

Faculty Instruction

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: Faculty Instruction

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

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

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

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

- My teacher advised me

Graphical Report (Recent Trends, 2020, Historical Trends)

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

- Academic ability
- Mathematical ability
- Public speaking ability
- Self-confidence (intellectual)
- Writing ability

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

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

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

- Communicate regularly with professors
- Get tutoring help in specific courses
- Participate in a study abroad program
- Work on a professor's research project

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

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

How often in the past year did you

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

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

- My teacher advised me
- Communication with a professor (added in 2020)

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

2015 Graphical Report

Orientation

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.

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

2014 Construct Reports

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

Construct: Undergraduate Education Goal: Personal Development – *Measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.*

Graphical Report (Recent Trends, 2020, Historical Trends)

What is your principal activity in your current position at this institution?

How many of the courses that you are teaching this term are:

What types of courses do you primarily teach?

Do you teach remedial/developmental skills in any of the following areas?

- Reading
- Writing
- Mathematics
- General academic skills
- Other subject areas

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

- Taught an honors course
- Taught an interdisciplinary course
- Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)
- Taught a service learning course
- Taught an exclusively web-based course at this institution
- Participated in organized activities around enhancing pedagogy and student learning
- Taught a seminar for first-year students
- Taught a capstone course
- Taught in a learning community (e.g., FIG, linked courses)
- Taught a course that meets general education requirements
- Collaborated with the local community in research/learning
- Engaged undergraduates on your research project
- Worked with undergraduates on a research project

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

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

- Presented with undergraduate students at conferences
- Published with undergraduates

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

- Scheduled teaching (give actual, not credit hours)
- Preparing for teaching (including reading student papers and grading)

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

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

How often in the past year have you encouraged students to:

- Use different points of view to make an argument
- Make connections between ideas from different courses
- Critically evaluate their position on an issue
- Recognize the biases that affect their thinking
- Think more broadly about an issue

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

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

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

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

- Class discussions
- Cooperative learning (small groups)
- Experiential learning/Field studies
- Performances/Demonstrations
- Group projects
- Extensive lecturing
- Multiple drafts of written work
- Student-selected topics for course content
- Reflective writing/Journaling
- Community service as part of coursework
- Electronic quizzes with immediate feedback in class
- Using real-life problems
- Using student inquiry to drive learning

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

- “Learn before lecture” through multimedia tools (e.g., flipping the classroom)
- Readings on racial and ethnic issues
- Readings on women and gender issues
- Starting class with a question that engages students
- Techniques to create an inclusive classroom environment for diverse students
- Supplemental instruction that is outside of class and office hours
- Student presentations
- Student evaluations of each other’s work
- Grading on a curve
- Rubric-based assessment

In creating assignments for your courses, how often do you:

- Provide instructions clearly delineating what students are to do to complete the assignment
- Explain what you want students to gain from the assignment
- Provide feedback on drafts or work still in progress
- Provide in advance the criteria for evaluating the assignment
- Explicitly link the assignment with course goals or learning objectives

How frequently do you incorporate the following forms of technology into your courses?

- YouTube or other videos
- Classroom enhancement technology (e.g., Elmo, tablet PCs)
- Simulations/animations
- Podcasts
- Online homework or virtual labs
- Online discussion boards

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

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

- Develop ability to think critically
- Prepare students for employment after college
- Prepare students for graduate or advanced education
- Develop moral character
- Provide for students' emotional development
- Teach students the classic works of Western civilization
- Help students develop personal values
- Instill in students a commitment to community service
- Enhance students' knowledge of and appreciation for other racial/ethnic groups
- Promote ability to write effectively
- Help students to evaluate the quality or reliability of information they receive
- Teach students tolerance and respect for different beliefs
- Encourage students to become agents of social change

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

- It is primarily up to individual students whether they succeed in my courses
- I try to dispel perceptions of competition
- I encourage all students to approach me for help
- Most students are well-prepared for the difficulty of the courses I teach
- In my classroom, there is no such thing as a question that is too elementary
- All students have the potential to excel in my courses
- The amount of material that is required for my courses poses a substantial challenge to students
- Students are often overwhelmed by the pace of my courses
- Most students learn best when they do their assignments on their own

STEM Module

In the courses you have taught in the past year, how often do you:

- Incorporate audience response systems to gauge students' understanding (e.g., clickers)
- Integrate authentic (i.e., not "cookbook") research experiences into labs
- Incorporate mini-labs into lecture

In the STEM courses you have taught in the past year, how often do you encourage students to:

- Make connections between different areas of science and mathematics
- Draw a picture to represent a problem or concept
- Identify what is known and not known about a problem
- Analyze the basic elements of ideas or theories
- Make sense of scientific/technical concepts
- Synthesize several sources of information
- Conduct an experiment
- Relate scientific concepts to real-world problems
- Memorize large quantities of information
- Make predictions based on existing knowledge
- Translate scientific concepts or terminology into non-scientific language

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

Academic Advising Module

How many undergraduates do you currently advise?

How do you typically interact with your advisees?

- Schedule a meeting
- Informal meetings outside of your office
- During scheduled office hours
- Drop by your office
- Email exchange

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

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

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

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

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

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

- Talked about career plans with a faculty member
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Worked with a faculty member on activities other than course work (committees, student groups, etc.)
- Worked with other students on course projects or assignments
- Discussed your academic performance with a faculty member (*new for 2014*)

About how many of your courses at this institution have included a community-based project (service-learning)? (major wording change in 2014)

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

- Provided prompt and detailed feedback on tests or completed assignments (*major wording change in 2014*)

During the current school year, how much has your coursework emphasized the following?(major wording change in 2014)

- Memorizing course material
- Forming a new idea or understanding from various pieces of information
- Evaluating a point of view, decision, or information source
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Applying facts, theories, or methods to practical problems or new situations

During the current school year, to what extent have your courses challenged you to do your best work? (major wording change in 2014)

During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)

- Up to 5 pages
- Between 6 and 10 pages
- 11 pages or more

How much does your institution emphasize the following?

- Spending significant amounts of time studying and on academic work
- Providing support to help students succeed academically
- Attending campus activities and events (performing arts, athletic events, etc.)

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

- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing numerical and statistical information
- Using computing and information technology (*not asked in 2014*)
- Solving complex real-world problems
- Working effectively with others

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

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Work with a faculty member on a research project

How would you evaluate your entire educational experience at this institution?

National Survey of Student Engagement (NSSE), continued:

Berea-Specific Item (2003, 2007, and 2014 – not asked on 2010 administration)

To what extent do you agree with the following?

- My work program experiences have influenced my choice of academic major

Faculty/Student Comparisons (FSSE/NSSE)

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

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

- Worked with other students on course projects or assignments

FSSE: In your selected course section, how much does the coursework emphasize the following?

NSSE: During the current school year, how much has your course work emphasized the following?

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information
- Memorizing course material

FSSE: In your selected course section, to what extent do you think the typical student does his or her best work?

NSSE: During the current school year, to what extent have your courses challenged you to do your best work?

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

NSSE: How much does your institution emphasize the following?

- Spending significant amounts of time studying and on academic work
- Providing support to help students succeed academically
- Attending campus activities and events (performing arts, athletic events, etc.)

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

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

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

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

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

- Provided prompt and detailed feedback on tests or completed assignments

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

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

National Survey of Student Engagement (NSSE), continued:

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

FSSE: To what extent do you structure your selected course section so that students learn and develop in the following areas?

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

- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing numerical and statistical information
- Solving complex real-world problems
- Working effectively with others

FSSE: How important is it to you that undergraduates at your institution do the following before they graduate?

NSSE: Which of the following have you done or do you plan to do before you graduate?

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Work with a faculty member on a research project

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

- The instruction in my major field is excellent
- Faculty are fair and unbiased in their treatment of individual students
- I am able to experience intellectual growth here
- There is a commitment to academic excellence on this campus
- Faculty provide timely feedback about student progress in a course.
- Faculty take into consideration student differences as they teach a course.
- The quality of instruction I receive in most of my classes is excellent
- Adjunct faculty are competent as a classroom instructors.
- Faculty are usually available after class and during office hours
- Nearly all of the faculty are knowledgeable in their field
- Academic support services adequately meet the needs of students
- It is an enjoyable experience to be a student on this campus.

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

- Academic reputation

Berea-Specific Items

Importance/Satisfaction Ratings

- Faculty are concerned about individual student learning
- My personal relationships with others at the College contribute to my overall education
- Faculty members provide feedback that helps me know what to do to improve my performance

Rate your agreement with the following statements

- I have trouble forming relationships with faculty

Graduating Seniors' Survey (includes ACT College Outcomes Survey)

How much progress have you made toward the following outcome?

- Drawing conclusions after weighing evidence, facts, and ideas
- Developing problem-solving skills
- Learning to think and reason
- Locating, screening and organizing information
- Thinking objectively about beliefs, attitudes, and values
- Developing my creativity; generating original ideas and products
- Improving my writing skills
- Reading with greater speed and better comprehension
- Speaking more effectively
- Further developing my study skills
- Listening to and understanding what others say
- Learning to formulate and re-shape my lifetime goals
- Developing openness to new ideas and practices
- Acquiring knowledge and skills needed for a career
- Becoming competent in my major
- Appreciating the fine arts, music, literature, and the humanities
- Broadening my intellectual interests
- Discovering productive and rewarding uses of my talents and leisure time
- Learning principles for improving physical and mental health
- Developing effective job-seeking skills (e.g. interviewing, resume construction)
- Learning about career options
- Applying scientific knowledge and skills
- Learning principles for conserving and improving the global environment
- Effectively using technology (e.g. computer, high-tech equipment).
- Learning about the role of science and technology in society
- Understanding and applying math concepts and statistical reasoning

Required courses outside my area of specialization helped me...

- Think about my major in the context of a larger world view
- Develop as a “whole person”
- Appreciate great works of literature, philosophy, and art
- Broaden my awareness of diversity among people, their values and cultures
- Increase my knowledge of the earth and its physical and biological resources
- Build a framework to organize my learning within and across areas of study
- Become a more independent and self-directed learner

Graduating Seniors' Survey, continued:

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

- Becoming an effective team or group member
- Becoming more willing to consider opposing points of view
- Interacting well with people from cultures other than my own
- Improving my ability to relate to others
- Preparing to cope with changes as they occur (e.g. in career, relationships, lifestyle)
- Developing leadership skills
- Actively participating in volunteer work to support worthwhile causes
- Learning to be adaptable, tolerant, and willing to negotiate
- Seeking and conveying the spirit of truth
- Becoming more aware of global and international issues/events
- Preparing myself to participate effectively in the electoral process
- Becoming more aware of local and national political and social issues
- Gaining insight into human nature through the study of literature, history, and the arts
- Recognizing my rights, responsibilities, and privileges as a citizen
- Becoming sensitive to moral injustices and ways of avoiding or correcting them
- Understanding religious values that differ from my own
- Taking responsibility for my own behavior
- Learning how to become a more responsible family member
- Clarifying my personal values
- Developing a sense of purpose, value, and meaning for life
- Learning how to manage finances (personal, family, or business)
- Dealing fairly with a wide range of people
- Developing moral principles to guide my actions and decisions
- Acquiring appropriate social skills for use in various situations
- Becoming academically competent
- Developing productive work relationships with both men and women
- Increasing my intellectual curiosity
- Setting long-term or "life" goals
- Constructively expressing both emotions and ideas
- Understanding myself, my talents, and my interests
- Developing self confidence
- Becoming more willing to change and learn new things
- Developing my religious values
- Improving my abilities to stay with projects until they are finished
- Becoming a more effective member in a multicultural society
- Acquiring a well-rounded General Education

Indicate your level of satisfaction with each of the following:

- Quality of instruction
- Availability of faculty for office appointments
- Quality of my program of study
- Class size
- Flexible degree requirements

Graduating Seniors' Survey, continued:

Berea-Specific Items

Rate the importance to you of each of the following:

- Getting a good education
- Finding a fulfilling career
- Developing a desire for life-long learning
- Learning more about Appalachian culture/history
- Learning more about African and African American (Black) culture/history
- Learning more about women's culture/history
- Finding work that is challenging and stimulates personal growth

Historical Survey Data (Prior to 2012)

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

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

- Expressing ideas in writing
- Finding assistance for the development of reading skills
- Finding assistance for the development of math skills
- Improving test-taking skills
- Improving study skills
- Improving public speaking skills

Berea-Specific Item (1995 through 2010)

Rate the importance to you of each of the following:

- Developing a desire for life-long learning

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

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

- Faculty during office hours
- Faculty outside of class or office hours

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

- Understanding what your professors expect of you academically
- Adjusting to the academic demands of college

Percent of who marked “frequently” or “occasionally”

- Felt bored in class

Percentage of students reporting “frequently” or “occasionally” feeling:

- Intimidated by your professors
- That your courses inspired you to think in new ways

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

- I have heard faculty express stereotypes about racial/ethnic groups in class
- Faculty here are interested in students’ personal problems
- Most students here are treated like “numbers in a book”
- There is strong competition among most of the students for high grades
- Faculty here are interested in students’ academic problems
- Faculty feel that most students here are well-prepared academically

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

- Studied or prepared for class

Your First College Year (YFCY), continued:

Percent of students indicating “frequently” or “occasionally” since entering this college

- Turned in course assignment(s) late
- Spoke up in class
- Discussed course content with students outside of class
- Skipped class
- Received tutoring
- Worked on a professor’s research project
- Turned in course assignments that did not reflect your best work
- Received negative feedback about your academic work
- Received advice and guidance about your educational program from a professor
- Received emotional support and encouragement from a professor
- Witnessed academic dishonesty/cheating
- Fell asleep in class
- Read newspaper articles as part of a class

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

- Studying/homework
- Attending classes

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

- Amount of contact with faculty
- Relevance of coursework to everyday life
- Relevance of coursework to future career plans
- Overall quality of instruction

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

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

- Professors, teachers

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

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

- Teachers or professors

**National Survey of Student Engagement (NSSE), First-Year & Senior Students:
Spring 2003, 2007, 2010 (major wording changes in 2014)**

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

- Participated in a community-based project (e.g., service-learning) as part of a regular course.
- Used an electronic medium (listserv, chat group, Internet, Instant messaging, etc.) to discuss or complete an assignment.
- Used e-mail to communicate with an instructor.
- Discussed grades or assignments with an instructor.
- Worked harder than you thought you could to meet an instructor's standards or expectations.
- Received prompt written or oral feedback from faculty on your academic performance.

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

- Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form.
- Analyzing the basic element of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components.
- Synthesizing and organizing ideas, information, or experience into new, more complex interpretations and relationships.
- Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.

To what extent have your examinations during the current school year challenged you to do your best work?

During the current school year, about how much reading and writing have you done?

- Number of assigned textbooks, books, or book-length packs of course readings.
- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment.
- Number of written papers or reports of 20 pages or more.
- Number of written papers or reports between 5 and 19 pages.
- Number of written papers or reports of fewer than 5 pages.

In a typical week, how many homework problem sets do you complete?

- Number of problem sets that take you more than an hour to complete.
- Number of problem sets that take you less than an hour to complete.

Student Satisfaction Inventory (SSI), All Students

Berea-Specific Items

1998 and 2003 Administrations Only

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

Satisfaction Ratings

- Course materials are presented in an interesting, creative manner
- I get the encouragement I need from faculty on this campus

1998 Administration Only

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

Satisfaction Ratings

- Overall, I have found the quality of teaching in my major to be excellent
- Faculty on this campus need to try and understand student backgrounds and abilities in order to improve teaching and learning
- Most faculty on this campus are effective communicators
- Faculty frequently engage their classes in effective discussions
- Faculty on campus are enthusiastic about teaching
- I am being challenged by the level of work expected of me in my classes
- I am often involved in group study and/or team projects for my classes

Breakdowns by: All Students Only

Overall I have found the quality of teaching in the following courses to be excellent:

- Basic Mathematics
- Senior Seminar
- Christianity and Contemporary culture
- Seminar in World Issues Since 1945
- Natural Science
- Western Traditions II
- Western Traditions I
- The Arts in Context
- Introduction to the Arts
- Tutorial for US Traditions
- US Traditions
- Tutorial for Stories
- Stories
- GST Courses

African-American Student Study, April 2003

How important are each of the following to you?/How satisfied are you with each of the following?

- Faculty instruction
- Faculty concern and encouragement
- Classroom learning environments
- Basic Math instruction and support
- Writing support (Learning Center/CEC)
- Study skills

Berea-Specific Exit Survey, Graduating Seniors

How well did Berea College help you:

- To earn a college degree (Bachelor's degree)
- To prepare to earn a post graduate degree such as a Masters, Ph.D., or M.D.
- To learn more about environmental problems
- To learn more about cultural diversity
- To learn more about nonviolent conflict resolution
- To learn more about religion or philosophy
- To become a "well-rounded" person
- To prepare for a vocation

How well did your experiences at Berea College help you accomplish the following goals?

- Developing the intellectual ability to address complex problems from multiple disciplines and perspectives
- Understanding the workings of our natural environment and consequences of human activities on it
- Developing a knowledge of and appreciation for the liberal arts
- Mastering the skills of abstract and logical thinking
- Mastering Reading
- Mastering Writing
- Mastering Speaking
- Mastering Listening
- Mastering Information Seeking
- Mastering the content and methods of a major area of study
- Using the computer to help organize, analyze and interpret real-life data
- Sketching and interpreting graphs
- Using mathematical equations to describe real-life situations, to make predictions, to interpret trends in data, or to model a problem
- Developing a habit of inquiry
- Developing and strengthening your creative abilities
- Developing an appreciation of experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies
- Developing respect for the experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies
- Gaining an appreciation for a community which encourage discussion, reflection, creativity and action; and which embodies and values freedom, justice, purposeful activity, personal responsibility and constructive leisure
- Developing an appreciation and understanding of Black culture/history
- Developing an appreciation and understanding of women's culture/history
- Developing a knowledge of the sciences

ACT Alumni Survey, Graduates two years after graduation

If you could start college over, would you choose to attend this college?

If you could start college over, would you choose to graduate with the same major?

How does the quality of education provided at this college compare with that of other colleges?

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

- Writing effectively
- Speaking effectively
- Understanding written information
- Working independently
- Managing personal/family finances
- Learning on your own
- Understanding graphic information
- Using the library
- Following directions
- Understanding consumer issues
- Caring for your own physical and mental health
- Working cooperatively in a group
- Organizing your time effectively
- Recognizing your rights, responsibilities, and privileges as a citizen
- Planning and carrying out projects
- Understanding and applying mathematics in your daily activities
- Understanding different philosophies and cultures
- Persisting at difficult tasks
- Defining and solving problems
- Understanding the interaction of people and their environment
- Leading/guiding others
- Recognizing assumptions, making logical inferences, and reaching correct conclusions
- Understanding and appreciating the arts
- Understanding and applying scientific principals and methods

Berea-Specific Items

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

- General Education courses
- Courses in your major
- Service learning (service as a required part of a course)
- Undergraduate research with a faculty member

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

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

- Quality of academic programs
- Opportunities for student/faculty interaction

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

- Variety of instructional approaches used in the classroom
- Variety of courses offered
- Preparation for further academic study
- Overall quality of instruction
- Concern for me as an individual
- College support of nontraditional students (24 or older and/or married and/or a parent)
(formerly "College response to older/nontraditional students")
- Class size relative to the type of course
- Multicultural content of course
- Quality of the program in my major/field

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

- The General Education or core requirements at this school were a valuable component of my education.
- Most faculty were readily available to students outside of class time
- Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance
- Overall, the school had an intellectually stimulating atmosphere
- Academic success was encouraged and supported at this school

Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



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

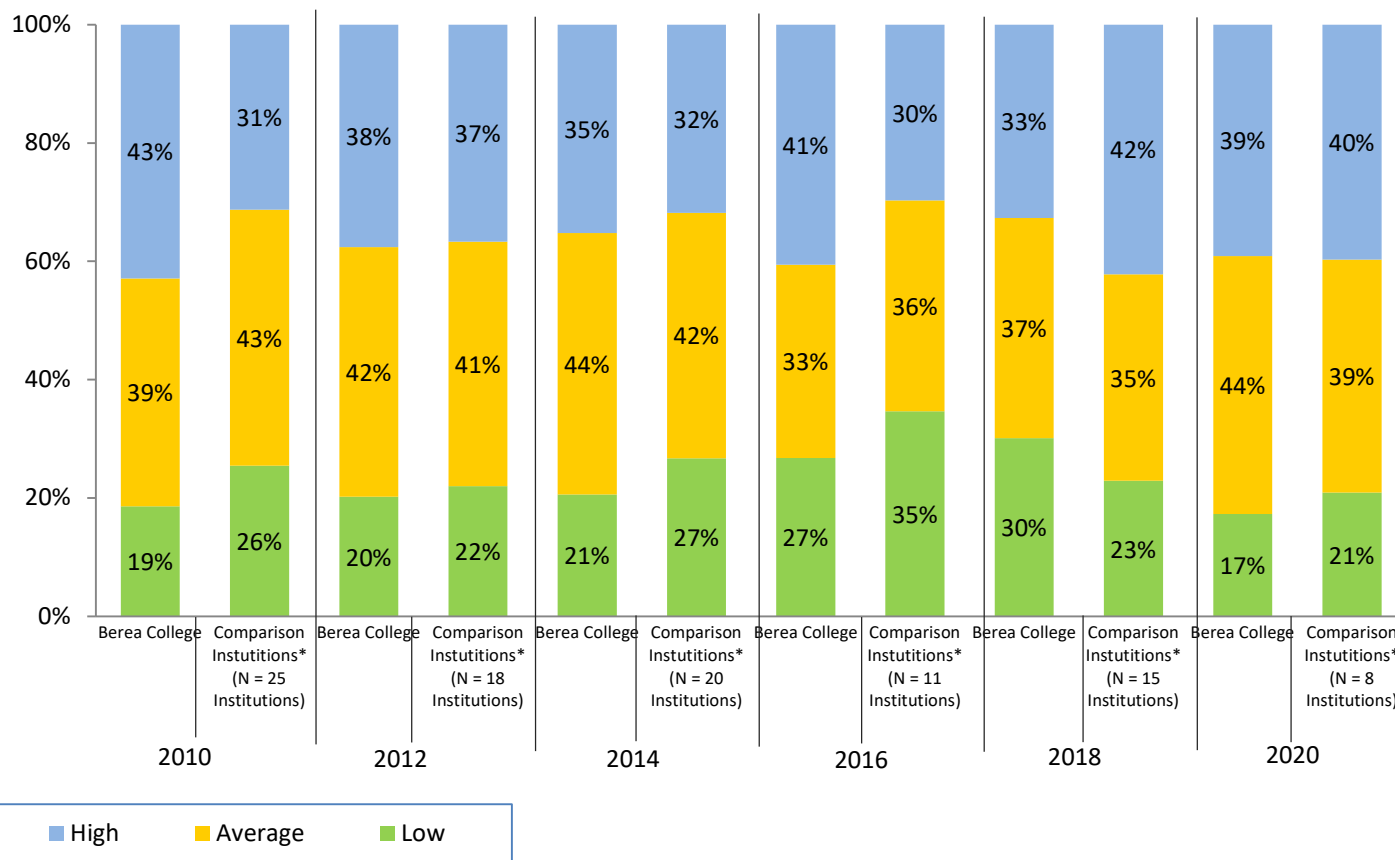
[Select to see survey instruments](#)

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

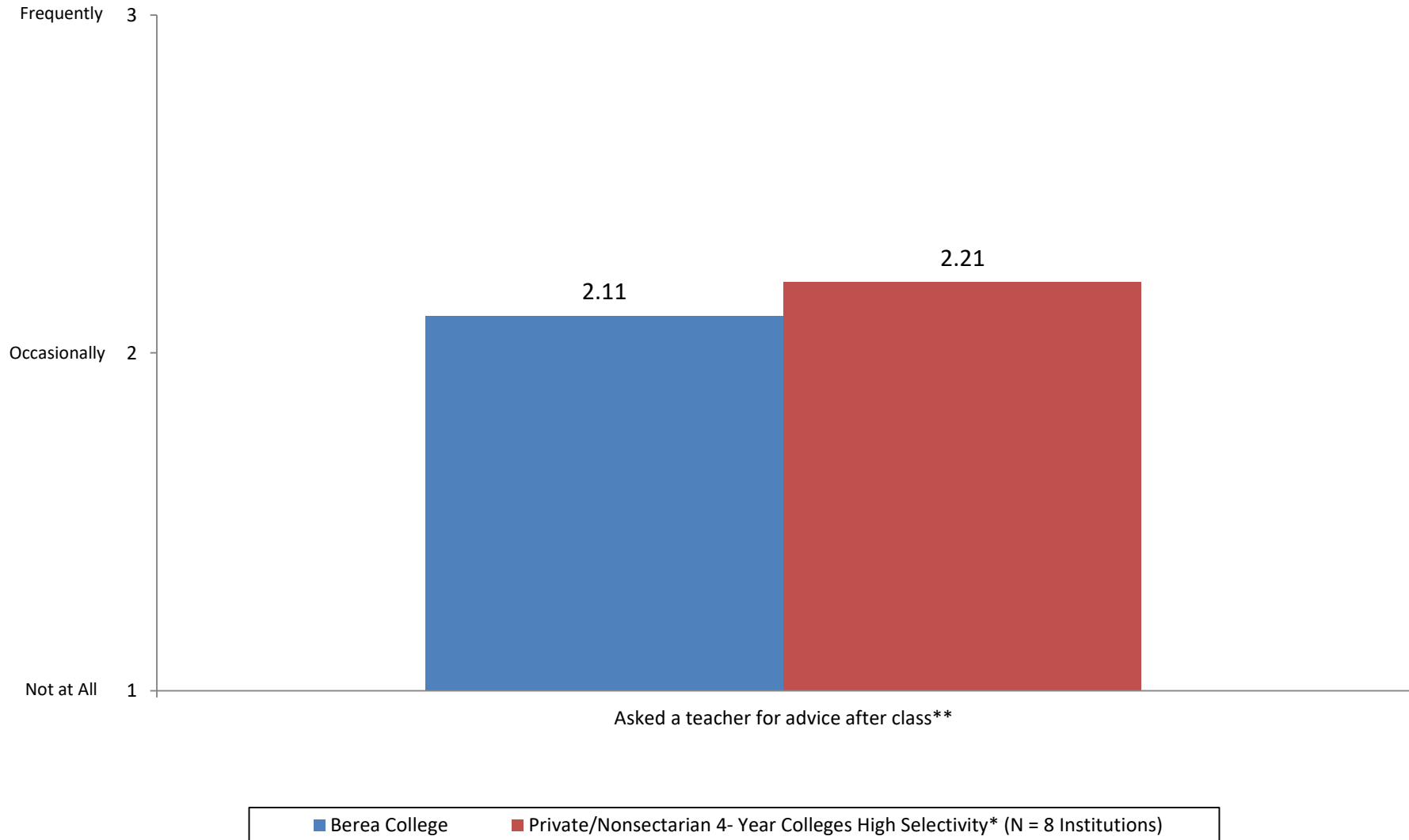
- In the past year, how often have you:
(*Frequently = 3, Occasionally = 2, Not at All = 1*)
 1. Asked a teacher for advice after class
 2. Asked questions in class

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

THEME: Interaction with Teachers

(Based on First-Year Students Only)

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



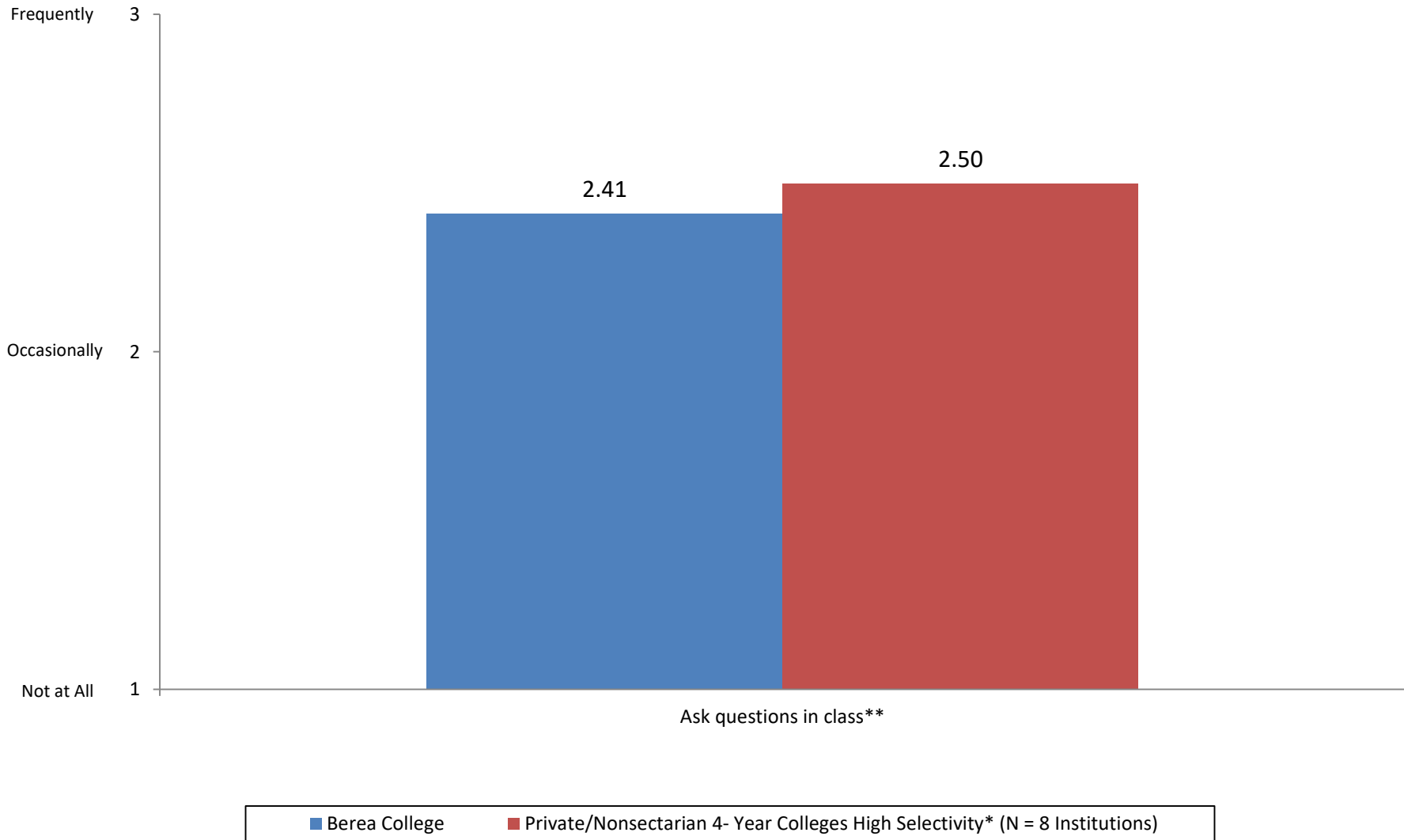
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Interaction with Teachers

(Based on First-Year Students Only)

How often in the past year did you..?



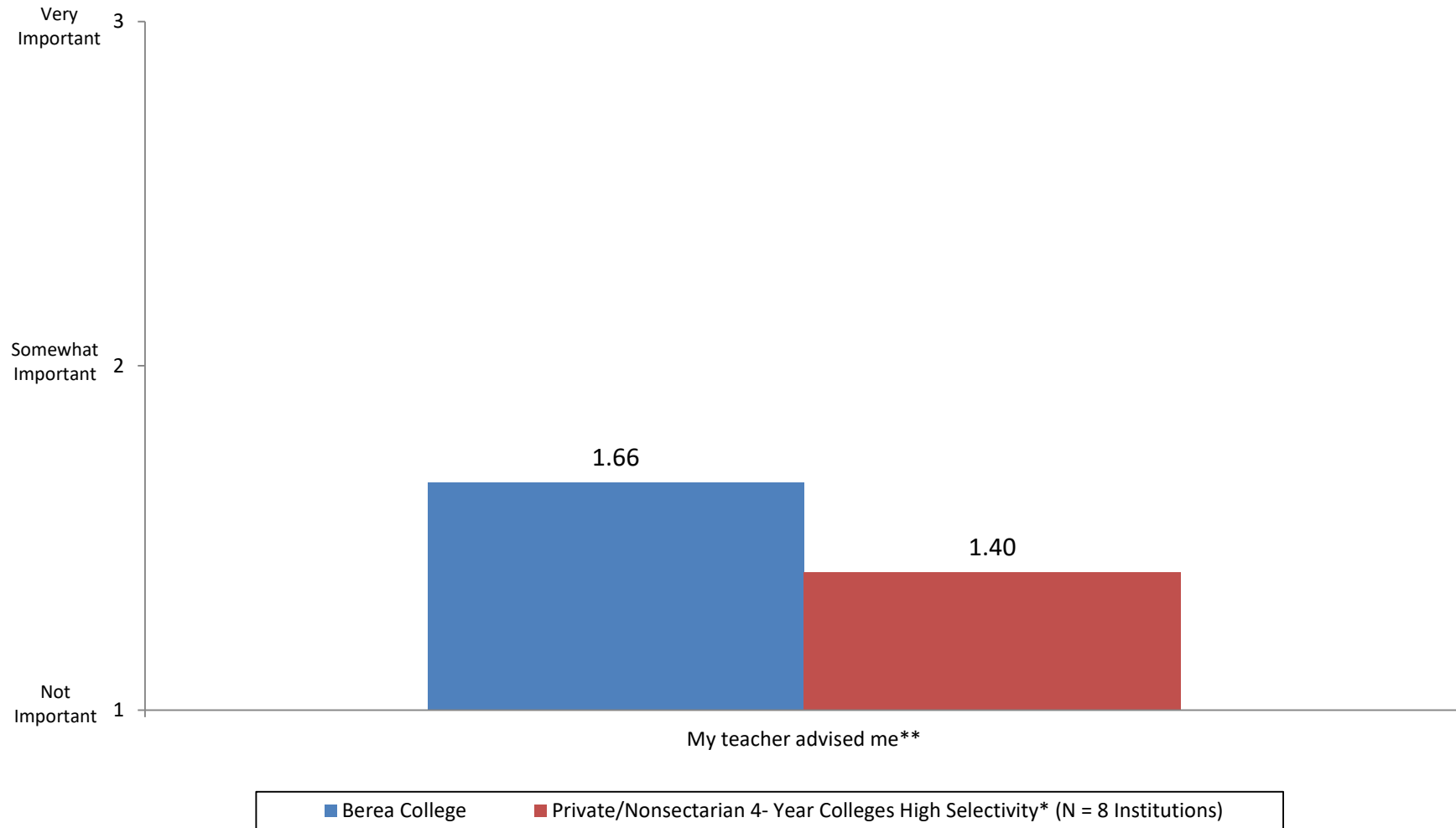
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Interaction with Teachers

(Based on First-Year Students Only)

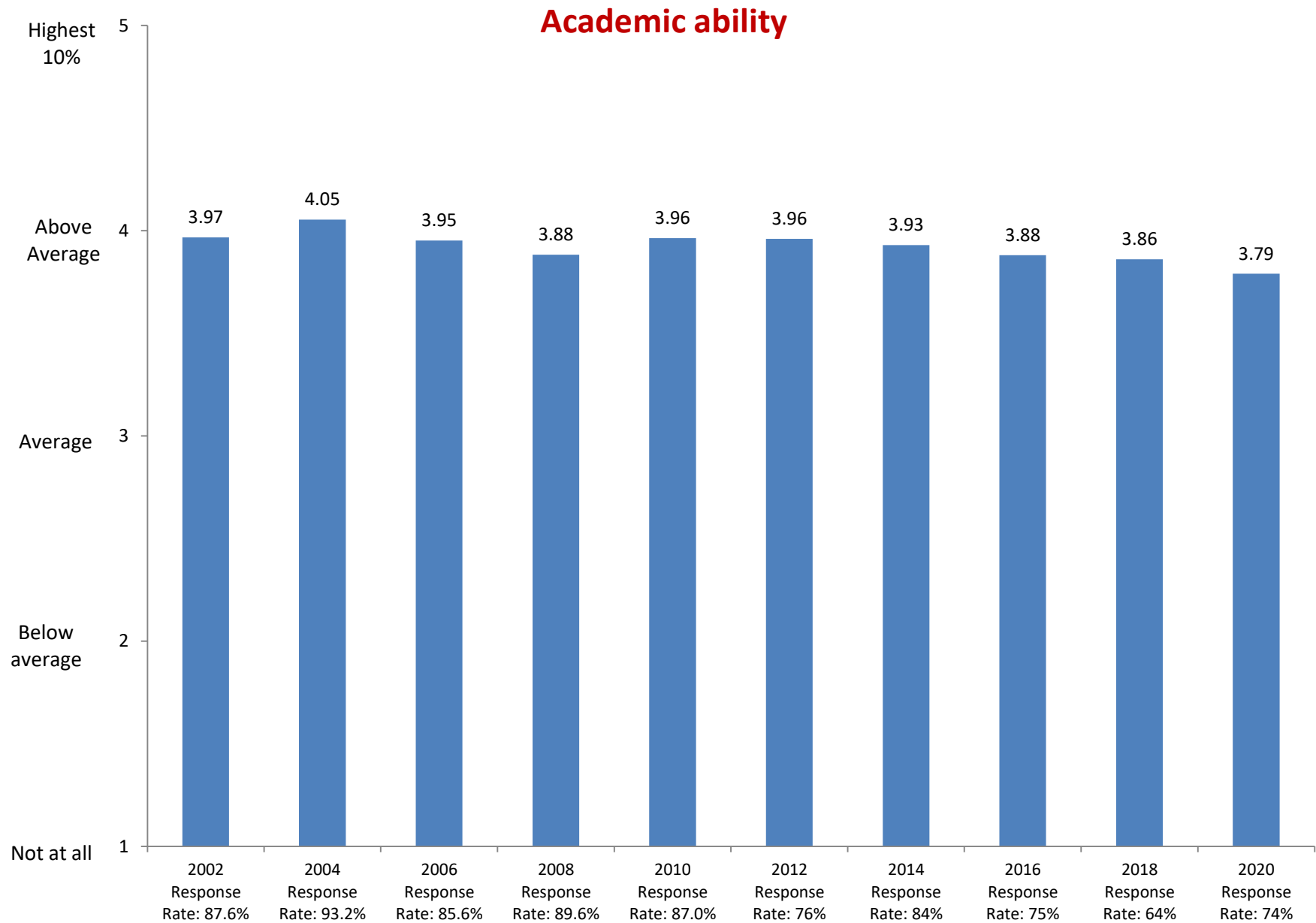
How important was each reason in your decision to come here?



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**Difference is statistically significant.

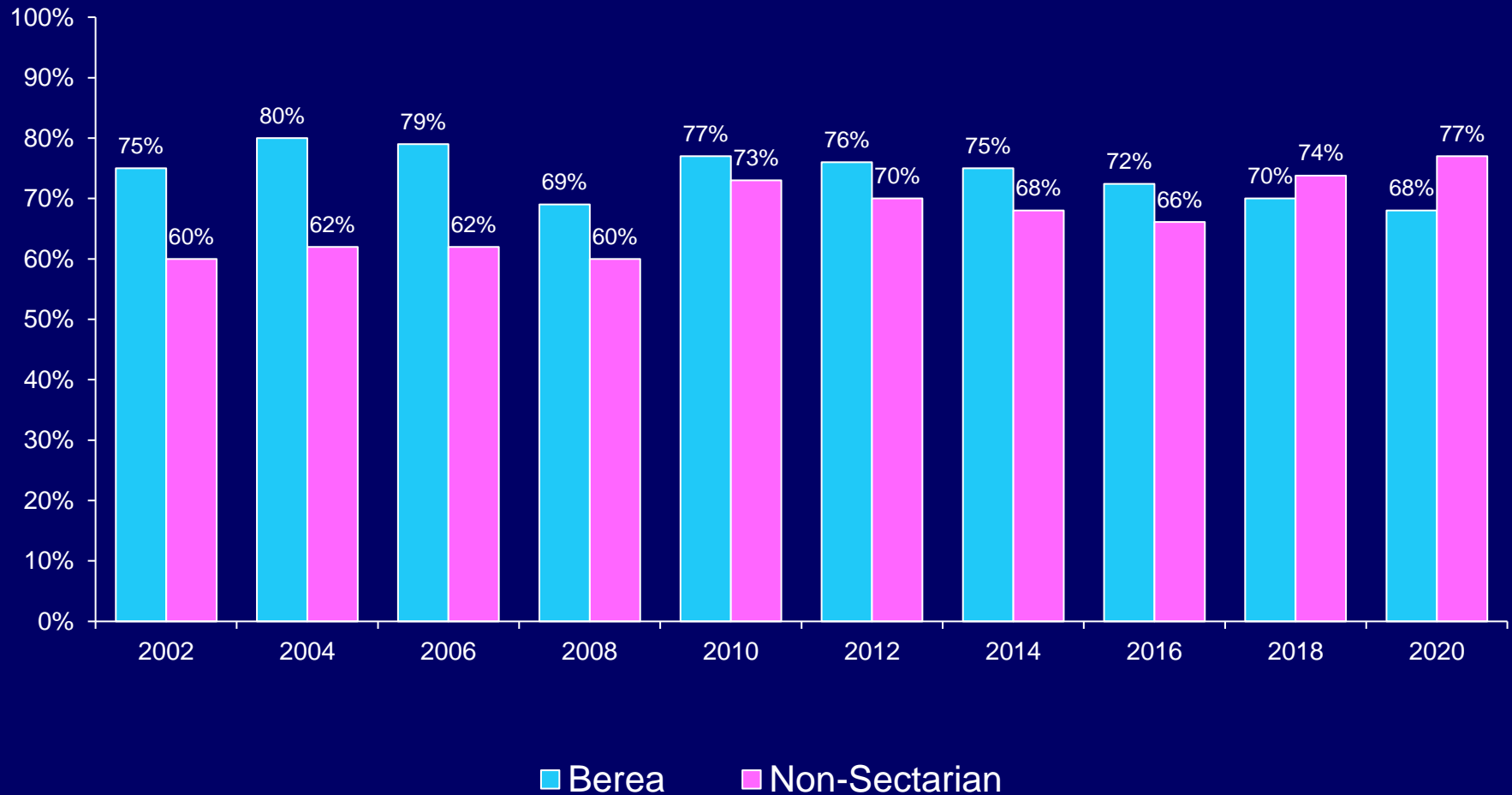
Rate yourself on each of the following traits as a compared with the average person your age.



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

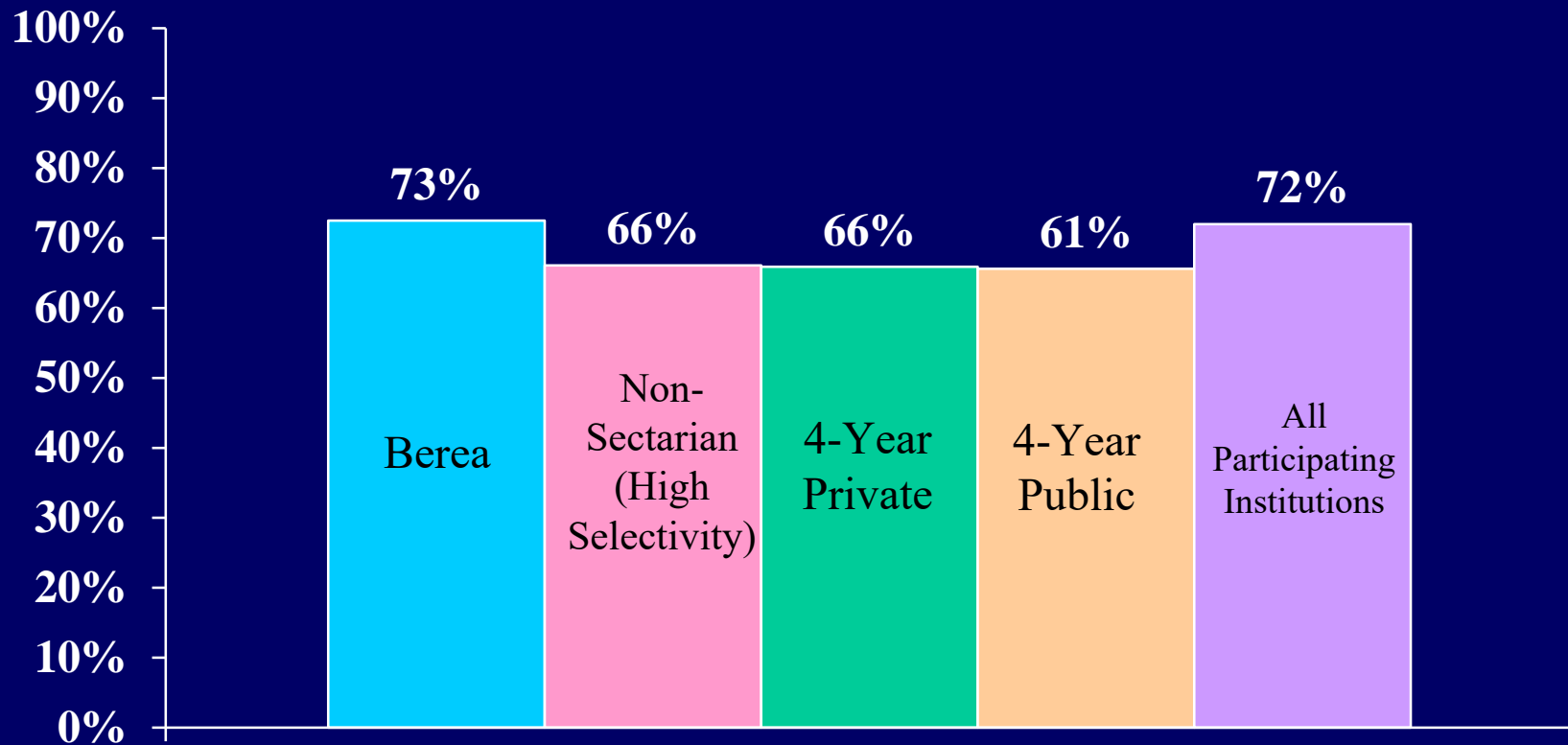
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

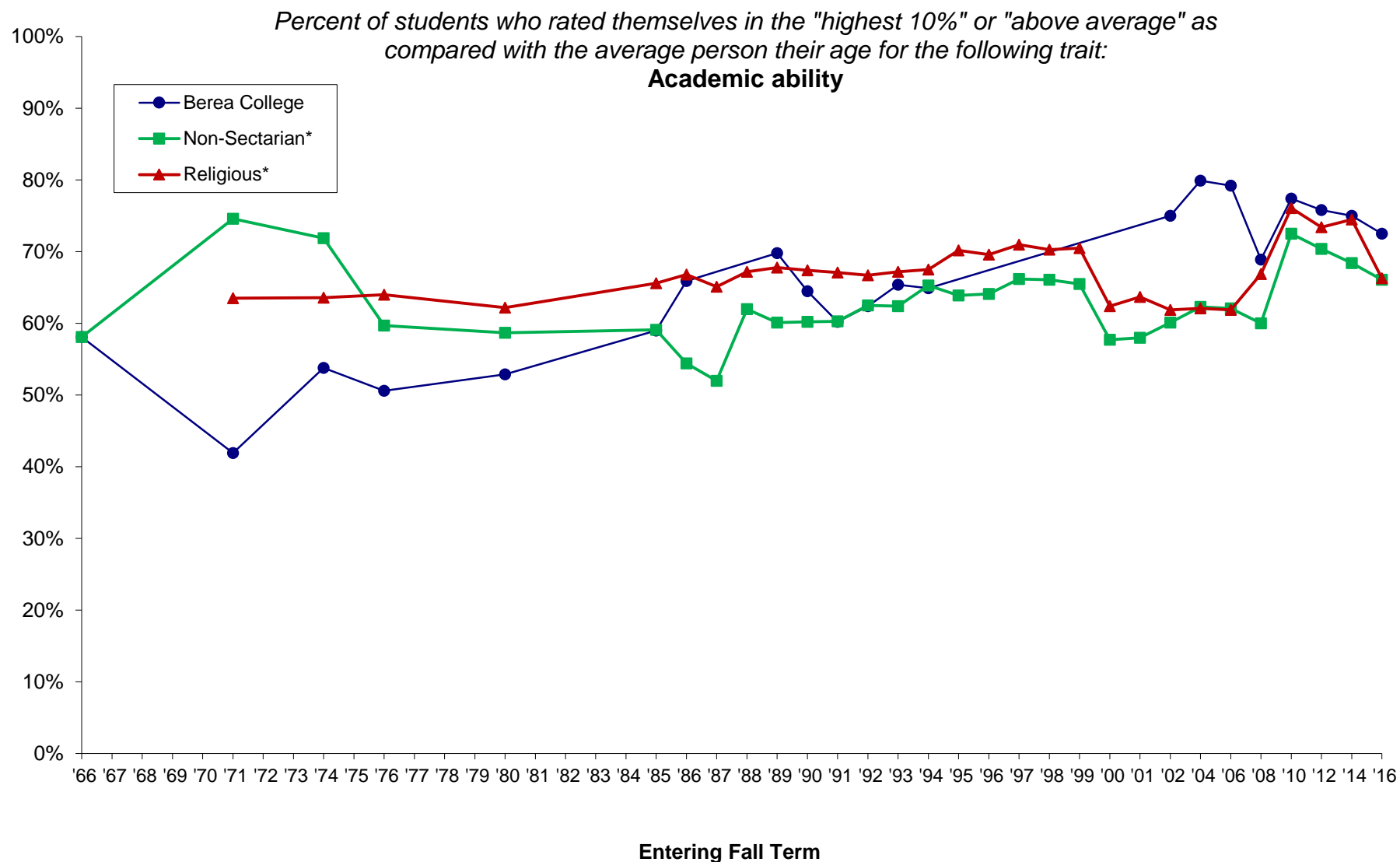
Academic ability



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

Academic Ability

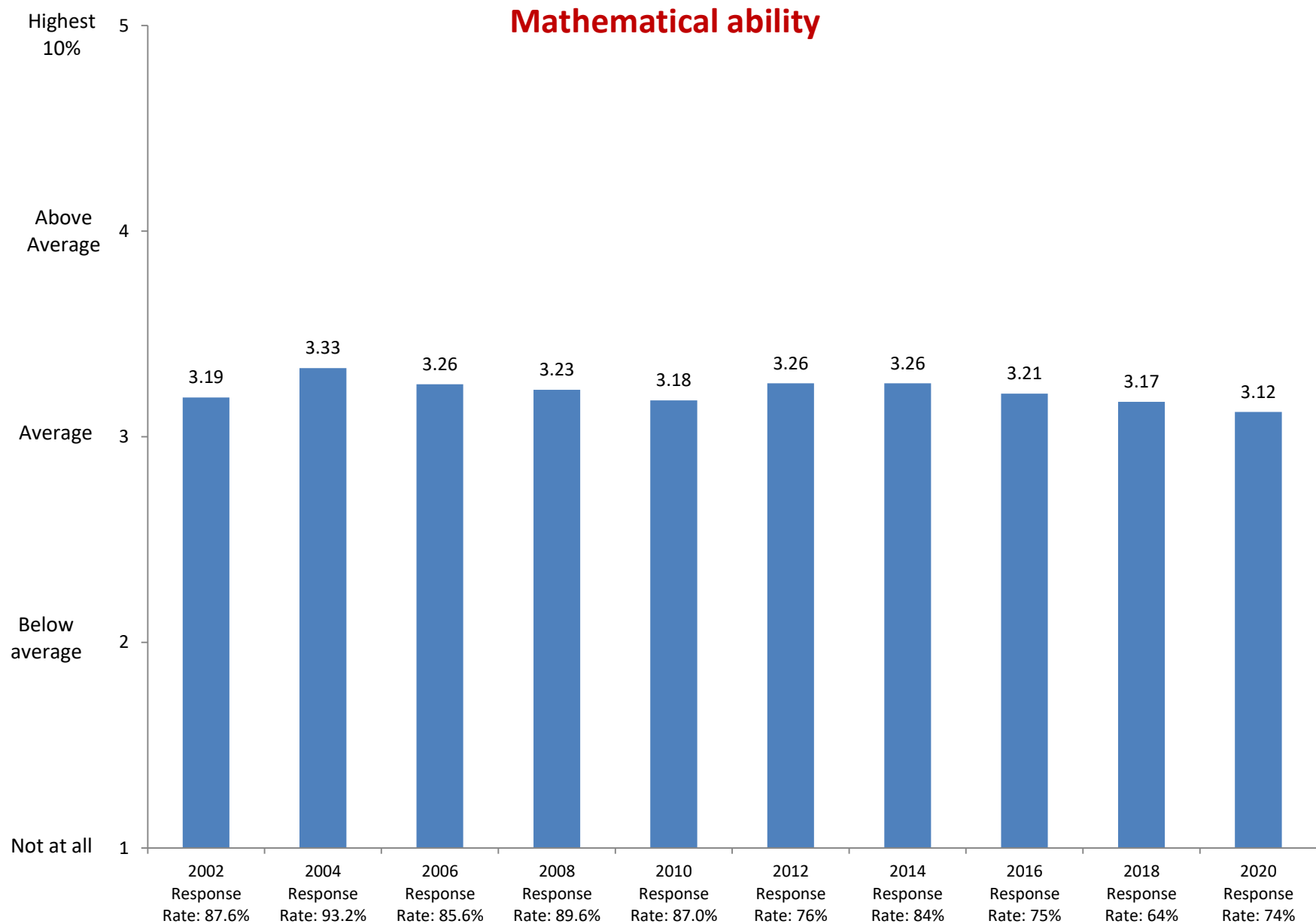




*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

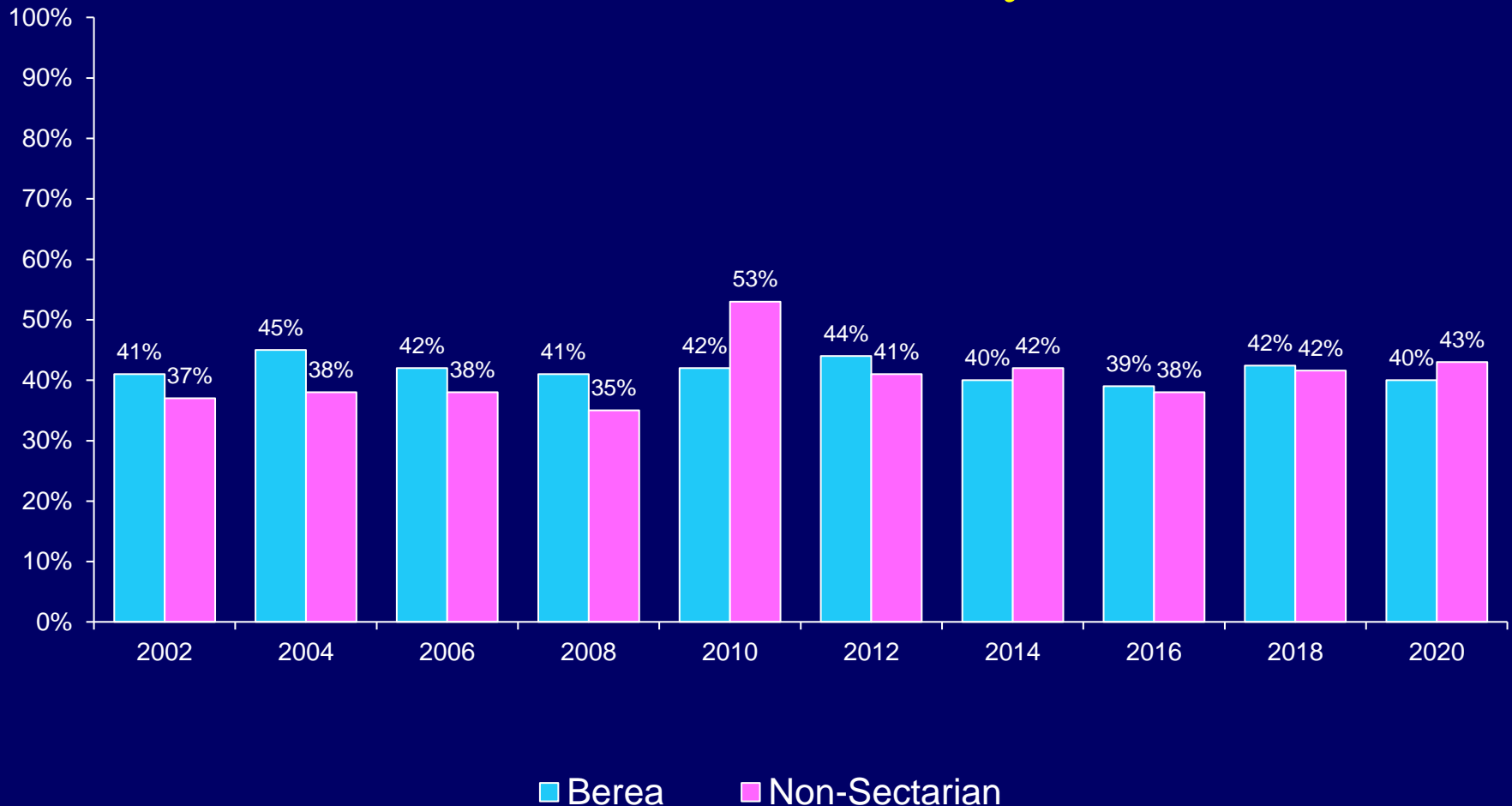
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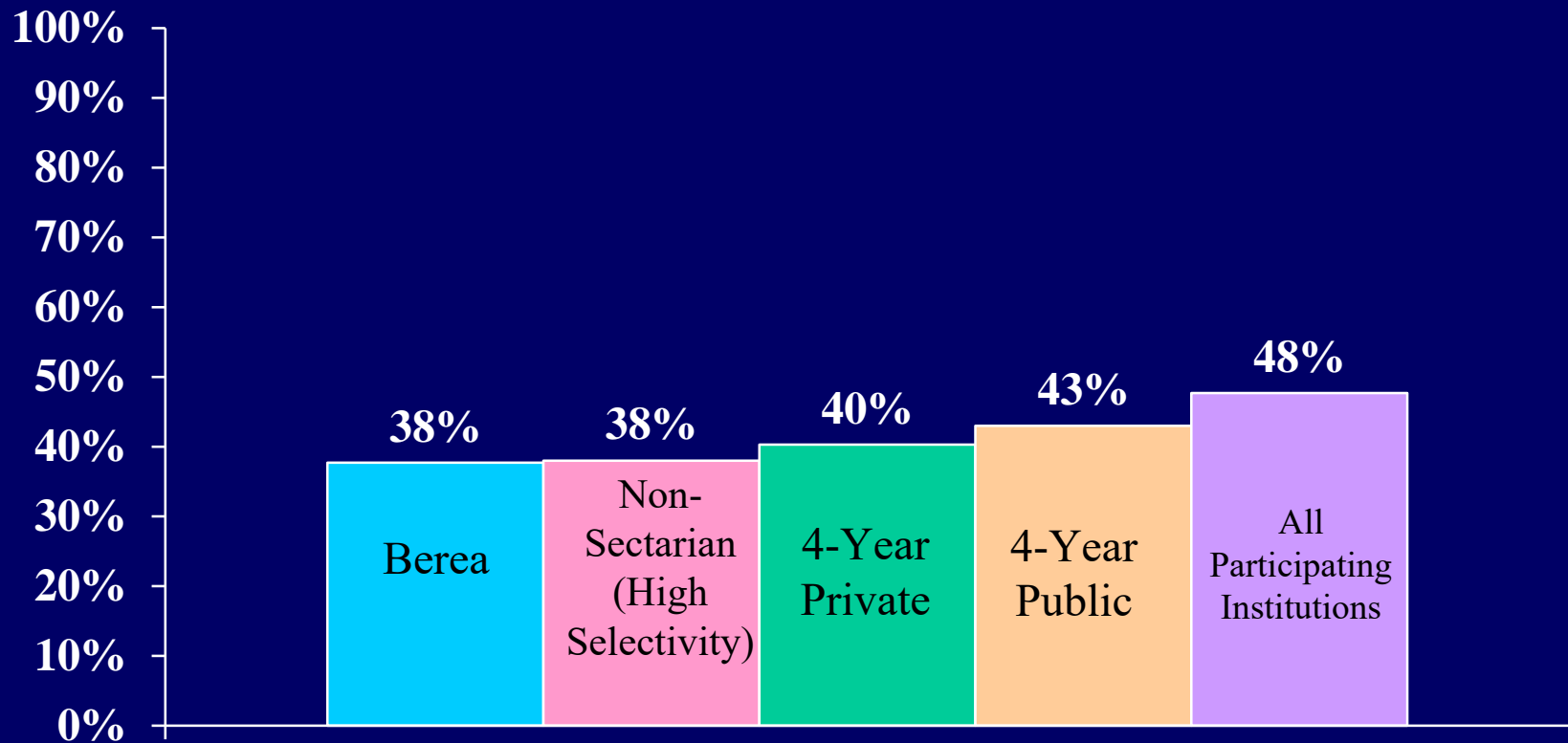
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

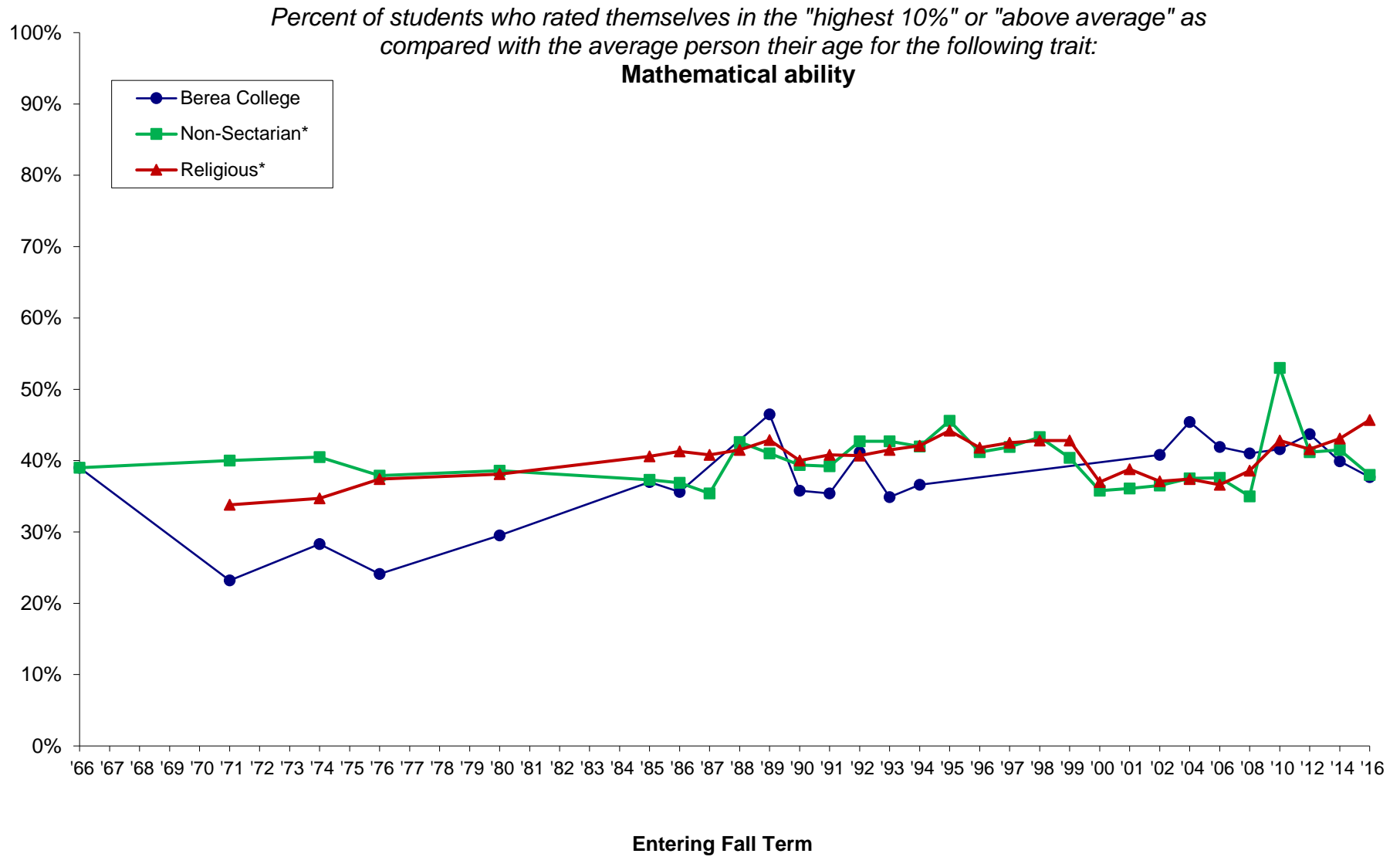
Mathematical ability



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

Mathematical Ability

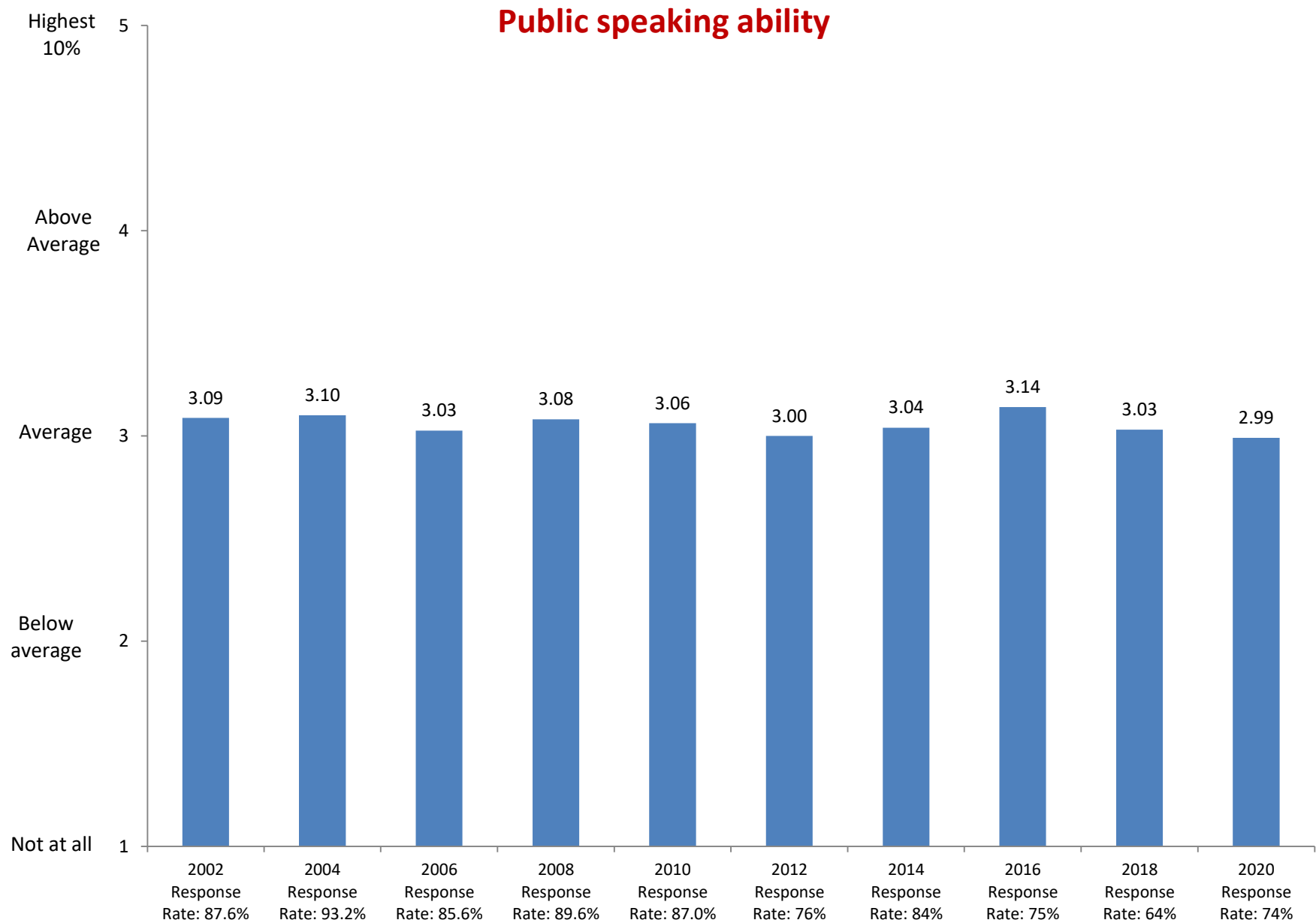




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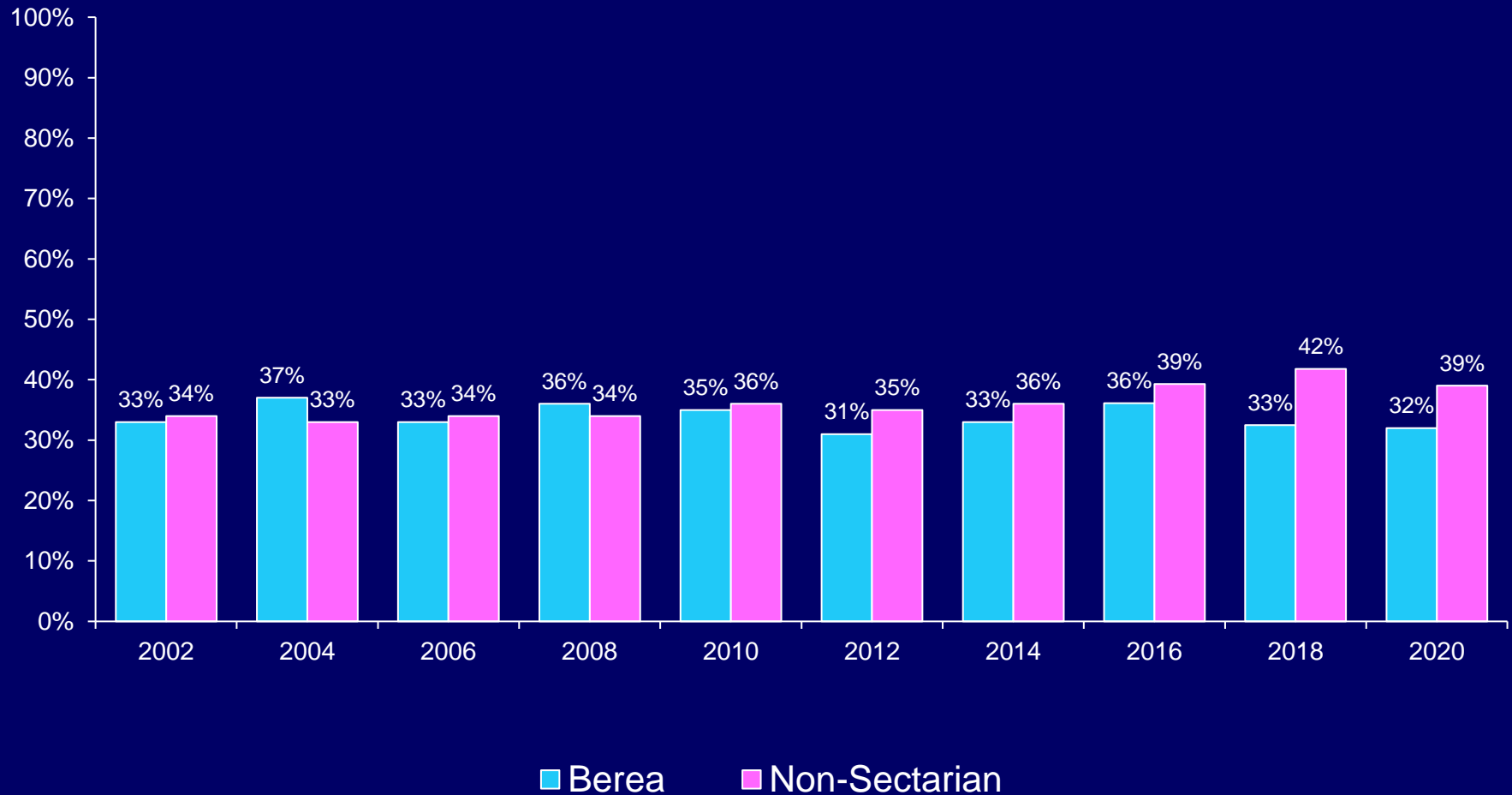
Rate yourself on each of the following traits as a compared with the average person your age.



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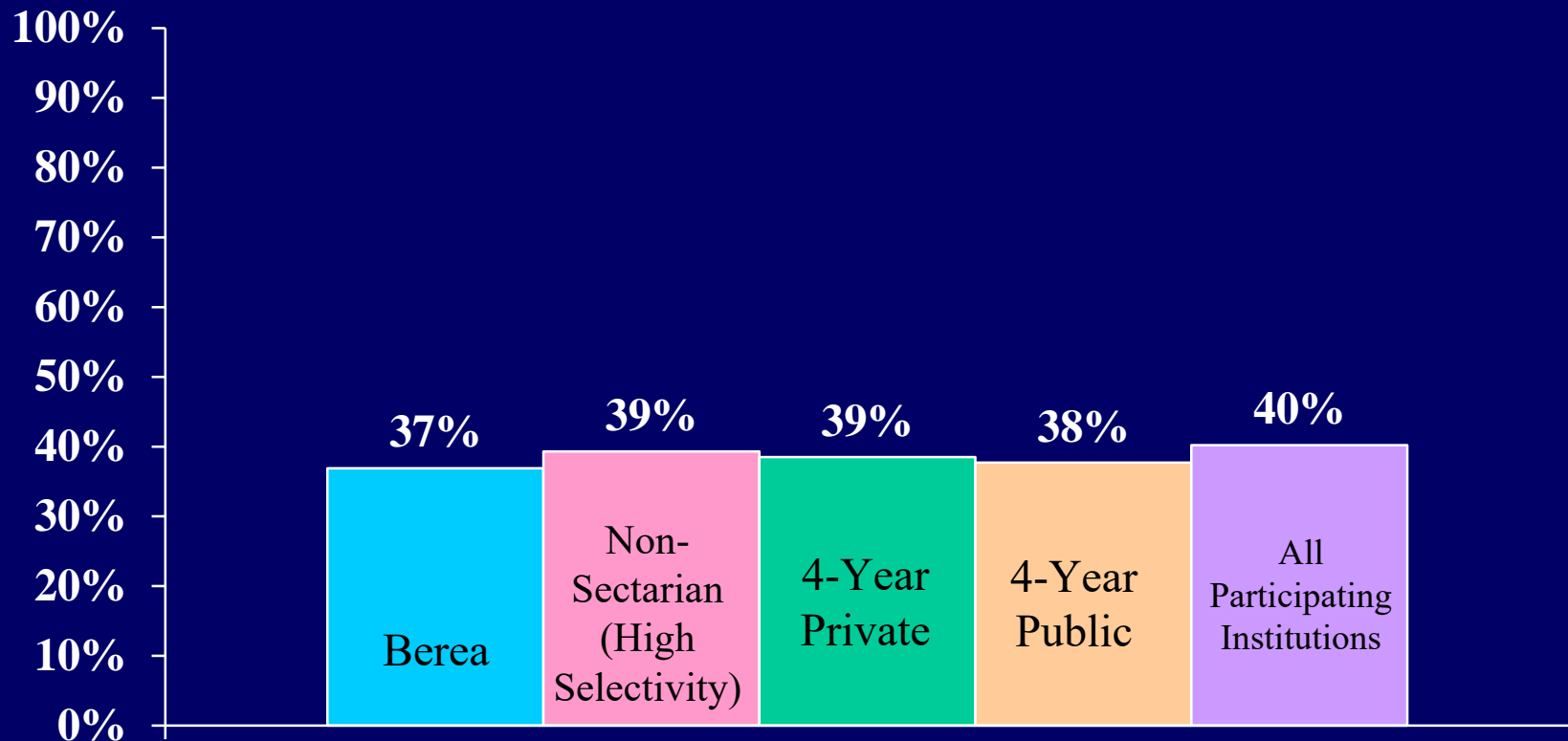
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

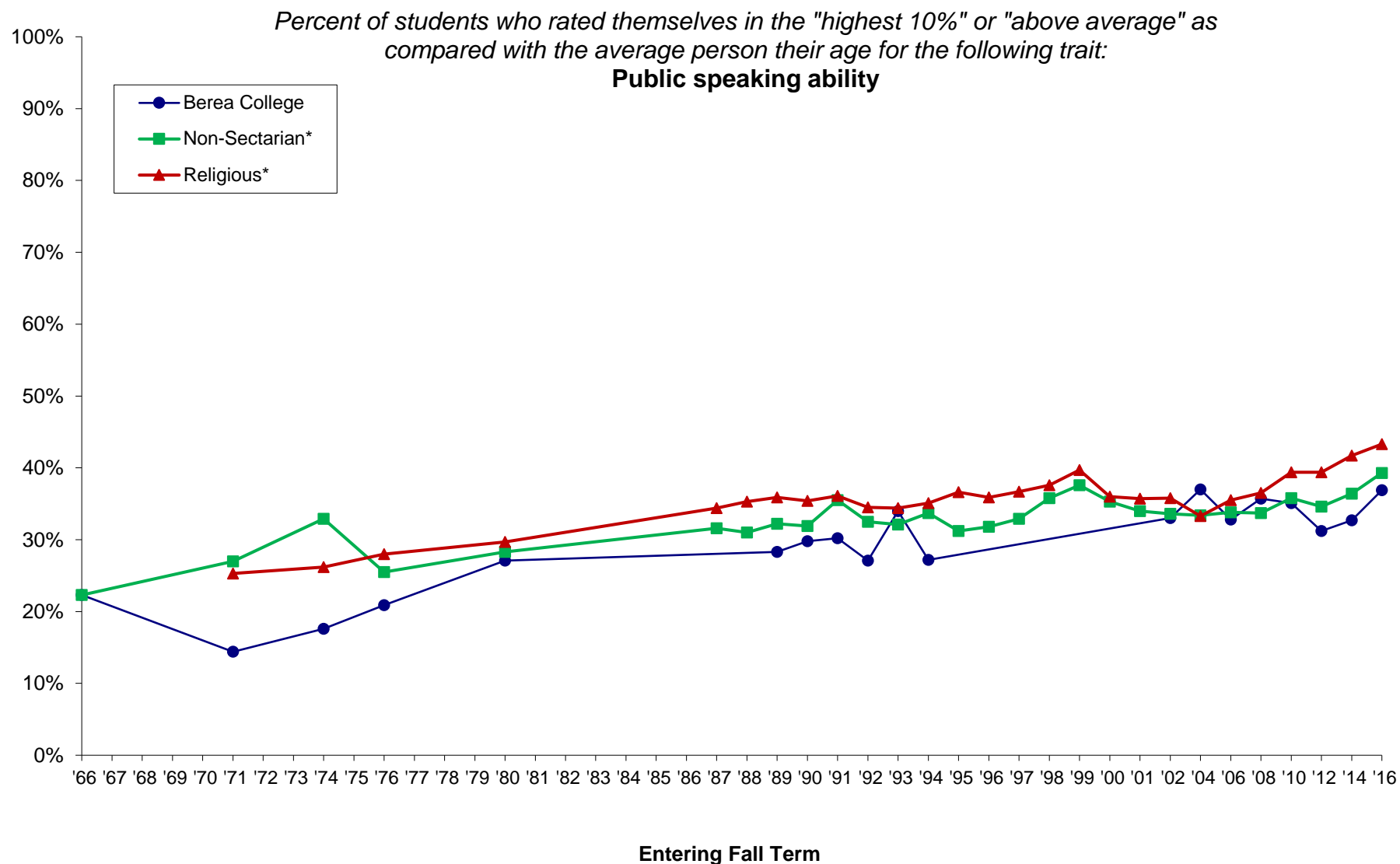
Public speaking ability



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

Public Speaking Ability

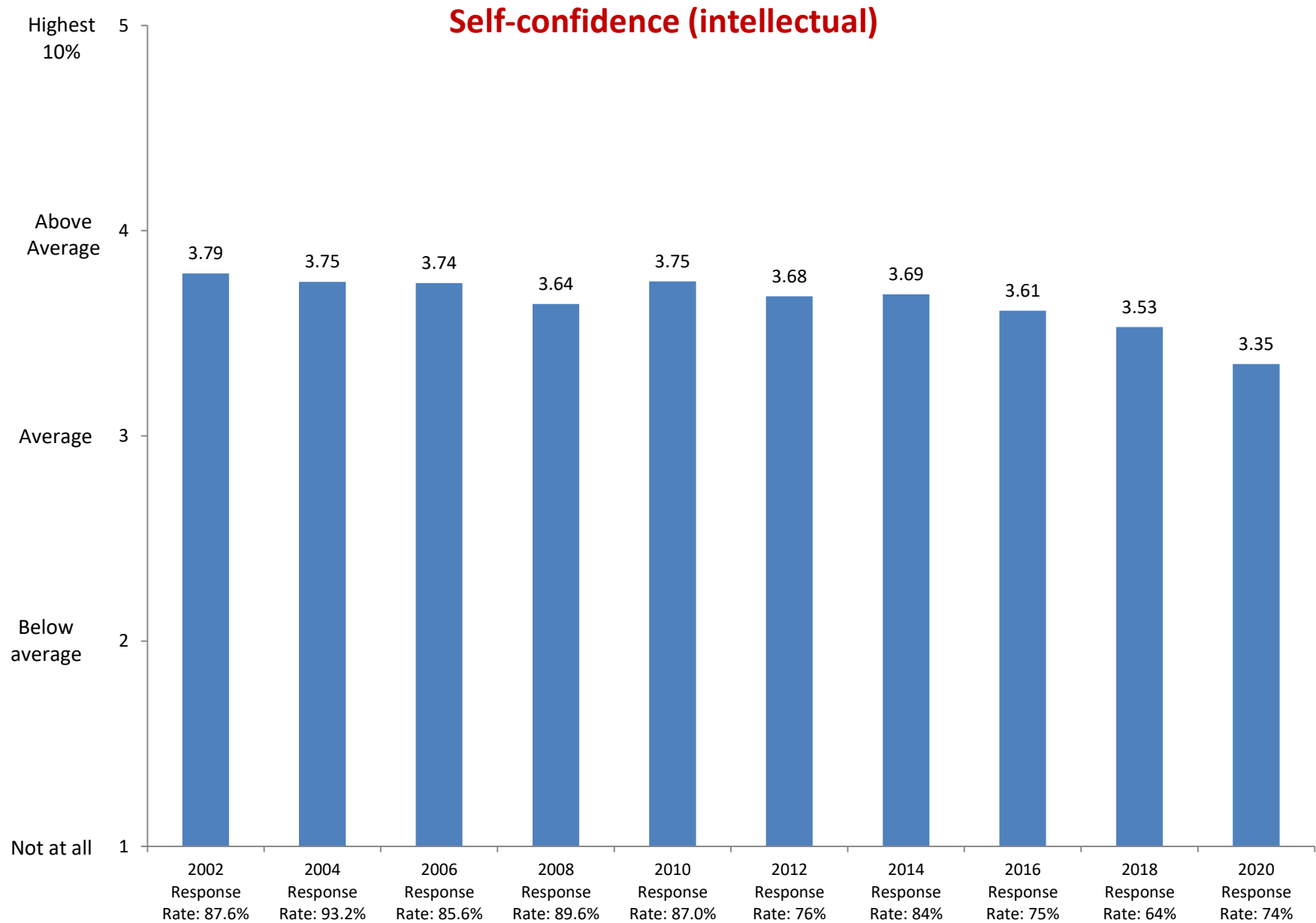




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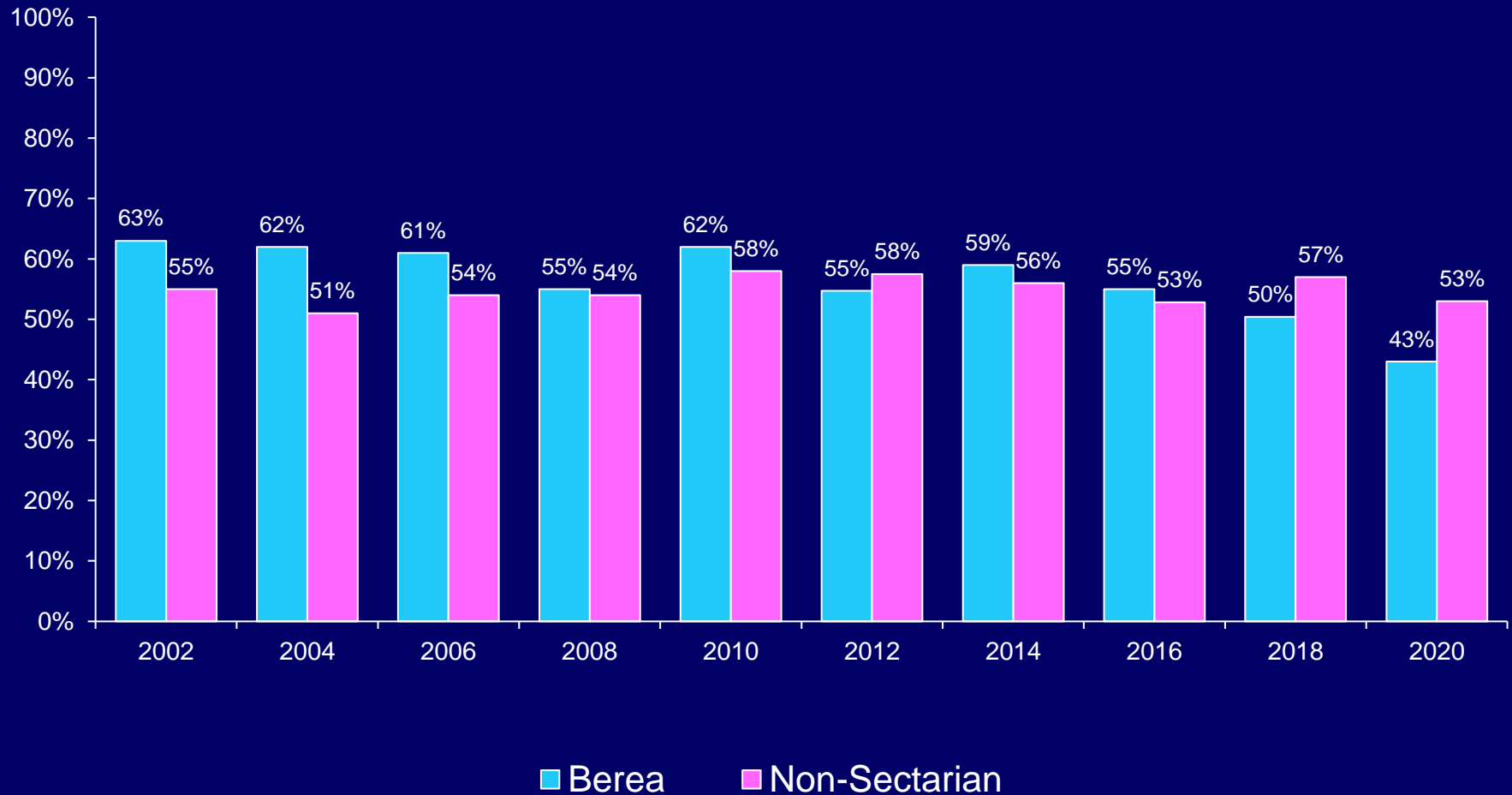
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Rate yourself on each of the following traits as a compared with the average person your age.



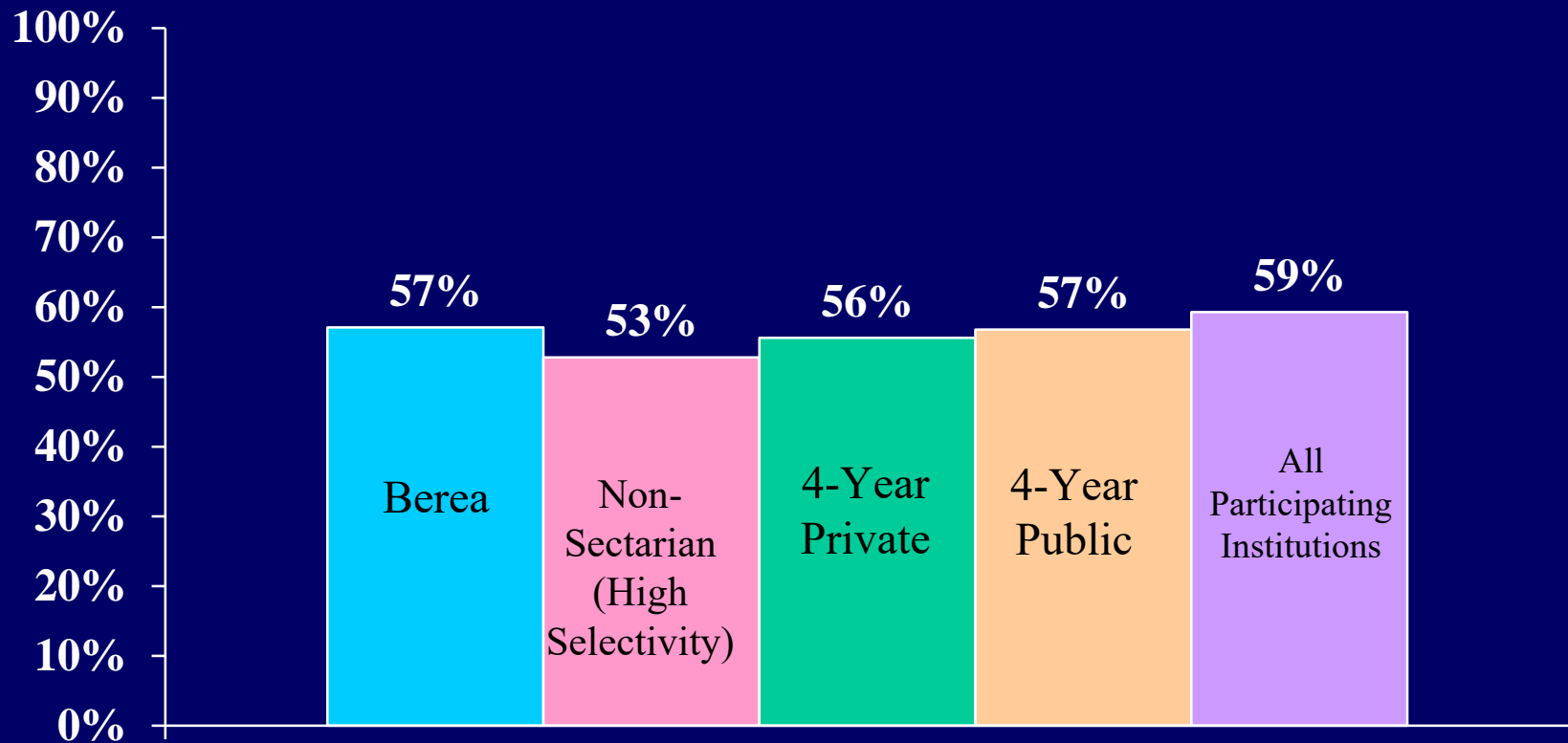
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

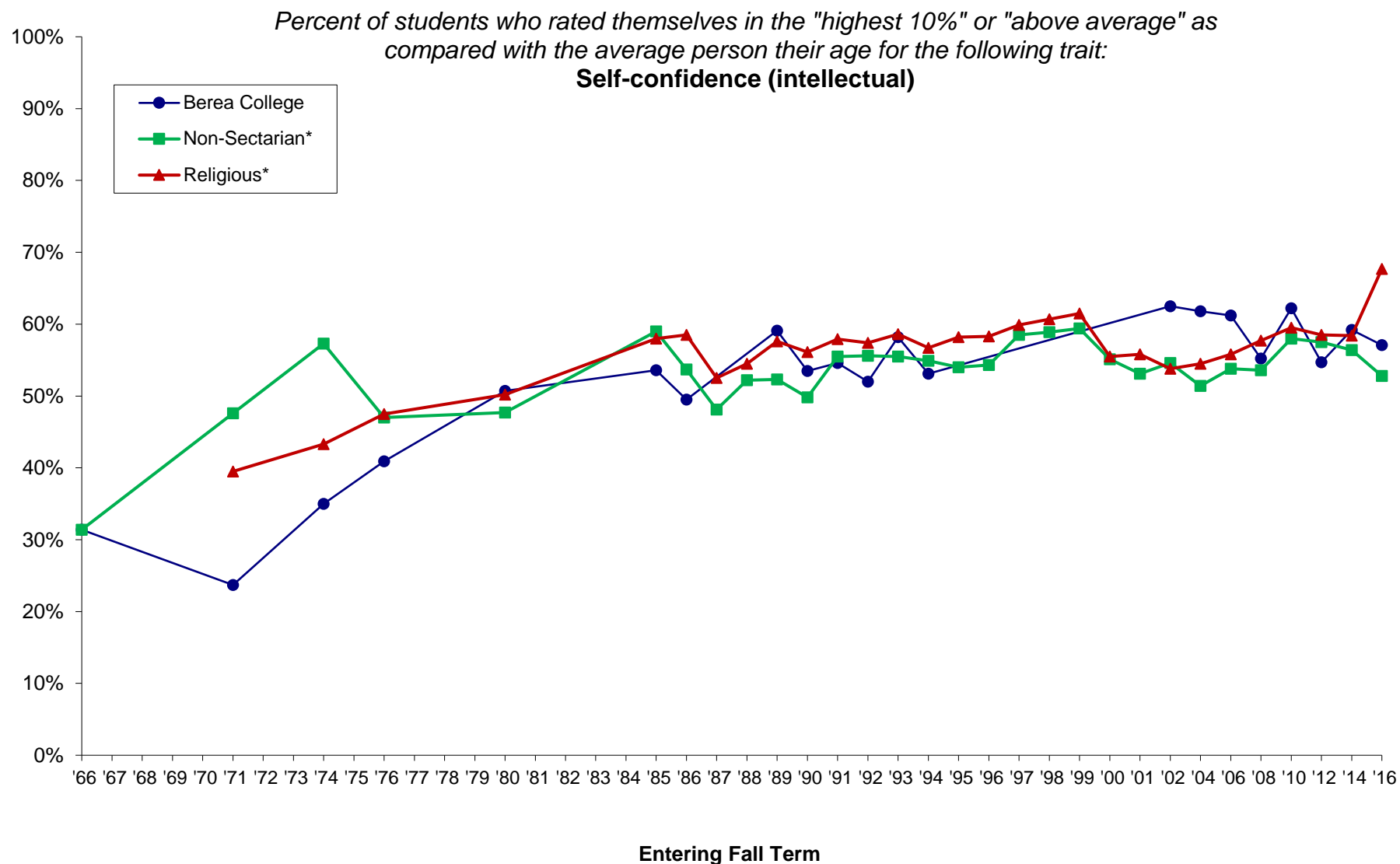
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:
Self-confidence (intellectual)



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

Self-confidence (intellectual)

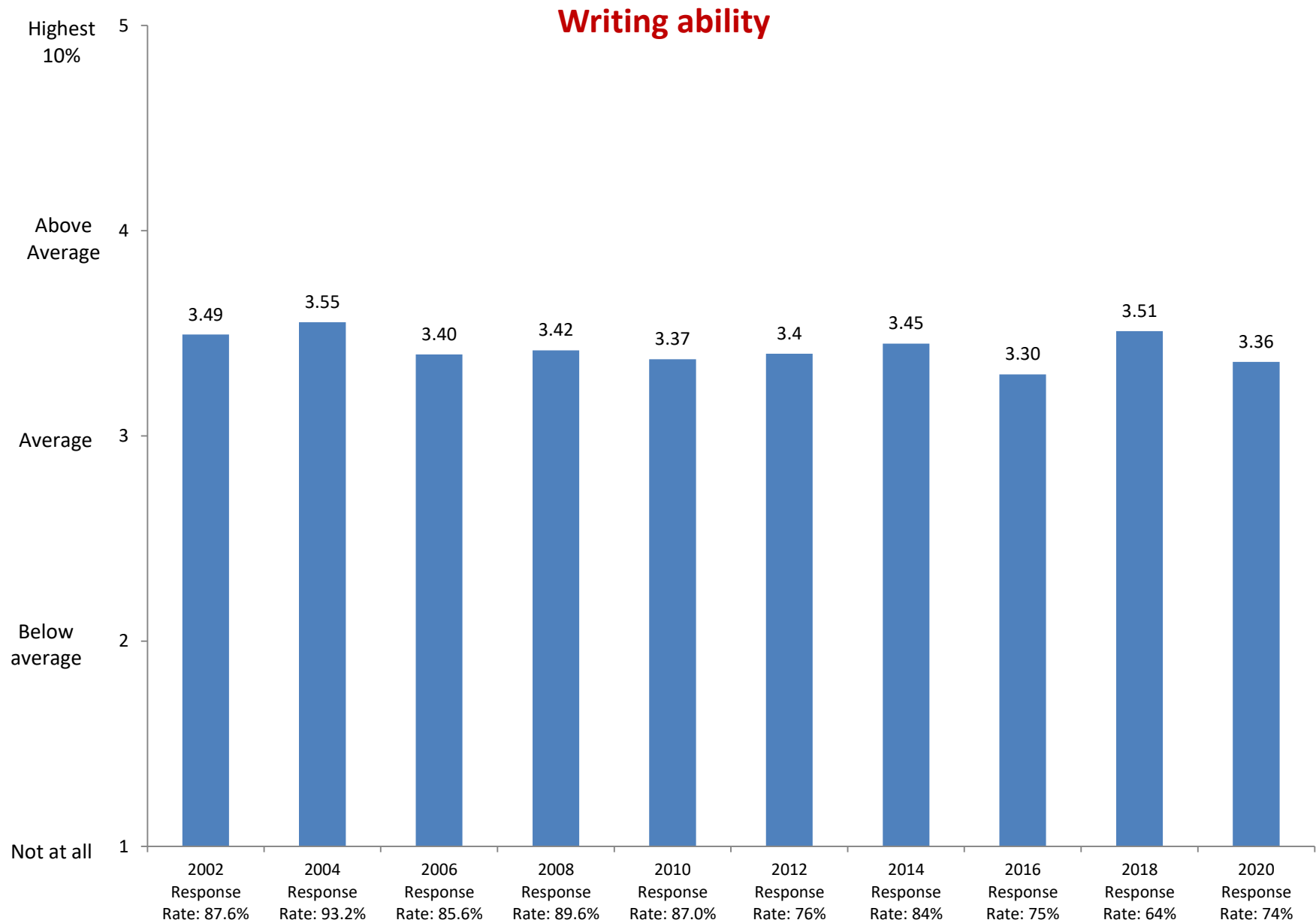




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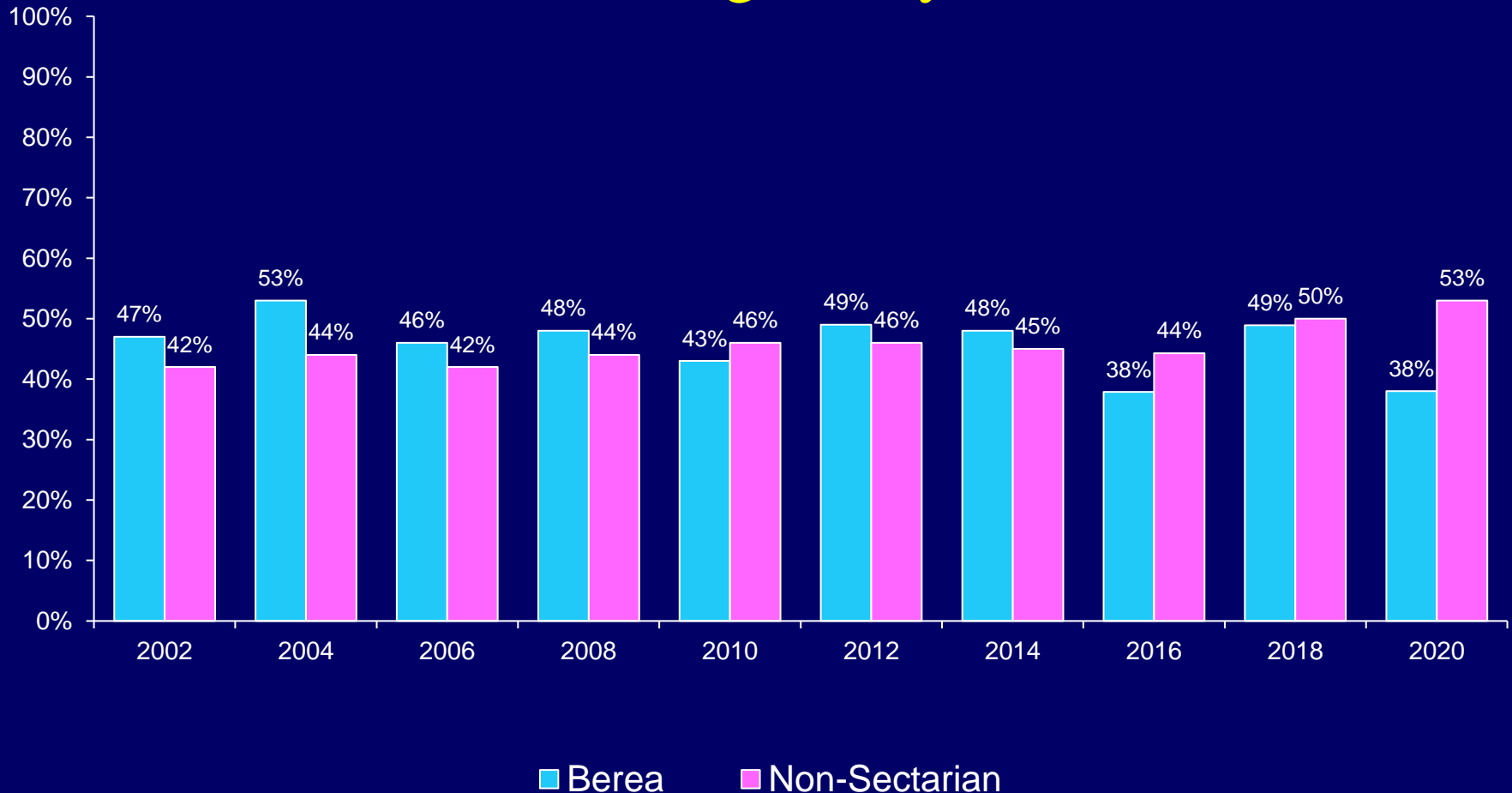
Rate yourself on each of the following traits as a compared with the average person your age.



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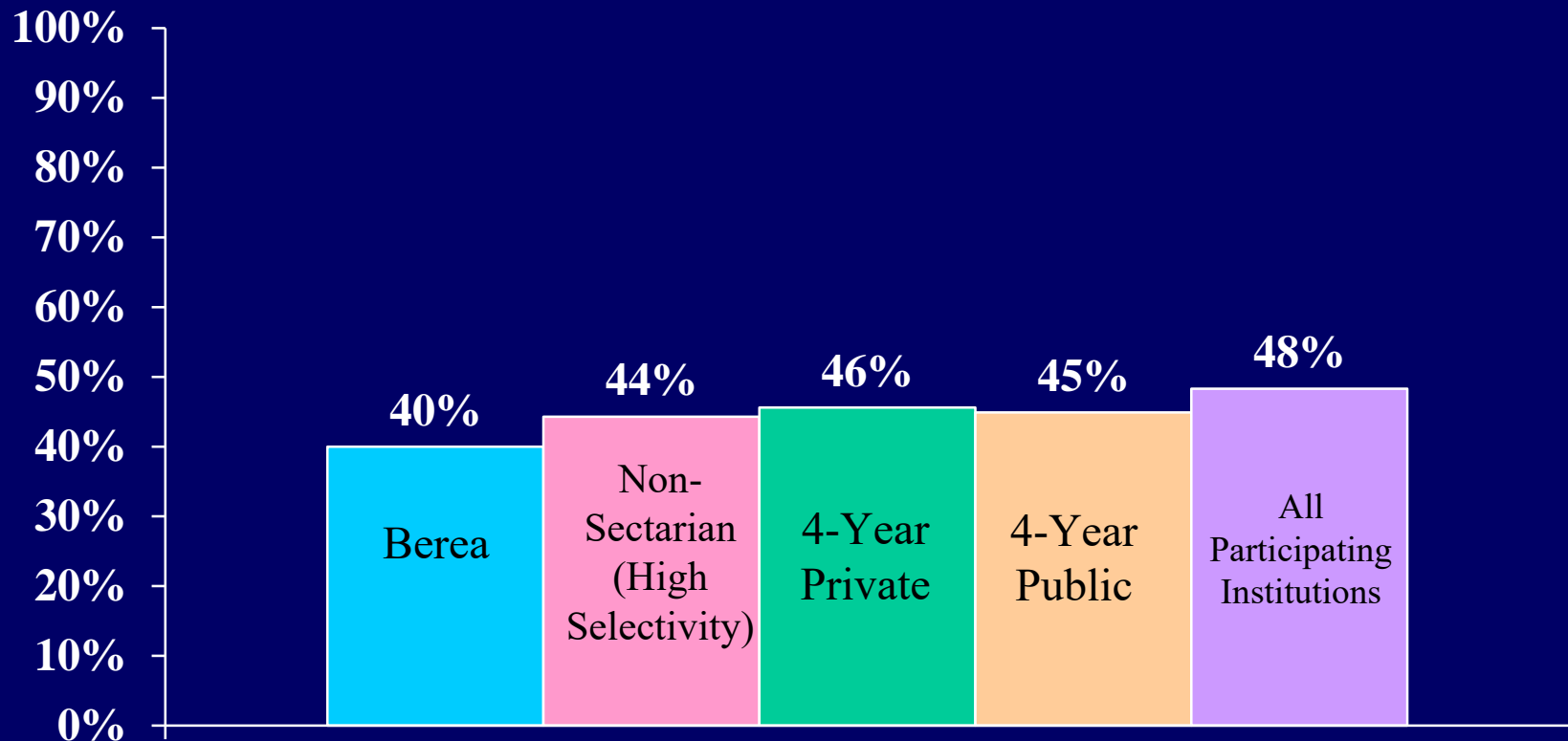
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Writing ability

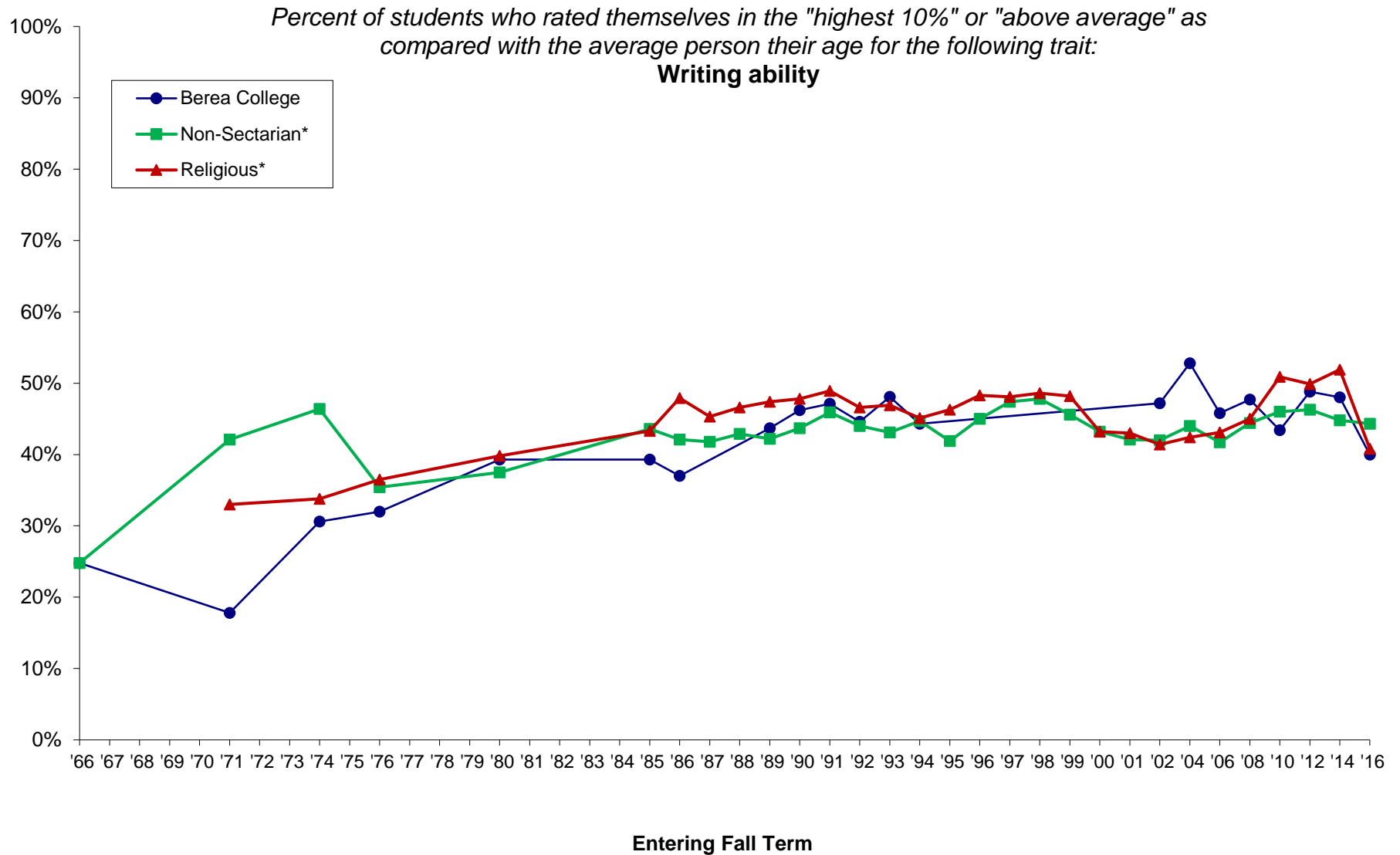


Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Writing Ability



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

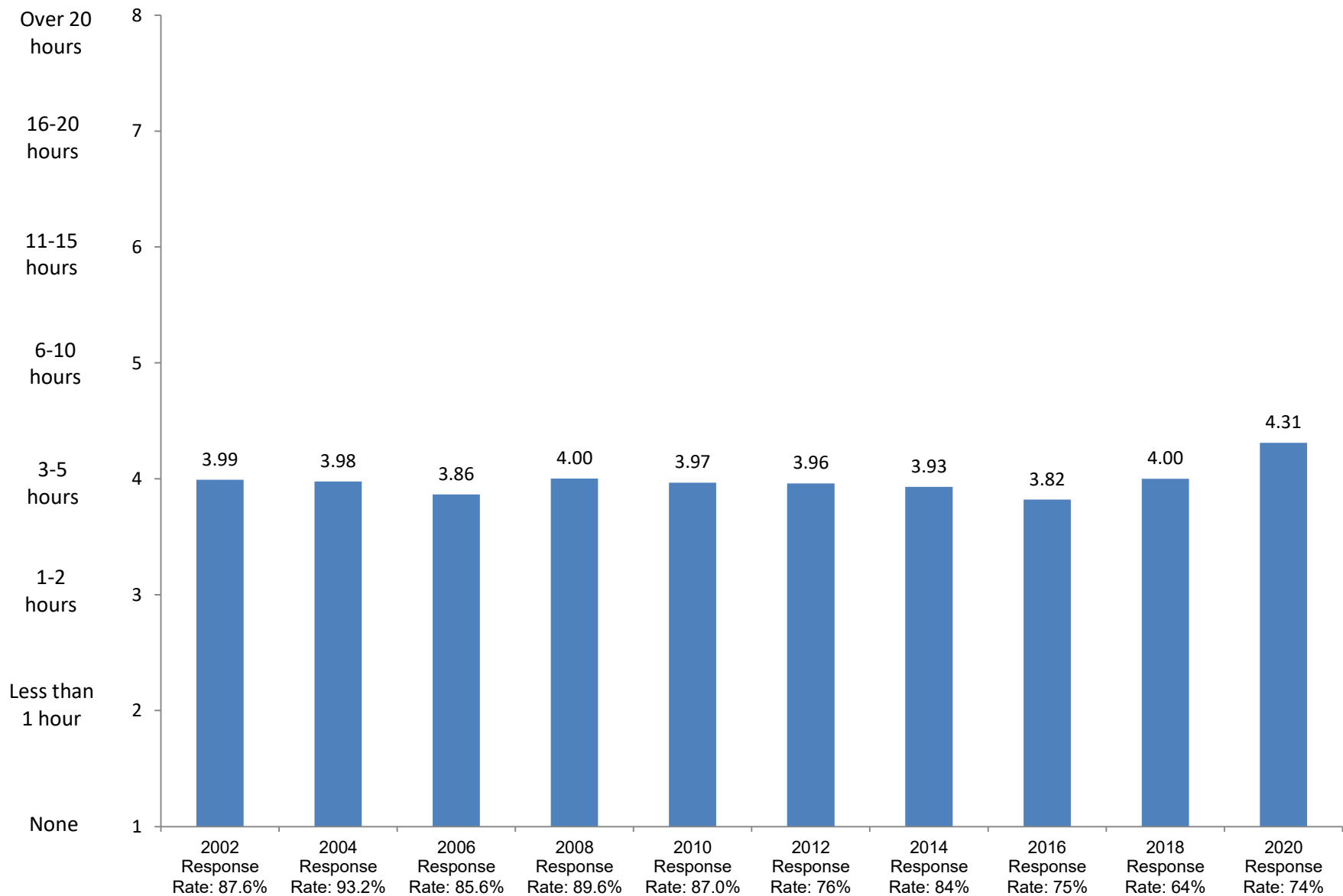


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During your last year in high school, how much time did you spend during a typical week doing the following activities?

Studying/Homework



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

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

Studying/homework

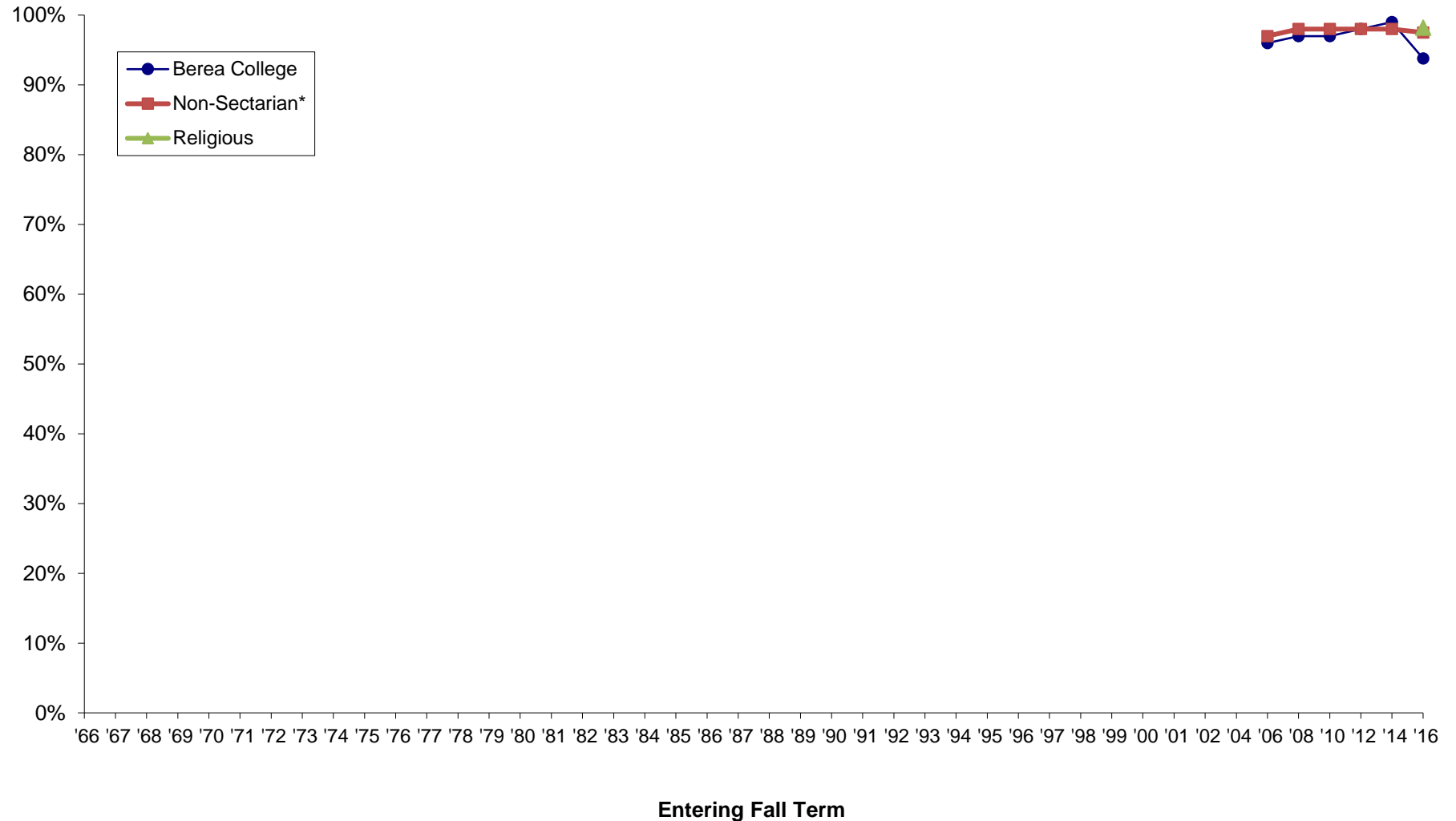
	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	4%	3%	3%	2%	3%	2%	2%	2%	1%	2%	6%	3%	5%	1%	4%	1%
< 1 hr	n/a	n/a	18%	14%	15%	13%	14%	9%	17%	11%	14%	9%	14%	8%	11%	5%	5%	4%
1--2 hrs	n/a	n/a	23%	25%	25%	23%	26%	20%	24%	20%	29%	19%	27%	18%	28%	14%	21%	12%
0--2 hrs	40%	37%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3--5 hrs	28%	31%	25%	31%	28%	30%	27%	28%	28%	28%	28%	29%	26%	29%	22%	26%	33%	26%
6--20 hrs	27%	30%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6--10 hrs	n/a	n/a	18%	17%	14%	19%	16%	22%	18%	20%	12%	21%	17%	22%	19%	24%	18%	27%
11--15 hrs	n/a	n/a	6%	7%	9%	7%	7%	11%	7%	10%	8%	11%	6%	11%	7%	15%	12%	17%
16--20 hrs	n/a	n/a	3%	3%	4%	3%	5%	5%	4%	5%	4%	6%	3%	5%	5%	8%	4%	8%
Over 20 hrs	5%	2%	4%	2%	3%	2%	2%	4%	1%	4%	3%	4%	2%	4%	4%	7%	4%	6%

Percent of students who indicated that they spent the following number of hours per week on

Studying/homework

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	6.2%	2.5%	1.8%	2.2%	1.8%
Less than 1 hour	12.9%	8.2%	7.9%	10.3%	8%
1 to 2 hours	25.6%	18%	19.6%	23.8%	19%
3 to 5 hours	25.9%	29.1%	27.6%	29.1%	27.2%
6 to 10 hours	17.1%	22.2%	21.8%	18.5%	21.5%
11 to 15 hours	5.9%	11.0%	11.0%	8.6%	11.4%
16 to 20 hours	2.9%	5.1%	5.8%	4.3%	6.2%
Over 20 hours	3.5%	3.9%	4.4%	3.3%	5%

Percent of Students who indicated that they spent at least one hoursper week on
Studying/Homework

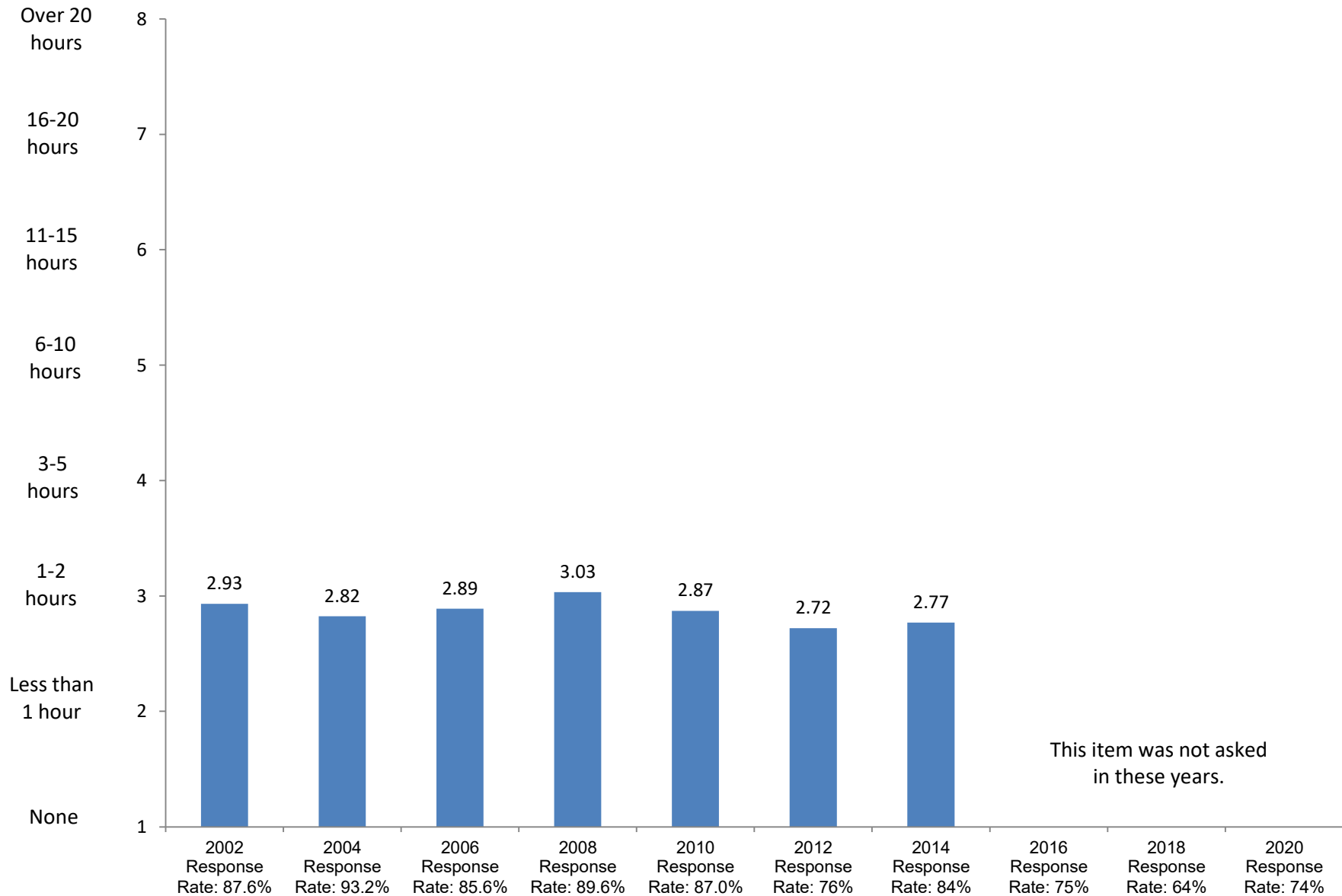


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During your last year in high school, how much time did you spend during a typical week doing the following activities?

Talking with teachers outside of class



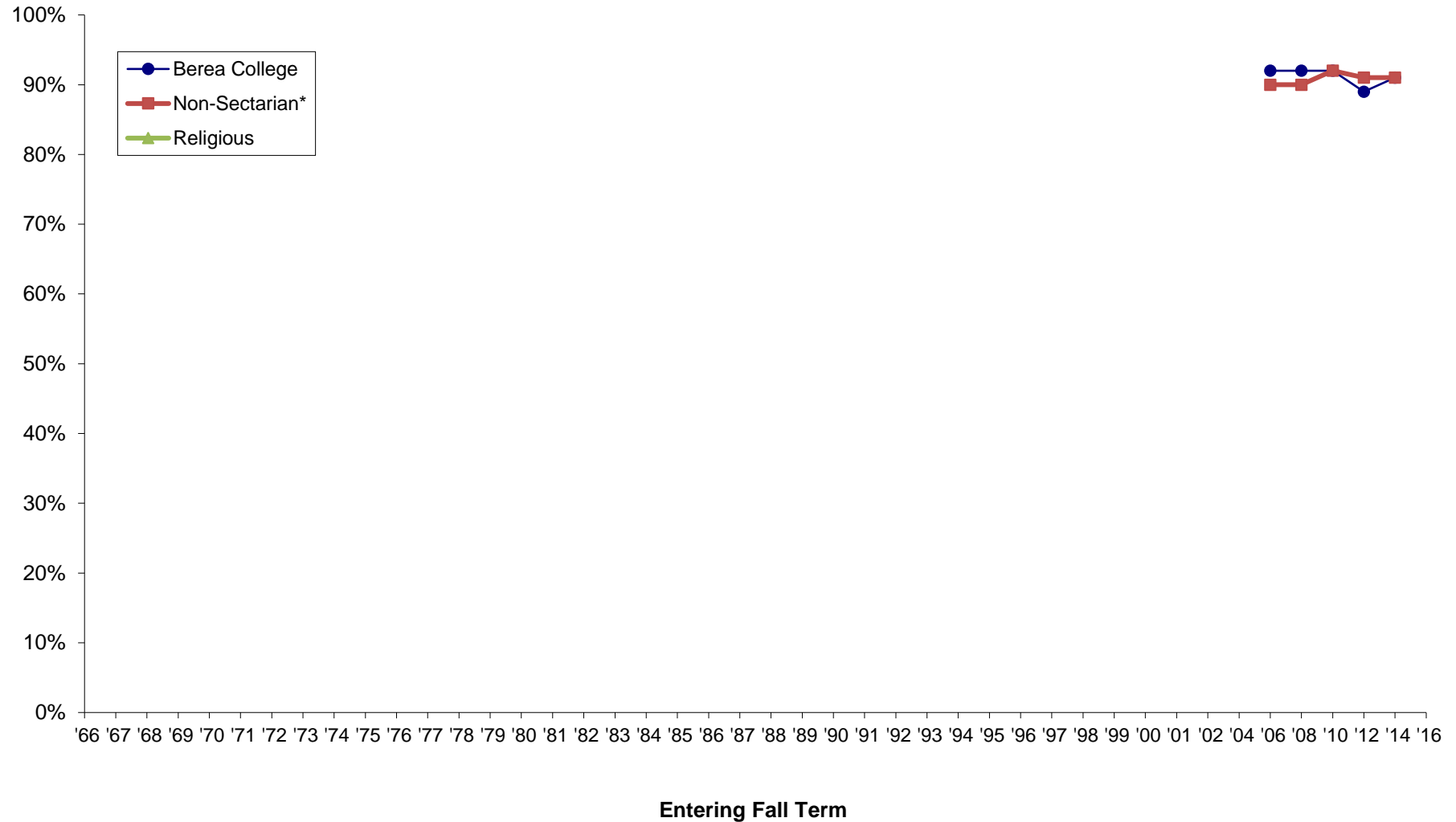
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

Talking with teachers outside of class

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

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

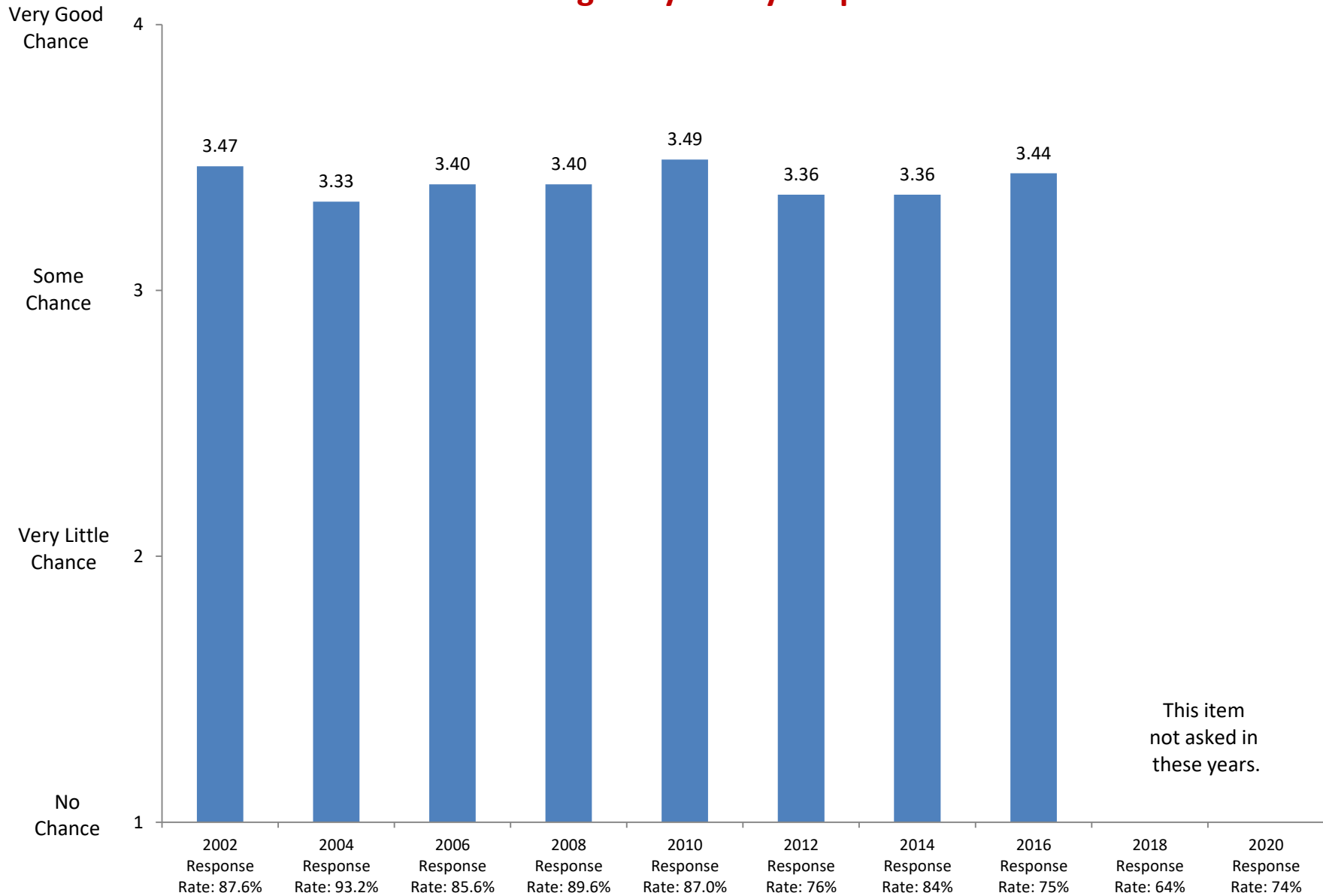


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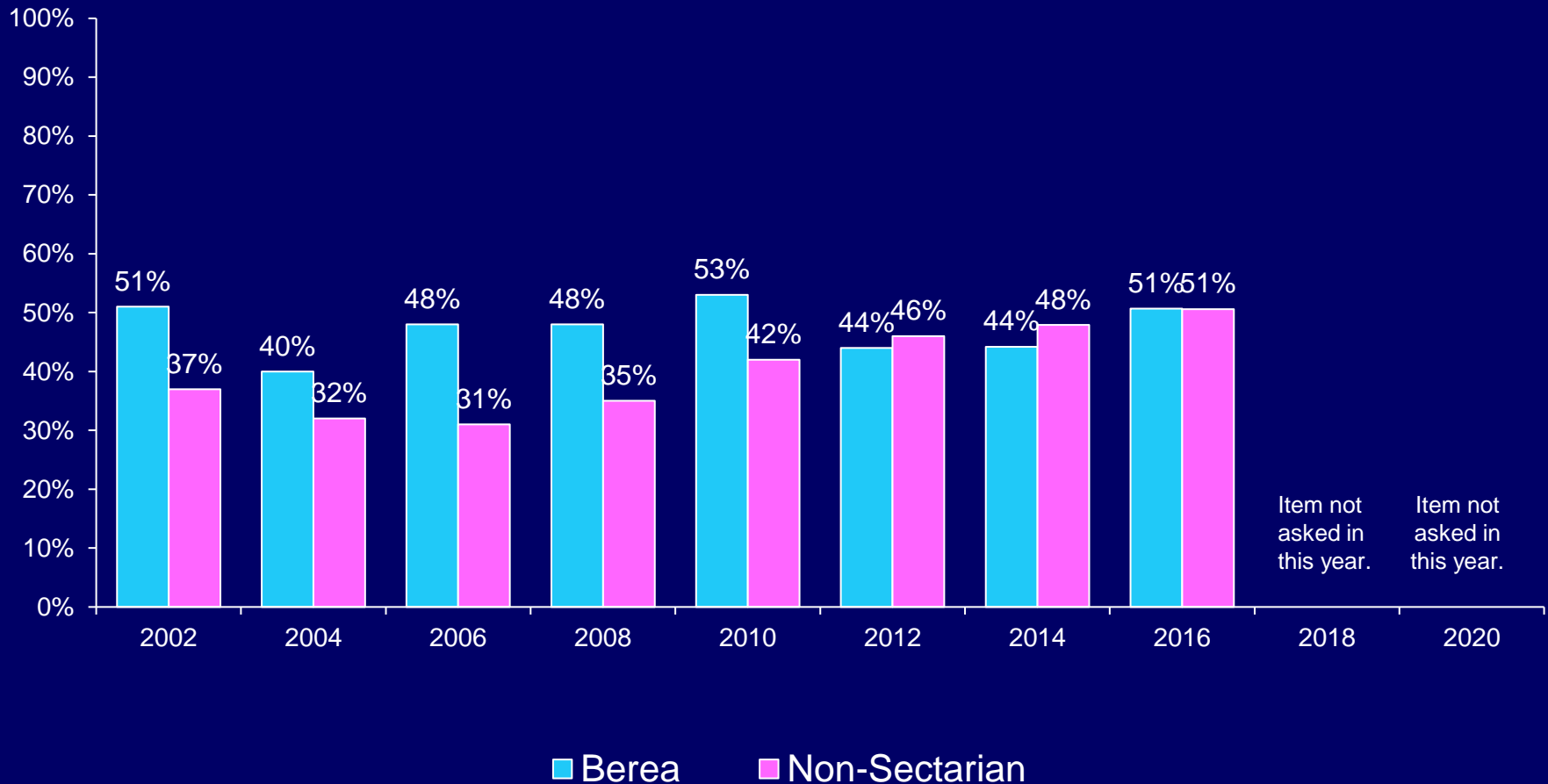
What is your best guess as to the chances that you will:

Communicate regularly with your professors



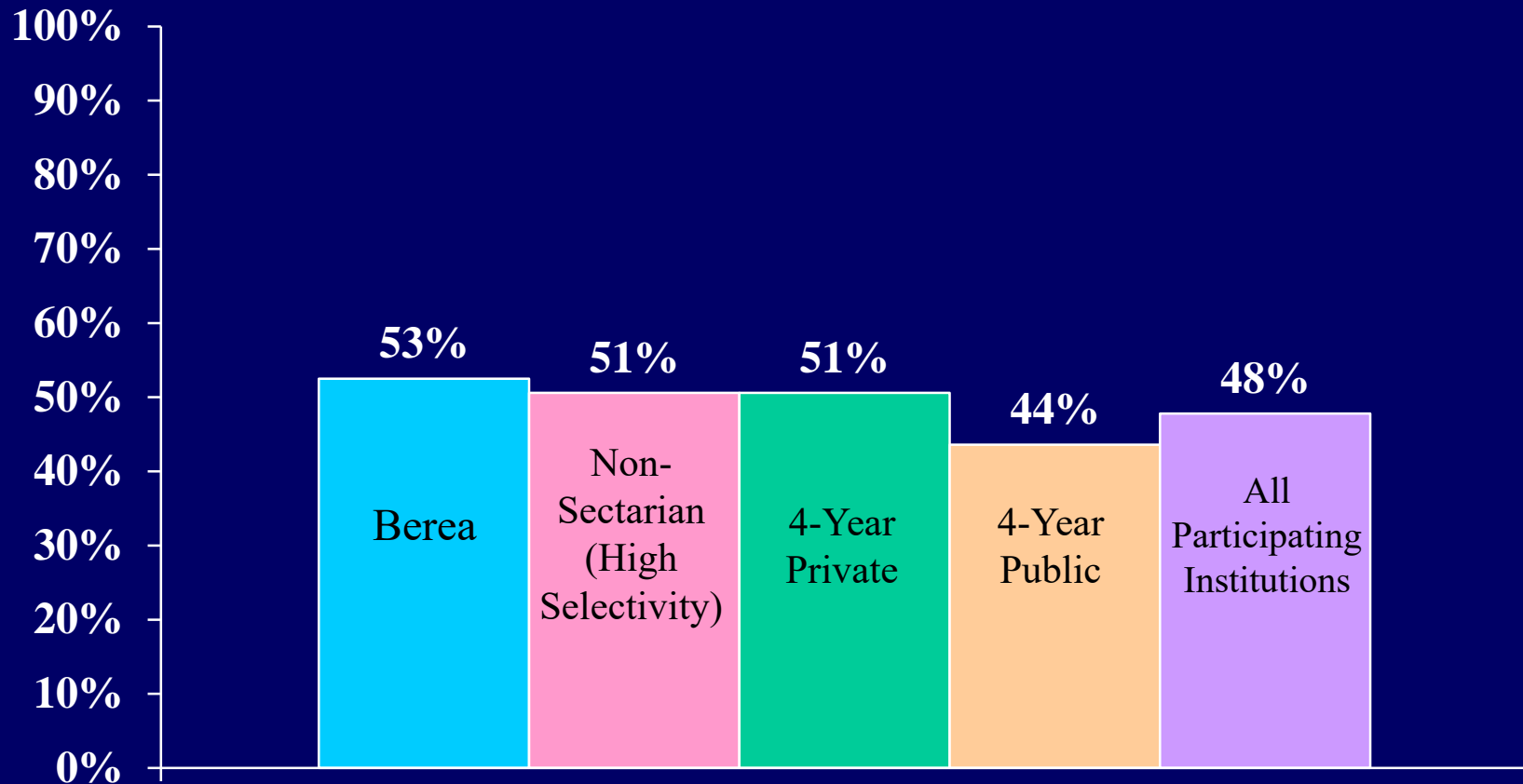
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

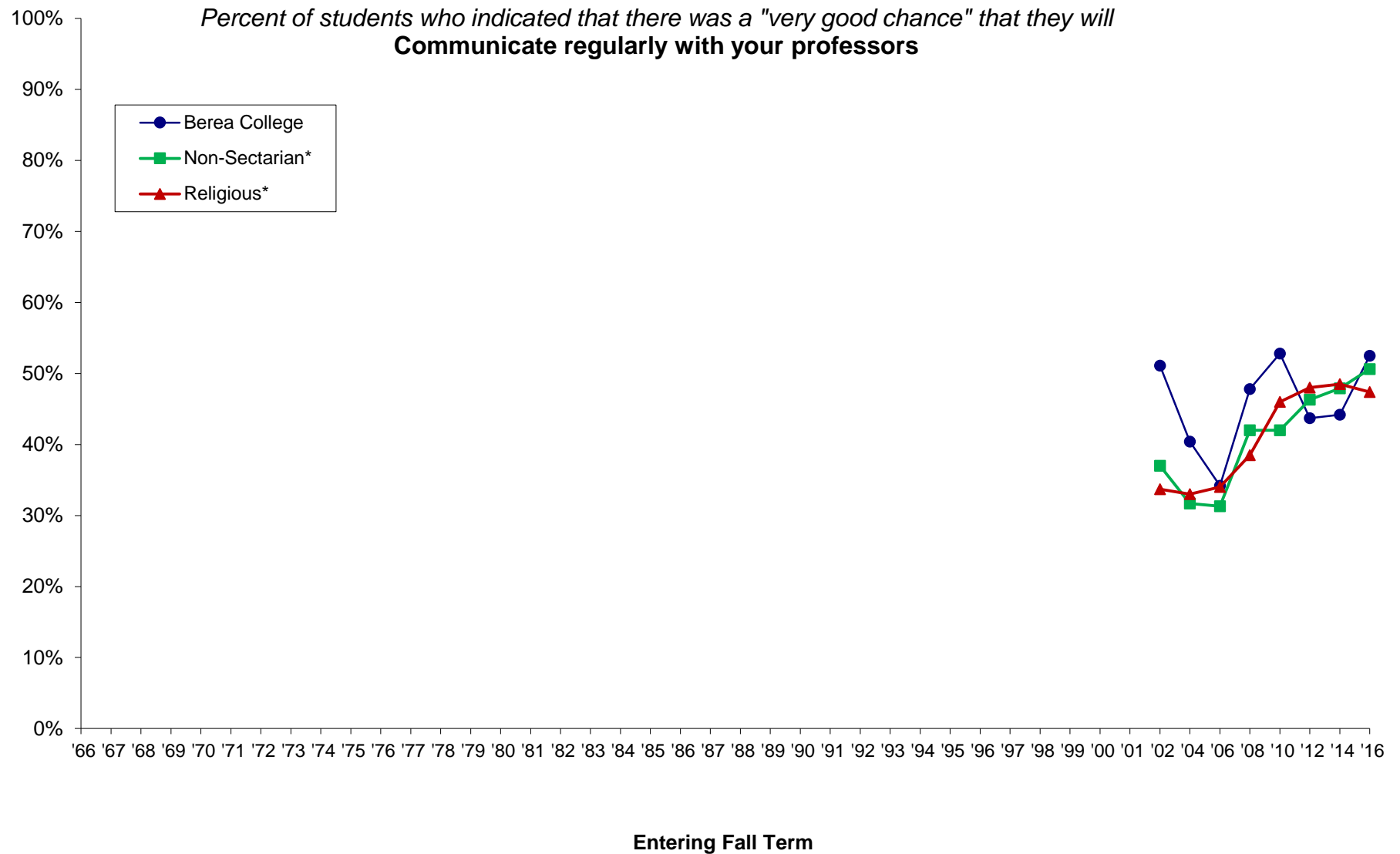


Percent of students who estimate that chances are “very good” that he or she will

Communicate regularly with your professors



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

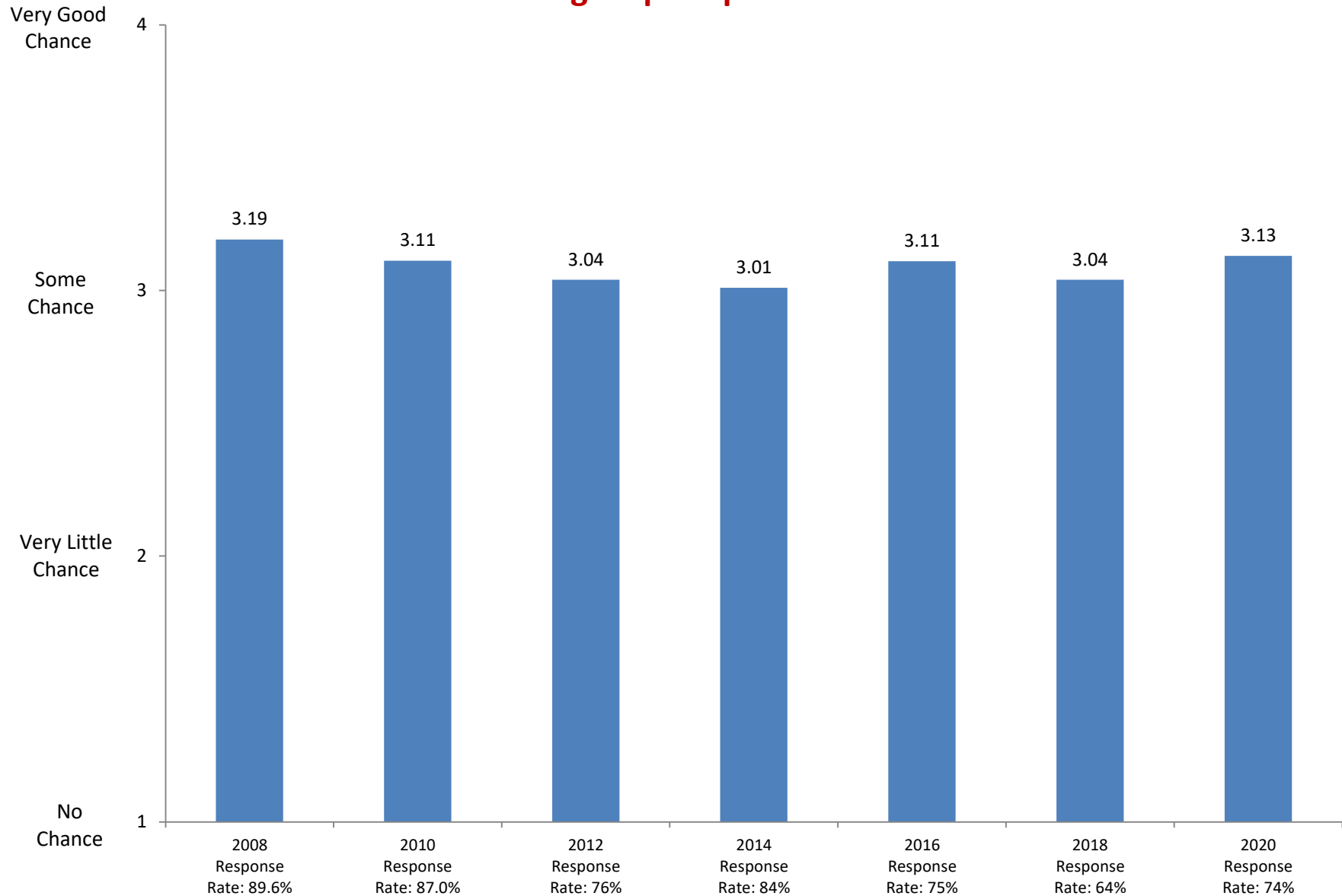


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What is your best guess as to the chances that you will:

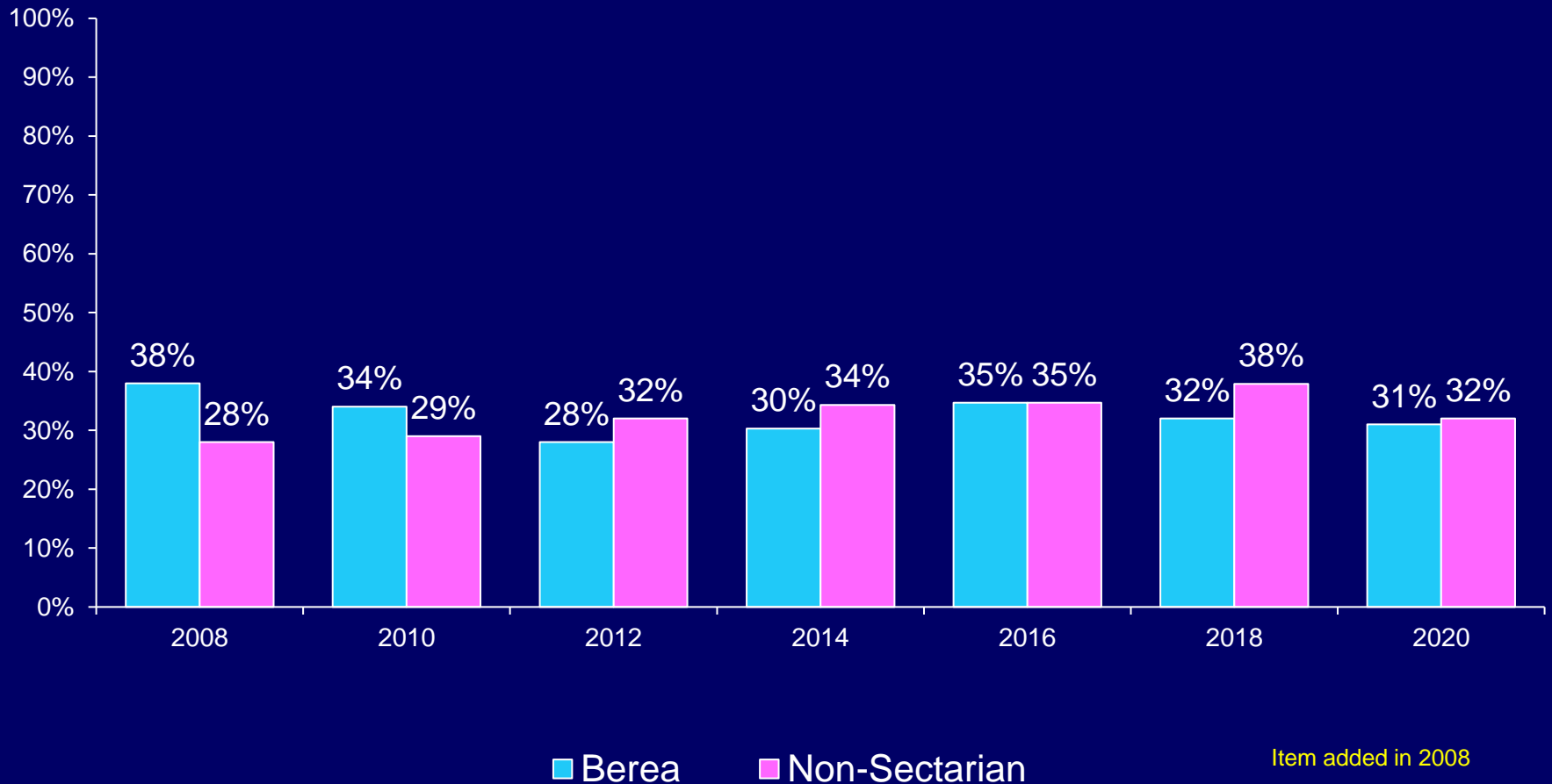
Get tutoring help in specific courses



Item added in 2008.

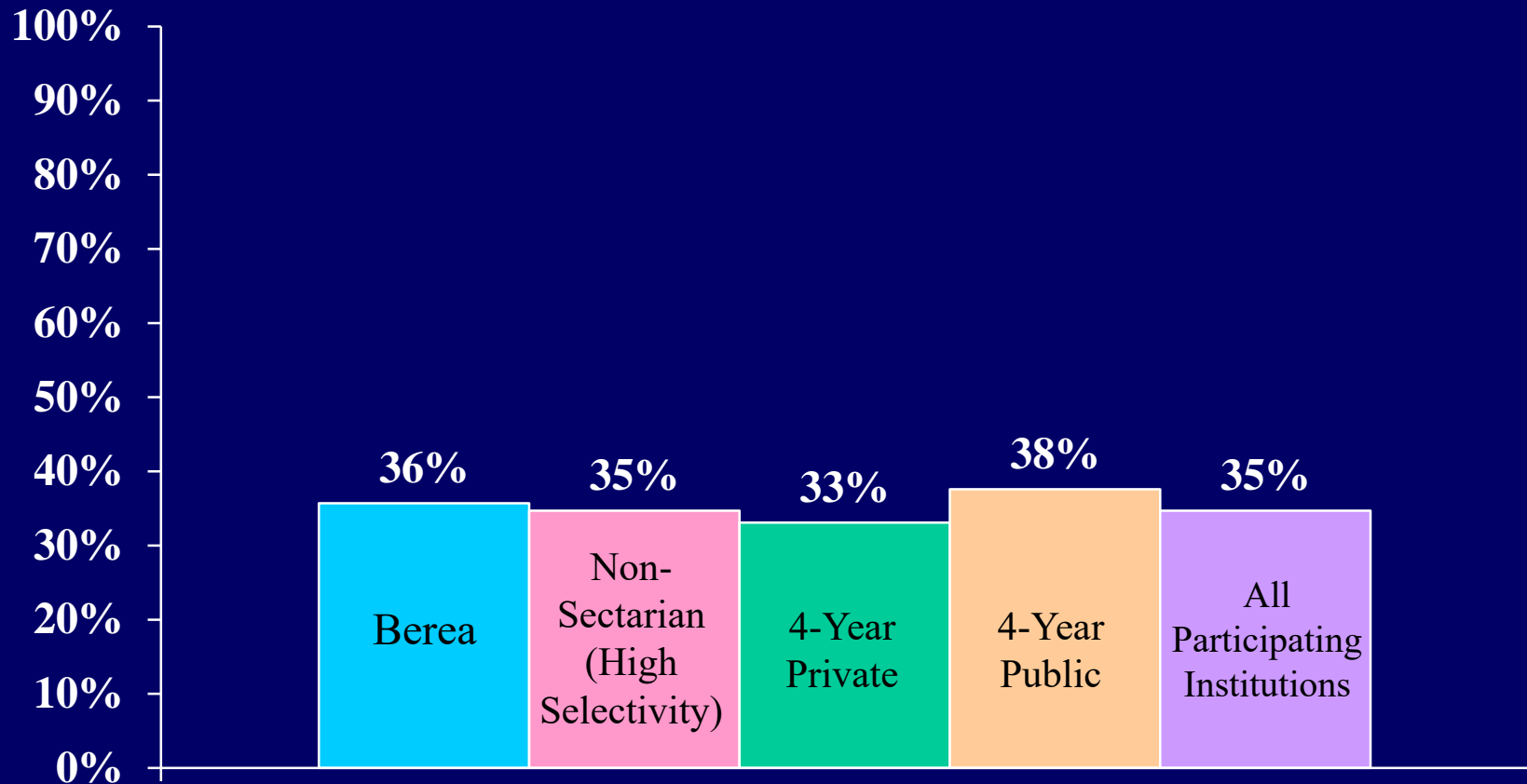
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

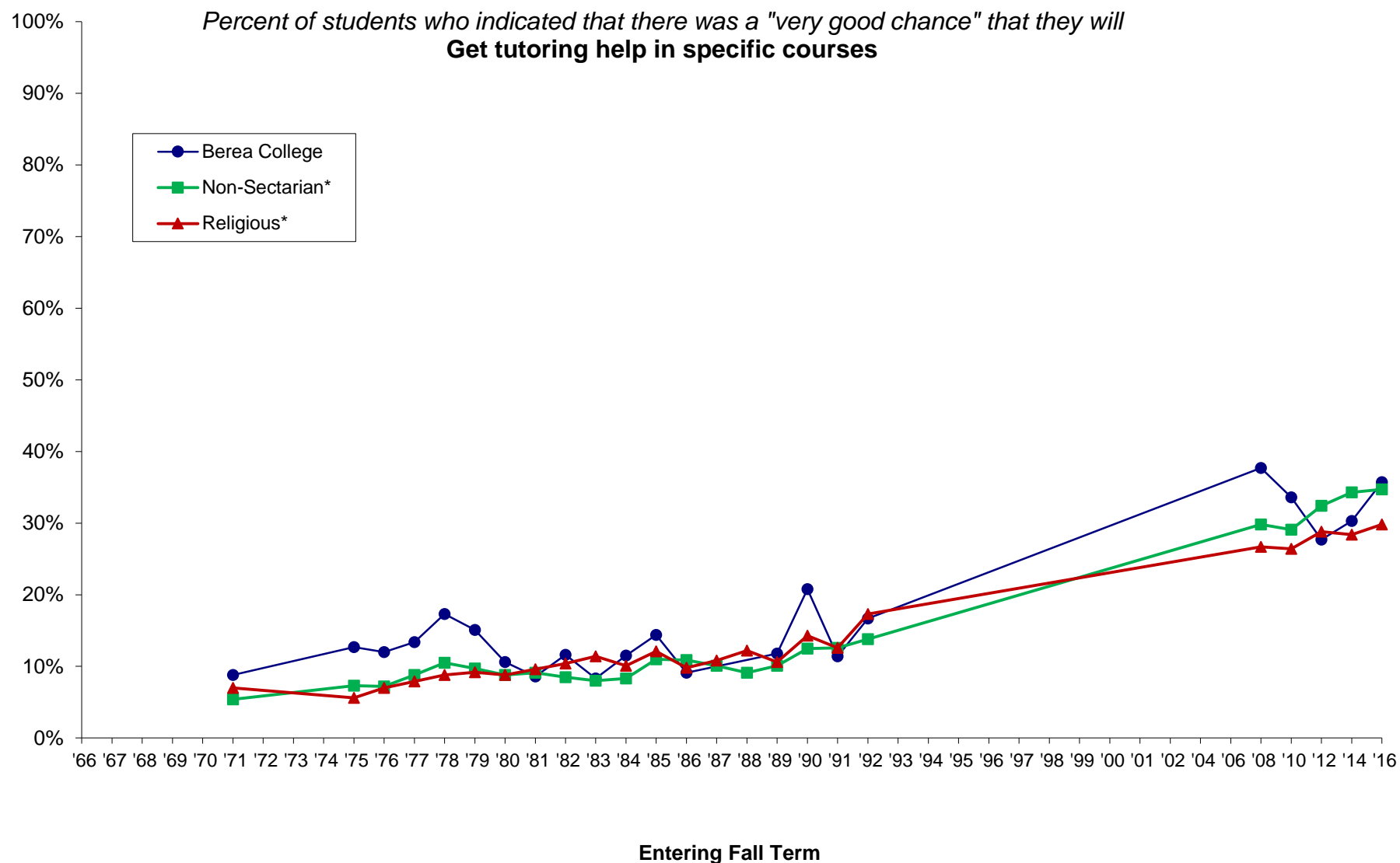


Percent of students who estimate that chances are “very good” that he or she will

Get tutoring help in specific courses



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

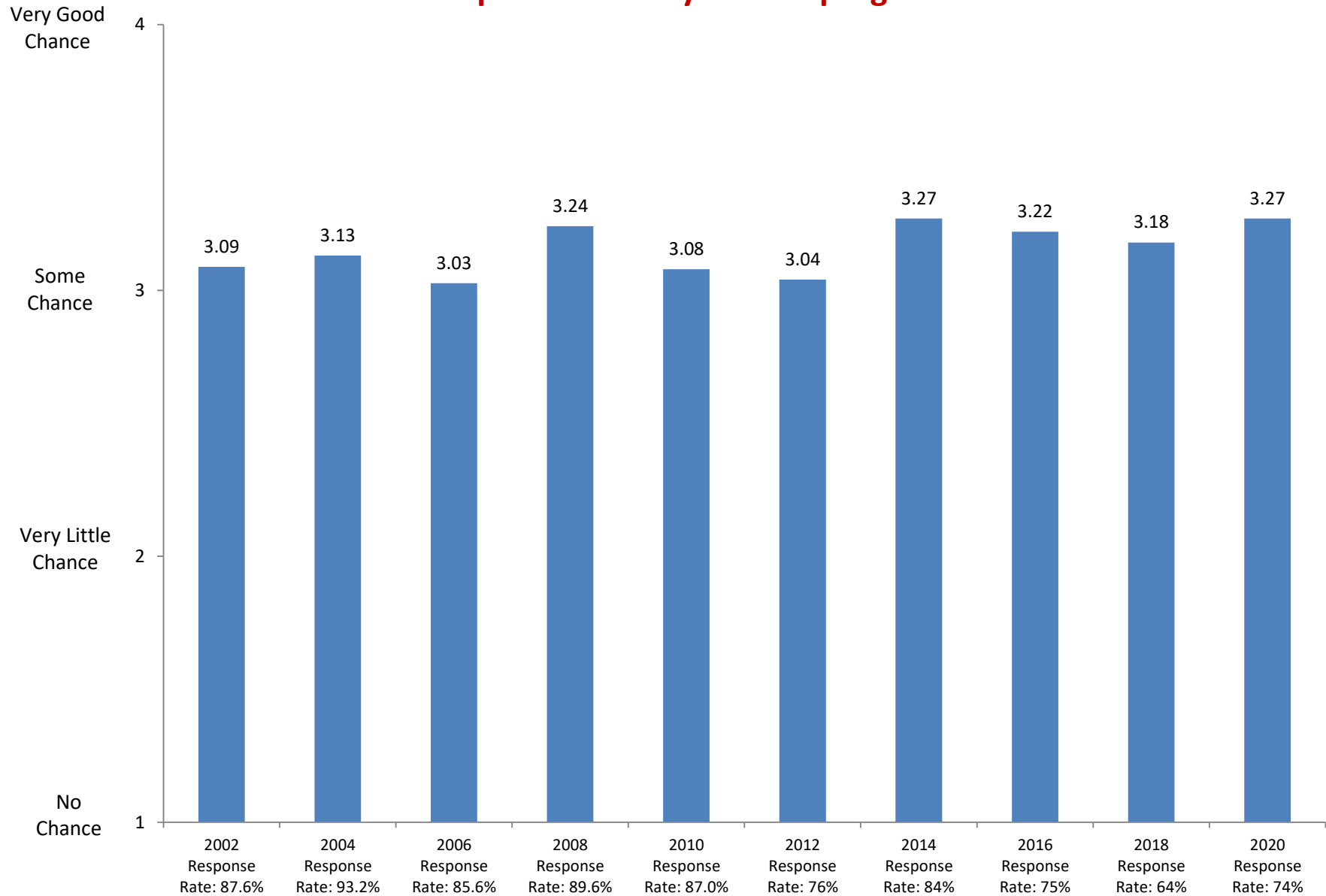


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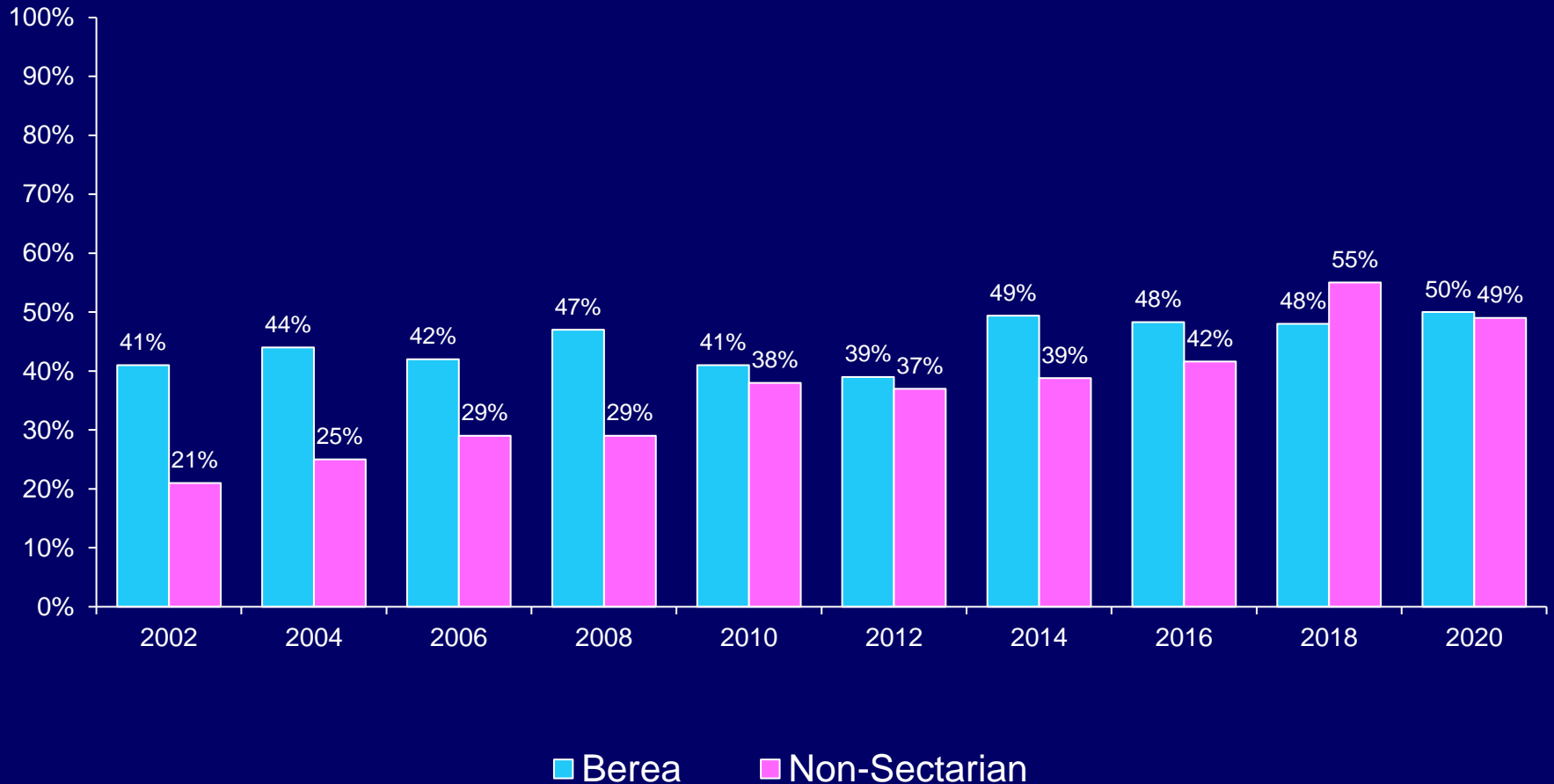
What is your best guess as to the chances that you will:

Participate in a study abroad program



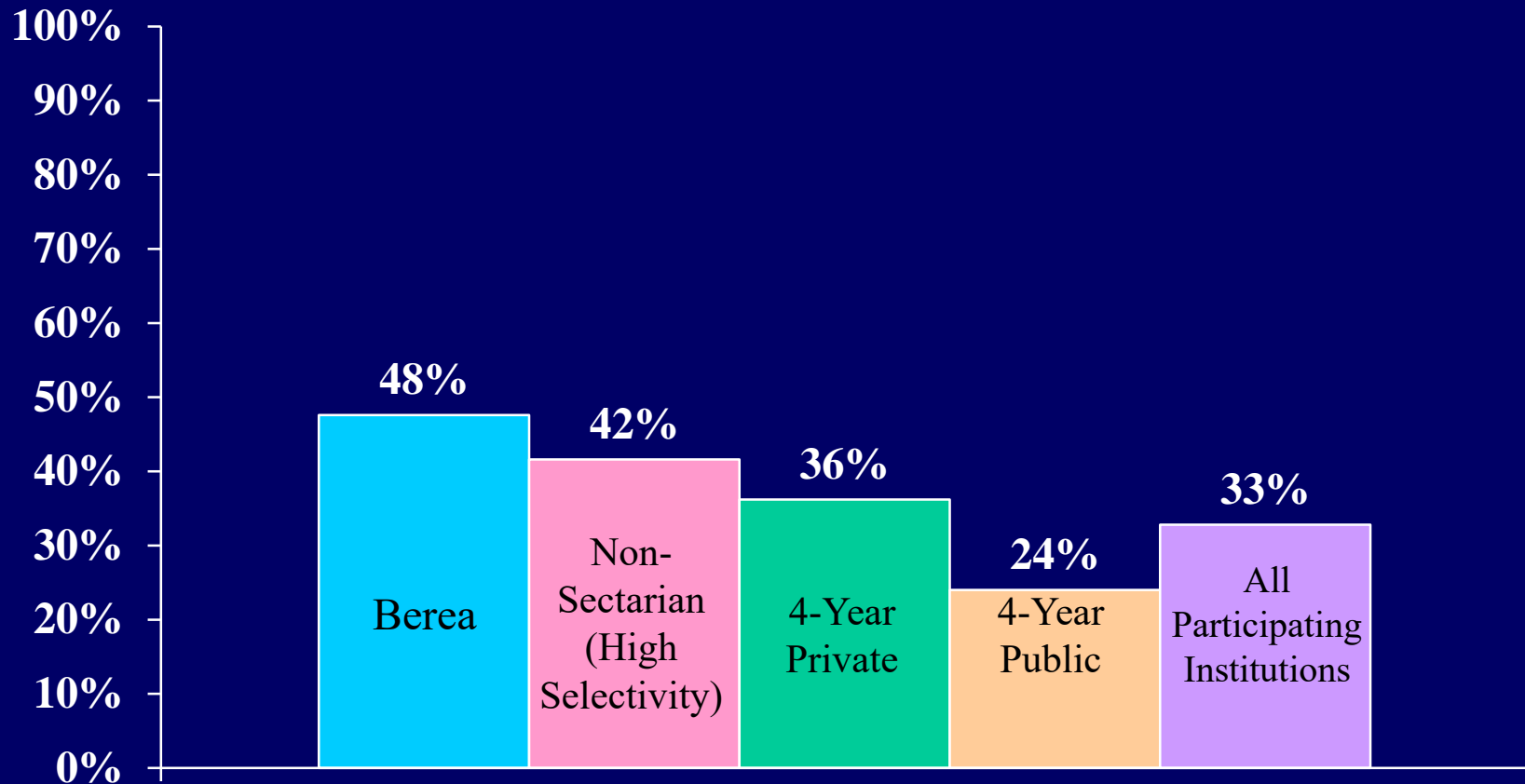
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who estimate that chances are “very good” that they will:
Participate in a study abroad program

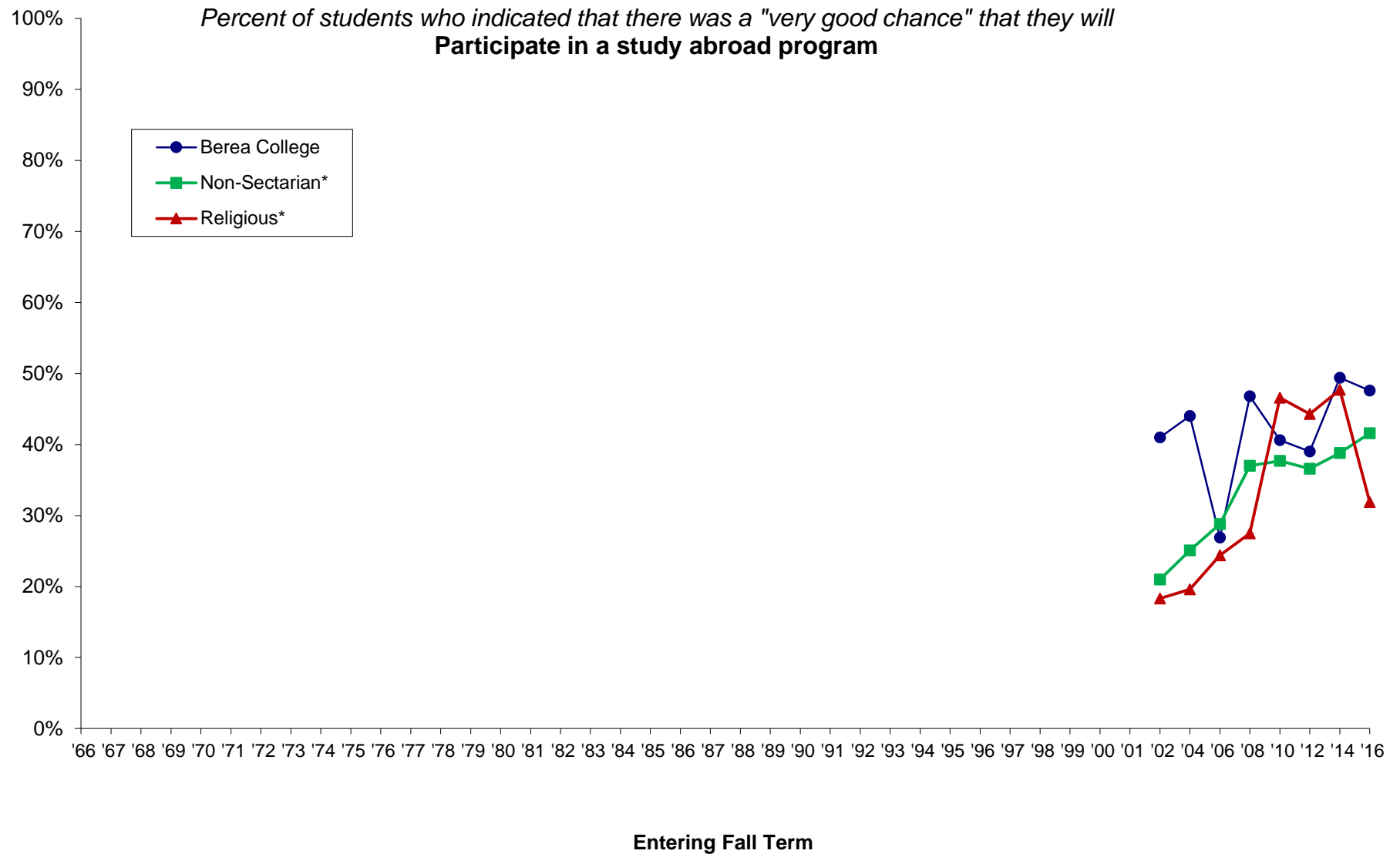


Percent of students who estimate that chances are “very good” that he or she will

Participate in a study abroad program



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

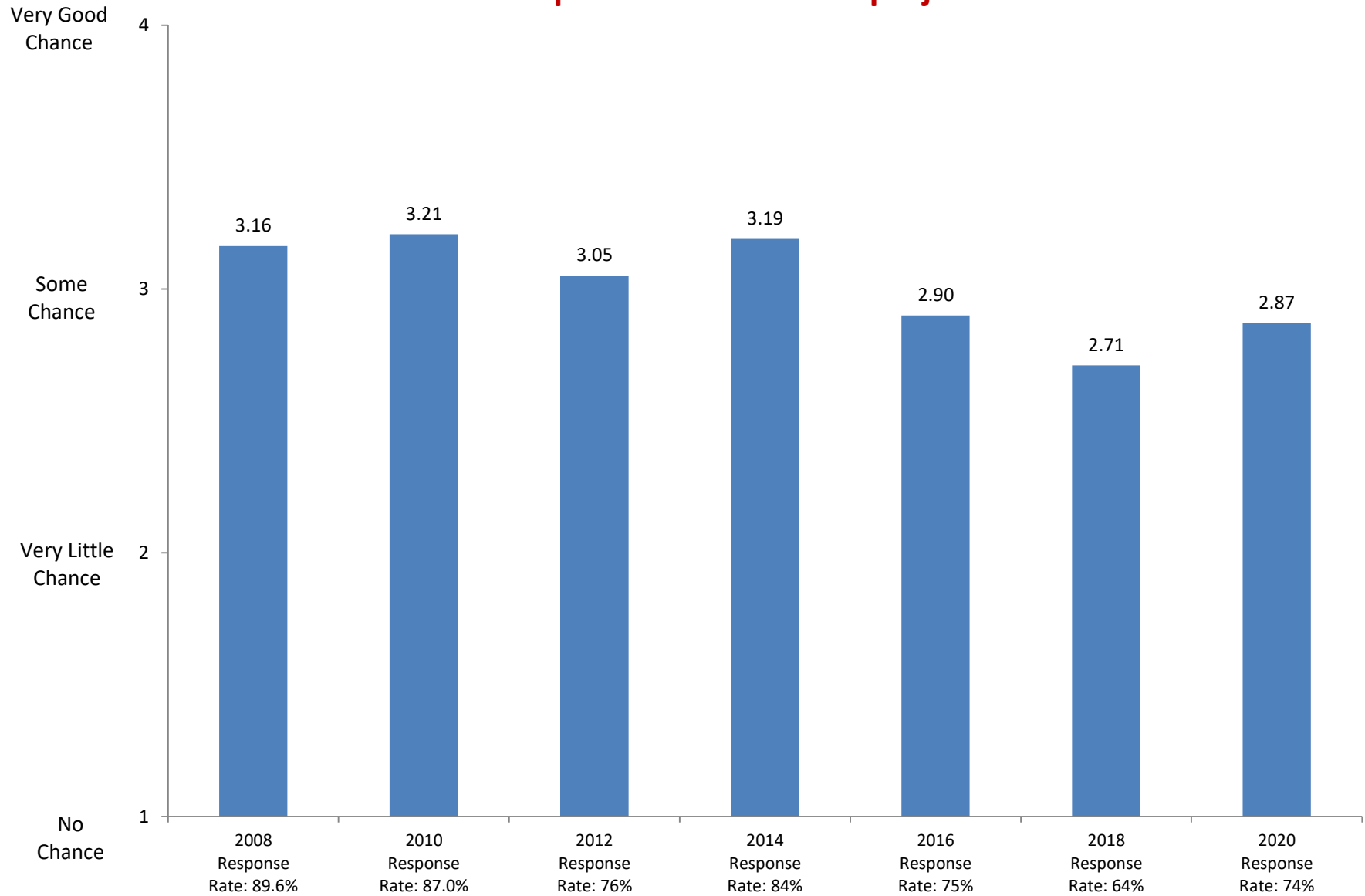


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

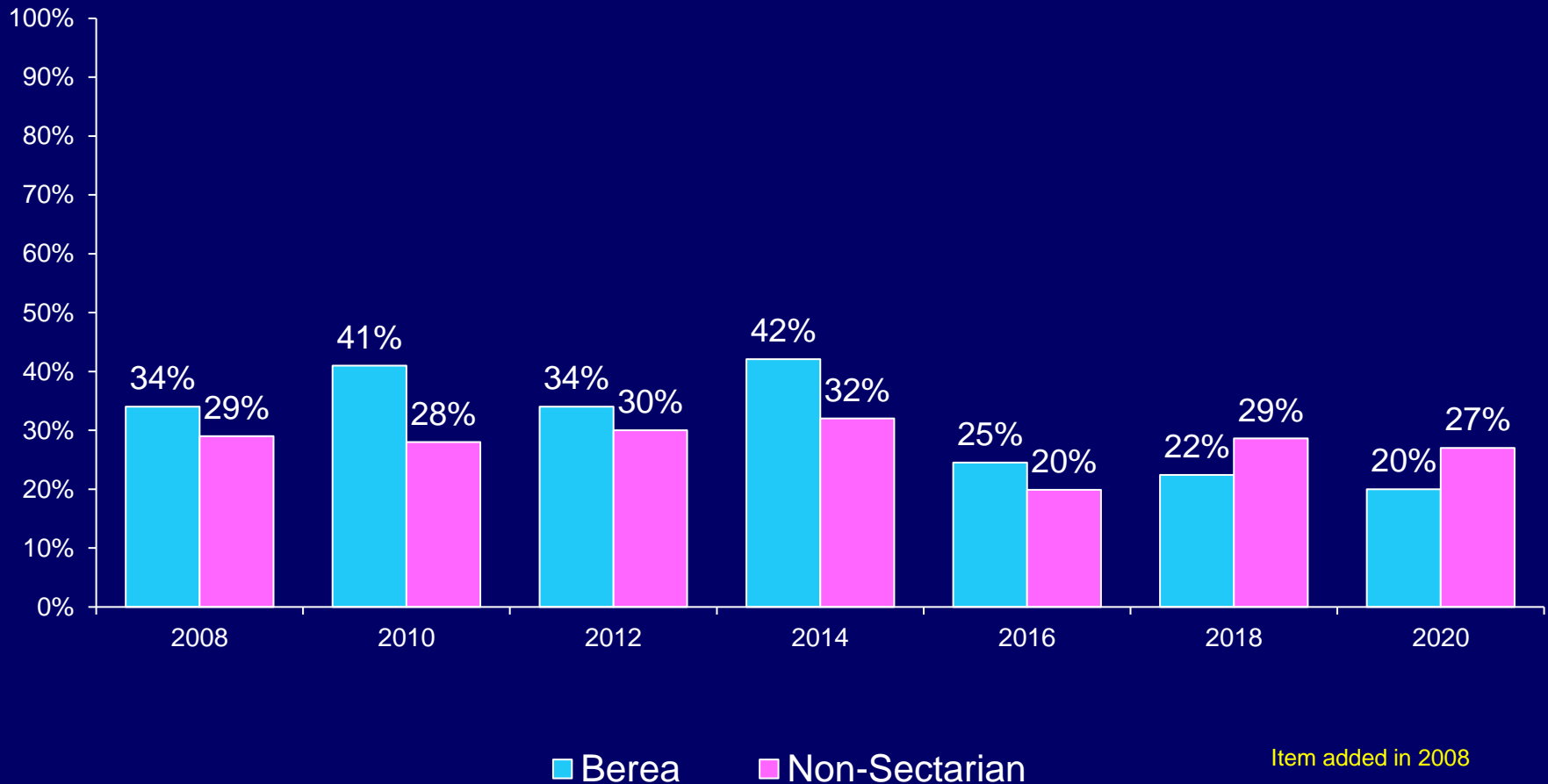
Work on a professor's research project



Item added in 2008.

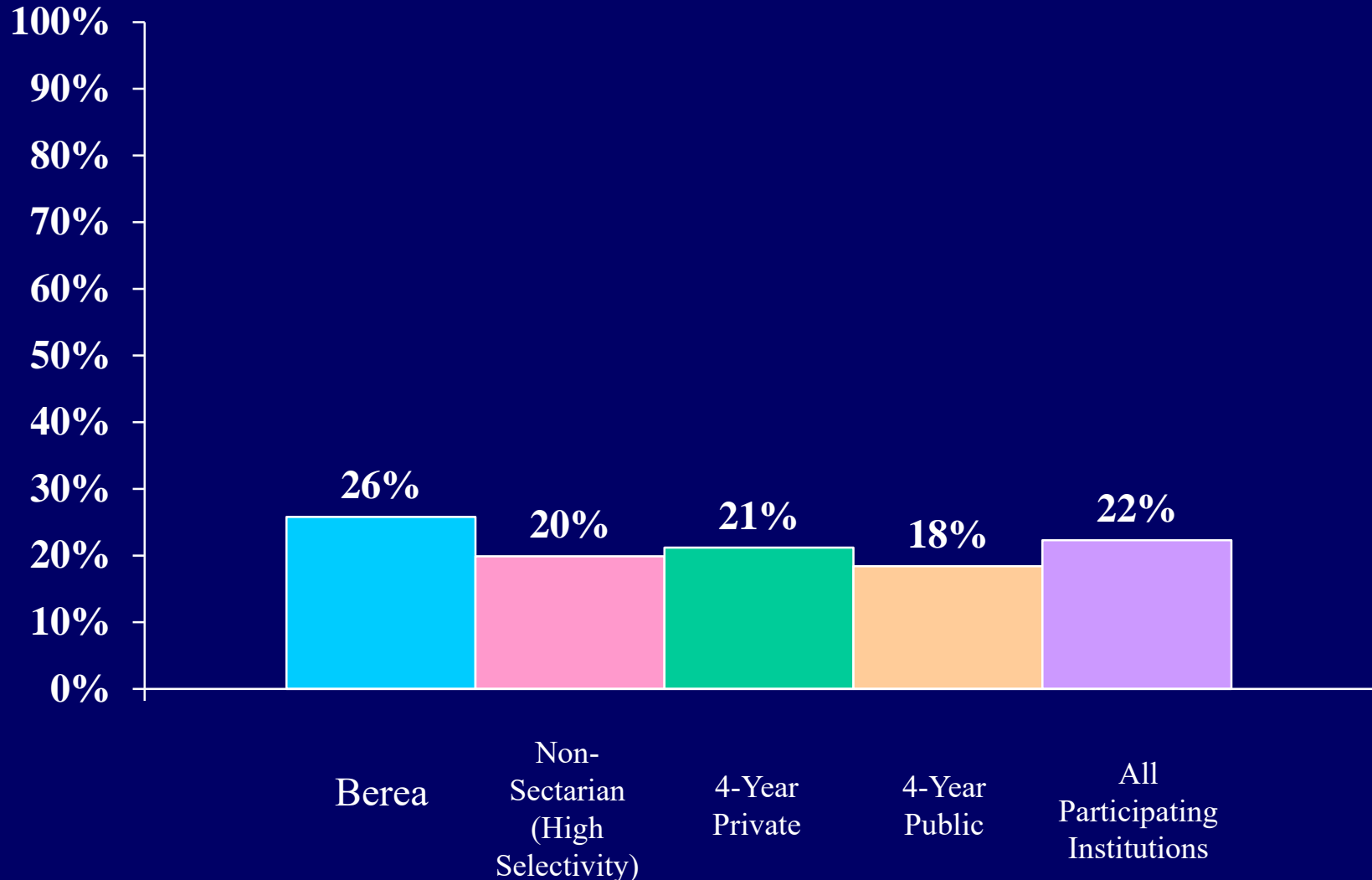
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

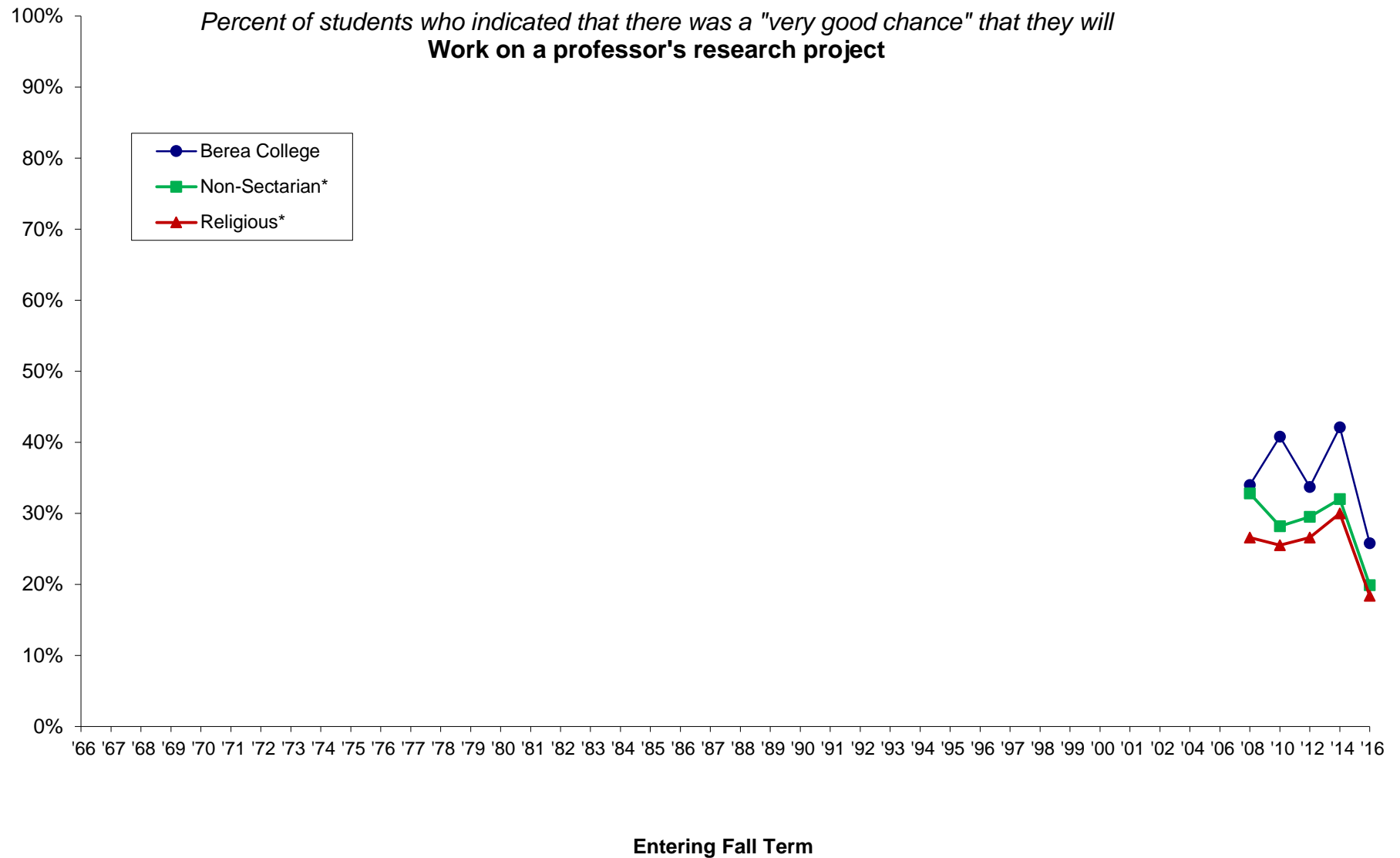


Percent of students who estimate that chances are “very good” that he or she will

Work on a Professor’s research project



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

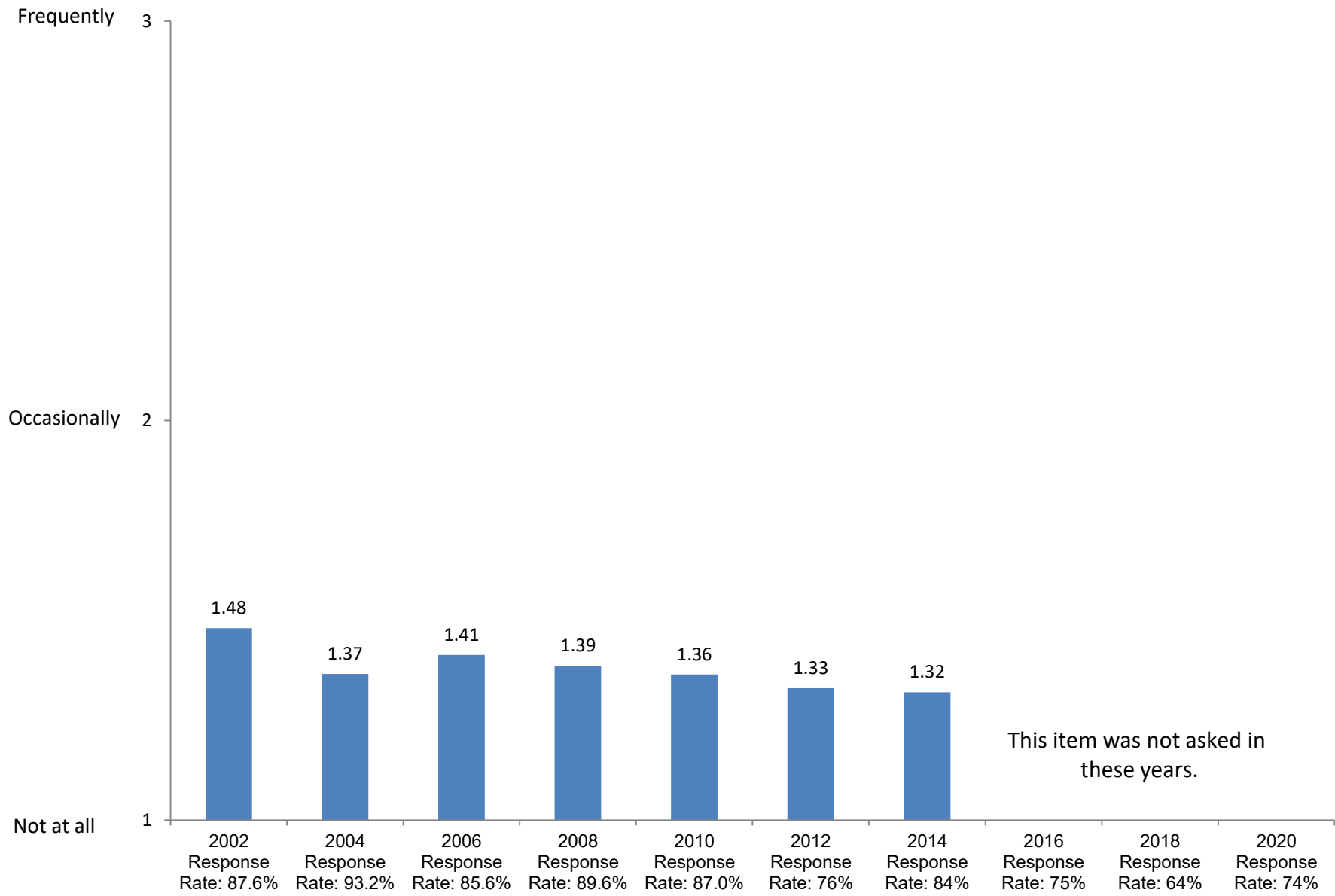


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

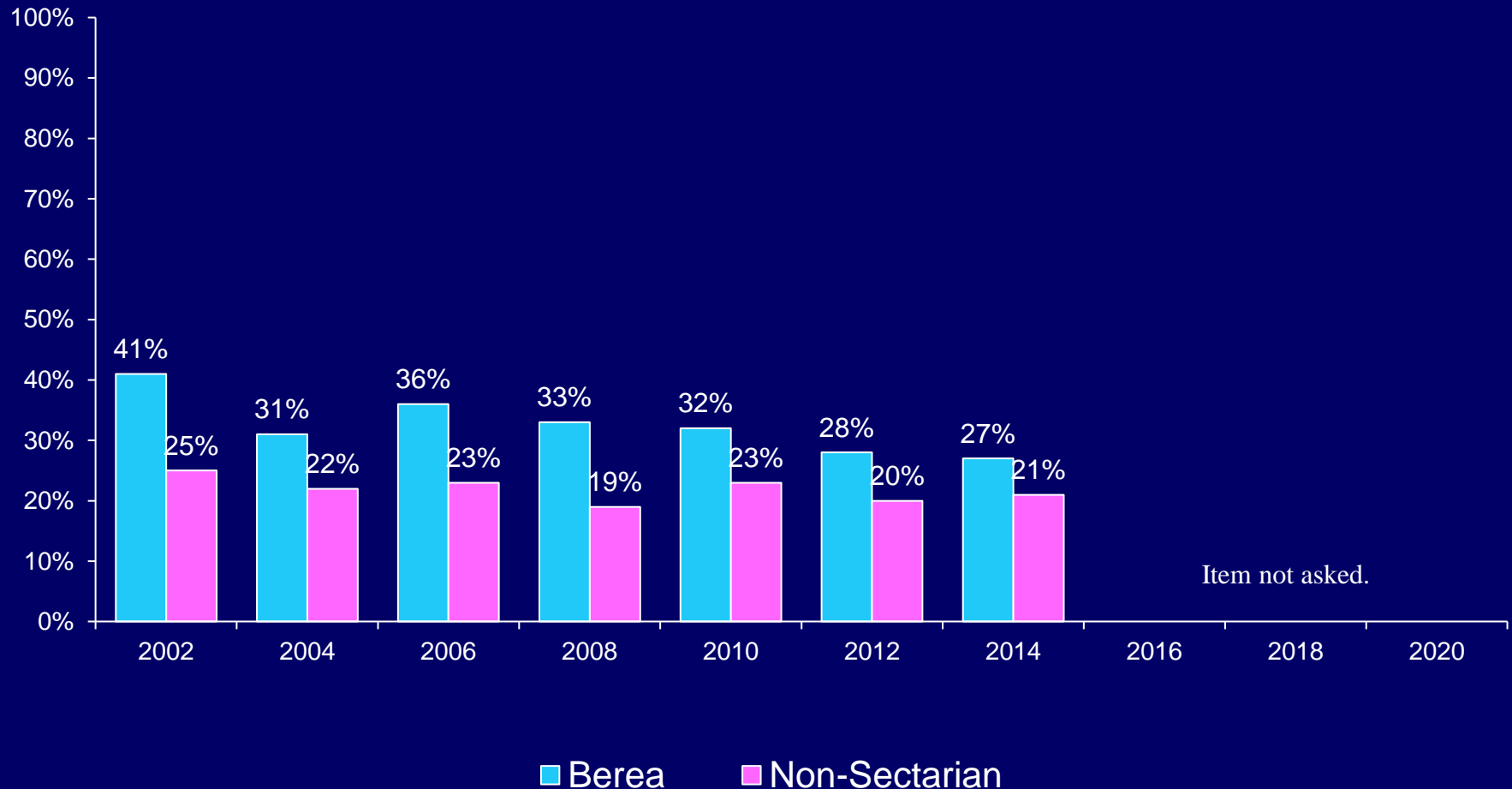
Indicate how often you engaged in the activity below during the past year.

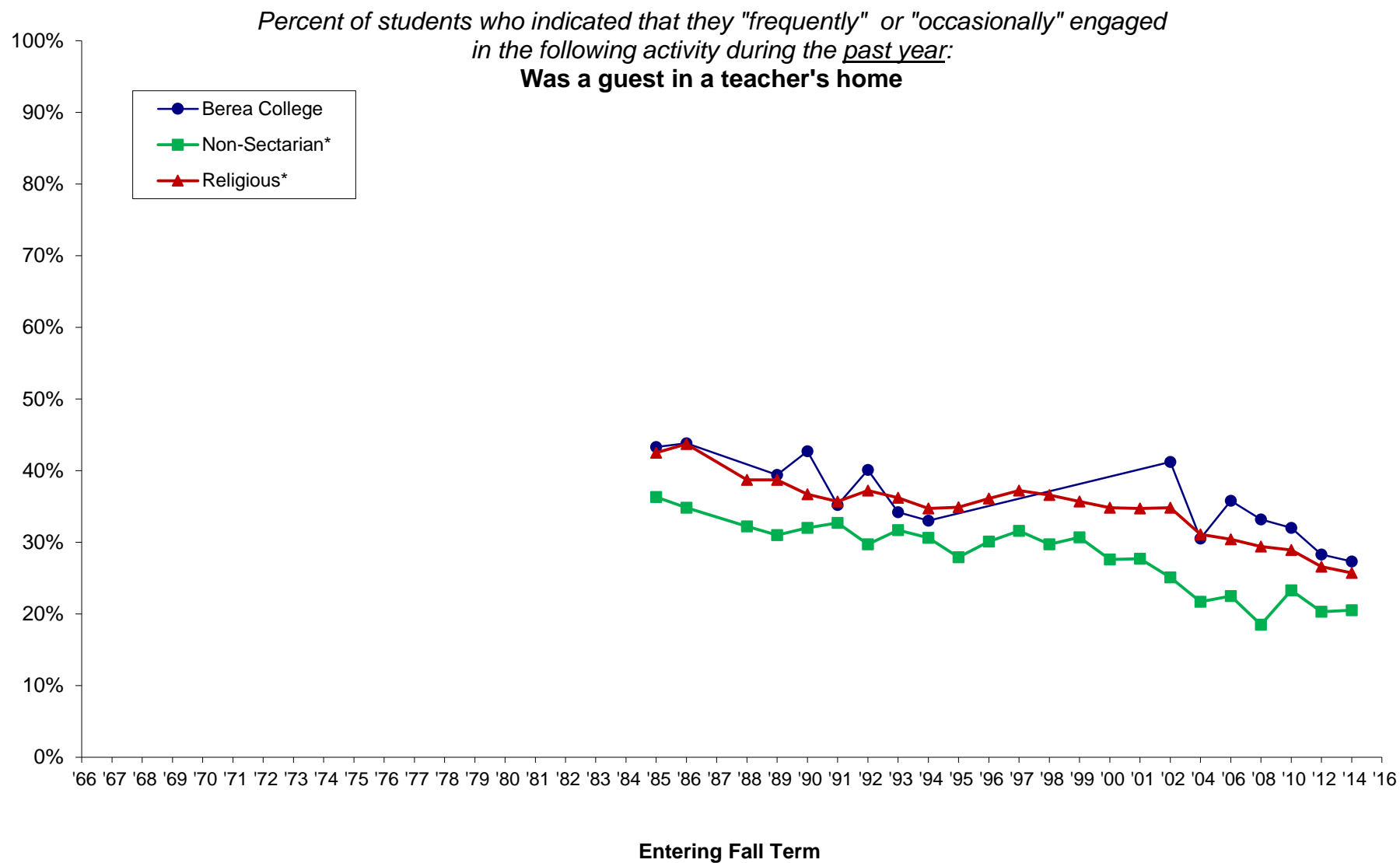
Was a guest in a teacher's home



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

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



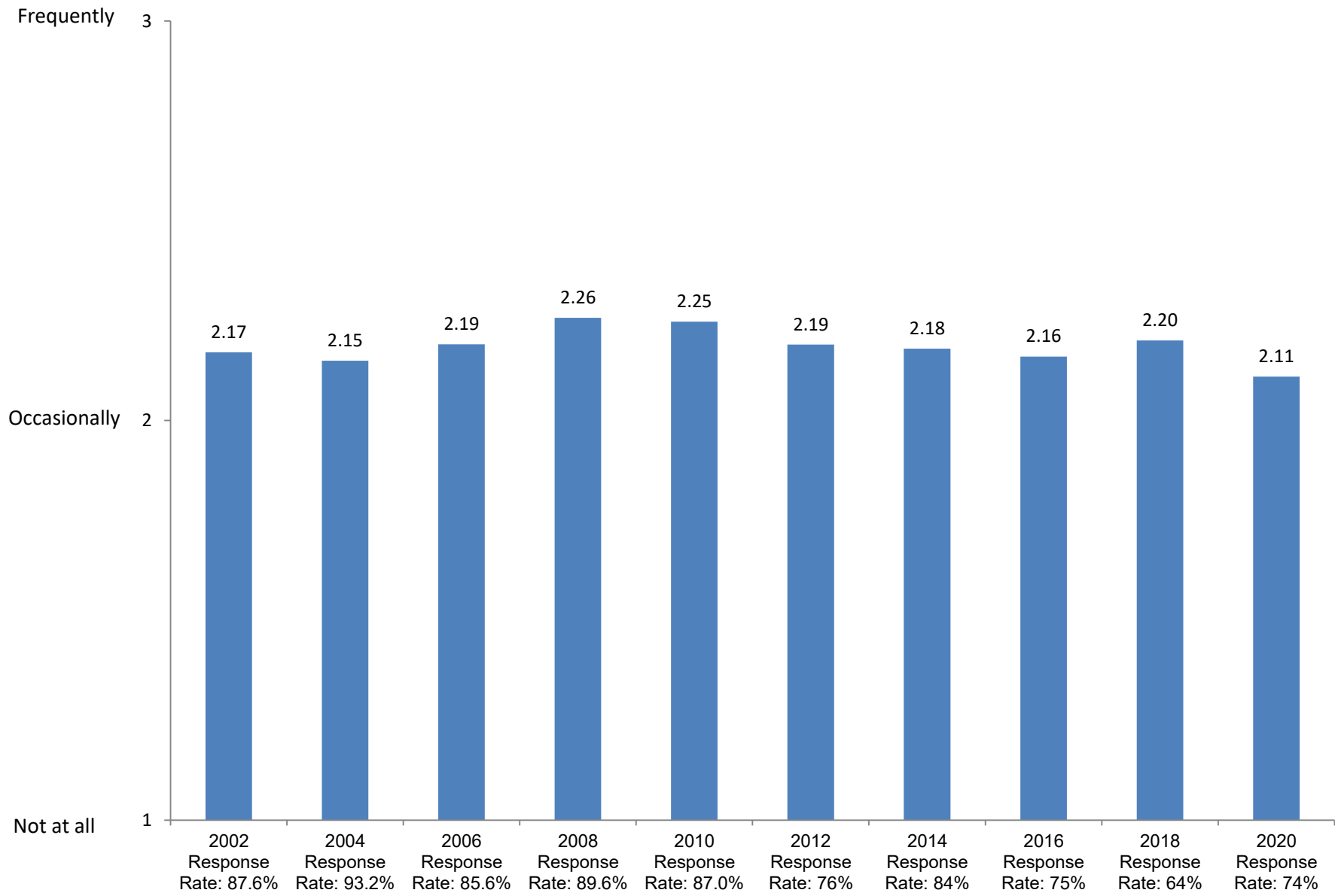


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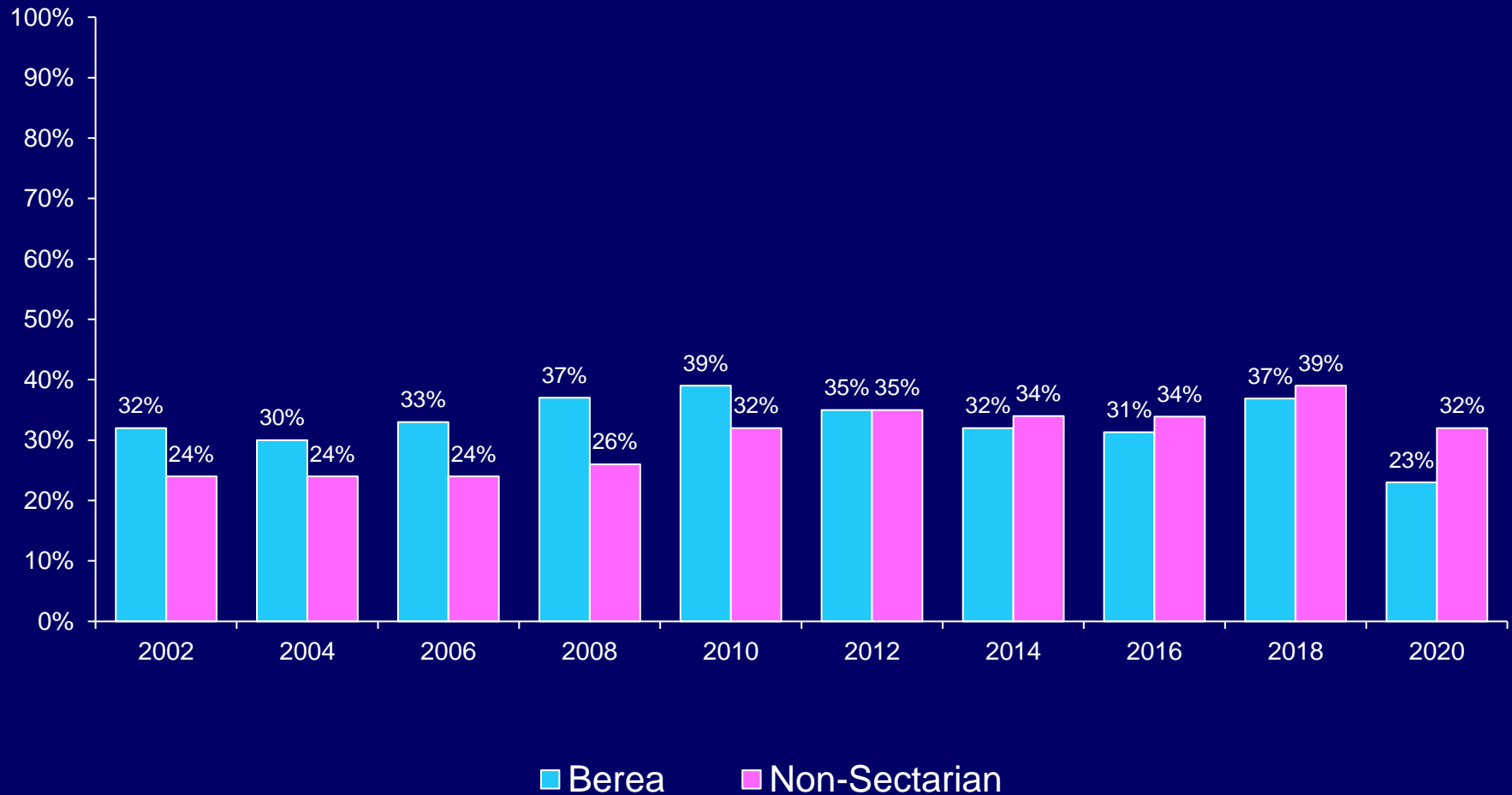
In the past year, how often have you:

Asked a teacher for advice after class



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

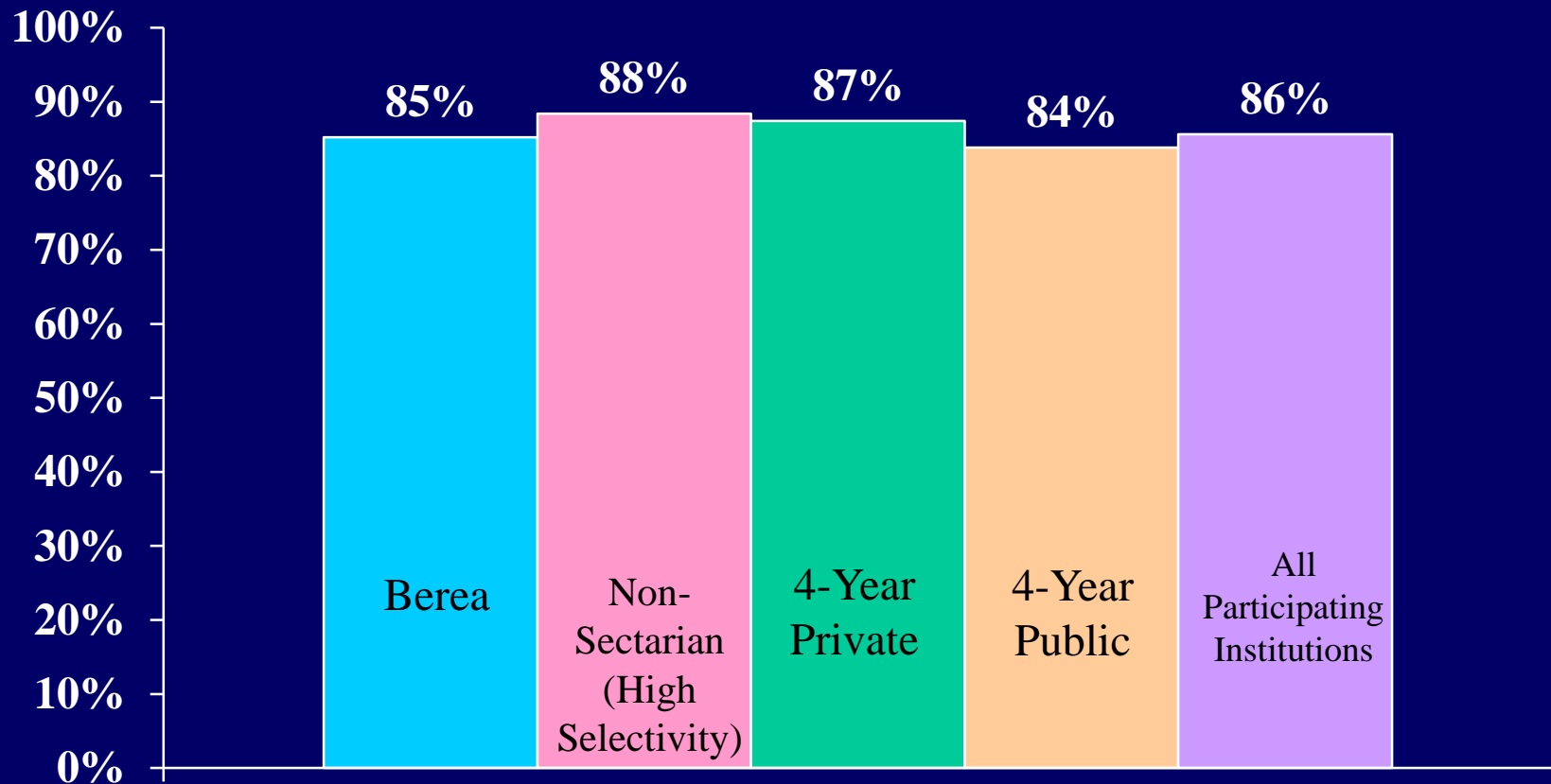
Percent of students who indicated “frequently”
Asked a teacher for advice after class
(during the past year)



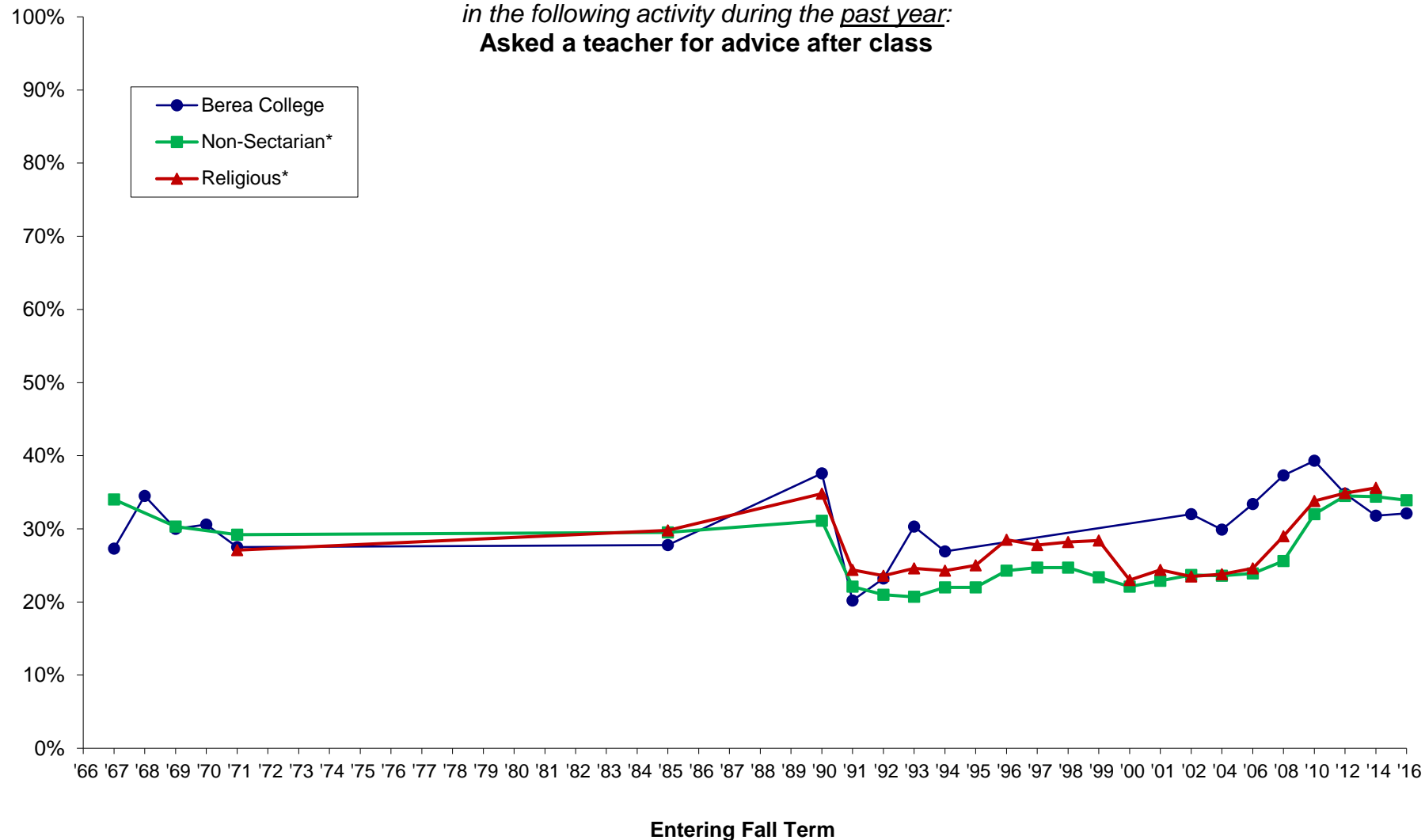
Percent of students who indicated “frequently” or “occasionally”

Asked a teacher for advice after class

(during the past year)



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

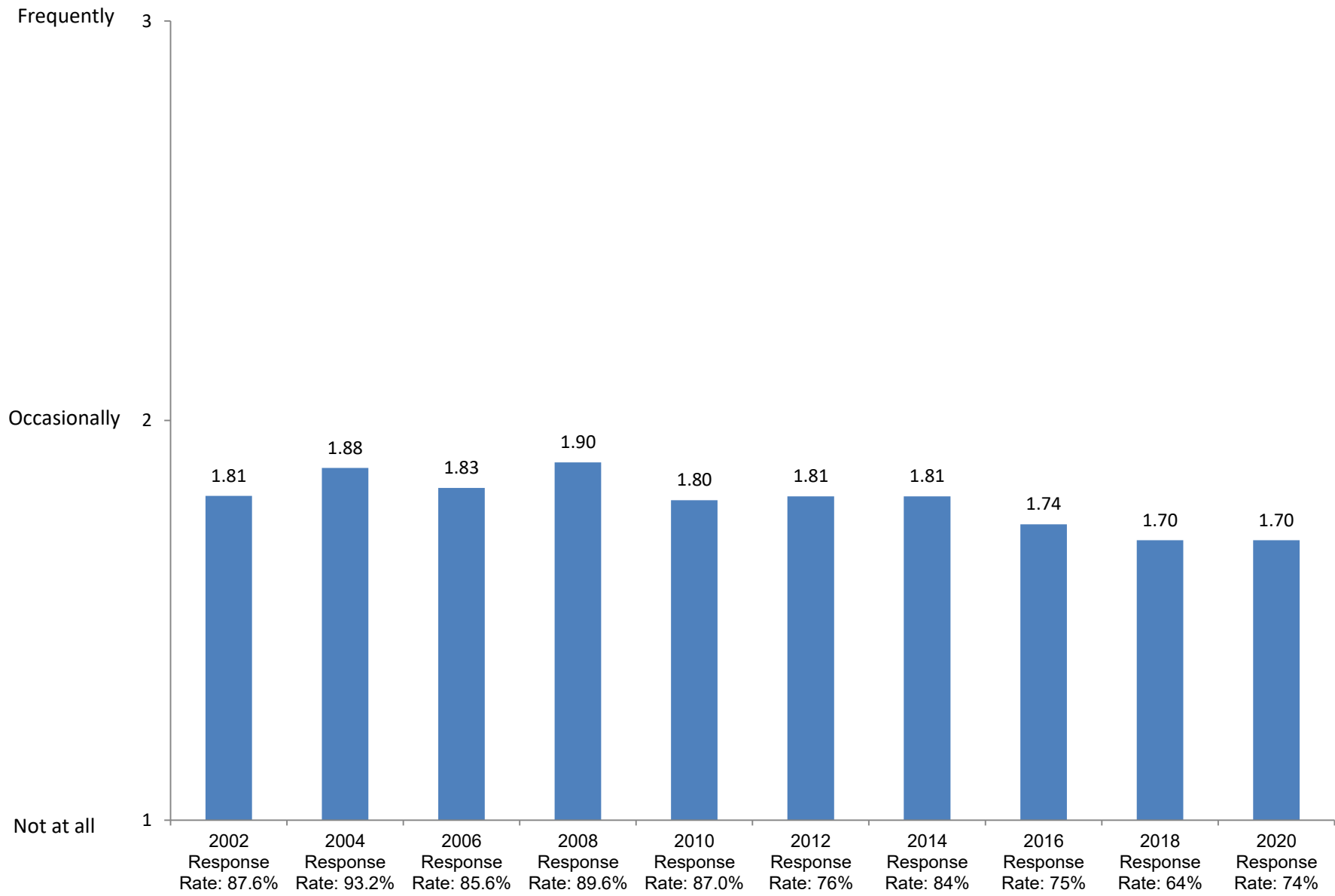


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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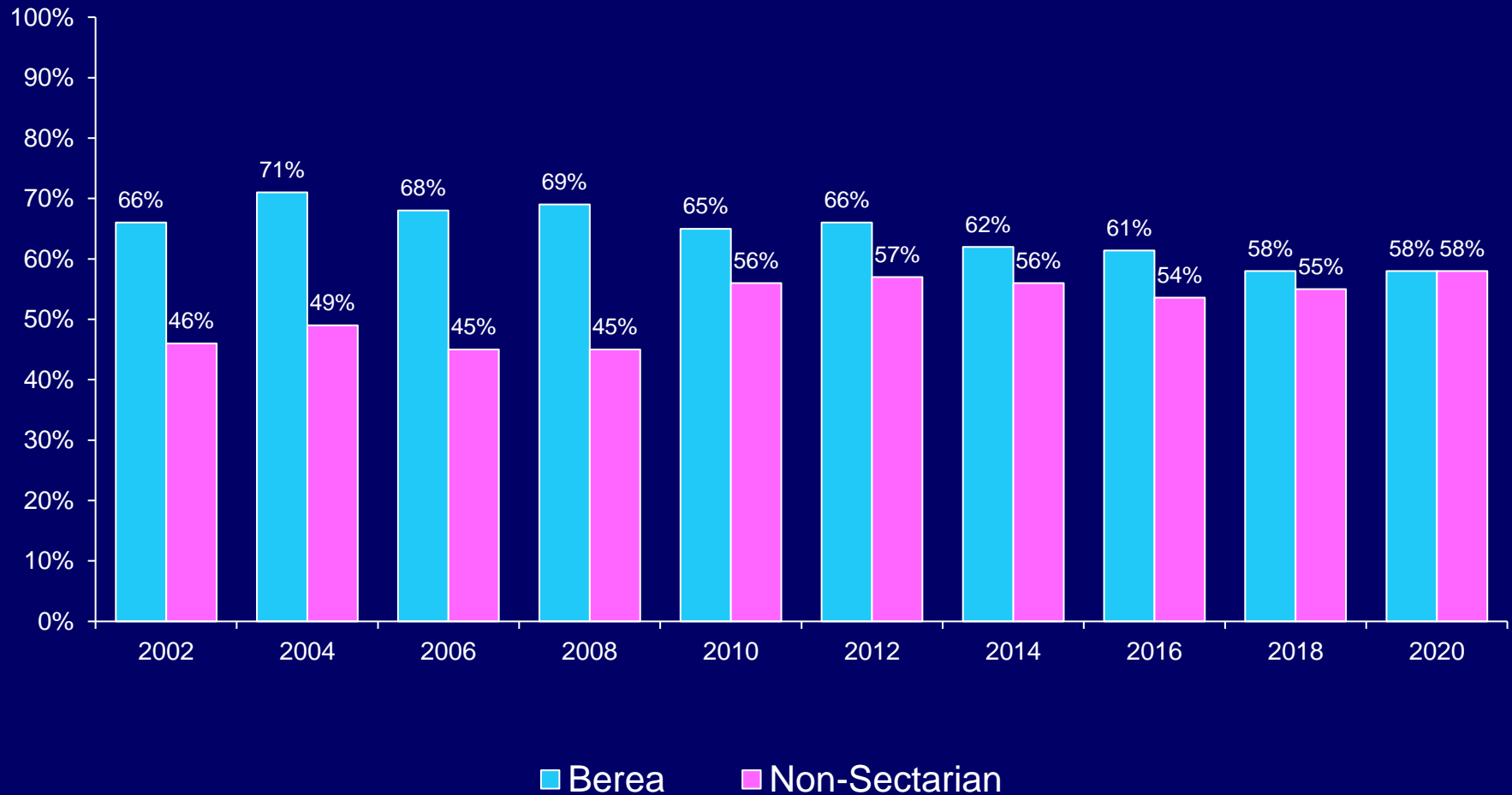
In the past year, how often have you:

Tutored another student



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

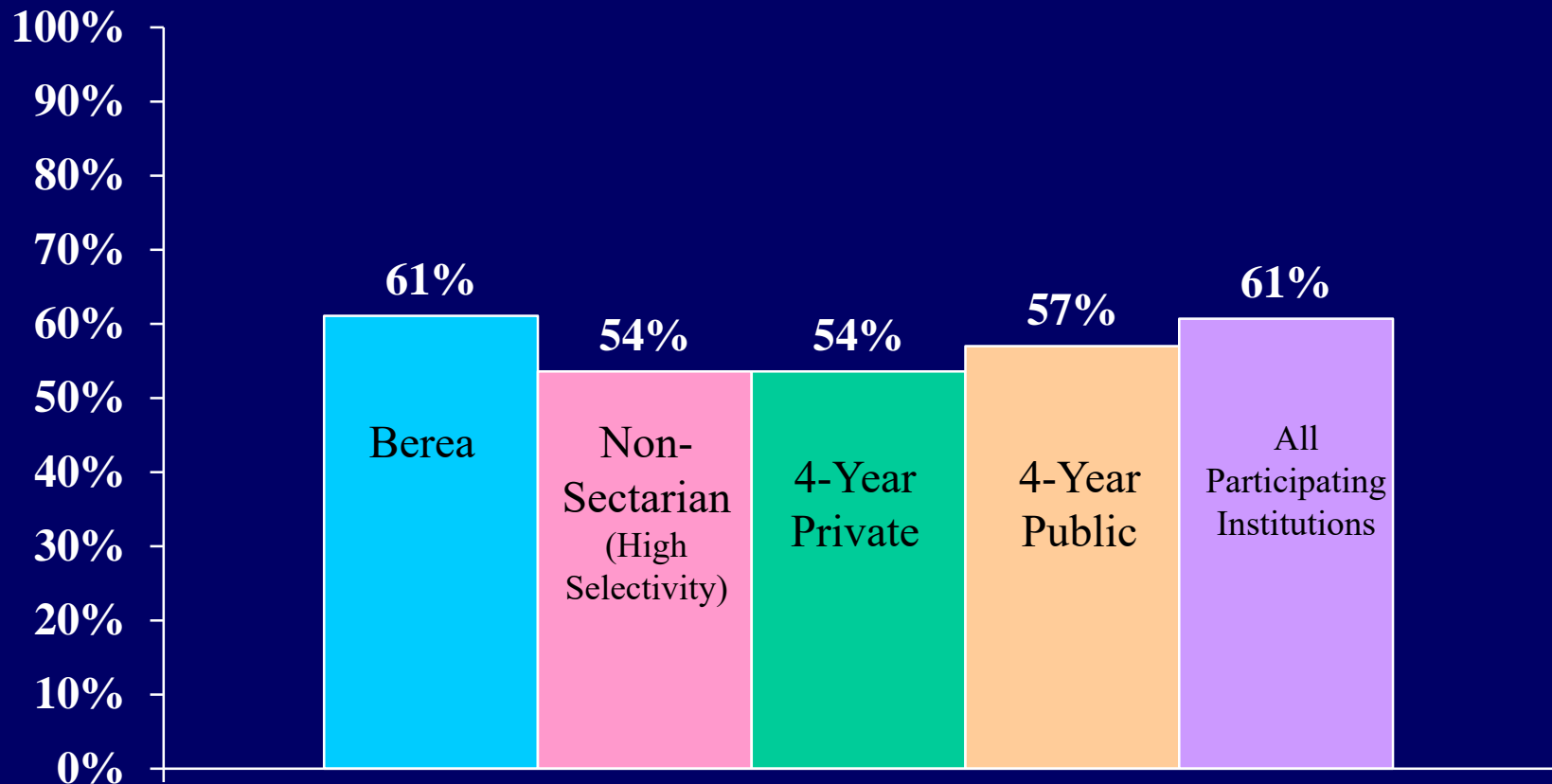
Percent of students who indicated “frequently” or “occasionally”
Tutored another student
(during the past year)

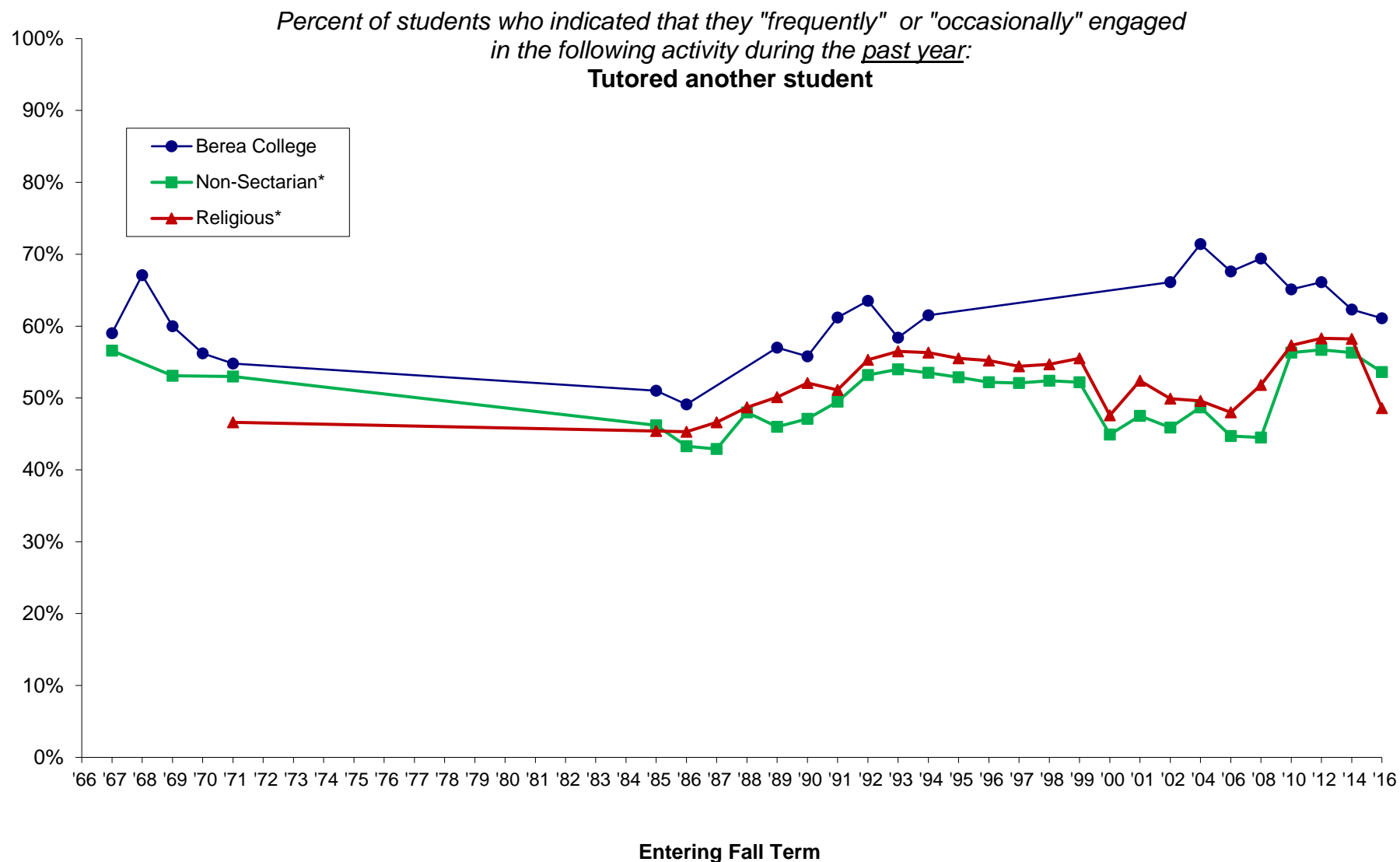


Percent of students who indicated “frequently” or “occasionally”

Tutored another student

(during the past year)



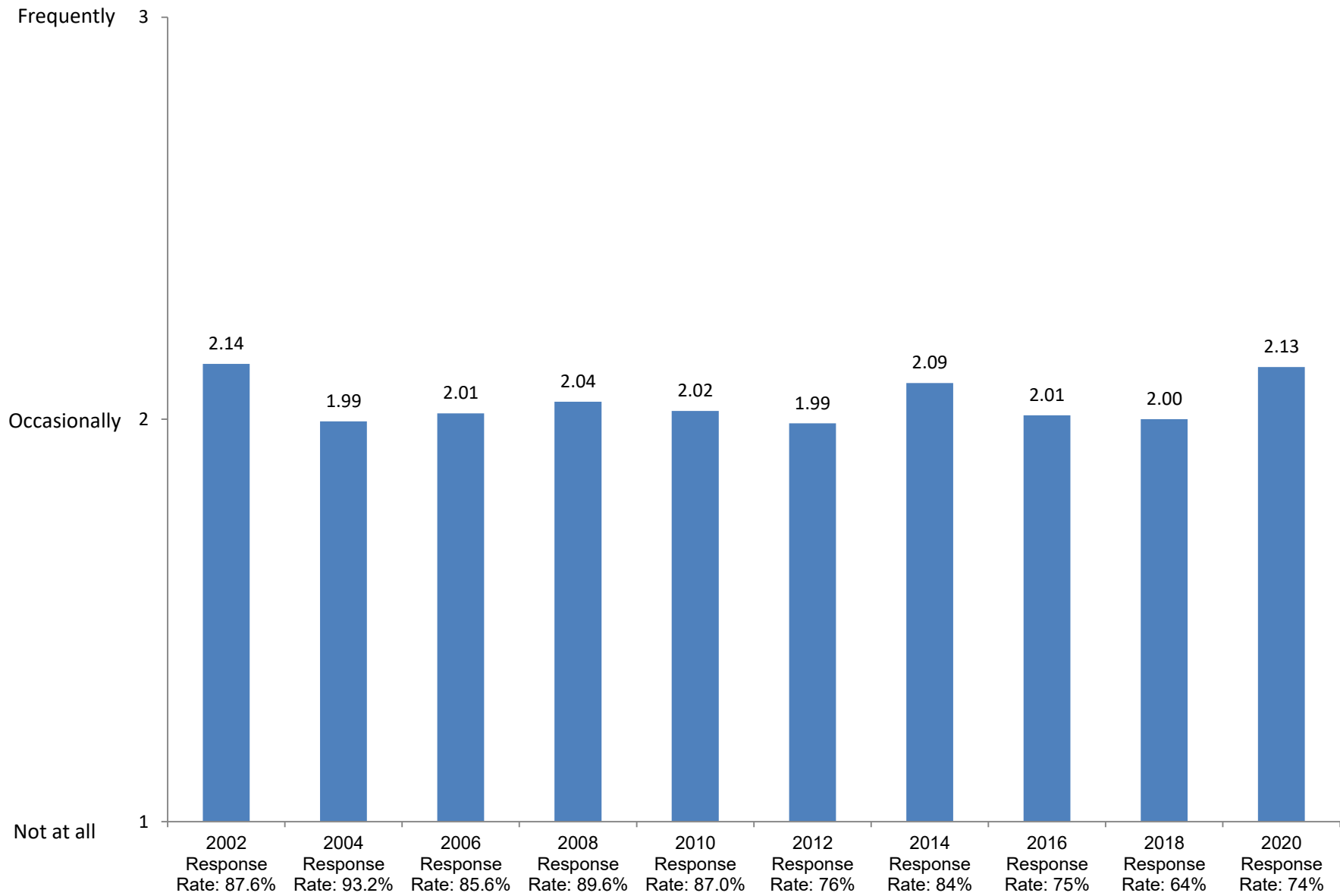


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

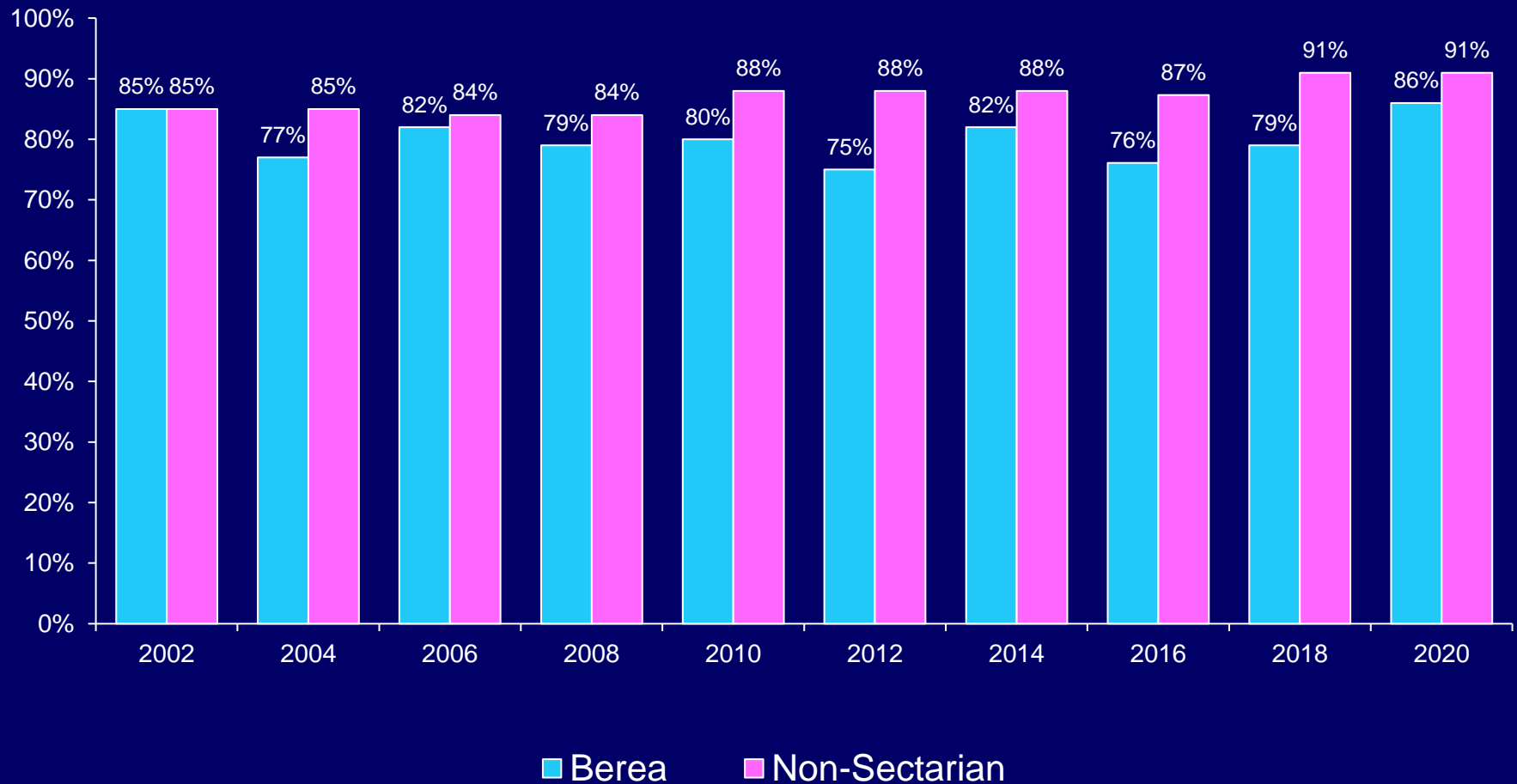
In the past year, how often have you:

Studied with other students



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

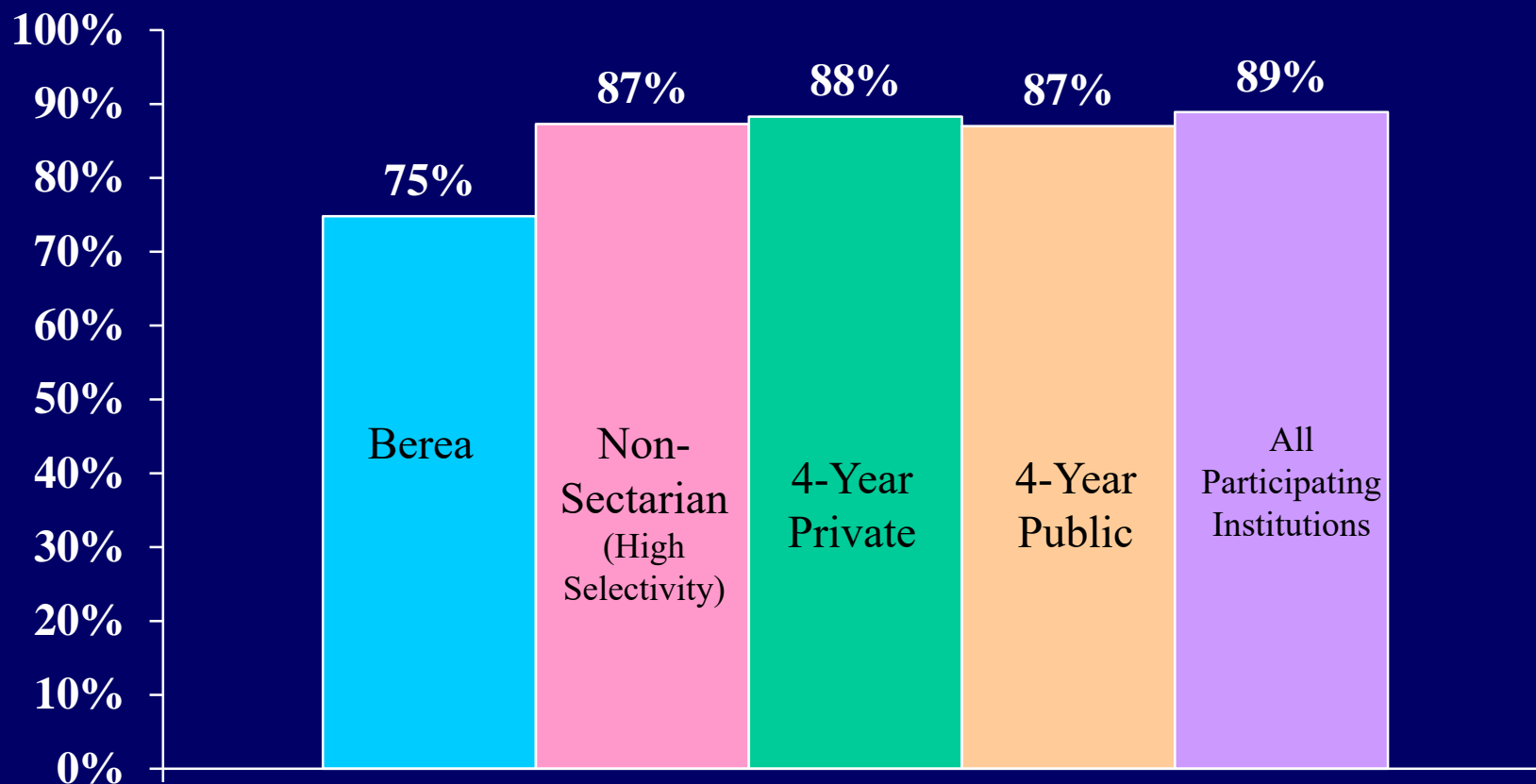
Percent of students who indicated “frequently” or “occasionally”
Studied with other students
(during the past year)



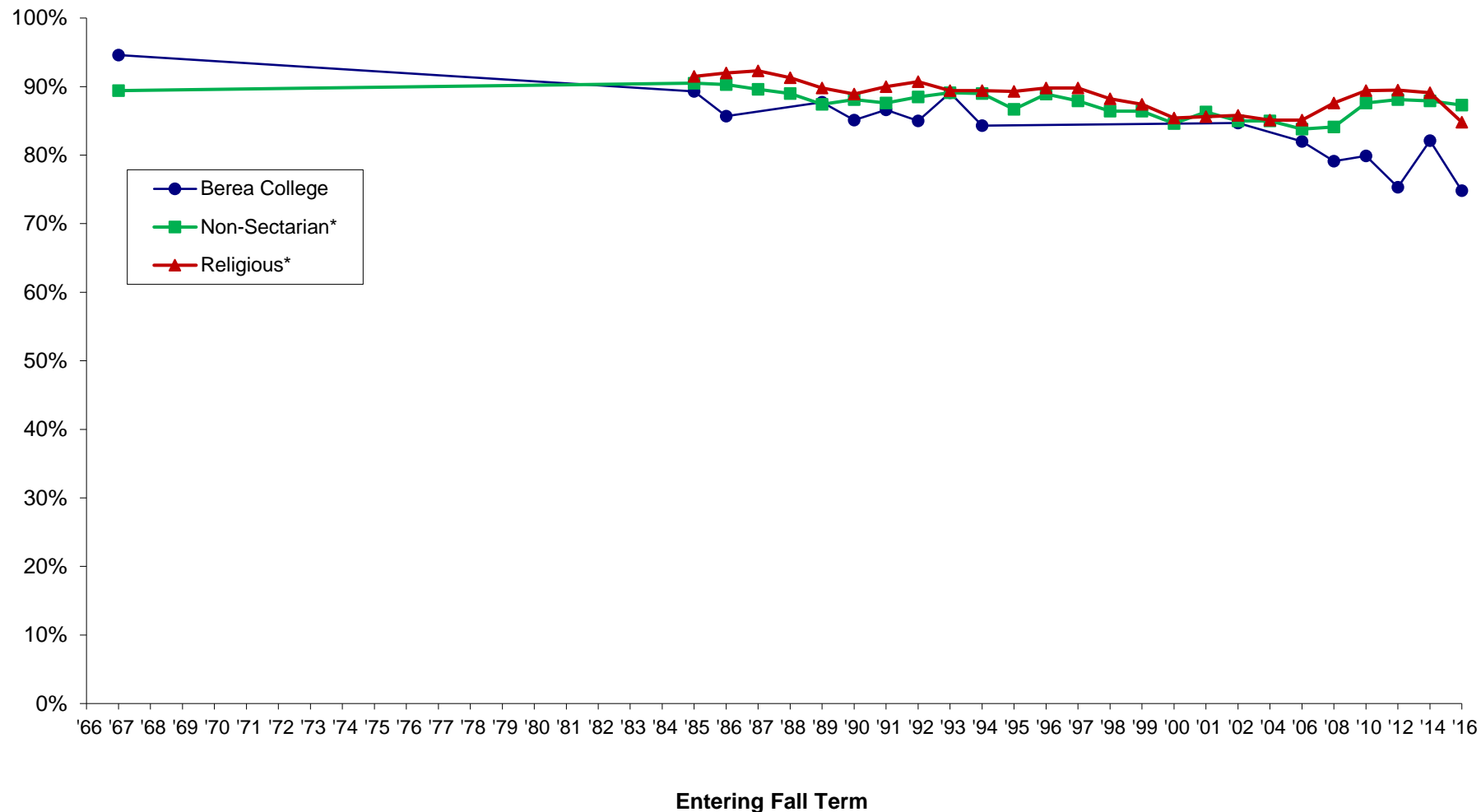
Percent of students who indicated “frequently” or “occasionally”

Studied with other students

(during the past year)



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

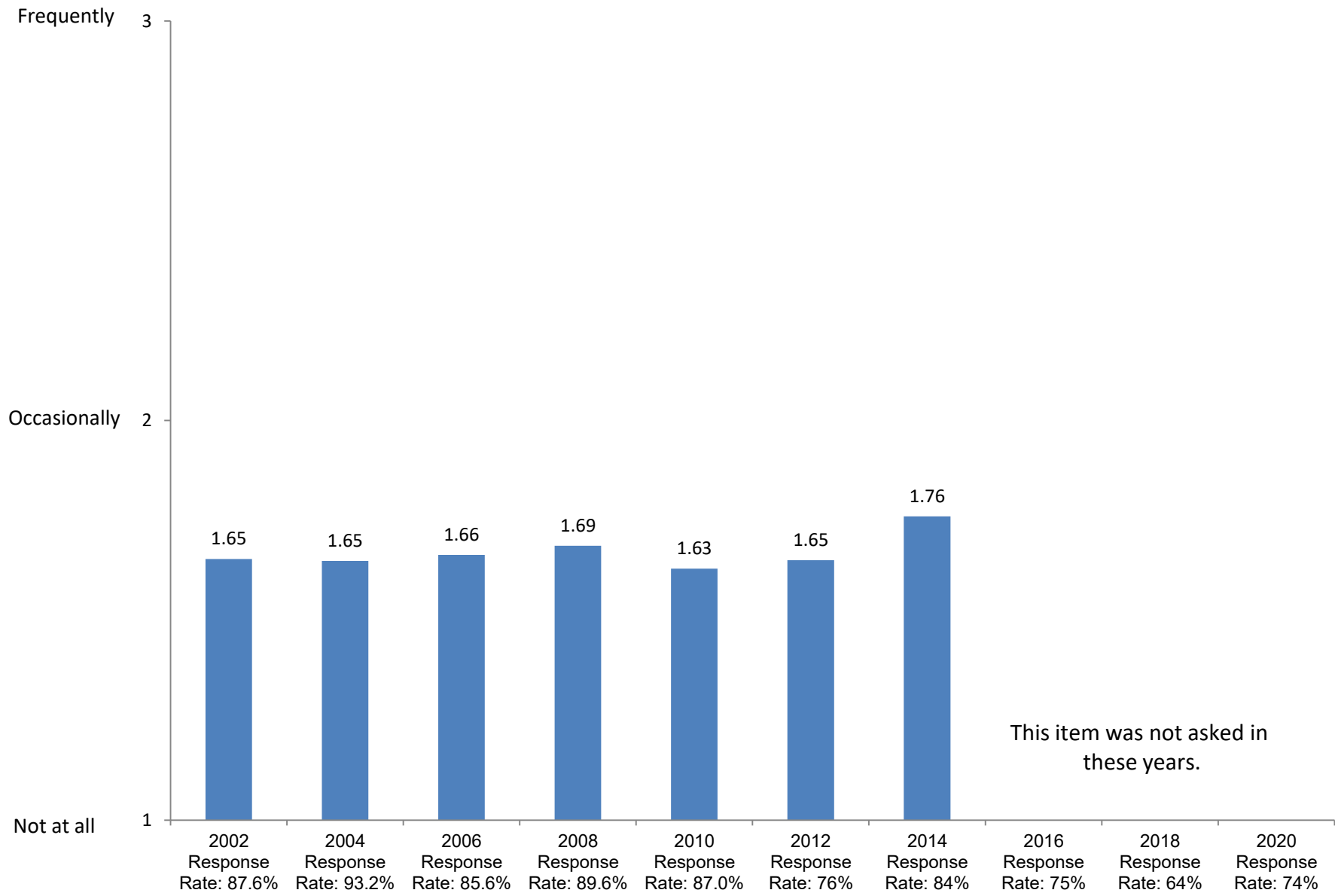


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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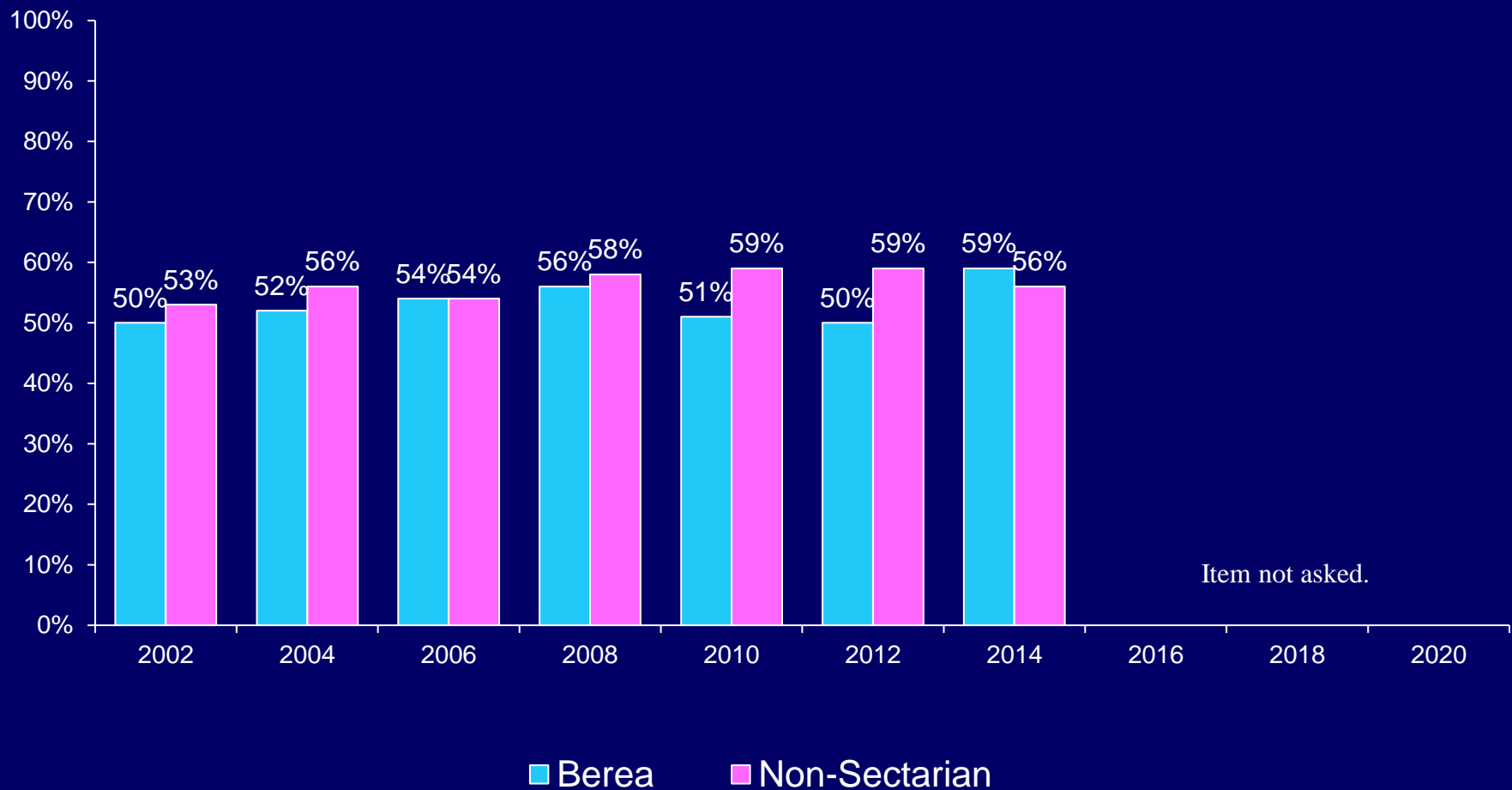
Indicate how often you engaged in the activity below during the past year.

Performed community service as a part of the class

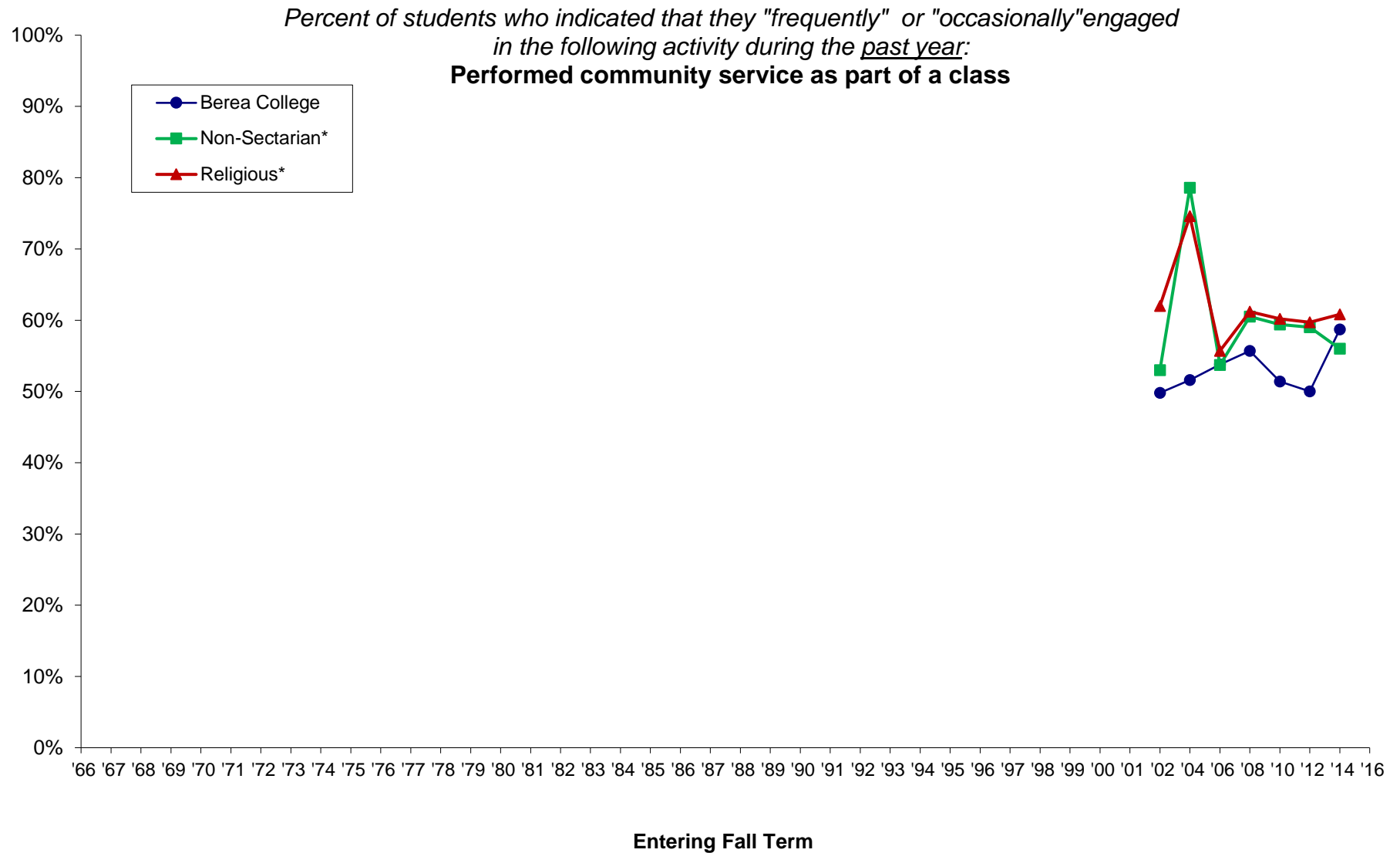


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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



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

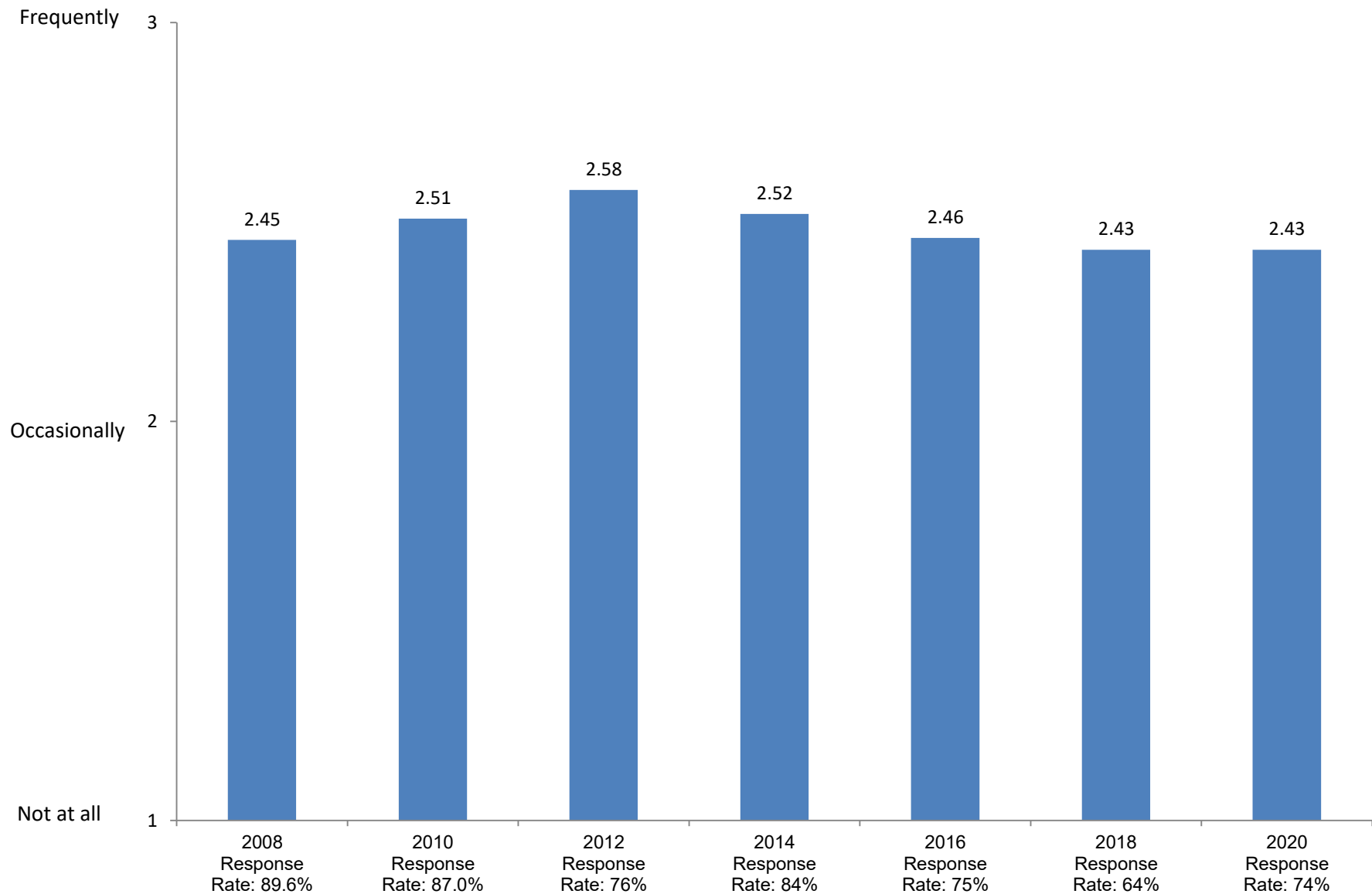


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

How often in the past year did you...

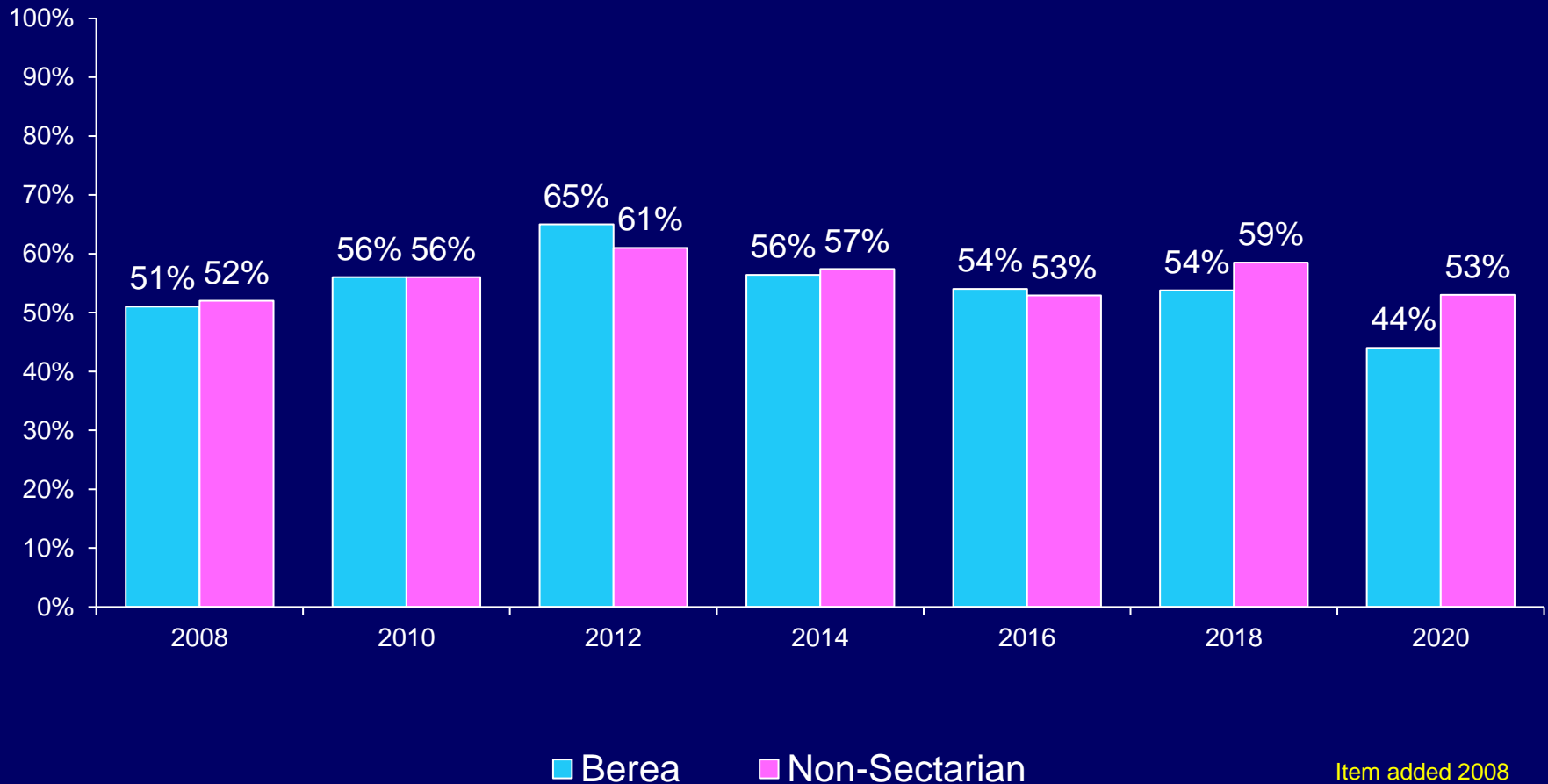
Ask questions in class



Item added in 2008.

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

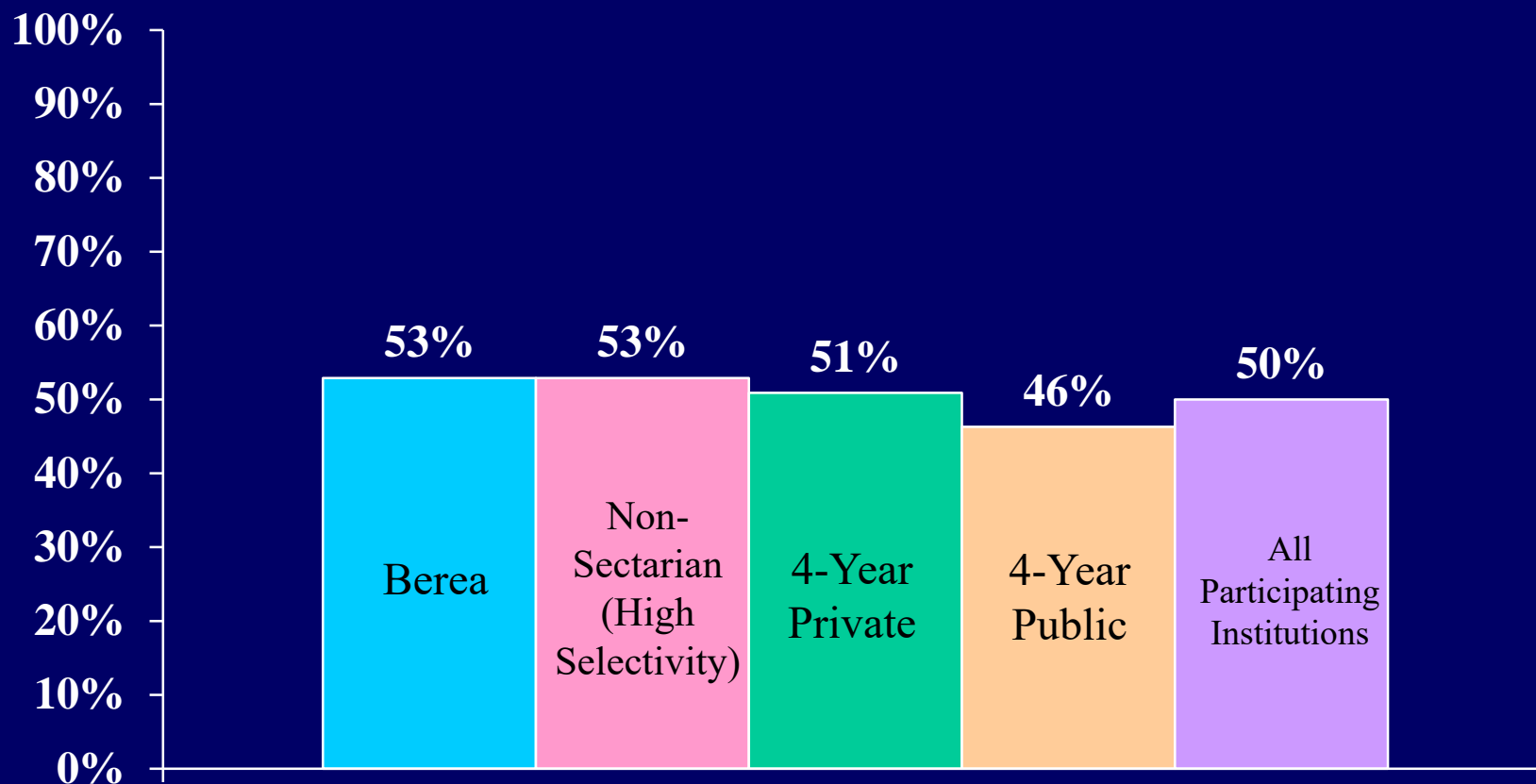
Percent of students who indicated in the past year, they “frequently”:
Ask questions in class



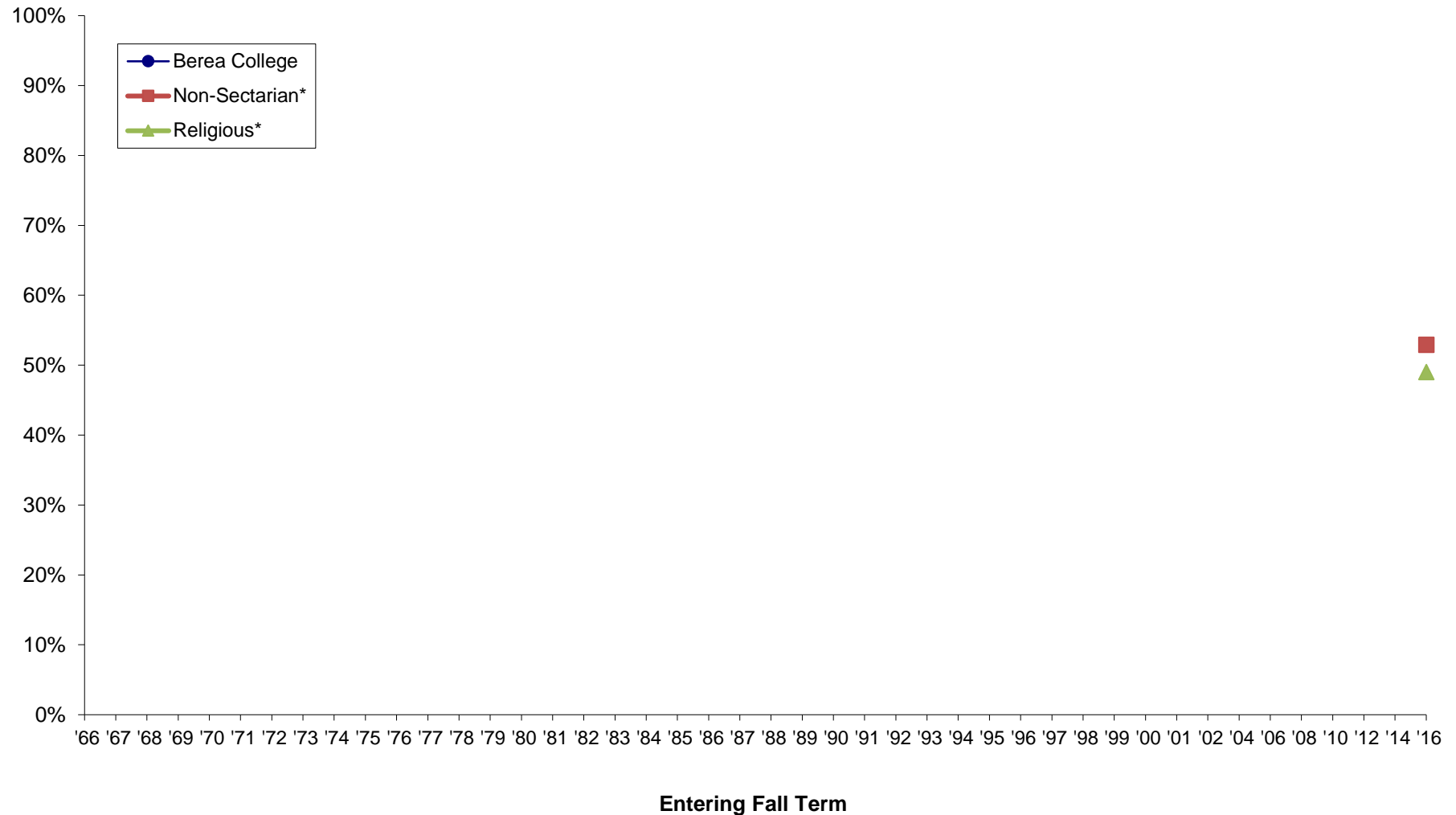
Percent of students who indicated “frequently”

Ask questions in class

(during the past year)



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

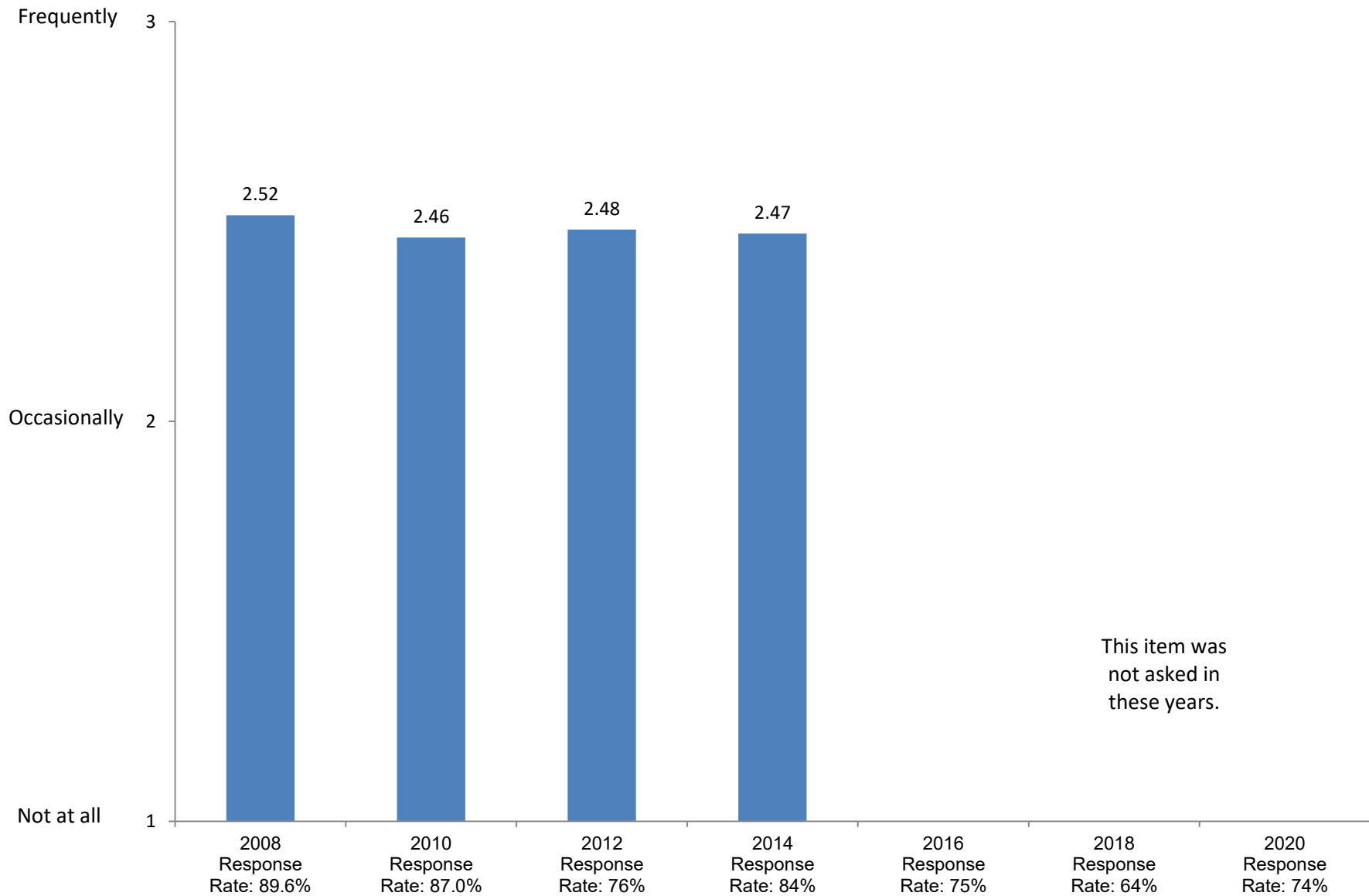


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

How often in the past year did you...

Seek feedback on your academic work

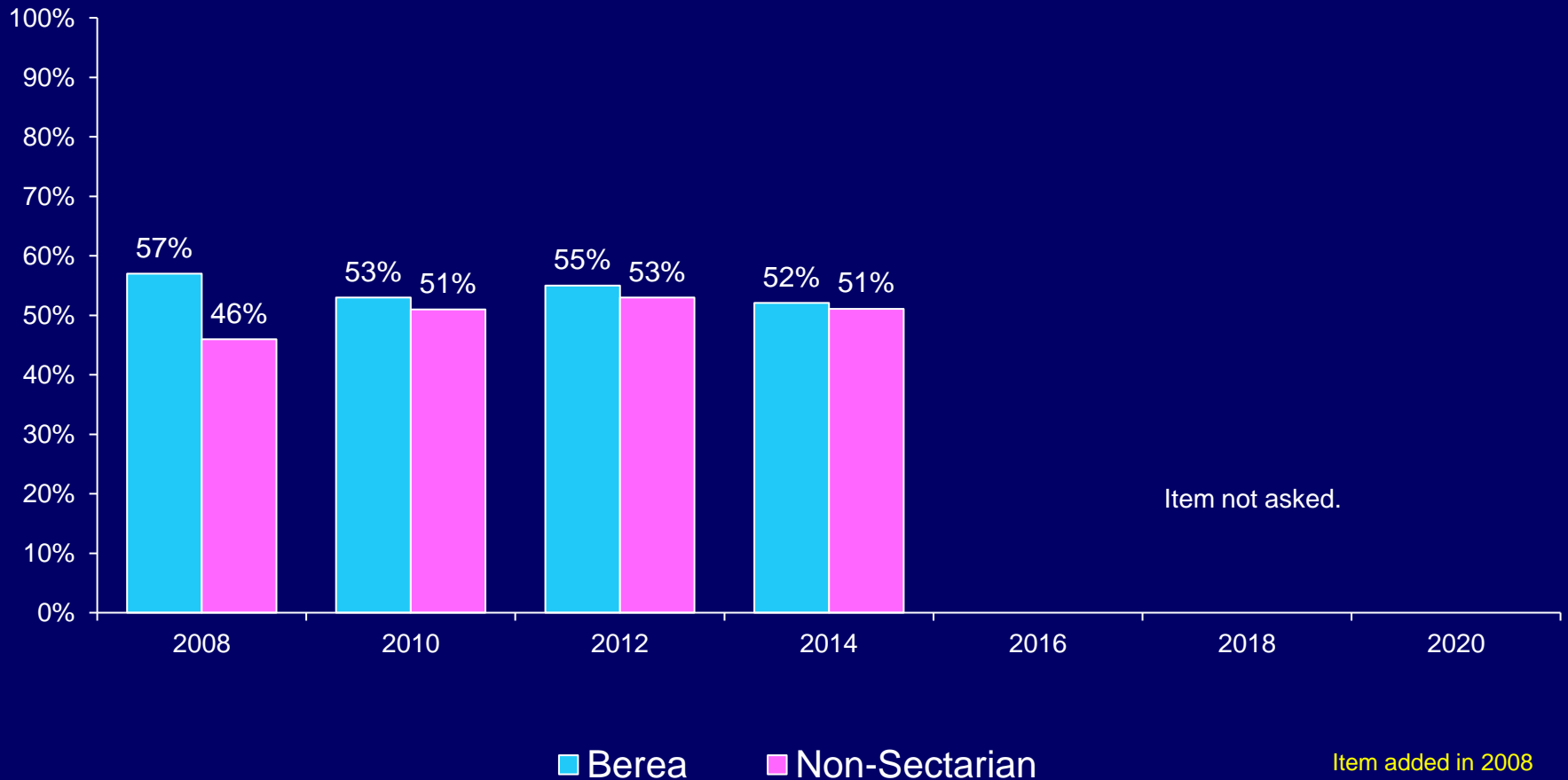


This item was not asked in these years.

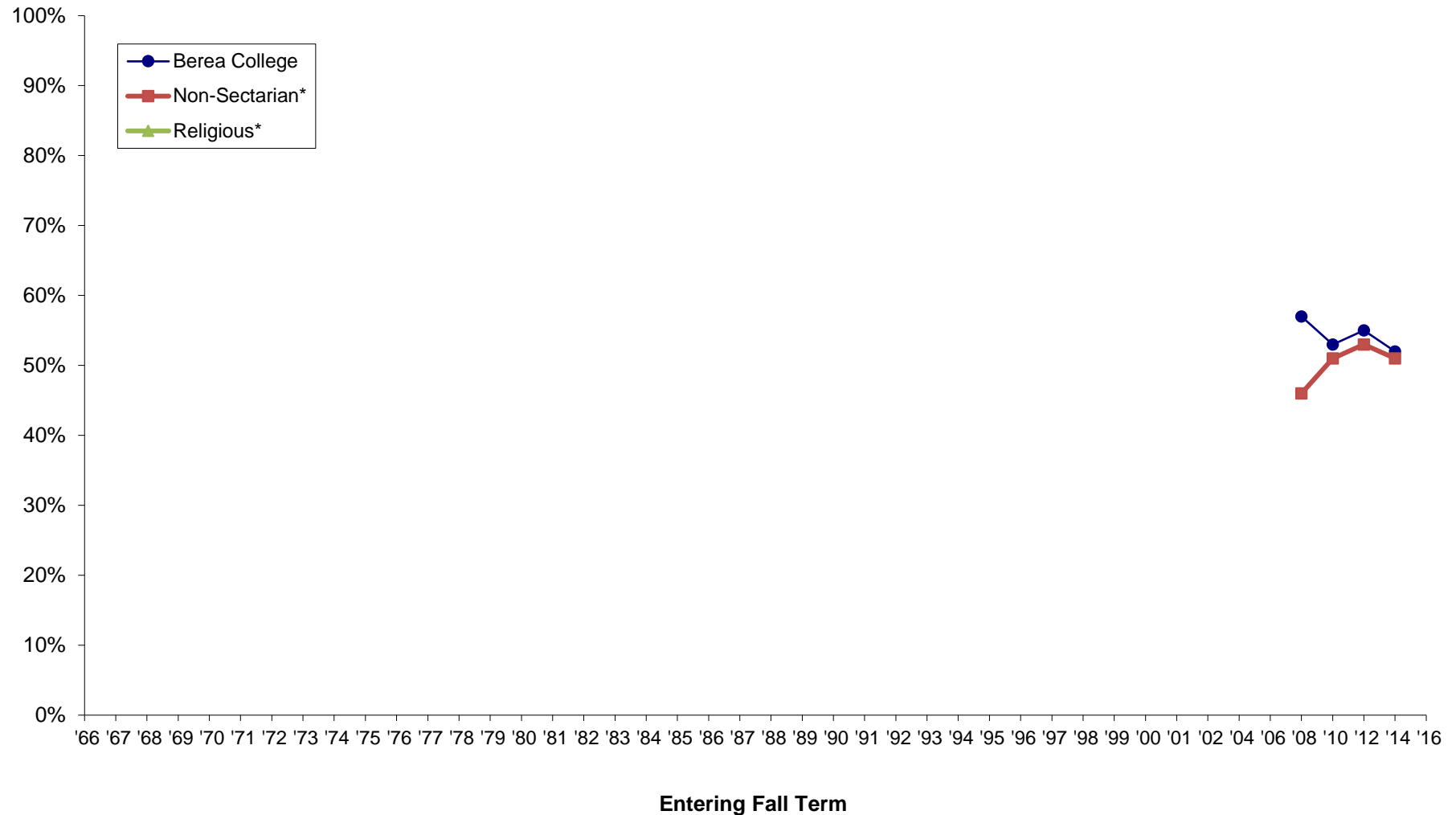
Item added in 2008.

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

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



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

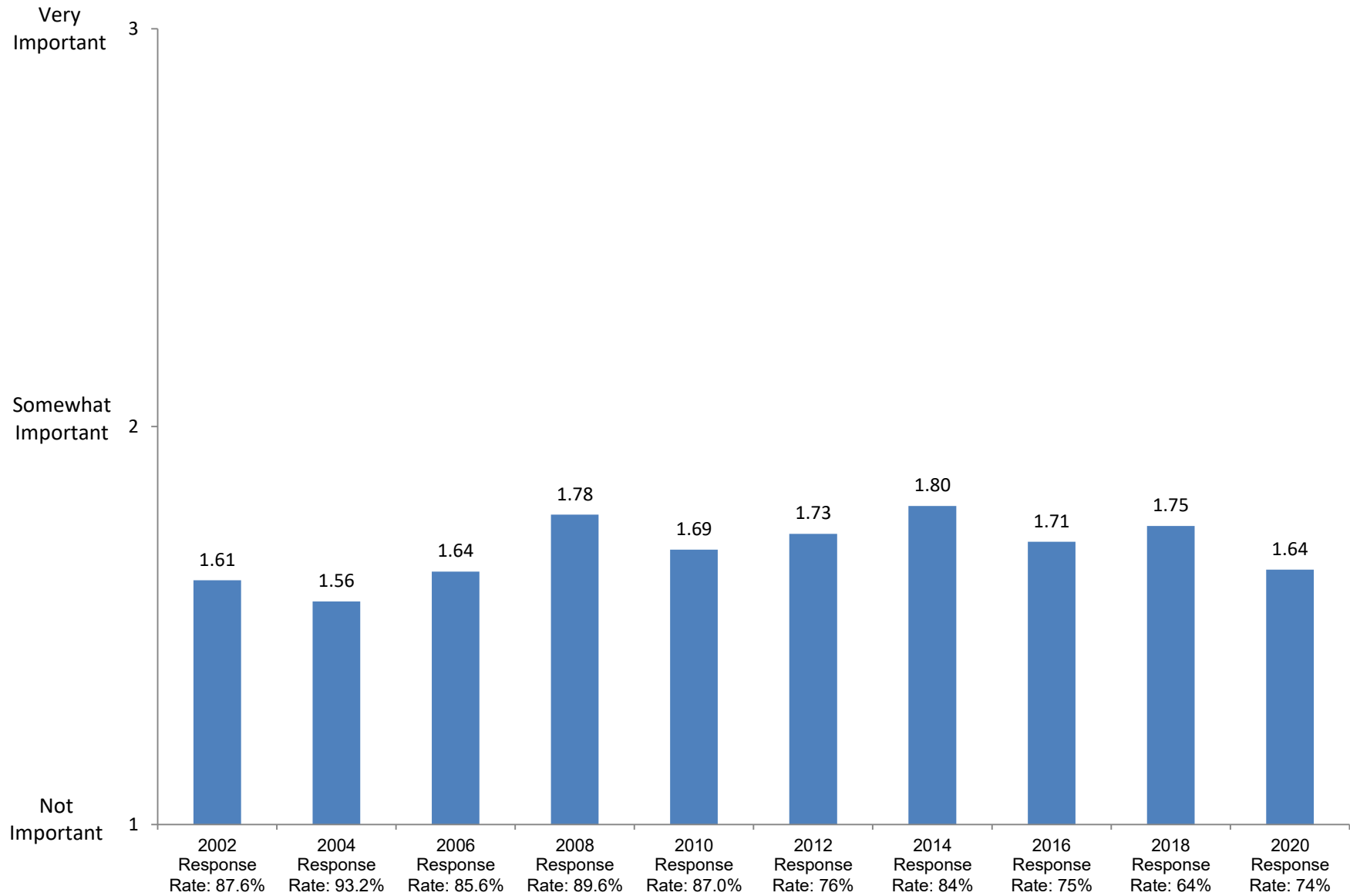


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

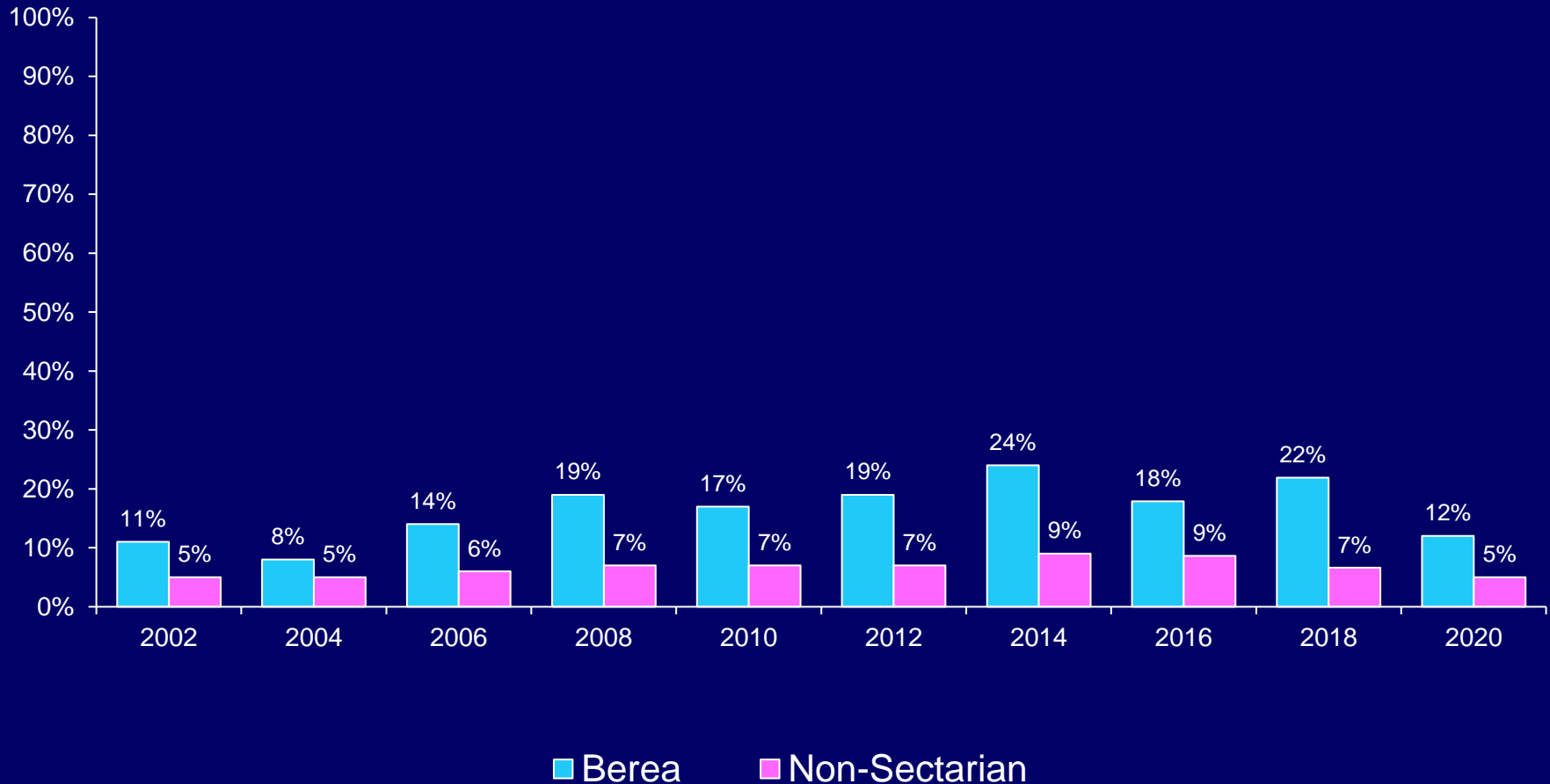
My teacher advised me



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

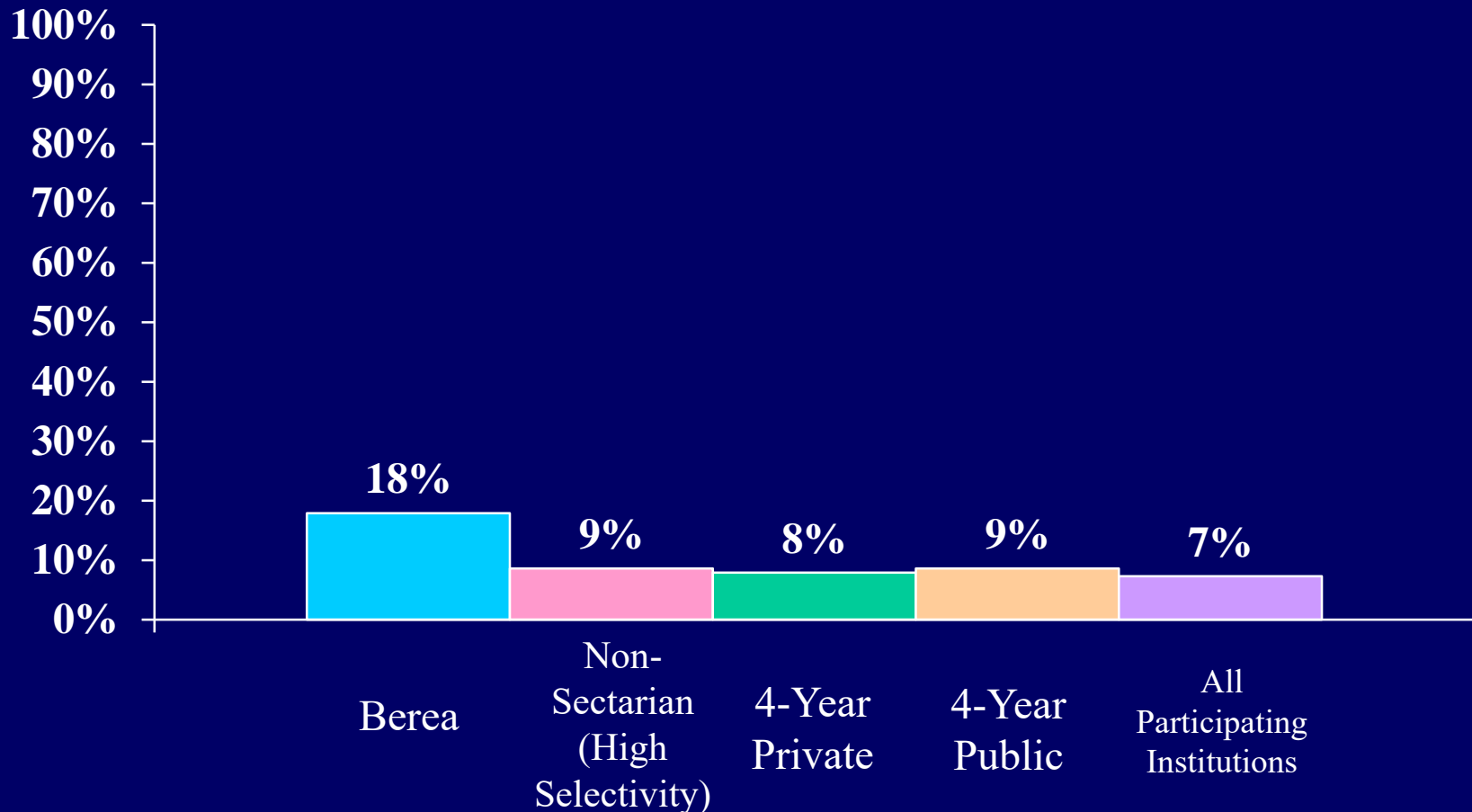
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

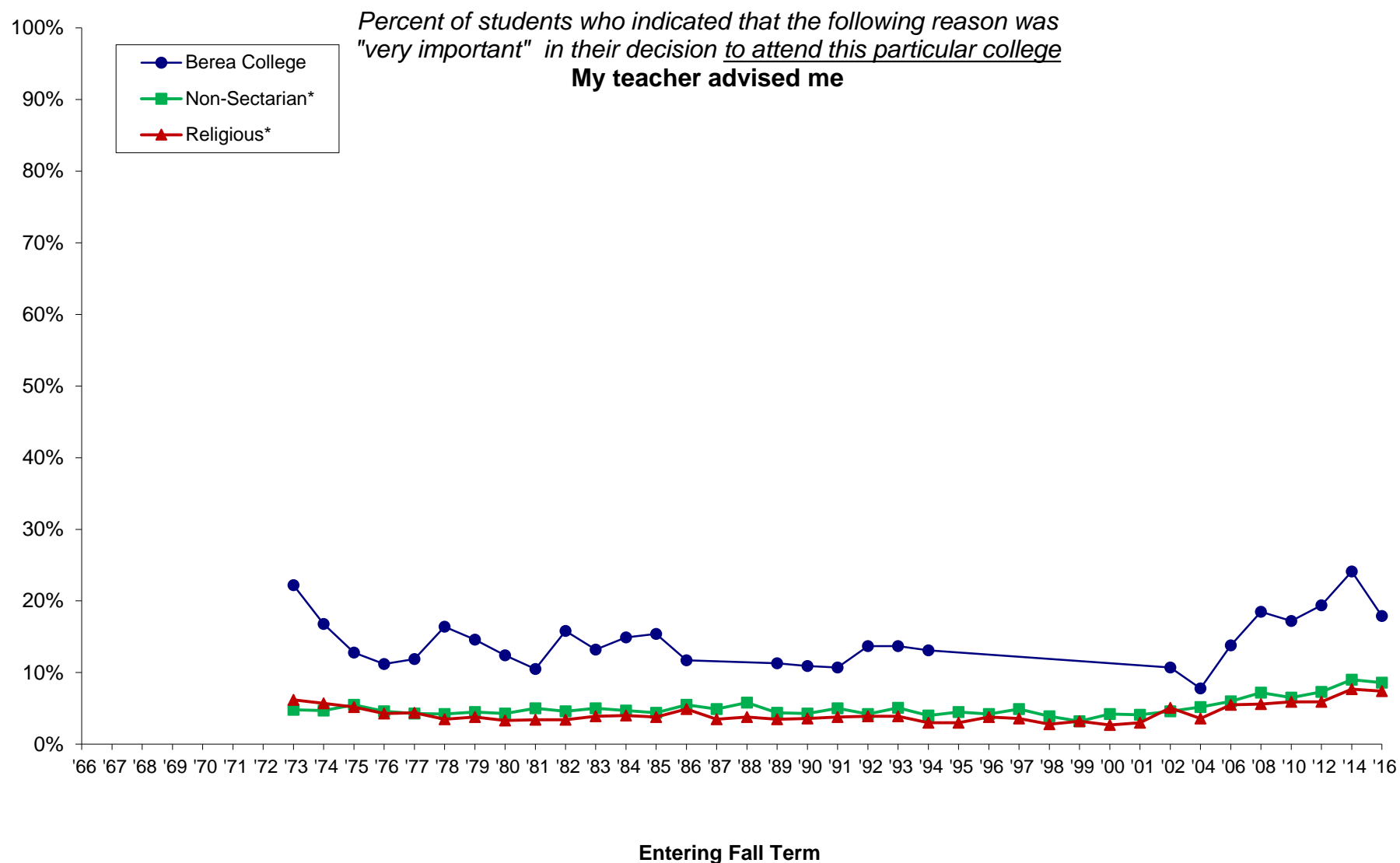
My teacher advised me



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

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



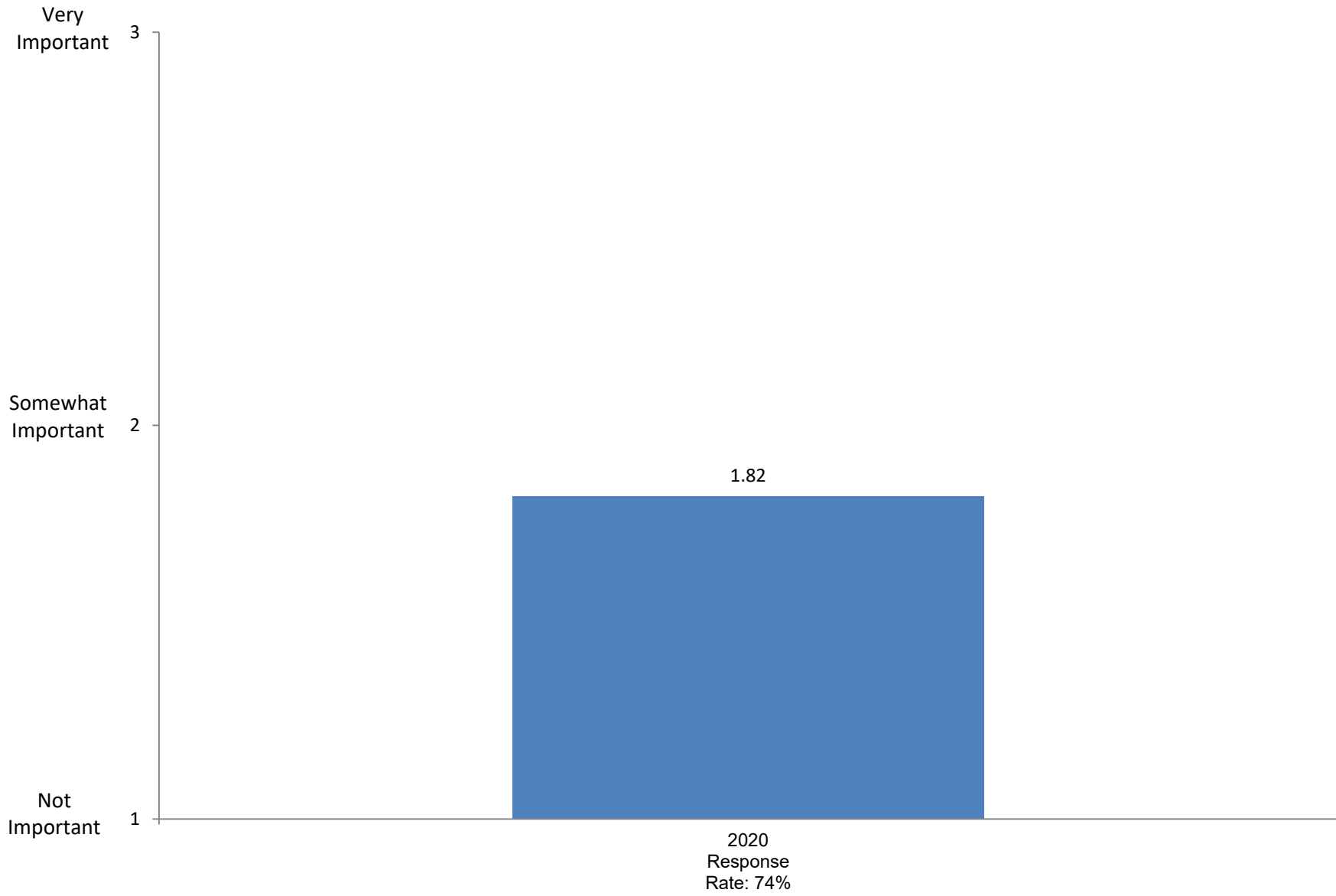


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Below are some reasons that might have influenced your decision to attend this particular college.
How important was each reason in your decision to come here?

Communication with a professor

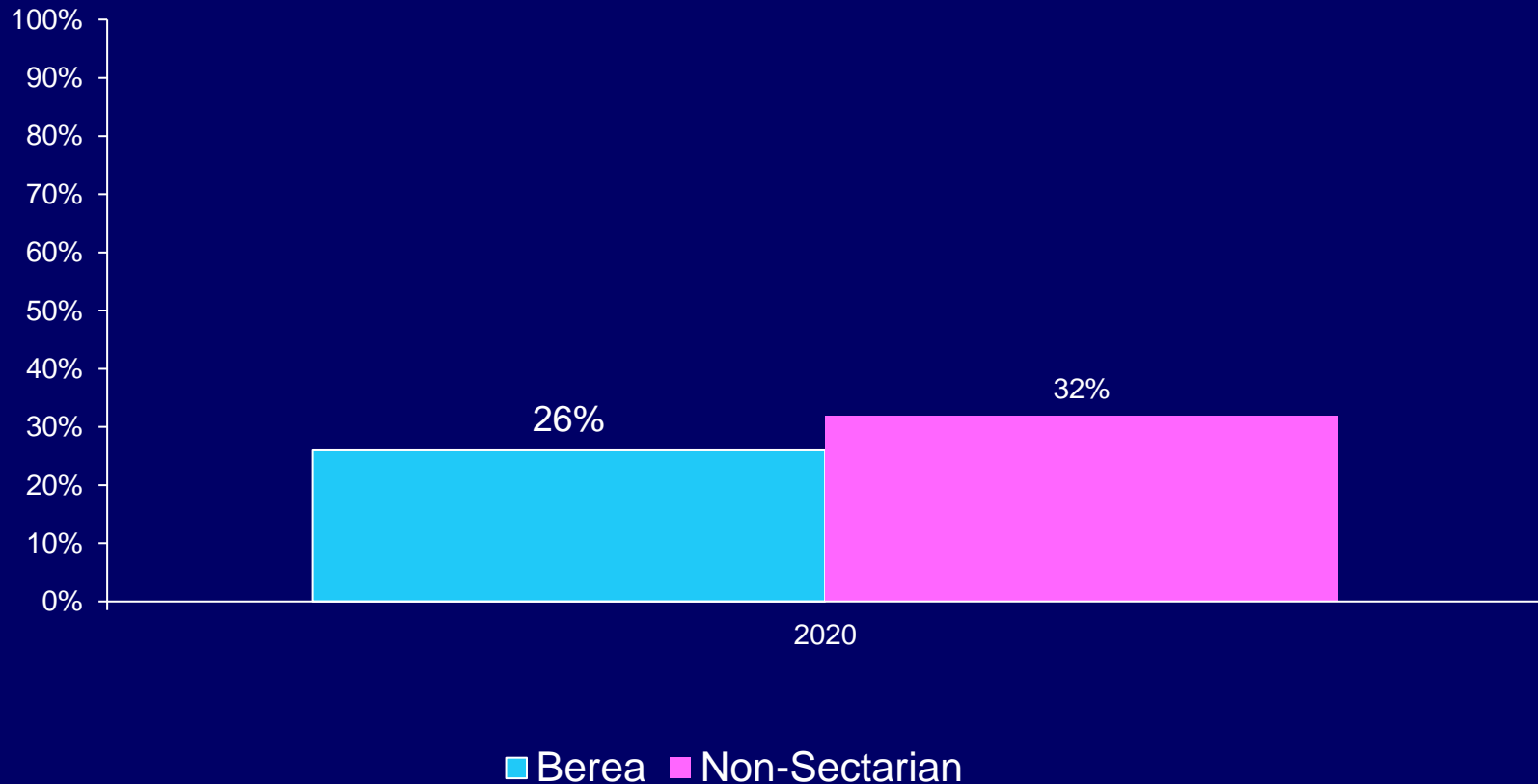


Item added in 2020.

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*

Communication with a professor



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

Rate your agreement with each of the following statements:

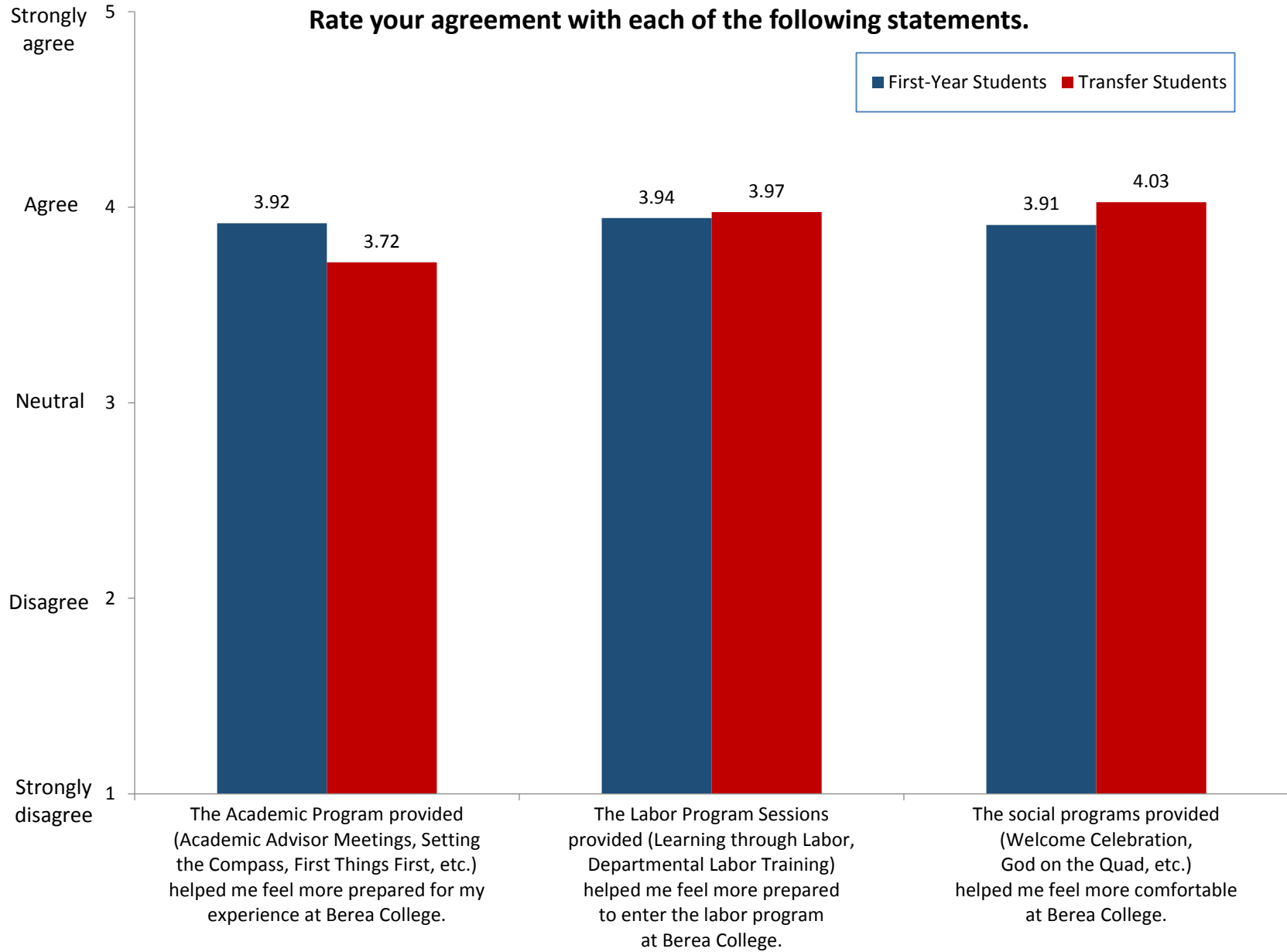
First-Year Students

	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



Higher Education Research Institute (HERI) Faculty Survey

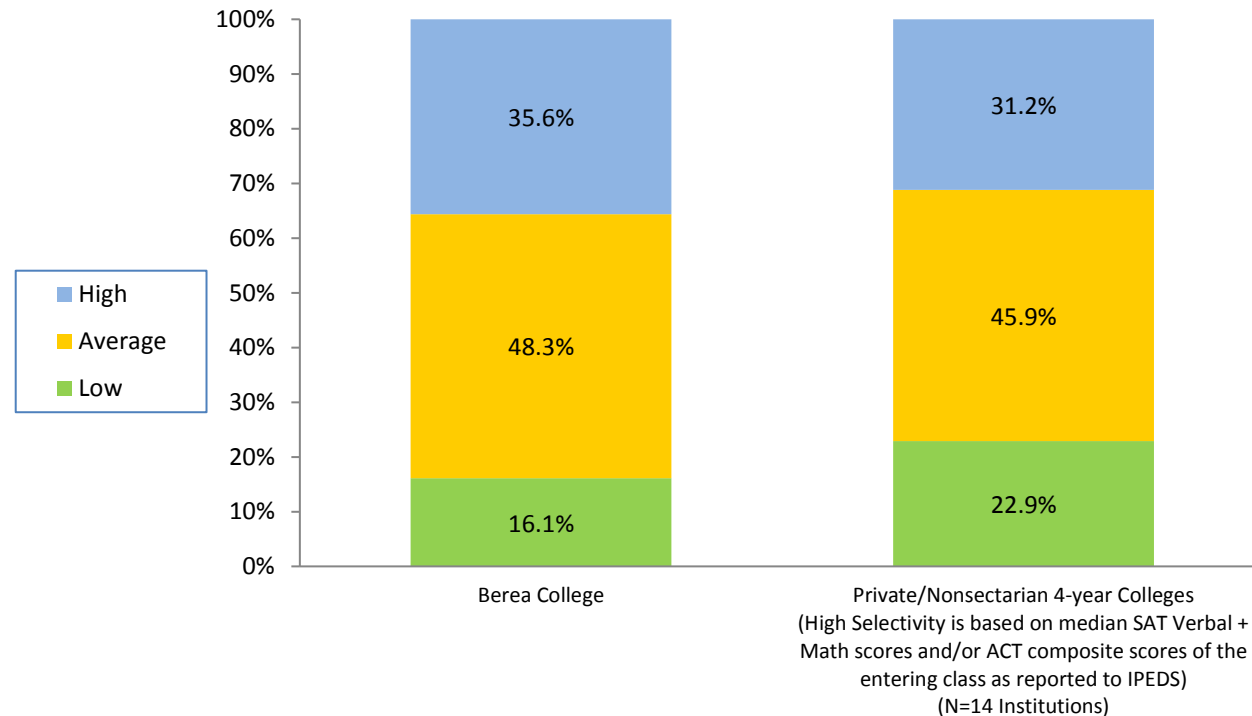


Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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

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



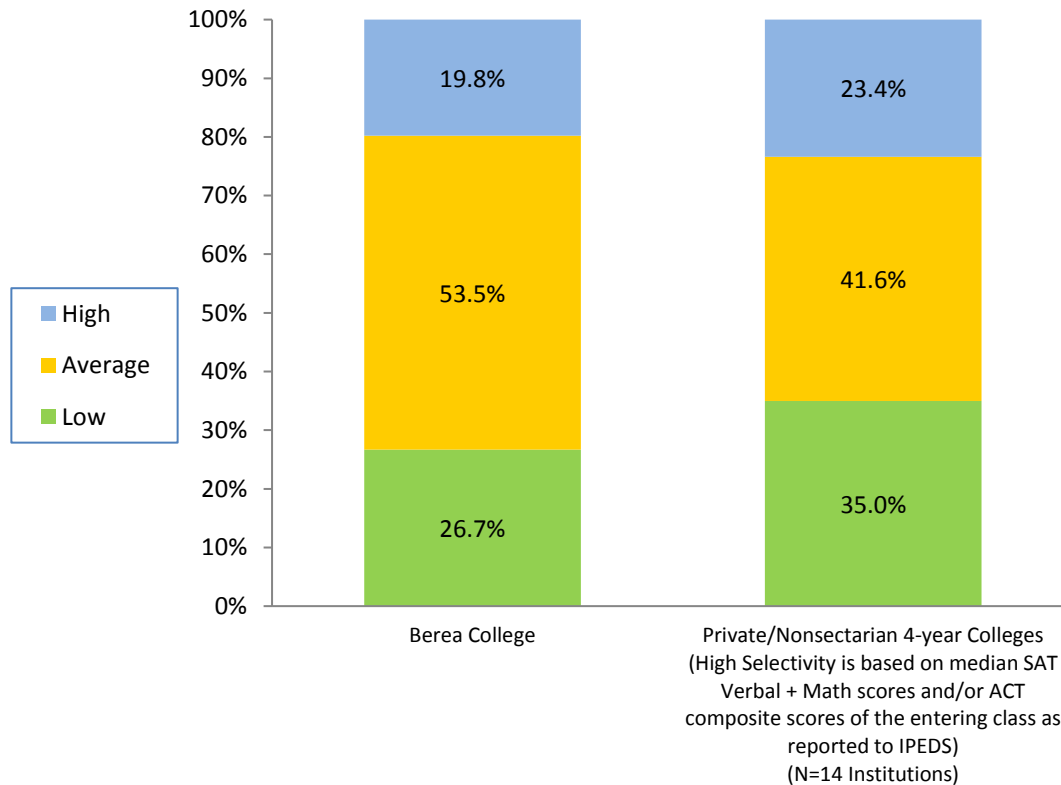
Survey items included in the construct,
Student-Centered Pedagogy:

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

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

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

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



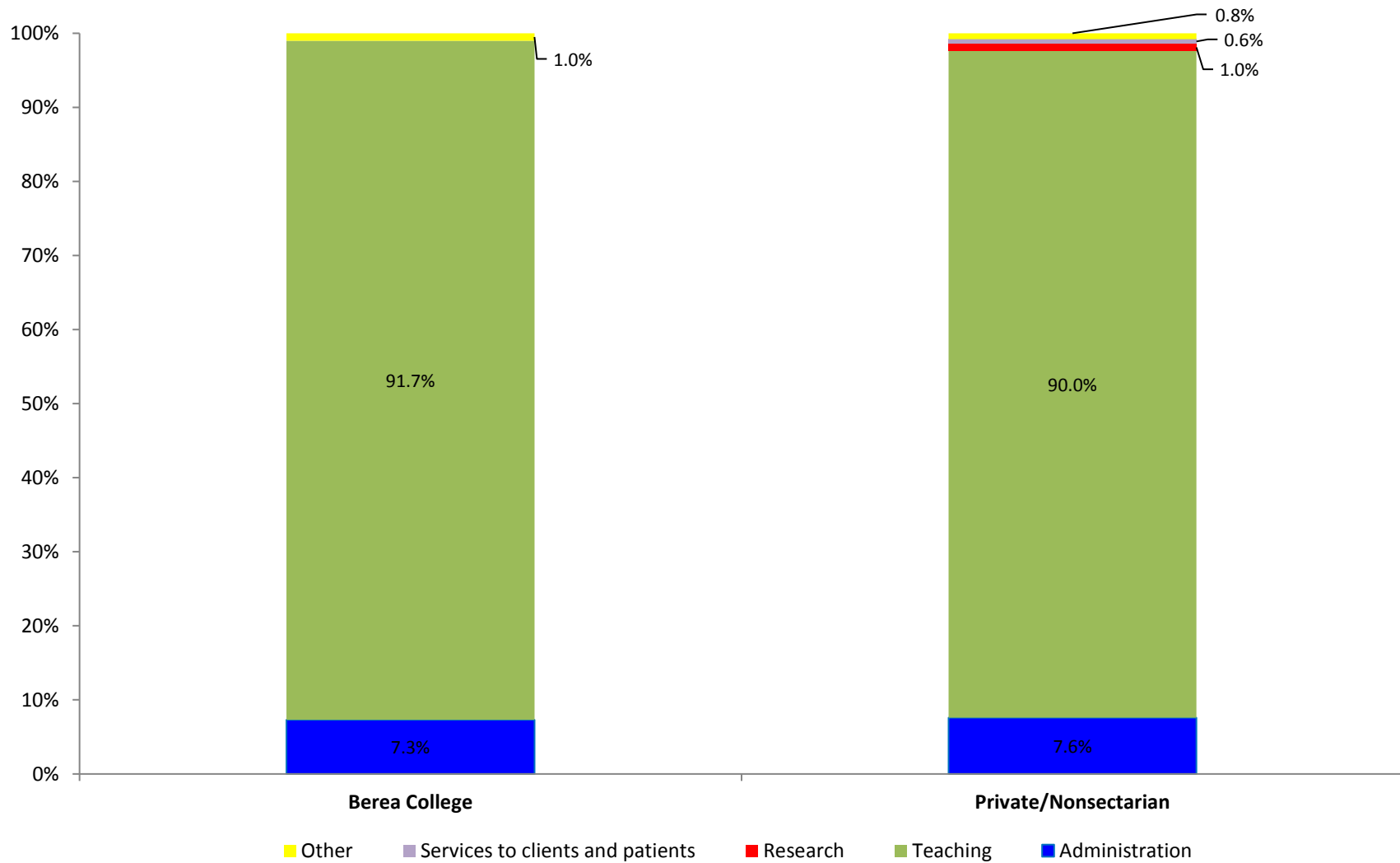
Survey items included in the construct,
Undergraduate Education Goal: Personal Development:

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

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

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

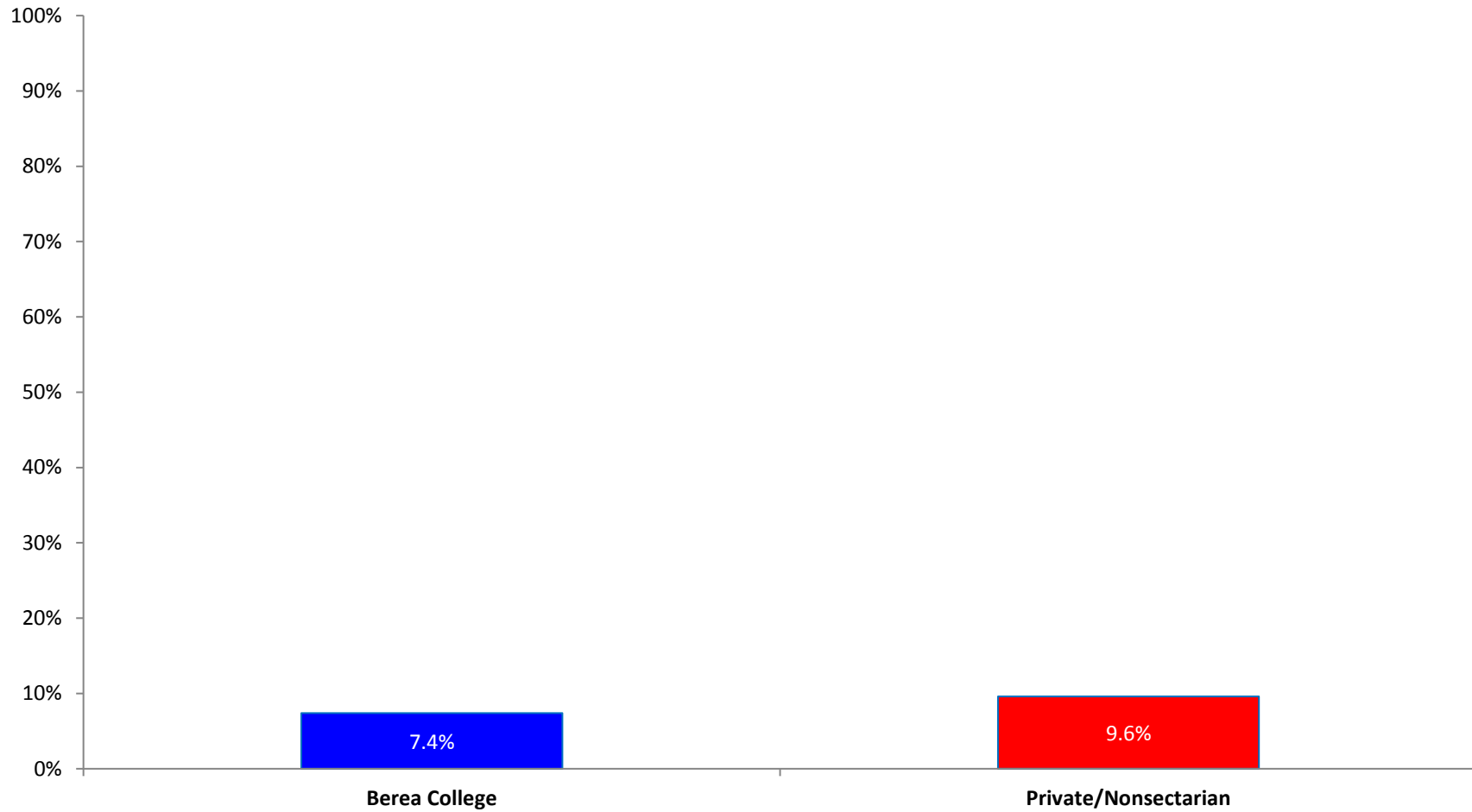
What is your principal activity in your current position at this institution?



What is your principal activity in your current position at this institution? (Mark one)

	Berea	Benchmark Institutions	Non-Sectarian High Selectivity	4-Year Private	Publics
Administration	7%	5%	8%	7%	8%
Teaching	92%	94%	90%	90%	90%
Research	0%	0.2%	1%	1.1%	0.8%
Services to clients and patients	0%	1%	0.4%	0.4%	0.5%
Other	1%	0.8%	0.9%	0.8%	0.7%

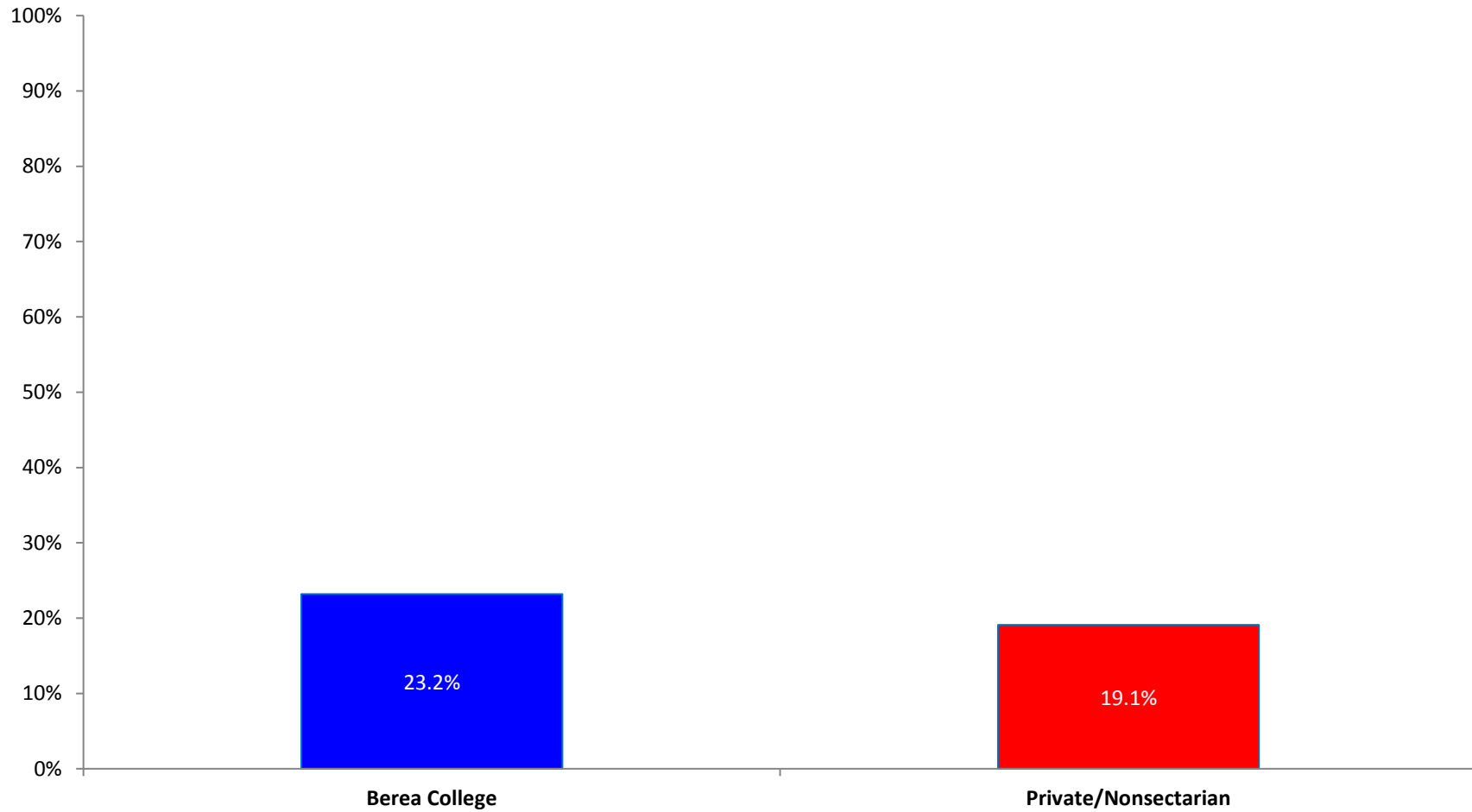
Reading
(Percentage of faculty responding Yes)



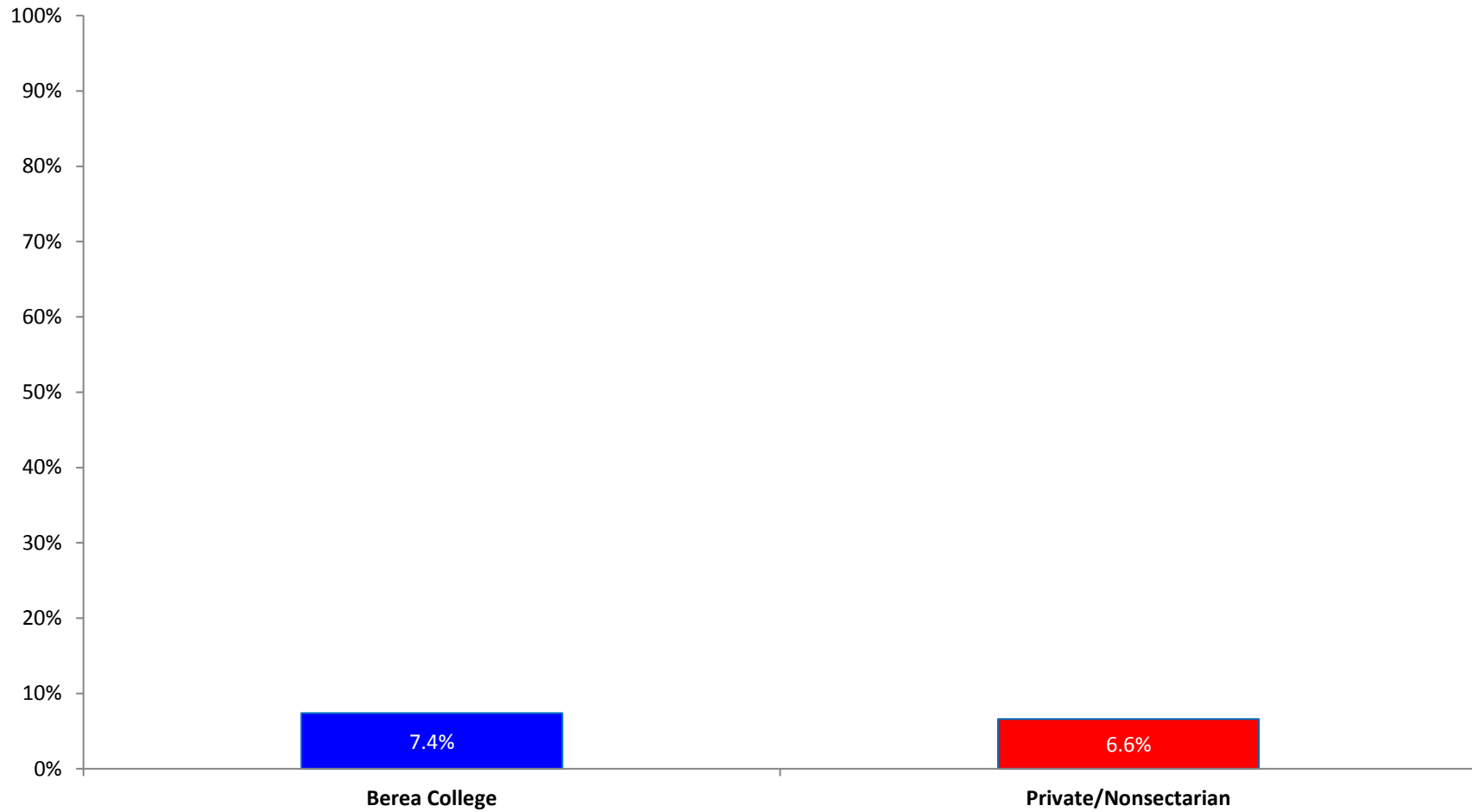
*Do you teach remedial/developmental skills
in any of the following areas?
(Mark all that apply.)*

Percent who indicated “yes”	Berea	Benchmark Institutions	Non-Sectarian High Selectivity	4-Year Private	Publics
Reading	7%	8%	7%	7%	5%
Writing	23%	19%	16%	16%	13%
Mathematics	7%	6%	7%	7%	6%
General academic skills	14%	12%	13%	12%	9%
Other subject areas	6%	7%	7%	7%	5%

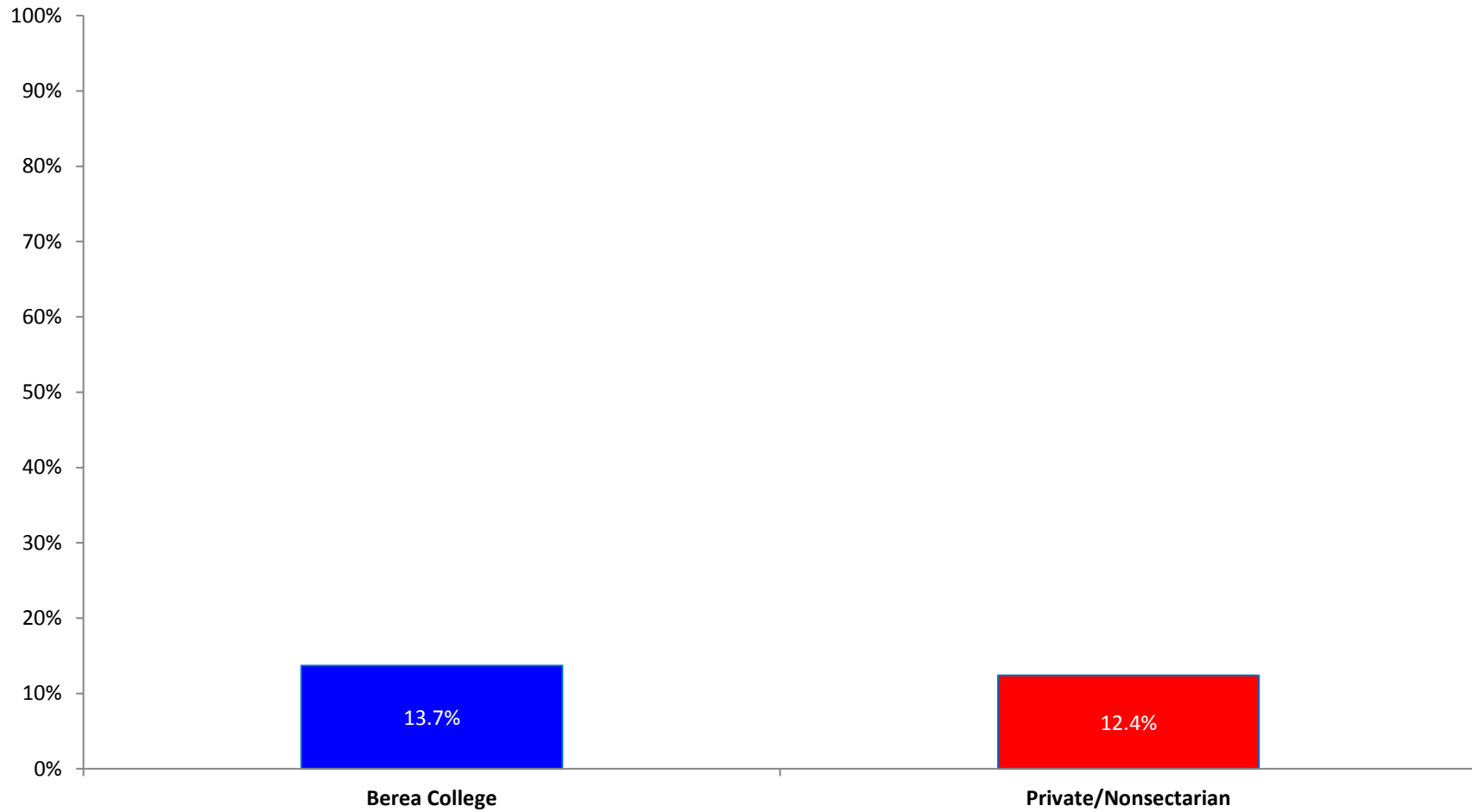
Writing
(Percentage of faculty responding Yes)



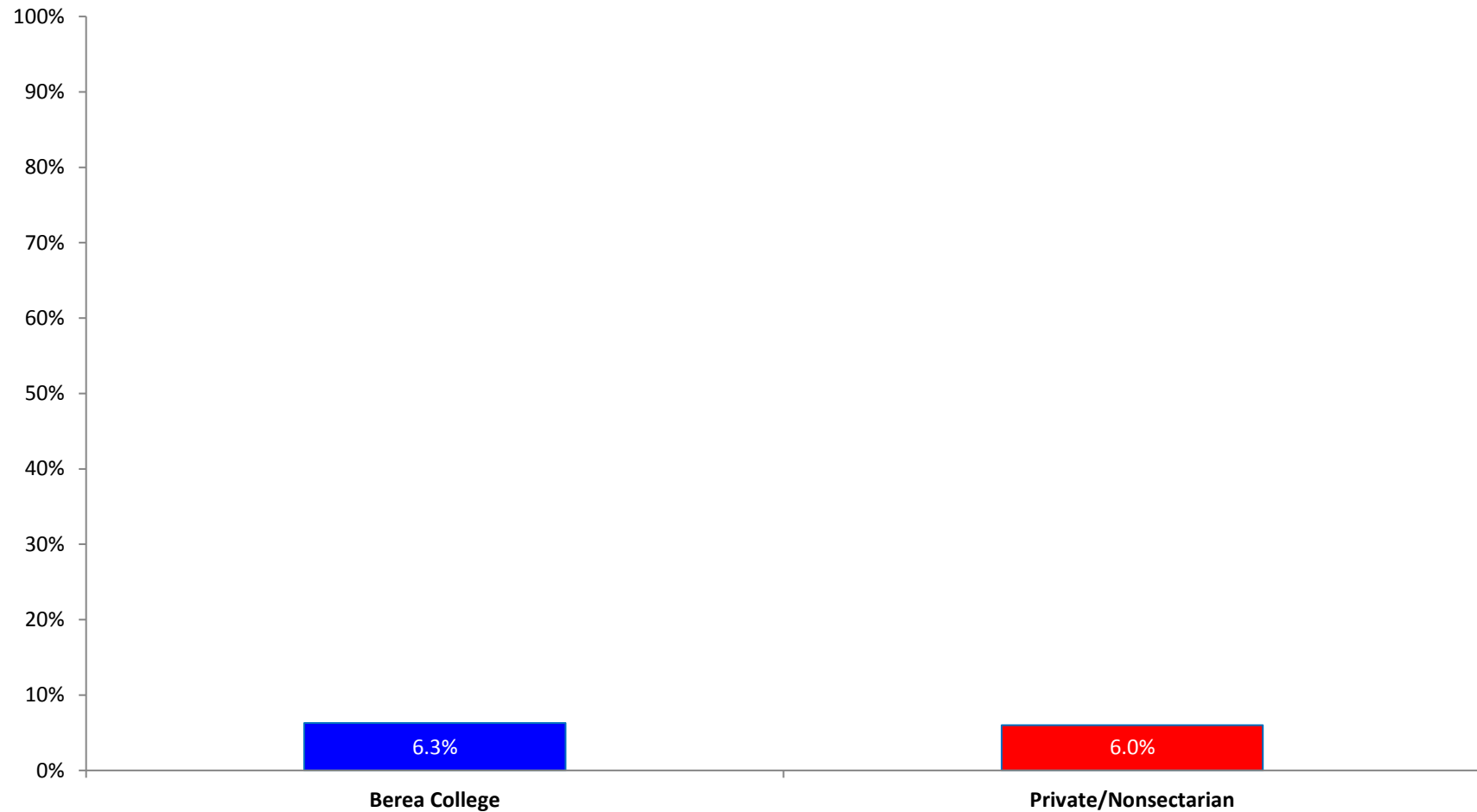
Mathematics
(Percentage of faculty responding Yes)



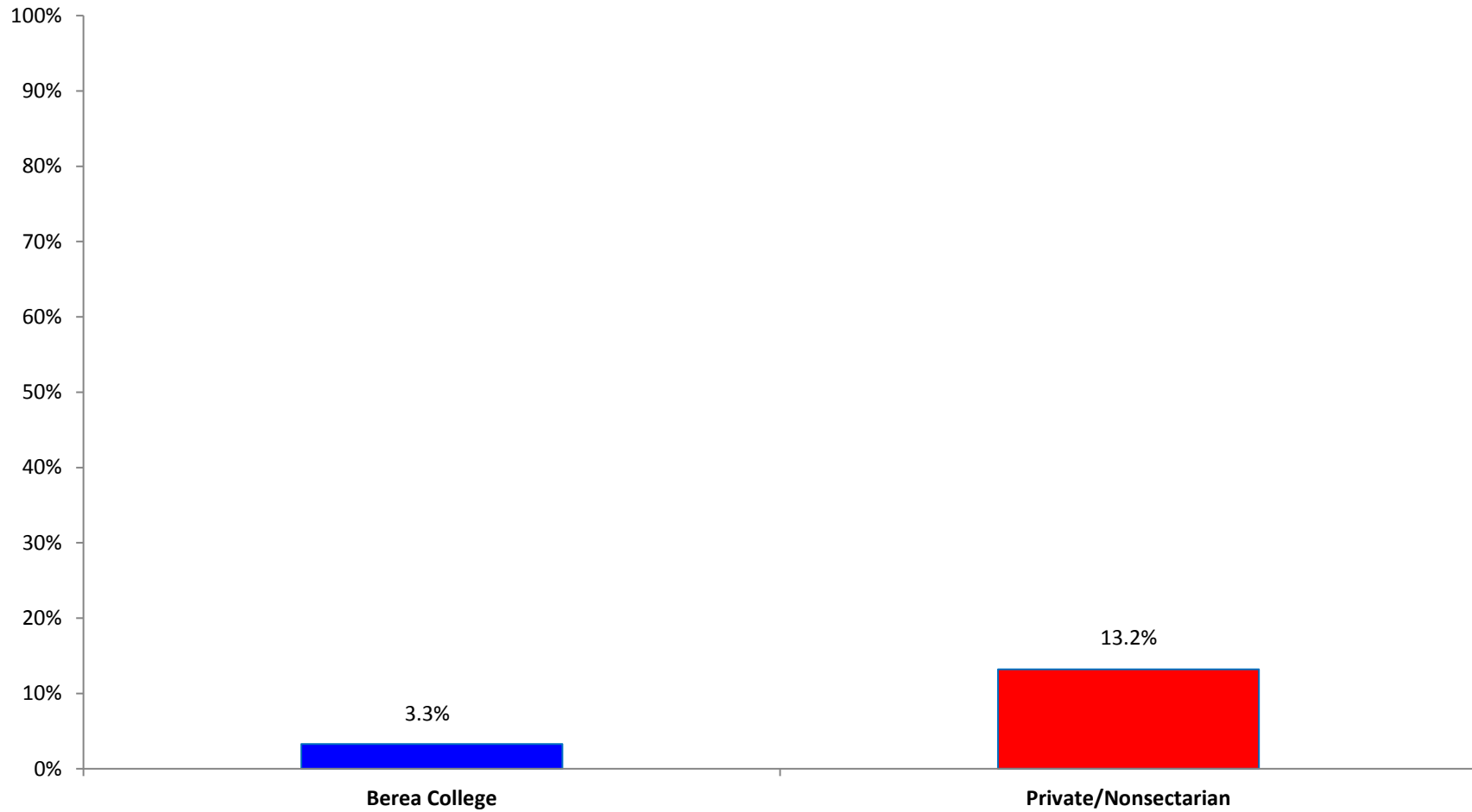
General academic skills
(Percentage of faculty responding Yes)



Other subject areas
(Percentage of faculty responding Yes)



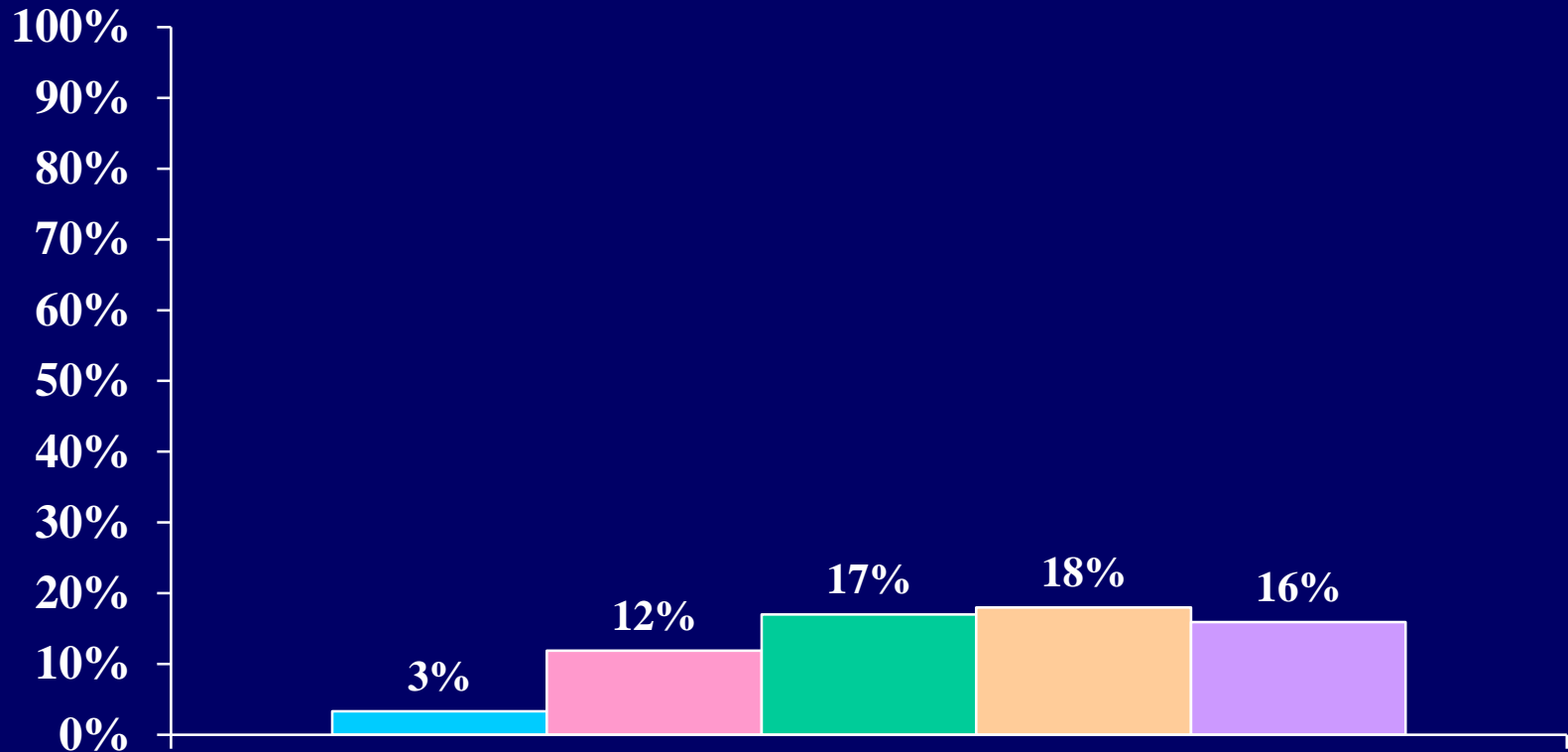
Taught an honors course
(Percentage of faculty responding Yes)



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

Percent of faculty who indicated “yes”

Taught an honors course



 Berea

 Benchmark
Institutions

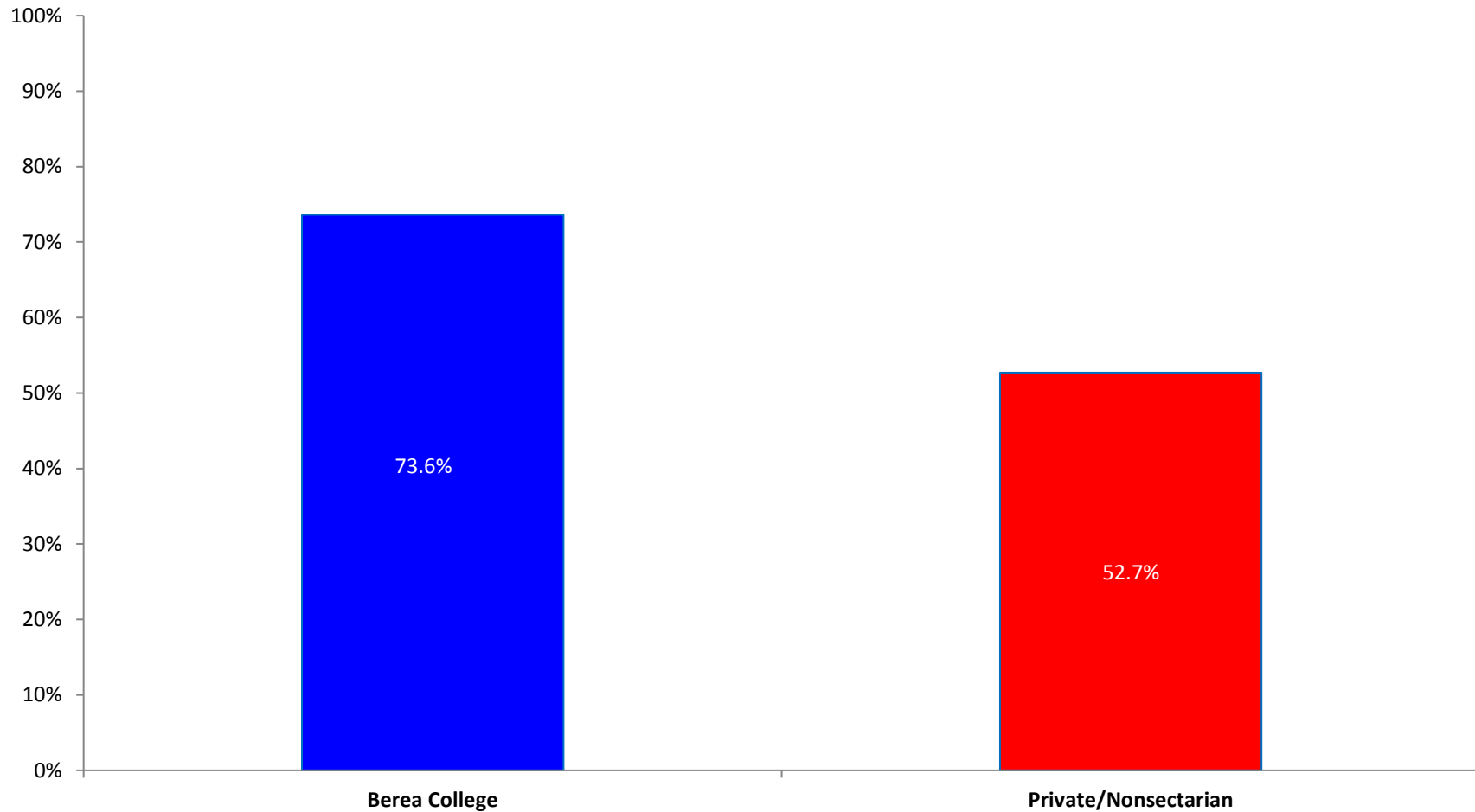
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

Taught an interdisciplinary course

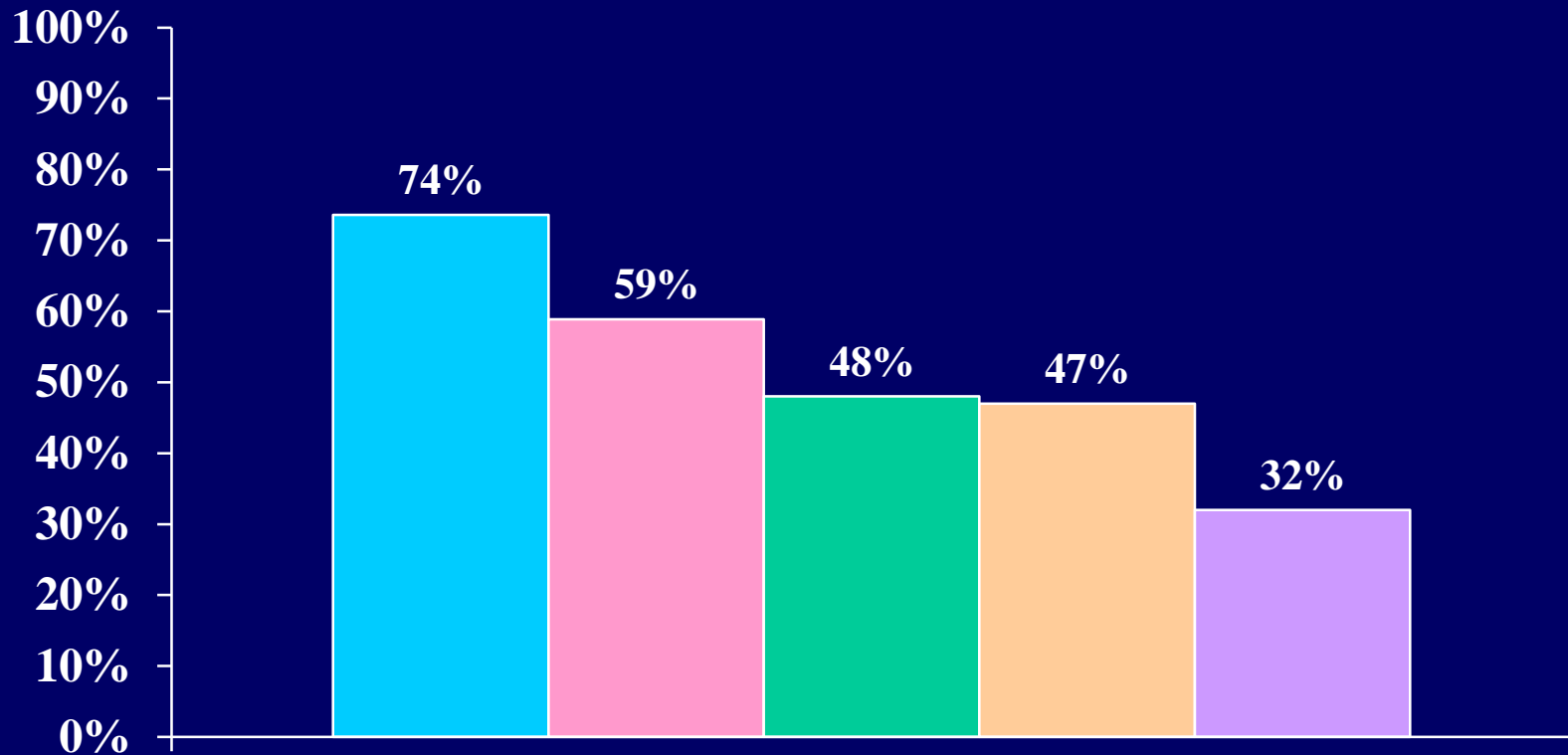
(Percentage of faculty responding Yes)



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

Percent of faculty who indicated “yes”

Taught an interdisciplinary course



 Berea

 Benchmark
Institutions

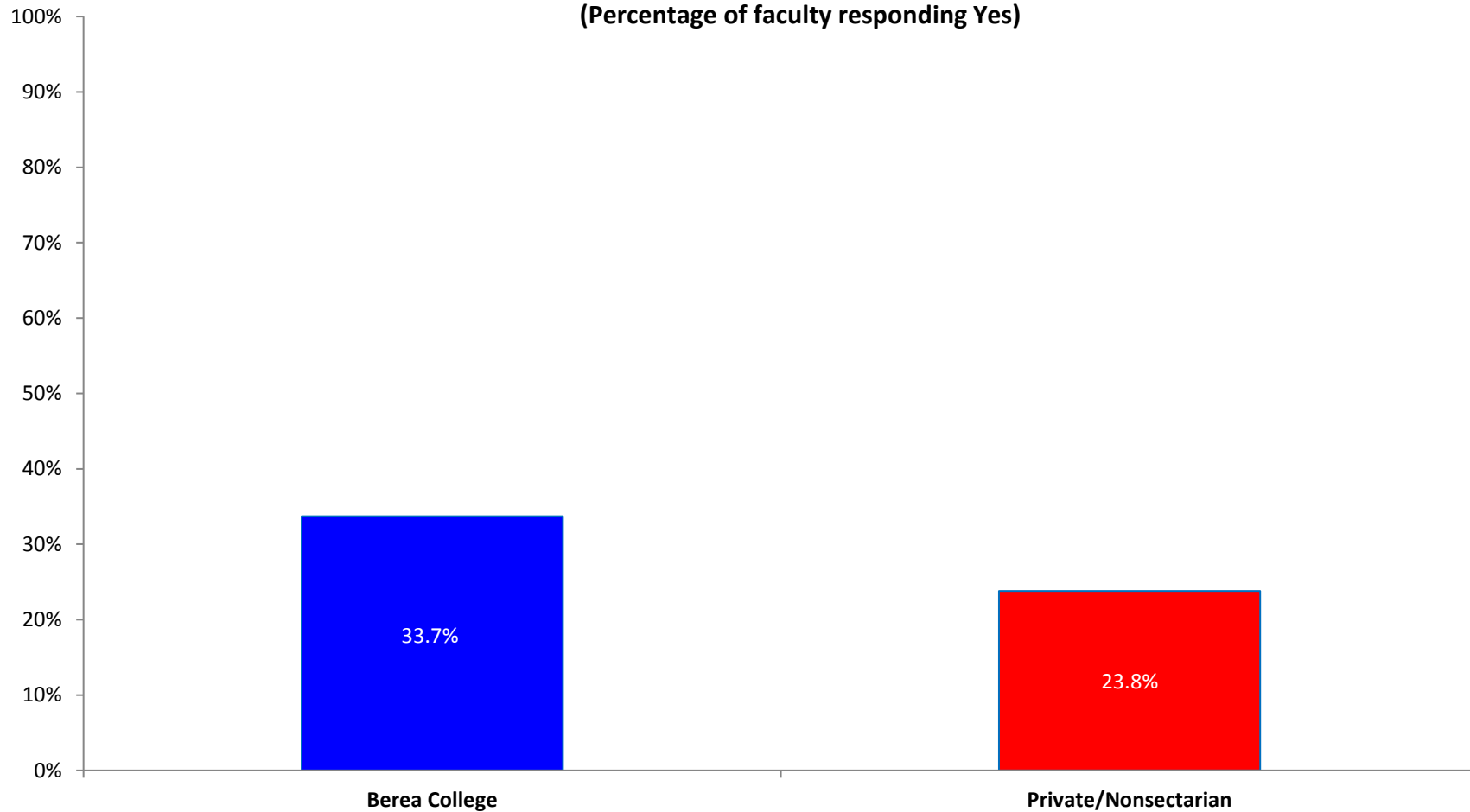
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

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

(Percentage of faculty responding Yes)

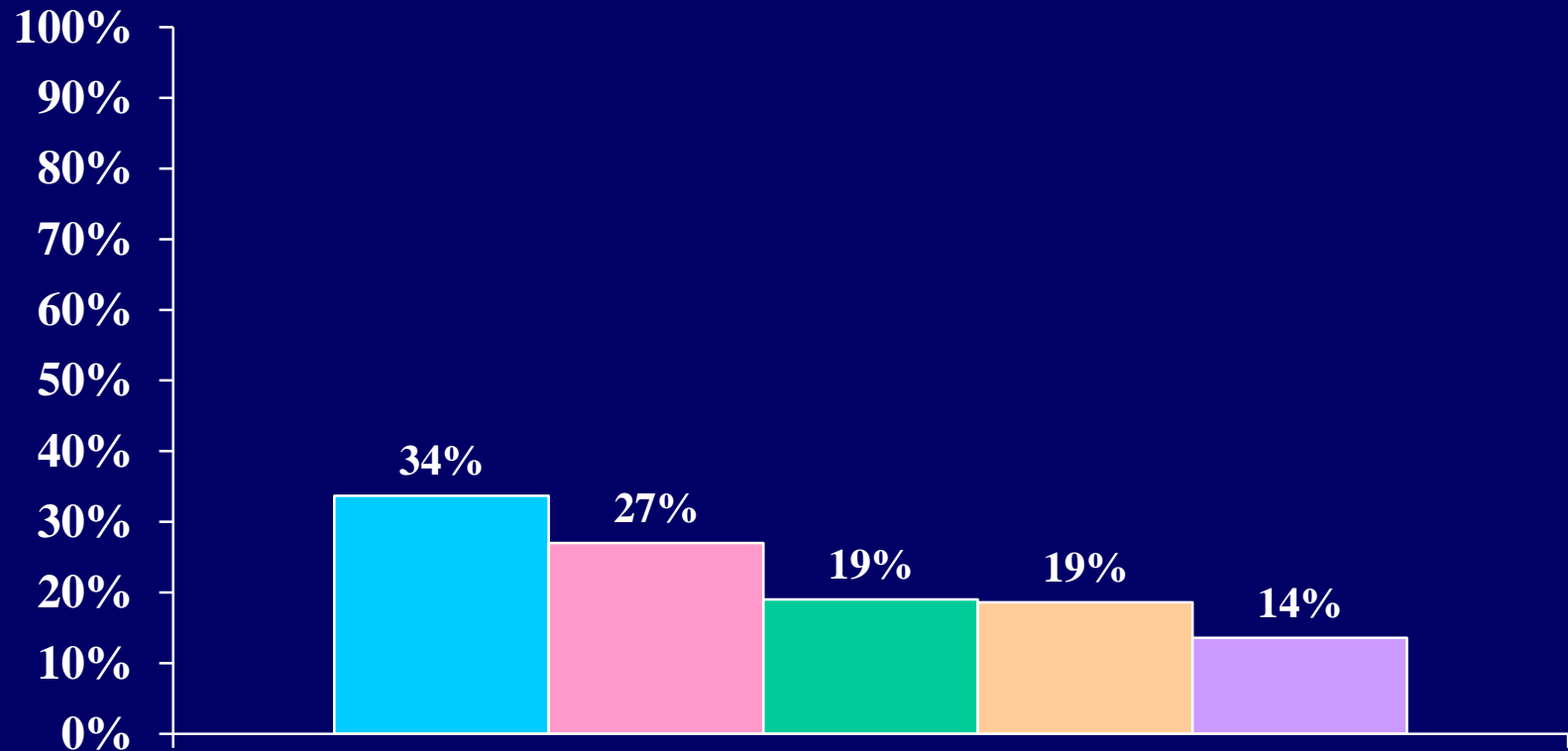


During the past two years, have you engaged in any of the following activities?

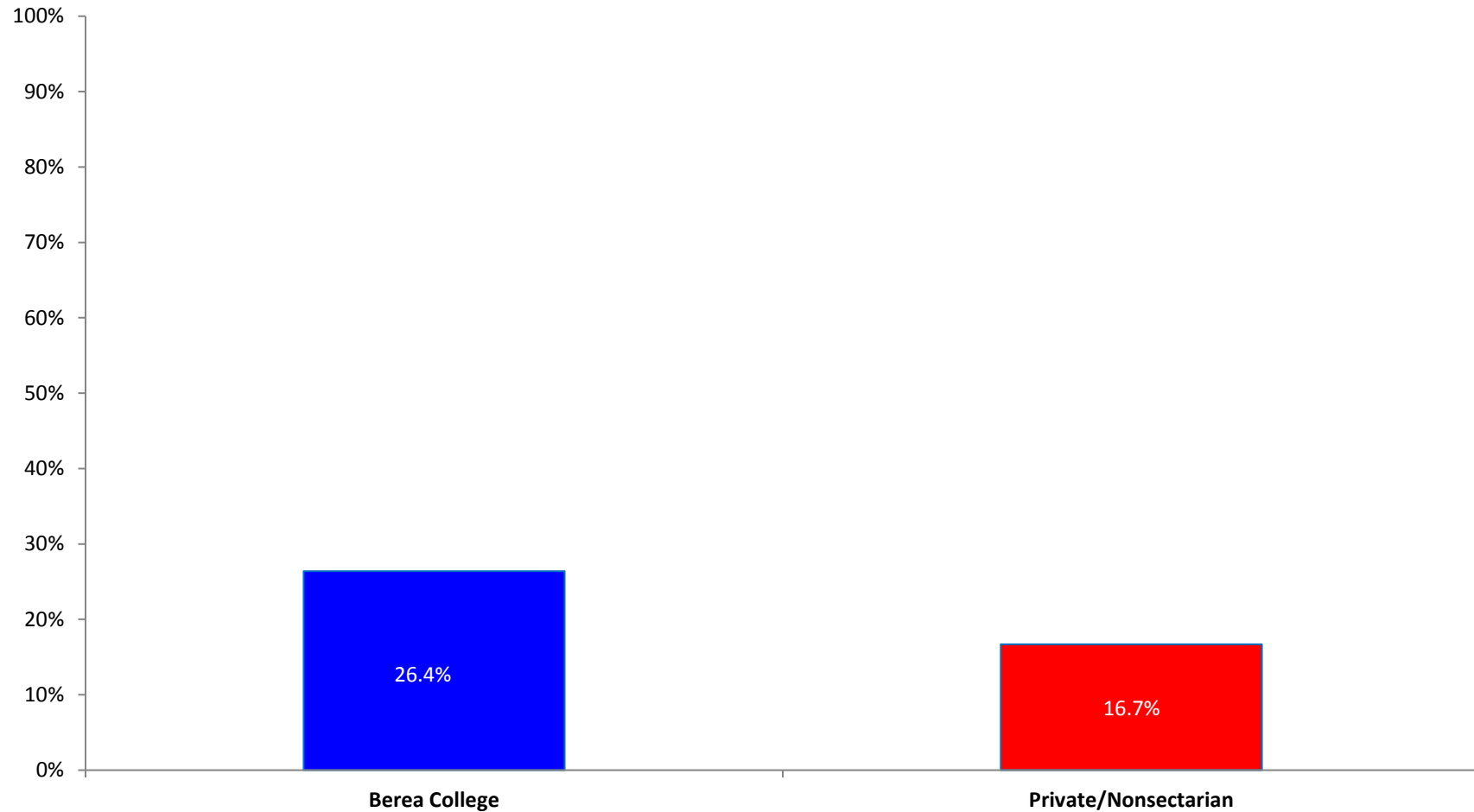
Percent of faculty who indicated “yes”

Taught an area studies course

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



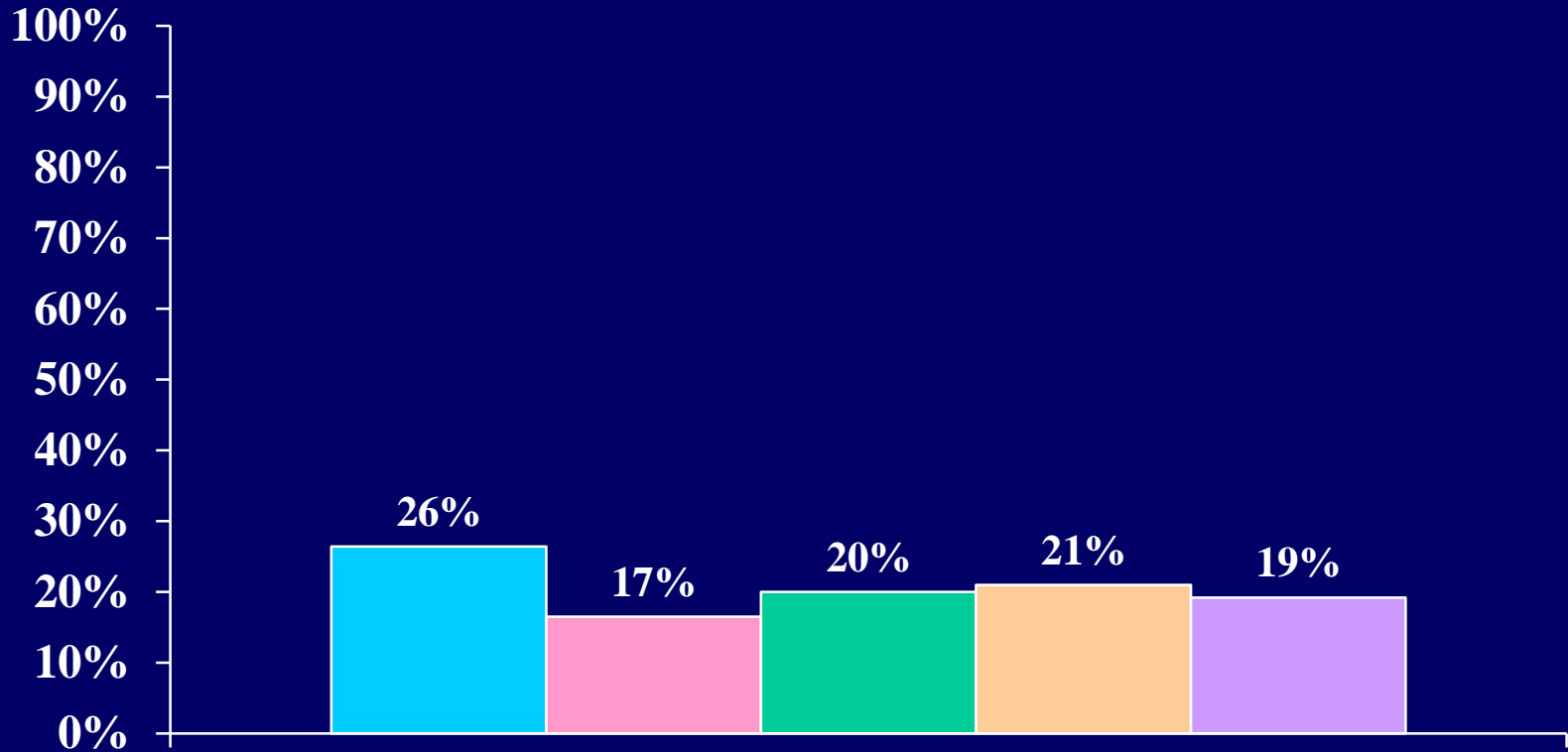
Taught a service learning course
(Percentage of faculty responding Yes)



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

Percent of faculty who indicated “yes”

Taught a service learning course



 Berea

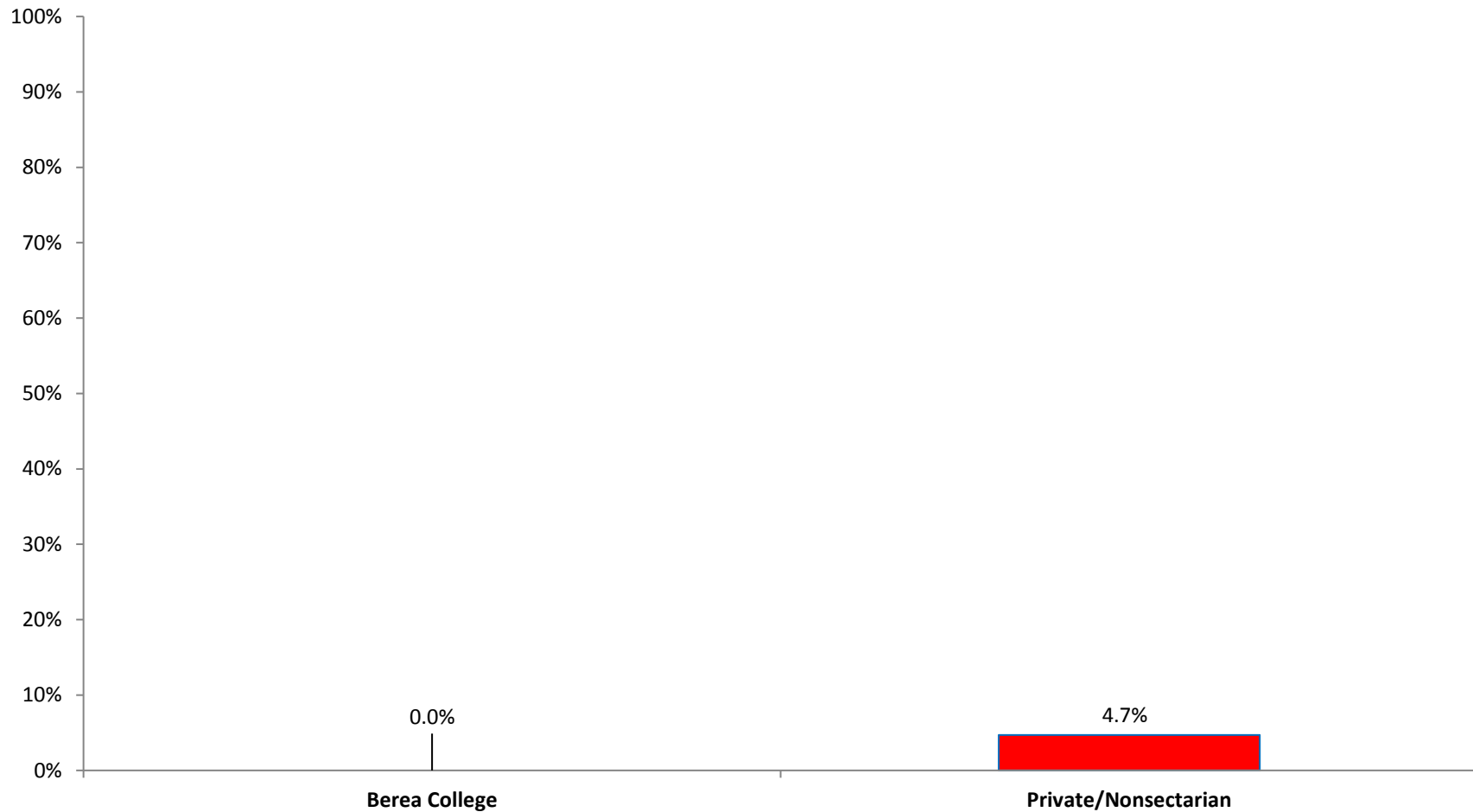
 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

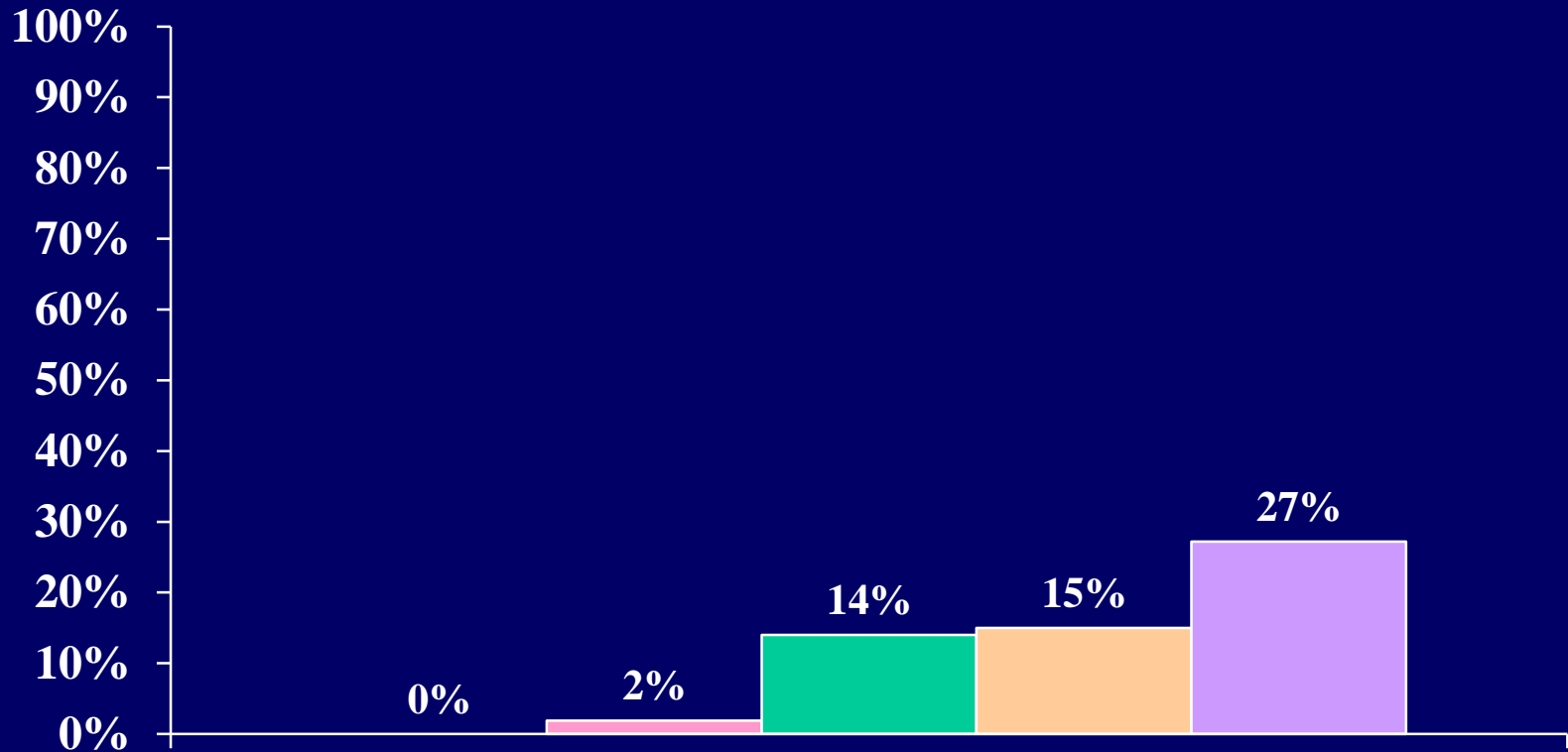
Taught an exclusively web-based course at this institution
(Percentage of faculty responding Yes)



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

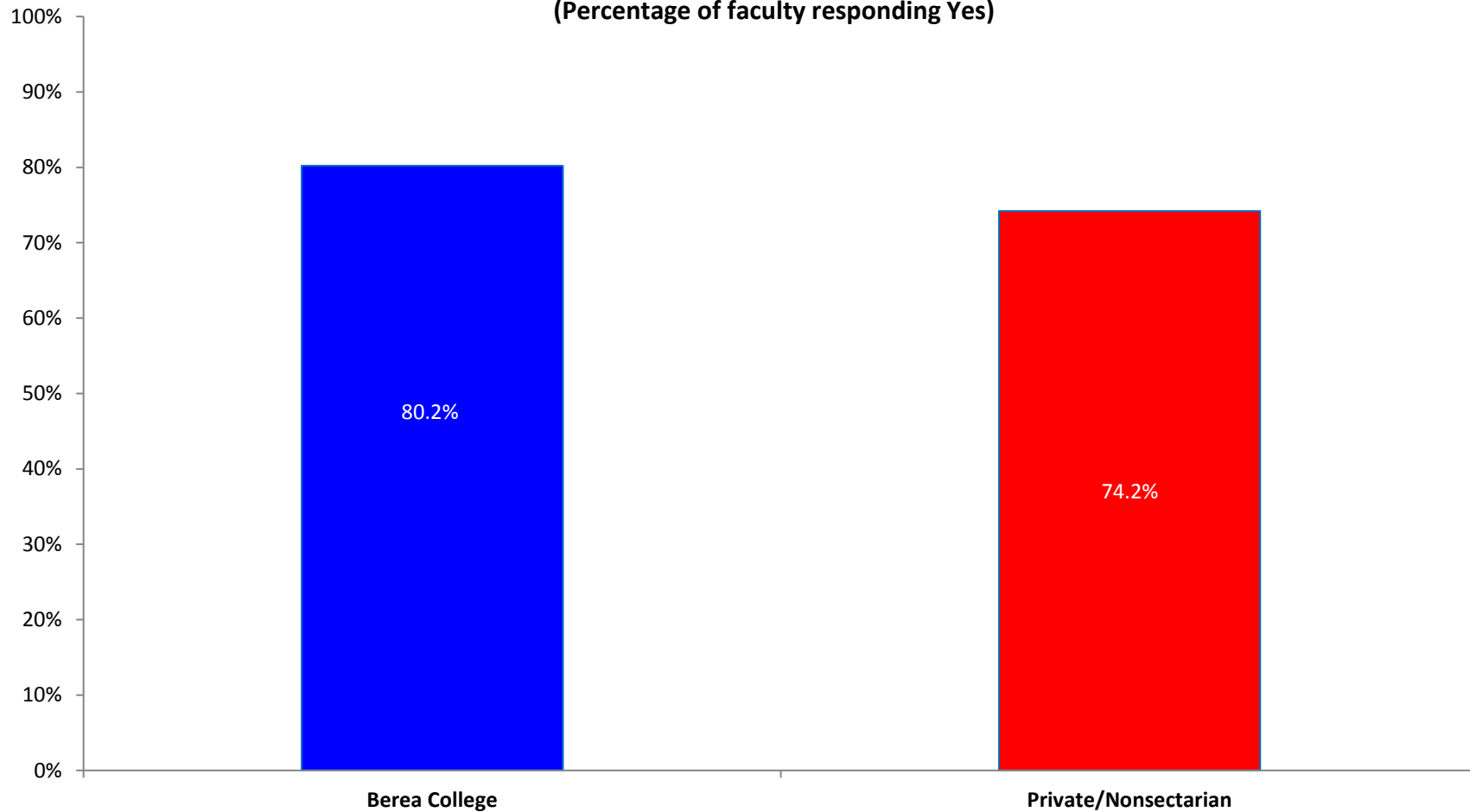
Percent of faculty who indicated “yes”

Taught an exclusively web-based course at this institution



Participated in organized activities around enhancing pedagogy and student learning

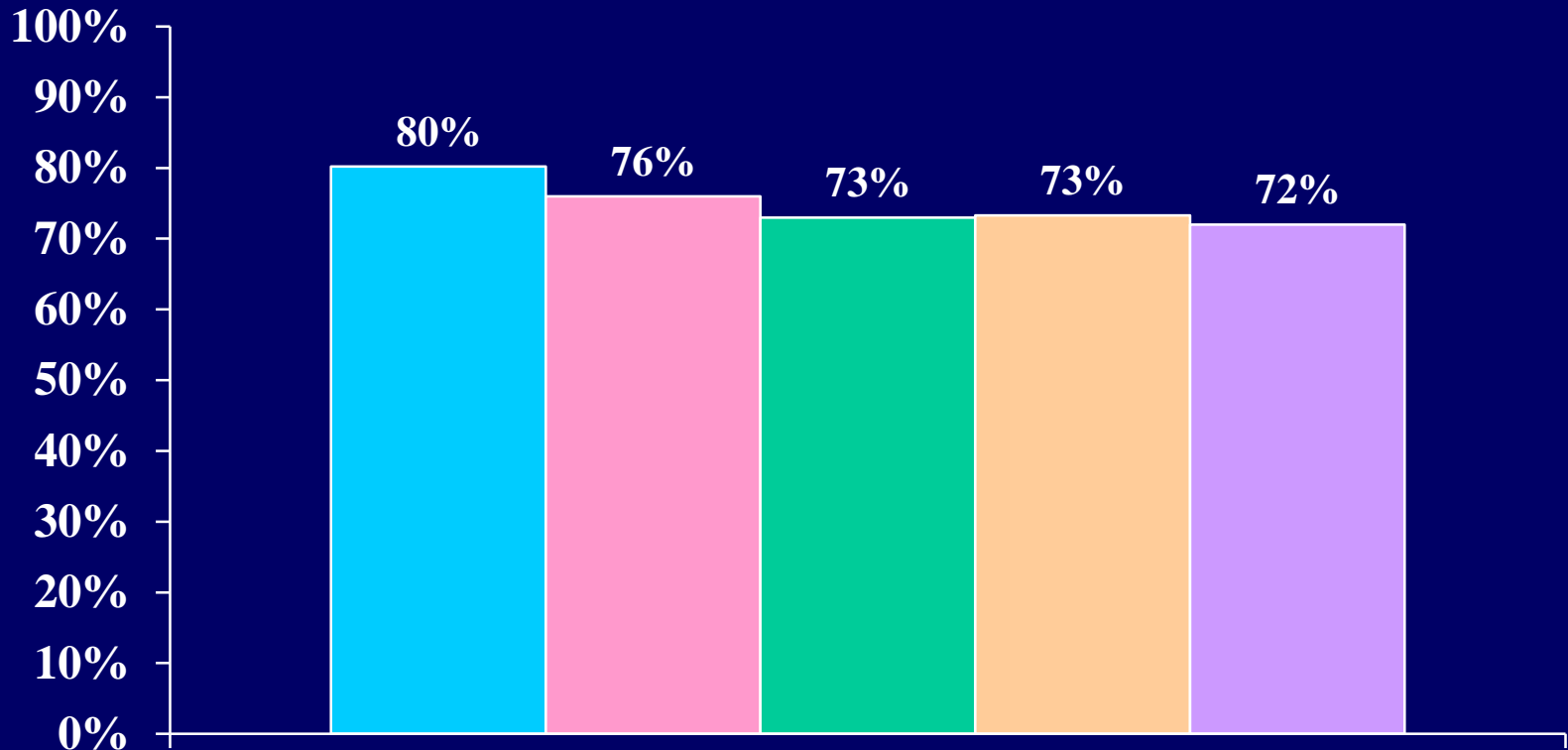
(Percentage of faculty responding Yes)



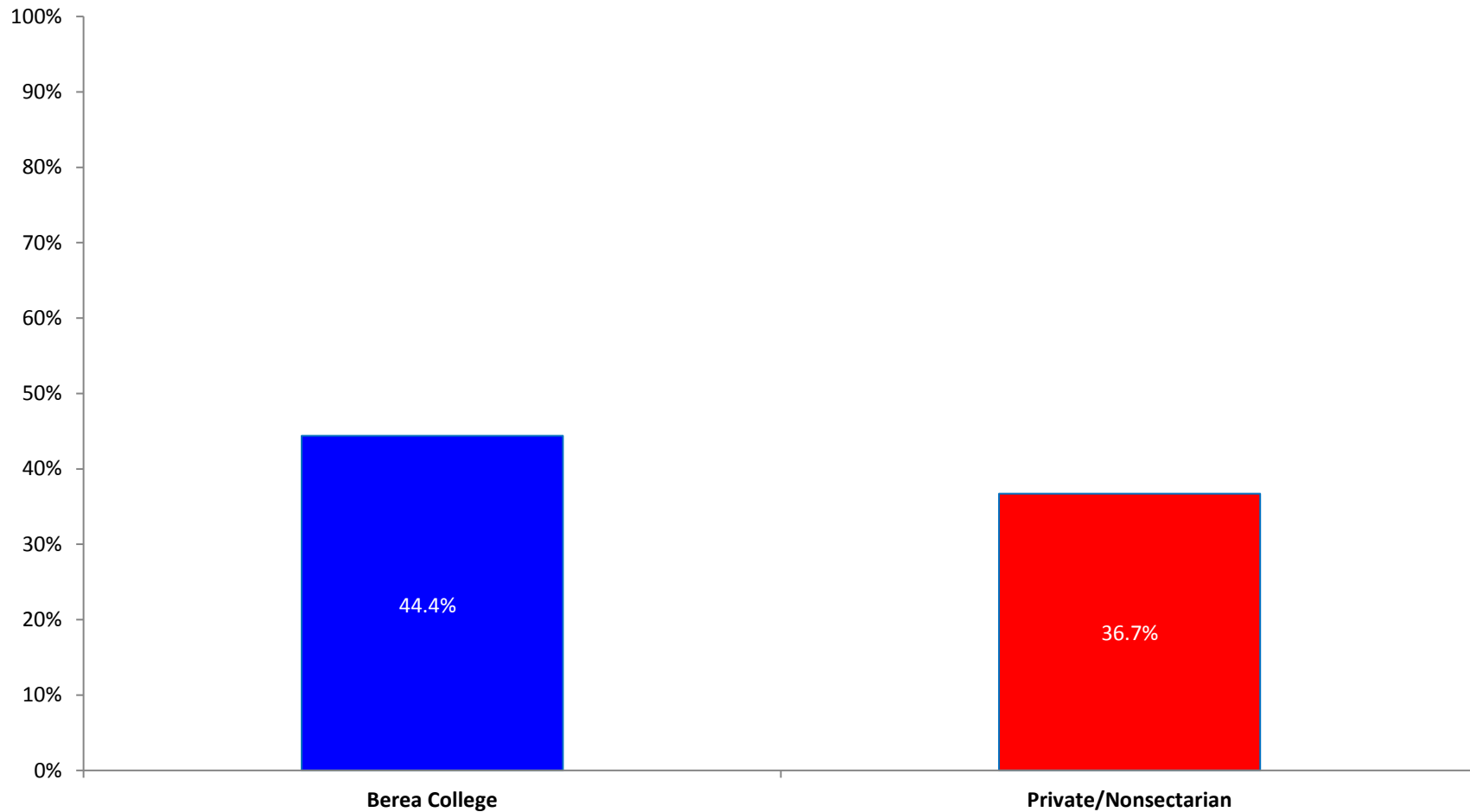
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Participated in organized activities around enhancing pedagogy and student learning

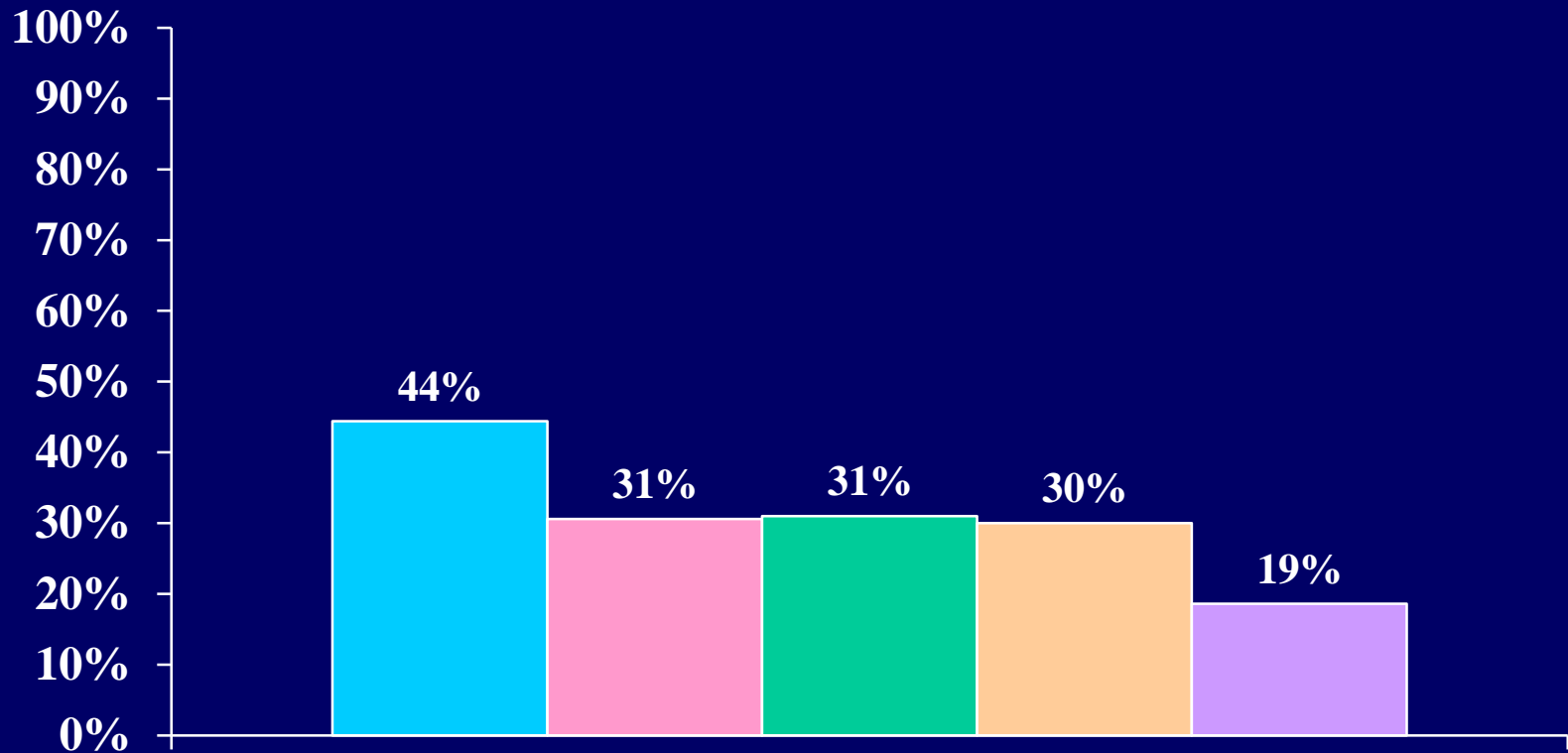


Taught a seminar for first-year students
(Percentage of faculty responding Yes)

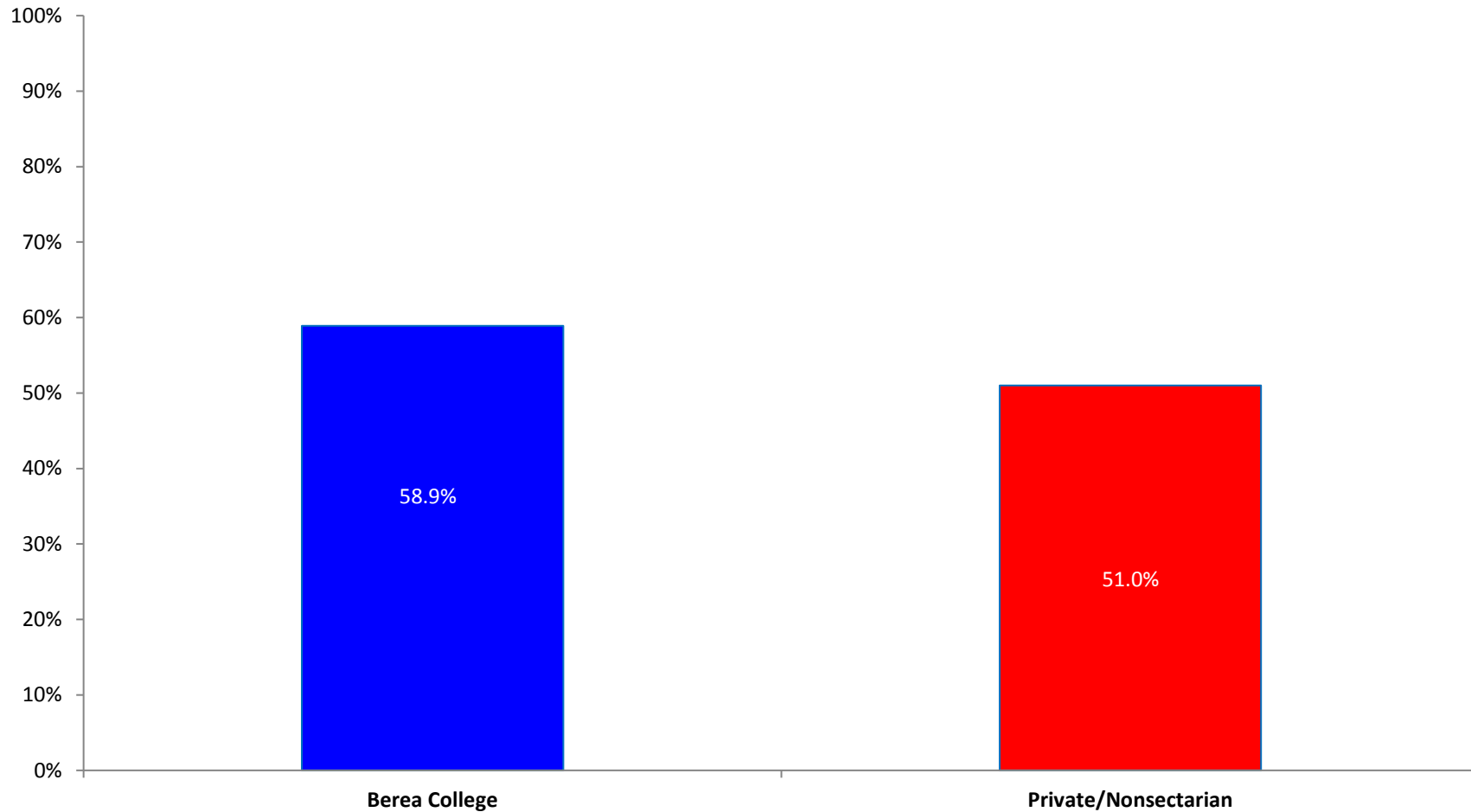


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Taught a seminar for first-year students



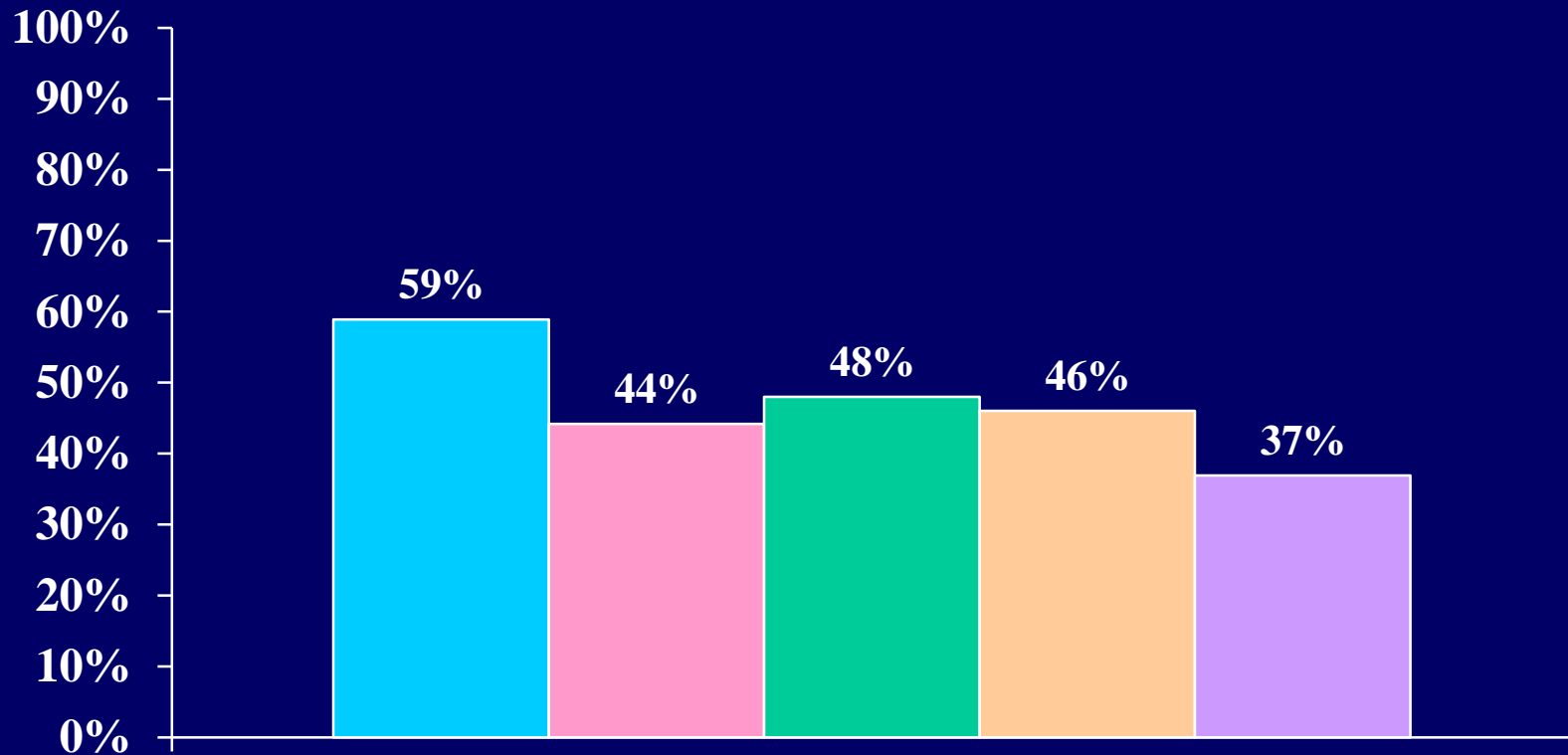
Taught a capstone course
(Percentage of faculty responding Yes)



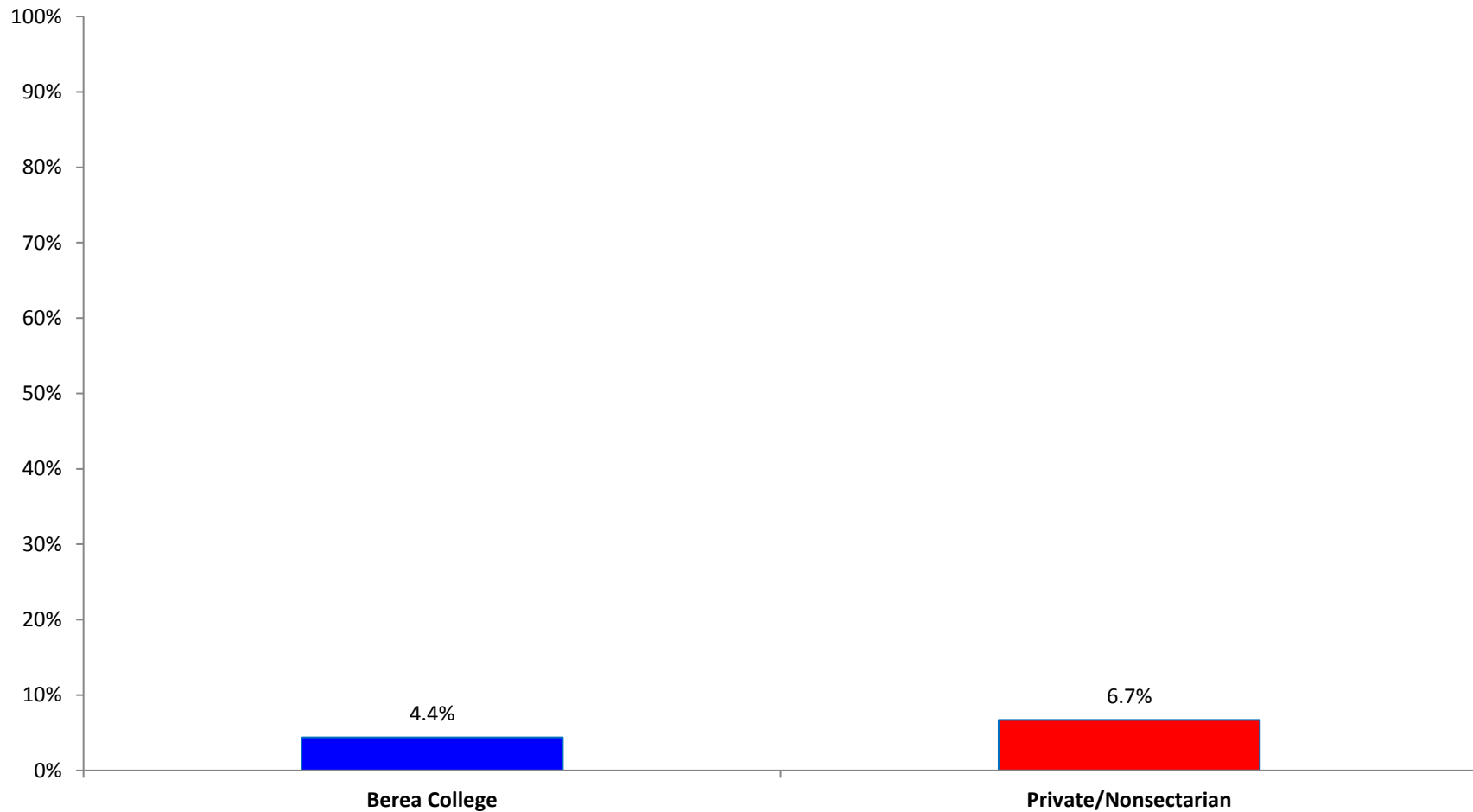
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Taught a capstone course

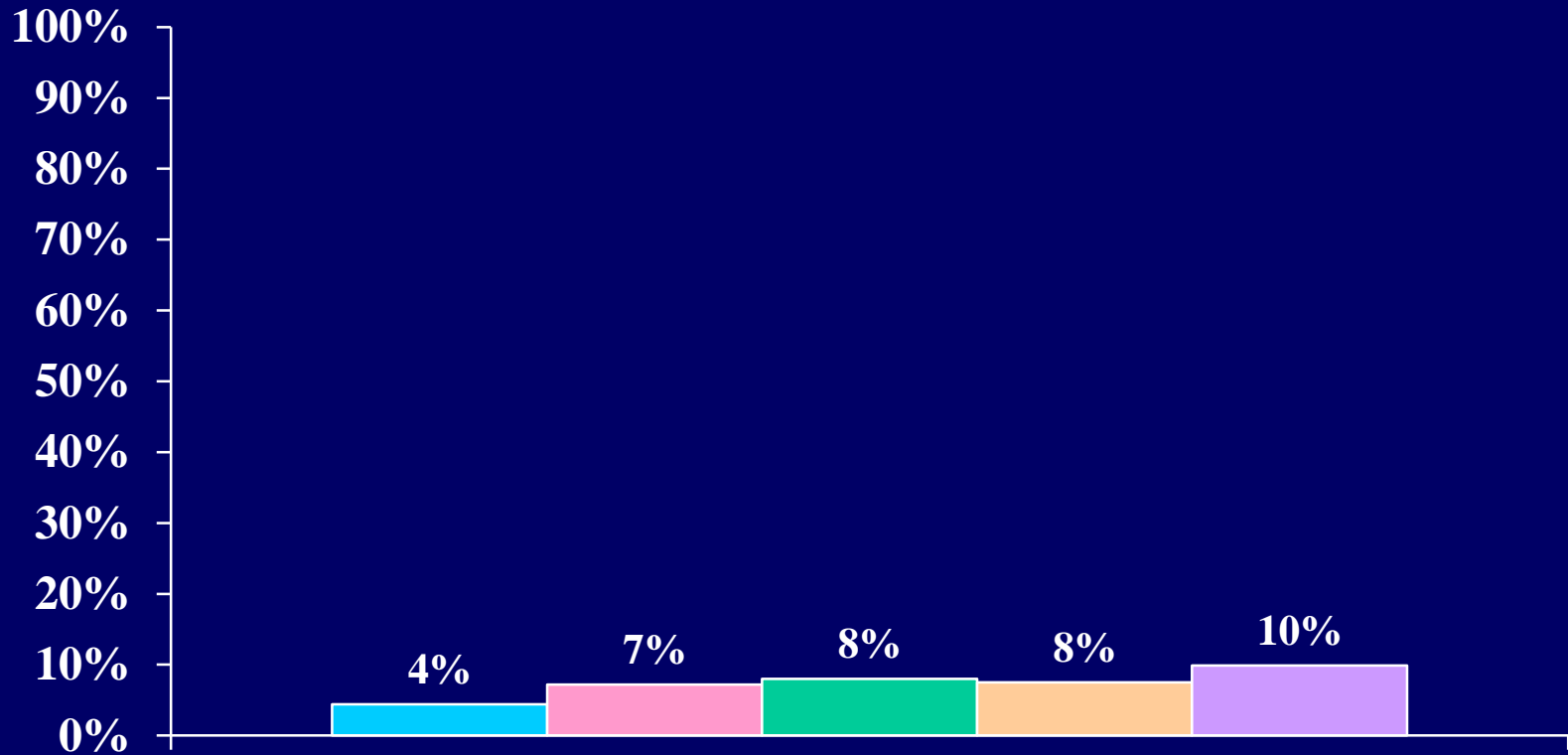


Taught in a learning community (e.g., FIG, linked courses)
(Percentage of faculty responding Yes)

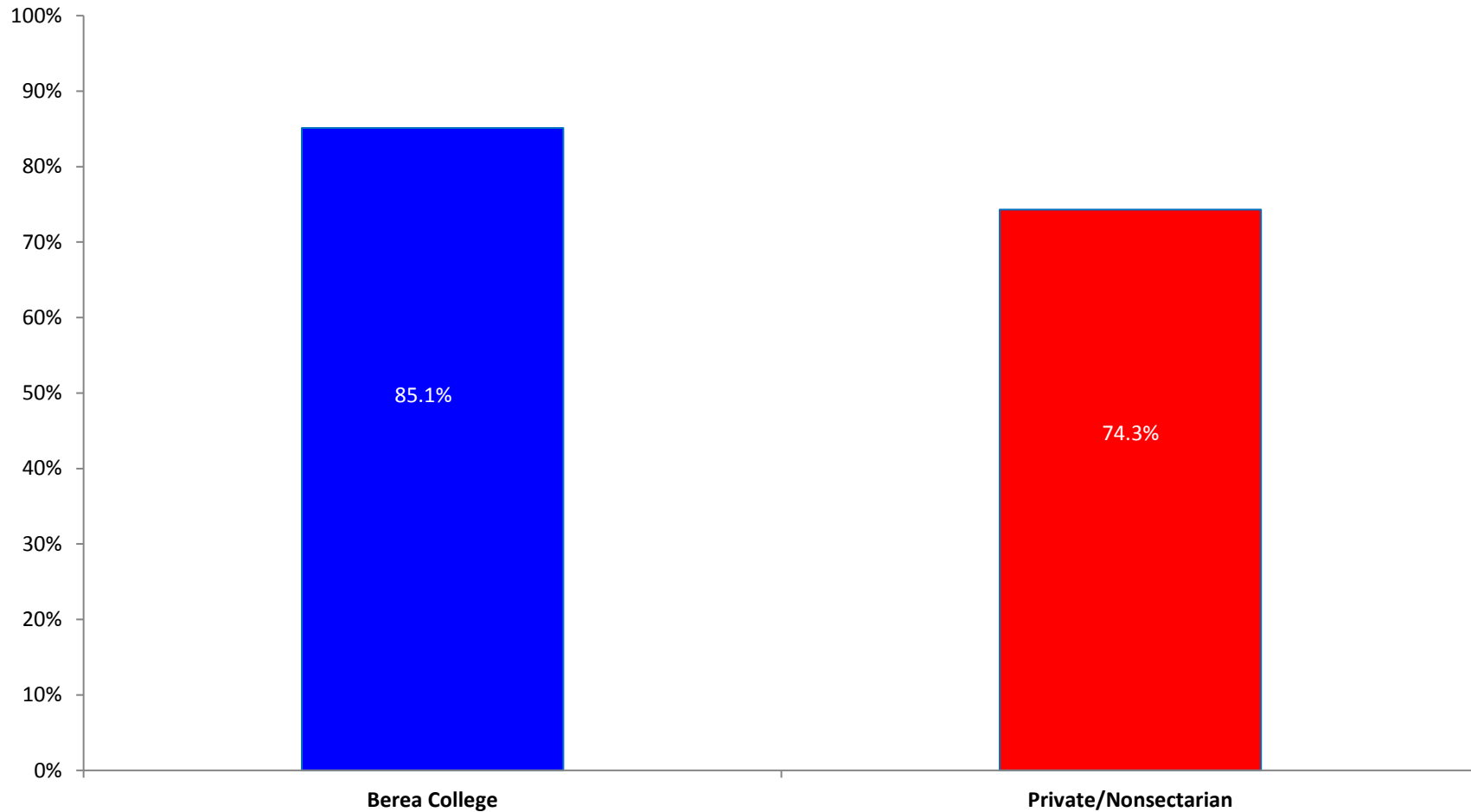


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

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

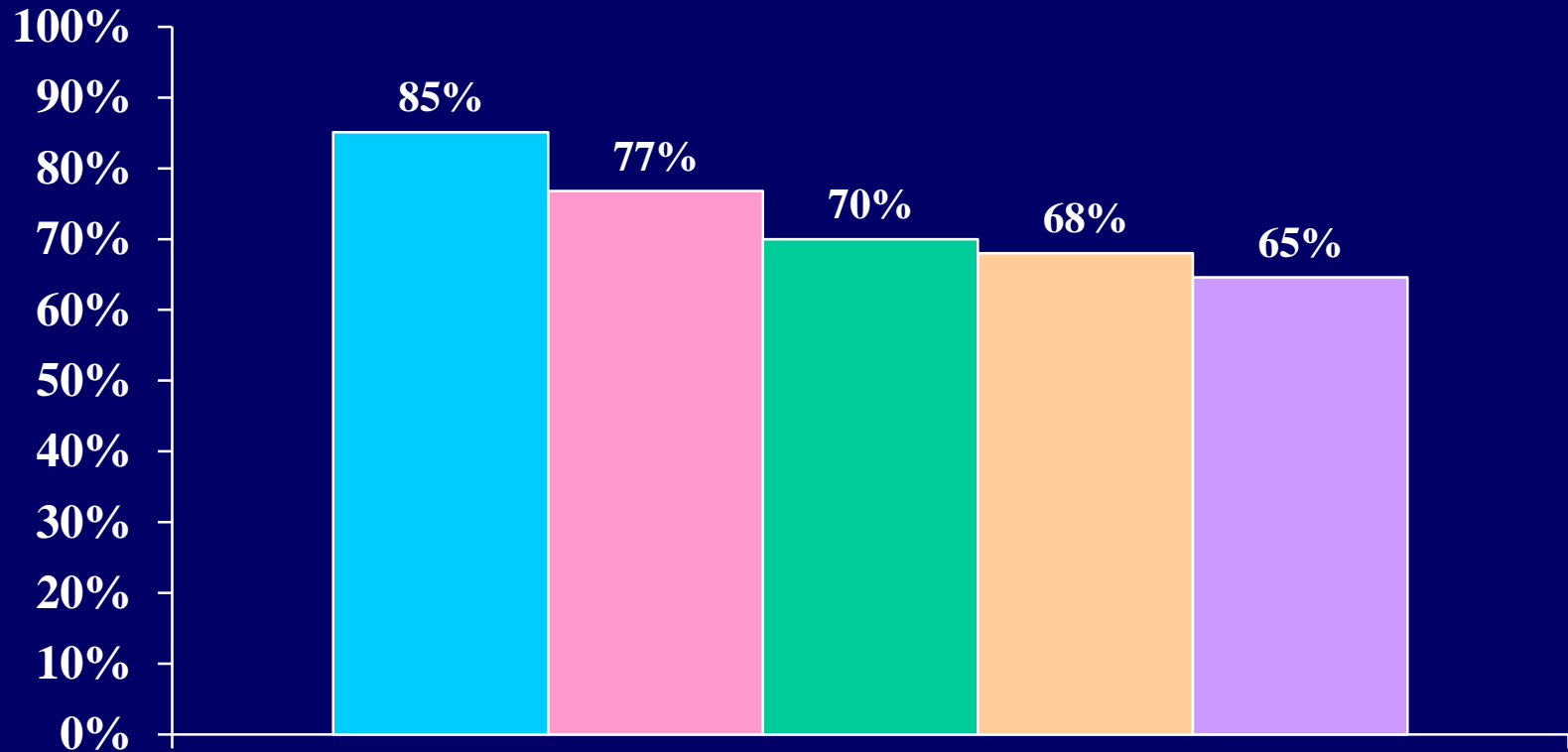


Taught a course that meets general education requirements
(Percentage of faculty responding Yes)

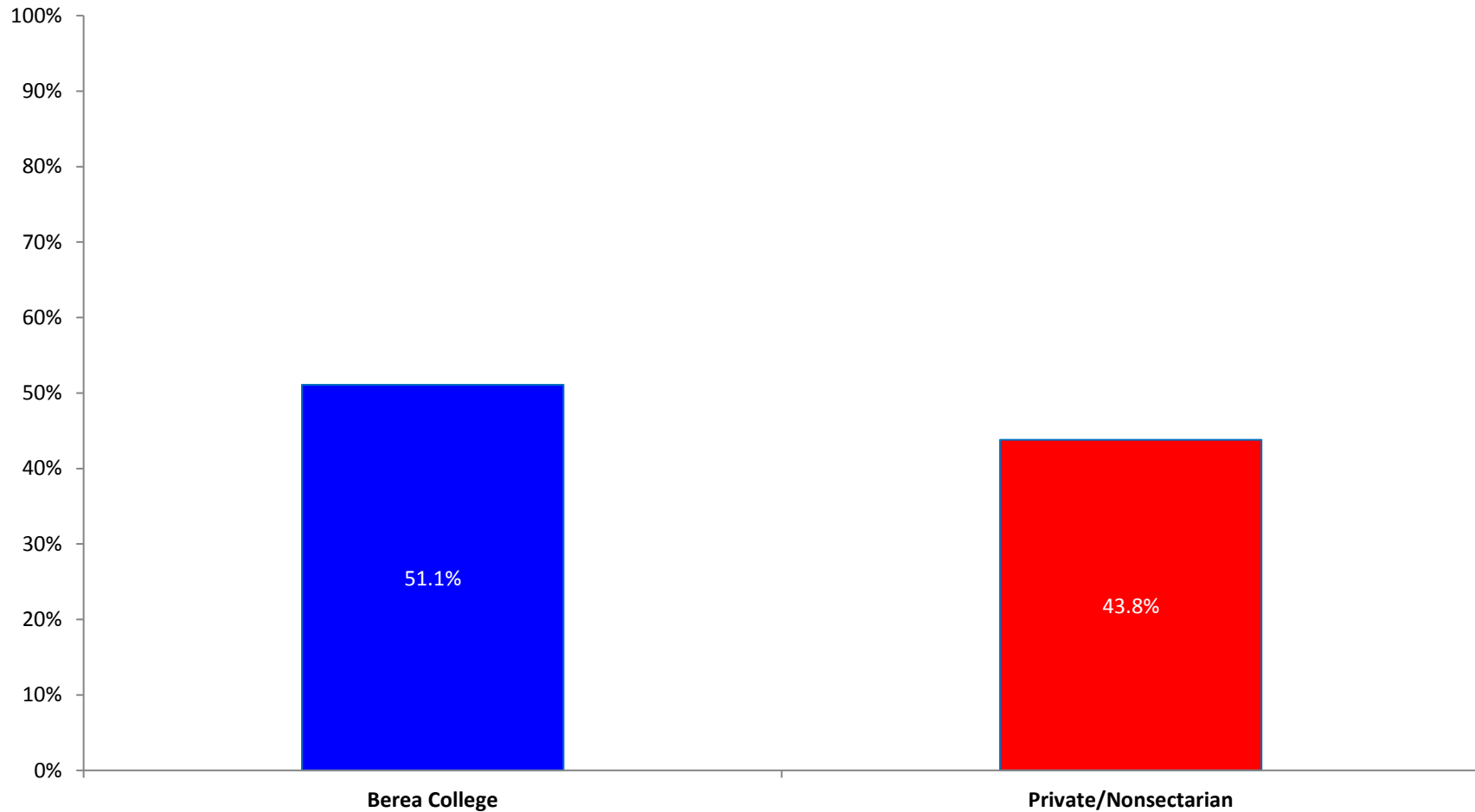


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Taught a course that meets general education requirements

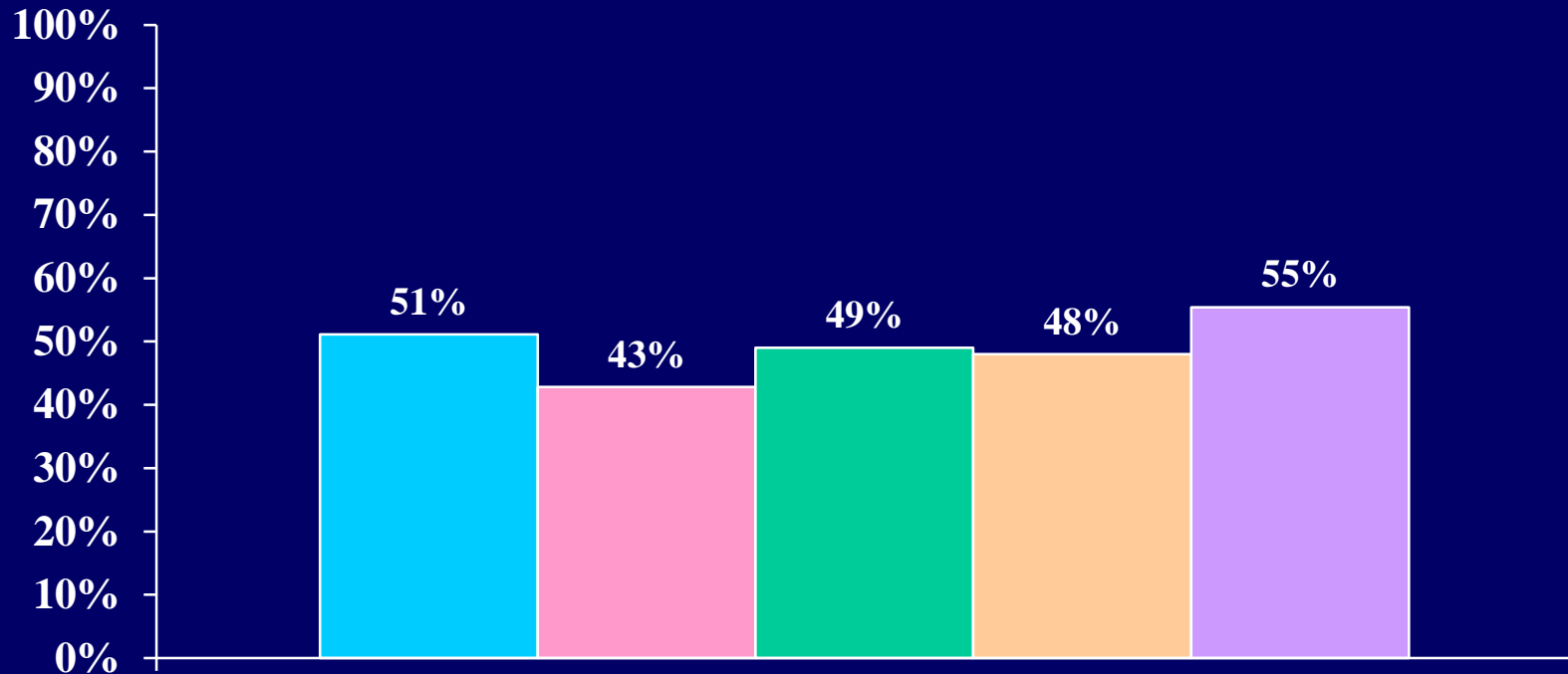


Collaborated with the local community in research/teaching
(Percentage of faculty responding Yes)

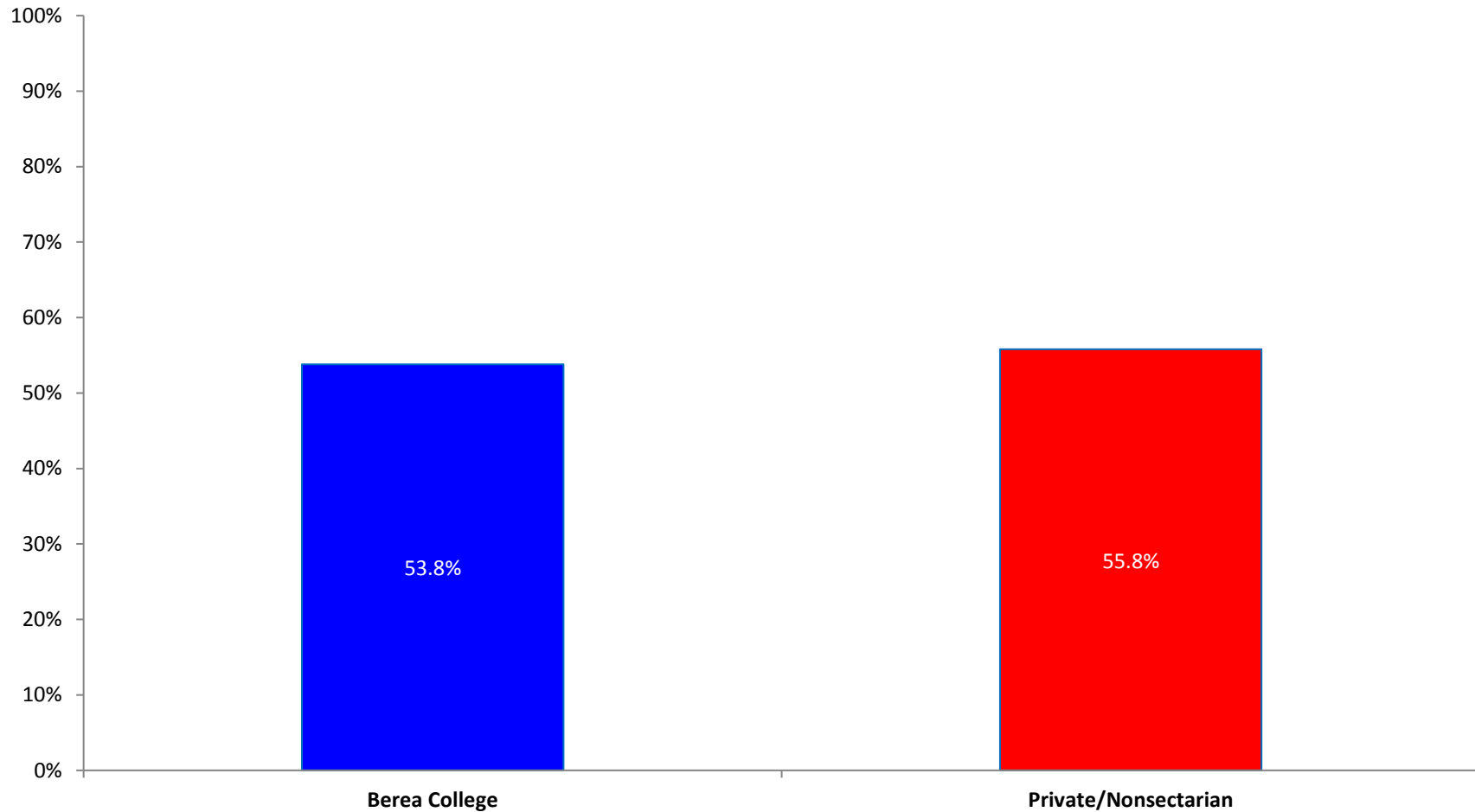


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Collaborated with the local community in research/teaching

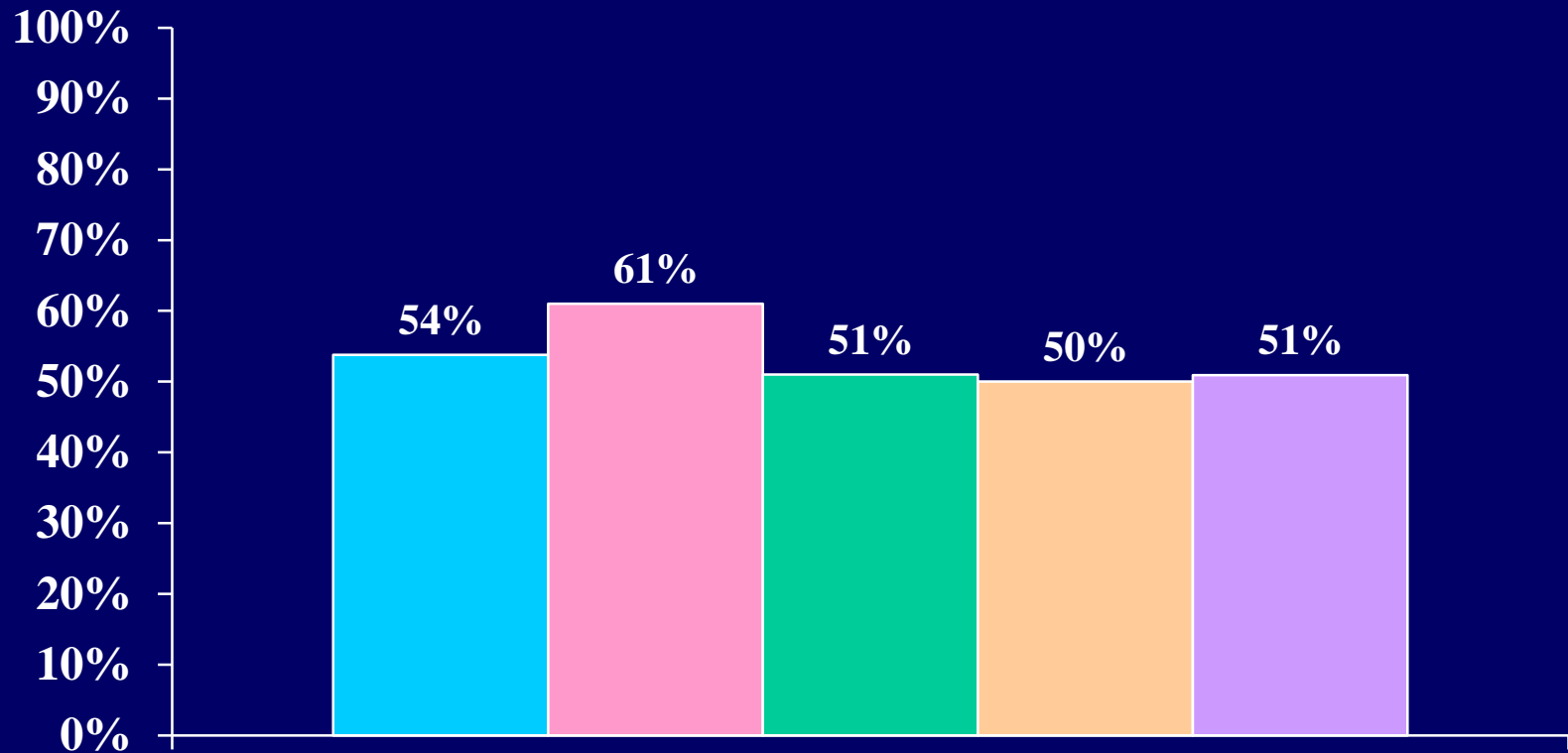


Engaged undergraduates on your research project
(Percentage of faculty responding Yes)

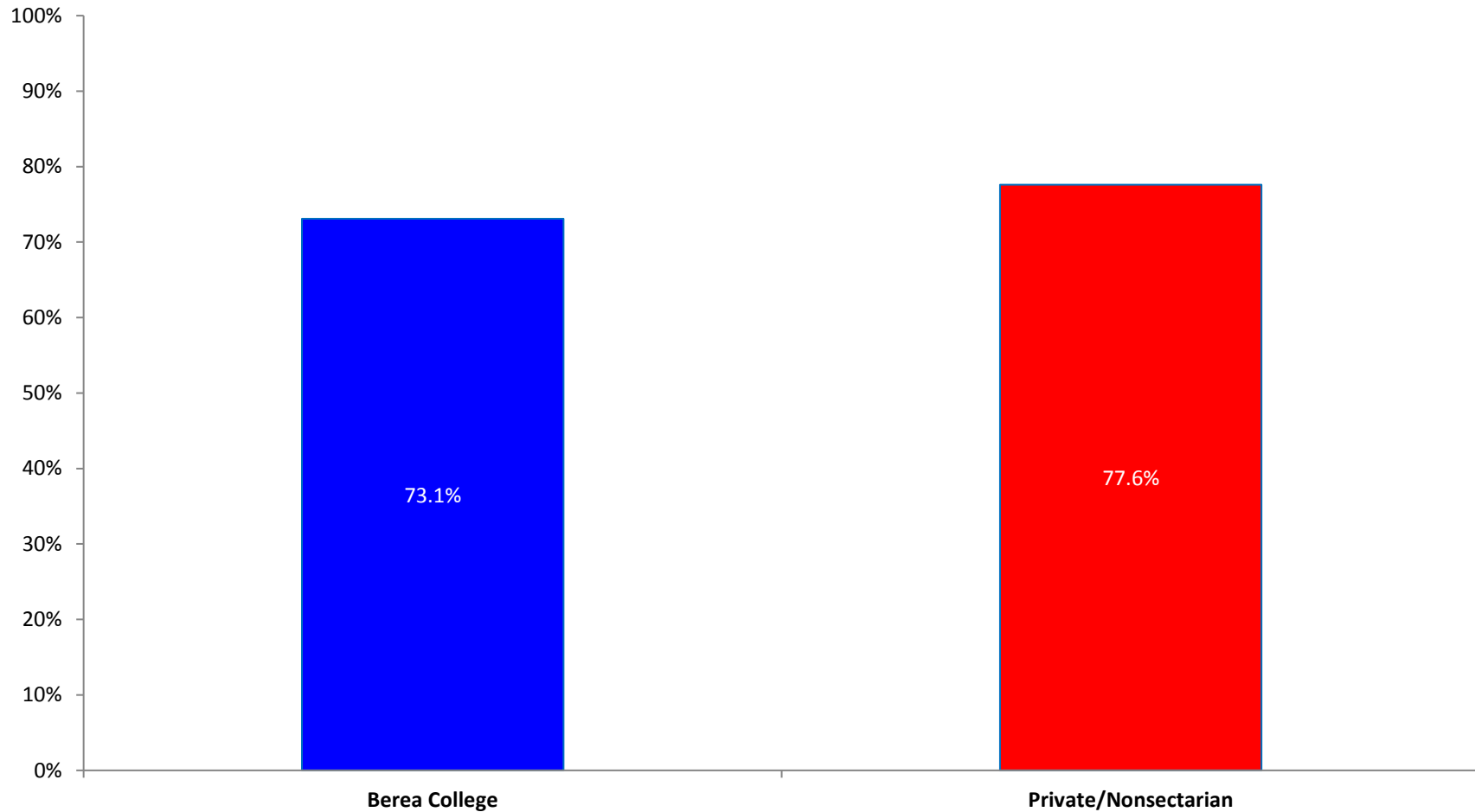


During the past two years, have you engaged in any of the following activities?
Percent of faculty who indicated “yes”

Engaged undergraduates on your research project



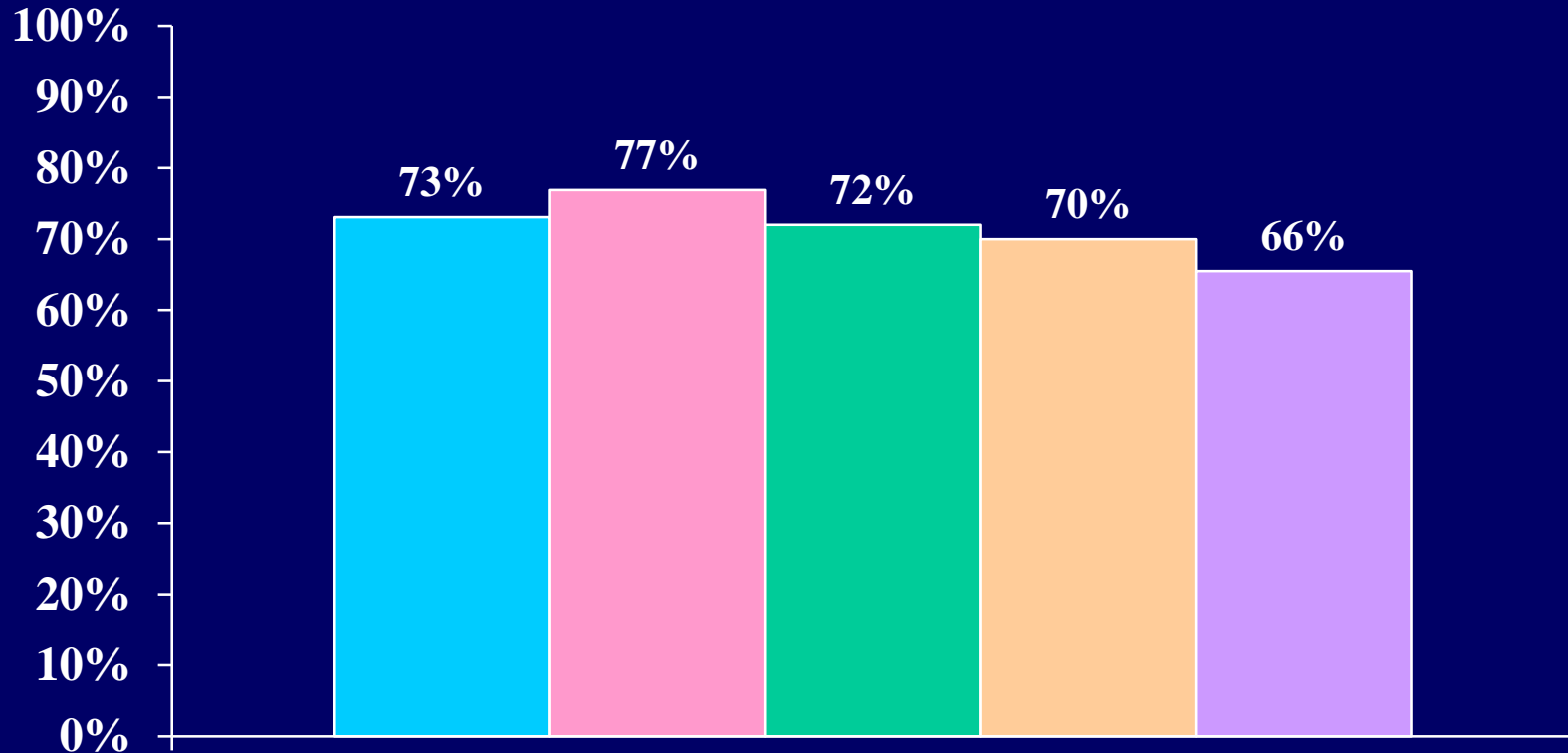
Worked with undergraduates on a research project
(Percentage of faculty responding Yes)



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

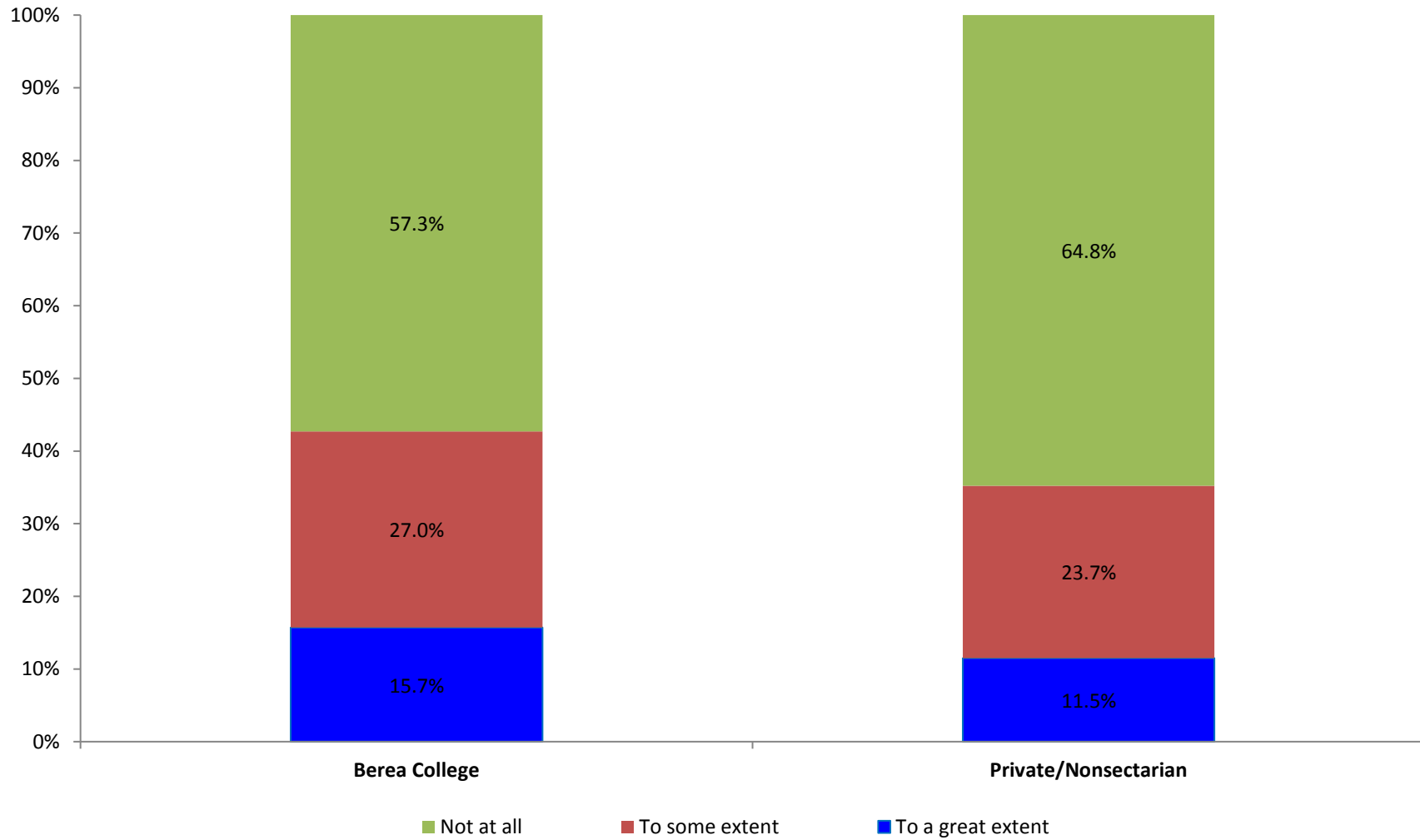
Percent of faculty who indicated “yes”

Worked with undergraduates on a research project



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

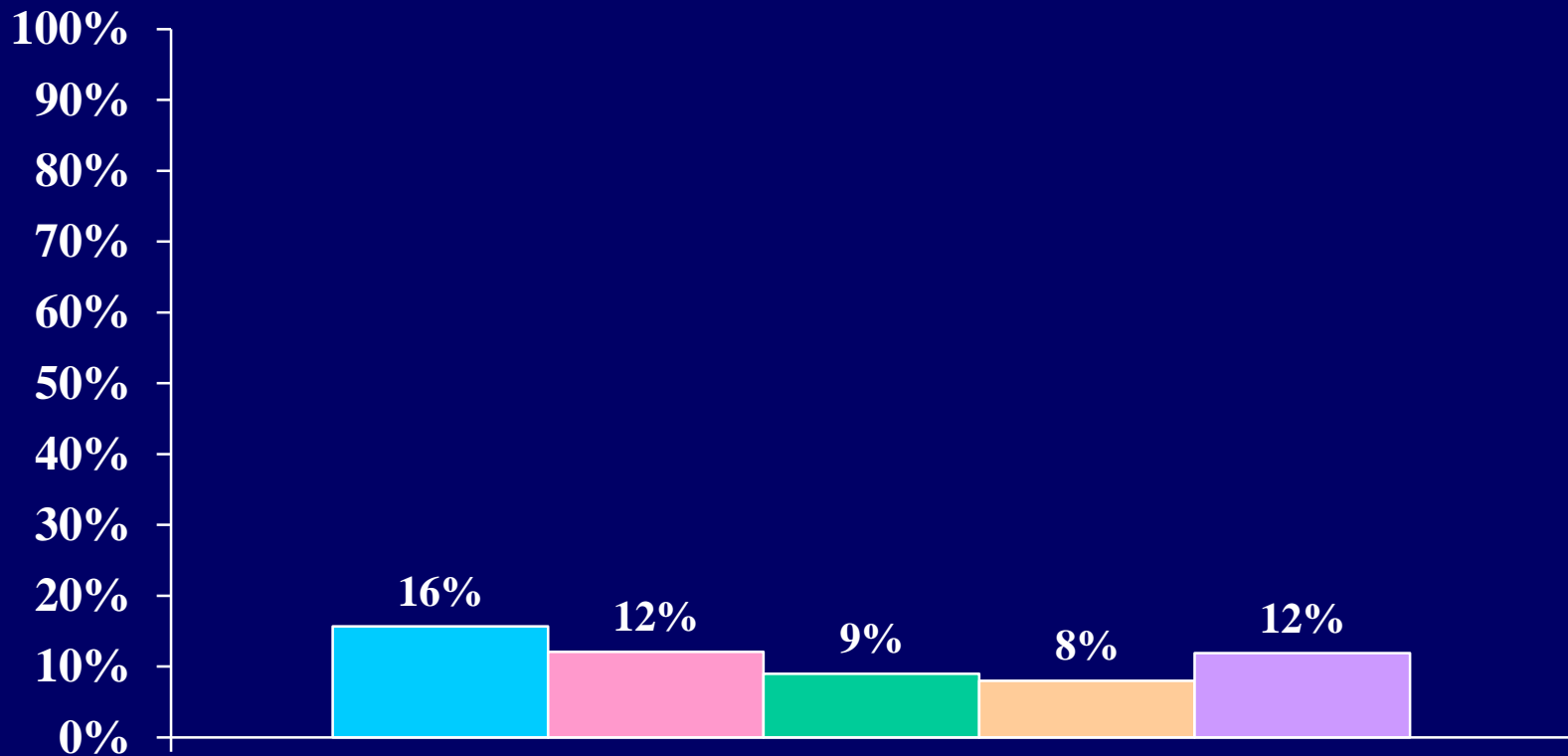
Presented with undergraduate students at conferences



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

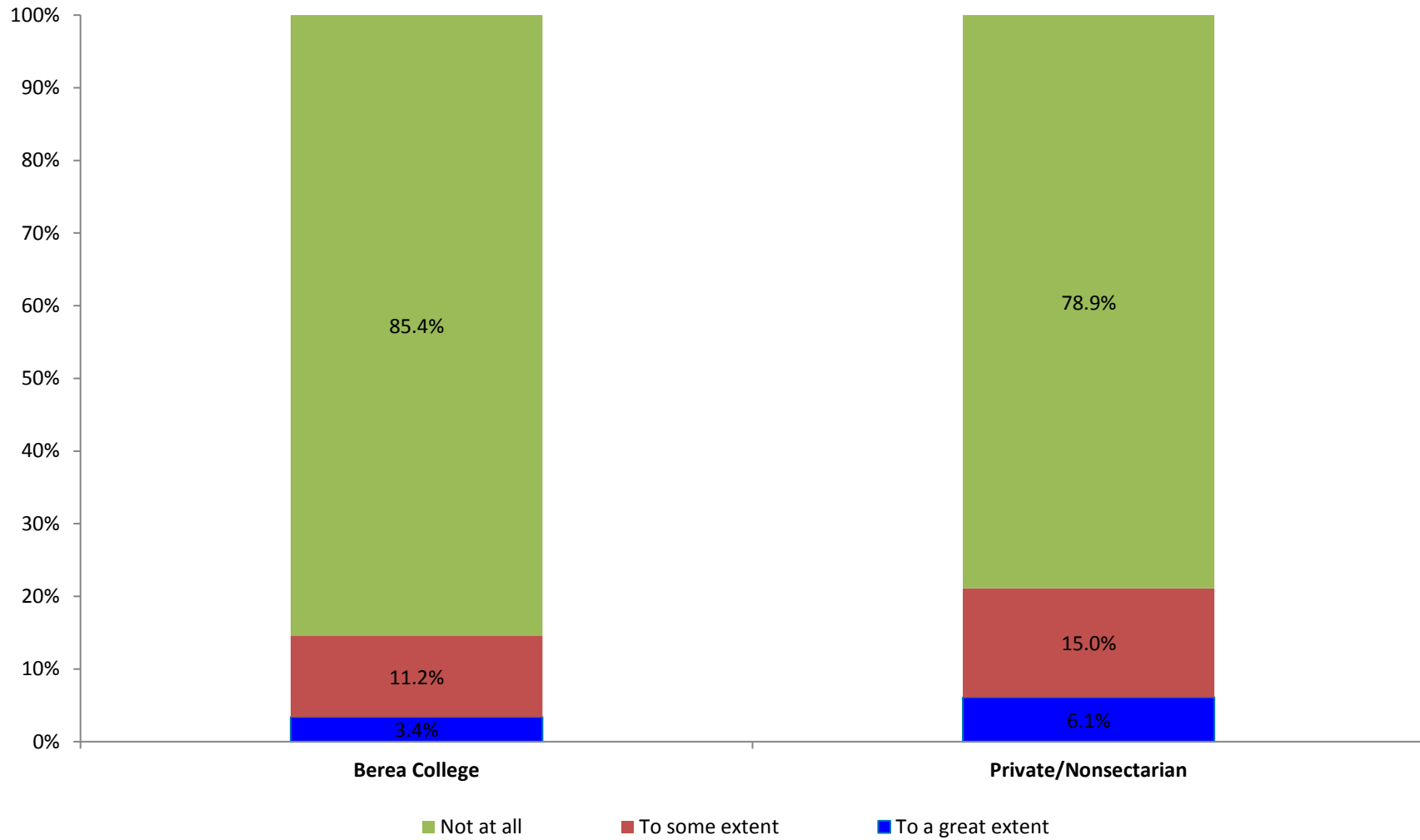
Percent of faculty who indicated “to a great extent”

Presented with undergraduate students at conferences



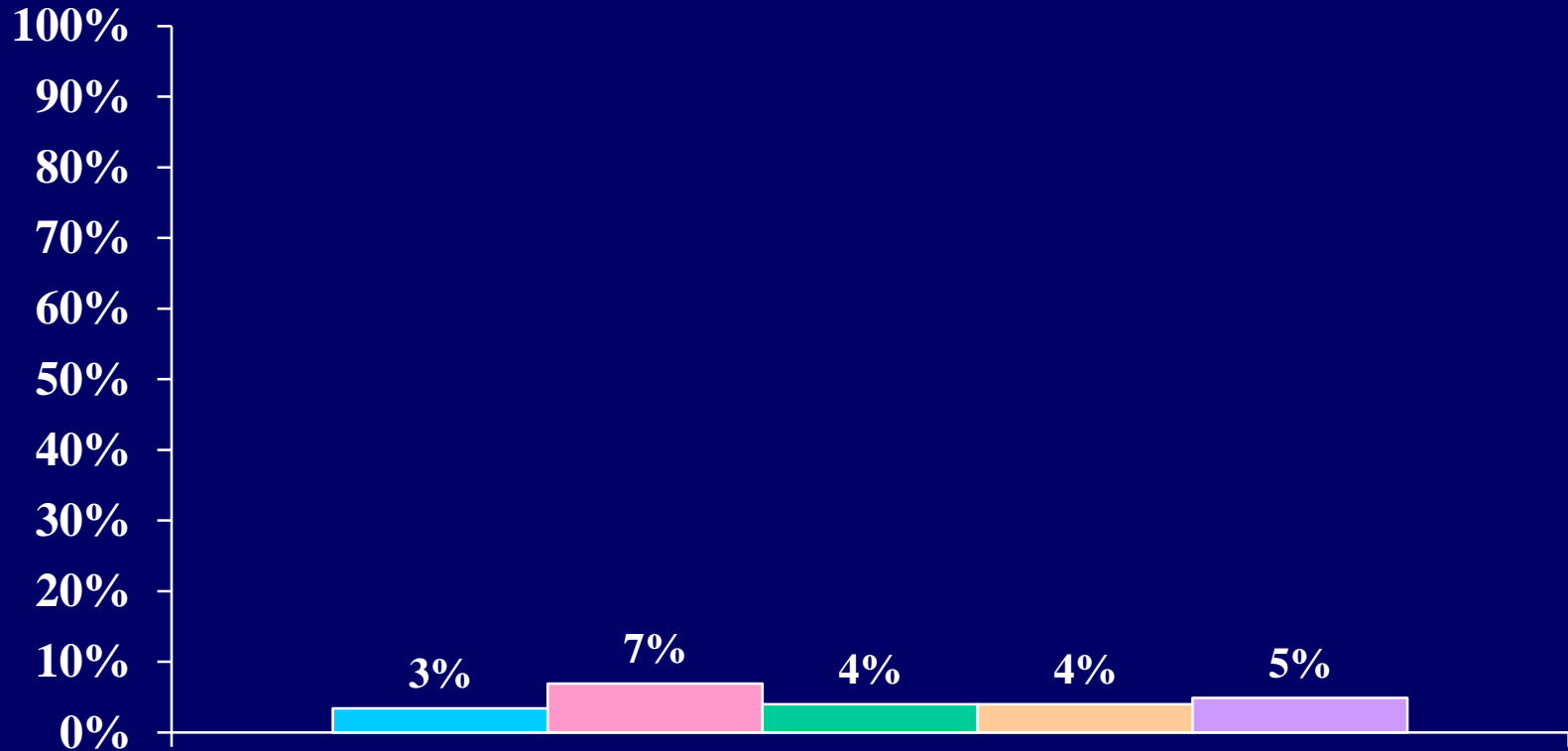
In the past two years, to what extent have you:

Published with undergraduates



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

Published with undergraduates



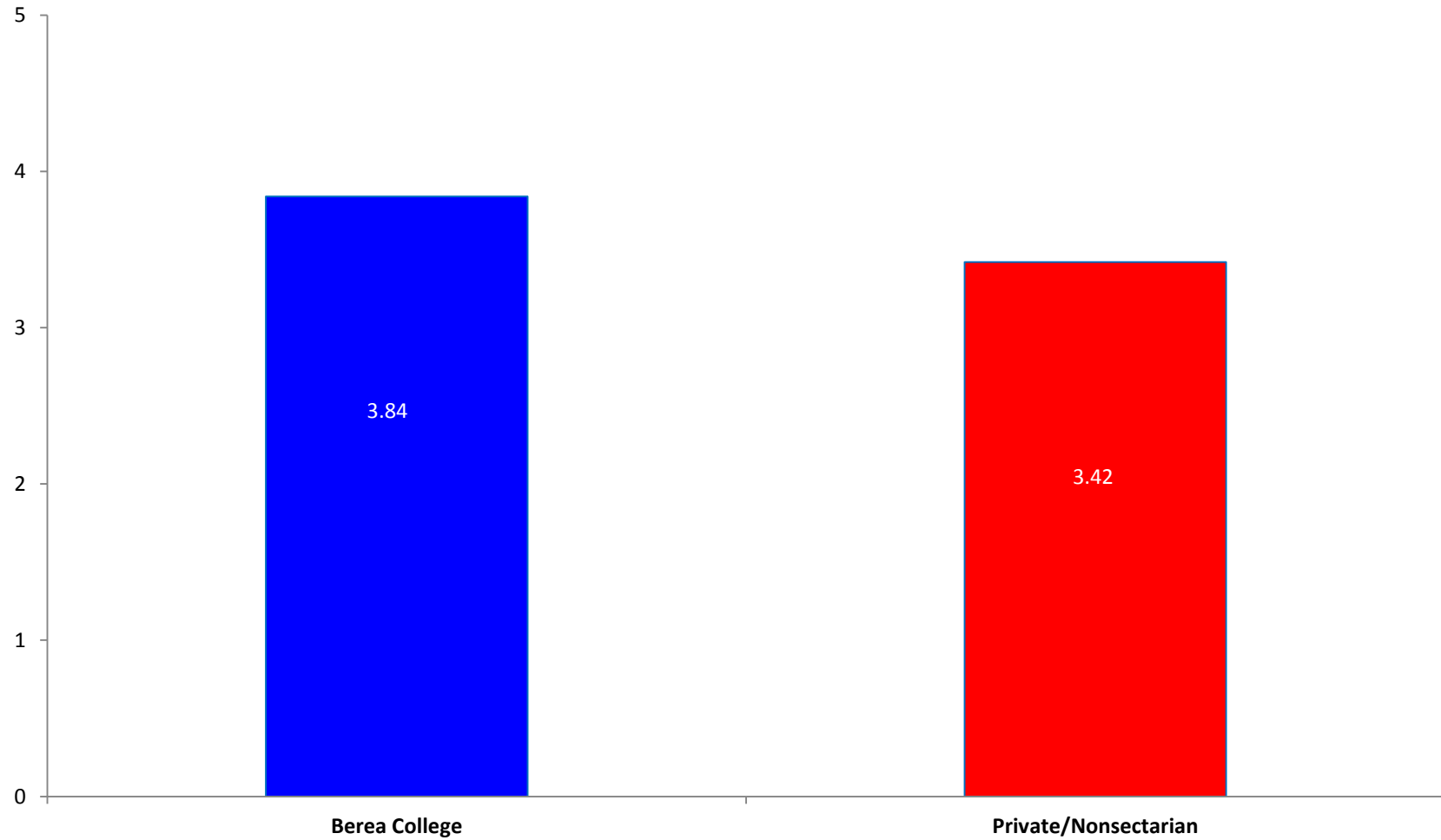
During the present term, how many hours per week on average do you actually spend on each of the following activities?

Highest Percentage Response	Berea	Benchmark Institutions	Non-Sectarian High Selectivity	4-Year Private	Publics
Scheduled teaching (give actual, not credit hours)	44% (9-12)	30% (tie: 5-8 and 9-12)	41% (9-12)	40% (9-12)	45% (9-12)
Preparing for teaching (including reading student papers and grading)	25% (9-12)	23% (9-12)	23% (tie: 5-8 and 9-12)	23% (9-12)	22% (9-12)
Advising and counseling of students	56% (1-4)	54% (1-4)	57% (1-4)	57% (1-4)	54% (1-4)
Committee work and meetings	65% (1-4)	63% (1-4)	62% (1-4)	61% (1-4)	53% (1-4)
Other administration	41% (1-4)	42% (1-4)	42% (1-4)	42% (1-4)	40% (1-4)
Research and scholarly writing	49% (1-4)	42% (1-4)	41% (1-4)	40% (1-4)	45% (1-4)
Other creative products/performances	64% (None)	75% (None)	74% (None)	74% (None)	73% (None)
Community or public service	50% (1-4)	52% (None)	46% (1-4)	47% (1-4)	51% (1-4)
Outside consulting/freelance work	83% (None)	78% (None)	78% (None)	78% (None)	77% (None)
Household/childcare duties	26% (9-12)	24% (5-8)	24% (5-8)	24% (5-8)	21% (5-8)
Other employment, outside of academia	94% (None)	93% (None)	89% (None)	88% (None)	90% (None)

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

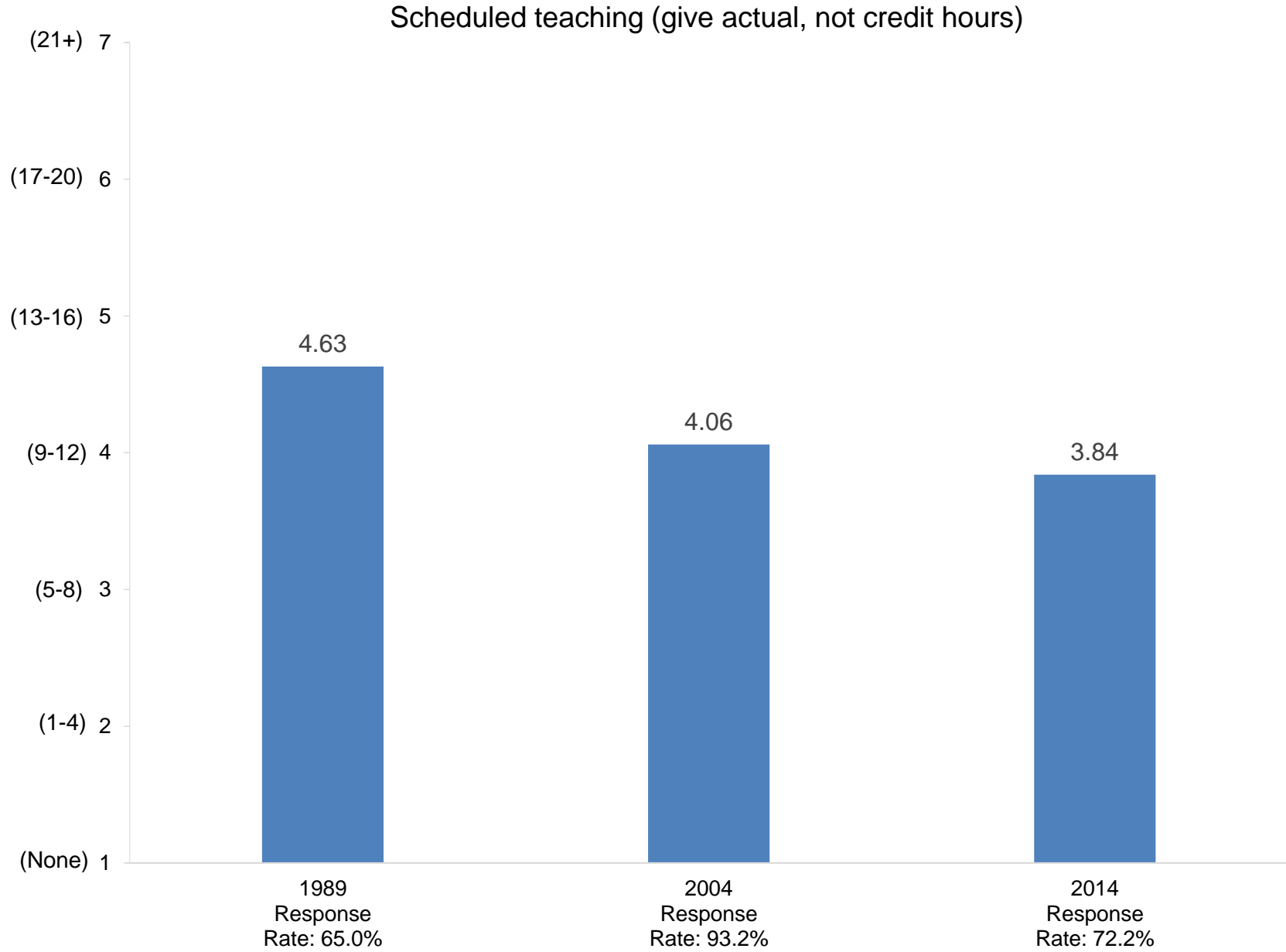
How many hours per week on average do you actually spend on the following activities?

Scheduled teaching (give actual, not credit hours)



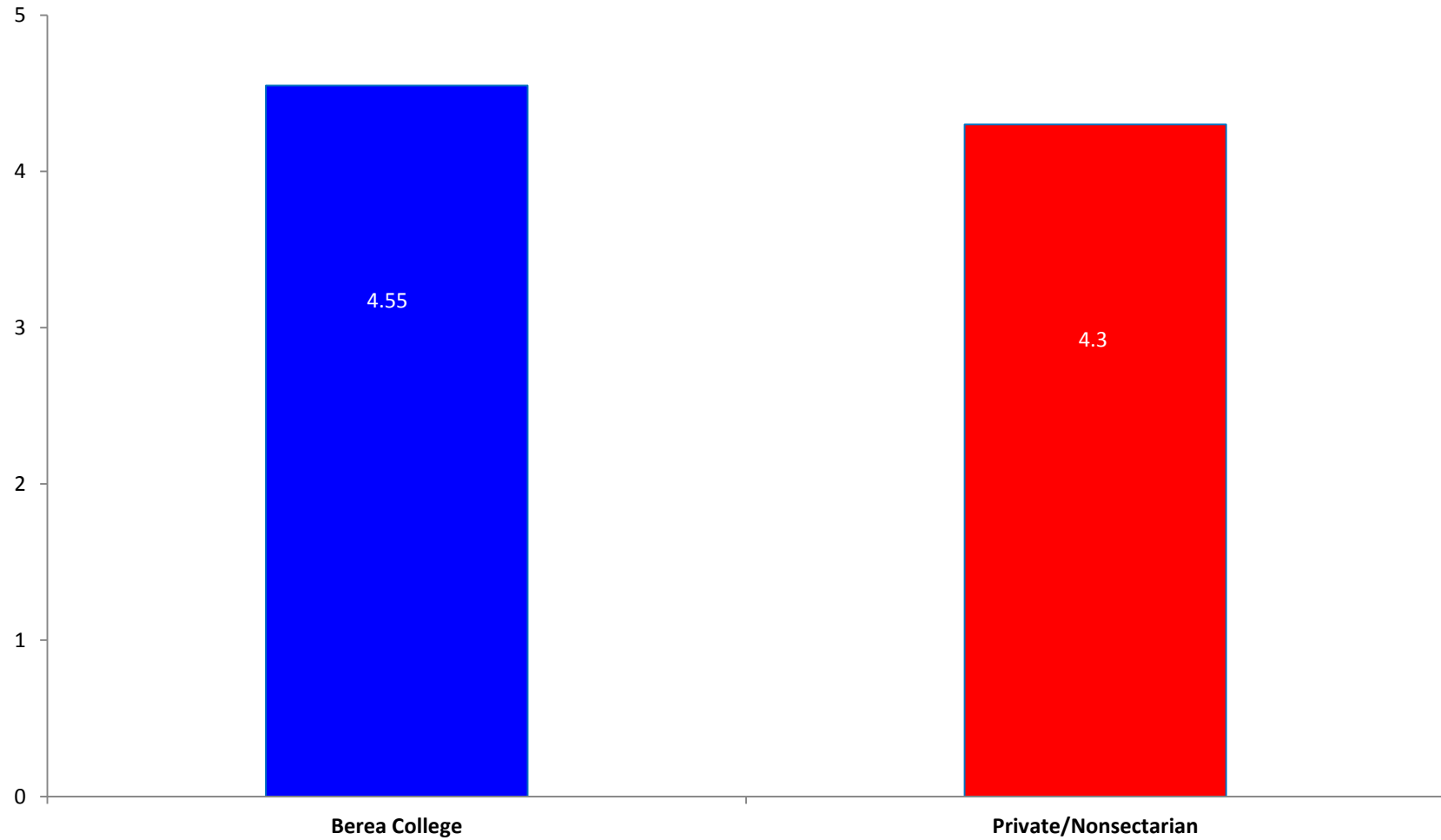
Higher Education Research Institute (HERI) Faculty Survey

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



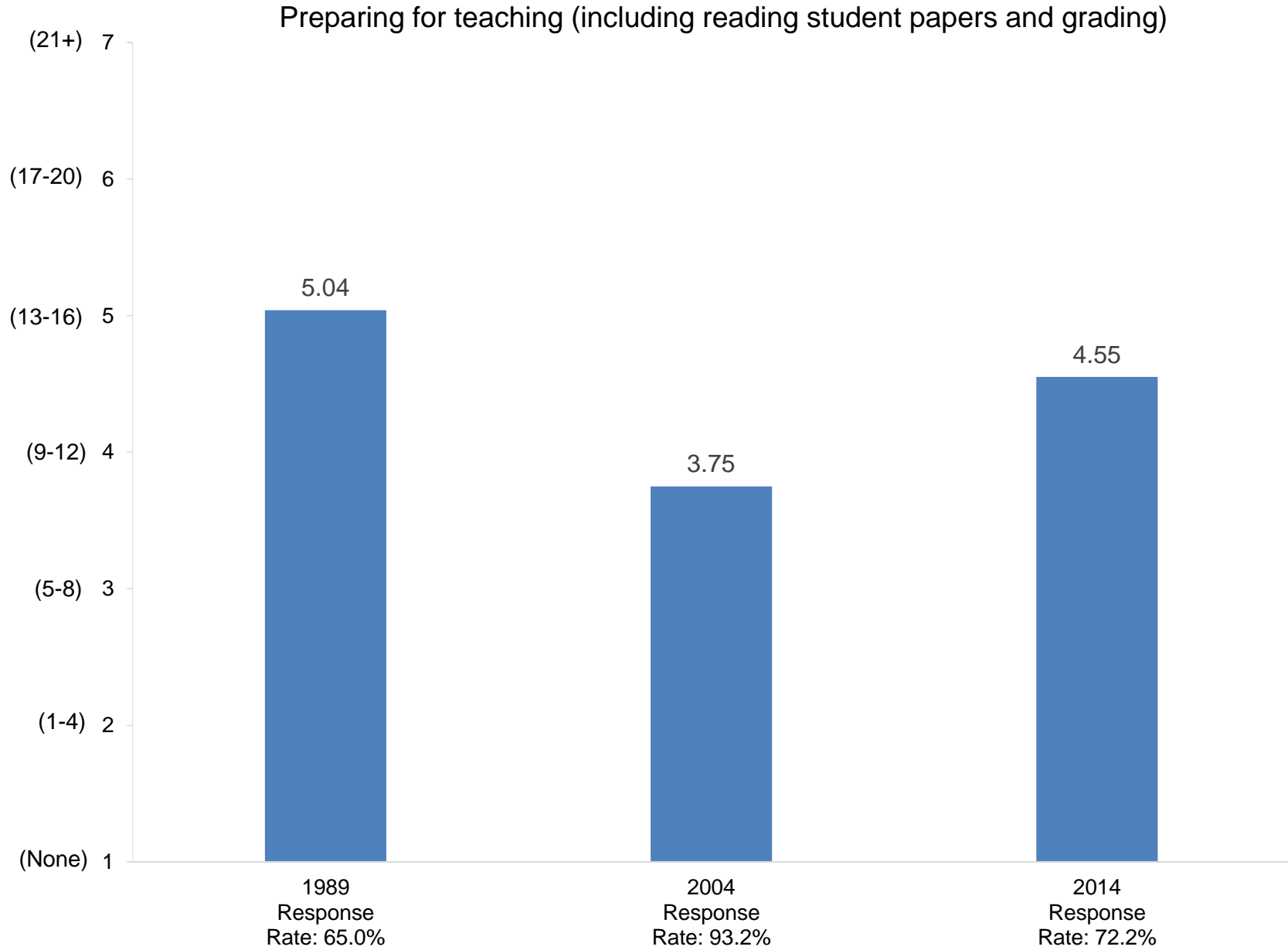
How many hours per week on average do you actually spend on the following activities?

Preparing for teaching (including reading student papers and grading)



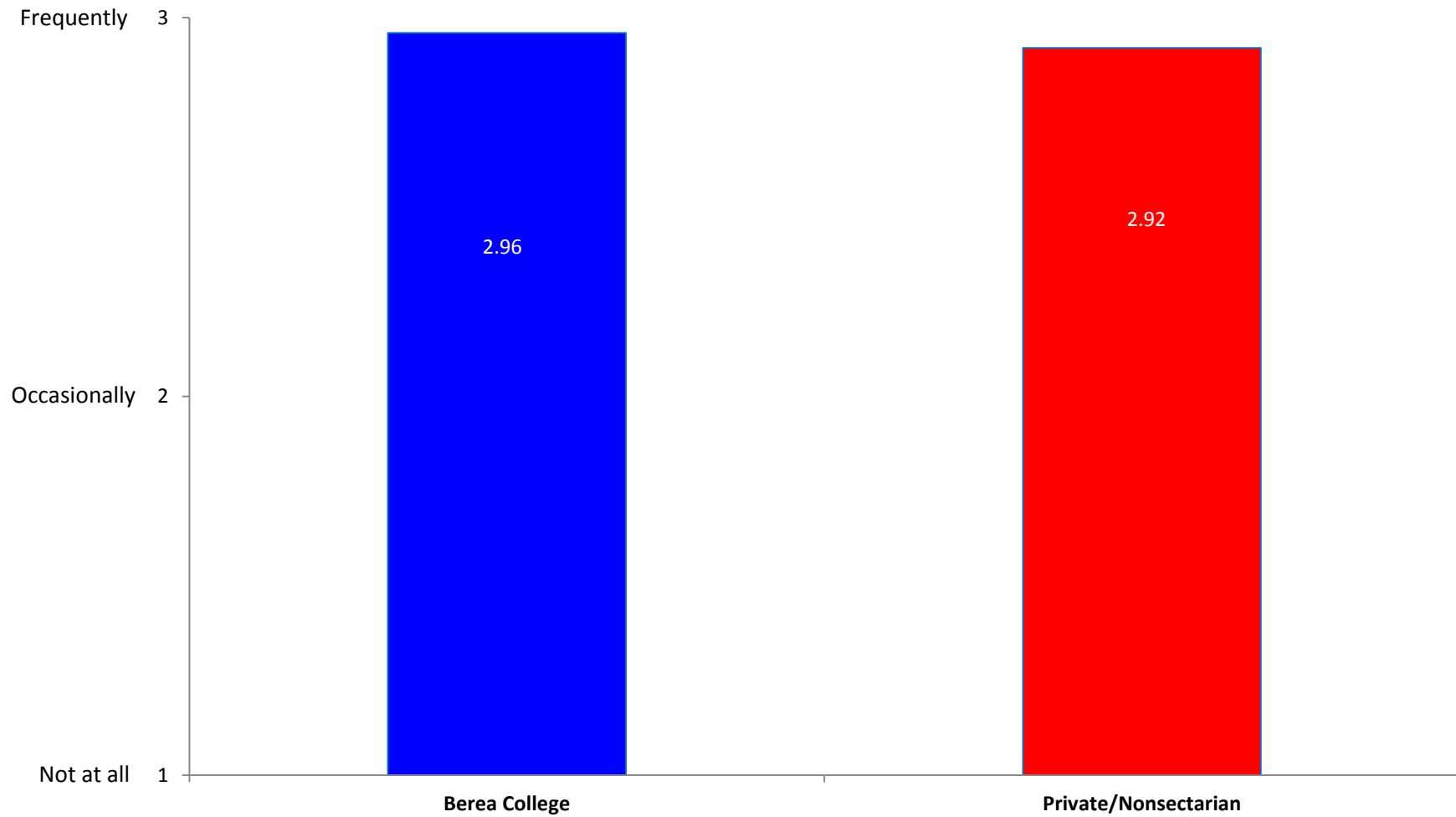
Higher Education Research Institute (HERI) Faculty Survey

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



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

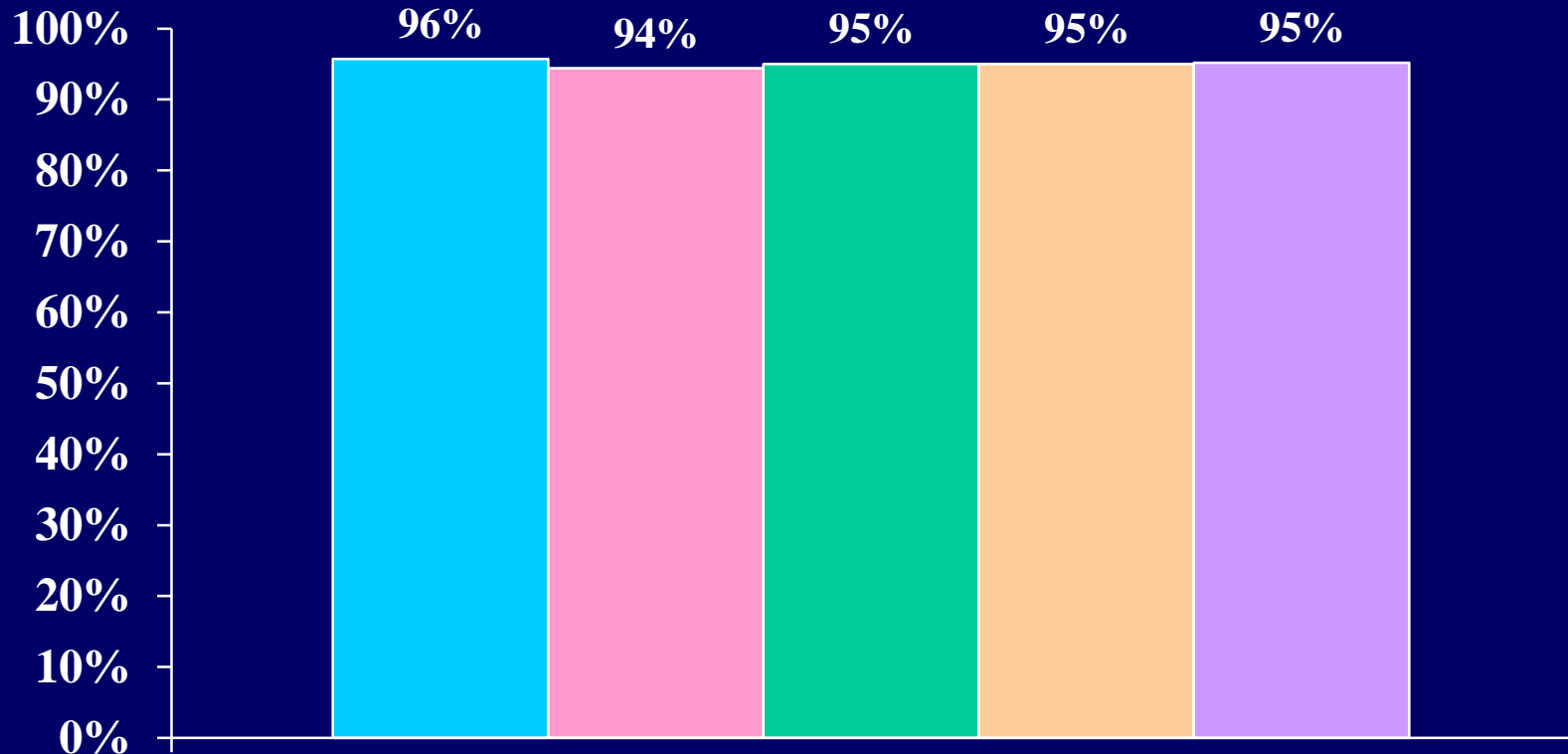
Ask questions in class



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

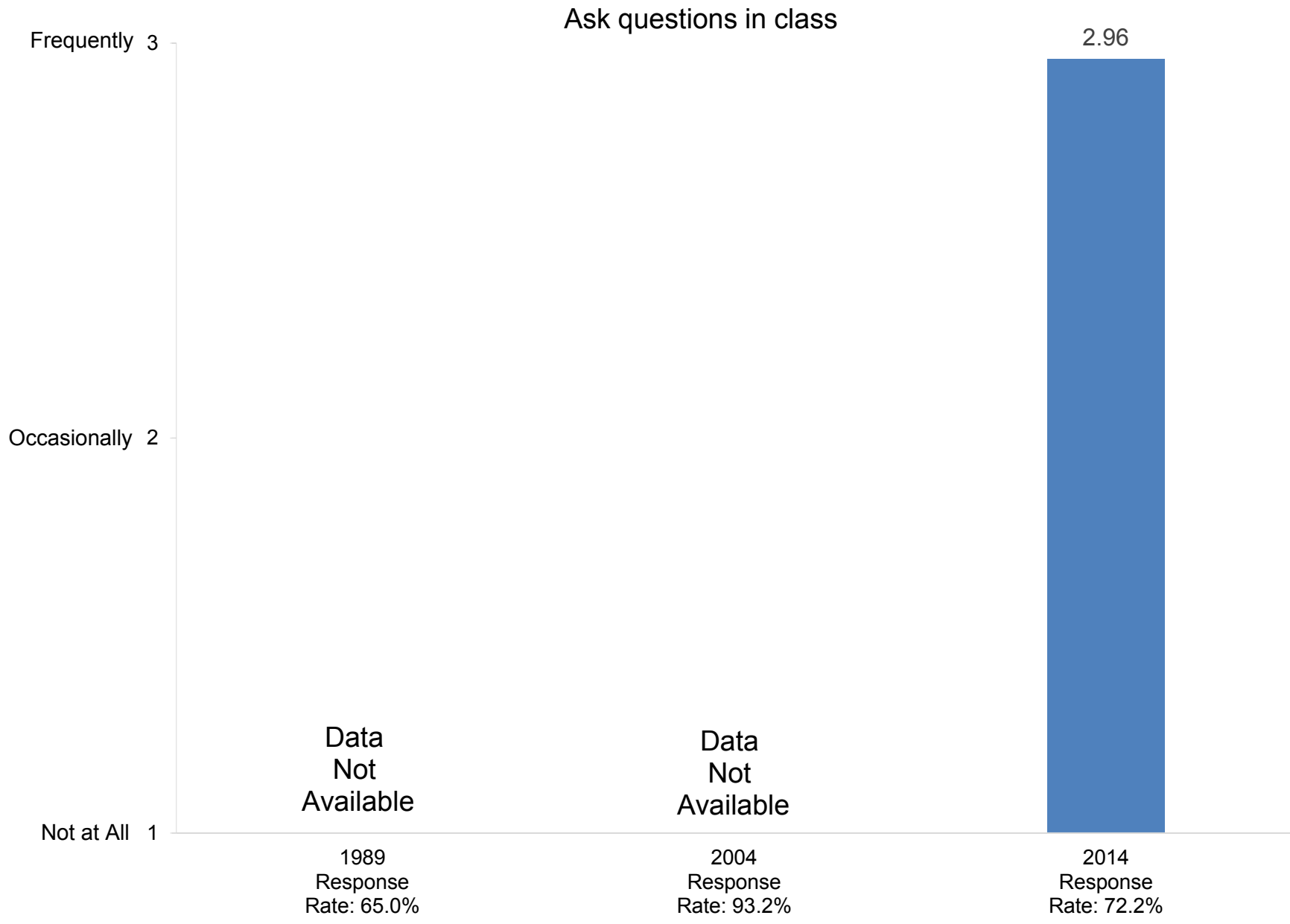
Percent of faculty who indicated “frequently”

Ask questions in class

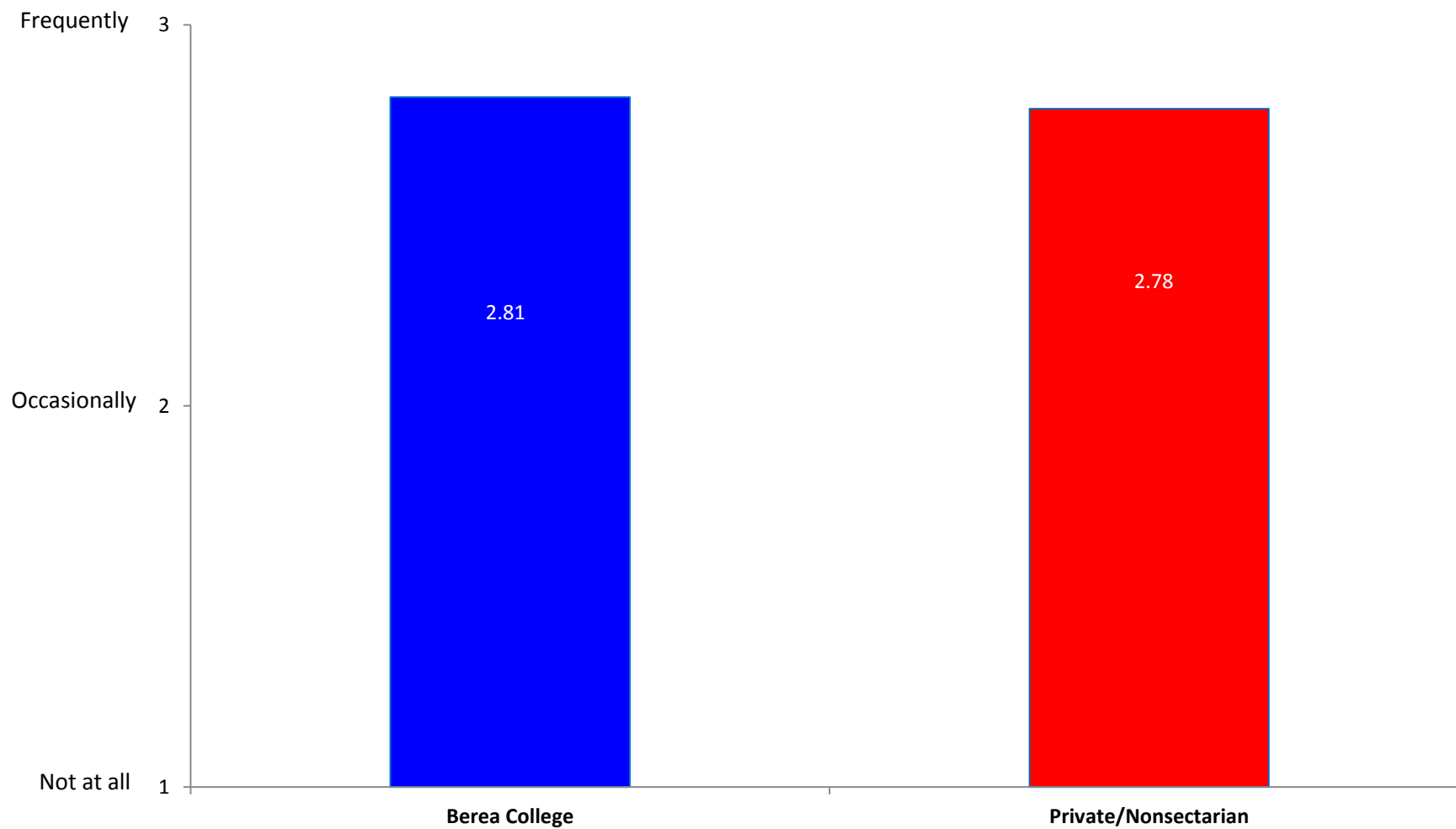


Higher Education Research Institute (HERI) Faculty Survey

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



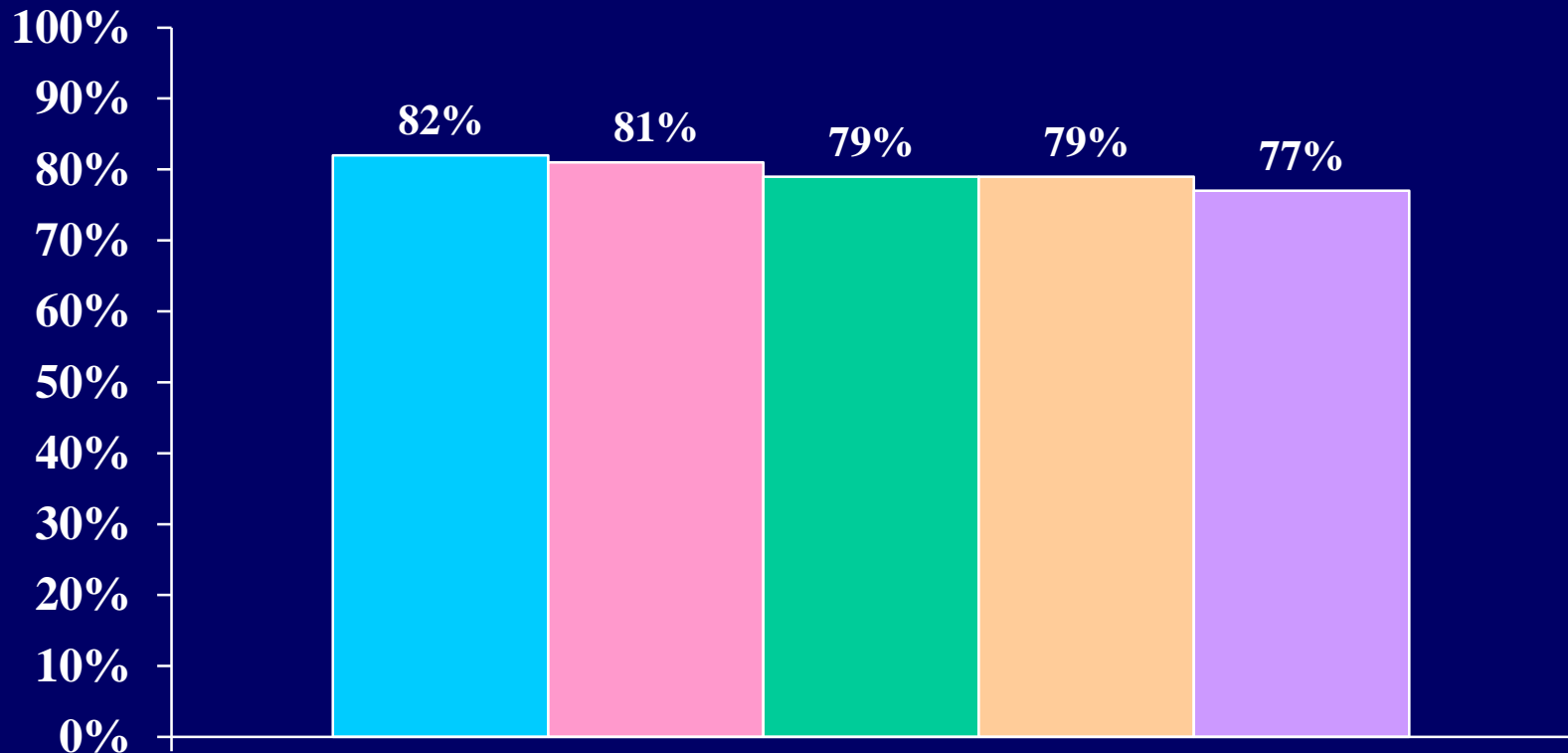
Support their opinions with a logical argument



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

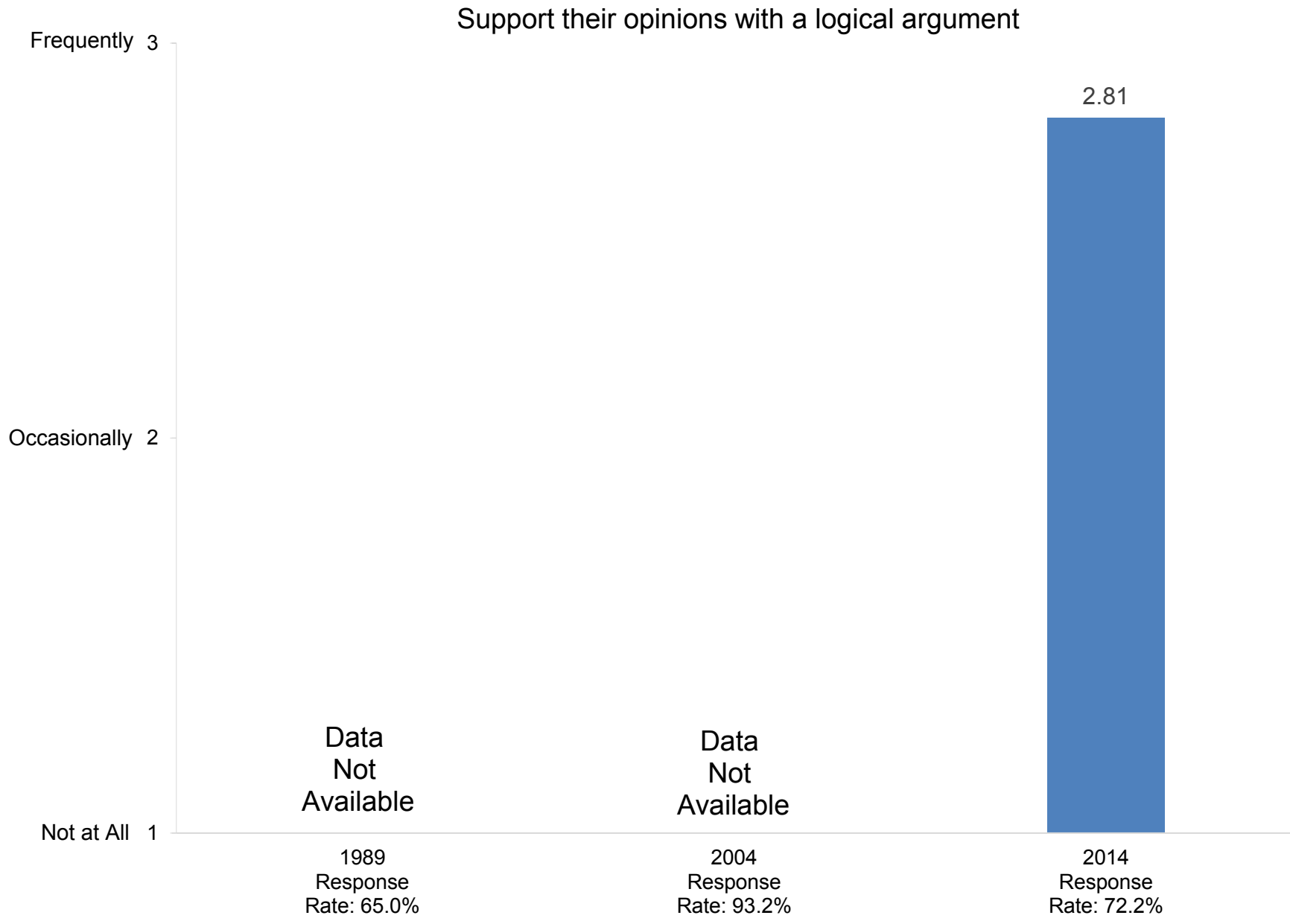
Percent of faculty who indicated “frequently”

Support their opinions with a logical argument

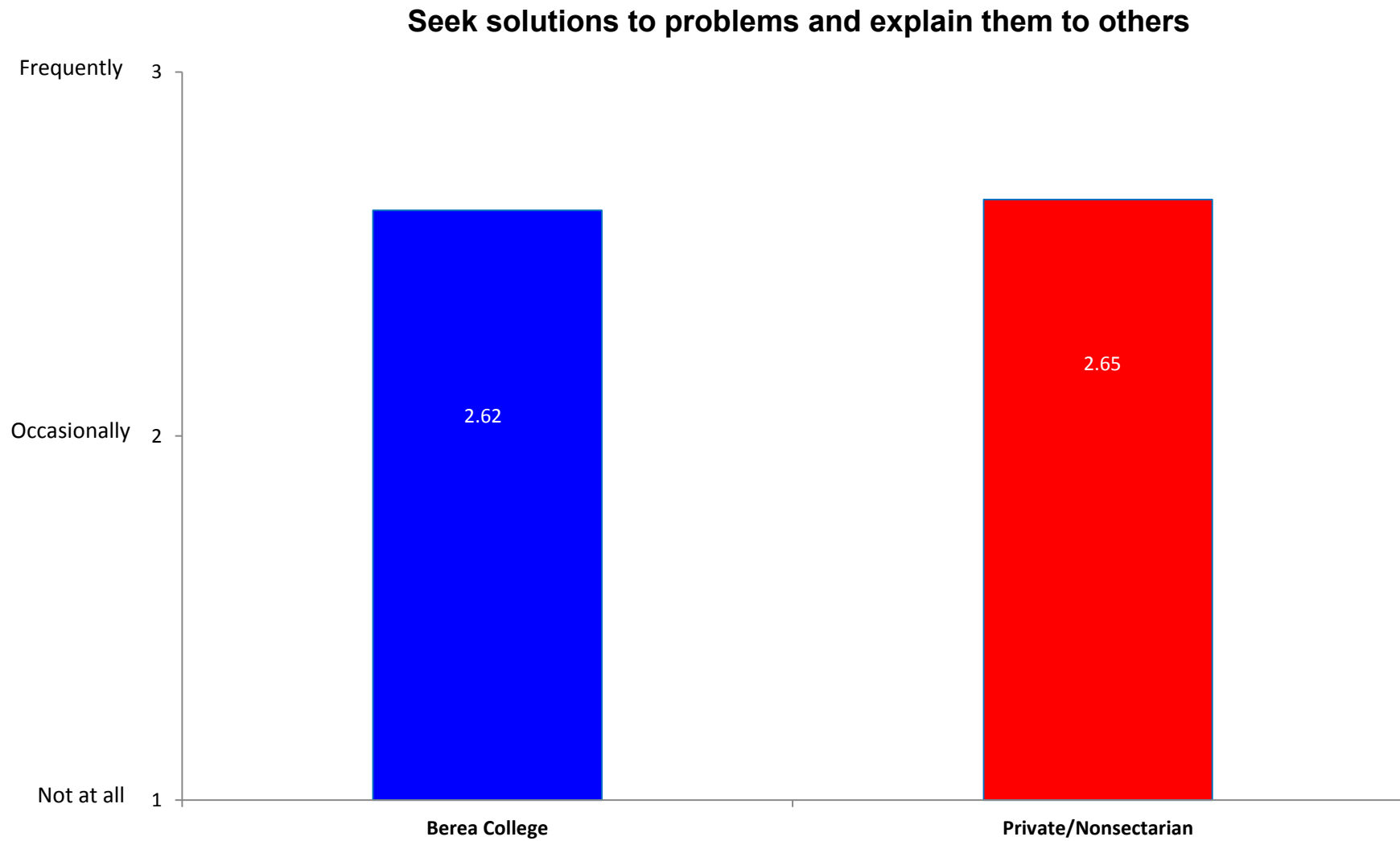


Higher Education Research Institute (HERI) Faculty Survey

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

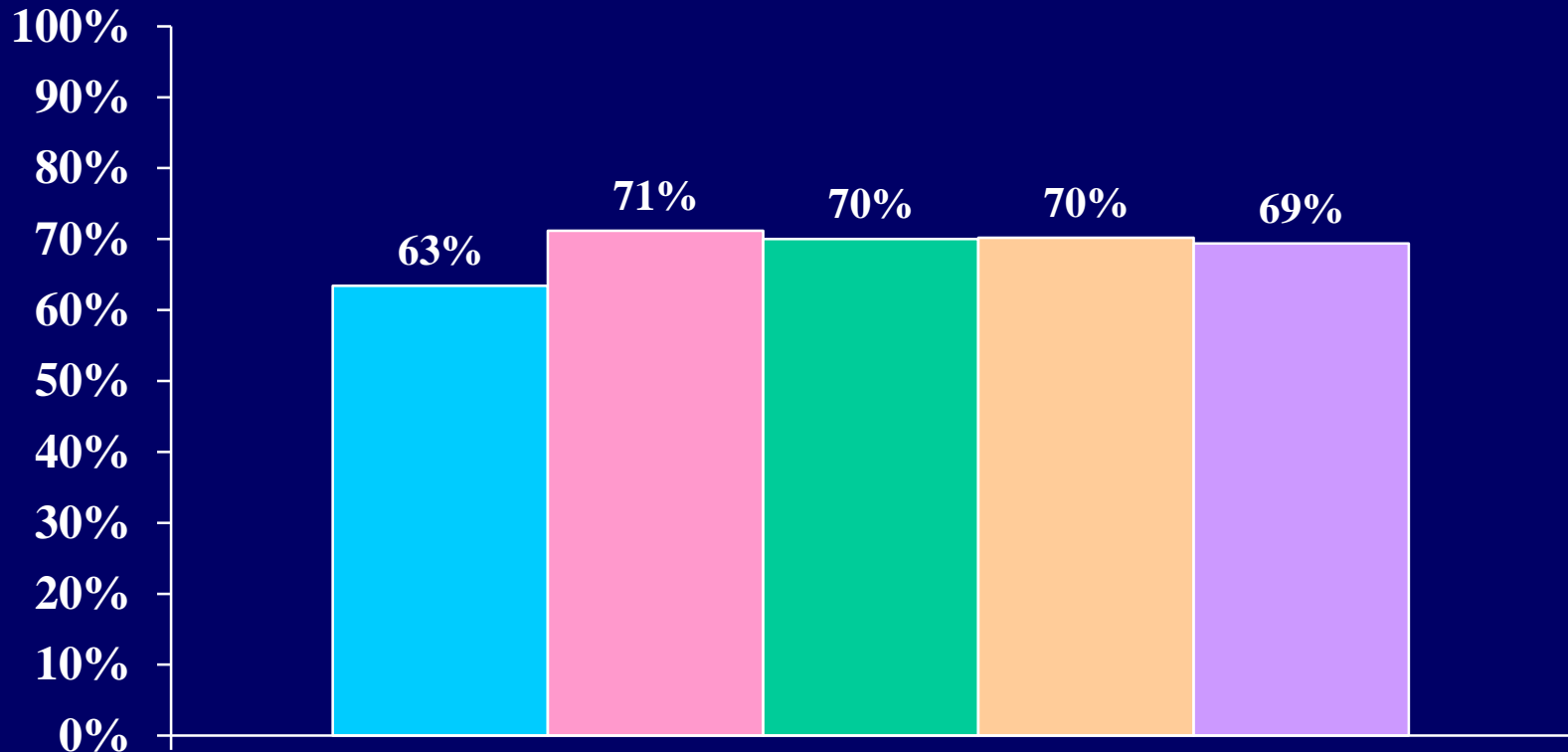


In your interactions with undergraduates, how often do you encourage them to:



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

Seek solutions to problems and explain them to others



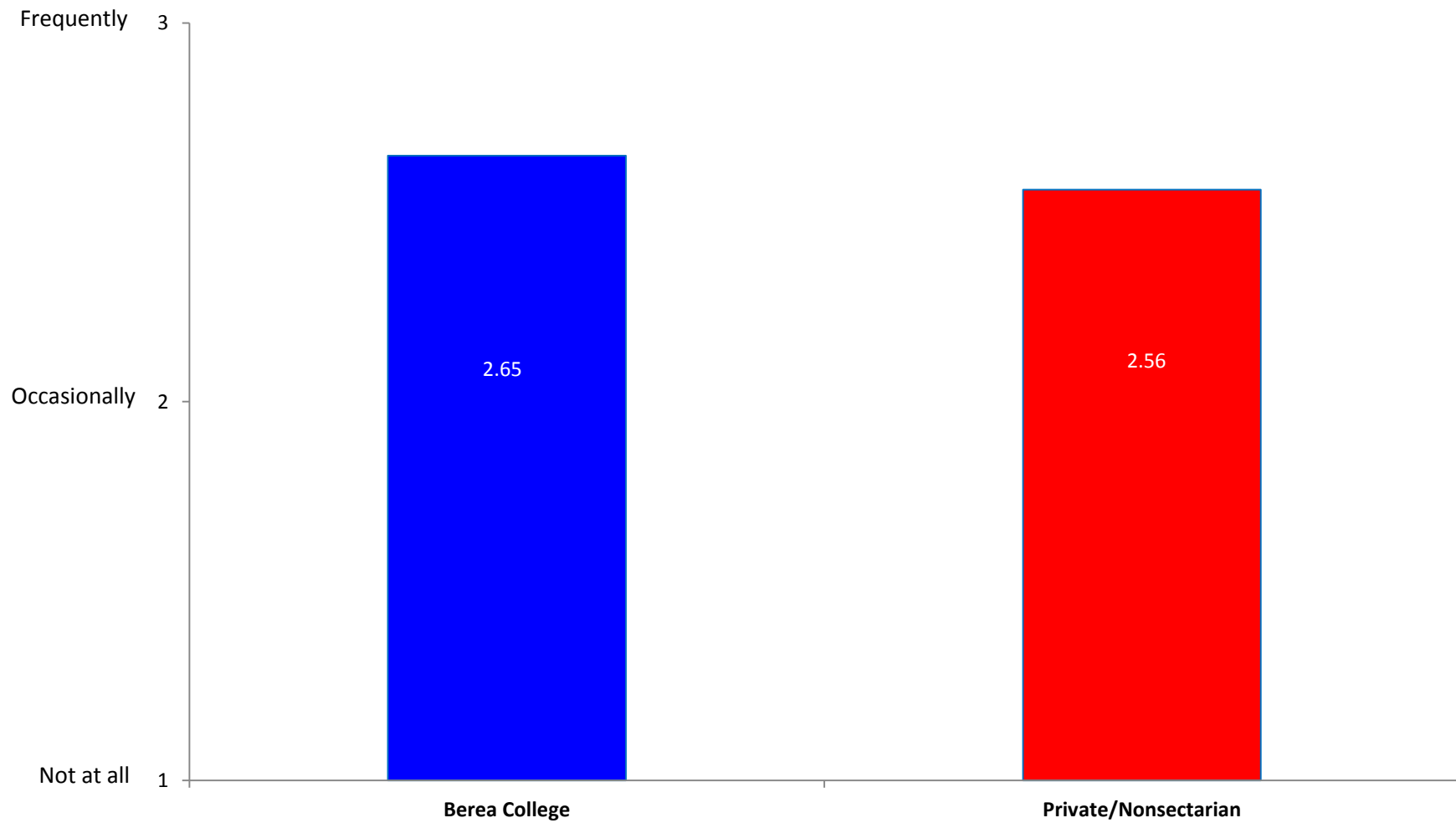
Higher Education Research Institute (HERI) Faculty Survey

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



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

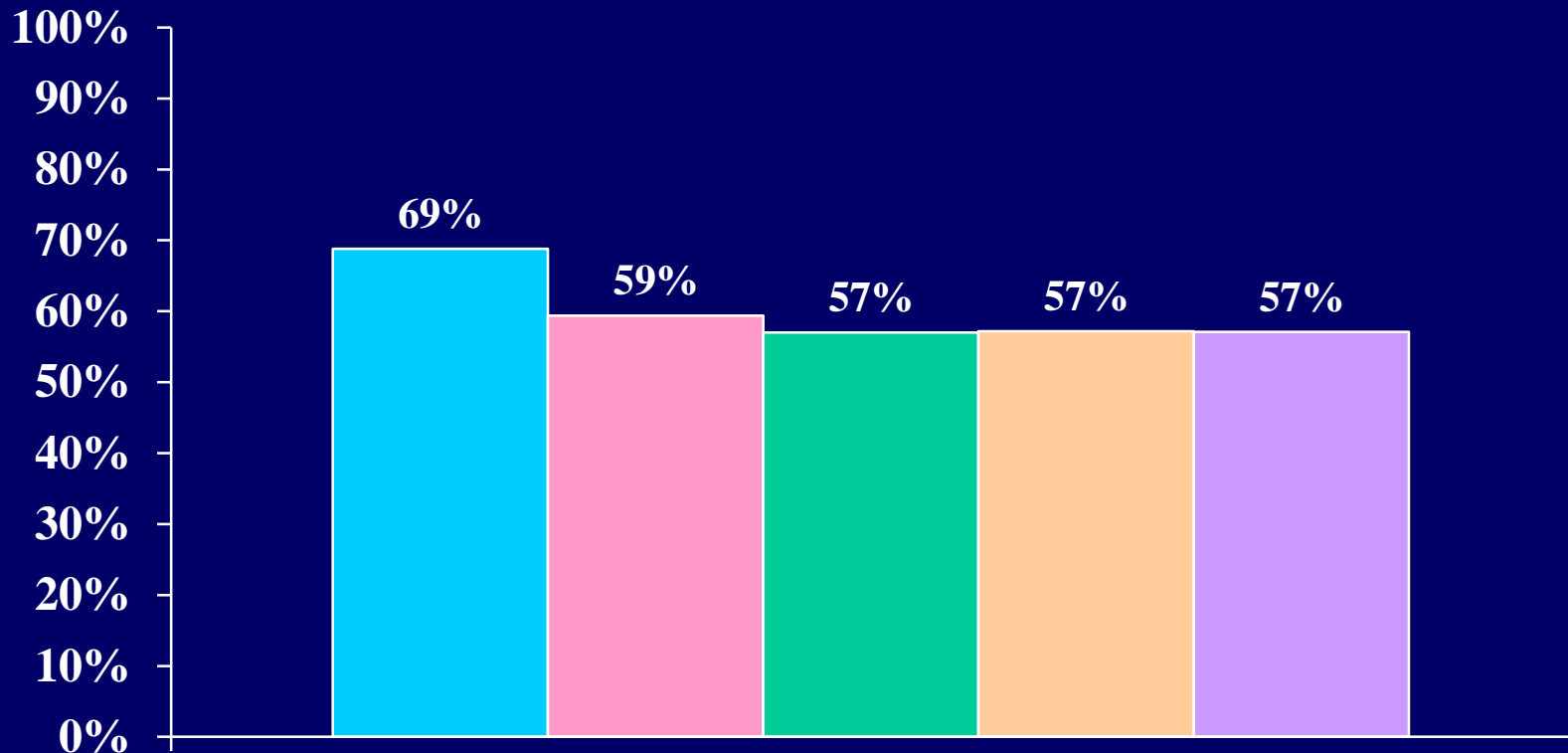
Revise their papers to improve their writing





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

Percent of faculty who indicated “frequently”

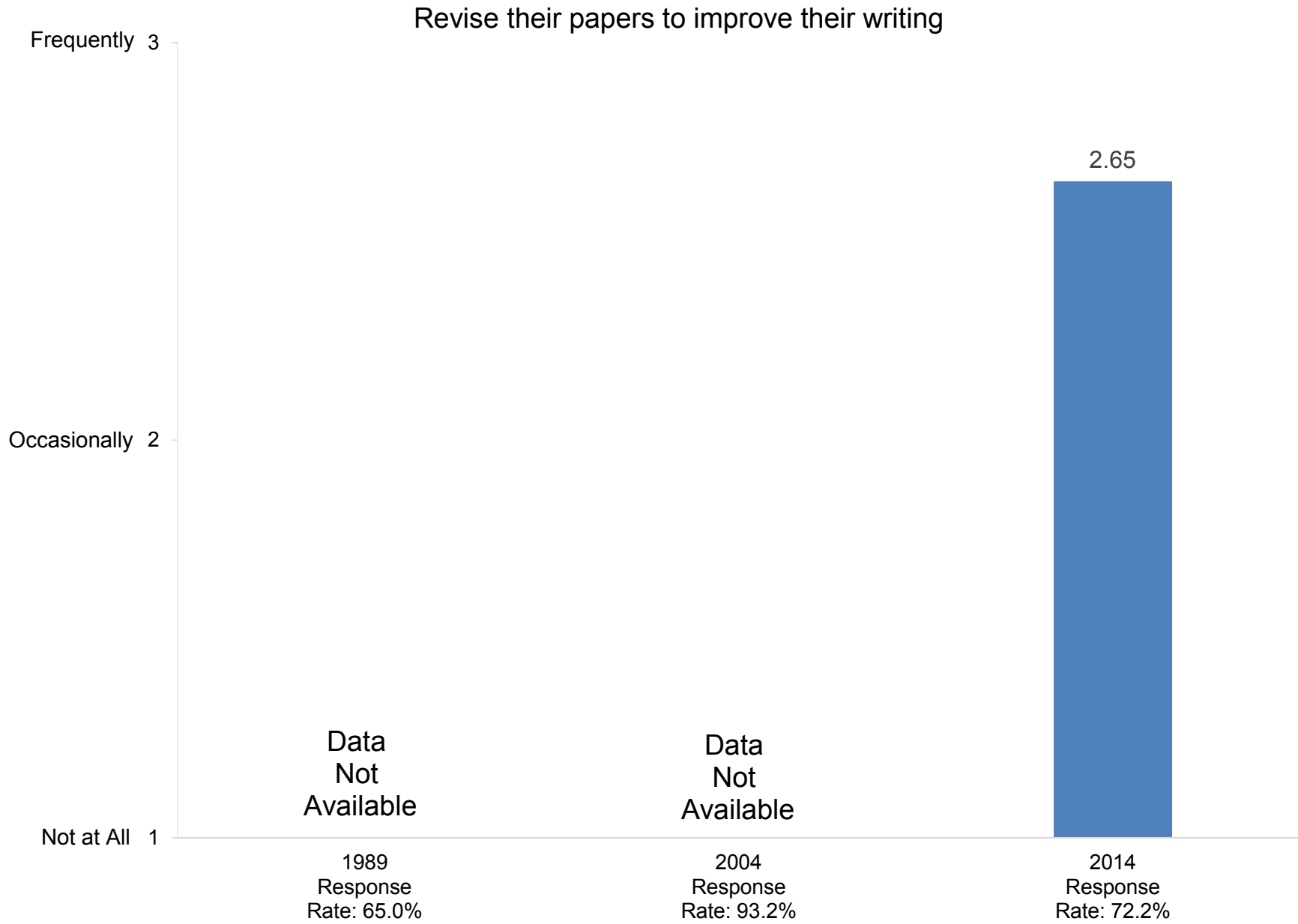
Revise their papers to improve their writing



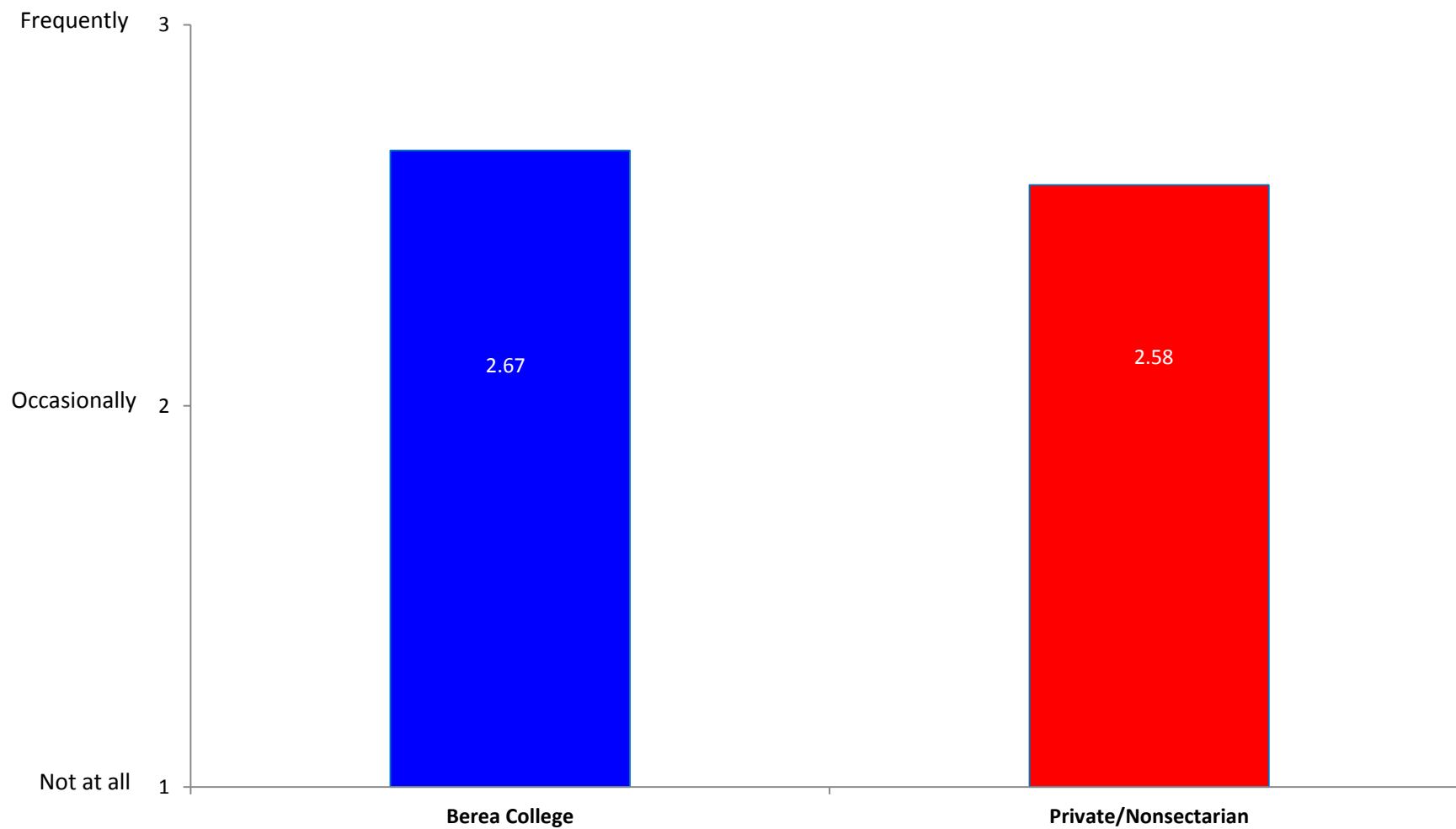
 Berea  Benchmark Institutions  Non-Sectarian – High Selectivity  4-Year Private  Publics

Higher Education Research Institute (HERI) Faculty Survey

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



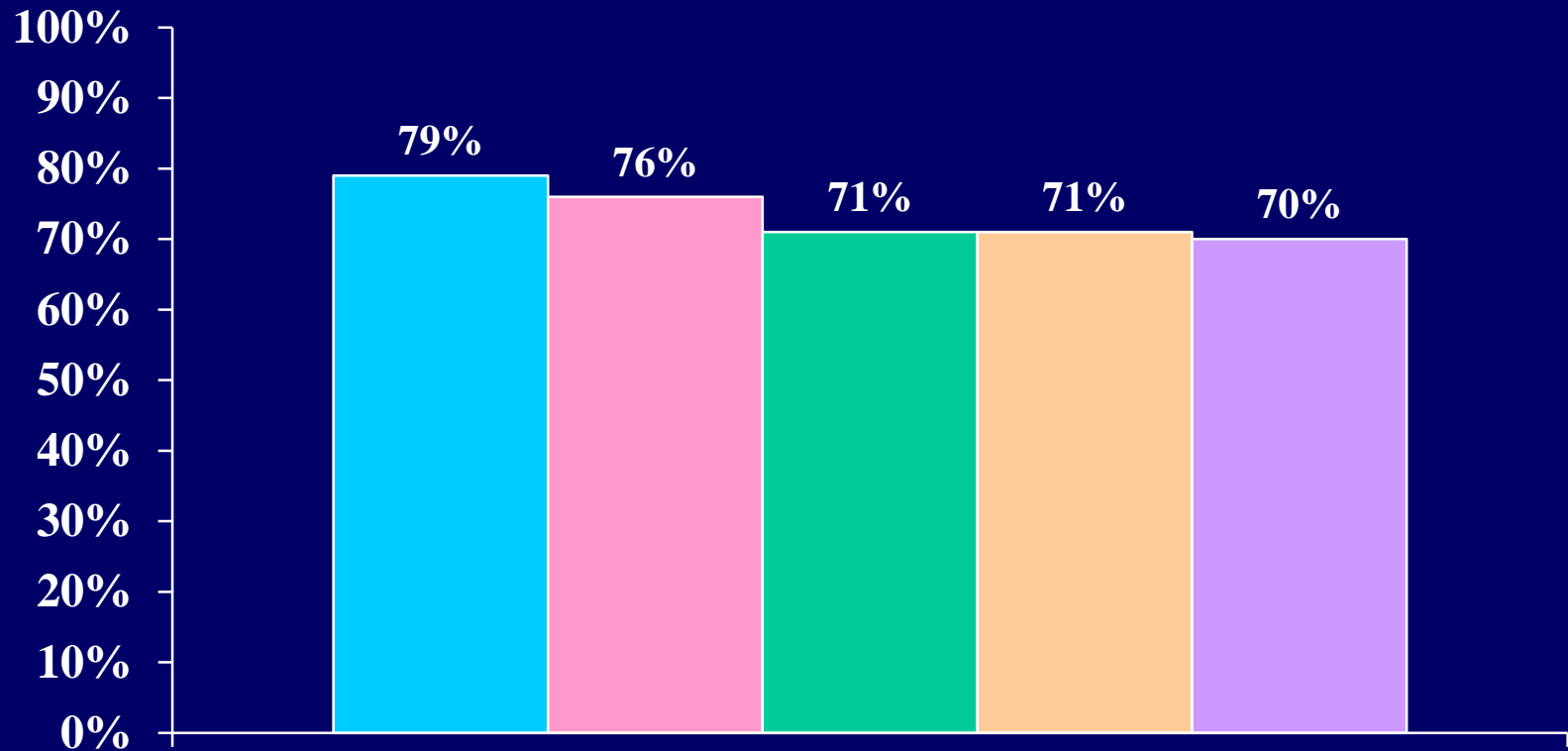
Evaluate the quality of reliability of information they receive



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

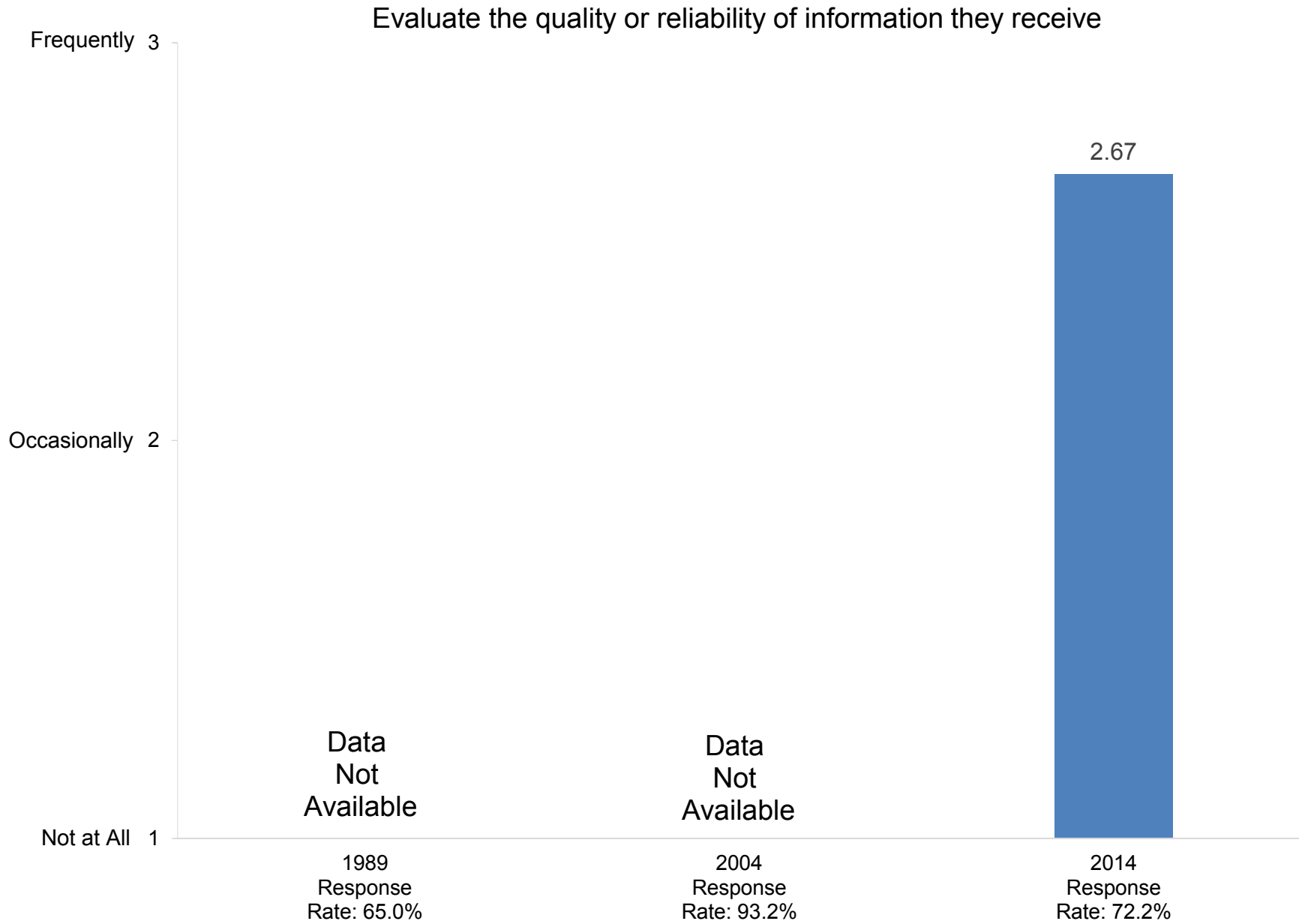
Percent of faculty who indicated “essential” or “very important”

*Help students evaluate the quality and
reliability of information*



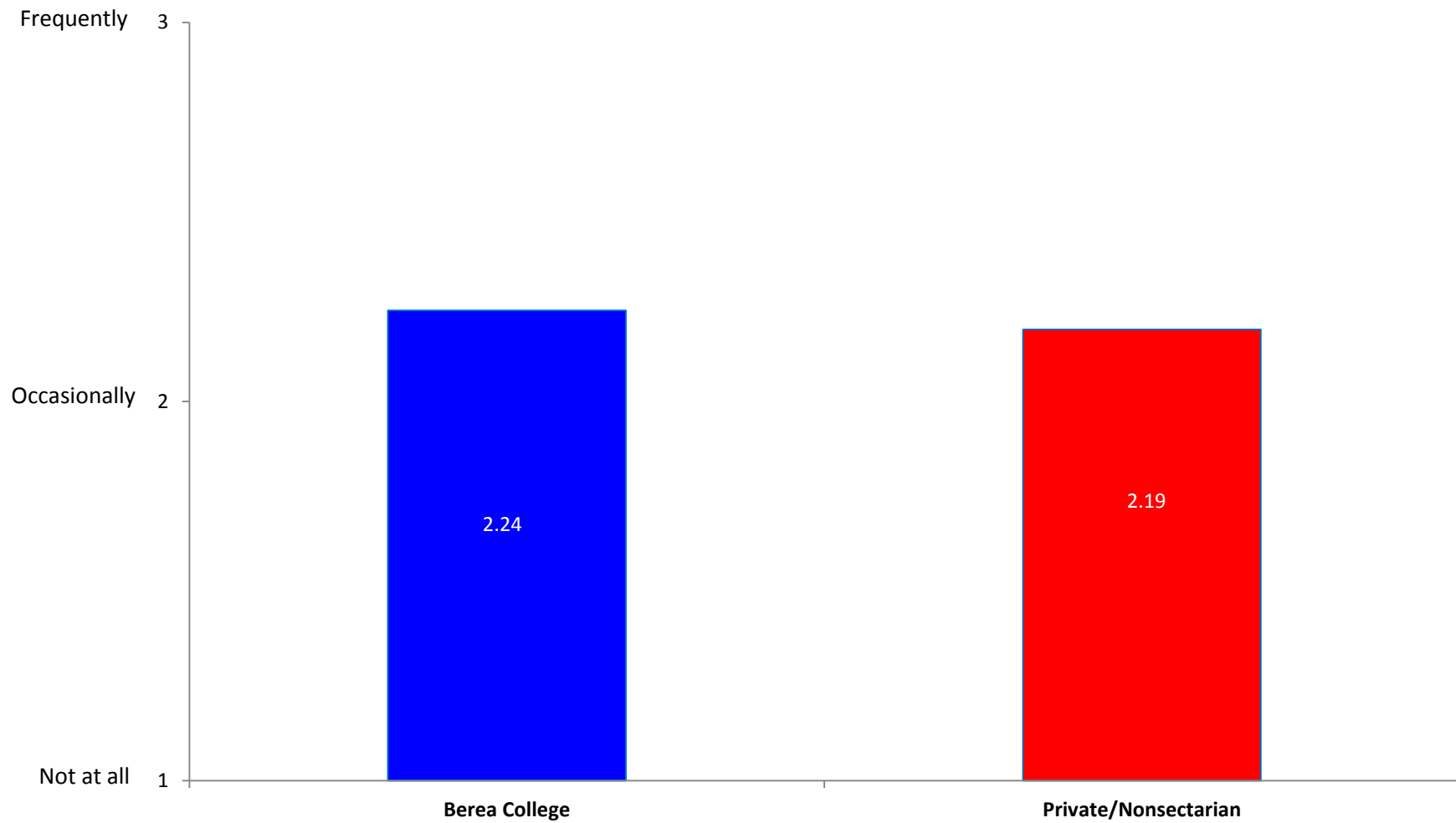
Higher Education Research Institute (HERI) Faculty Survey

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



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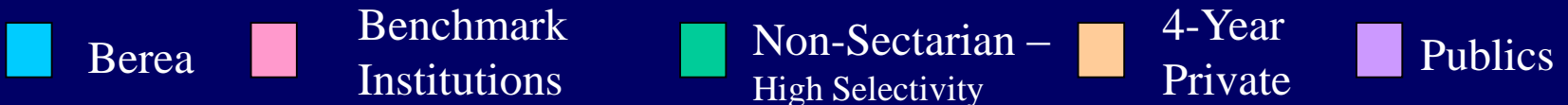
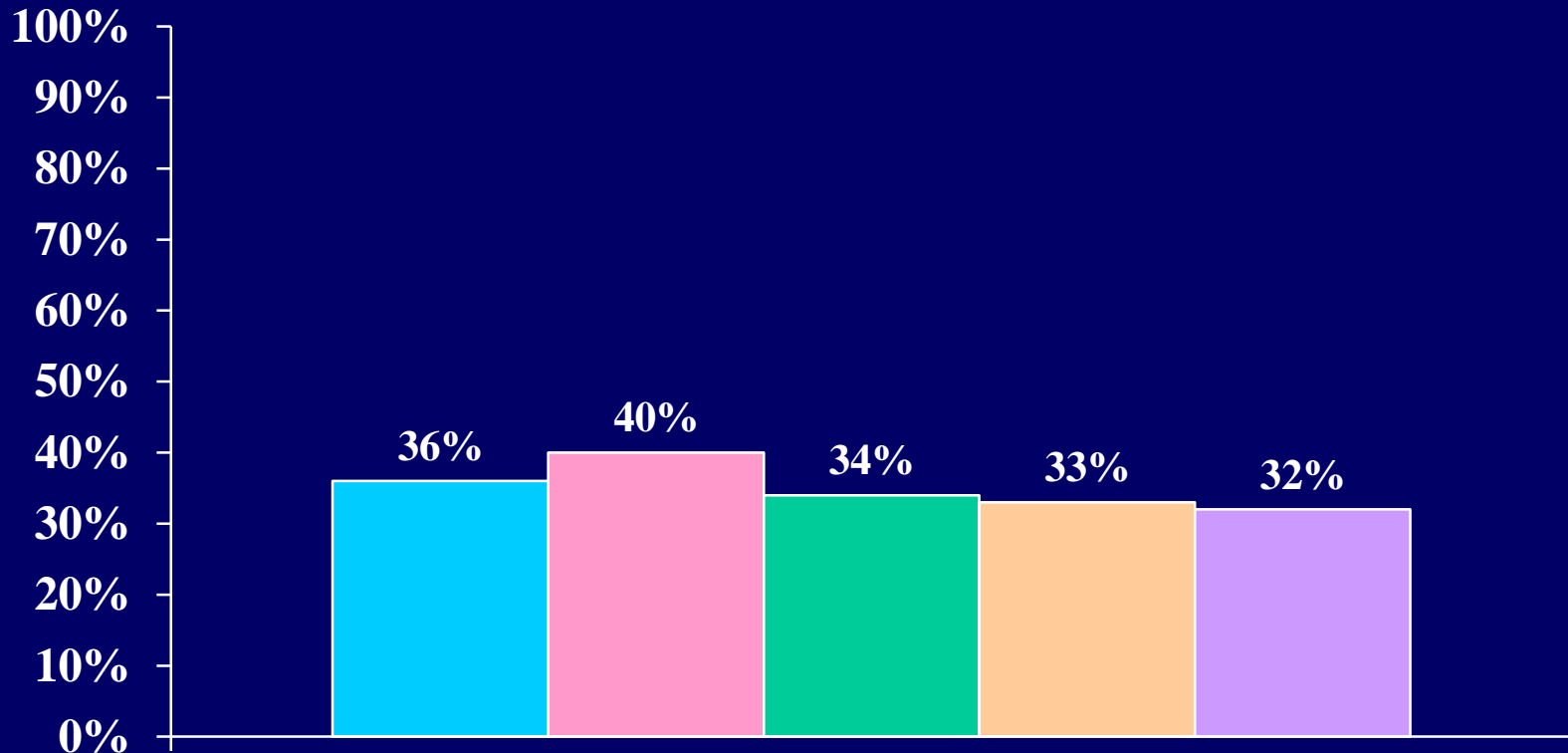
Take risks for potential gains



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

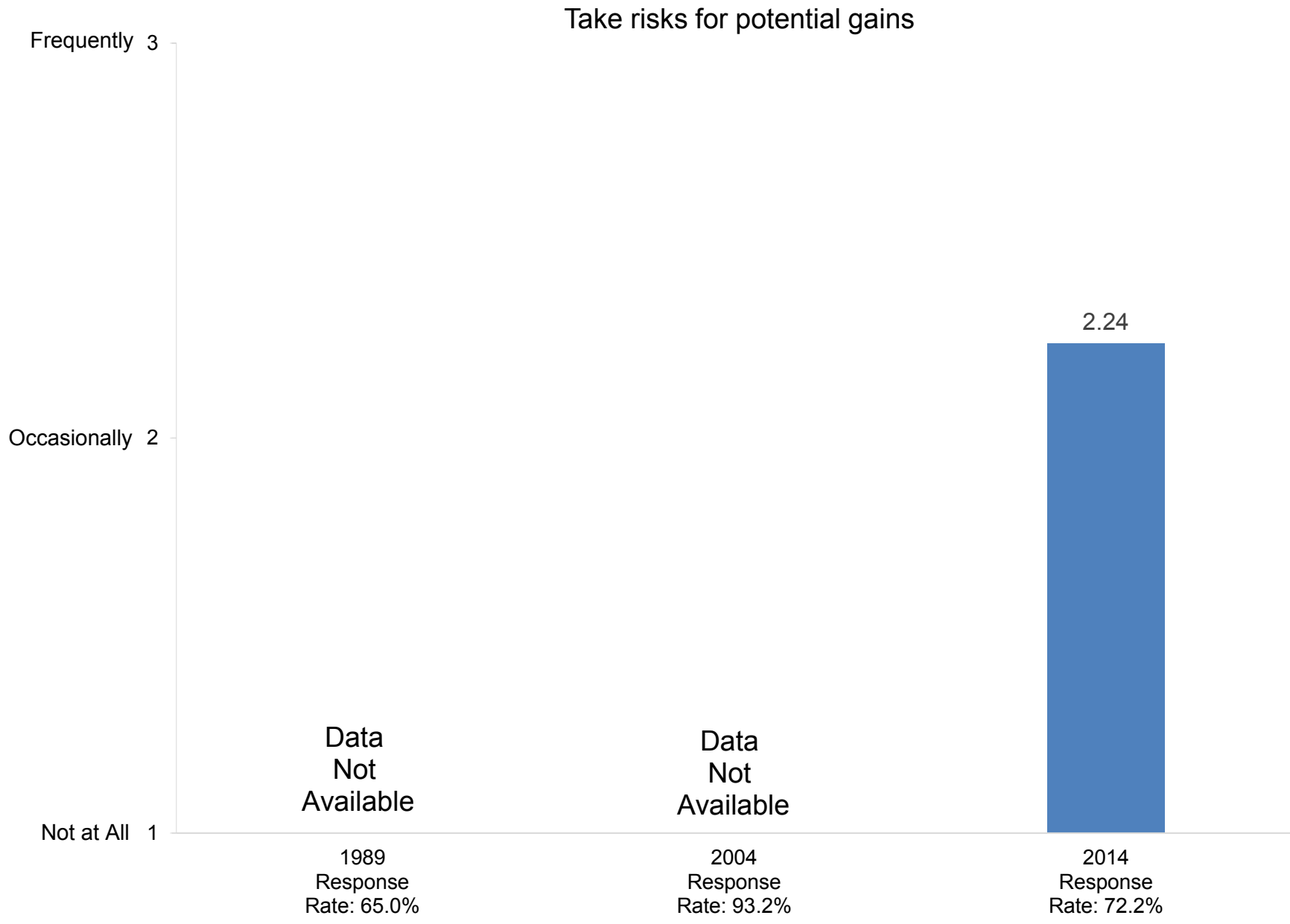
Percent of faculty who indicated “frequently”

Take risks for potential gains



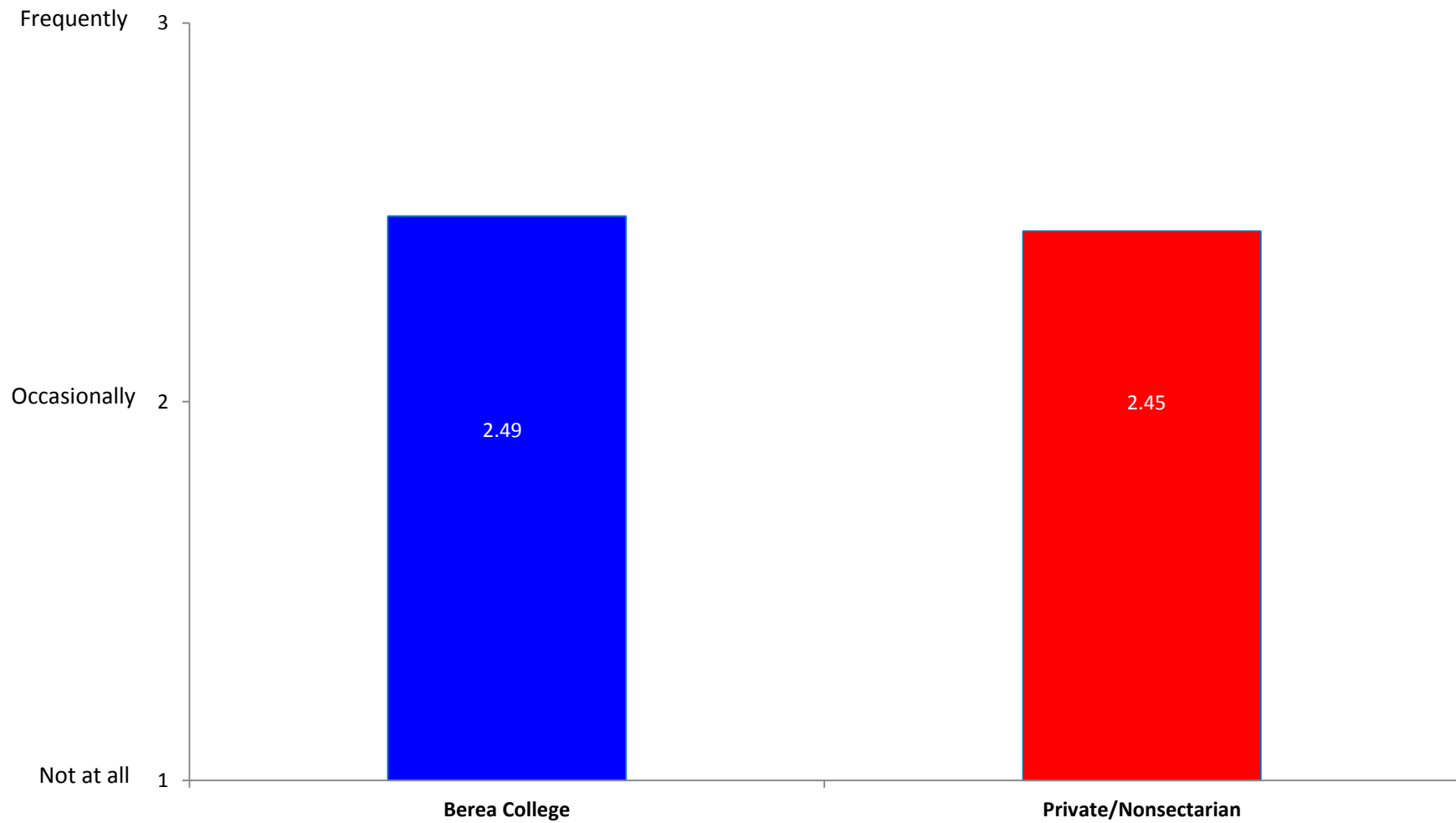
Higher Education Research Institute (HERI) Faculty Survey

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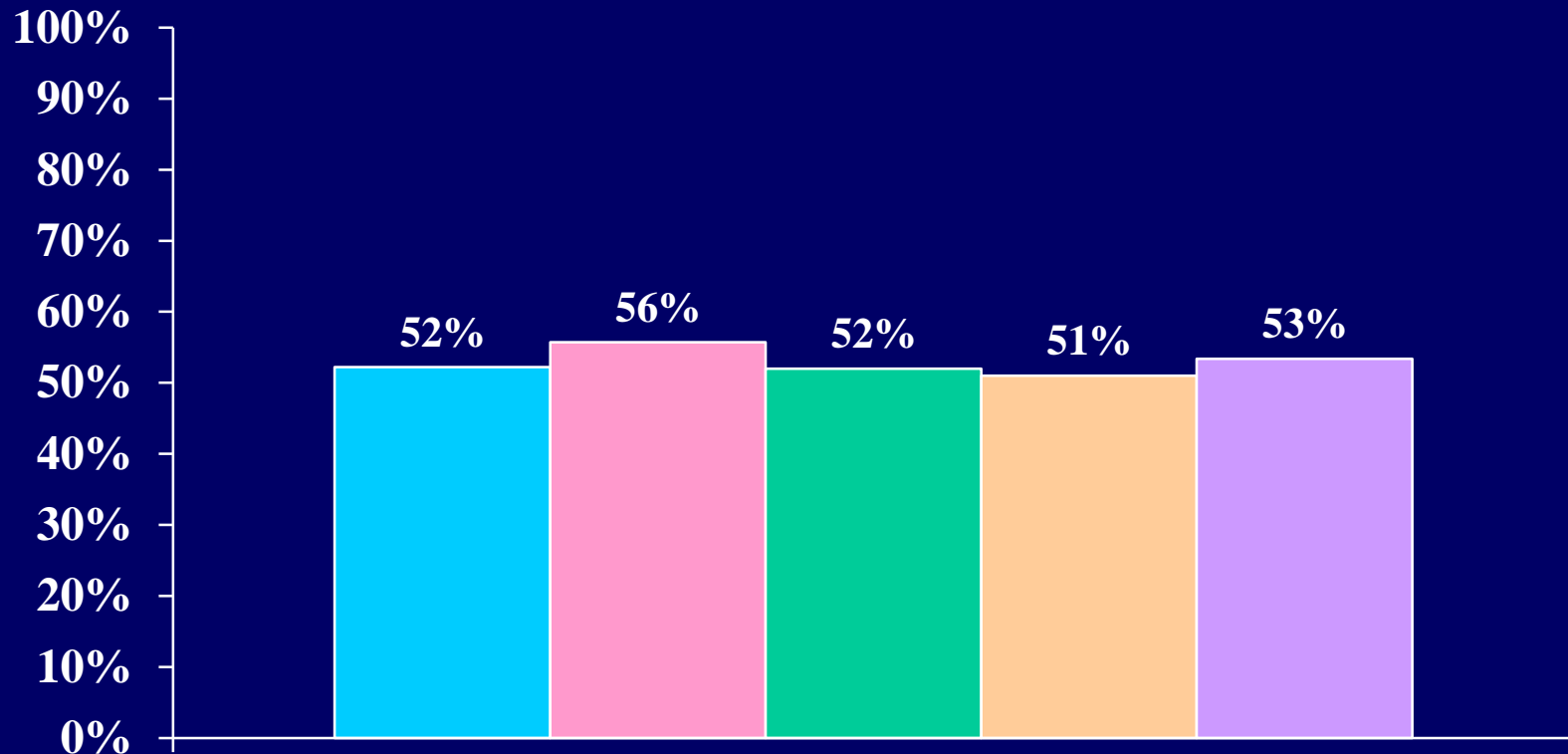
Seek alternative solutions to a problem



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

Percent of faculty who indicated “frequently”

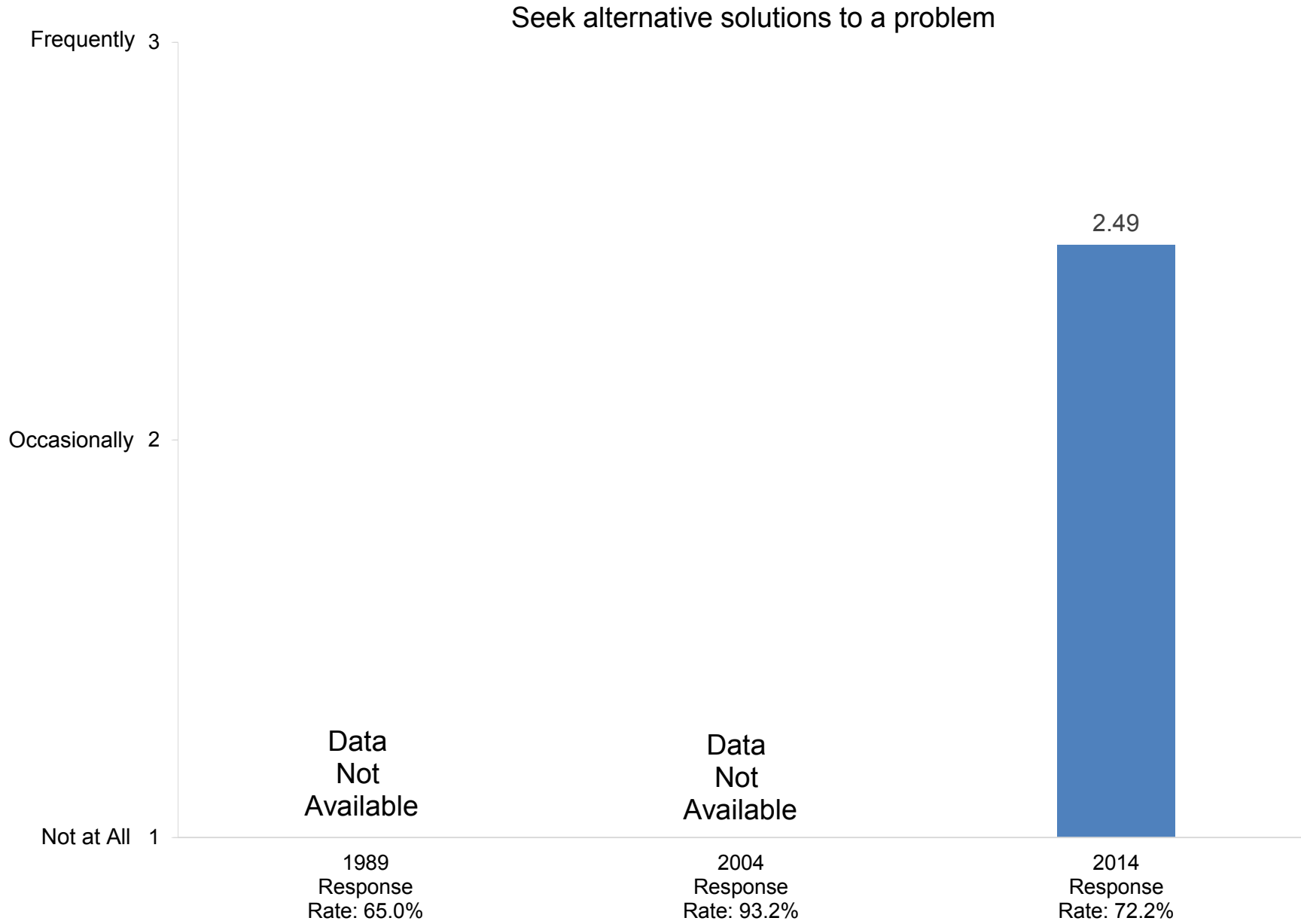
Seek alternative solutions to a problem



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

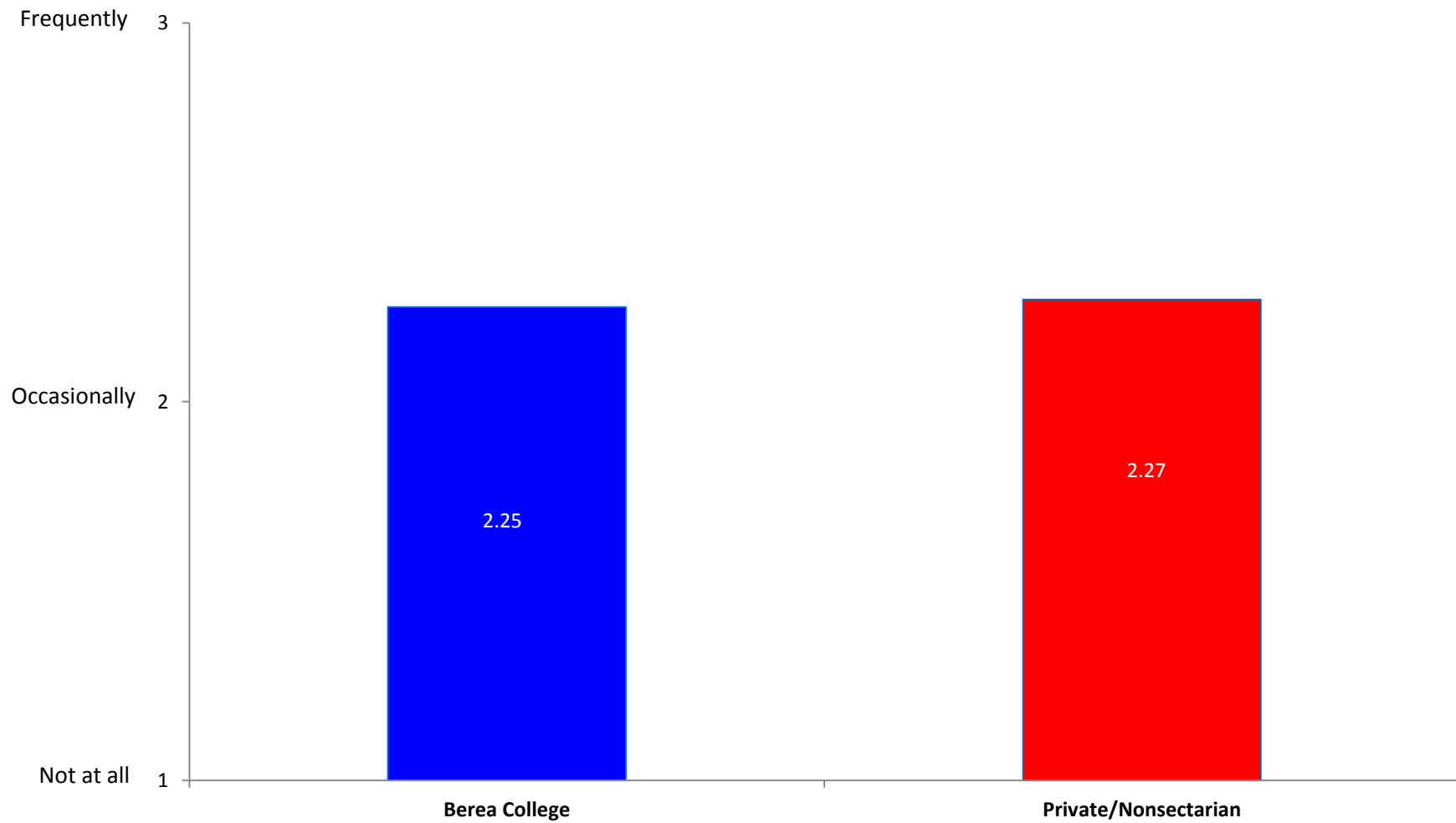
Higher Education Research Institute (HERI) Faculty Survey

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



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

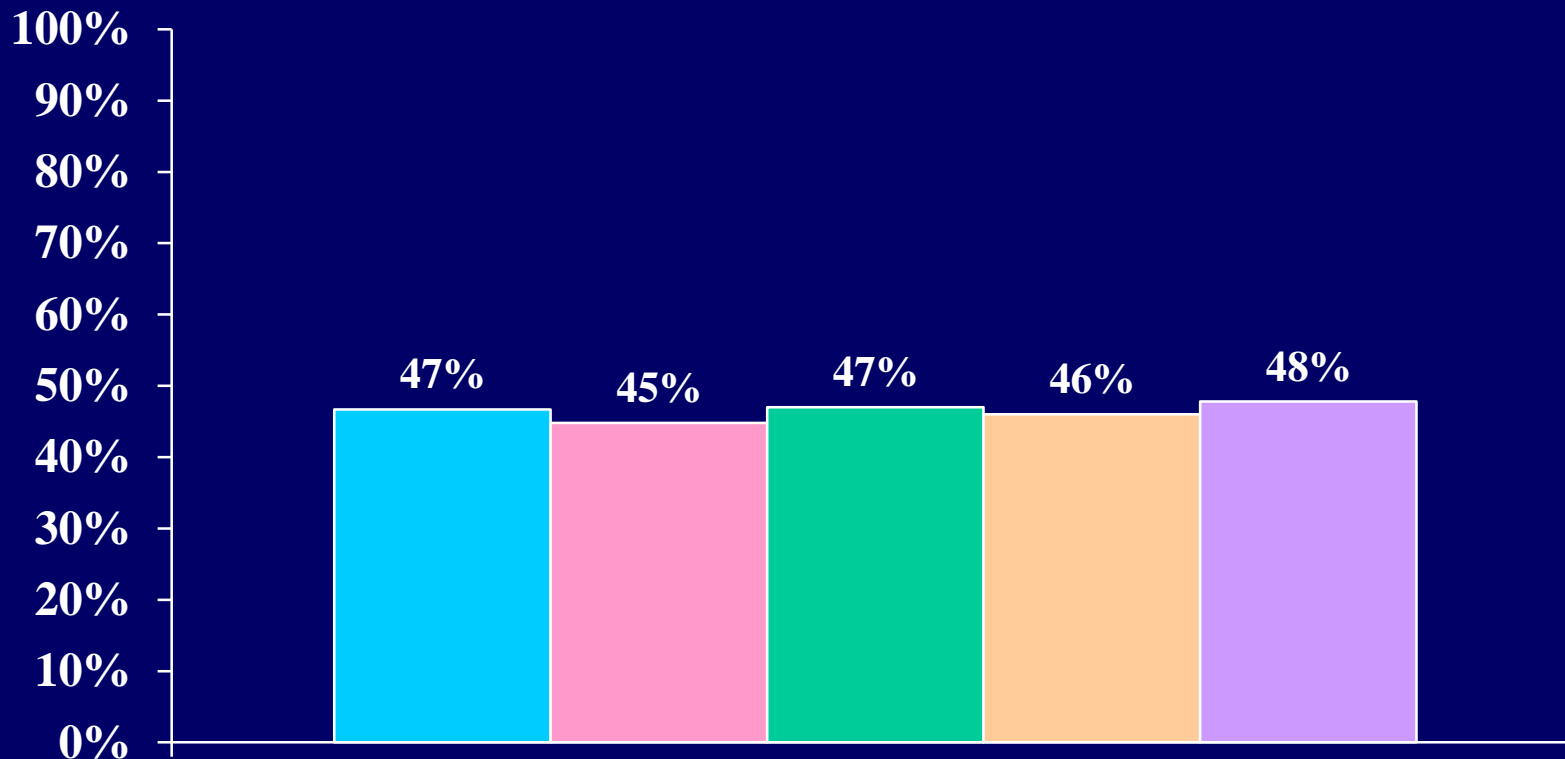
Look up scientific research articles and resources



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

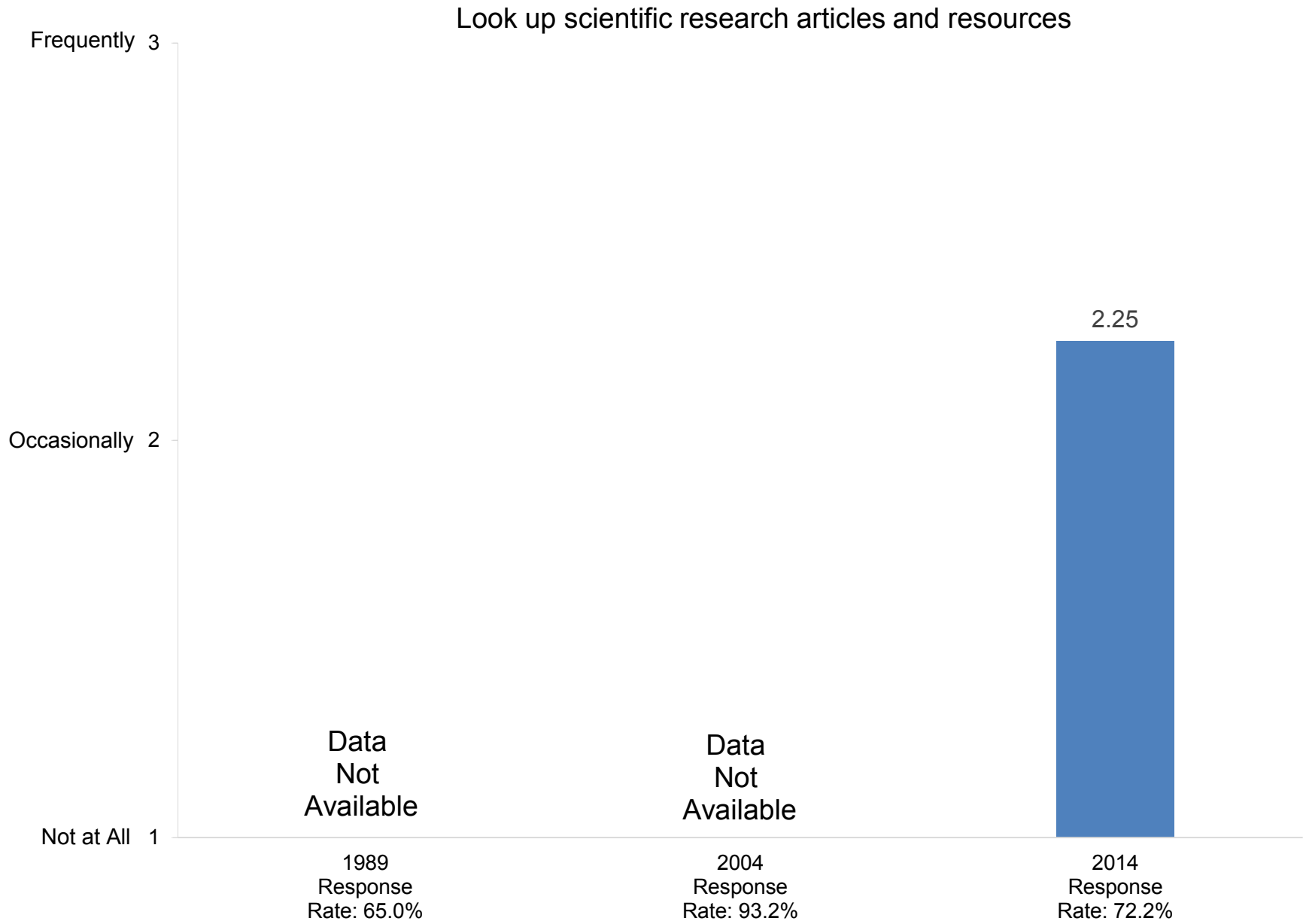
Percent of faculty who indicated “frequently”

Look up scientific research articles and resources



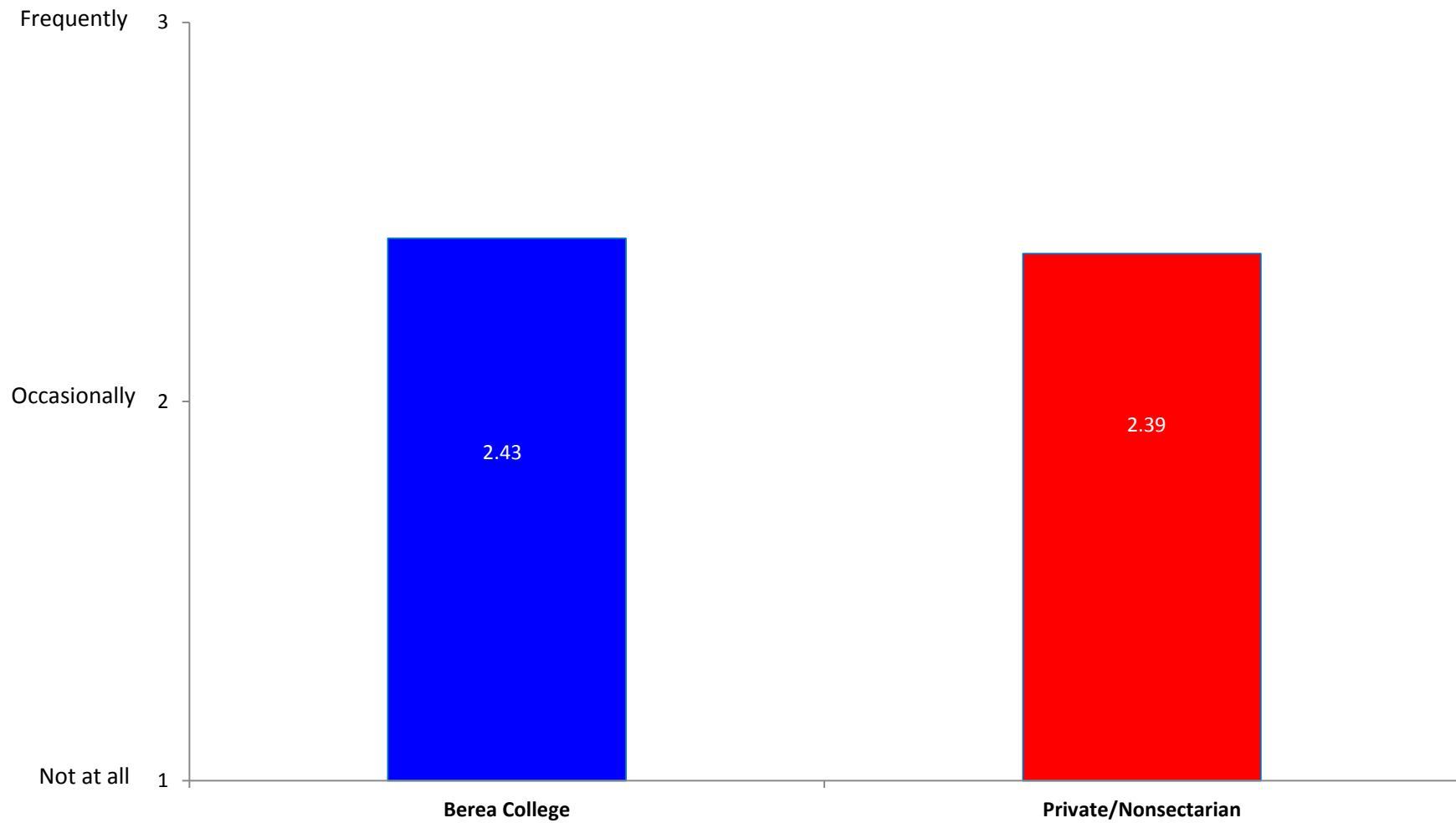
Higher Education Research Institute (HERI) Faculty Survey

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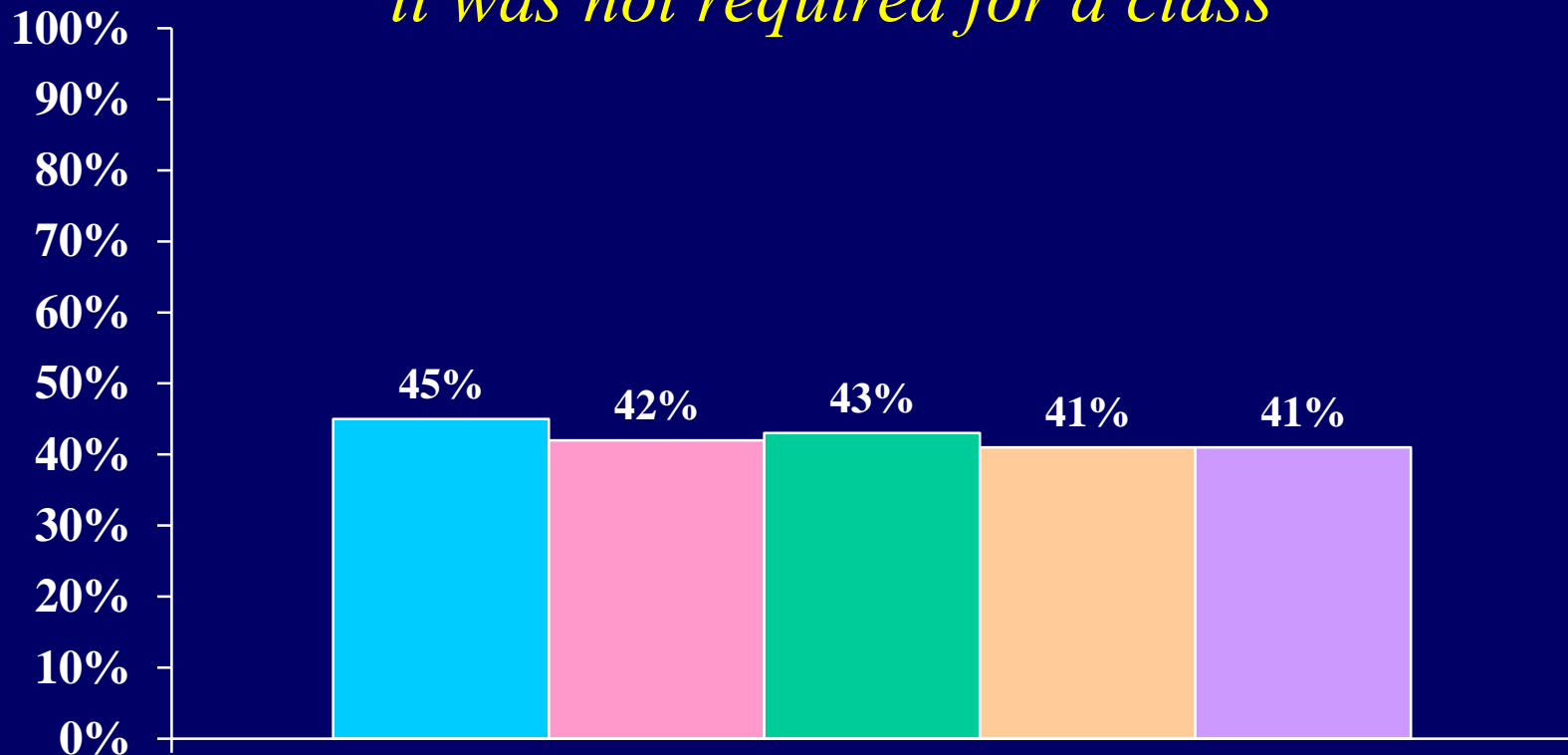
In your interactions with undergraduates, how often do you encourage them to:

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



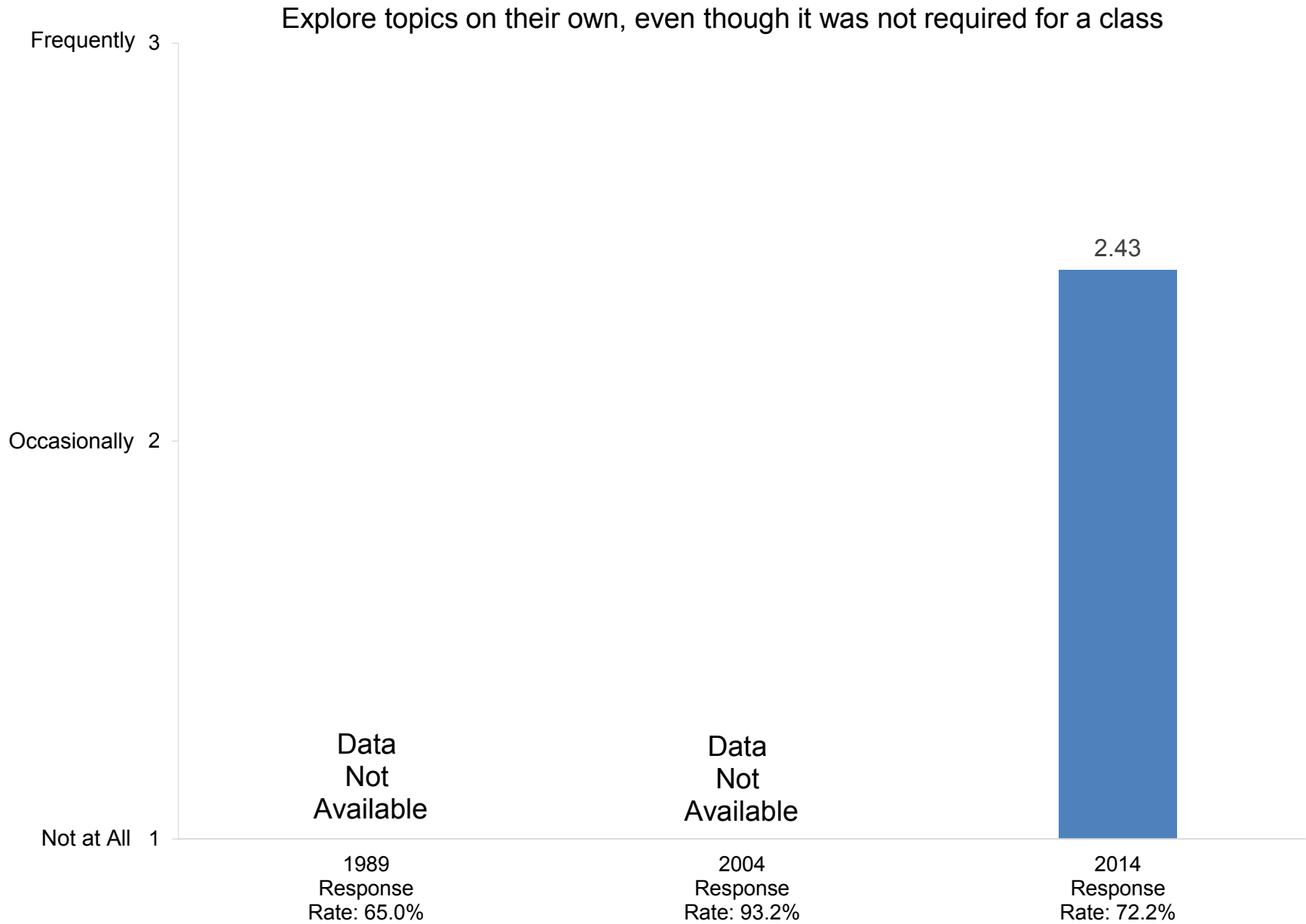
In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?
Percent of faculty who indicated “frequently”

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



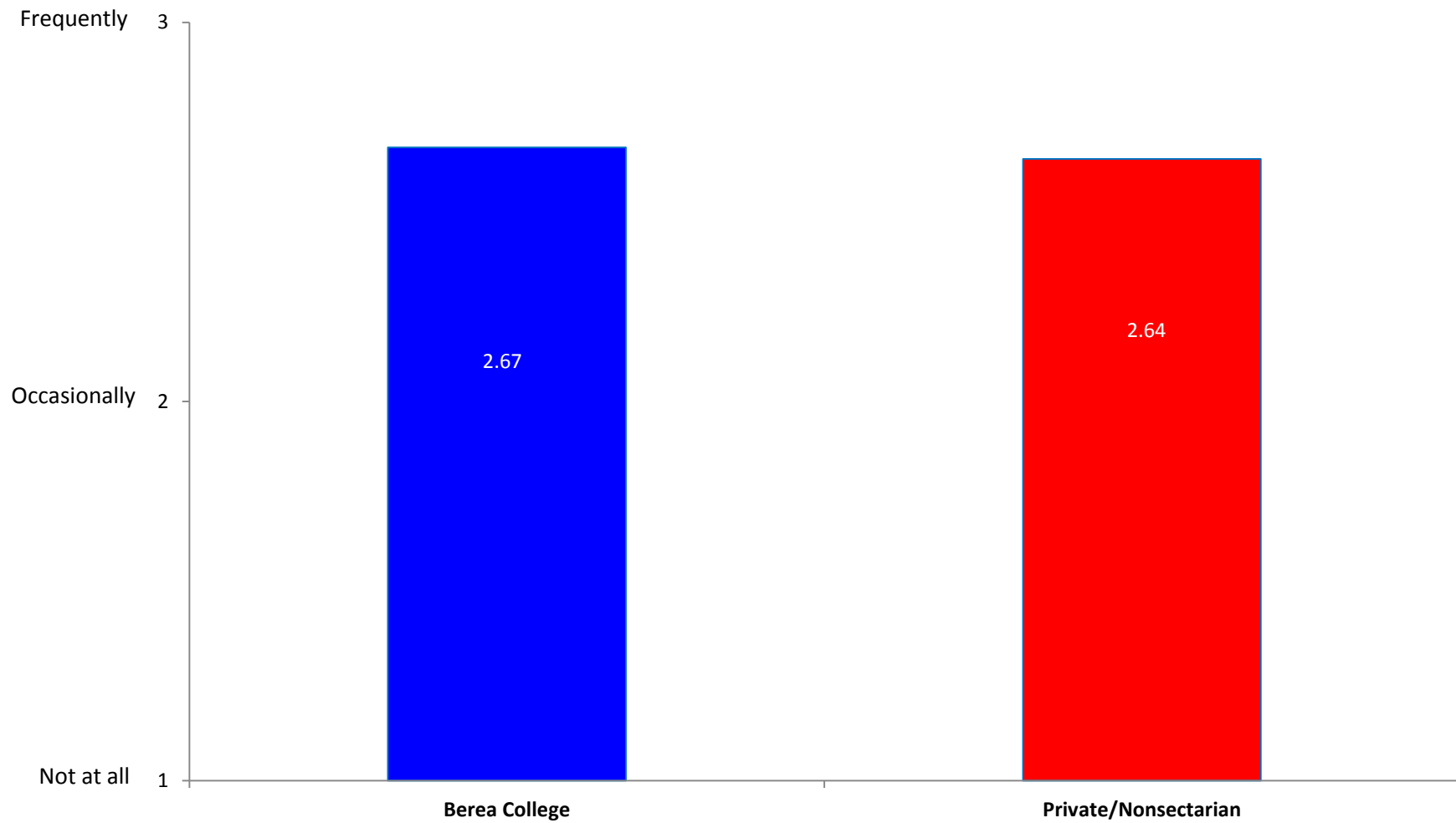
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In your interactions with undergraduates, how often do you encourage them to:

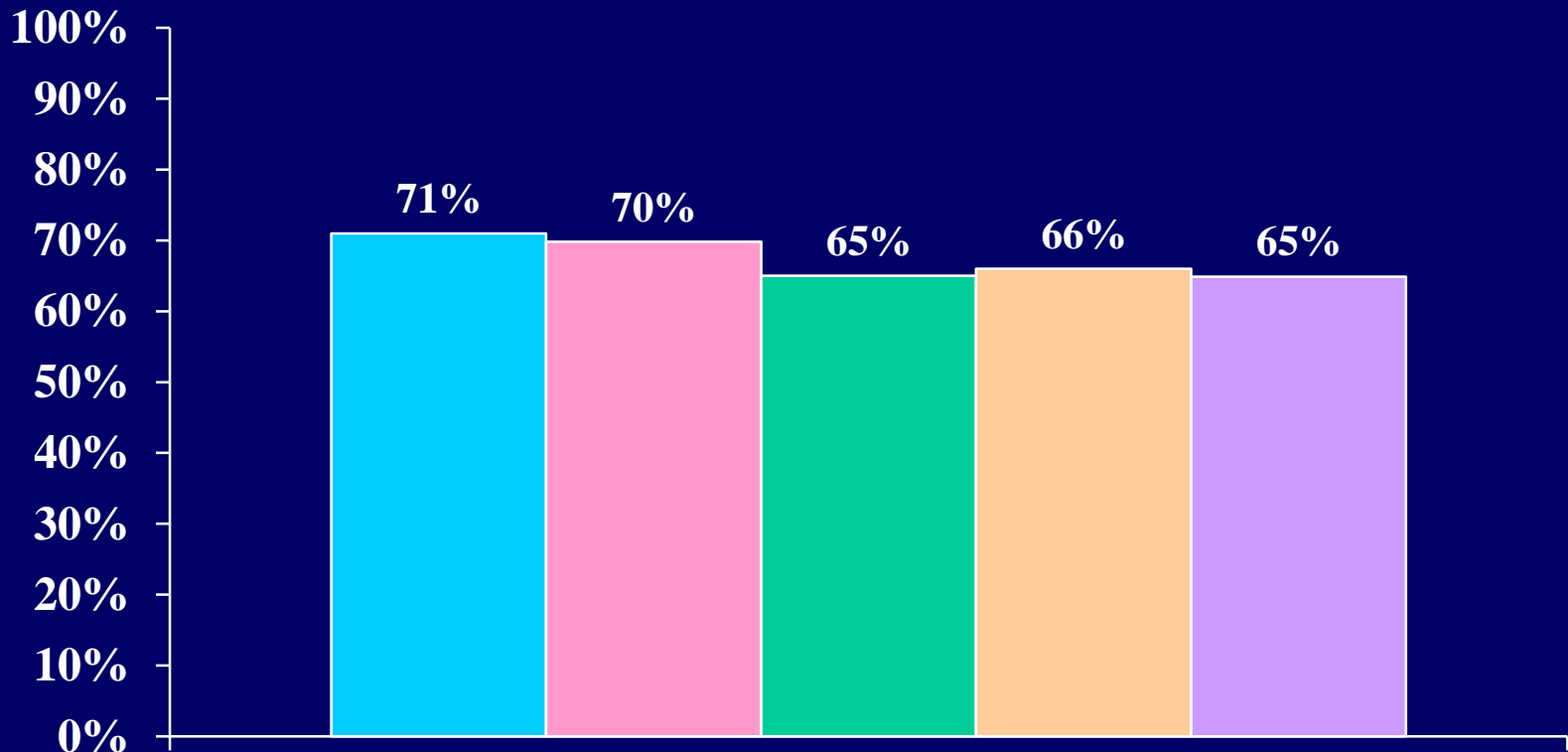
Accept mistakes as part of the learning process



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

Percent of faculty who indicated “frequently”

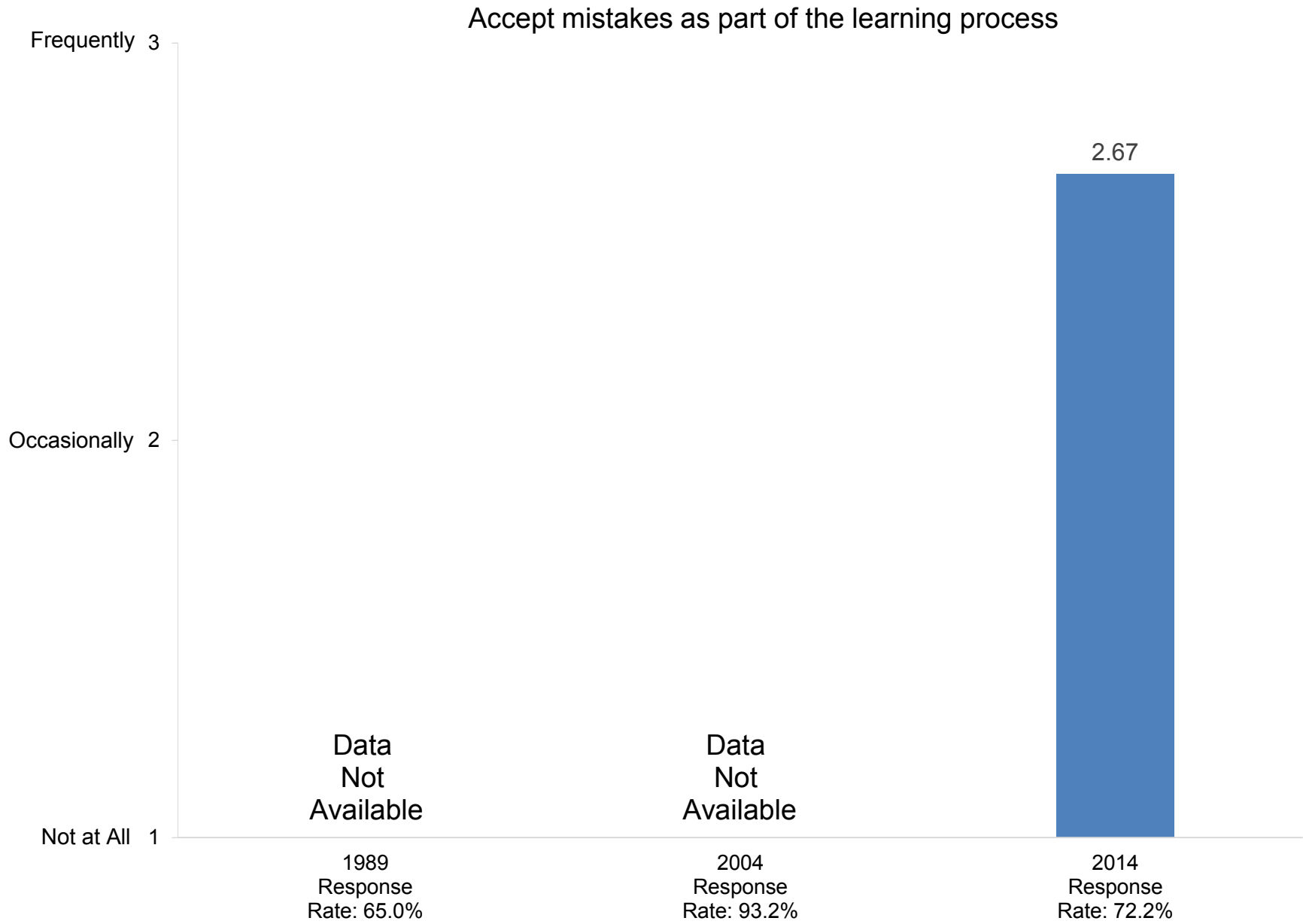
Accept mistakes as part of the learning process



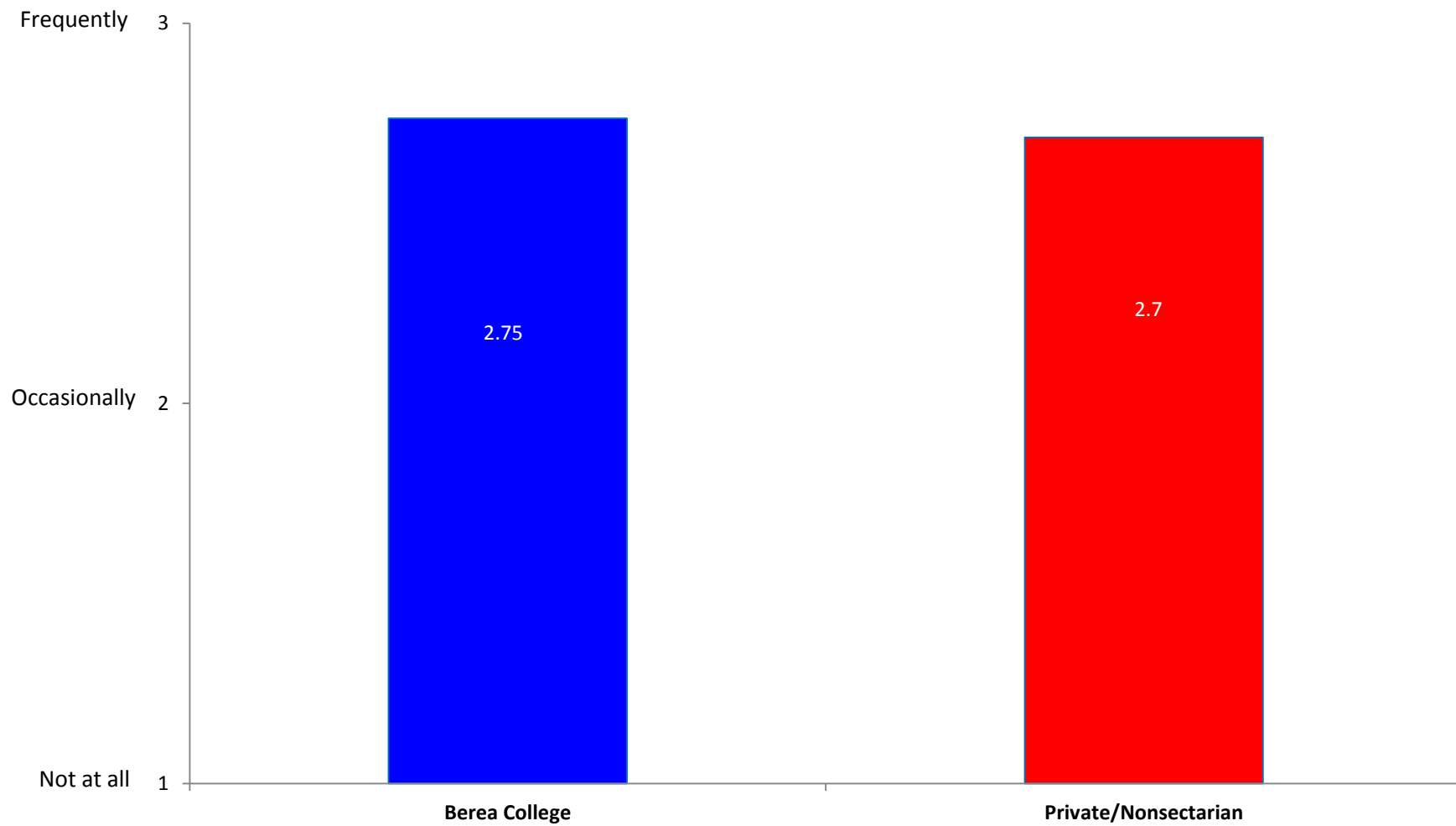
 Berea  Benchmark Institutions  Non-Sectarian – High Selectivity  4-Year Private  Publics

Higher Education Research Institute (HERI) Faculty Survey

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



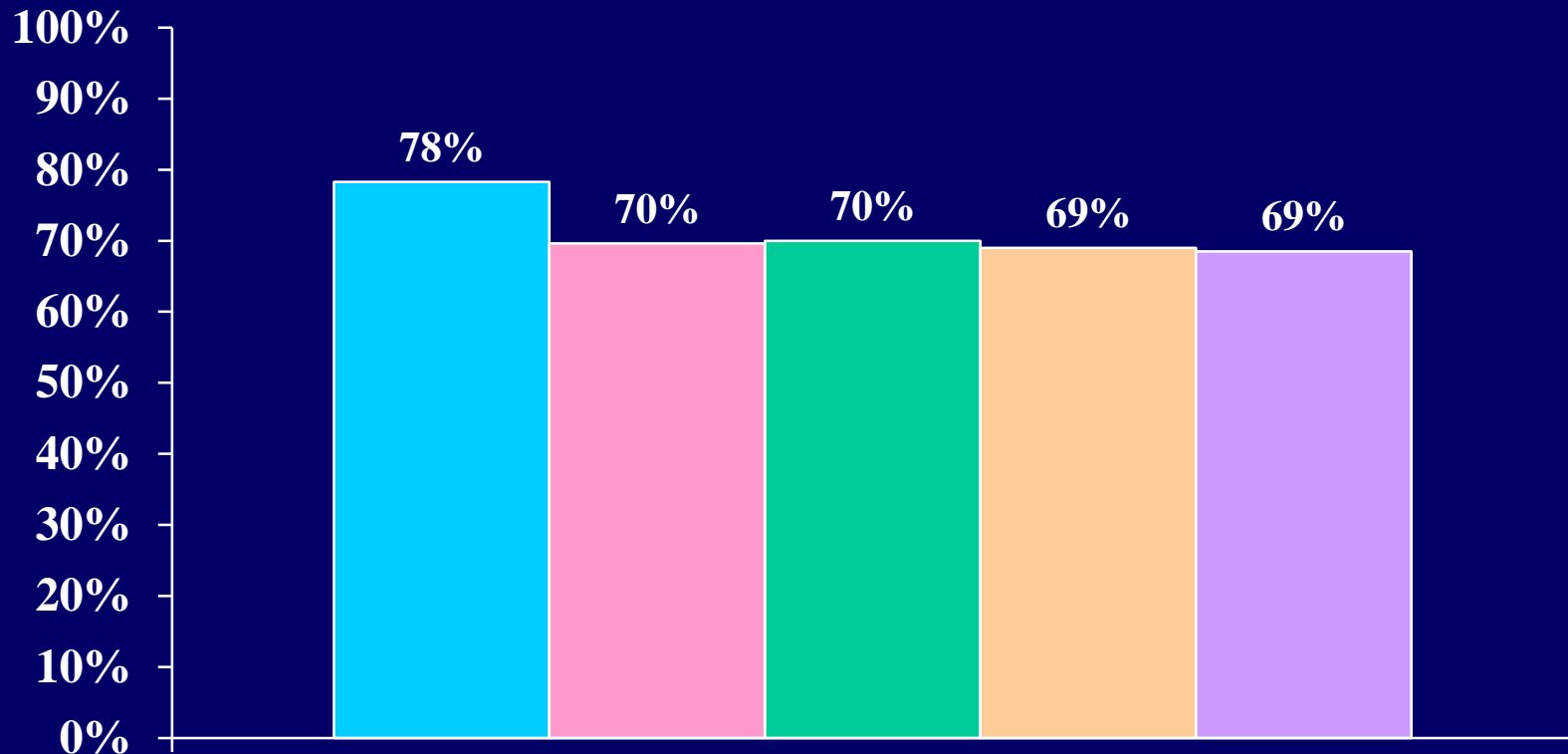
Seek feedback on their academic work



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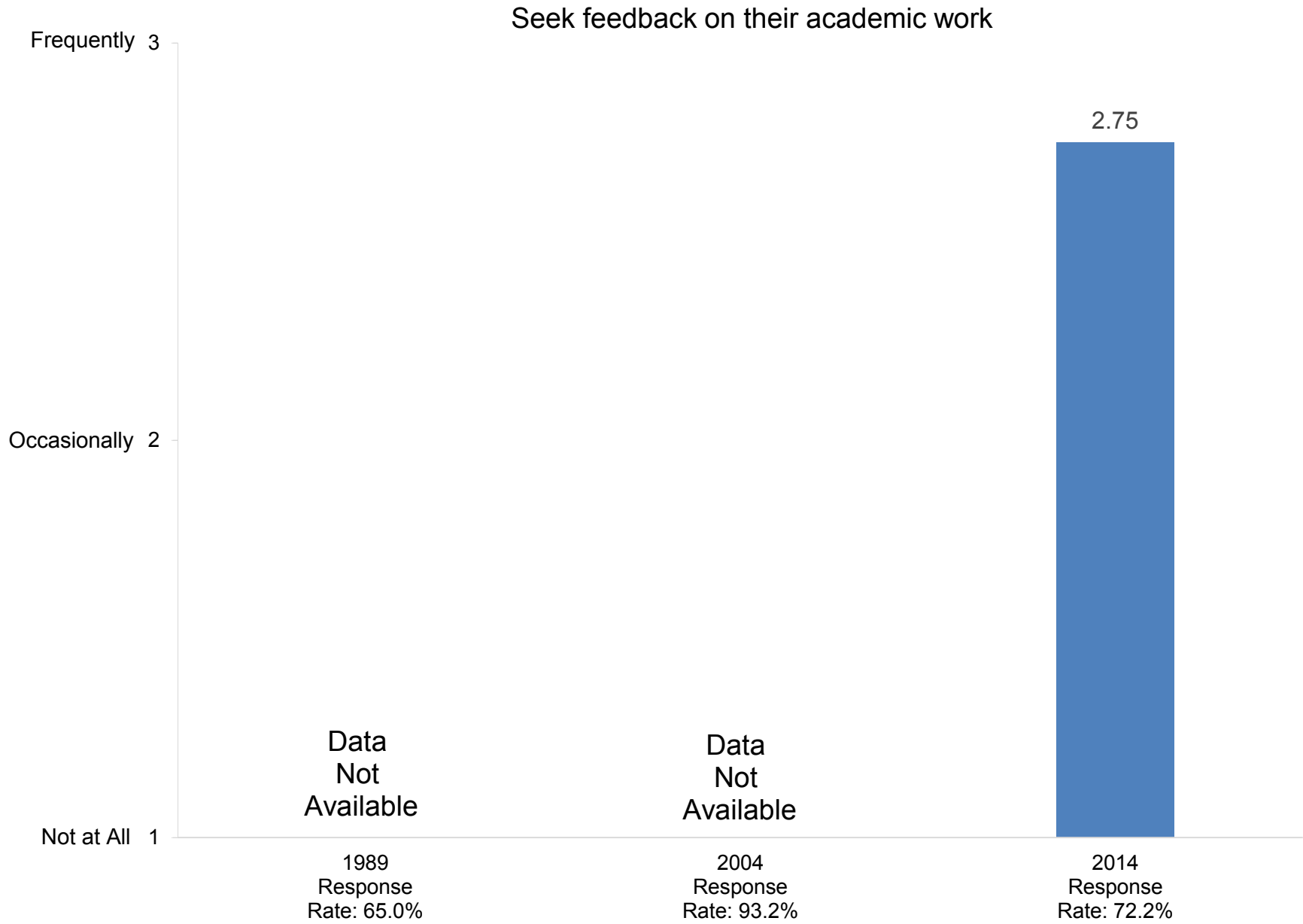
Percent of faculty who indicated “frequently”

Seek feedback on their academic work

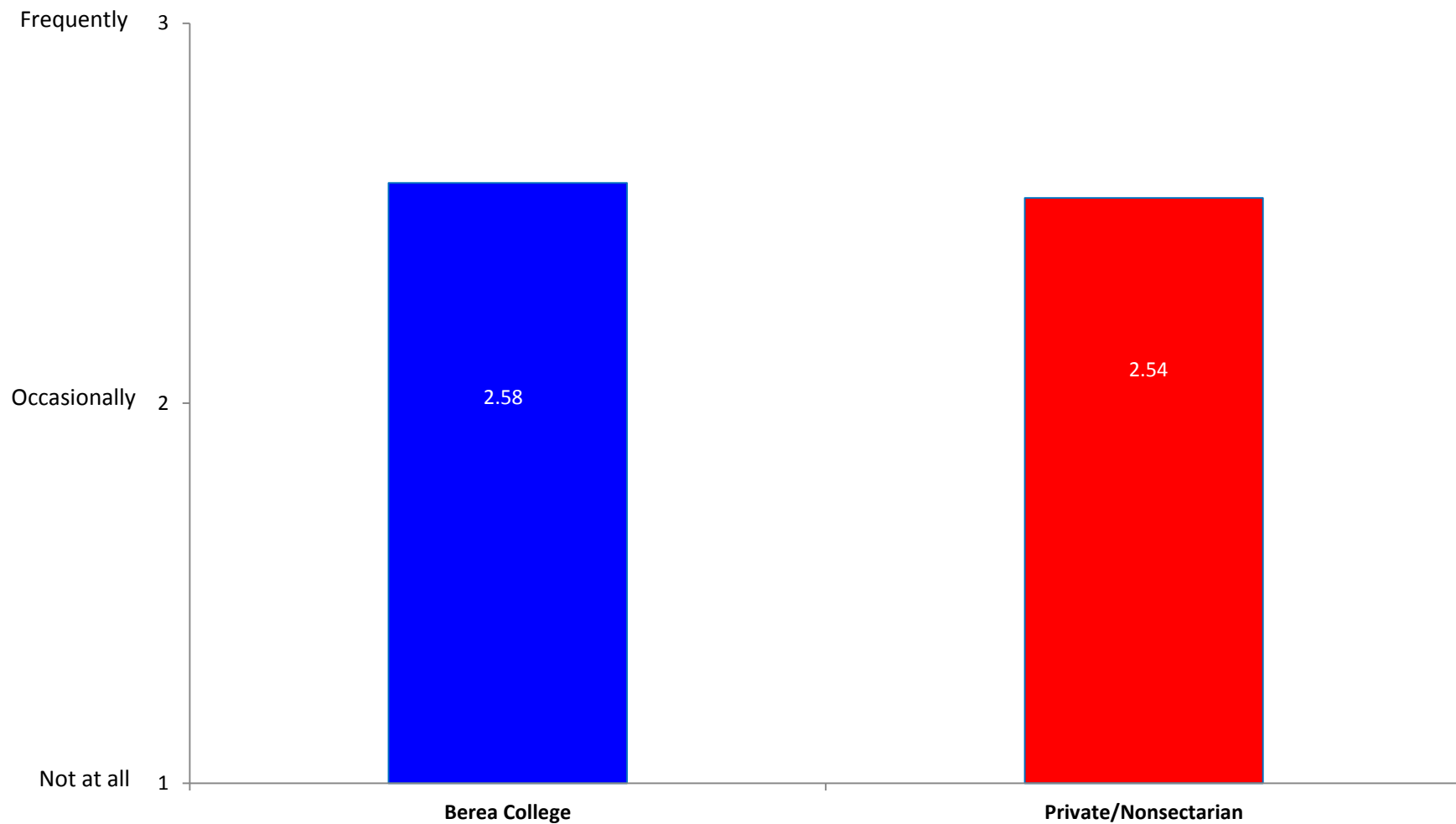


Higher Education Research Institute (HERI) Faculty Survey

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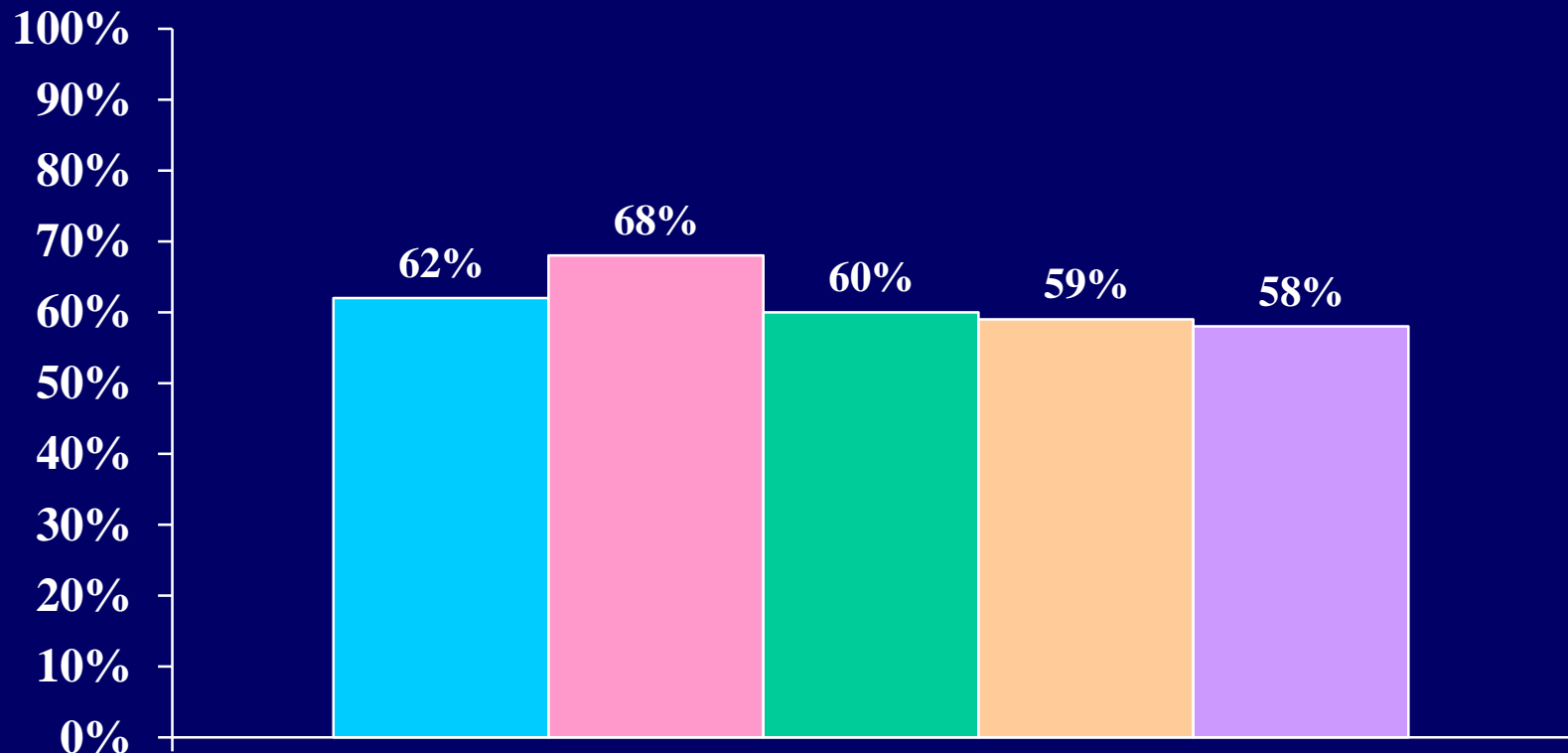


Work with other students on group projects



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

Work with other students on group projects



 Berea

 Benchmark
Institutions

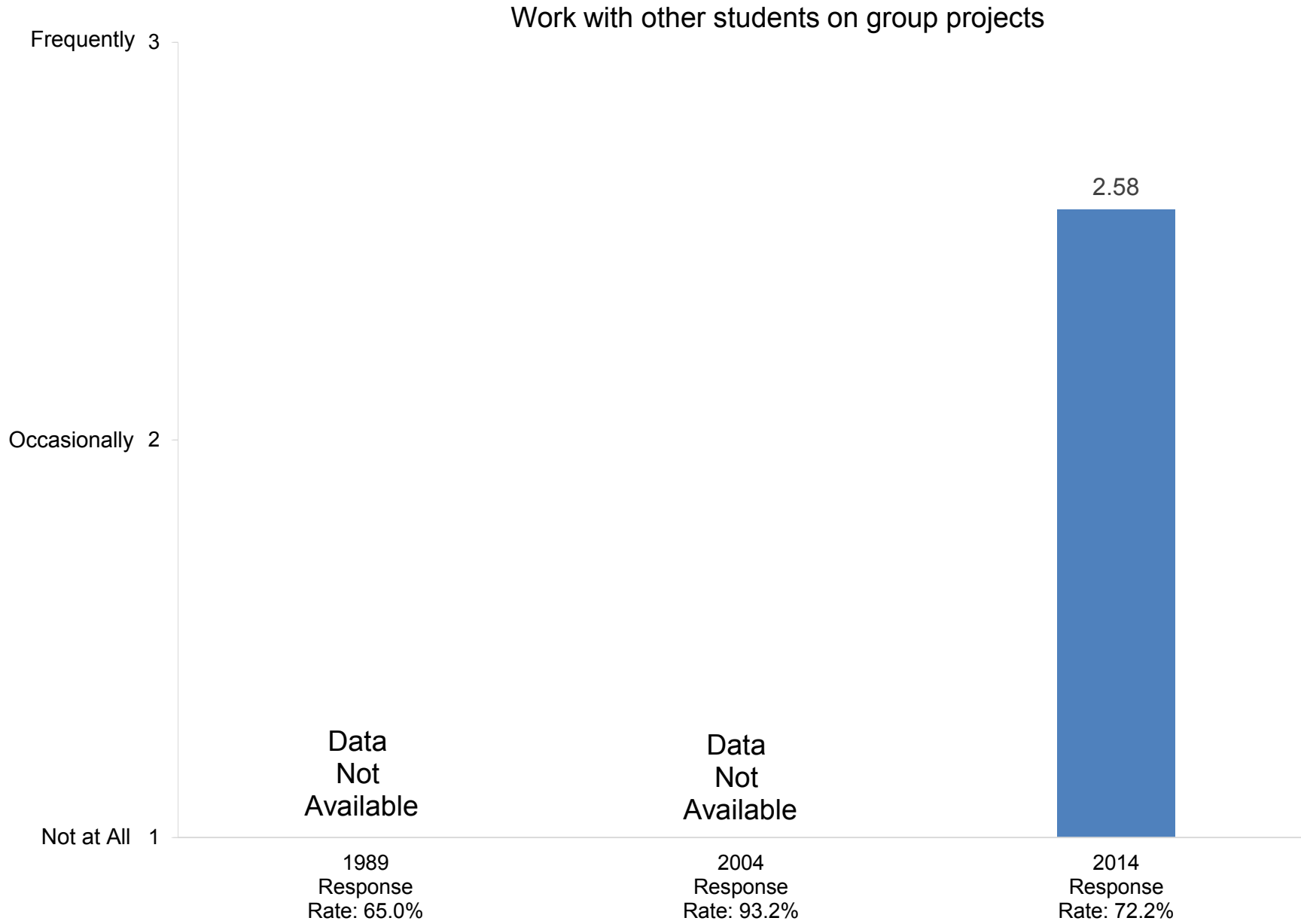
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

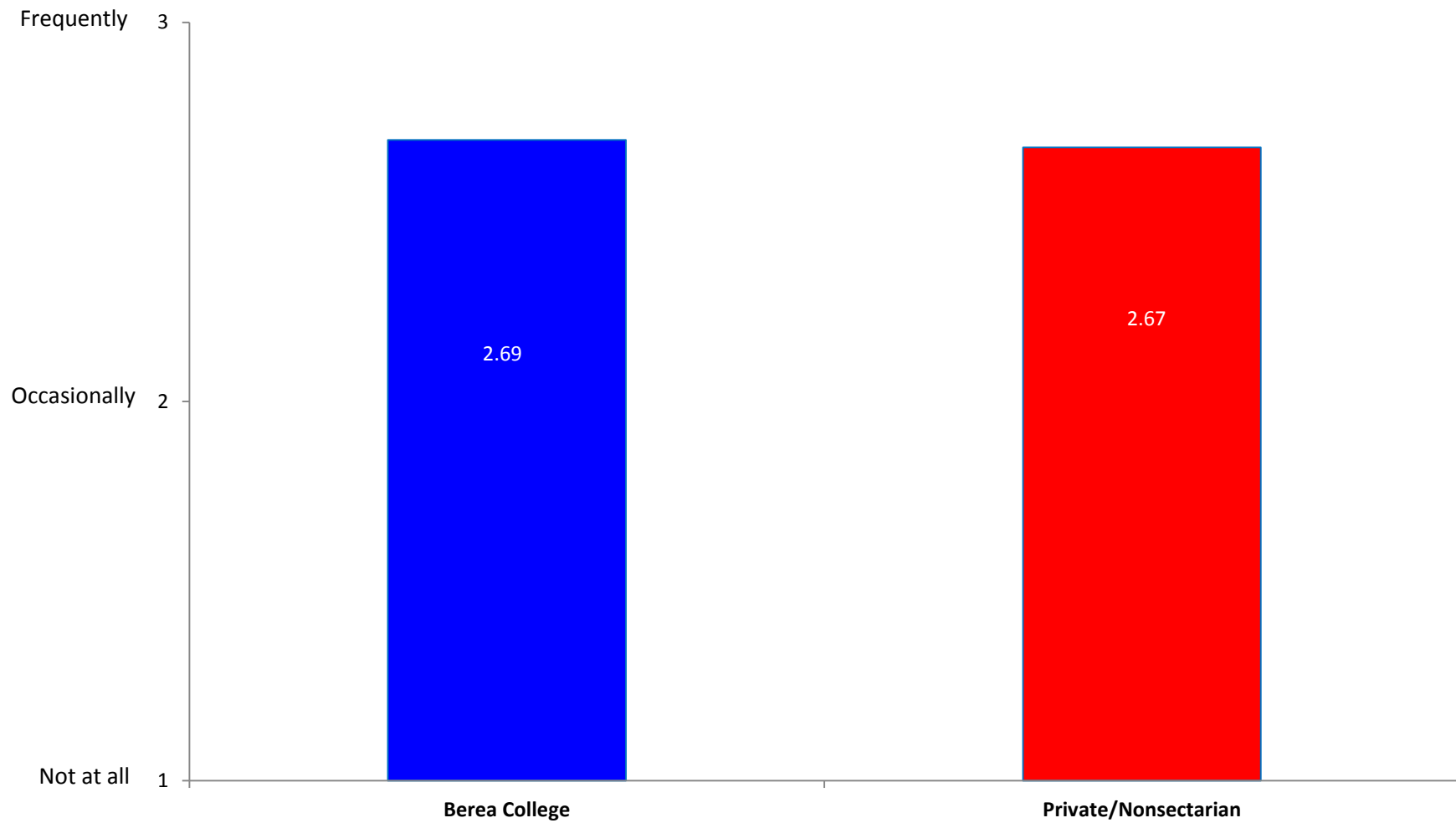
Higher Education Research Institute (HERI) Faculty Survey

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



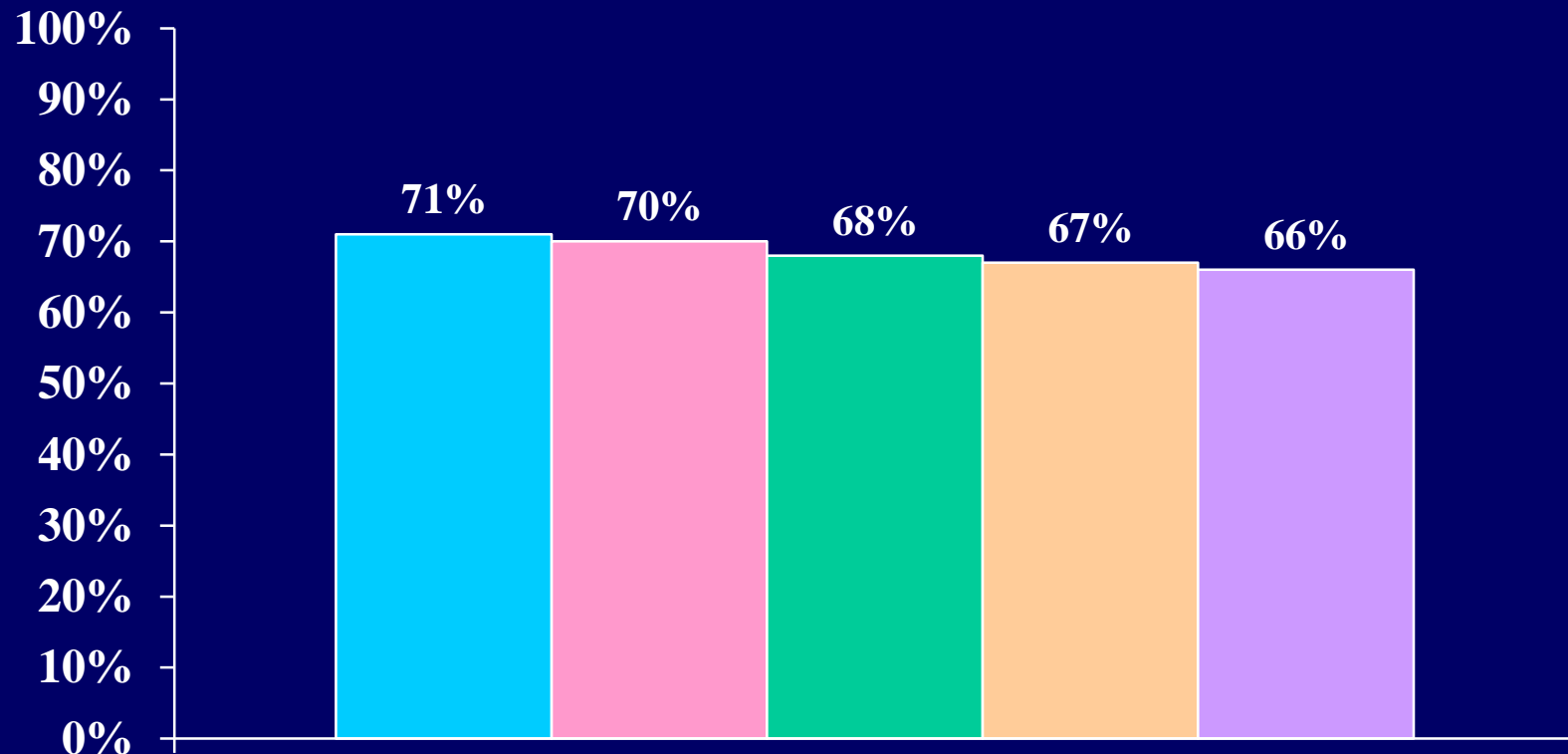
In your interactions with undergraduates, how often do you encourage them to:

Integrate skills and knowledge from different sources and experiences



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

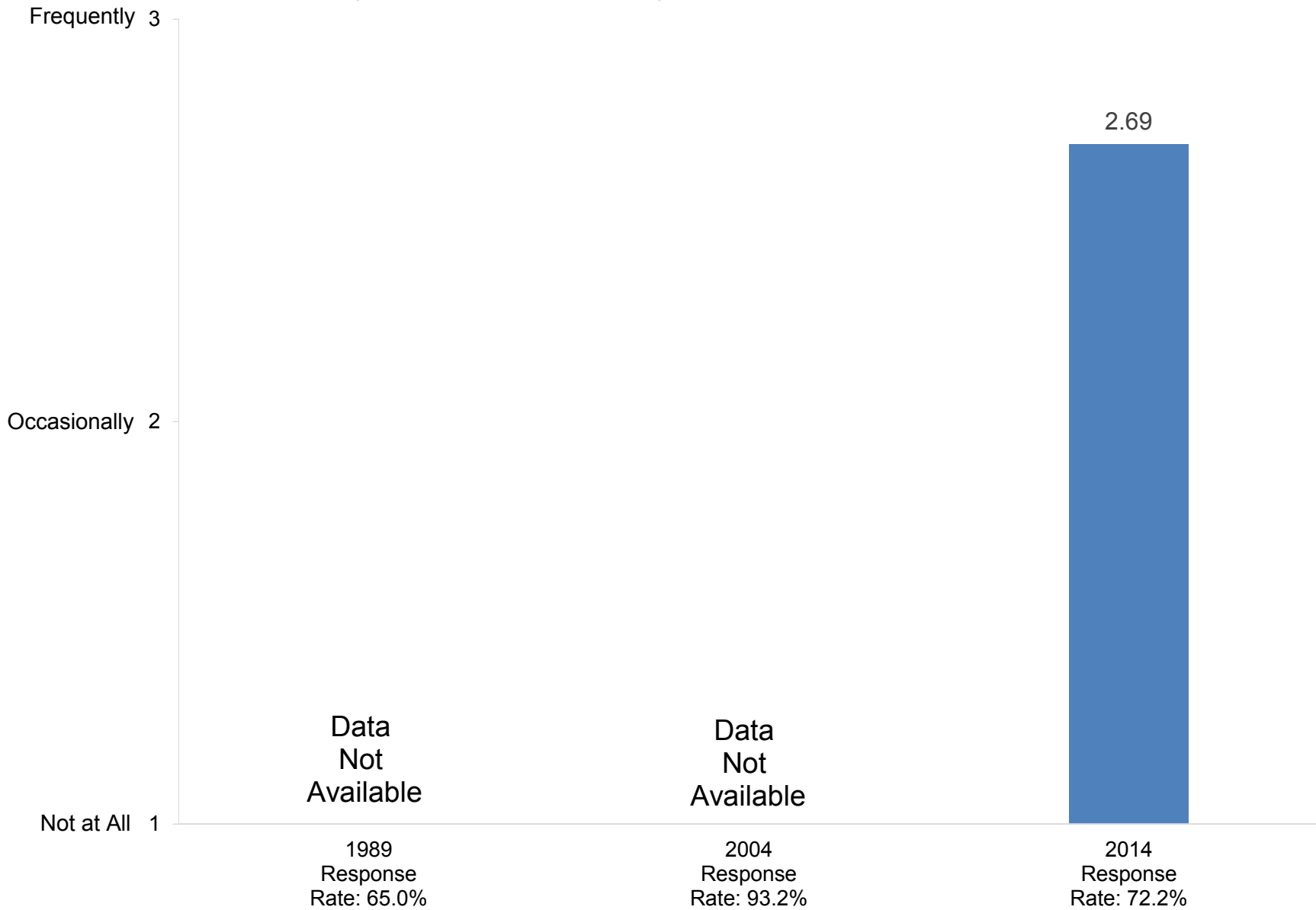
Integrate skills and knowledge from different sources and experiences



Higher Education Research Institute (HERI) Faculty Survey

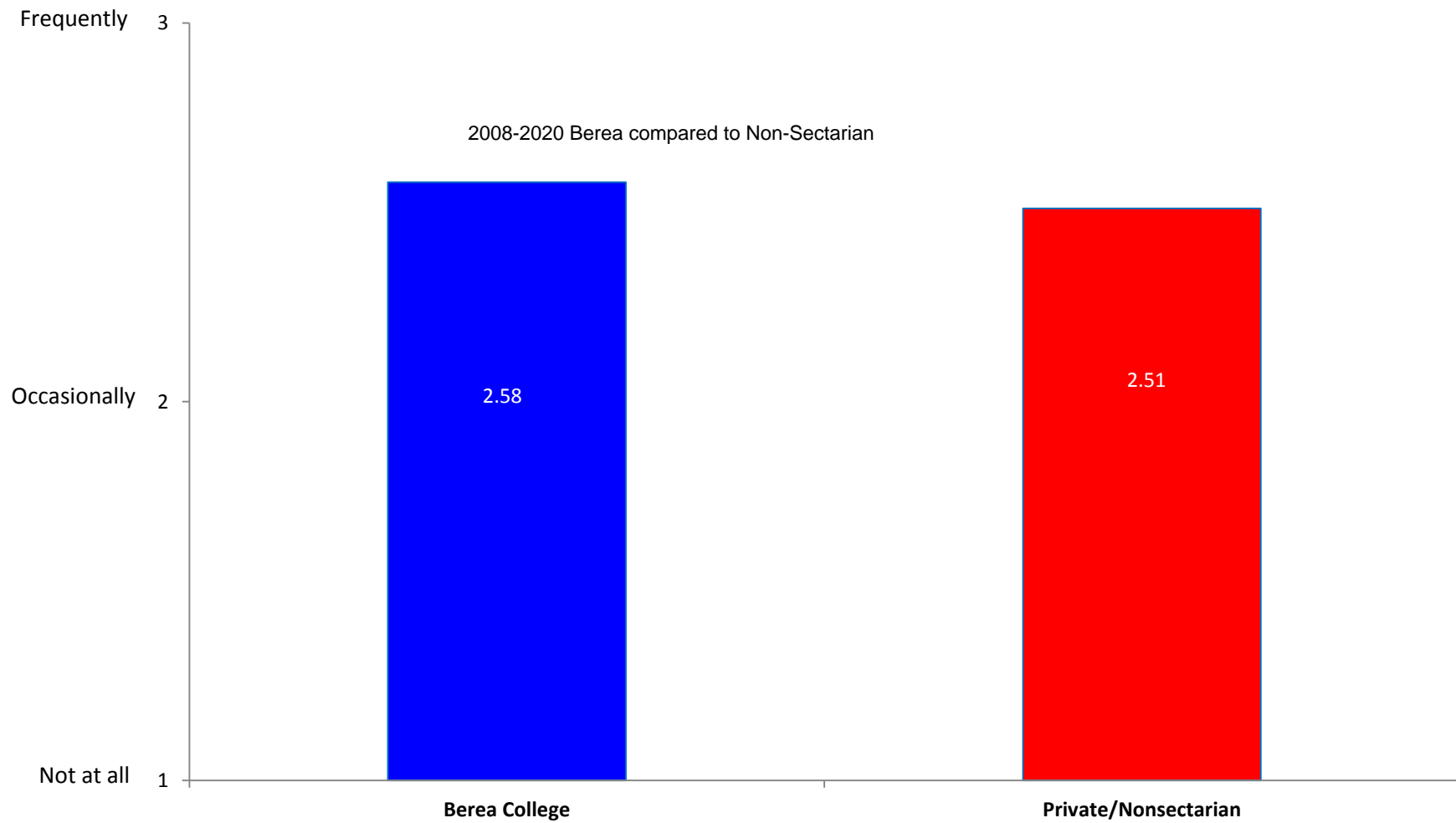
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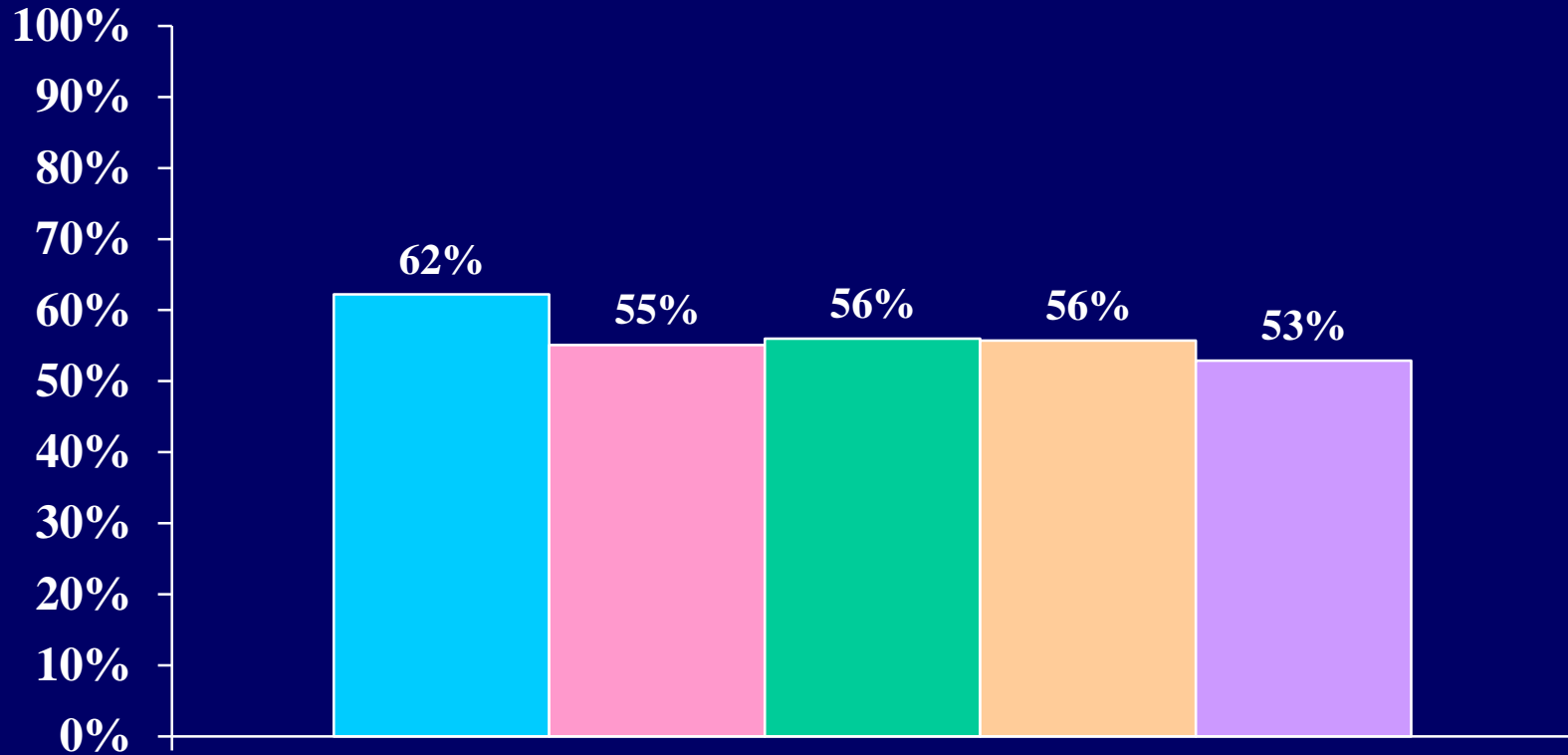
How often in the past year have you encouraged students to:

Use different points of view to make an argument



How often in the past year have you encouraged students to:
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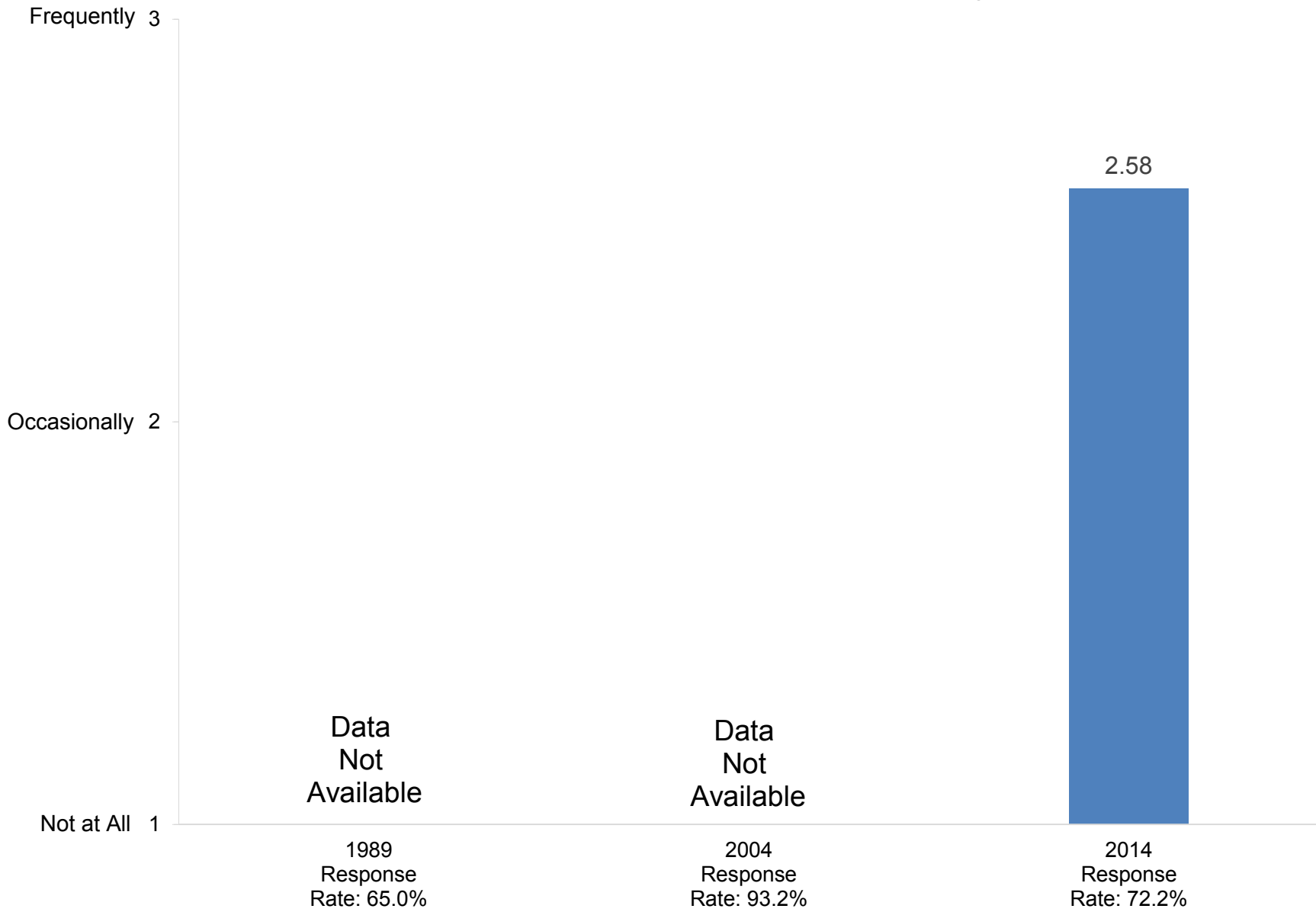
Use different points of view to make an argument



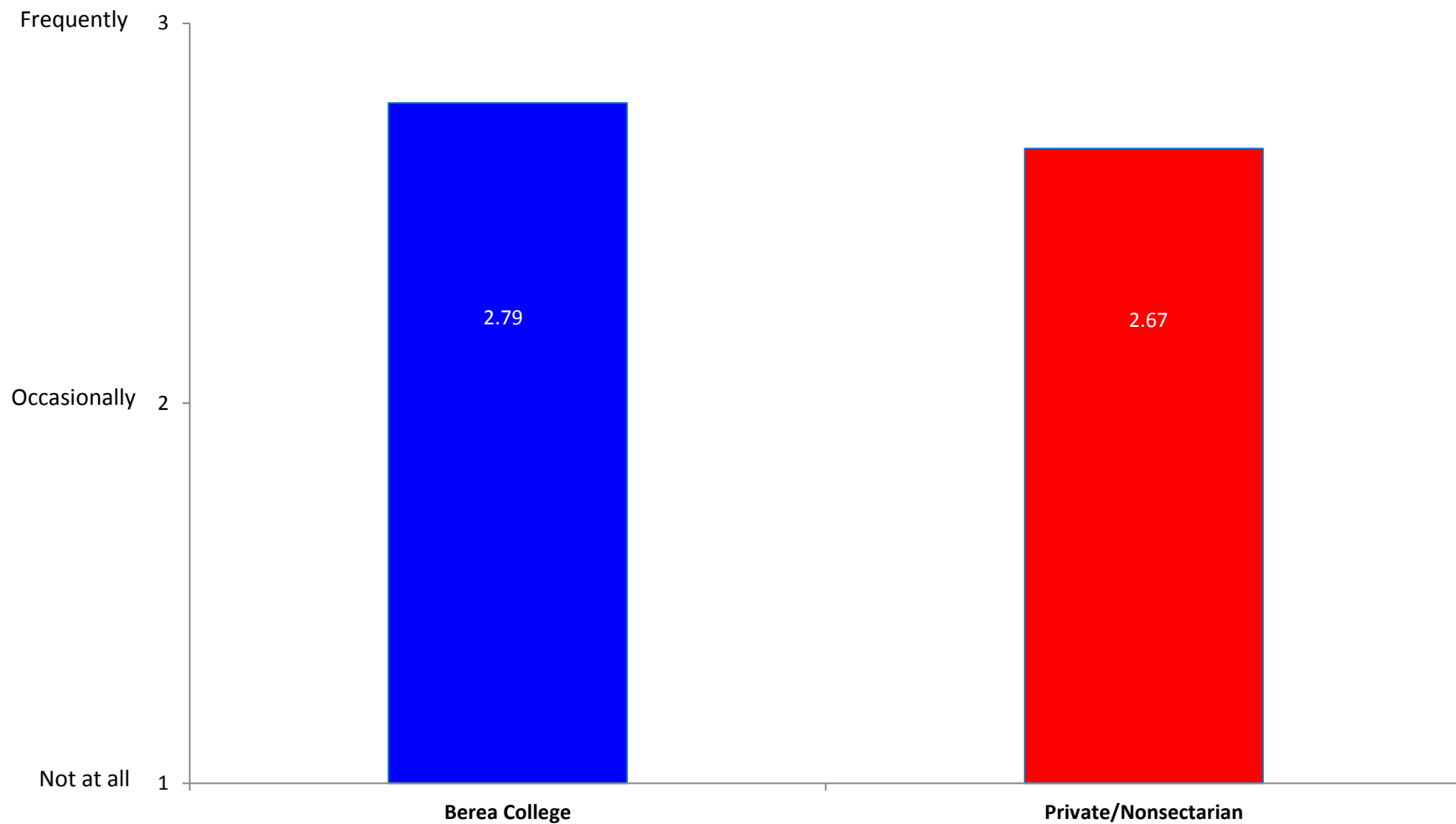
Higher Education Research Institute (HERI) Faculty Survey

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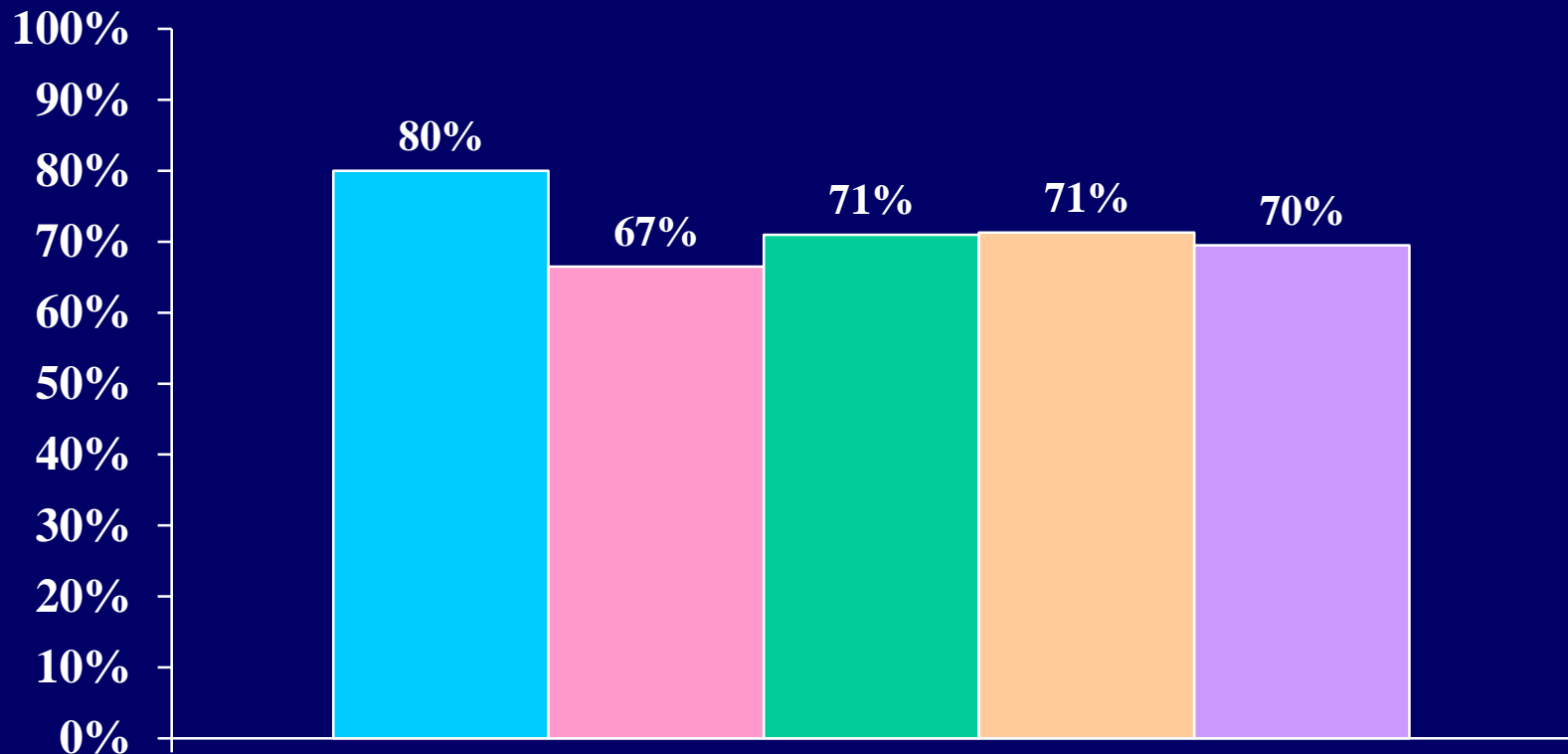


Make connections between ideas from different courses



How often in the past year have you encouraged students to:
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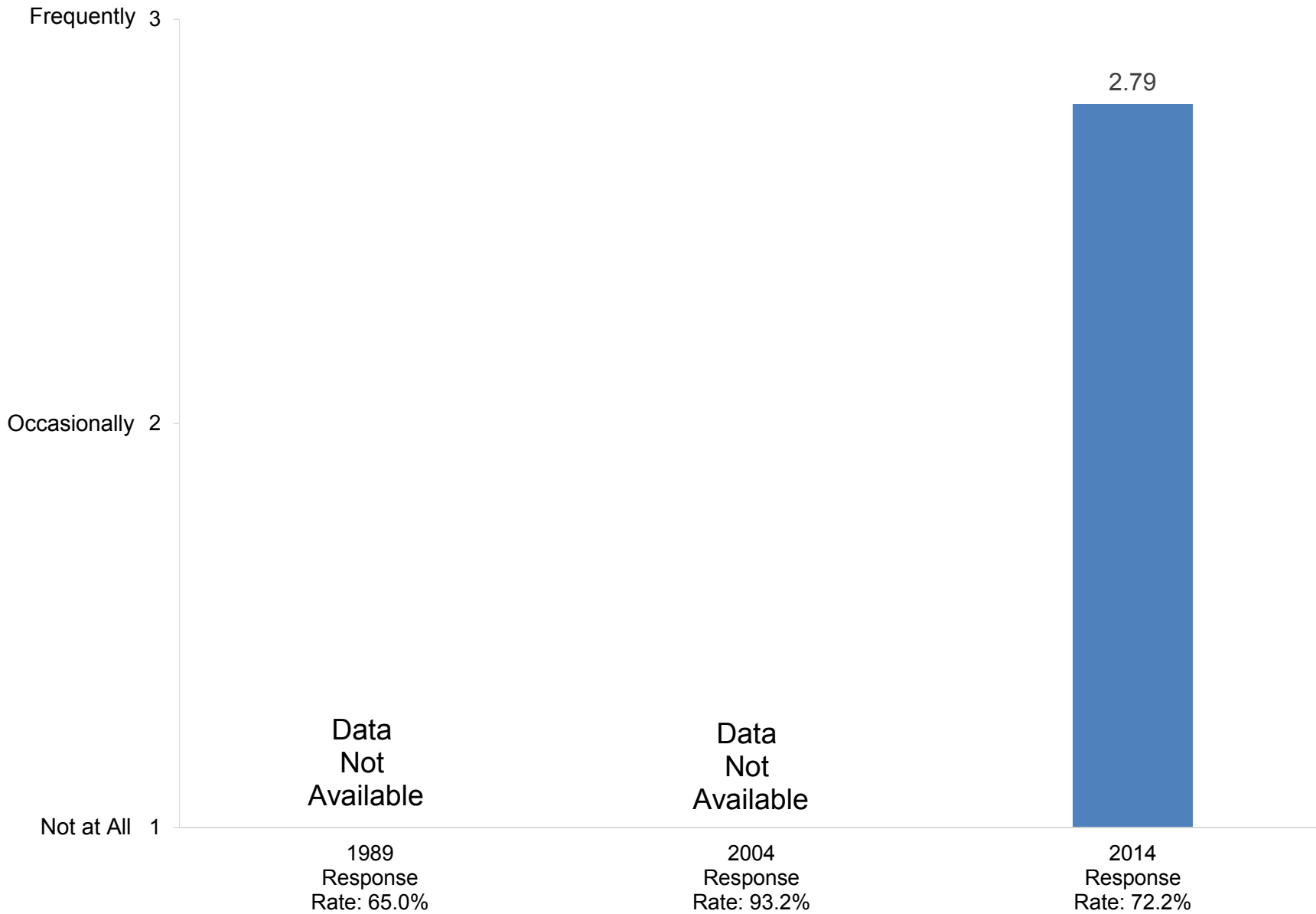
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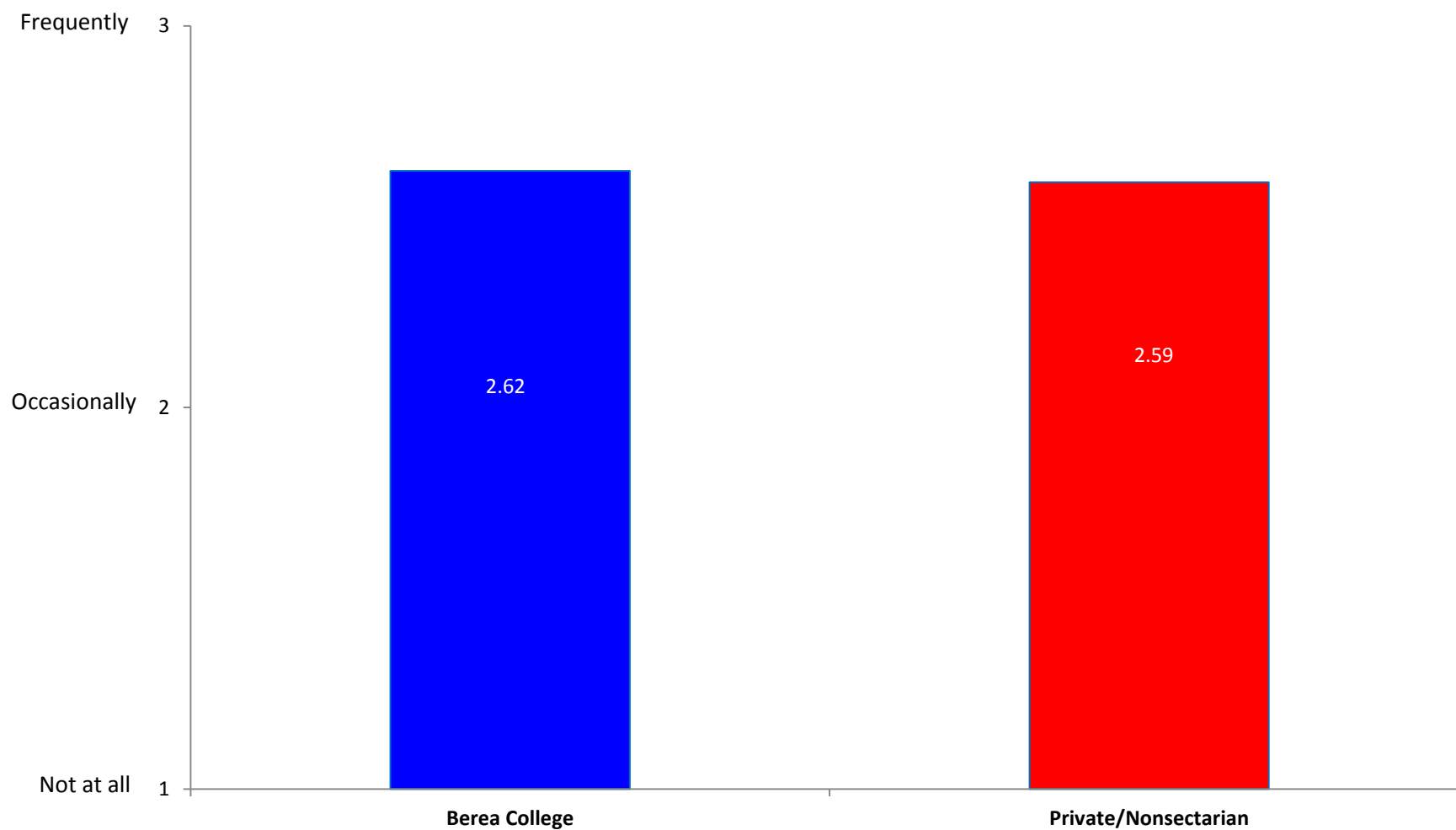
Higher Education Research Institute (HERI) Faculty Survey

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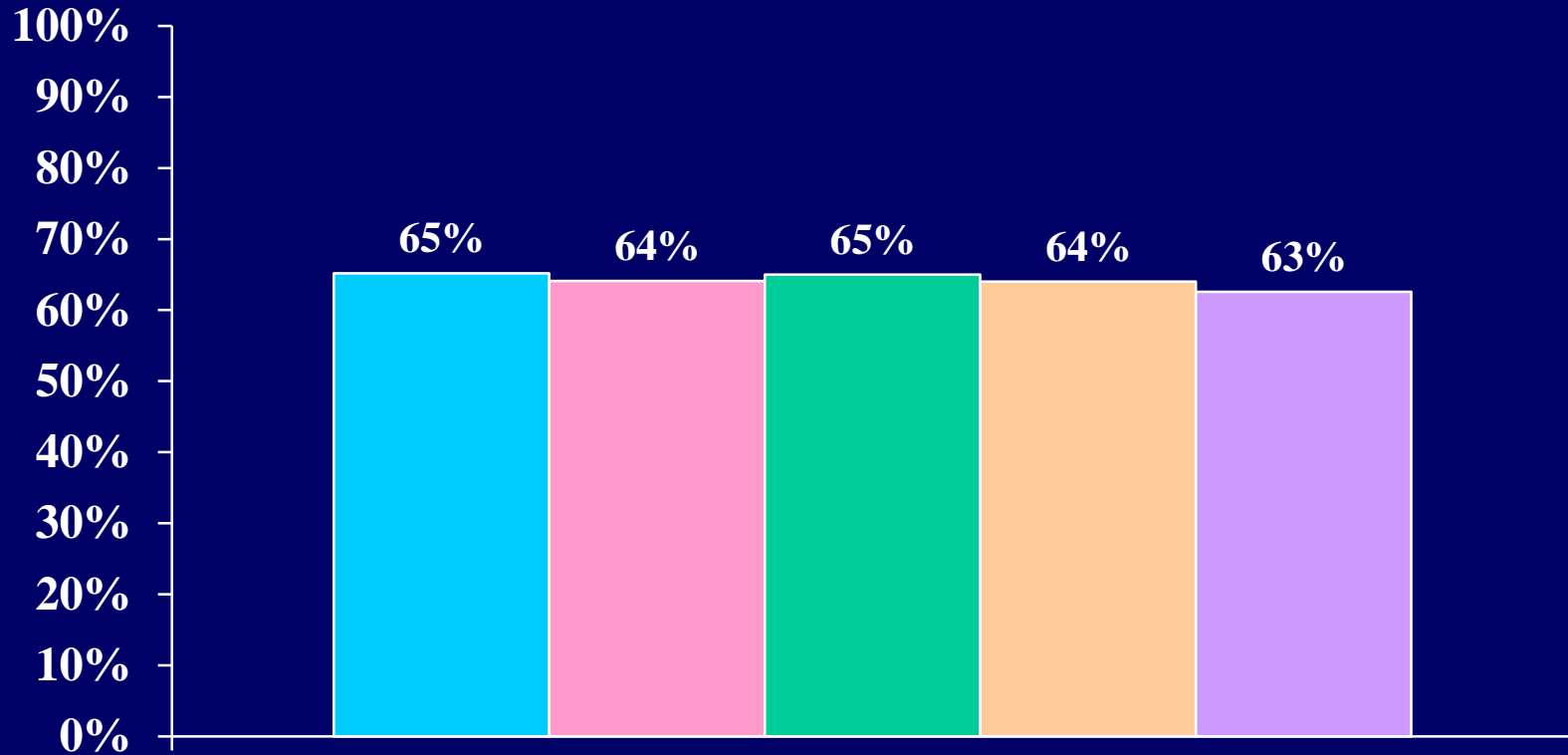


Critically evaluate their position on an issue



How often in the past year have you encouraged students to:
Percent of faculty who indicated “frequently”

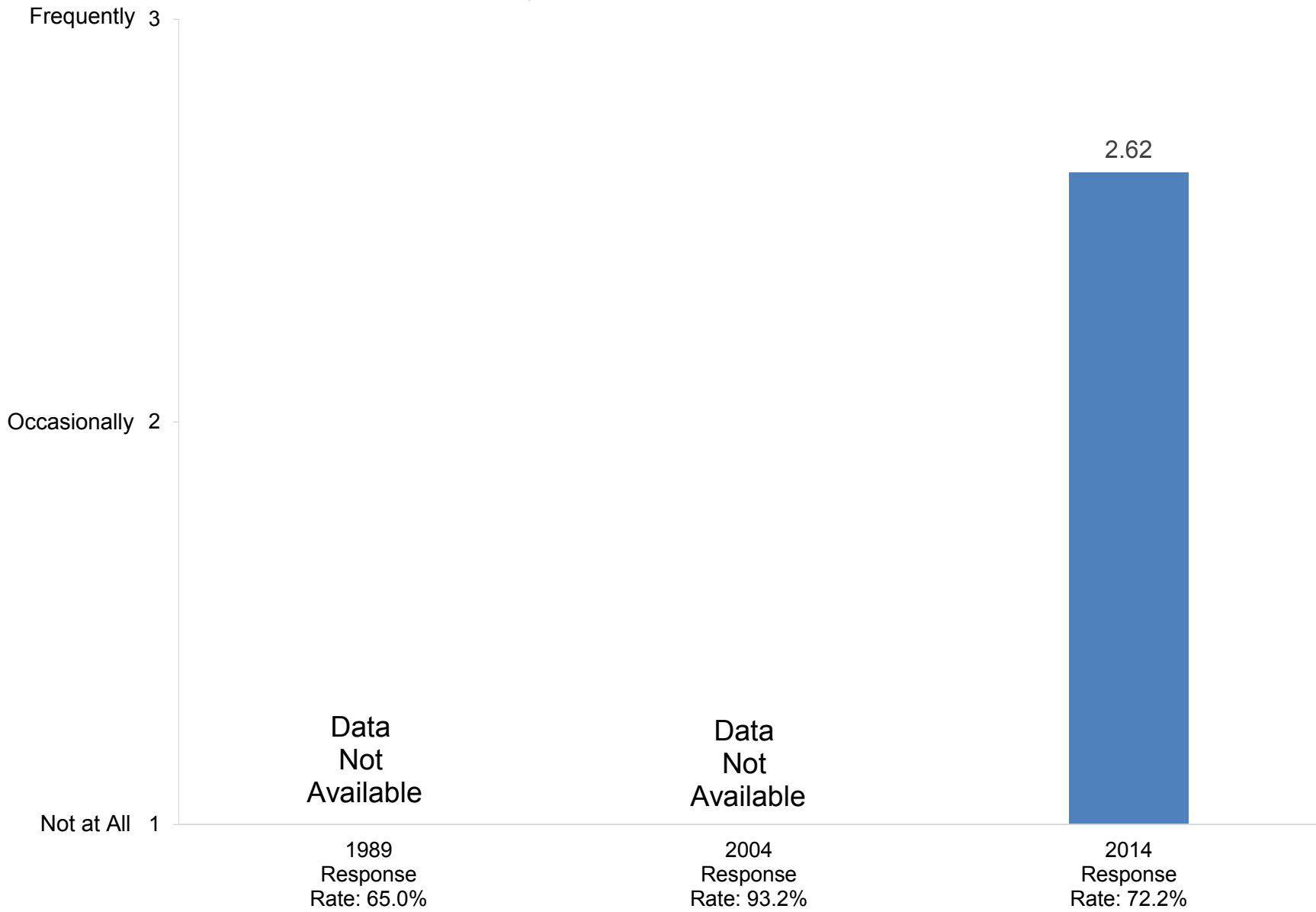
Critically evaluate their position on an issue



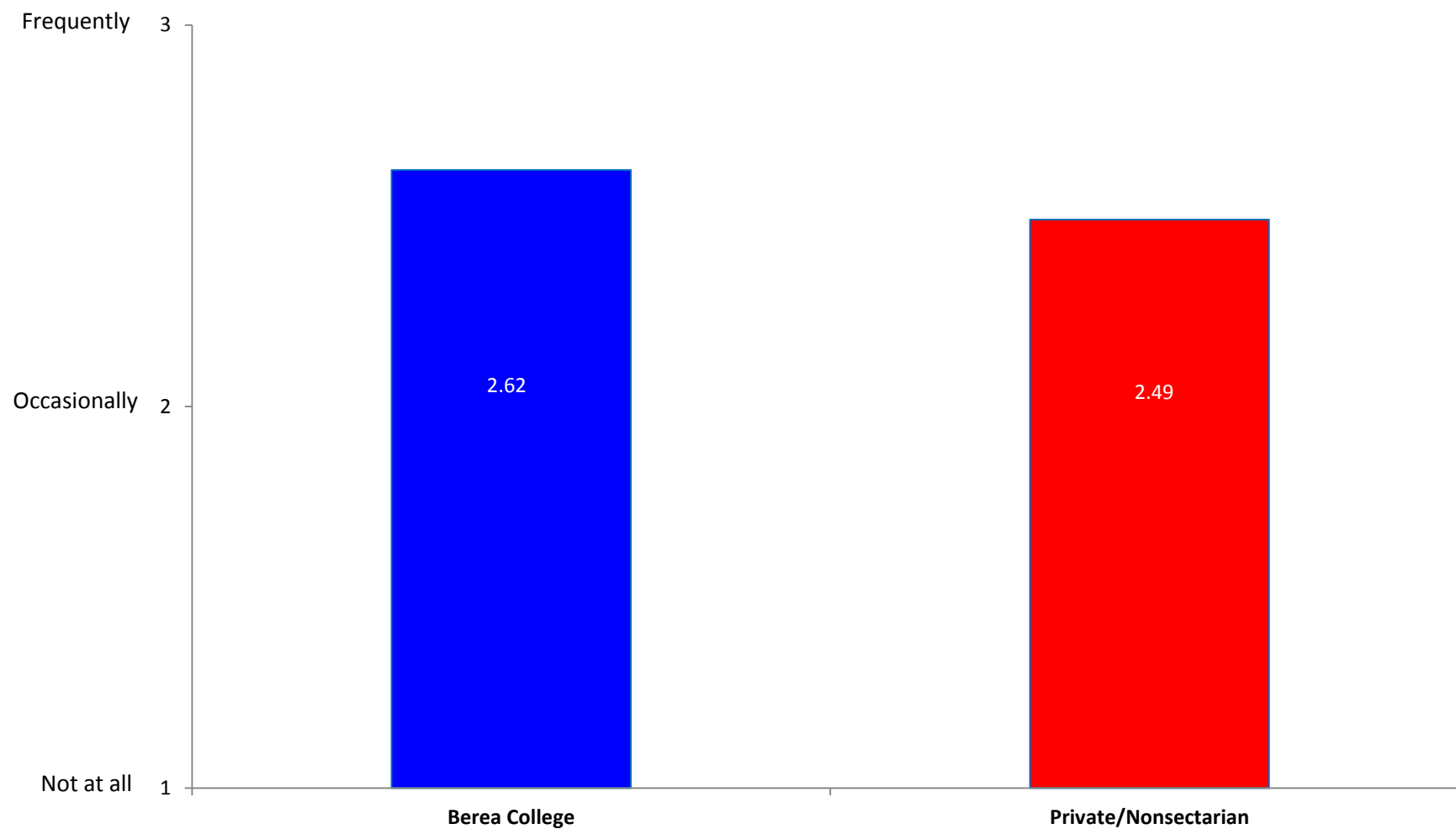
Higher Education Research Institute (HERI) Faculty Survey

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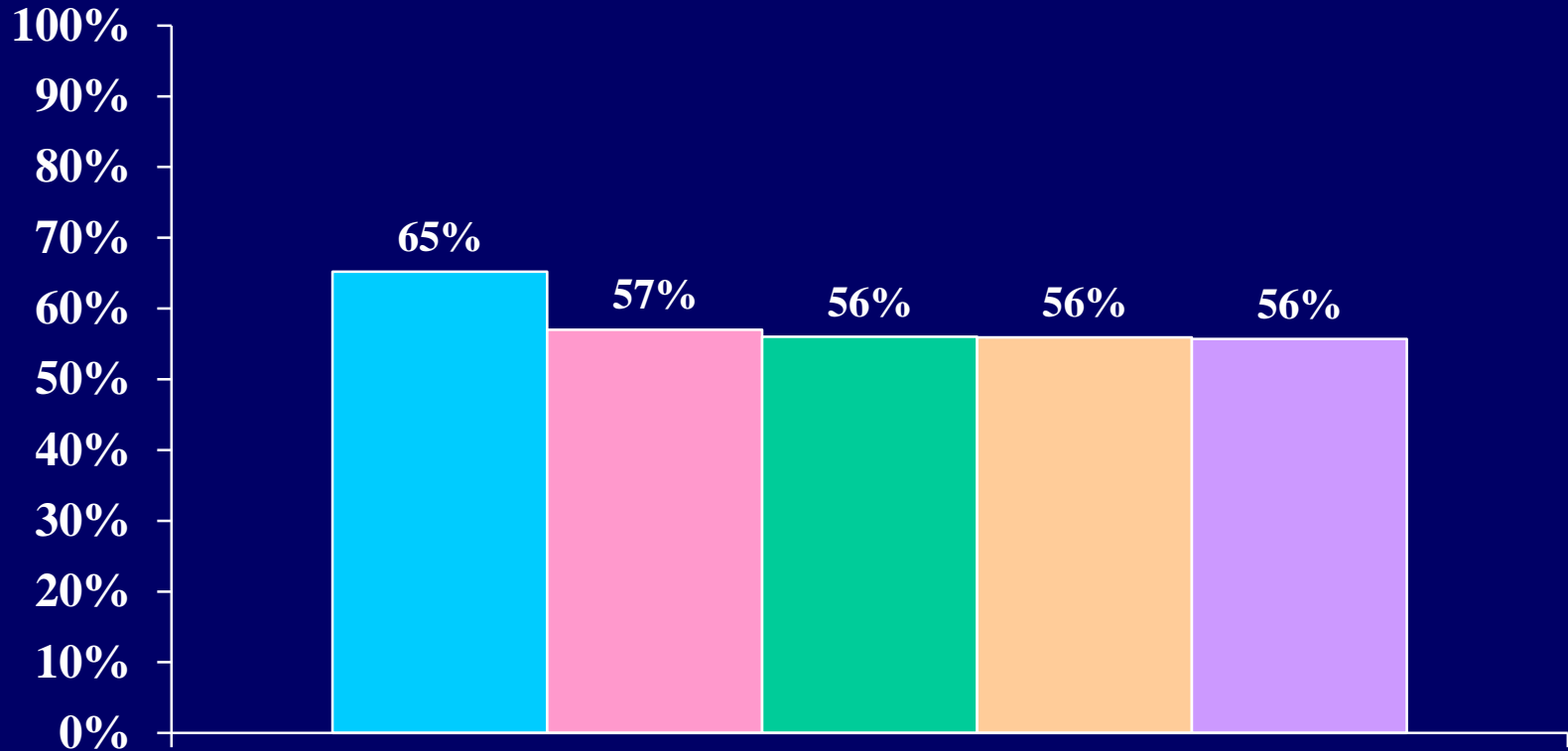


Recognize the biases that affect their thinking



How often in the past year have you encouraged students to:
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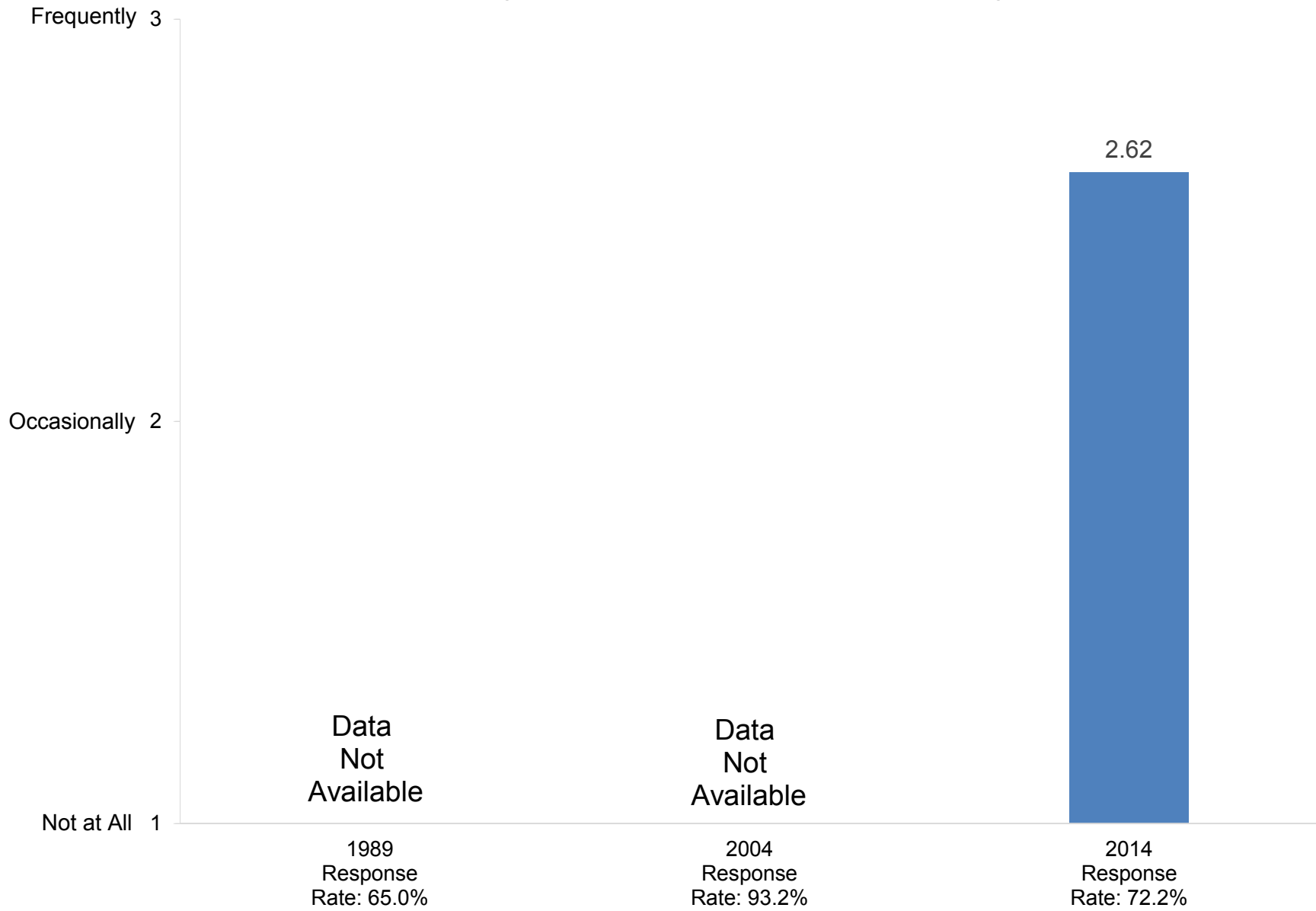
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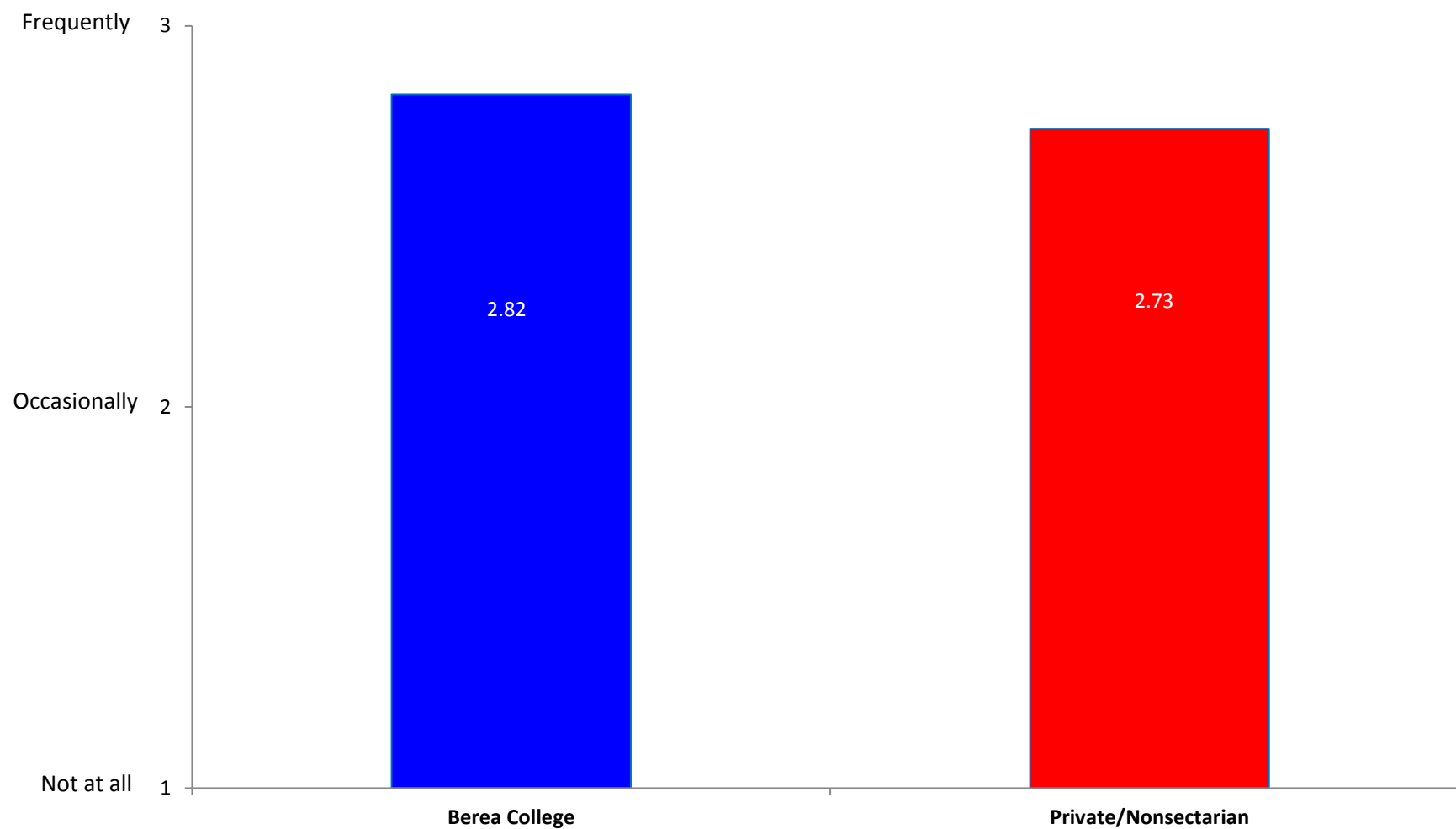
Higher Education Research Institute (HERI) Faculty Survey

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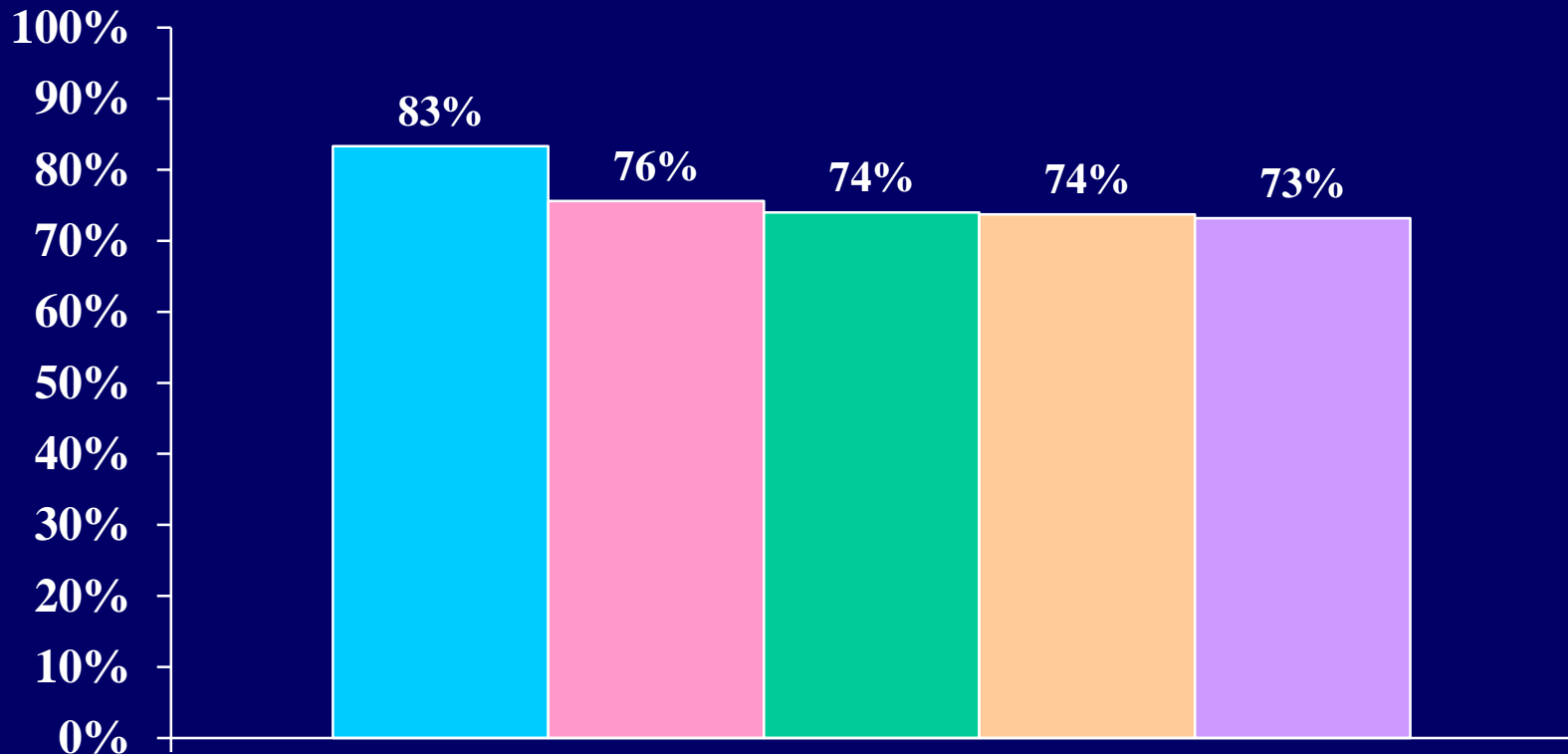


Think more broadly about an issue



How often in the past year have you encouraged students to:
Percent of faculty who indicated “frequently”

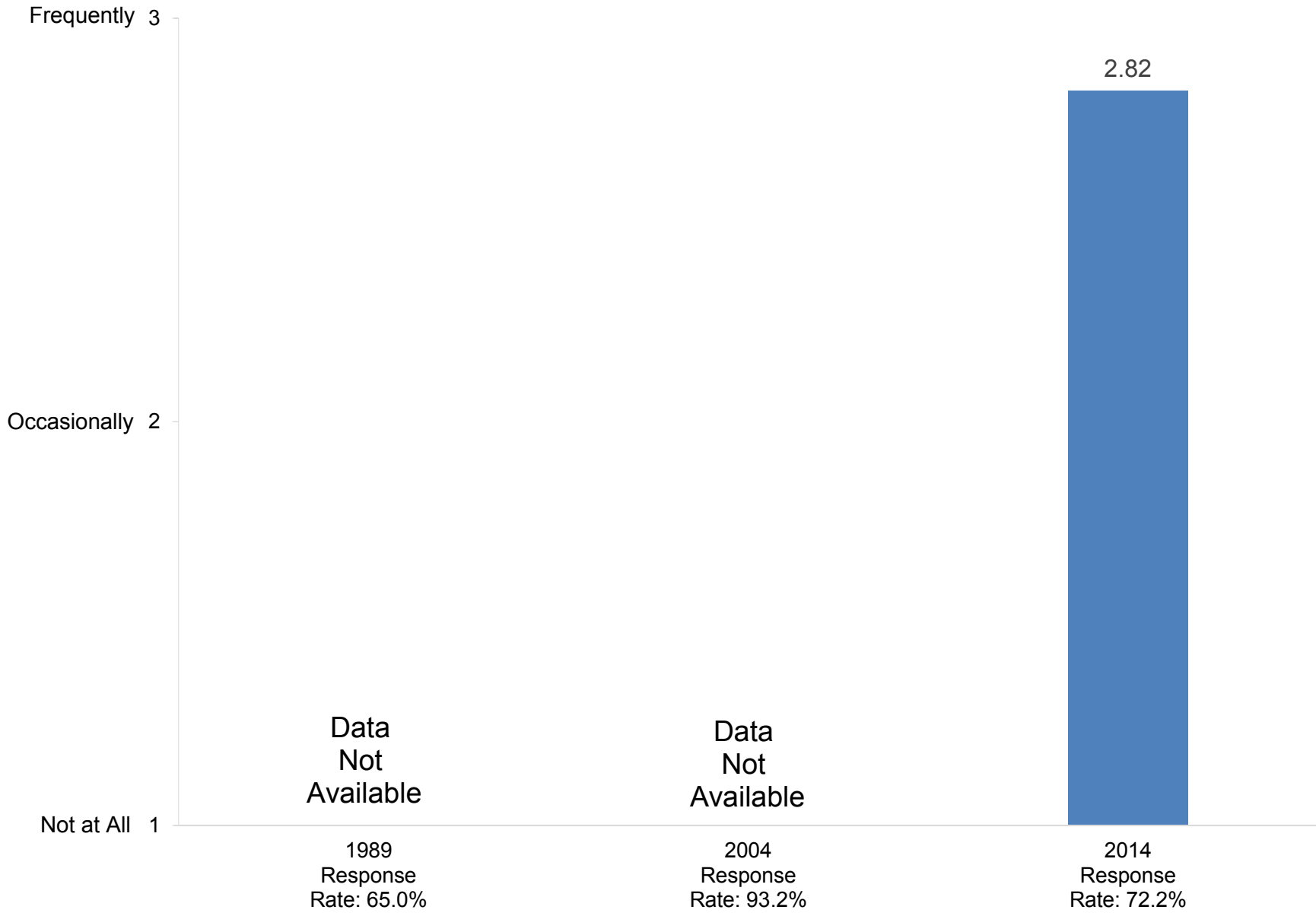
Think more broadly about an issue



Higher Education Research Institute (HERI) Faculty Survey

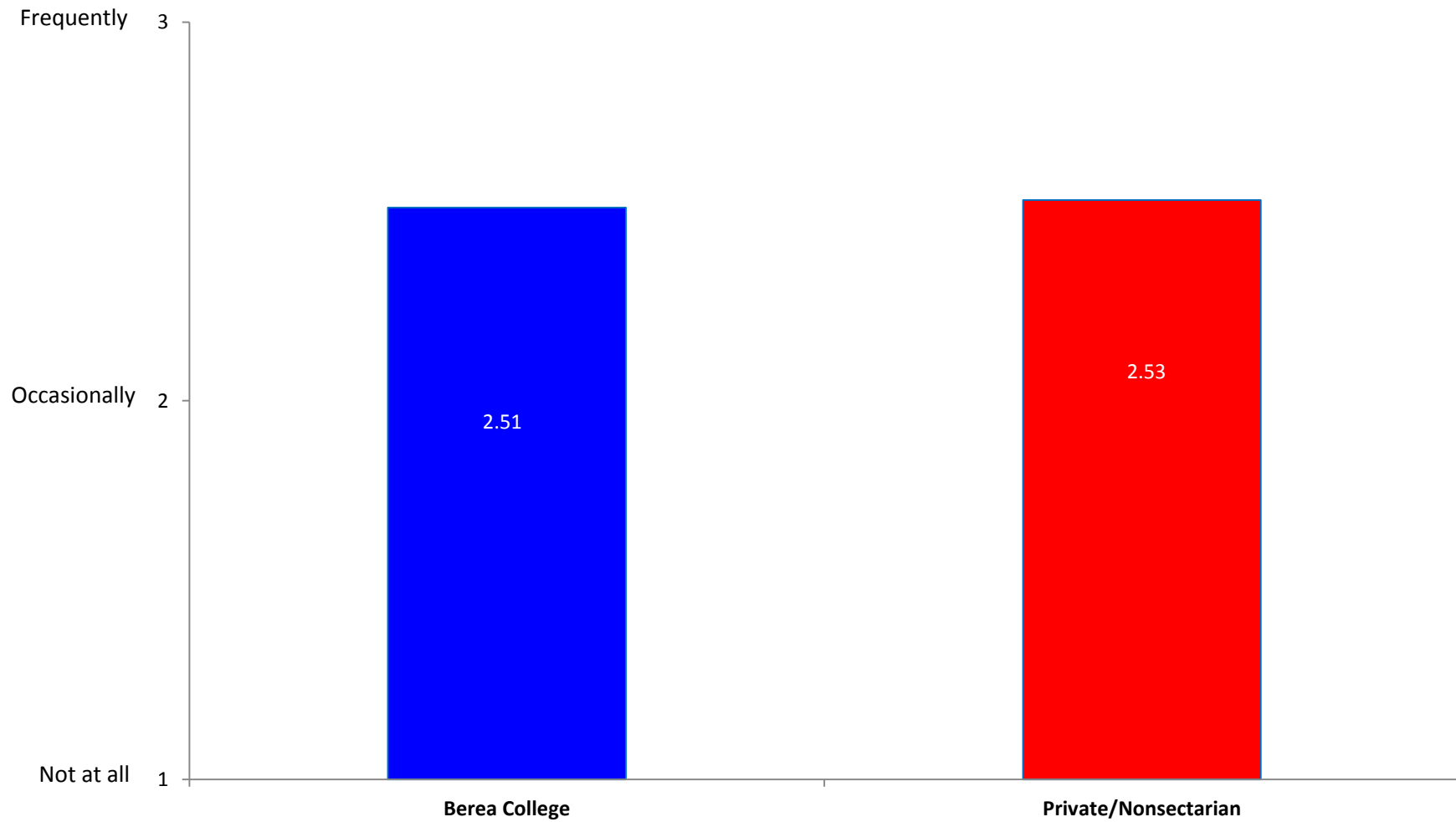
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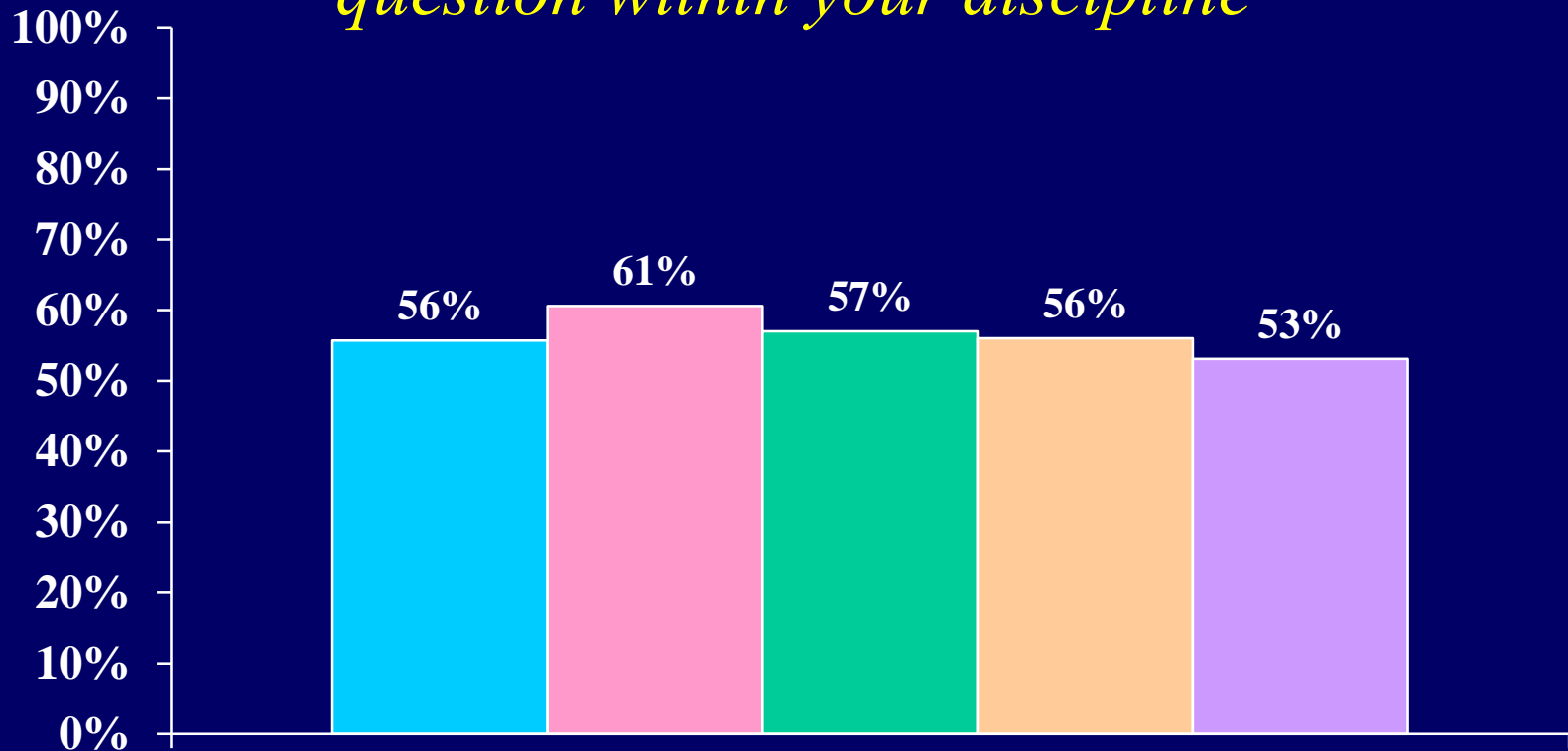
How frequently have you given at least one assignment that required students to:

Engage deeply with a significant challenge or question within your discipline



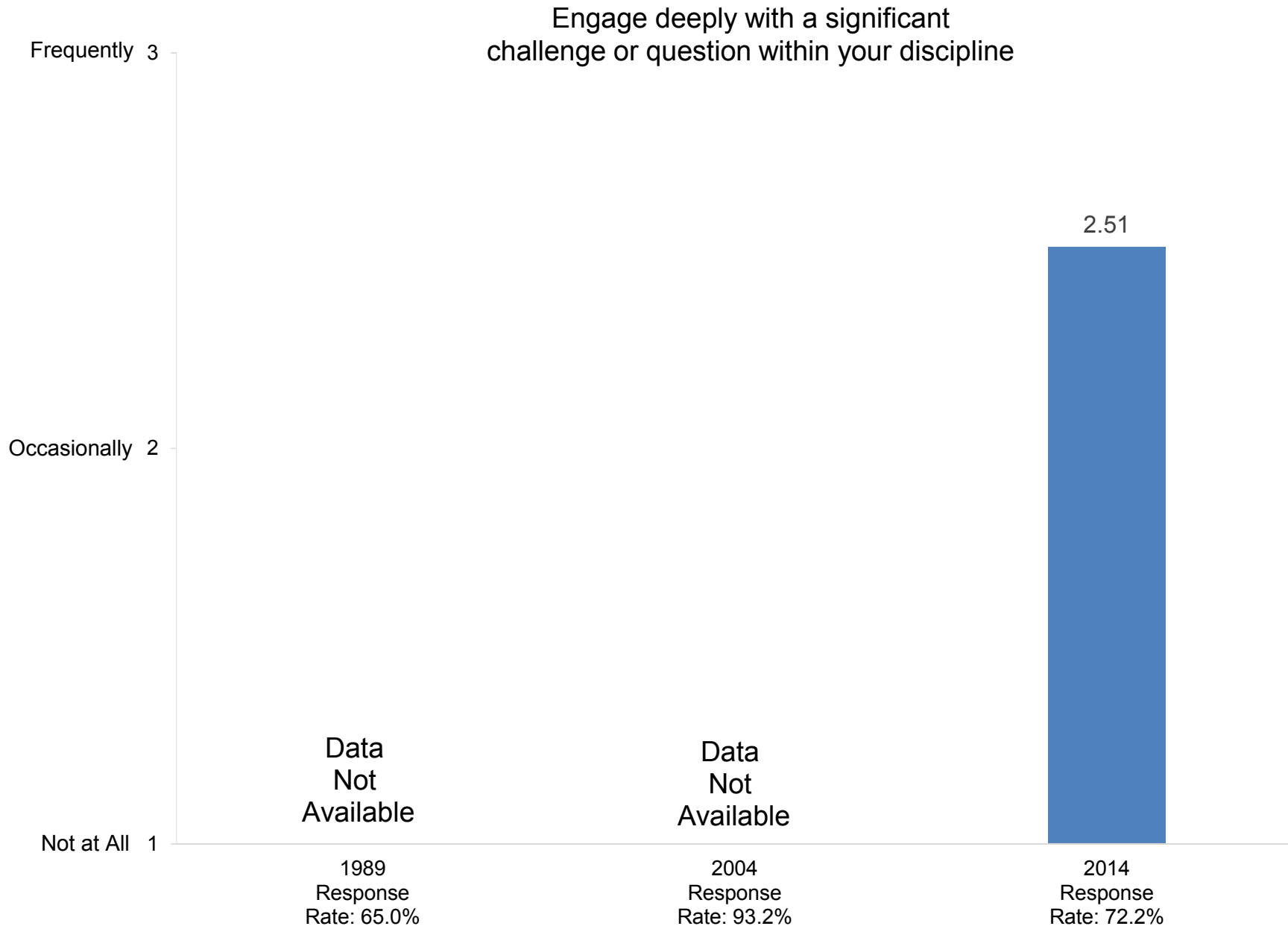
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
Percent of faculty who indicated “frequently”

Engage deeply with a significant challenge or question within your discipline



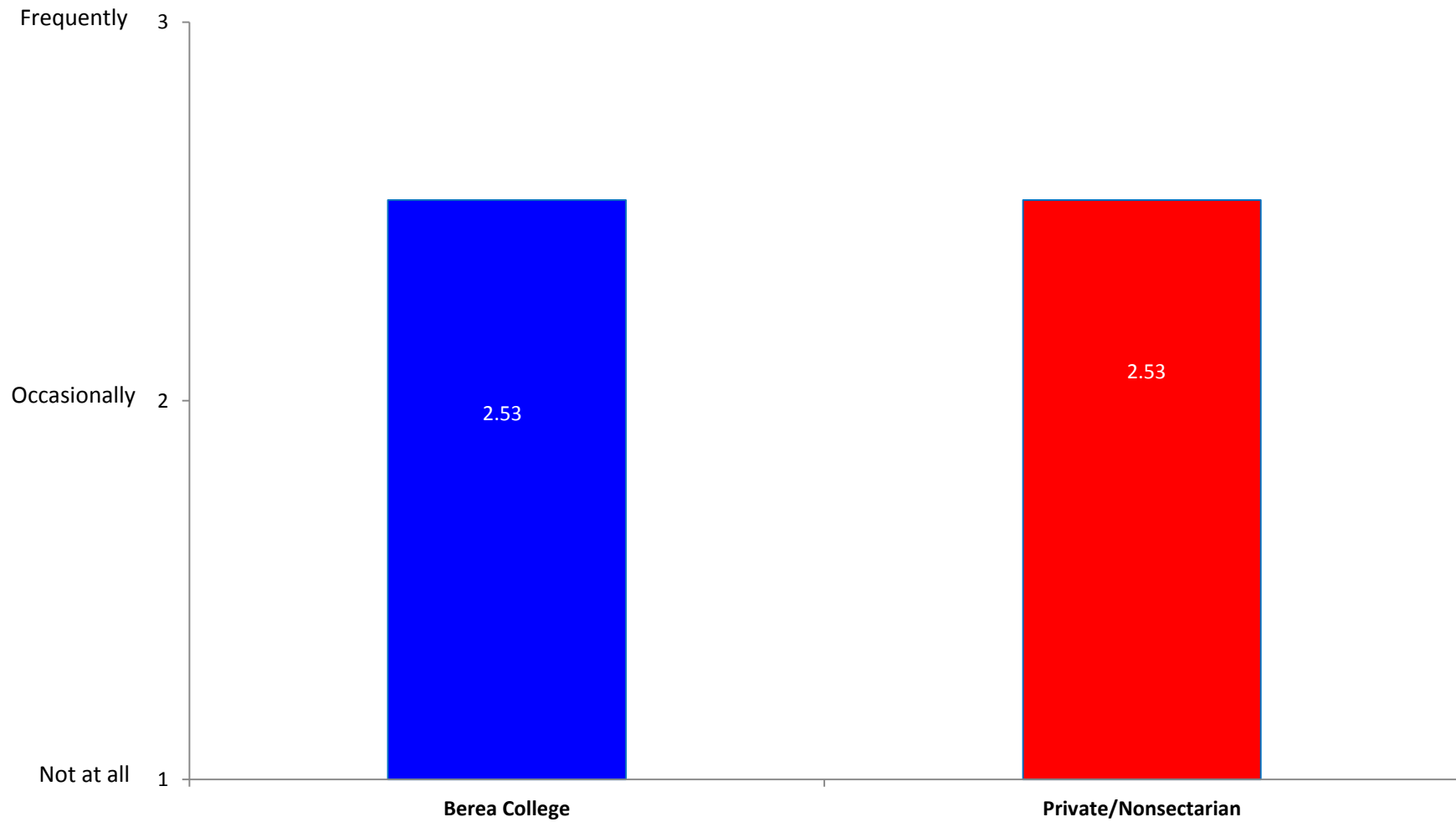
Higher Education Research Institute (HERI) Faculty Survey

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



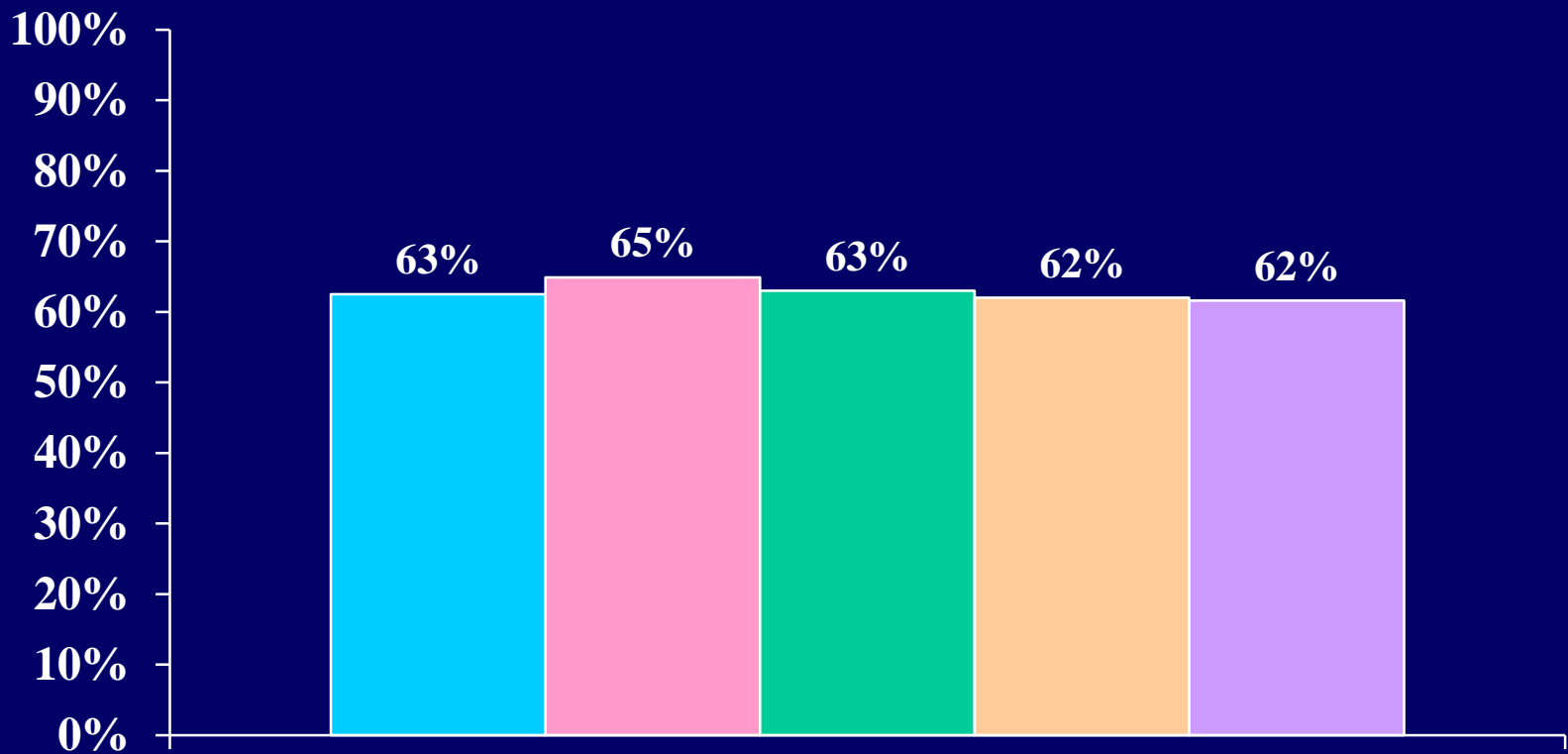
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Write in the specific style or format of your discipline



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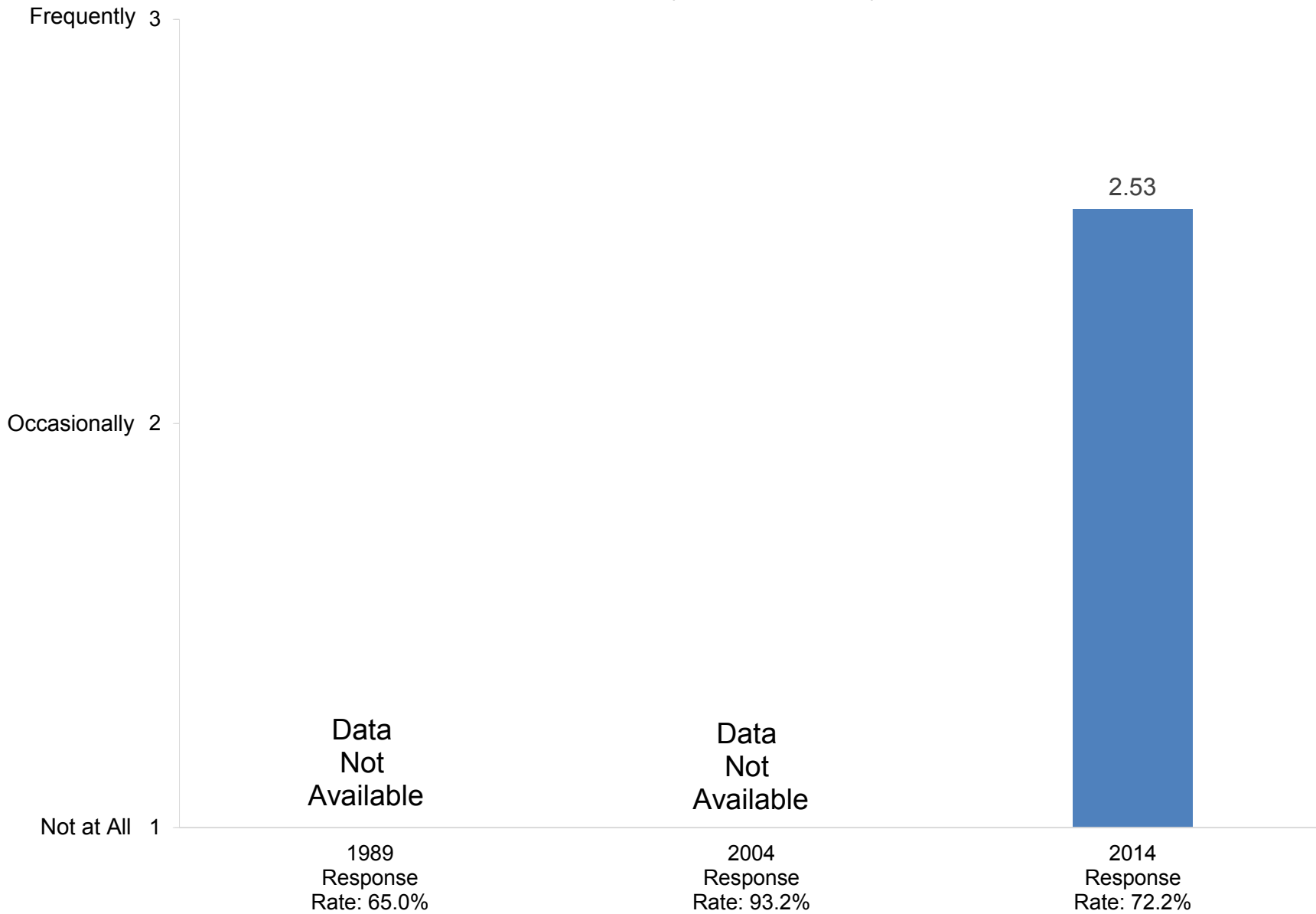


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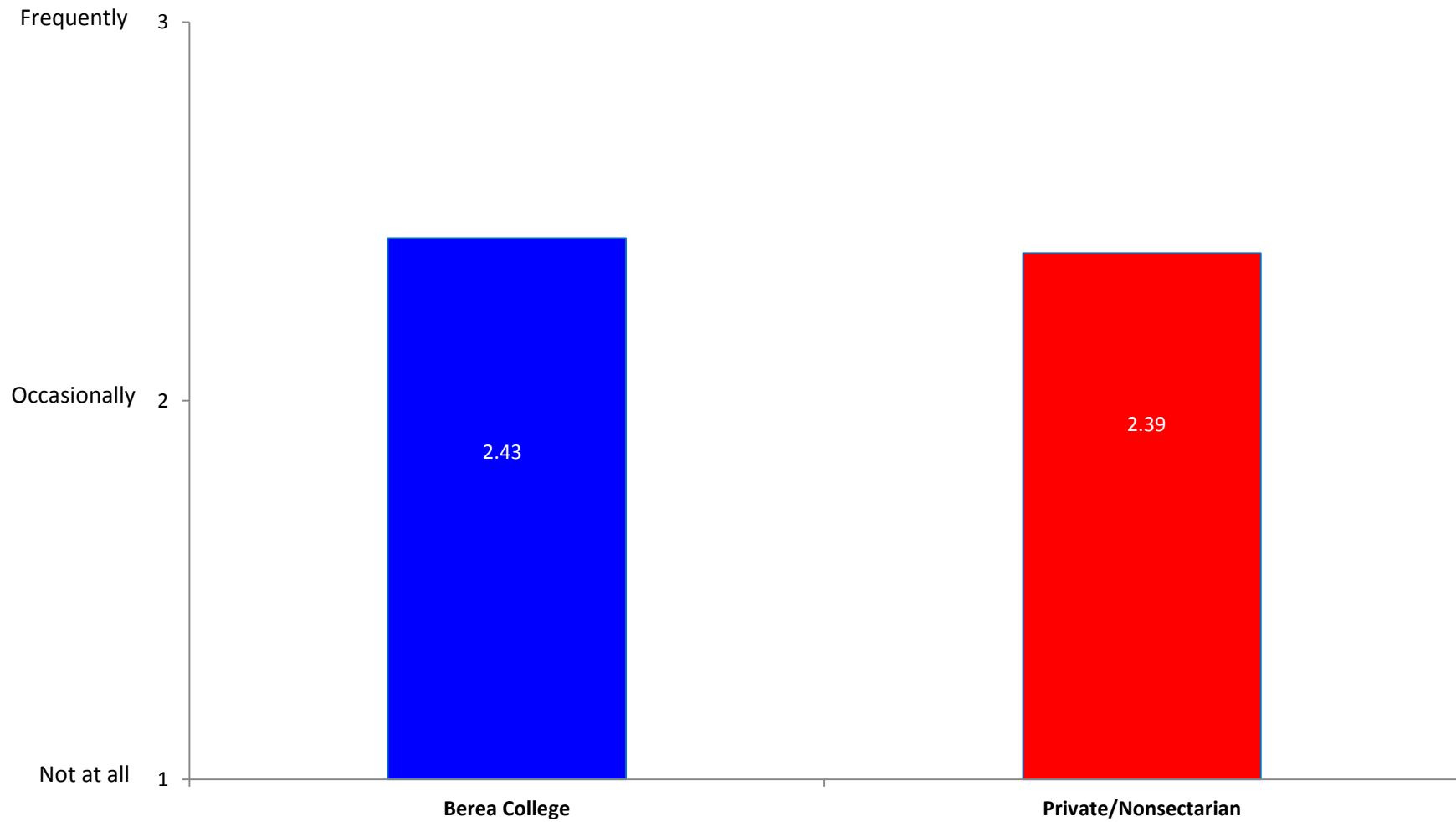
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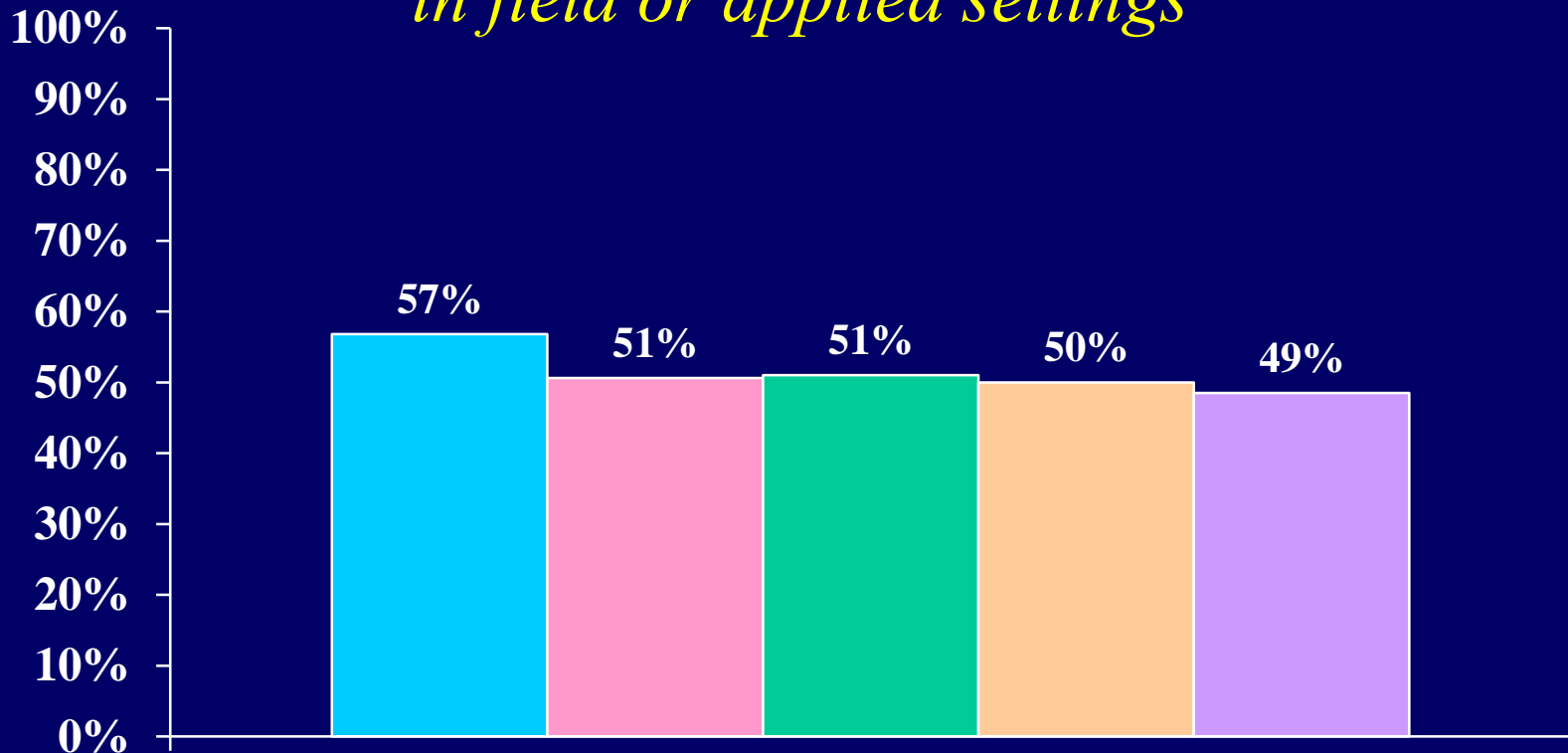
How frequently have you given at least one assignment that required students to:

Use research methods from your discipline in field or applied settings



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

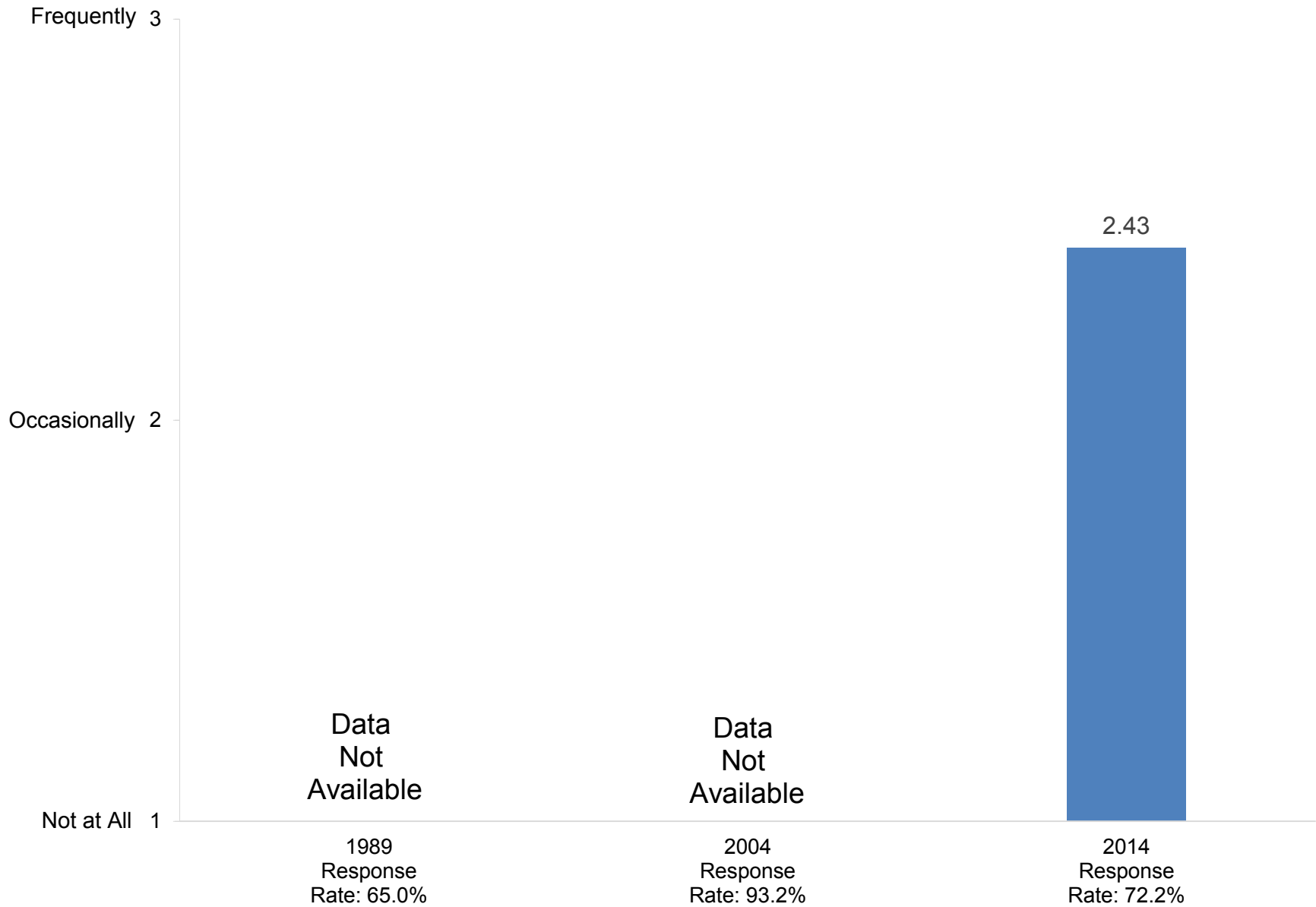
*Use research methods from your discipline
in field or applied settings*



Higher Education Research Institute (HERI) Faculty Survey

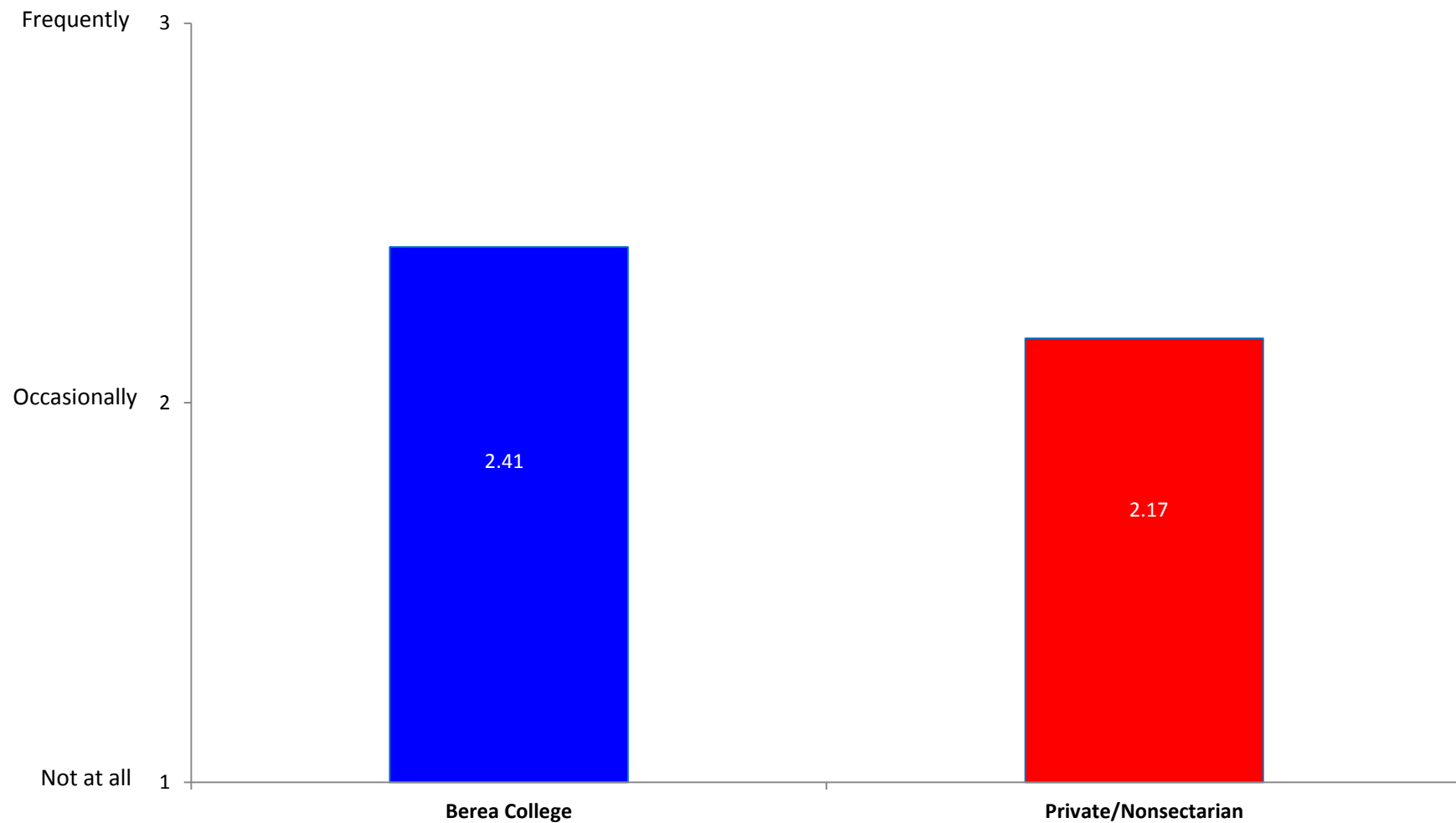
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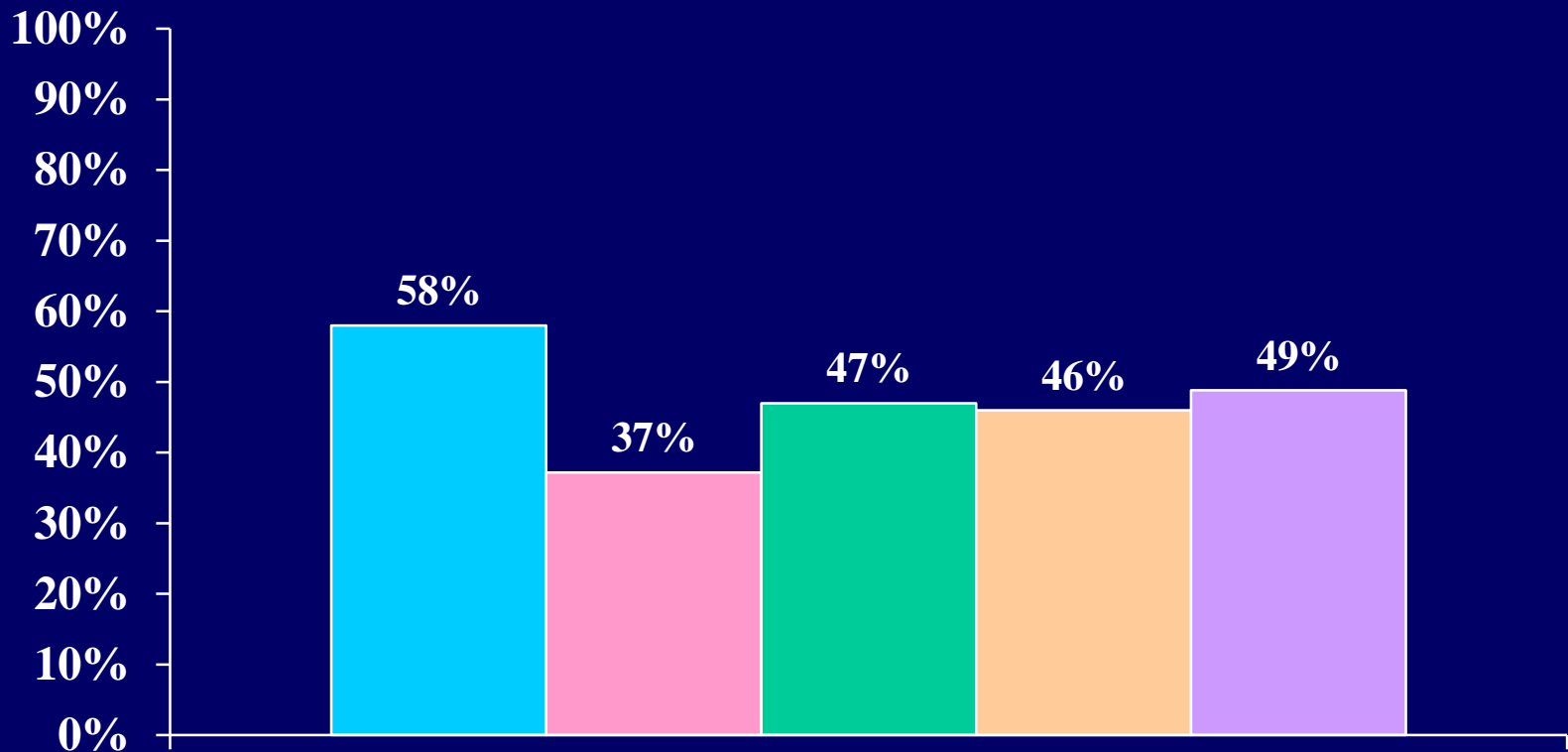
Apply learning from both academic and field settings



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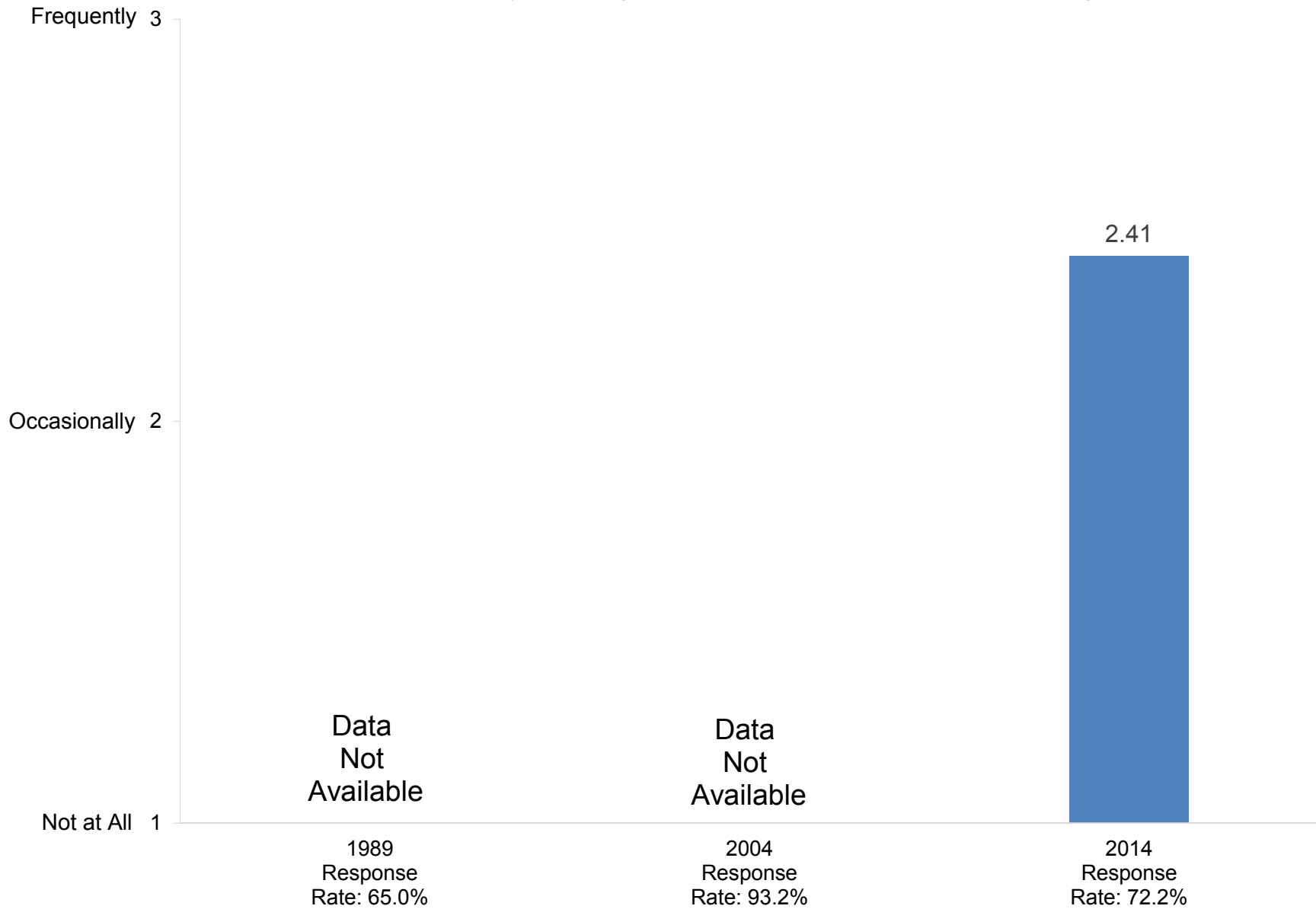
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Higher Education Research Institute (HERI) Faculty Survey

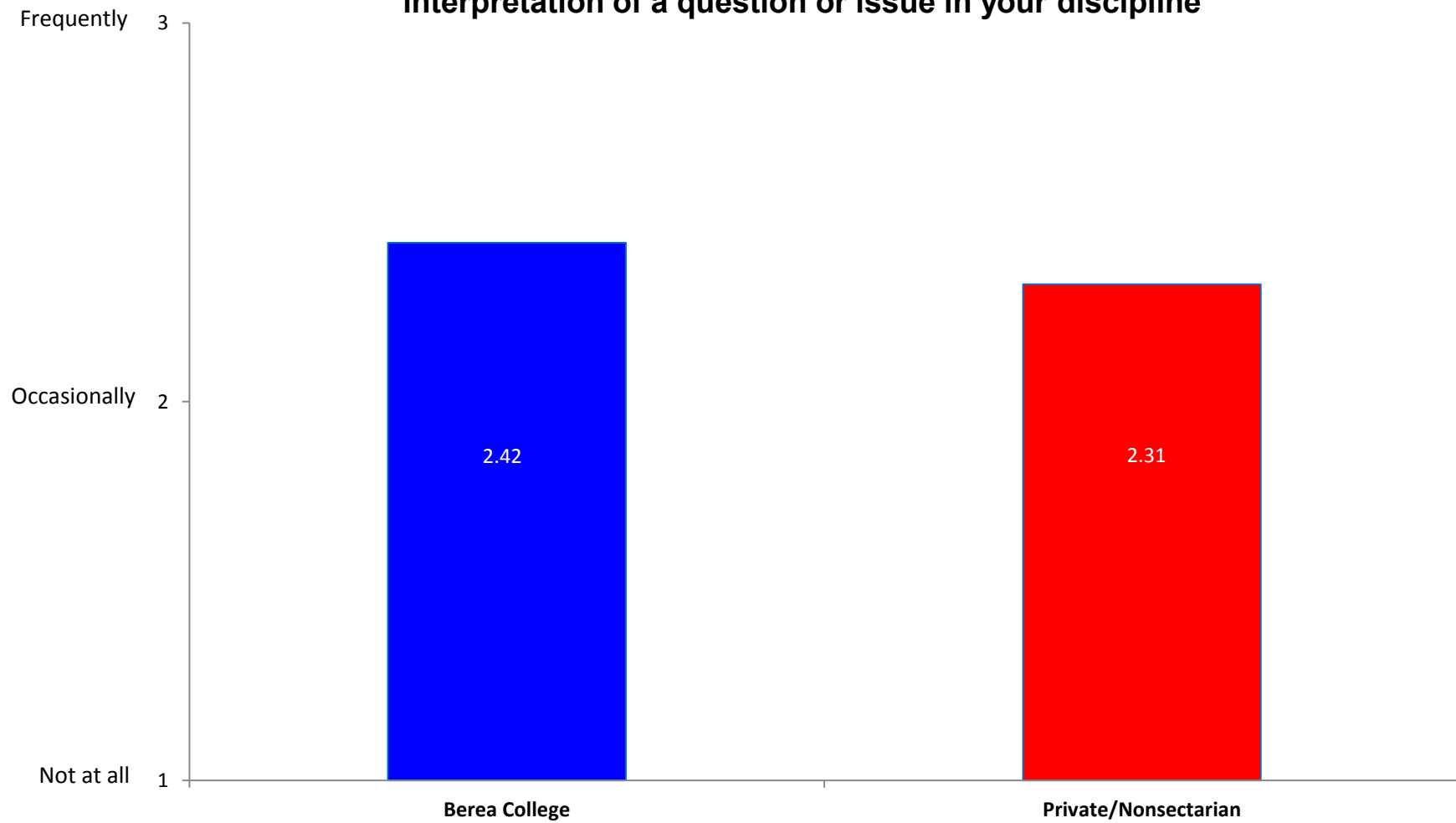
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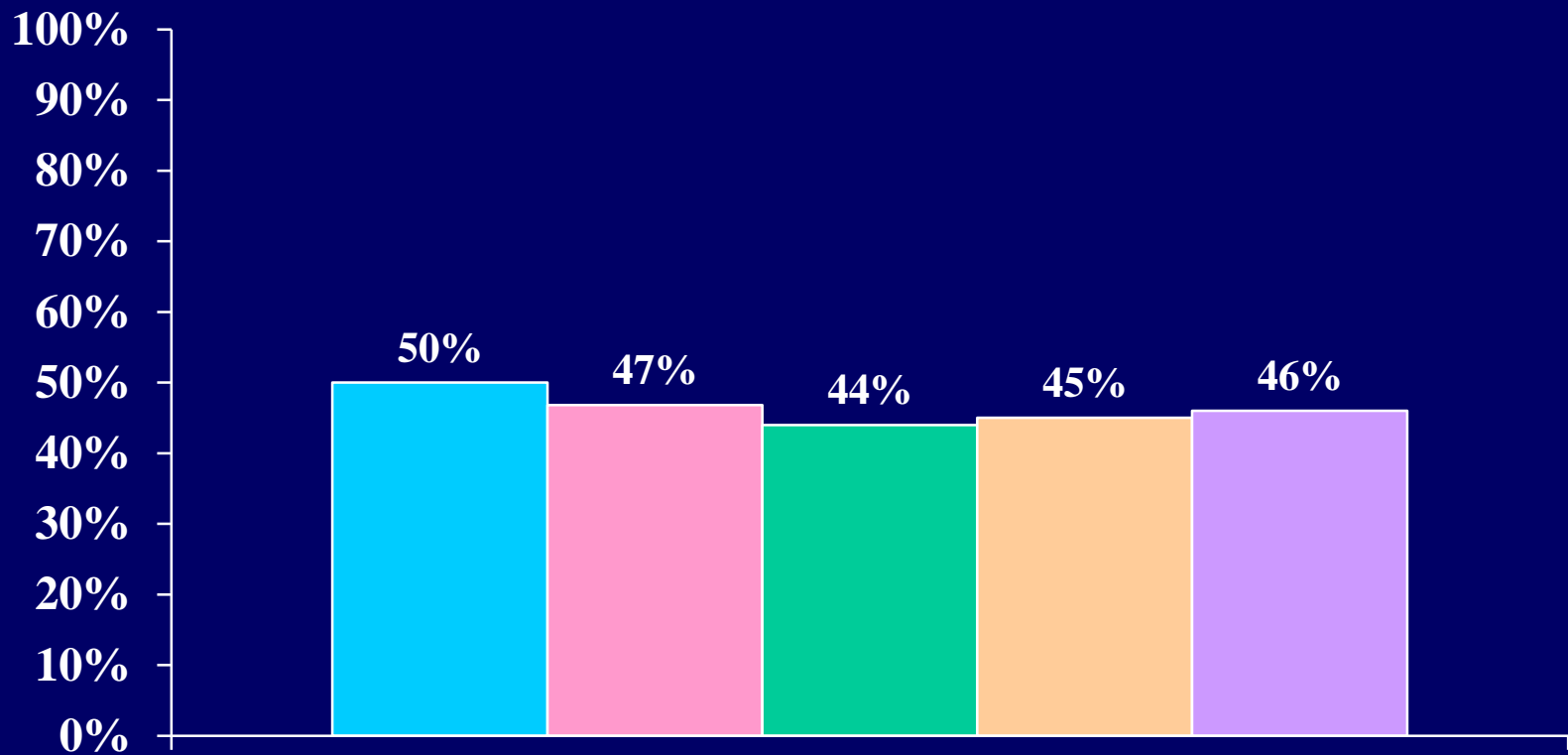
How frequently have you given at least one assignment that required students to:

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



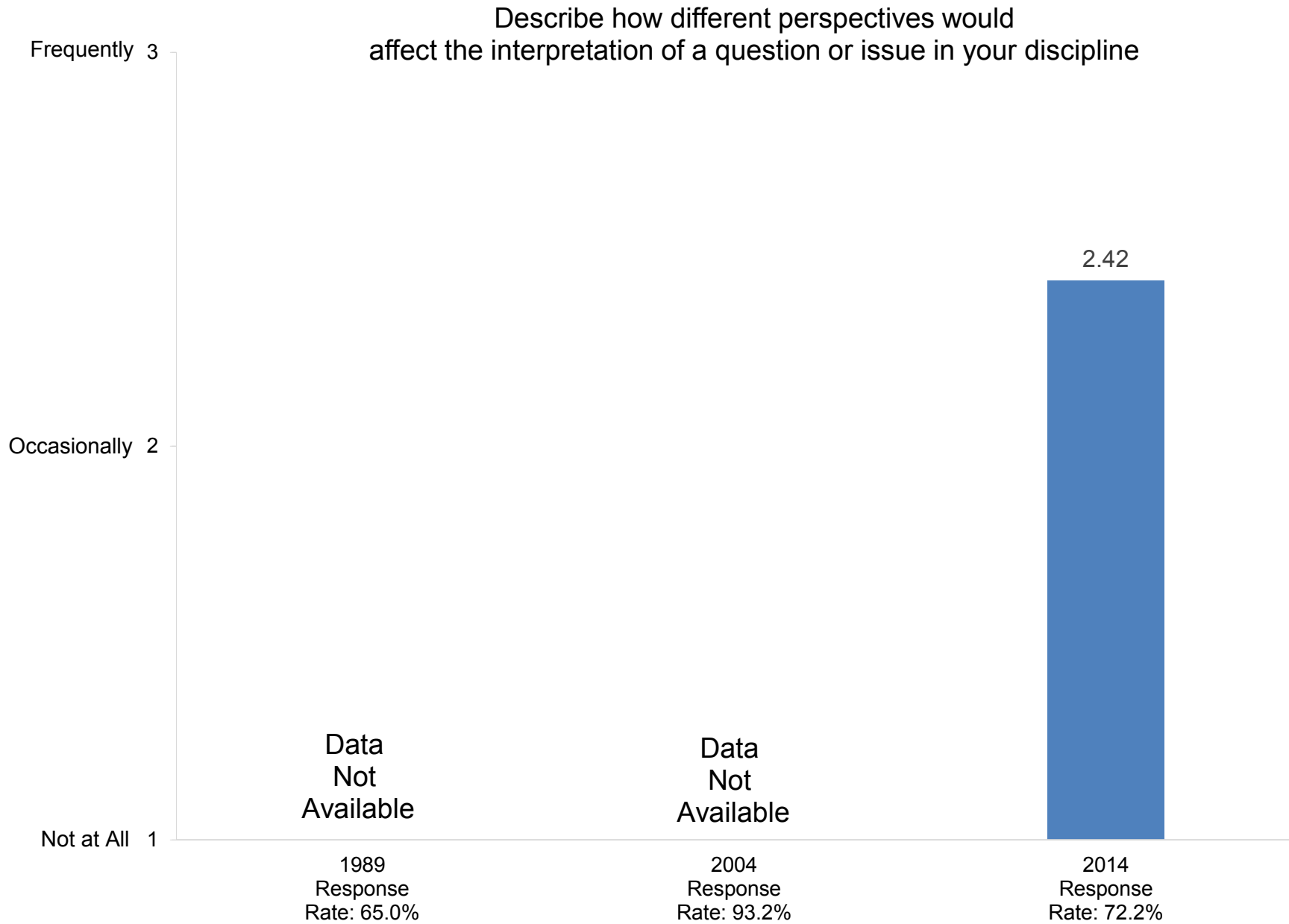
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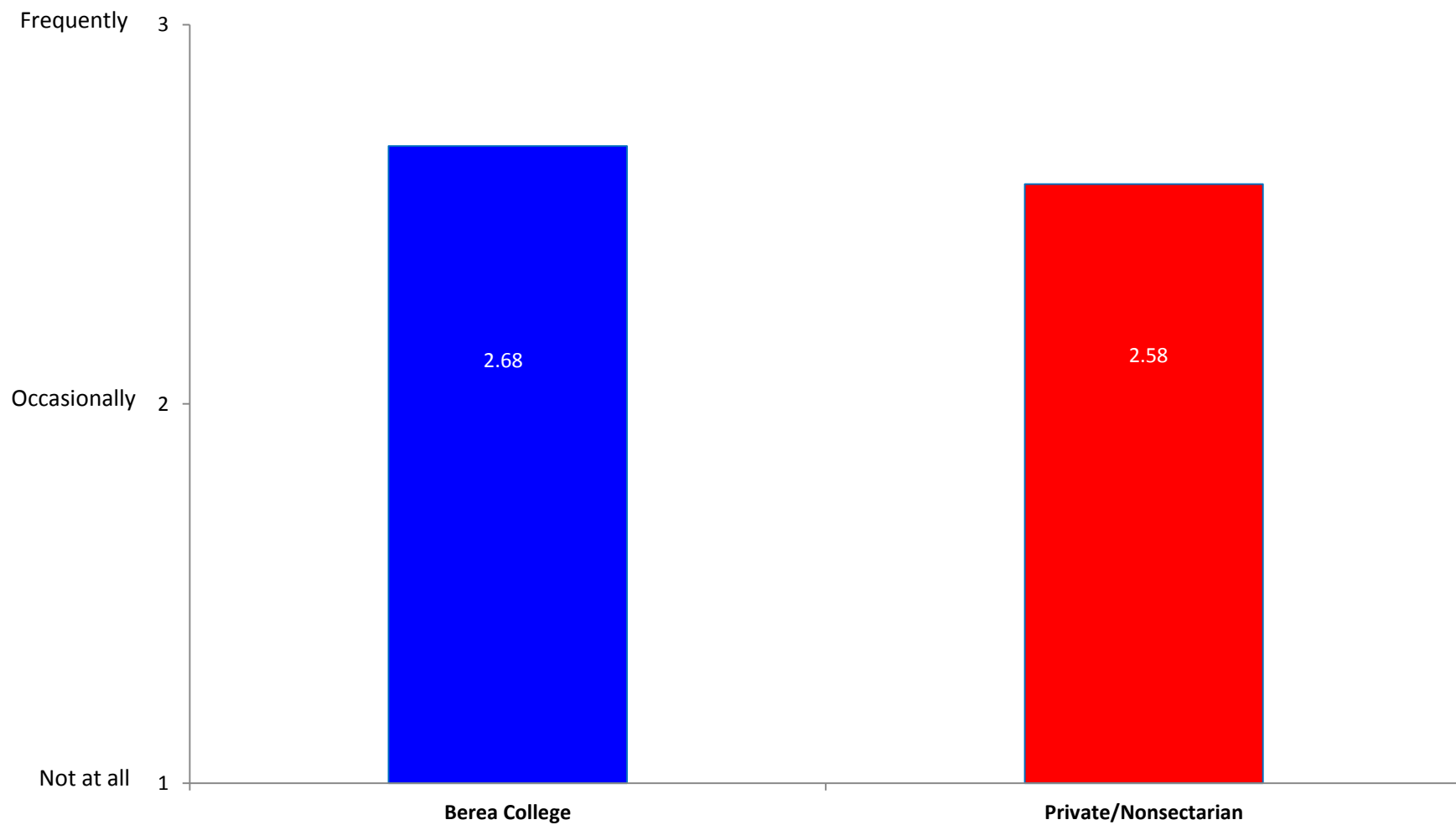
Higher Education Research Institute (HERI) Faculty Survey

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



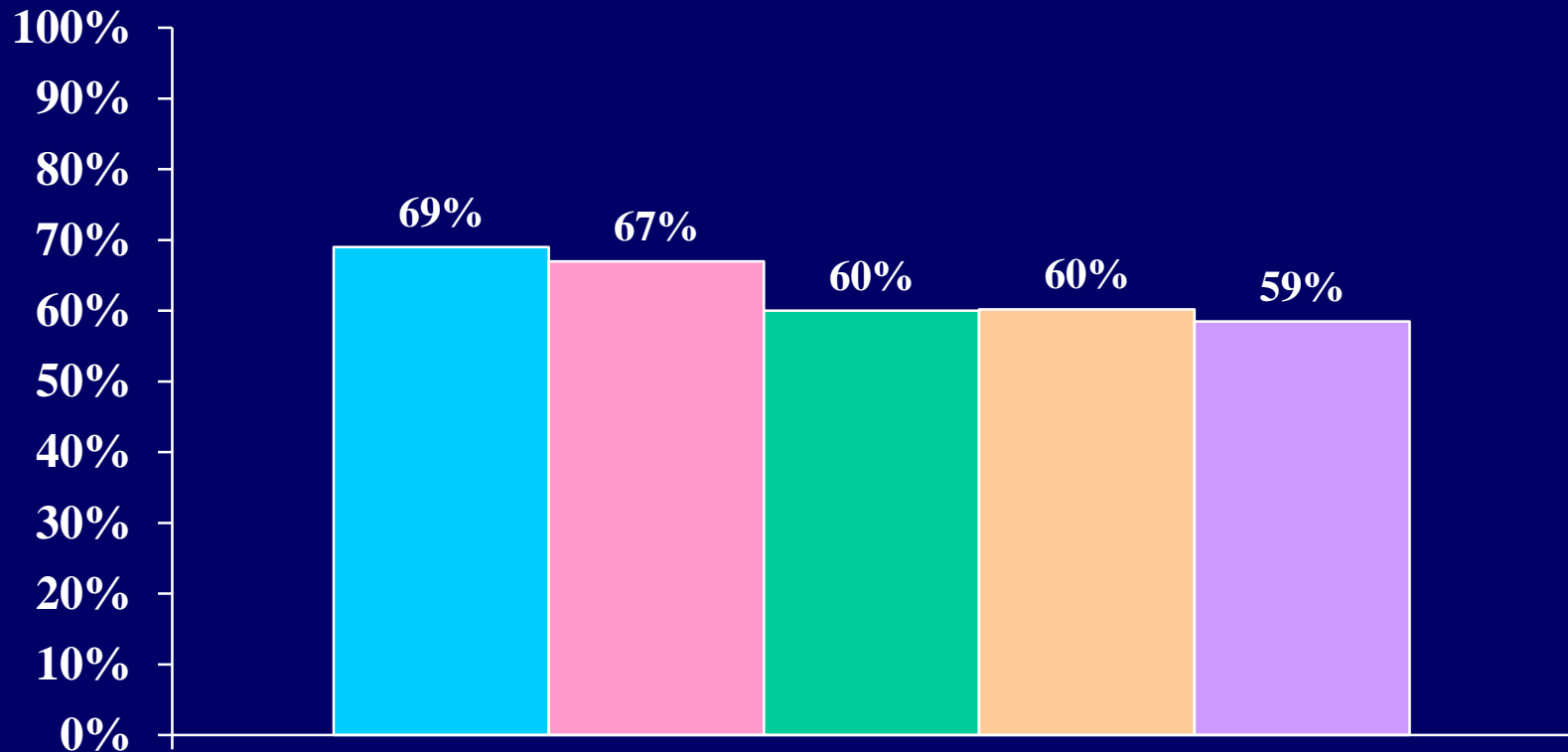
How frequently have you given at least one assignment that required students to:

Weigh the meaning and significance of evidence



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

Weigh the meaning and significance of evidence



Higher Education Research Institute (HERI) Faculty Survey

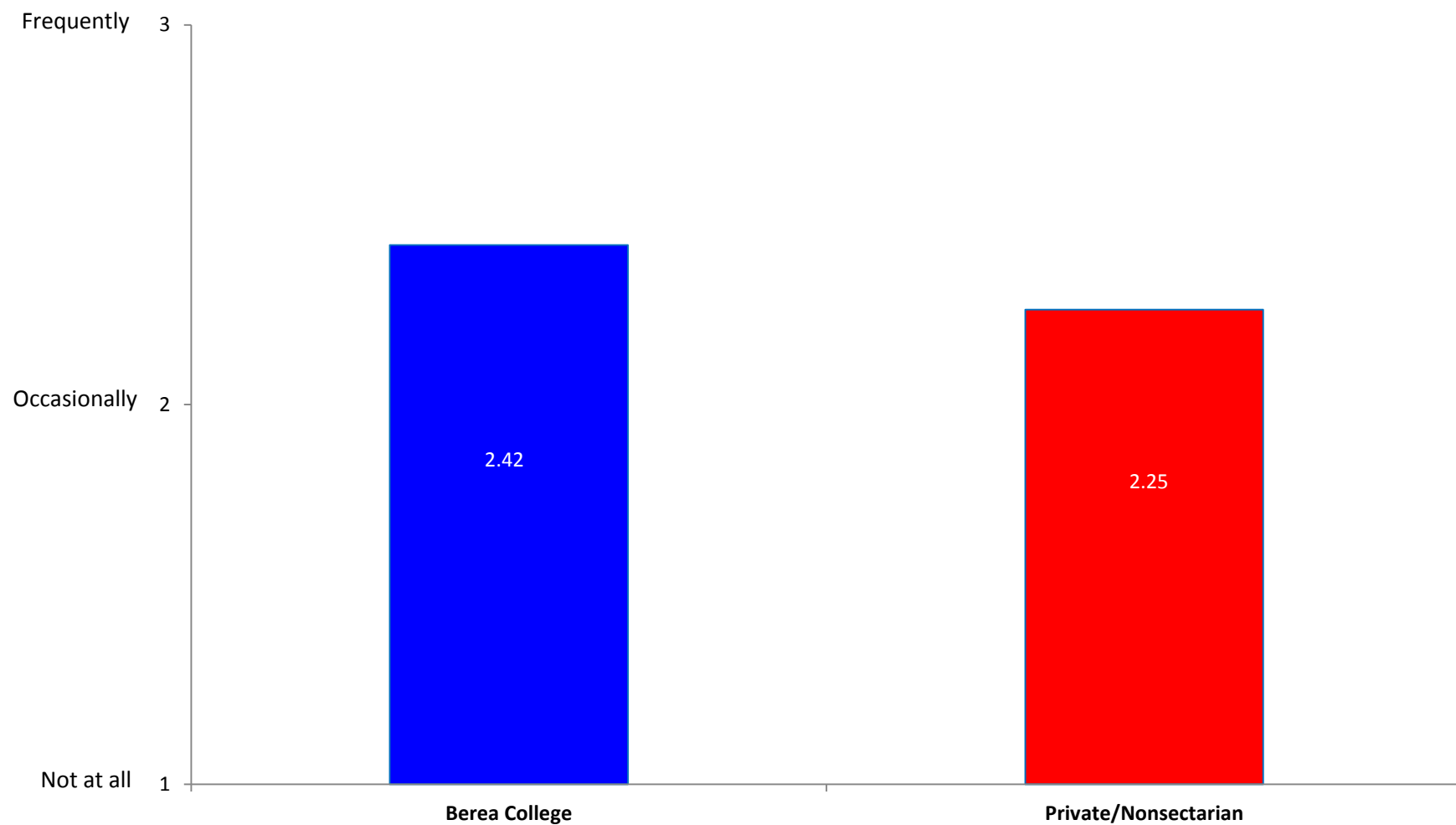
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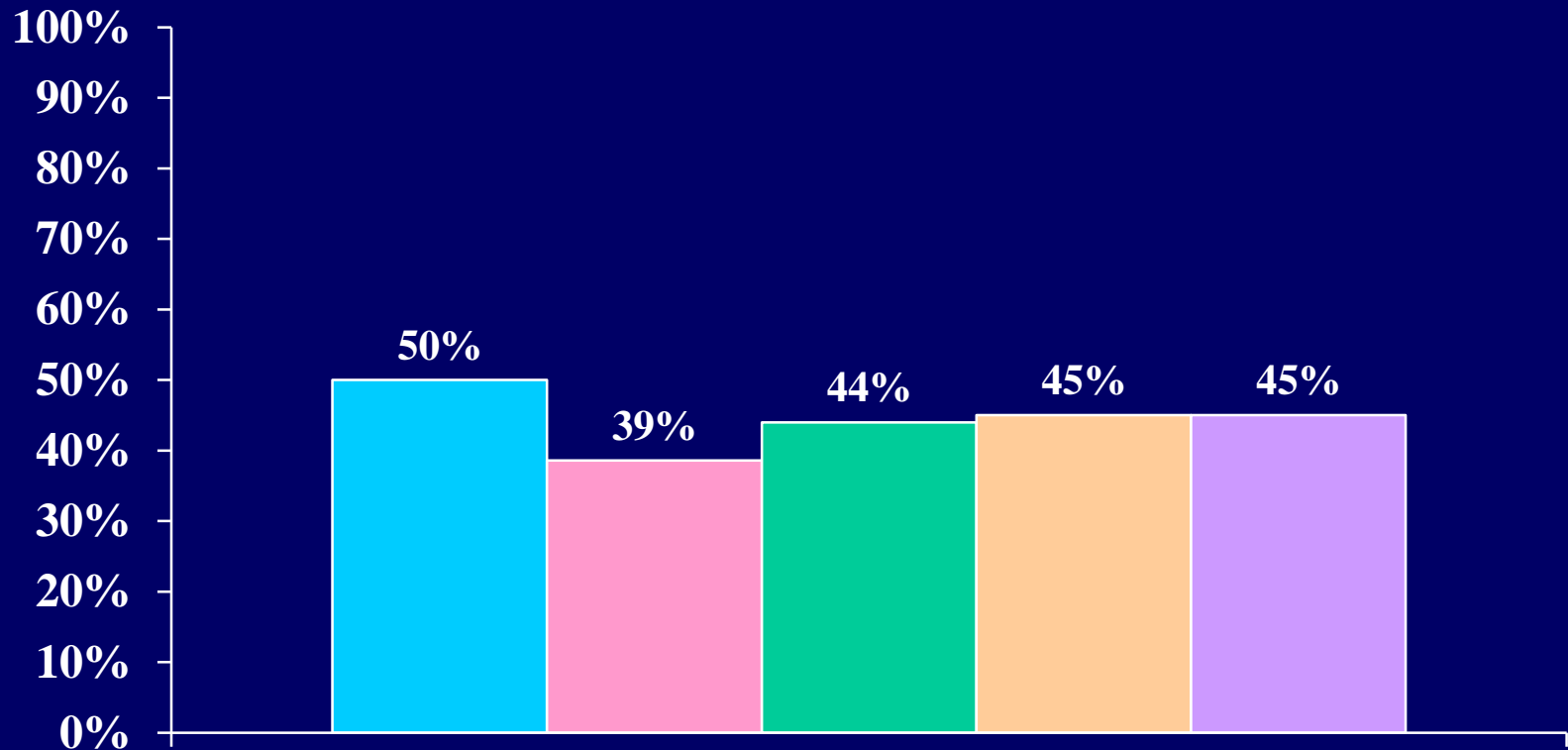
How frequently have you given at least one assignment that required students to:

Discuss the ethical or moral implications of a course of action



How frequently in the courses you taught in the past year have you given
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Percent of faculty who indicated “frequently”

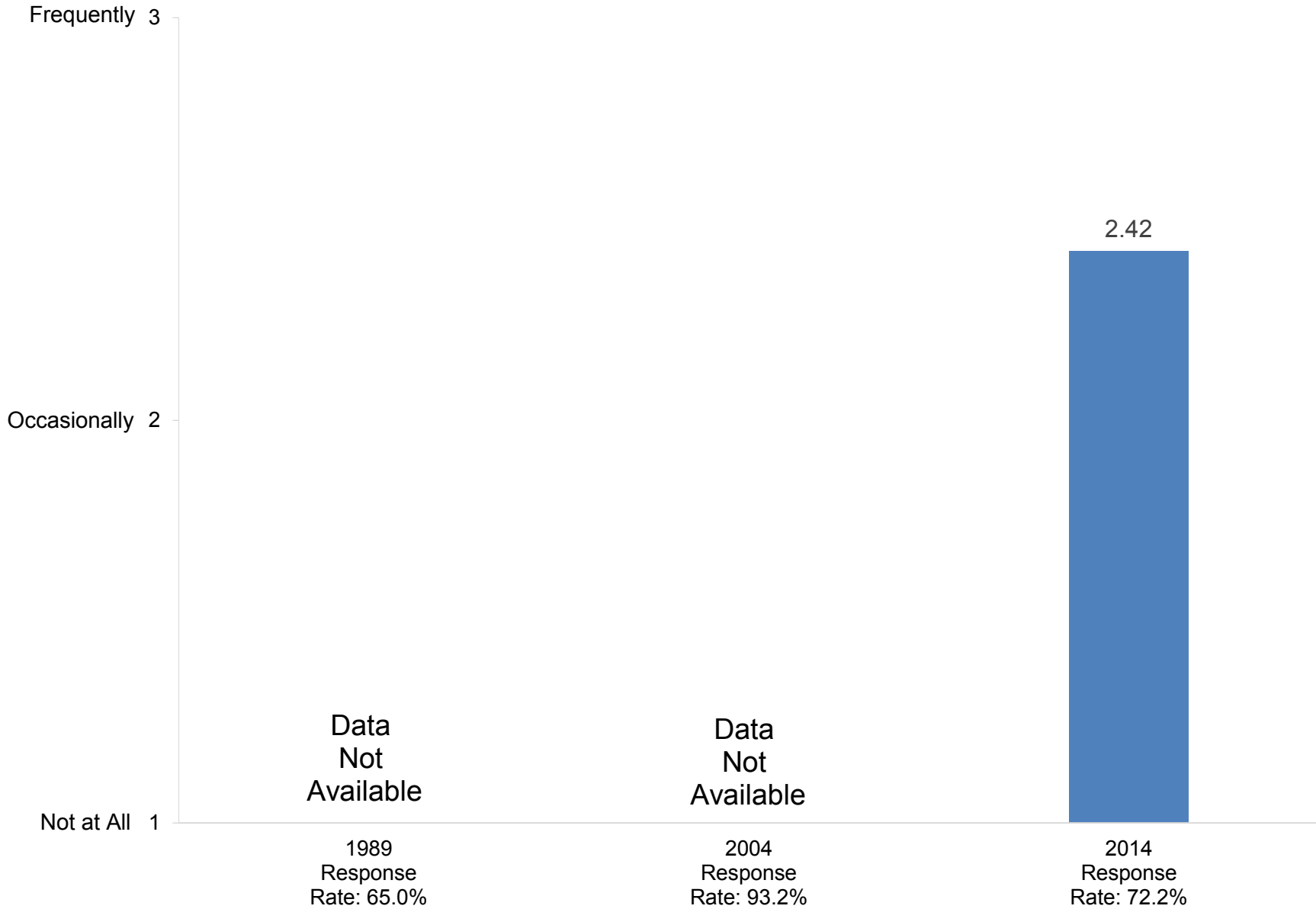
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Higher Education Research Institute (HERI) Faculty Survey

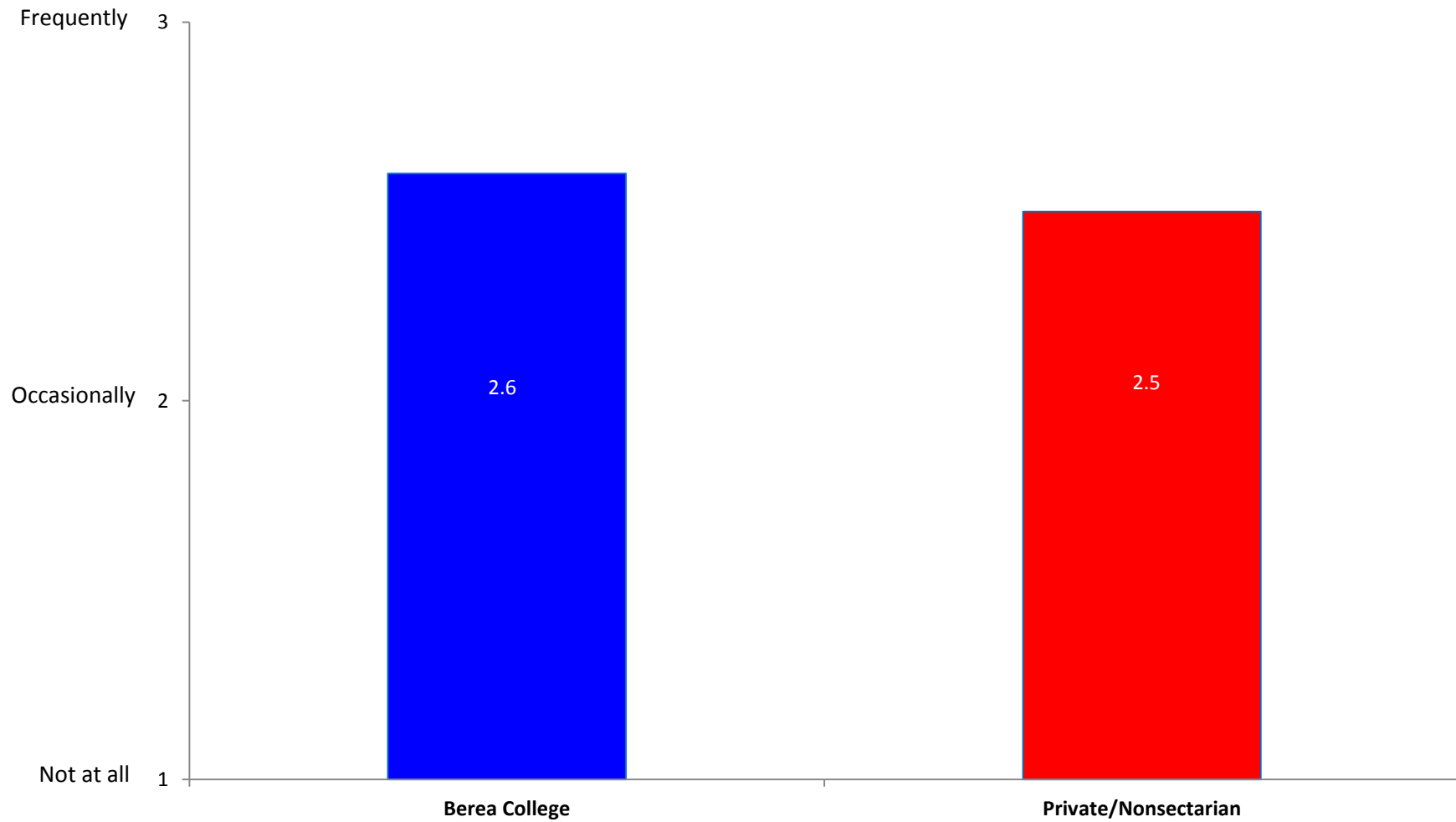
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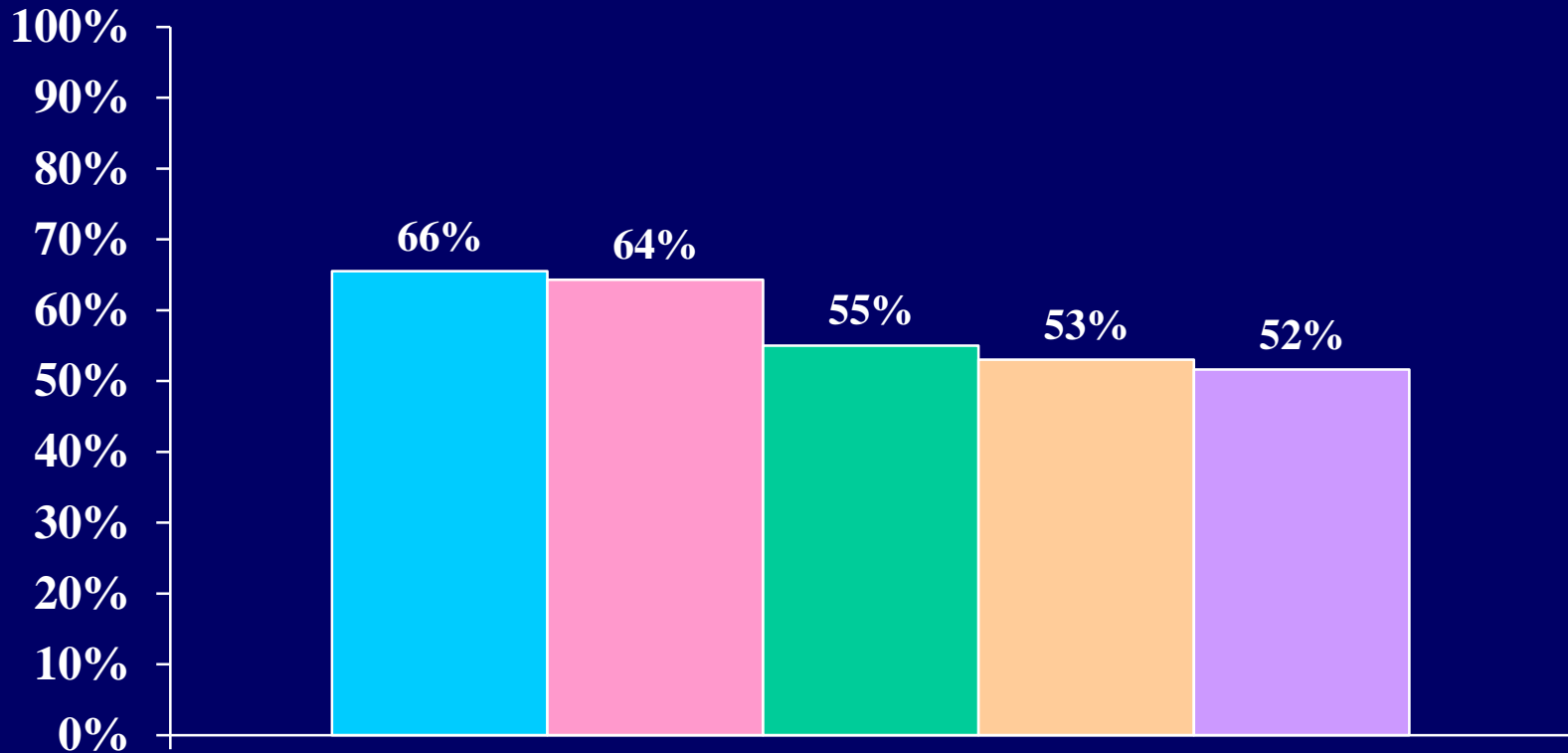
How frequently have you given at least one assignment that required students to:

Work with classmates outside of class



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

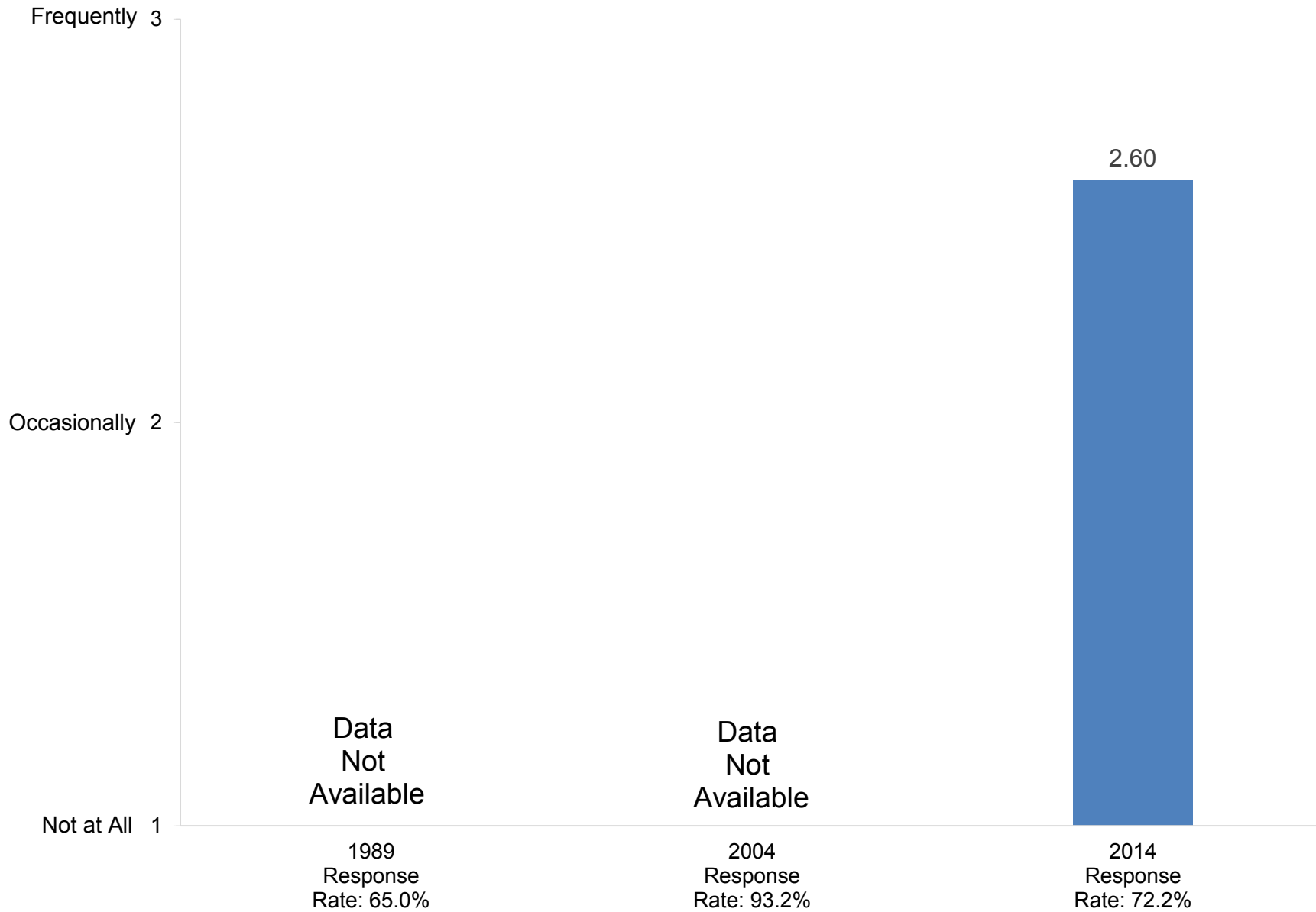
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Higher Education Research Institute (HERI) Faculty Survey

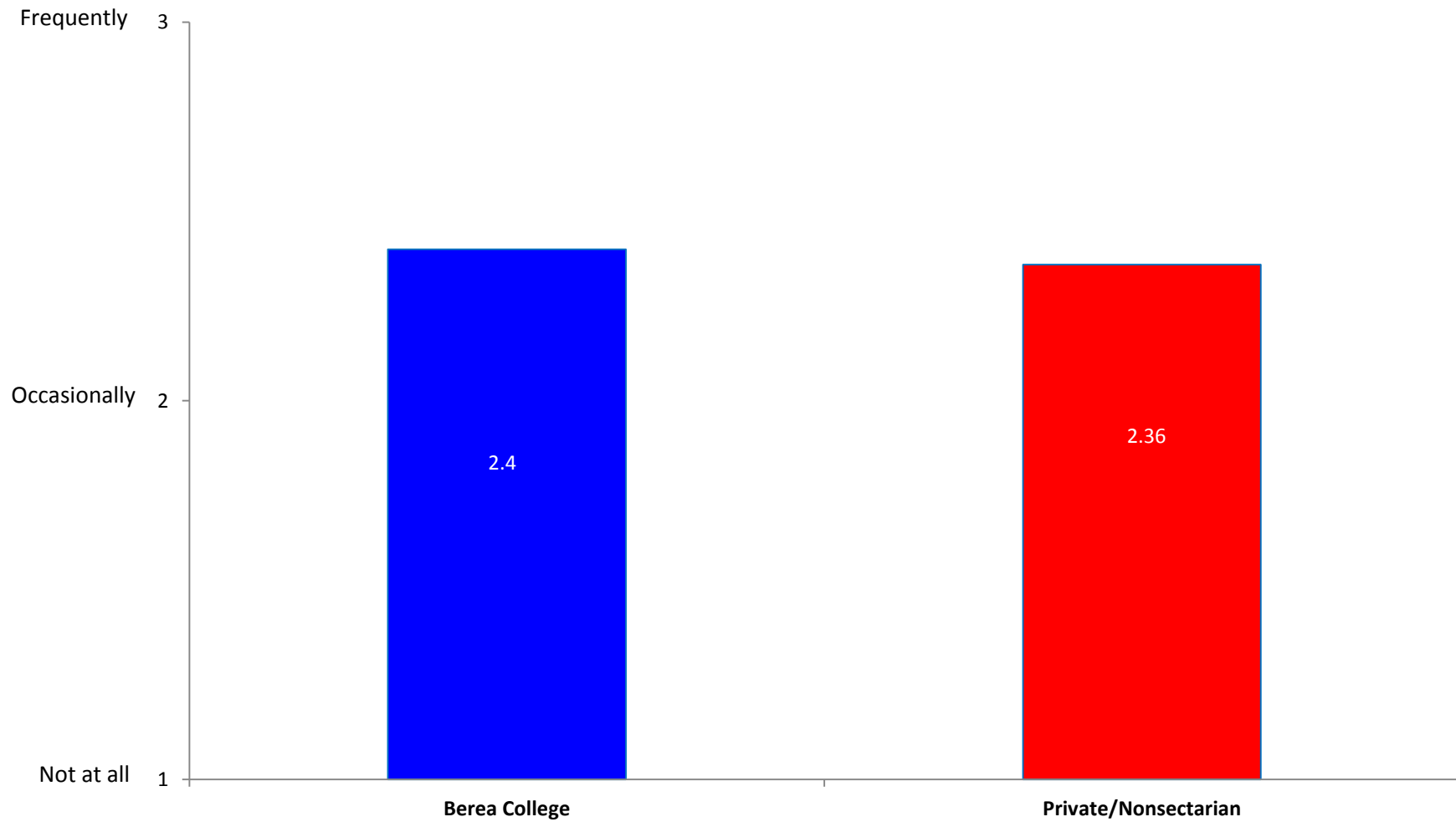
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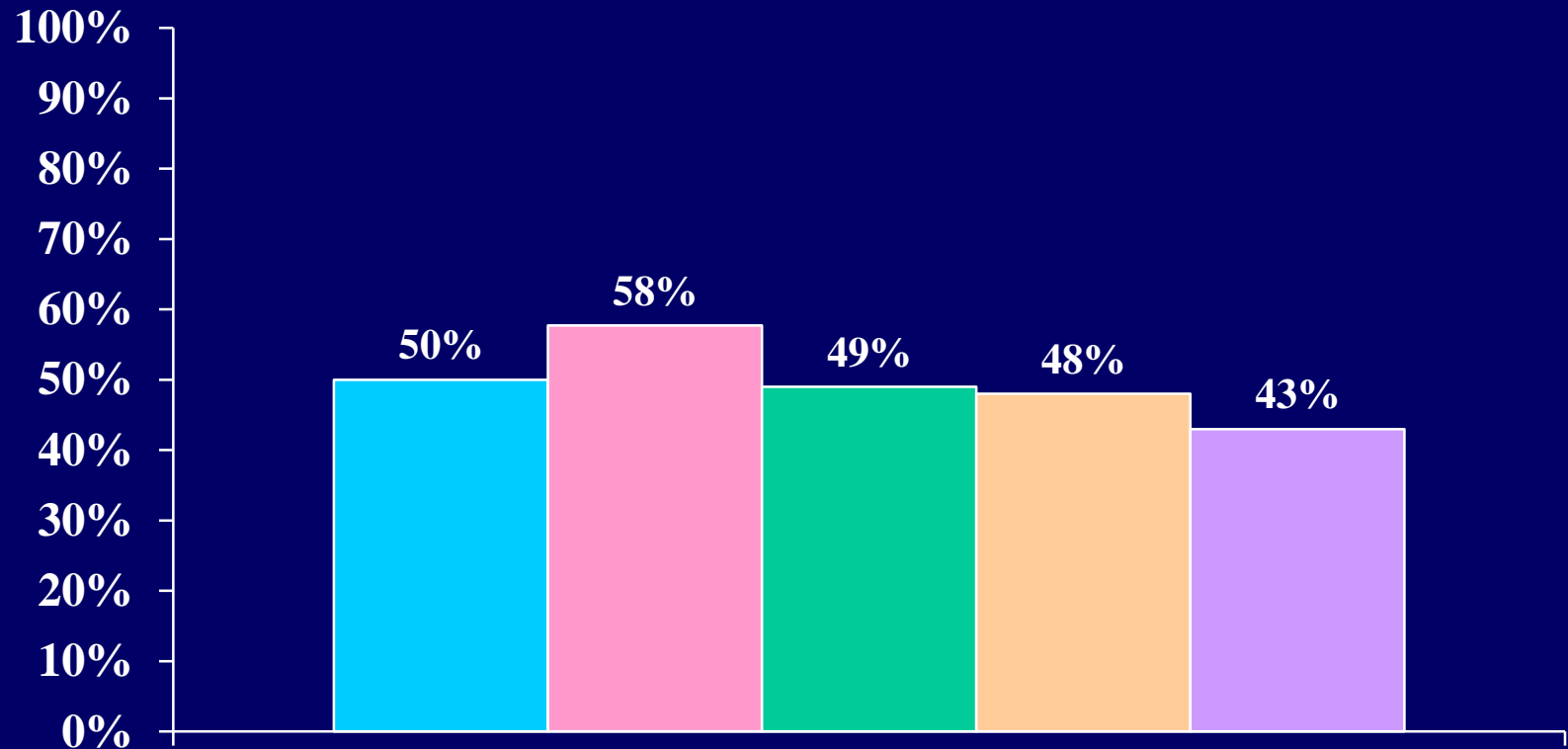
How frequently have you given at least one assignment that required students to:

Lead a discussion, activity, or lab



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

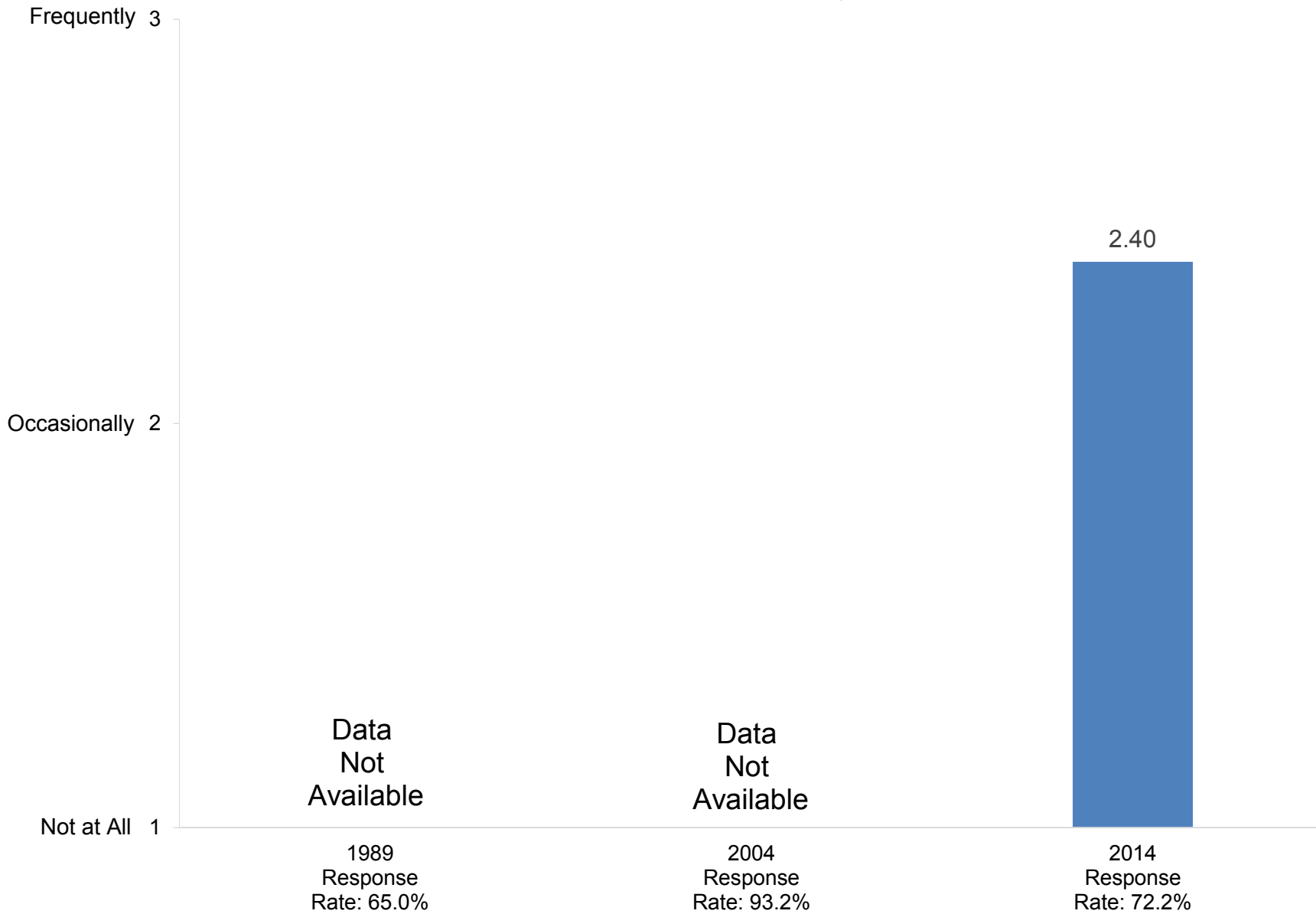
Lead a discussion, activity or lab



Higher Education Research Institute (HERI) Faculty Survey

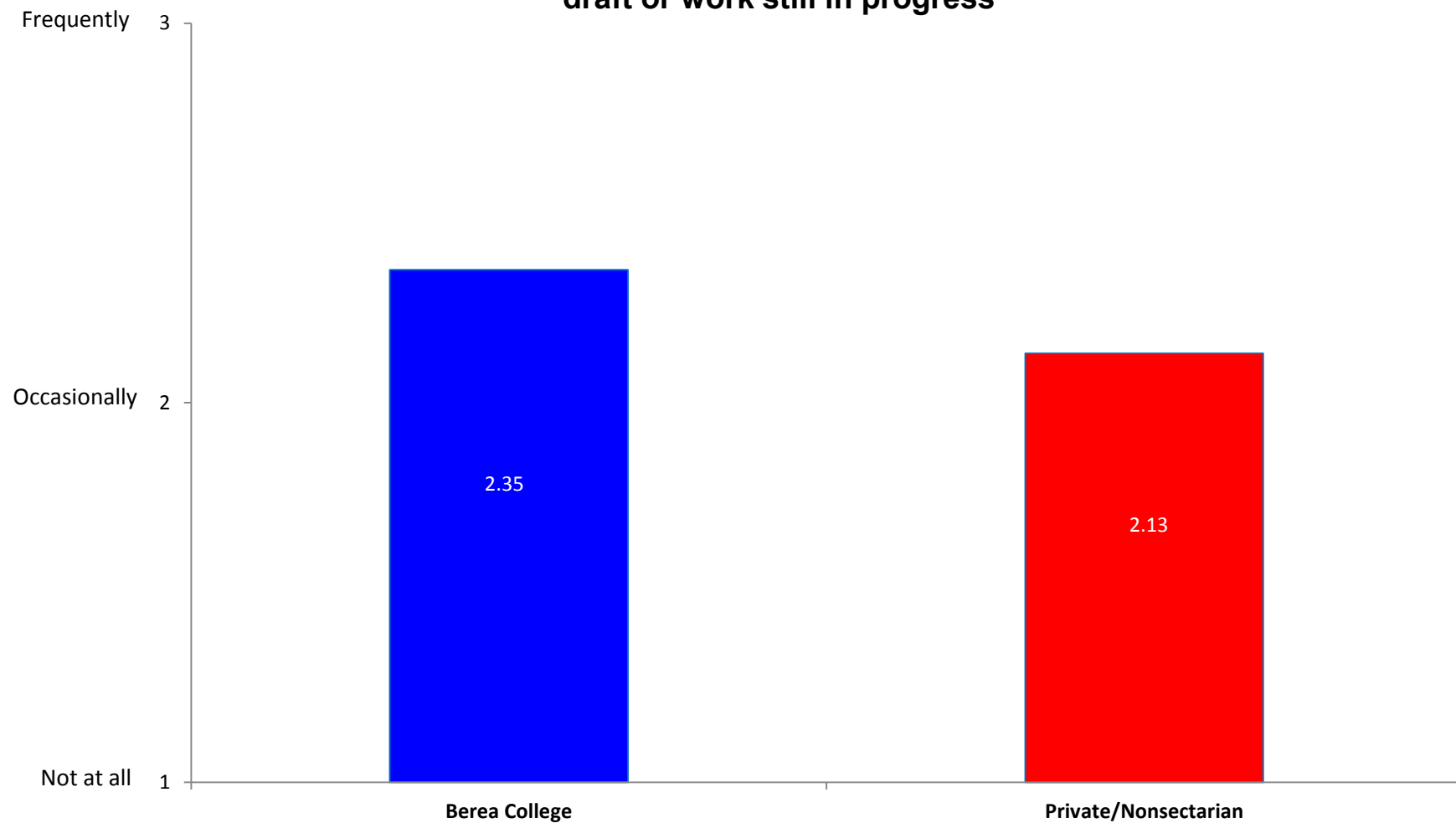
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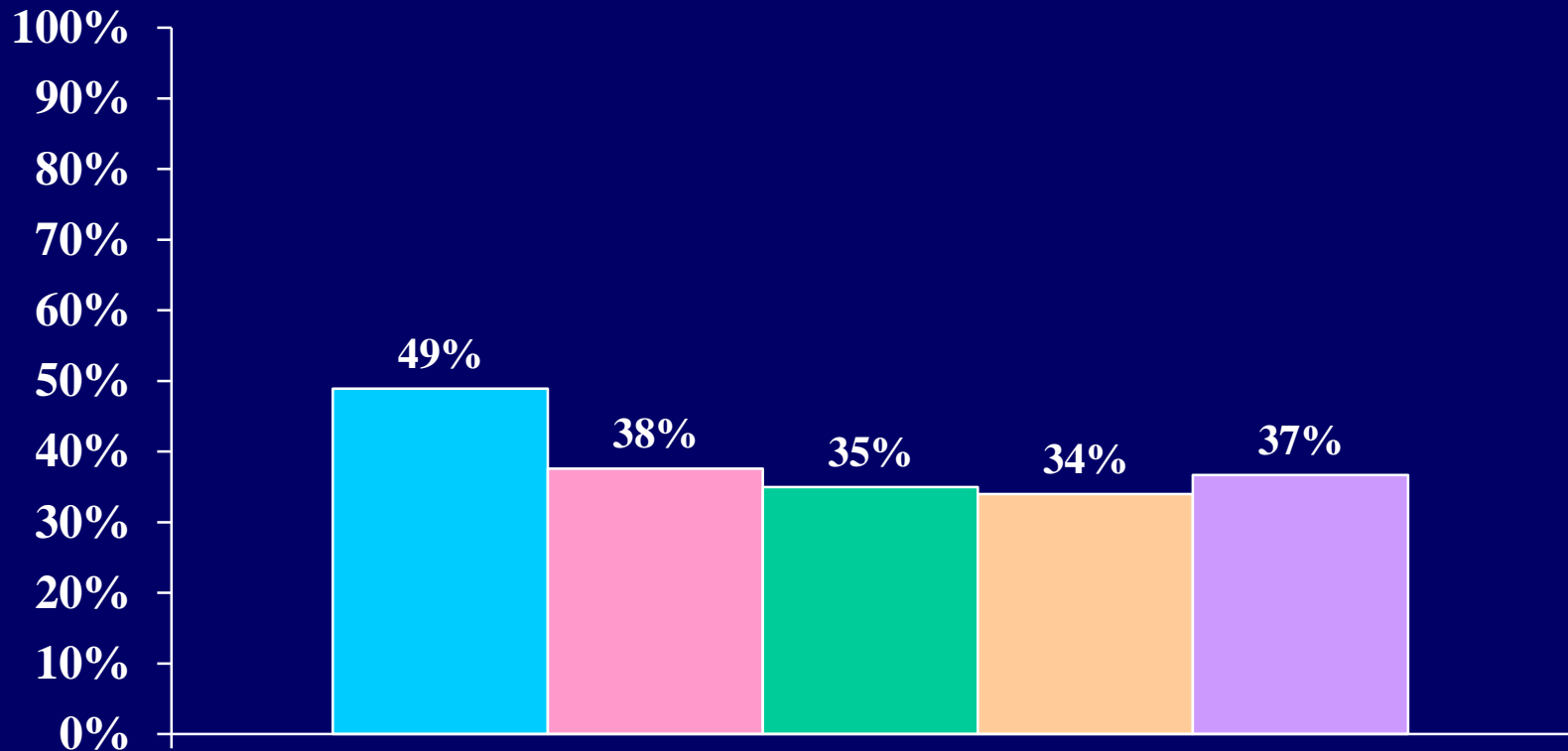
How frequently have you given at least one assignment that required students to:

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



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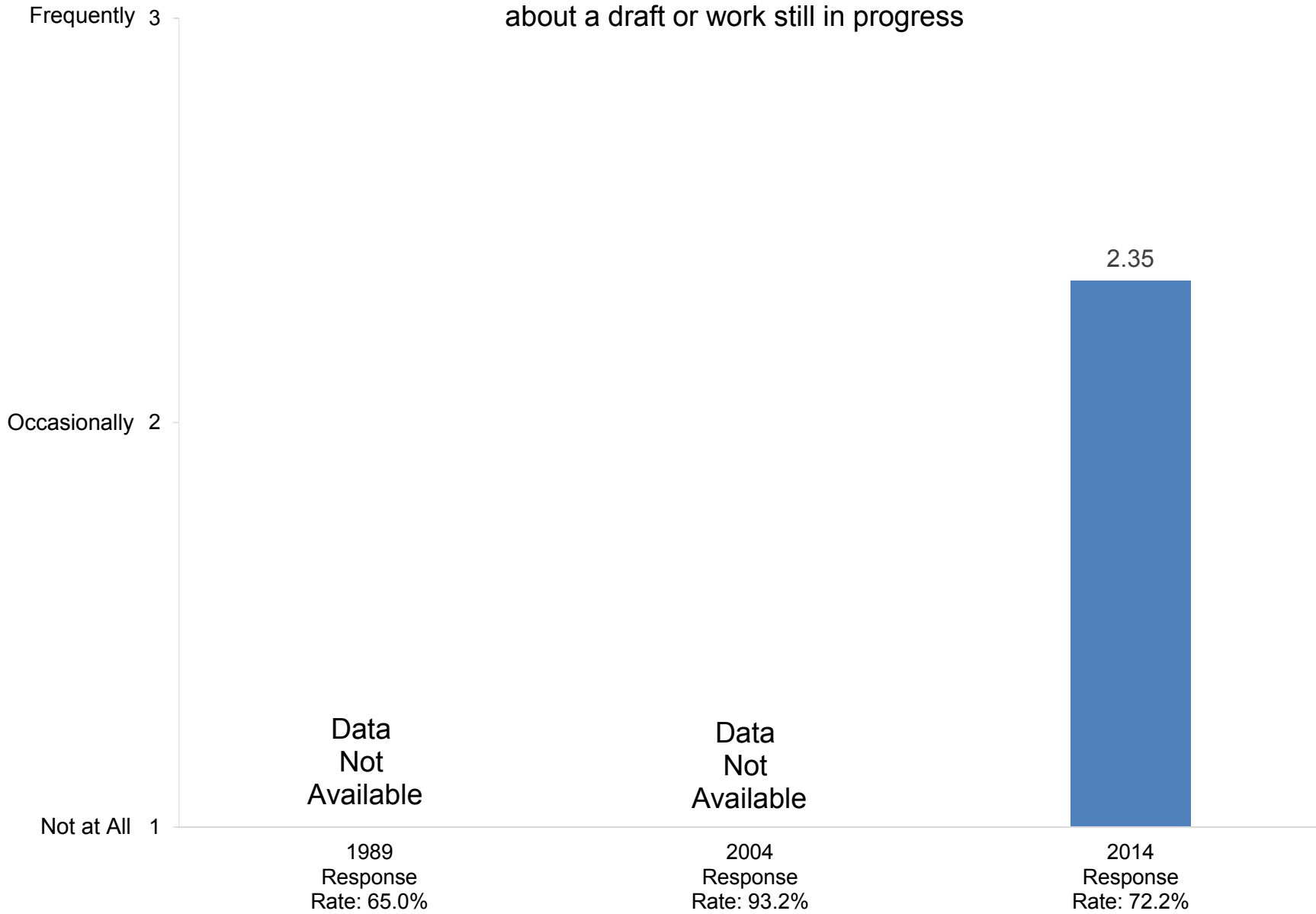
Provide and/or receive feedback to classmates about a draft or work still in progress



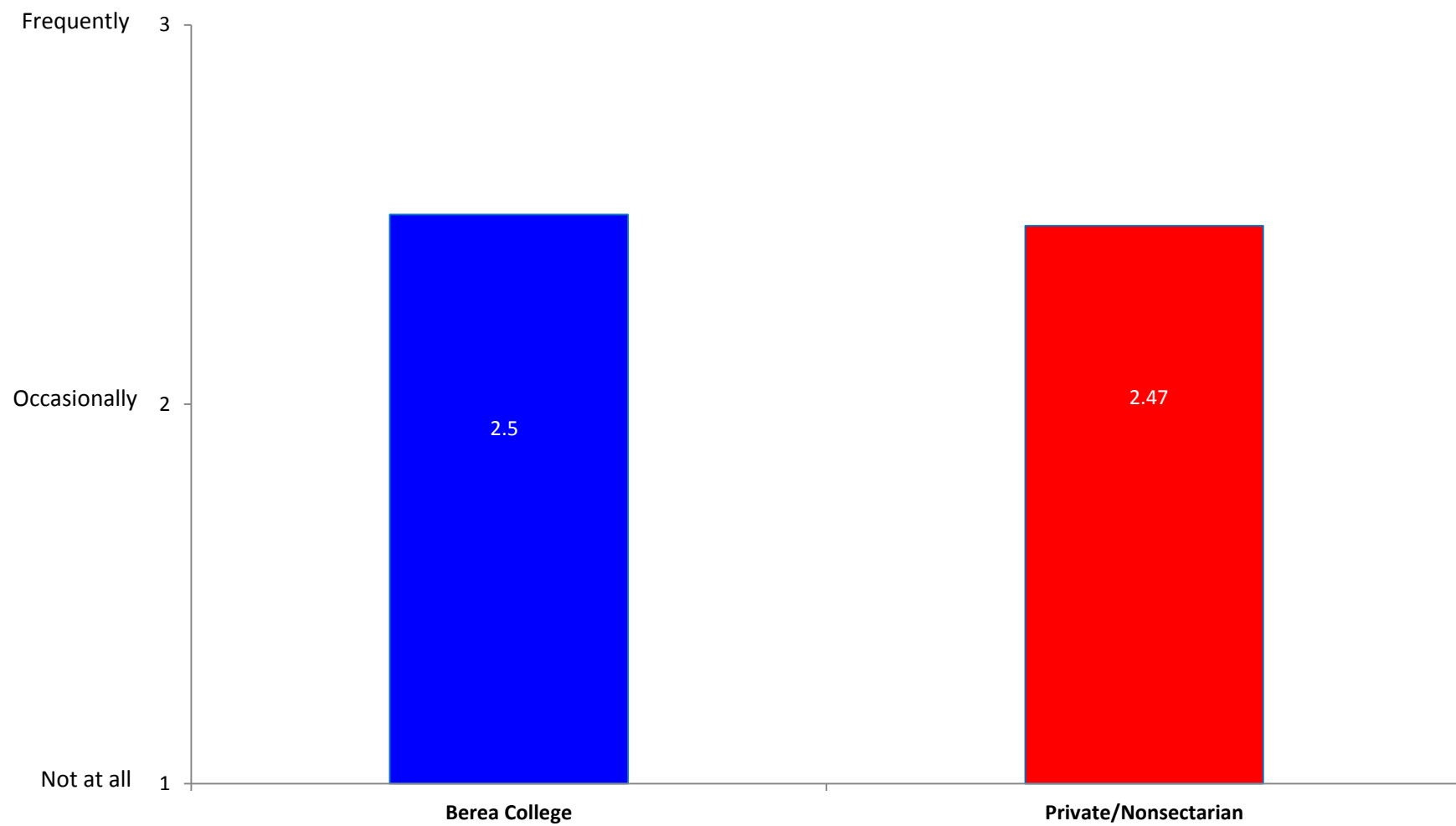
Higher Education Research Institute (HERI) Faculty Survey

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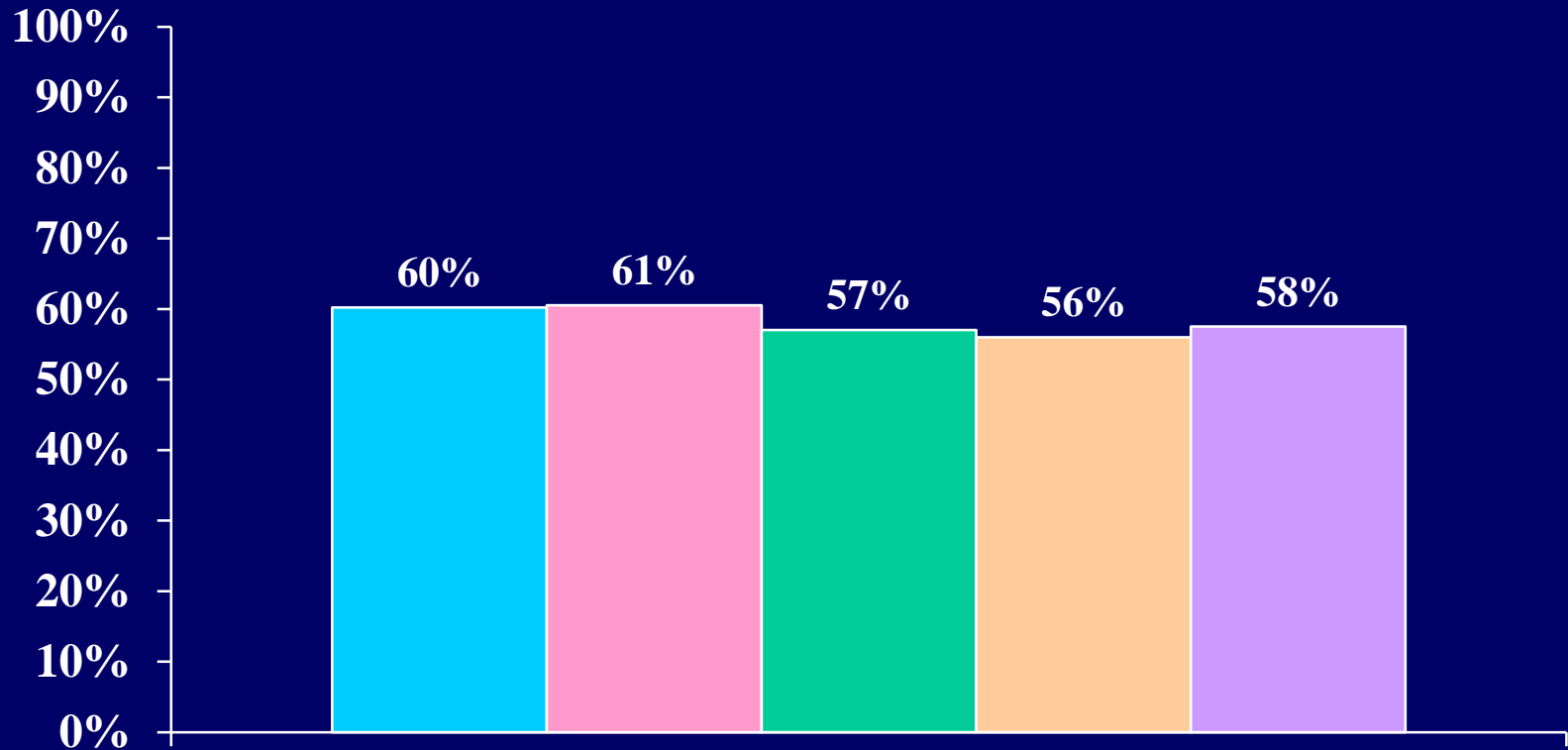


Analyze and interpret data



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

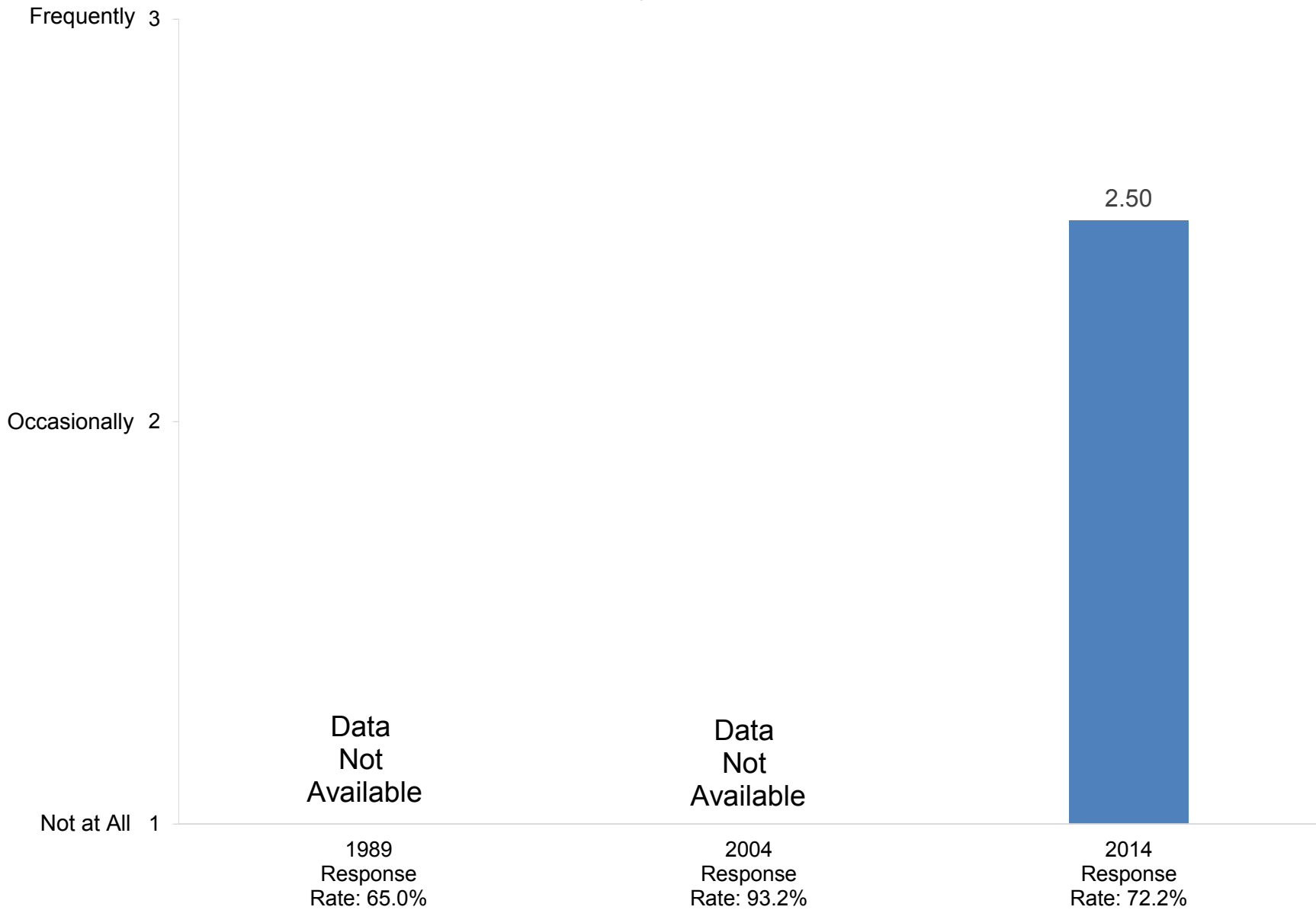
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Higher Education Research Institute (HERI) Faculty Survey

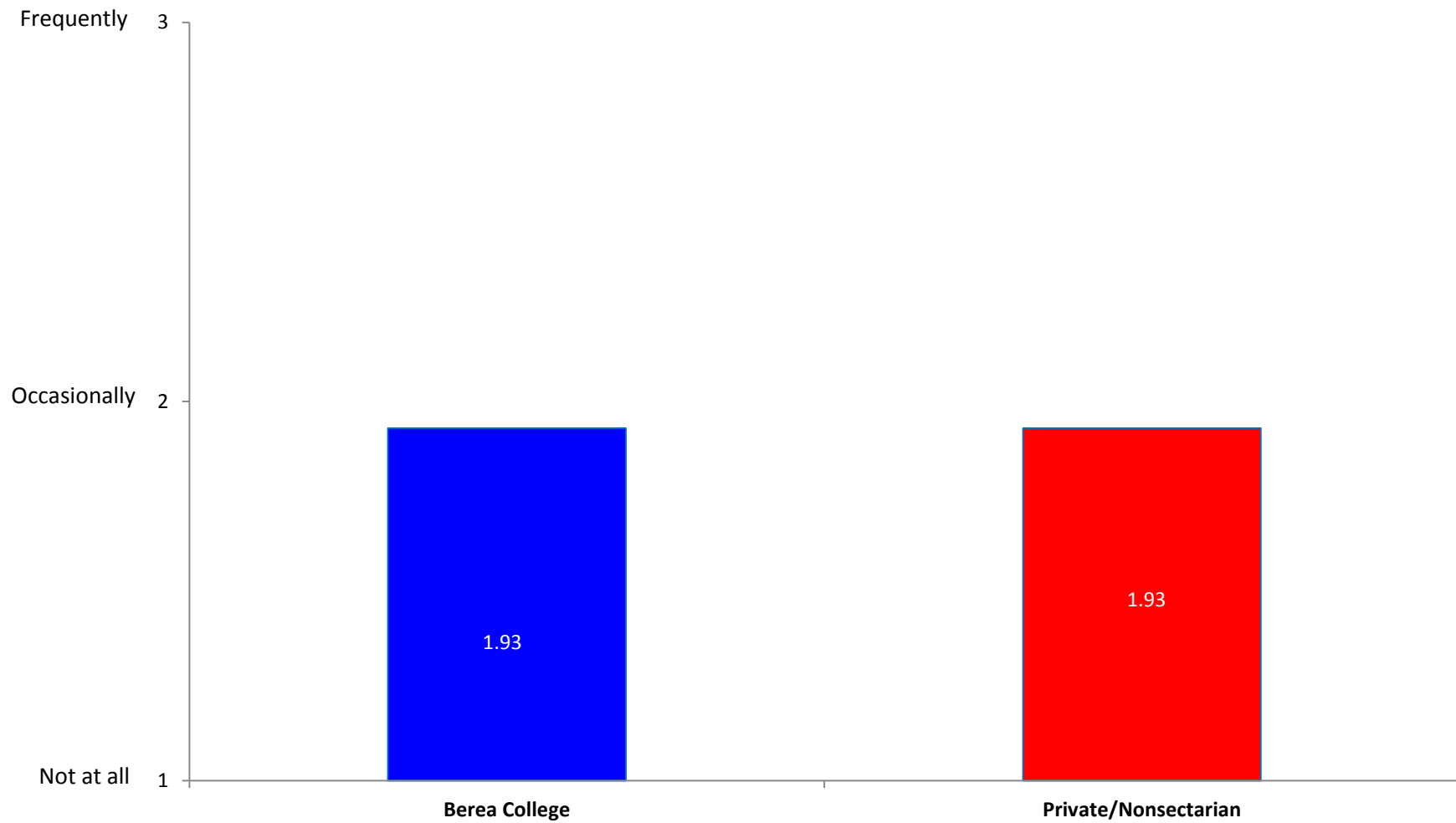
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Analyze and interpret data



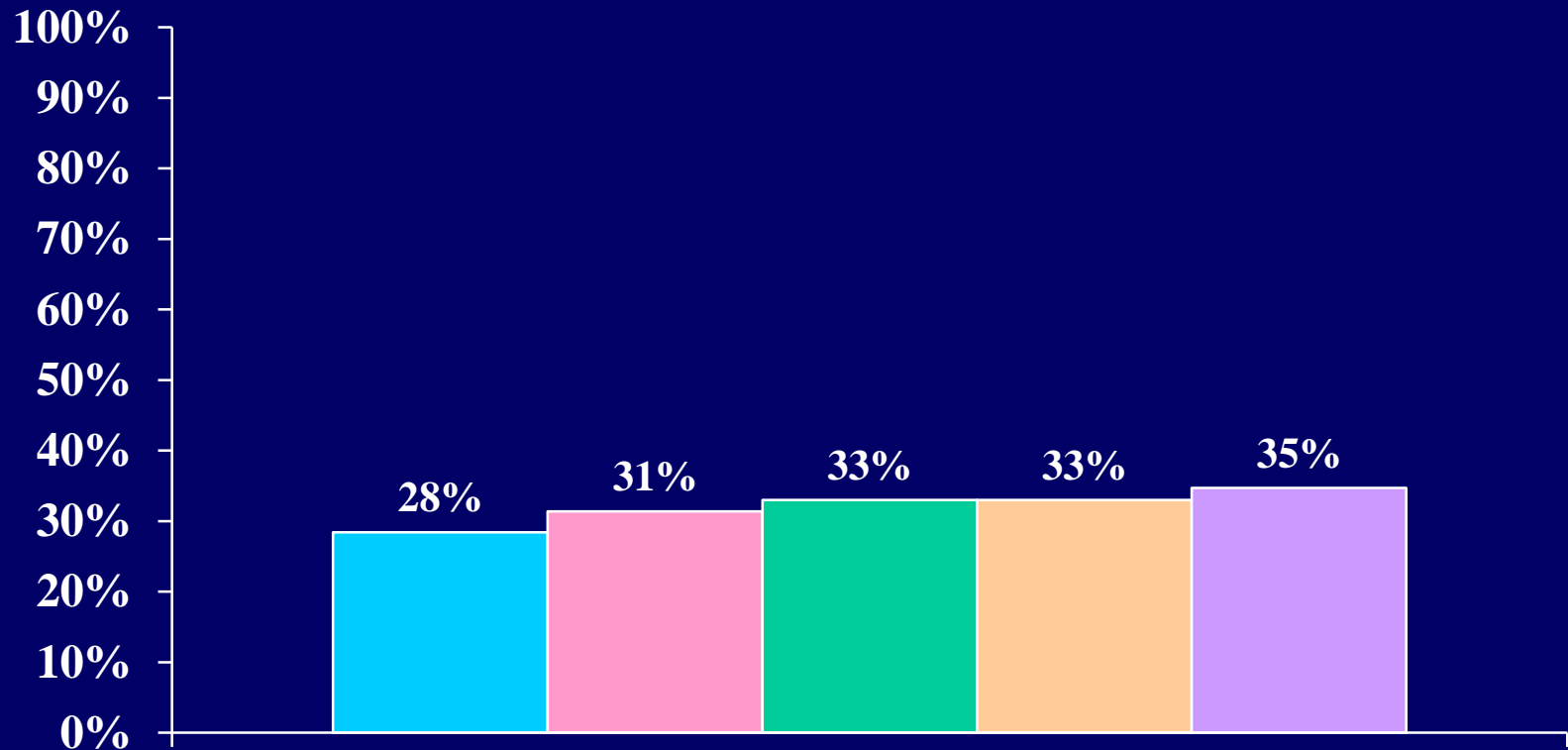
How frequently have you given at least one assignment that required students to:

Apply mathematical concepts and computational thinking



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

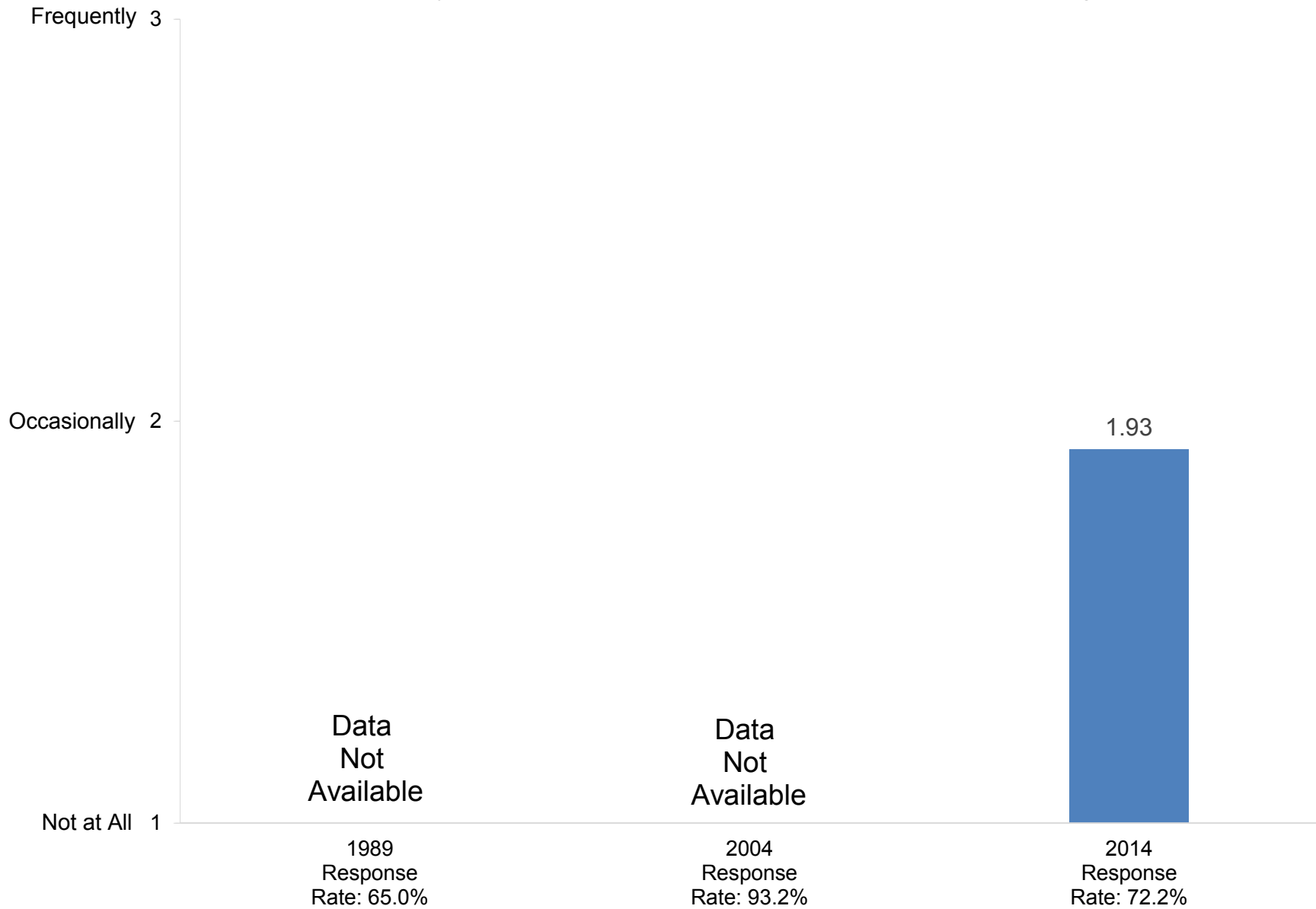
Apply mathematical concepts and computational thinking



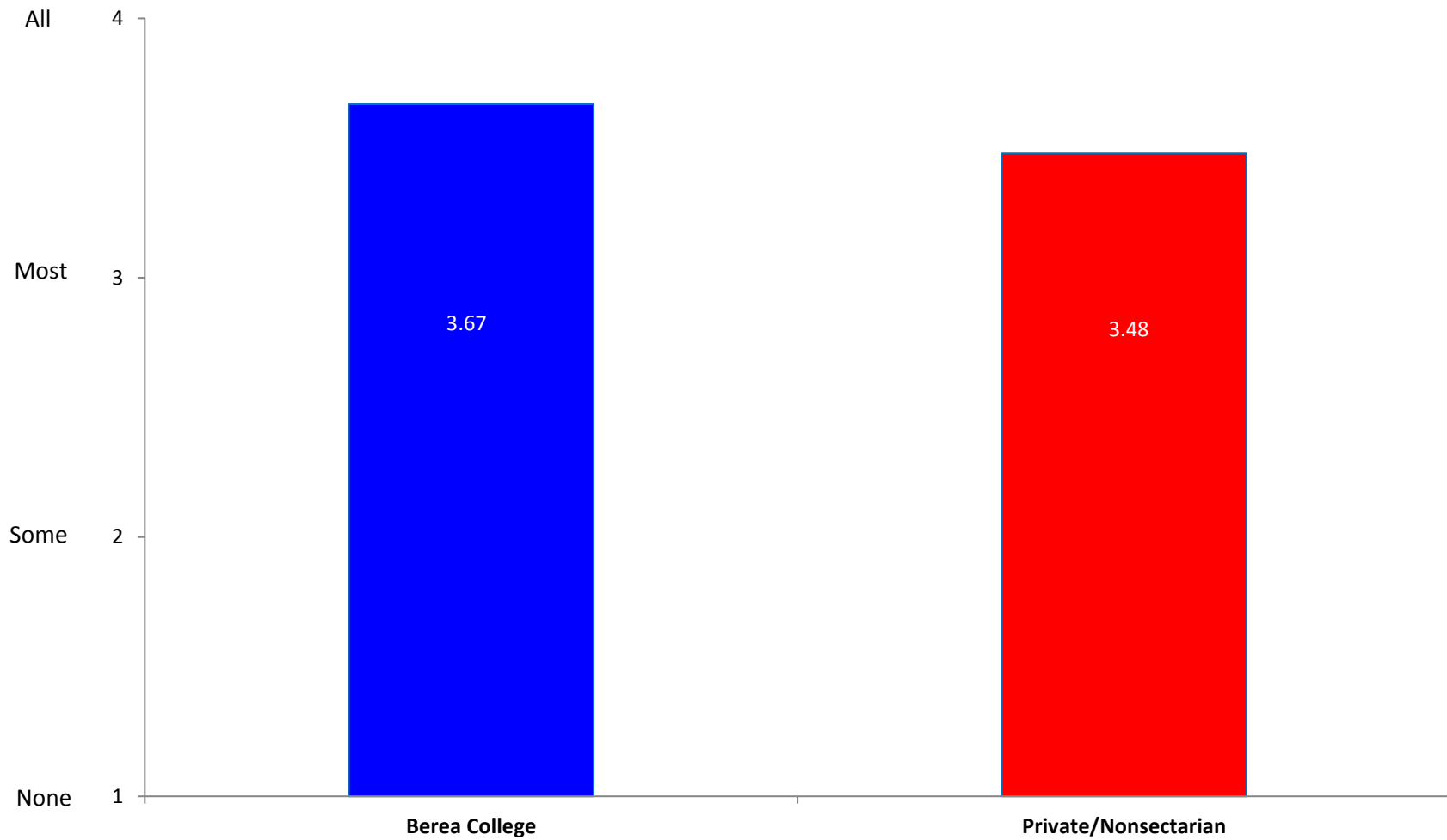
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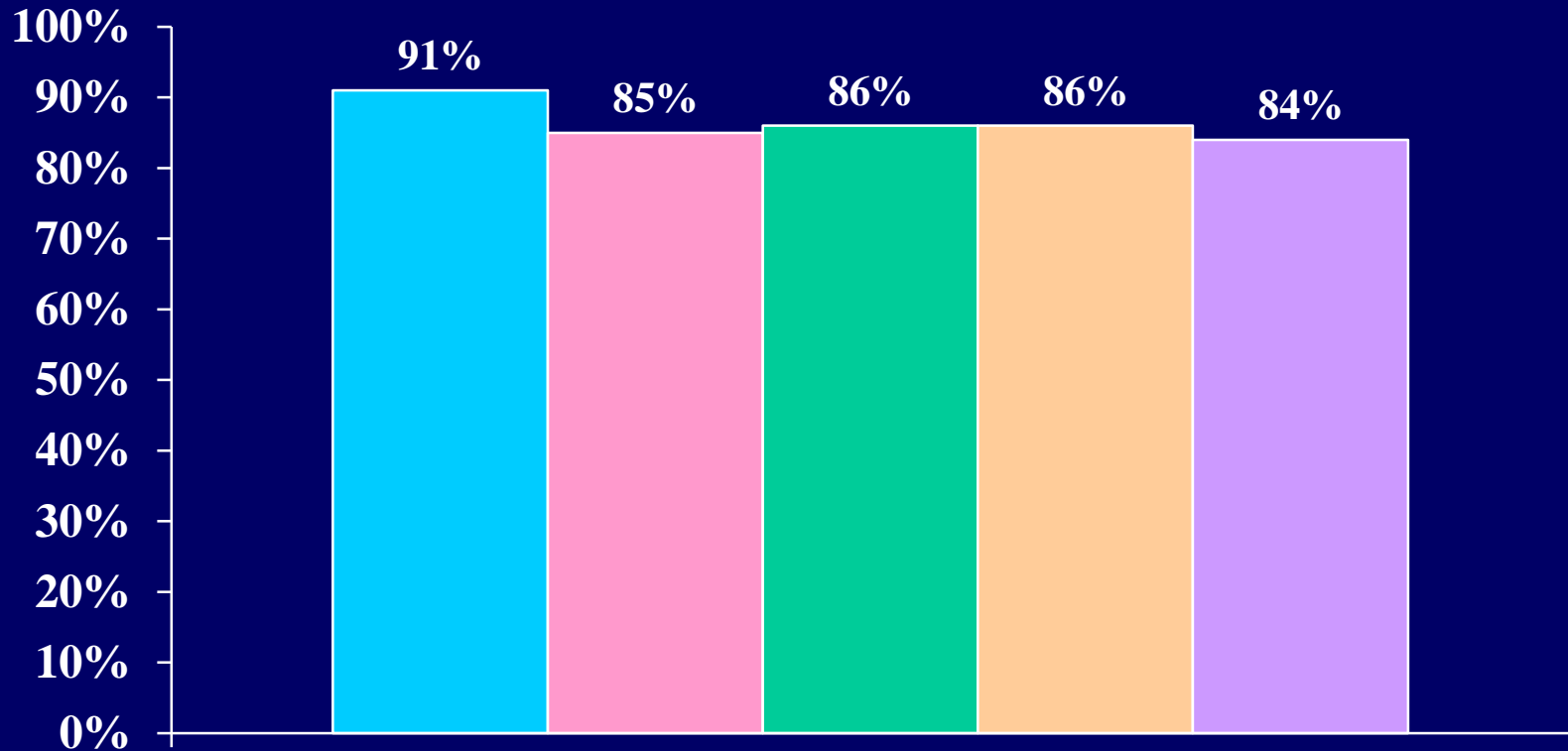
Class discussions



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

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

Class discussions



 Berea

 Benchmark
Institutions

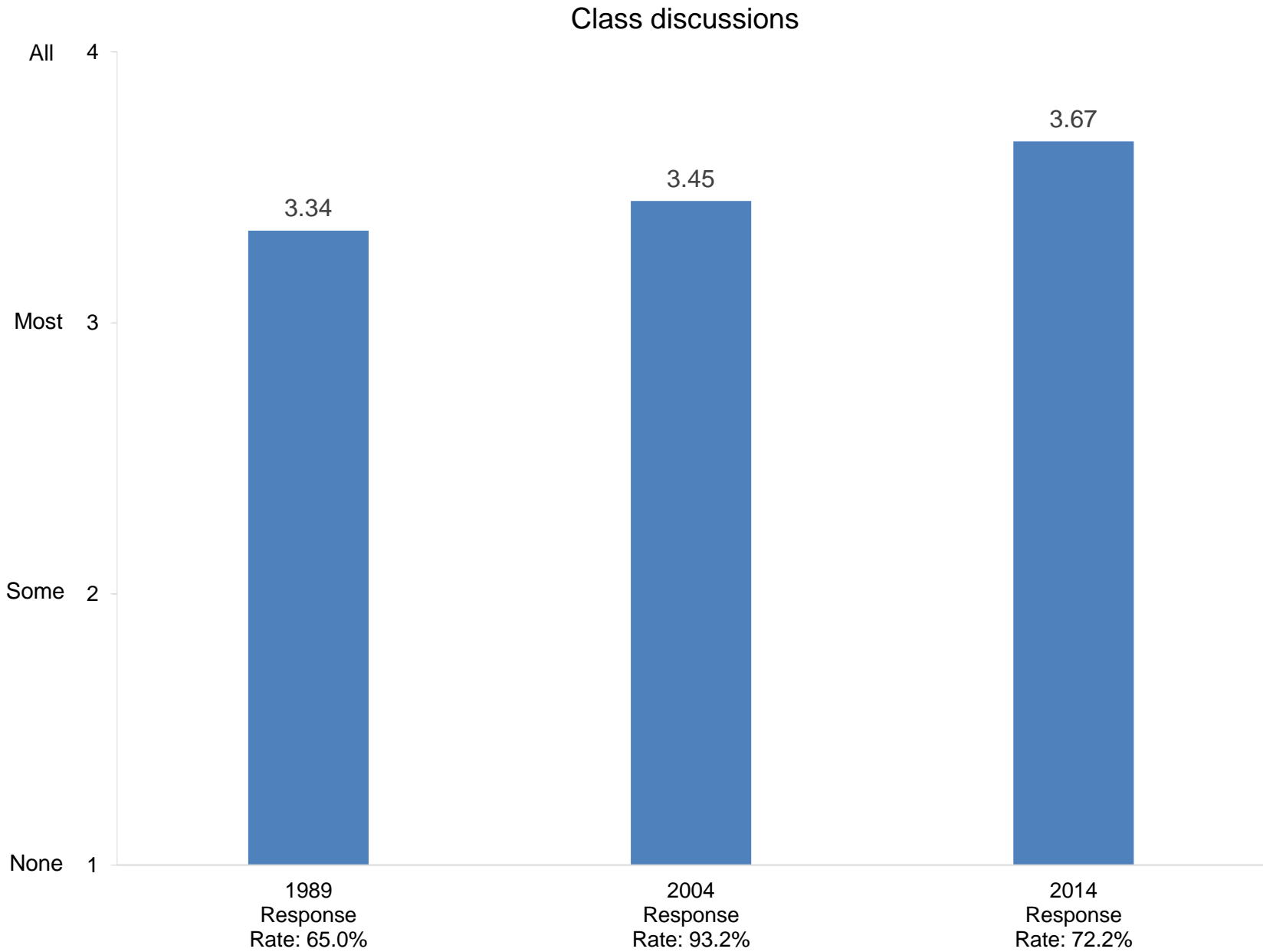
 Non-Sectarian –
High Selectivity

 4-Year
Private

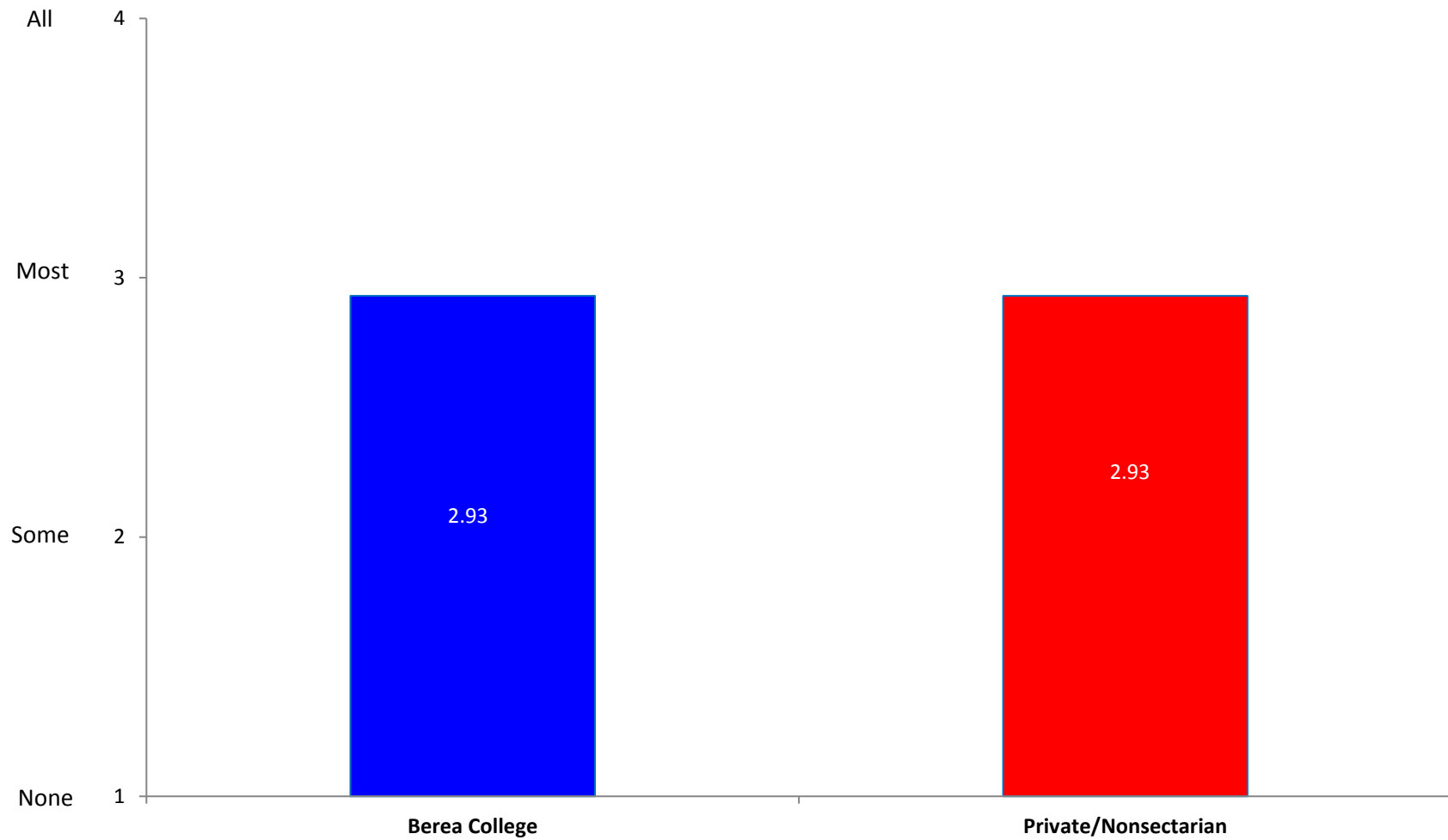
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



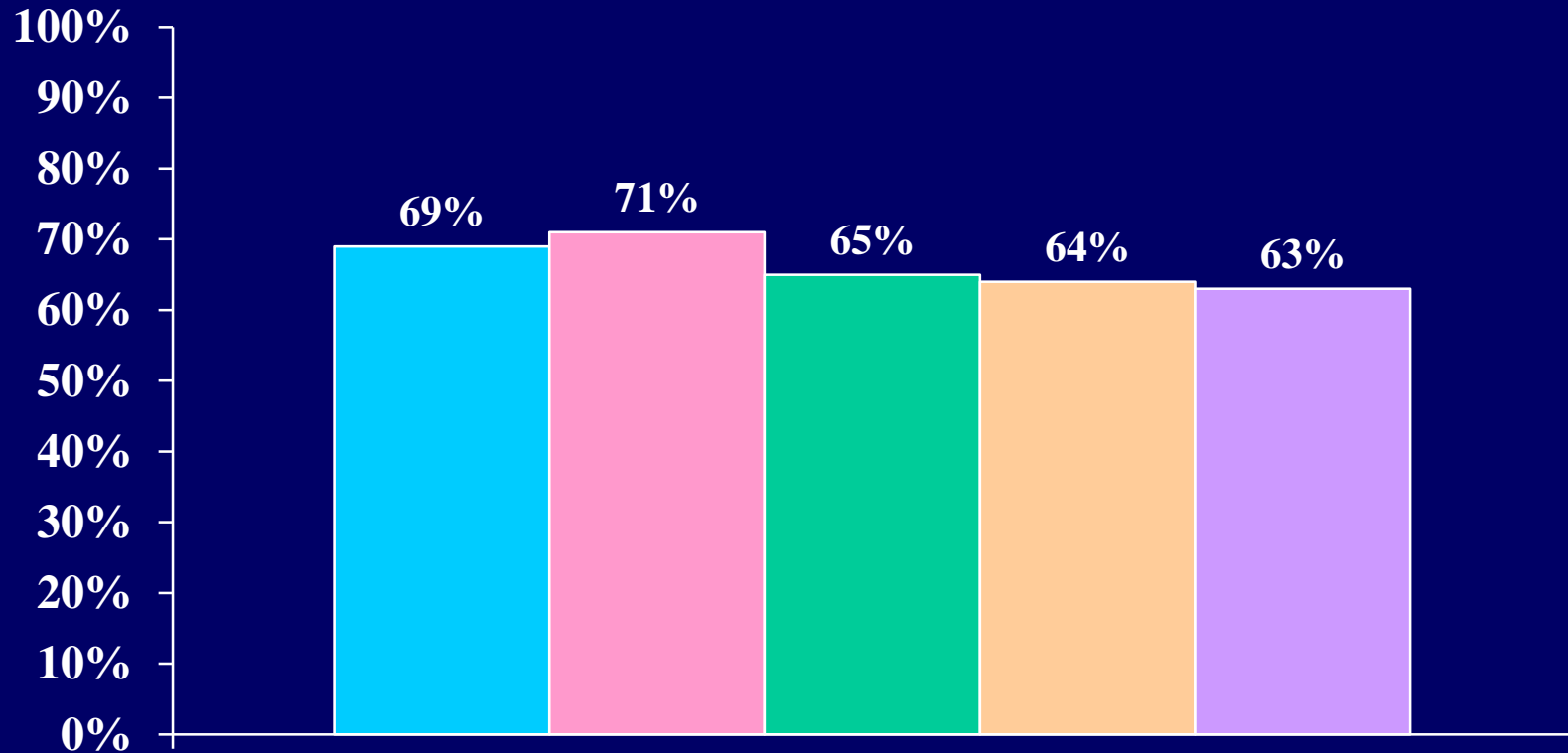
Cooperative learning (small groups)



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

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Cooperative learning (small groups)



 Berea

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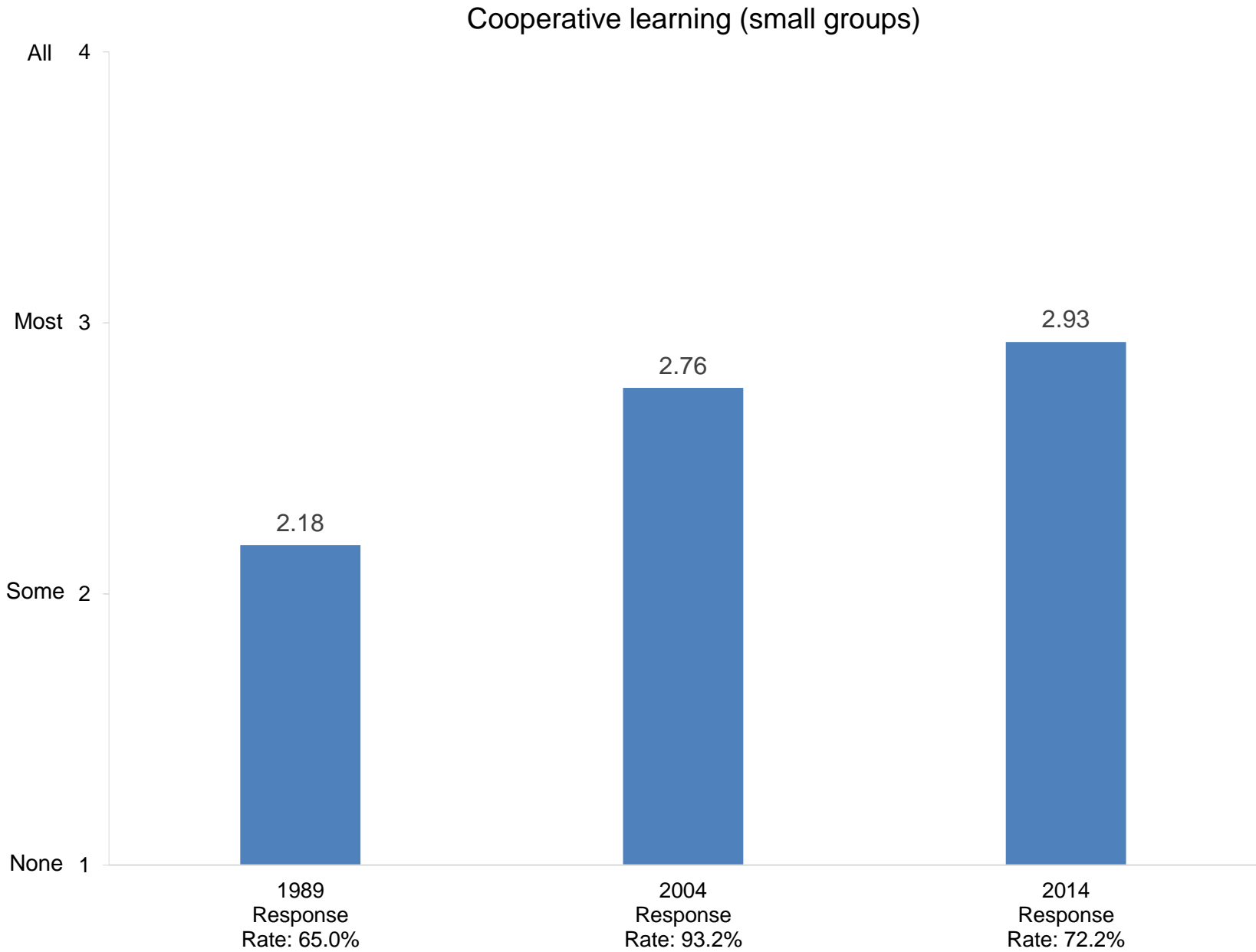
 Non-Sectarian –
High Selectivity

 4-Year
Private

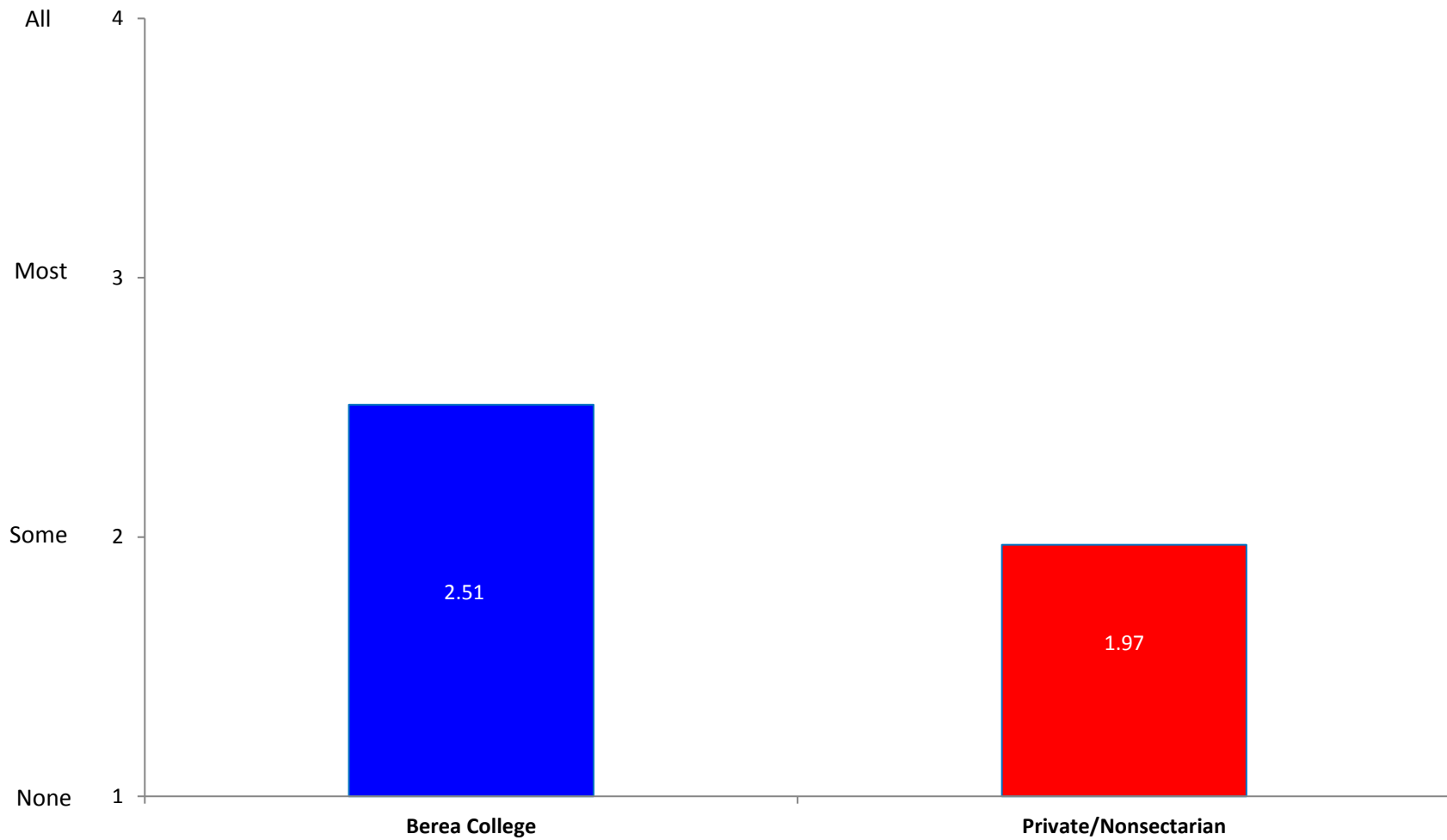
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



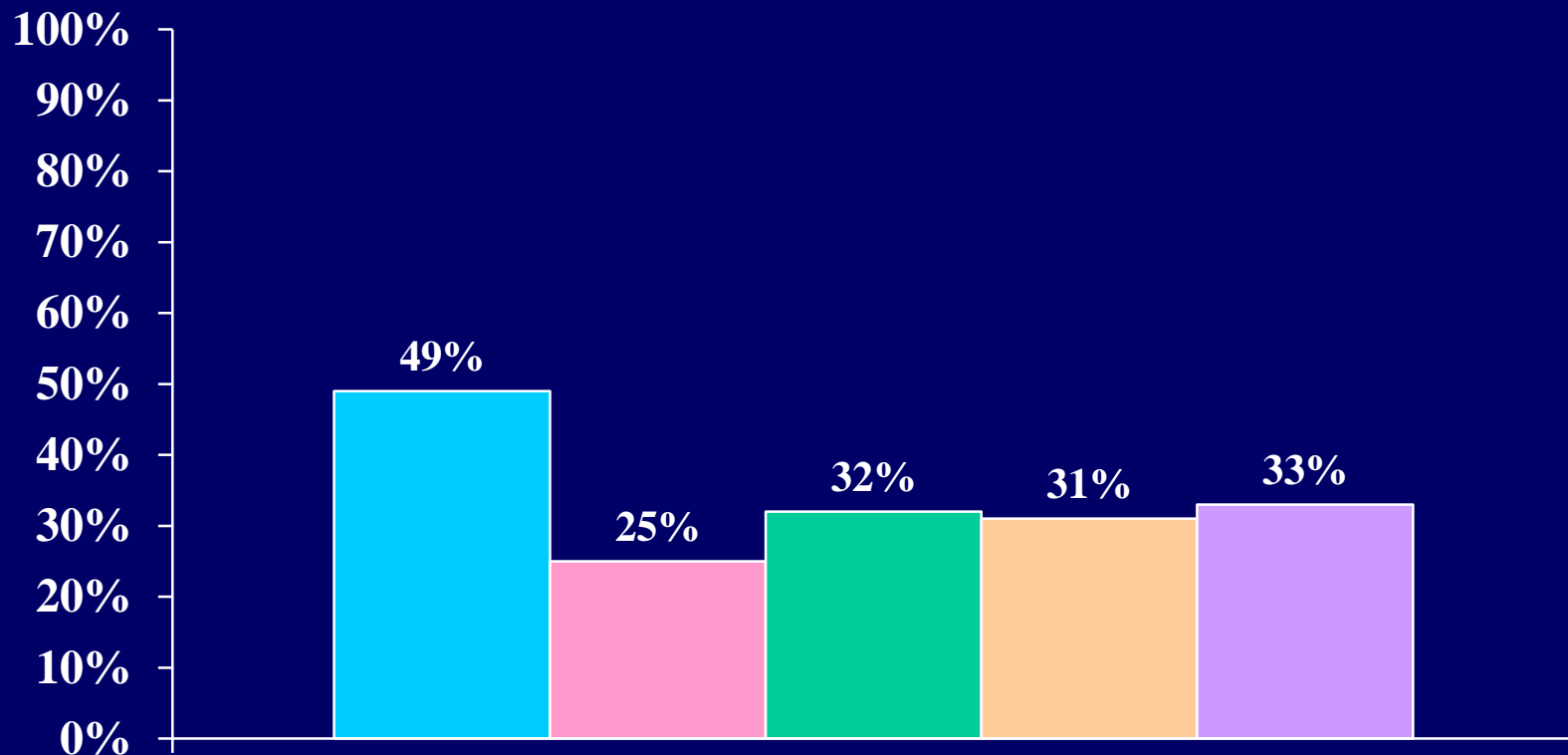
Experiential learning/Field studies



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

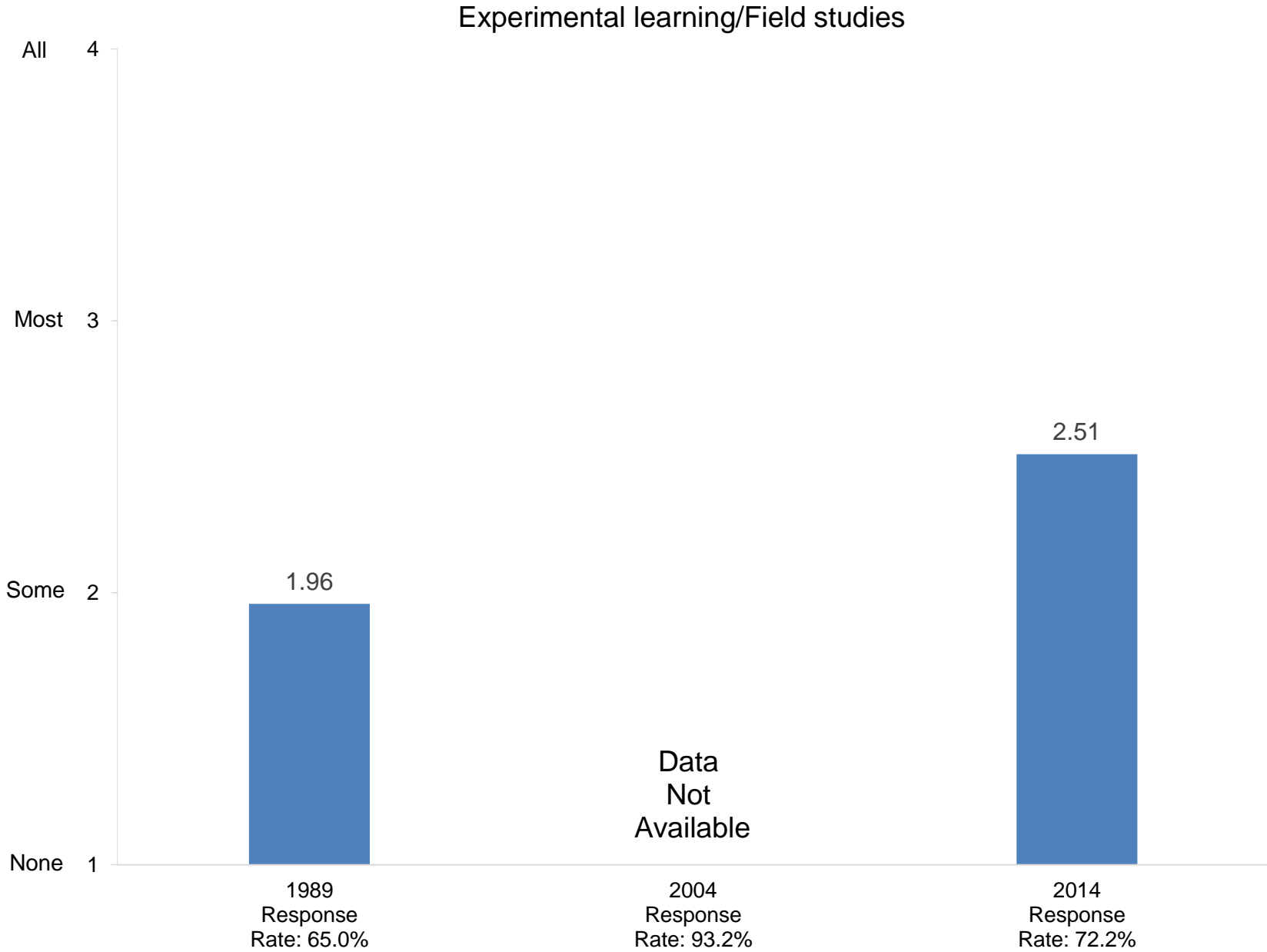
Percent of faculty who indicated “all” or “most”

Experiential learning/field studies

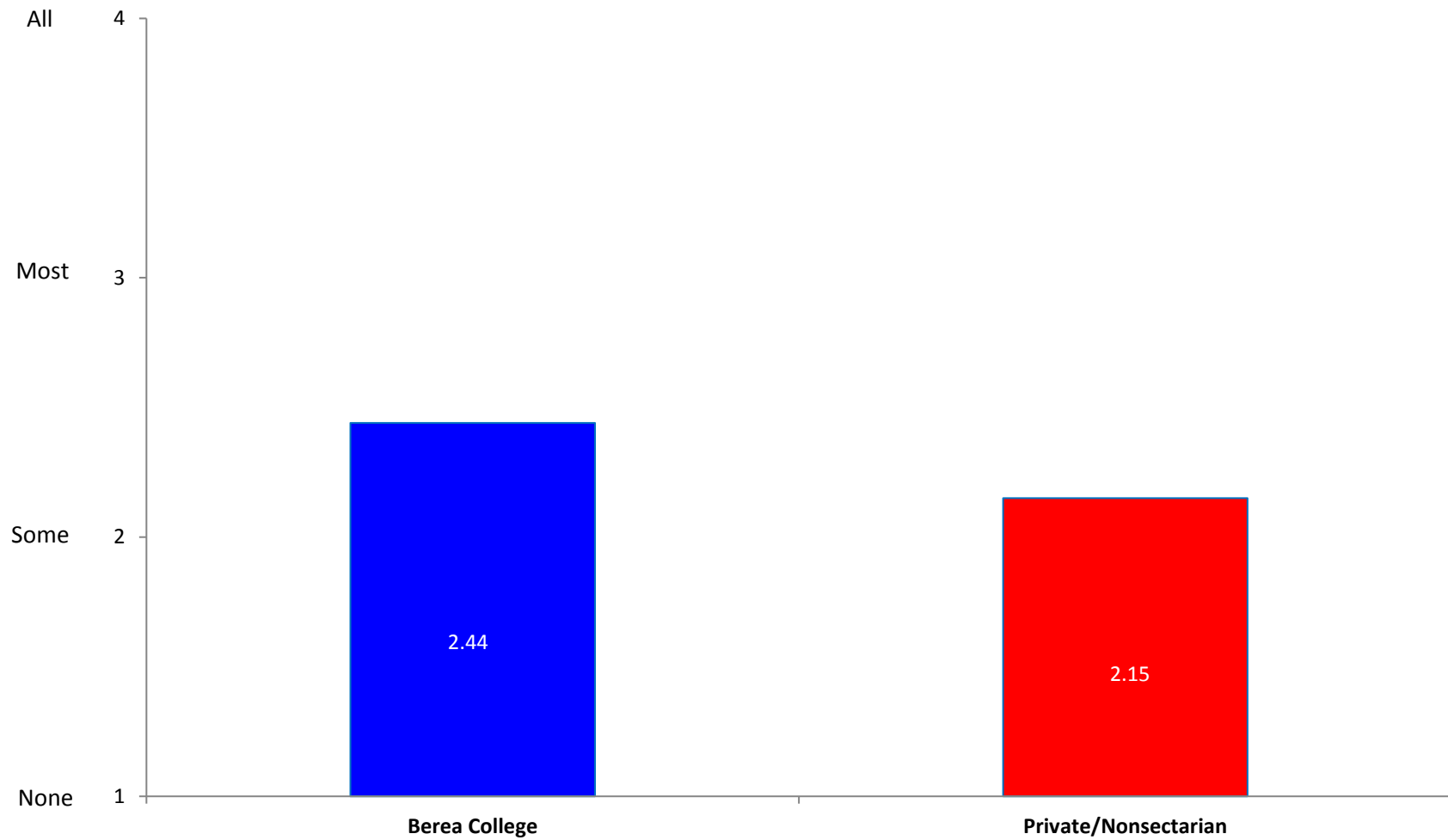


Higher Education Research Institute (HERI) Faculty Survey

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



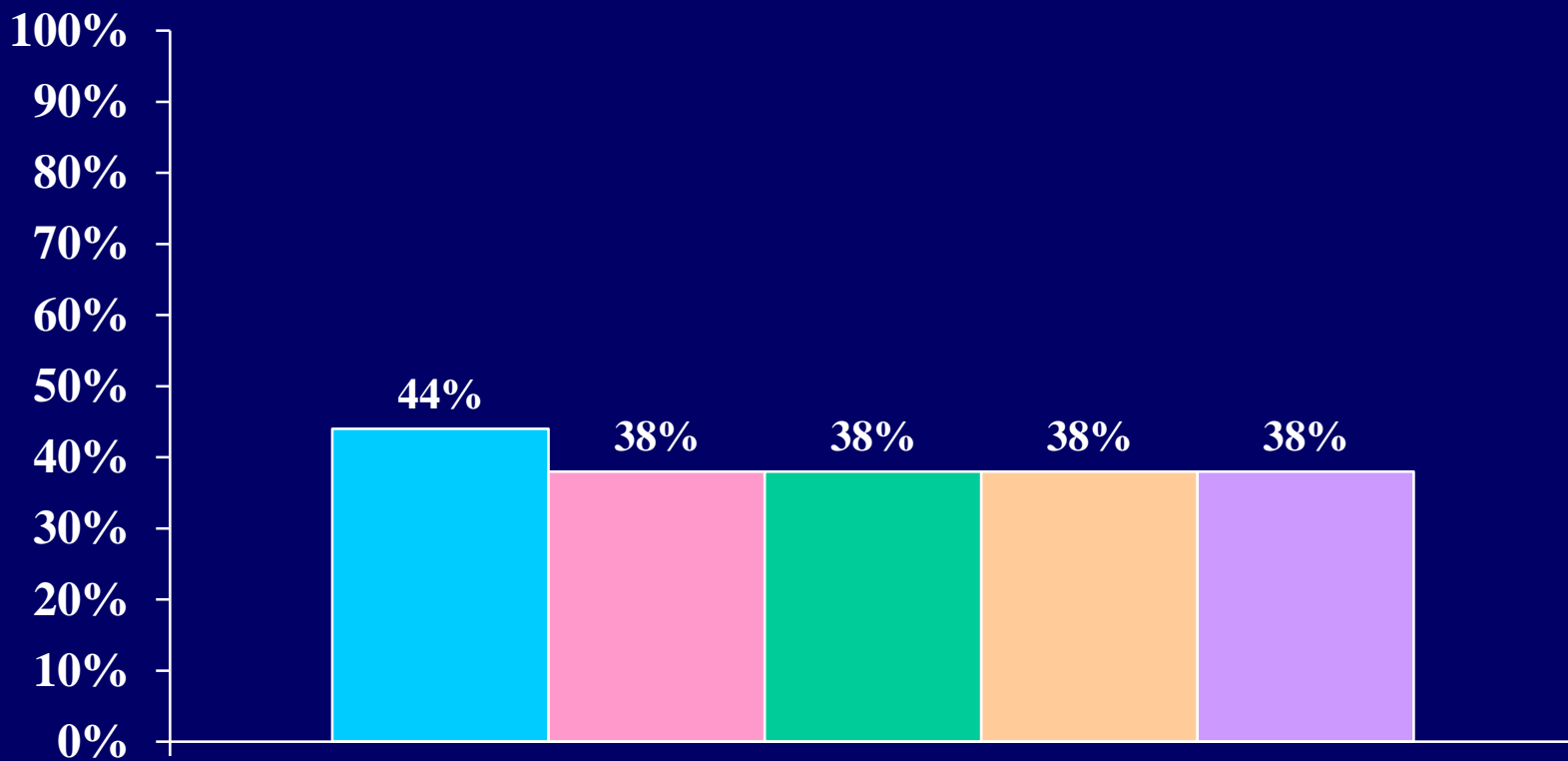
Performances/Demonstrations



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

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

Performances/demonstrations



 Berea

 Benchmark
Institutions

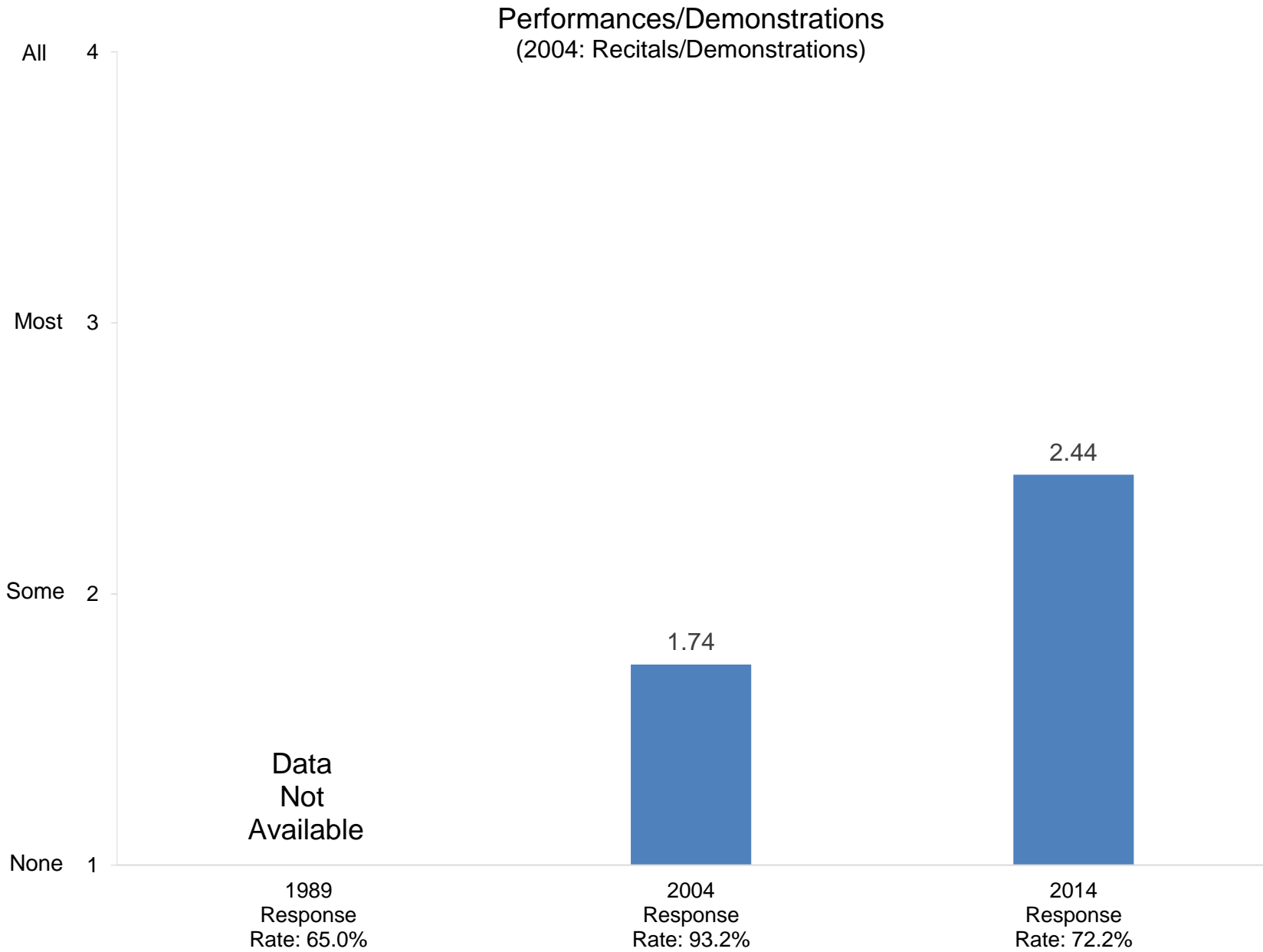
 Non-Sectarian –
High Selectivity

 4-Year
Private

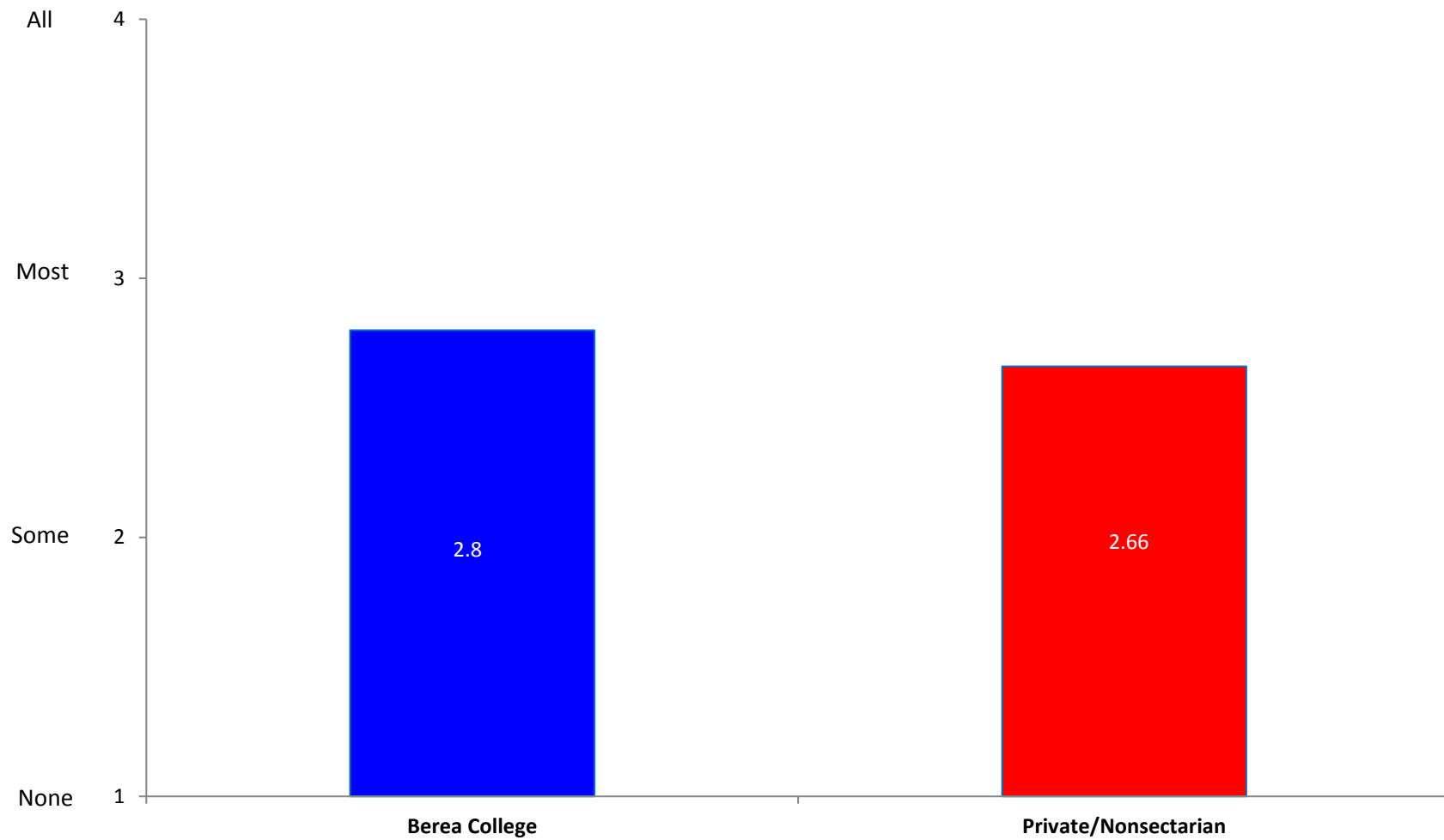
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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

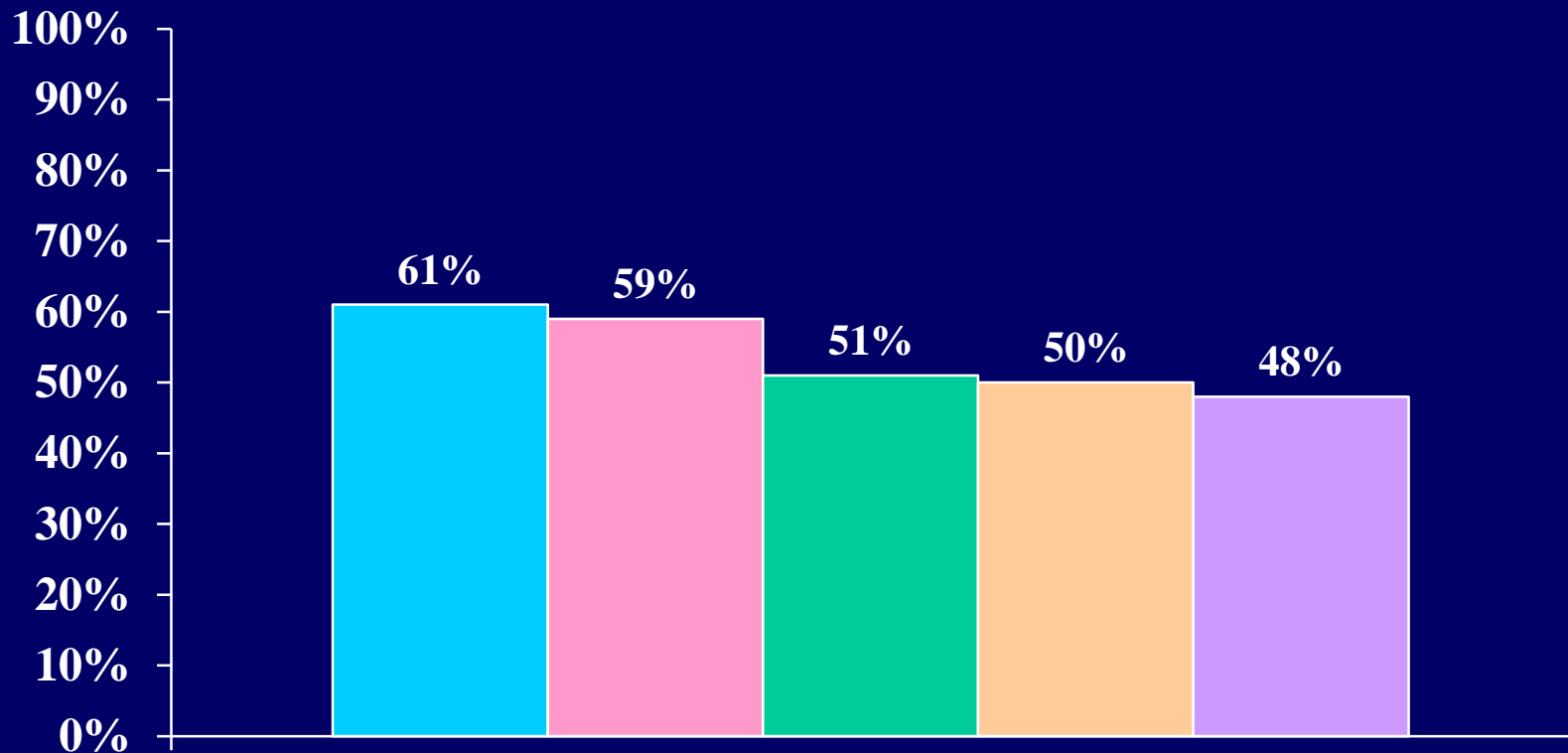



Group projects



In how many of the courses that you teach do you use each of the following?
Percent of faculty who indicated “all” or “most”

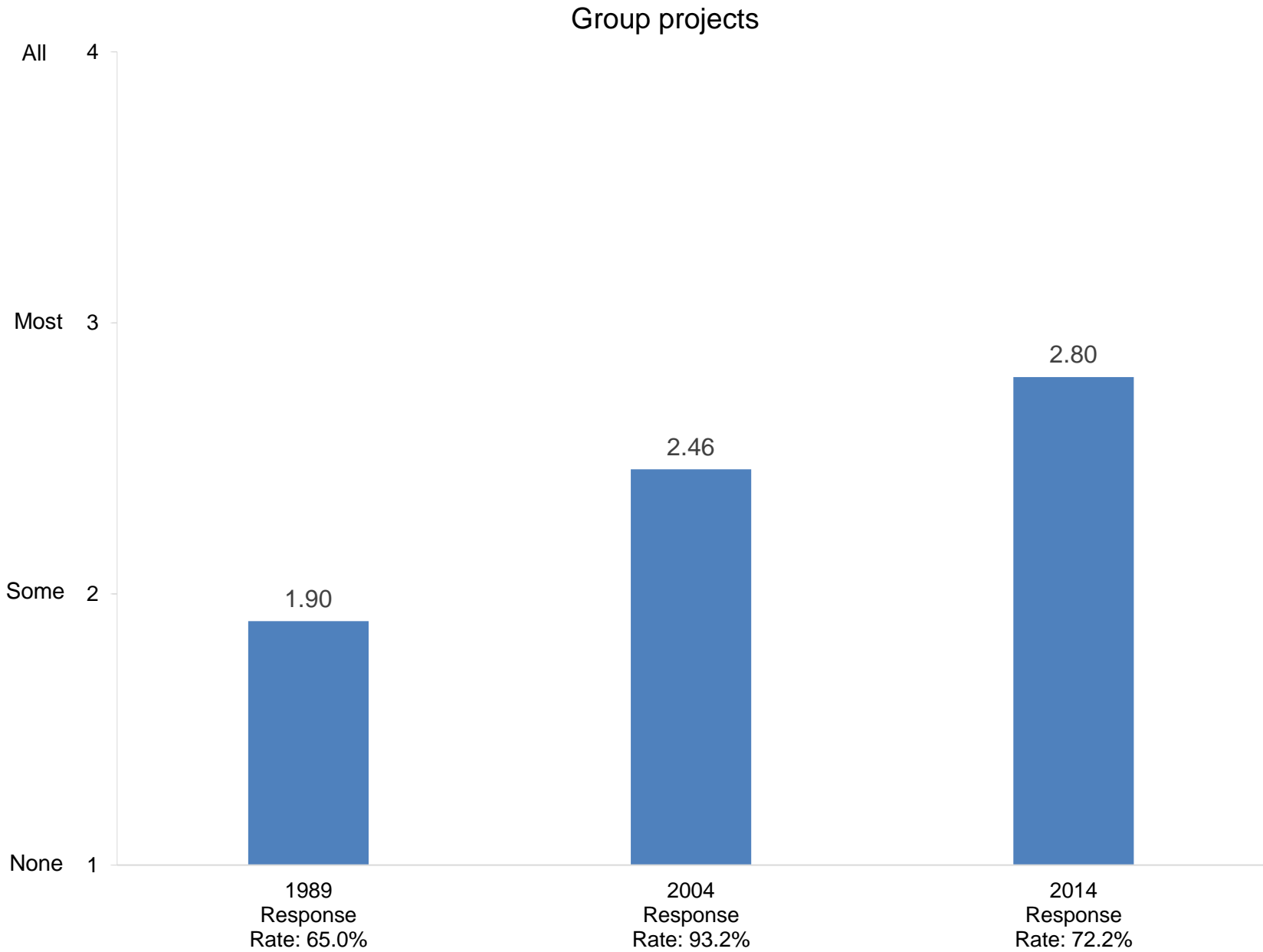
Group projects



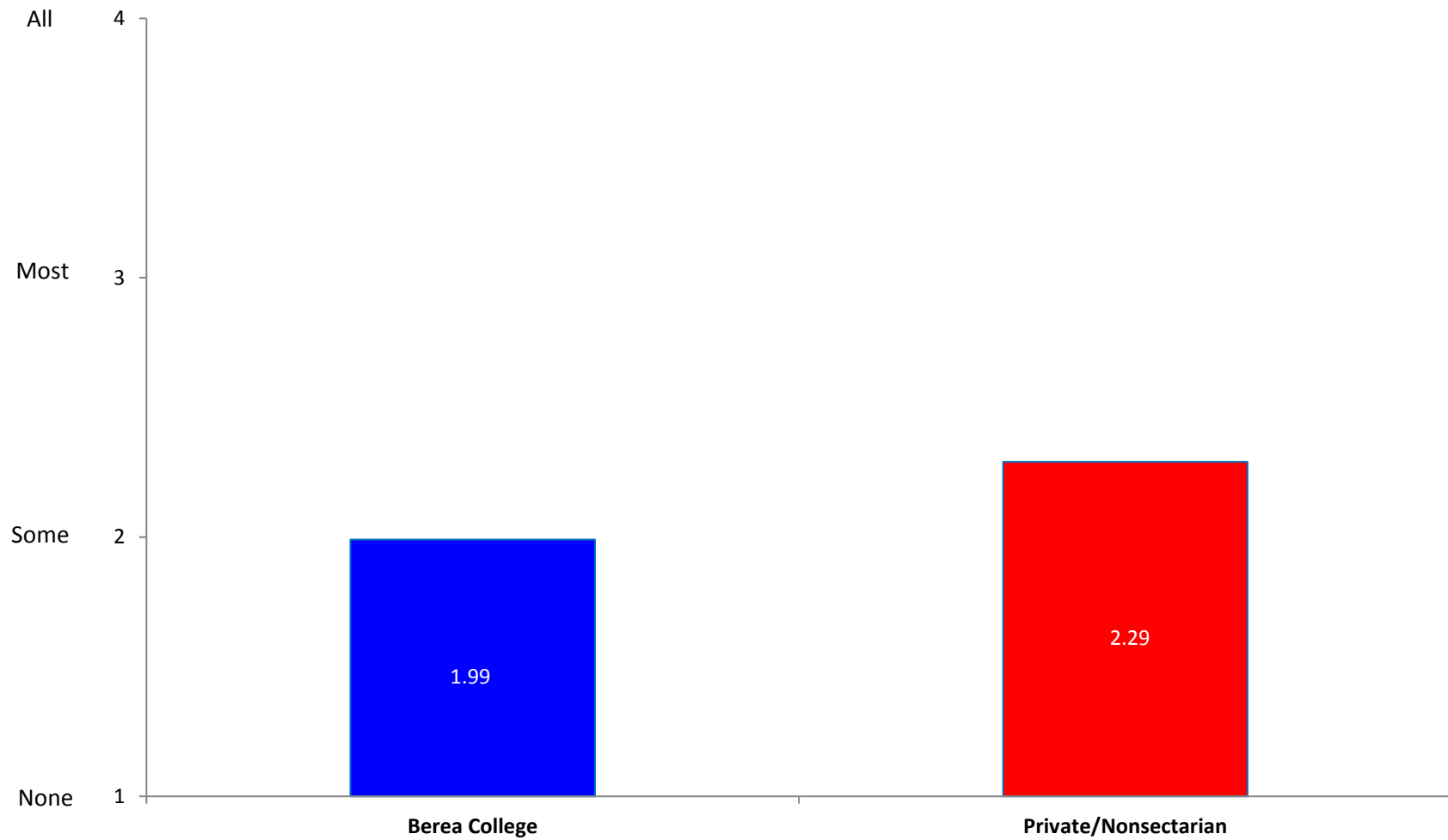
 Berea  Benchmark Institutions  Non-Sectarian – High Selectivity  4-Year Private  Publics

Higher Education Research Institute (HERI) Faculty Survey

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



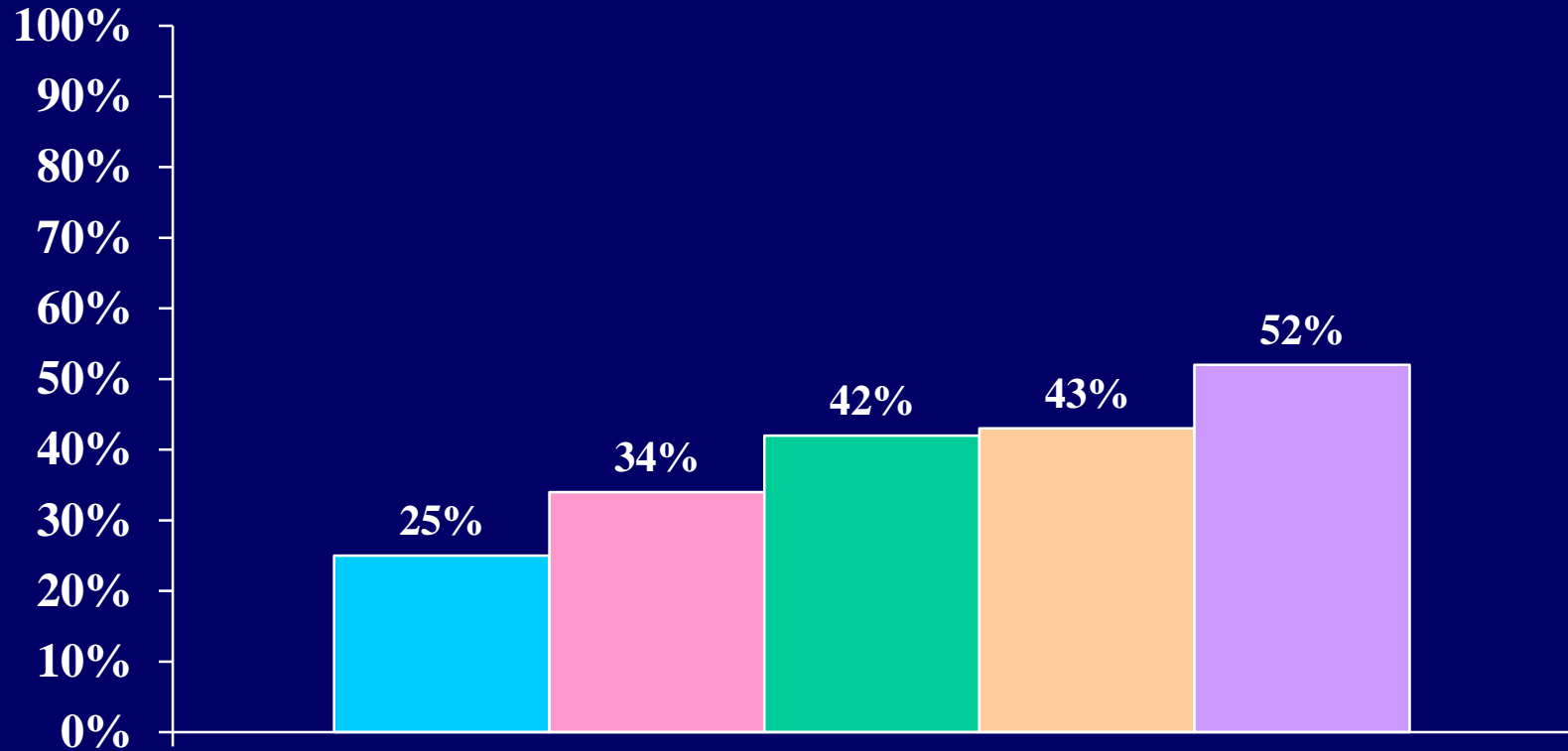
Extensive lecturing



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

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

Extensive lecturing



 Berea

 Benchmark
Institutions

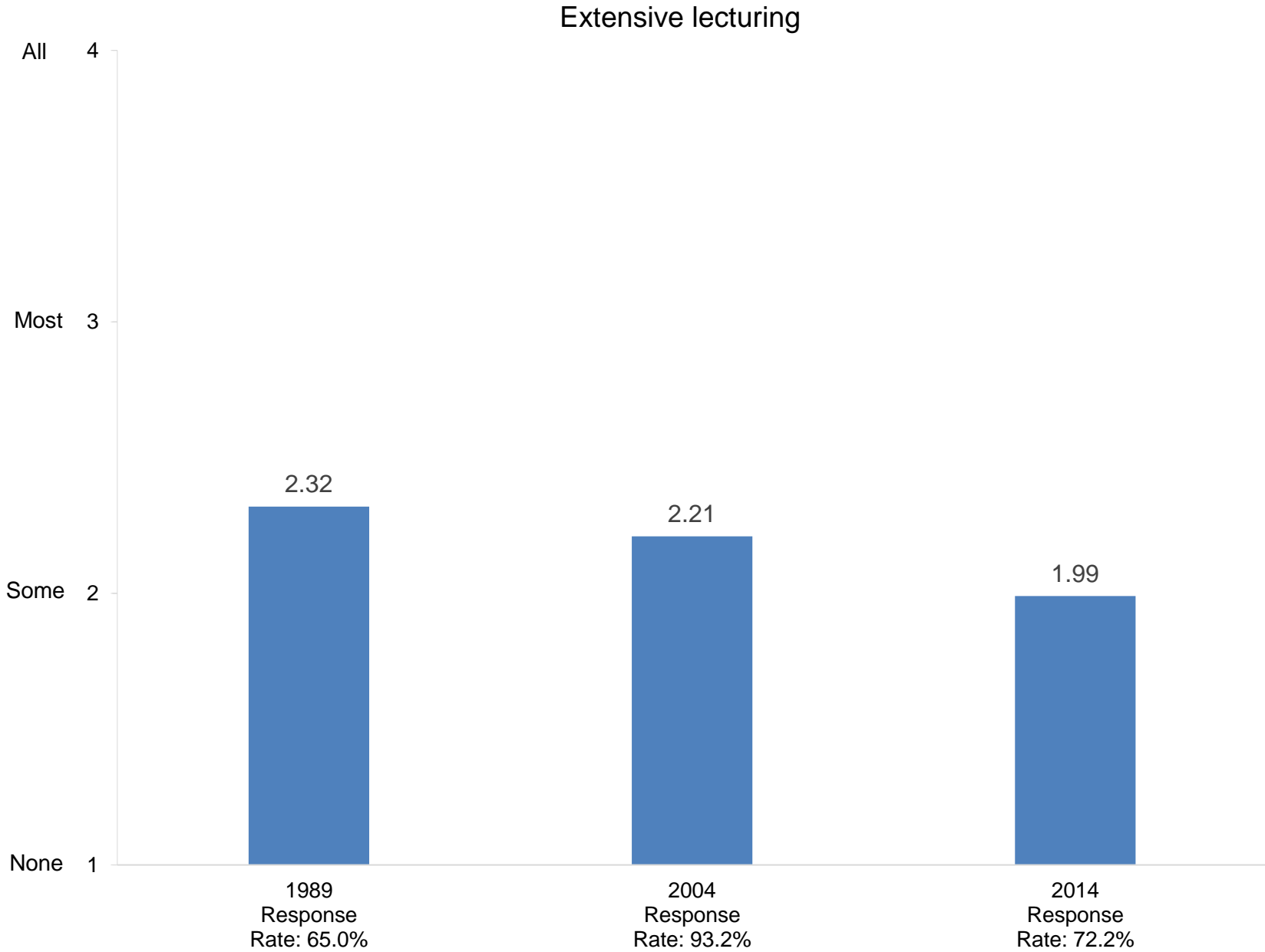
 Non-Sectarian –
High Selectivity

 4-Year
Private

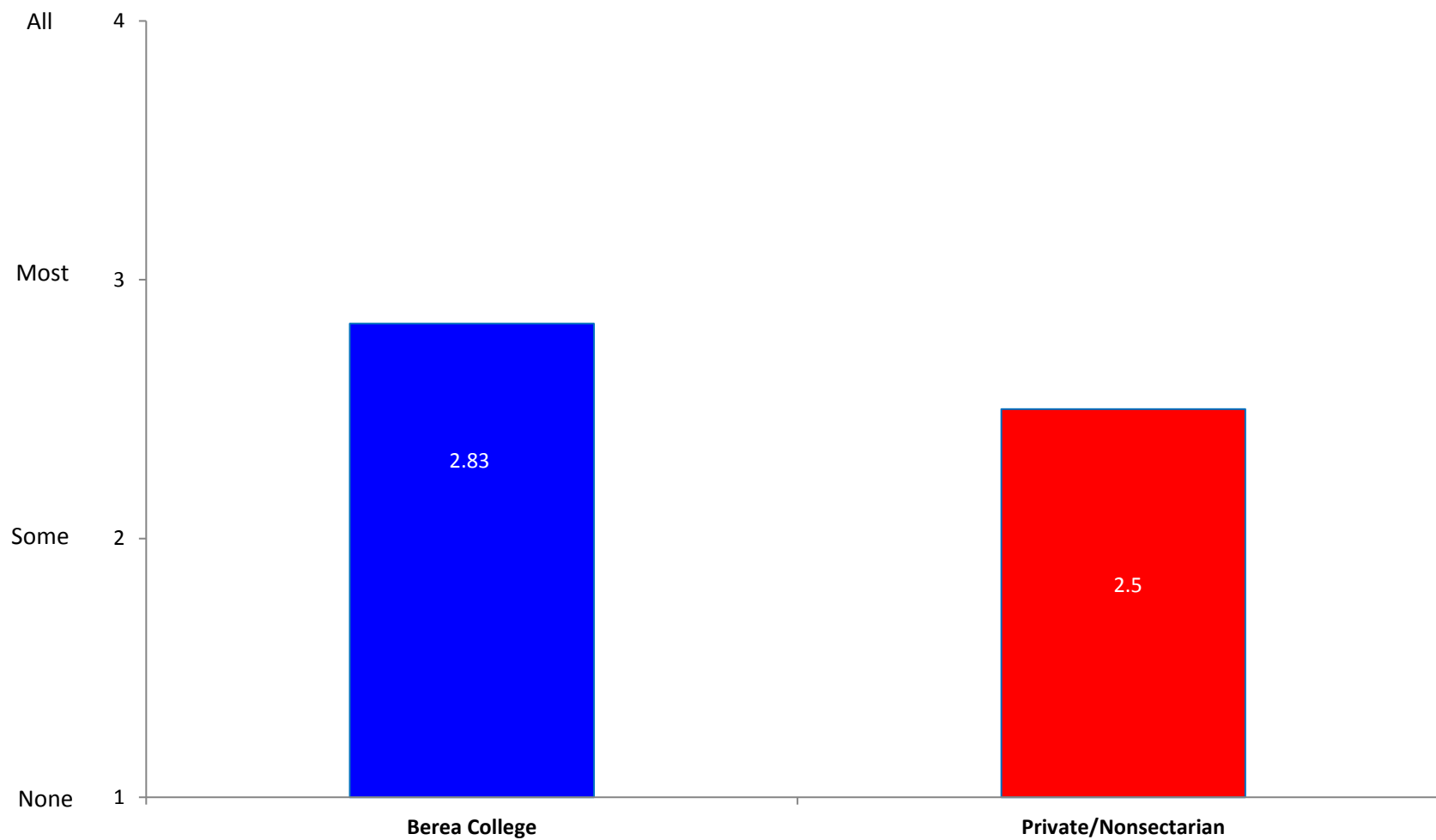
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



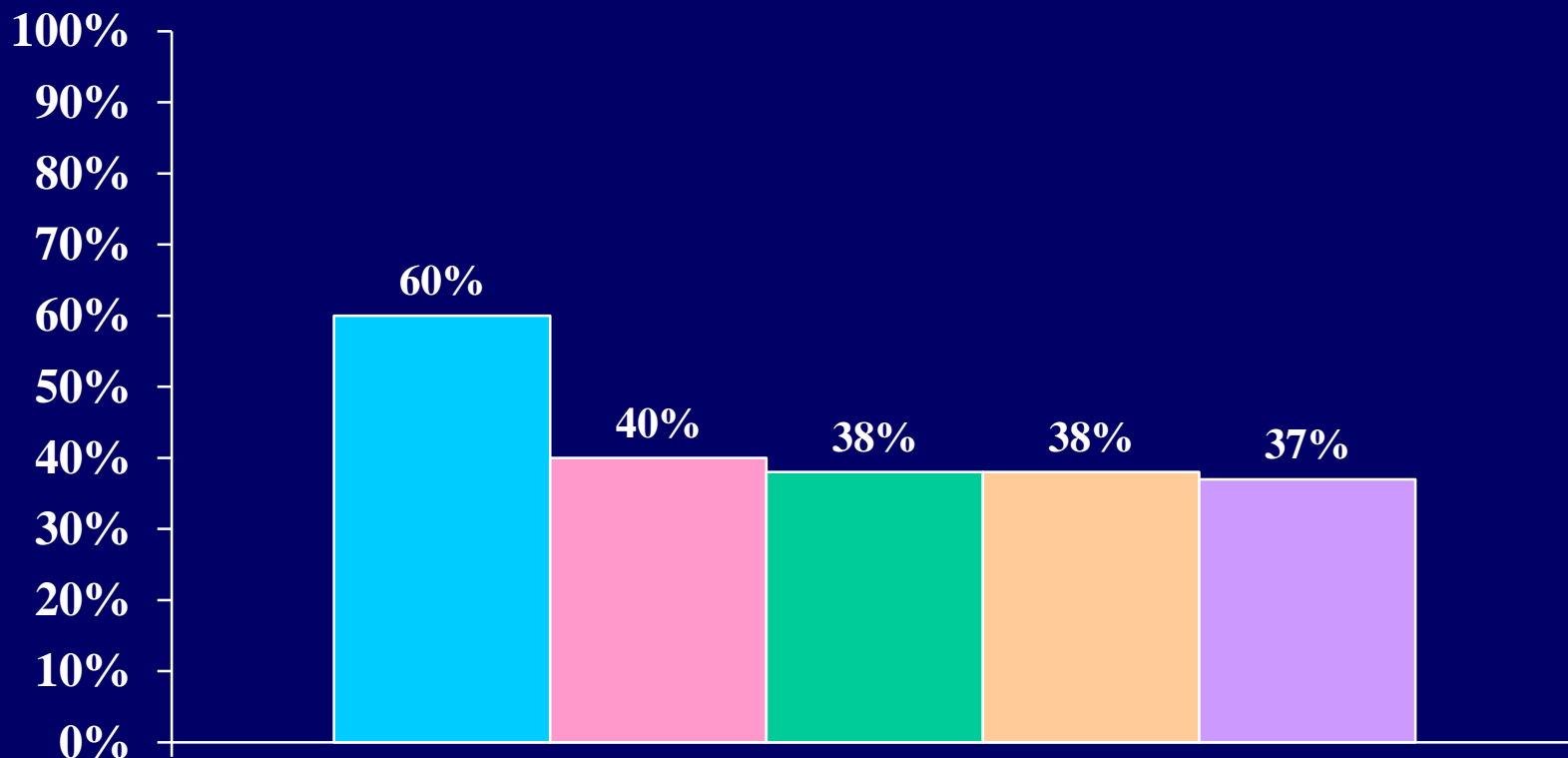
Multiple drafts of written work



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

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

Multiple drafts of written work



 Berea

 Benchmark
Institutions

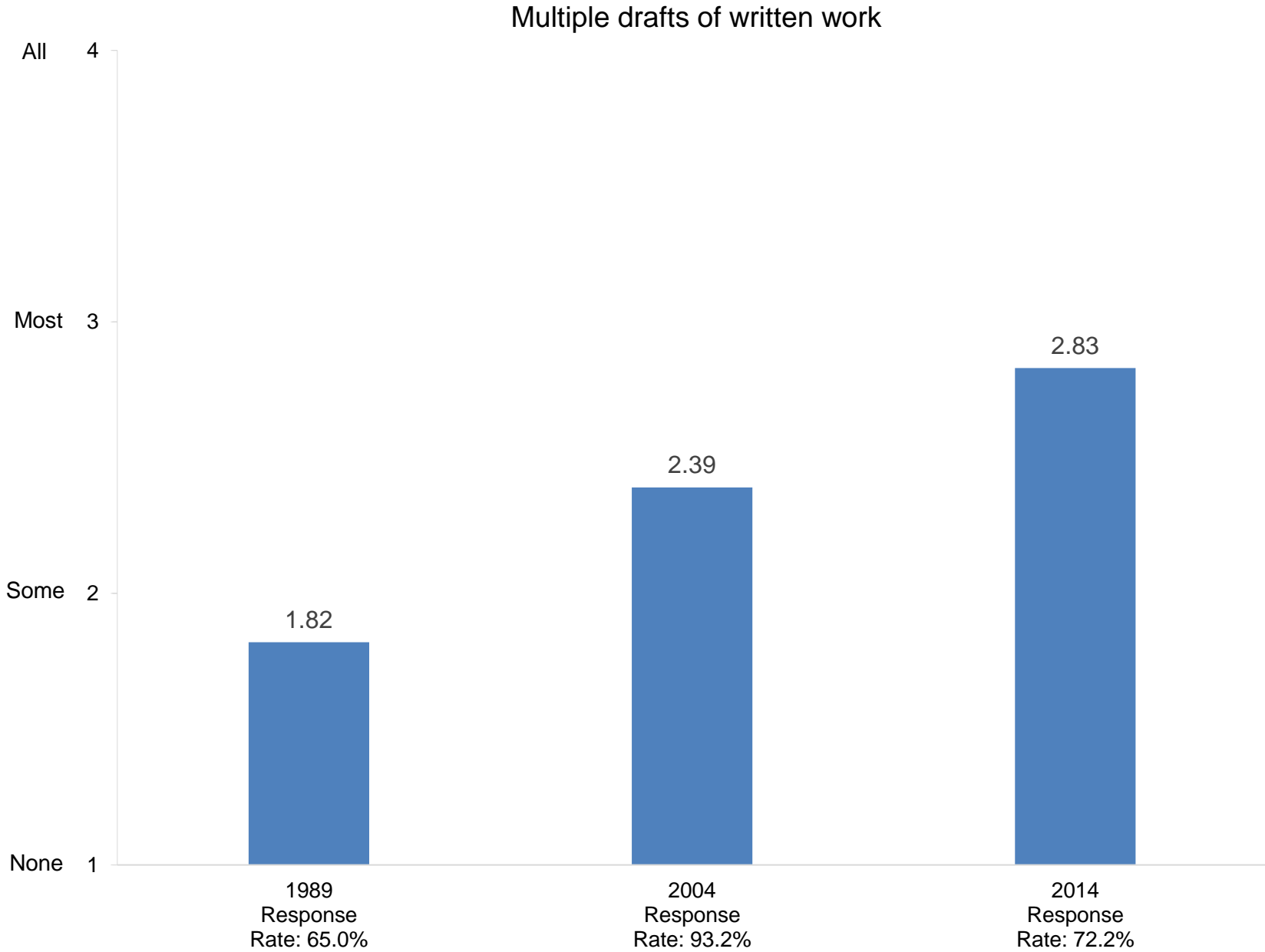
 Non-Sectarian –
High Selectivity

 4-Year
Private

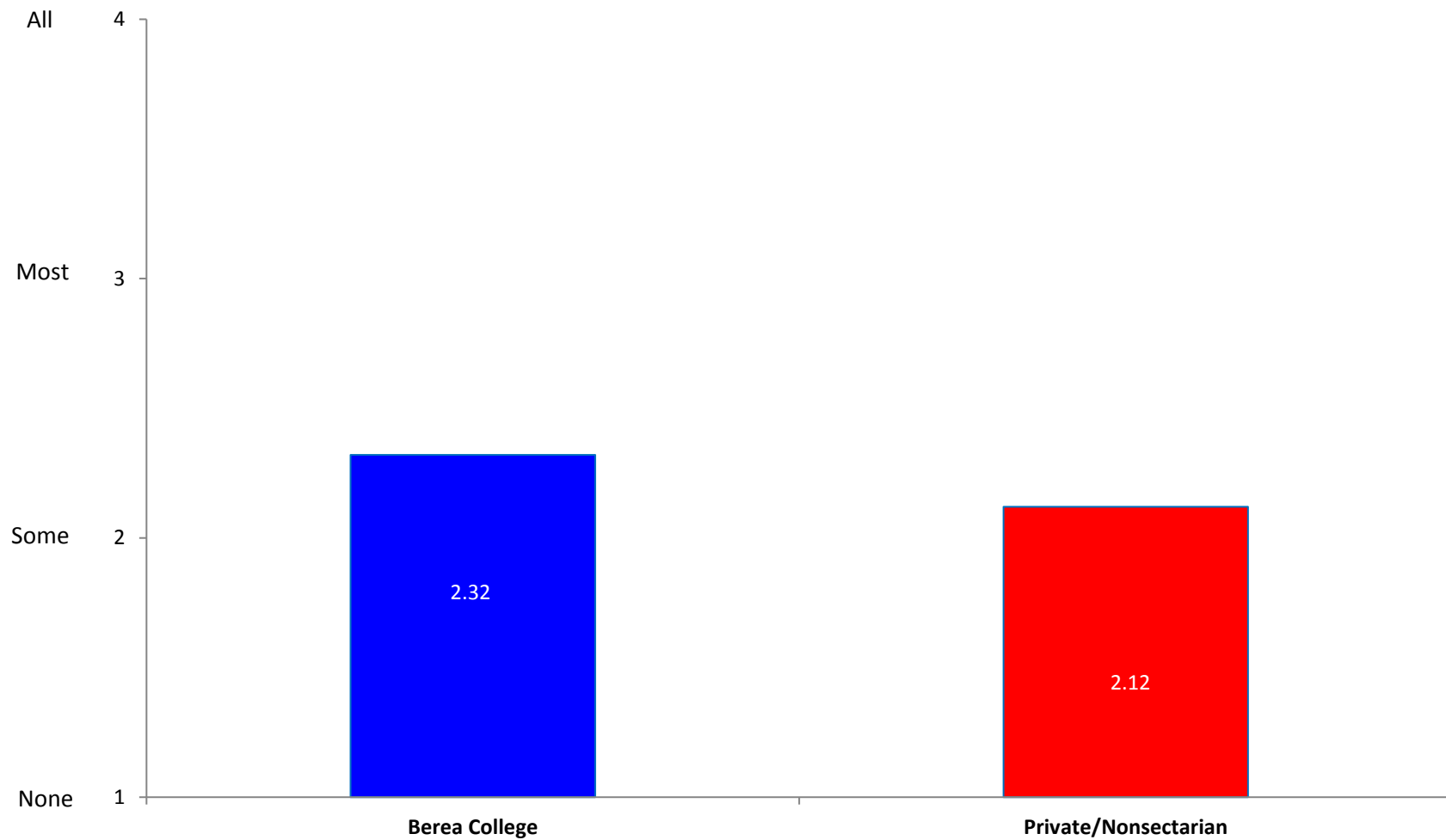
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



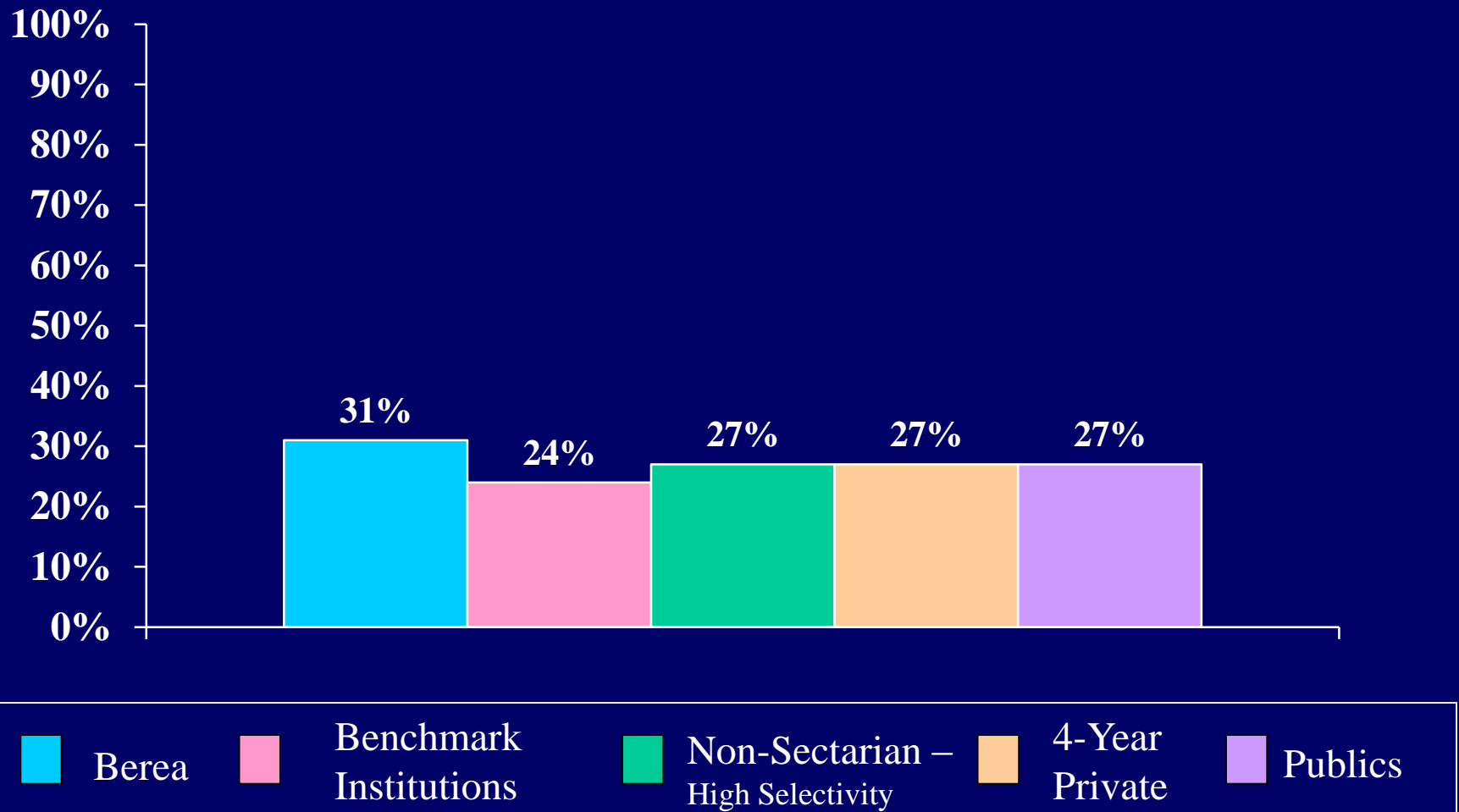
Student-selected topics for course content



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

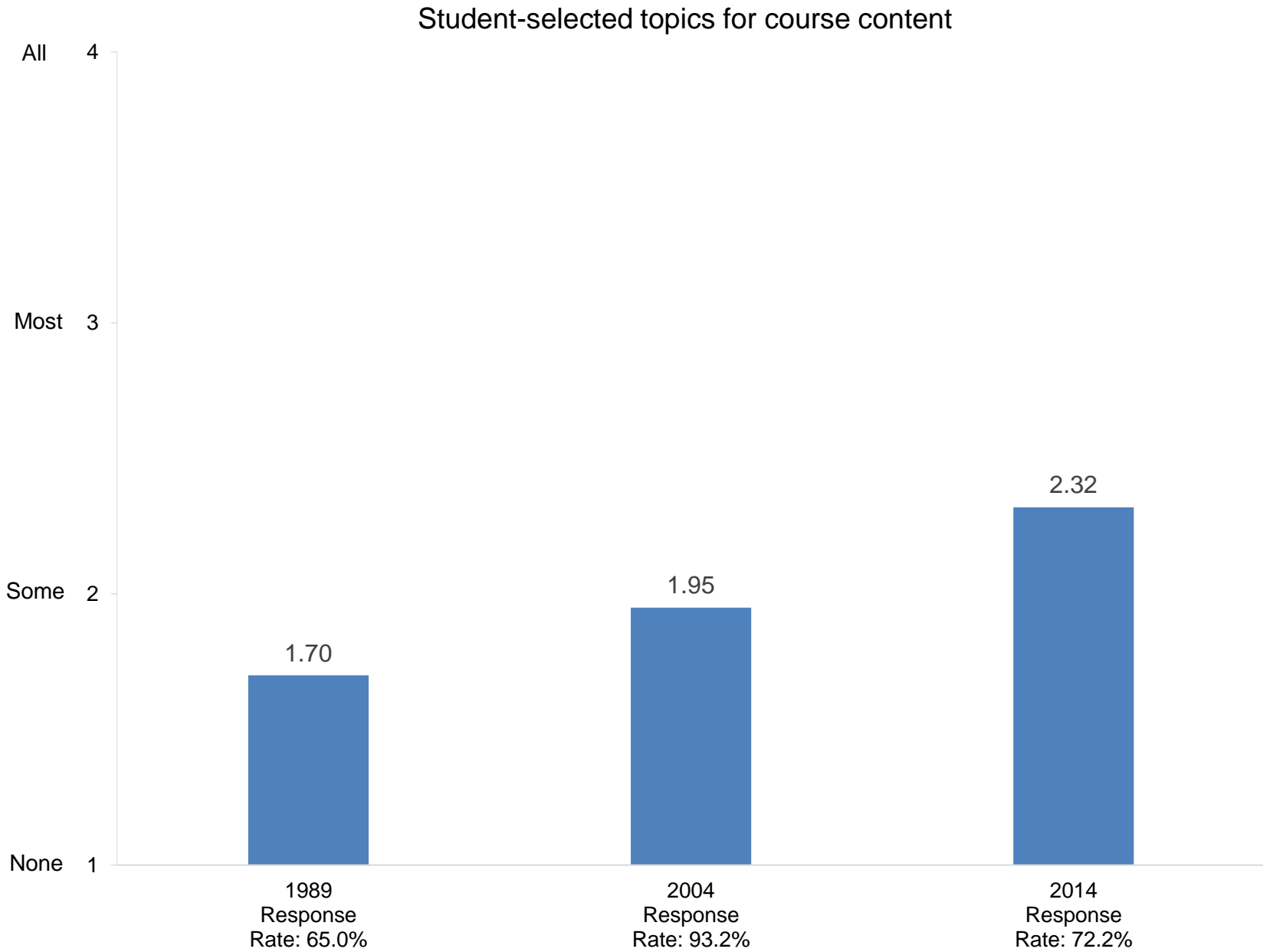
Percent of faculty who indicated “all” or “most”

Student-selected topics for course content



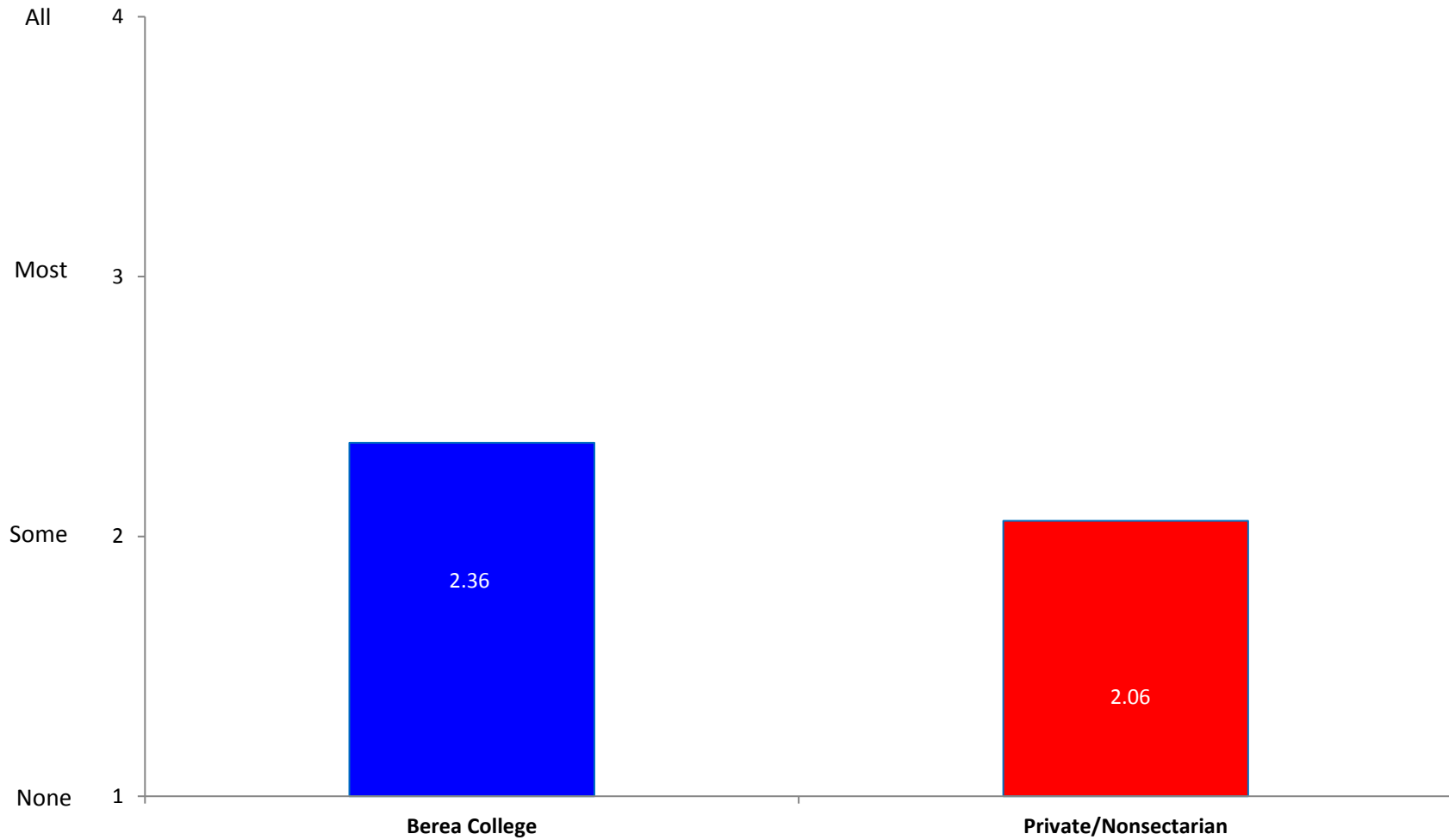
Higher Education Research Institute (HERI) Faculty Survey

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



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

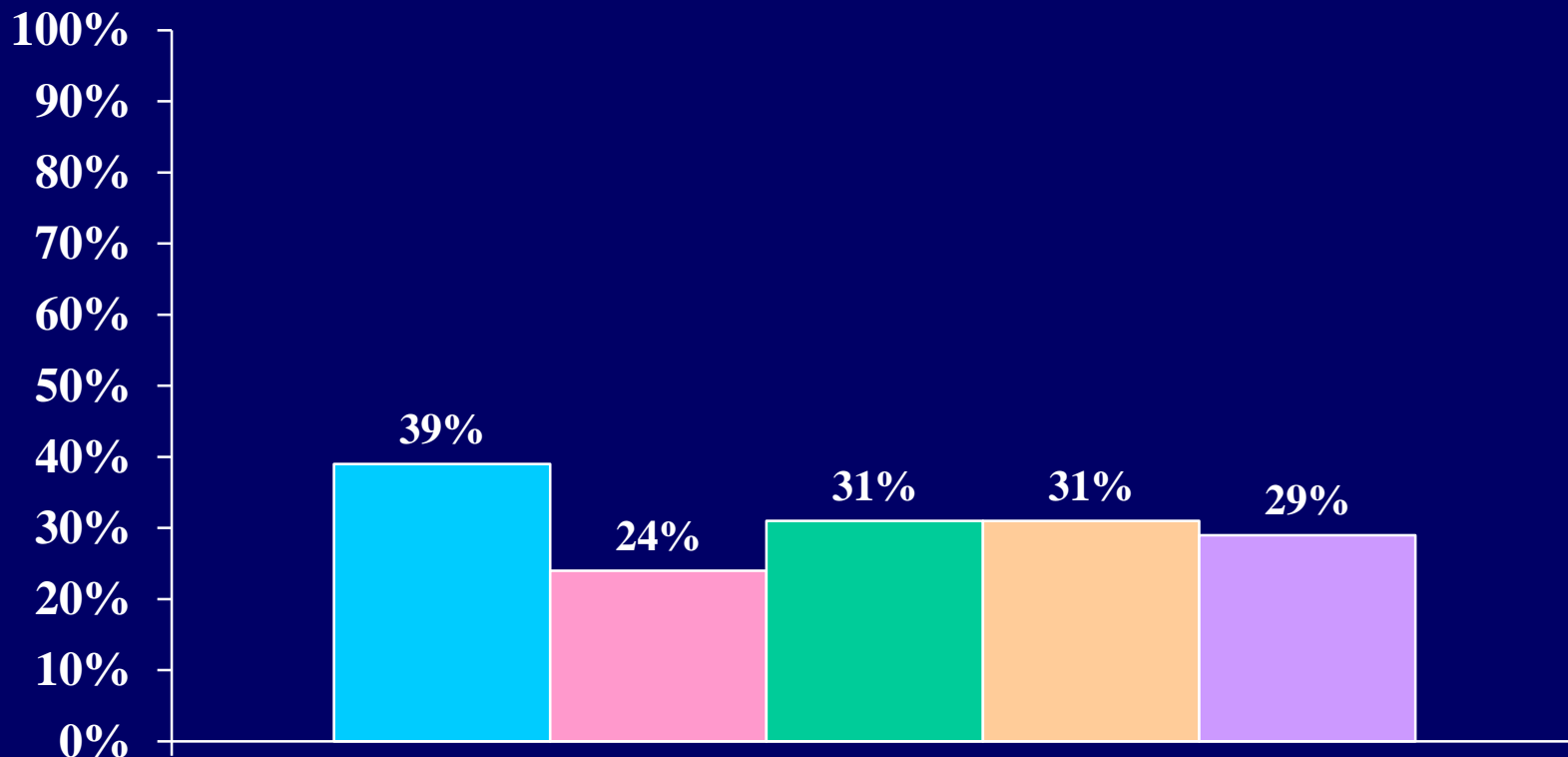
Reflective writing/journaling



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

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

Reflective writing/journaling



 Berea

 Benchmark
Institutions

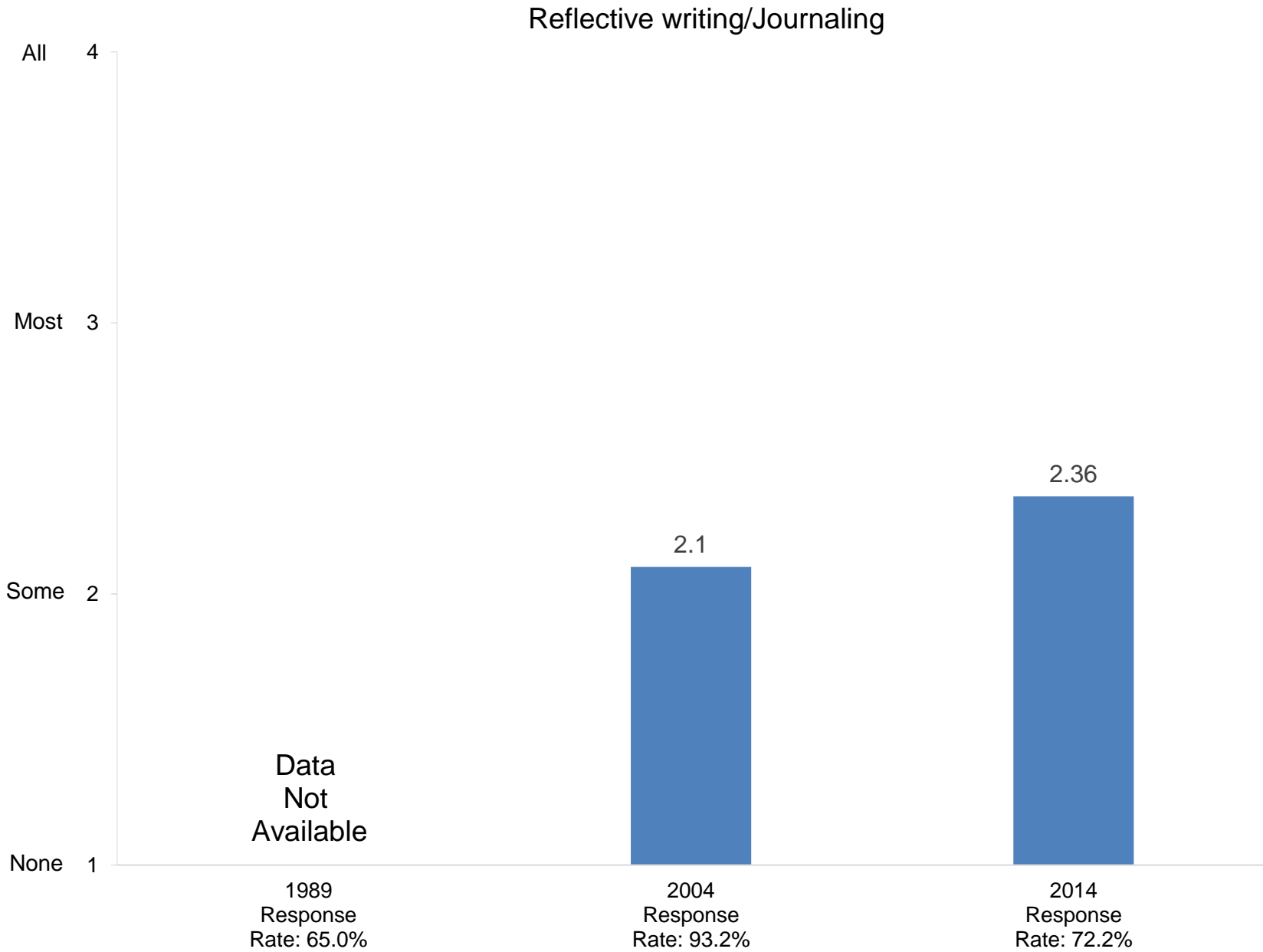
 Non-Sectarian –
High Selectivity

 4-Year
Private

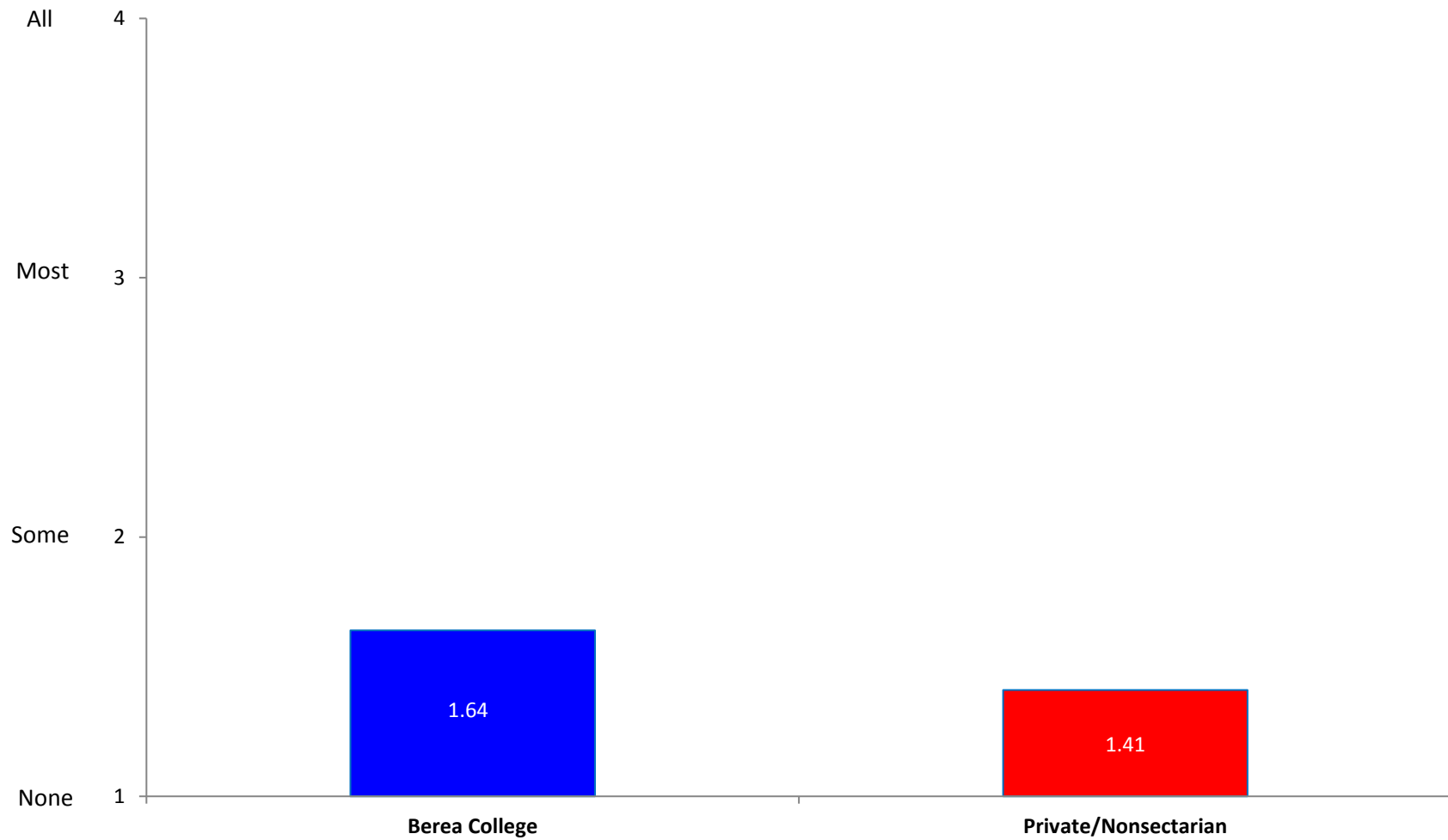
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



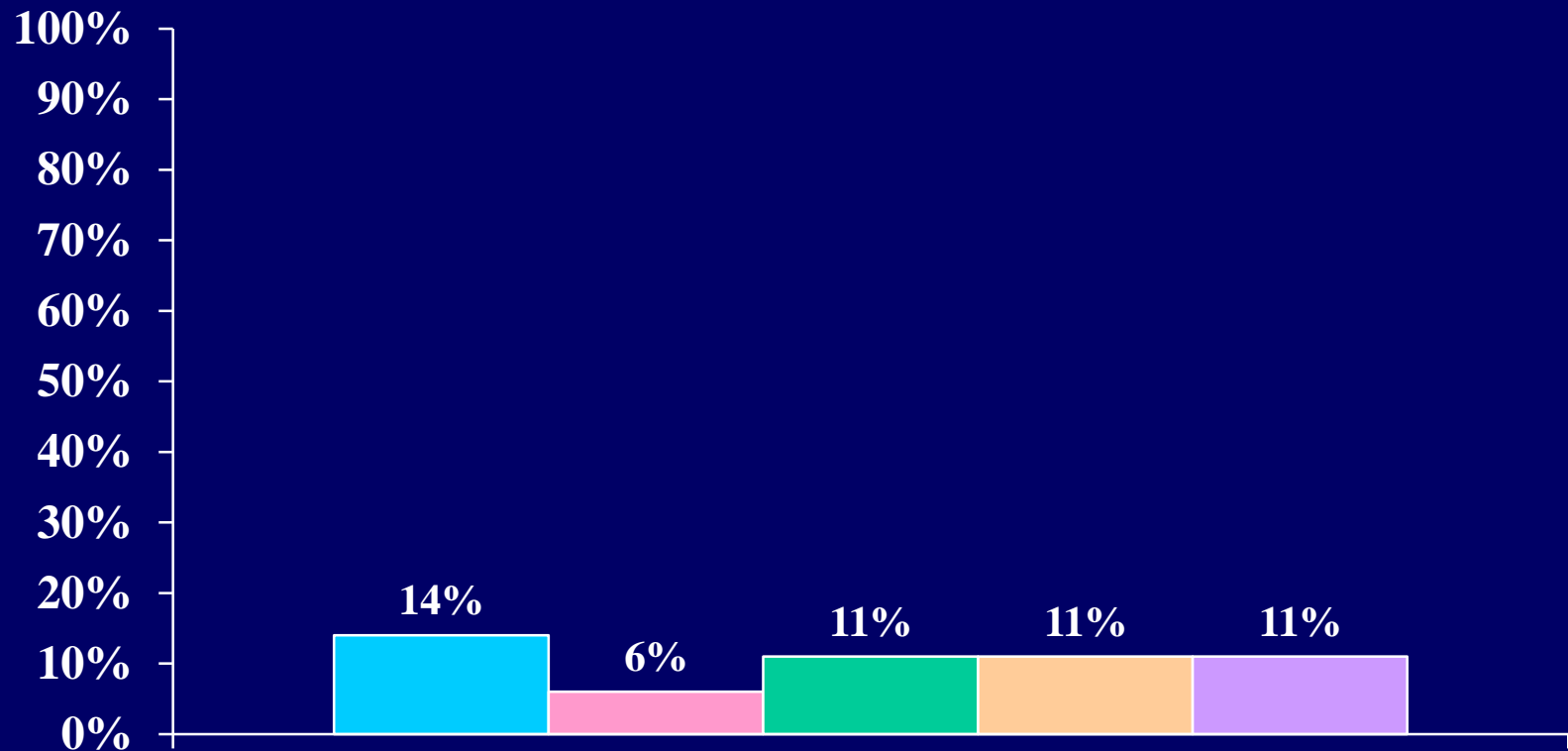
Community service as part of coursework



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

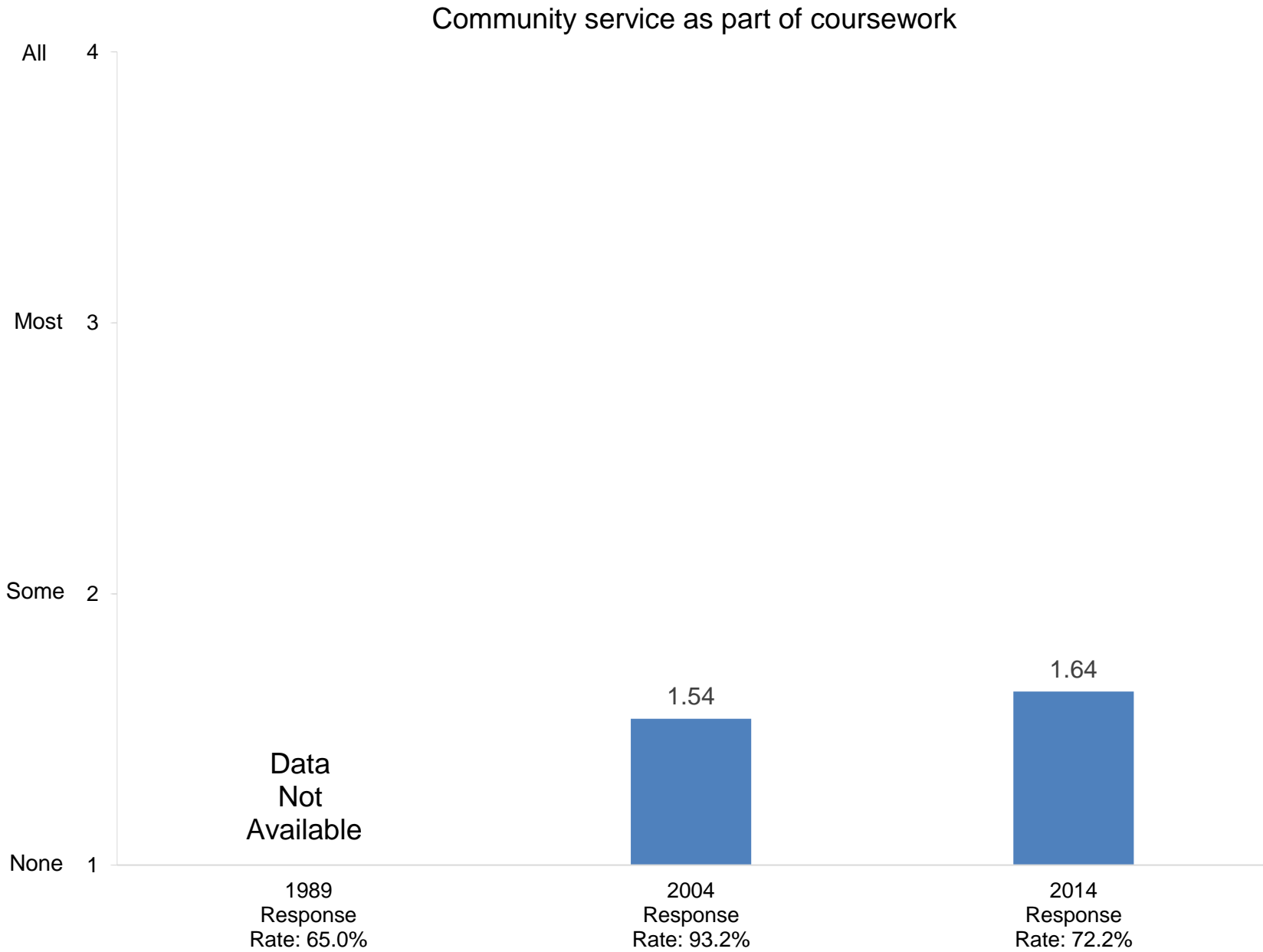
Percent of faculty who indicated “all” or “most”

Community service as part of coursework

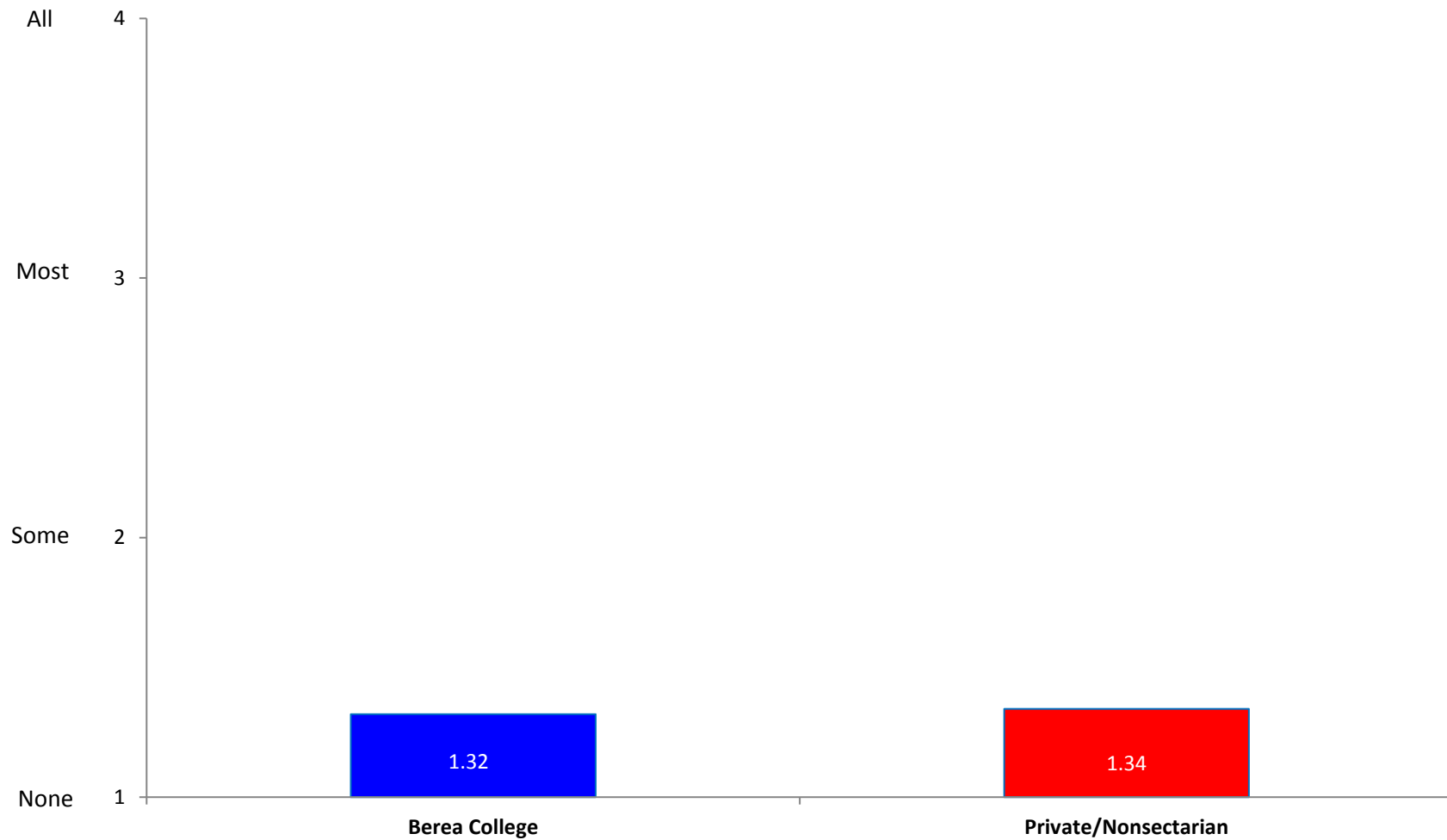


Higher Education Research Institute (HERI) Faculty Survey

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



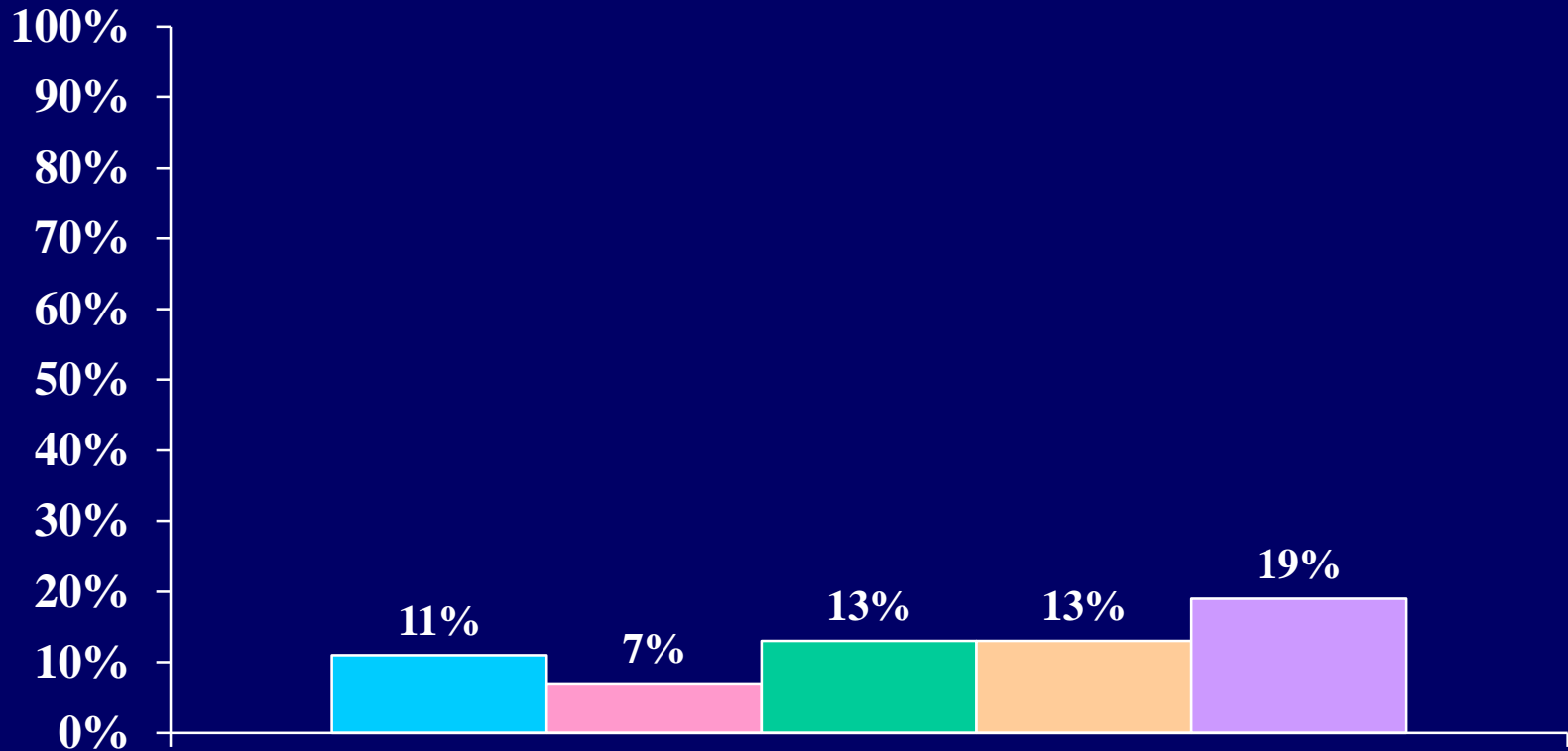
Electronic quizzes with immediate feedback in class



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

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

Electronic quizzes with immediate feedback in class



 Berea

 Benchmark
Institutions

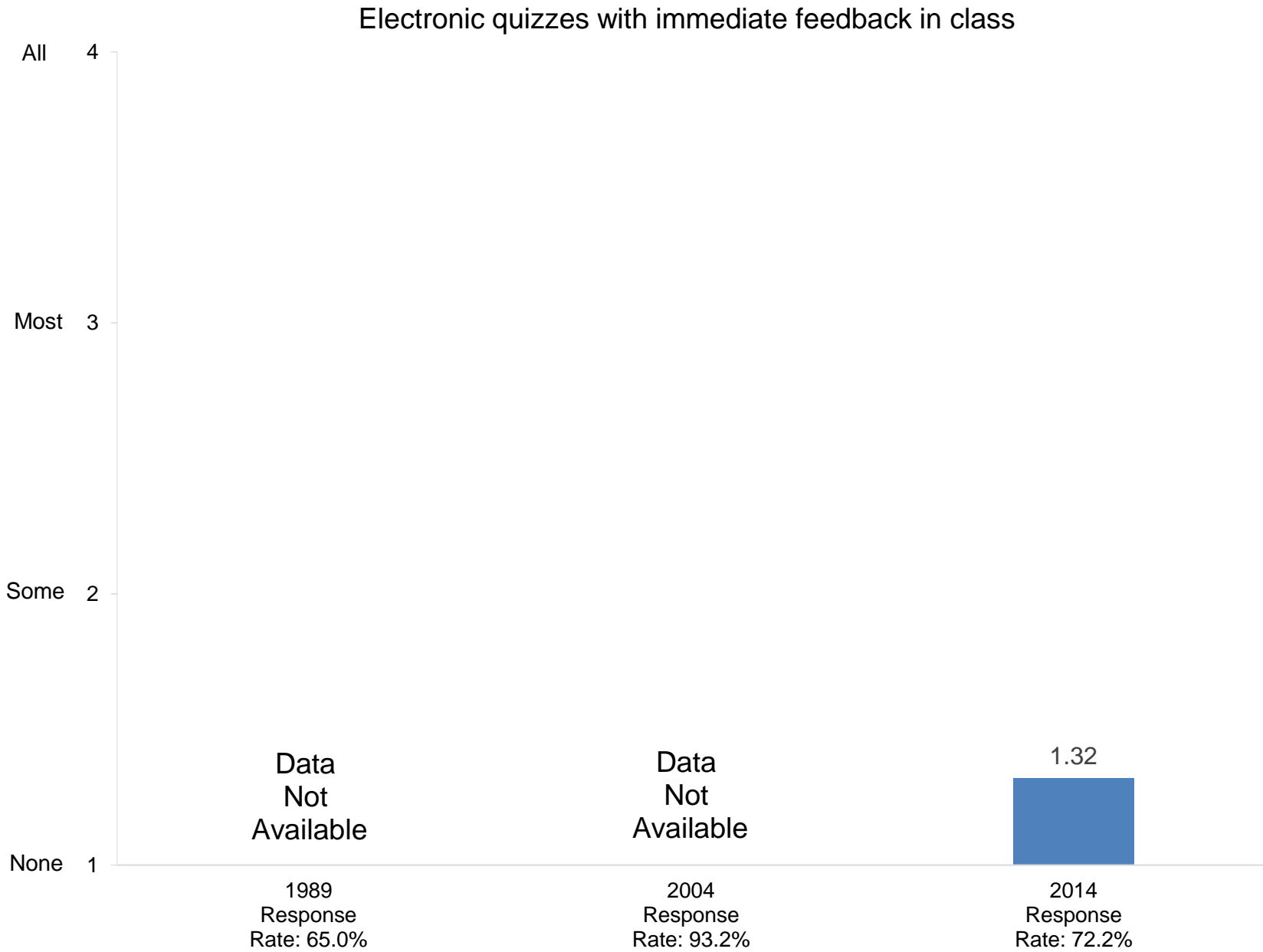
 Non-Sectarian –
High Selectivity

 4-Year
Private

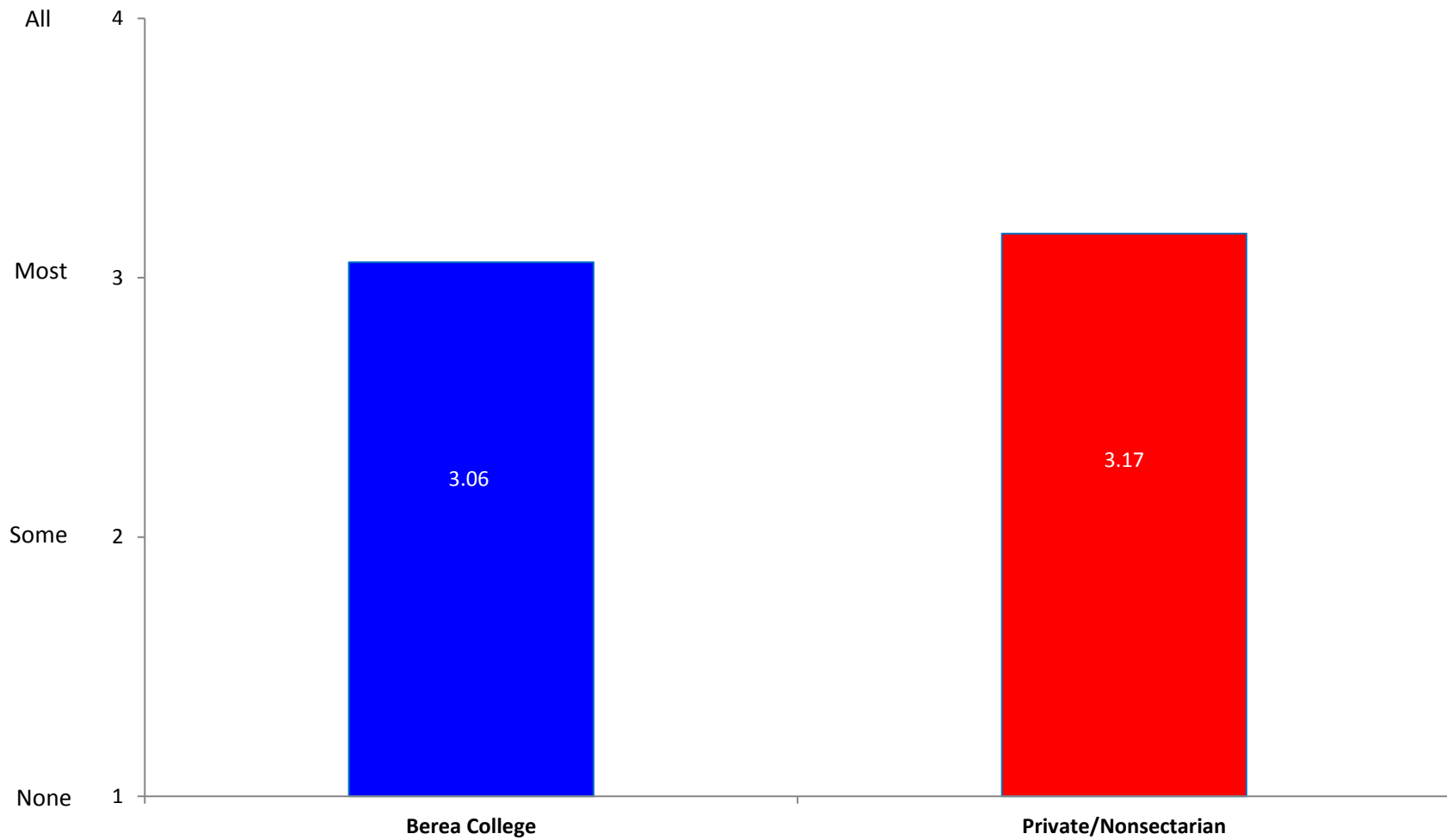
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



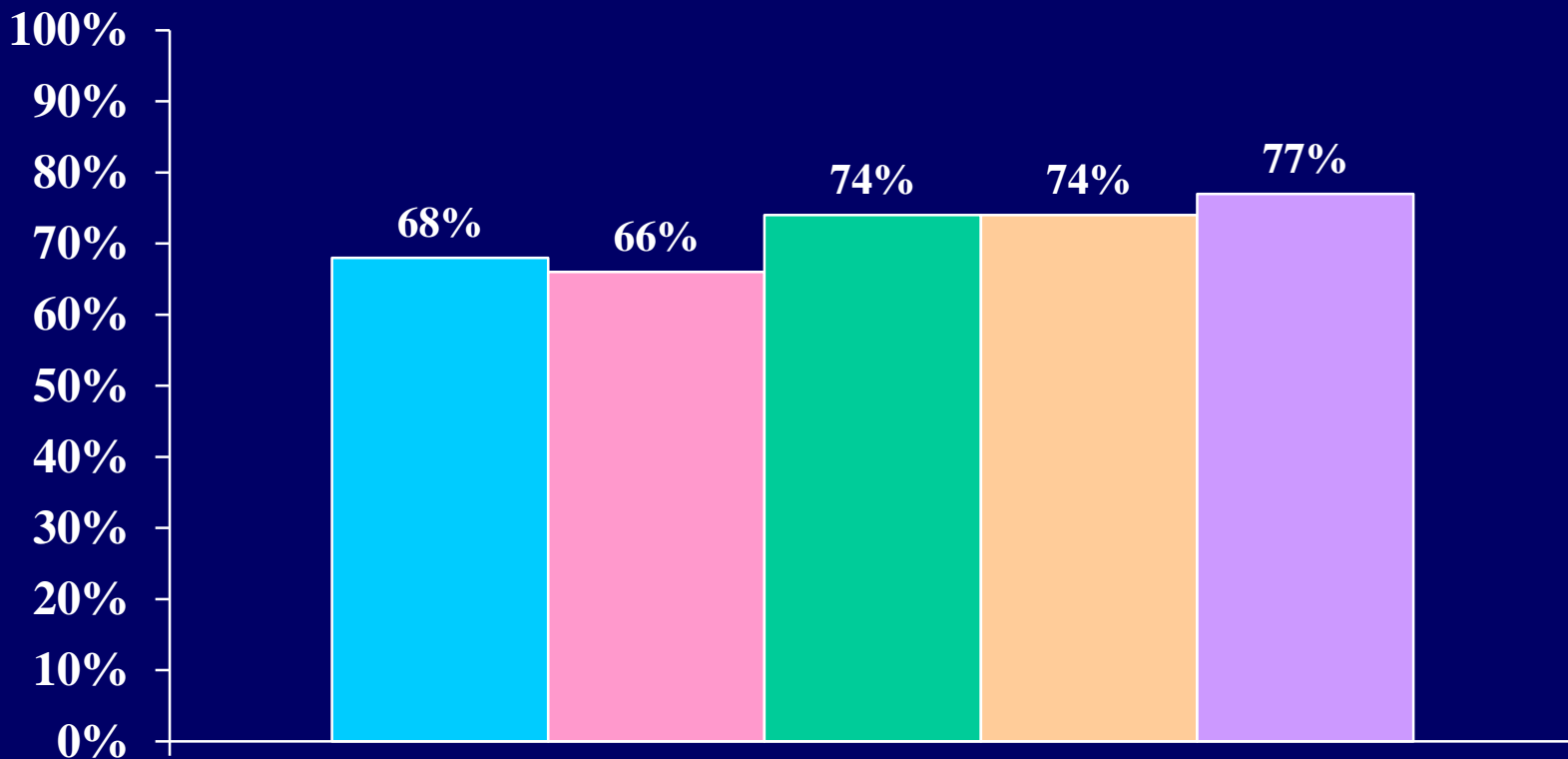
Using real-life problems



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

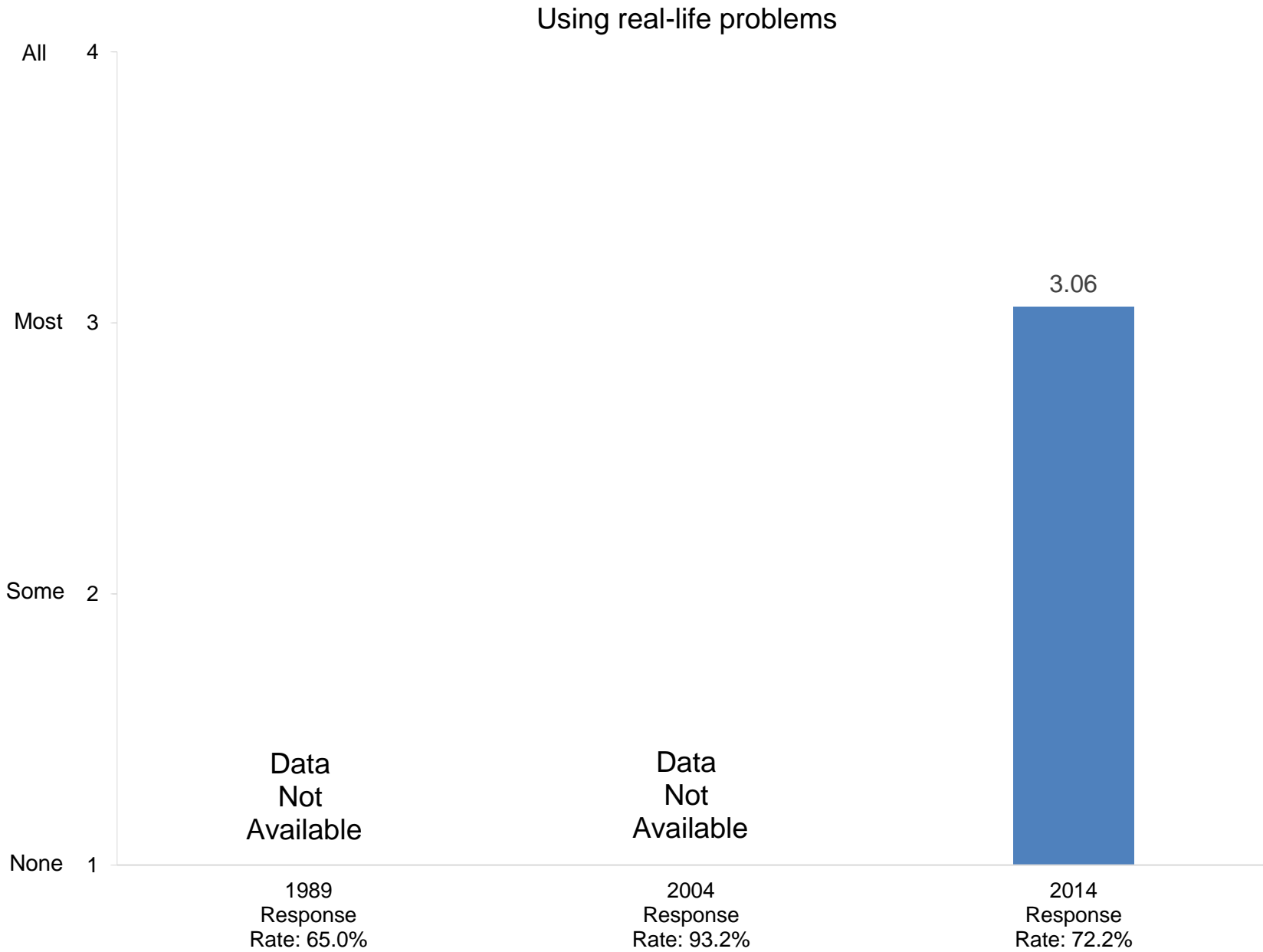
Percent of faculty who indicated “all” or “most”

Using real-life problems

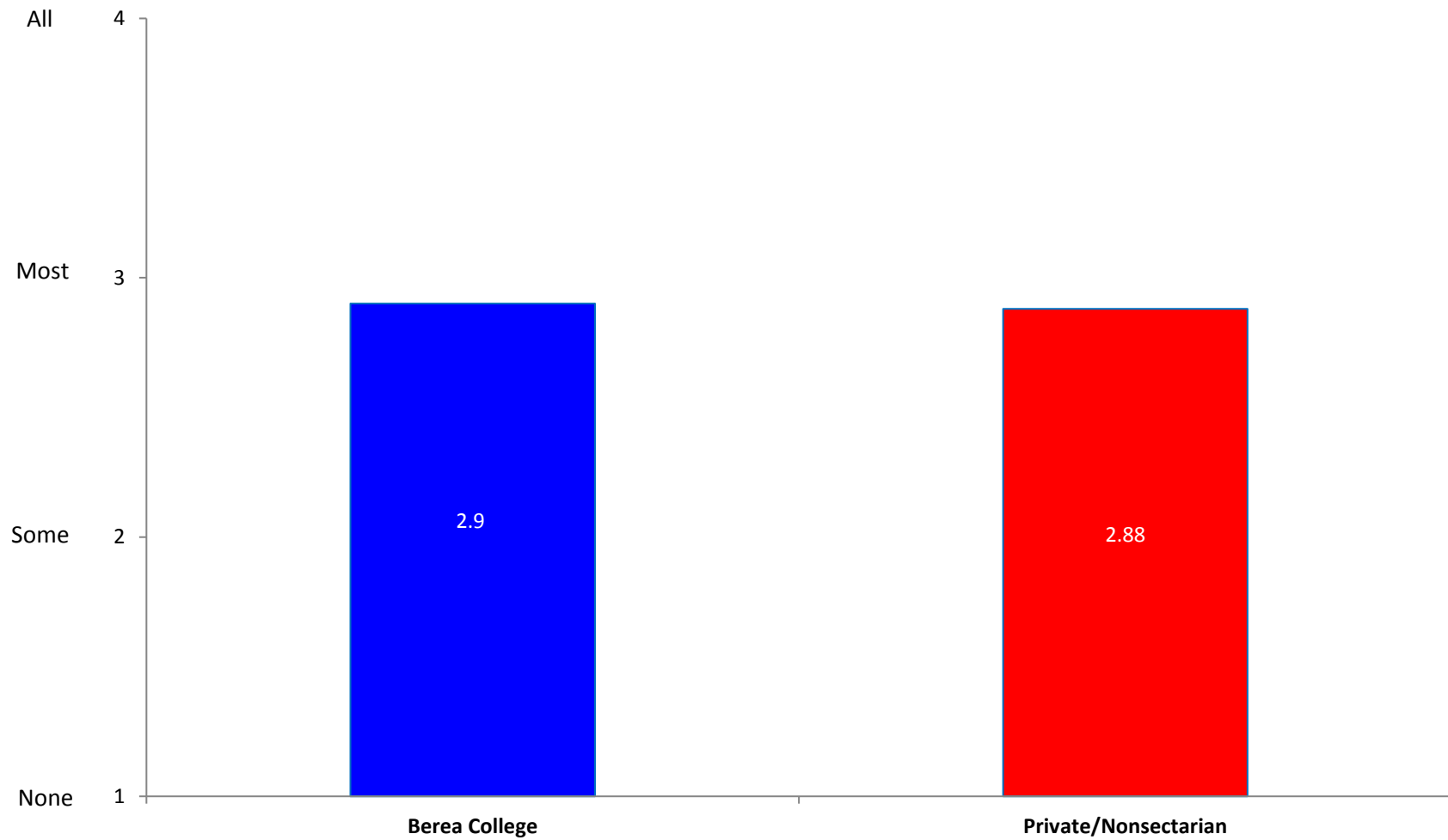


Higher Education Research Institute (HERI) Faculty Survey

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

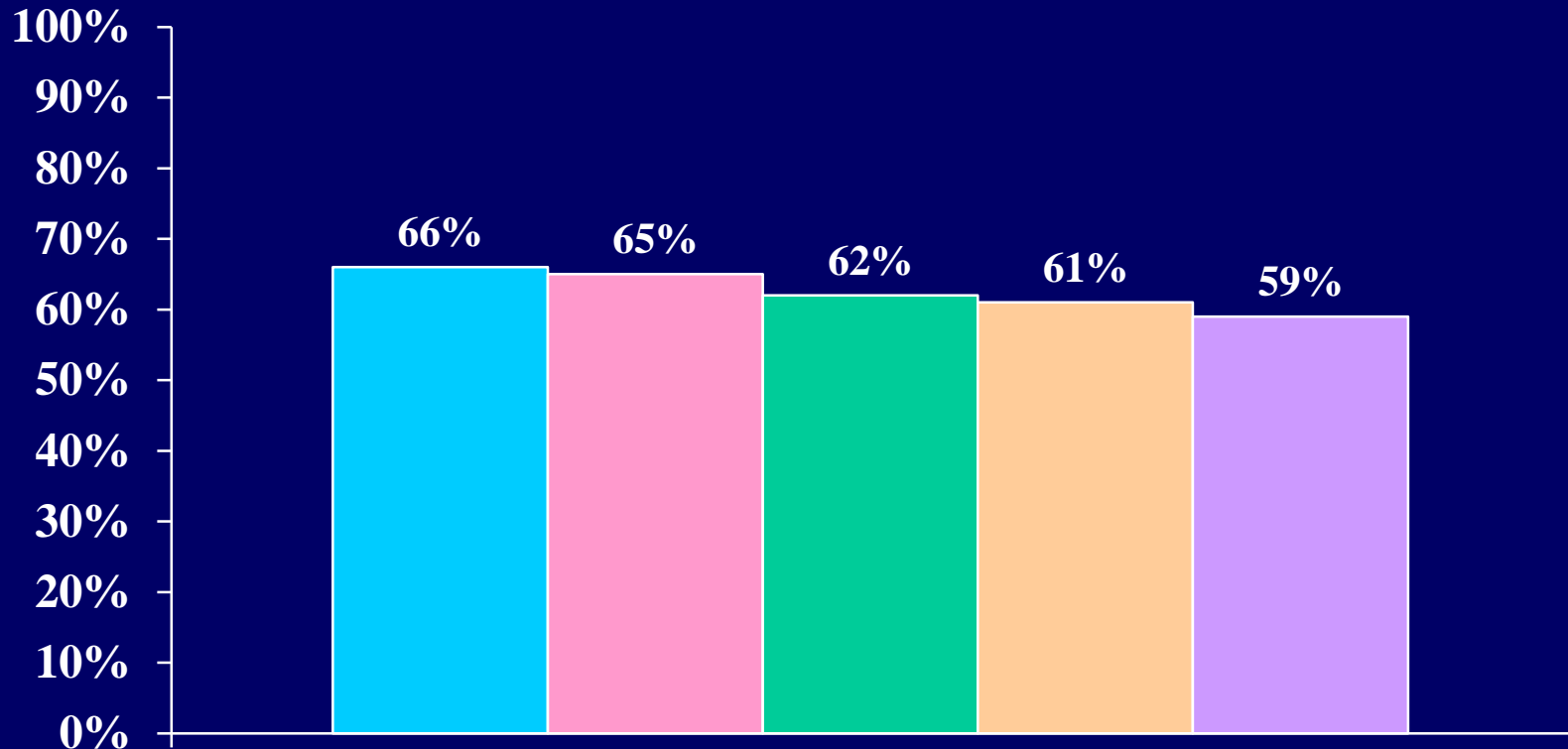


Using student inquiry to drive learning



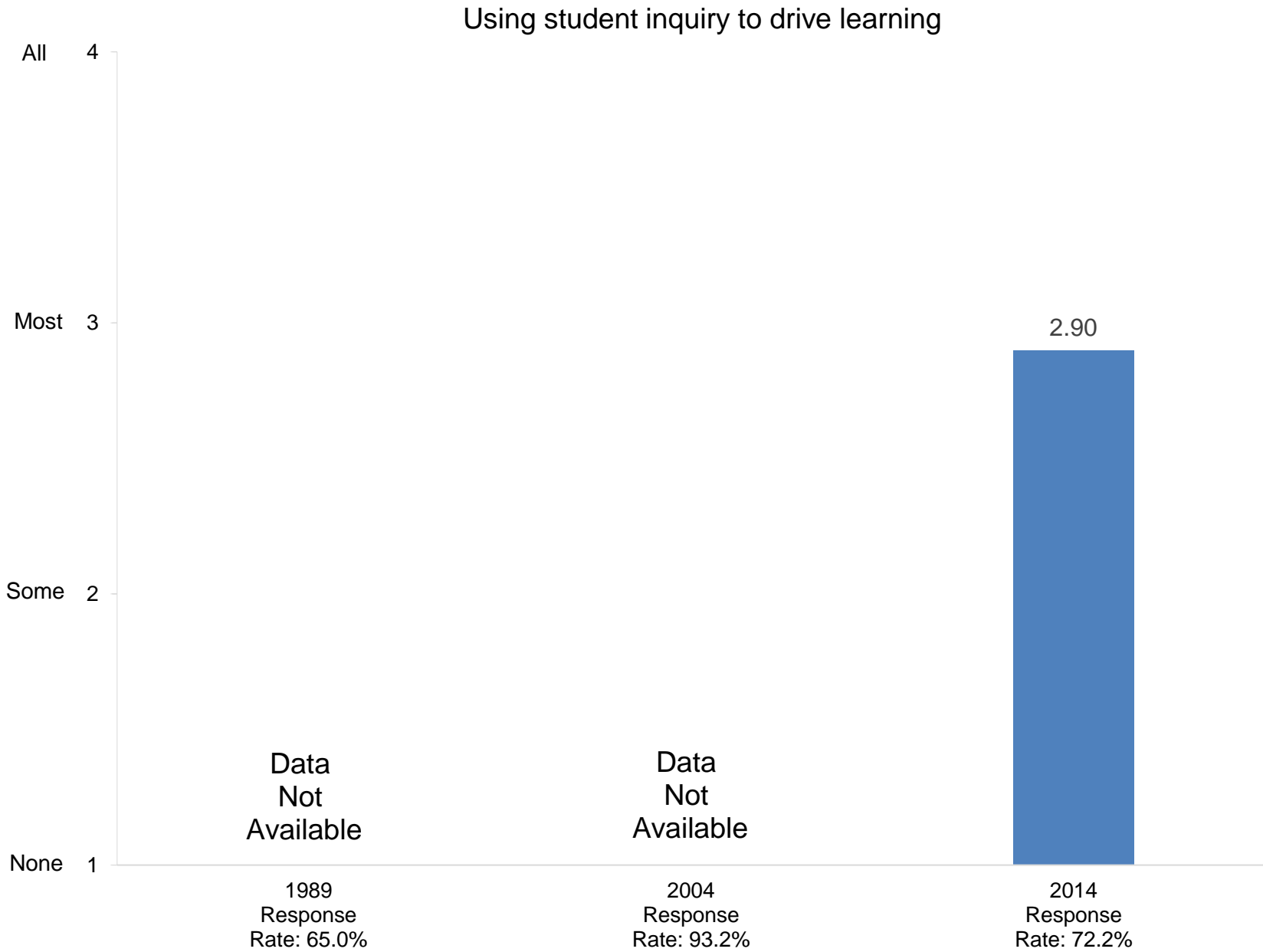
In how many of the courses that you teach do you use each of the following?
Percent of faculty who indicated “all” or “most”

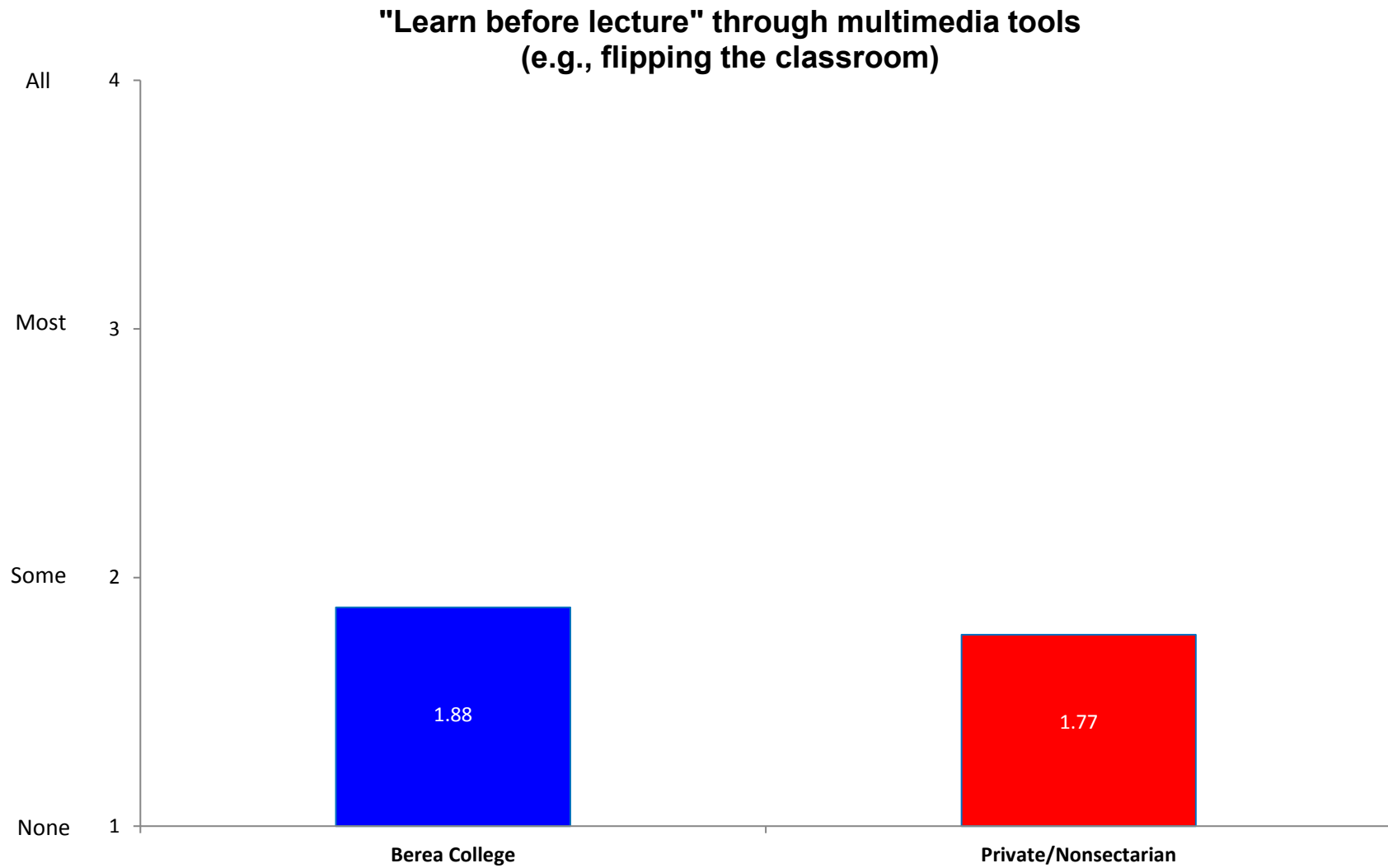
Using student inquiry to drive learning



Higher Education Research Institute (HERI) Faculty Survey

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

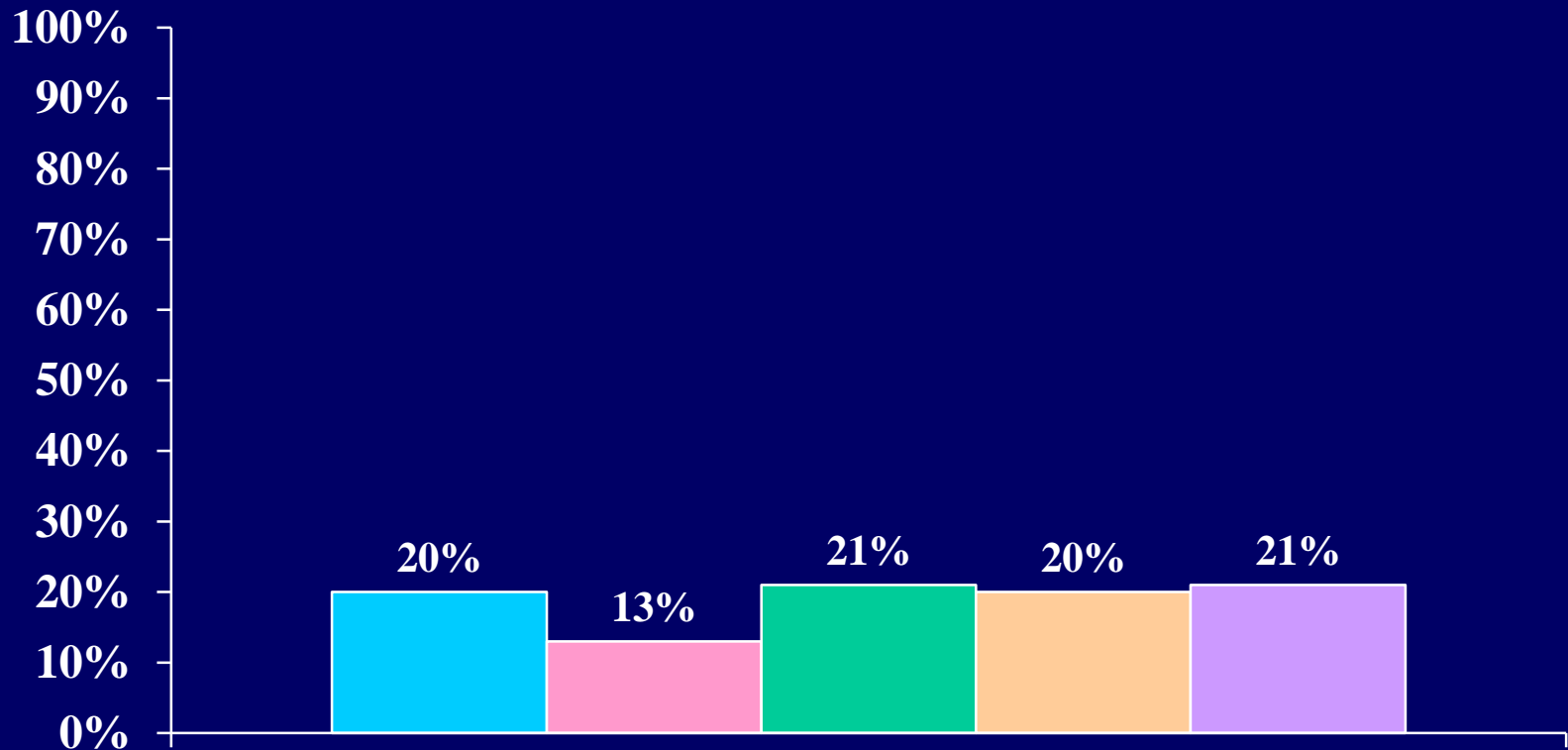




In how many of the courses that you teach do you use each of the following?

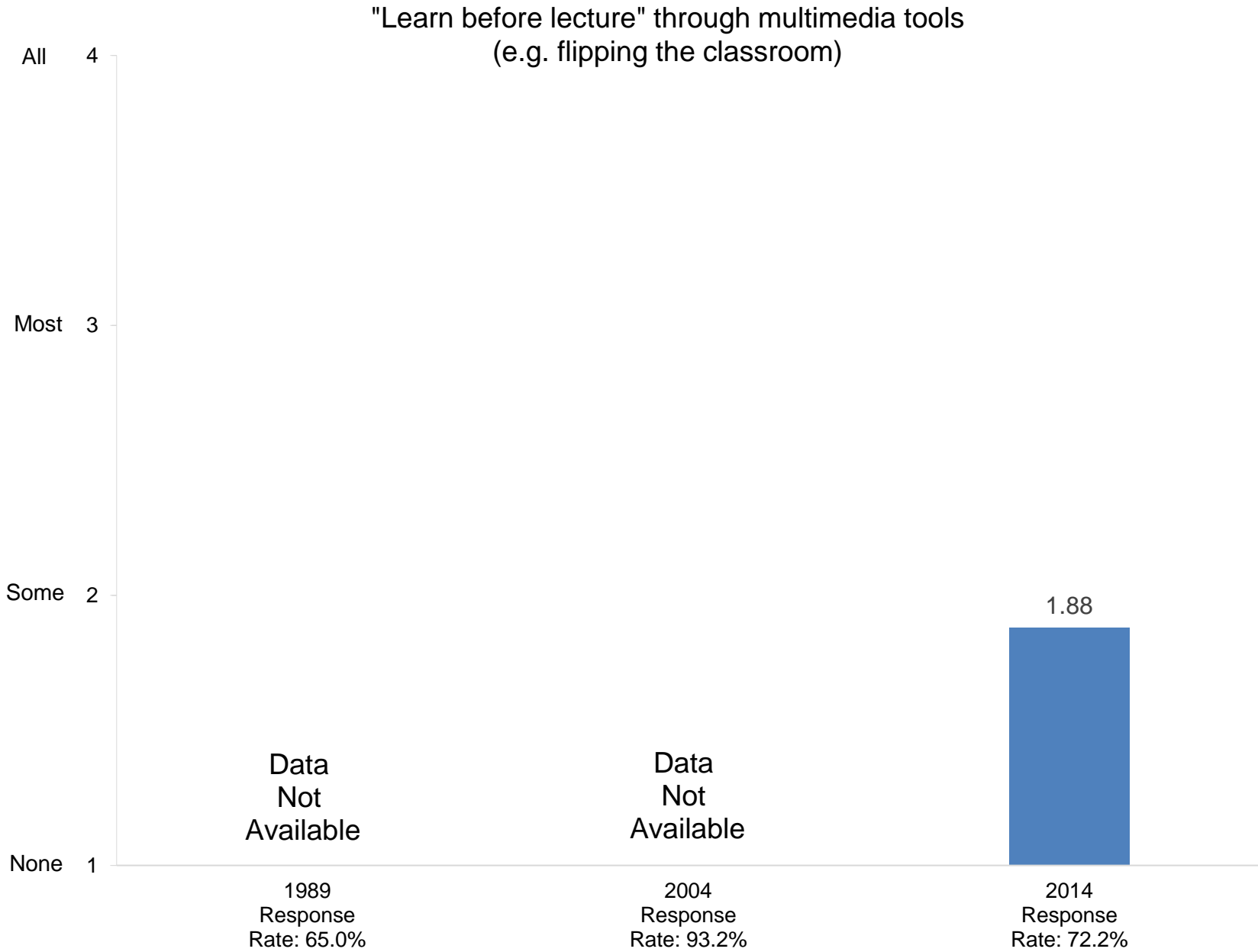
Percent of faculty who indicated “all” or “most”

*“Learn before lecture” through multimedia tools
(e.g., flipping the classroom)*

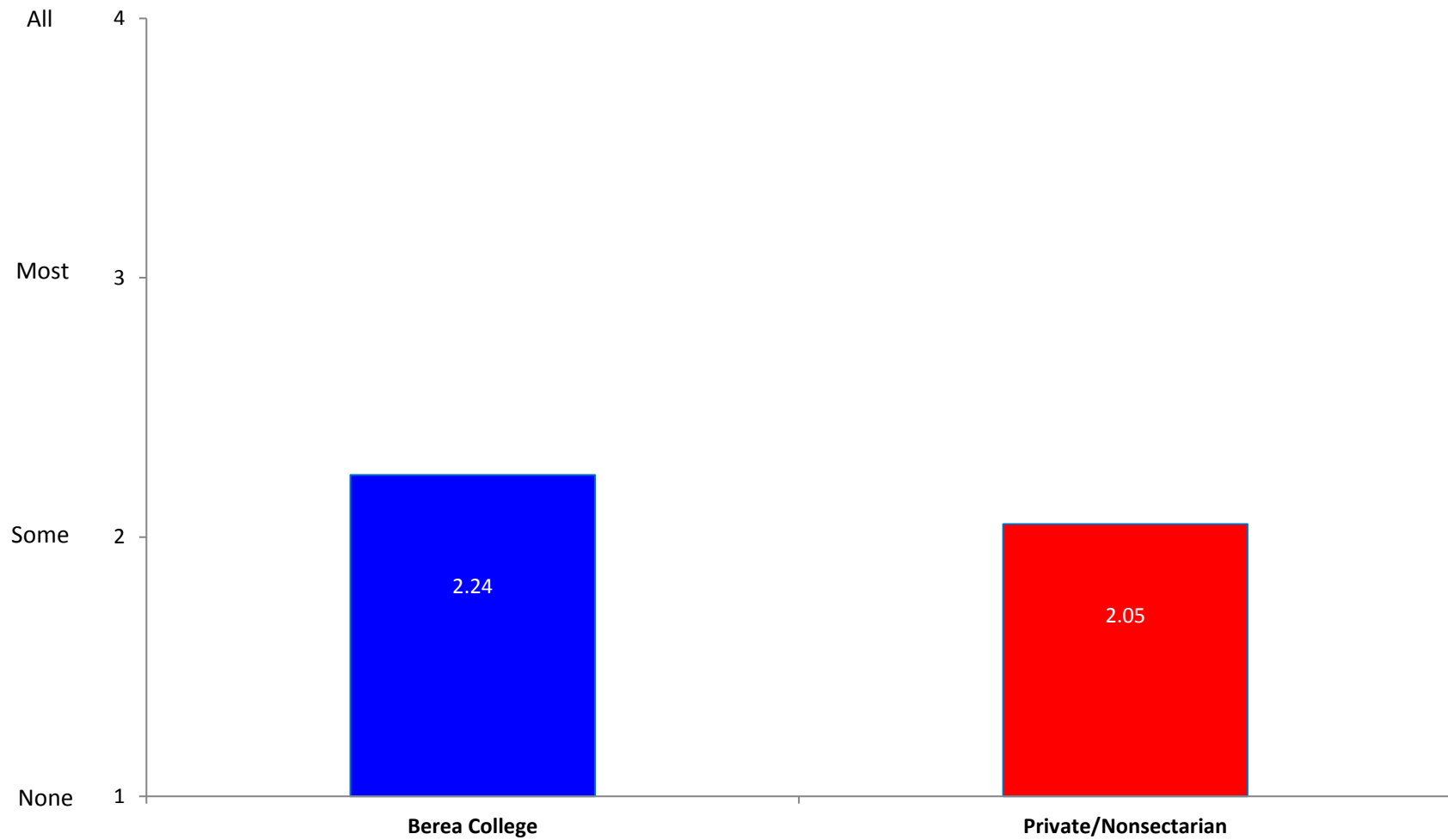


Higher Education Research Institute (HERI) Faculty Survey

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



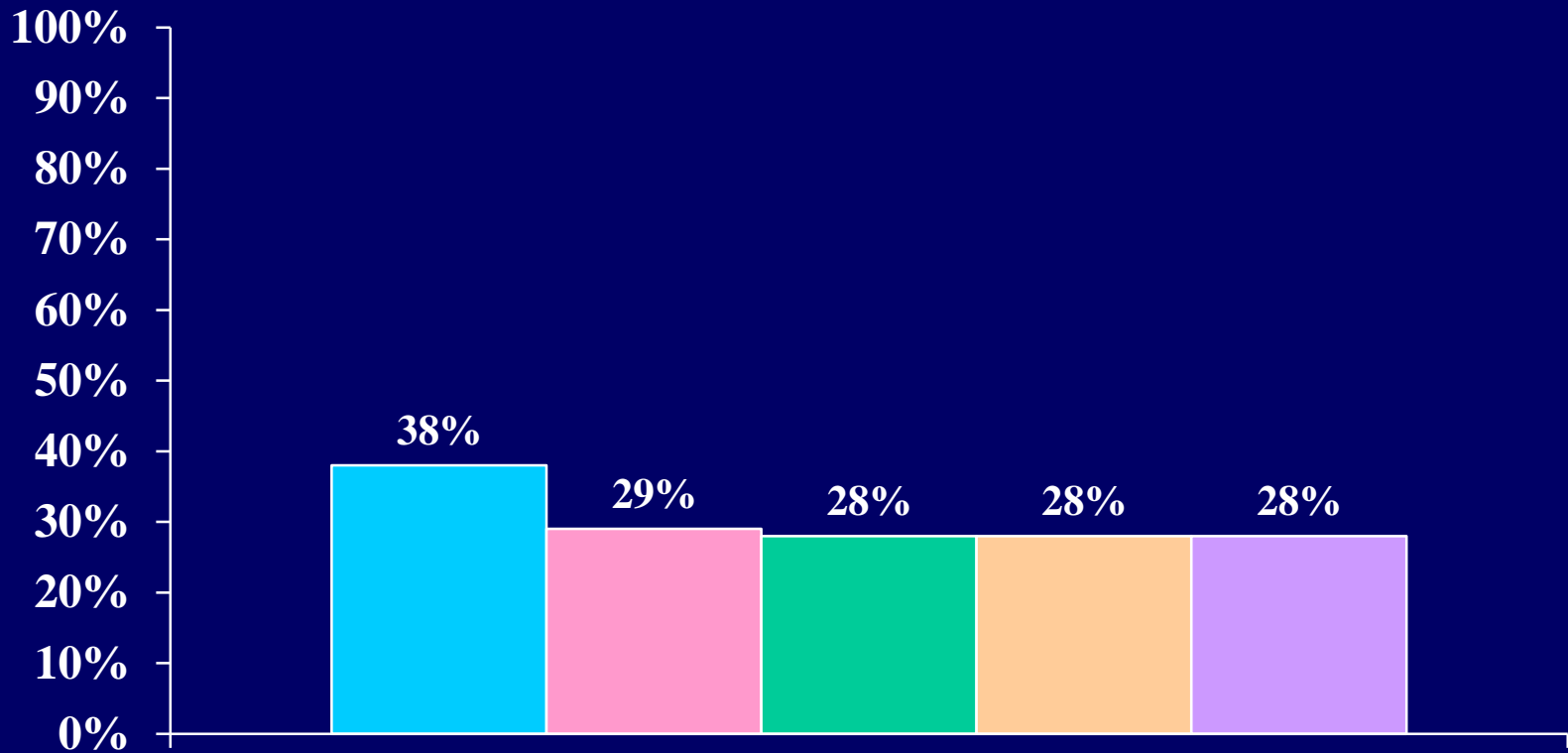
Readings on racial and ethnic issues



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

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

Readings on racial and ethnic issues



 Berea

 Benchmark
Institutions

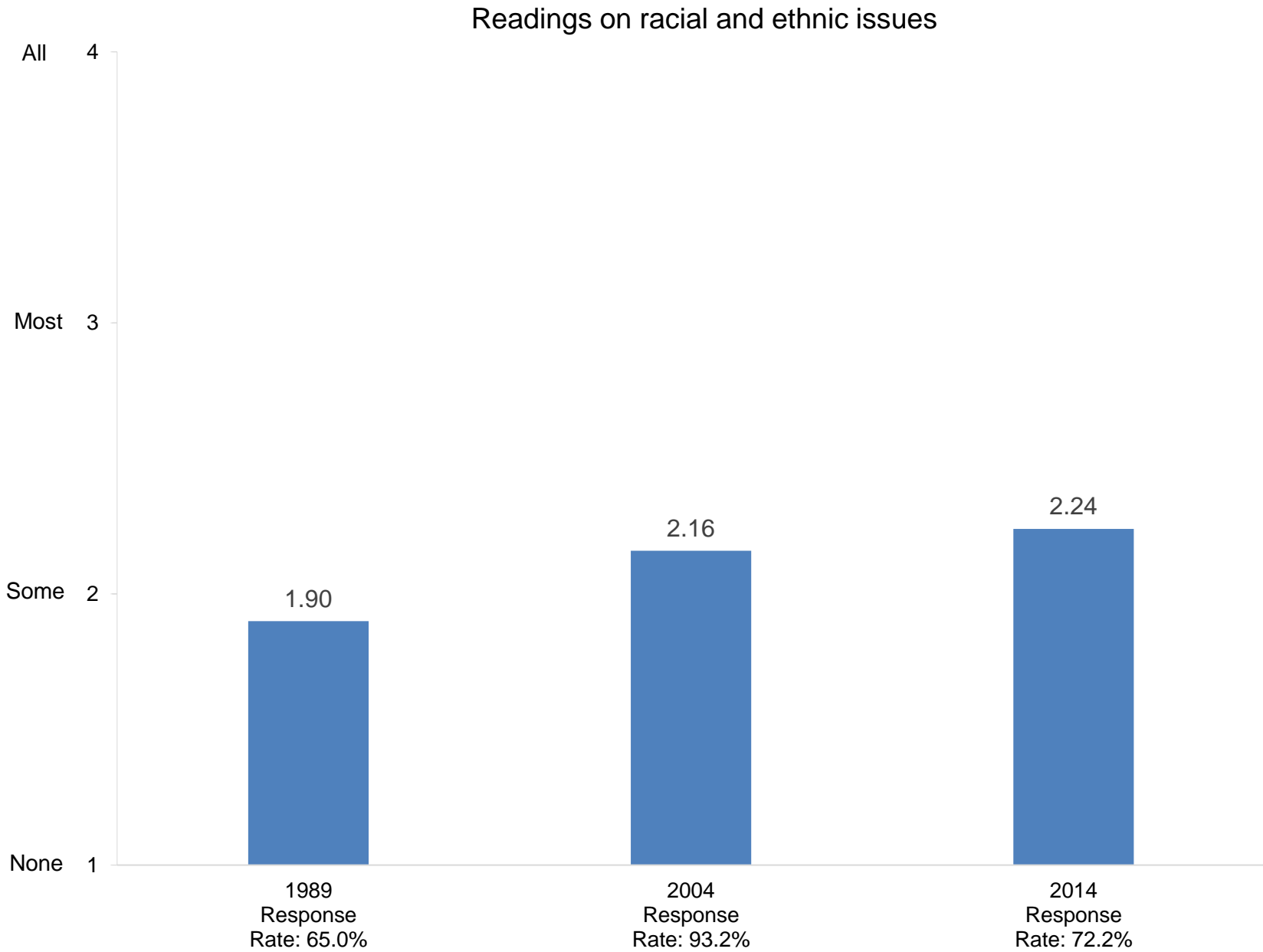
 Non-Sectarian –
High Selectivity

 4-Year
Private

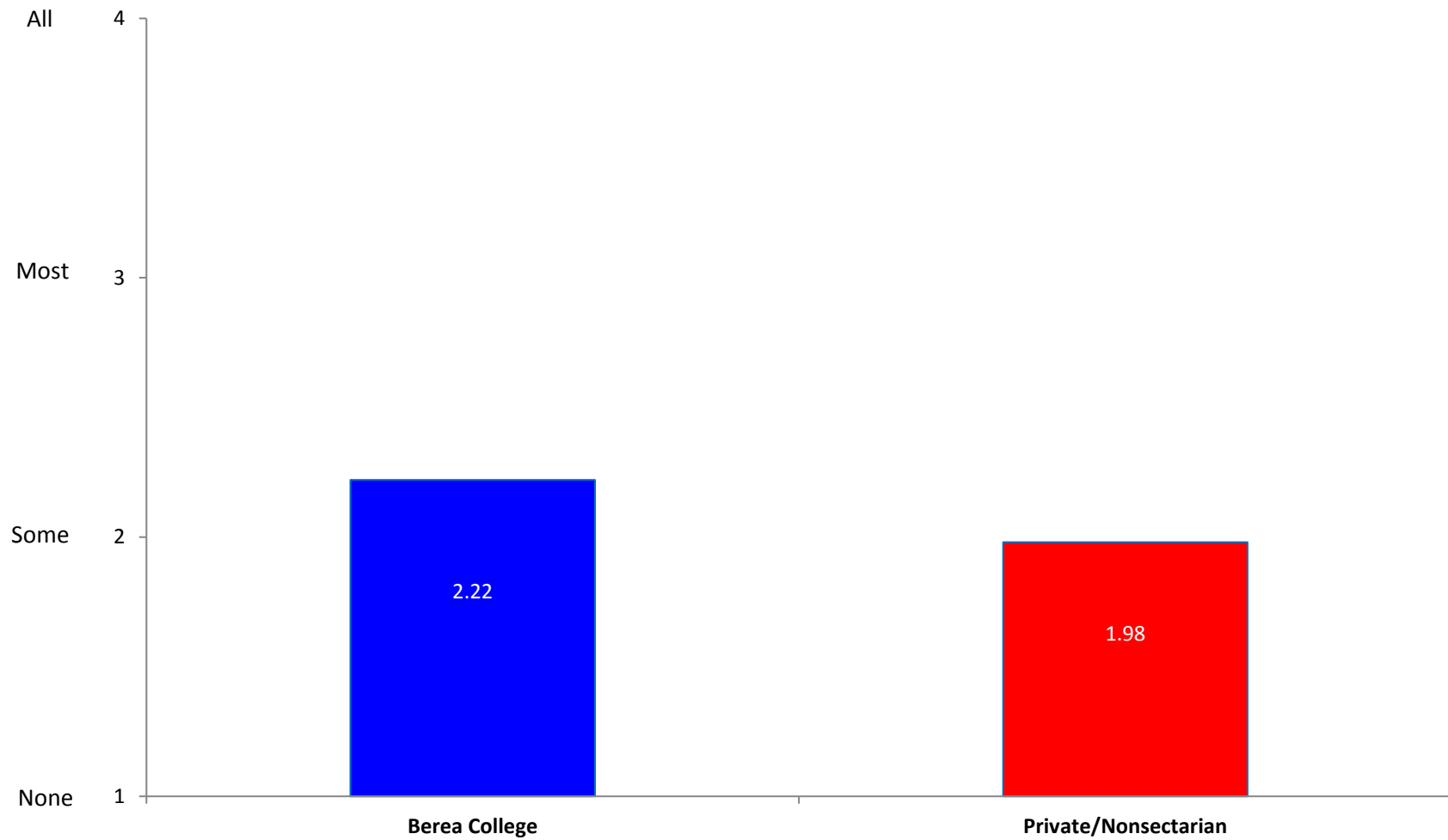
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



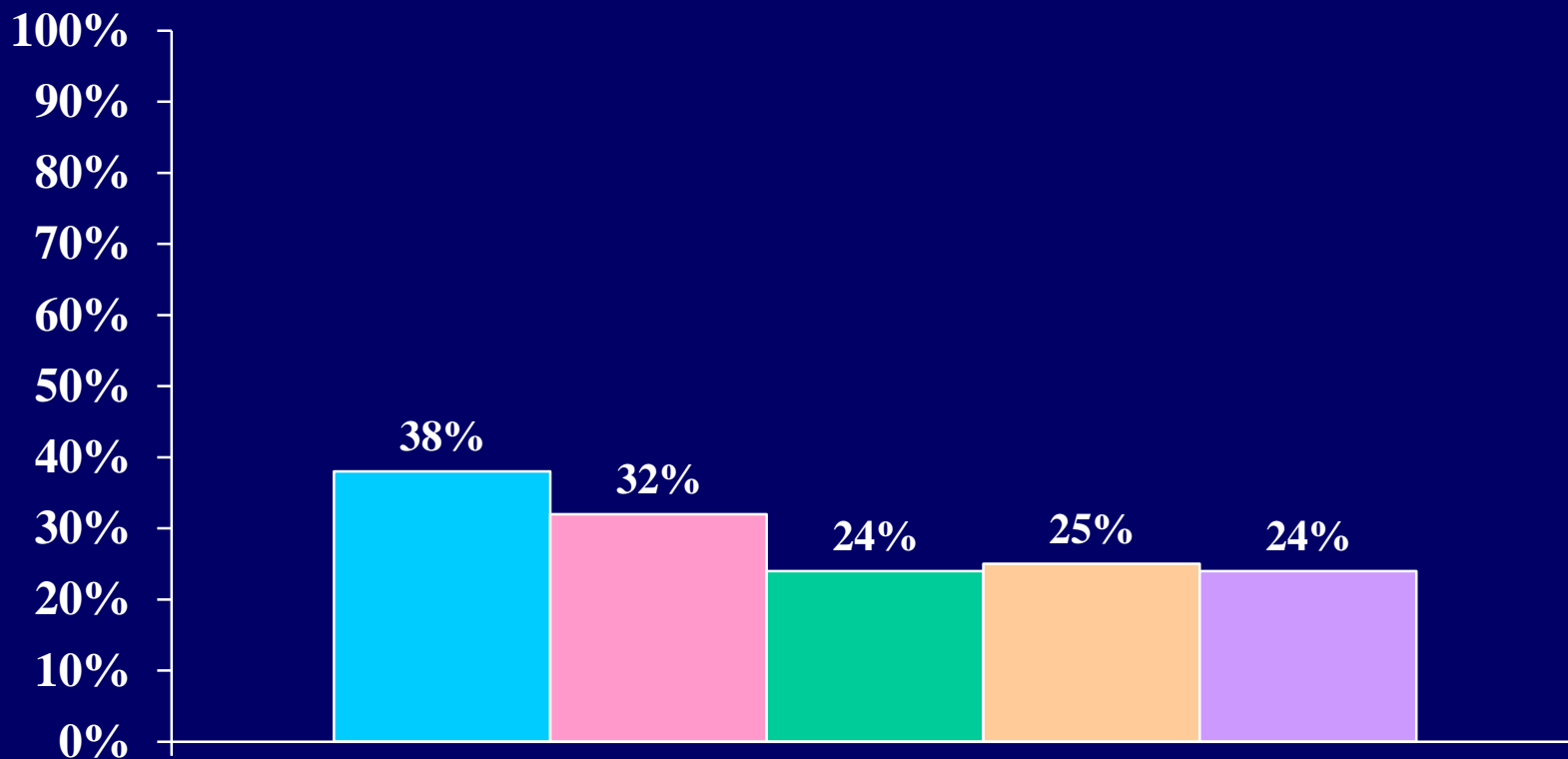
Readings on women and gender issues



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

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

Readings on women and gender issues



 Berea

 Benchmark
Institutions

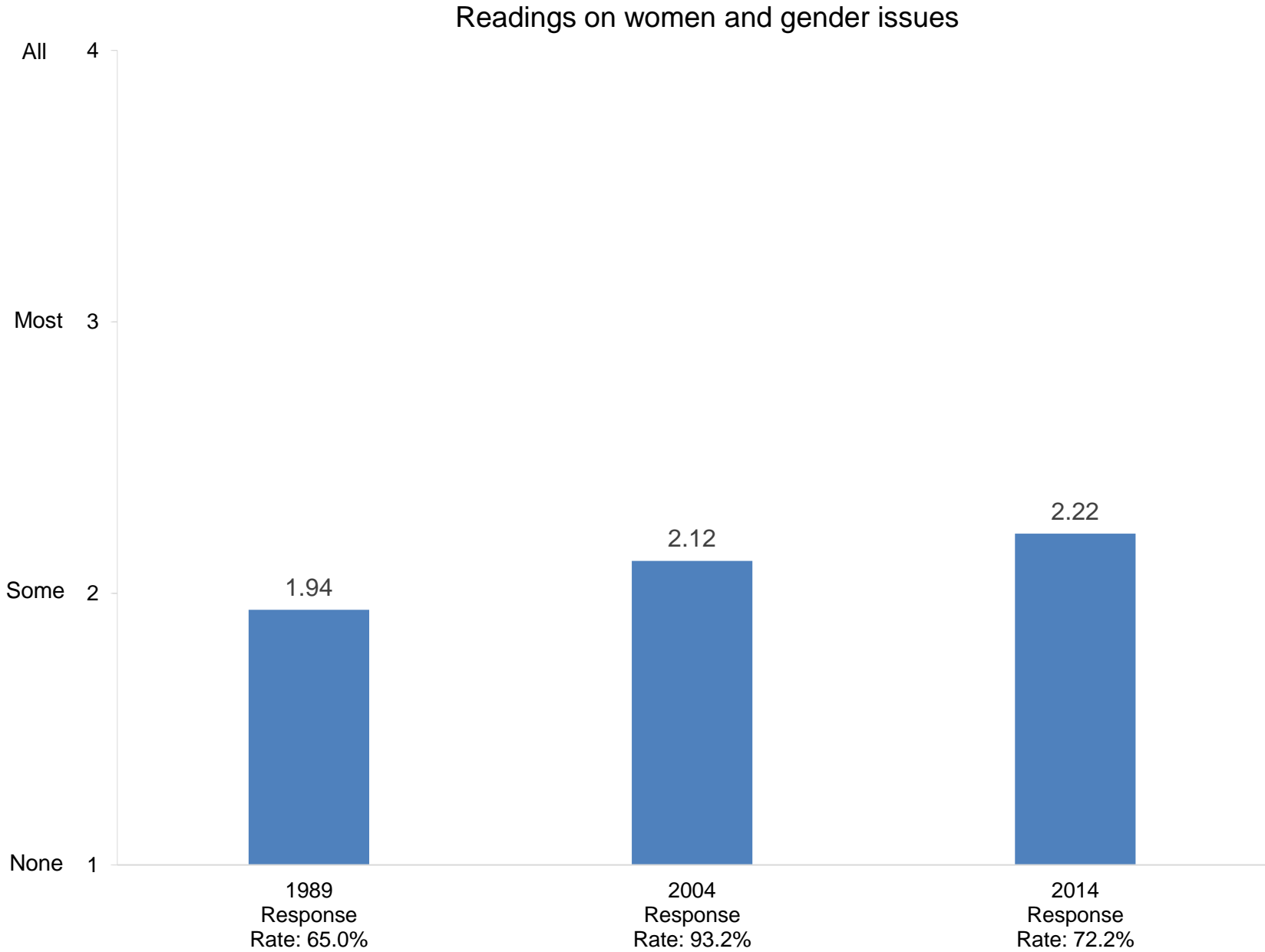
 Non-Sectarian –
High Selectivity

 4-Year
Private

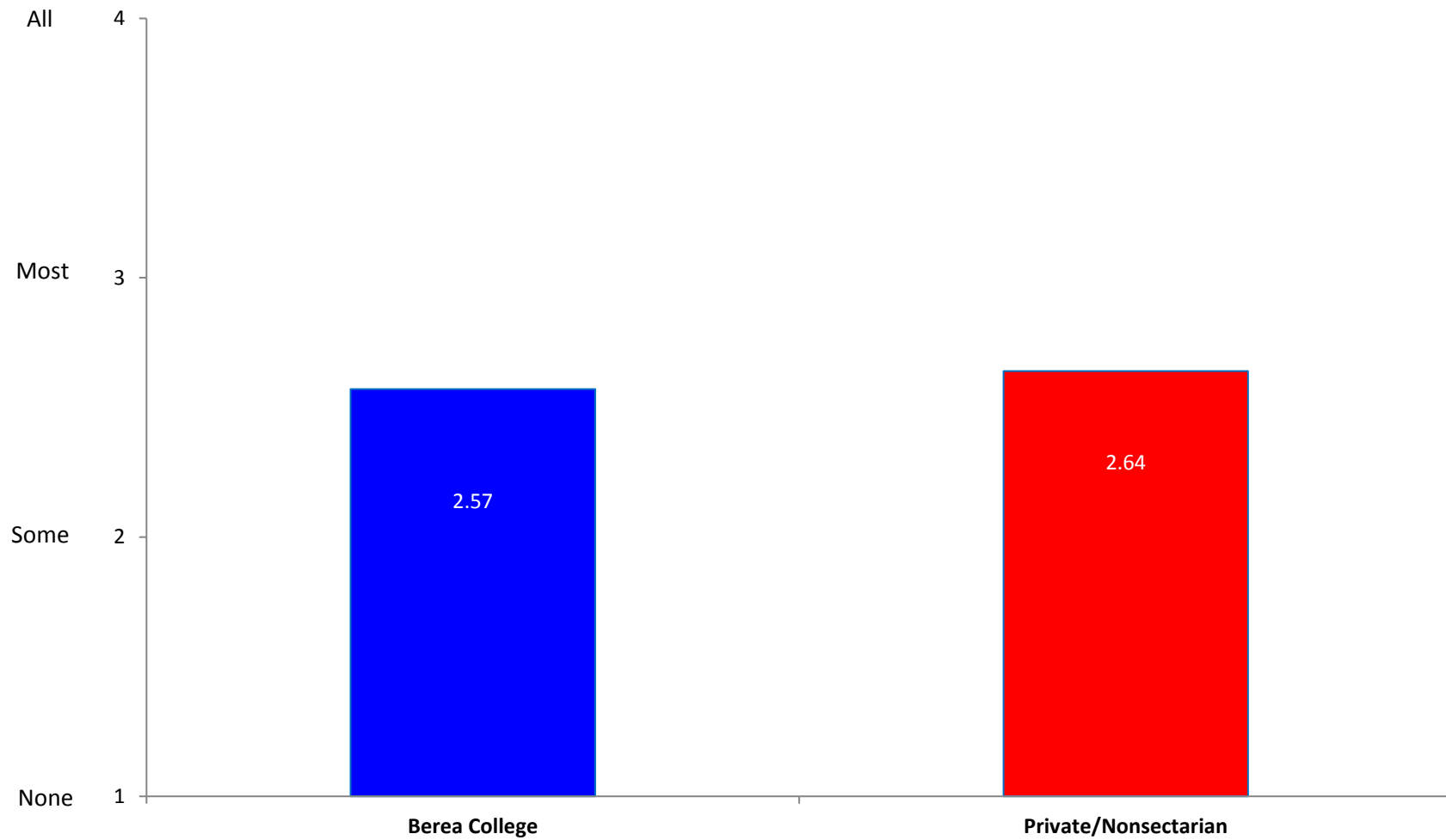
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



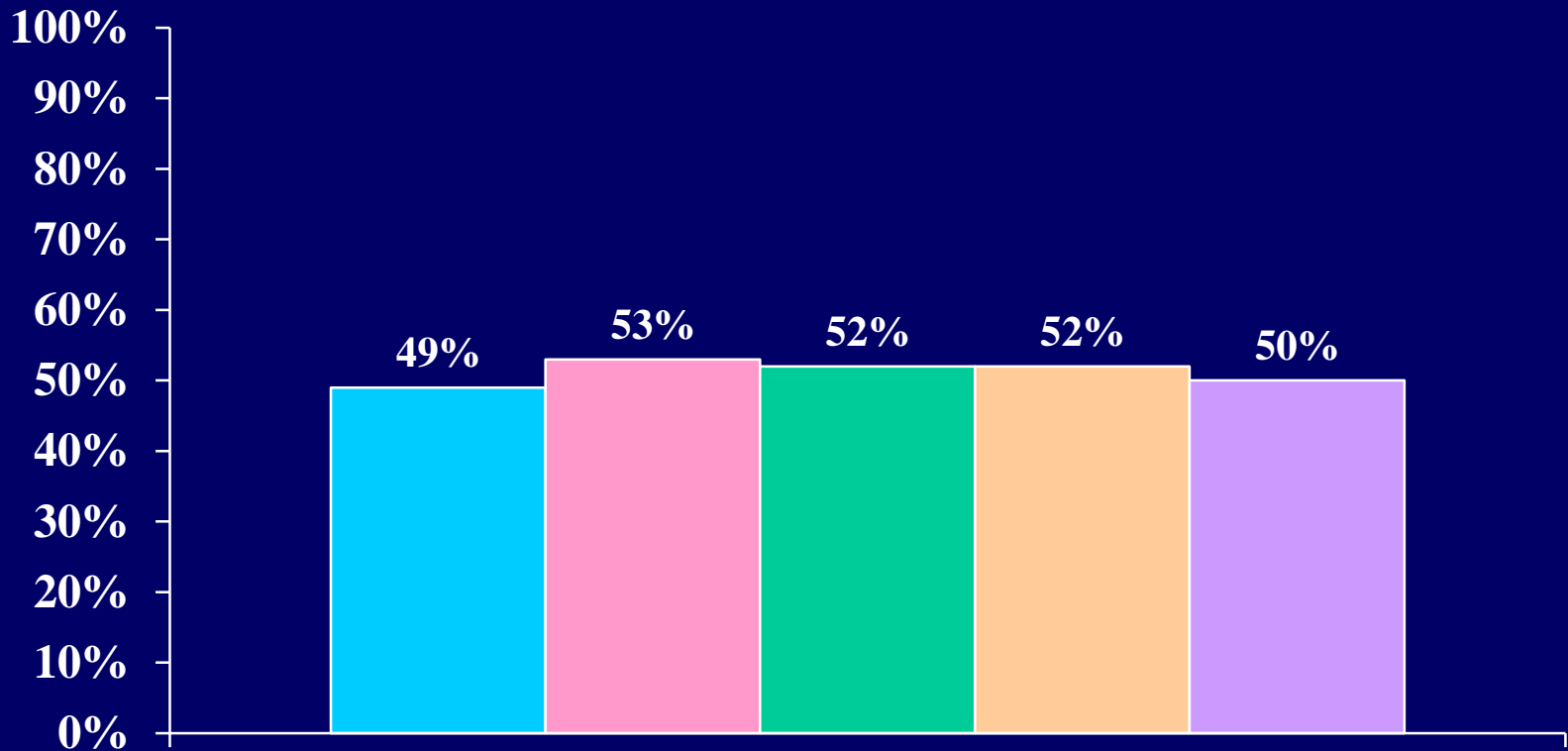
Starting class with a question that engages students



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

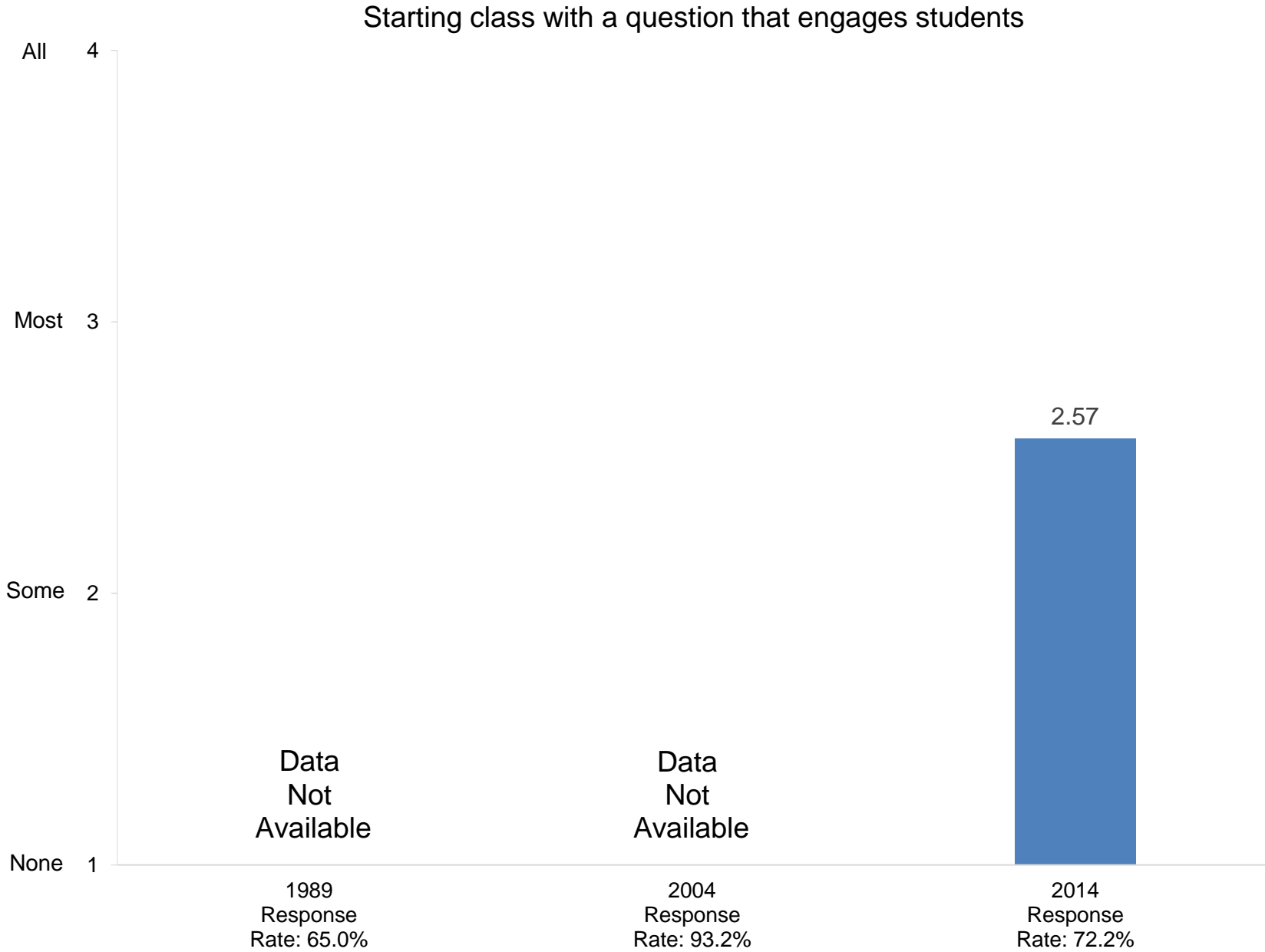
Percent of faculty who indicated “all” or “most”

Starting class with a question that engages students

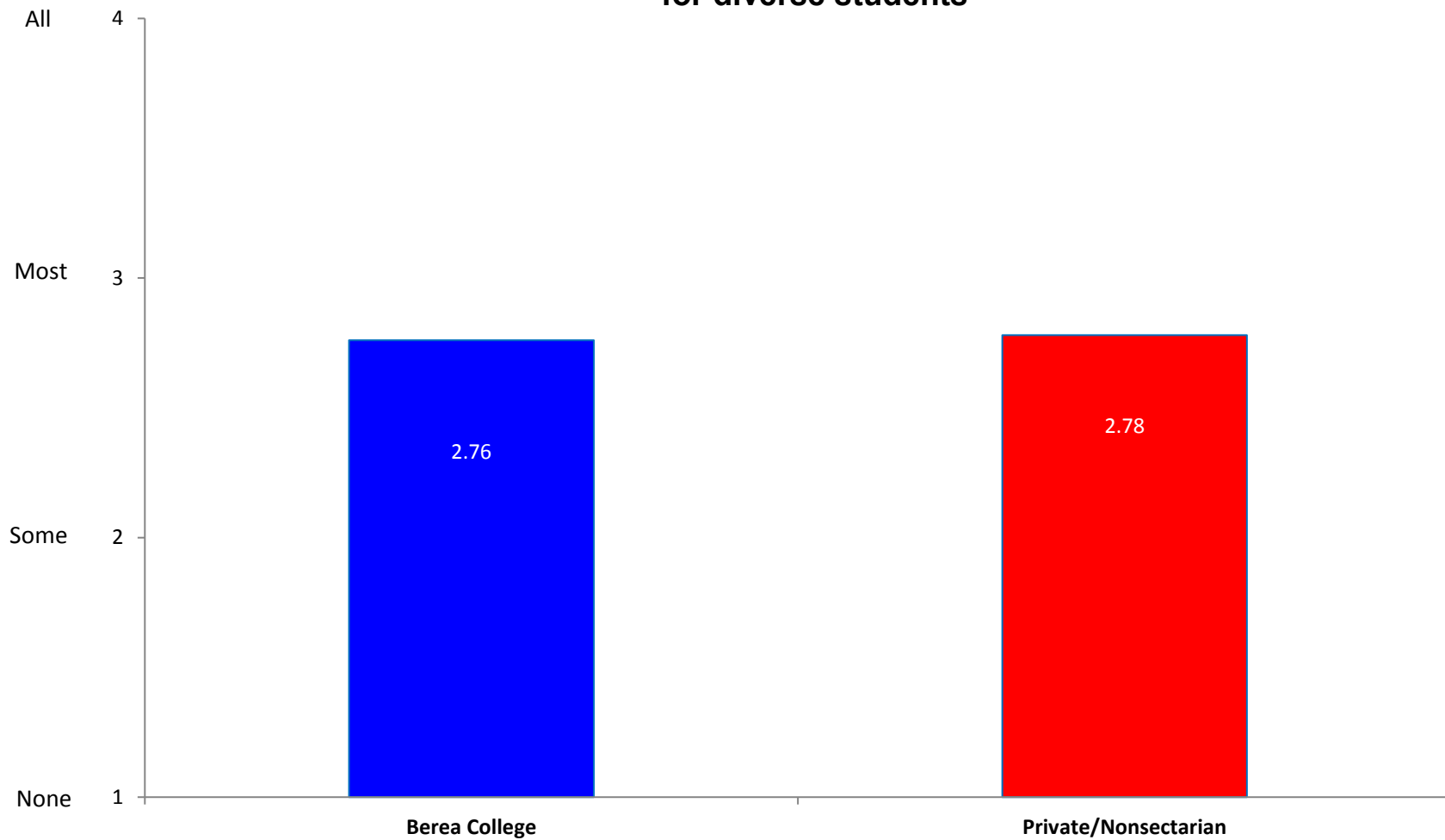


Higher Education Research Institute (HERI) Faculty Survey

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



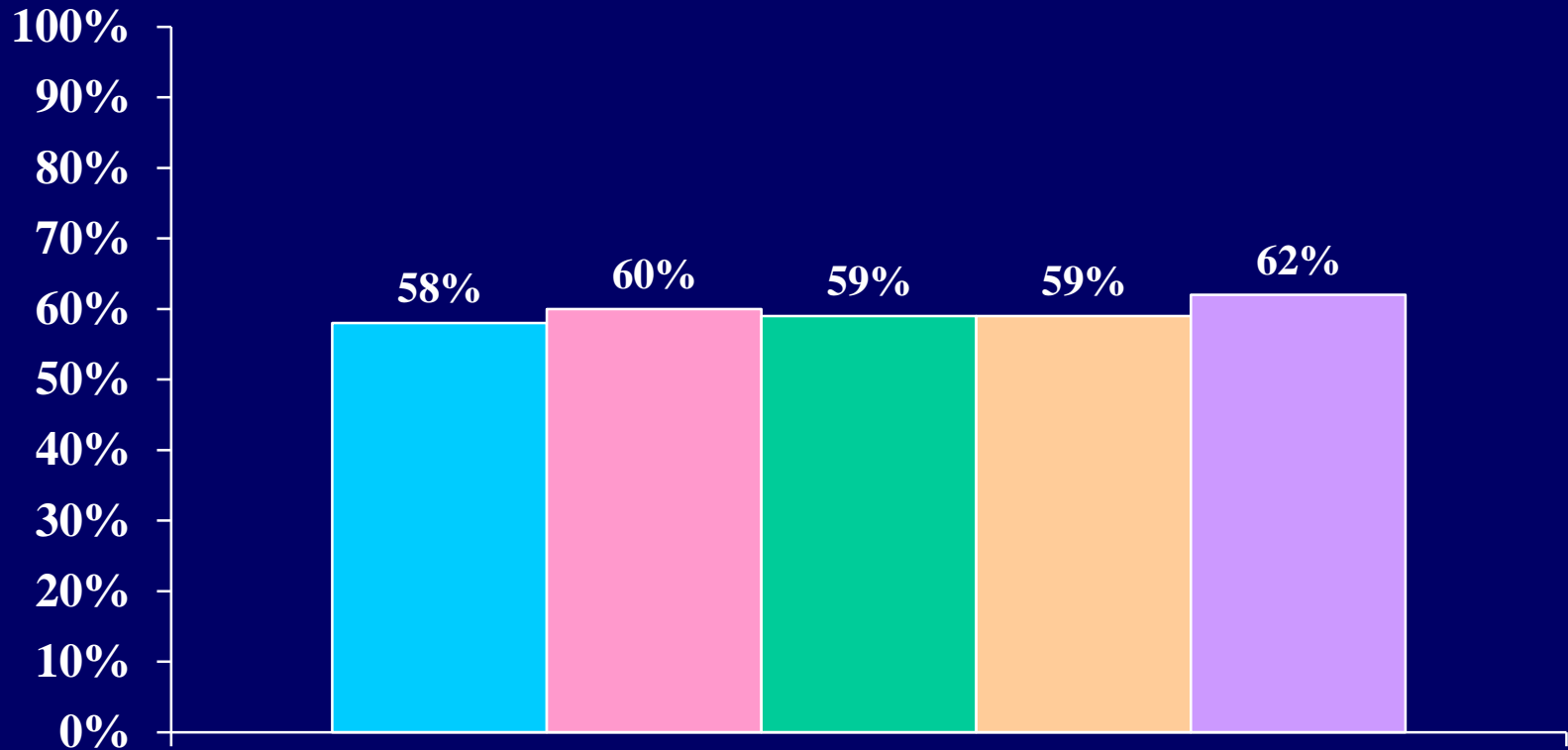
Techniques to create an inclusive classroom environment for diverse students



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

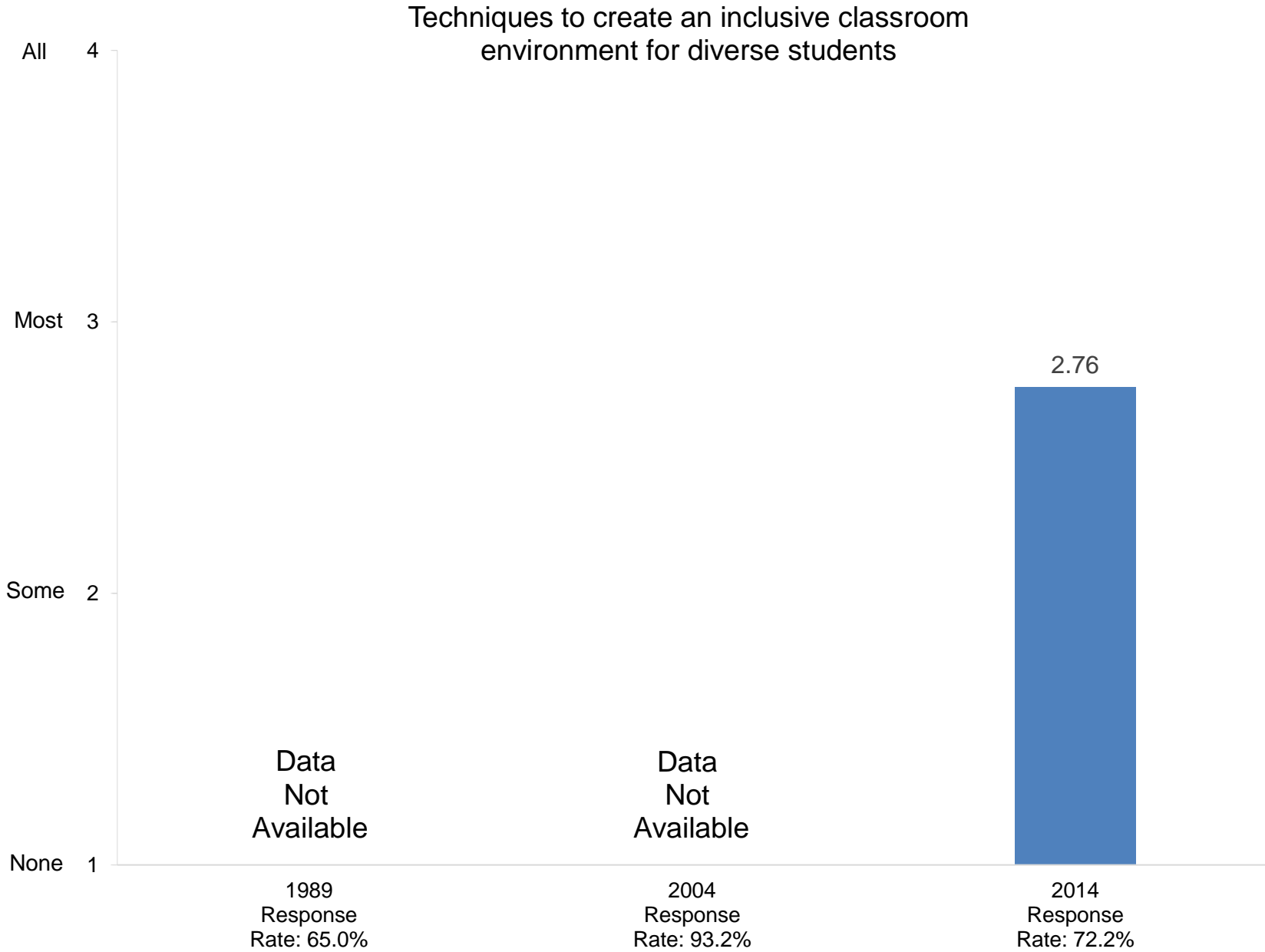
Percent of faculty who indicated “all” or “most”

*Techniques to create an inclusive classroom environment
for diverse students*

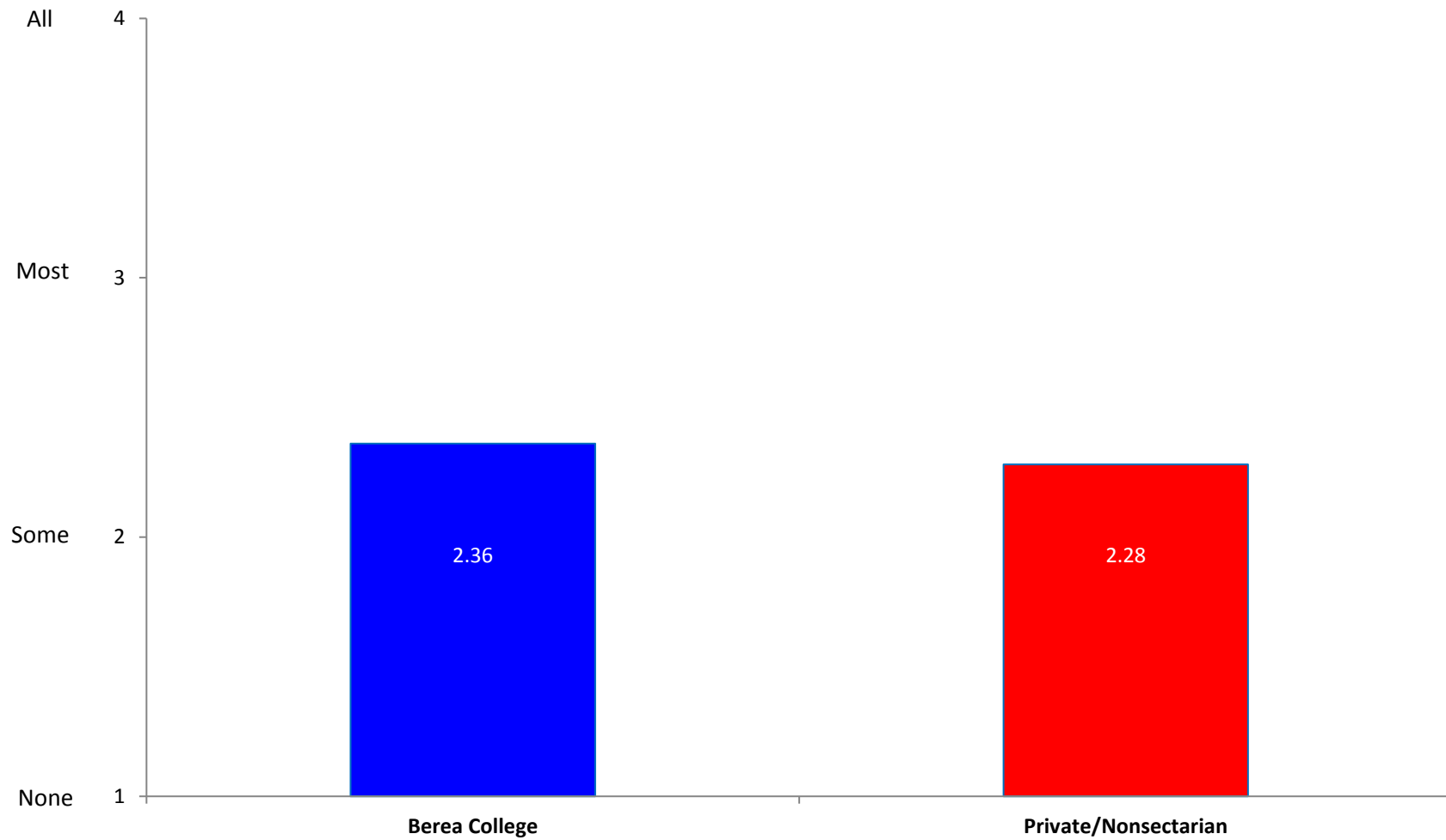


Higher Education Research Institute (HERI) Faculty Survey

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



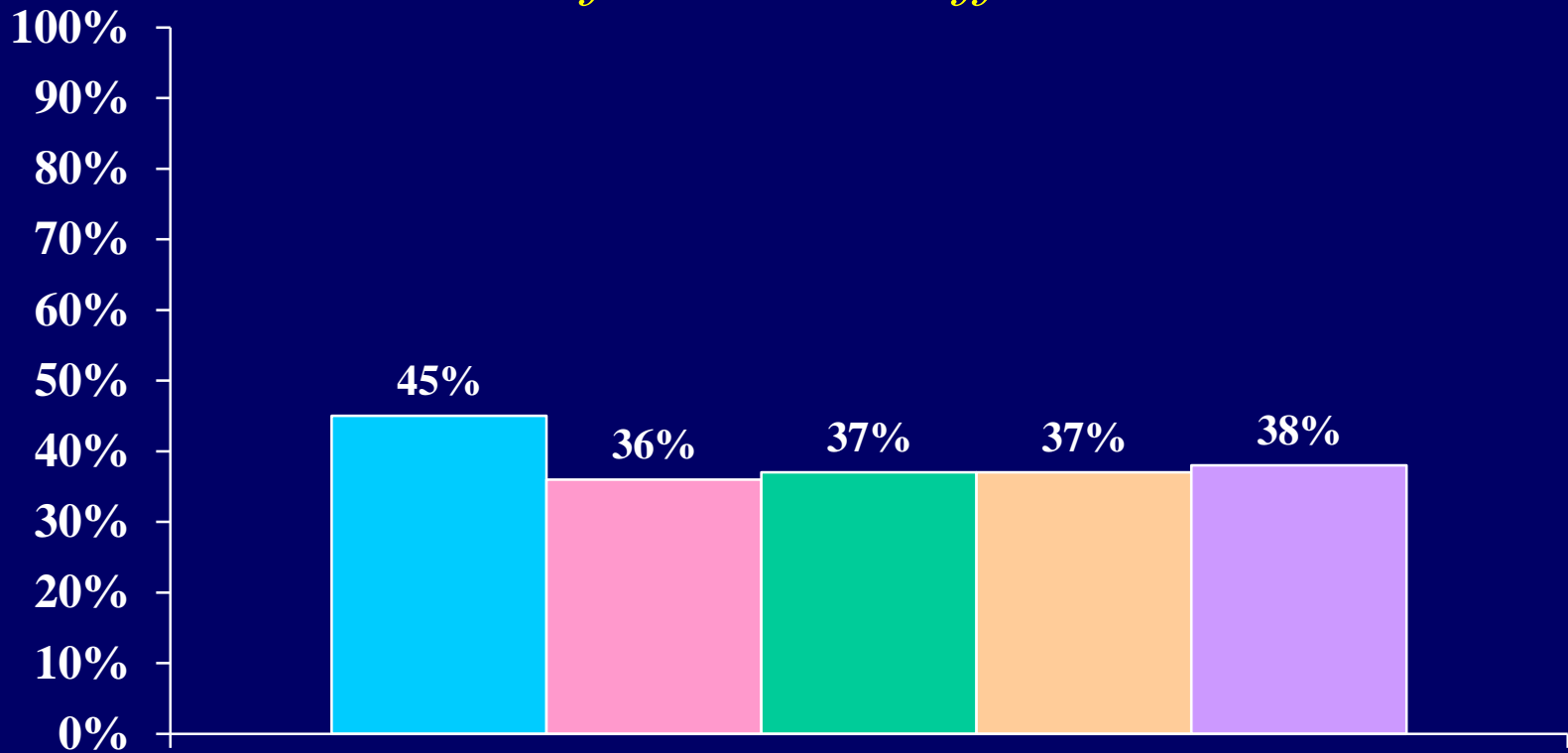
Supplemental instruction that is outside of class and office hours



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

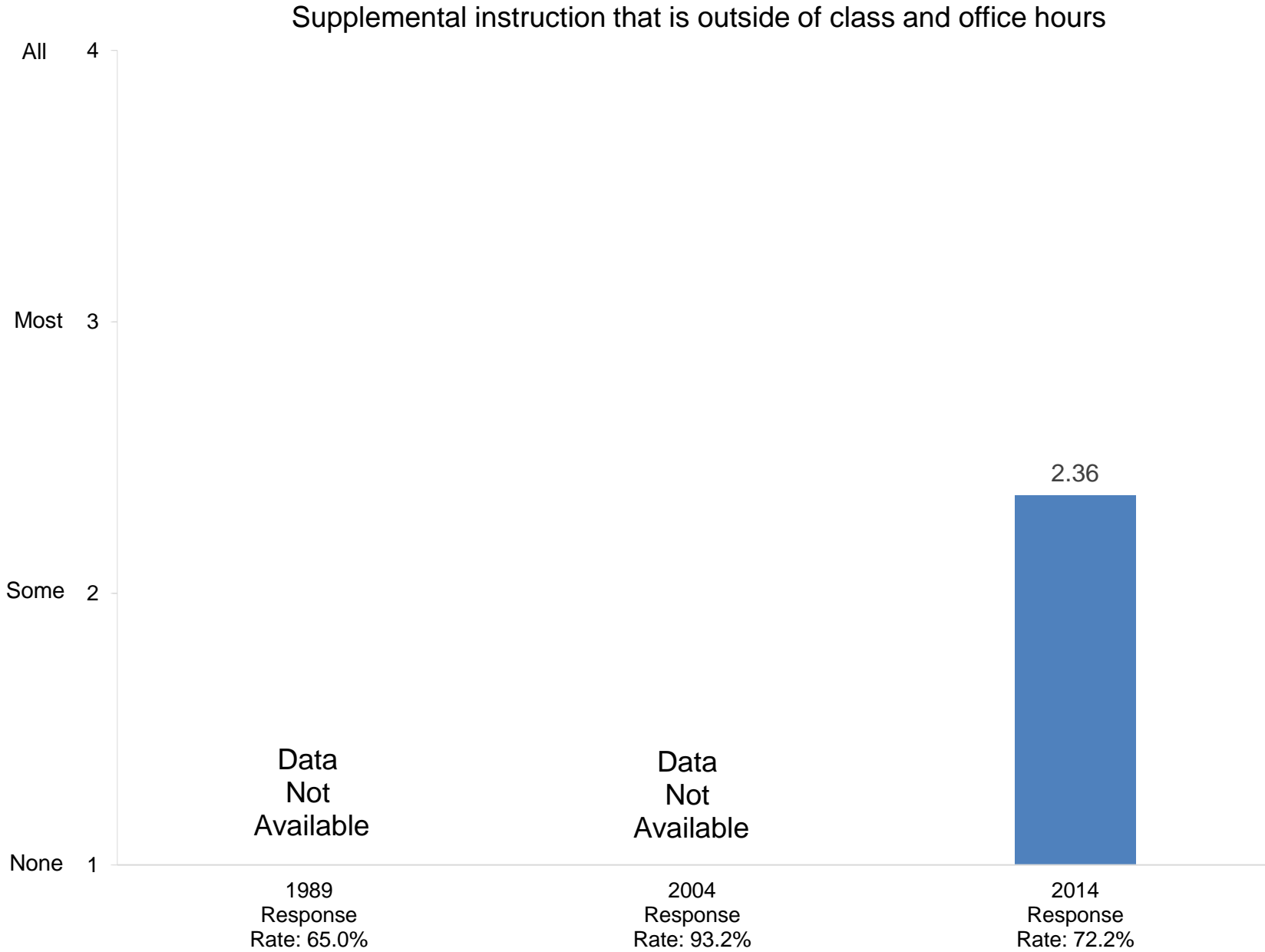
Percent of faculty who indicated “all” or “most”

Supplemental instruction that is outside of class and office hours

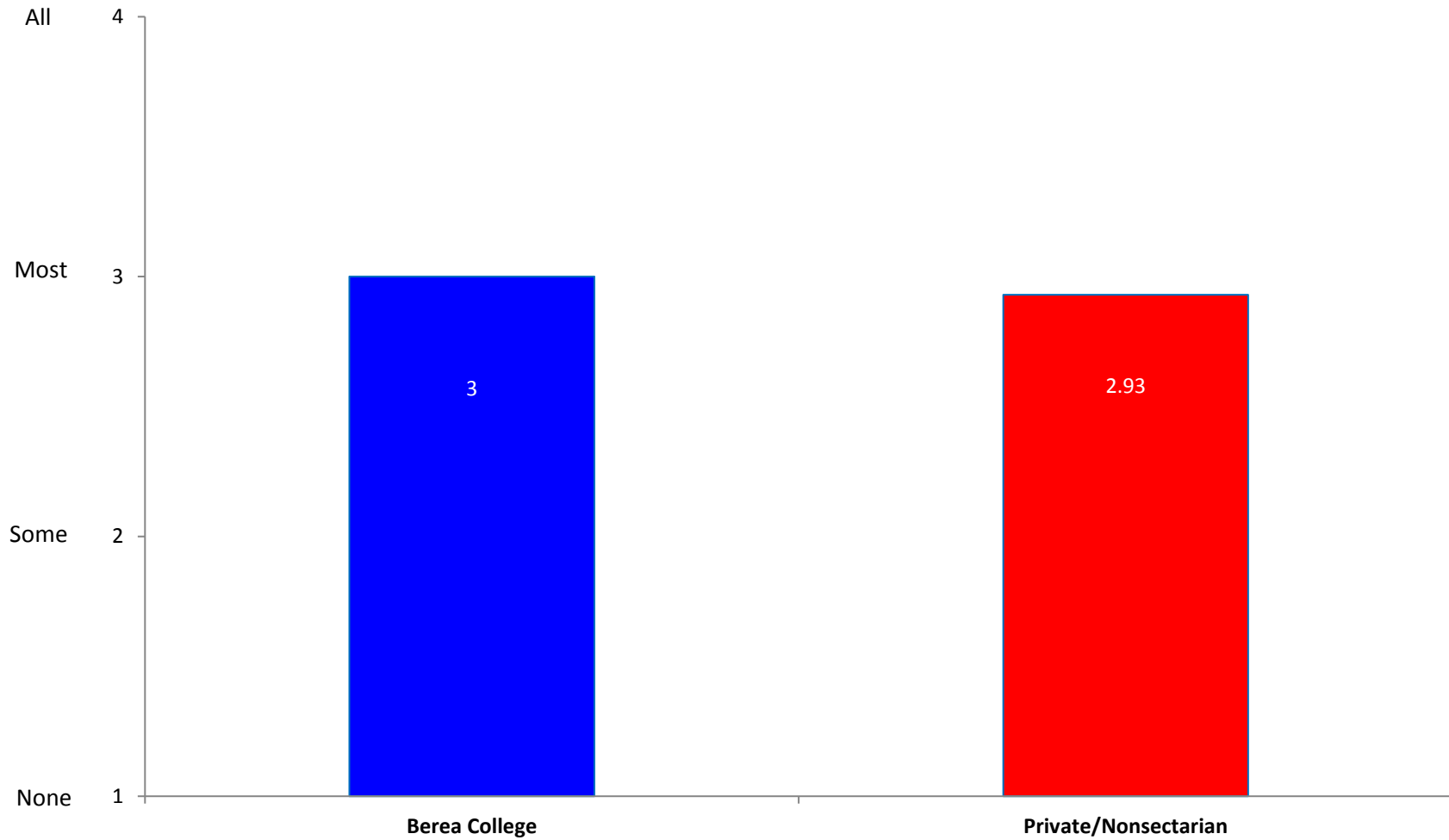


Higher Education Research Institute (HERI) Faculty Survey

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



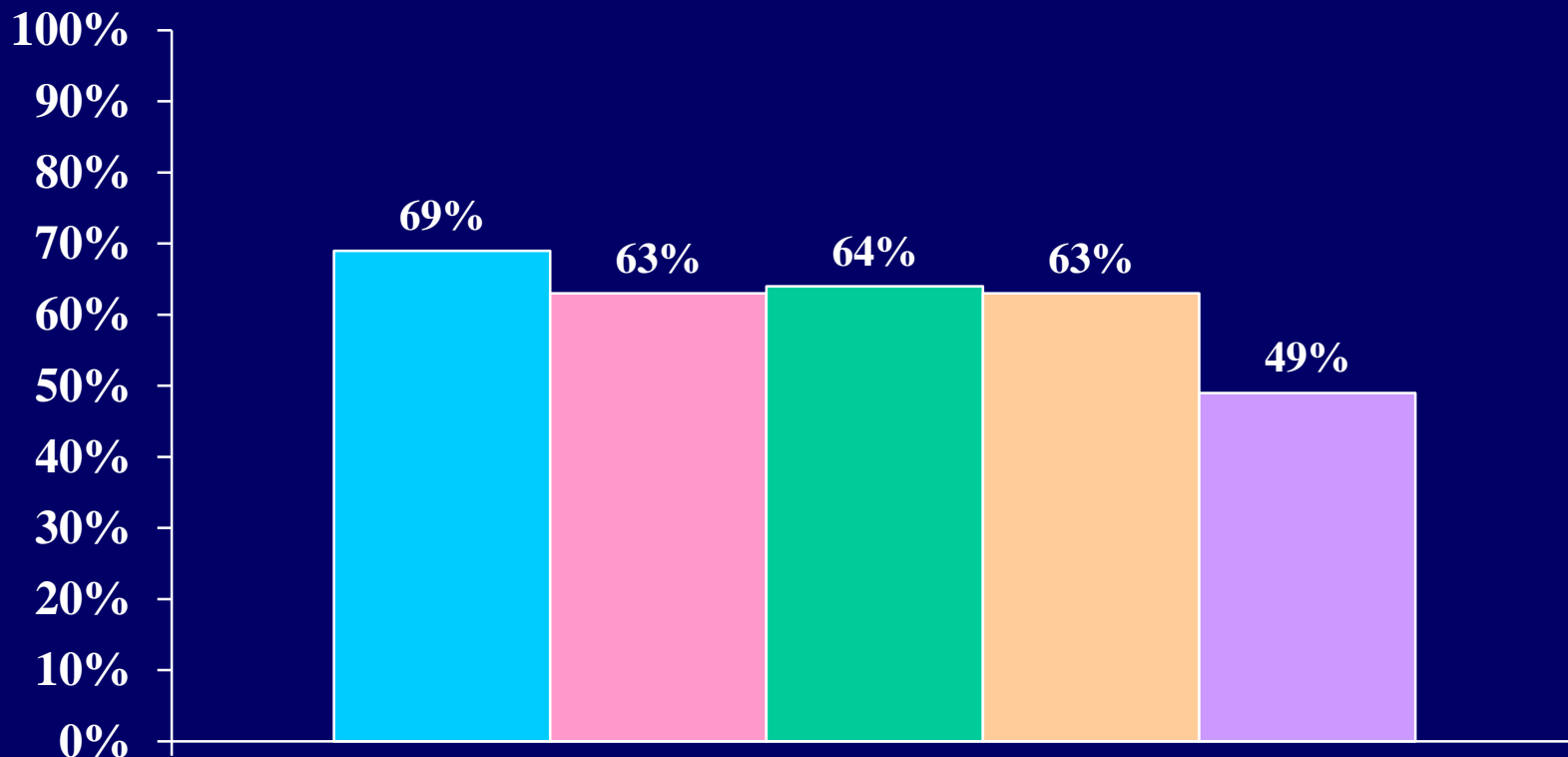
Student presentations



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

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

Student presentations



 Berea

 Benchmark
Institutions

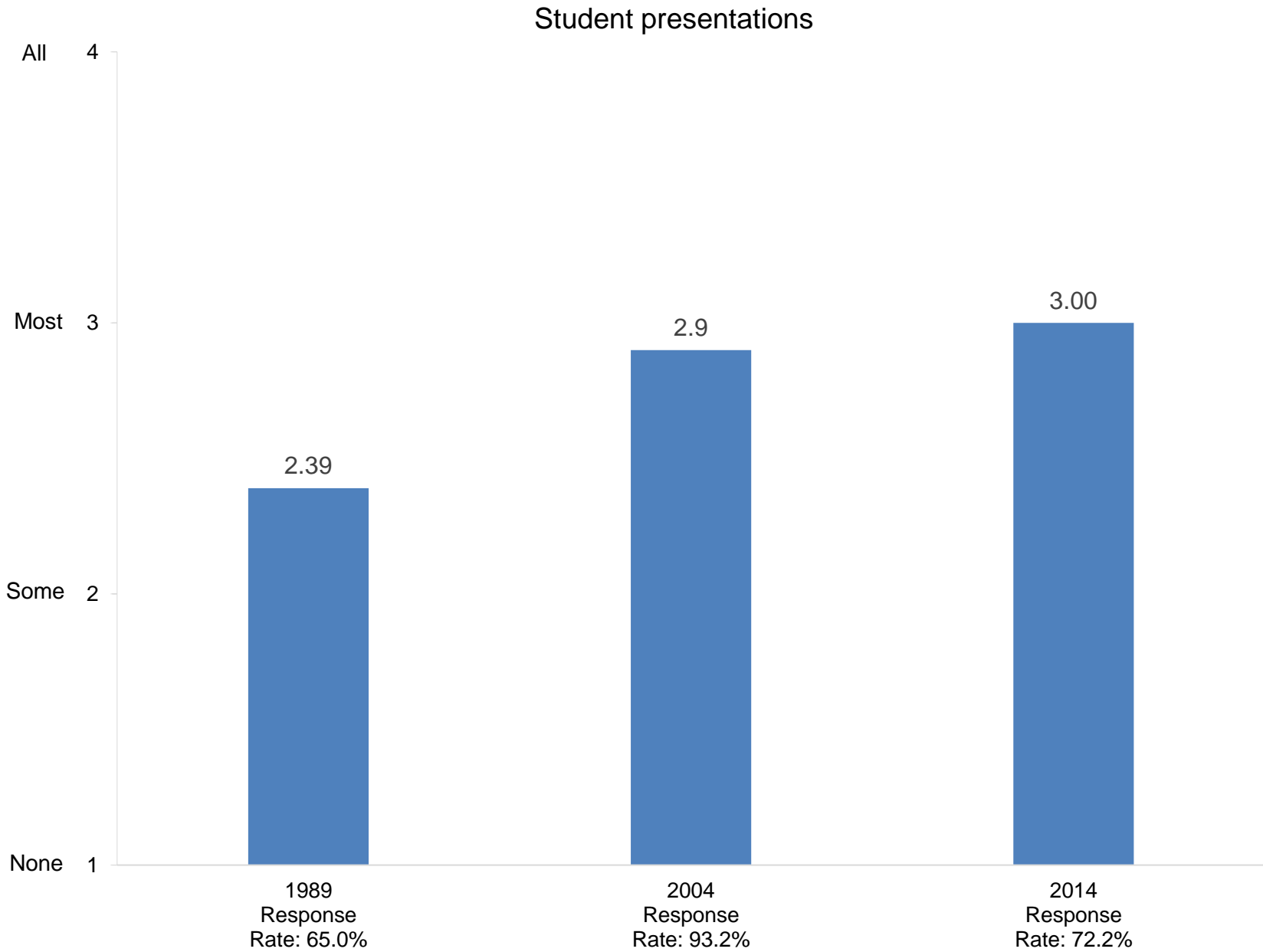
 Non-Sectarian –
High Selectivity

 4-Year
Private

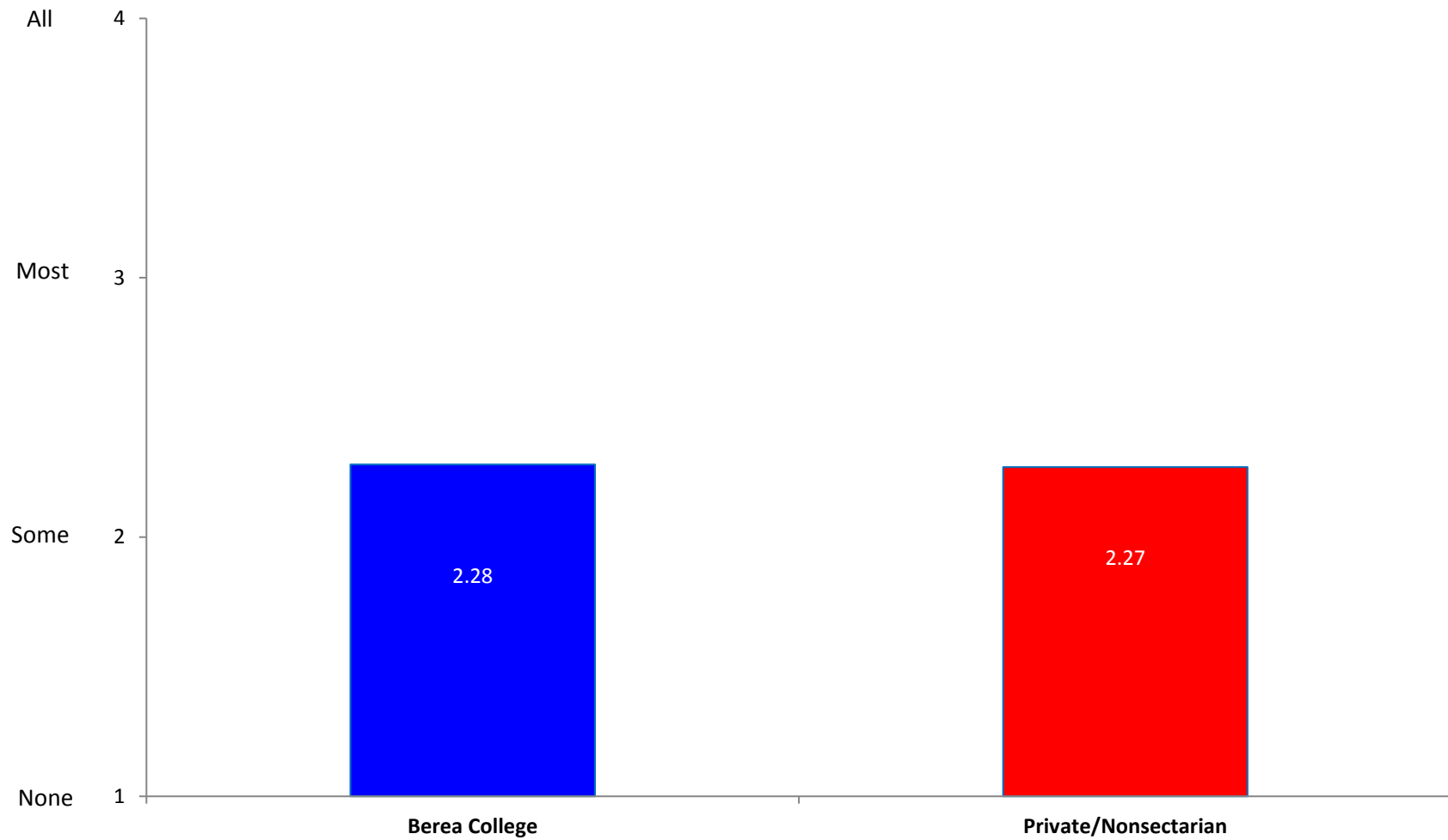
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



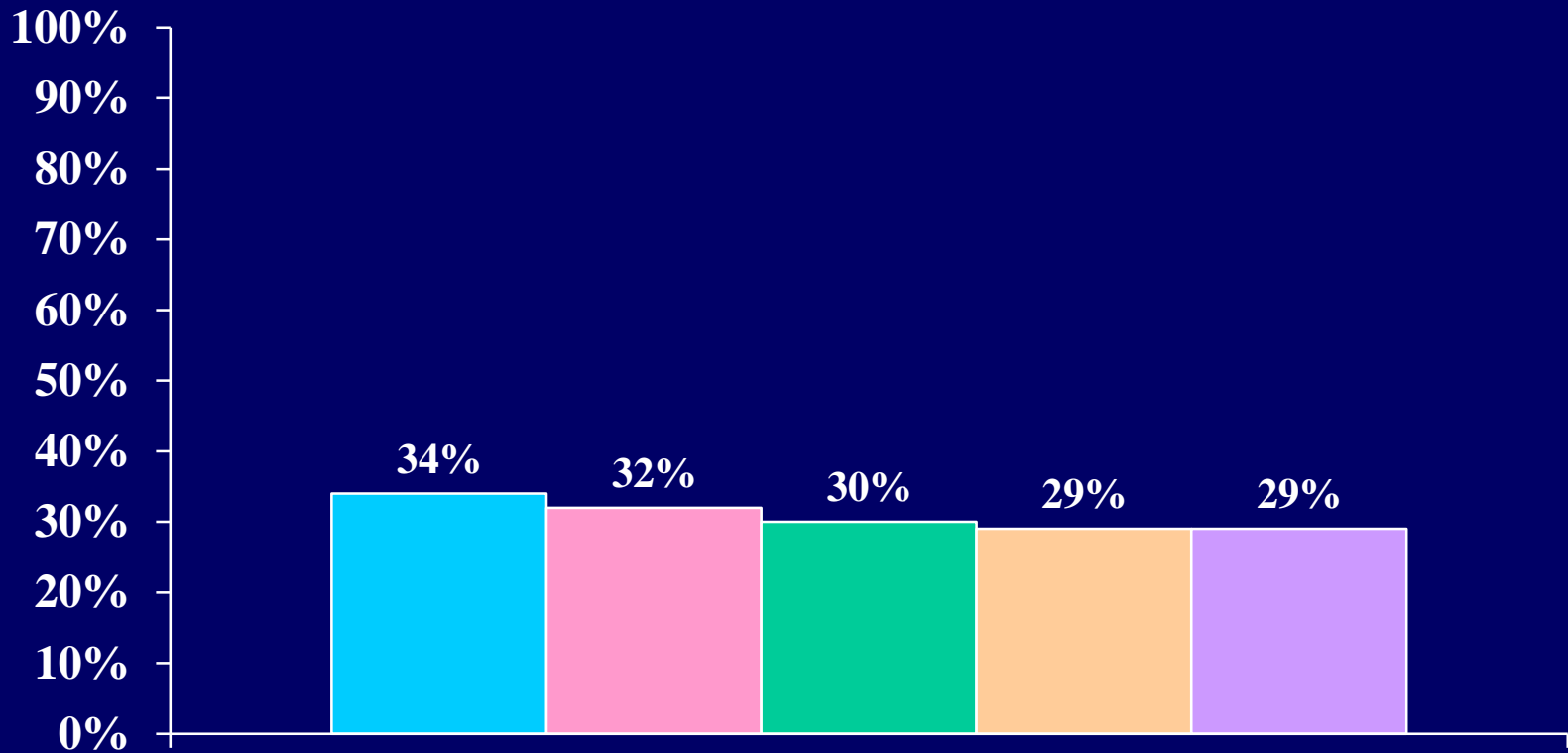
Student evaluations of each others' work



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

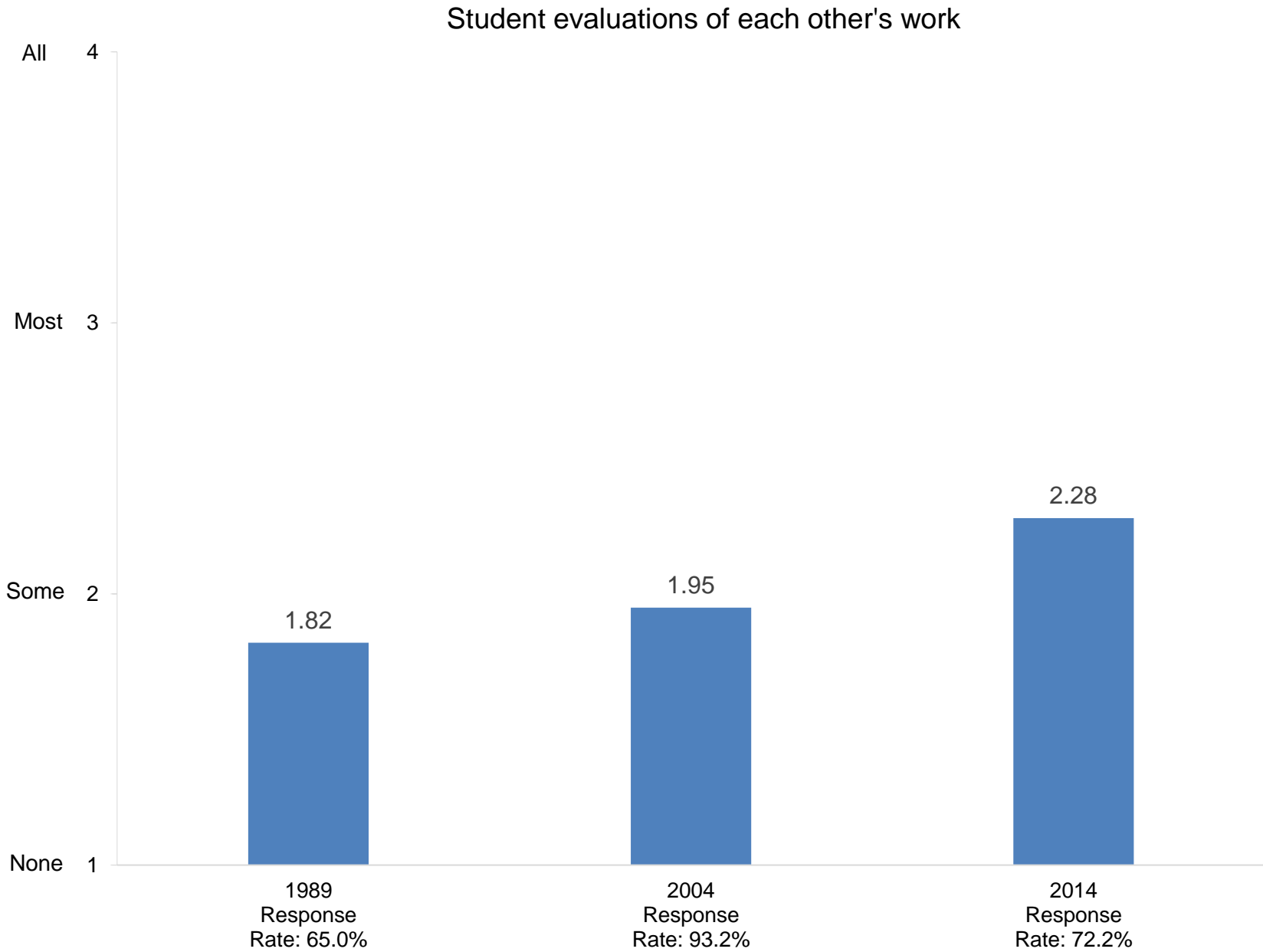
Percent of faculty who indicated “all” or “most”

Student evaluations of each others' work



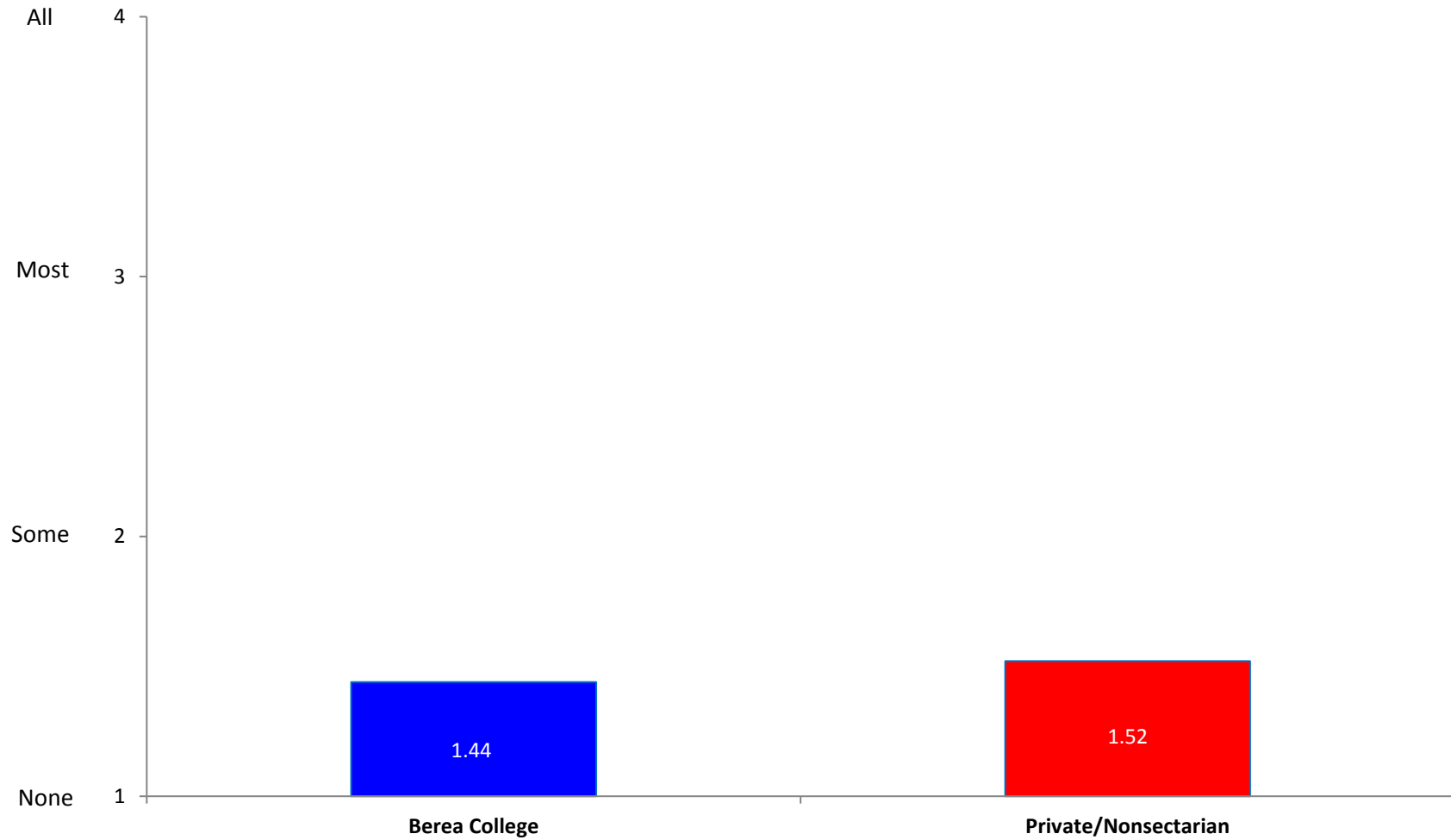
Higher Education Research Institute (HERI) Faculty Survey

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



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

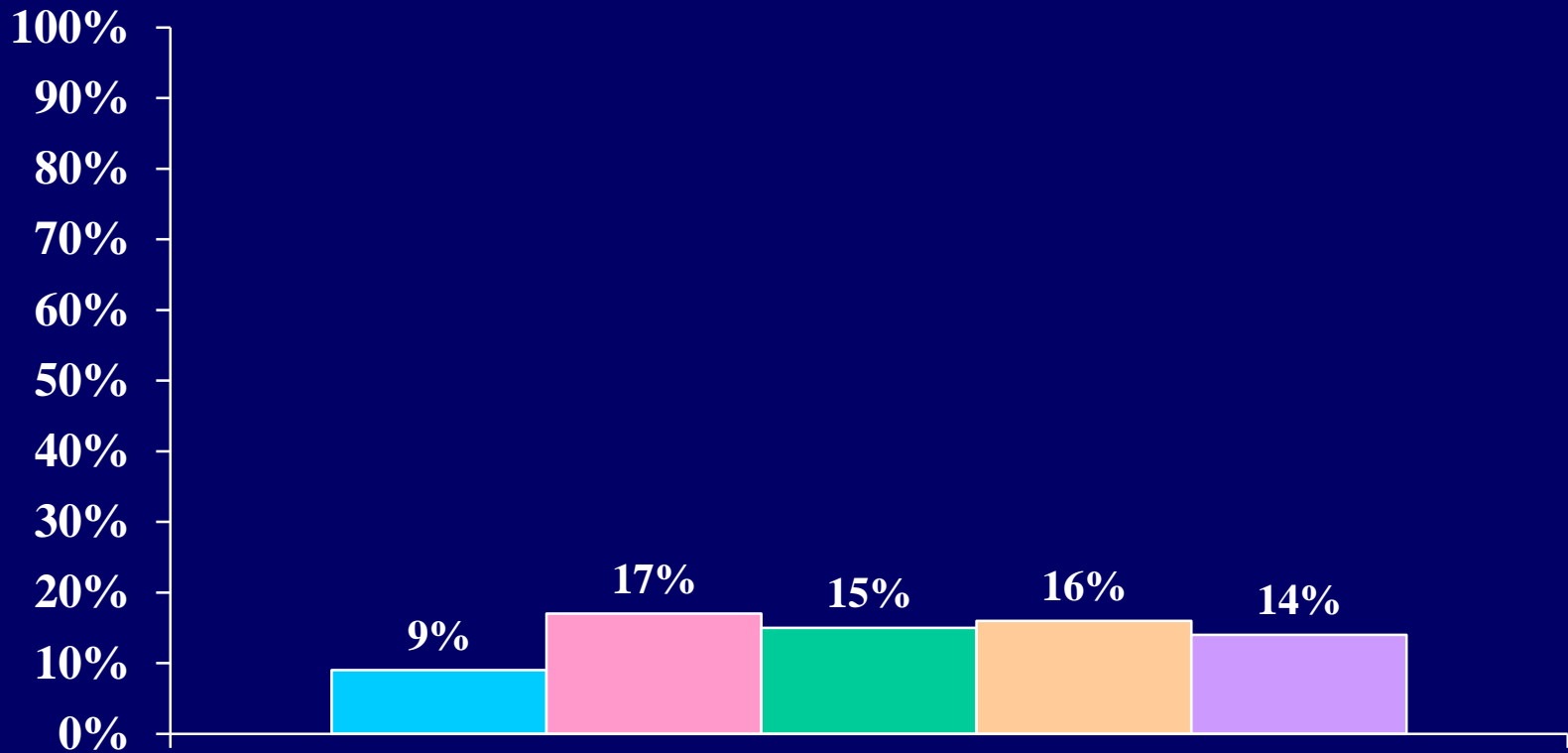
Grading on a curve



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

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

Grading on a curve



 Berea

 Benchmark
Institutions

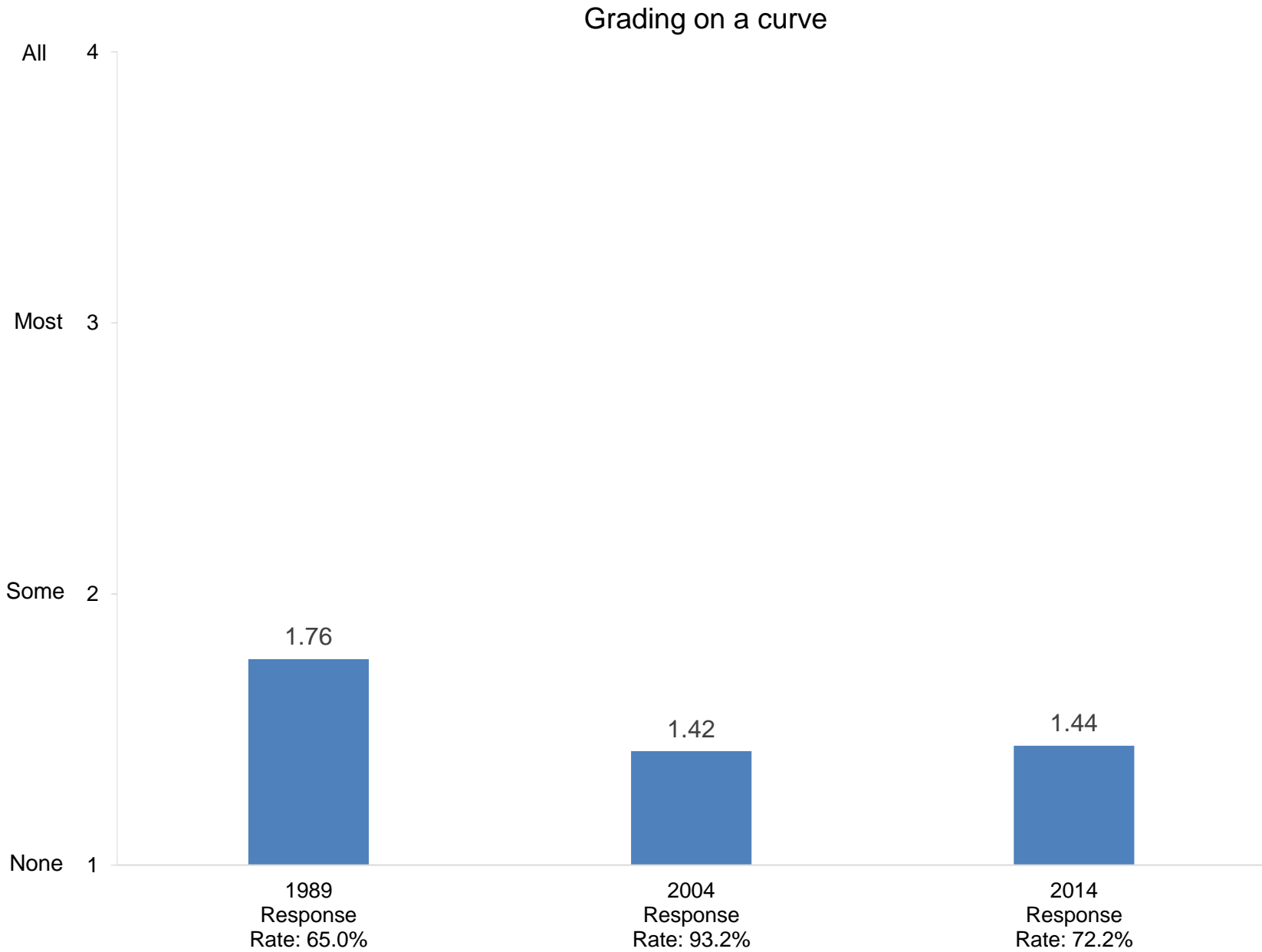
 Non-Sectarian –
High Selectivity

 4-Year
Private

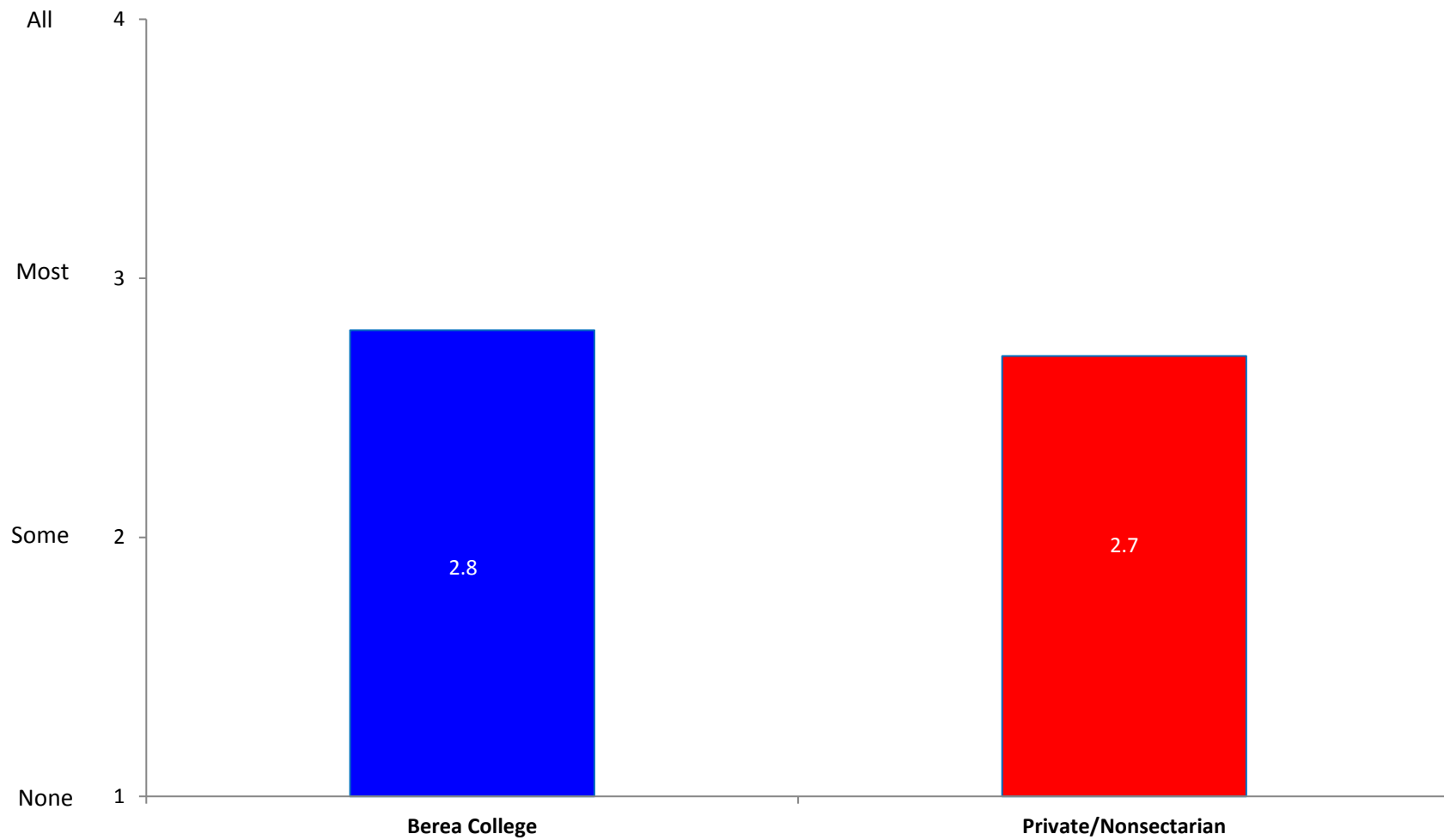
 Publics

Higher Education Research Institute (HERI) Faculty Survey

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



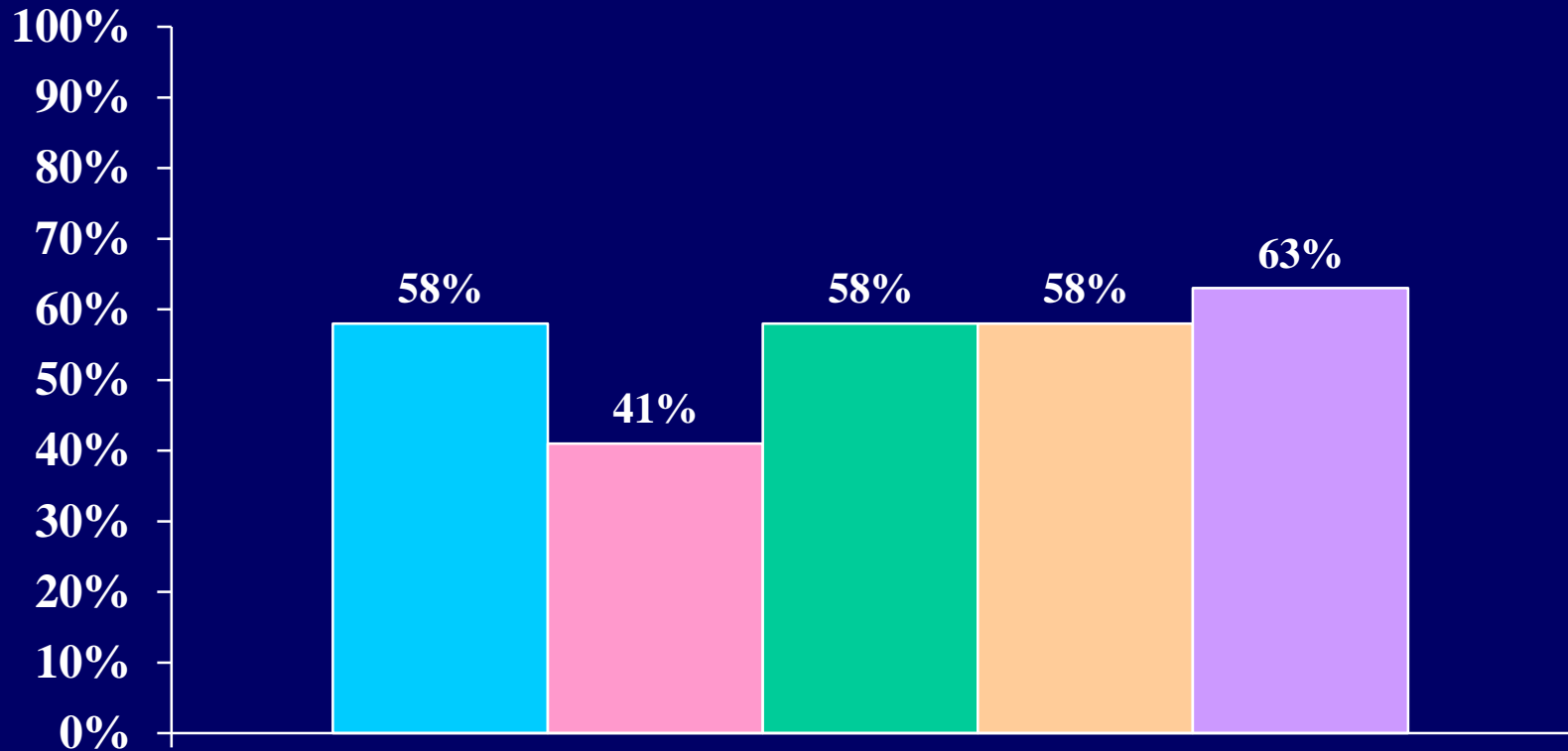
Rubric-based assessment



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

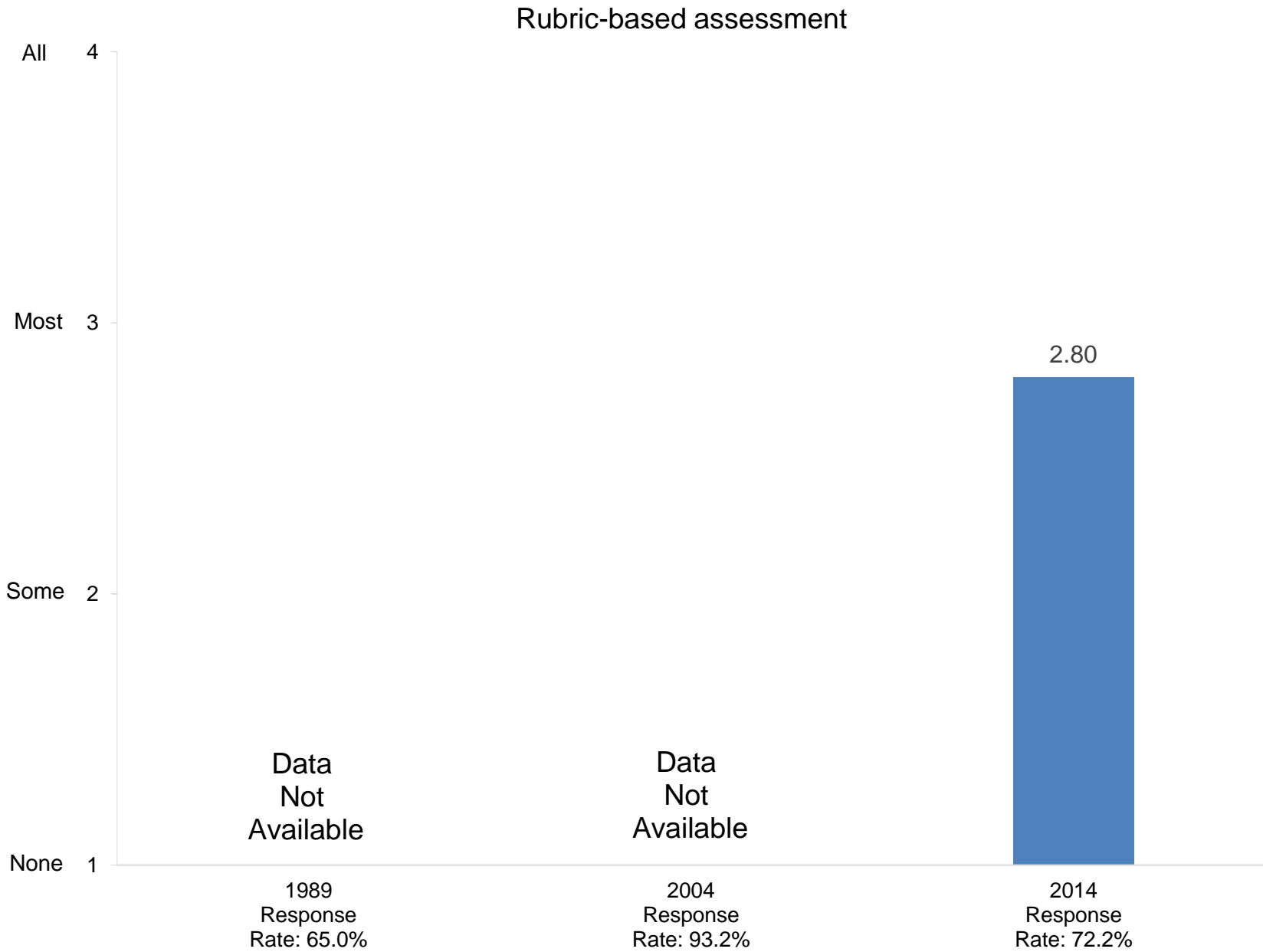
Percent of faculty who indicated “all” or “most”

Rubric-based assessment



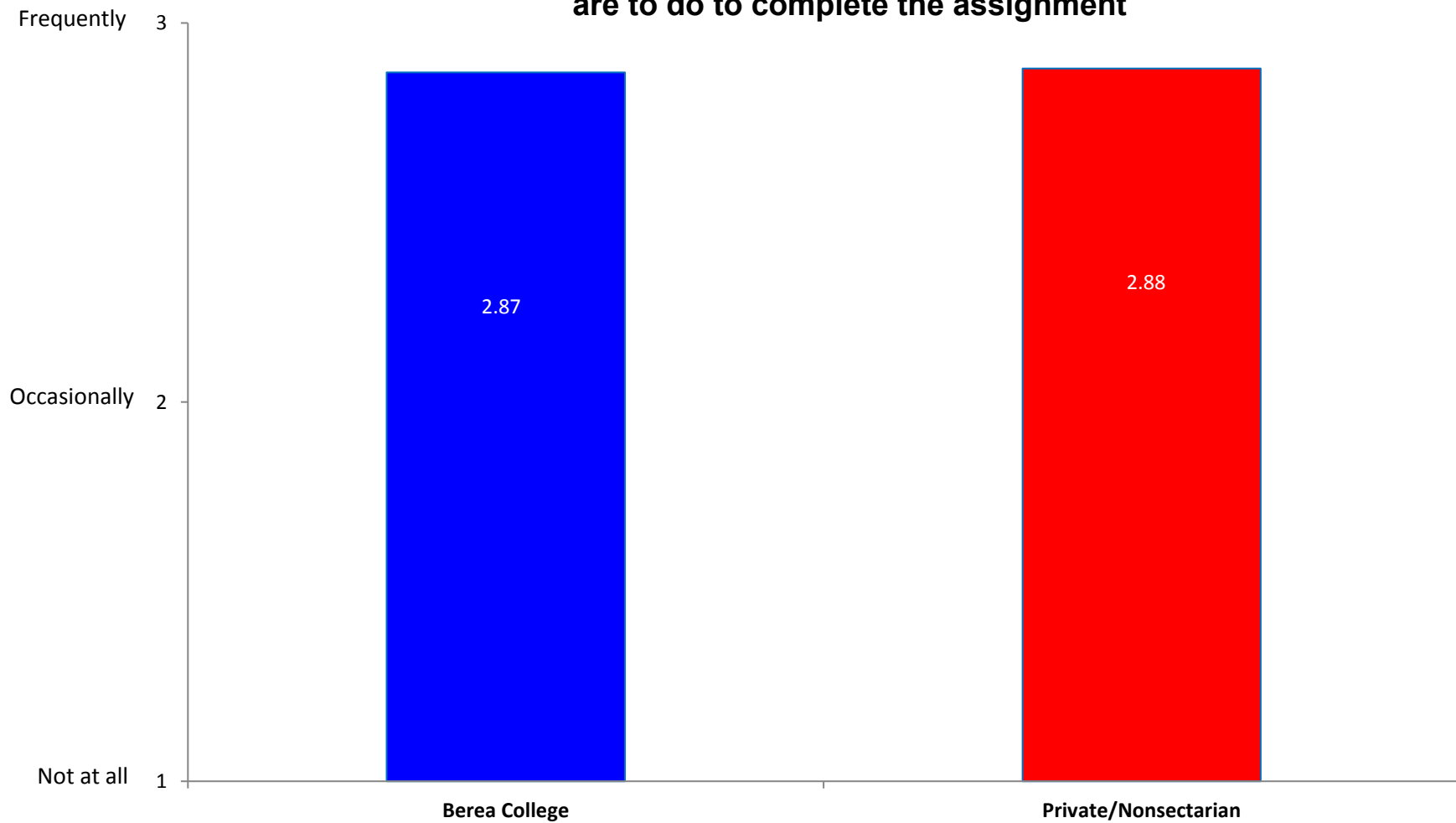
Higher Education Research Institute (HERI) Faculty Survey

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



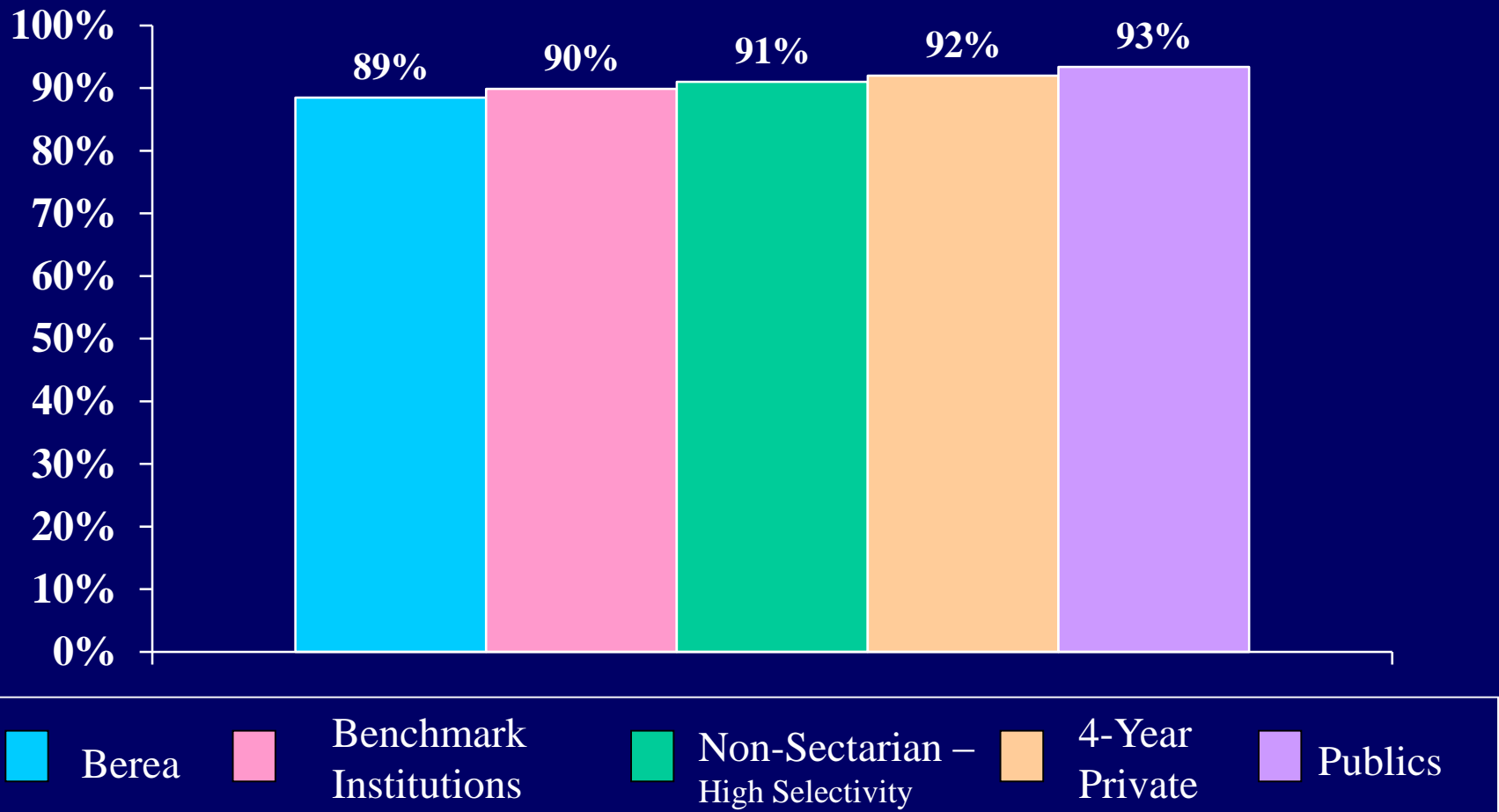
In creating assignments for your courses, how often do you:

Provide instructions clearly delineating what students are to do to complete the assignment



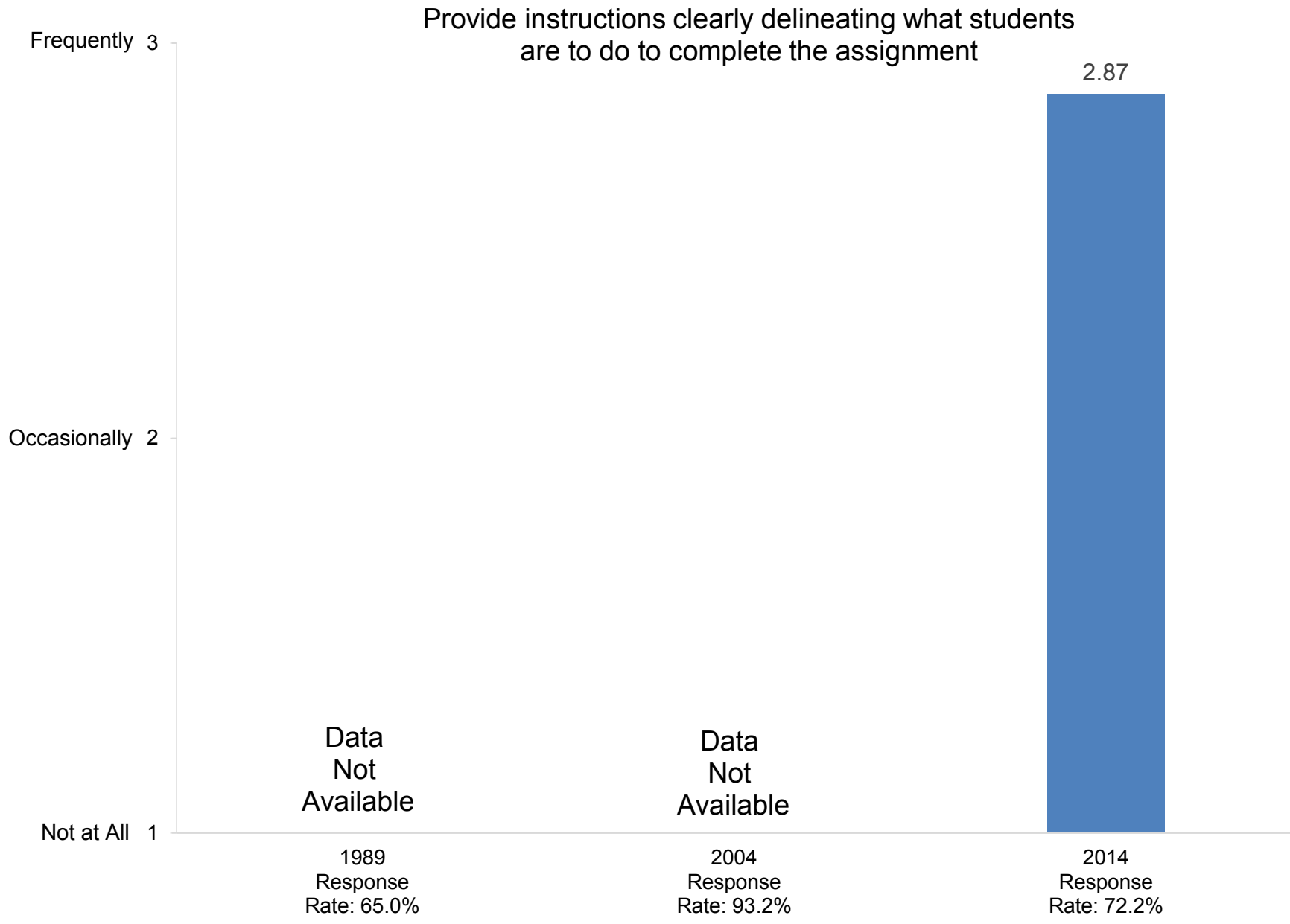
In creating assignments for your courses, how often do you
Percent of faculty who indicated “frequently”

Provide instructions clearly delineating what students are to do to complete the assignment



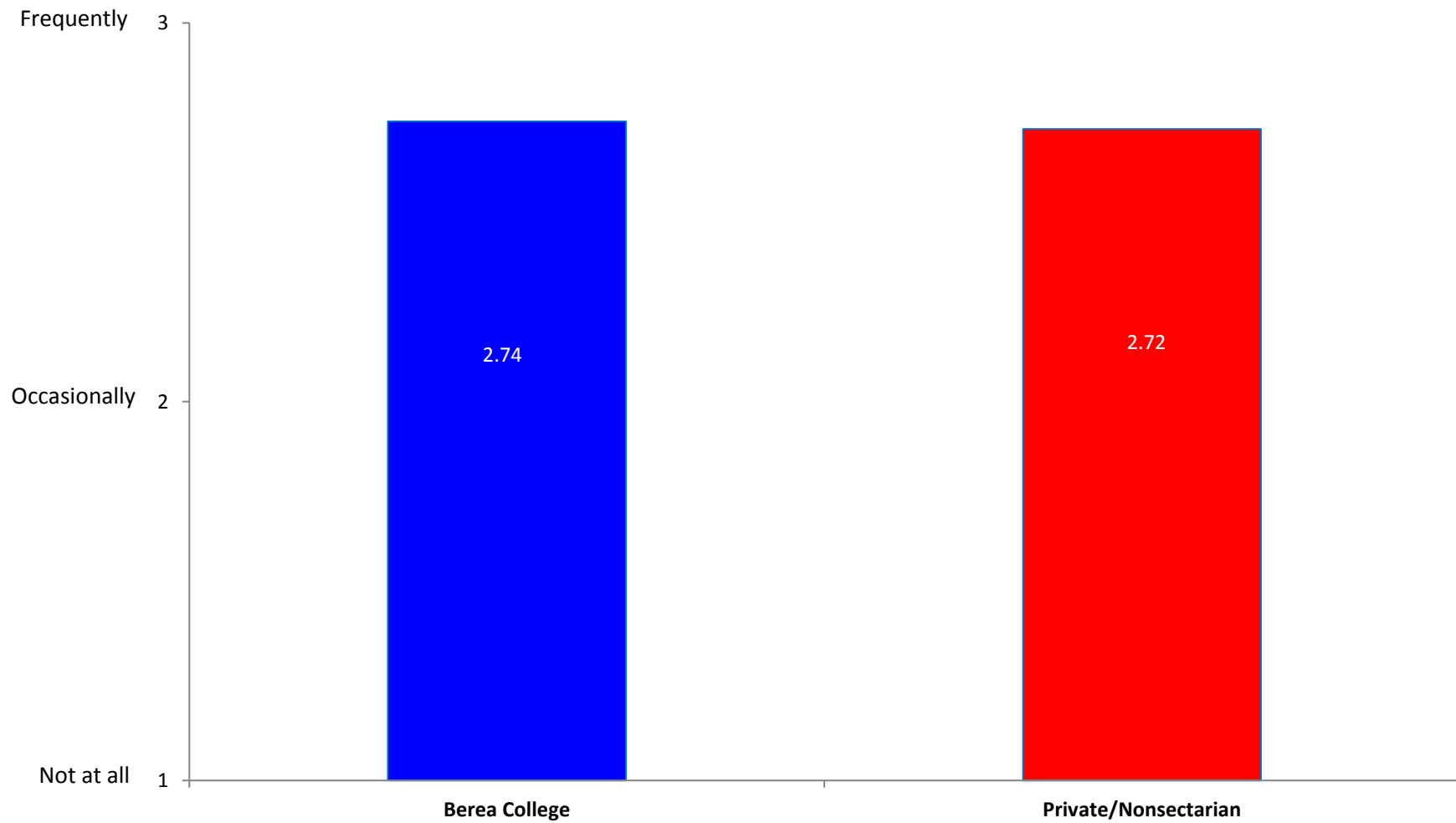
Higher Education Research Institute (HERI) Faculty Survey

In creating assignments for your courses, how often do you:



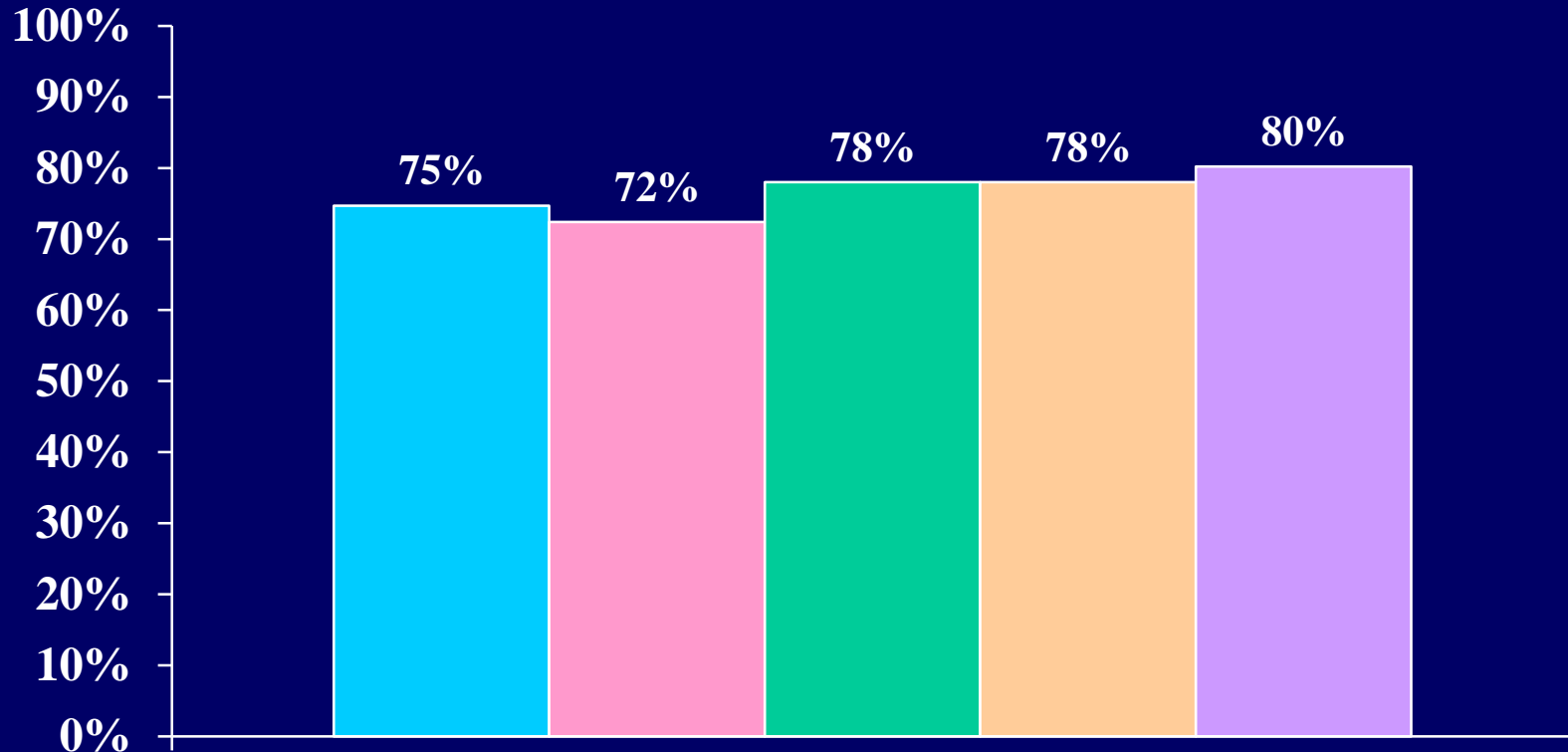
In creating assignments for your courses, how often do you:

Explain what you want students to gain from the assignment



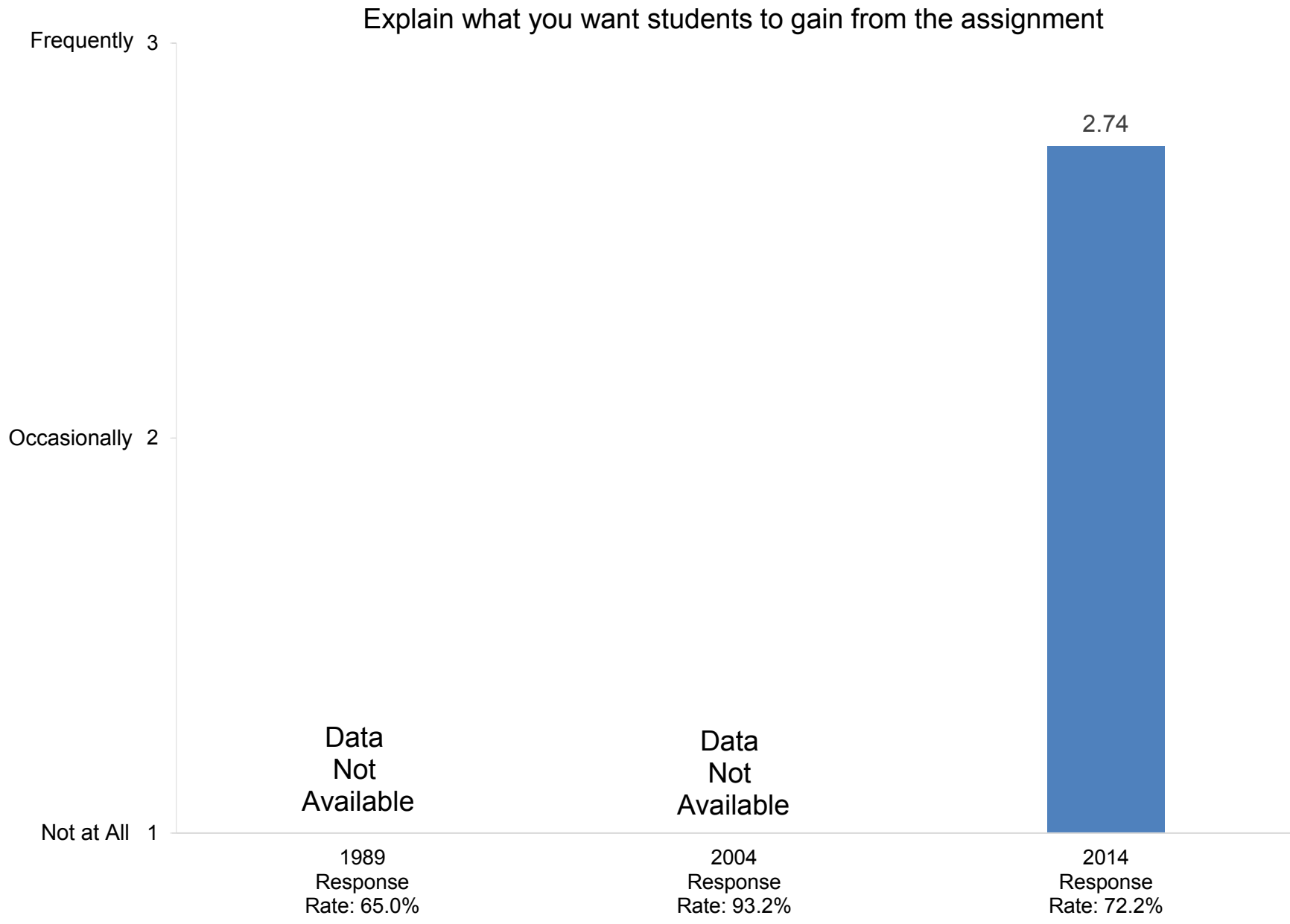
In creating assignments for your courses, how often do you
Percent of faculty who indicated “frequently”

Explain what you want to gain from the assignment

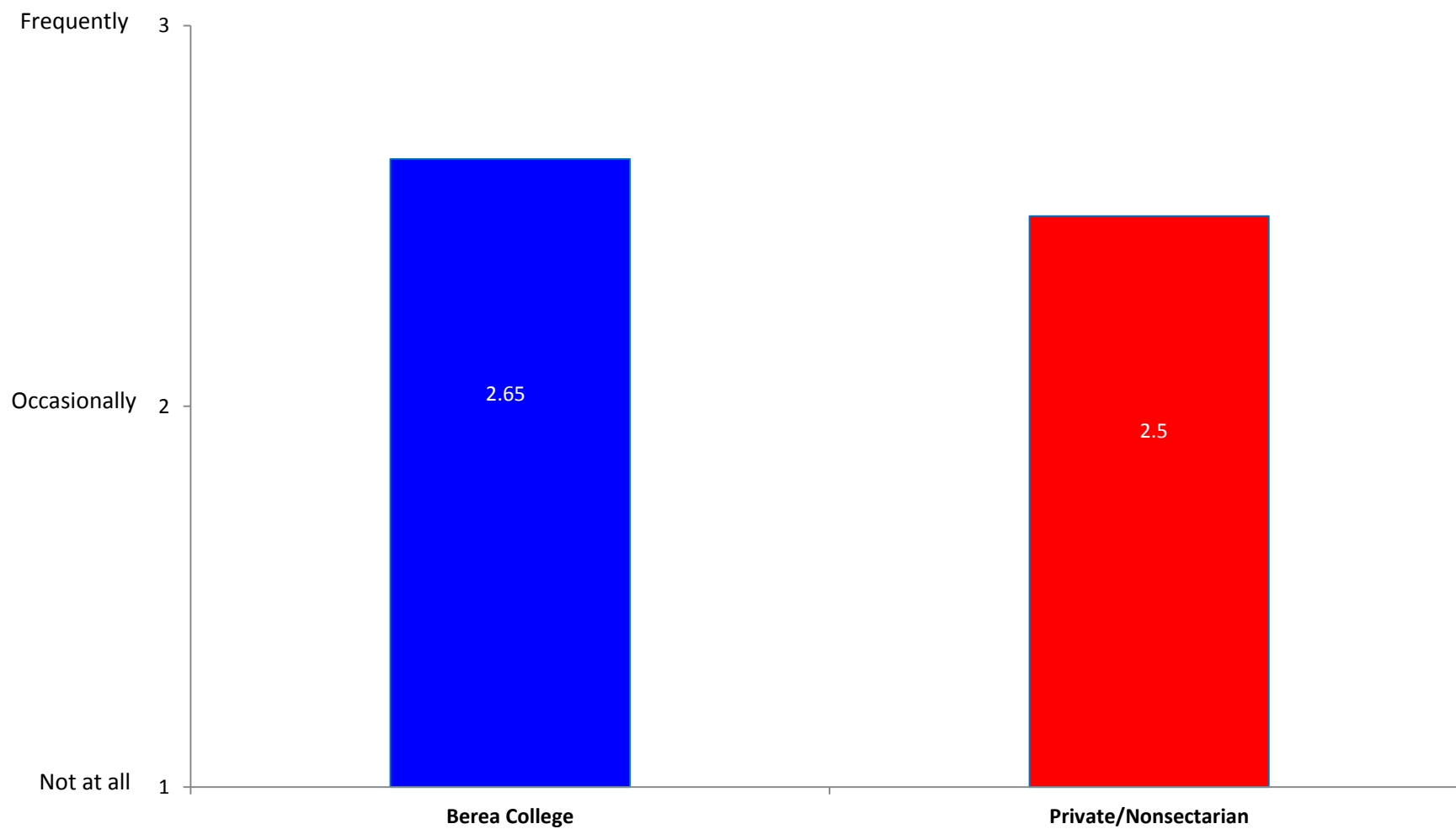


Higher Education Research Institute (HERI) Faculty Survey

In creating assignments for your courses, how often do you:



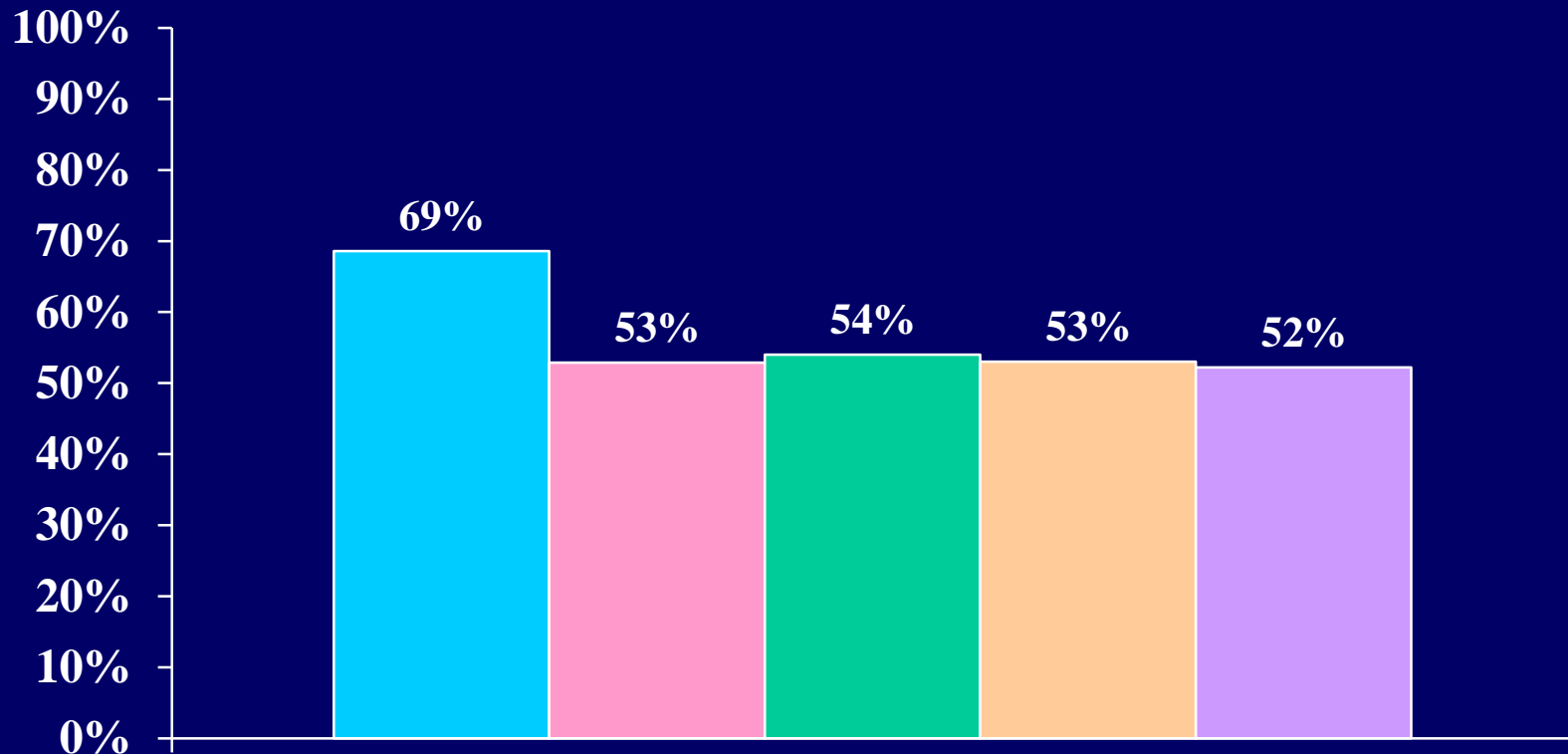
Provide feedback on drafts or work still in progress



In creating assignments for your courses, how often do you

Percent of faculty who indicated “frequently”

Provide feedback on drafts or work still in progress



 Berea

 Benchmark
Institutions

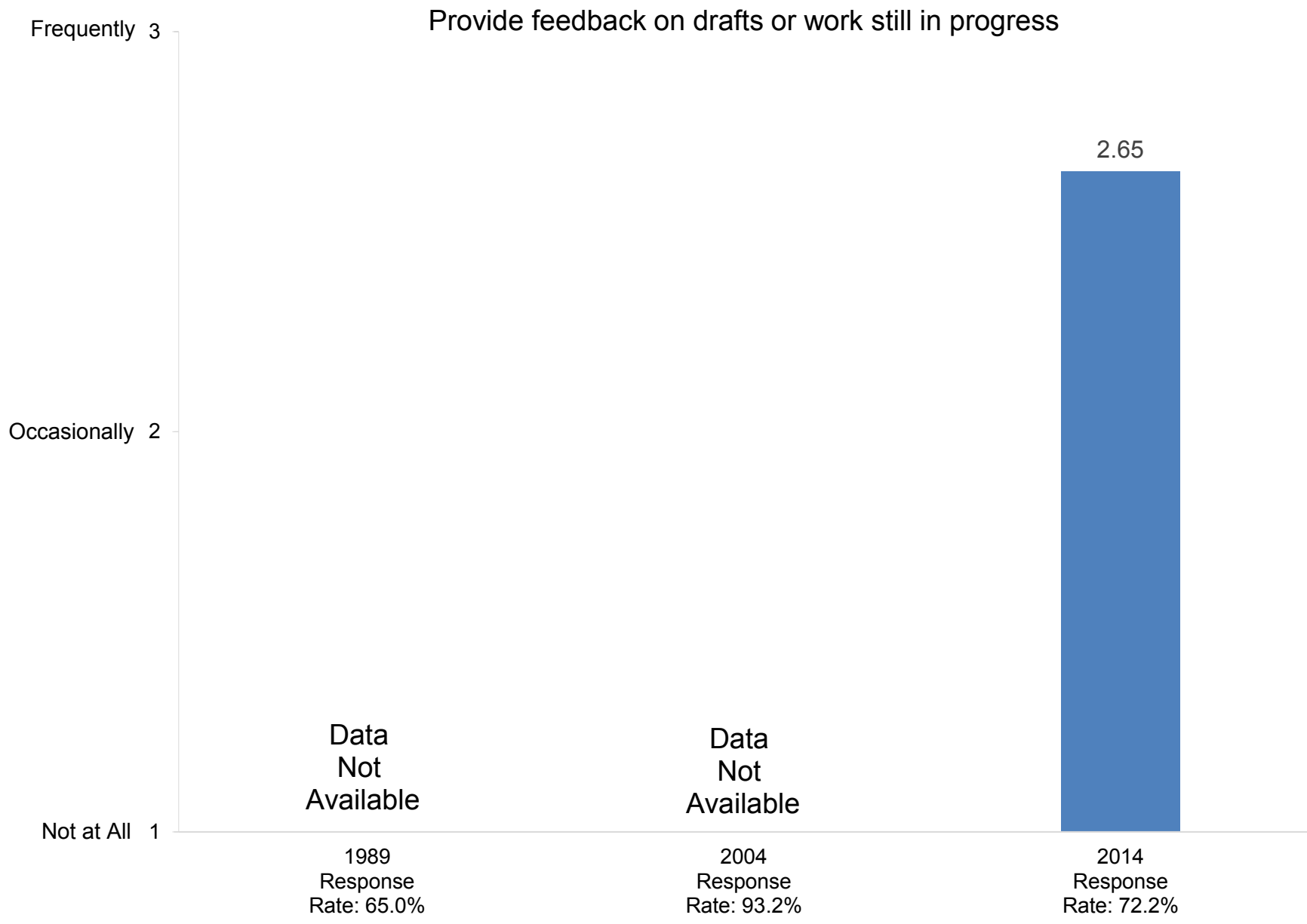
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

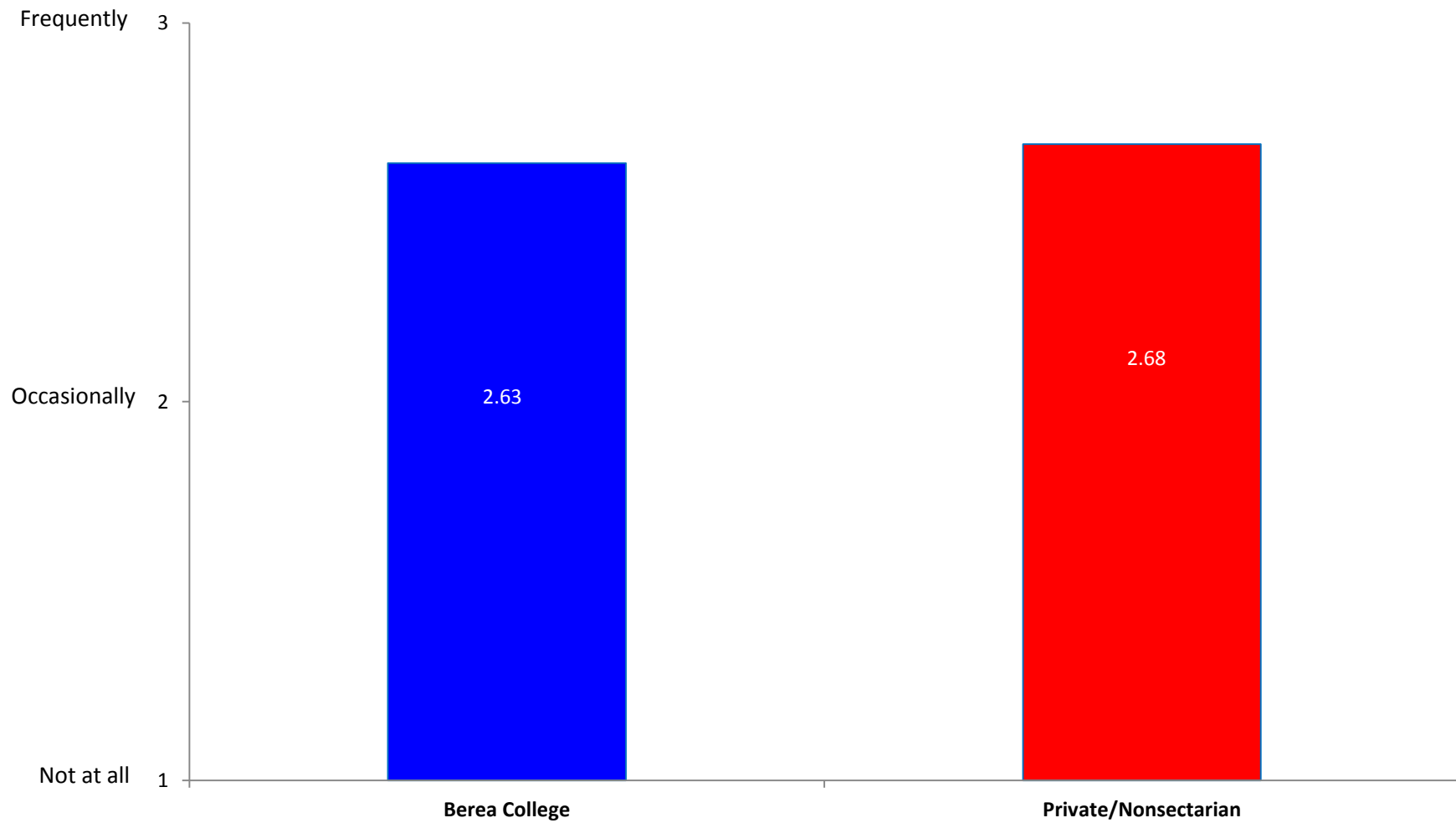
Higher Education Research Institute (HERI) Faculty Survey

In creating assignments for your courses, how often do you:



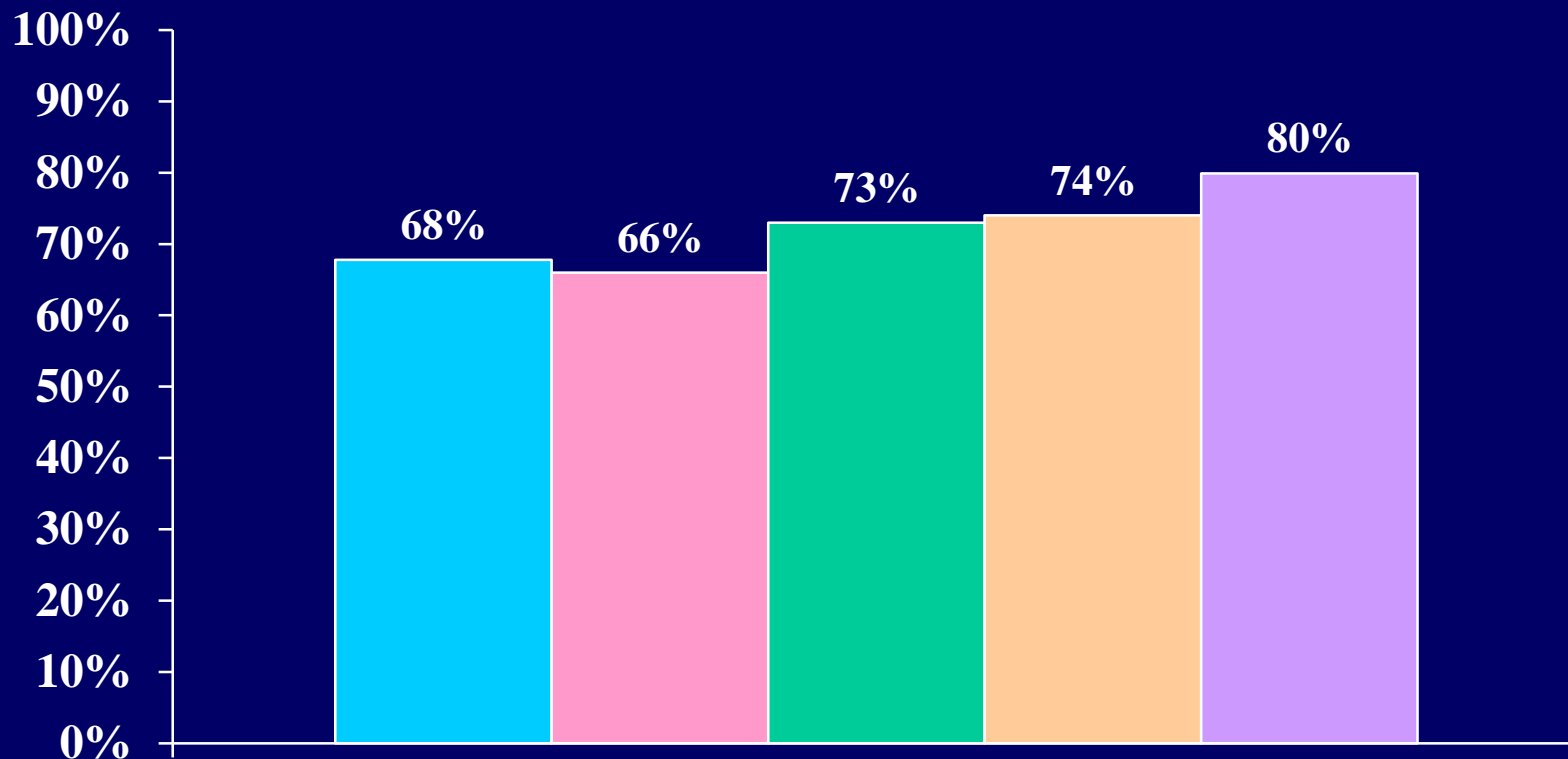
In creating assignments for your courses, how often do you:

Provide in advance the criteria for evaluating the assignment



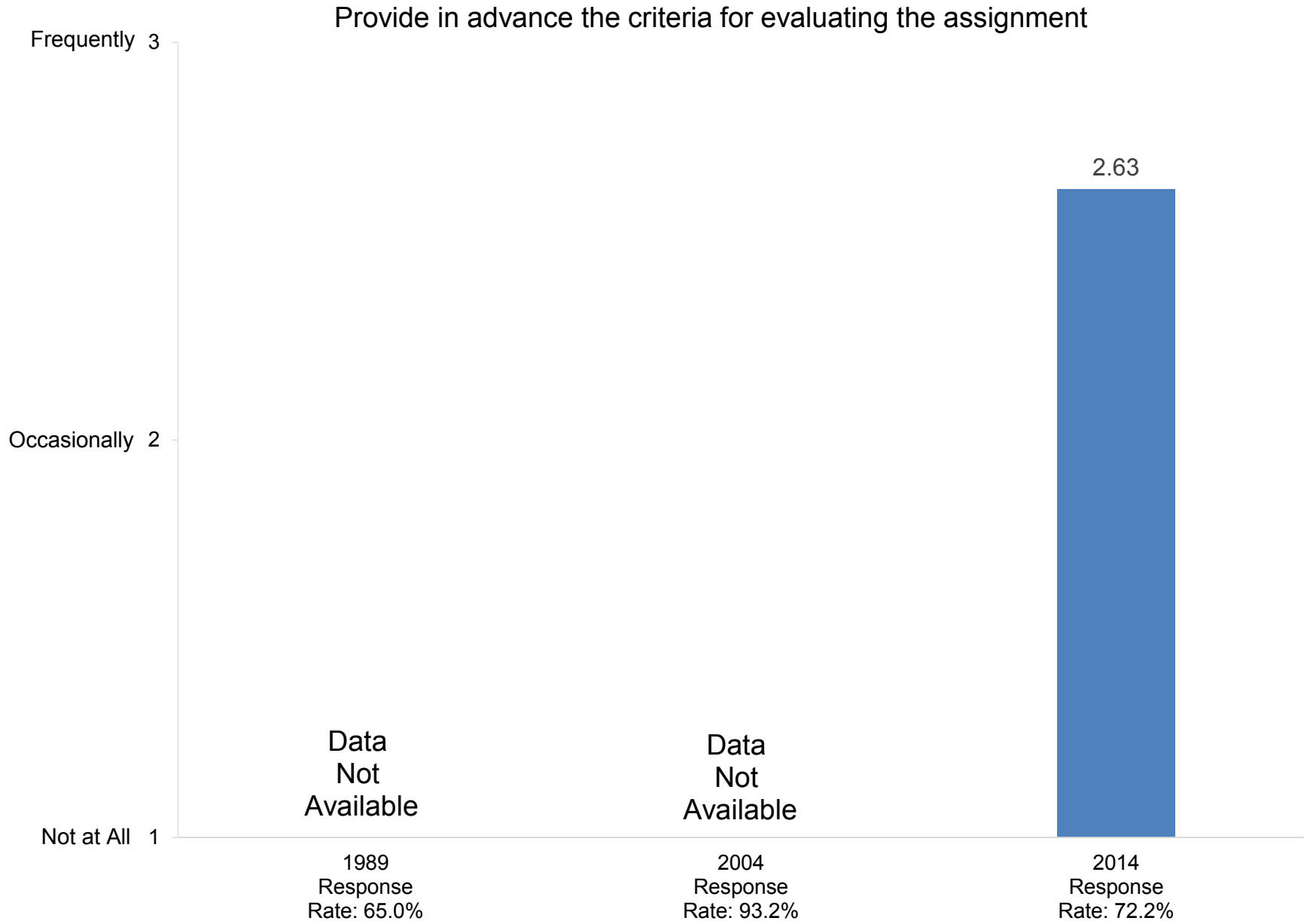
In creating assignments for your courses, how often do you
Percent of faculty who indicated “frequently”

Provide in advance the criteria for evaluating the assignment

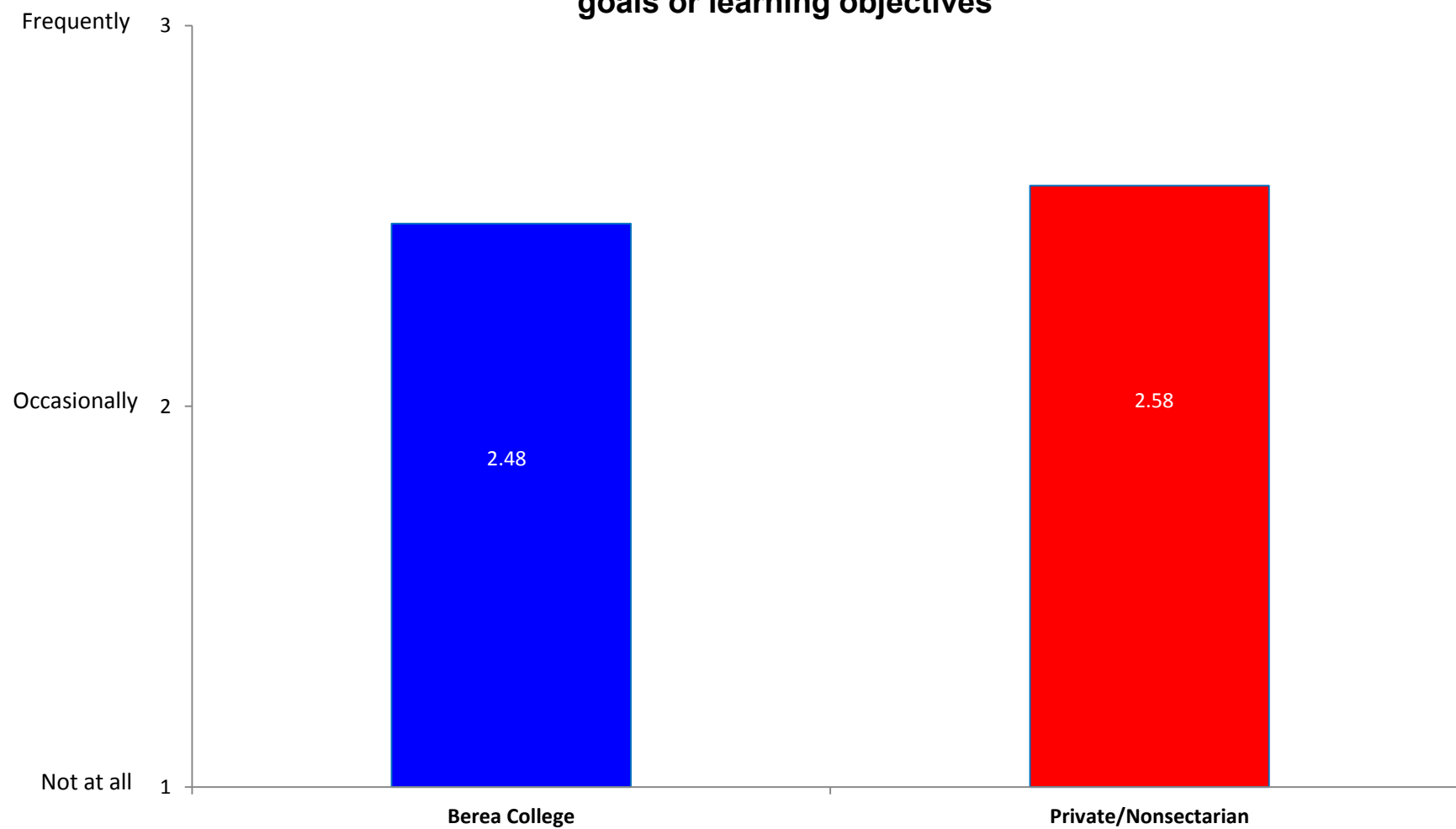


Higher Education Research Institute (HERI) Faculty Survey

In creating assignments for your courses, how often do you:

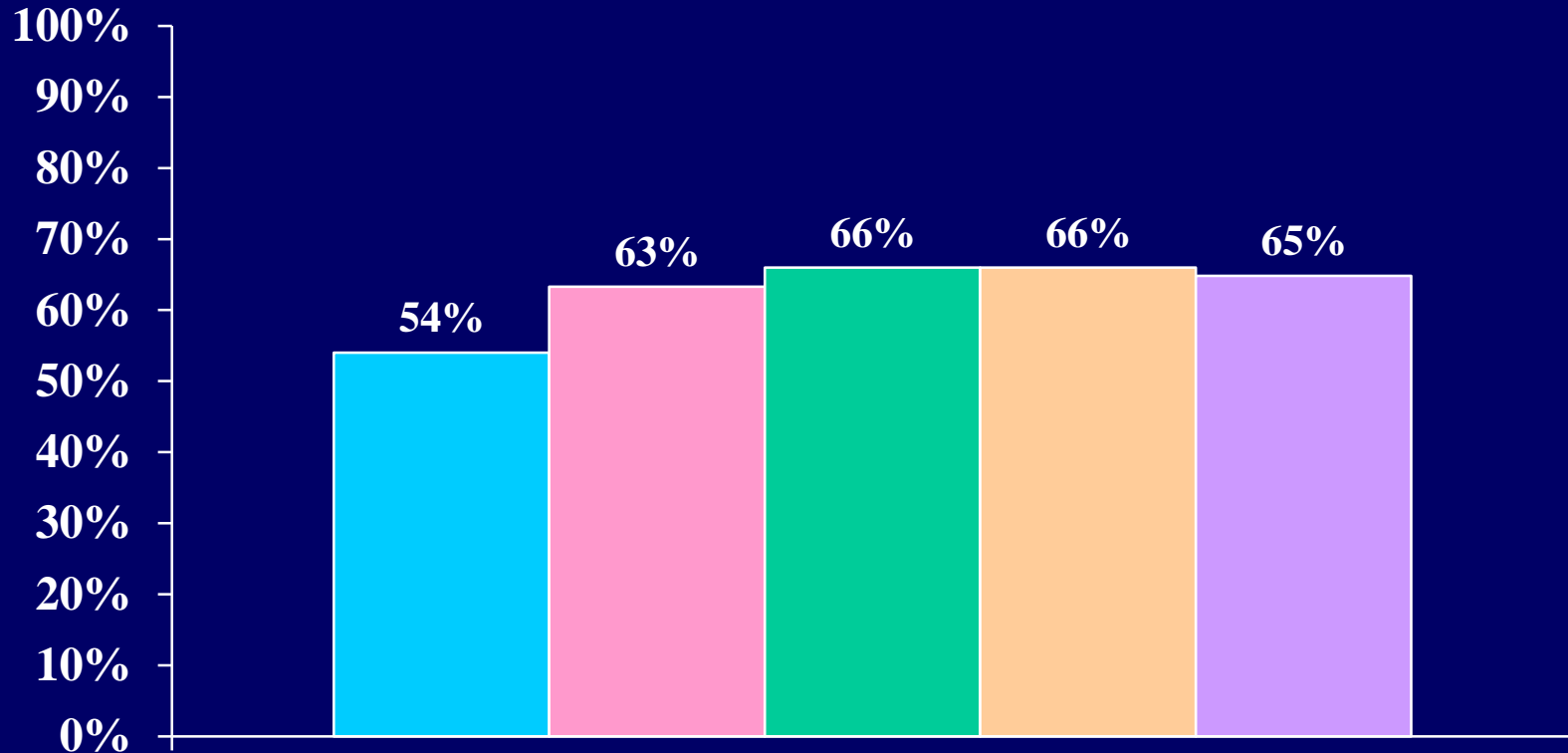


Explicitly link the assignment with course goals or learning objectives



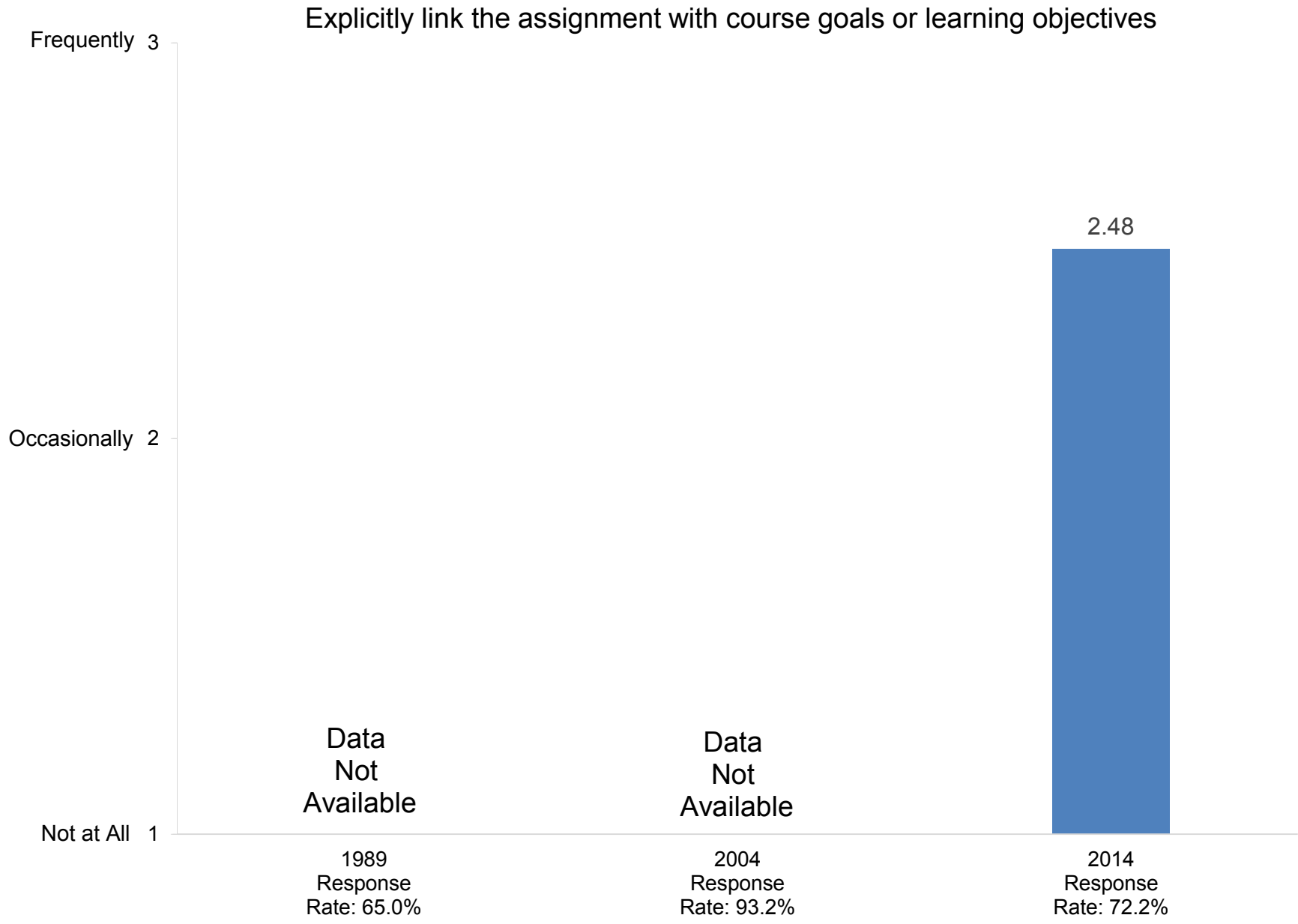
In creating assignments for your courses, how often do you
Percent of faculty who indicated “frequently”

*Explicitly link the assignment with
course goals or learning objectives*

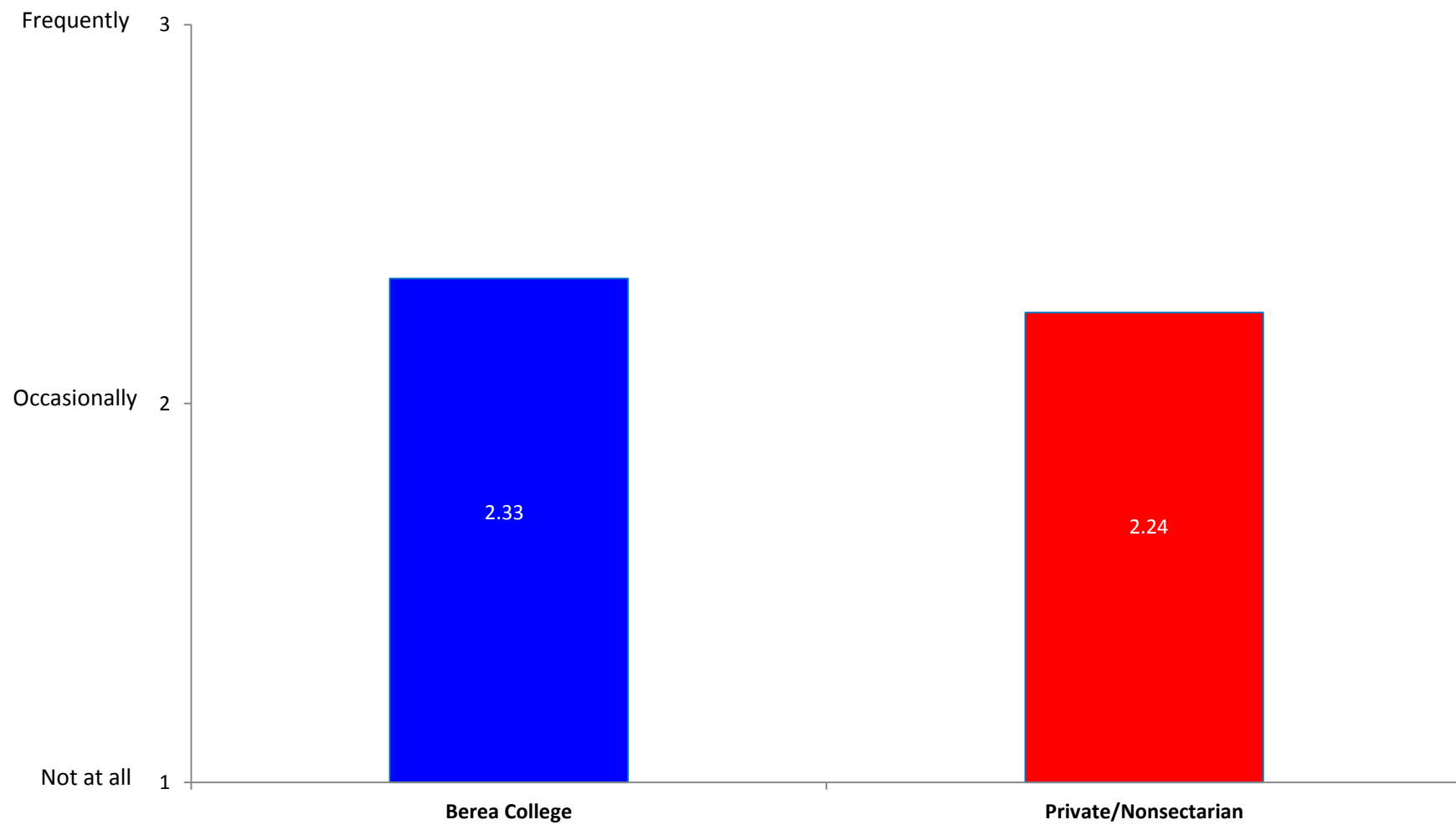


Higher Education Research Institute (HERI) Faculty Survey

In creating assignments for your courses, how often do you:



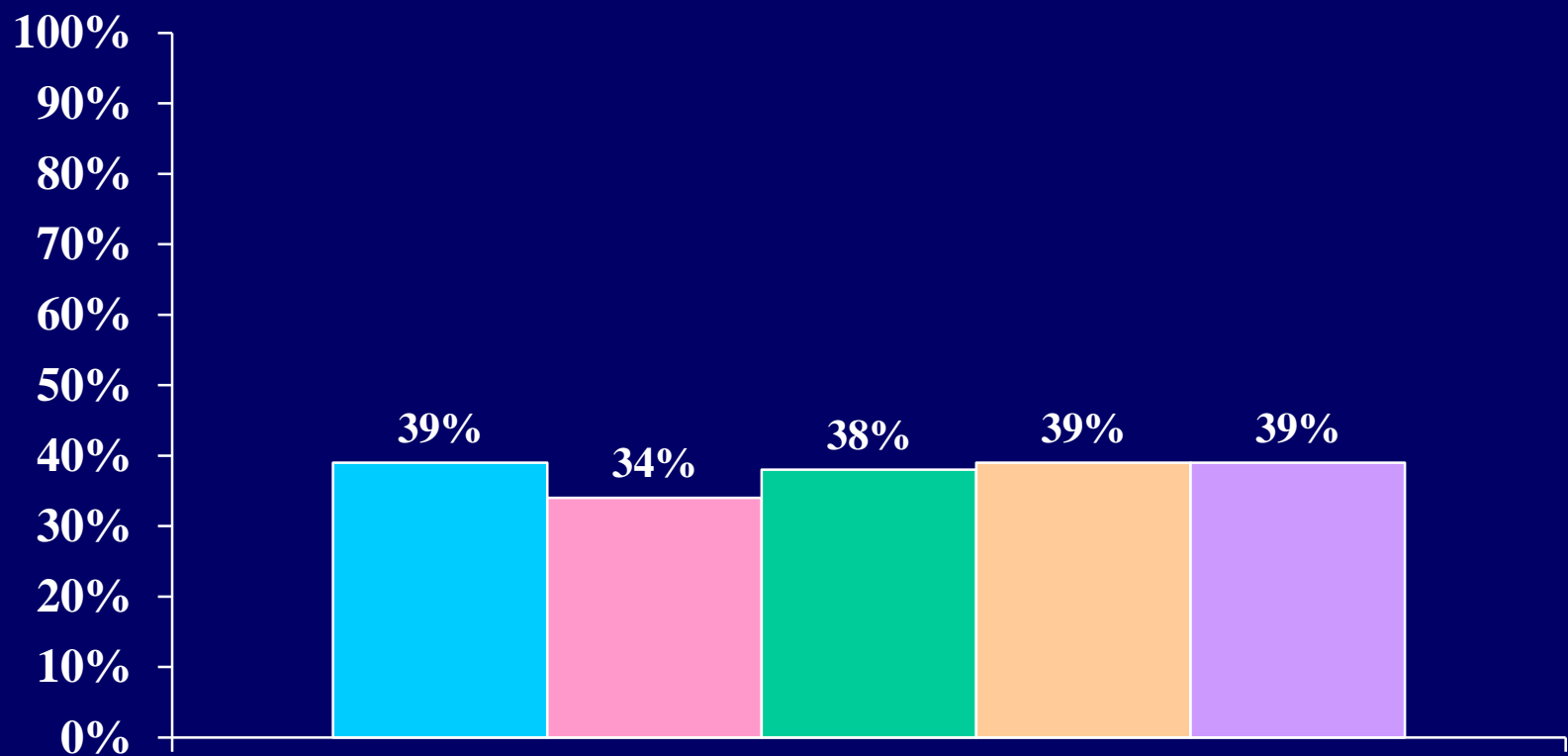
YouTube or other videos



How frequently do you incorporate the following forms of technology into your courses?

Percent of faculty who indicated "frequently"

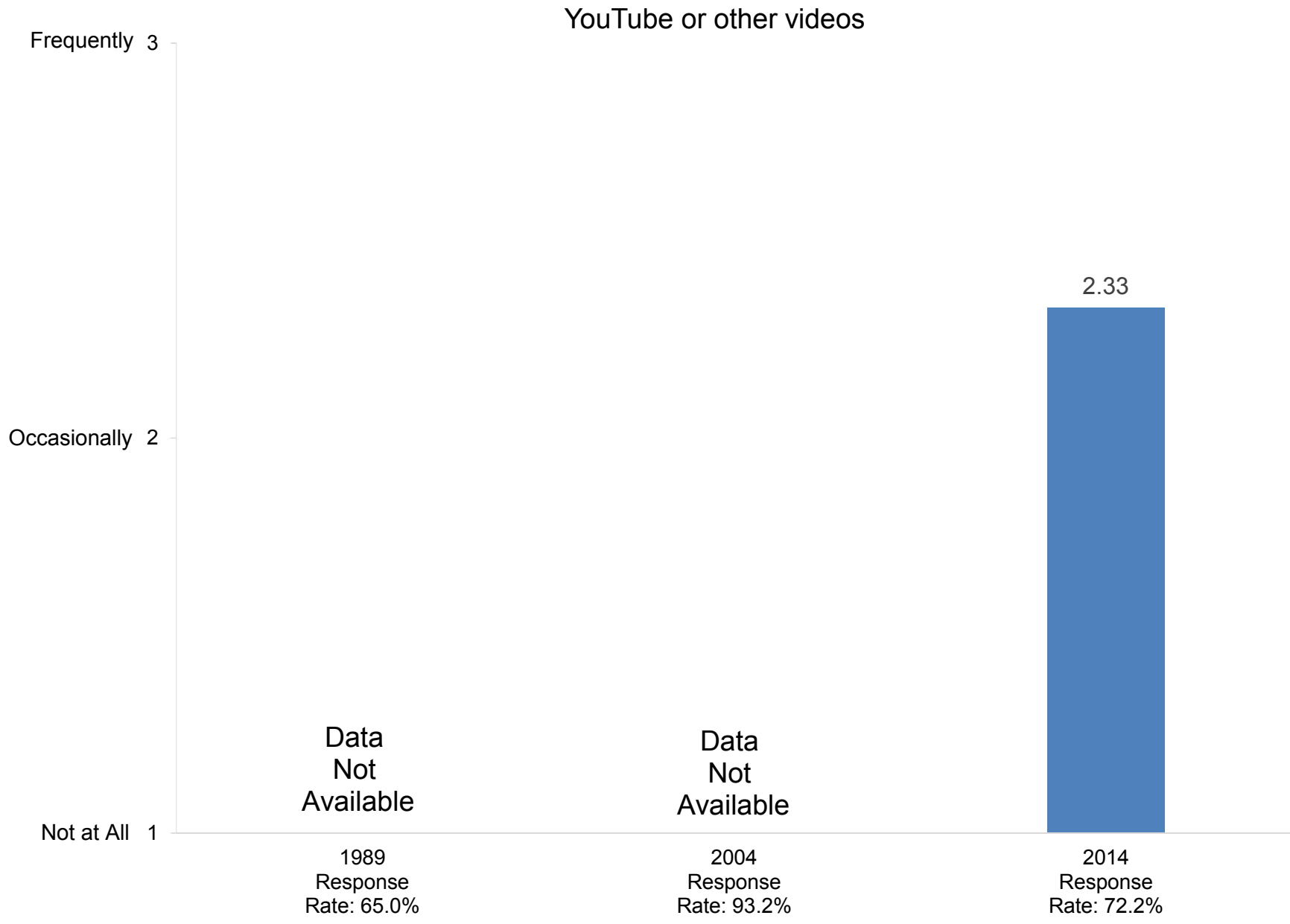
YouTube or other videos



 Berea	 Benchmark Institutions	 Non-Sectarian - High Selectivity	 4-Year Private	 Publics
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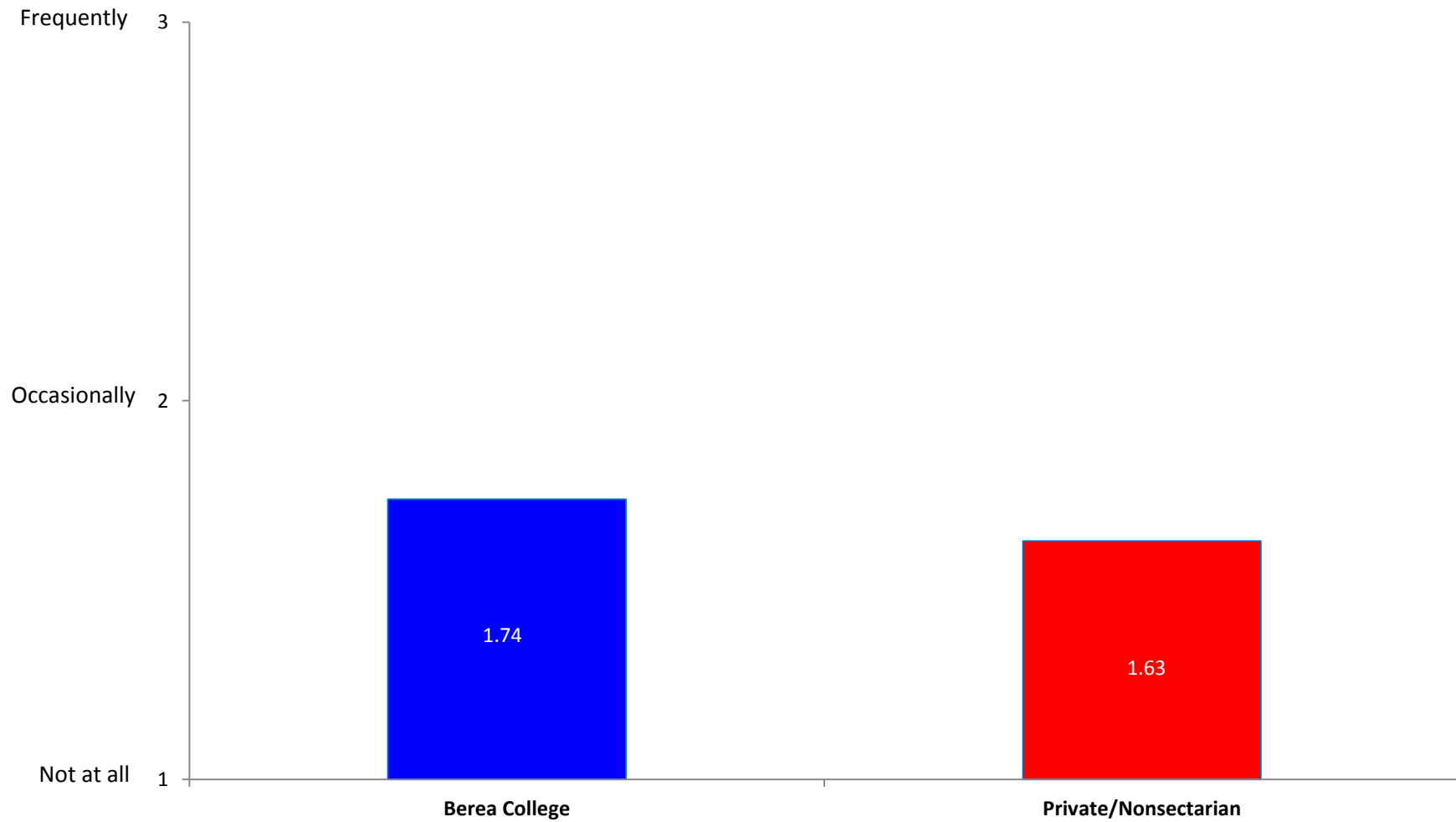
Higher Education Research Institute (HERI) Faculty Survey

How frequently do you incorporate the following forms of technology into your courses?



How frequently do you incorporate the following forms of technology into your courses?

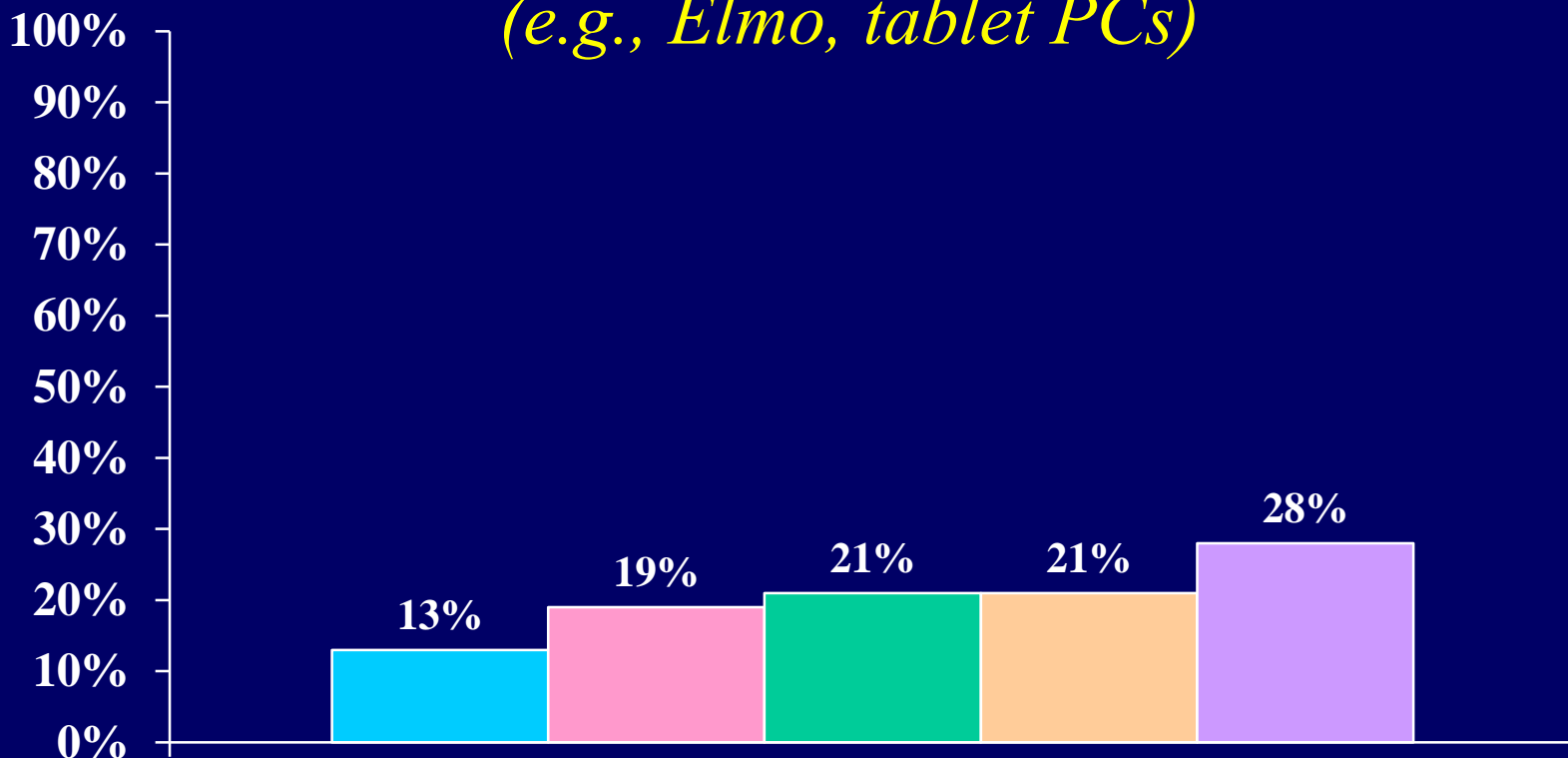
Classroom enhancement technology (e.g., Elmo, tablet PCs)



How frequently do you incorporate the following forms of technology into your courses?

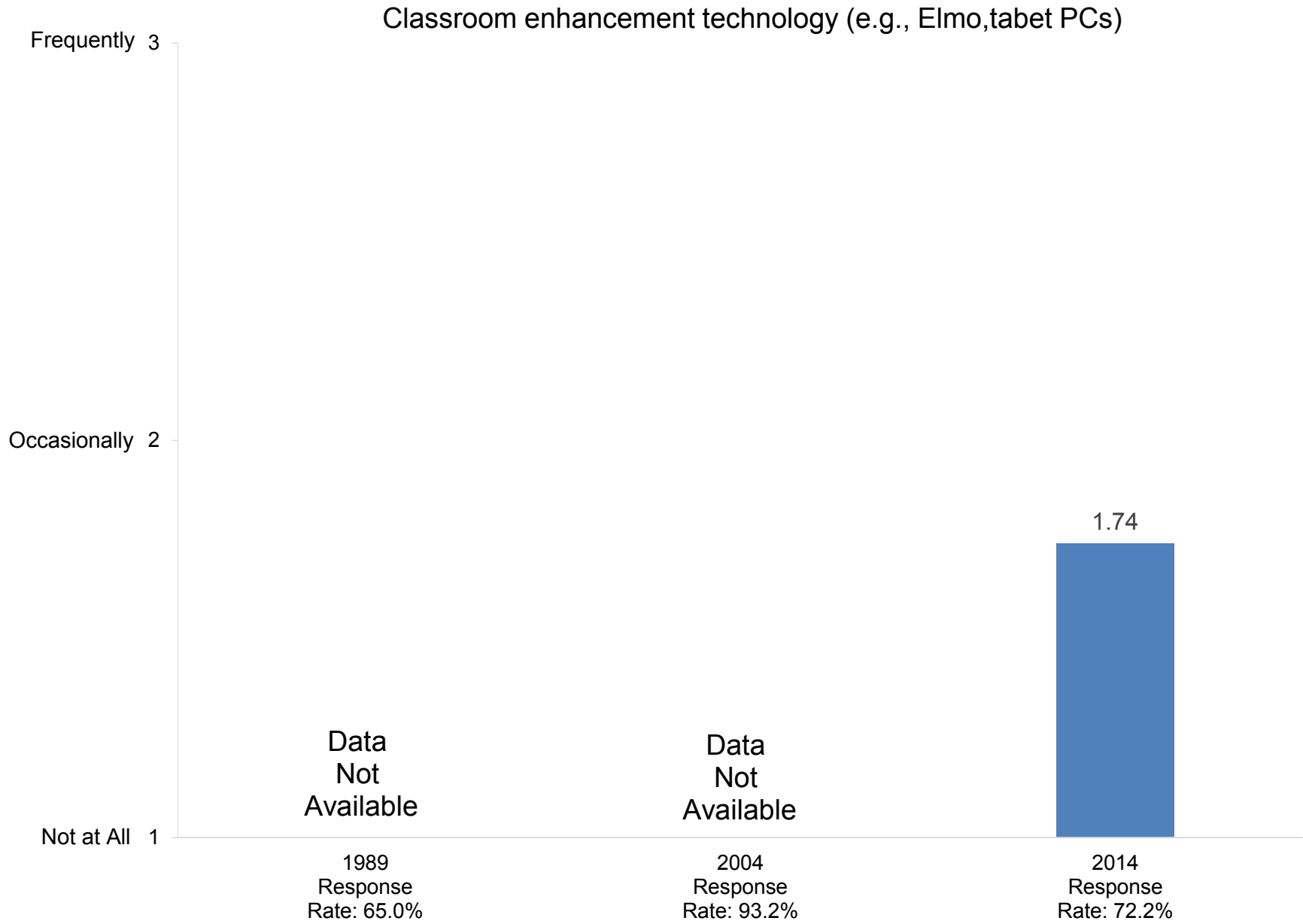
Percent of faculty who indicated “frequently”

*Classroom enhancement technology
(e.g., Elmo, tablet PCs)*

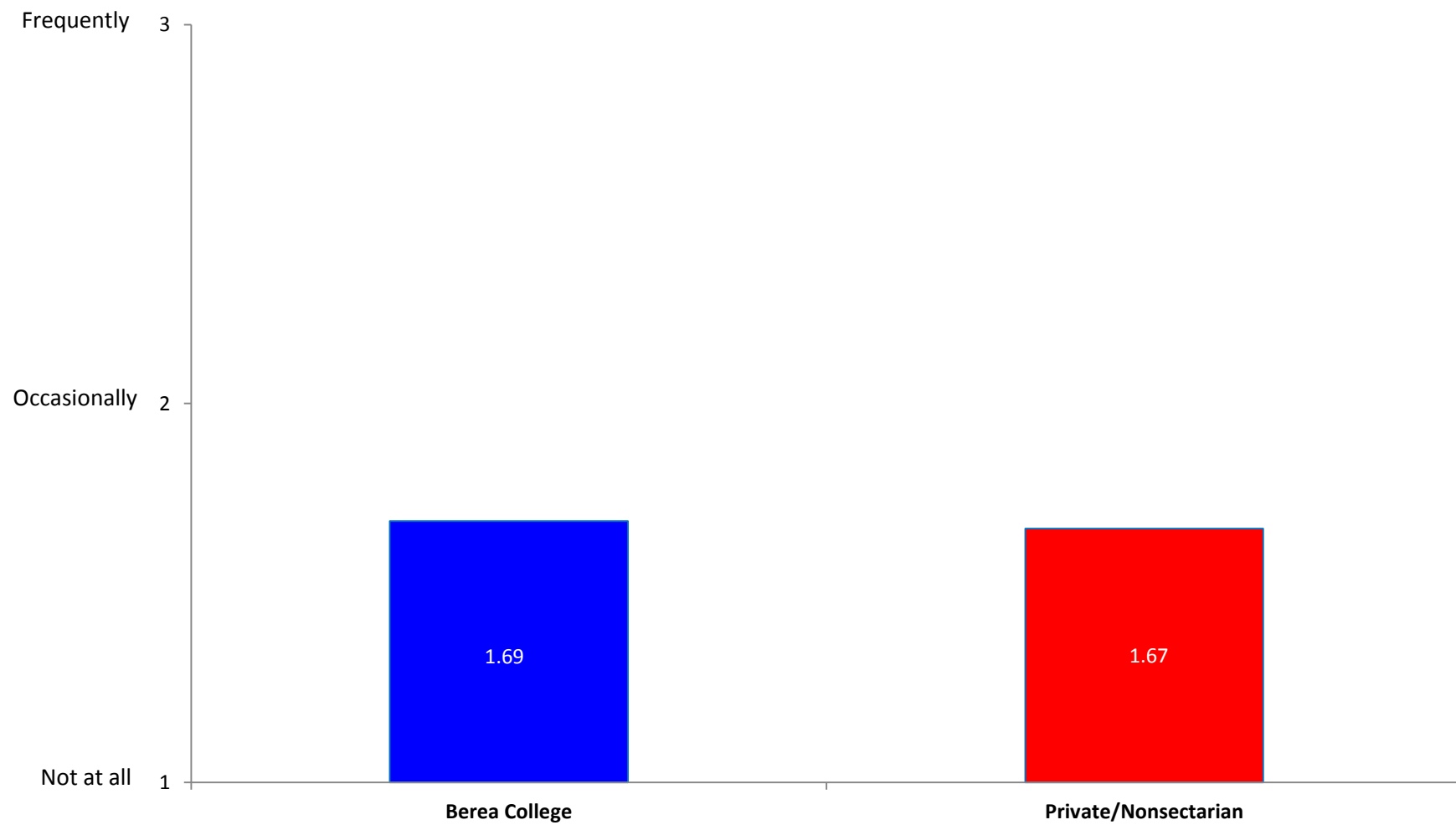


Higher Education Research Institute (HERI) Faculty Survey

How frequently do you incorporate the following forms of technology into your courses?



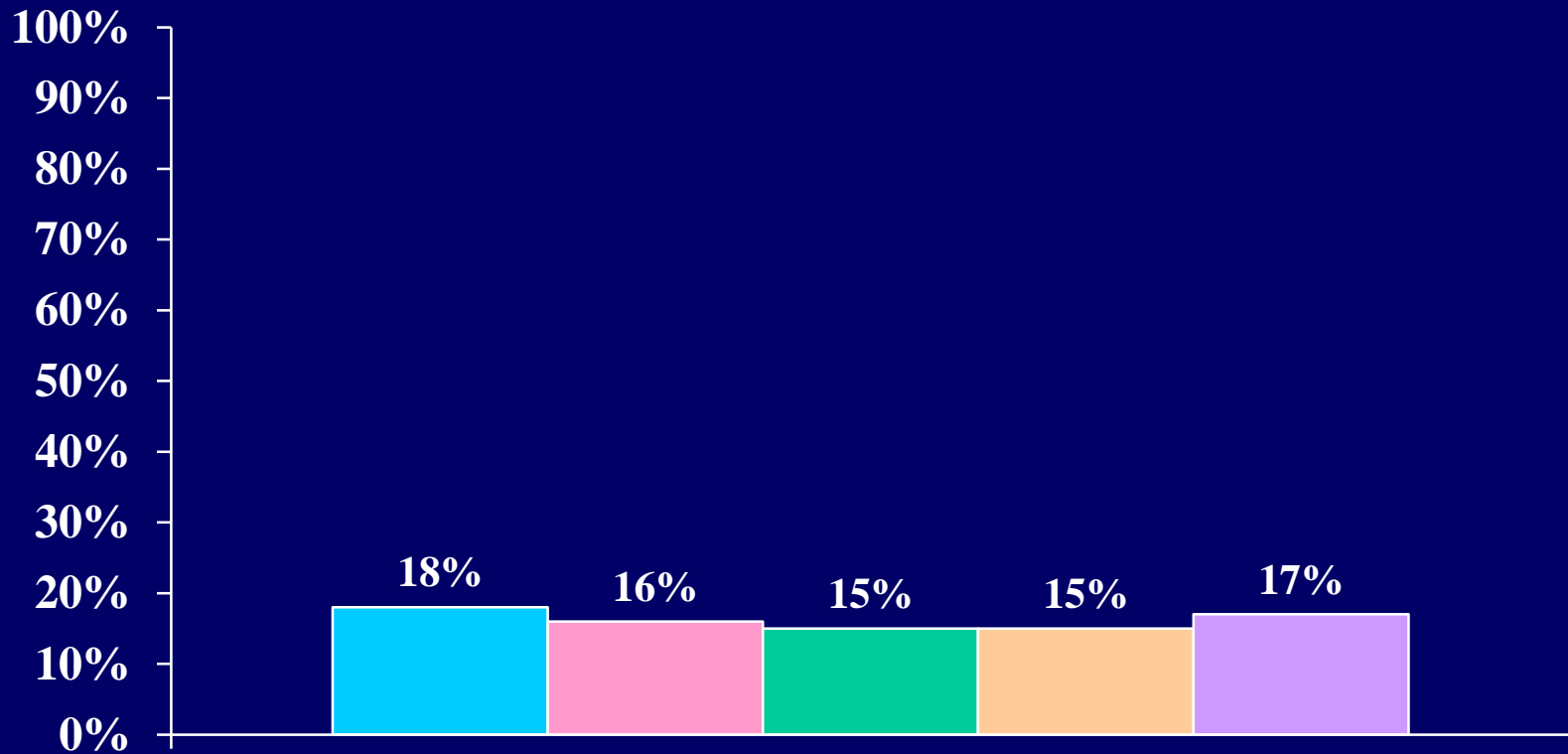
Simulations/animations



How frequently do you incorporate the following forms of technology into your courses?

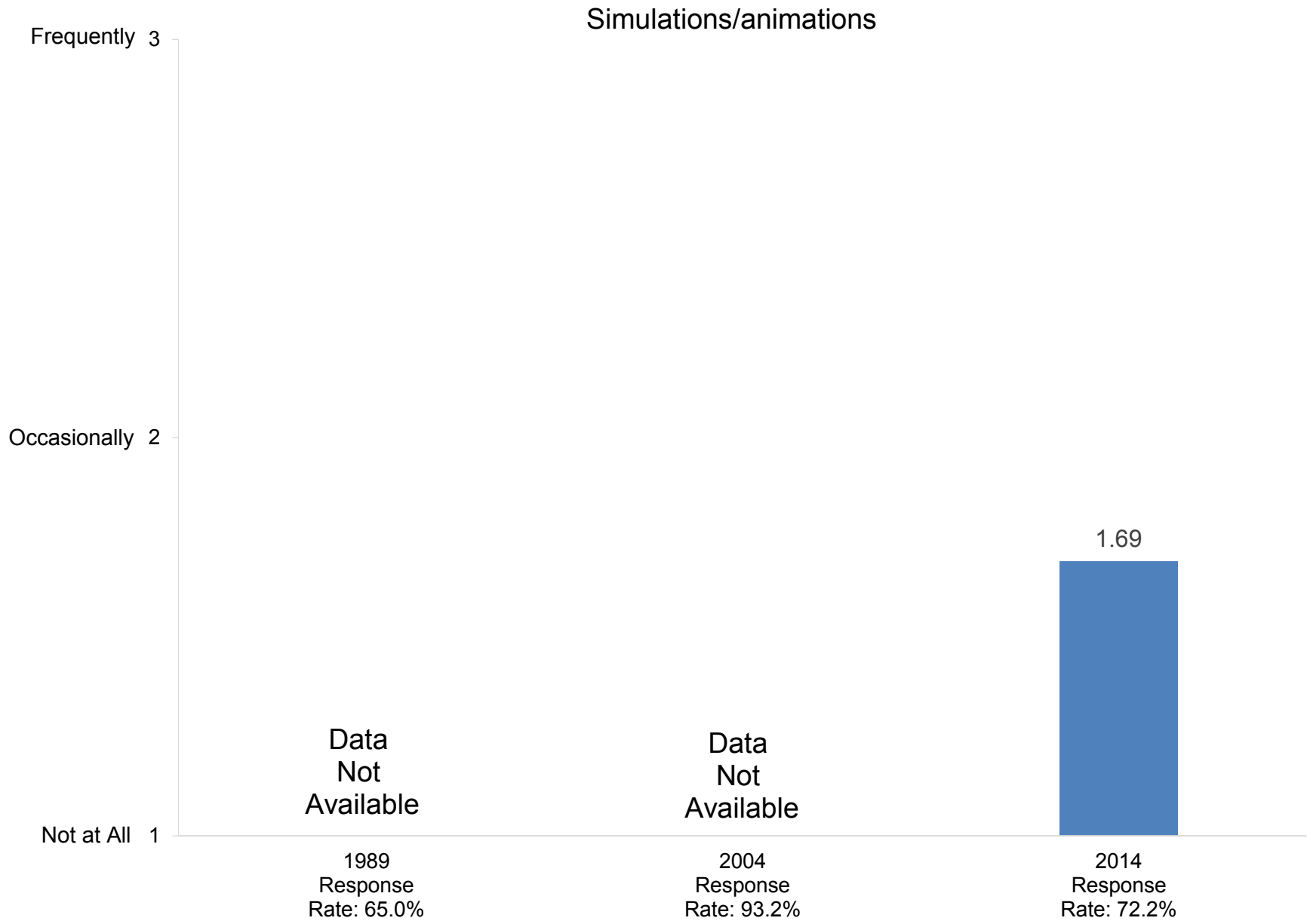
Percent of faculty who indicated “frequently”

Simulations/animations



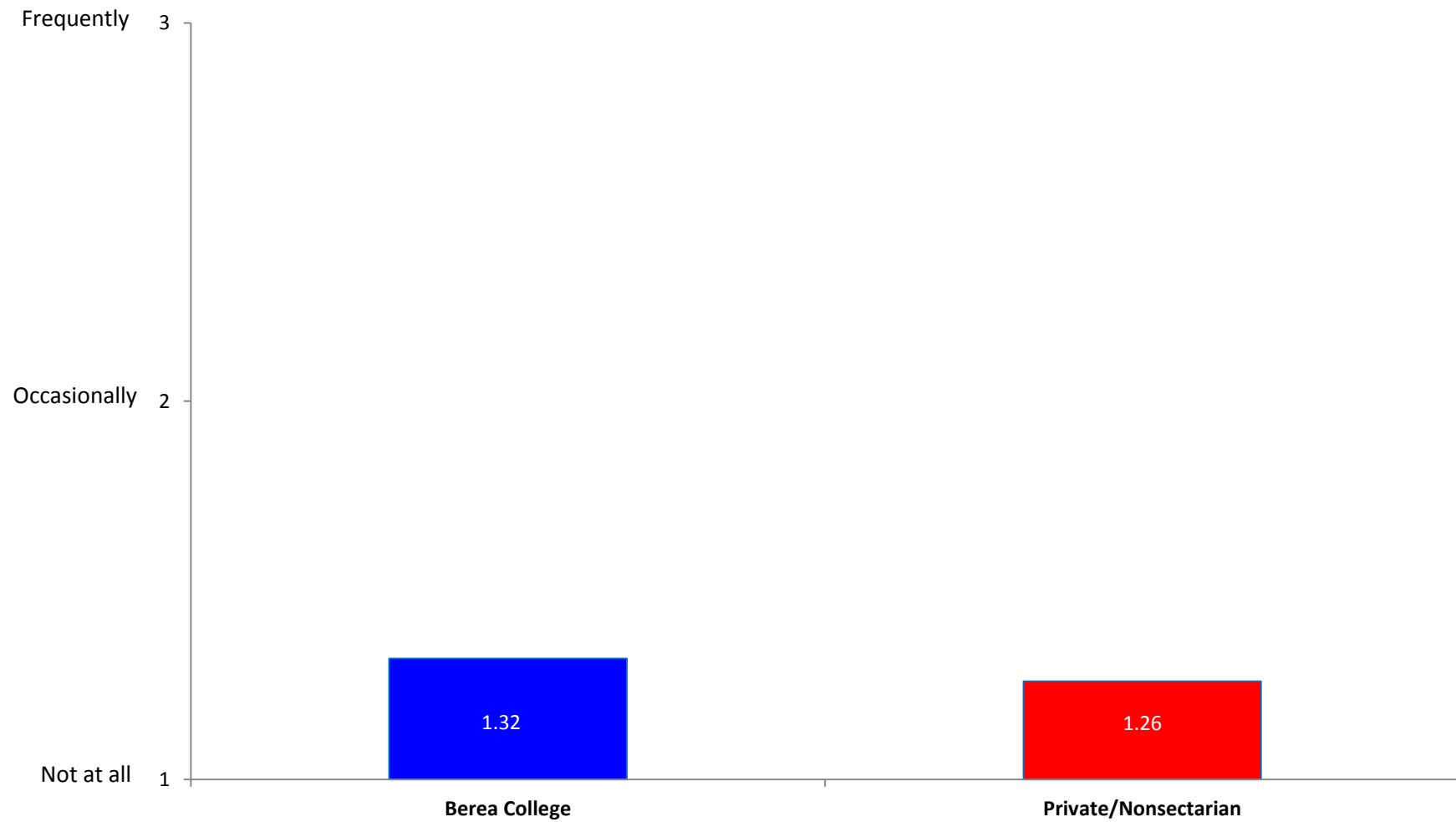
Higher Education Research Institute (HERI) Faculty Survey

How frequently do you incorporate the following forms of technology into your courses?



How frequently do you incorporate the following forms of technology into your courses?

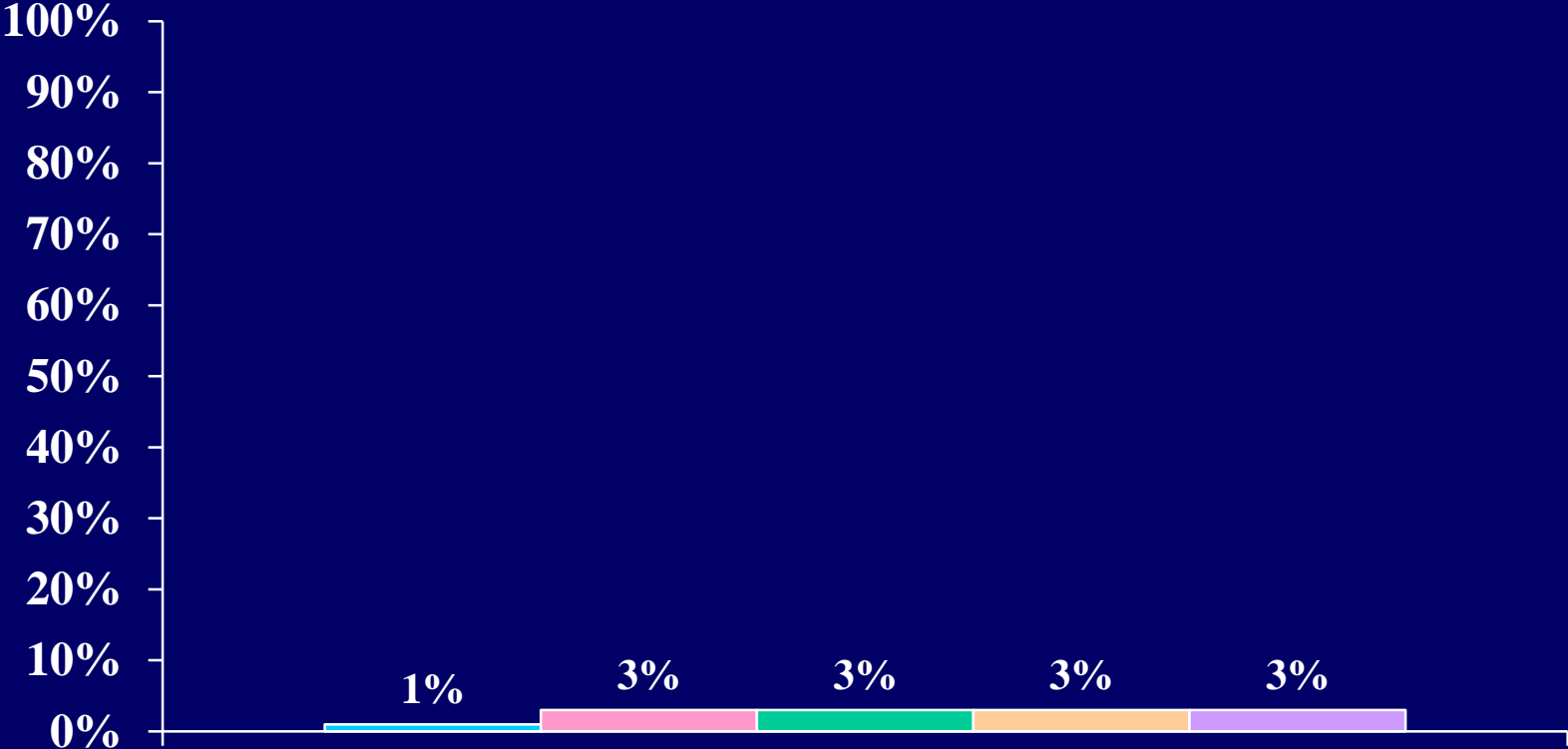
Podcasts



How frequently do you incorporate the following forms of technology into your courses?

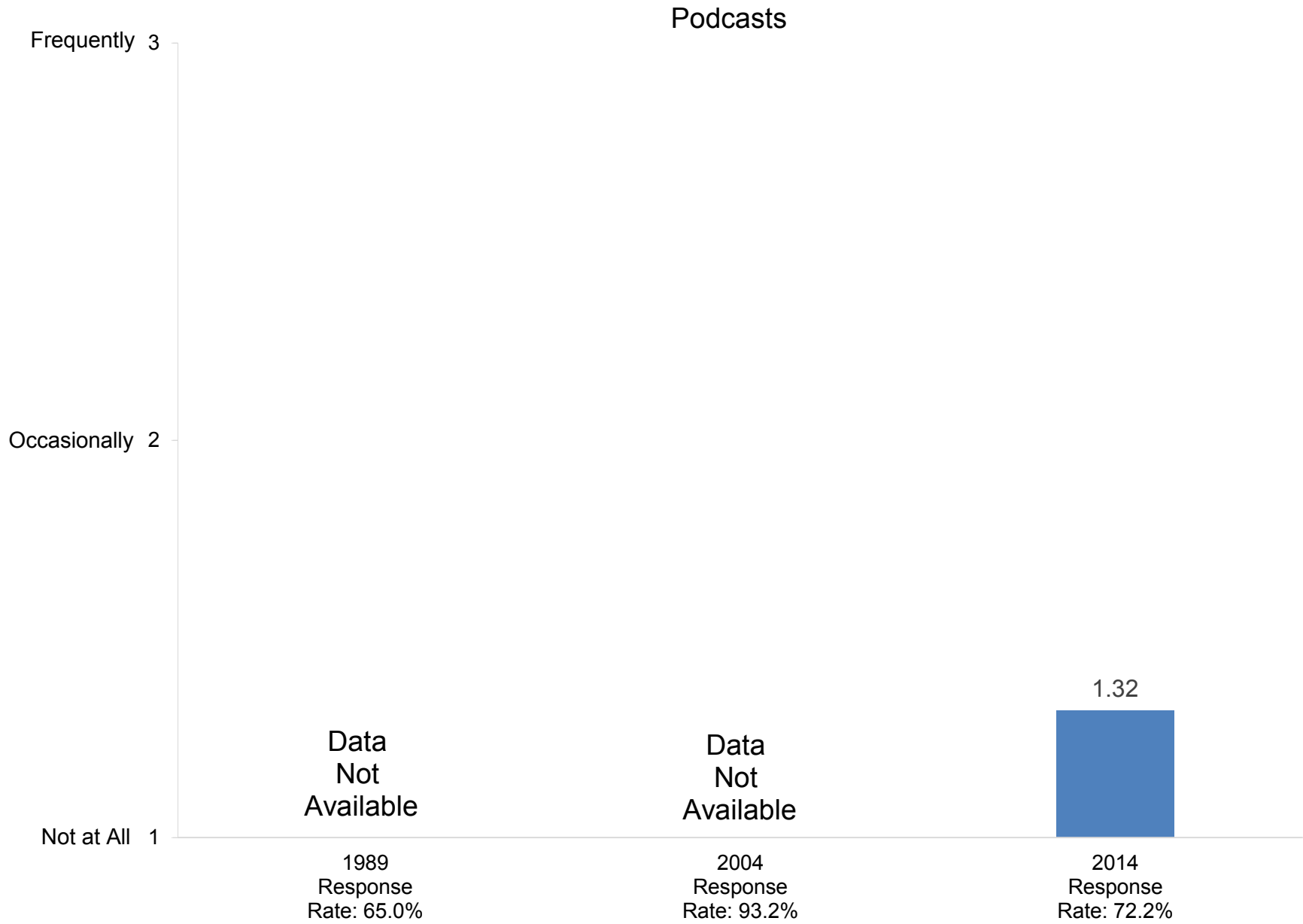
Percent of faculty who indicated “frequently”

Podcasts

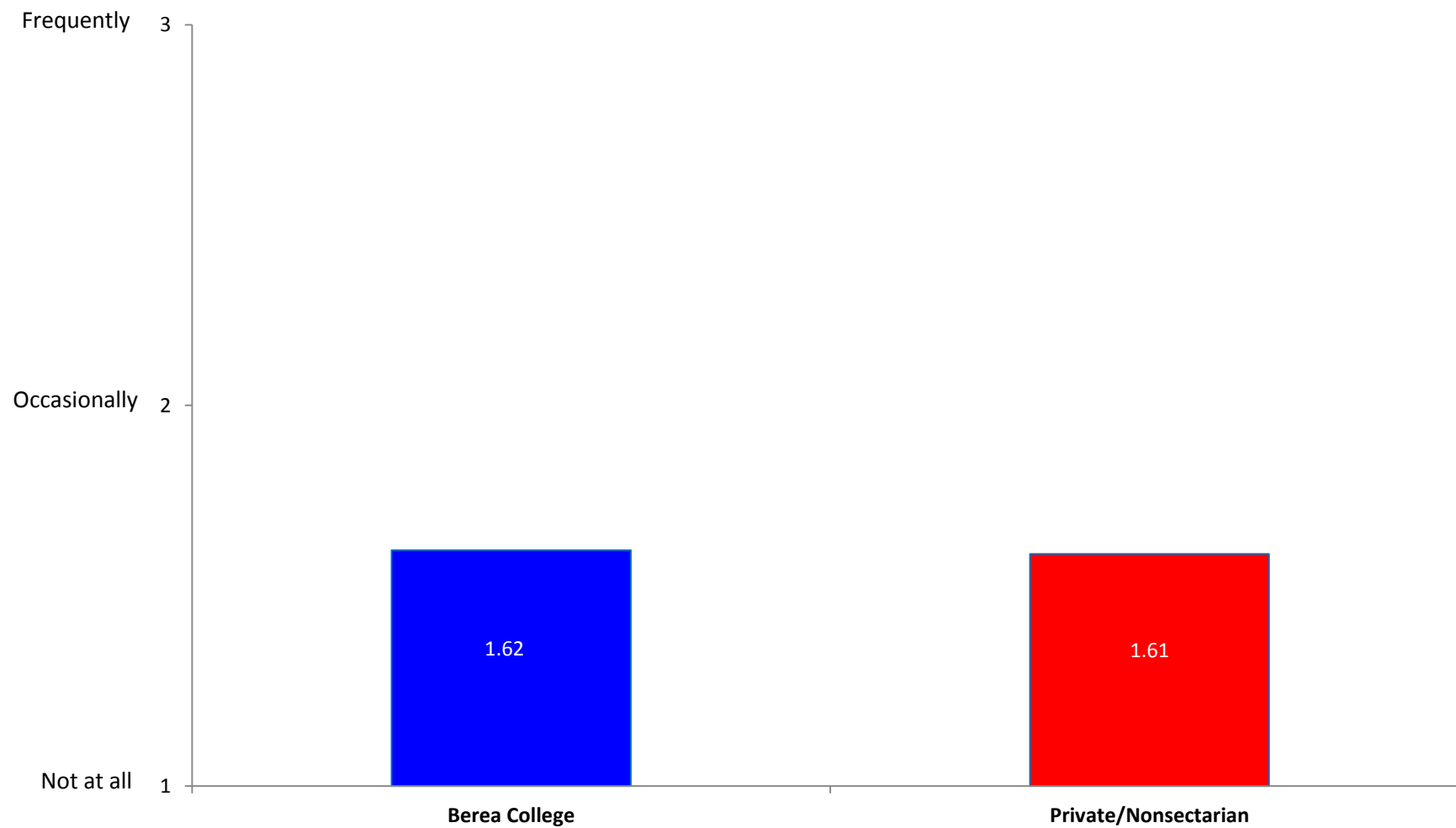


Higher Education Research Institute (HERI) Faculty Survey

How frequently do you incorporate the following forms of technology into your courses?



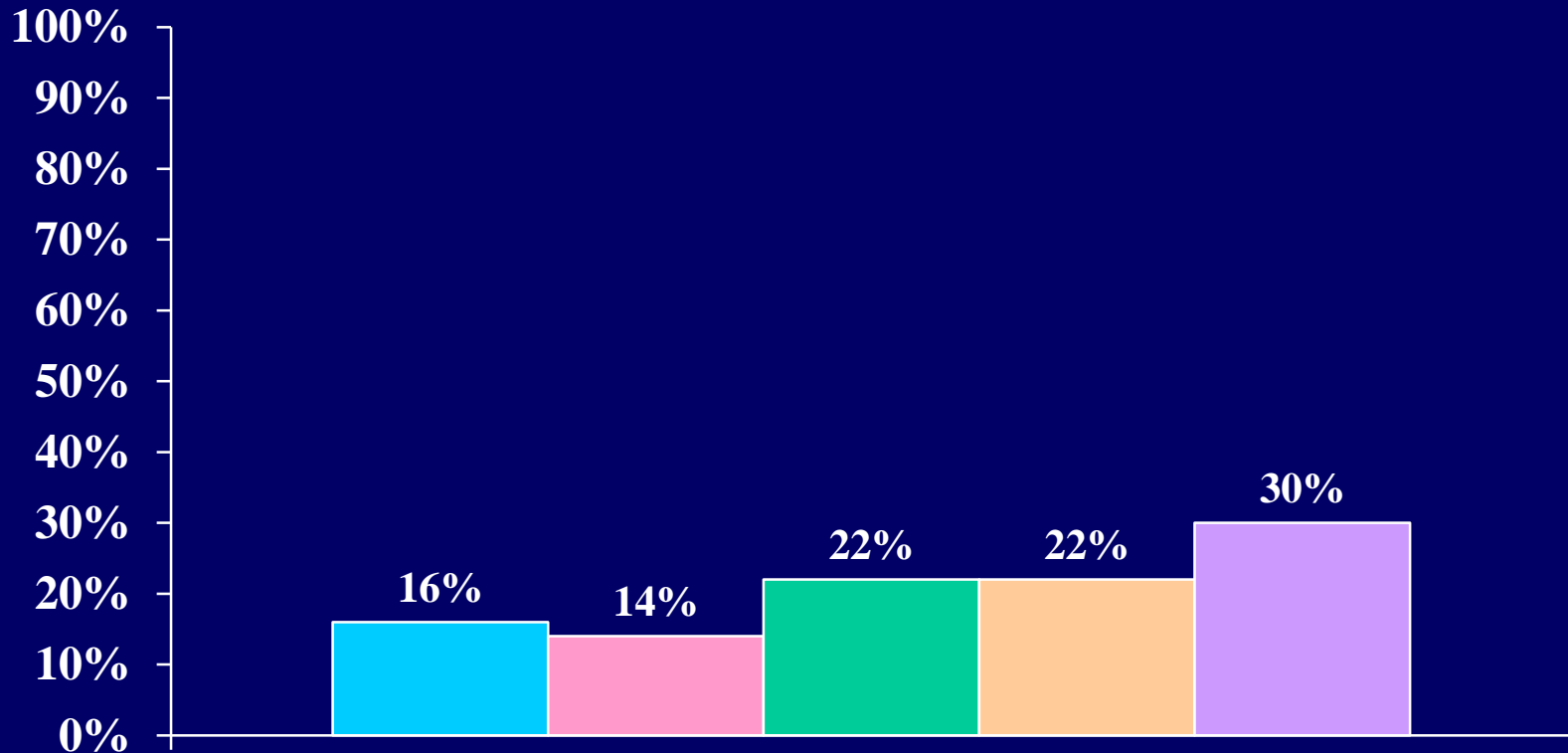
Online homework or virtual labs



How frequently do you incorporate the following forms of technology into your courses?

Percent of faculty who indicated “frequently”

Online homework and virtual labs



 Berea

 Benchmark
Institutions

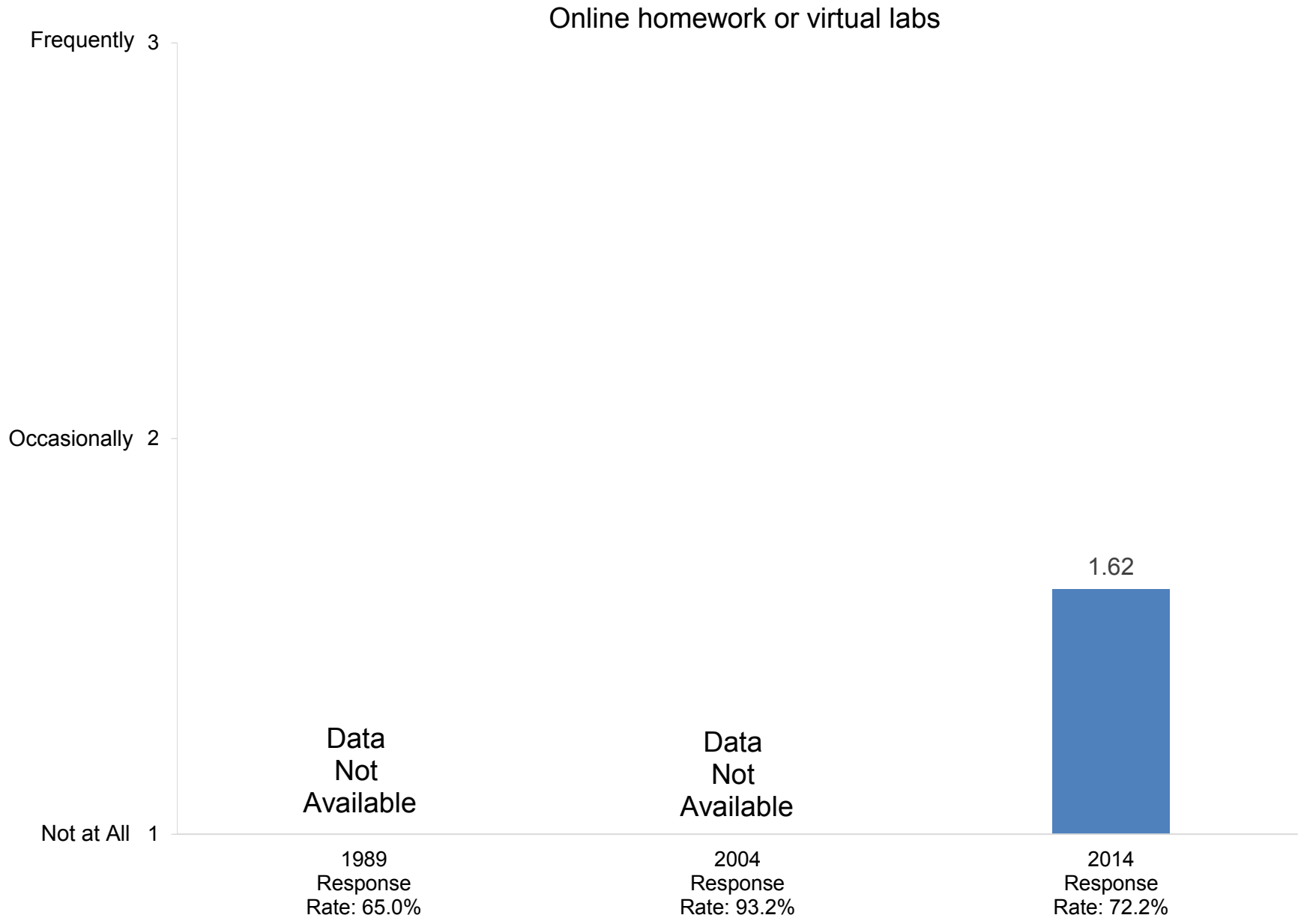
 Non-Sectarian –
High Selectivity

 4-Year
Private

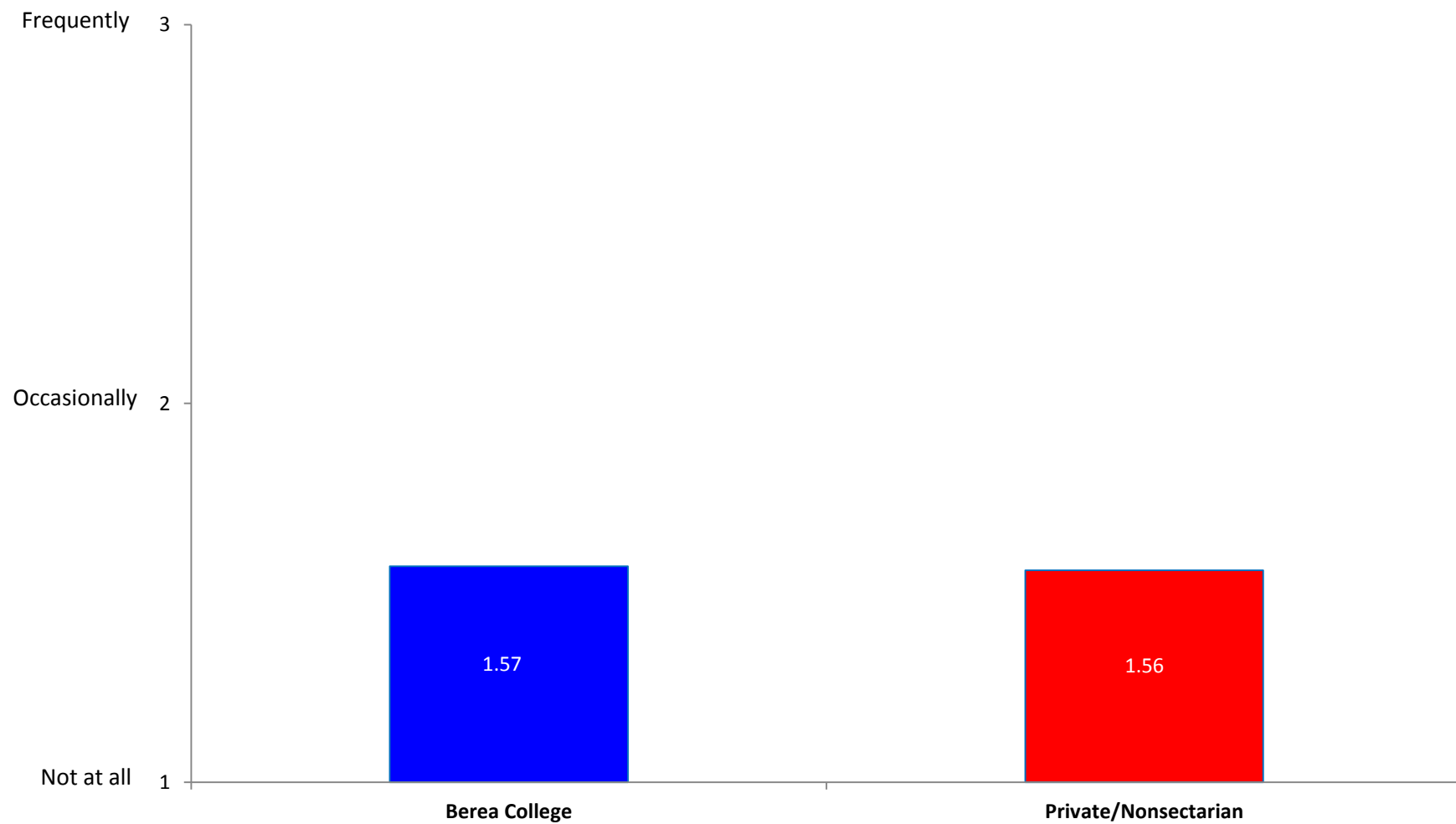
 Publics

Higher Education Research Institute (HERI) Faculty Survey

How frequently do you incorporate the following forms of technology into your courses?



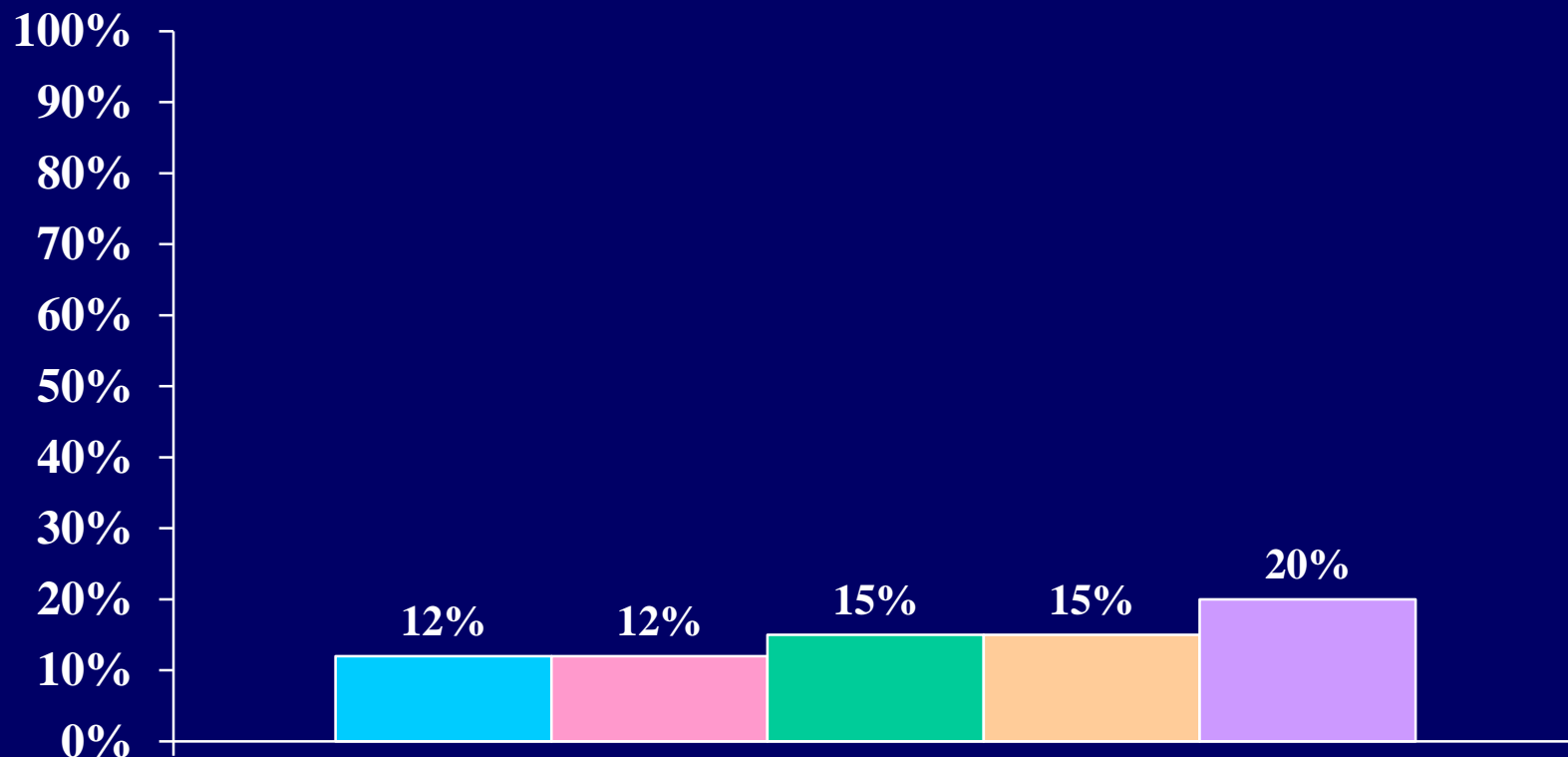
Online discussion boards



How frequently do you incorporate the following forms of technology into your courses?

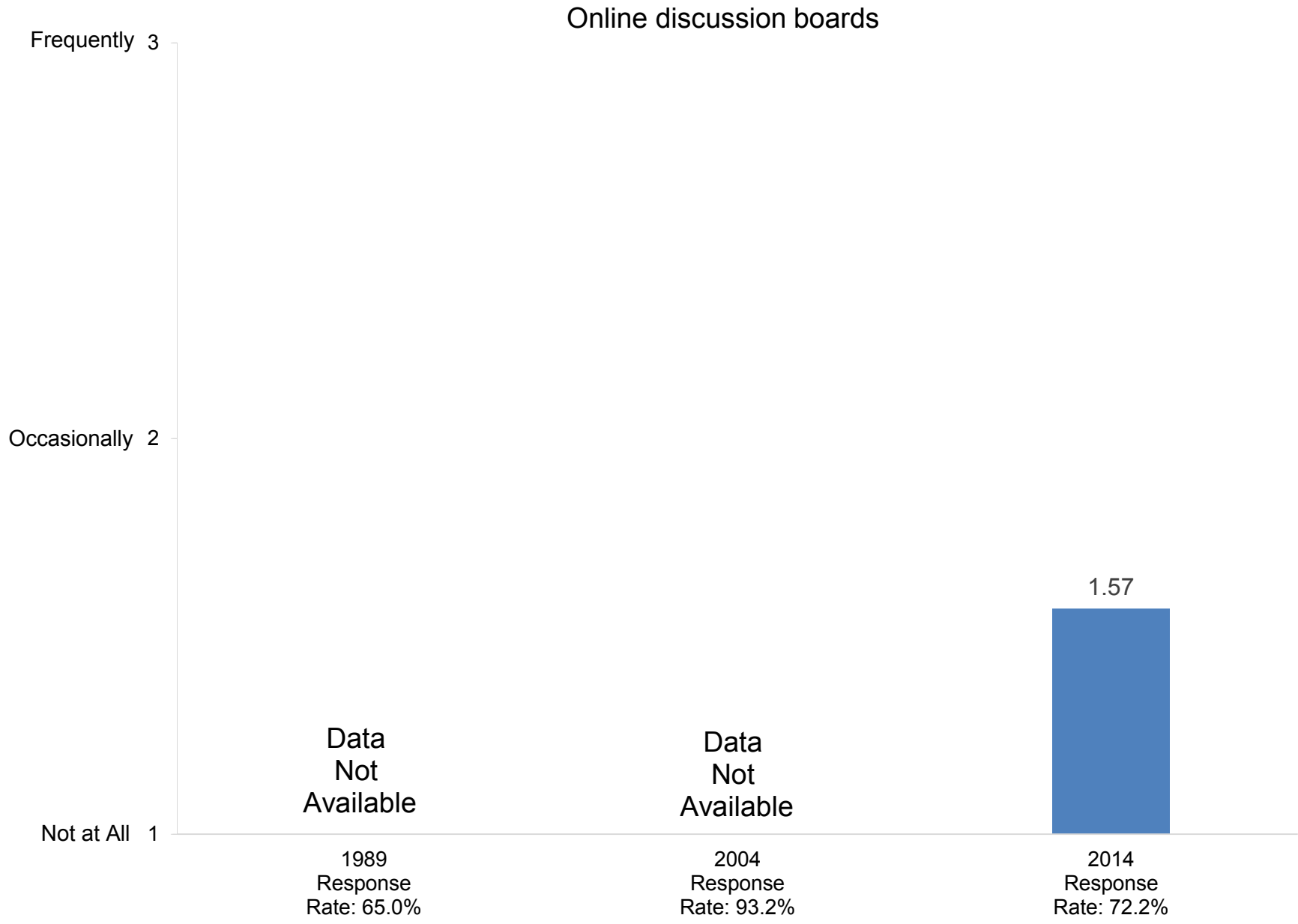
Percent of faculty who indicated “frequently”

Online discussion boards



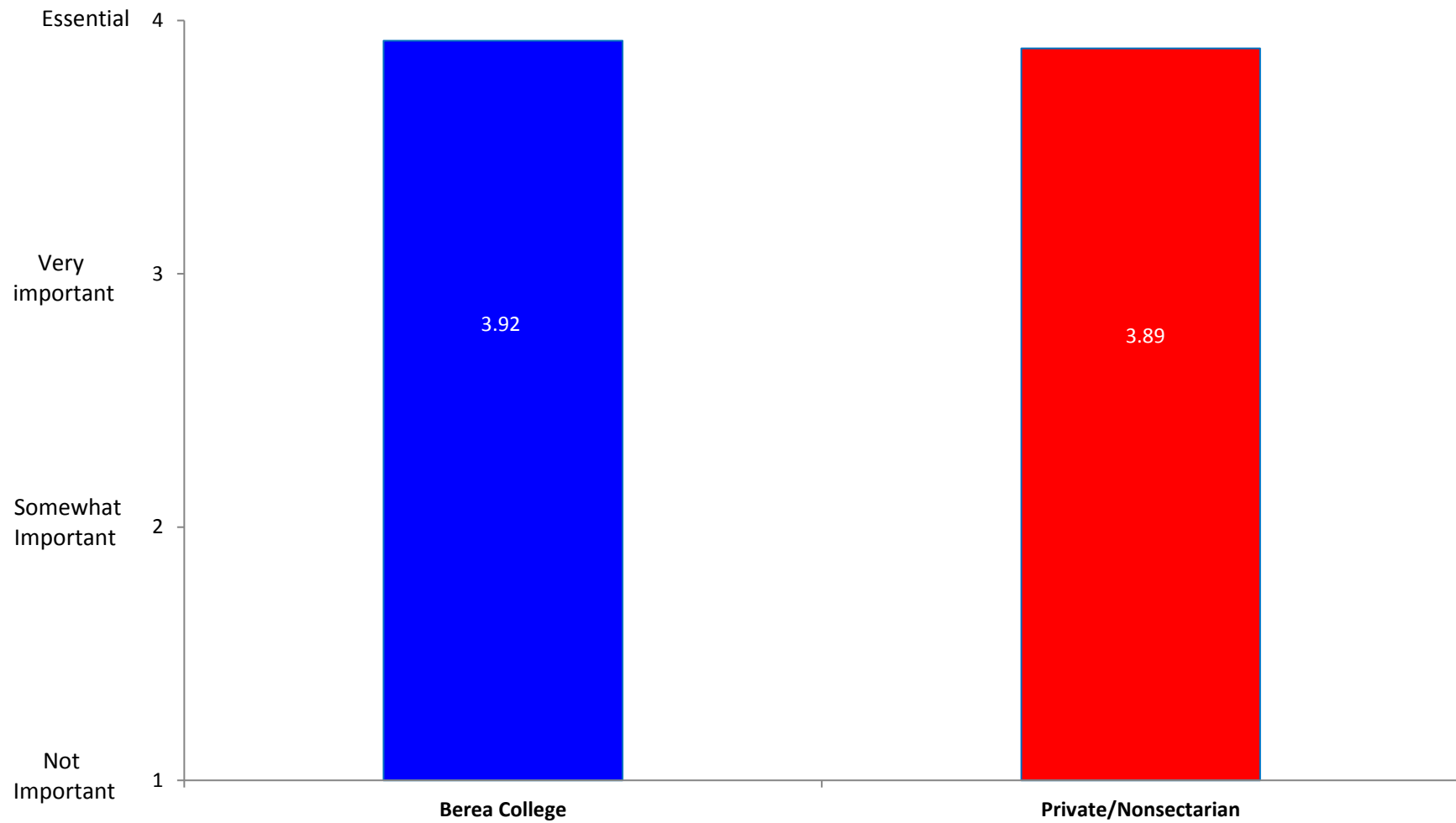
Higher Education Research Institute (HERI) Faculty Survey

How frequently do you incorporate the following forms of technology into your courses?



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

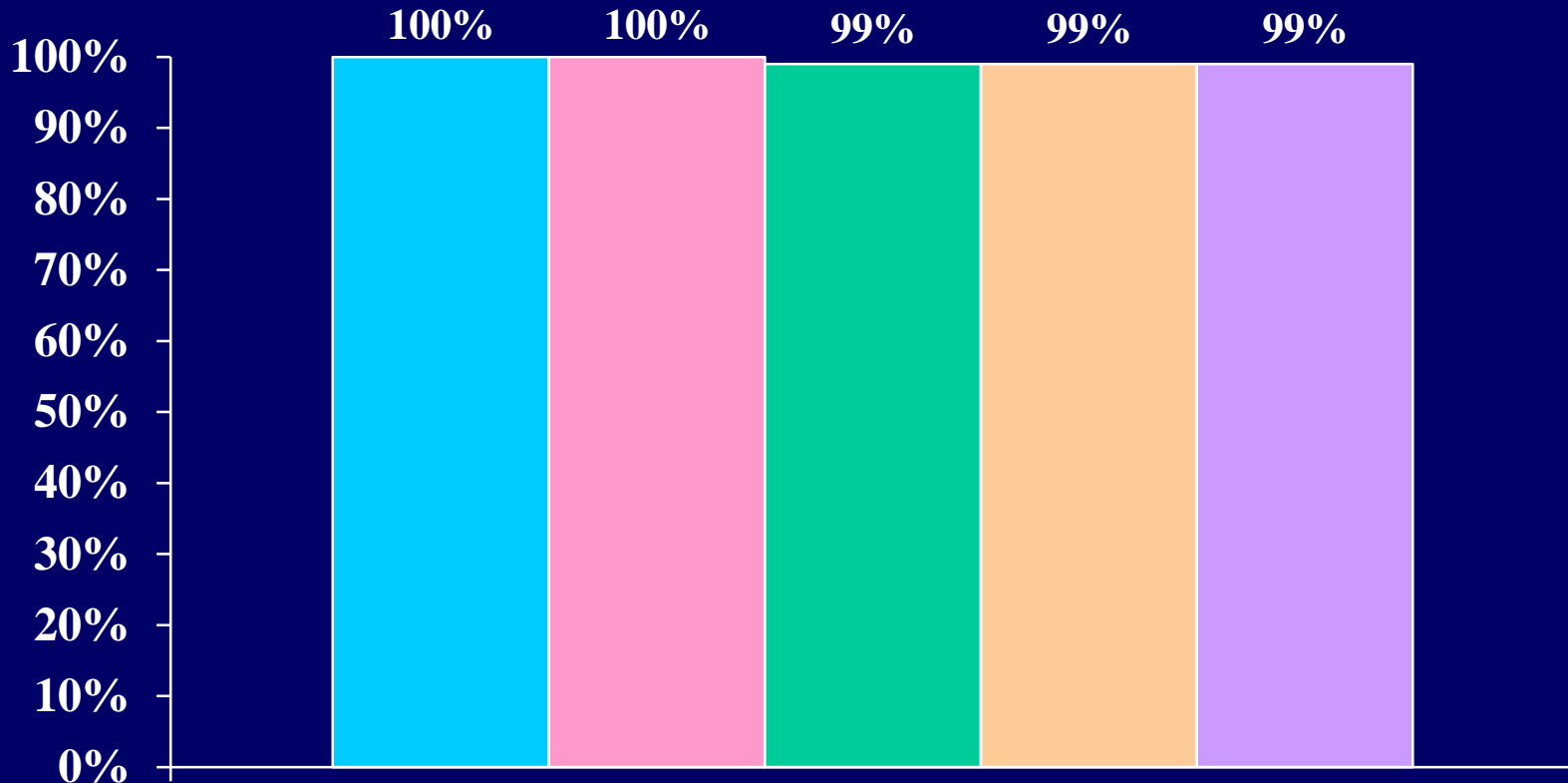
Develop ability to think critically



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

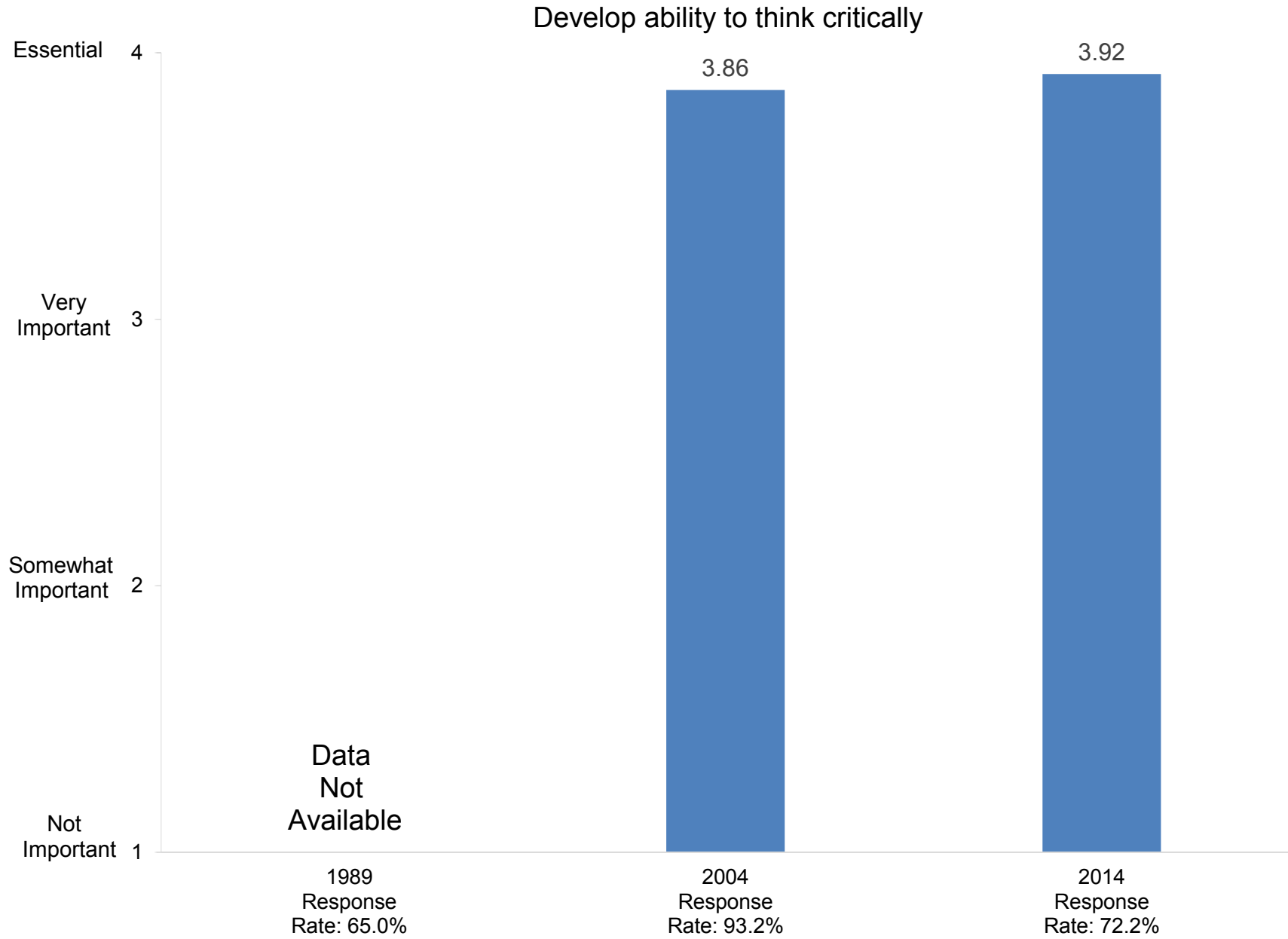
Percent of faculty who indicated “essential” or “very important”

Develop ability to think critically



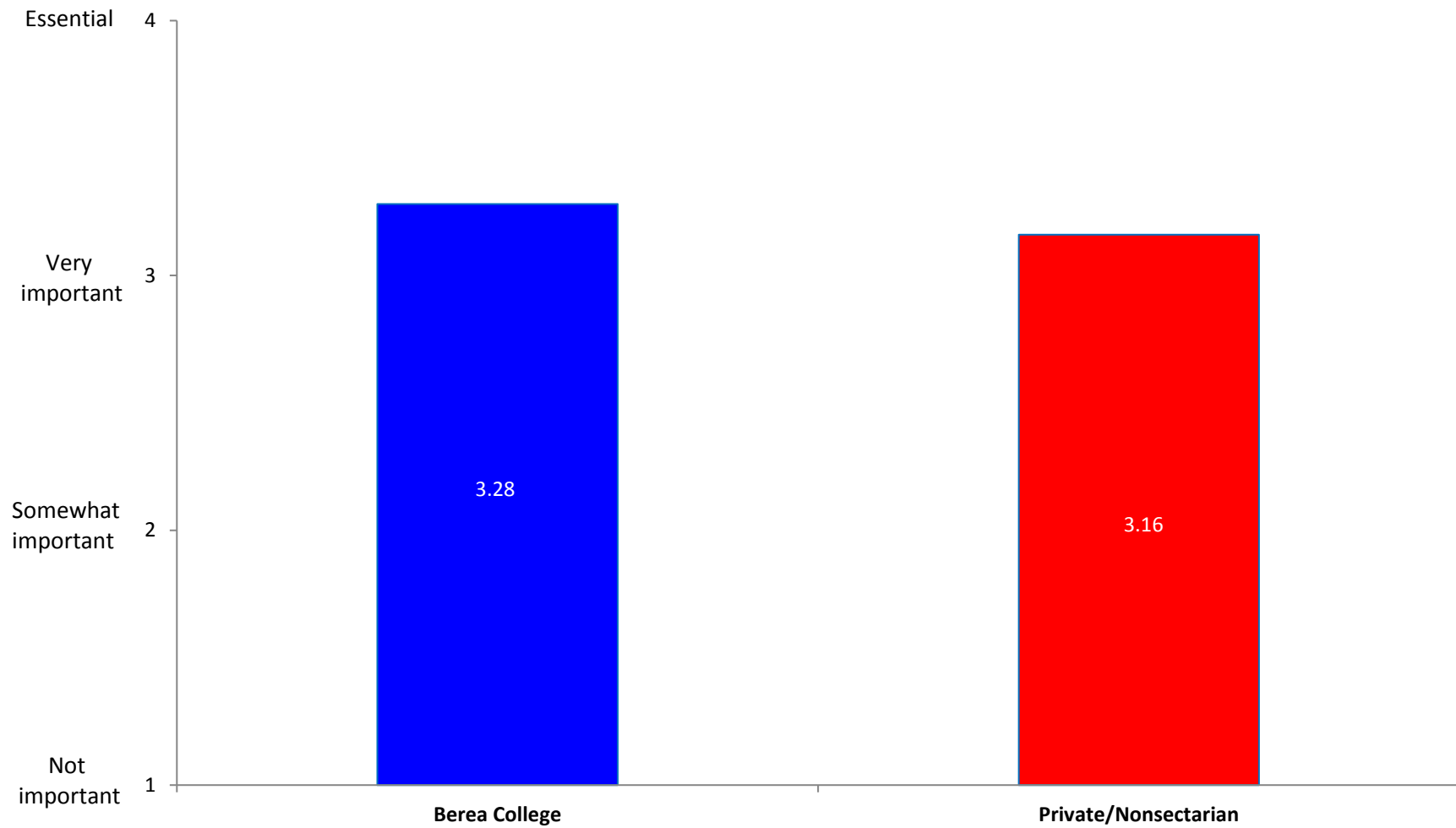
Higher Education Research Institute (HERI) Faculty Survey

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



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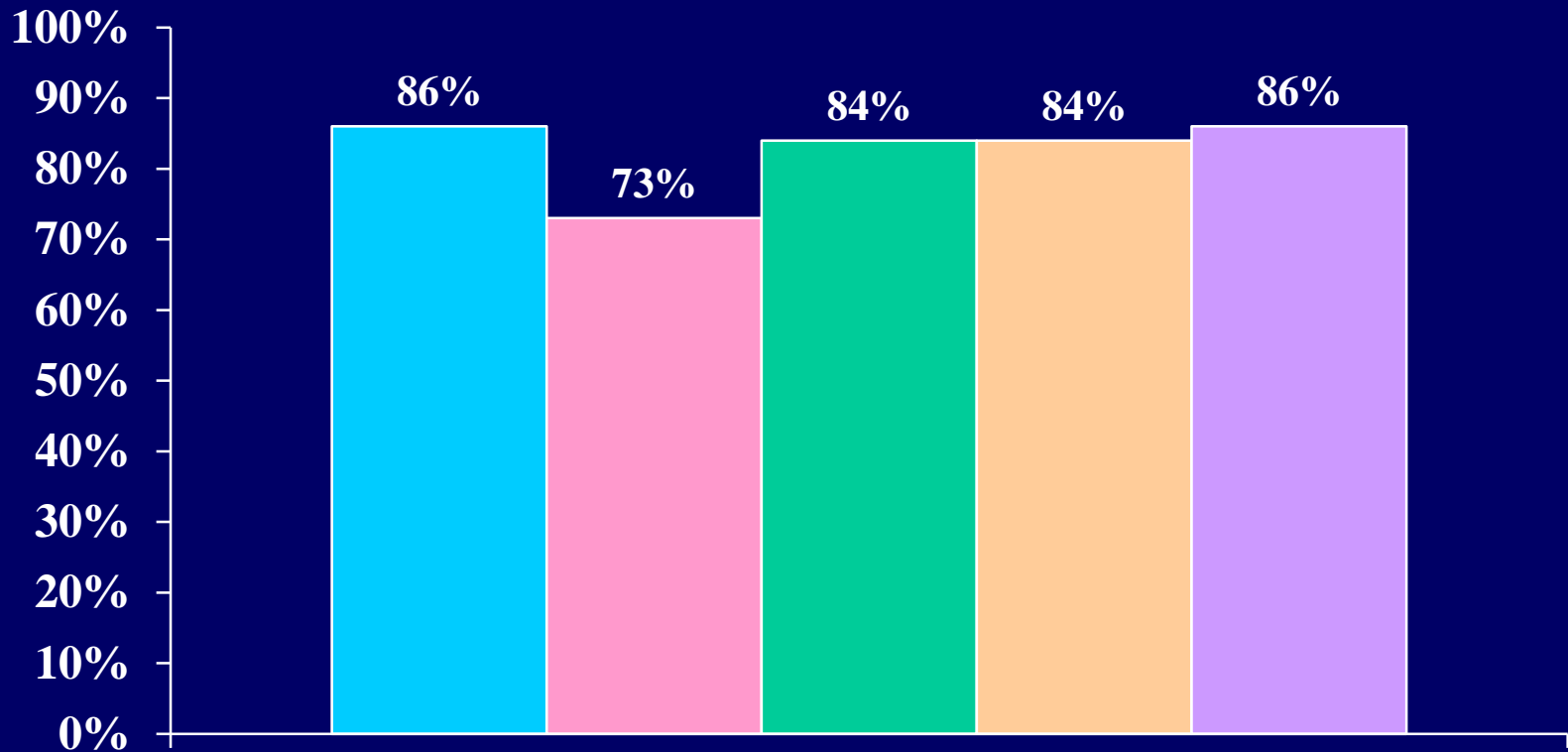
Prepare students for employment after college



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

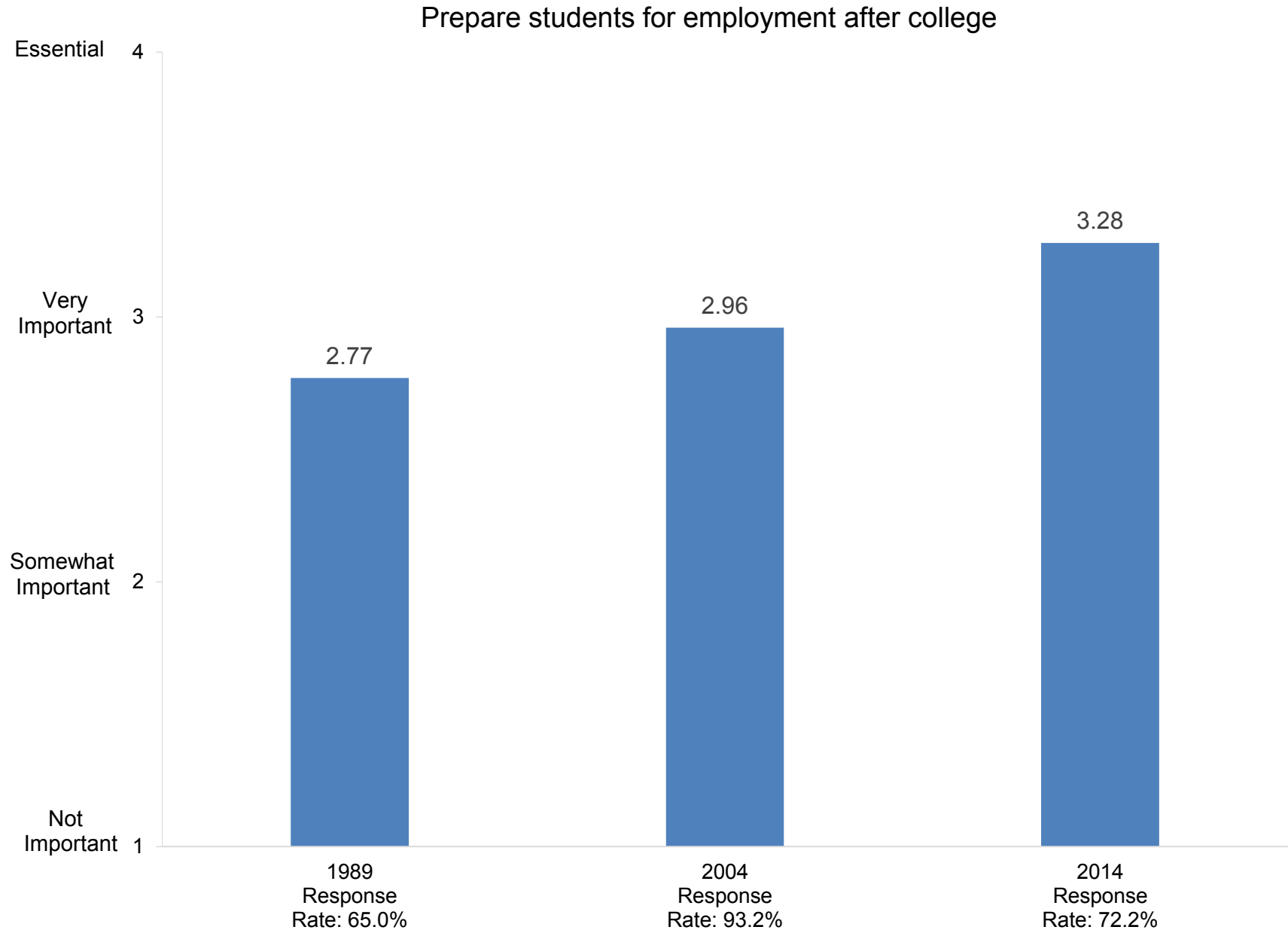
Percent of faculty who indicated “essential” or “very important”

Prepare students for employment after college



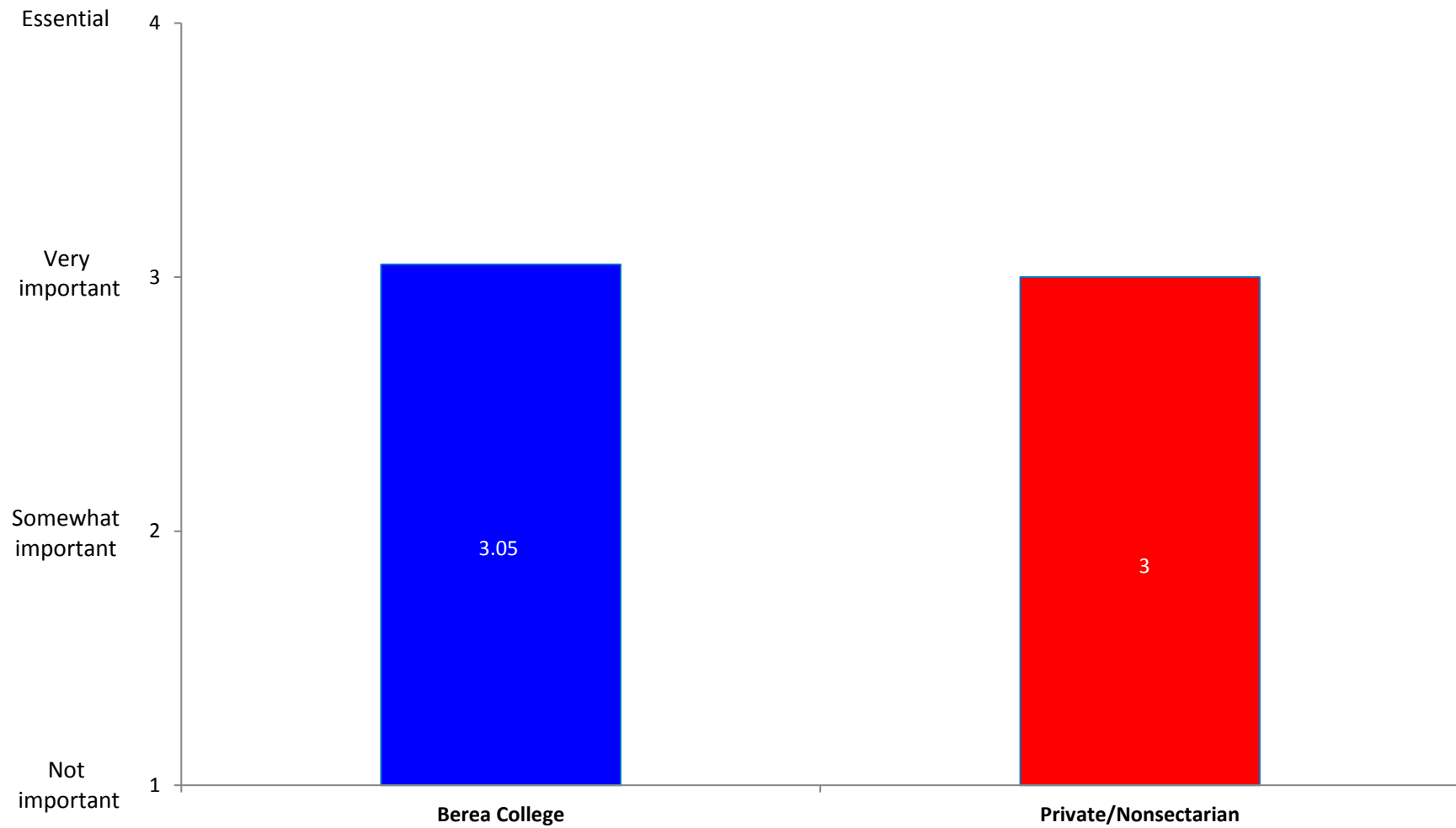
Higher Education Research Institute (HERI) Faculty Survey

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



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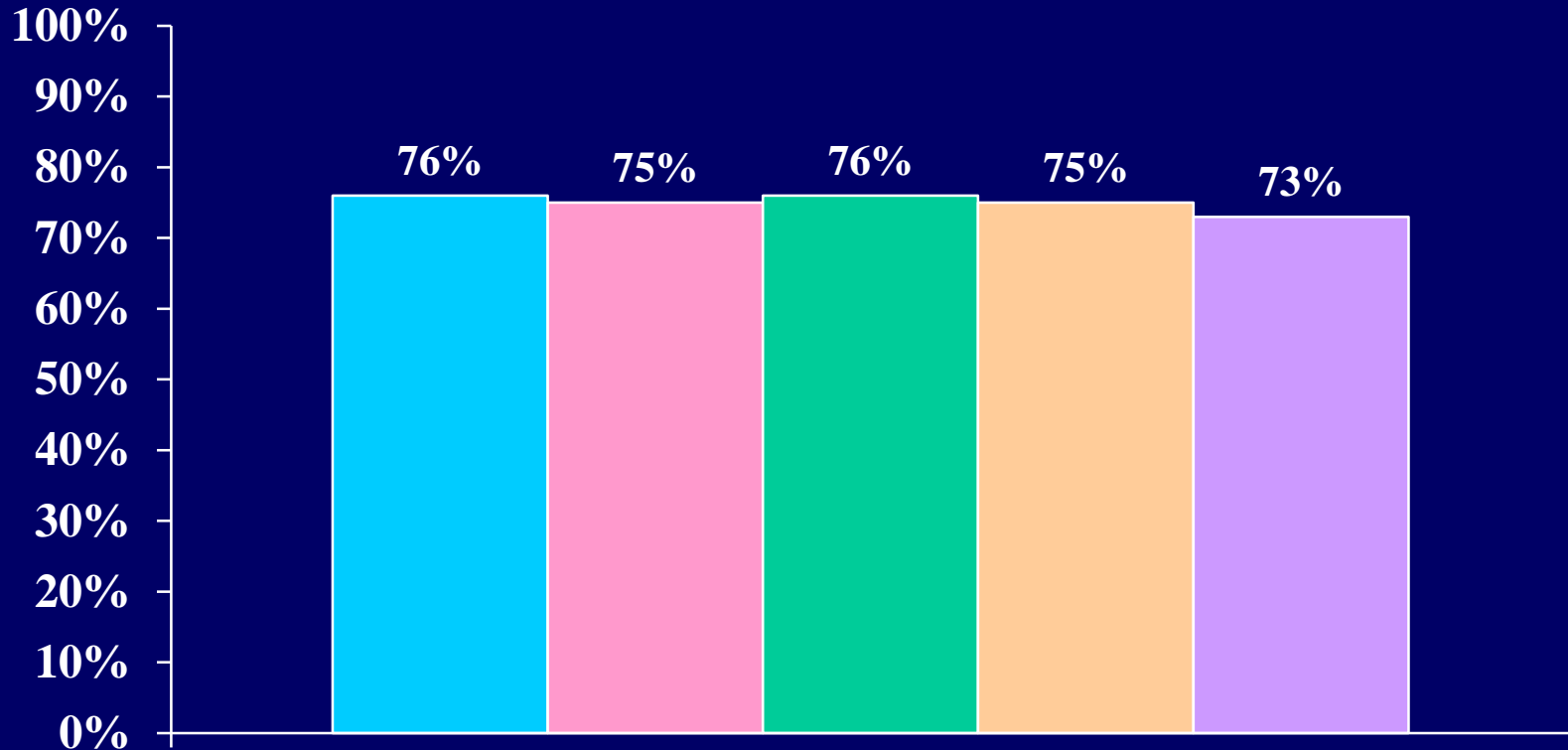
Prepare students for graduate or advanced education



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

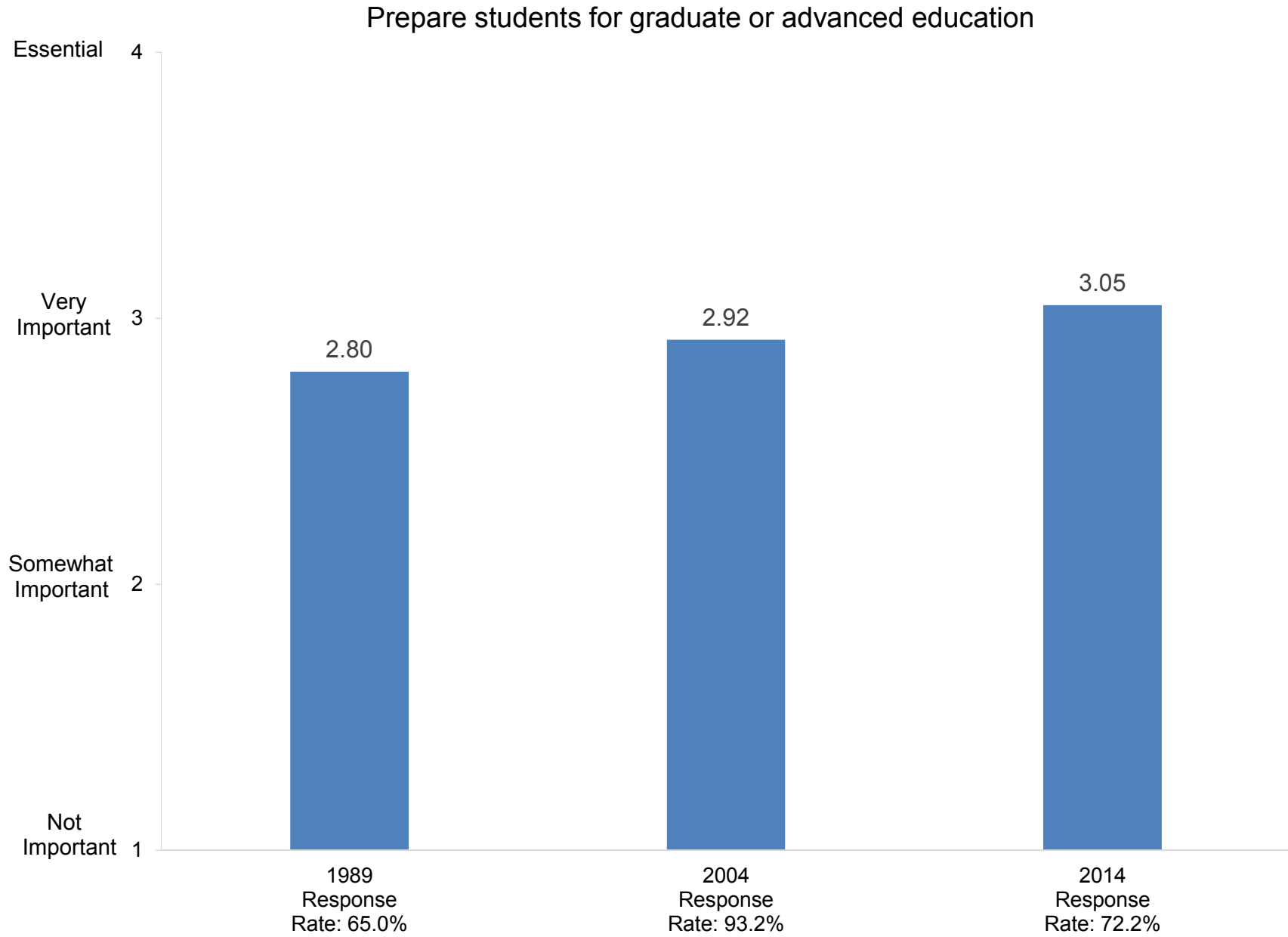
Percent of faculty who indicated “essential” or “very important”

Prepare students for graduate or advanced education



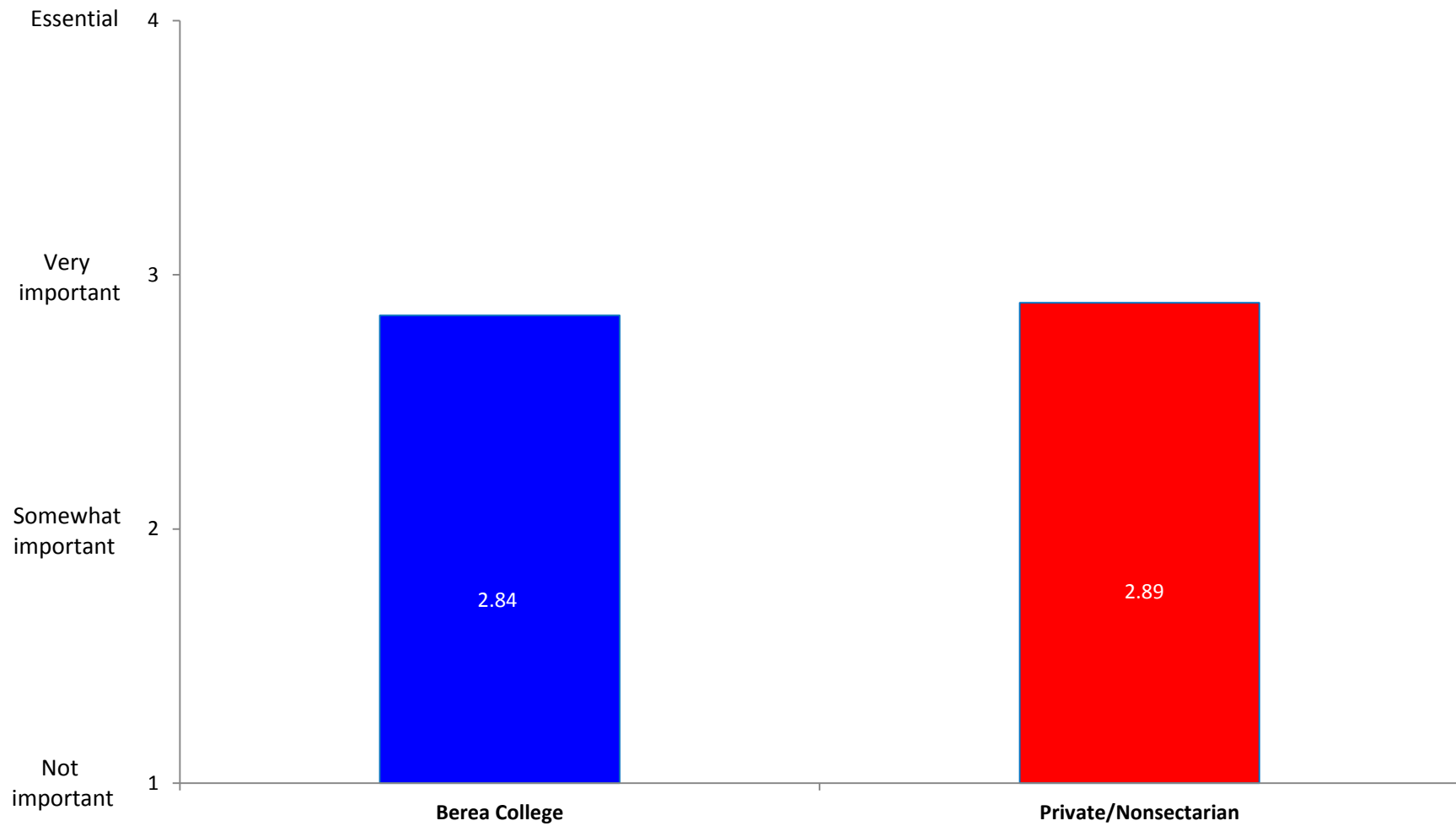
Higher Education Research Institute (HERI) Faculty Survey

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



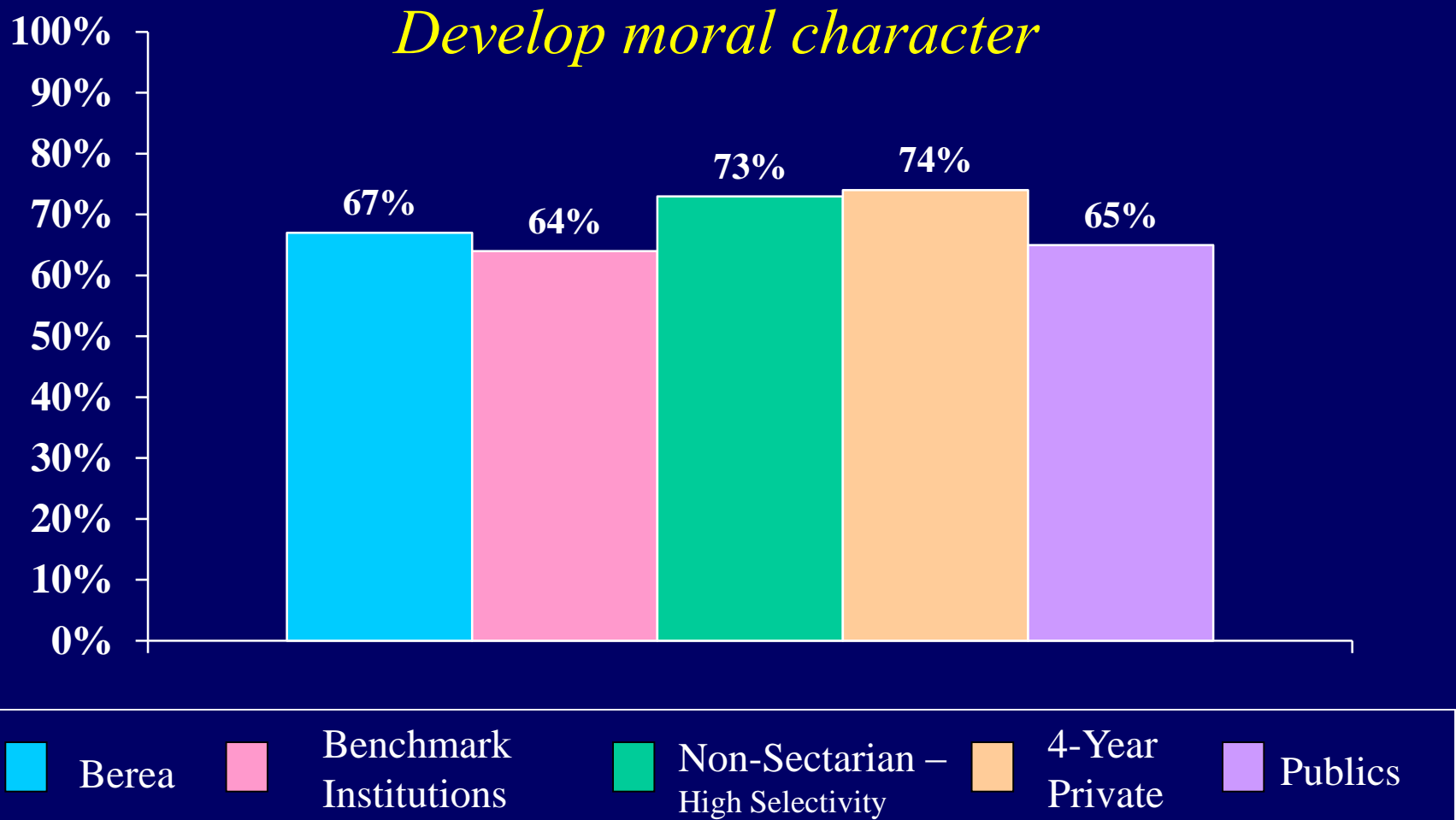
Indicate the importance to you of the following education goals for students:

Develop moral character



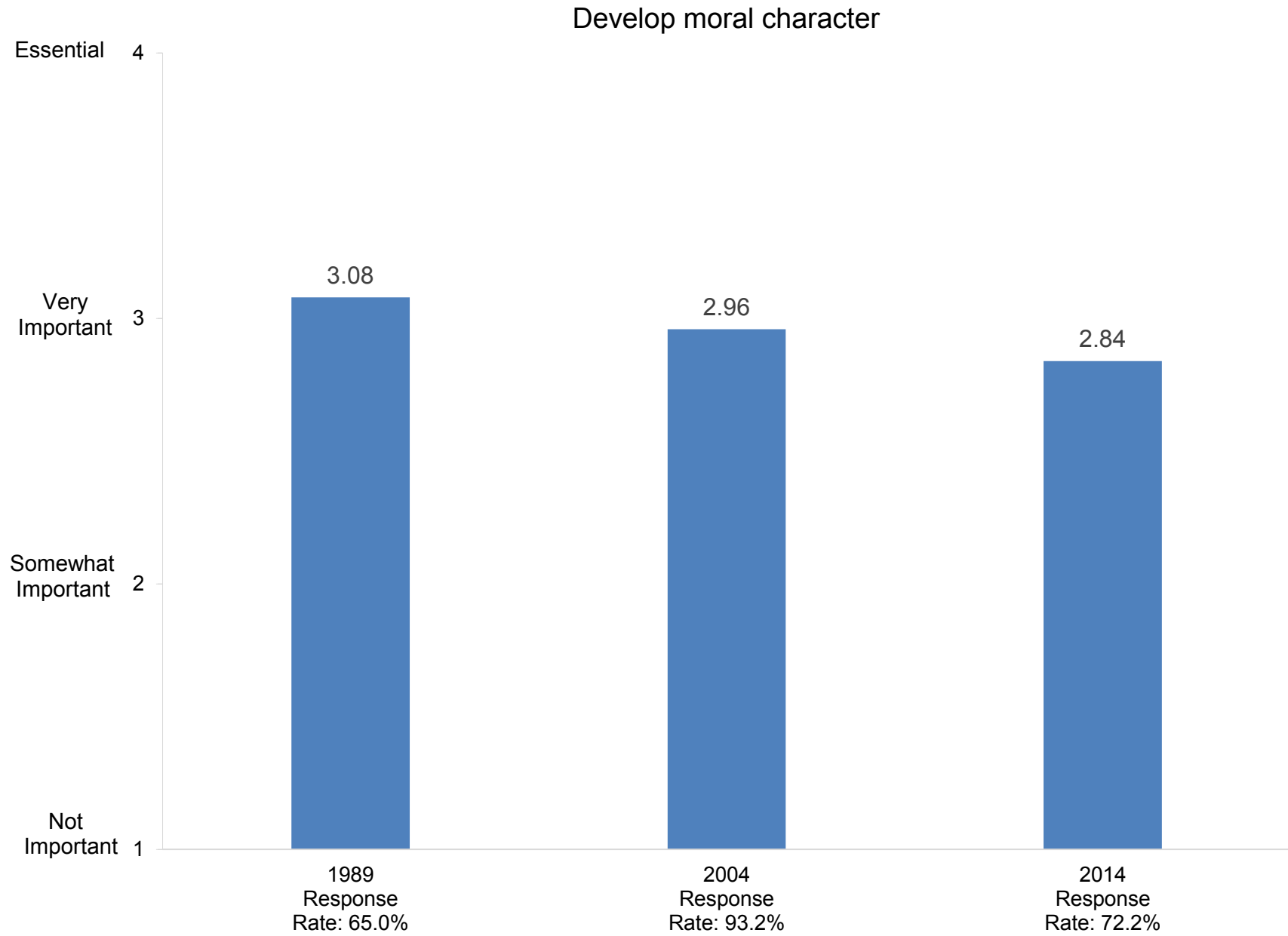
Indicate the importance to you of each of the following education goals
for undergraduate students:

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



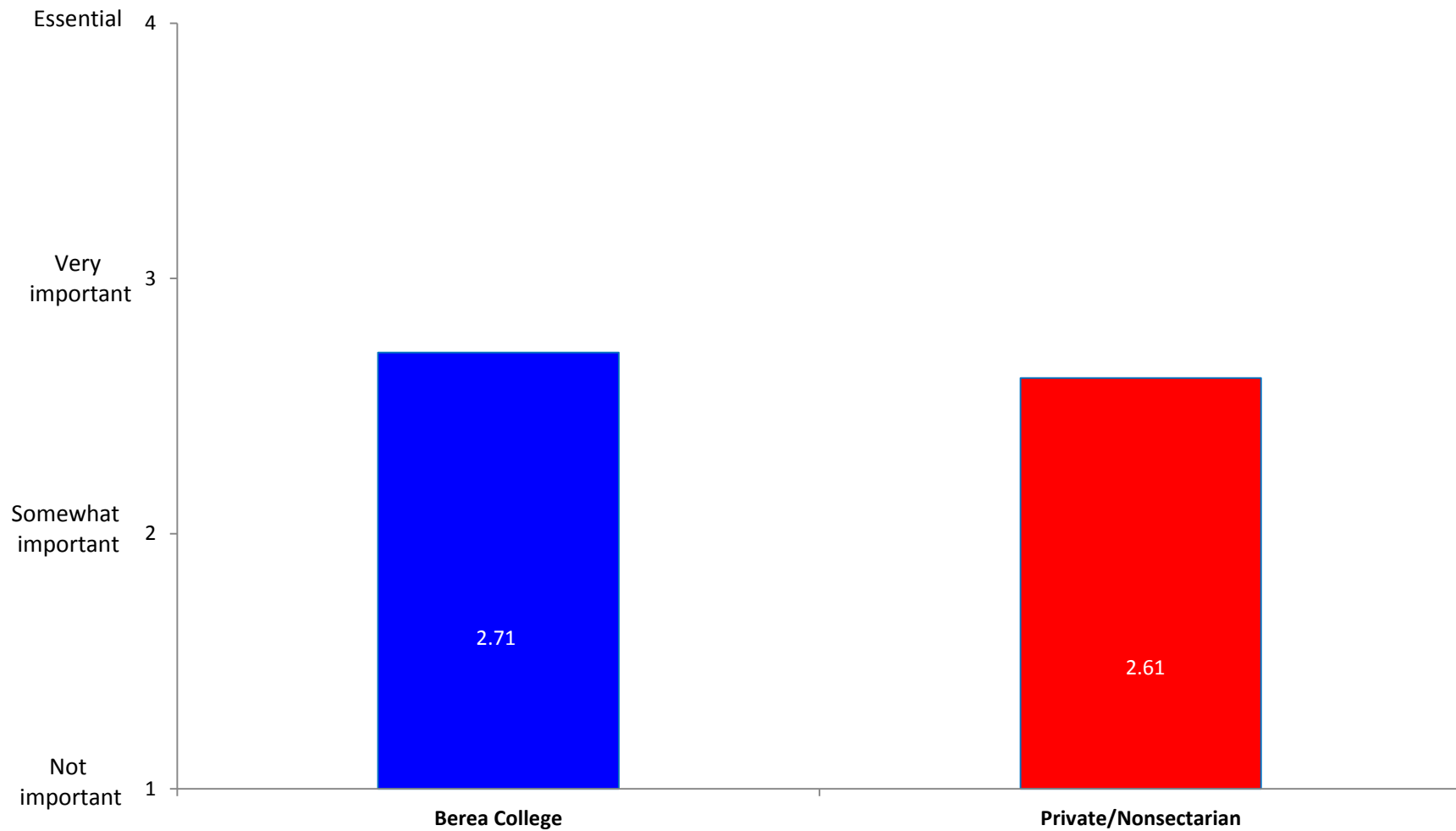
Higher Education Research Institute (HERI) Faculty Survey

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



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

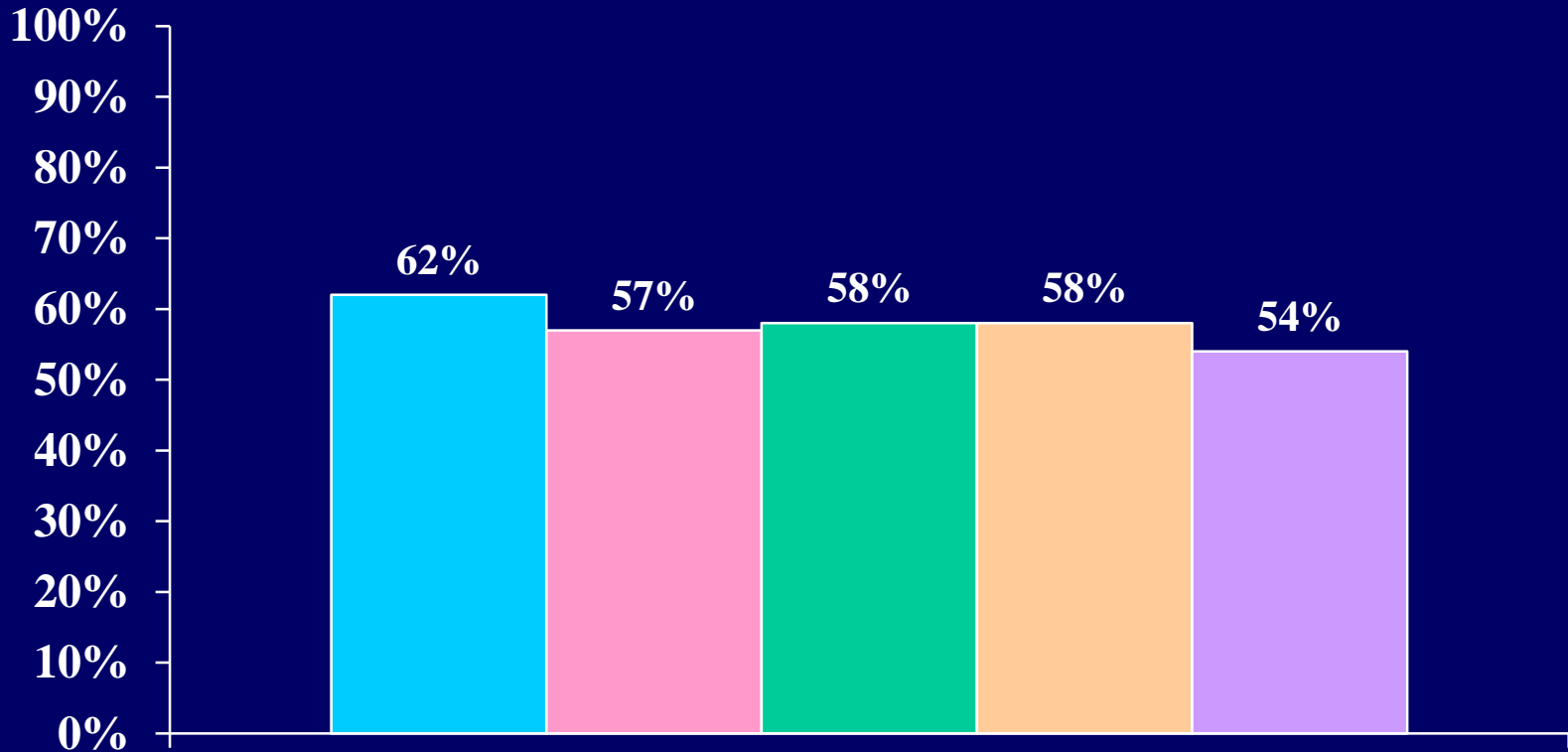
Provide for students' emotional development



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

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

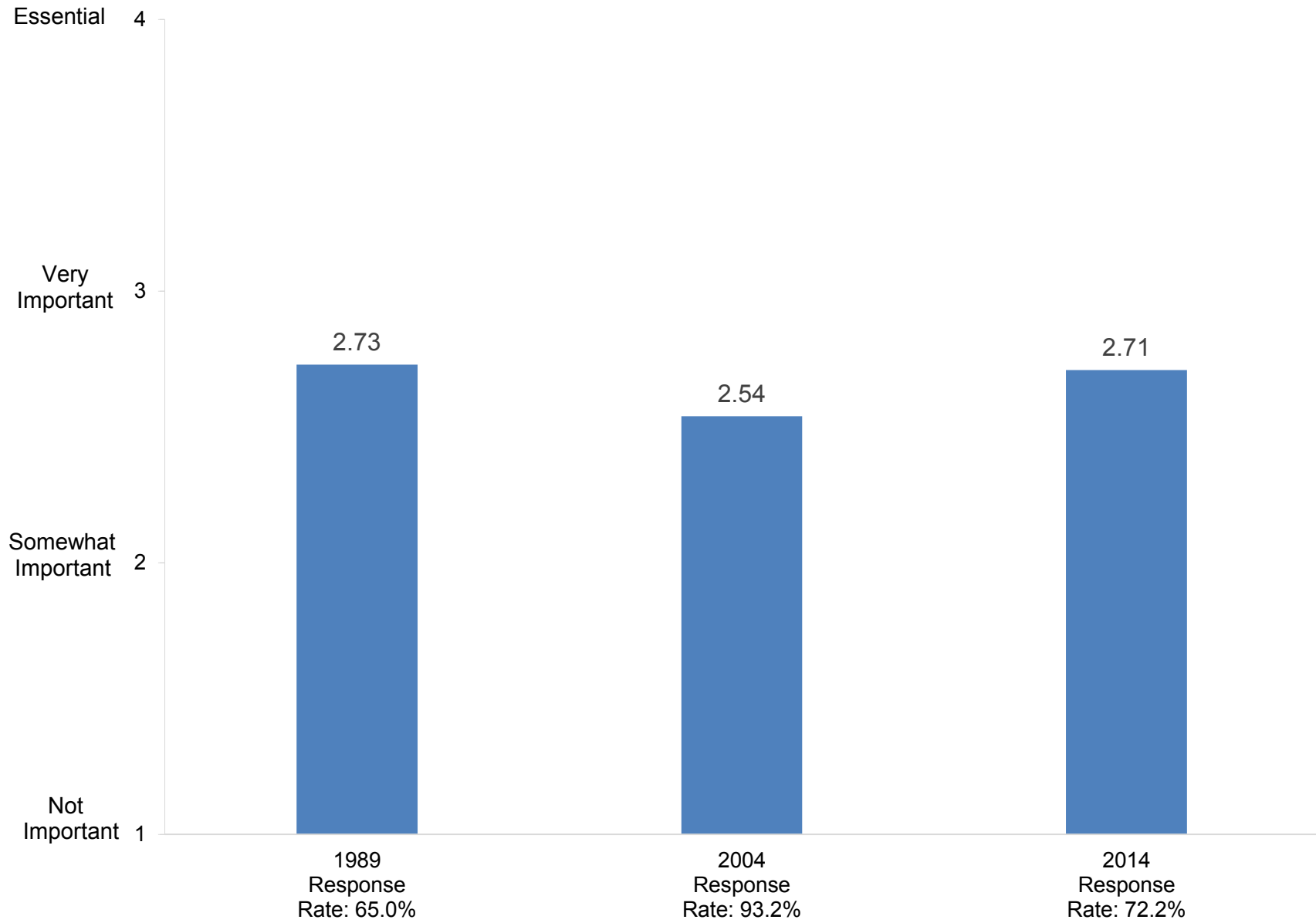
Provide for students’ emotional development



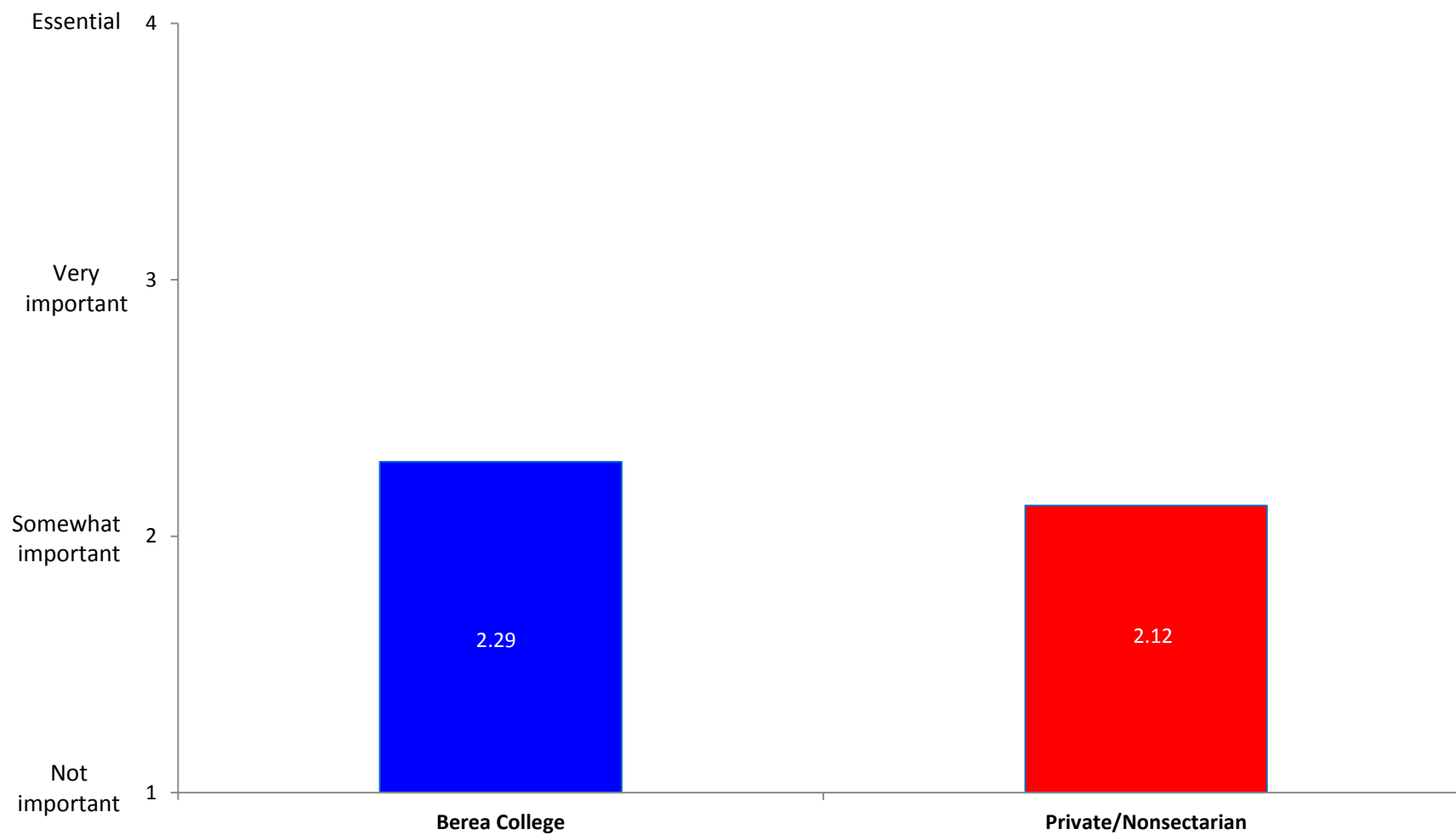
Higher Education Research Institute (HERI) Faculty Survey

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

Provide for students' emotional development



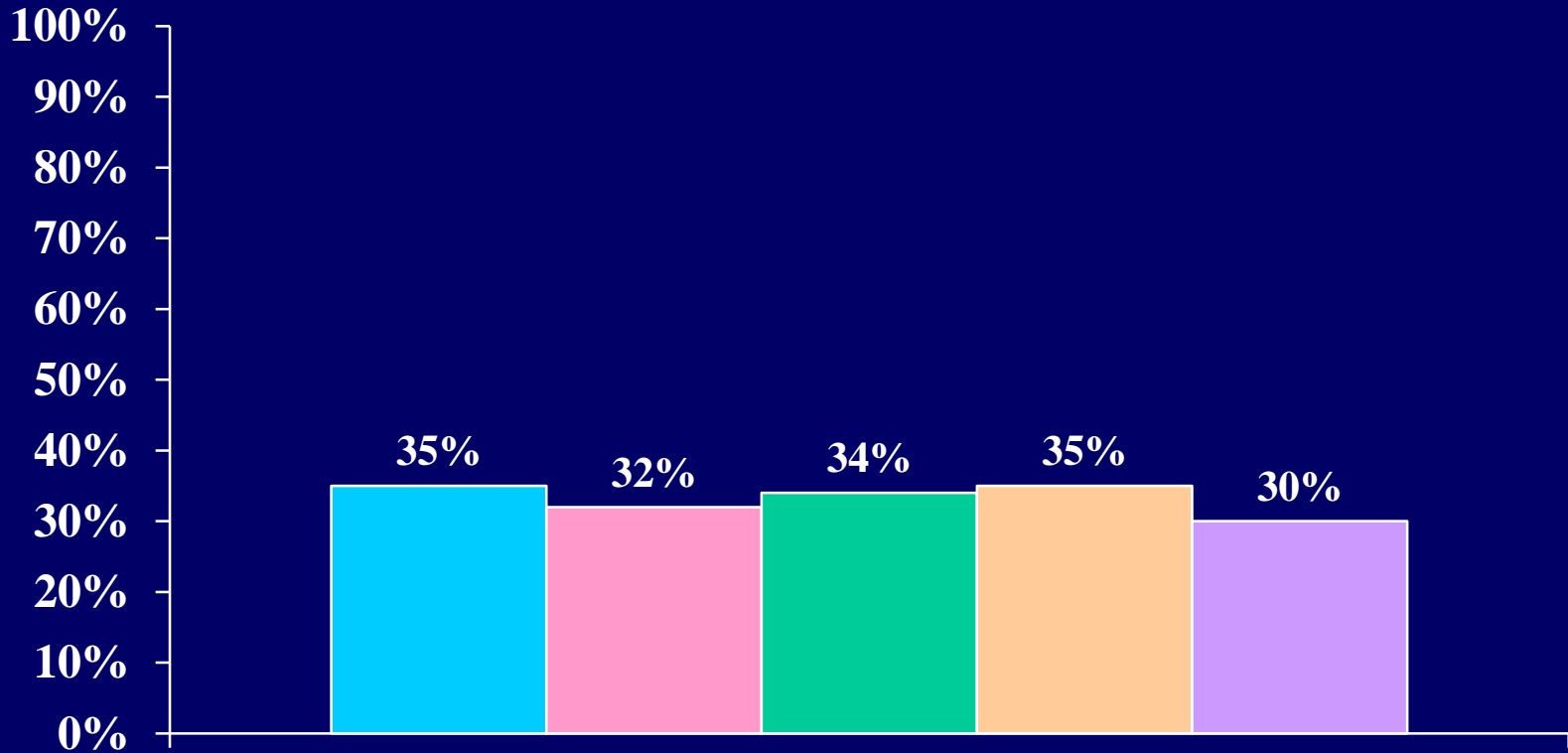
Teach students the classic works of Western civilization



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

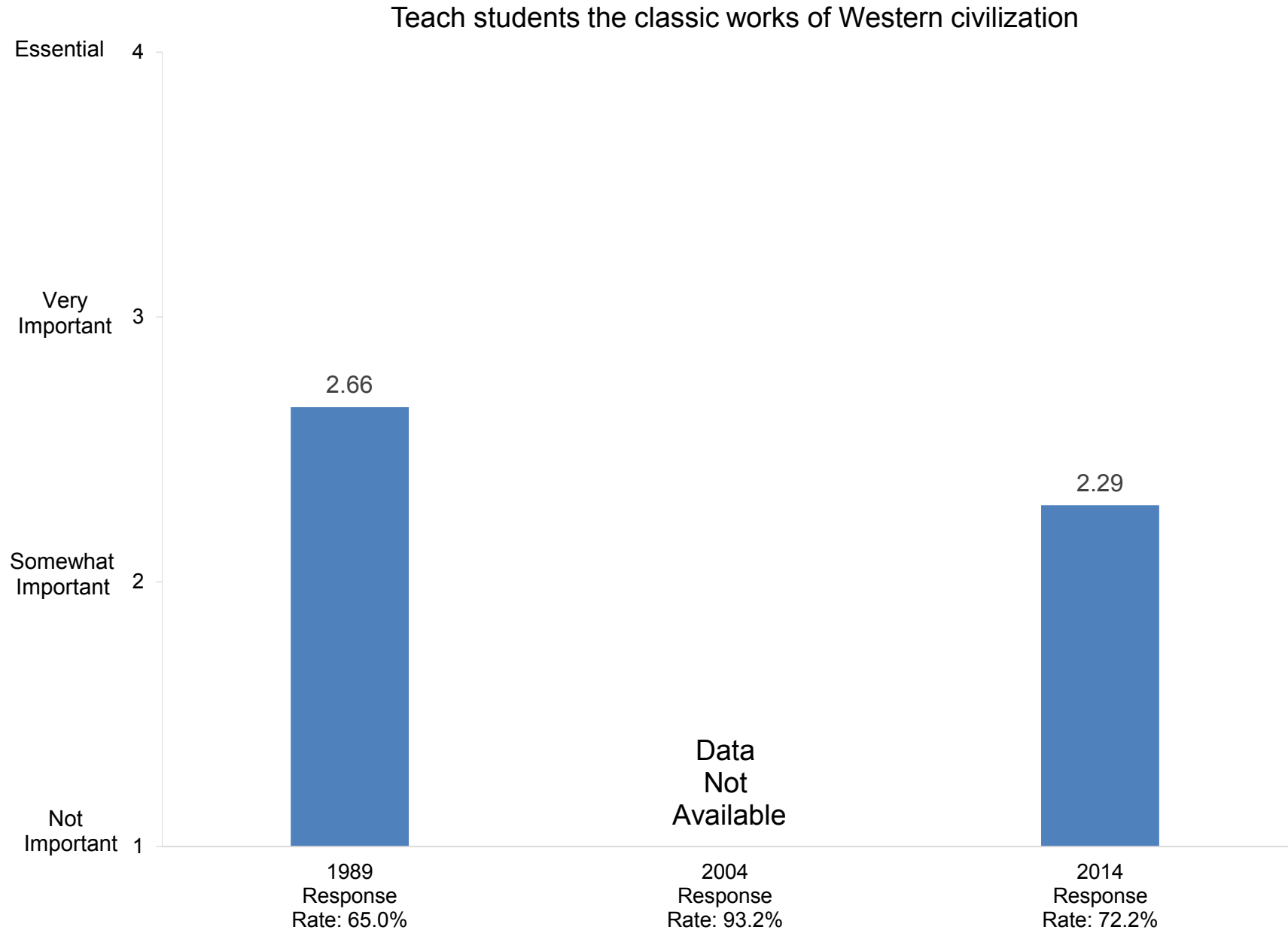
Percent of faculty who indicated “essential” or “very important”

Teach students the classic works of Western civilization



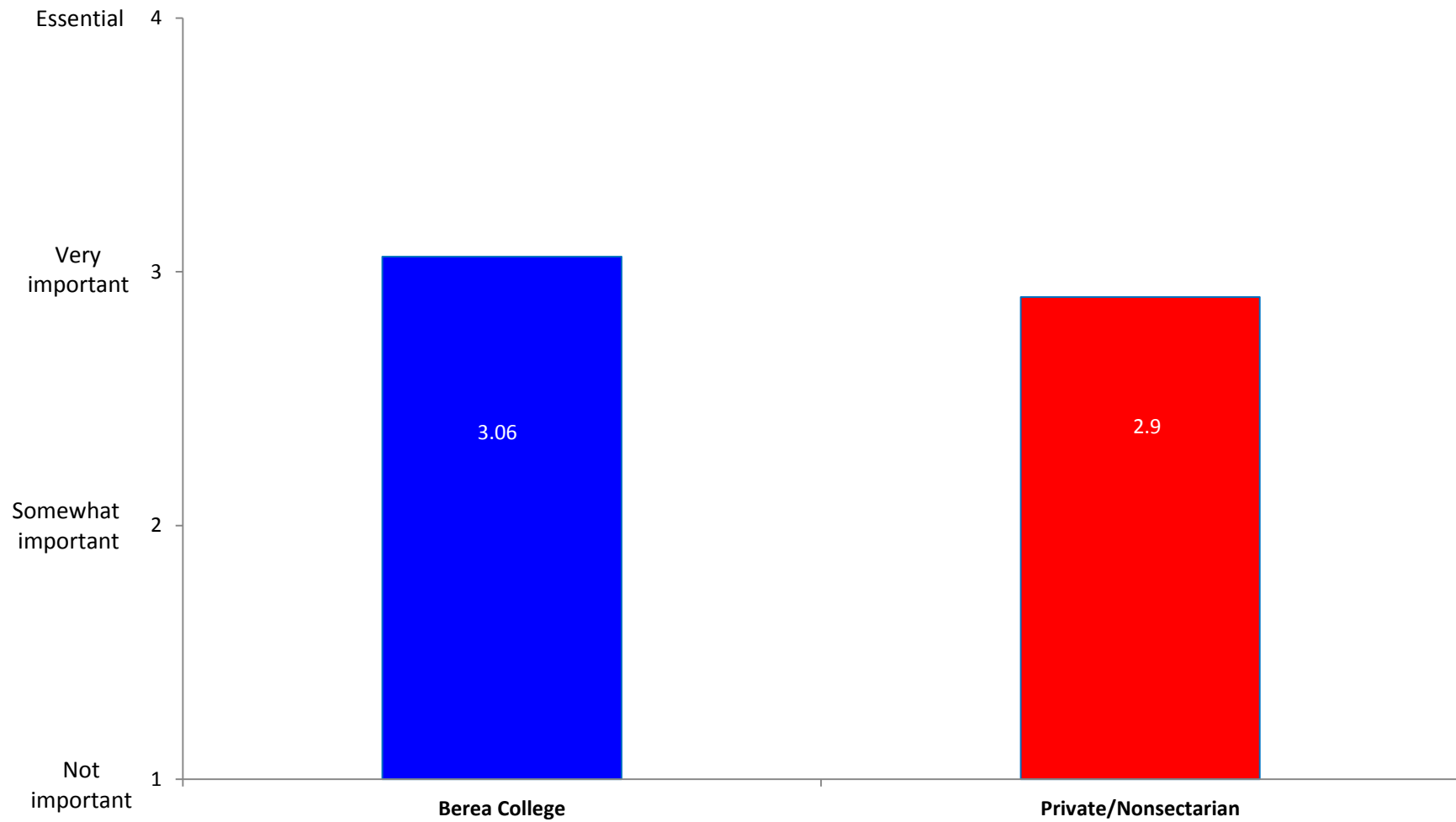
Higher Education Research Institute (HERI) Faculty Survey

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



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

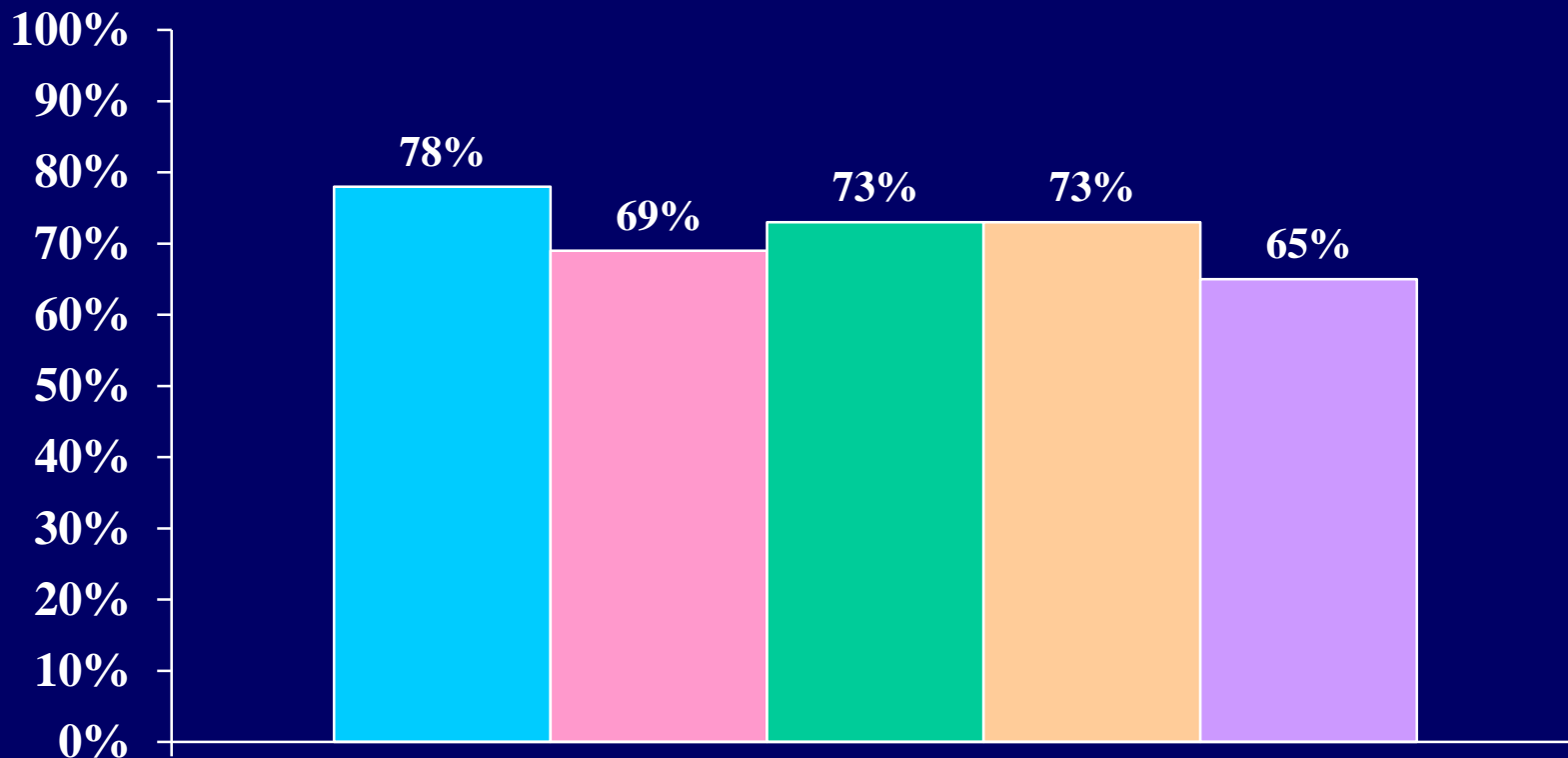
Help students develop personal values



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

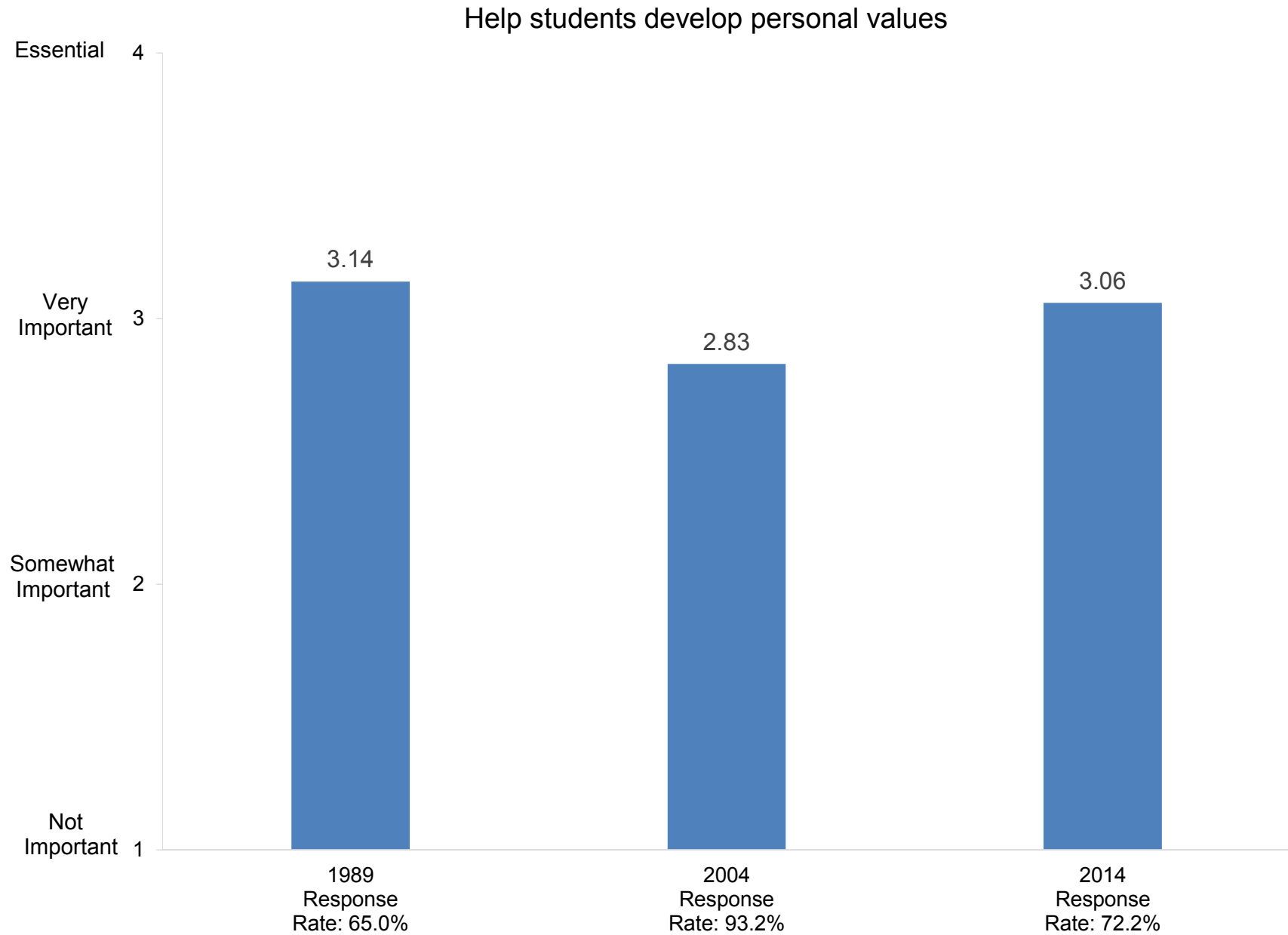
Percent of faculty who indicated “essential” or “very important”

Help students develop personal values



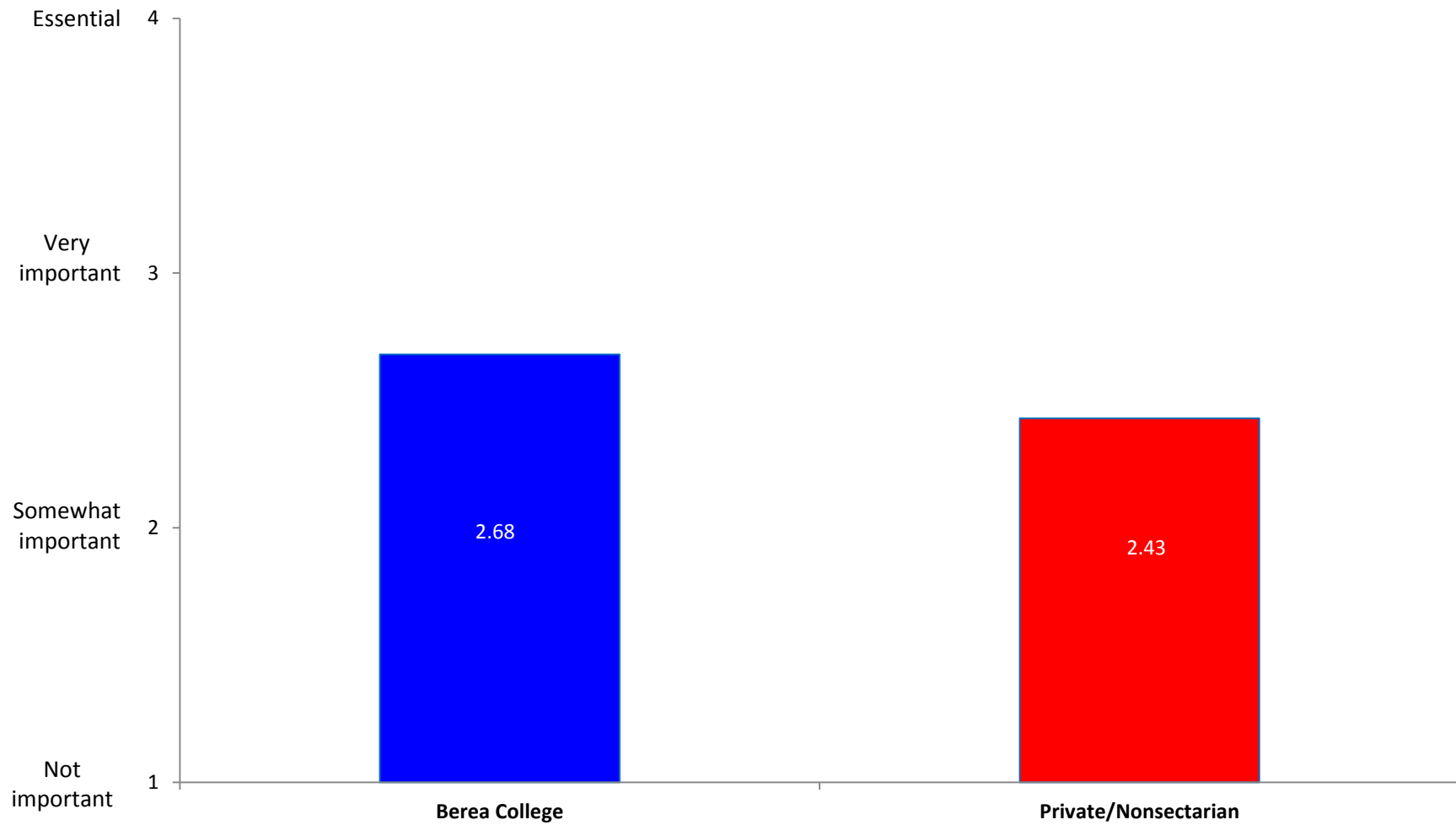
Higher Education Research Institute (HERI) Faculty Survey

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



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

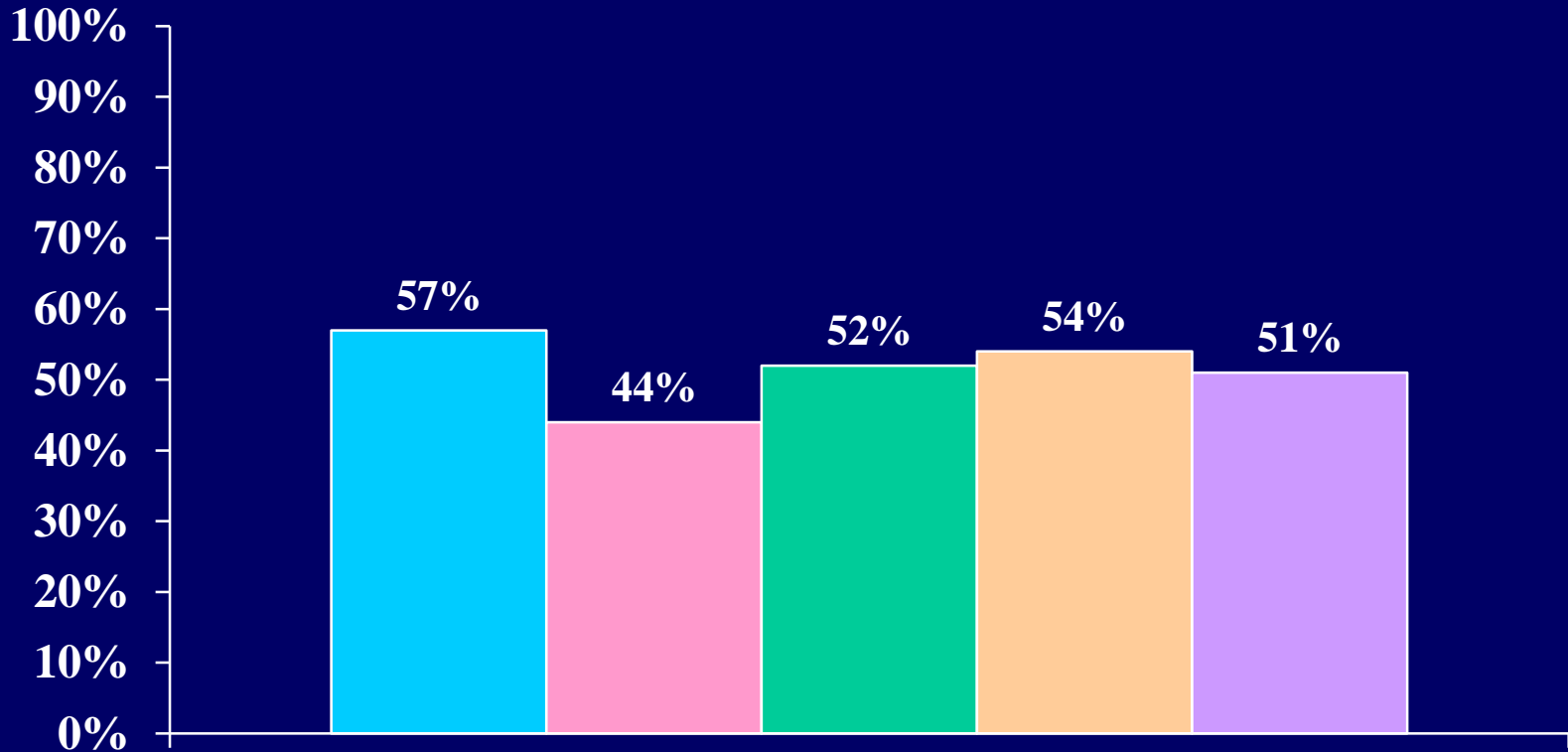
Instill in students a commitment to community service



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

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

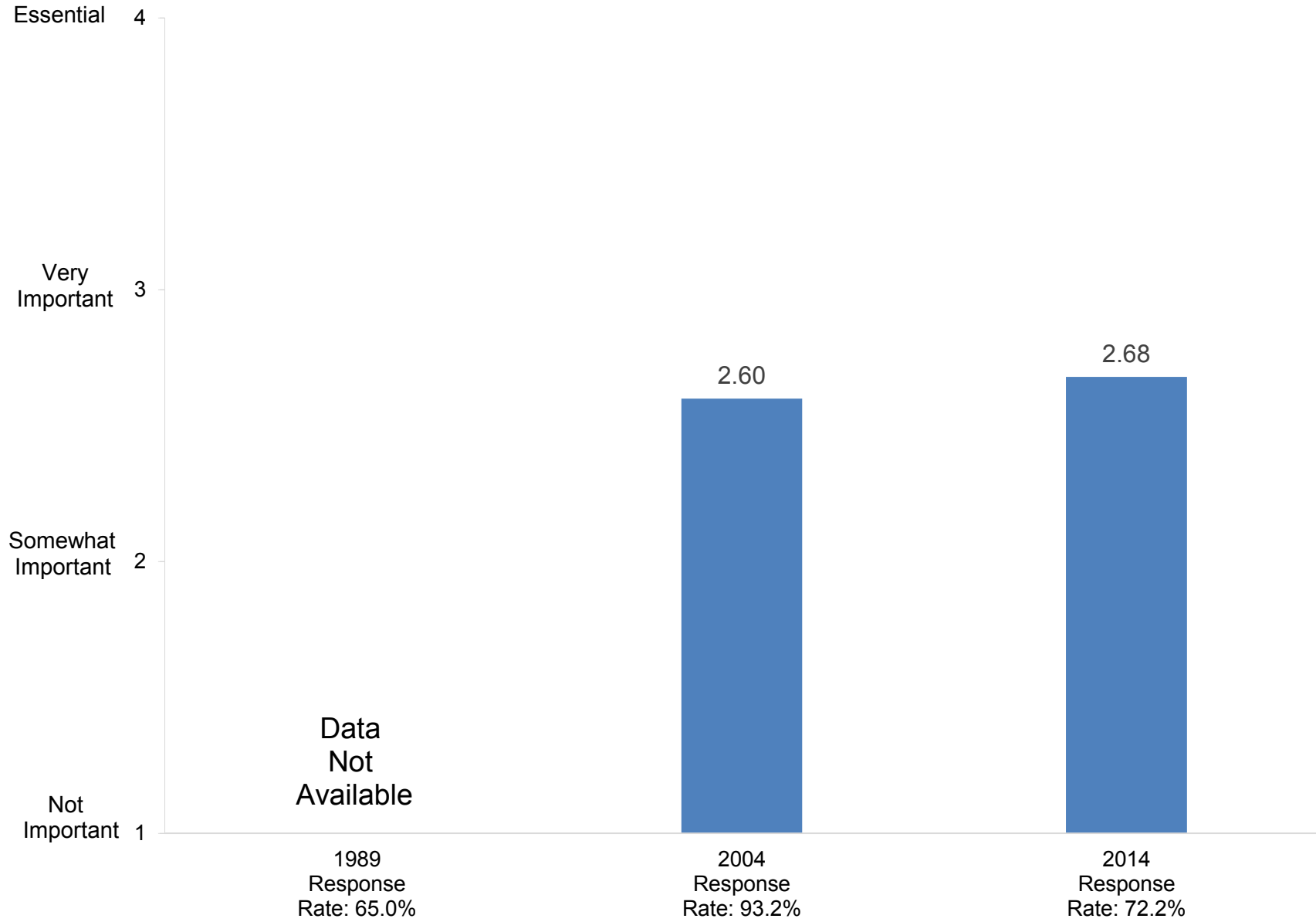
Instill in students a commitment to community service



Higher Education Research Institute (HERI) Faculty Survey

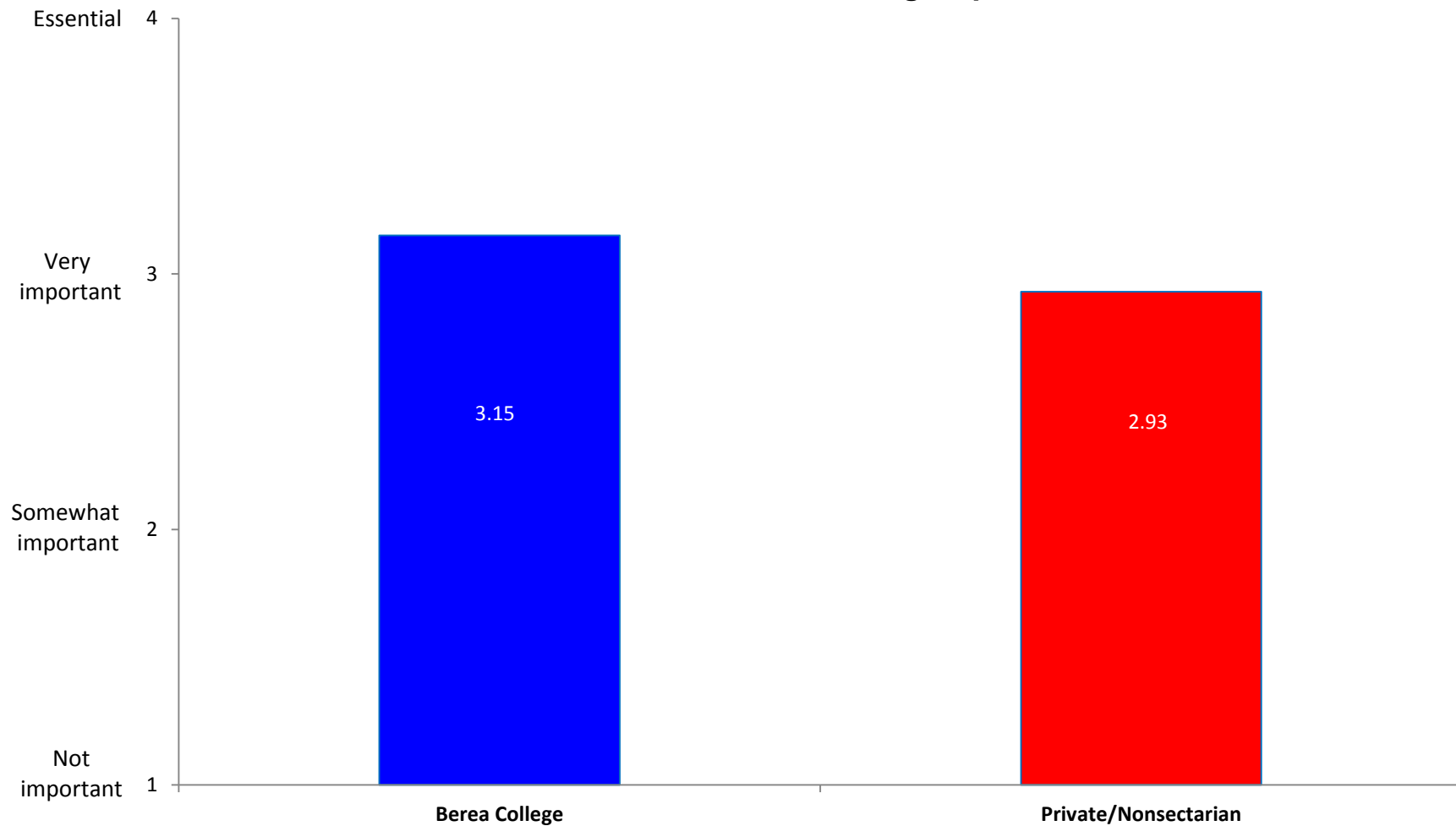
Indicate the importance to you of each of the following education goals for undergraduate students:

Instill in students a commitment to community service



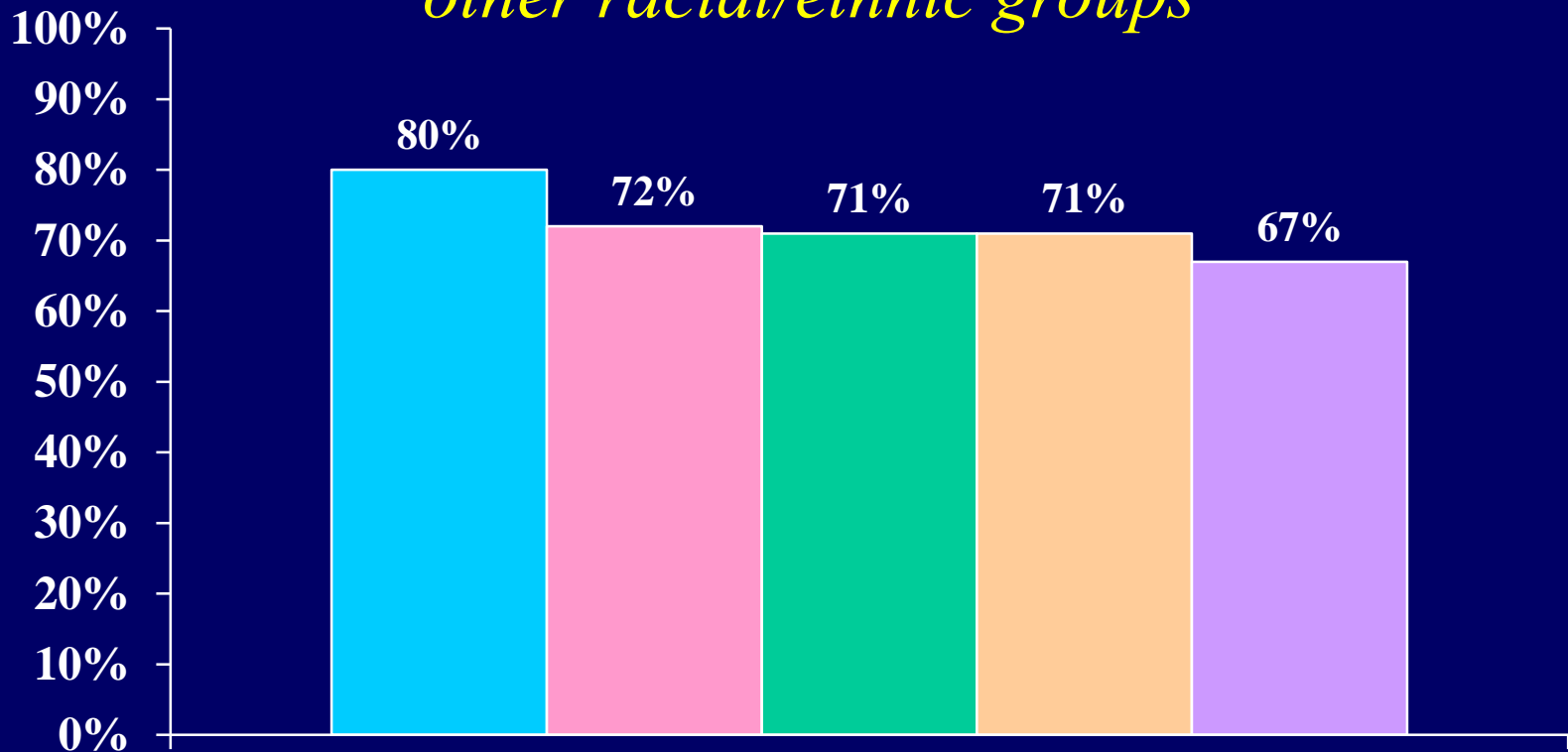
Indicate the importance to you of the following education goals for students:

Enhance students' knowledge of and appreciation for other racial/ethnic groups



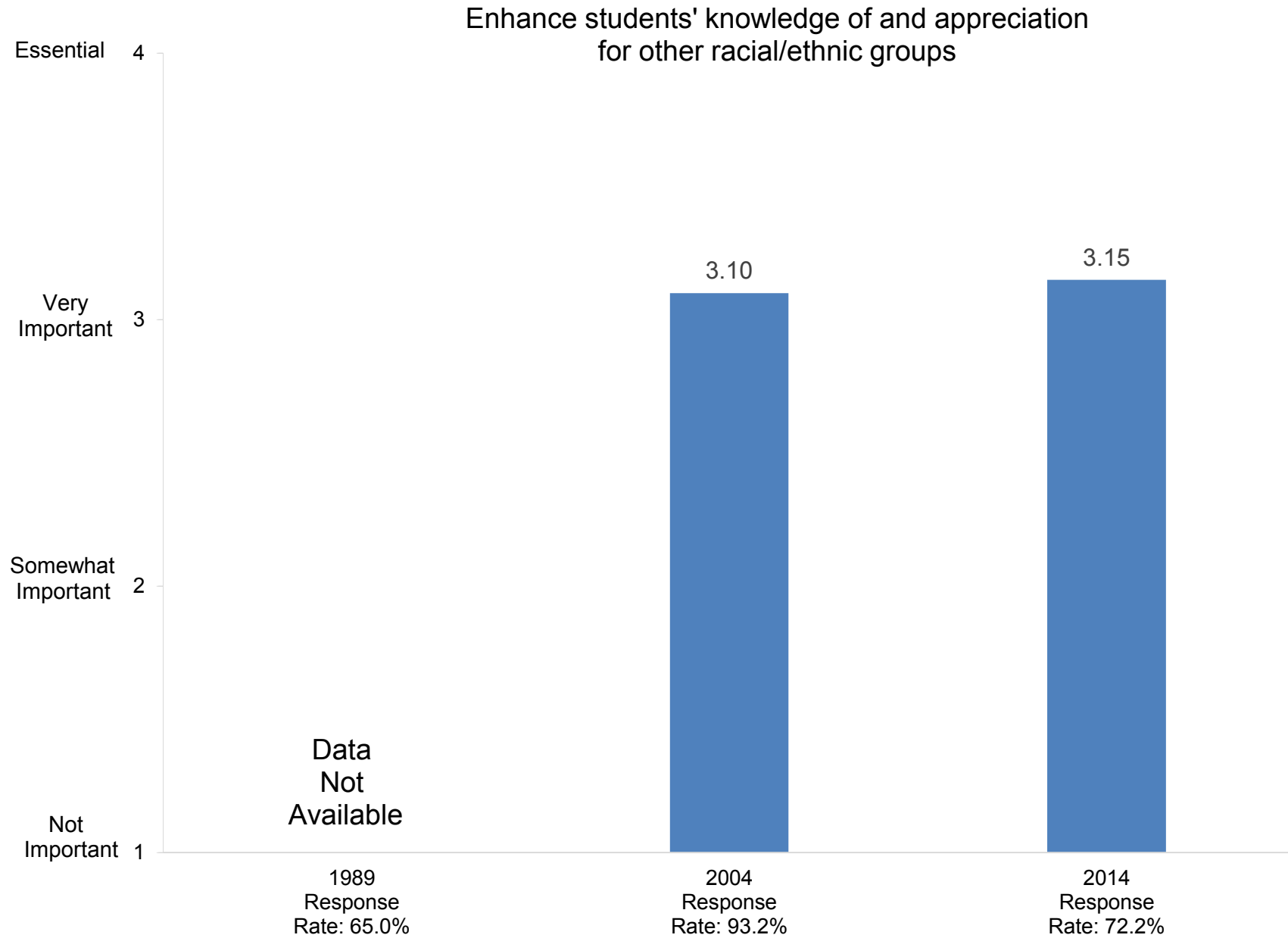
Indicate the importance to you of each of the following education goals for undergraduate students:
Percent of faculty who indicated “essential” or “very important”

Enhance students’ knowledge of and appreciation for other racial/ethnic groups

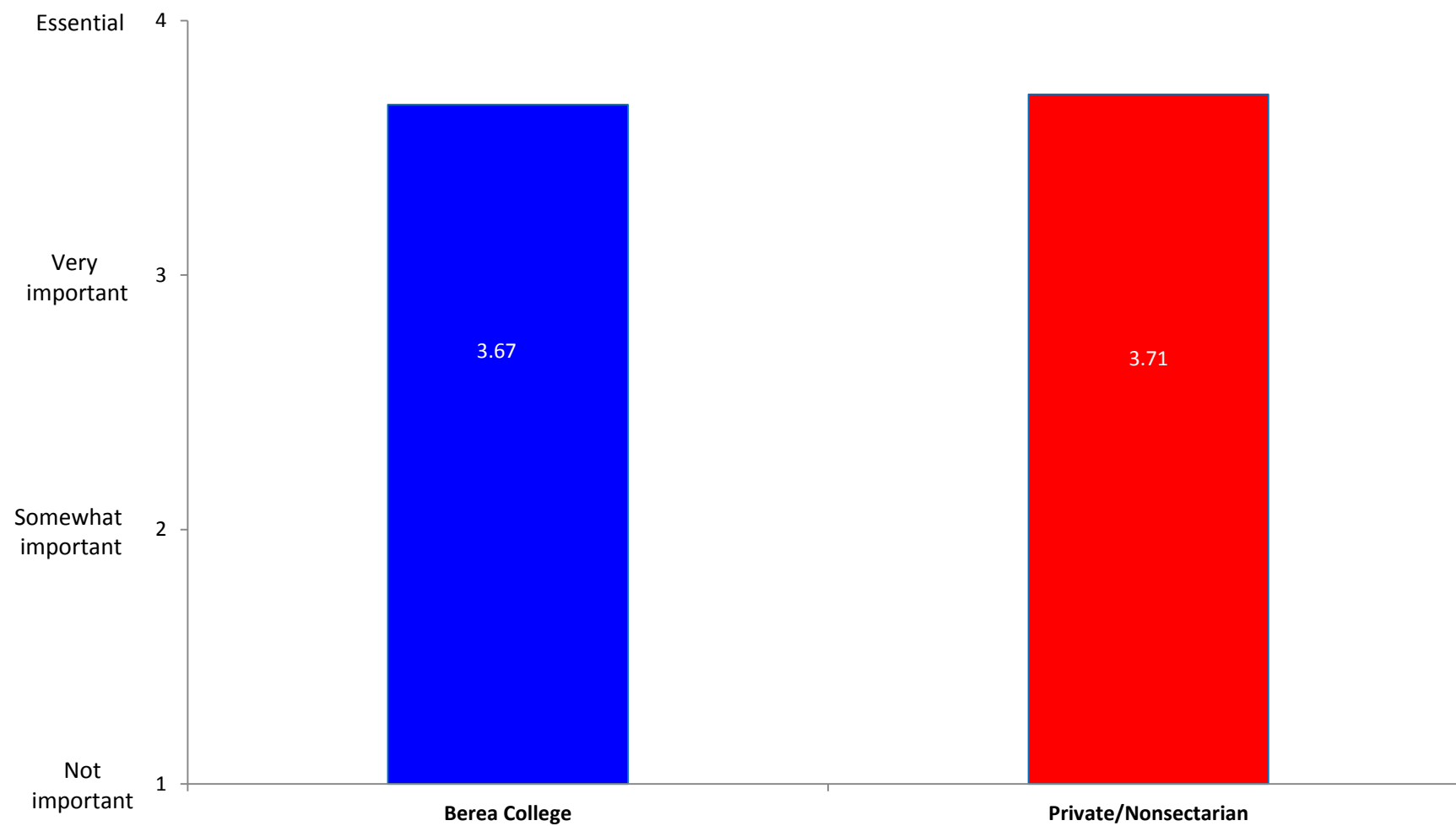


Higher Education Research Institute (HERI) Faculty Survey

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



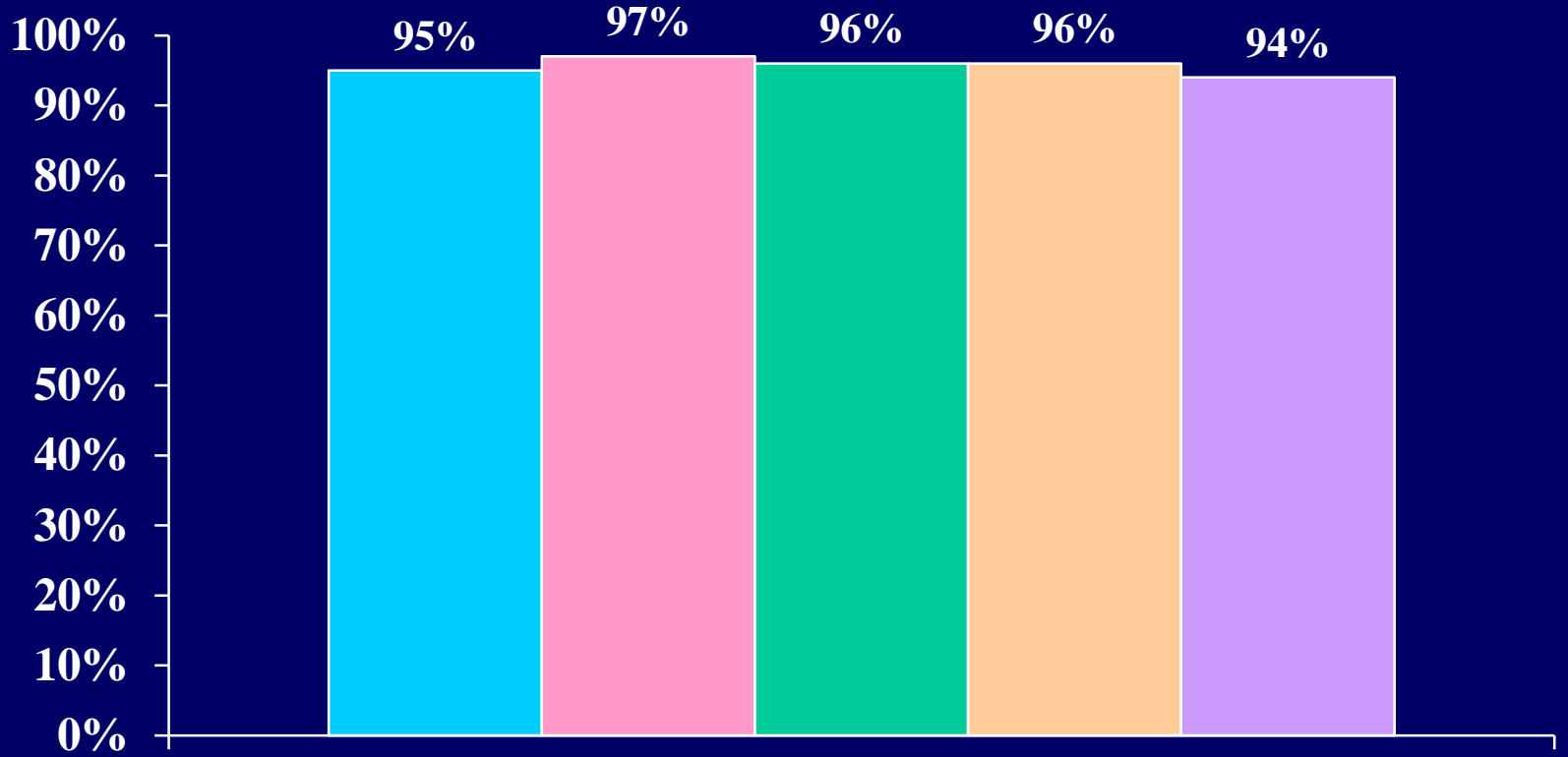
Promote ability to write effectively



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

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

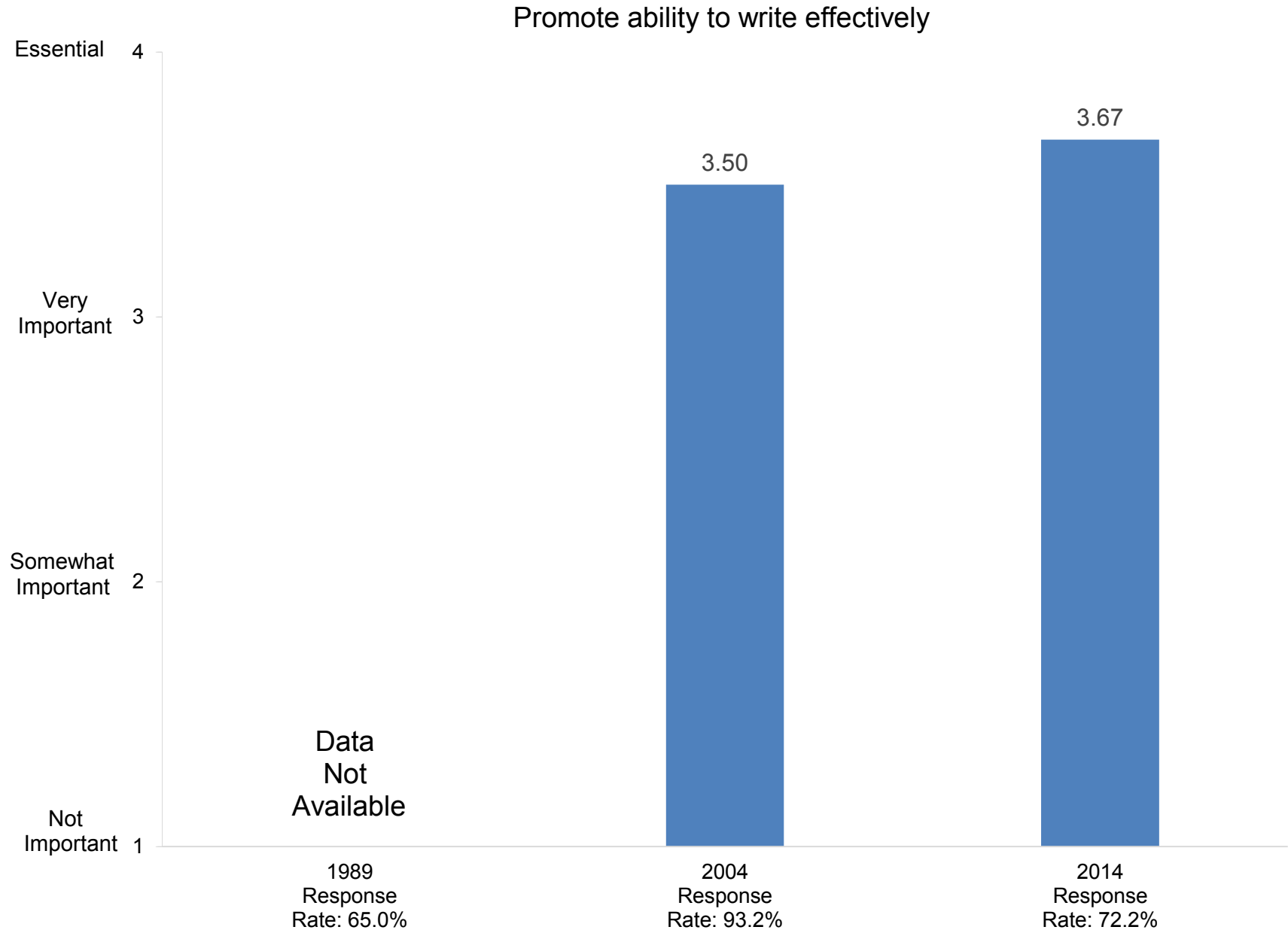
Promote ability to write effectively



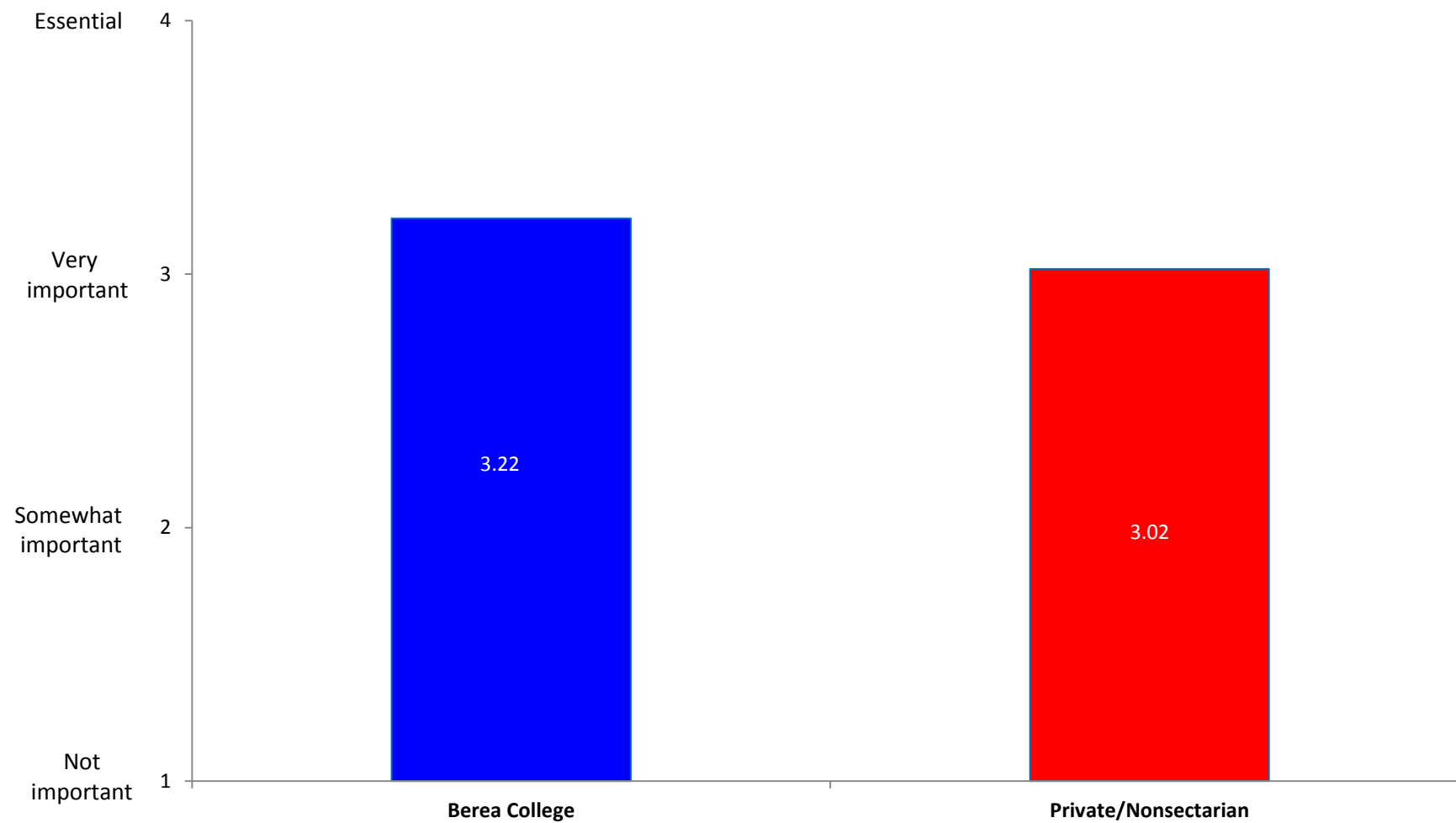
 Berea	 Benchmark Institutions	 Non-Sectarian – High Selectivity	 4-Year Private	 Publics
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Higher Education Research Institute (HERI) Faculty Survey

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



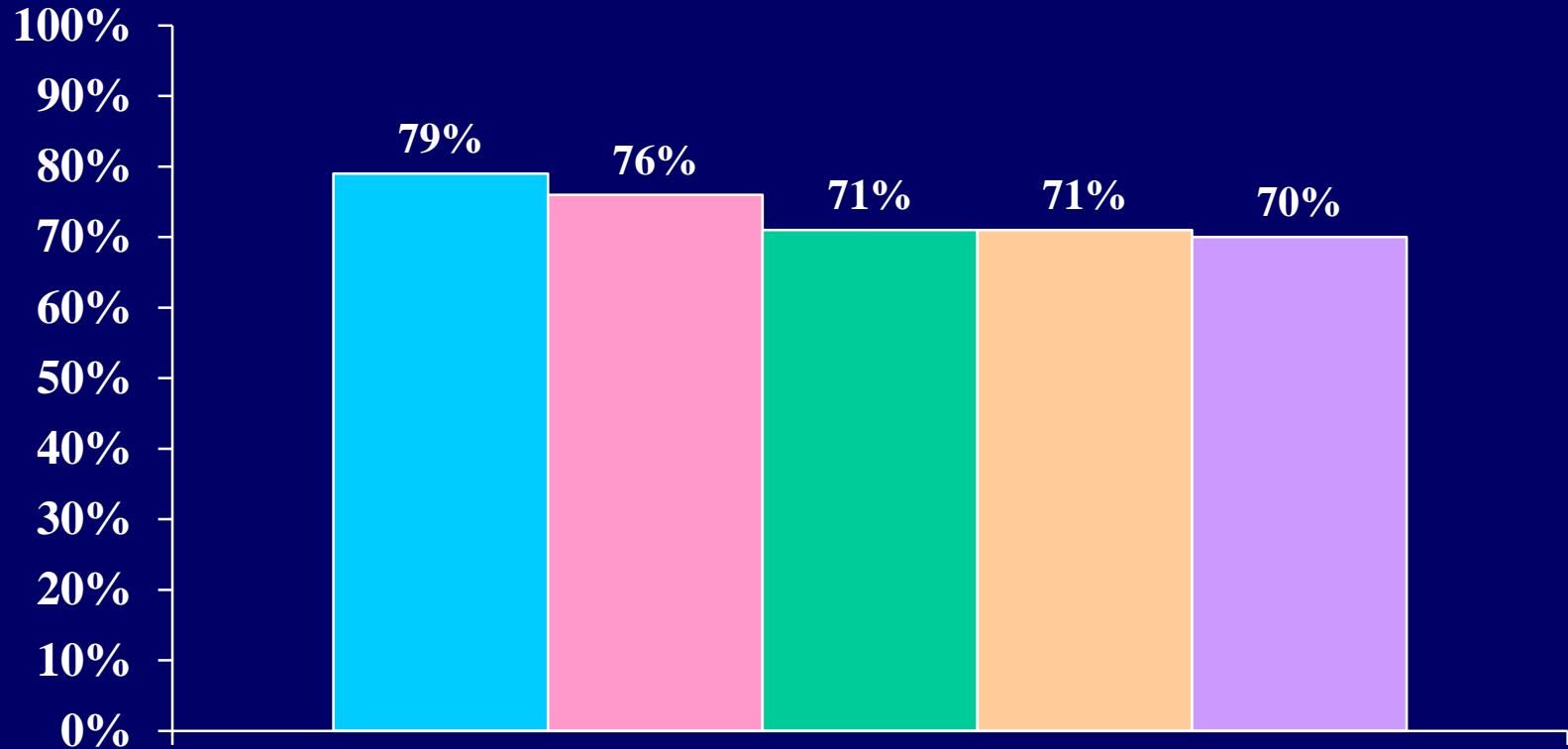
Help students evaluate the quality and reliability of information



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

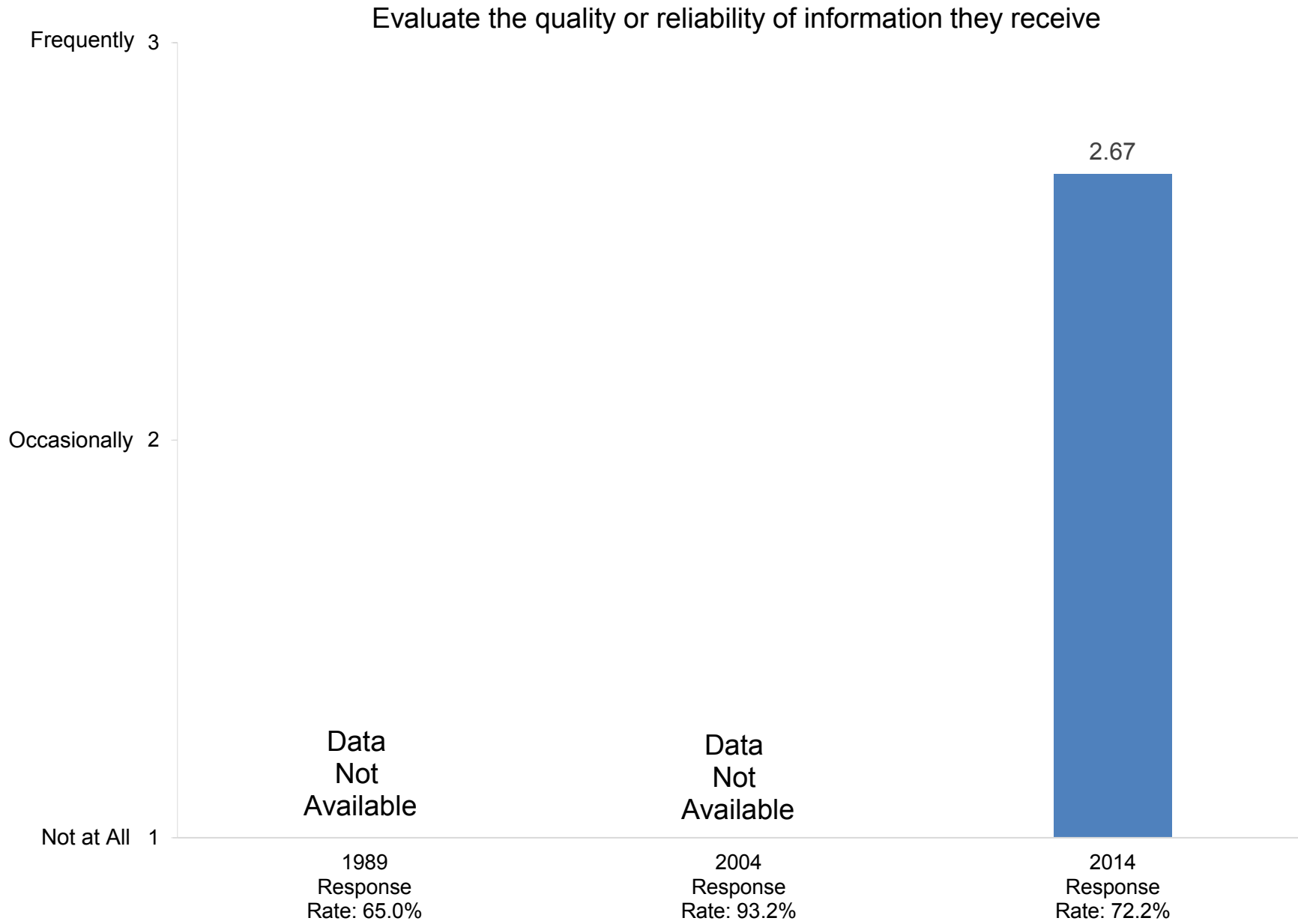
Percent of faculty who indicated “essential” or “very important”

*Help students evaluate the quality and
reliability of information*



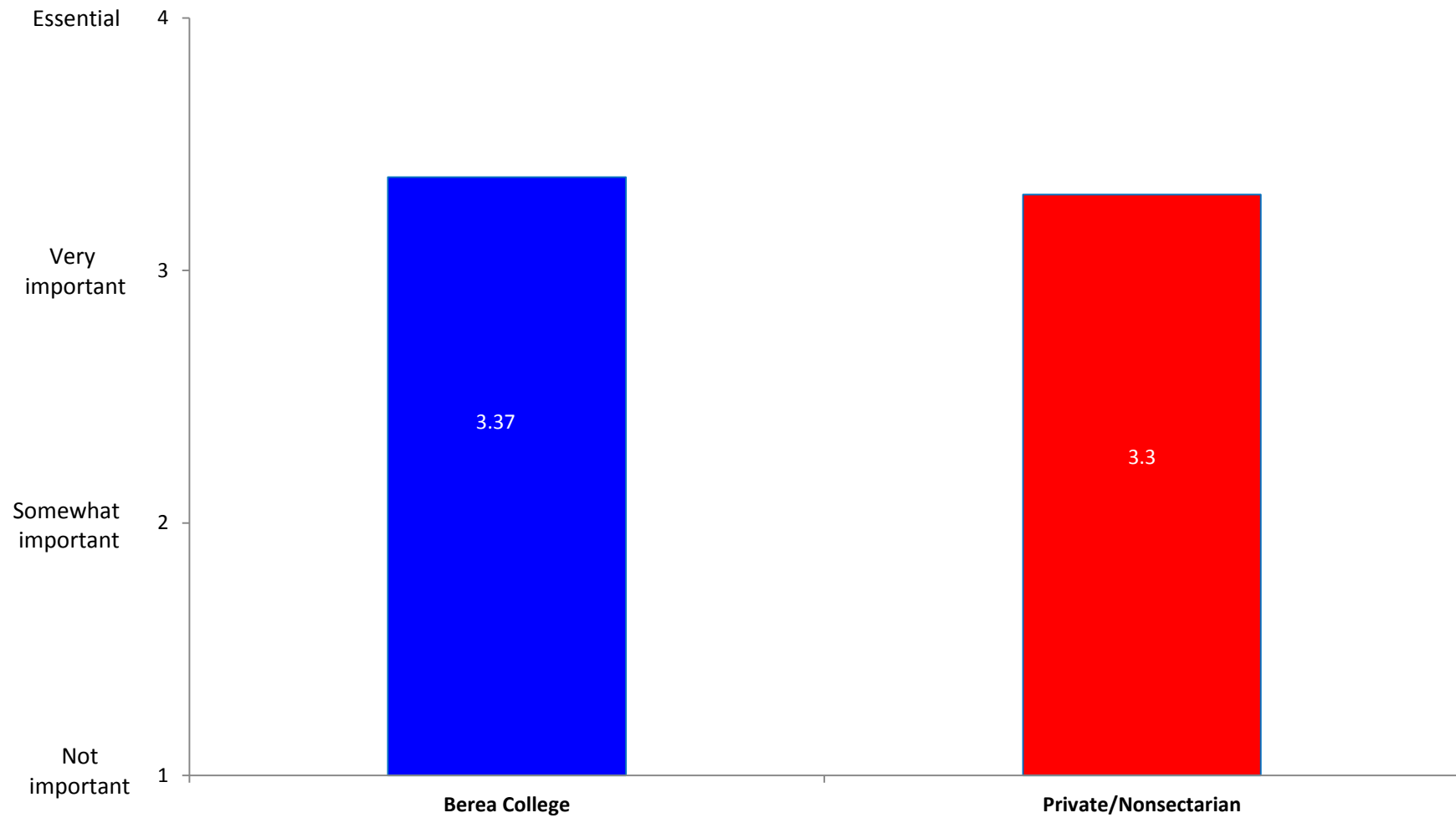
Higher Education Research Institute (HERI) Faculty Survey

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



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

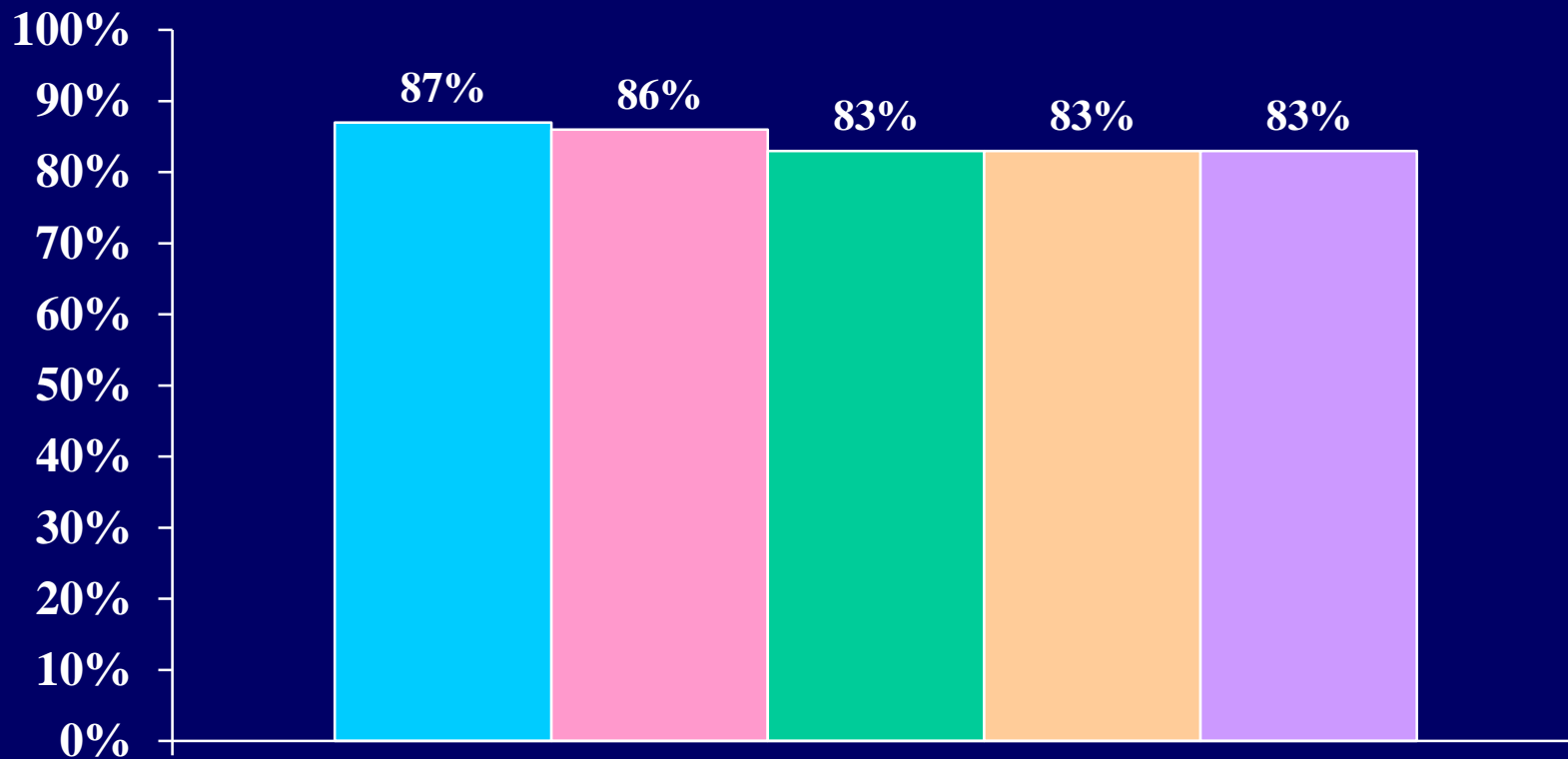
Teach students tolerance and respect for different beliefs



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

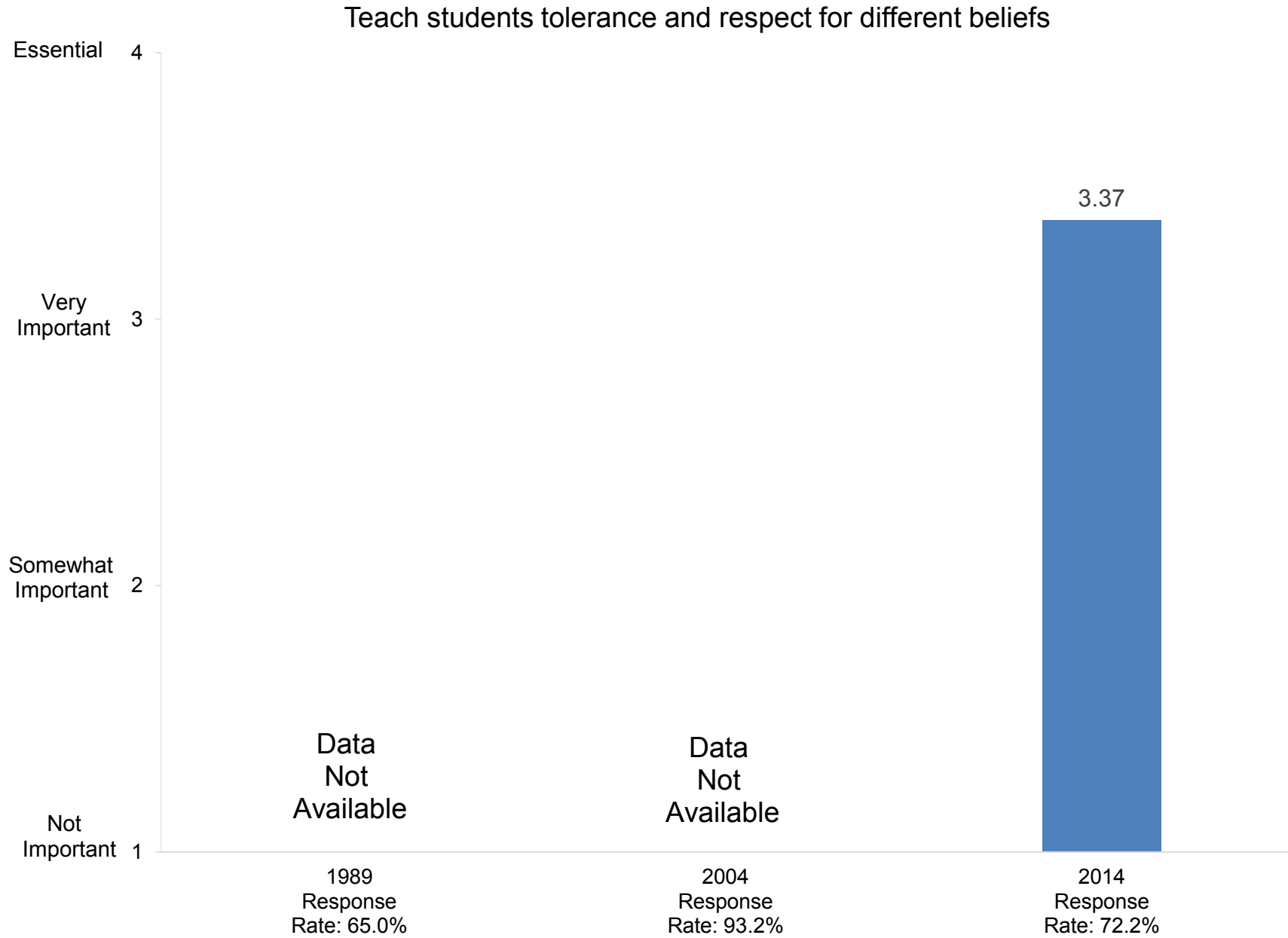
Percent of faculty who indicated “essential” or “very important”

Teach students tolerance and respect for different beliefs



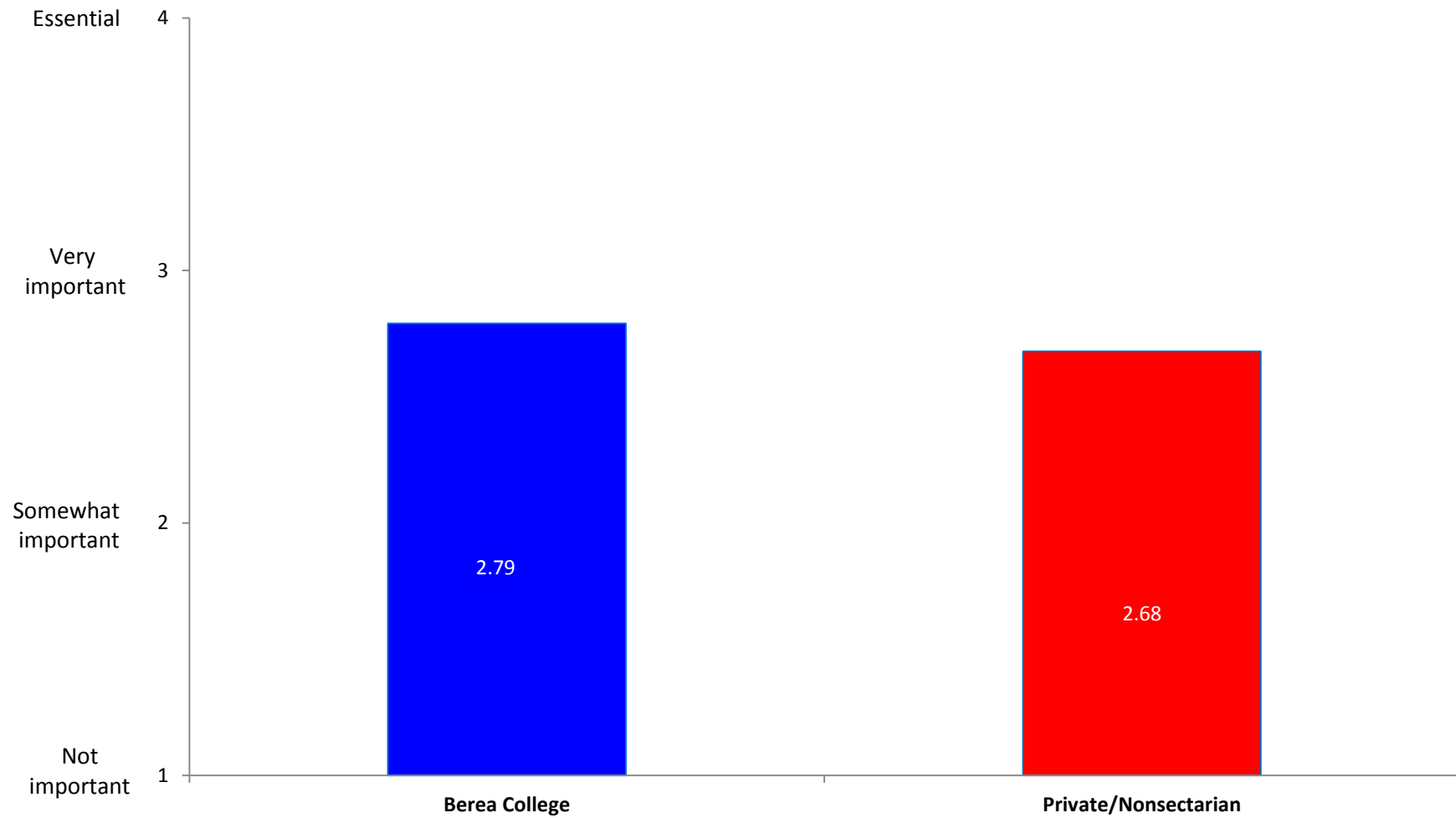
Higher Education Research Institute (HERI) Faculty Survey

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



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

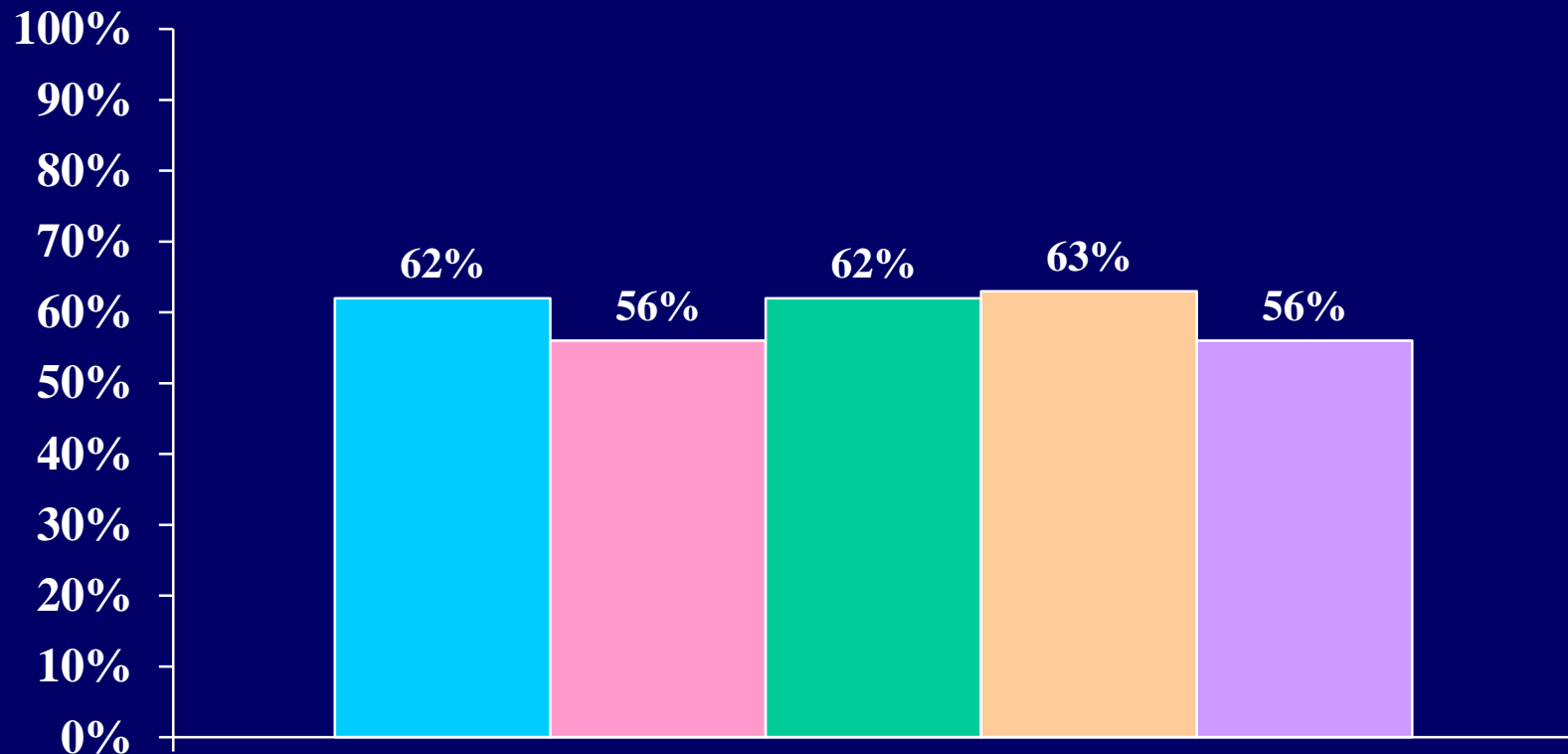
Encourage students to become agents of social change



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

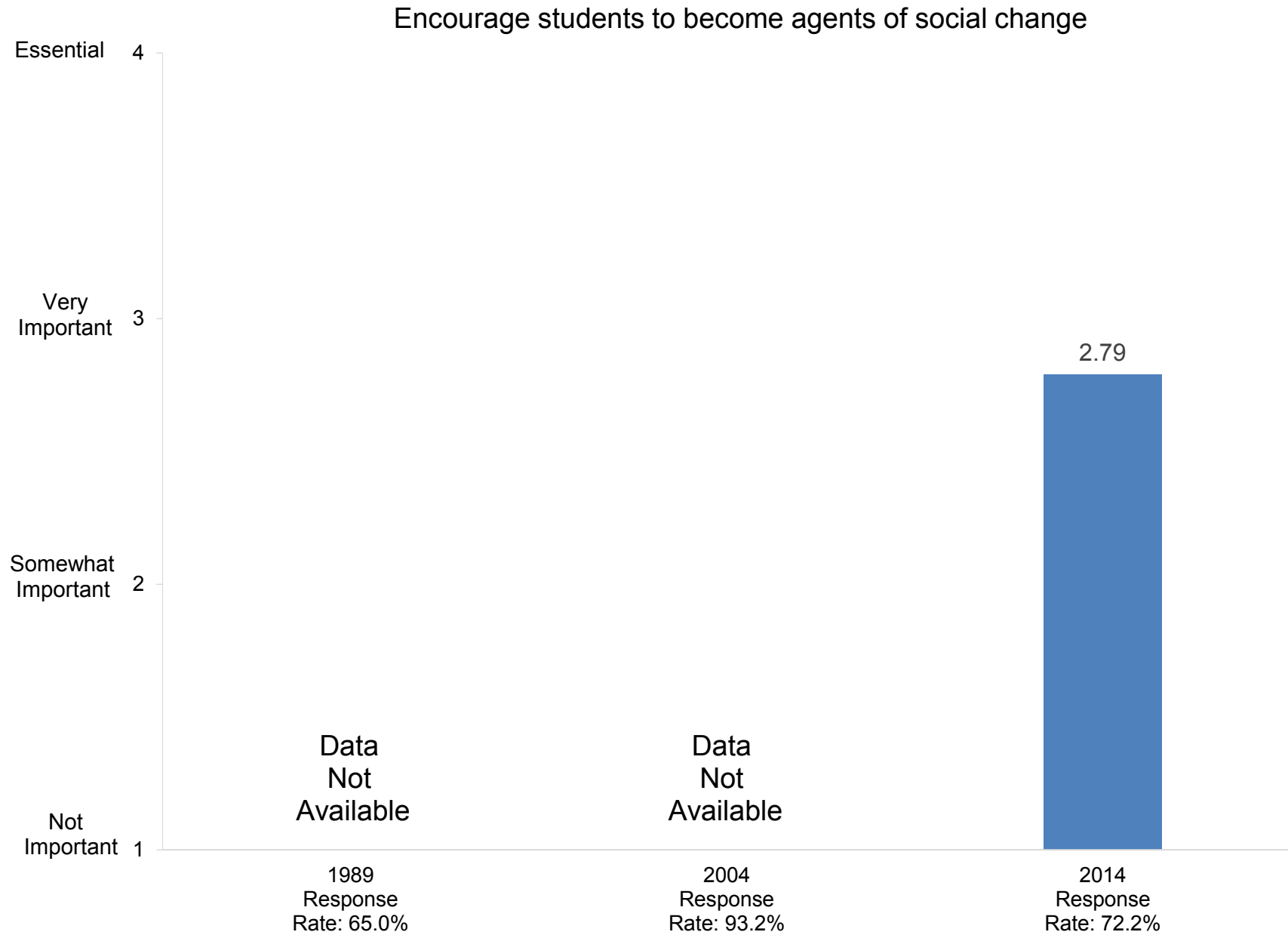
Percent of faculty who indicated “essential” or “very important”

Encourage students to become agents of social change



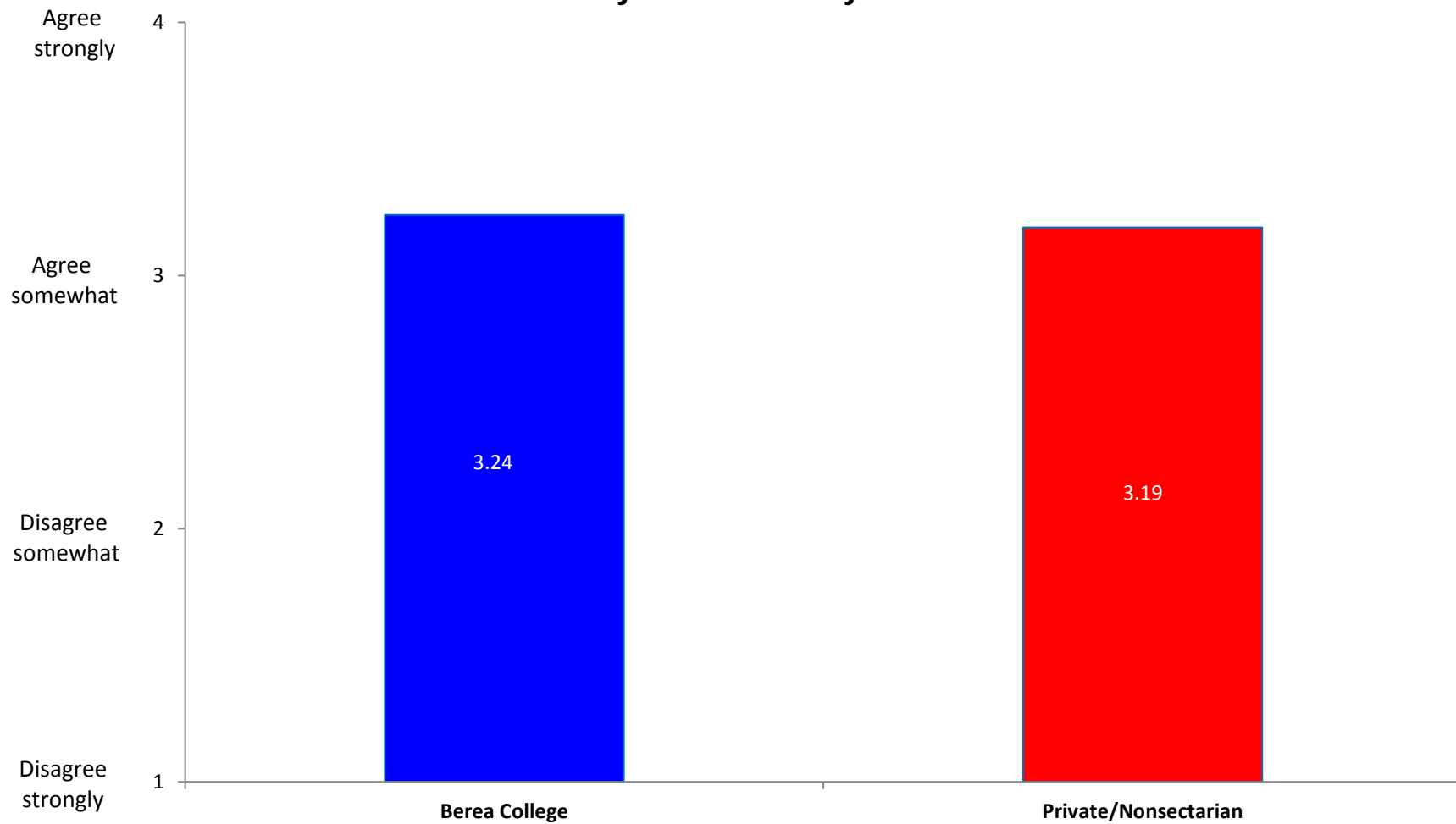
Higher Education Research Institute (HERI) Faculty Survey

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



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

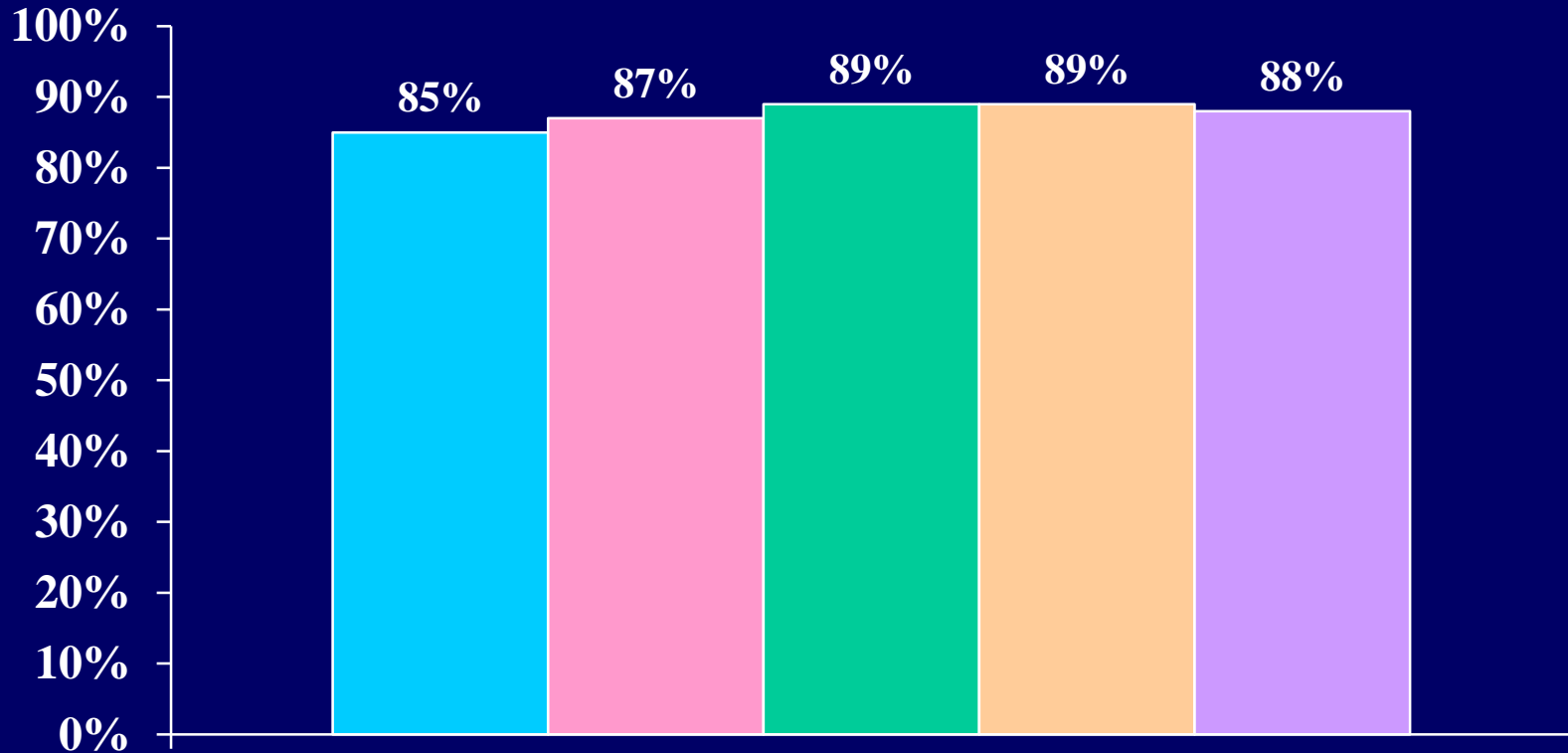
It is primarily up to the individual students whether they succeed in my courses



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

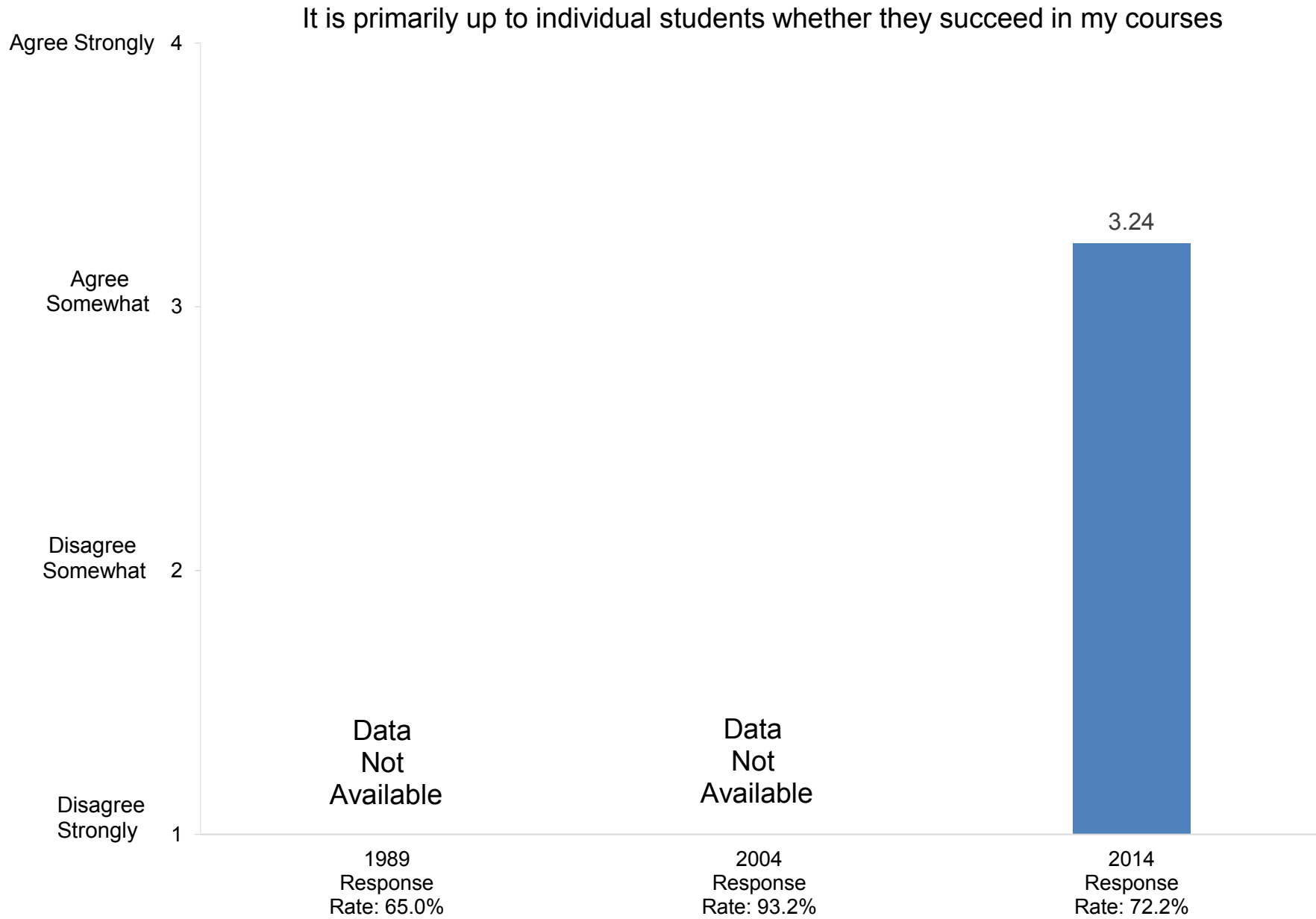
Percent of faculty who “agree strongly” or “agree somewhat”

It is primarily up to individual students whether they succeed in my courses



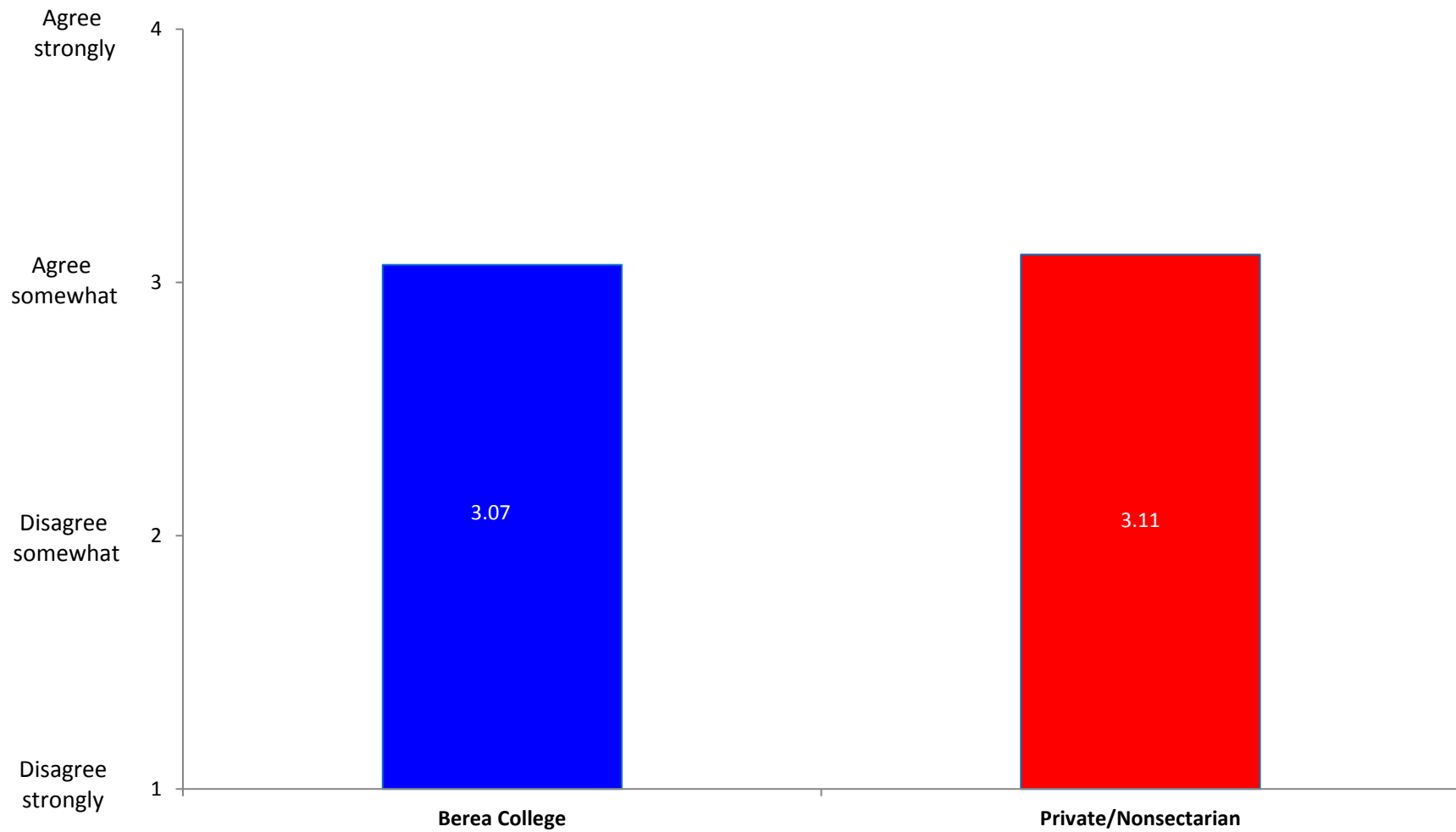
Higher Education Research Institute (HERI) Faculty Survey

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



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

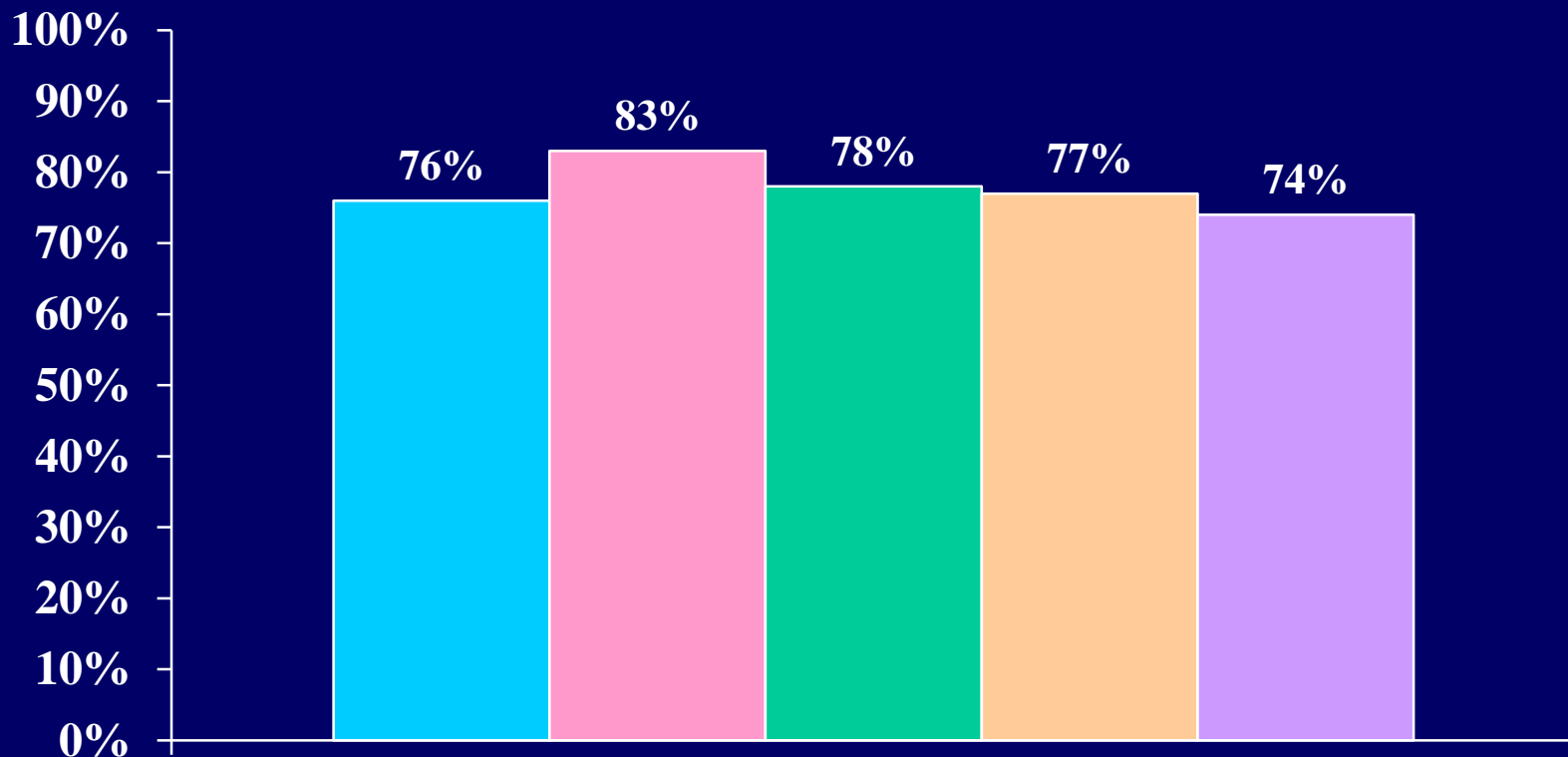
I try to dispel perceptions of competition



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

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

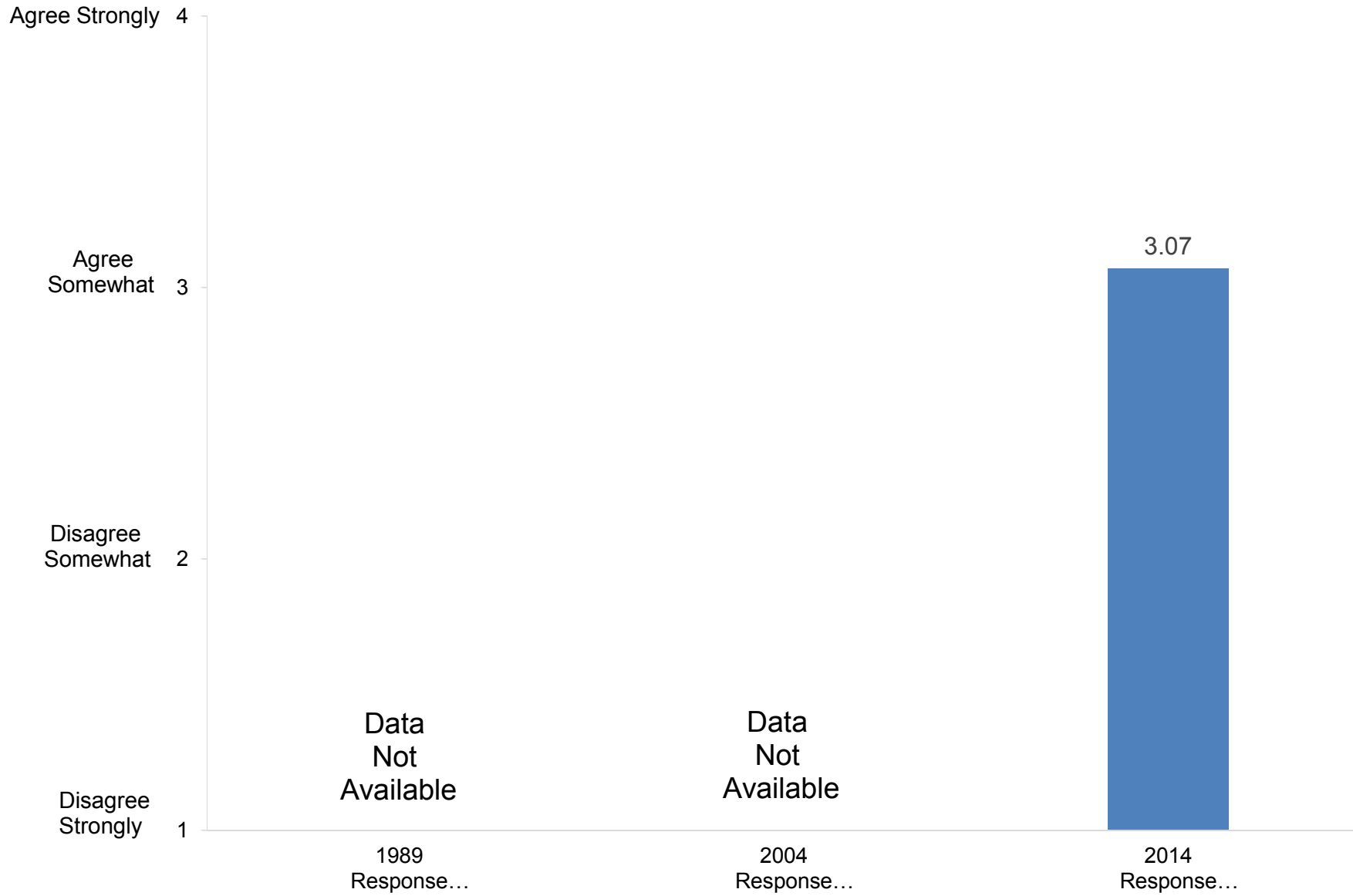
I try to dispel perceptions of competition



Higher Education Research Institute (HERI) Faculty Survey

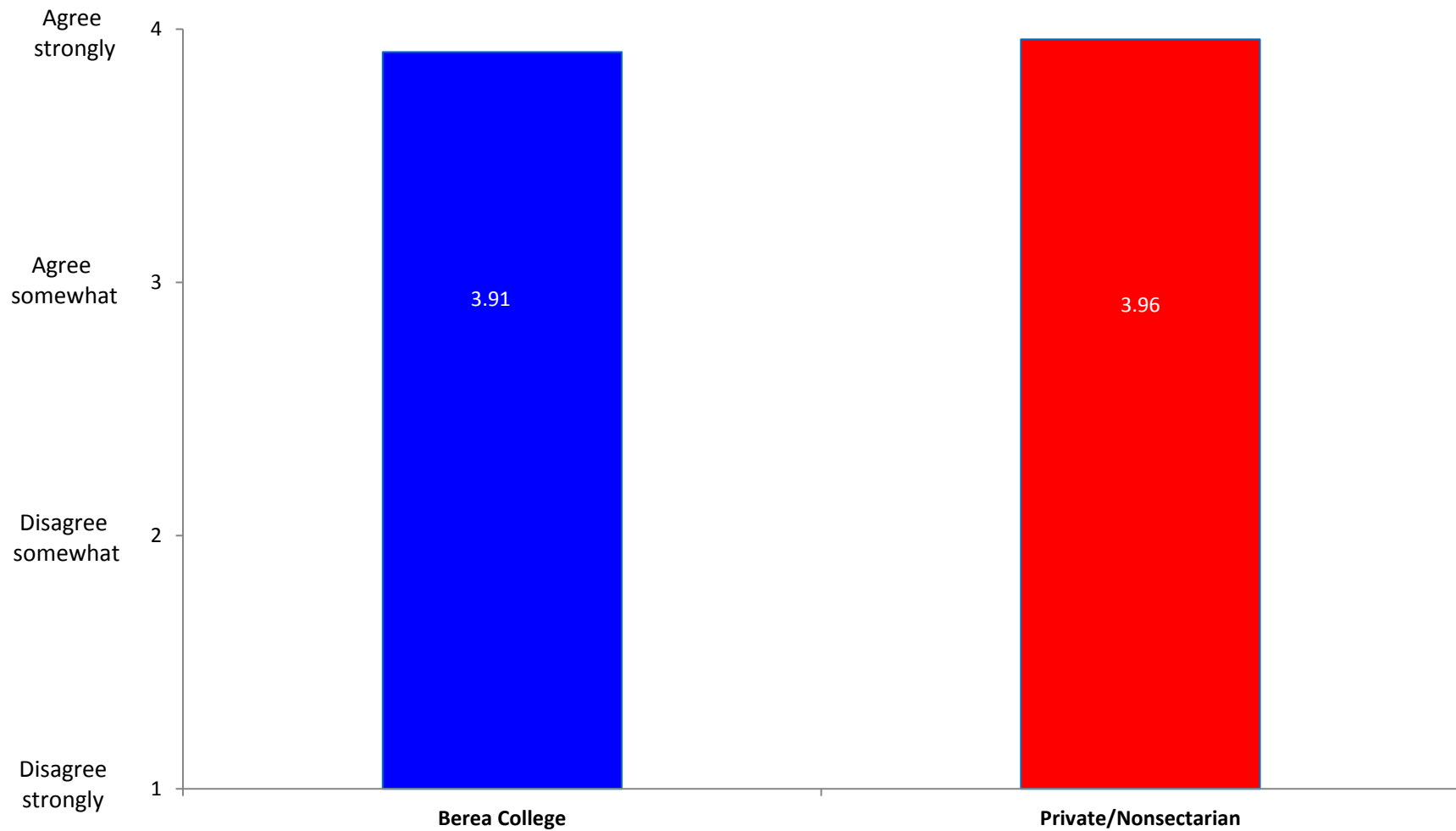
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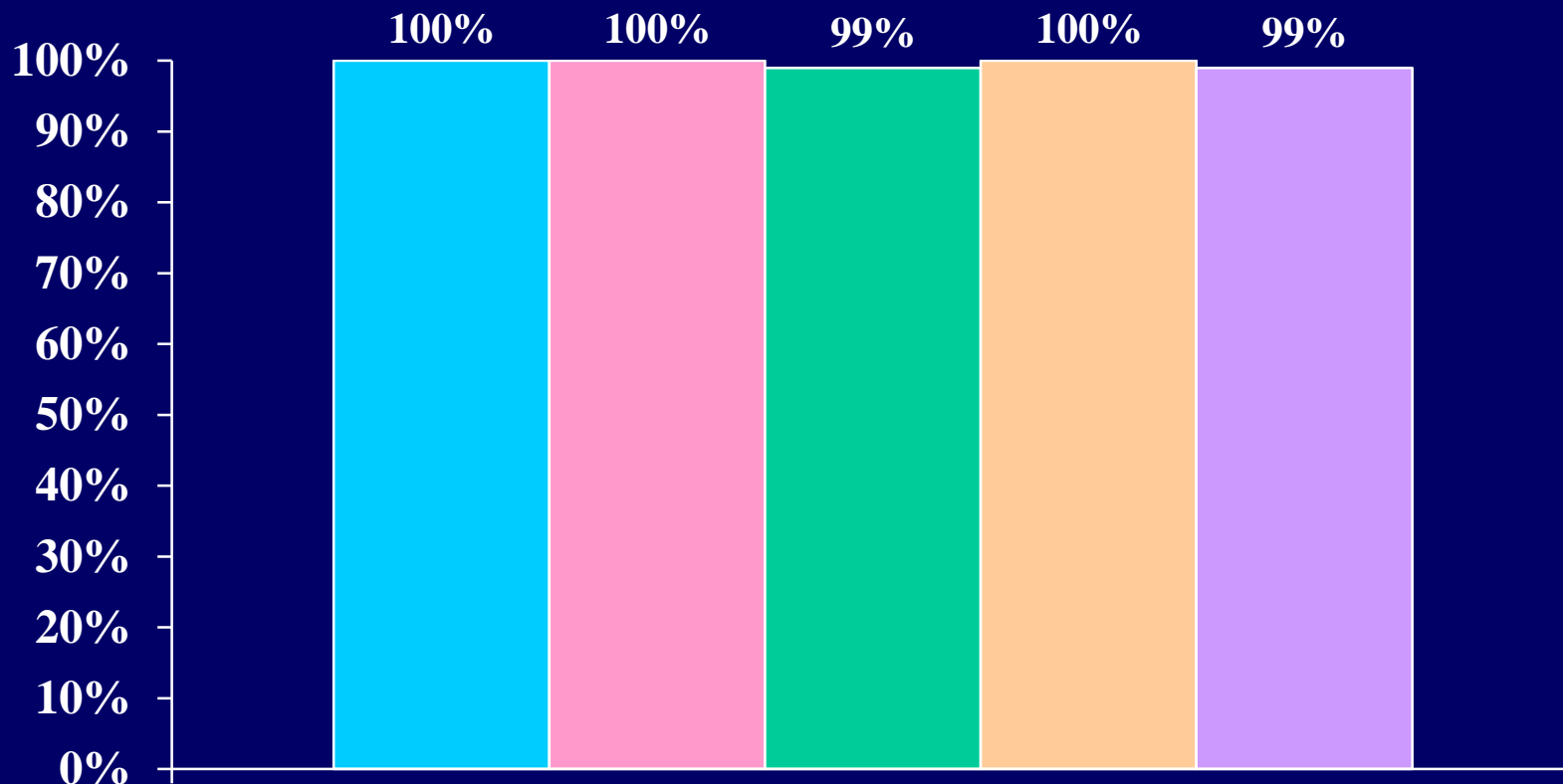
I encourage all students to approach me for help



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

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

I encourage all students to approach me for help



Higher Education Research Institute (HERI) Faculty Survey

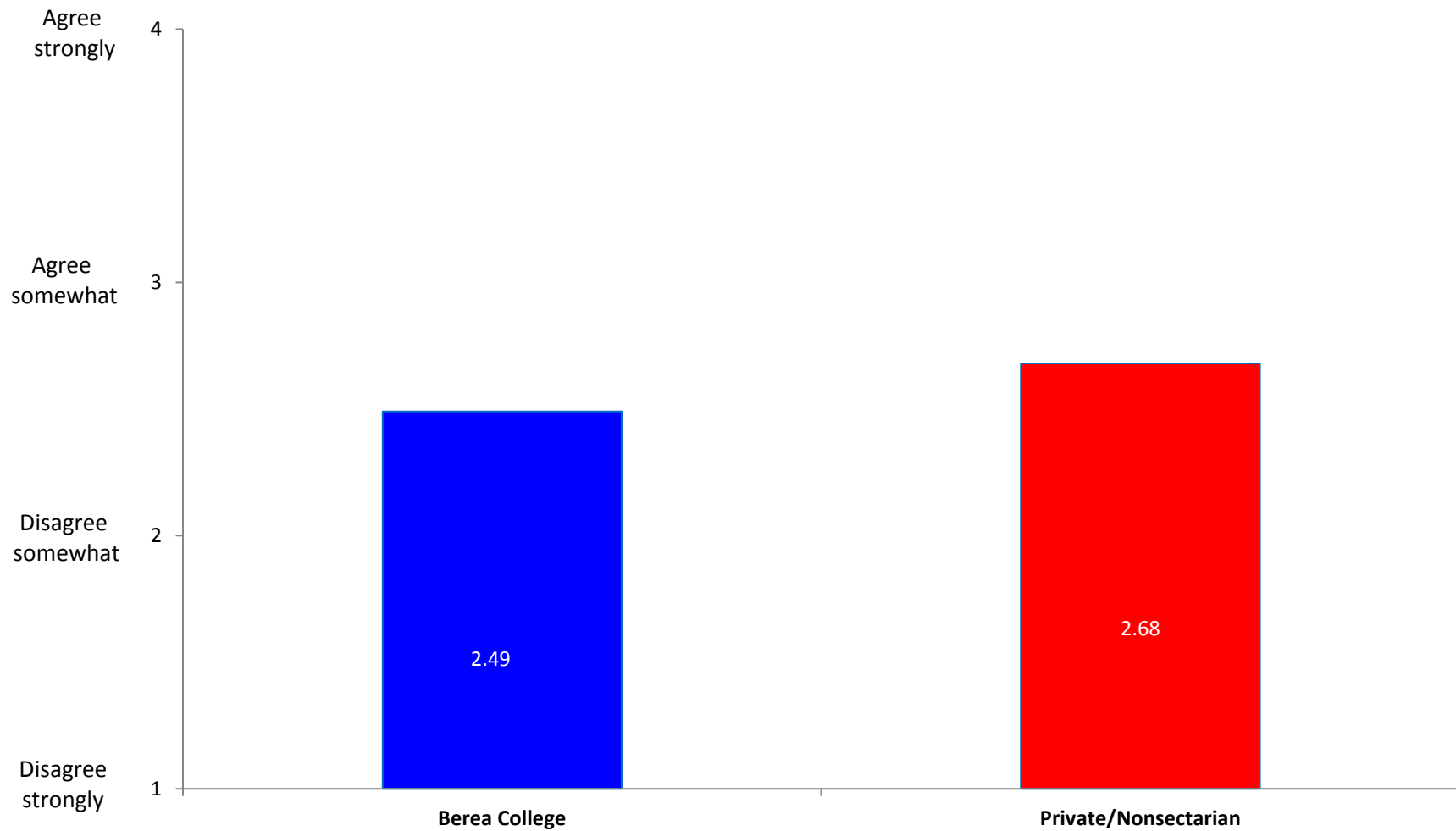
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Indicate the extent to which you agree or disagree with each of the following:

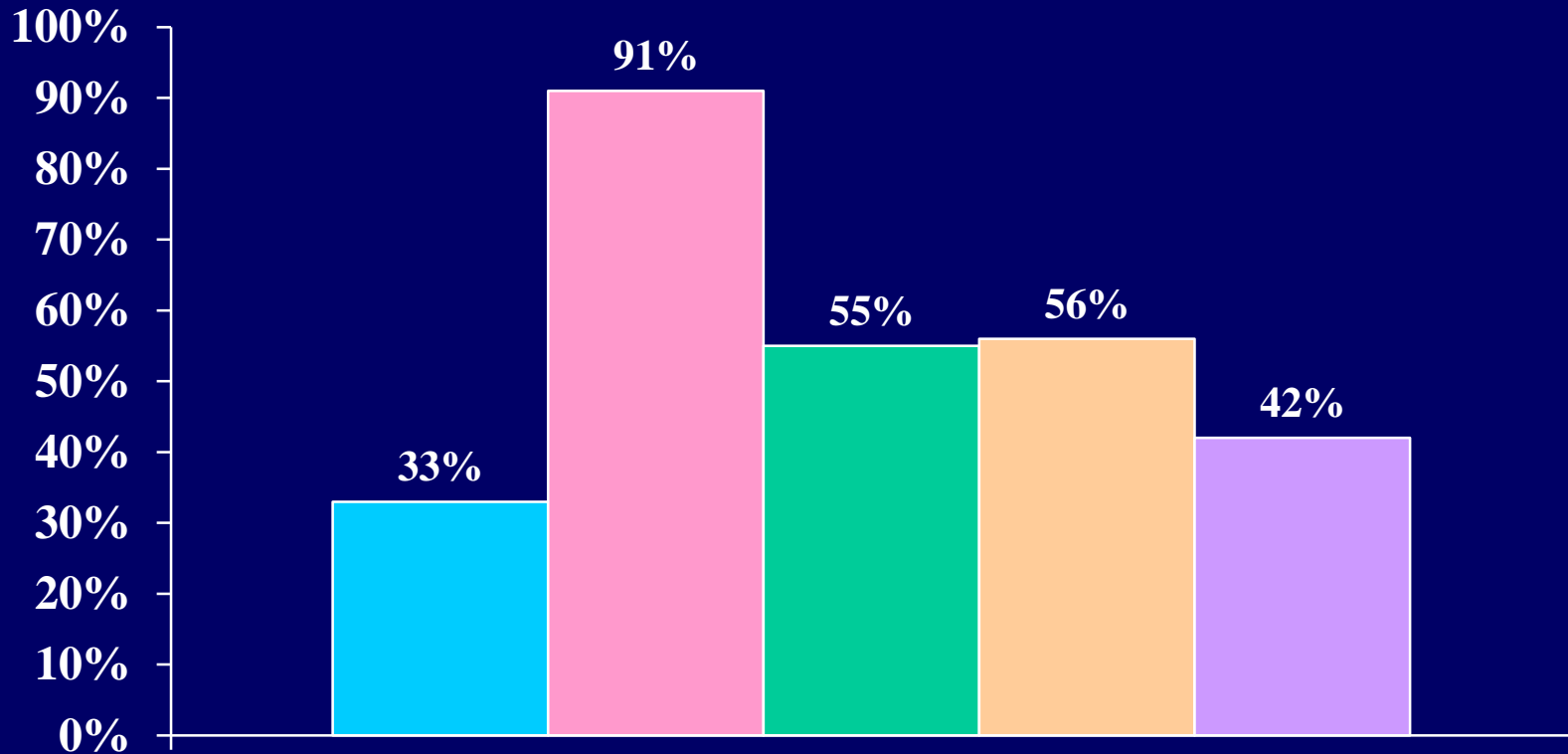
Most students are well-prepared for the difficulty of the courses I teach



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

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

Most students are well-prepared academically



 Berea

 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

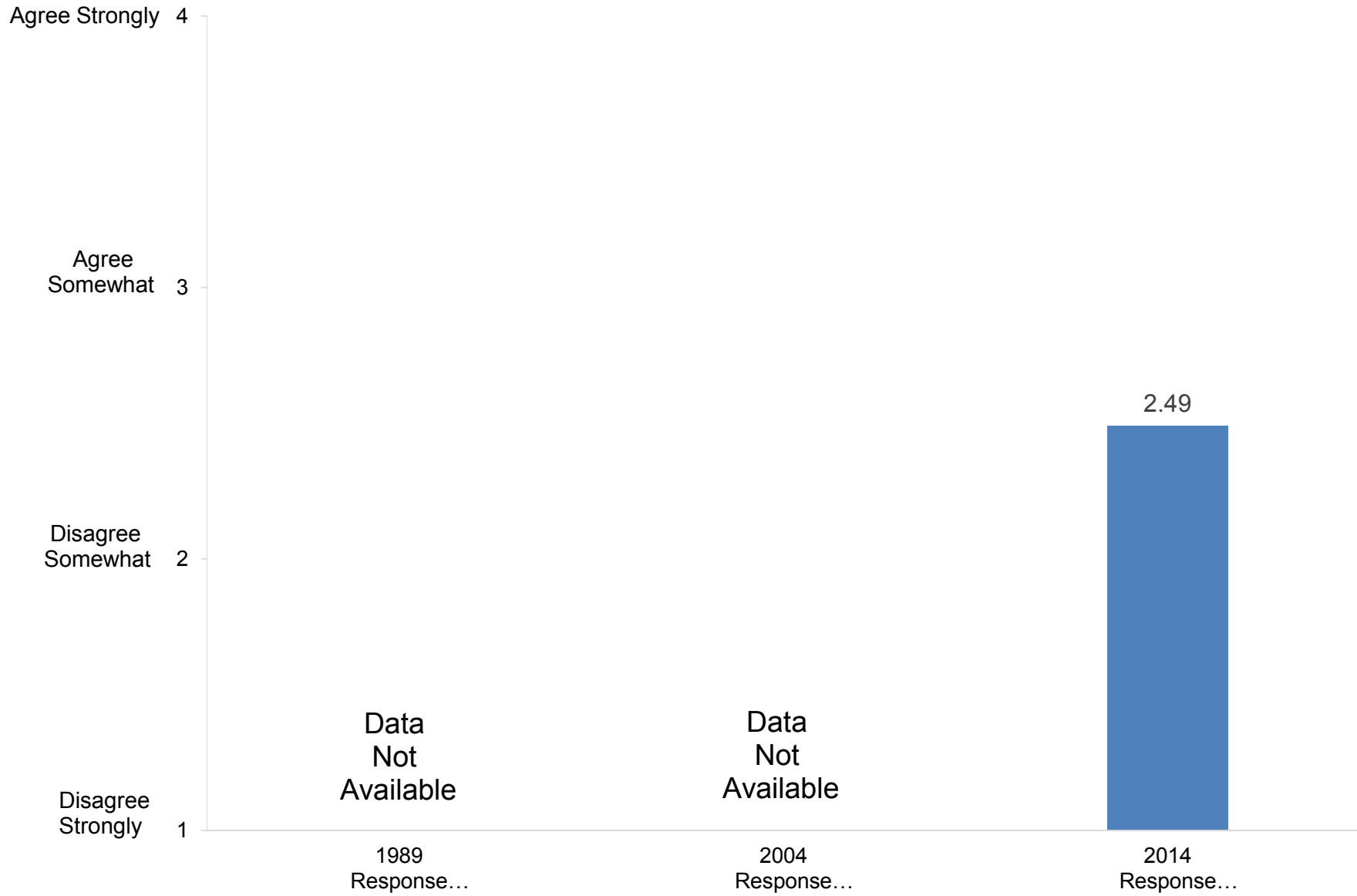
 4-Year
Private

 Publics

Higher Education Research Institute (HERI) Faculty Survey

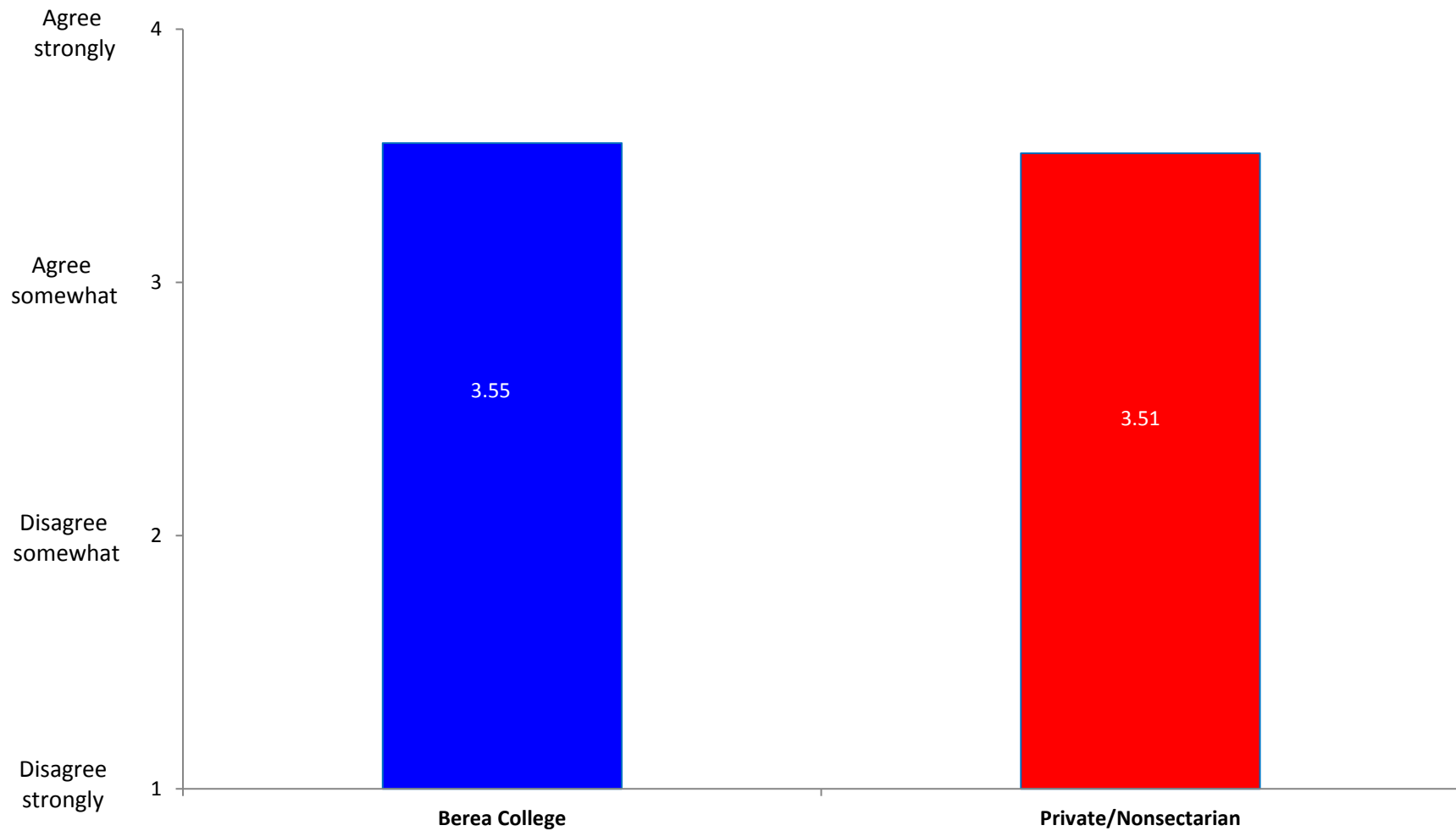
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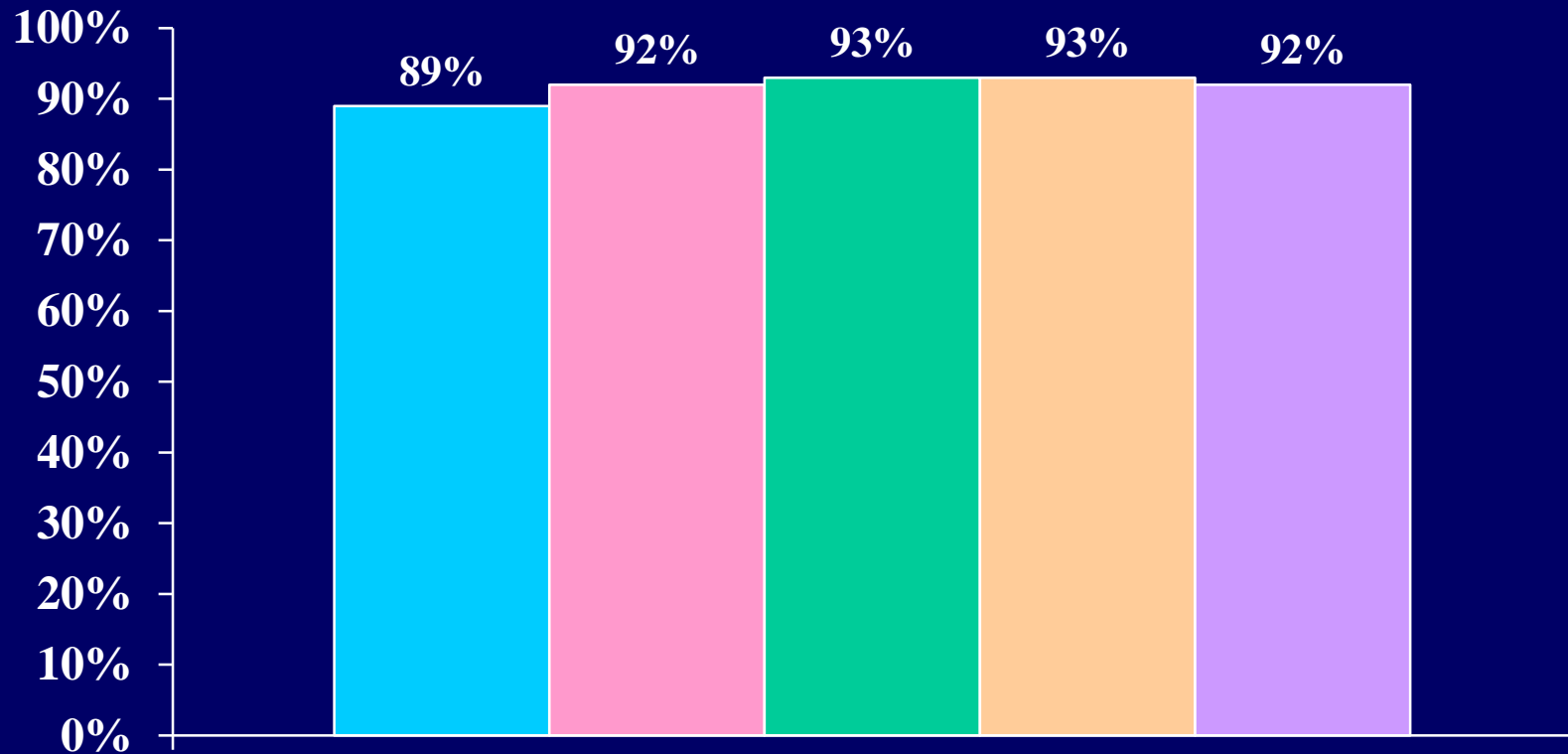
In my classroom, there is no such thing as a question that is too elementary



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

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

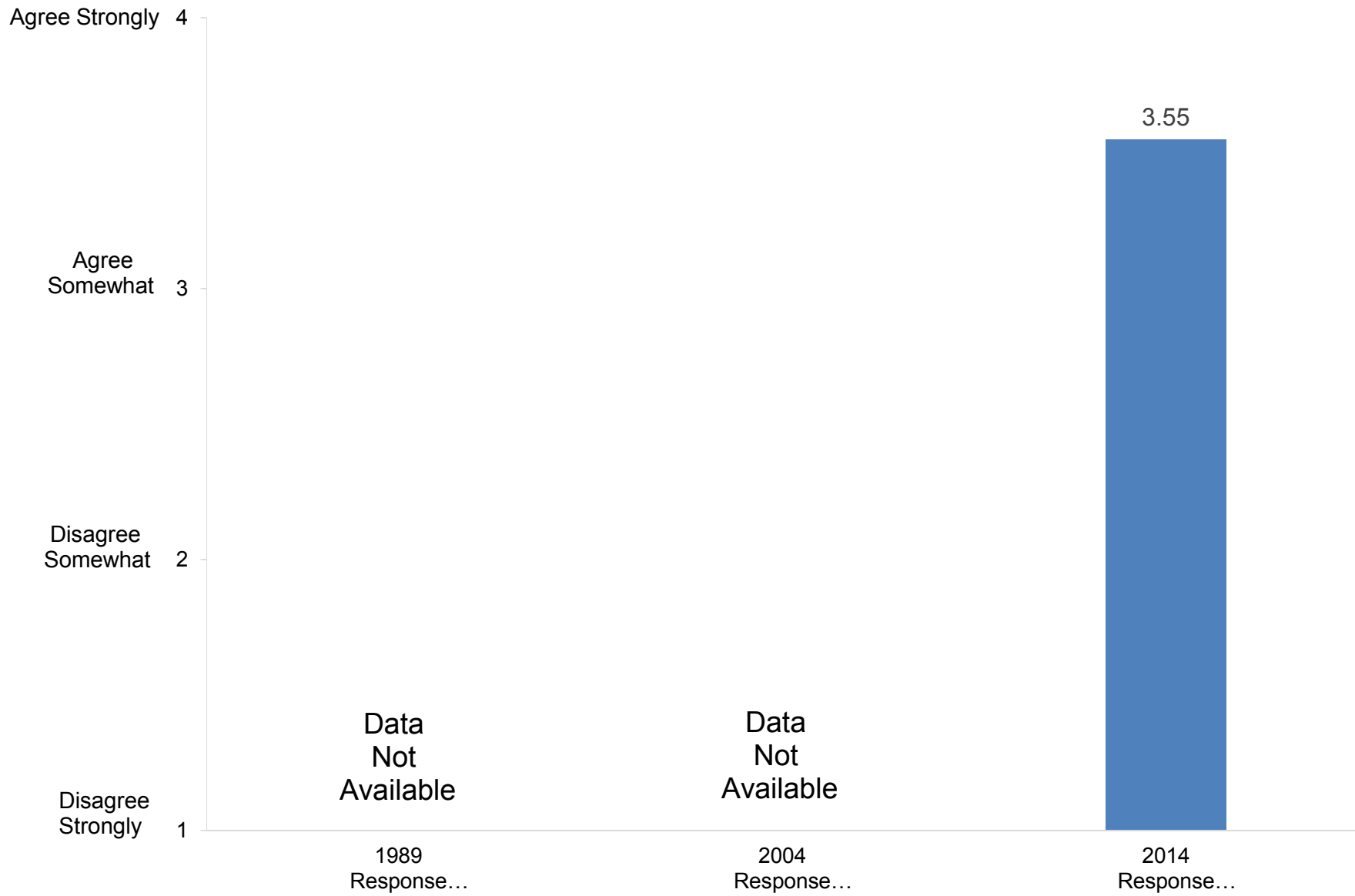
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Higher Education Research Institute (HERI) Faculty Survey

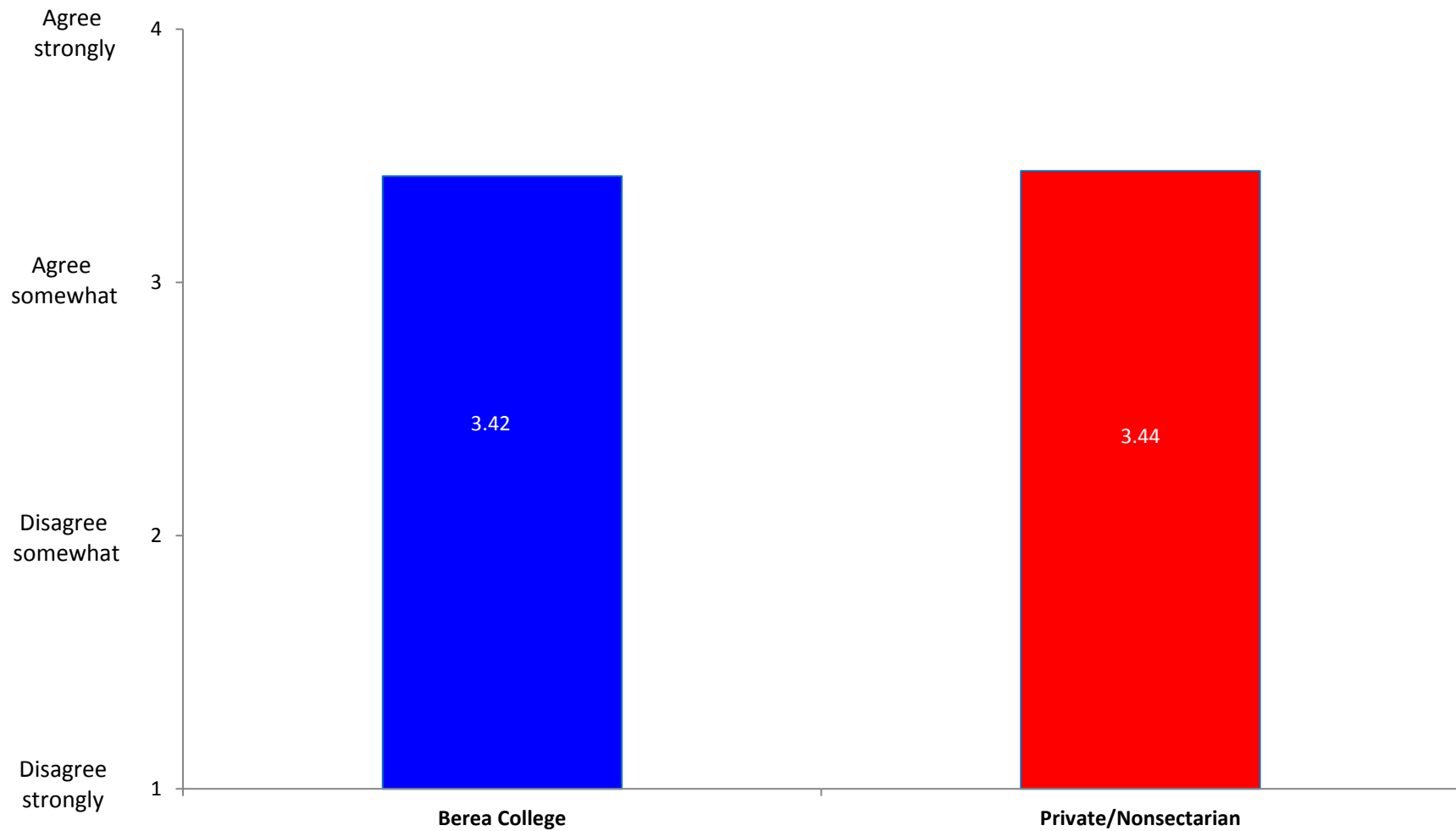
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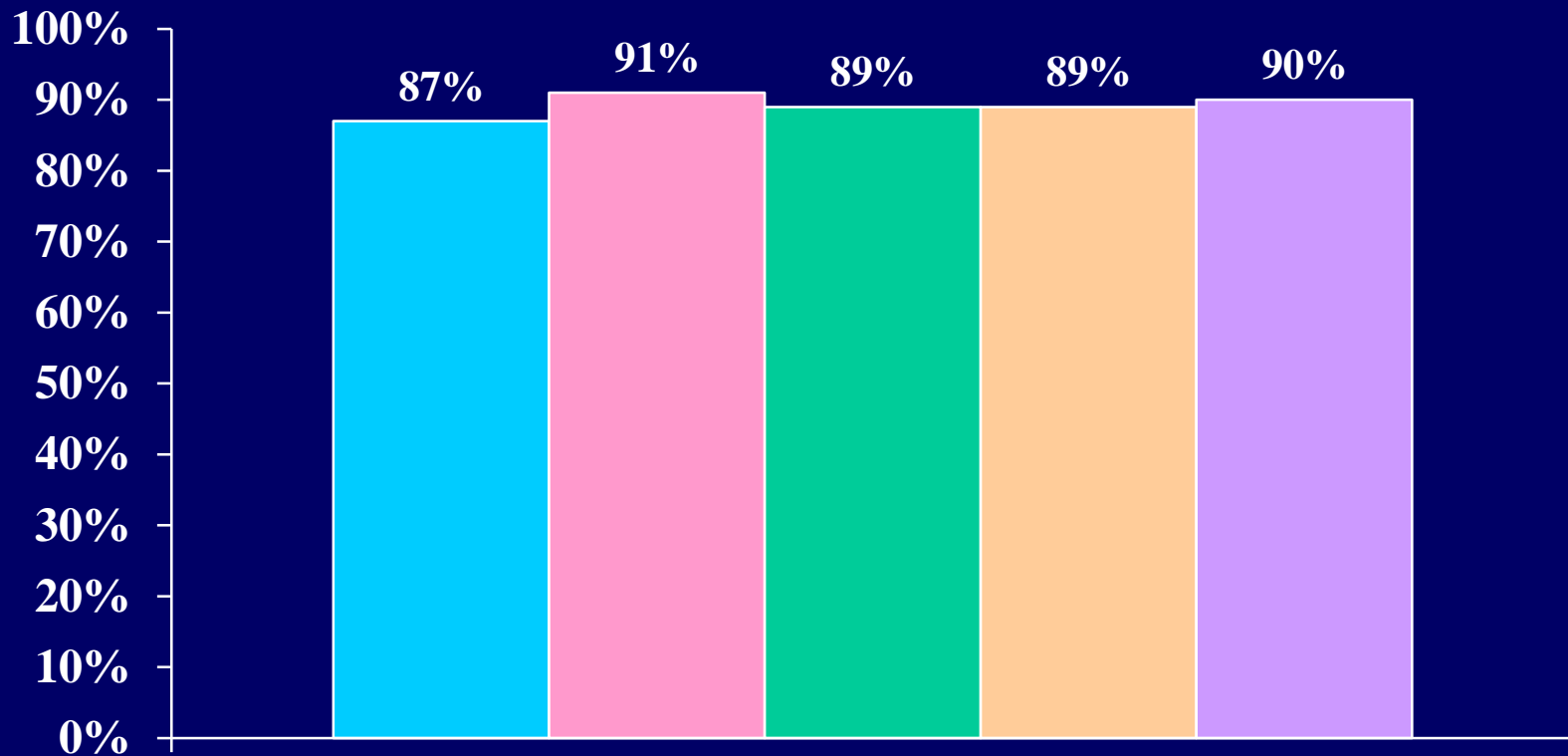
All students have the potential to excel in my courses



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

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

All students have the potential to excel in my courses



 Berea

 Benchmark
Institutions

 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

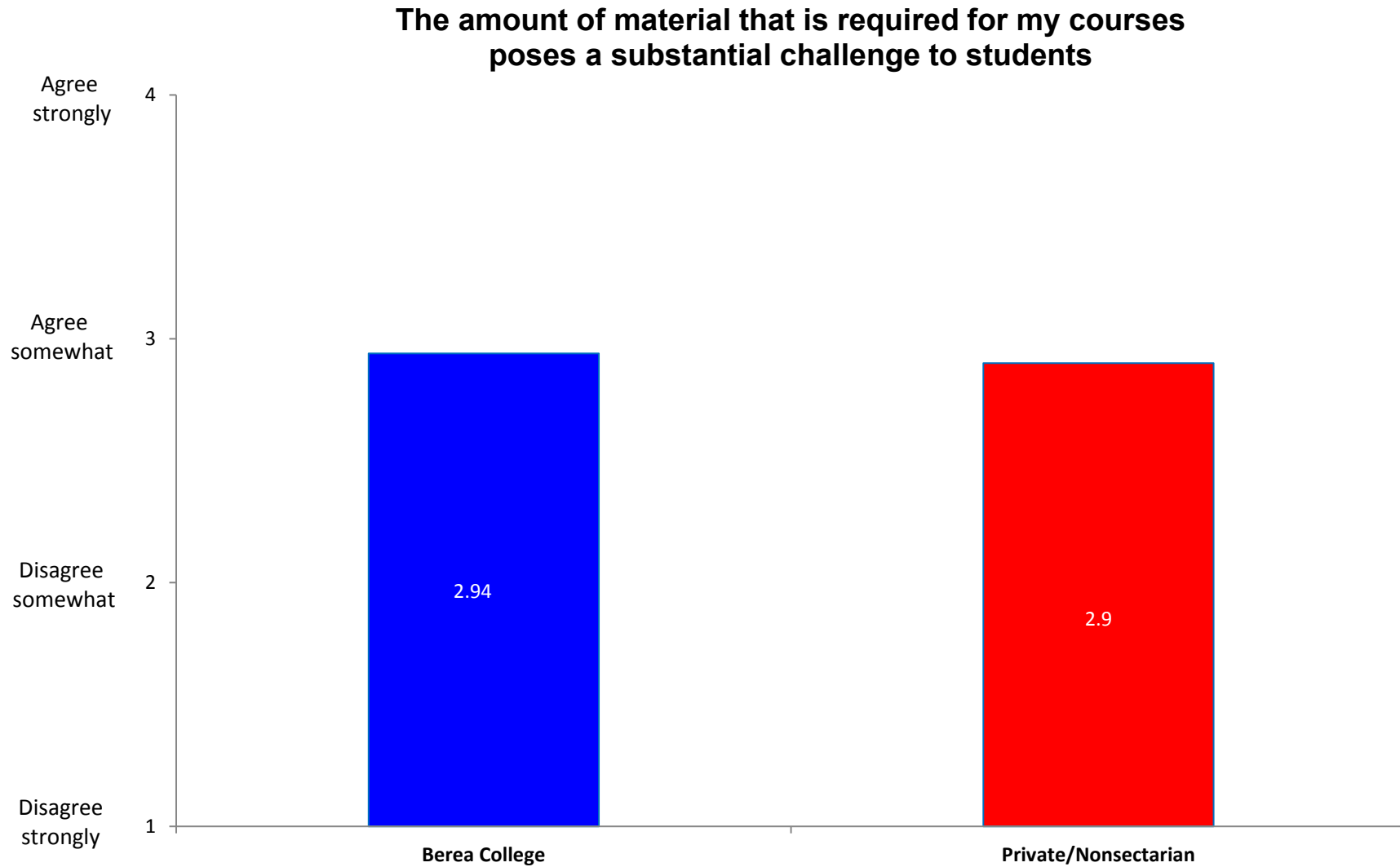
Higher Education Research Institute (HERI) Faculty Survey

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All students have the potential to excel in my courses

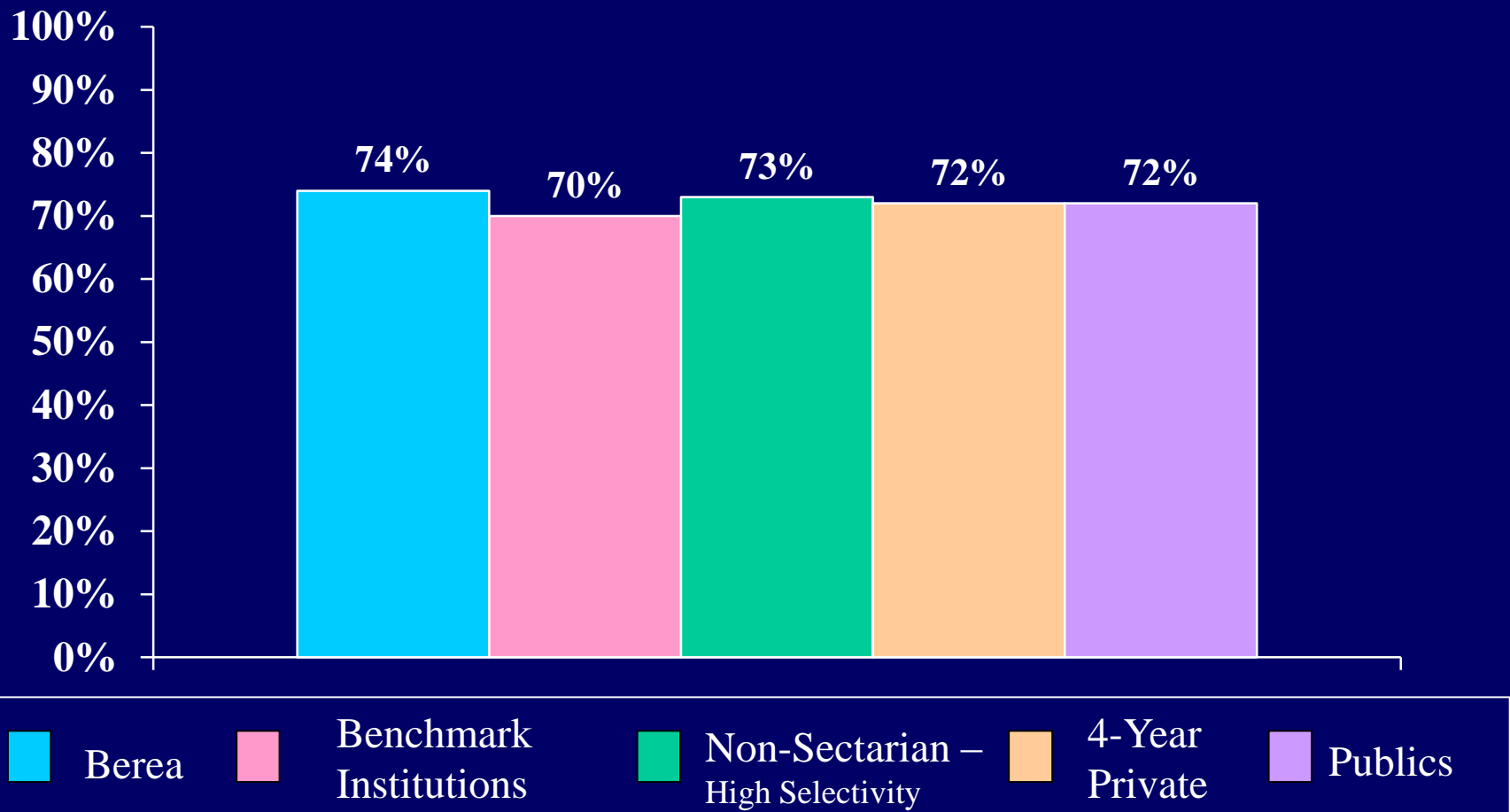


Indicate the extent to which you agree or disagree with each of the following:



Indicate the extent to which you agree or disagree with each of the following.
Percent of faculty who “agree strongly” or “agree somewhat”

The amount of material that is required for my courses poses a substantial challenge to students



Higher Education Research Institute (HERI) Faculty Survey

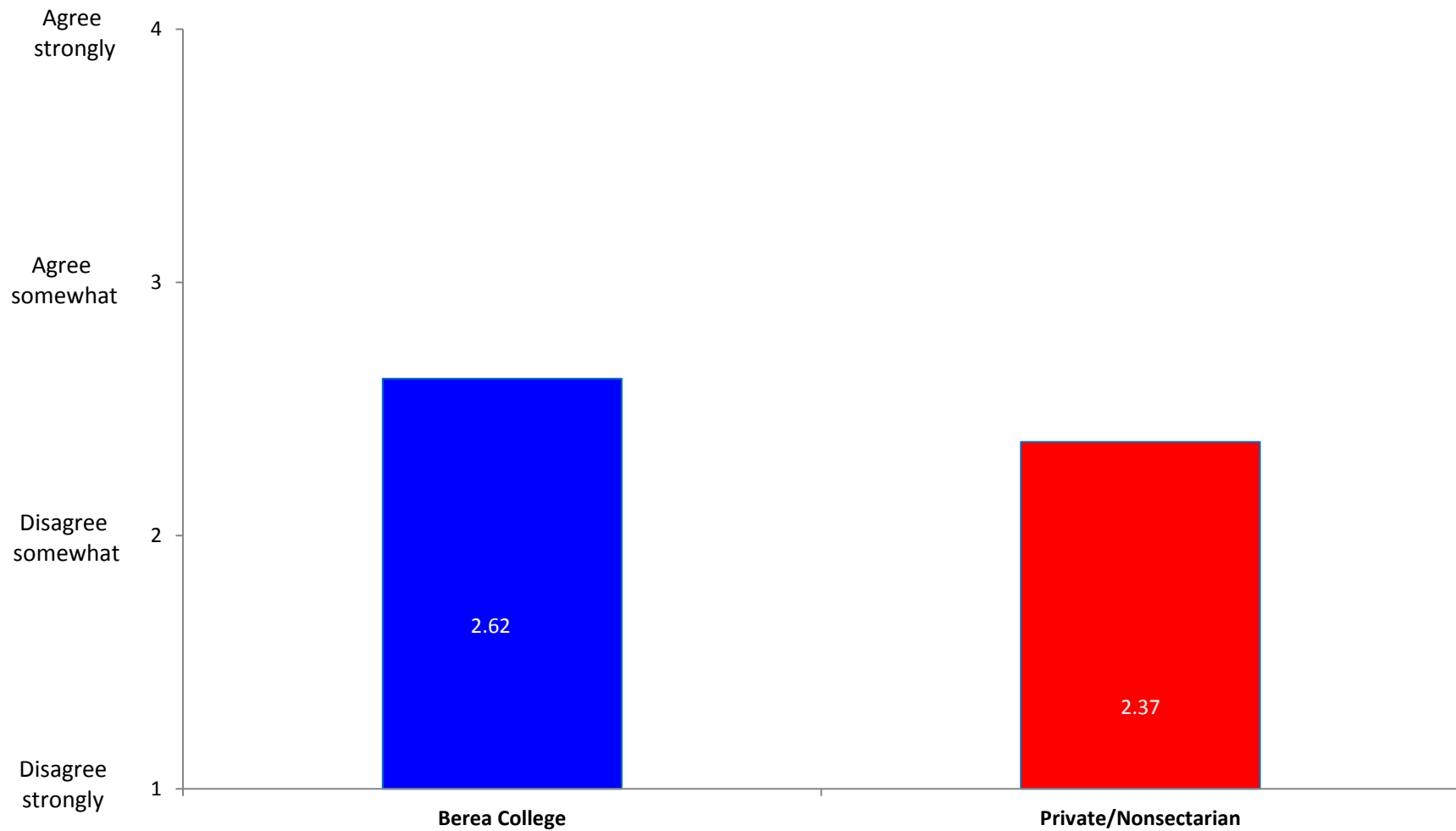
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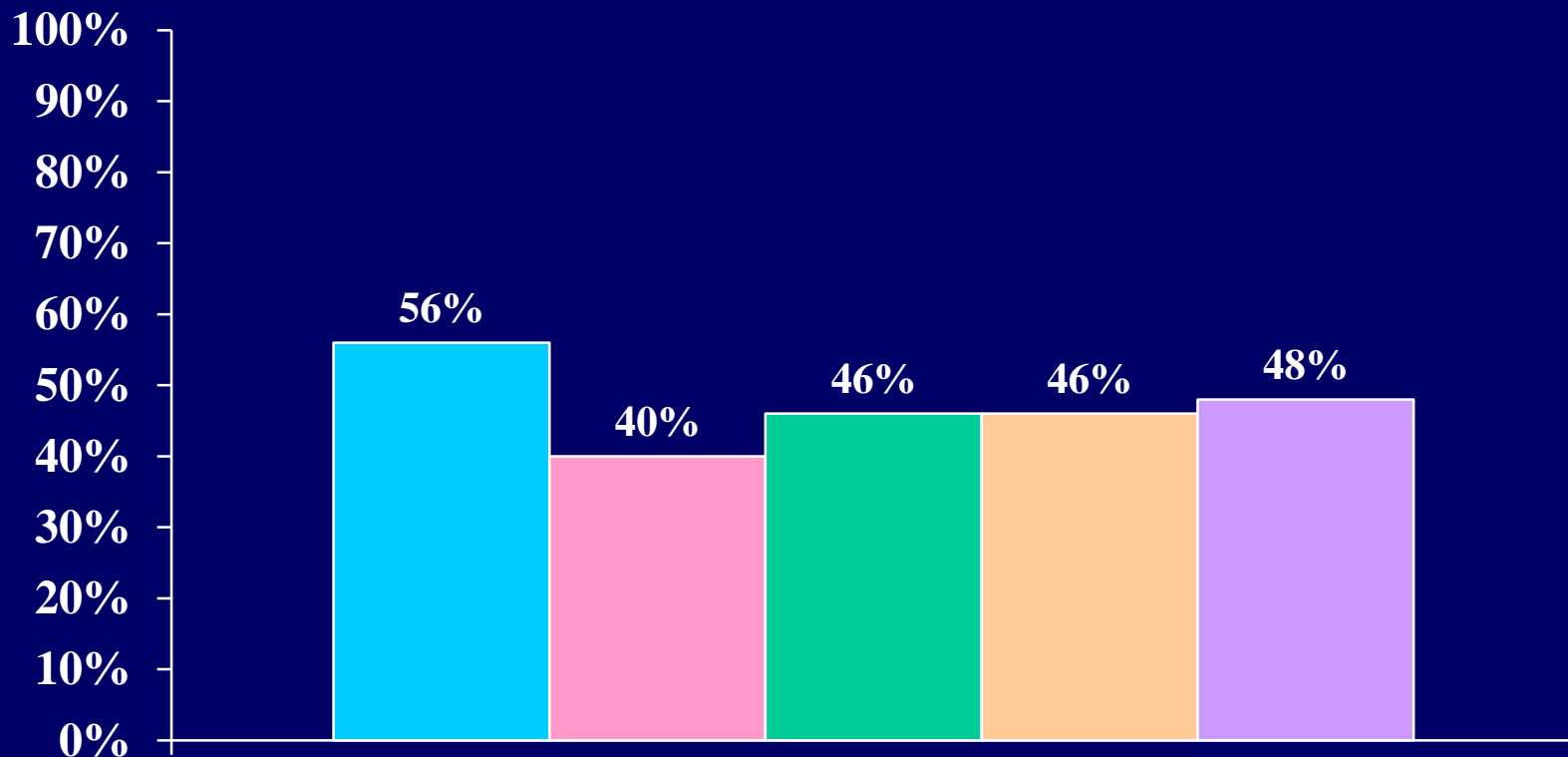
Students are often overwhelmed by the pace of my courses



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

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

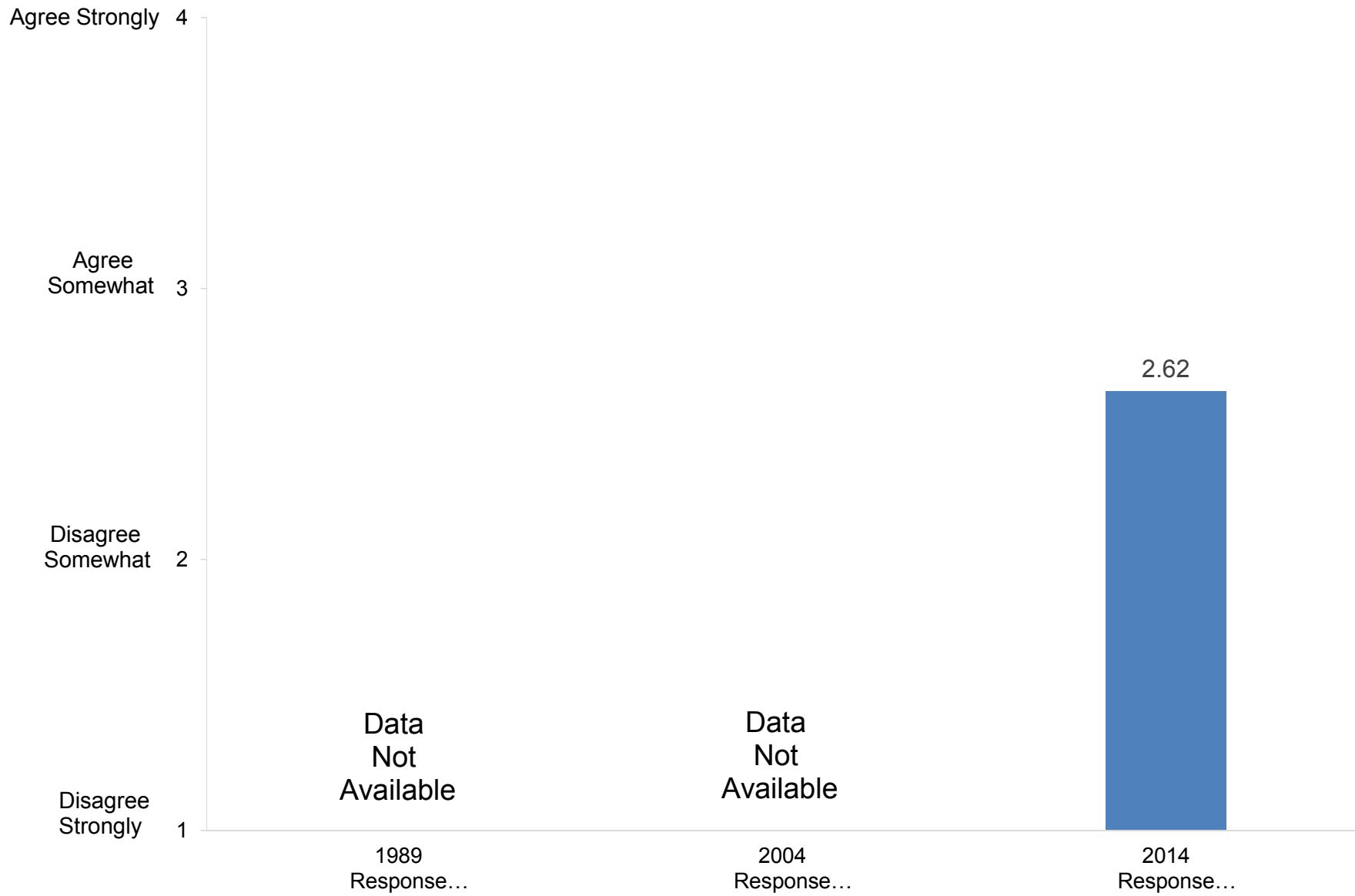
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Higher Education Research Institute (HERI) Faculty Survey

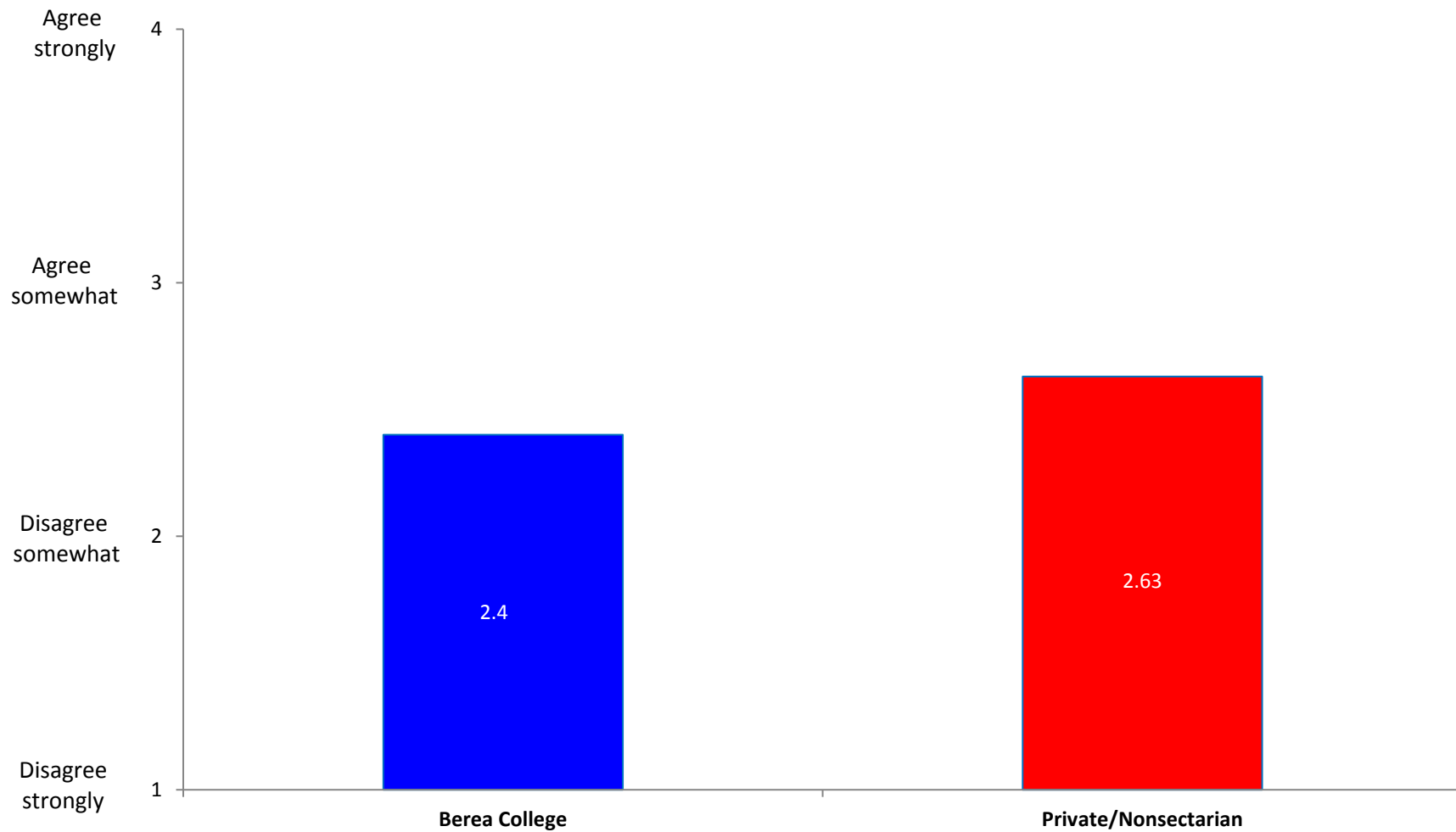
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Indicate the extent to which you agree or disagree with each of the following:

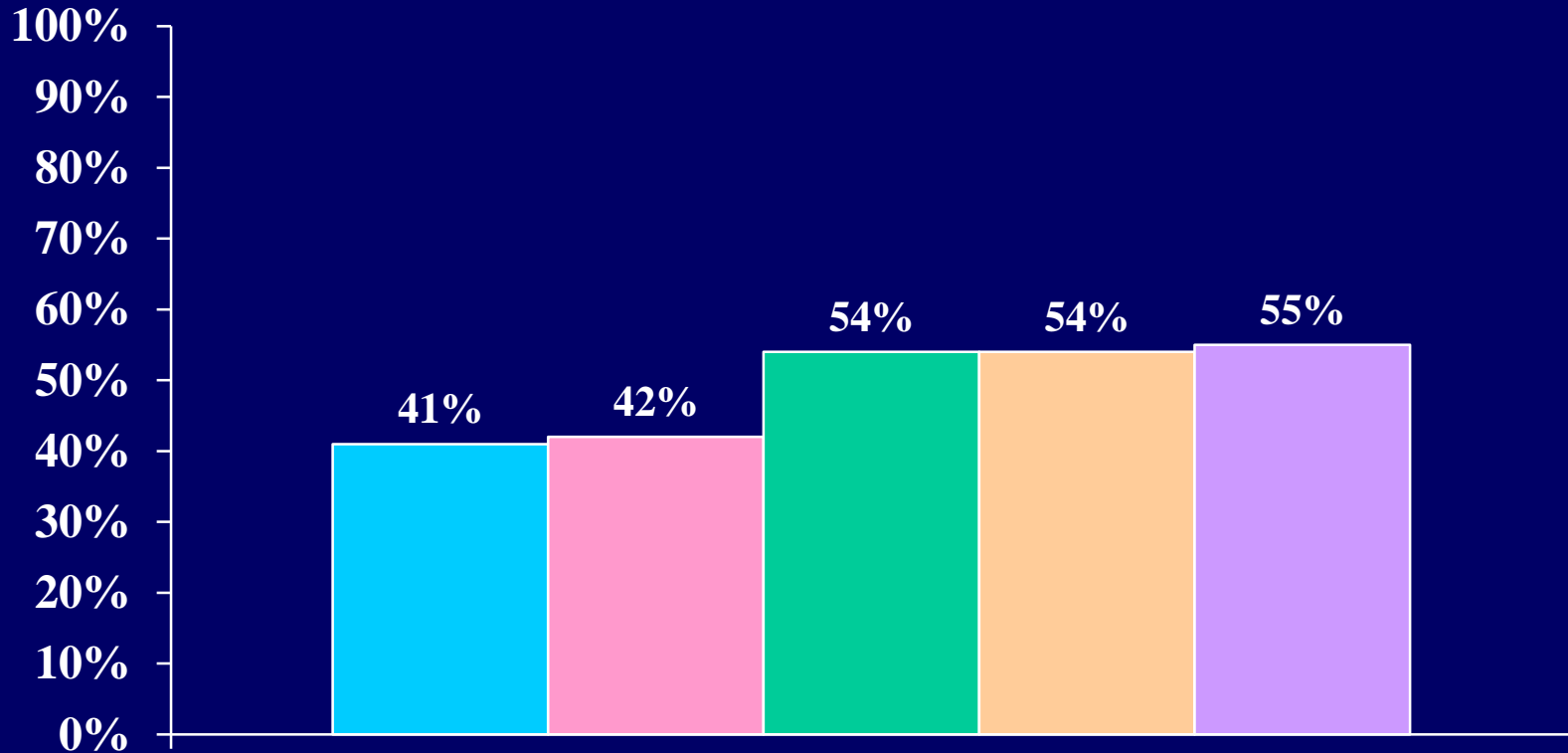
Most students learn best when they do their assignments on their own



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

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

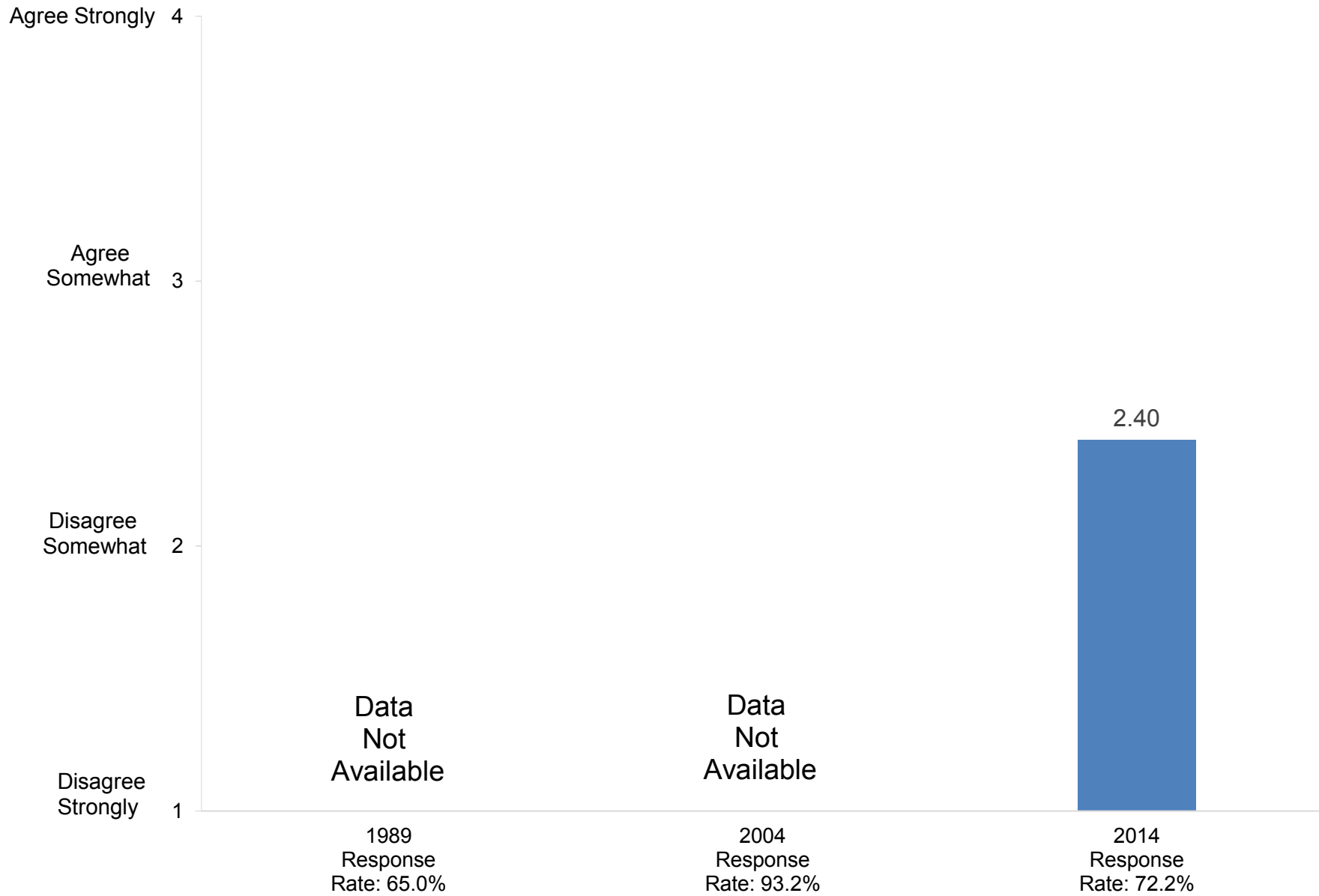
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Higher Education Research Institute (HERI) Faculty Survey

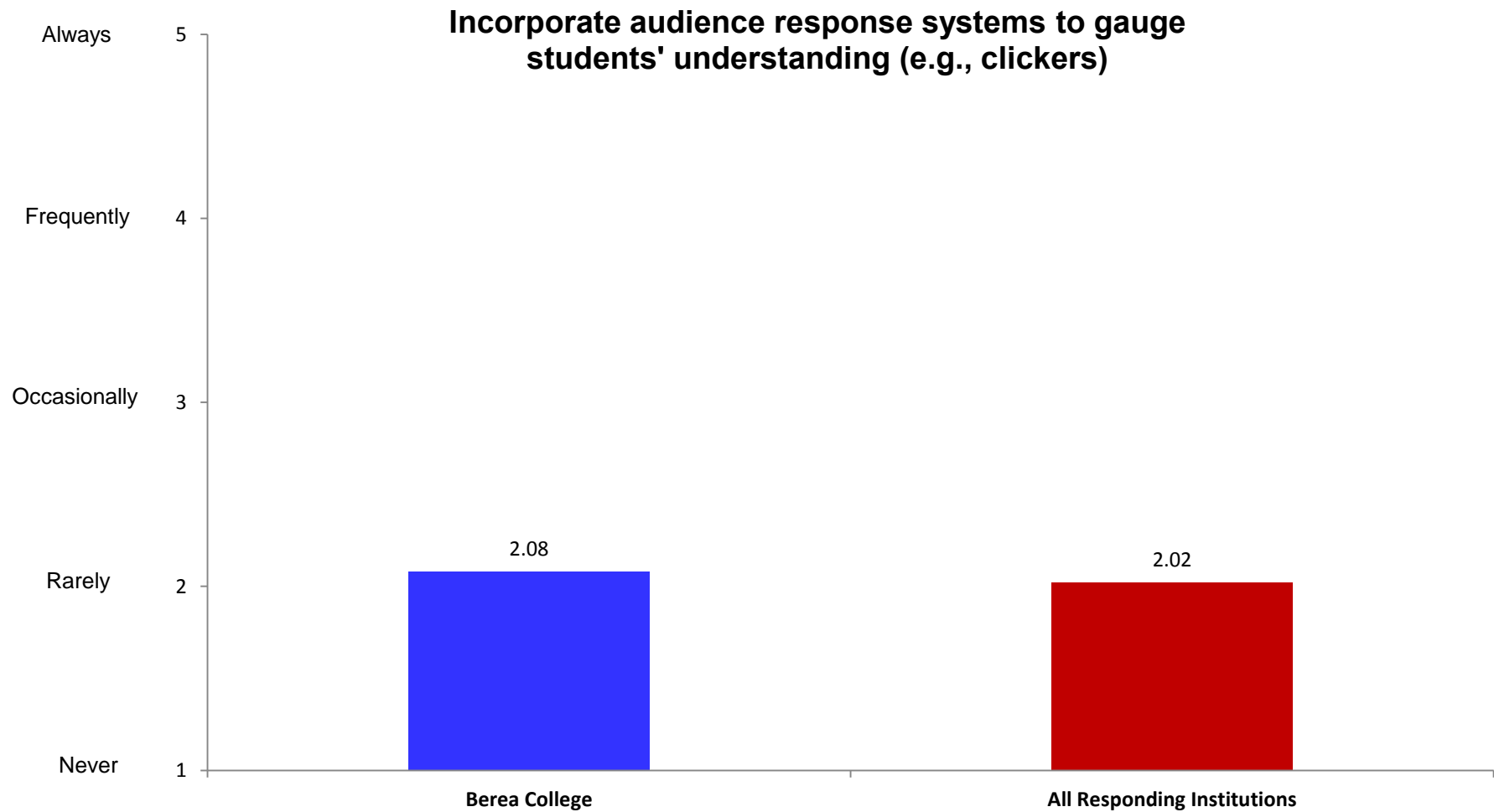
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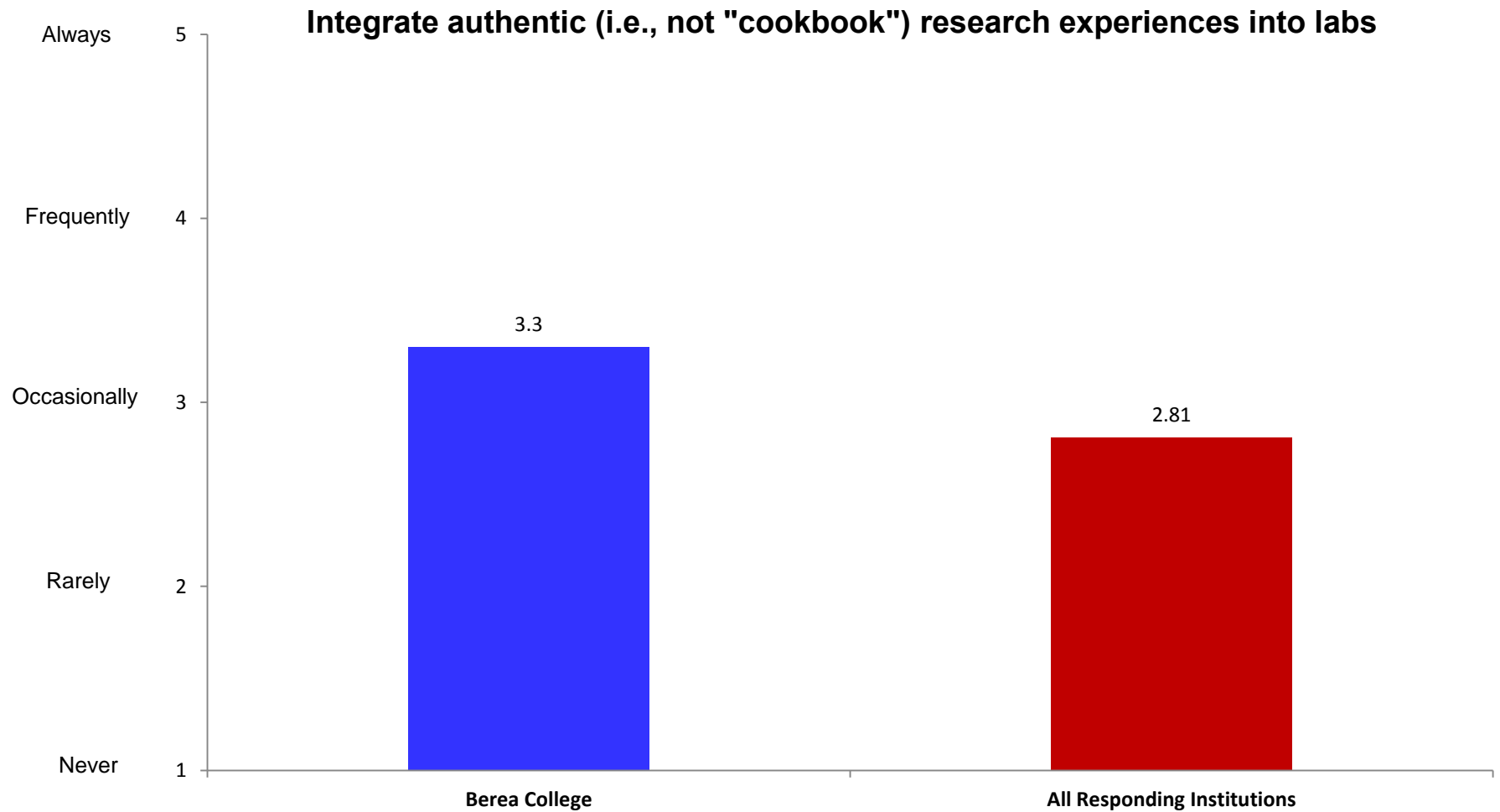


STEM MODULE

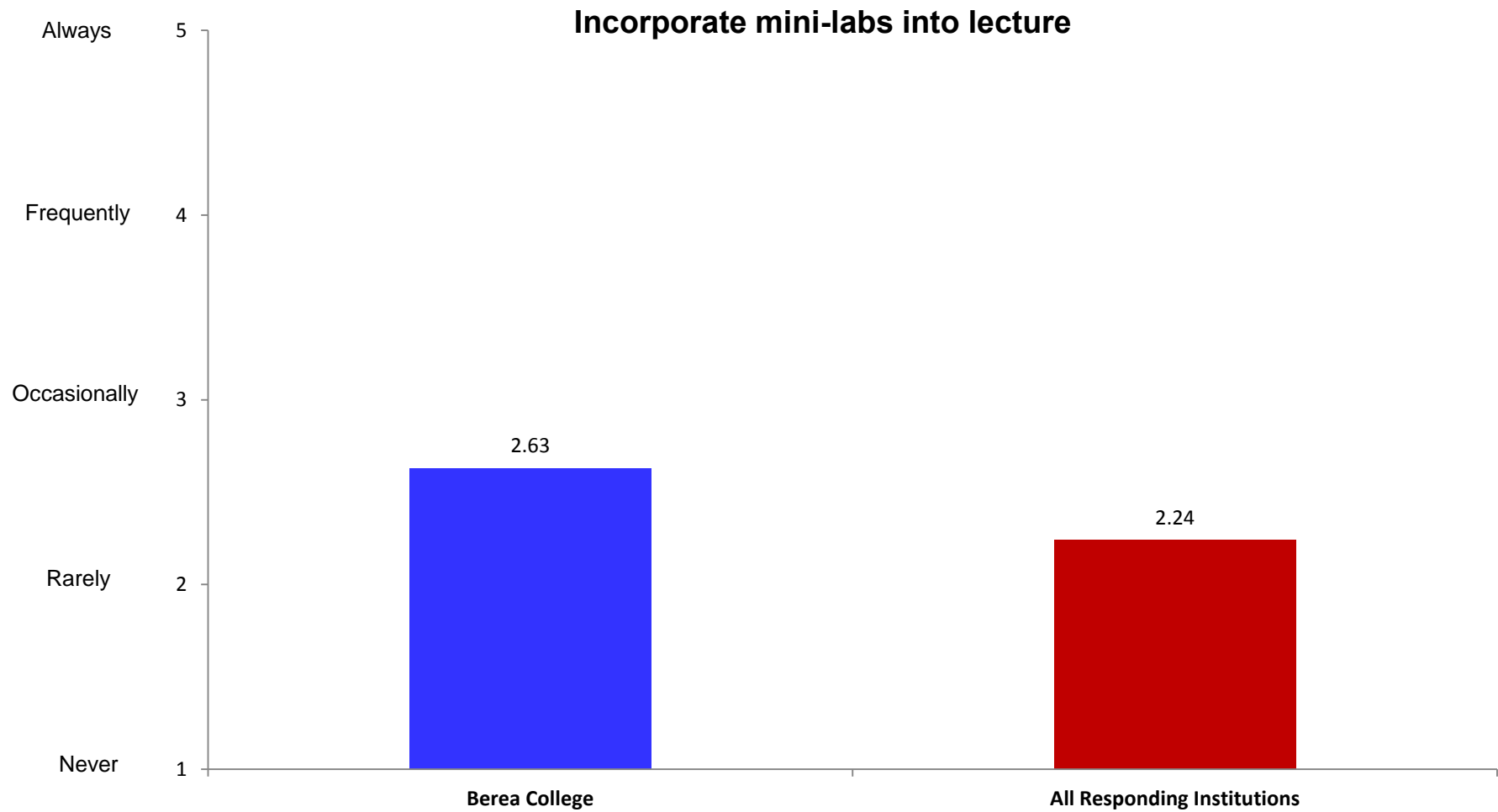
In the courses you have taught in the past year, how often do you?



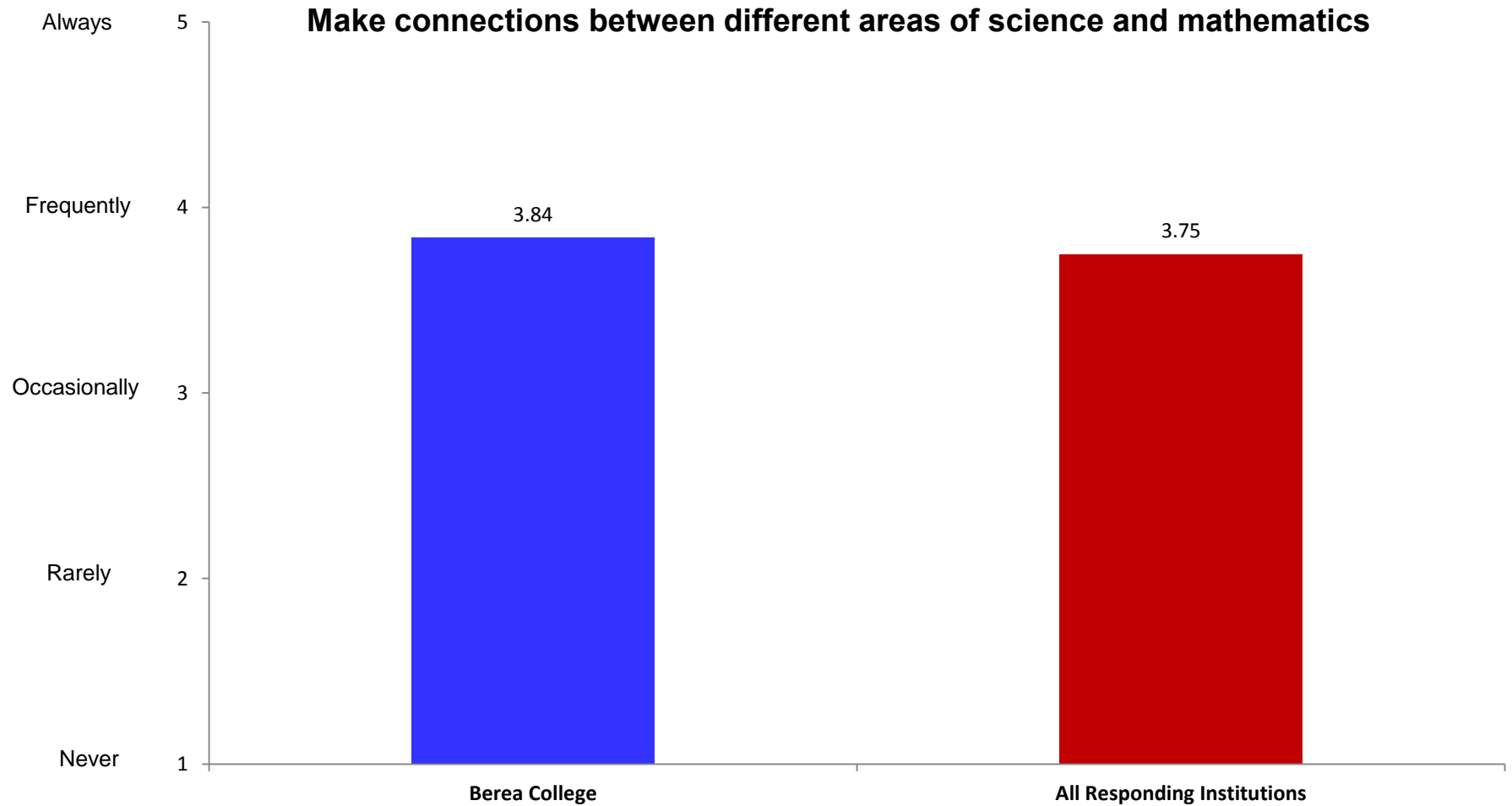
In the courses you have taught in the past year, how often do you?



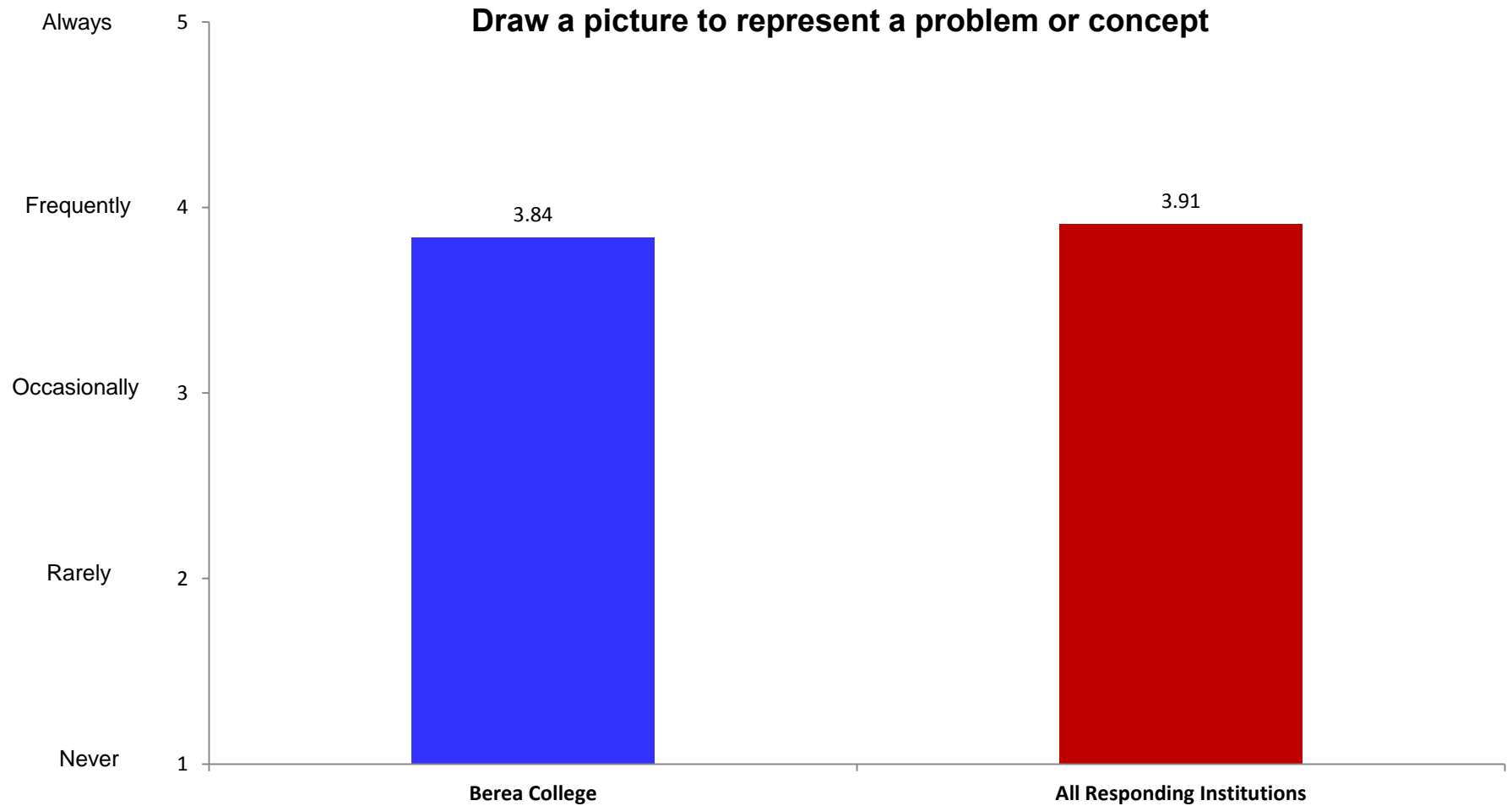
In the courses you have taught in the past year, how often do you?



In your STEM courses in the past year, how often do you encourage students to:

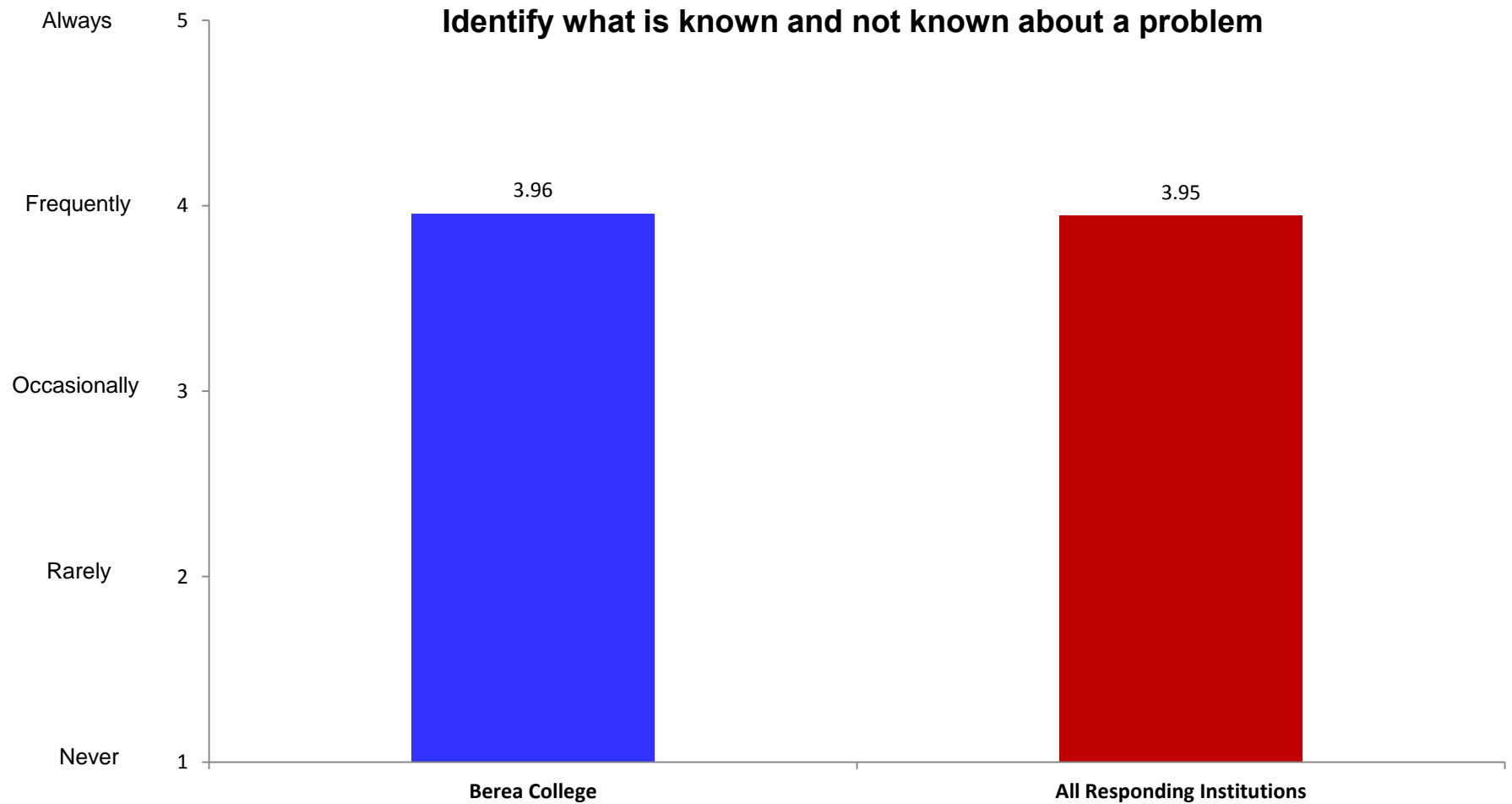


In your STEM courses in the past year, how often do you encourage students to:



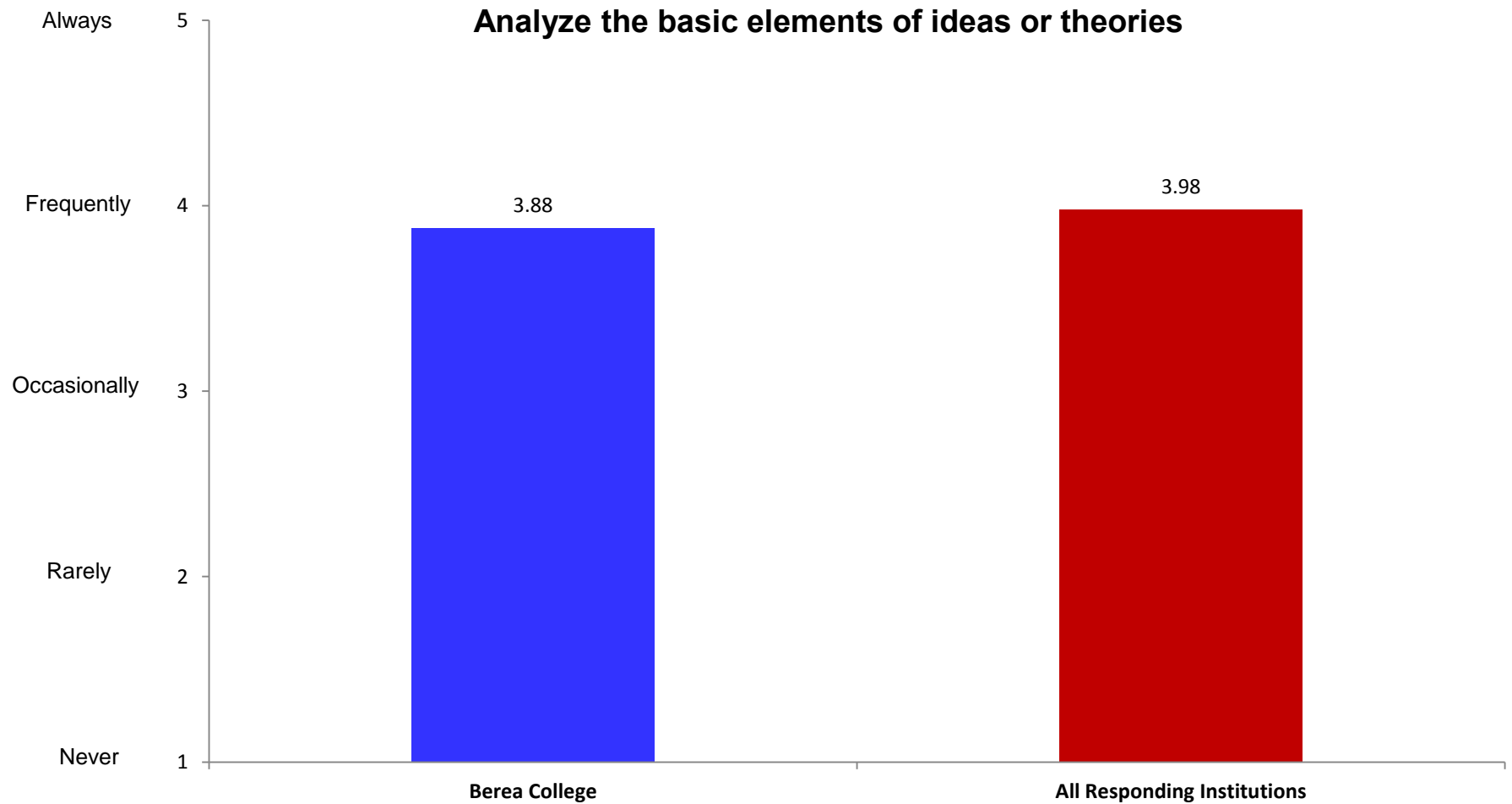
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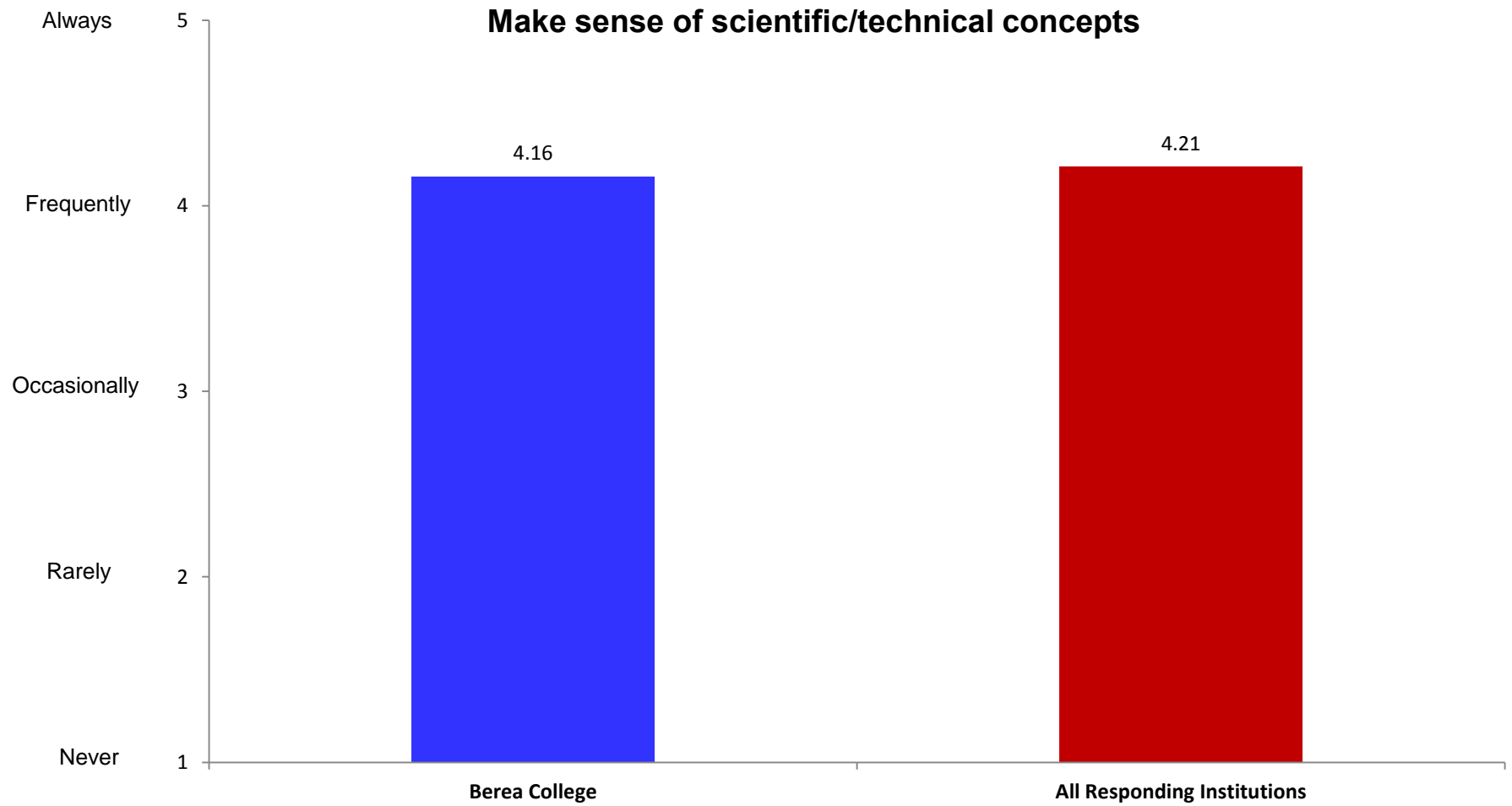
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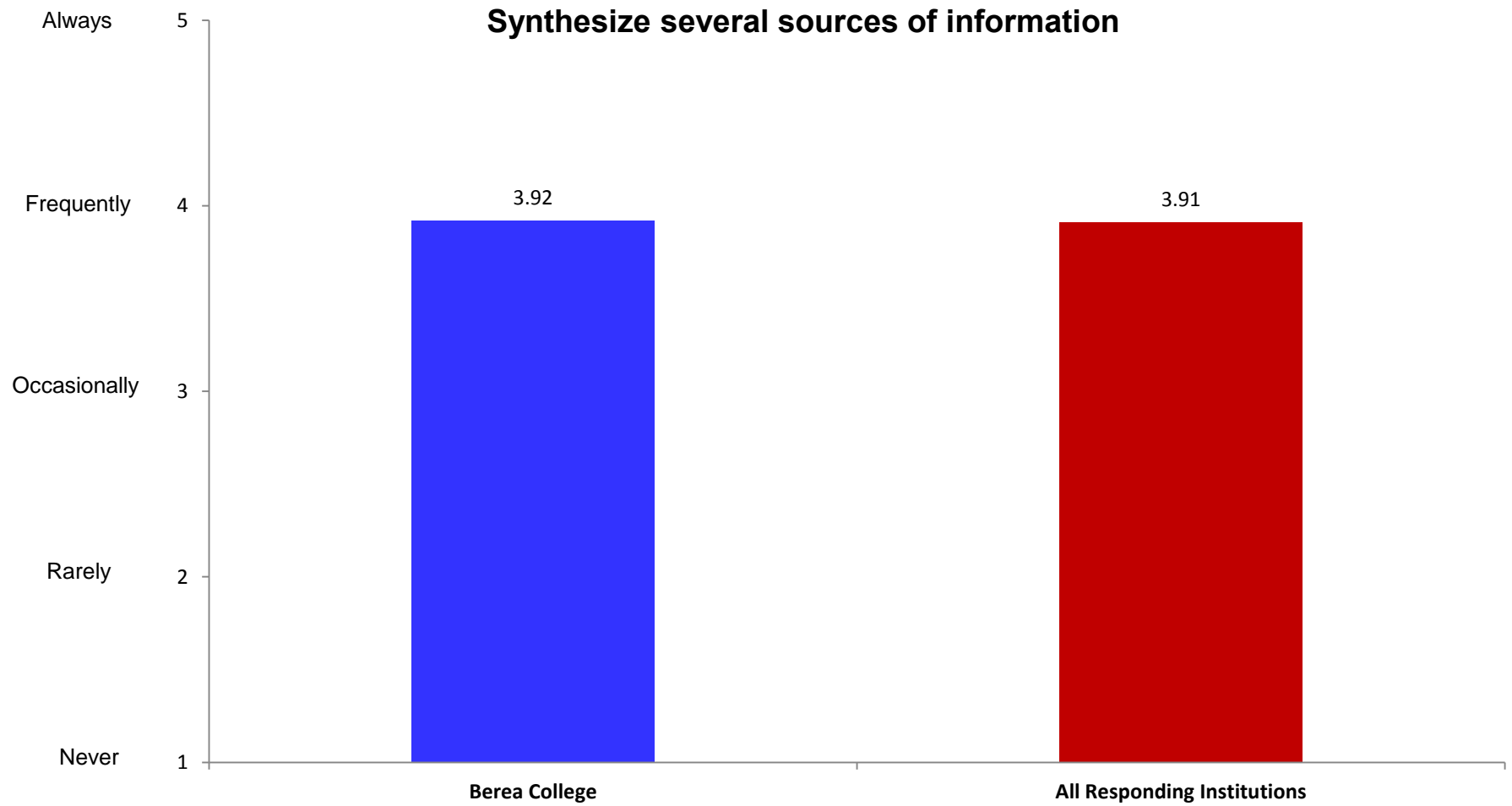
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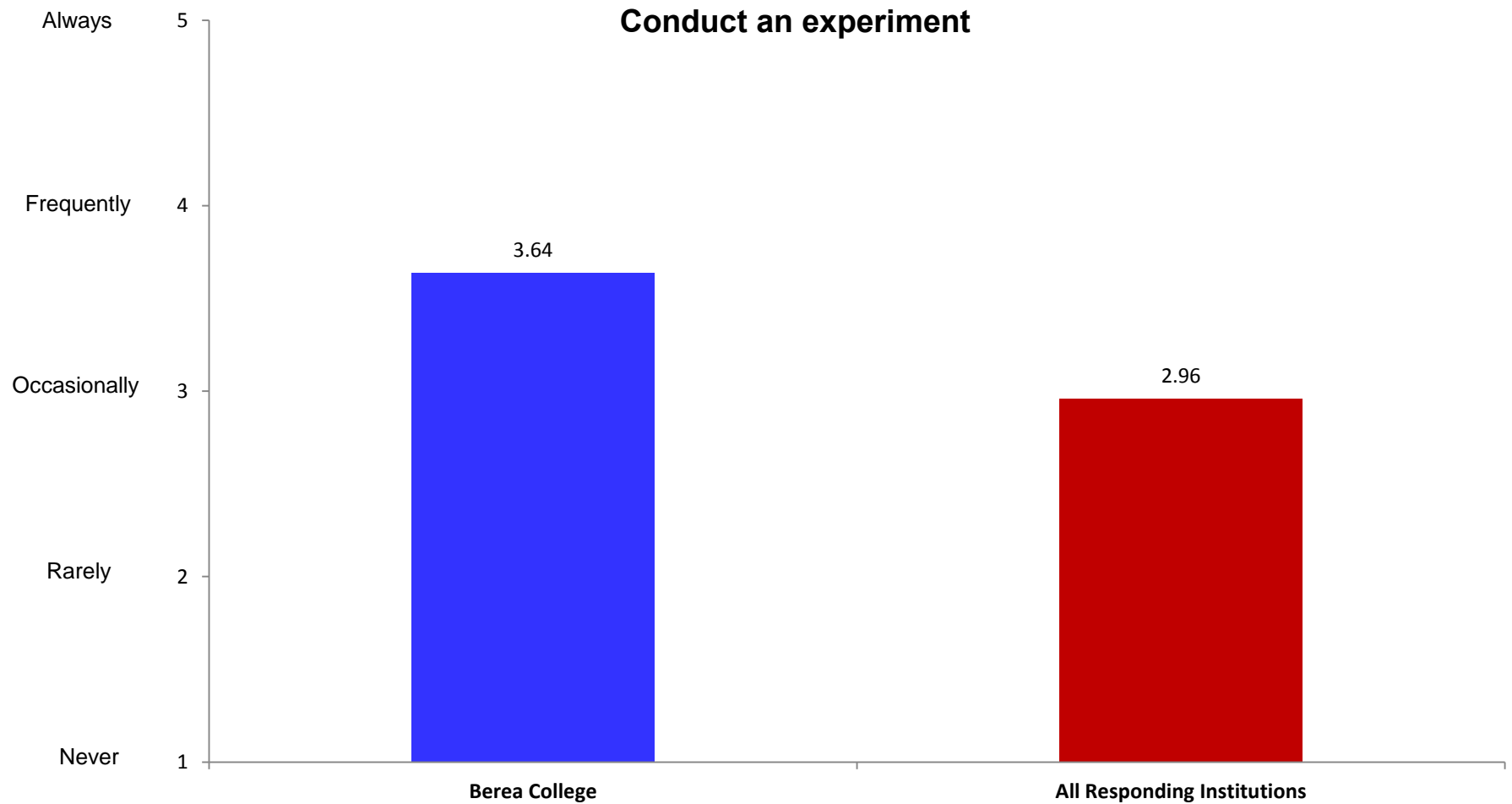


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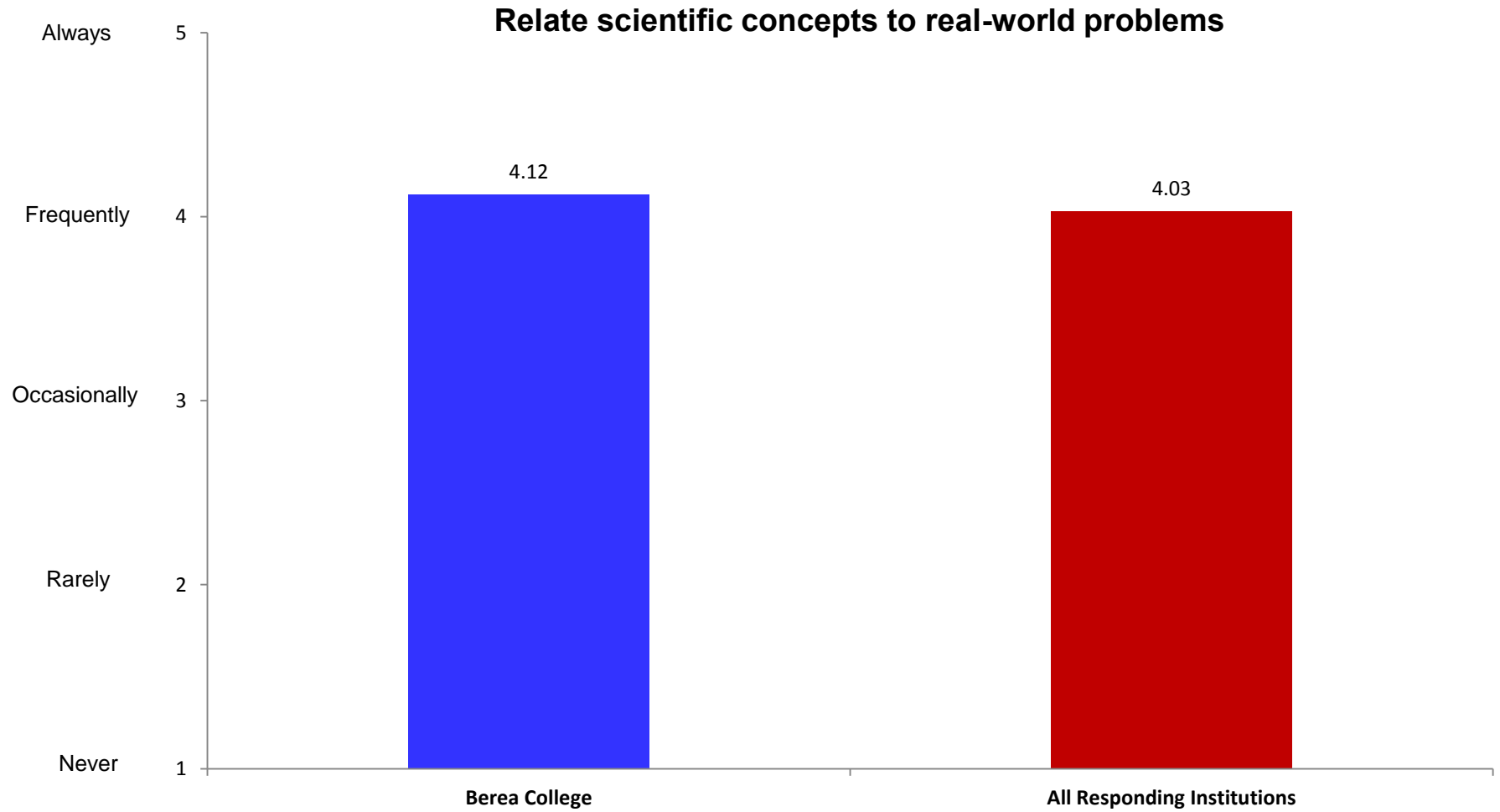


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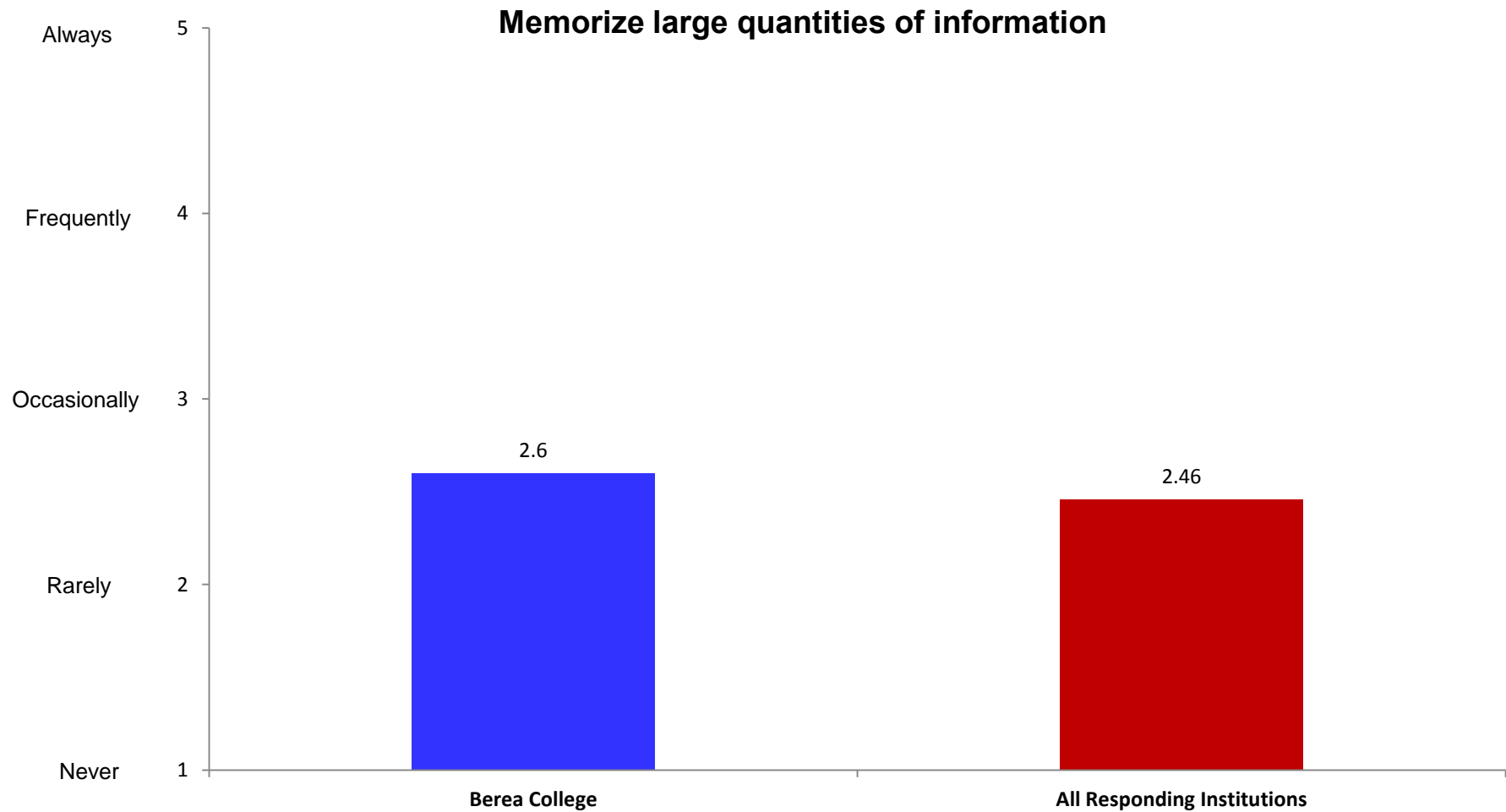
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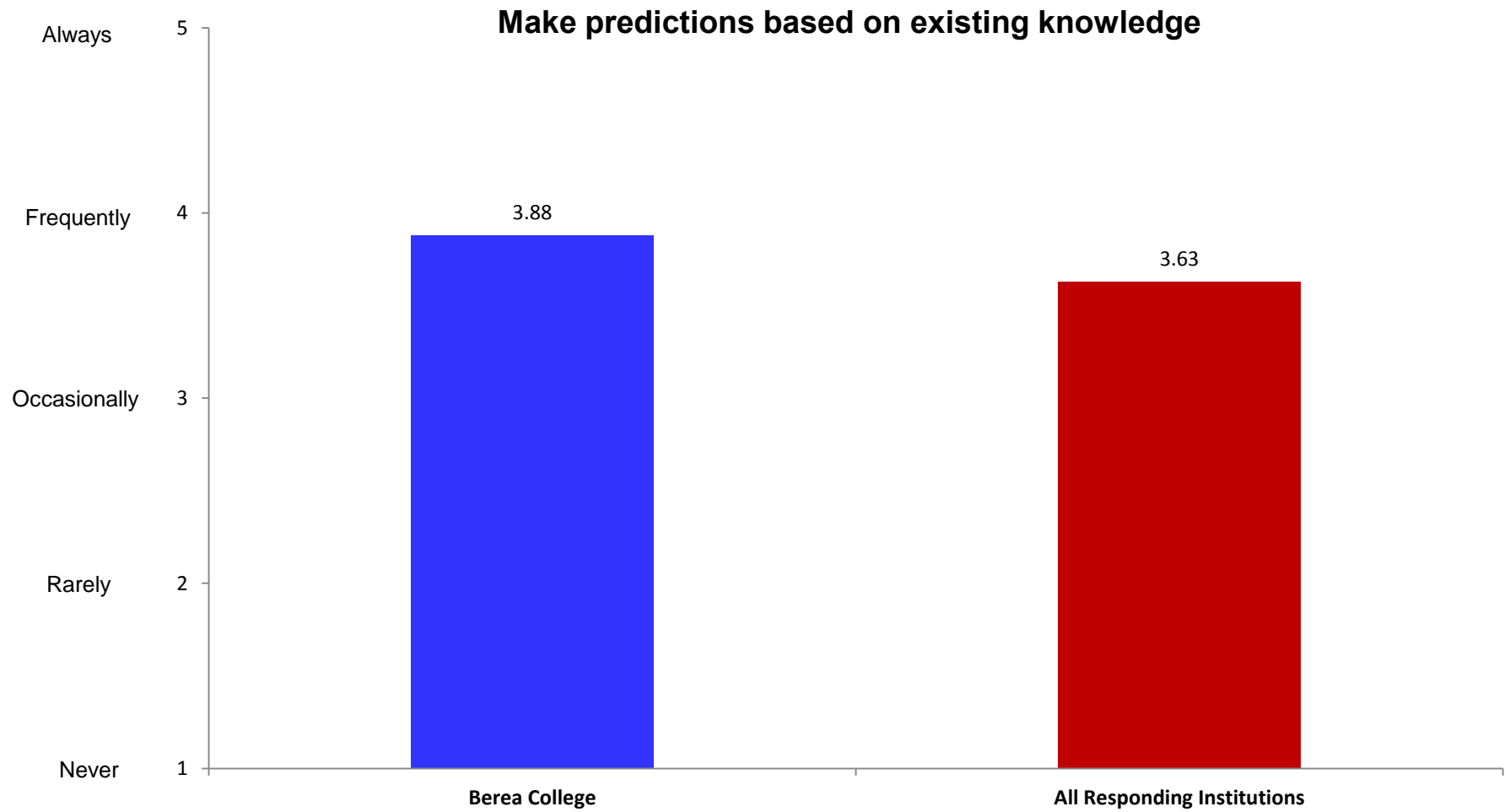


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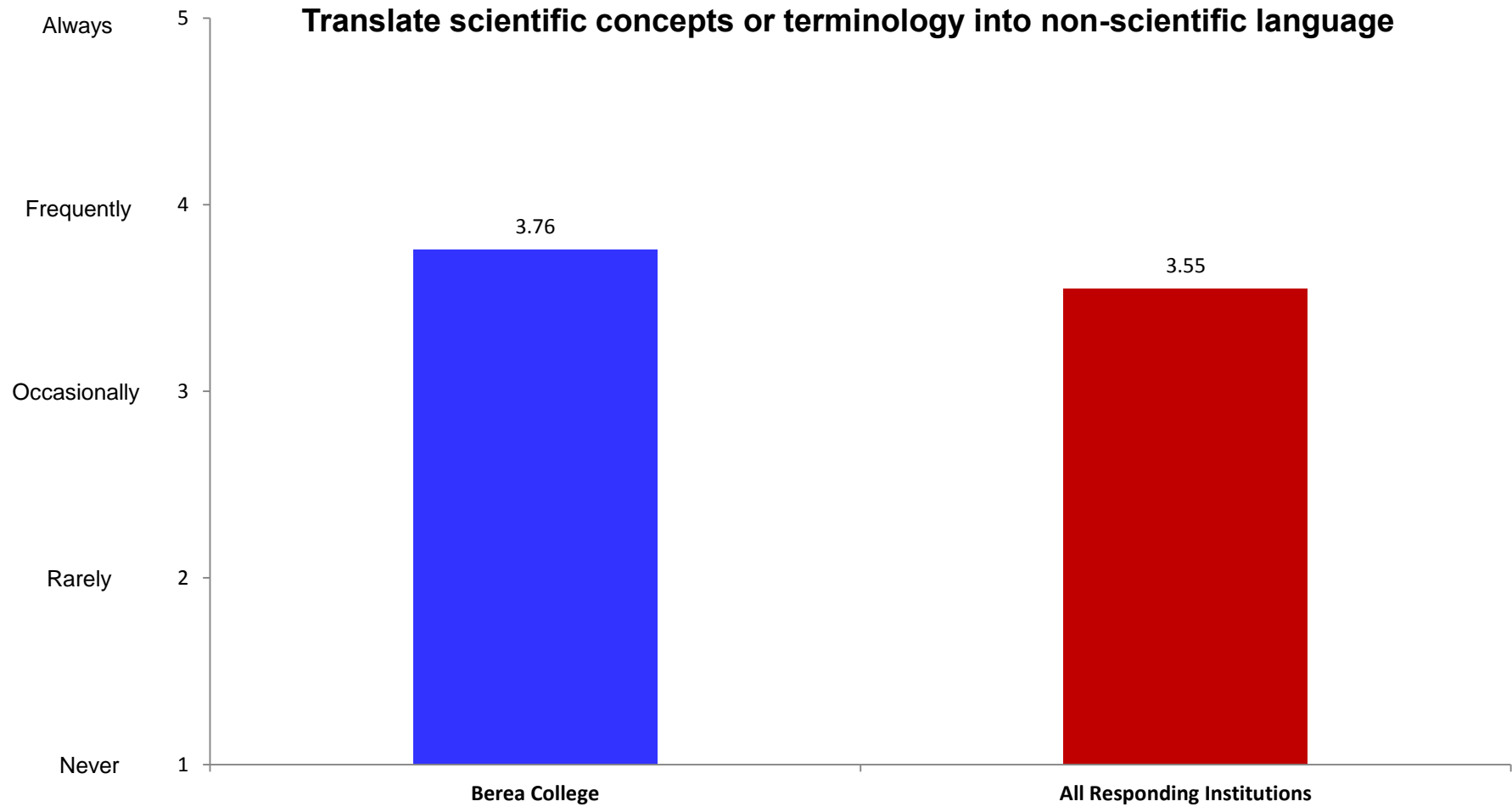


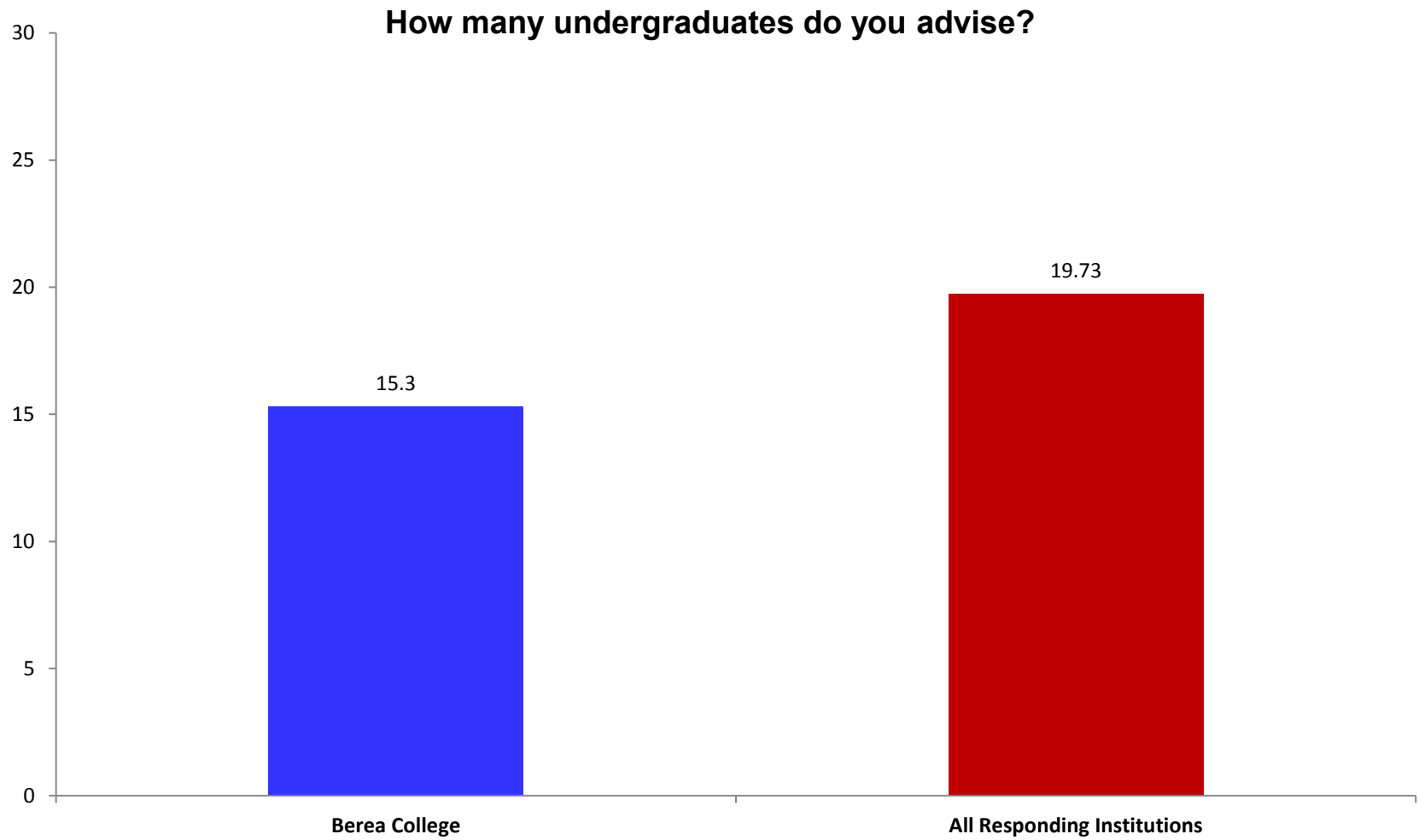
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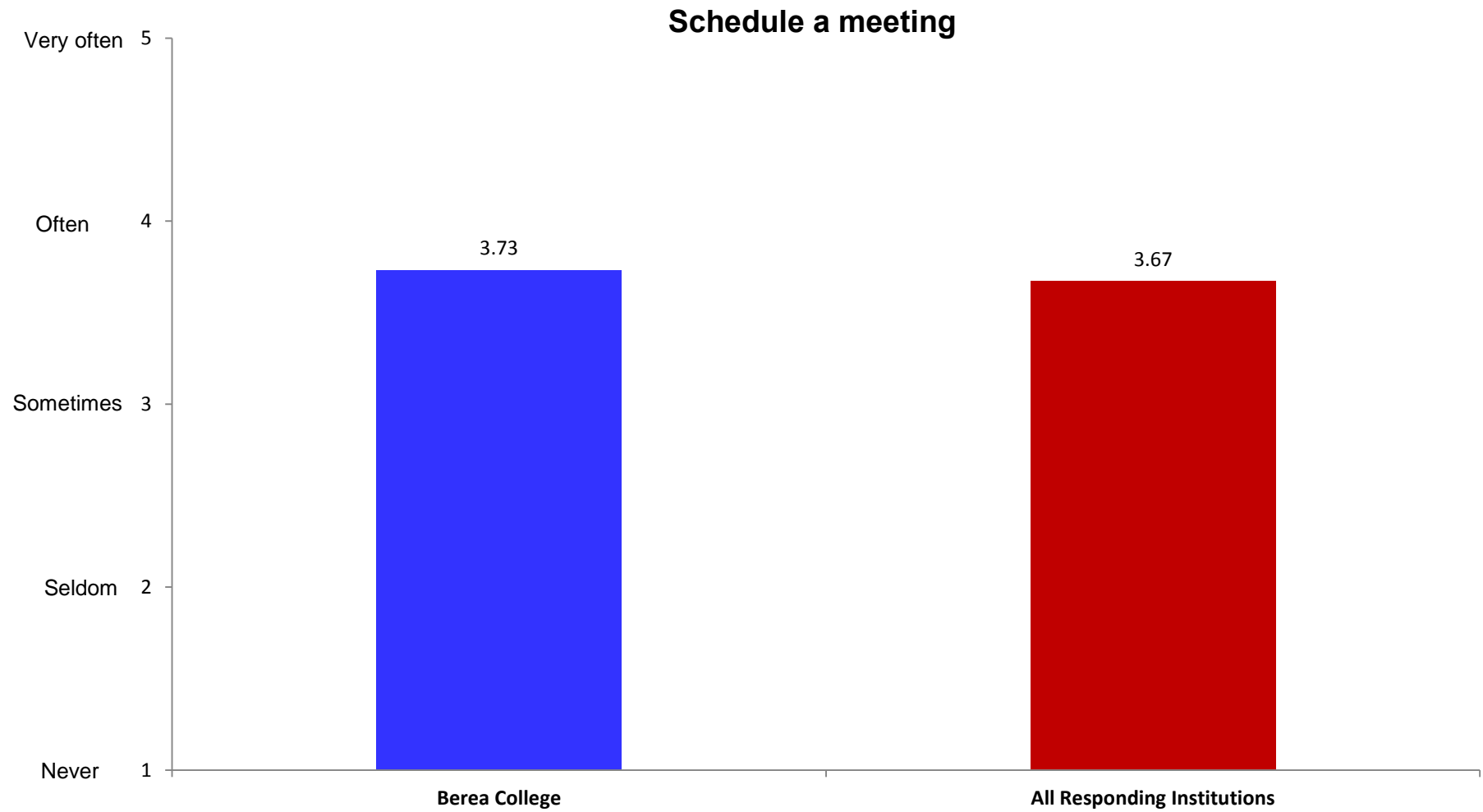
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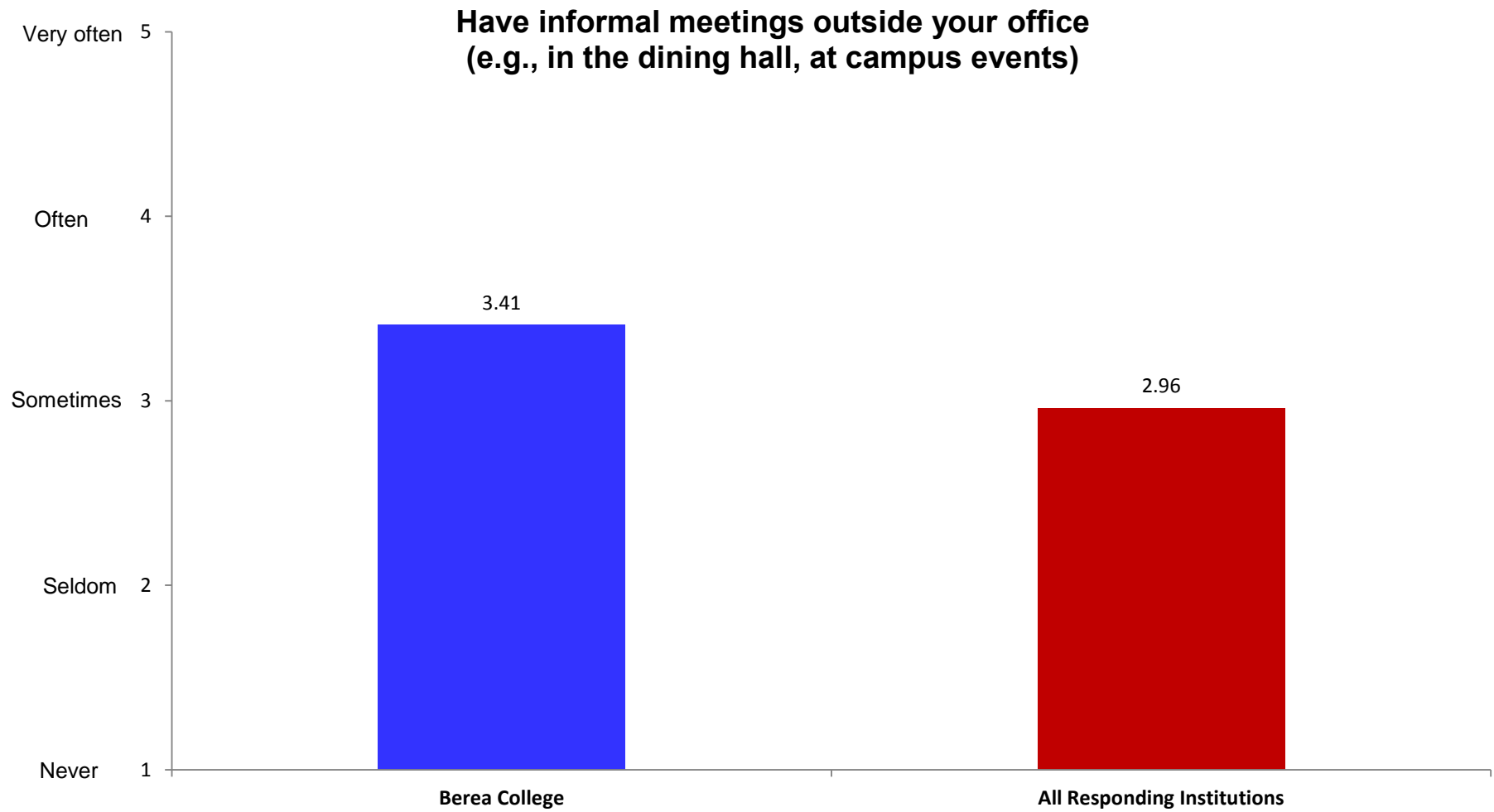




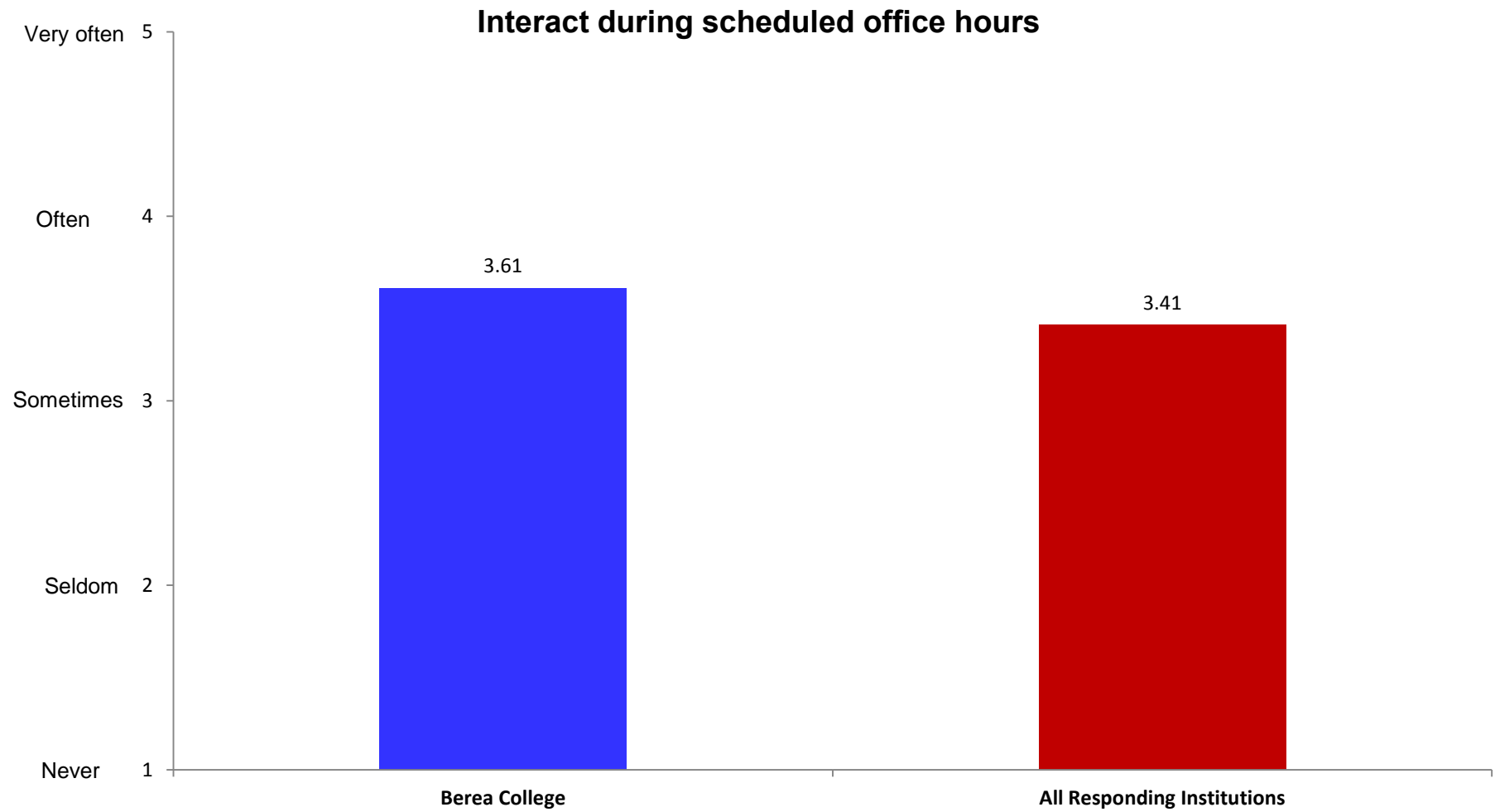
How often do you typically do each of the following with your advisees?



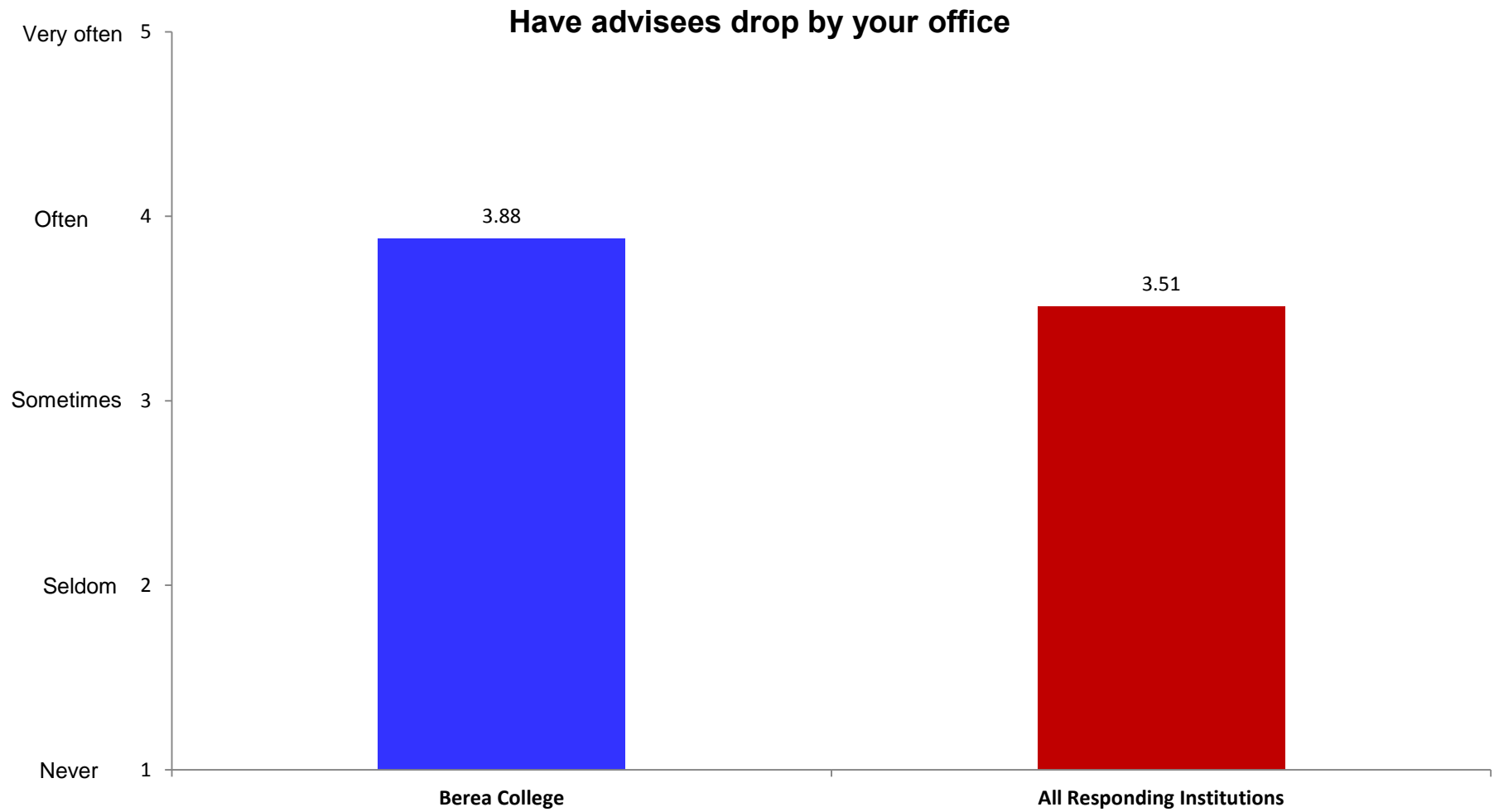
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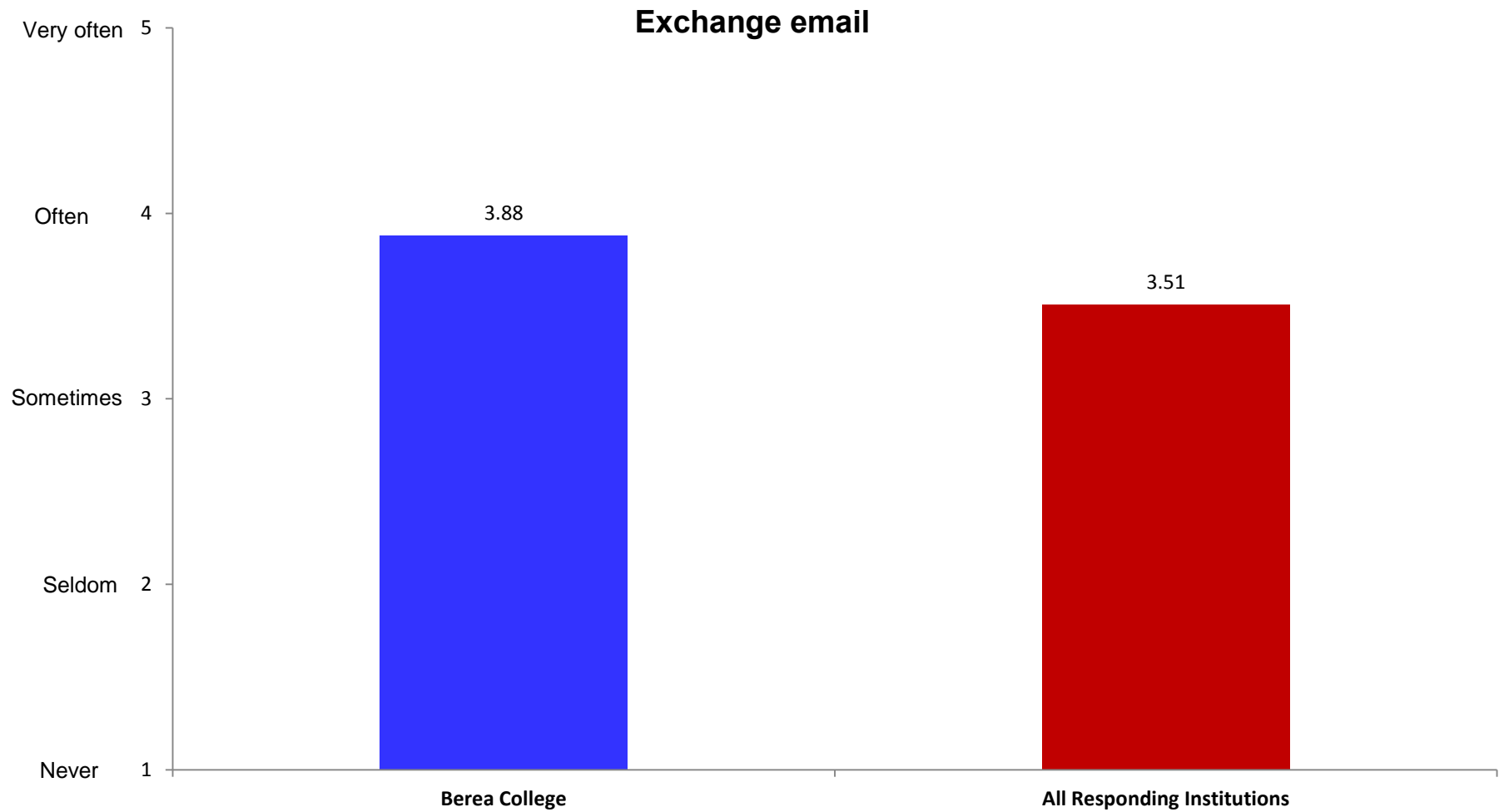
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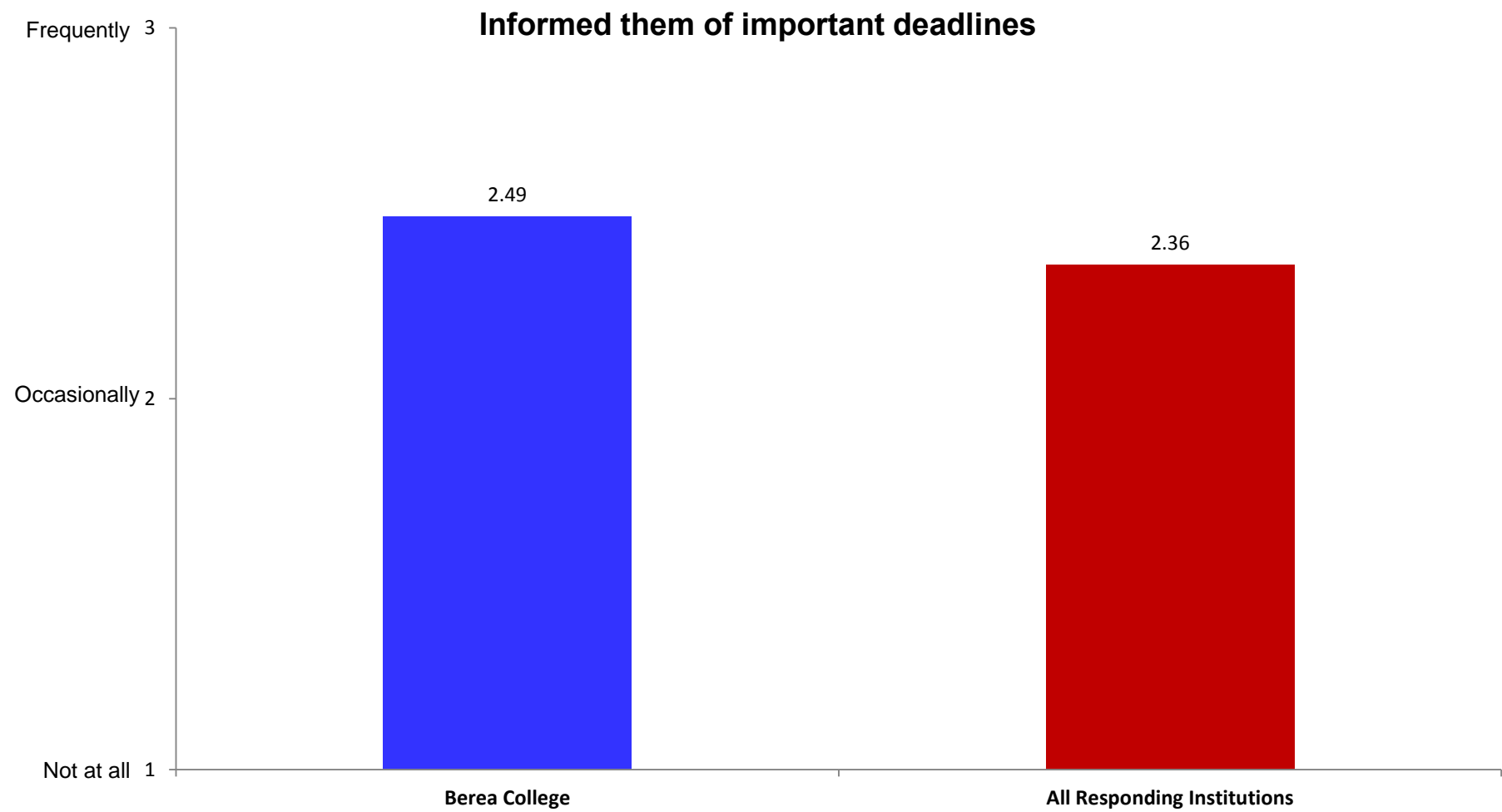
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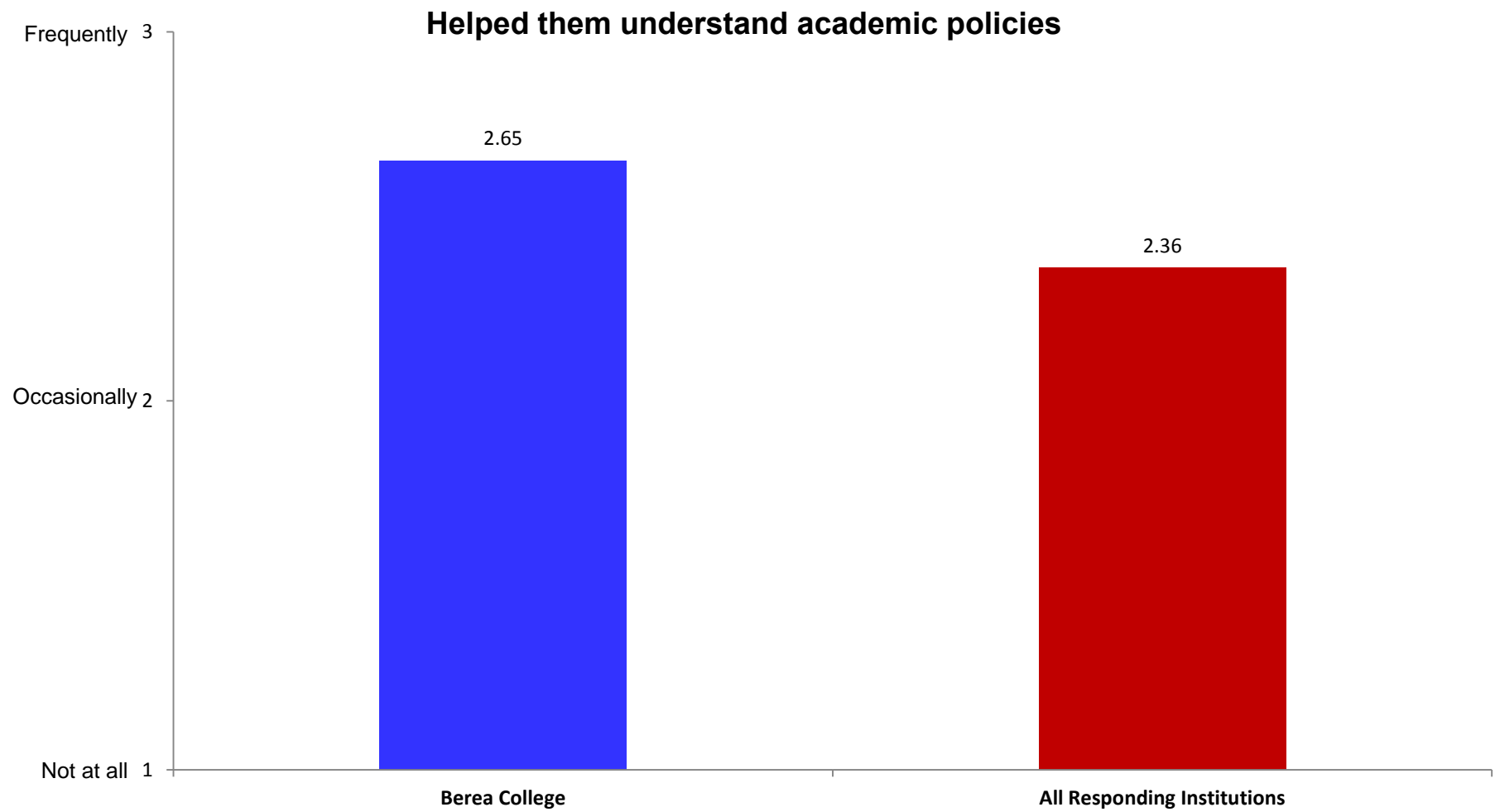
How often do you typically do each of the following with your advisees?



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

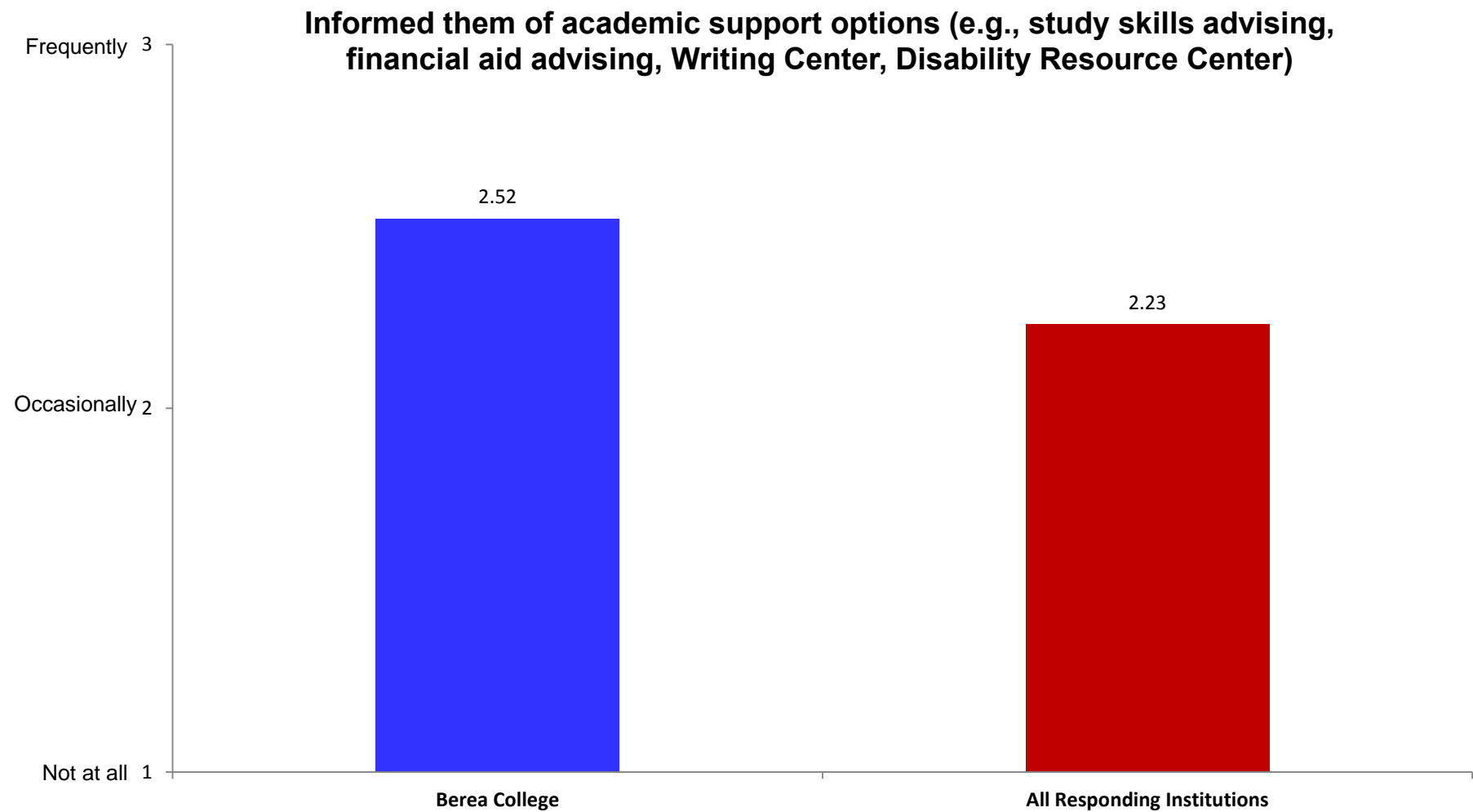


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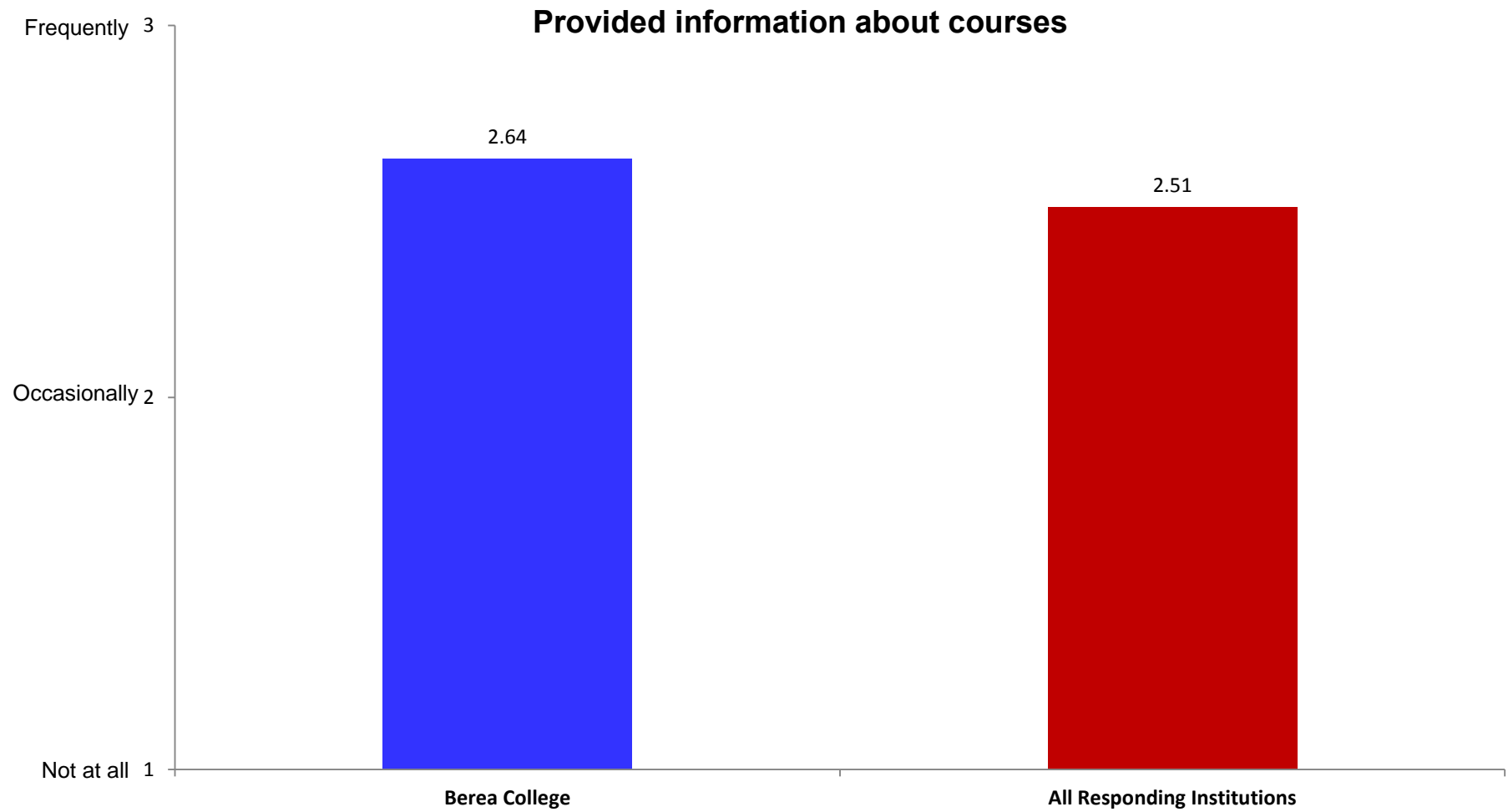


ADVISING MODULE

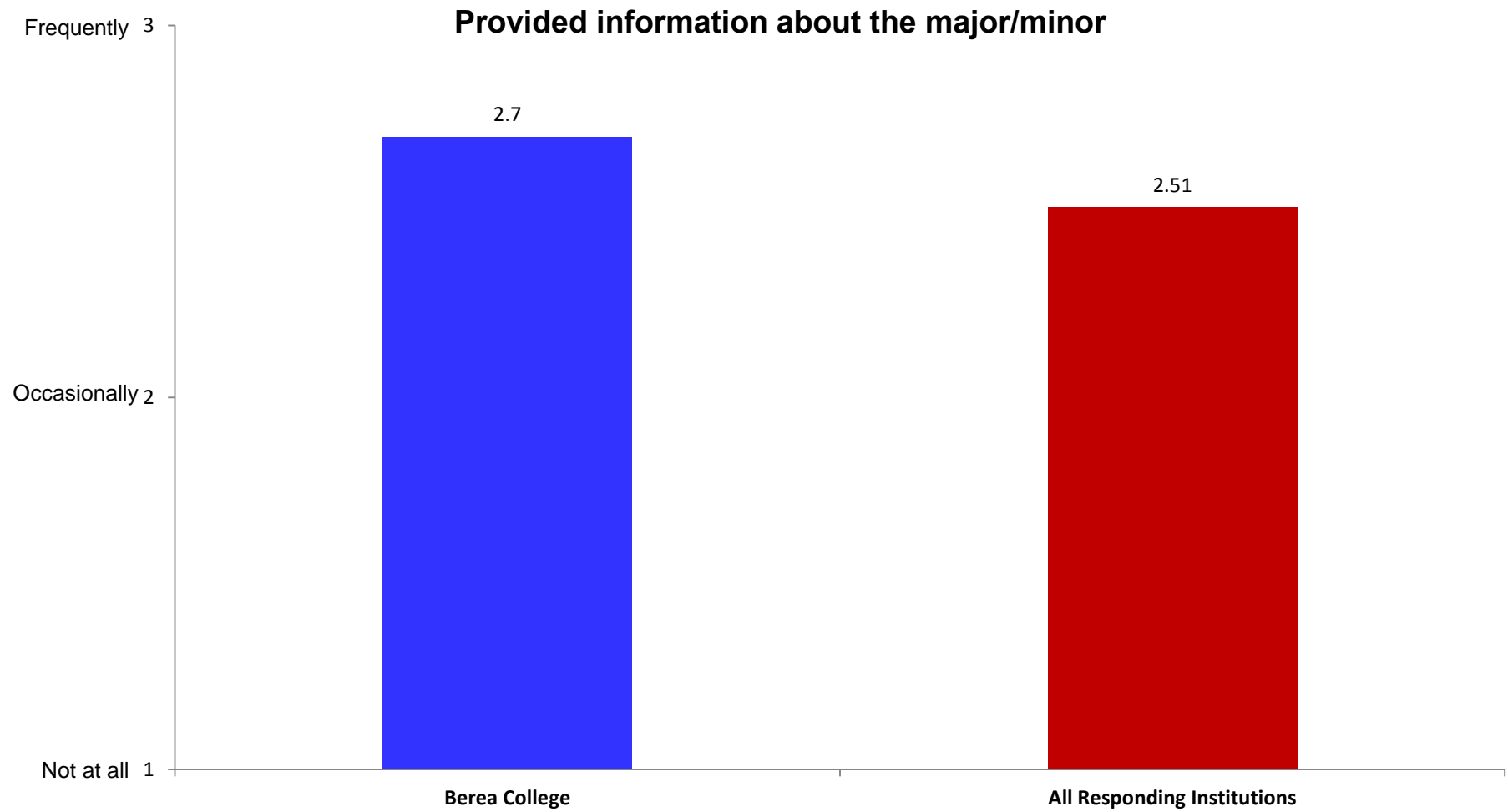
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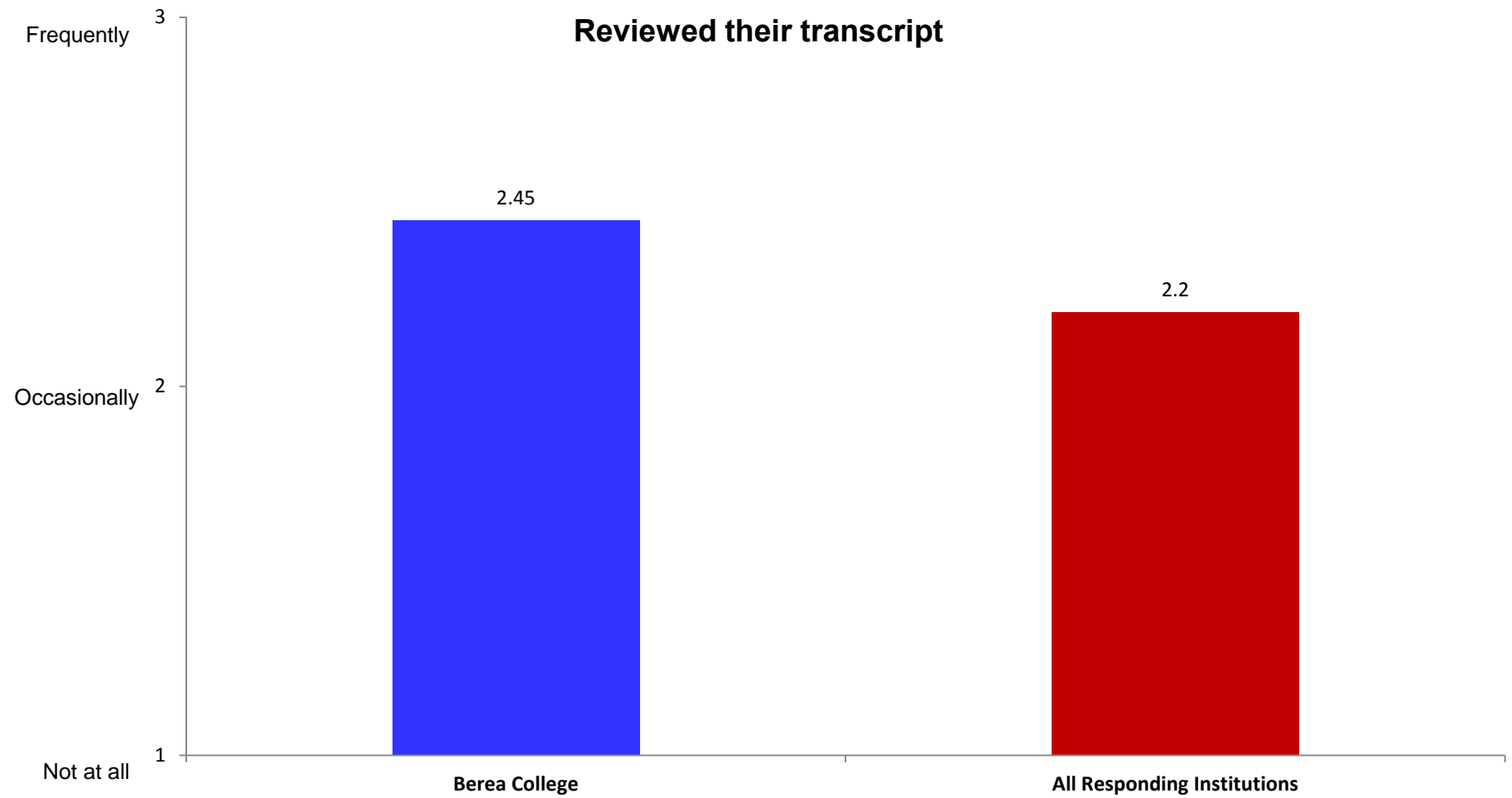
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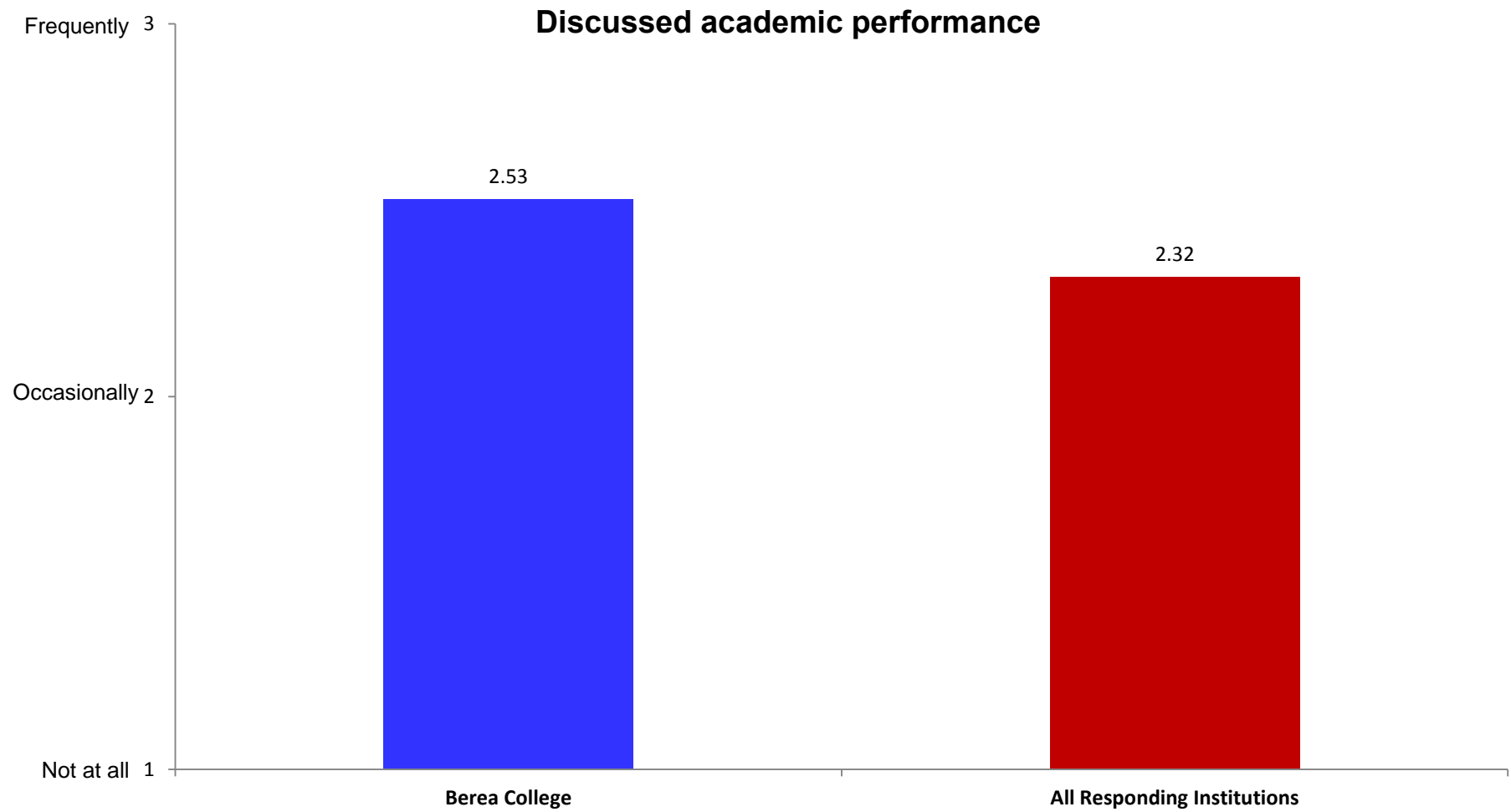
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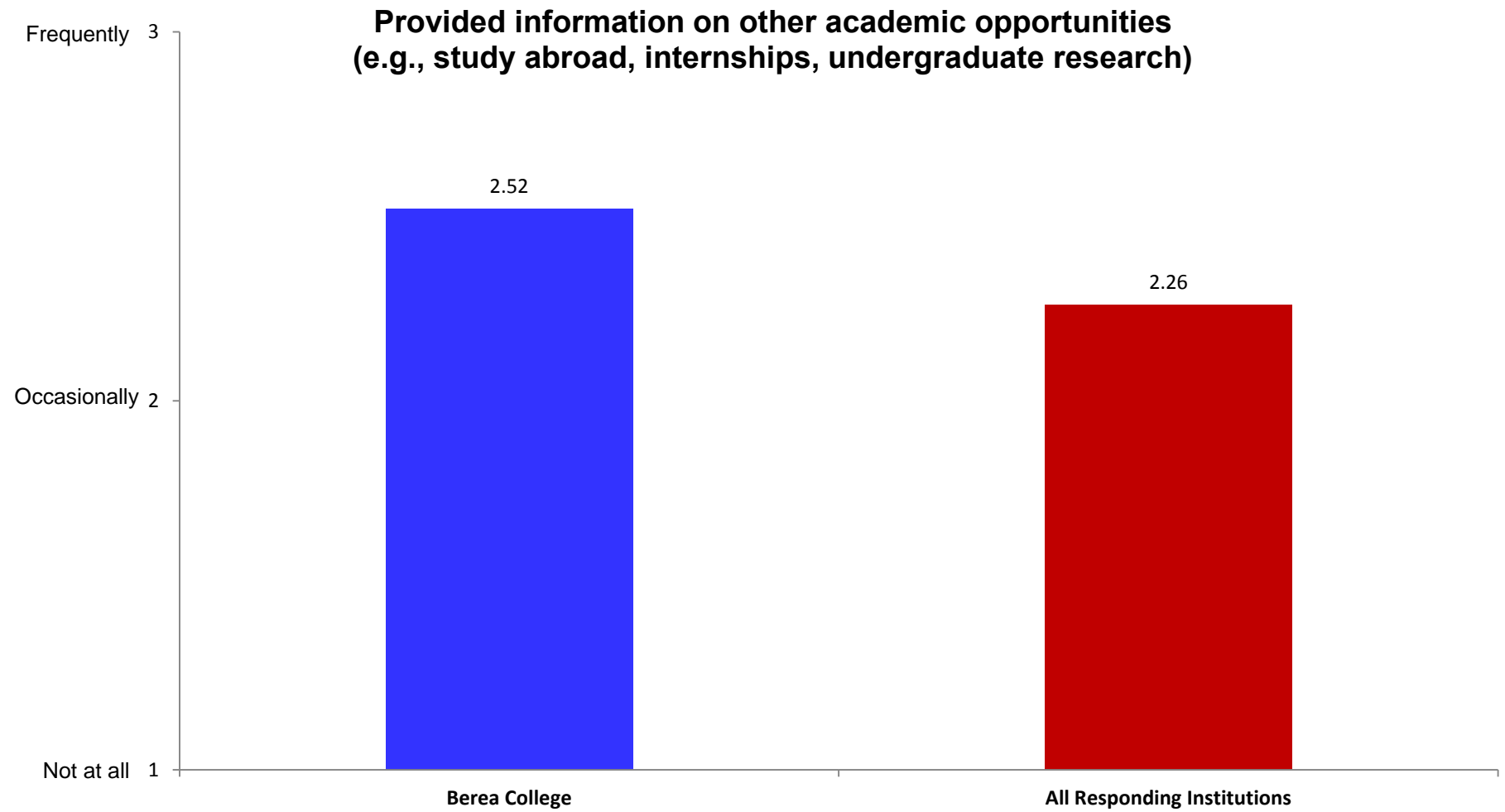


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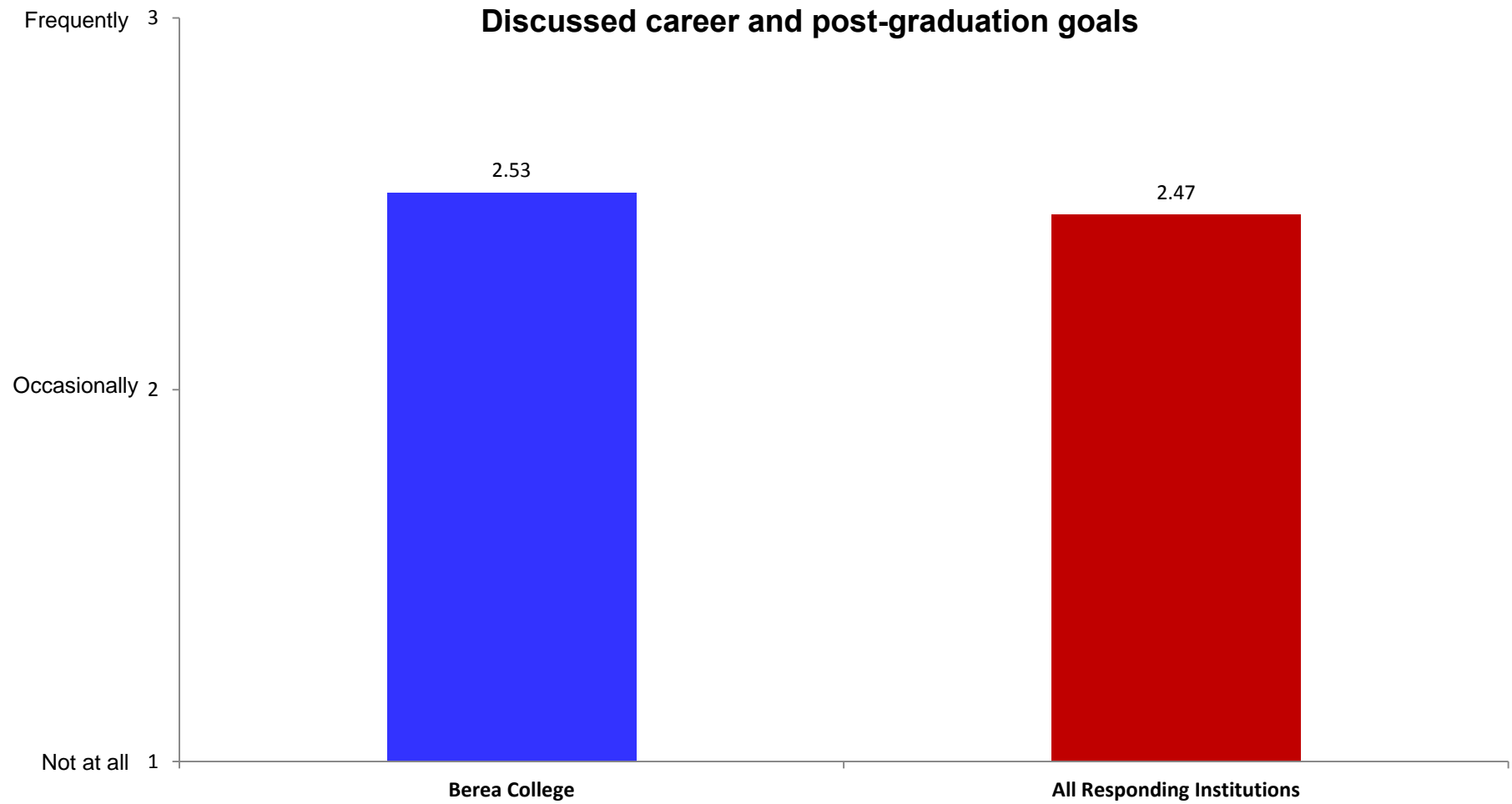


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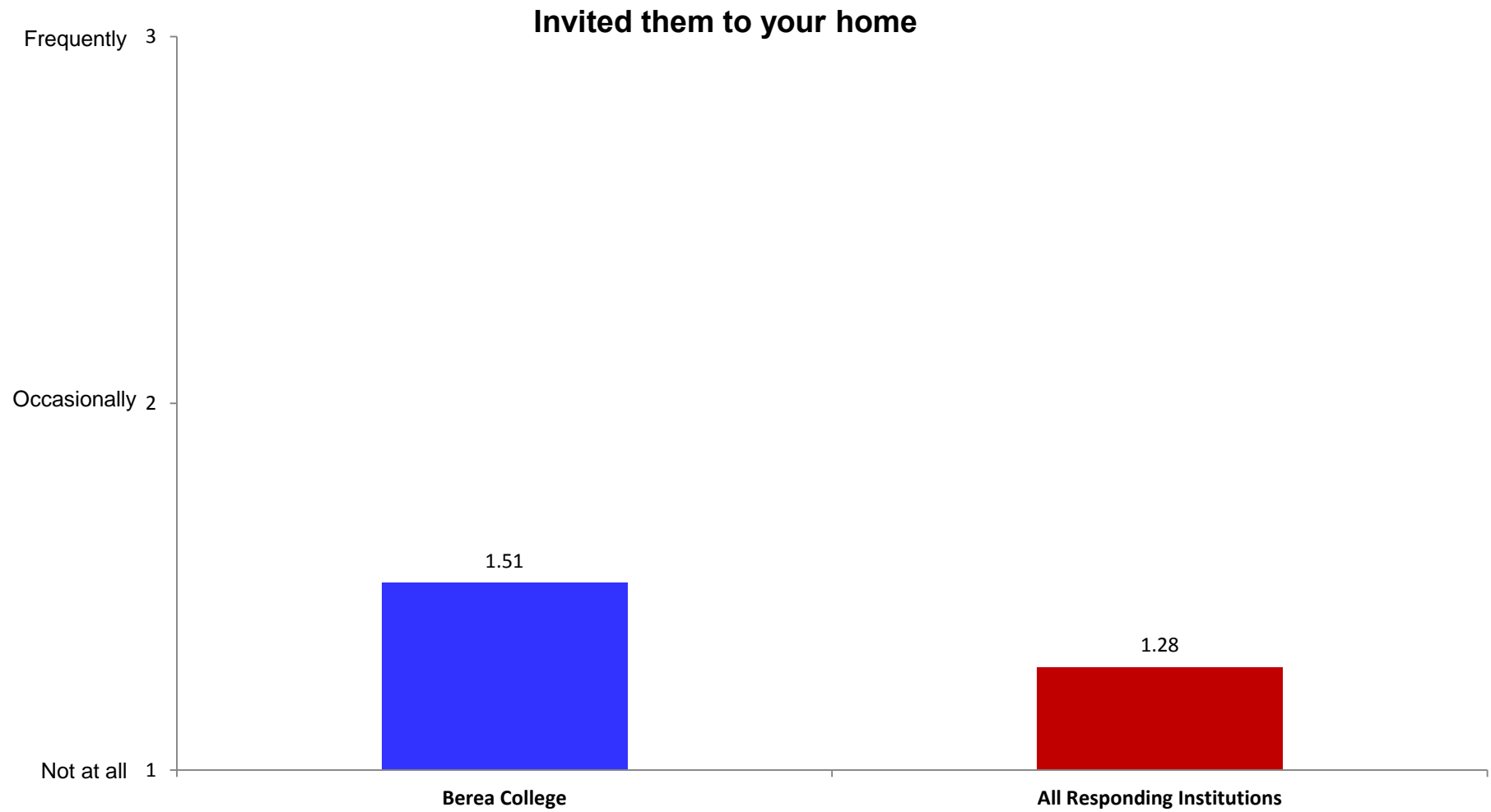
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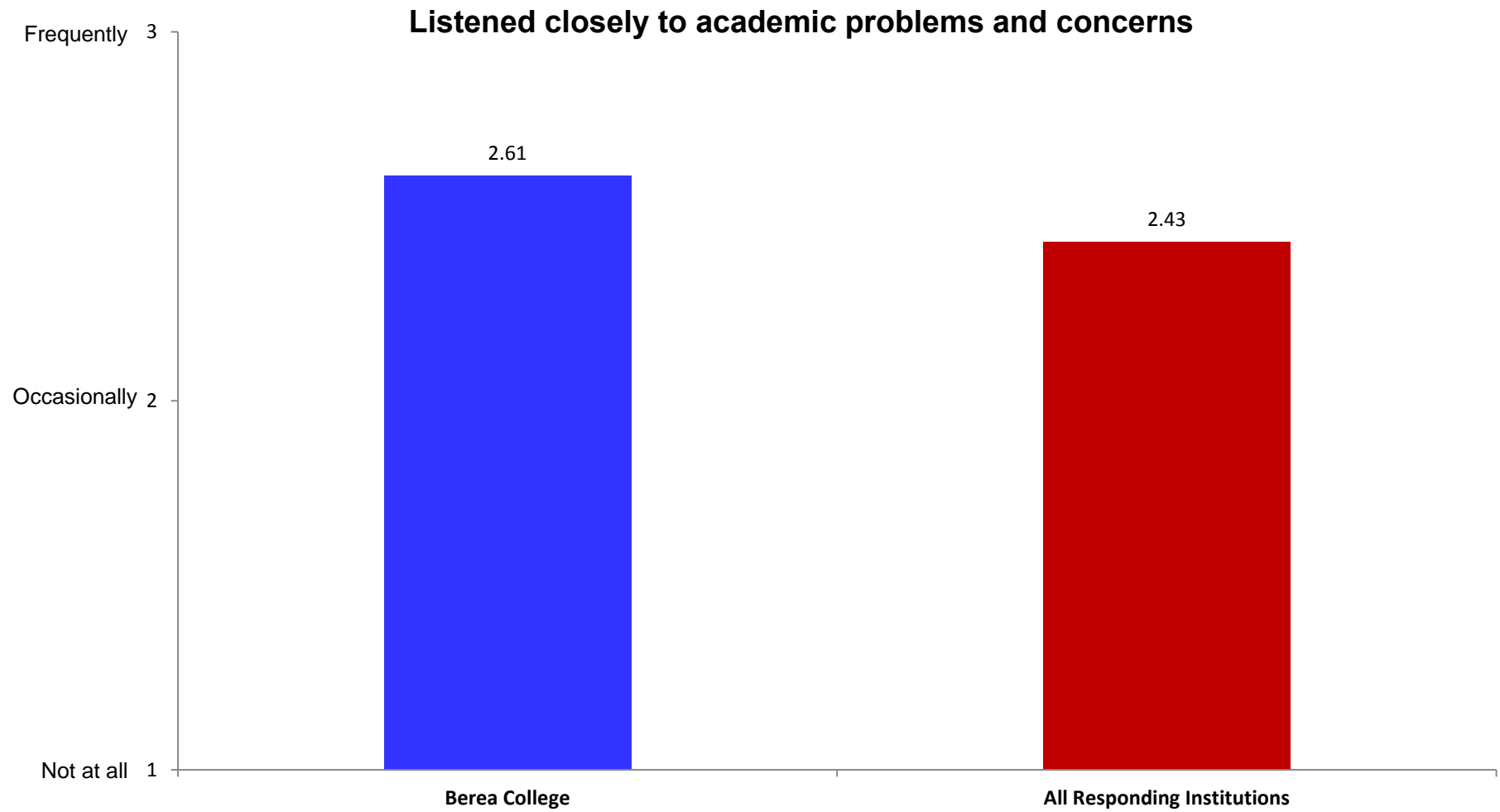
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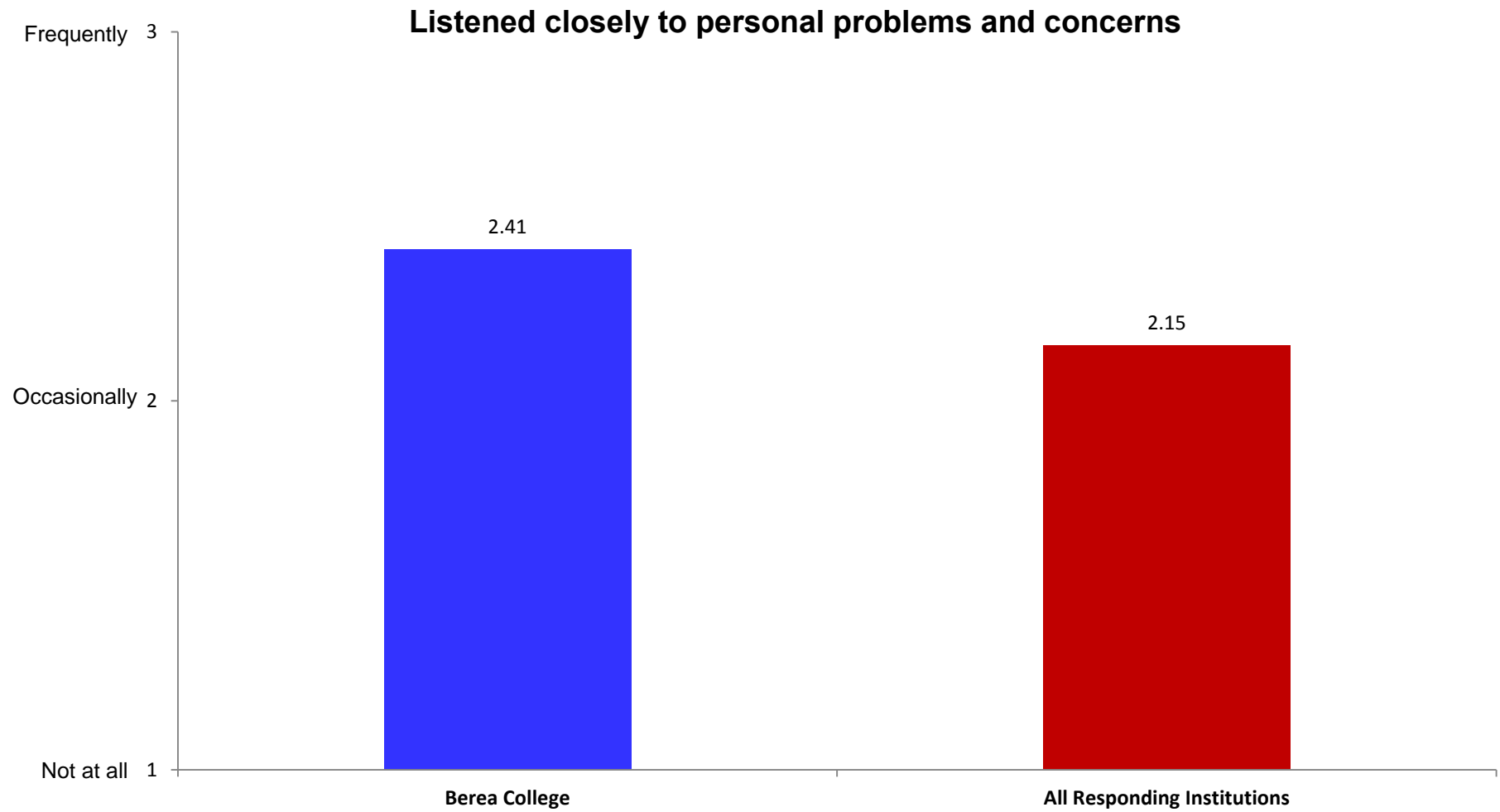
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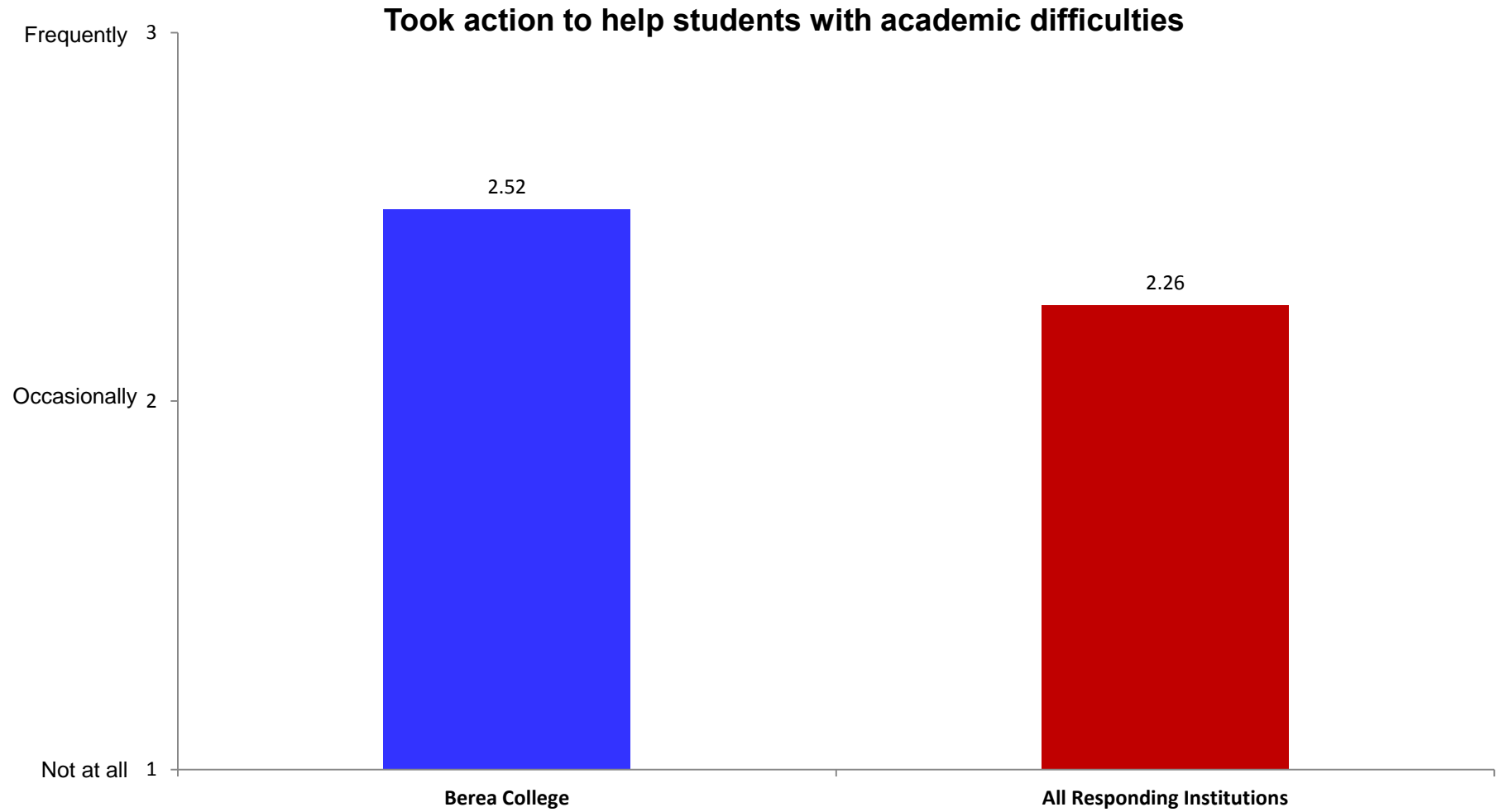
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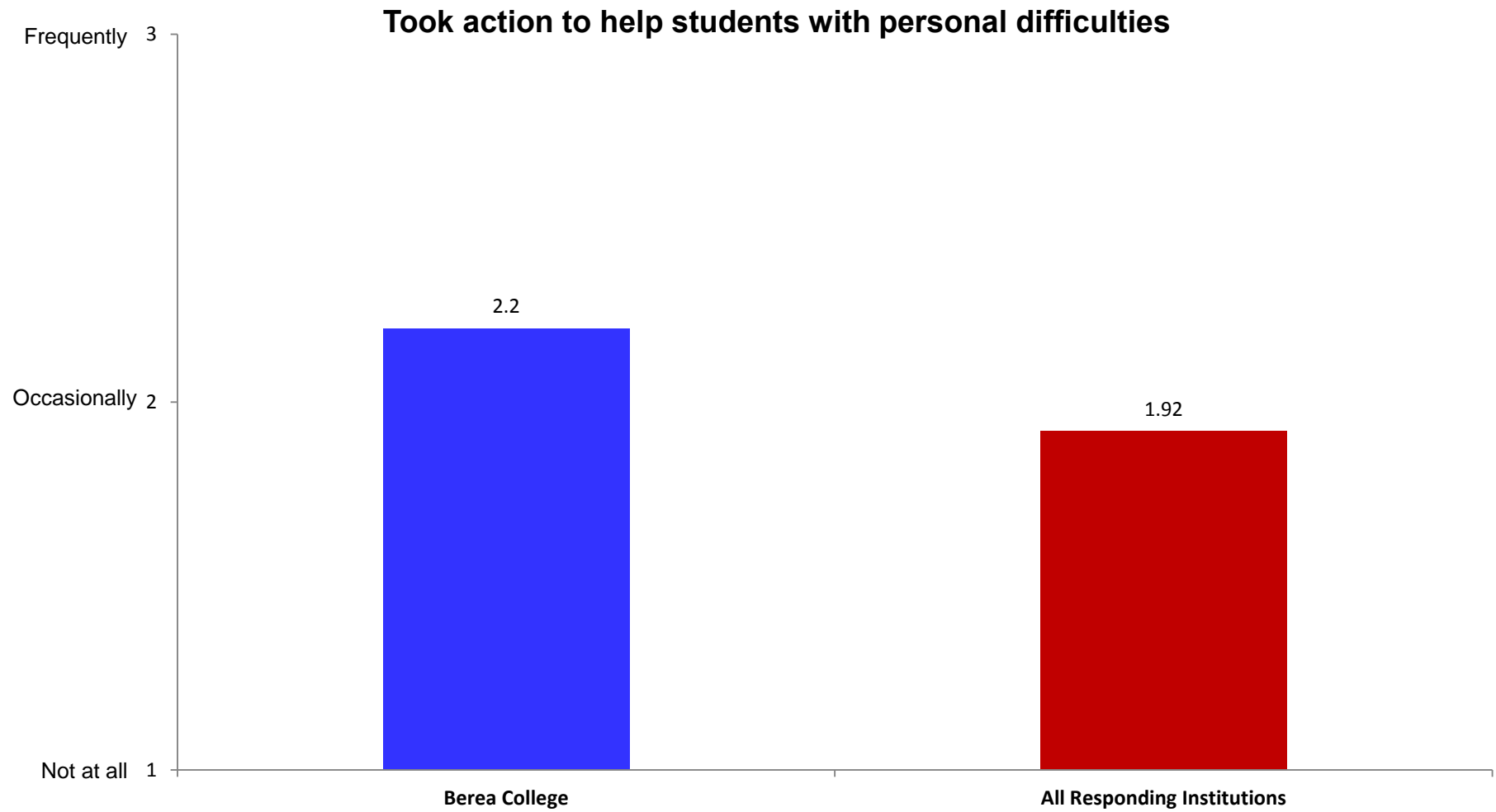


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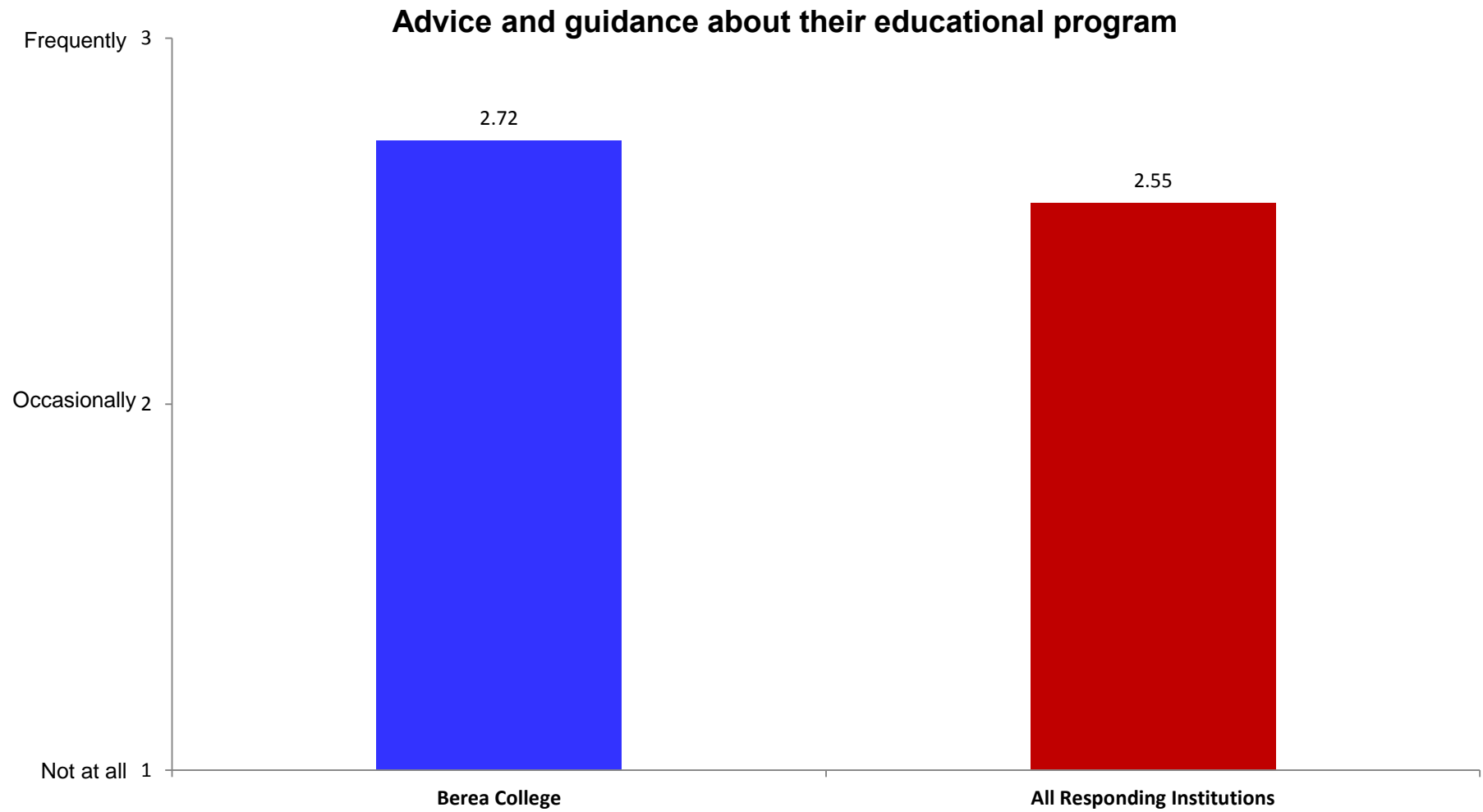


ADVISING MODULE

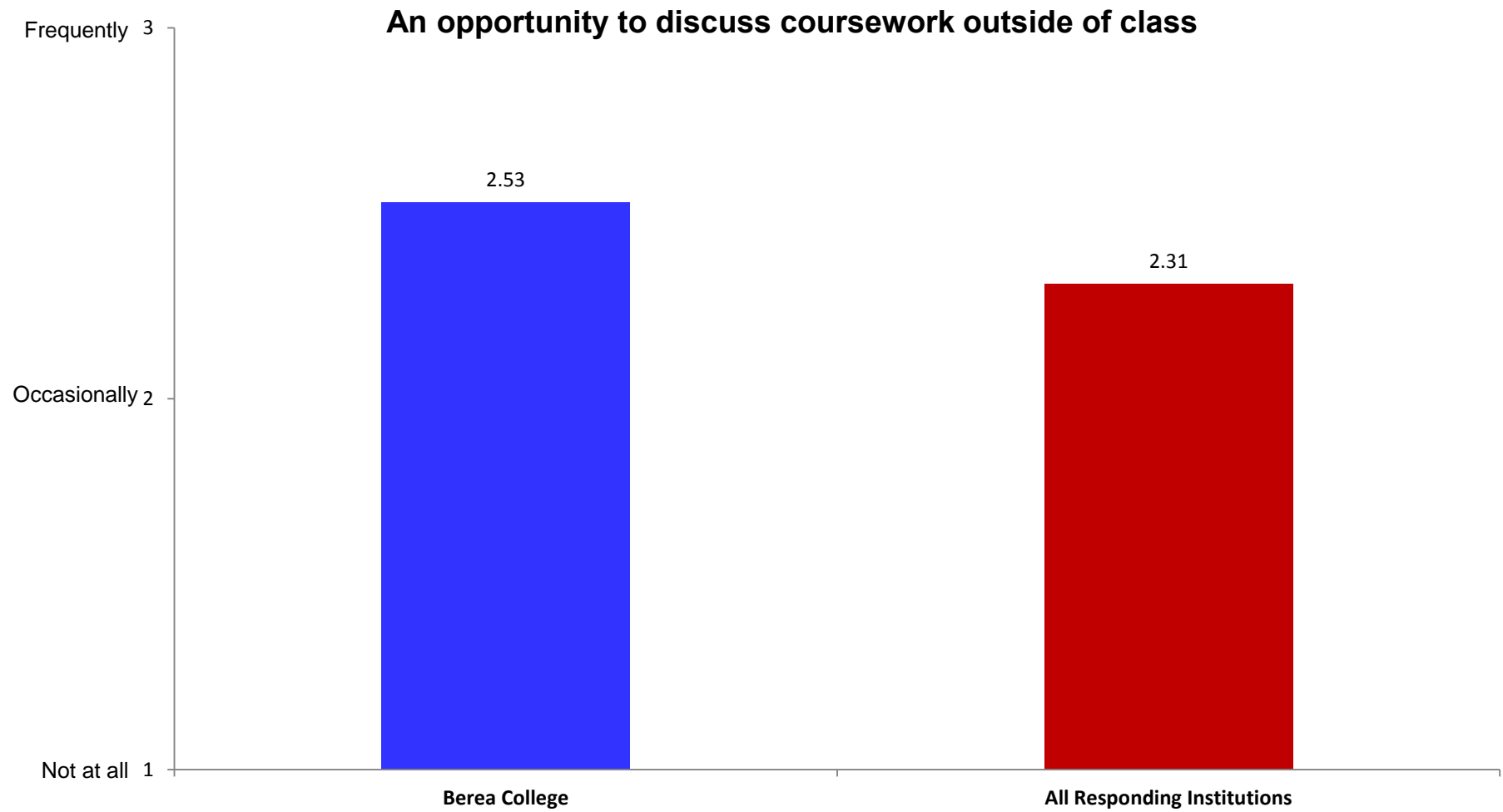
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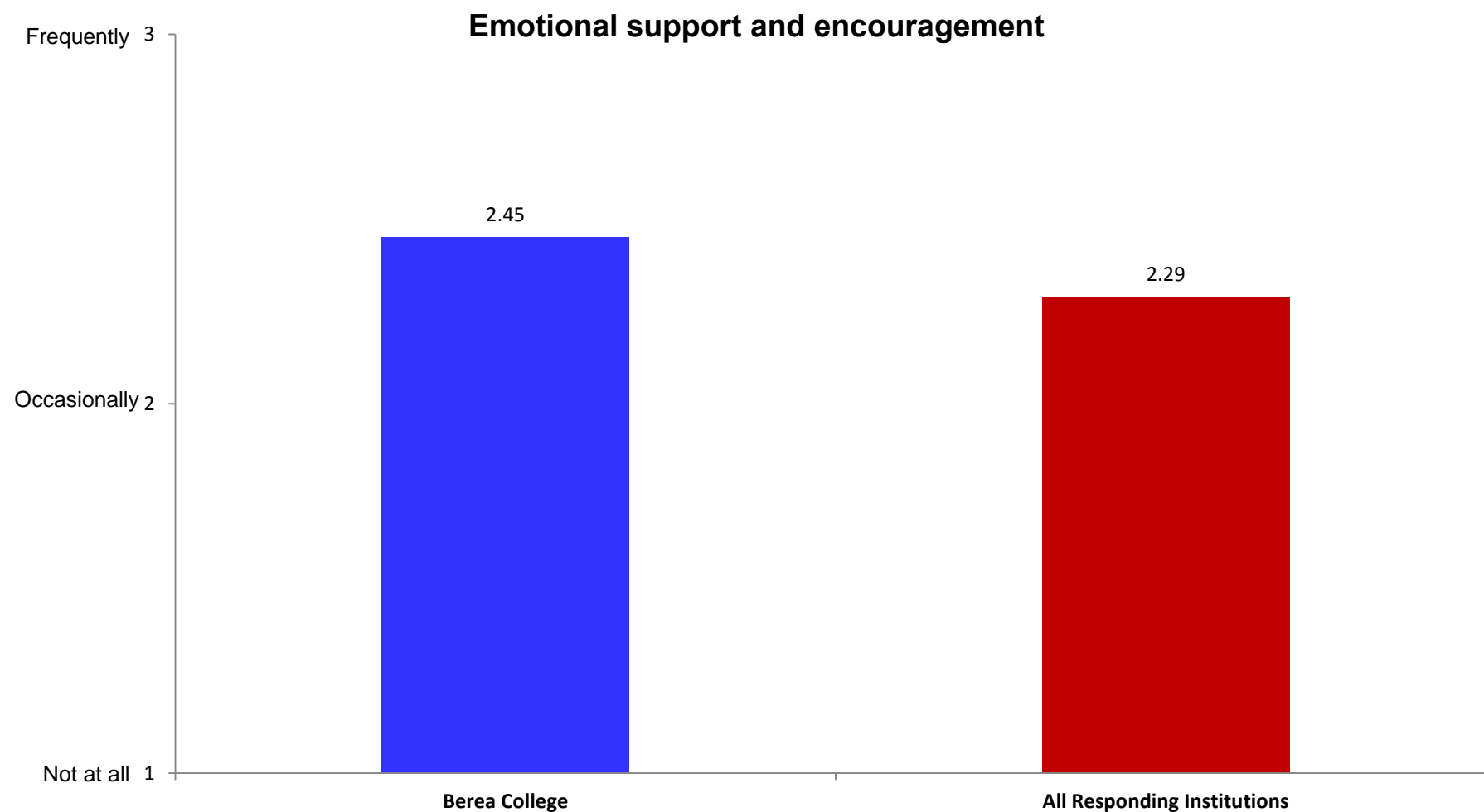
During the past year, how often have you provided your advisees with?



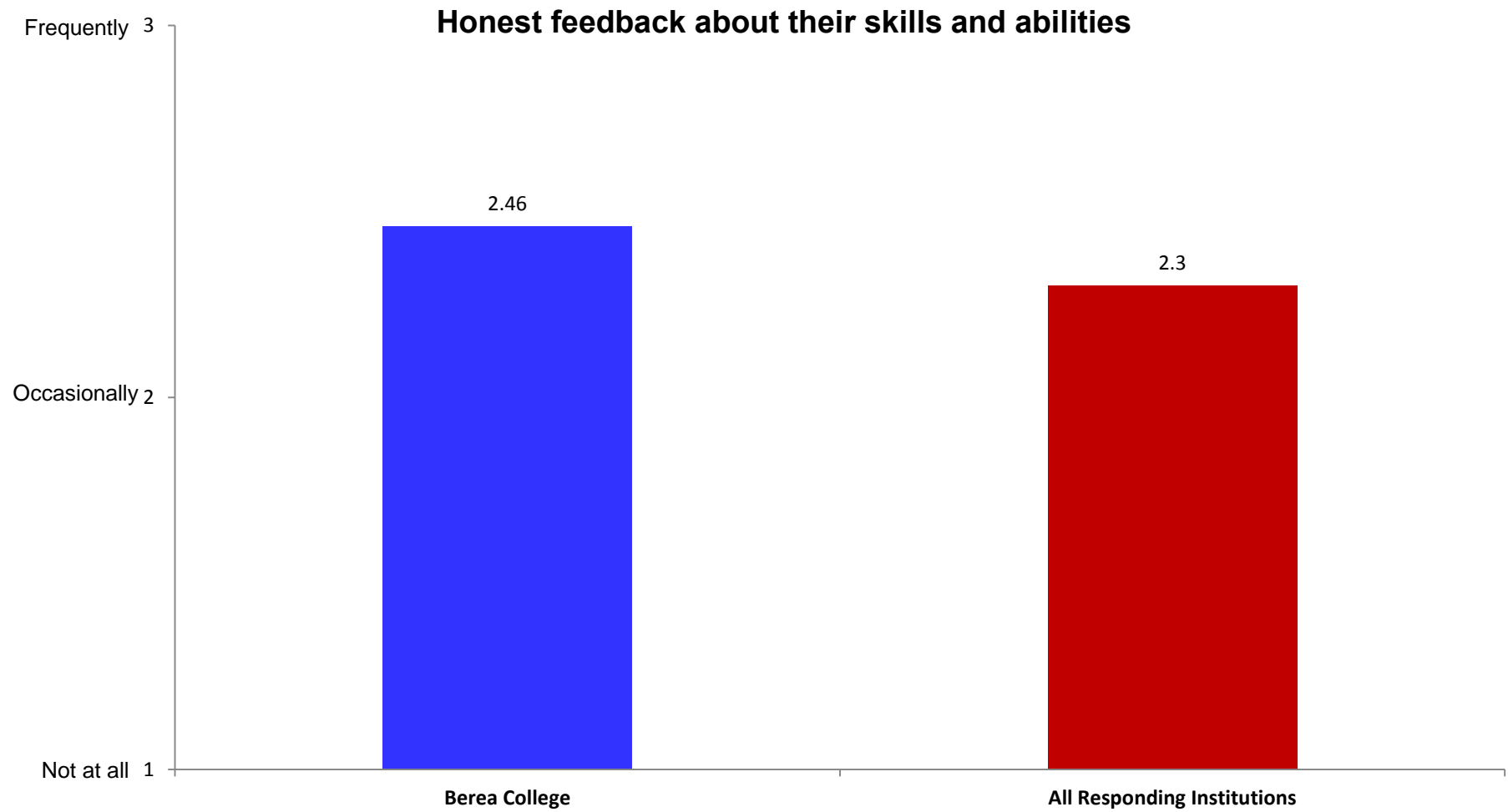
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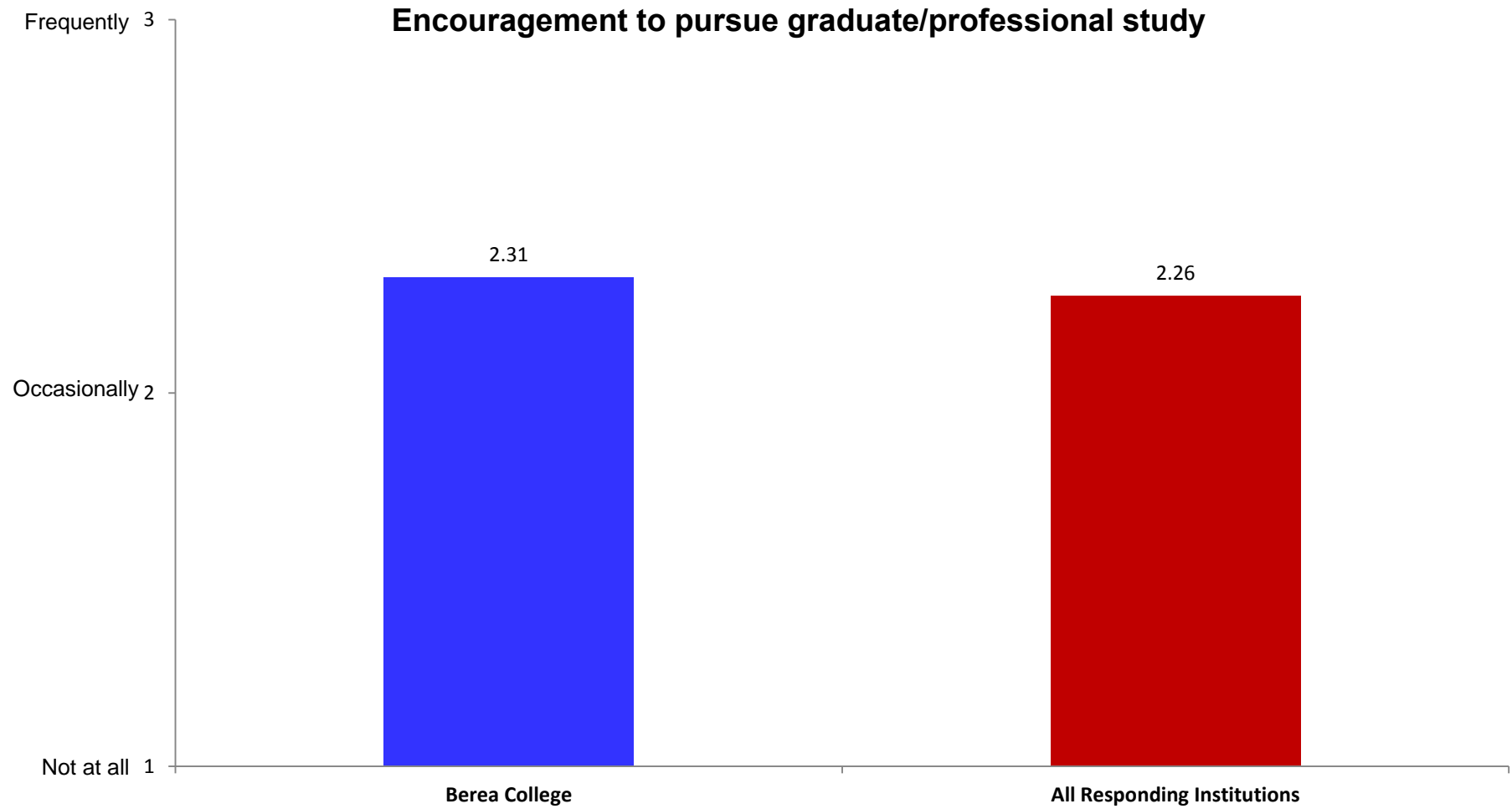
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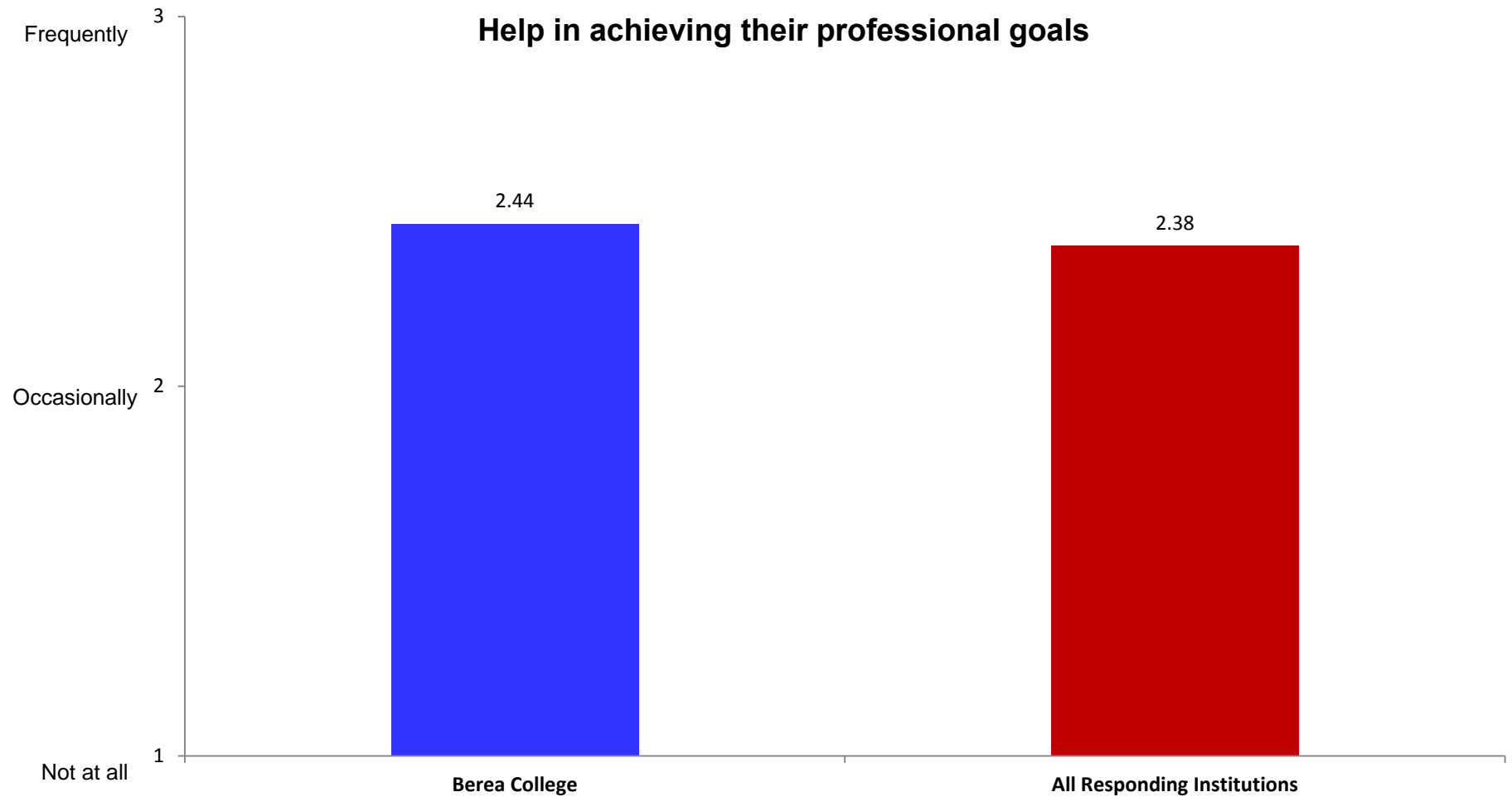
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National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)

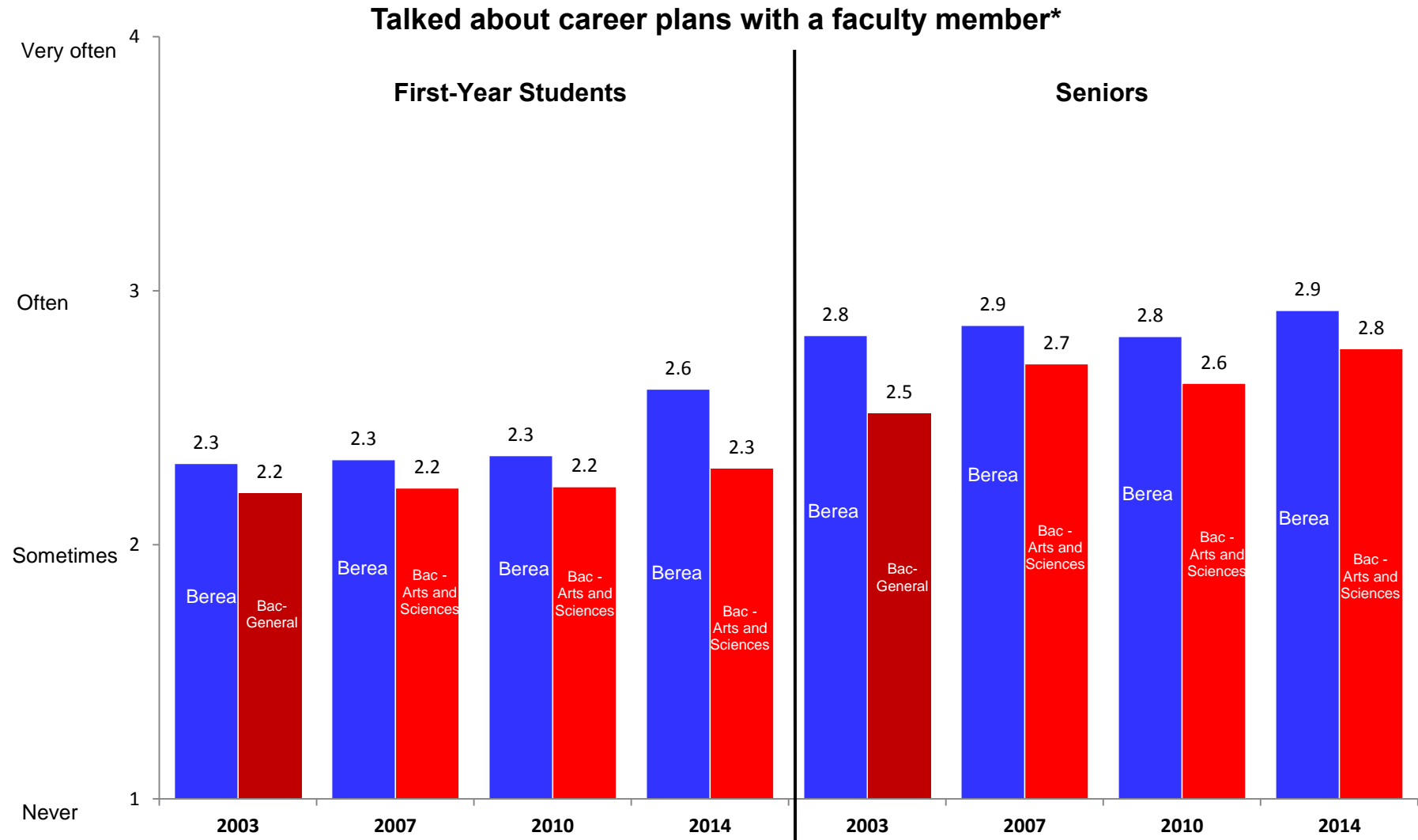


[Click to see survey instruments](#)

Response Rates:

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

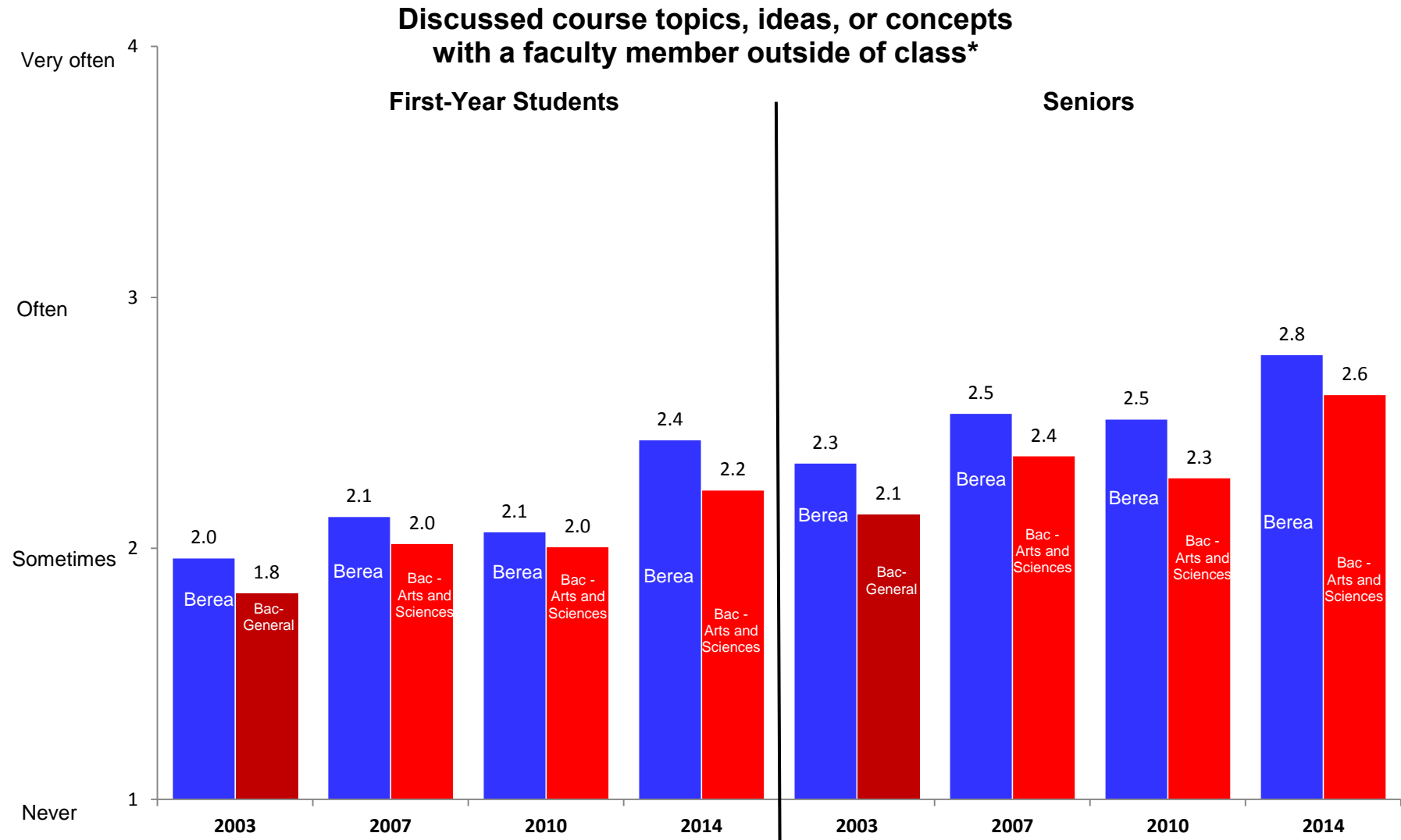
During the current school year, about how often have you done the following?



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

*Item wording changed slightly in 2014; previous wording was "Talked about career plans with a faculty member or advisor."

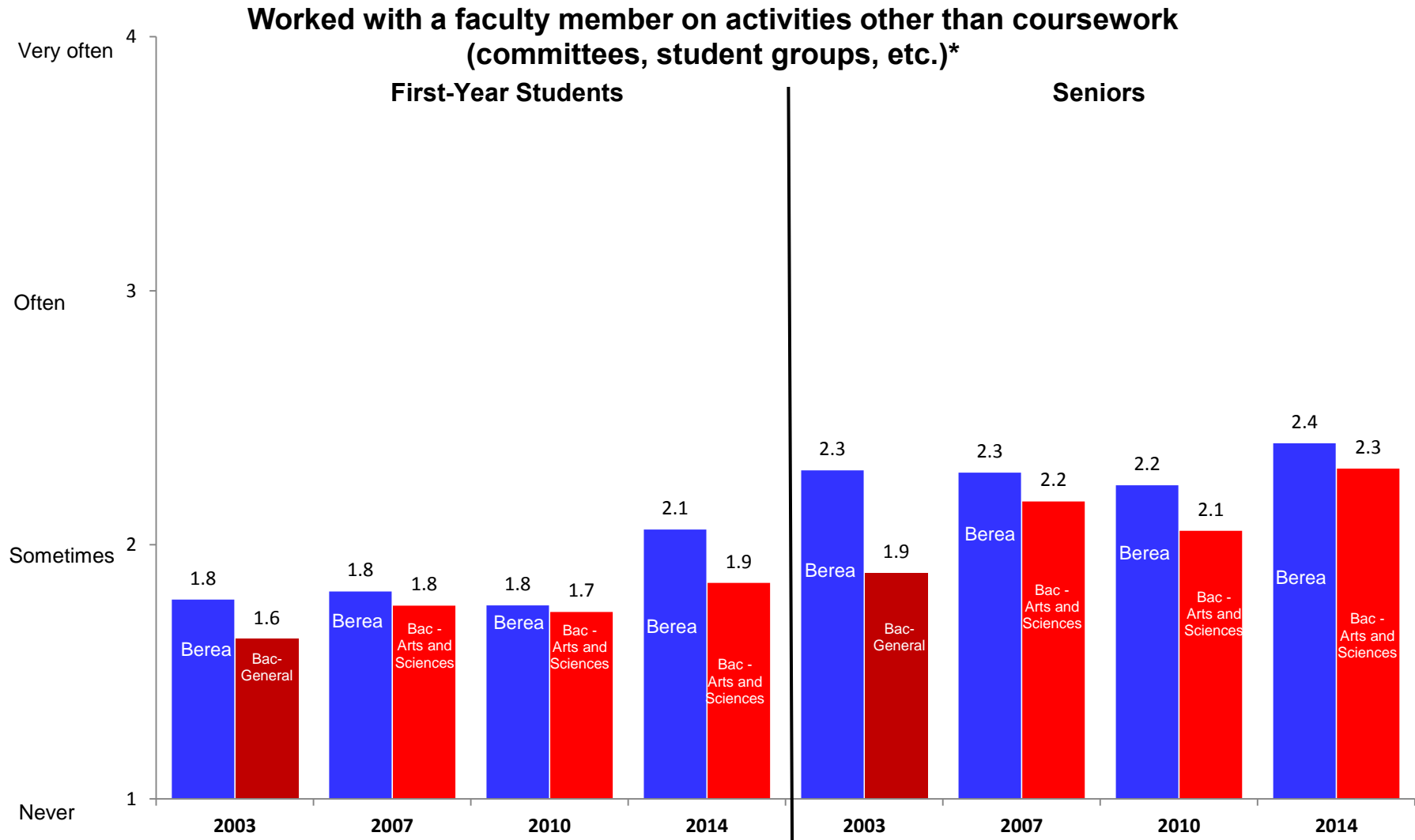
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*Item wording changed slightly in 2014; previous wording was "Discussed ideas from your readings or classes with faculty members outside of class."

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

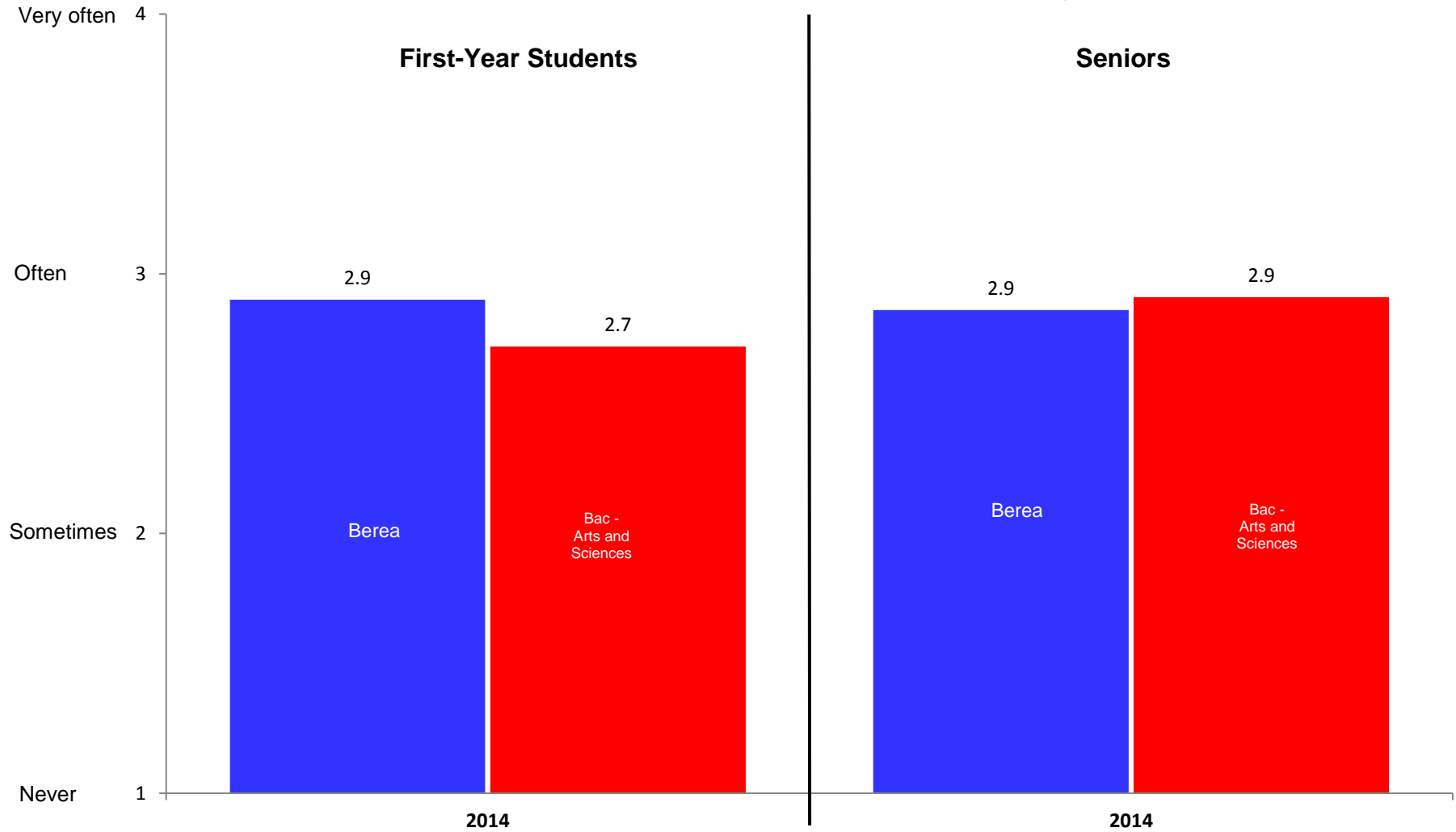


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*Item wording changed slightly in 2014; previous wording was "...(committees, orientation, student life activities, etc.)."

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

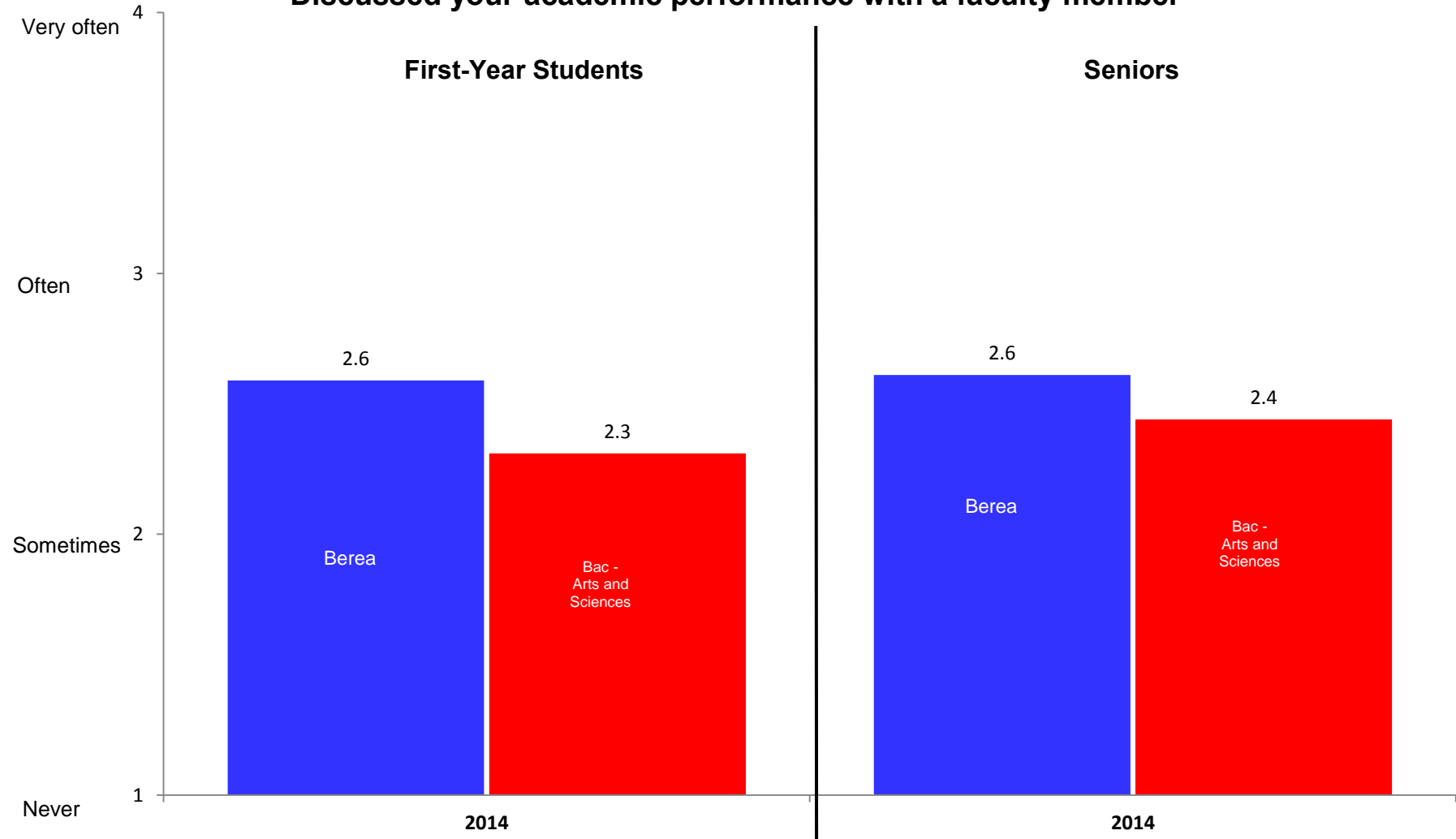
Worked with other students on course projects or assignments



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

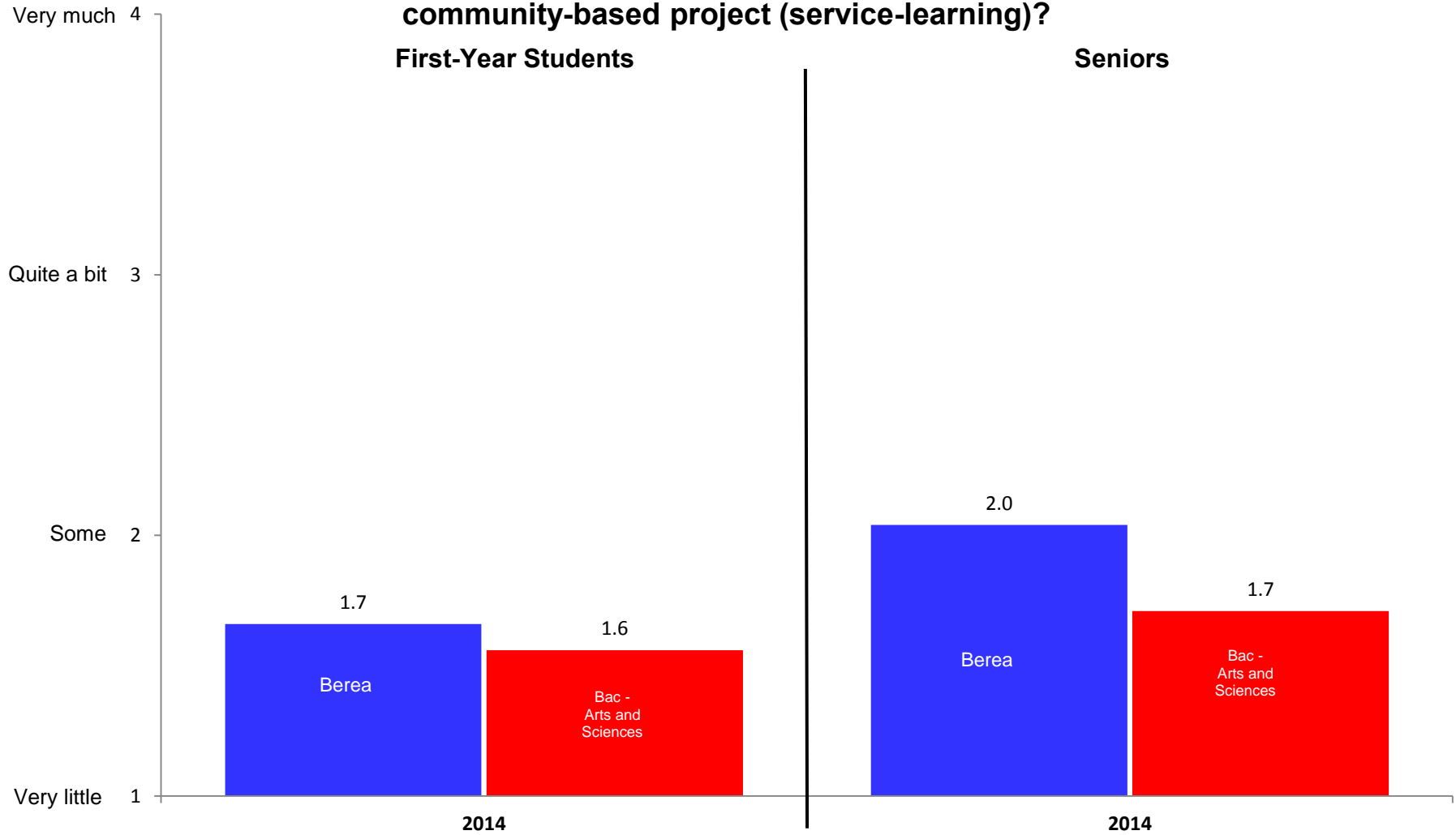
During the current school year, about how often have you done the following?

Discussed your academic performance with a faculty member



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

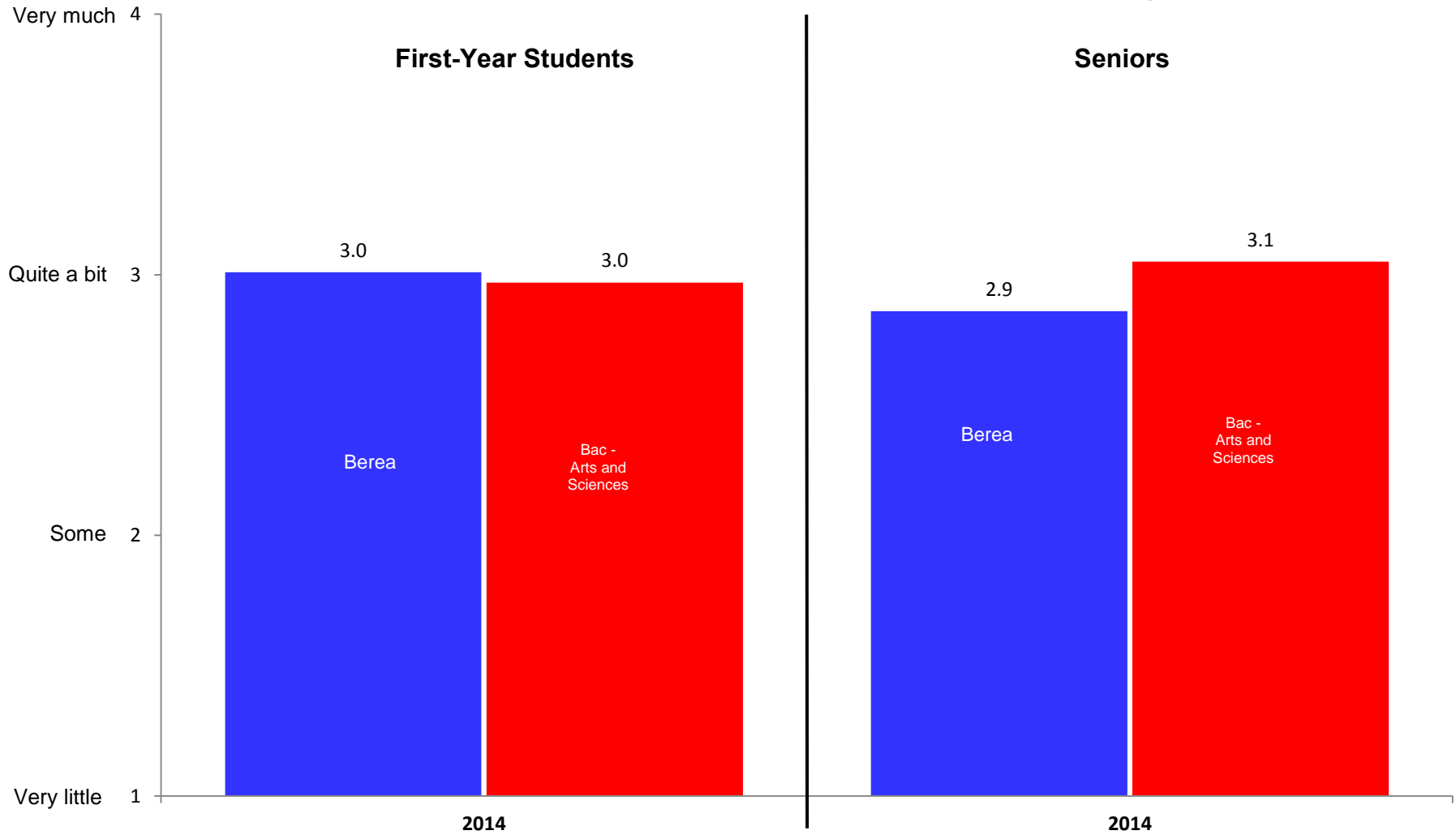
About how many of your courses at this institution have included a community-based project (service-learning)?



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

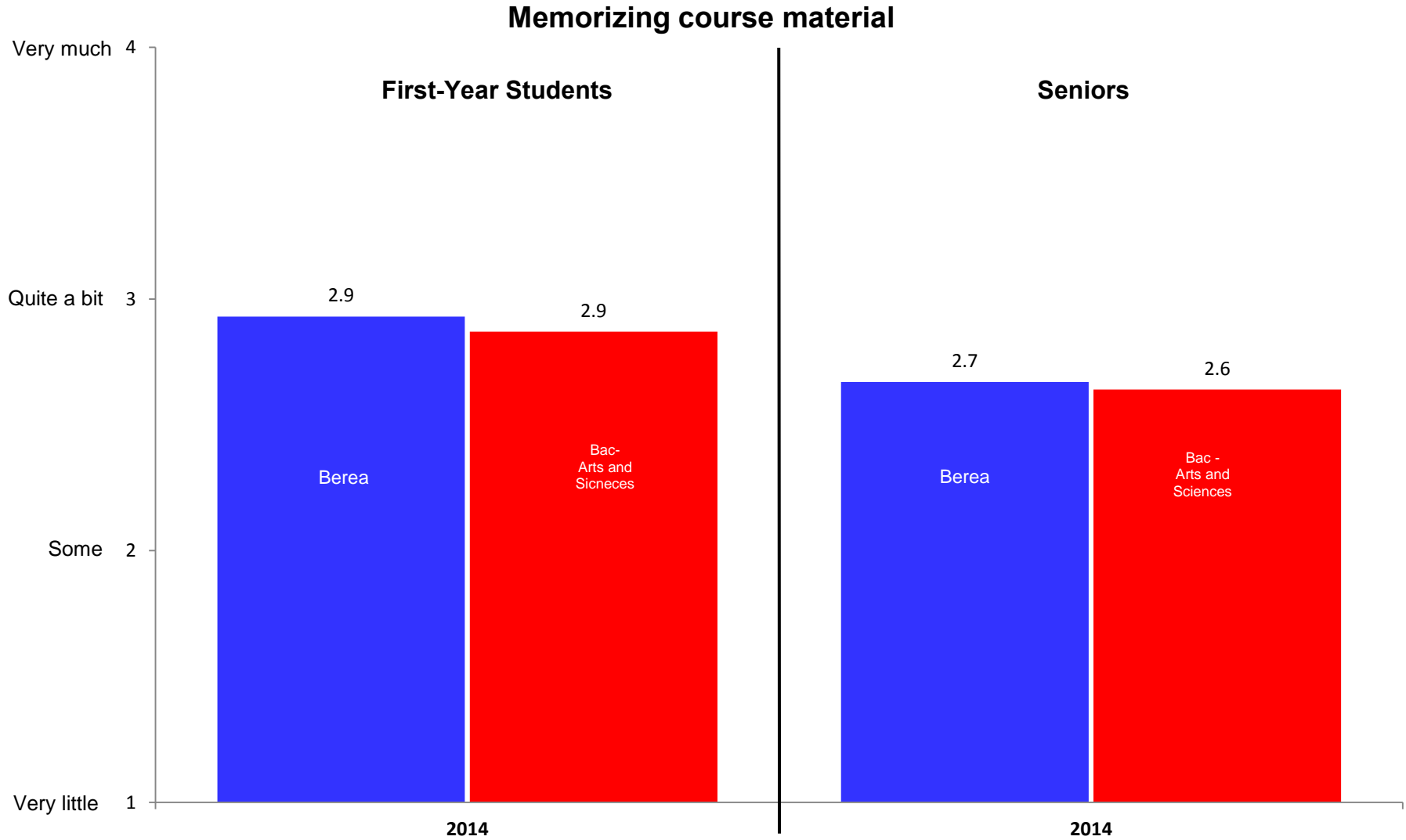
During the school year, to what extent have your instructors done the following?

Provided prompt and detailed feedback on tests or completed assignments



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

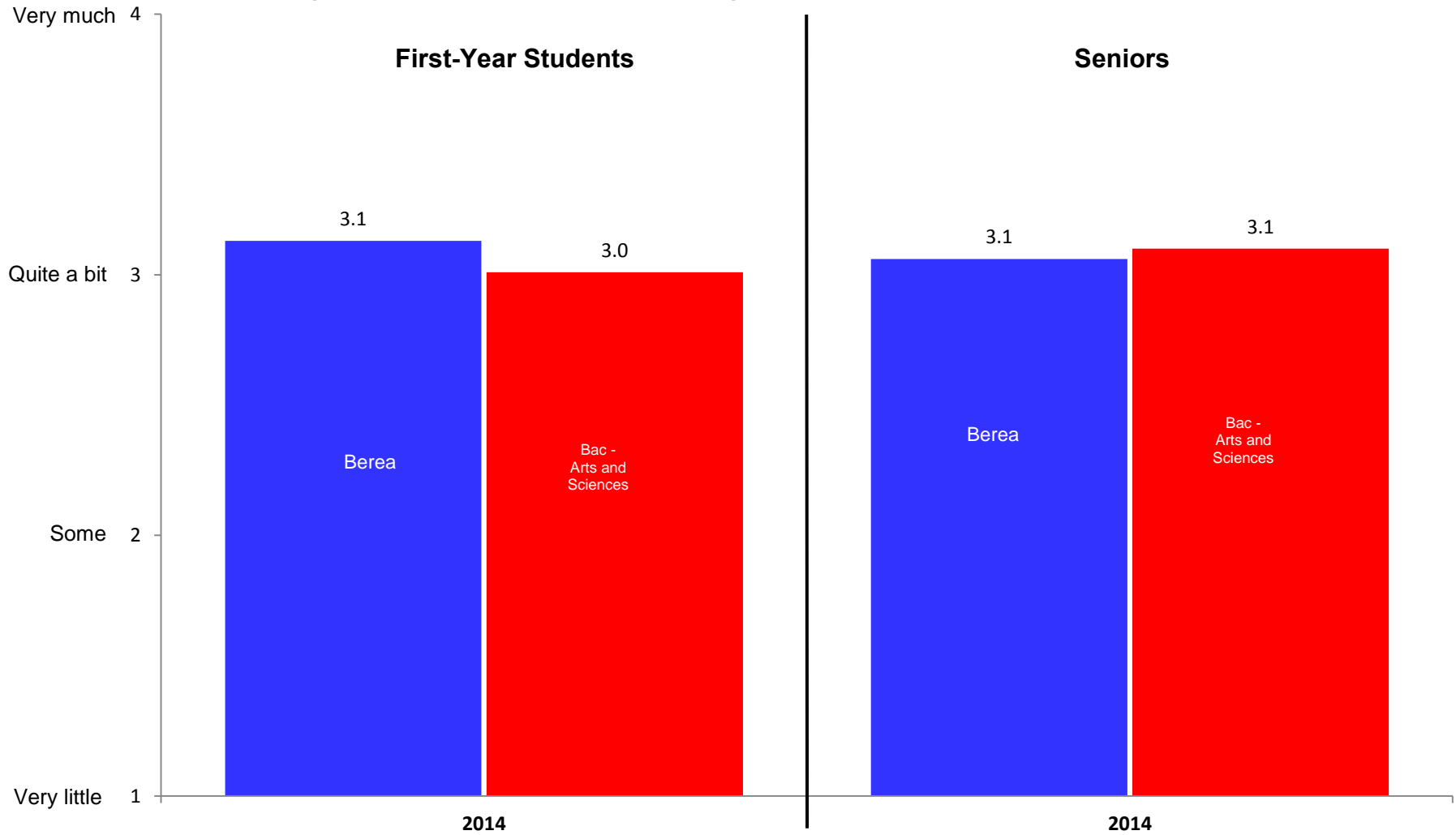
During the school year, how much has your coursework emphasized the following?



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

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

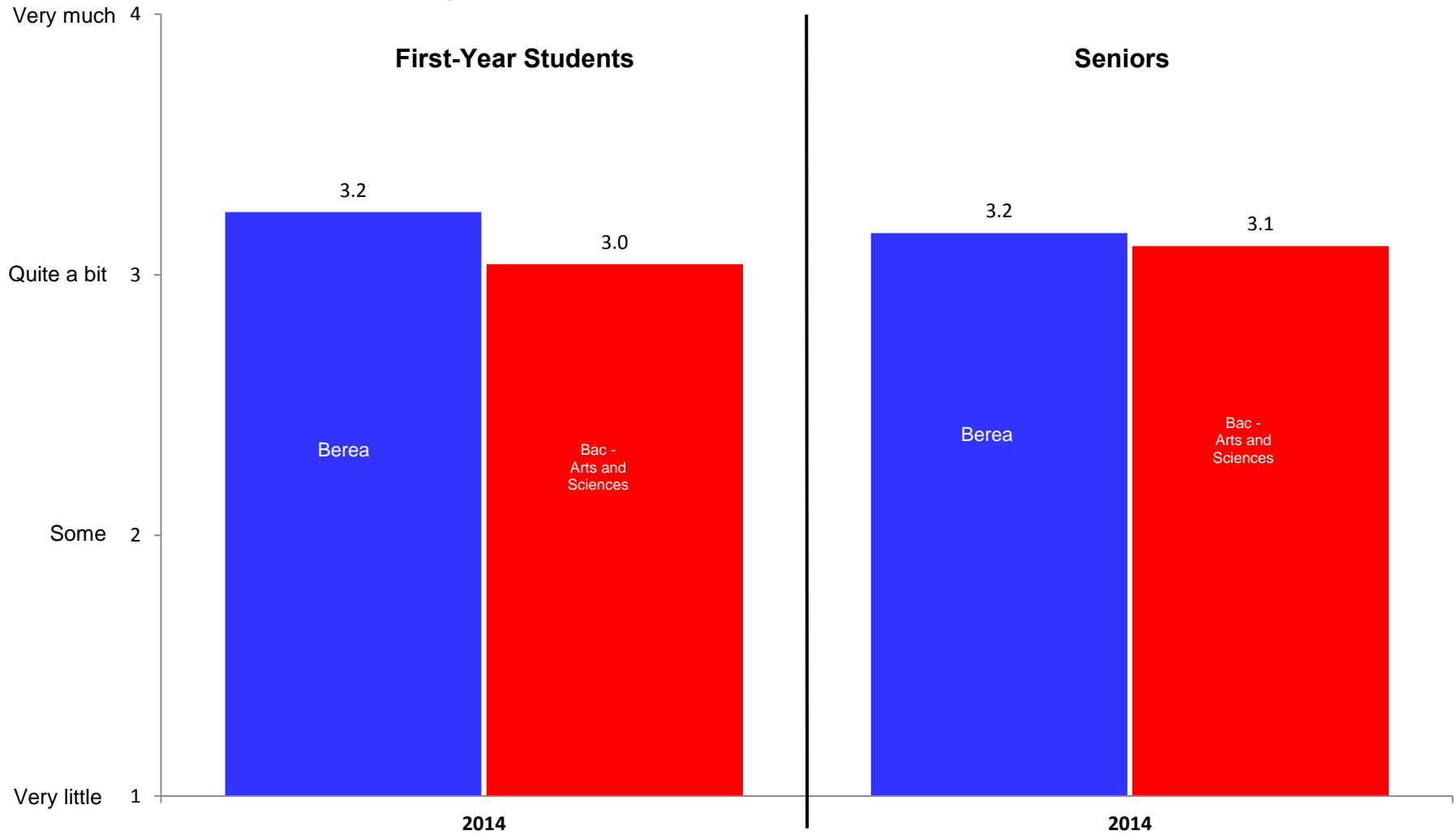
Forming a new idea or understanding from various pieces of information



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

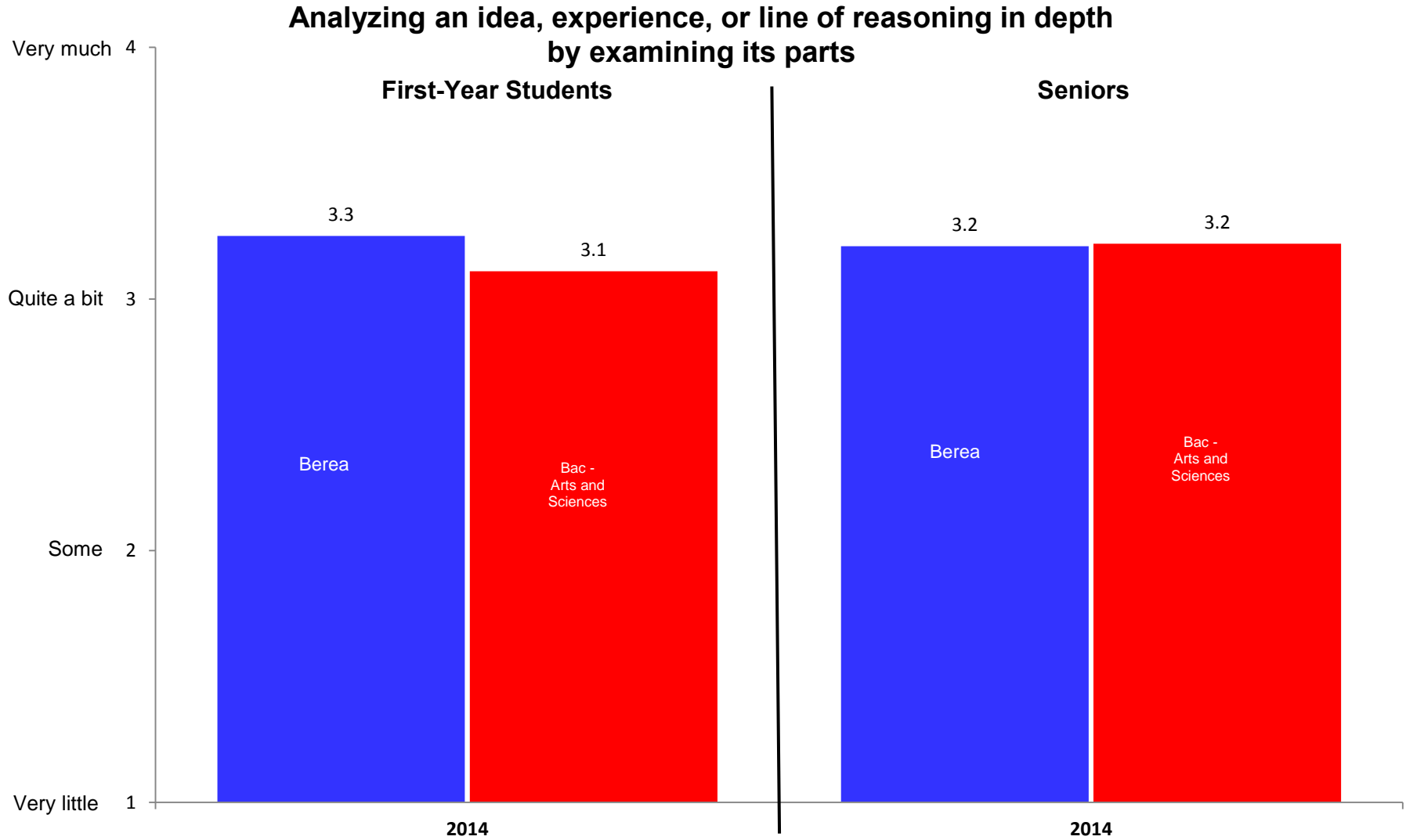
During the school year, how much has your coursework emphasized the following?

Evaluating a point of view, decision, or information source



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

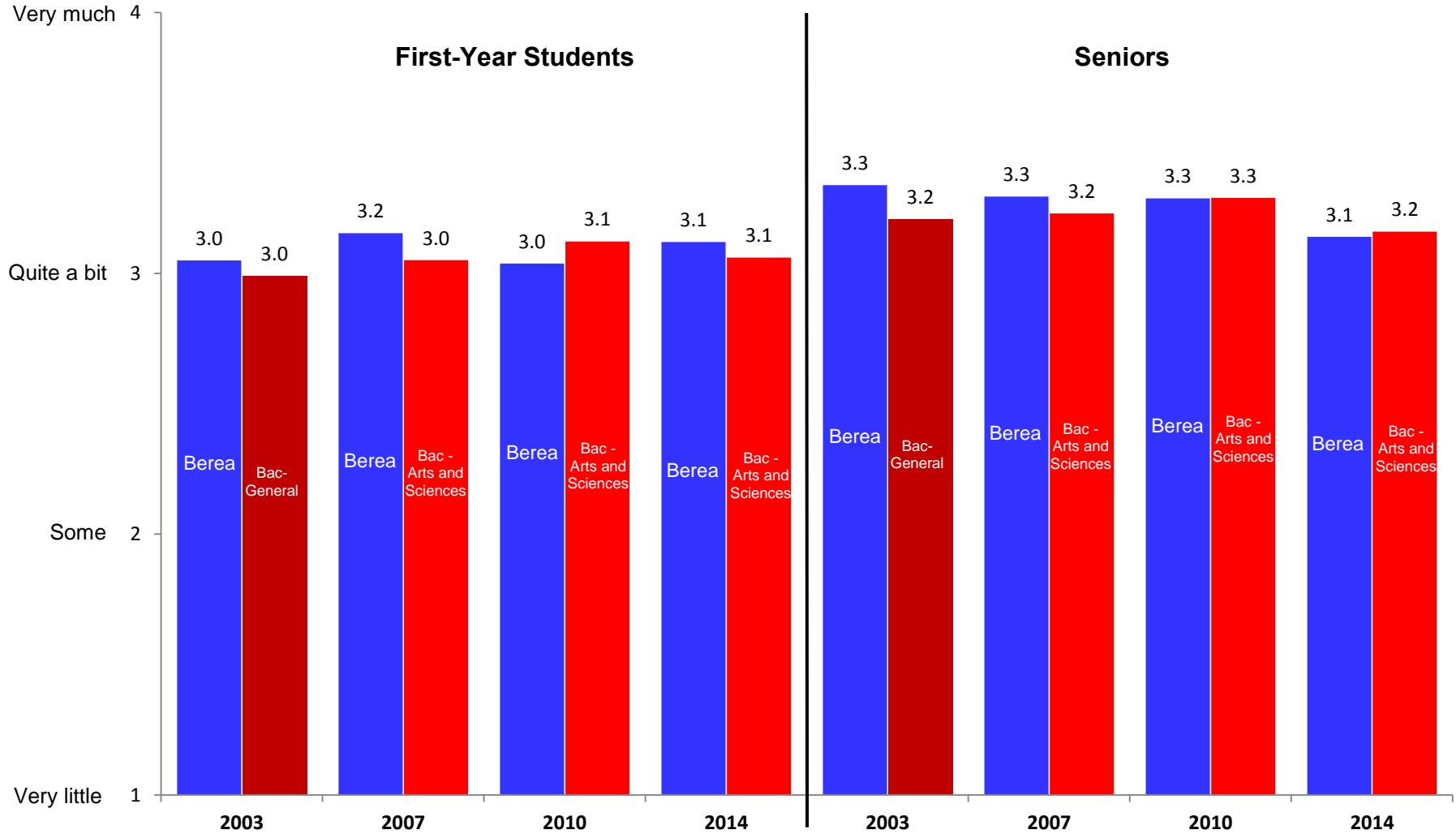
During the school year, how much has your coursework emphasized the following?



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

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

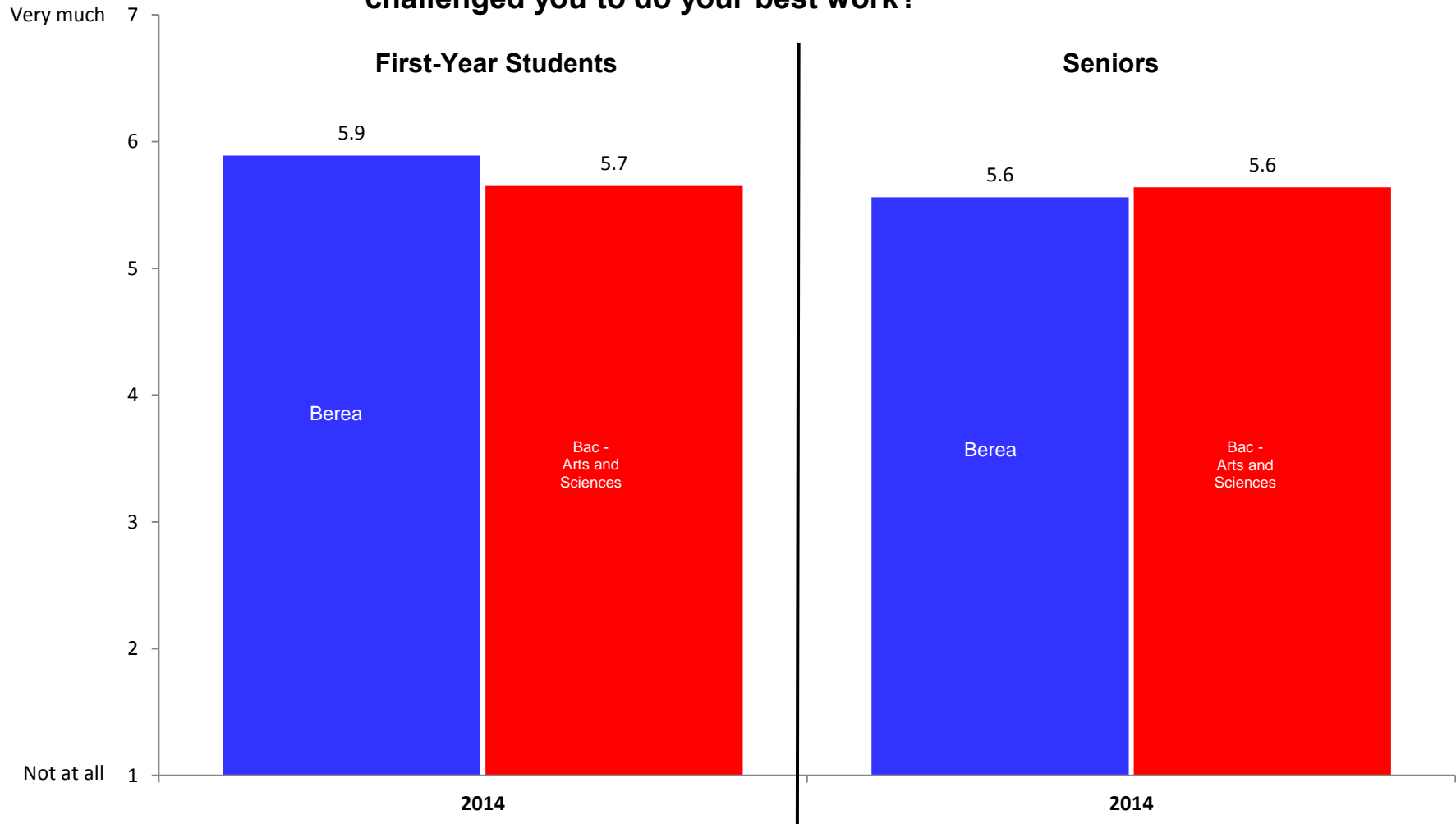
Applying facts, theories, or methods to practical problems or new situations*



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

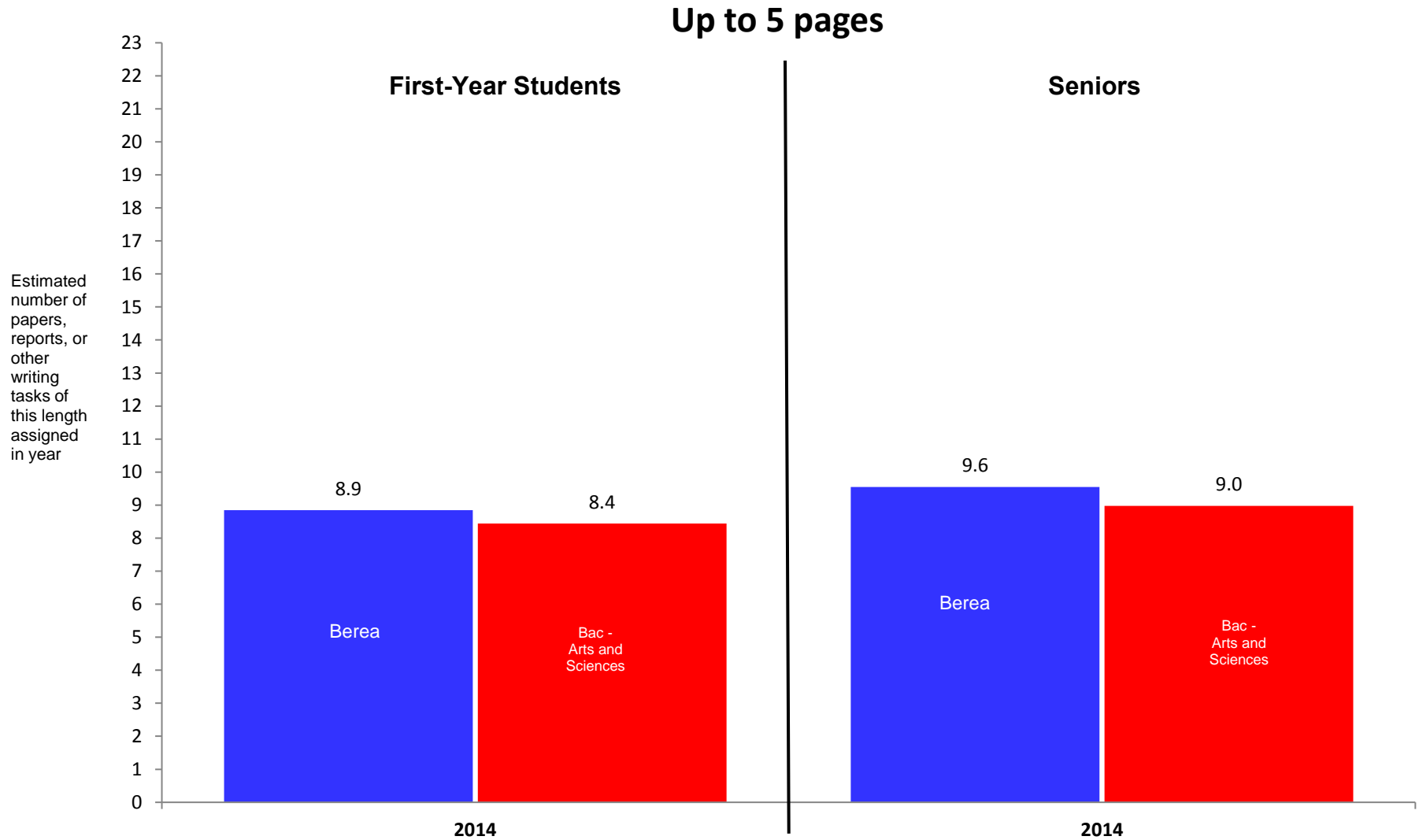
*Item wording changed slightly in 2014; previous wording was "Applying theories or concepts to practical problems or in new situations."

During the current school year, to what extent have your courses challenged you to do your best work?



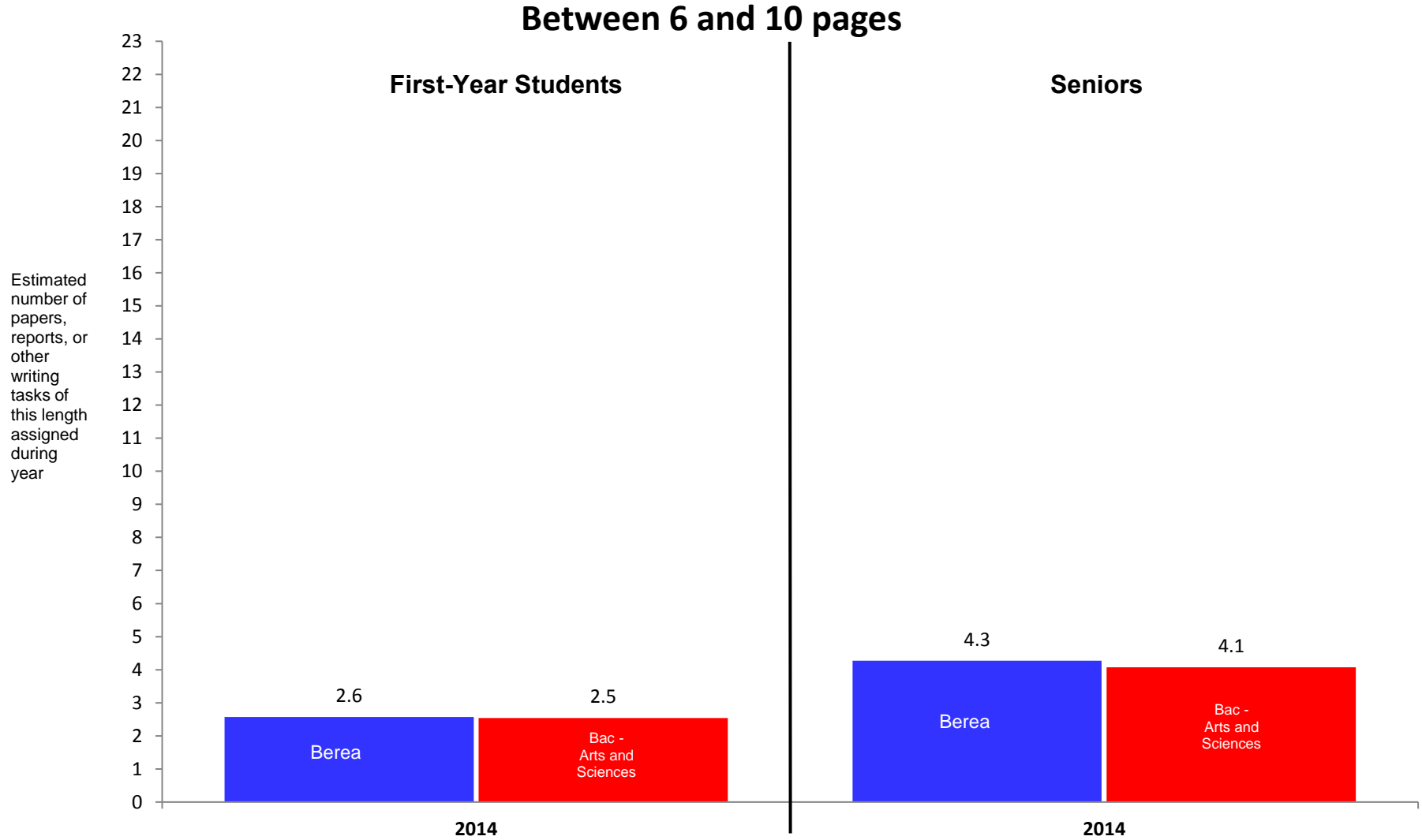
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

How many writing tasks of the following lengths have you been assigned?



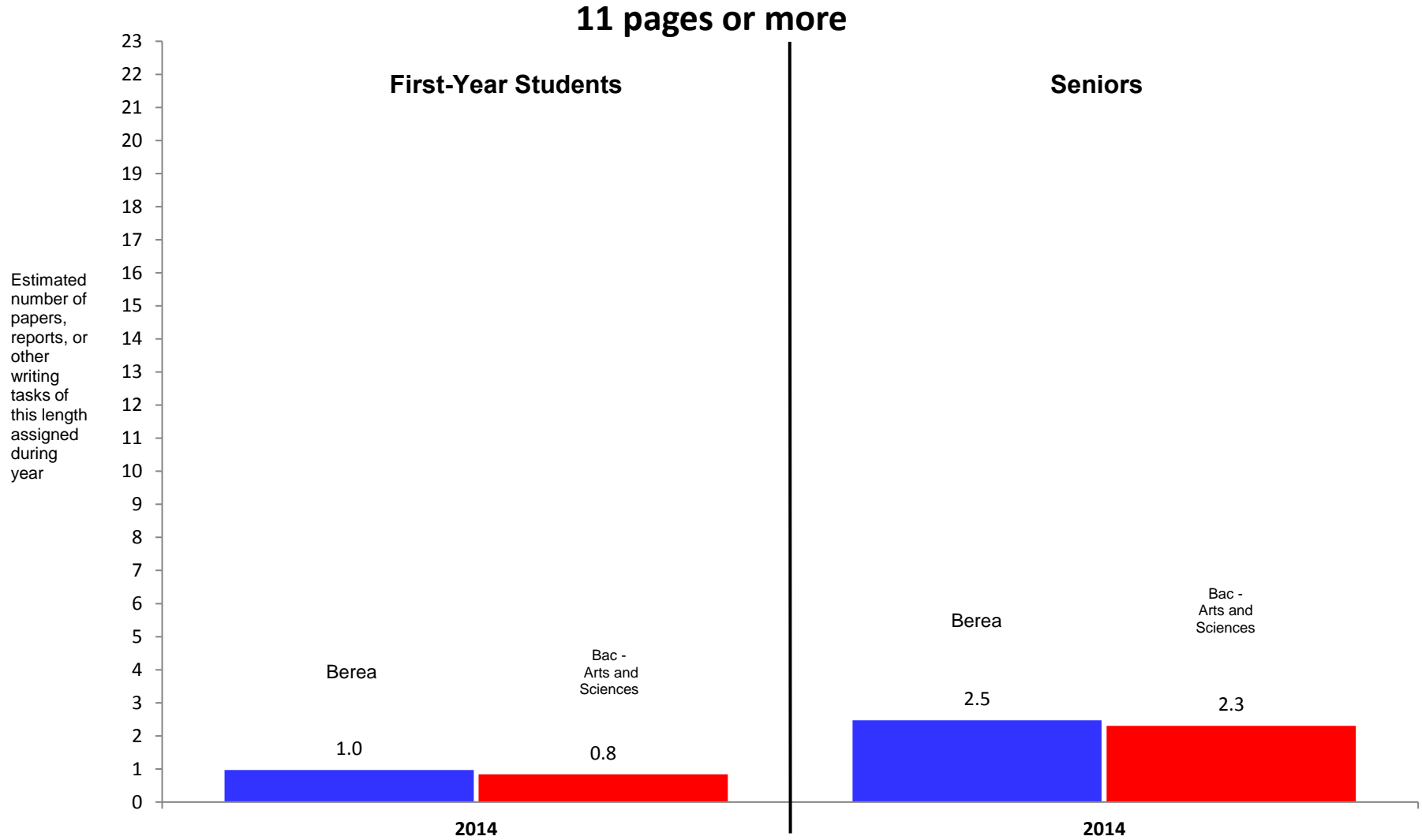
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

How many writing tasks of the following lengths have you been assigned?



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

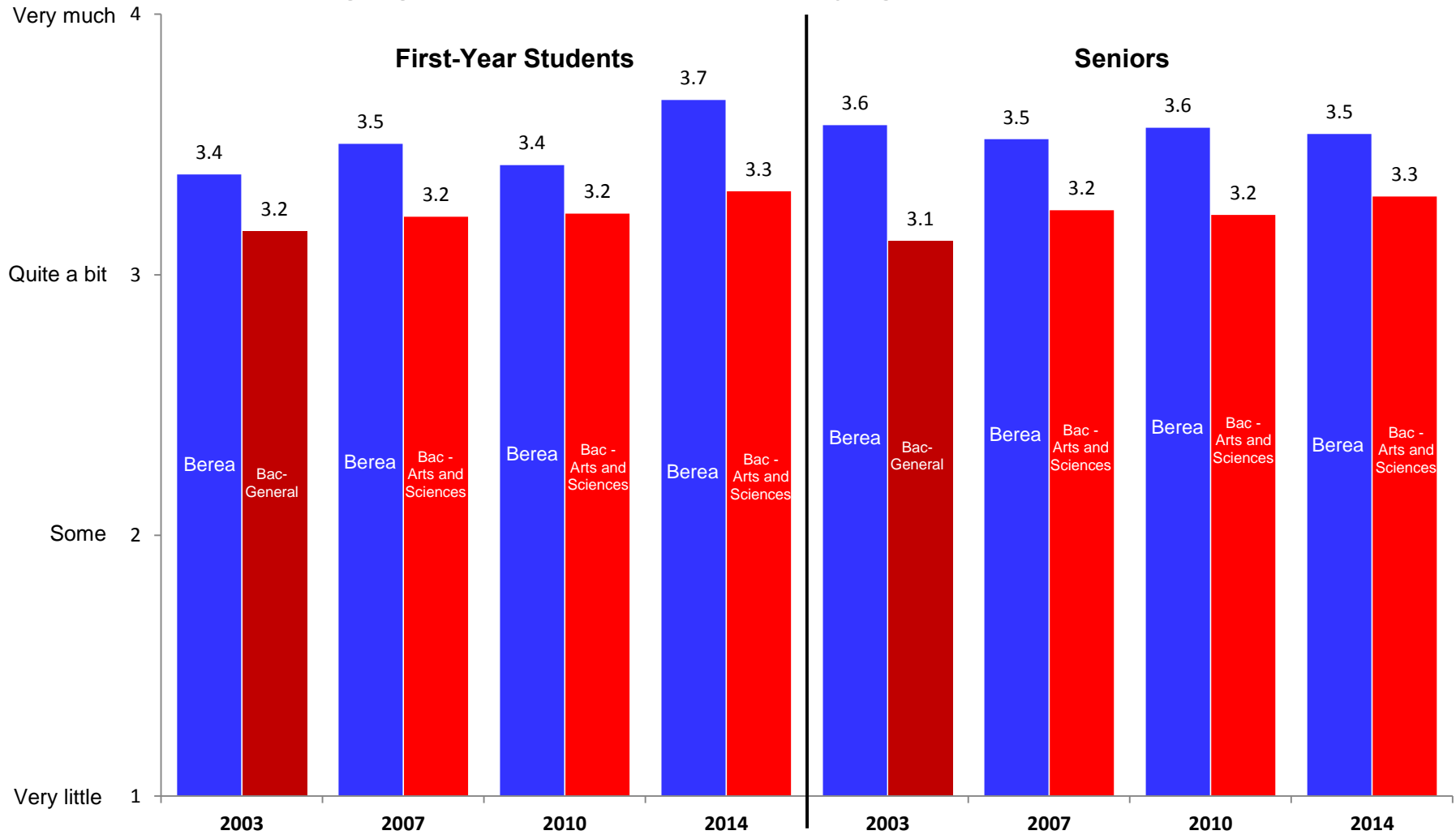
How many writing tasks of the following lengths have you been assigned?



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

How much does your institution emphasize the following?

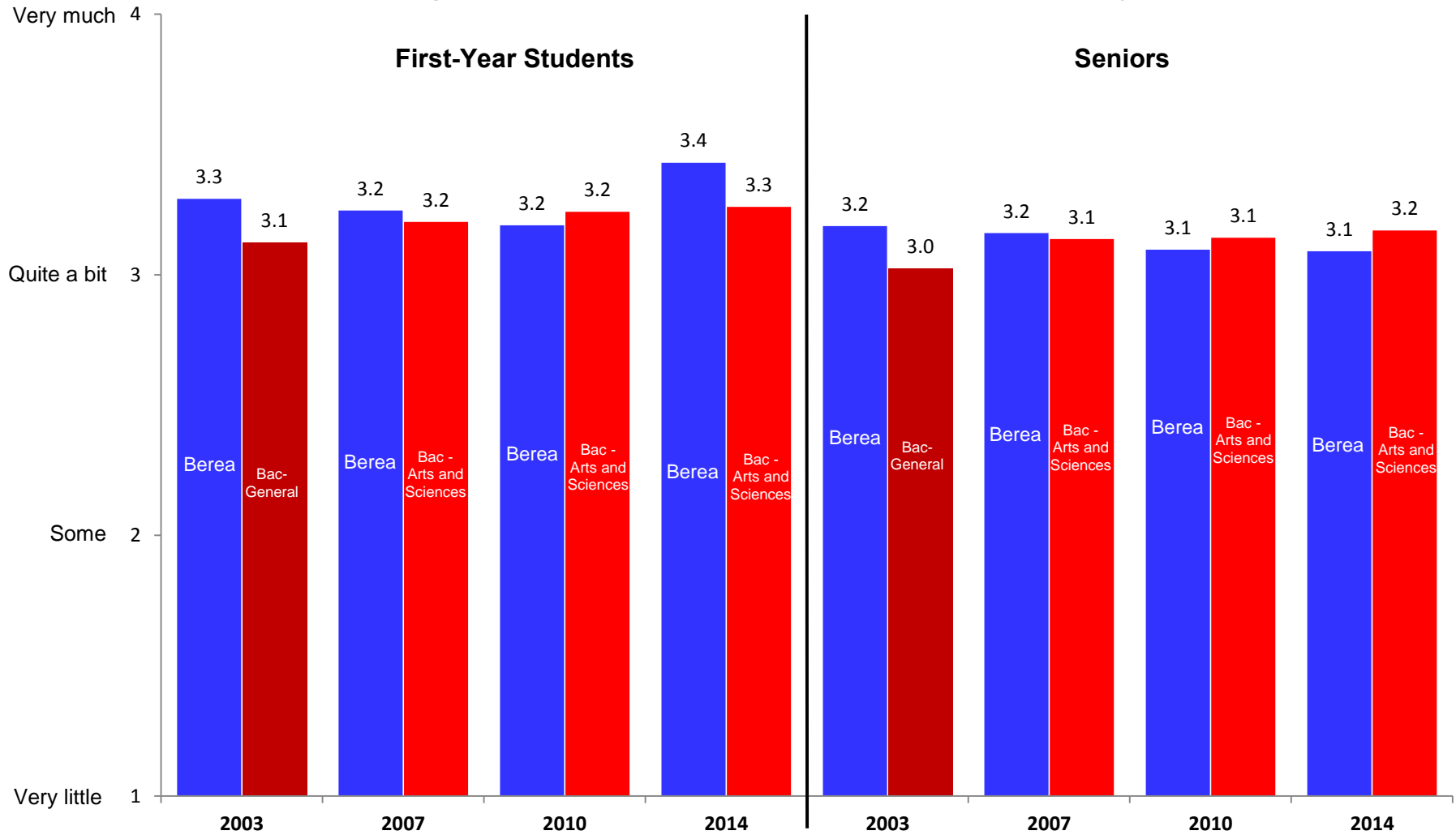
Spending significant amounts of time studying and on academic work



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

How much does your institution emphasize the following?

Providing support to help students succeed academically*

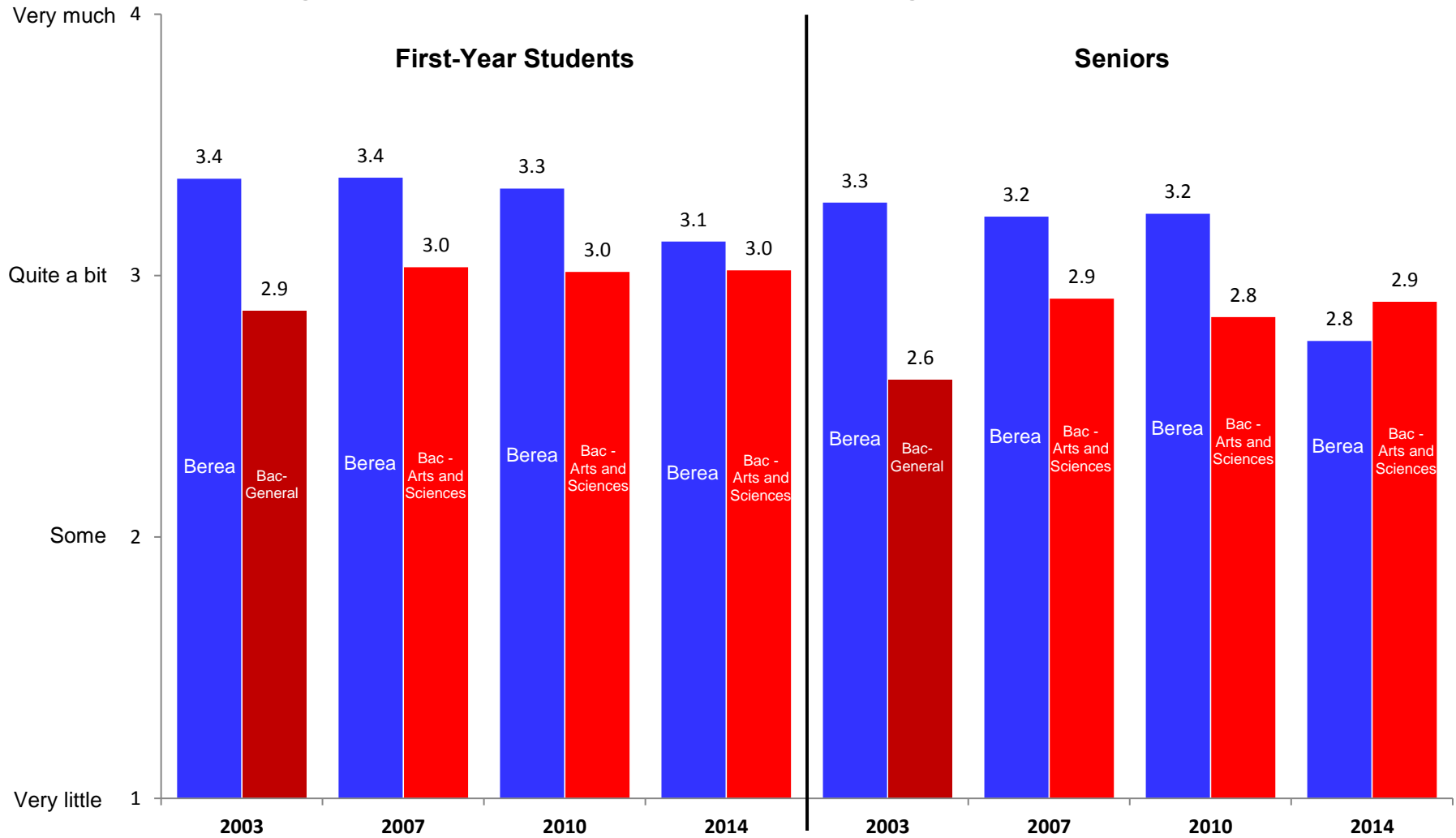


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

*Item wording changed slightly in 2014; previous wording was "Providing the support you need to help you succeed academically."

How much does your institution emphasize the following?

Attending campus activities and events (performing arts, athletic events, etc.)*

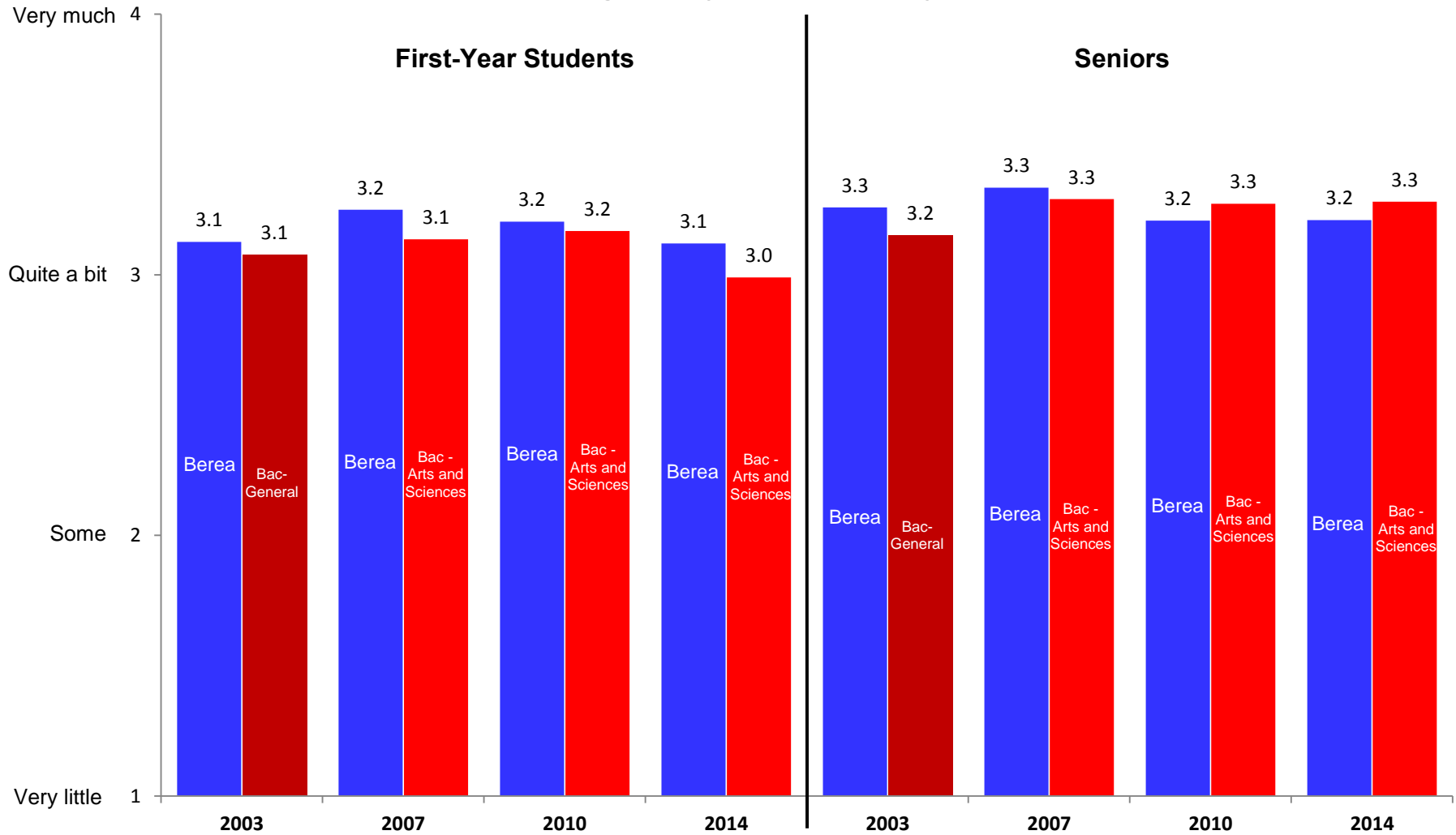


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

*Item wording changed slightly in 2014; previous wording was "Attending campus events and activities (special speakers, cultural performances, etc.)."

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

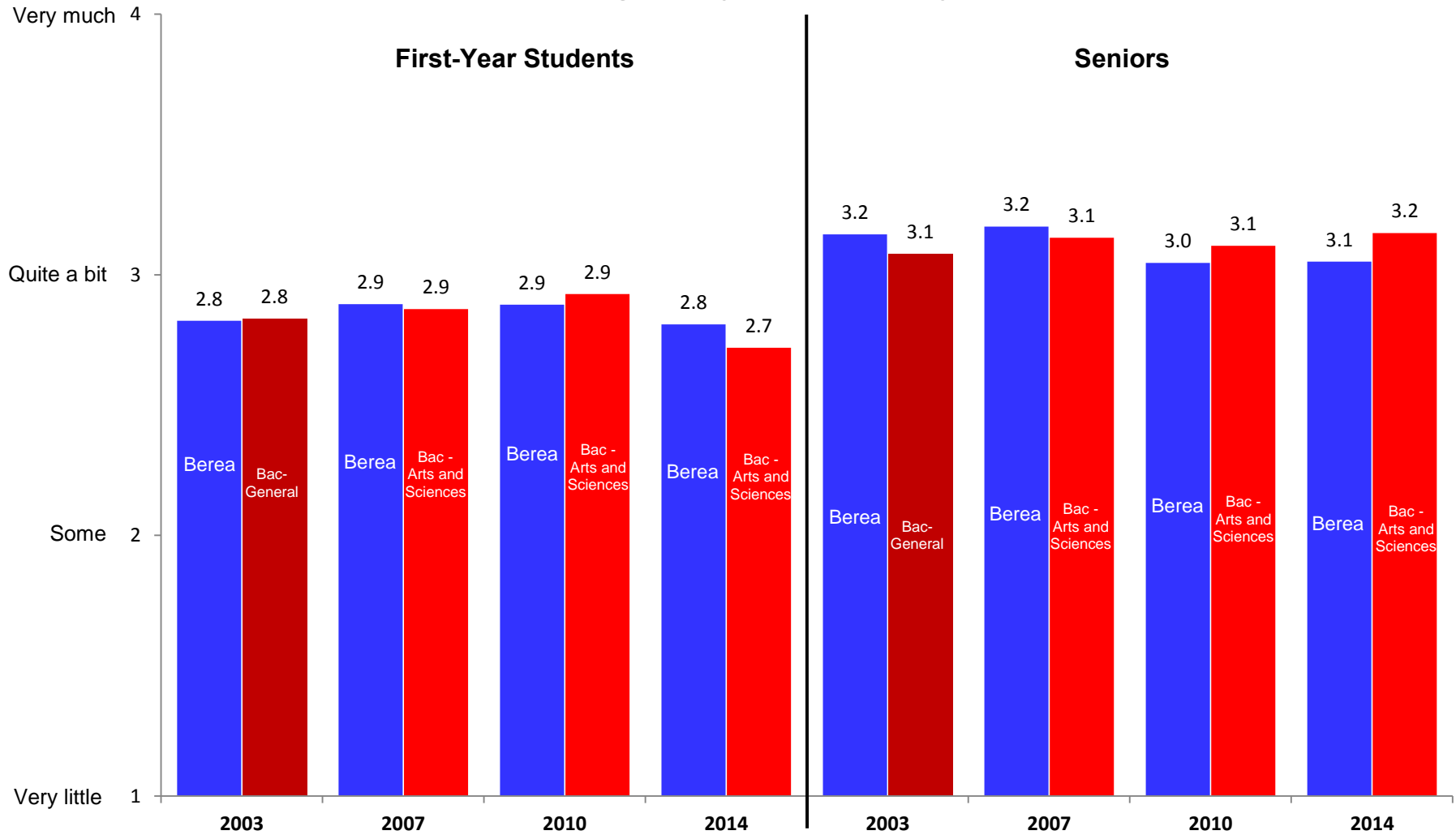
Writing clearly and effectively



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

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

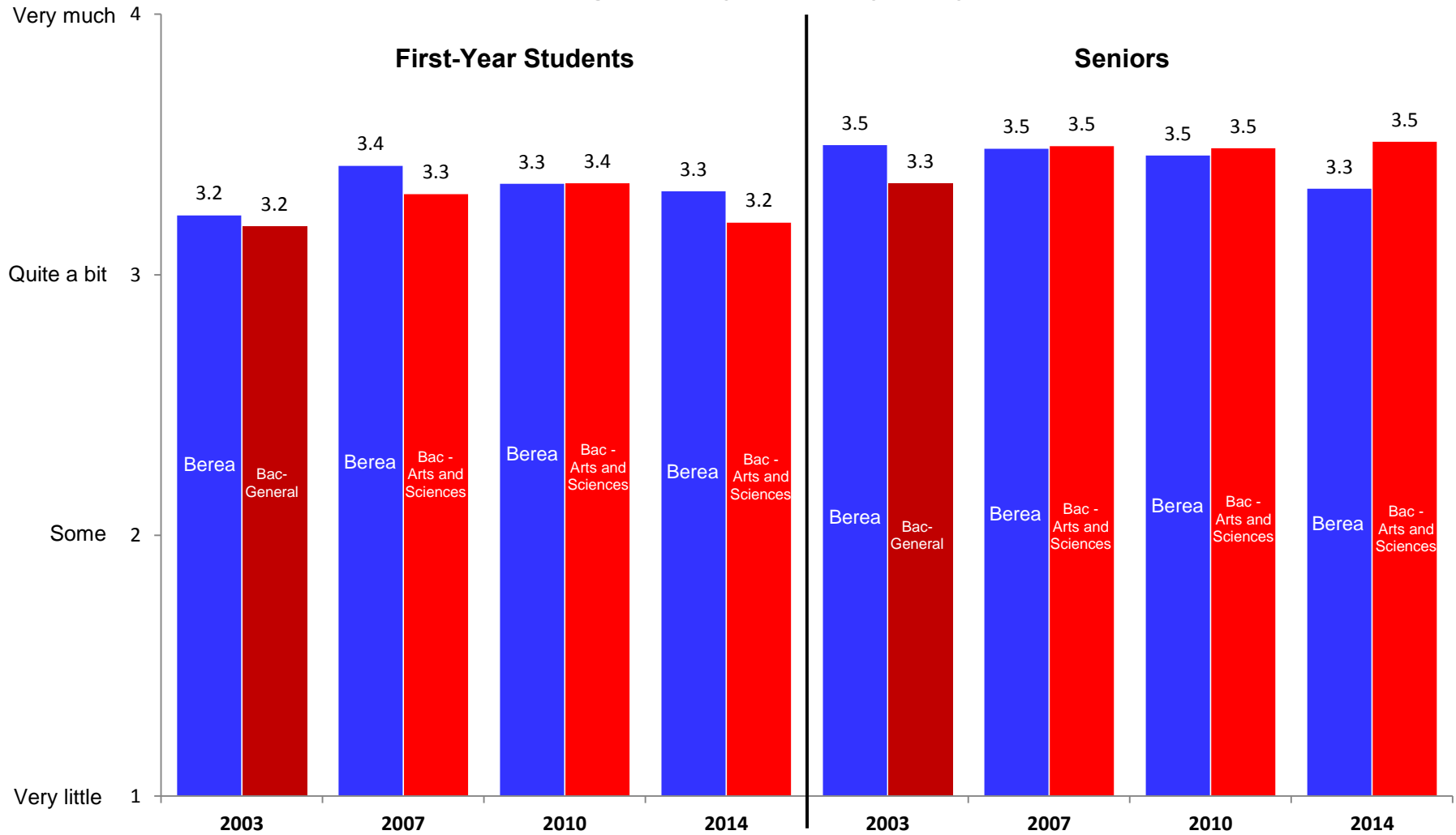
Speaking clearly and effectively



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

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

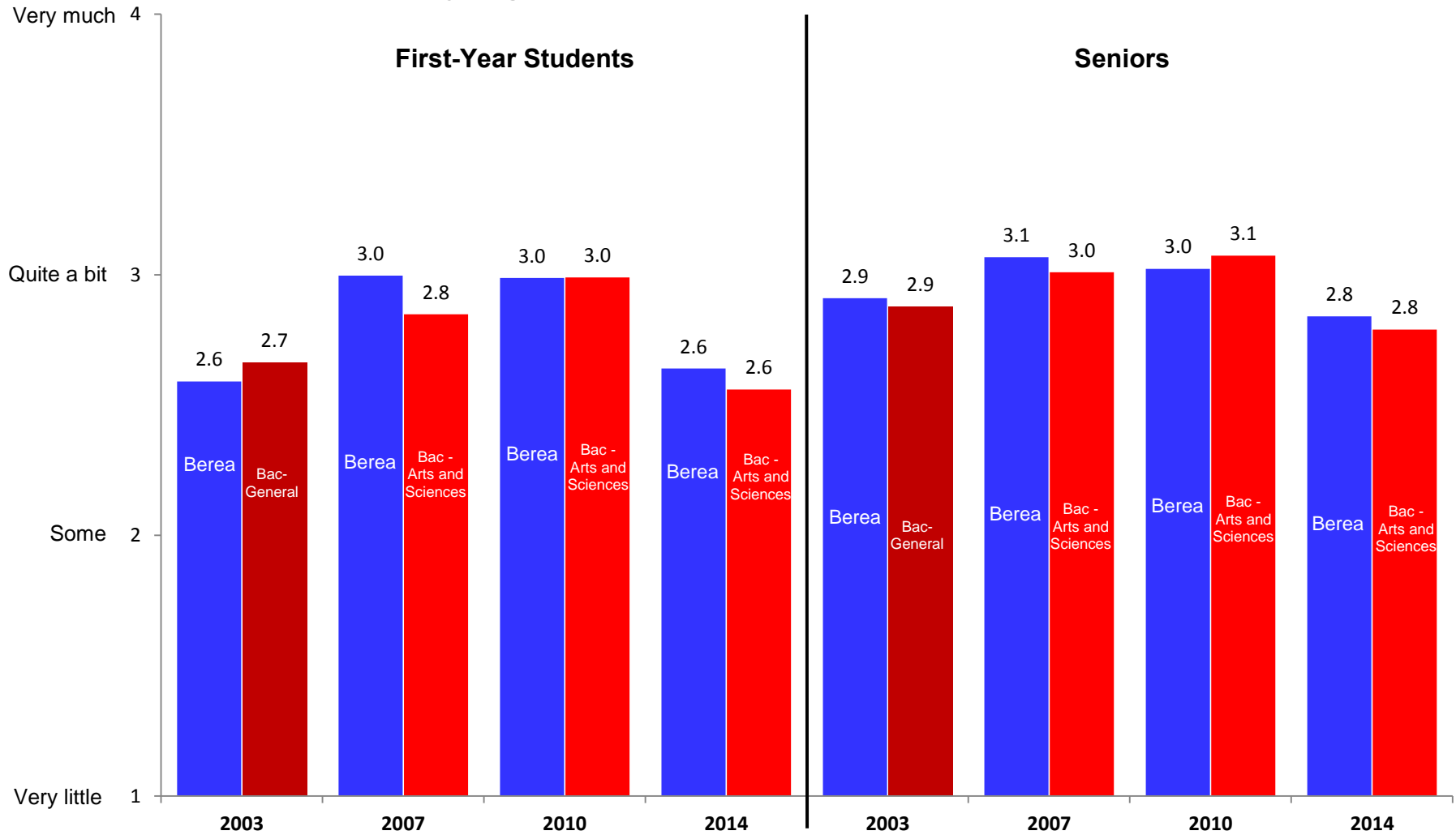
Thinking critically and analytically



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

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

Analyzing numerical and statistical information*

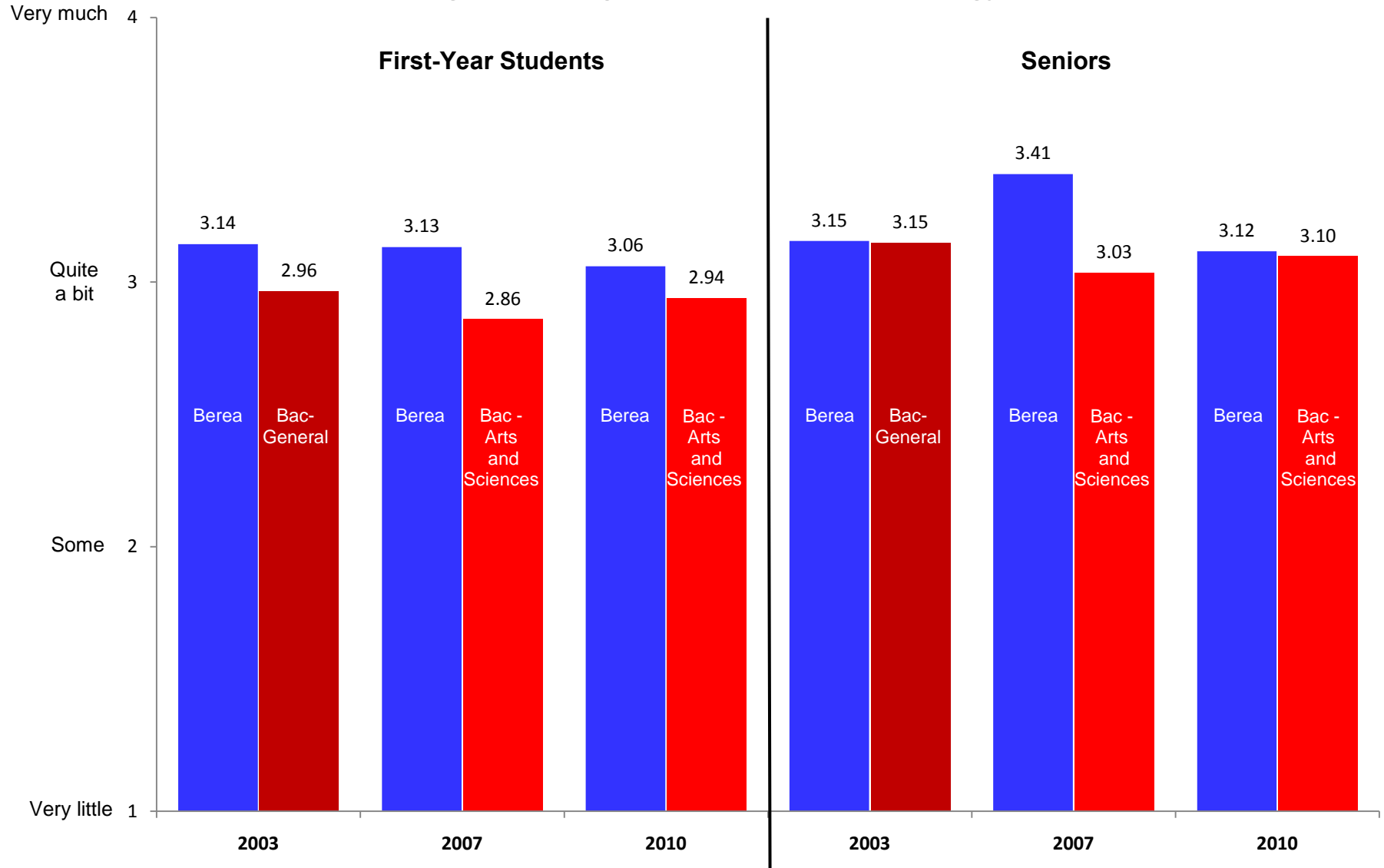


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

*Item wording changed slightly in 2014; previous wording was "Analyzing quantitative problems."

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

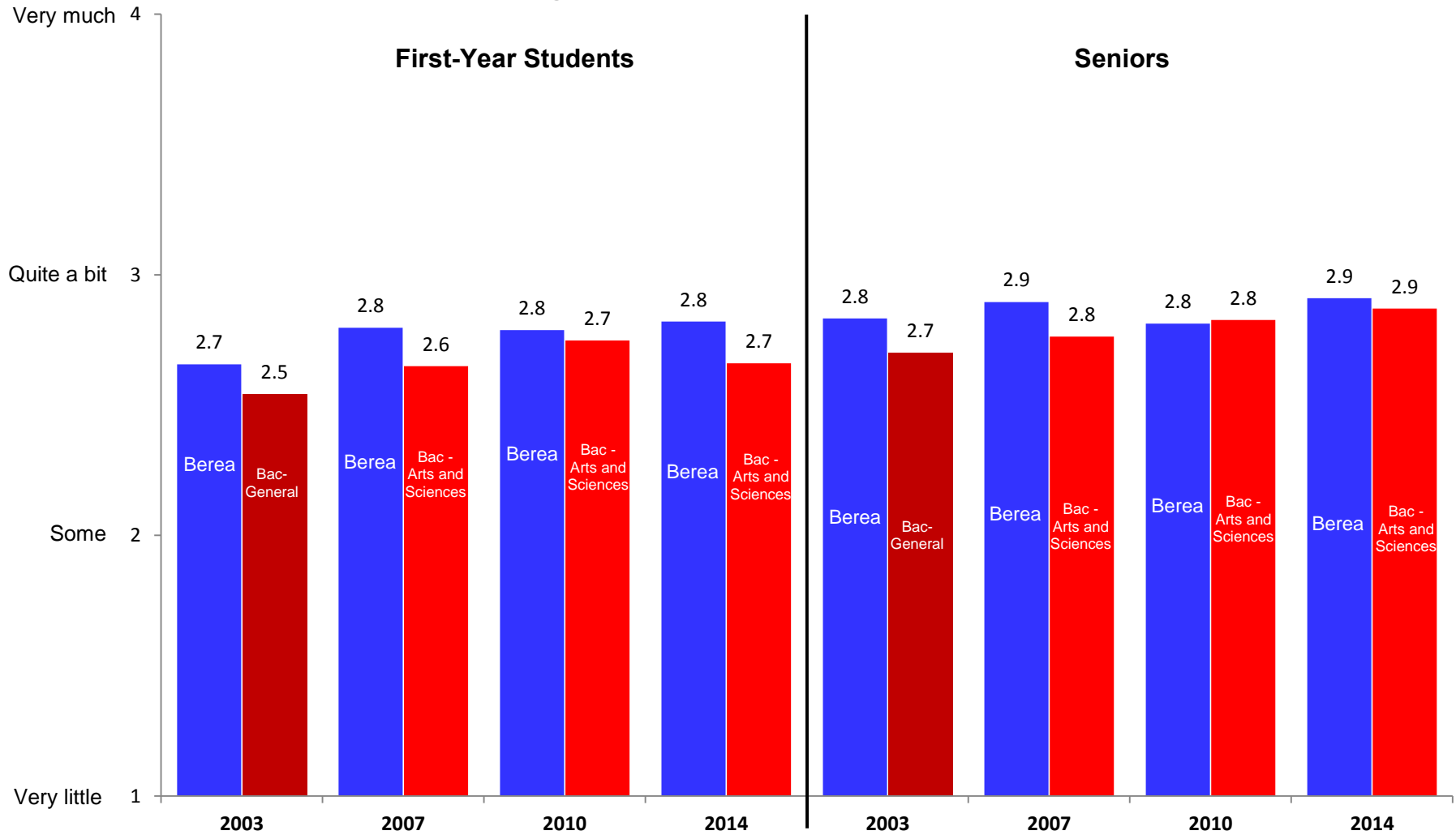
Using computing and information technology



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

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

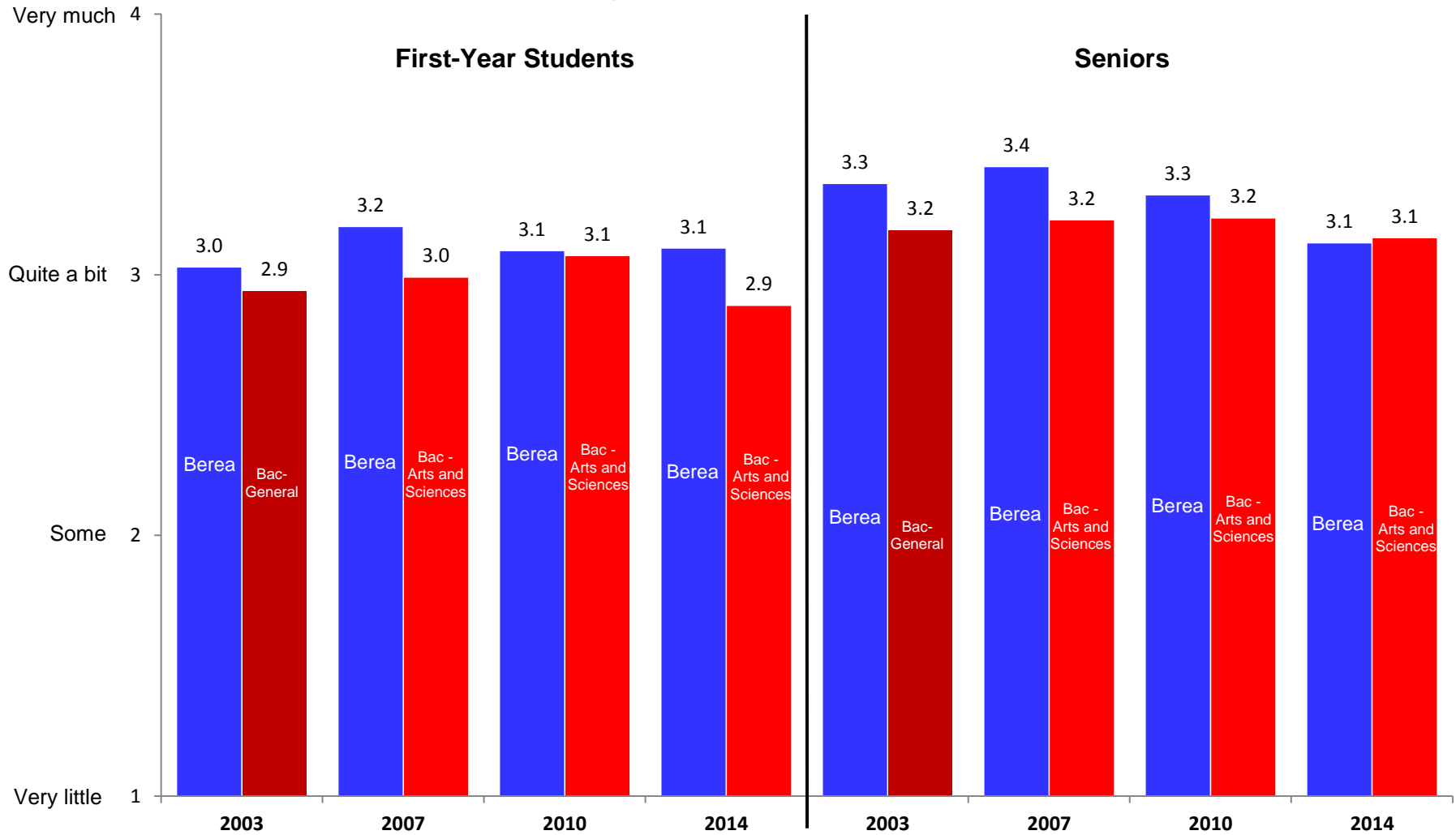
Solving complex real-world problems



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

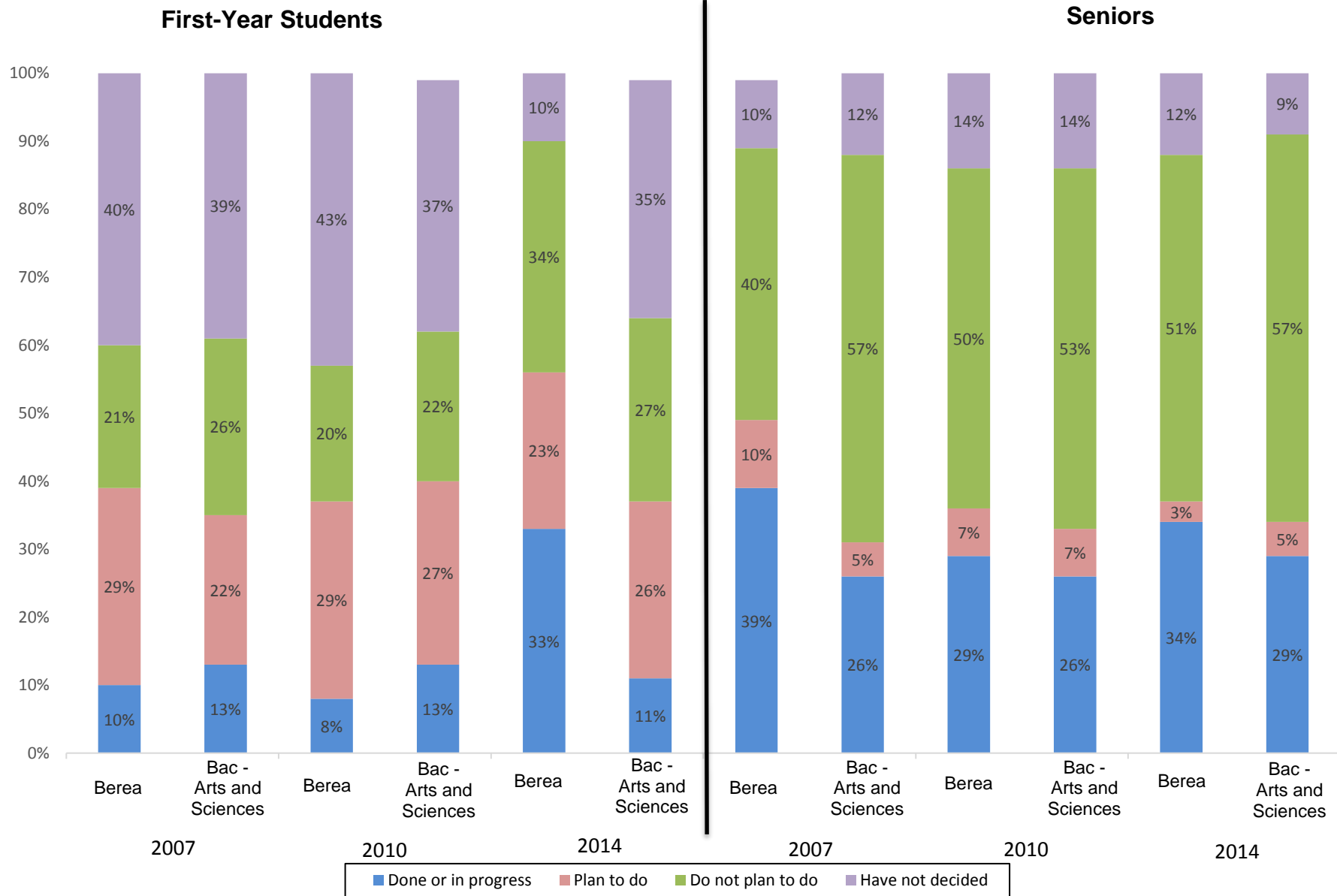
How much has this institution contributed to your knowledge and development in

Working effectively with others

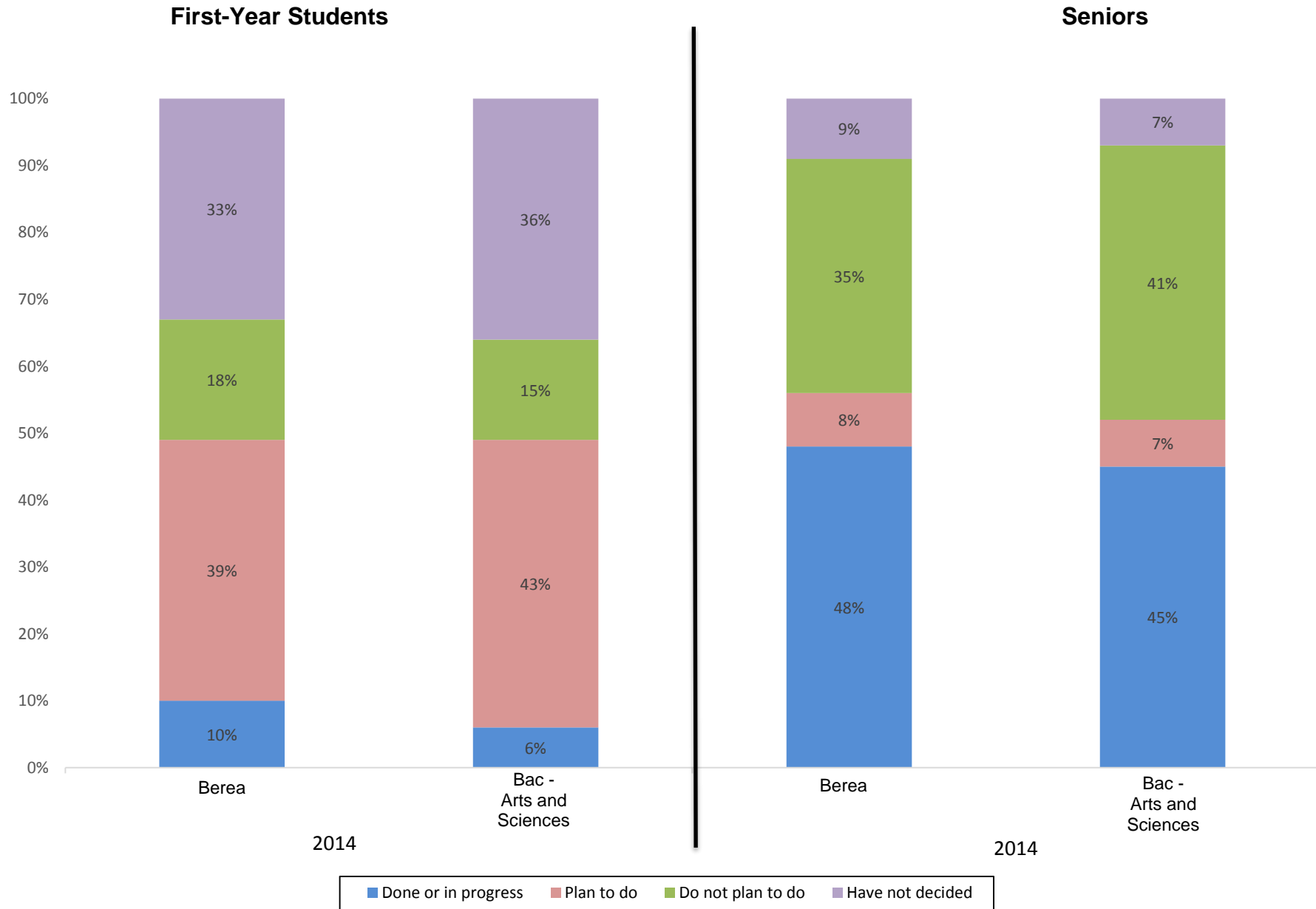


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

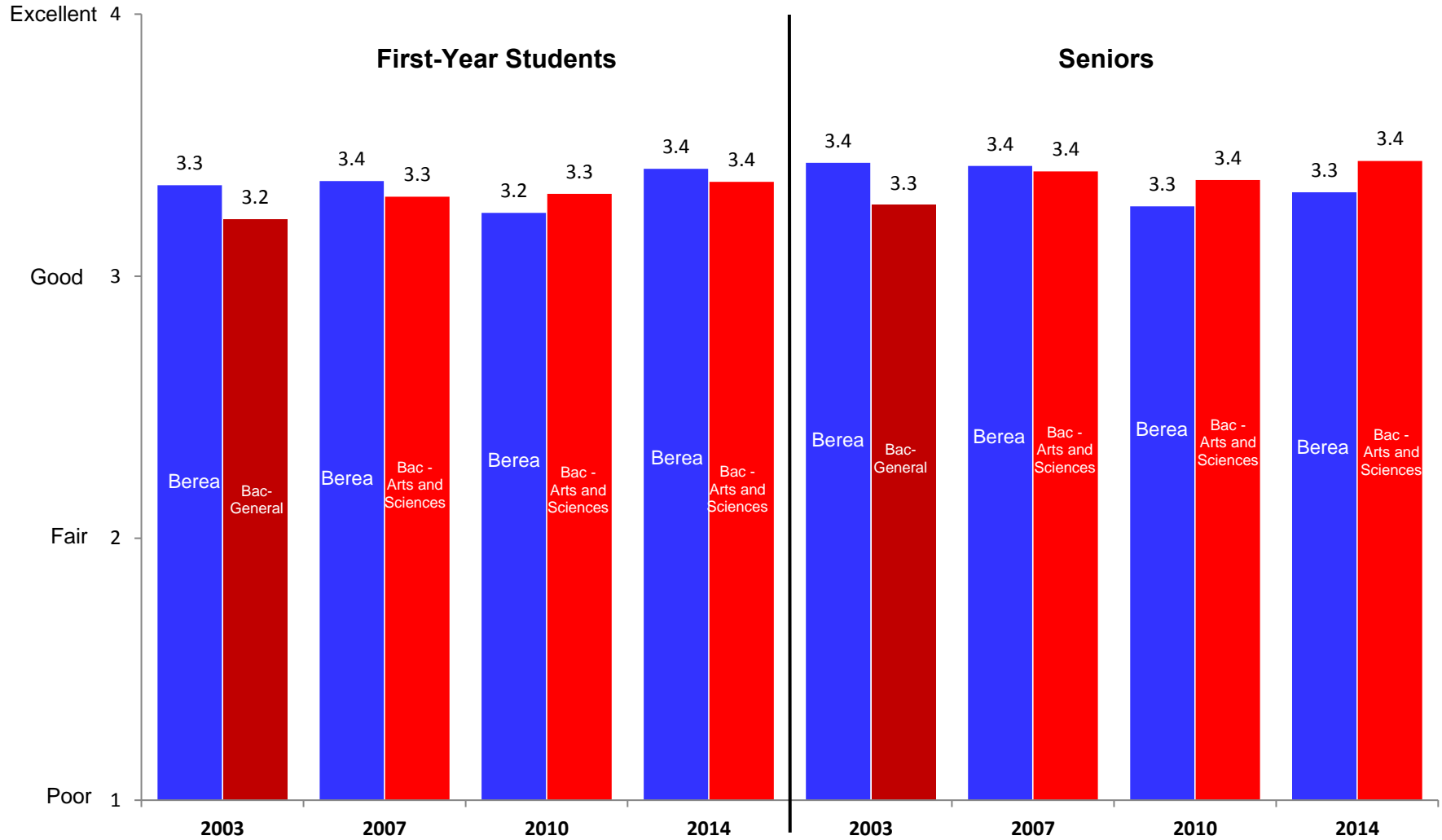
**Participate in a learning community or some other formal program
where groups of students take two or more classes together**



Work with a faculty member on a research project



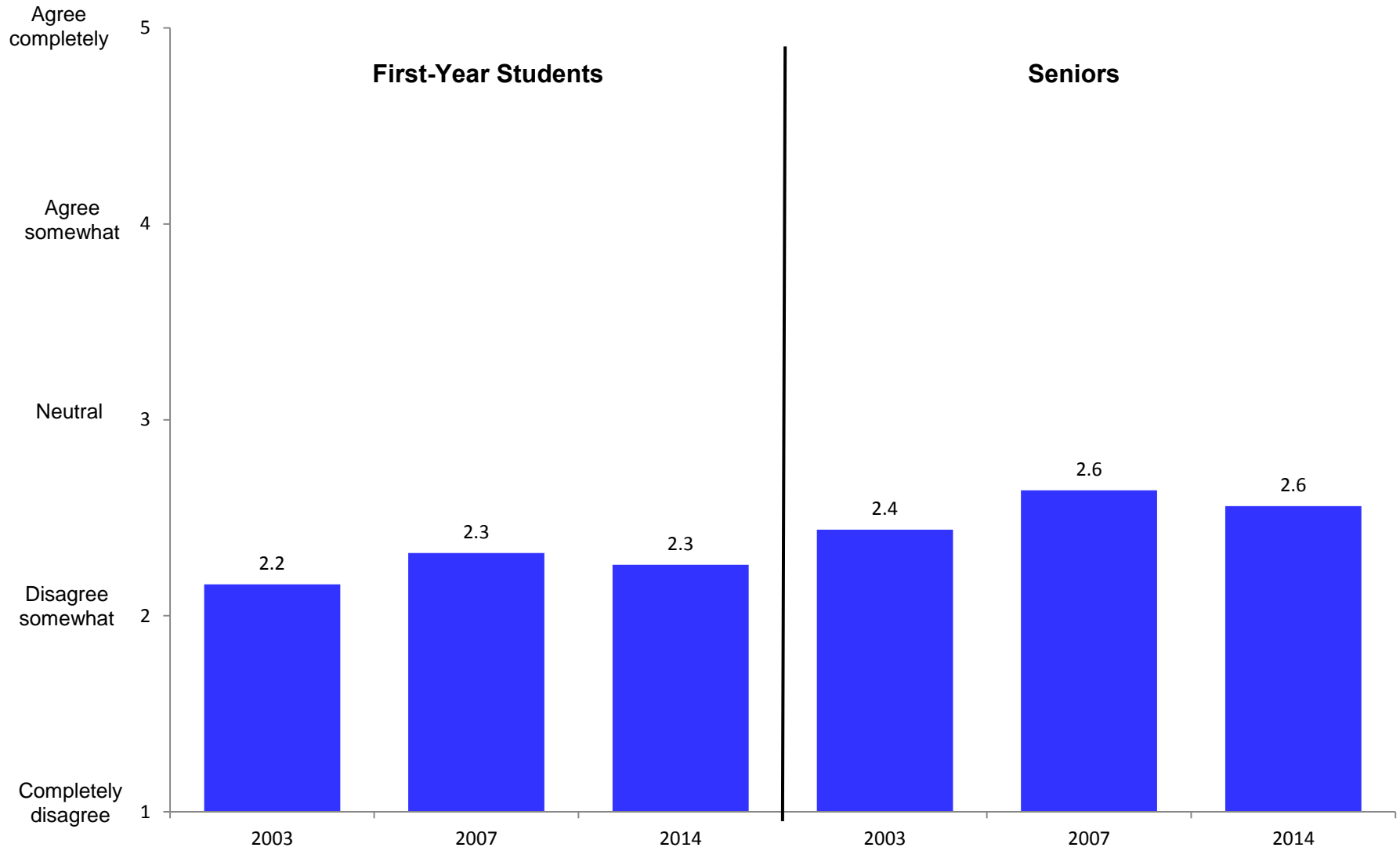
How would you evaluate your entire educational experience at this institution?



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

To what extent do you agree with the following?

My work program experiences have influenced my choice of academic major.



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

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

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



[Click to see survey instruments](#)

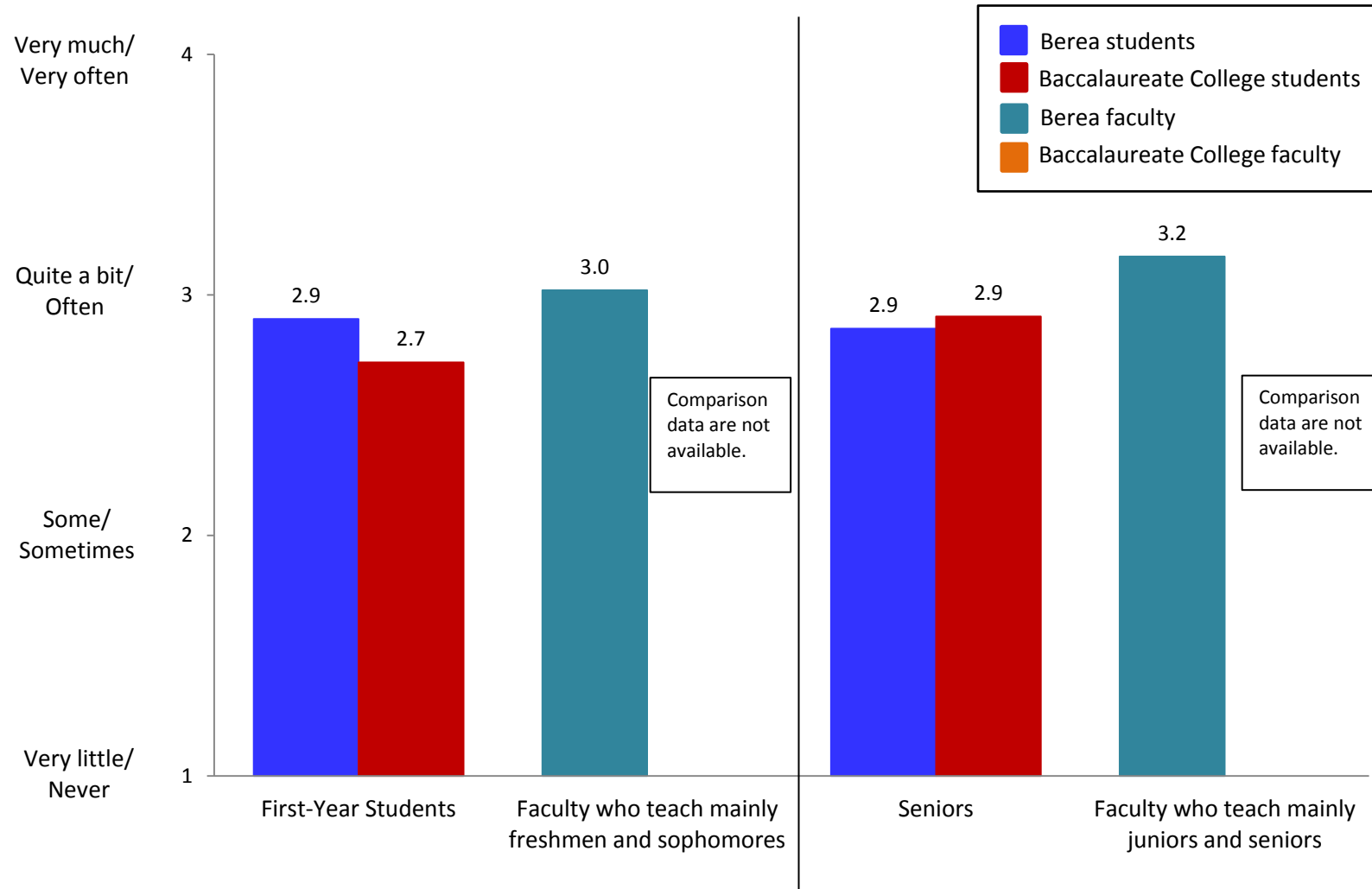
Response Rates:

Spring 2014 Students	60%
Faculty	56%

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

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

Work with other students on course projects or assignments



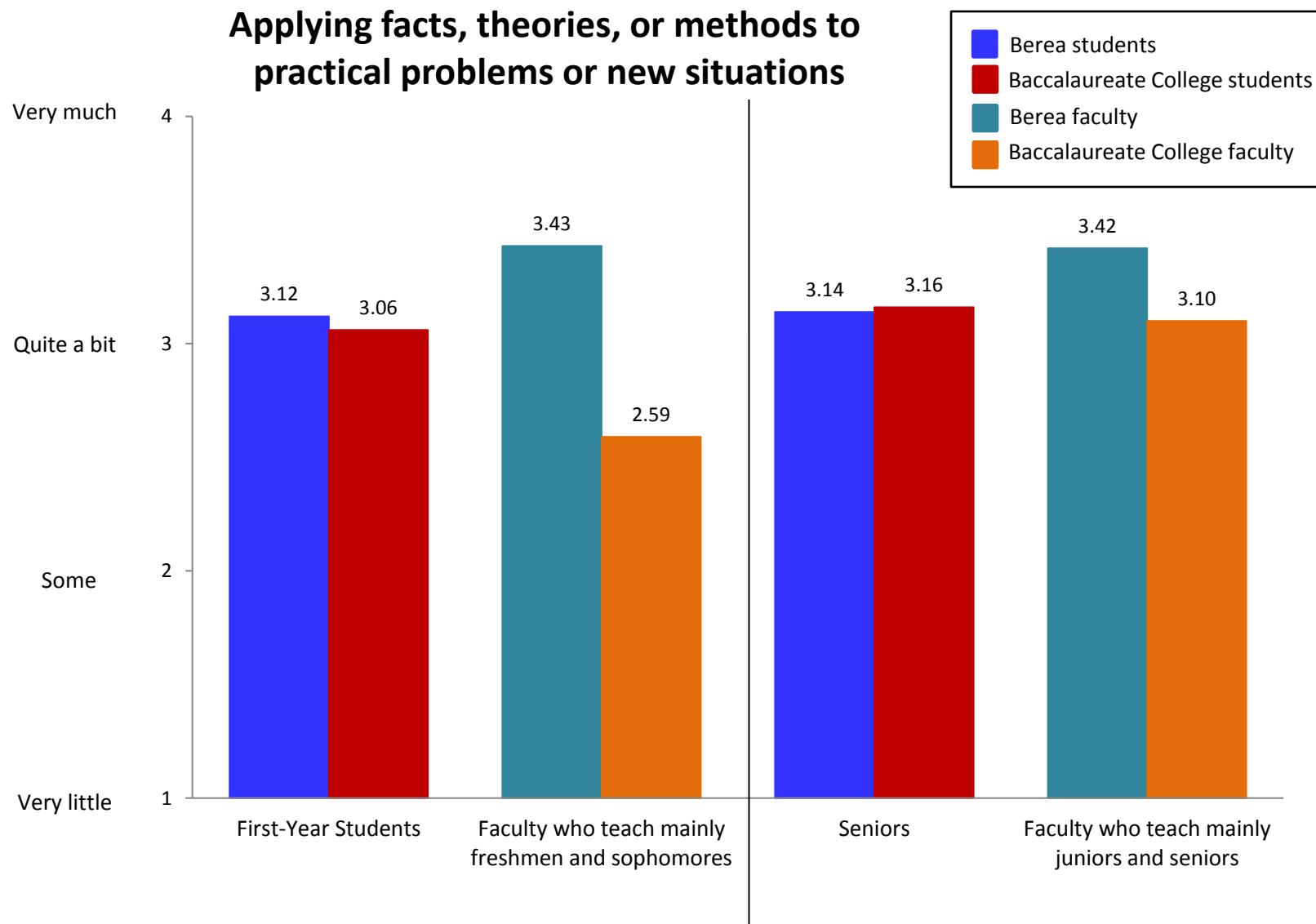
Response Rates:

Faculty: 56%

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

FSSE: *In your selected course section, how much does the coursework emphasize the following?*

NSSE: *About how much has your coursework emphasized the following?*



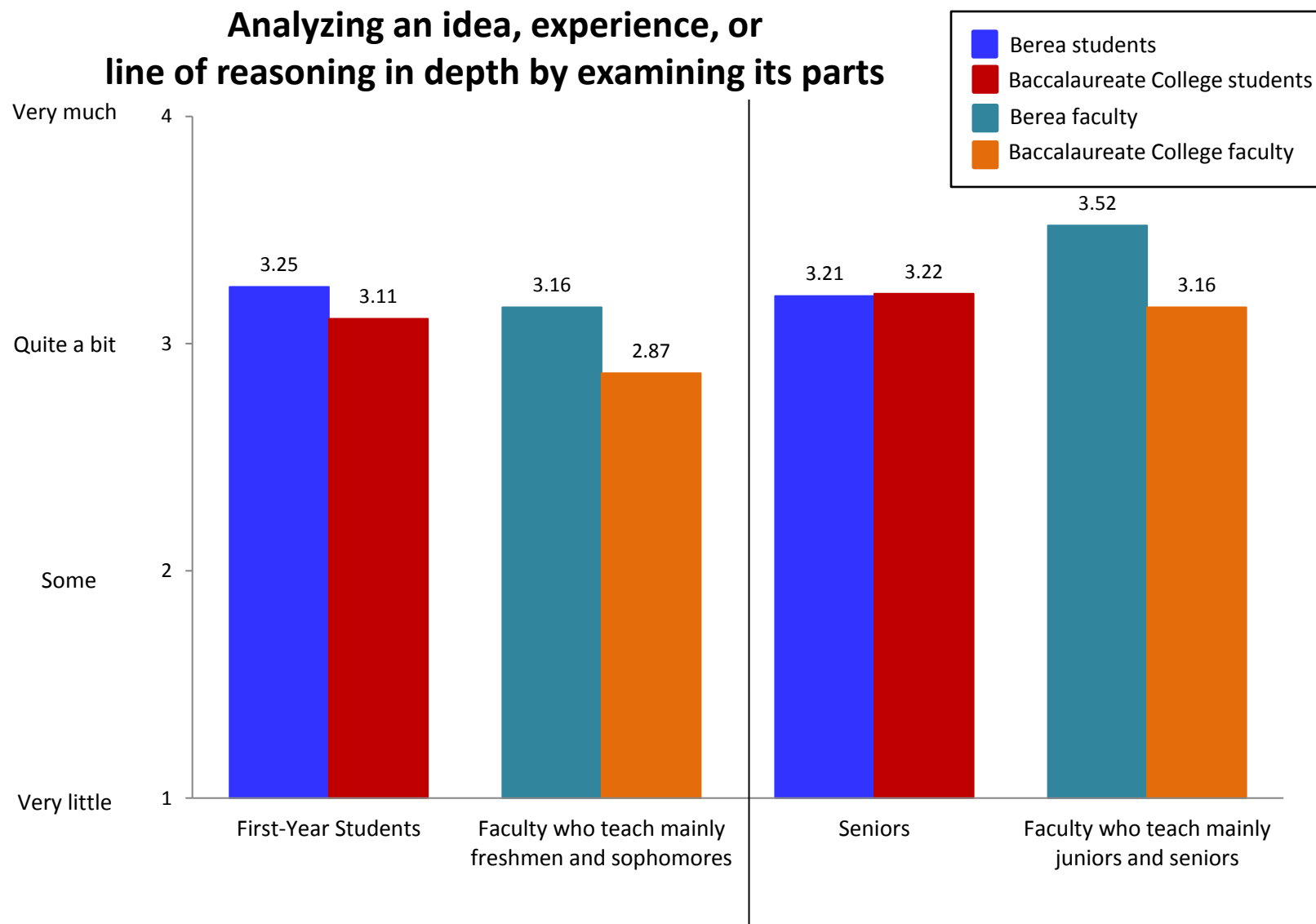
Response Rates:

Faculty: 56%

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

FSSE: In your selected course section, how much does the coursework emphasize the following?

NSSE: About how much has your coursework emphasized the following?



Response Rates:

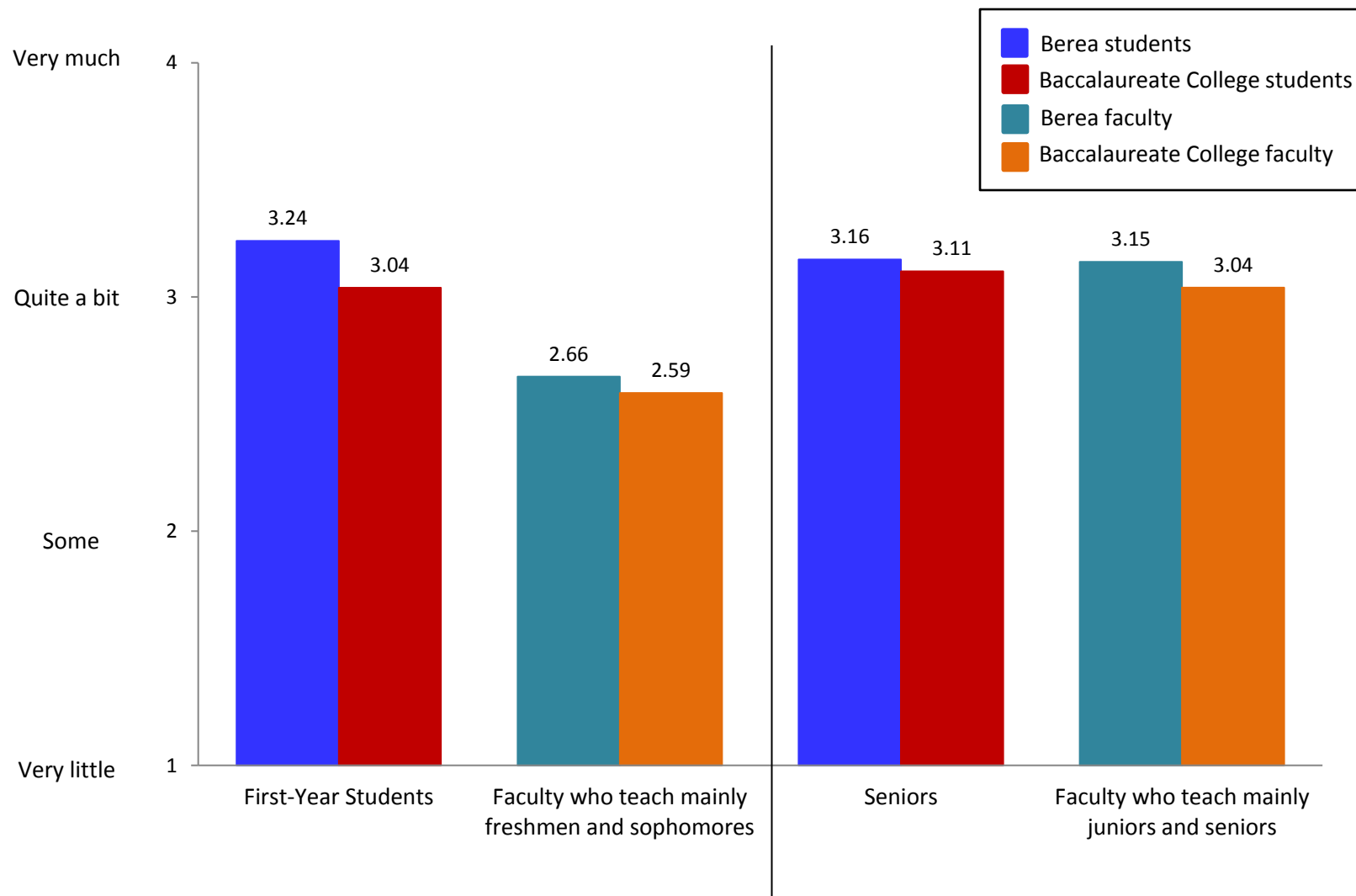
Faculty: 56%

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

FSSE: In your selected course section, how much does the coursework emphasize the following?

NSSE: About how much has your coursework emphasized the following?

Evaluating a point of view, decision, or information source



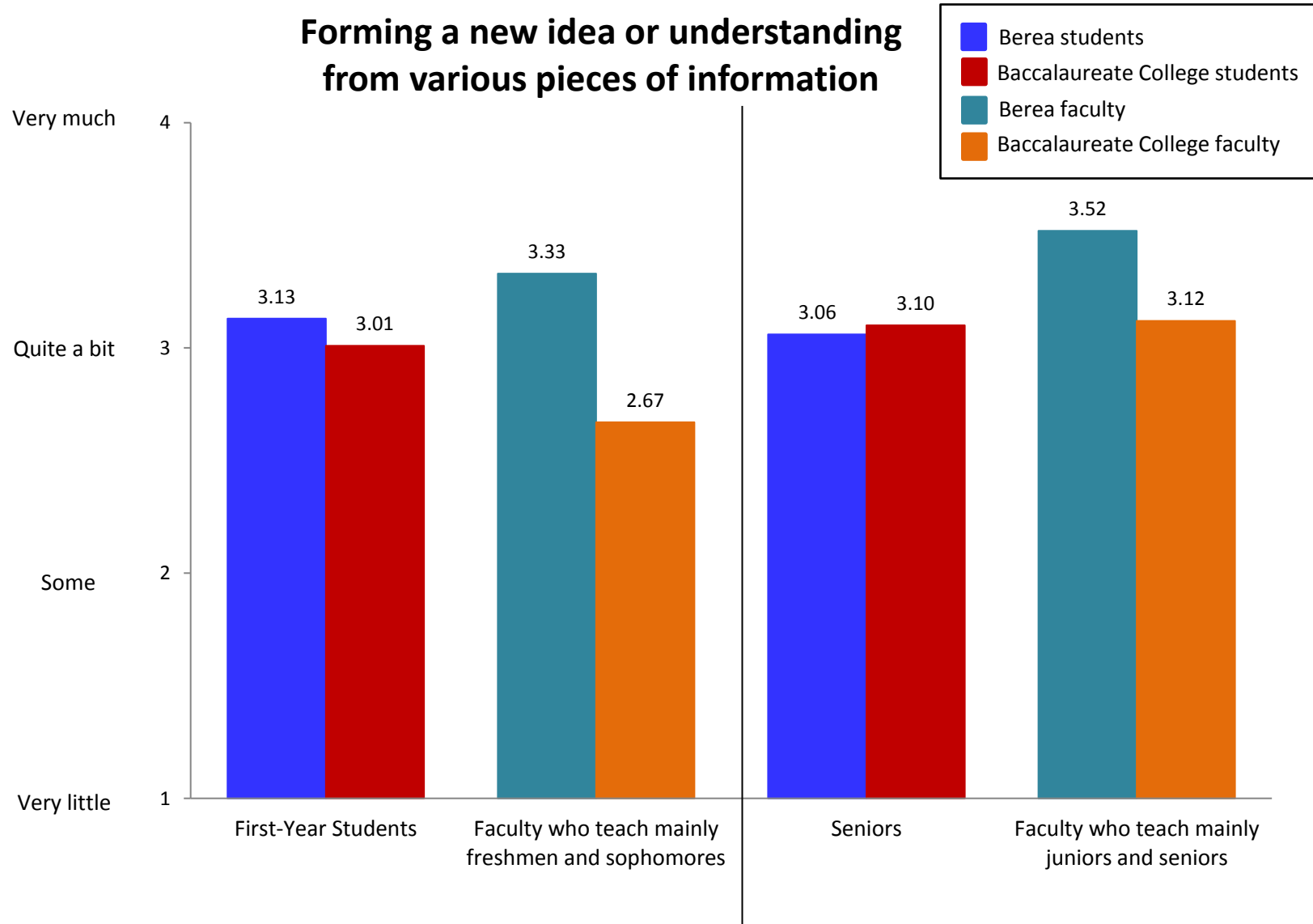
Response Rates:

Faculty: 56%

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

FSSE: *In your selected course section, how much does the coursework emphasize the following?*

NSSE: *About how much has your coursework emphasized the following?*



Response Rates:

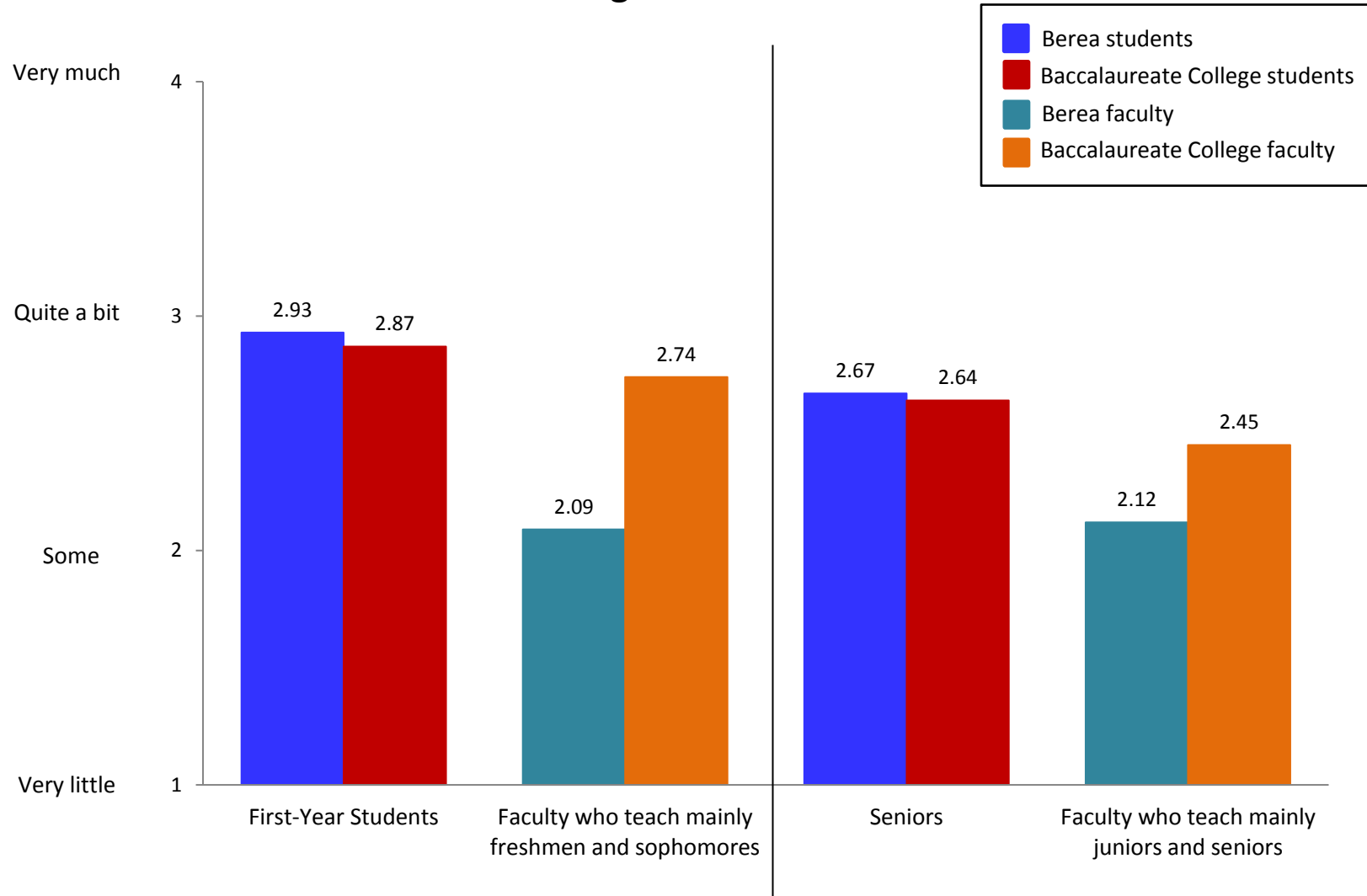
Faculty: 56%

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

FSSE: *In your selected course section, how much does the coursework emphasize the following?*

NSSE: *About how much has your coursework emphasized the following?*

Memorizing course material



Response Rates:

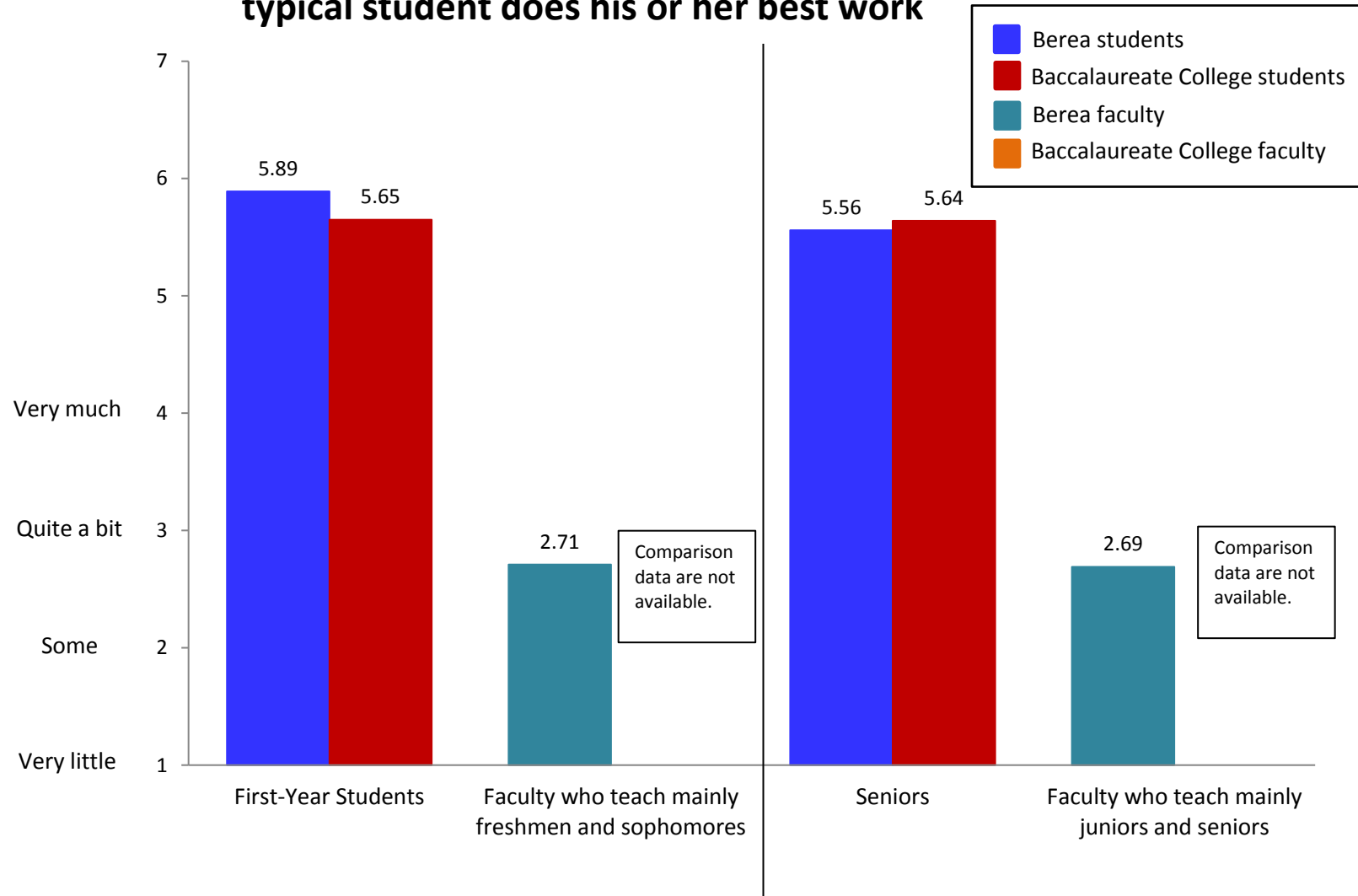
Faculty: 56%

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

FSSE: To what extent do you think the typical student does his or her best work?

NSSE: To what extent have your courses challenged you to do your best work?

In your selected course section, to what extent do you think the typical student does his or her best work



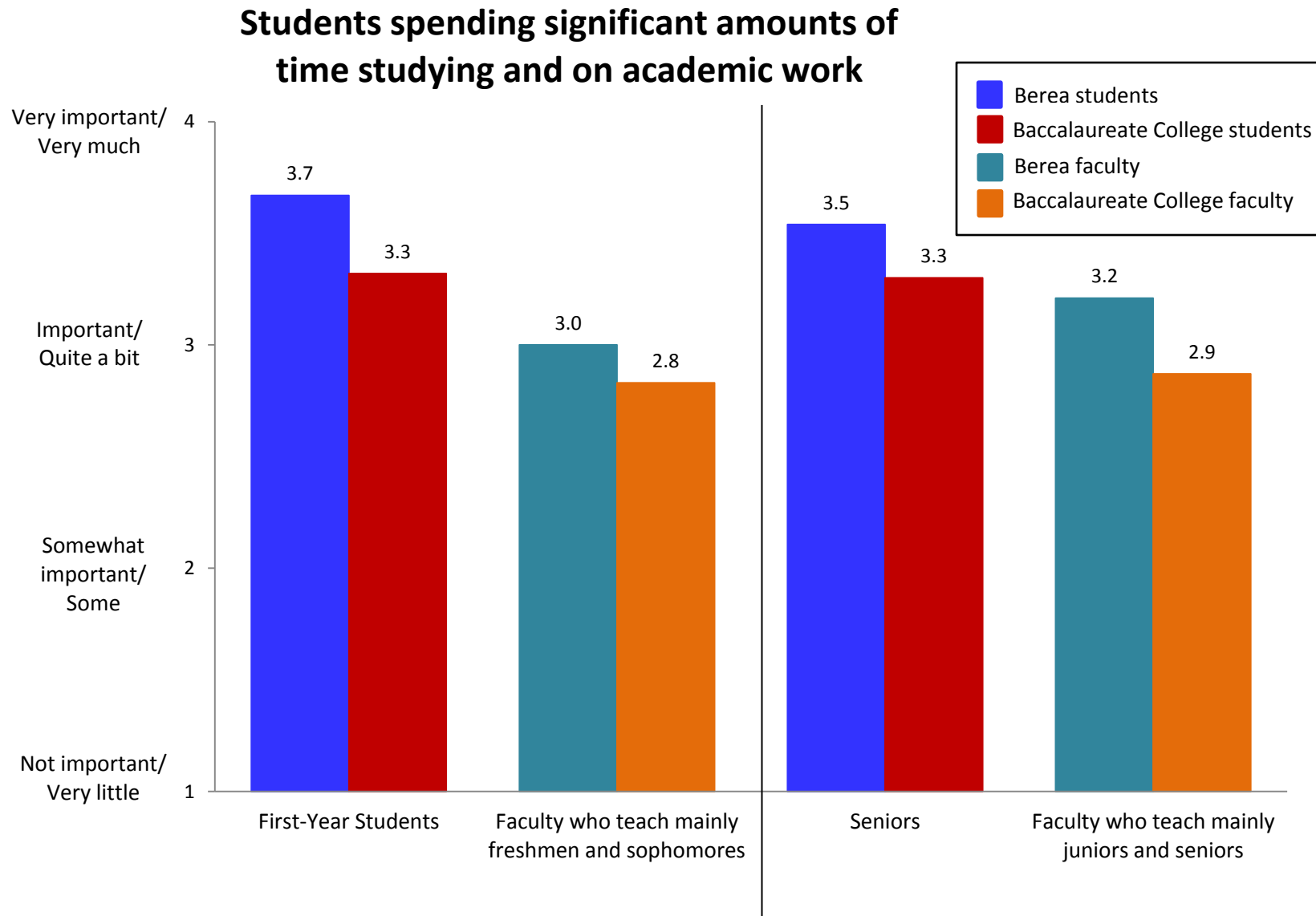
Response Rates:

Faculty: 56%

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

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

NSSE: How much does your institution emphasize the following?



Response Rates:

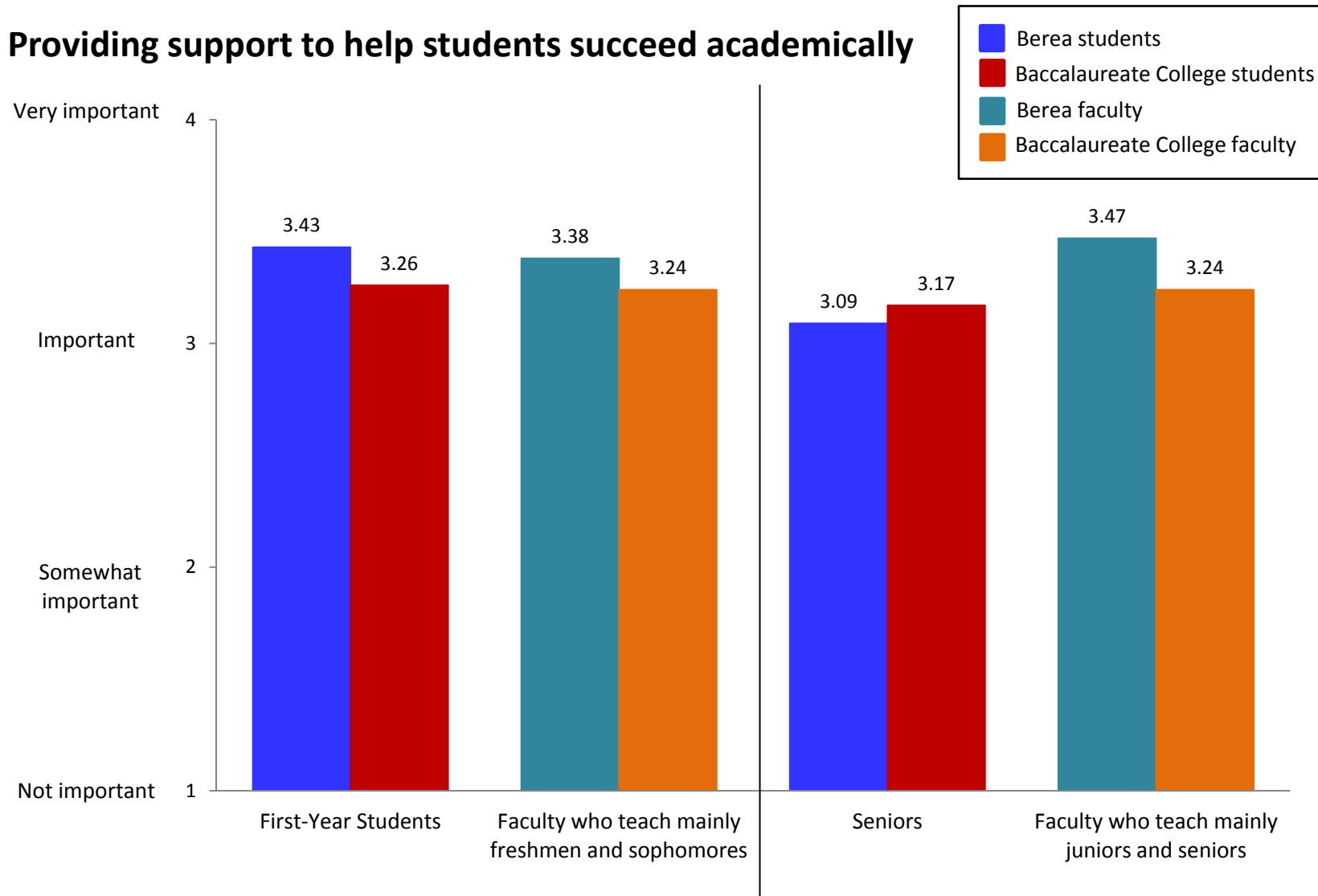
Faculty: 56%

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

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

NSSE: How much does your institution emphasize the following?

Providing support to help students succeed academically



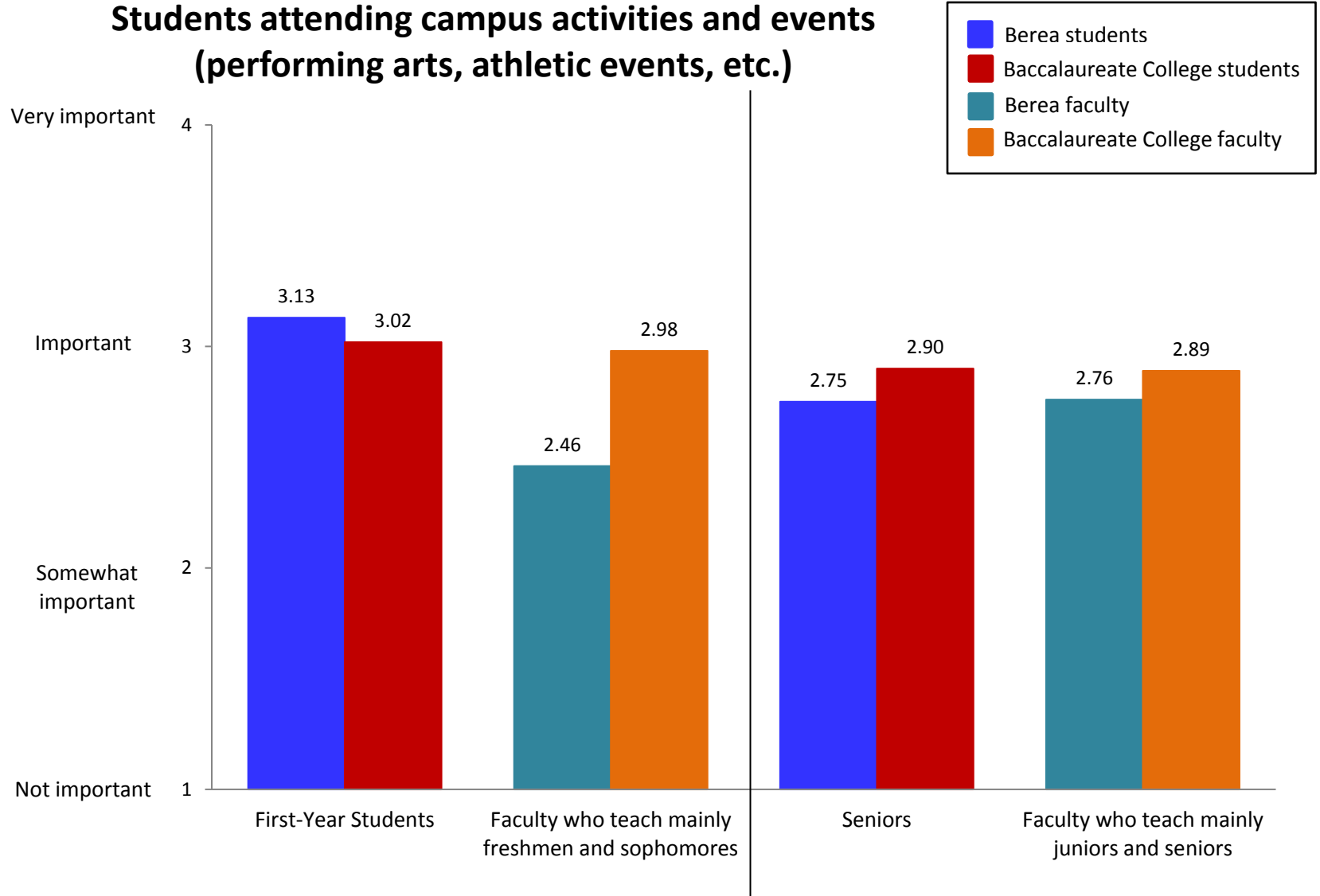
Response Rates:

Faculty: 56%

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

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

NSSE: How much does your institution emphasize the following?



Response Rates:

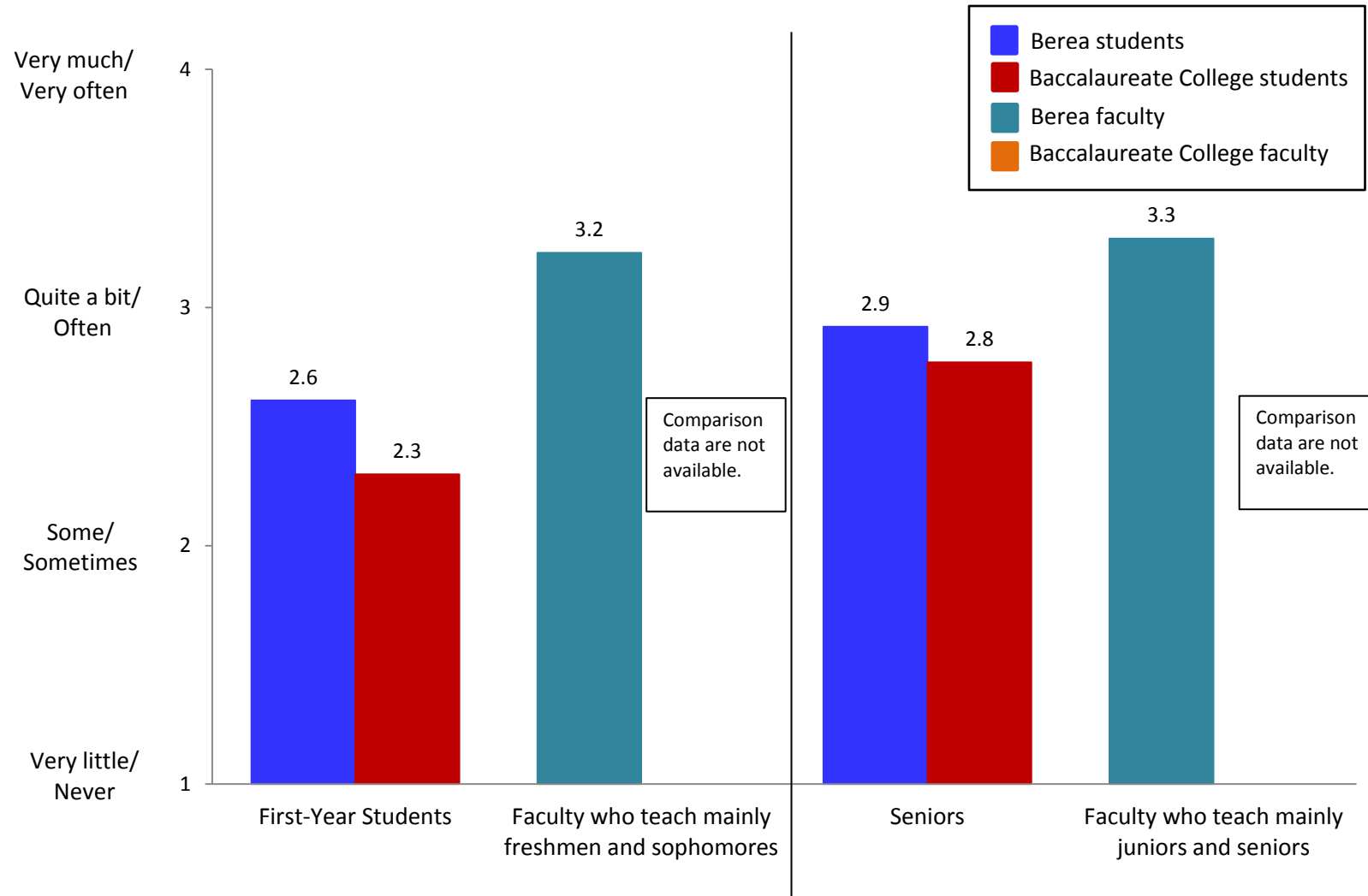
Faculty: 56%

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

FSSE: About how often have you done each of the following with the undergraduate students you teach or advise?

NSSE: About how often have you done the following?

Talked about their career plans



Response Rates:

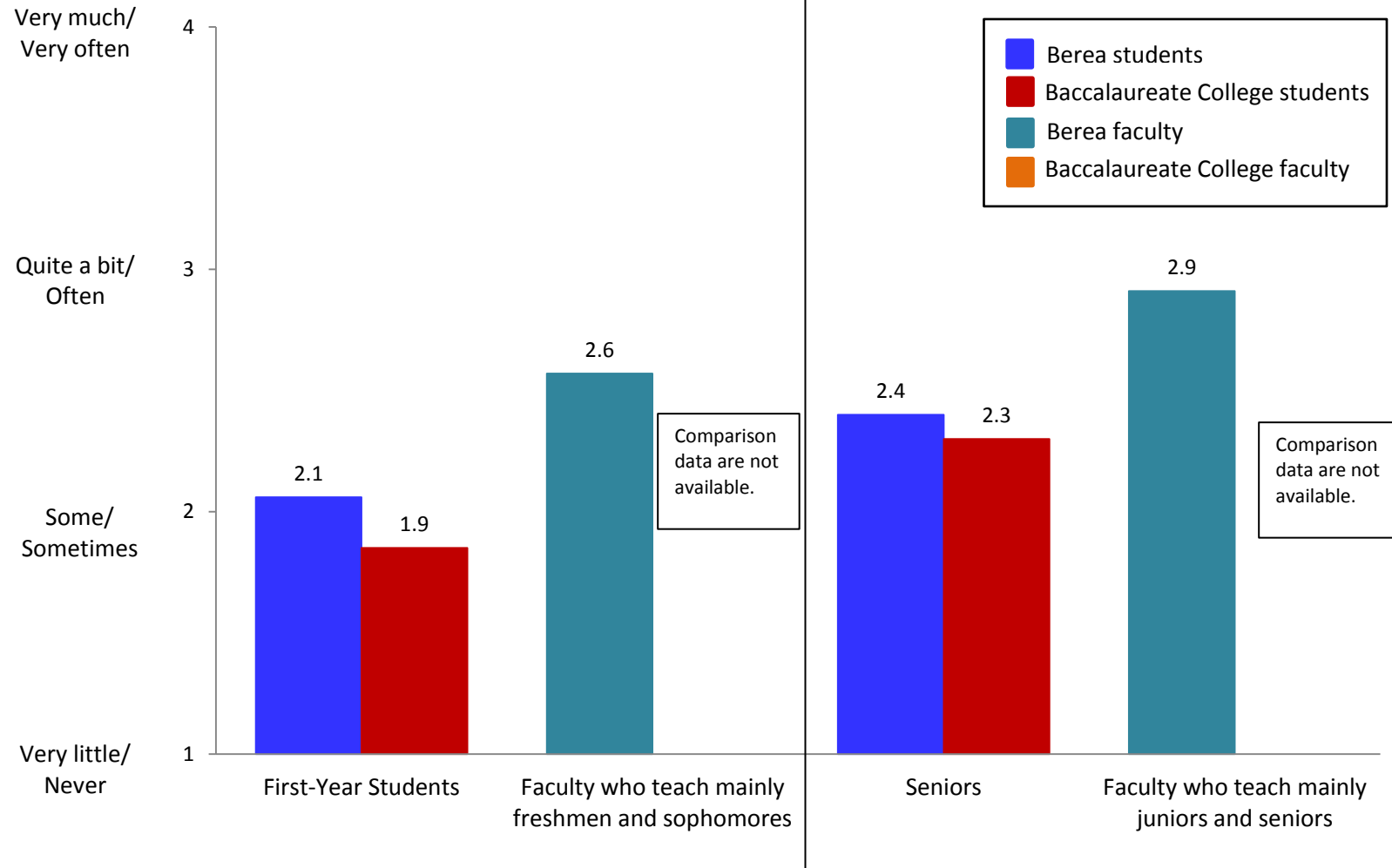
Faculty: 56%

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

FSSE: About how often have you done each of the following with the undergraduate students you teach or advise?

NSSE: About how often have you done the following?

Worked on activities other than coursework (committees, student groups, etc.)



Response Rates:

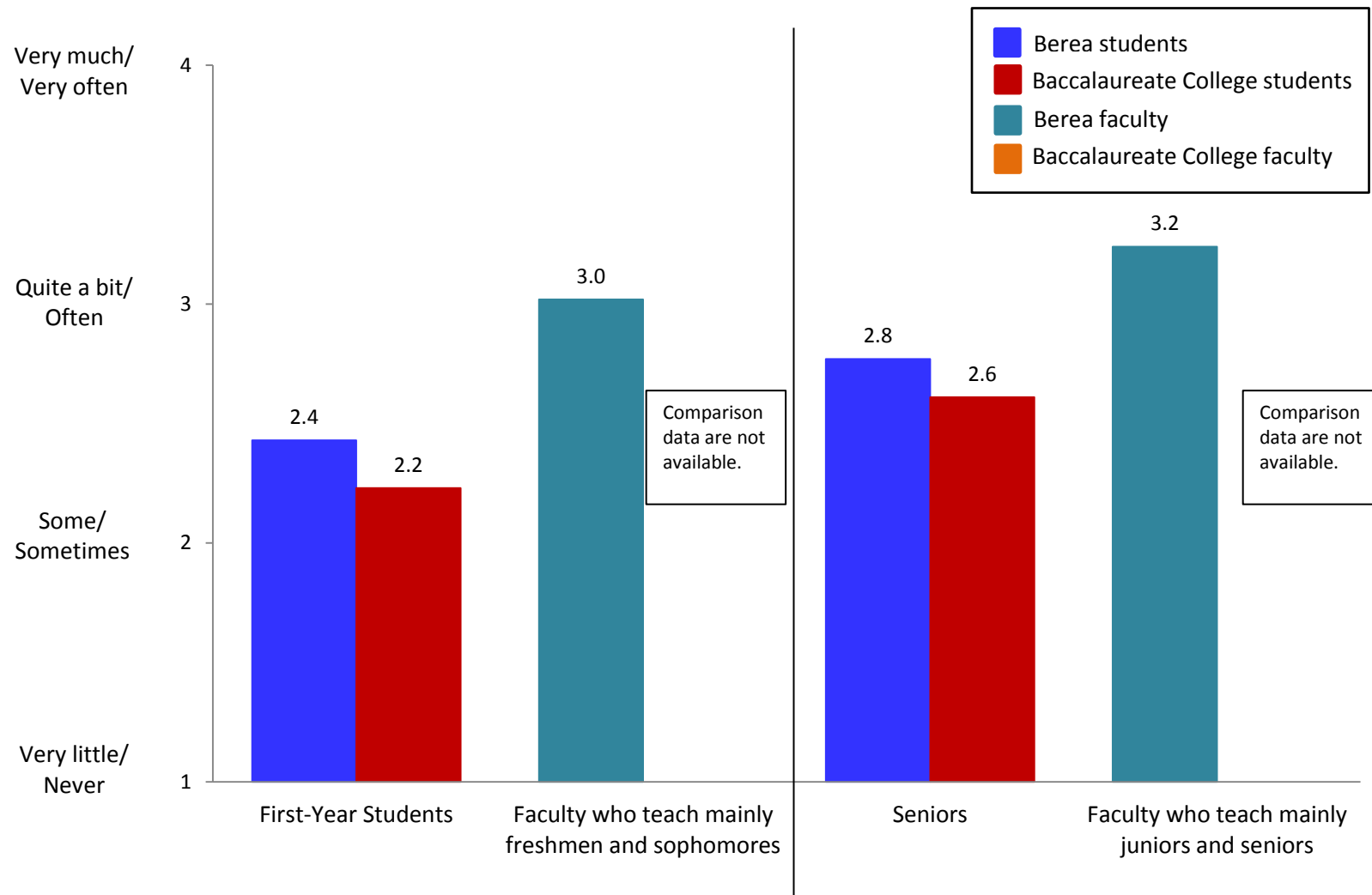
Faculty: 56%

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

FSSE: About how often have you done each of the following with the undergraduate students you teach or advise?

NSSE: About how often have you done the following?

Discussed course topics, ideas, or concepts outside of class



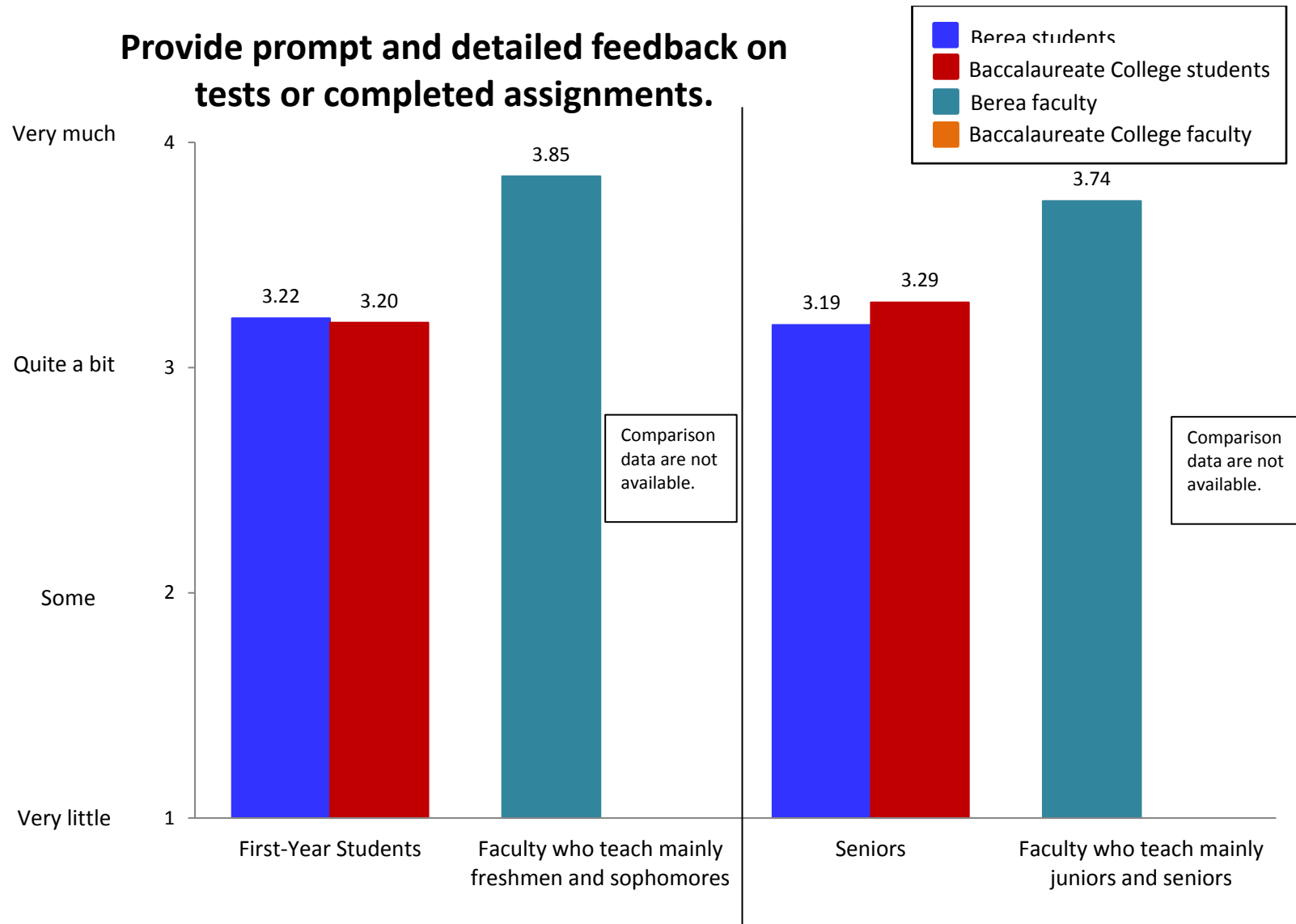
Response Rates:

Faculty: 56%

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

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

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



Response Rates:

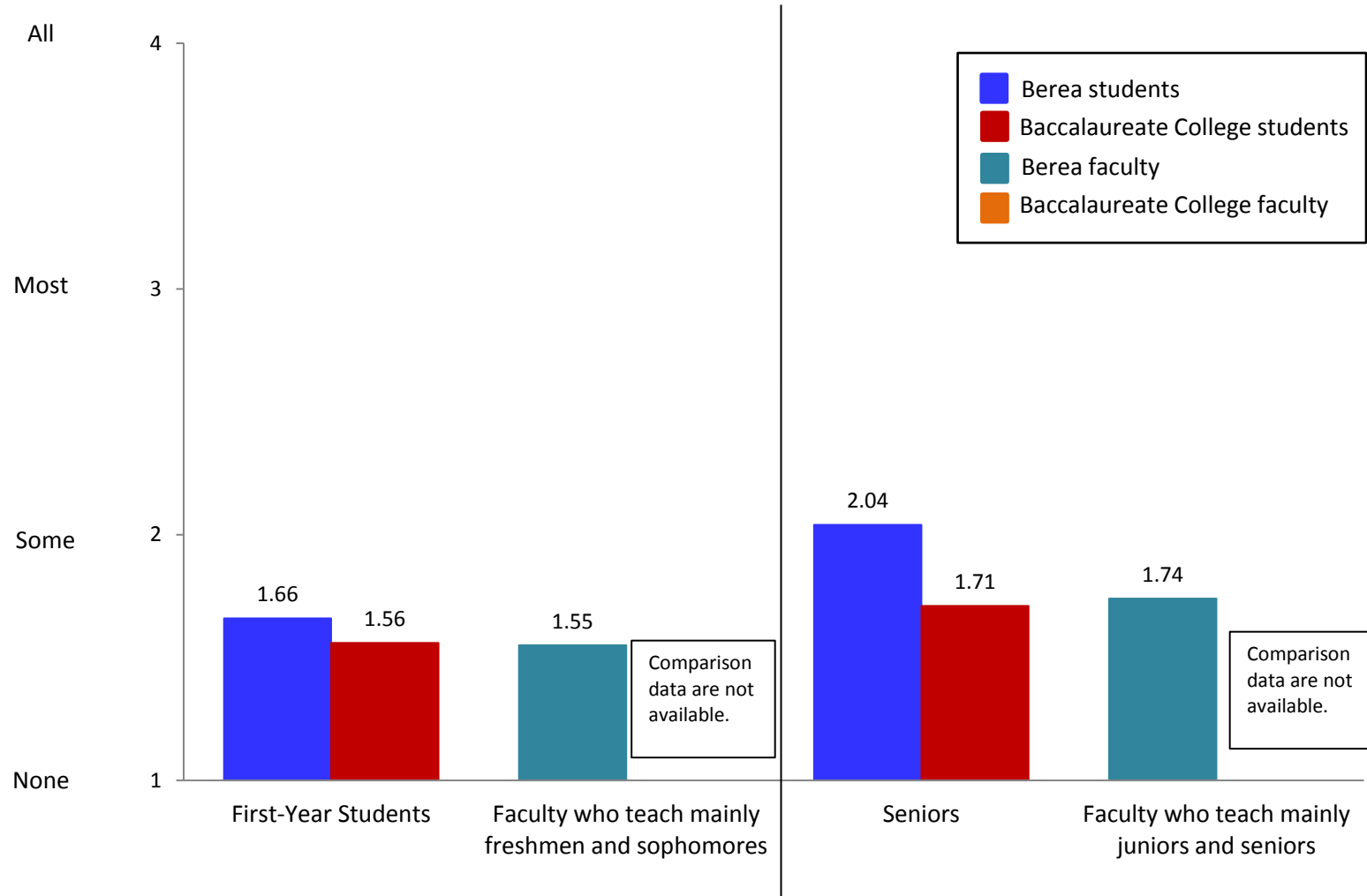
Faculty: 56%

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

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

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

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



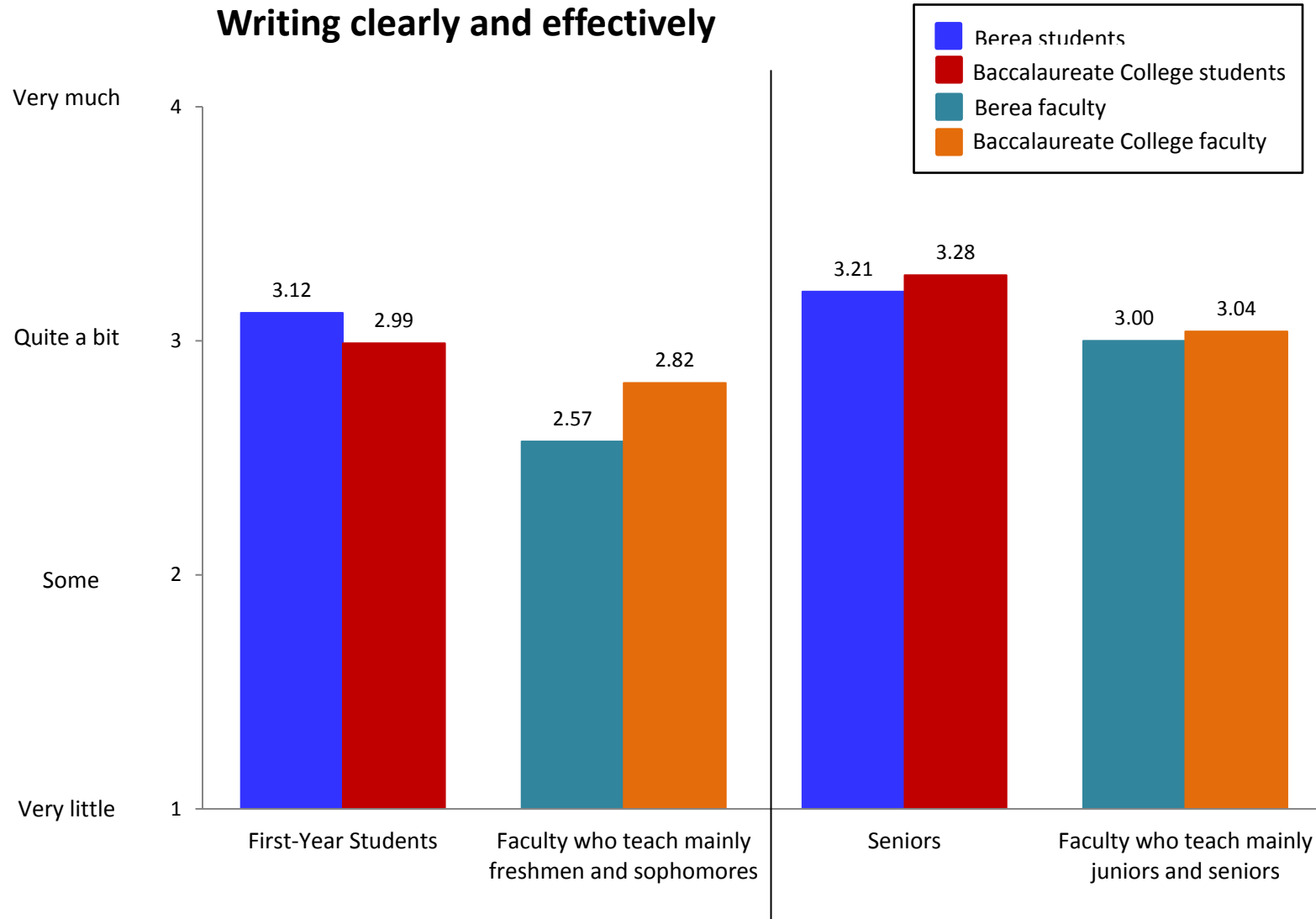
Response Rates:

Faculty: 56%

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

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

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



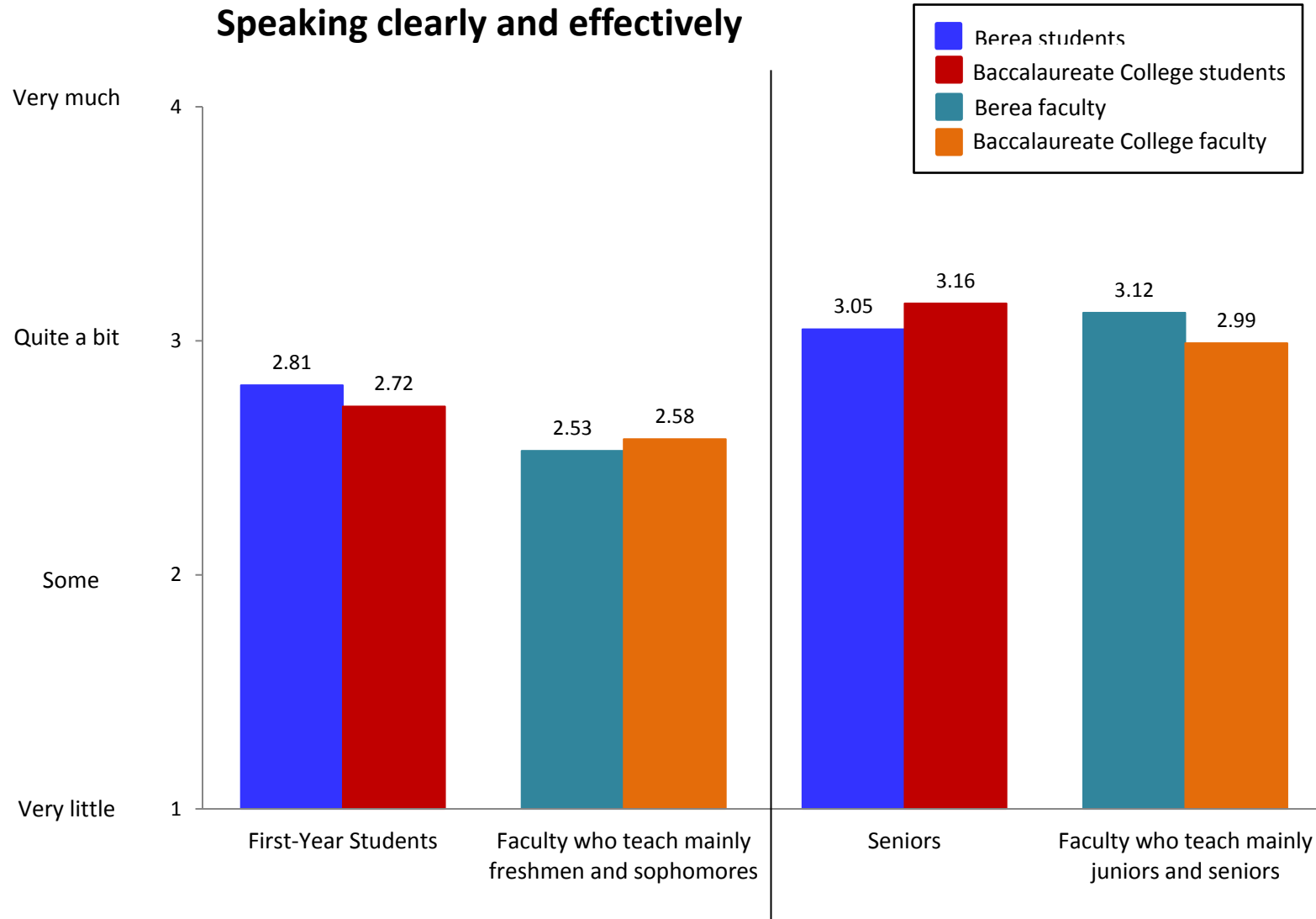
Response Rates:

Faculty: 56%

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

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

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



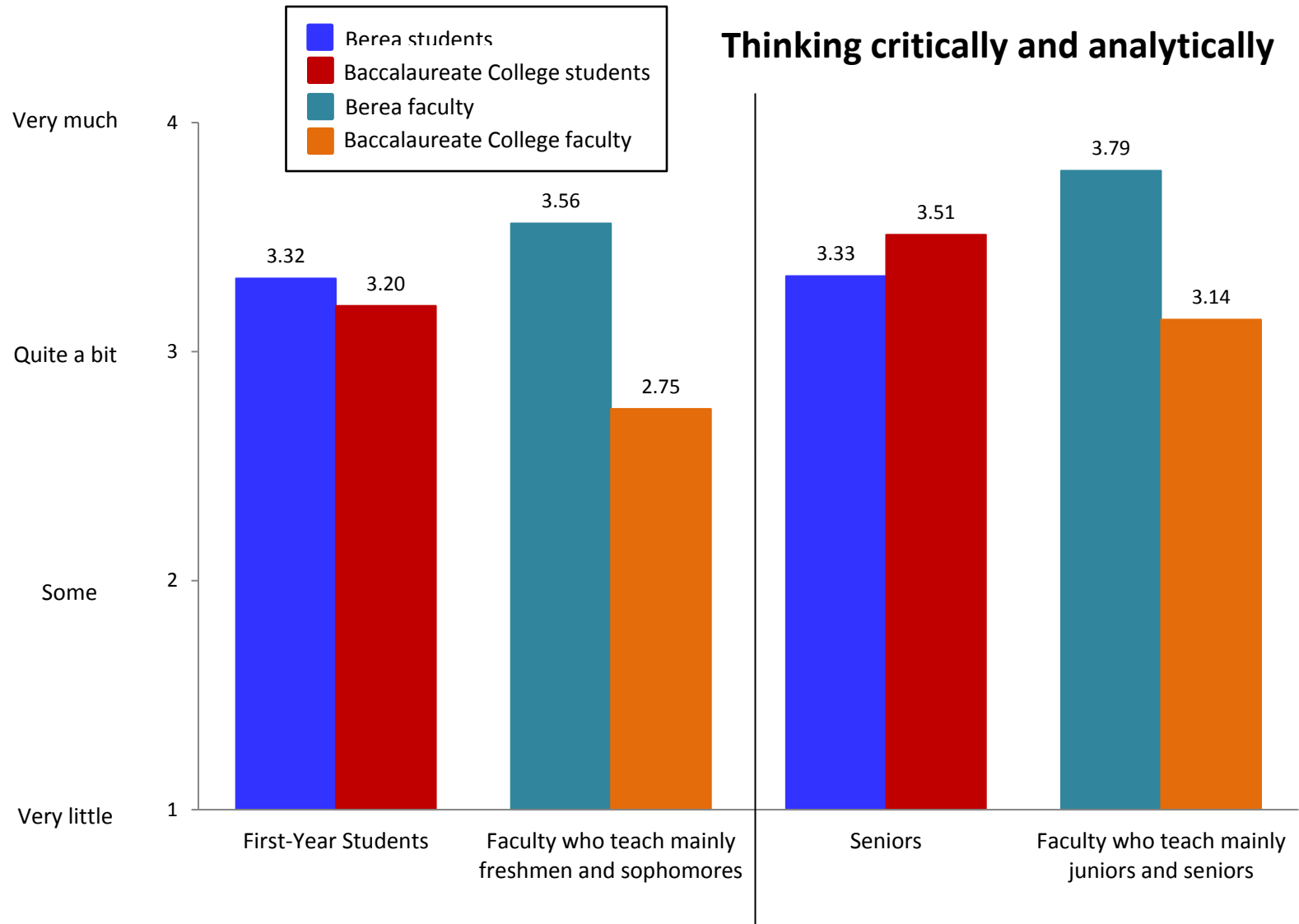
Response Rates:

Faculty: 56%

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

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

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



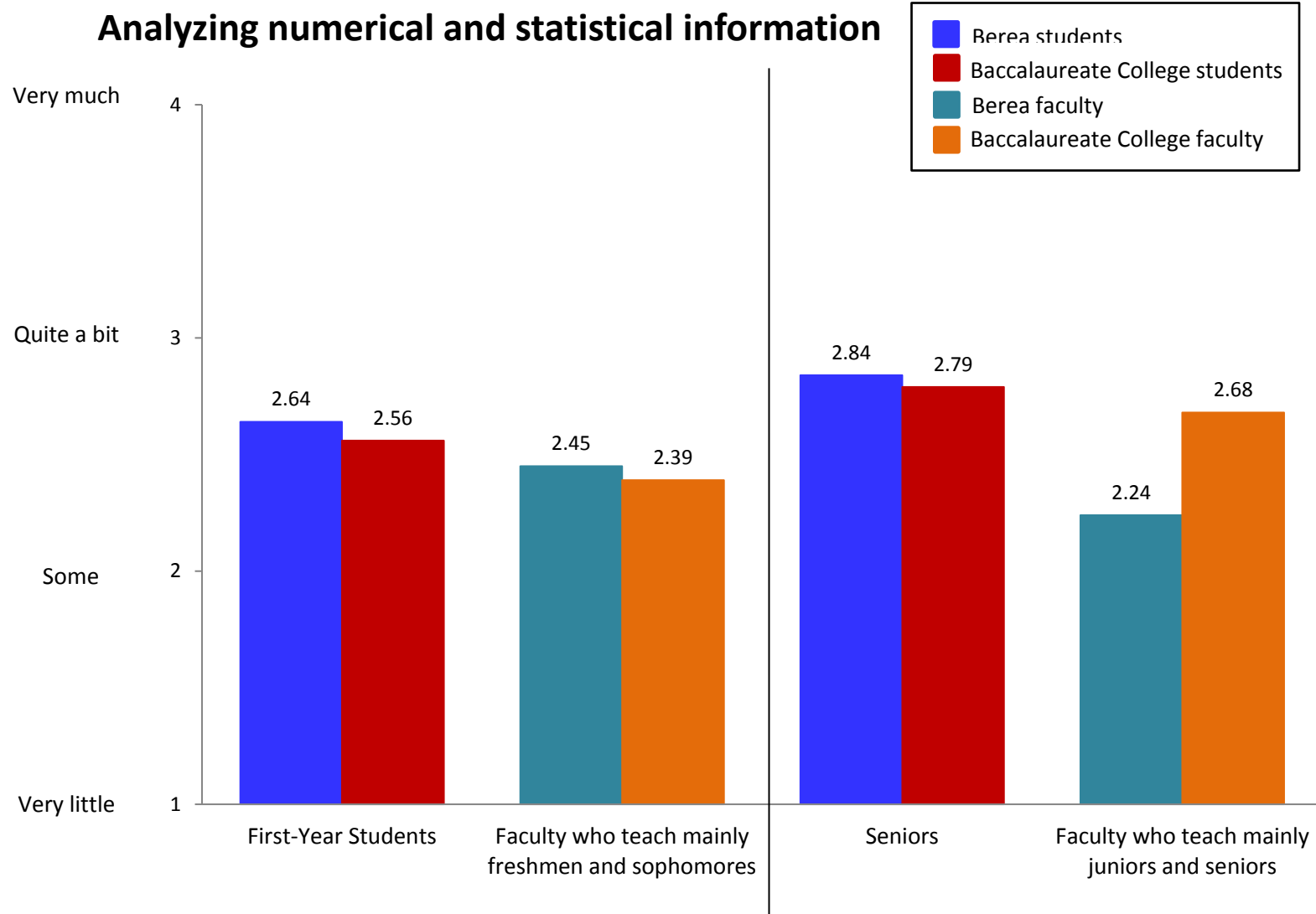
Response Rates:

Faculty: 56%

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

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

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



Response Rates:

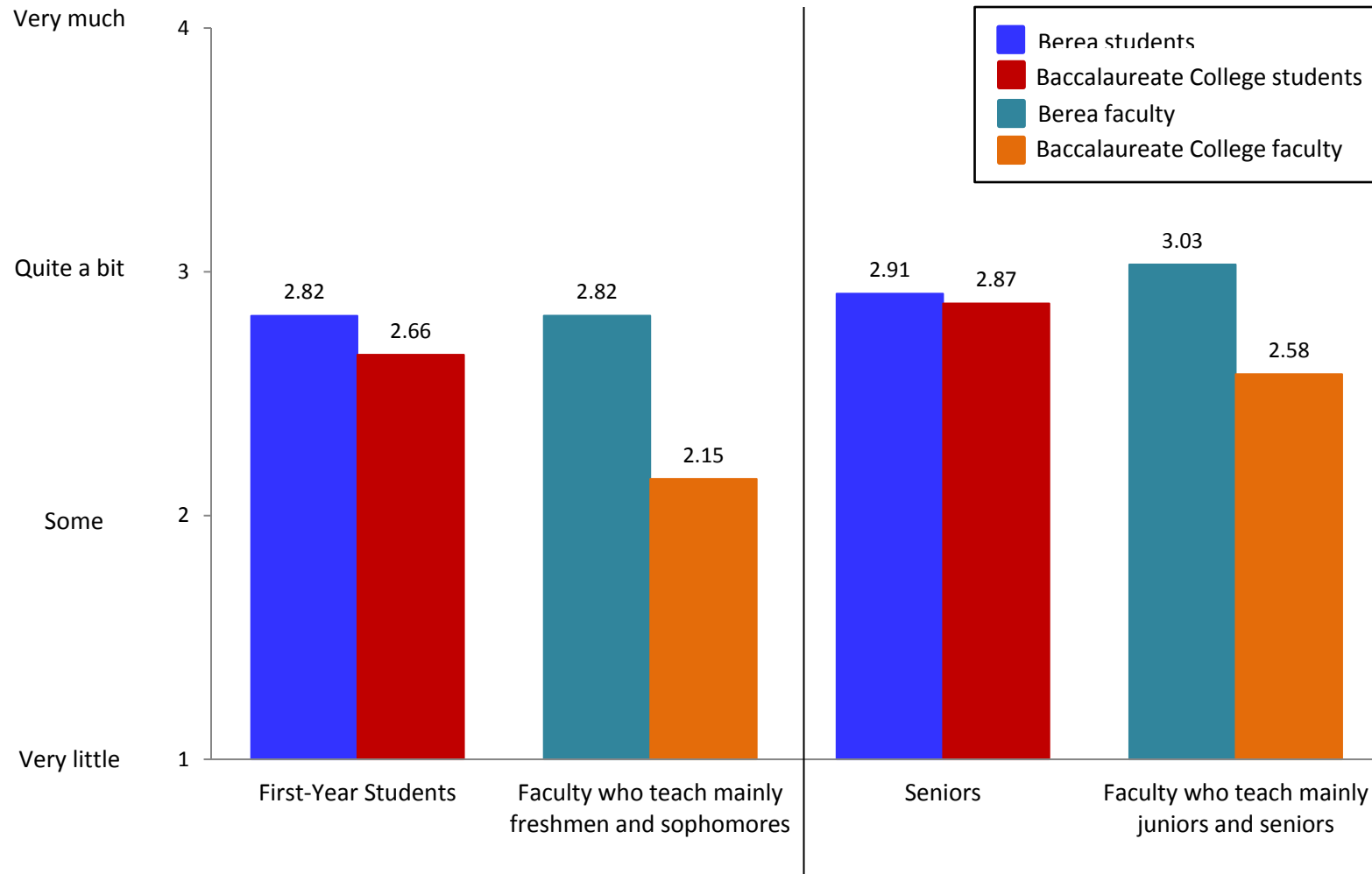
Faculty: 56%

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

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

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

Solving complex real-world problems



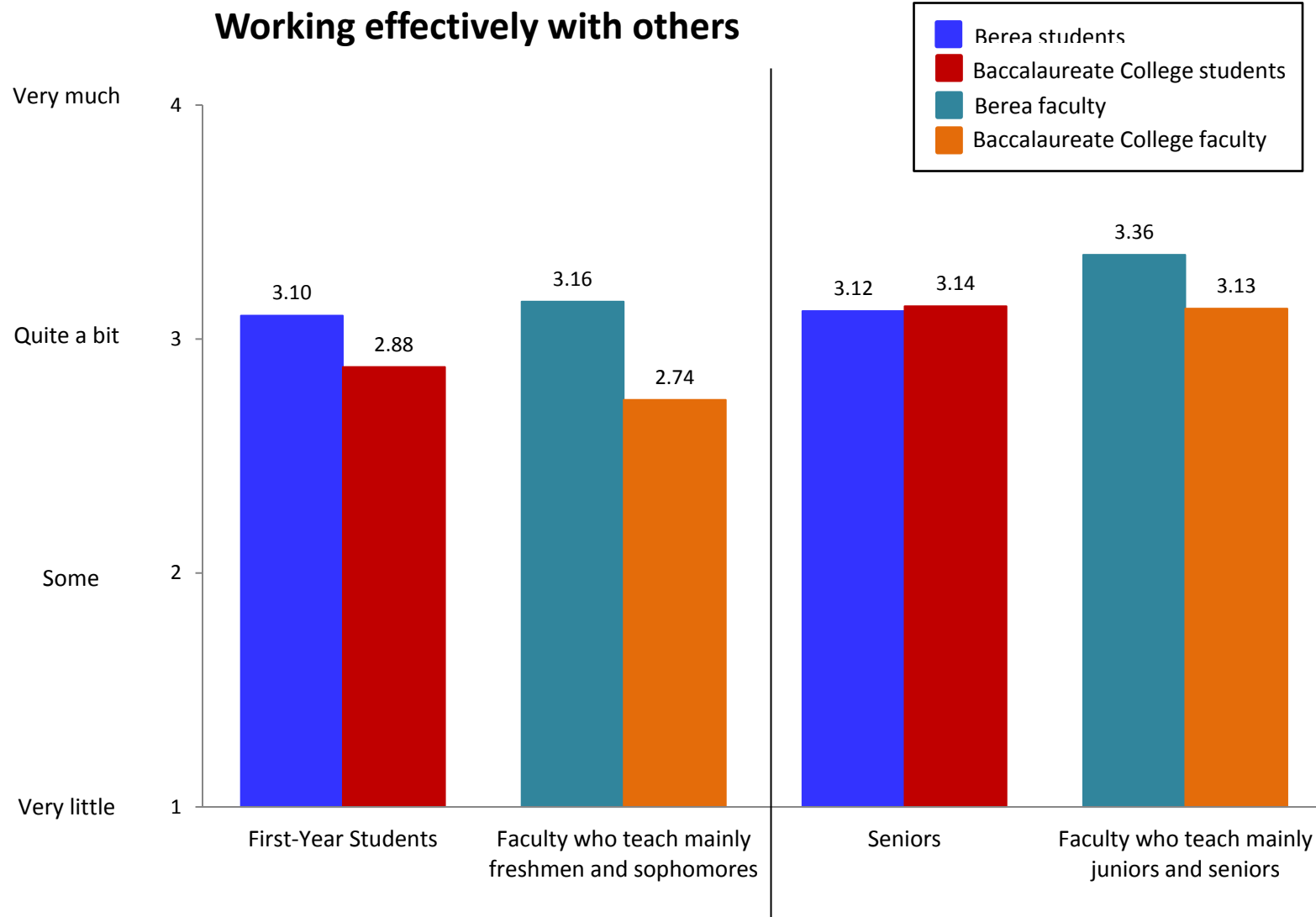
Response Rates:

Faculty: 56%

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

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

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Response Rates:

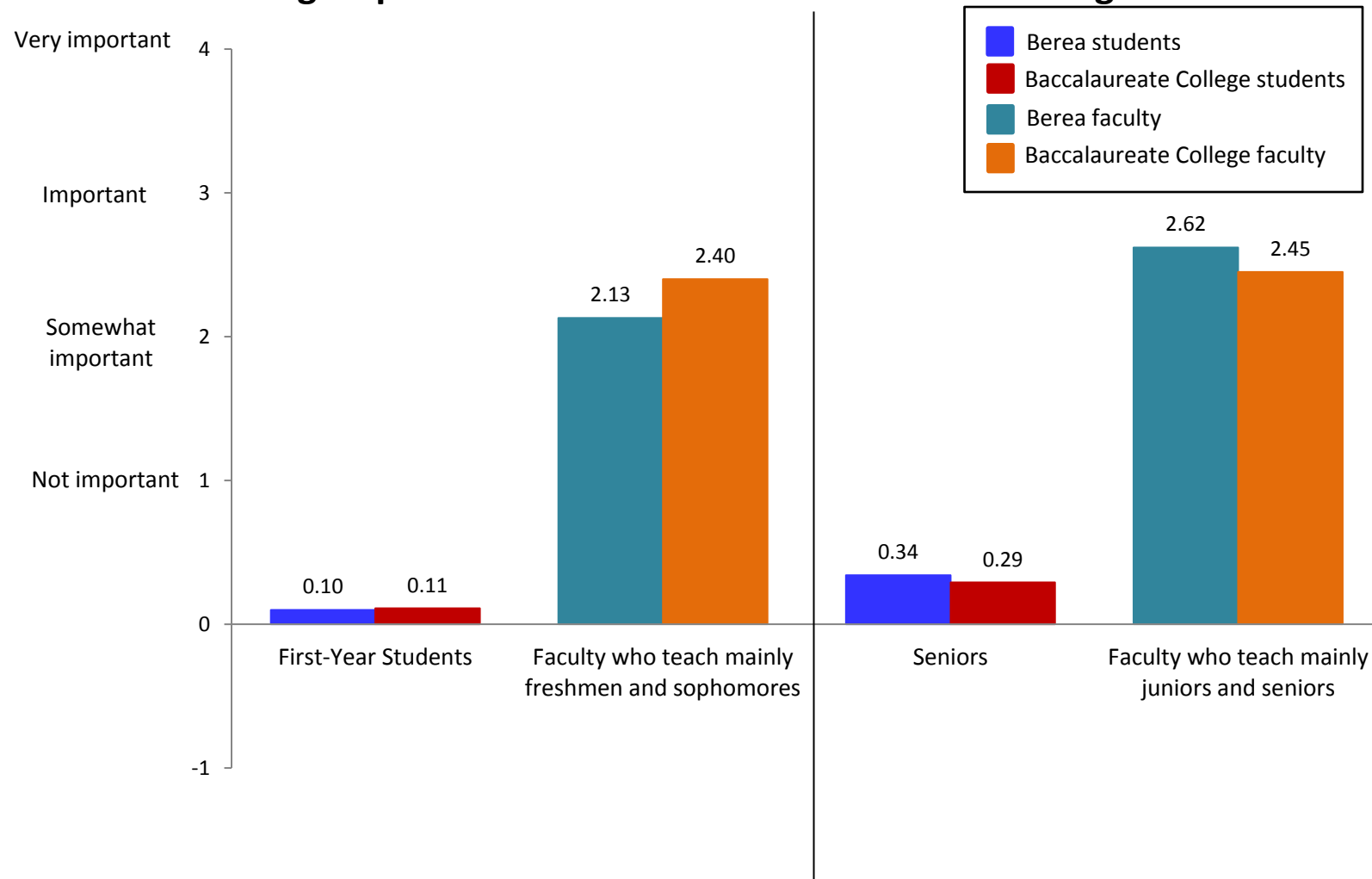
Faculty: 56%

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

FSSE: How important is it to you that undergraduates at your institution do the following ...?

NSSE: Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together



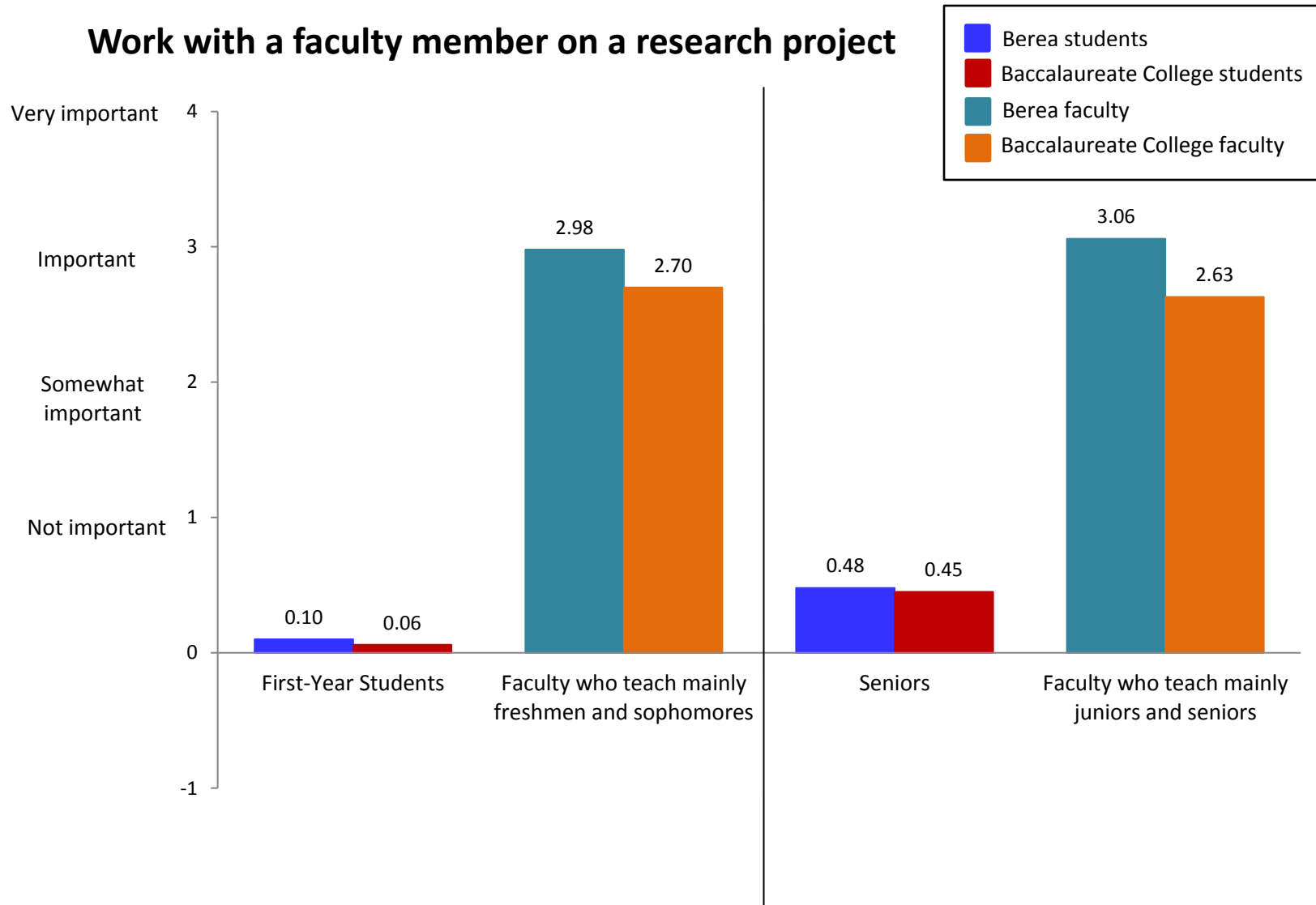
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Faculty: 56%

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

FSSE: How important is it to you that undergraduates at your institution do the following ...?
 NSSE: Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project



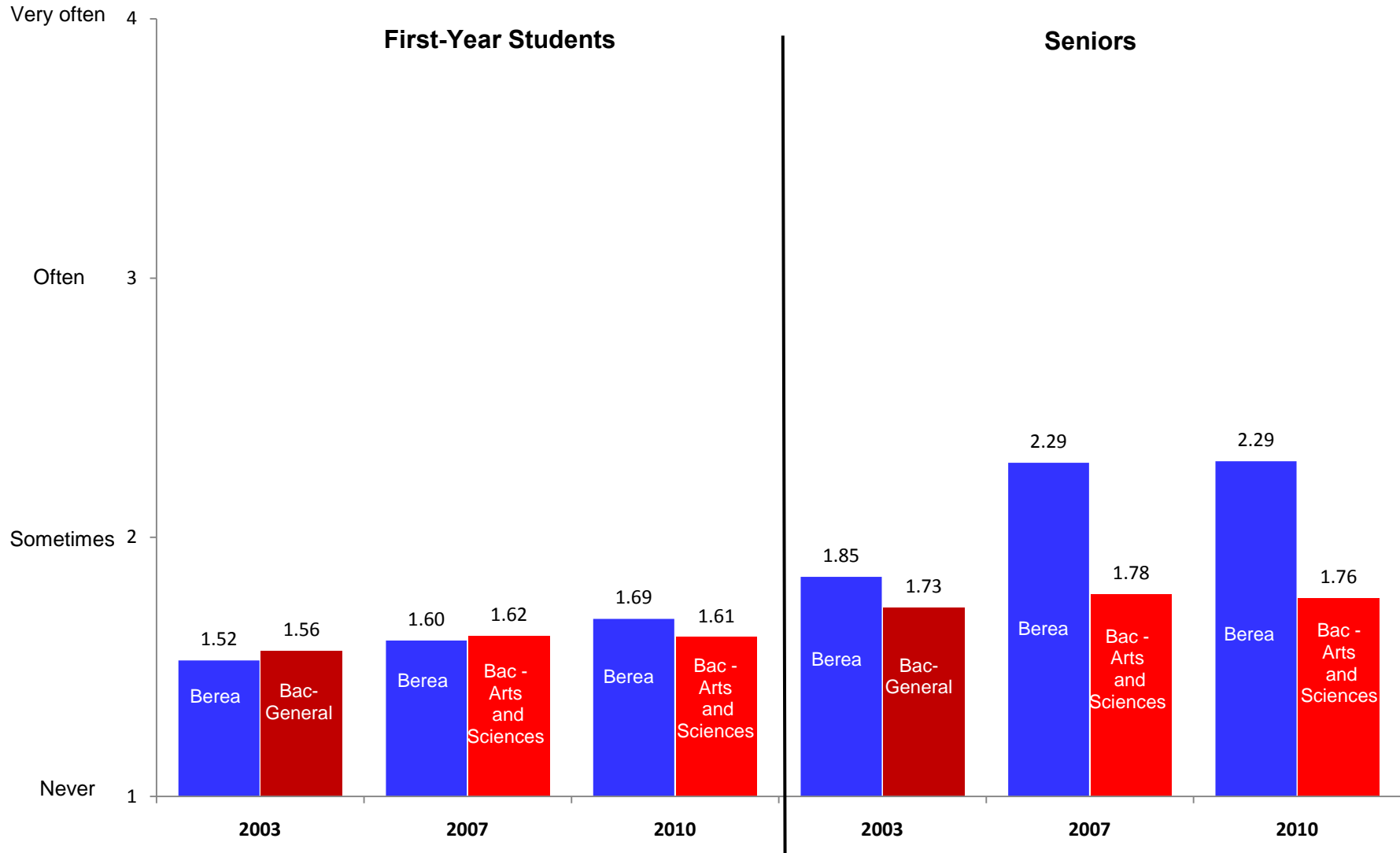
Response Rates:

Faculty: 56%

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

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

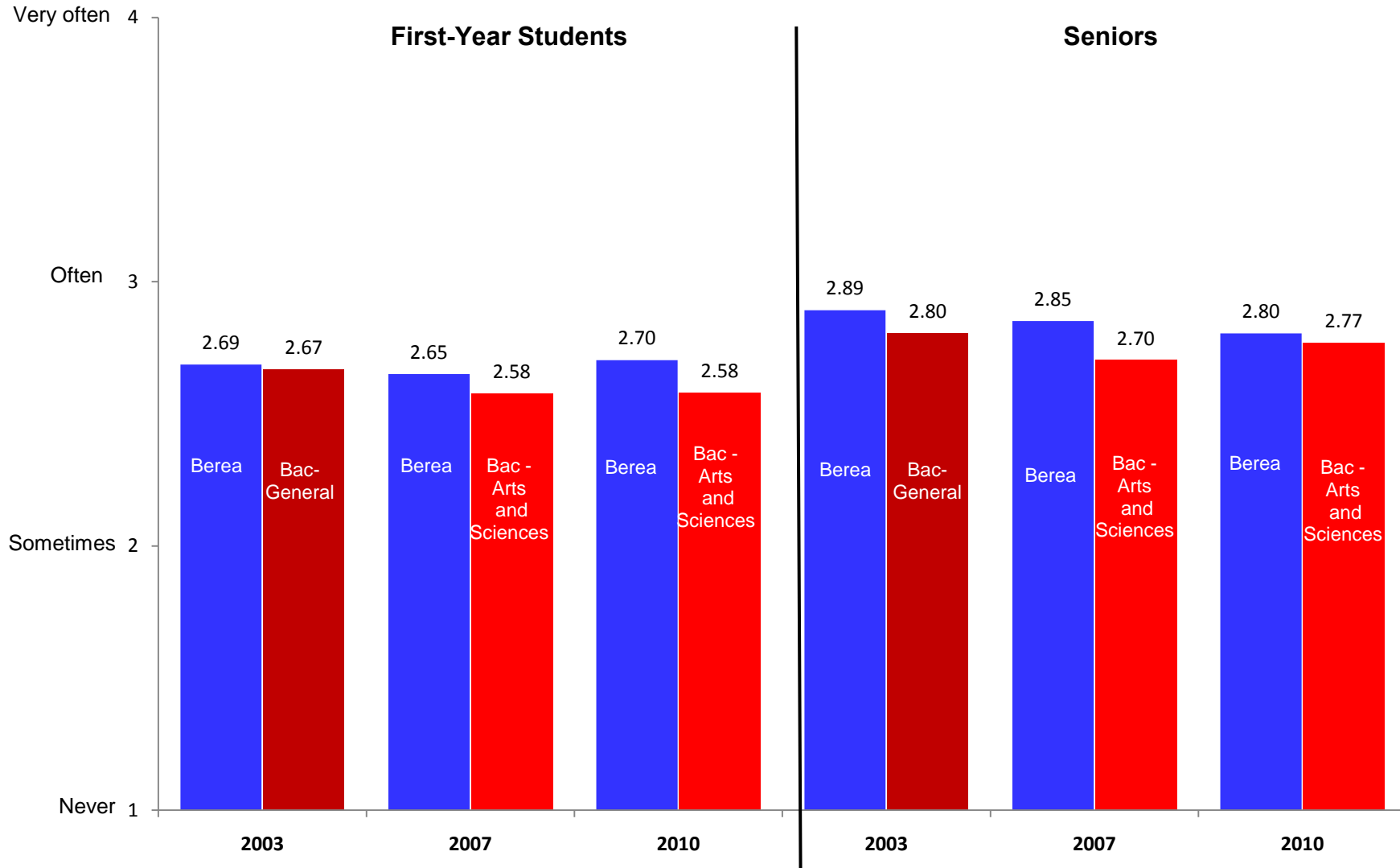
**Participated in a community-based project
 (e.g. service learning) as part of a regular course**



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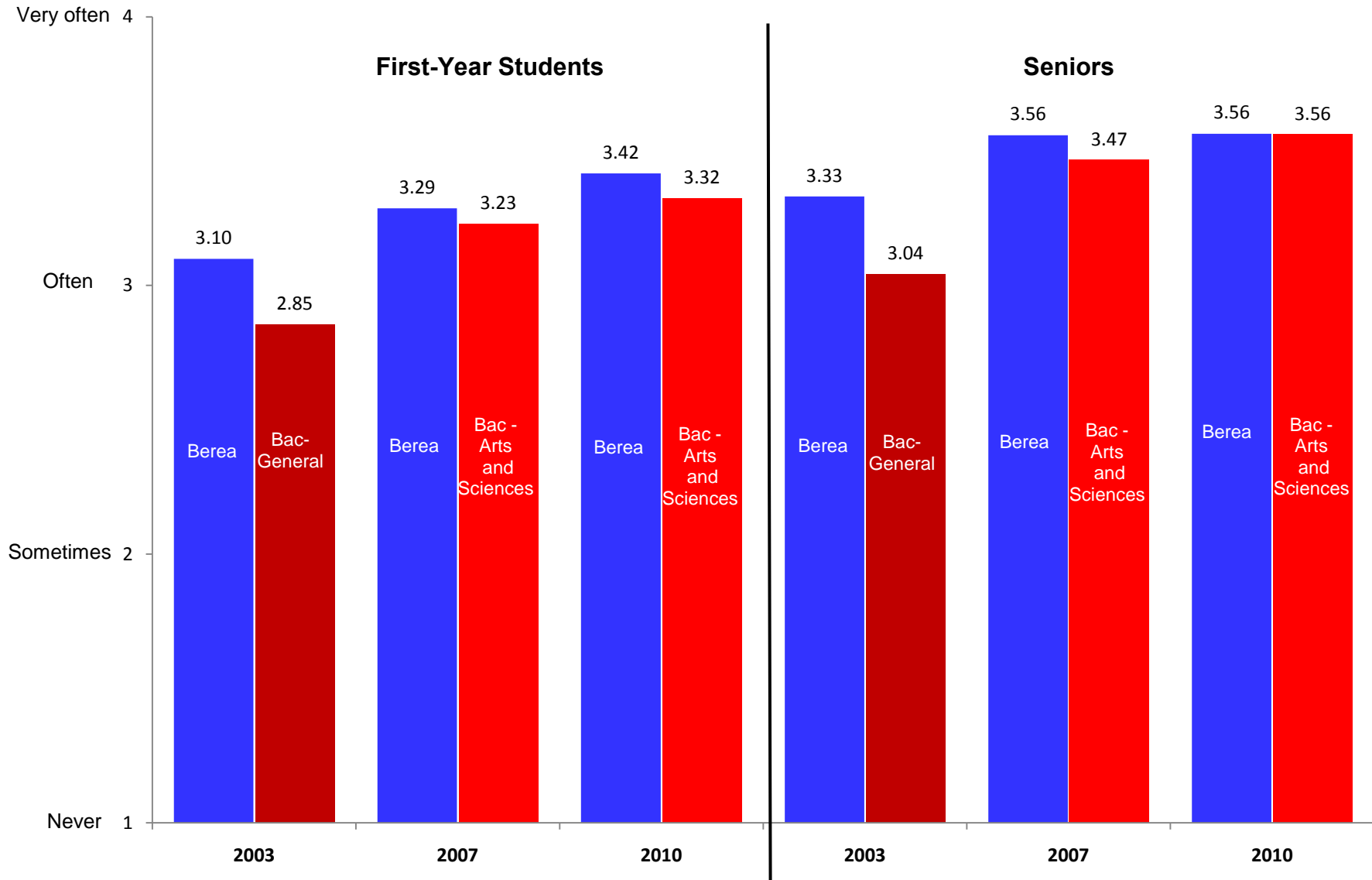
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment



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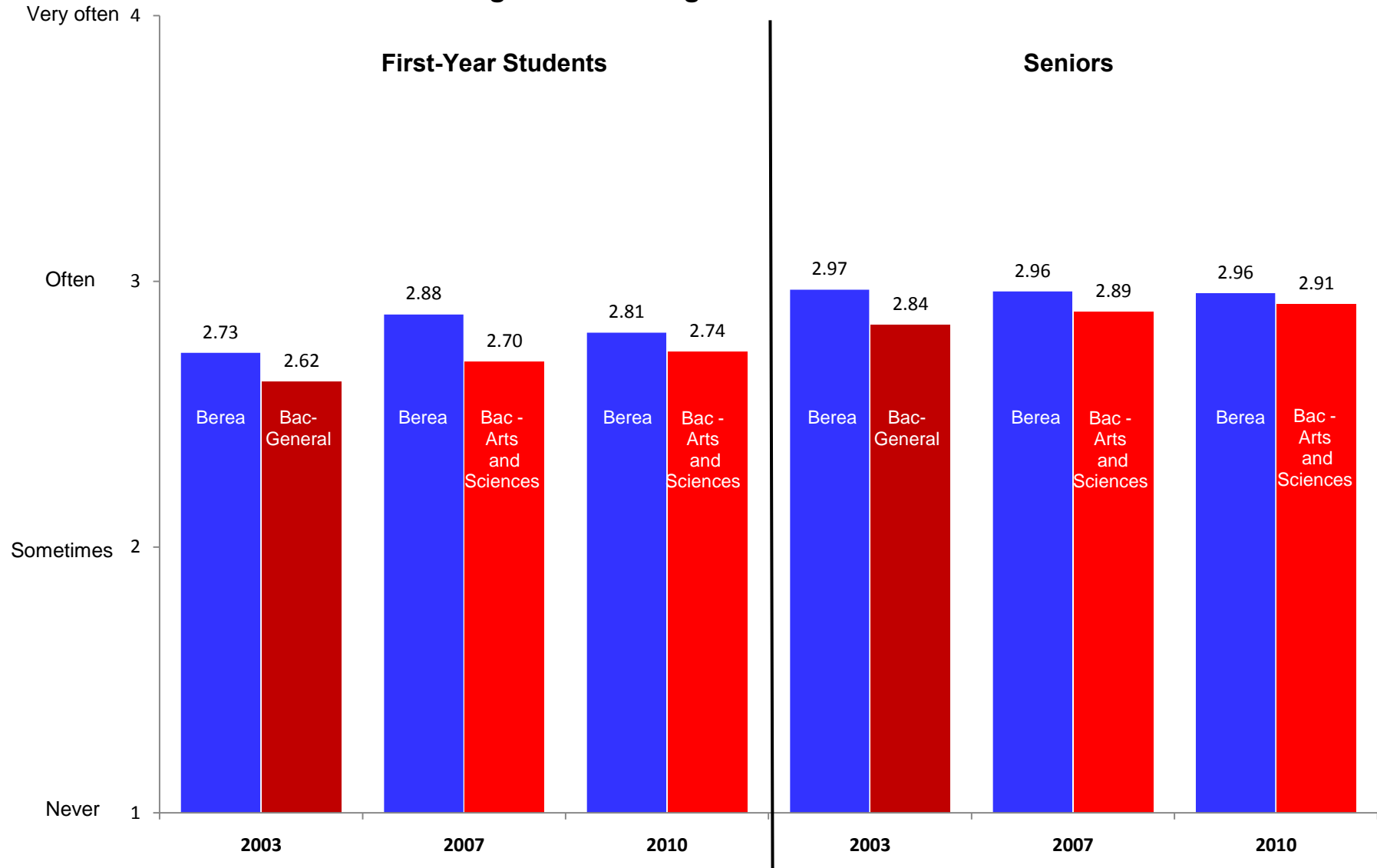
Used e-mail to communicate with an instructor



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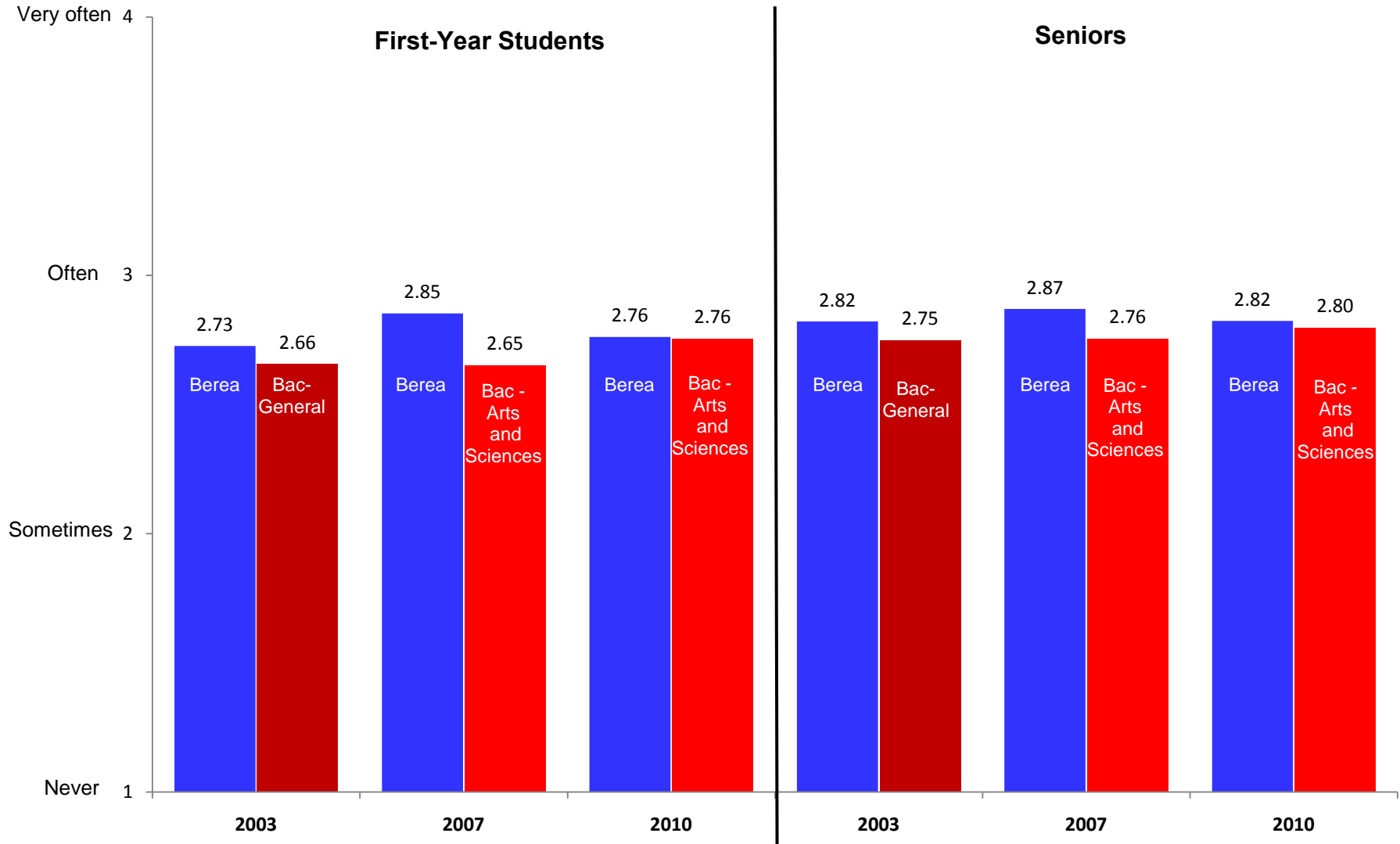
Discussed grades or assignments with an instructor



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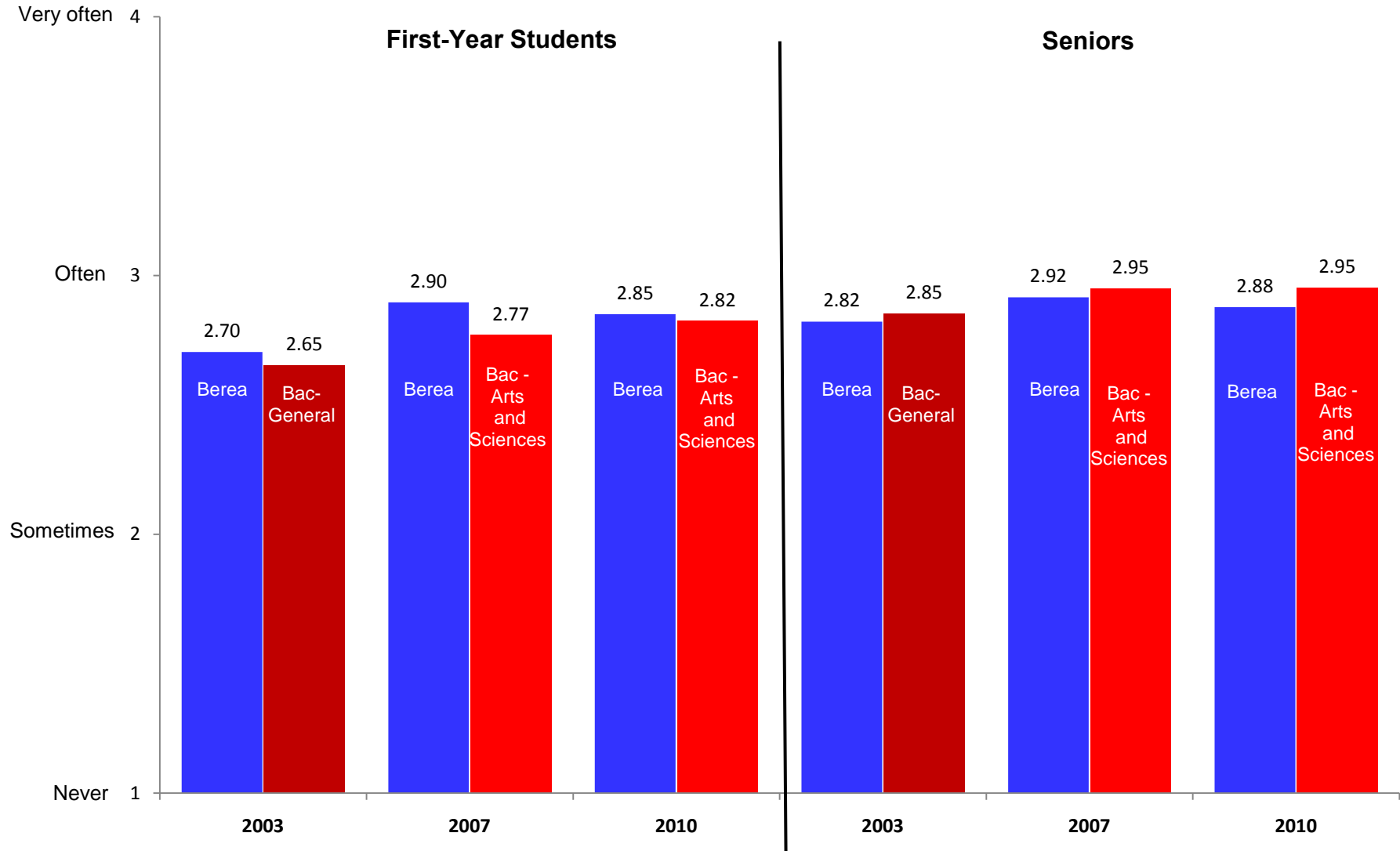
Worked harder than you thought you could to meet an instructor's standards or expectations.



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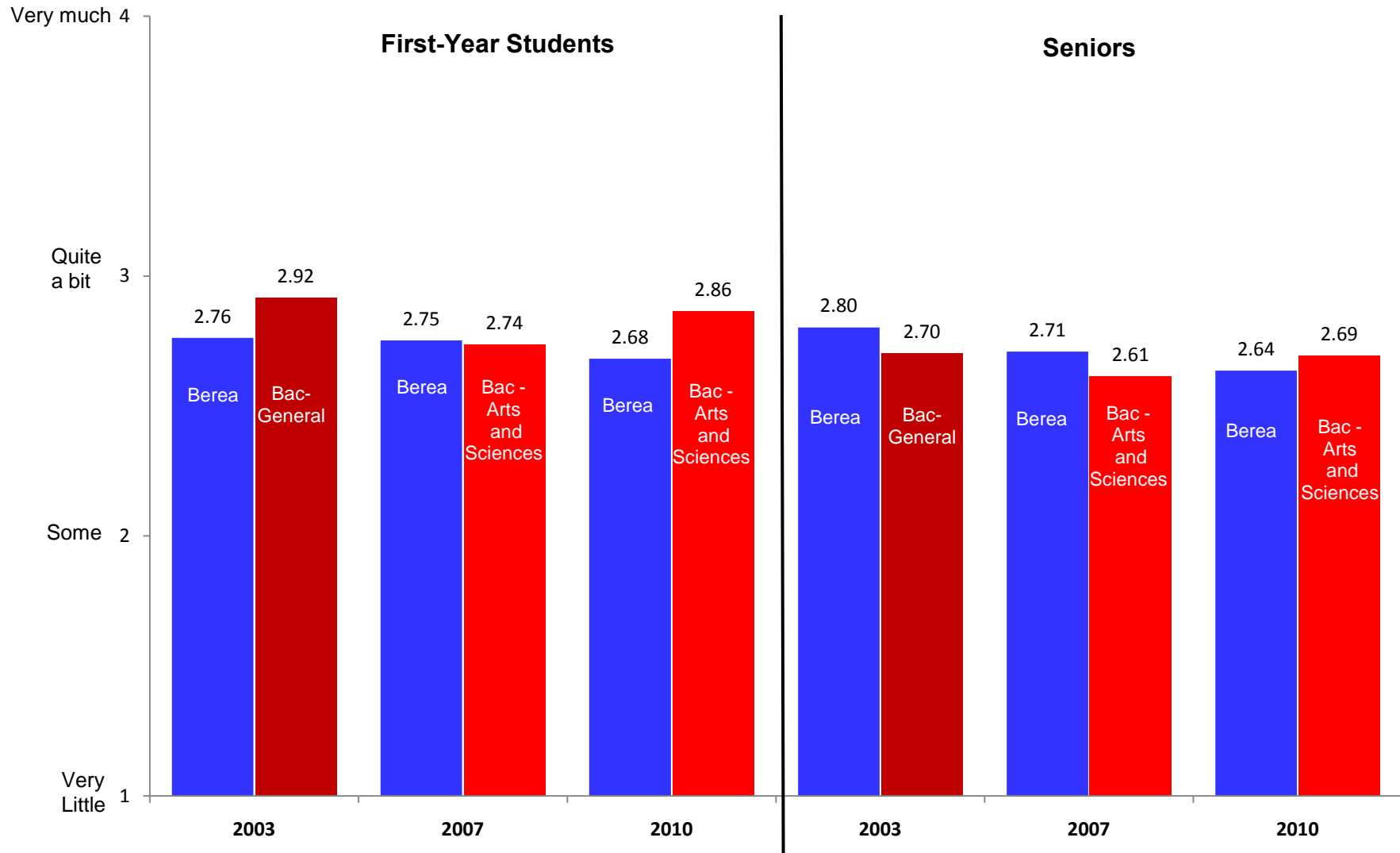
Received prompt written or oral feedback from faculty on your academic performance



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

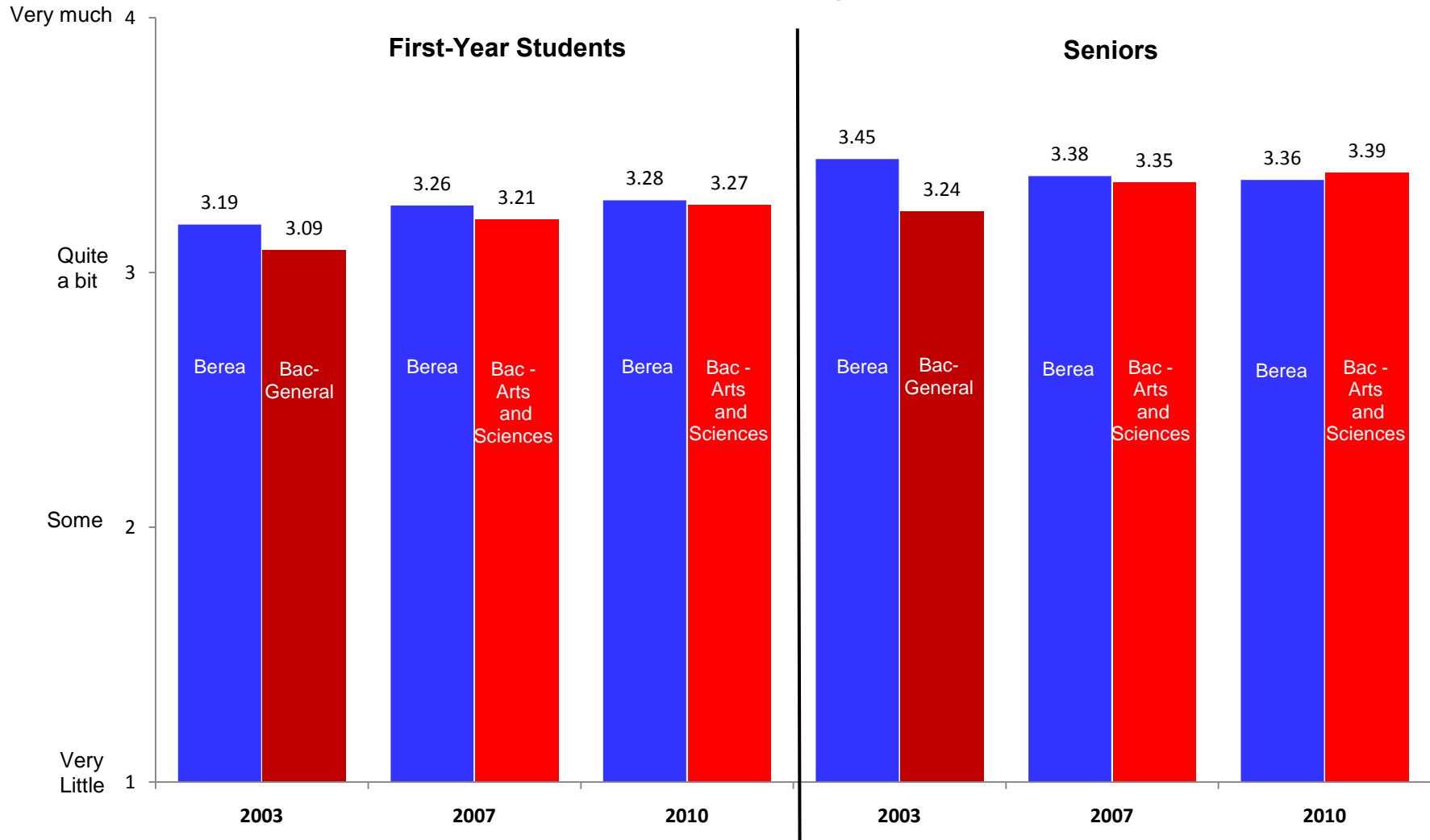
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form



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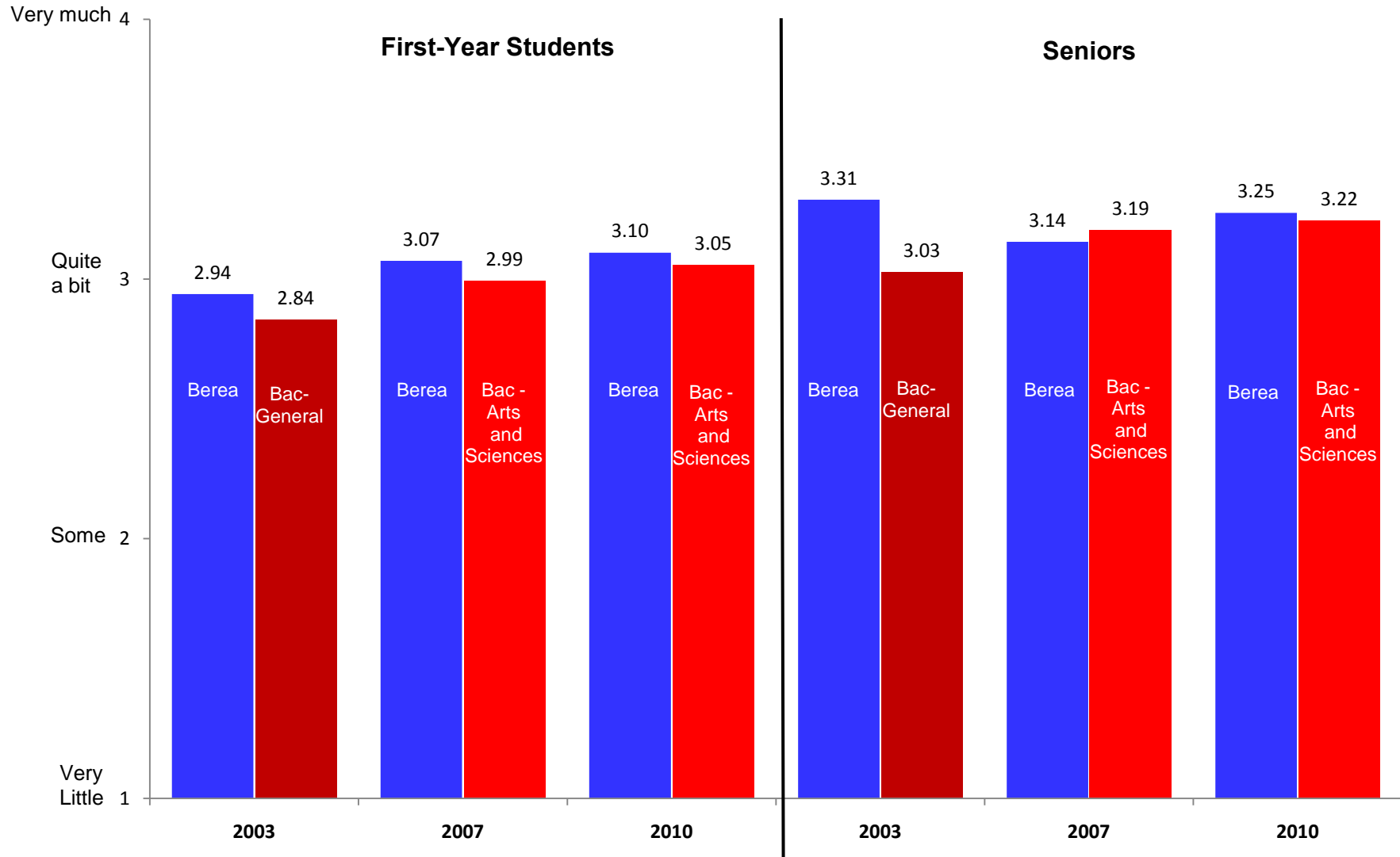
Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components



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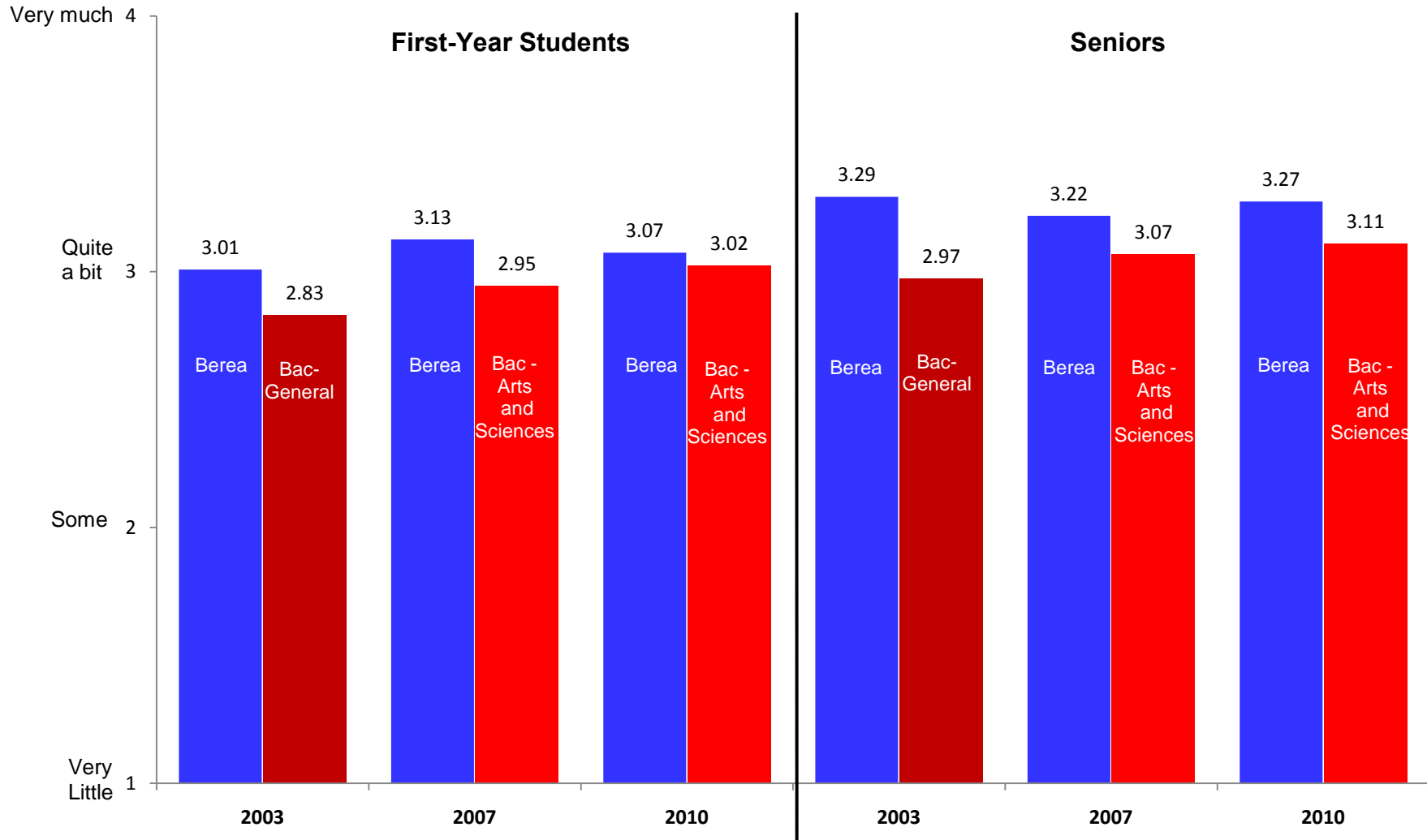
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships



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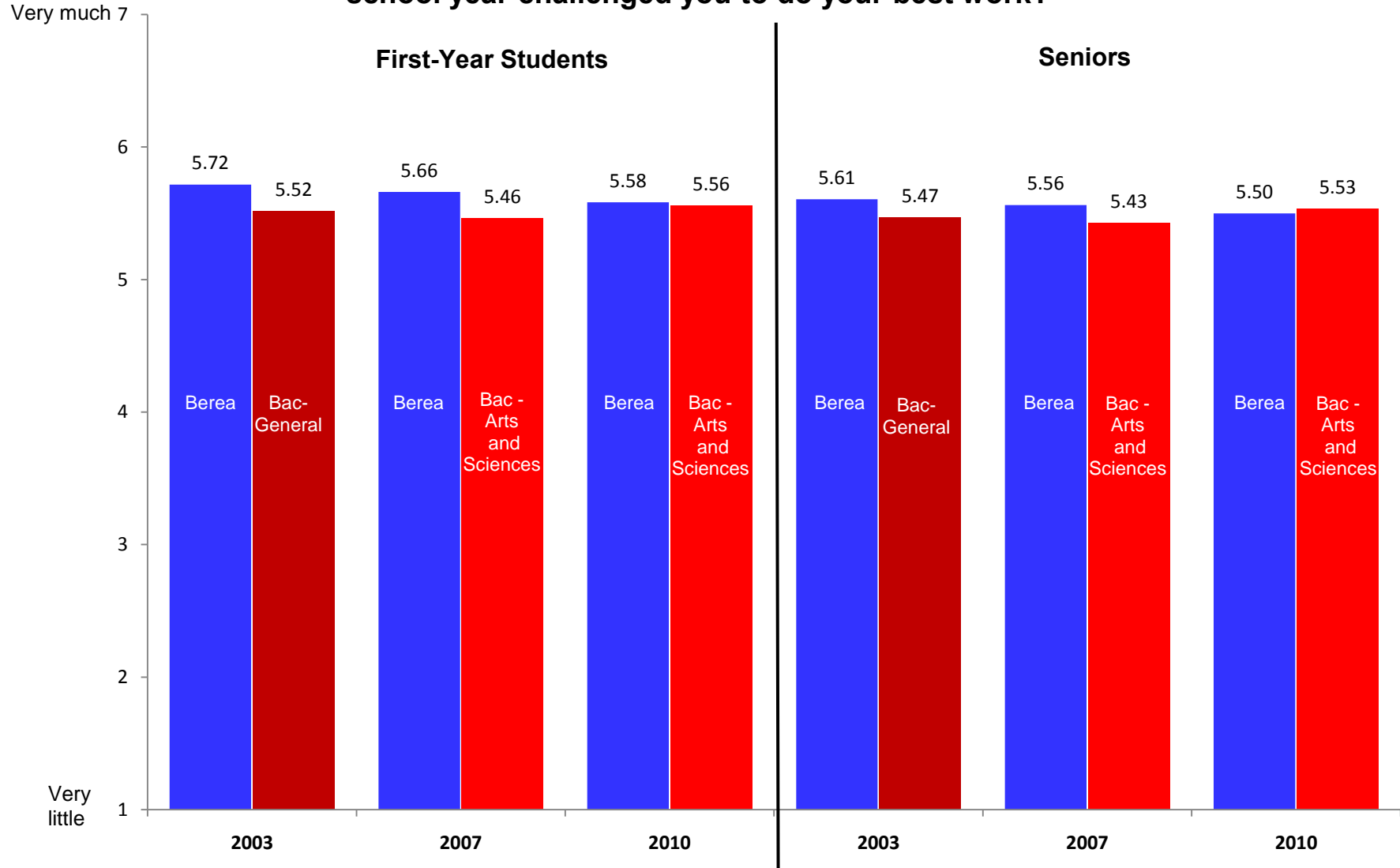
During the current school year, how much has your coursework emphasized the following mental activities?

Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions



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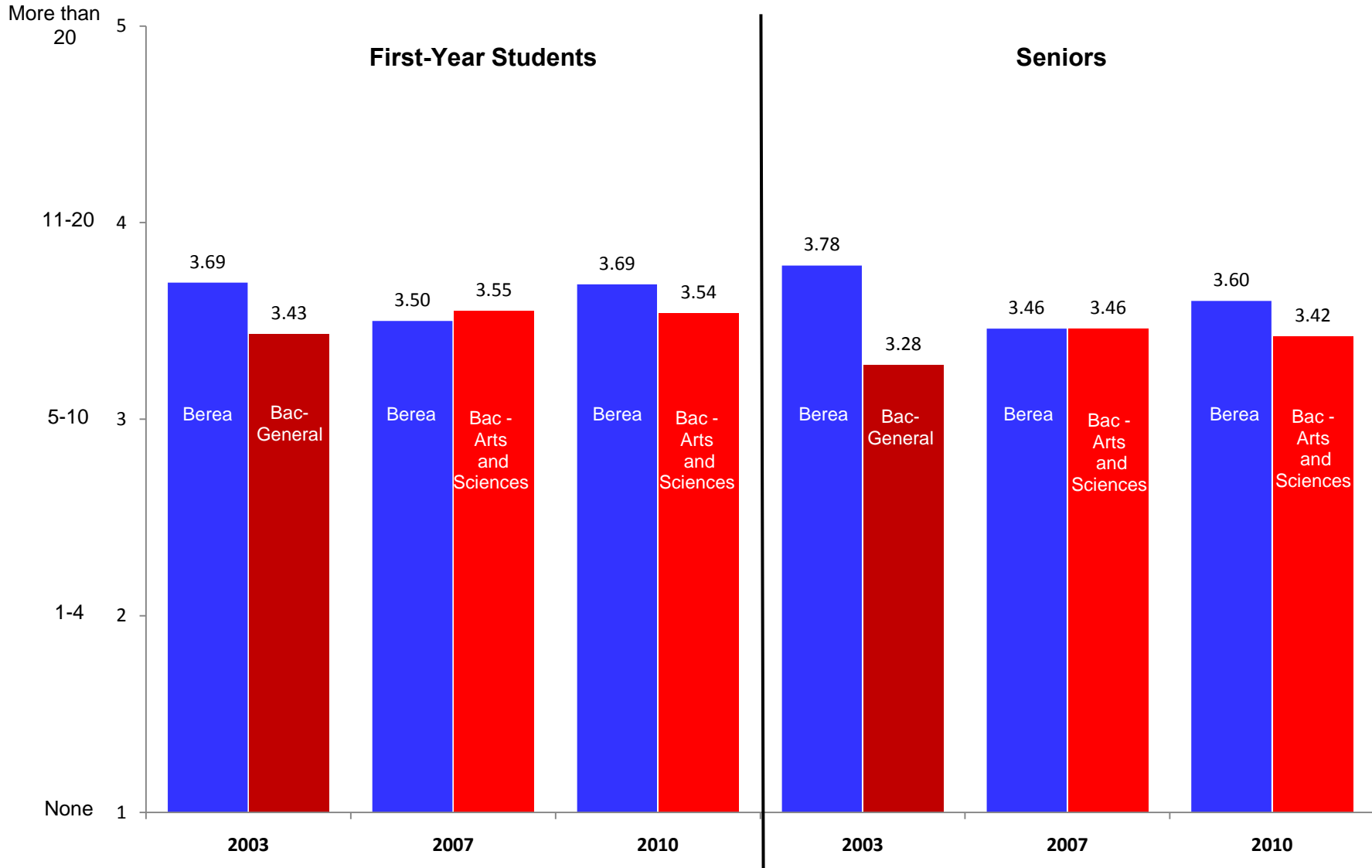
To what extent have your examinations during the current school year challenged you to do your best work?



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During the current school year, about how much reading and writing have you done?

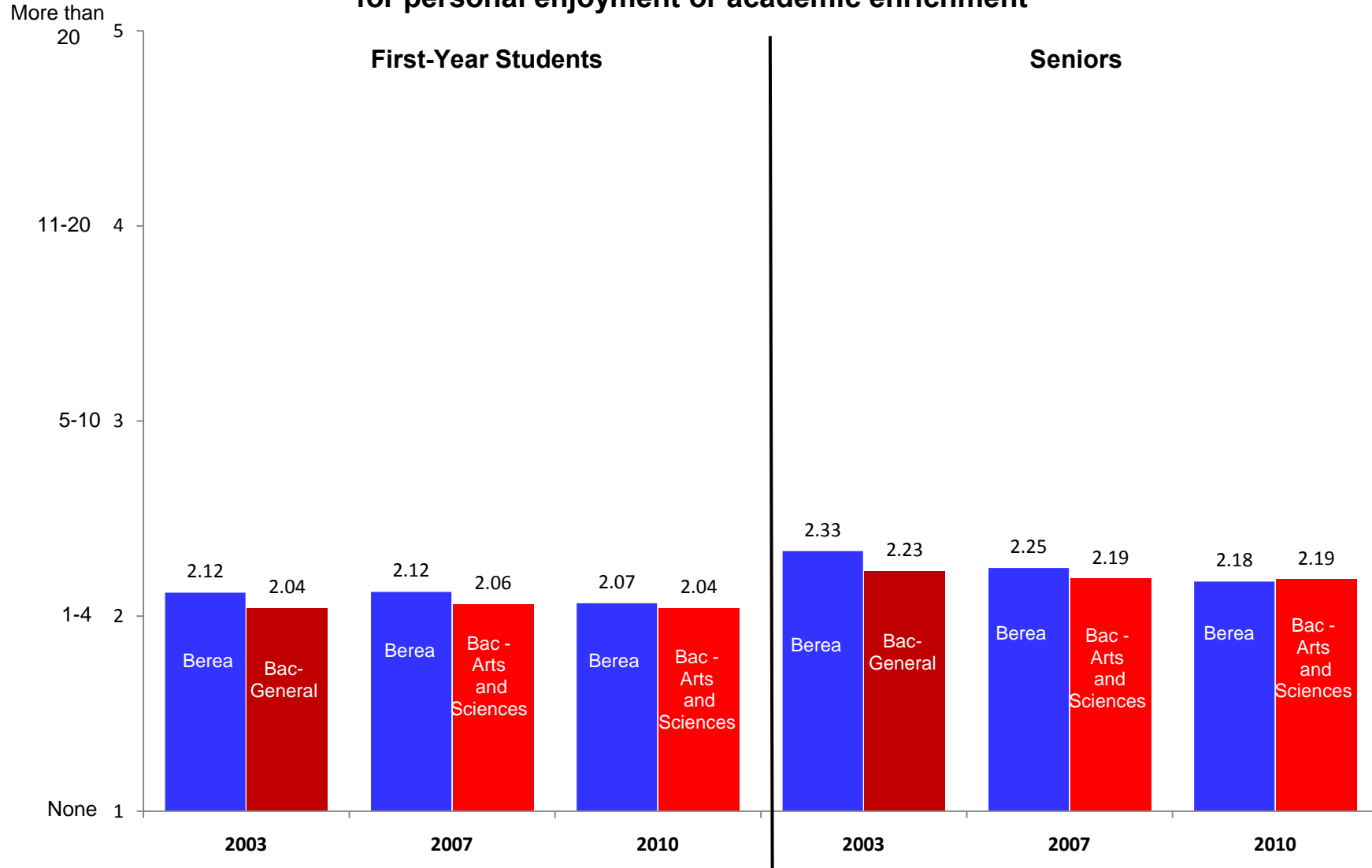
Number of assigned textbooks, books, or book-length packs of course readings



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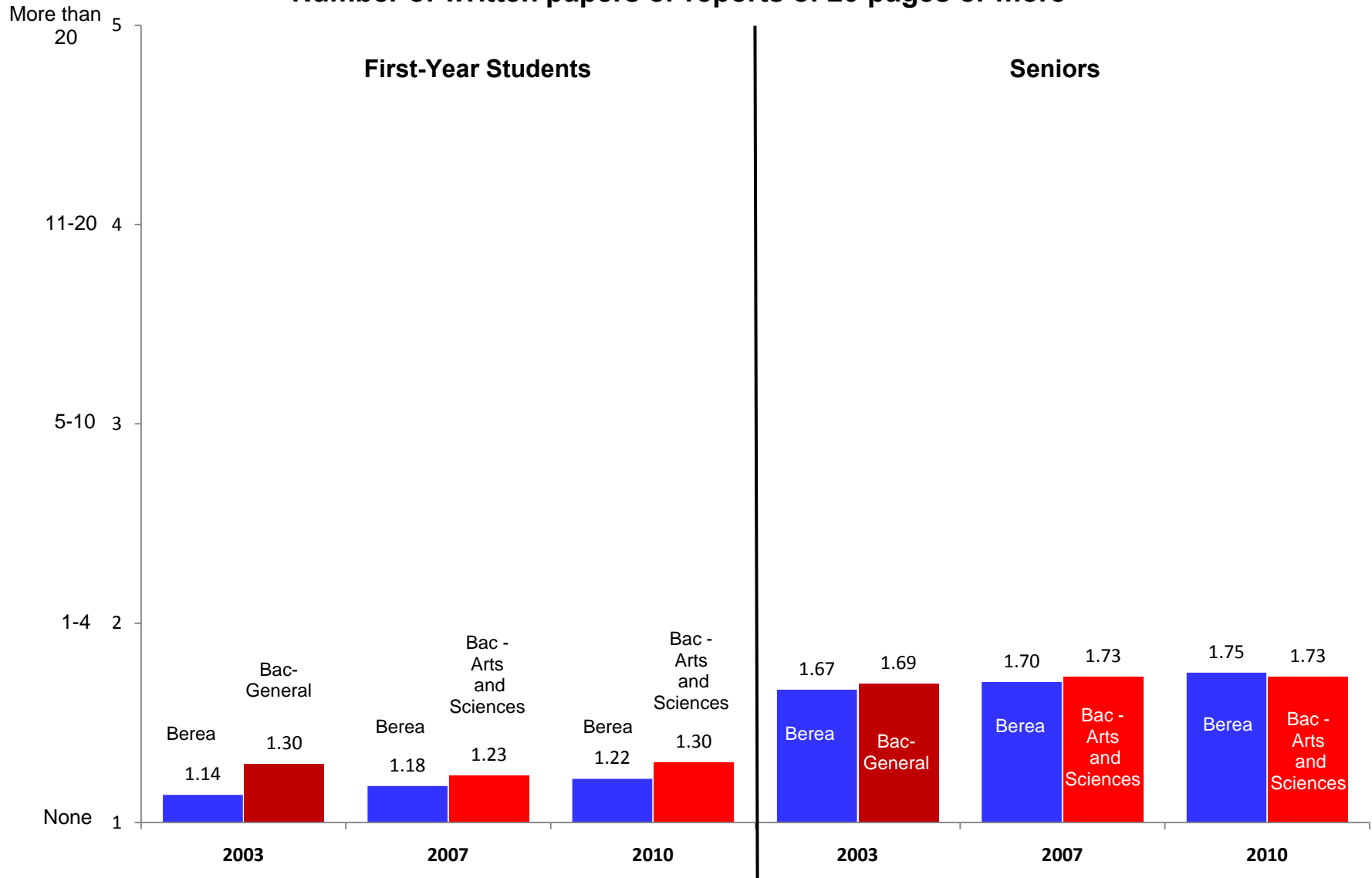
**Number of books read on your own (not assigned)
 for personal enjoyment or academic enrichment**



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During the current school year, about how much reading and writing have you done?

Number of written papers or reports of 20 pages or more

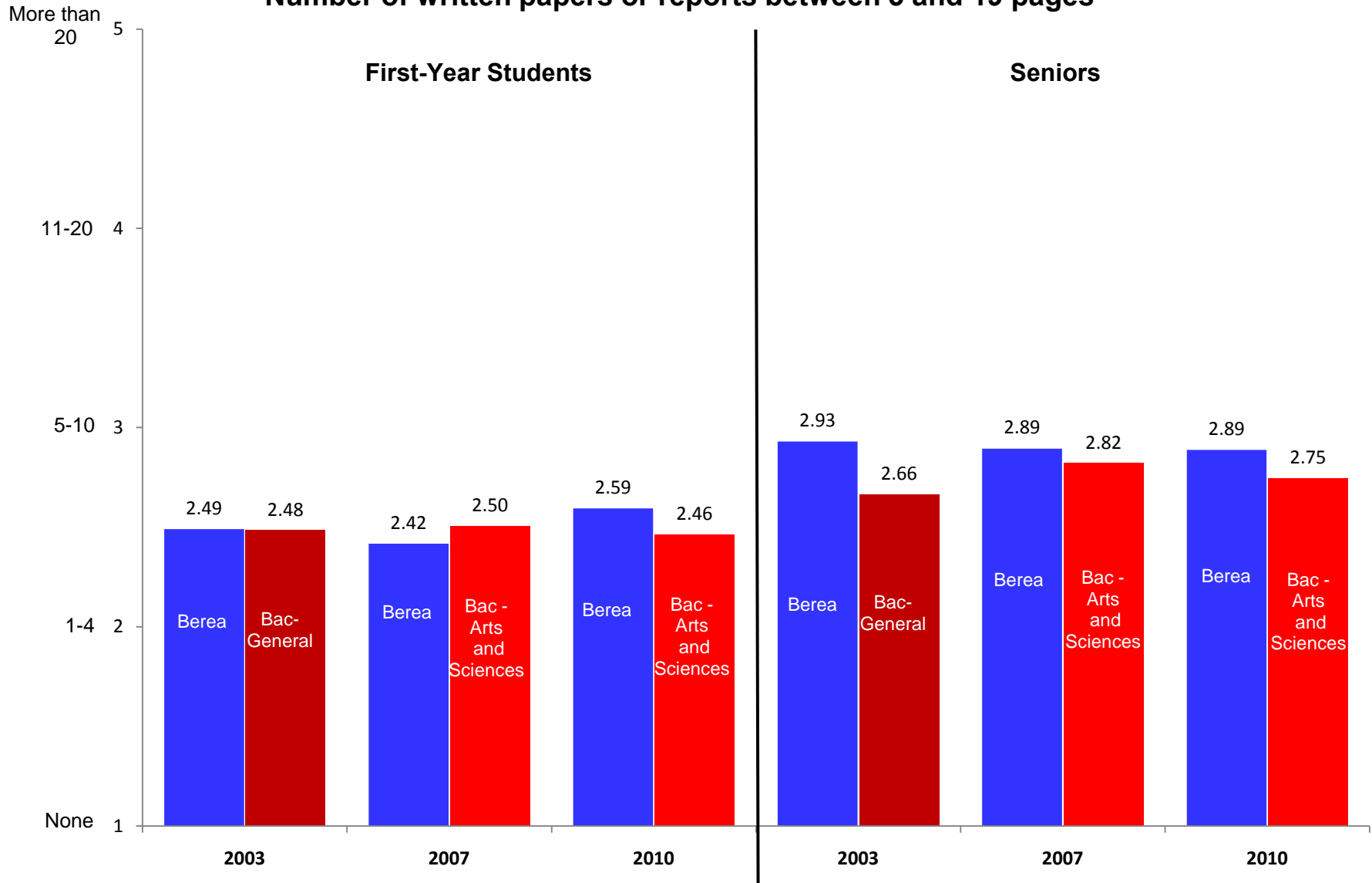


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National Survey of Student Engagement (NSSE)
 Response Rates: 2003: 57%; 2007: 79%; 2010: 64%

During the current school year, about how much reading and writing have you done?

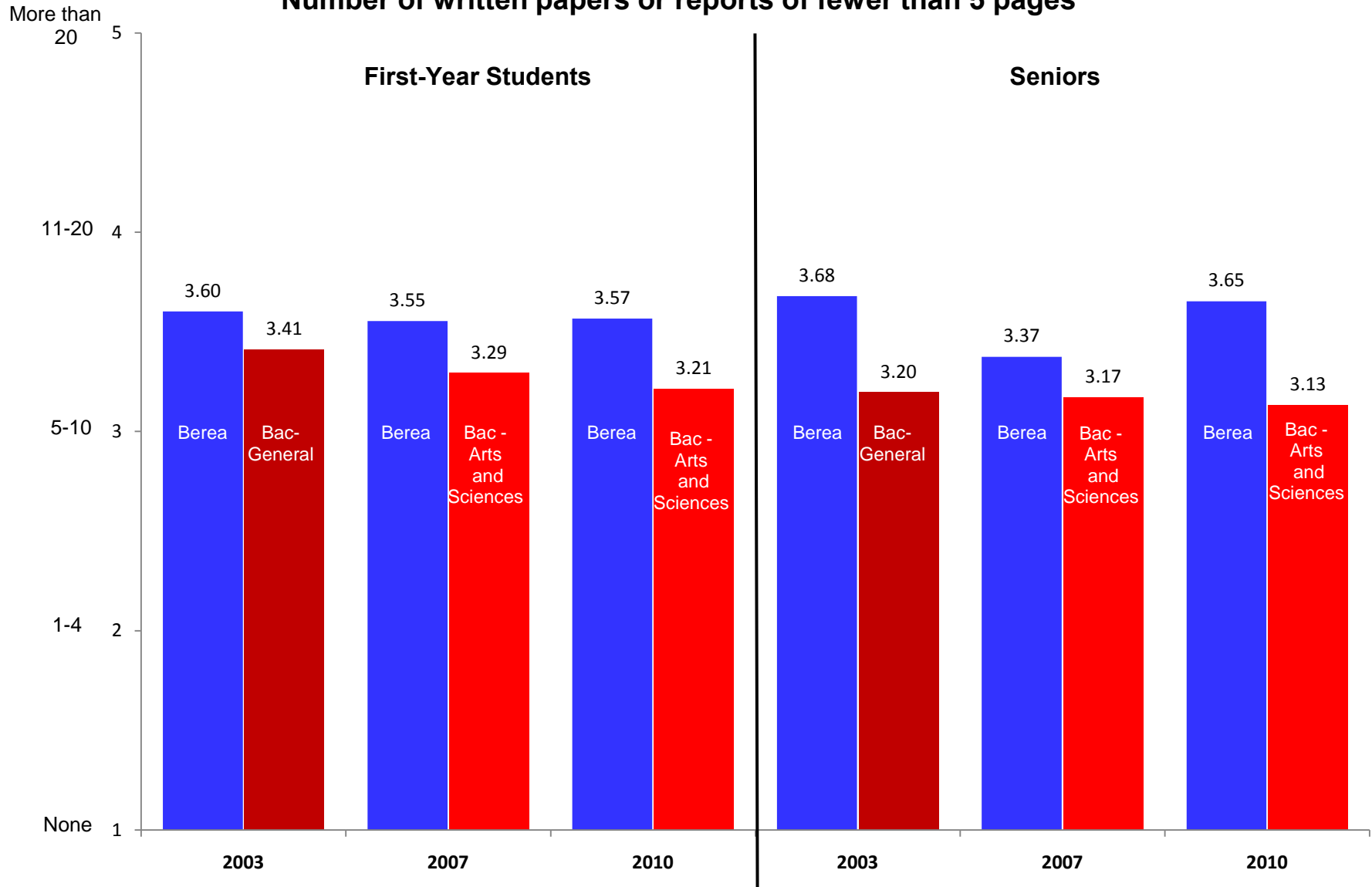
Number of written papers or reports between 5 and 19 pages



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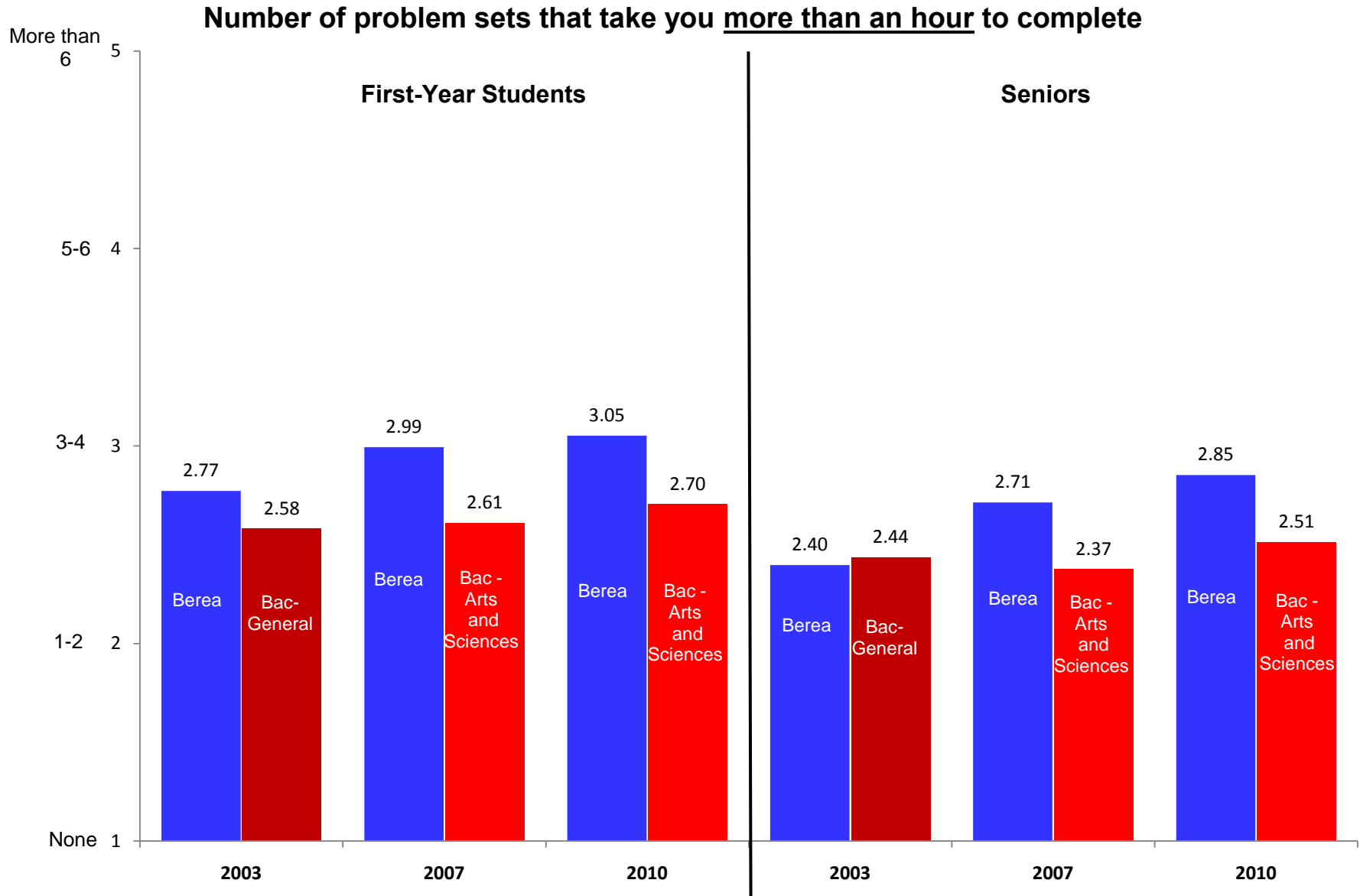
Number of written papers or reports of fewer than 5 pages



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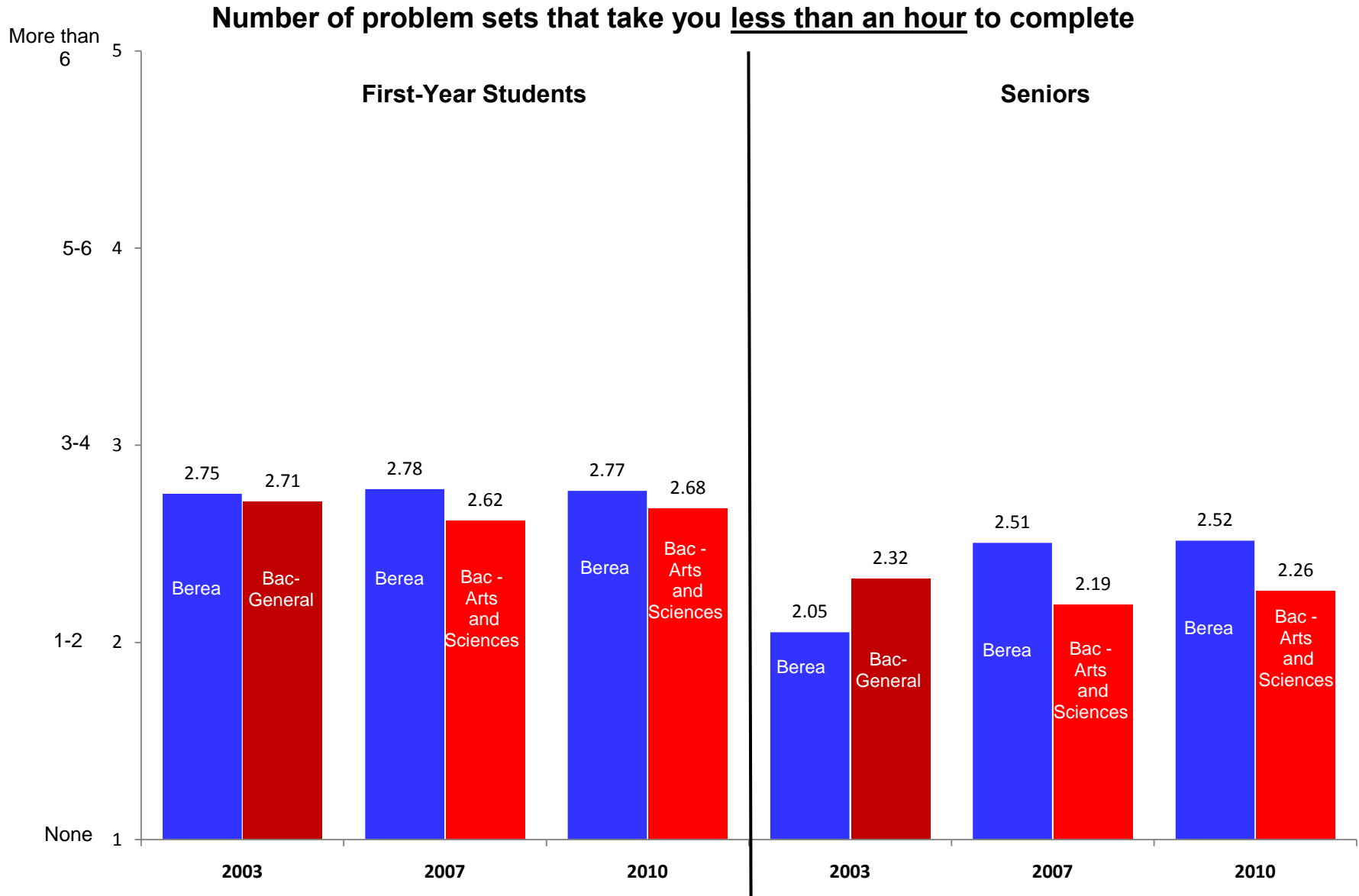
In a typical week, how many homework problem sets do you complete?



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

All Students



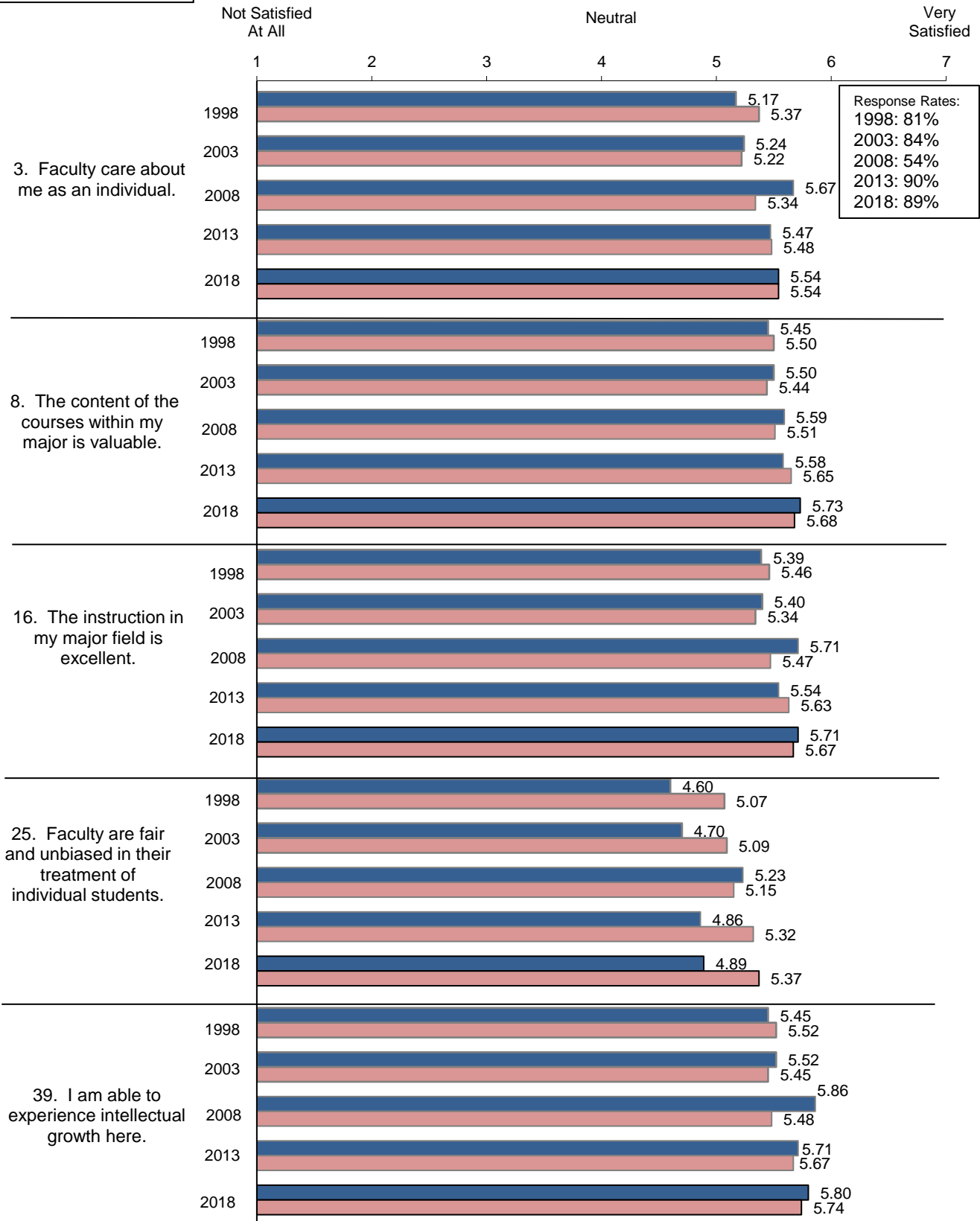
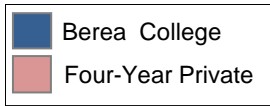
[Click to see survey instruments](#)

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:
Instructional Effectiveness

Noel-Levitz Student Satisfaction Inventory



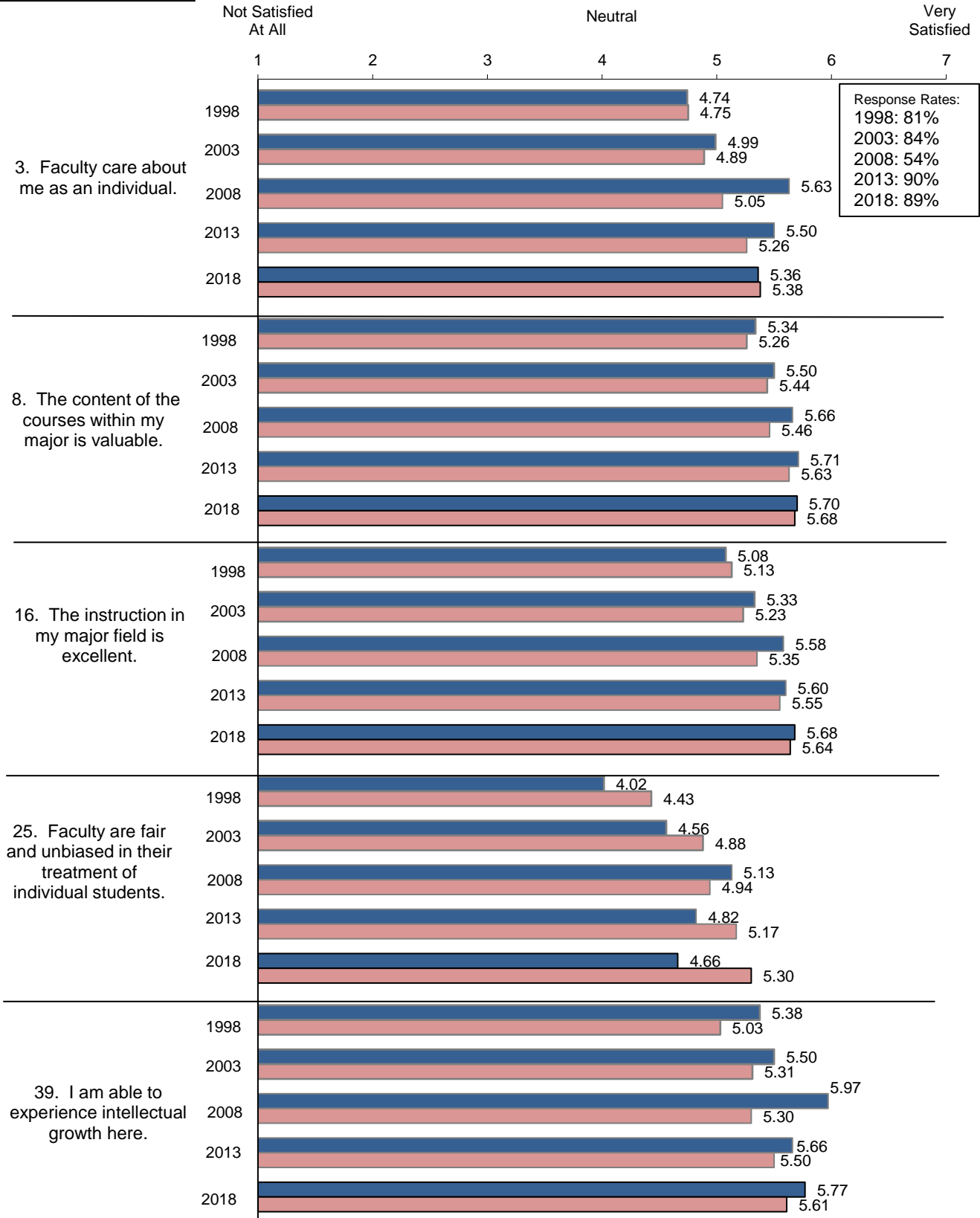
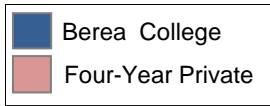
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African-American Students

Berea College vs. Four-Year Private Institutions

Satisfaction Ratings within Item Group: *Instructional Effectiveness*

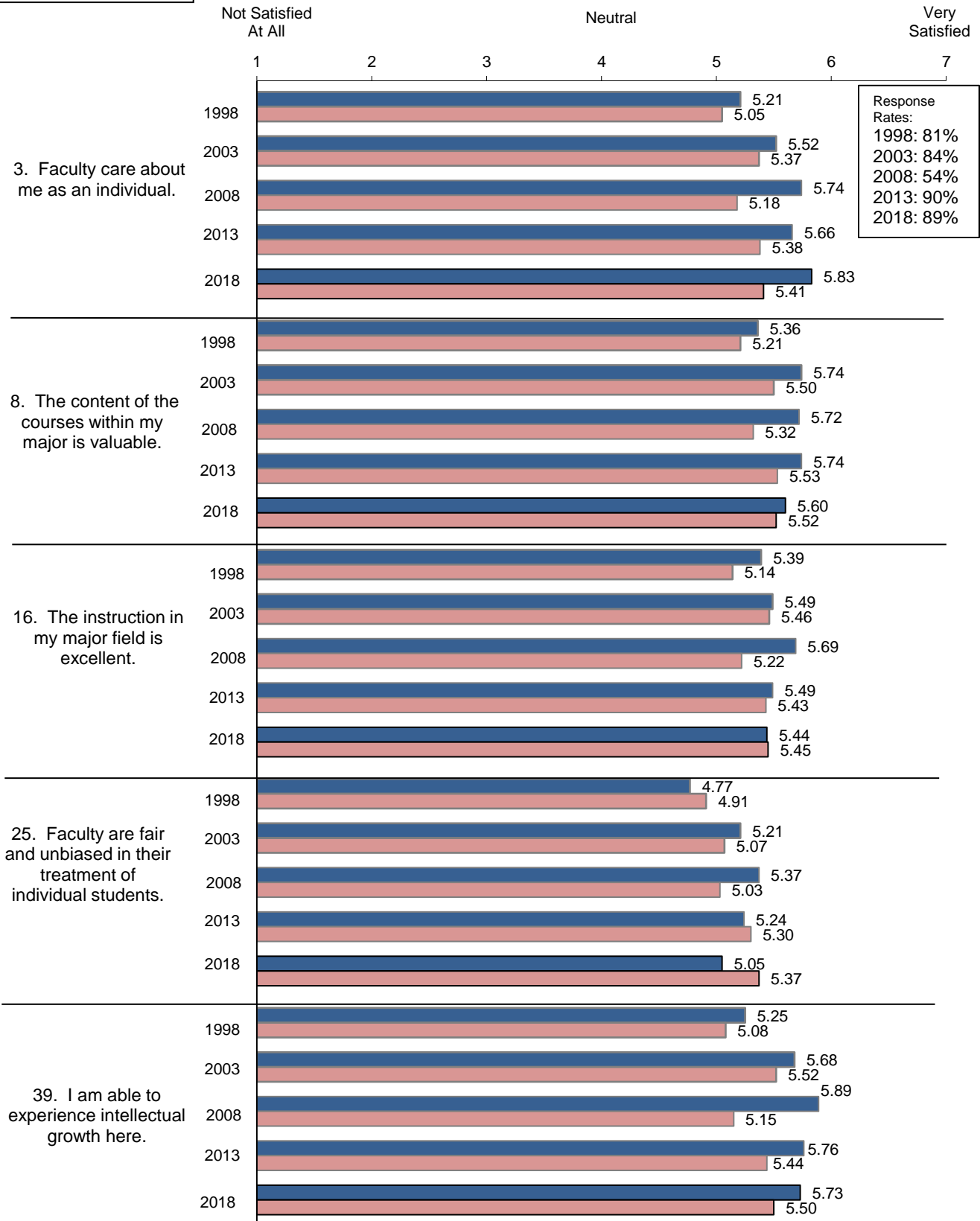
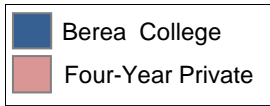
Noel-Levitz Student Satisfaction Inventory



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

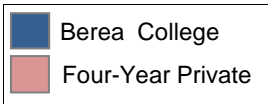
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Satisfaction Inventory



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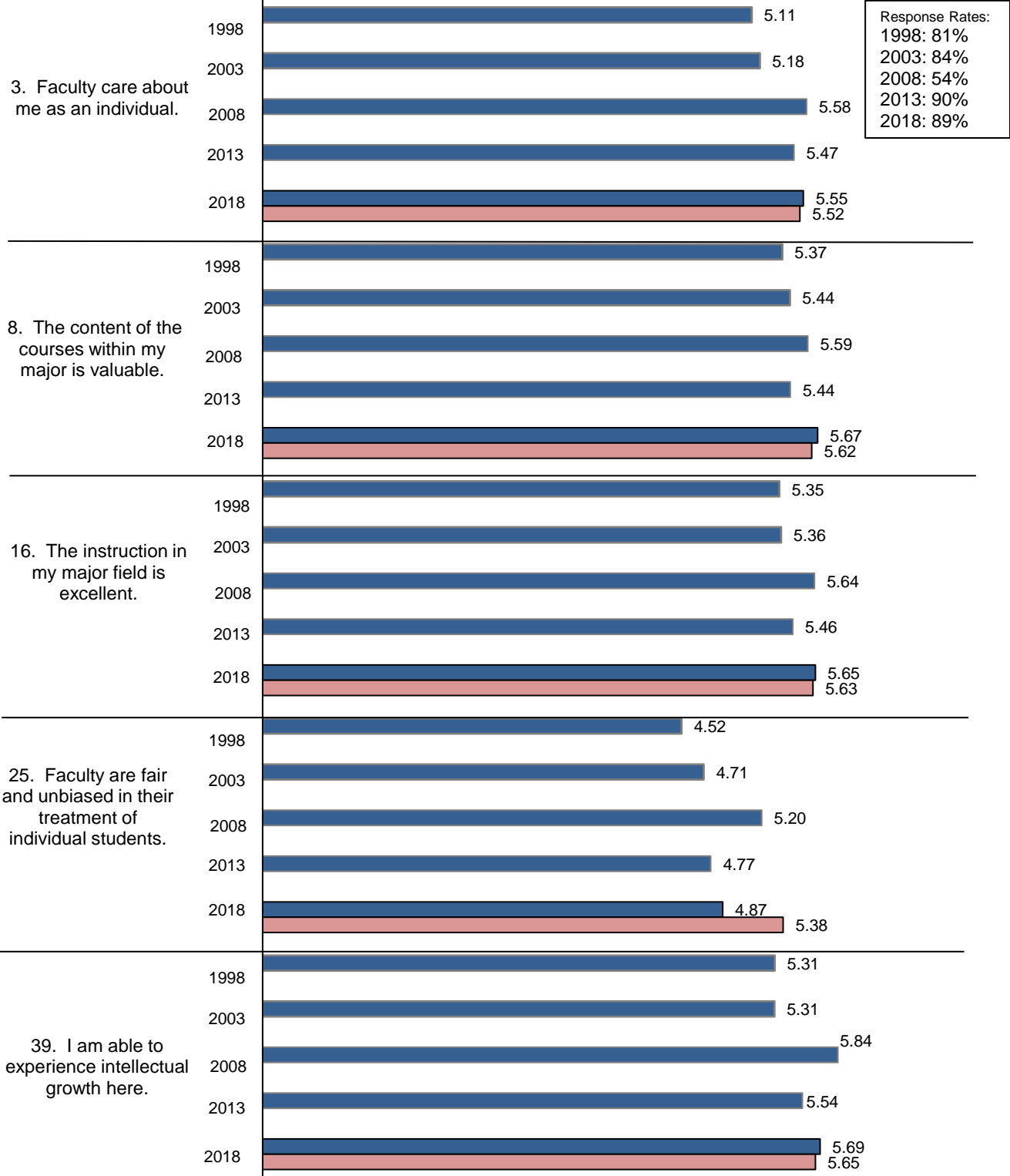
Male Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

Noel-Levitz Student Satisfaction Inventory



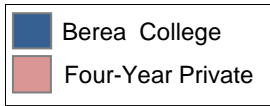
National data not available prior to 2018.

Not Satisfied At All 1 2 3 4 5 6 7 Very Satisfied

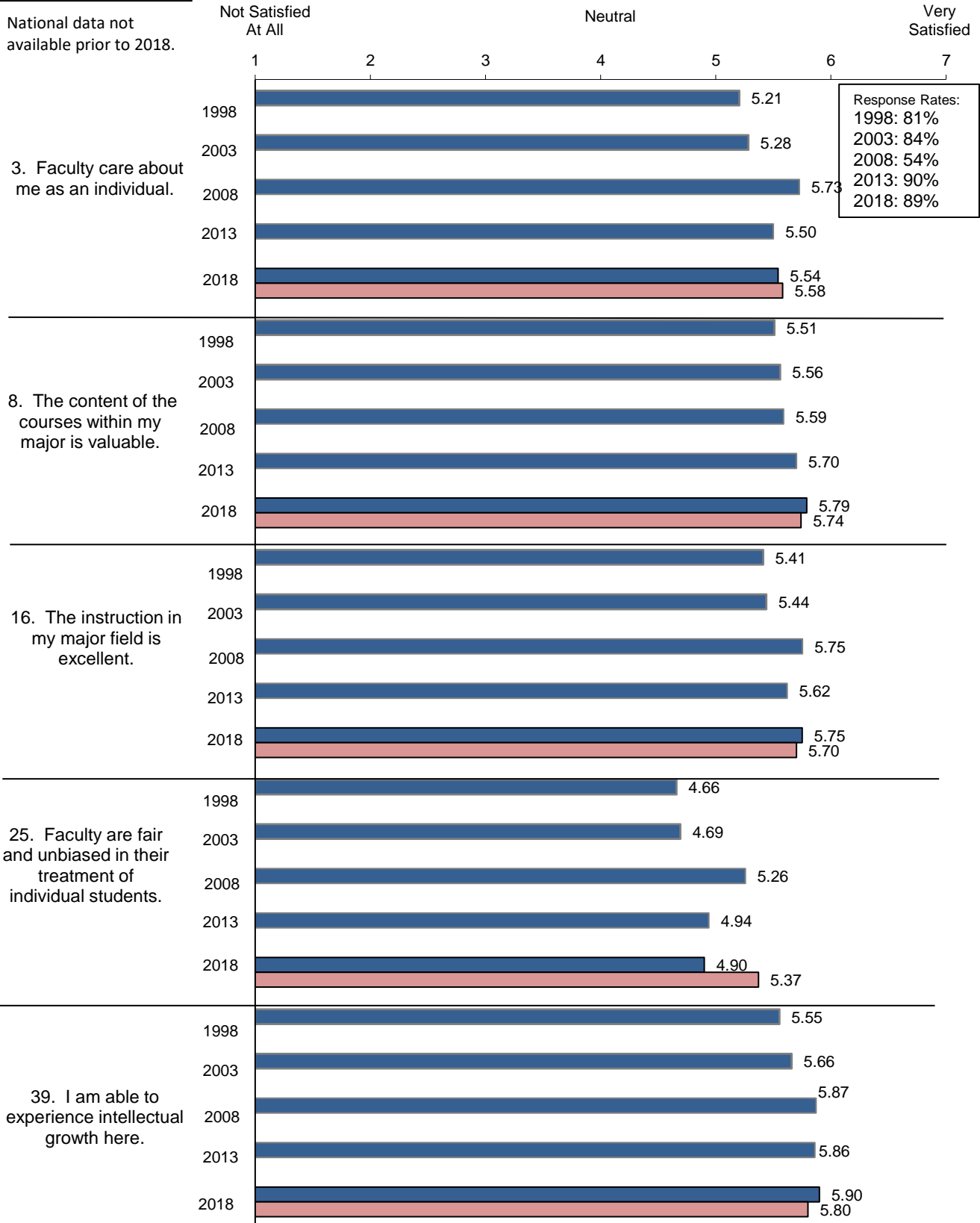


Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

Noel-Levitz Student
Satisfaction Inventory



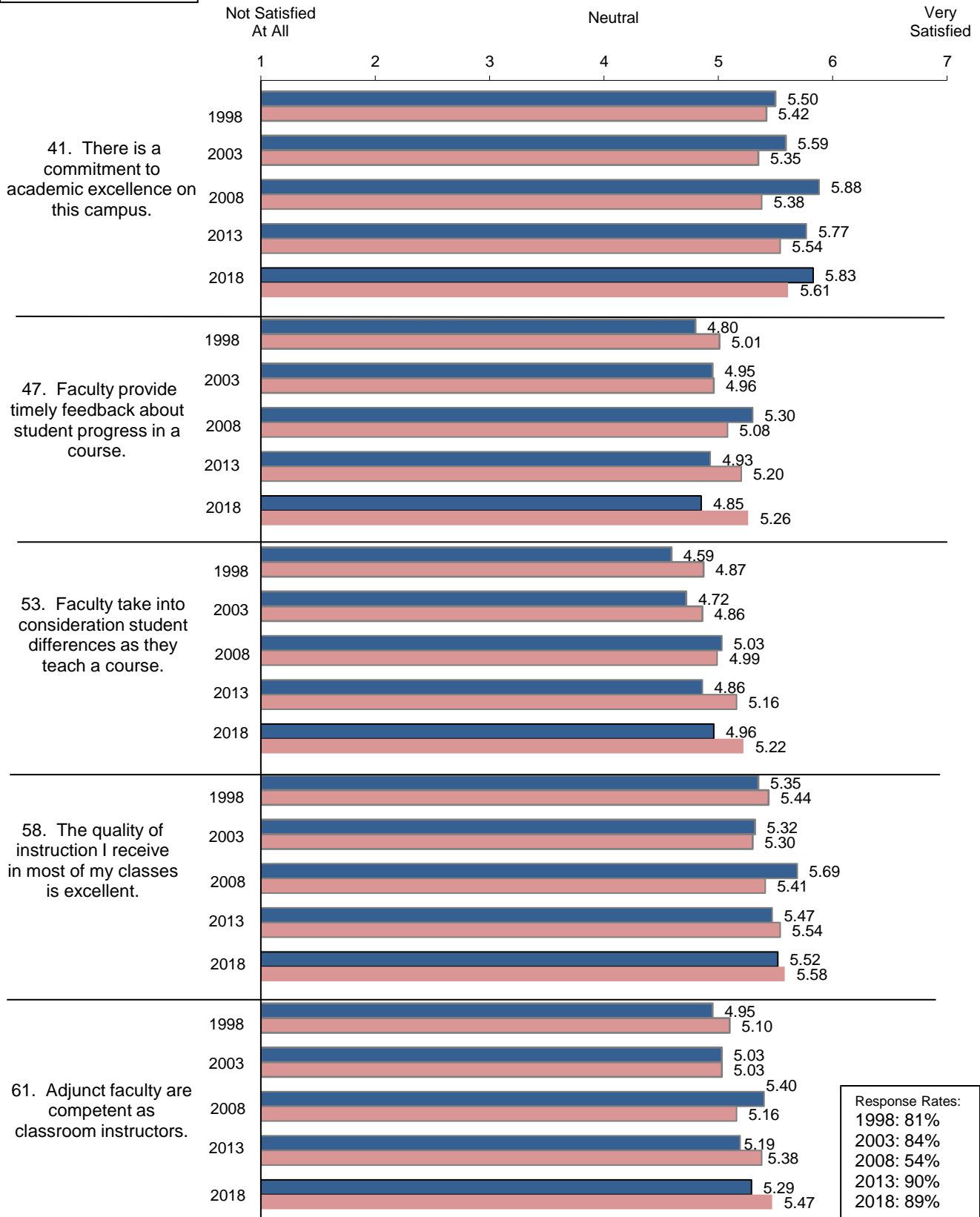
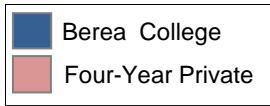
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All Students
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Satisfaction Ratings within Item Group:
Instructional Effectiveness

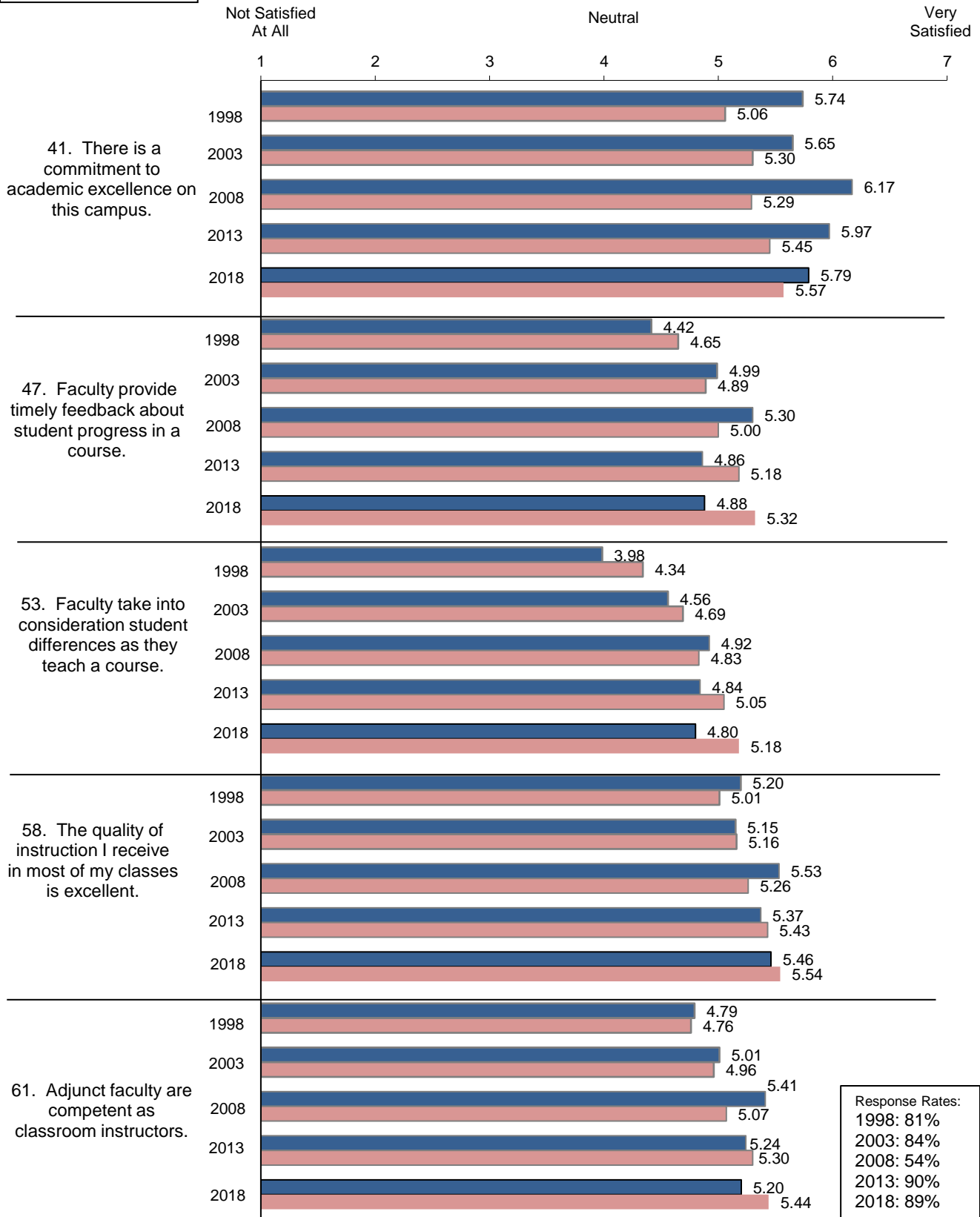
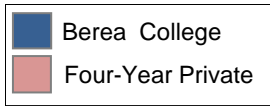
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Satisfaction Ratings within Item Group:
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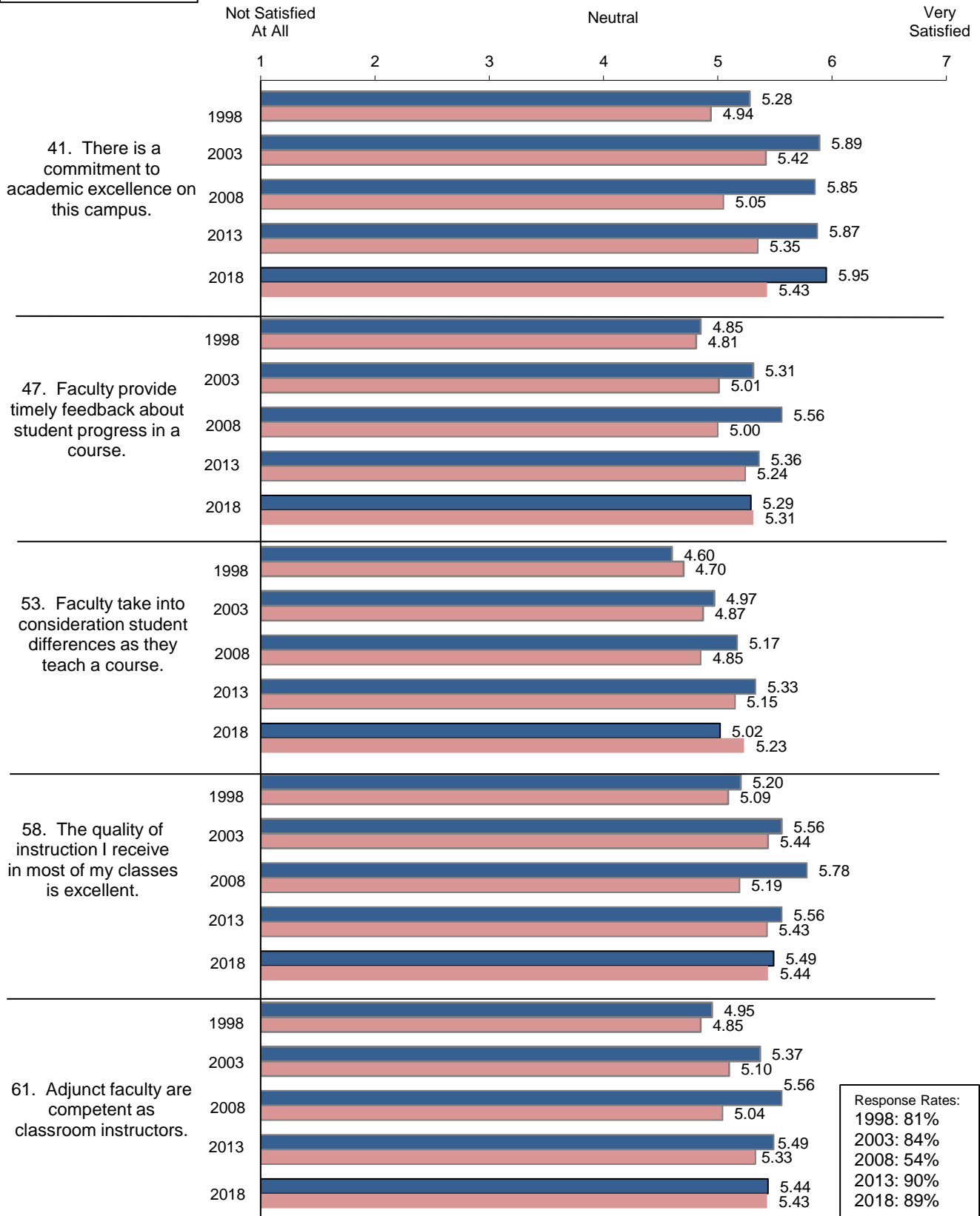
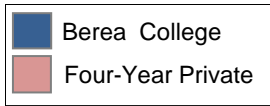
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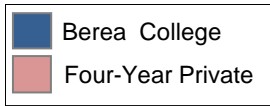
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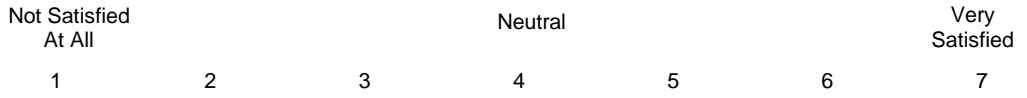
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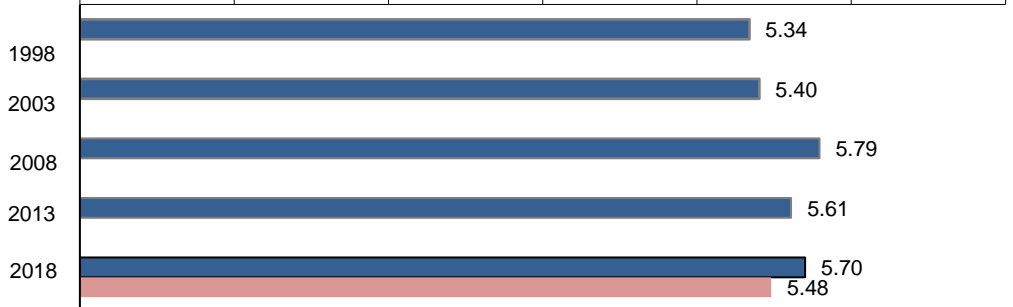
Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.



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



47. Faculty provide timely feedback about student progress in a course.



53. Faculty take into consideration student differences as they teach a course.



58. The quality of instruction I receive in most of my classes is excellent.



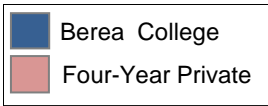
61. Adjunct faculty are competent as classroom instructors.



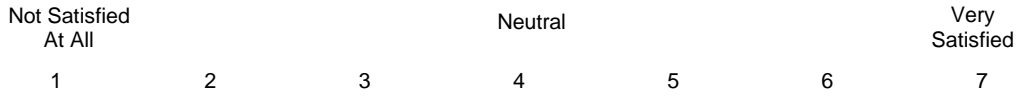
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Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

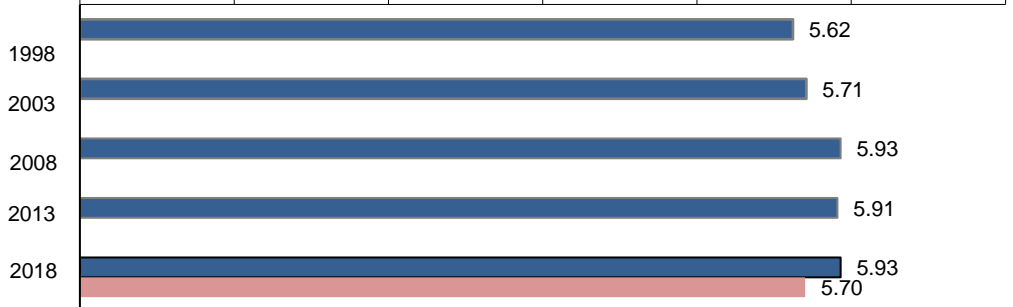
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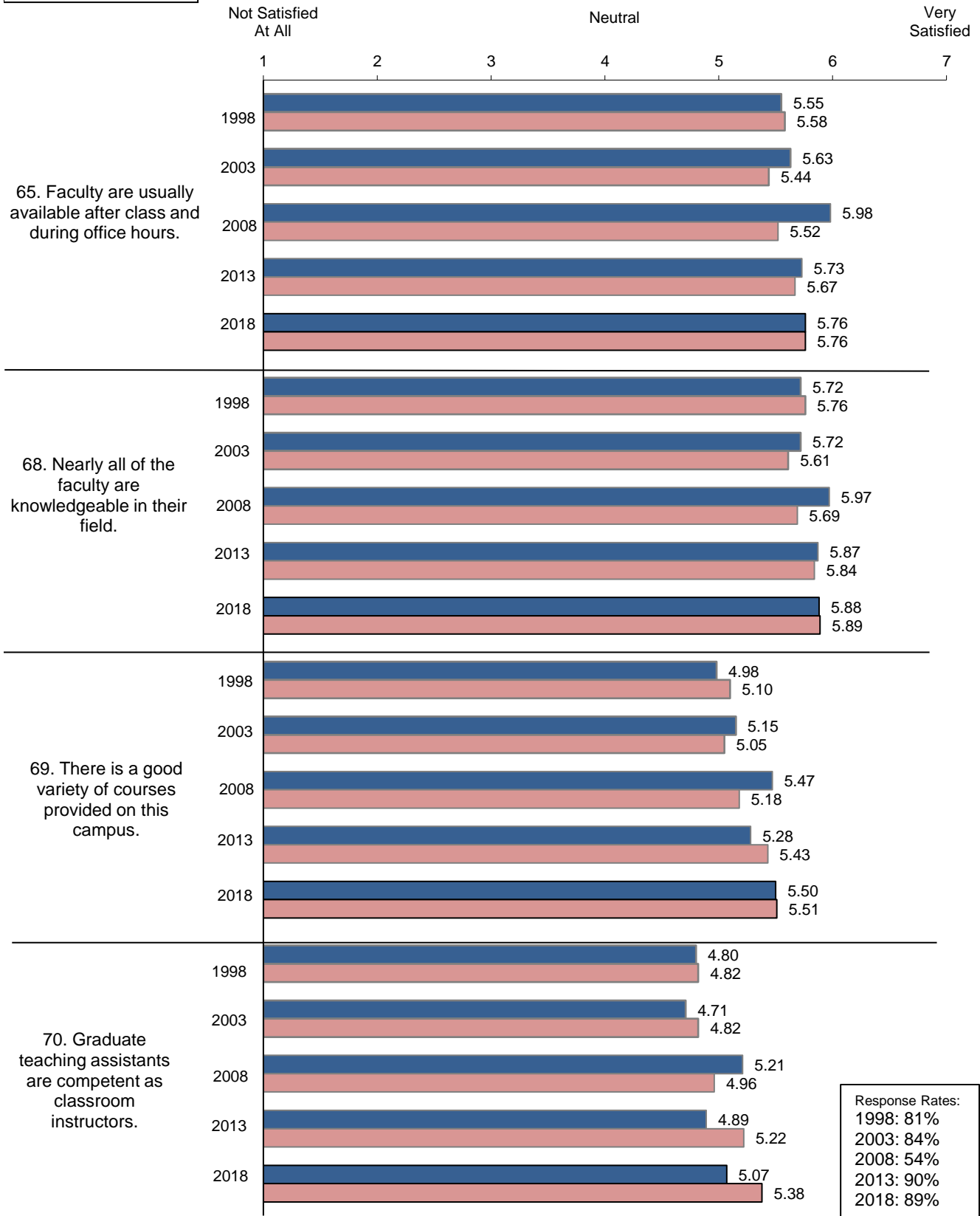
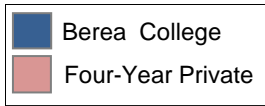
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Satisfaction Ratings within Item Group:
Instructional Effectiveness

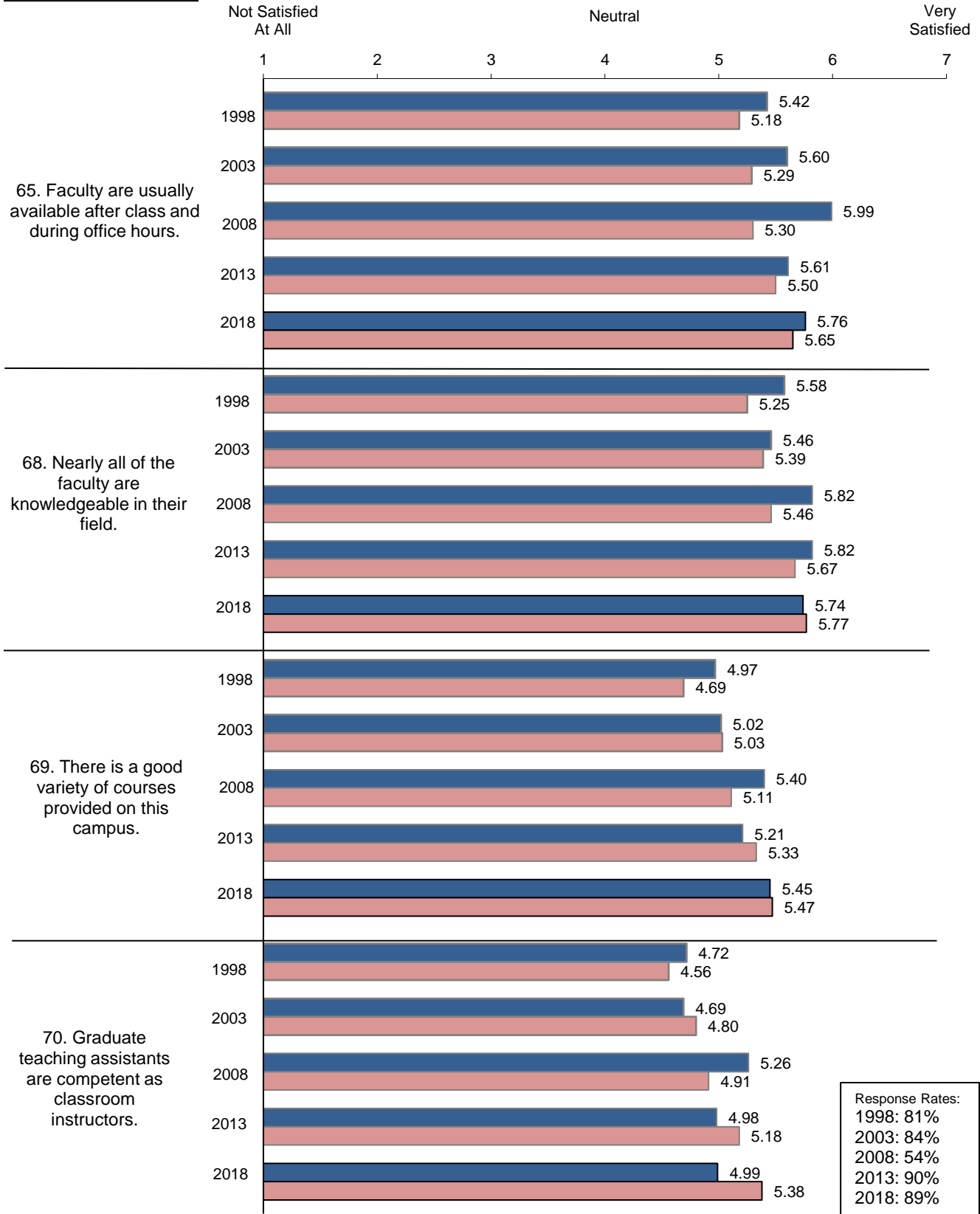
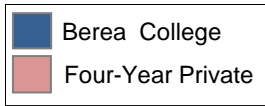
Noel-Levitz Student
Satisfaction Inventory



Response Rates:
1998: 81%
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2018: 89%

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

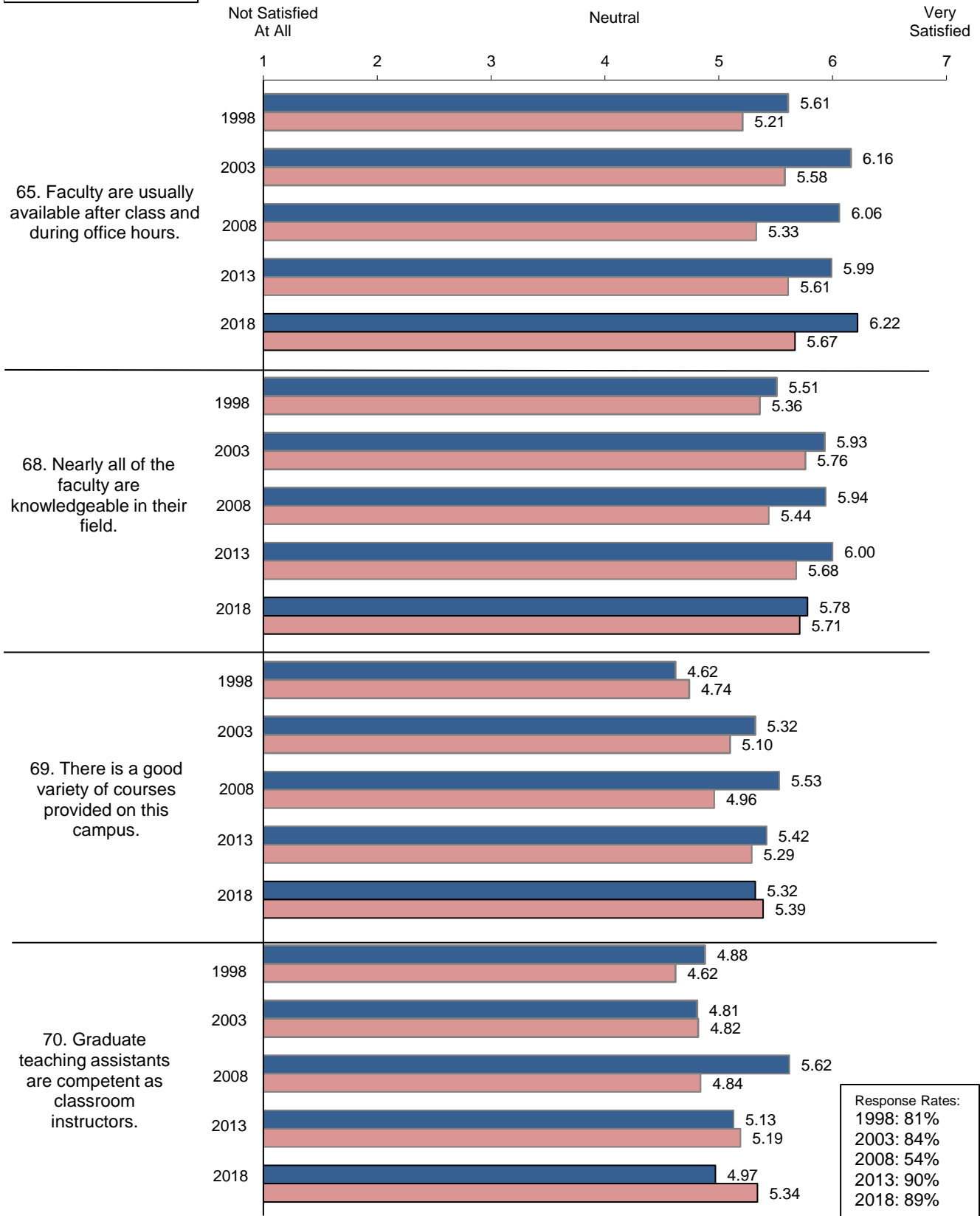
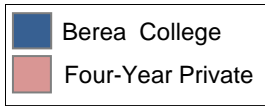
Noel-Levitz Student Satisfaction Inventory



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

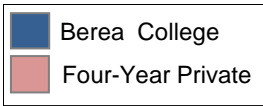
Noel-Levitz Student
Satisfaction Inventory



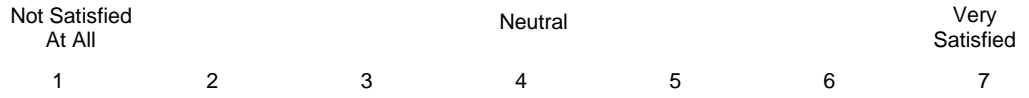
Response Rates:
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Male Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

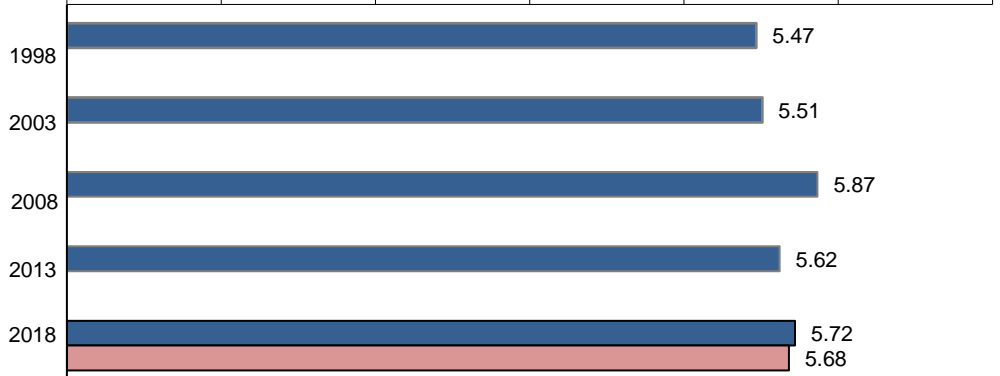
Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.



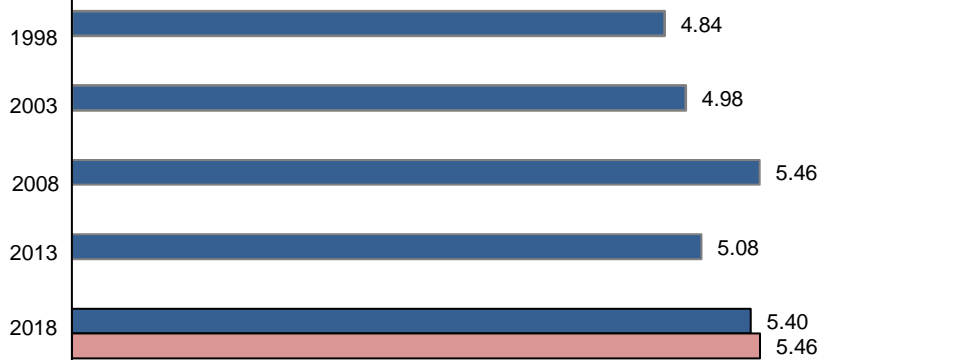
65. Faculty are usually available after class and during office hours.



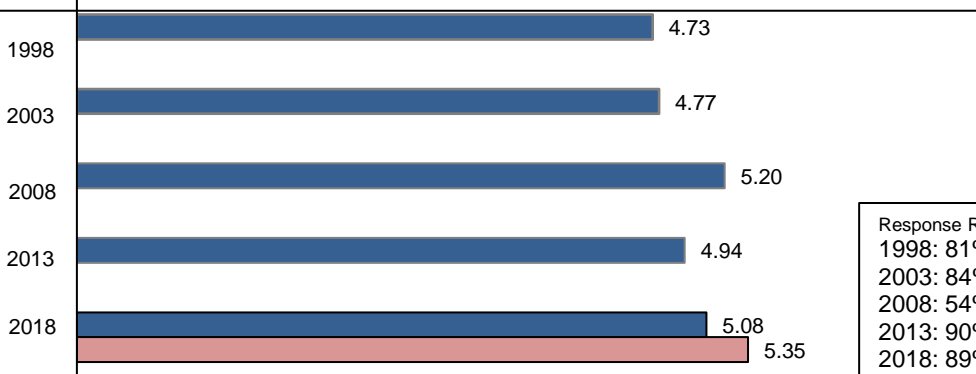
68. Nearly all of the faculty are knowledgeable in their field.



69. There is a good variety of courses provided on this campus.



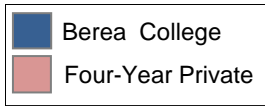
70. Graduate teaching assistants are competent as classroom instructors.



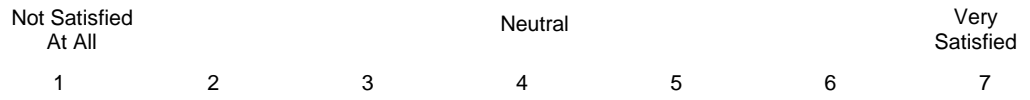
Response Rates:
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Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Instructional Effectiveness

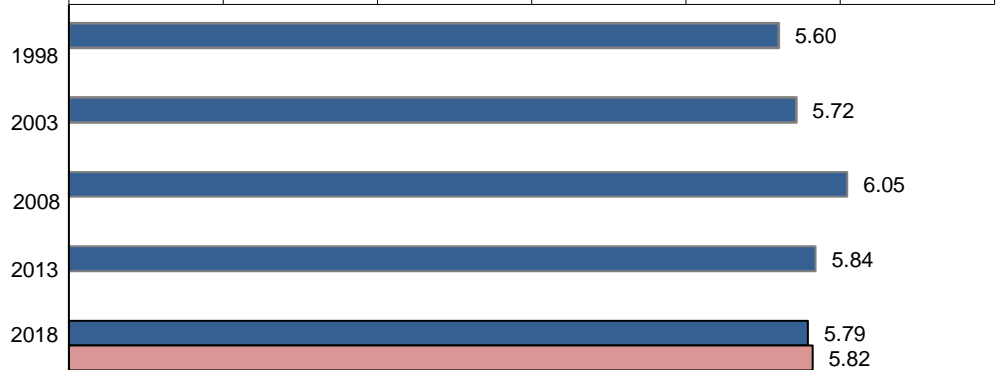
Noel-Levitz Student Satisfaction Inventory



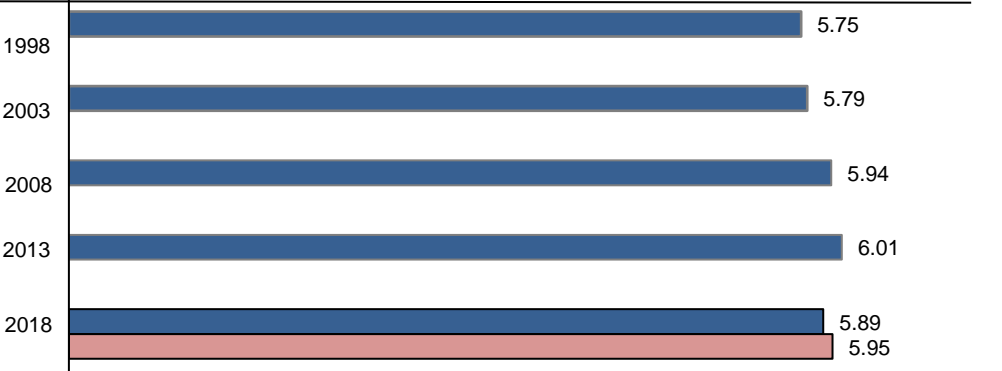
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65. Faculty are usually available after class and during office hours.



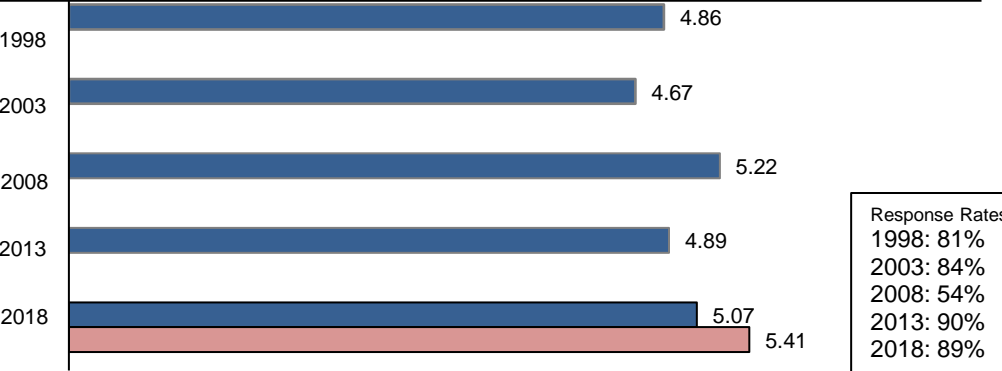
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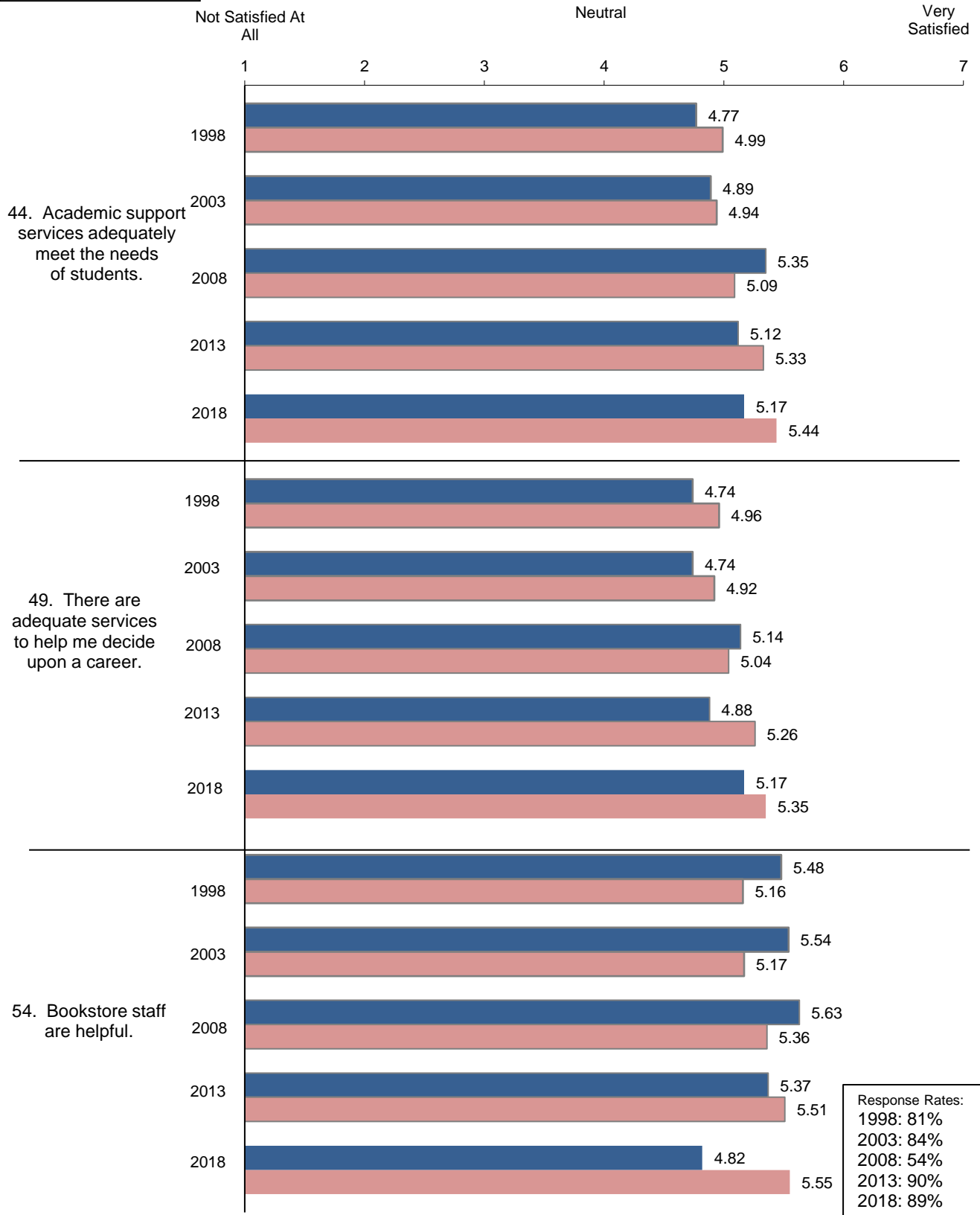
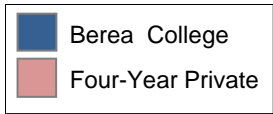
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All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Support Services

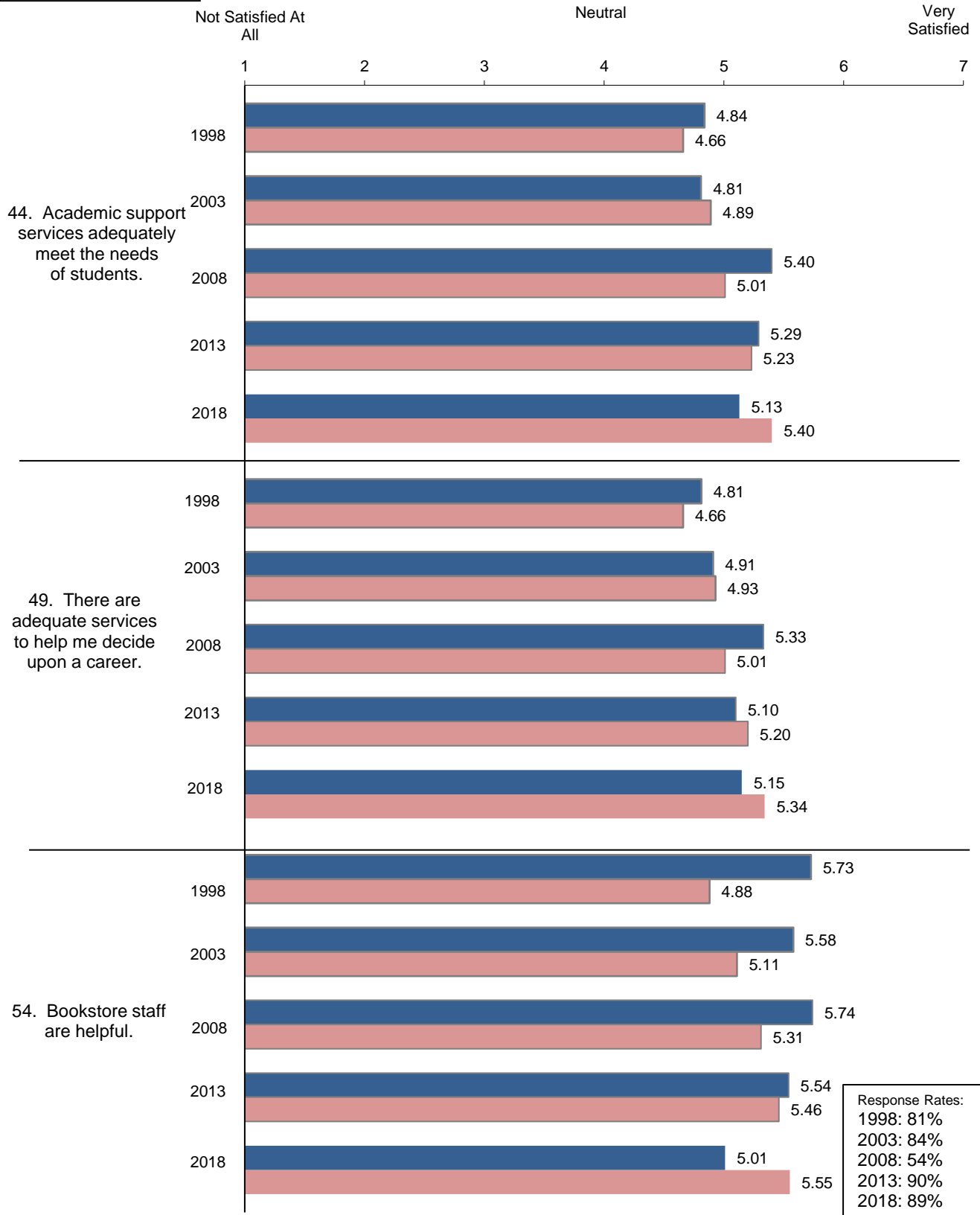
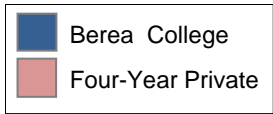
Noel-Levitz Student Satisfaction Inventory



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

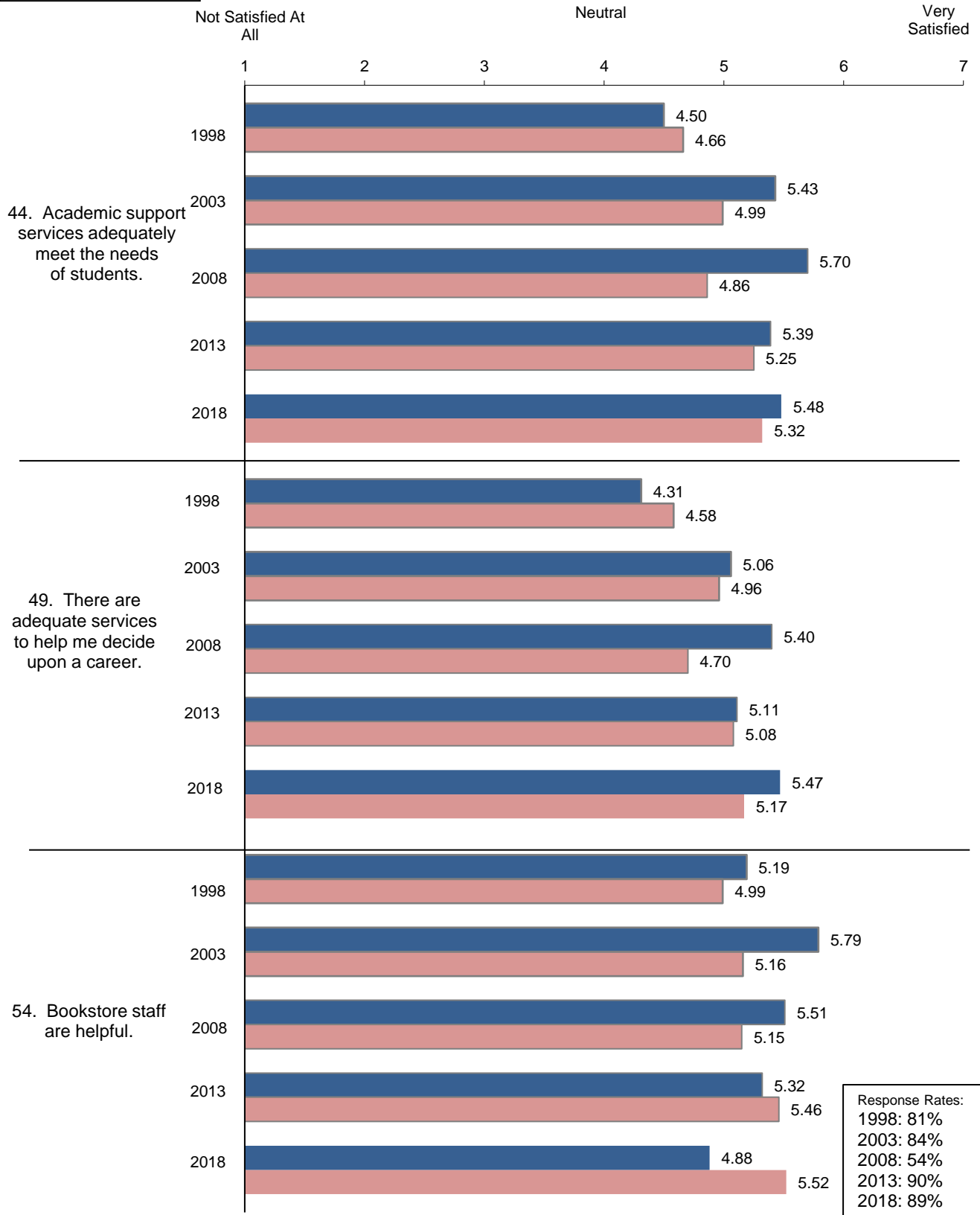
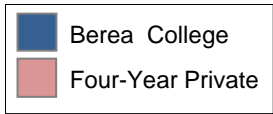
Noel-Levitz Student Satisfaction Inventory



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

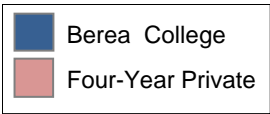
Noel-Levitz Student Satisfaction Inventory



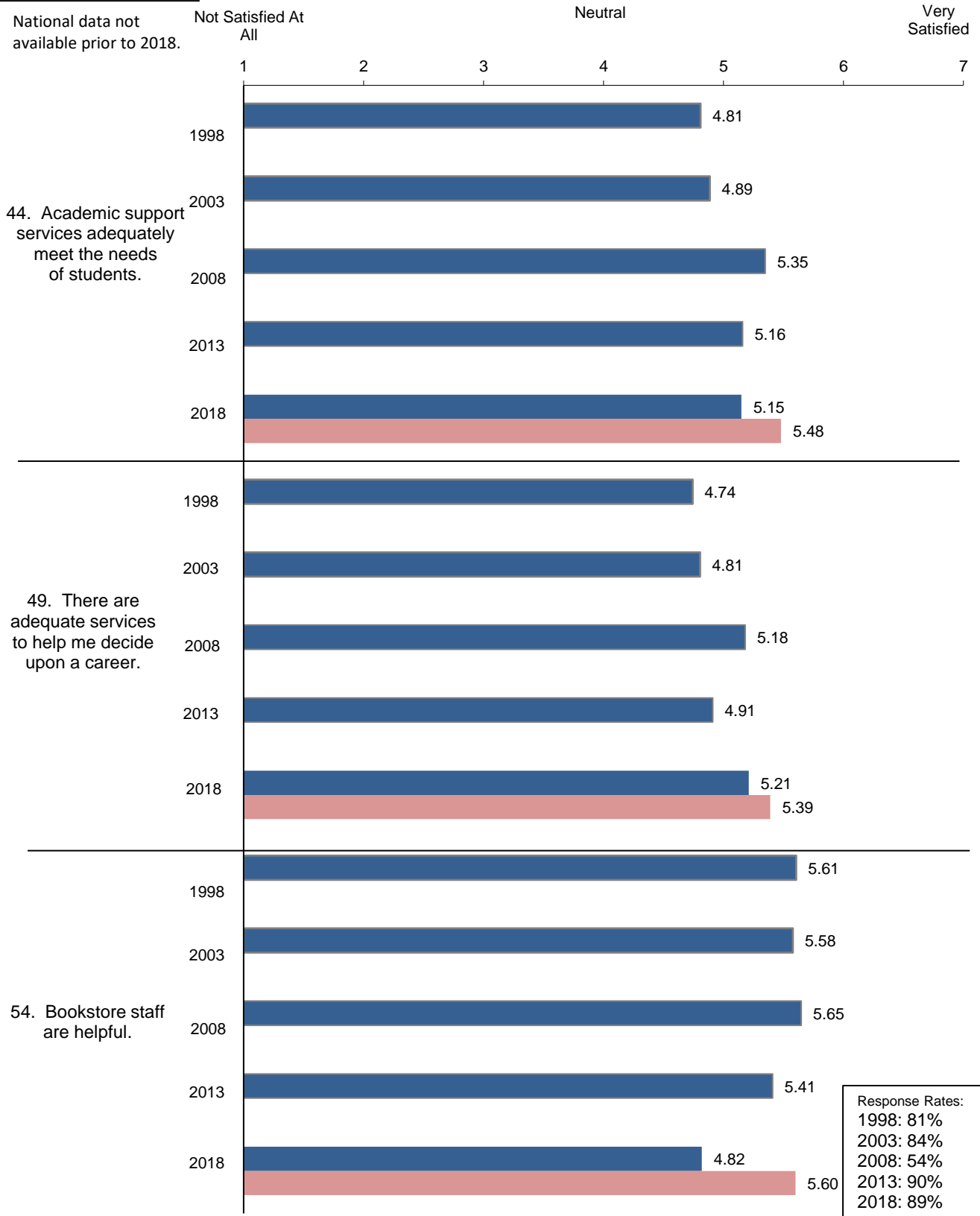
Response Rates:
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Female Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Support Services

Noel-Levitz Student
 Satisfaction Inventory



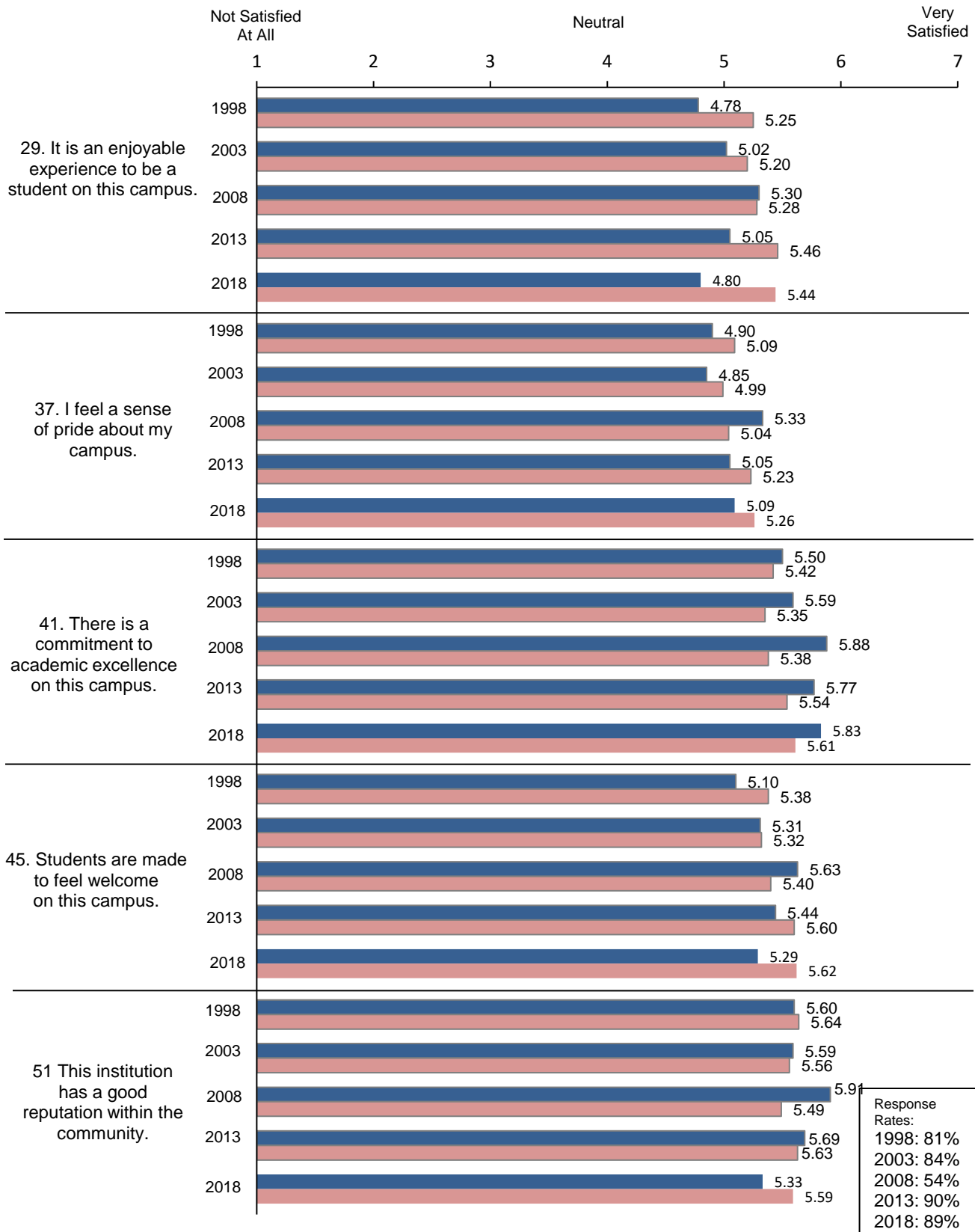
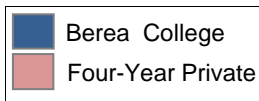
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All Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

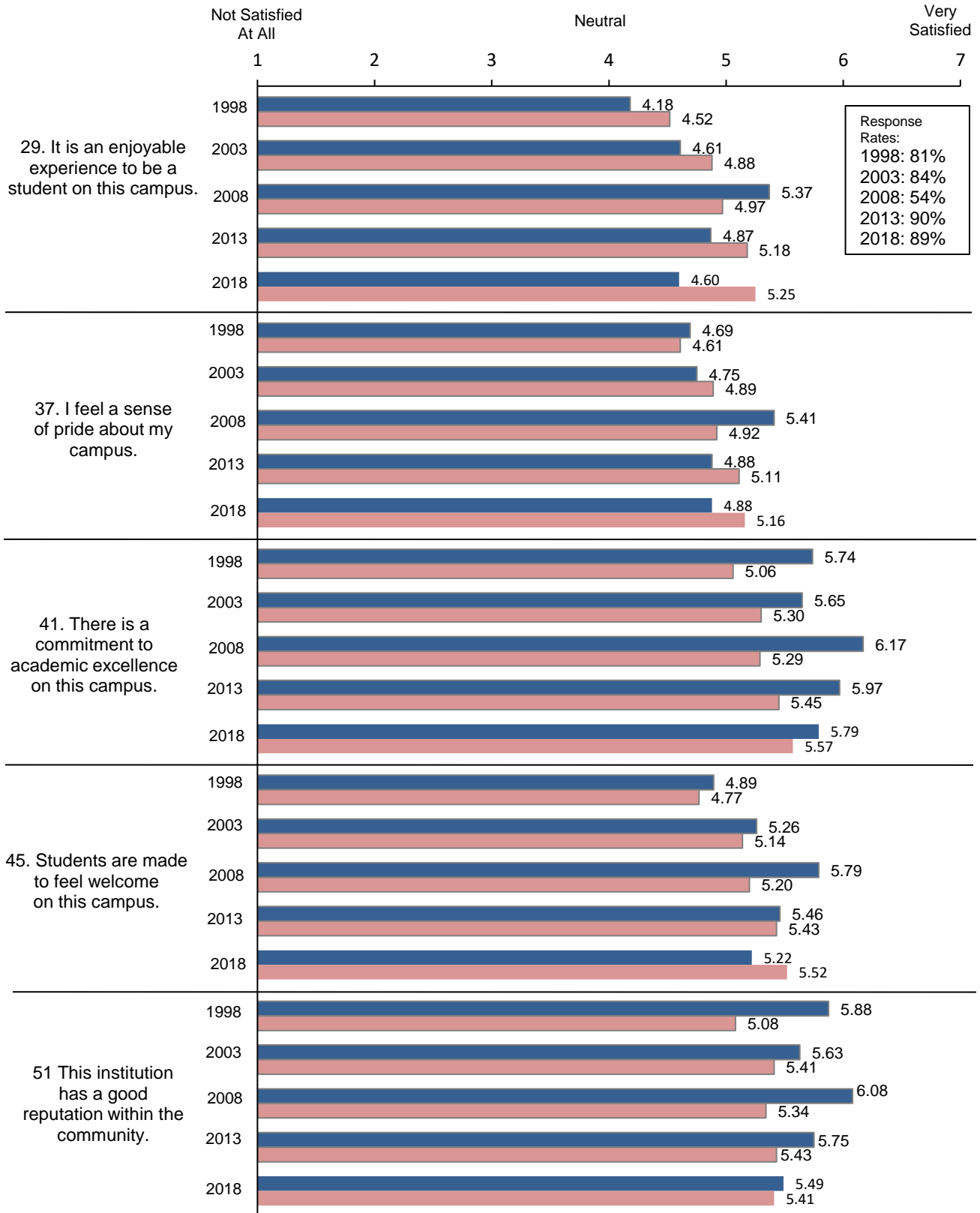
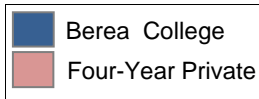
Noel-Levitz Student
Satisfaction Inventory



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

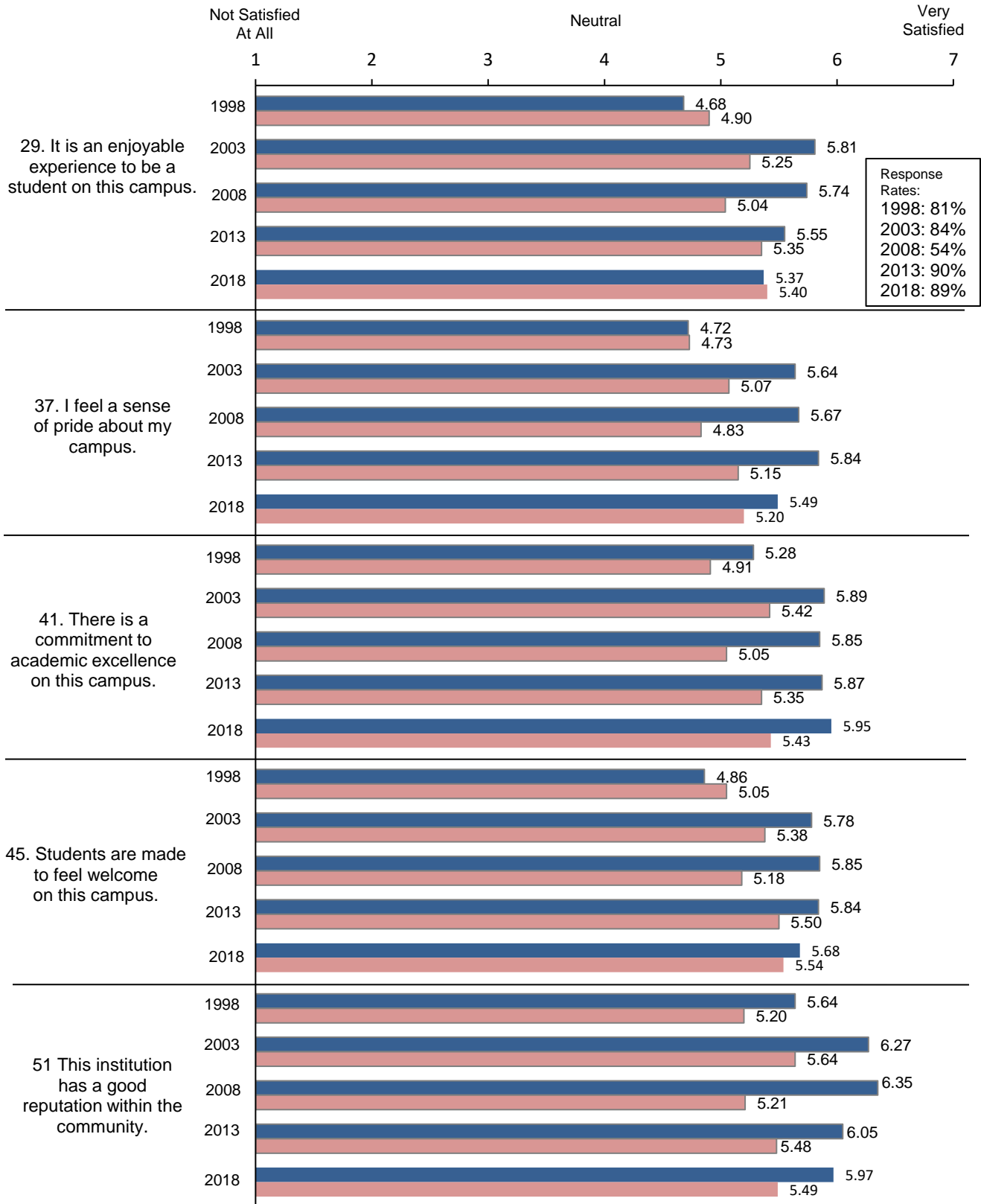
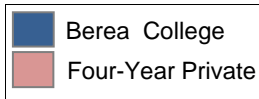
Noel-Levitz Student Satisfaction Inventory



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

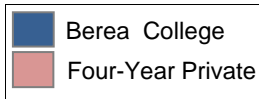
Noel-Levitz Student
Satisfaction Inventory



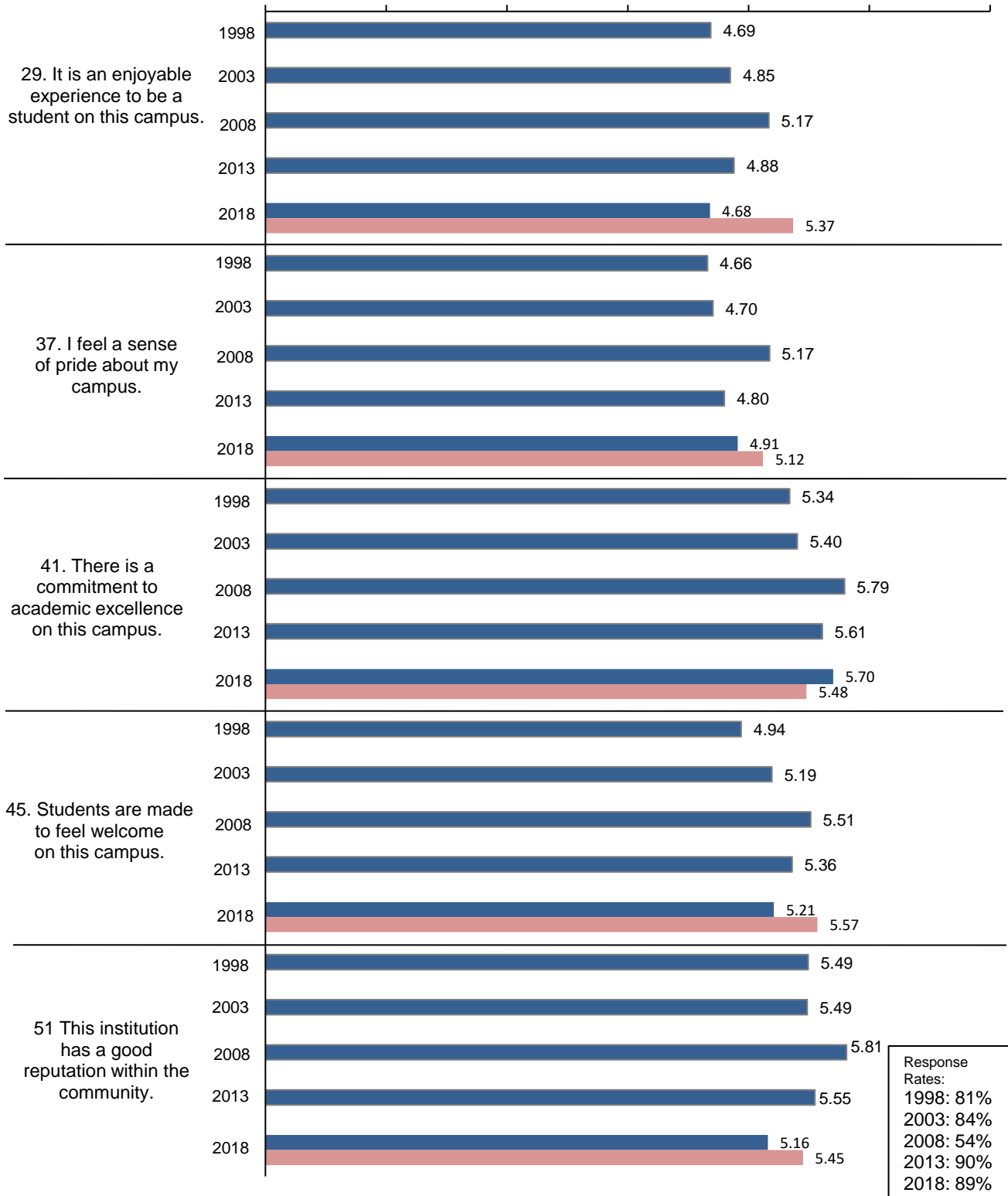
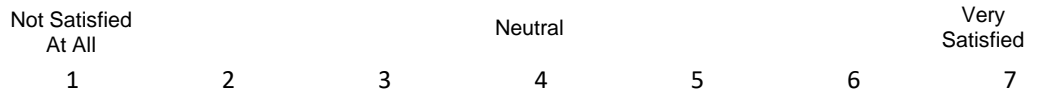
Response Rates:
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Male Students
Berea College vs. Four-Year Private Institutions
Satisfaction Ratings within Item Group:
Campus Climate

Noel-Levitz Student
Satisfaction Inventory



National data not available prior to 2018.

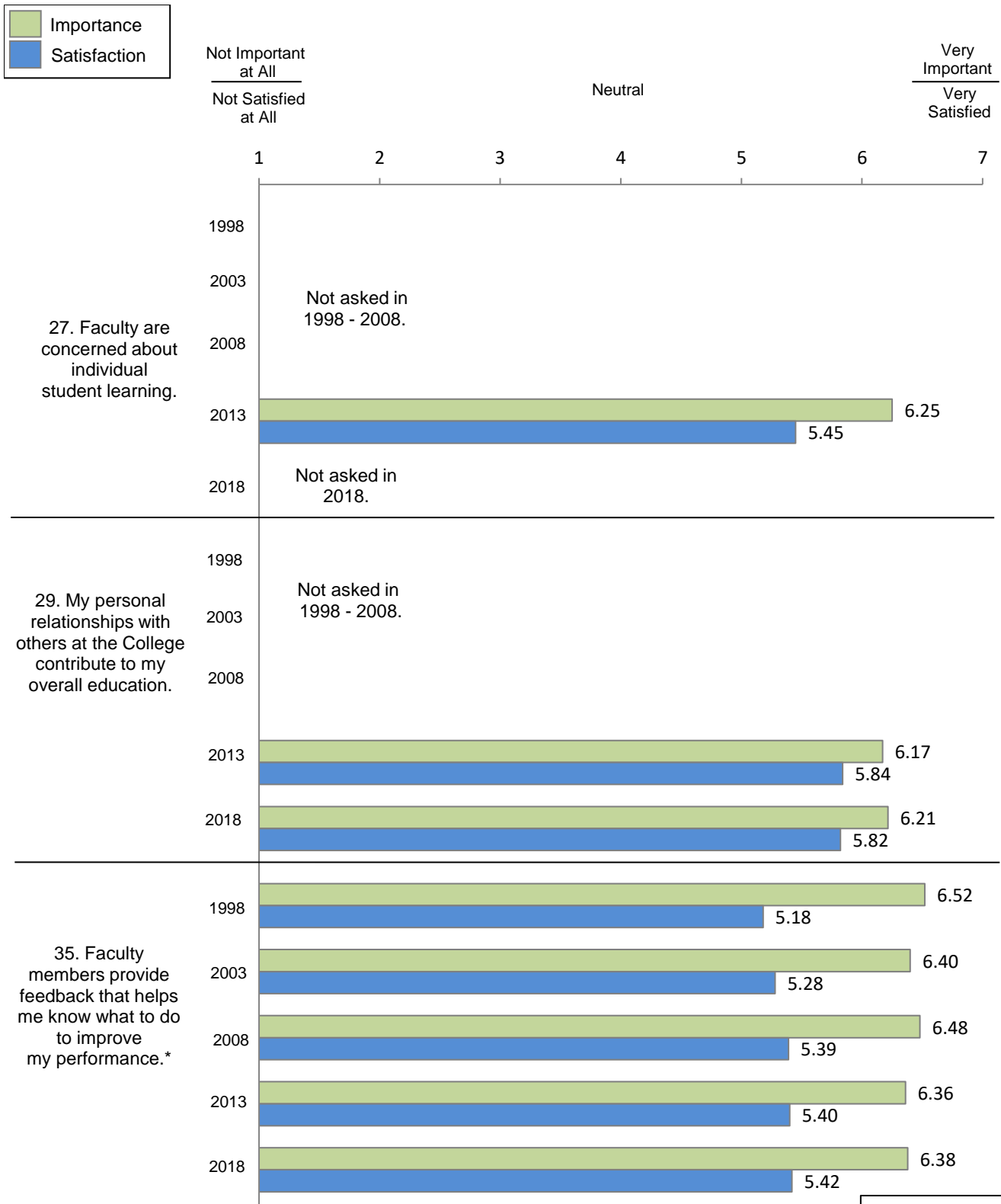


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All Students

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

Berea-Specific
Satisfaction Survey



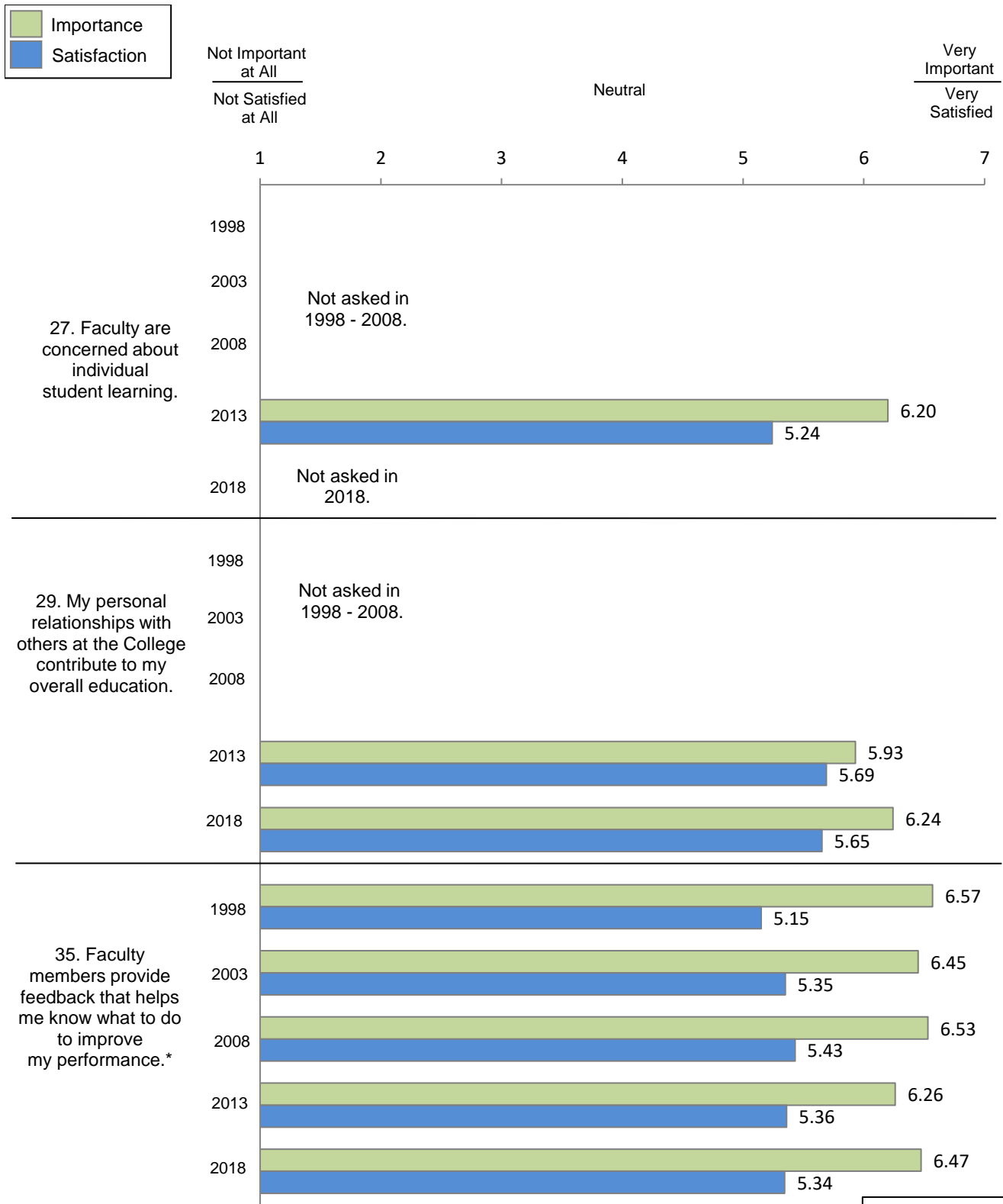
*Wording change in 2018.

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African-American Students

Importance and Satisfaction Ratings within Item Group: *Faculty*

Berea-Specific
Satisfaction Survey



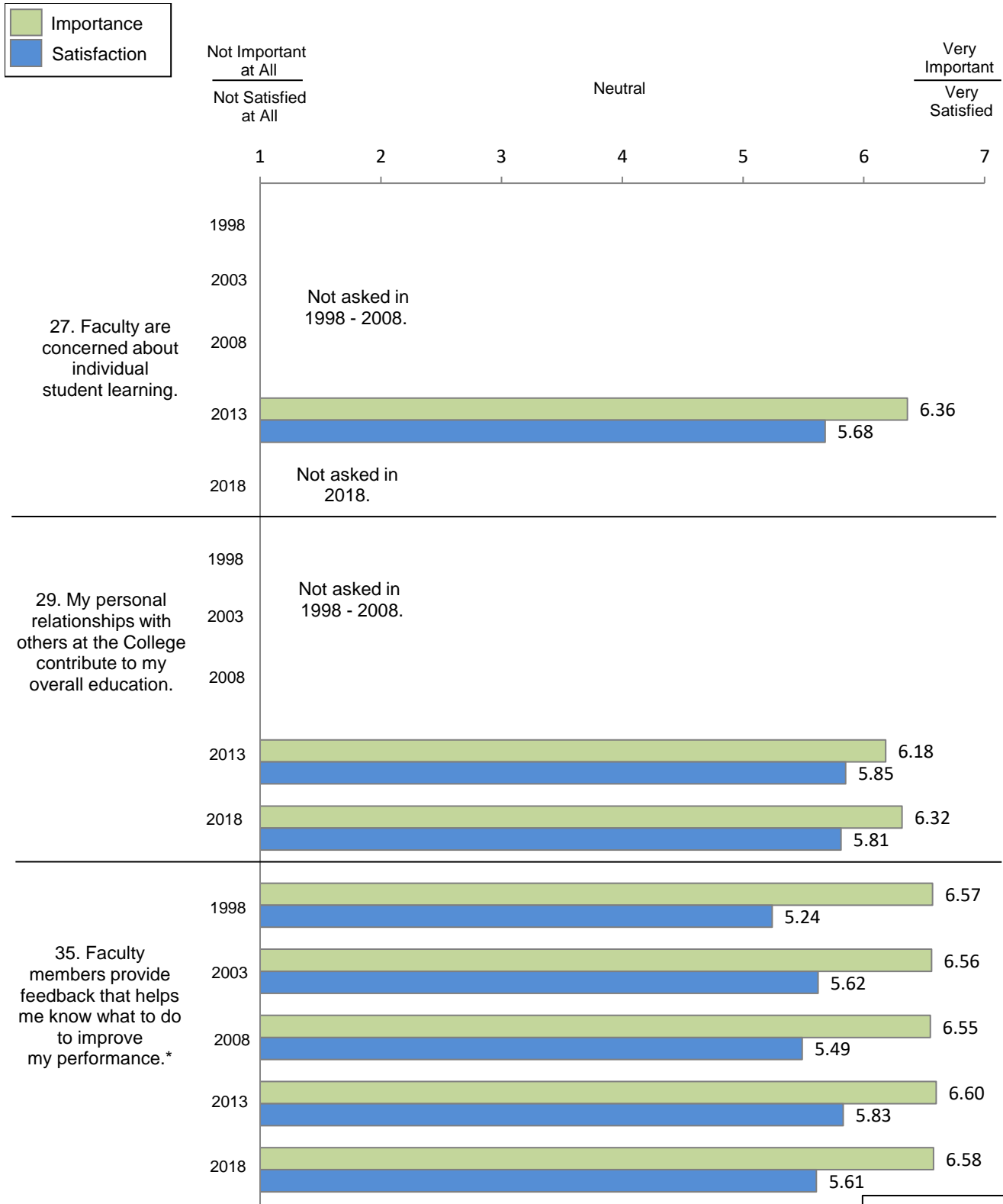
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International Students

Importance and Satisfaction Ratings within Item Group: *Faculty*

Berea-Specific
Satisfaction Survey



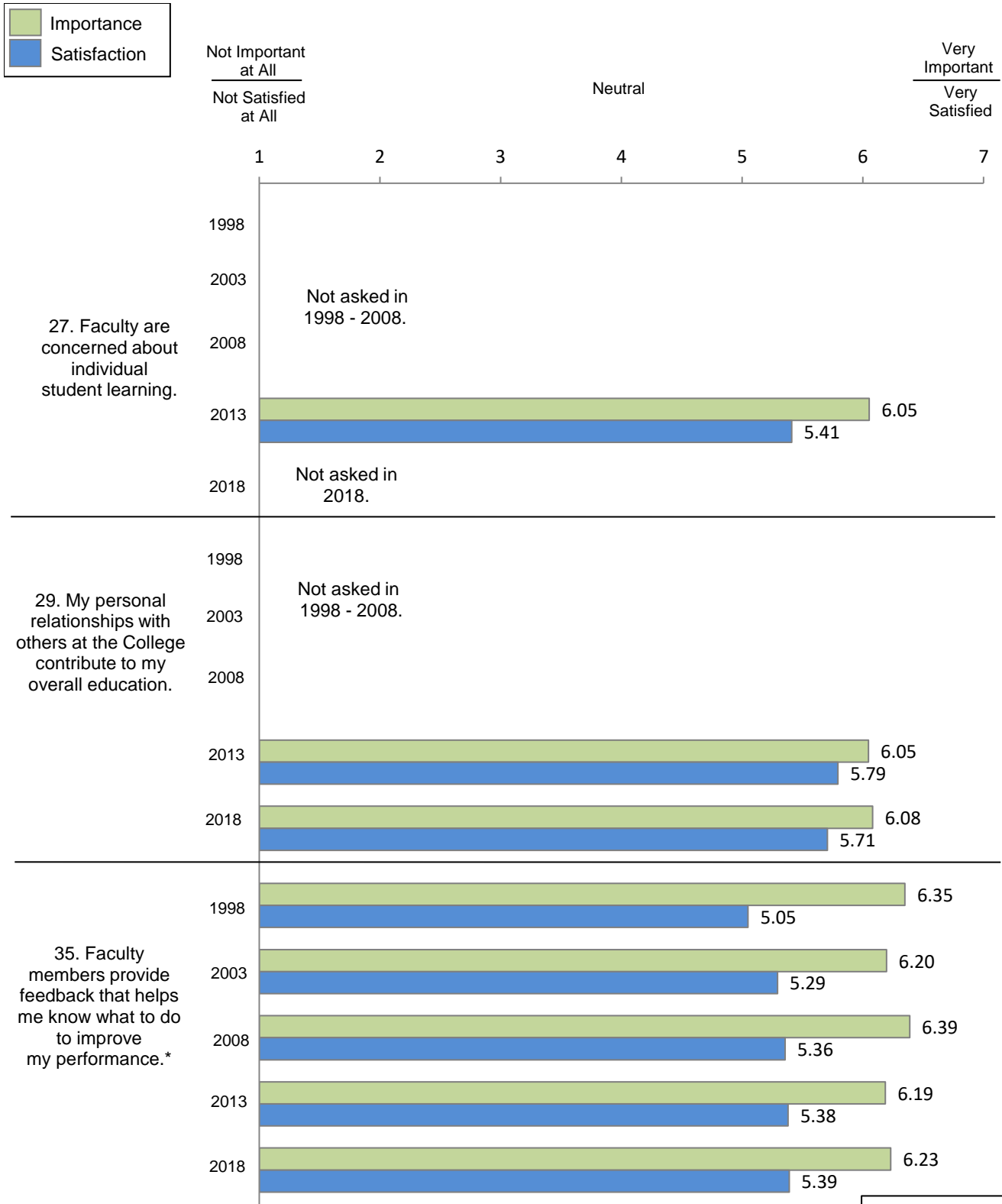
Response Rates:
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*Wording change in 2018.

Male Students

Importance and Satisfaction Ratings within Item Group: *Faculty*

Berea-Specific
Satisfaction Survey

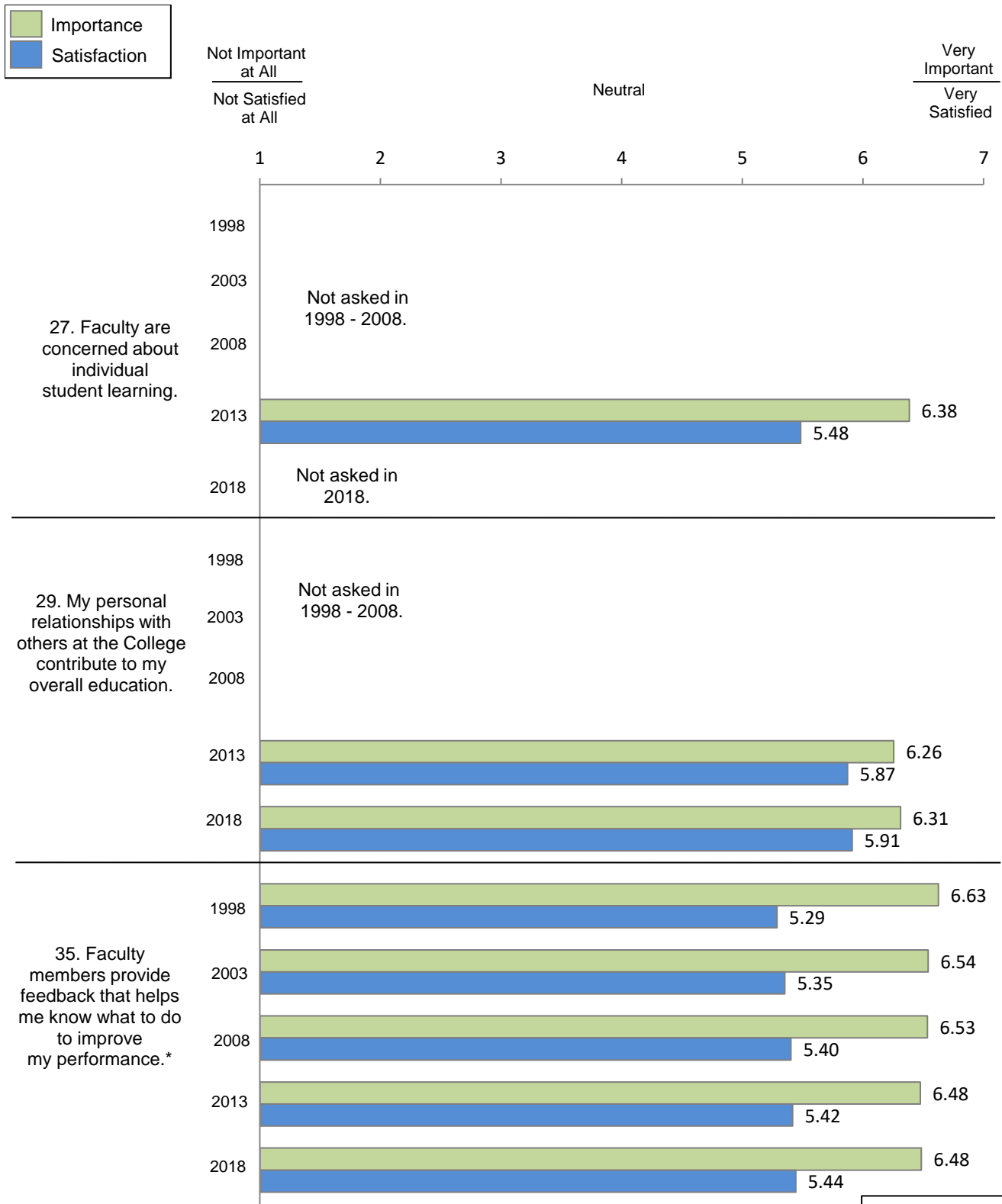


Response Rates:
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*Wording change in 2018.

Female Students
Importance and Satisfaction Ratings within Item Group:
Faculty

Berea-Specific
Satisfaction Survey

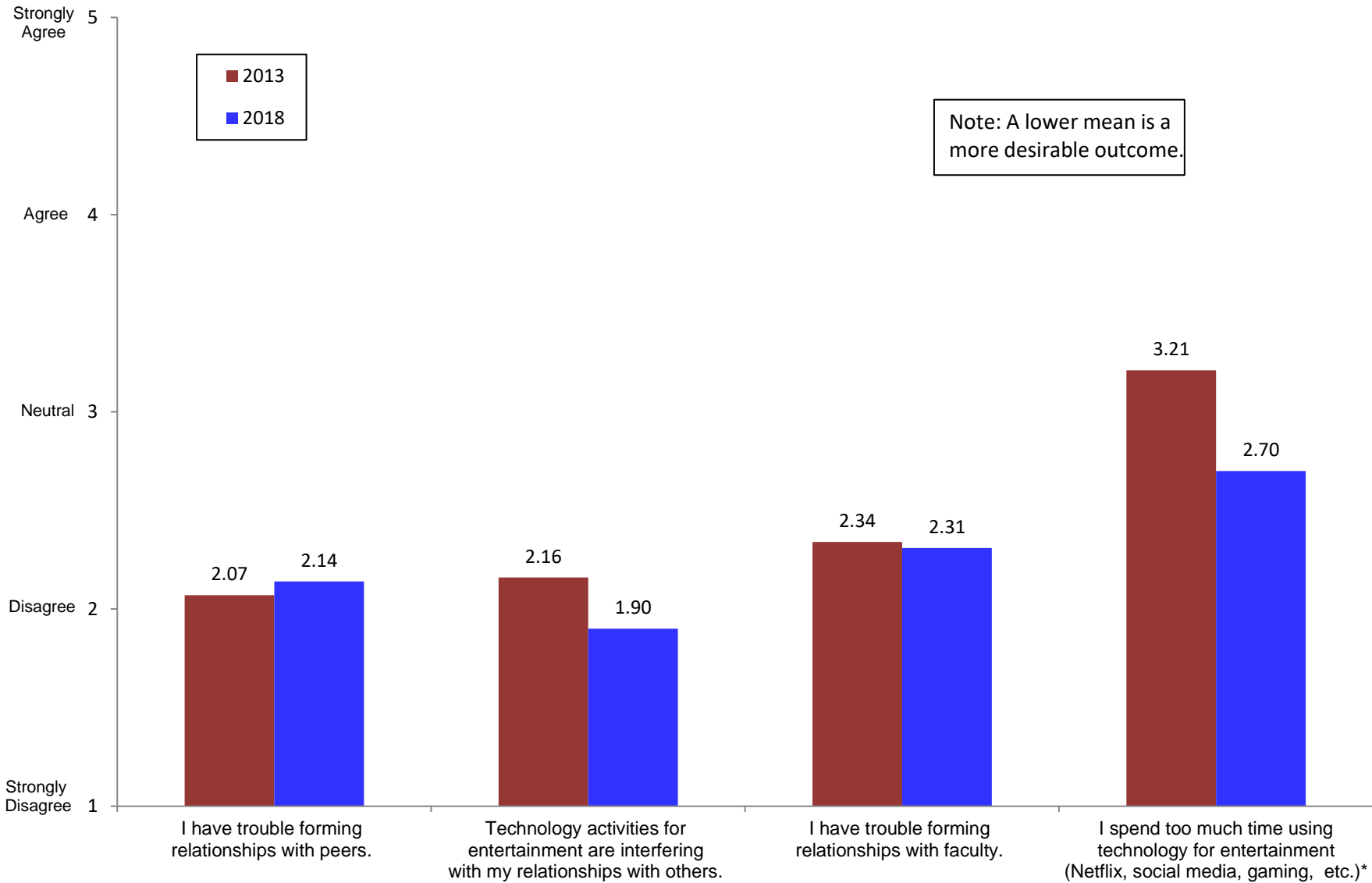


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All Students

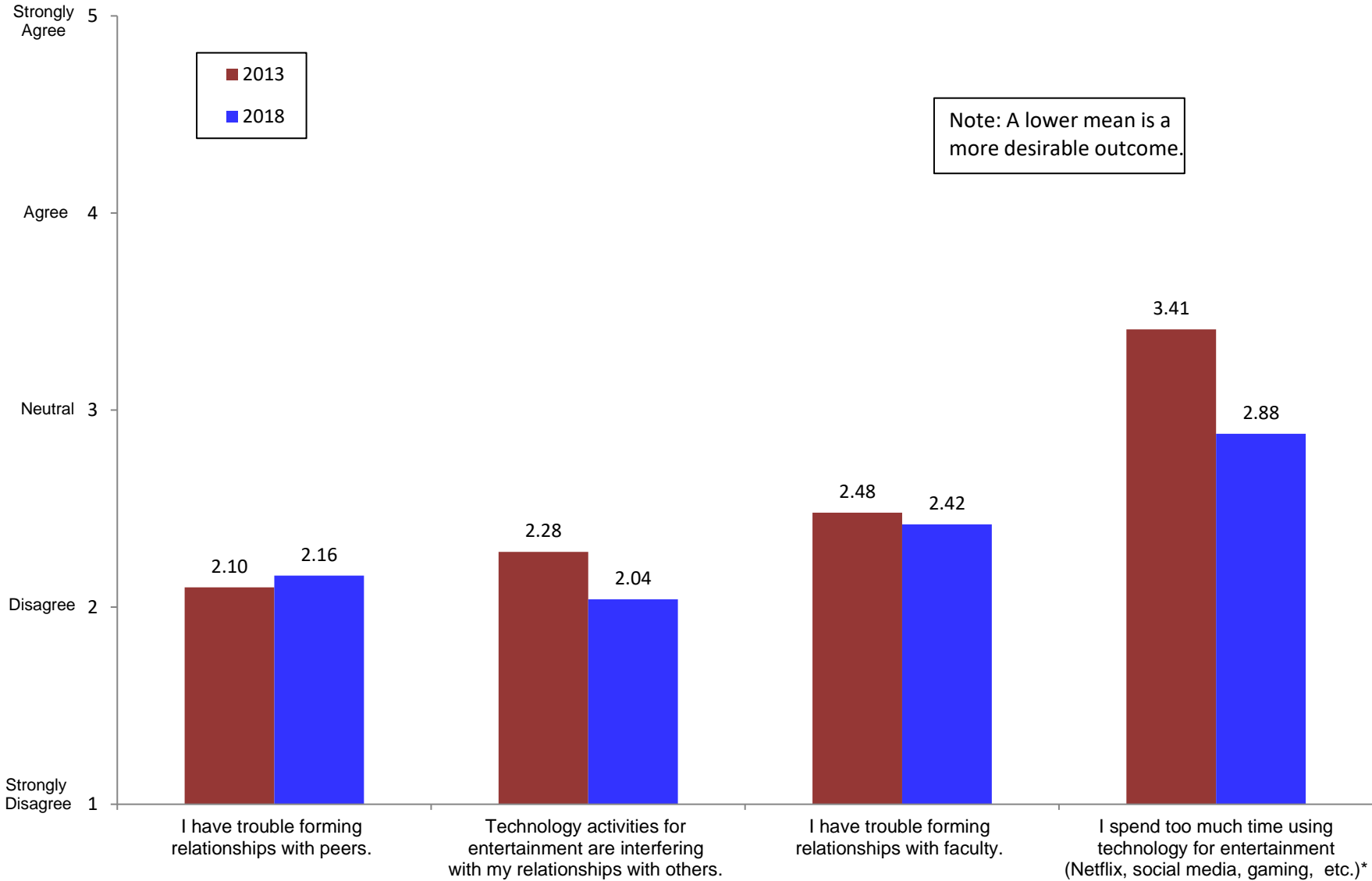
Rate your level of agreement with the following statements:



*Slight wording change in 2018.

African-American Students

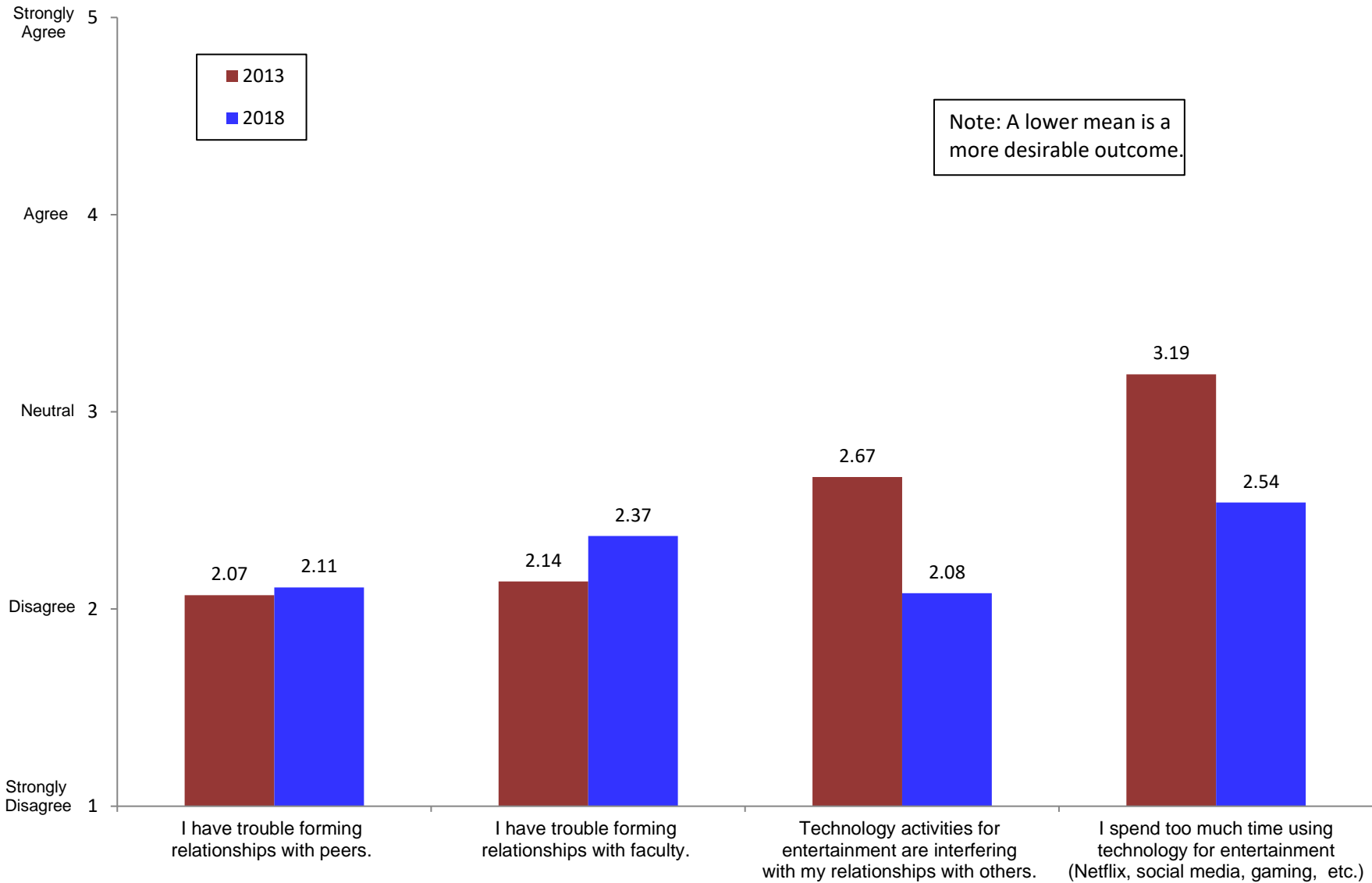
Rate your level of agreement with the following statements:



*Slight wording change in 2018.

International Students

Rate your level of agreement with the following statements:



*Slight wording change in 2018.

Berea-Specific Graduating Seniors Survey



[Choose to see survey instruments](#)

Response Rates:

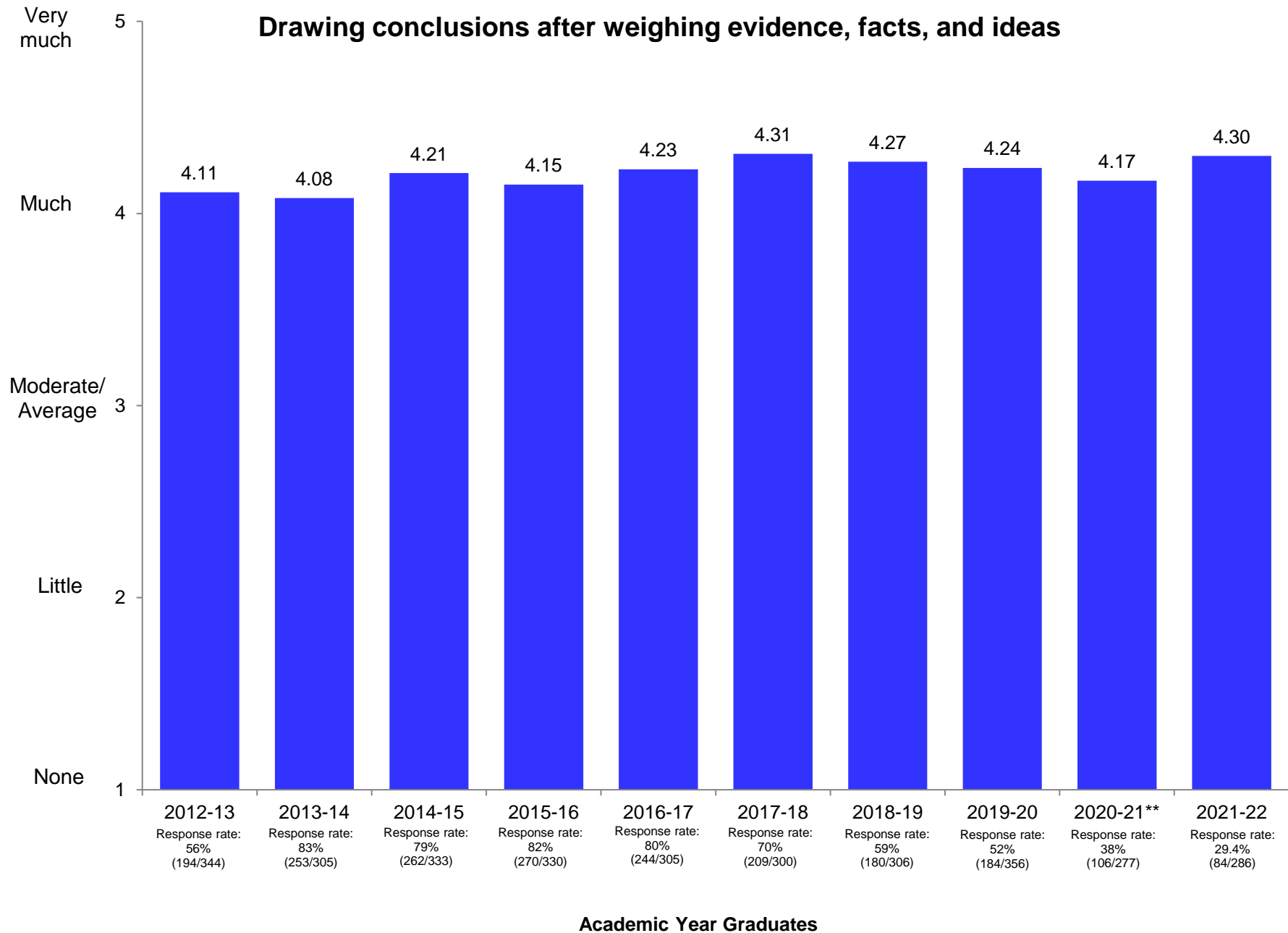
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

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

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

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

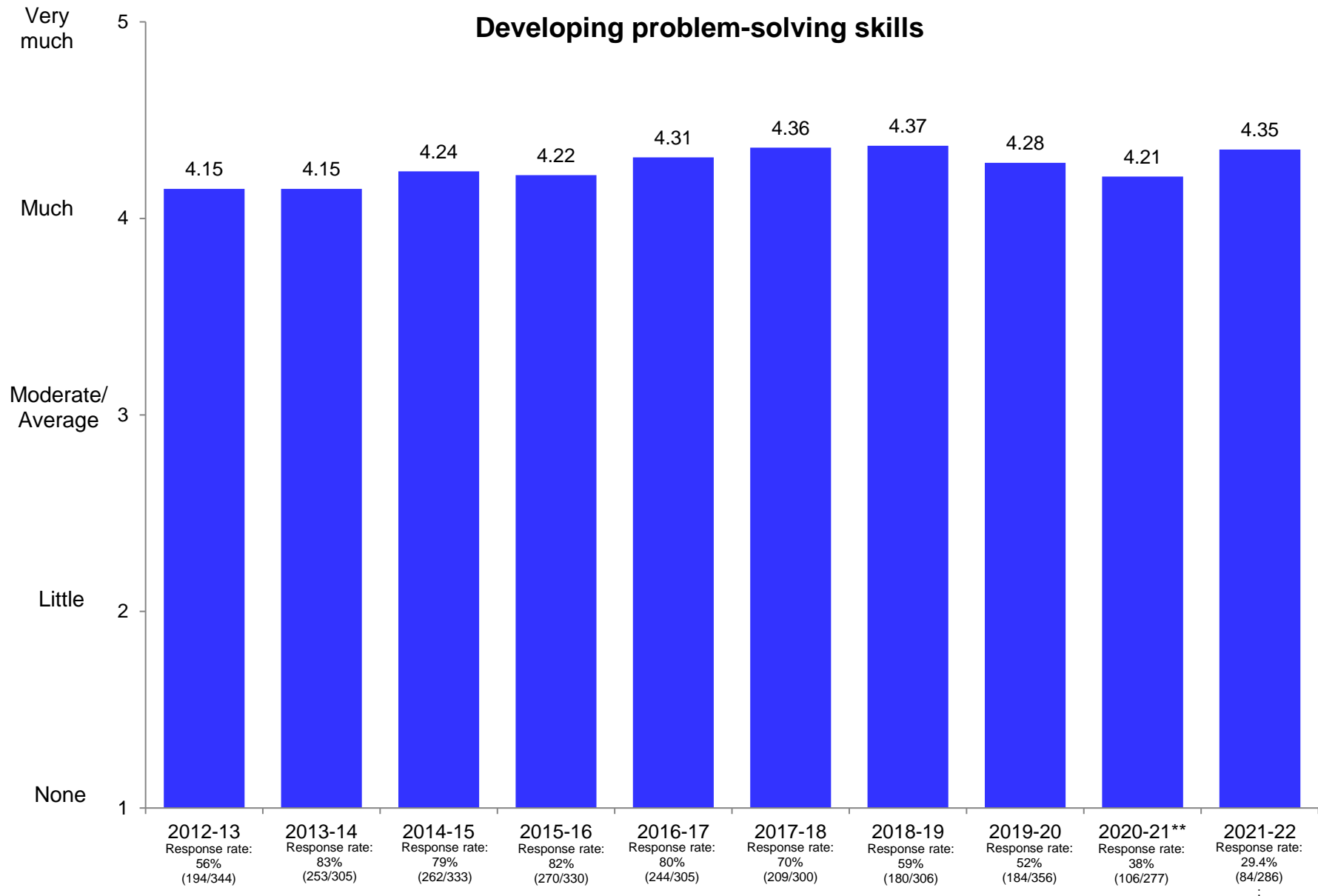
Graduating Senior Survey
Administered at graduation rehearsal



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

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

Graduating Senior Survey
Administered at graduation rehearsal



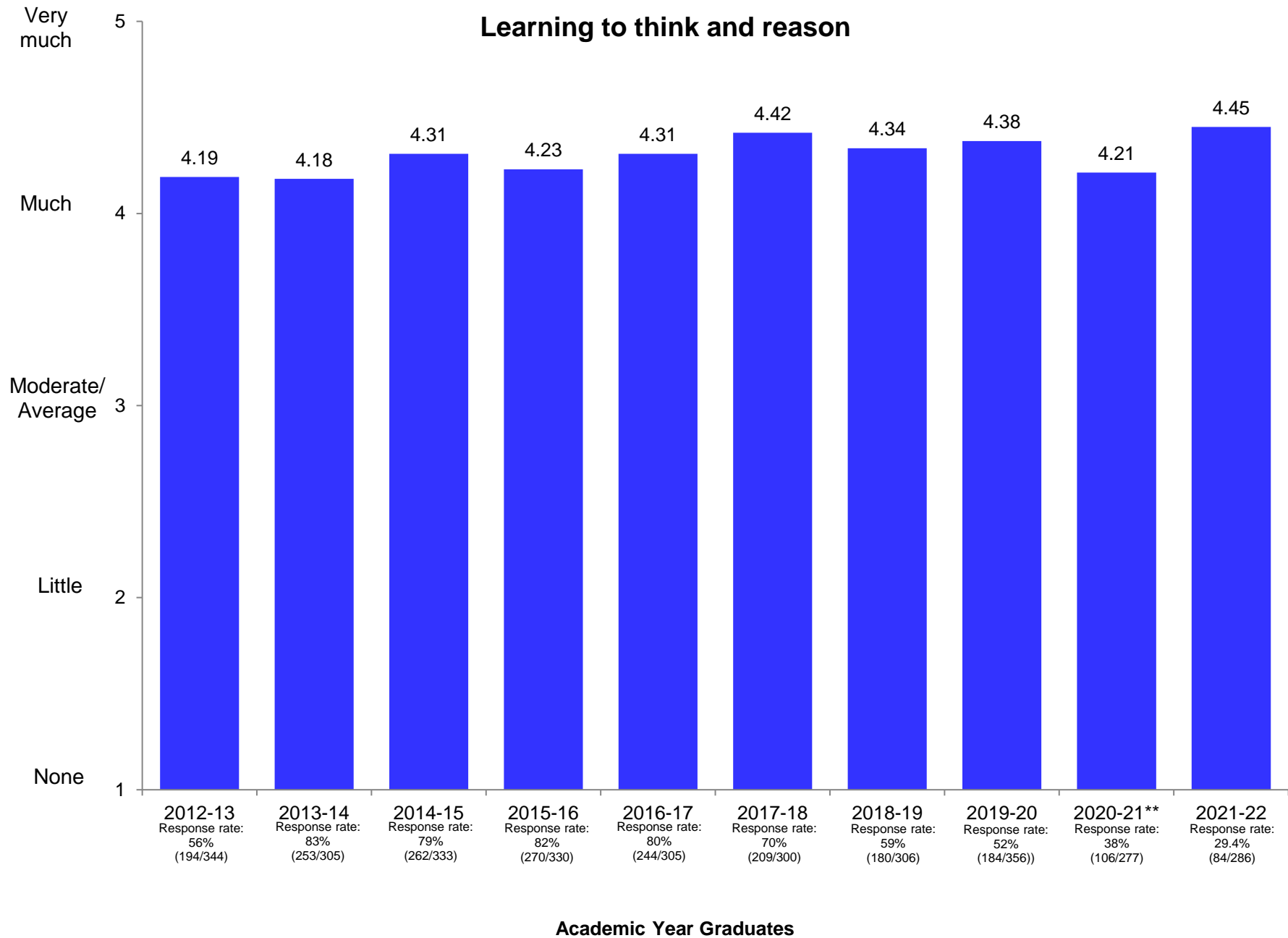
Academic Year Graduates

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

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

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

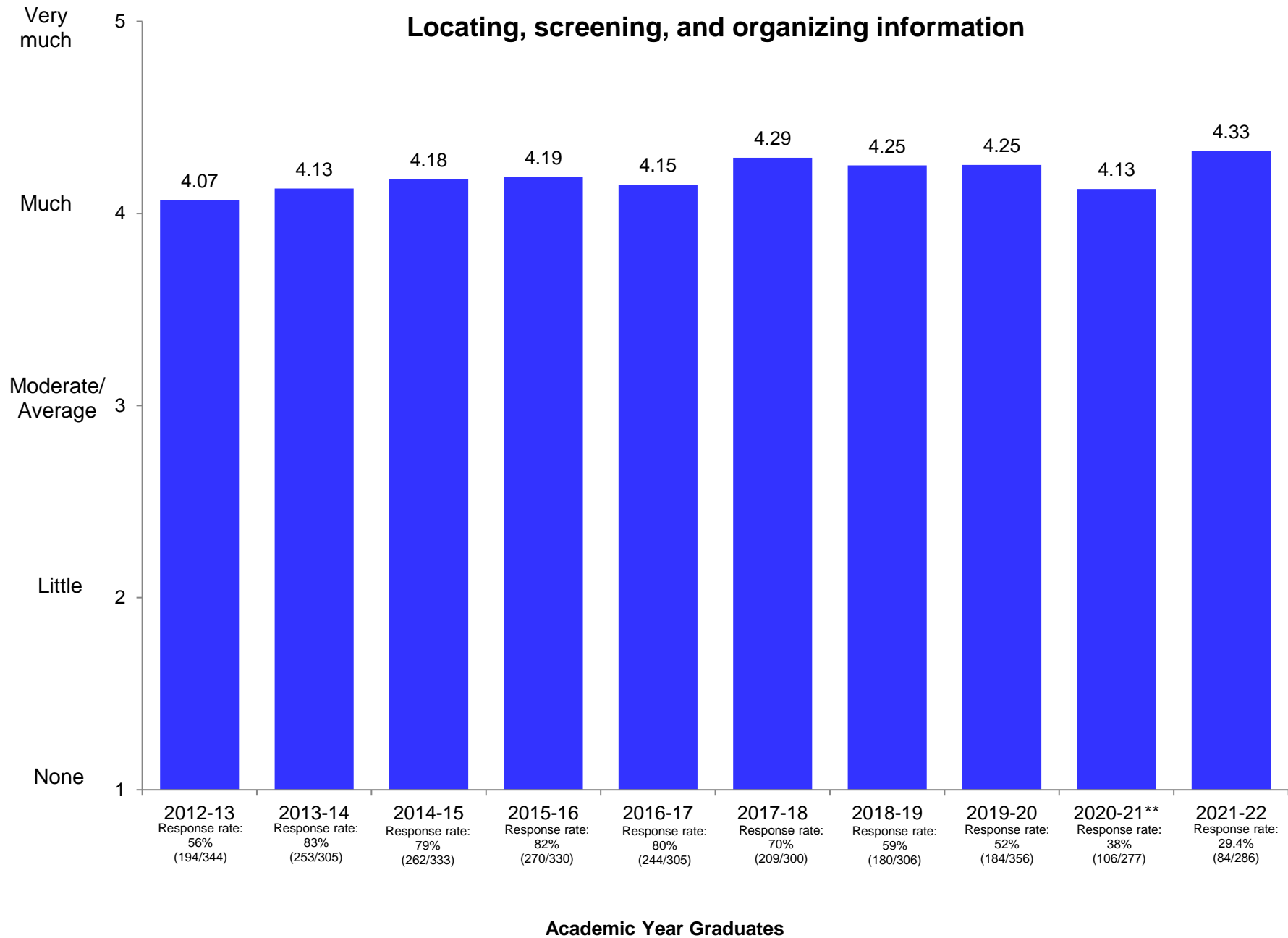
Graduating Senior Survey
Administered at graduation rehearsal



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

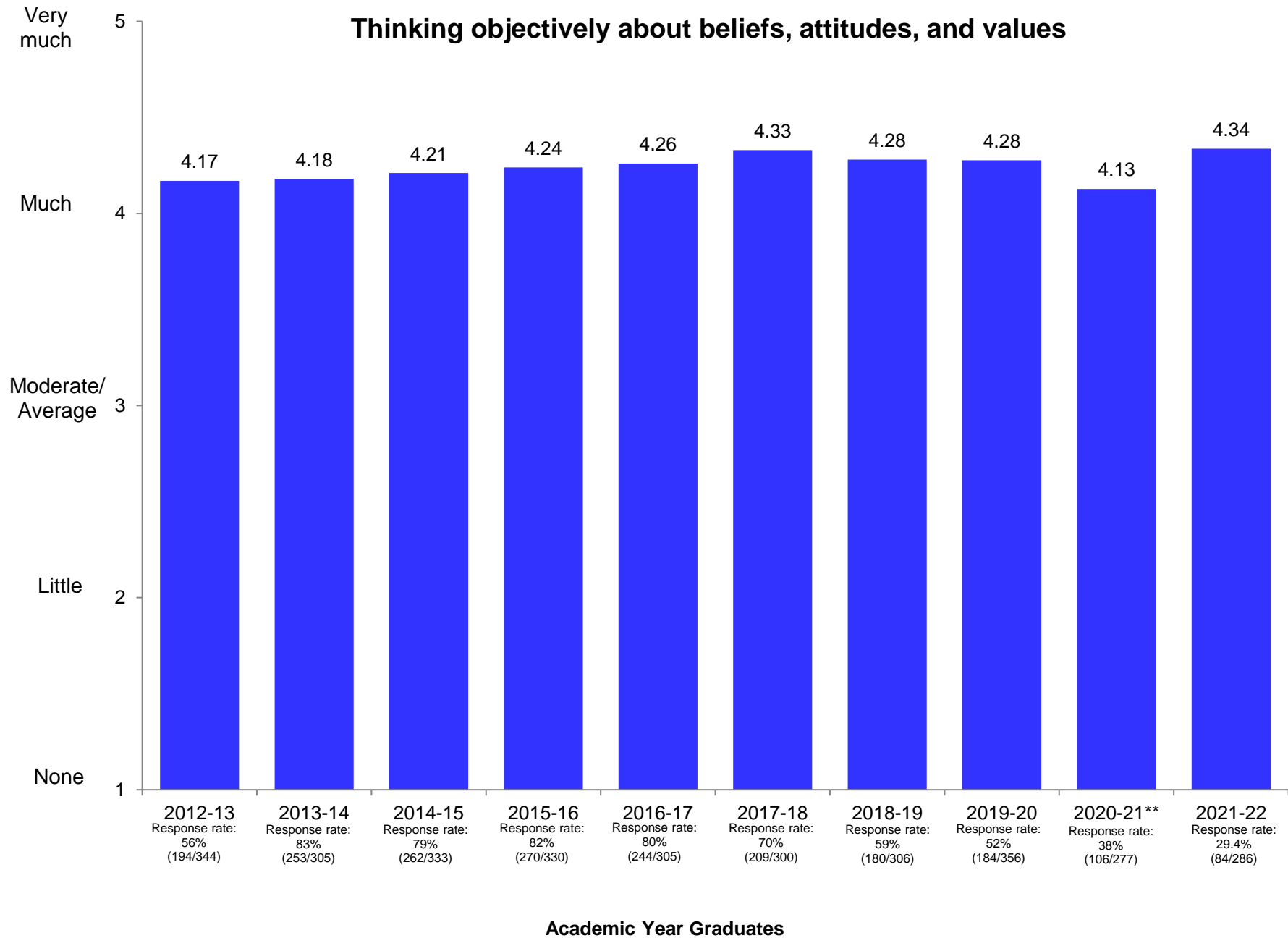
Graduating Senior Survey
Administered at graduation rehearsal



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

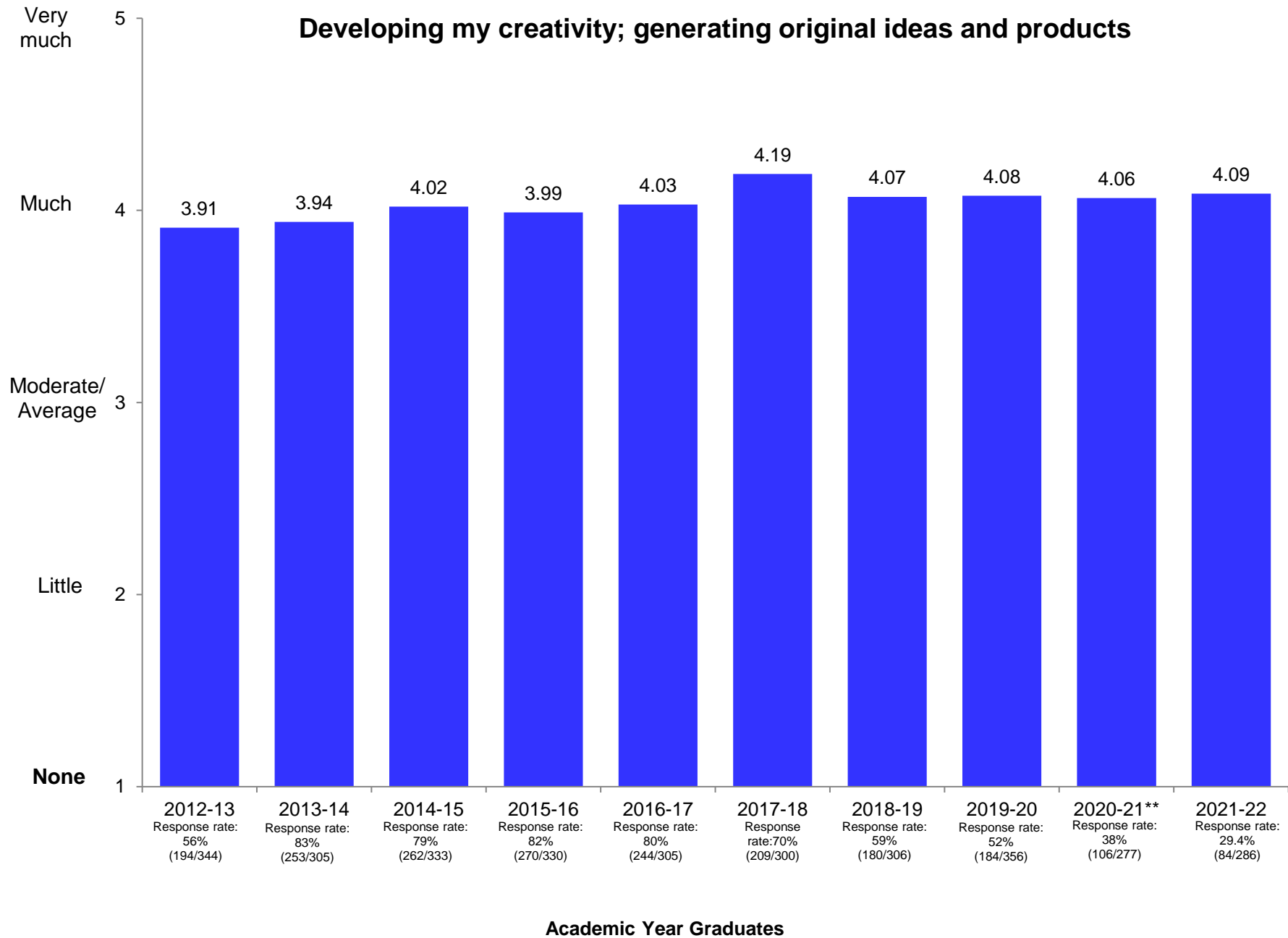
Graduating Senior Survey
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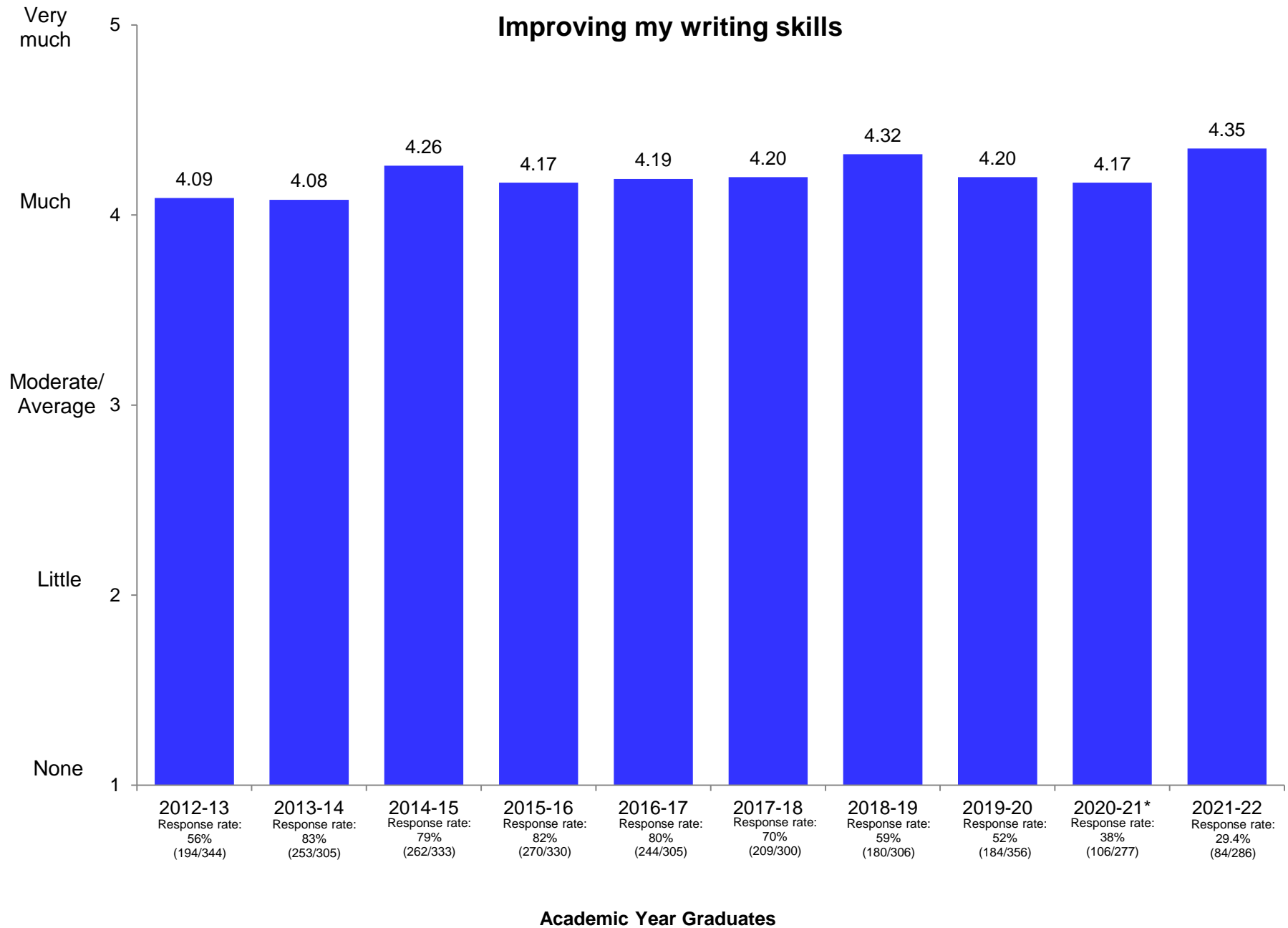
Graduating Senior Survey
Administered at graduation rehearsal



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

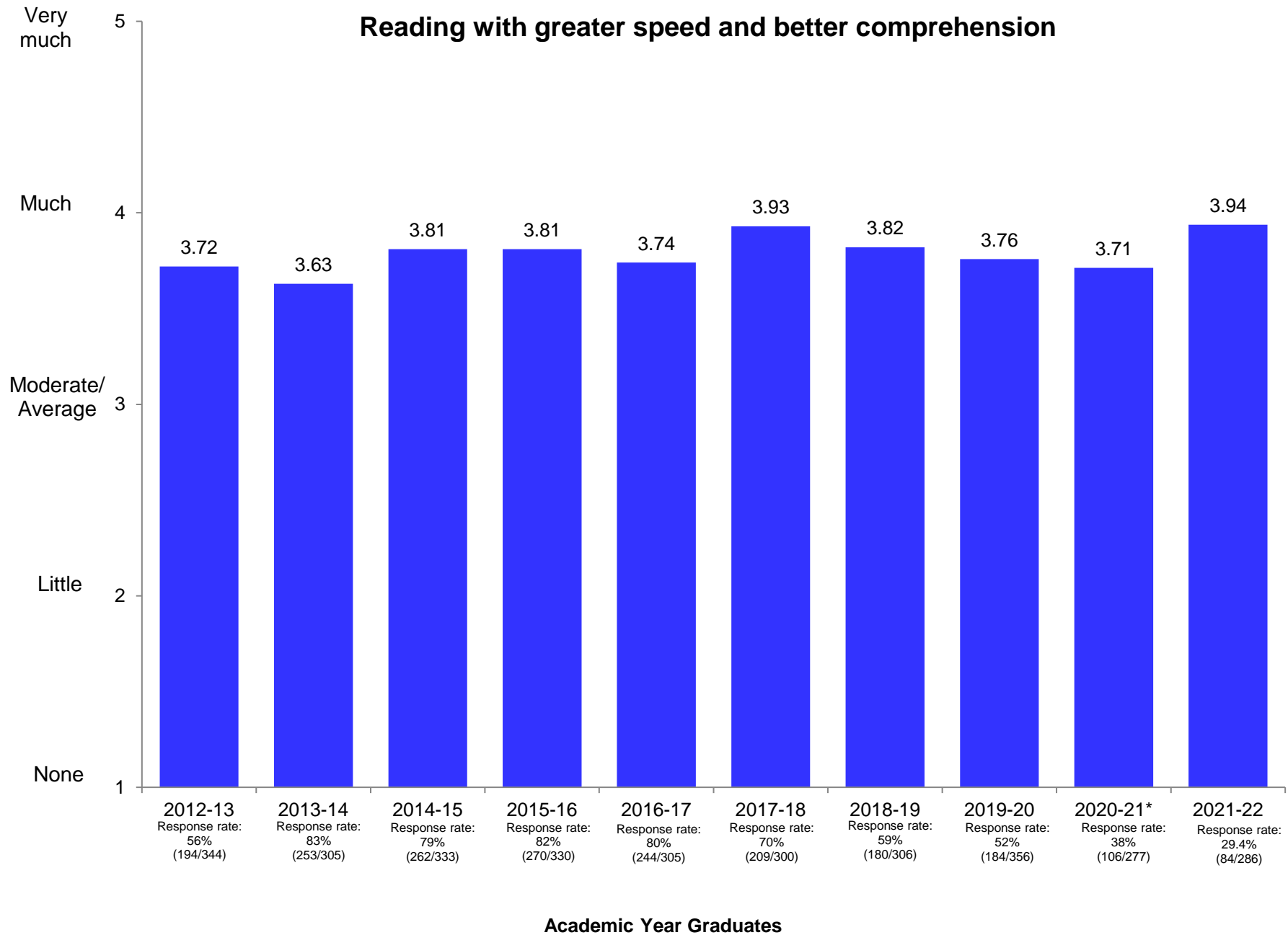
Graduating Senior Survey
Administered at graduation rehearsal



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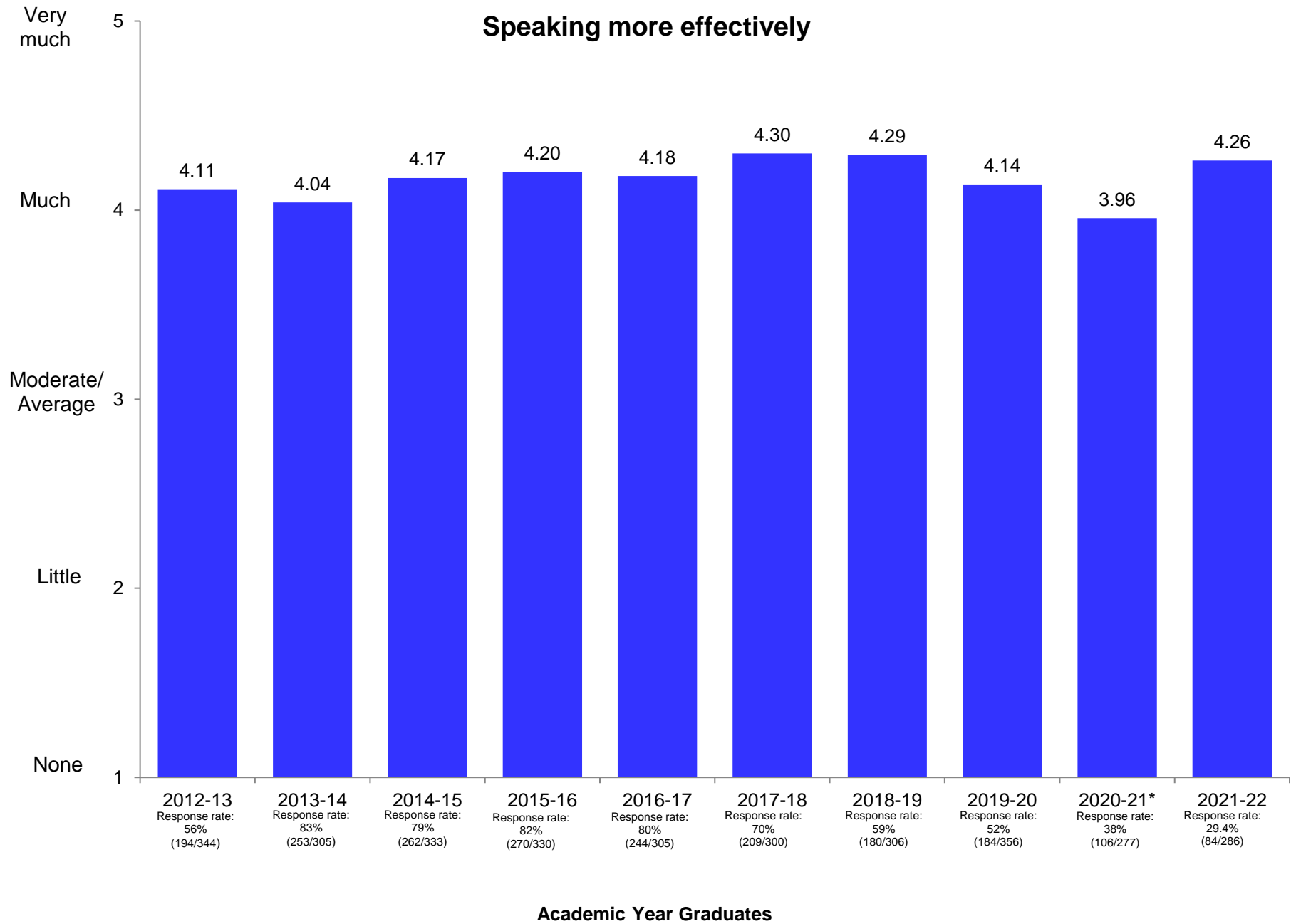
Graduating Senior Survey
Administered at graduation rehearsal



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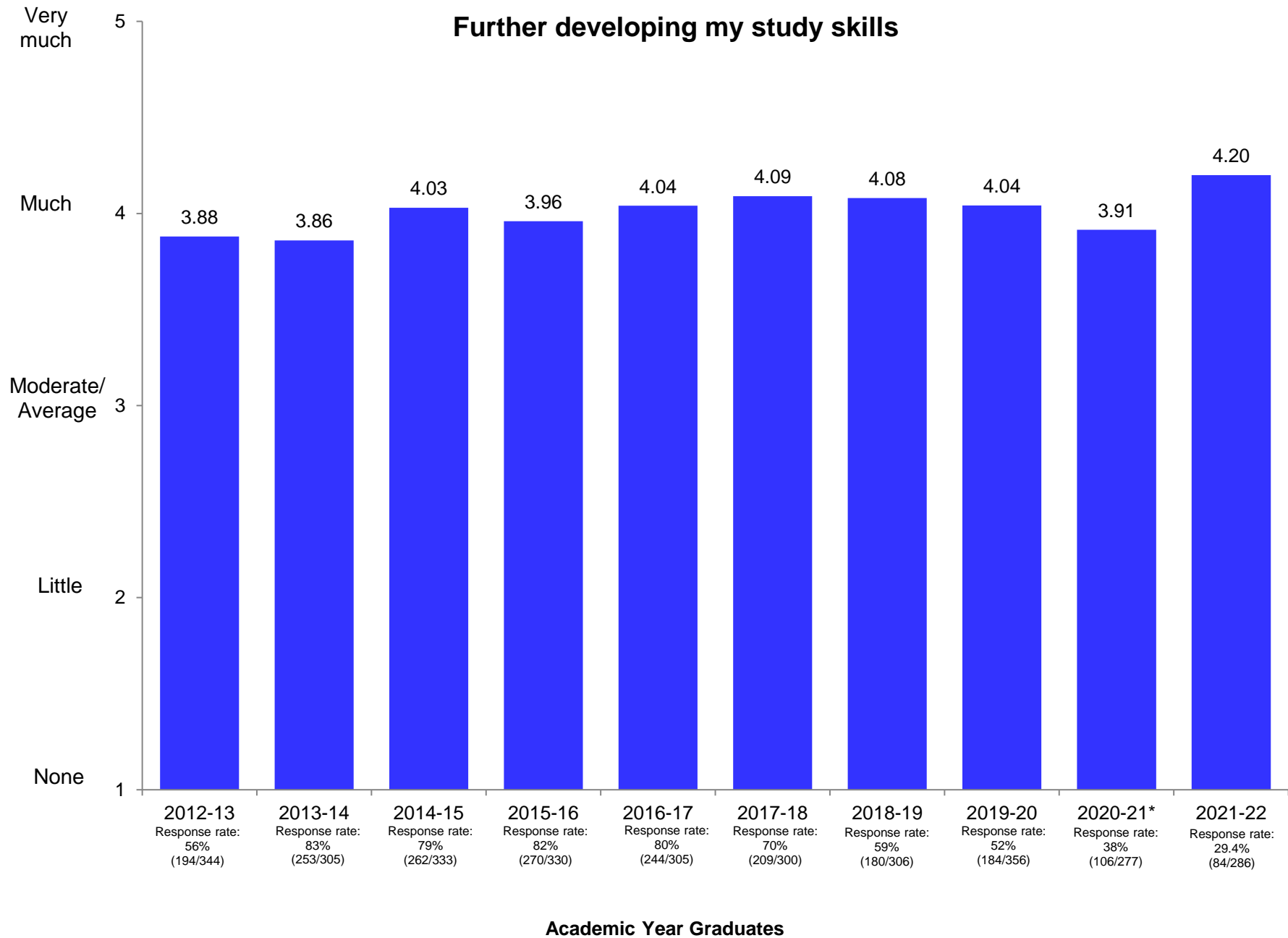
Graduating Senior Survey
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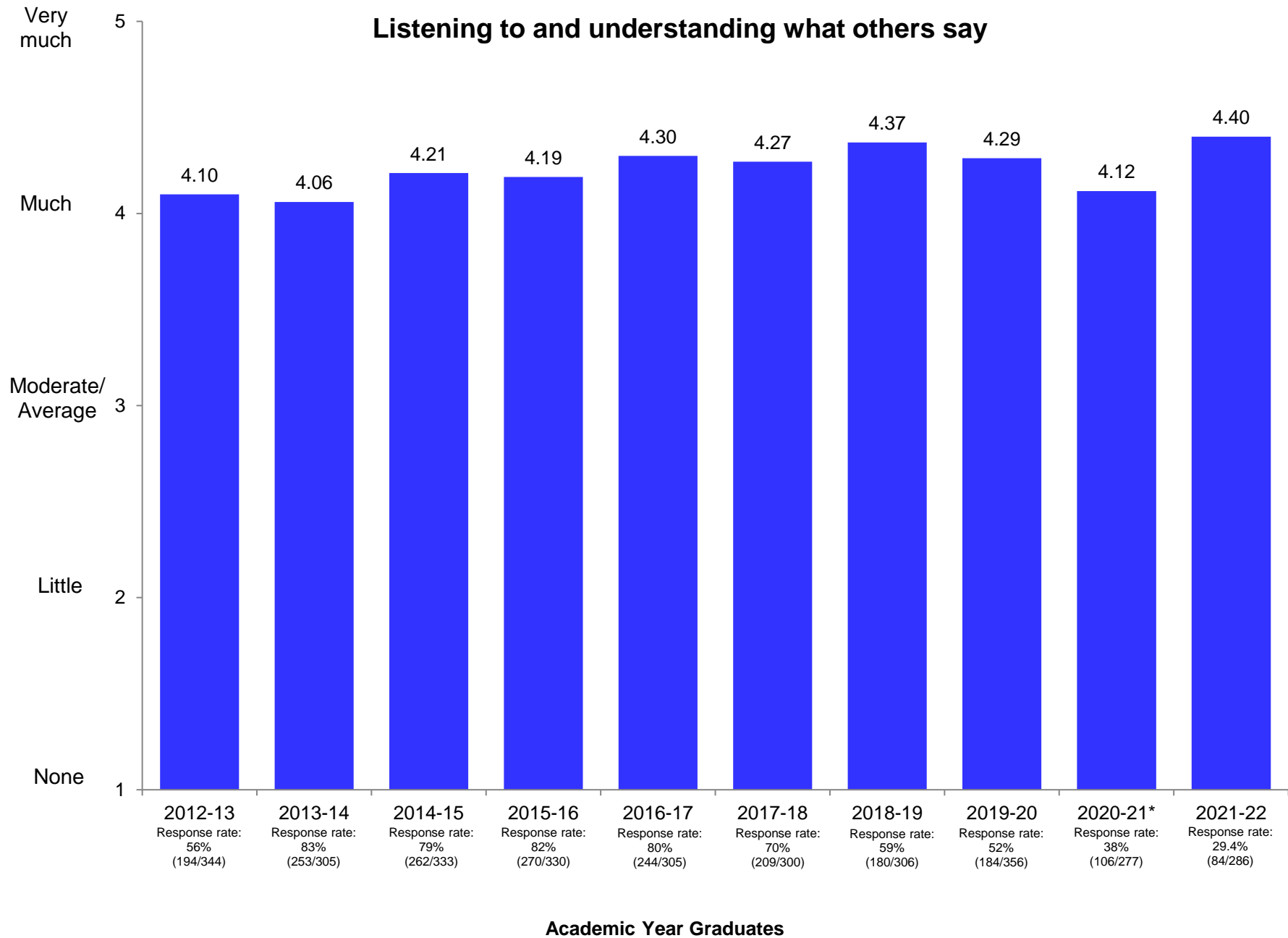
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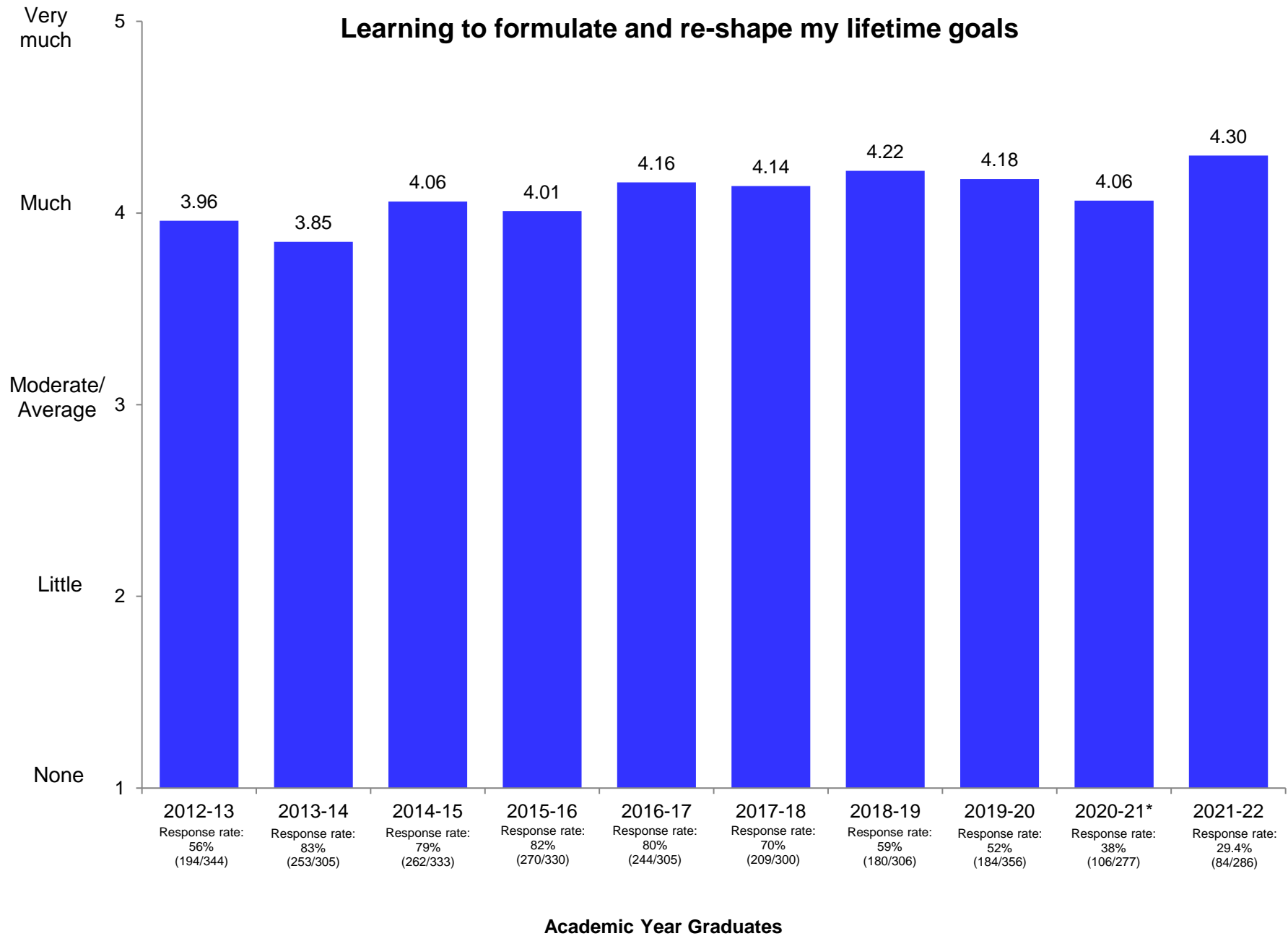
Graduating Senior Survey
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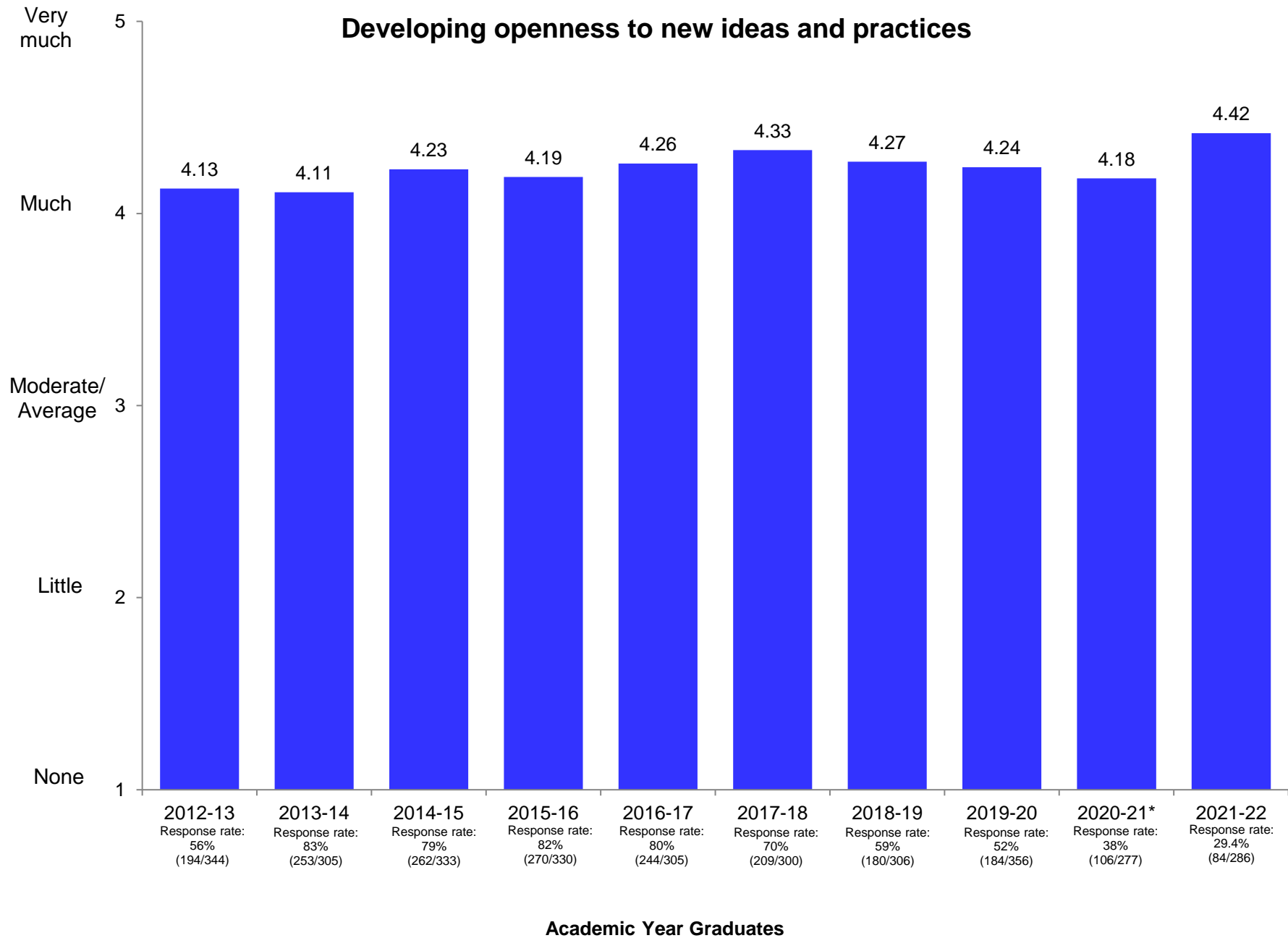
Graduating Senior Survey
Administered at graduation rehearsal



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

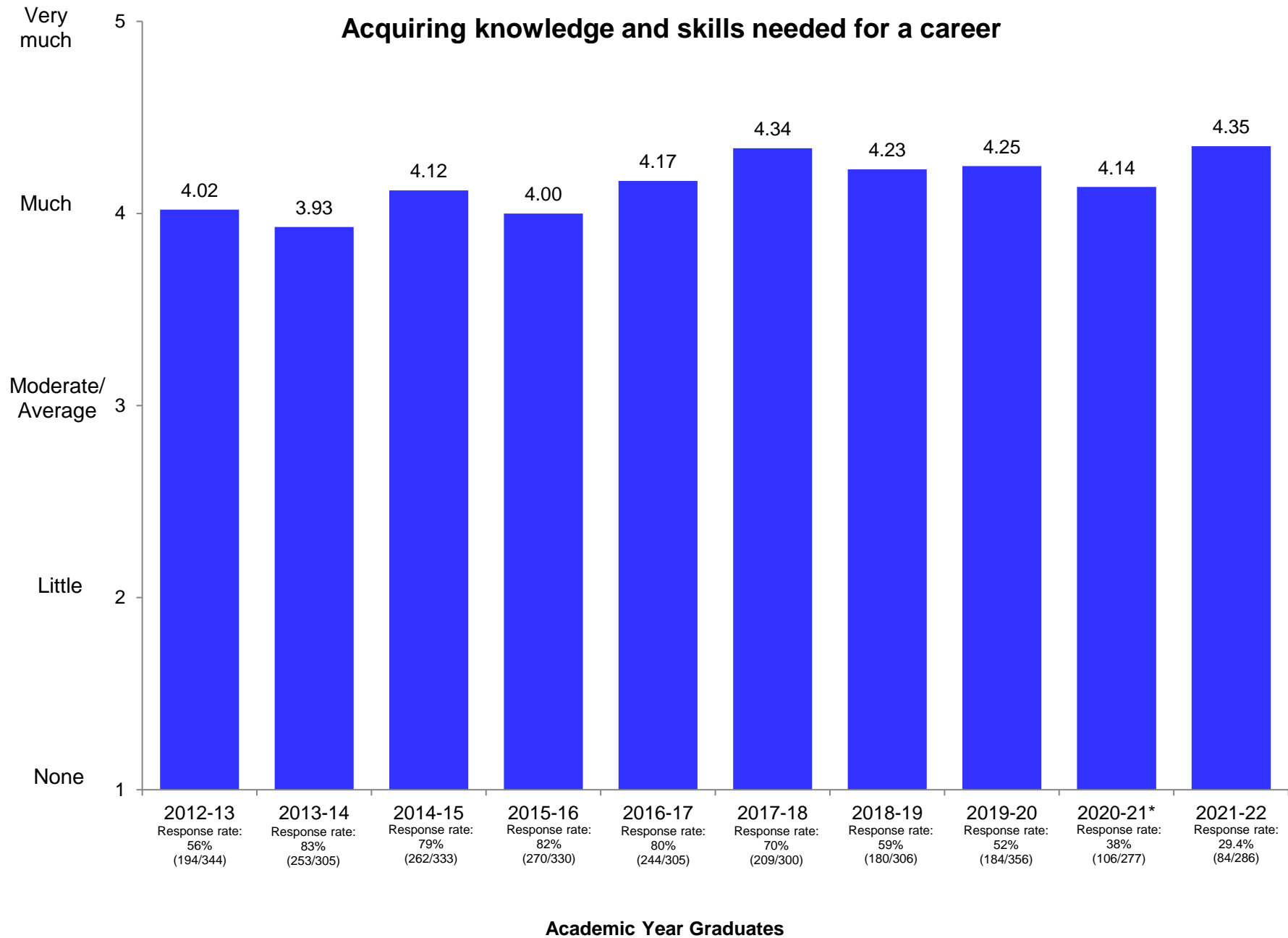
Graduating Senior Survey
Administered at graduation rehearsal



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

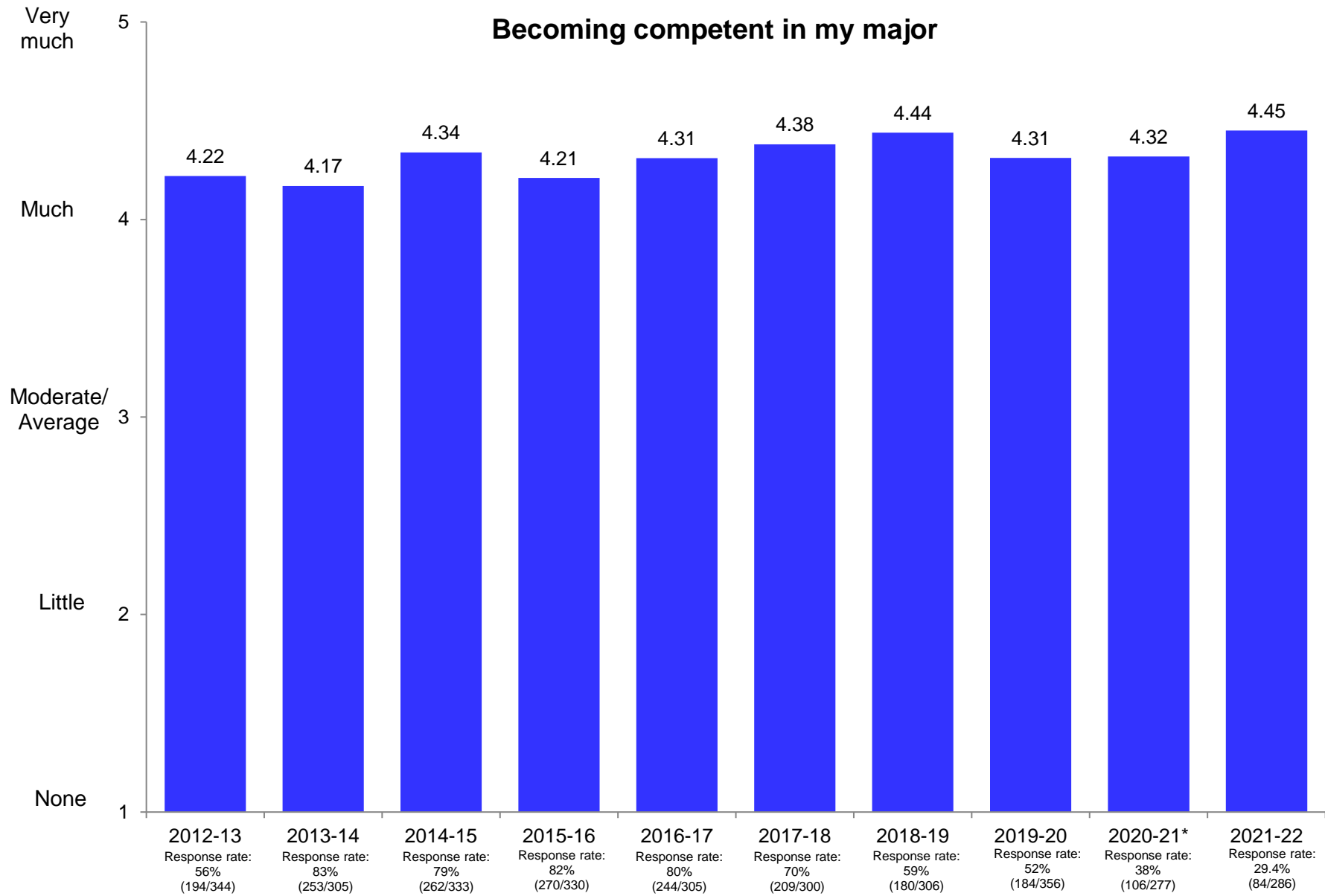
Graduating Senior Survey
Administered at graduation rehearsal



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

Graduating Senior Survey
Administered at graduation rehearsal



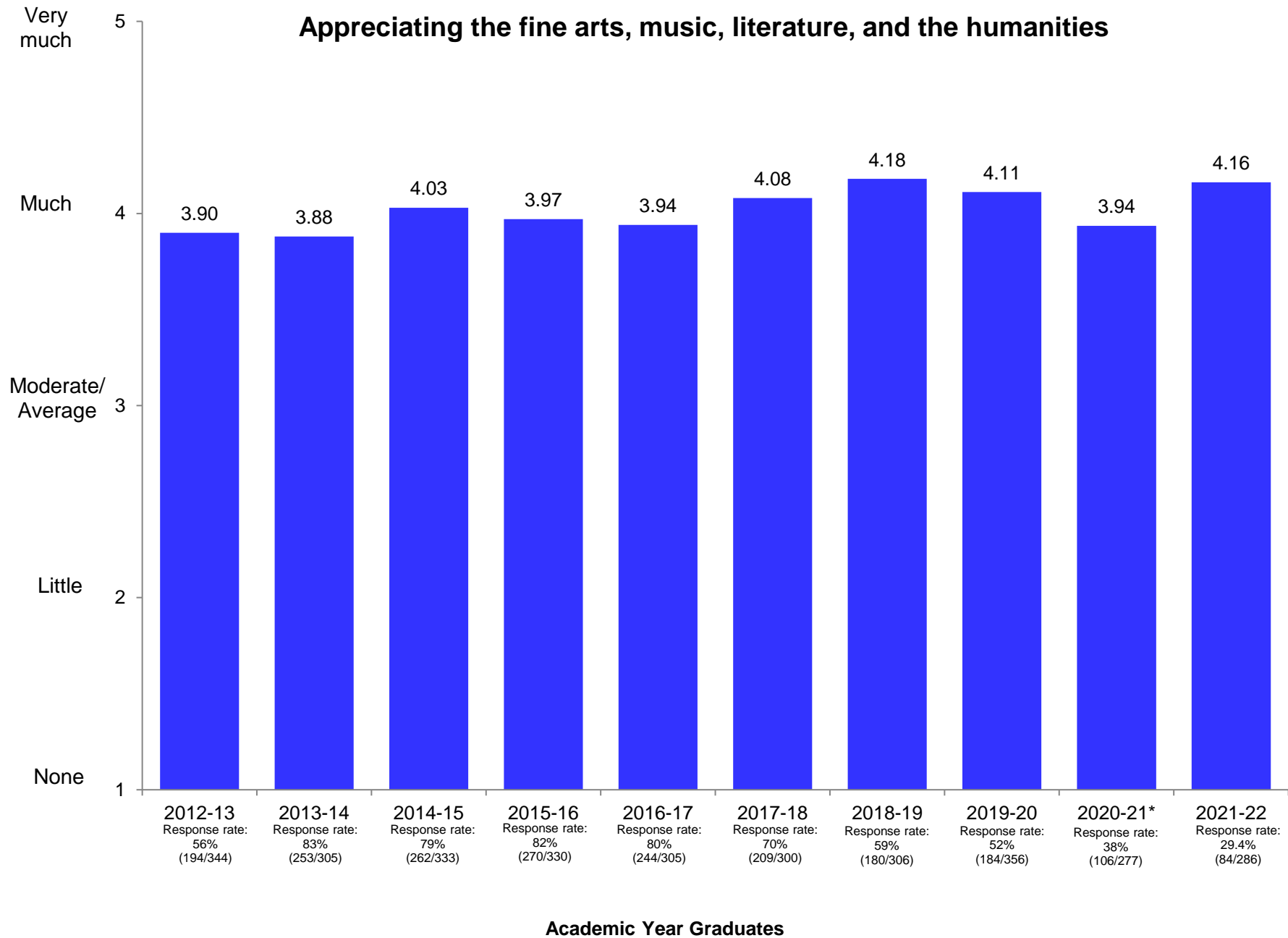
Academic Year Graduates

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

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

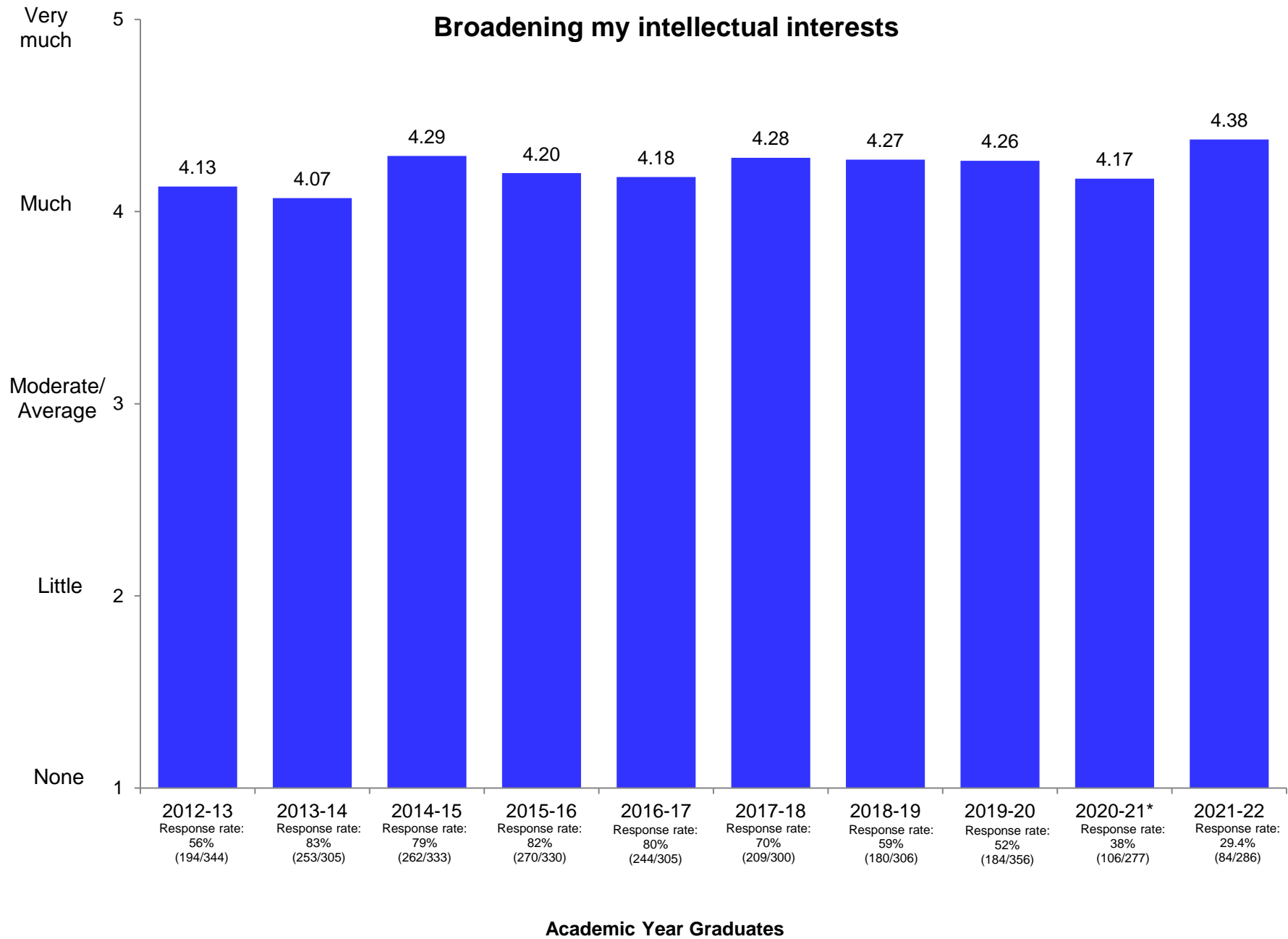
Graduating Senior Survey
Administered at graduation rehearsal



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

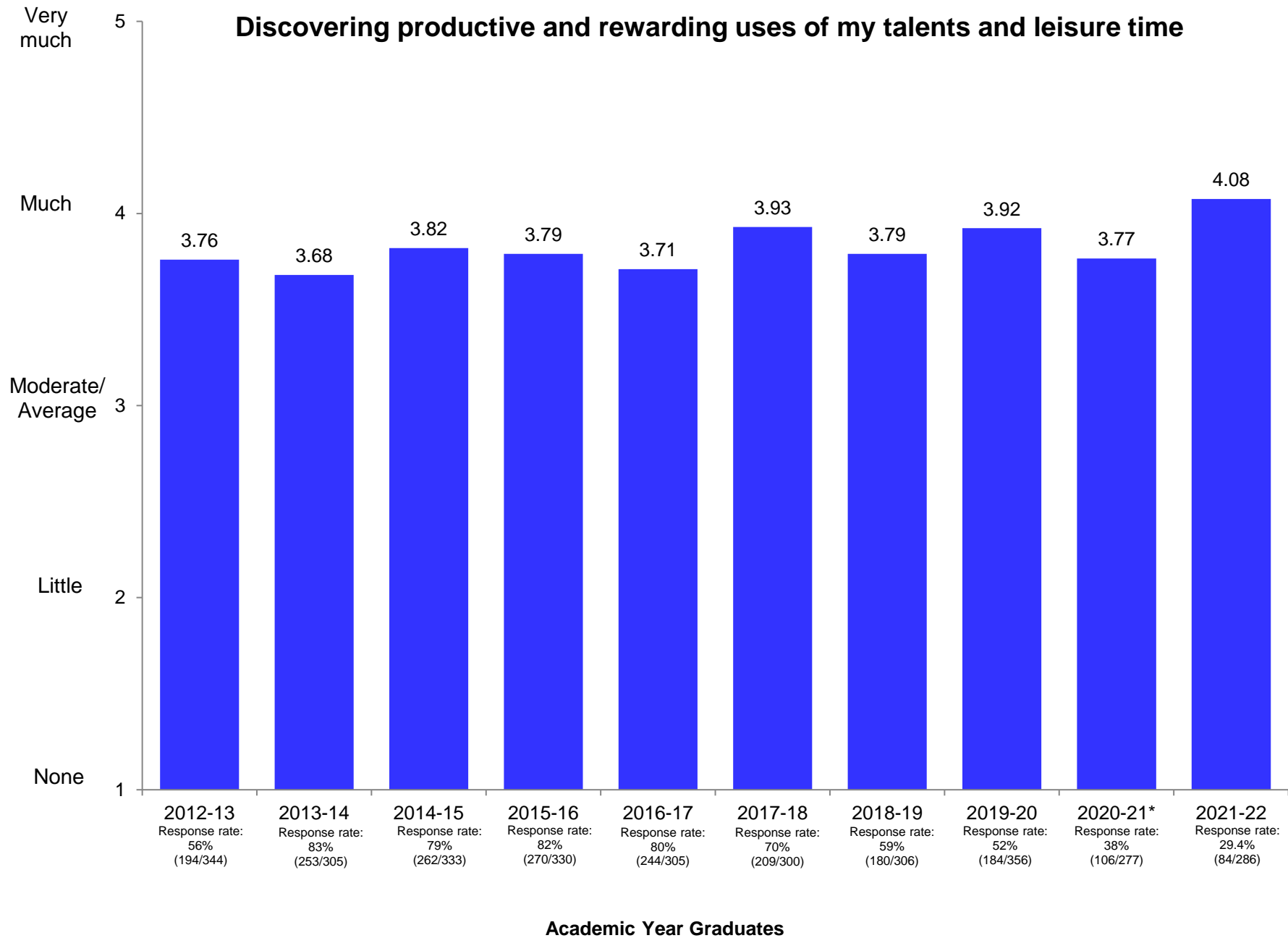
Graduating Senior Survey
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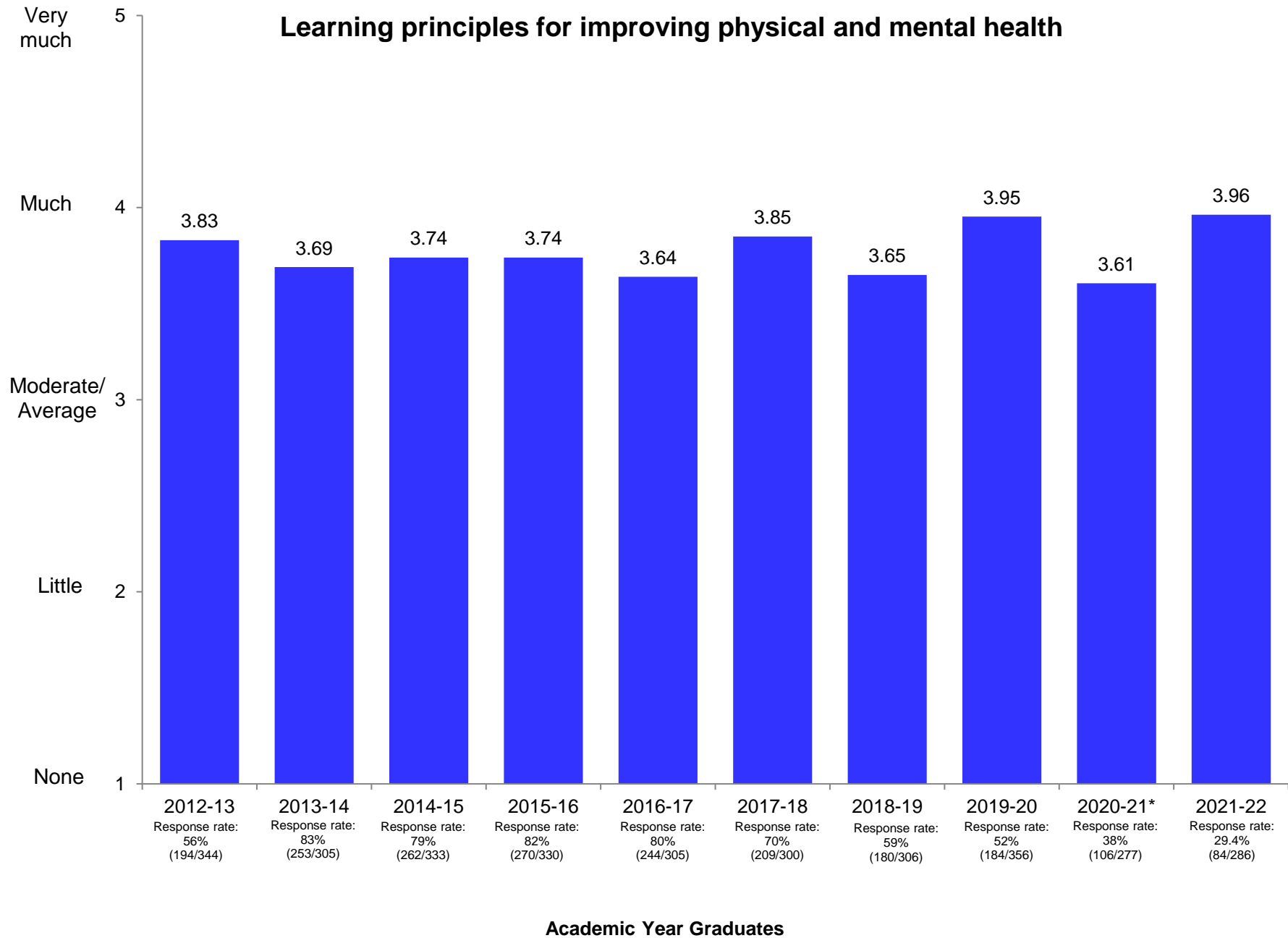
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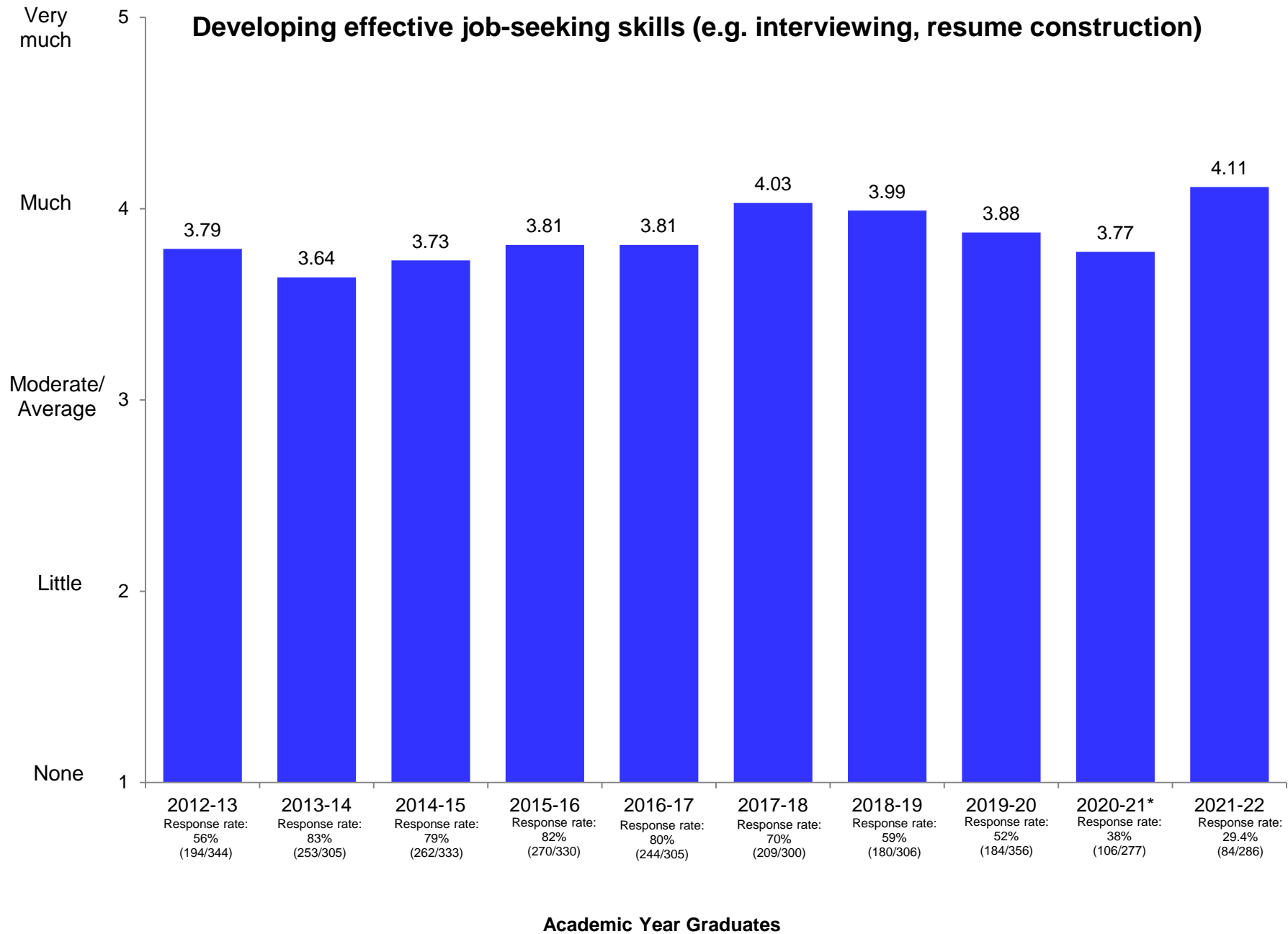
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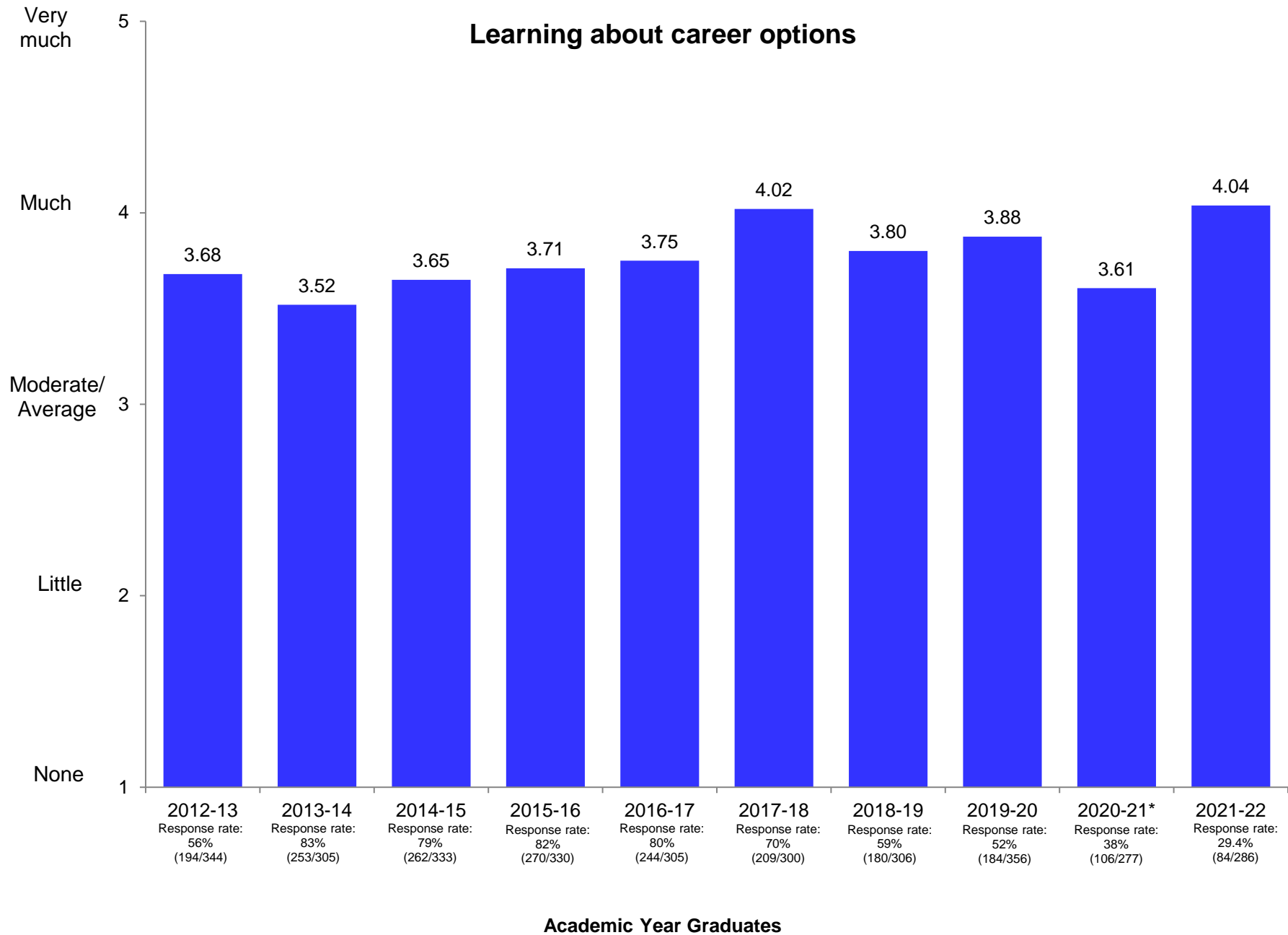
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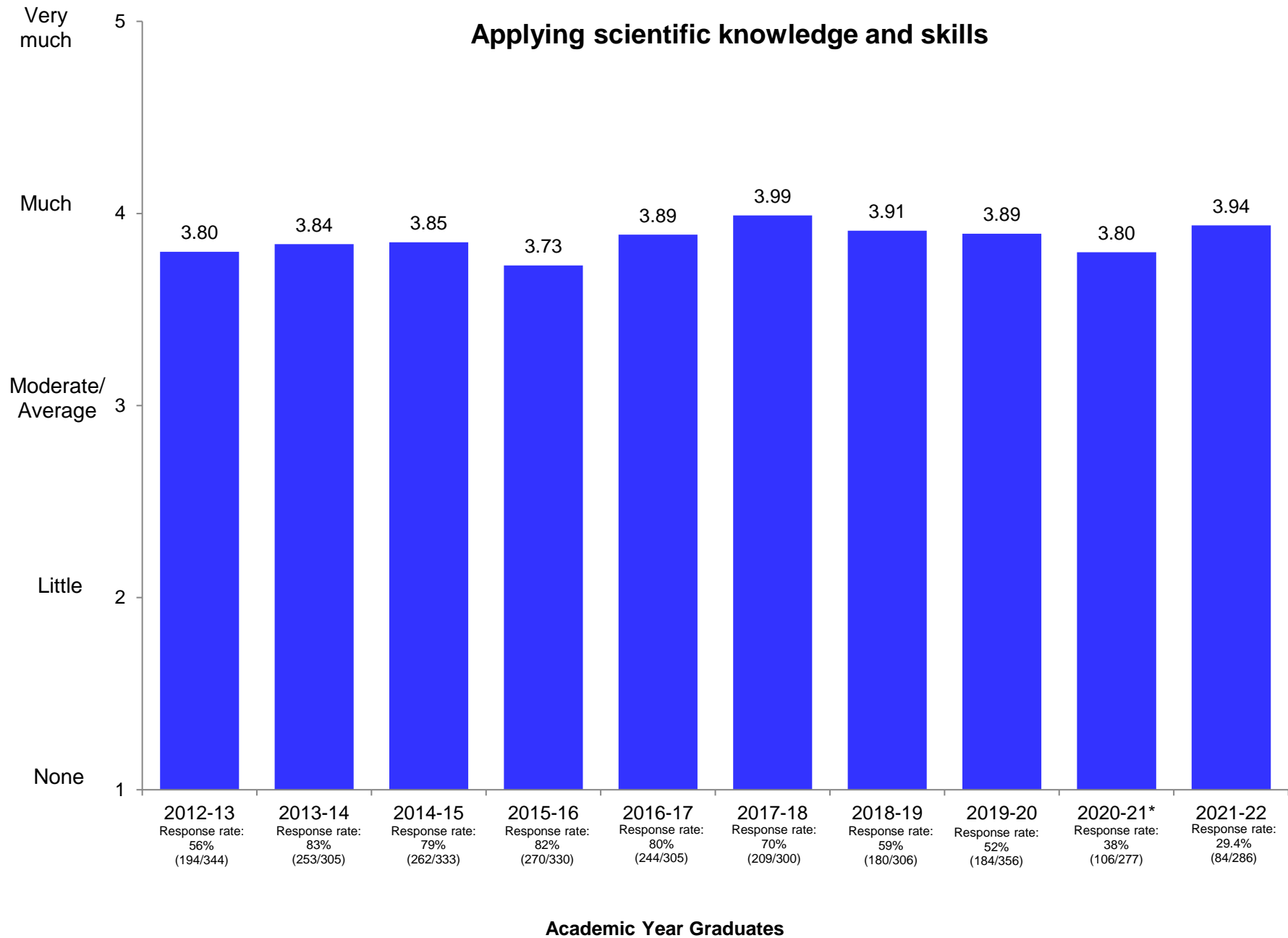
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*Due to the COVID-19 Pandemic, survey was administered online.

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

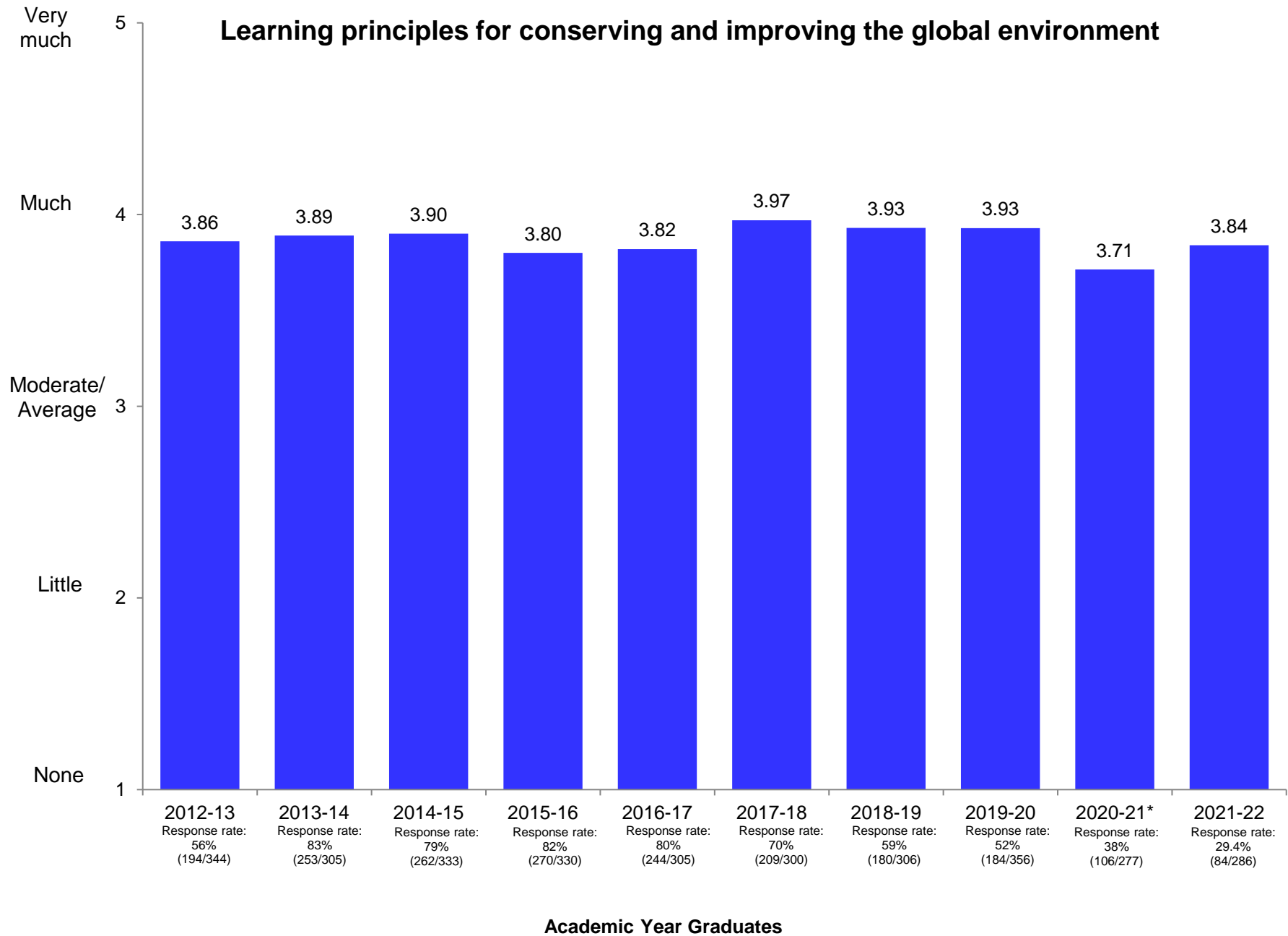
Graduating Senior Survey
Administered at graduation rehearsal



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

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

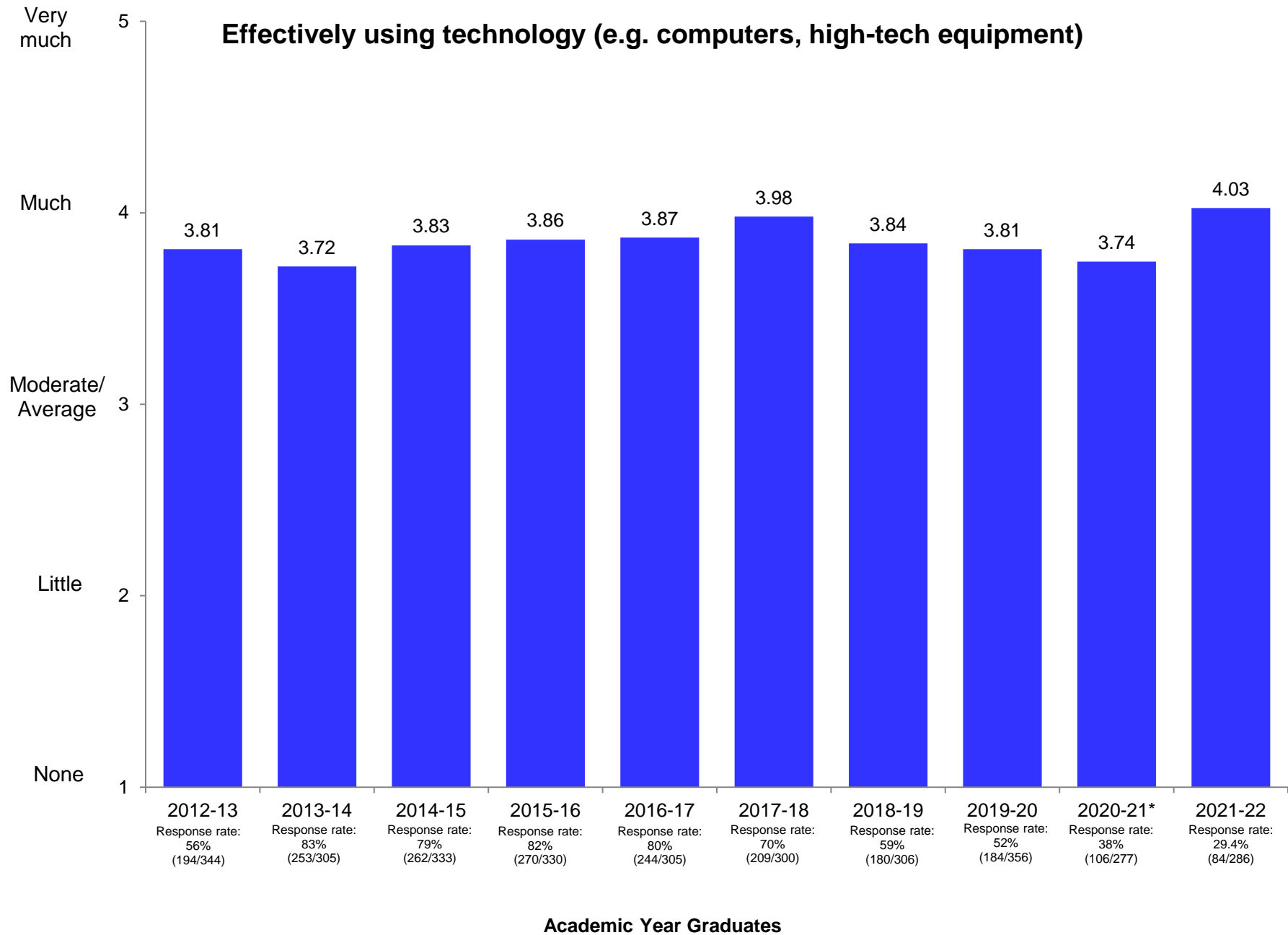
Graduating Senior Survey
Administered at graduation rehearsal



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

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

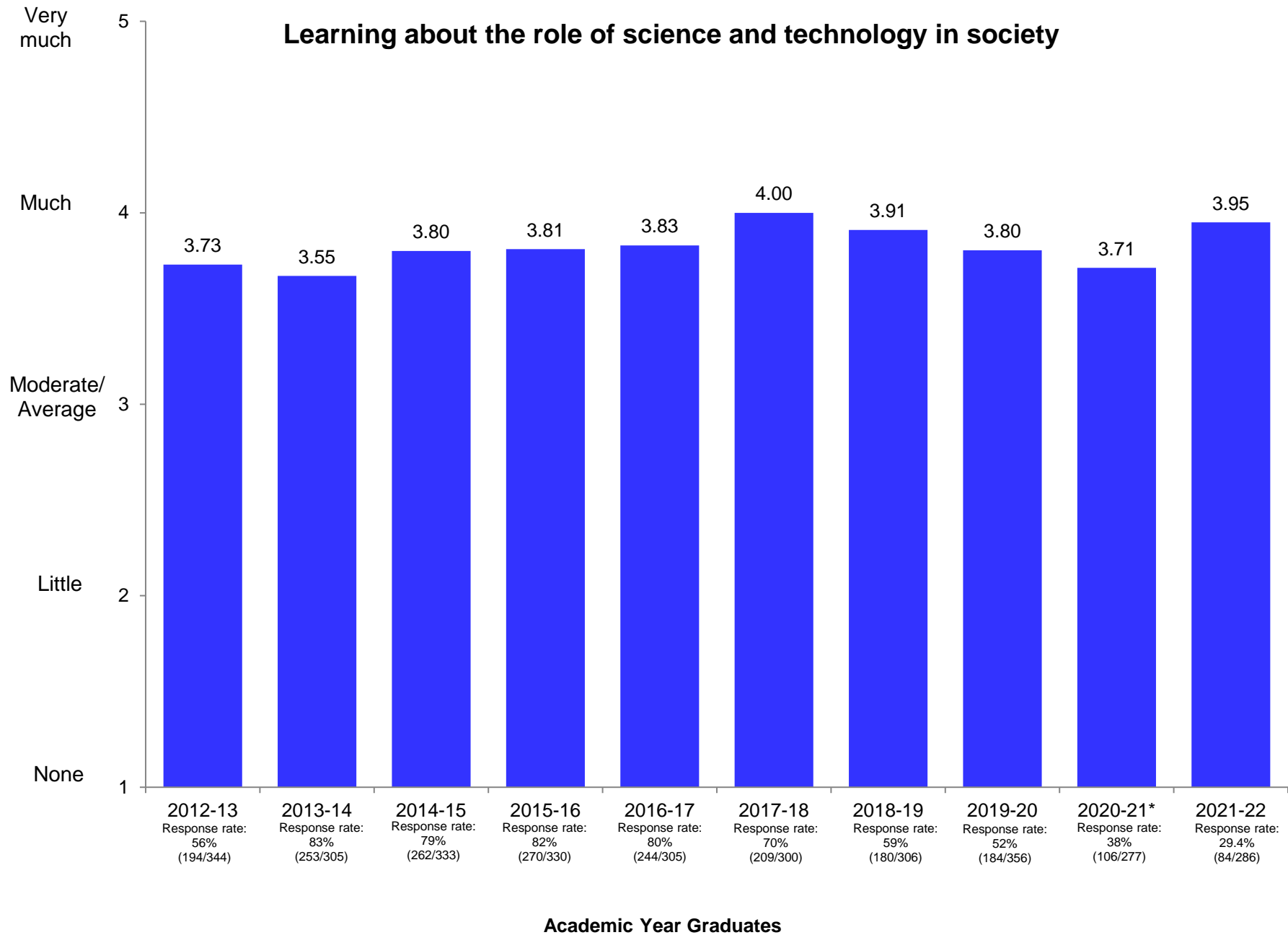
Graduating Senior Survey
Administered at graduation rehearsal



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

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

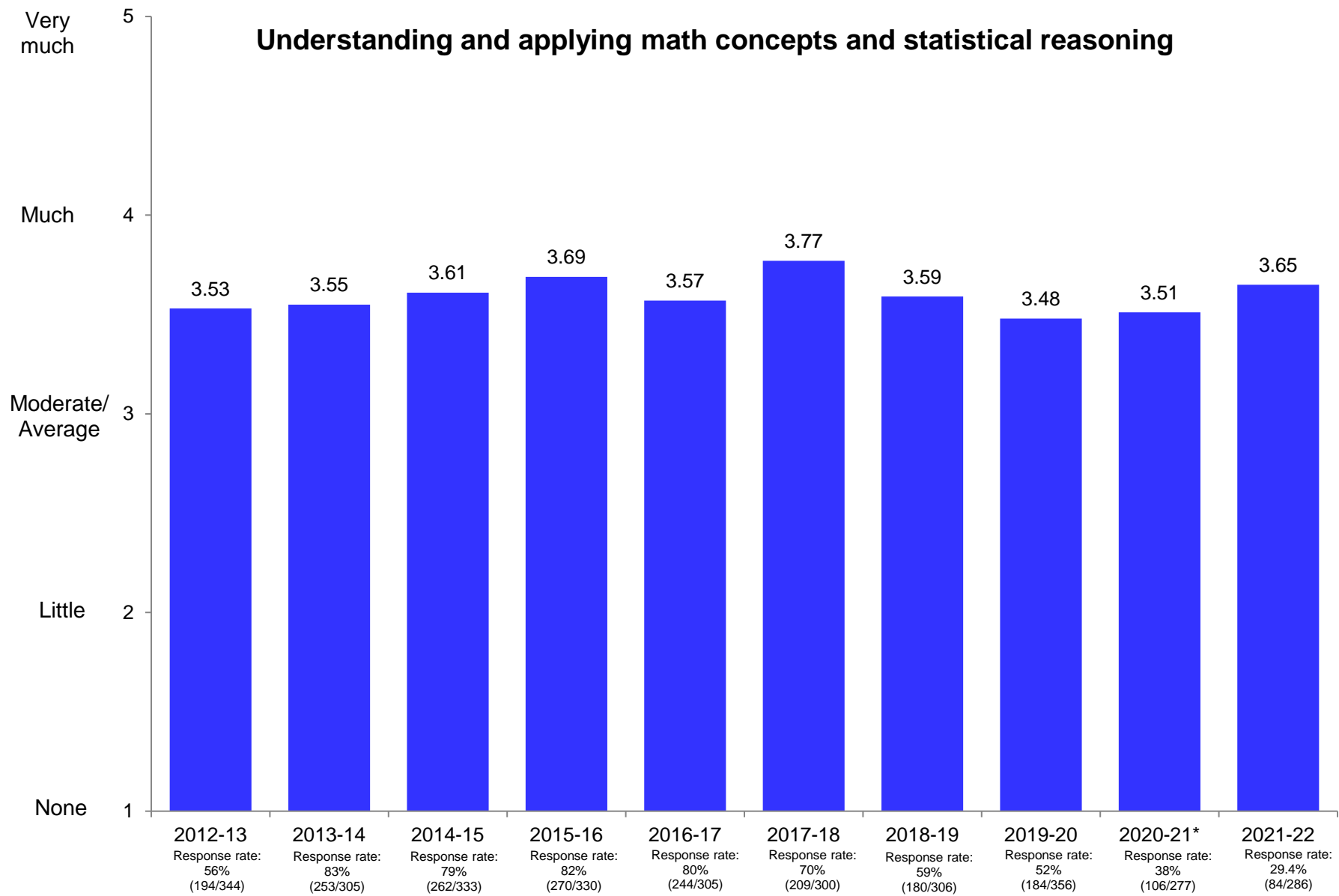
Graduating Senior Survey
Administered at graduation rehearsal



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

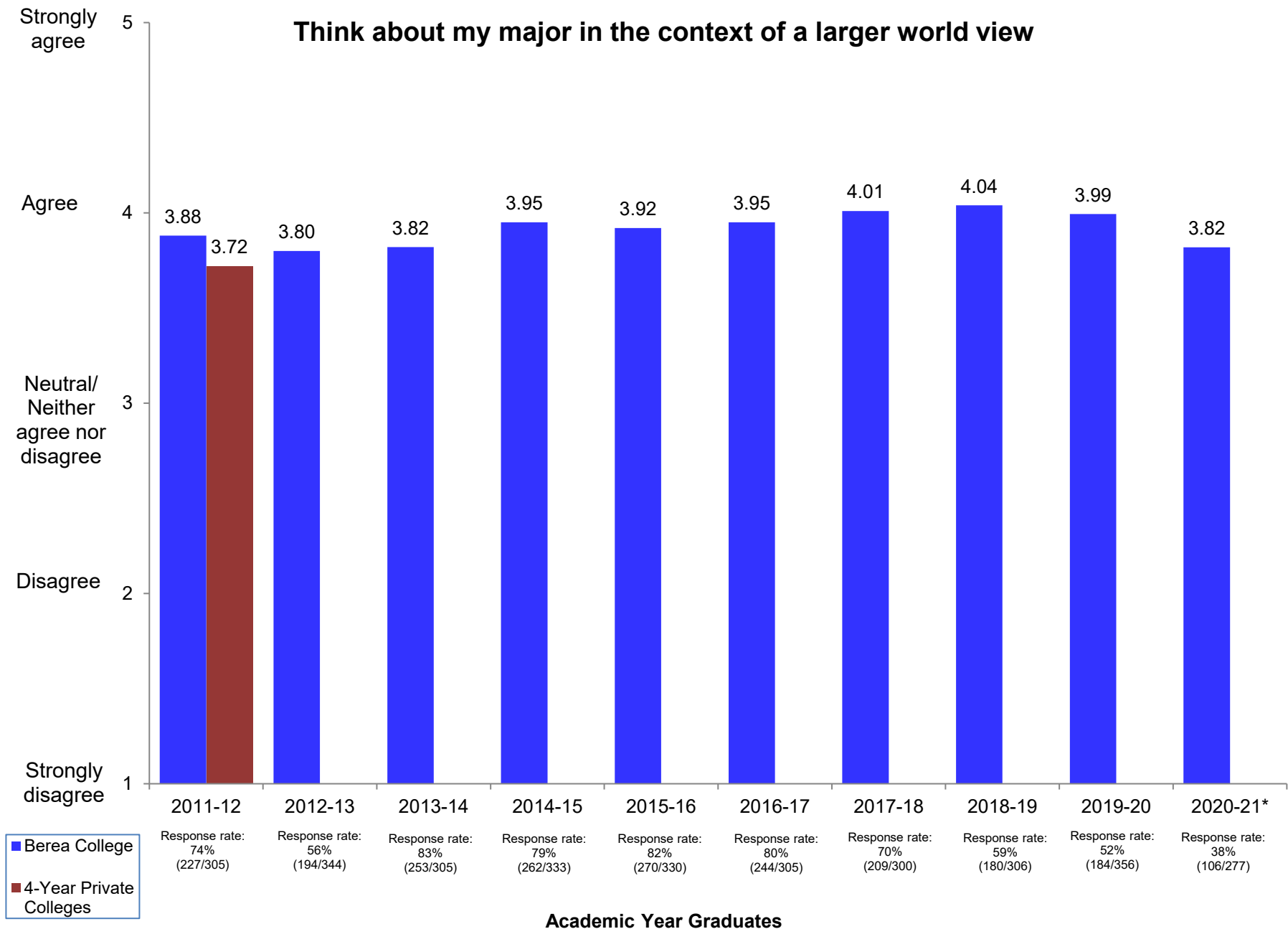
How much **progress** have you made toward the following outcome:

Graduating Senior Survey
Administered at graduation rehearsal



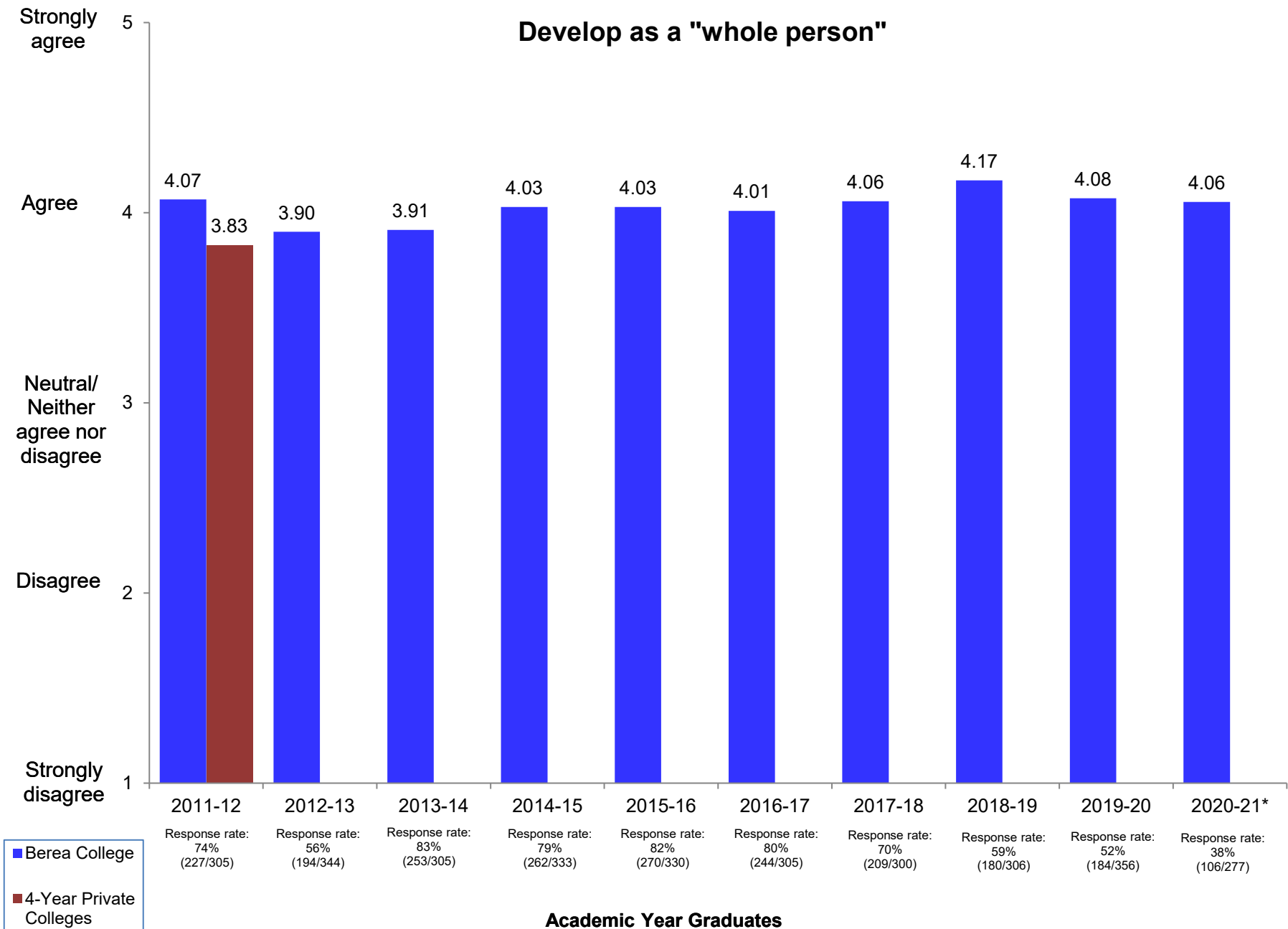
Academic Year Graduates

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



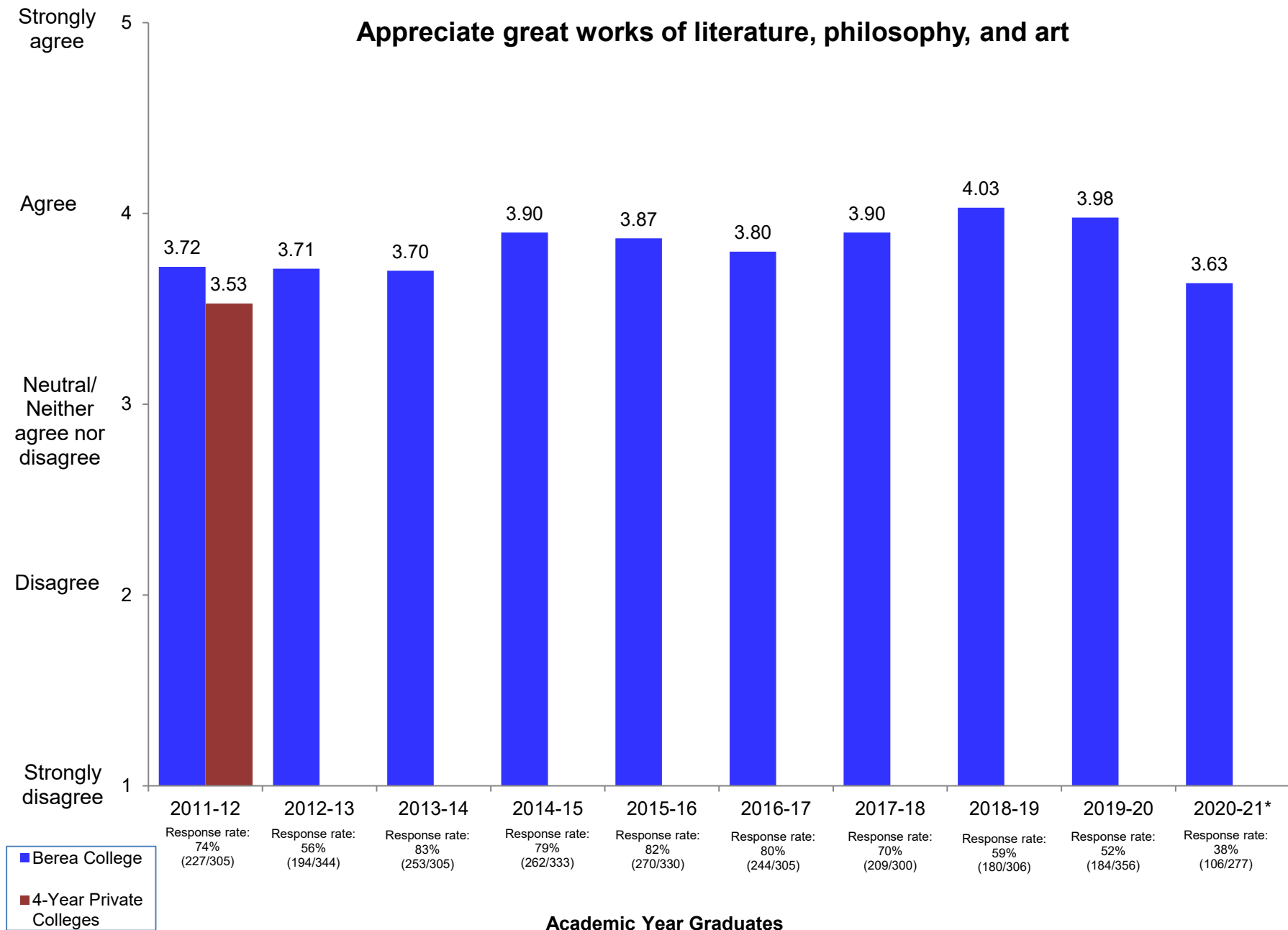
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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



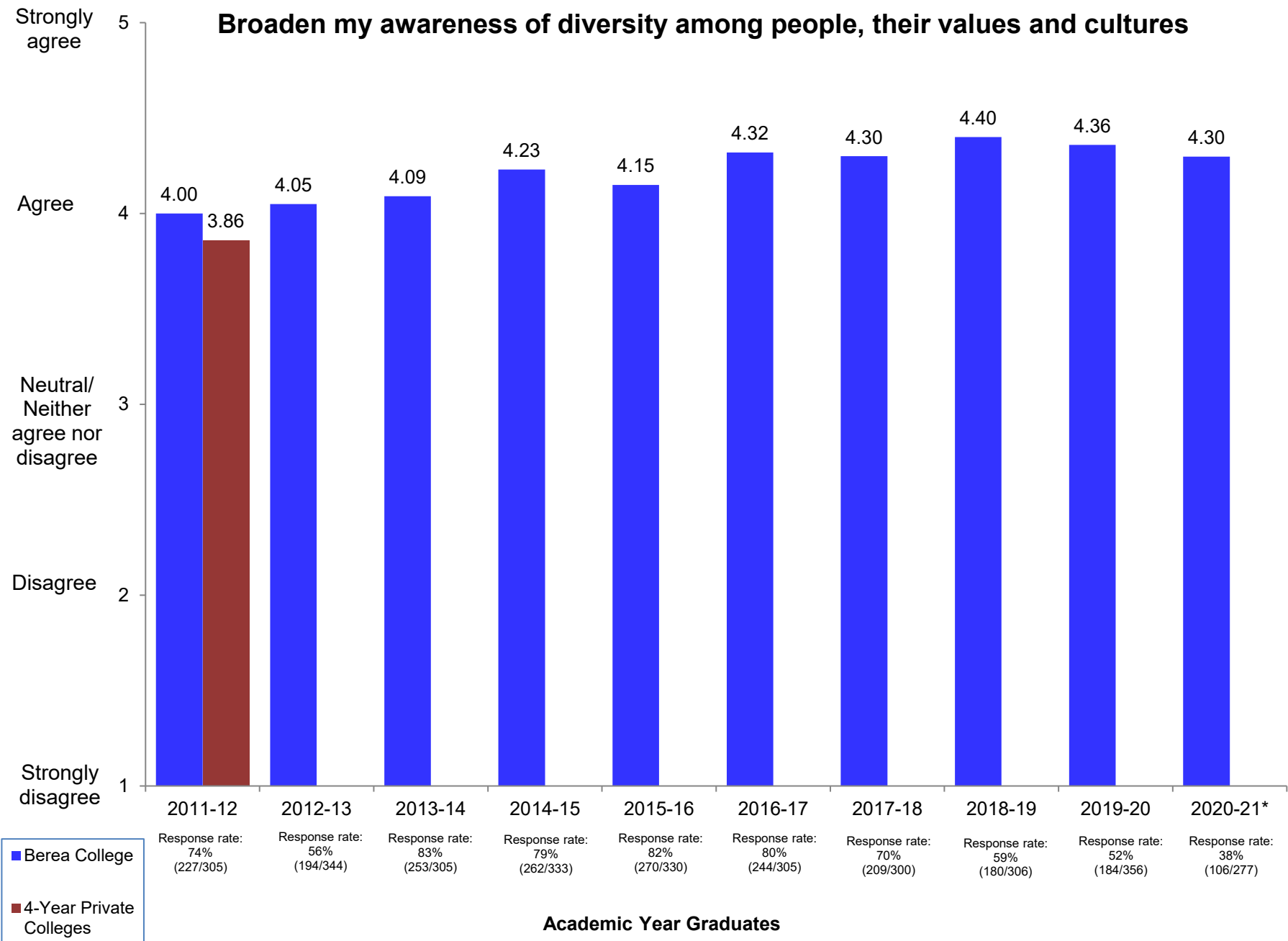
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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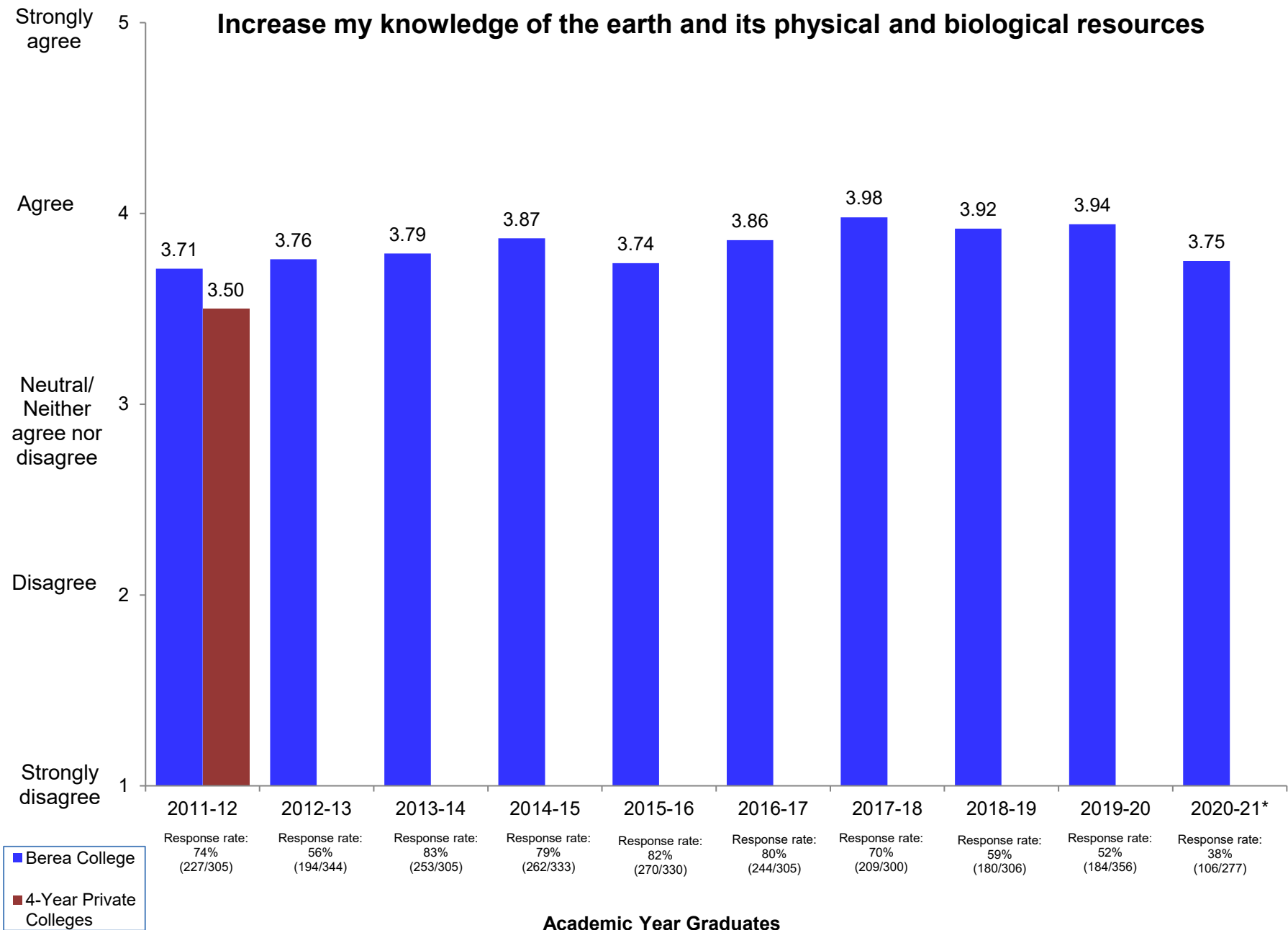
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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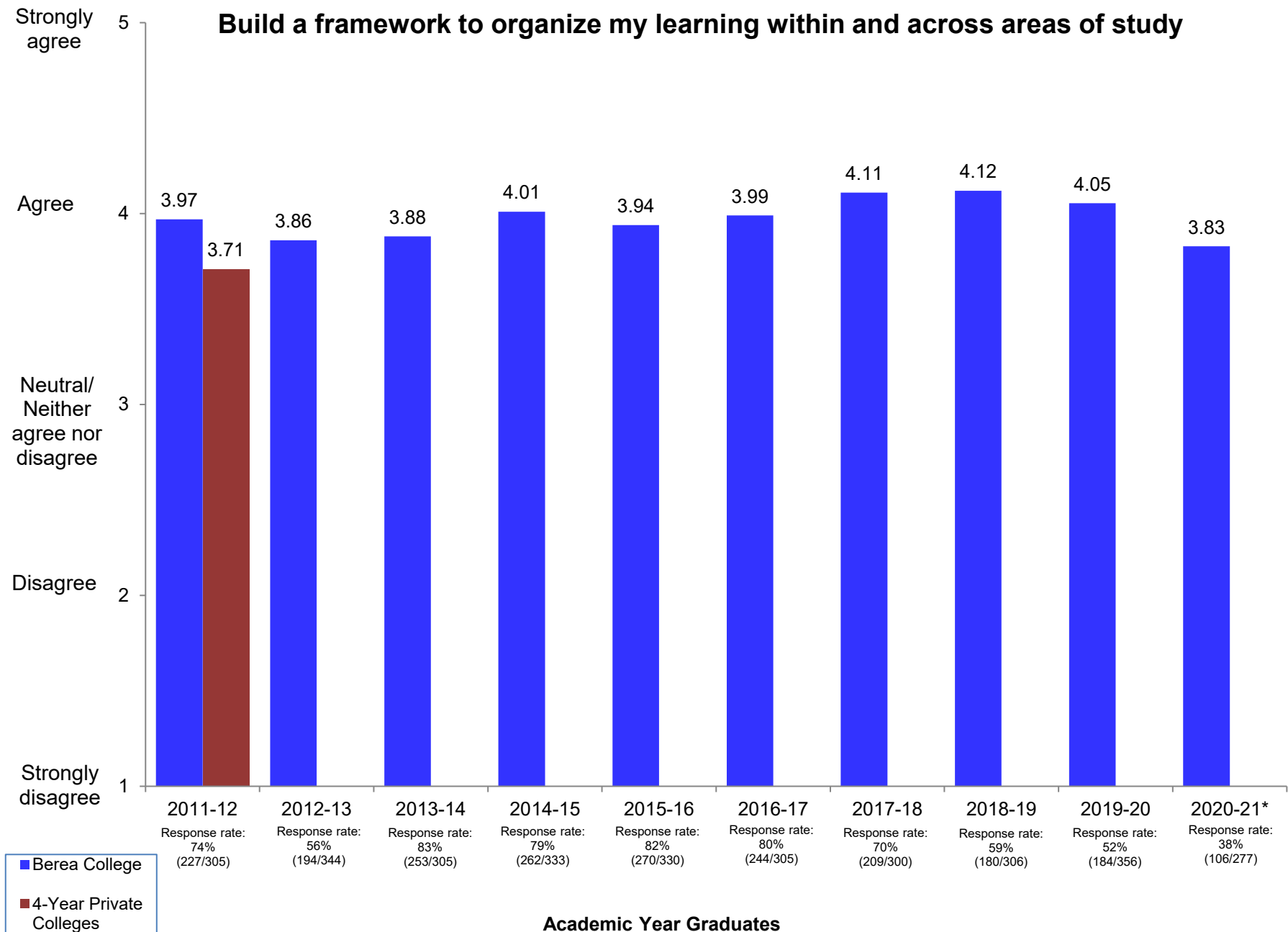
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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



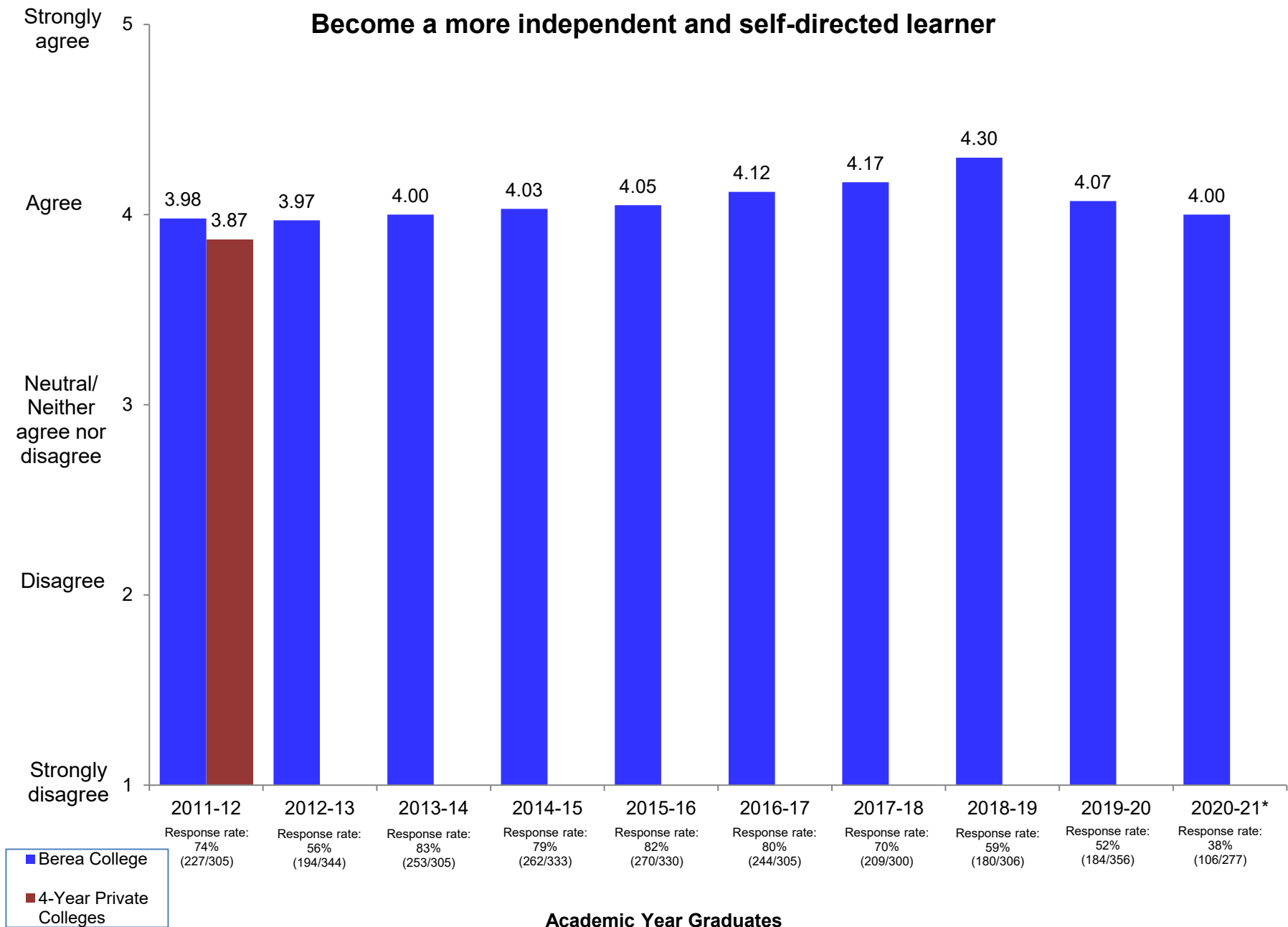
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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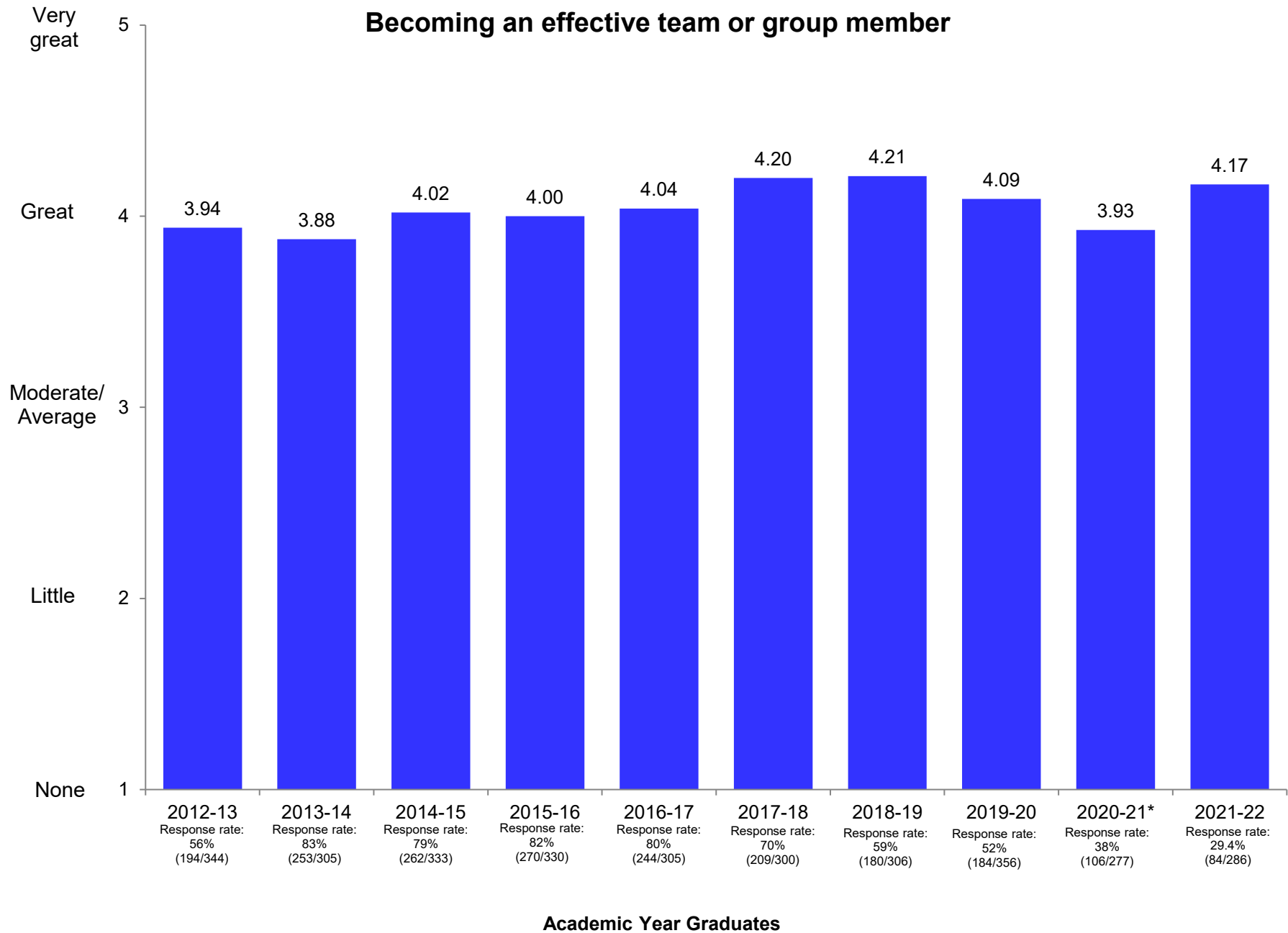
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

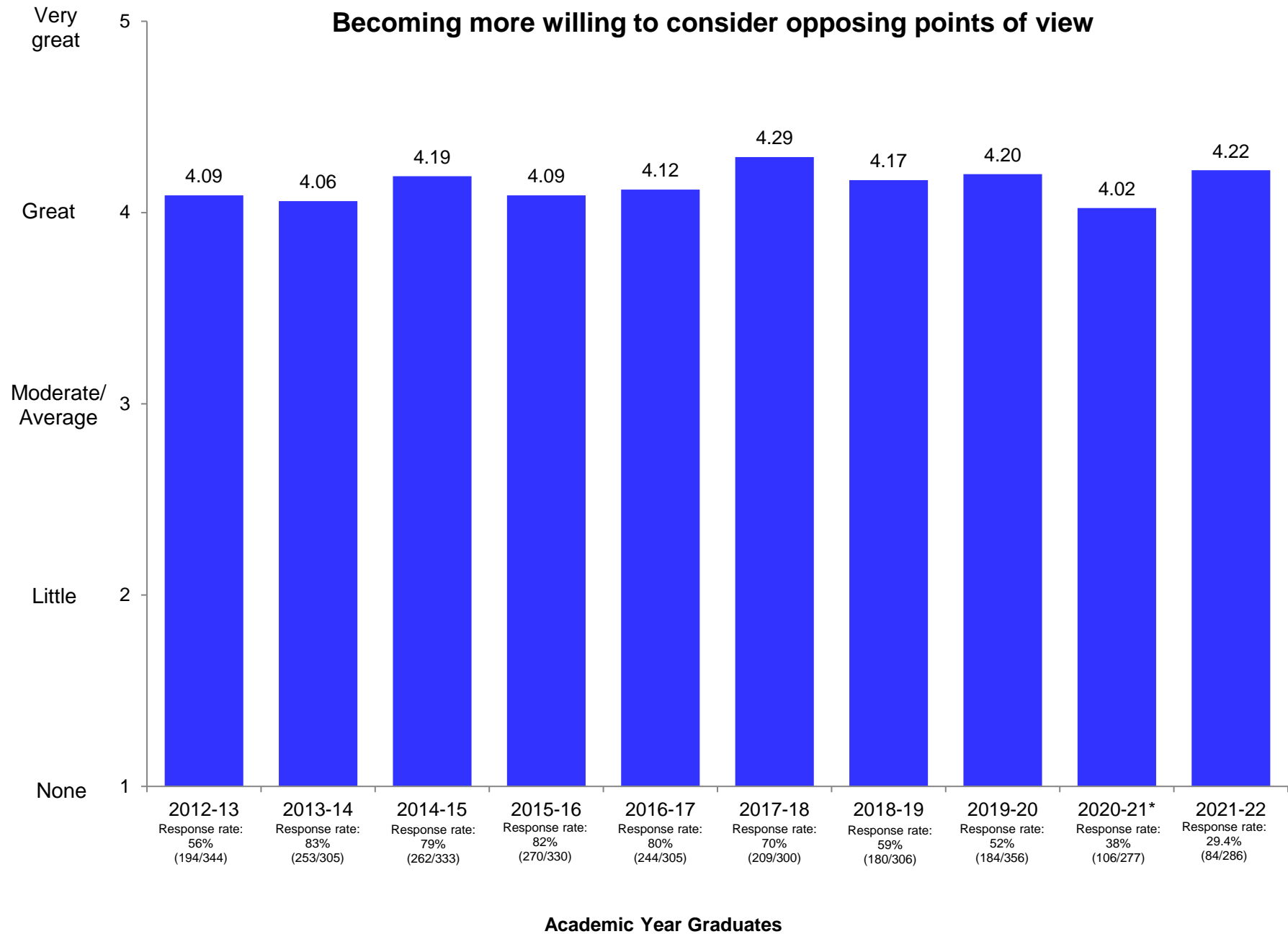
*Due to the COVID-19 Pandemic, survey was administered online.



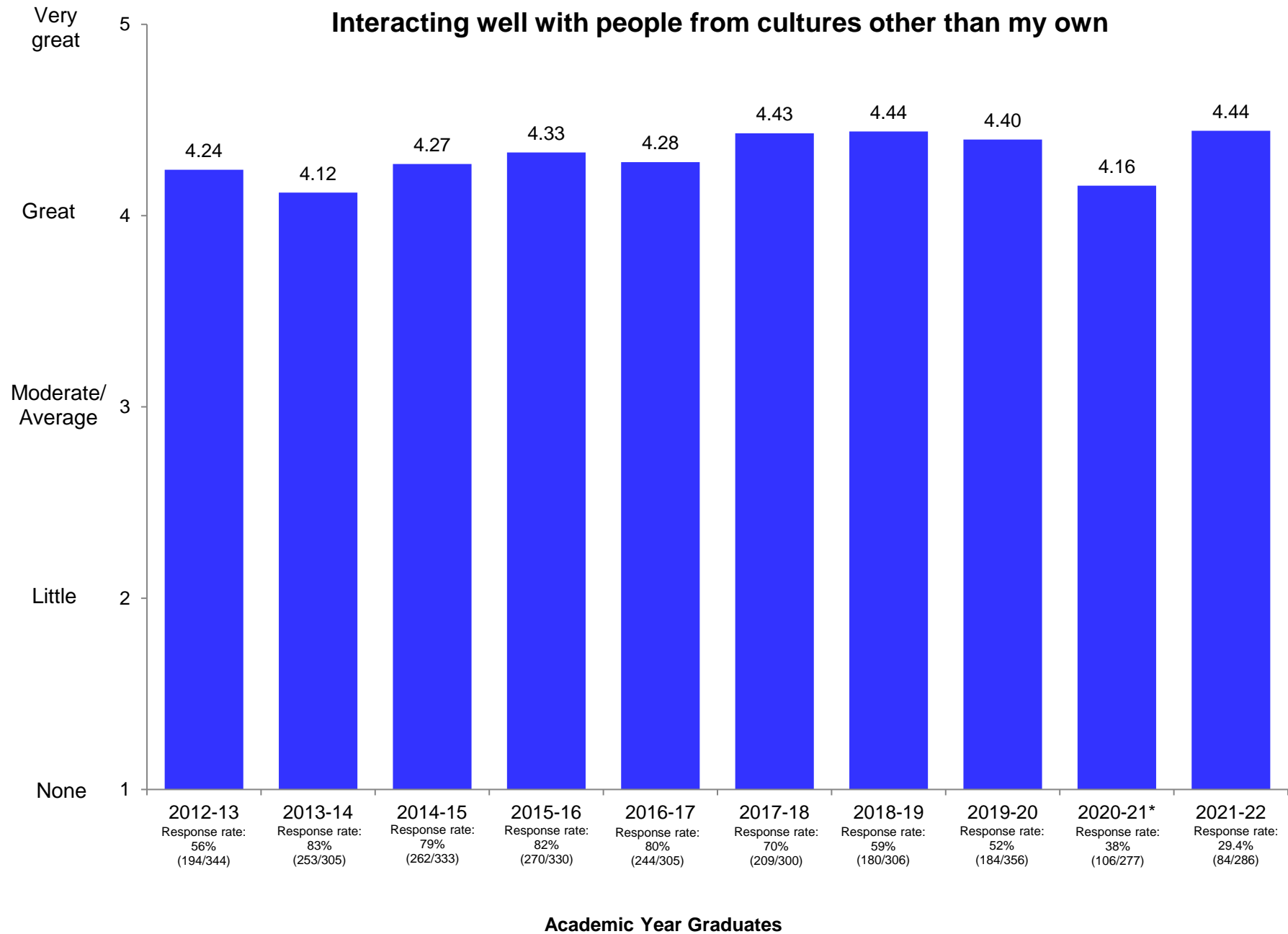
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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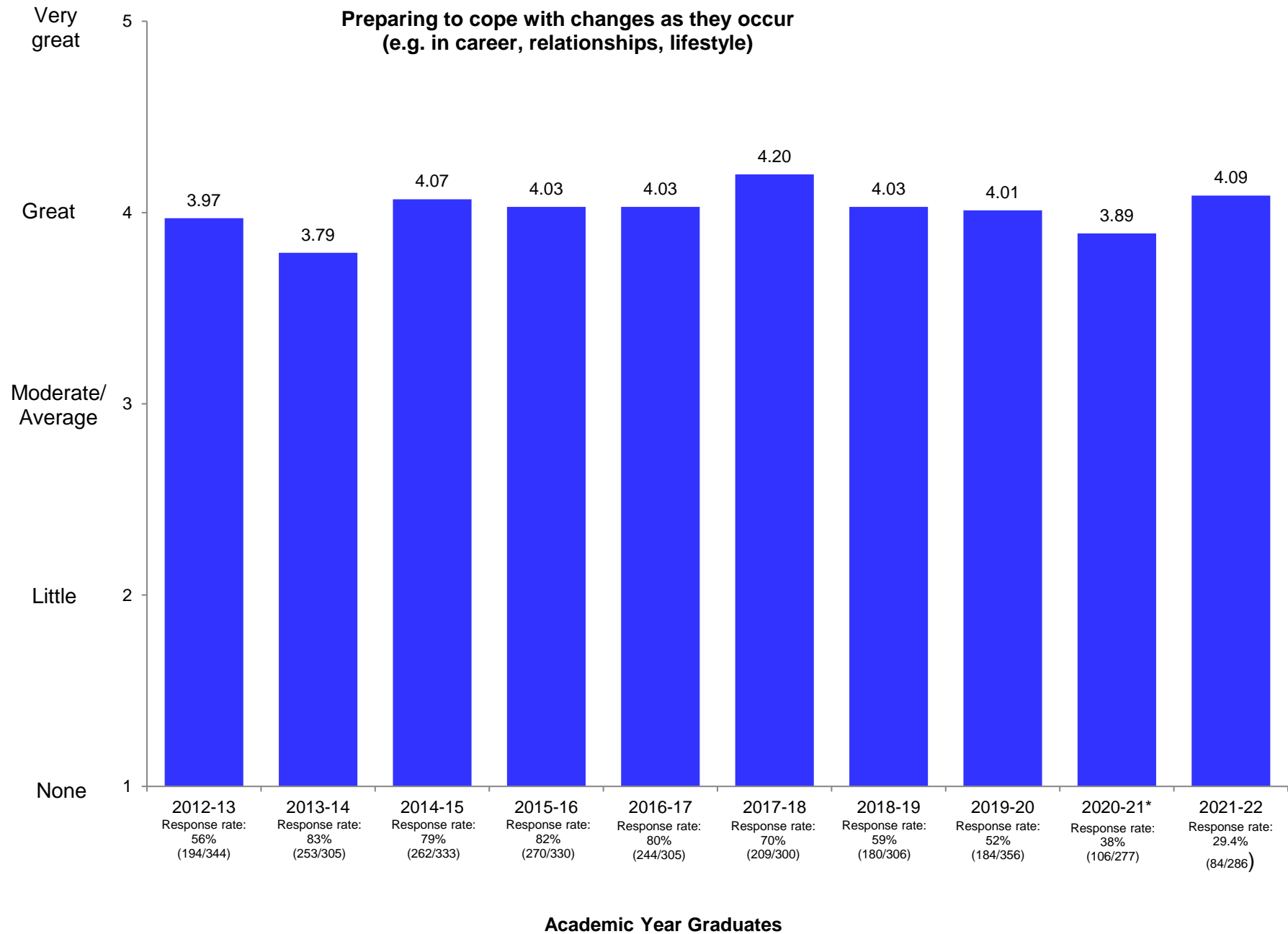




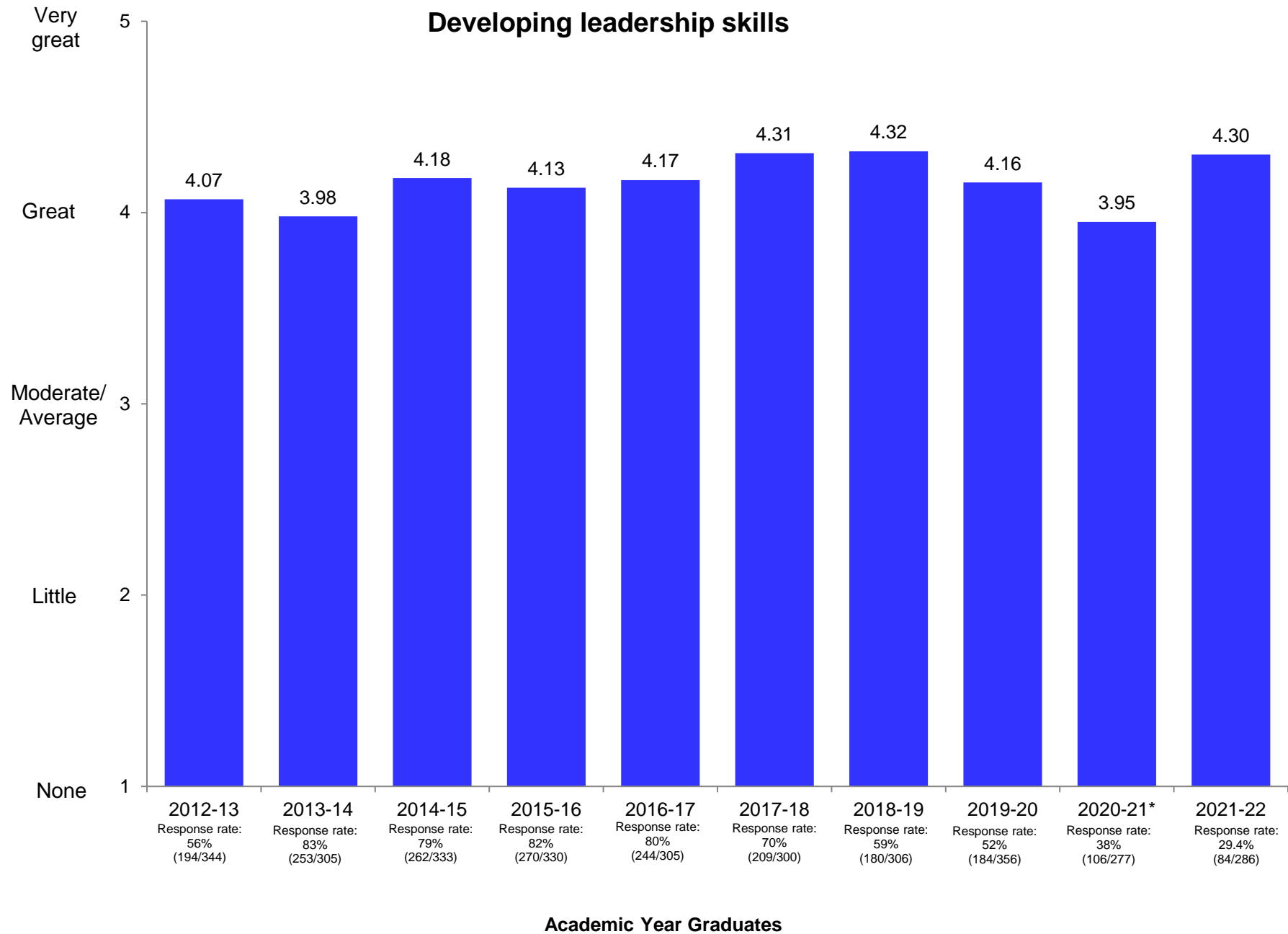
*Due to the COVID-19 Pandemic, survey was administered online.



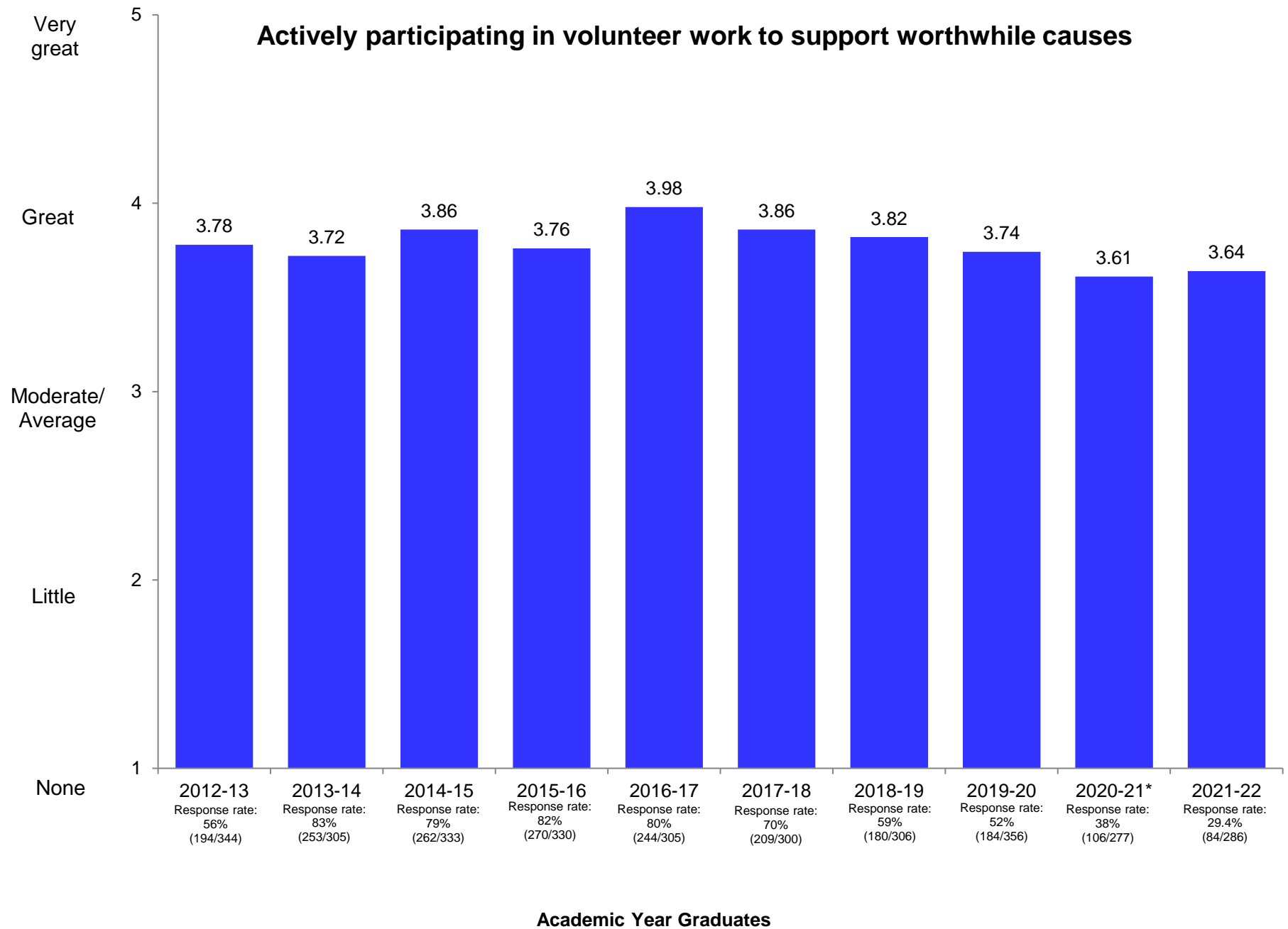
*Due to the COVID-19 Pandemic, survey was administered online.



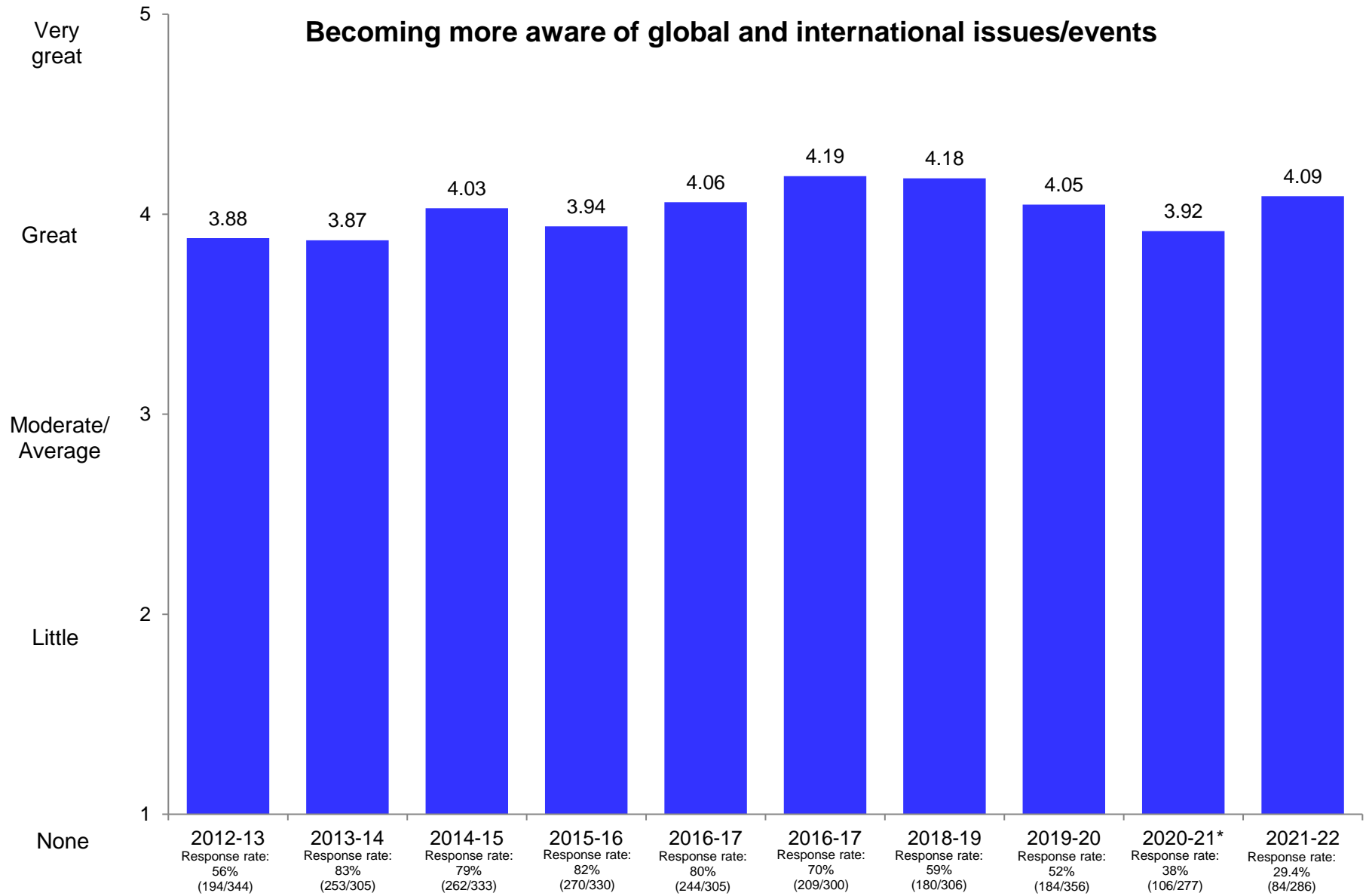
*Due to the COVID-19 Pandemic, survey was administered online.



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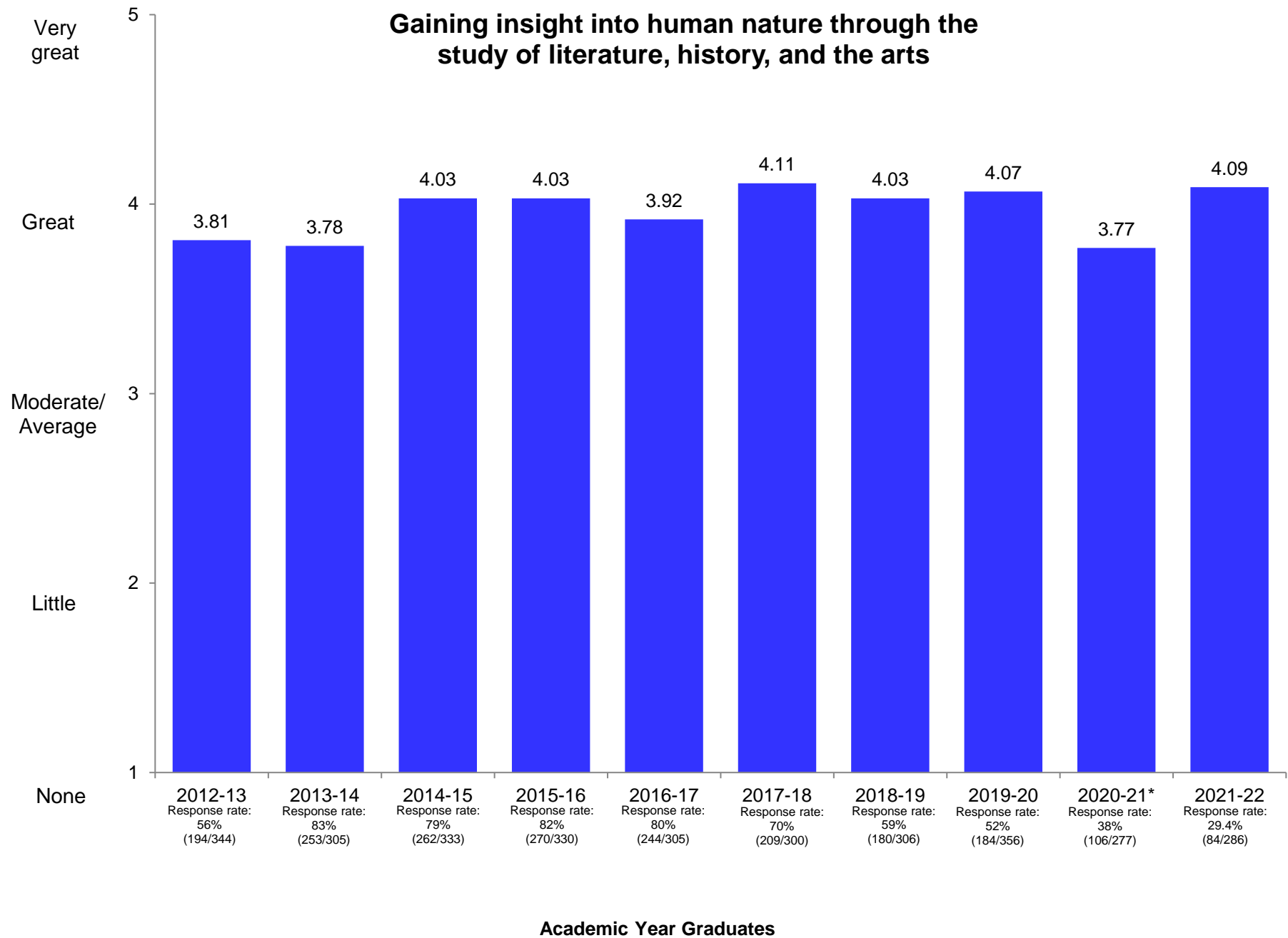
*Due to the COVID-19 Pandemic, survey was administered online.



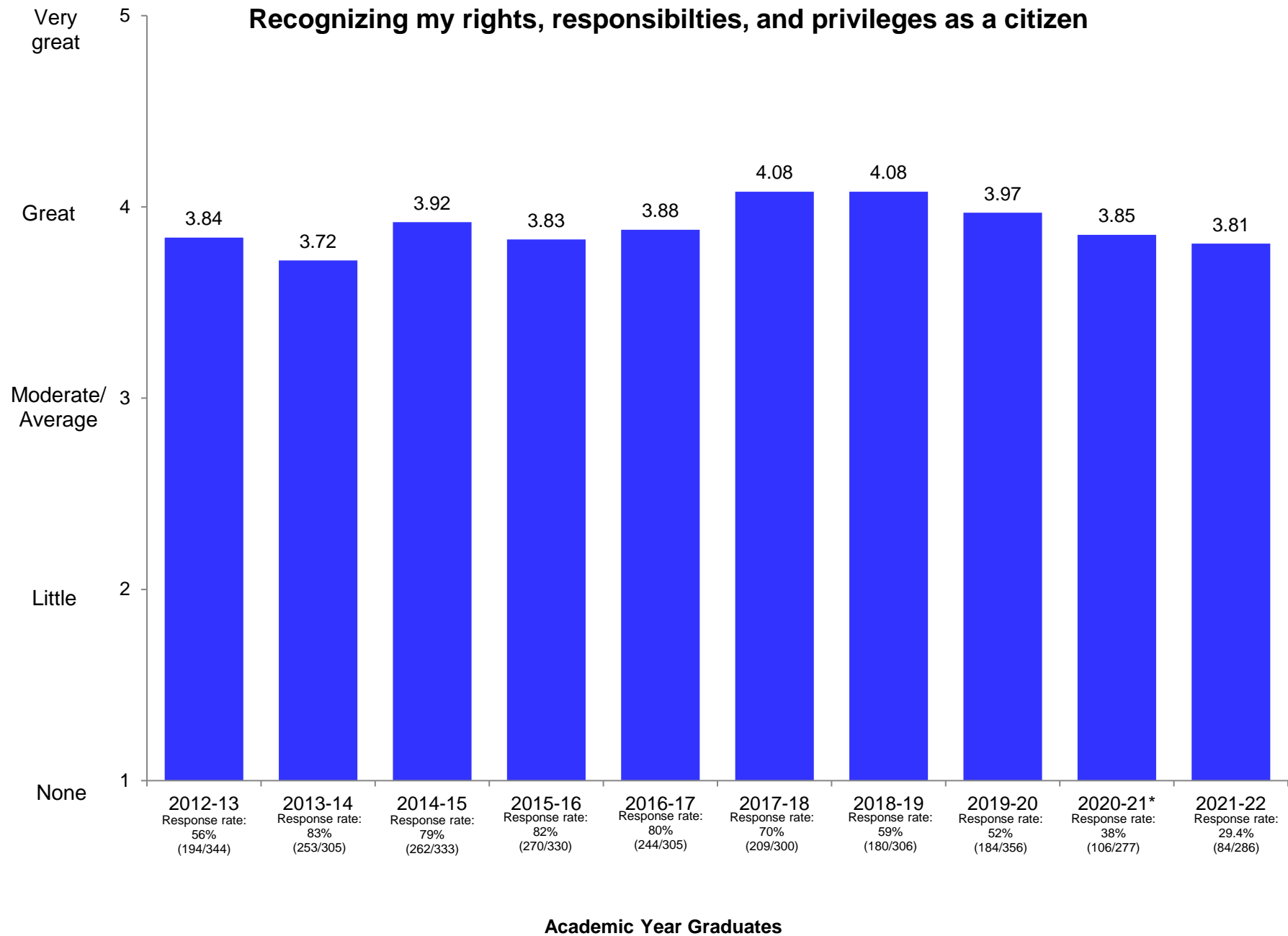
Academic Year Graduates

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

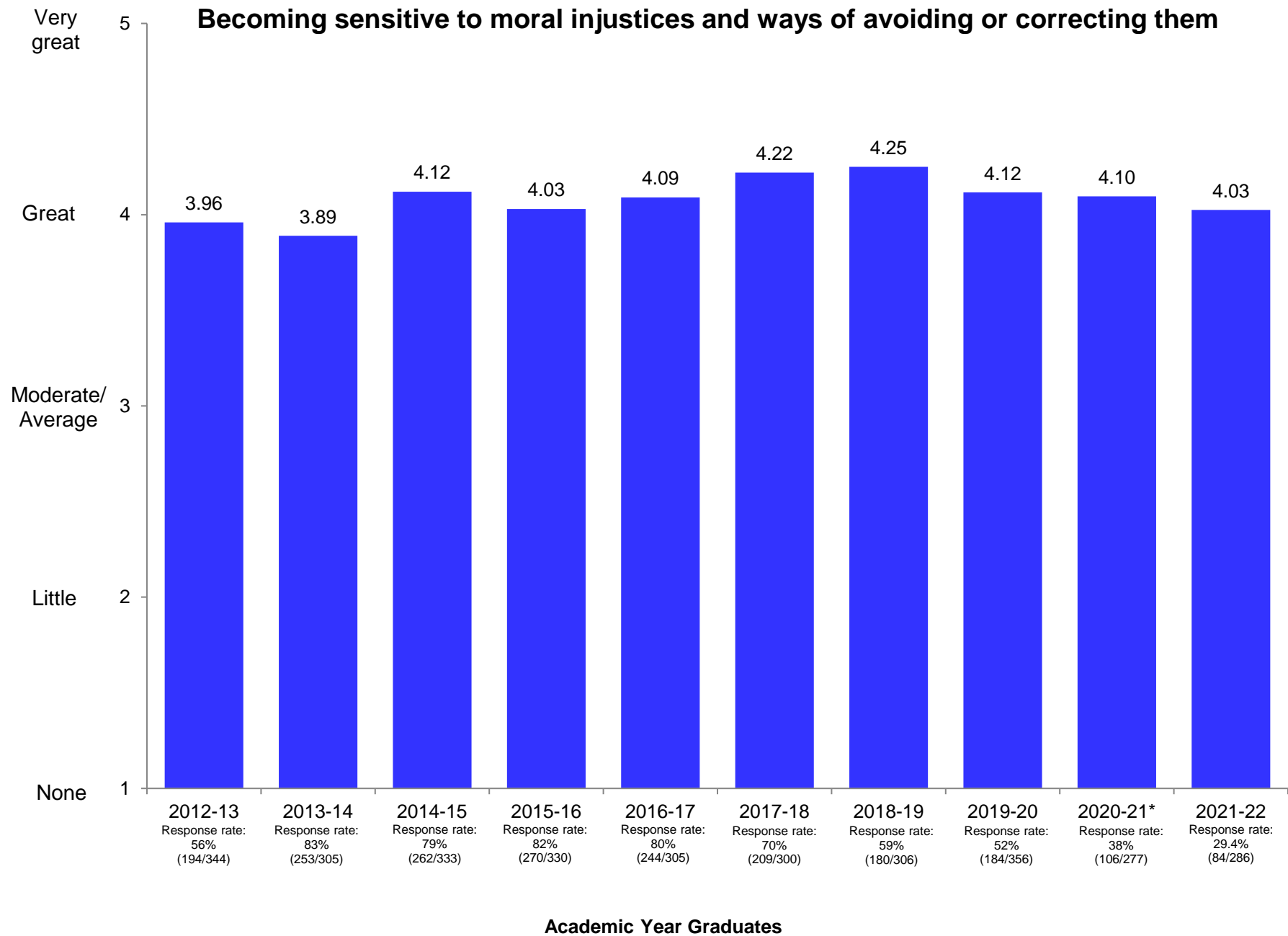
*Due to the COVID-19 Pandemic, survey was administered online.



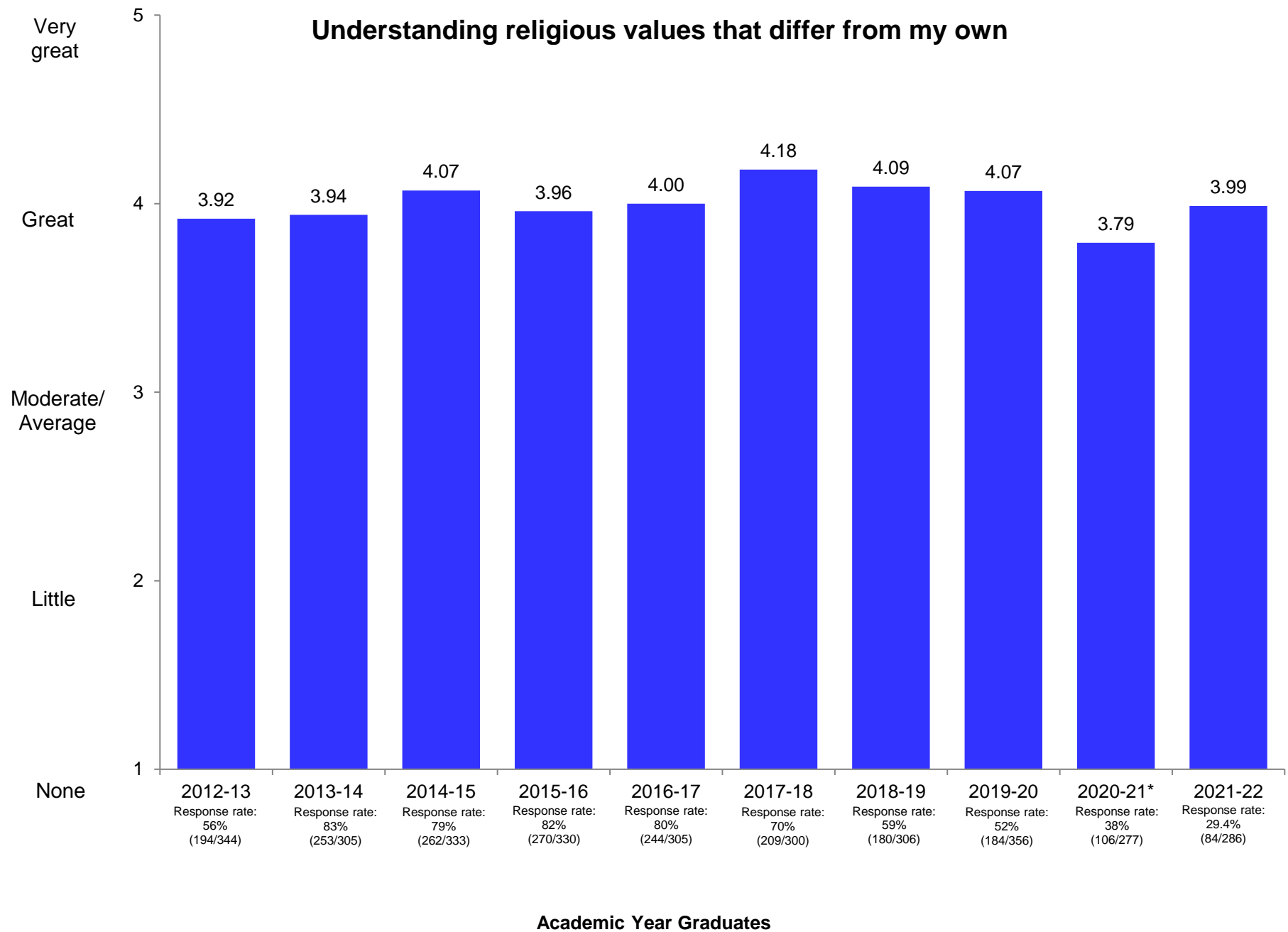
*Due to the COVID-19 Pandemic, survey was administered online.



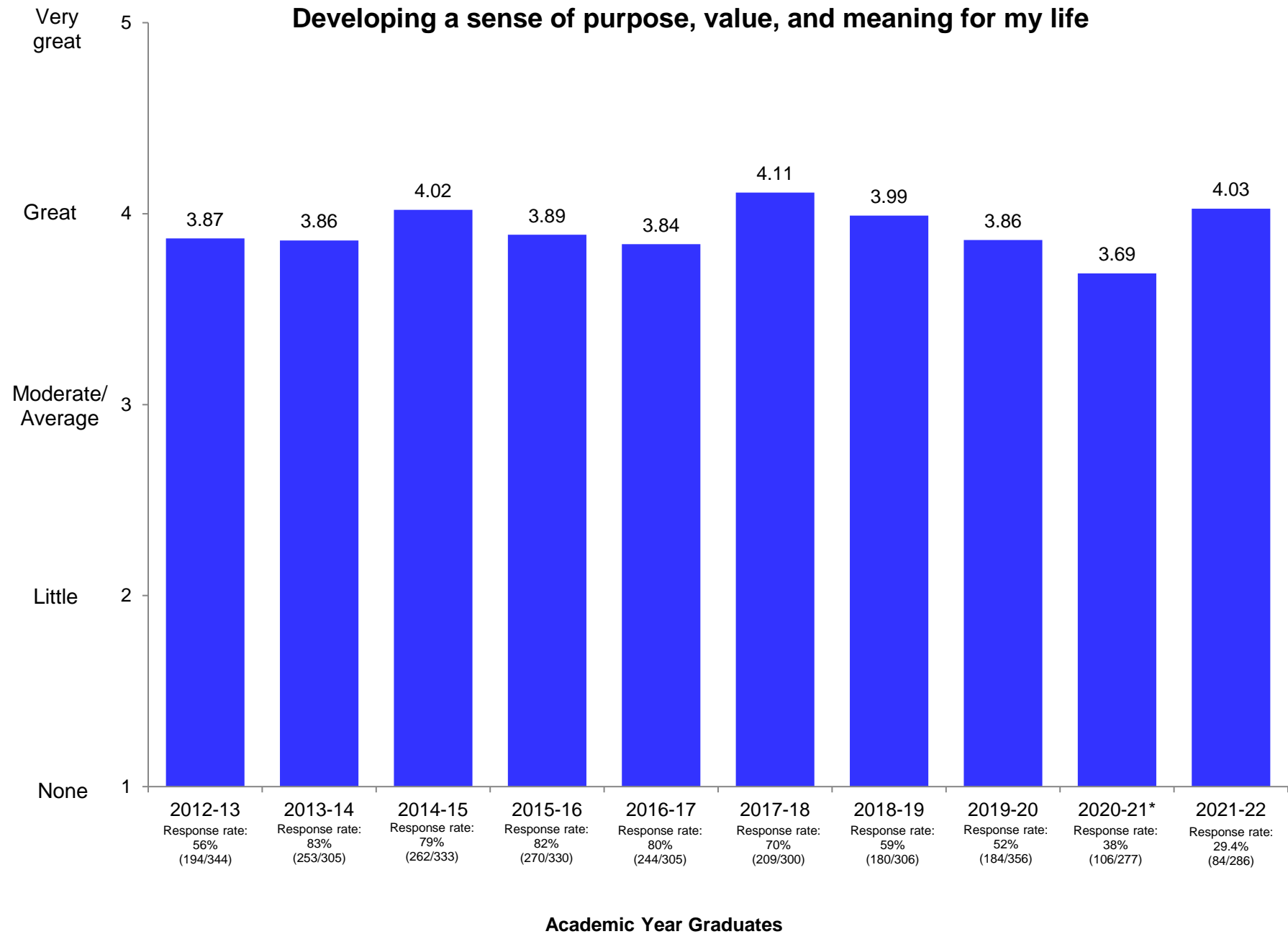
*Due to the COVID-19 Pandemic, survey was administered online.



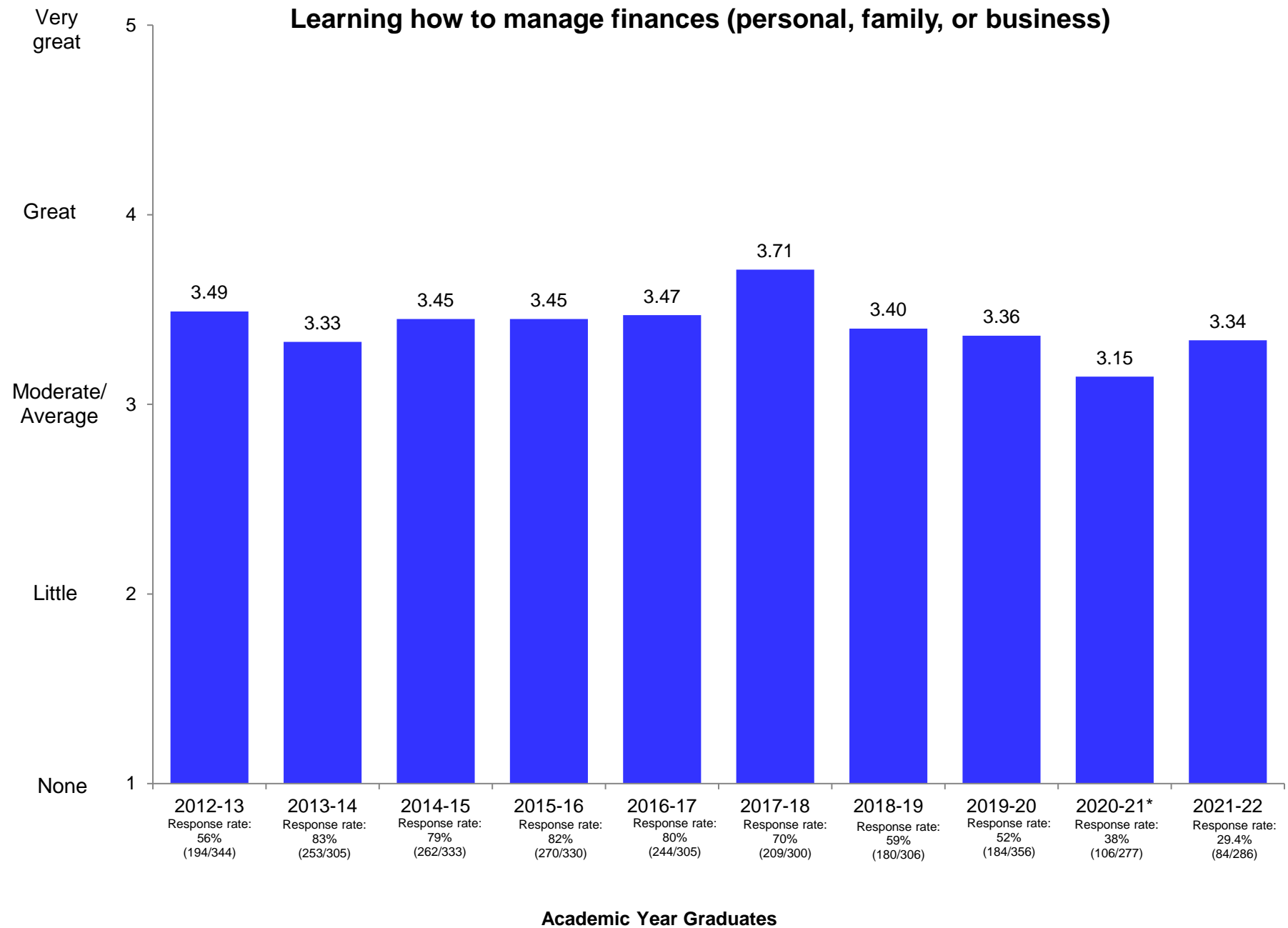
*Due to the COVID-19 Pandemic, survey was administered online.



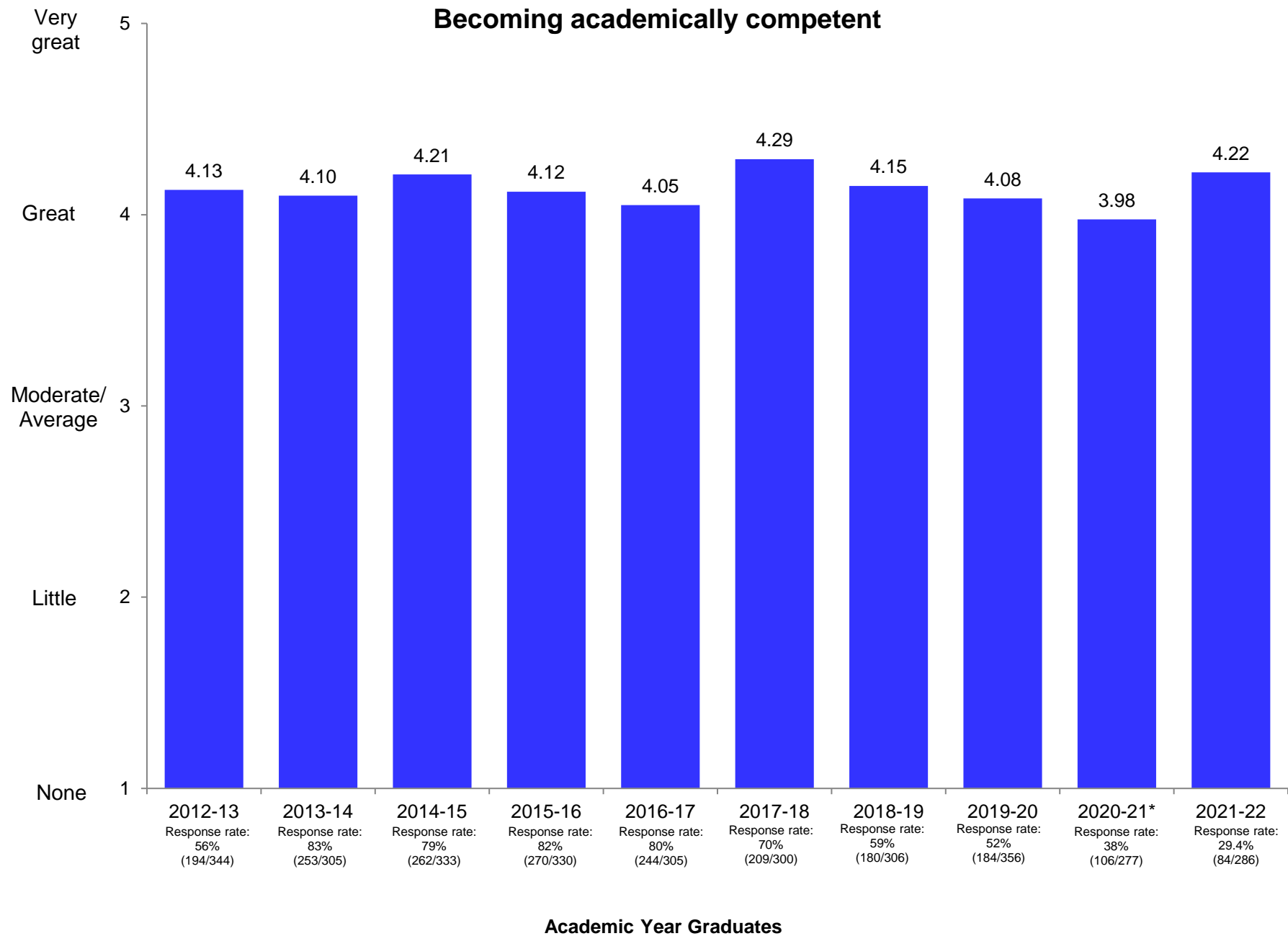
*Due to the COVID-19 Pandemic, survey was administered online.



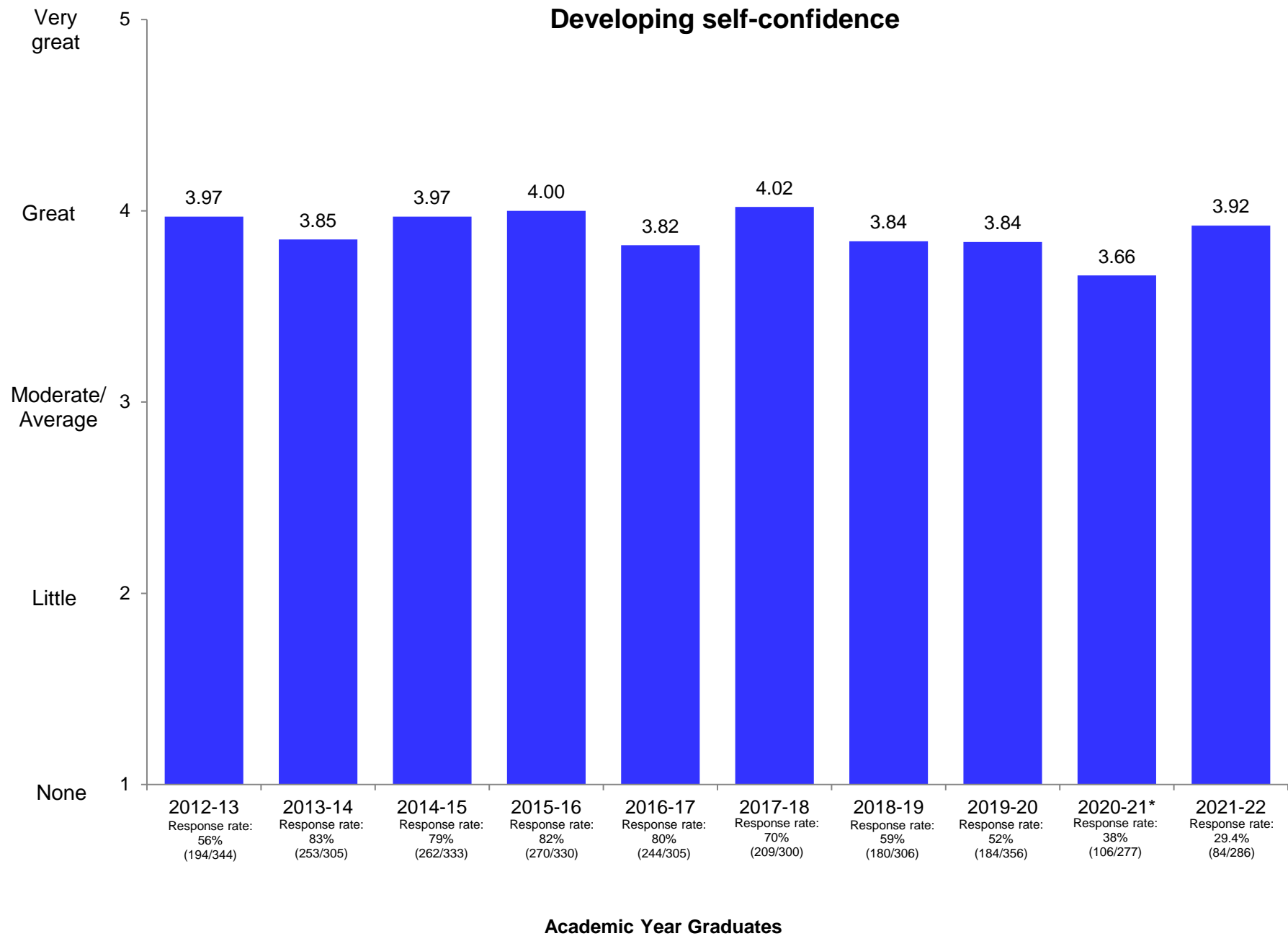
*Due to the COVID-19 Pandemic, survey was administered online.



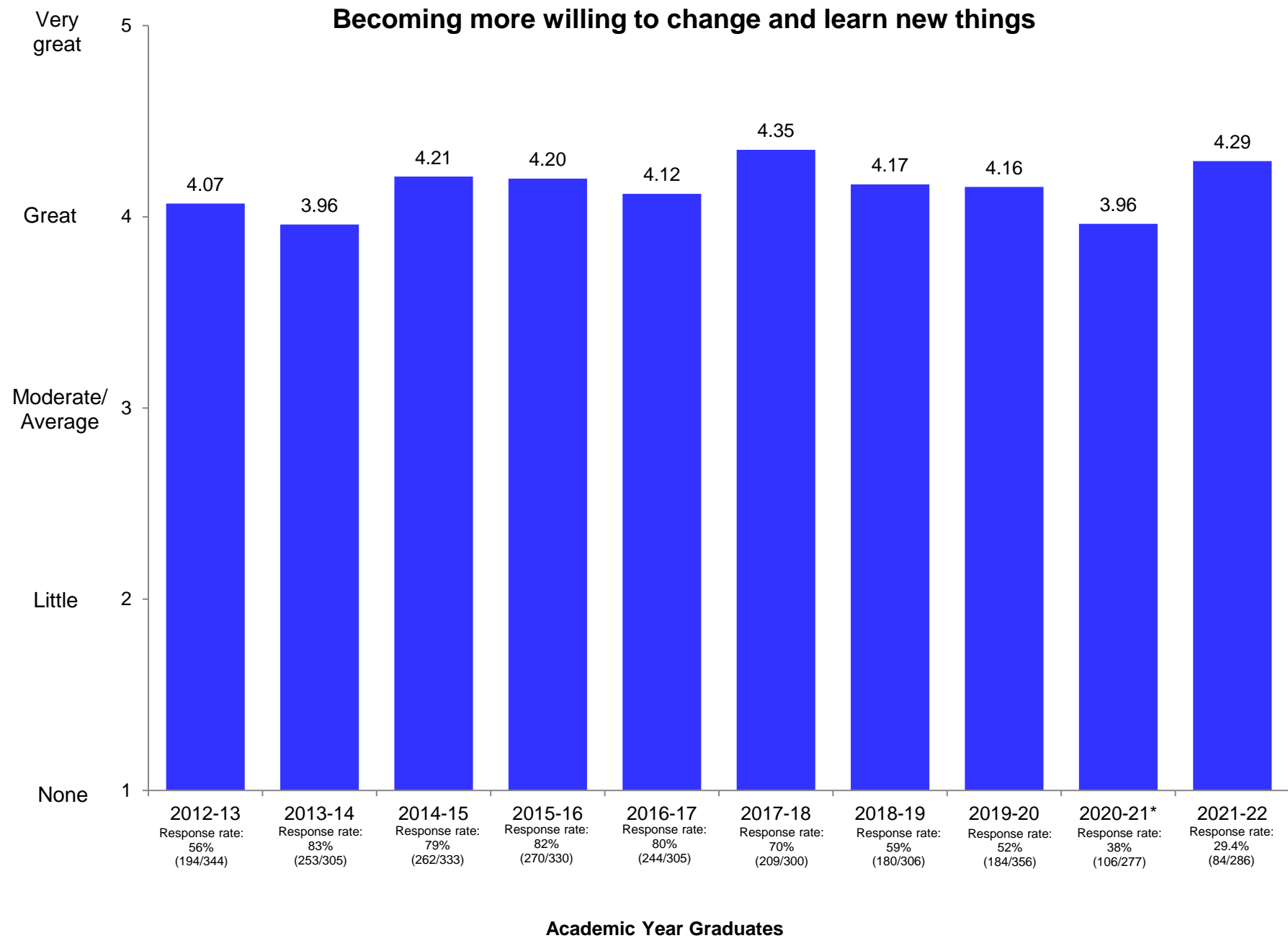
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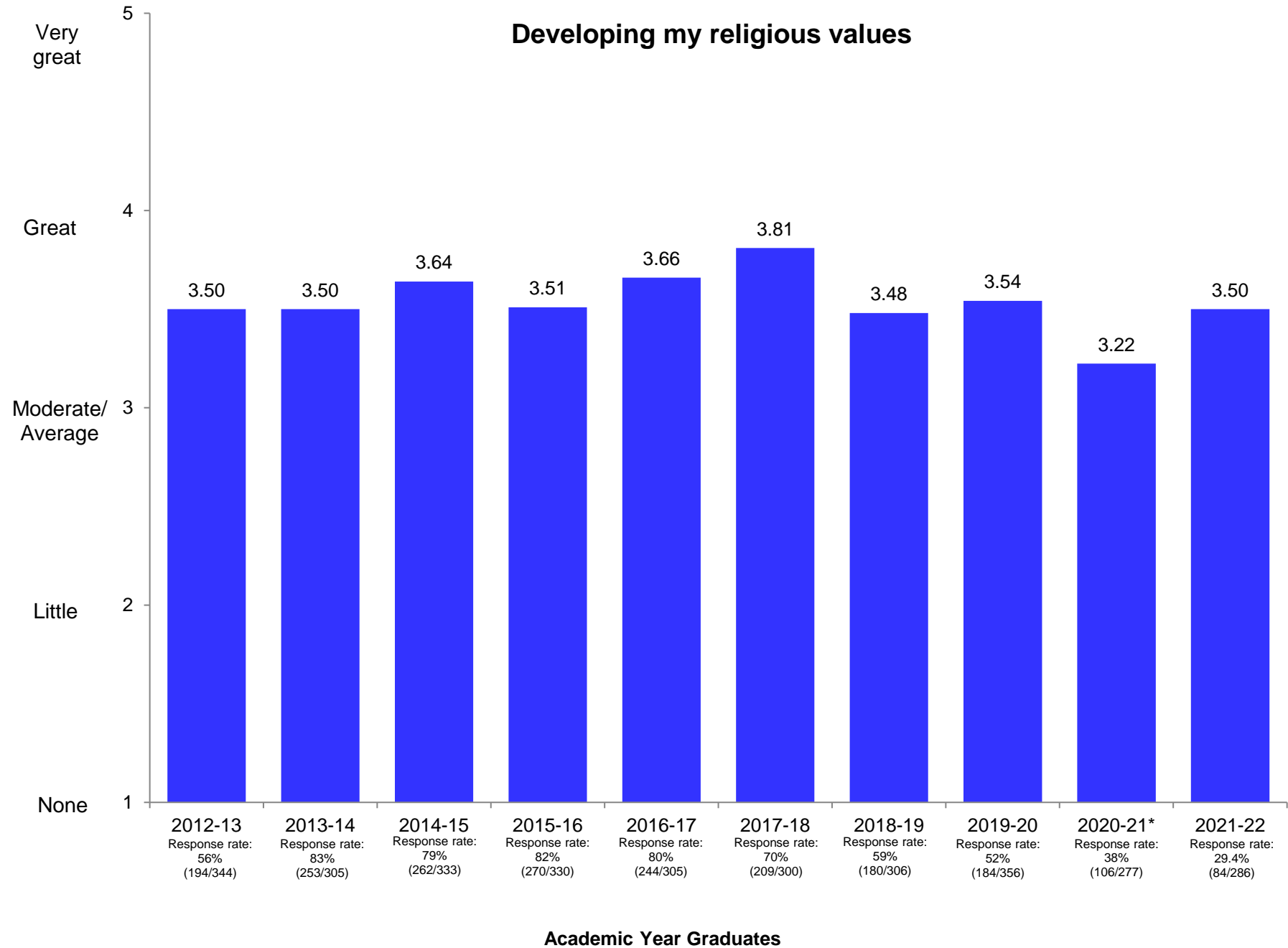
*Due to the COVID-19 Pandemic, survey was administered online.



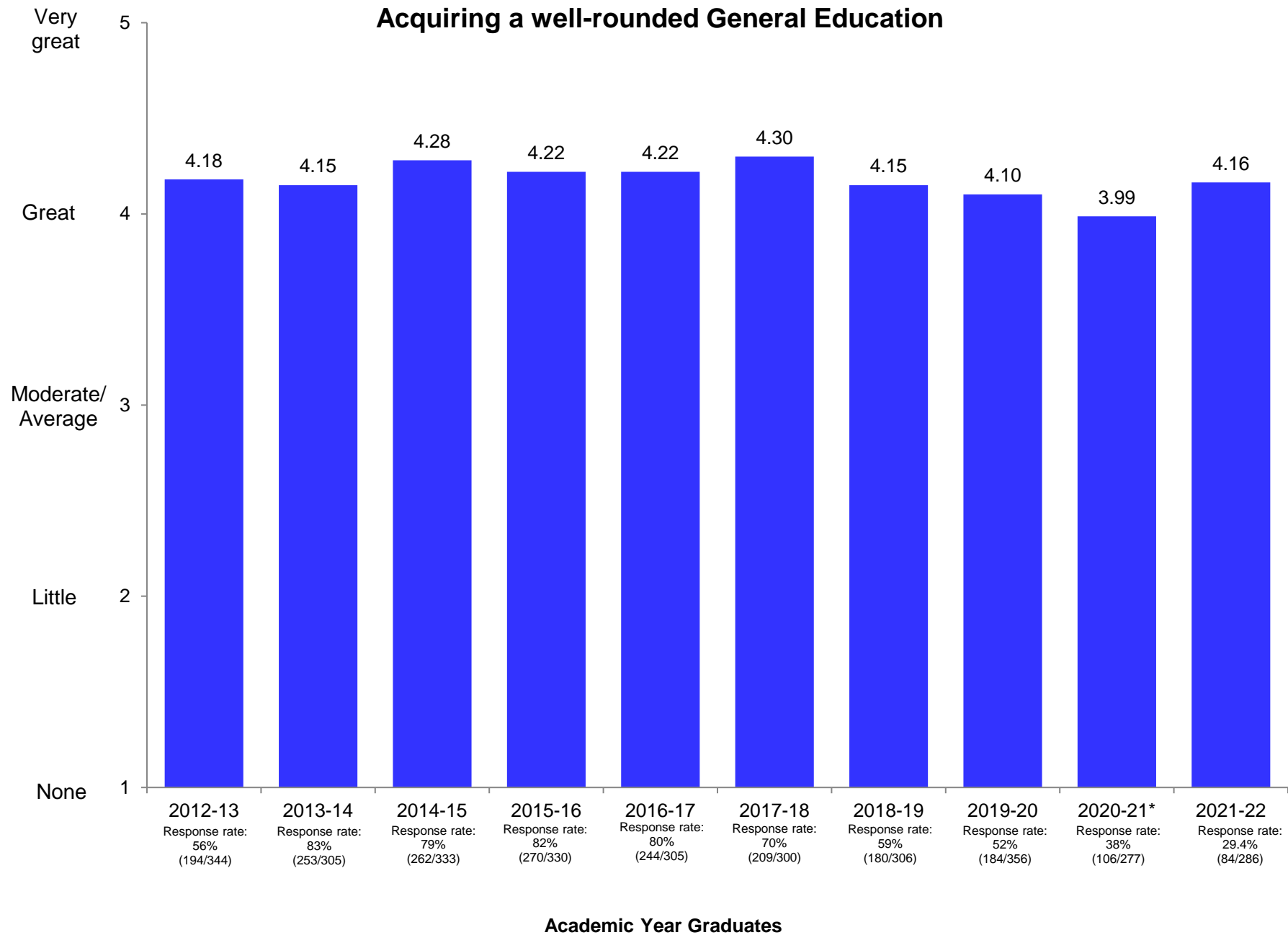
*Due to the COVID-19 Pandemic, survey was administered online.



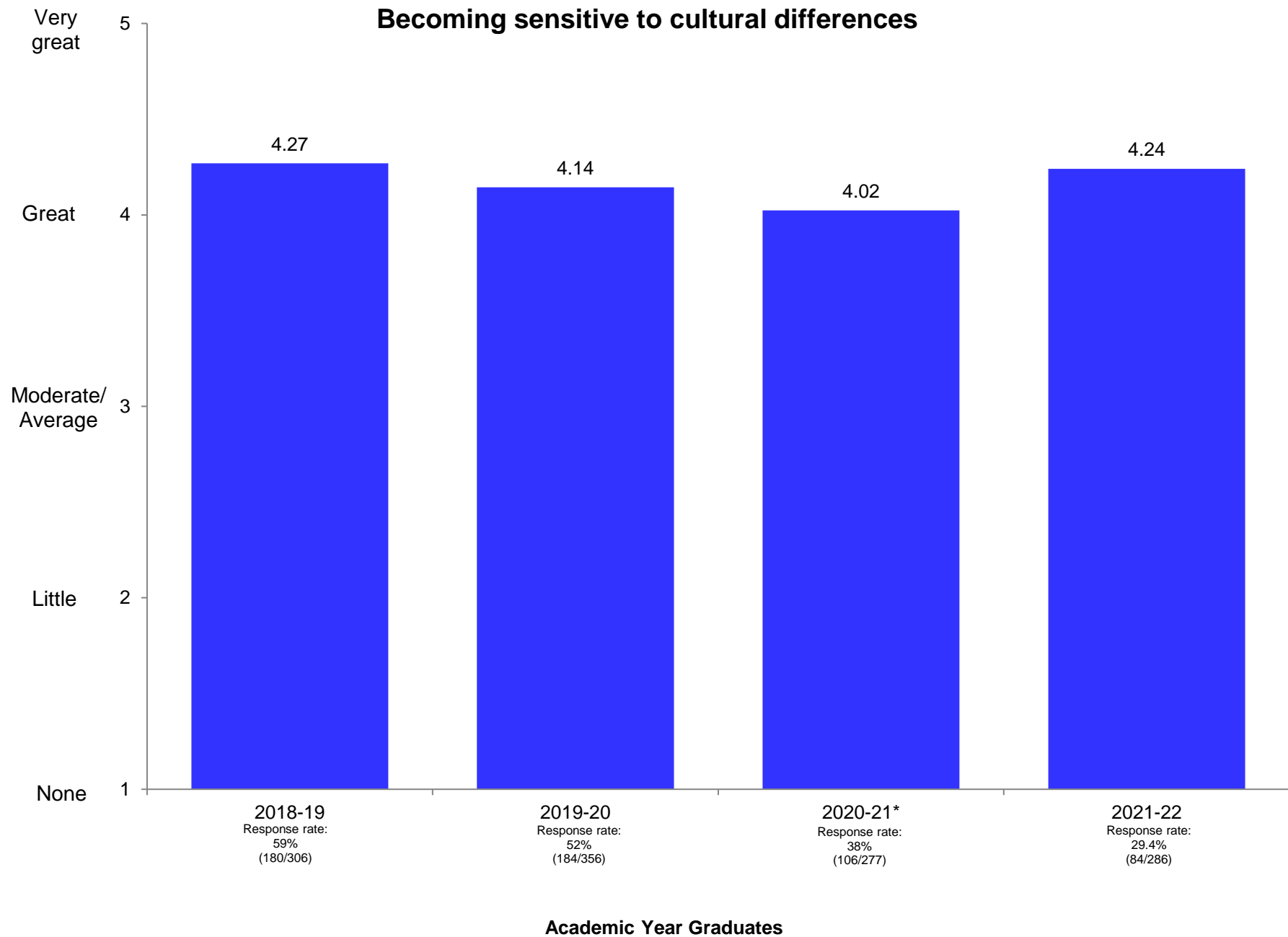
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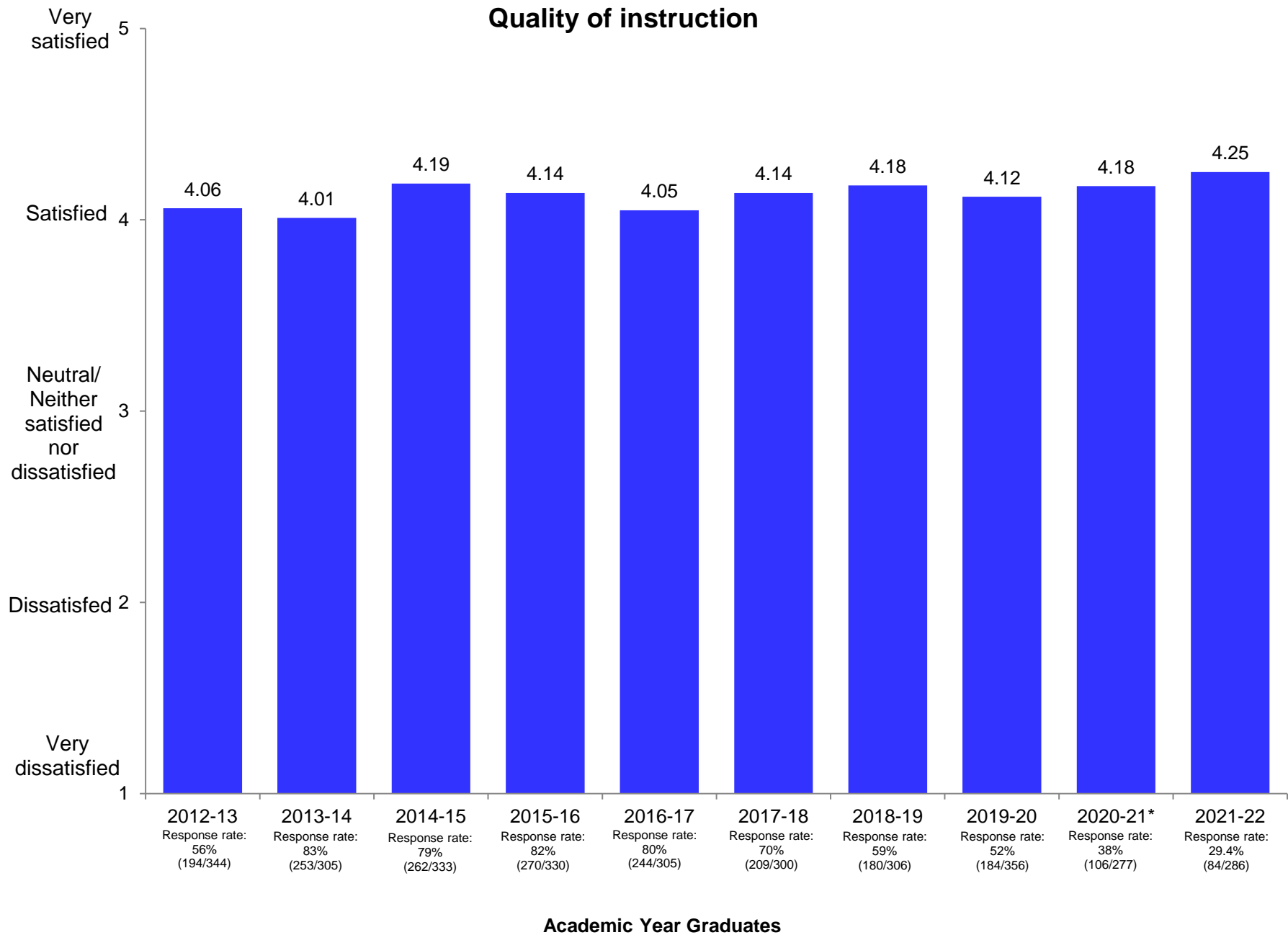
*Due to the COVID-19 Pandemic, survey was administered online.



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

Indicate your level of satisfaction with each of the following:

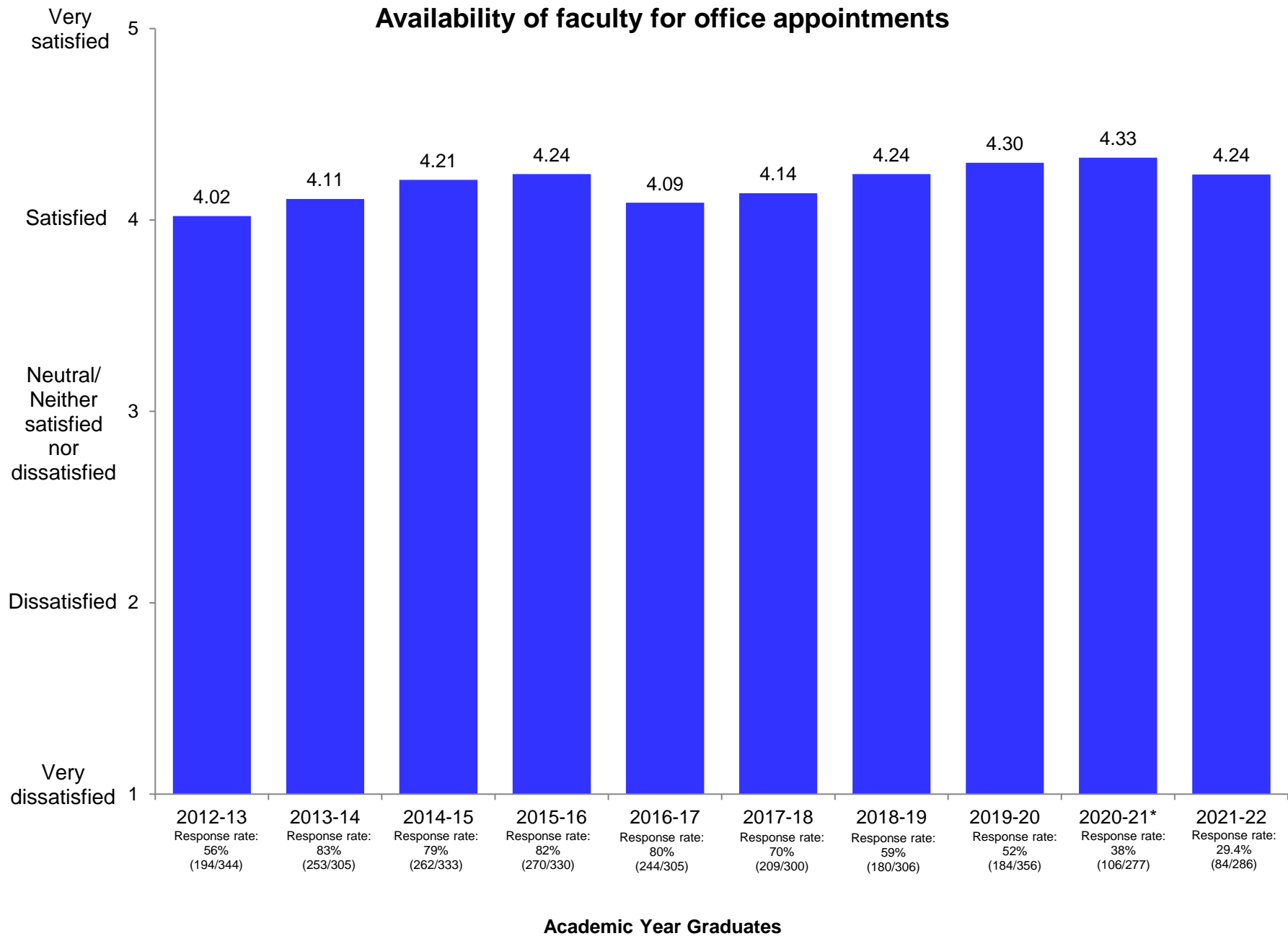
Graduating Senior Survey
Administered at graduation rehearsal



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

Indicate your level of satisfaction with each of the following:

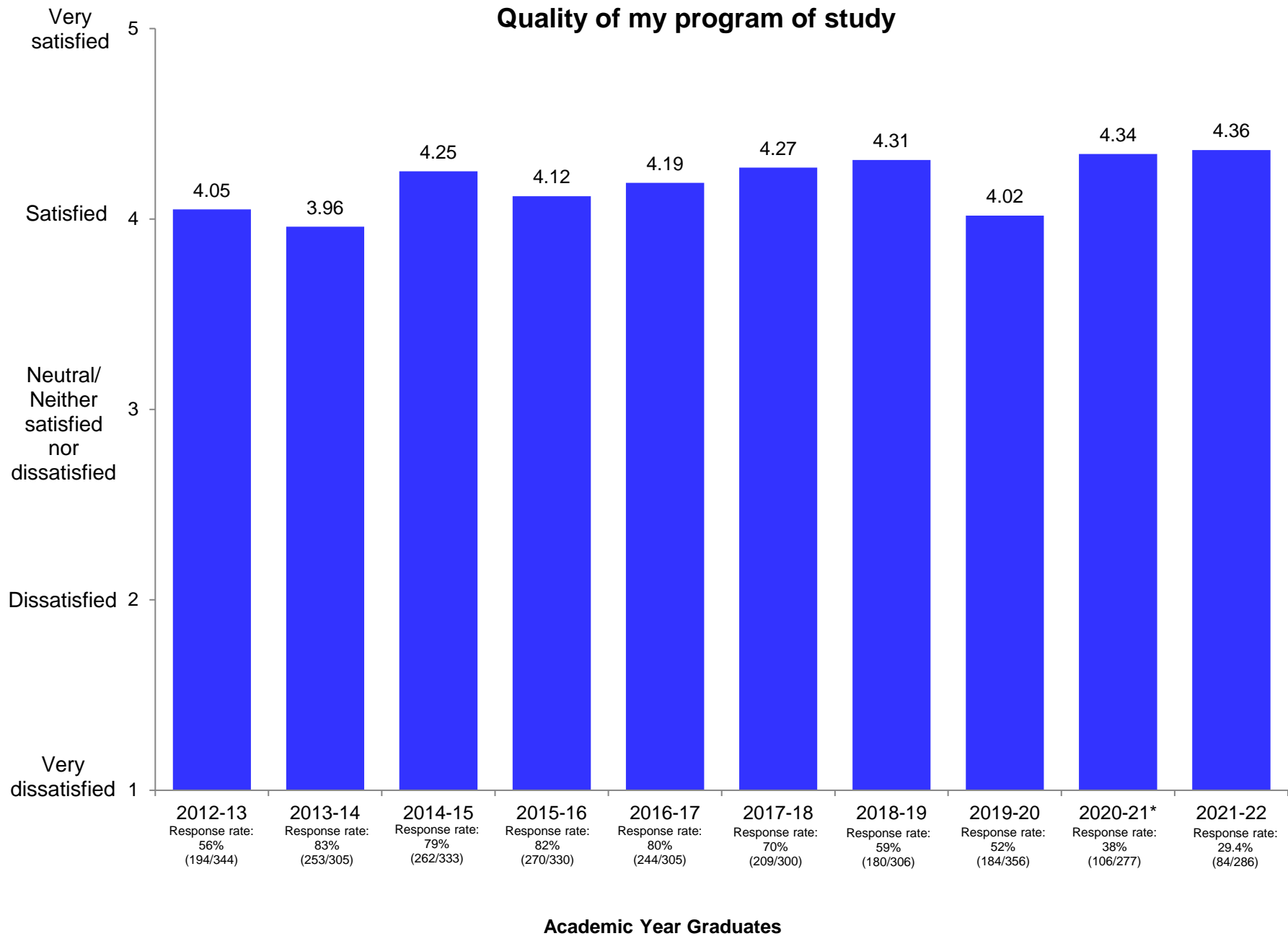
Graduating Senior Survey
Administered at graduation rehearsal



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

Indicate your level of satisfaction with each of the following:

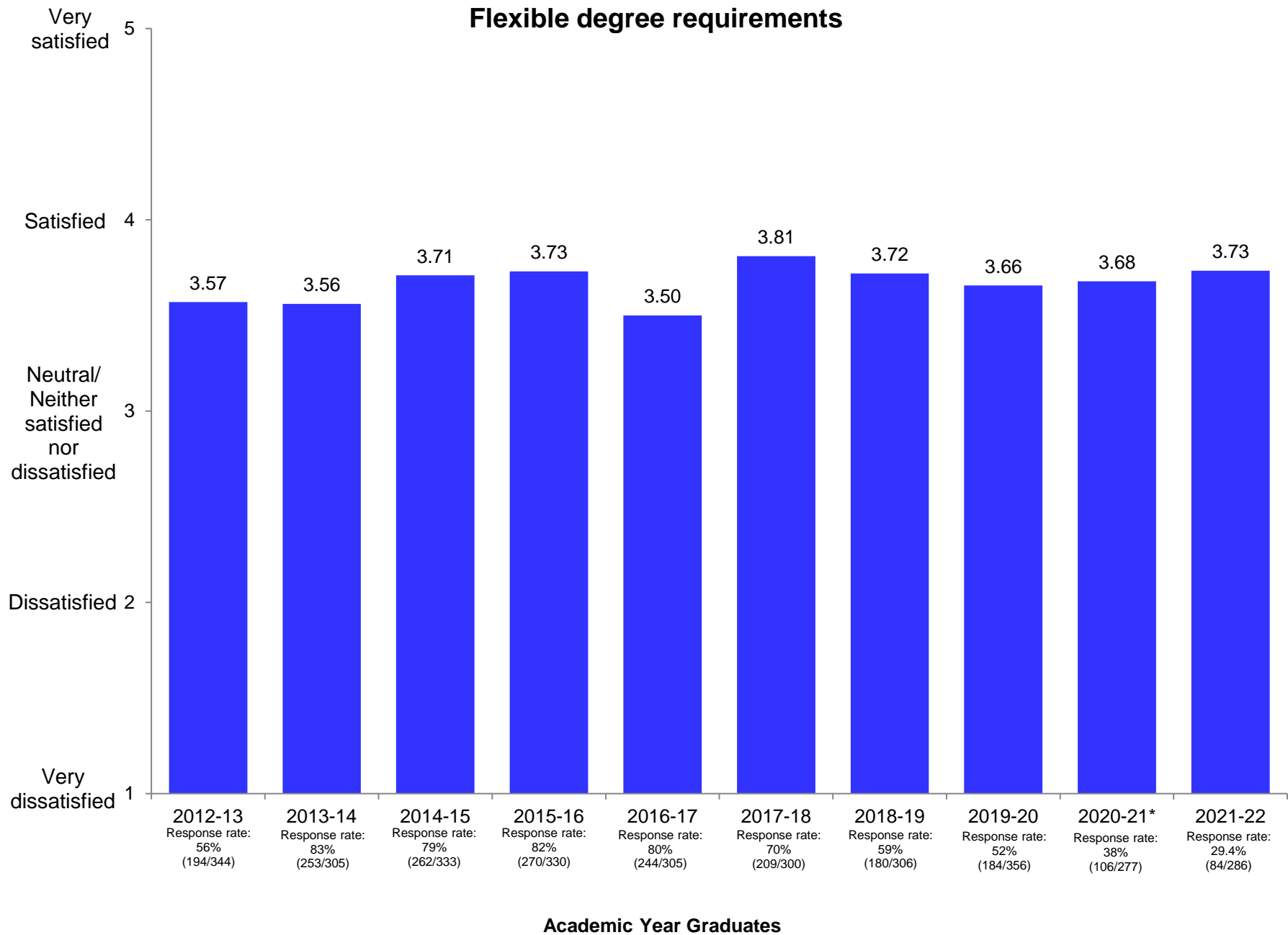
Graduating Senior Survey
Administered at graduation rehearsal



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

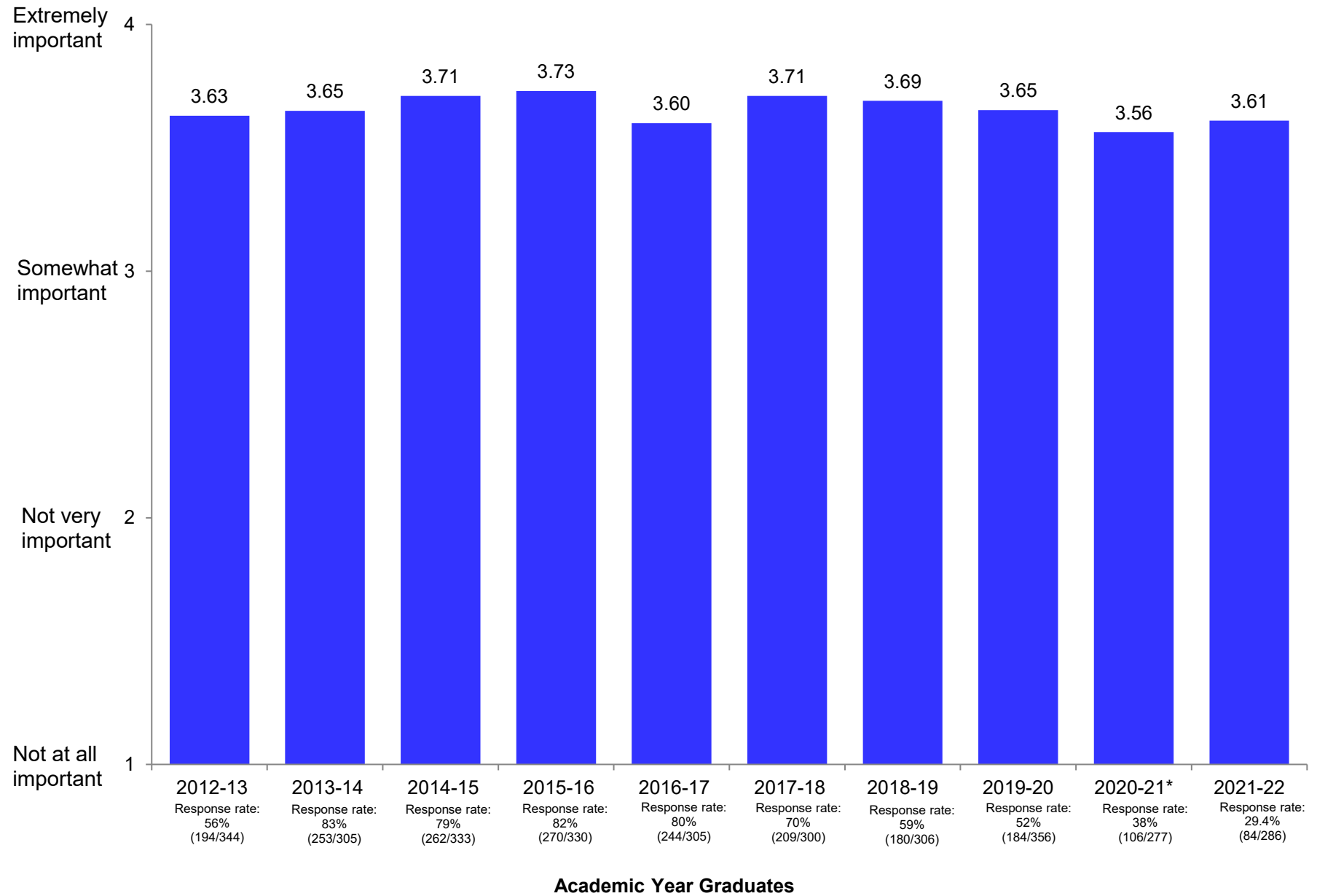
Indicate your level of satisfaction with each of the following:

Graduating Senior Survey
Administered at graduation rehearsal



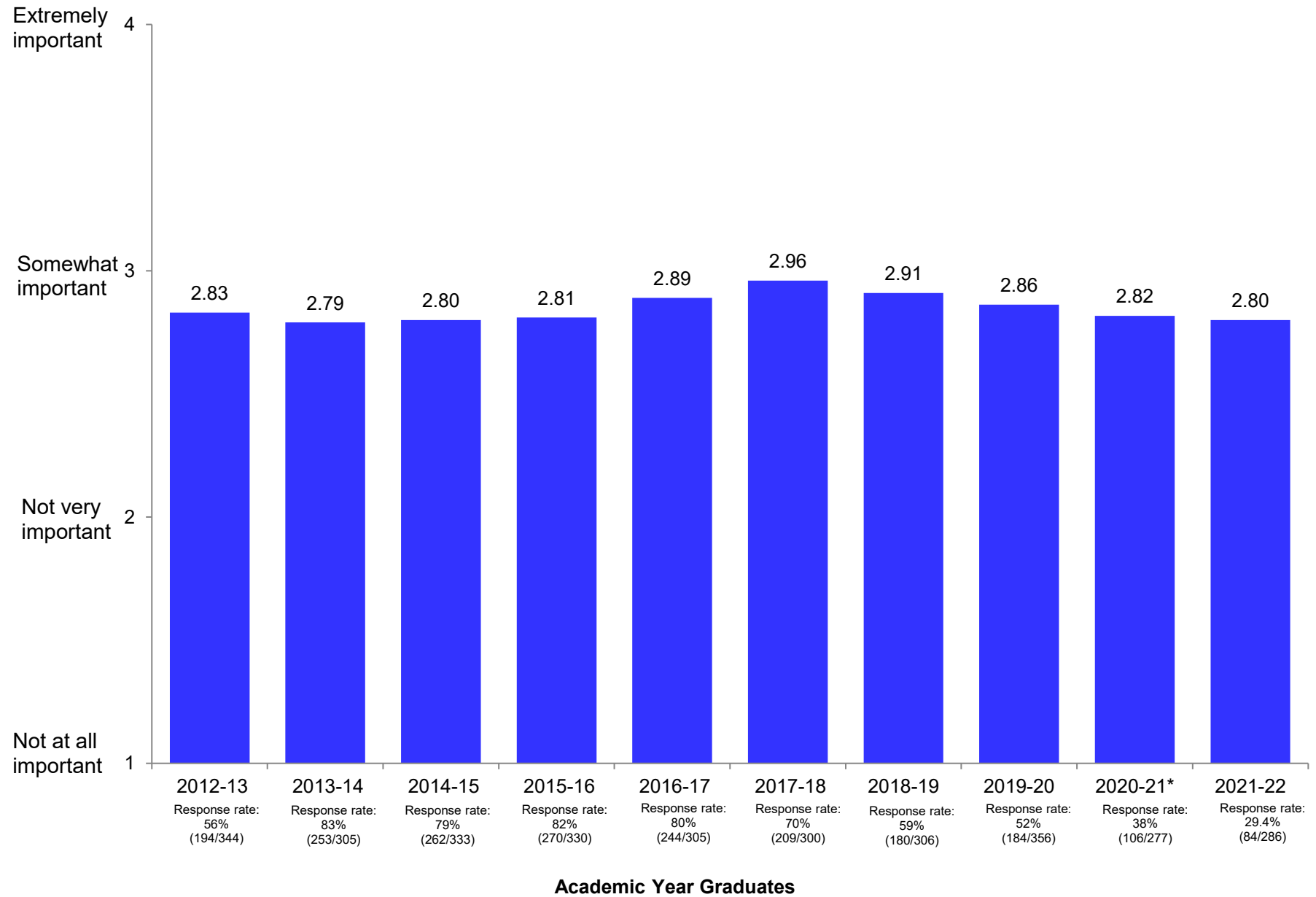
*Due to the COVID-19 Pandemic, survey was administered online.

Developing a desire for life-long learning



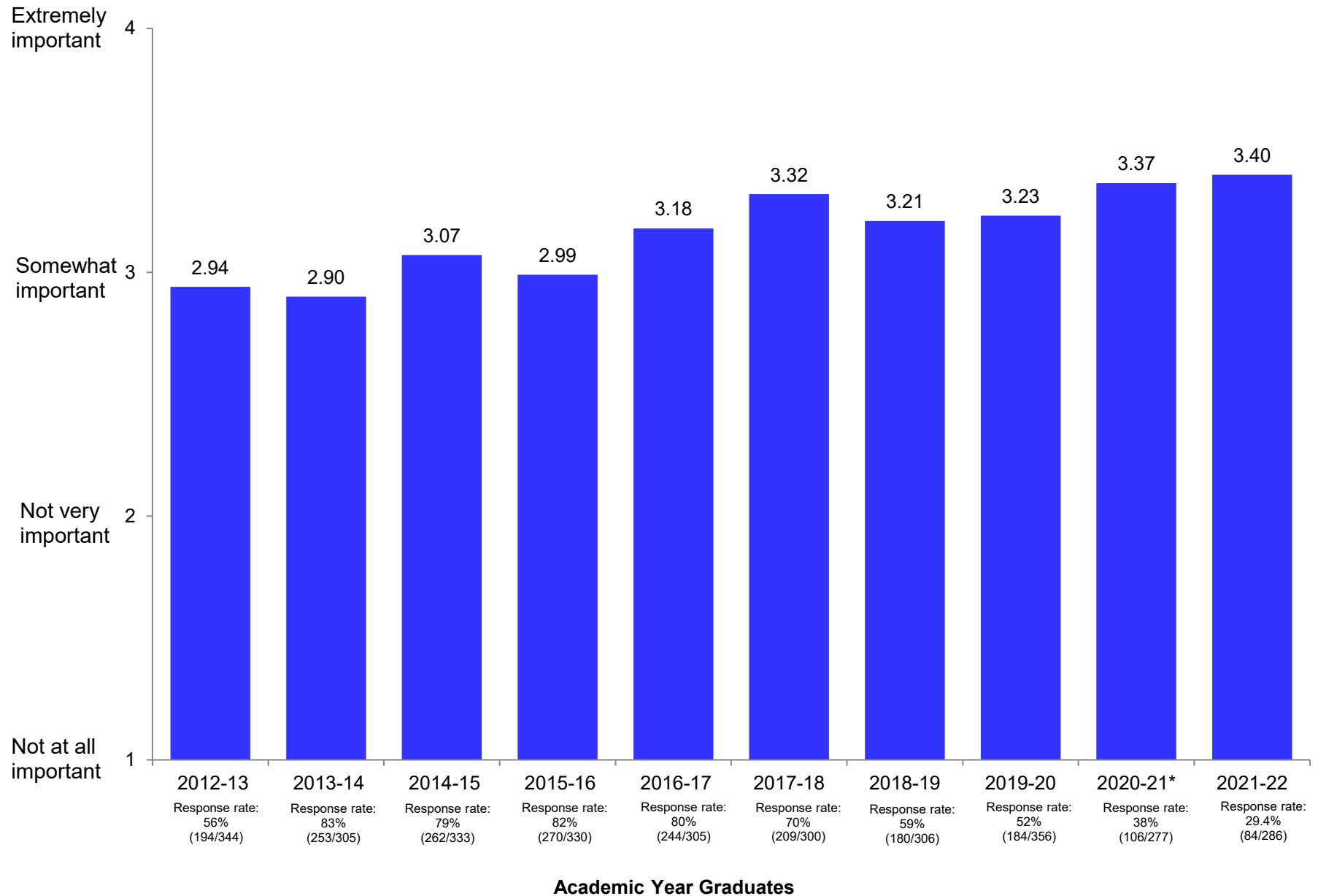
*Due to the COVID-19 Pandemic, survey was administered online.

Learning more about the Appalachian culture/history



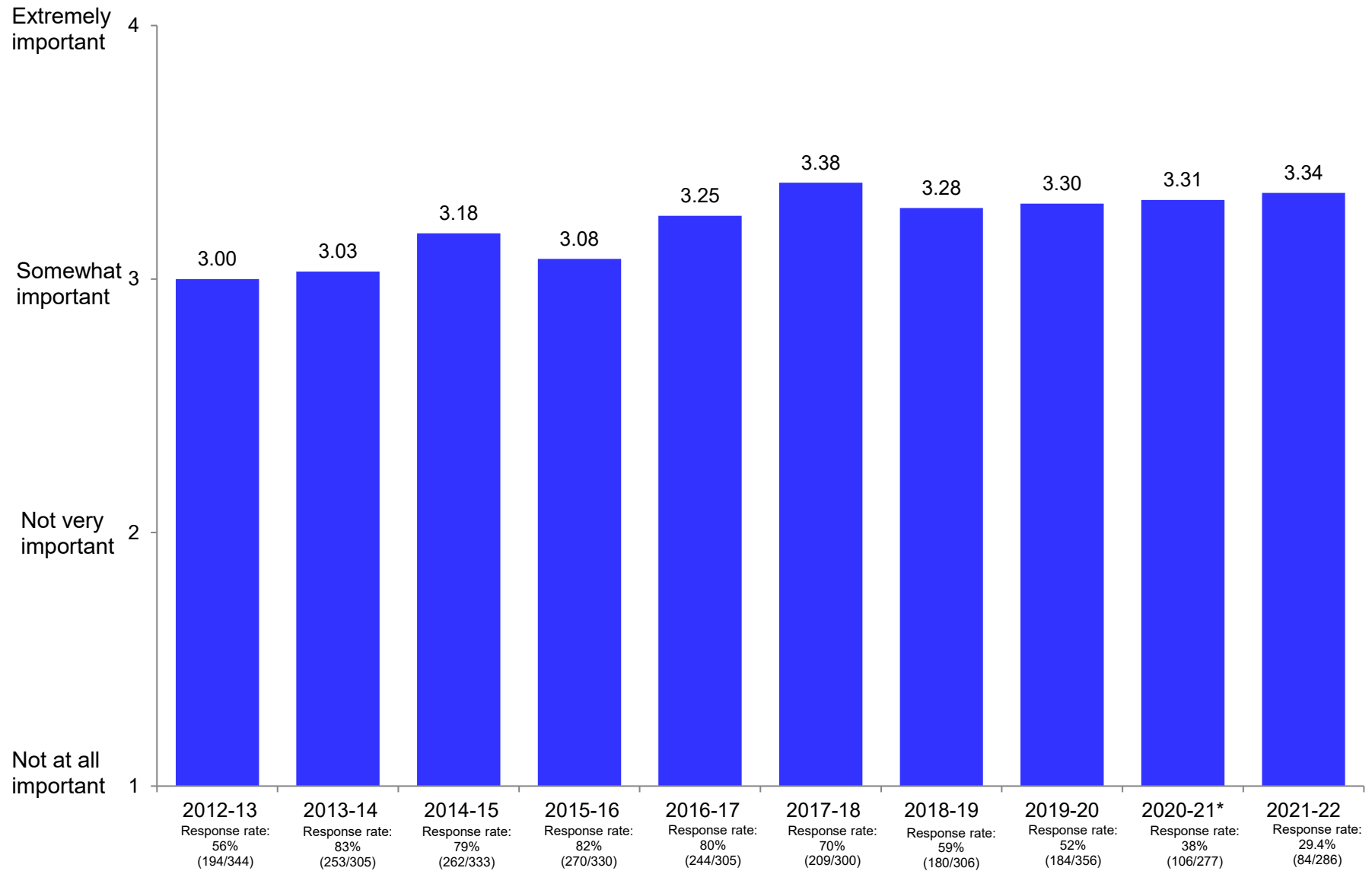
*Due to the COVID-19 Pandemic, survey was administered online.

Learning more about the African and African American culture/history



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

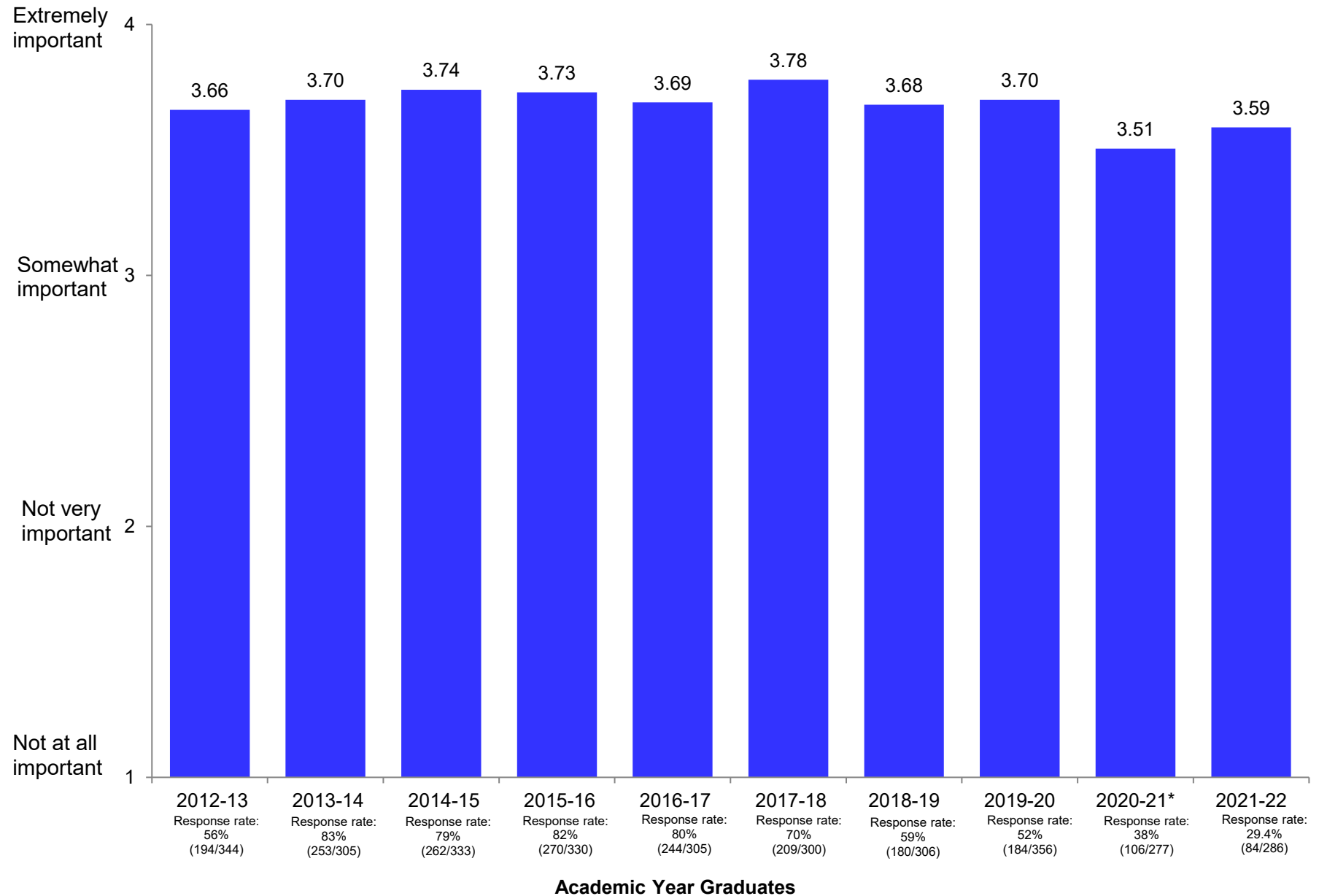
Learning more about the women's culture/history



Academic Year Graduates

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

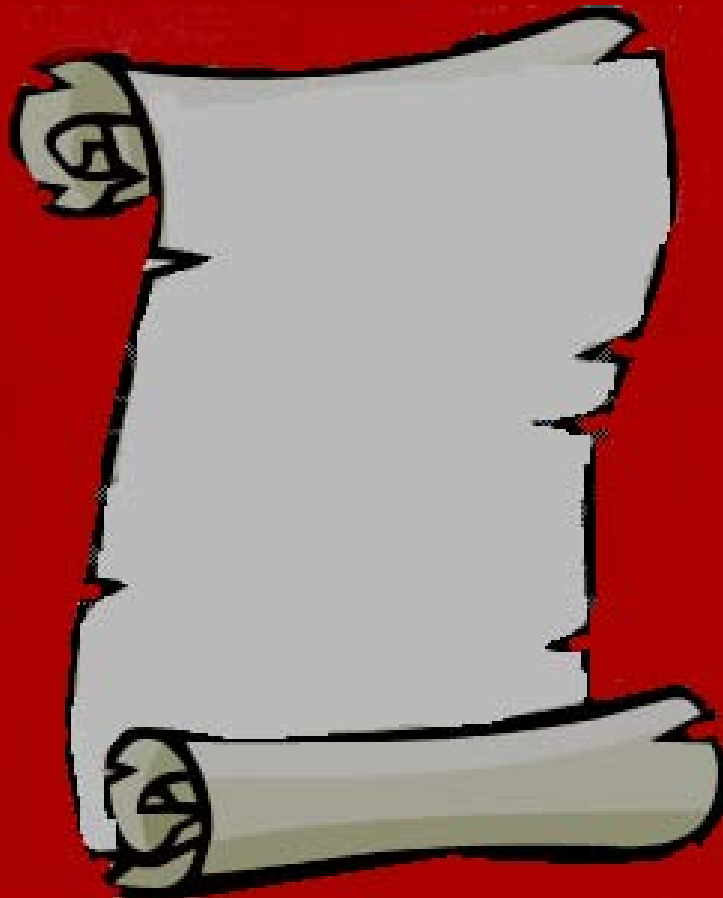
Finding work that is challenging and that stimulates personal growth



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

HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 20%



Berea-Specific Entering Survey

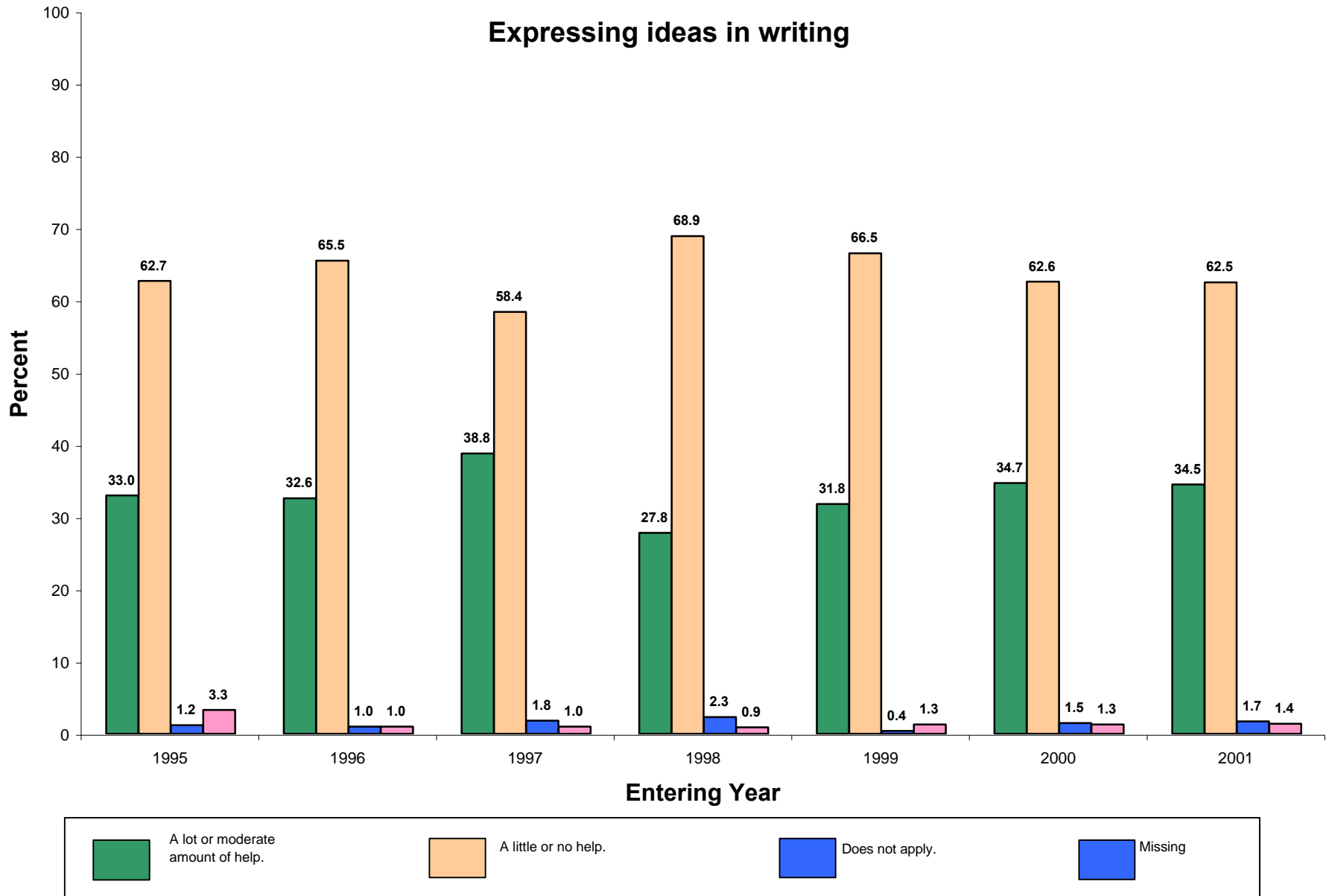
(Fall Term First-Year Students and New Transfers)

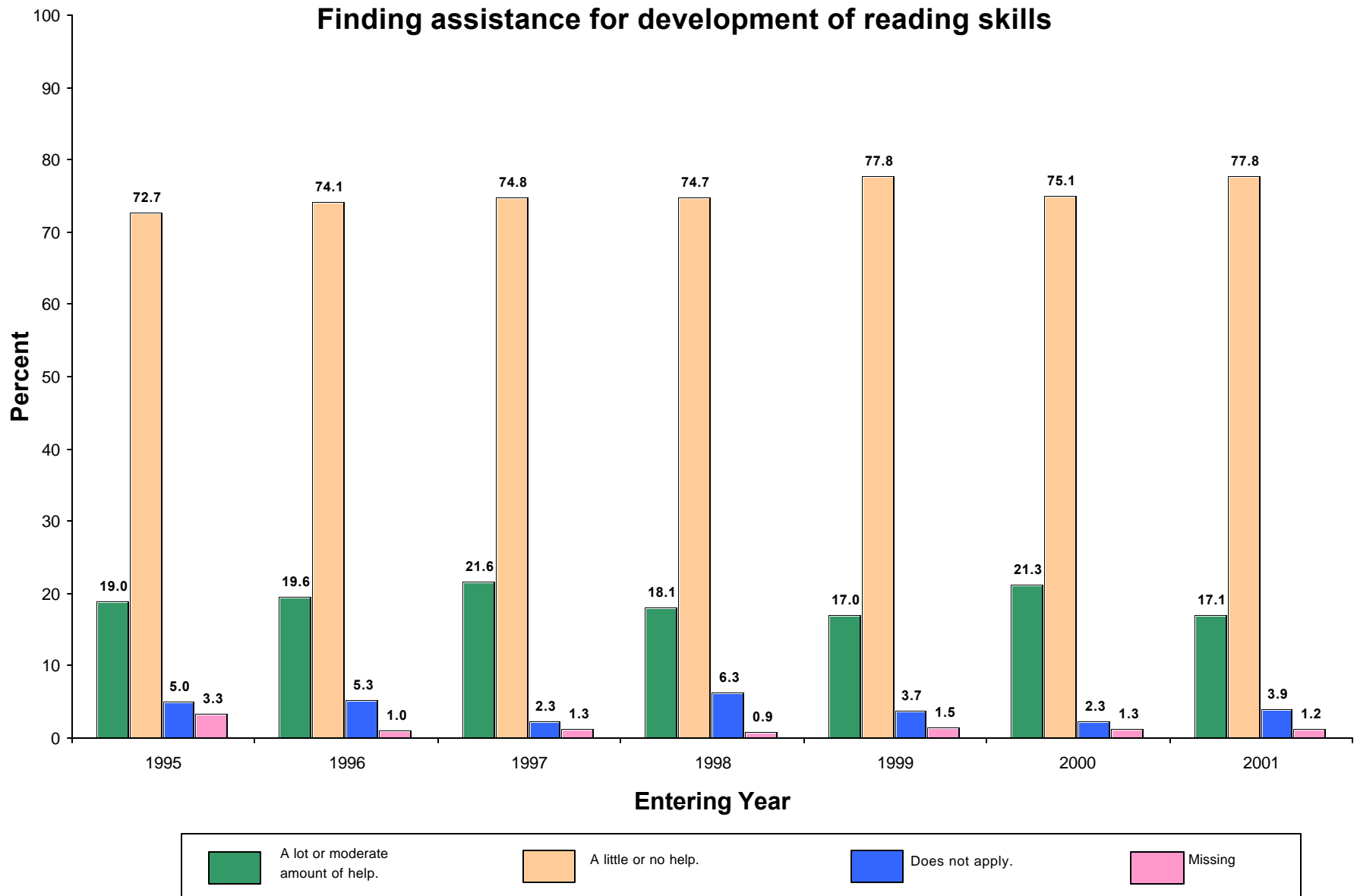


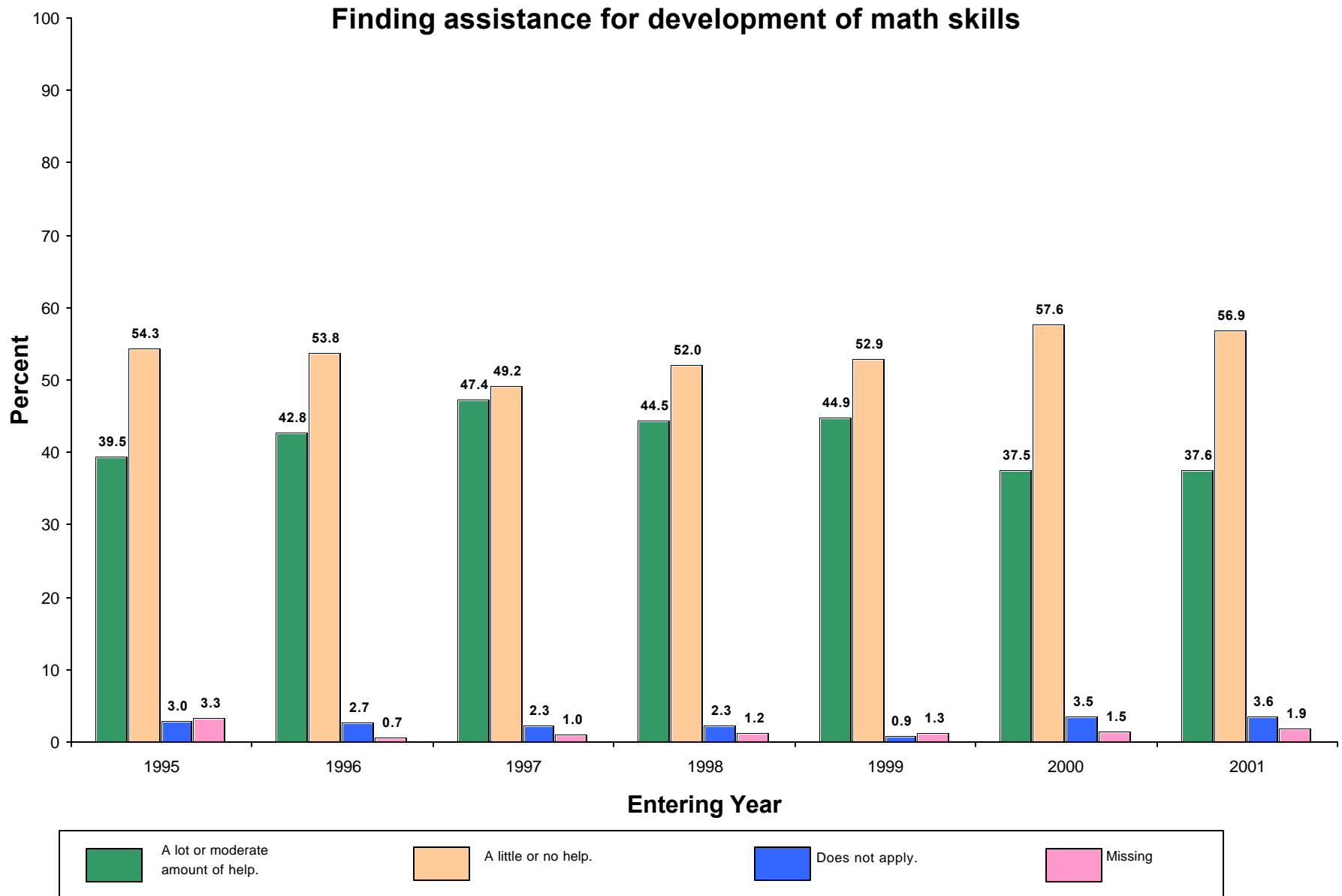
[Click to see survey instruments](#)

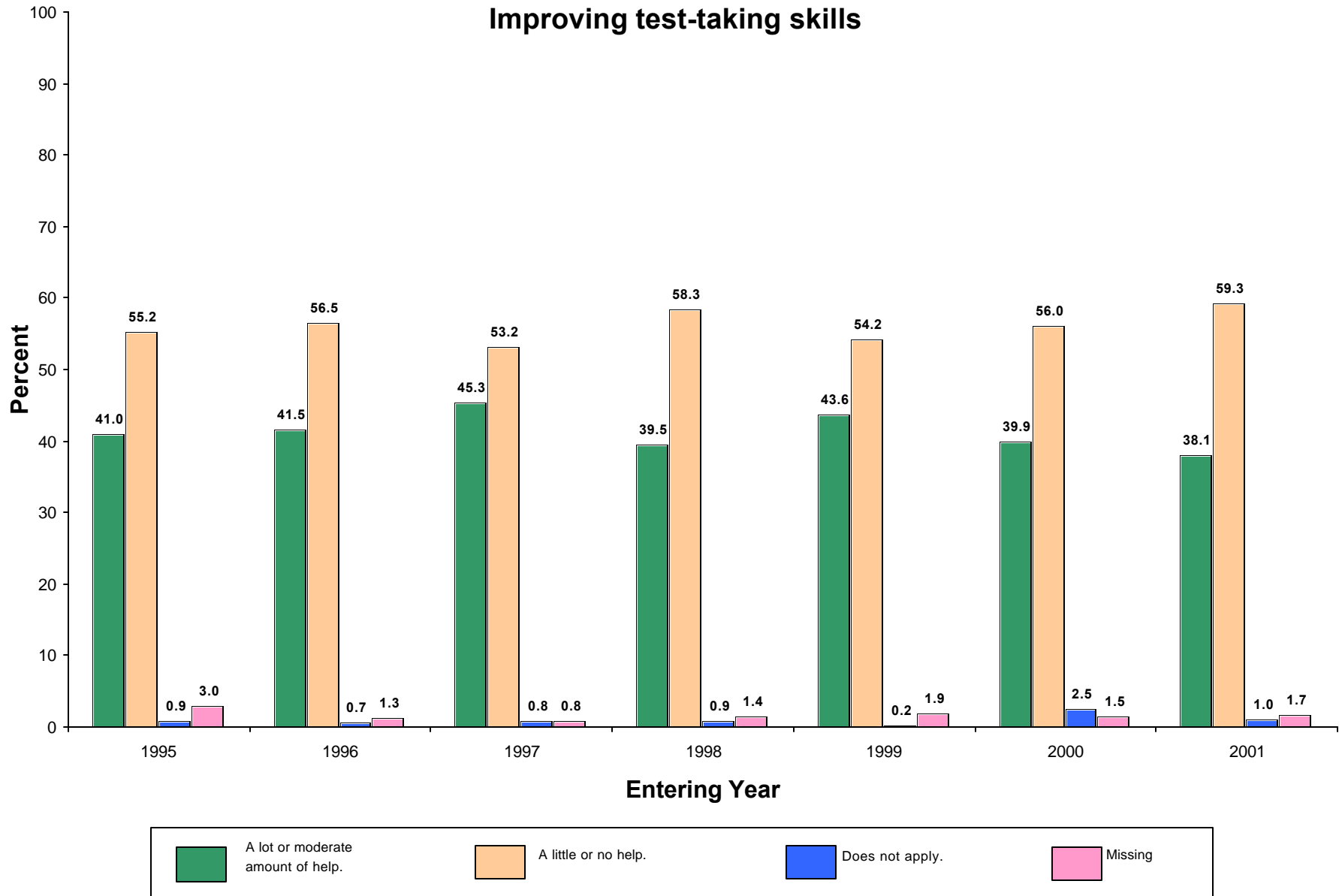
Administered every Fall Term, 1995-2001 and
Fall Terms 2003, 2005, 2007, 2009, 2011, and 2013

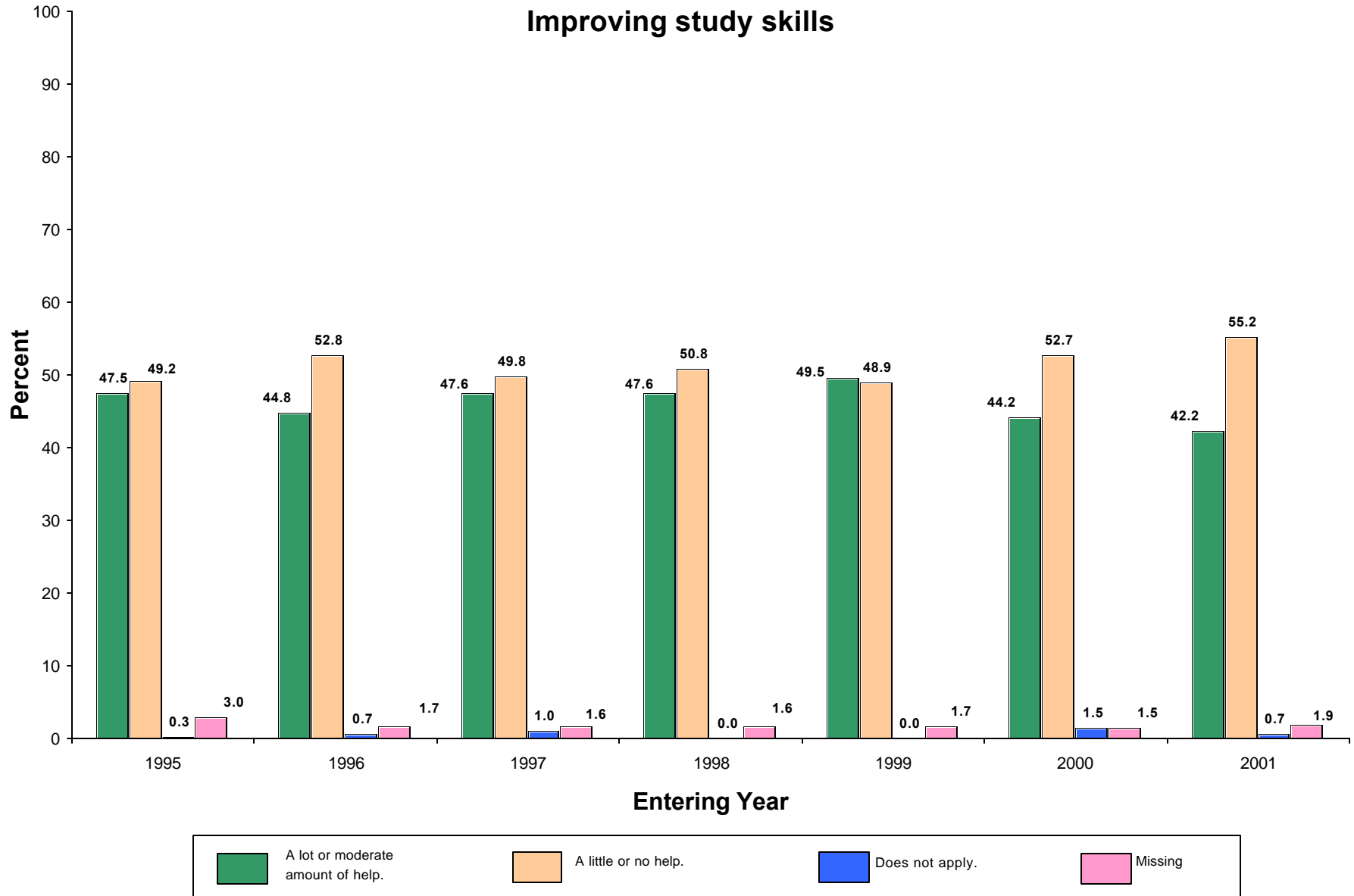
Average Response Rate of 85%

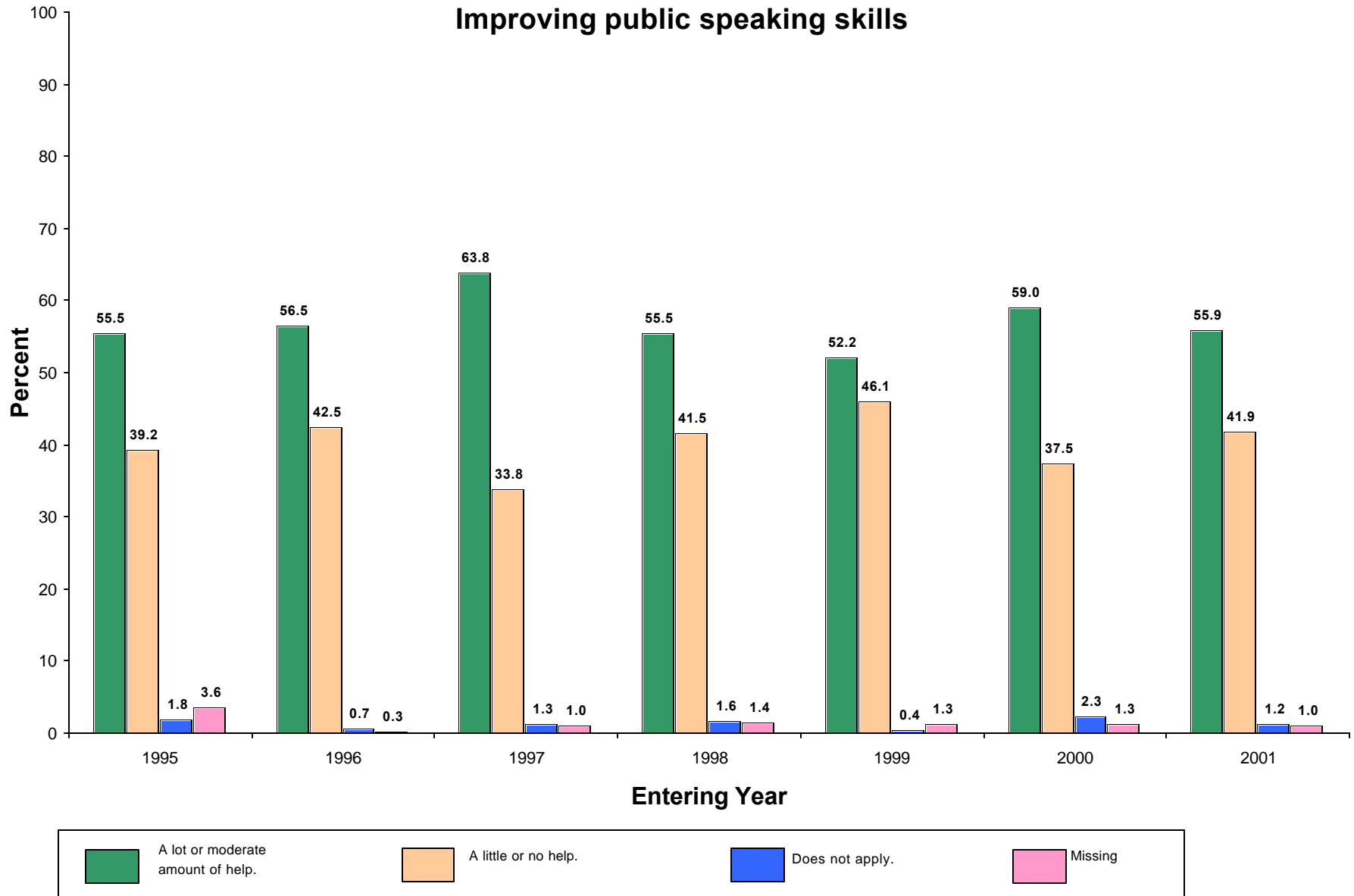












Your First College Year (YFCY)

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

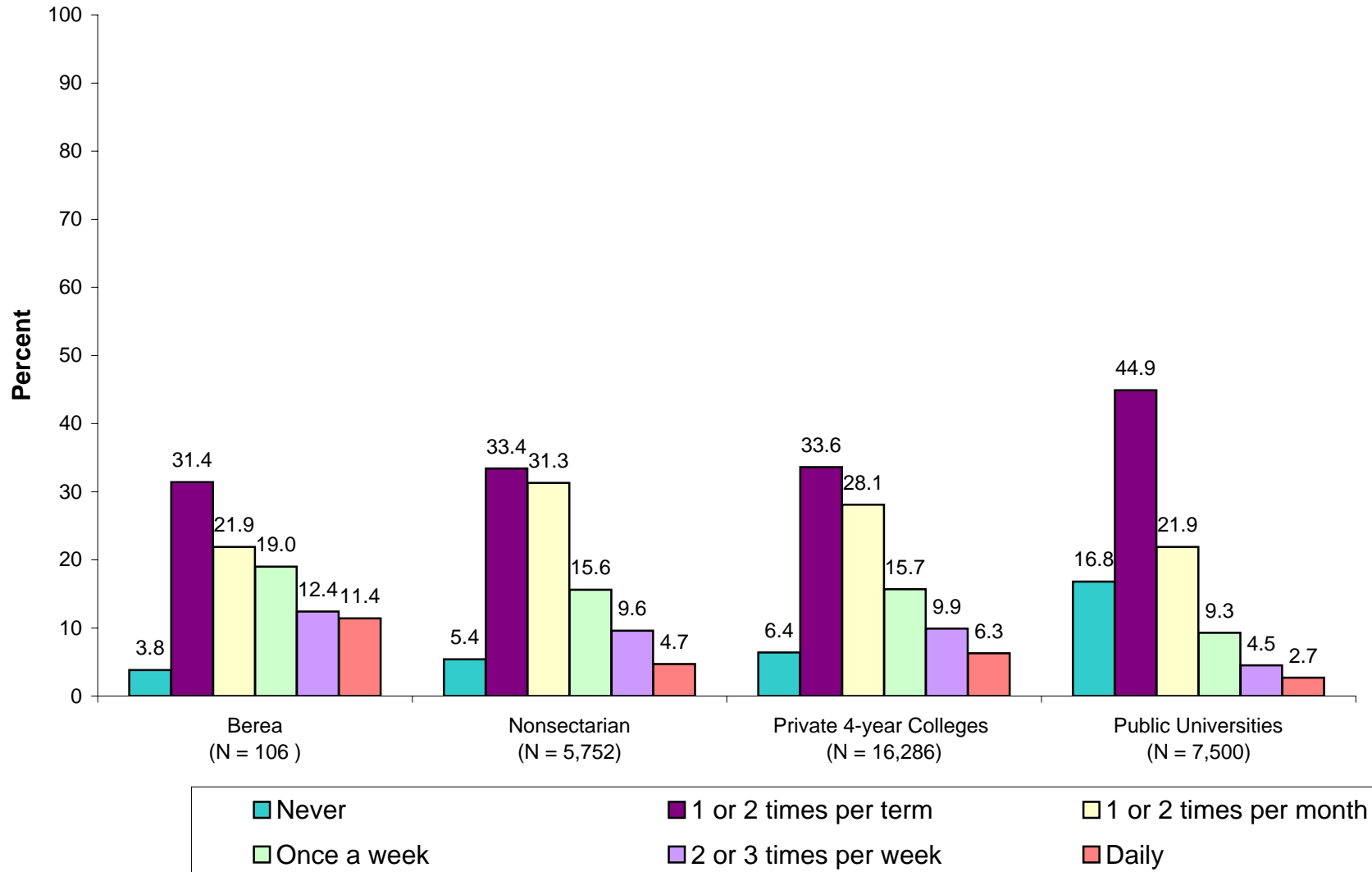


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

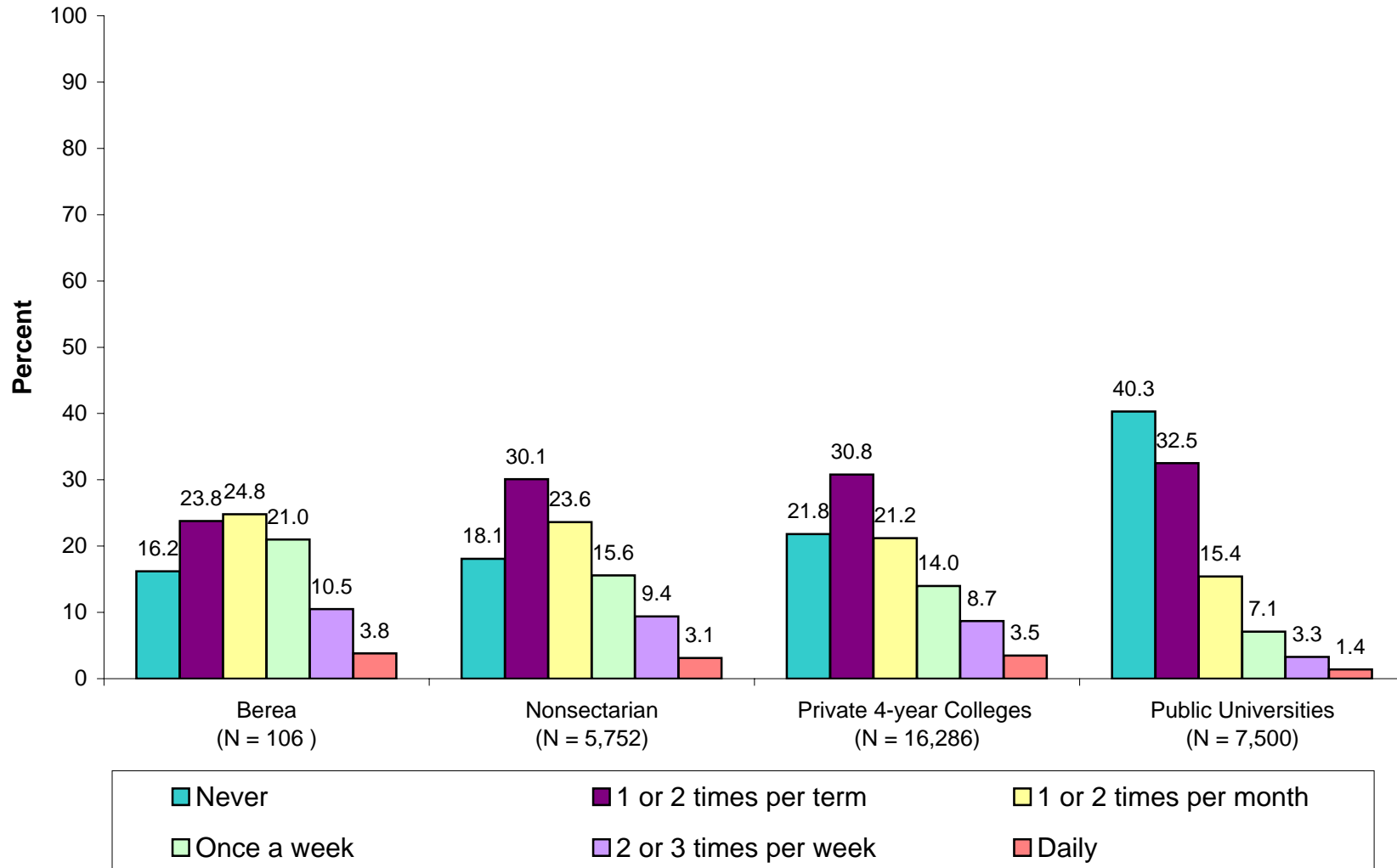
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Faculty during office hours



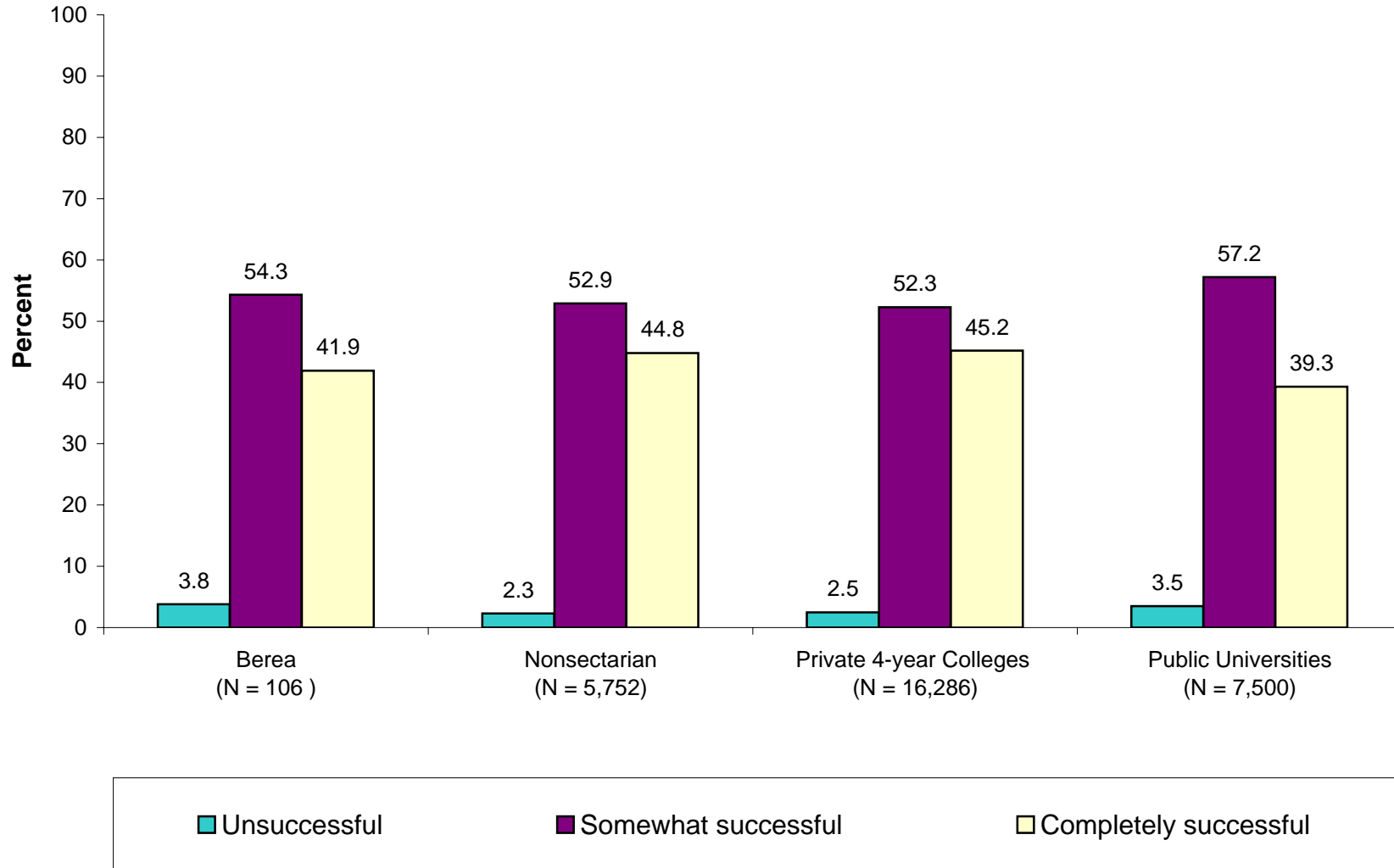
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Faculty outside of class or office hours



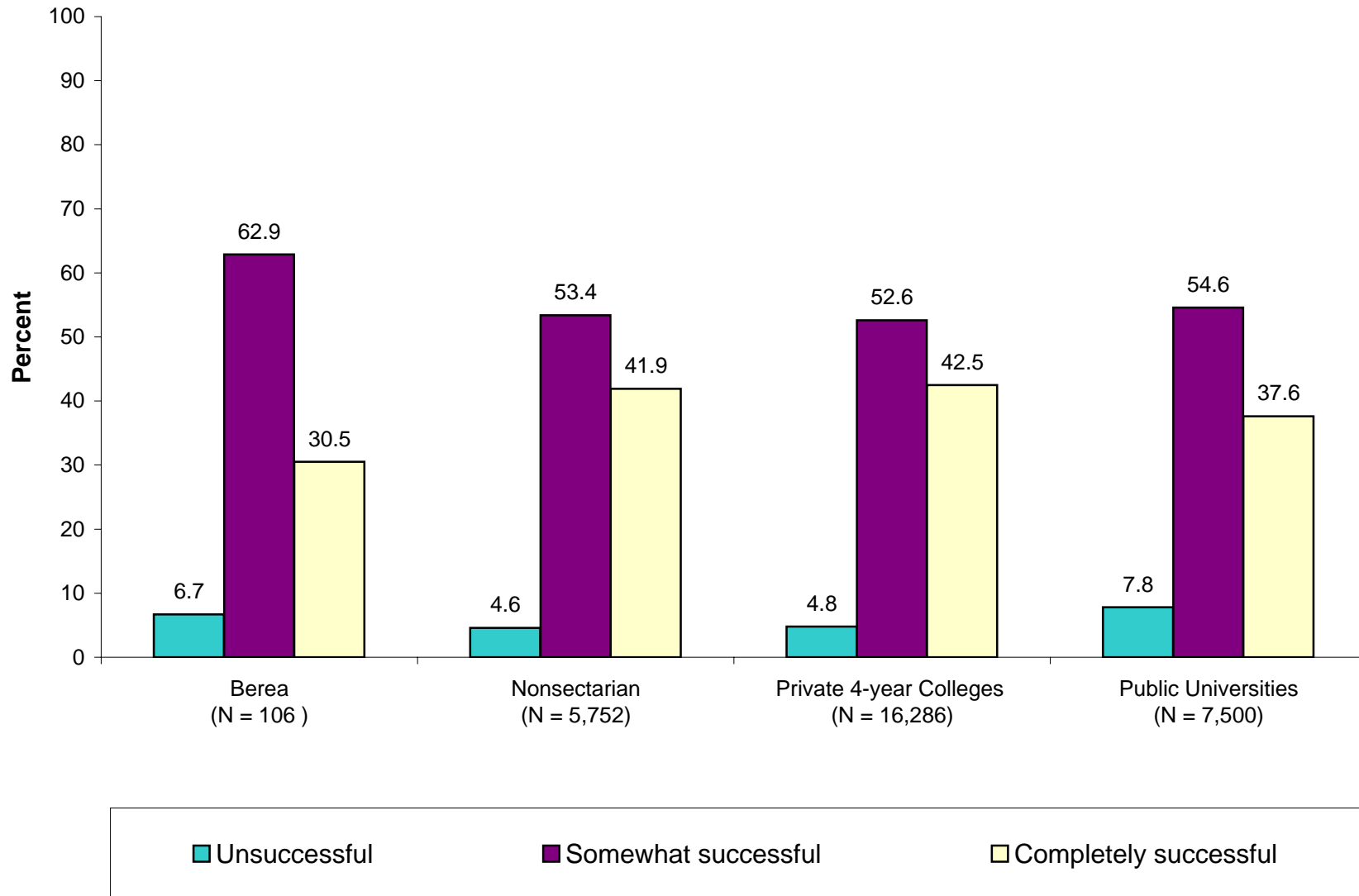
Since entering this college, how successful have you felt at:

Understanding what your professors expect of you academically



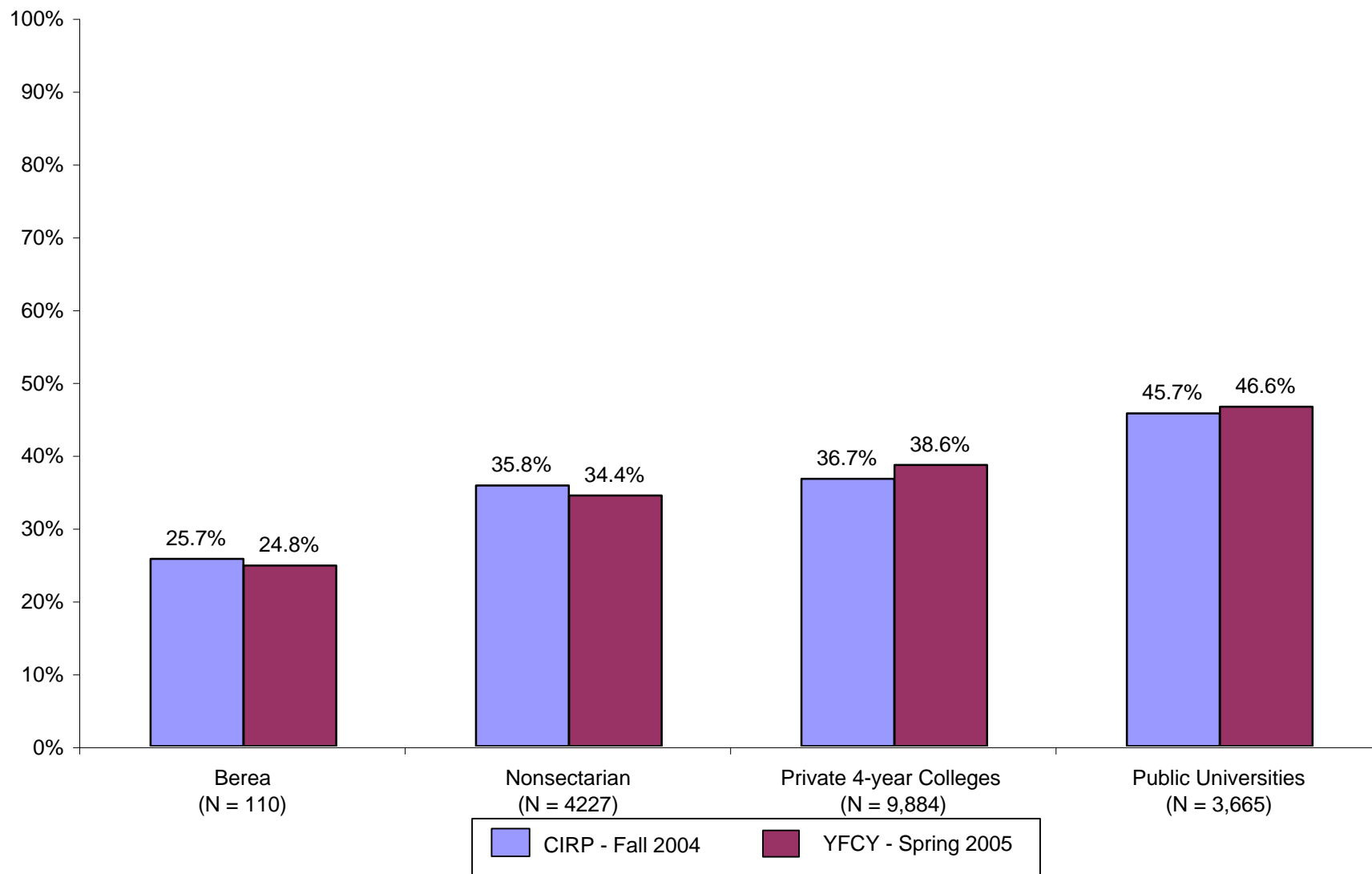
Since entering this college, how successful have you felt at:

Adjusting to the academic demands of college



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

Felt bored in class



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

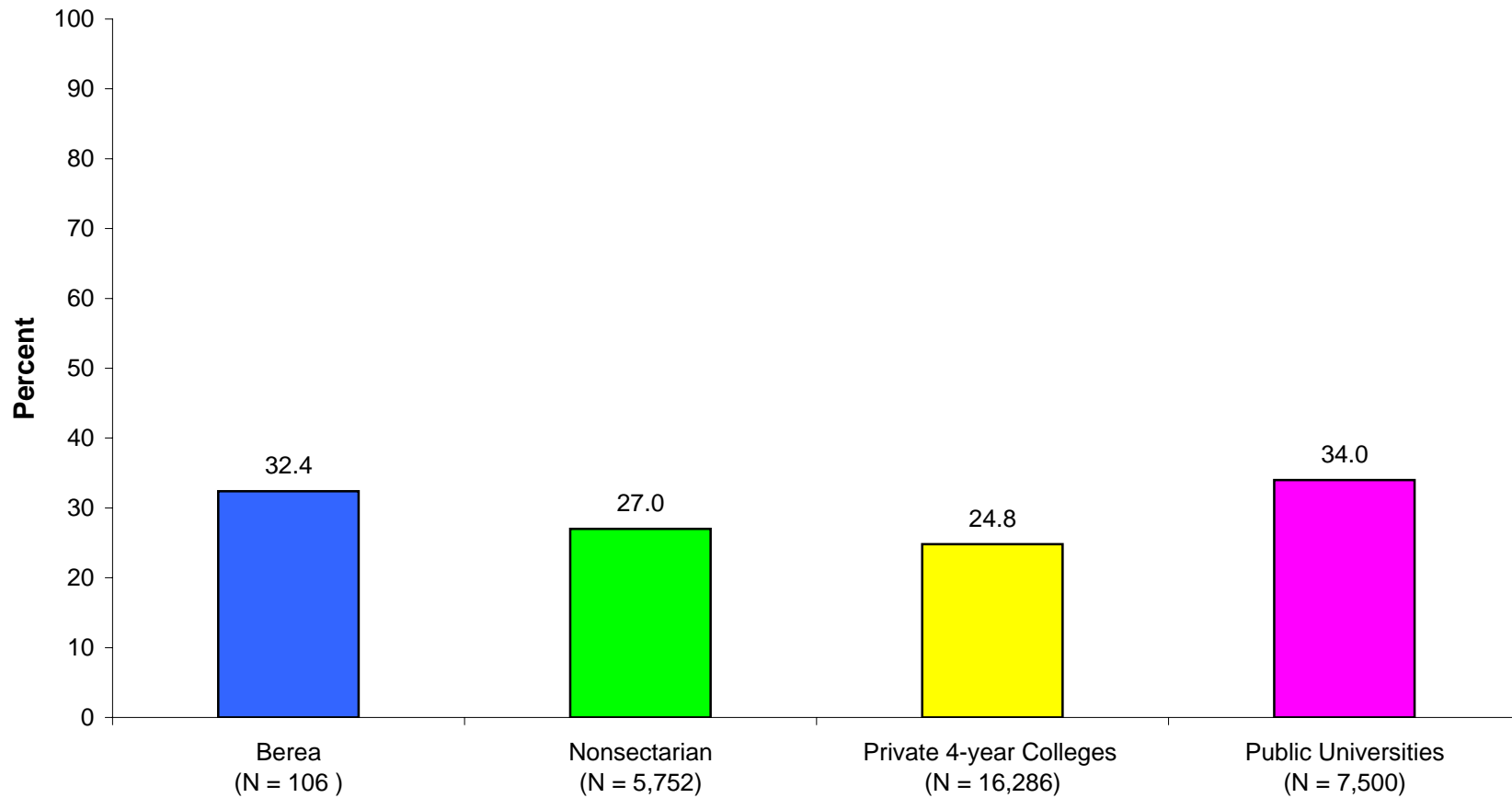
CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

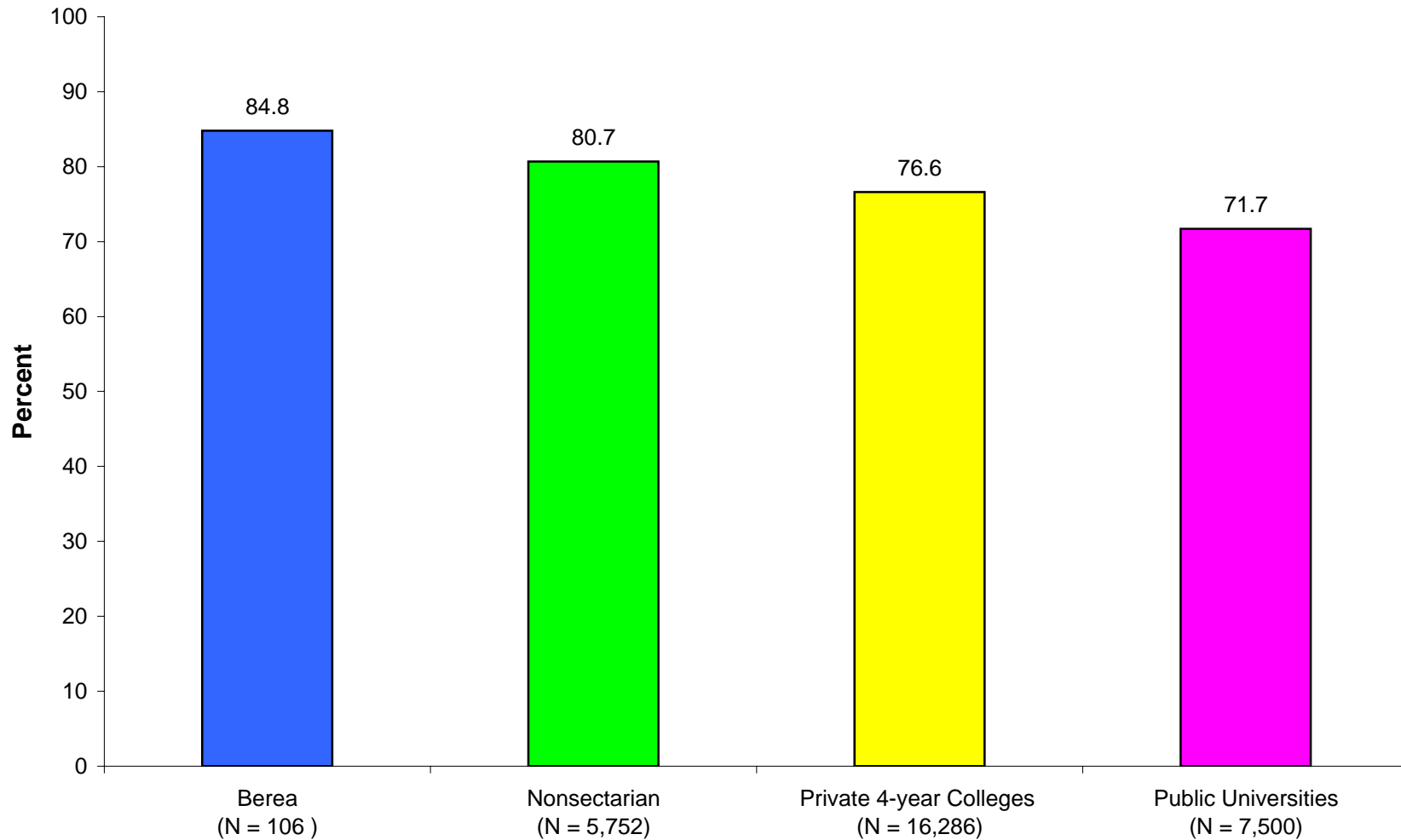
Percentage of students reporting "frequently" or "occasionally" feeling:

Intimidated by your professors



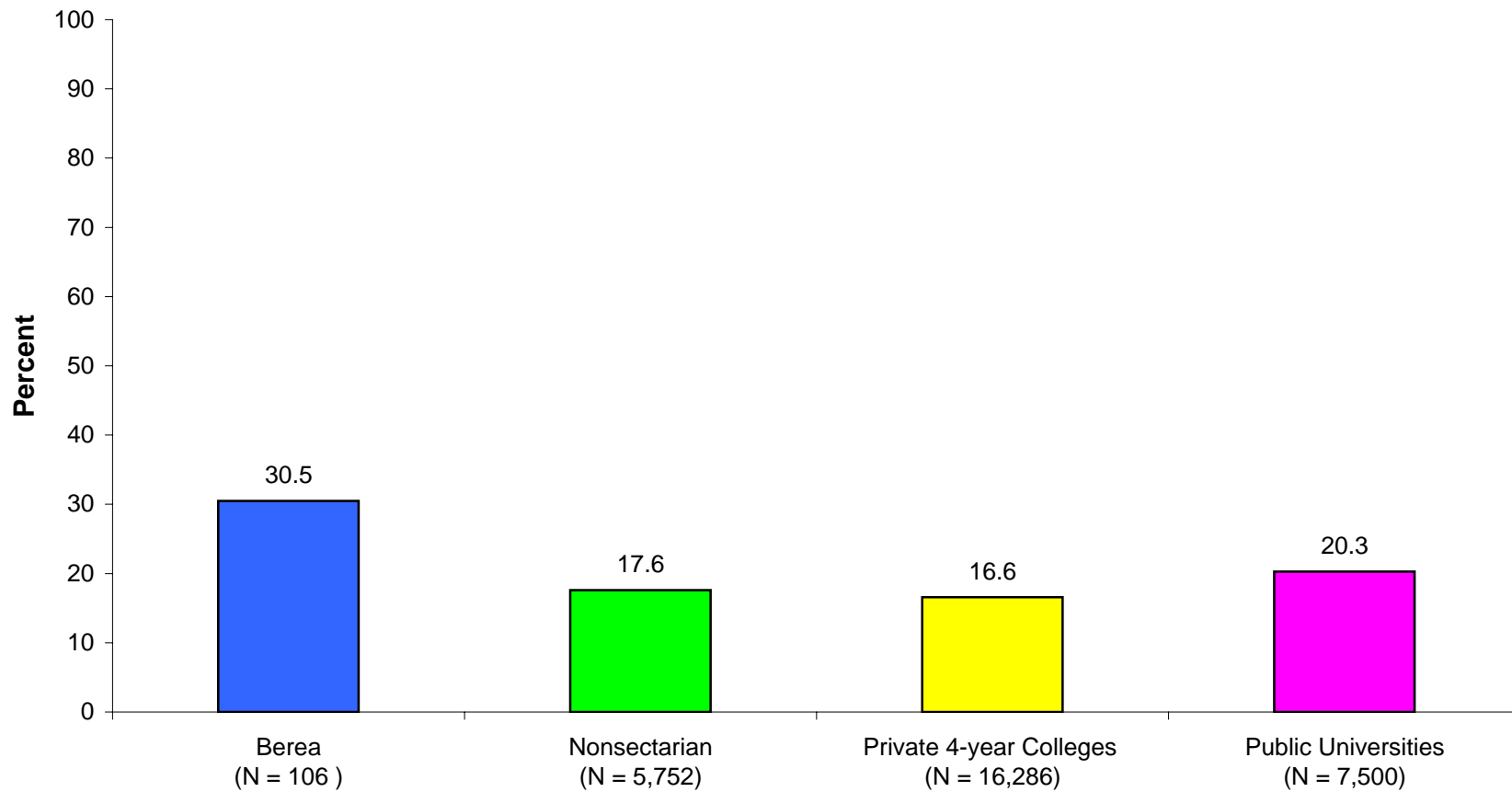
Percentage of students reporting "frequently" or "occasionally" feeling:

That your courses inspired you to think in new ways



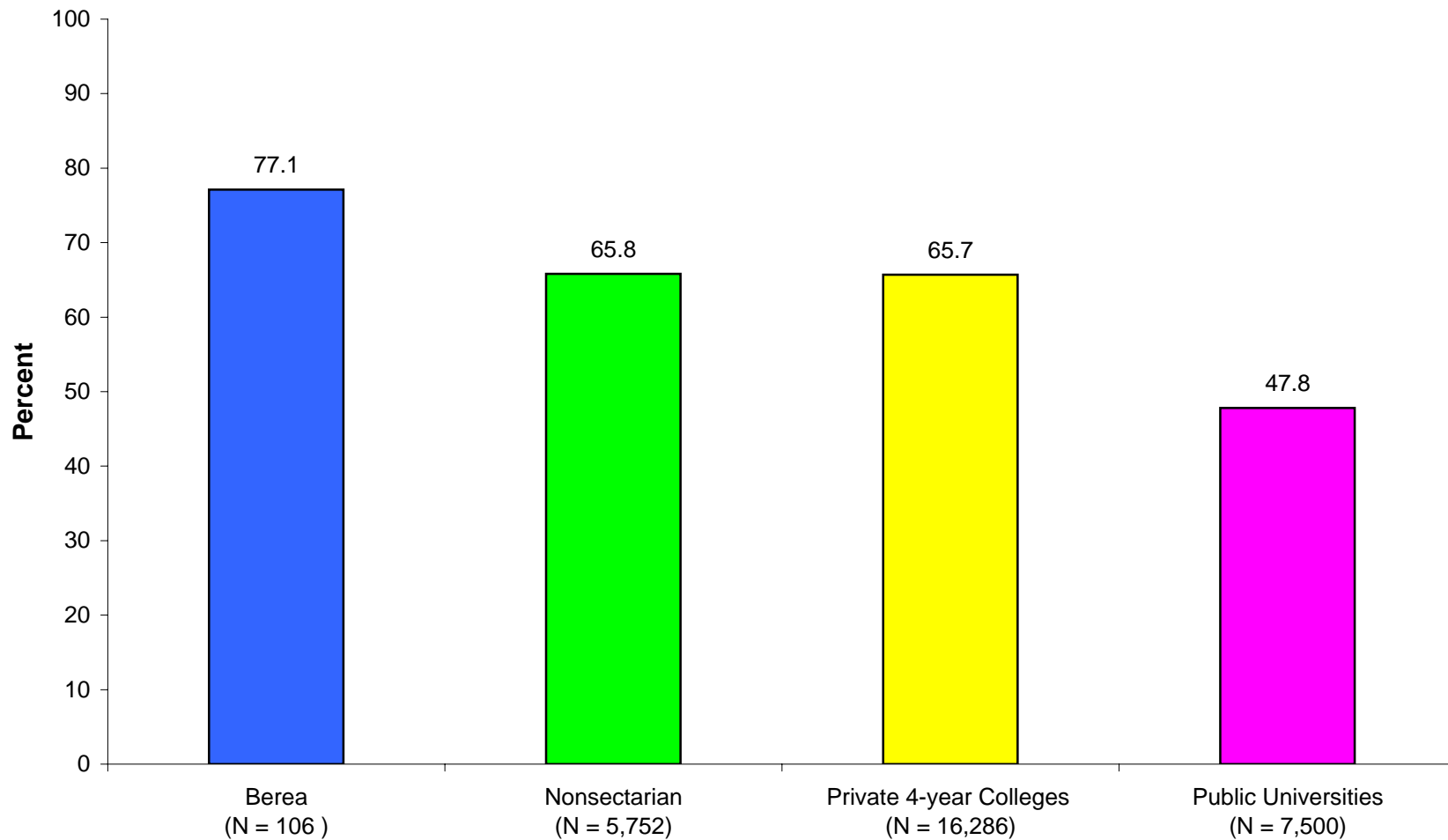
Percentage of students who "agree" or "strongly agree" with the following statements:

I have heard faculty express stereotypes about racial/ethnic groups in class



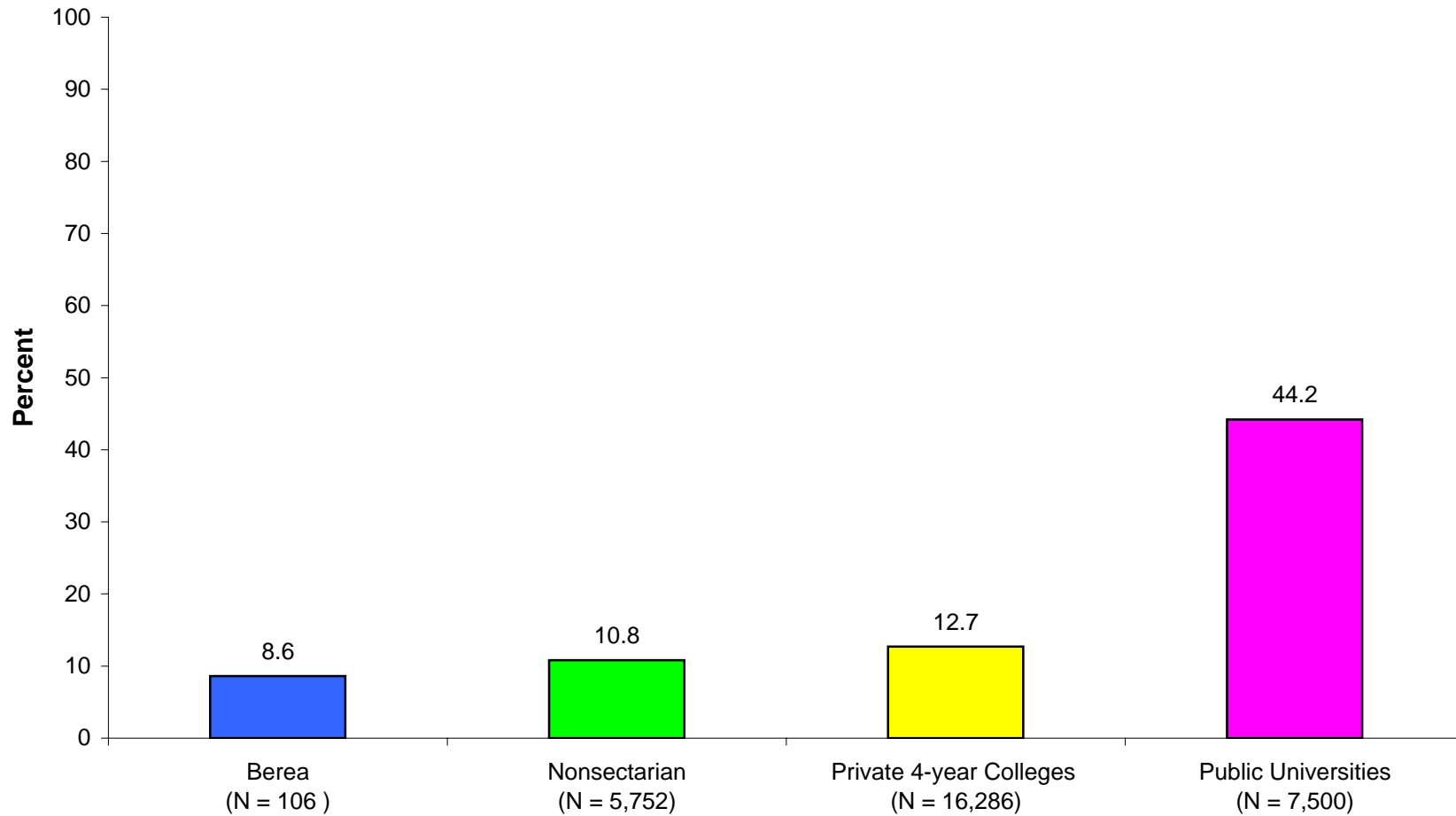
Percentage of students who "agree" or "strongly agree" with the following statements:

Faculty here are interested in students' personal problems



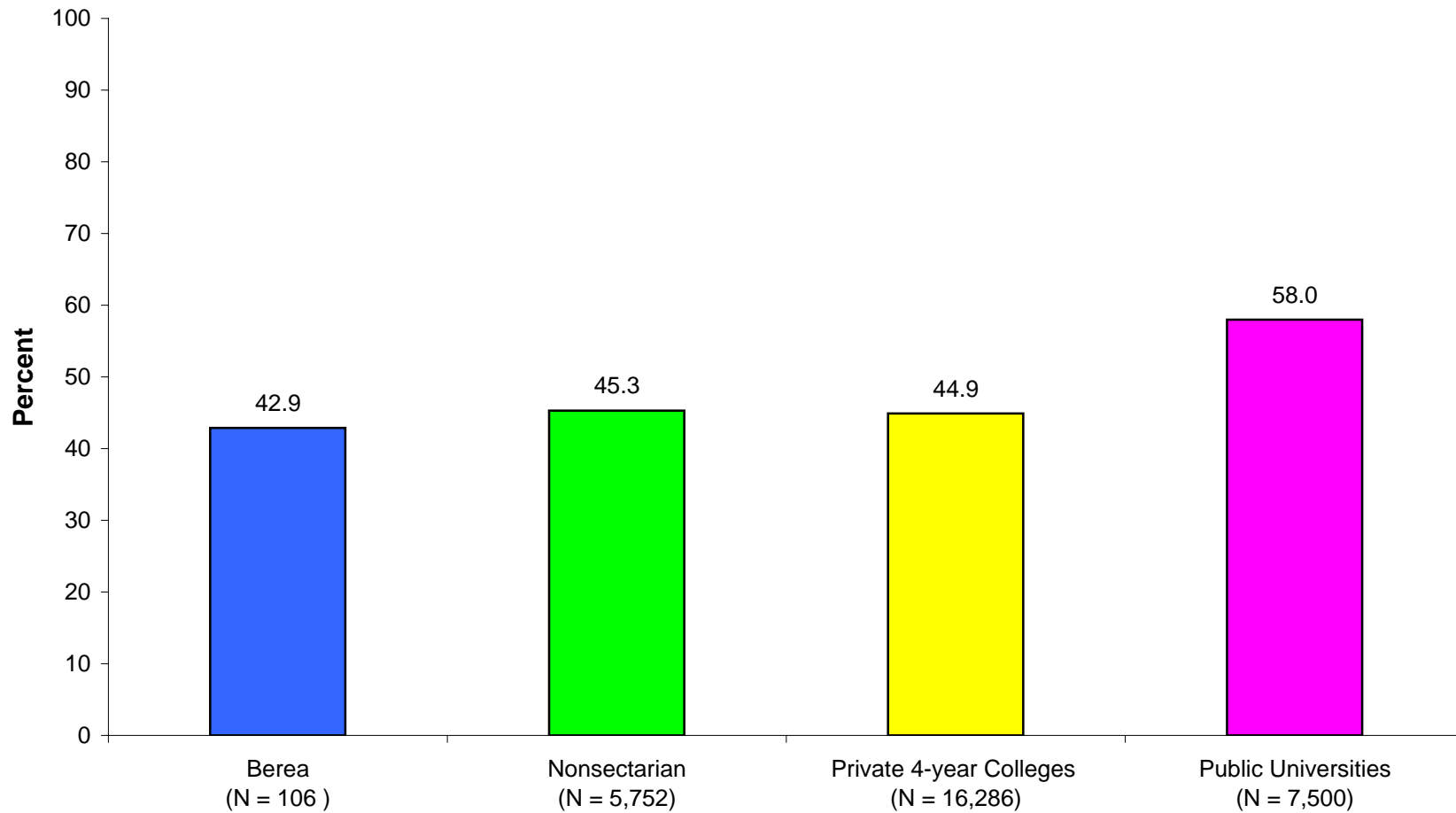
Percentage of students who "agree" or "strongly agree" with the following statements:

Most students here are treated like "numbers in a book"



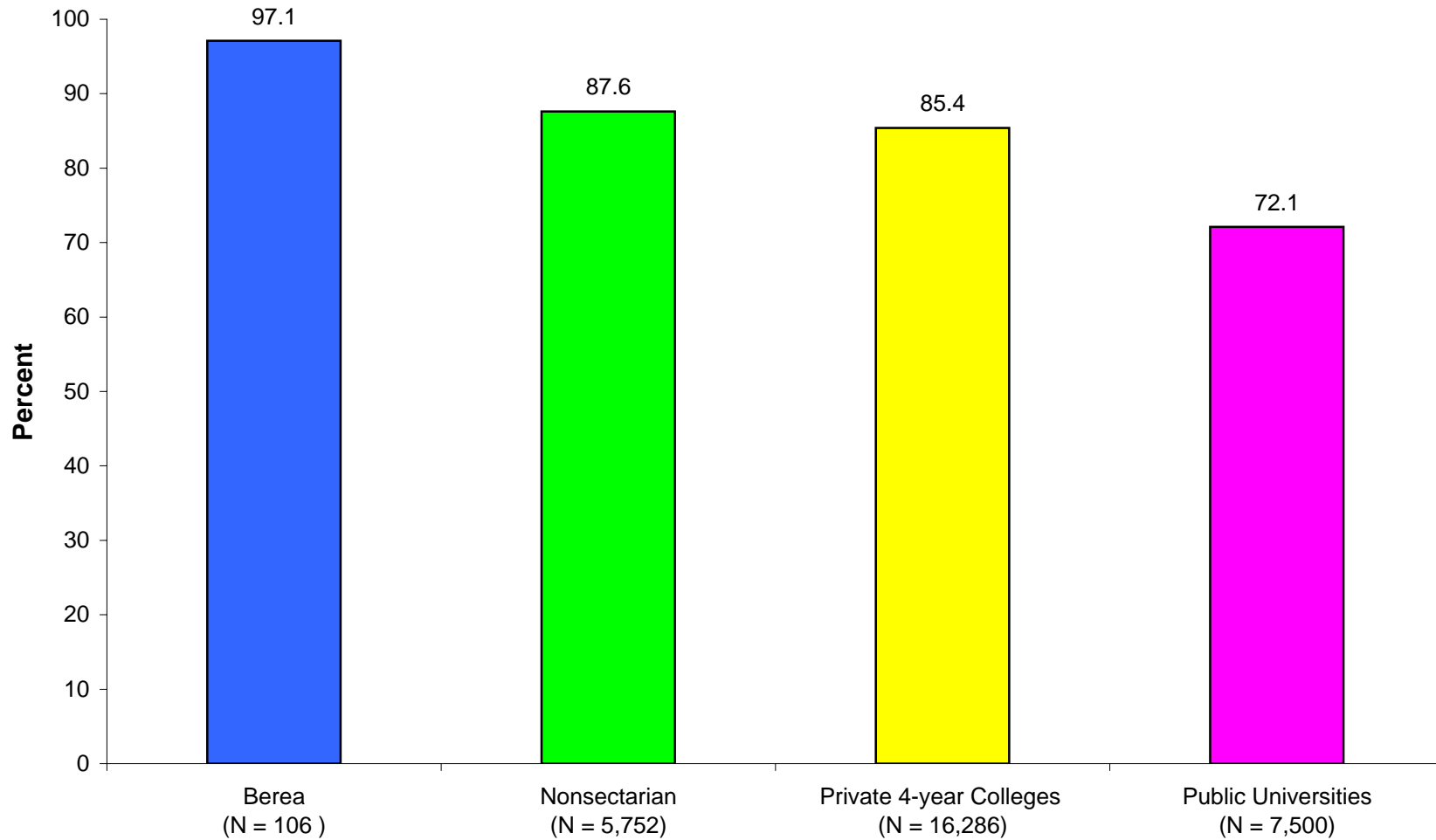
Percentage of students who "agree" or "strongly agree" with the following statements:

There is strong competition among most of the students for high grades



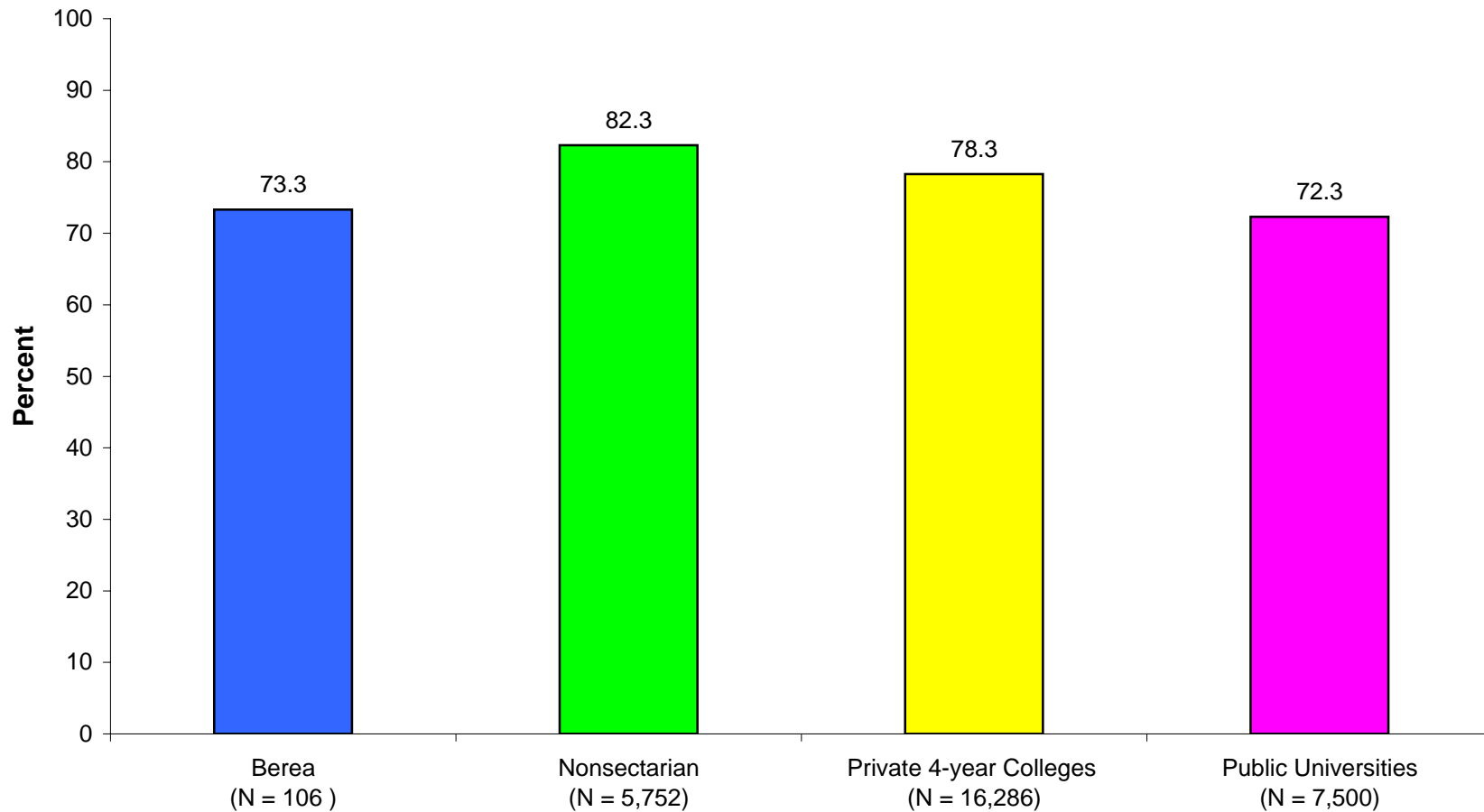
Percentage of students who "agree" or "strongly agree" with the following statements:

Faculty here are interested in students' academic problems



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

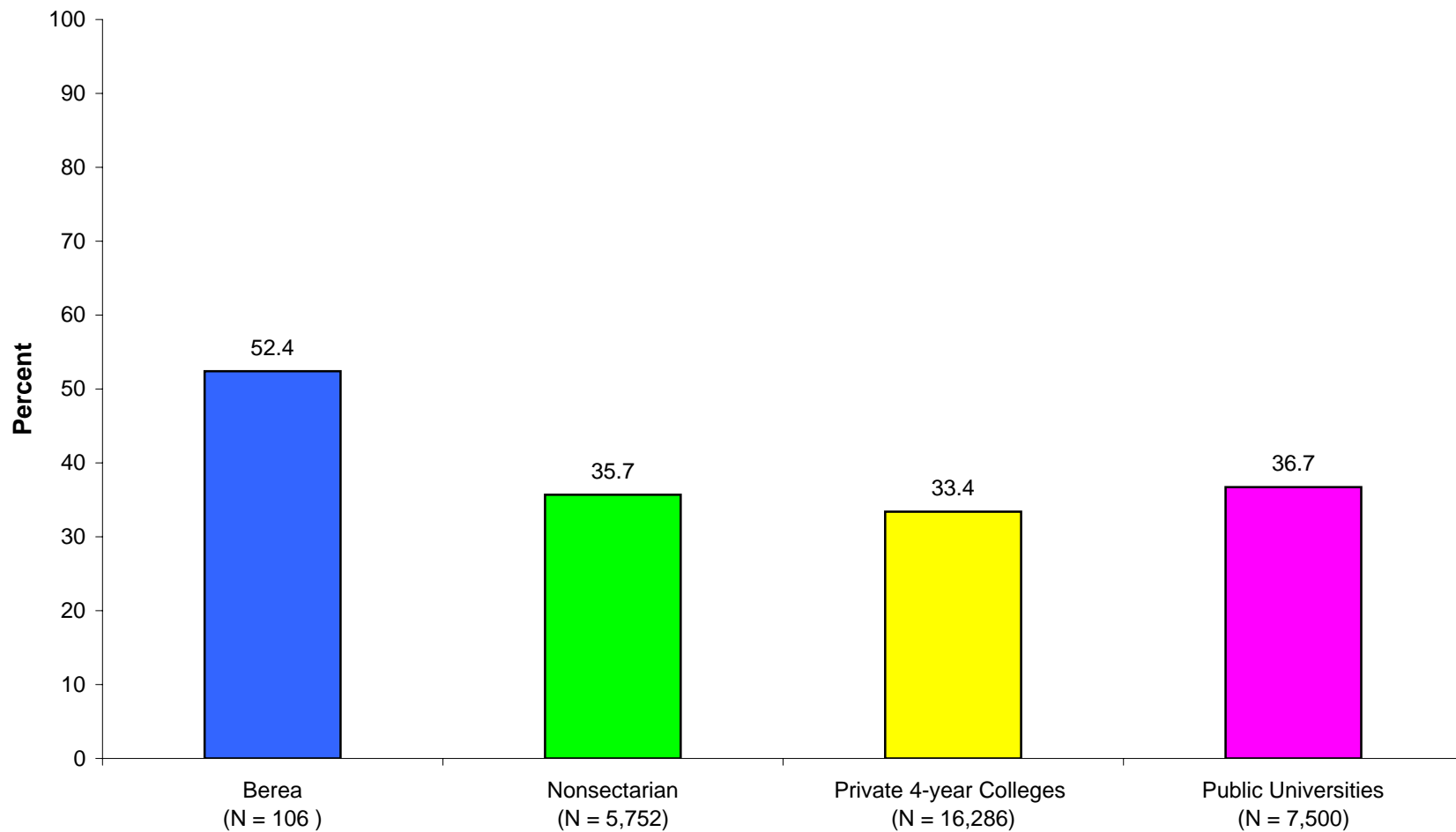
Faculty feel that most students here are well-prepared academically



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

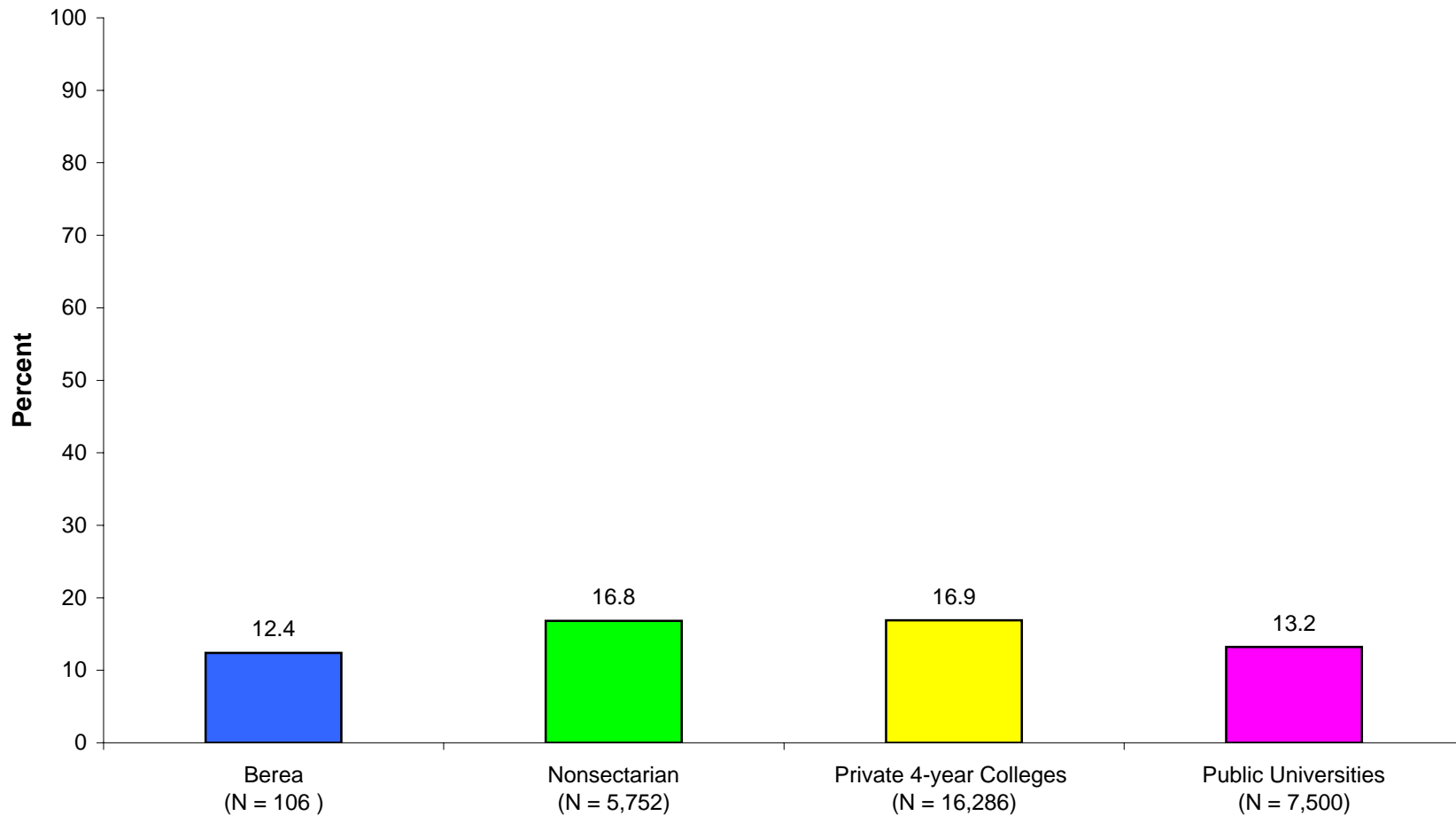
Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:

Studied or prepared for class



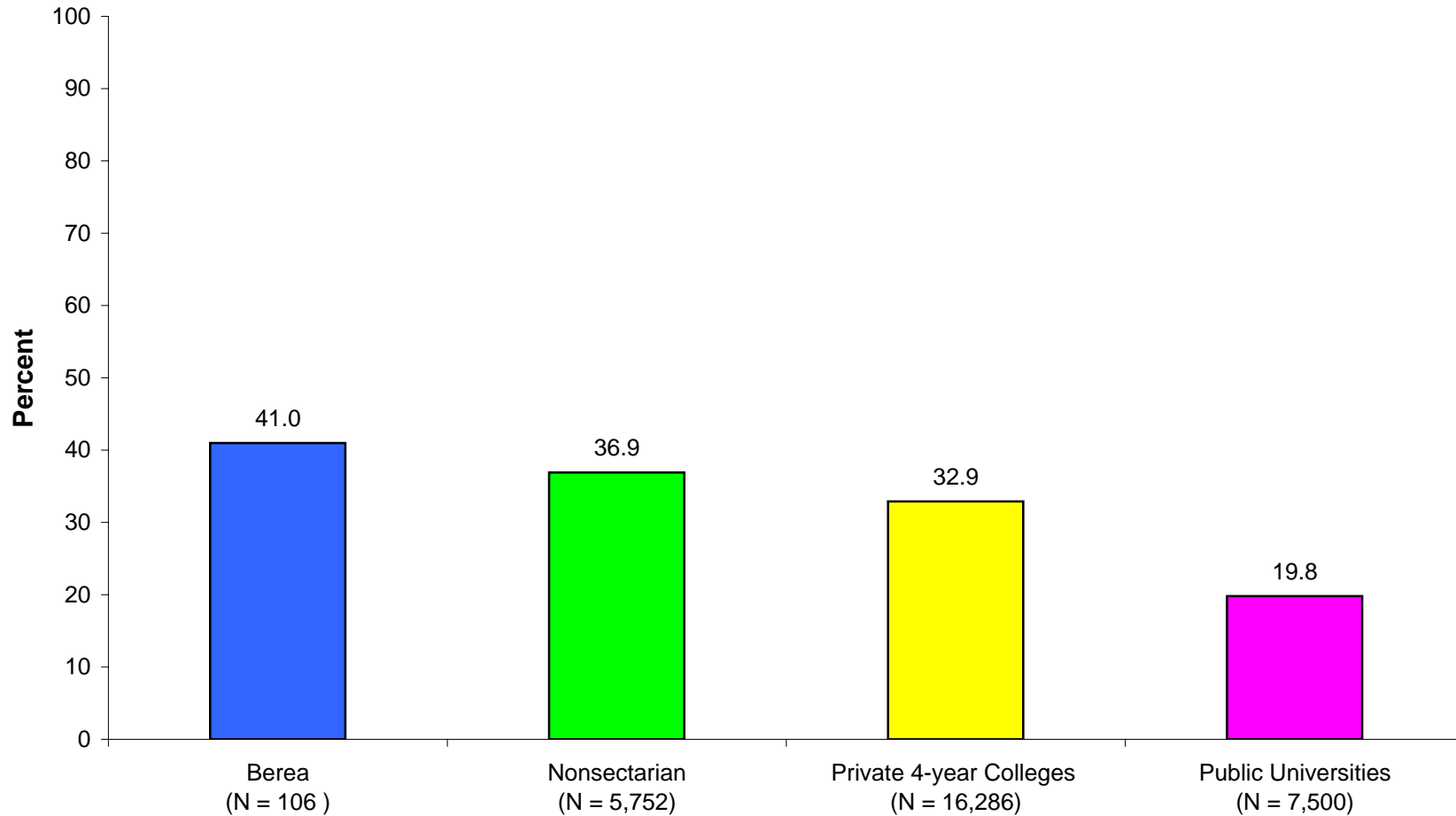
Percent of students indicating "frequently" or "occasionally" since entering this college:

Turned in course assignment(s) late



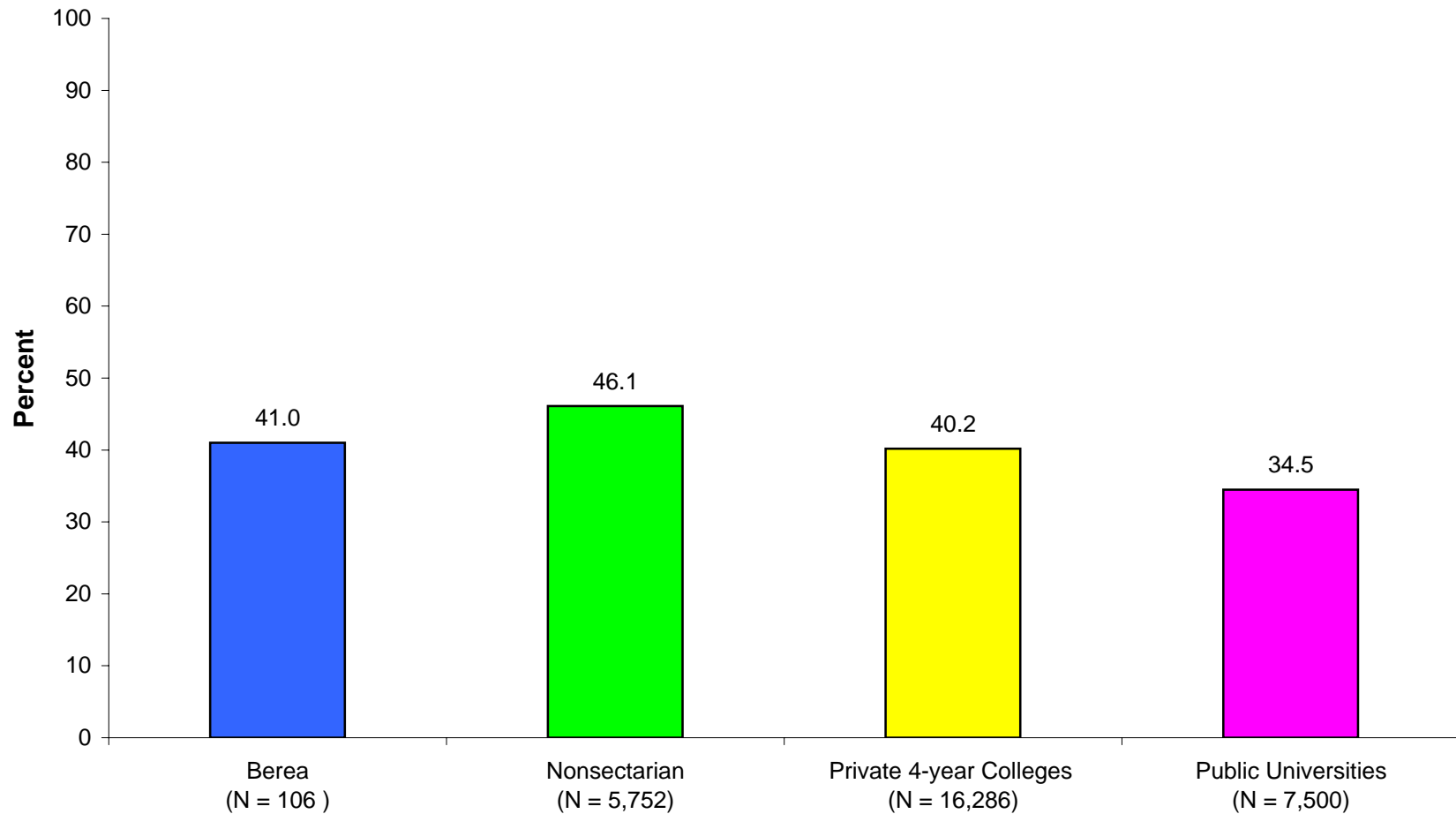
Percent of students indicating "frequently" or "occasionally" since entering this college:

Spoke up in class



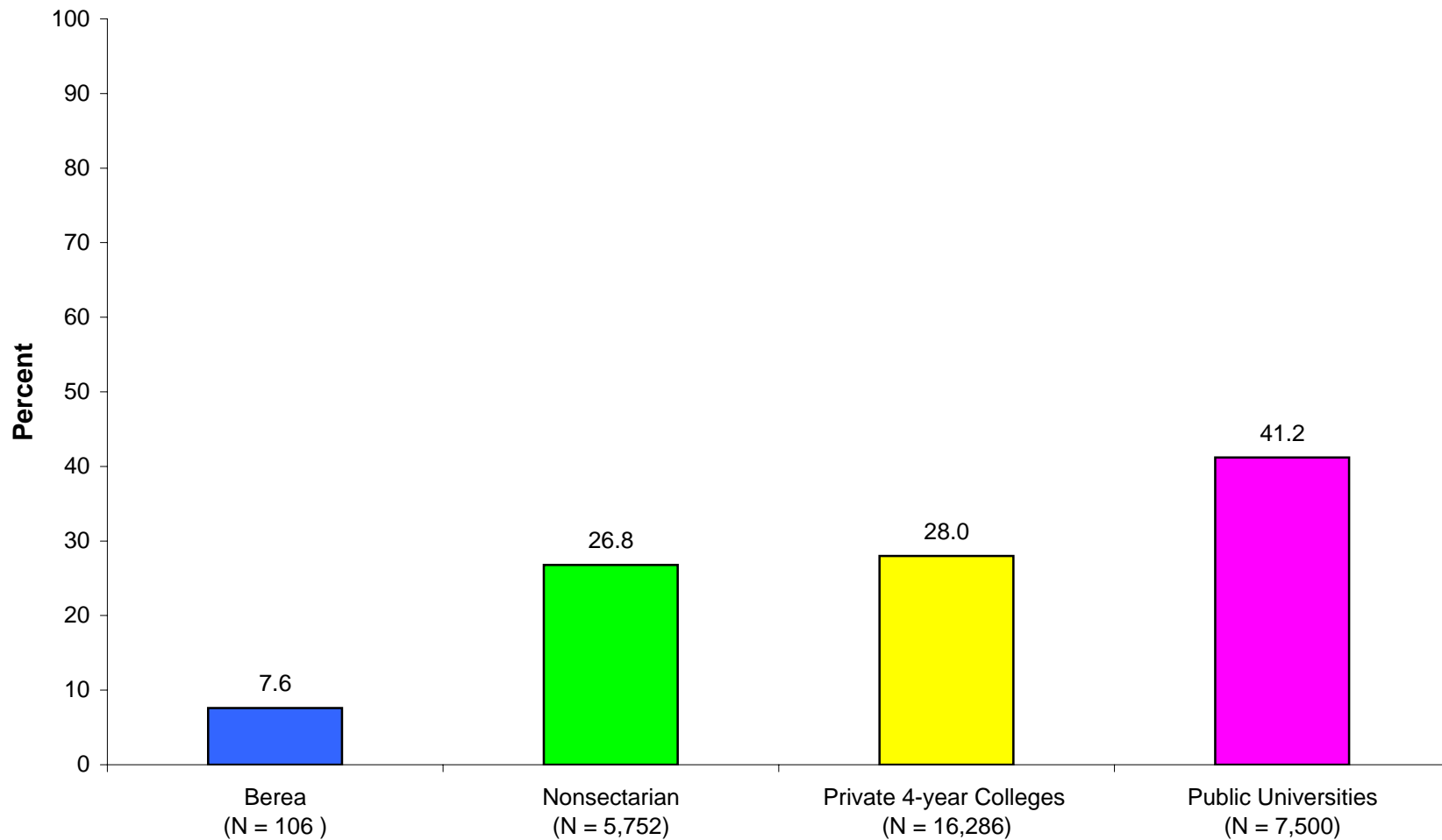
Percent of students indicating "frequently" or "occasionally" since entering this college:

Discussed course content with students outside of class



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

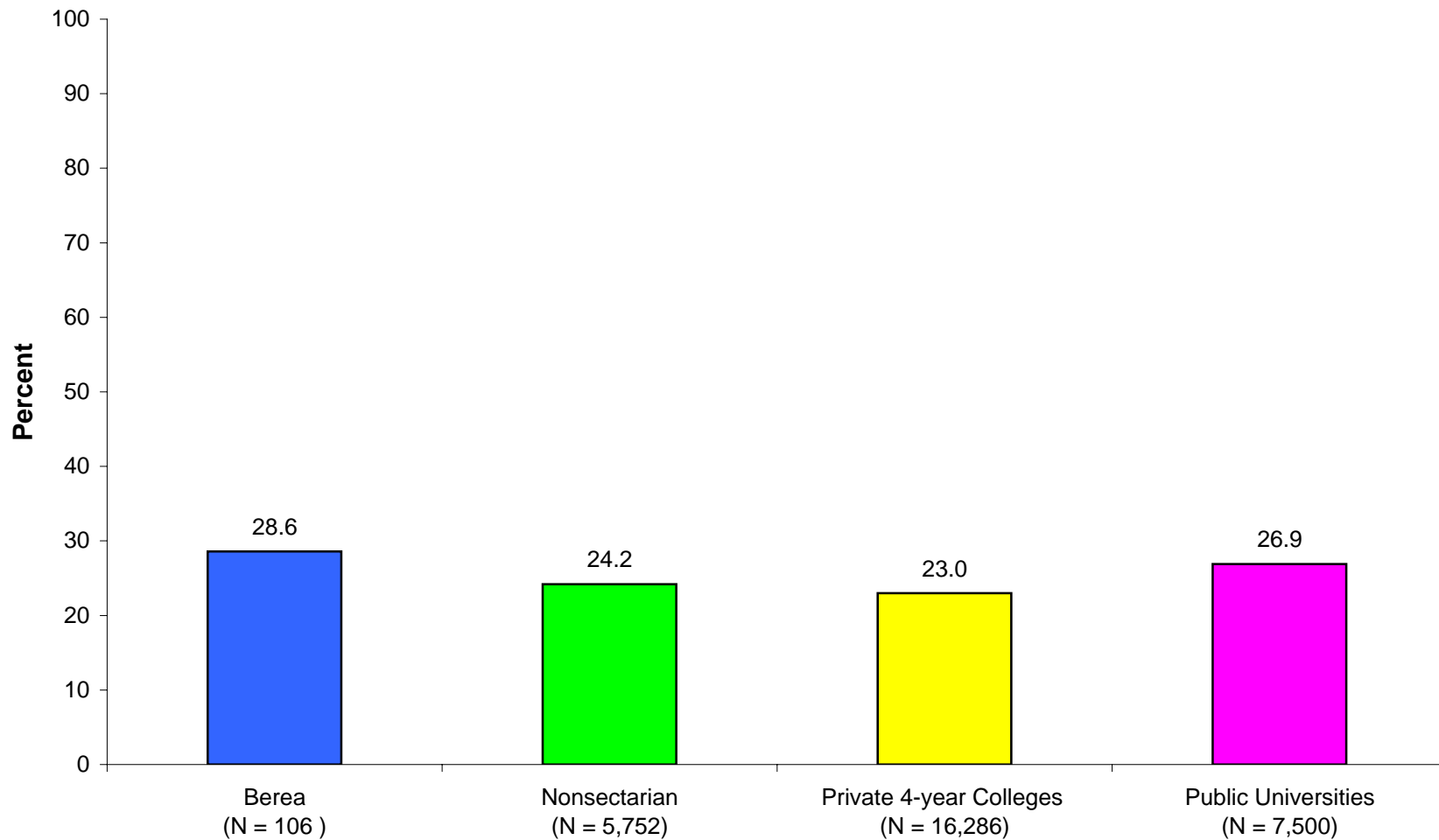
Skipped class



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

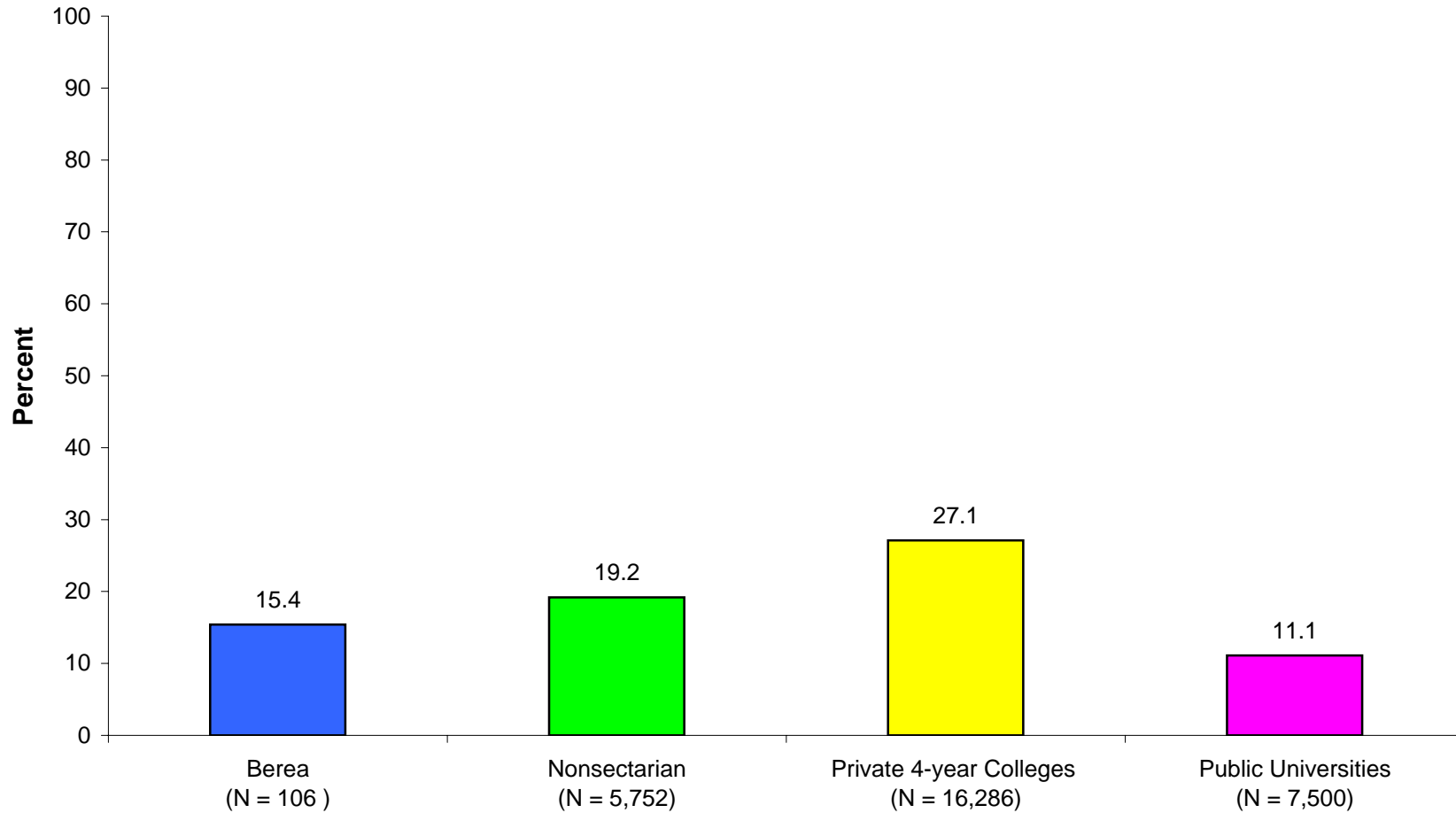
Percent of students indicating "frequently" or "occasionally" since entering this college:

Received tutoring



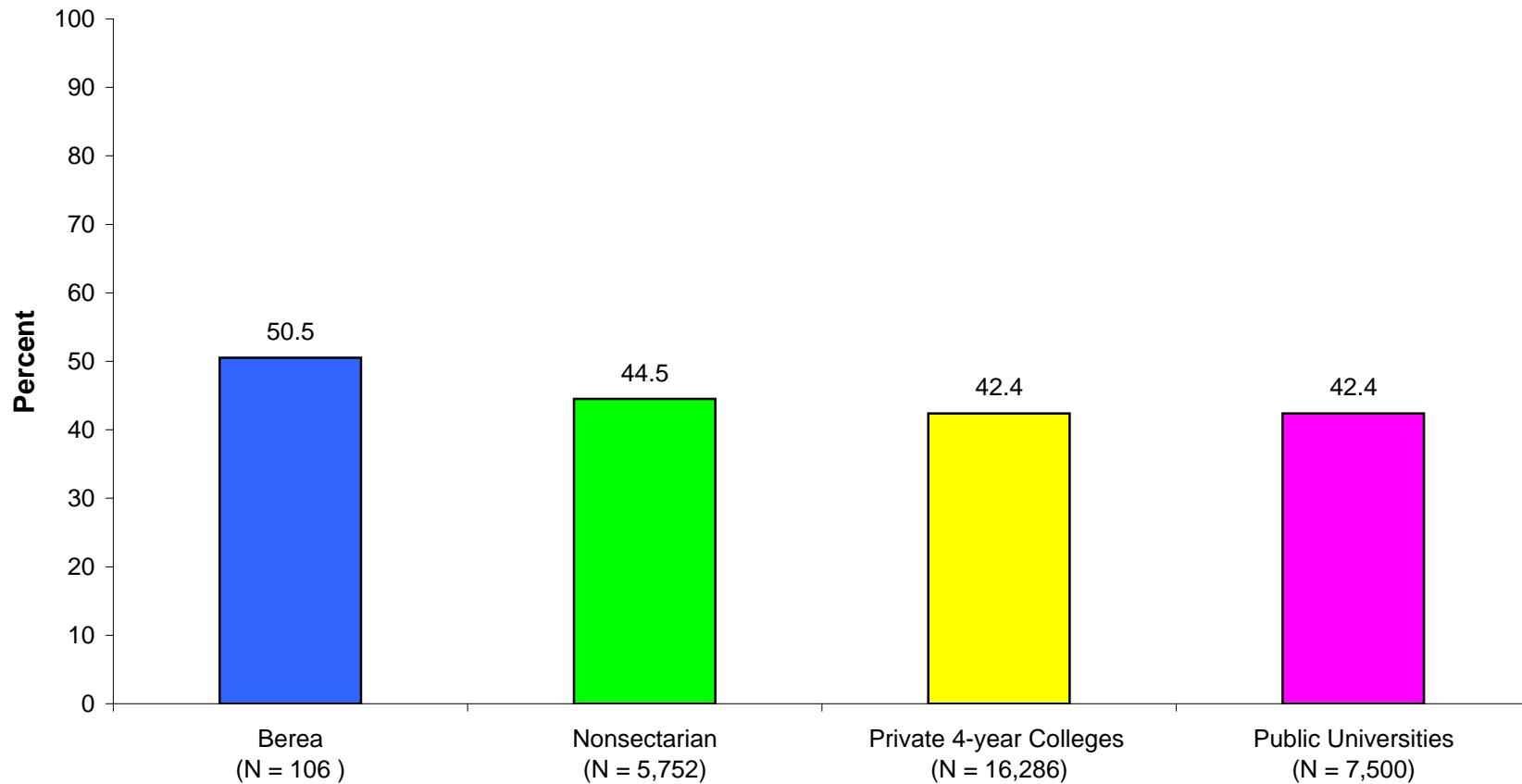
Percent of students indicating "frequently" or "occasionally" since entering this college:

Worked on a professor's research project



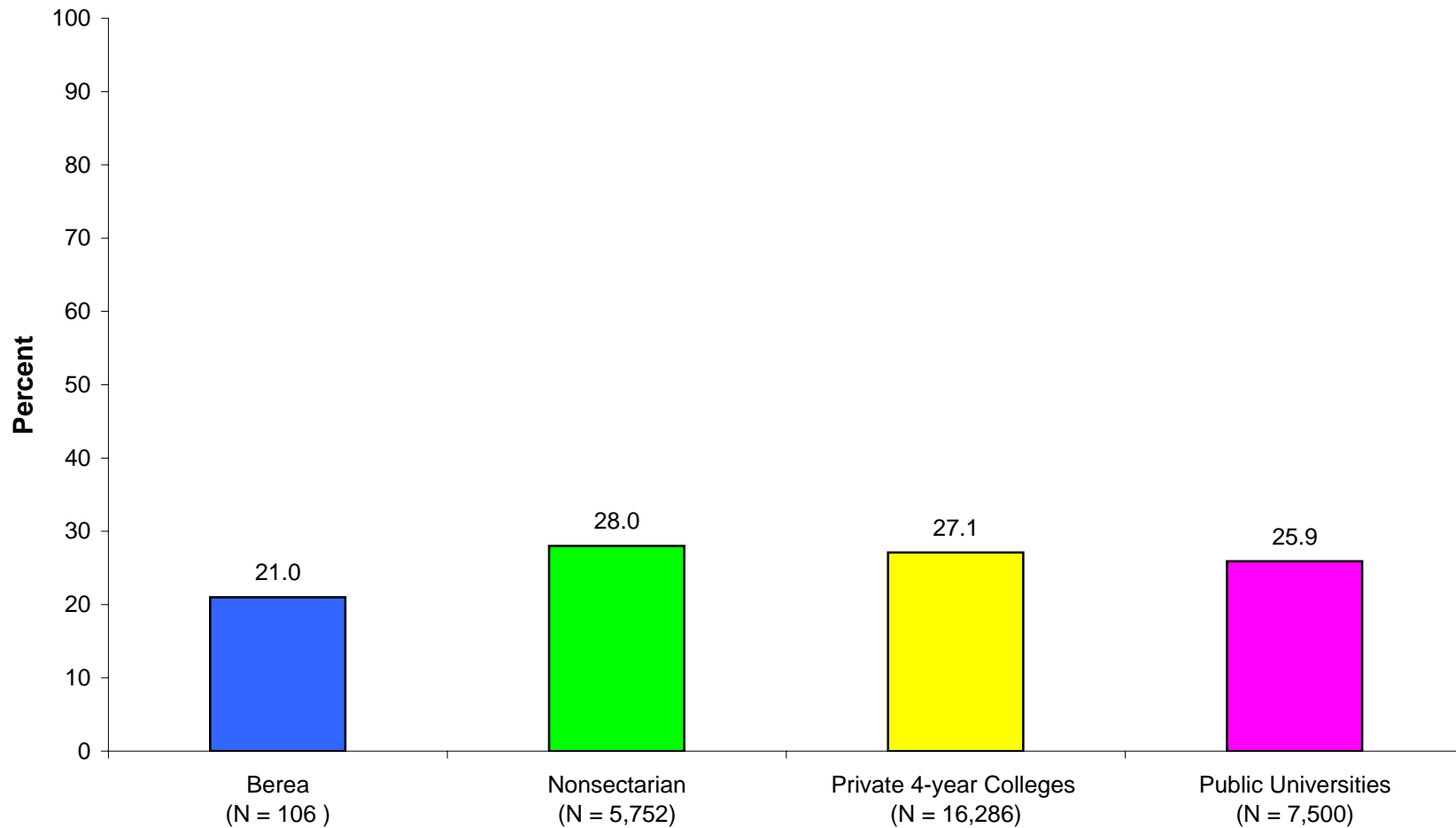
Percent of students indicating "frequently" or "occasionally" since entering this college:

Turned in course assignments that did not reflect your best work



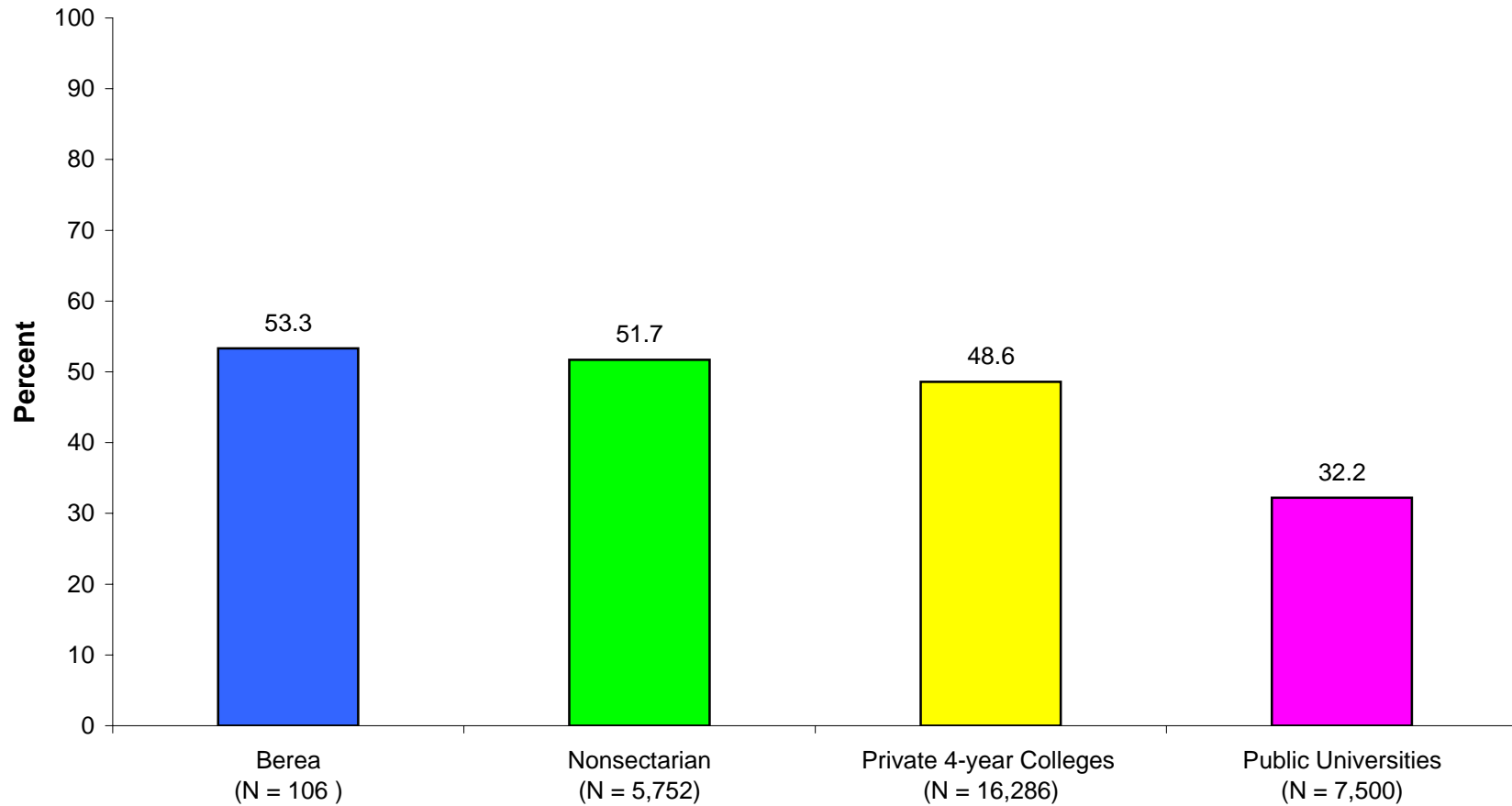
Percent of students indicating "frequently" or "occasionally" since entering this college:

Received negative feedback about your academic work



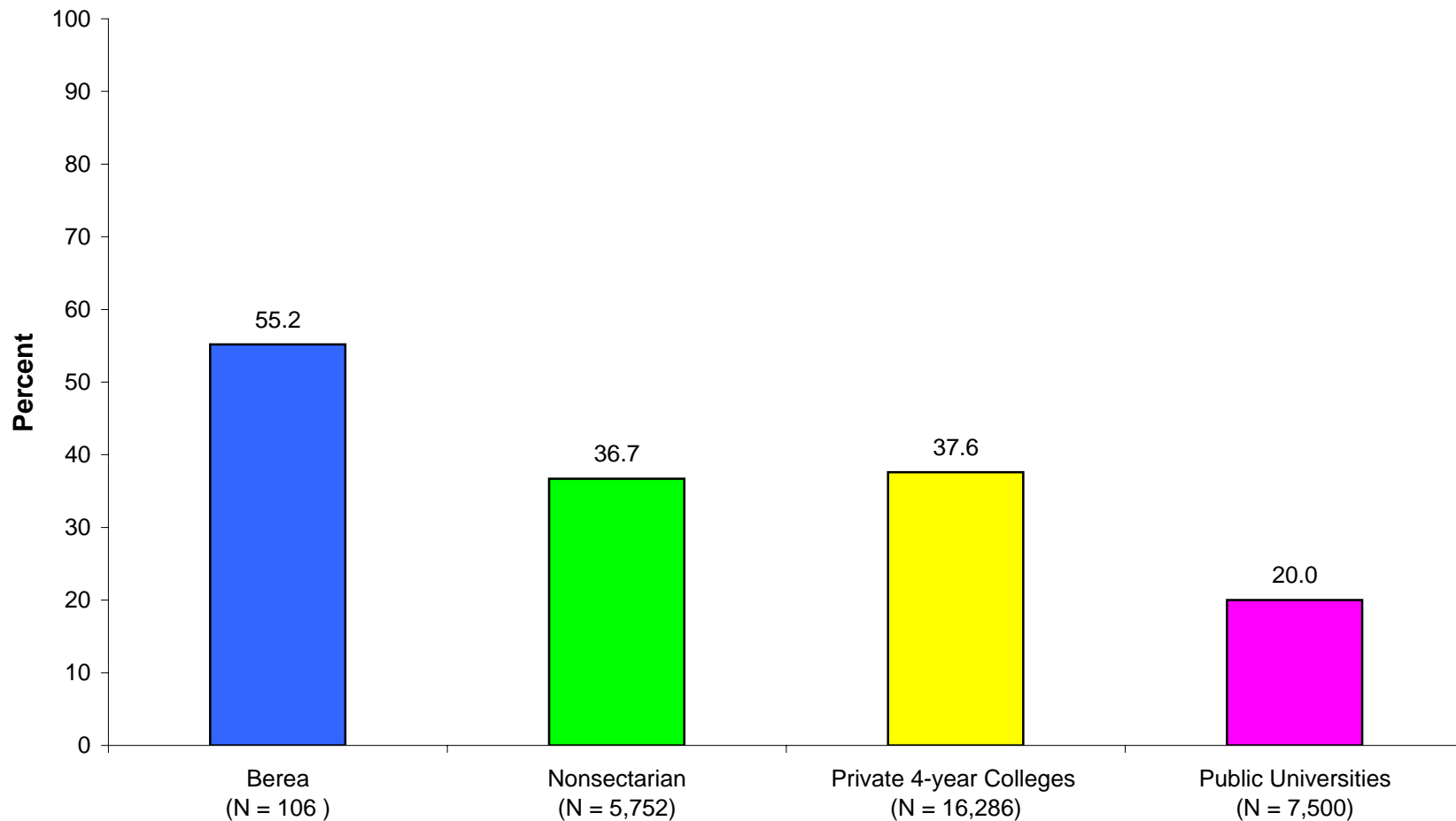
Percent of students indicating "frequently" or "occasionally" since entering this college:

Received advice and guidance about your educational program from a professor



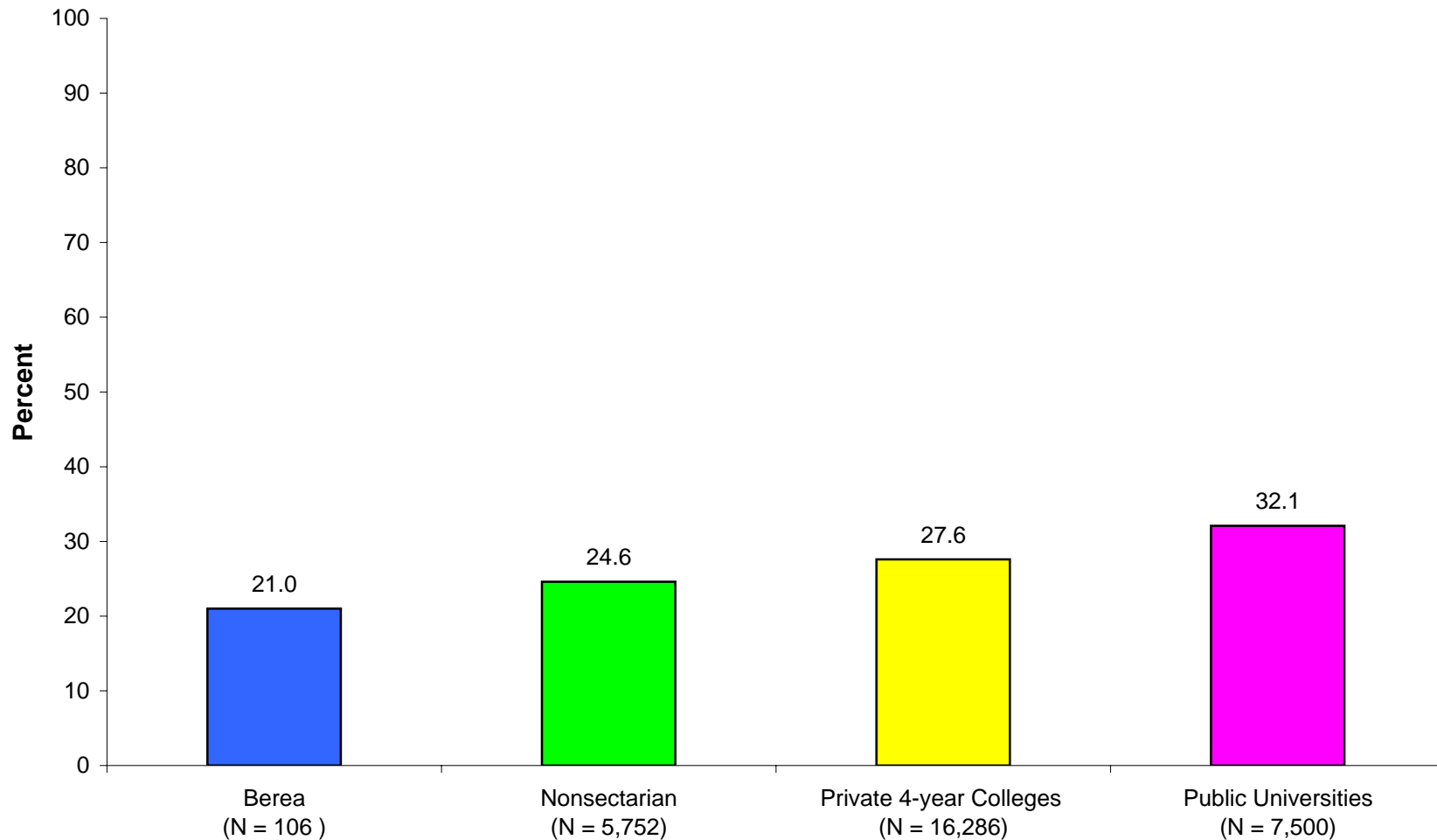
Percent of students indicating "frequently" or "occasionally" since entering this college:

Received emotional support and encouragement from a professor



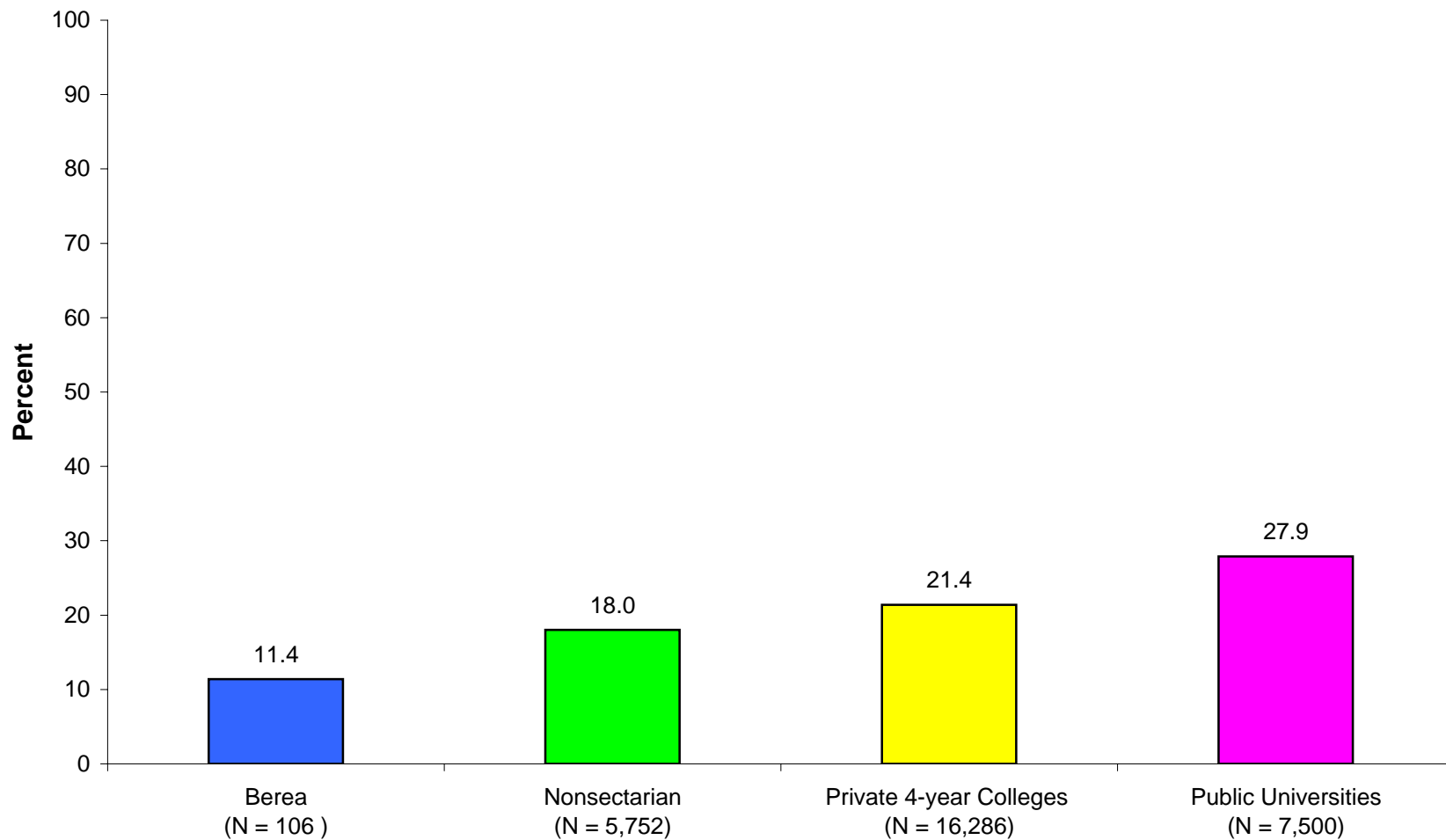
Percent of students indicating "frequently" or "occasionally" since entering this college:

Witnessed academic dishonesty/cheating



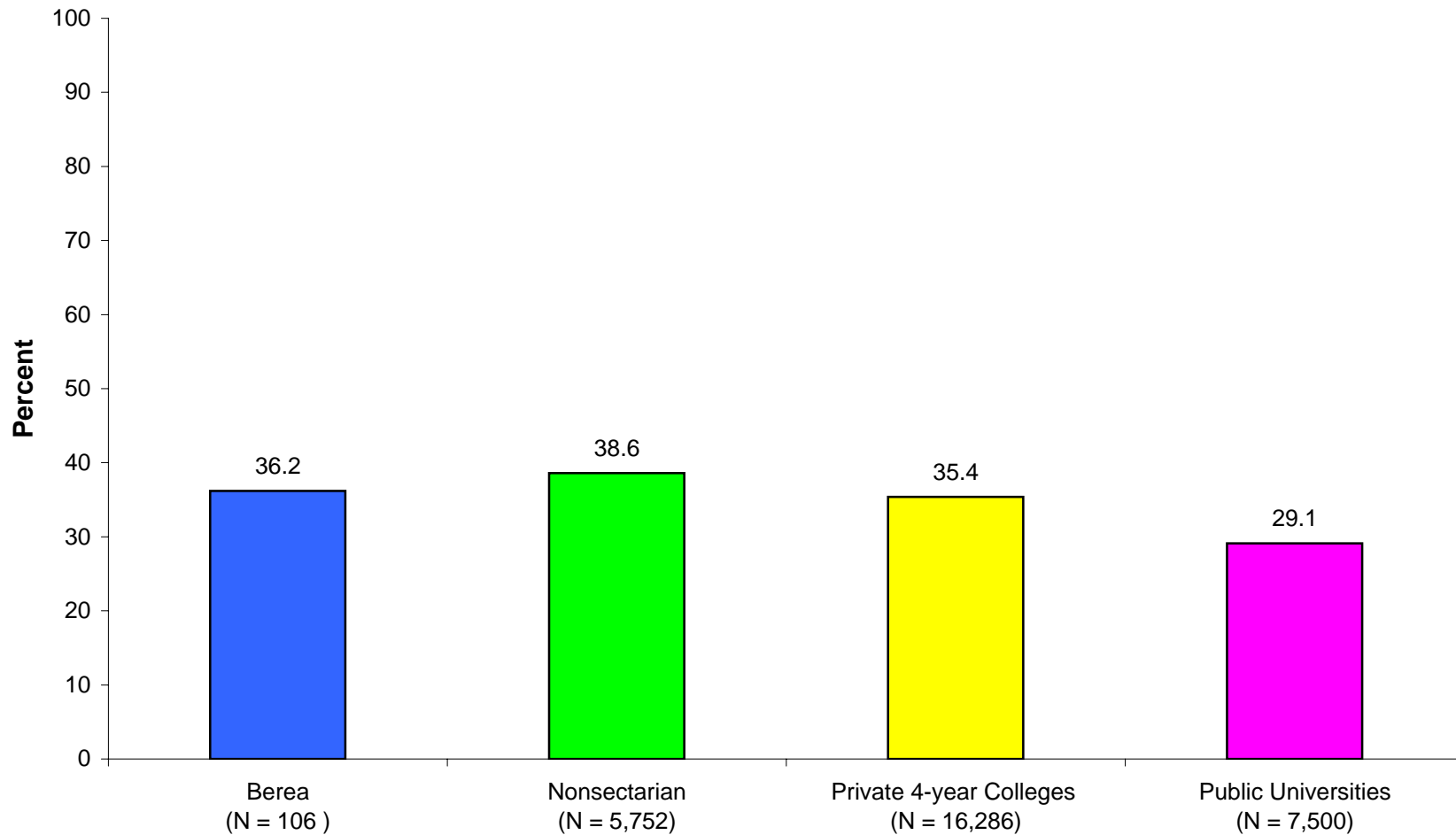
Percent of students indicating "frequently" or "occasionally" since entering this college:

Fell asleep in class



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

Read newspaper articles as part of a class



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

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

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

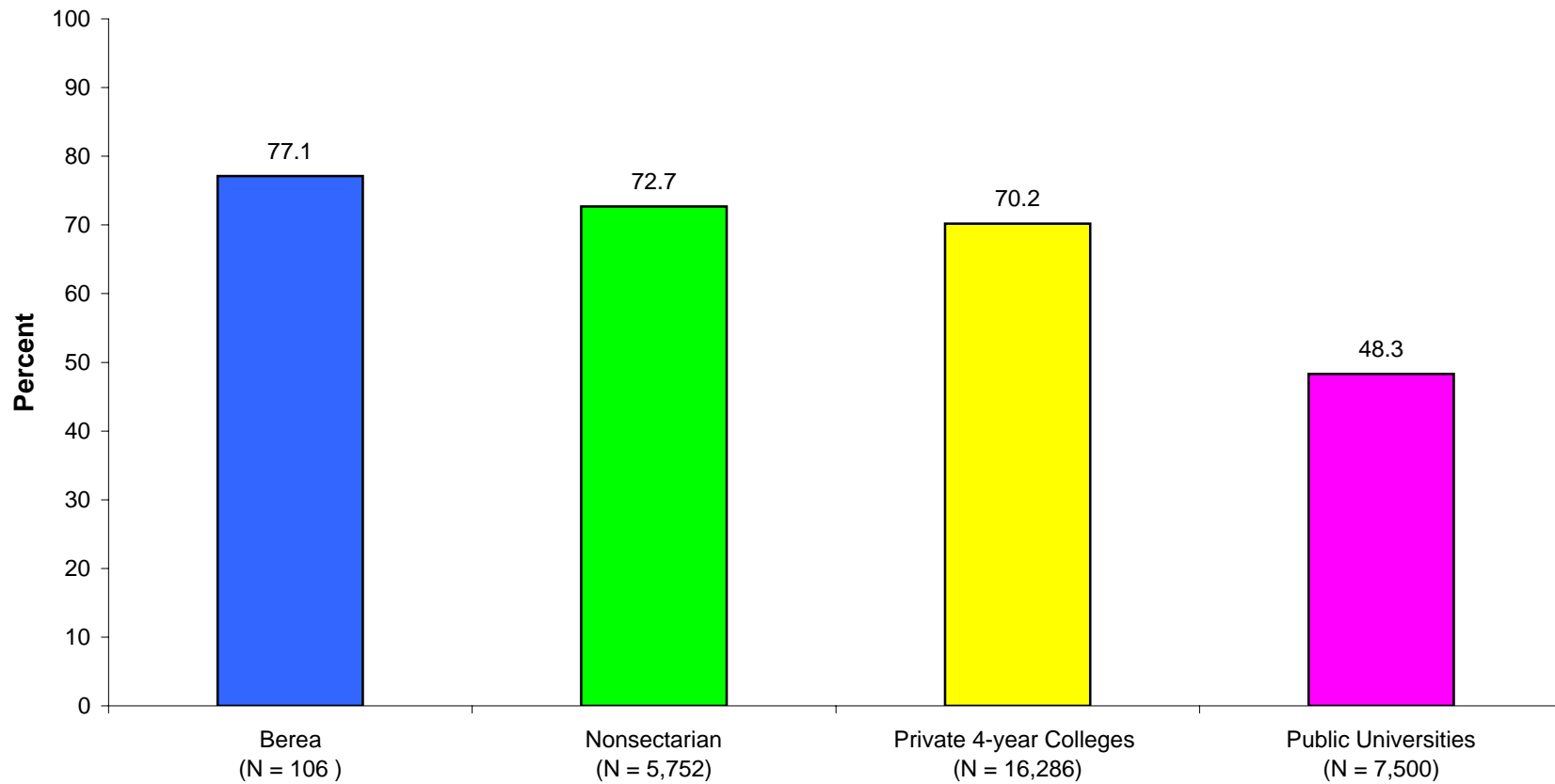
CIRP - Cooperative Institutional Research Project (Entering Student Survey)
YFCY - Your First College Year (Spring Follow-Up Survey)

**How much time did you spend during a typical week doing the following activities?
(Since Entering College)**

	Berea (N = 110)				Nonsectarian (N = 5,752)				Private 4-Year Colleges (N = 16, 286)				Public Universities (N = 7,500)		
	None	5 hours or less	More than 5 hours		None	5 hours or less	More than 5 hours		None	5 hours or less	More than 5 hours		None	5 hours or less	More than 5 hours
Attending classes/labs	1.9%	8.6%	89.5%		0.9%	7.1%	92.0%		1.1%	8.0%	90.9%		0.9%	6.9%	92.2%
Working (for pay) on campus	0.0%	2.9%	97.1%		64.2%	12.1%	23.7%		66.1%	10.9%	23.2%		79.8%	5.0%	15.1%
Working (for pay) off campus	99.0%	1.0%	0.0%		80.6%	6.2%	13.2%		72.9%	7.1%	20.1%		76.9%	6.3%	16.8%
Commuting	58.1%	41.0%	1.0%		69.4%	25.5%	5.0%		65.6%	27.3%	7.1%		60.8%	32.0%	7.1%
Surfing the Internet	4.8%	68.6%	26.8%		5.3%	68.7%	26.1%		6.4%	67.9%	25.8%		4.1%	63.8%	32.2%
Communicating via e-mail, IM, etc.	1.9%	69.5%	28.7%		3.2%	60.0%	36.8%		4.5%	60.2%	35.2%		2.5%	58.8%	38.8%

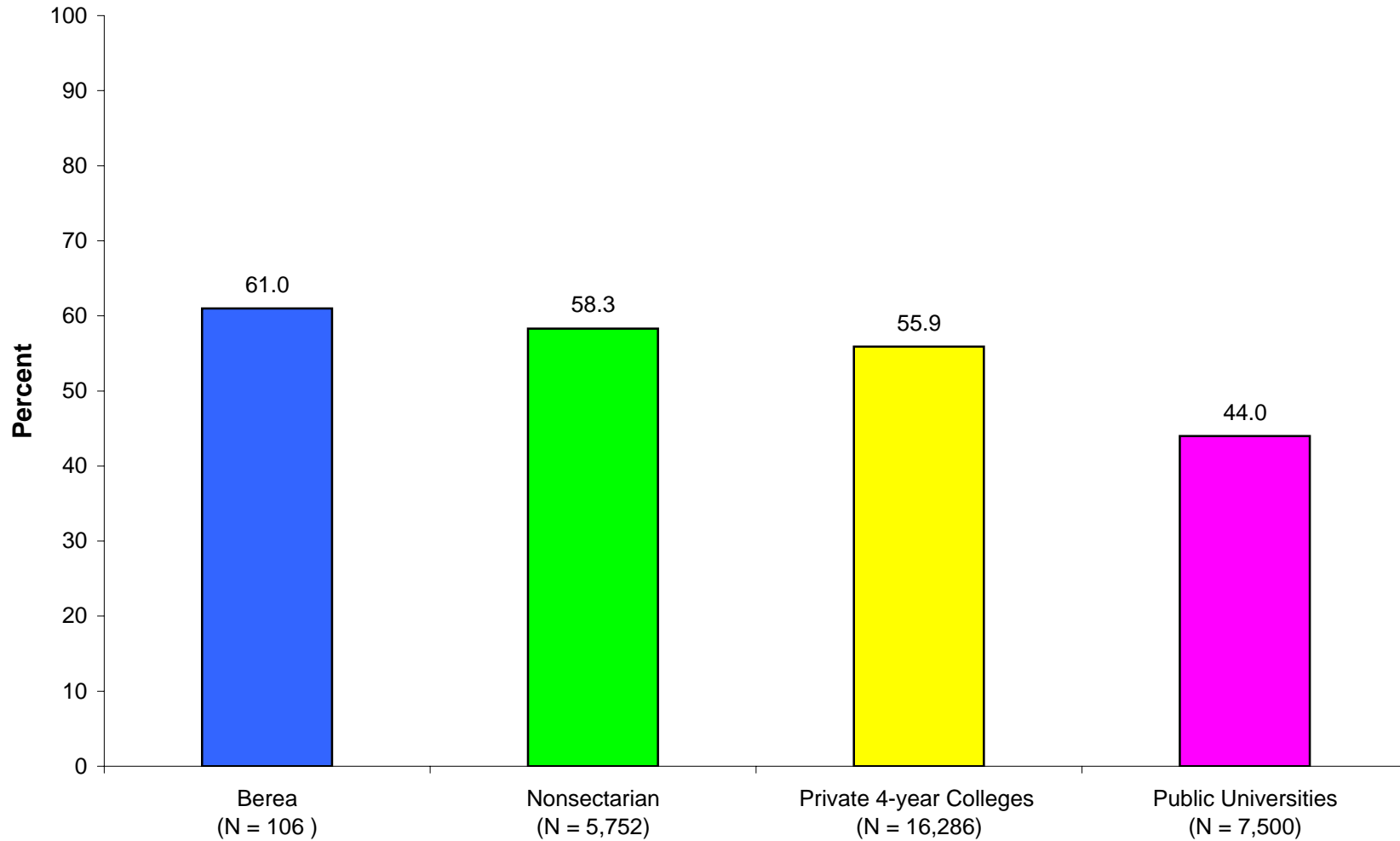
Percent of students noting they are "satisfied" or "very satisfied" with the following:

Amount of contact with faculty



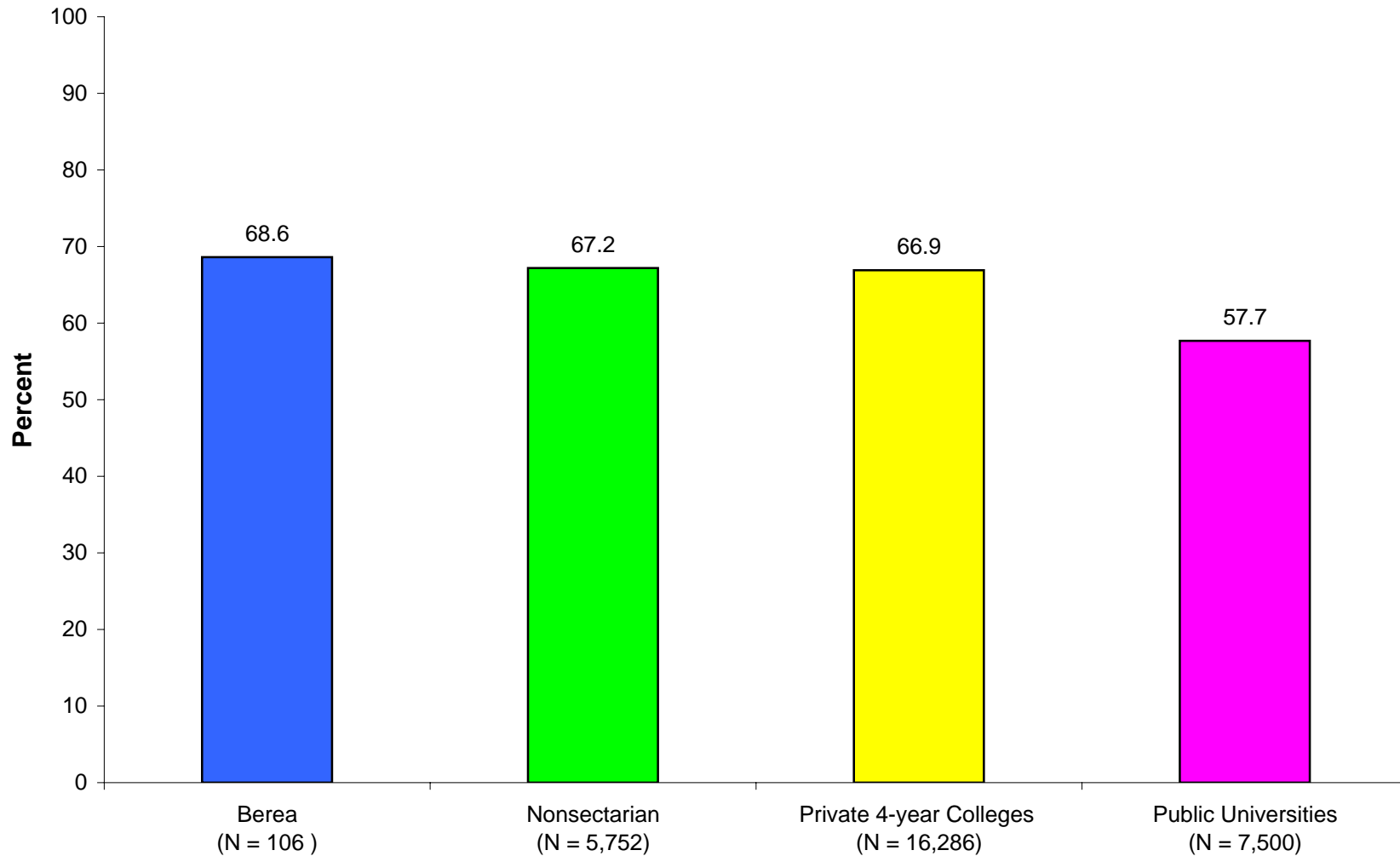
Percent of students noting they are "satisfied" or "very satisfied" with the following:

Relevance of coursework to everyday life



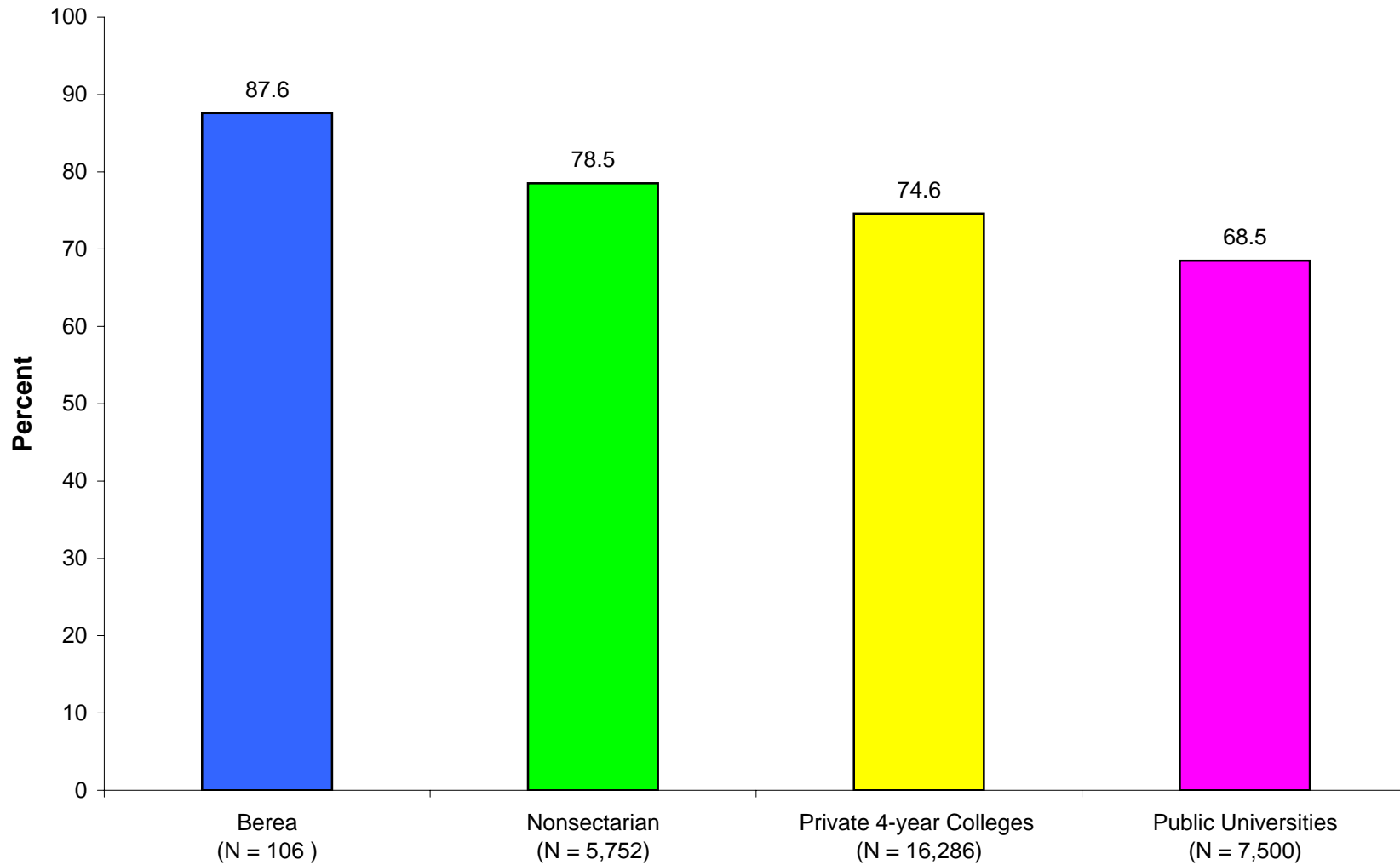
Percent of students noting they are "satisfied" or "very satisfied" with the following:

Relevance of coursework to future career plans



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

Overall quality of instruction



Degrees of Preparation Spring 2009

(First-Year and Senior Students)



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

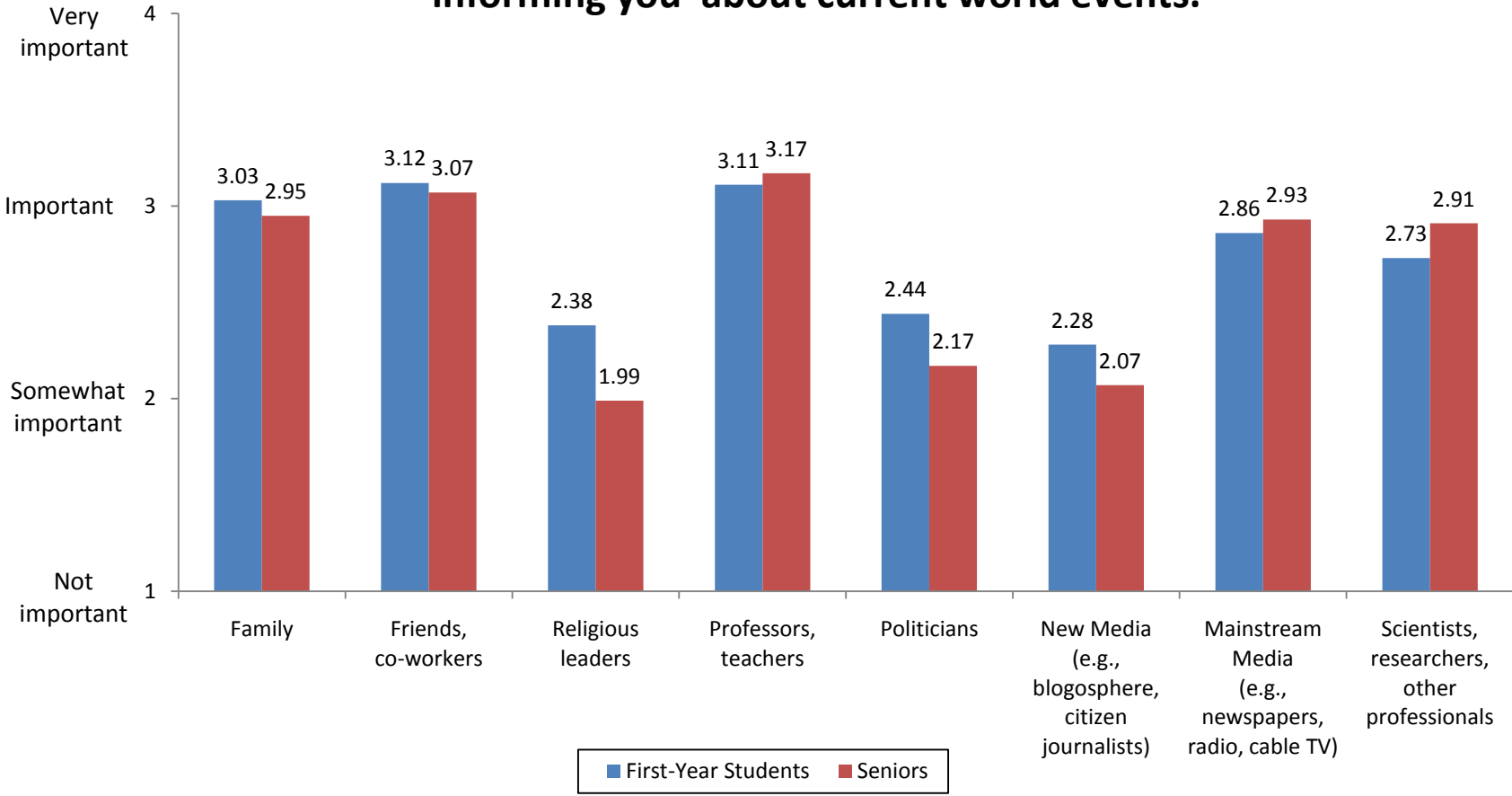
[Click to see survey instrument](#)

Response Rates:

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

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

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



Research Practices Fall 2010

(GSTR 110 Students)



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

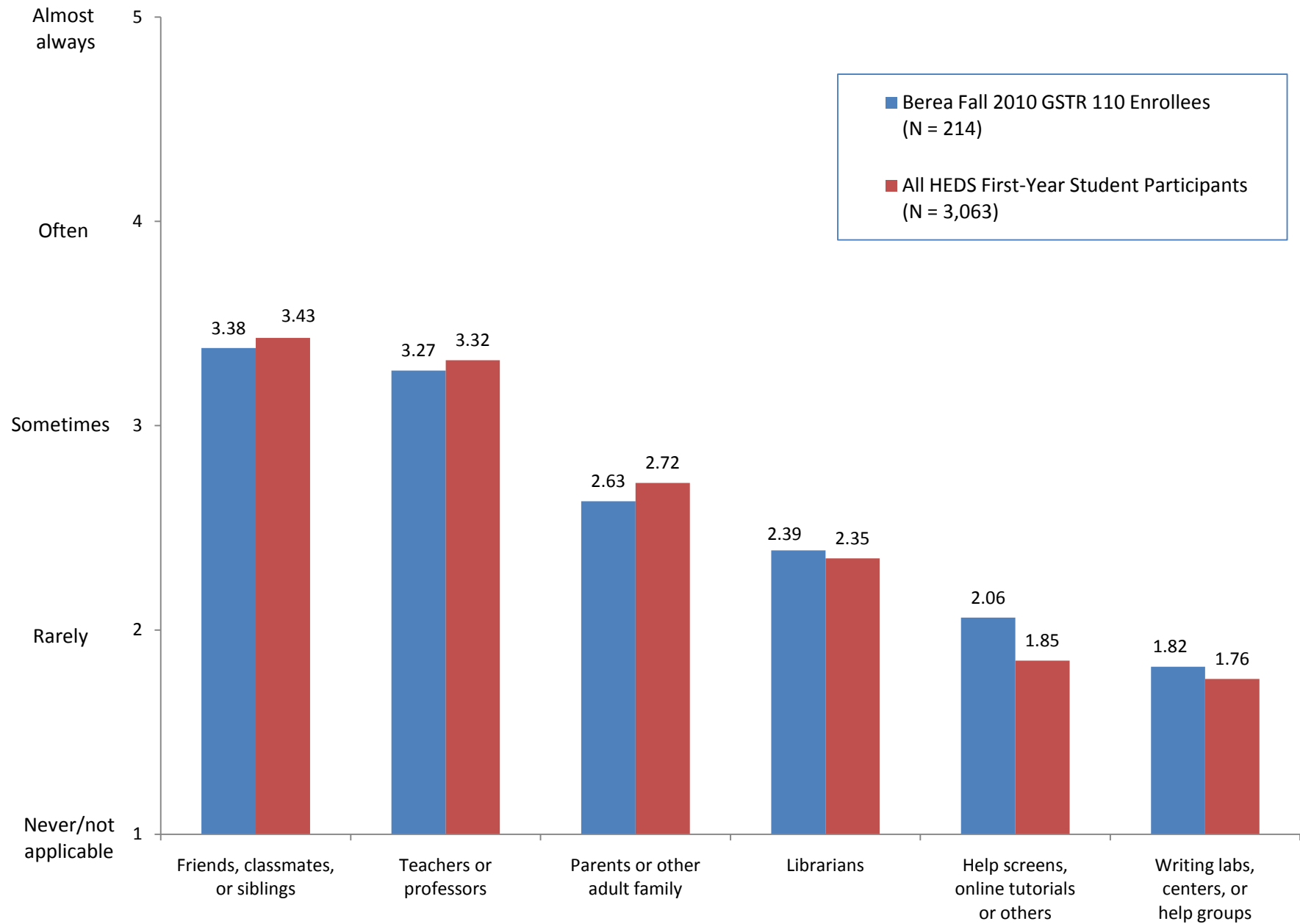
Full Report:

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

[Click to see survey instrument](#)

Response Rate: 214/467 or 46%

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



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

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

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

All Students

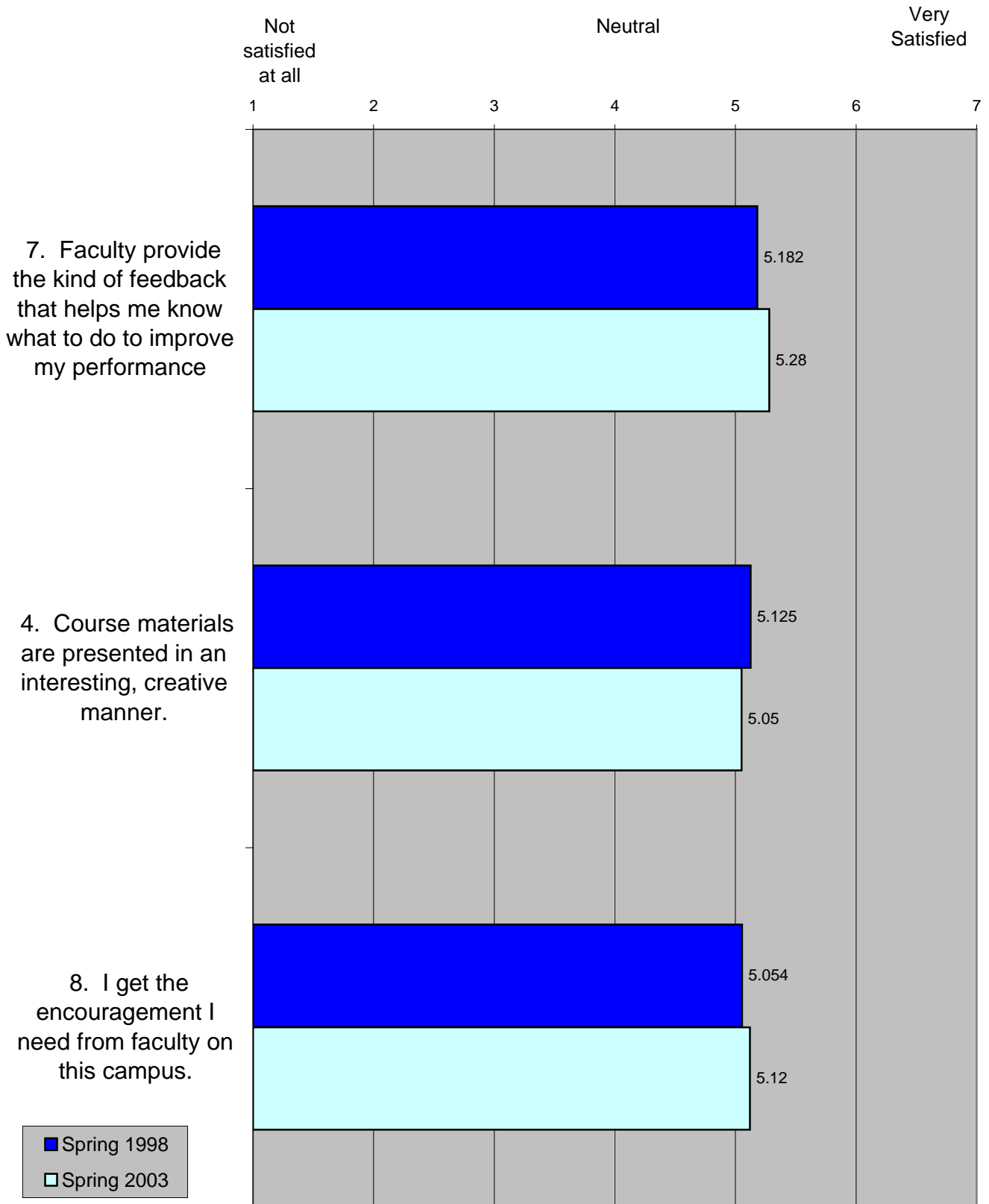


[Click to see survey instruments](#)

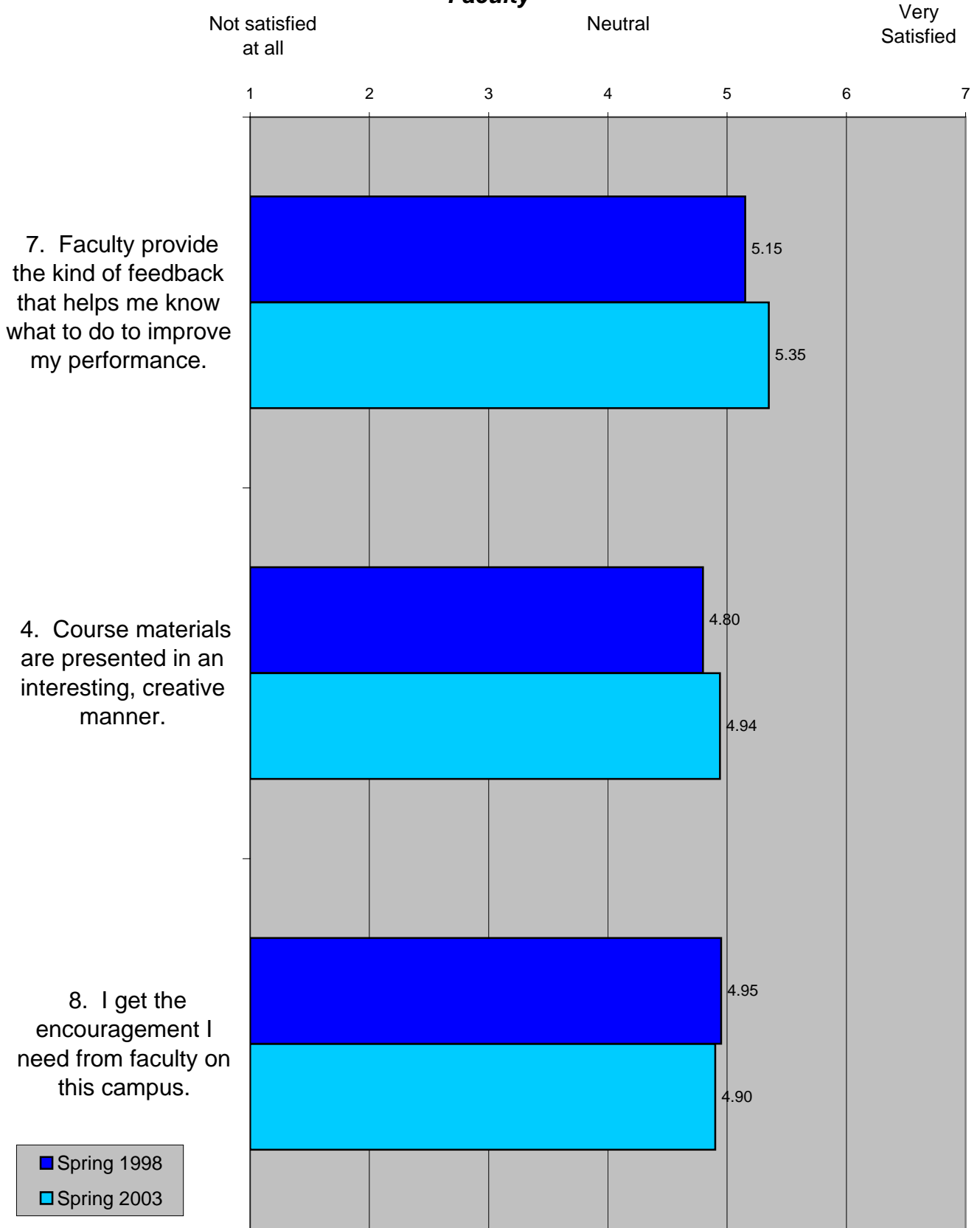
Response Rates:

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

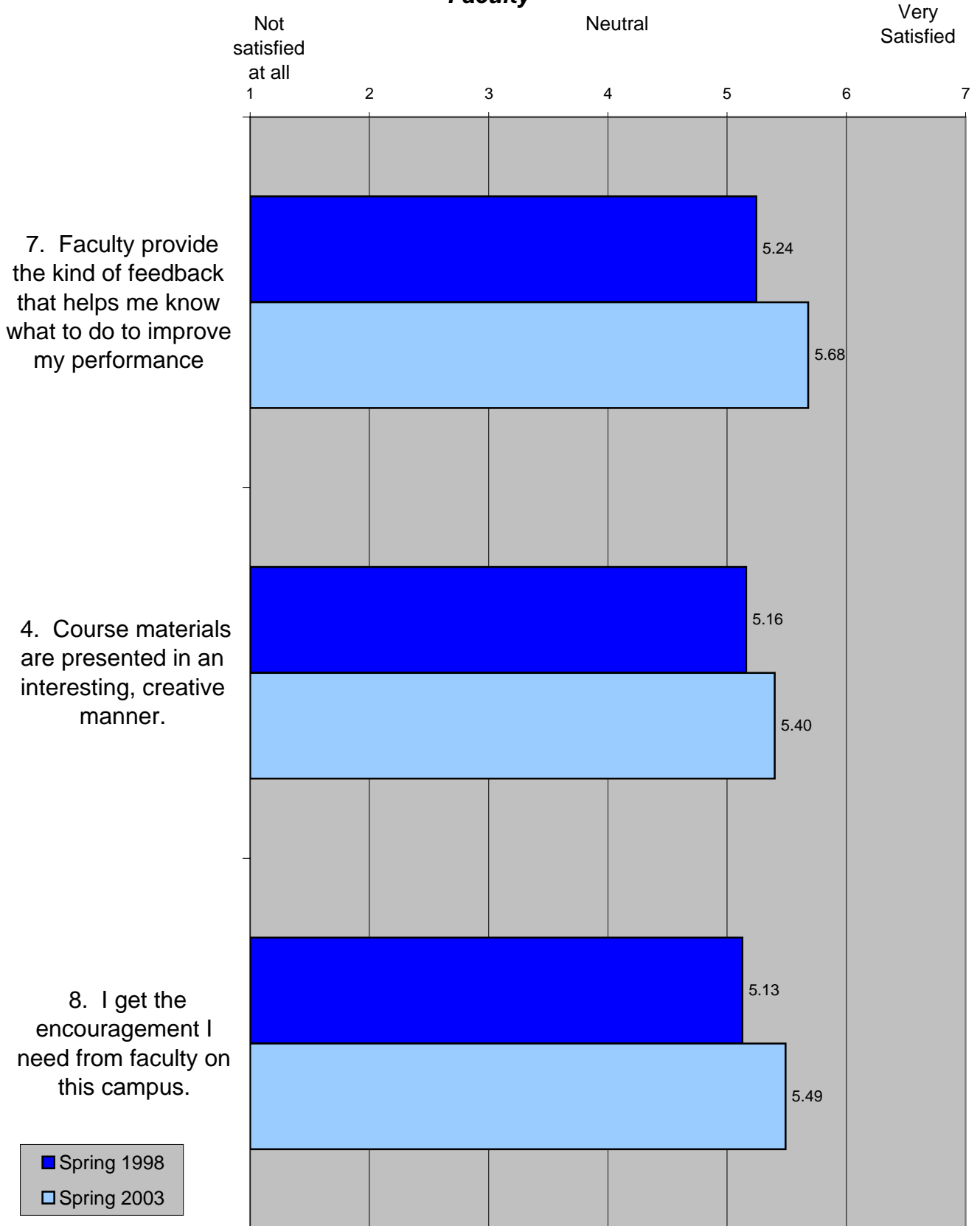
All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Faculty



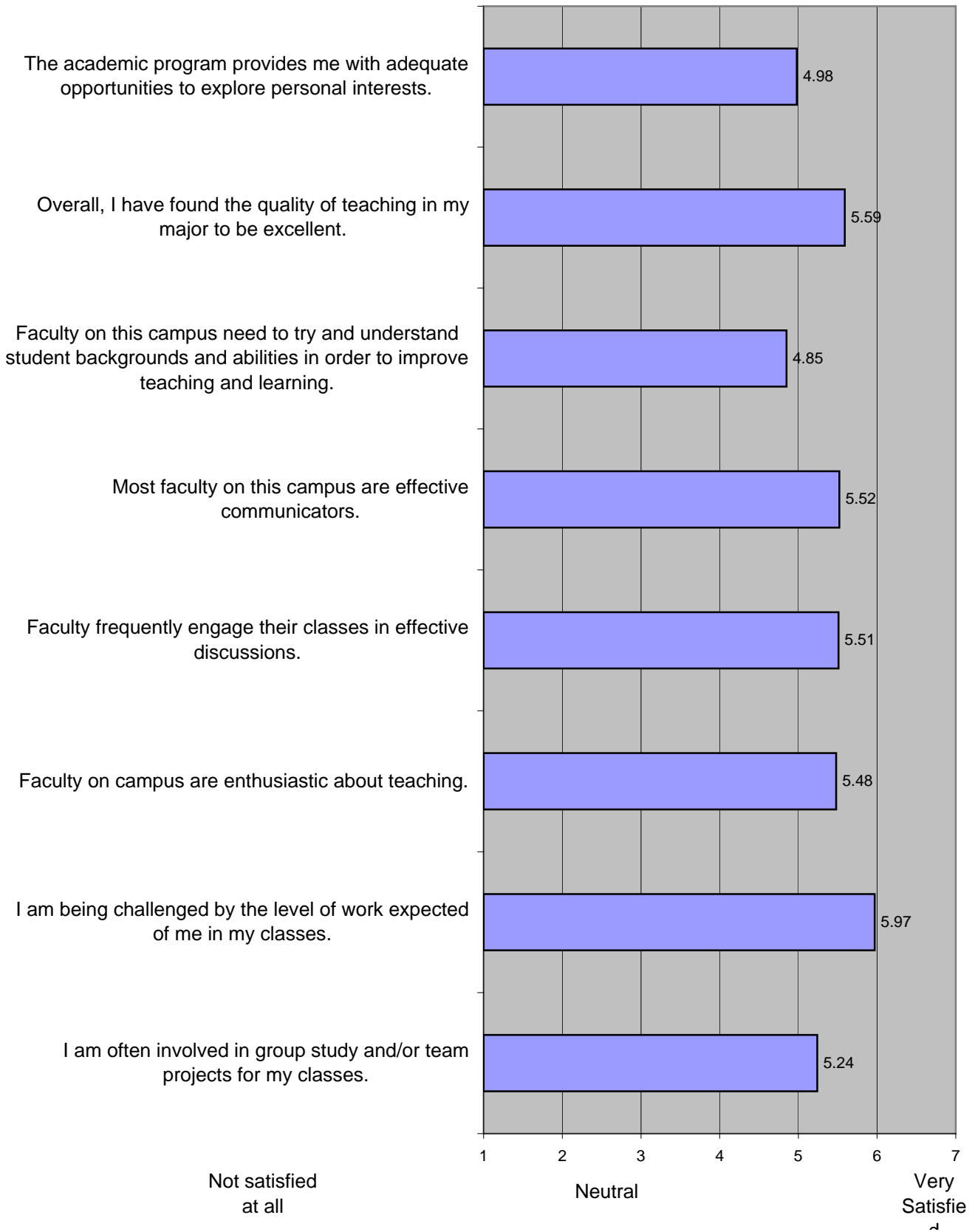
African-American Students
Spring 2003 Compared to Spring 1998 Administration:
Supplemental Survey Satisfaction Rating by Item Group,
Faculty



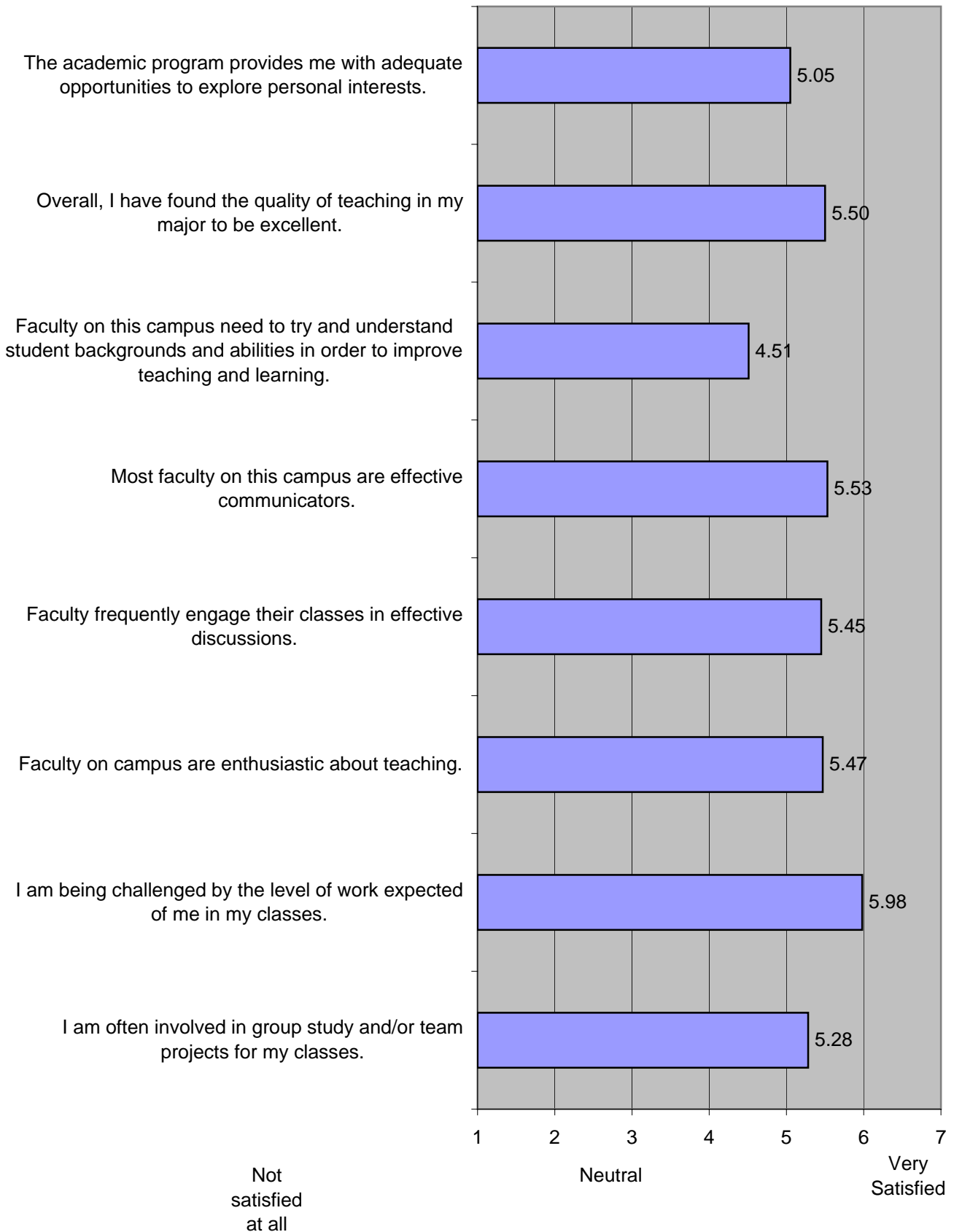
International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Faculty



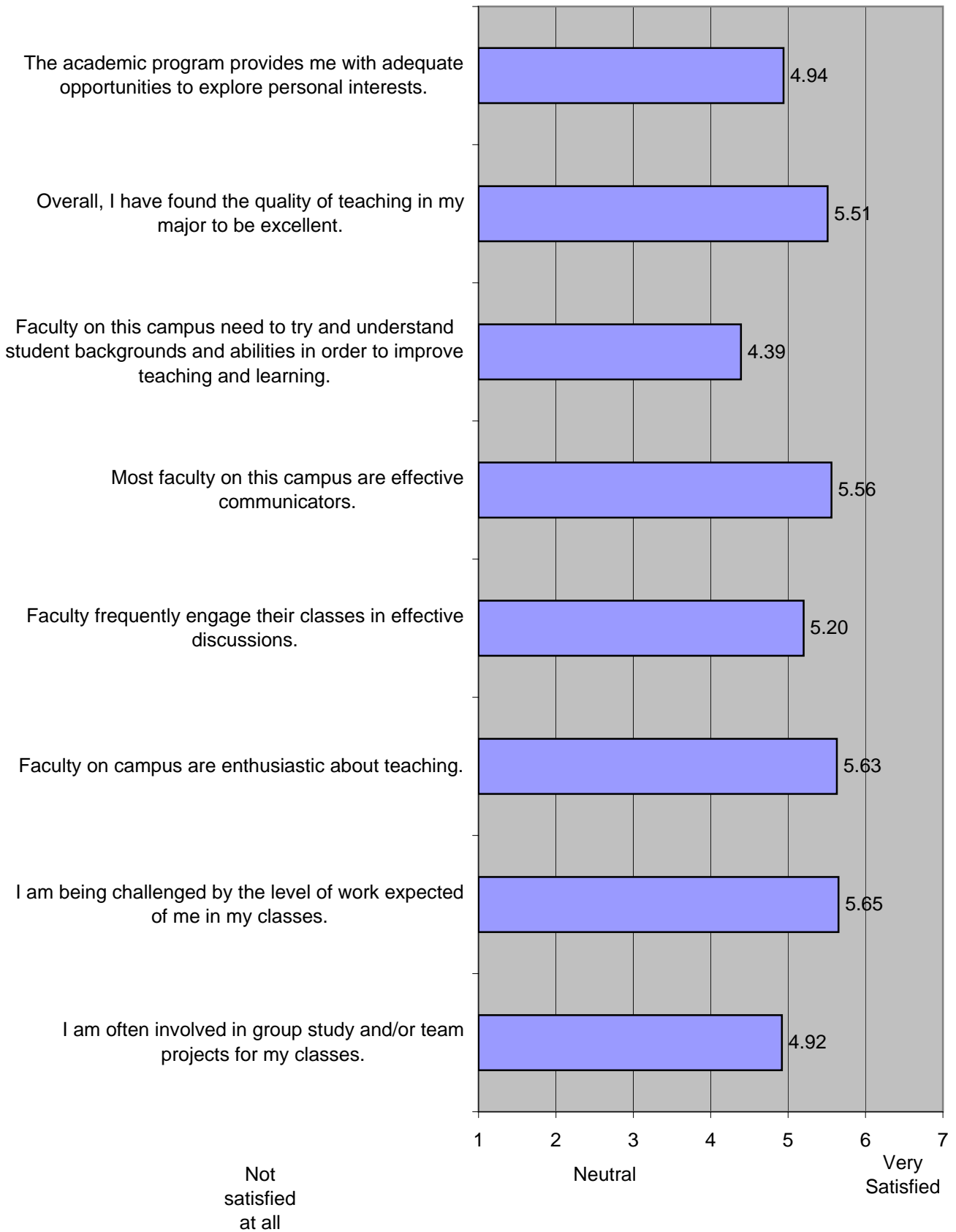
All Students
Spring 1998 Administration:
Supplemental Survey Satisfaction Ratings



**African-American Students
Spring 1998 Administration:
Supplemental Survey Satisfaction Ratings**

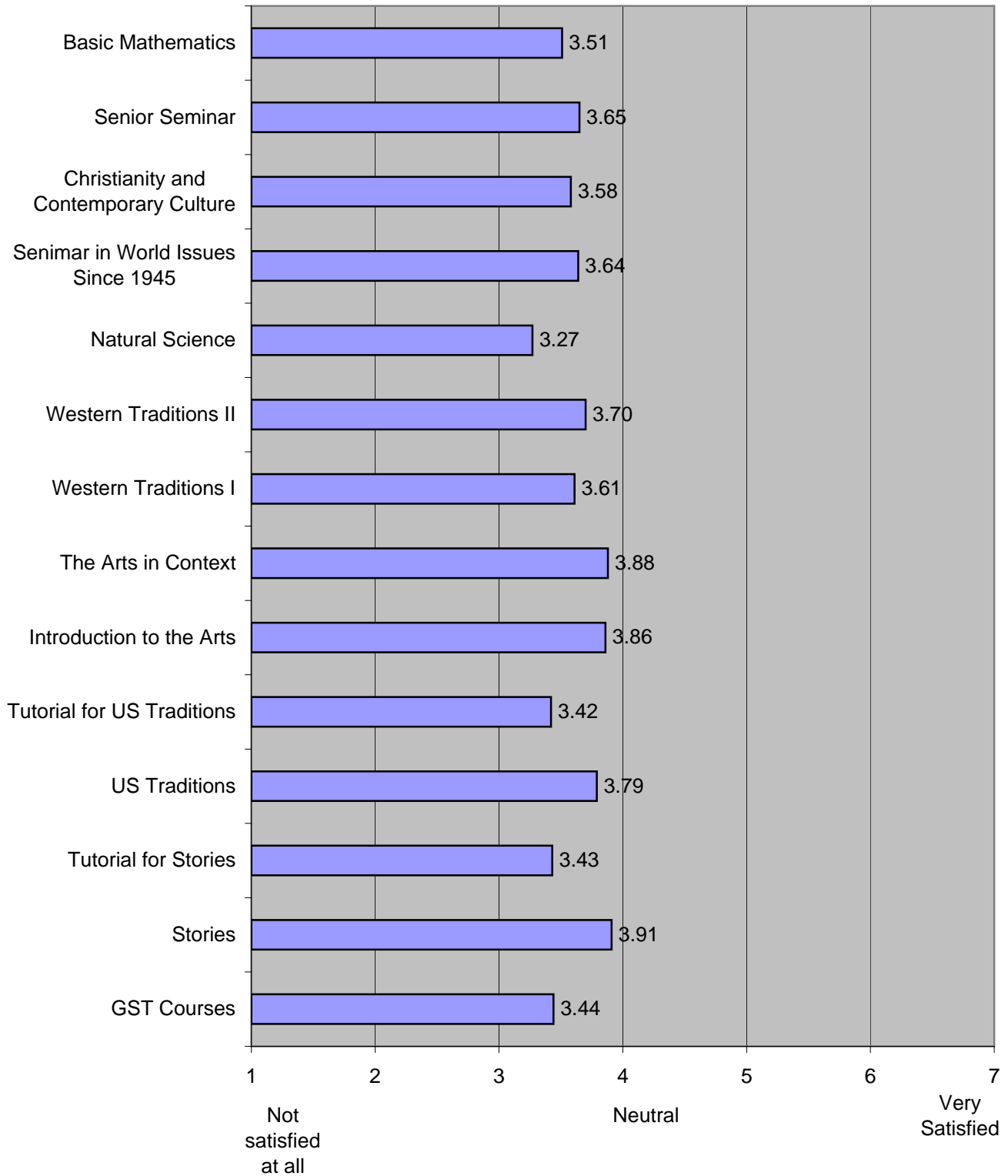


**International Students
Spring 1998 Administration:
Supplemental Survey Satisfaction Ratings**



**All Students
Spring 1998 Administration:
Supplemental Survey Satisfaction Ratings**

Overall, I have found the quality of teaching in the following courses to be excellent:



African-American Student Study



[Click to see survey instrument](#)

Completed in April 2003

Response Rate: 62% (142/ 229)

**African-American Student Study
April 2003**

Academics

How *important* are each of the following to you?

	5 Very important	4	3	2	1 Not at all important	Mean*	Not app/ don't know	Missing
Academic advising	91 (64.5%)	20 (14.2%)	18 (12.8%)	4 (2.8%)	4 (2.8%)	4.39	1 (0.7%)	3 (2.1%)
Faculty instruction	88 (62.4%)	32 (22.7%)	13 (9.2%)	2 (1.4%)	3 (2.1%)	4.45	1 (0.7%)	2 (1.4%)
Faculty concern and encouragement	95 (67.4%)	30 (21.3%)	8 (5.7%)	2 (1.4%)	2 (1.4%)	4.56	0 (0%)	4 (2.8%)
Classroom learning environments	101 (71.6%)	29 (20.6%)	5 (3.5%)	2 (1.4%)	1 (0.7%)	4.64	0 (0%)	3 (2.1%)
Convocations	24 (17.0%)	23 (16.3%)	45 (31.9%)	21 (14.9%)	25 (17.7%)	3.00	1 (0.7%)	2 (1.4%)
Learning through service opportunities	46 (32.6%)	29 (20.6%)	31 (22.0%)	13 (9.2%)	5 (3.5%)	3.79	11 (7.8%)	6 (4.3%)
Basic Math instruction and support	36 (25.5%)	21 (14.9%)	12 (8.5%)	5 (3.5%)	9 (6.4%)	3.84	55 (39.0%)	3 (2.1%)
Writing support (Learning Center/CEC)	54 (38.3%)	32 (22.7%)	21 (14.9%)	6 (4.3%)	2 (1.4%)	4.13	22 (15.6%)	4 (2.8%)
Study skills (and other basic academic support through the Learning Center/CEC)	50 (35.5%)	36 (25.5%)	18 (12.8%)	7 (5.0%)	2 (1.4%)	4.11	25 (17.7%)	3 (2.1%)

*Means are based only on those students who provided a rating.

**African-American Student Study
April 2003**

How *satisfied* are you with each of the following?

	5 Very satisfied	4	3	2	1 Not at all satisfied	Mean*	Not app/ don't know	Missing
Academic advising	35 (24.8%)	36 (25.5%)	30 (21.3%)	19 (13.5%)	19 (13.5%)	3.35	0 (0%)	2 (1.4%)
Faculty instruction	22 (15.6%)	54 (38.3%)	45 (31.9%)	8 (5.7%)	9 (6.4%)	3.52	1 (0.7%)	2 (1.4%)
Faculty concern and encouragement	31 (22.0%)	43 (30.5%)	41 (2.1%)	16 (11.3%)	7 (5.0%)	3.54	0 (0%)	3 (2.1%)
Classroom learning environments	35 (24.8%)	54 (38.3%)	37 (26.2%)	7 (5.0%)	4 (2.8%)	3.80	0 (0%)	4 (2.8%)
Convocations	18 (12.8%)	31 (22.0%)	51 (36.2%)	20 (14.2%)	16 (11.3%)	3.11	3 (2.1%)	2 (1.4%)
Learning through service opportunities	31 (22.0%)	26 (18.4%)	41 (29.1%)	12 (8.5%)	9 (6.4%)	3.49	19 (13.5%)	3 (2.1%)
Basic Math instruction and support	21 (14.9%)	17 (12.1%)	21 (14.9%)	13 (9.2%)	10 (7.1%)	3.32	57 (40.4%)	2 (1.4%)
Writing support (Learning Center/CEC)	28 (19.9%)	32 (22.7%)	32 (22.7%)	12 (8.5%)	8 (5.7%)	3.54	27 (19.1%)	2 (1.4%)
Study skills (and other basic academic support through the Learning Center/CEC)	22 (15.6%)	35 (24.8%)	29 (20.6%)	9 (6.4%)	7 (5.0%)	3.55	36 (25.5%)	3 (2.1%)

*Means are based only on those students who provided a rating.

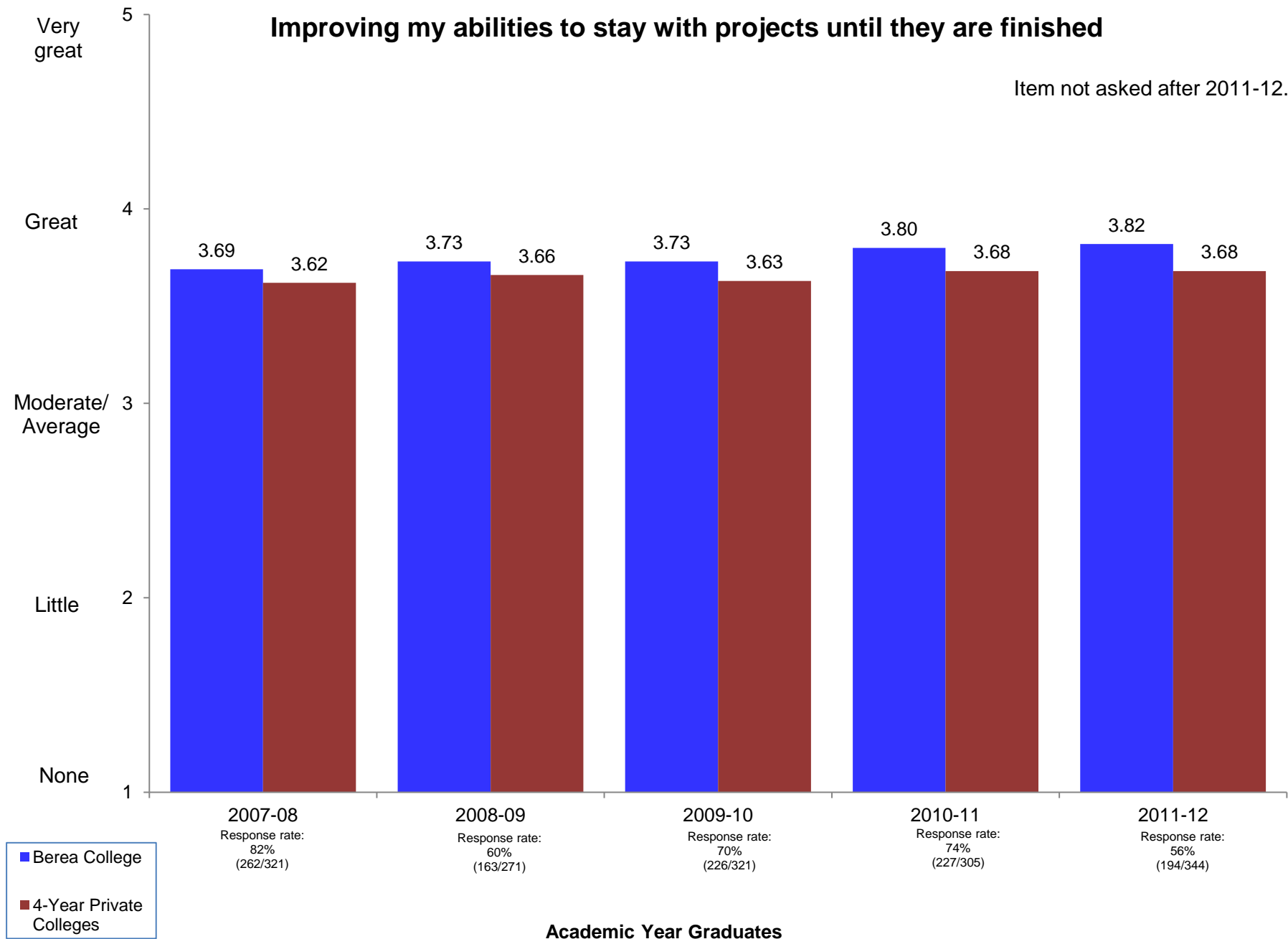
Berea-Specific Graduating Senior Survey



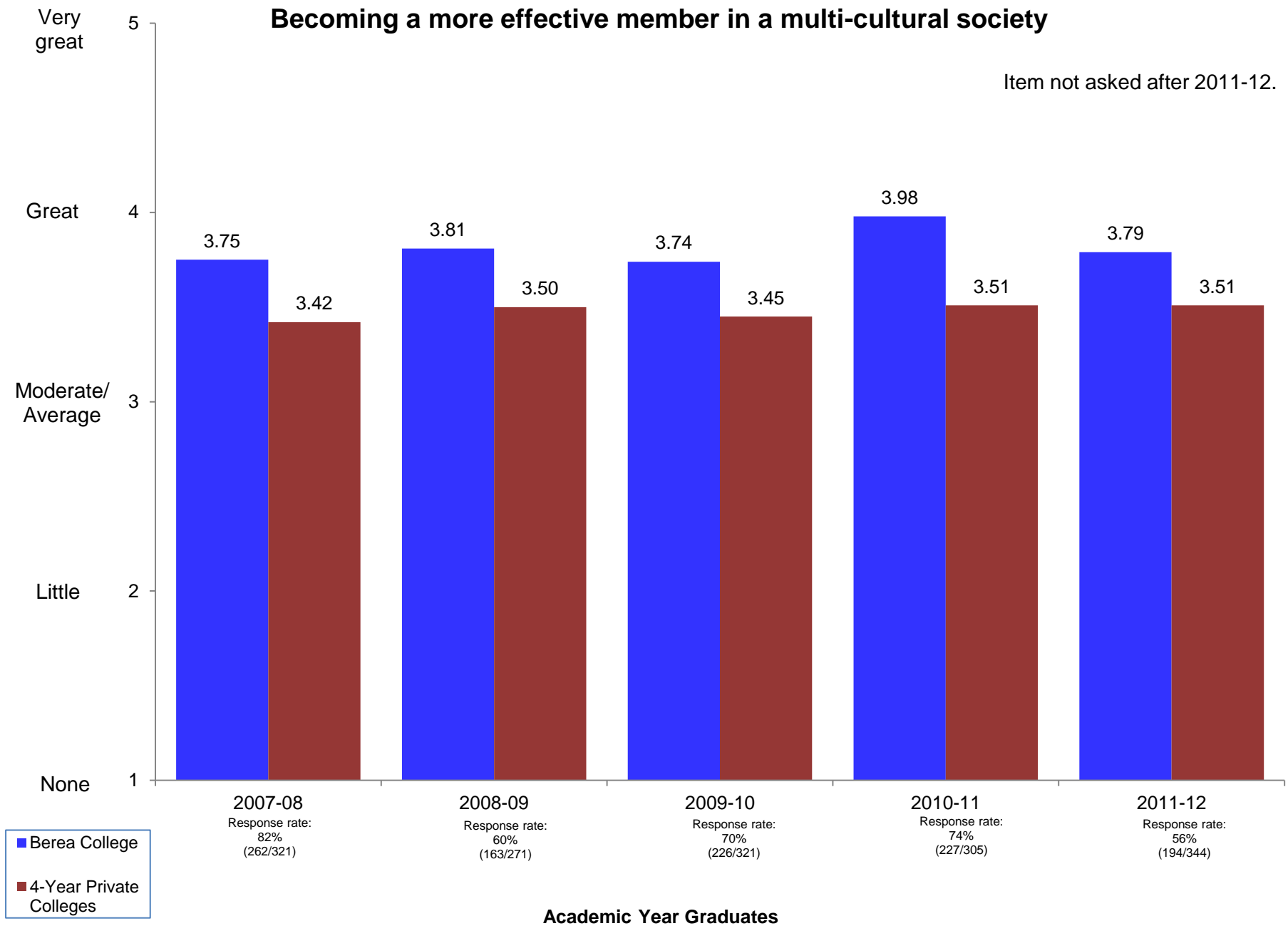
[Click to see survey instruments](#)

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

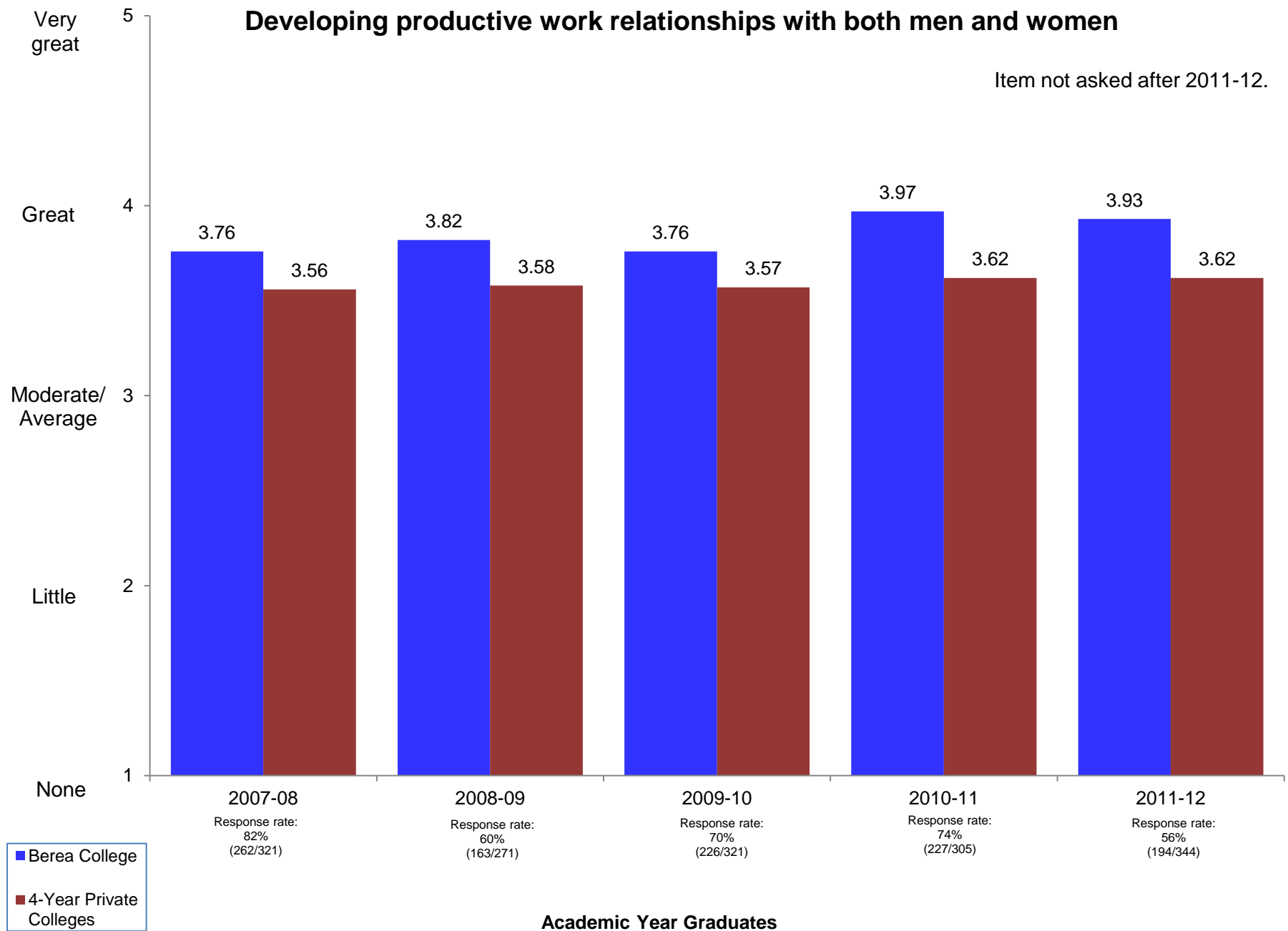
Response Rates: Ranged from 55% to 96%



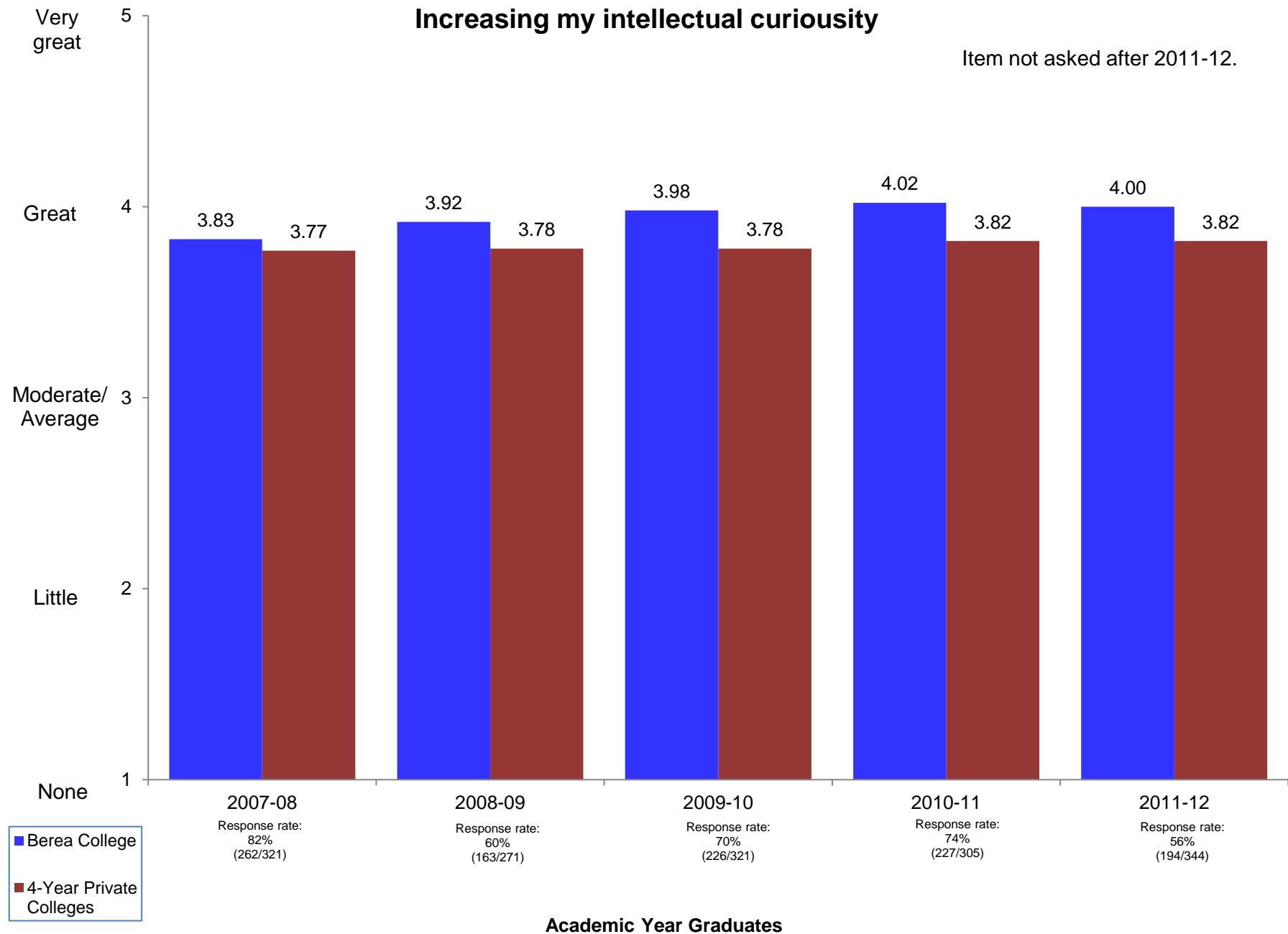
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



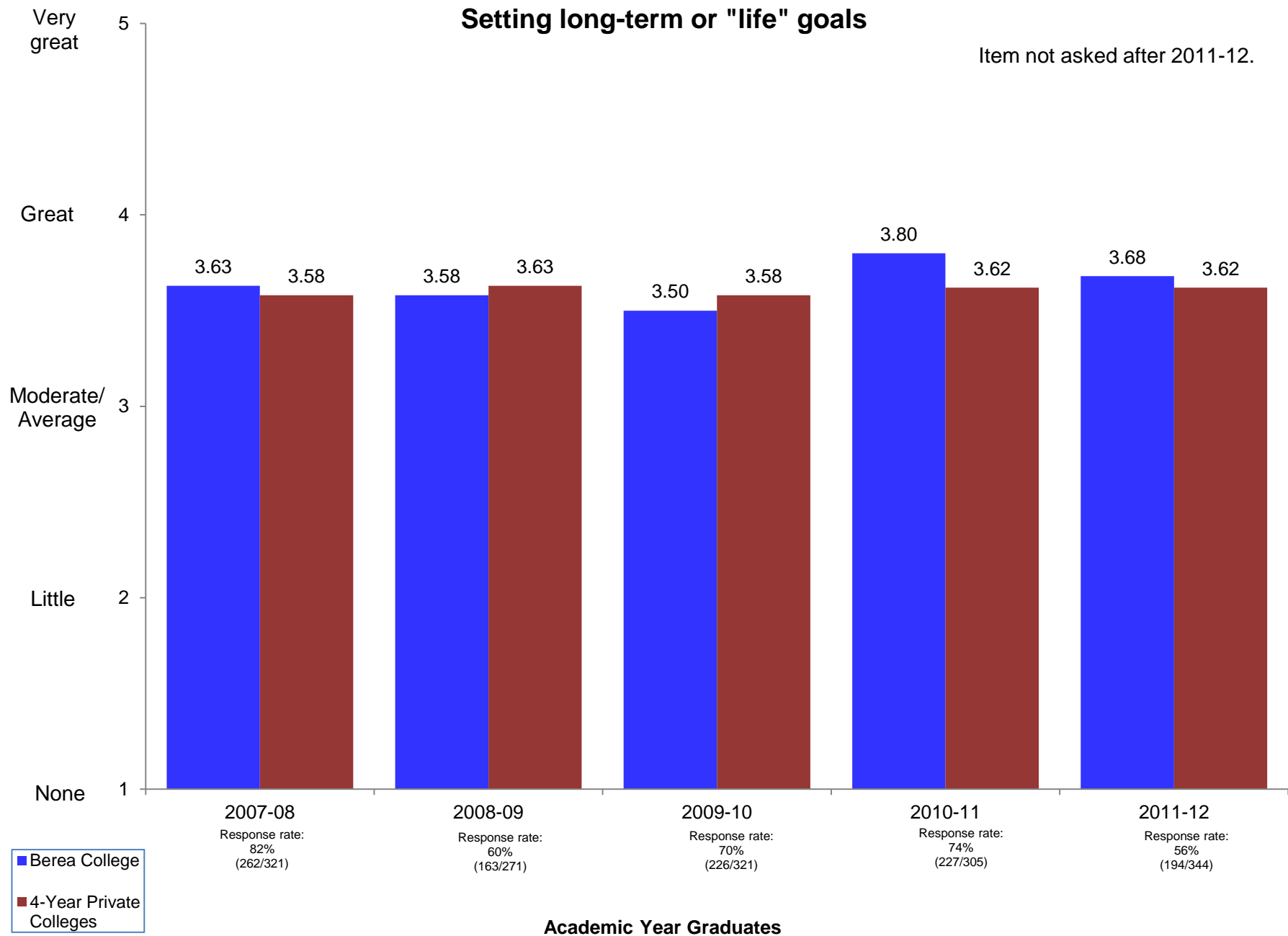
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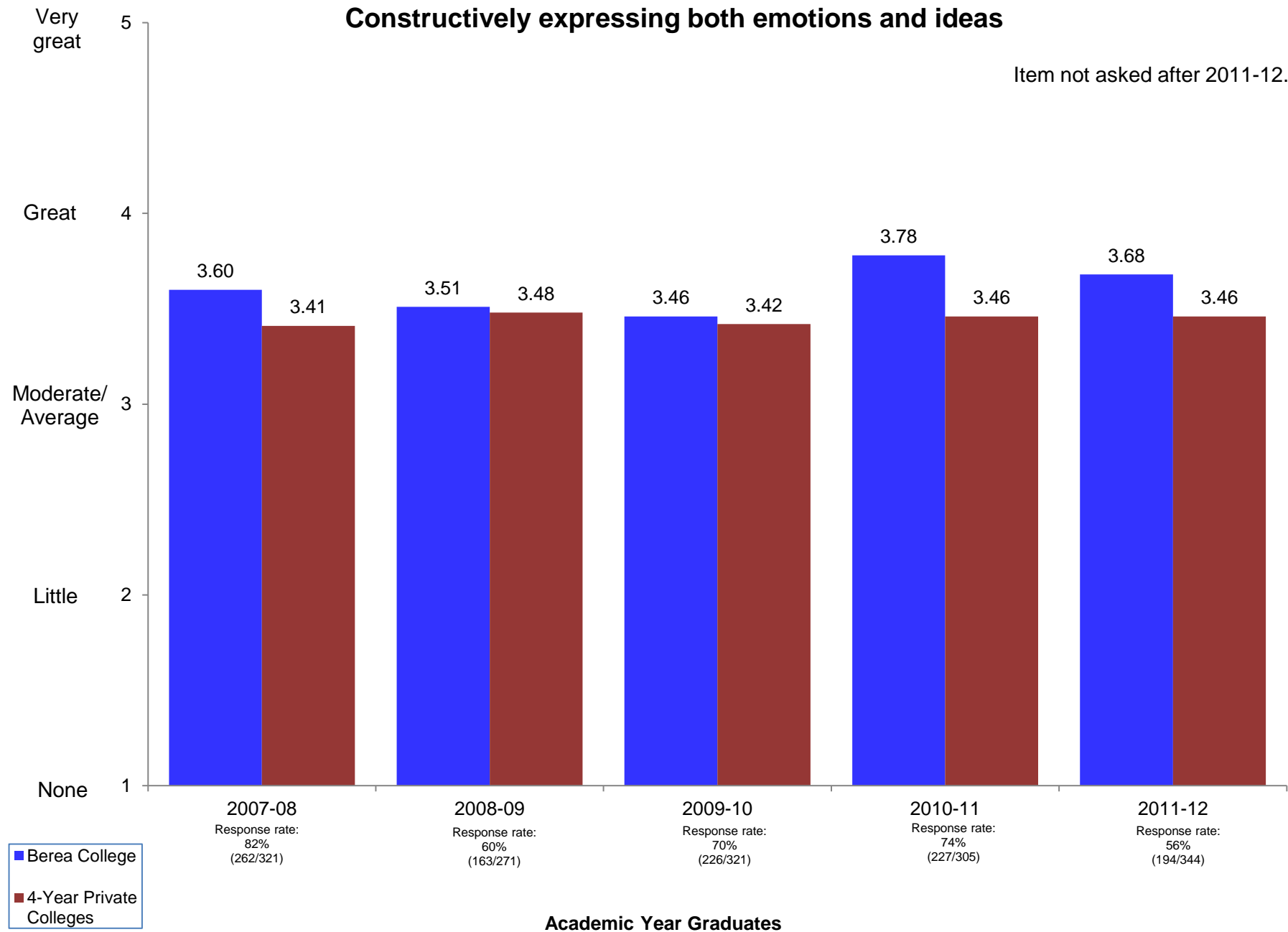
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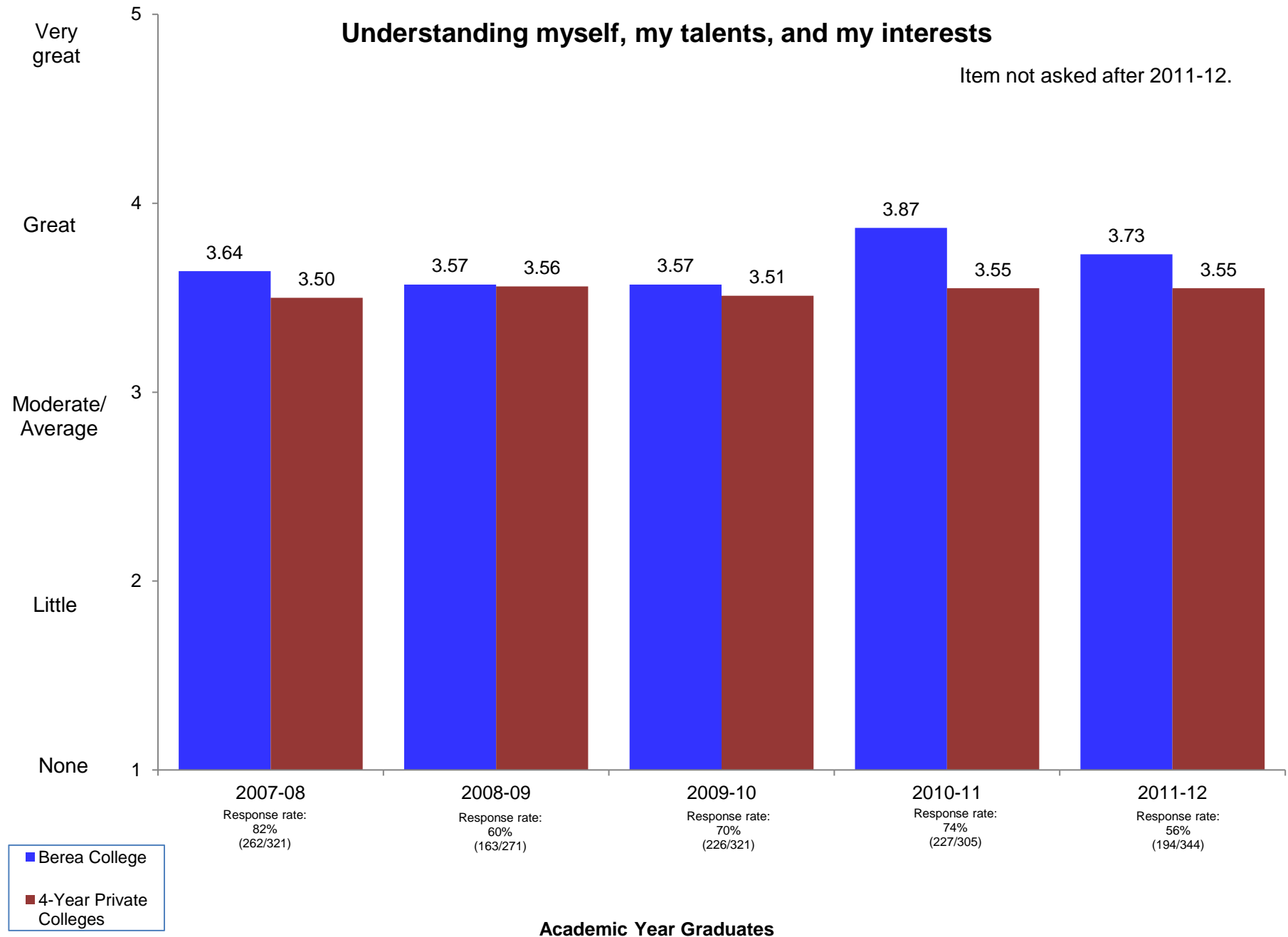
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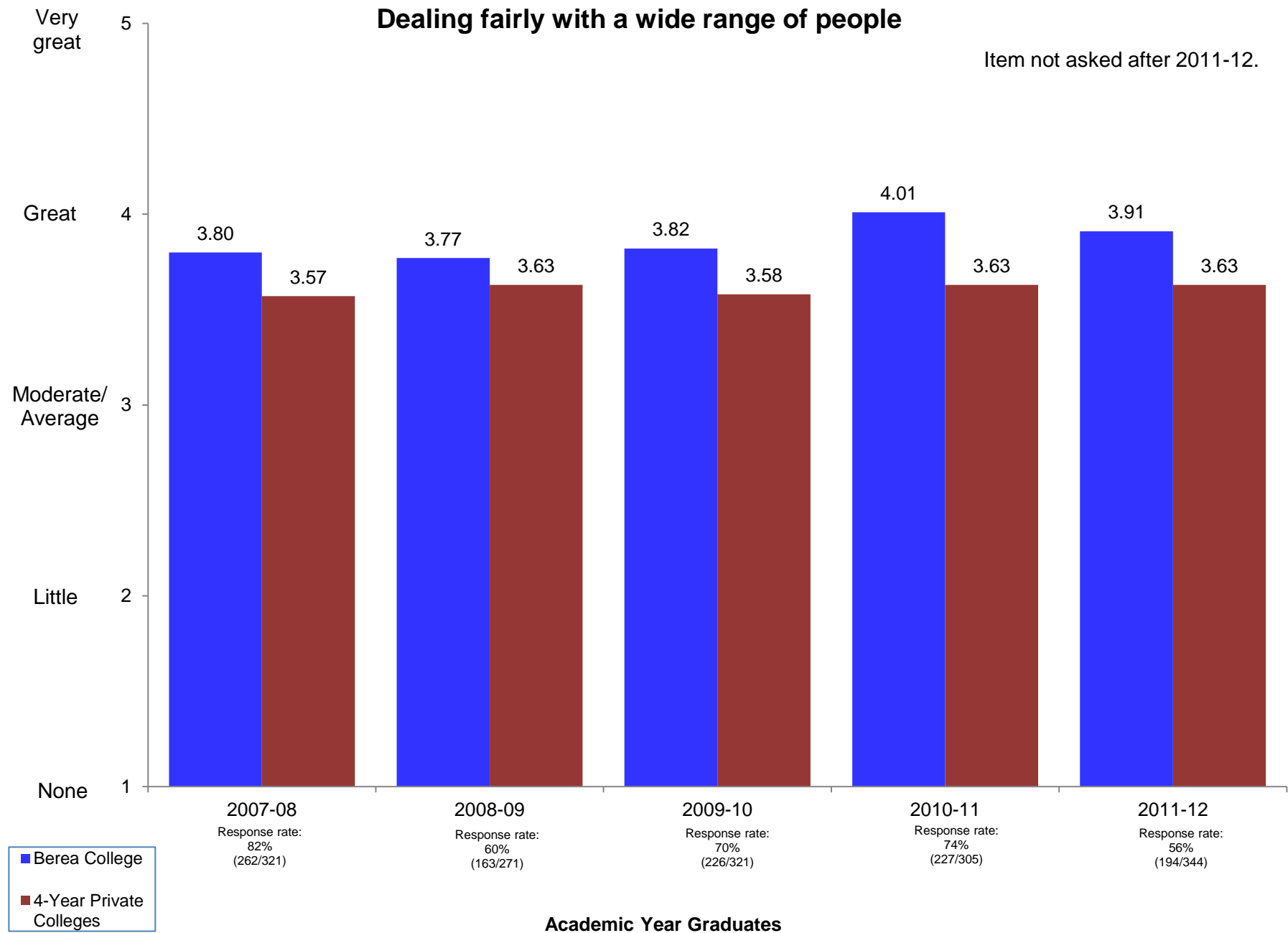
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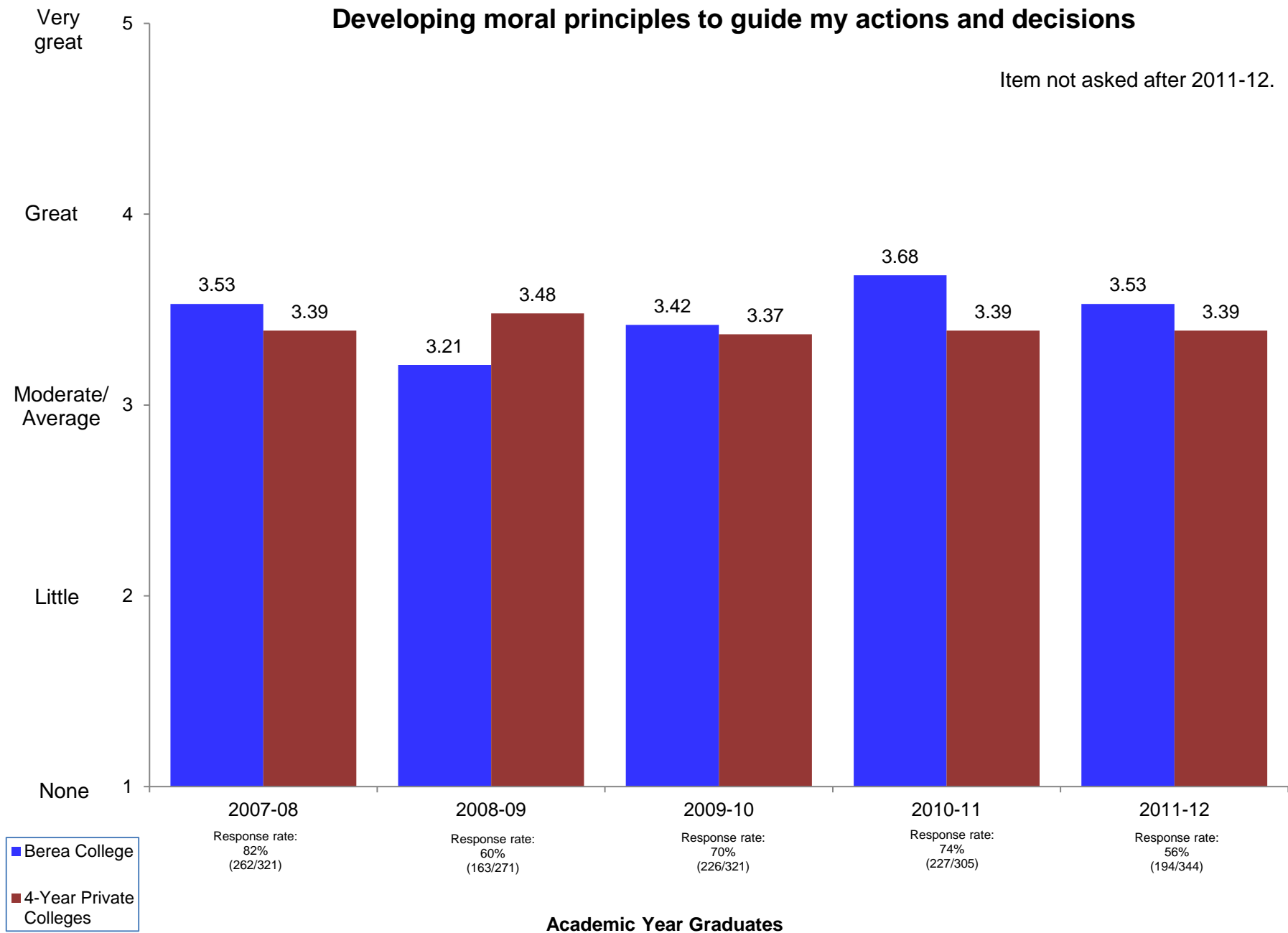
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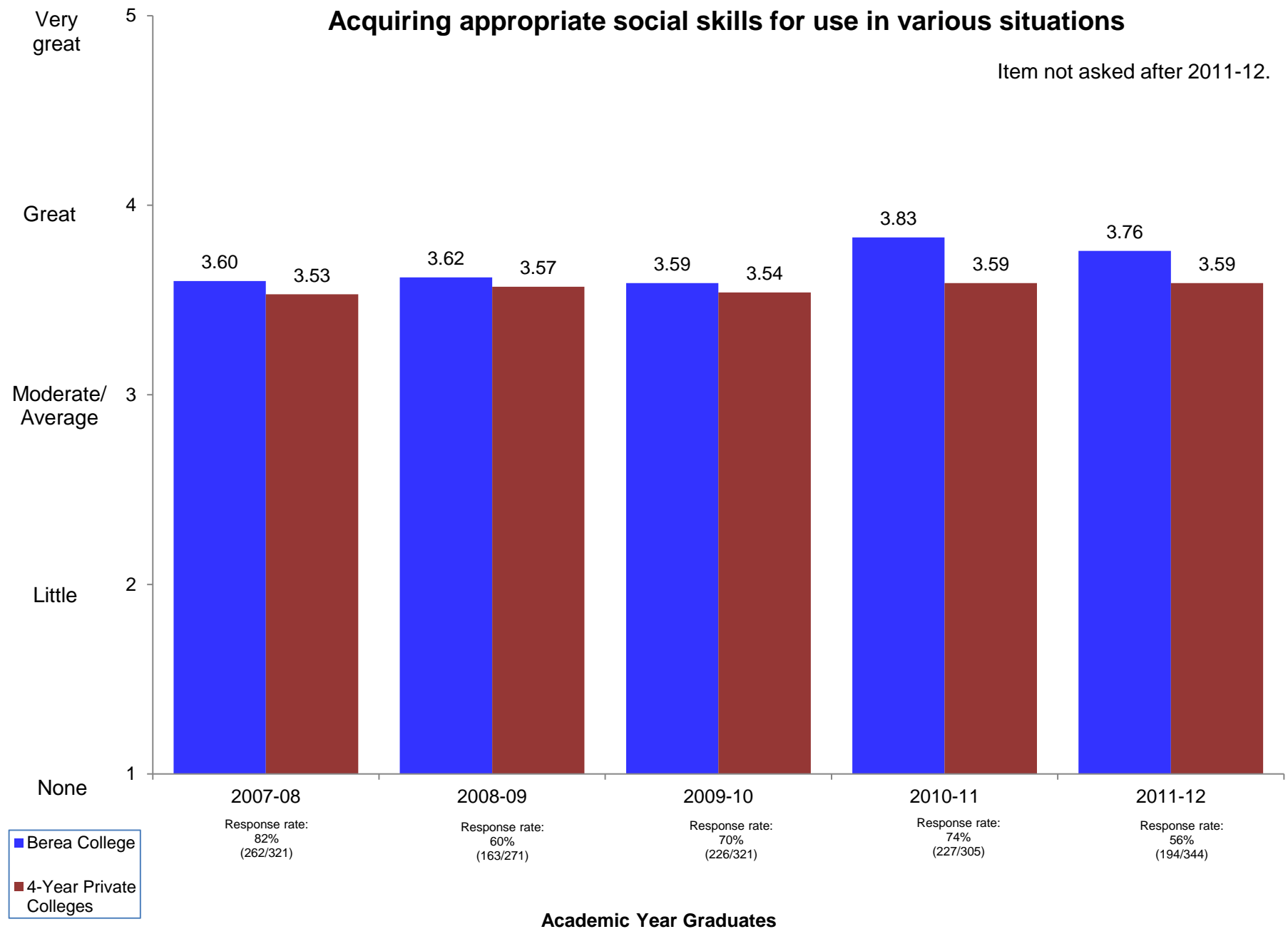
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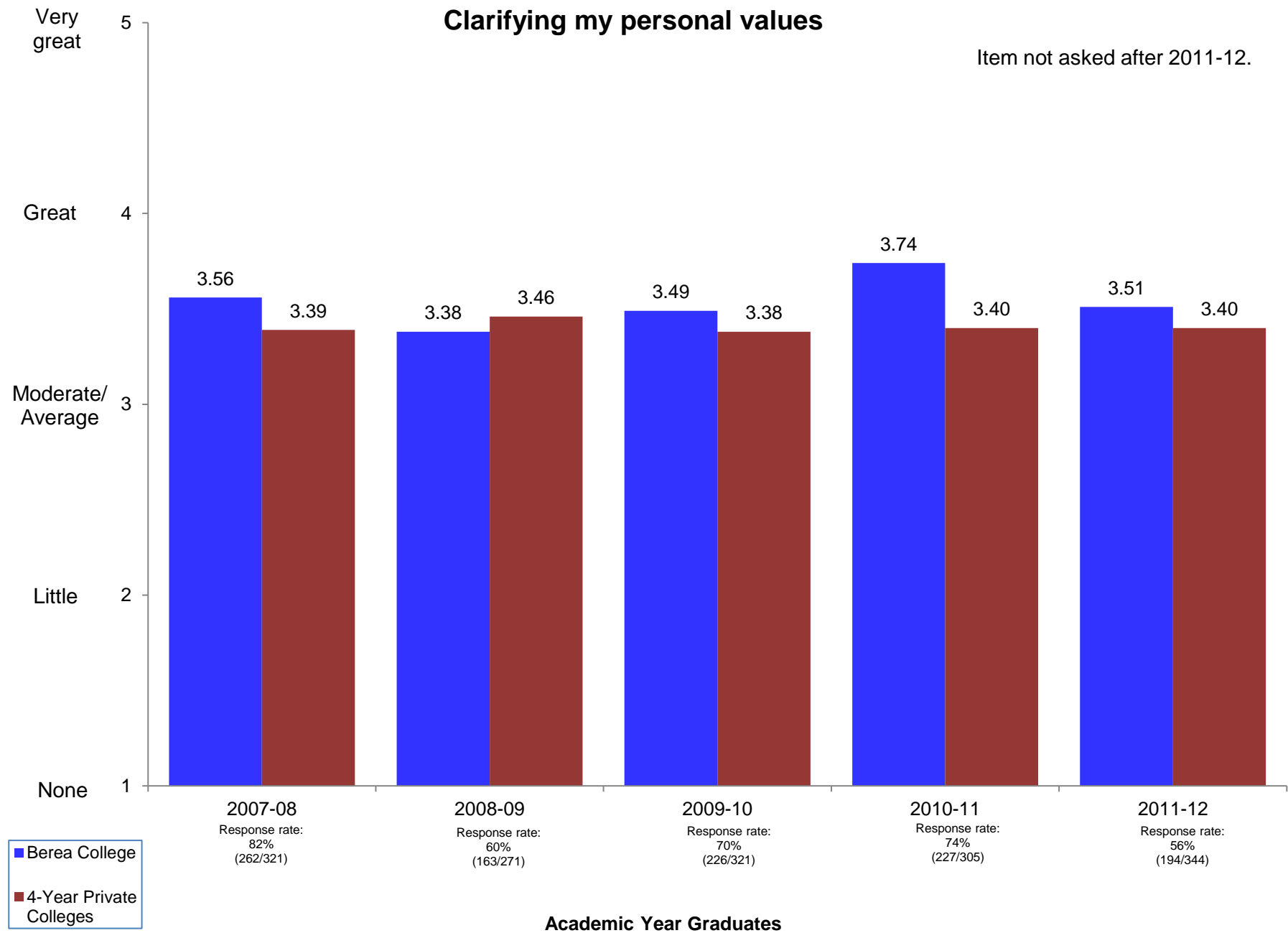
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



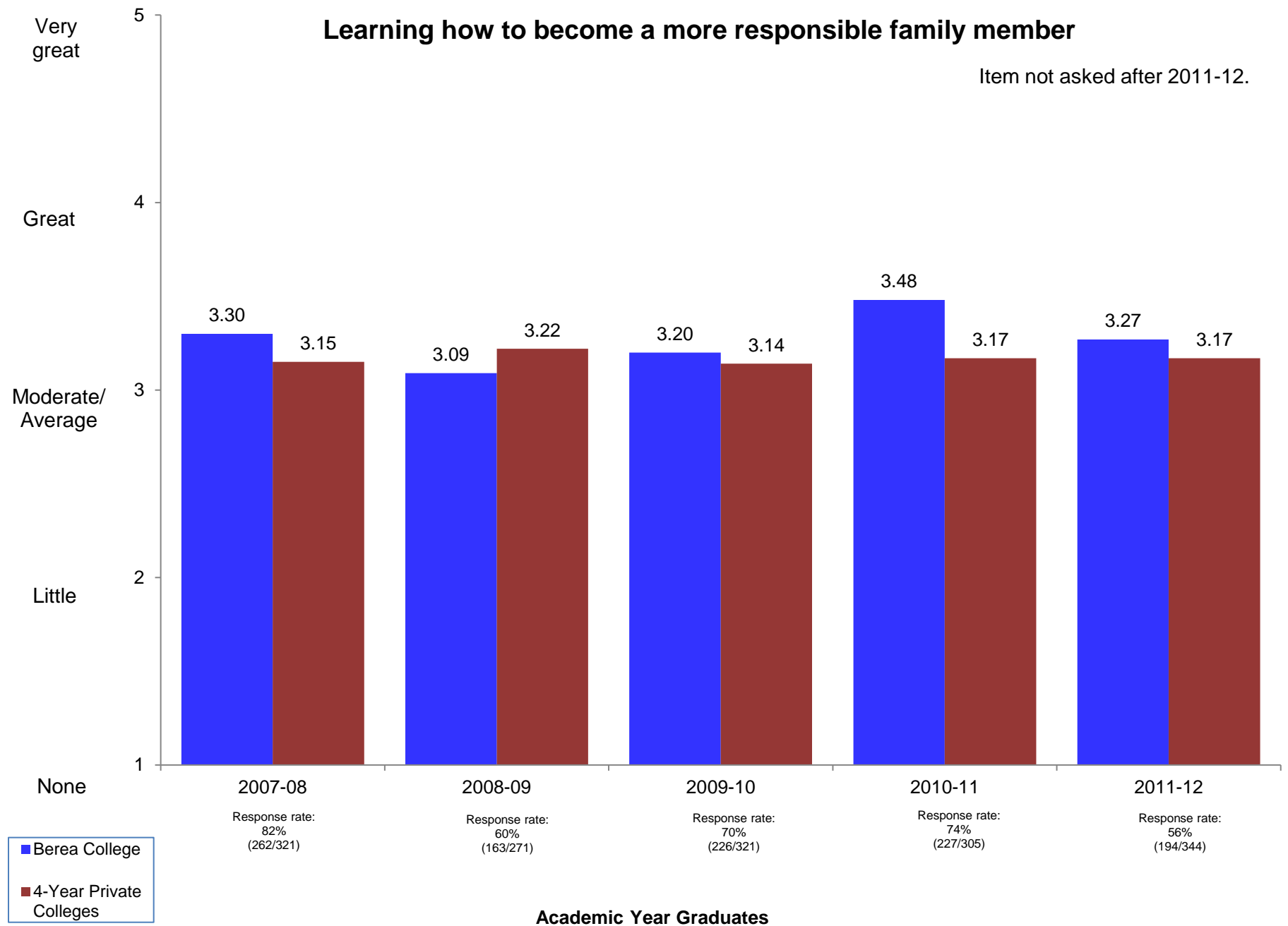
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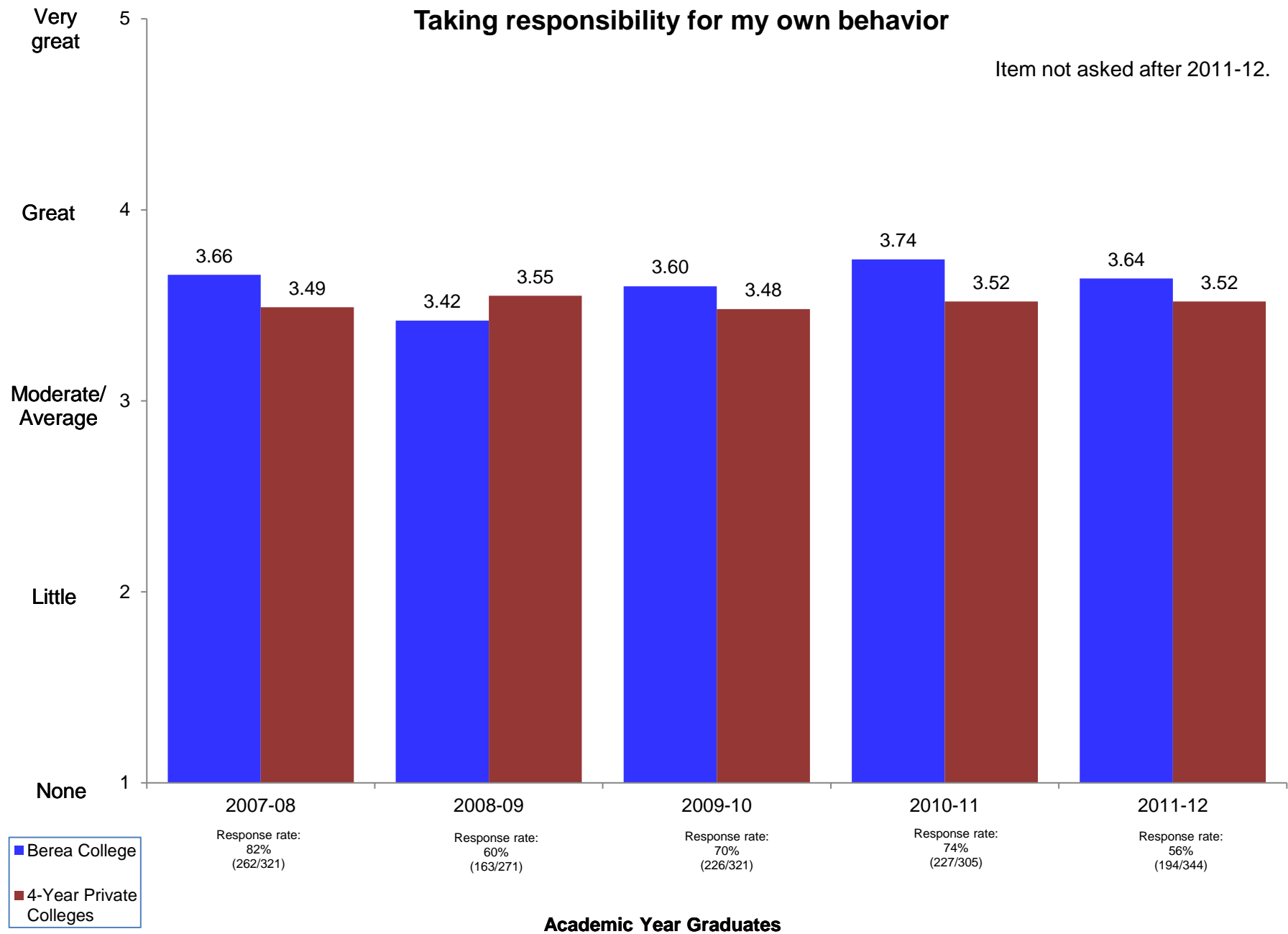
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



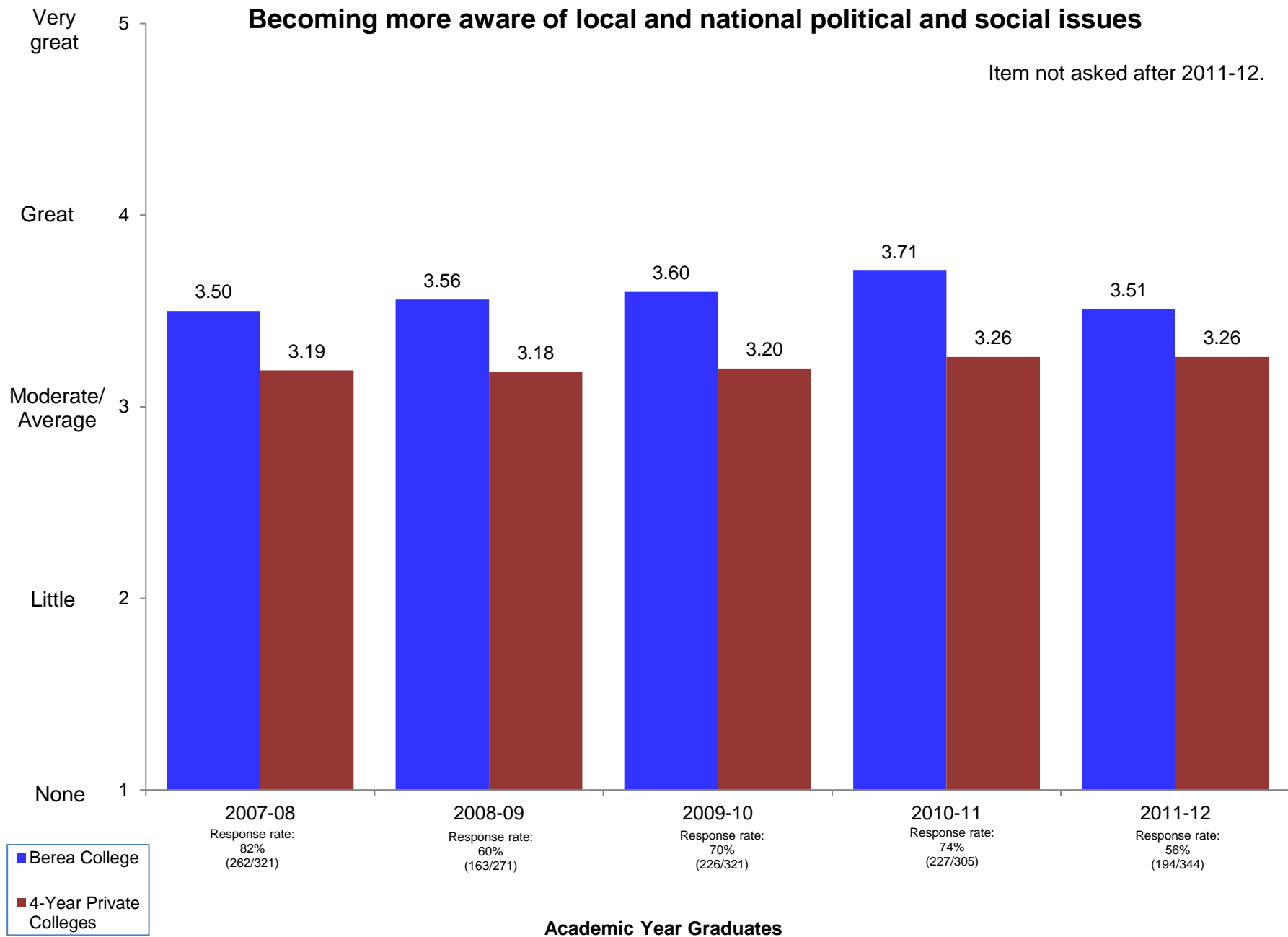
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



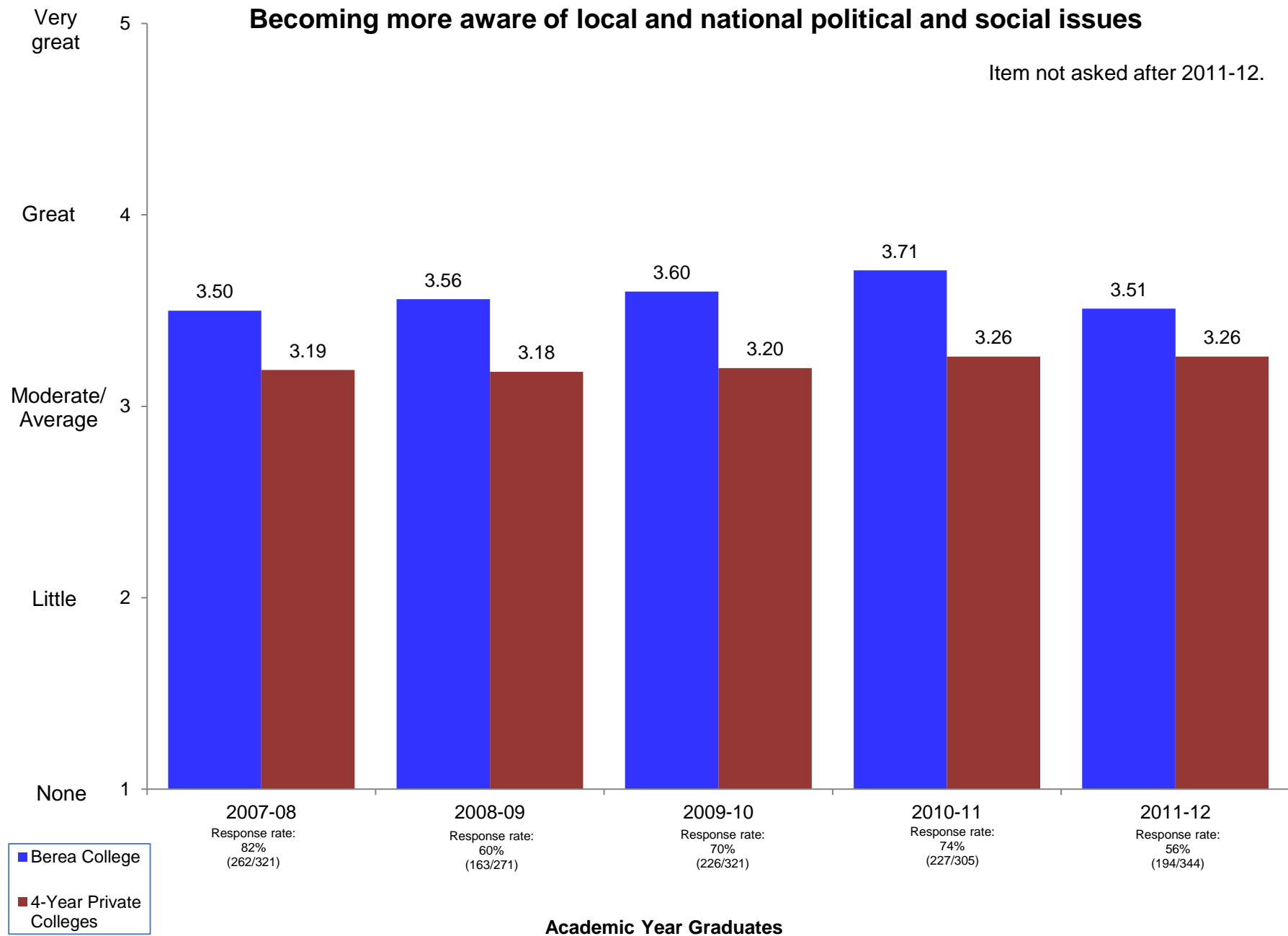
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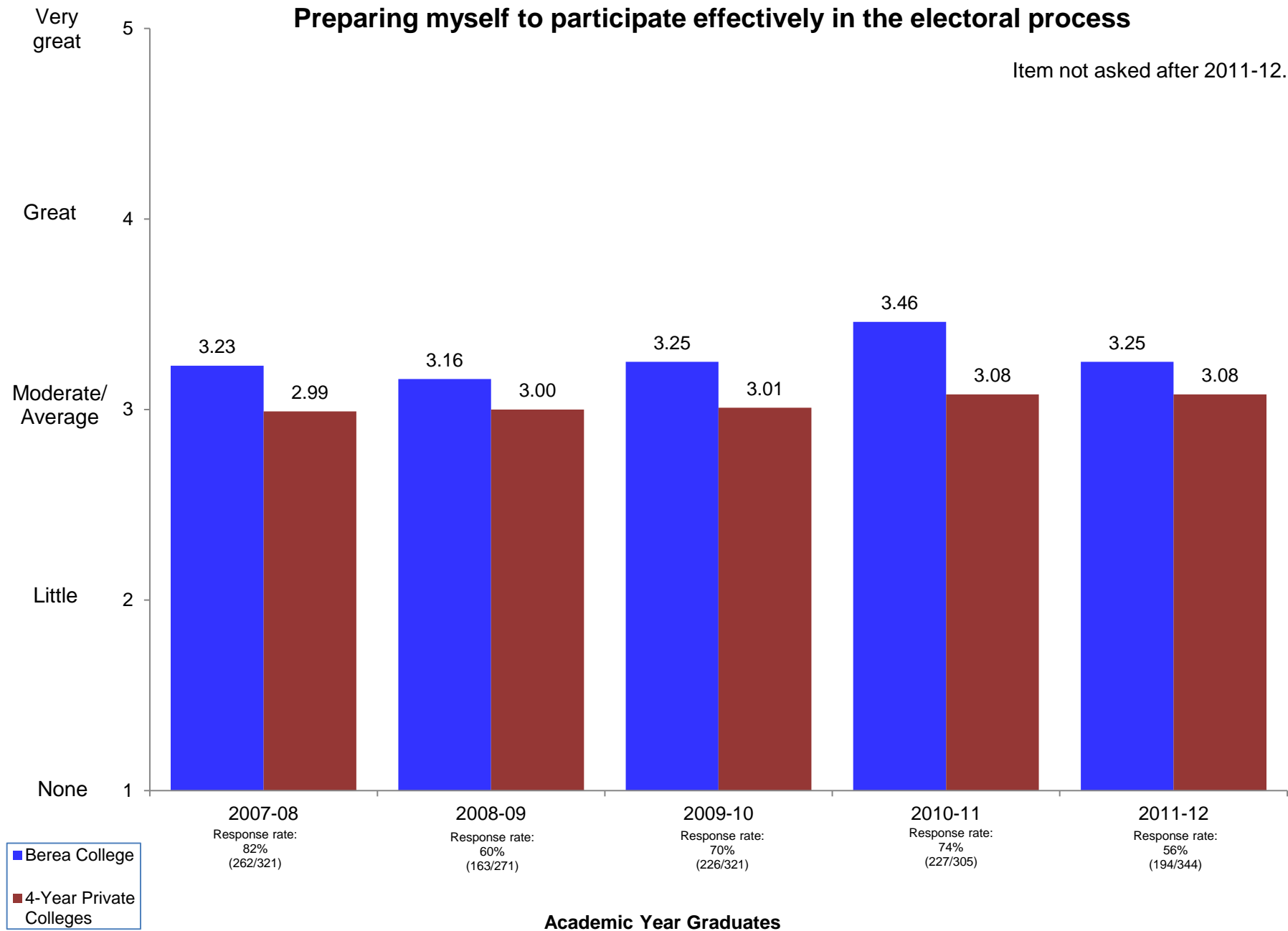
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



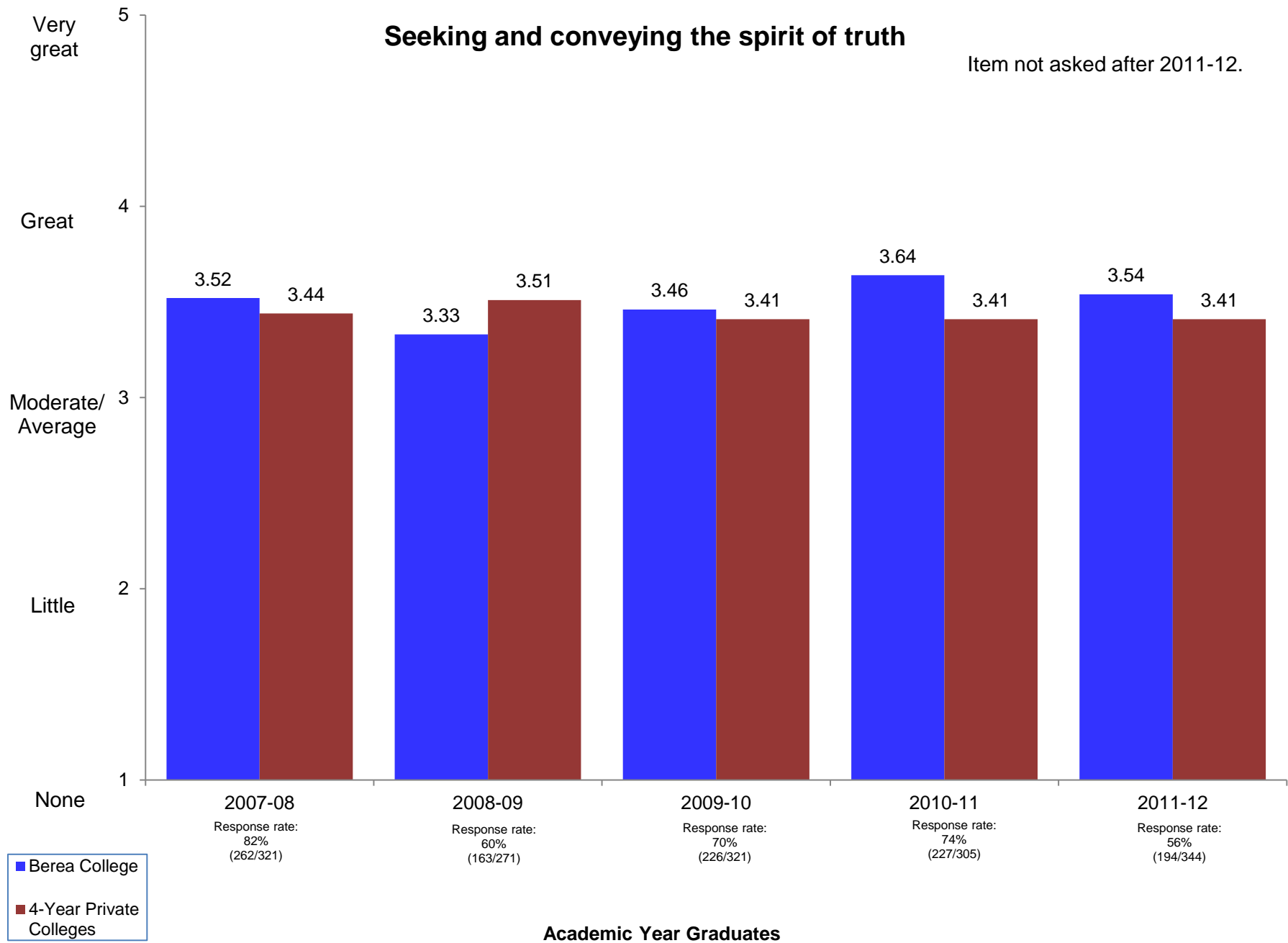
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



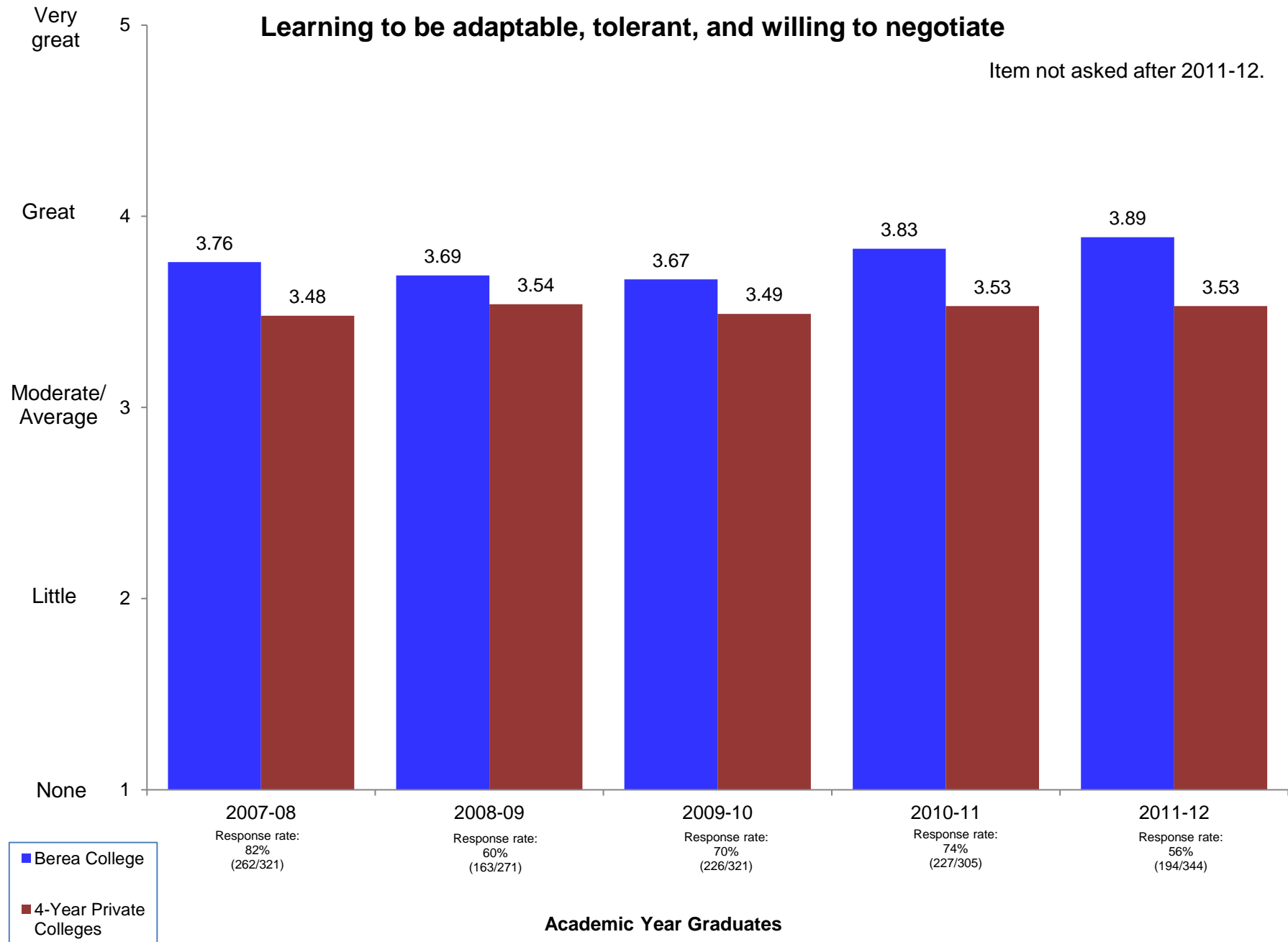
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



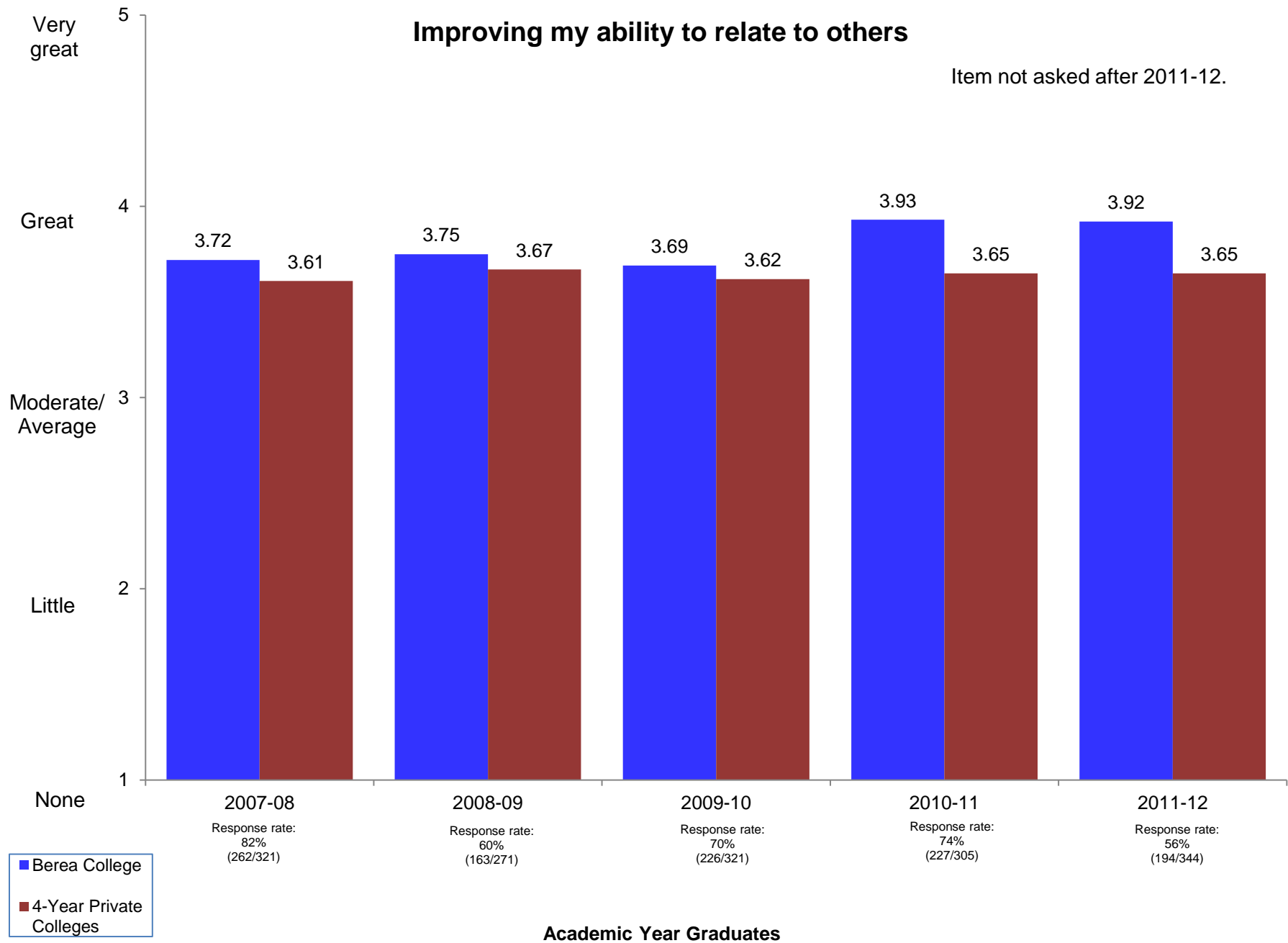
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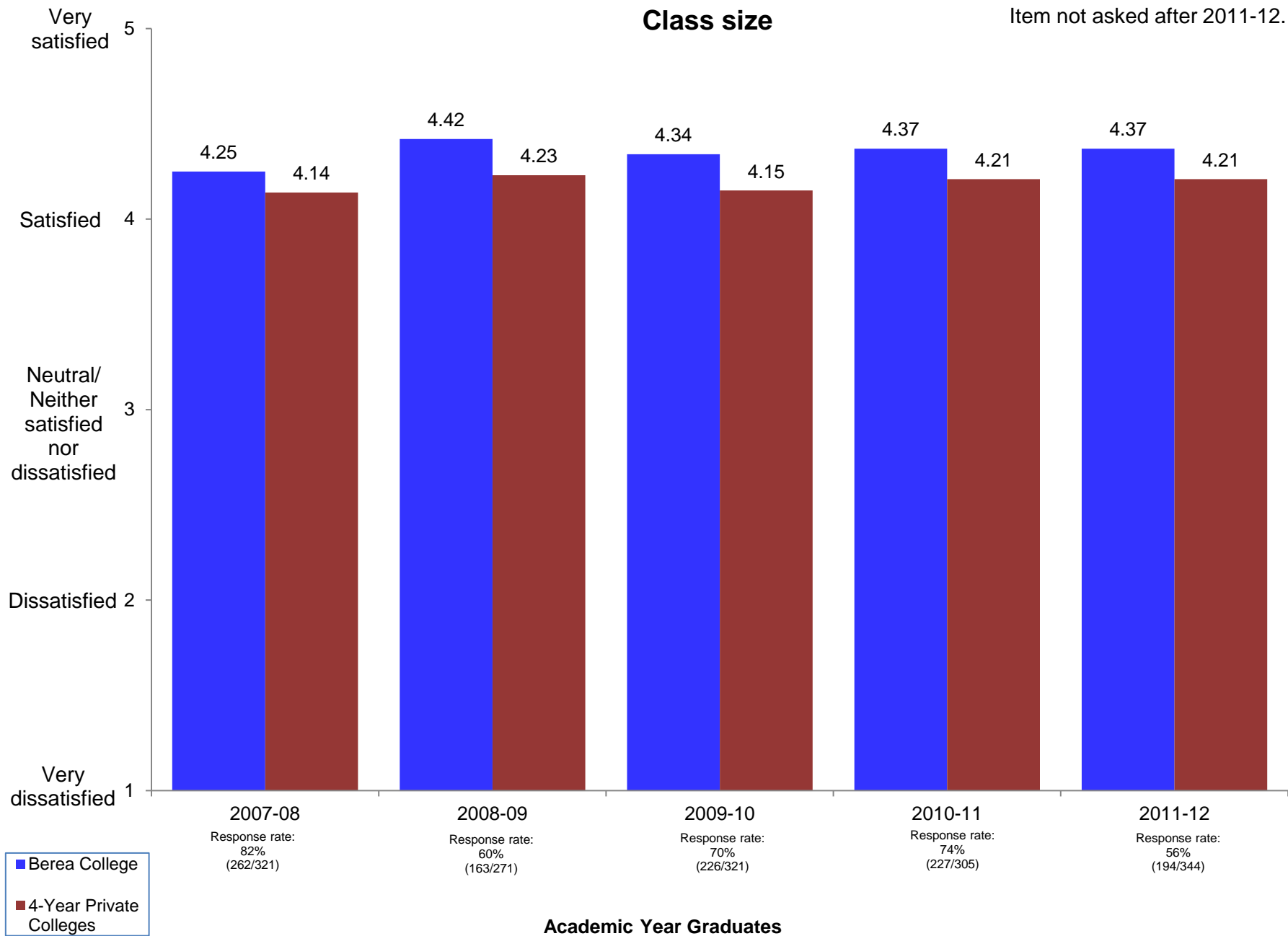
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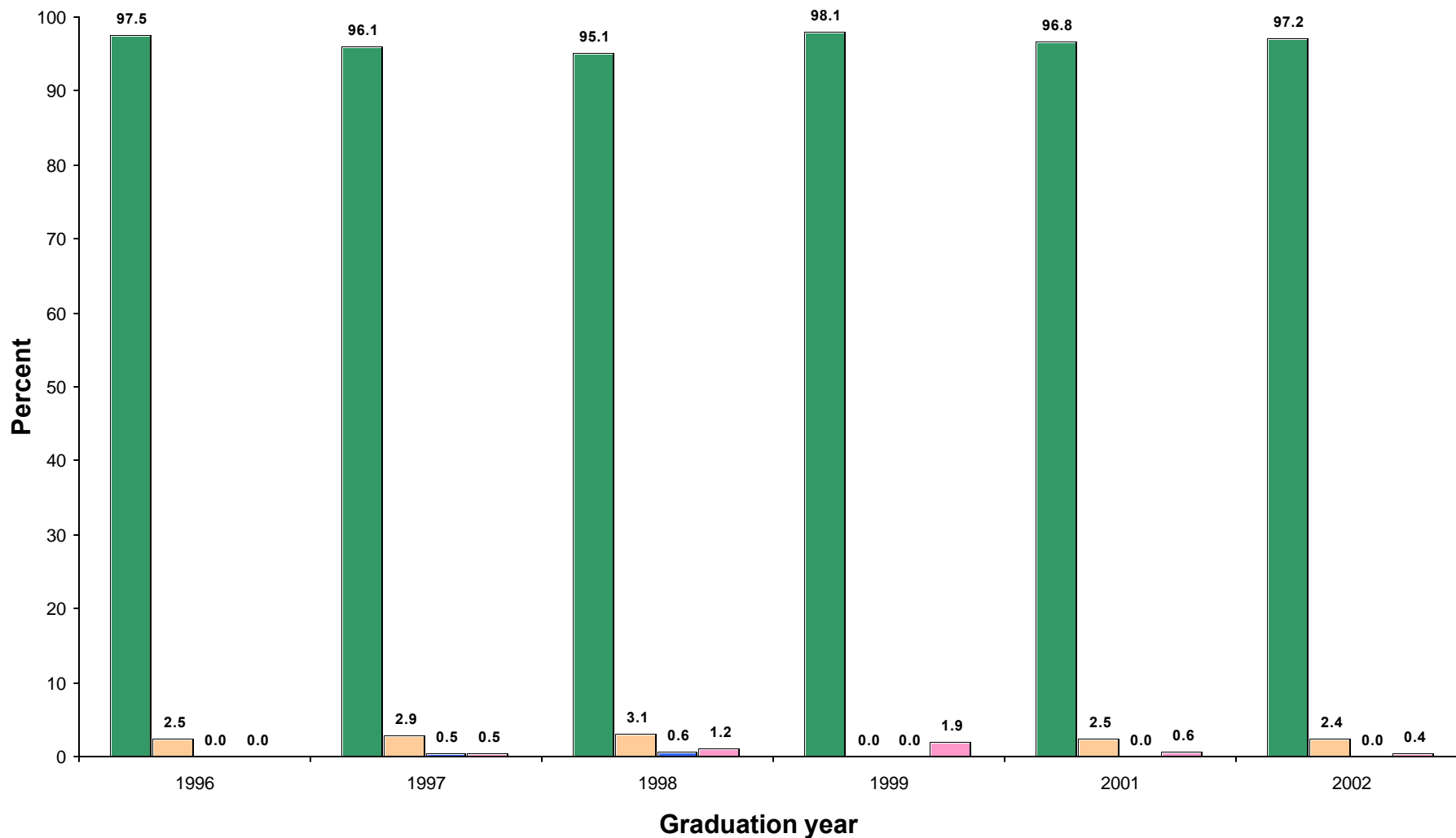
Indicate your level of satisfaction with each of the following:

Graduating Senior Survey
Administered at graduation rehearsal



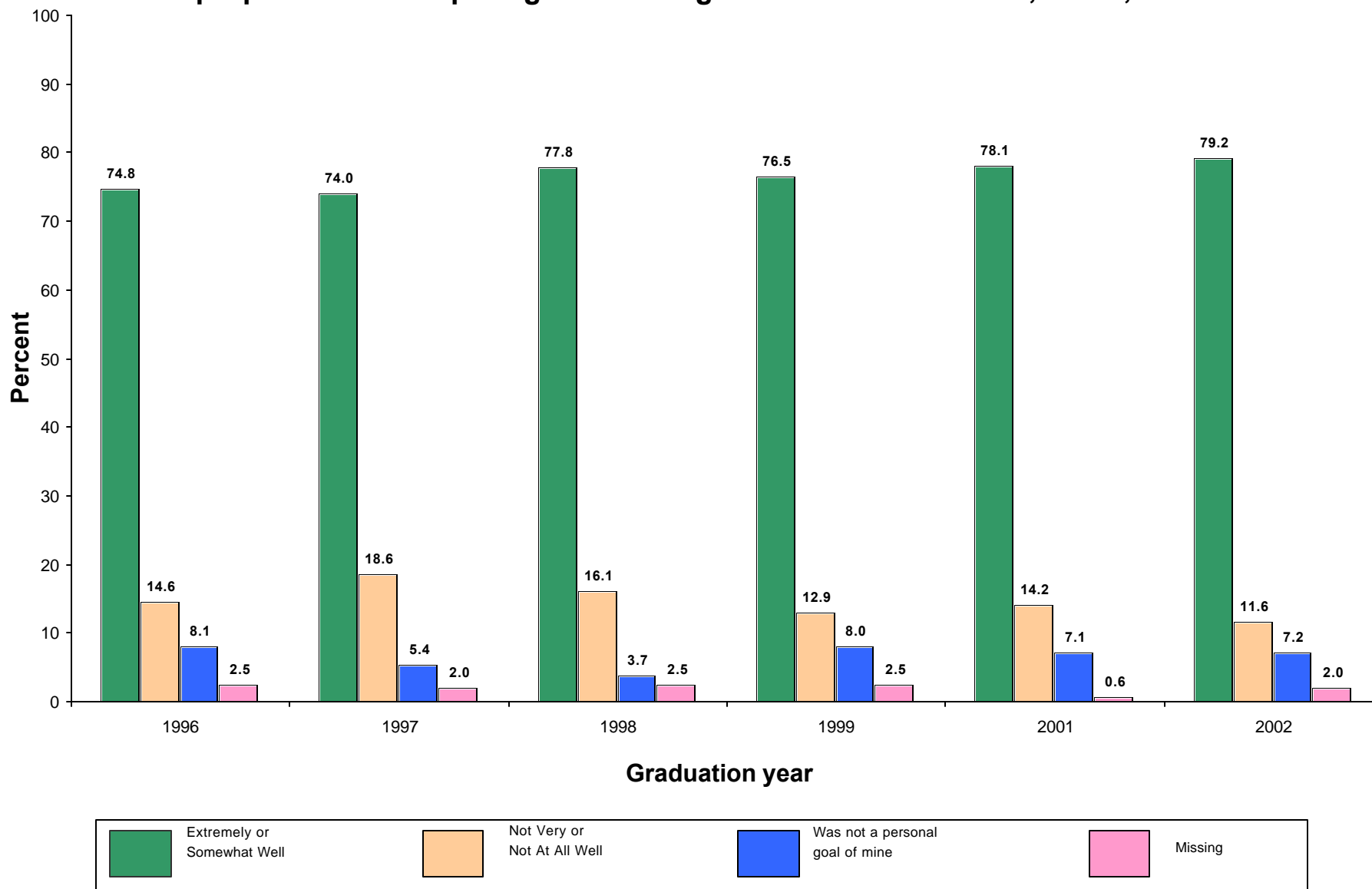
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

To earn a college degree (Bachelor's degree)



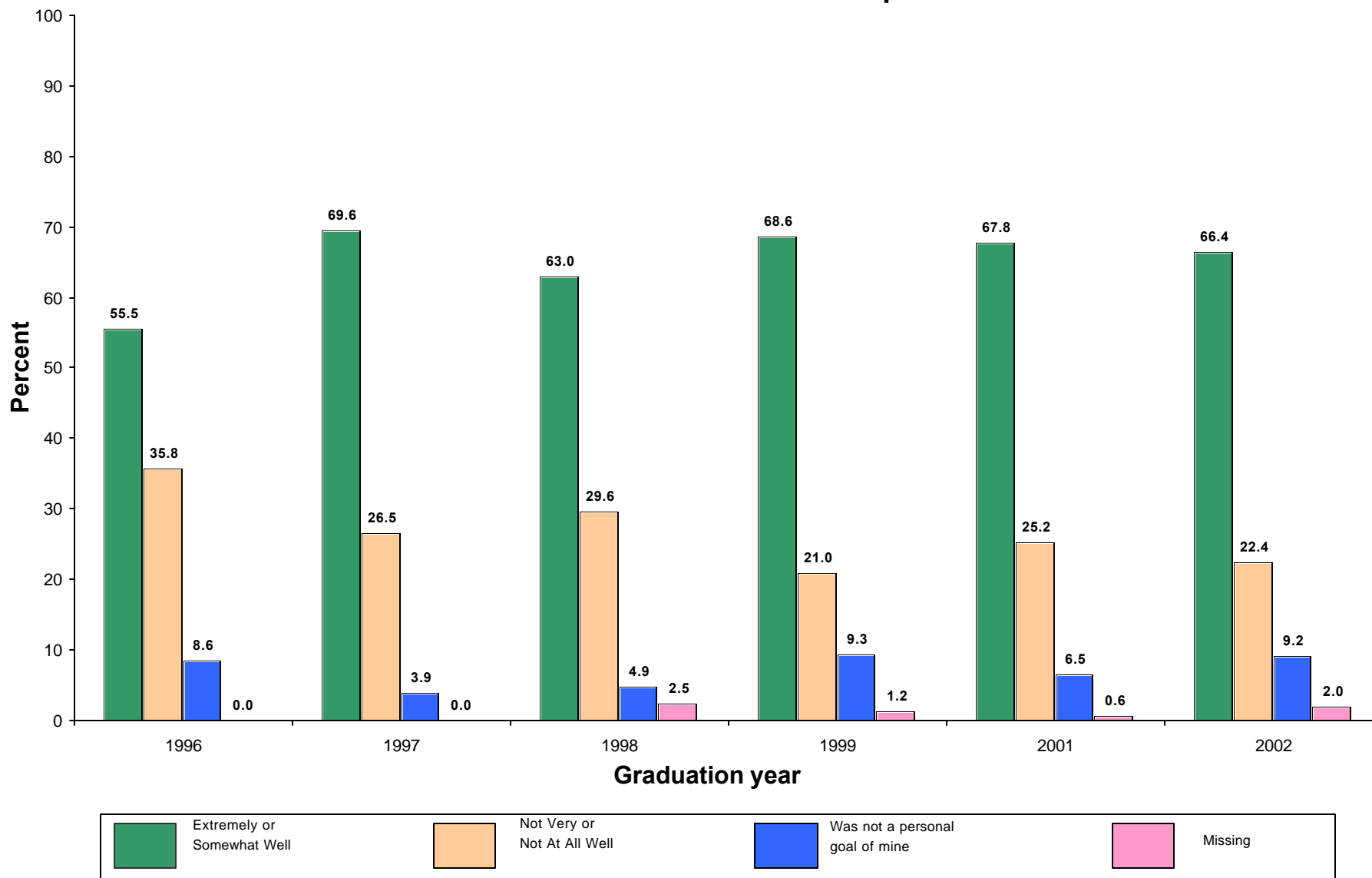
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To prepare to earn a post graduate degree such as a Masters, Ph.D., or M.D.



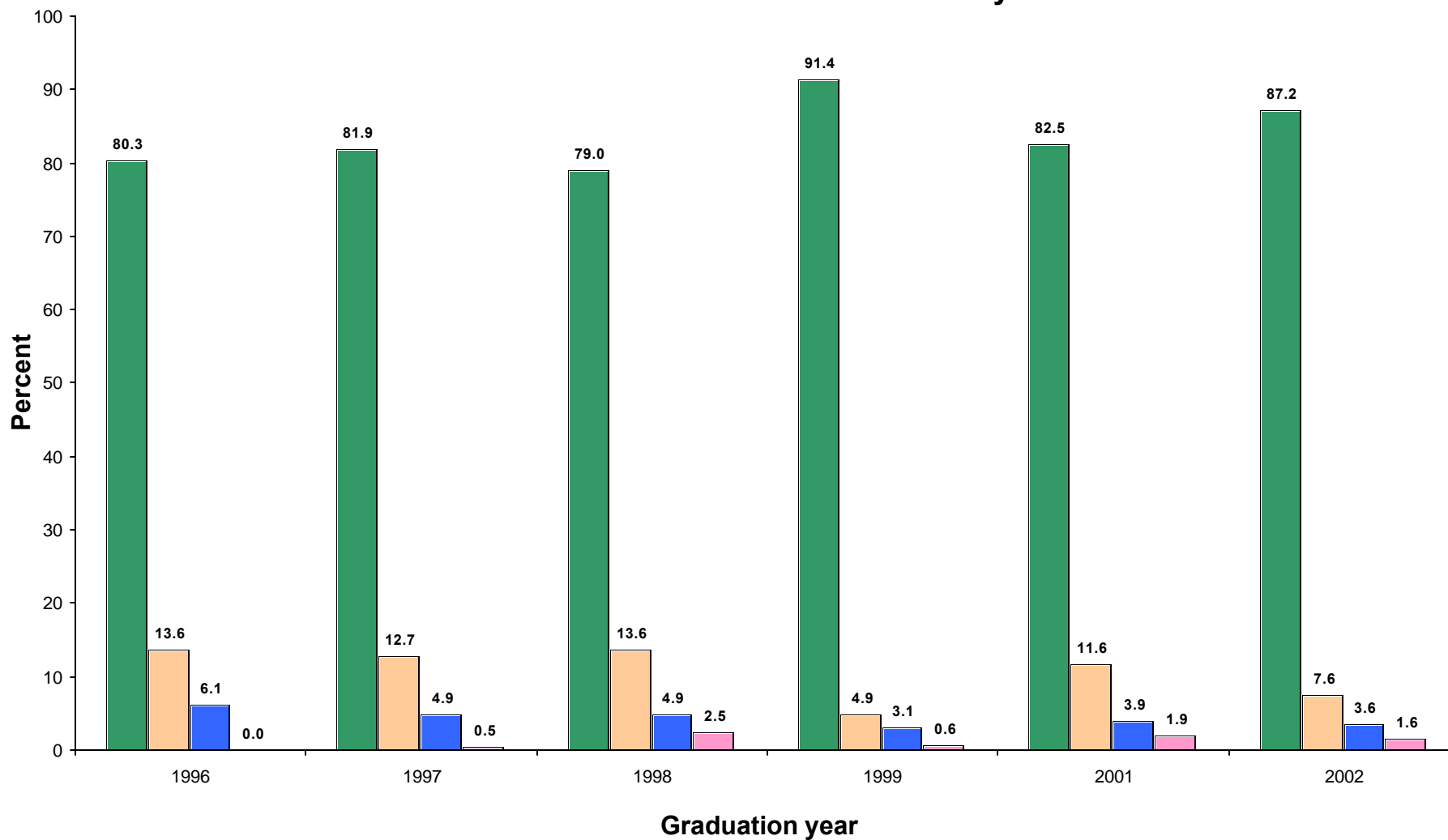
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To learn more about environmental problems



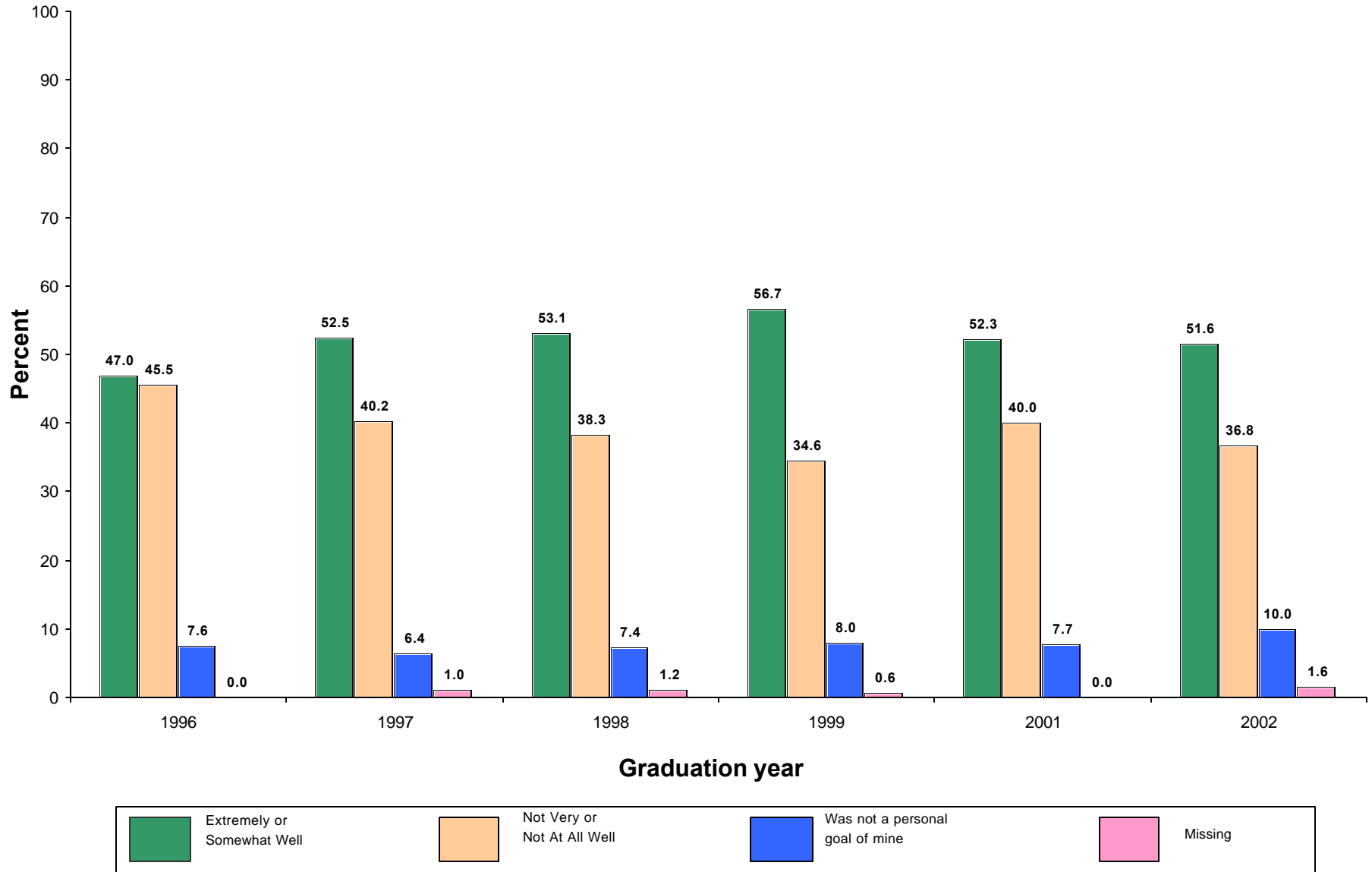
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To learn more about cultural diversity



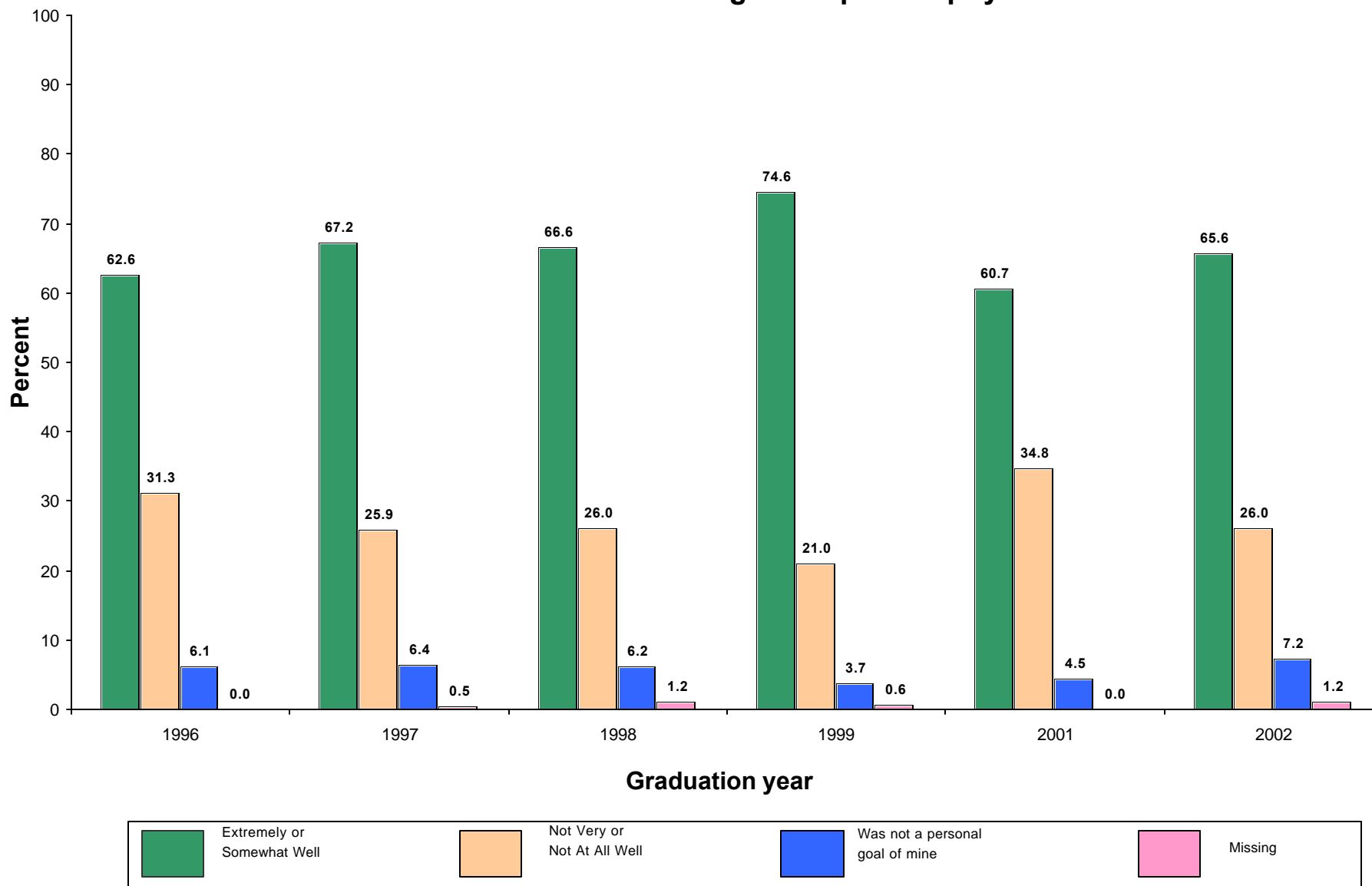
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To learn more about nonviolent conflict resolution



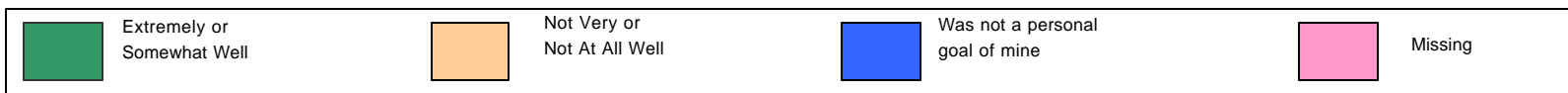
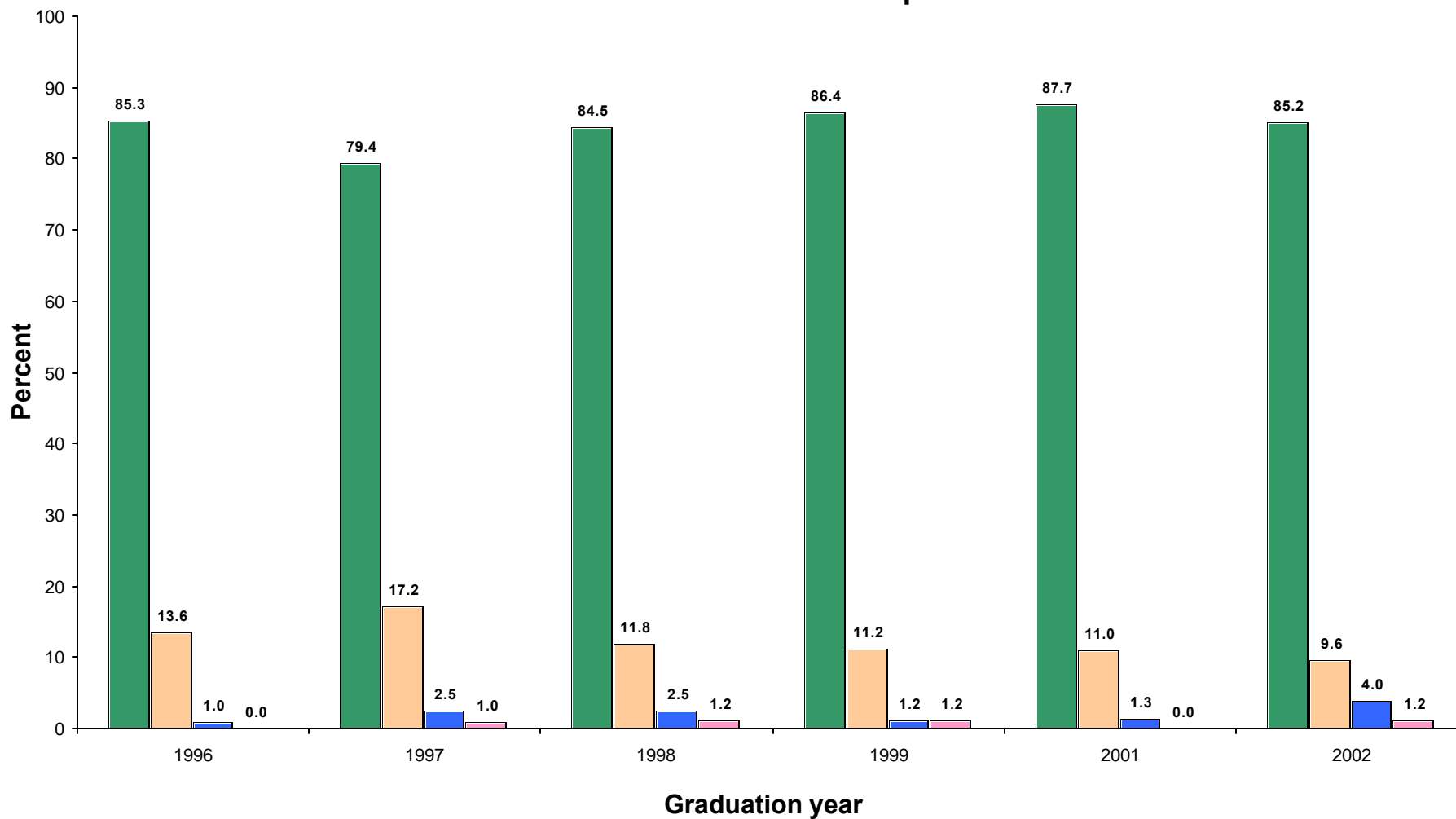
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To learn more about religion or philosophy



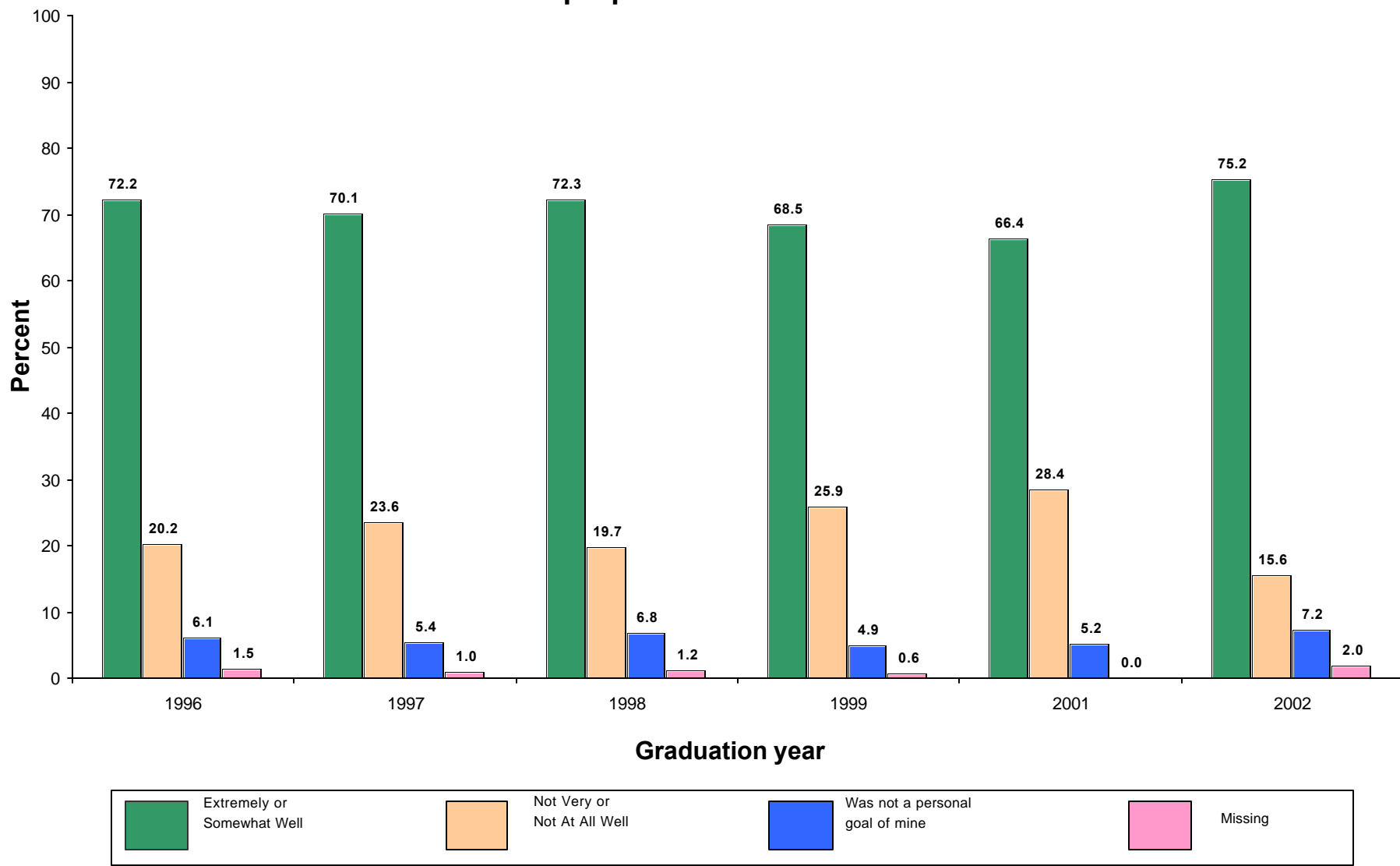
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To become a "well-rounded" person



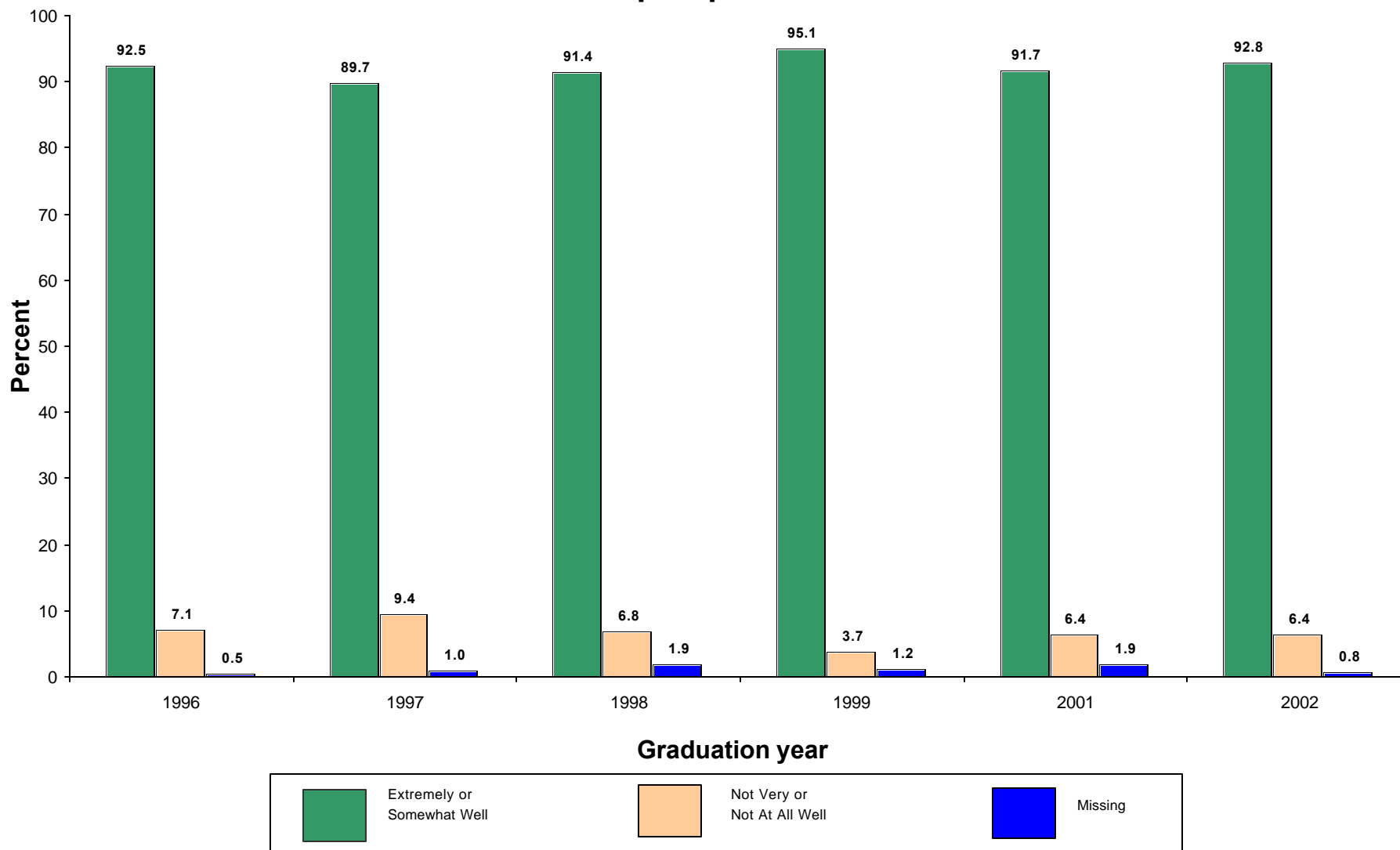
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To prepare for a vocation



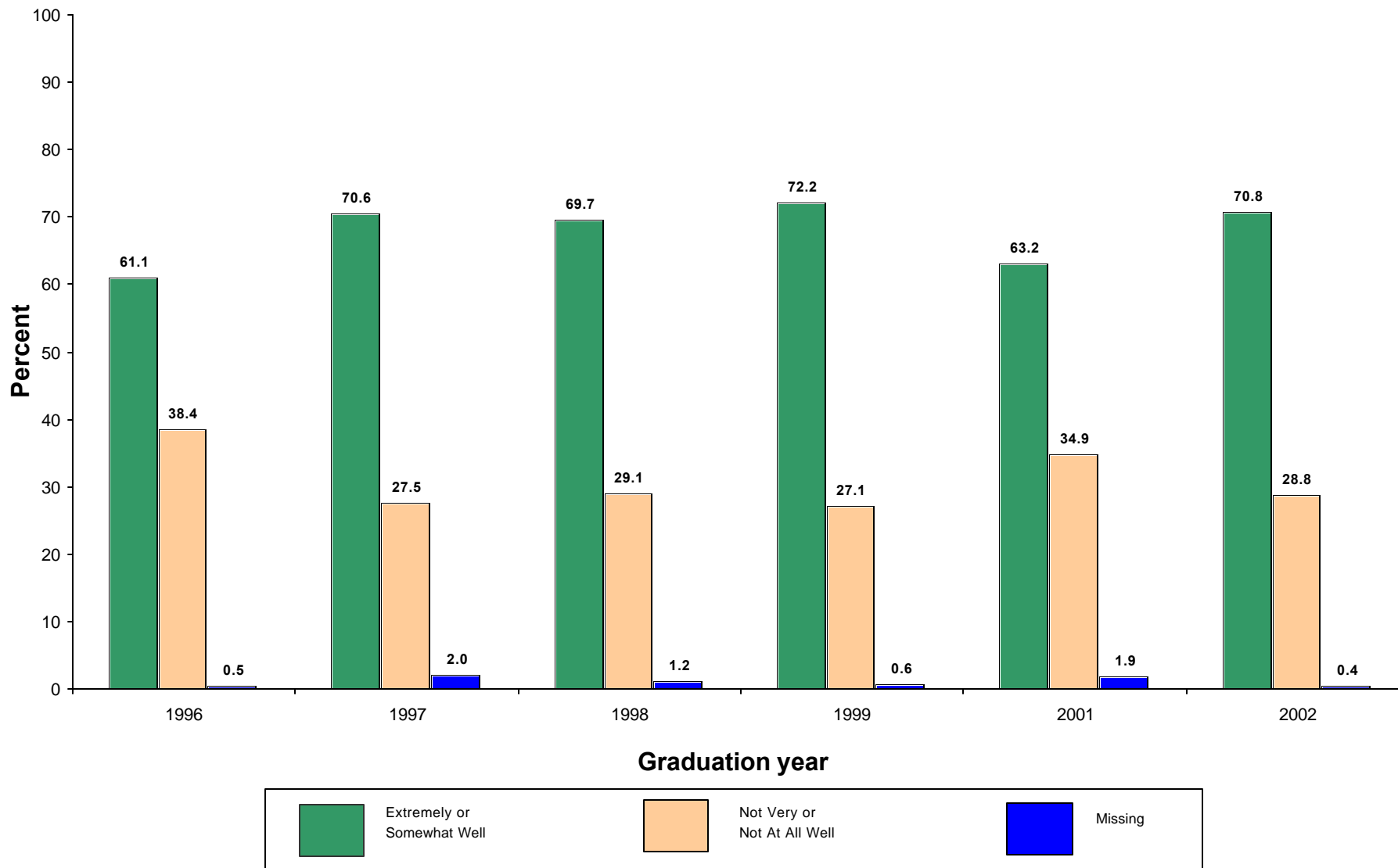
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing the intellectual ability to address complex problems from multiple disciplines and perspectives



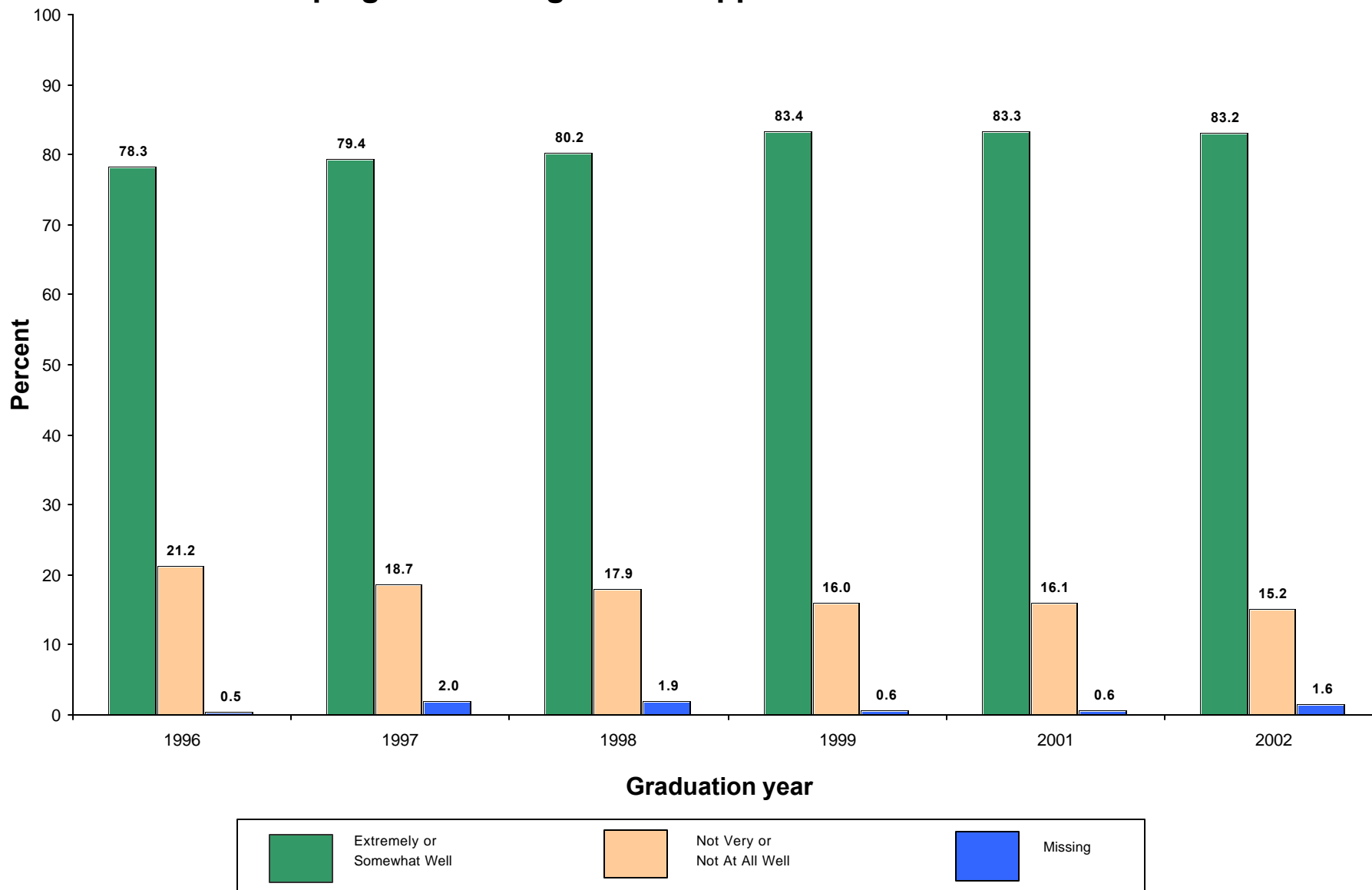
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Understanding the workings of our natural environment and the consequences of human activities on it



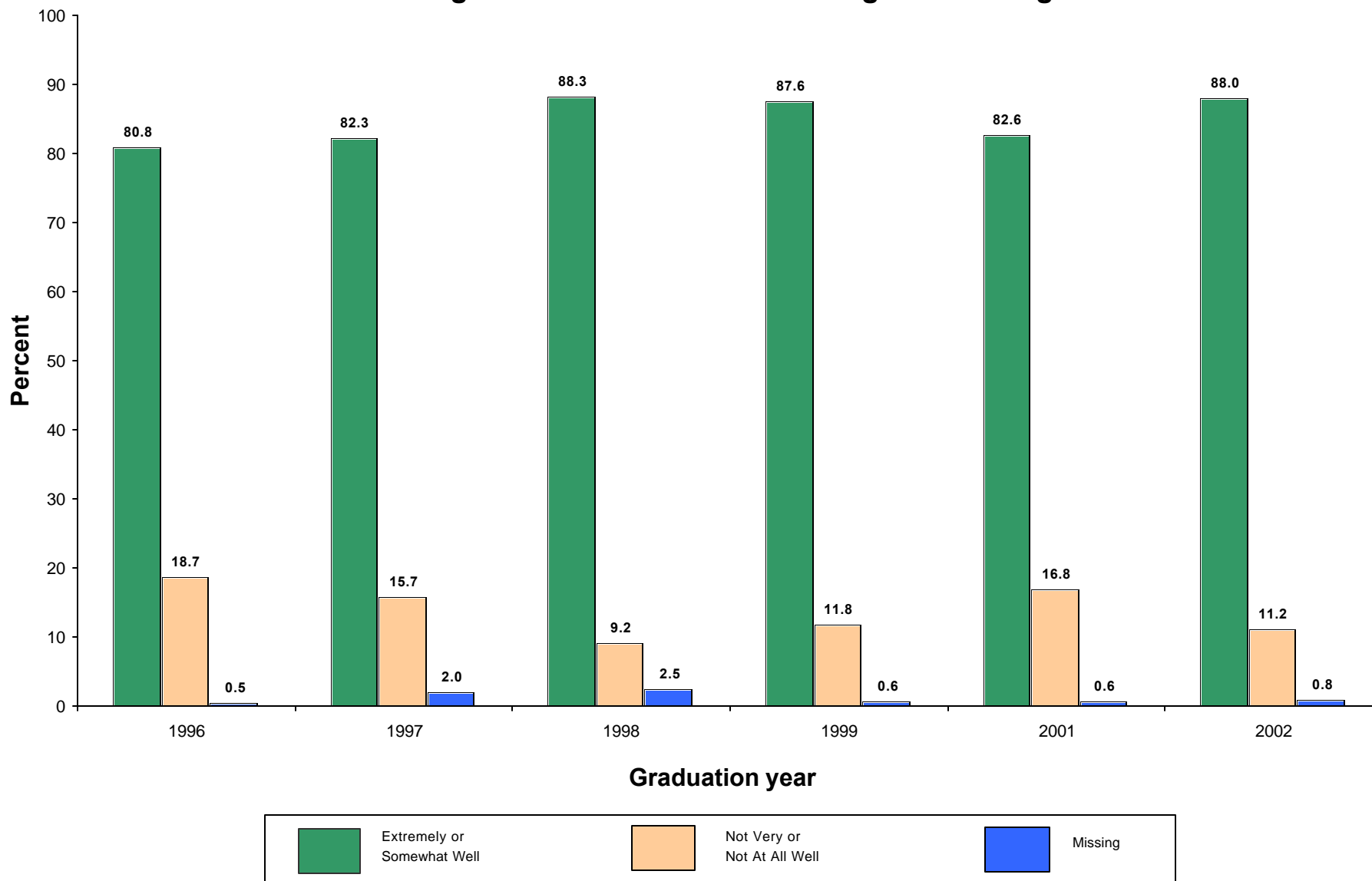
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing a knowledge of and appreciation for the liberal arts



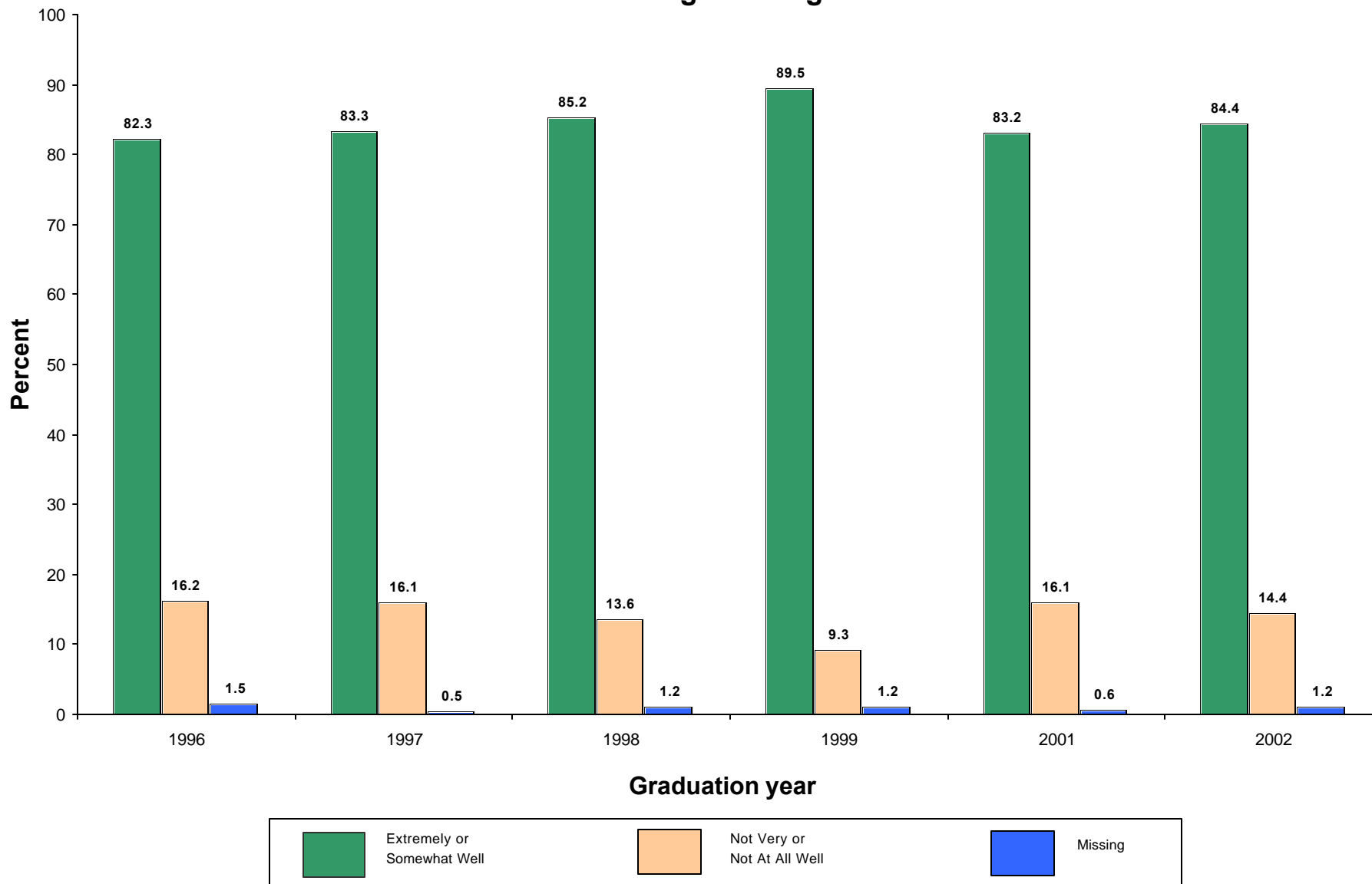
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Mastering the skills of abstract and logical thinking



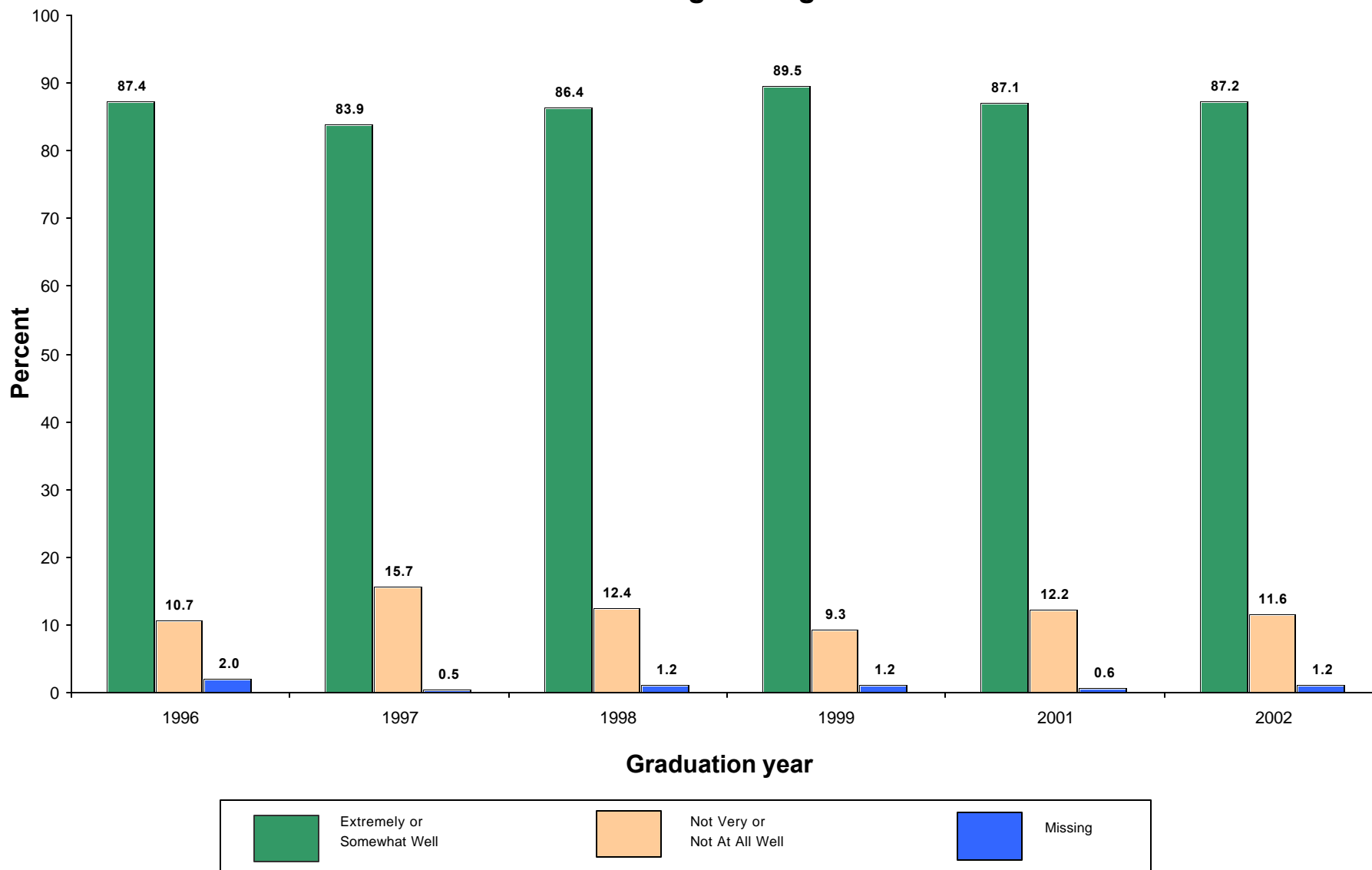
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Mastering Reading

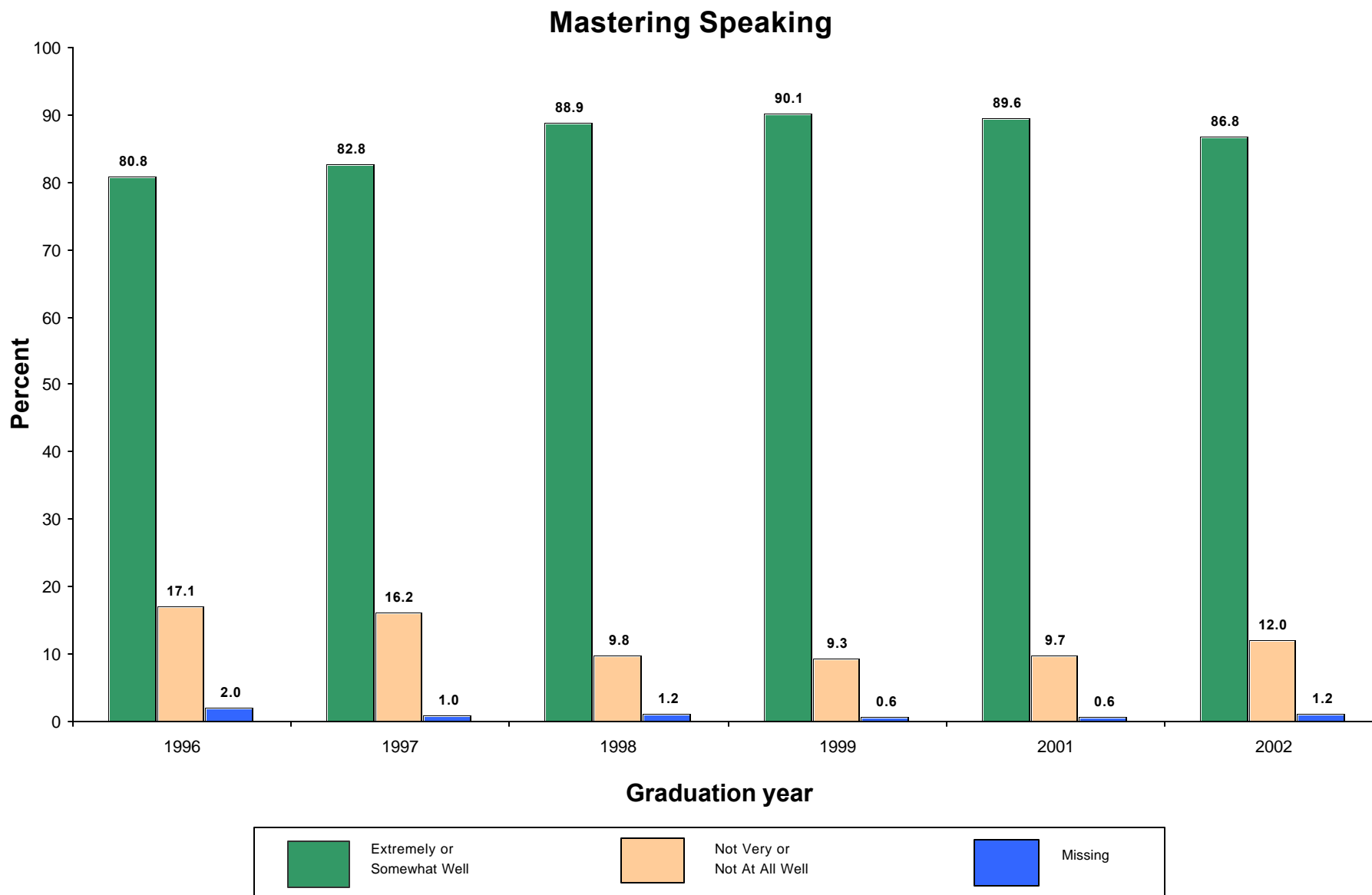


NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

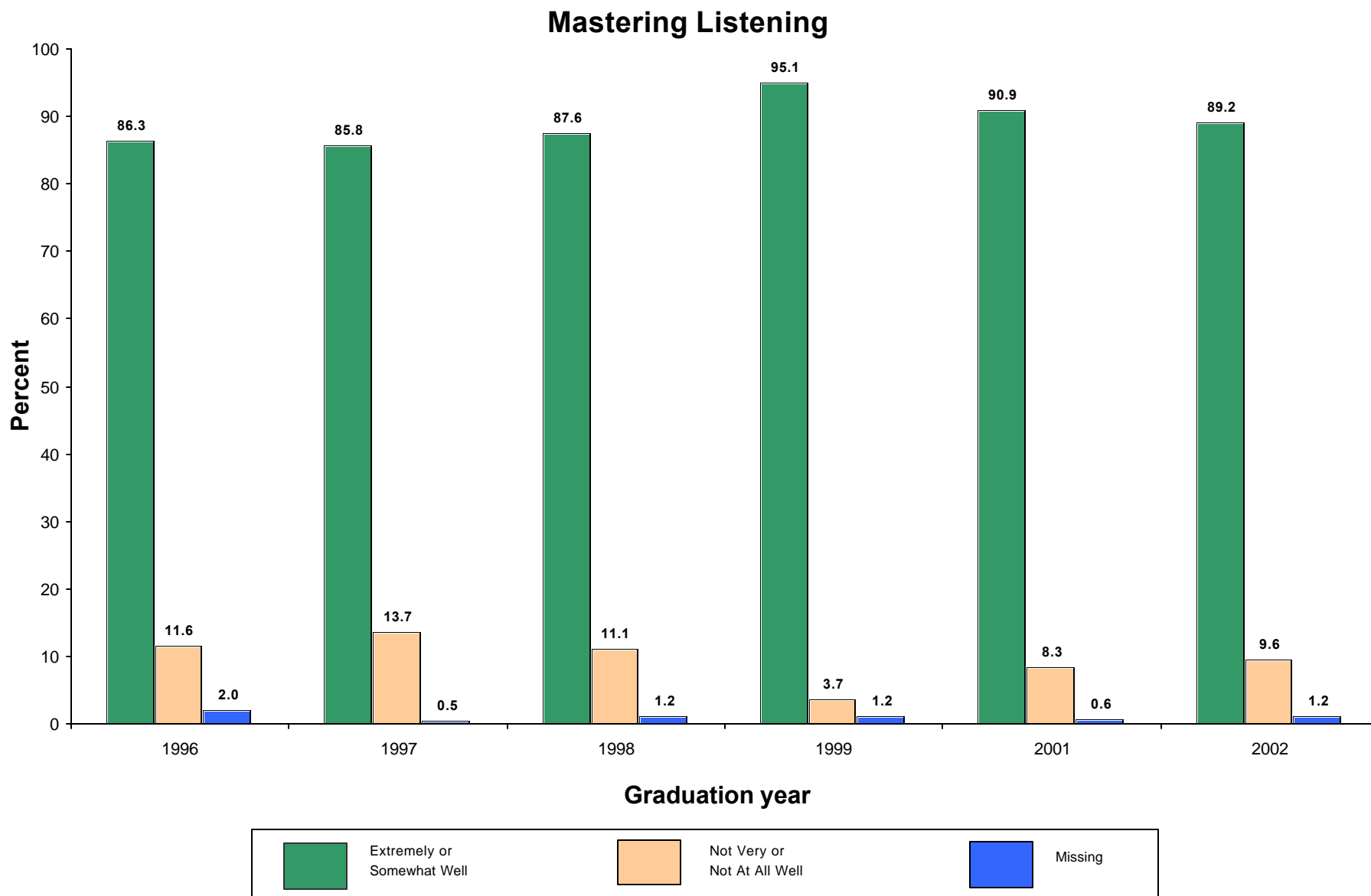
Mastering Writing



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

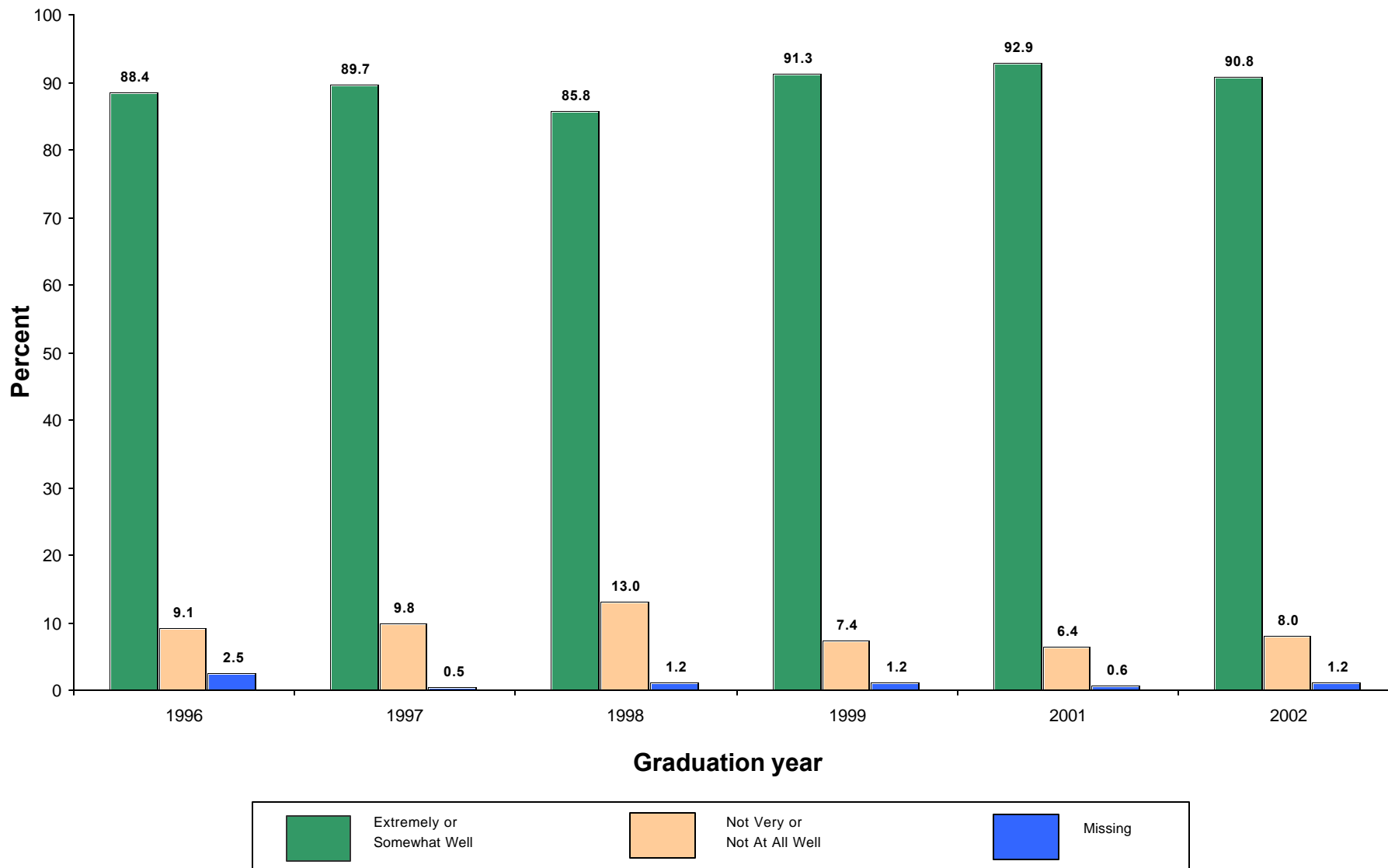


NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.



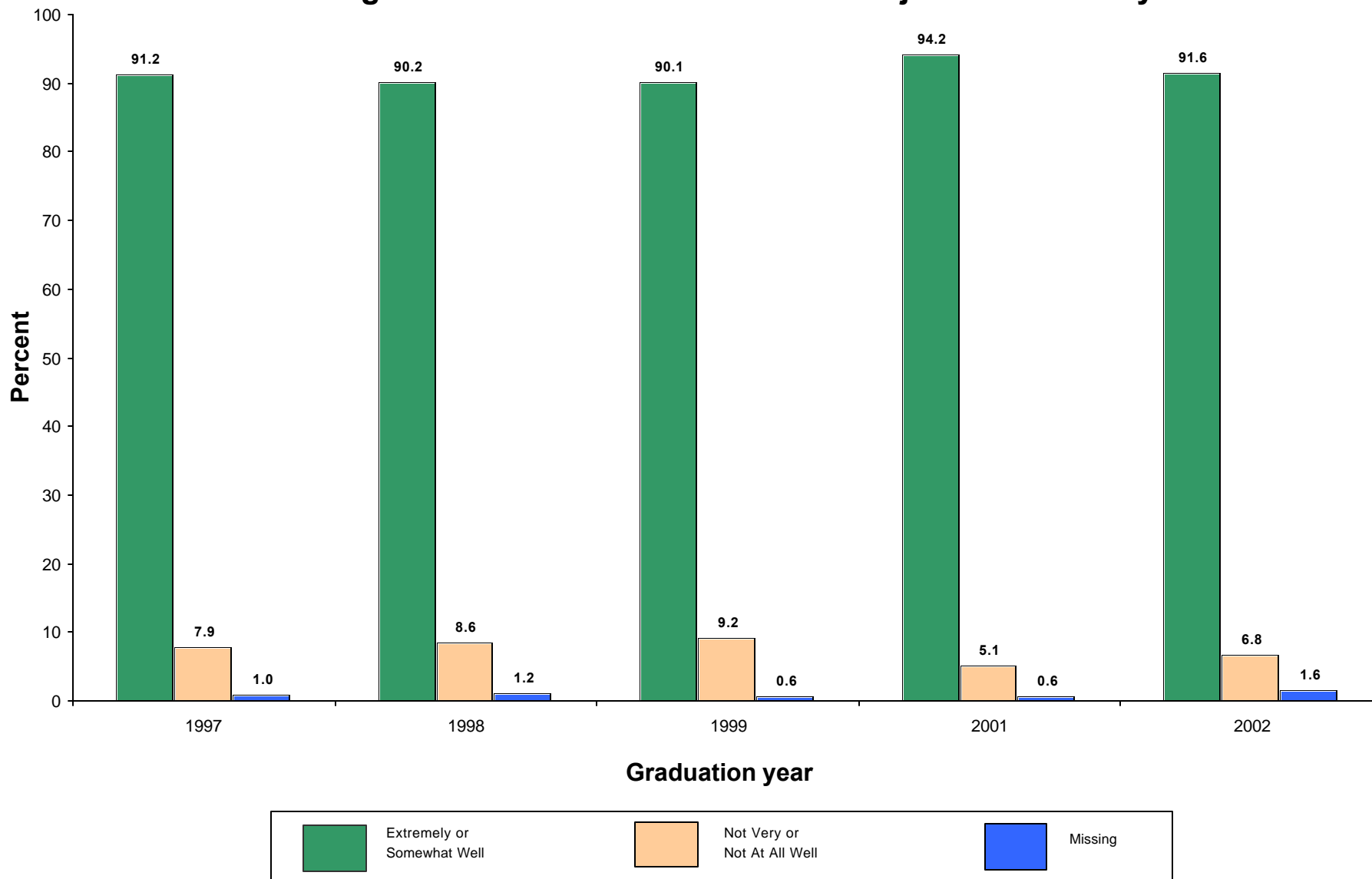
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Mastering Information Seeking



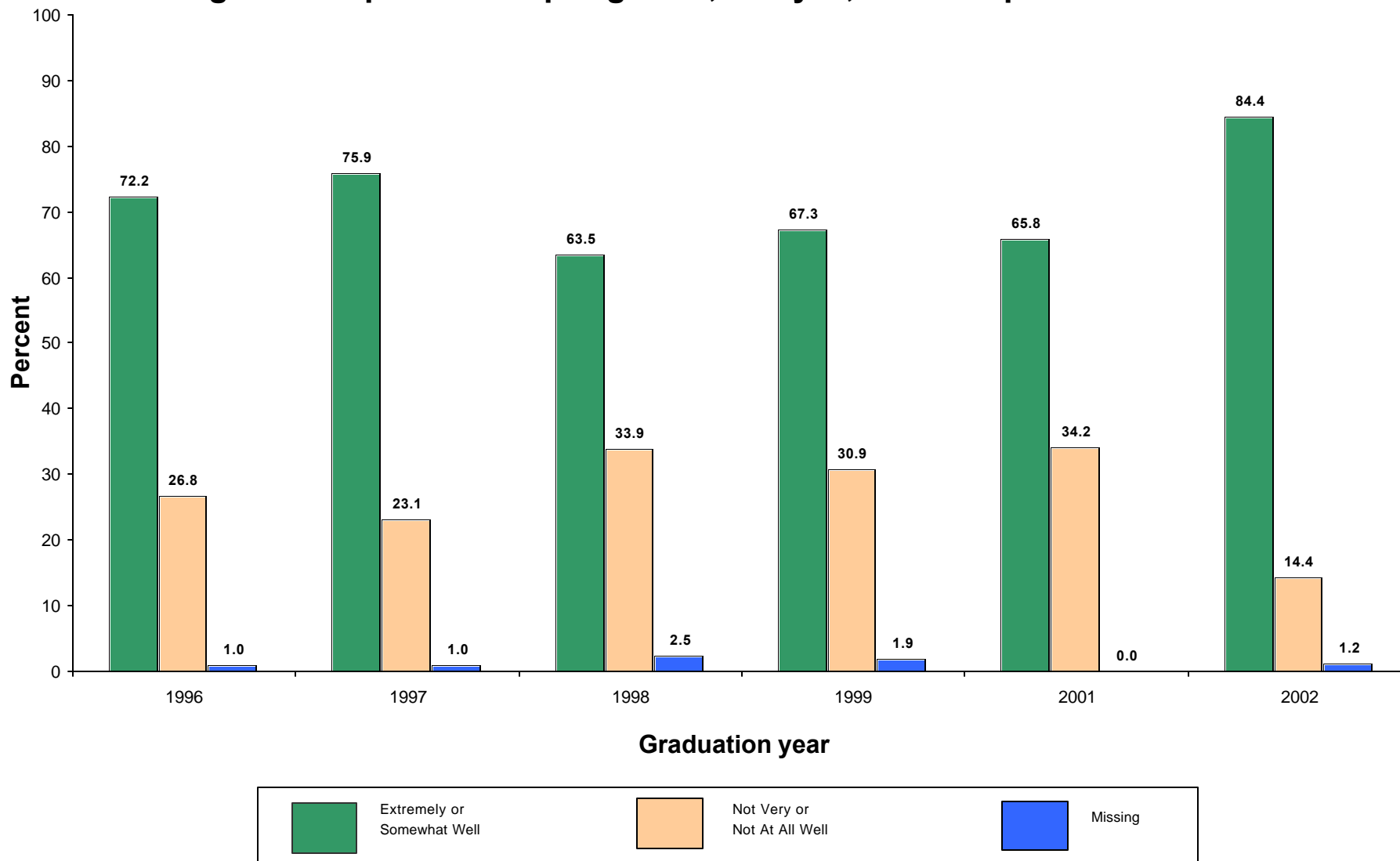
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Mastering the content and methods of a major area of study



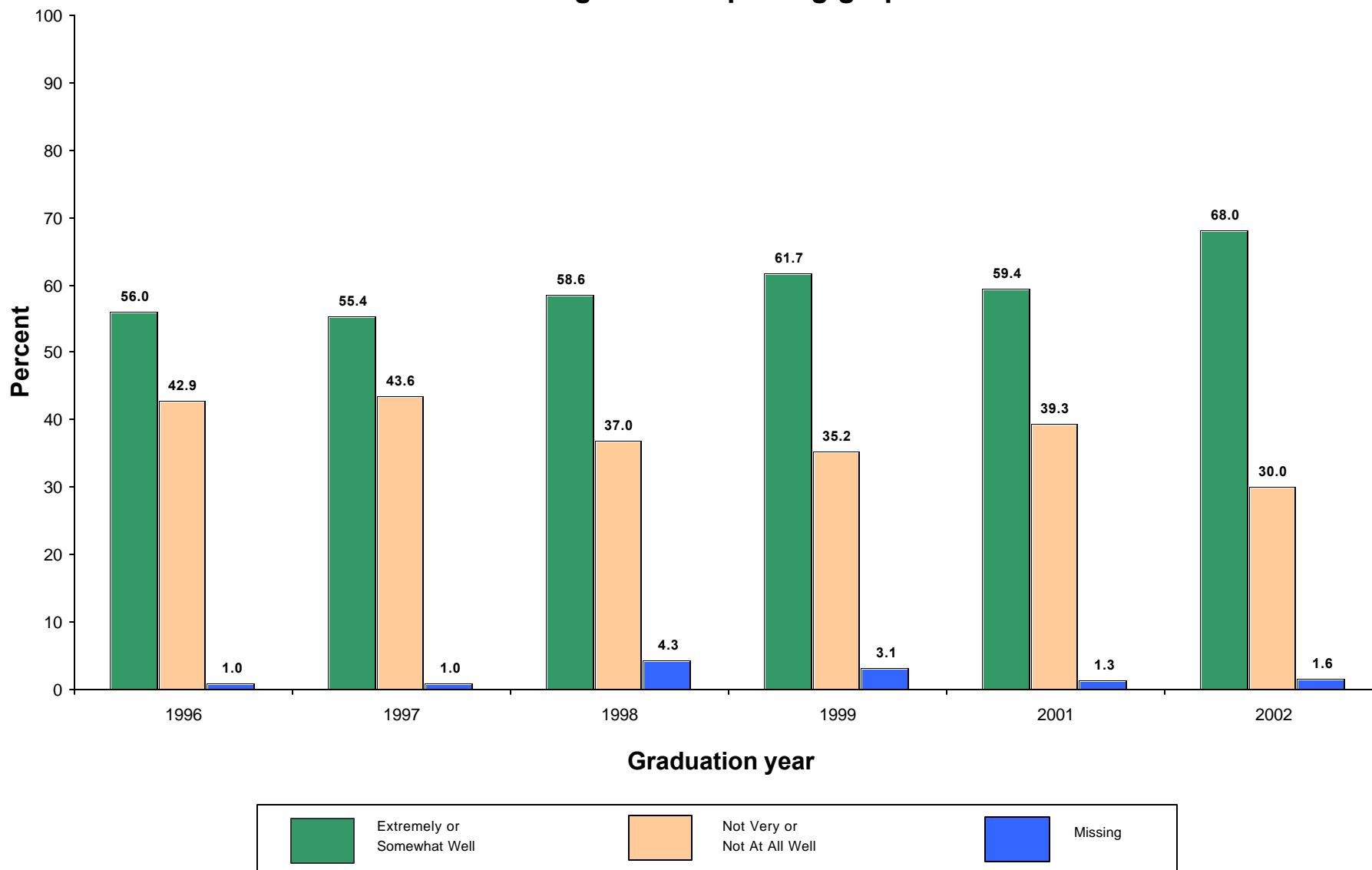
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Using the computer to help organize, analyze, and interpret real-life data



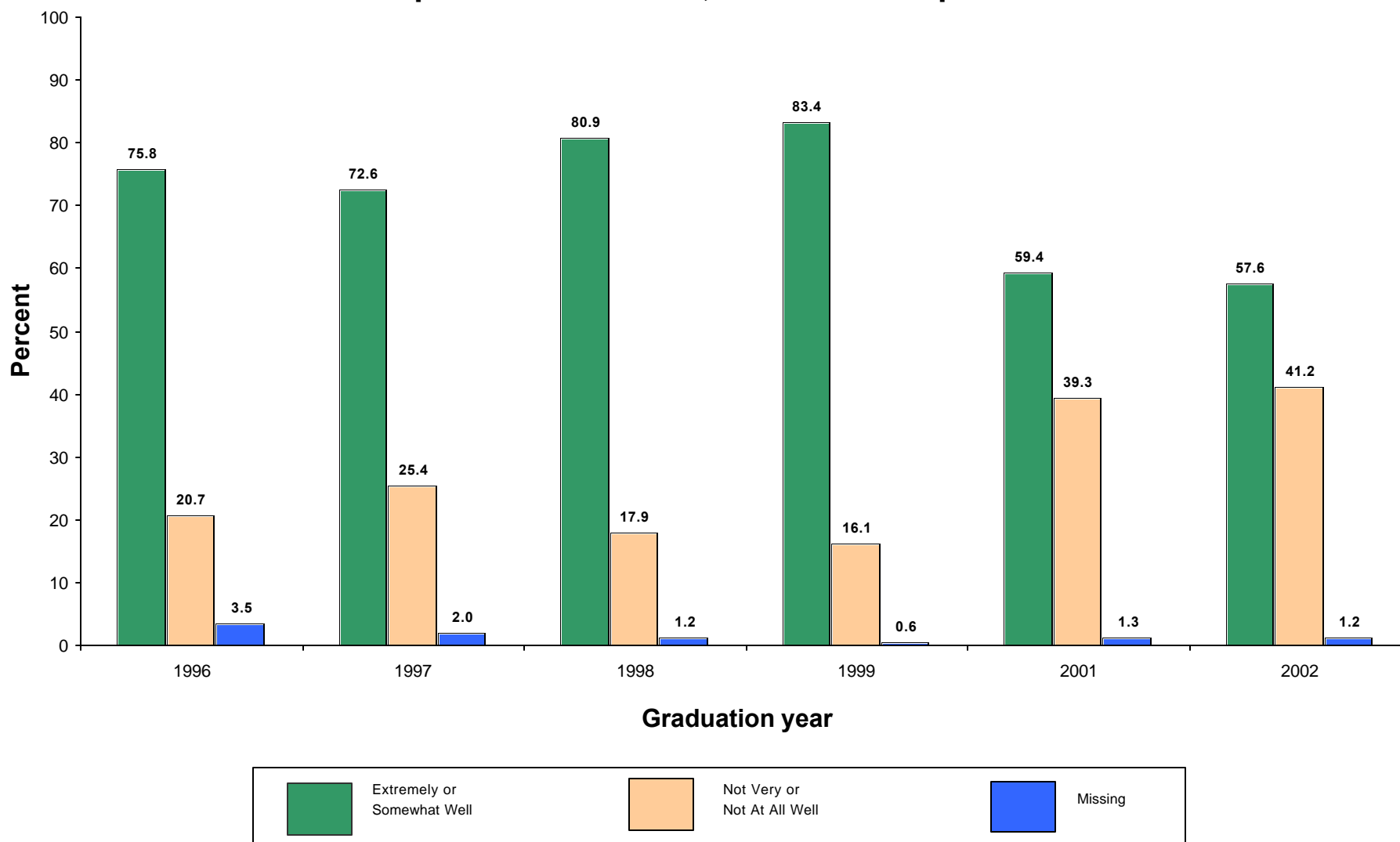
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Sketching and interpreting graphs



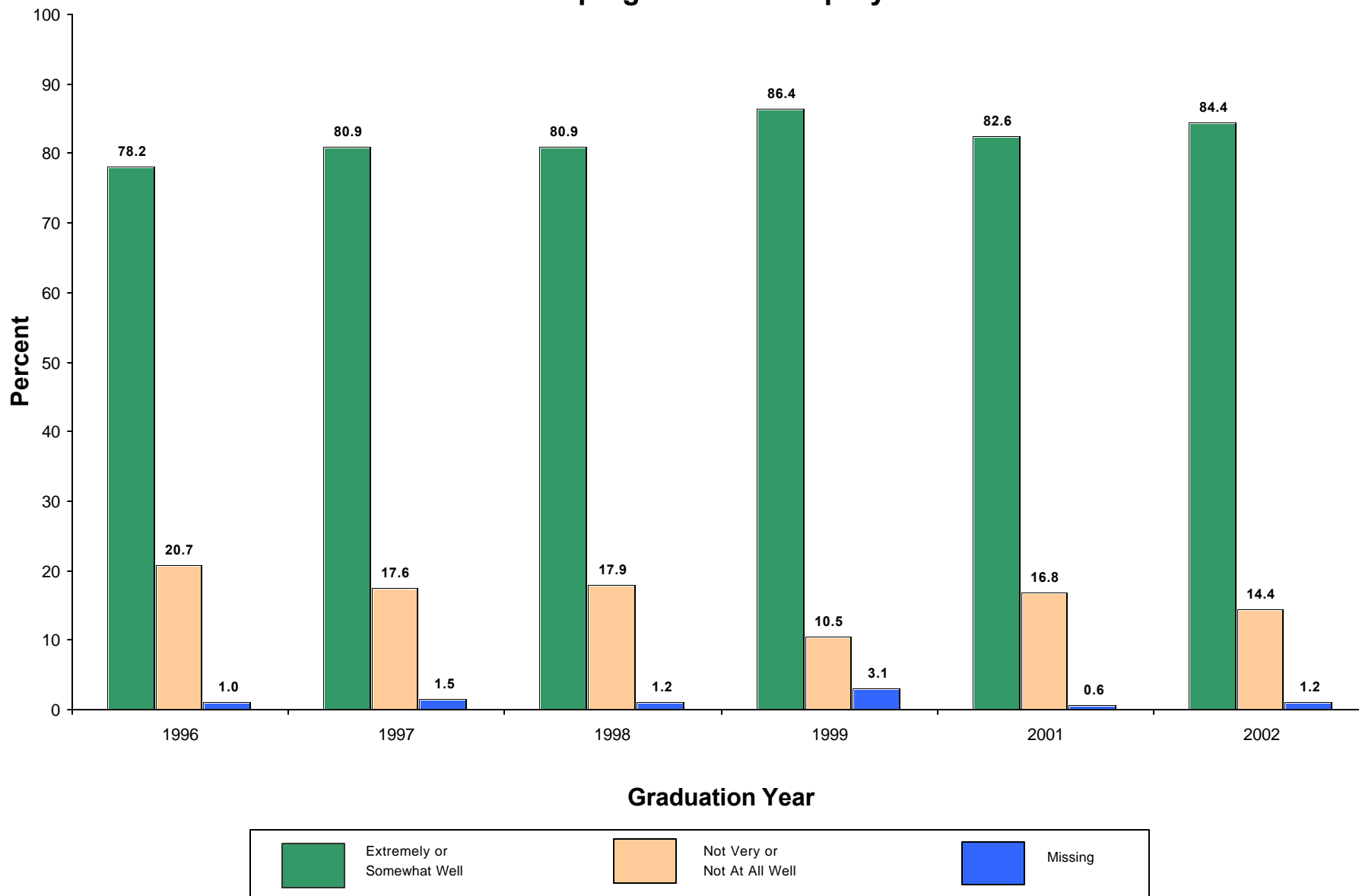
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Using mathematical equations to describe real-life situations, to make predictions, to interpret trends in data, or to model a problem



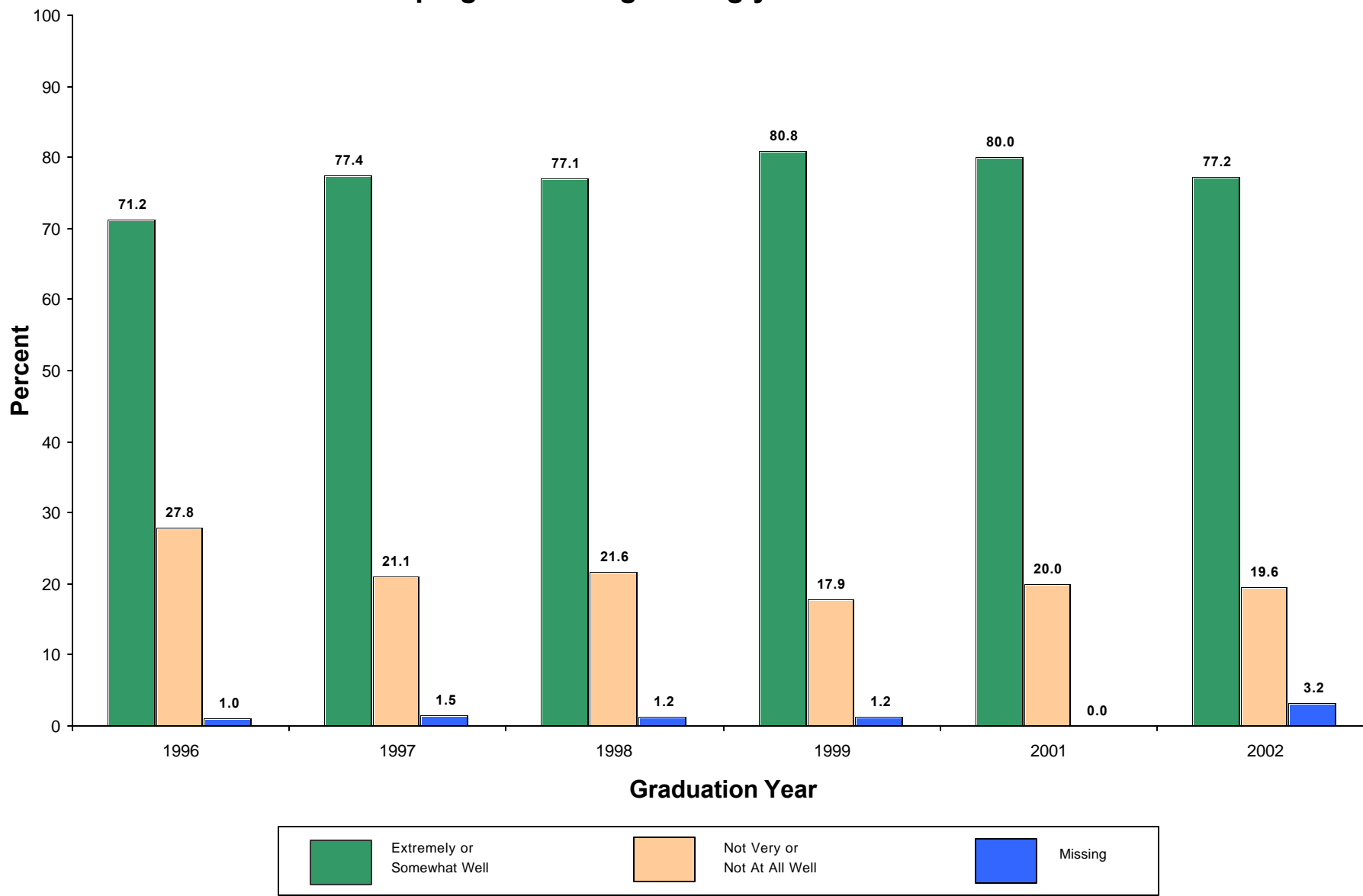
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing a habit of inquiry



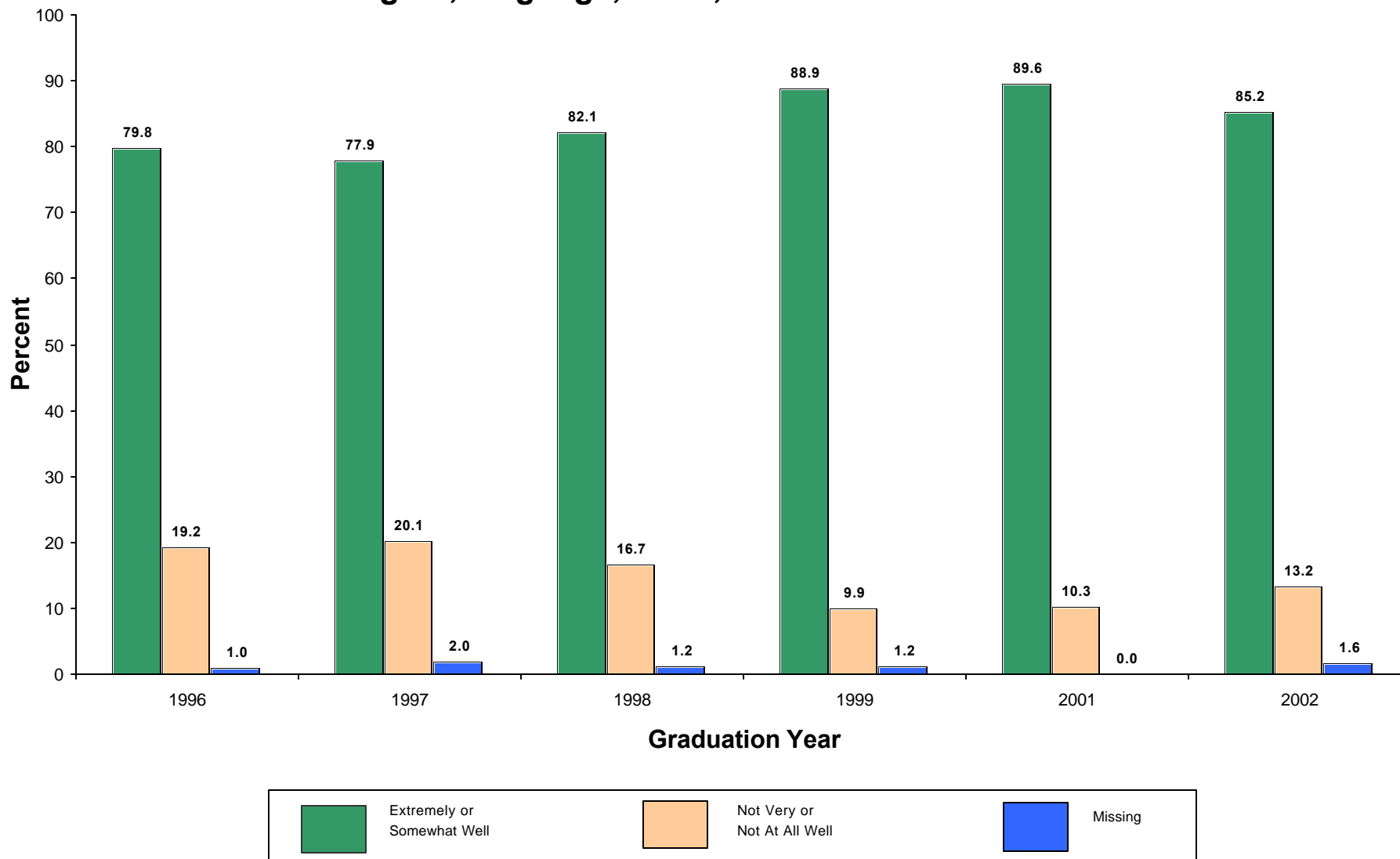
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing and strengthening your creative abilities



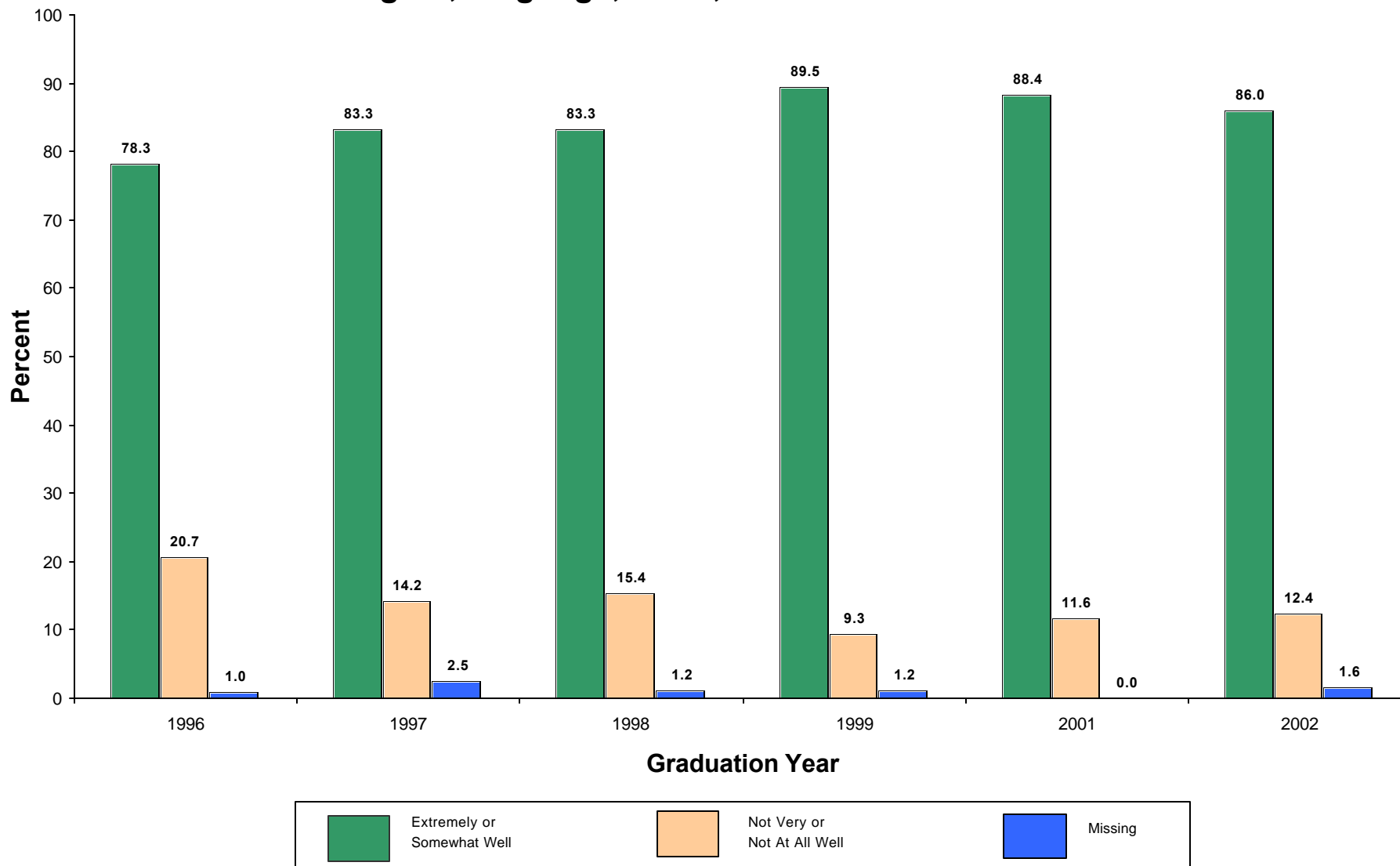
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing an appreciation of experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies



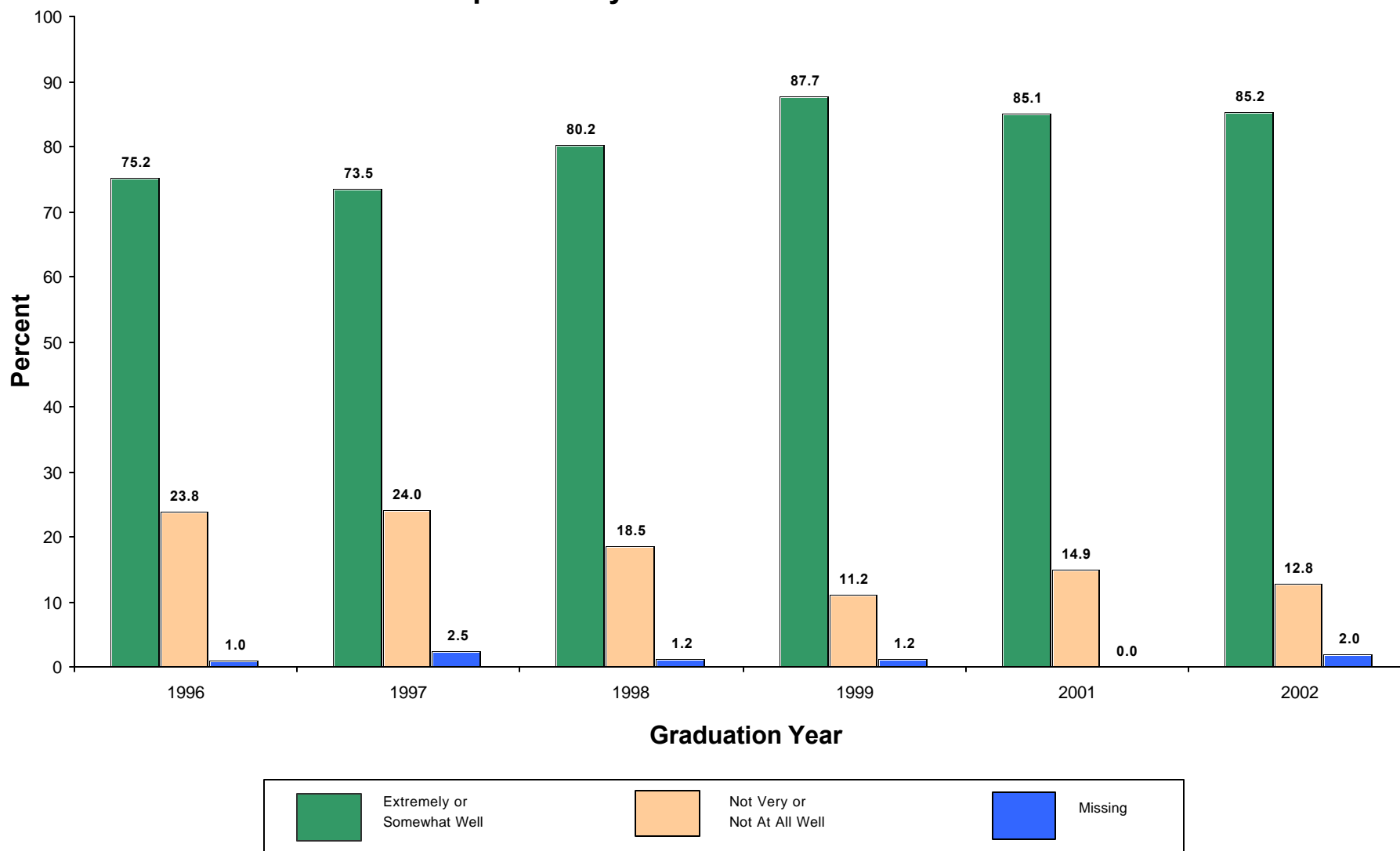
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing respect for the experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies



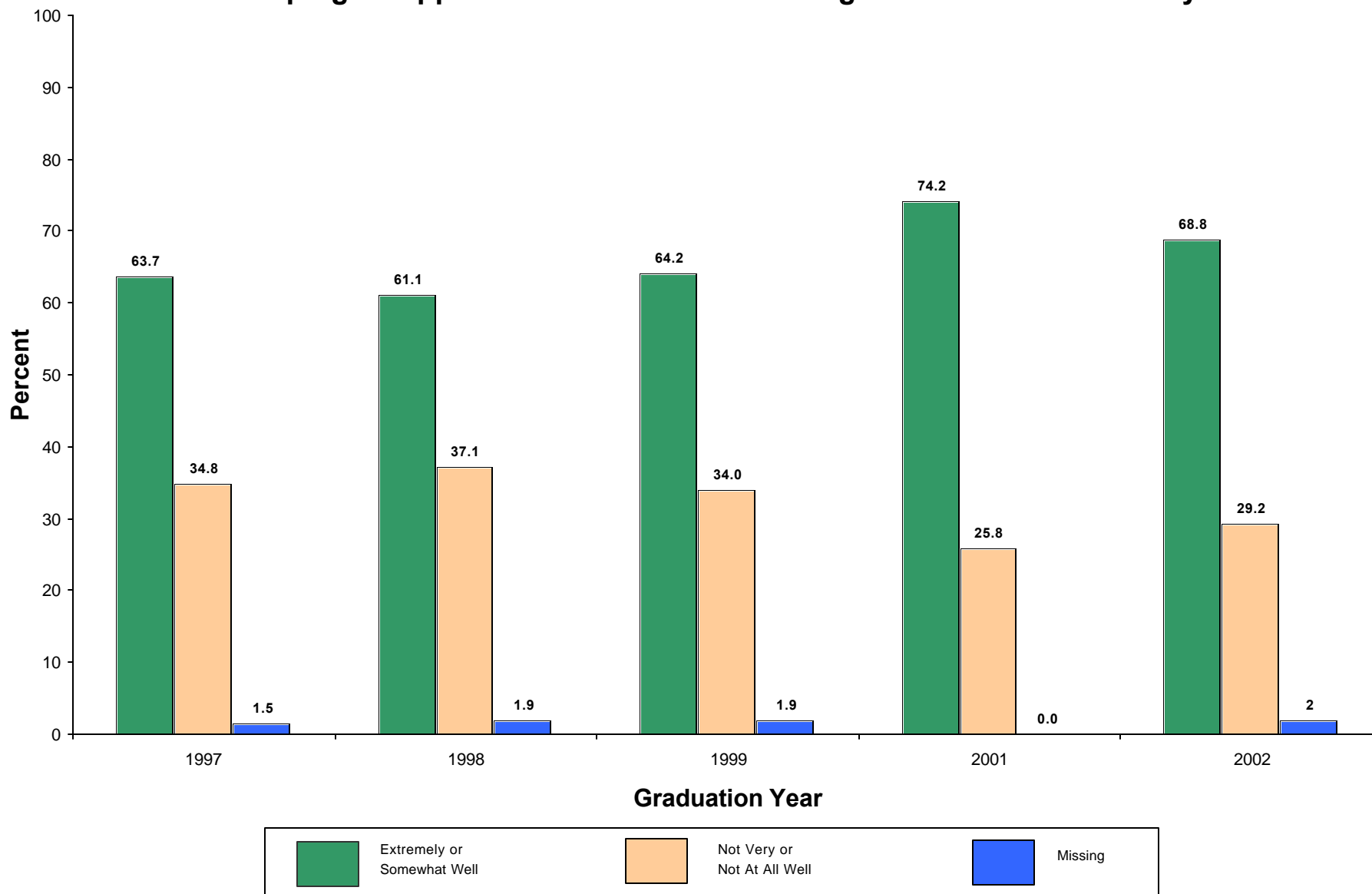
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Gaining an appreciation for a community which encourages discussion, reflection, creativity and action; and which embodies and values freedom, justice, purposeful activity, personal responsibility and constructive leisure



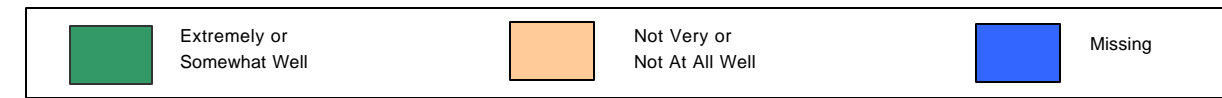
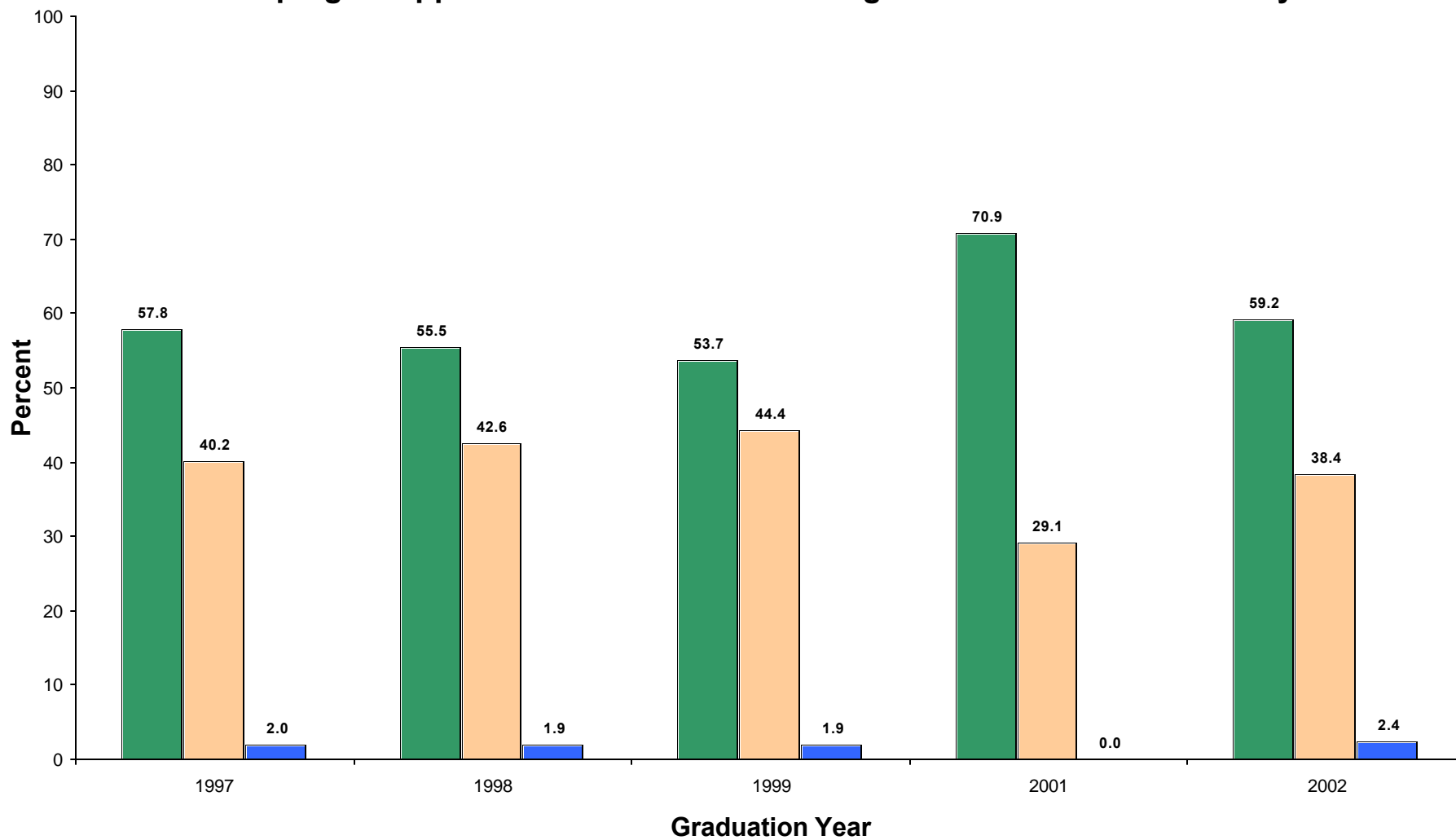
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing an appreciation and understanding of Black culture/history



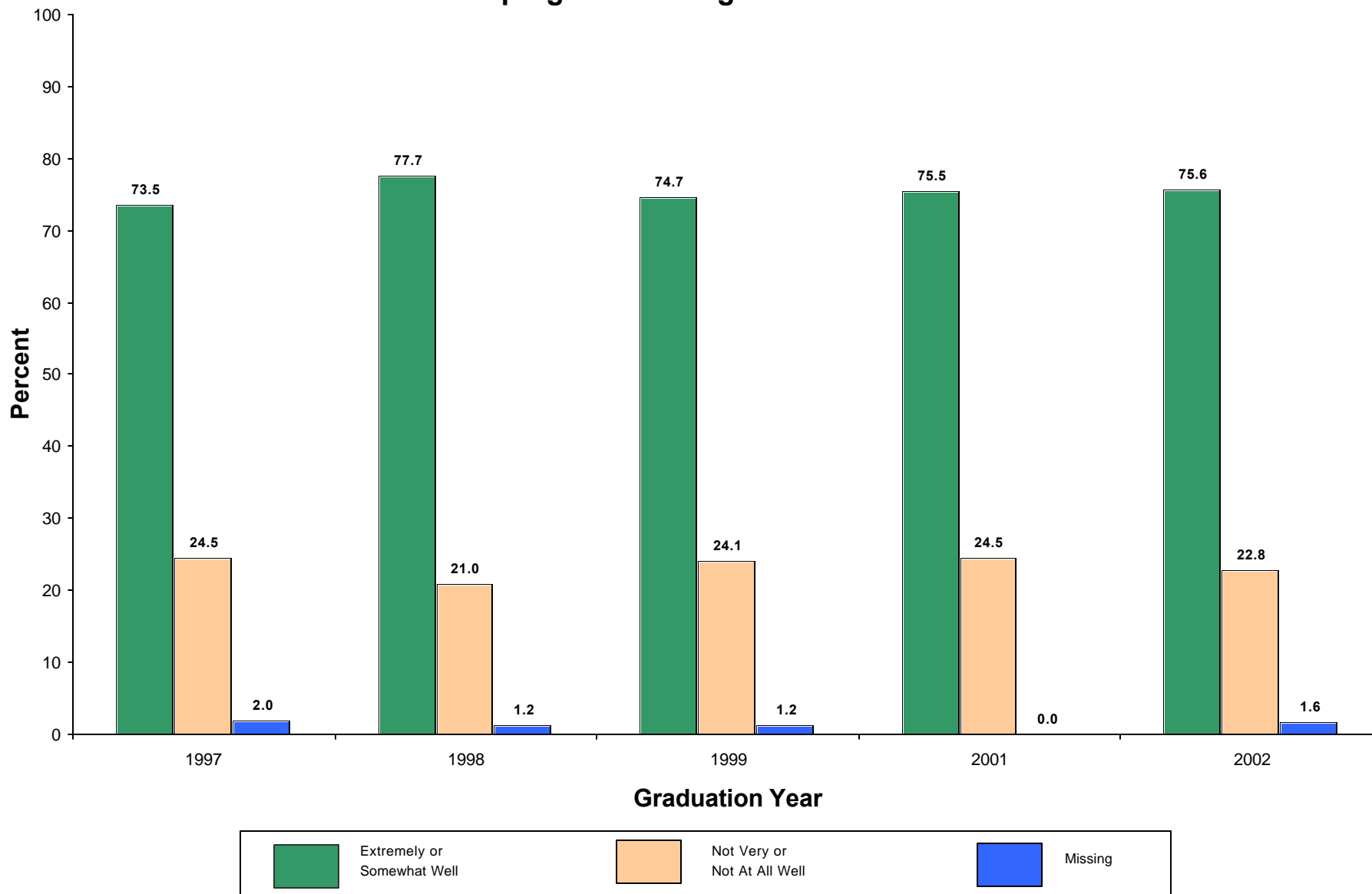
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Developing an appreciation and understanding of women's culture/history



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

Developing a knowledge of the sciences



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

ACT Alumni Survey

(Graduates two years after graduation)

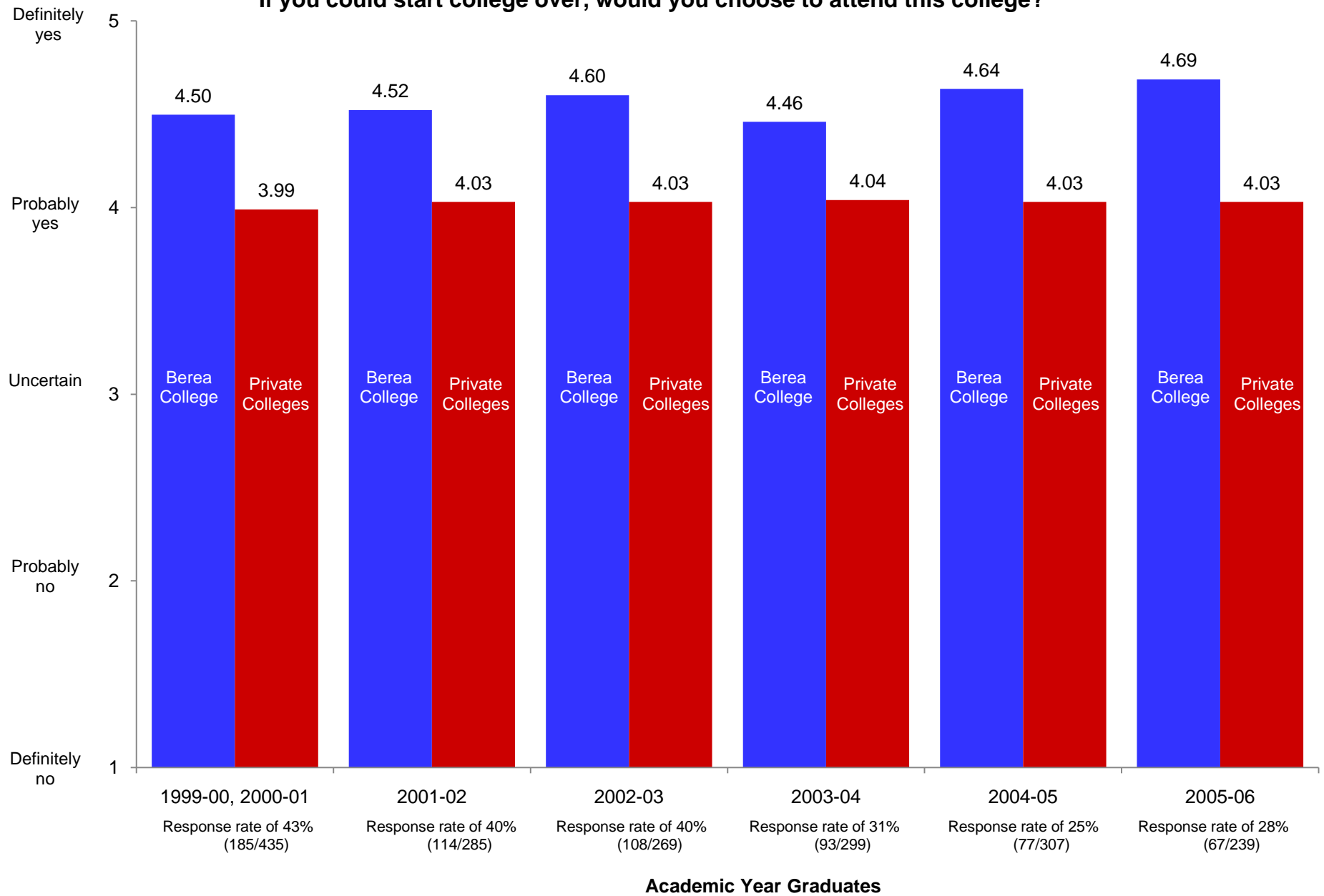


[Click to see survey instruments](#)

Response Rates:

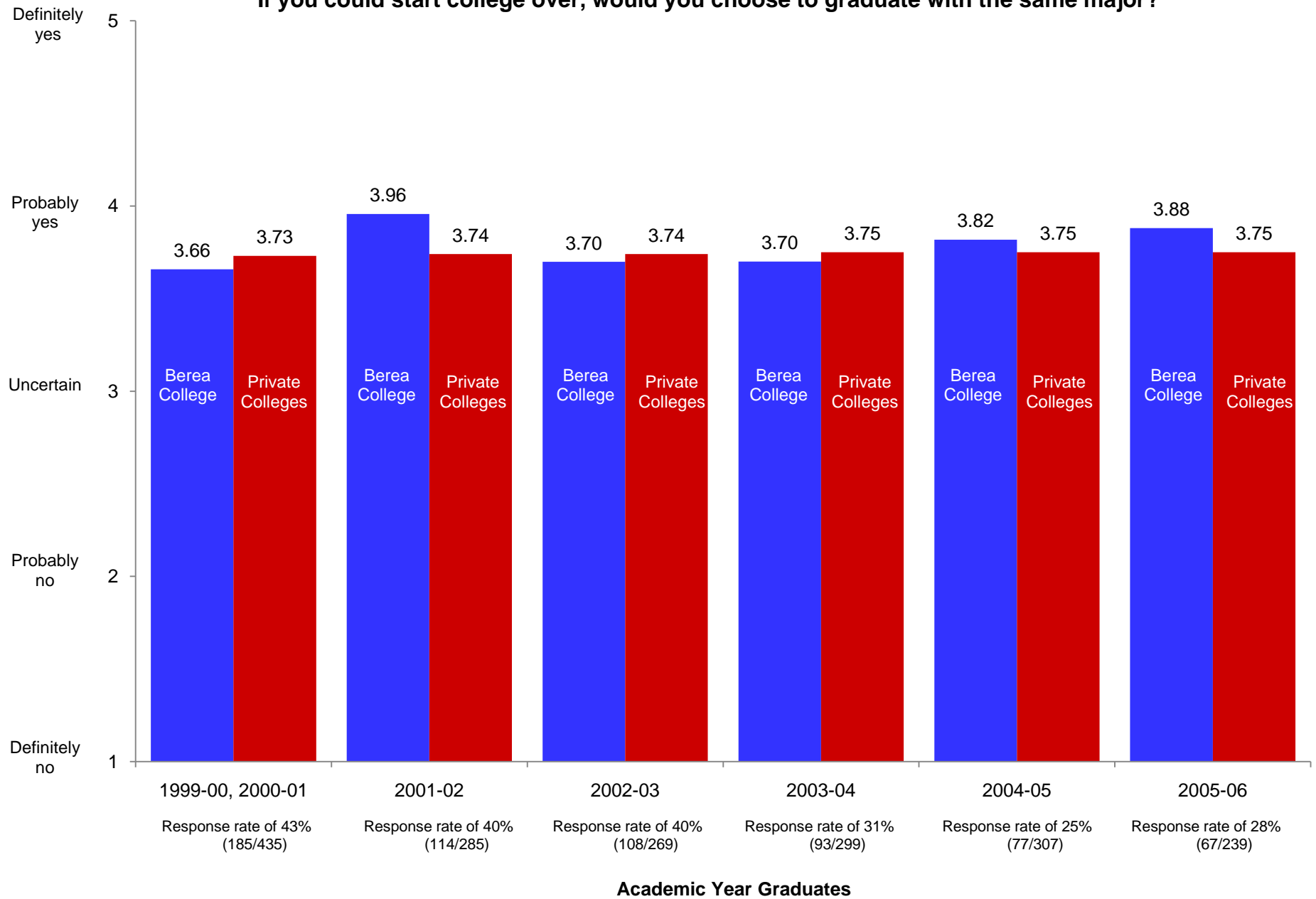
1999-00/2000-01	43% (185/435)	2001-02	40% (115/285)
2002-03	40% (108/269)	2003-04	31% (93/299)
2004-05	25% (77/304)	2005-06	28% (67/239)

If you could start college over, would you choose to attend this college?



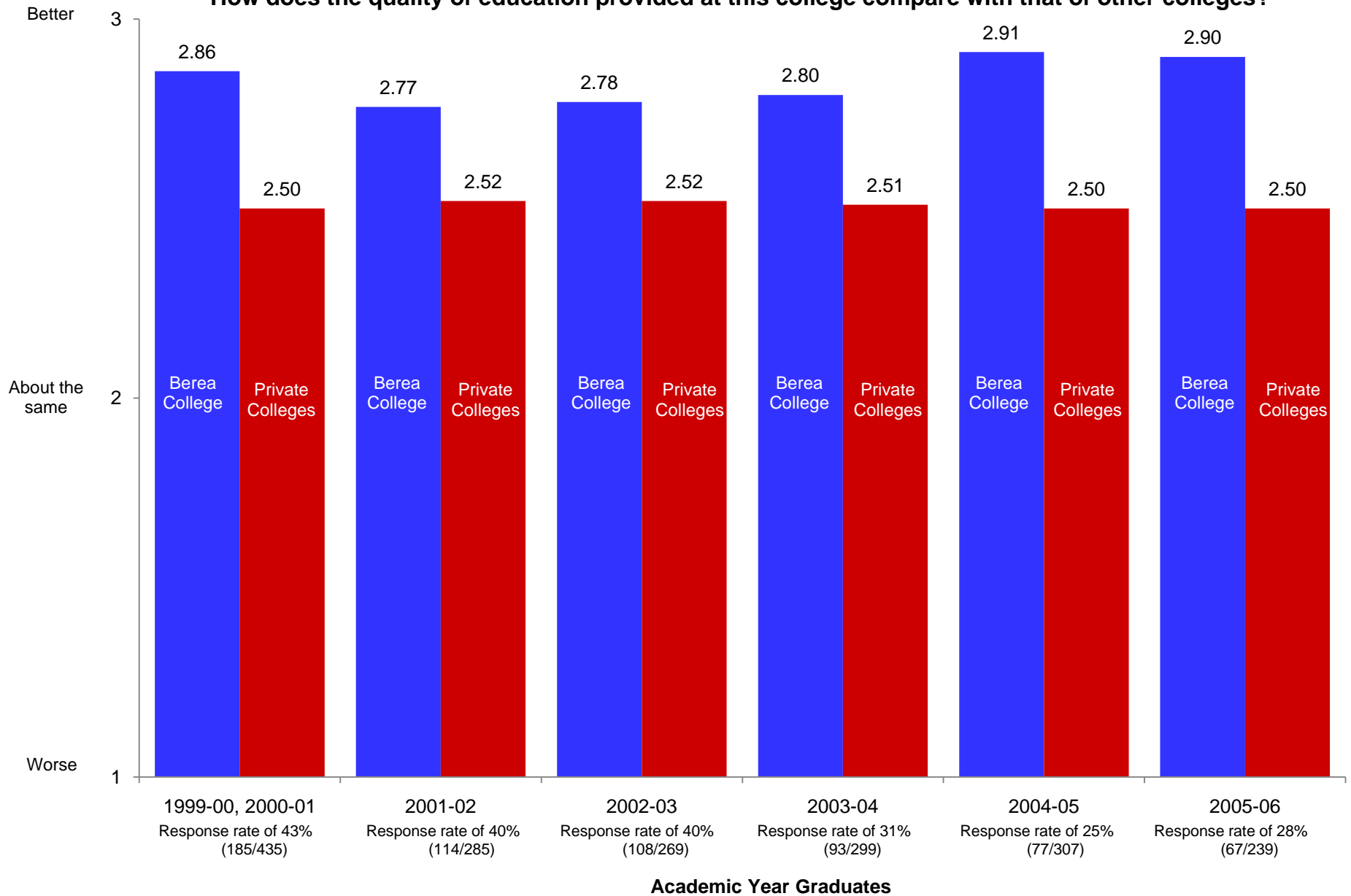
NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

If you could start college over, would you choose to graduate with the same major?



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

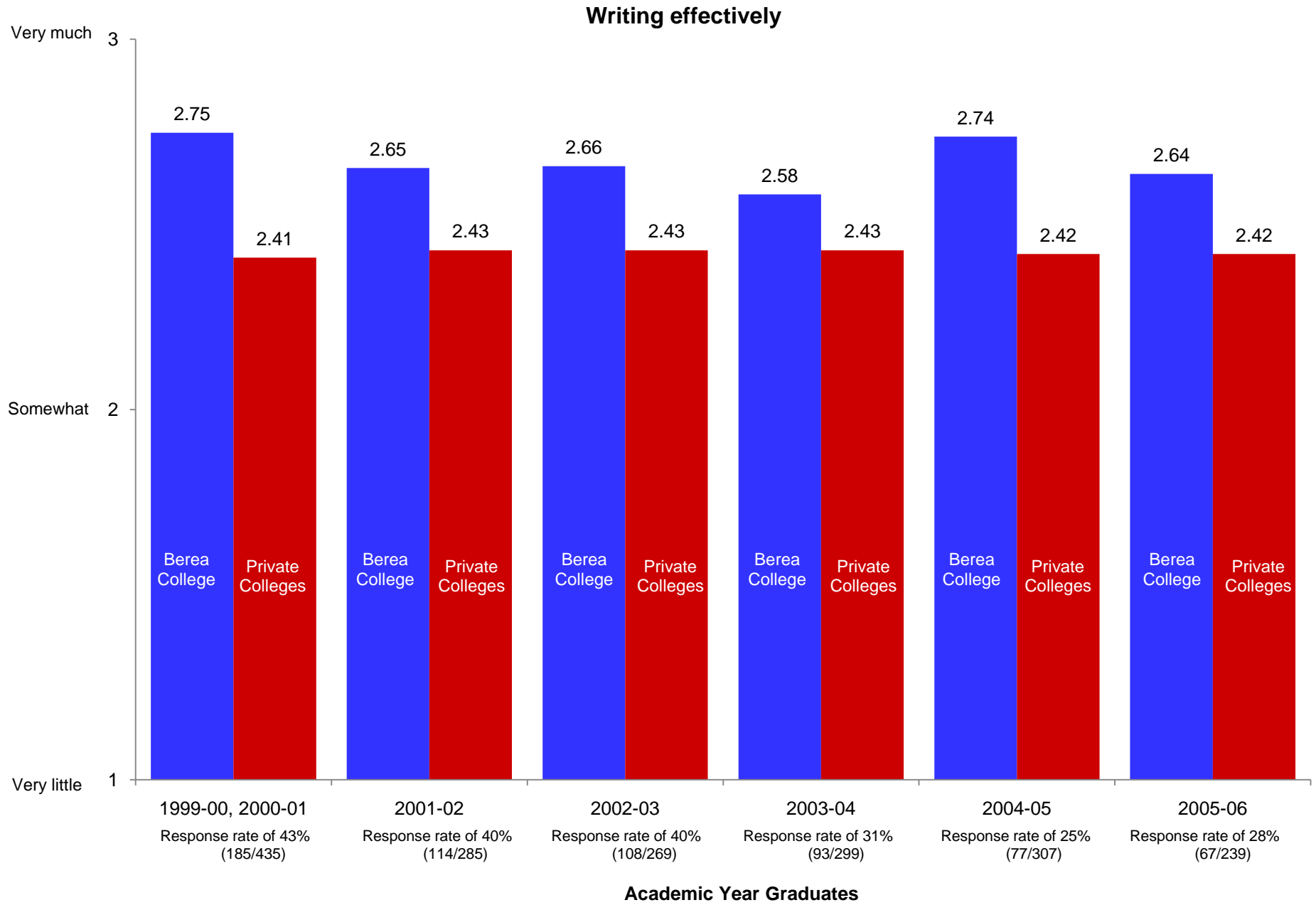
How does the quality of education provided at this college compare with that of other colleges?



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

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

ACT Alumni Survey
Administered to graduates two years after graduation

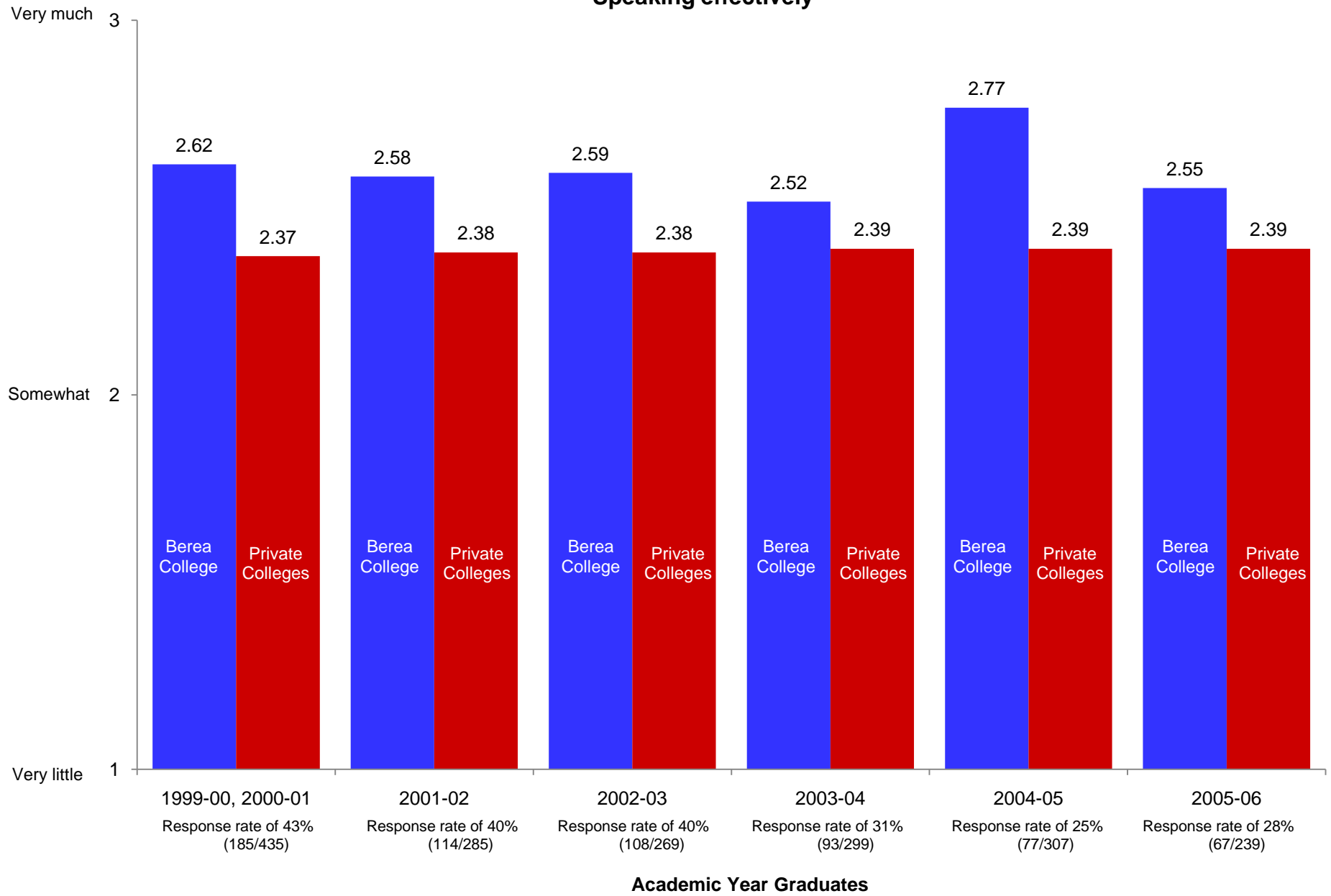


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Speaking effectively

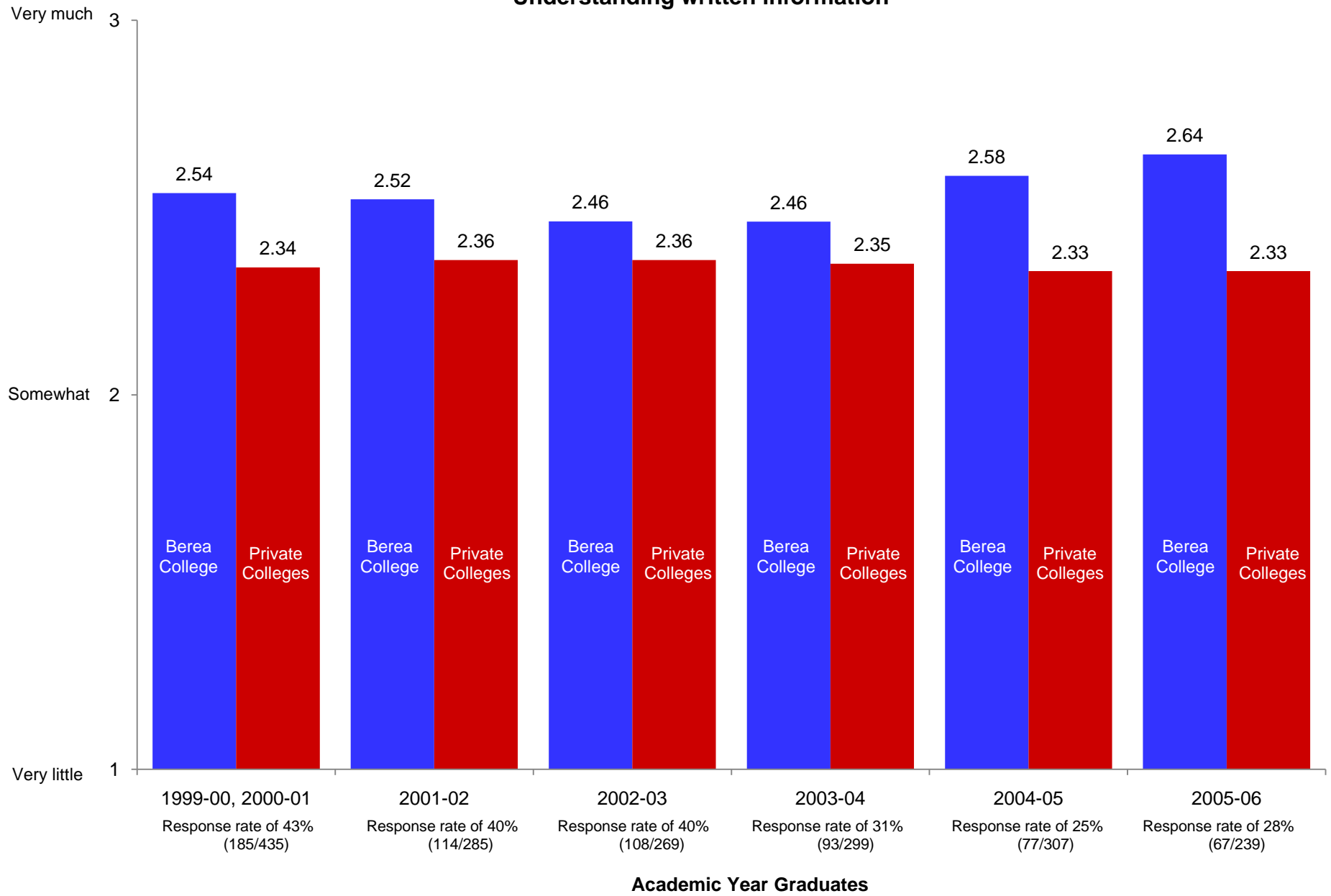


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Understanding written information

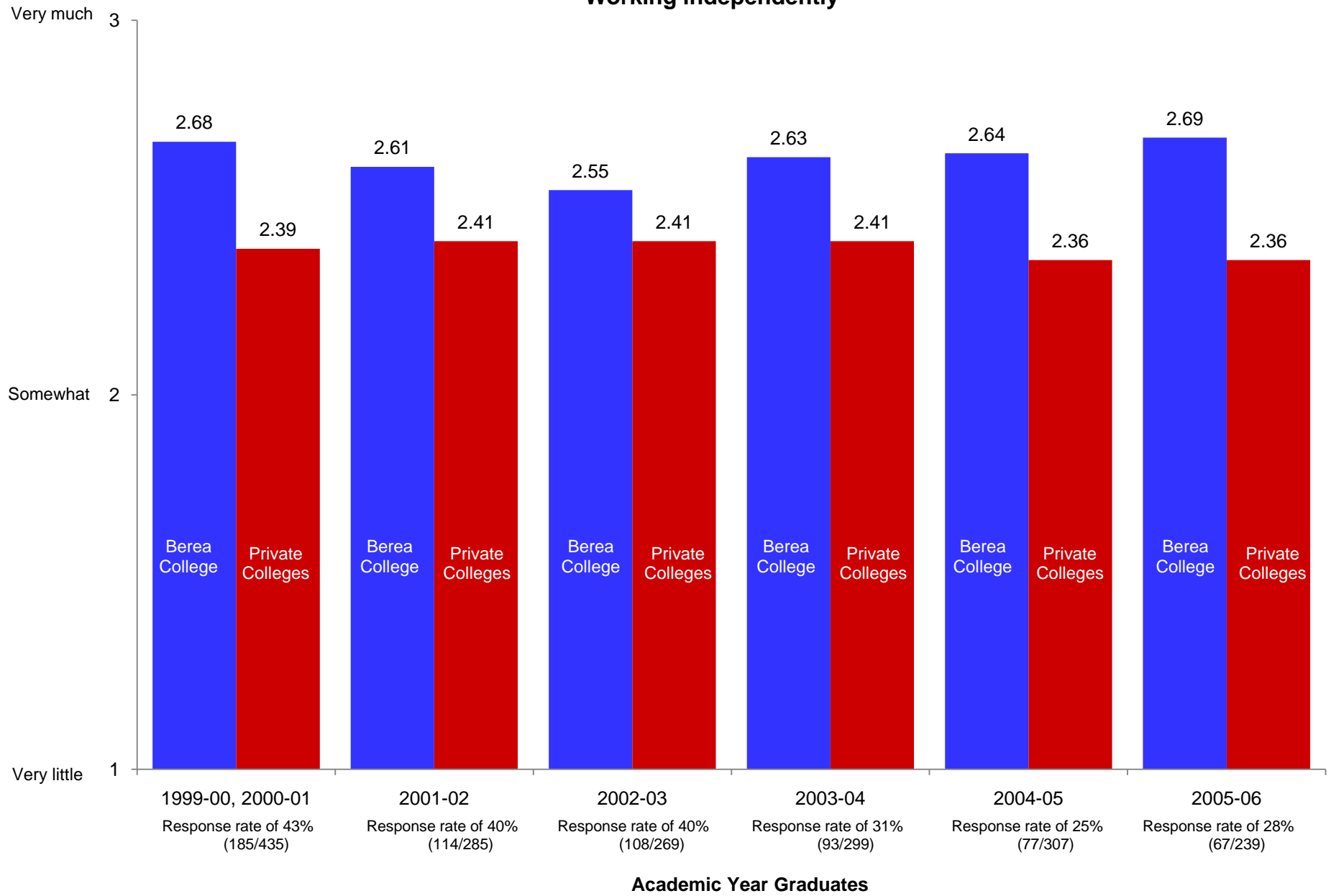


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Working independently

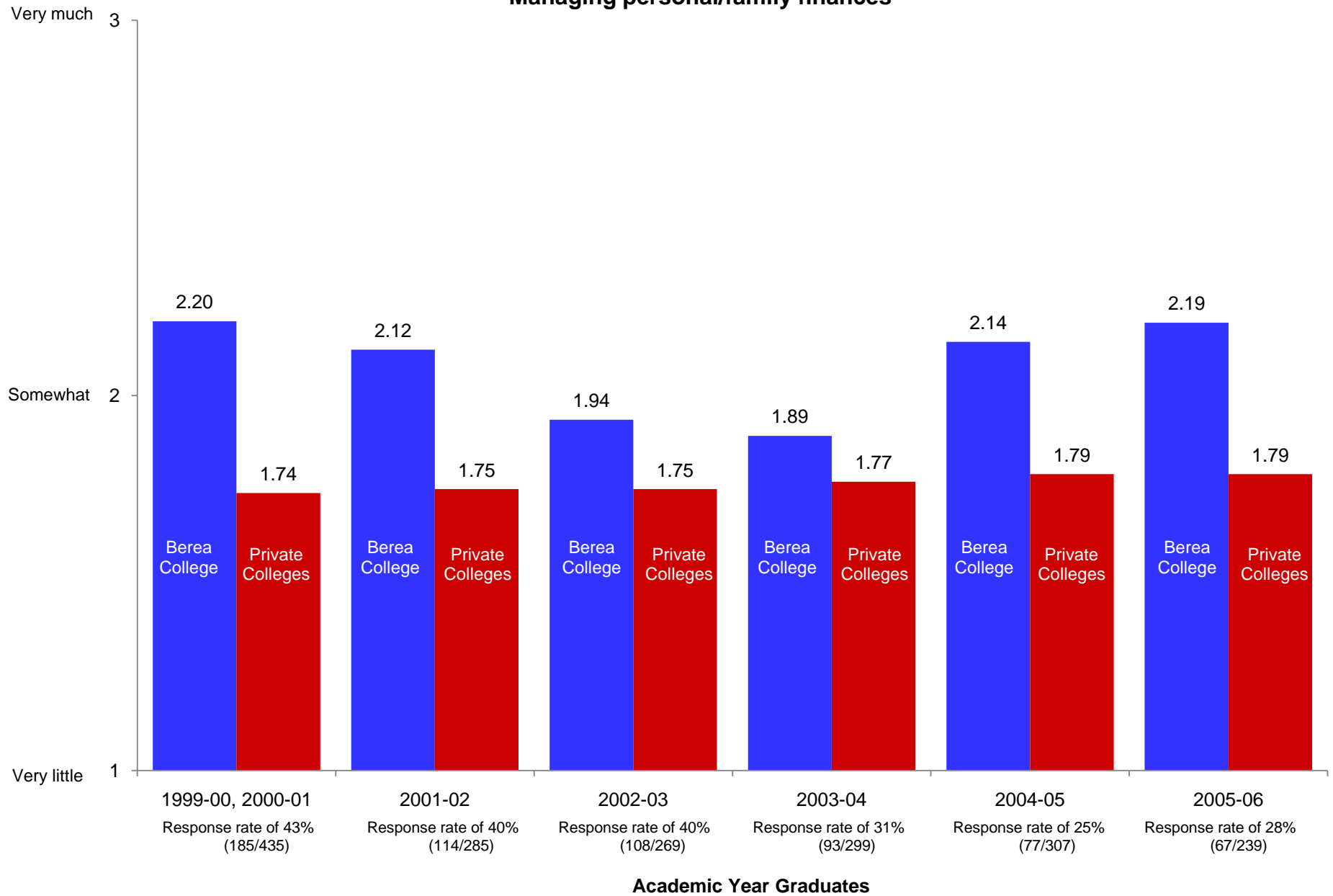


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Managing personal/family finances

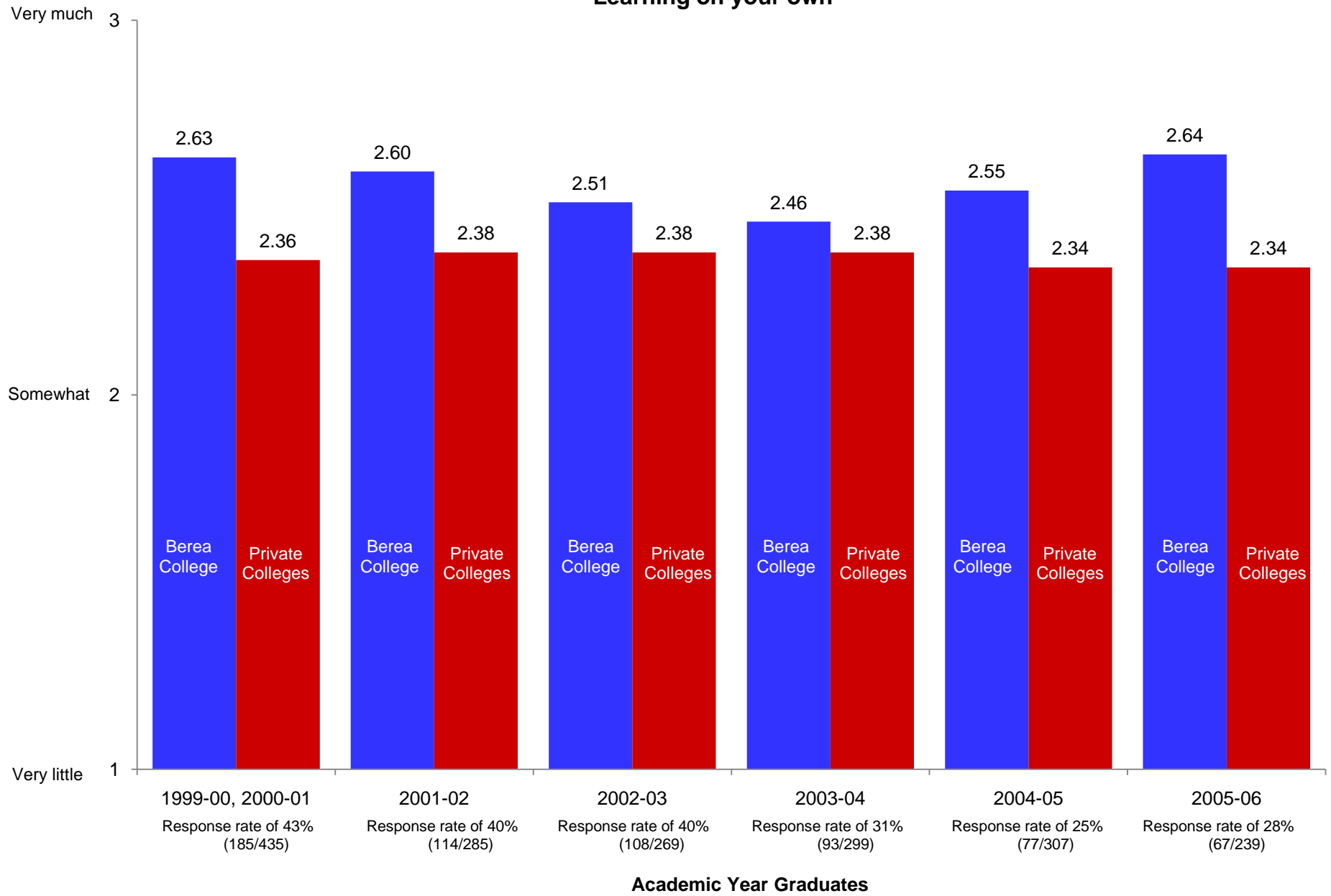


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Learning on your own

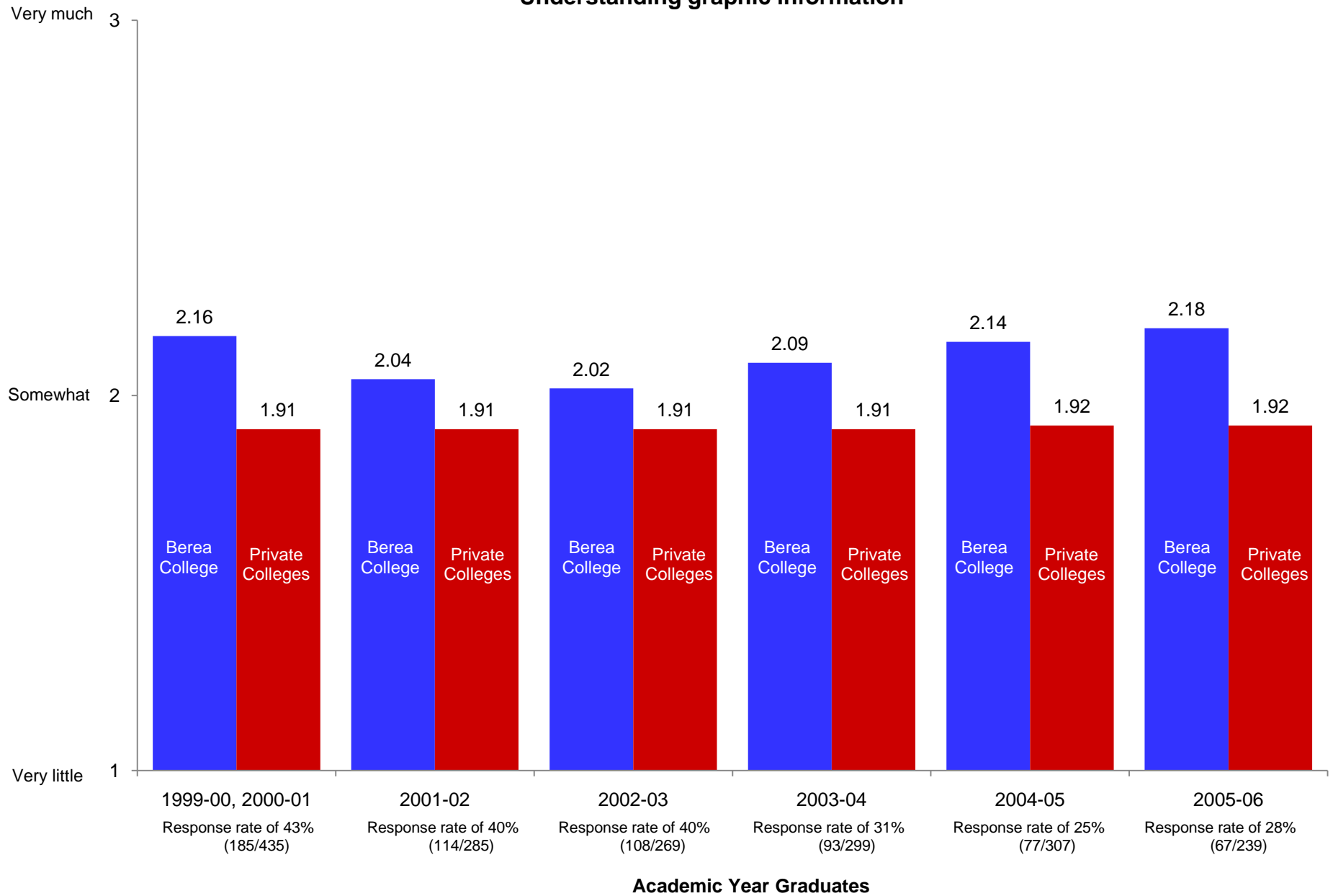


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Understanding graphic information

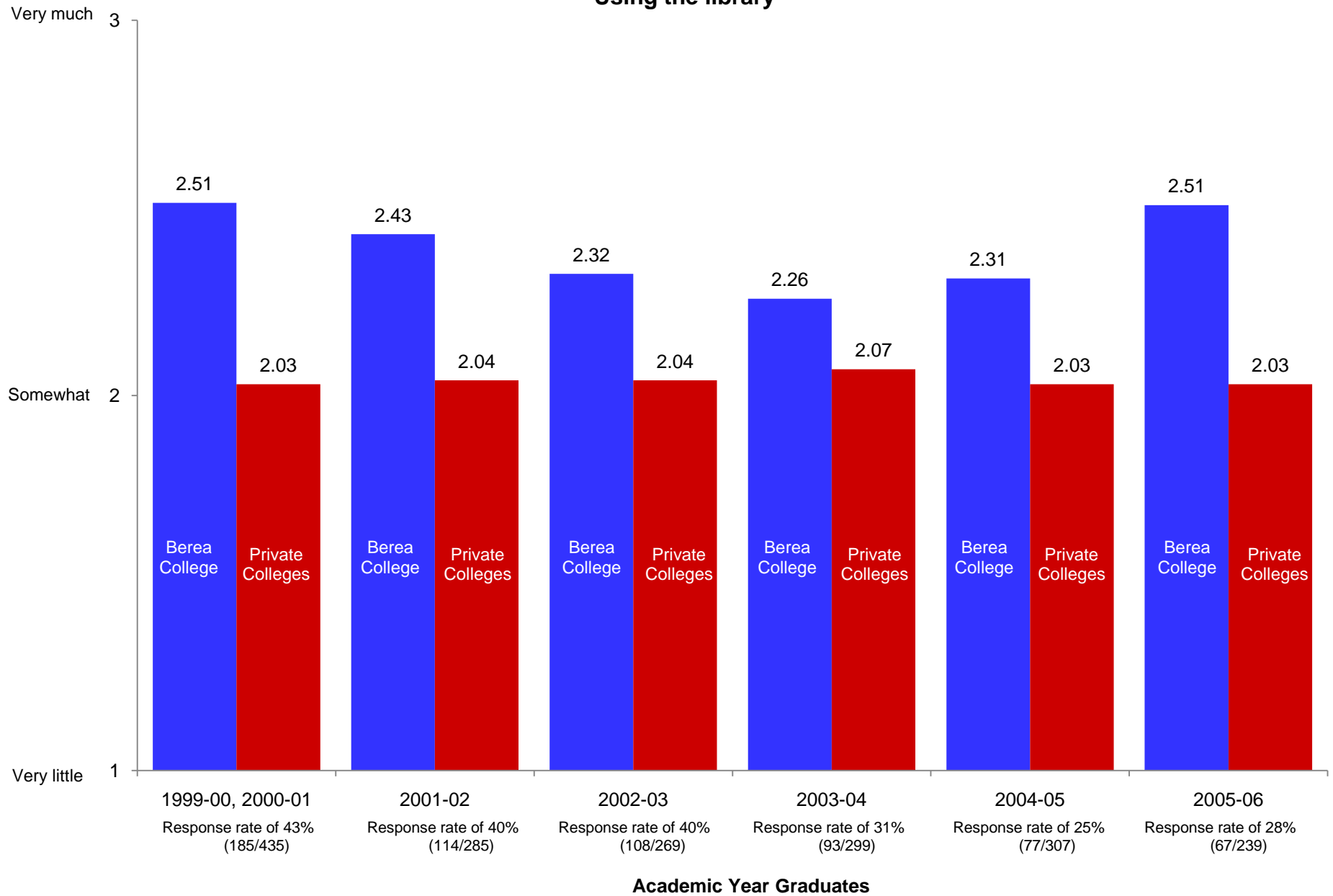


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Using the library

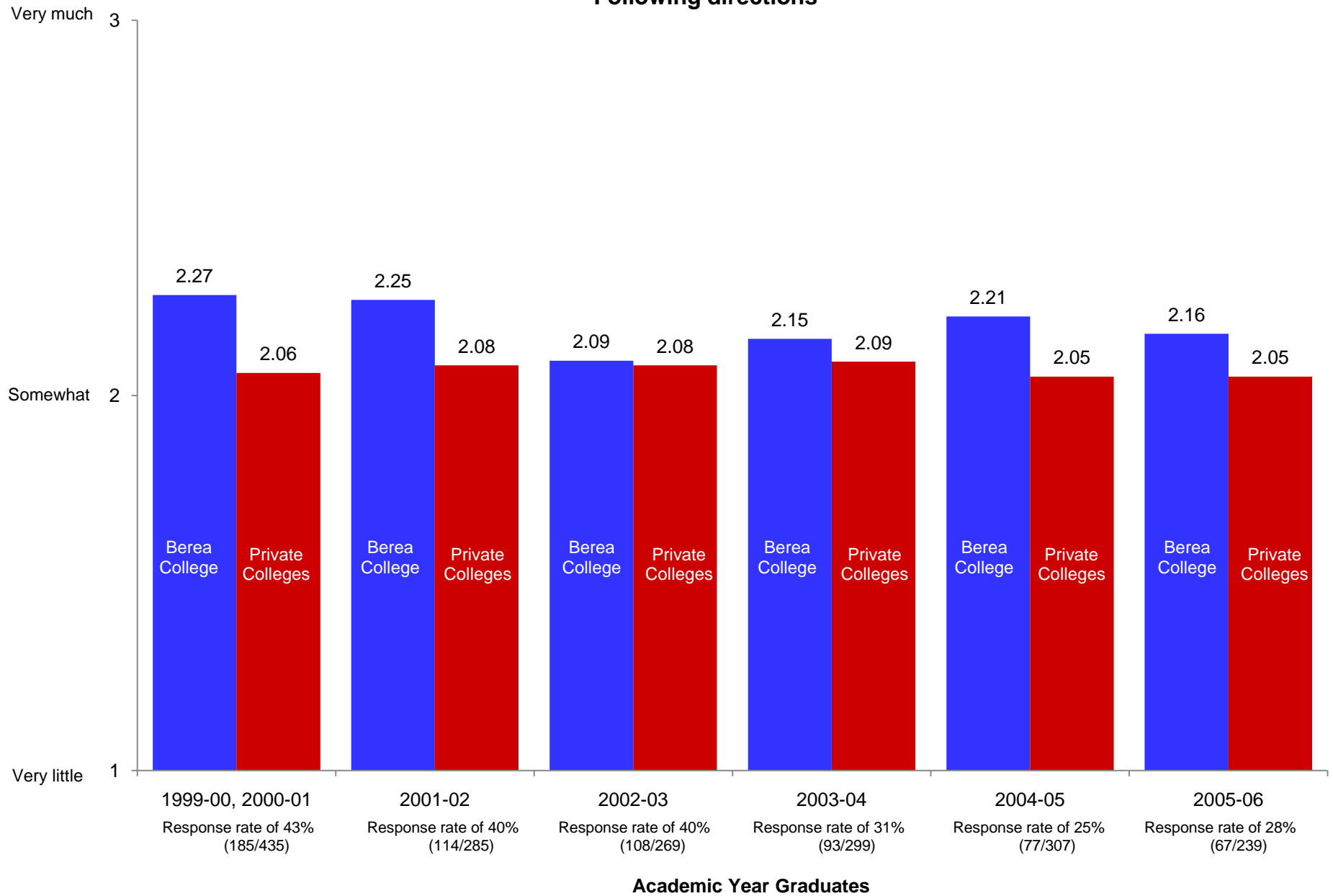


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Following directions

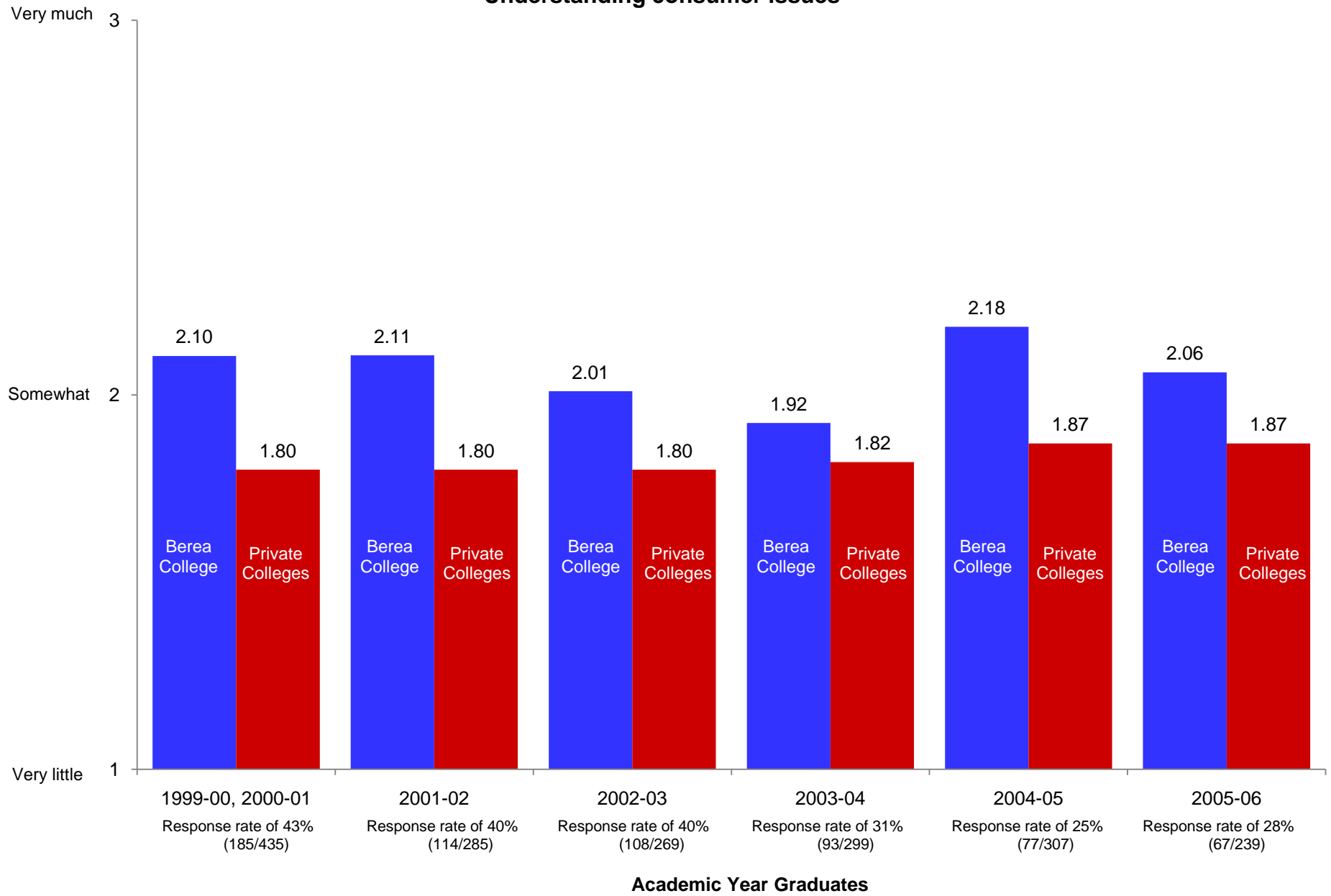


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Understanding consumer issues

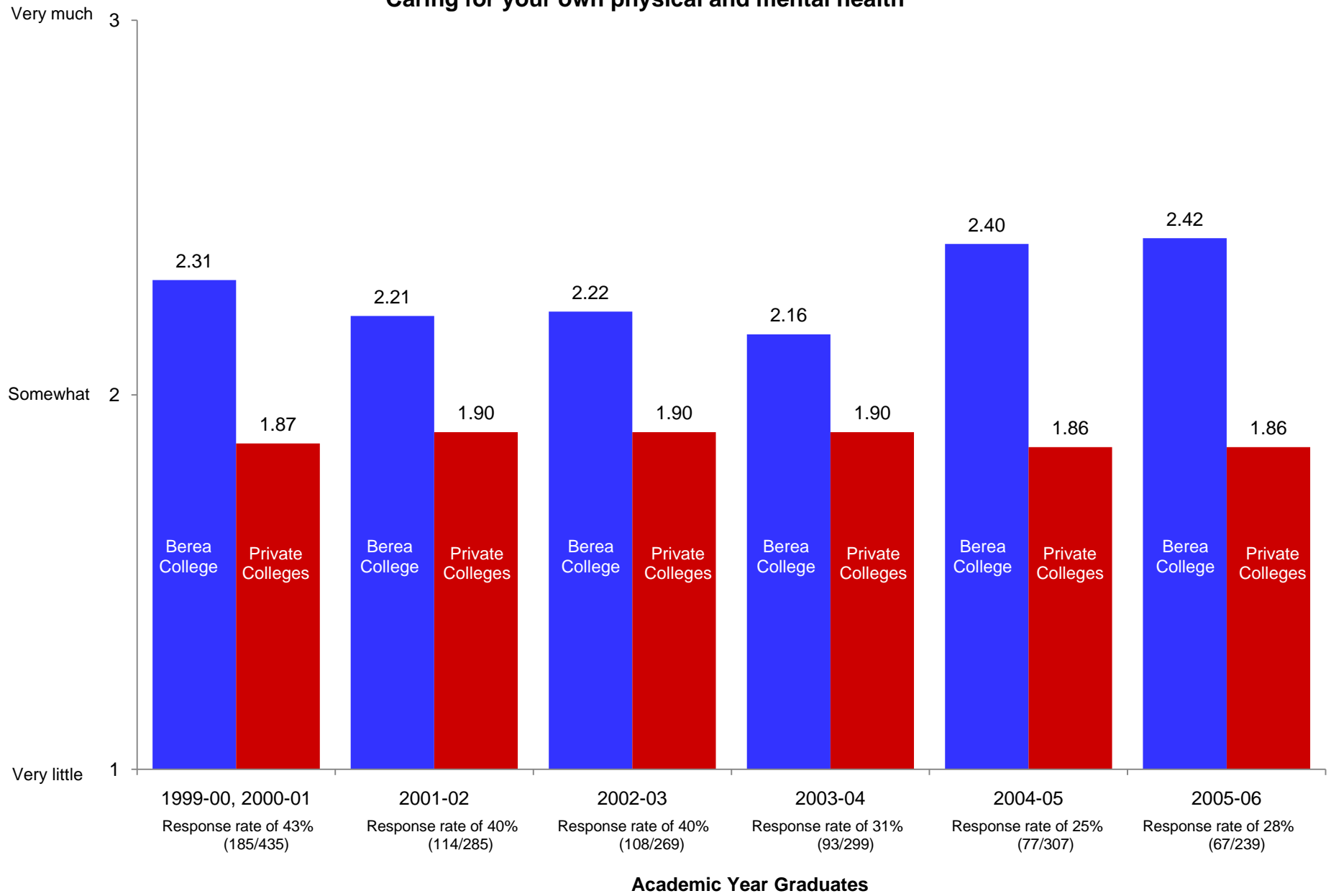


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Caring for your own physical and mental health

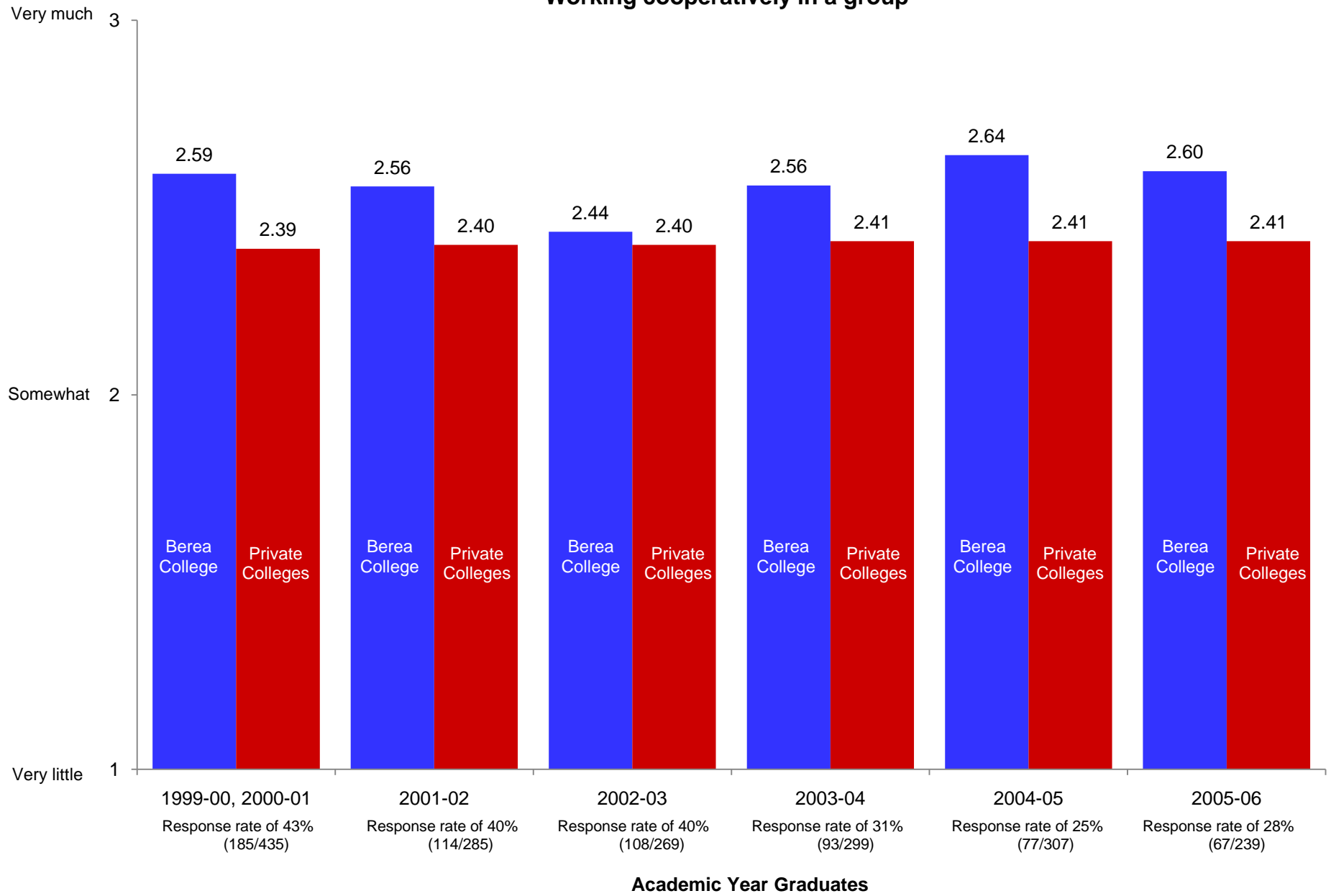


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Working cooperatively in a group

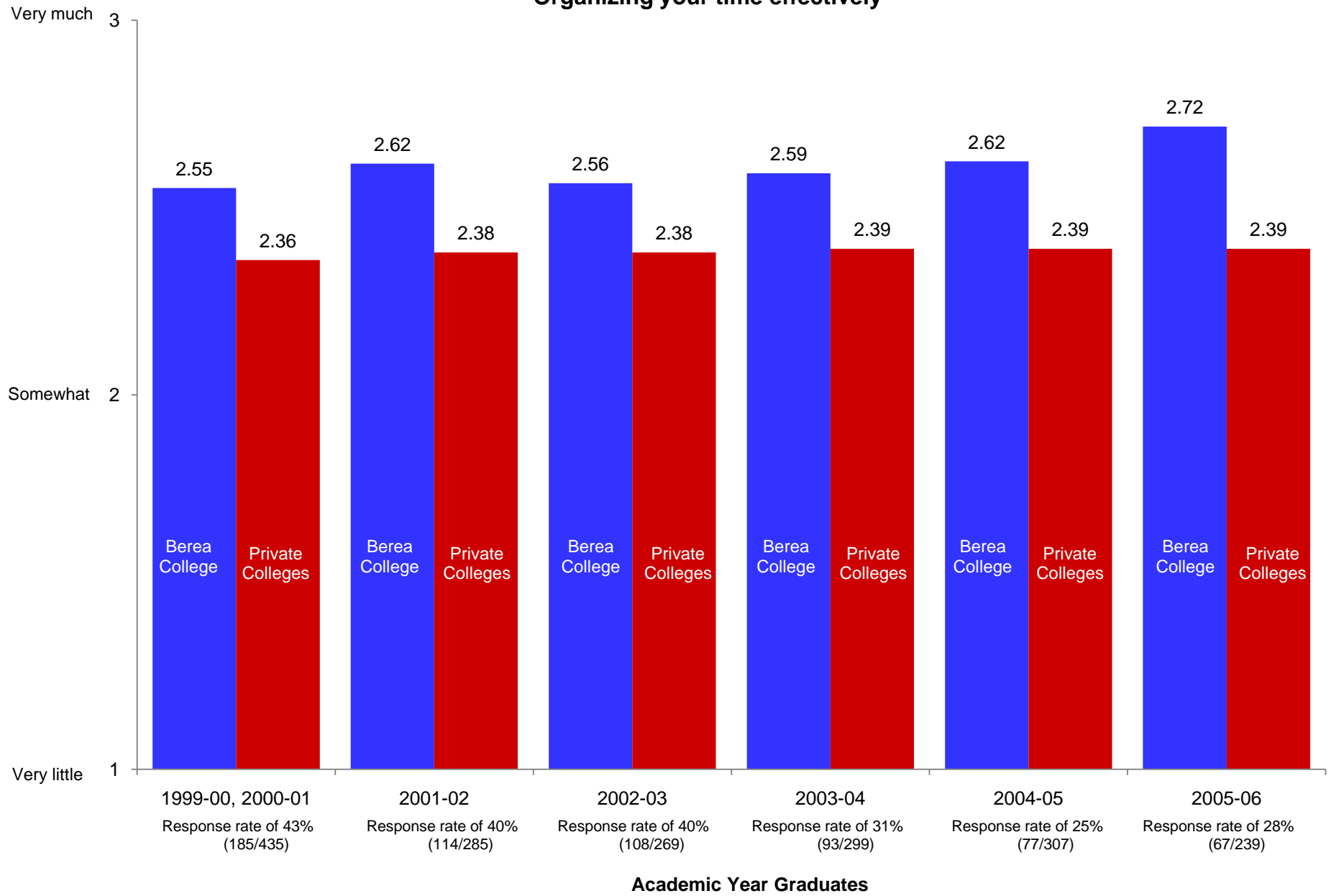


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Organizing your time effectively

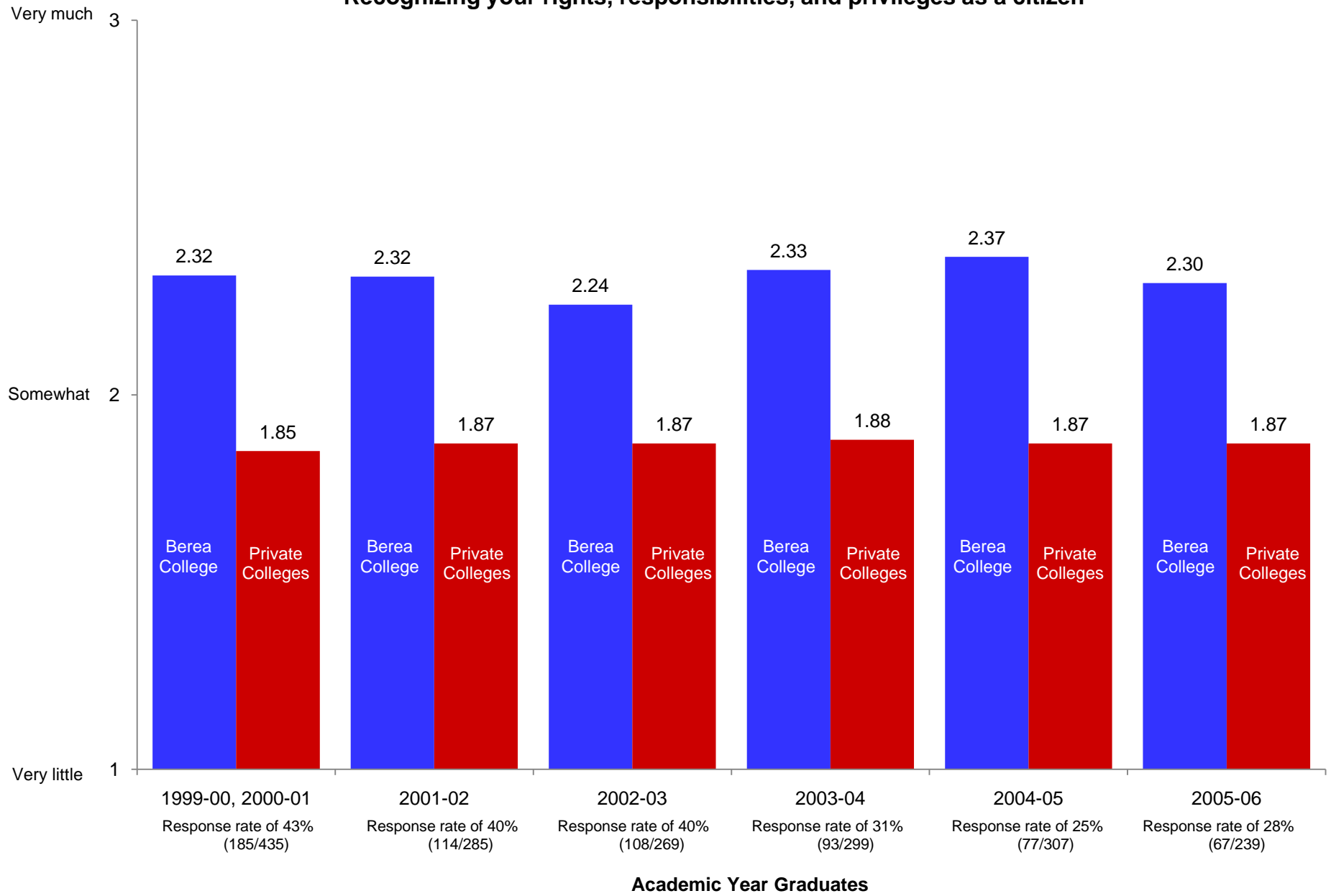


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Recognizing your rights, responsibilities, and privileges as a citizen

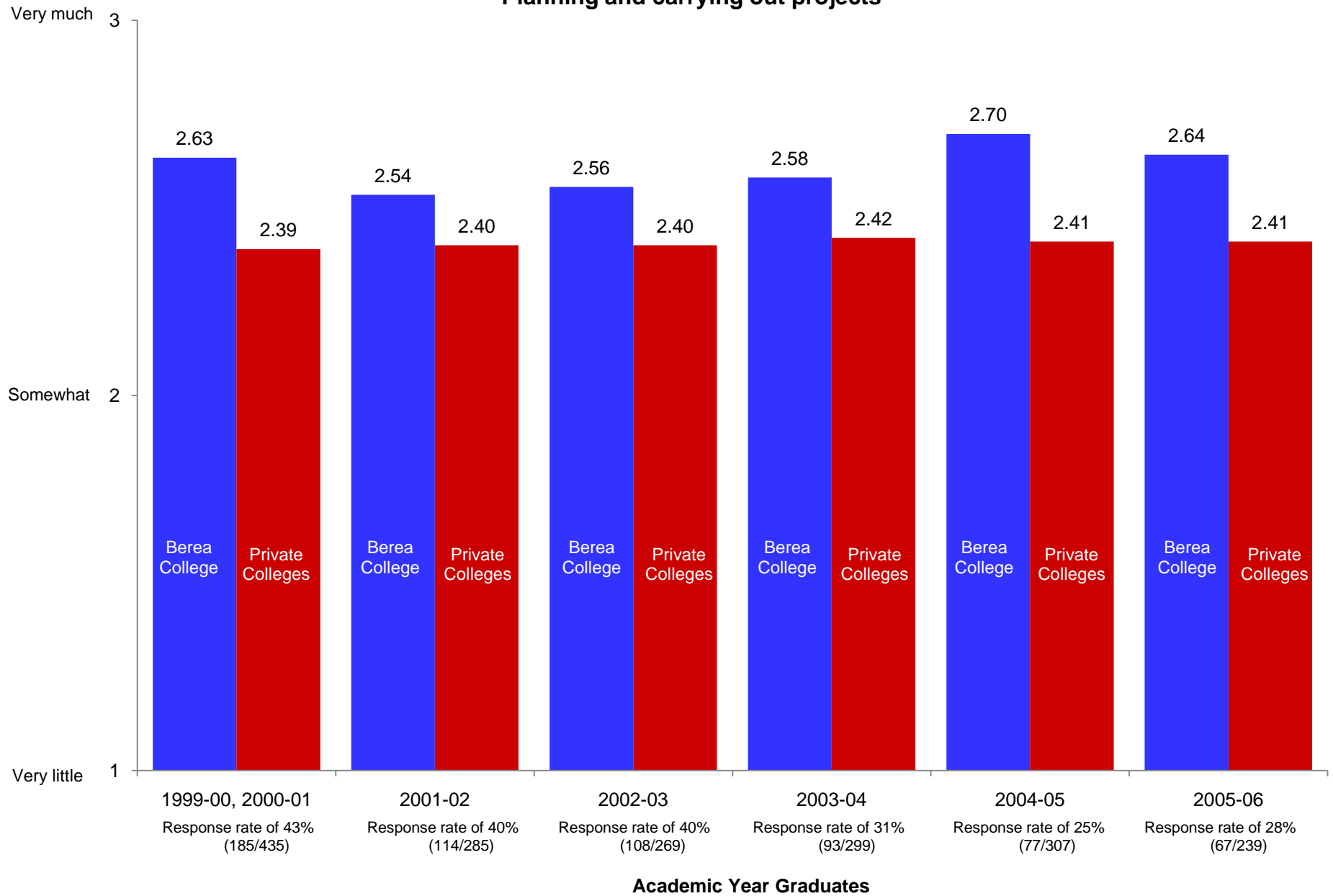


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Planning and carrying out projects

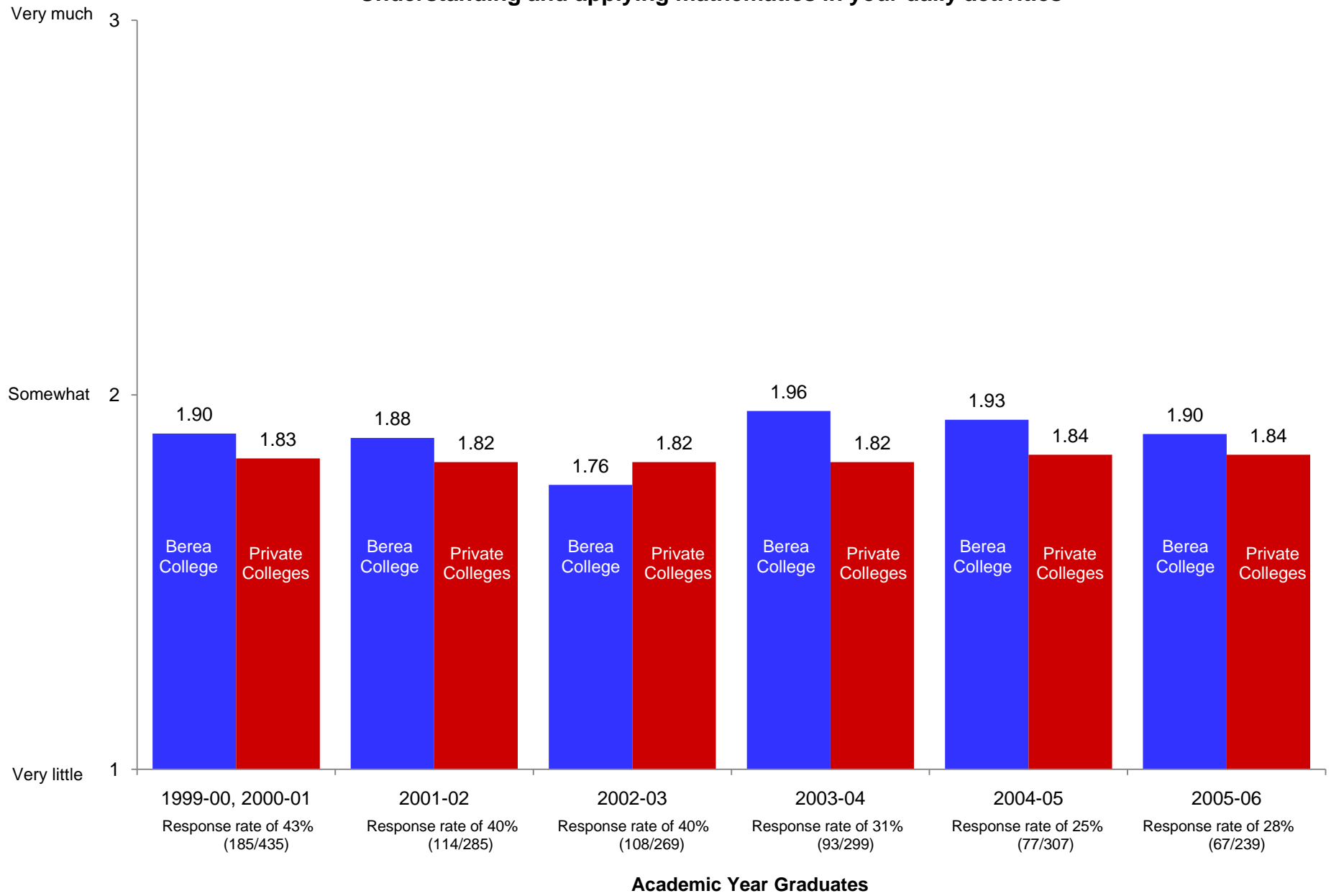


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Understanding and applying mathematics in your daily activities

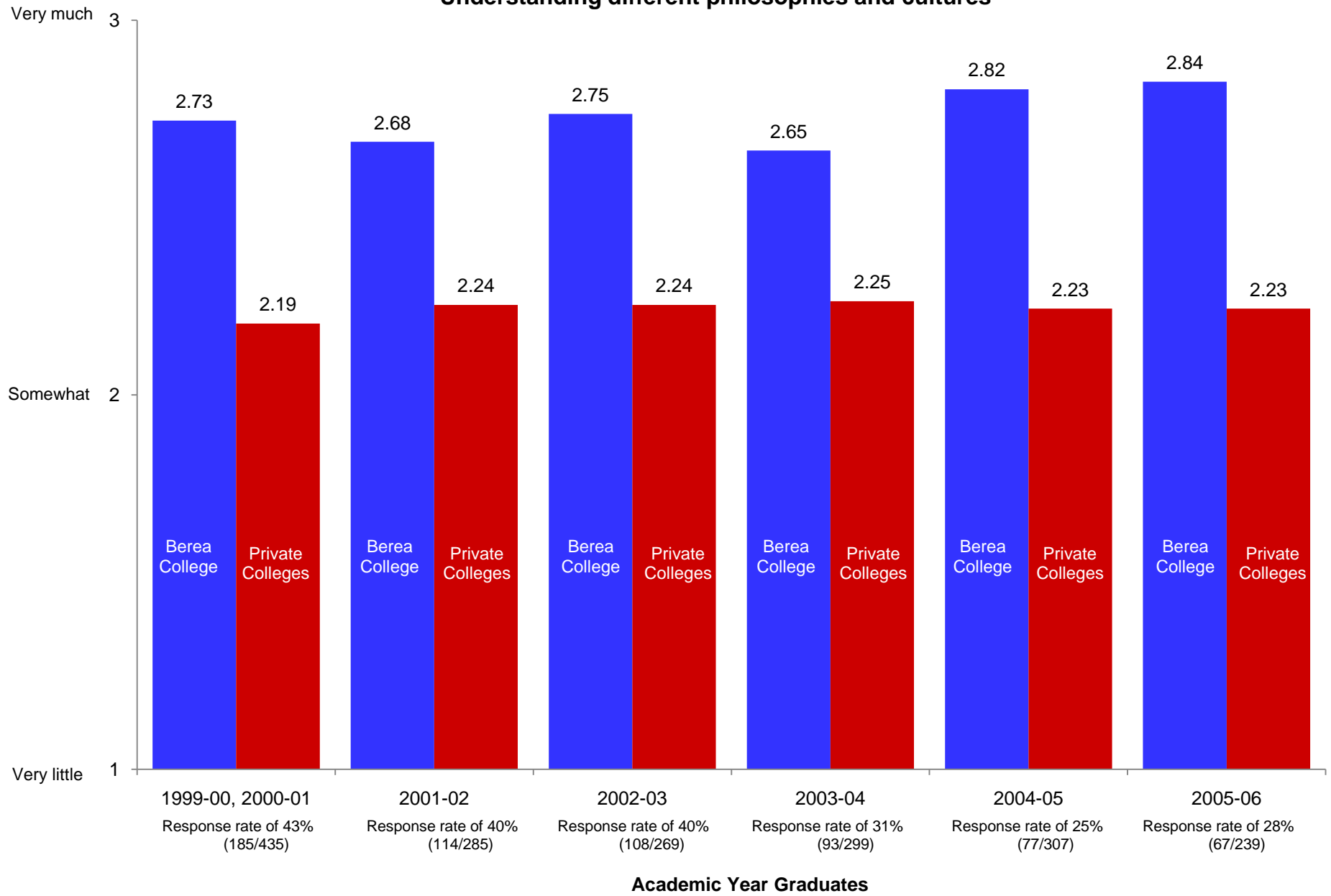


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Understanding different philosophies and cultures

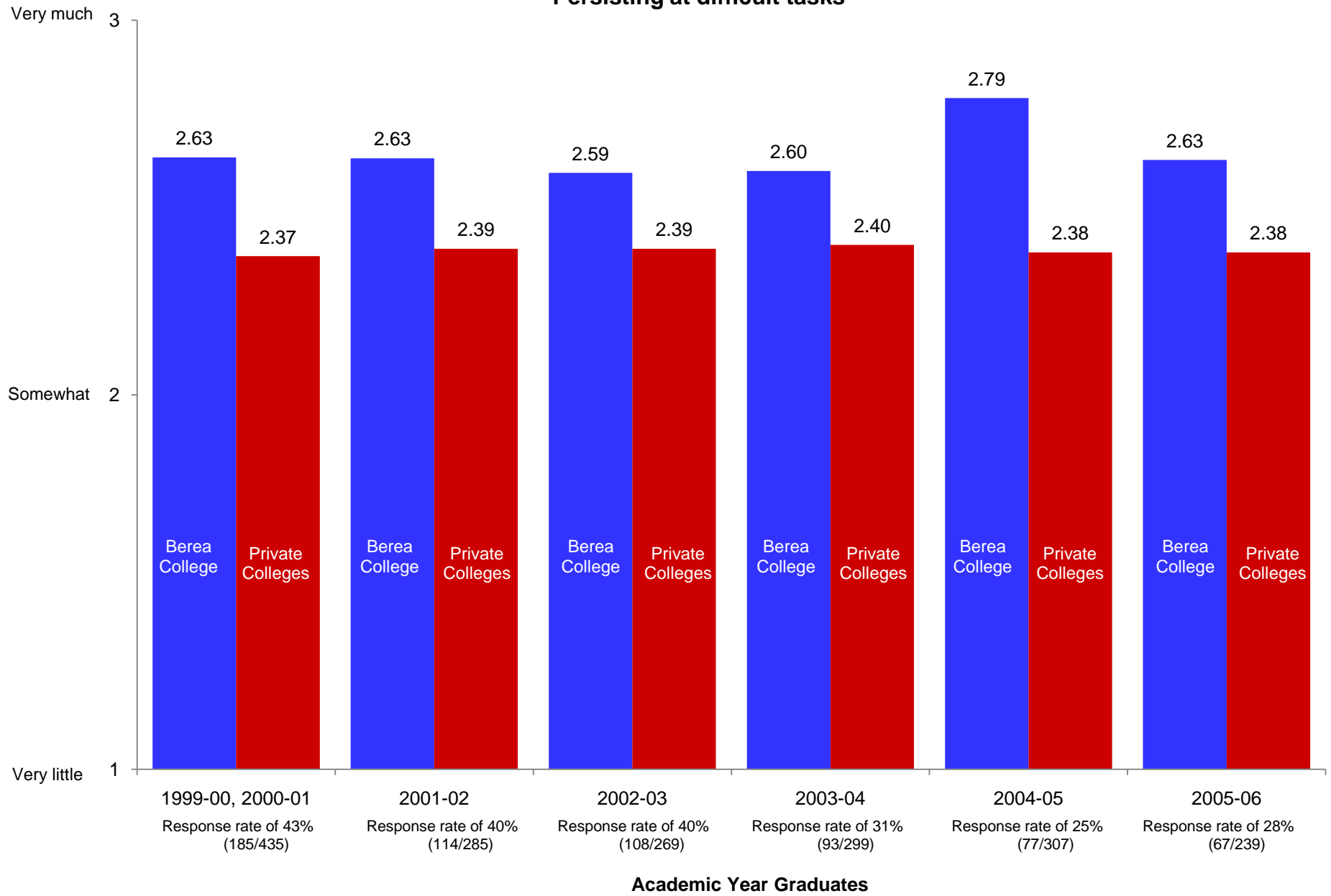


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Persisting at difficult tasks

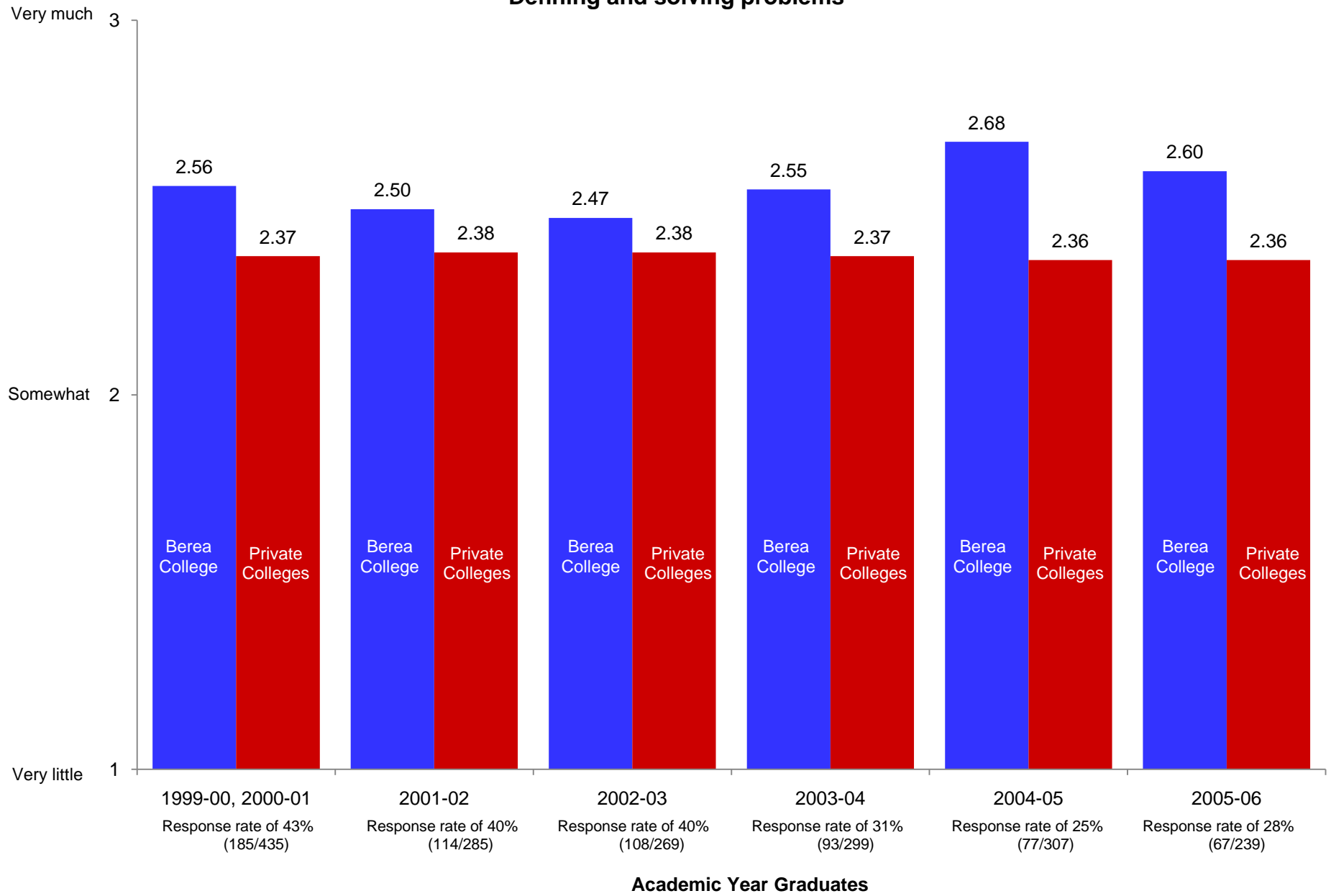


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

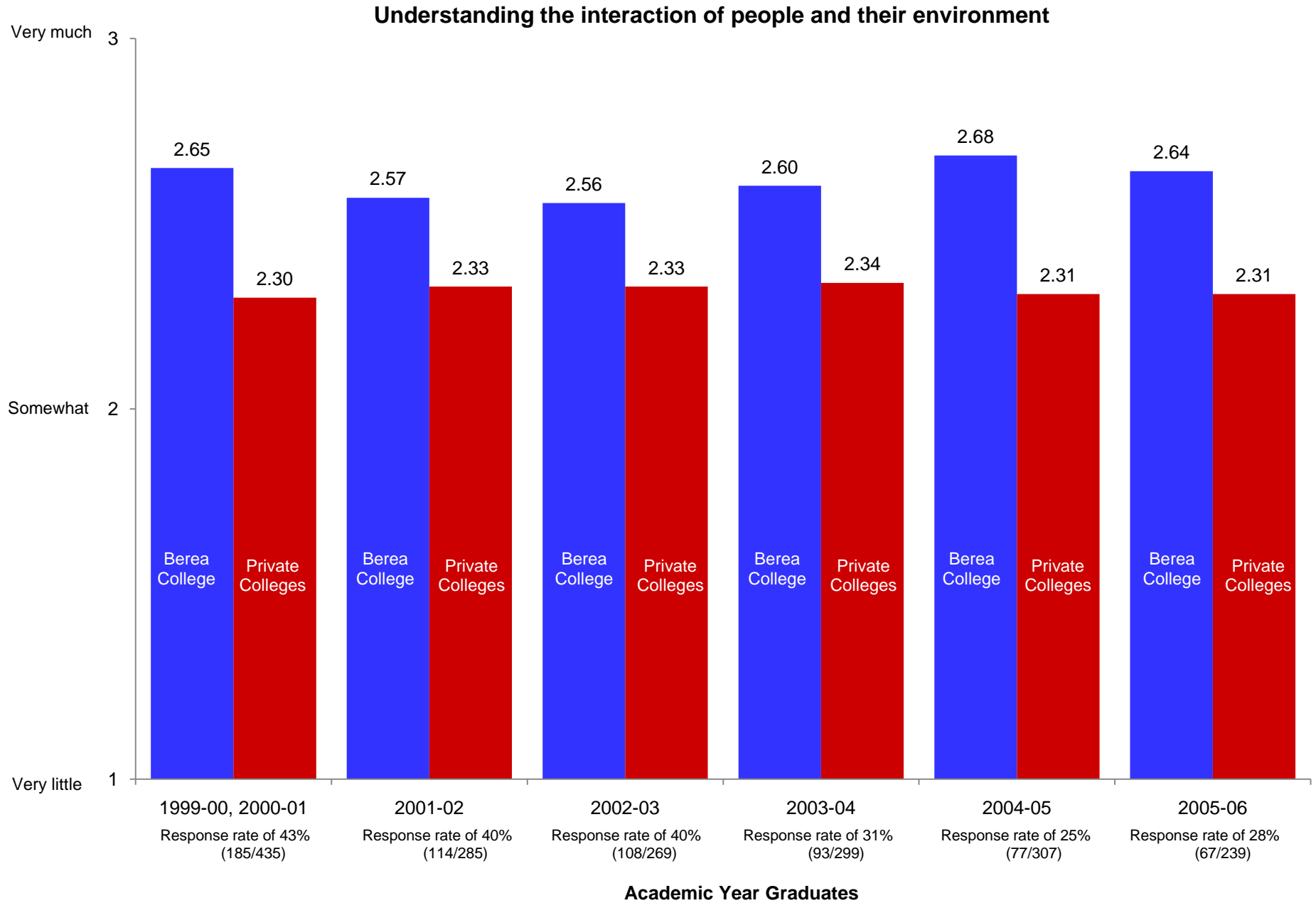
Defining and solving problems



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

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

ACT Alumni Survey
Administered to graduates two years after graduation

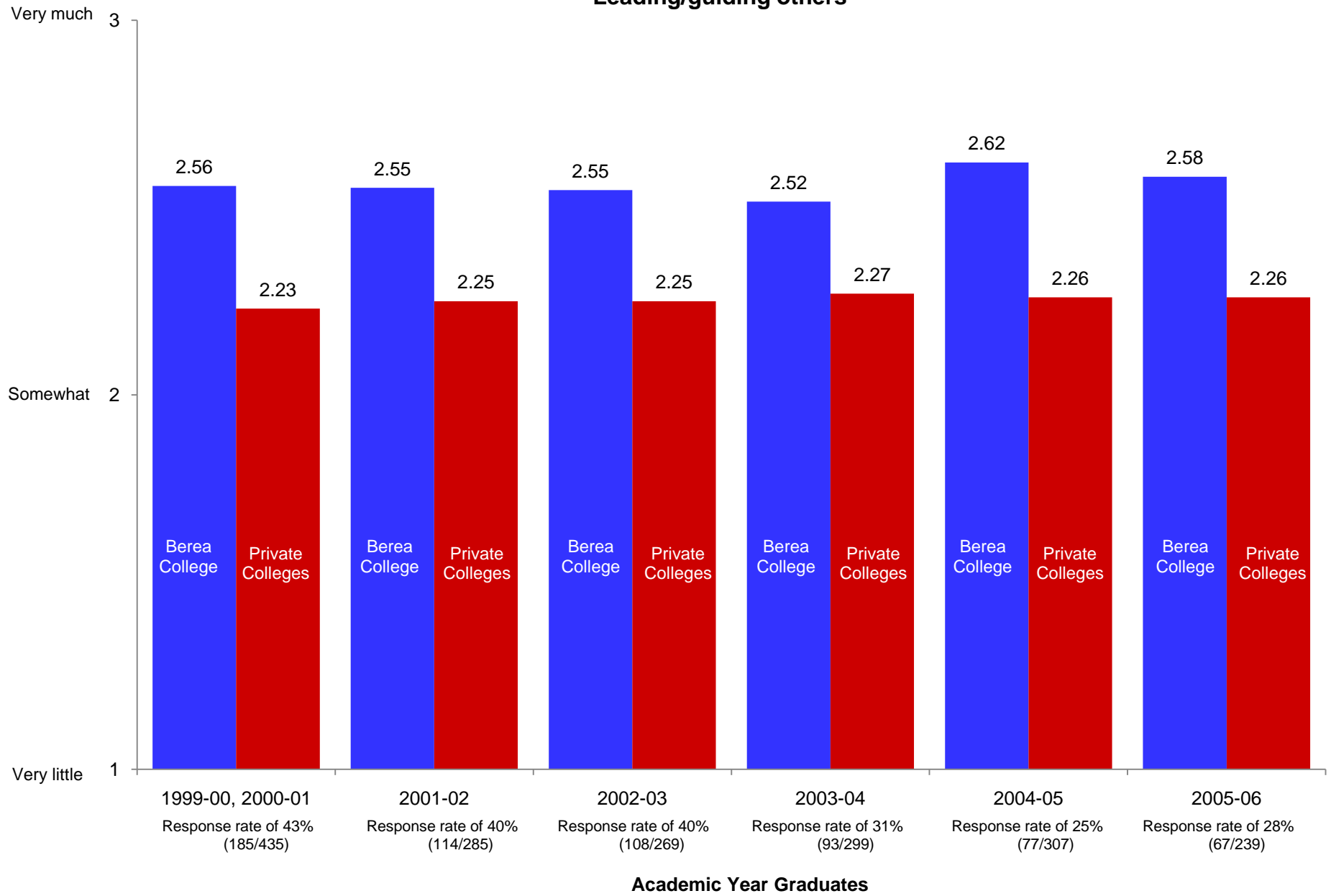


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Leading/guiding others

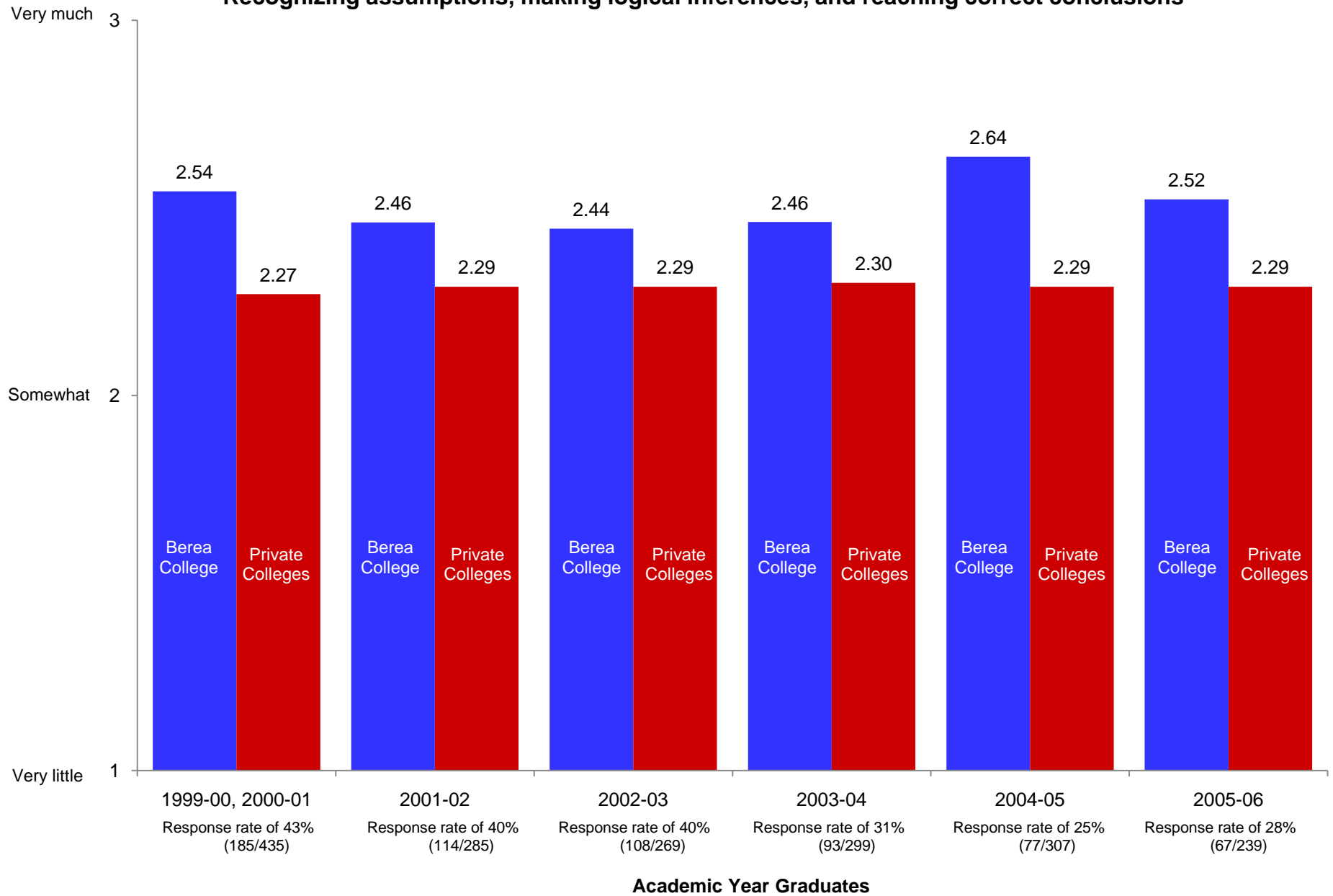


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

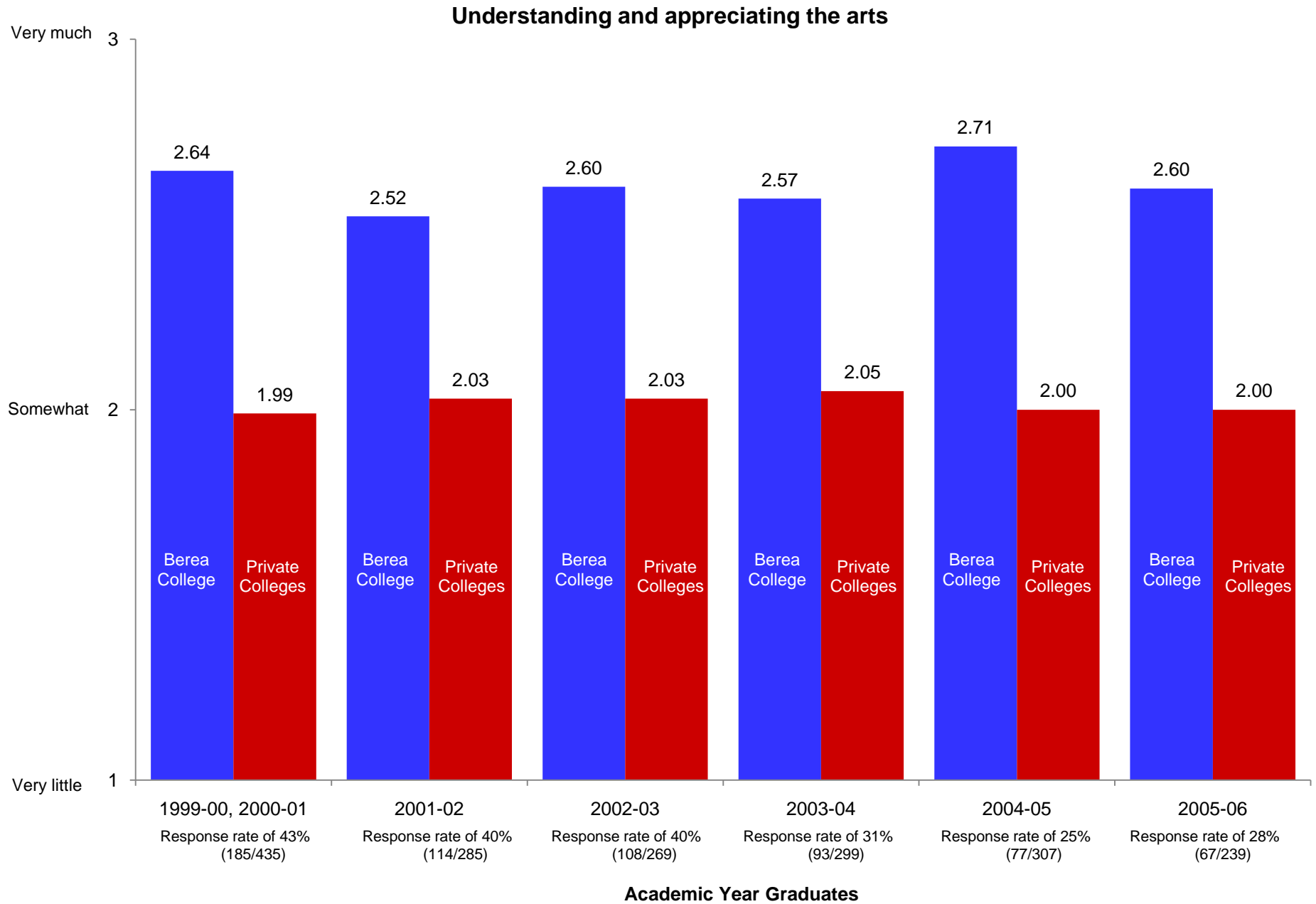
Recognizing assumptions, making logical inferences, and reaching correct conclusions



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

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

ACT Alumni Survey
Administered to graduates two years after graduation

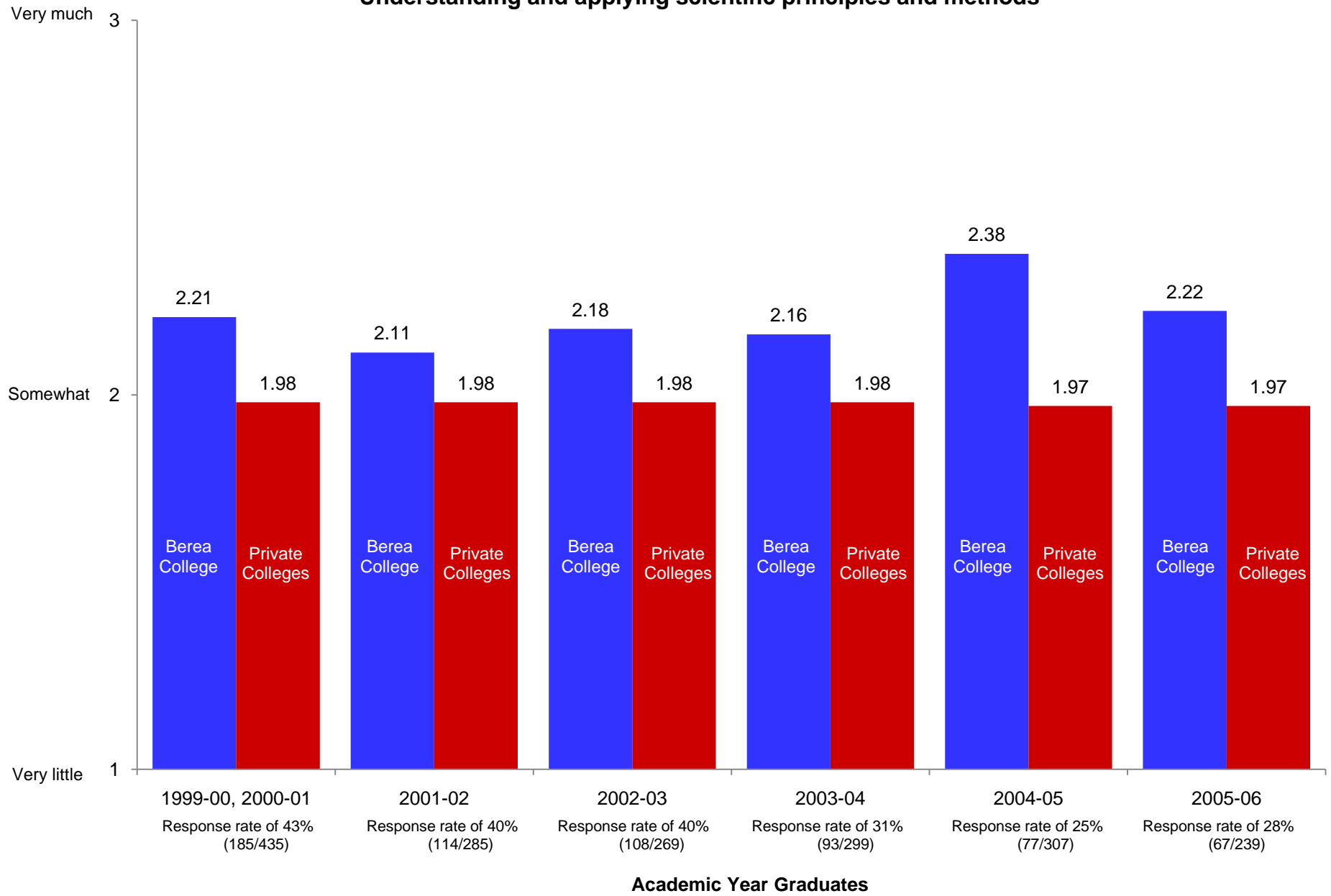


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

Understanding and applying scientific principles and methods

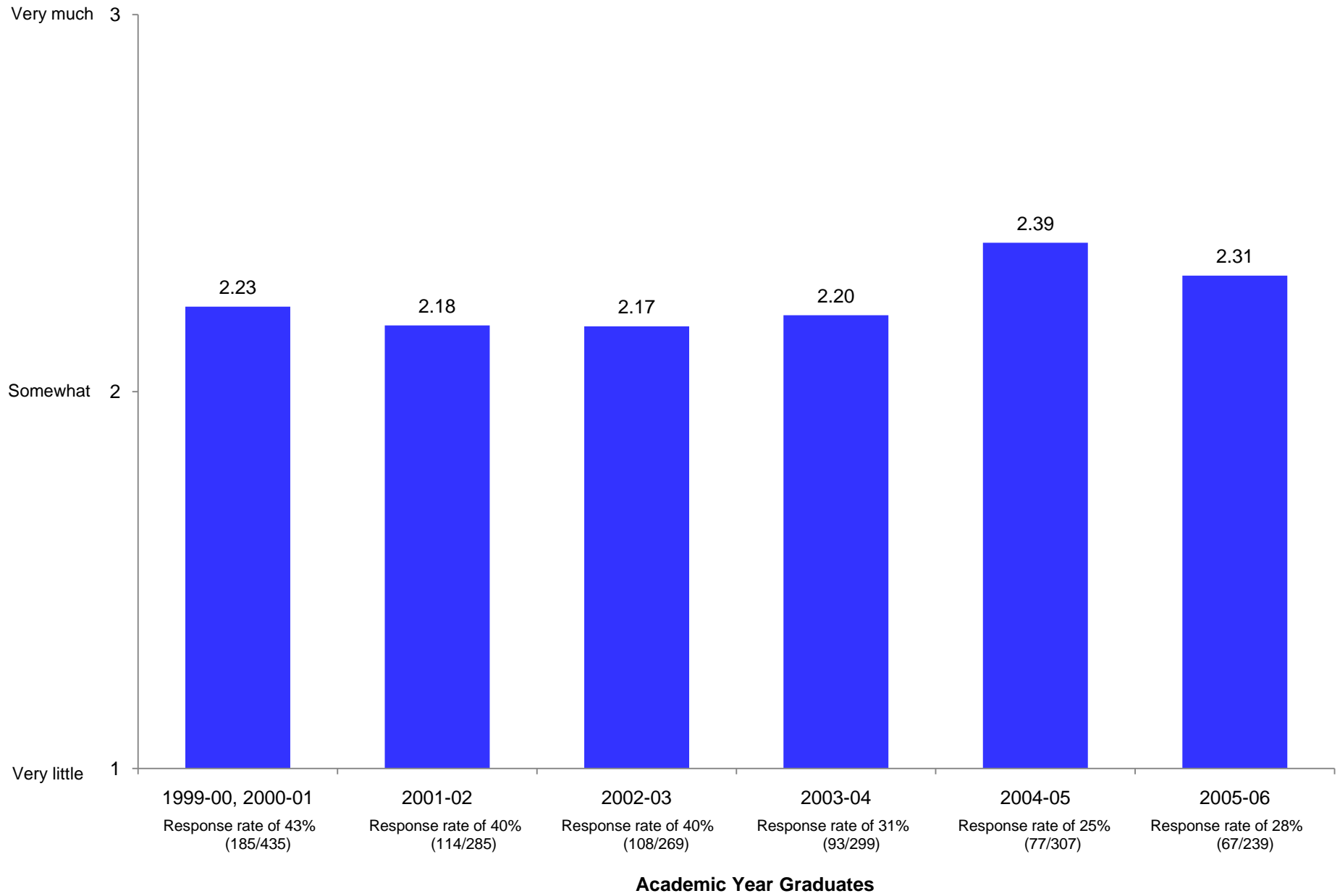


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey
Administered to graduates two years after graduation

General Education courses

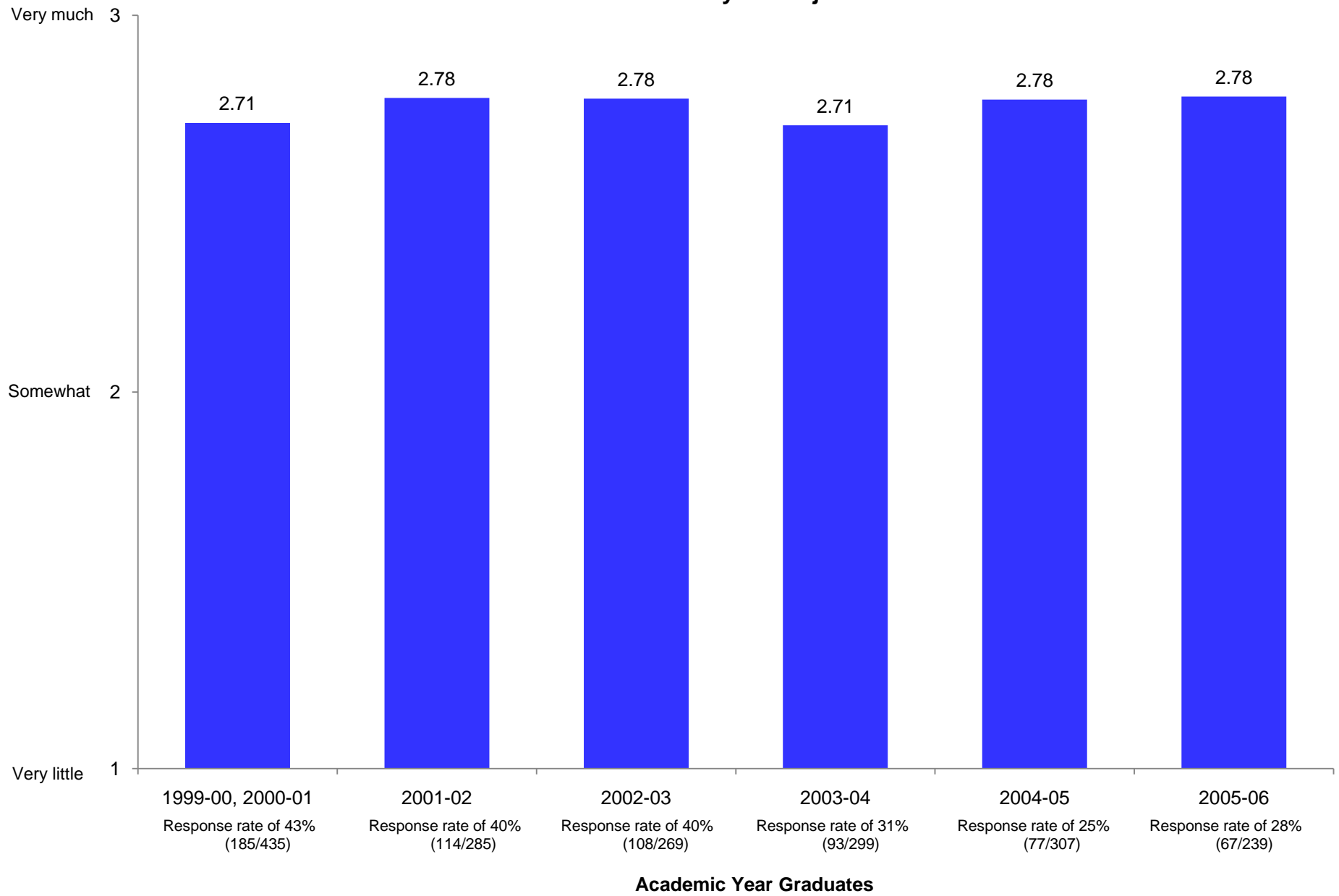


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

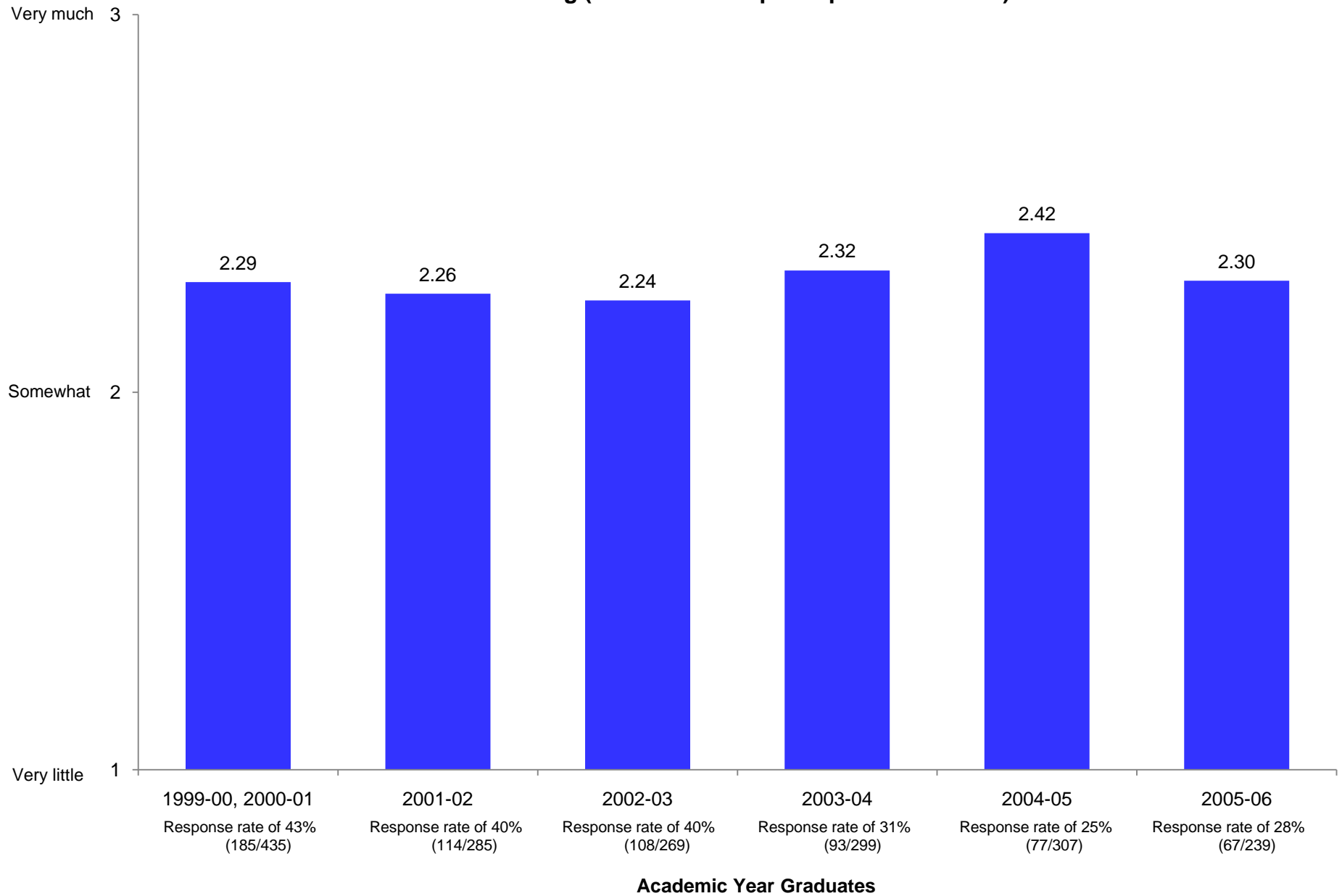
ACT Alumni Survey
Administered to graduates two years after graduation

Courses in your major



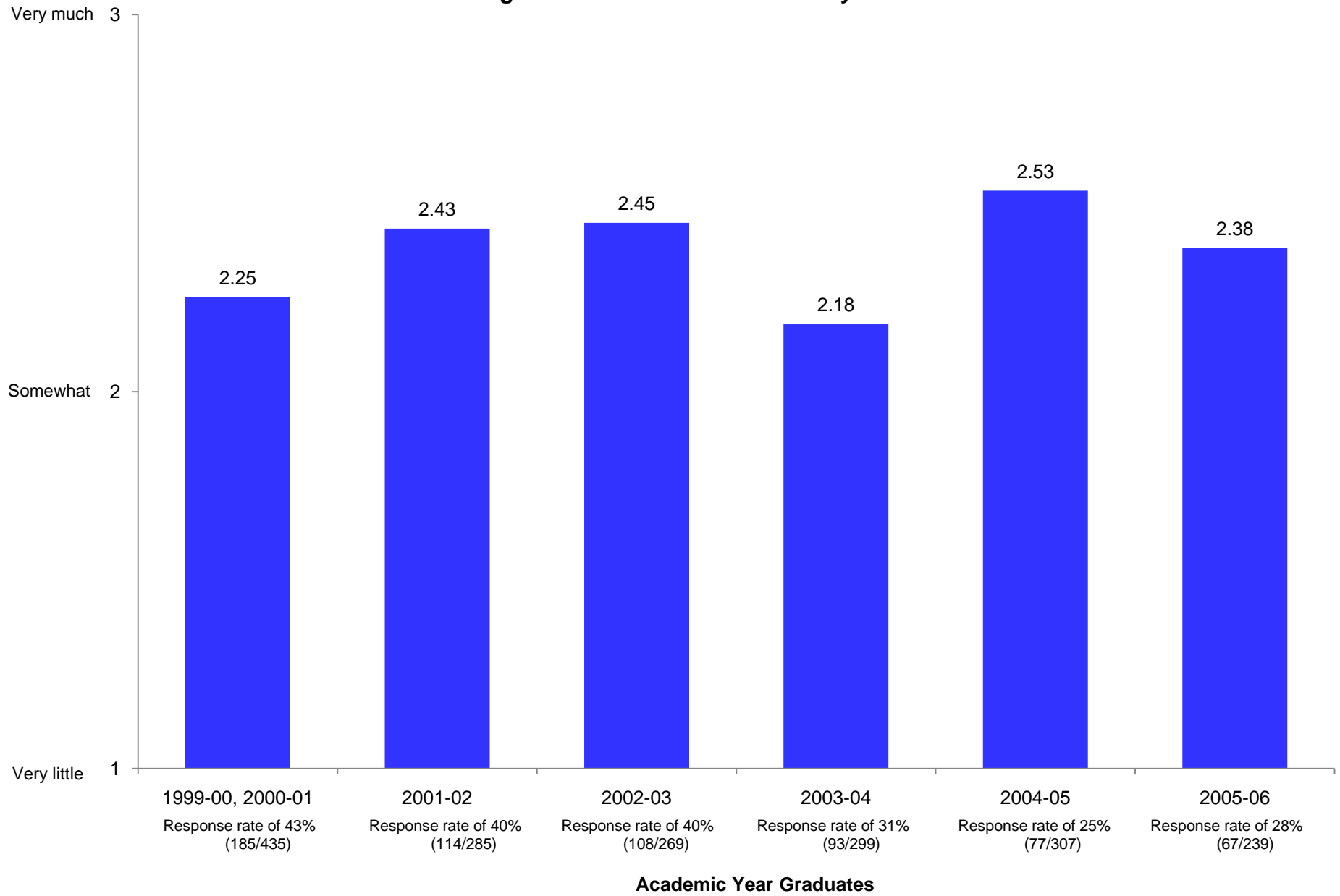
NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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



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

Undergraduate research with a faculty member



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

ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

(Graduates from 1992-93 through 2006-07)

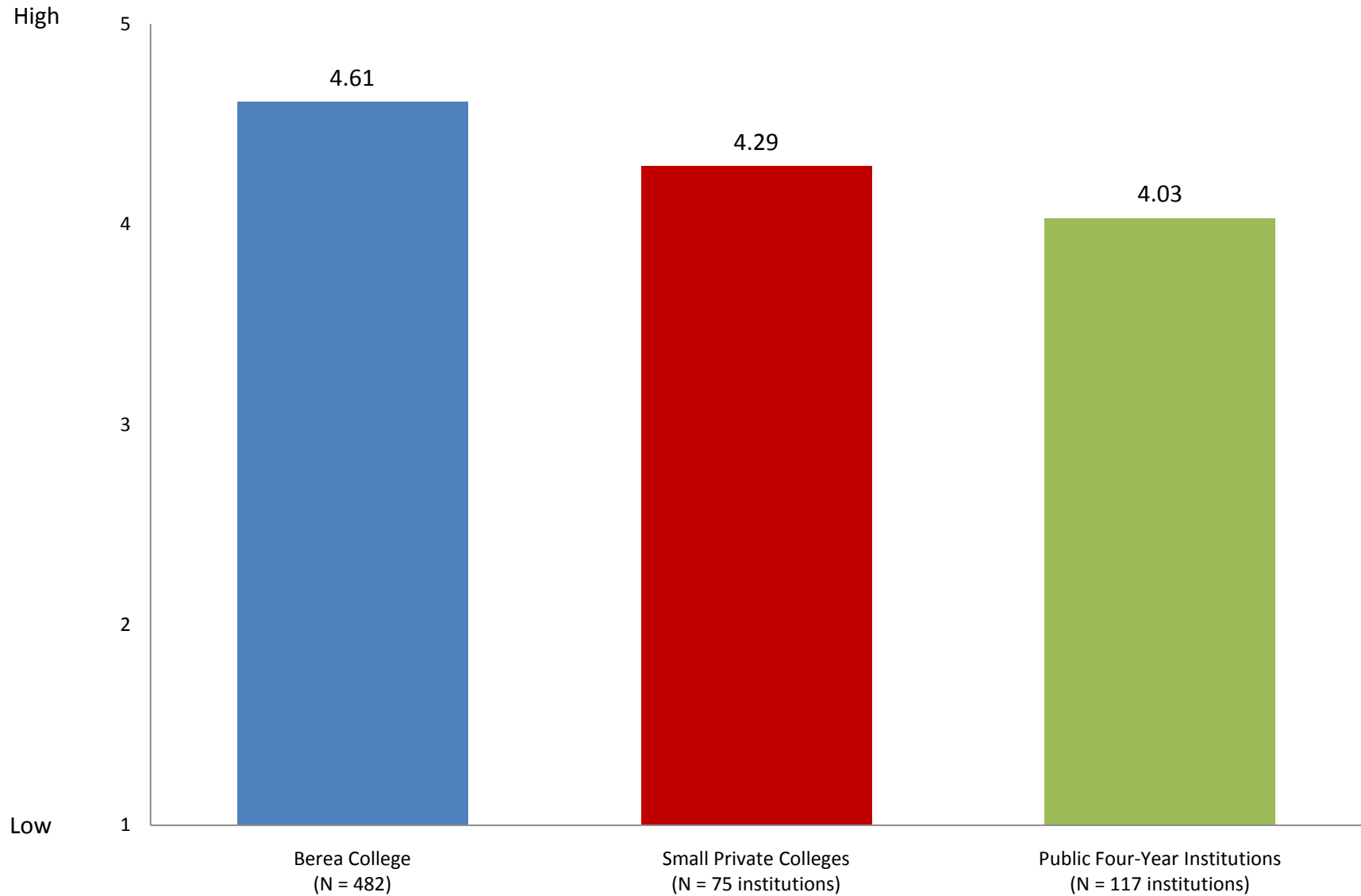


[Click to see survey instrument](#)

Response Rate: 29% (482/1648)

Rate this college on each of the factors below.

Quality of academic programs



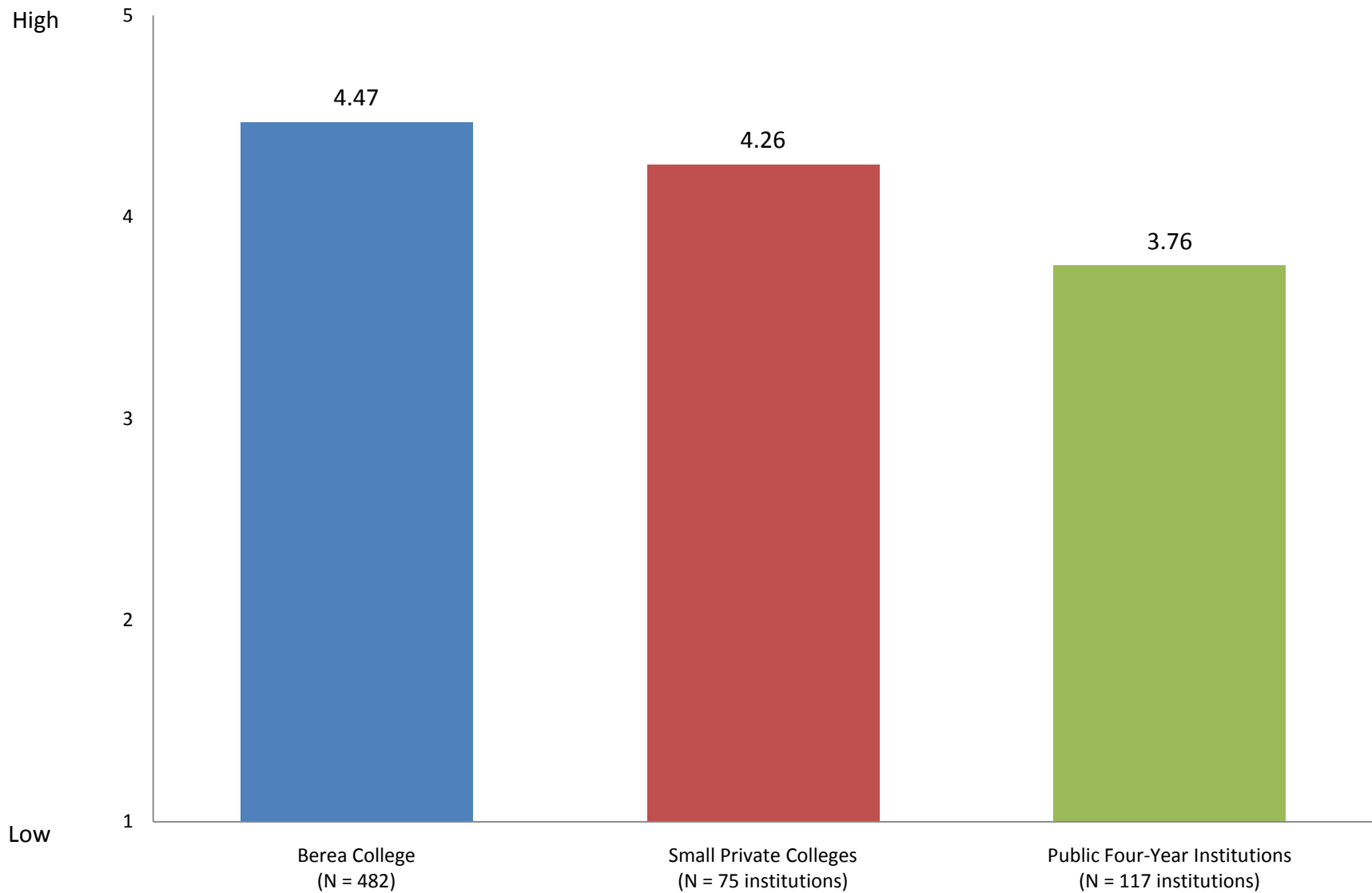
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Rate this college on each of the factors below.

Opportunities for student/faculty interaction



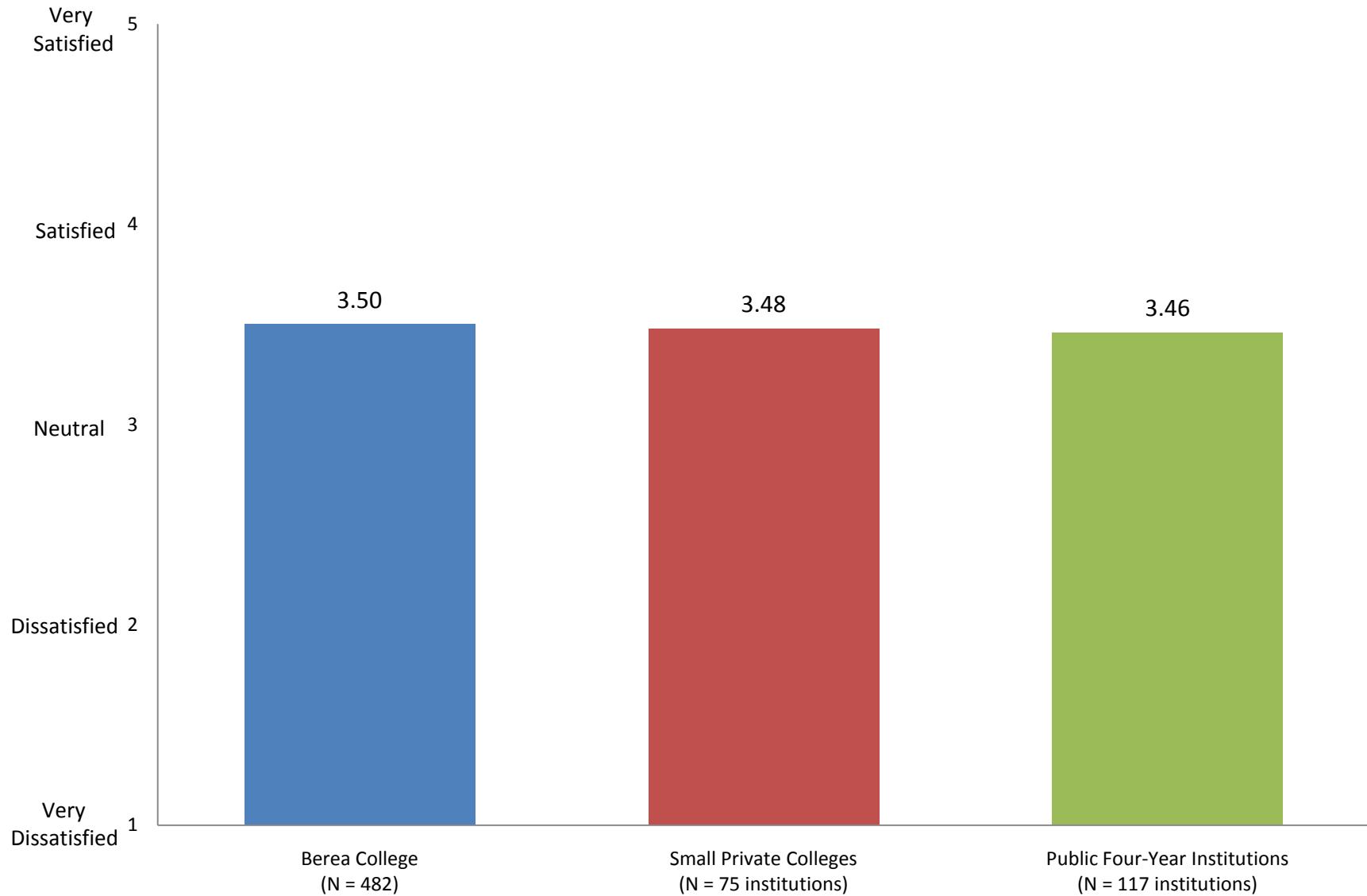
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Variety of instructional approaches used in the classroom

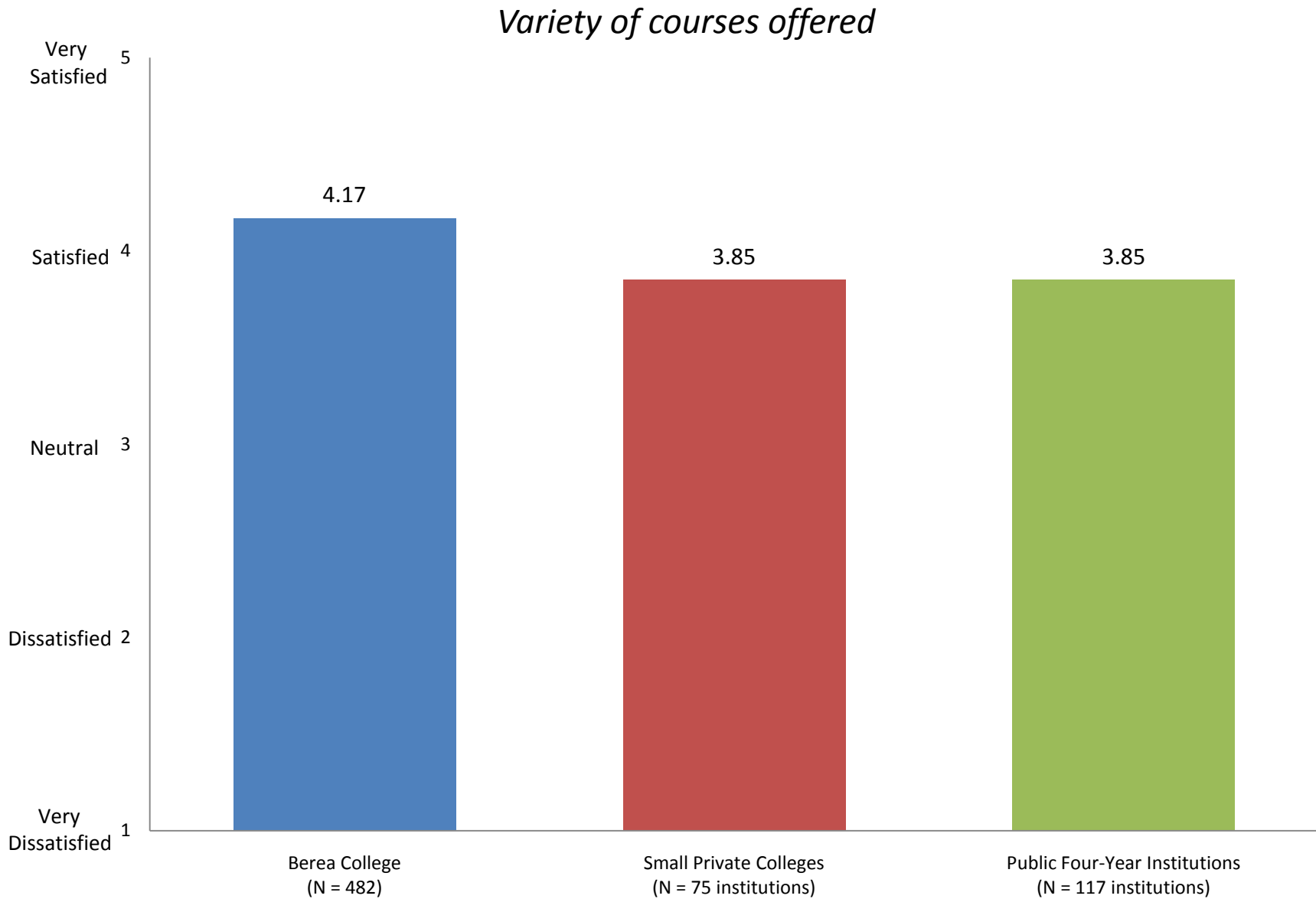


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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



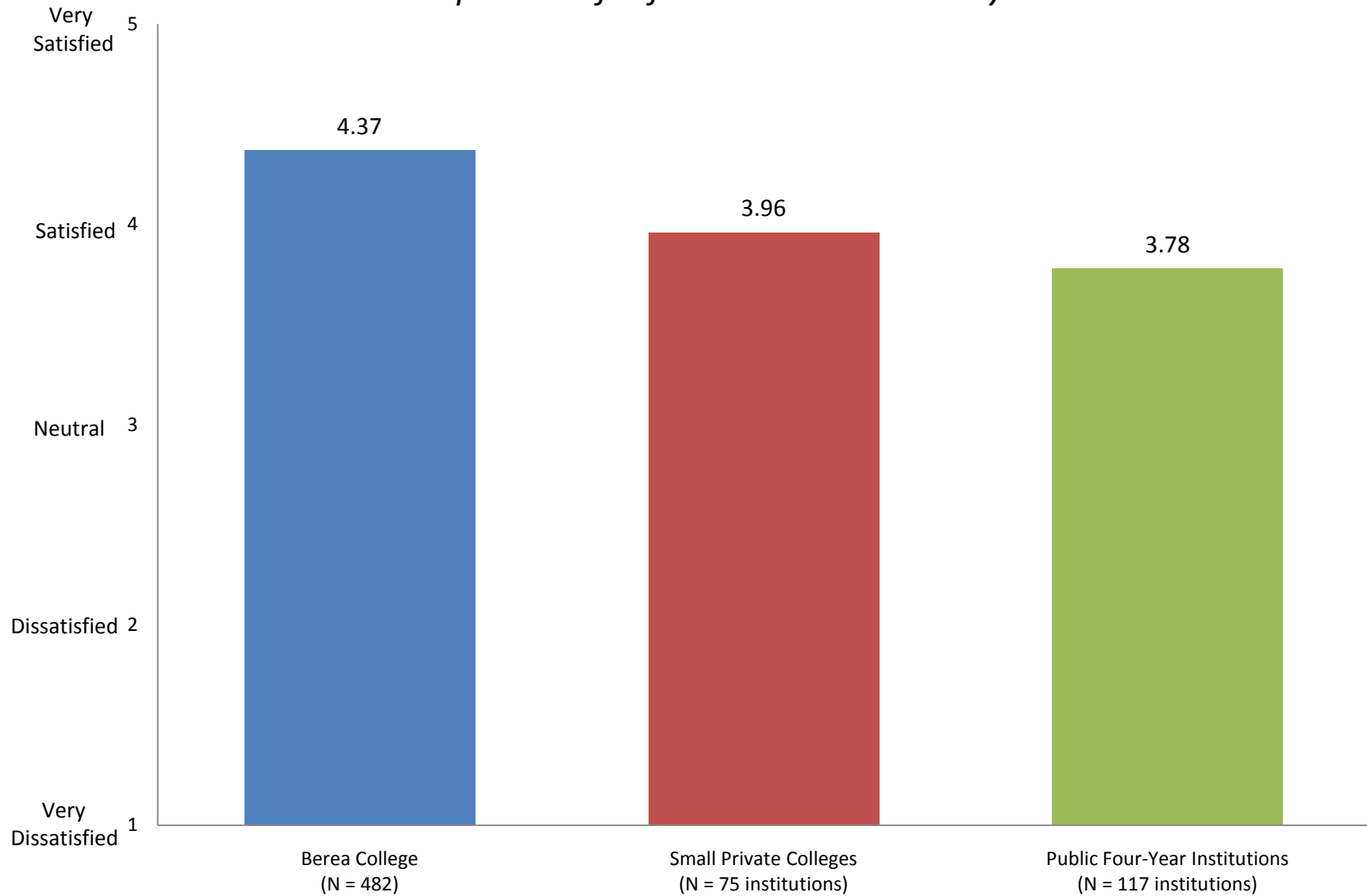
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Preparation for further academic study



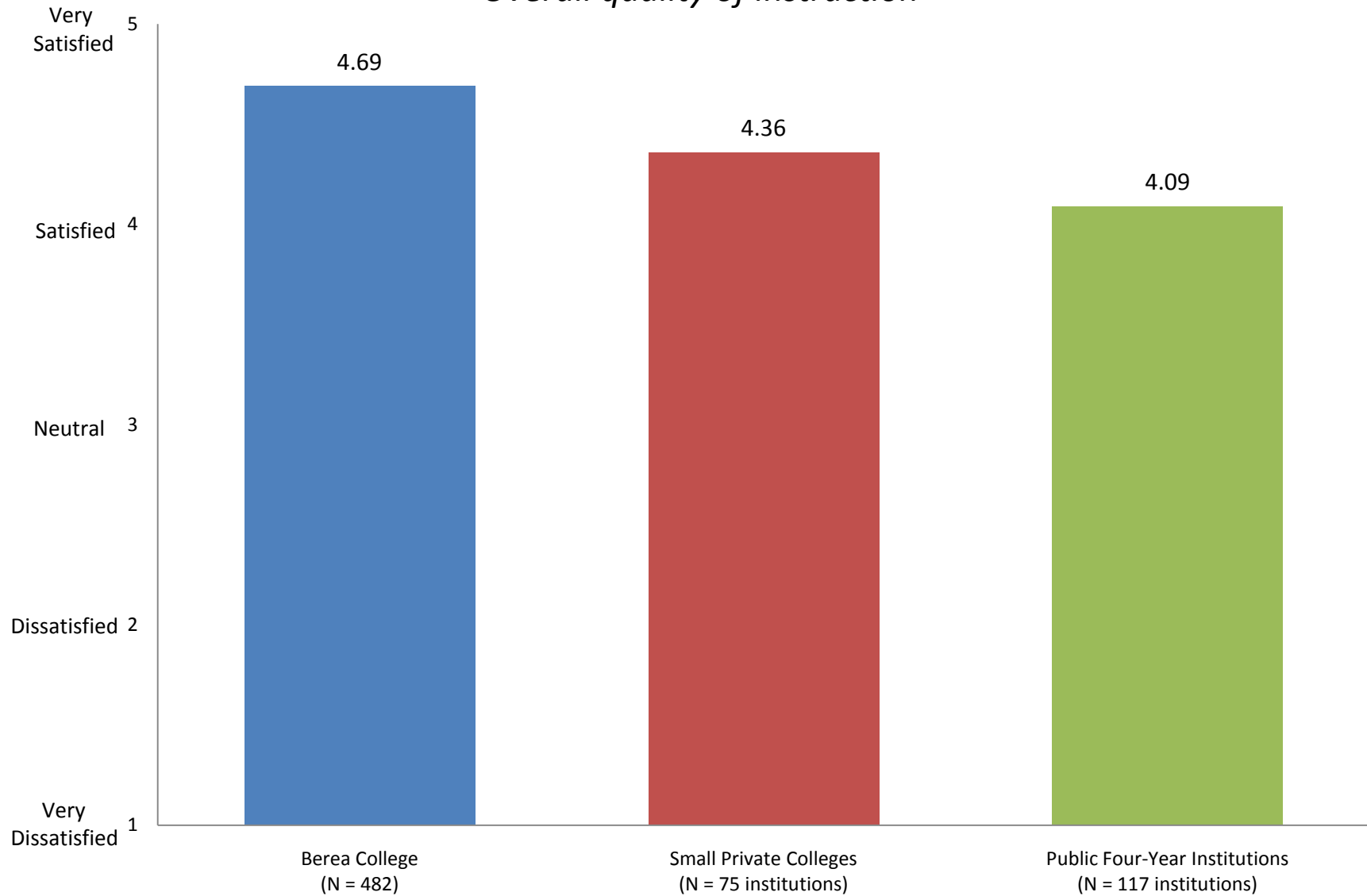
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Overall quality of instruction



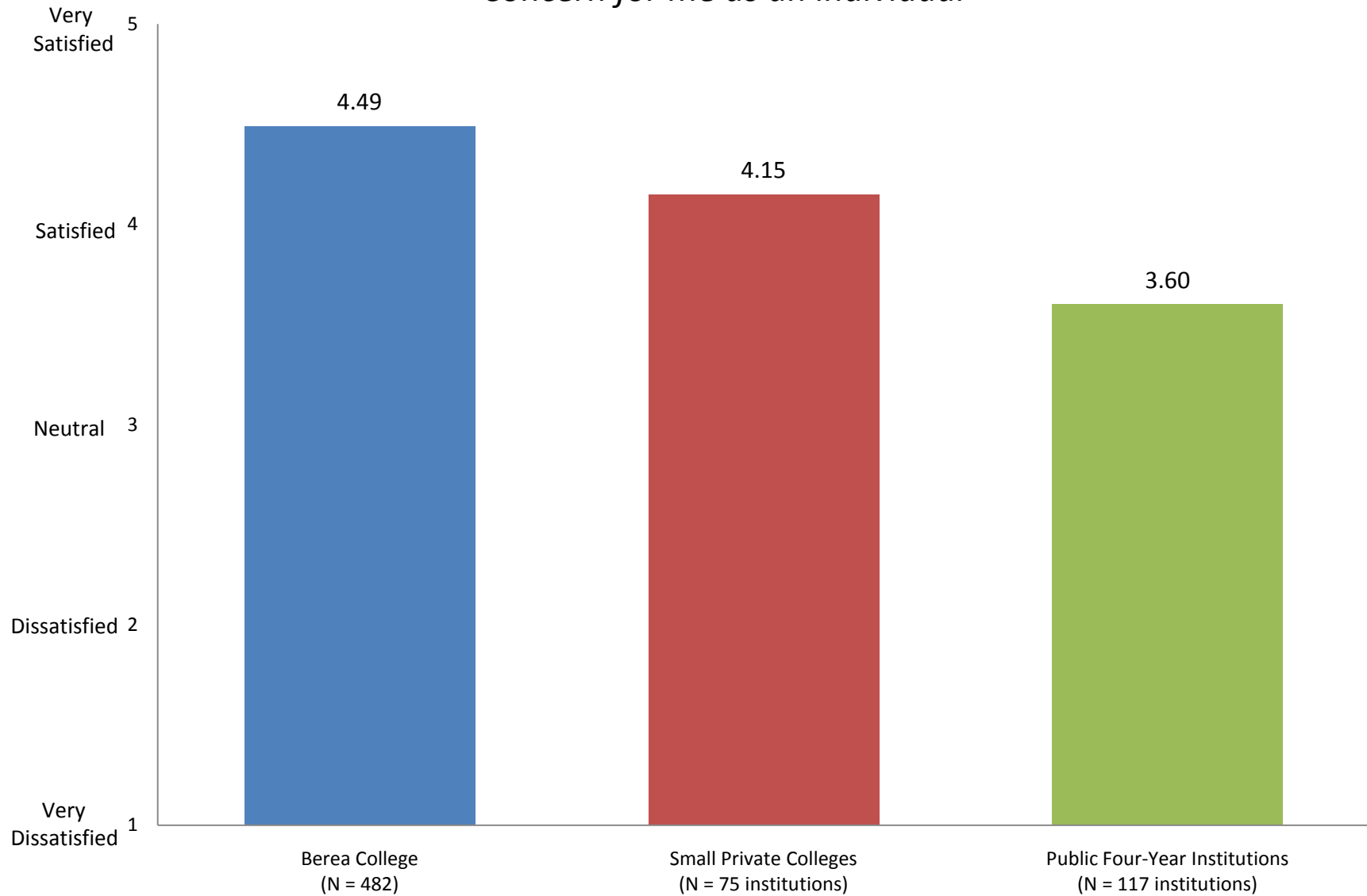
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Concern for me as an individual



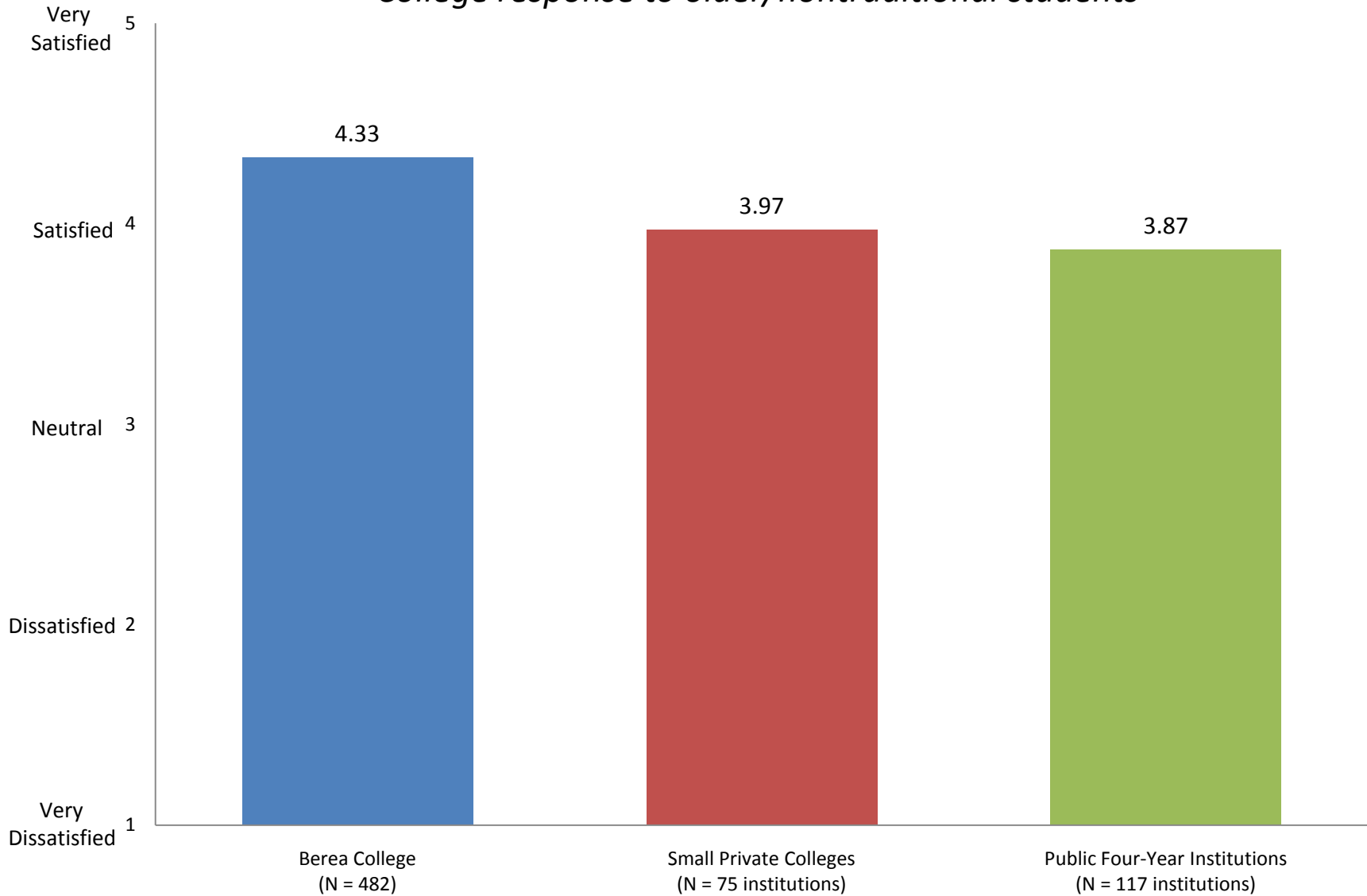
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

College response to older/nontraditional students

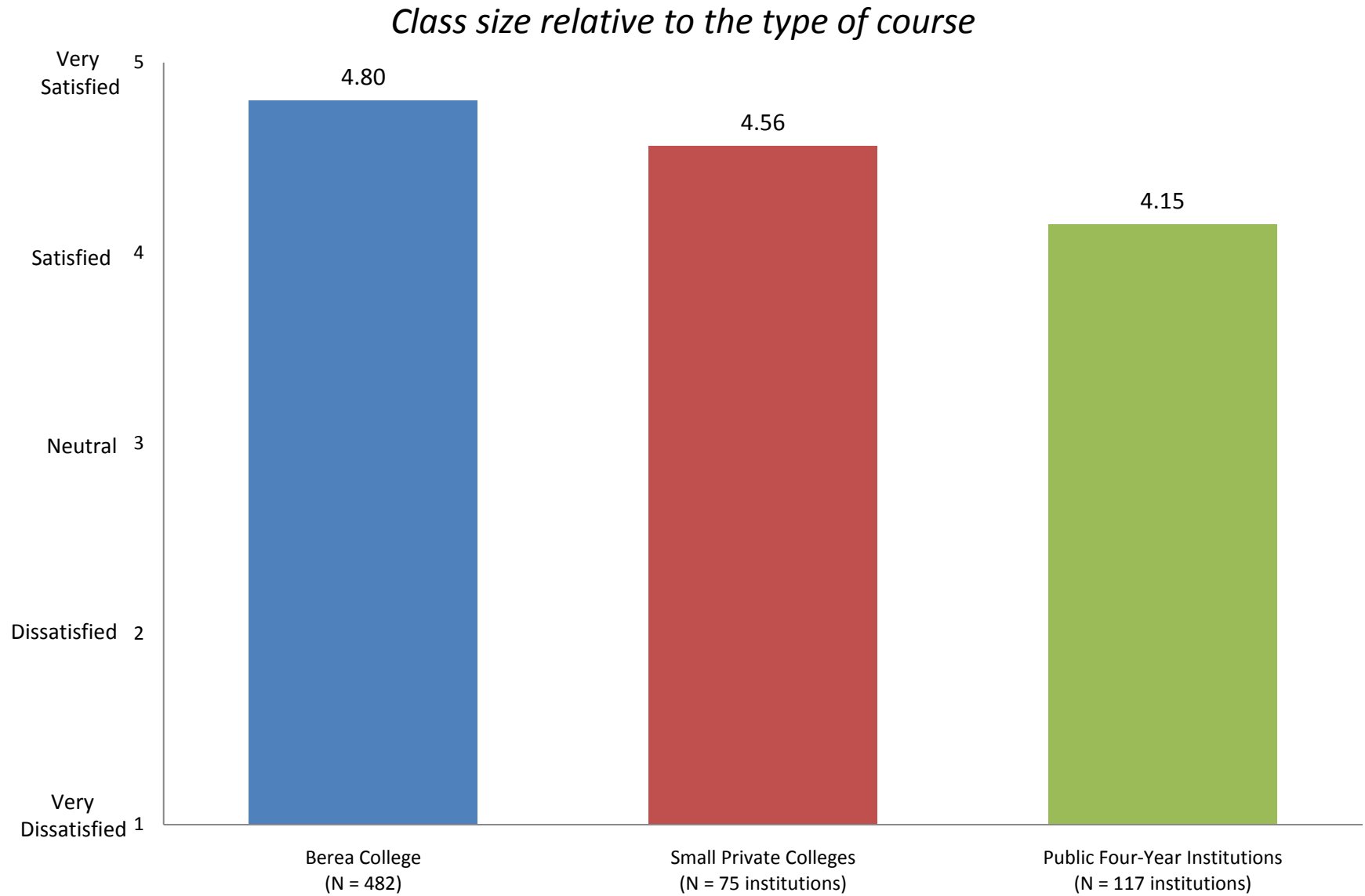


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Bera Response Rate:
482/1648 or 29%

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



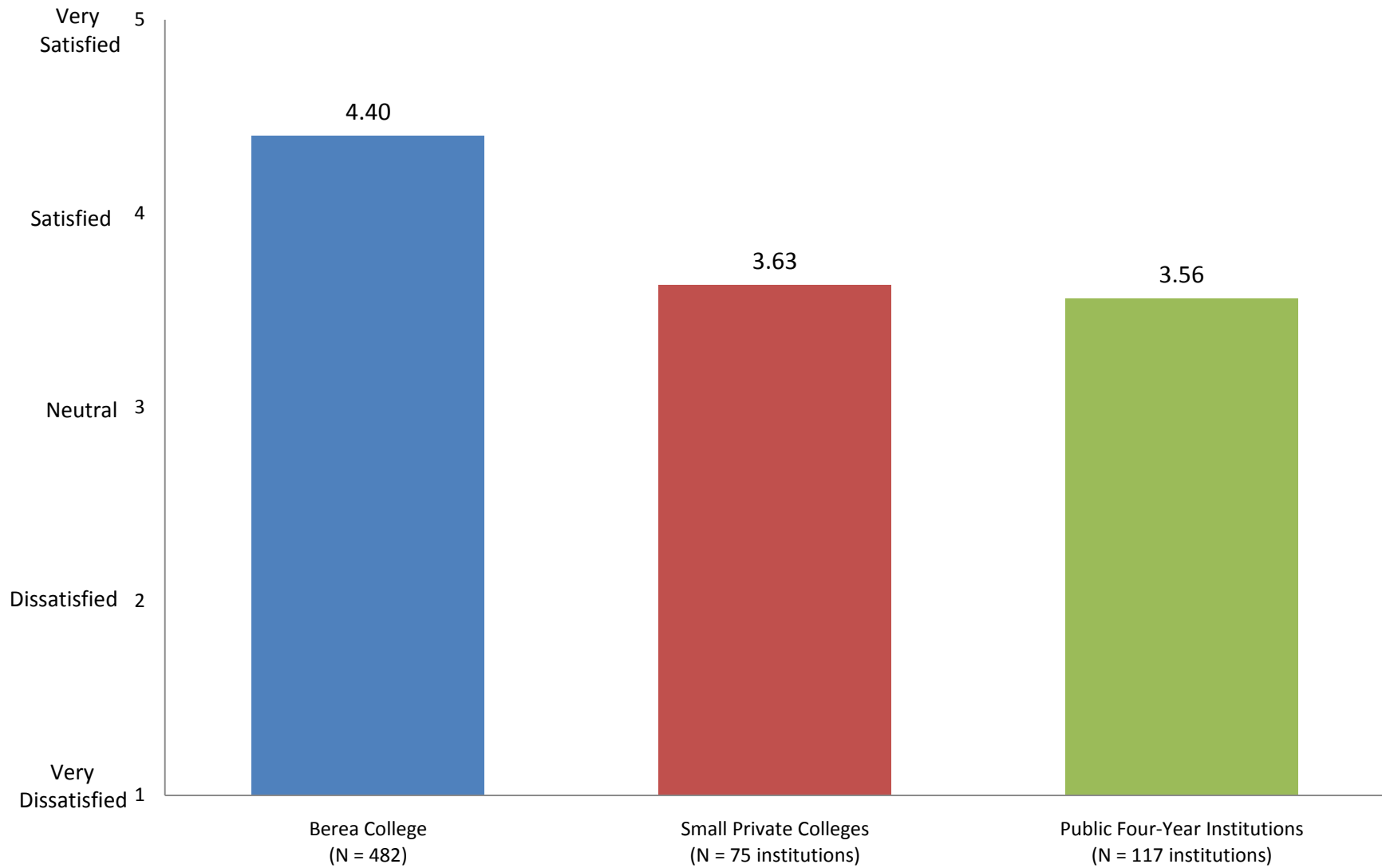
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Multicultural content of courses



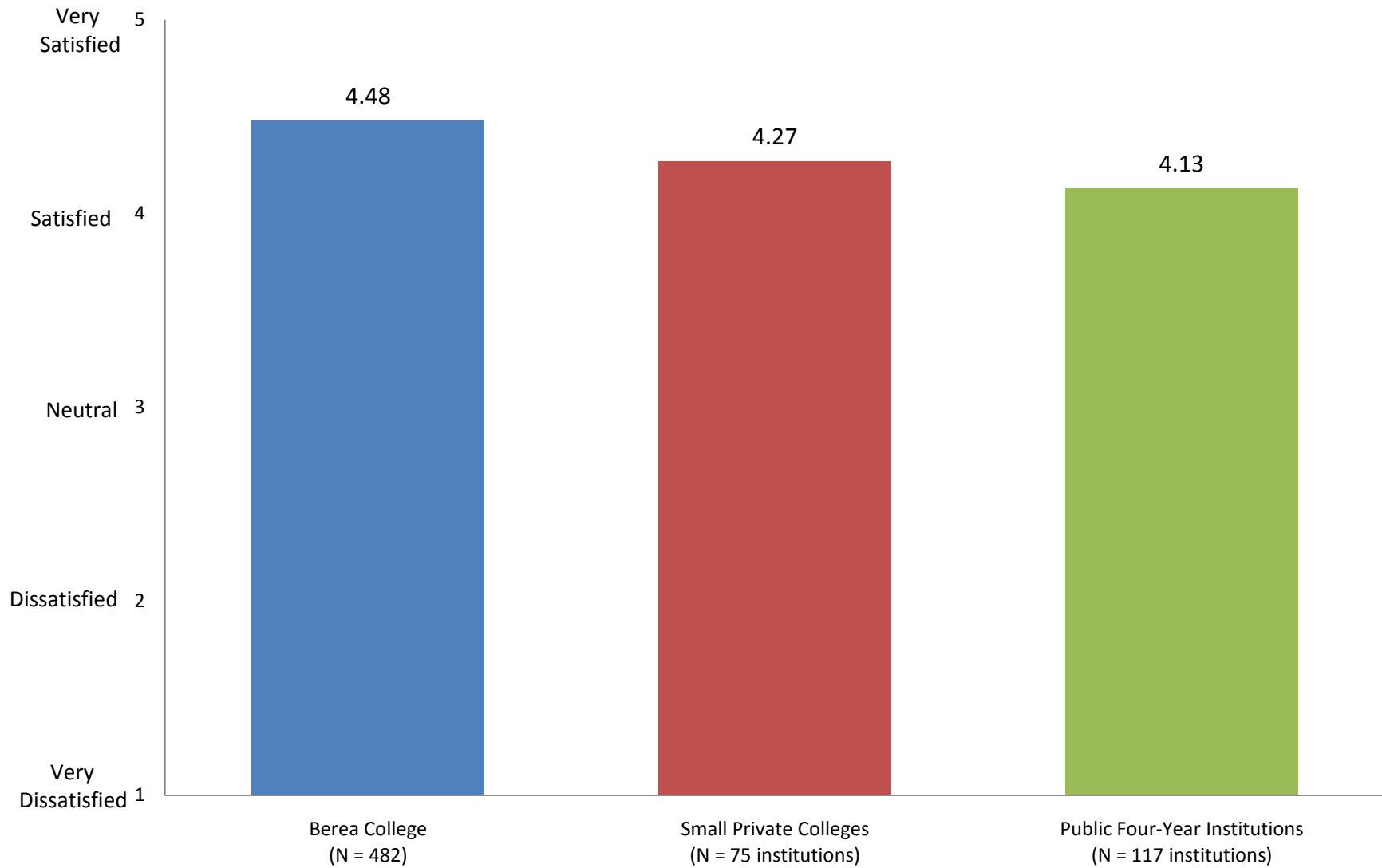
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Quality of the program in my major/field



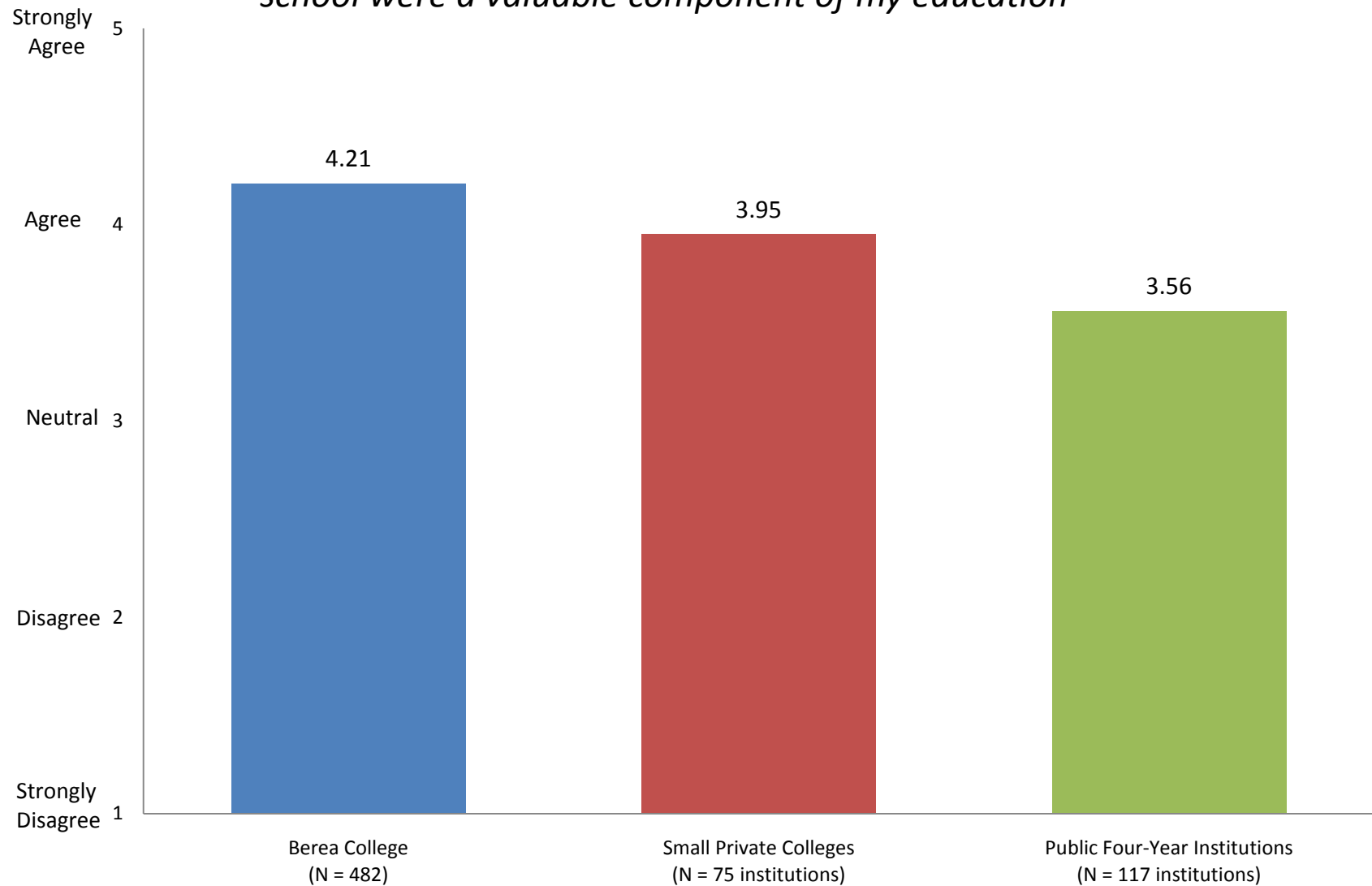
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Bera Response Rate:
482/1648 or 29%

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

The General Education or core requirements at this school were a valuable component of my education



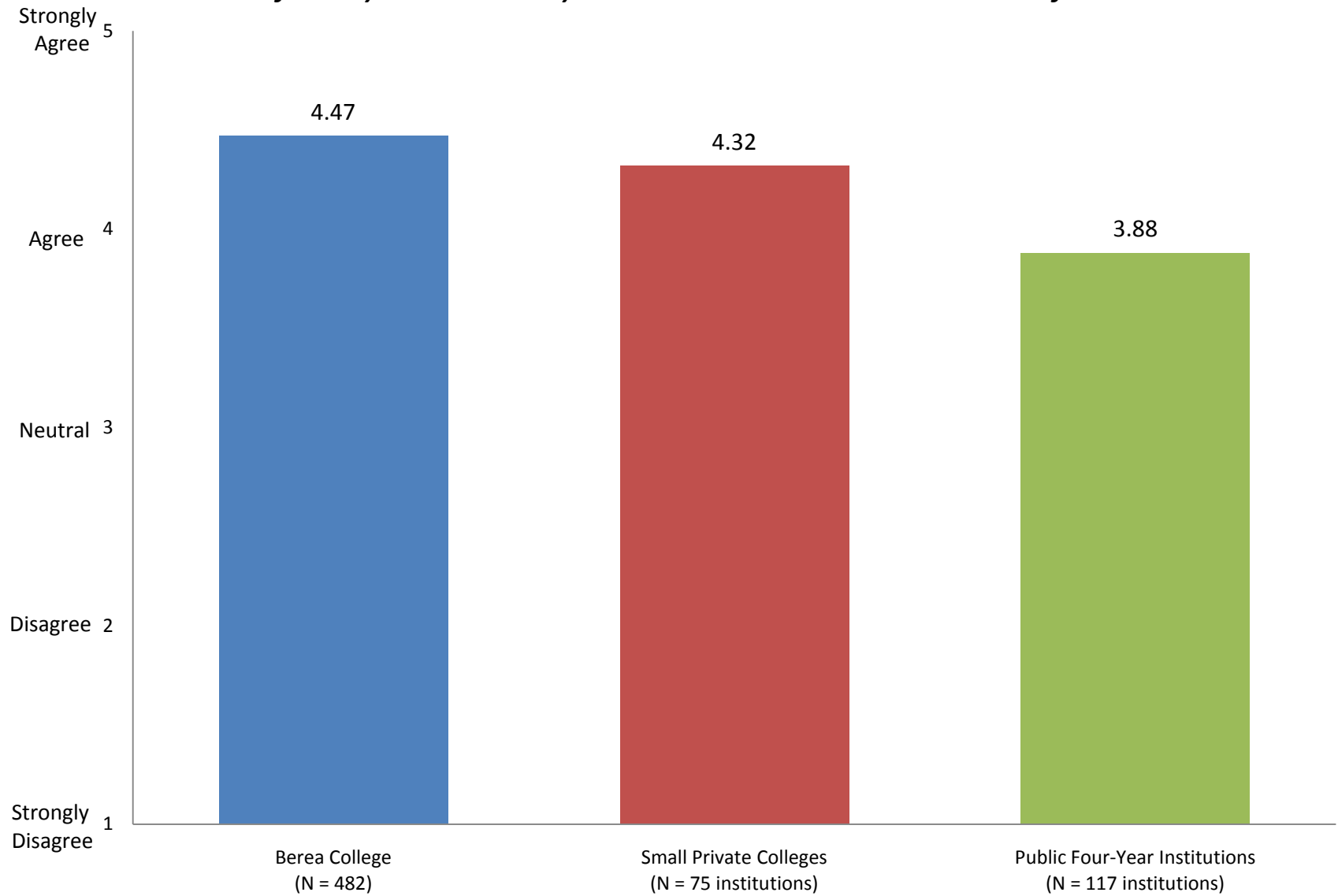
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Most faculty were readily available to students outside of class time



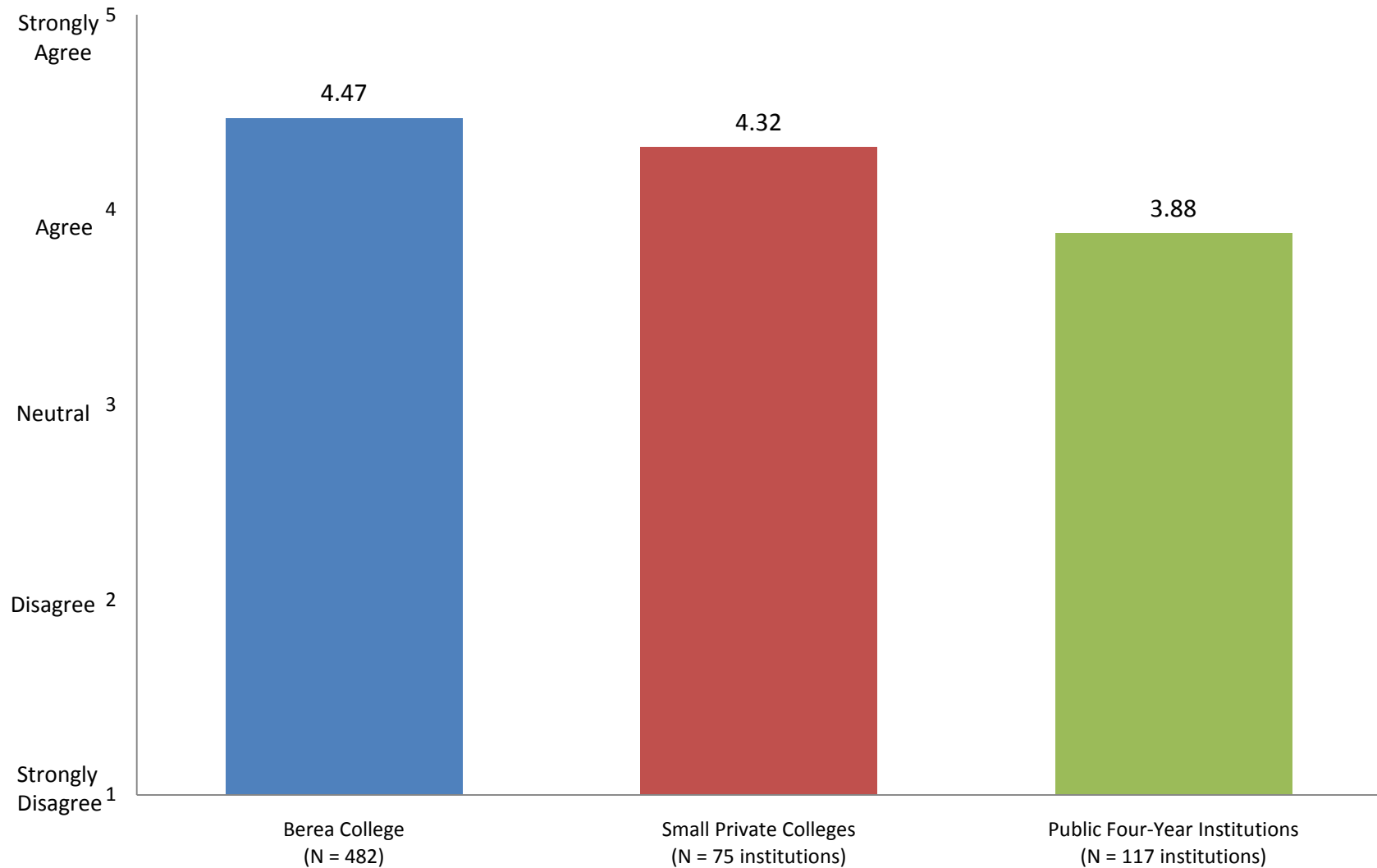
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Bera Response Rate:
482/1648 or 29%

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

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



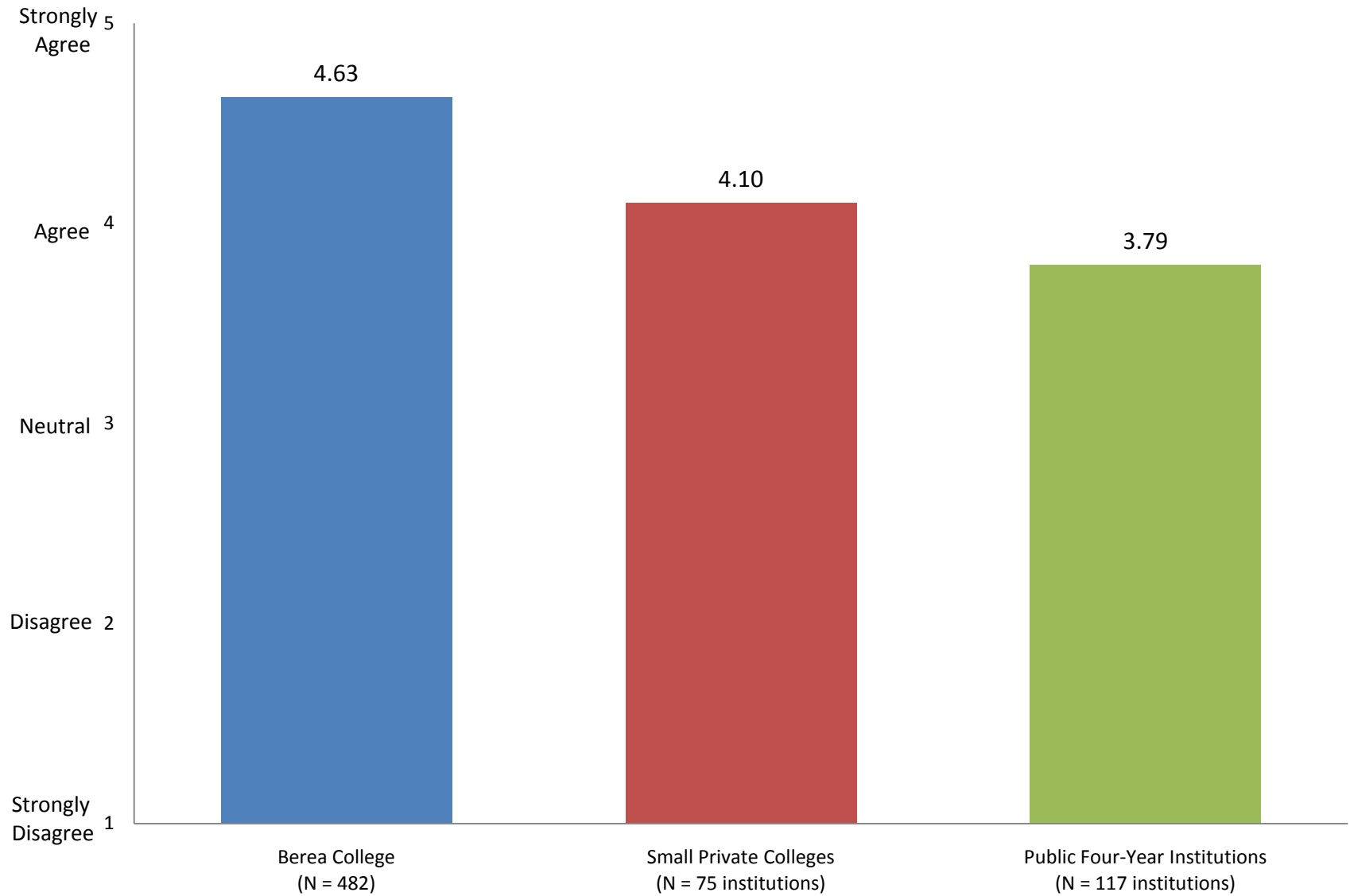
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Overall, the school had an intellectually stimulating atmosphere



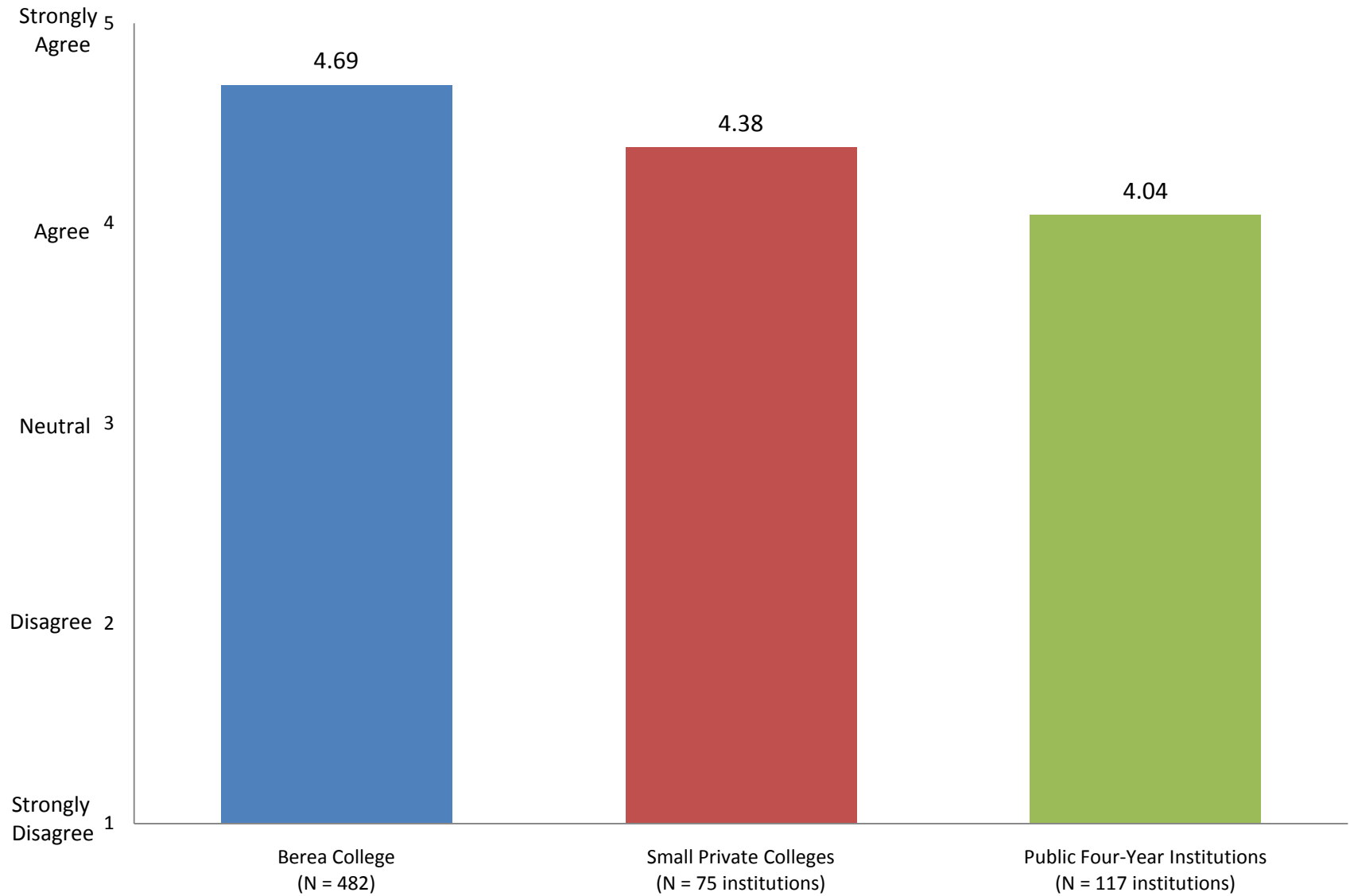
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Academic success was encouraged and supported at 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%