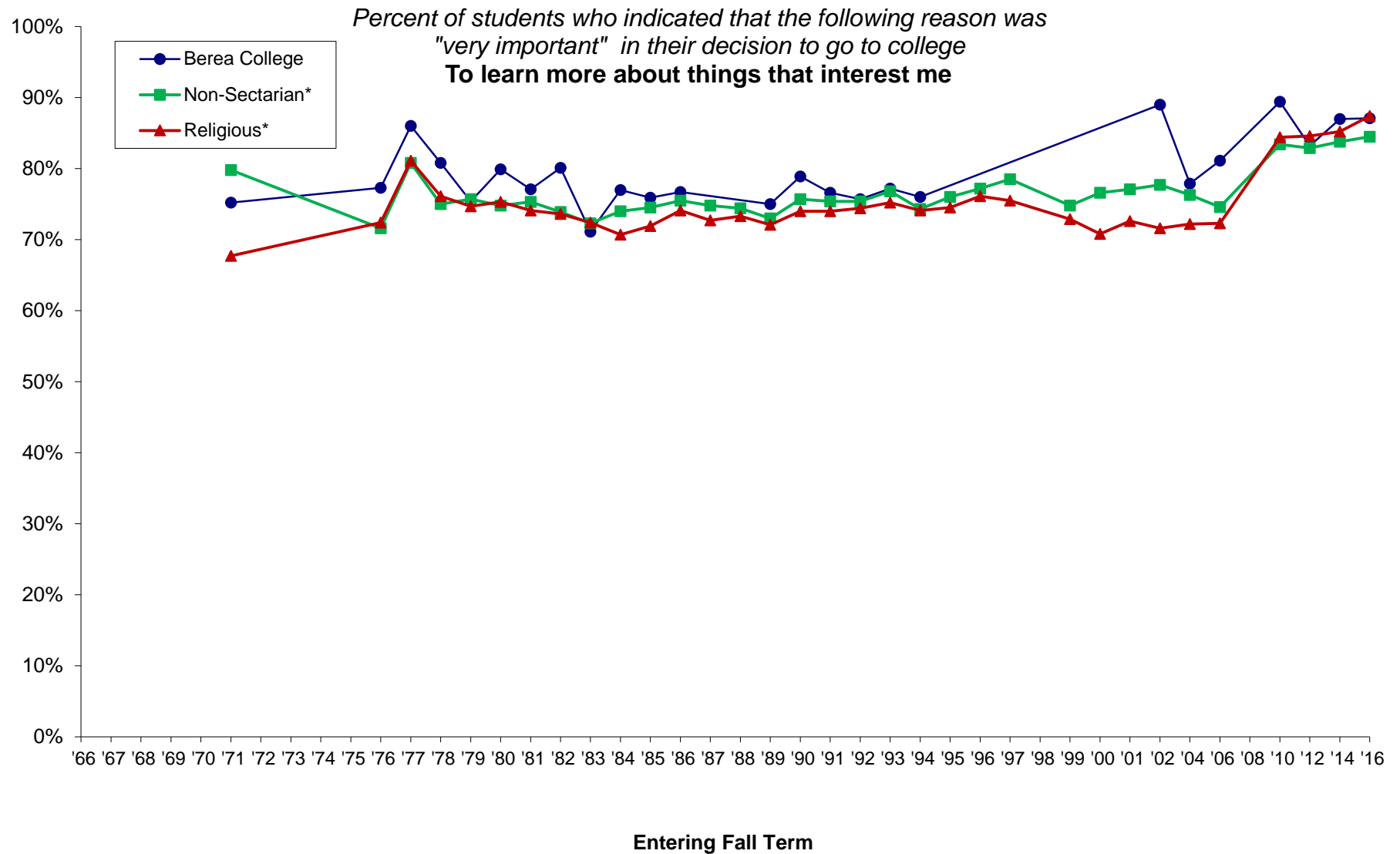
*Percent of students who rated item as “very important”*  
**To learn more about things that interest me**  
(in deciding to go to college)



Percentage of students who rated item as “very important”:  
*To learn more about things that interest me*  
*(for deciding to go to college)*



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

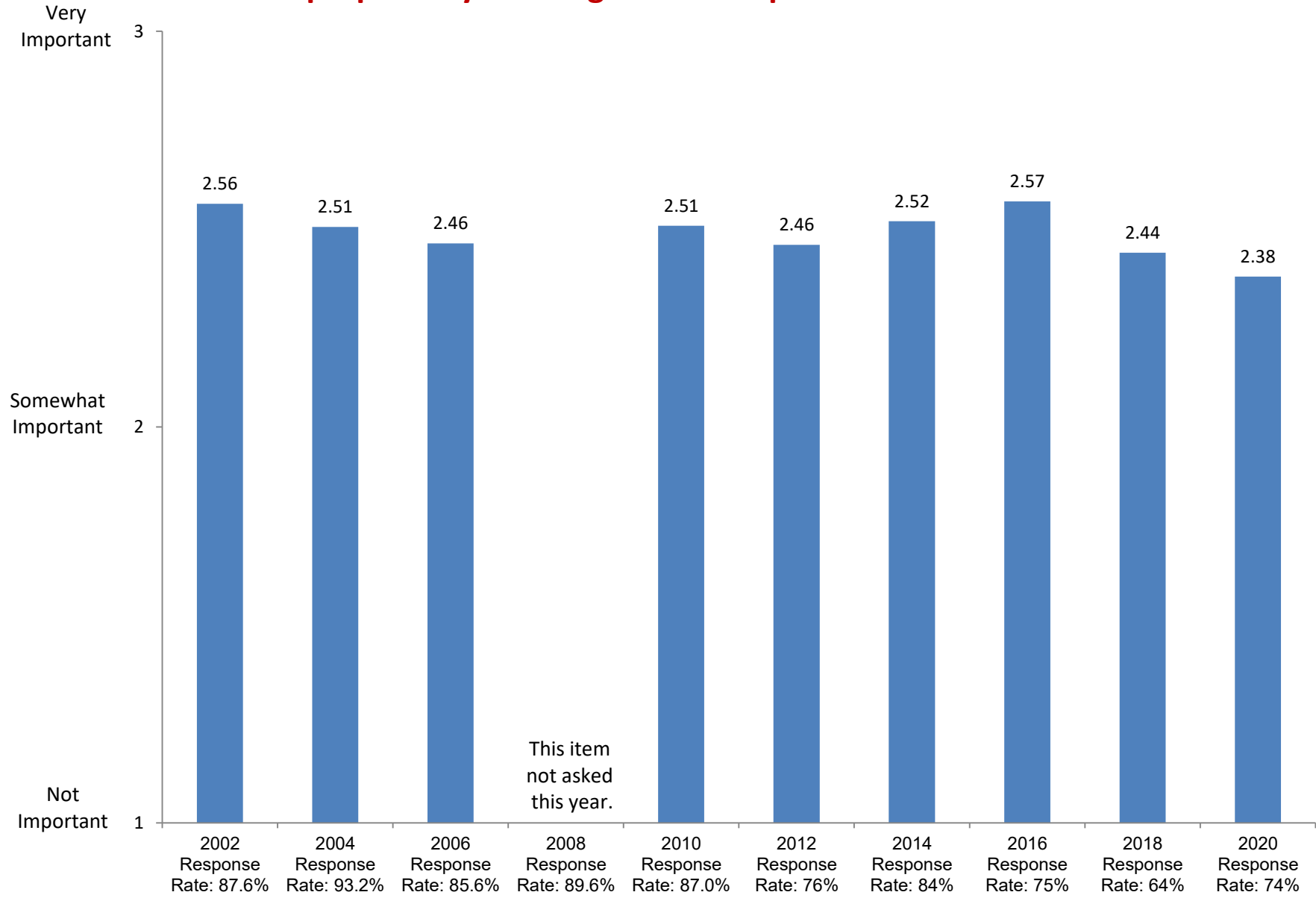


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

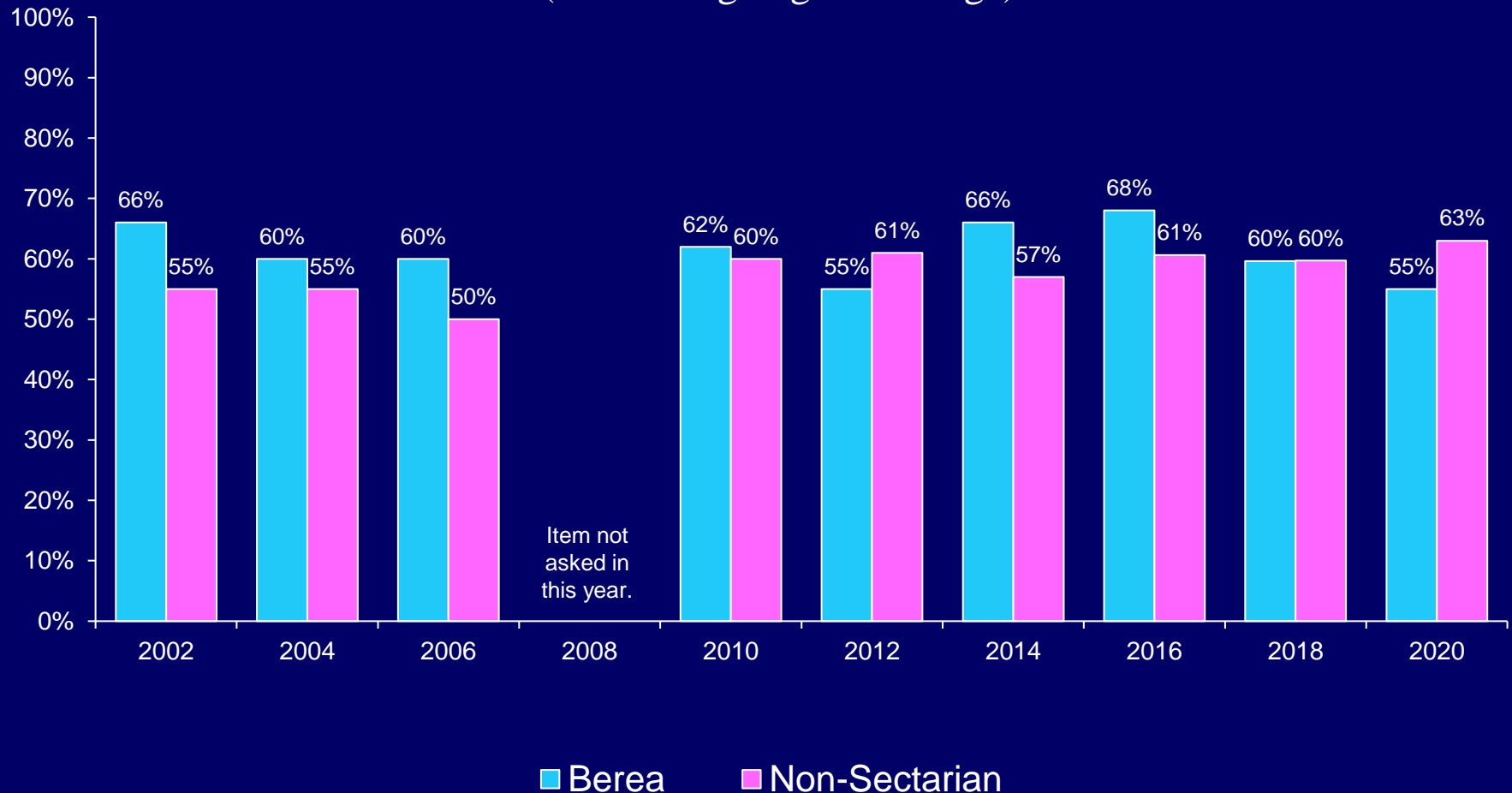
In deciding to go to college, how important to you was each of the following reasons?

## To prepare myself for graduate or professional school



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

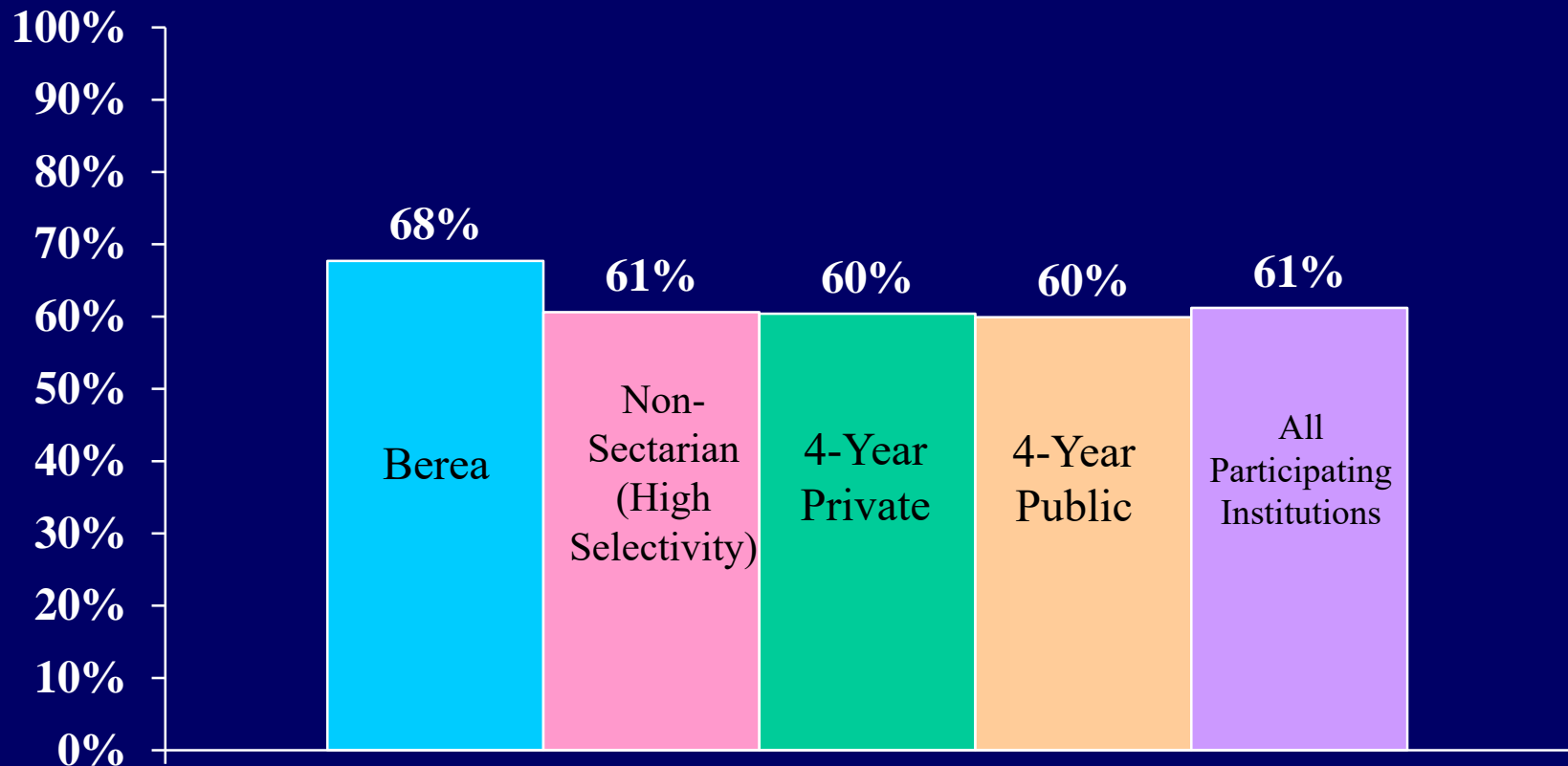
*Percent of students who rated item as “very important”*  
**To prepare myself for graduate or professional school**  
(in deciding to go to college)



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

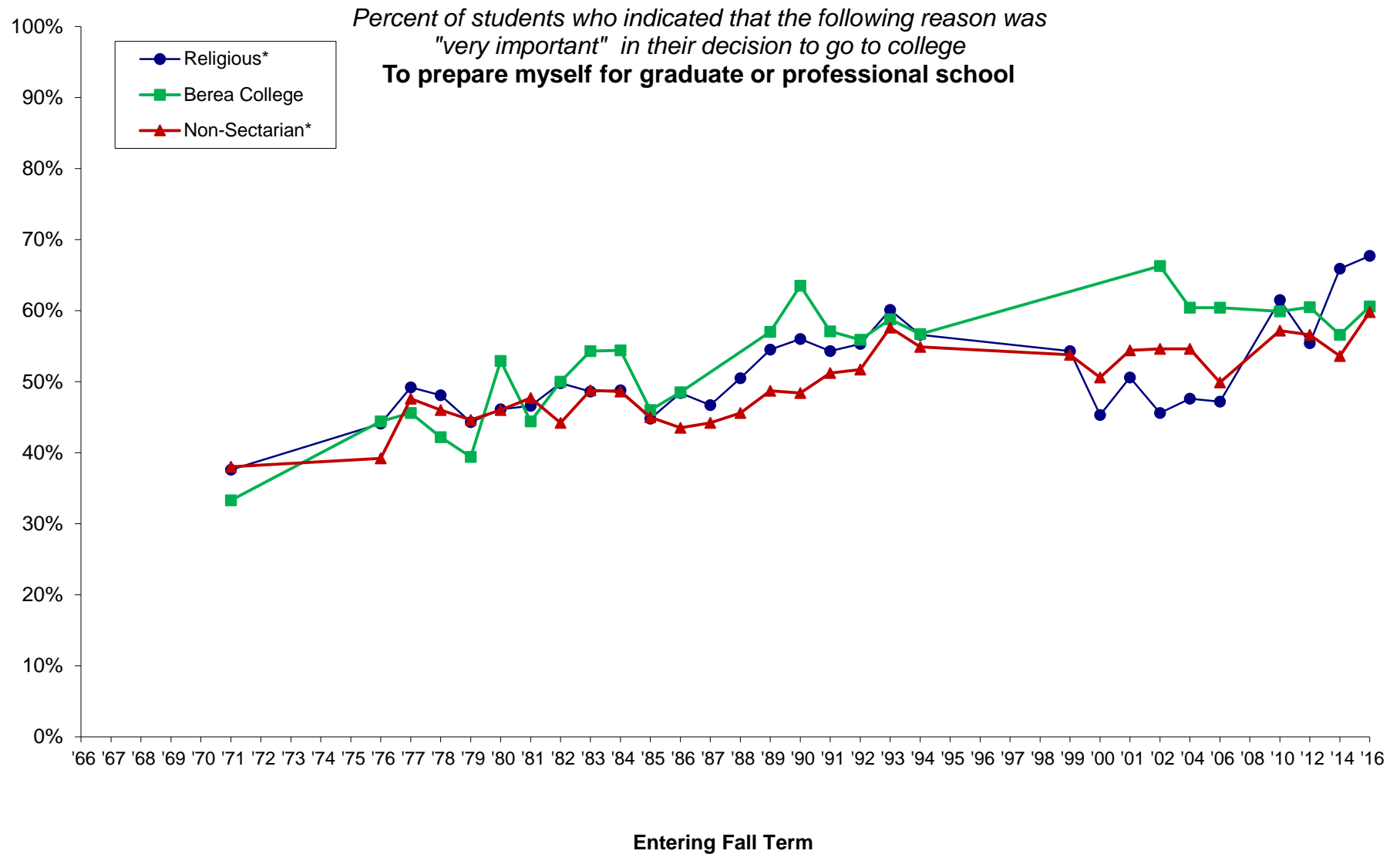
*To prepare myself for graduate or professional school*

*(for deciding to go to college)*





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

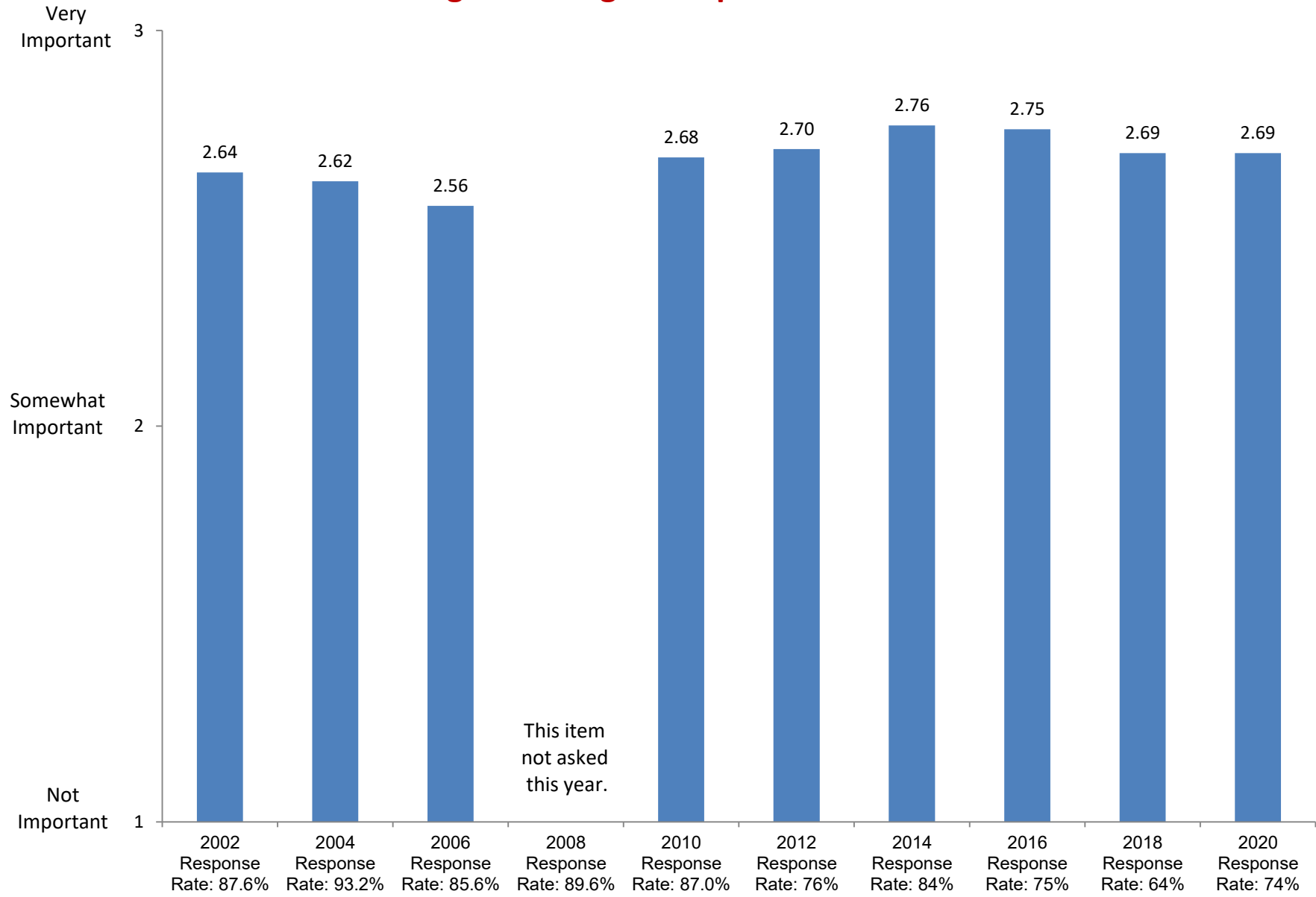


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

In deciding to go to college, how important to you was each of the following reasons?

## To get training for a specific career

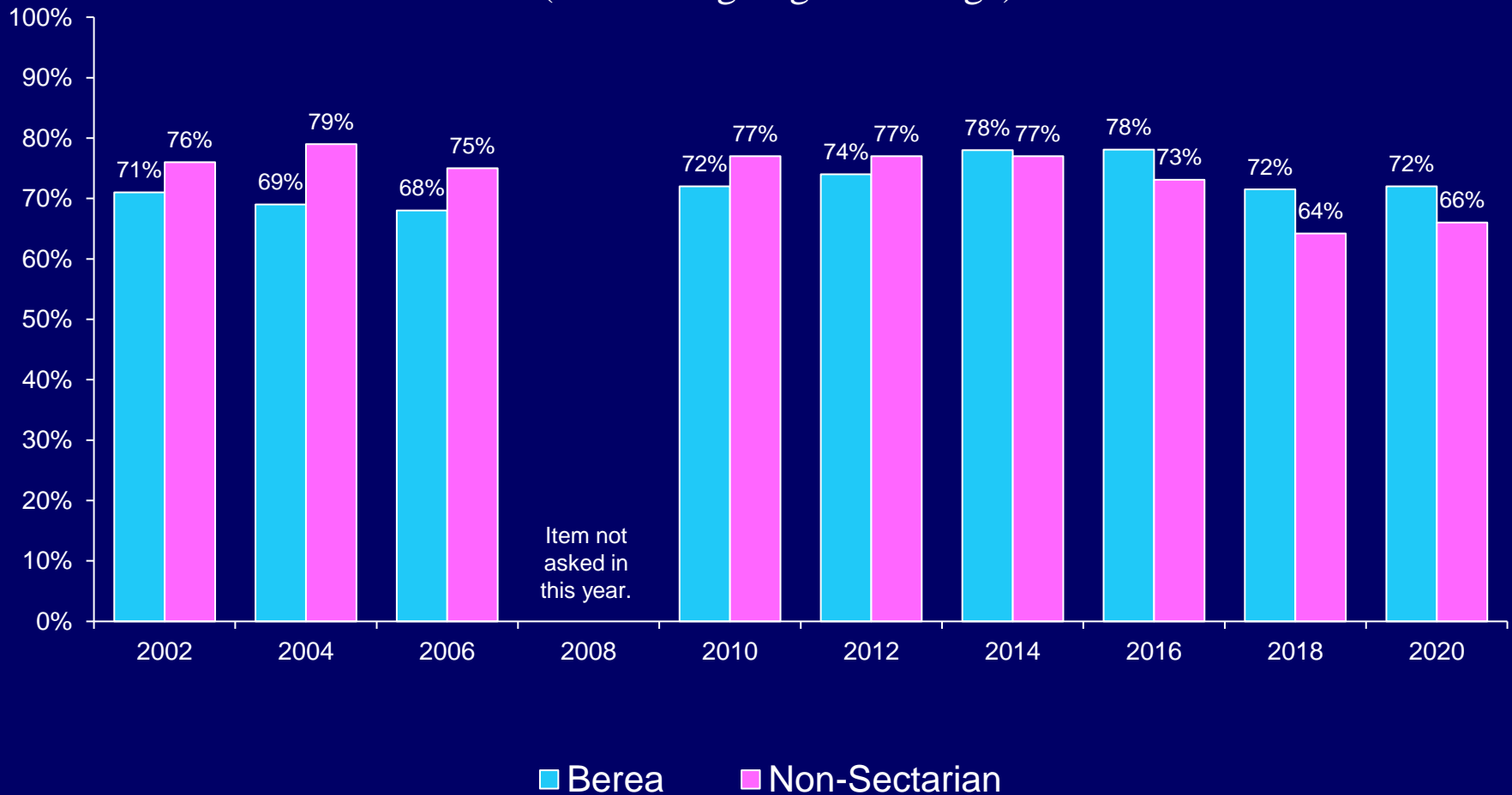


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who rated item as “very important”*

## To get training for a specific career

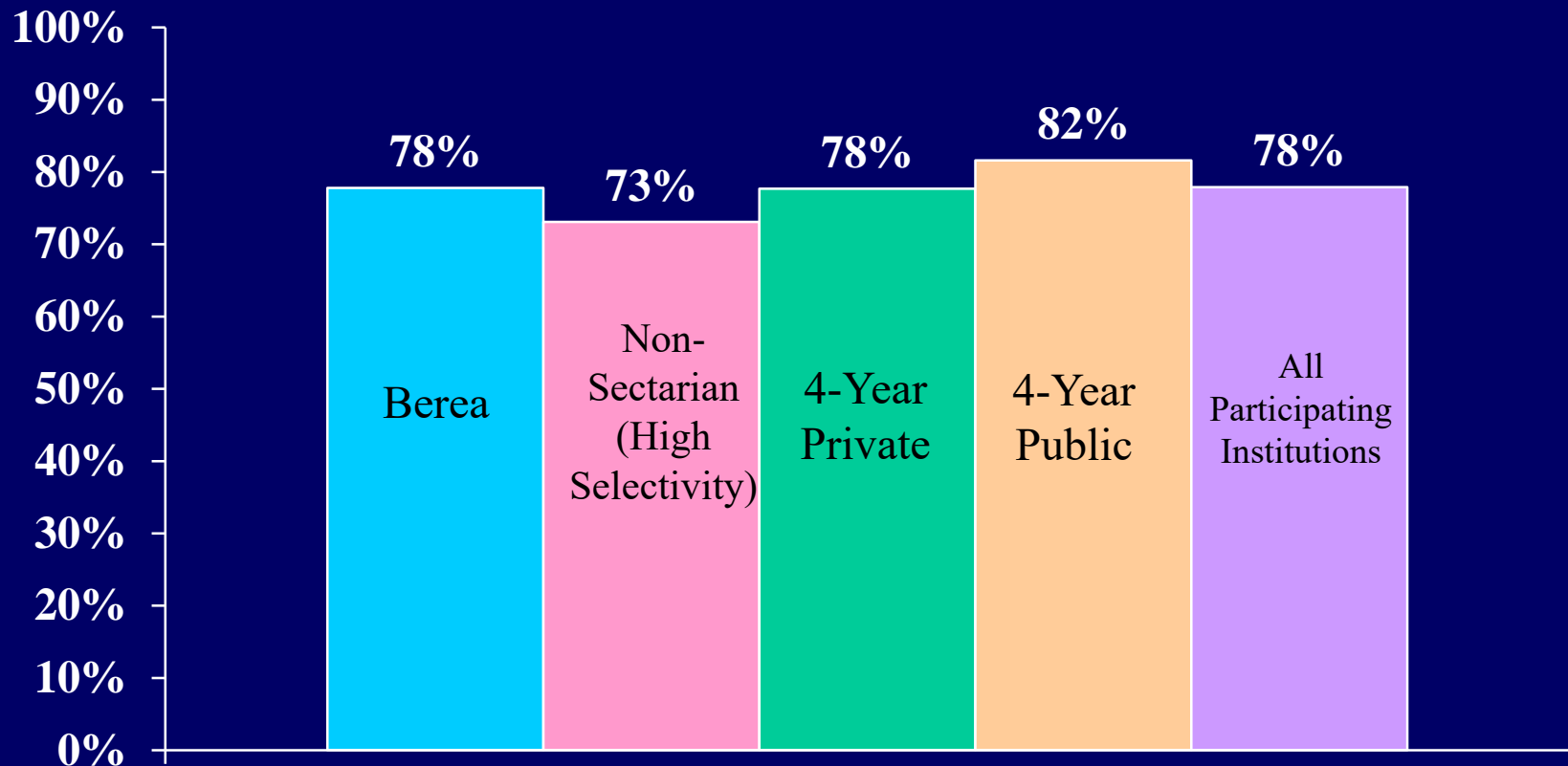
(in deciding to go to college)



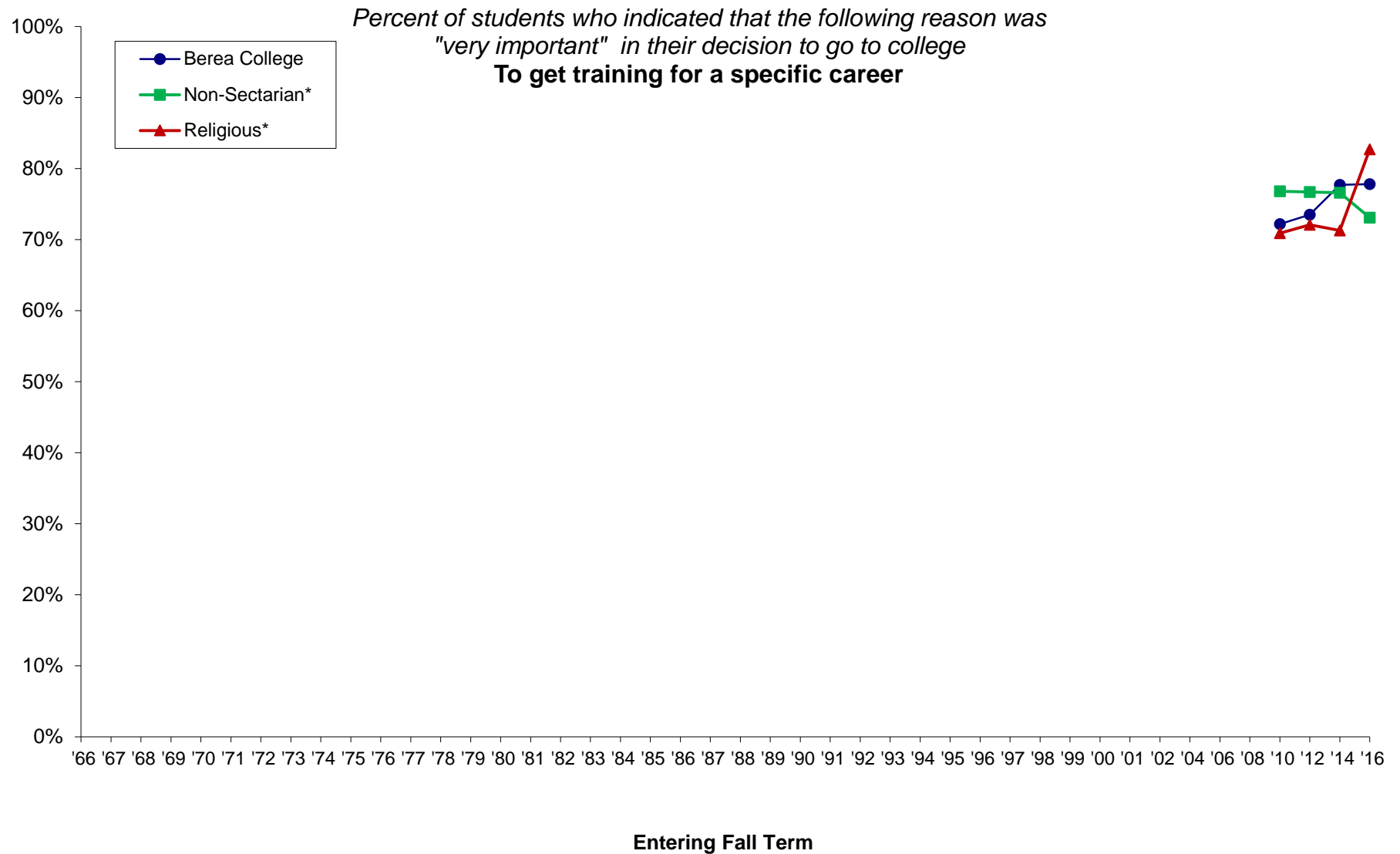
Percentage of students who rated item as “very important”:

*To get training for a specific career*

*(for deciding to go to college)*



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

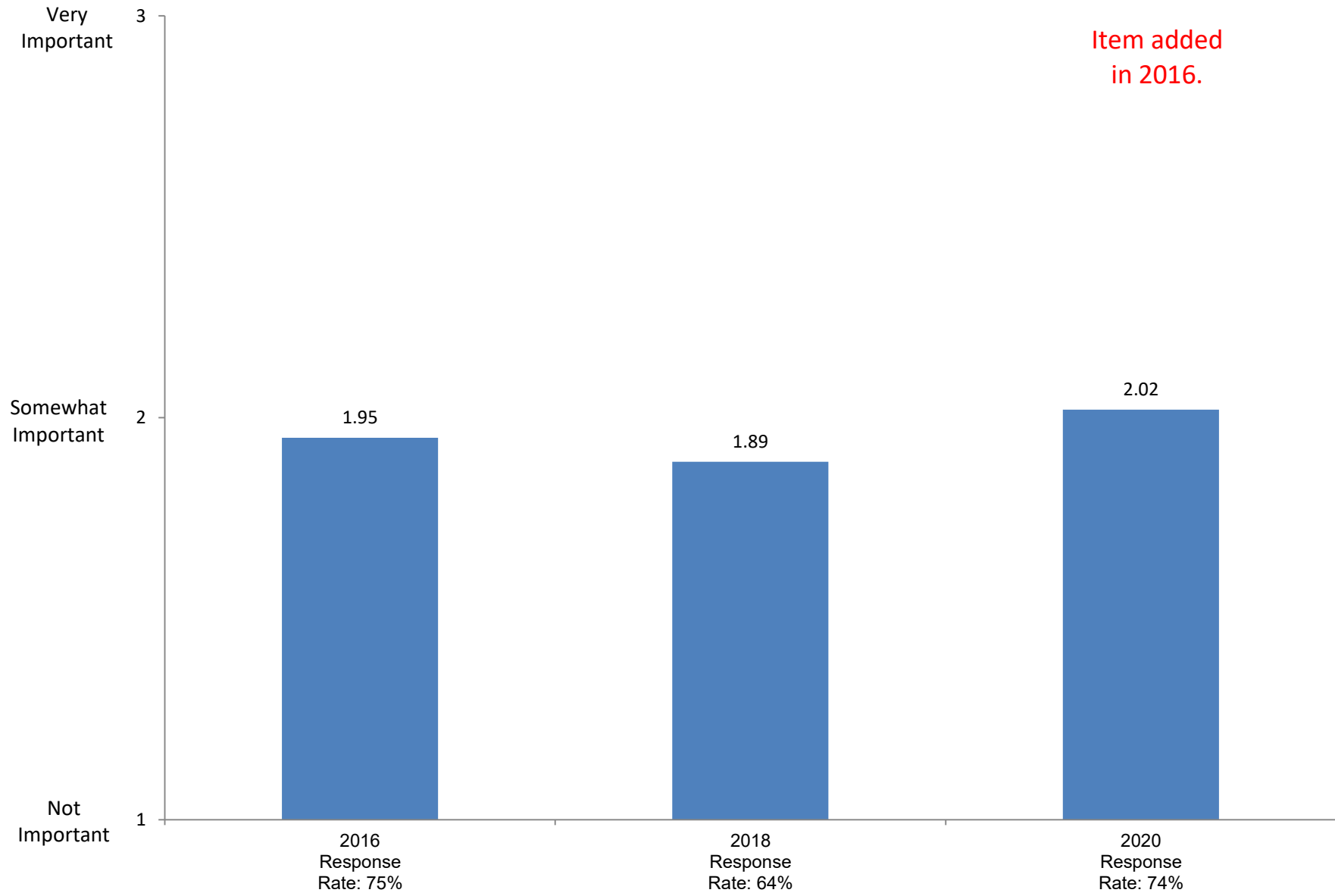


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

In deciding to go to college, how important to you was each of the following reasons?

## To please my family

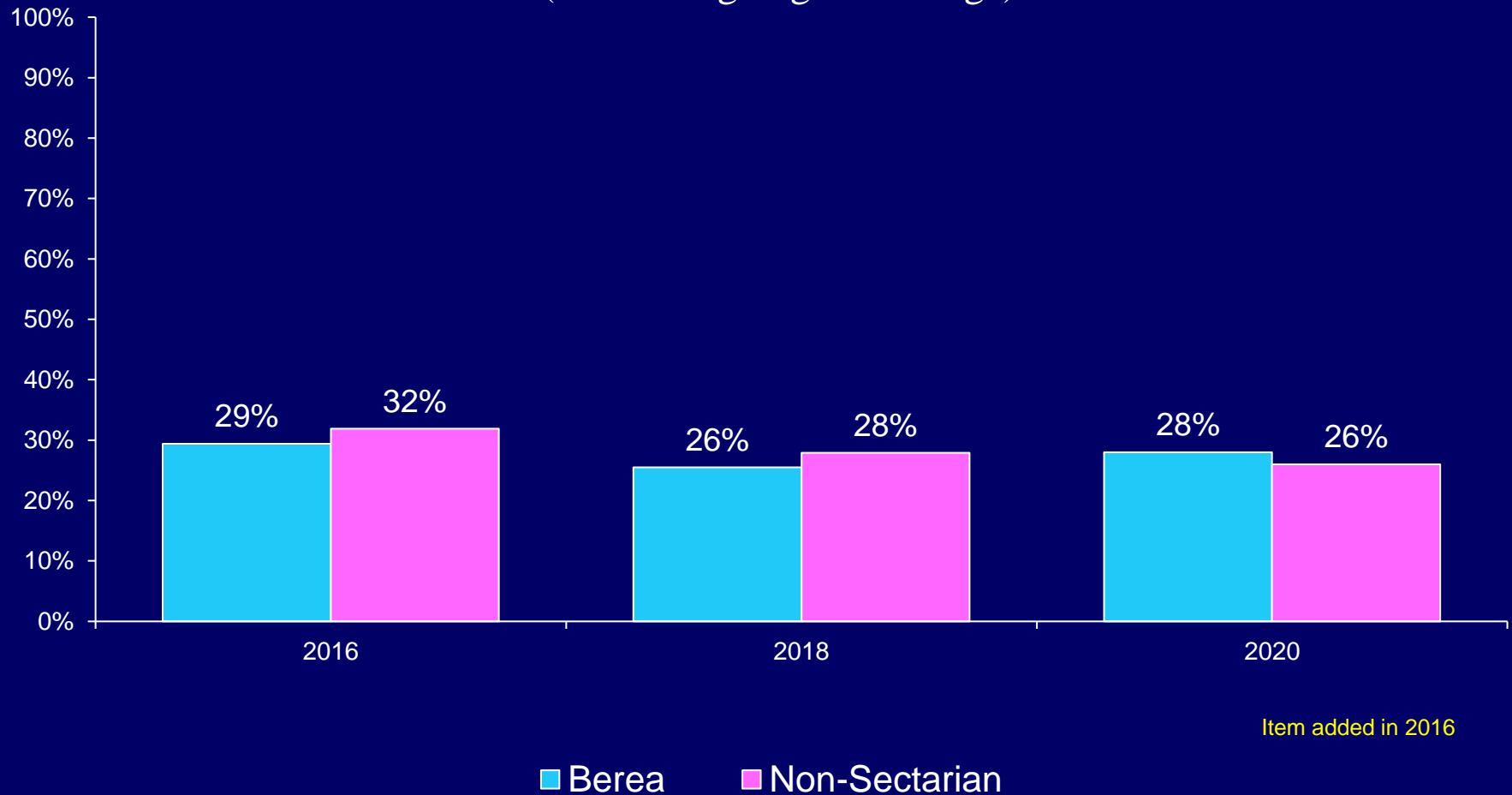


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who rated item as “very important”*

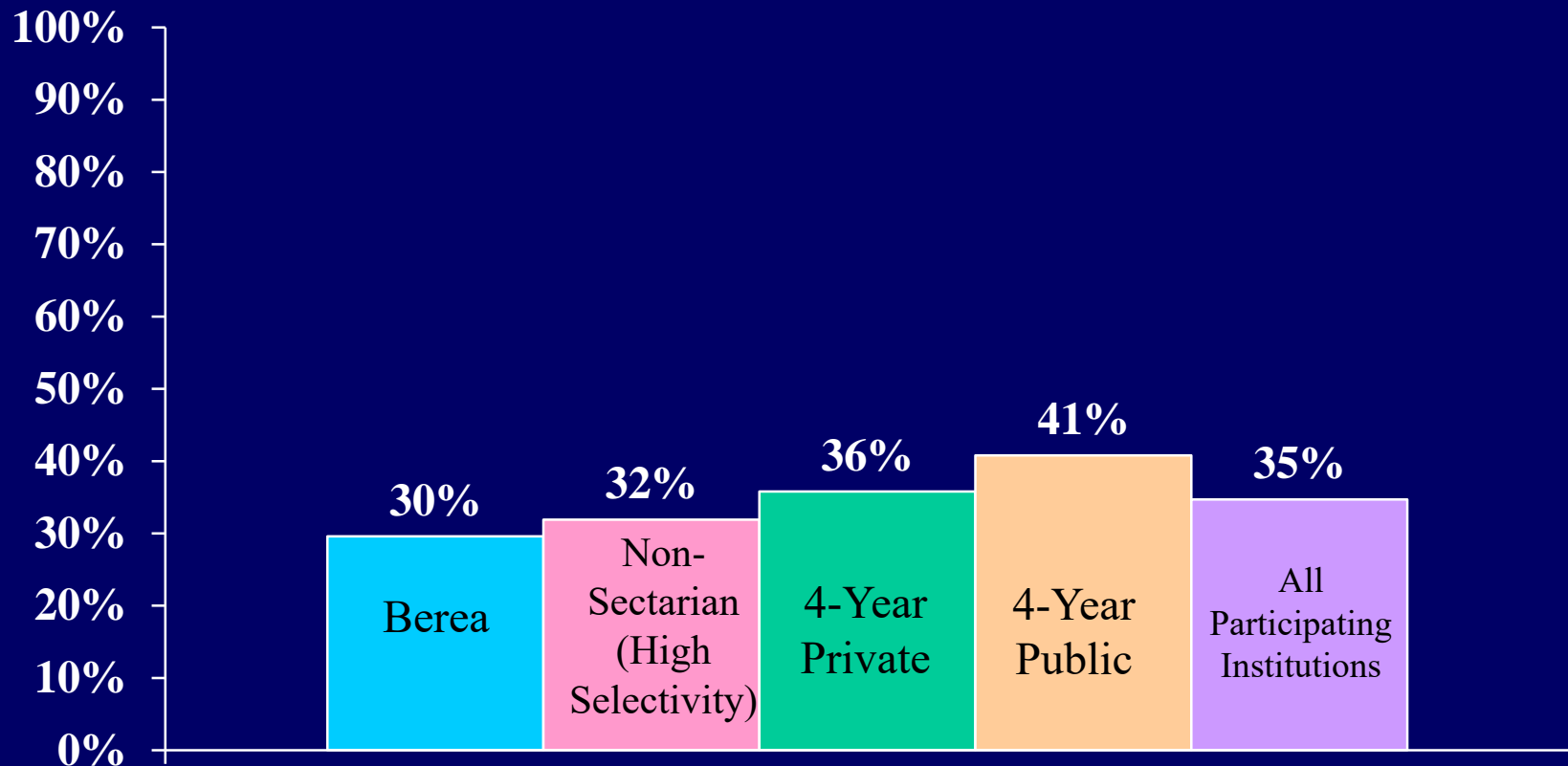
## To please my family

(in deciding to go to college)



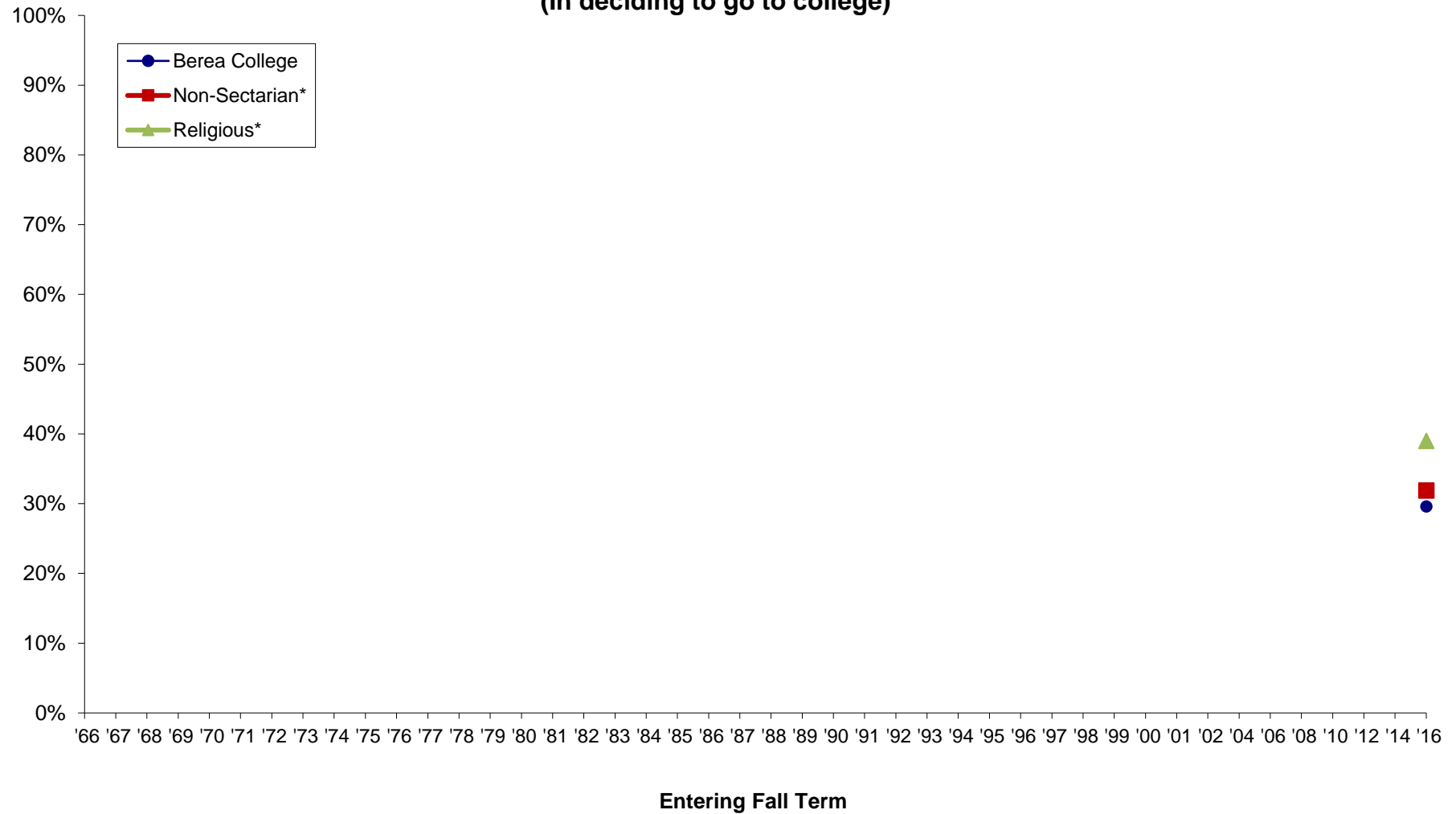
Percentage of students who rated item as “very important”:

*To please my family*  
(for deciding to go to college)





*Percent of students who rated item as very important*  
**To please Family**  
**(In deciding to go to college)**

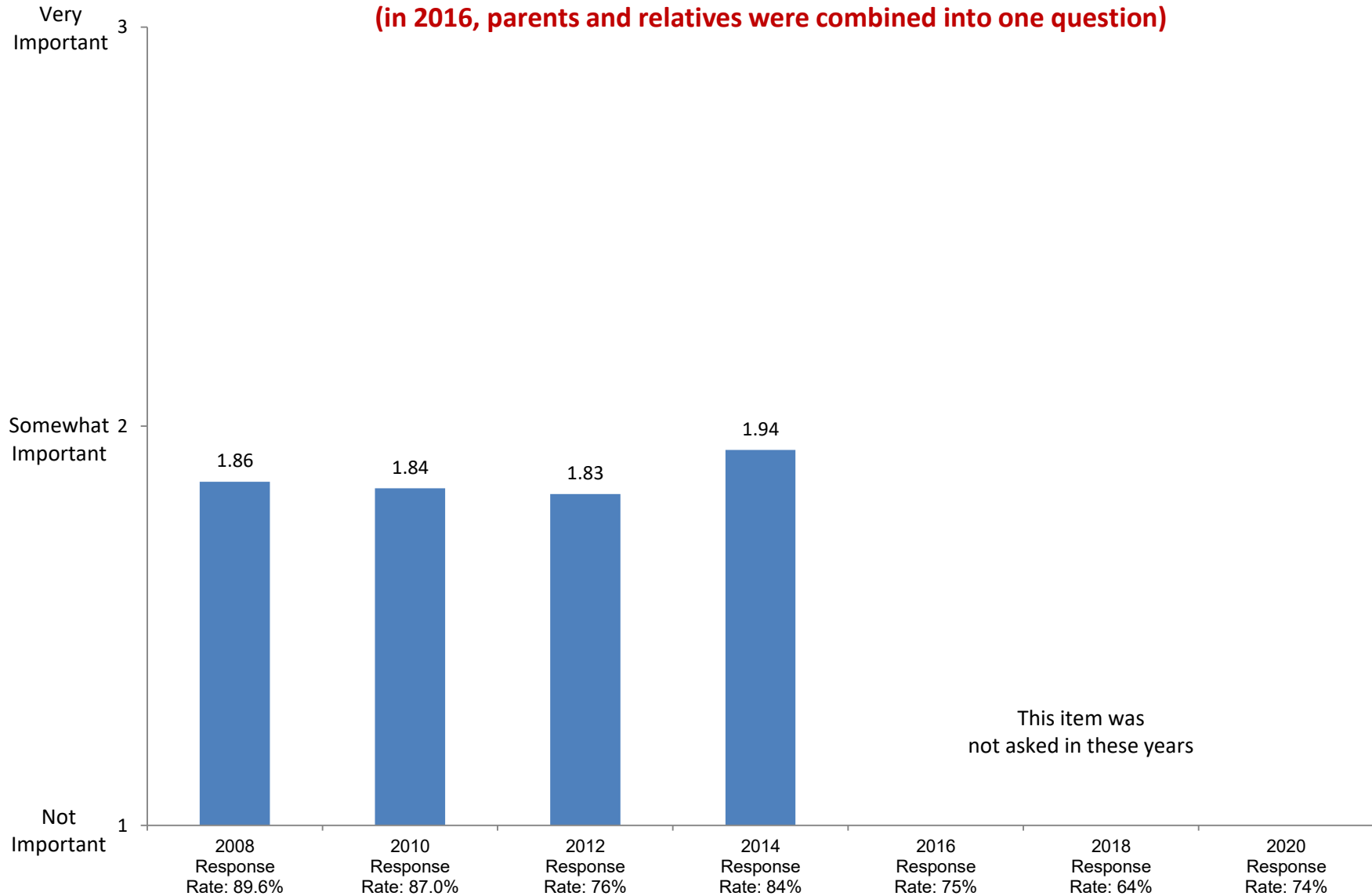


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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 parents wanted me to come here (in 2016, parents and relatives were combined into one question)

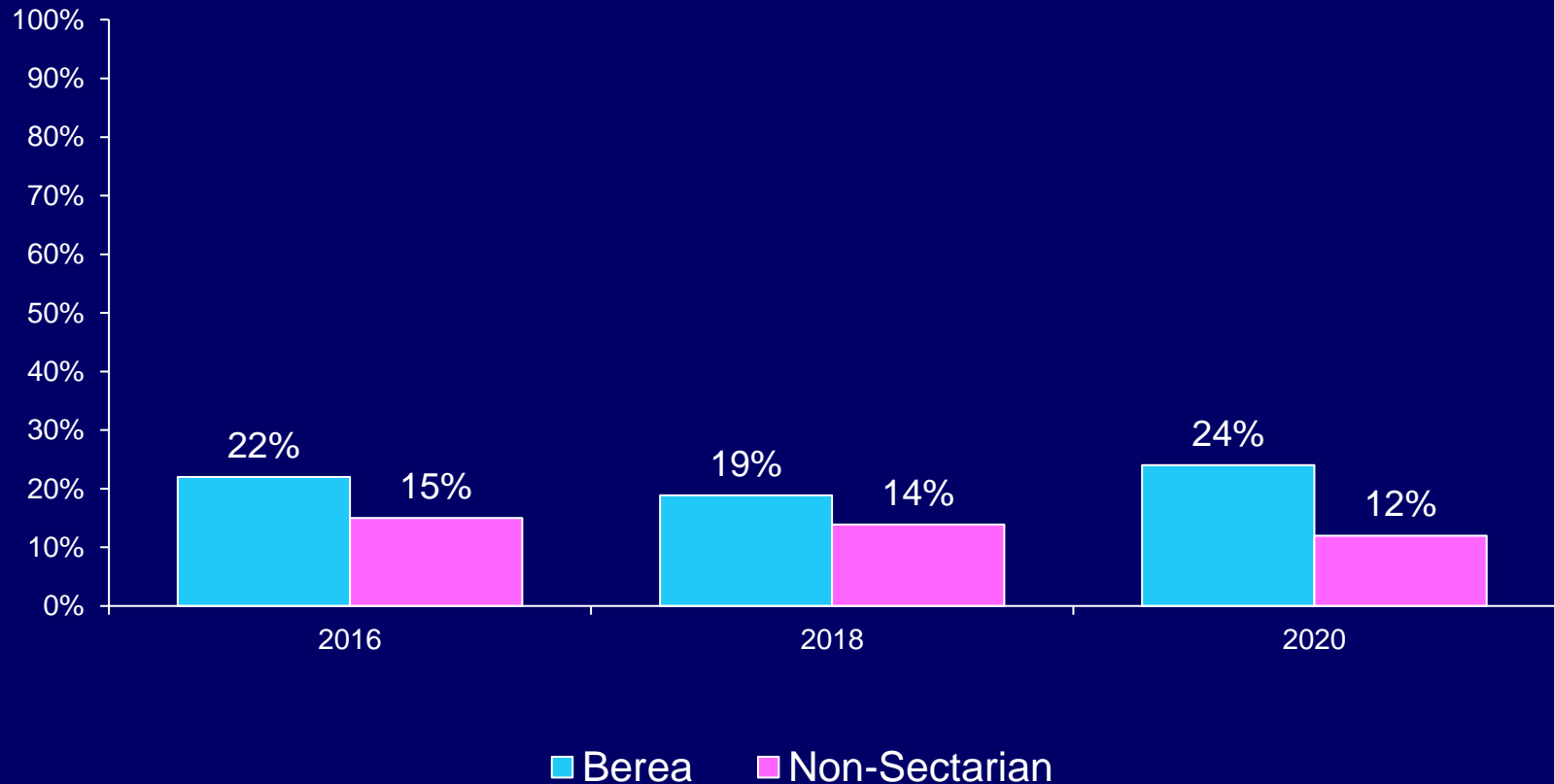


Item added in 2008.

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

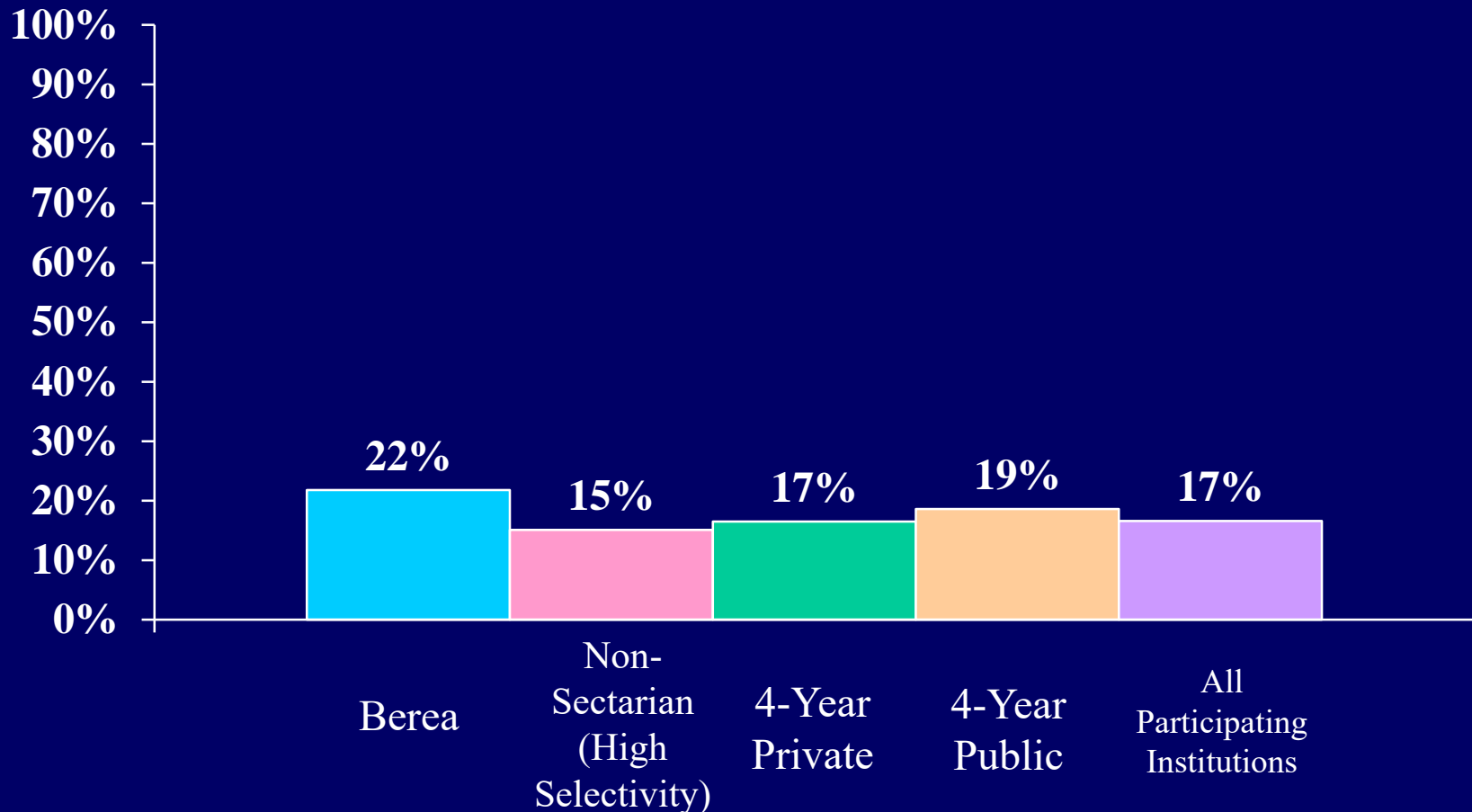
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## **My parents/relatives wanted me to come here**



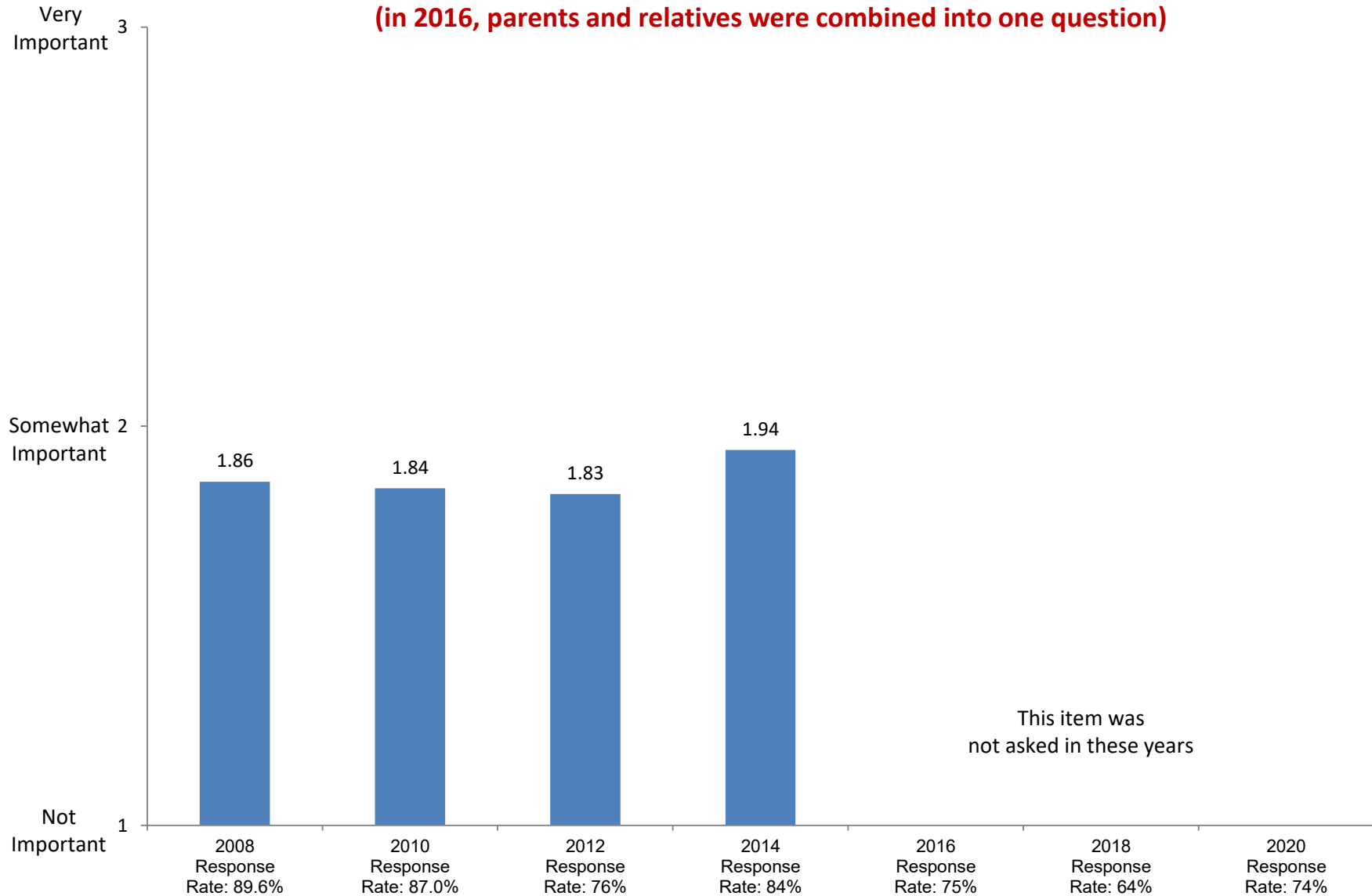
Percentage of students who rated item as “very important”:

*My parents/relatives wanted me to come here*  
(for decision to attend this particular college)



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 parents wanted me to come here (in 2016, parents and relatives were combined into one question)

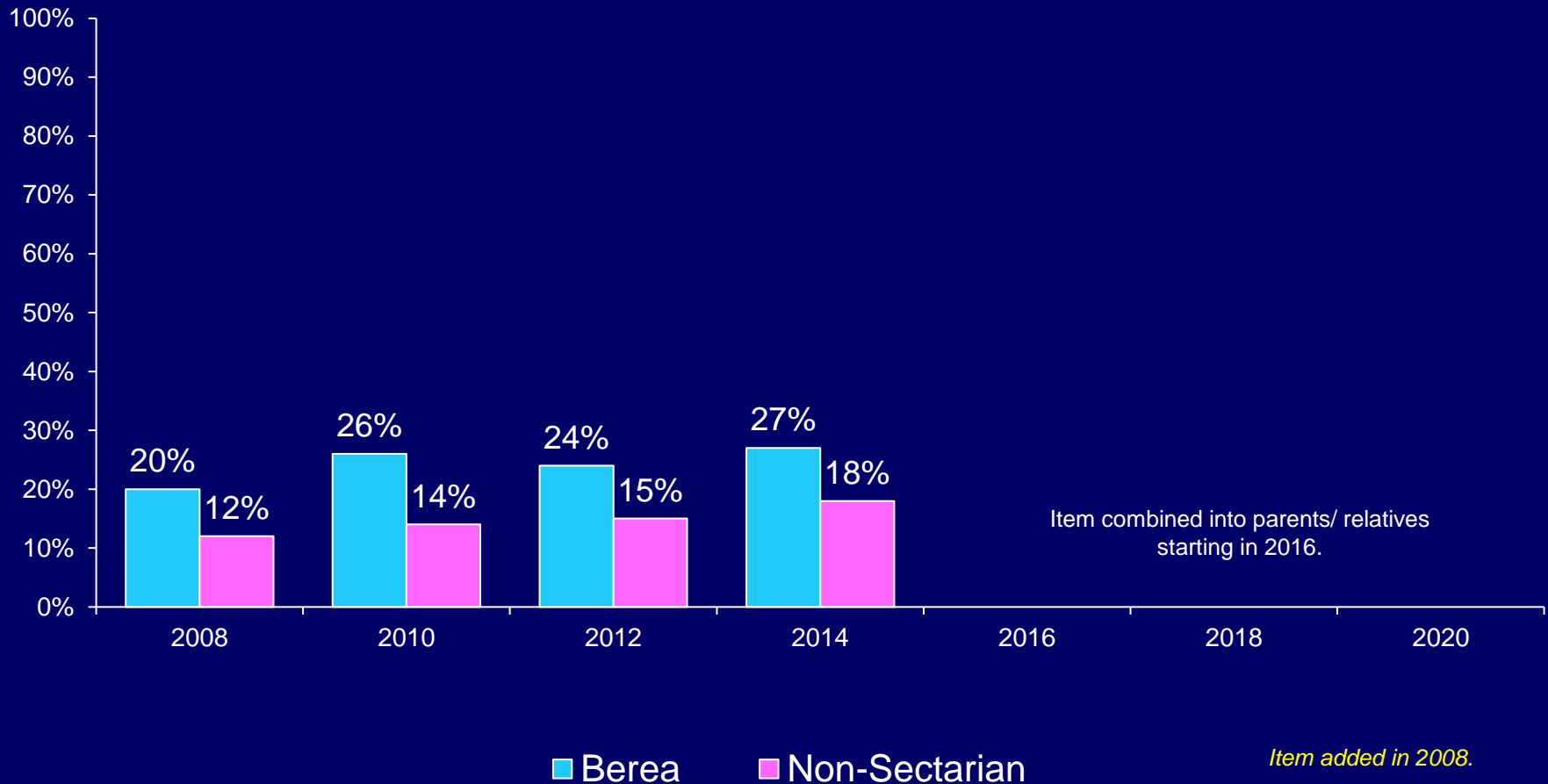


Item added in 2008.

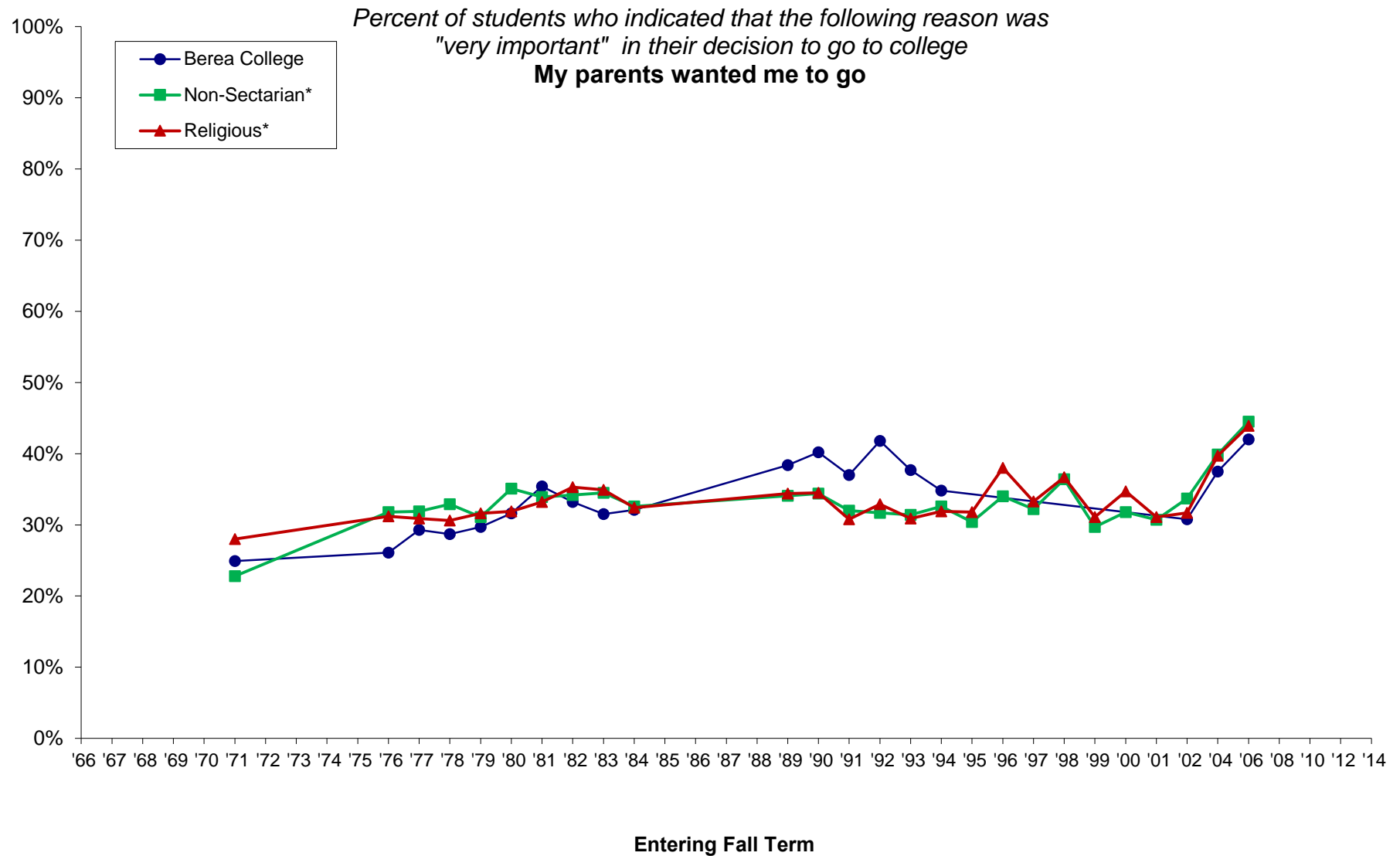
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## My parents wanted me to come here



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

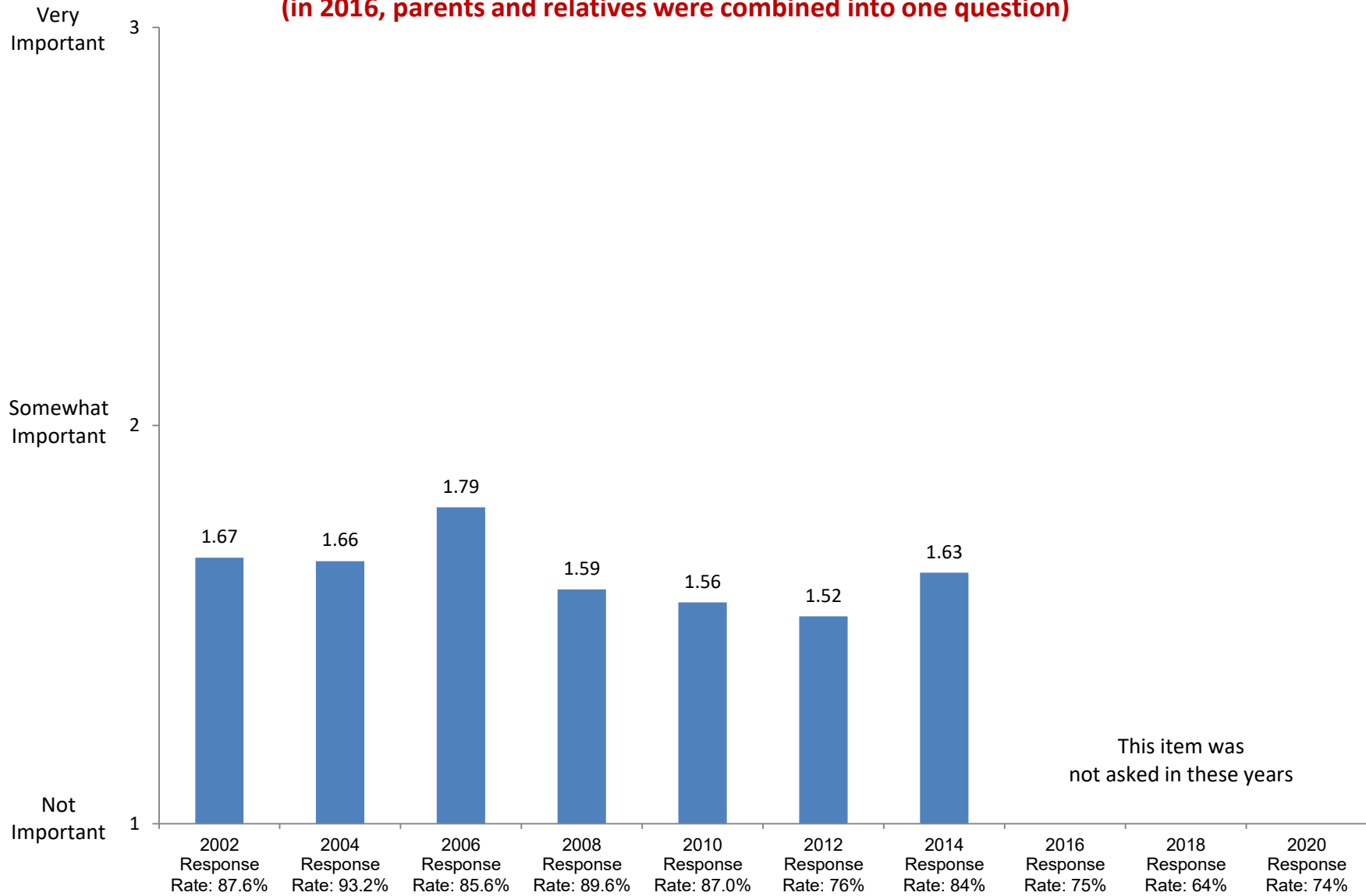


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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 relatives wanted me to come here (in 2016, parents and relatives were combined into one question)

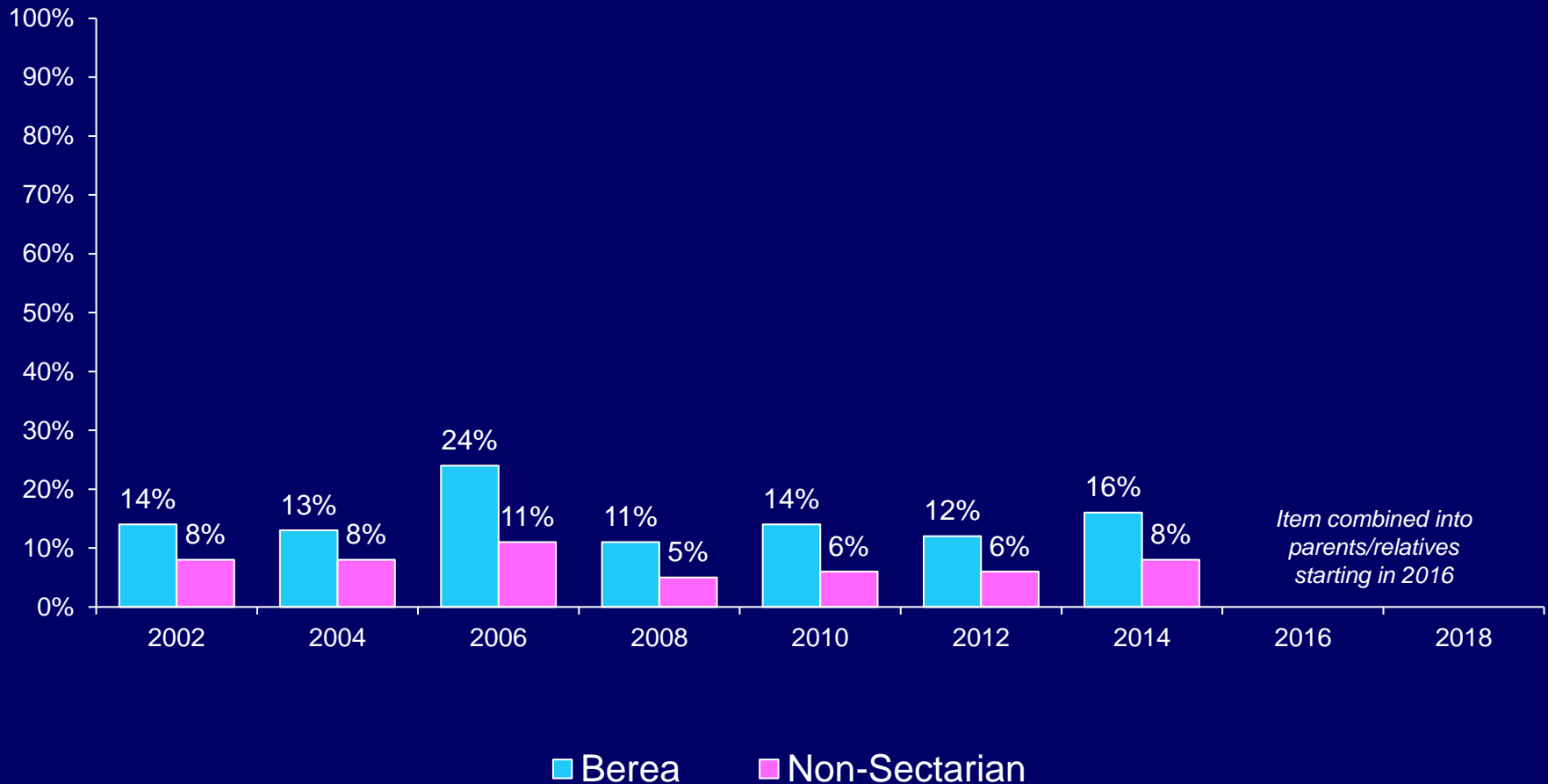


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



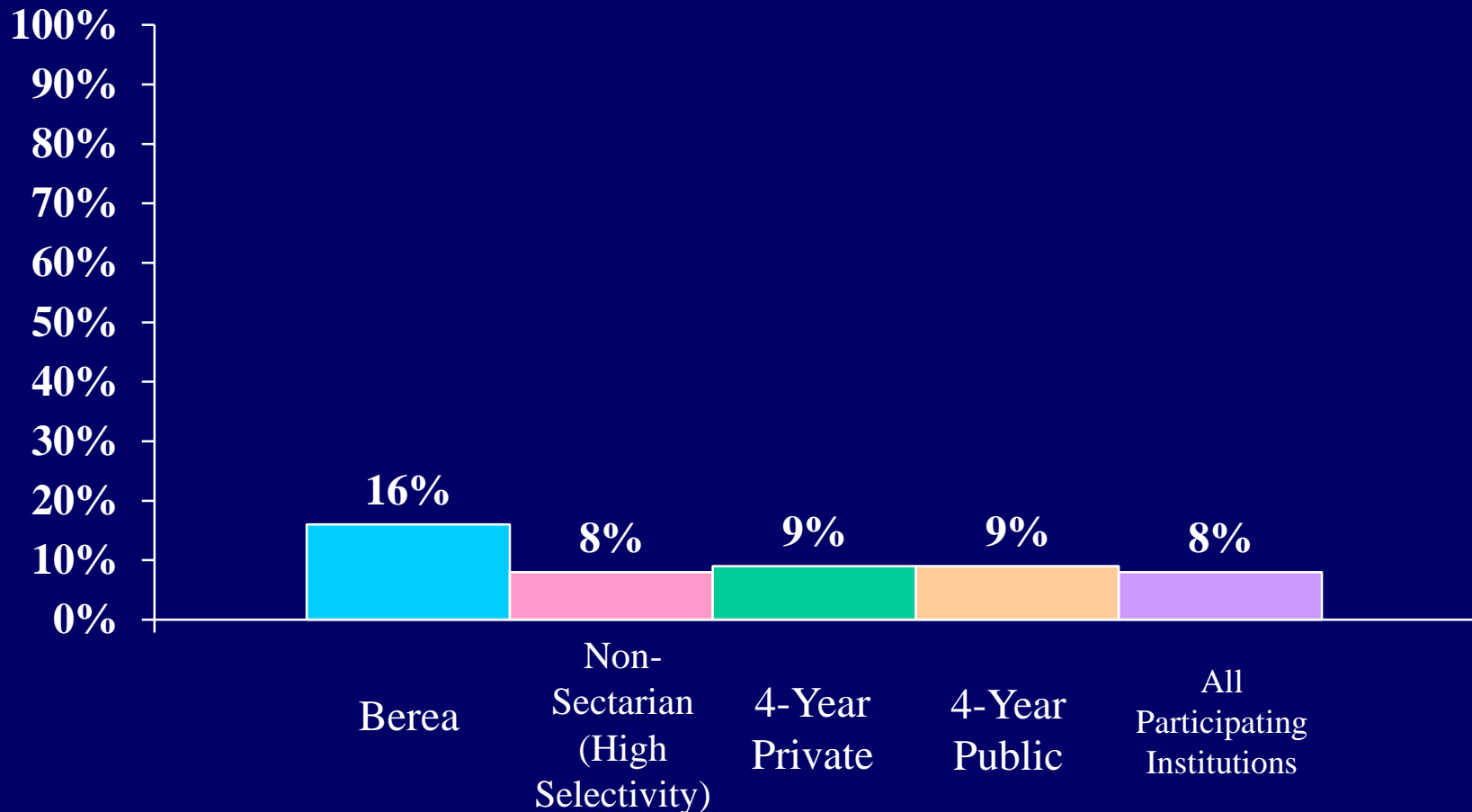
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

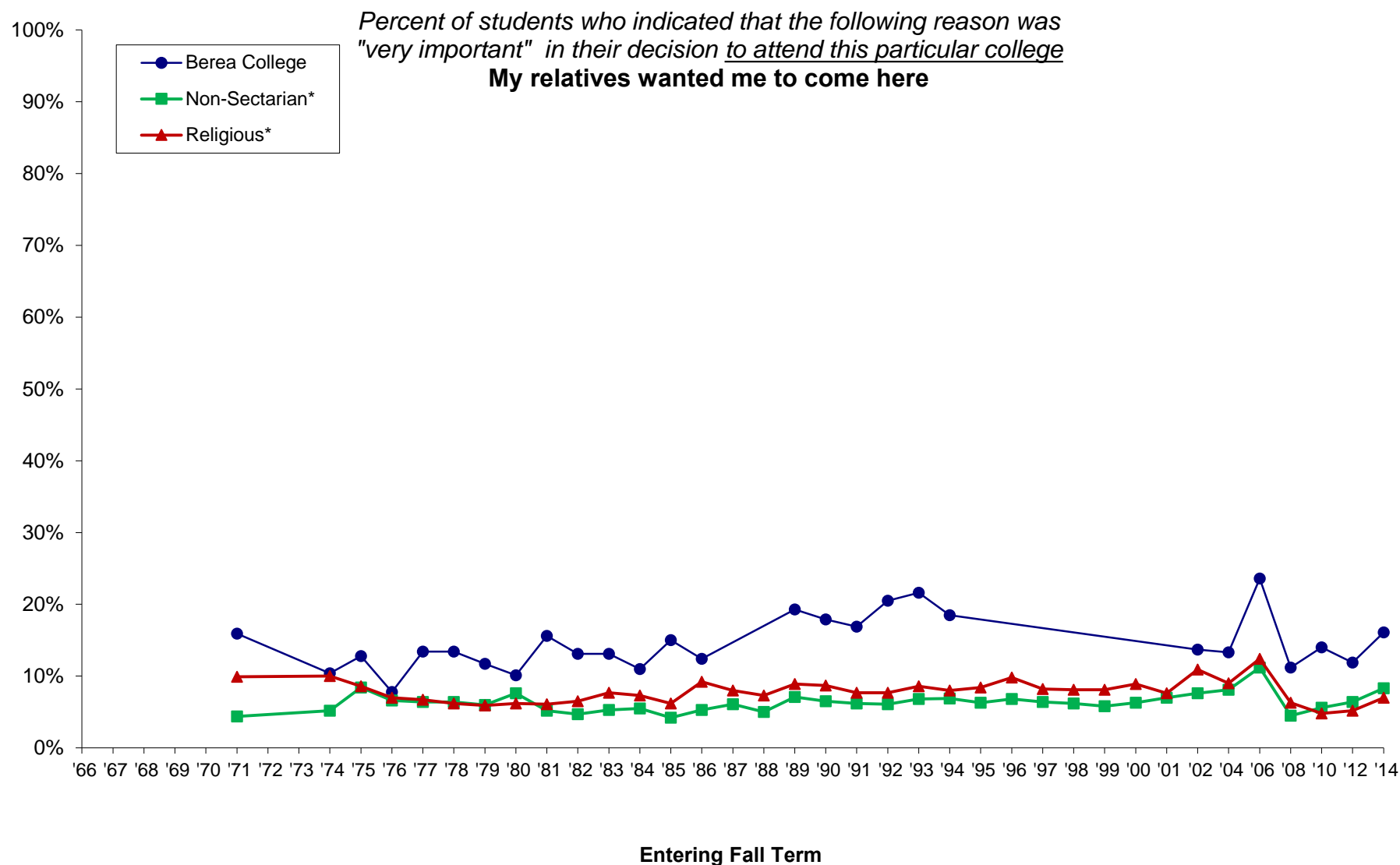
## My relatives wanted me to come here



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

*My relatives wanted me to come here*  
(for decision to attend this particular college)



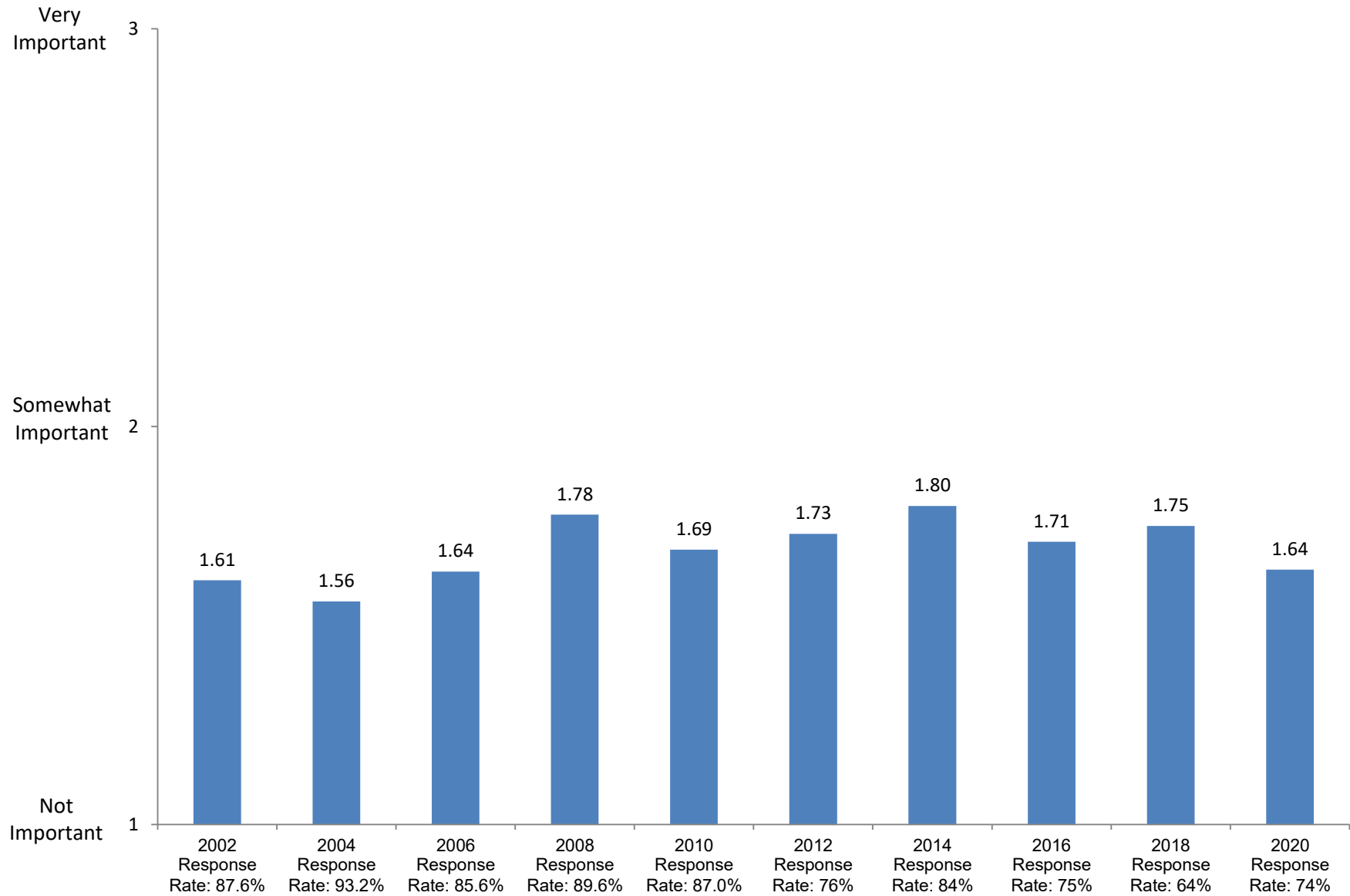


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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?

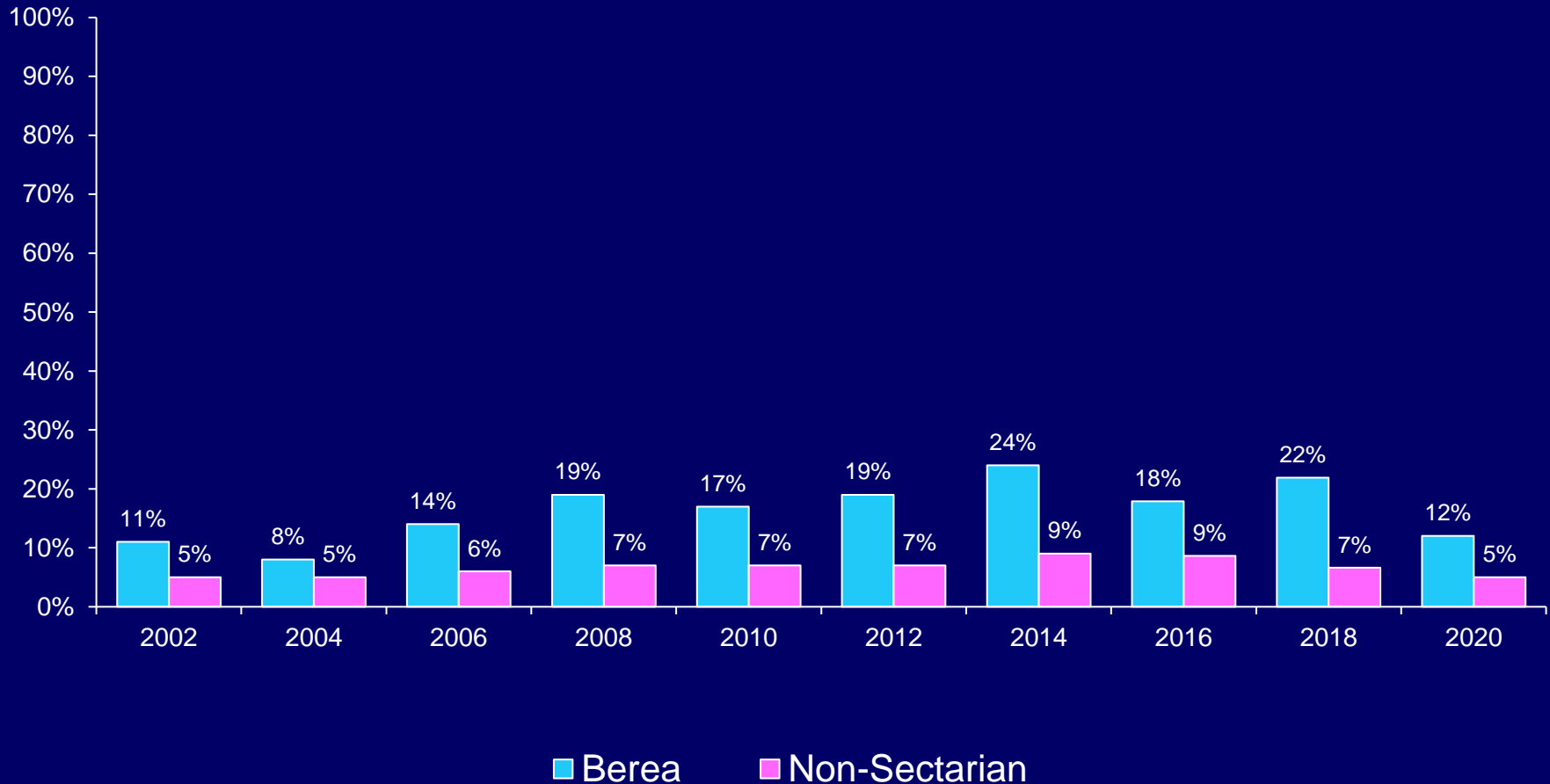
## My teacher advised me



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

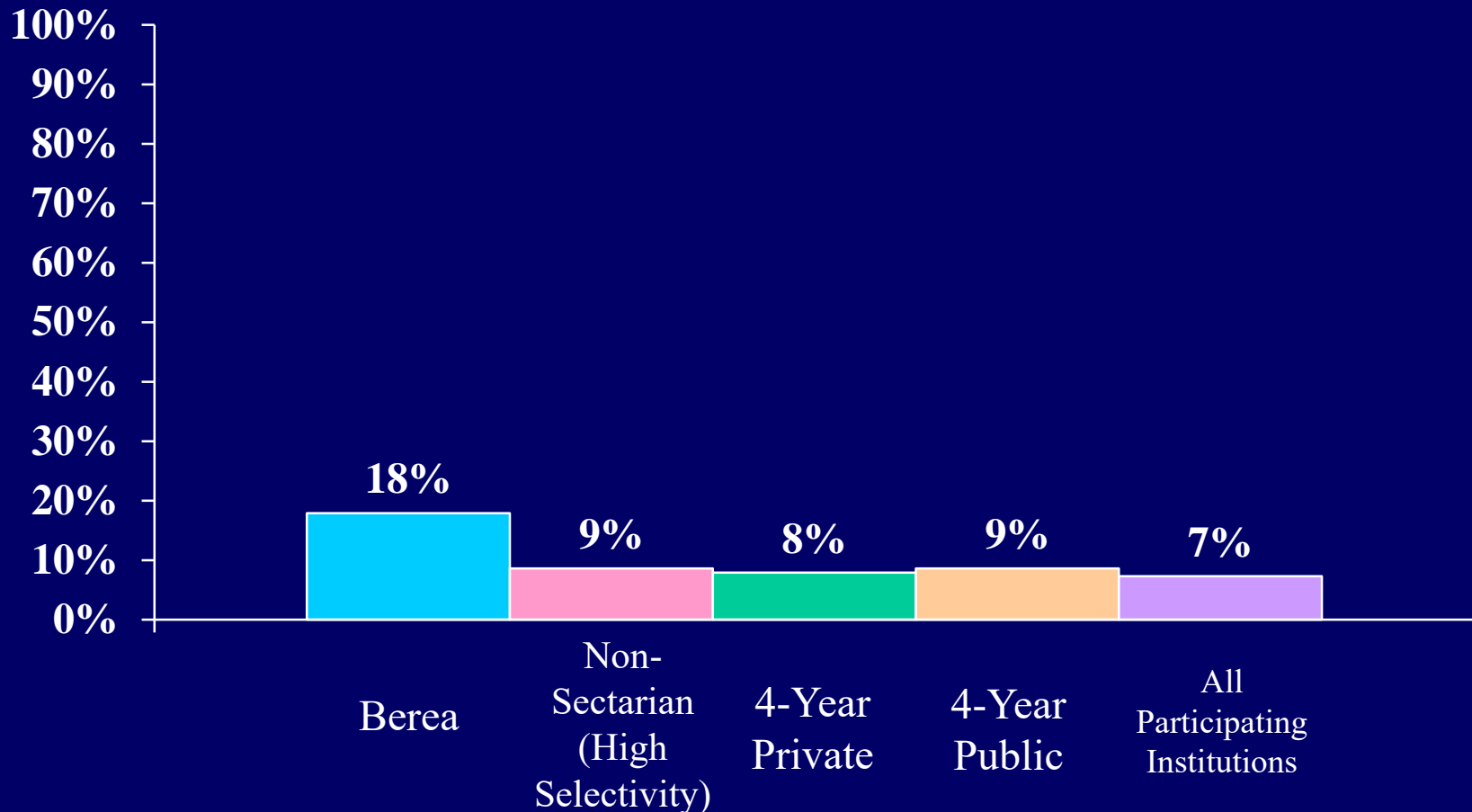
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

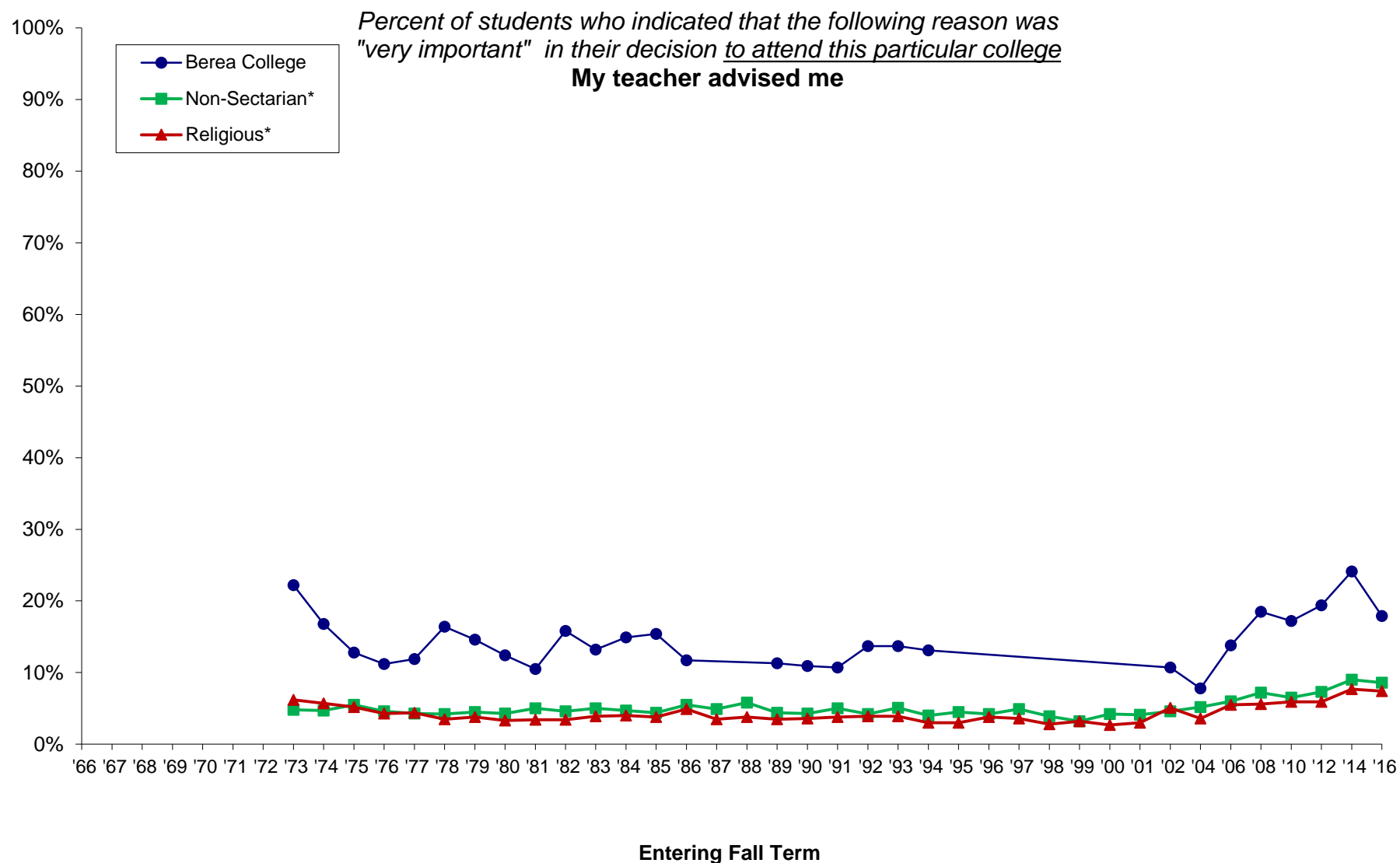
## **My teacher advised me**



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

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



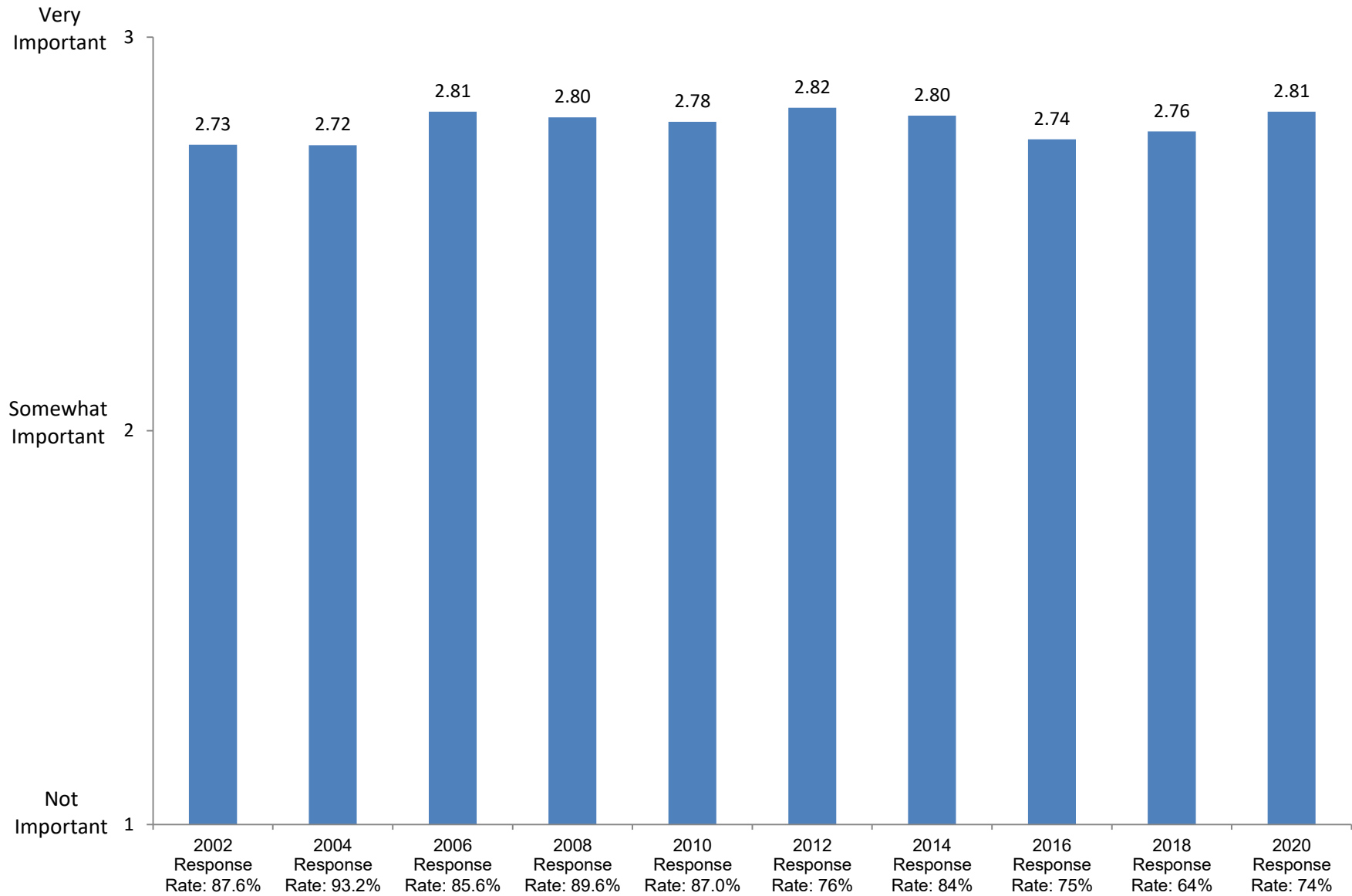


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## This college has a very good academic reputation

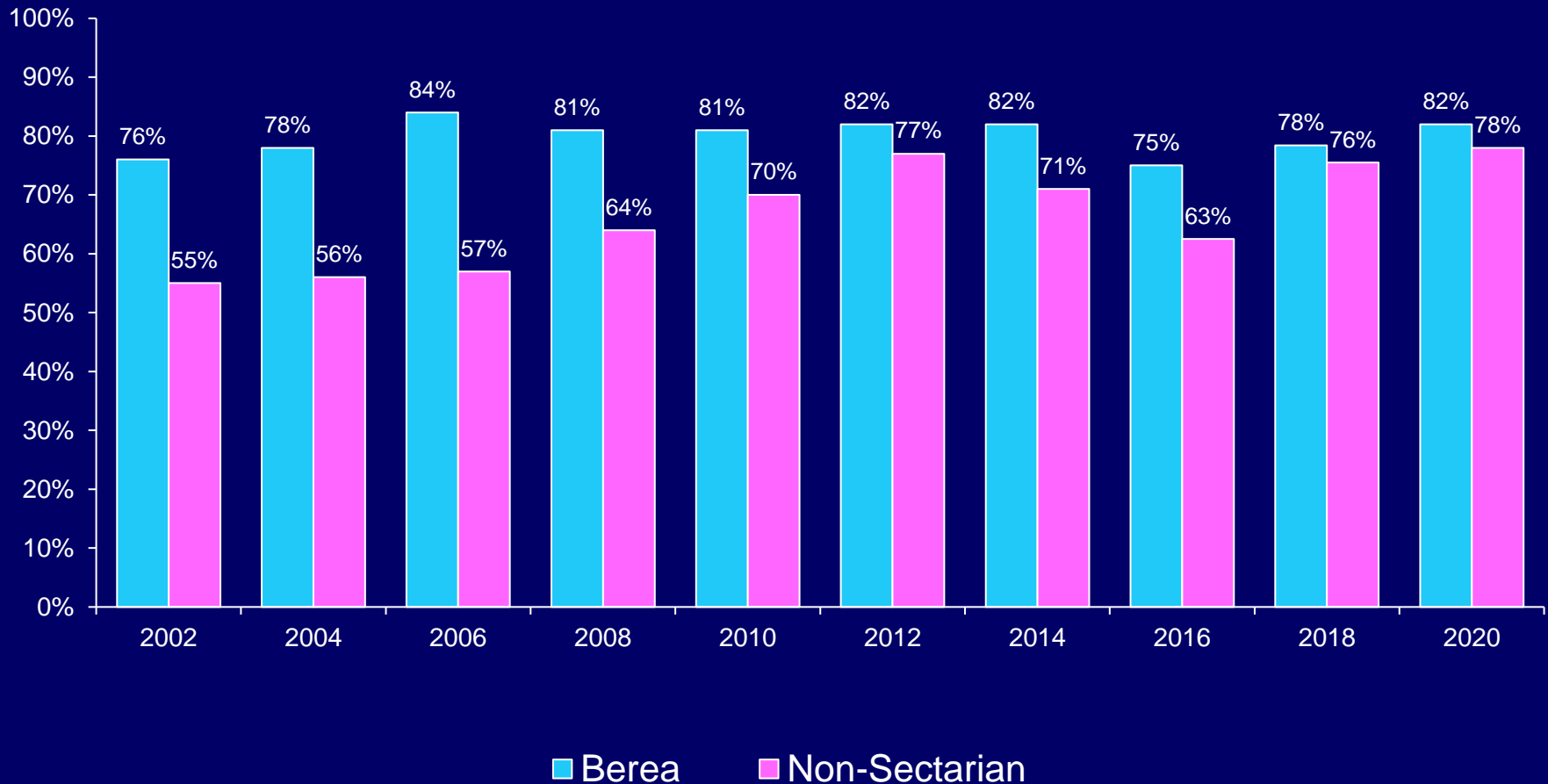


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



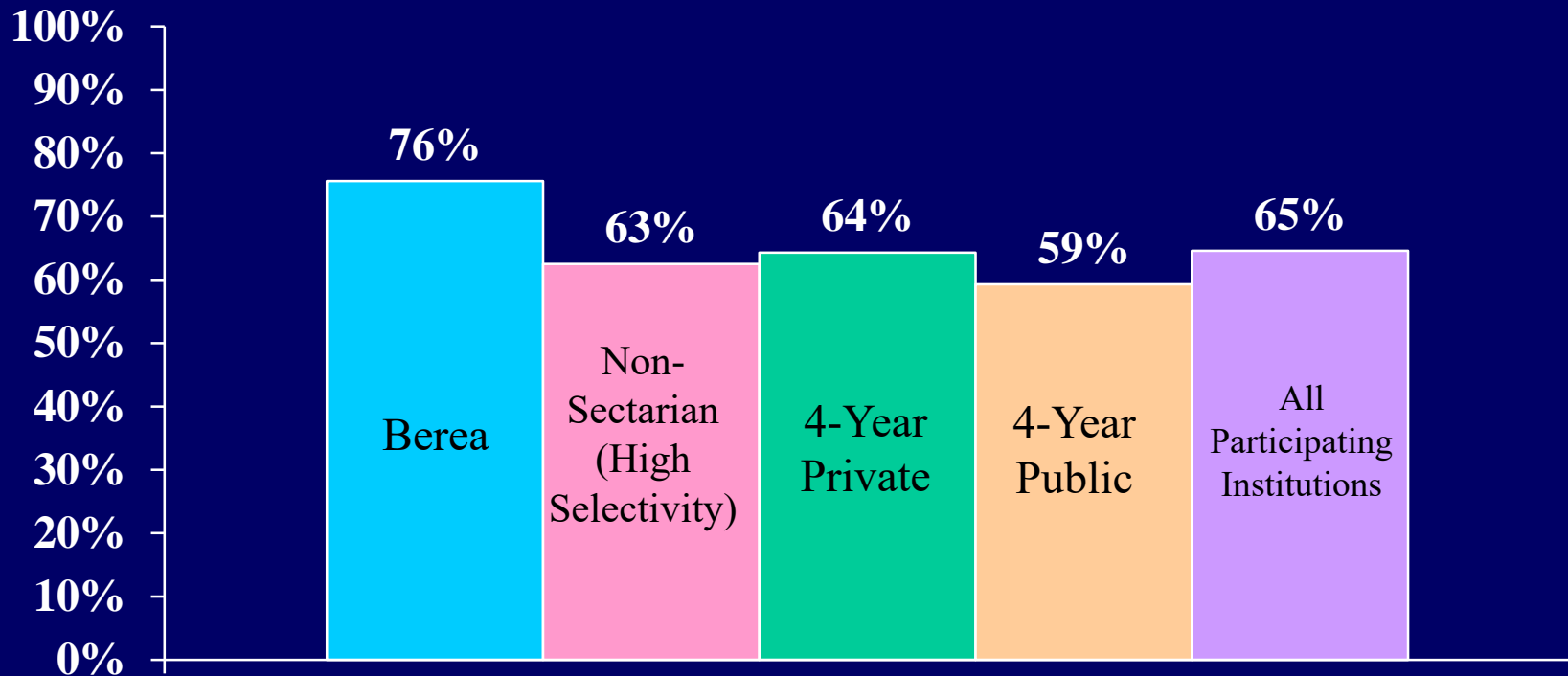
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## **This college has a very good academic reputation**

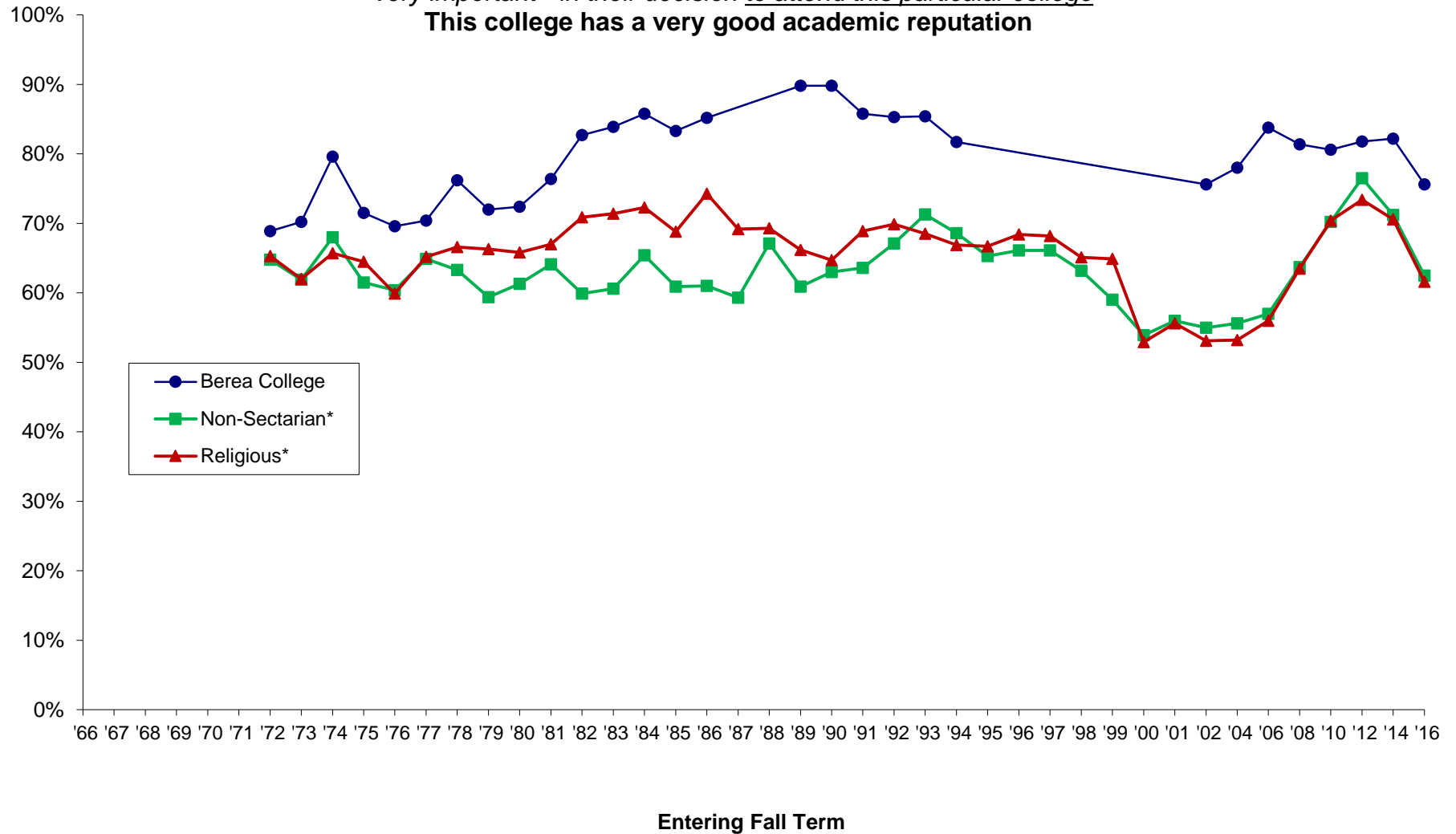


Percentage of students who rated item as “very important”:

*This college has a very good academic reputation  
(for decision to attend this particular college)*



*Percent of students who indicated that the following reason was "very important" in their decision to attend this particular college*  
**This college has a very good academic reputation**

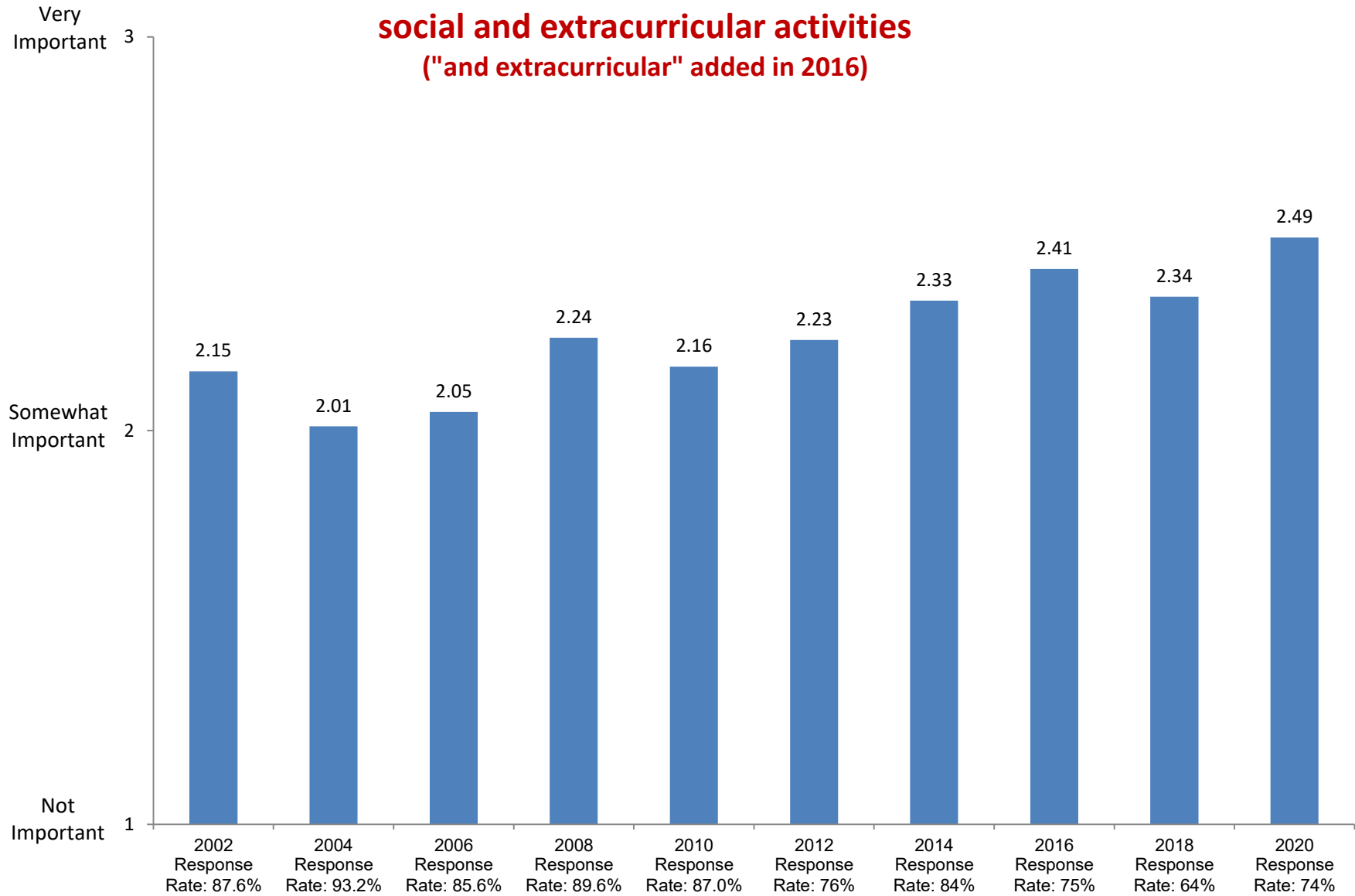


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

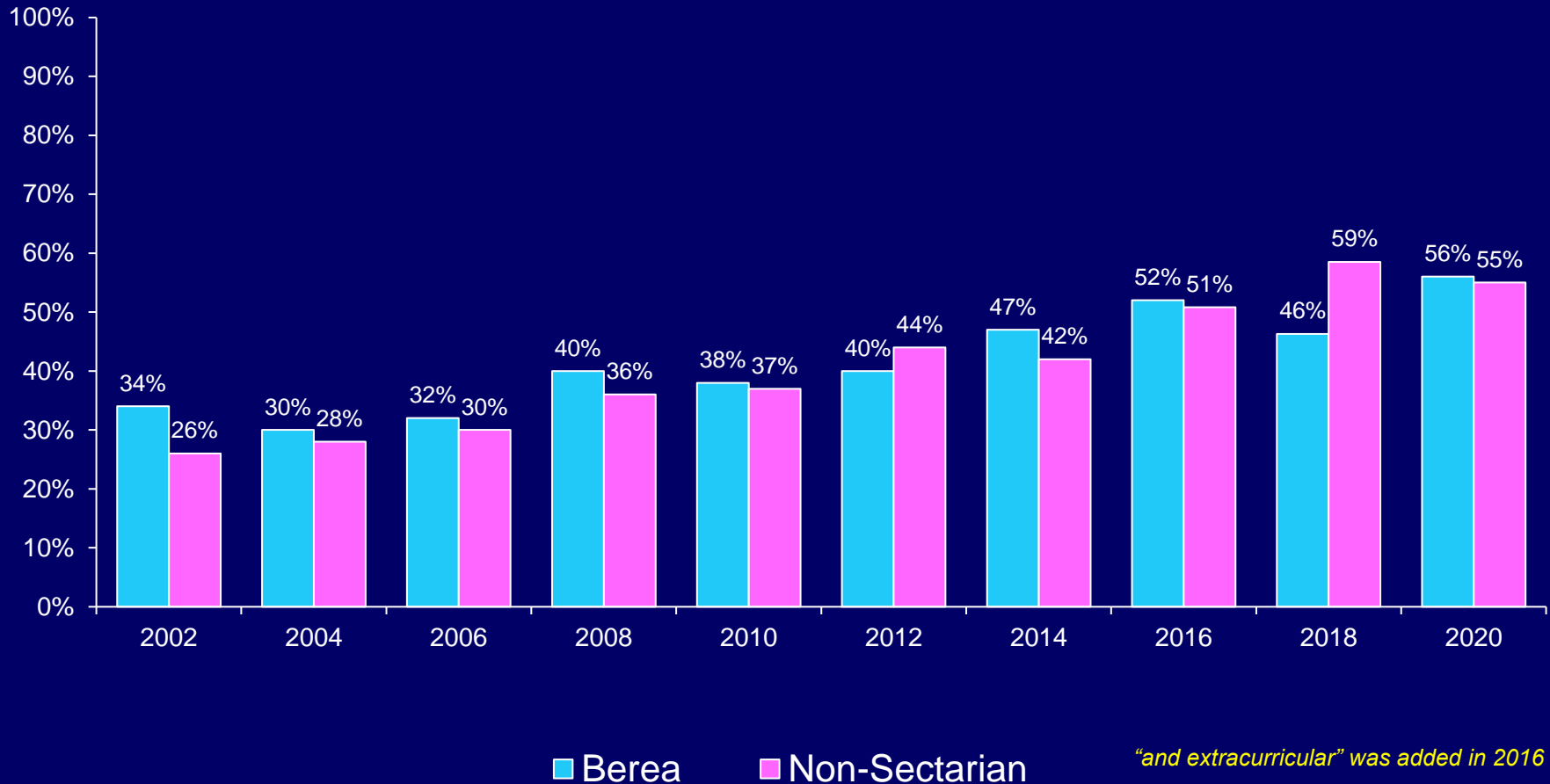
**This college has a good reputation for its  
social and extracurricular activities  
("and extracurricular" added in 2016)**



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

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

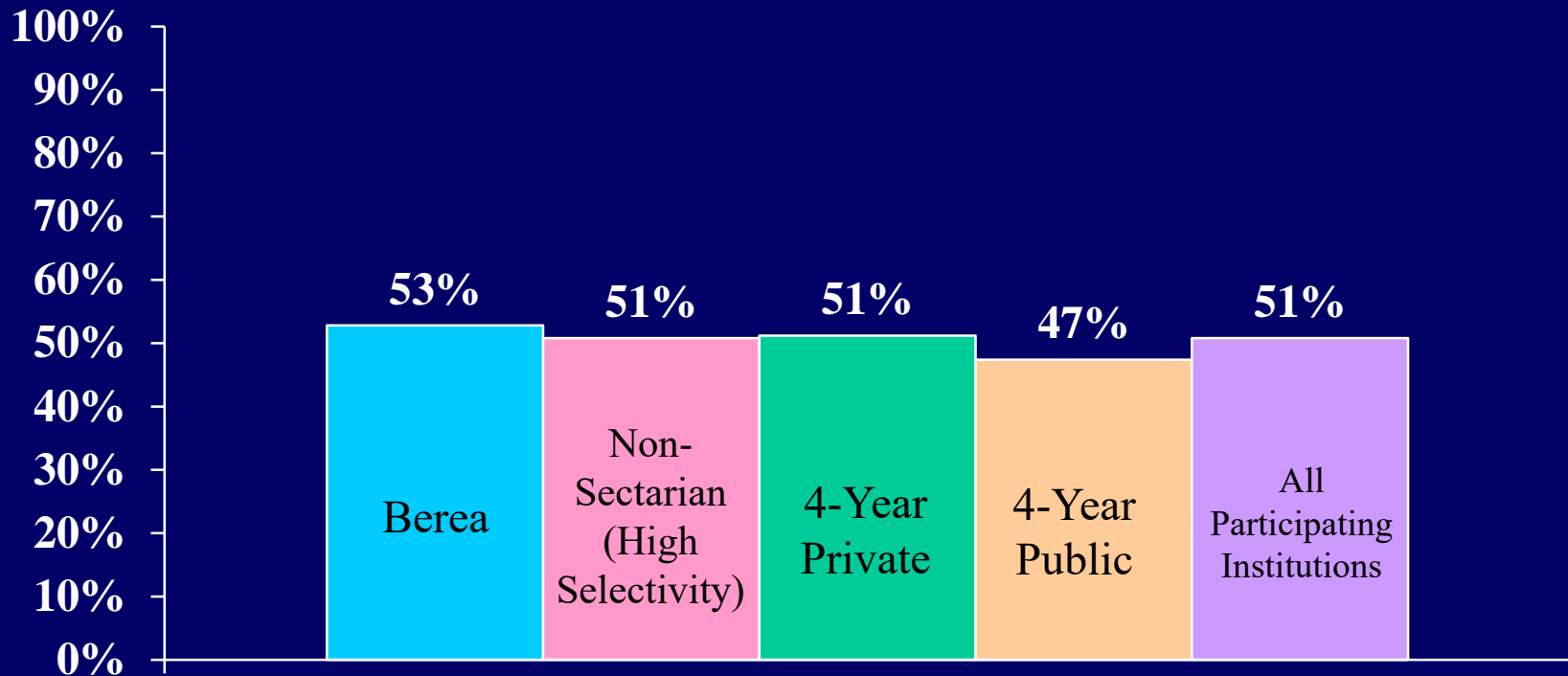
## **This college has a good reputation for its social and extracurricular activities**



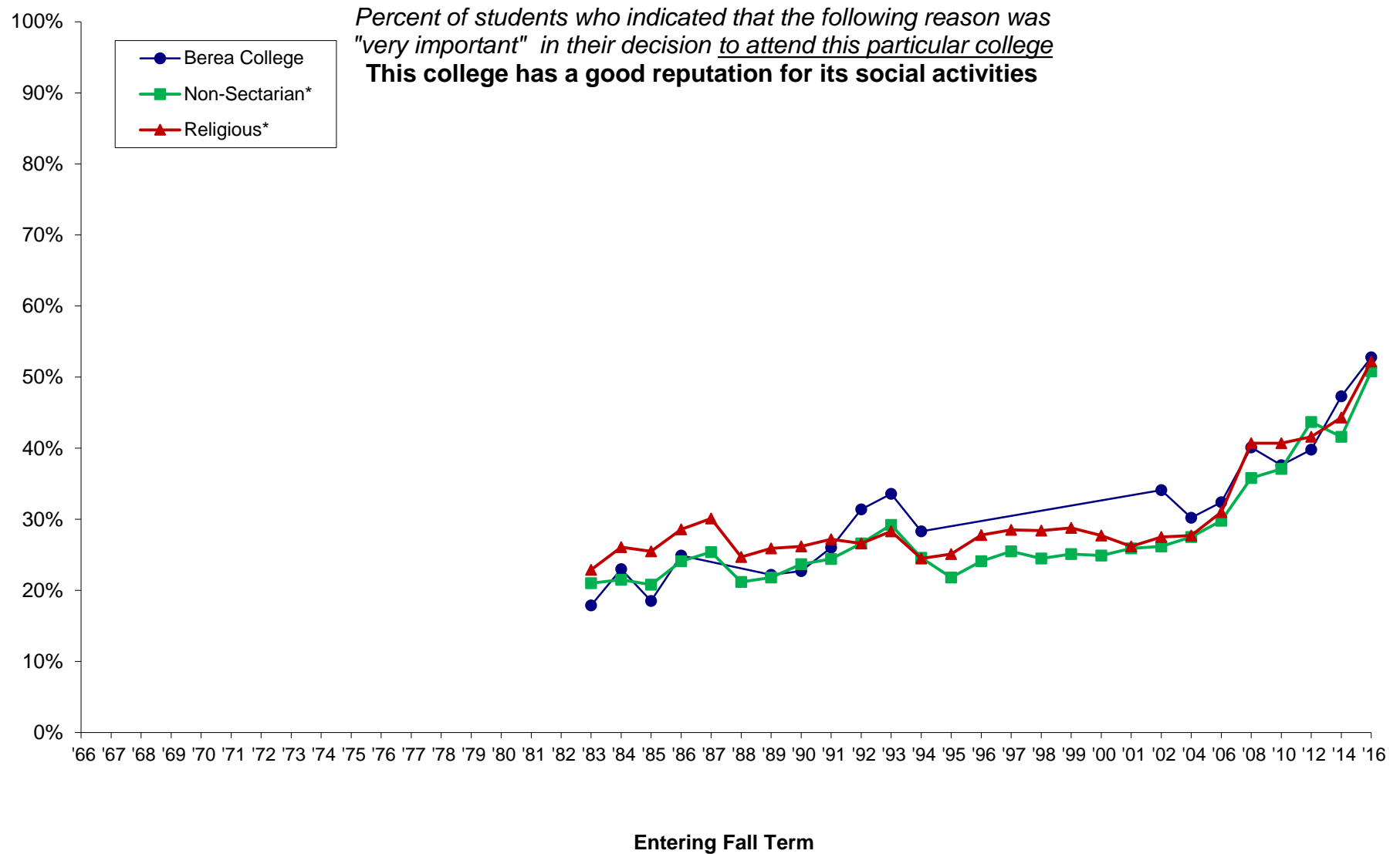
Percentage of students who rated item as “very important”:

*This college has a good reputation for its social and extracurricular activities*

*(for decision to attend this particular college)*



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

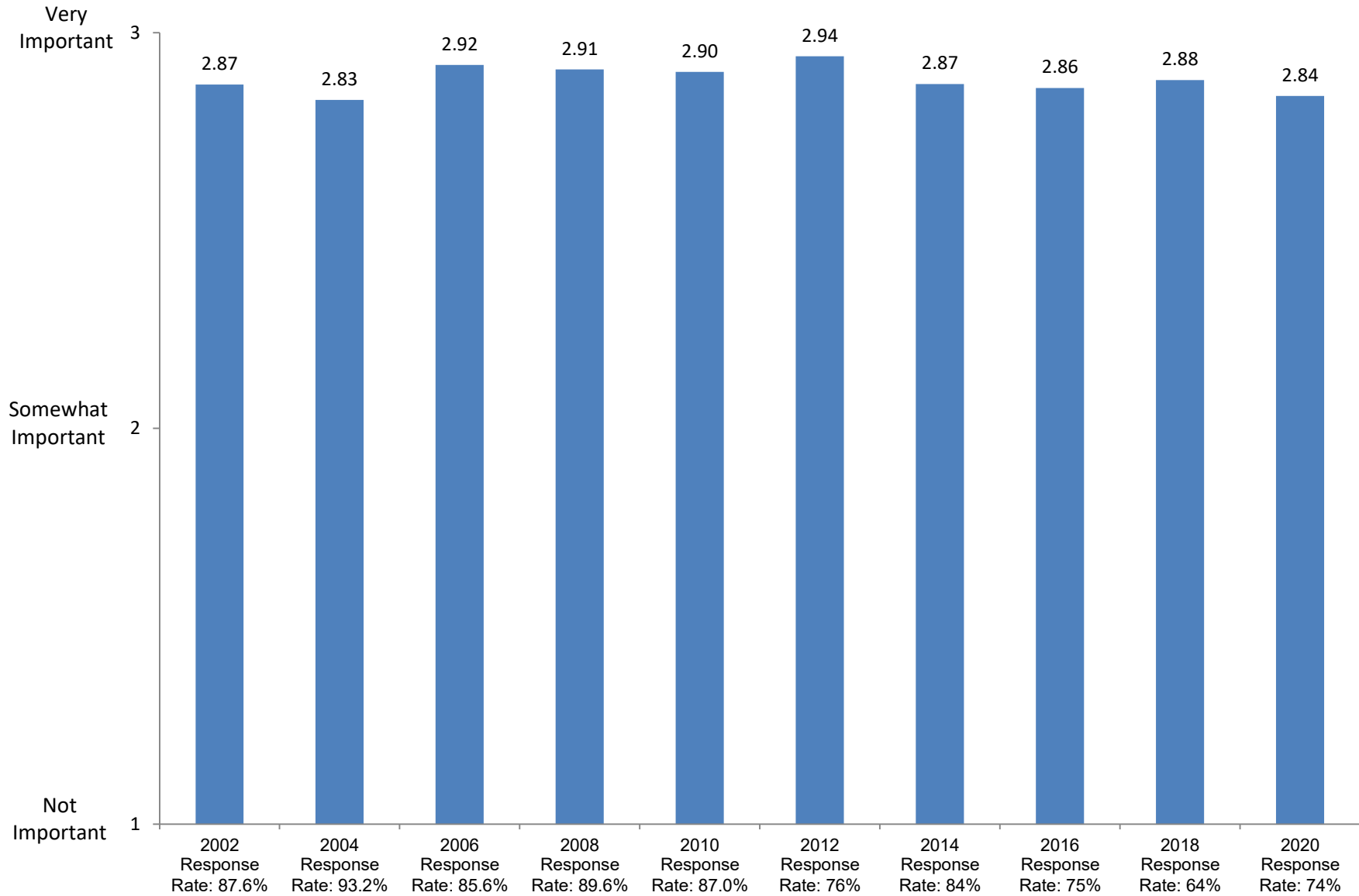


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

### I was offered financial assistance

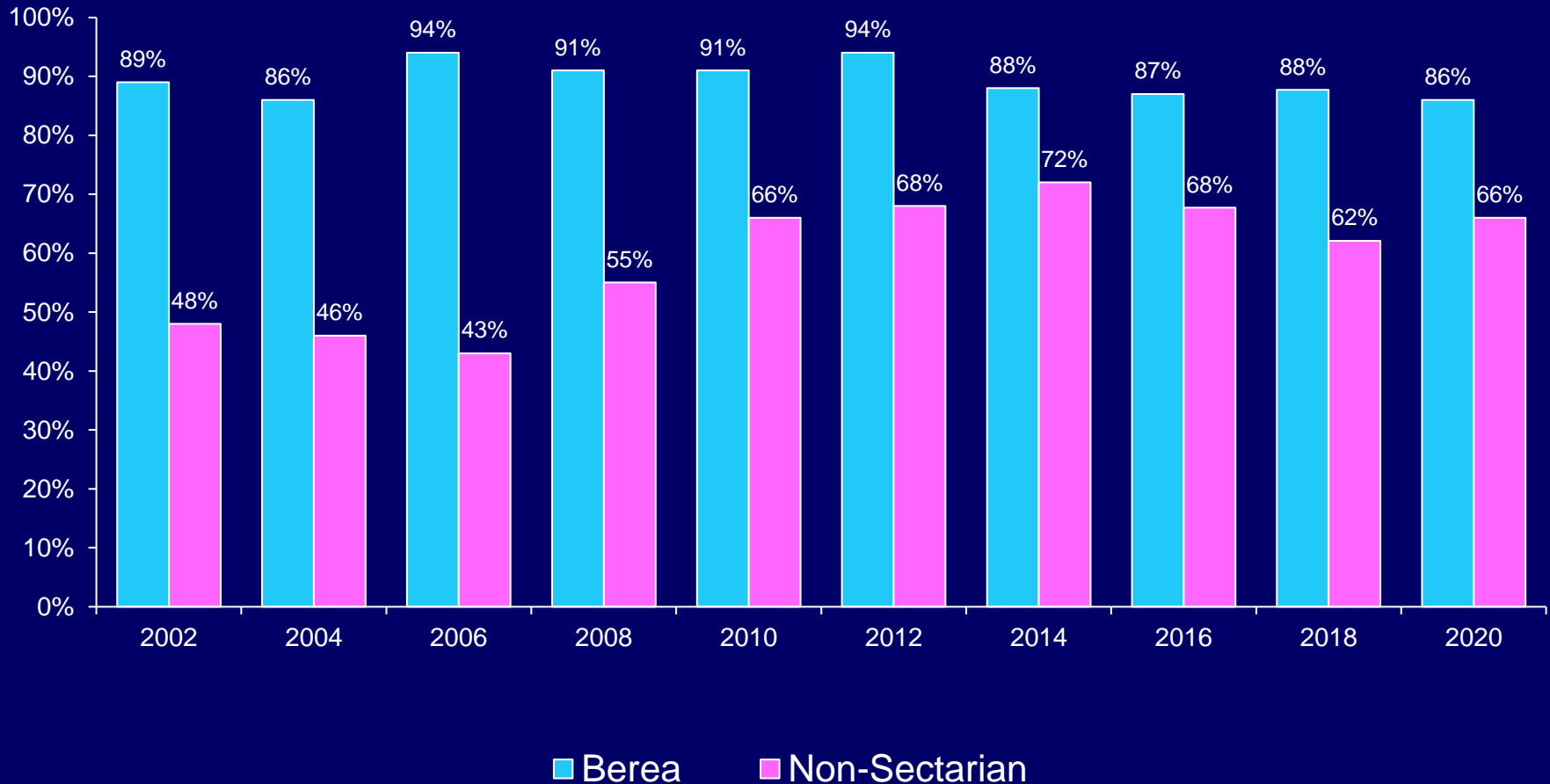


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



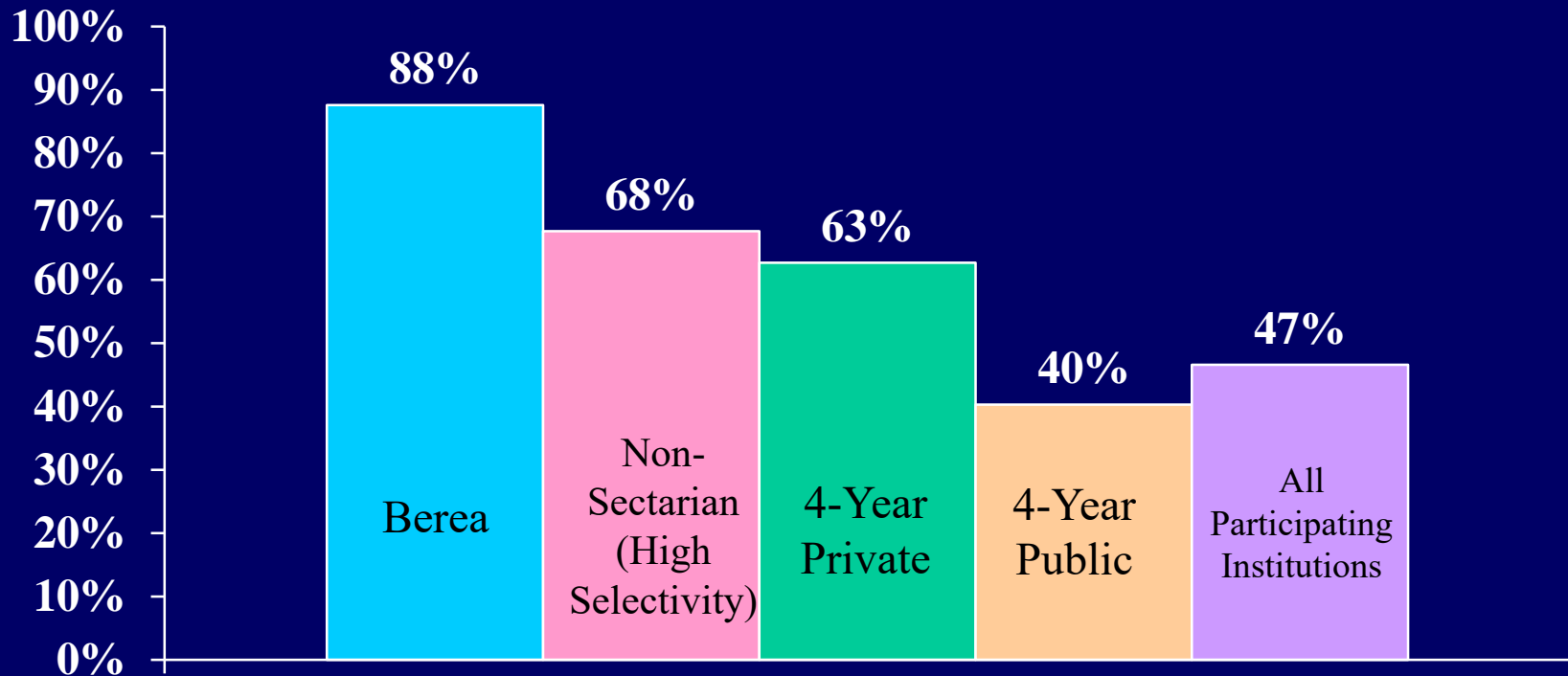
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## I was offered financial assistance

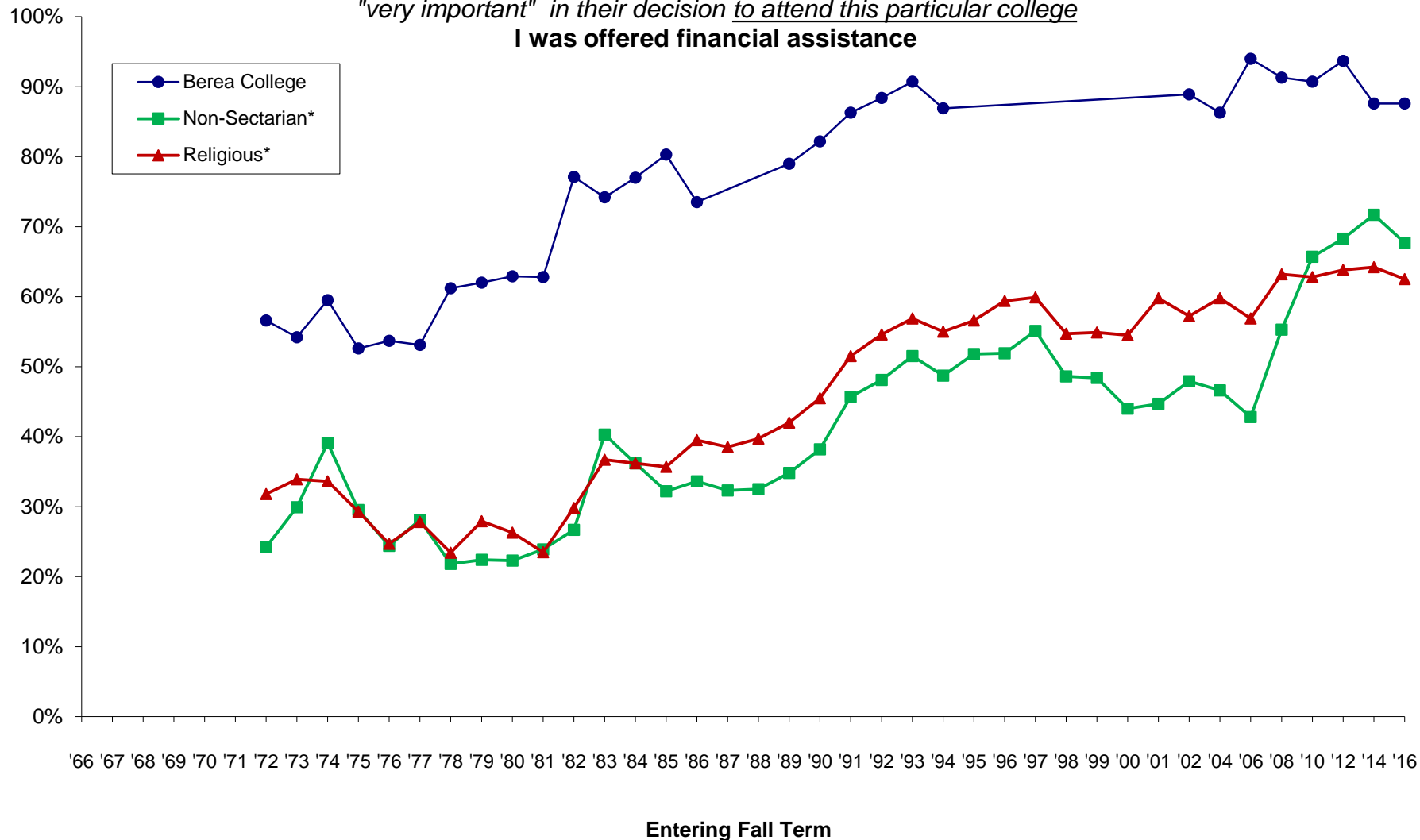


Percentage of students who rated item as “very important”:

*I was offered financial assistance*  
*(for decision to attend this particular college)*



*Percent of students who indicated that the following reason was "very important" in their decision to attend this particular college*  
**I was offered financial assistance**

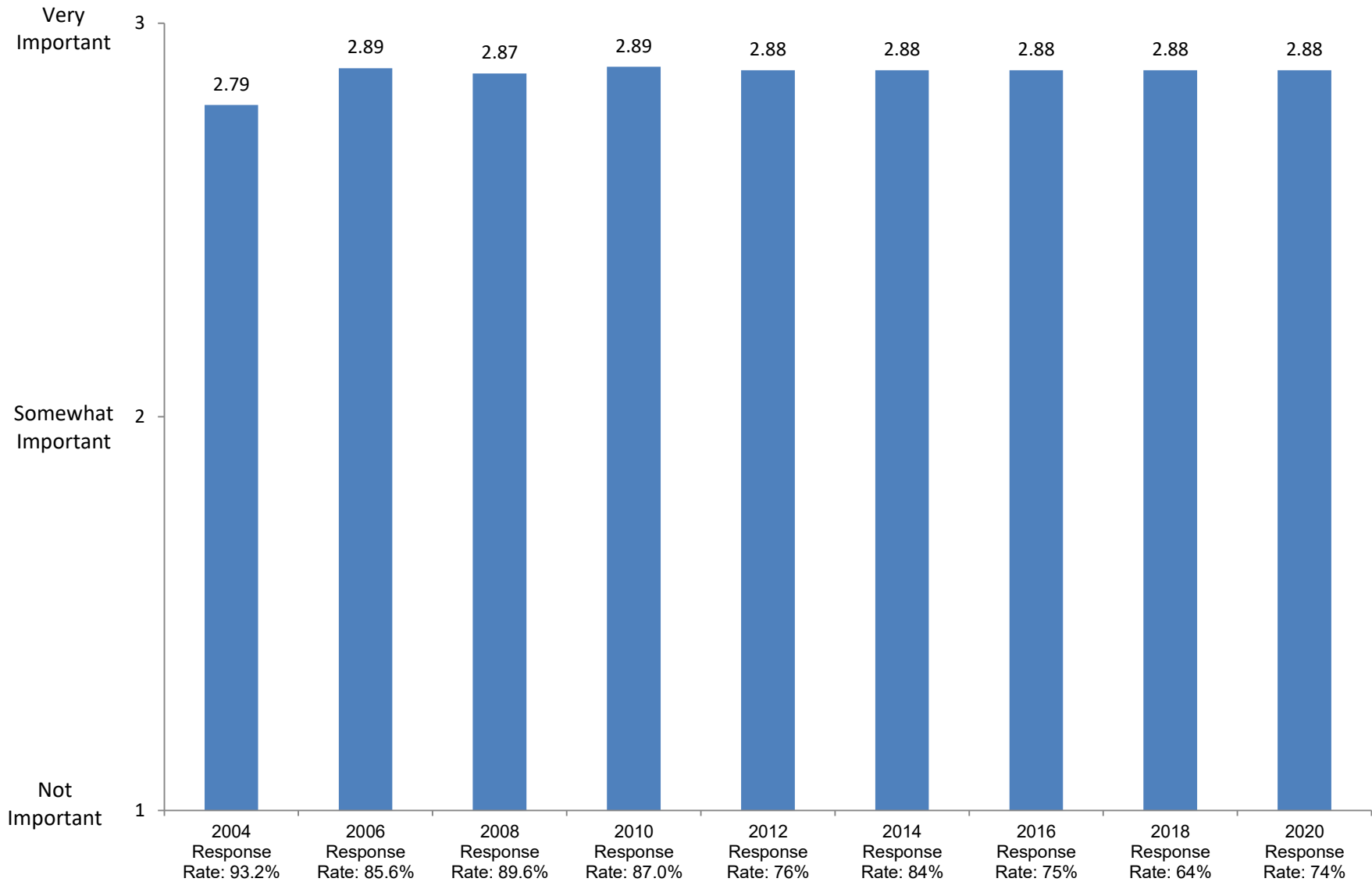


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## The cost of attending this college

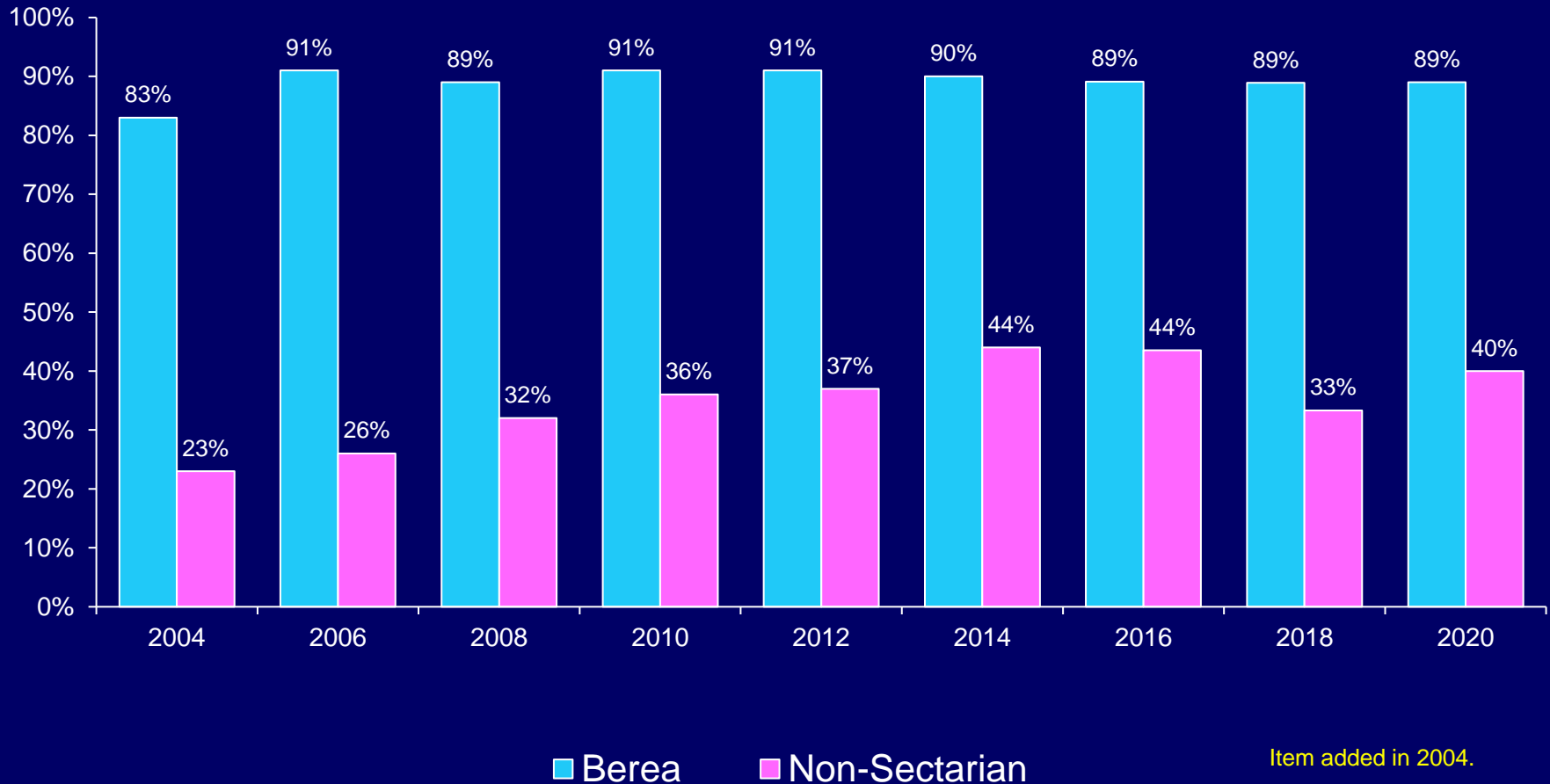


Item added in 2004.

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

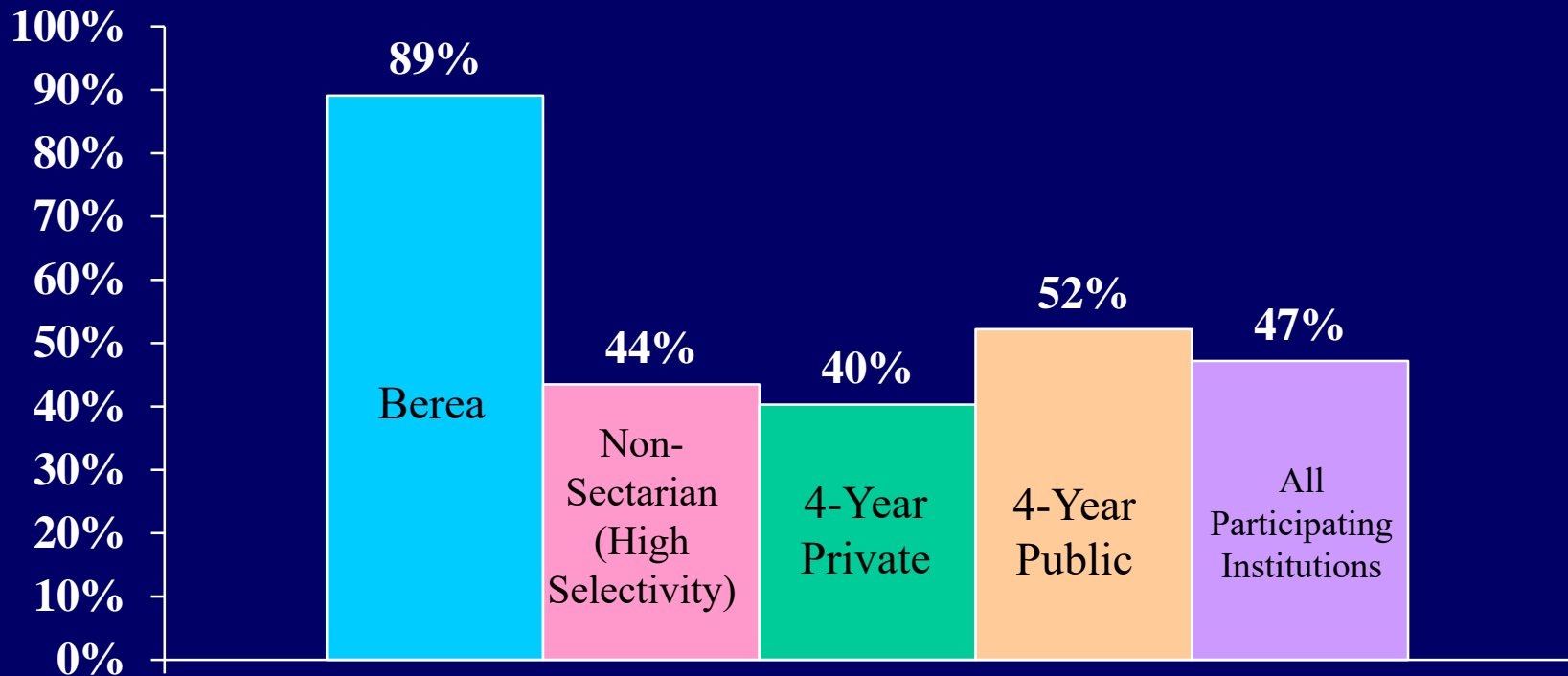
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## The cost of attending this college

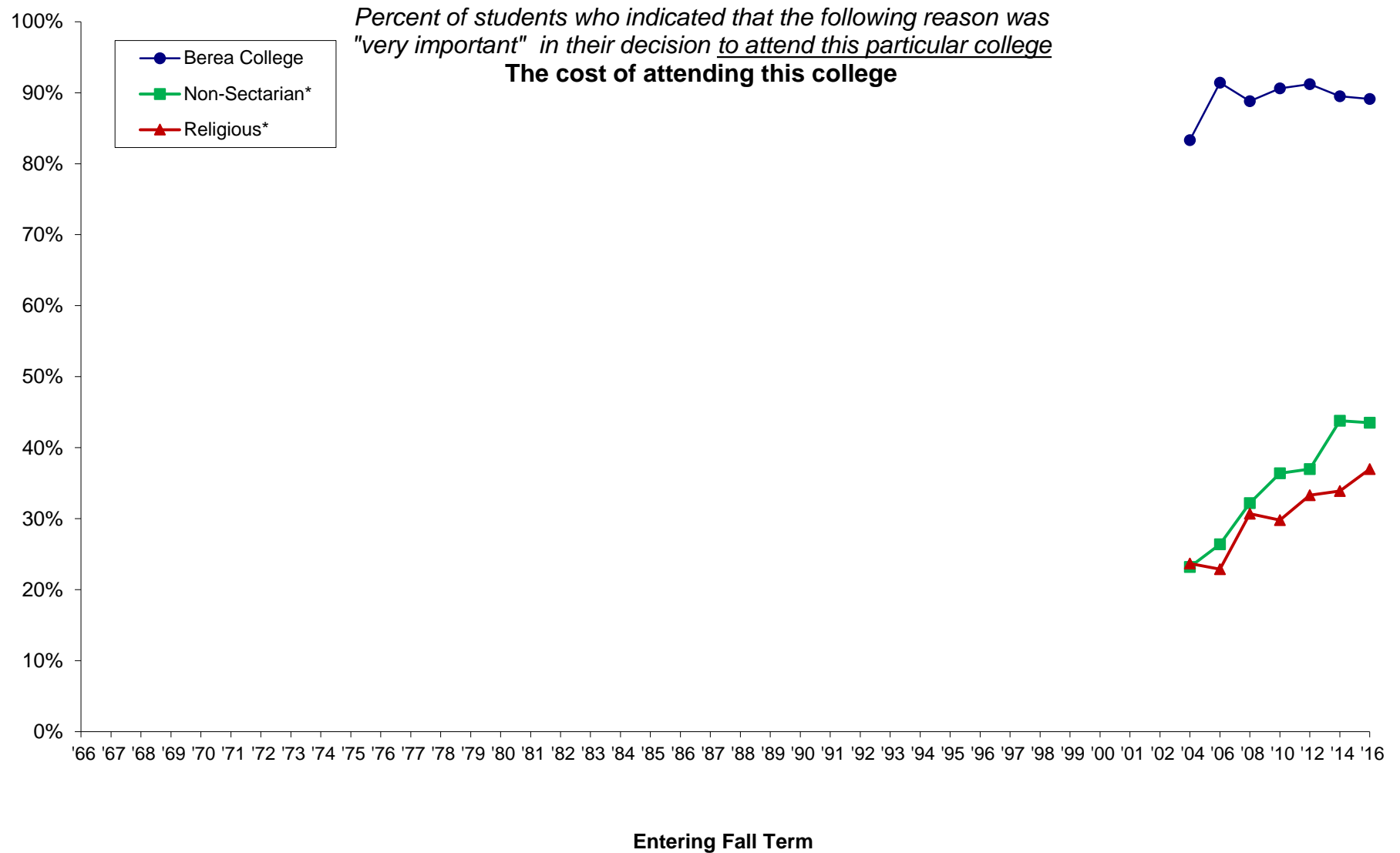


Percentage of students who rated item as “very important”:

*The cost of attending this college*  
*(for decision to attend this particular college)*



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

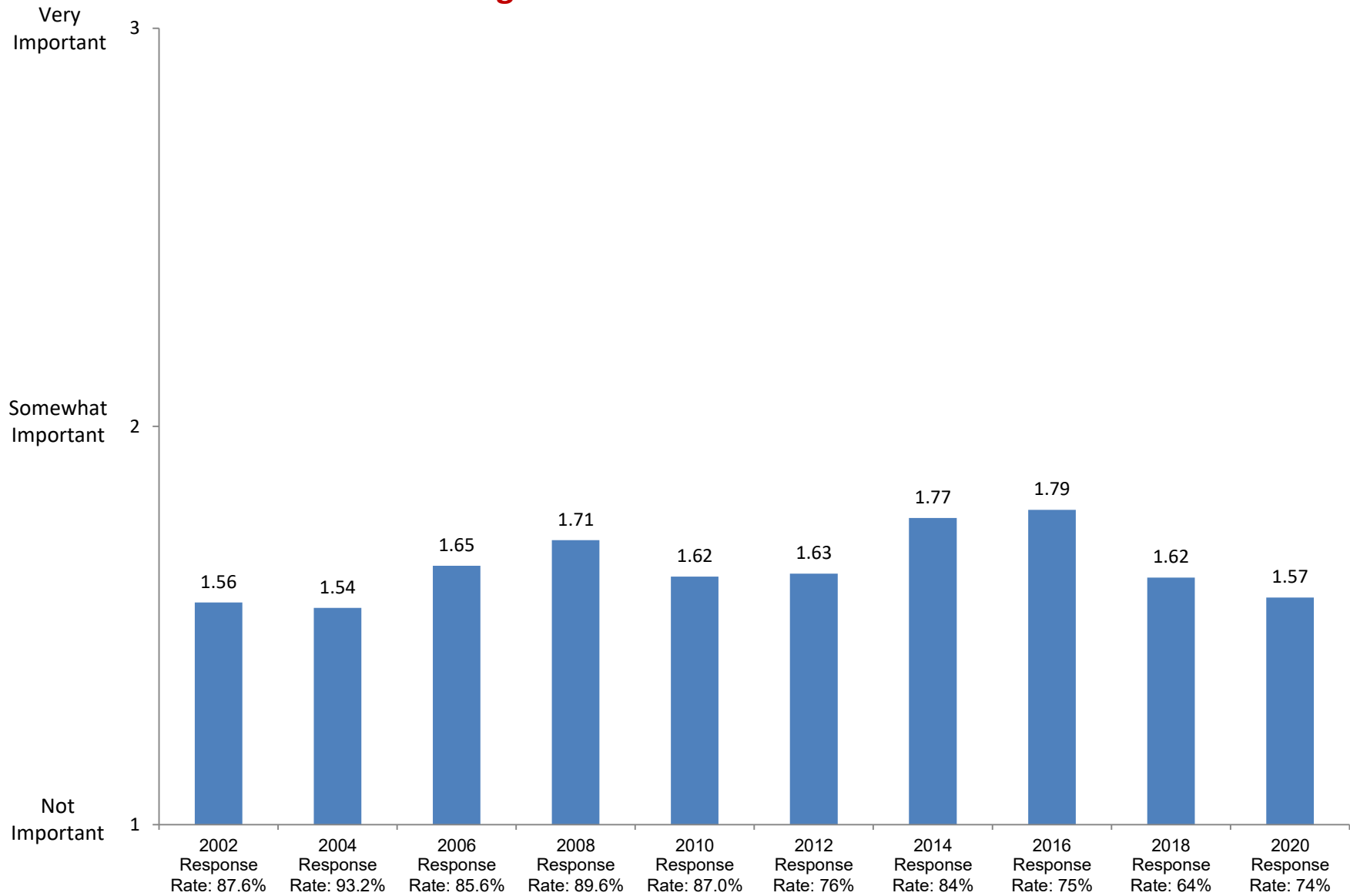


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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?

## High school counselor advised me

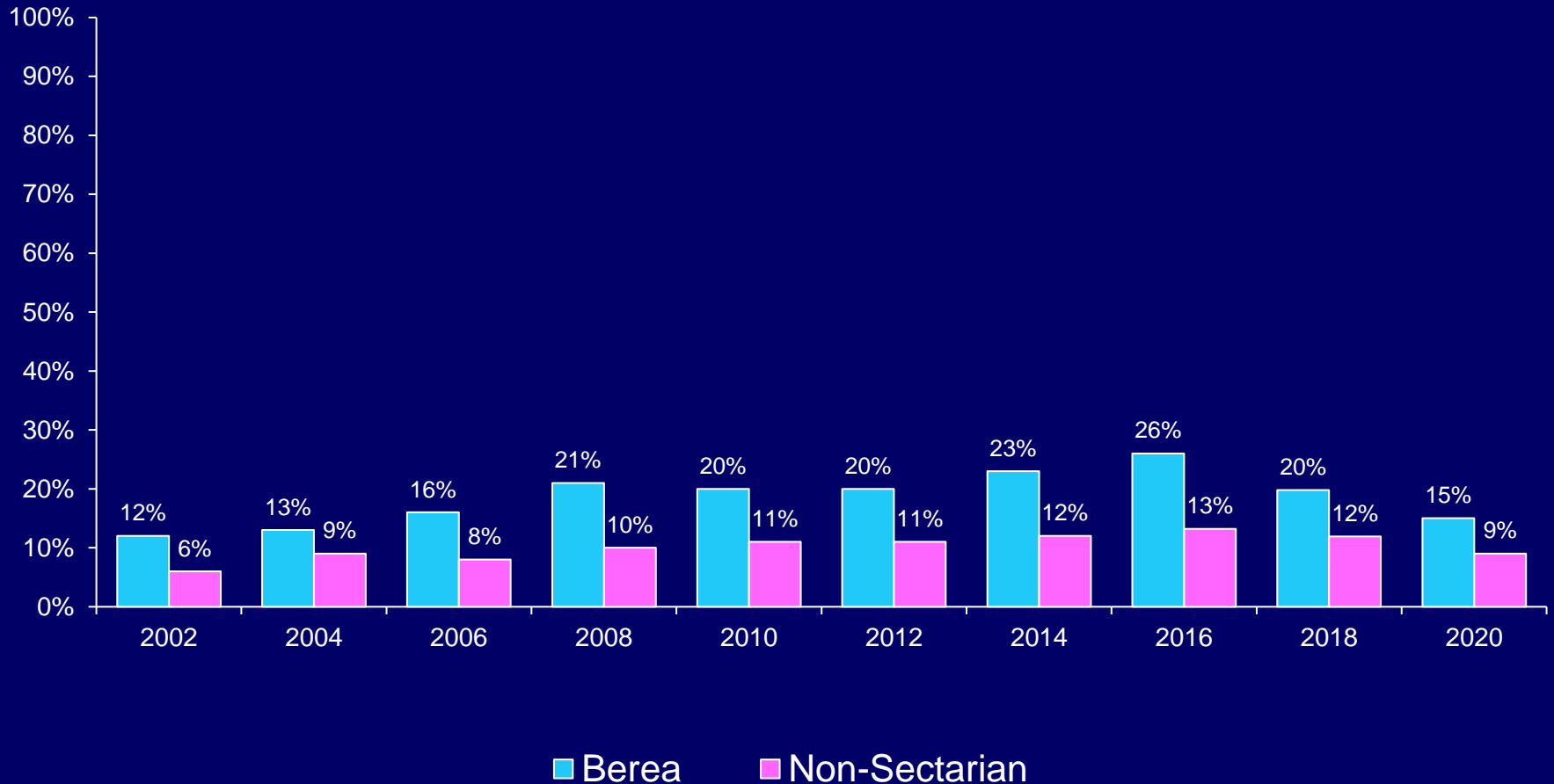


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



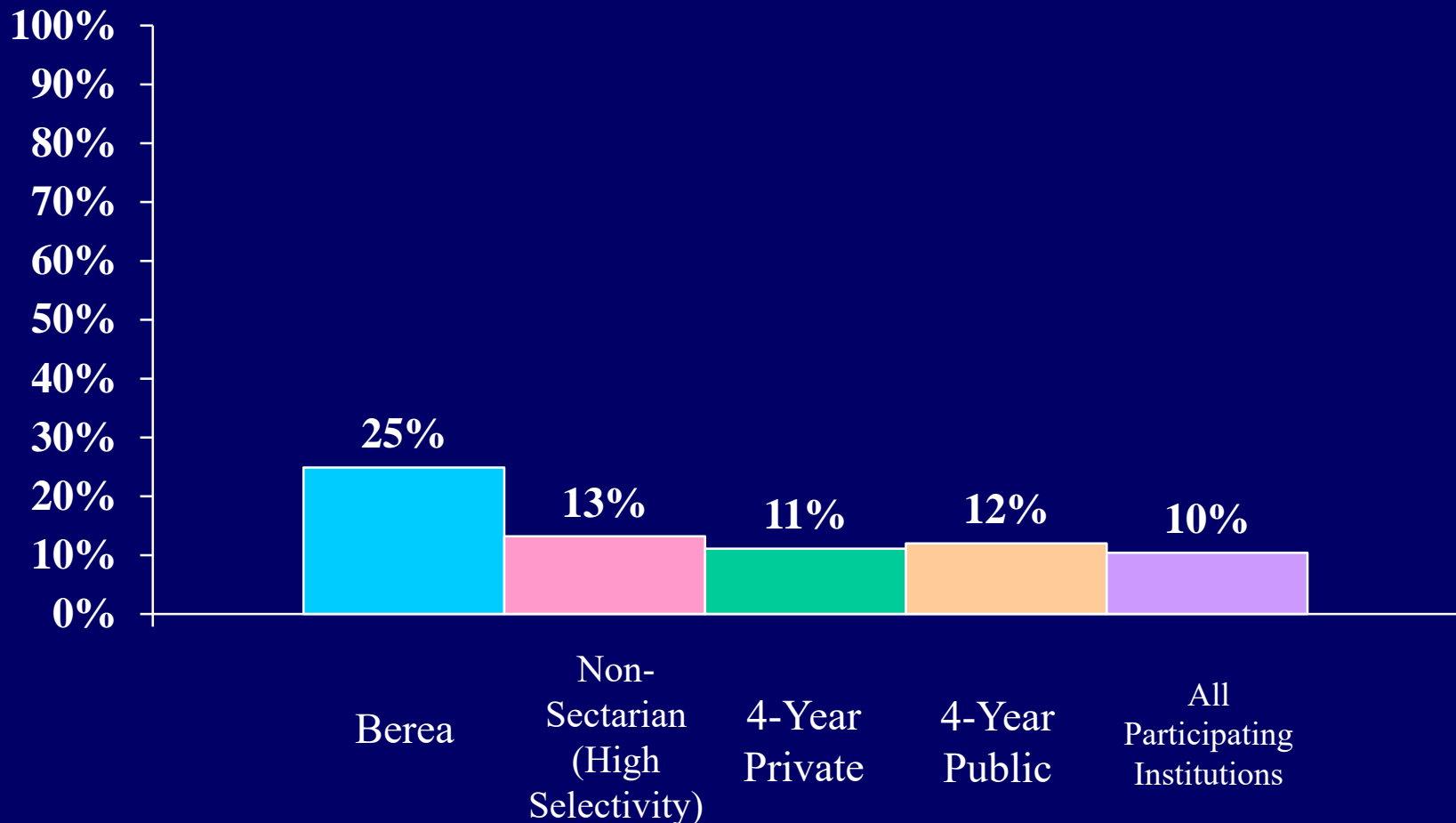
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## High school counselor advised me



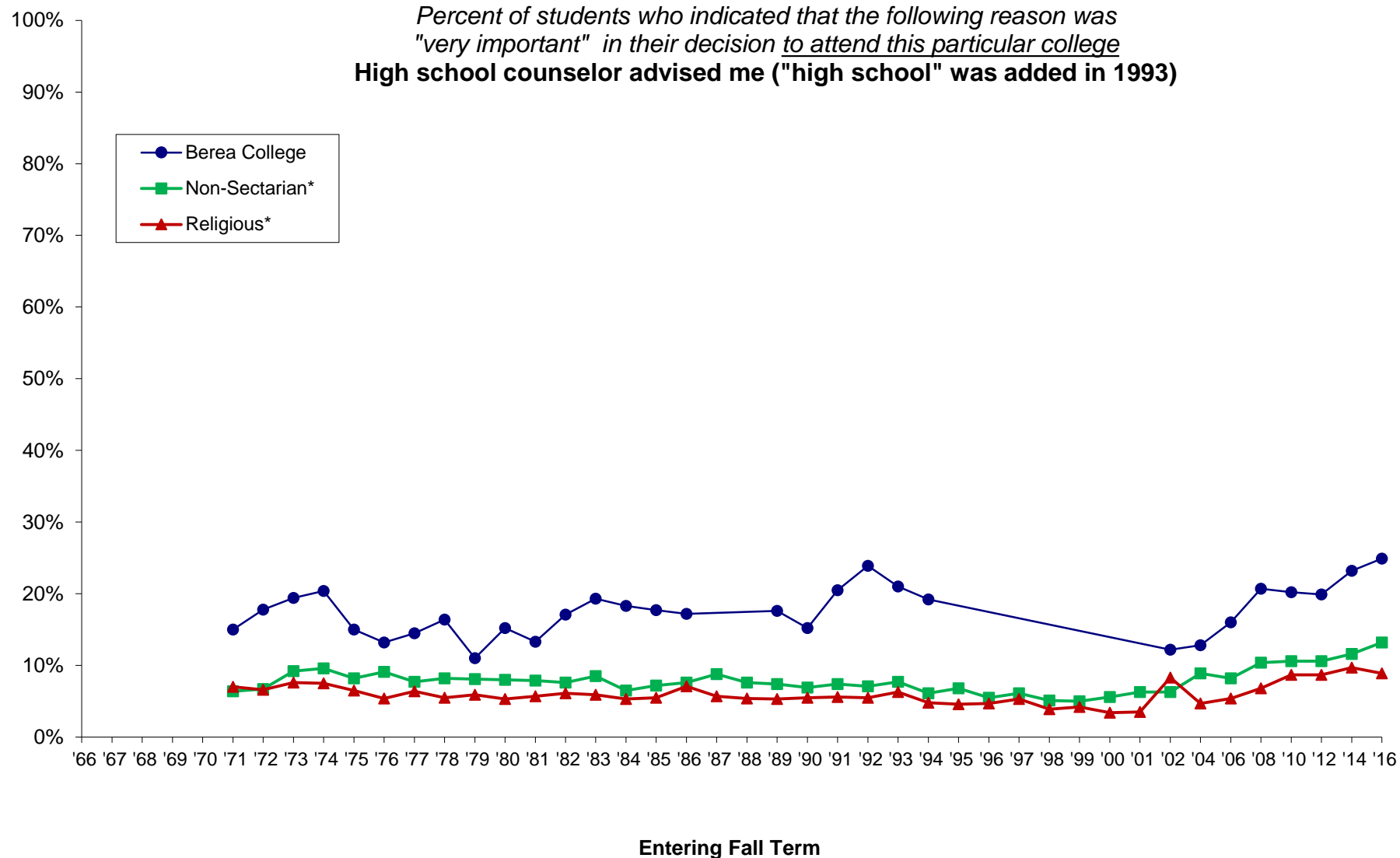
Percentage of students who rated item as “very important”:

*High school counselor advised me*  
(for decision to attend this particular college)



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

*Percent of students who indicated that the following reason was "very important" in their decision to attend this particular college*  
**High school counselor advised me ("high school" was added in 1993)**

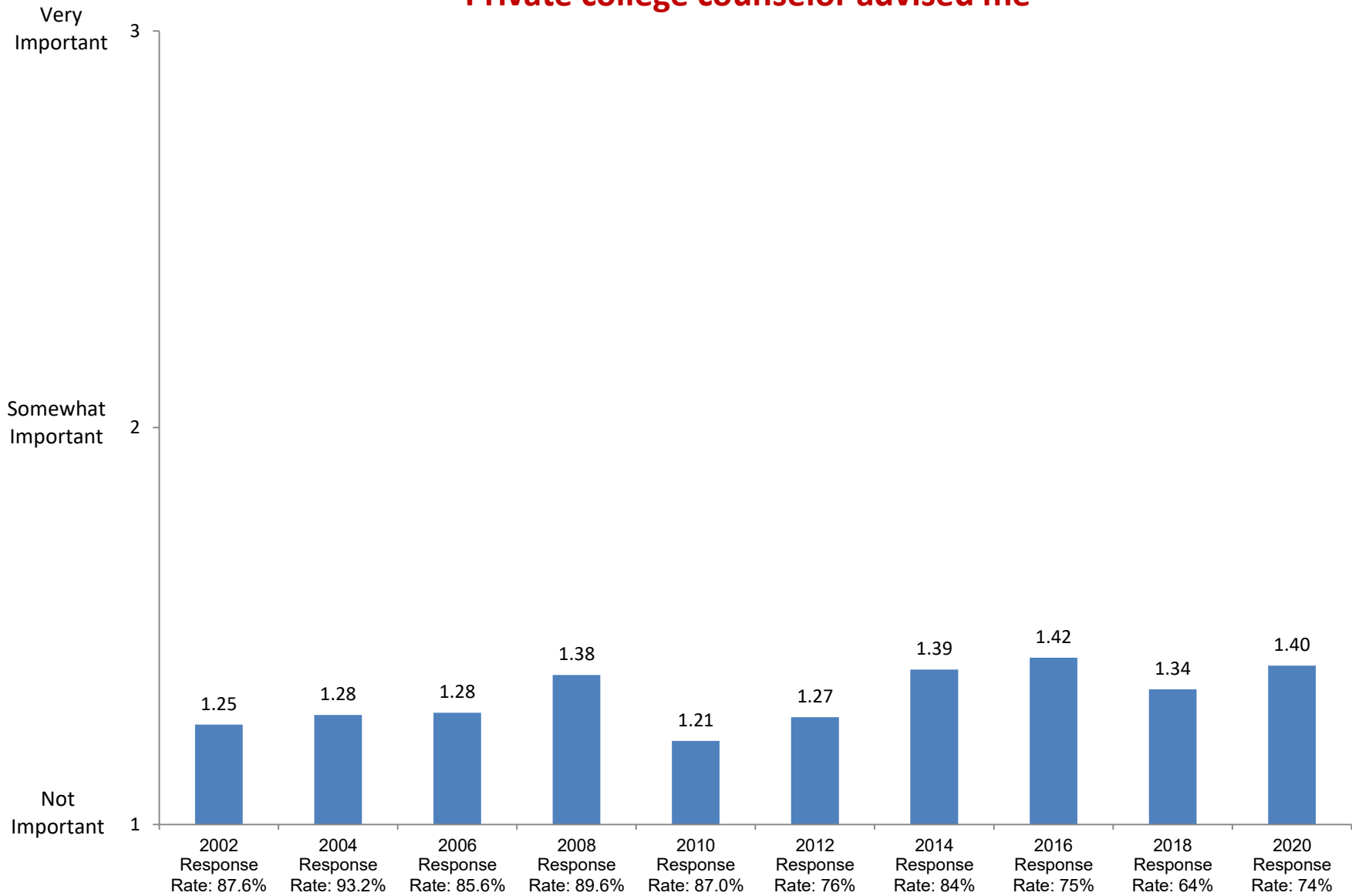


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

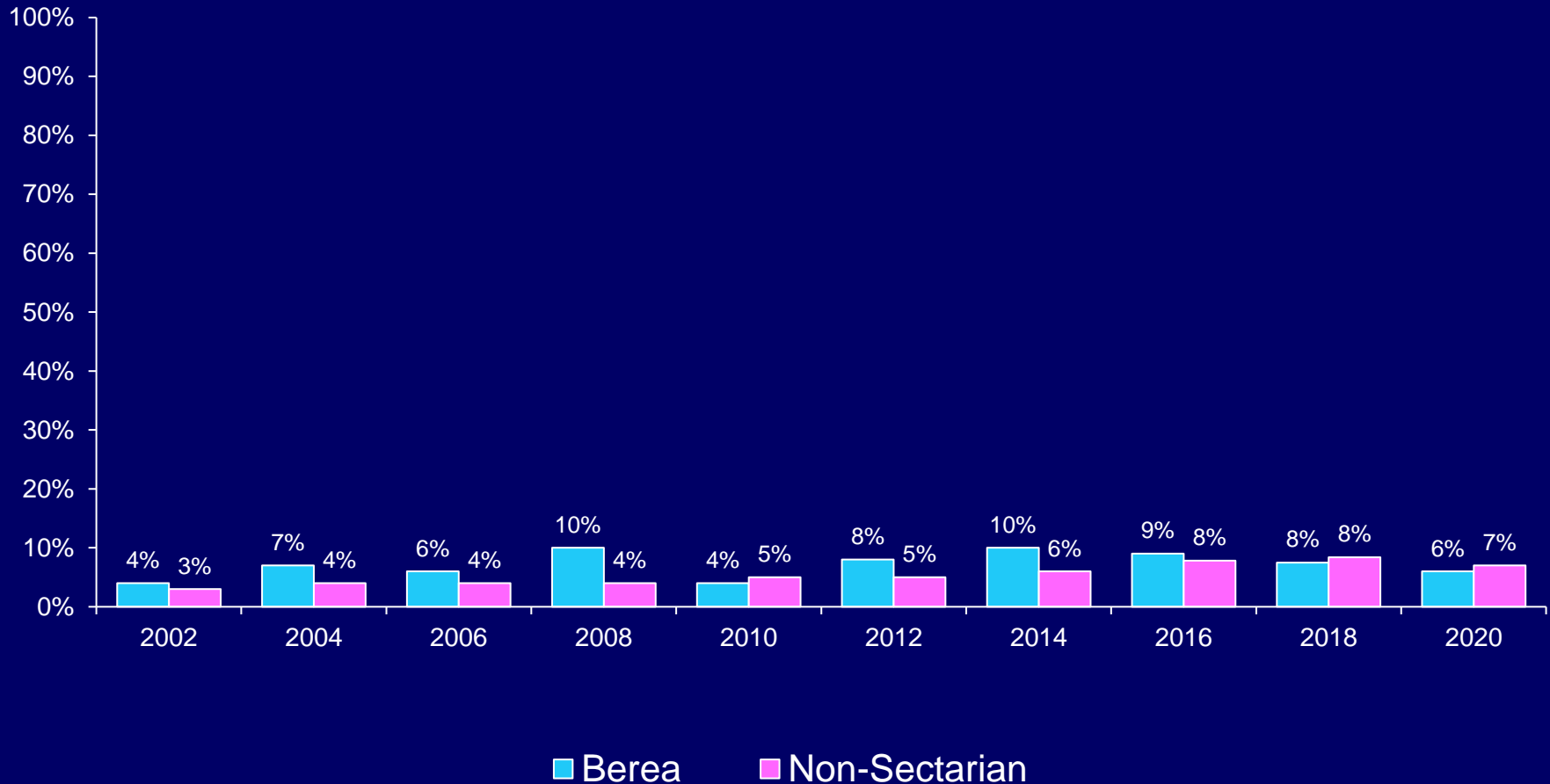
### Private college counselor advised me



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

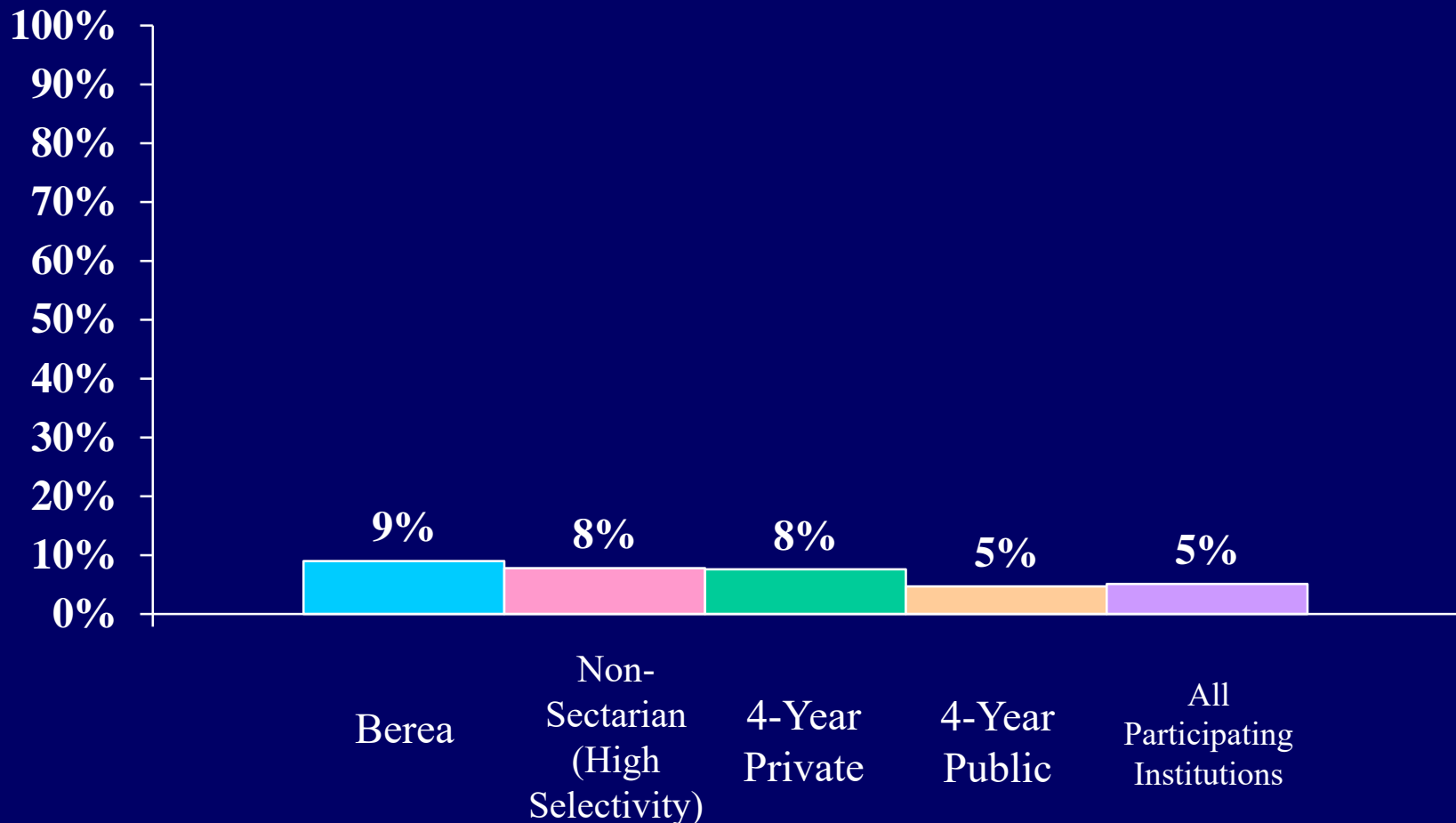
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## Private college counselor advised me

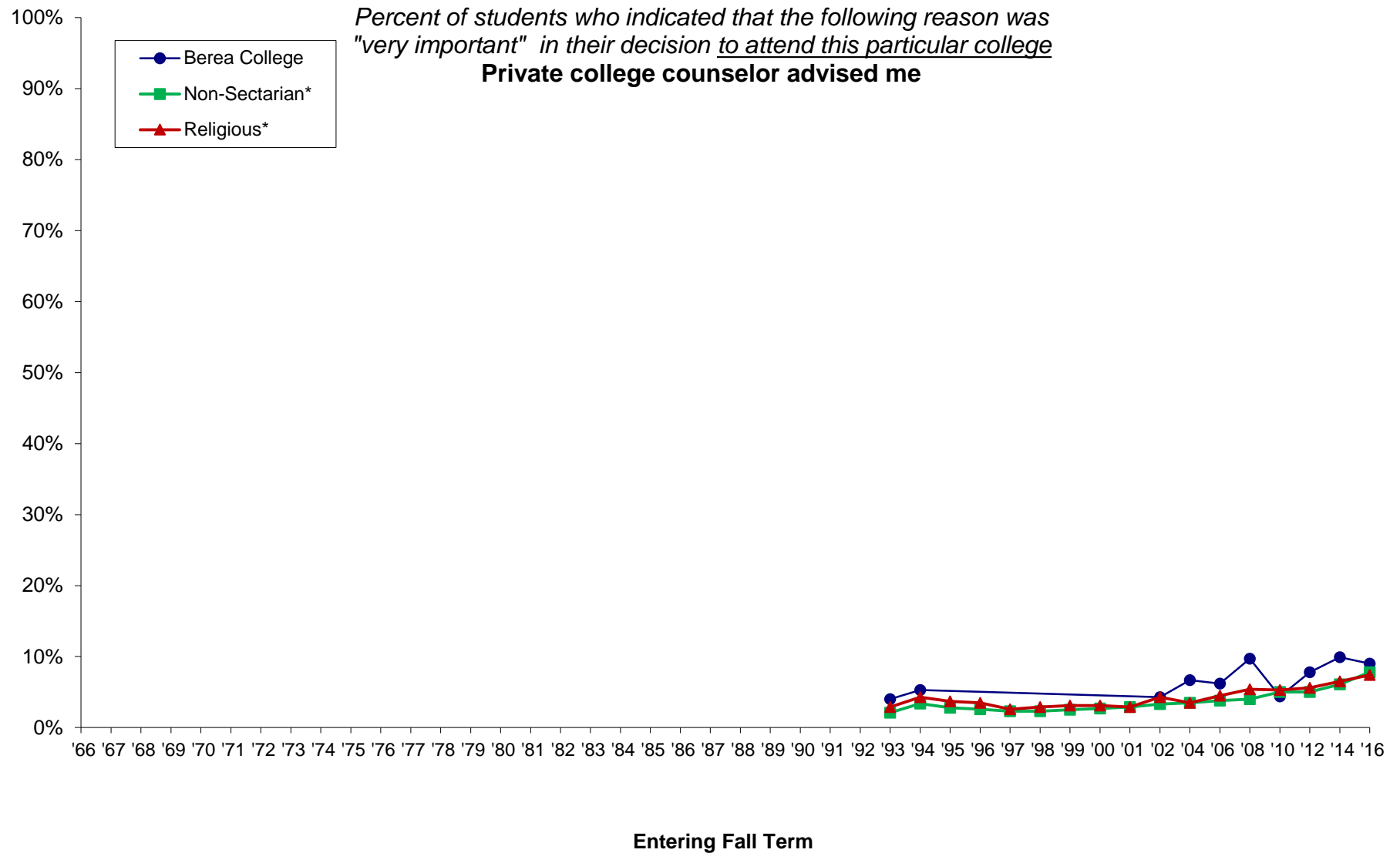


Percentage of students who rated item as “very important”:

*Private college counselor advised me*  
(for decision to attend this particular college)



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

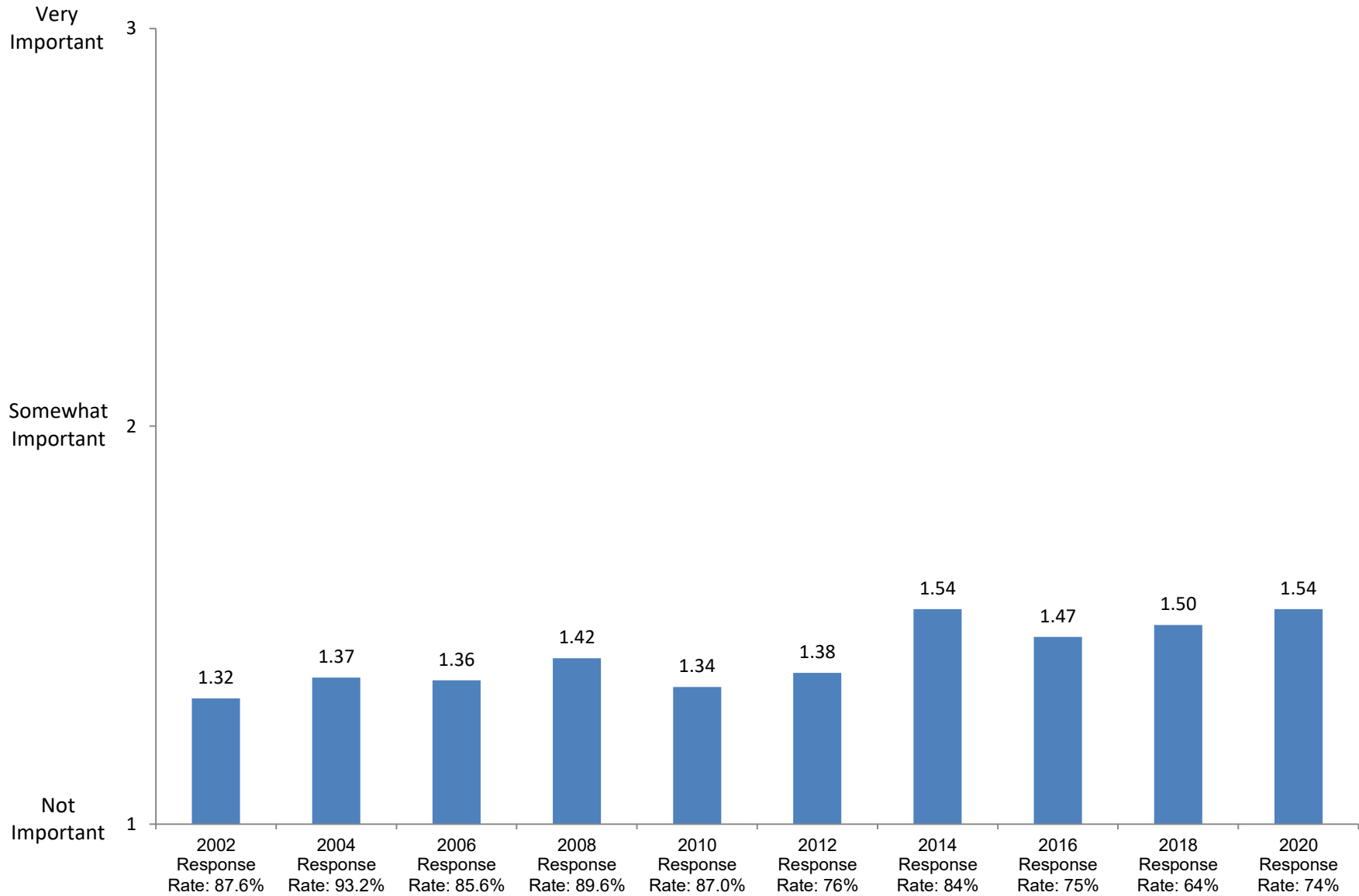


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

## I wanted to live near home

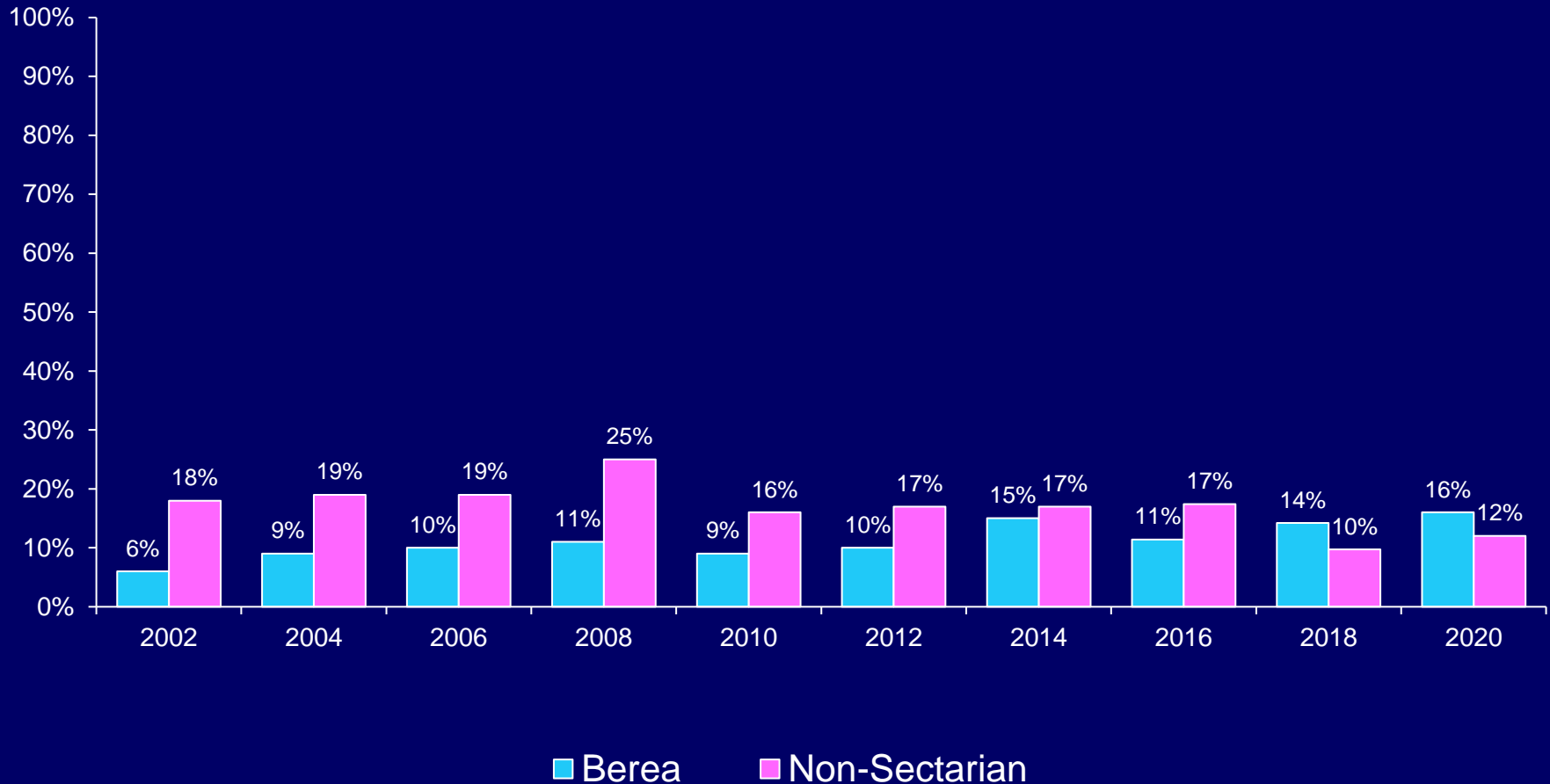


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



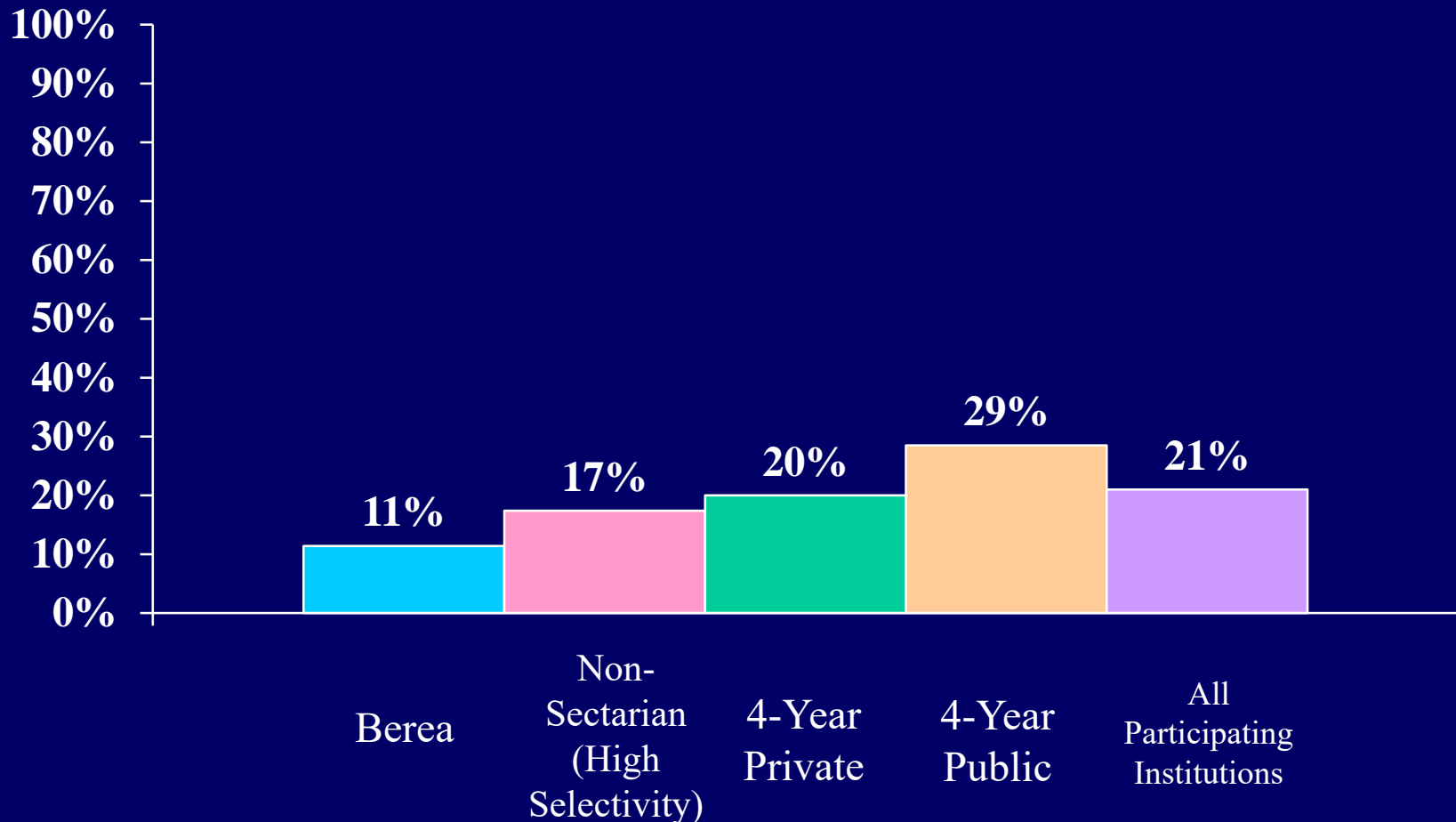
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

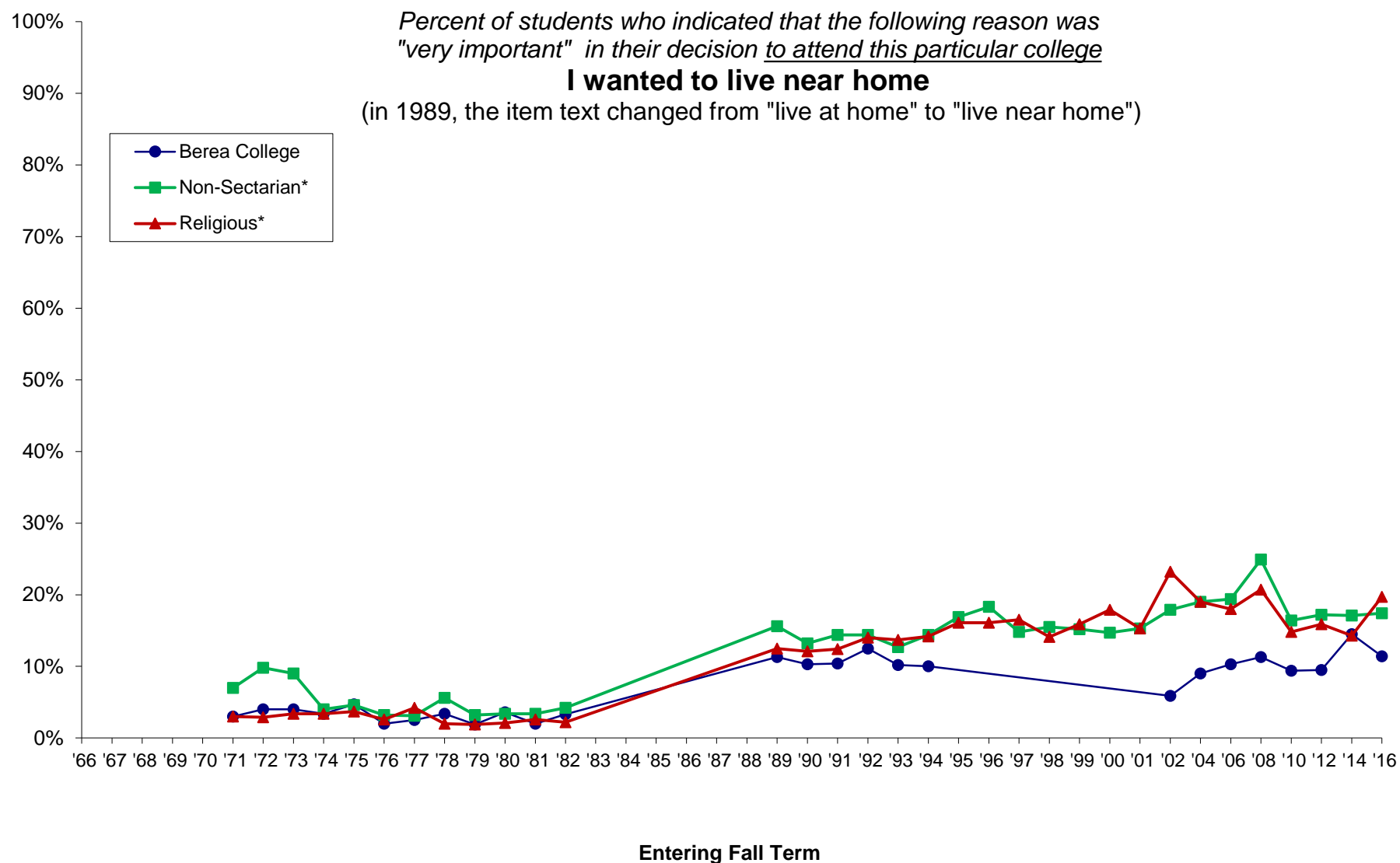
## I wanted to live near home



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

*I wanted to live near home*  
(for decision to attend this particular college)



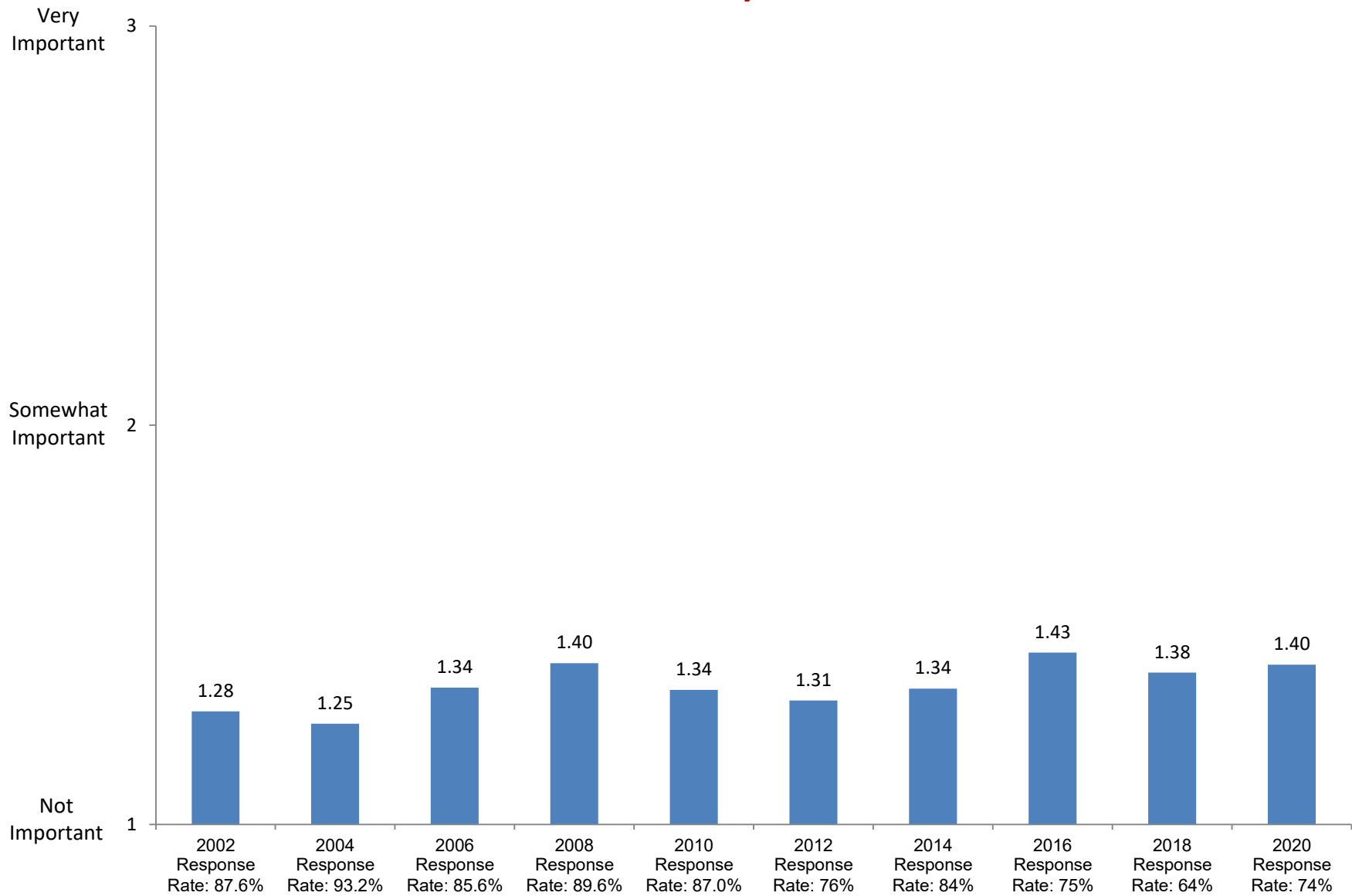


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

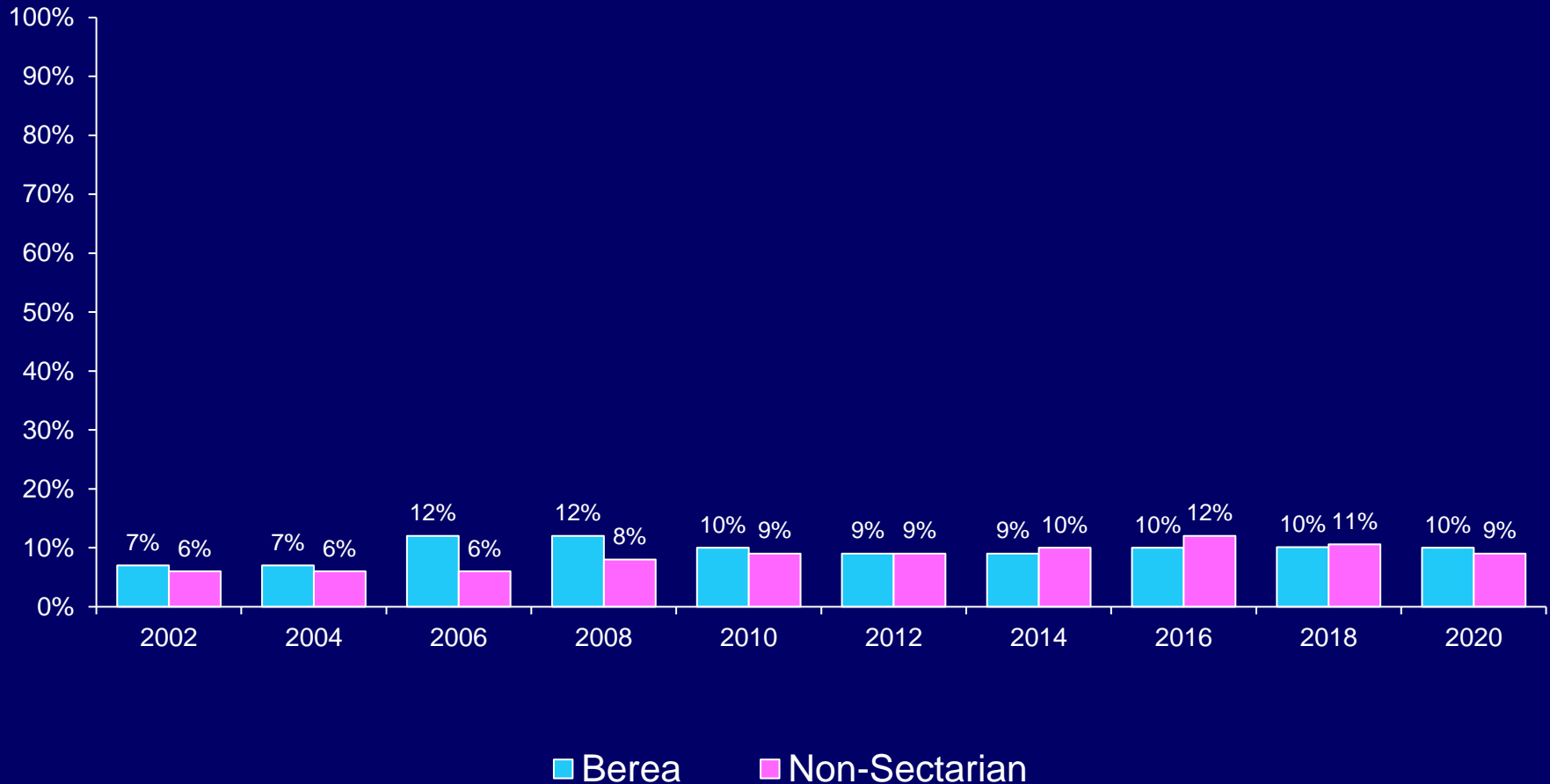
Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

## Not offered aid by first choice



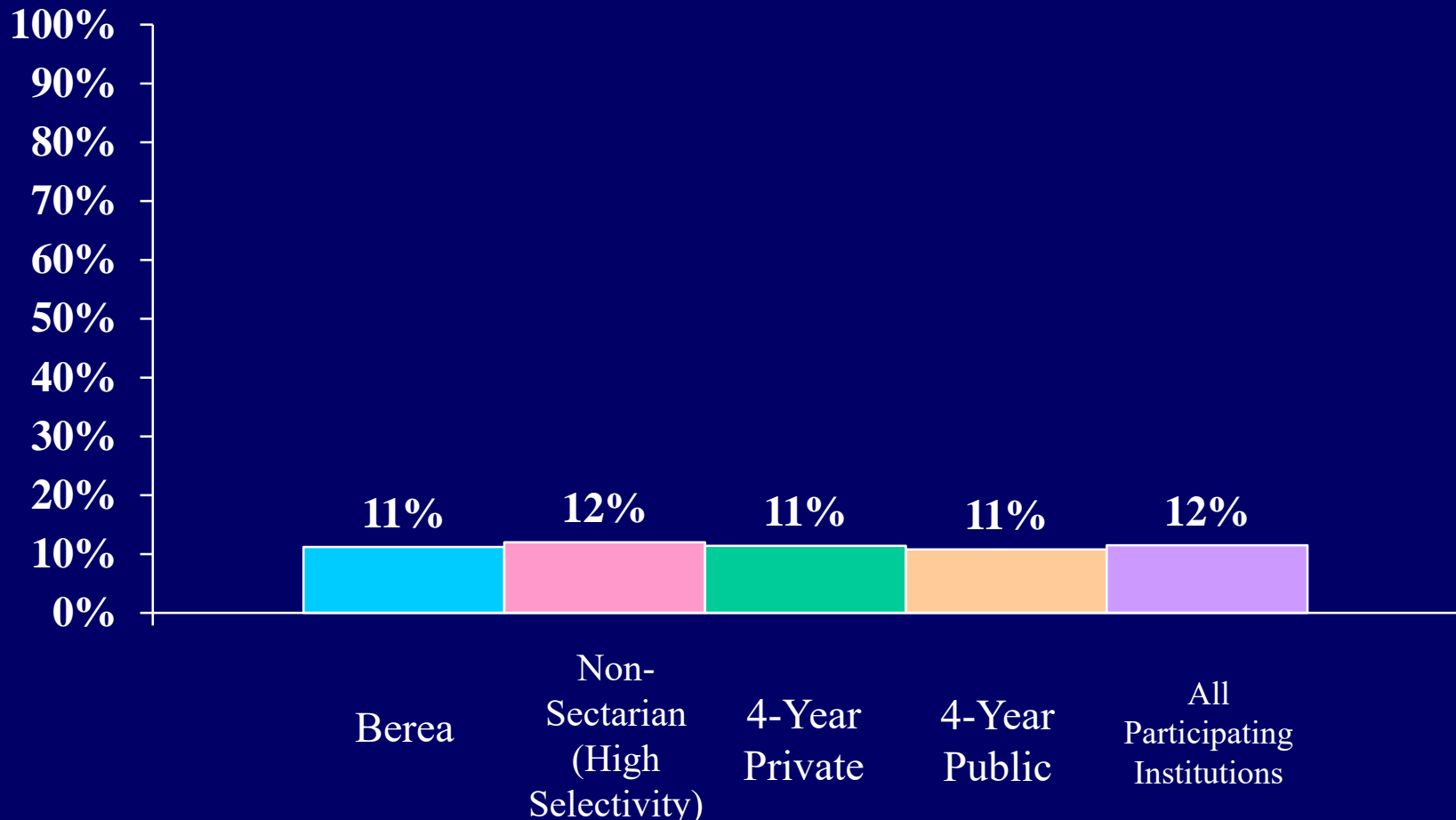
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*  
**Not offered aid by first choice**

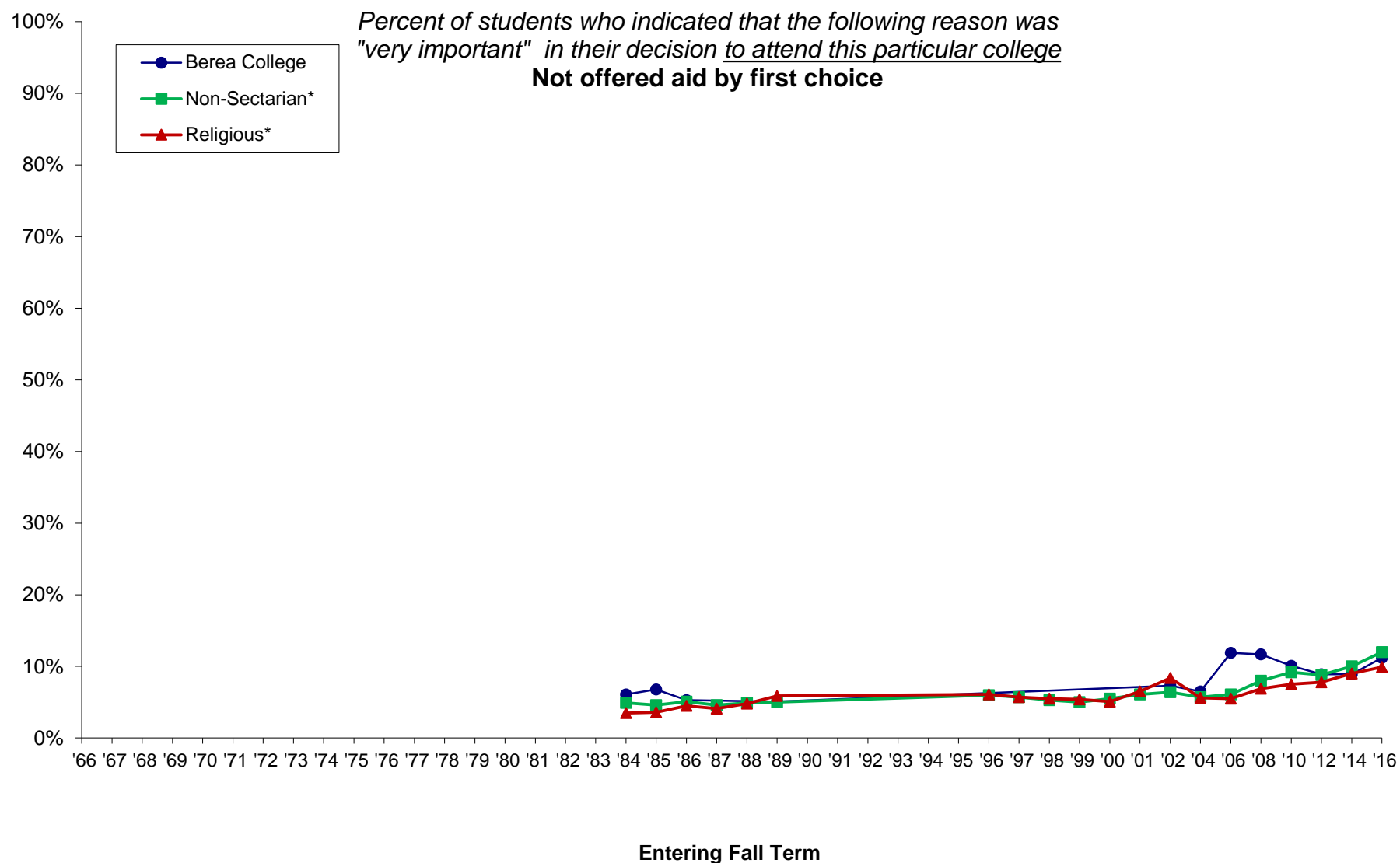


Percentage of students who rated item as “very important”:

*Not offered aid by first choice*  
(for decision to attend this particular college)



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

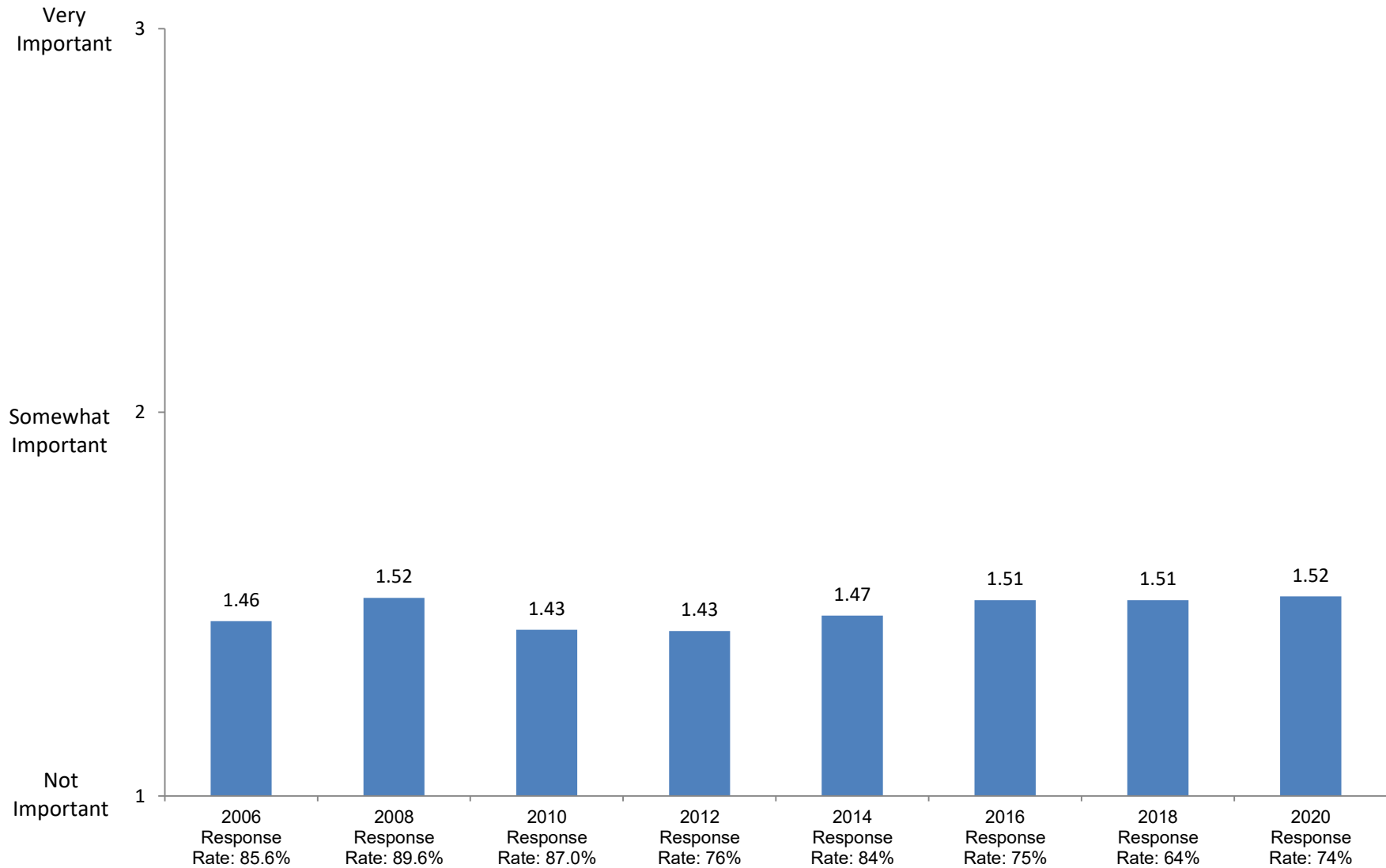


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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?

### Could not afford first choice



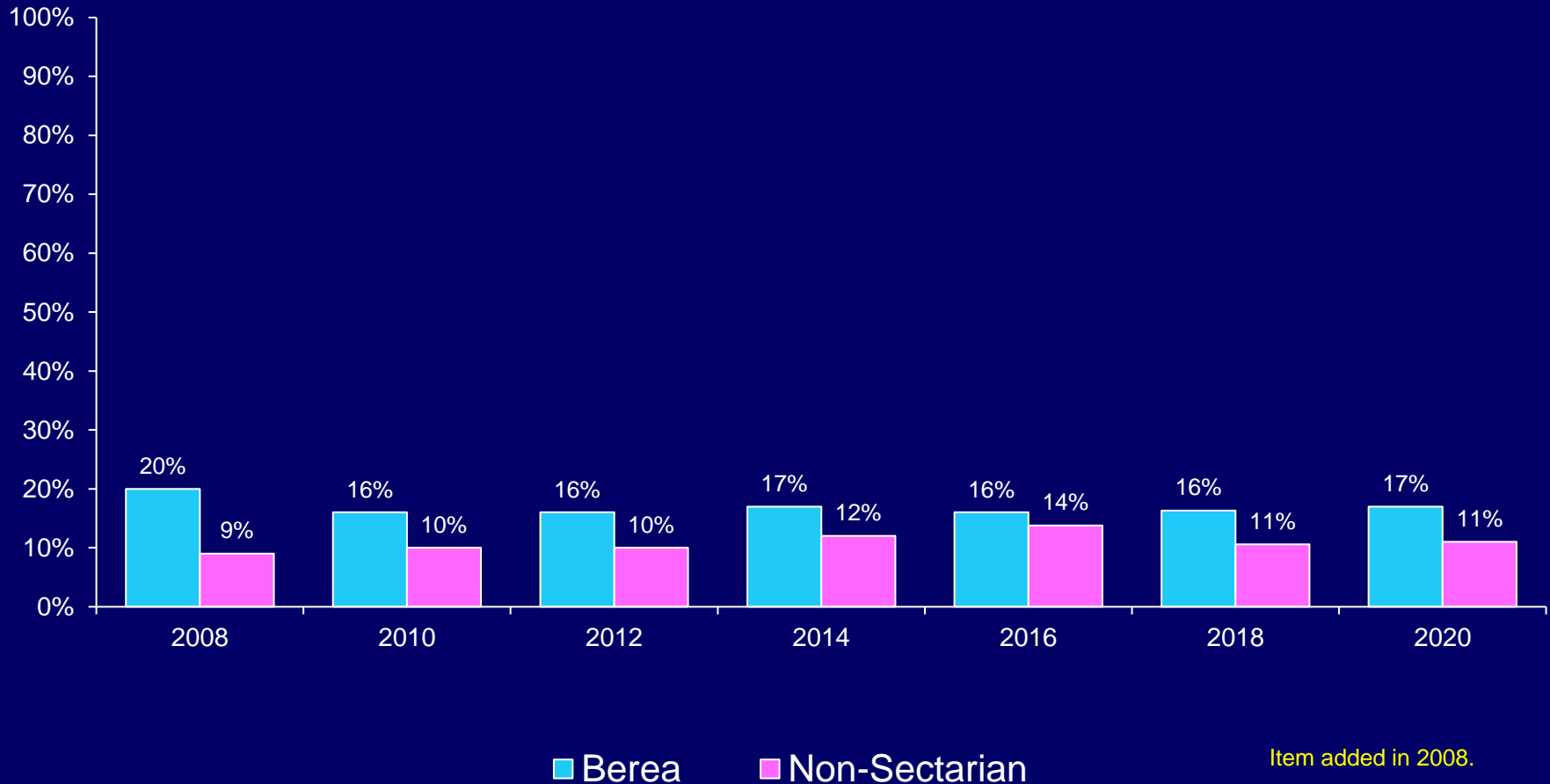
Item added in 2006.

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



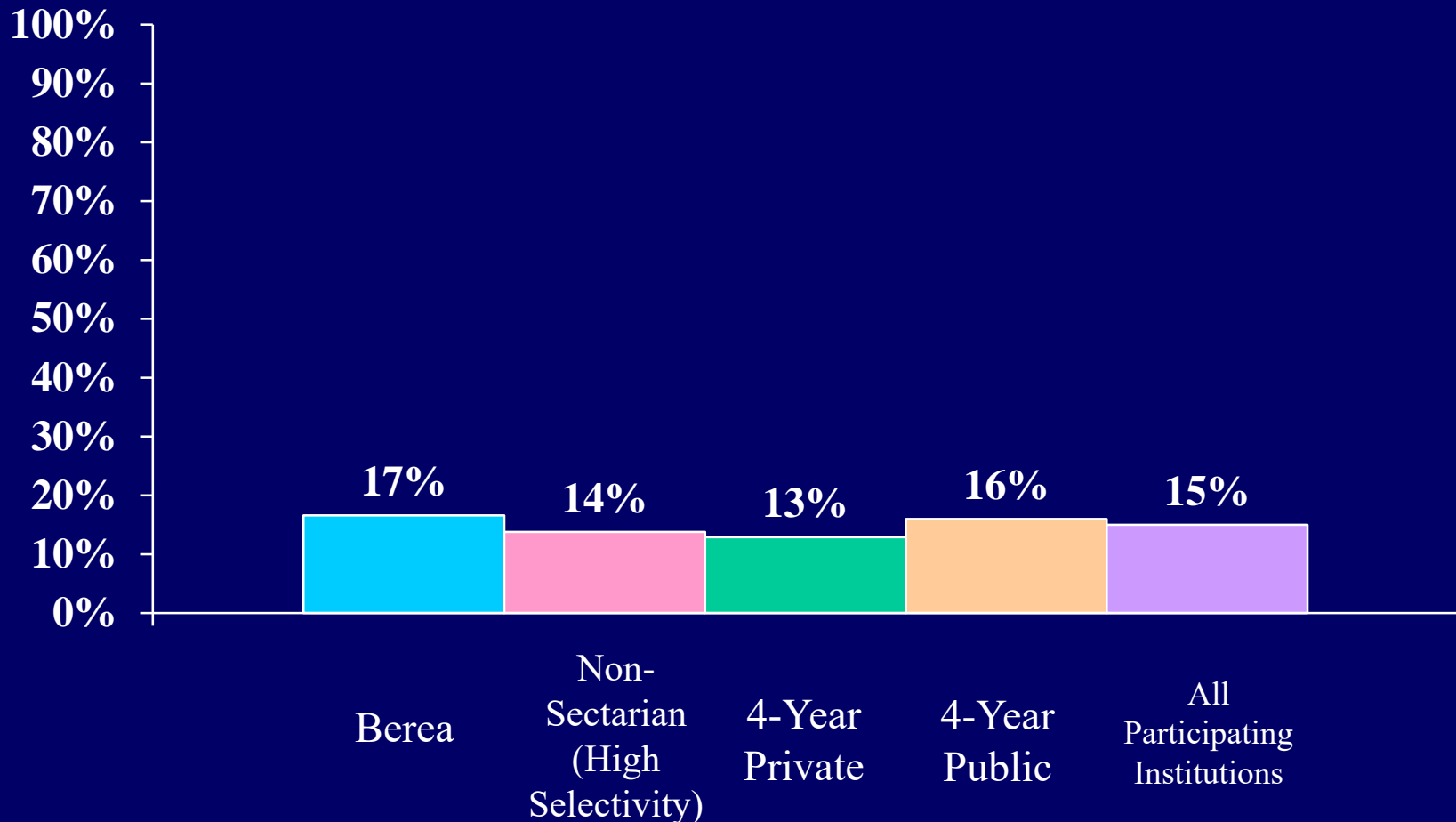
*Percent of students who indicated that the following was “very important” in their decision to come to this college*

## Could not afford first choice

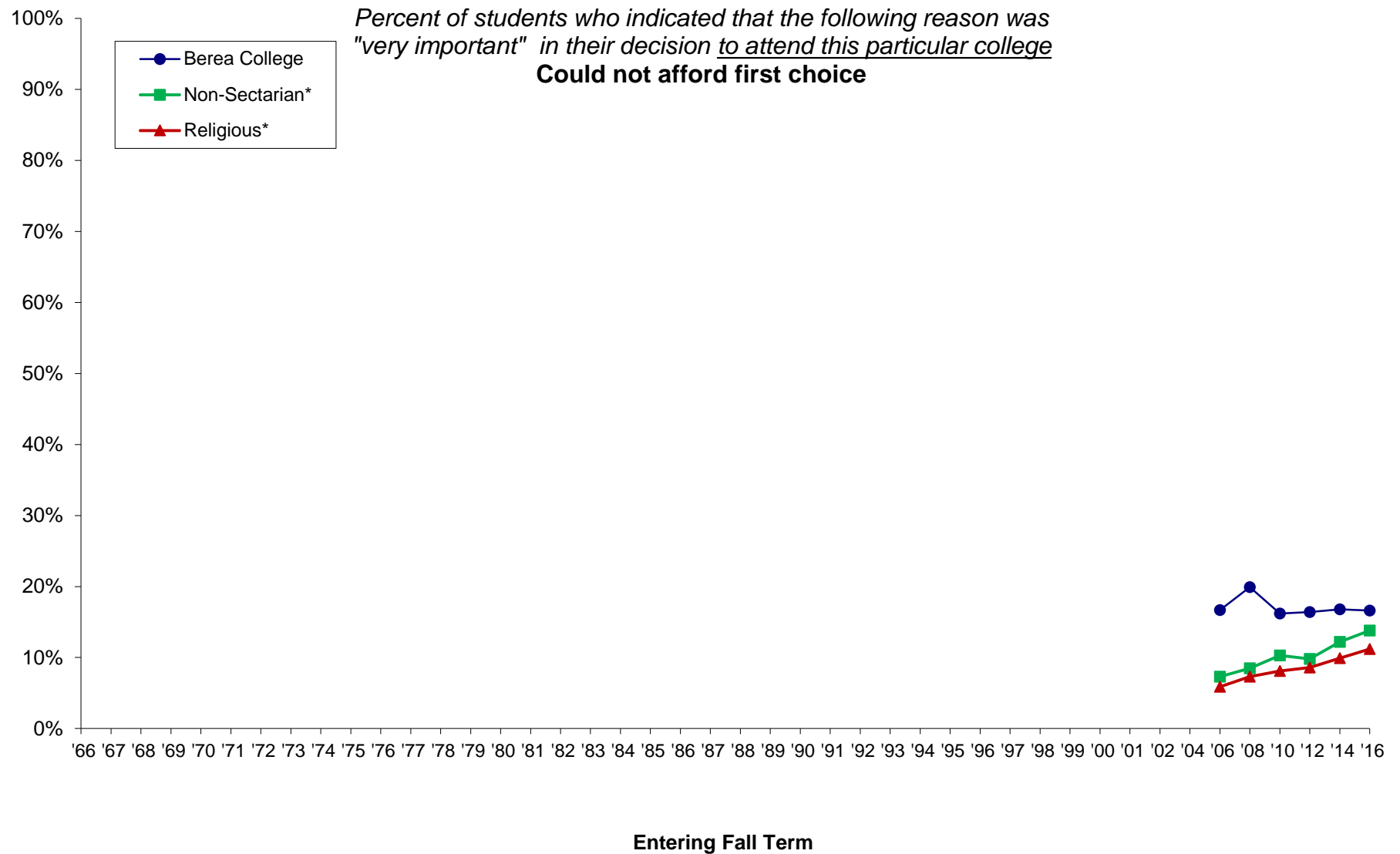


Percentage of students who rated item as “very important”:

*Could not afford first choice*  
(for decision to attend this particular college)



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

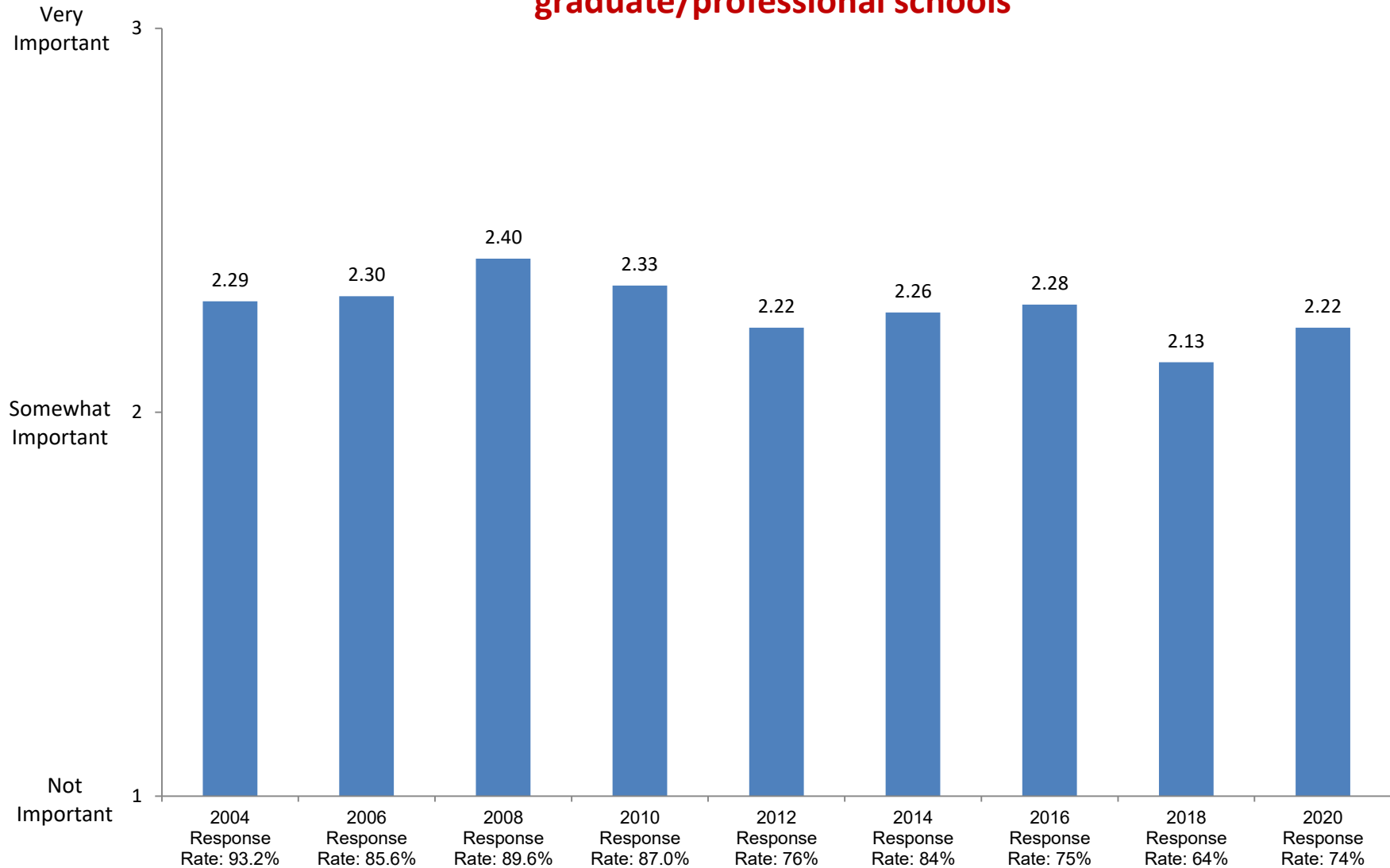


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

## This college's graduates gain admission to top graduate/professional schools

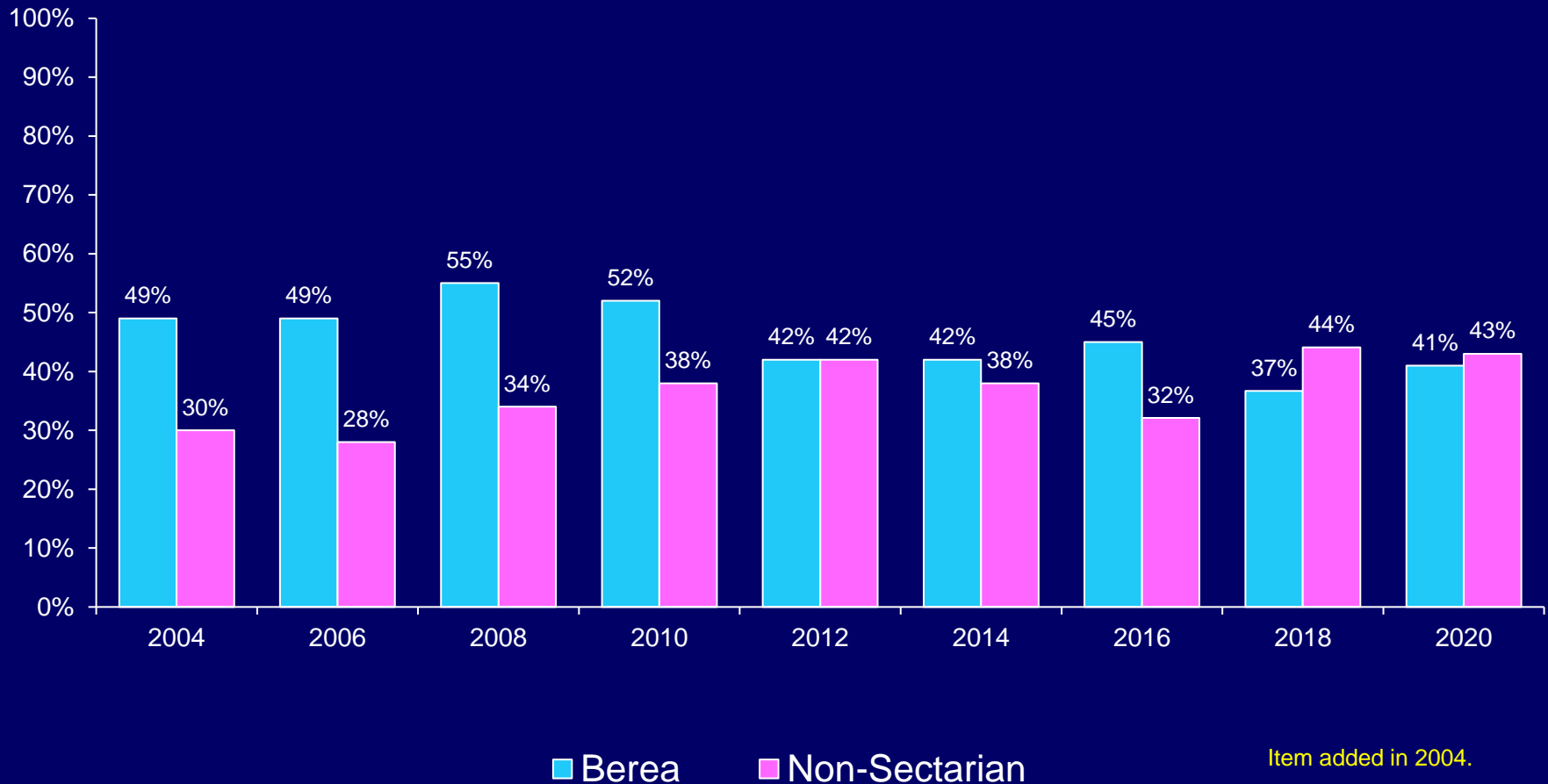


Item added in 2004.

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

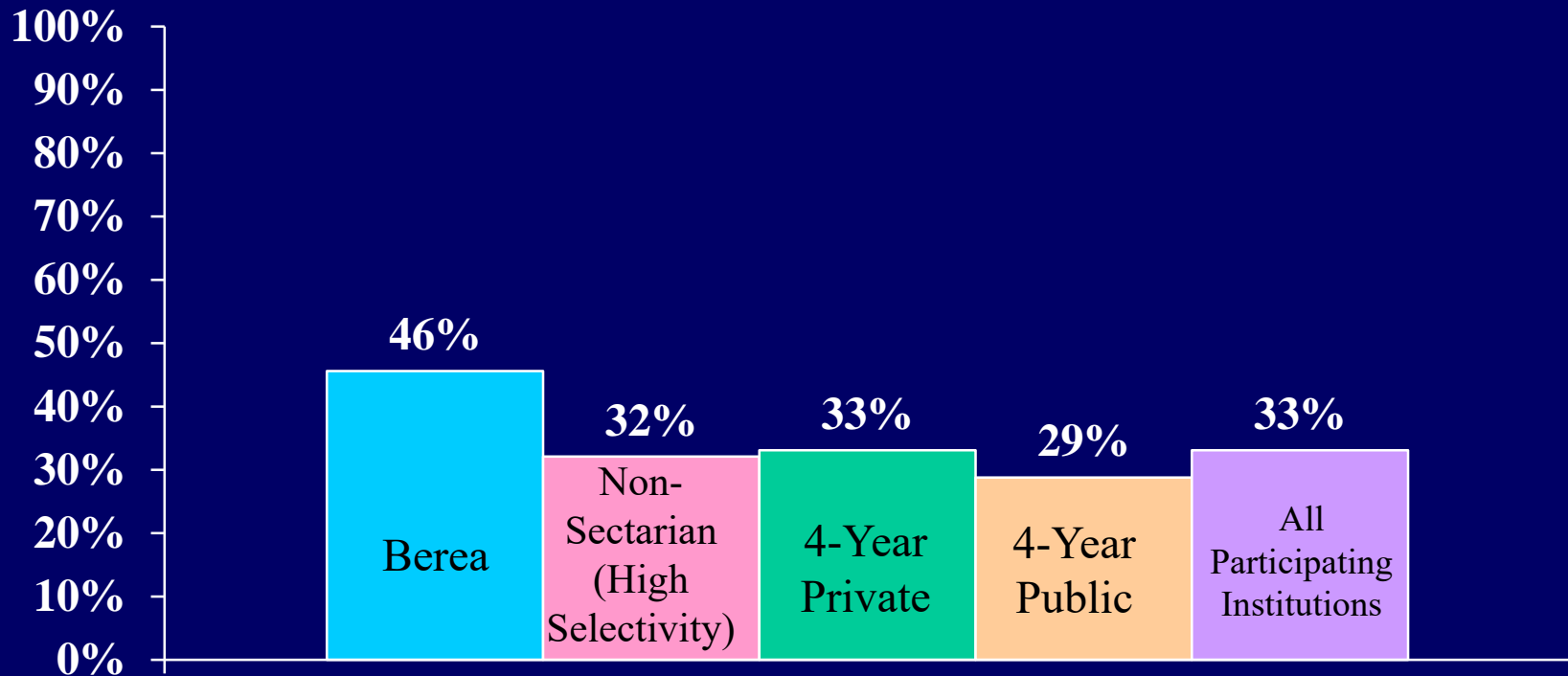
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## This college’s graduates gain admission to top graduate/professional schools

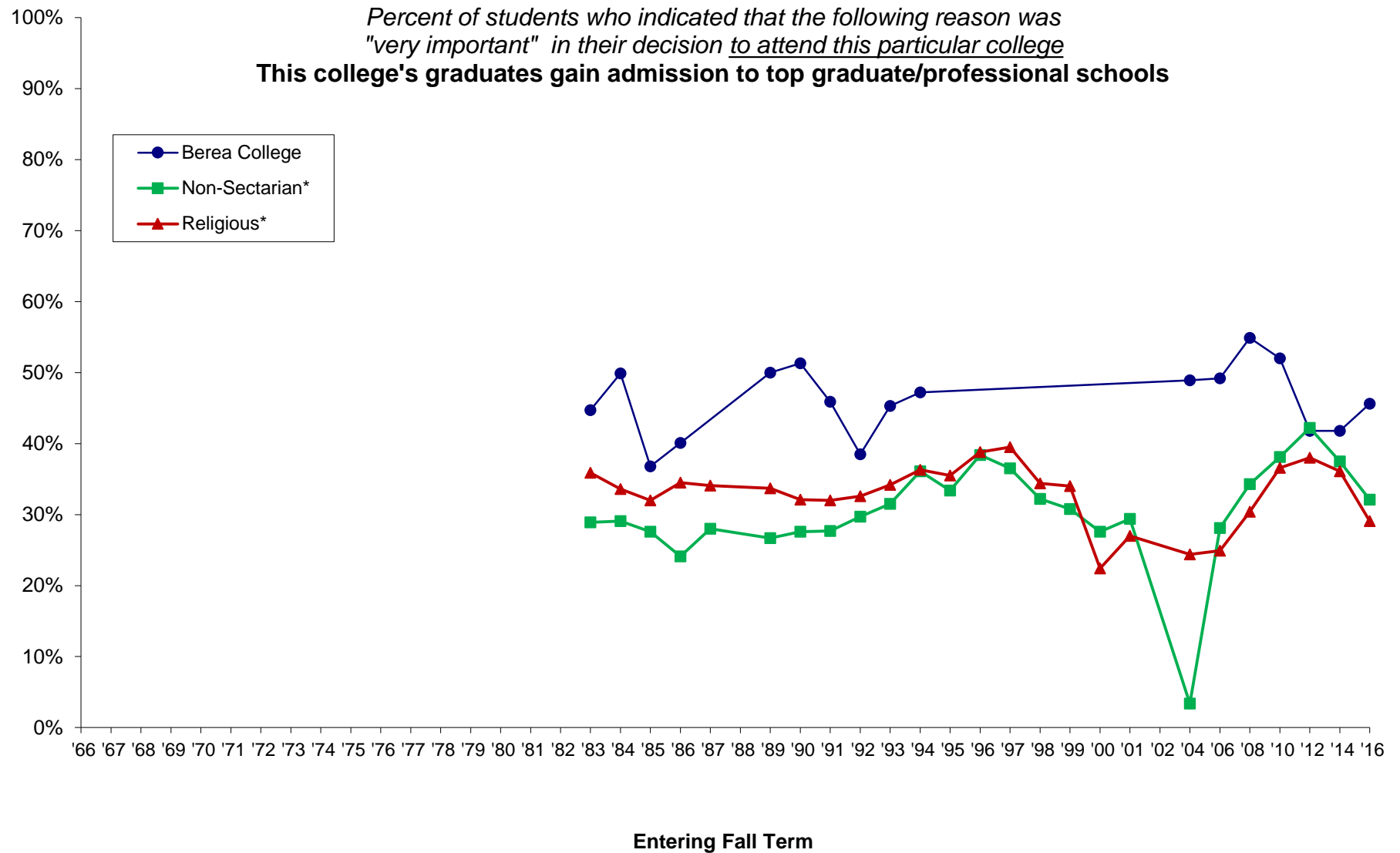


Percentage of students who rated item as “very important”:

*This college’s graduates gain admission to top graduate/professional school  
(for decision to attend this particular college)*



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

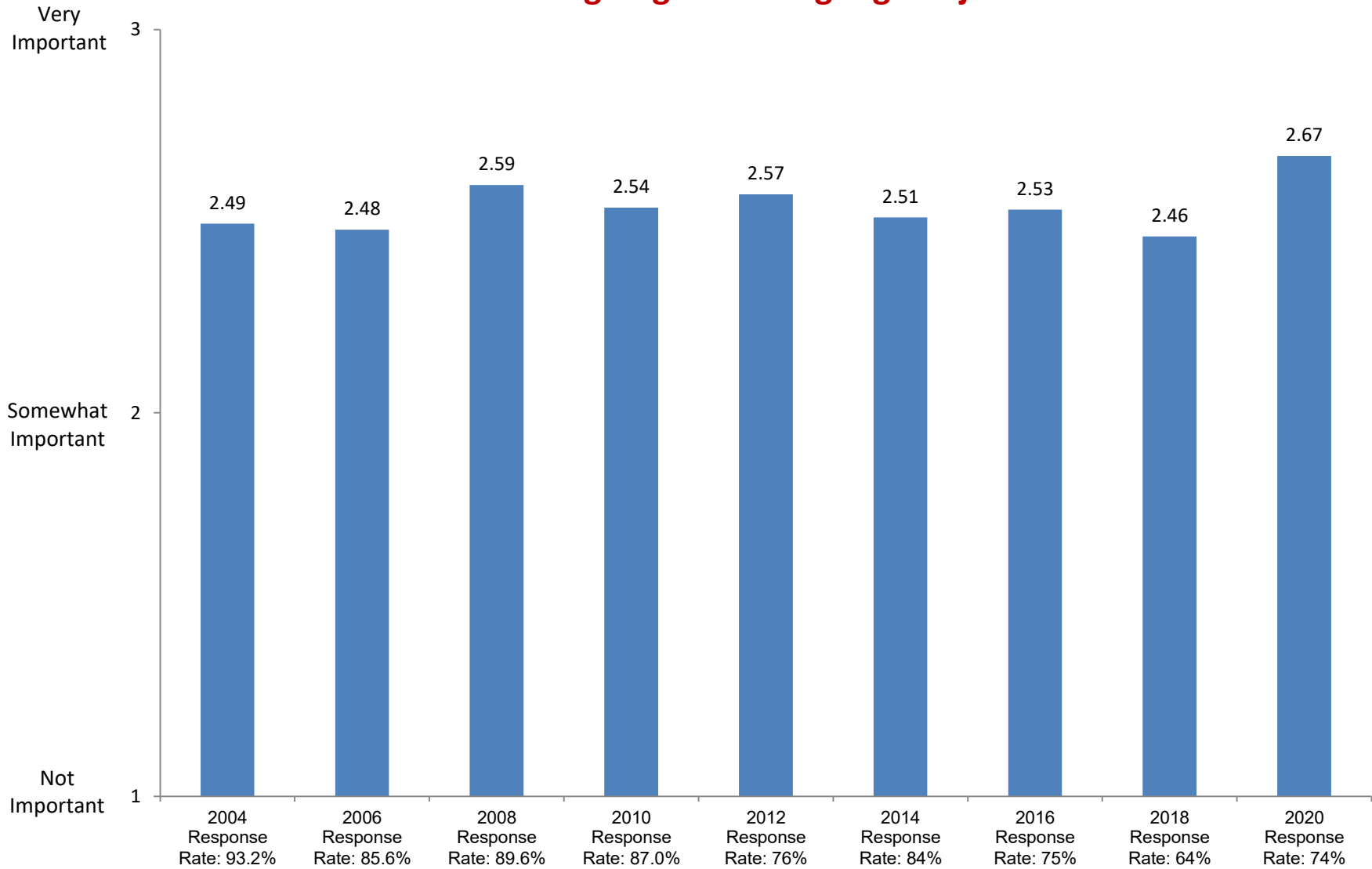


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

## This college's graduates get good jobs



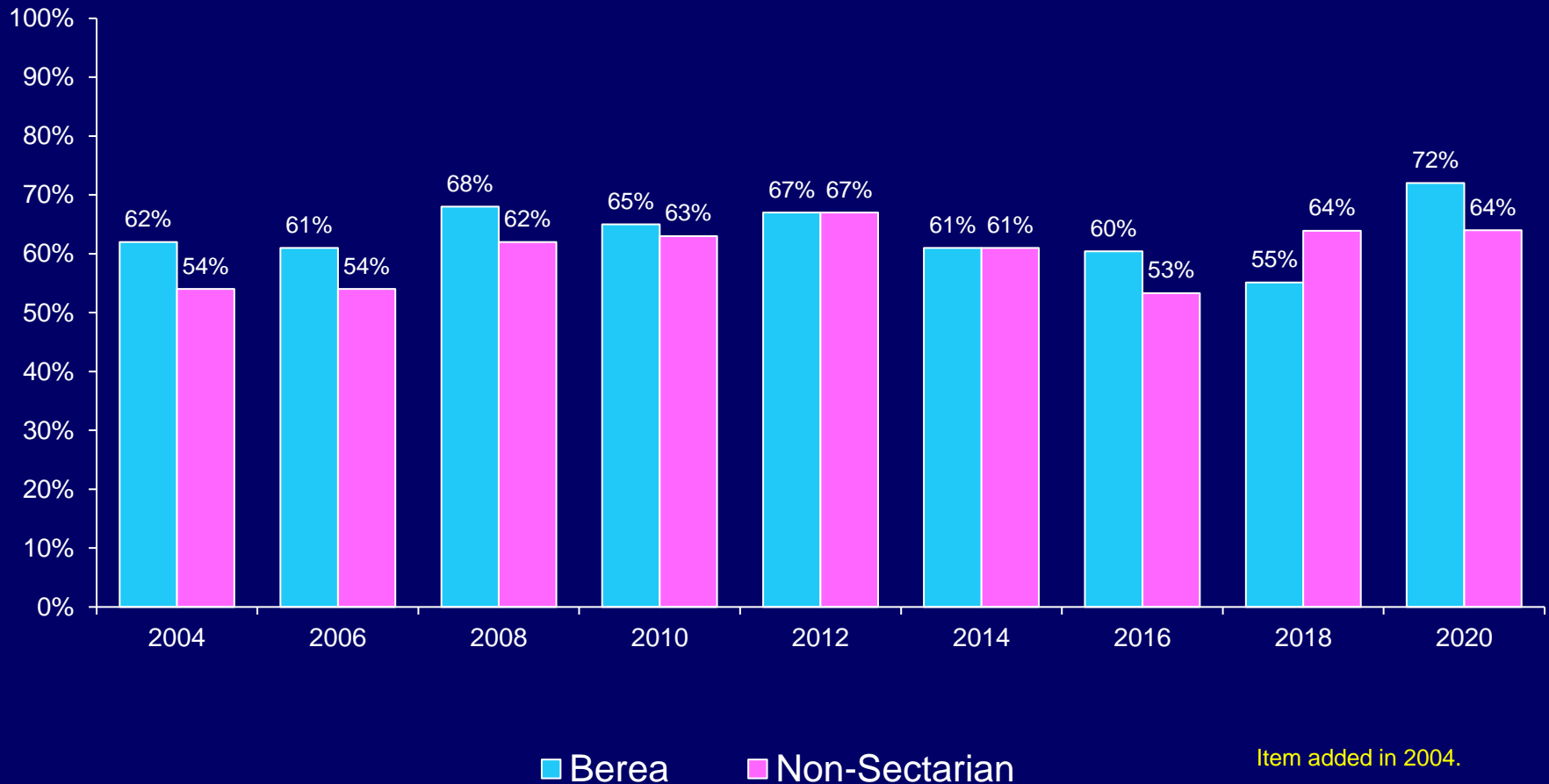
Item added in 2004.

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



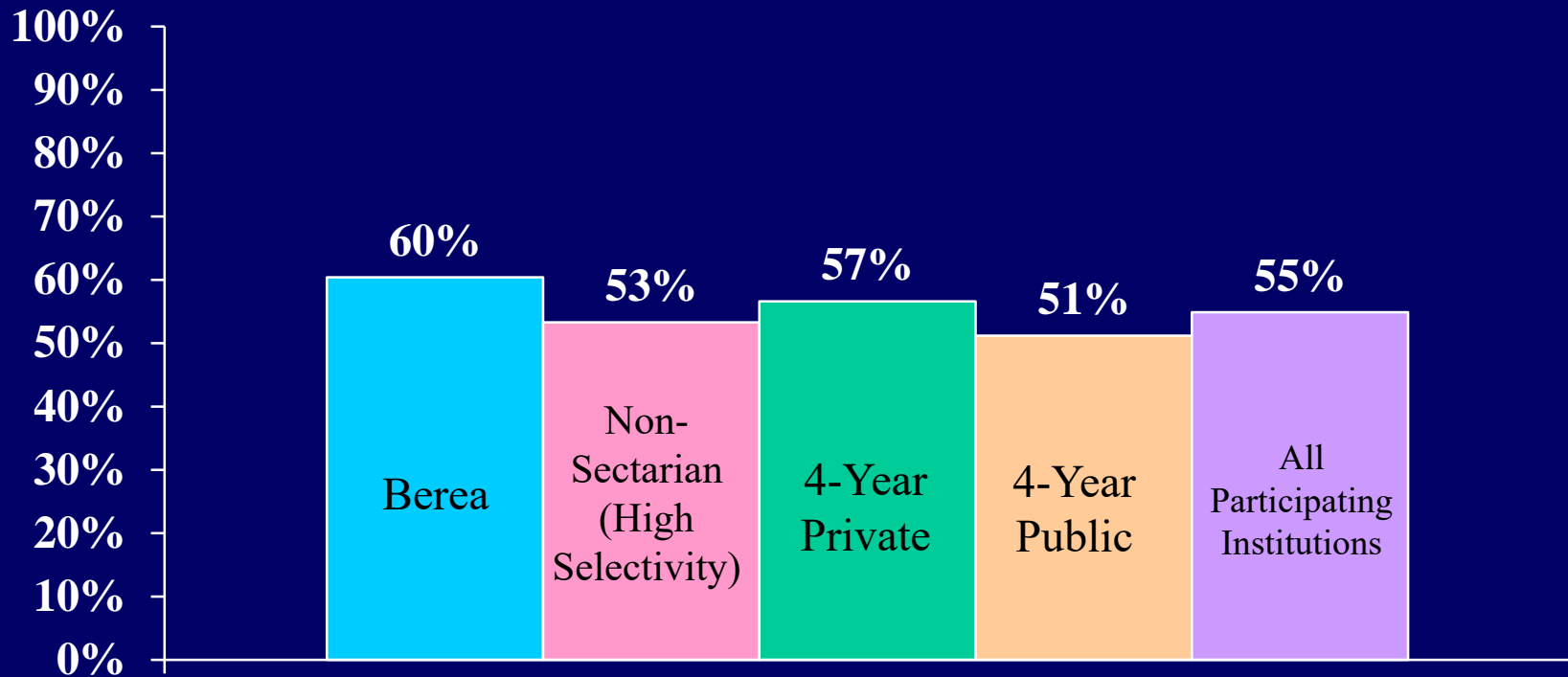
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## This college’s graduates get good jobs

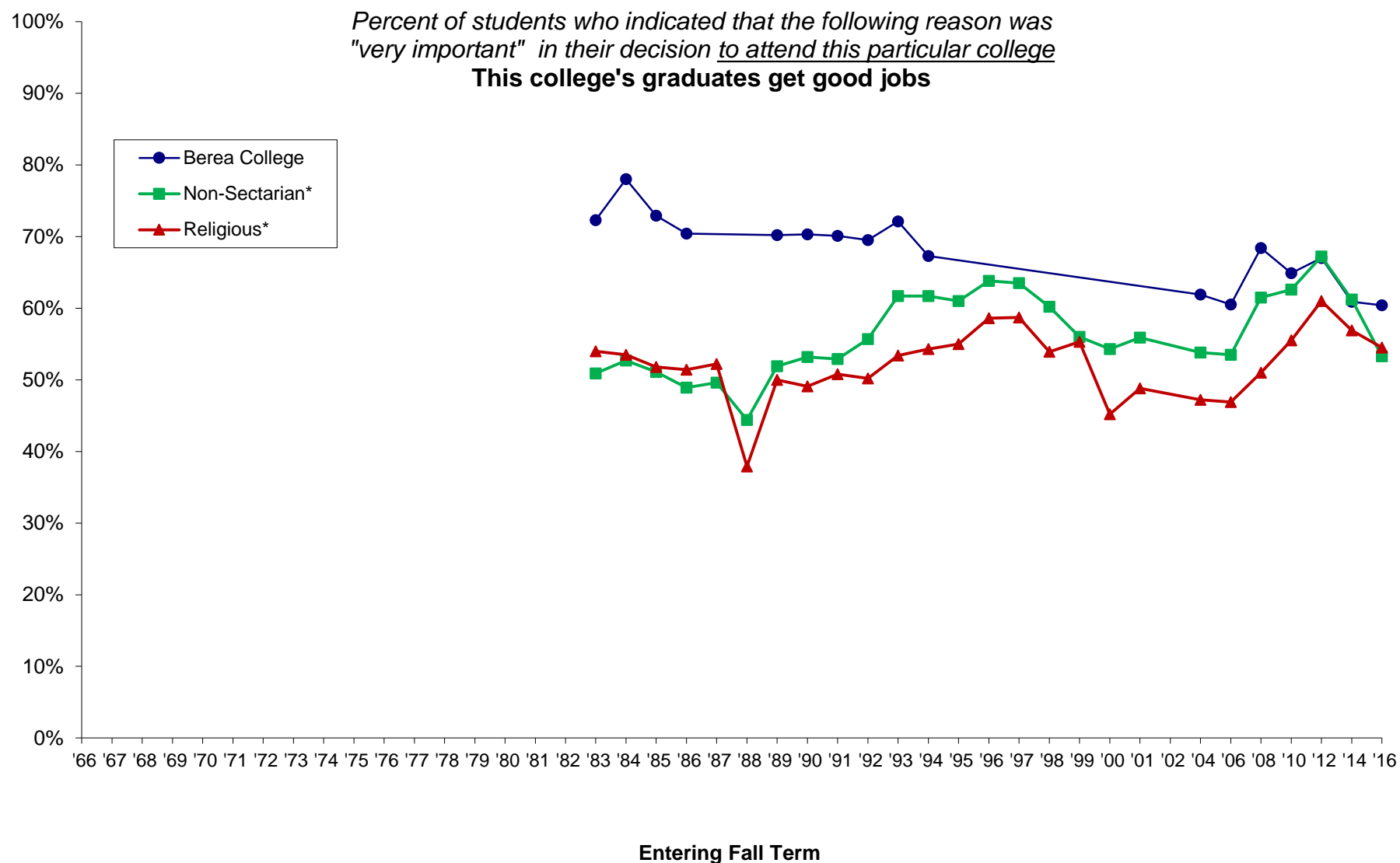


Percentage of students who rated item as “very important”:

*This college’s graduates get good jobs*  
(for decision to attend this particular college)



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

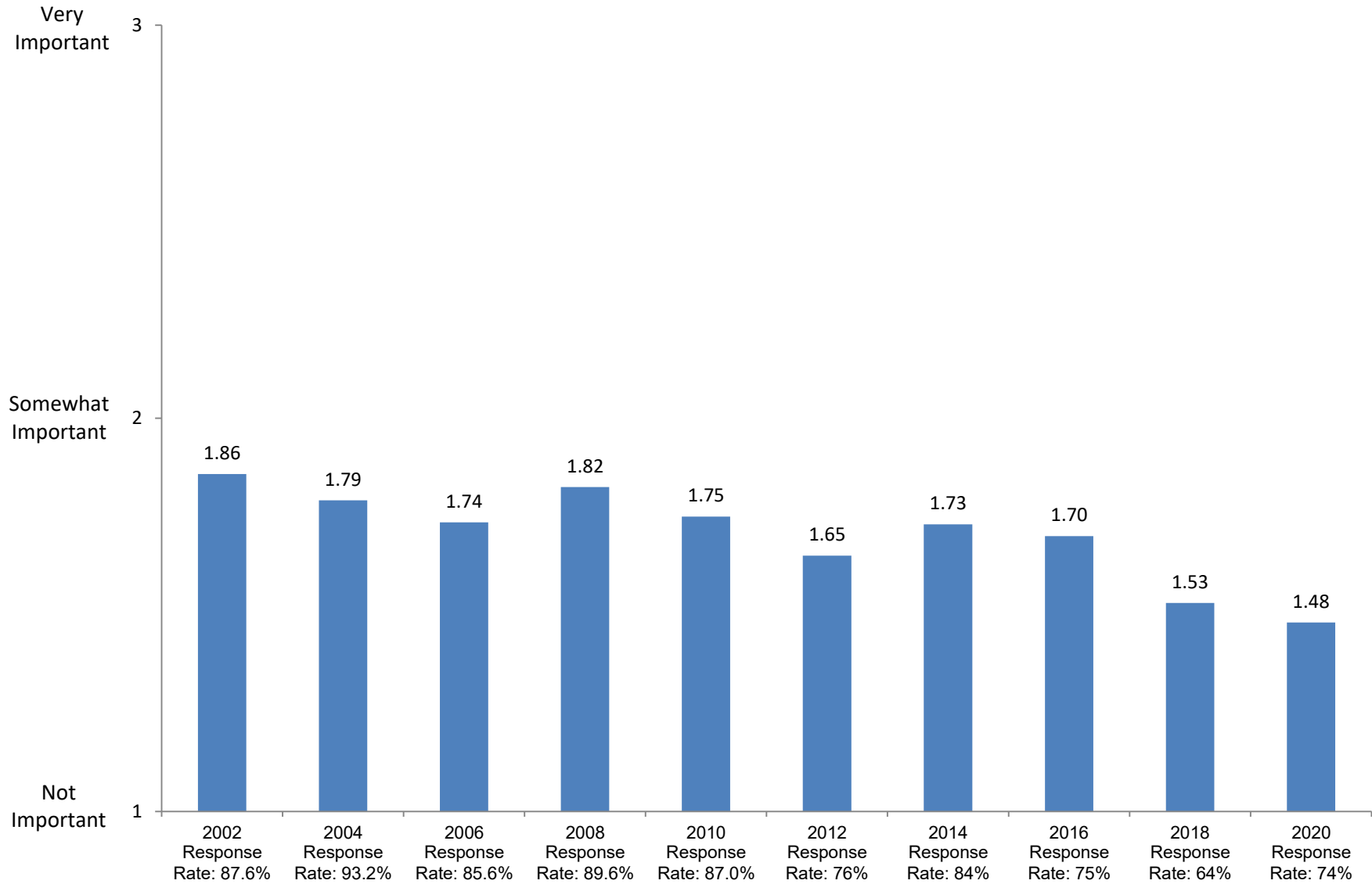


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

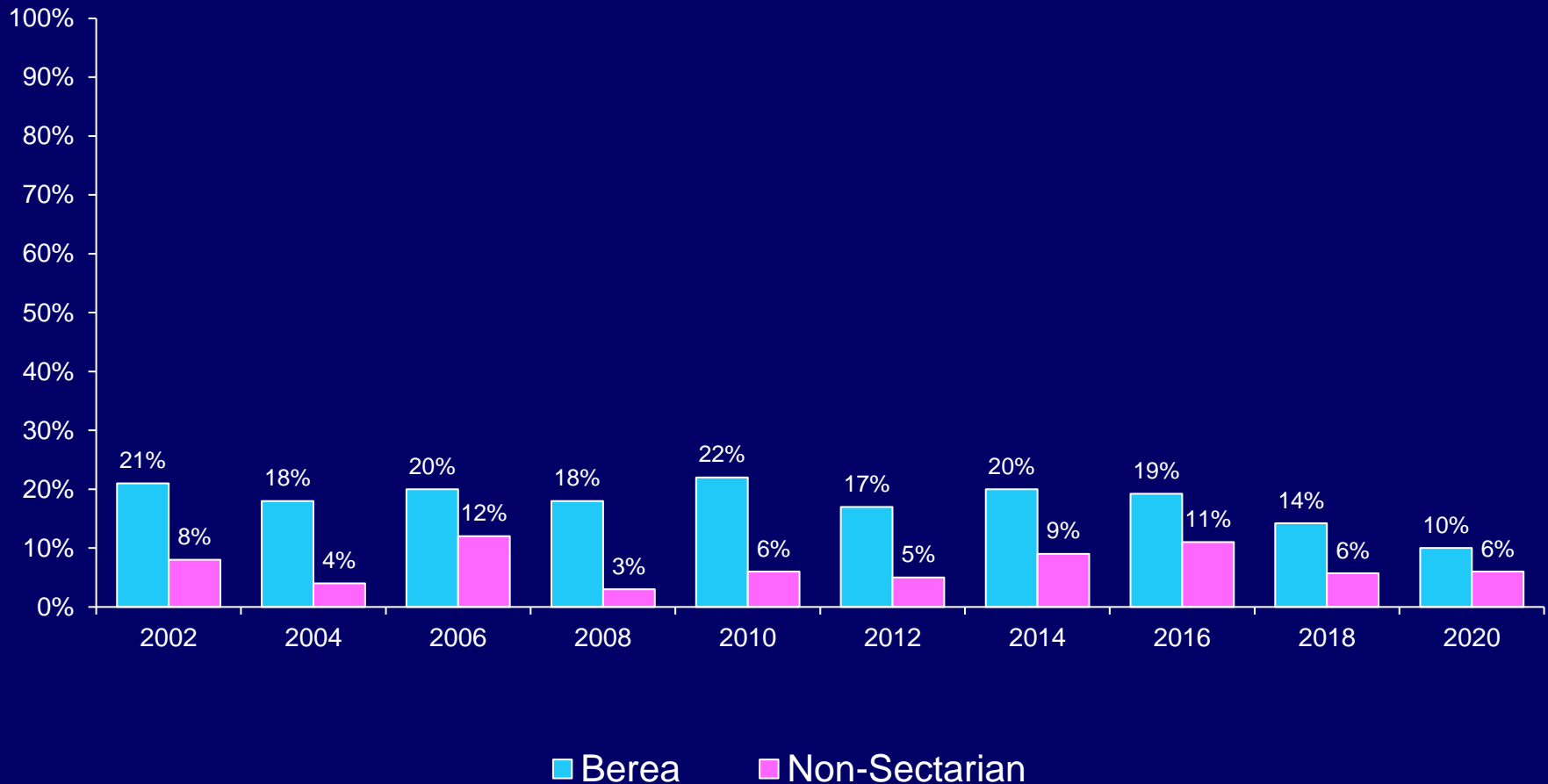
## I was attracted by the religious affiliation/orientation of the college



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

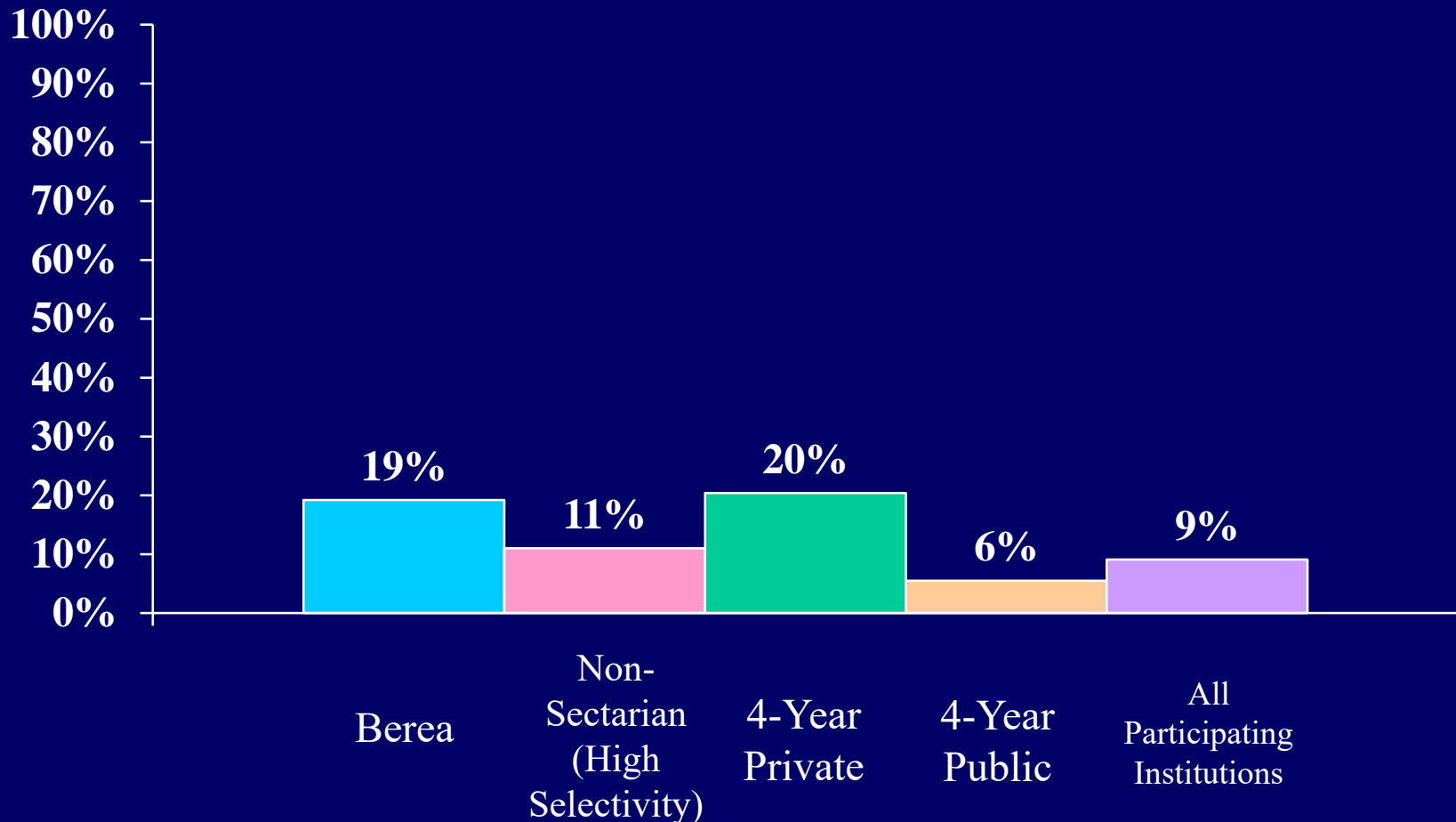
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

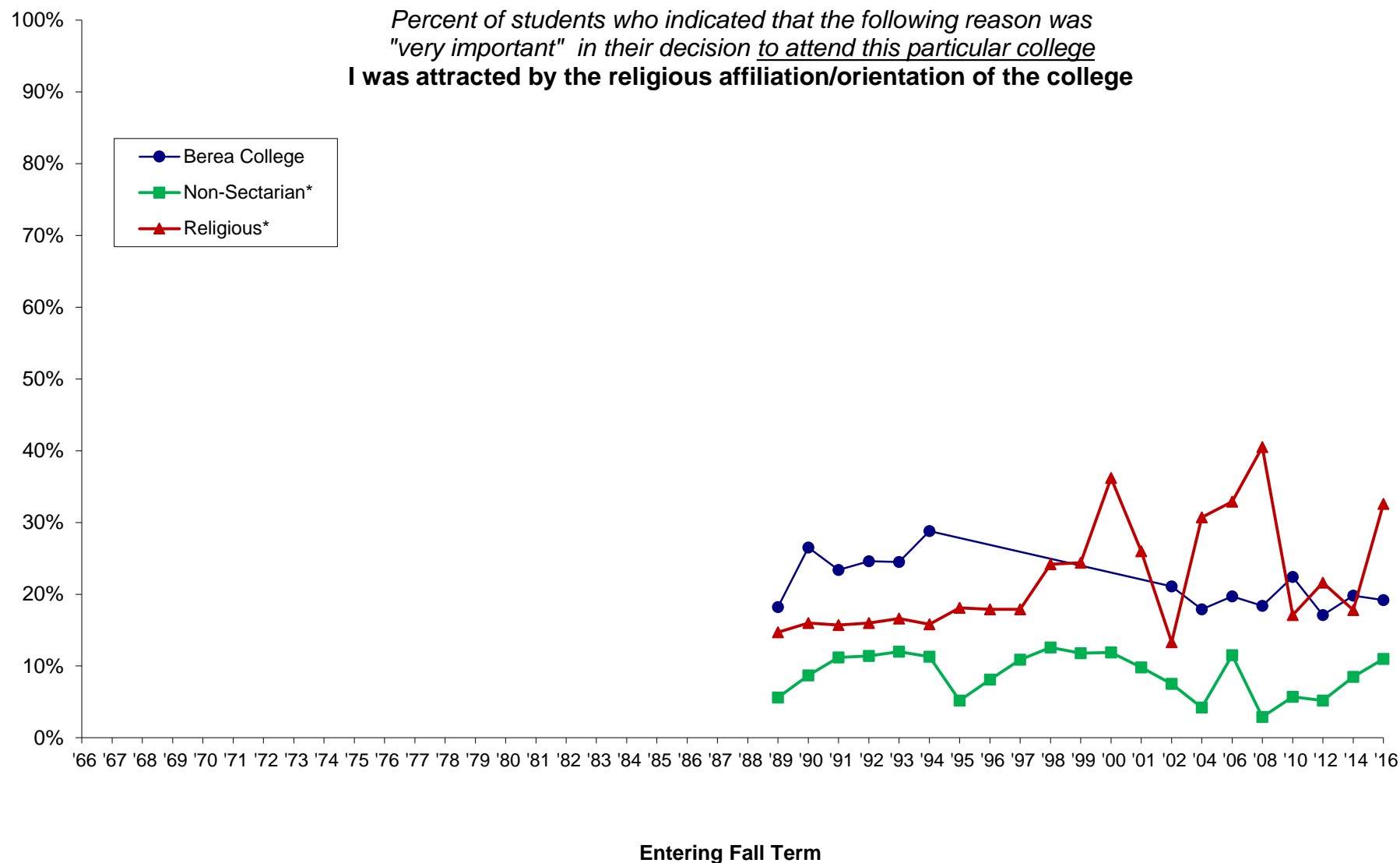


Percentage of students who rated item as “very important”:

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



*Percent of students who indicated that the following reason was "very important" in their decision to attend this particular college*  
**I was attracted by the religious affiliation/orientation of the college**

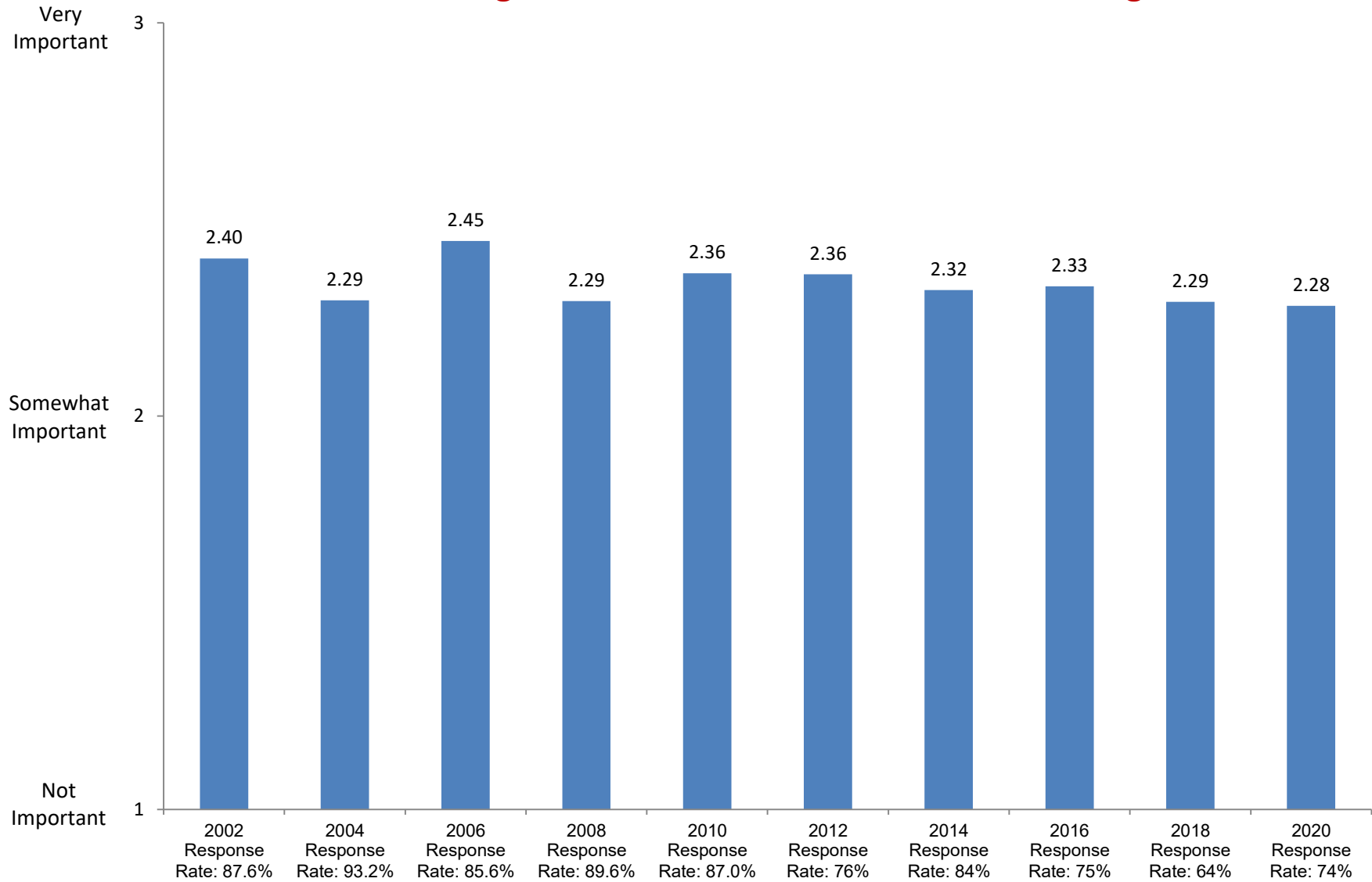


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## I wanted to go to a school about the size of this college

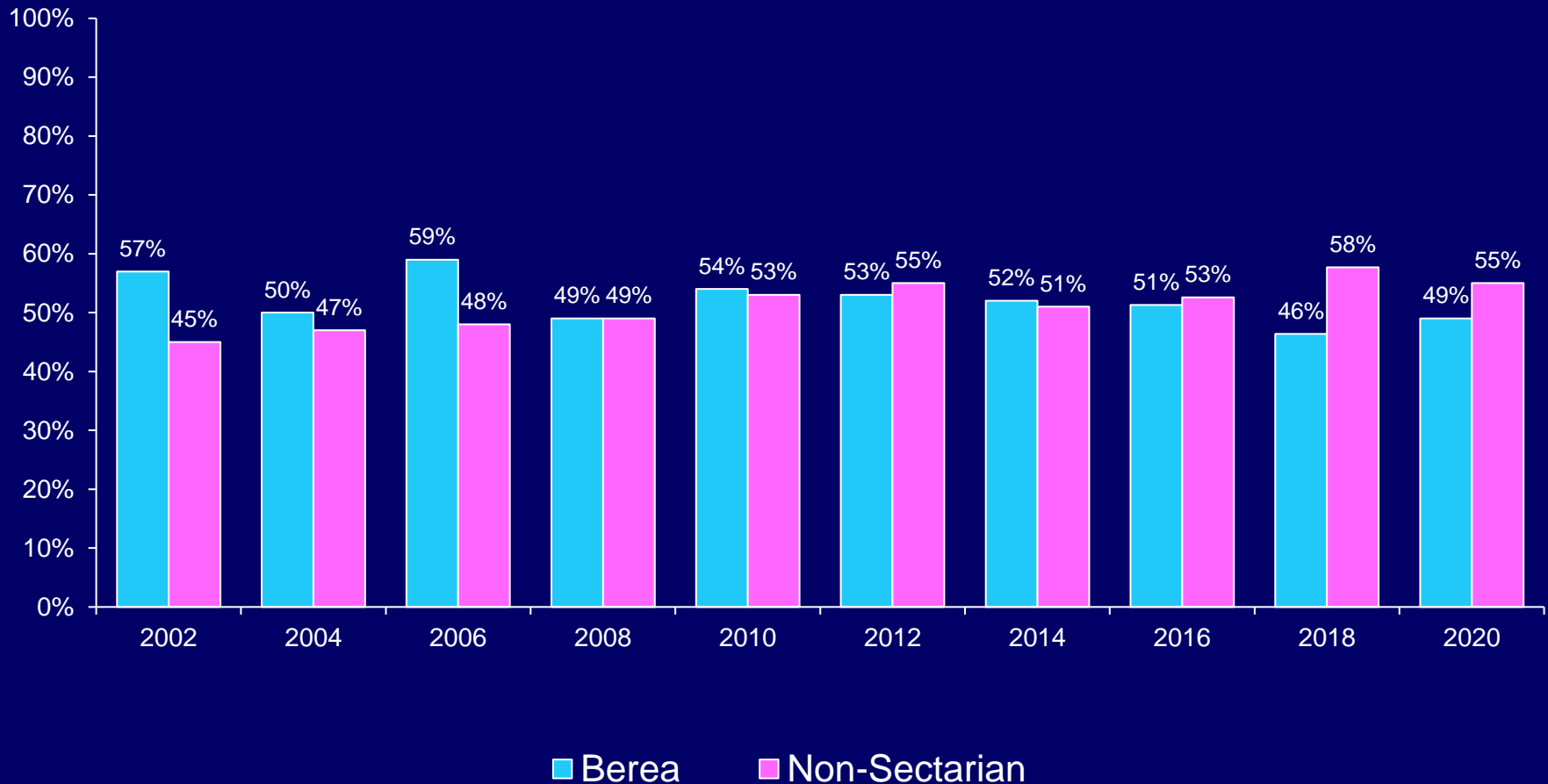


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



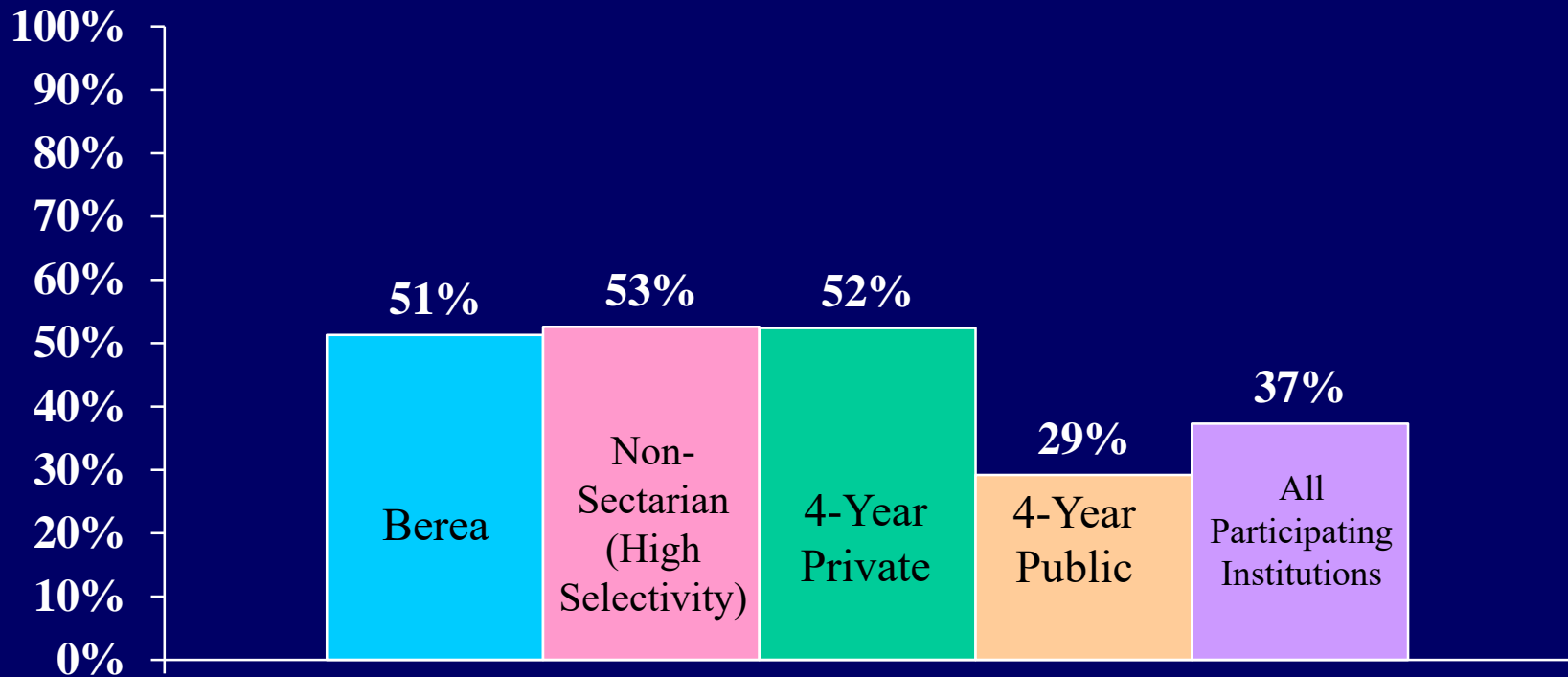
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## I wanted to go to a school about this size of this college

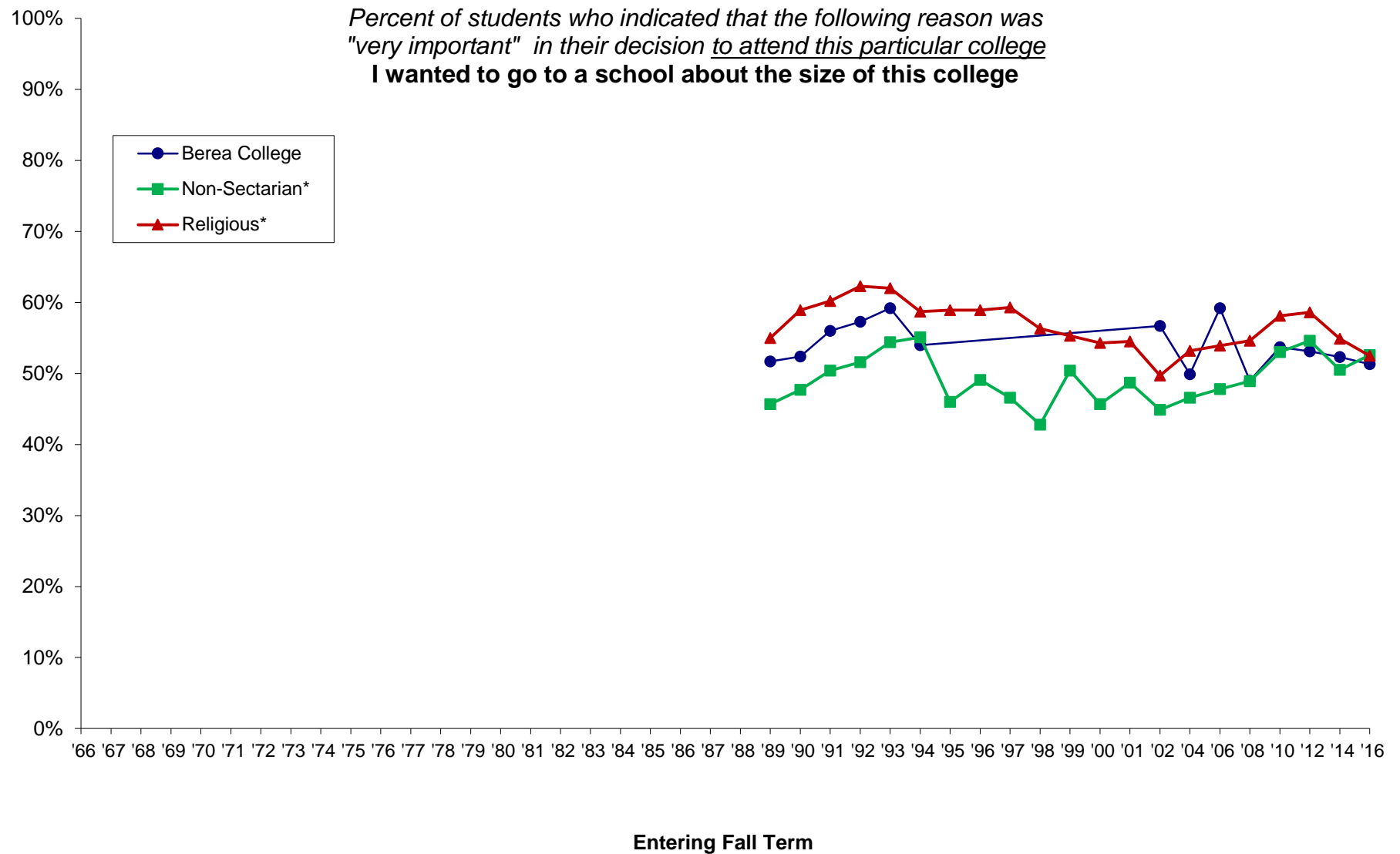


Percentage of students who rated item as “very important”:

*I wanted to go to a school about the size of this college  
(for decision to attend this particular college)*



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

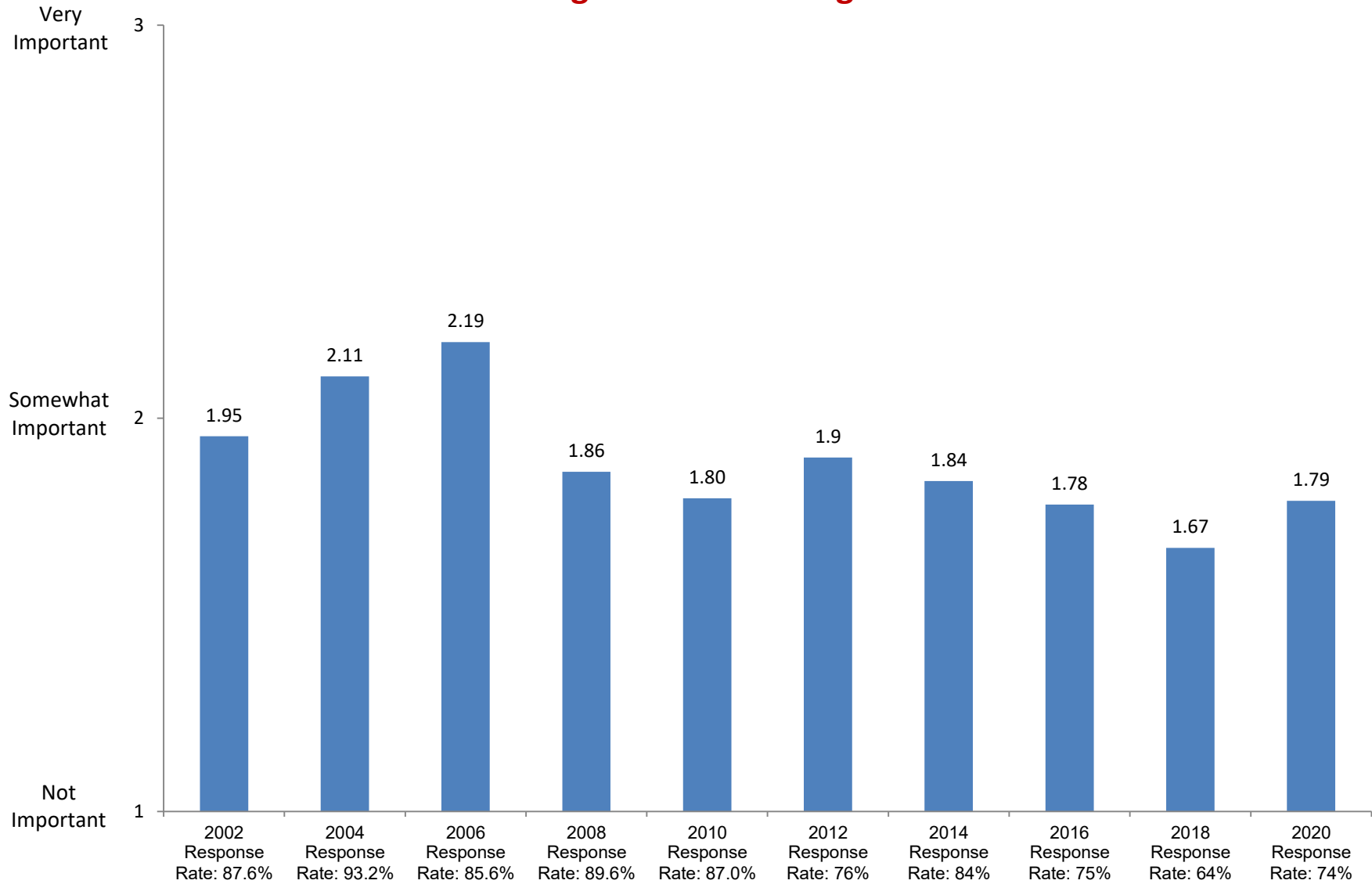


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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?

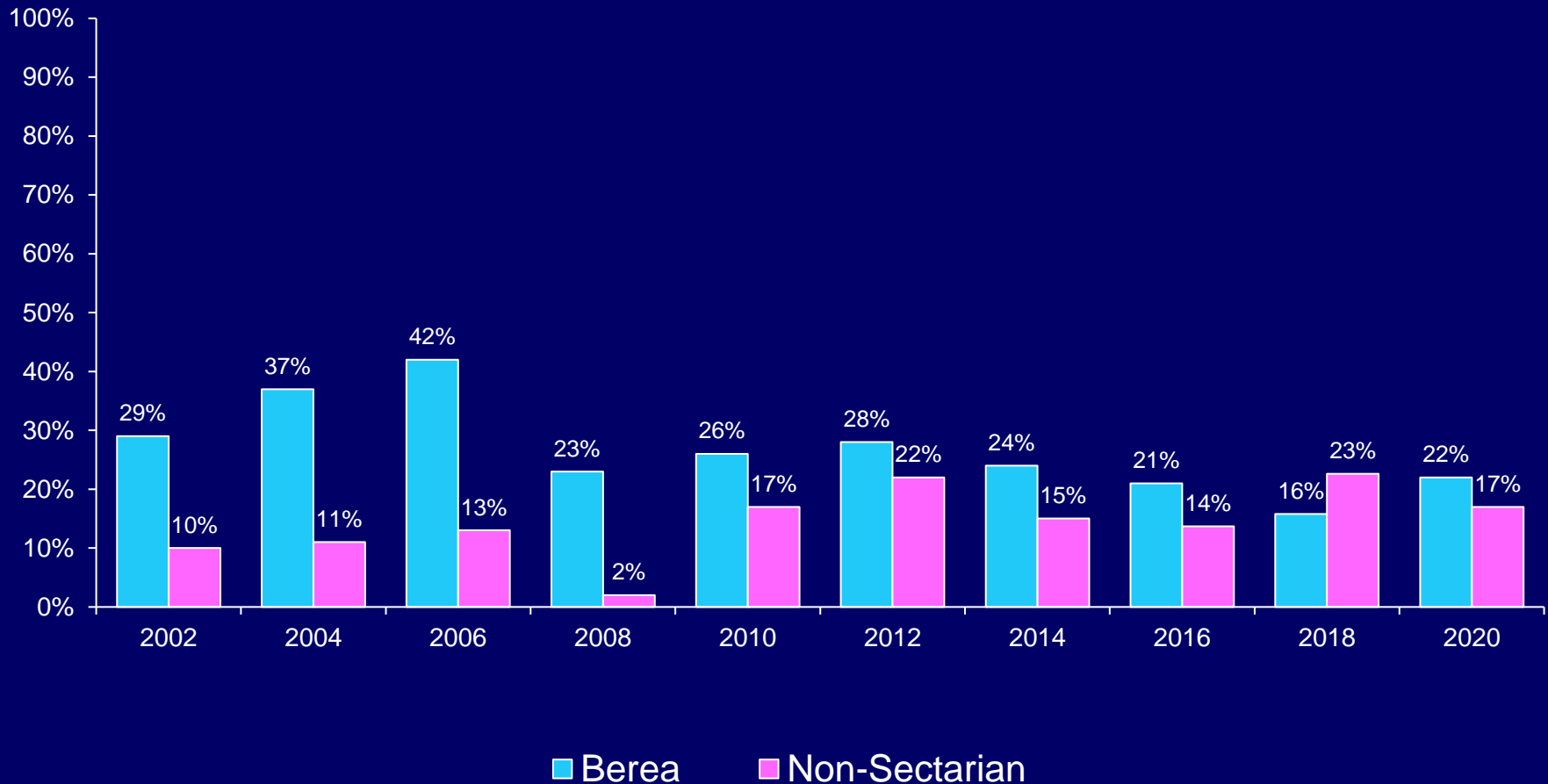
## Rankings in national magazines



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*

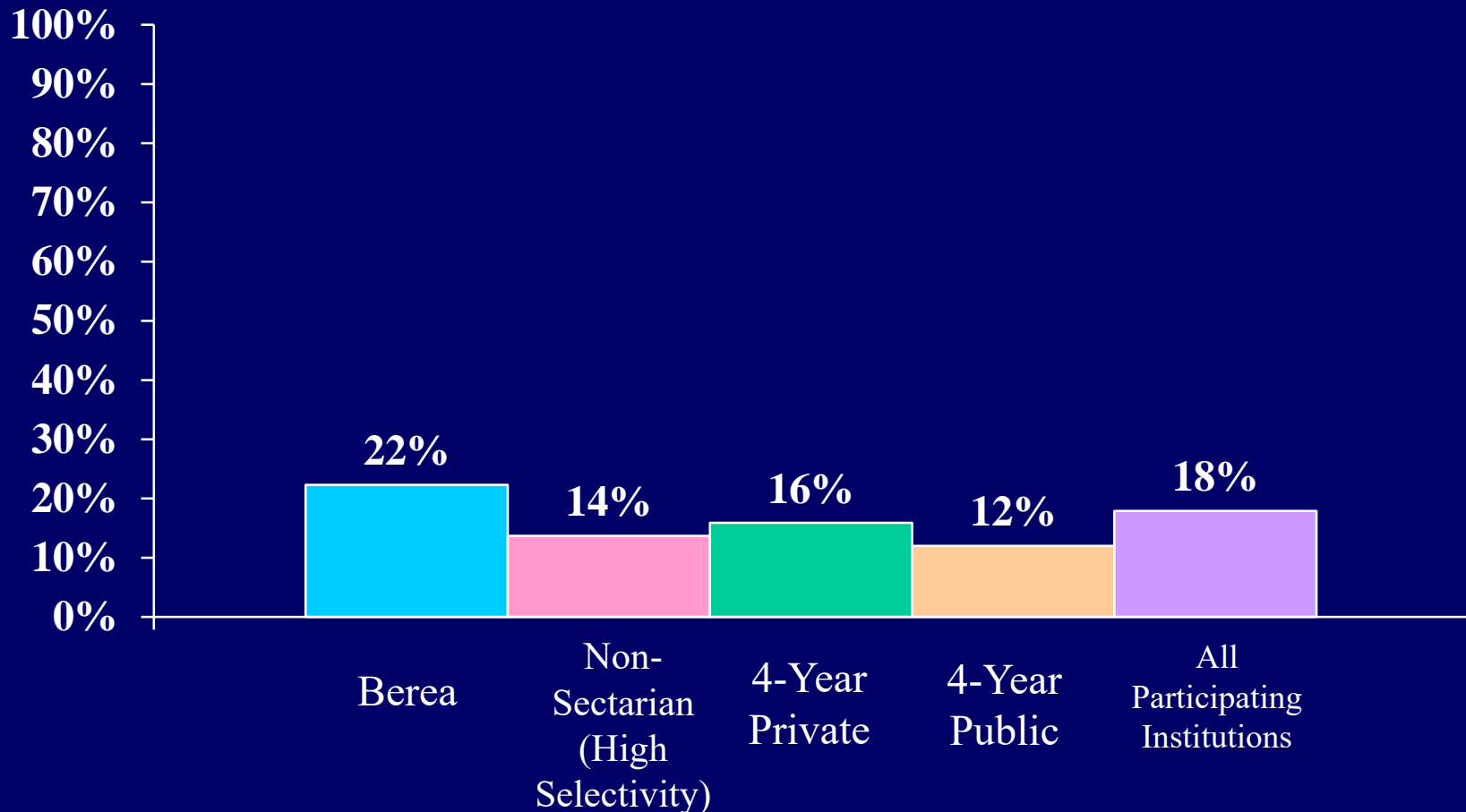
## Rankings in national magazines



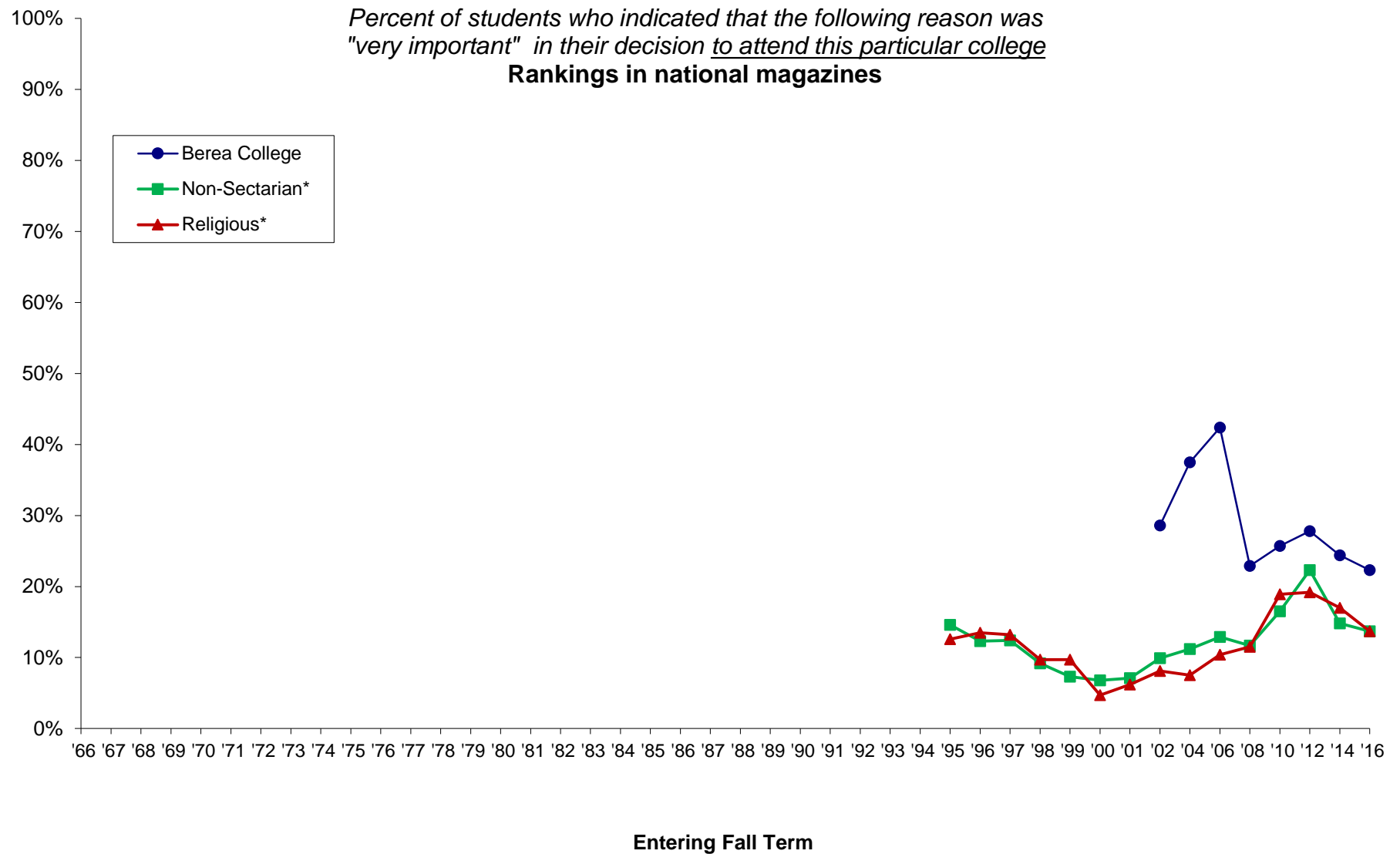
Percentage of students who rated item as “very important”:

## *Rankingu in national magazines*

*(for decision to attend this particular college)*



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

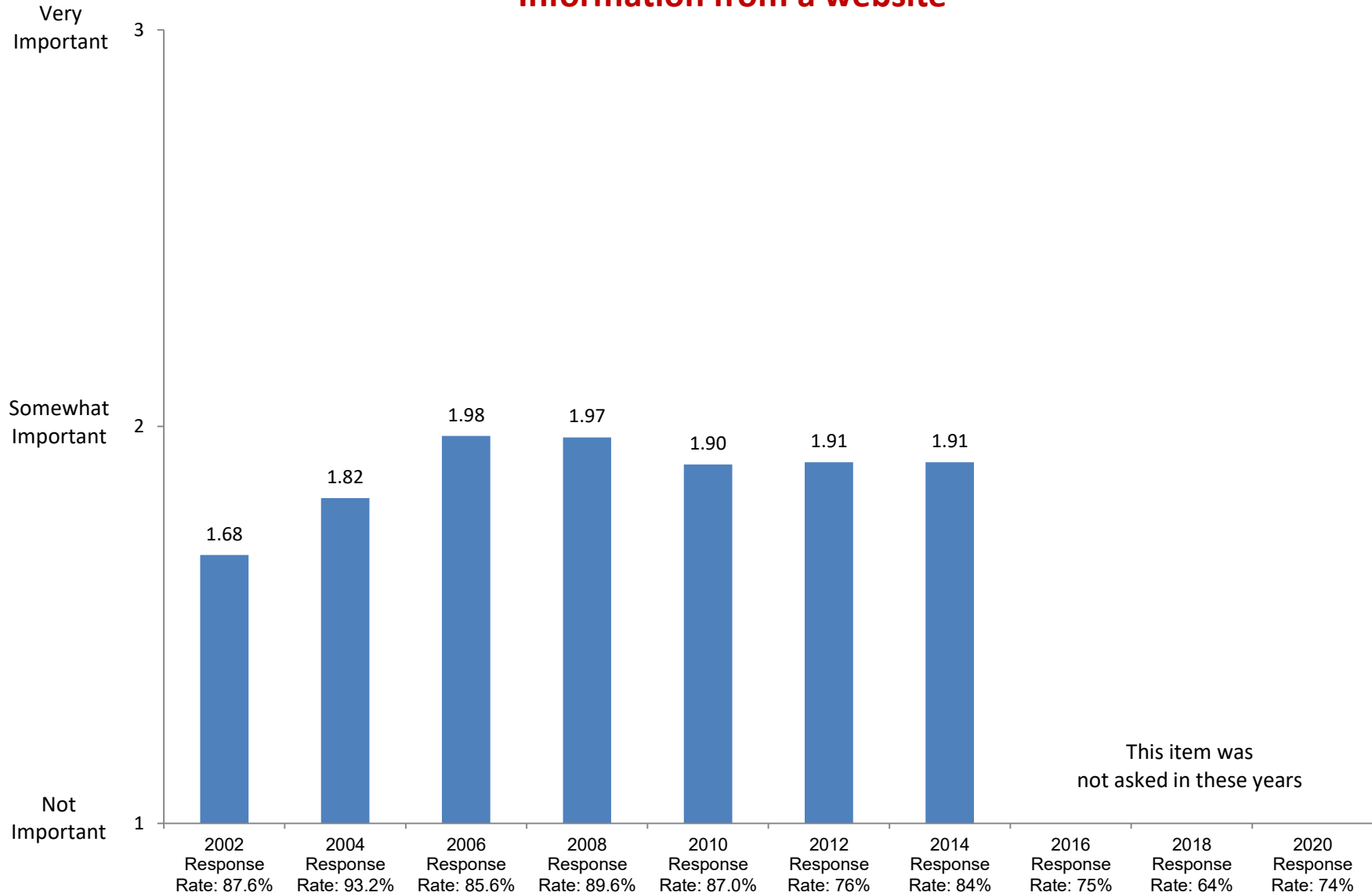


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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?

### Information from a website

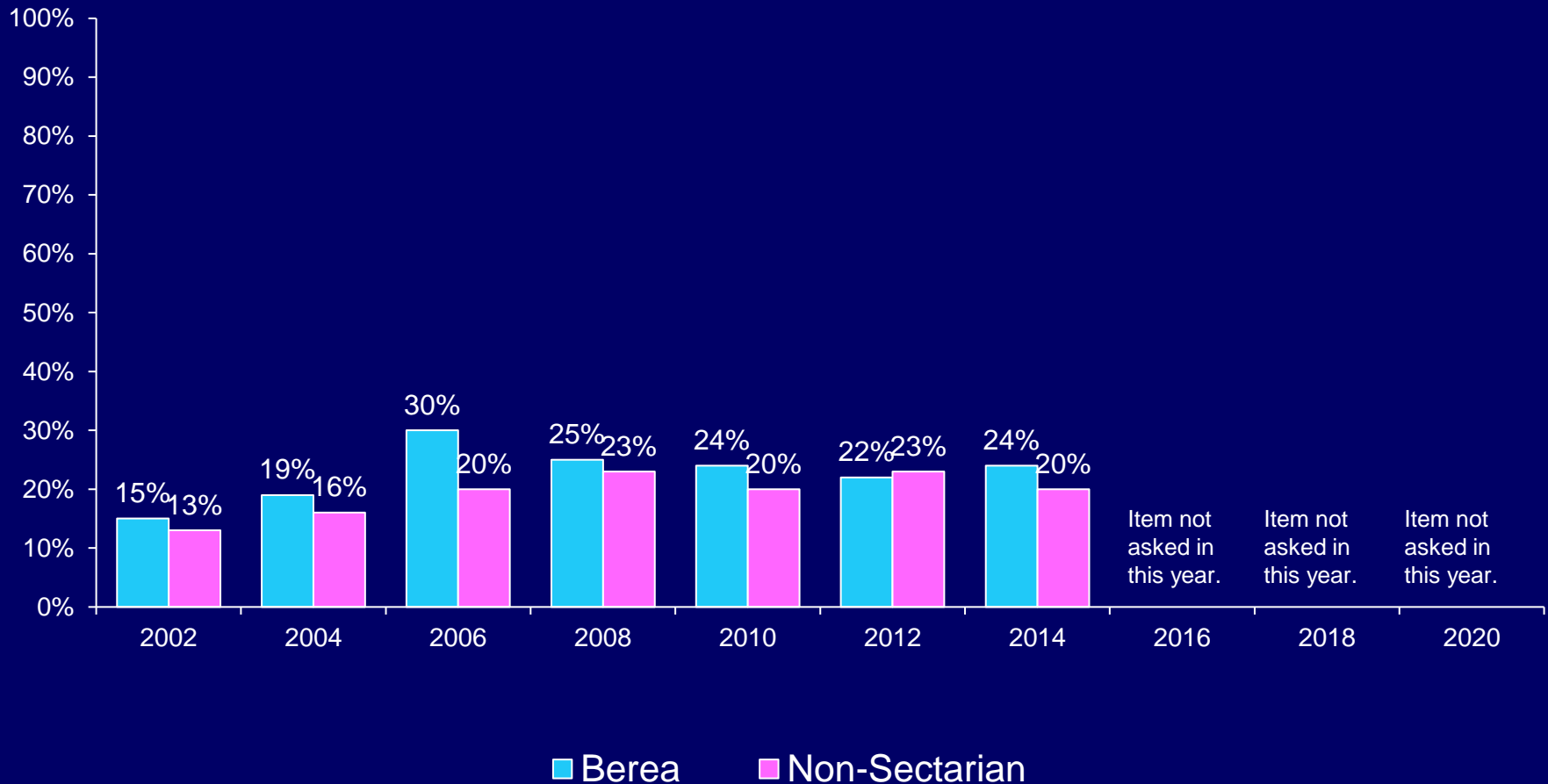


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

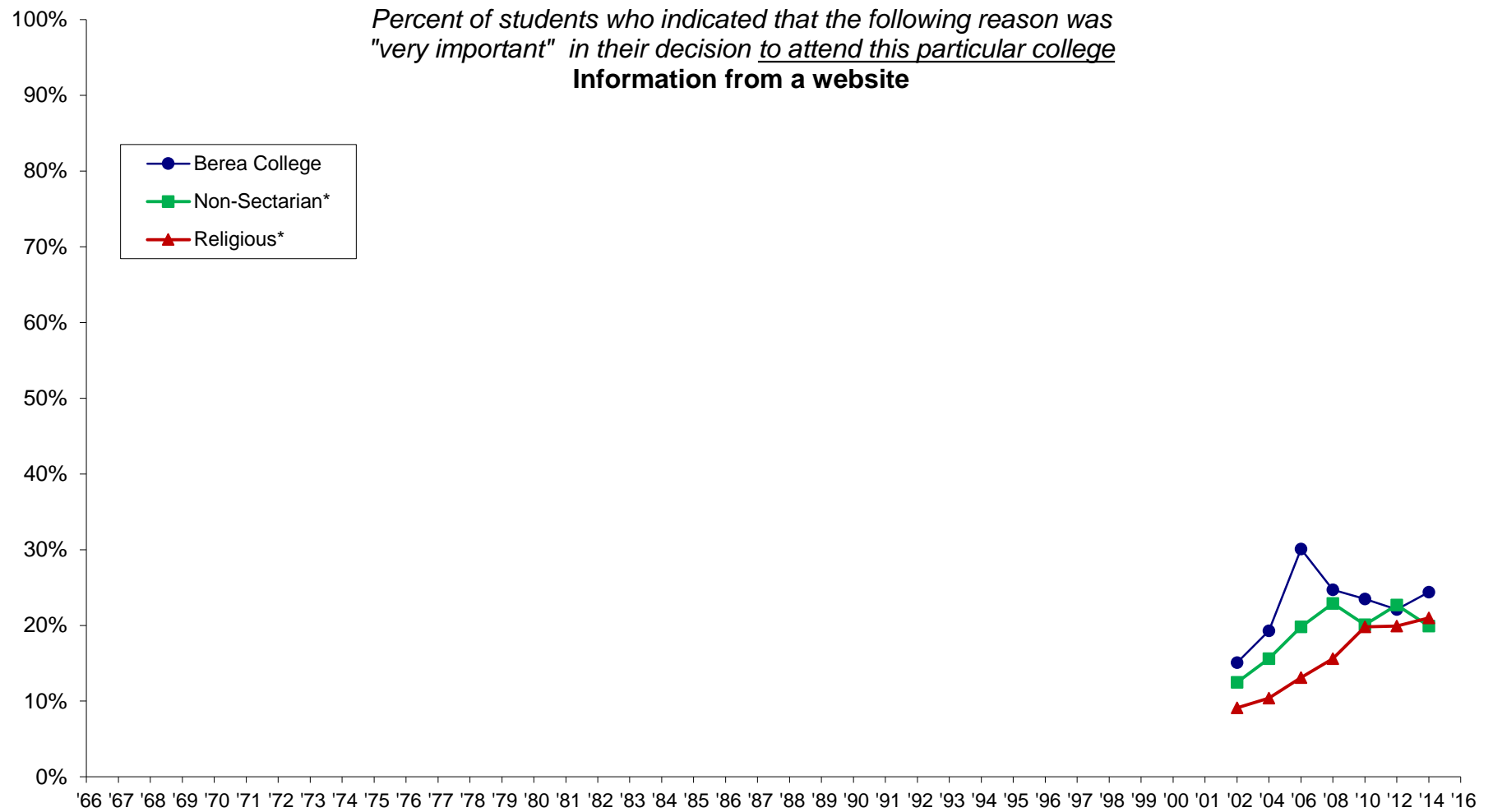


*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## Information from a website



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



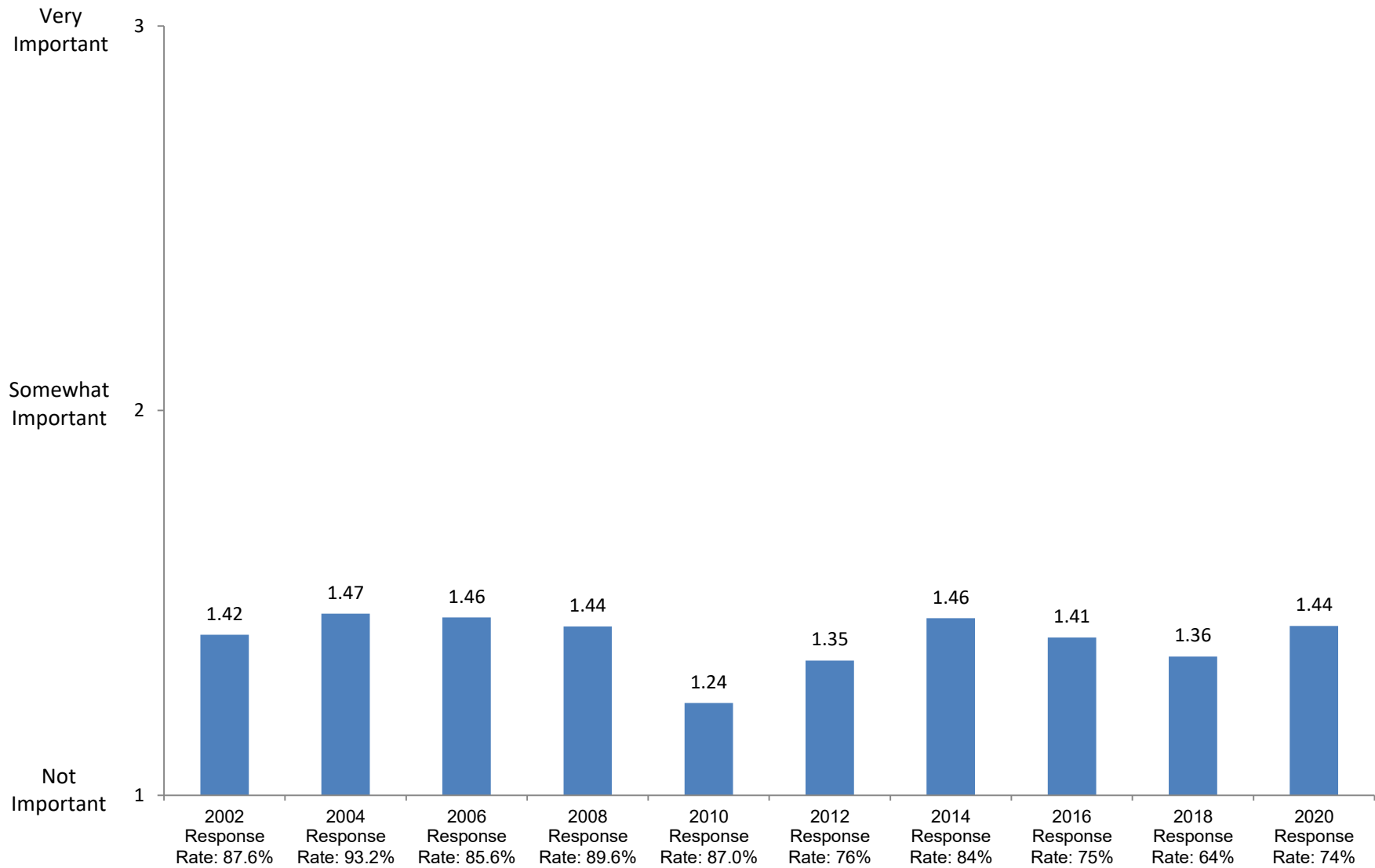
**Entering Fall Term**

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

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

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

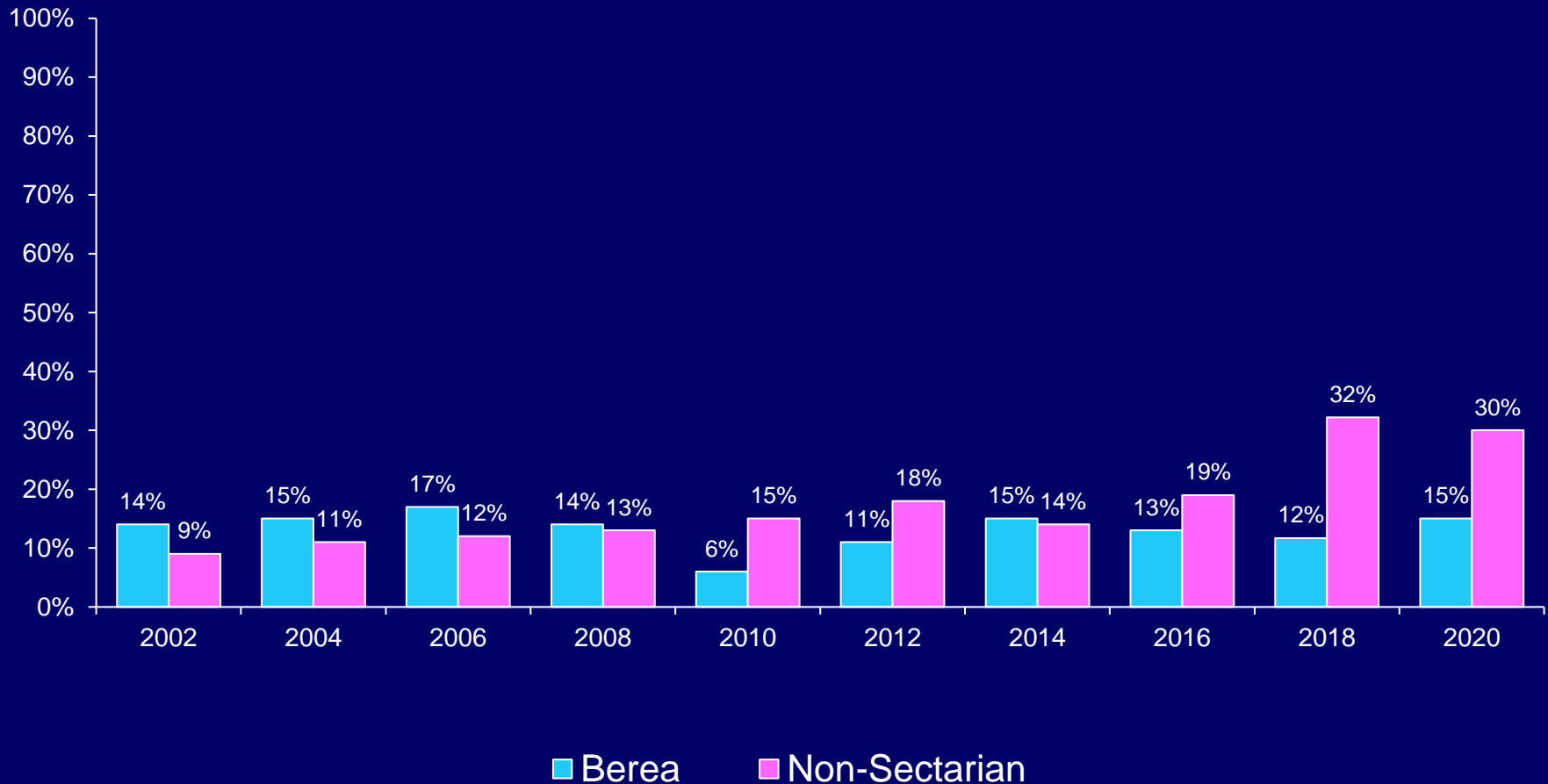
## I was admitted through an Early Action or Early Decision program



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

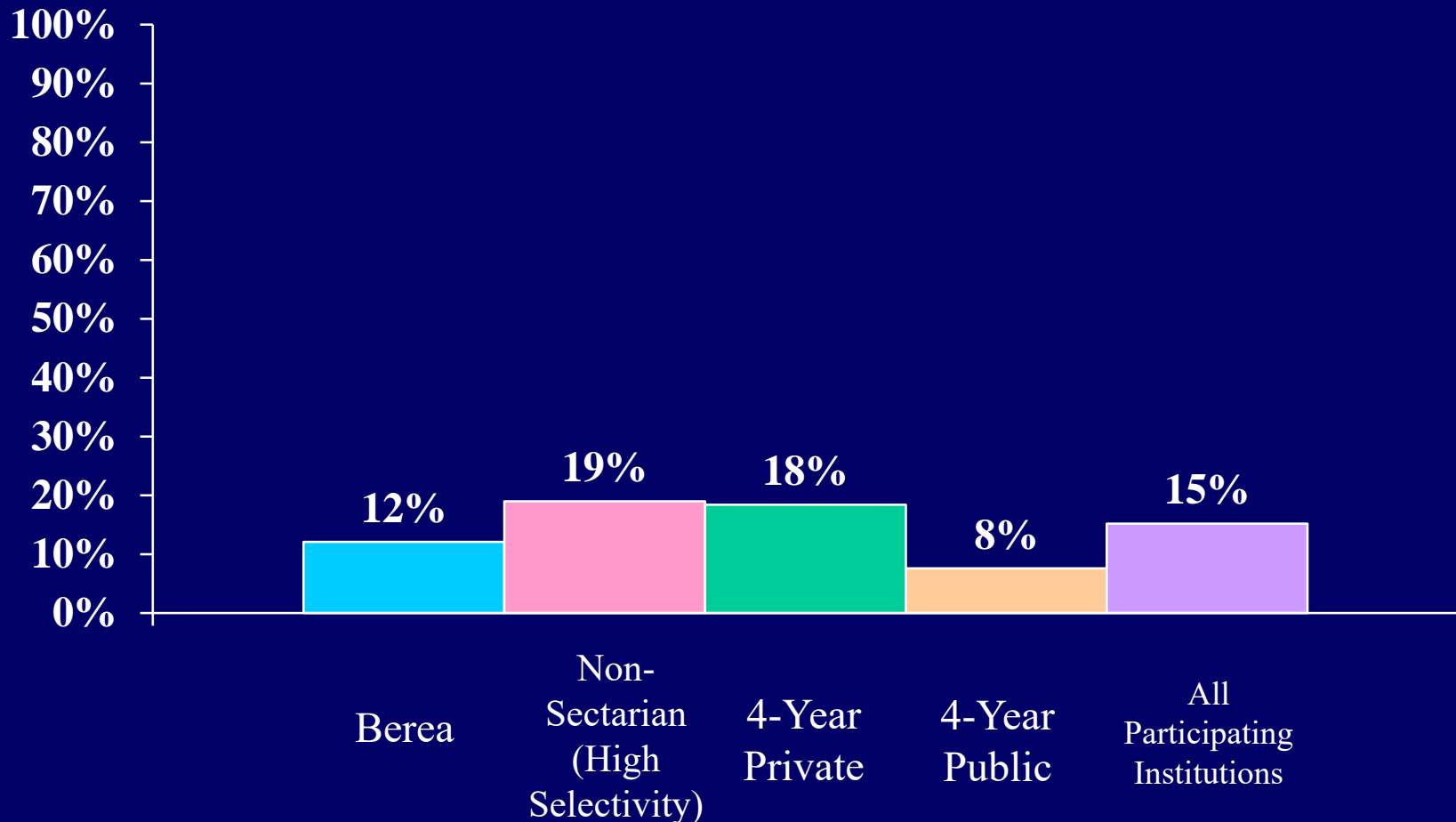
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## I was admitted through an Early Action or Early Decision program

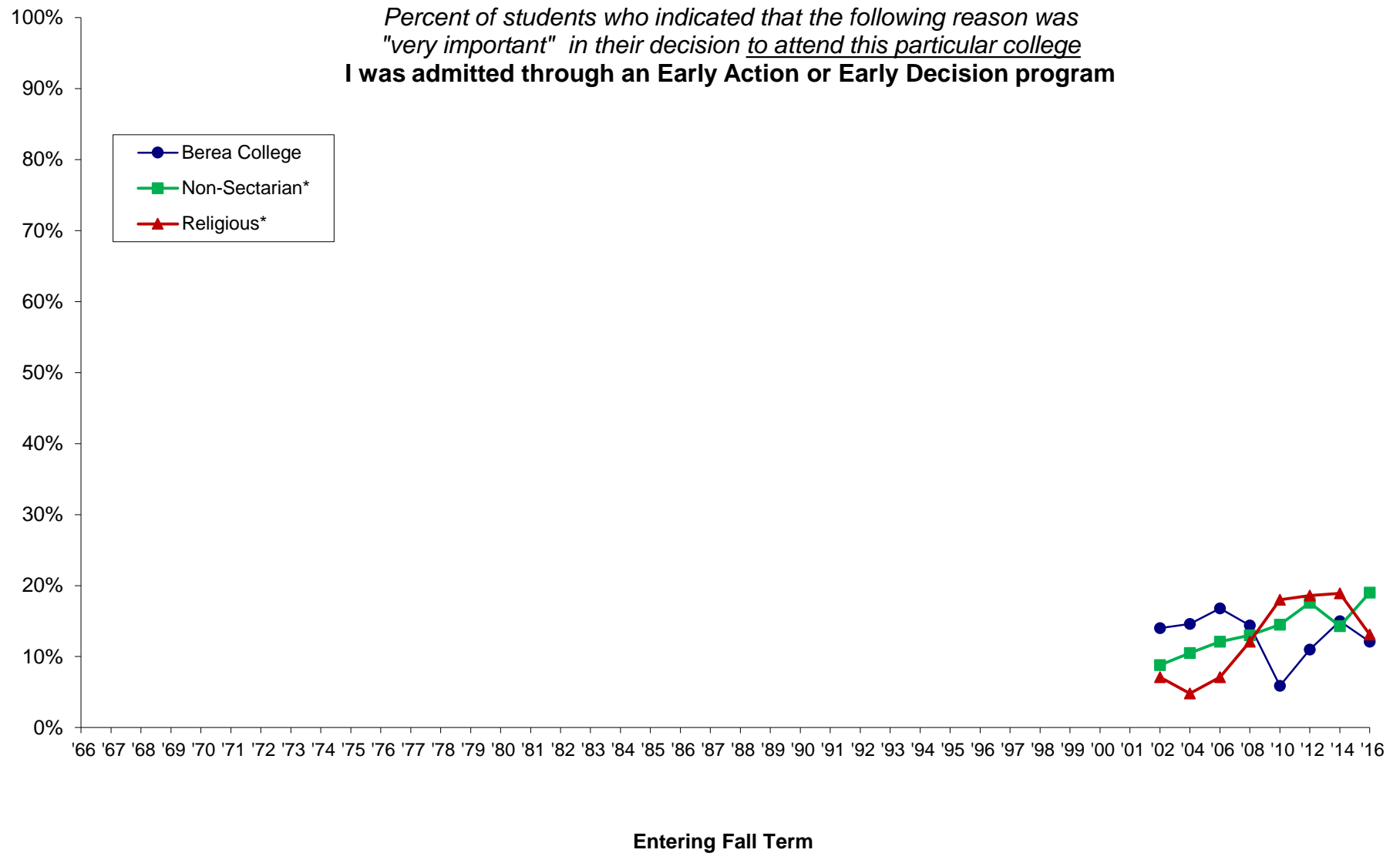


Percentage of students who rated item as “very important”:

*I was admitted through an Early Action or Early Decision program  
(for decision to attend this particular college)*



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

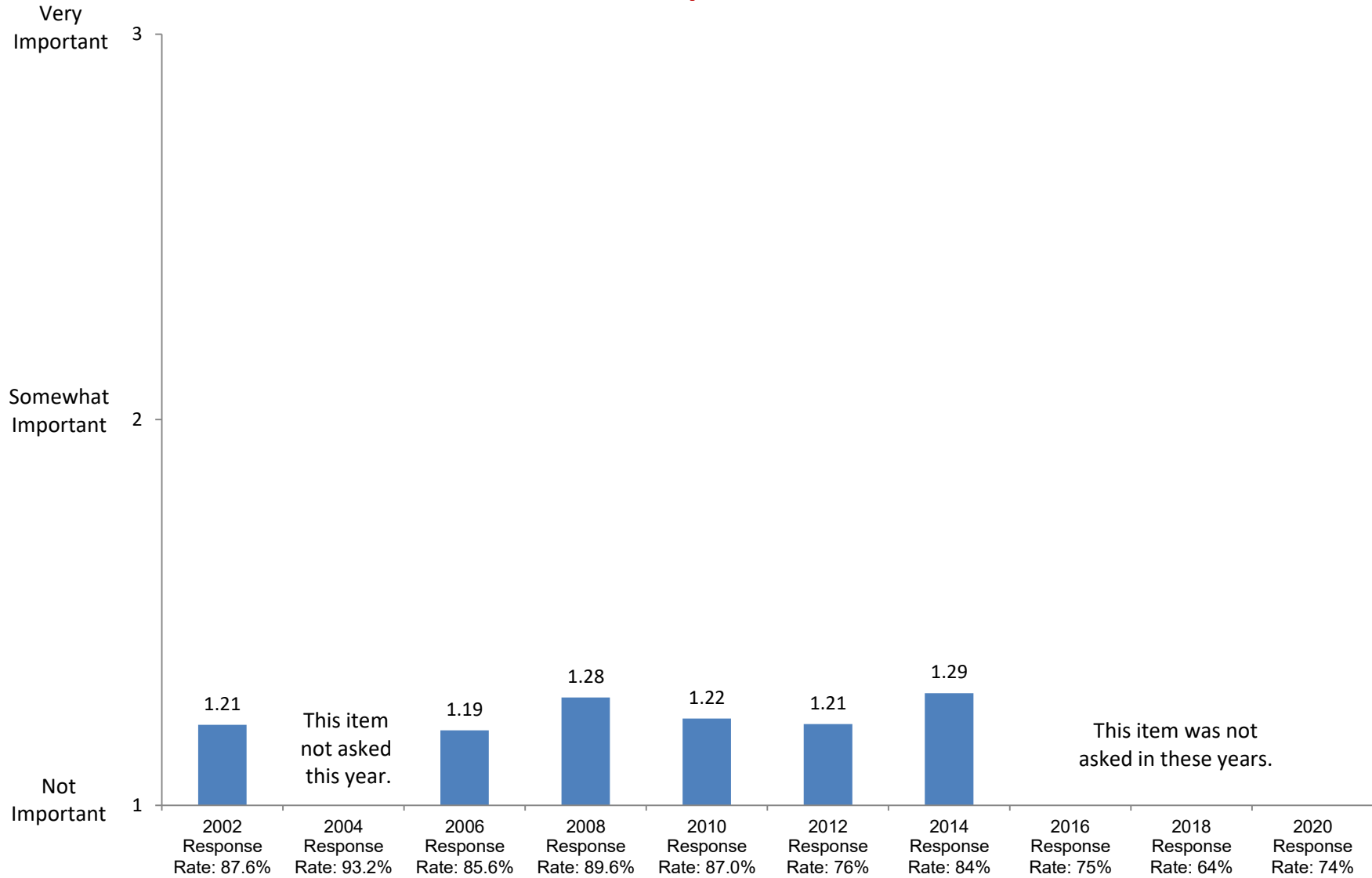


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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?

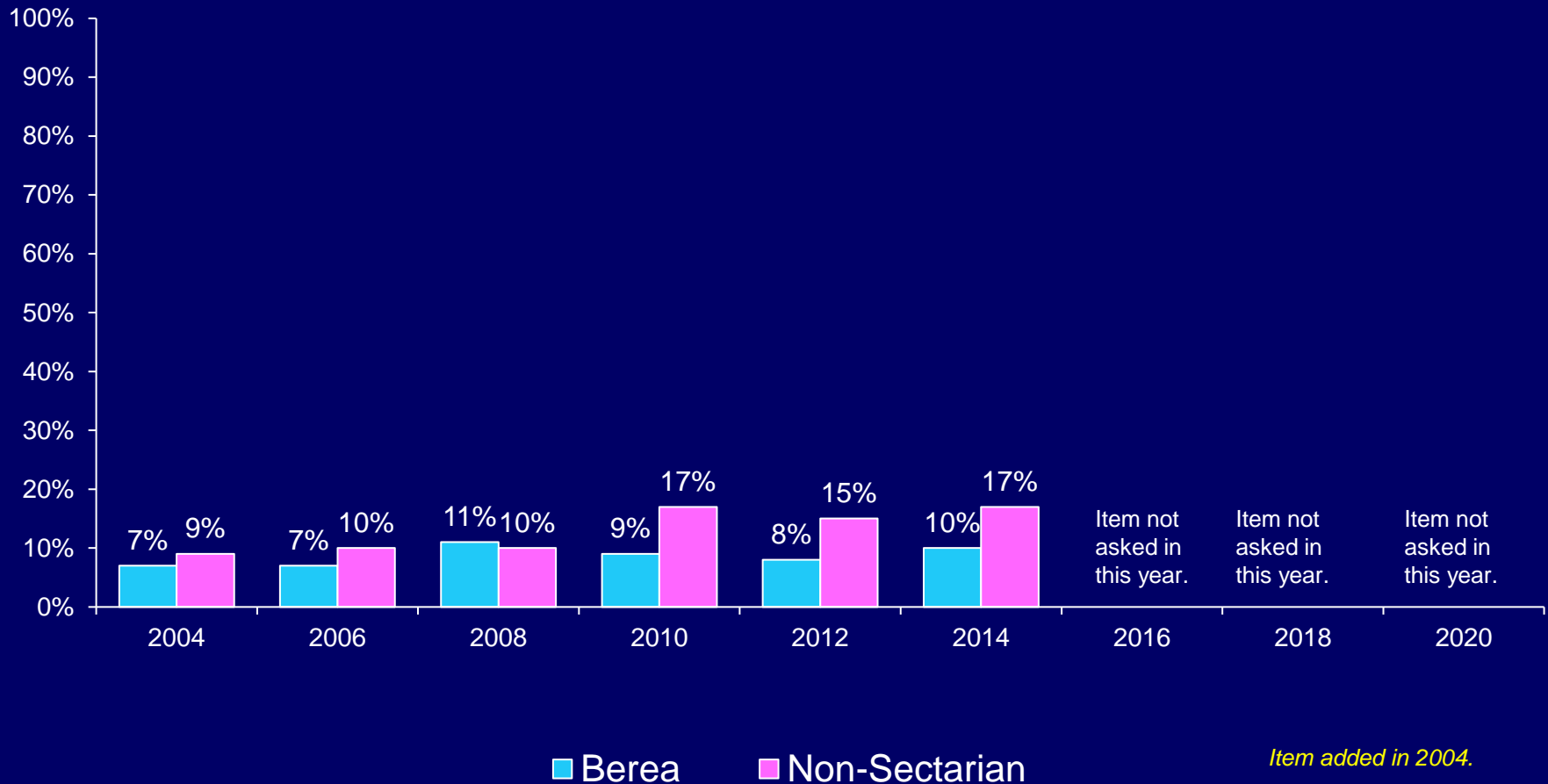
## The athletic department recruited me



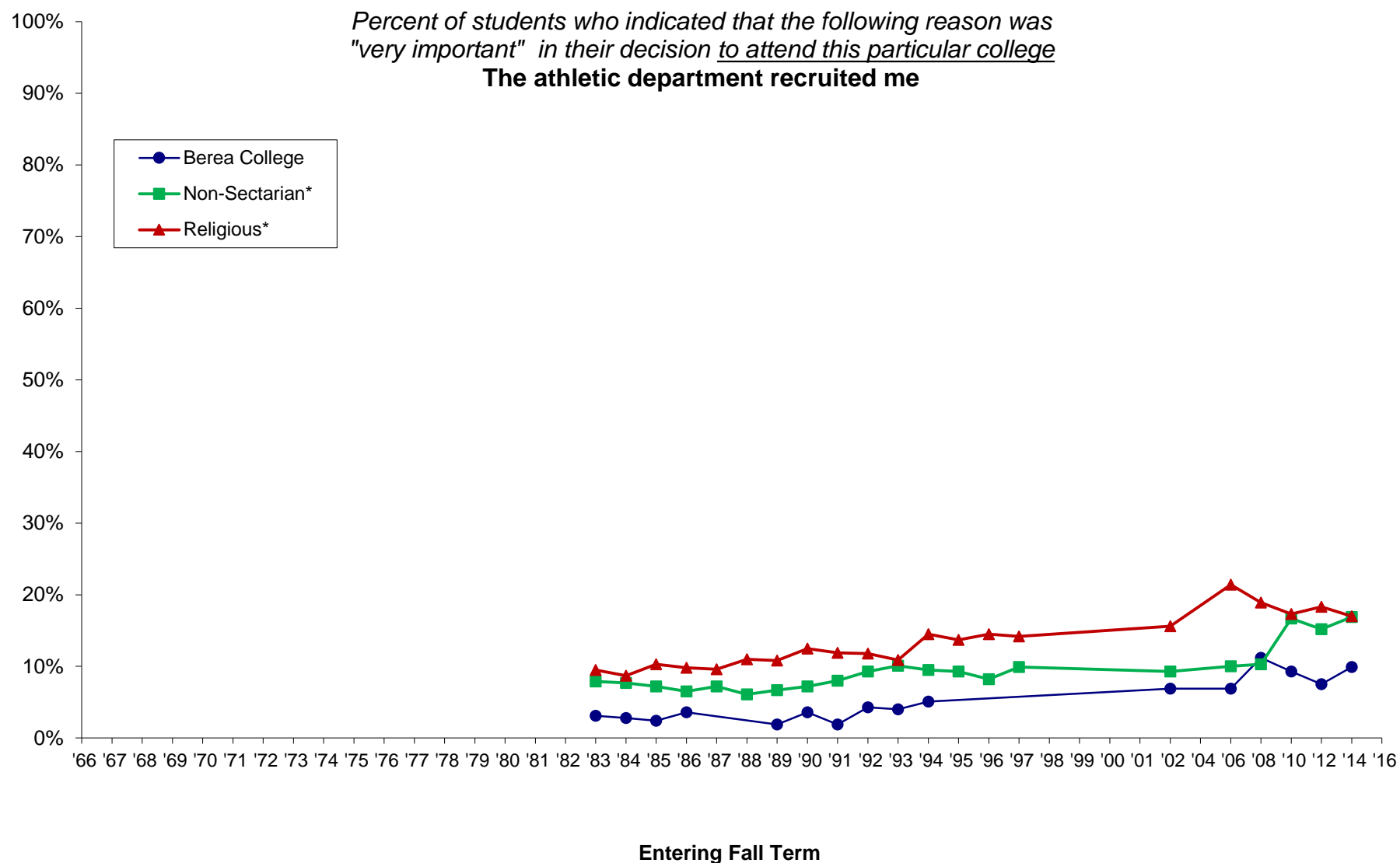
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## The athletic department recruited me





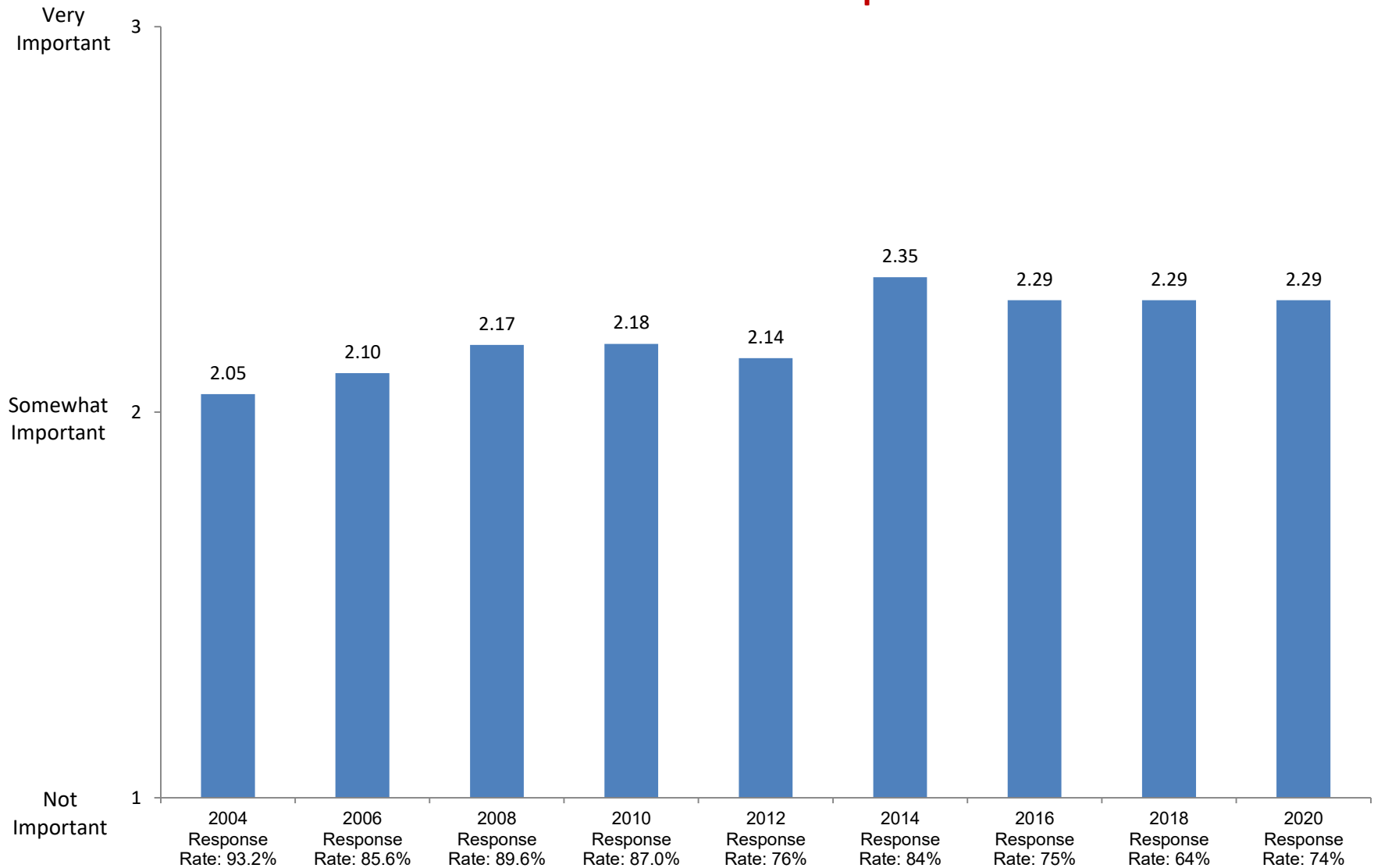


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## A visit to this campus

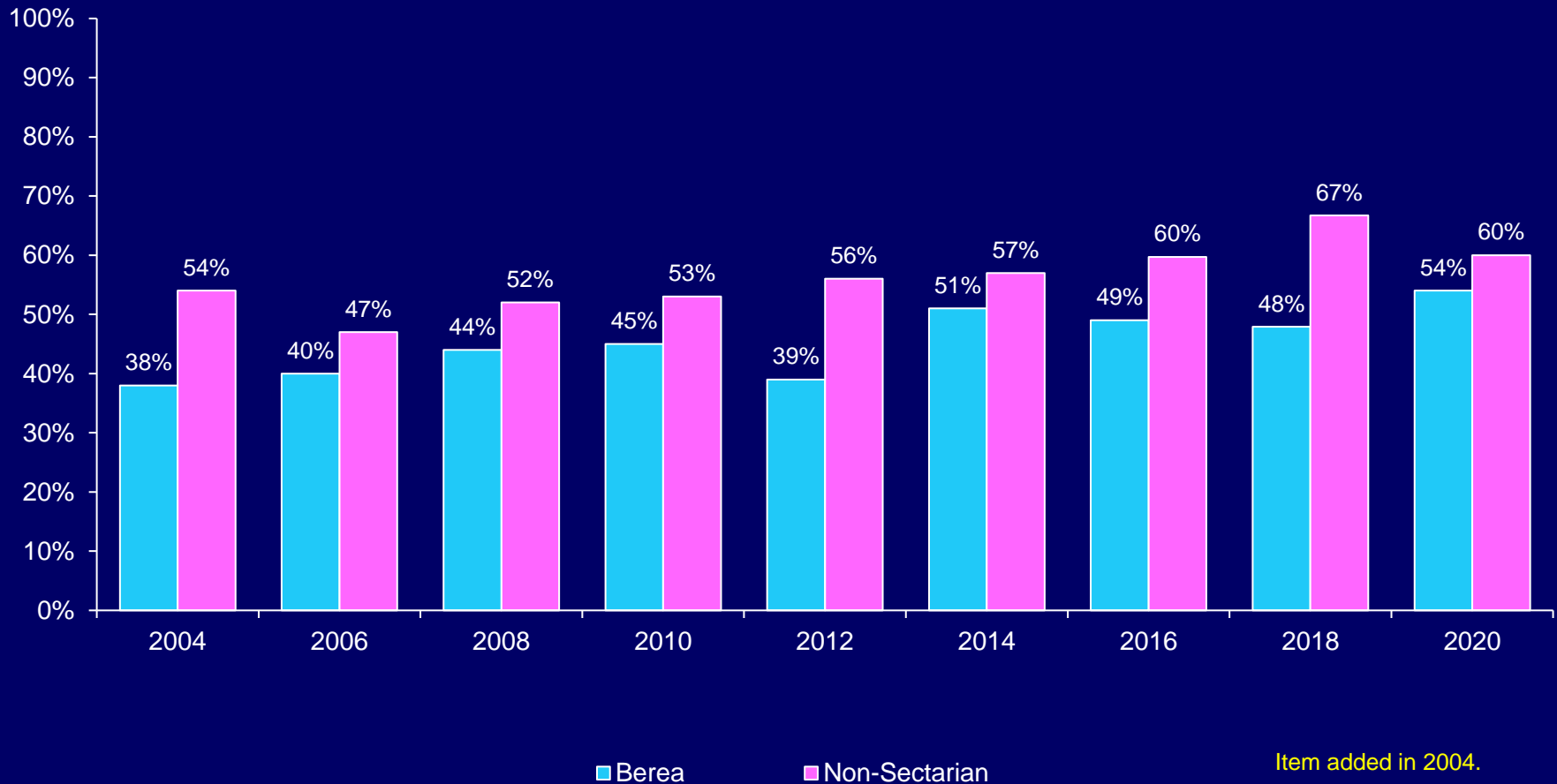


Item added in 2004.

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

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

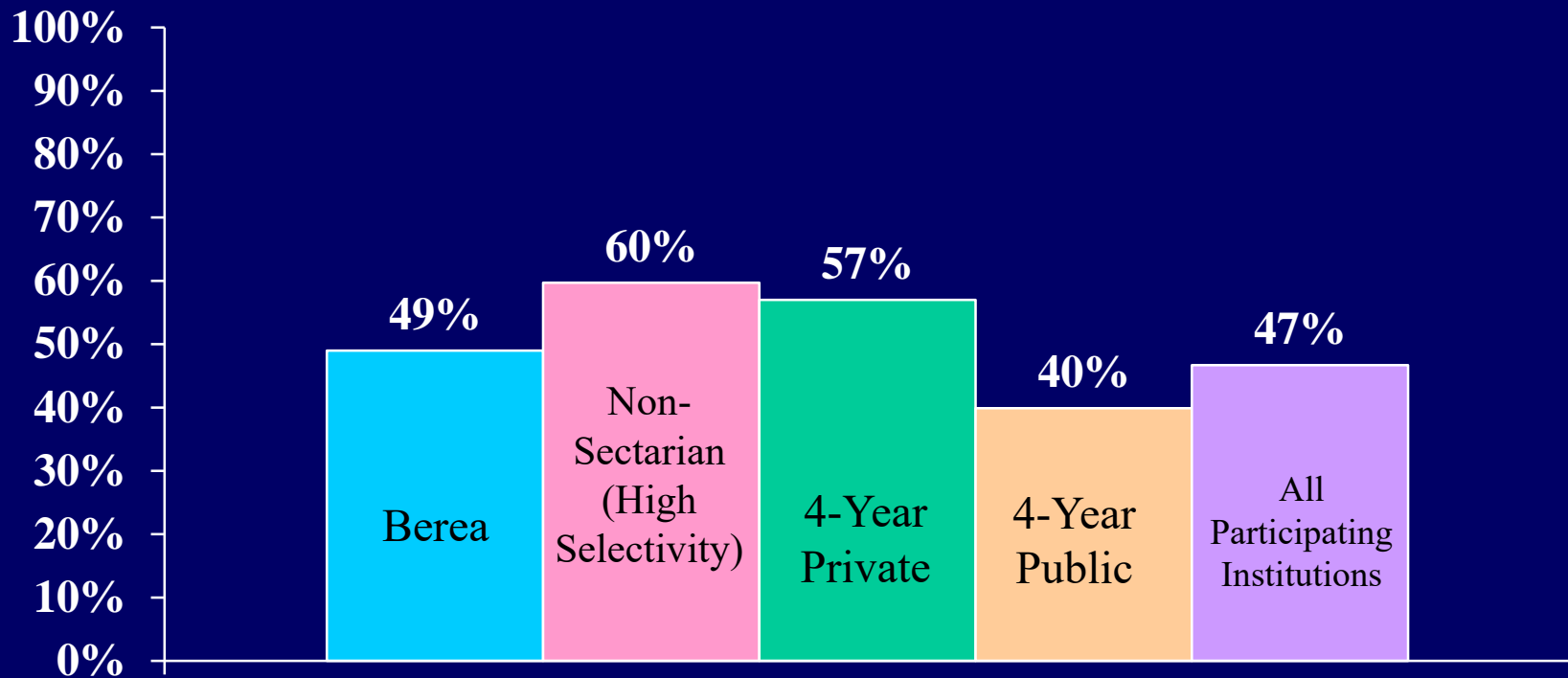
## A visit to this campus



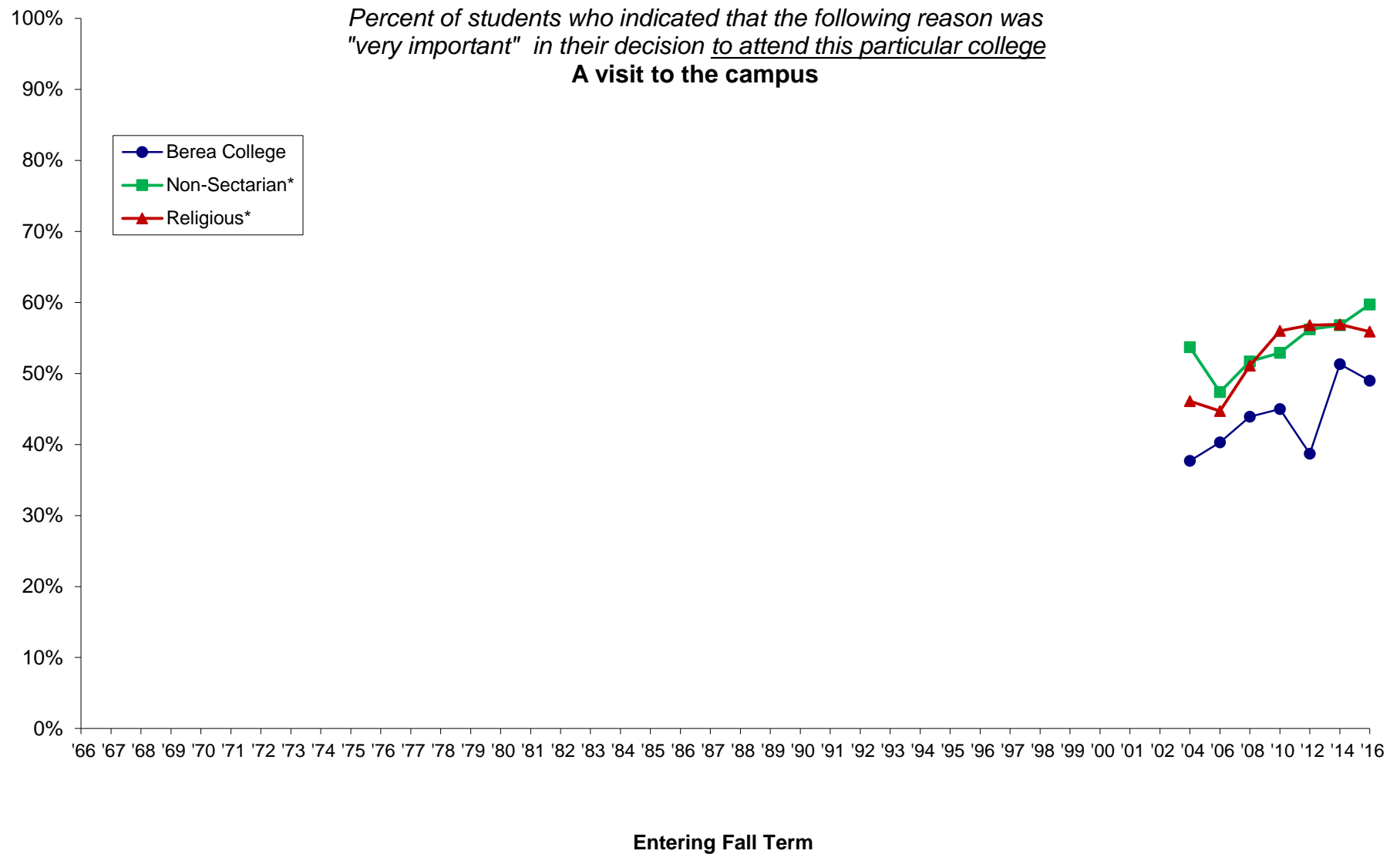
Percentage of students who rated item as “very important”:

# *A visit to the campus*

*(for decision to attend this particular college)*



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

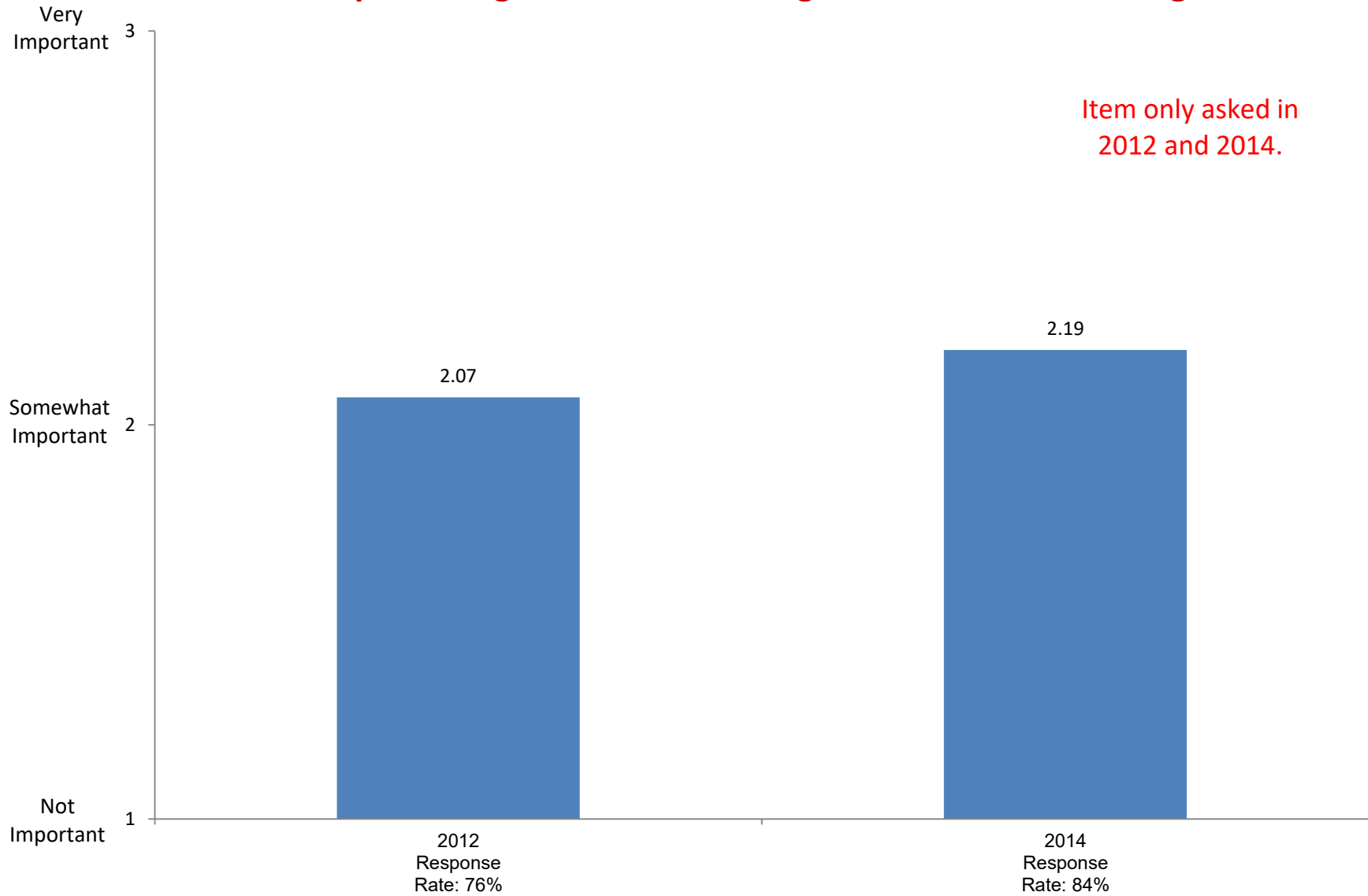


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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?

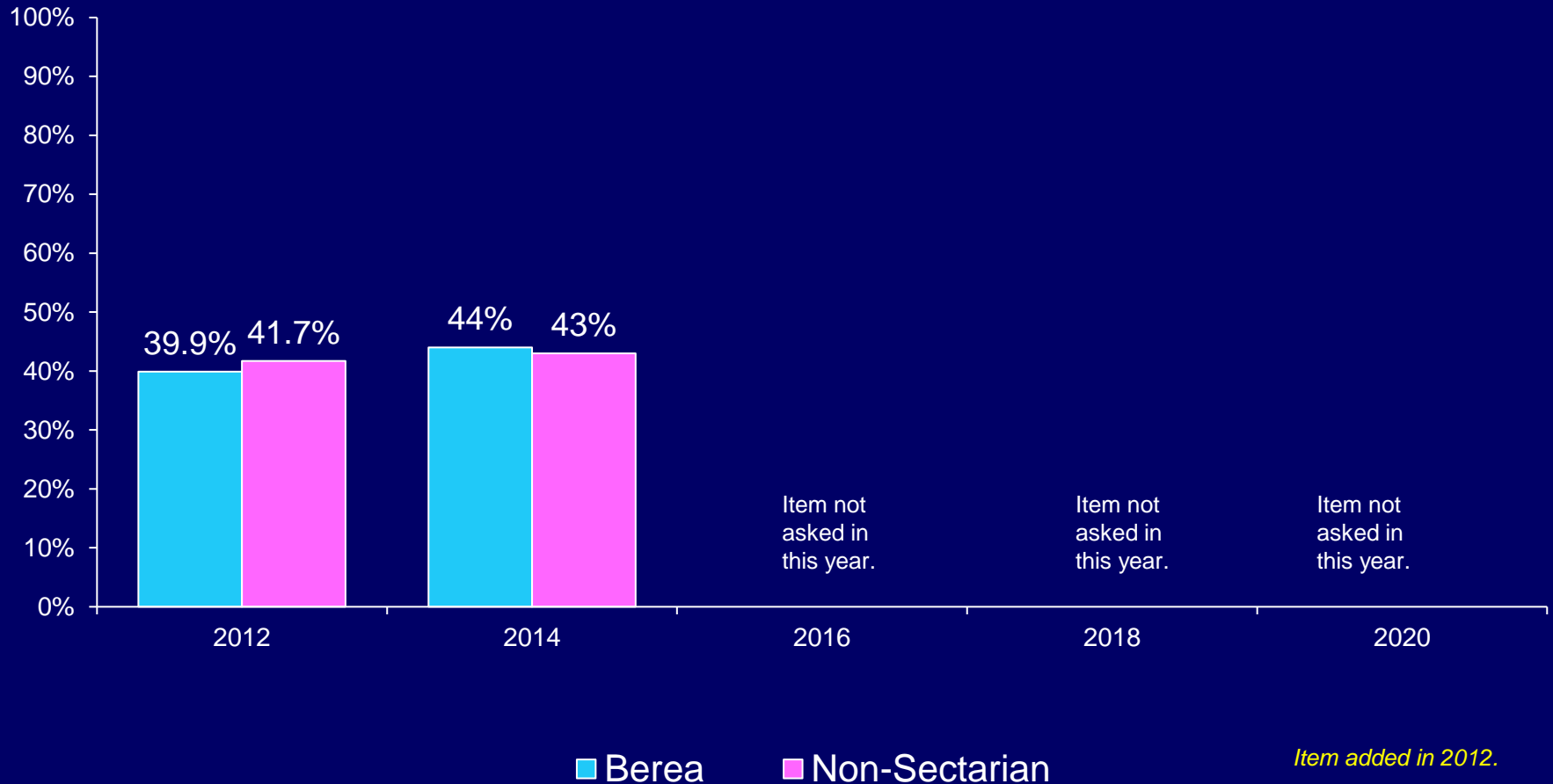
## The percentage of students that graduate from this college



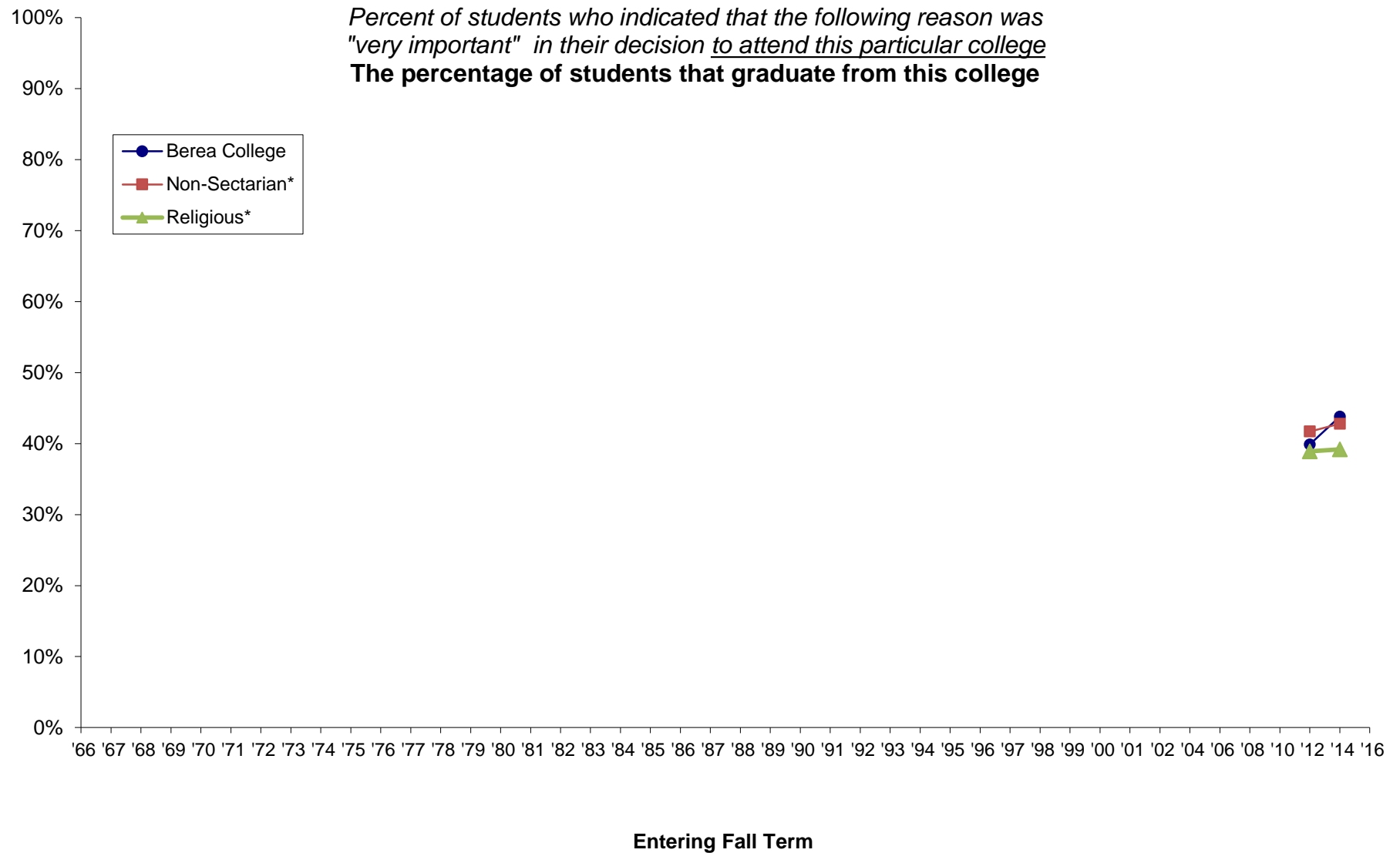
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## The percentage of students that graduate from this college



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



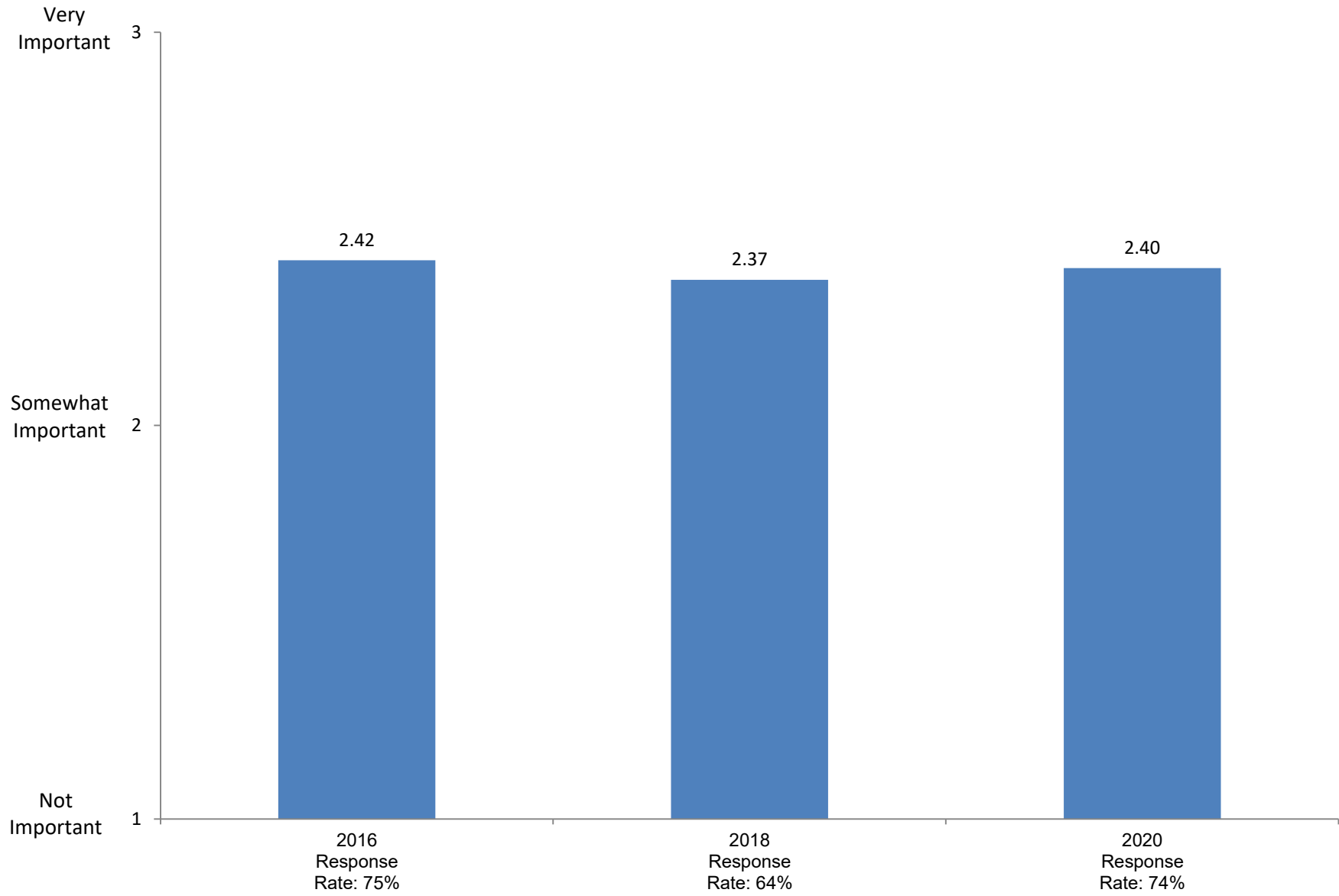
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.



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

## This college's graduates make a difference in the world

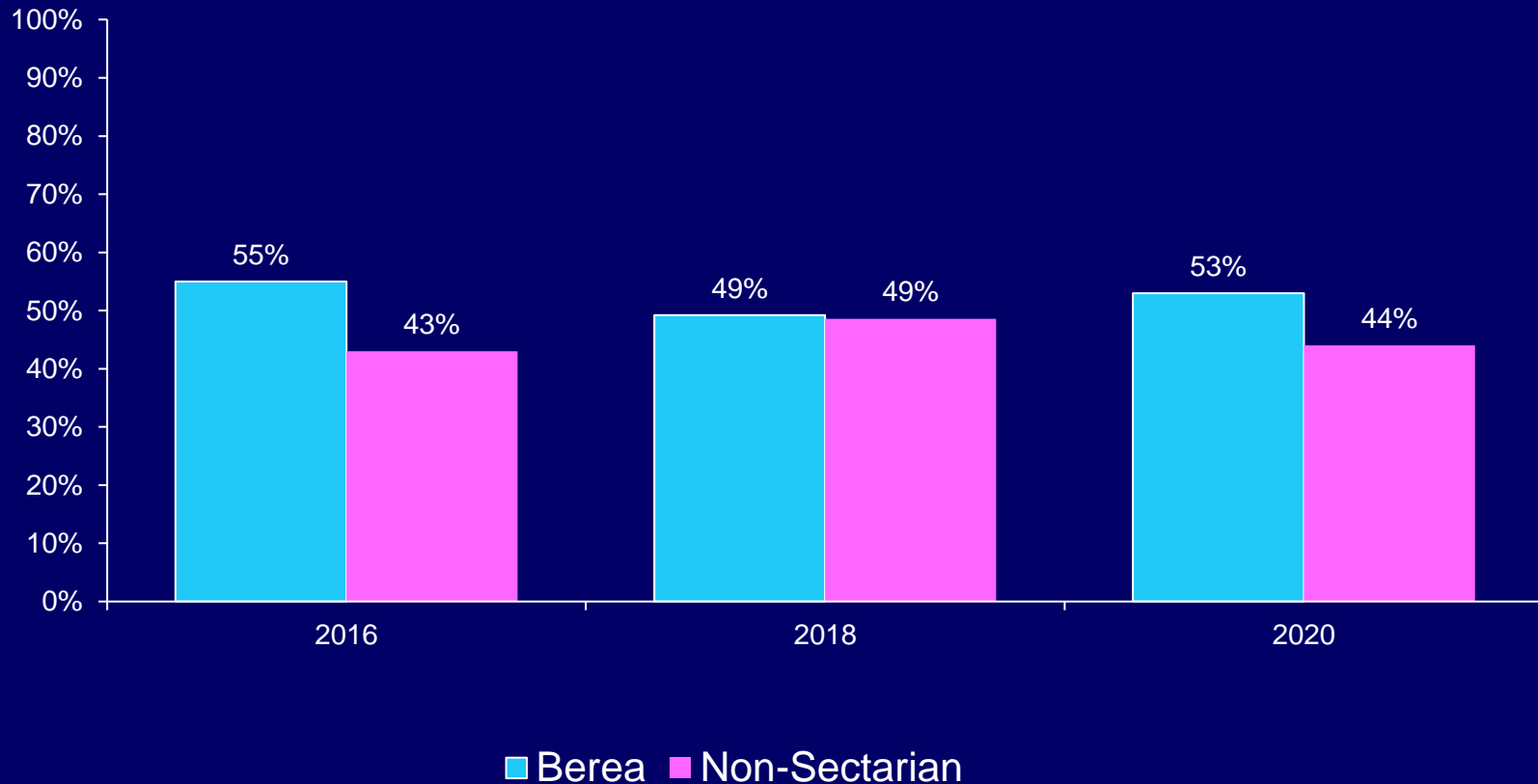


Item added in 2016.

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

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

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

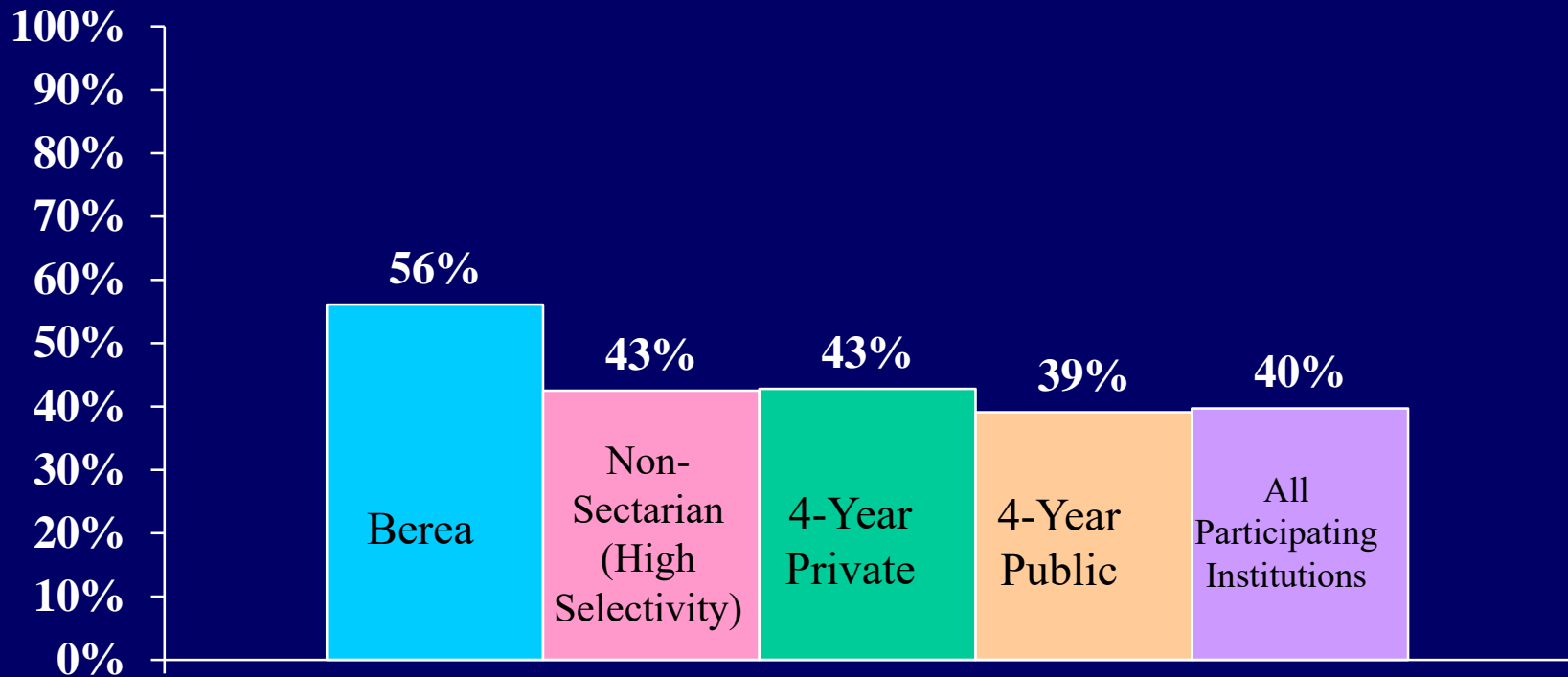


*Item added in 2016.*

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

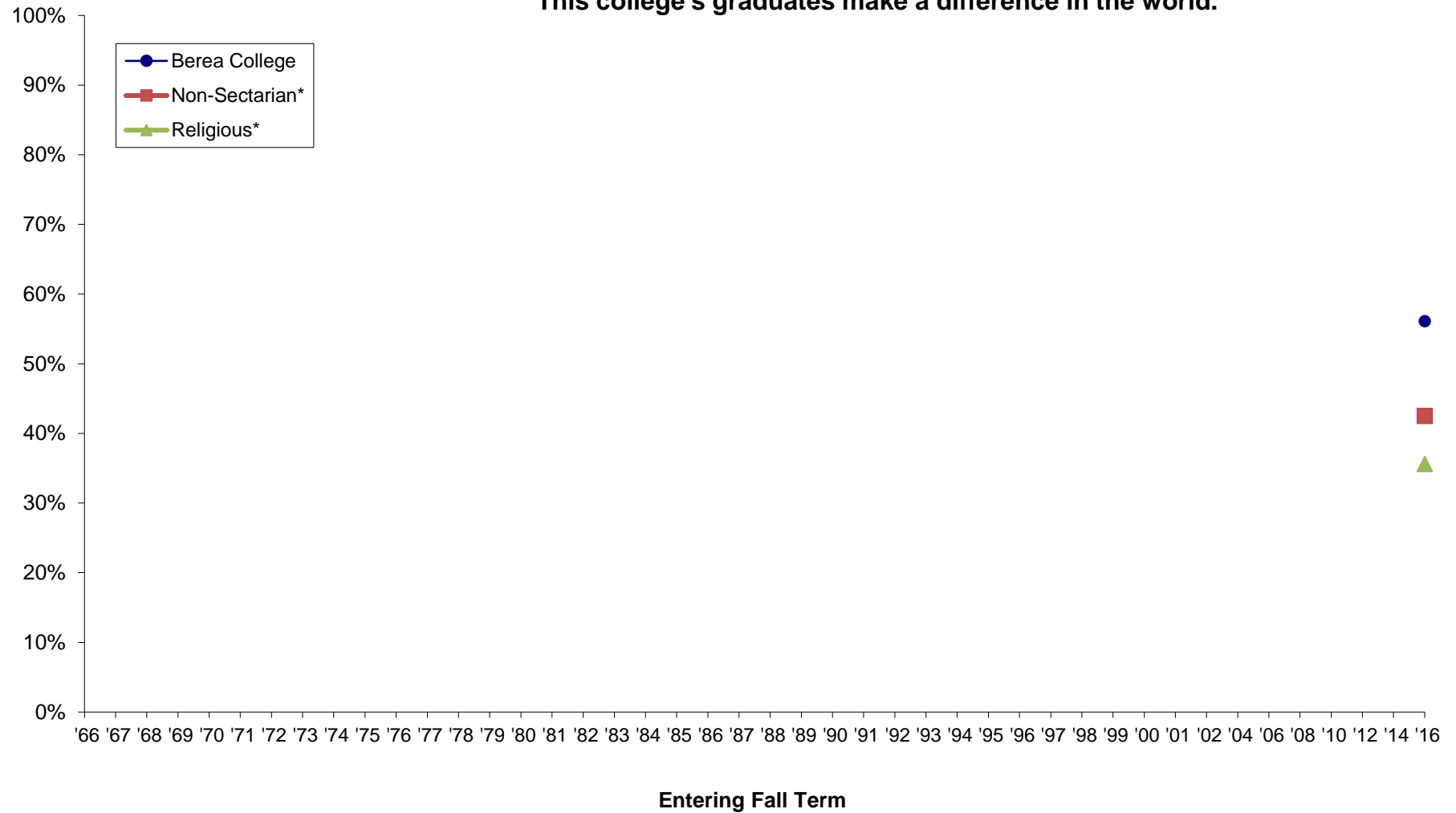
*This college’s graduates make a difference in the world.*

*(for decision to attend this particular college)*



*Percent of students who indicated that the following was "very important" in his/her decision to come to this college.*

**This college's graduates make a difference in the world.**



\*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

## Survey Administration Process/Response Rates

Survey was administered online using Qualtrics software. Initial e-mail and reminder e-mails was sent from Chris Lakes (Director, First-Year Programs; Assistant Director, Academic Services). The following response rates were achieved – First-Year Students: 83.1% (359/432); Transfer Students: 79.6%% (39/49)

## Background/Demographics

How many miles is Berea College from your permanent home?

	First-Year Students		Transfer Students		All Entering Students	
5 or less	9	2.5%	3	7.7%	12	3.0%
6 to 10	8	2.2%	1	2.6%	9	2.3%
11 to 50	38	10.6%	3	7.7%	41	10.3%
51 to 100	51	14.2%	4	10.3%	55	13.8%
101 to 150	61	17.0%	5	12.8%	66	16.6%
151 to 300	82	22.8%	6	15.4%	88	22.1%
Over 300	109	30.4%	17	43.6%	126	31.7%
Missing	1	0.3%	0	0.0%	1	0.3%
<b>TOTAL</b>	<b>359</b>	<b>100.0%</b>	<b>39</b>	<b>100.0%</b>	<b>398</b>	<b>100.0%</b>

How would you characterize where your family lives?

	First-Year Students		Transfer Students		All Entering Students	
Rural (a few houses nearby)	64	17.8%	4	10.3%	68	17.1%
Rural village (several houses nearby)	15	4.2%	4	10.3%	19	4.8%
Village (pop. Under 1,000)	17	4.7%	0	0.0%	17	4.3%
Small Town (pop. 1,000 - 10,000)	113	31.5%	15	38.5%	128	32.2%
City (pop. 10,000 - 50,000)	76	21.2%	7	17.9%	83	20.9%
Suburb (near a city/metropolitan area)	40	11.1%	7	17.9%	47	11.8%
Metropolitan Area (pop. 50,000+)	34	9.5%	2	5.1%	36	9.0%
Missing	0	0.0%	0	0.0%	0	0.0%
<b>TOTAL</b>	<b>359</b>	<b>100.0%</b>	<b>39</b>	<b>100.0%</b>	<b>398</b>	<b>100.0%</b>

## Fall 2015 Entering Student Survey Report

Please answer the following questions regarding your parents' and/or guardians' education.  
(Based only on those who responded.)

	First-Year Students	Transfer Students	All Entering Students
Neither parent has taken any college courses:	25.5%	12.8%	24.2%
Neither parent has obtained a college degree:	62.1%	38.9%	59.8%

### Admissions

Indicate which best describes your application to Berea College:

	First-Year Students		Transfer Students		All Entering Students	
It was my first choice	262	73.0%	28	71.8%	290	72.9%
It was my second choice	70	19.5%	9	23.1%	79	19.8%
It was my third choice	13	3.6%	2	5.1%	15	3.8%
If was my fourth or lower choice.	13	3.6%	0	0.0%	13	3.3%
Missing	1	0.3%	0	0.0%	1	0.3%
<b>TOTAL</b>	359	100.0%	39	100.0%	398	100.0%

## Fall 2015 Entering Student Survey Report

### Financial Aid and Financial Literacy

Rate your level of understanding of each of the following:

#### First-Year Students

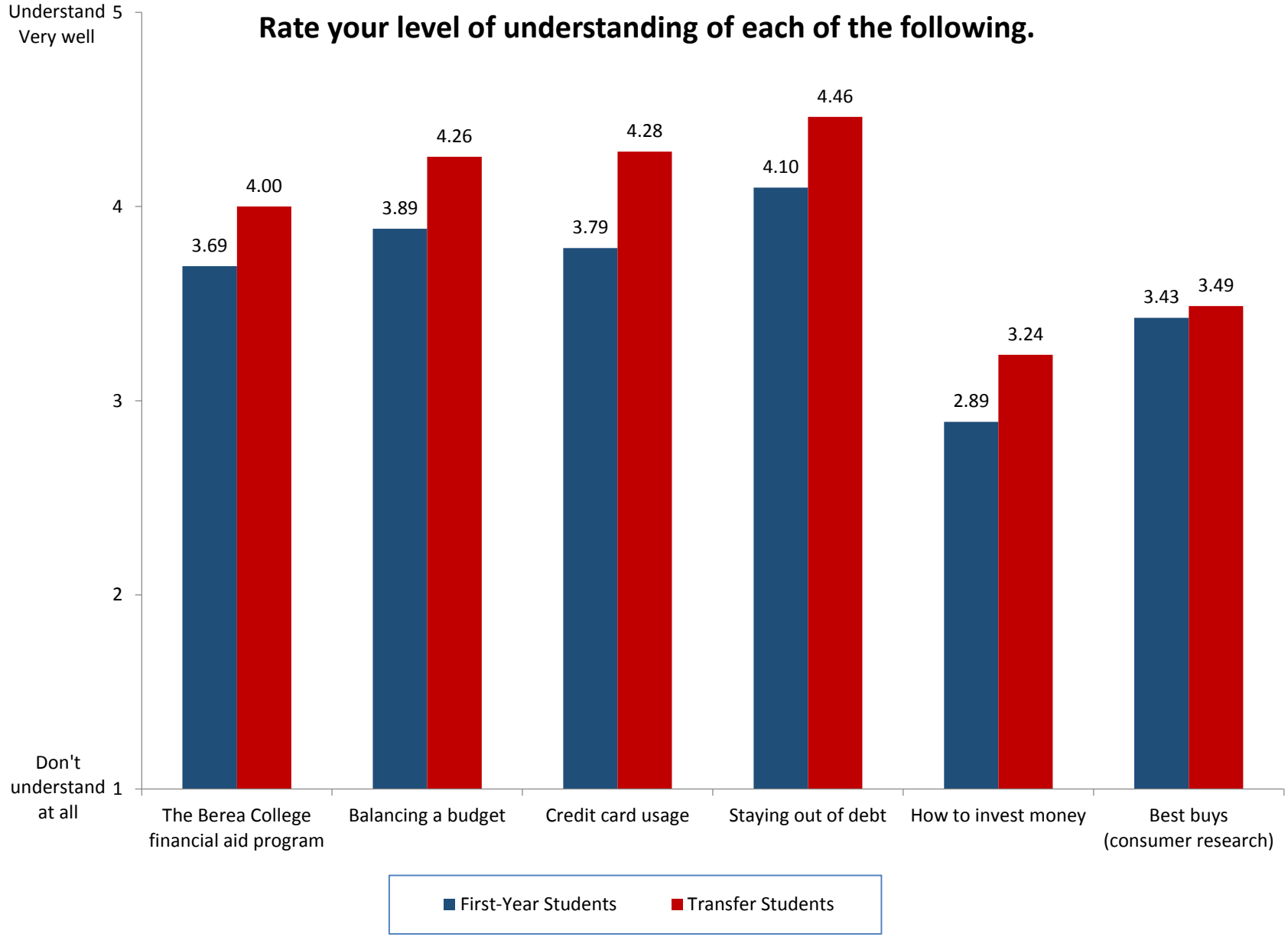
	Understand Very well (5)		(4)		(3)		(2)		Don't understand at all (1)		Missing	
The Berea College financial aid program	76	21.2%	130	36.2%	115	32.0%	21	5.8%	9	2.5%	8	2.2%
Balancing a budget	107	29.8%	133	37.0%	79	22.0%	19	5.3%	10	2.8%	11	3.1%
Credit card usage	126	35.1%	98	27.3%	74	20.6%	32	8.9%	21	5.8%	8	2.2%
Staying out of debt	151	42.1%	116	32.3%	59	16.4%	17	4.7%	8	2.2%	8	2.2%
How to invest money	47	13.1%	67	18.7%	89	24.8%	93	25.9%	53	14.8%	10	2.8%
Best buys (consumer research)	86	24.0%	95	26.5%	88	24.5%	42	11.7%	38	10.6%	10	2.8%

#### Transfer Students

	Understand Very well (5)		(4)		(3)		(2)		Don't understand at all (1)		Missing	
The Berea College financial aid program	12	30.8%	16	41.0%	10	25.6%	1	2.6%	0	0.0%	0	0.0%
Balancing a budget	16	41.0%	18	46.2%	4	10.3%	1	2.6%	0	0.0%	0	0.0%
Credit card usage	21	53.8%	11	28.2%	4	10.3%	3	7.7%	0	0.0%	0	0.0%
Staying out of debt	23	59.0%	11	28.2%	5	12.8%	0	0.0%	0	0.0%	0	0.0%
How to invest money	8	20.5%	9	23.1%	9	23.1%	8	20.5%	4	10.3%	1	2.6%
Best buys (consumer research)	10	25.6%	12	30.8%	7	17.9%	7	17.9%	3	7.7%	0	0.0%



# Fall 2015 Entering Student Survey Report



## Fall 2015 Entering Student Survey Report

Do you have a credit card?

	First-Year Students		Transfer Students		All Entering Students	
Yes, who is responsible for paying the bill:	50	13.9%	14	35.9%	64	16.1%
No	299	83.3%	25	64.1%	324	81.4%
Missing	10	2.8%	0	0.0%	10	2.5%
<b>TOTAL</b>	359	100.0%	39	100.0%	398	100.0%

Do you have a cell phone?

	First-Year Students		Transfer Students		All Entering Students	
Yes, who is responsible for paying the bill:	337	93.9%	37	94.9%	374	94.0%
No	14	3.9%	2	5.1%	16	4.0%
Missing	8	2.2%	0	0.0%	8	2.0%
<b>TOTAL</b>	359	100.0%	39	100.0%	398	100.0%

Did you attend the Freshman Financial Literacy Convocation on Thursday, August 27?

	First-Year Students		Transfer Students		All Entering Students	
Yes	111	30.9%	10	25.6%	121	30.4%
No	242	67.4%	29	74.4%	271	68.1%
Missing	6	1.7%	0	0.0%	6	1.5%
<b>TOTAL</b>	359	100.0%	39	100.0%	398	100.0%

## Fall 2015 Entering Student Survey Report

Rate your agreement with each of the following statements about the Freshman Financial Literacy Convocation on Thursday, August 22. Based only on the 111 first-year students and 10 transfer students who attended the convocation.

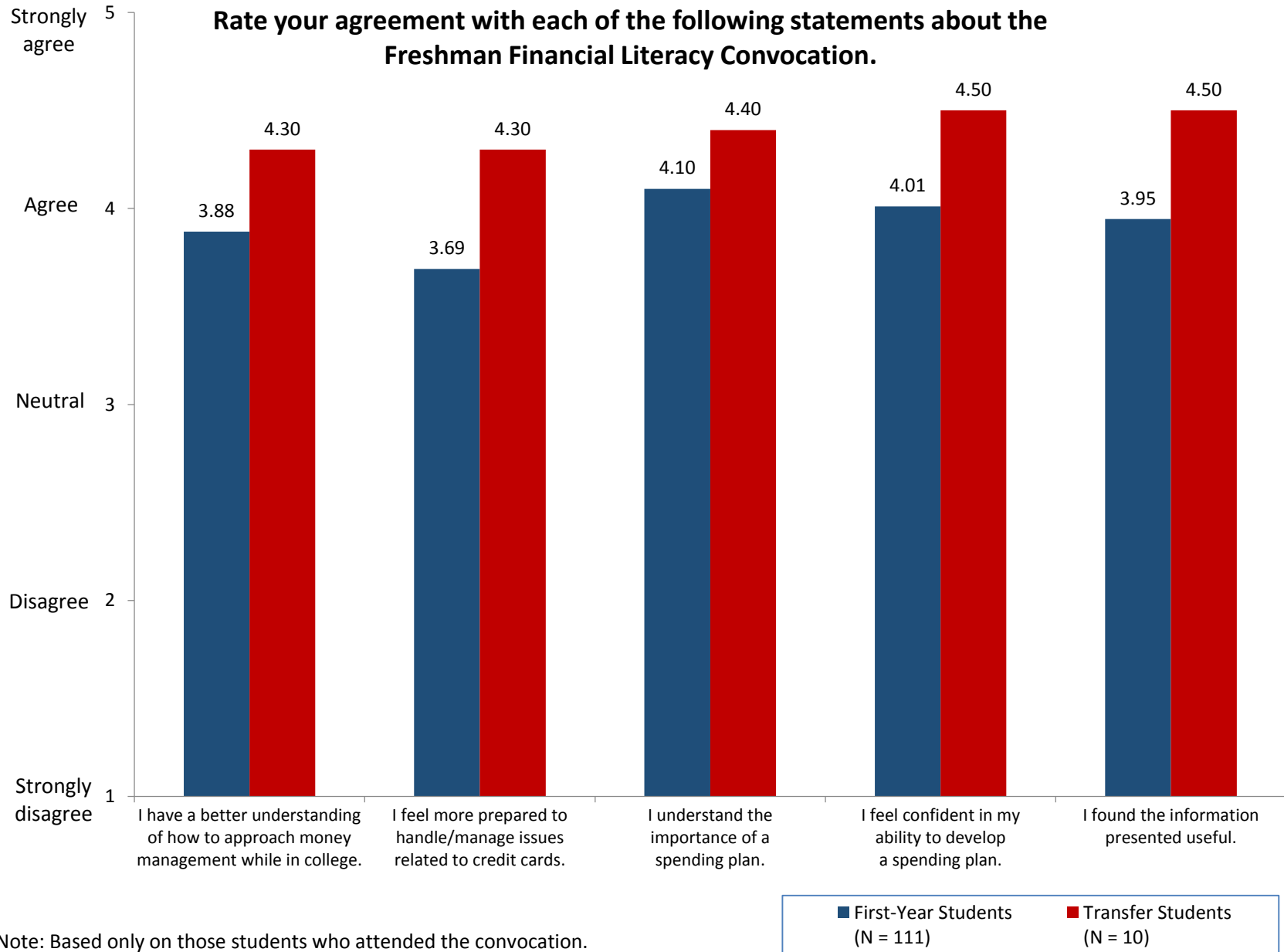
### **First-Year Students** (N=111)

	<b>Strongly agree (5)</b>		<b>Agree 4</b>		<b>Neutral 3</b>		<b>Disagree 2</b>		<b>Strongly disagree (1)</b>		<b>Missing</b>	
I have a better understanding of how to approach money management while in college.	23	20.7%	57	51.4%	25	22.5%	4	3.6%	1	0.9%	1	0.9%
I feel more prepared to handle/manage issues related to credit cards.	22	19.8%	46	41.4%	30	27.0%	10	9.0%	2	1.8%	1	0.9%
I understand the importance of a spending plan.	35	31.5%	53	47.7%	21	18.9%	0	0.0%	1	0.9%	1	0.9%
I feel confident in my ability to develop a spending plan.	34	30.6%	48	43.2%	24	21.6%	3	2.7%	1	0.9%	1	0.9%
I found the information presented useful.	33	29.7%	48	43.2%	23	20.7%	2	1.8%	4	3.6%	1	0.9%

### **Transfer Students** (N=10)

	<b>Strongly agree (5)</b>		<b>Agree 4</b>		<b>Neutral 3</b>		<b>Disagree 2</b>		<b>Strongly disagree (1)</b>		<b>Missing</b>	
I have a better understanding of how to approach money management while in college.	5	50.0%	3	30.0%	2	20.0%	0	0.0%	0	0.0%	0	0.0%
I feel more prepared to handle/manage issues related to credit cards.	5	50.0%	3	30.0%	2	20.0%	0	0.0%	0	0.0%	0	0.0%
I understand the importance of a spending plan.	5	50.0%	4	40.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%
I feel confident in my ability to develop a spending plan.	5	50.0%	5	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
I found the information presented useful.	5	50.0%	5	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

## Fall 2015 Entering Student Survey Report



## Fall 2015 Entering Student Survey Report

### Orientation

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

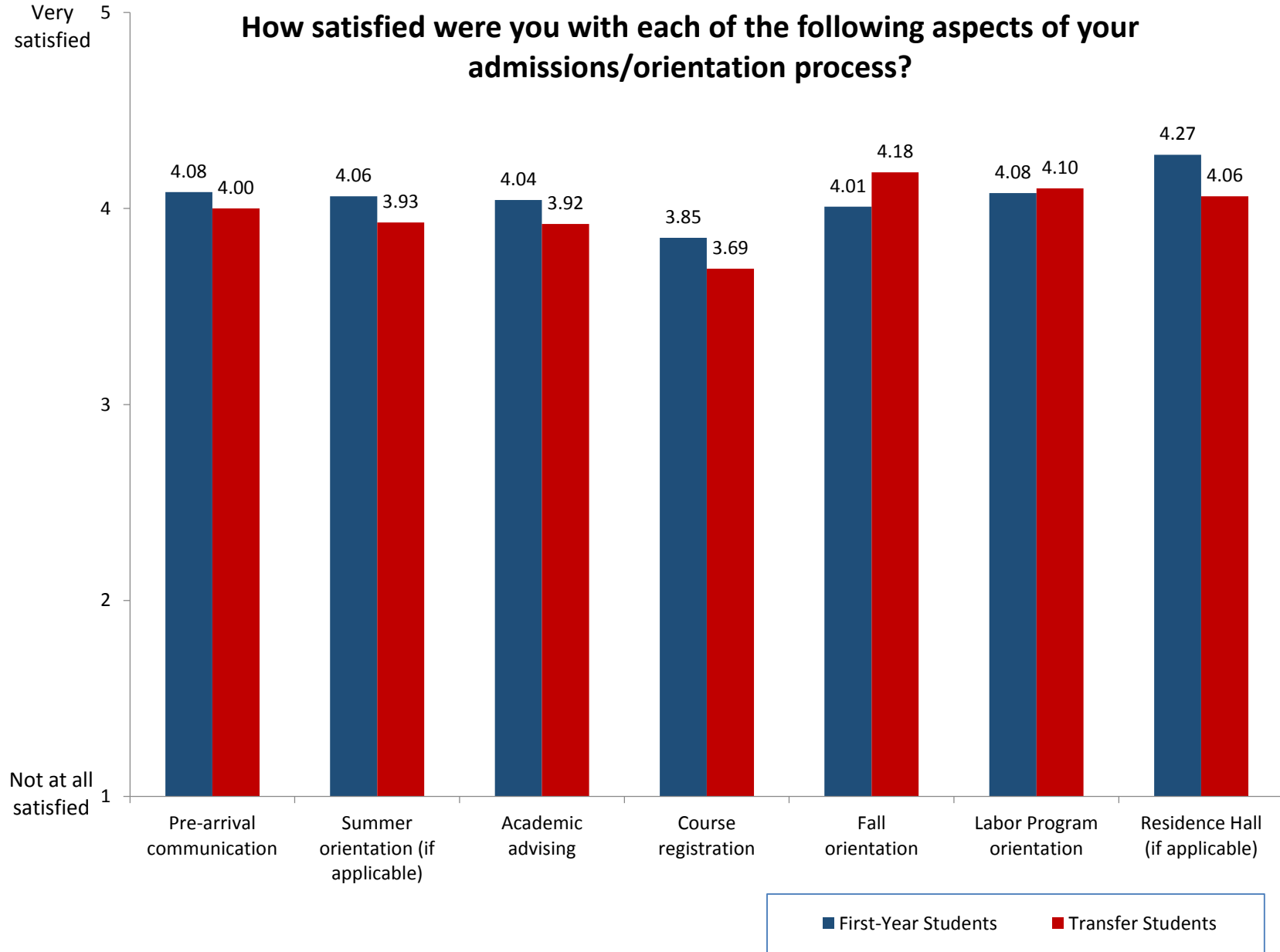
#### First-Year Students

	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:

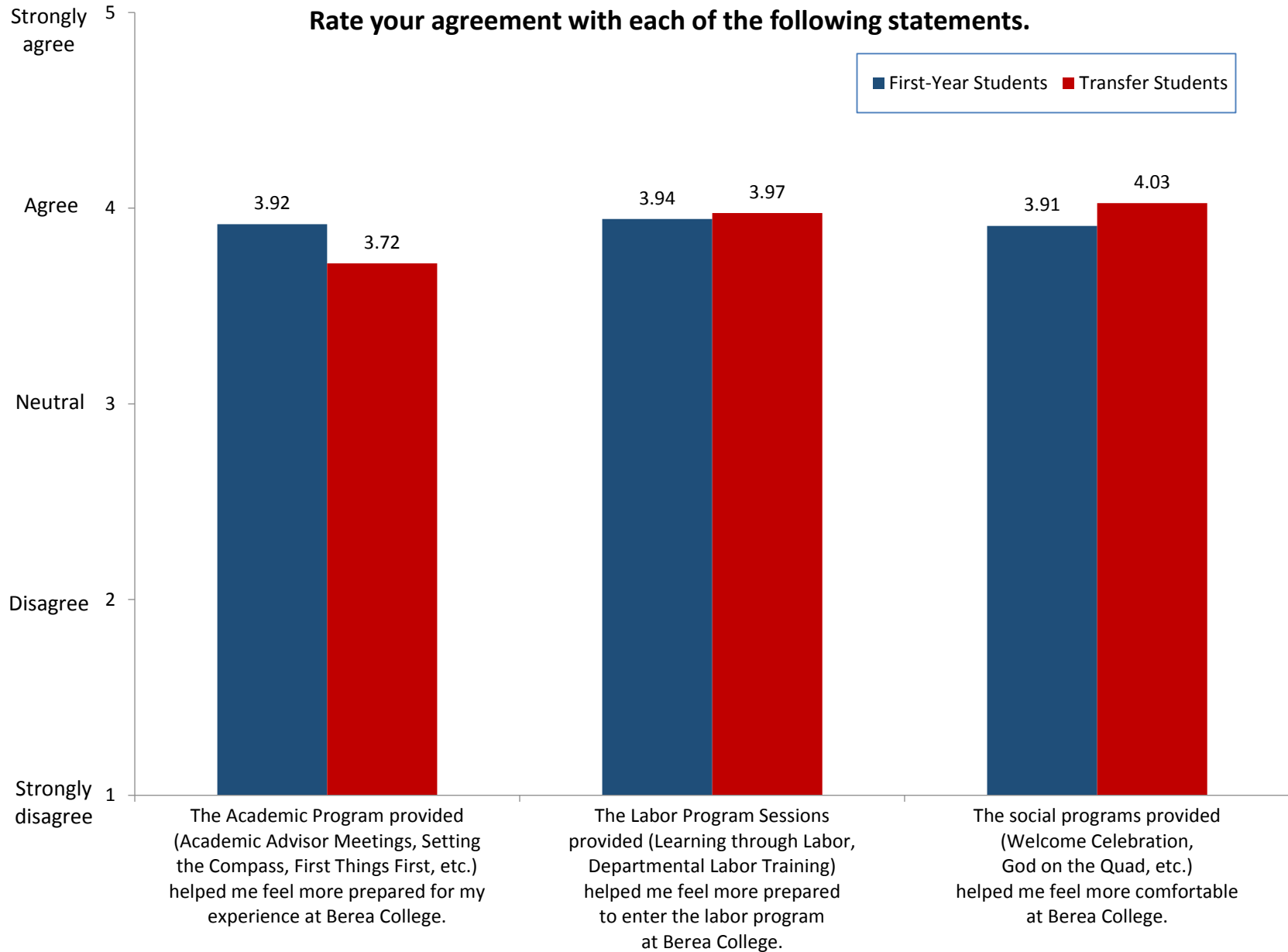
### First-Year Students

	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

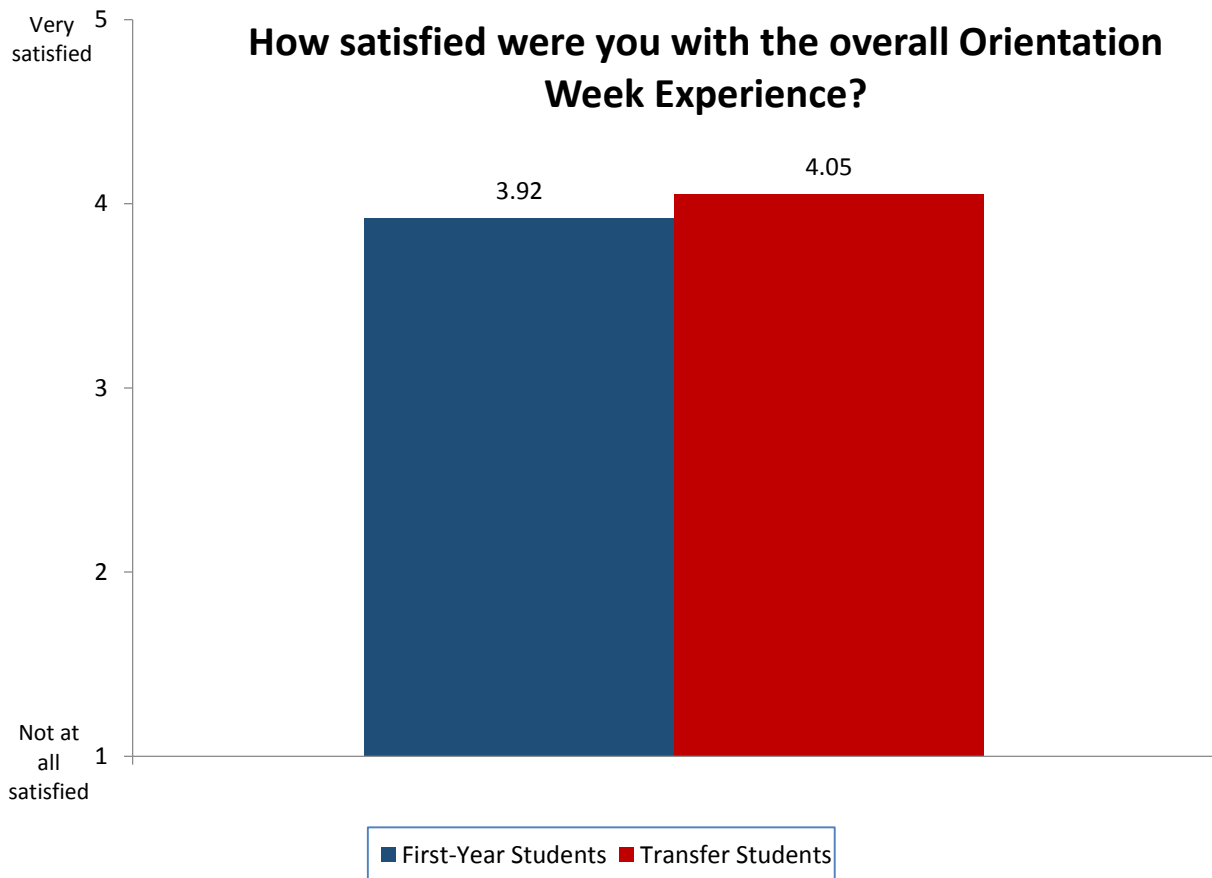




## Fall 2015 Entering Student Survey Report

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%
<b>TOTAL</b>	<b>359</b>	<b>100.0%</b>	<b>39</b>	<b>100.0%</b>	<b>398</b>	<b>100.0%</b>

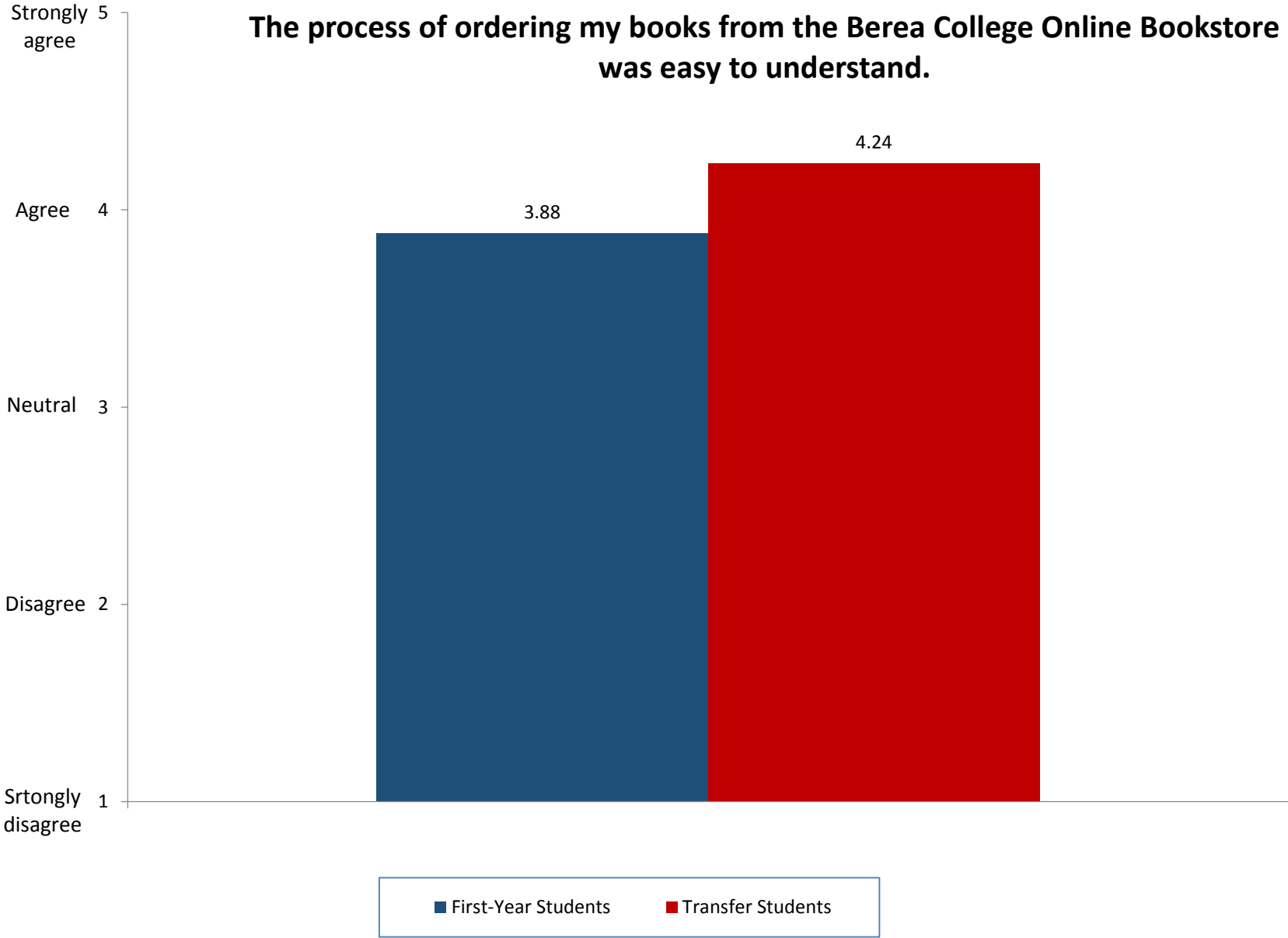


## Fall 2015 Entering Student Survey Report

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

	<b>Strongly agree (5)</b>		<b>Agree (4)</b>		<b>Neutral (3)</b>		<b>Disagree (2)</b>		<b>Strongly disagree (1)</b>		<b>Missing</b>	
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

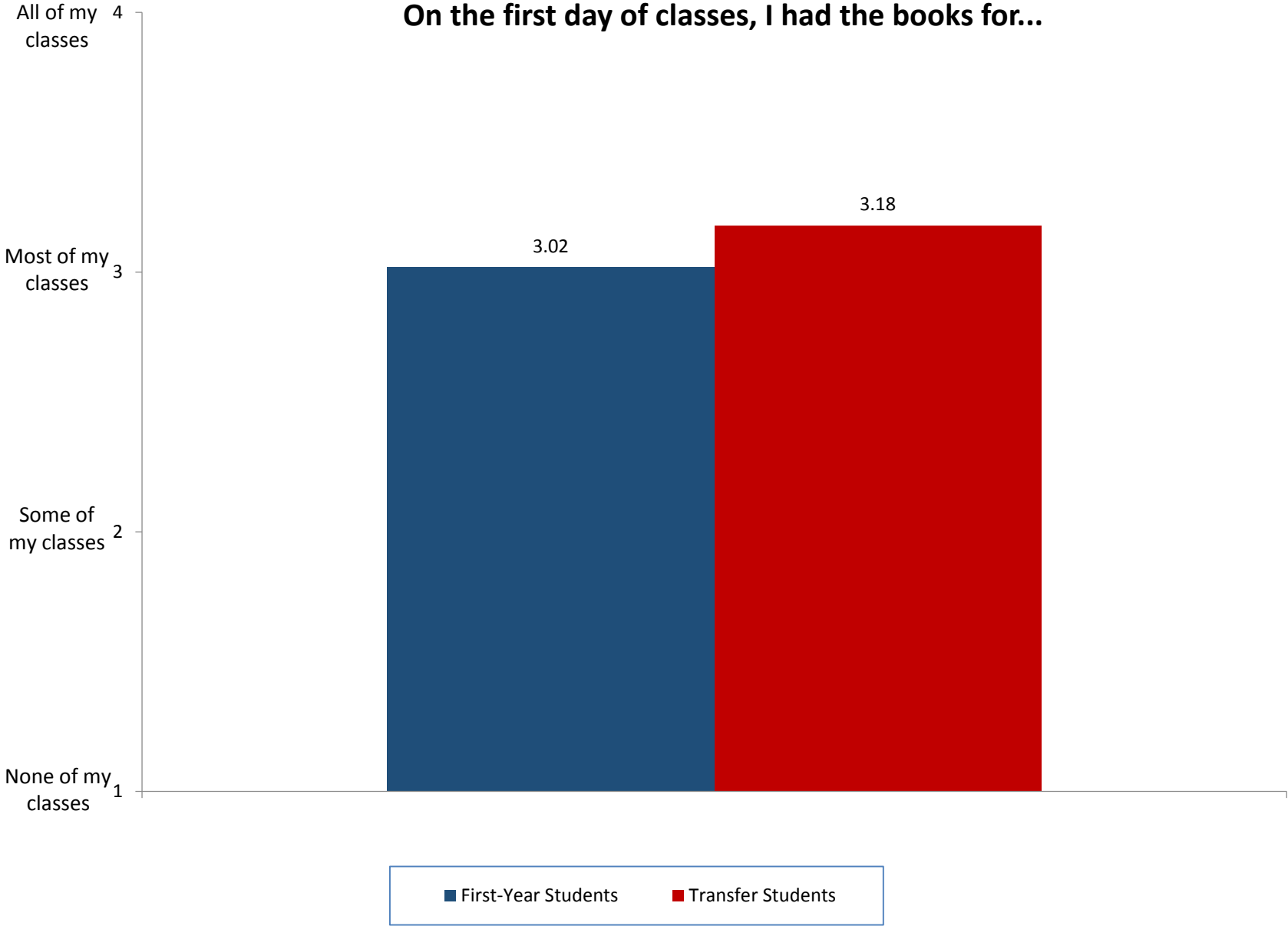


## Fall 2015 Entering Student Survey Report

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



## Fall 2011 Entering Student Survey Report

Please answer the following questions regarding your parents' and/or guardians' education.  
(Based only on those who responded.)

	First-Year Students	Transfer Students
Neither parent has taken any college courses:	21.6%	13.3%
Neither parent has obtained a college degree:	47.7%	42.5%
Neither parent has taken any graduate courses:	73.3%	81.6%
Neither parent has obtained a graduate degree:	77.5%	85.3%

### Admissions

Indicate which best describes your application to Berea College:

	First-Year Students		Transfer Students		All Entering Students	
It was my first choice	232	63.4%	65	74.7%	297	65.6%
It was my second choice	82	22.4%	16	18.4%	98	21.6%
It was my third choice	25	6.8%	2	2.3%	27	6.0%
If was my fourth or lower choice.	16	4.4%	2	2.3%	18	4.0%
Missing	11	3.0%	2	2.3%	13	2.9%
<b>TOTAL</b>	<b>366</b>	<b>100.0%</b>	<b>87</b>	<b>100.0%</b>	<b>453</b>	<b>100.0%</b>

Please check if you have participated in any of the following TRIO or GEAR-UP programs (check all that apply).

*Percent who participated:*

	First-Year Students		Transfer Students		All Entering Students	
Student Support Services (for transfer students)	n/a		1	1.1%	1	0.2%
Education Opportunity Center	5	1.4%	0	0.0%	5	1.1%
Educational Talent Search	35	9.6%	1	1.1%	36	7.9%
Upward Bound	33	9.0%	0	0.0%	33	7.3%
Upward Bound Math/Science	6	1.6%	1	1.1%	7	1.5%
GEAR-UP	30	8.2%	1	1.1%	31	6.8%
<b>Total Number who completed Survey</b>	<b>366</b>		<b>87</b>		<b>453</b>	

## Fall 2011 Entering Student Survey Report

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

### First-Year Students

	Major Reason		Minor Reason		Not a Reason		Missing	
Cost of attendance/affordable price	330	90.2%	21	5.7%	4	1.1%	11	3.0%
Close to home	63	17.2%	88	24.0%	202	55.2%	13	3.6%
Offered the courses I want	182	49.7%	118	32.2%	52	14.2%	14	3.8%
Labor Program (work program)	147	40.2%	135	36.9%	72	19.7%	12	3.3%
College's academic reputation	258	70.5%	77	21.0%	20	5.5%	11	3.0%
Social atmosphere	155	42.3%	139	38.0%	59	16.1%	13	3.6%
Size of the college	214	58.5%	104	28.4%	36	9.8%	12	3.3%
Advice of relatives	108	29.5%	119	32.5%	126	34.4%	13	3.6%
Advice of high school counselor, teacher, etc.	105	28.7%	107	29.2%	141	38.5%	13	3.6%
To be with friends	15	4.1%	42	11.5%	297	81.1%	12	3.3%
College Christian commitment	78	21.3%	96	26.2%	179	48.9%	13	3.6%
Has the major/academic program I want	180	49.2%	110	30.1%	63	17.2%	13	3.6%
Class size	218	59.6%	93	25.4%	42	11.5%	13	3.6%
My parent(s) wanted me to come here	60	16.4%	106	29.0%	185	50.5%	15	4.1%
Other, please list (Based only on the 84 who responded)	25	29.8%	2	2.4%	57	67.9%		

### Transfer Students

	Major Reason		Minor Reason		Not a Reason		Missing	
Cost of attendance/affordable price	77	88.5%	7	8.0%	2	2.3%	1	1.1%
Close to home	17	19.5%	15	17.2%	54	62.1%	1	1.1%
Offered the courses I want	45	51.7%	24	27.6%	17	19.5%	1	1.1%
Labor Program (work program)	32	36.8%	34	39.1%	20	23.0%	1	1.1%
College's academic reputation	57	65.5%	22	25.3%	7	8.0%	1	1.1%
Social atmosphere	26	29.9%	26	29.9%	34	39.1%	1	1.1%
Size of the college	39	44.8%	31	35.6%	16	18.4%	1	1.1%
Advice of relatives	17	19.5%	17	19.5%	52	59.8%	1	1.1%
Advice of high school counselor, teacher, etc.	12	13.8%	12	13.8%	62	71.3%	1	1.1%
To be with friends	1	1.1%	6	6.9%	79	90.8%	1	1.1%
College Christian commitment	17	19.5%	21	24.1%	48	55.2%	1	1.1%
Has the major/academic program I want	49	56.3%	20	23.0%	17	19.5%	1	1.1%
Class size	44	50.6%	27	31.0%	15	17.2%	1	1.1%
My parent(s) wanted me to come here	5	5.7%	18	20.7%	63	72.4%	1	1.1%
Other, please list (Based only on the 36 who responded)	13	36.1%	0	0.0%	23	63.9%		

## Fall 2011 Entering Student Survey Report

### Nontraditional Students

*The following questions were only asked of those students identified as nontraditional (domestic and 24 or older, married, or a parent). Ten (10) non-traditional first-year students and 30 non-traditional transfer students responded to these questions.*

How well did the College help in your transition to Berea in each of the following areas?

### First-Year Students

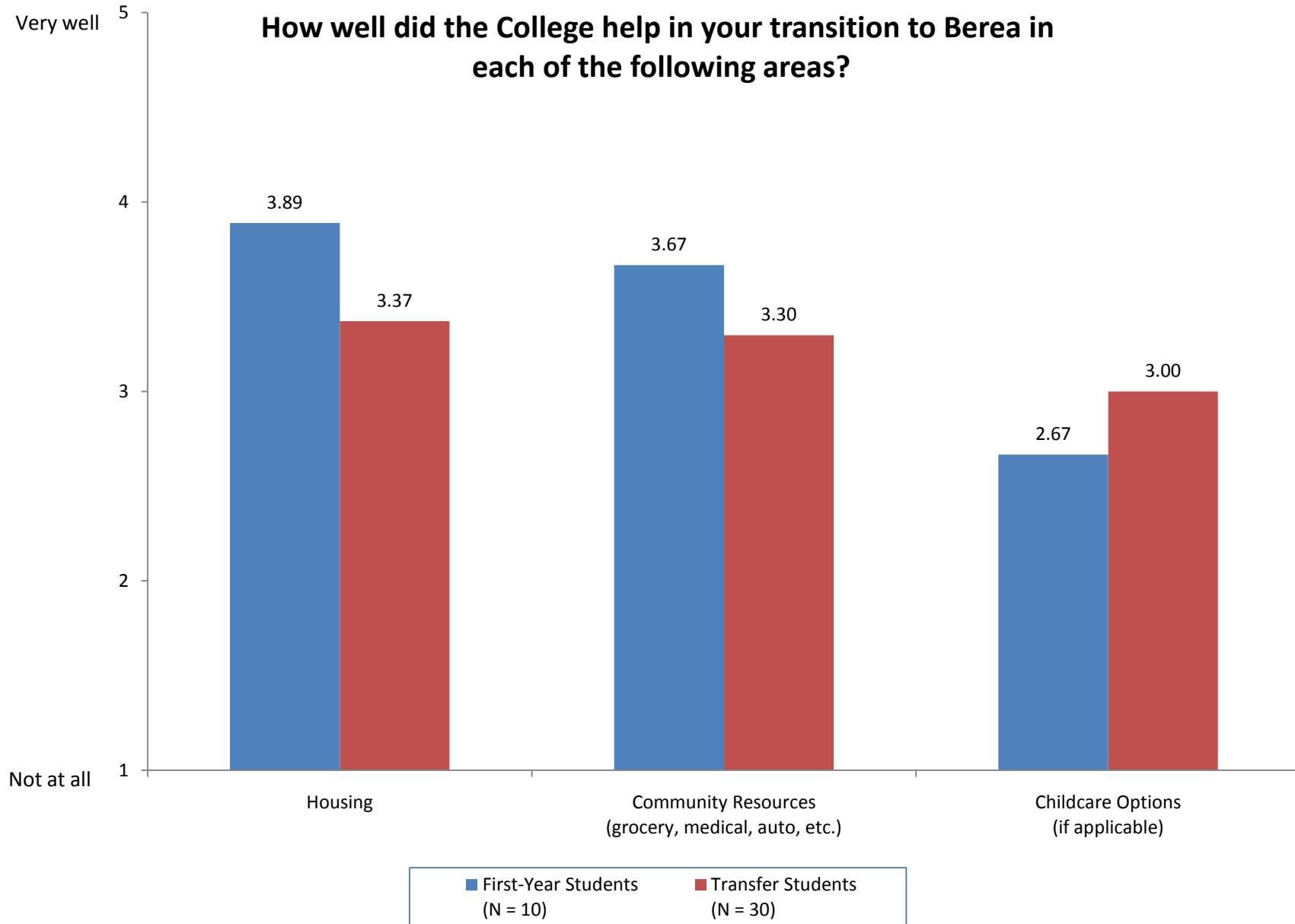
	Very well (5)		(4)		(3)		(2)		Not at all (1)		Missing	
<b>Housing</b>	5	50.0%	1	10.0%	1	10.0%	1	10.0%	1	10.0%	1	10.0%
<b>Community Resources (grocery, medical, auto, etc.)</b>	4	40.0%	2	20.0%	0	0.0%	2	20.0%	1	10.0%	1	10.0%
<b>Childcare Options (if applicable)</b>	3	30.0%	0	0.0%	0	0.0%	3	30.0%	3	30.0%	1	10.0%

### Transfer Students

	Very well (5)		(4)		(3)		(2)		Not at all (1)		Missing	
<b>Housing</b>	9	30.0%	4	13.3%	5	16.7%	6	20.0%	3	15.0%	3	10.0%
<b>Community Resources (grocery, medical, auto, etc.)</b>	9	30.0%	5	16.7%	5	16.7%	1	3.3%	7	35.0%	3	10.0%
<b>Childcare Options (if applicable)</b>	5	16.7%	3	10.0%	2	6.7%	1	3.3%	6	30.0%	13	43.3%



## Fall 2011 Entering Student Survey Report



## Fall 2011 Entering Student Survey Report

### Orientation

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

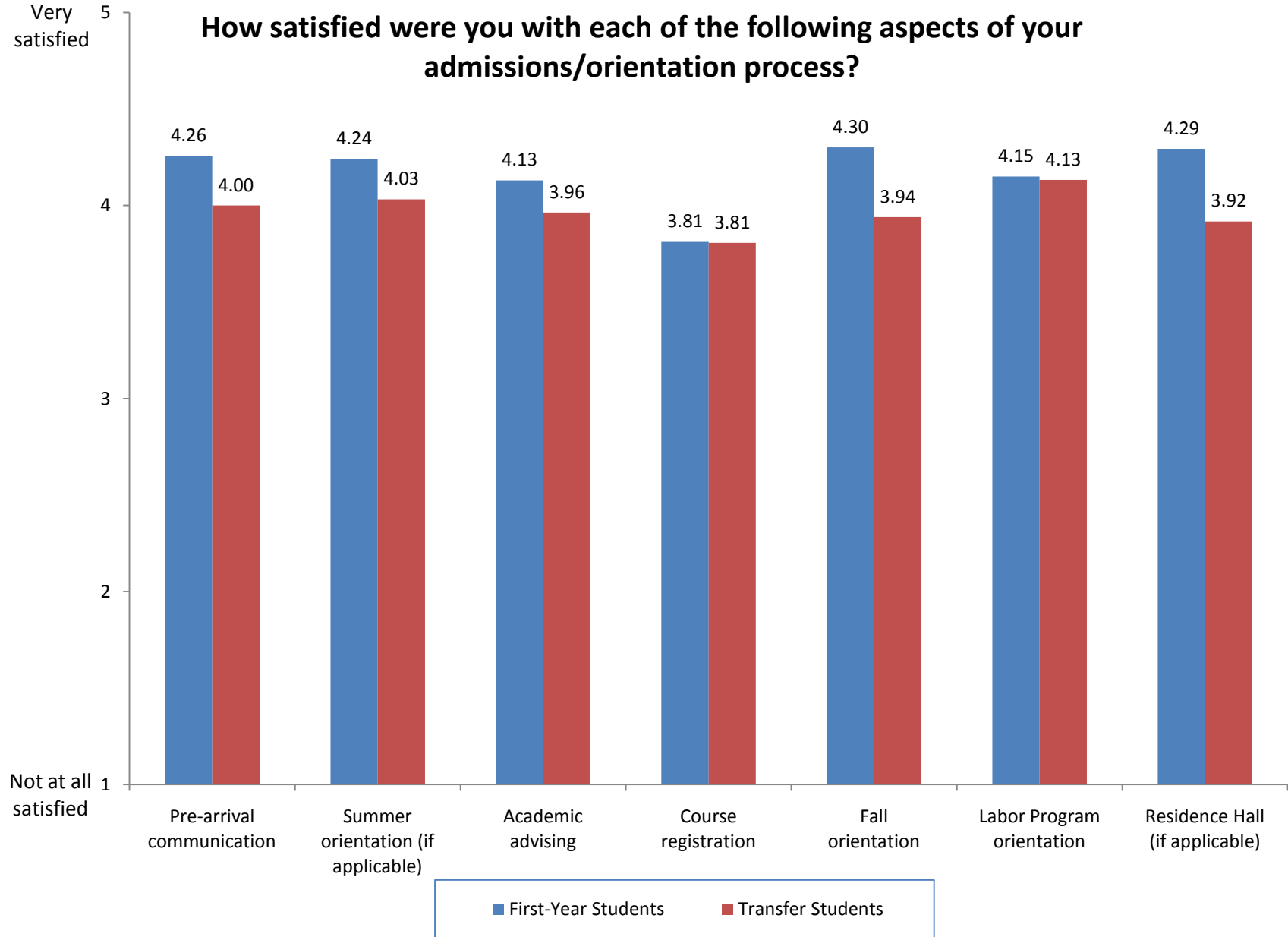
#### First-Year Students

	Very satisfied (5)		(4)	(3)	(2)	Not at all satisfied (1)		Missing				
<b>Pre-arrival communication</b>	177	48.4%	103	28.1%	47	12.8%	13	3.6%	5	6.0%	21	5.7%
<b>Summer orientation (if applicable)</b>	142	38.8%	91	24.9%	44	12.0%	11	3.0%	2	0.5%	76	20.8%
<b>Academic advising</b>	155	42.3%	109	29.8%	58	15.8%	17	4.6%	6	1.6%	21	5.7%
<b>Course registration</b>	102	27.9%	124	33.9%	78	21.3%	34	9.3%	7	1.9%	21	5.7%
<b>Fall orientation</b>	176	48.1%	109	29.8%	49	13.4%	10	2.7%	1	0.3%	21	5.7%
<b>Labor Program orientation</b>	154	42.1%	120	32.8%	51	13.9%	12	3.3%	9	2.5%	20	5.5%
<b>Residence Hall (if applicable)</b>	176	48.1%	107	29.2%	34	9.3%	14	3.8%	5	1.4%	30	8.2%

#### Transfer Students

	Very satisfied (5)		(4)	(3)	(2)	Not at all satisfied (1)		Missing				
<b>Pre-arrival communication</b>	34	39.1%	27	31.0%	12	13.8%	8	9.2%	2	6.0%	4	4.6%
<b>Summer orientation (if applicable)</b>	21	24.1%	28	32.2%	9	10.3%	2	2.3%	2	2.3%	25	28.7%
<b>Academic advising</b>	35	40.2%	22	25.3%	16	18.4%	8	9.2%	2	2.3%	4	4.6%
<b>Course registration</b>	29	33.3%	26	29.9%	14	16.1%	11	12.6%	3	3.4%	4	4.6%
<b>Fall orientation</b>	29	33.3%	33	37.9%	9	10.3%	11	12.6%	1	1.1%	4	4.6%
<b>Labor Program orientation</b>	39	44.8%	24	27.6%	13	14.9%	6	6.9%	1	1.1%	4	4.6%
<b>Residence Hall (if applicable)</b>	24	27.6%	20	23.0%	8	9.2%	6	6.9%	3	3.4%	26	29.9%

## Fall 2011 Entering Student Survey Report



### Which best describes your application to Berea College?

	First Choice	Second Choice	Third Choice	Fourth or lower Choice	Missing
1995	72.7%	20.2%	3.9%	2.4%	0.9%
1996	74.8%	19.3%	2.7%	2.3%	1.0%
1997	71.4%	19.8%	5.7%	2.3%	0.8%
1998	66.8%	24.6%	5.6%	1.9%	1.2%
1999	74.0%	20.4%	3.0%	1.9%	0.6%
2000	70.1%	23.4%	3.5%	1.8%	1.3%
2001	76.4%	16.6%	4.8%	2.2%	0.0%
2002	86.5%	9.6%	3.2%	0.3%	0.3%
2003	72.0%	14.3%	3.7%	1.6%	8.5%
2004	79.7%	14.4%	4.1%	1.3%	0.5%
2005	74.4%	19.7%	3.9%	1.9%	1.9%
2006	74.3%	21.3%	1.9%	0.0%	0.0%
2007	This question was not asked on the 2007 Entering Student Survey				
2008	76.0%	15.0%	6.0%	3.0%	0.0%
2009	68.1%	21.3%	5.5%	3.9%	1.2%
2010	76.7%	16.9%	4.3%	2.1%	0.0%
2011	65.6%	21.6%	6.0%	4.0%	2.9%
2012	79.0%	16.0%	3.0%	2.0%	0.0%

# Higher Education Research Institute (HERI) Faculty Survey



Administered Fall Terms 1989, 2004, and 2014

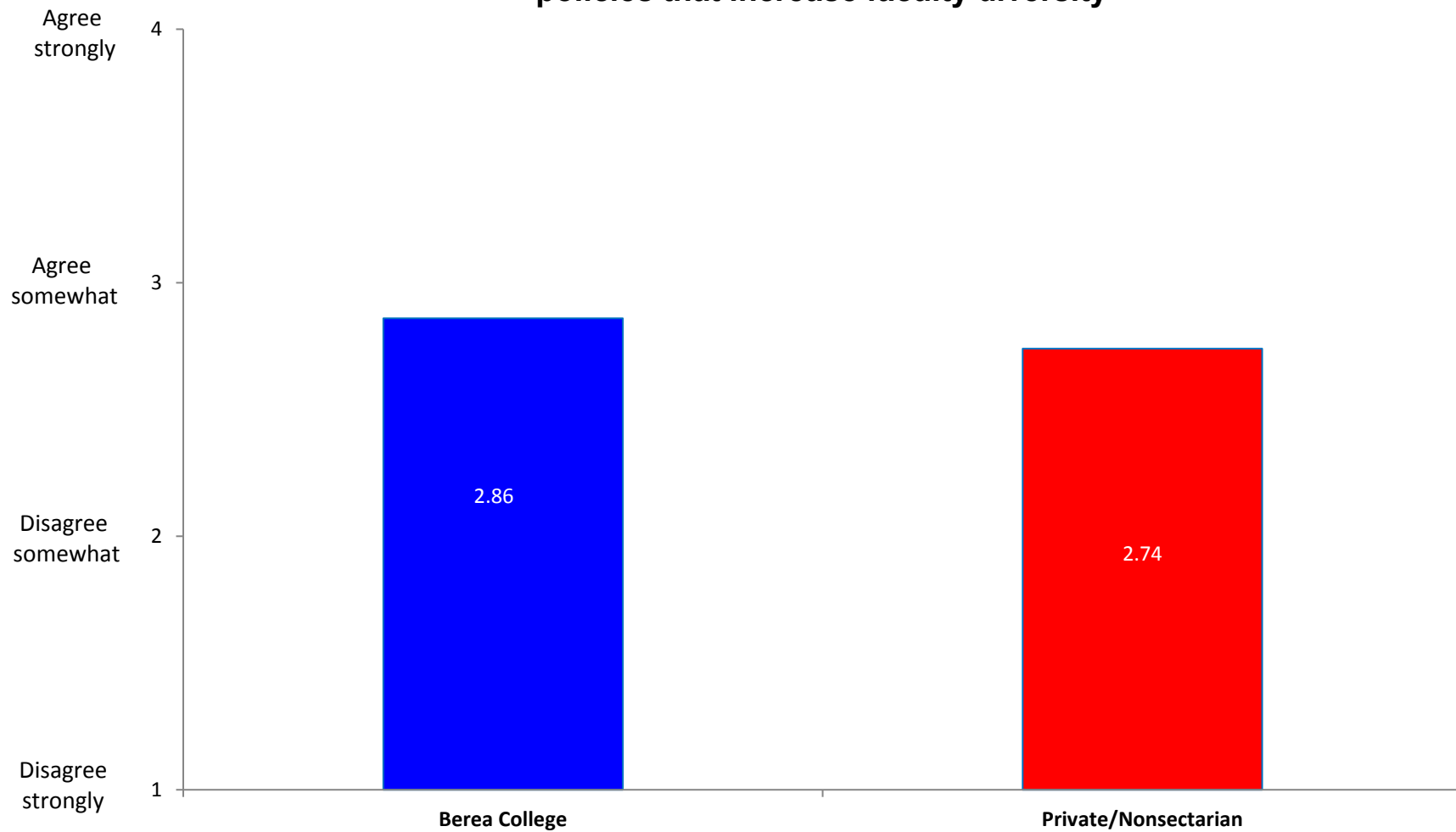
[Click to see survey instruments](#)

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

Full-time Undergraduate Faculty

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

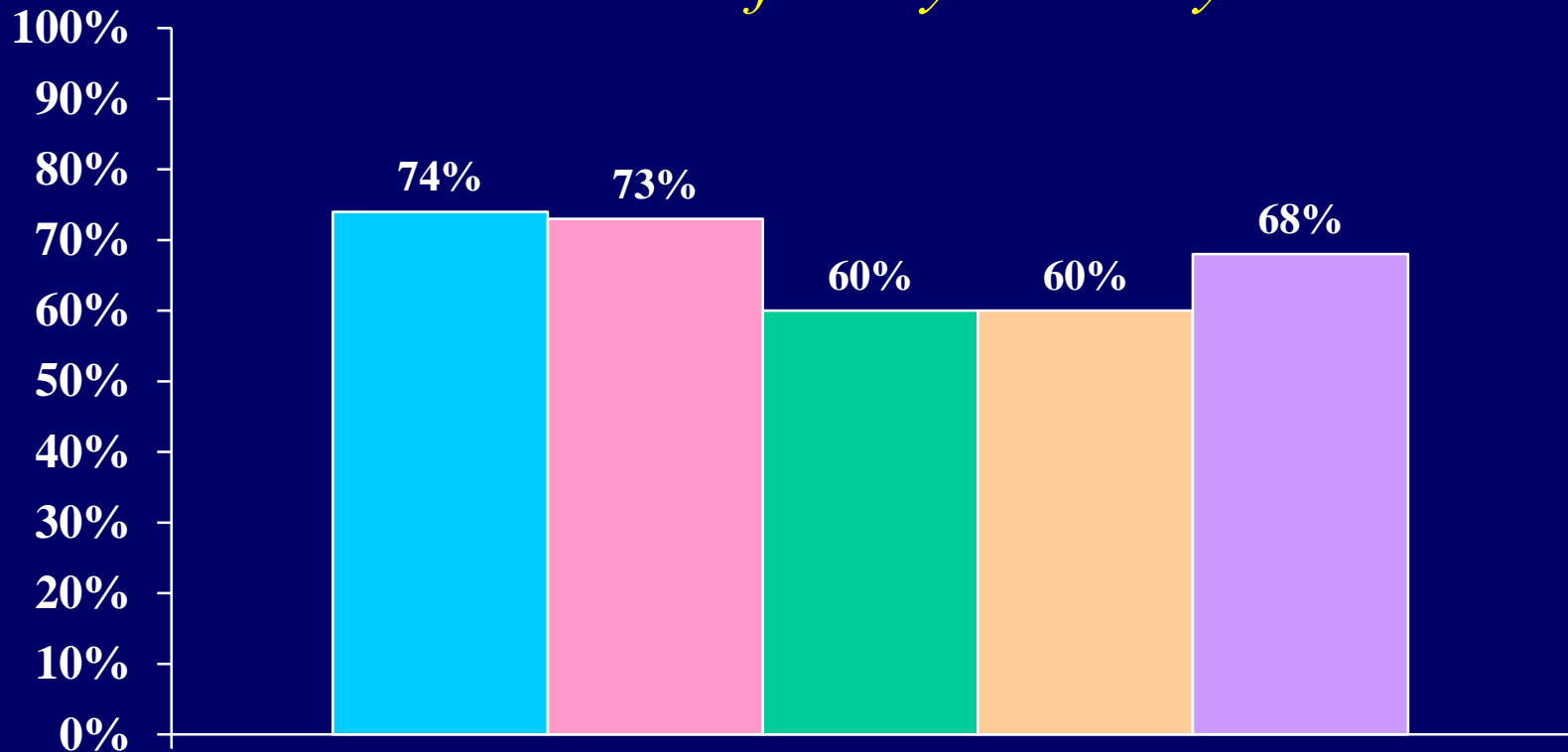
**This institution has effective hiring practices and policies that increase faculty diversity**



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

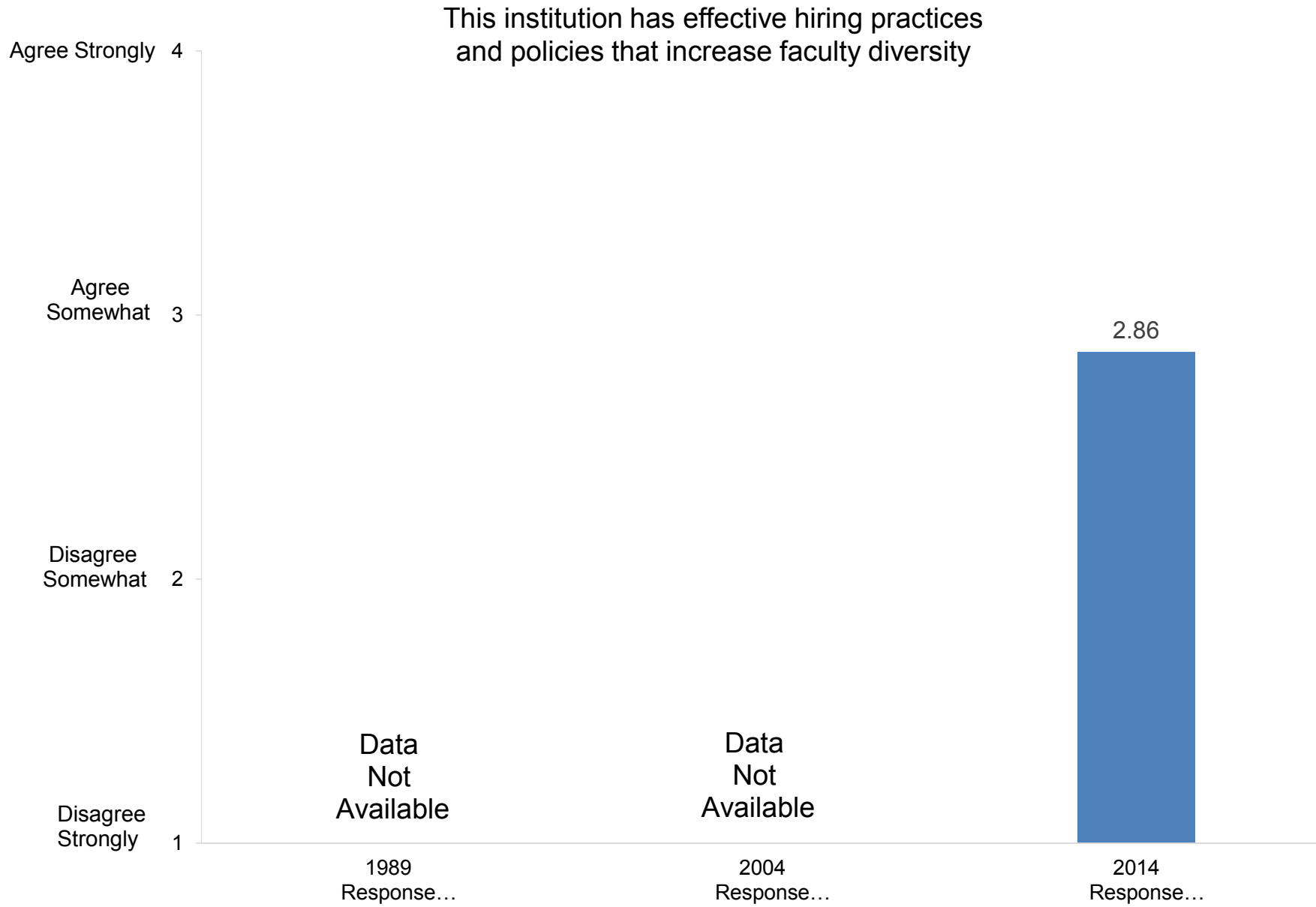
Percent of faculty who “agree strongly” or “agree somewhat”

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



**Higher Education Research Institute (HERI) Faculty Survey**

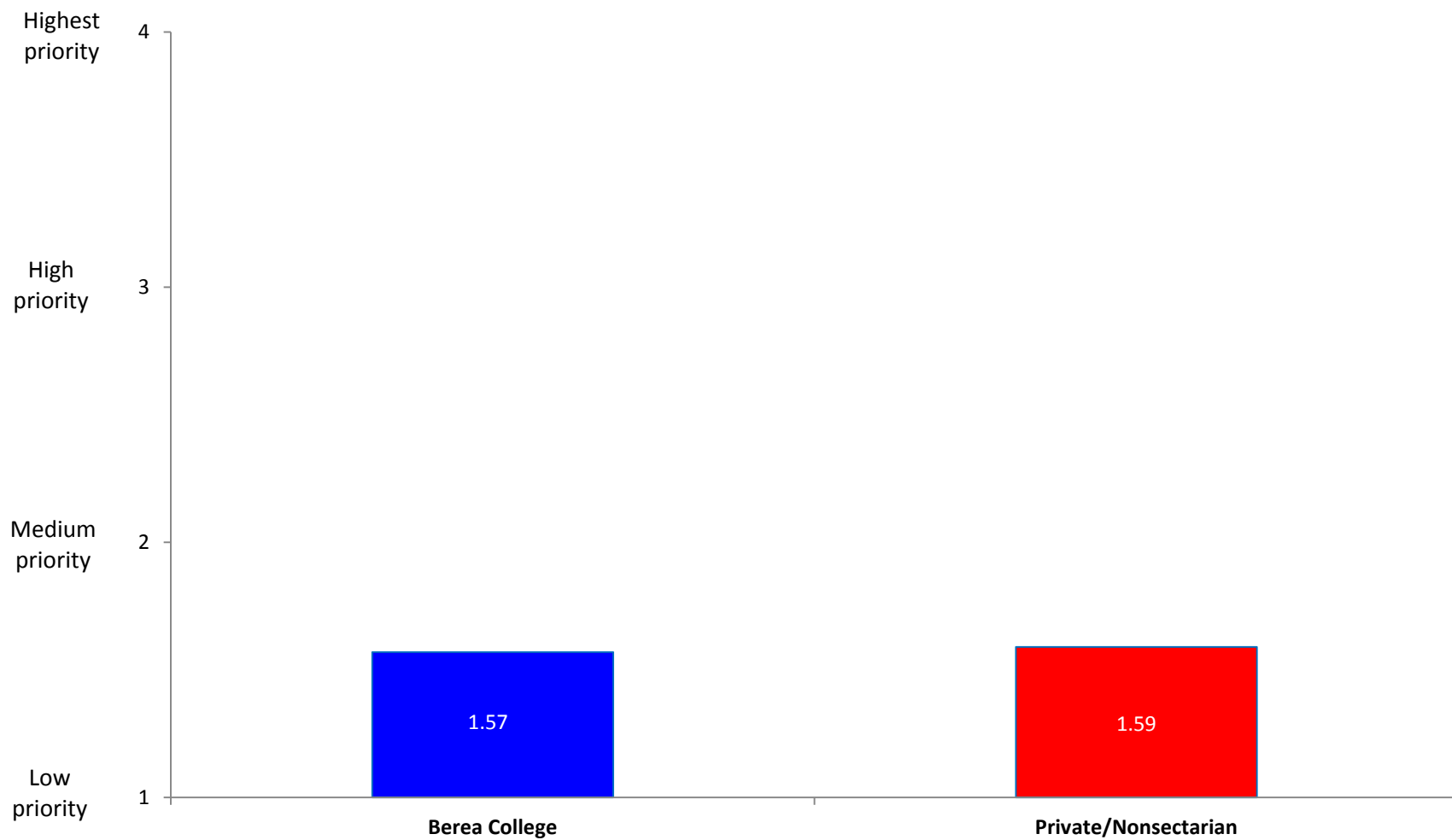
Indicate the extent to which you agree or disagree with each of the following about your college or university:





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

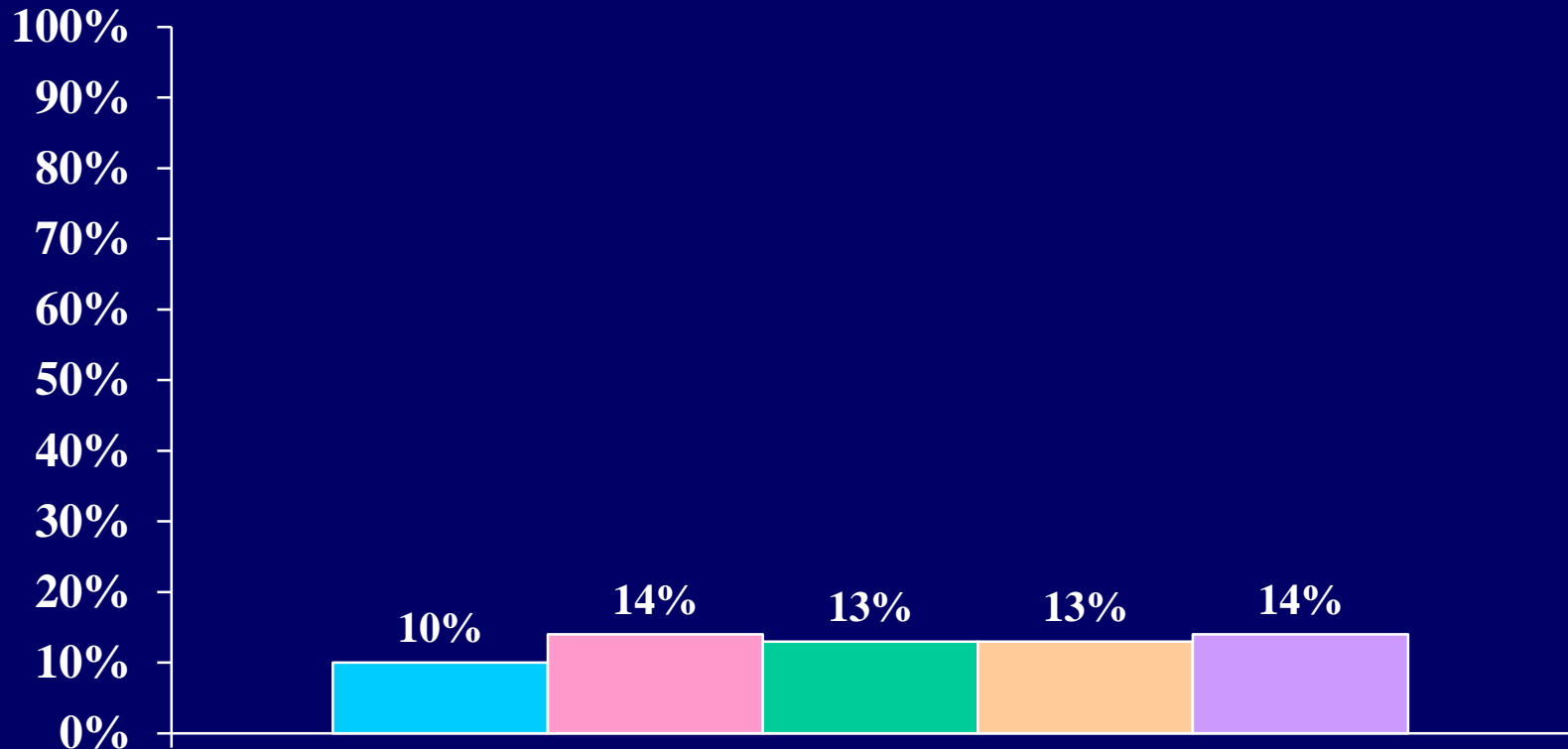
### To hire faculty 'stars'



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

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

## *Hire faculty “stars”*



 Berea

 Benchmark  
Institutions

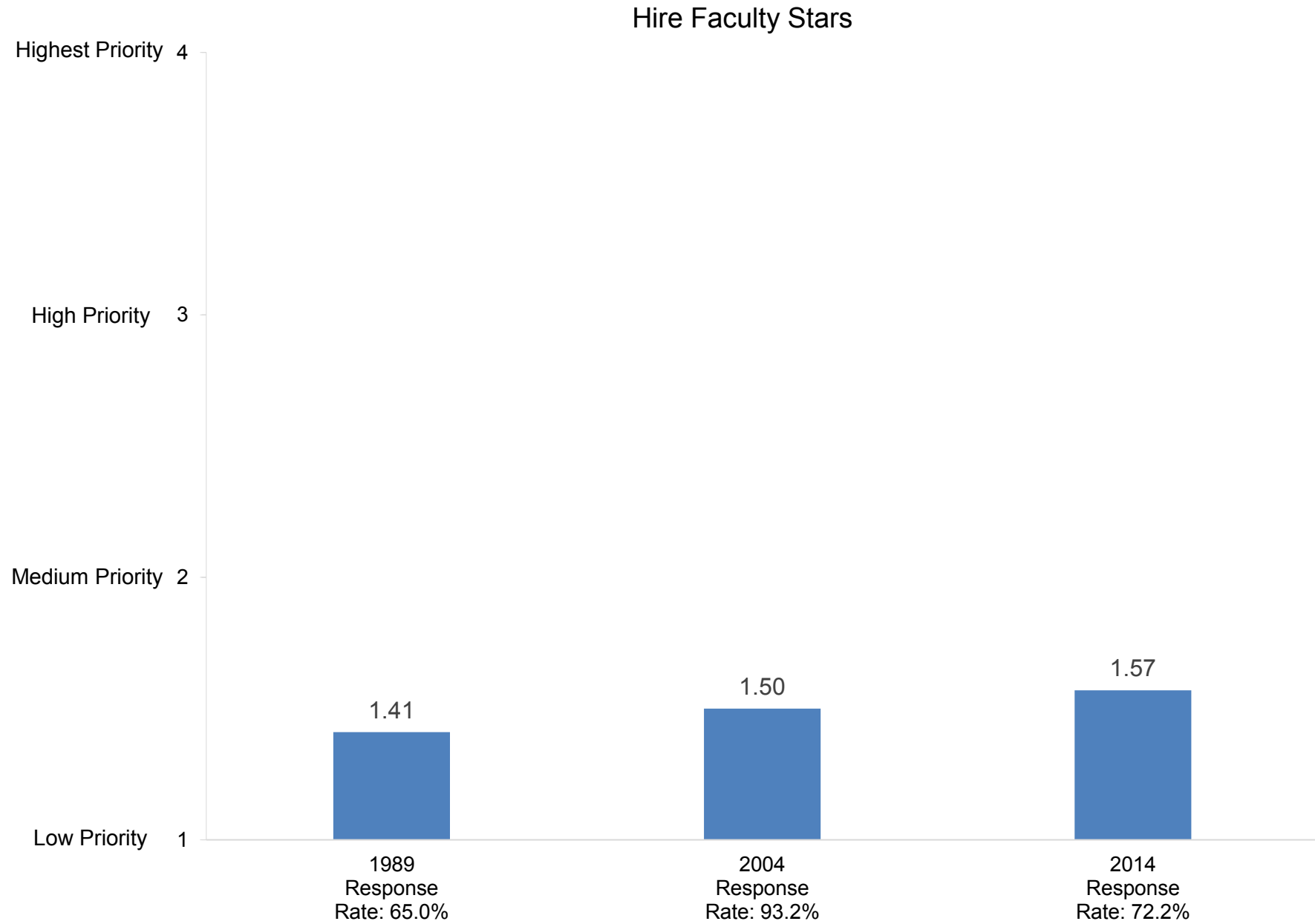
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

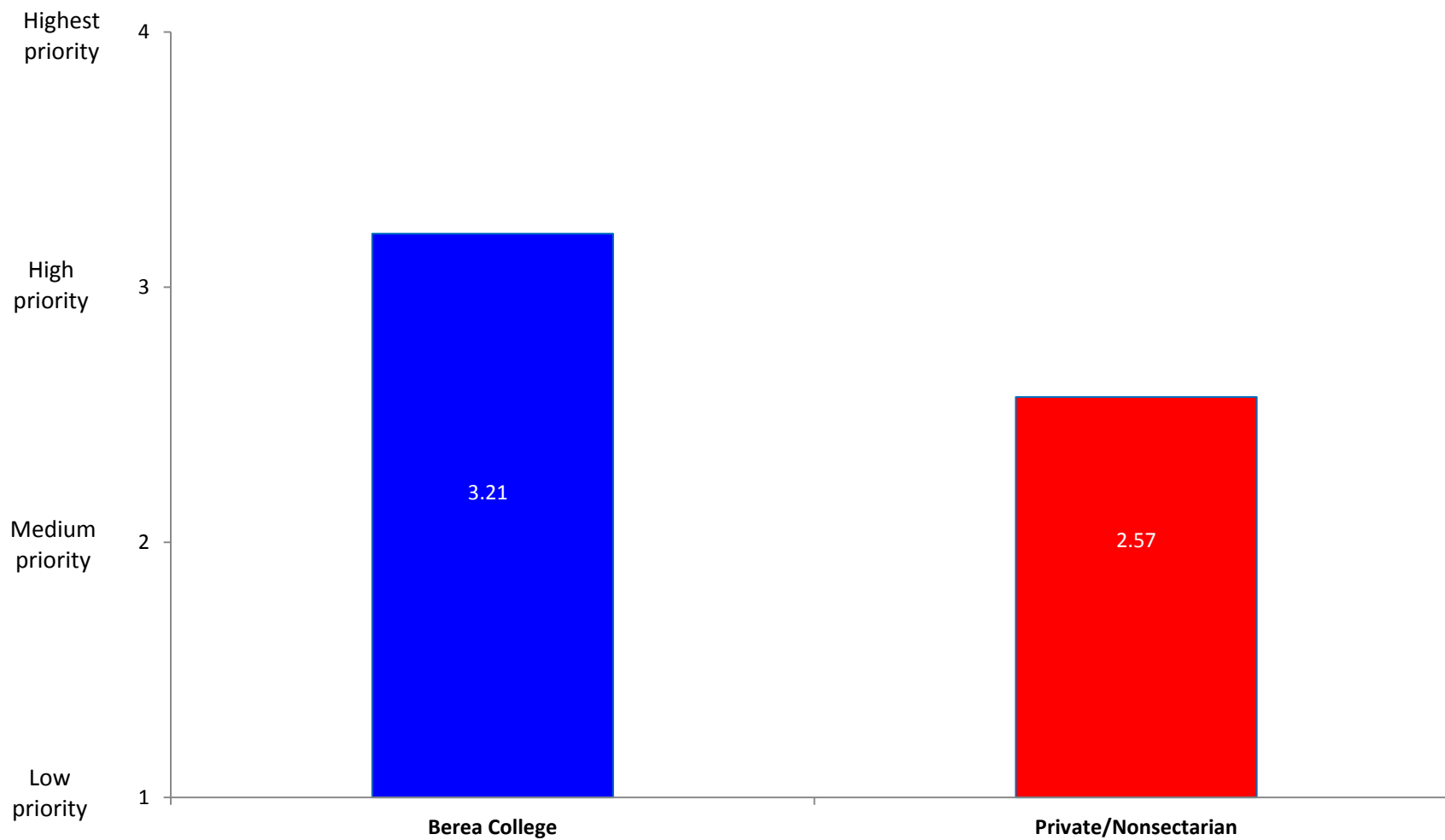
 Publics

## Higher Education Research Institute (HERI) Faculty Survey

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



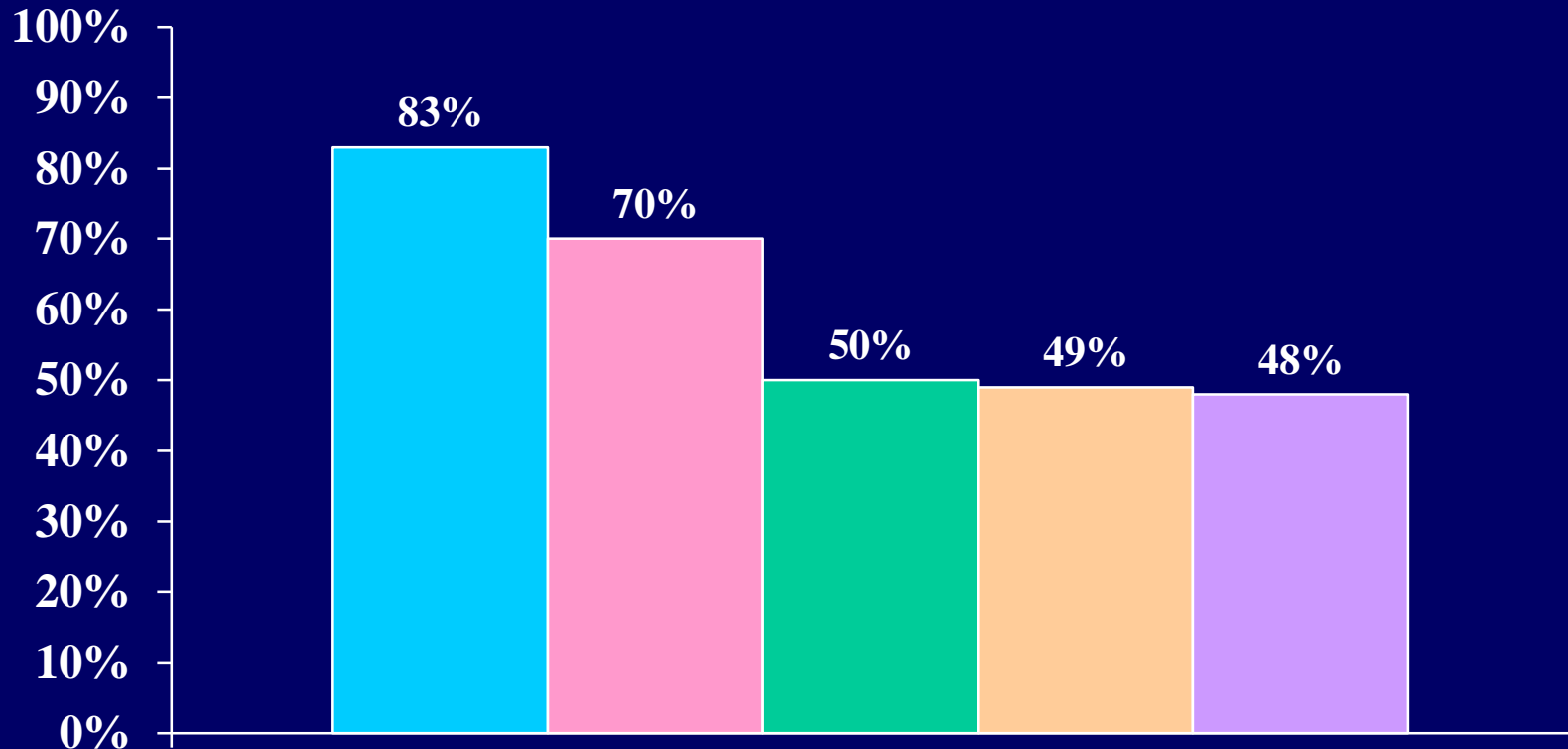
### To recruit more minority students



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

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

## *Recruit more minority students*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

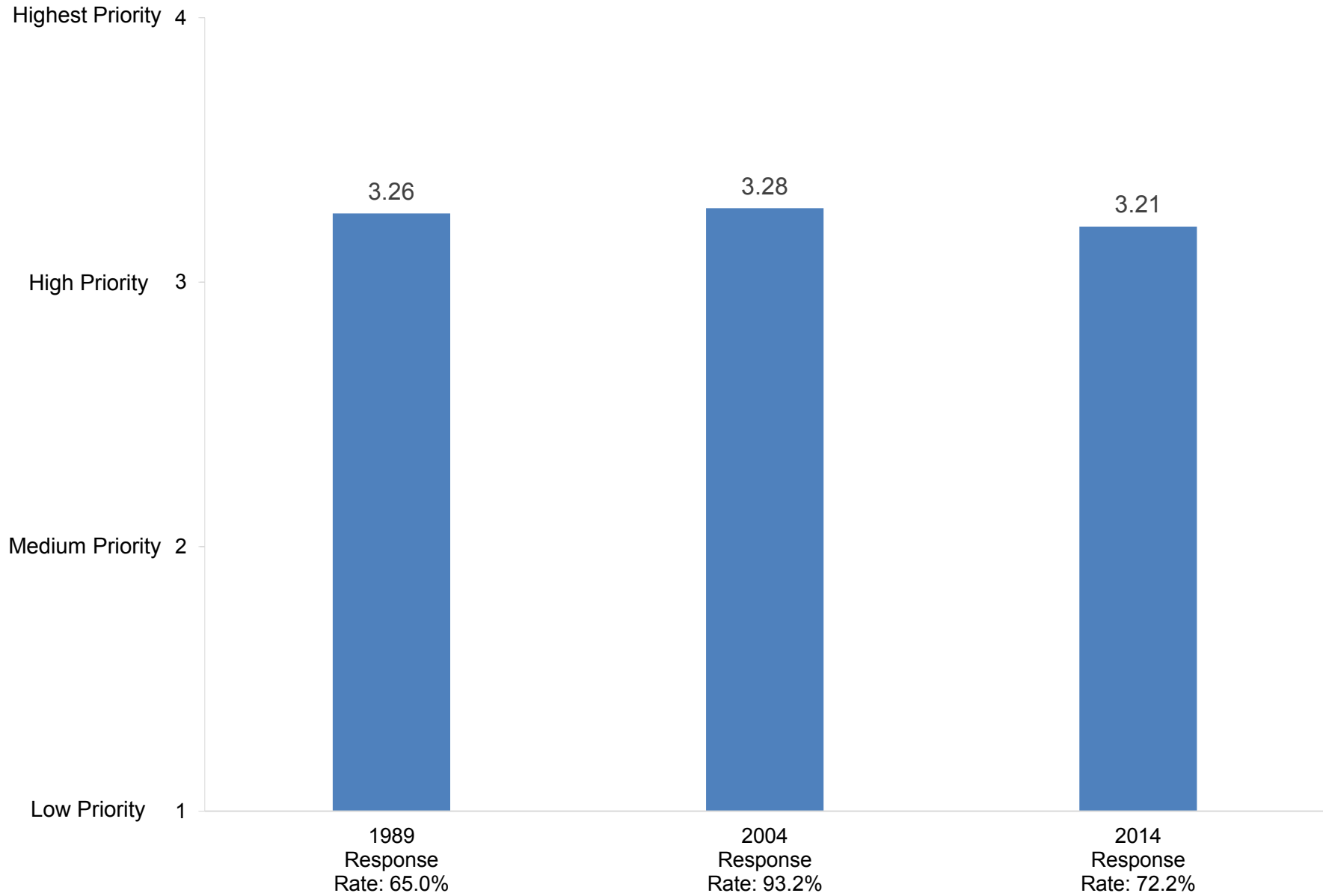
 4-Year  
Private

 Publics

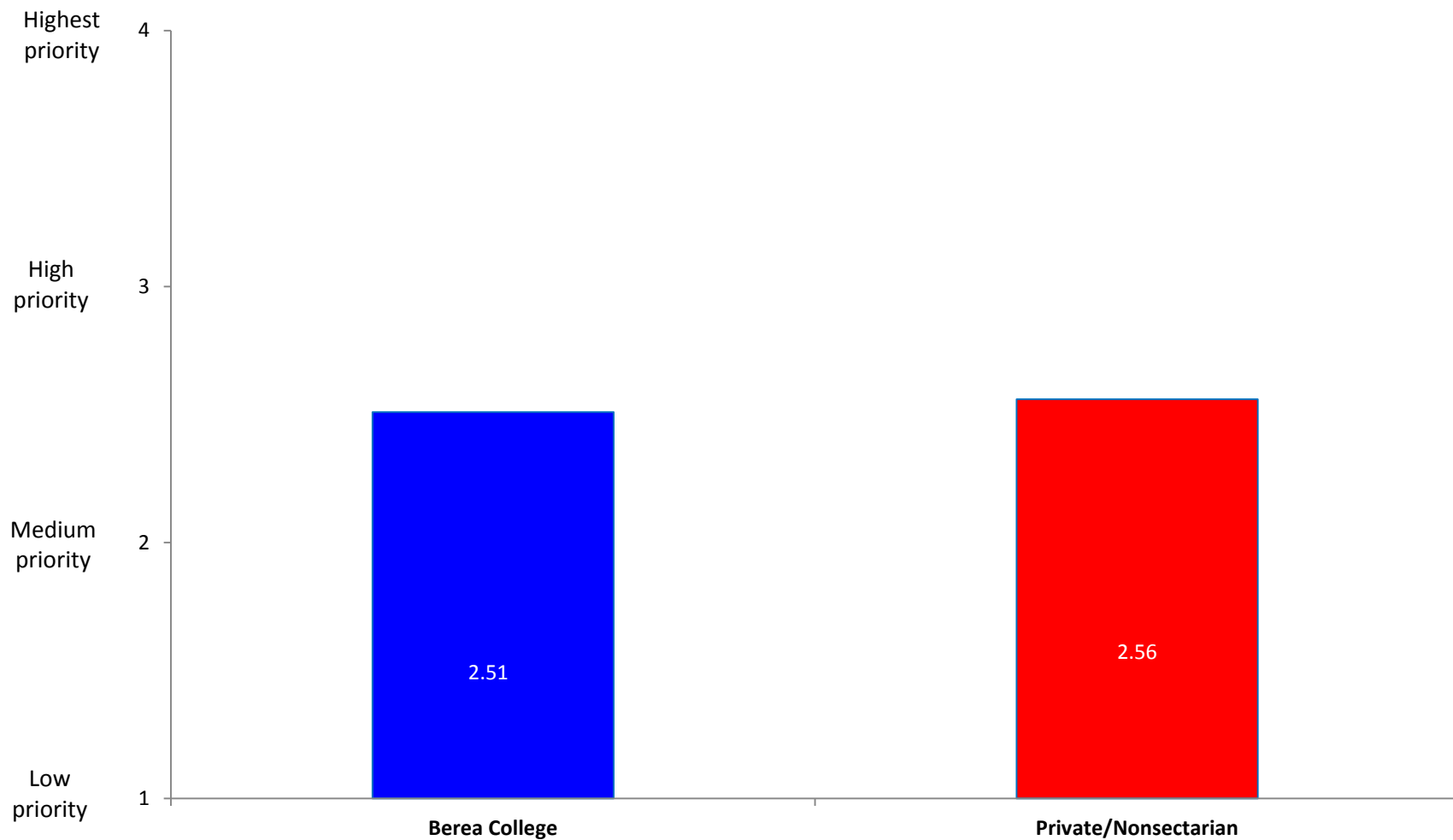
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Recruit more minority students**



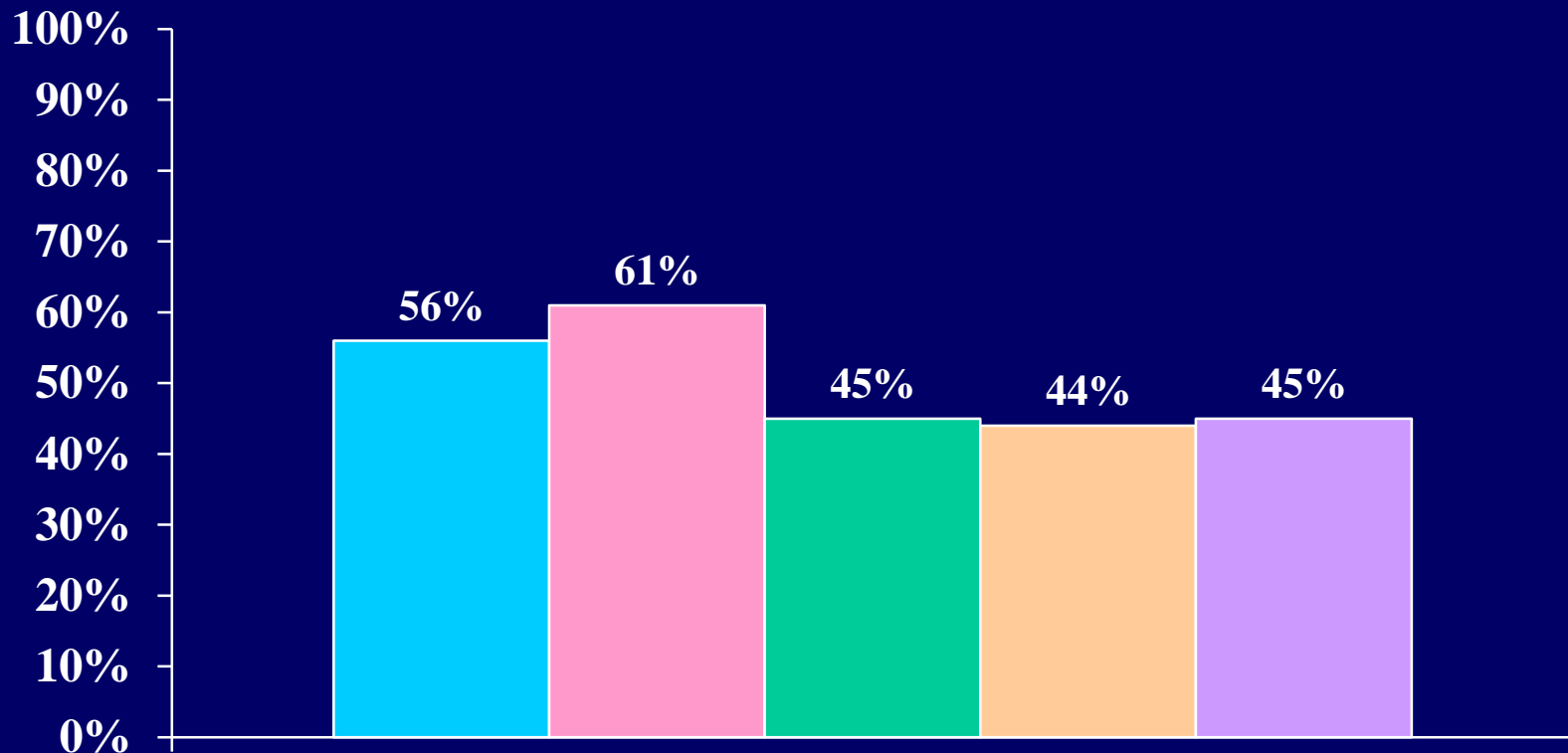
### To promote gender diversity in the faculty and administration



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

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

## *Promote gender diversity in the faculty and administration*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics



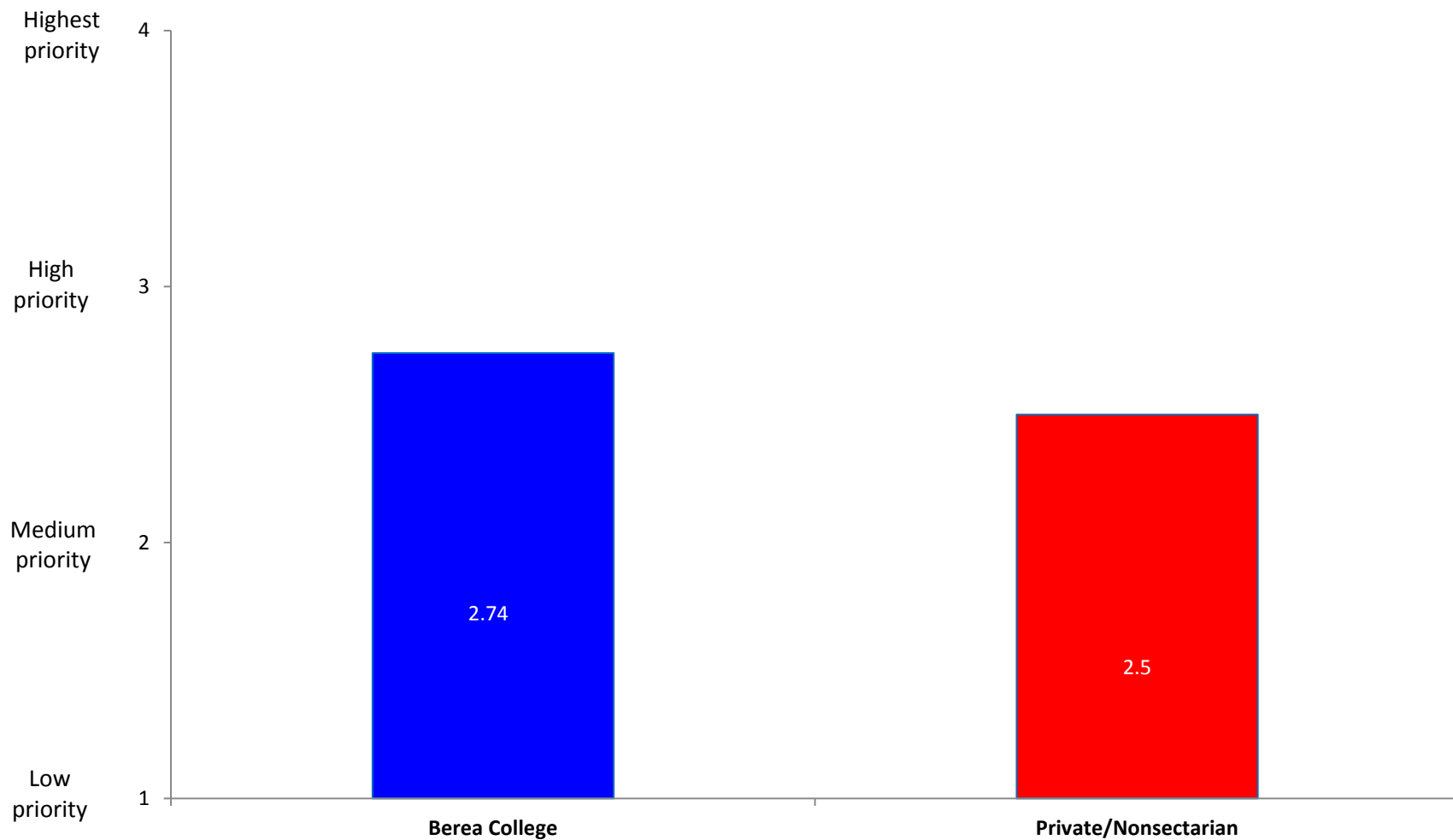
## Higher Education Research Institute (HERI) Faculty Survey

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

### Promote gender diversity in the faculty and administration

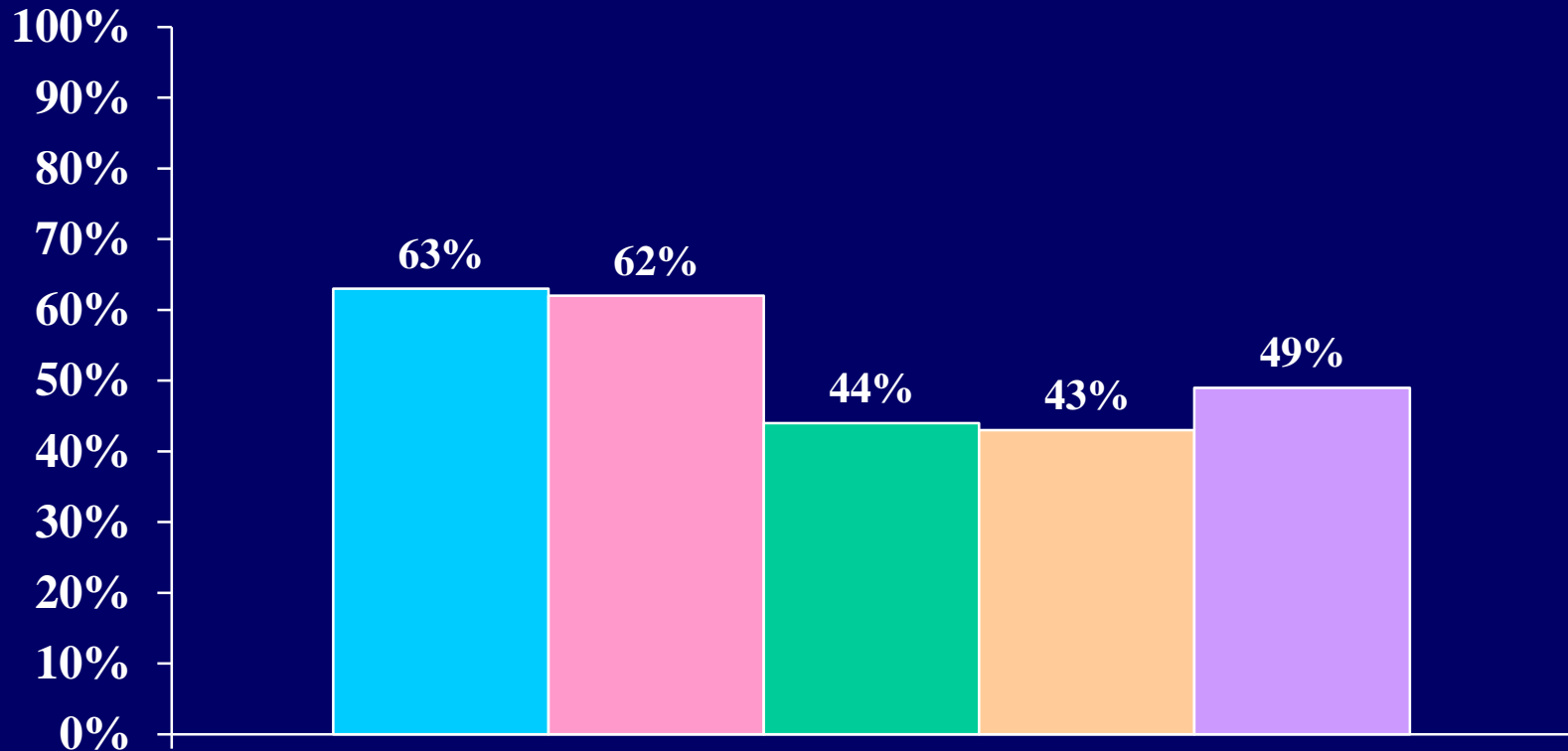


### To promote racial and ethnic diversity in the faculty and administration



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

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



## Higher Education Research Institute (HERI) Faculty Survey

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

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



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

All Students



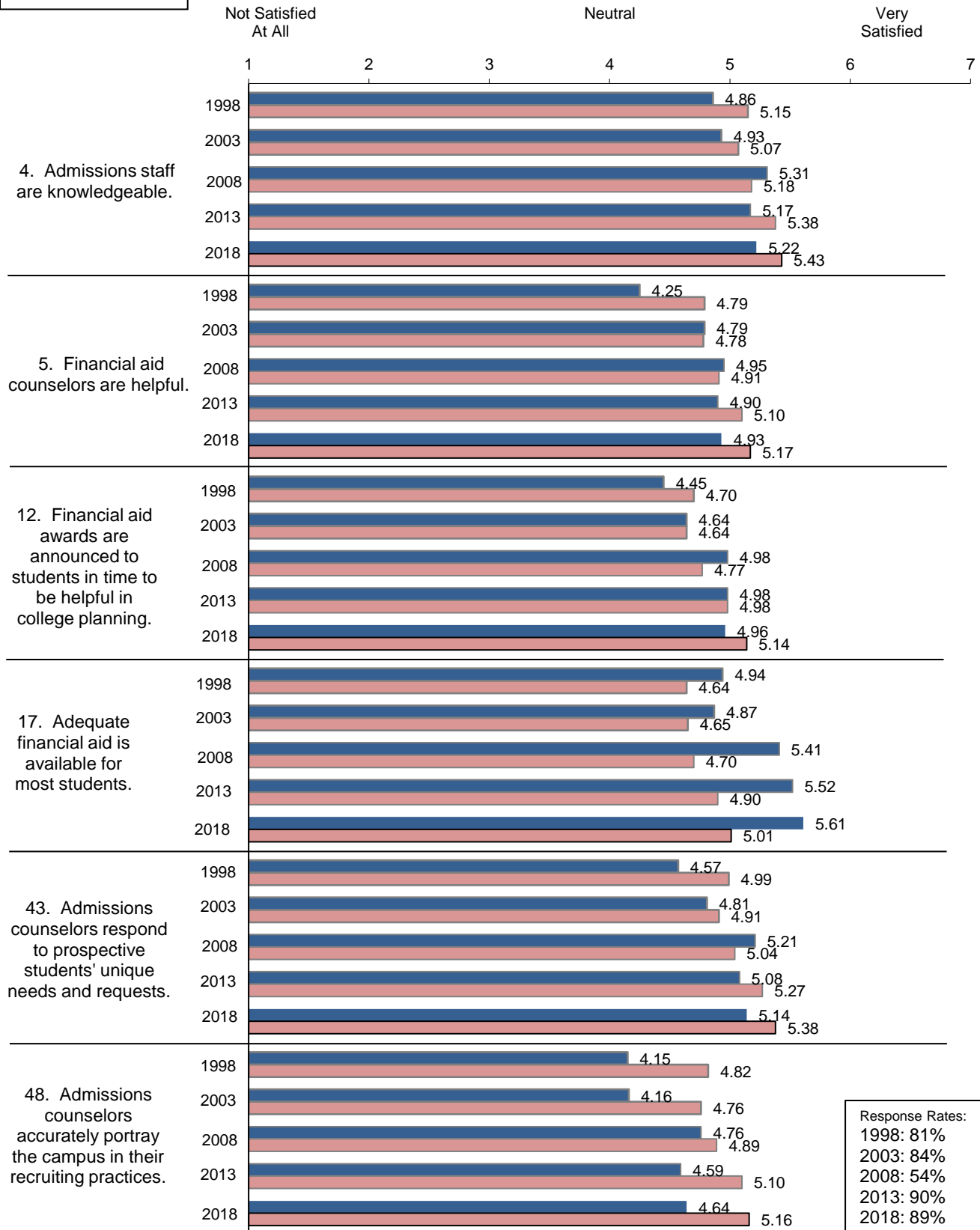
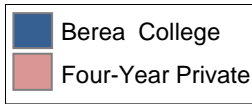
[Click to see survey instruments](#)

Response Rates:

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

**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Recruitment and Financial Aid***

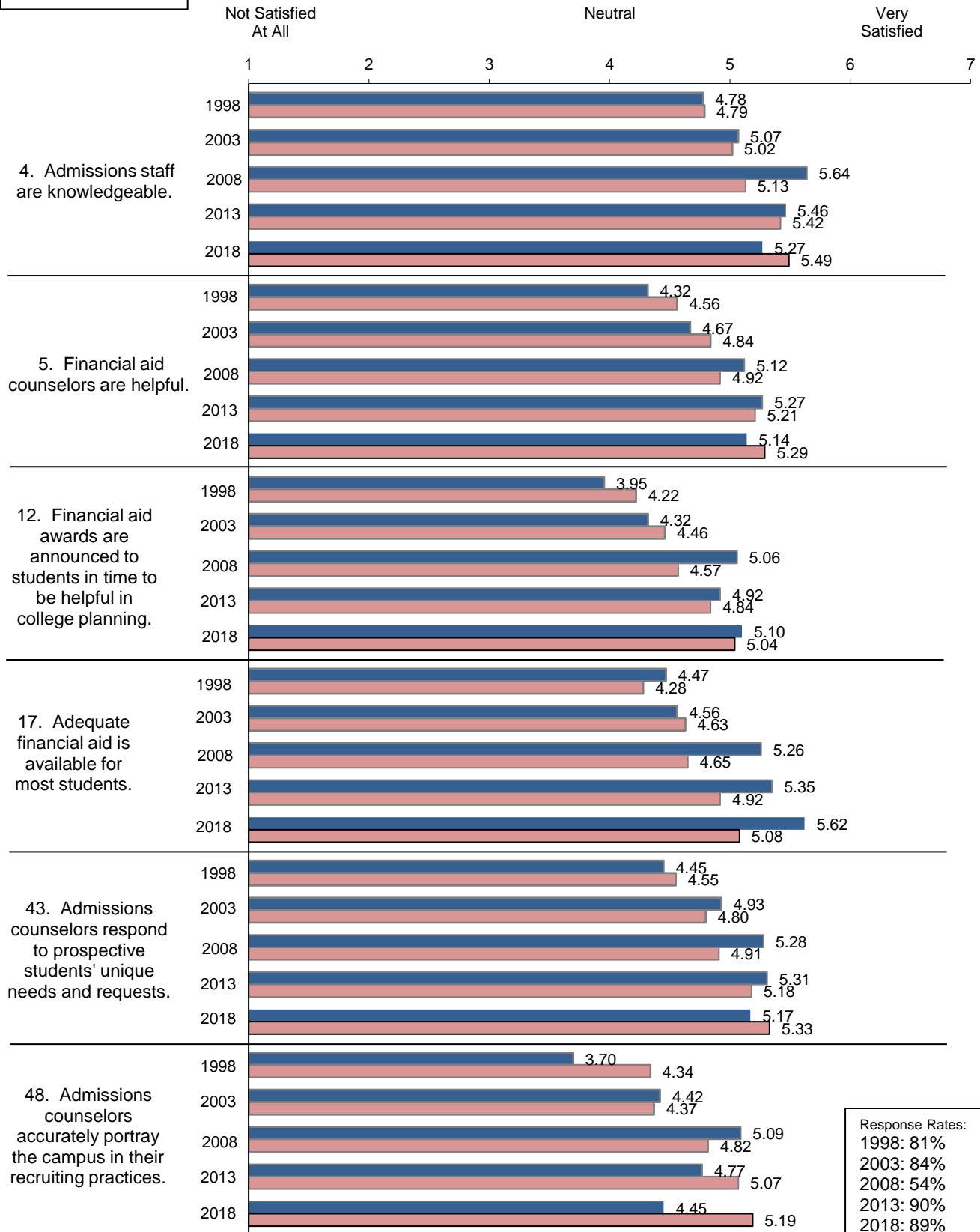
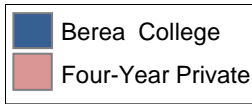
Noel-Levitz Student  
Satisfaction Inventory



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

**African-American Students**  
**Berea College vs. 4-Yr Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Recruitment and Financial Aid**

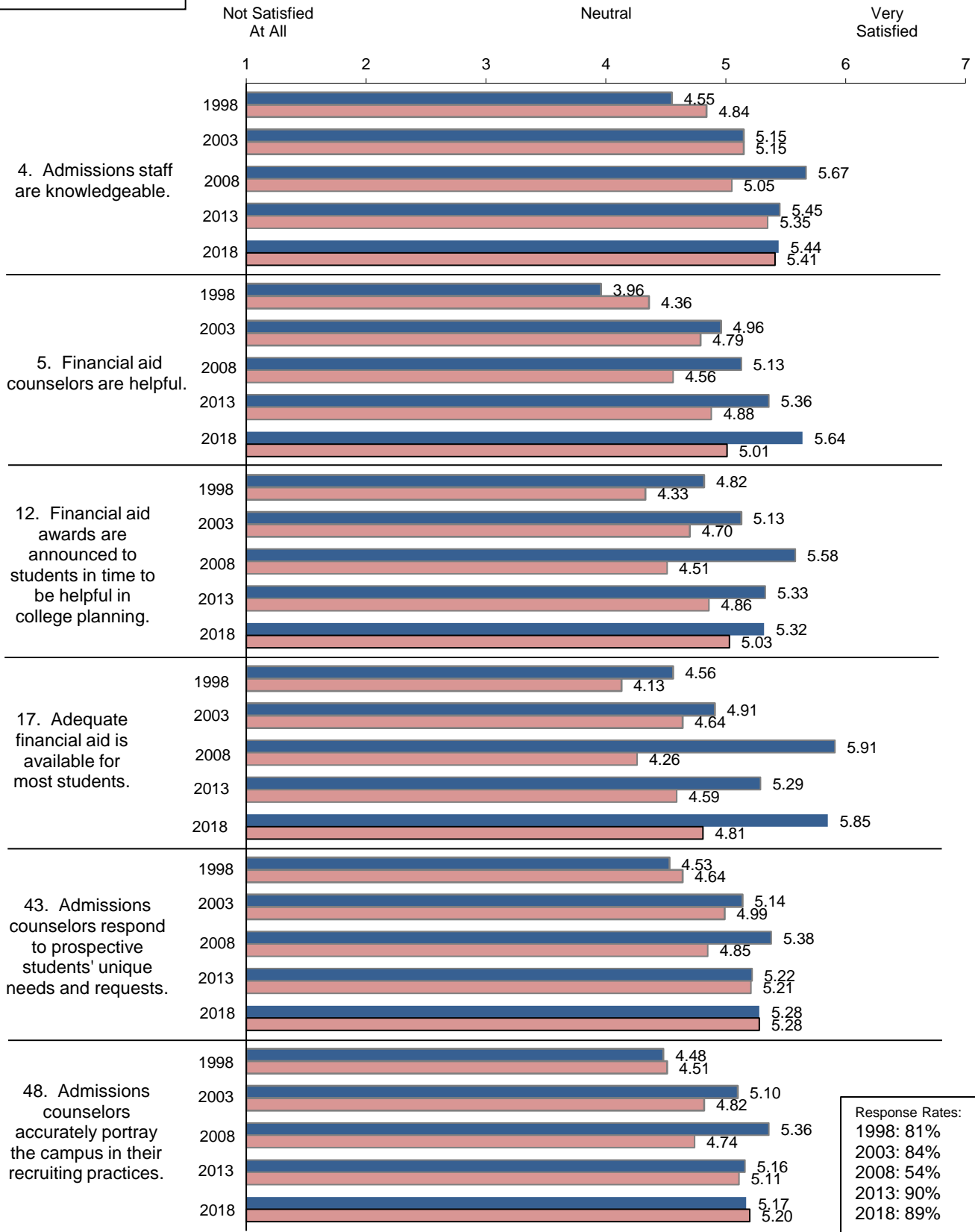
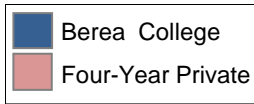
Noel-Levitz Student  
Satisfaction Inventory



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

**International Students**  
**Berea College vs. 4-Yr Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Recruitment and Financial Aid***

Noel-Levitz Student  
Satisfaction Inventory



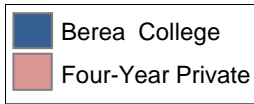
Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%



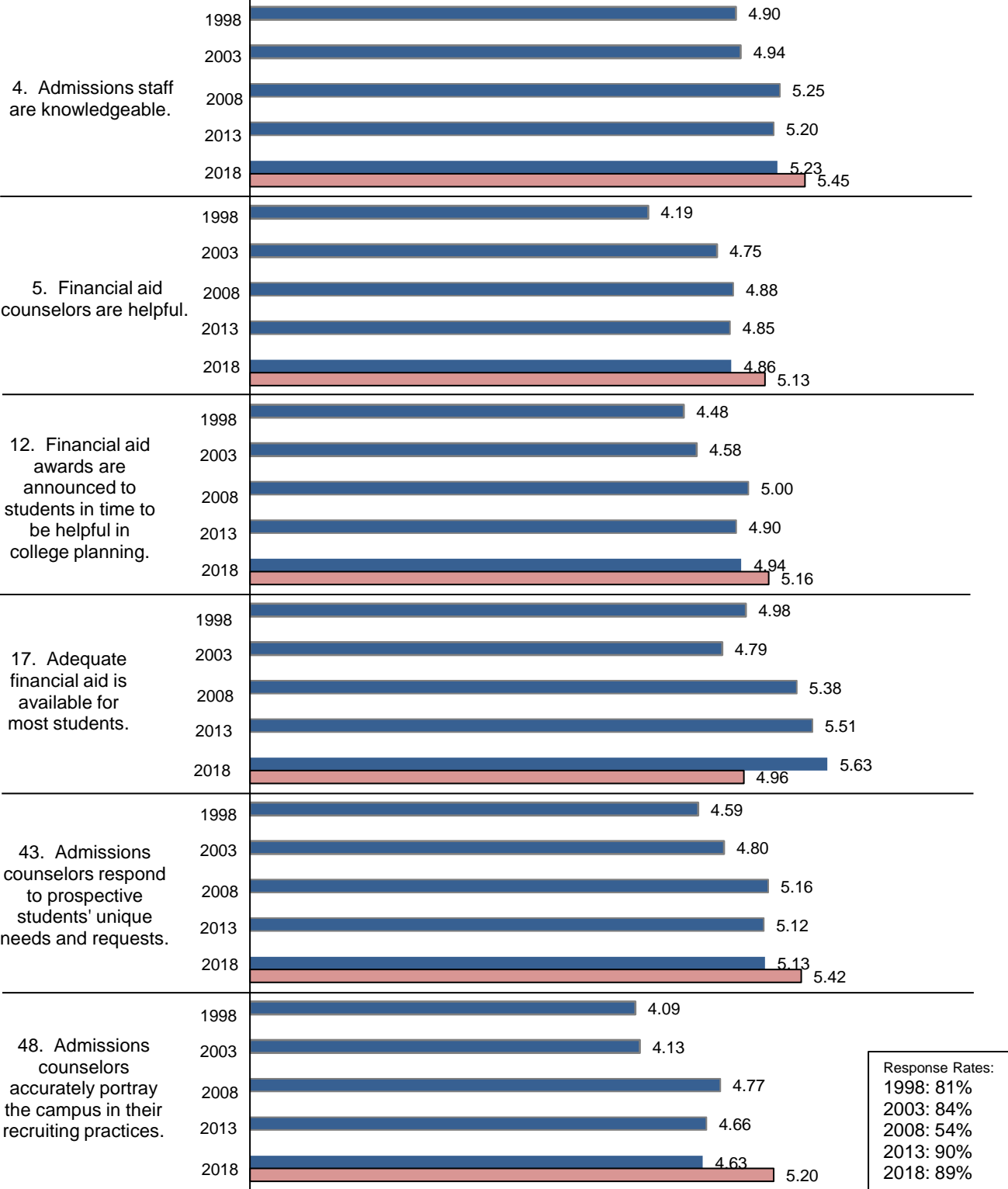
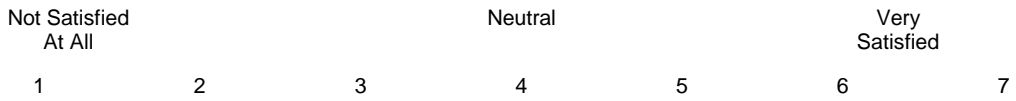


**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Recruitment and Financial Aid**

Noel-Levitz Student  
Satisfaction Inventory



National data not available prior to 2018.

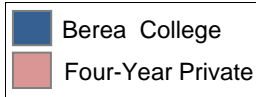


Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

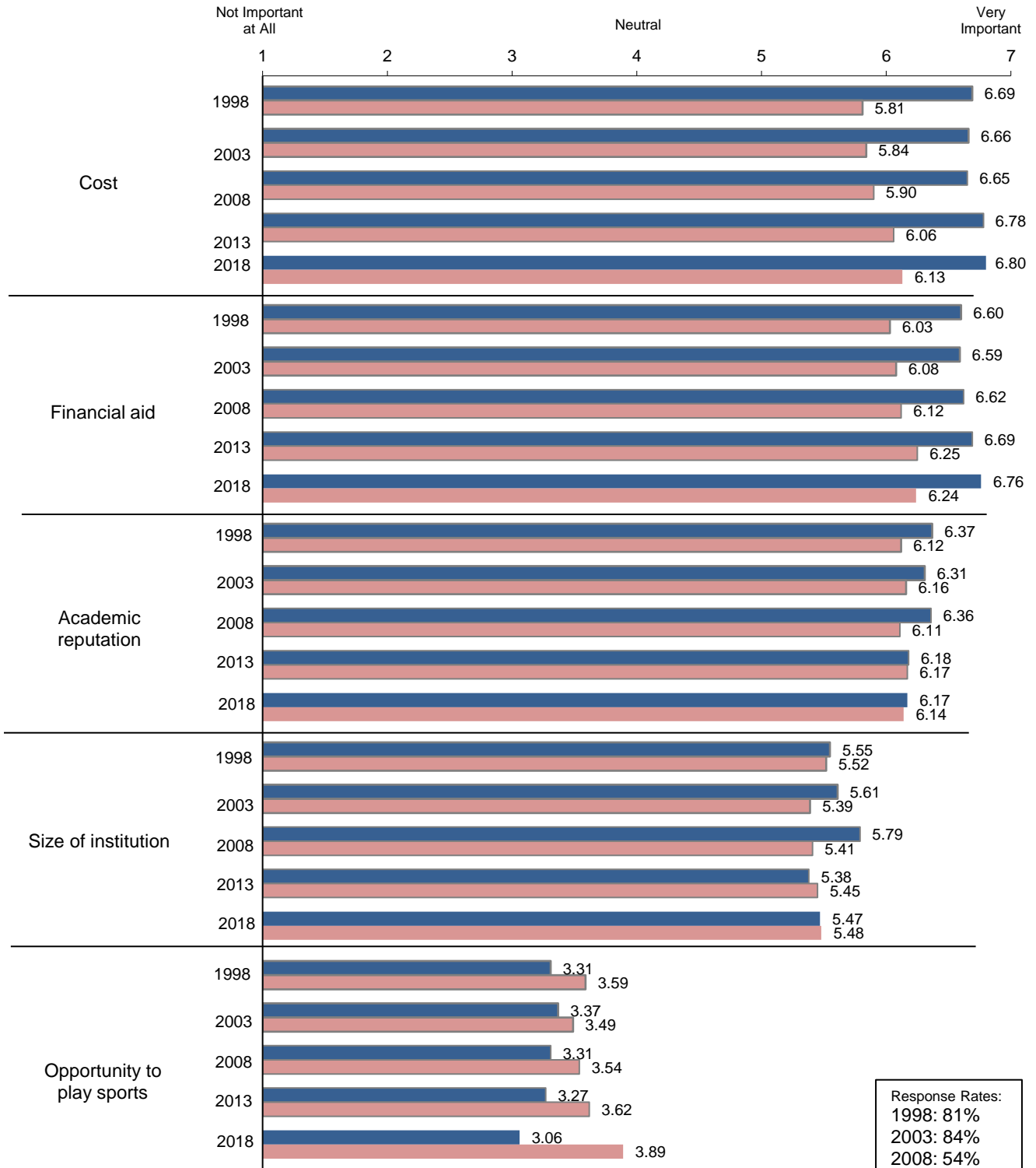
## All Students

### Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



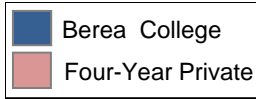
*How important were each of the following factors  
in your decision to enroll here?*



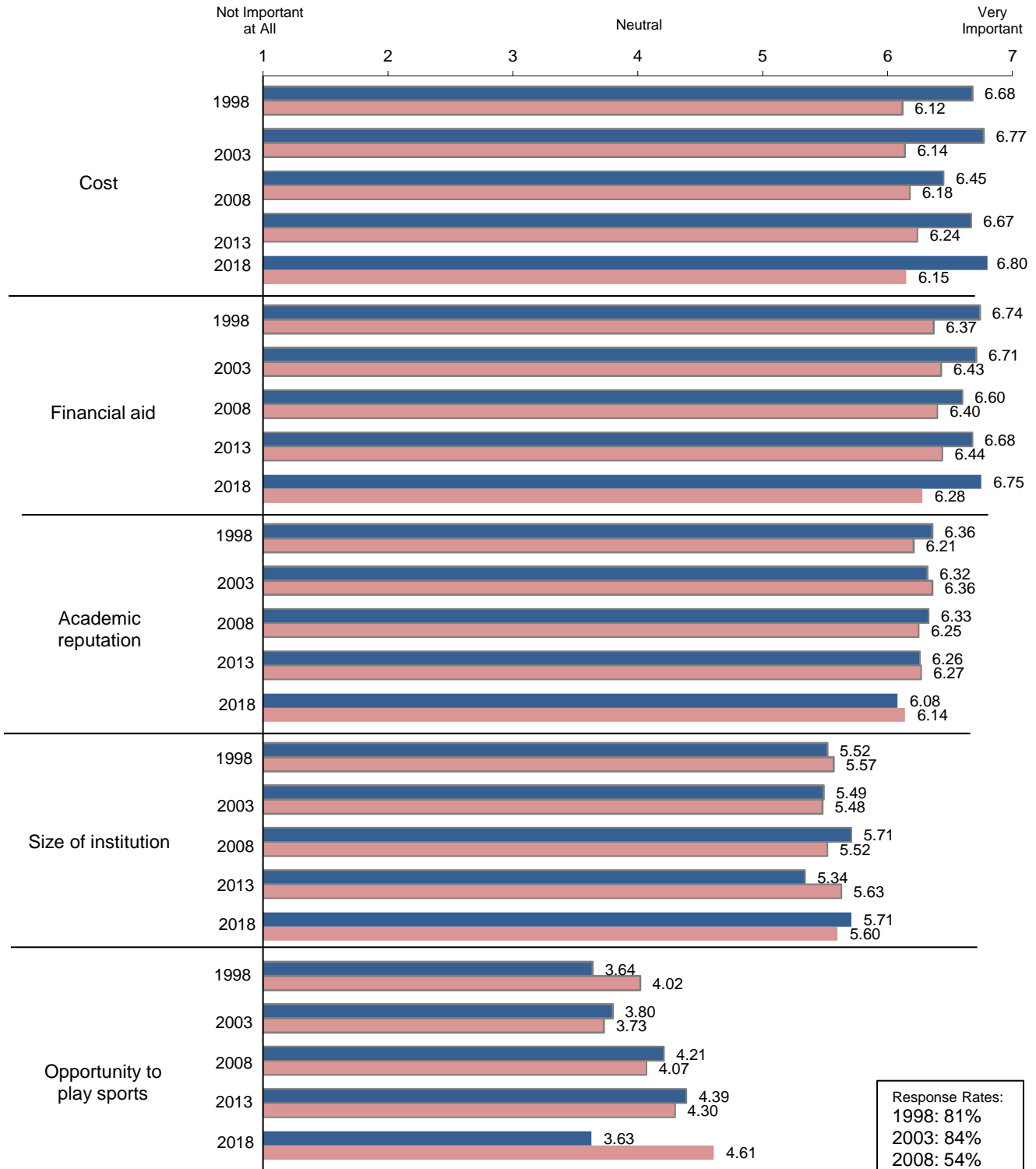
Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

## African-American Students Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



*How important were each of the following factors  
in your decision to enroll here?*

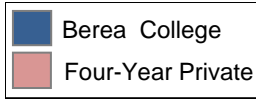


Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

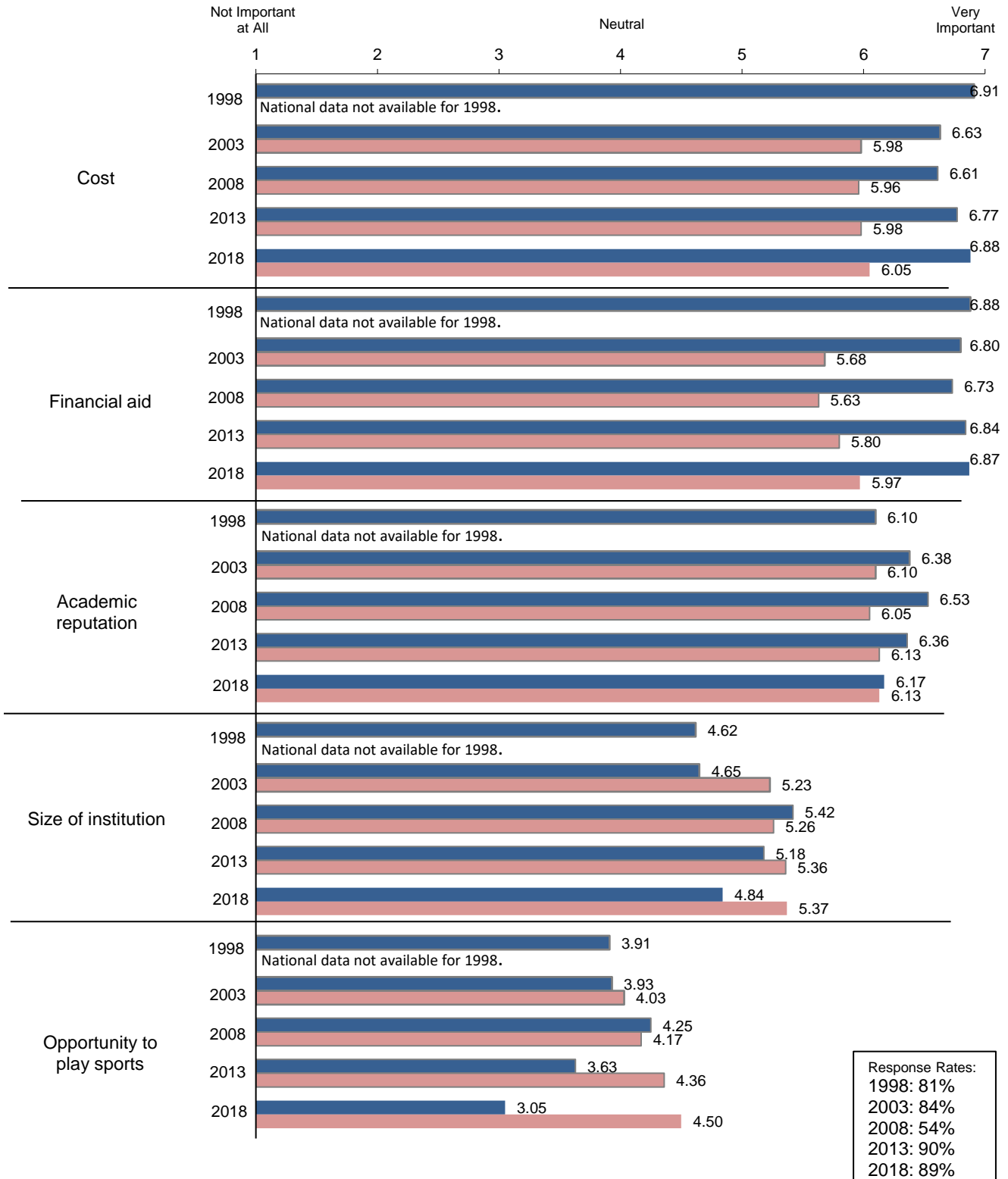
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



*How important were each of the following factors in your decision to enroll here?*



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

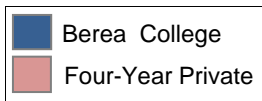




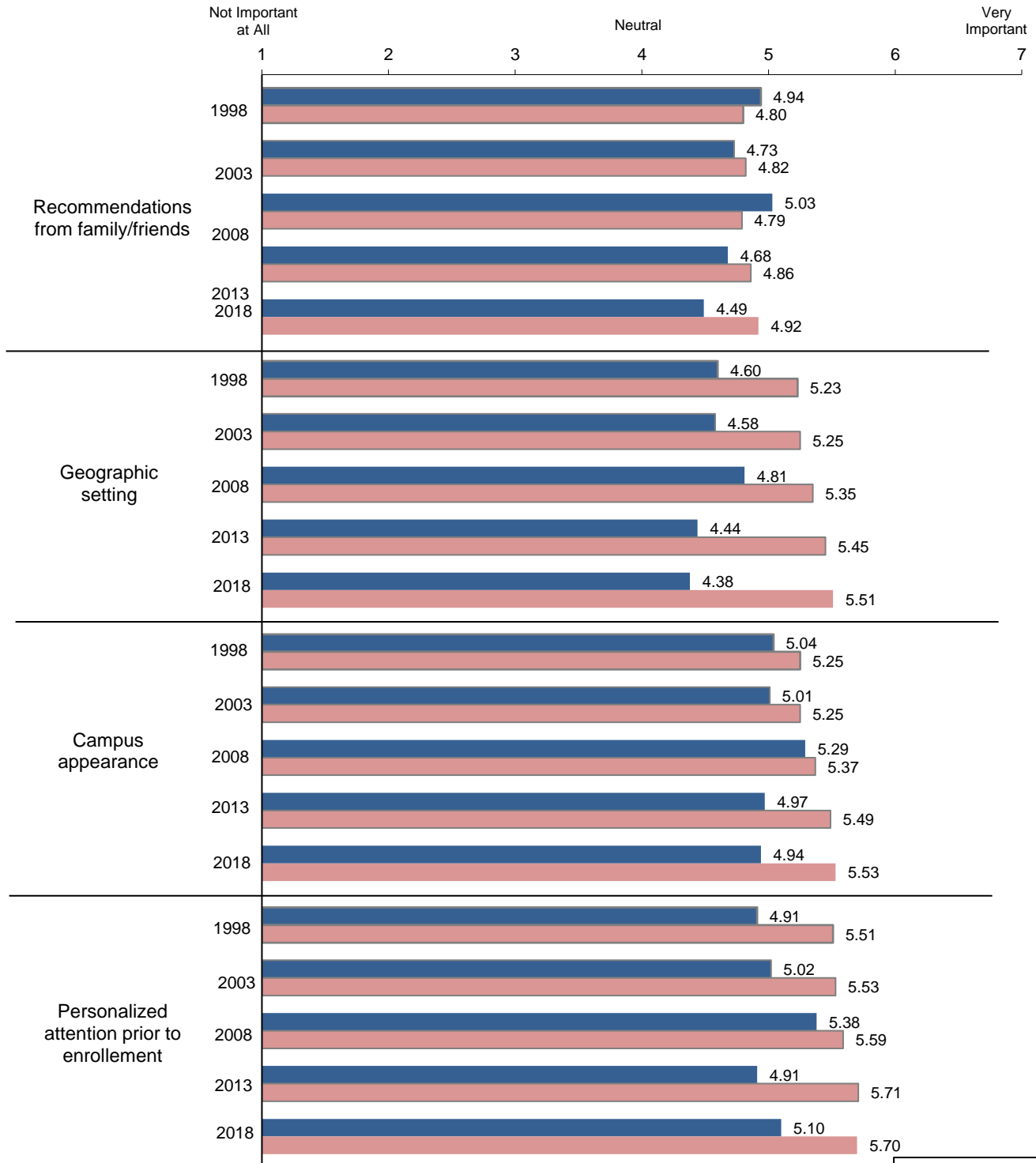
# All Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



*How important were each of the following factors in your decision to enroll here?*



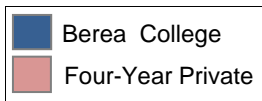
Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%



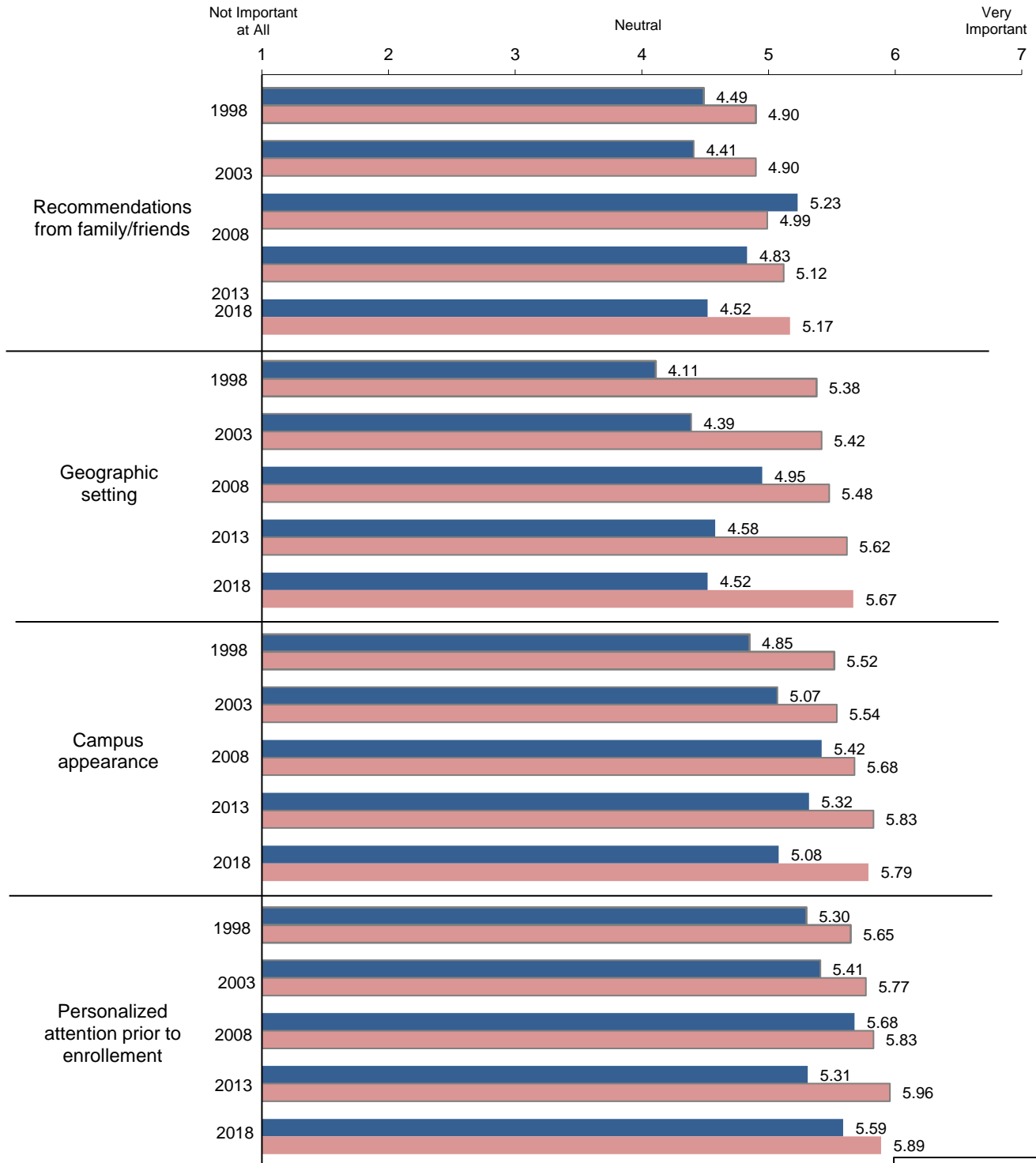
# African-American Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



*How important were each of the following factors in your decision to enroll here?*

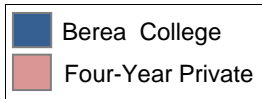


Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

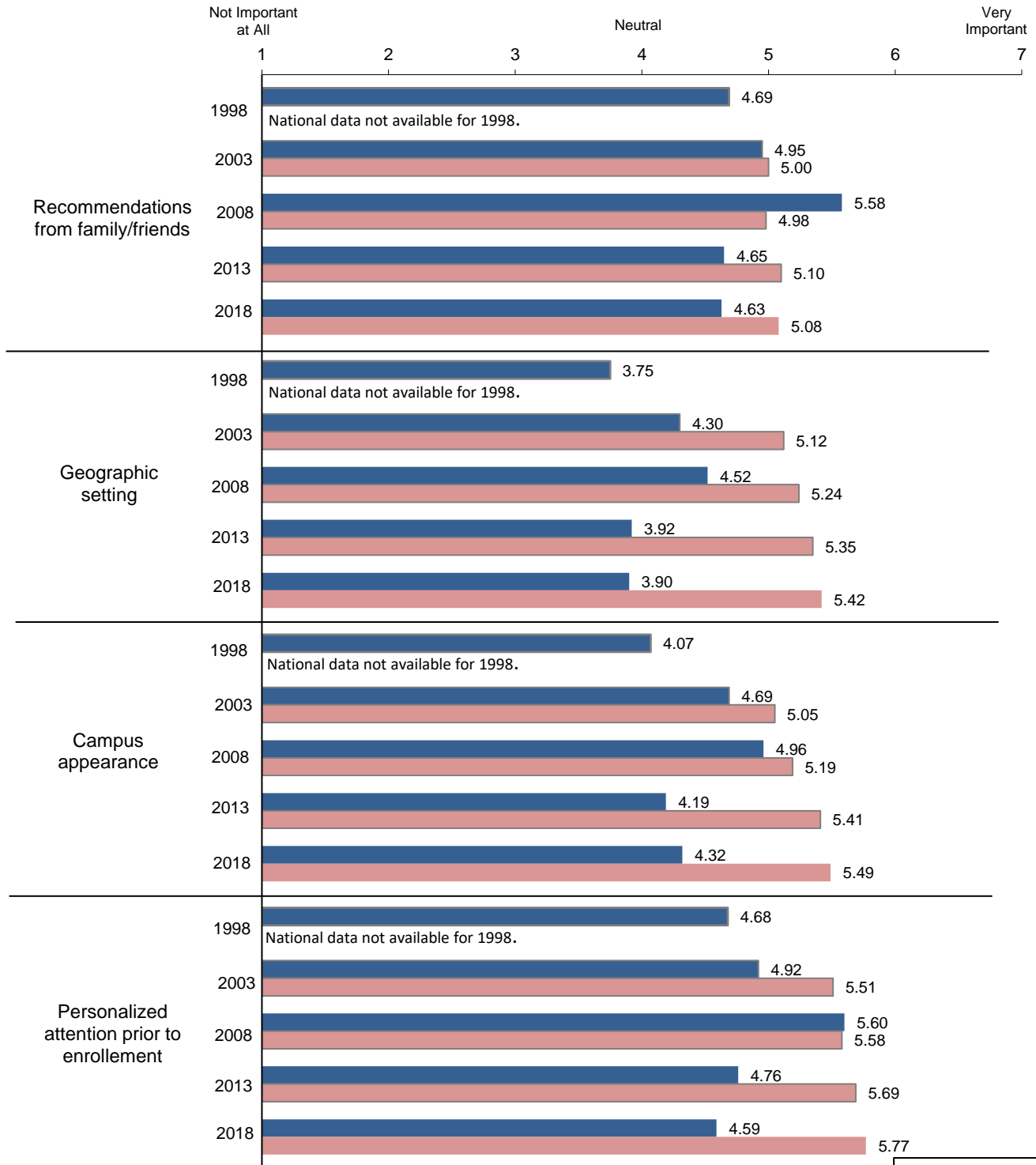
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



*How important were each of the following factors  
in your decision to enroll here?*

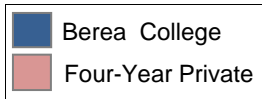


**Response Rates:**  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

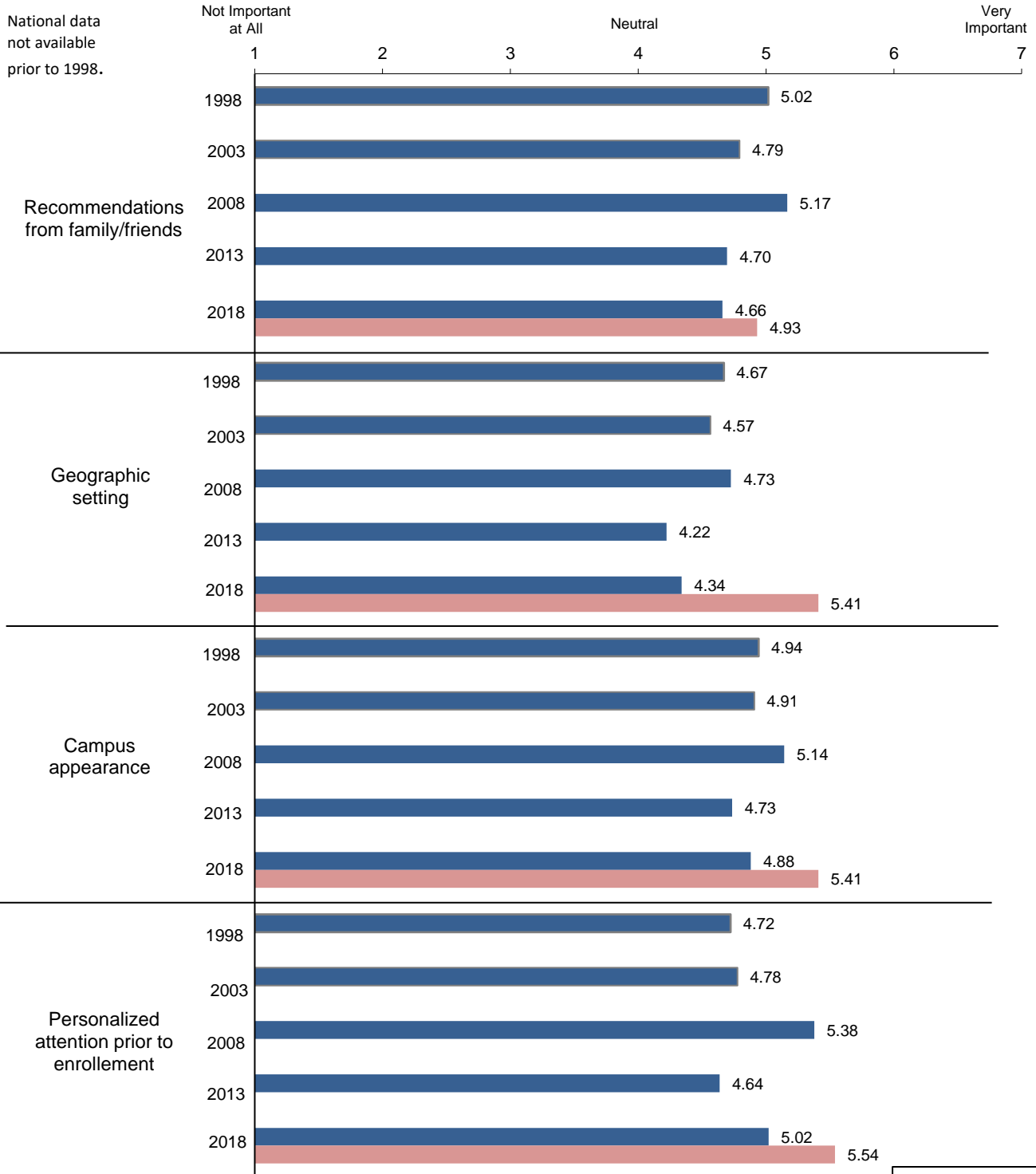
# Male Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



*How important were each of the following factors in your decision to enroll here?*

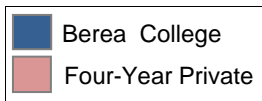


Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

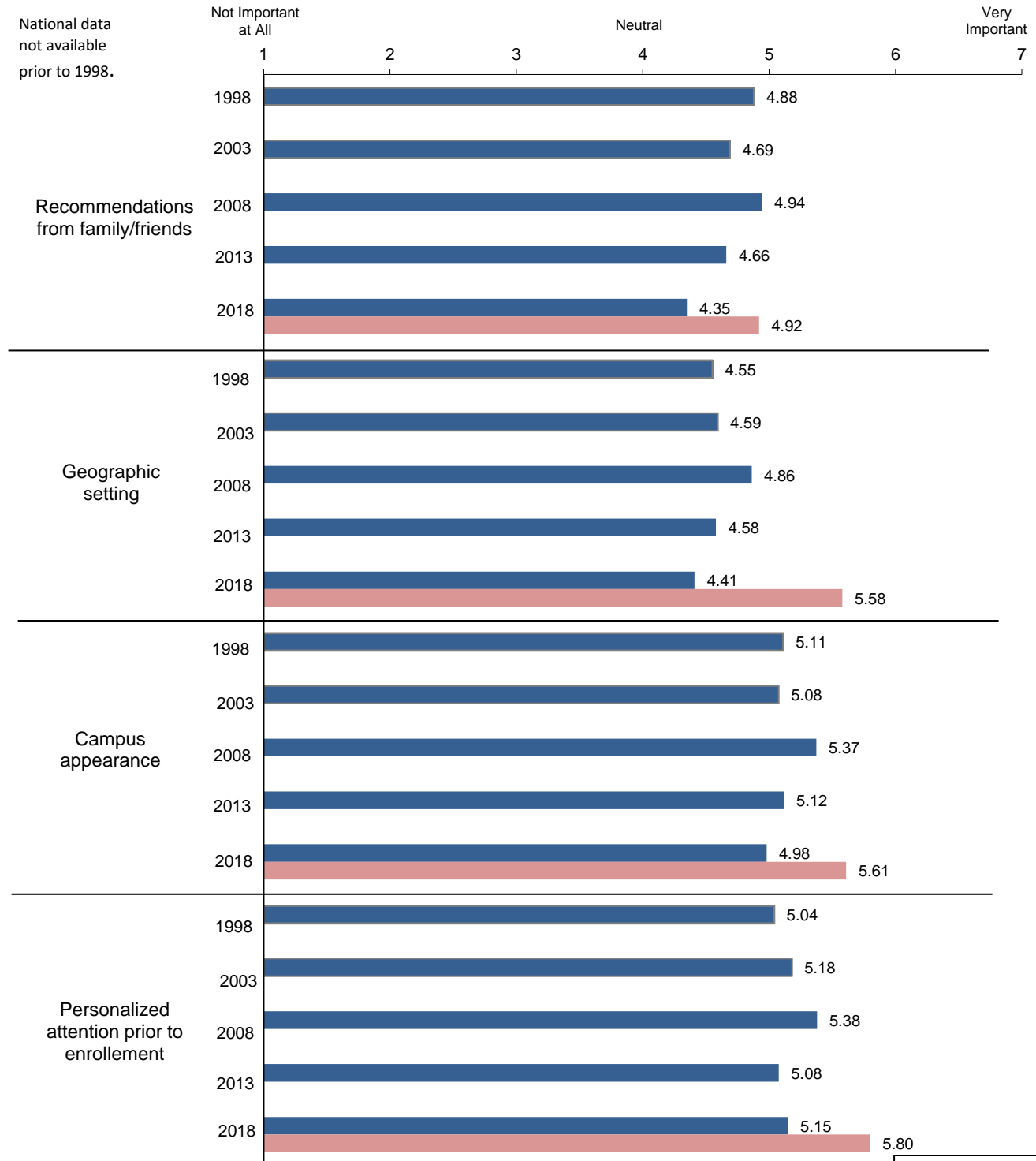
# Female Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



*How important were each of the following factors in your decision to enroll here?*



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

# Berea-Specific Graduating Seniors Survey



[Choose to see survey instruments](#)

## Response Rates:

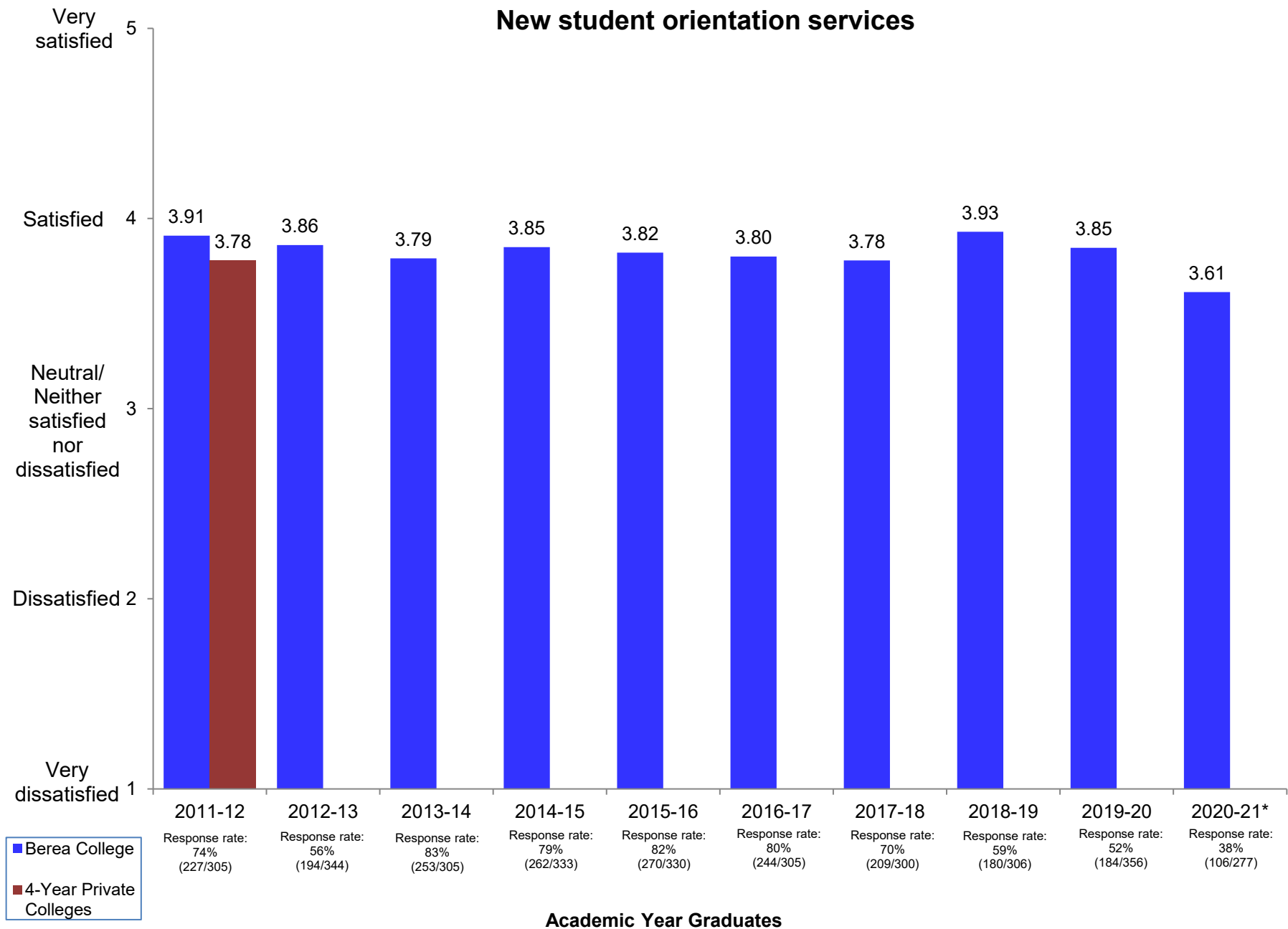
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

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

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

Indicate your level of satisfaction with each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal



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

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

# ACT Alumni Outcomes Survey

(Work Colleges Consortium Project  
administered online)

(Graduates from 1992-93 through 2006-07)

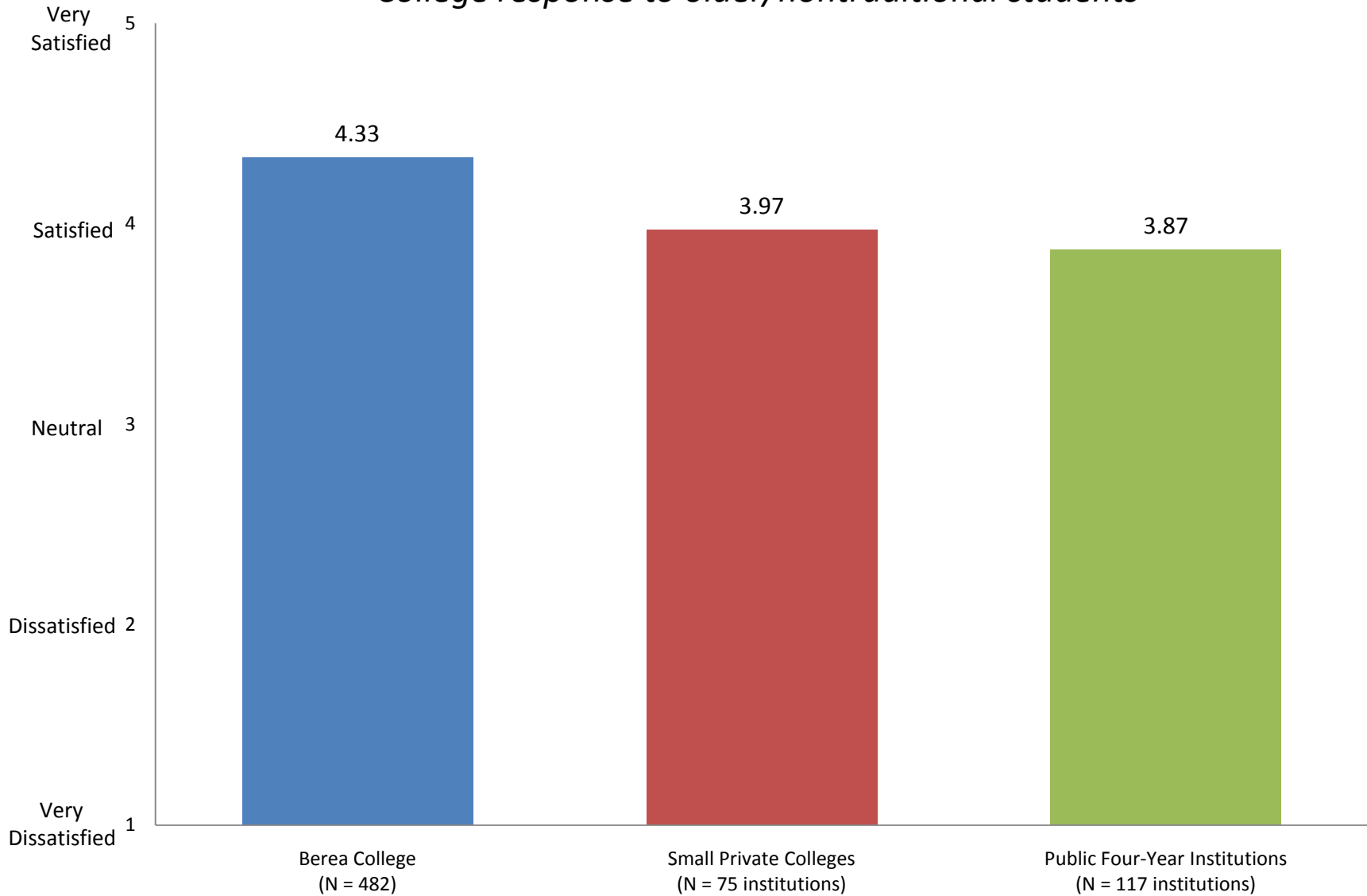


[Click to see survey instrument](#)

**Response Rate: 29% (482/1648)**

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

### College response to older/nontraditional students



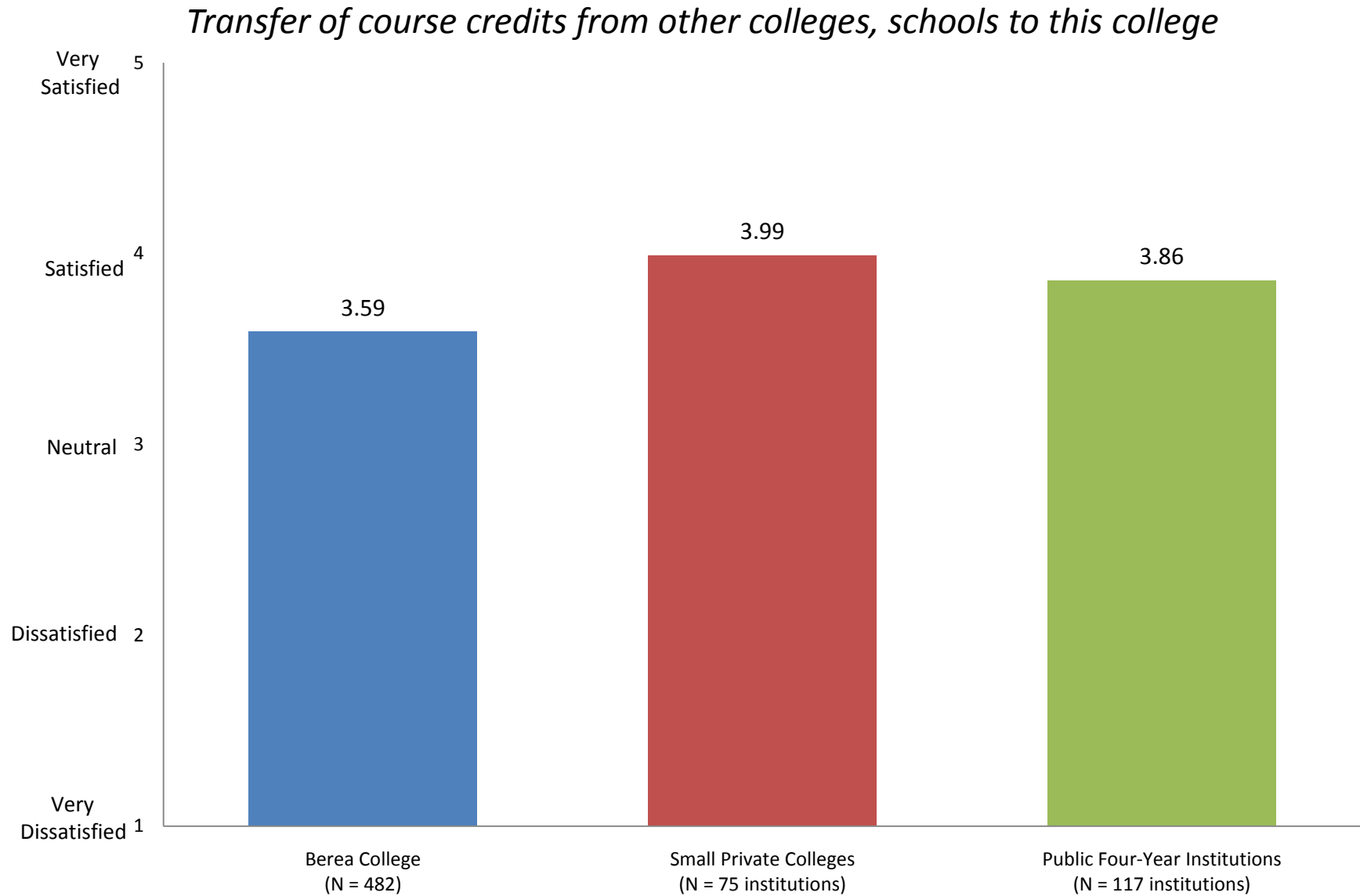
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

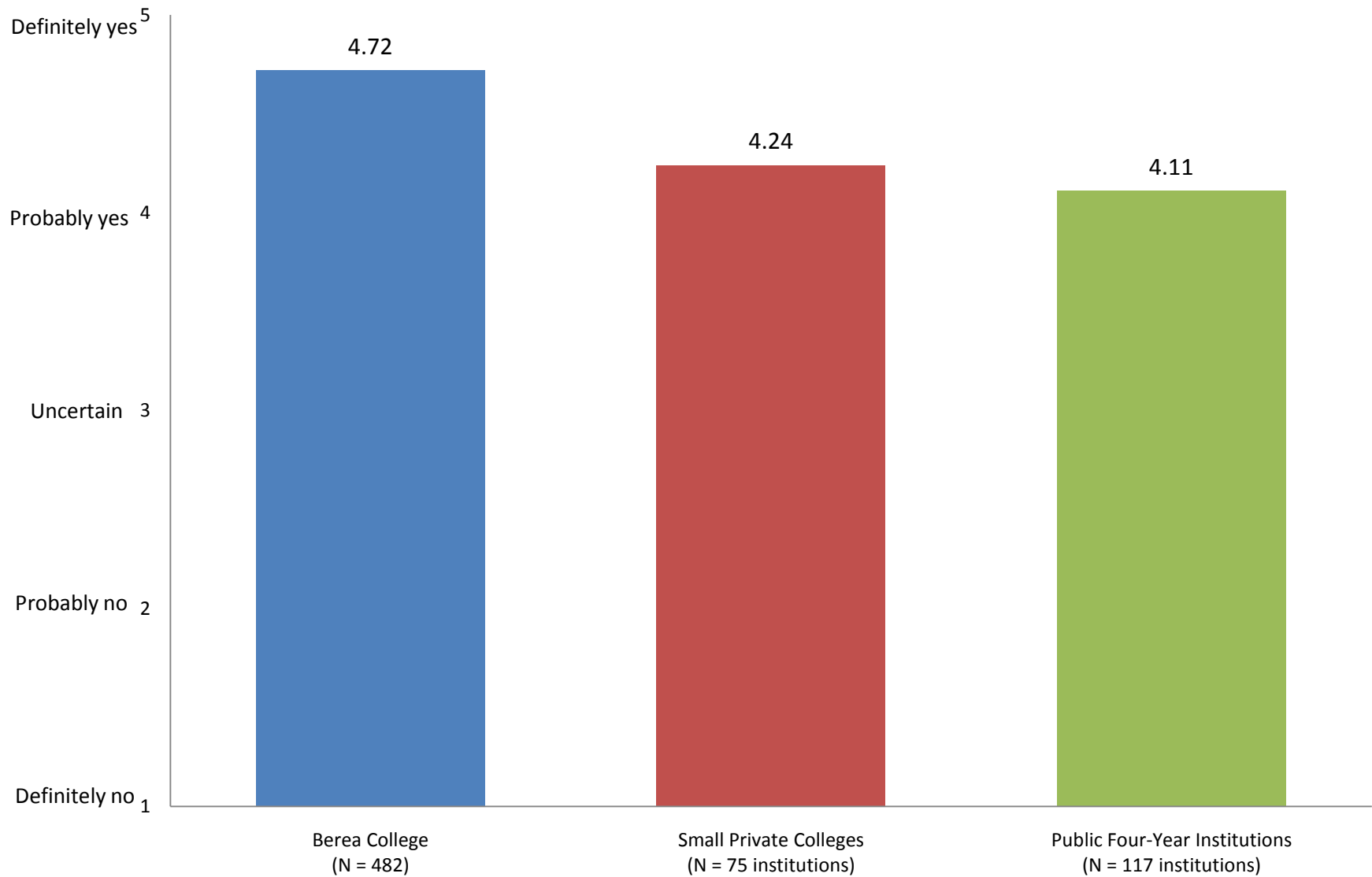


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

*If you could begin again, would you attend this school?*

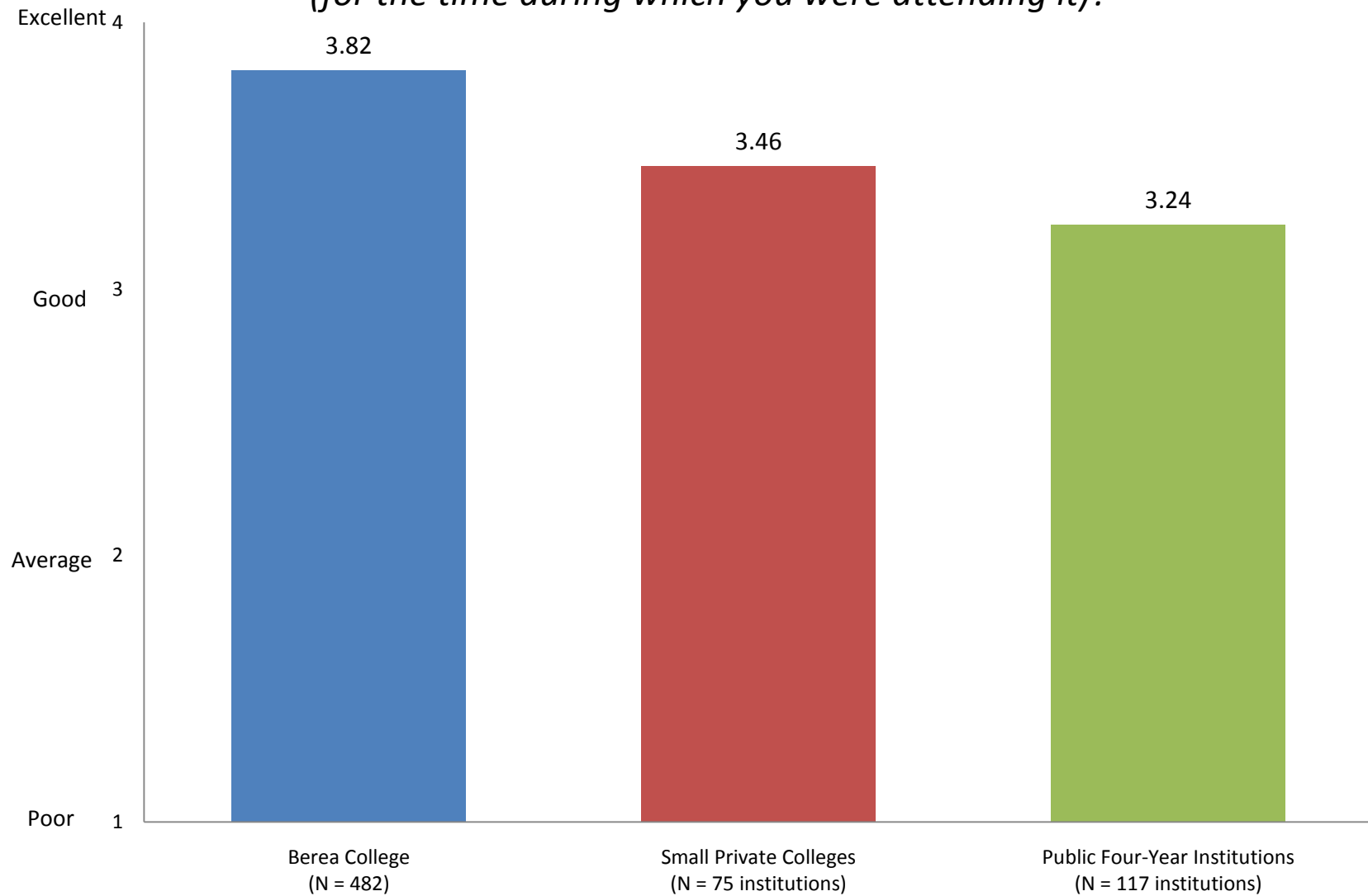


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

*Overall, how would you rate this school  
(for the time during which you were attending it)?*

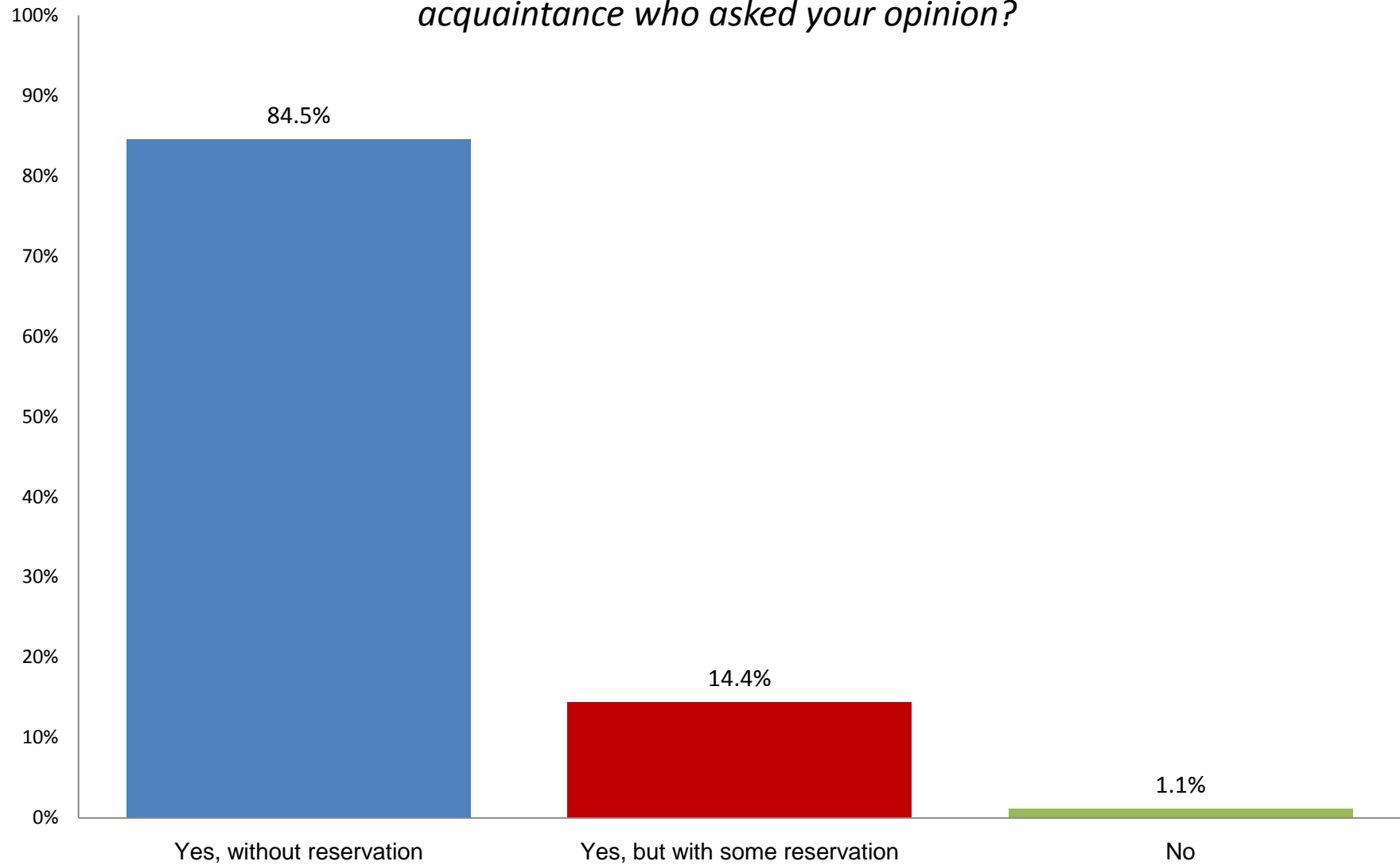


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

*Would you recommend this school to a friend or acquaintance who asked your opinion?*



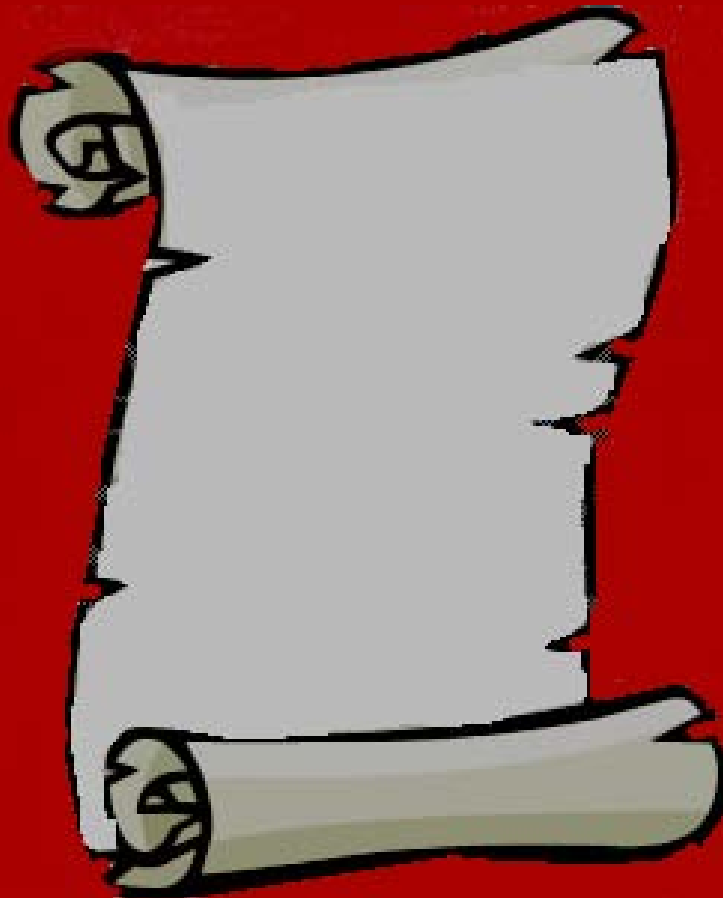
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

# HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 2016



# Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)



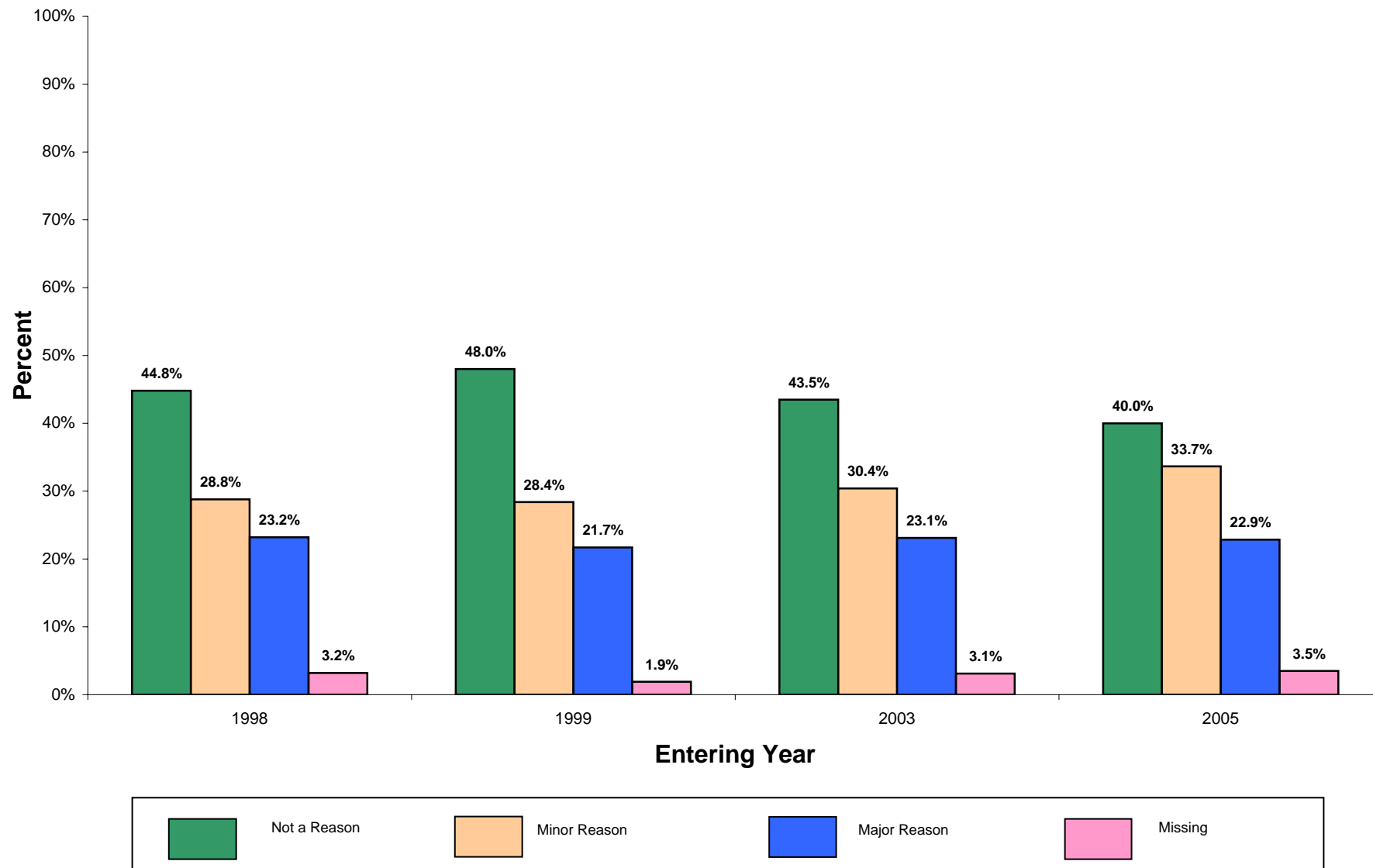
[Click to see survey instruments](#)

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

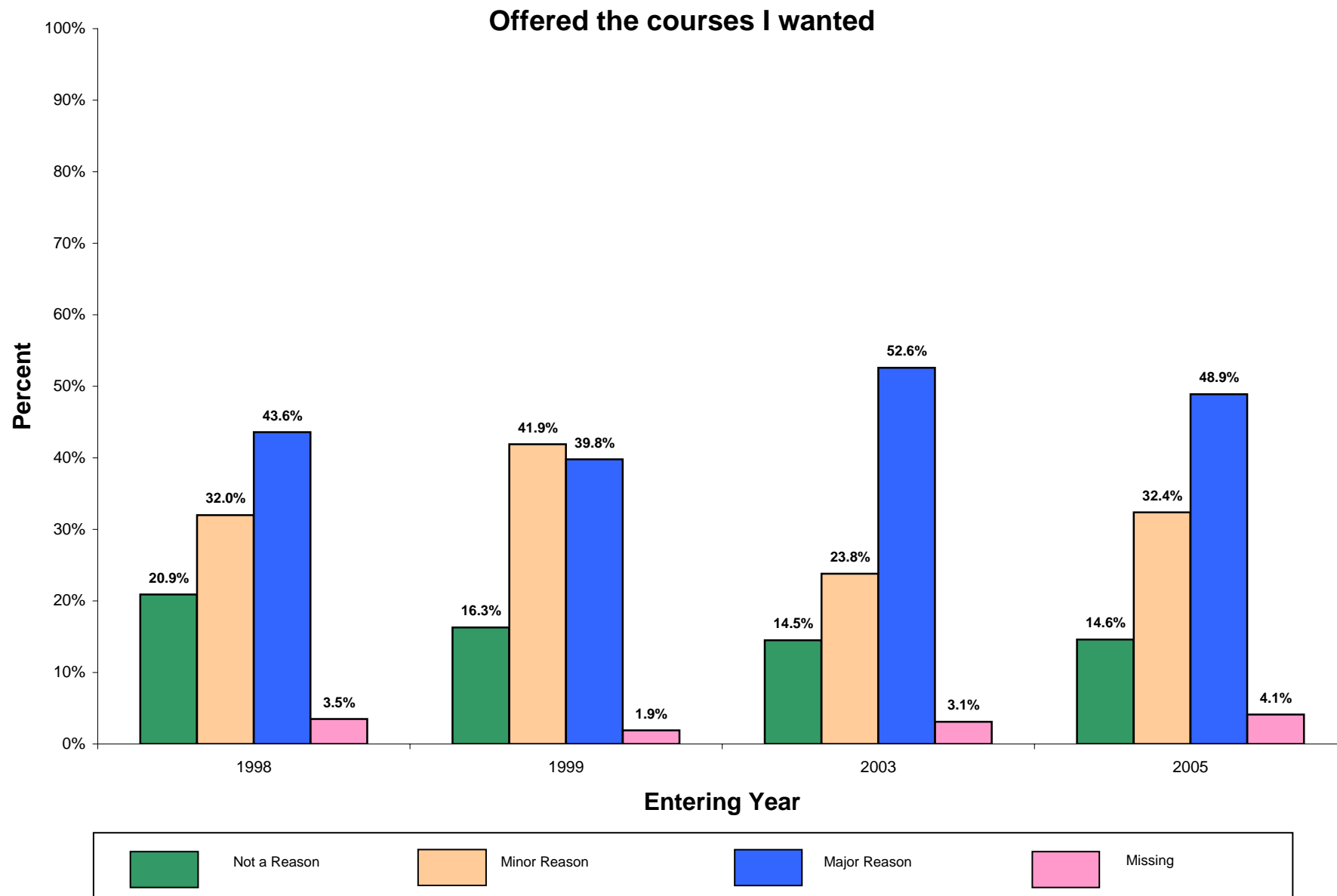
Average Response Rate of 85%

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

### Convenient location

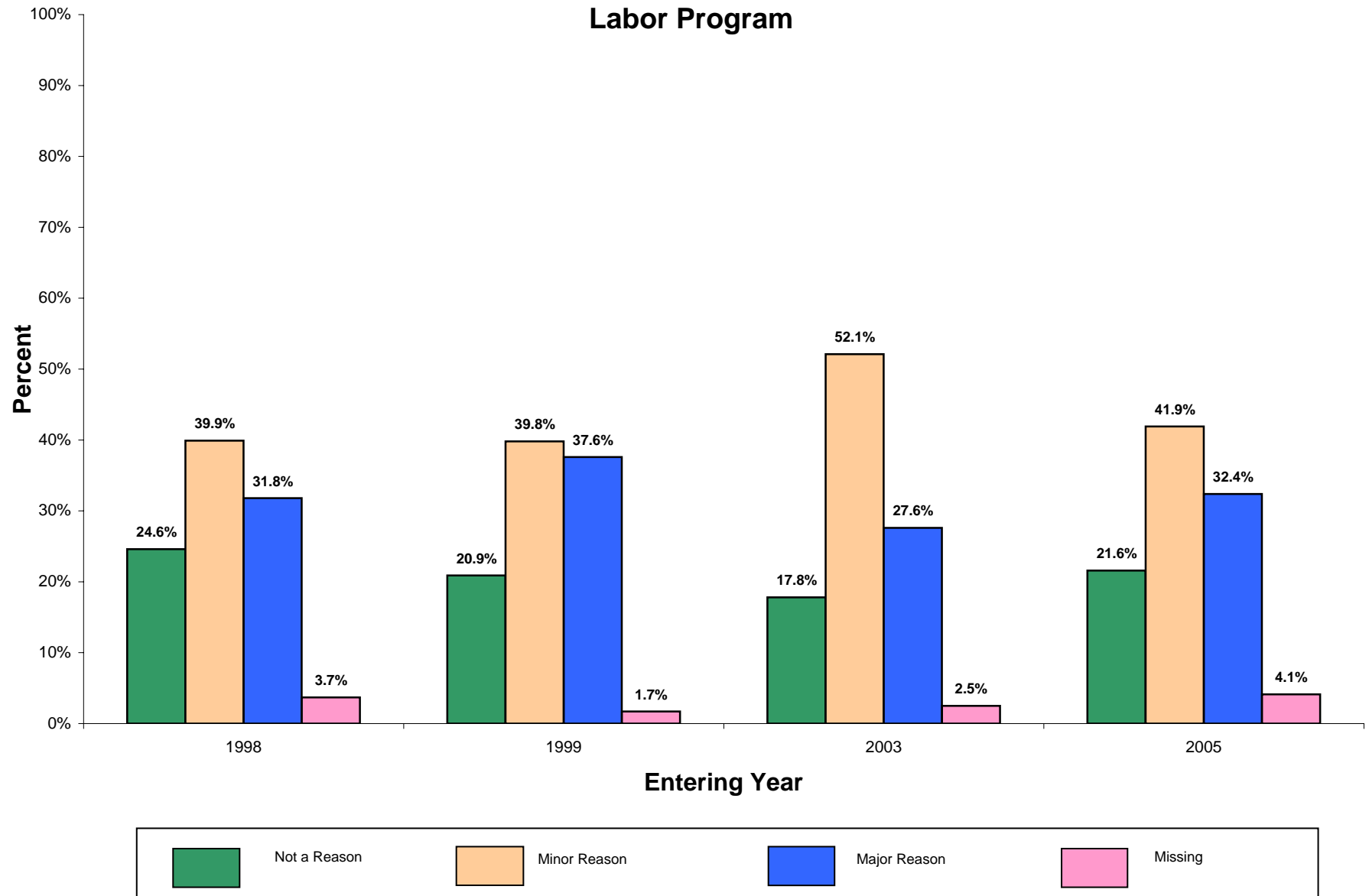


Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College



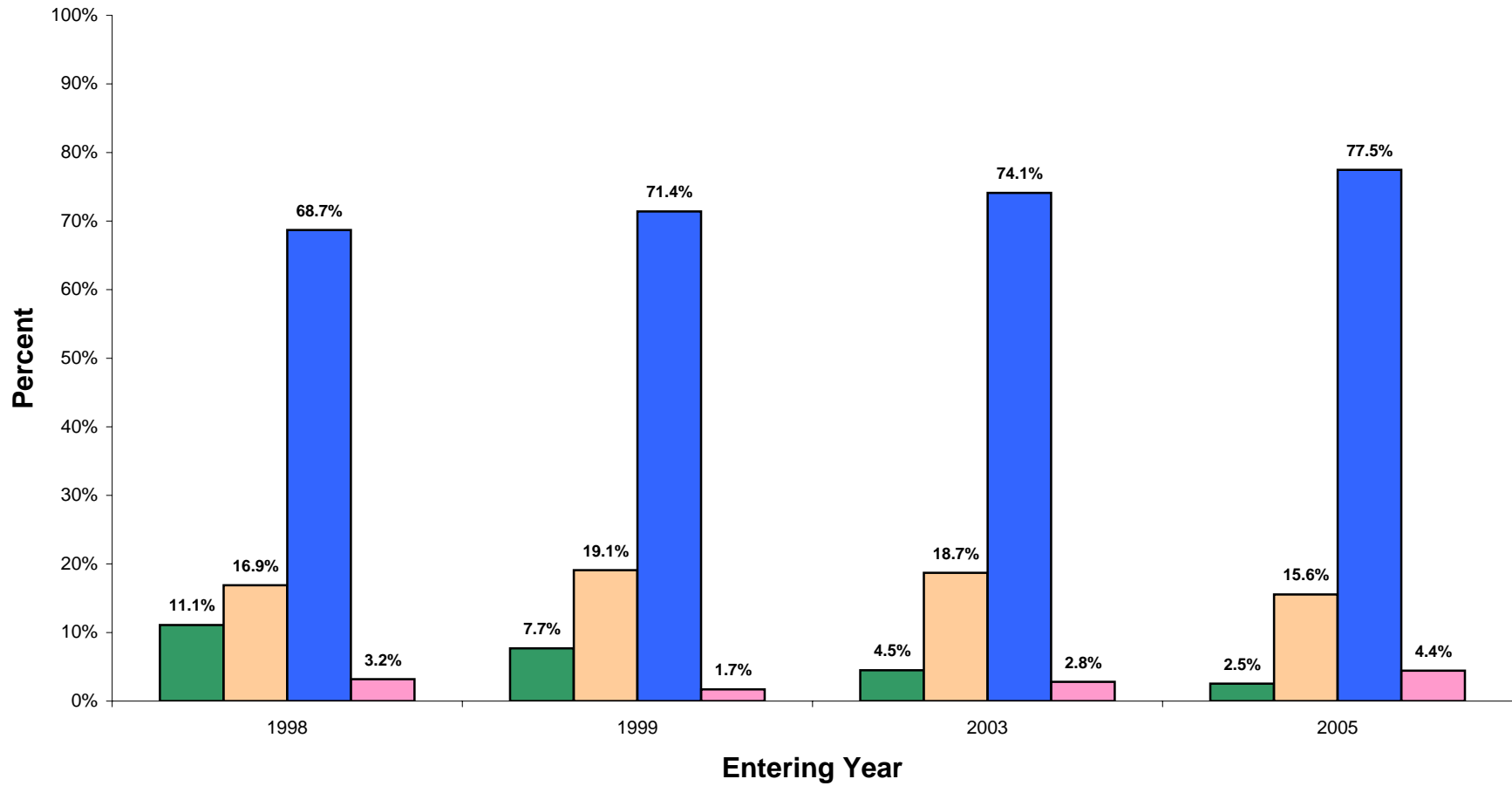


Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College

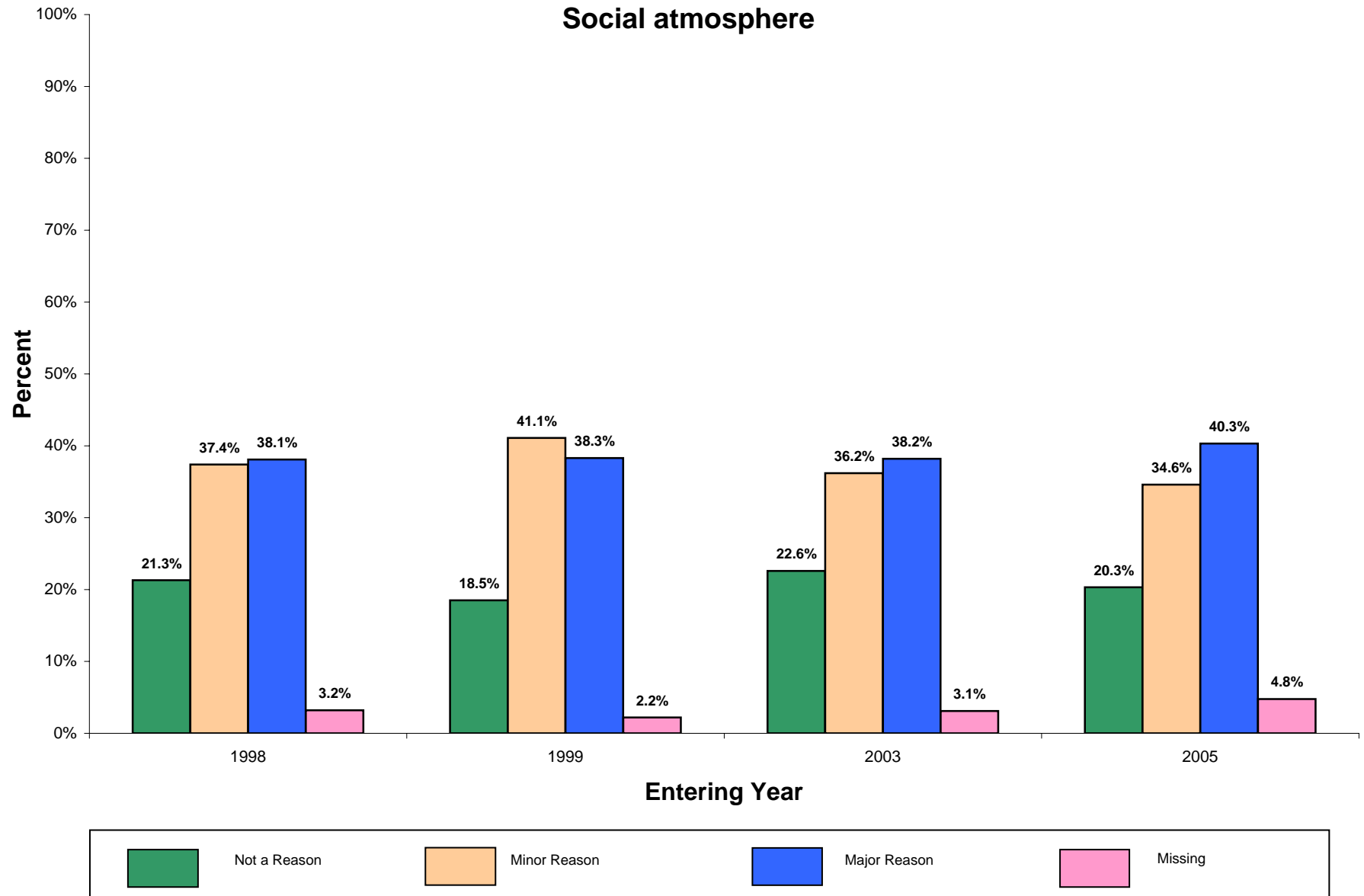


Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College

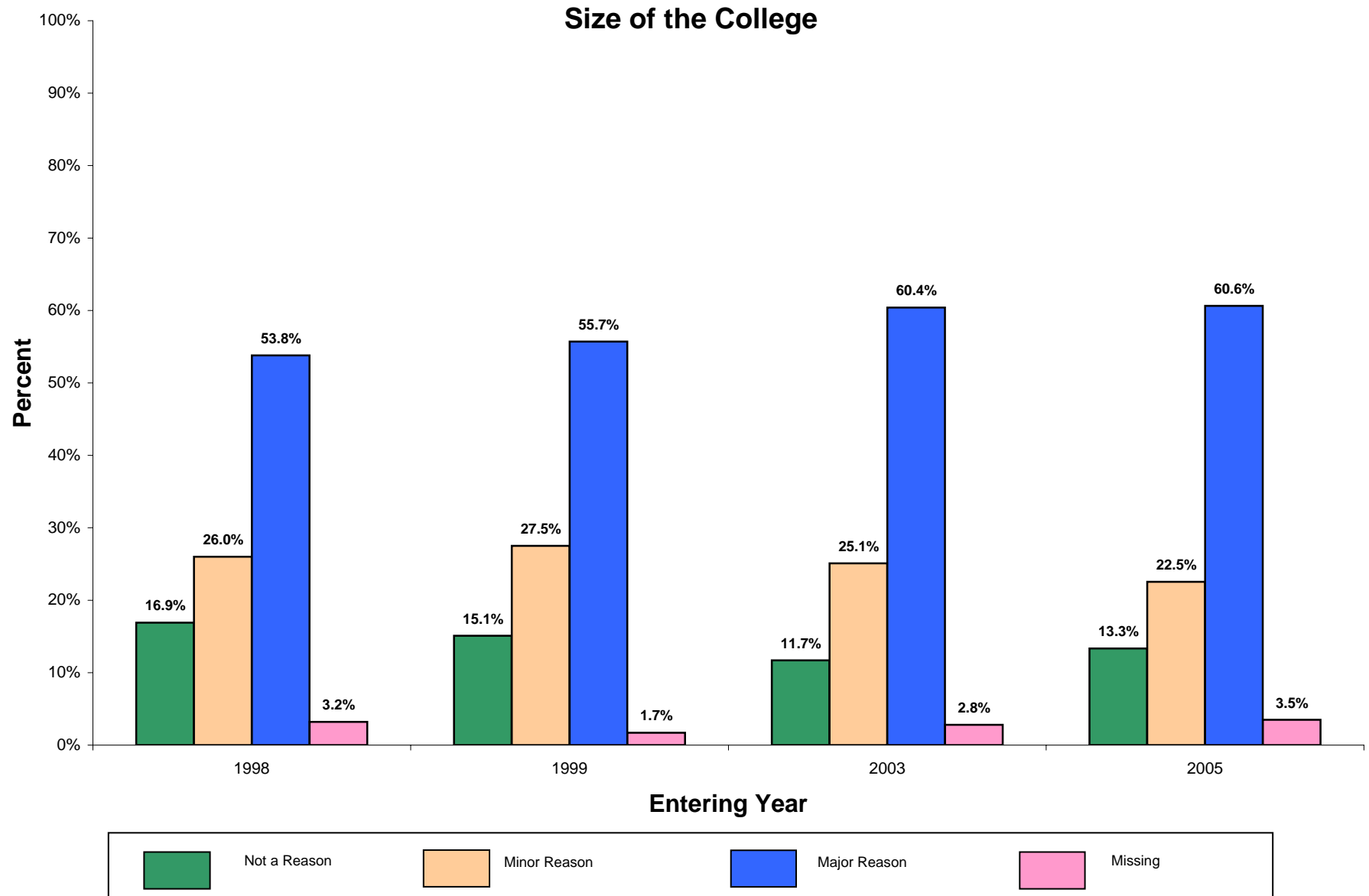
### College's academic reputation



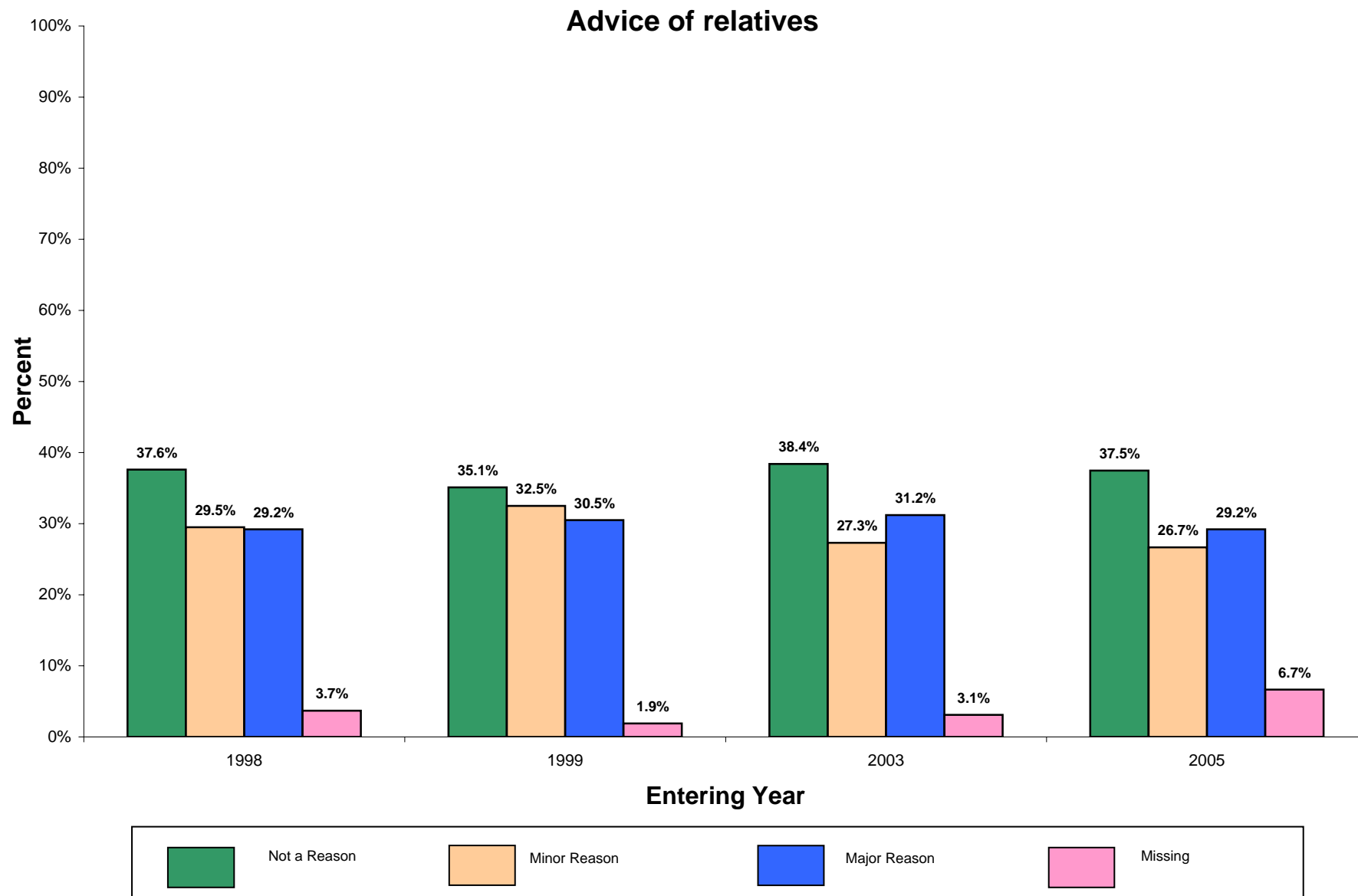
Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College



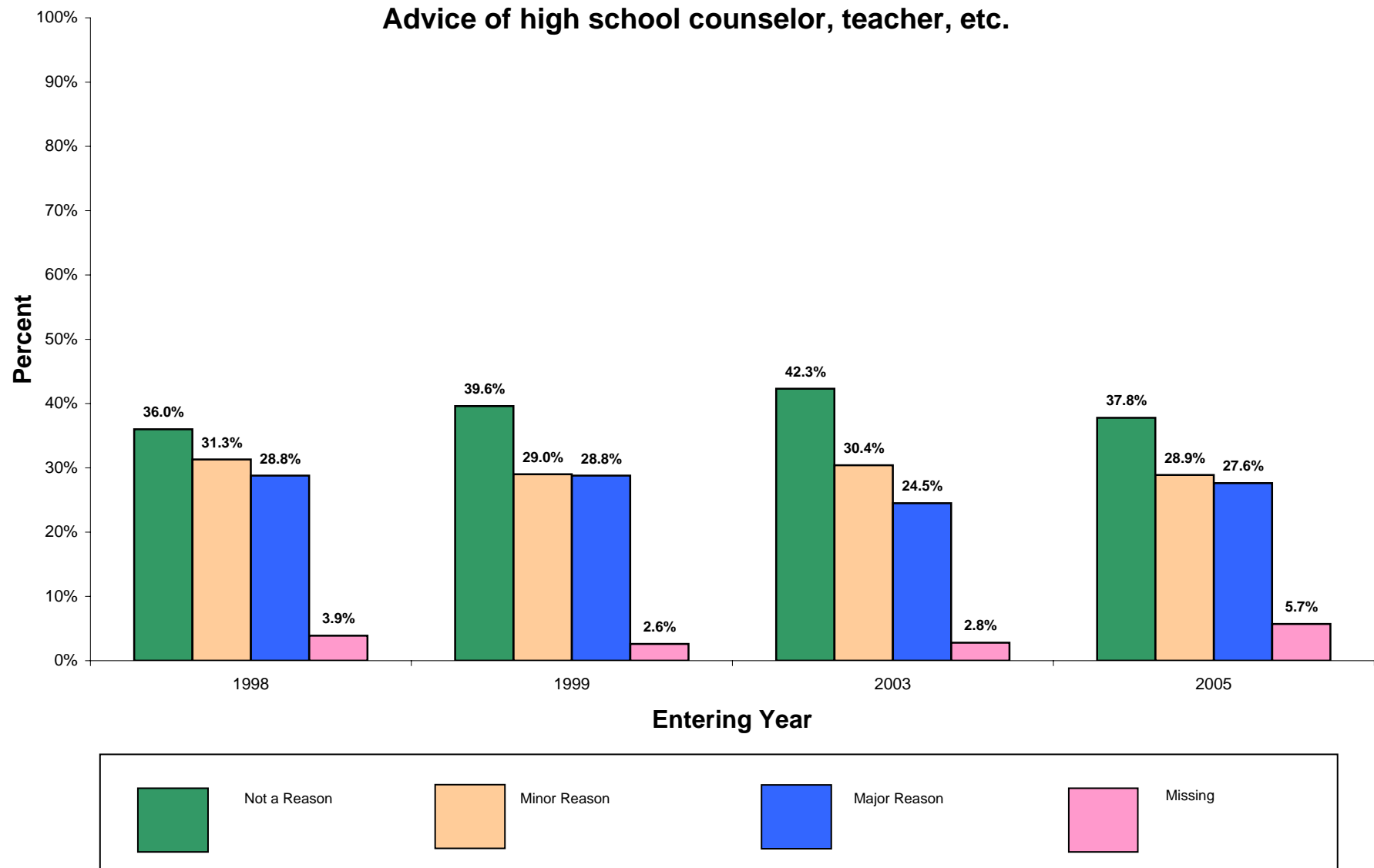
Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College



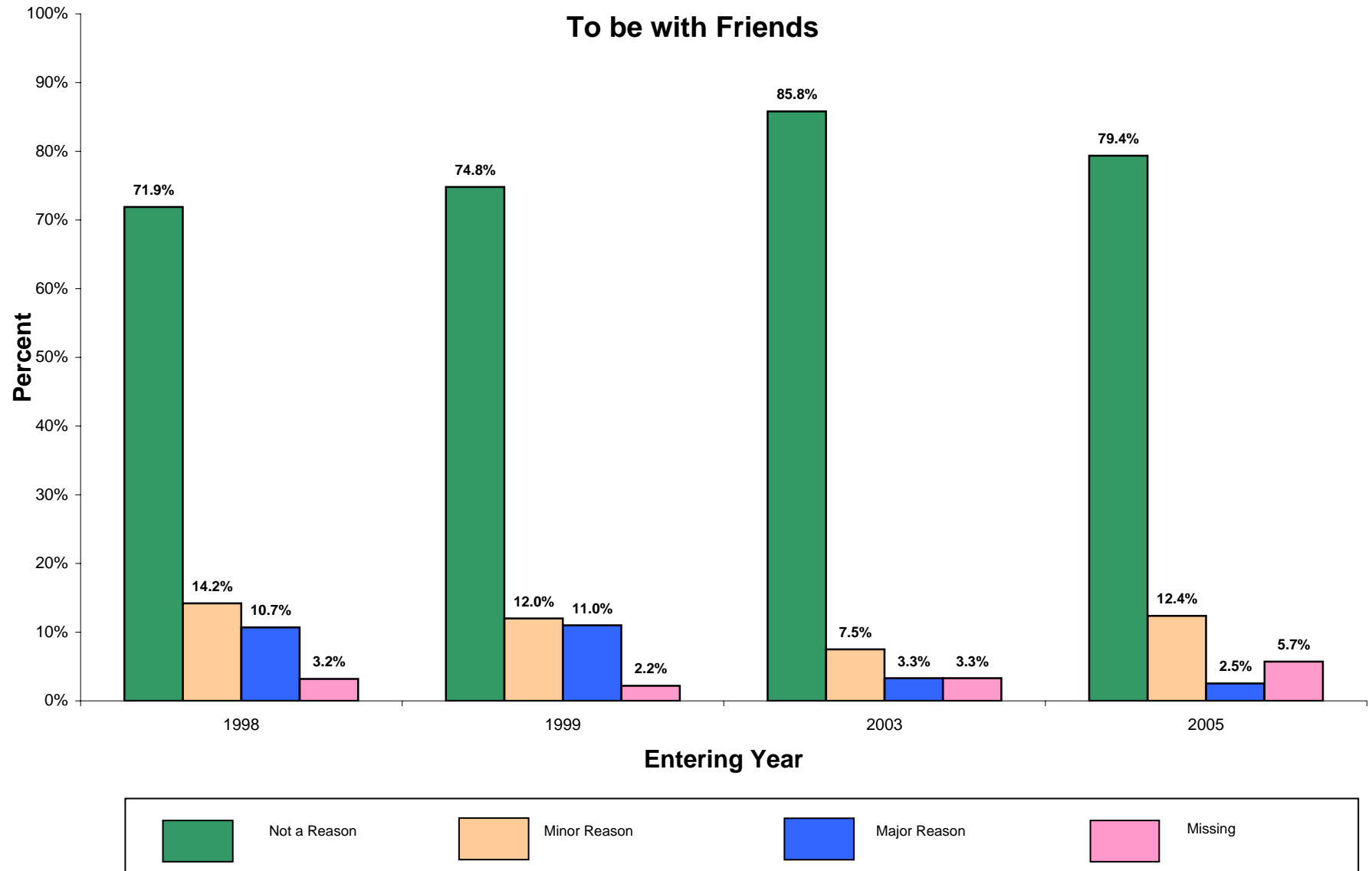
Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College



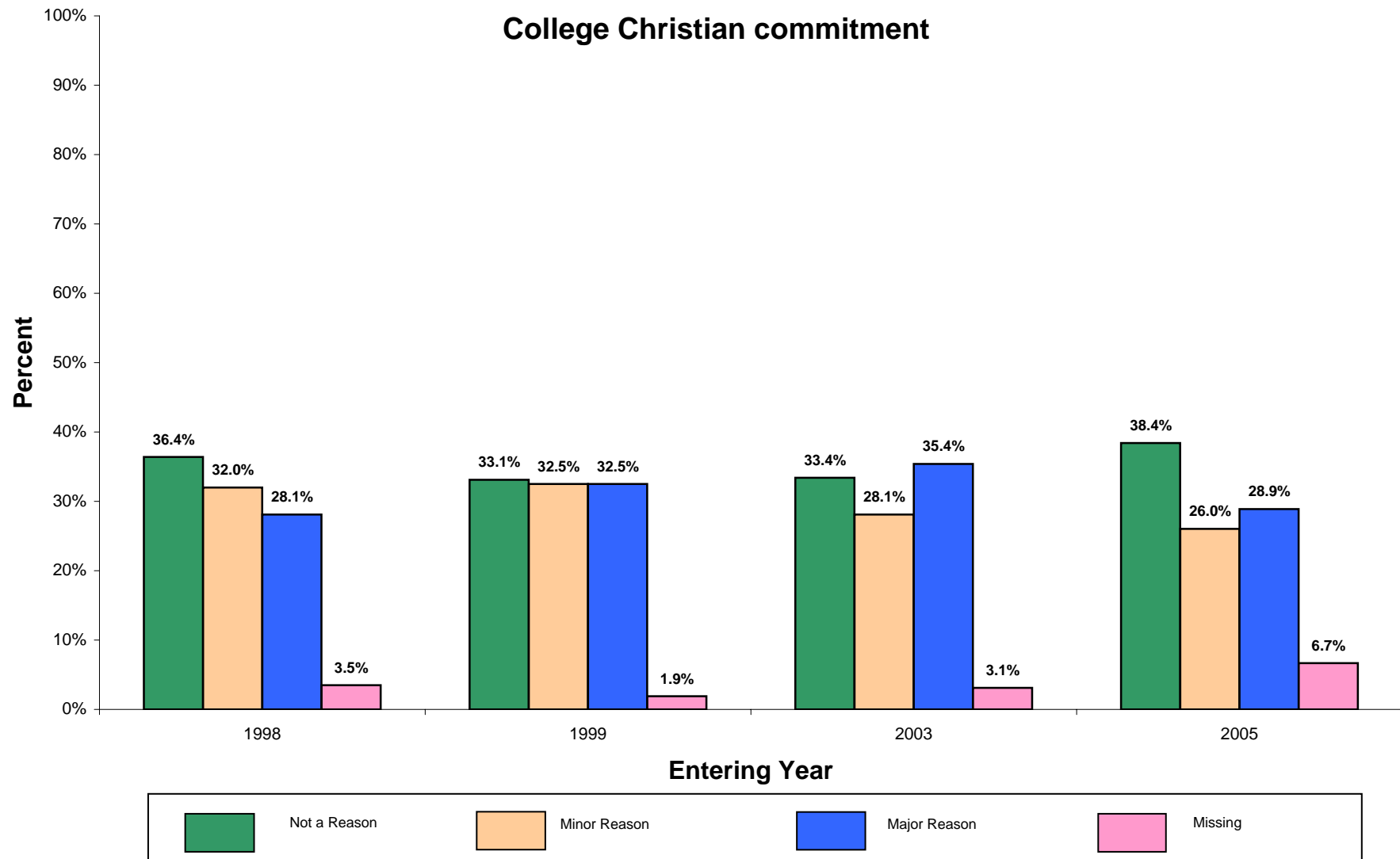
Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College



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

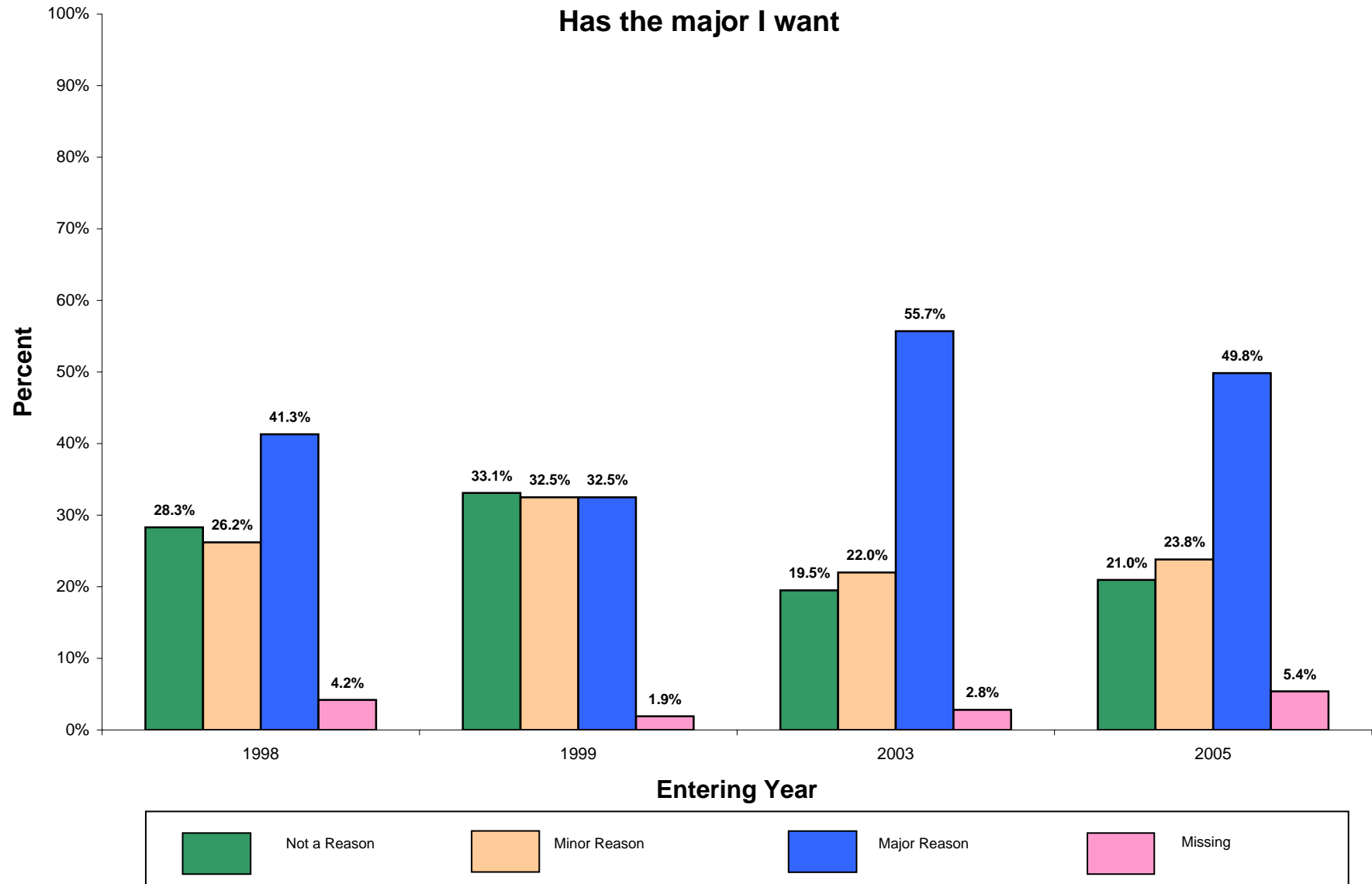


Indicate whether each of the following was a major reason, minor reason, or not a reason, that you selected Berea College

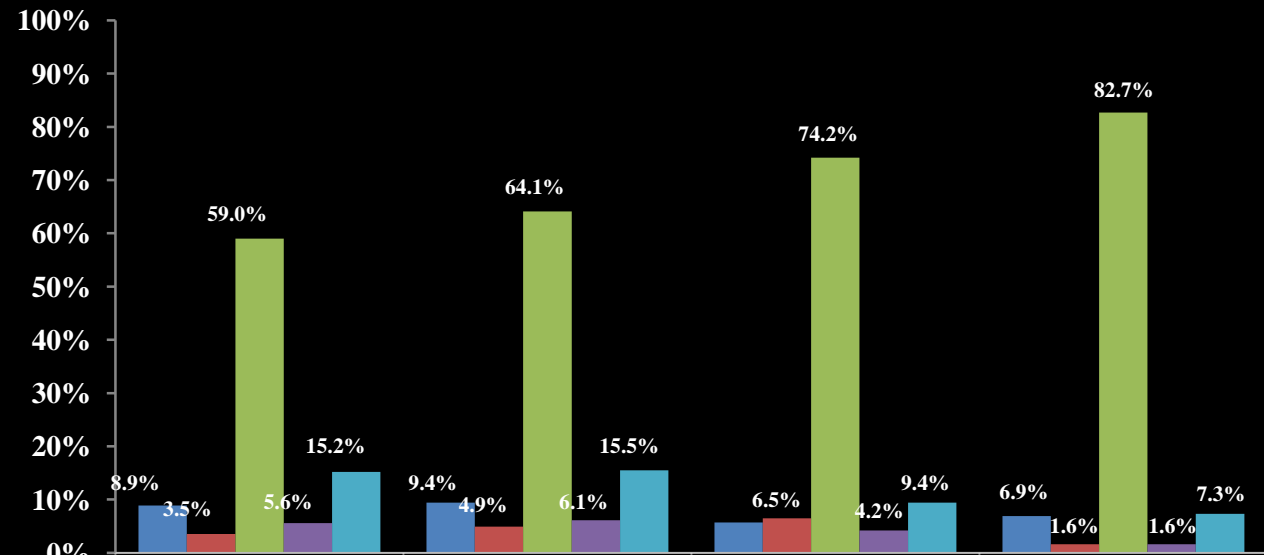




Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College



Choose the one description that best fits your understanding of Berea College  
*Berea College promotes its Christian identity...*



	2004	2006	2008	2009
■ by requiring adherence to precisely defined Christian beliefs	8.9%	9.4%	5.7%	6.9%
■ by functioning as a church	3.5%	4.9%	6.5%	1.6%
■ through programs of education and service to students and communities in Appalachia and beyond	59.0%	64.1%	74.2%	82.7%
■ by affiliating with a specific Christian denomination	5.6%	6.1%	4.2%	1.6%
■ by maintaining strict moral guidelines	15.2%	15.5%	9.4%	7.3%

**How did you research colleges before applying? Please check all that apply**

	<u>Checked</u>
School's Website	64.4%
Talked to my high school guidance counselor about college options	44.7%
Talked to a teacher or coach about colleges	36.3%
Looked at other sites that gave ratings/information about colleges	34.5%
Met with an admissions representative when they visited my high school	33.5%
Took a virtual tour online	15.5%
Looked at college rankings (e.g., U.S. News and World Report)	33.5%
Looked at guidebooks (e.g., Peterson's)	14.8%
Visited the campus without seeing anyone from admissions	21.5%
Visited the campus for an organized tour or admissions event	54.6%
Other	17.6%

**How did you learn about Berea's academic reputation? Check all that apply.**

	<u>Checked</u>
Through information sent to me by the college	56.7%
College rankings (e.g., U.S. News and World Report)	48.6%
School's Website	39.1%
Other	31.3%

Note: These data are based on 2007 Entering Student Survey responses. (284/442, 64%)

Did you have an account as part of an online community (e.g., Facebook, MySpace, etc)?

Yes 79.9%

No 20.1%

***Based on the 211 students who have an account with an online community,***

Did you look for OTHER NEW Berea students through an online community?

Yes 59.2%

No 39.8%

Missing 0.9%

Did you look for other Berea students (sophomores, juniors, and seniors) through an online community?

Yes 50.7%

No 48.8%

Note: These data are based on 2007 Entering Student Survey responses. (284/442, 64%)

# Your First College Year (YFCY)

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

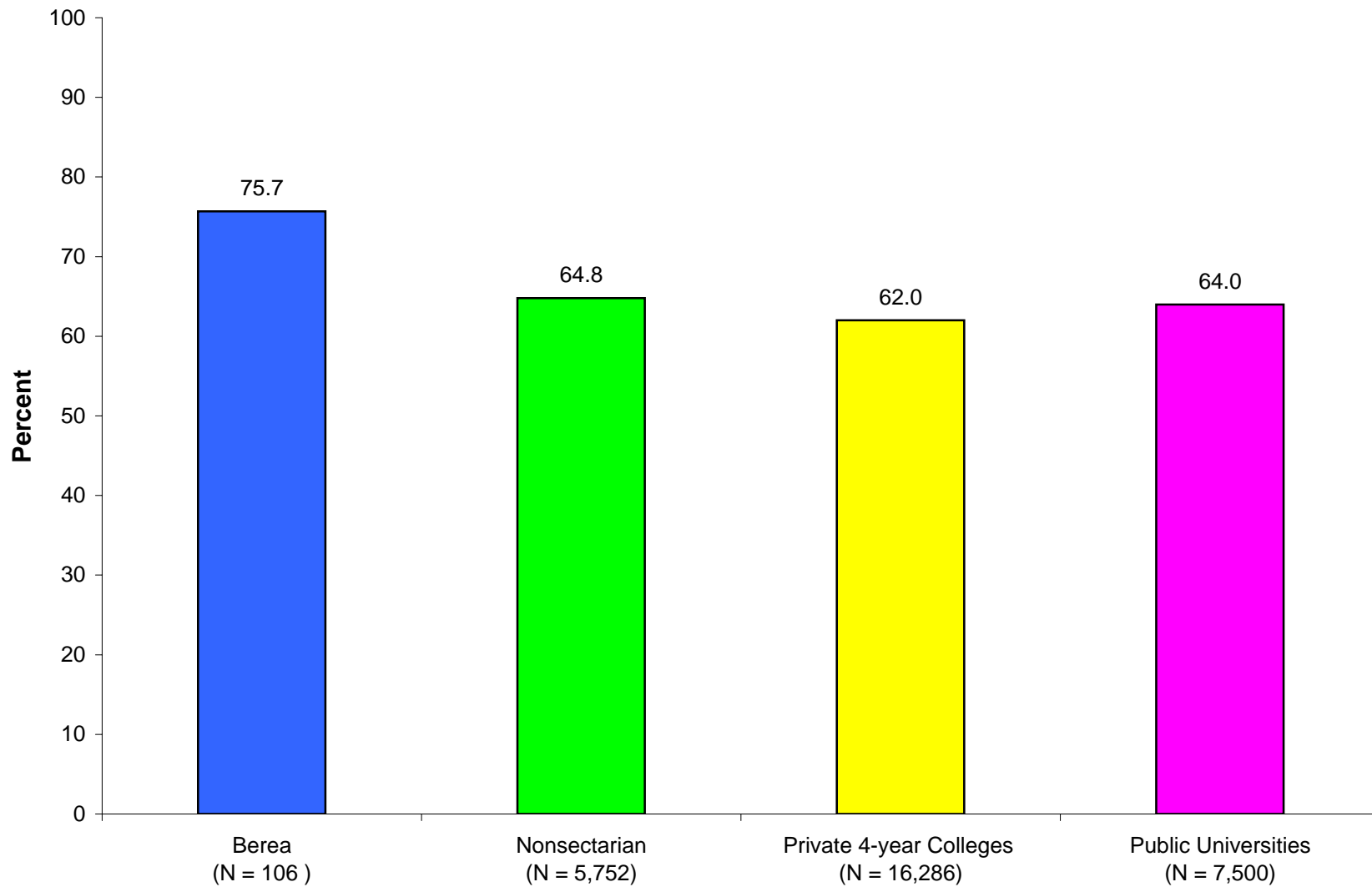


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

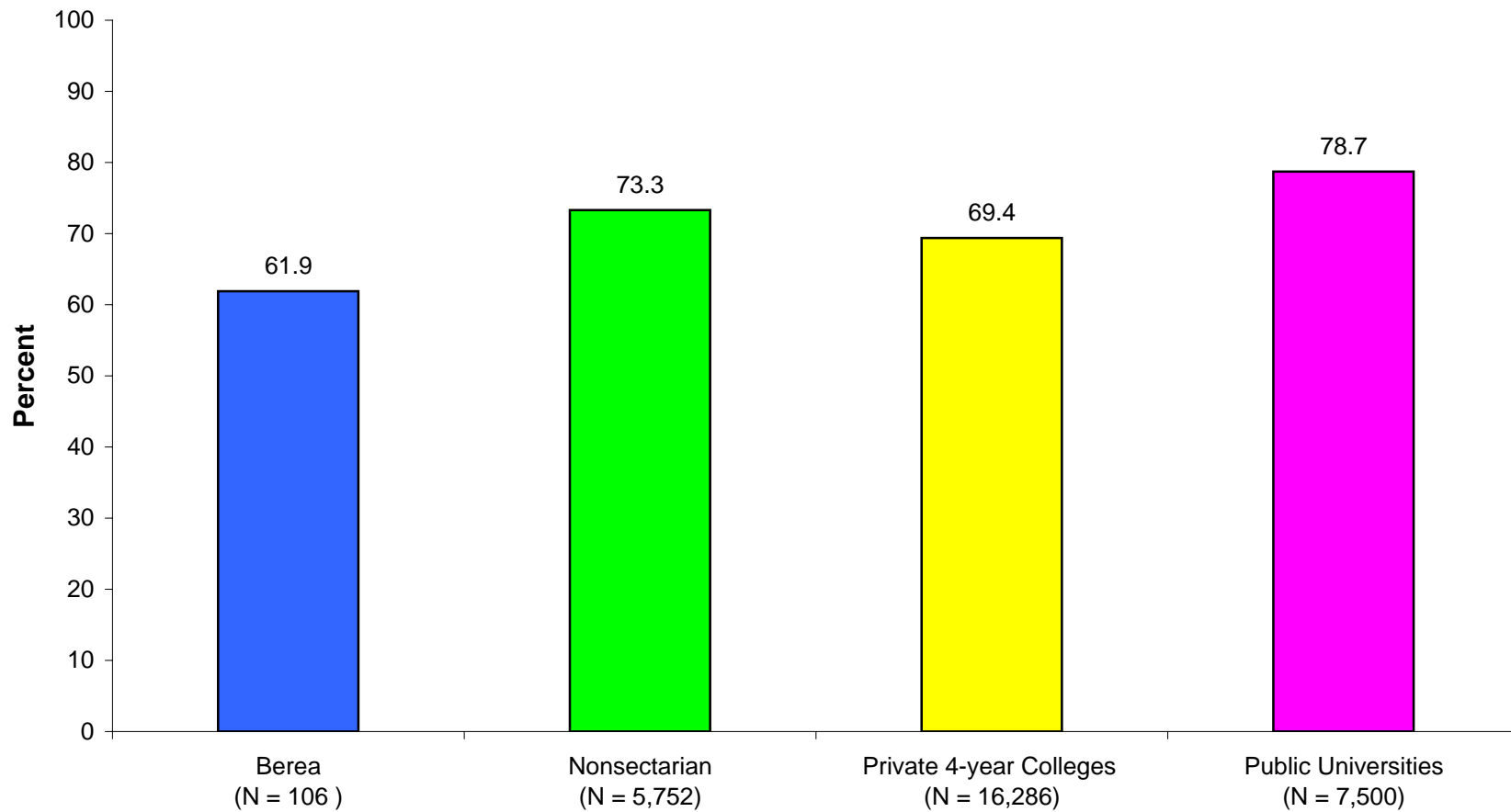
*Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution*

## Orientation for new students



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

### The admission/recruitment materials I received accurately portray the campus



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

All Students



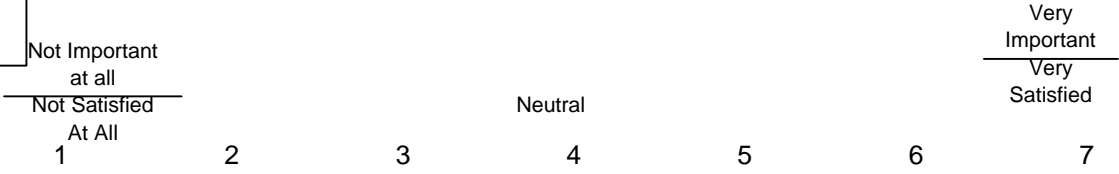
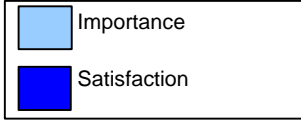
[Click to see survey instruments](#)

Response Rates:

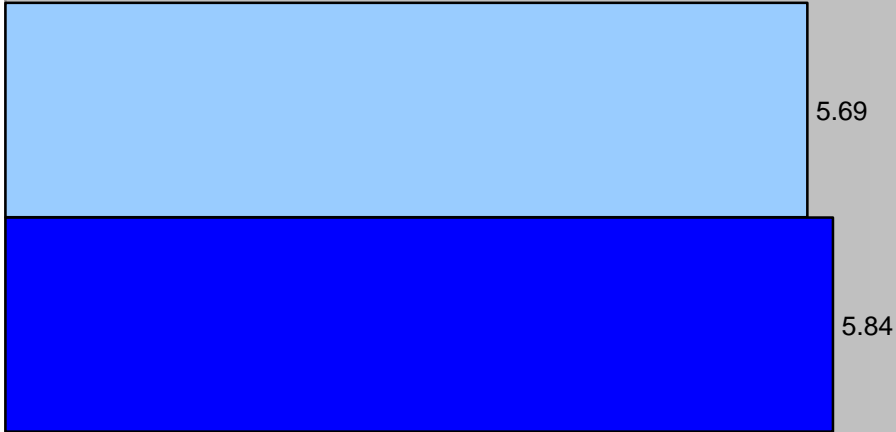
1998	81%	2003	84%
2008	54%	2013	90%



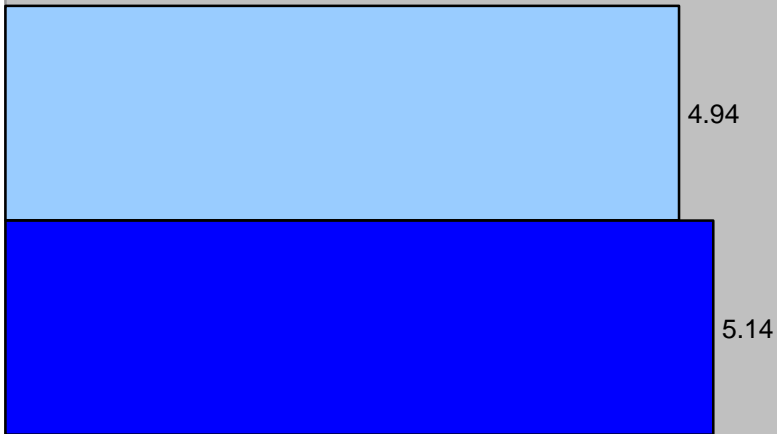
**Supplemental Survey, 2003  
All Students  
Importance and  
Satisfaction Ratings**



The freshman orientation sessions (ROW) conducted in the summer helped me make a more successful transition to college life.



The freshman orientation program offered the first few days before classes helped me make a more successful transition to college life.



# African-American Student Study



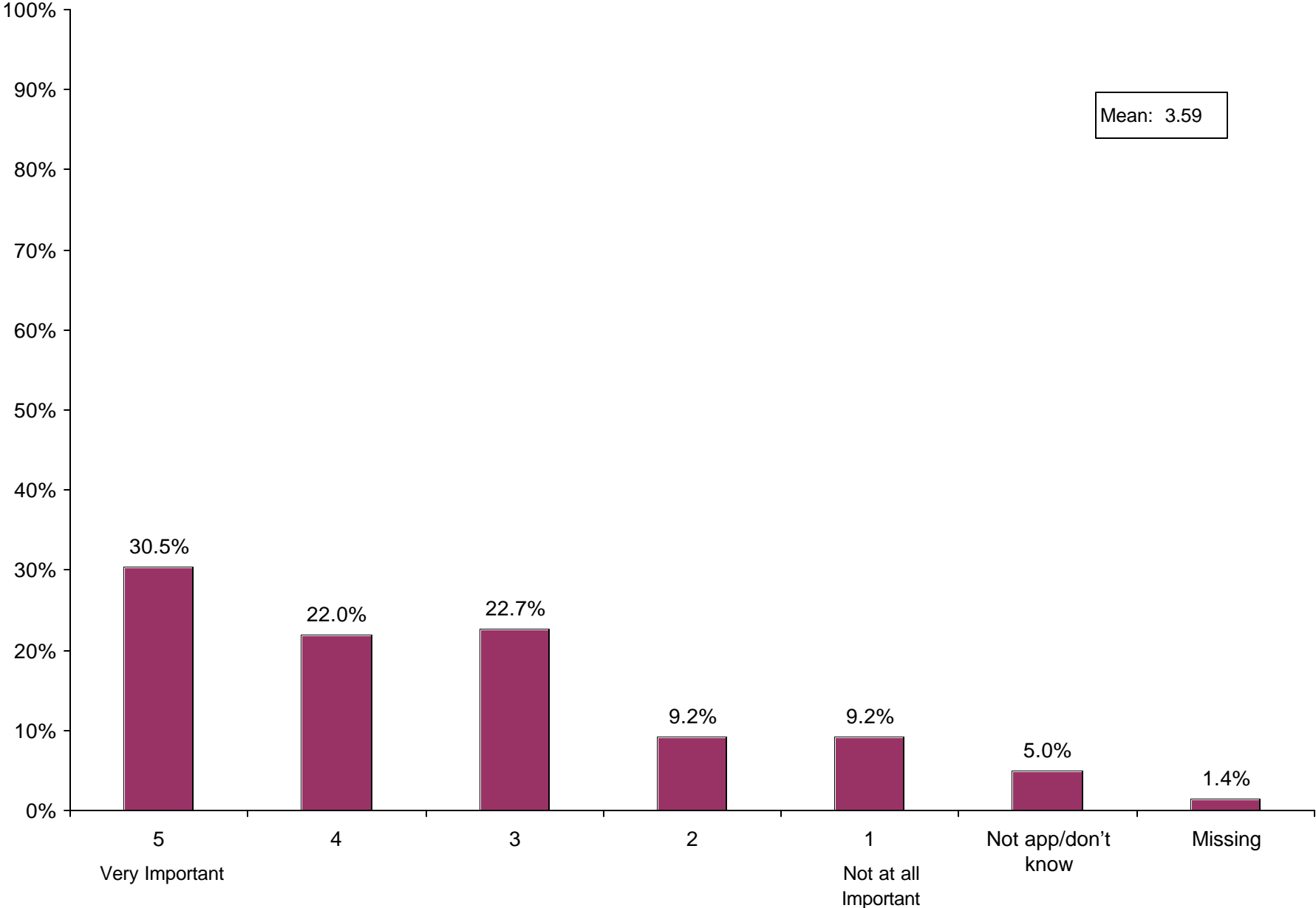
[Click to see survey instrument](#)

Completed in April 2003

Response Rate: 62% (142/ 229)

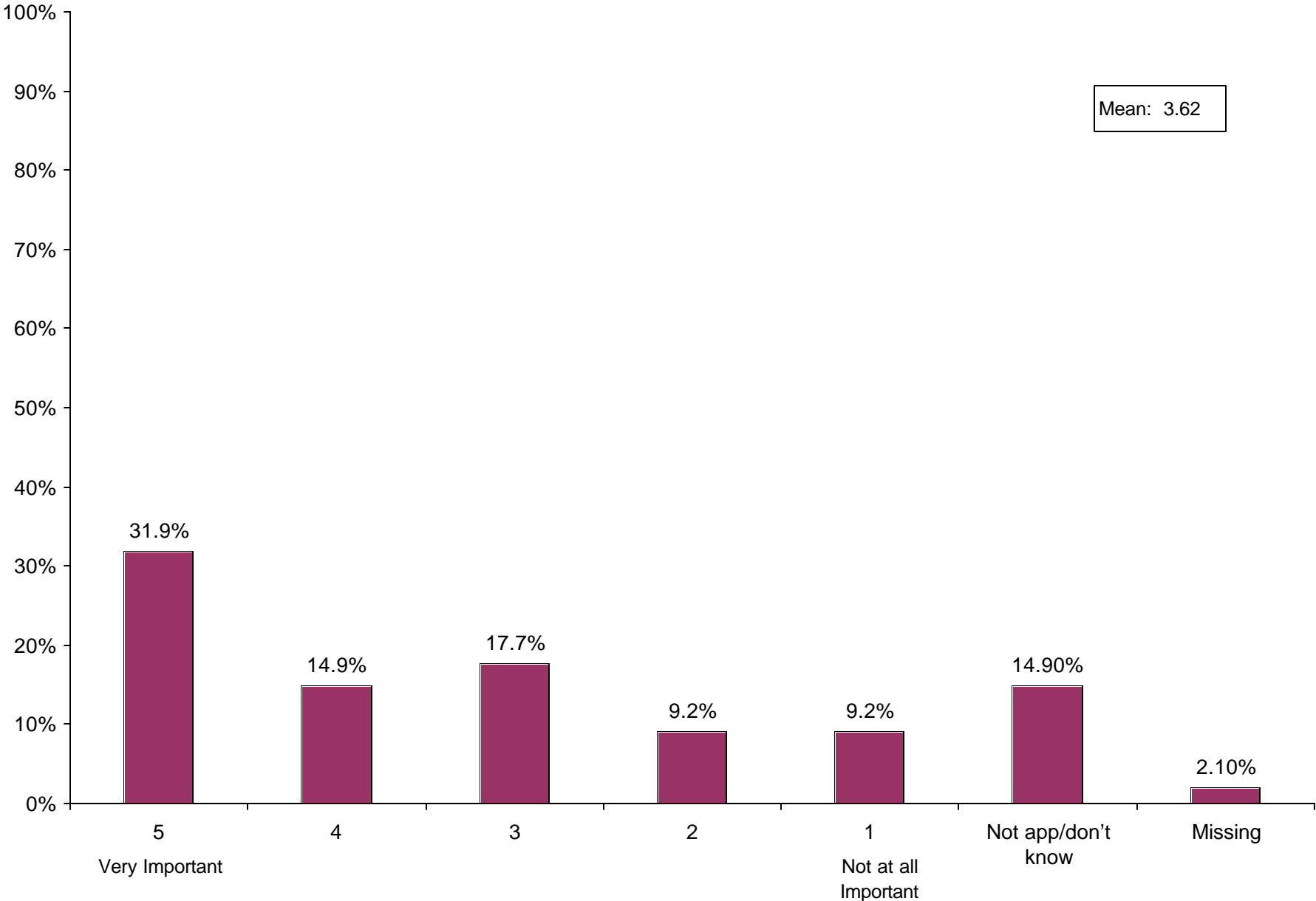
How important were each of the following to your decision to enroll at Berea College?

**Admissions literature (viewbook, pamphlets, etc.)**



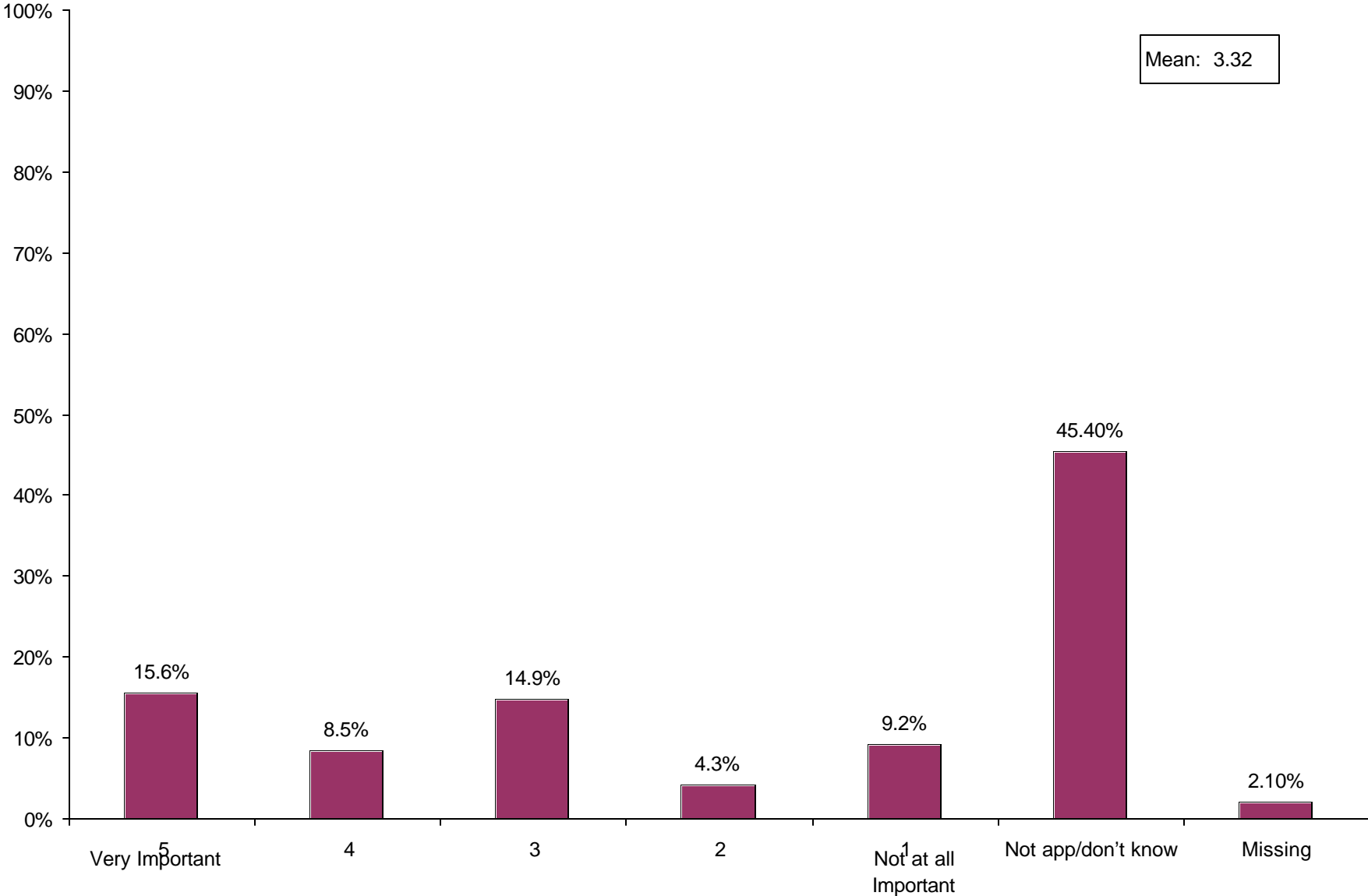
How important were each of the following to your decision to enroll at Berea College?

**Personal phone calls from Admissions staff**



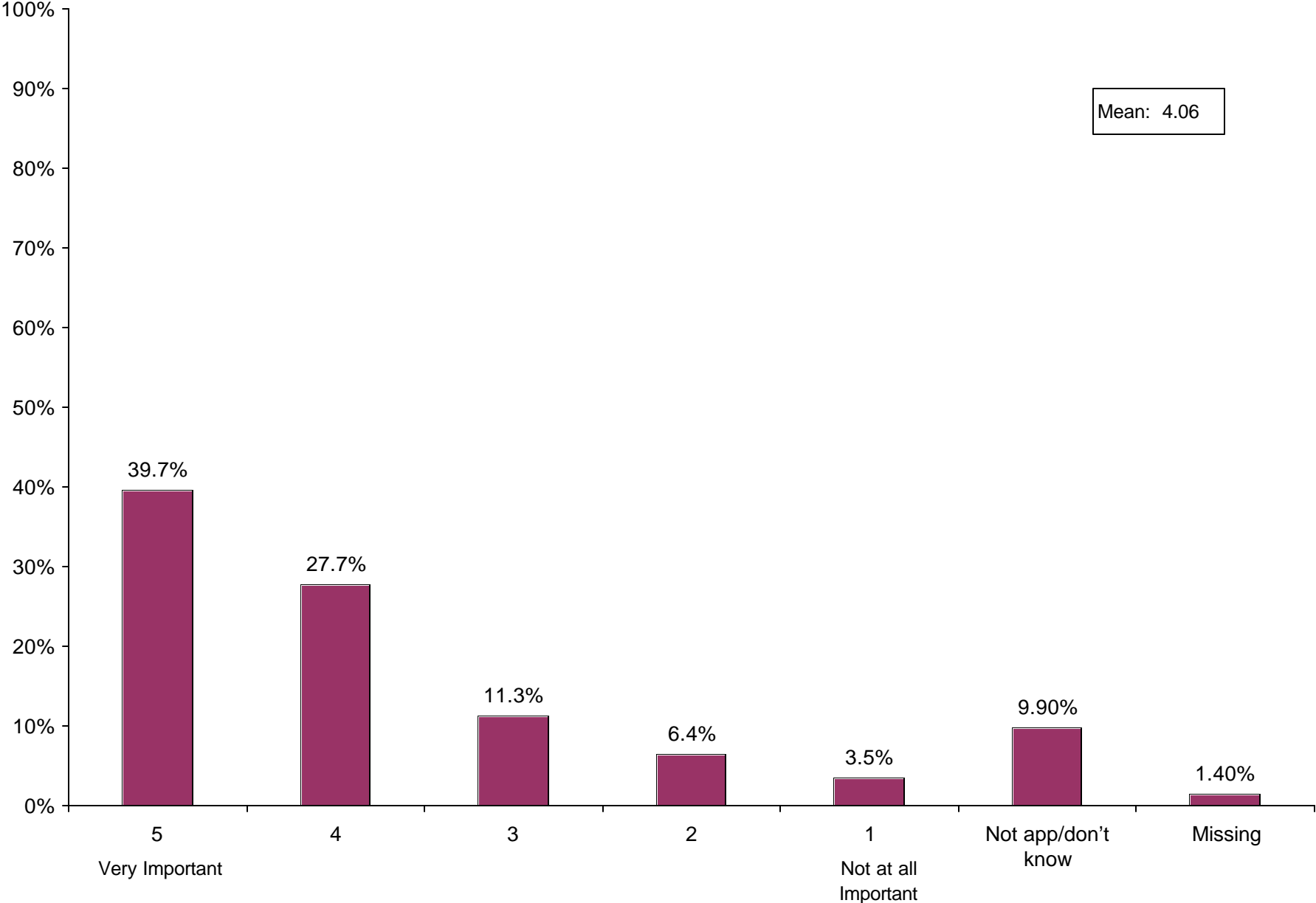
How important were each of the following to your decision to enroll at Berea College?

**Personal phone calls from Berea College faculty**



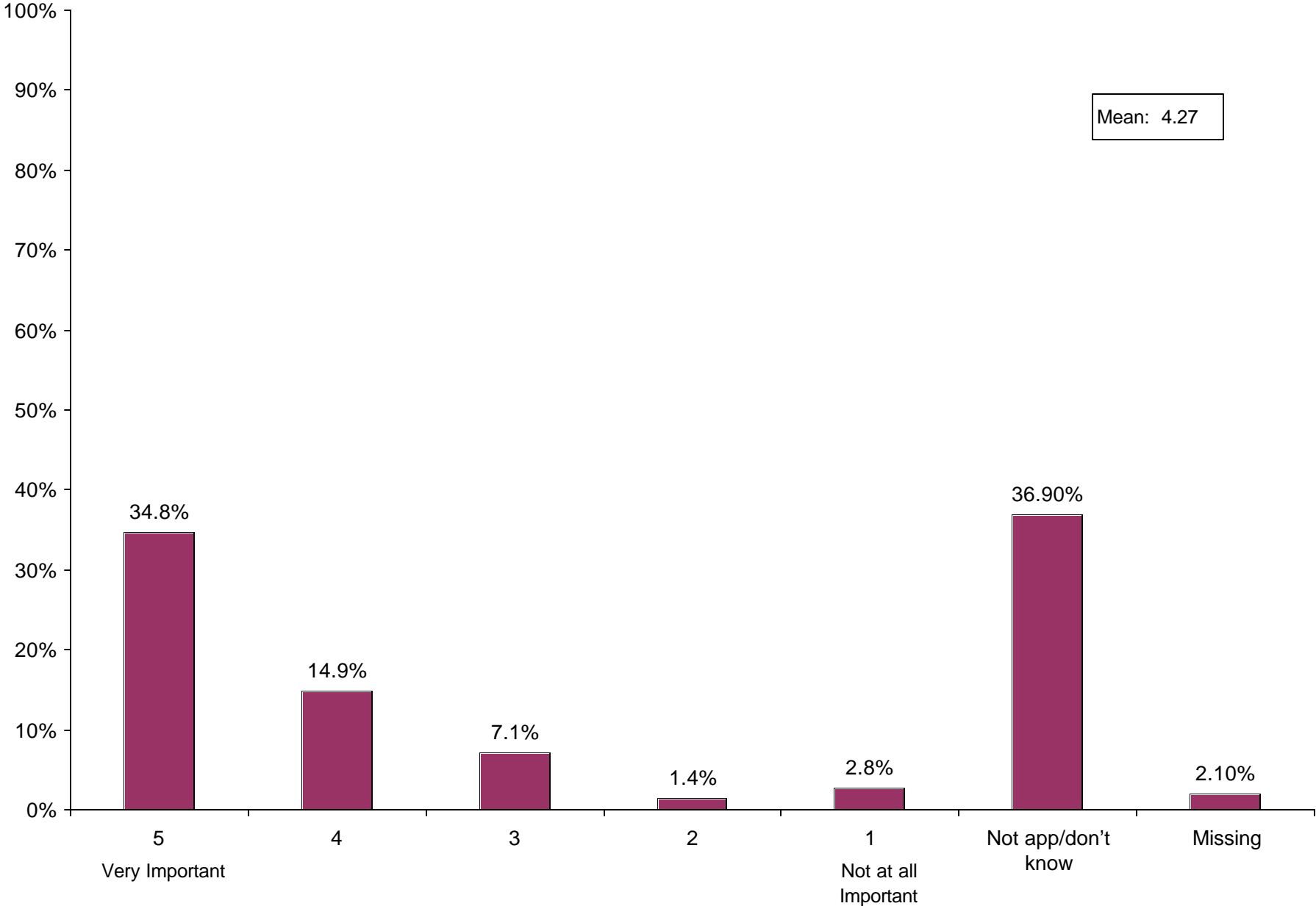
How important were each of the following to your decision to enroll at Berea College?

**Discussions with Berea College students or alumni**



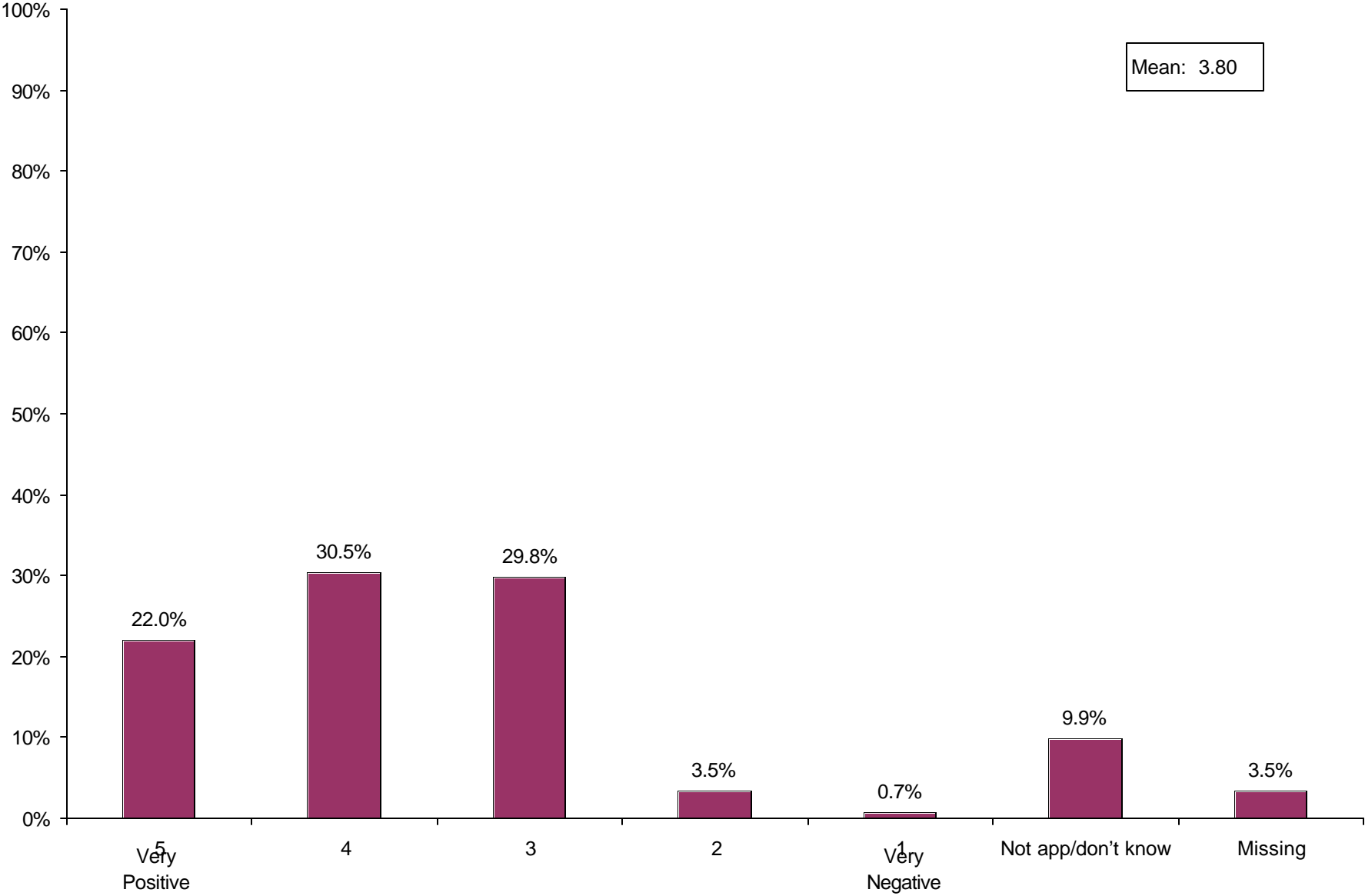
How important were each of the following to your decision to enroll at Berea College?

**Carter Woodson Weekend**



Please rate your EXPERIENCE with each of the following.

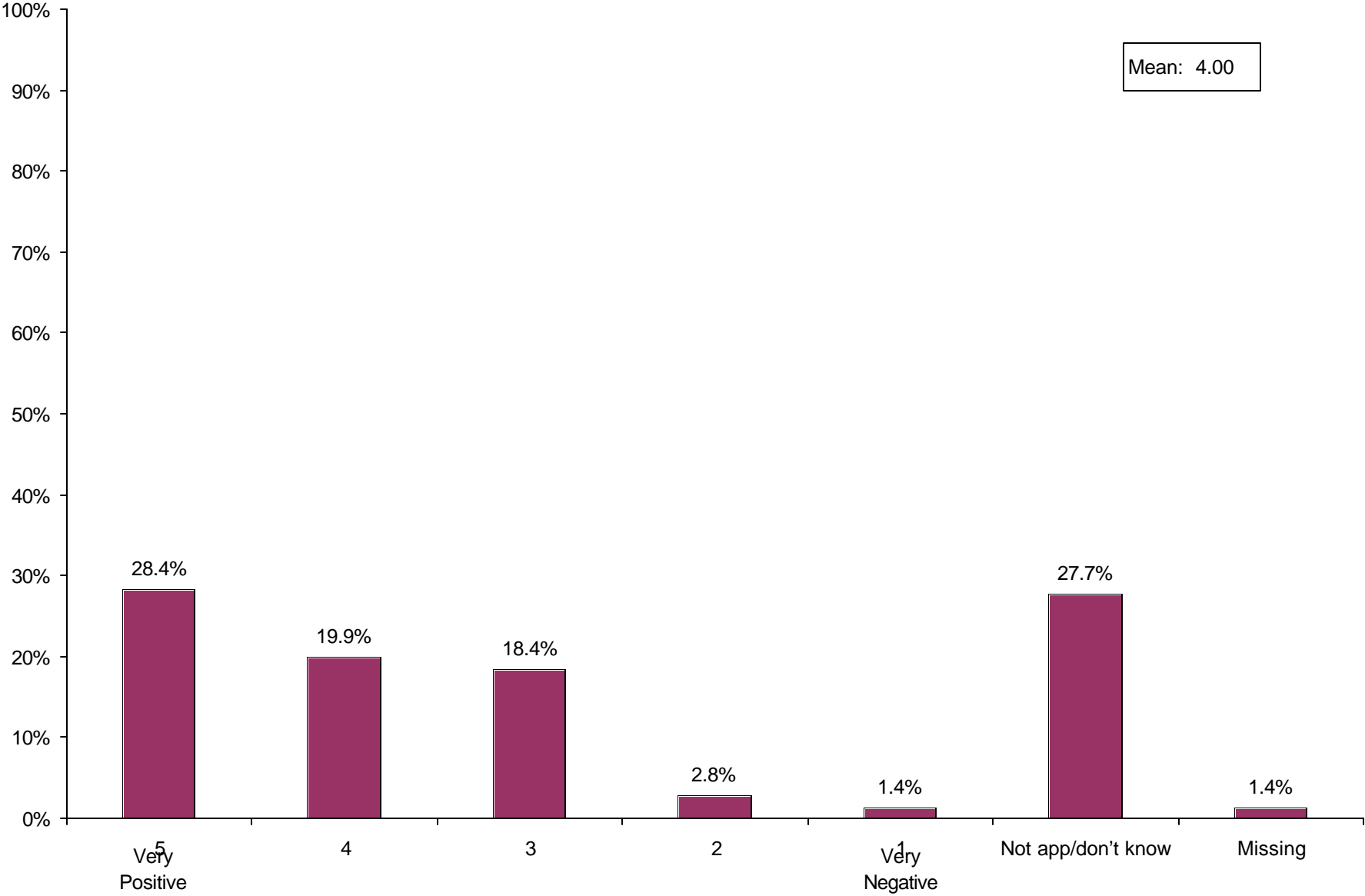
**Admissions literature (viewbook, pamphlets, etc.)**





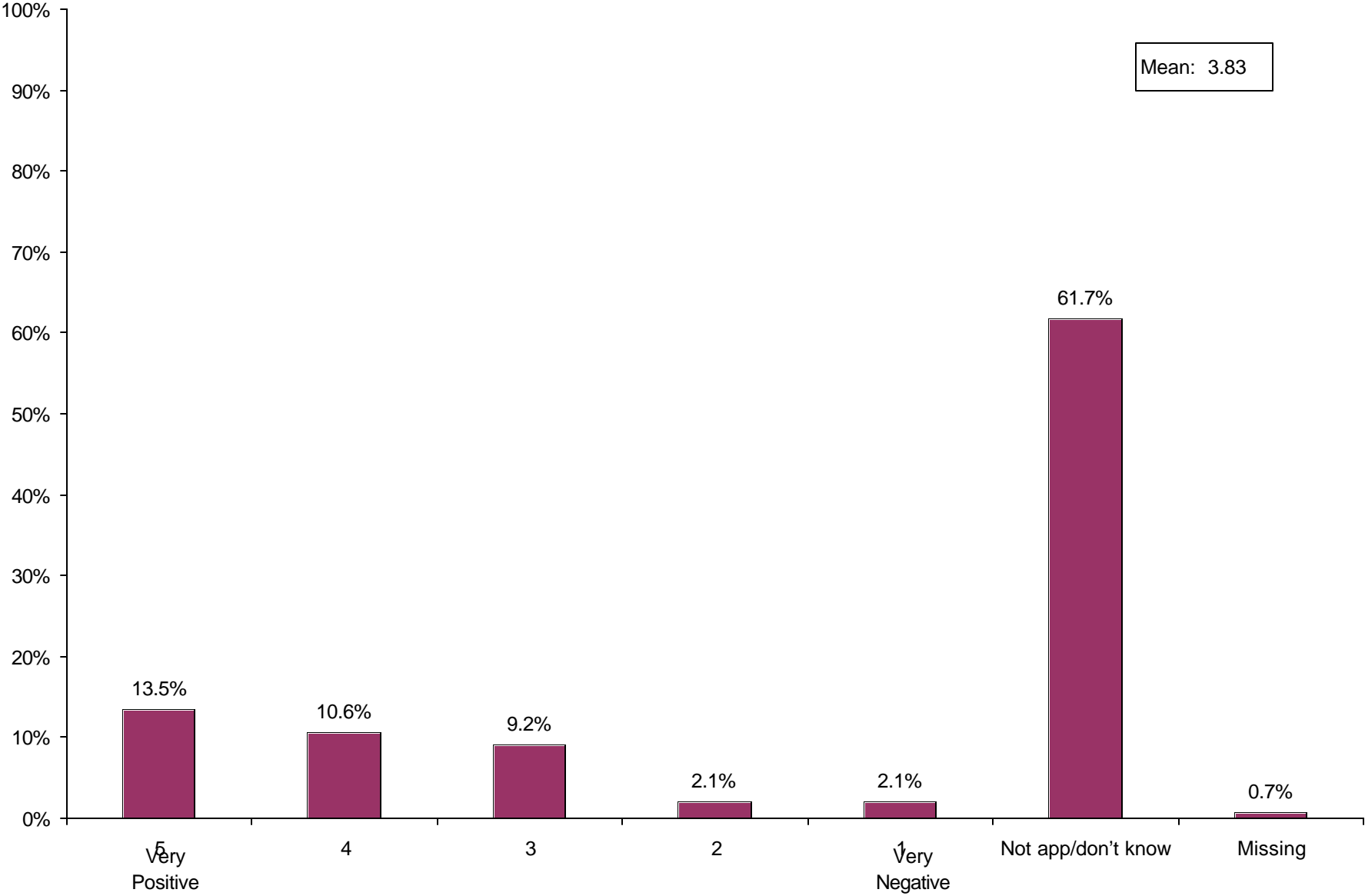
Please rate your EXPERIENCE with each of the following.

**Personal phone calls from Admissions staff**



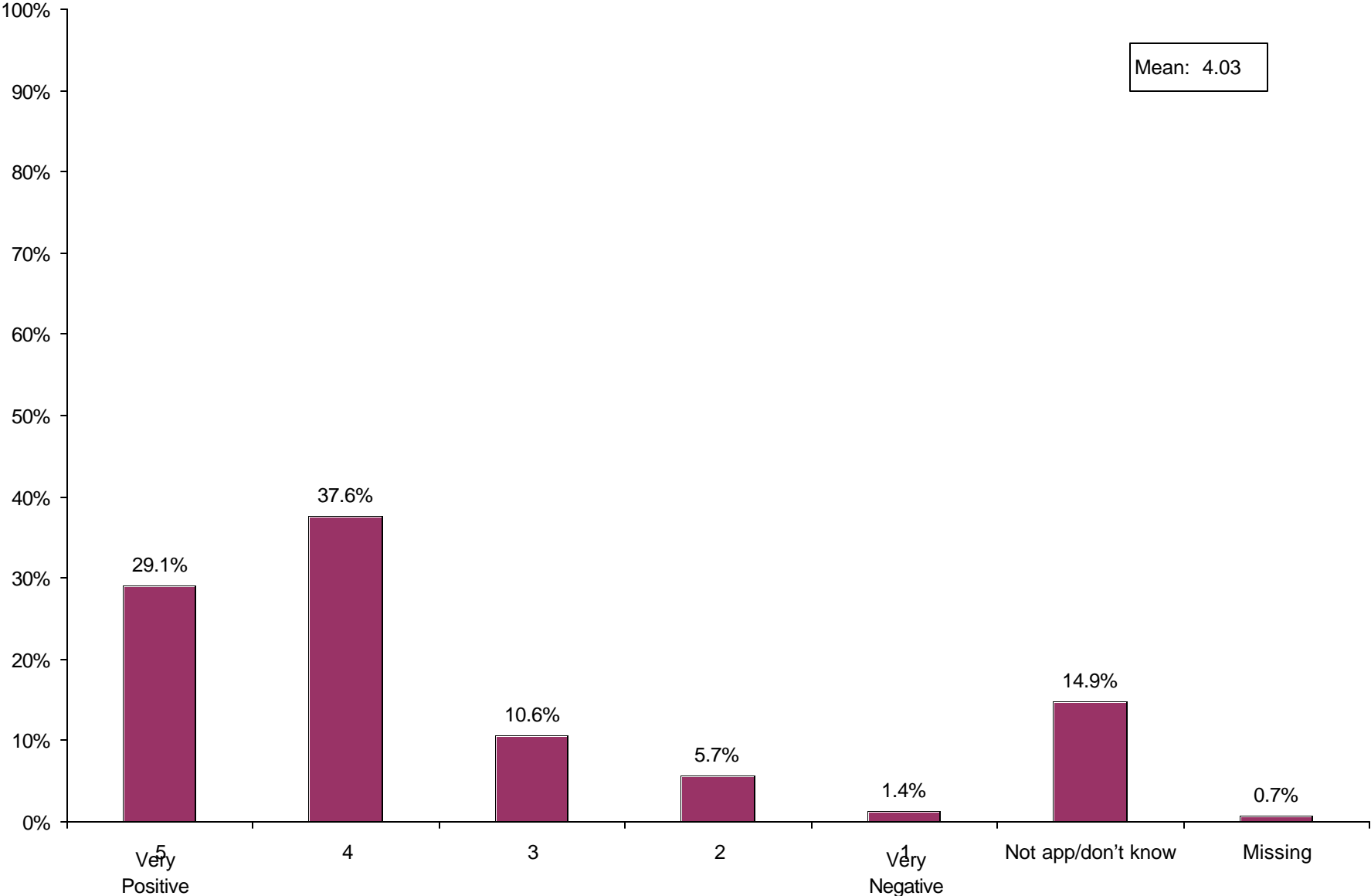
Please rate your EXPERIENCE with each of the following.

**Personal phone calls from Berea College faculty**



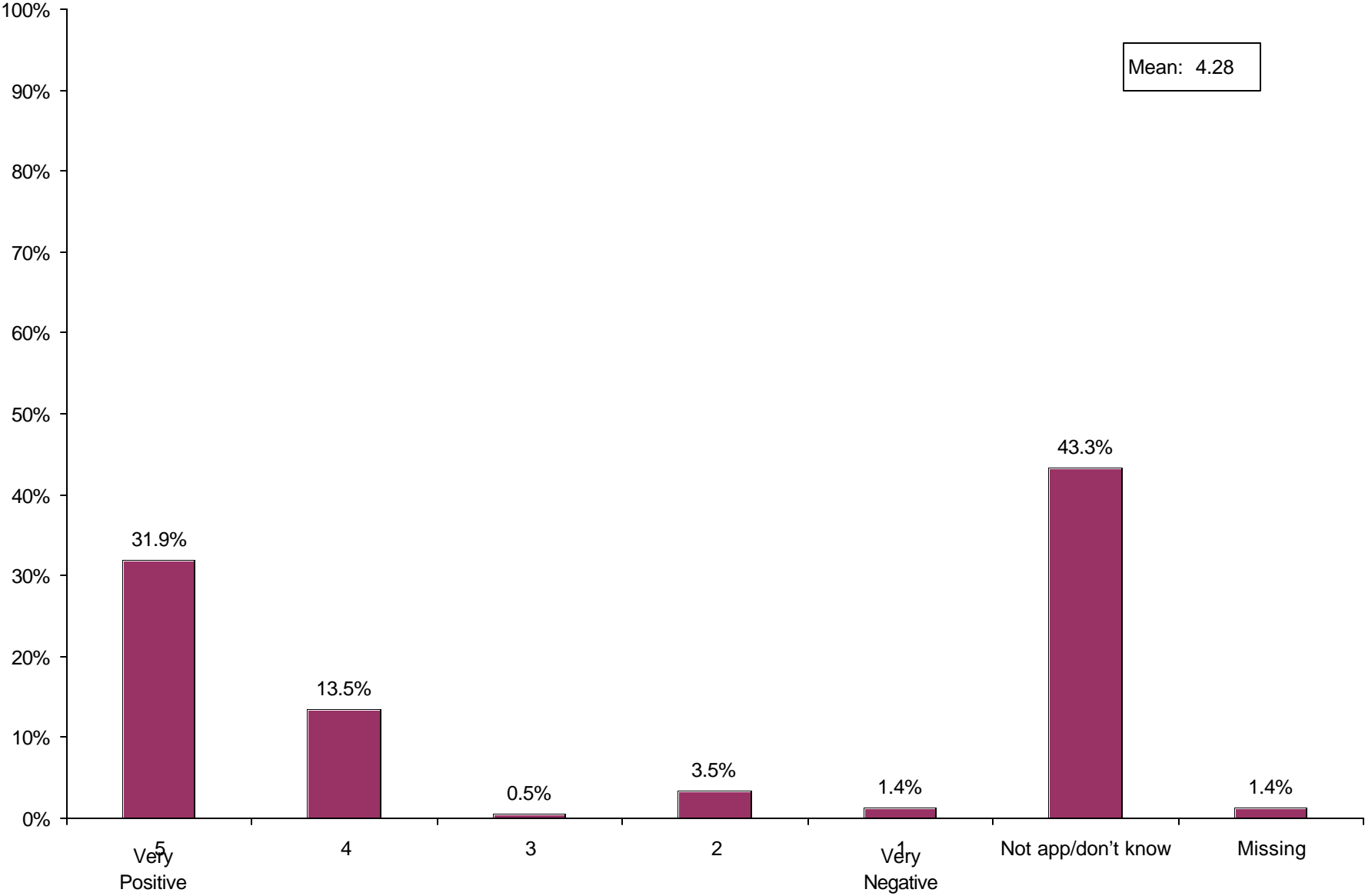
Please rate your EXPERIENCE with each of the following.

**Discussions with Berea College students or alumni**



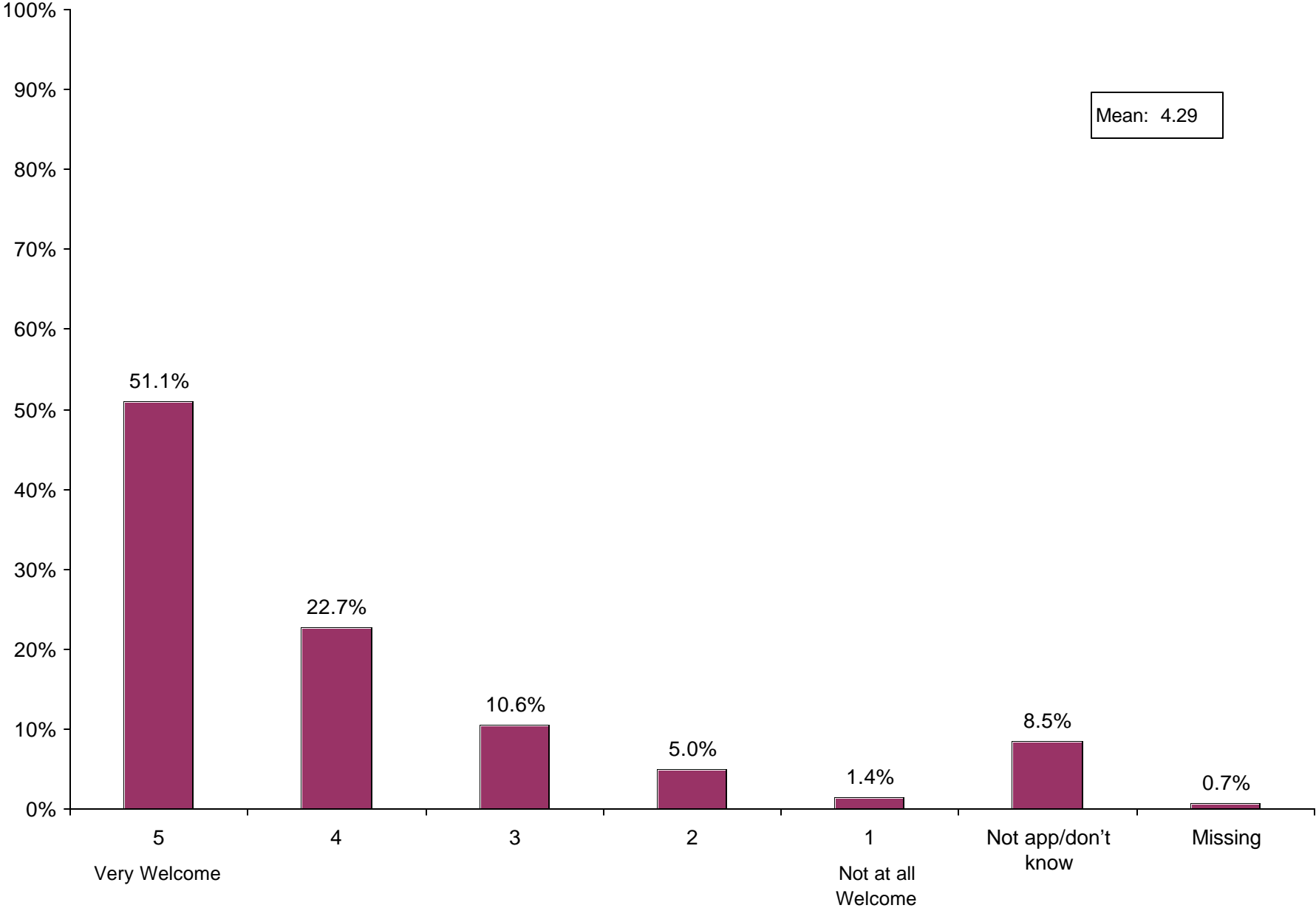
Please rate your EXPERIENCE with each of the following.

**Carter Woodson weekend**



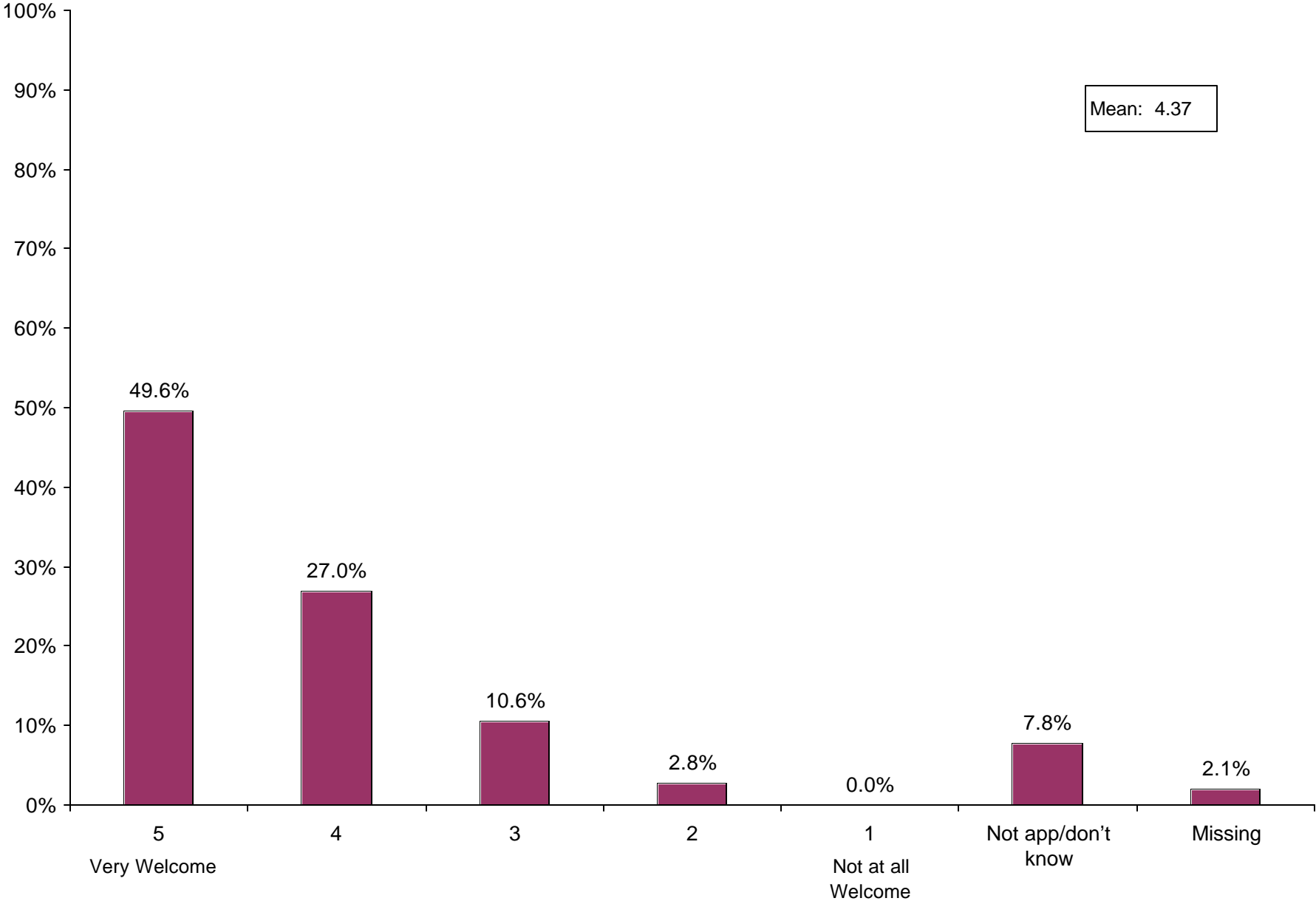
How welcome did each of the following make you feel at the College?

**Registration and orientation weekends (ROWS)**



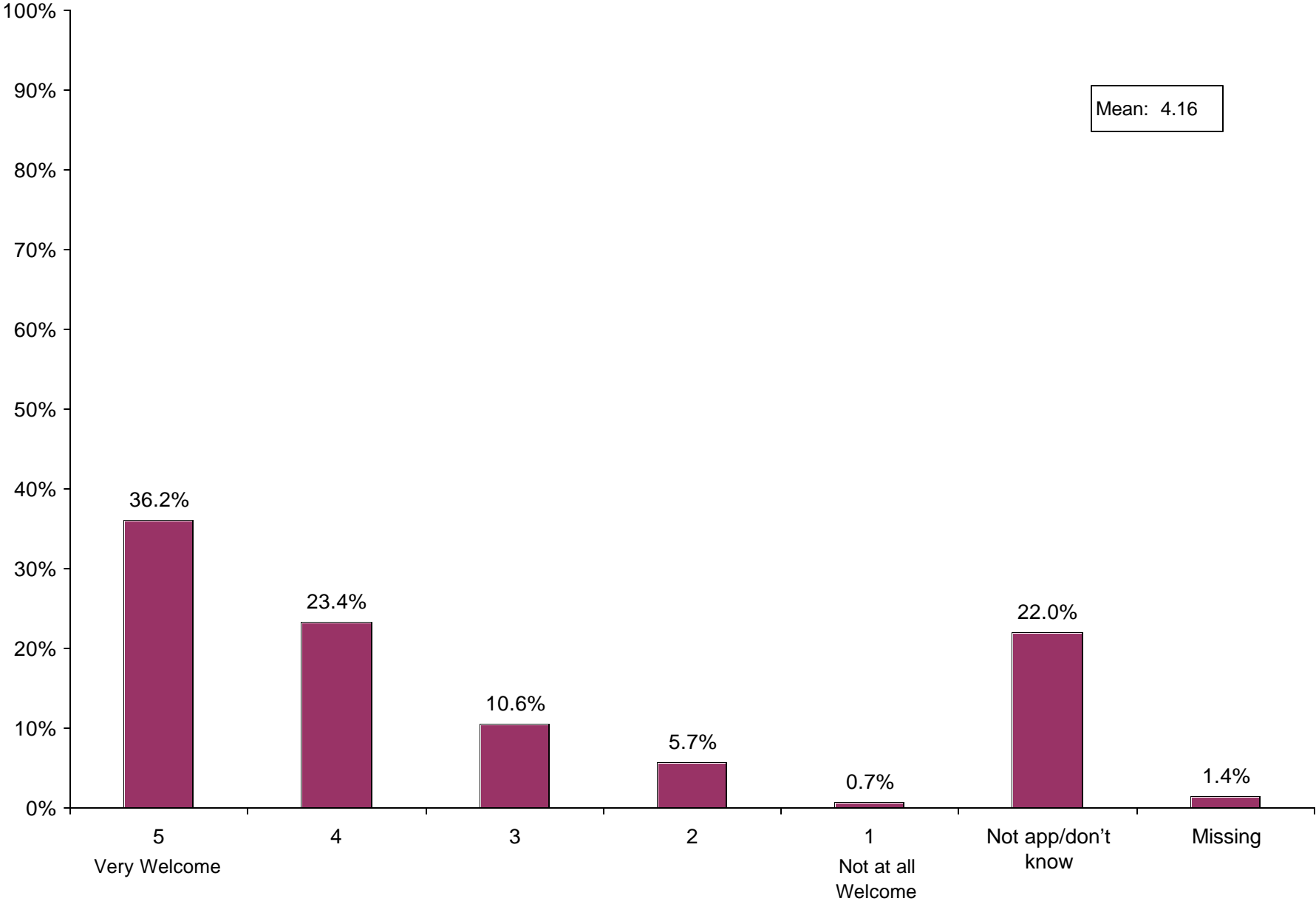
How welcome did each of the following make you feel at the College?

**Fall orientation**



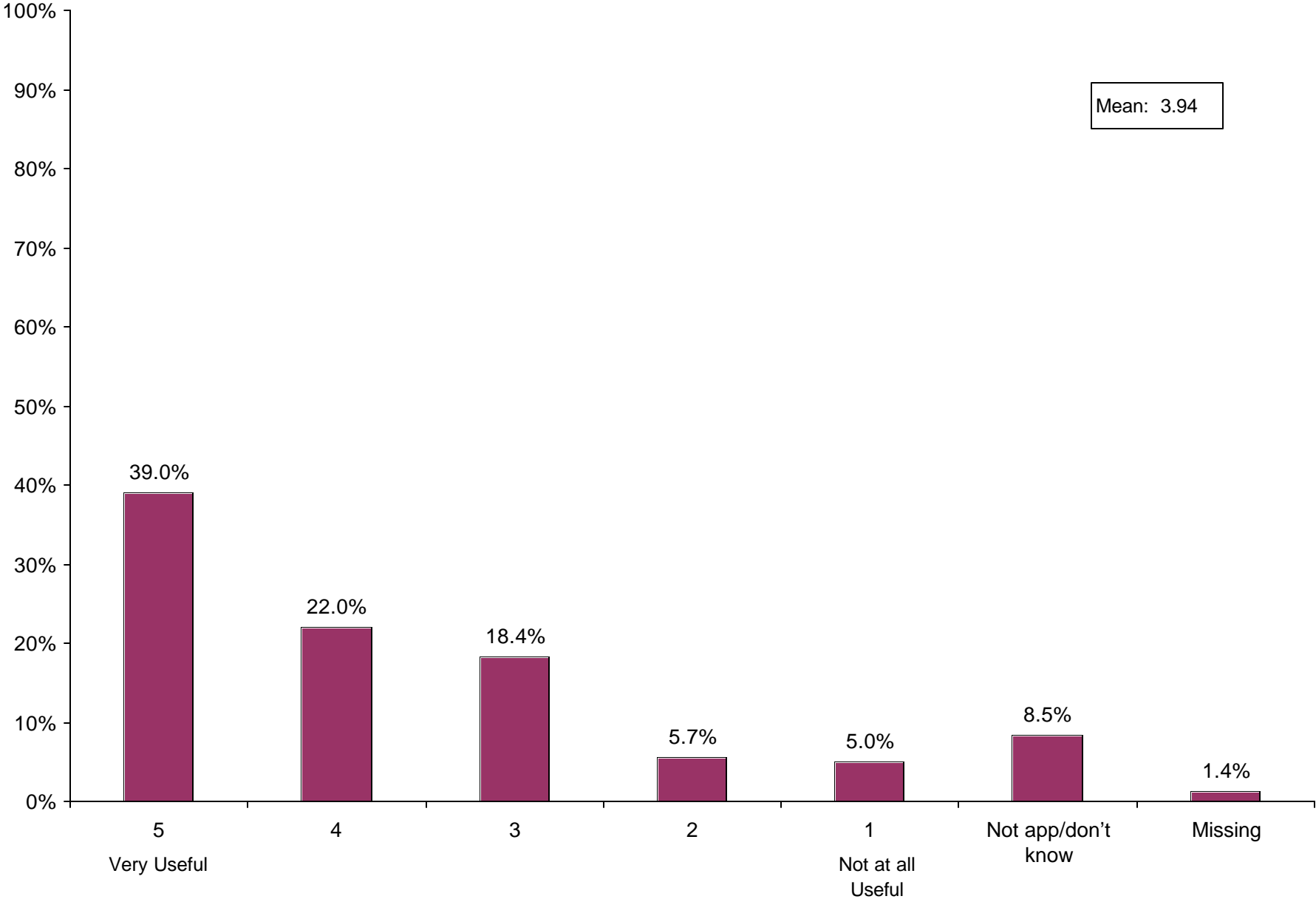
How welcome did each of the following make you feel at the College?

**Black Cultural Center freshman open house/social**



How useful was each to your initial adjustment?

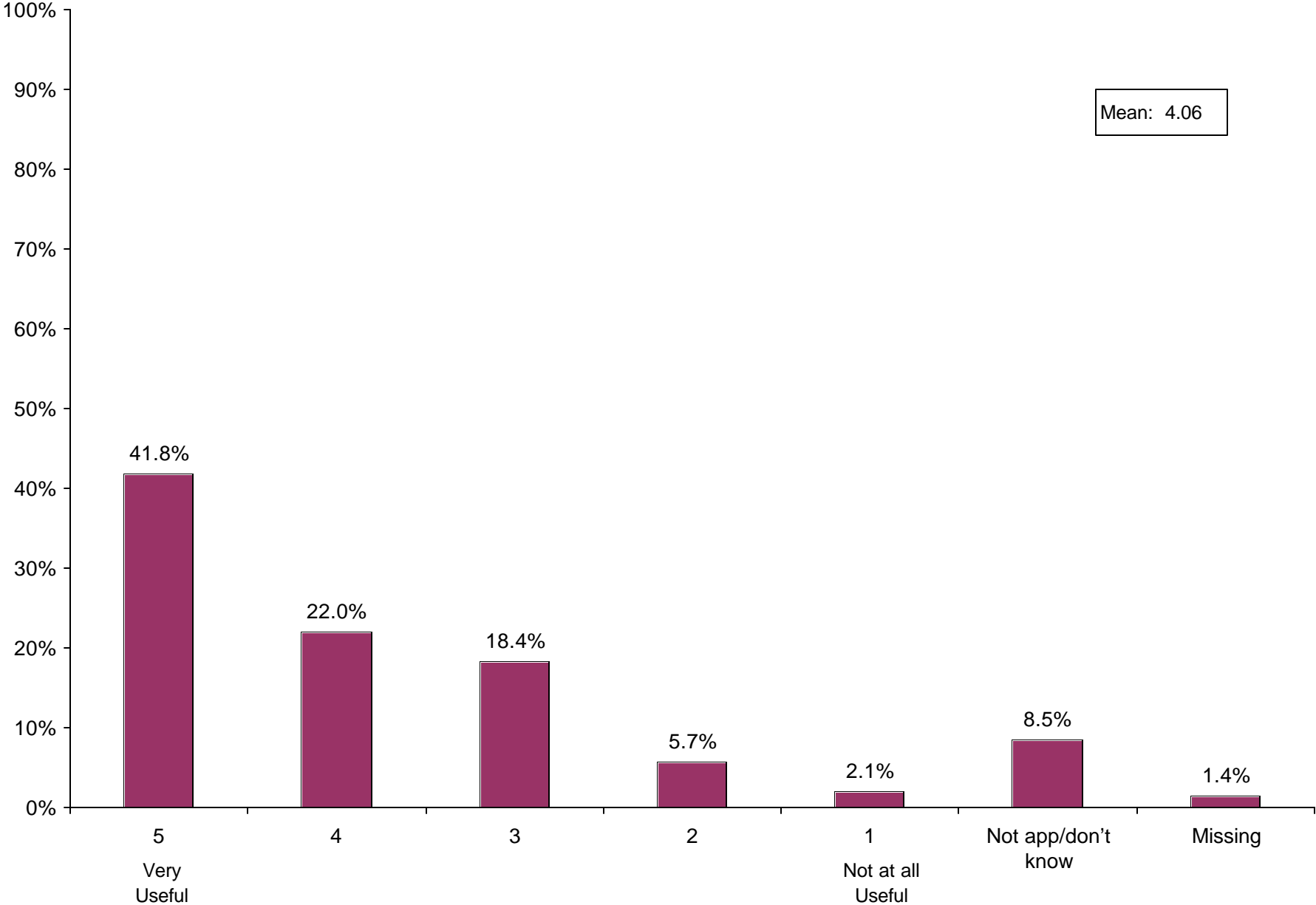
**Registration and orientation weekends (ROWS)**





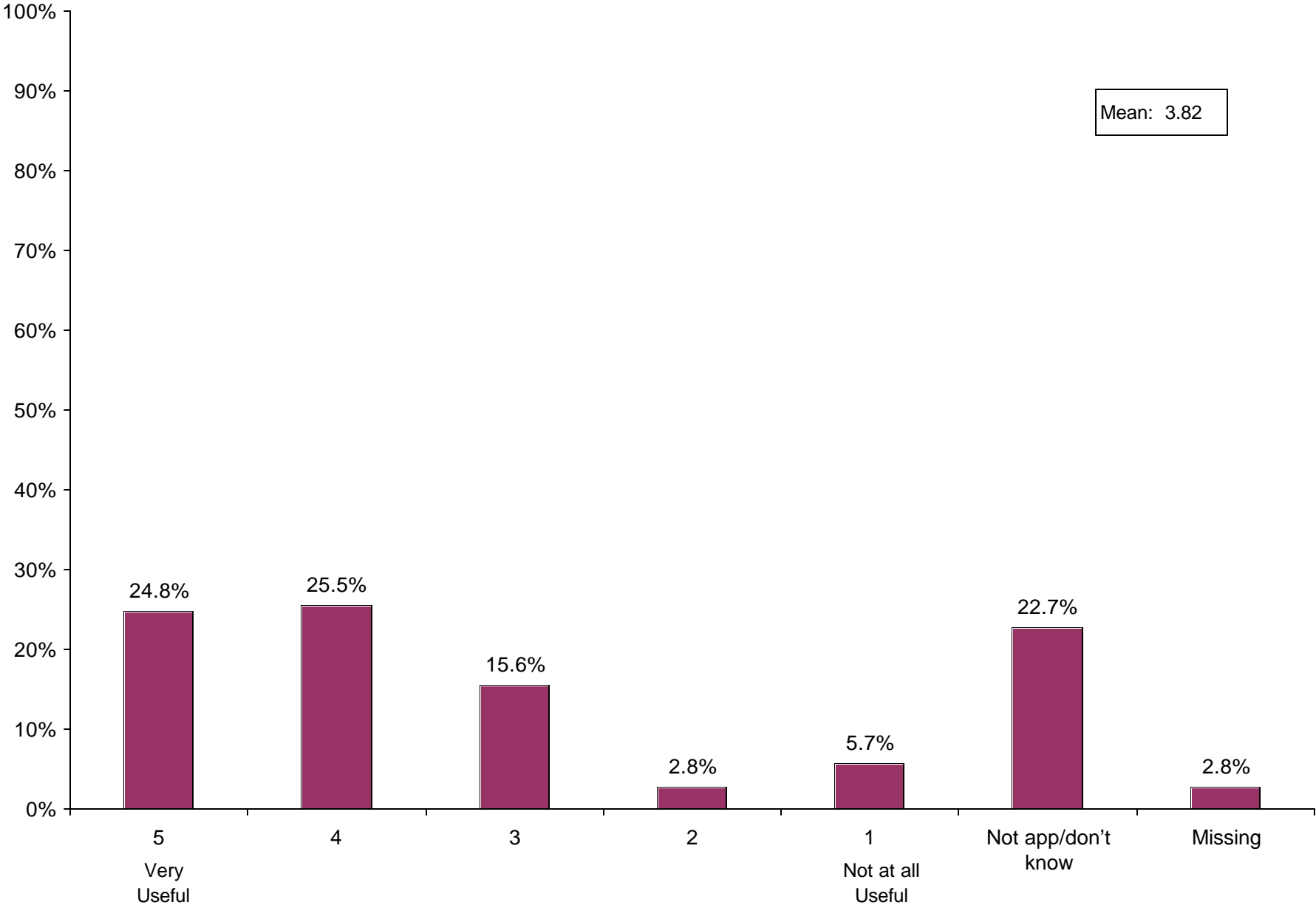
How useful was each to your initial adjustment?

**Fall orientation**



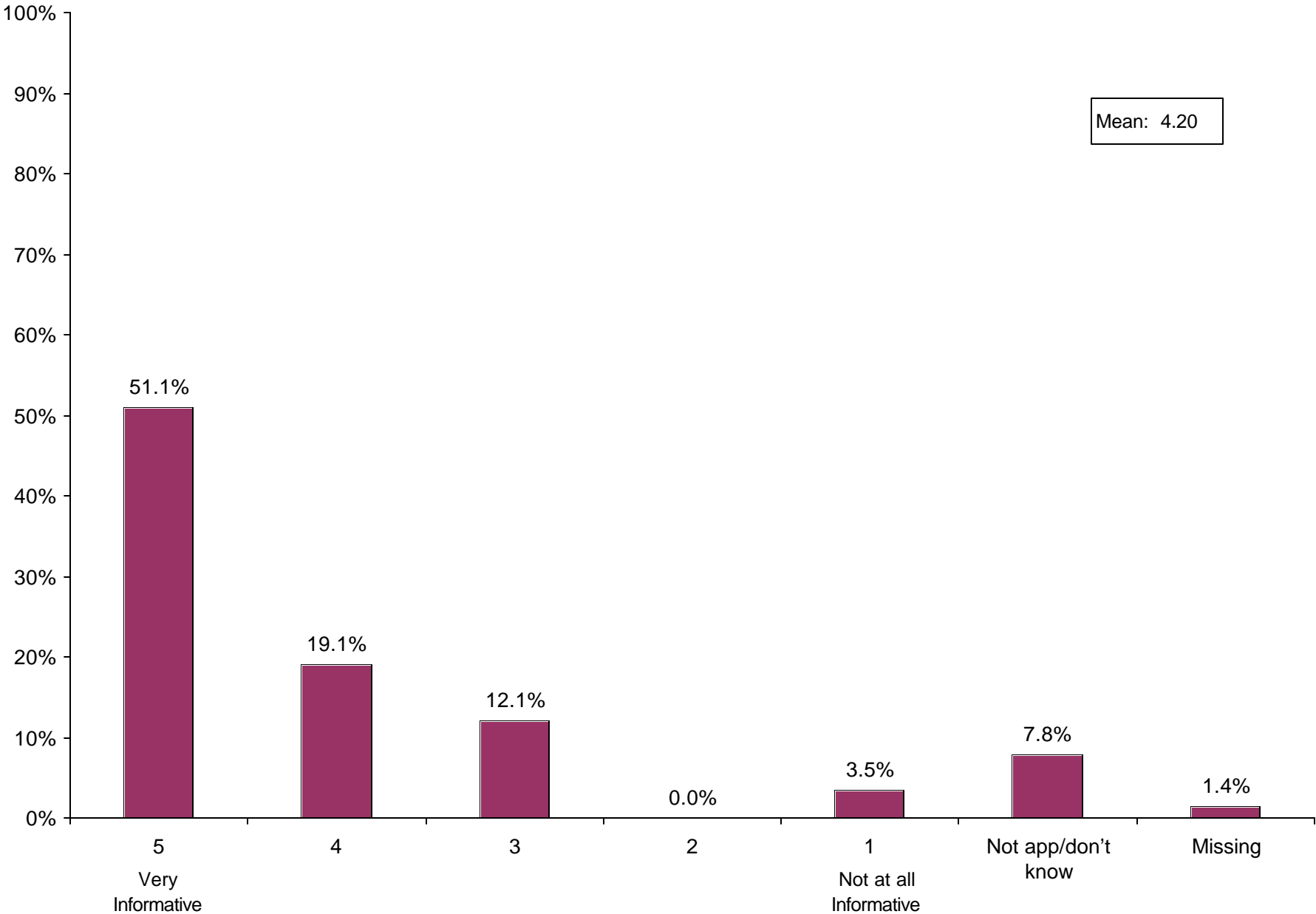
How useful was each to your initial adjustment?

**Black Cultural Center freshman open house/social**



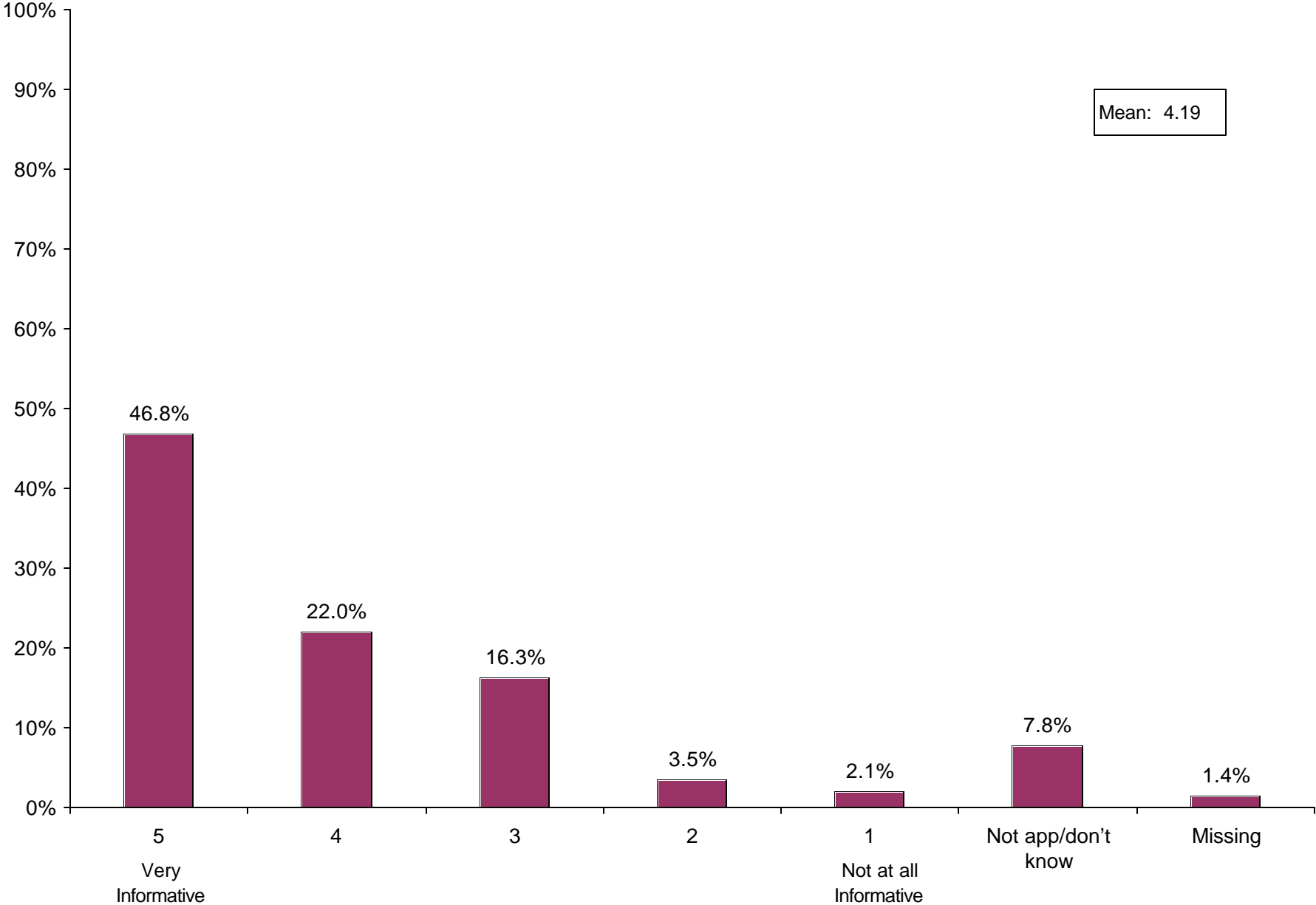
How informative was each of the following?

**Registration and orientation weekends (ROWS)**



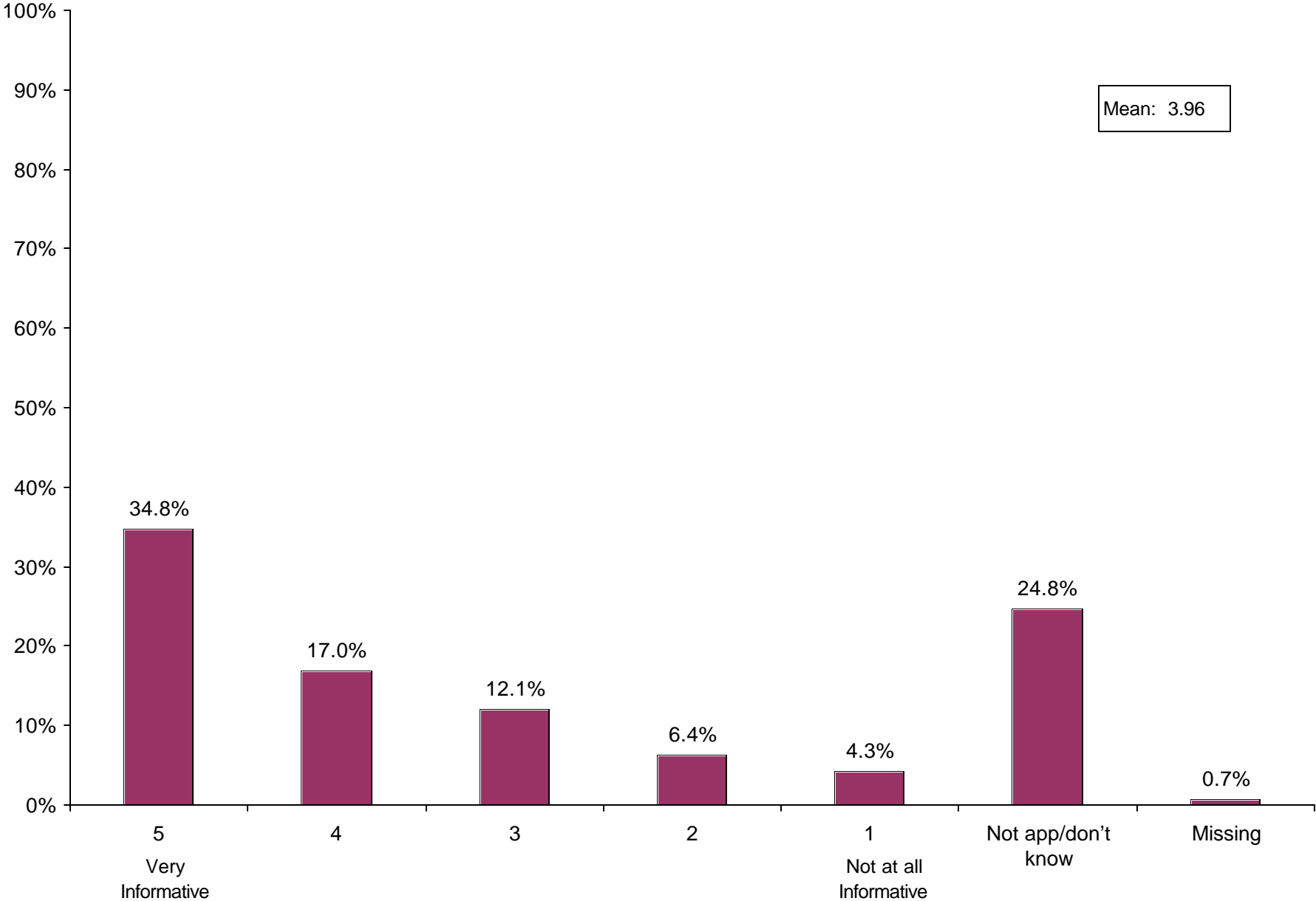
How informative was each of the following?

**Fall orientation**



How informative was each of the following?

**Black Cultural Center freshman open house/social**



# ACT Alumni Survey

(Graduates two years after graduation)



[Click to see survey instruments](#)

## Response Rates:

1999-00/2000-01	43% (185/435)	2001-02	40% (115/285)
2002-03	40% (108/269)	2003-04	31% (93/299)
2004-05	25% (77/304)	2005-06	28% (67/239)

**What was your primary reason for attending this college?**

	1999,00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
Cost	39.9%	1.6%	54.8%	2.1%	48.1%	2.1%	37.6%	3.8%	40.3%	4.4%	44.8%	4.4%
Admissions standards	1.1%	1.8%	0.0%	1.9%	0.9%	1.9%	0.0%	1.9%	0.0%	1.8%	0.0%	1.8%
Size	3.2%	12.8%	3.5%	13.2%	4.6%	13.2%	3.2%	13.7%	5.2%	11.5%	3.0%	11.5%
Social atmosphere	0.5%	30.0%	1.7%	3.4%	0.9%	3.4%	3.2%	3.7%	1.3%	3.7%	0.0%	3.7%
Location	4.3%	17.9%	4.3%	17.3%	0.0%	17.3%	4.3%	17.8%	3.9%	18.4%	4.5%	18.4%
Type of programs available	1.1%	28.7%	0.9%	27.2%	3.7%	27.2%	3.2%	24.0%	3.9%	24.9%	0.0%	24.9%
Academic reputation	16.0%	7.3%	7.8%	7.4%	13.9%	7.4%	19.4%	8.0%	11.7%	8.6%	17.9%	8.6%
Availability of scholarship/financial aid	13.8%	8.1%	13.0%	8.3%	16.7%	8.3%	18.3%	8.2%	13.0%	8.3%	16.4%	8.3%
Advice of relatives or high school personnel	12.2%	5.1%	12.2%	5.7%	7.4%	5.7%	4.4%	6.5%	9.1%	5.6%	9.0%	5.6%
To be with friends	0.5%	1.1%	0.0%	1.2%	0.9%	1.2%	0.0%	1.3%	0.0%	1.3%	0.0%	1.3%
Other	4.3%	8.9%	1.7%	8.9%	1.9%	8.9%	5.4%	8.8%	10.4%	9.1%	4.5%	9.1%
Missing	3.2%	3.7%	0.0%	3.6%	0.9%	3.6%	1.1%	2.5%	1.3%	2.5%	0.0%	2.5%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

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