

# Life Choices

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: Life Choices

### Cooperative Institutional Research Program (CIRP), Entering Fall Term Students

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

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

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

Were you accepted by your first-choice college?

Is this college your...choice?

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

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

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

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



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

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

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

- Raising a family

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

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

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

- I was offered financial assistance
- The cost of attending this college (added in 2004)
- My teacher advised me
- This college has a very good academic reputation
- This college's graduates get good jobs (added in 2004)
- I wanted to go to a school about the size of this college
- This college's graduates gain admission to top graduate/professional schools
- A visit to the campus (added in 2004)
- This college has a very good reputation for its social and extracurricular activities
- My parents wanted me to come here (2008-2014; combined with relatives in 2016)
- My relatives wanted me to come here (2002-2014; combined with parents in 2016)
- My parents/relatives wanted me to come here (added in 2016)
- Information from a website (not asked in 2016)
- Rankings in national magazines
- I was attracted by the religious affiliation/orientation of the college
- High school counselor advised me
- My relatives wanted me to come here
- Could not afford first choice
- I wanted to live near home
- Not offered aid by first choice
- I was admitted through an Early Action or Early Decision program
- The athletic department recruited me (not asked in 2016)
- Private college counselor advised me
- Ability to take online courses (asked in 2010 through 2014)
- This college's graduates make a difference in the world (added in 2016)
- The current economic situation significantly affected my college choice (only asked in 2010)

[Cooperative Institutional Research Program \(CIRP\), Entering Fall Term Students, continued:](#)

Graphical Report (Recent Trends, 2020, Historical Trends)

*During your last year in high school, how much time did you spend during the typical week:*

- Studying/homework
- Socializing with friends in person
- Using social media
- Partying
- Participating in student clubs/groups
- Exercising/sports
- Working (for pay)
- Performing household/childcare duties

Fall 2012 Additional Questions

*Check all of the following that are significant concerns for you*

- Academics
- Social life at college
- Being overweight
- Working in a labor position
- Financial problems
- Being away from home
- Not getting enough physical exercise
- Not eating well
- Living in a residence hall (if applicable)
- Being underweight

*Check all of the following that are significant concerns for you (sleeping issues)*

- Sleeping too little
- Interrupted sleep
- Sleeping too much
- Other sleeping issues

*Rate the importance of the following to you*

- Managing stress
- Gaining knowledge and skills necessary to maintain a healthy lifestyle, including physical fitness
- Maintaining healthy sleeping habits
- Eating a nutritionally-sound, well-balanced diet
- Being physically active

How would you describe your general health?

*Additional Questions*

- Do you have a credit card?
  - If yes, are you responsible for paying the bill?
- Do you have a cell phone?
  - If yes, are you responsible for paying the bill?

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

*Rate the importance of each of the following:*

- Learning more about the arts
- Developing a desire for life-long learning

*Indicate what best describes your application to Berea College (2015, 2011, 1995-2012)*

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

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

### 2014 Graphical Report

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

- Prepare students for employment after college
- Prepare students for graduate or advanced education
- Develop moral character
- Provide for students' emotional development

*Please indicate your agreement with each of the following statements:*

- The chief benefit of a college education is that it increases one's earning power

*Please indicate the extent to which you:*

- Feel that the training you received in graduate school prepared you well for your role as a faculty member
- Achieve a healthy balance between your personal life and your professional life
- Experience close alignment between your work and your personal values
- Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar

*How satisfied are you with the following aspects of your job?*

- Salary
- Health benefits
- Retirement benefits
- Opportunity for scholarly pursuits
- Teaching load
- Quality of students
- Office/lab space
- Autonomy and independence
- Professional relationships with other faculty
- Competency of colleagues
- Job security
- Departmental leadership
- Course assignments
- Freedom to determine course content
- Availability of child care at this institution
- Prospects for career advancement
- Clerical/administrative support

- Overall job satisfaction
- Relative equity of salary and job benefits
- Flexibility in relation to family matters or emergencies

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

*Please indicate the extent to which each of the following has been a source of stress for you during the past two years:*

- Managing household responsibilities
- Child care
- My physical health
- Review/promotion process
- Subtle discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)
- Personal finances
- Committee work
- Faculty meetings
- Colleagues
- Students
- Research or publishing demands
- Institutional procedures and “red tape”
- Teaching load
- Lack of personal time
- Job security
- Working with underprepared students
- Self-imposed high expectations
- Increased work responsibilities
- Institutional budget cuts

**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

**Faculty/Student Comparisons (FSSE/NSSE)**

*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

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

*Indicate the extent to which you agree with the following statements about this college*

- My experiences here have helped motivate me to make something of my life

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

- Developing openness to new ideas and practices
- Appreciating the fine arts, music, literature, and the humanities

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

- Preparing to cope with changes as they occur (e.g. in career, relationships, lifestyle)
- Acquiring a well-rounded General Education
- Developing my religious values

### Berea-Specific Items

*Rate the importance of each of the following:*

- Developing a desire for life-long learning

## ACT Alumni Outcomes Survey, (Work College Consortium) Graduates 1992-93 through 2006-07

Which of the following best describes your primary work status at this time?

Select the response below that best describes the type of organization by which you are now employed. If two responses apply equally to your organization, select them both.

*Below is a list of abilities or skills one might expect to develop while pursuing a postsecondary education. First, indicate your opinion of the importance of the skill in an individual's efforts to be personally/professionally successful in today's world. Then, indicate the impact of your experiences at this school on your attainment of each skill.*

- Living my personal and professional life according to my own standard/ethic

## **Historical Survey Data (Prior to 2010)**

### **Cooperative Institutional Research Program (CIRP), Entering Fall Term Students, 2002 and 2004 Administrations Only**

#### **Graphical Report**

*Please indicate the extent to which each of the following describe you*

- Searching for mission/purpose in life (2002 and 2004 administrations)
- Believing in the sacredness of life (2002 administration)

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

What is the highest degree you intend to obtain?

*Rate the importance of each of the following:*

- Making a lot of money
- Having a mate
- Having children
- Getting a good education

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

- To become a “well-rounded” person

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

*How much time did you spend during a typical week doing the following:*

- Watching TV
- Household/childcare duties
- Reading for pleasure

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

- Raising a family

What do you think you will be doing in fall 2005?

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

2003, 2007, and 2010 – major changes made in 2014

*To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*

- Contributing to the welfare of the community

### **Graduating Seniors’ Survey (includes ACT College Outcomes Survey)**

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

- Setting long-term or “life” goals
- Becoming a more effective member in a multicultural society

#### **Berea-Specific Items**

*Rate the importance of each of the following:*

- Making a lot of money
- Having a mate

- Having children
- Getting a good education
- Learning about the arts

[ACT Appalachian Region Alumni Outcomes Survey, 1974-76, 1984-86, 1994-96 Graduates](#)

What is the highest lifetime degree goal you at the time you completed high school?

What is the highest lifetime degree goal you now have?

On average, about what percent of your family income do you donate to charitable organizations (e.g. United Way, church/religious organizations, civic/political organizations)?

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

*Outside of work, how often do you do each of the following?*

- Read for career/professional reason (e.g. professional/trade publications)
- Read for entertainment (e.g. non-news magazine, novels, non-fiction books)
- Read local newspaper
- Read national news magazines (e.g., Time, Newsweek, U.S. News and World report)
- Read national newspaper

How much control do you feel you have over the important events in your life?

How frequently do you smoke cigarettes?

How frequently do you consume alcoholic beverages (i.e. beer, wine, hard liquor)?

How frequently do you engage in aerobic exercise (e.g. running, walking, hiking, swimming)?

My overall experience at Berea College has contributed to a generally positive view of life

*Importance to your current endeavors/Contribution that your experiences at this college made to your growth*

- Developing ethical standards and values
- Exercising my rights, responsibilities and privileges as a citizen
- Developing a healthy lifestyle
- Developing my religious value



# 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](#)

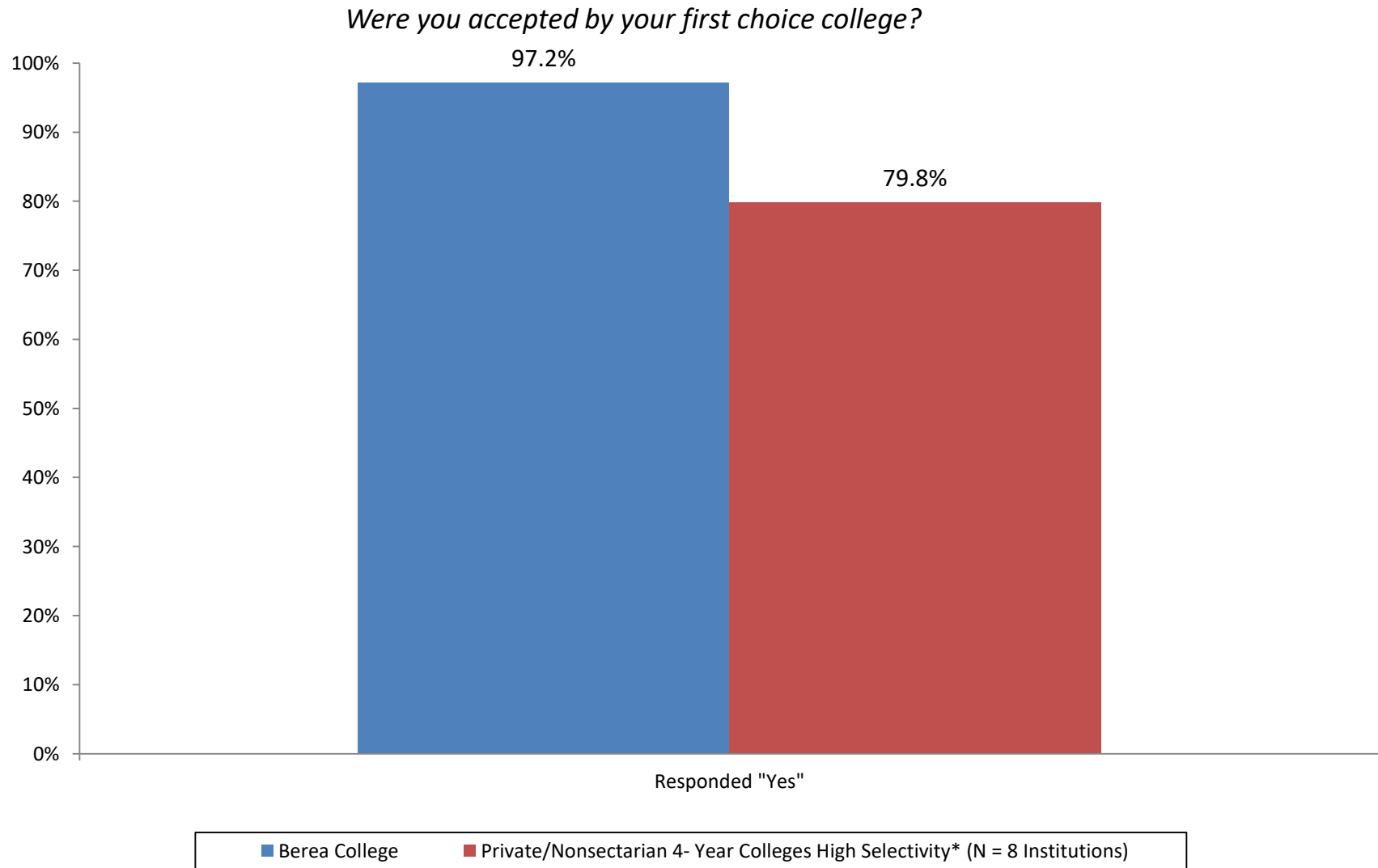
Response Rates:			
2002	87.6%	2004	93.2%
2006	85.6%	2008	89.6%
2010	87.0%	2012	76.0%
2014	84.0%	2016	74.7%
2018	64.0%	2020	74.0%

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

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

**THEME: College Choice**

(Based on First-Year Students Only)

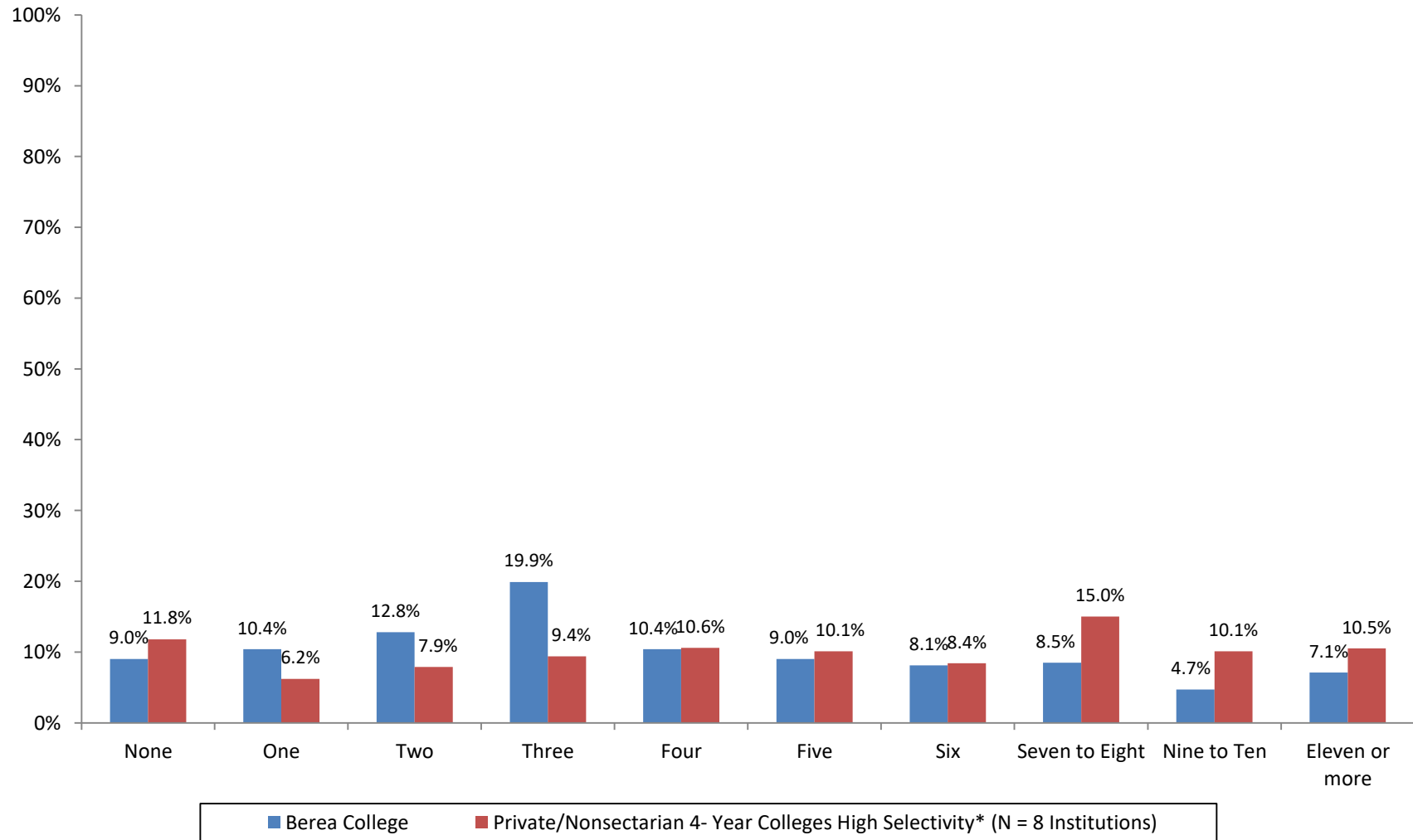


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: College Choice**

(Based on First-Year Students Only)

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

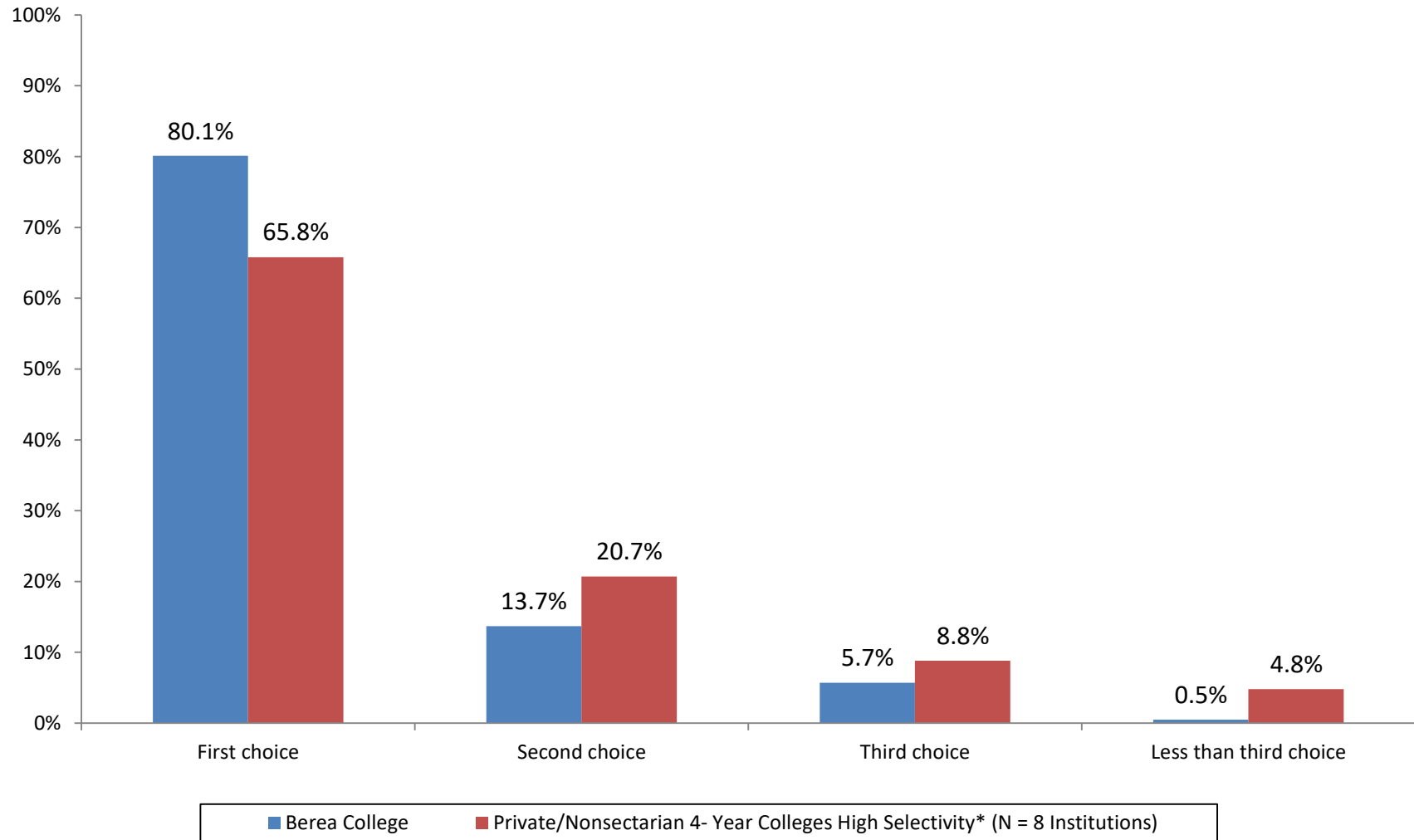


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**THEME: College Choice**

(Based on First-Year Students Only)

*Is this college your:*

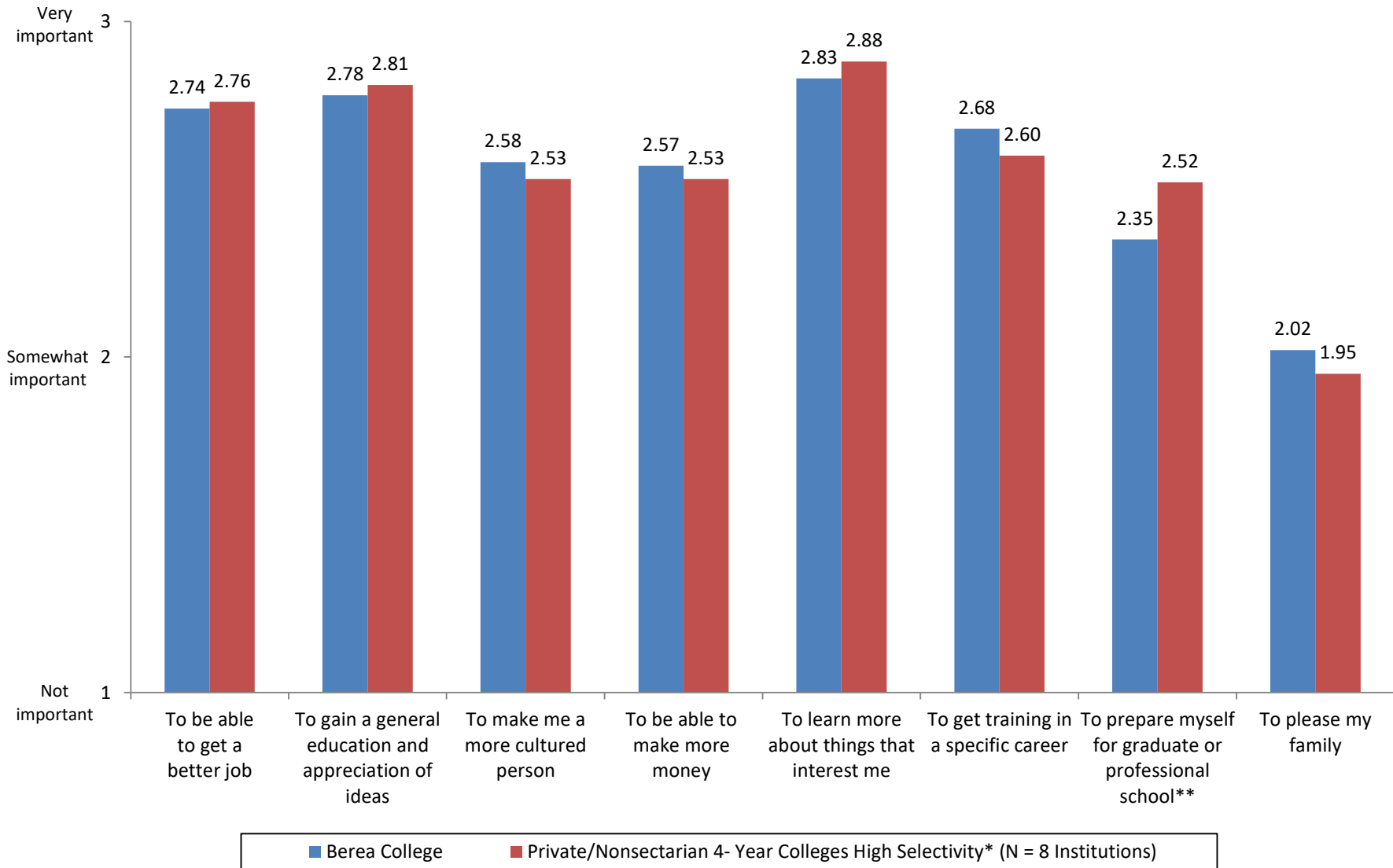


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**THEME: College Choice**

(Based on First-Year Students Only)

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



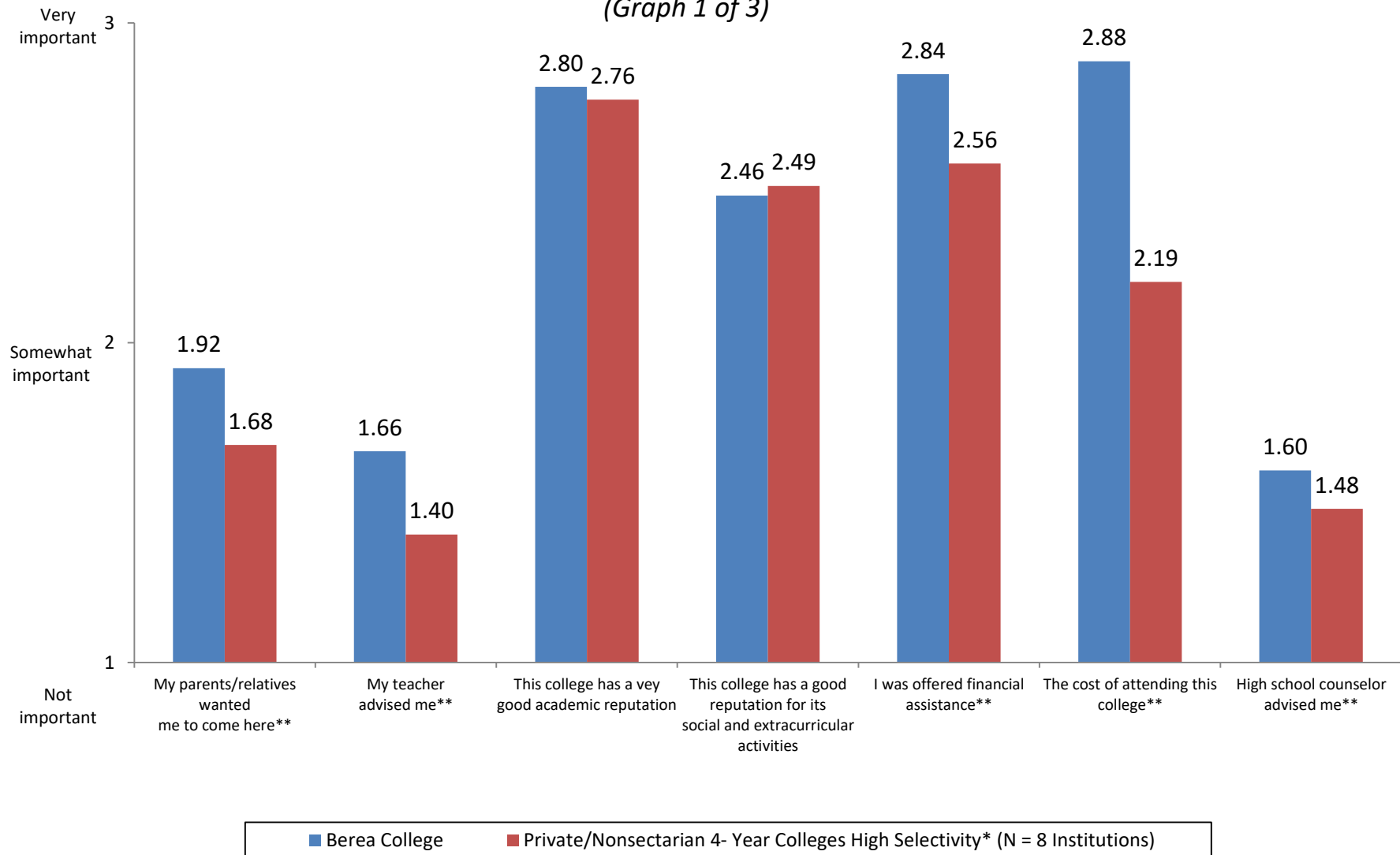
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: College Choice**

(Based on First-Year Students Only)

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



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

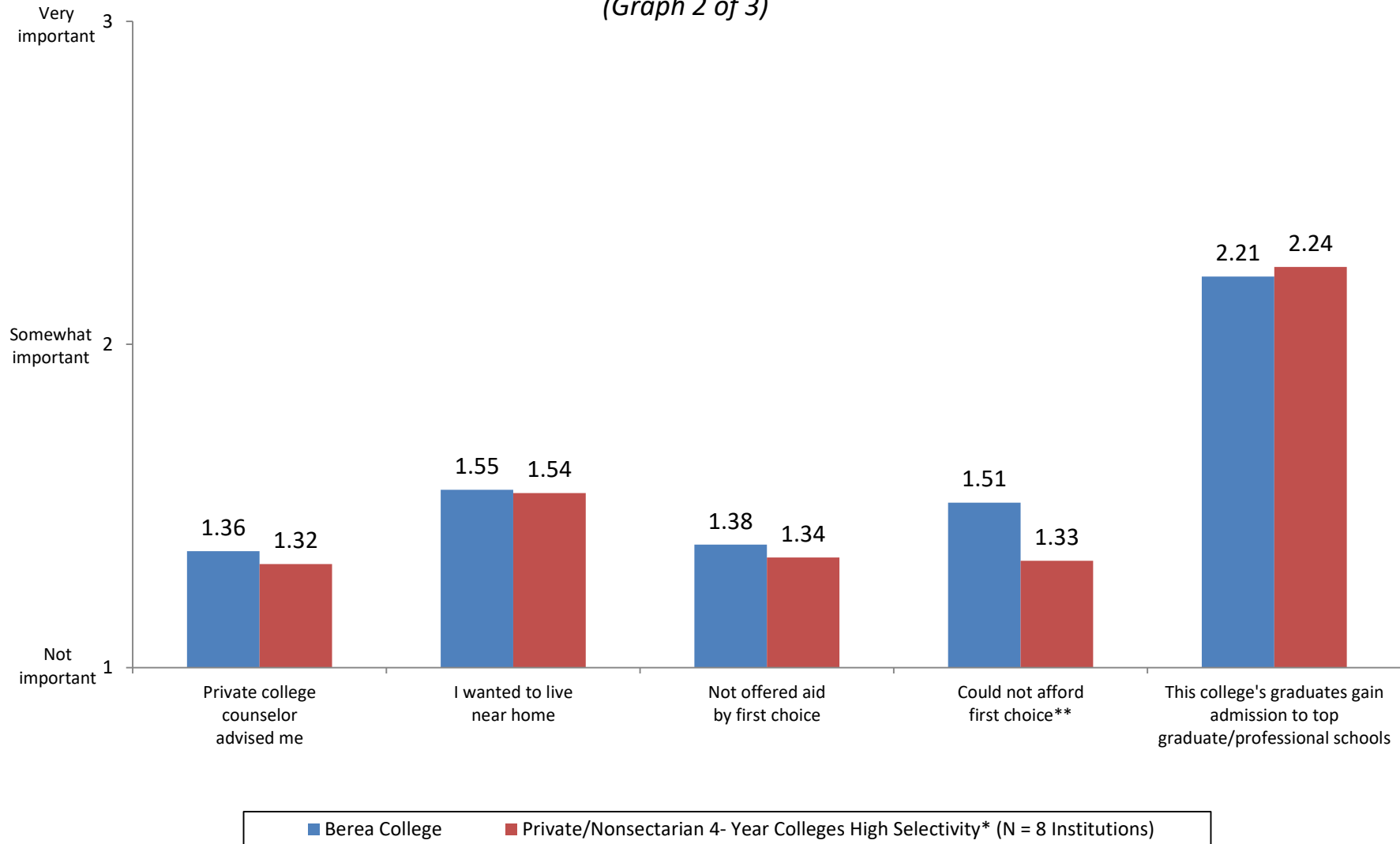
\*\*Difference is statistically significant.



**THEME: College Choice**

(Based on First-Year Students Only)

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



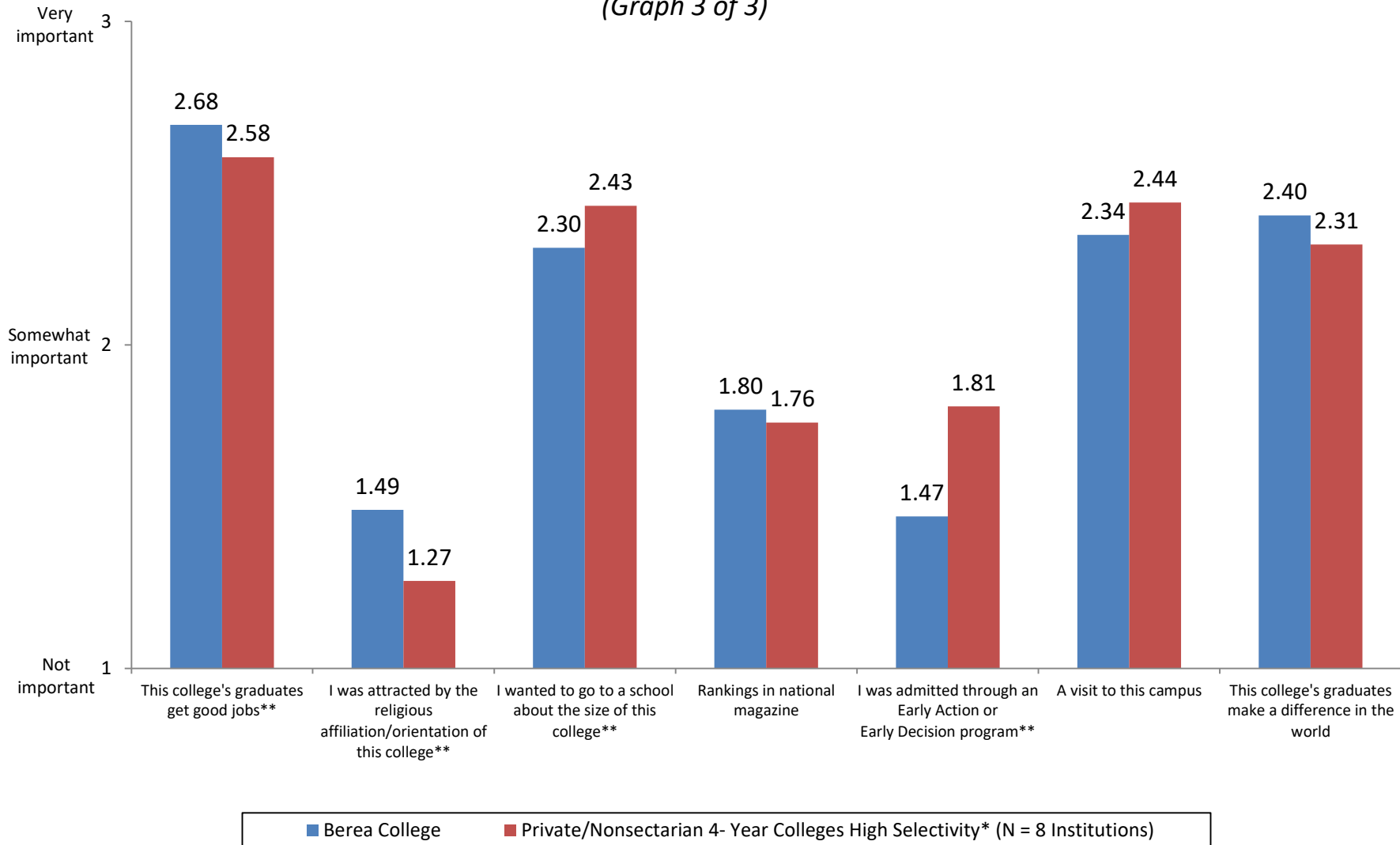
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\*\*Difference is statistically significant.

**THEME: College Choice**

(Based on First-Year Students Only)

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

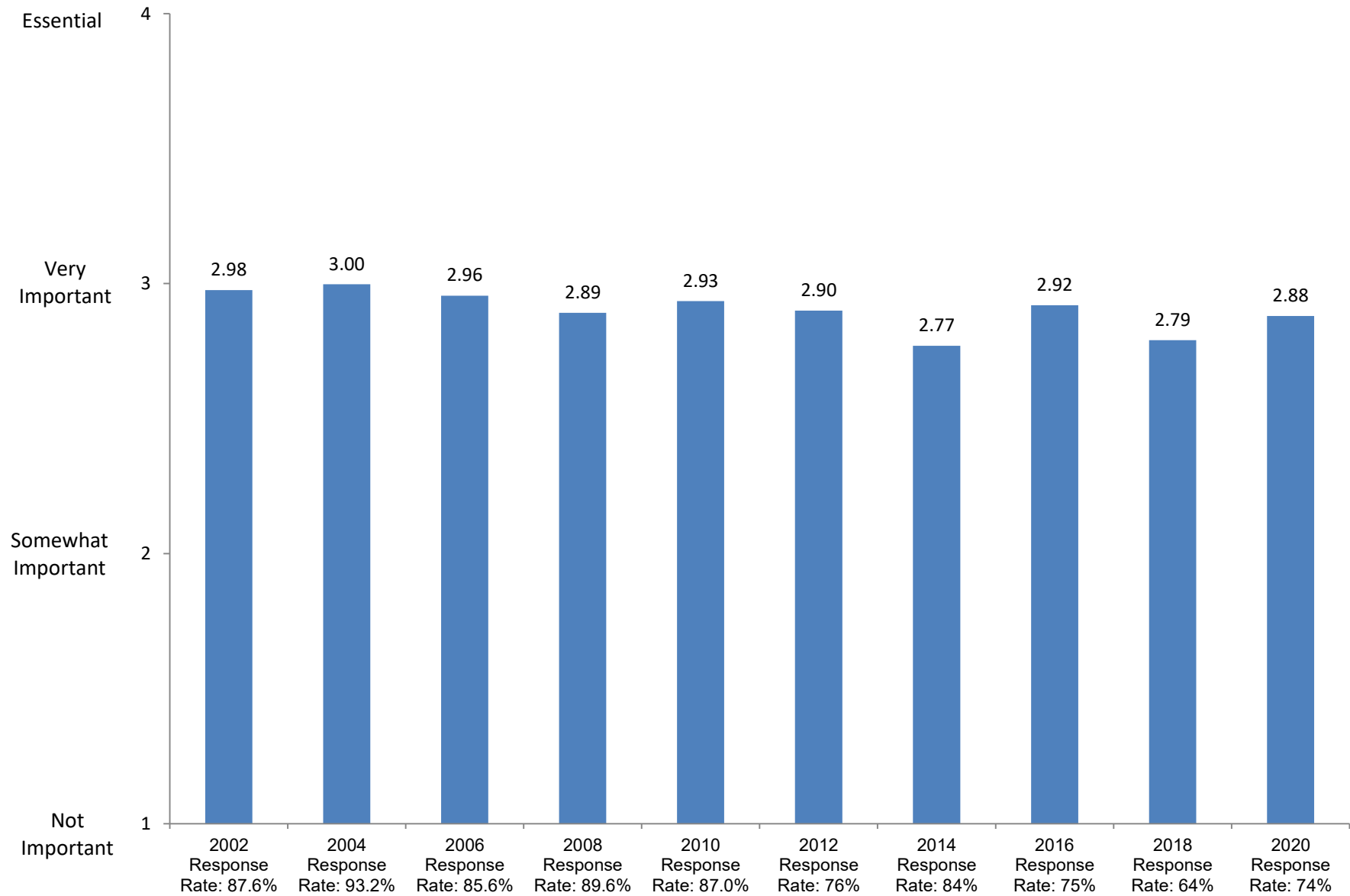


\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

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

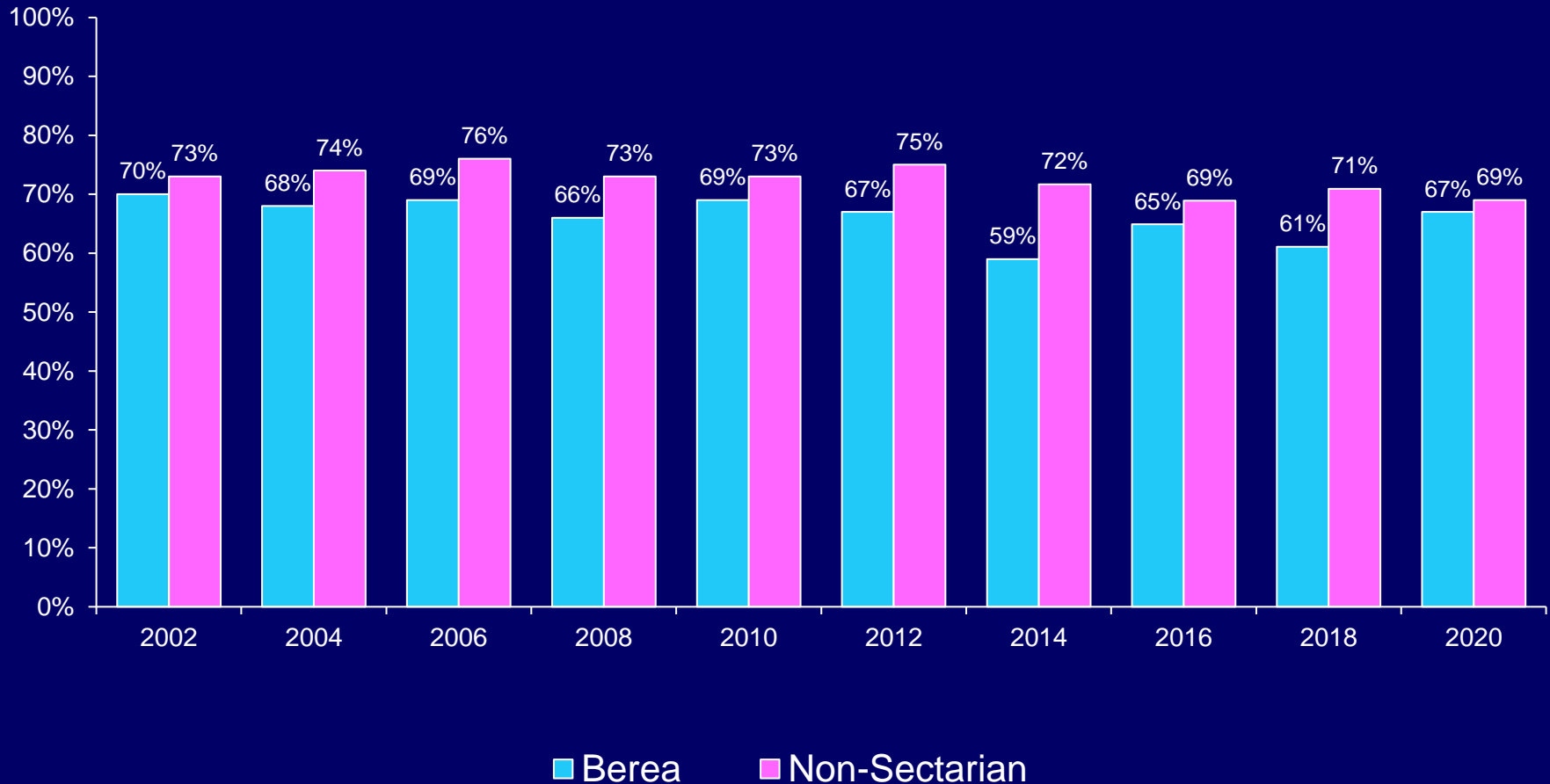
## Raising a family



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

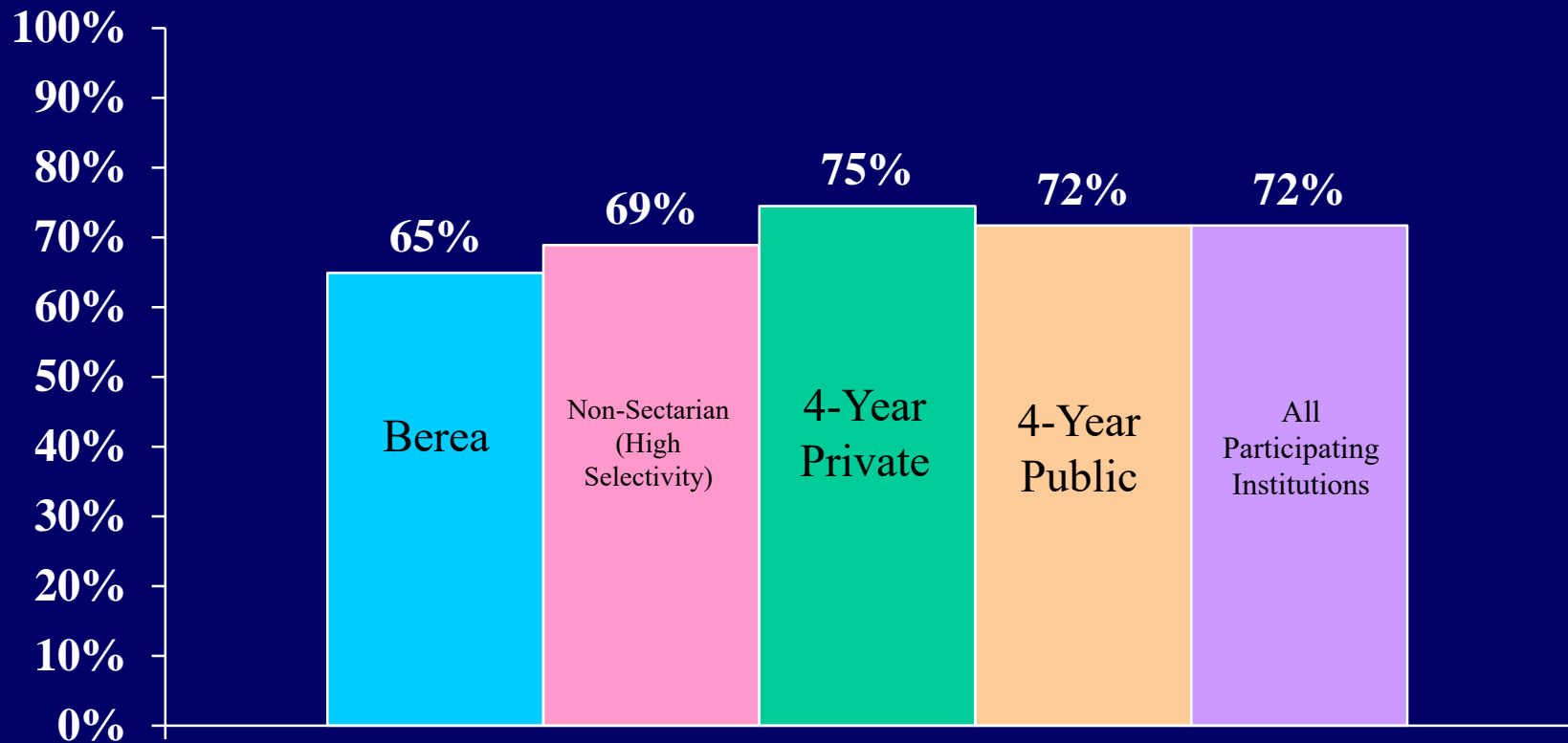
*Percent of students who indicated that the following was  
“essential” or “very important” to them personally*

## Raising a family

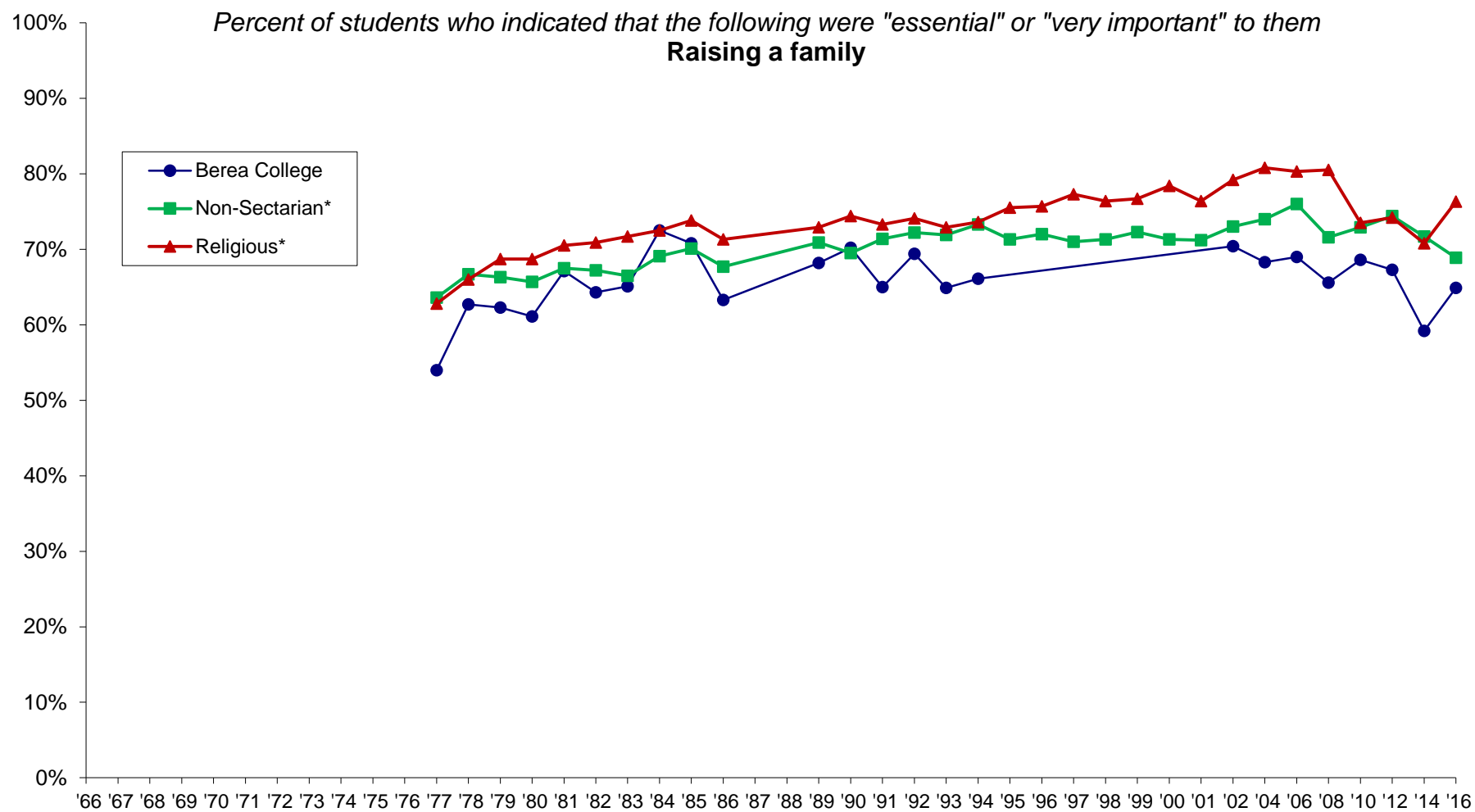


Percent of students who personally consider the following objective to be “essential” or “very important:”

## *Raising a family*



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



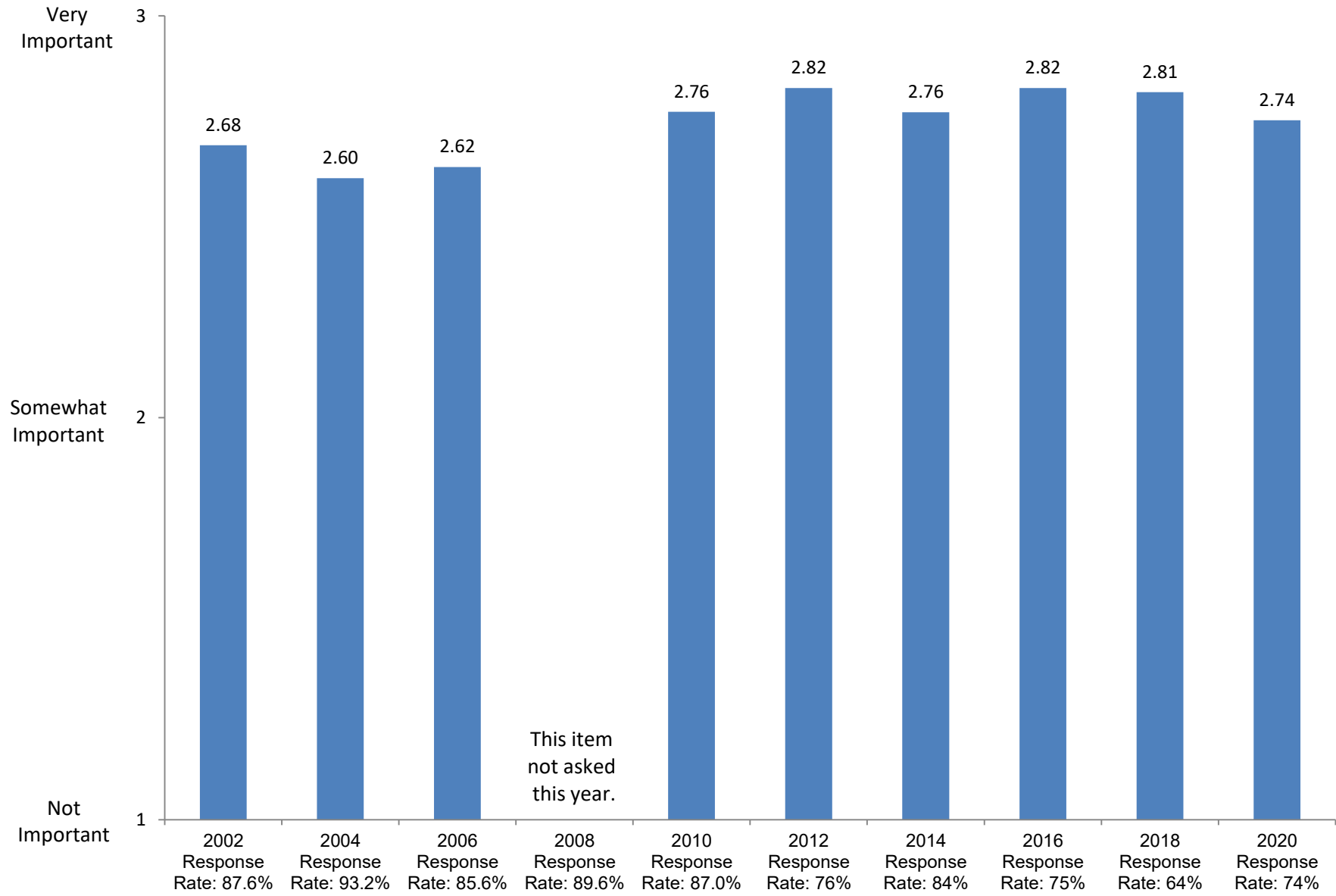
**Entering Fall Term**

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

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

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

## To be able to get a better job



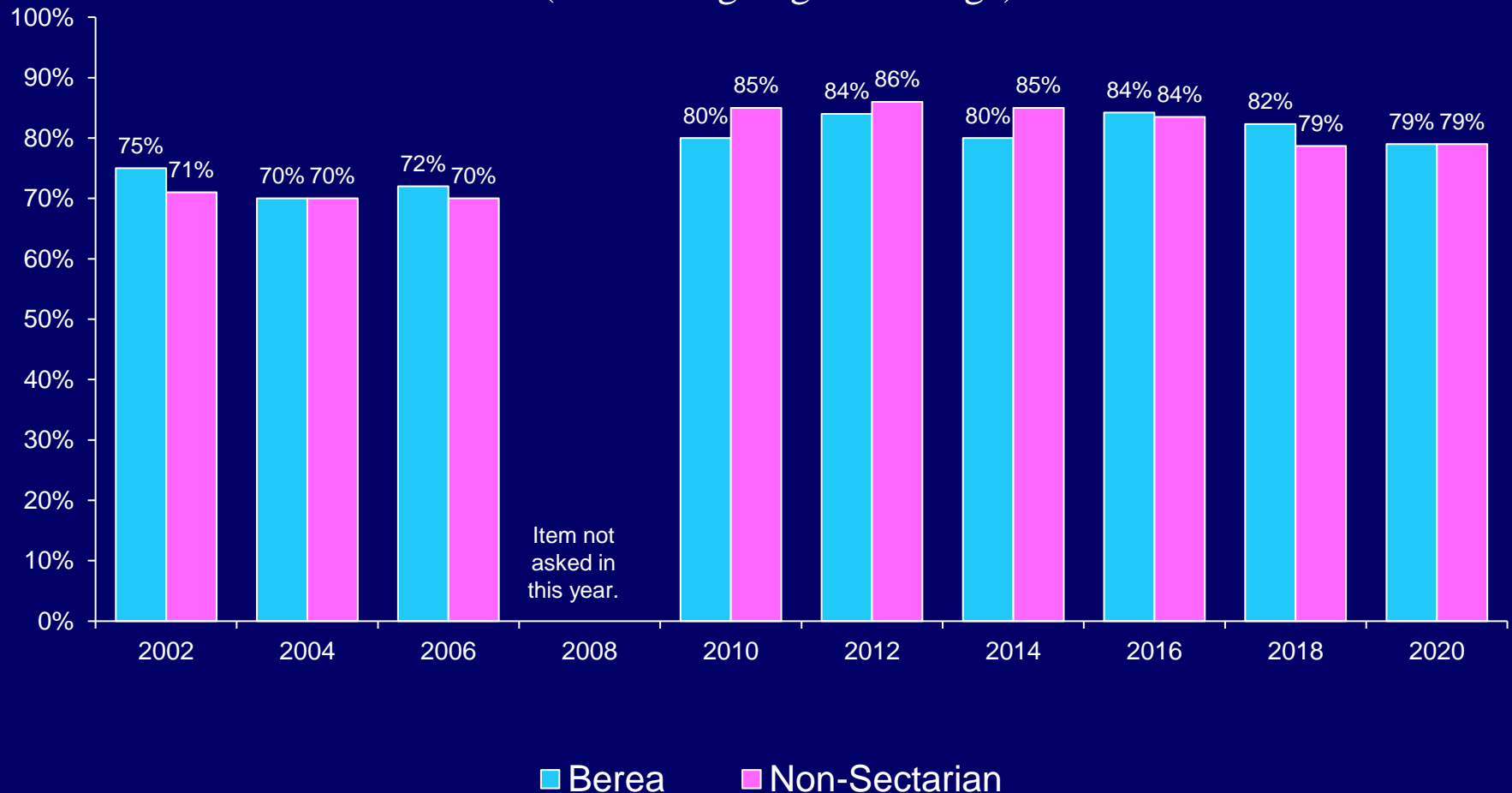
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



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

## To be able to get a better job

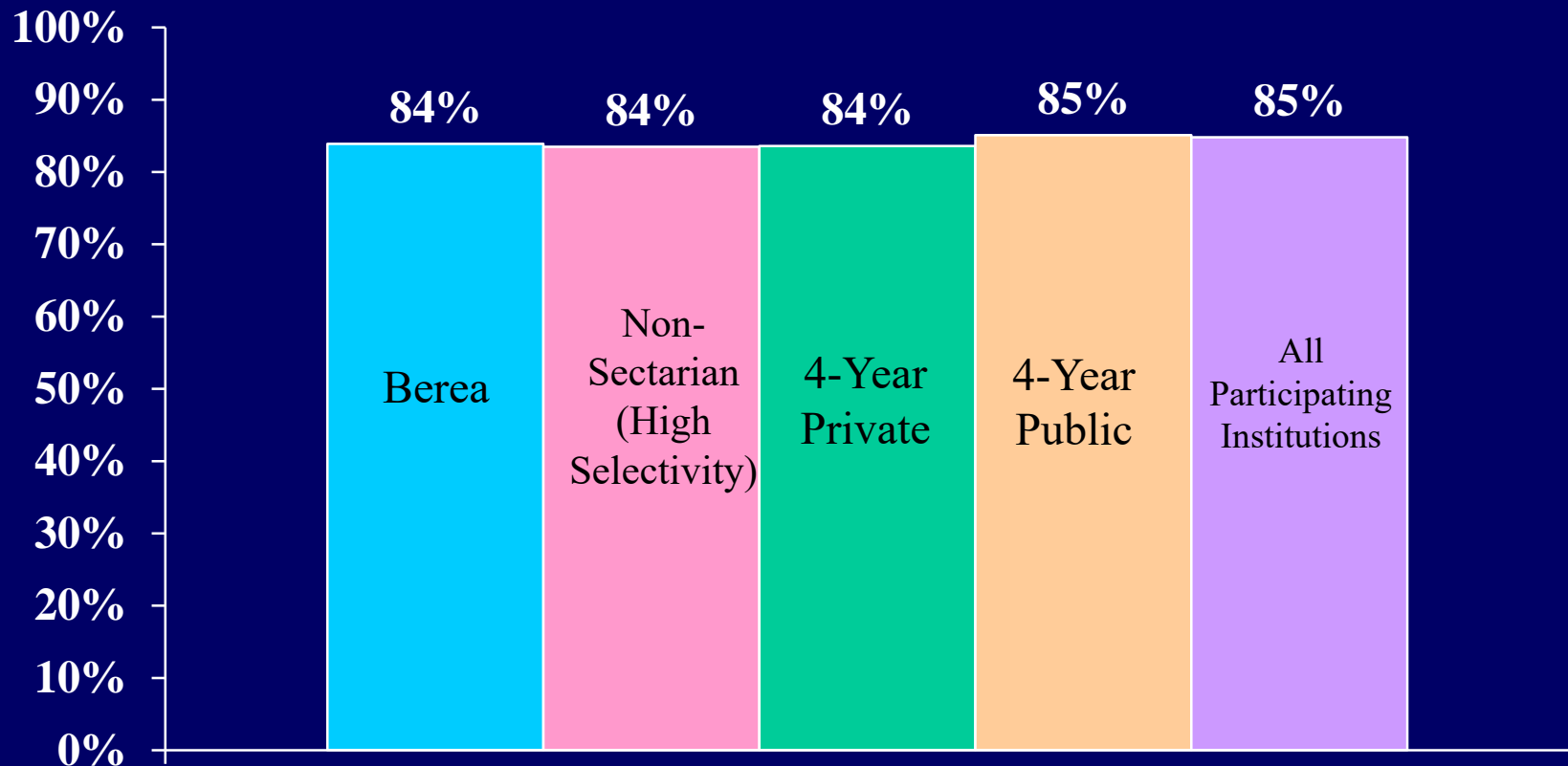
(in deciding to go to college)



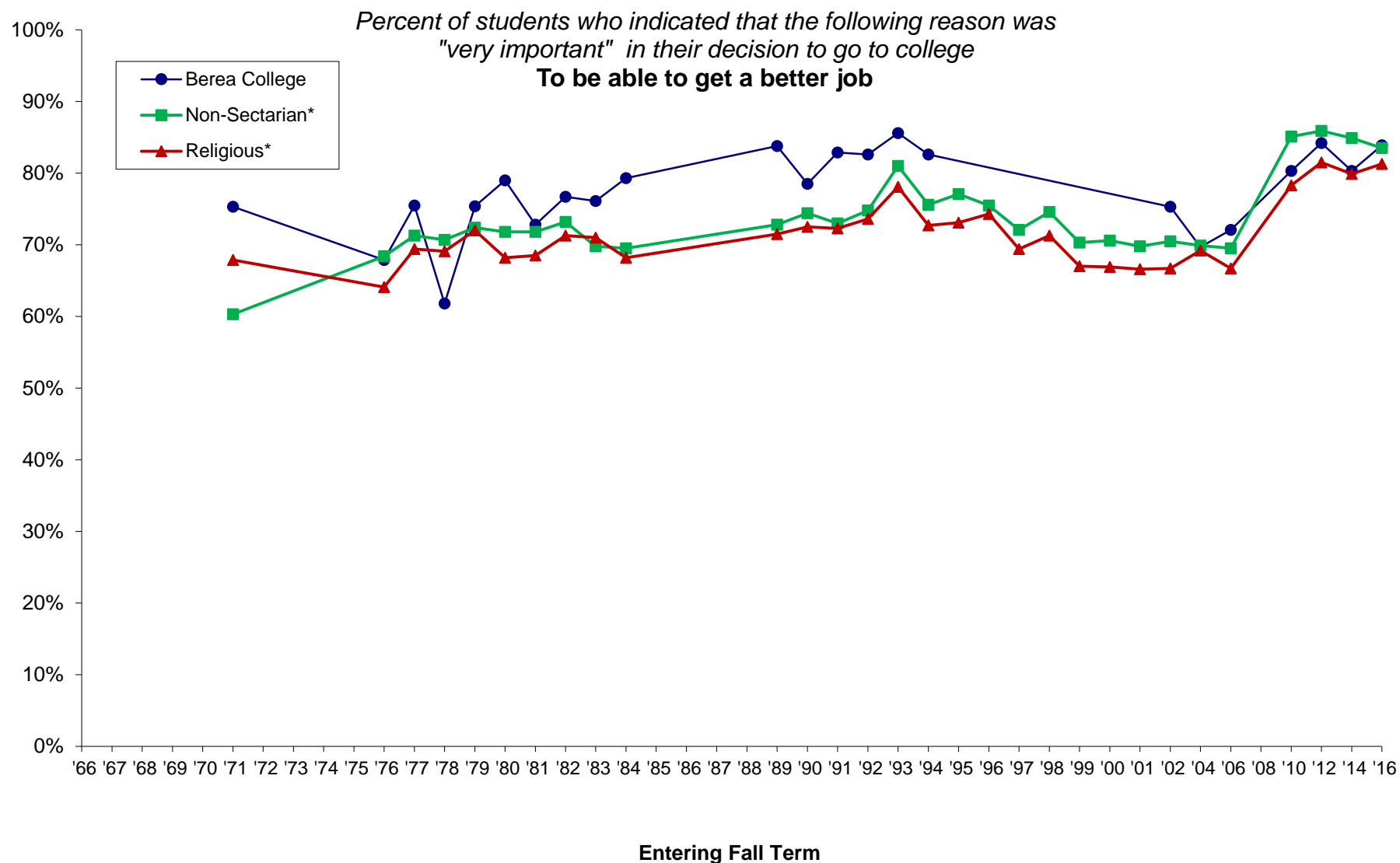
Percentage of students who rated item as “very important”:

# *To be able to get a better job*

*(for deciding to go to college)*



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

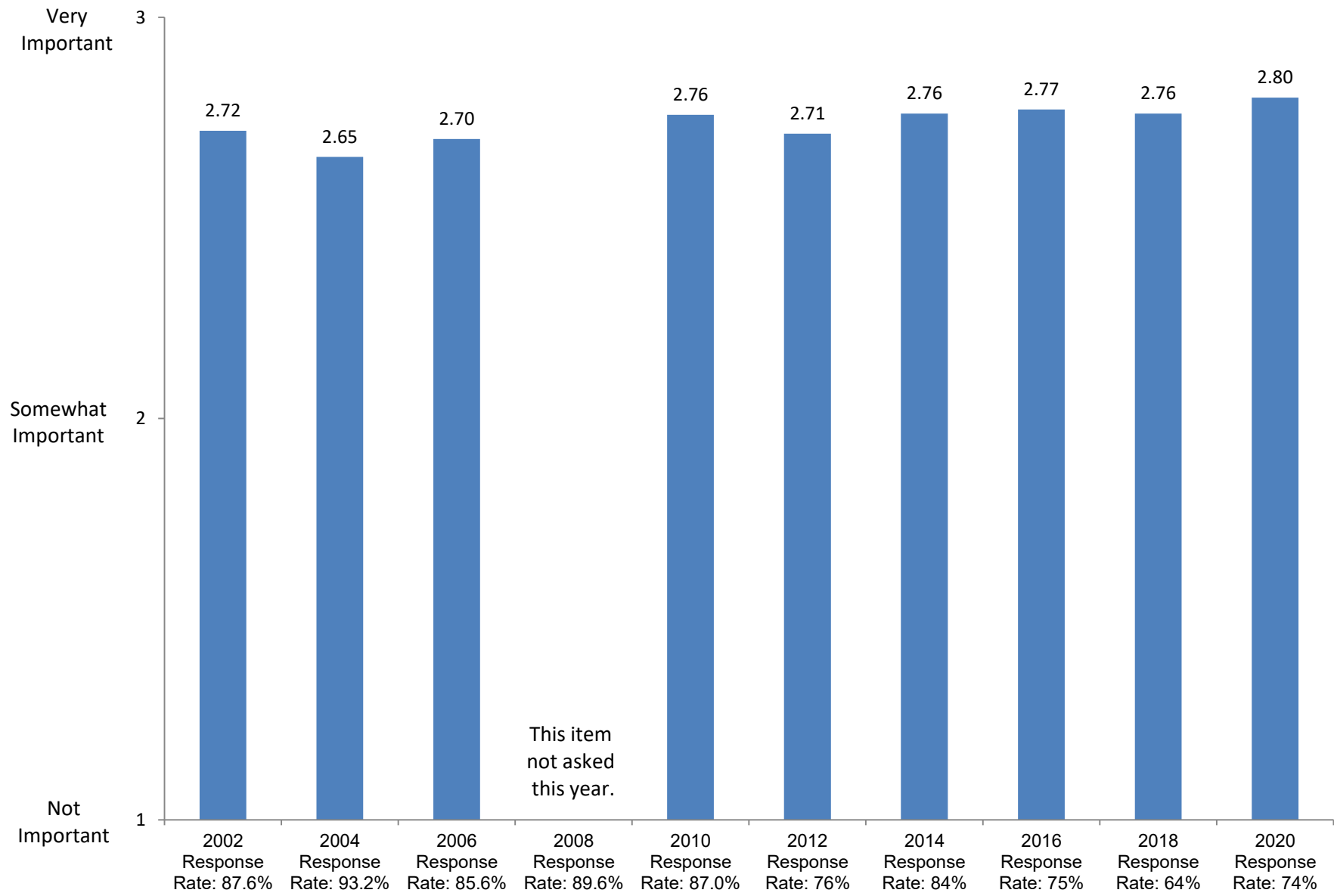


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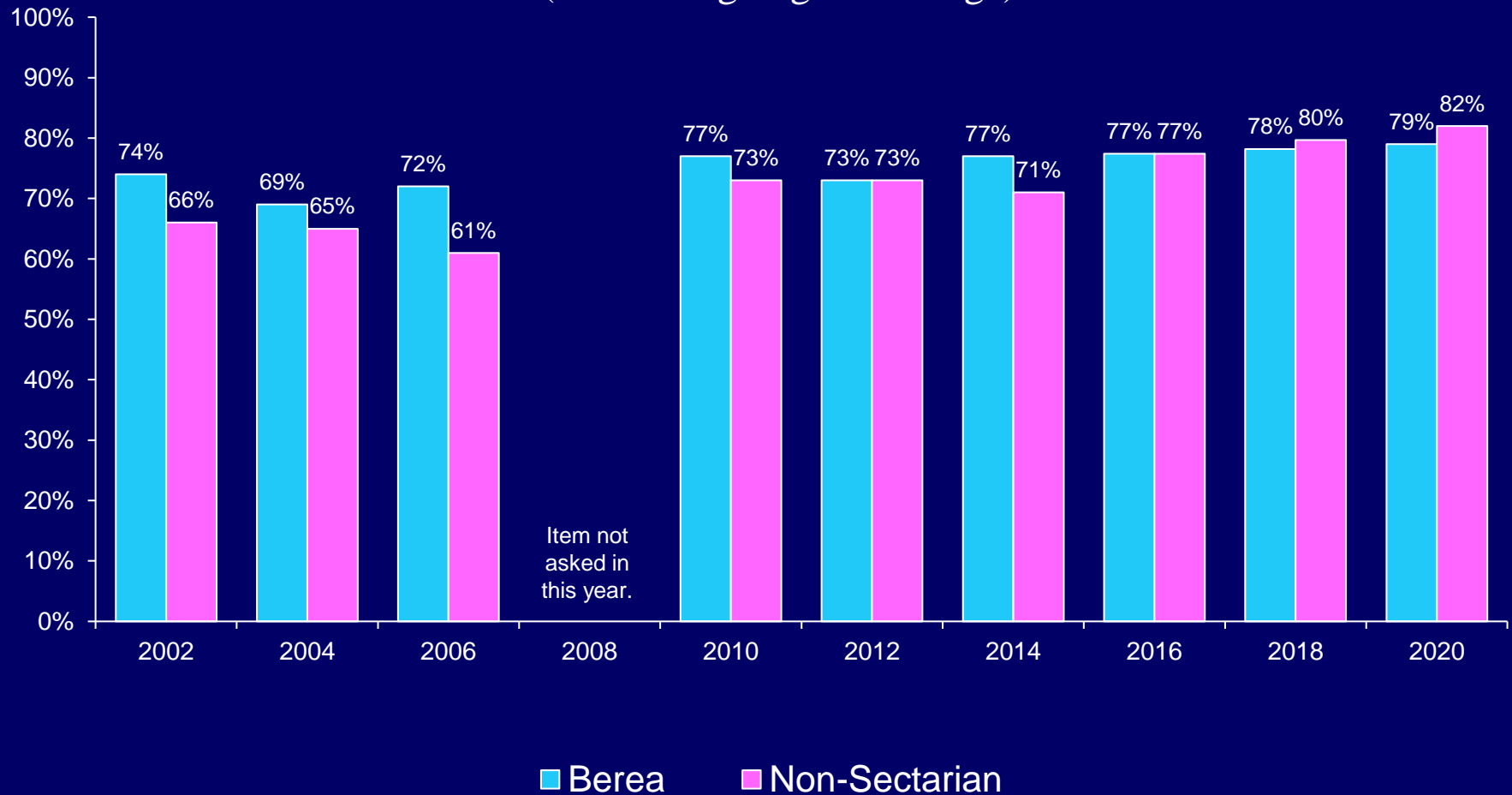
In deciding to go to college, how important to you was each of the following reasons?

## To gain a general education and appreciation of ideas



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

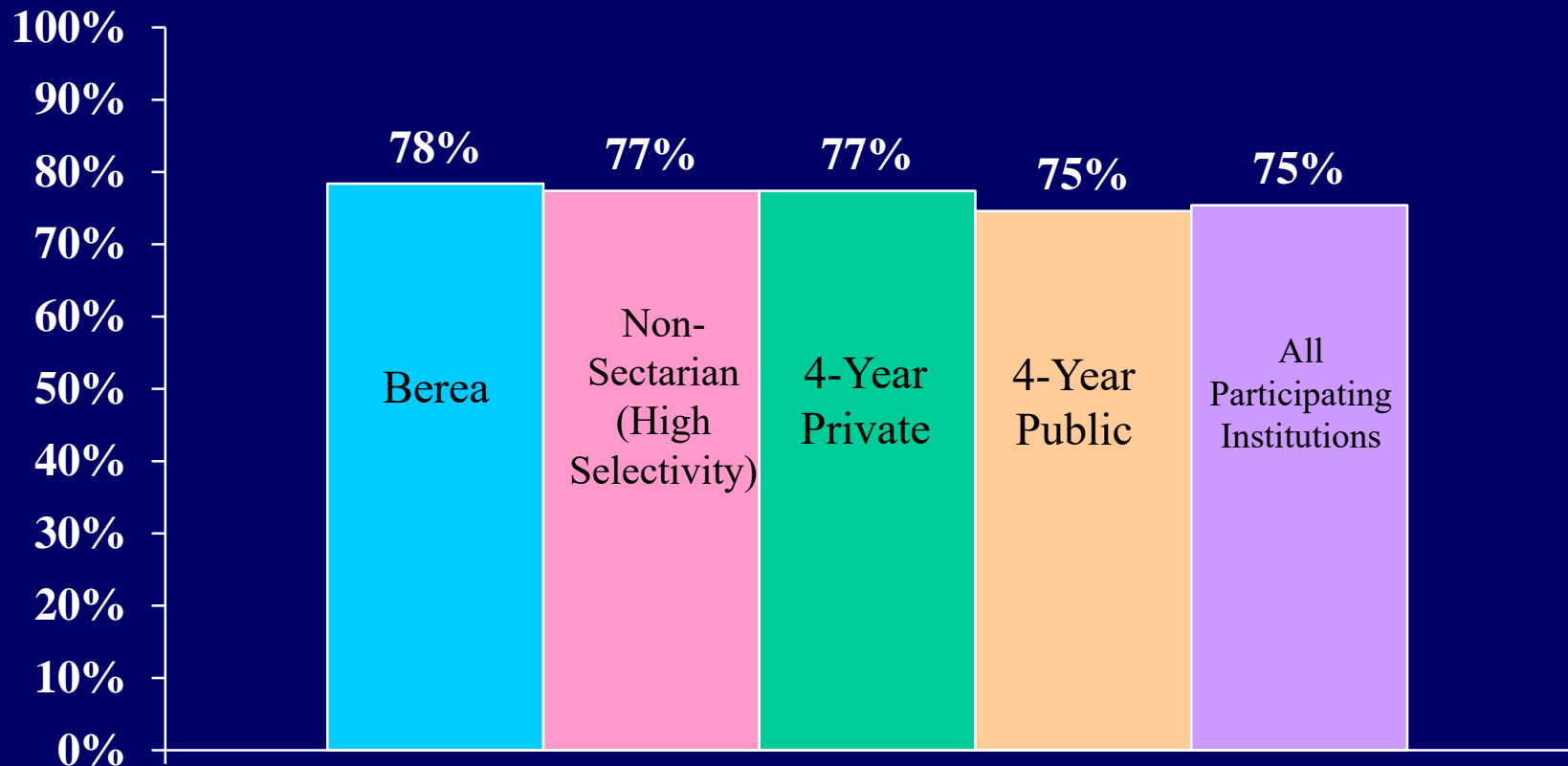
*Percent of students who rated item as “very important”*  
**To gain a general education and appreciation of ideas**  
(in deciding to go to college)



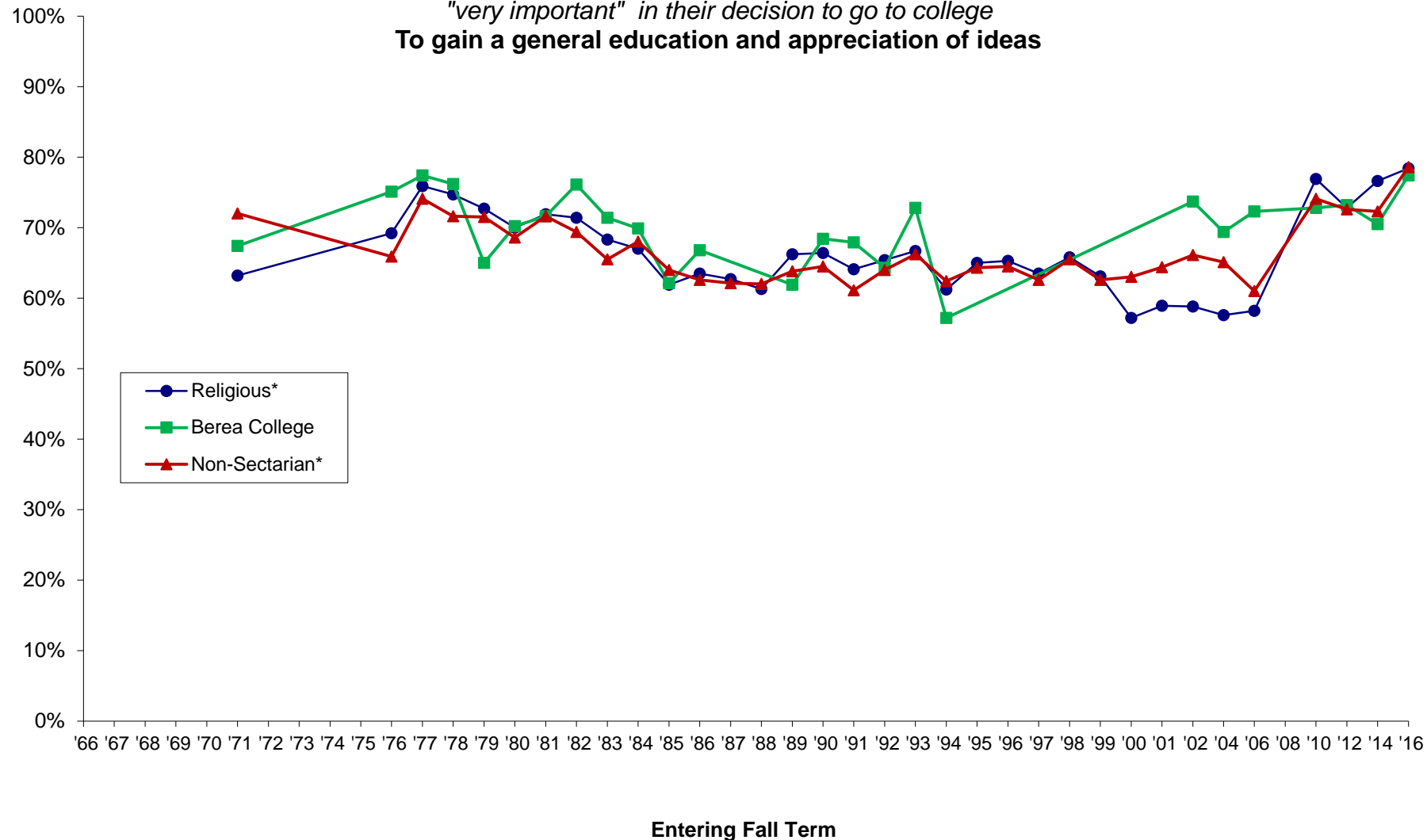
Percentage of students who rated item as “very important”:

*To gain a general education and  
appreciation of ideas*

*(for deciding to go to college)*



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



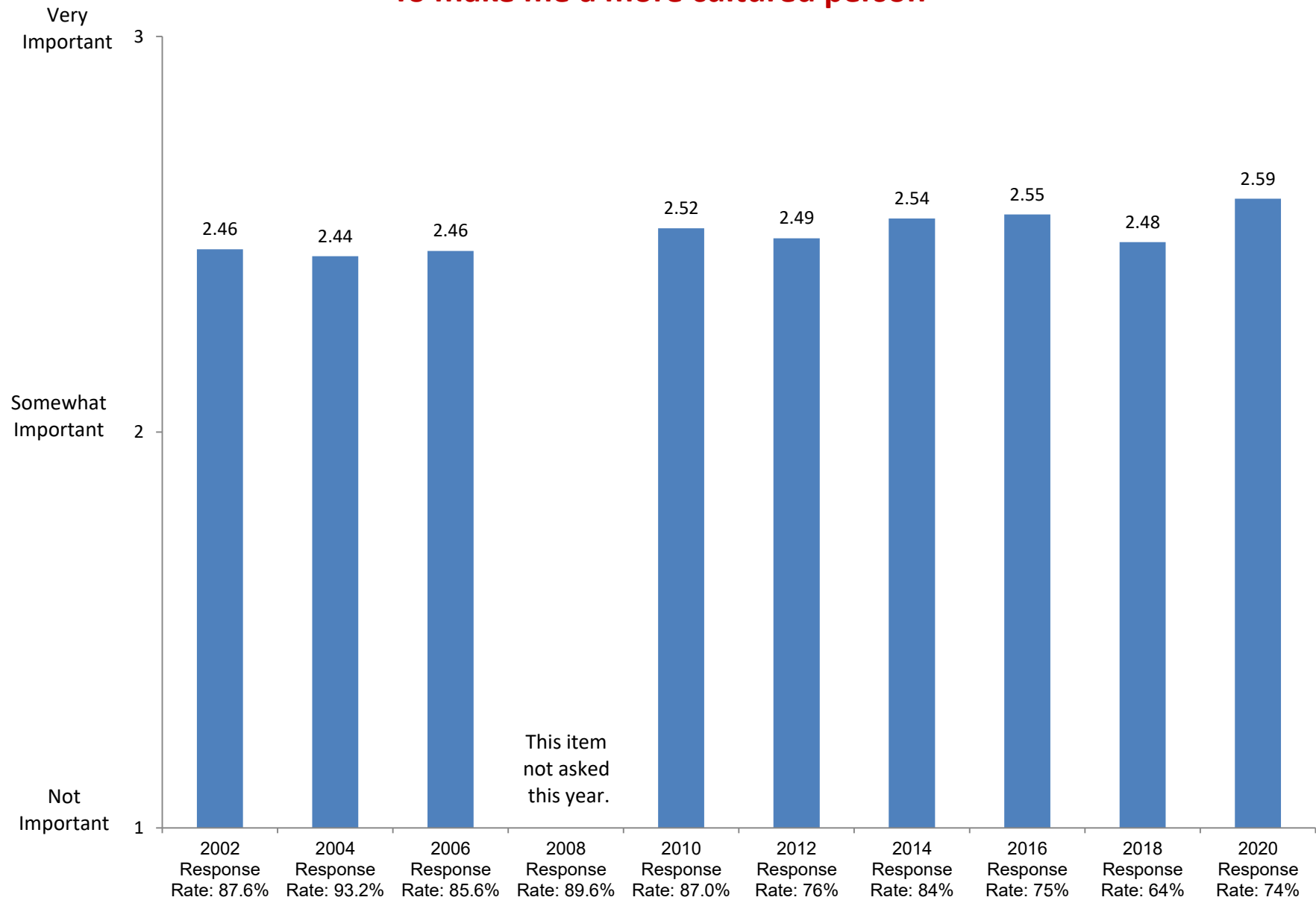
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In deciding to go to college, how important to you was each of the following reasons?

## To make me a more cultured person

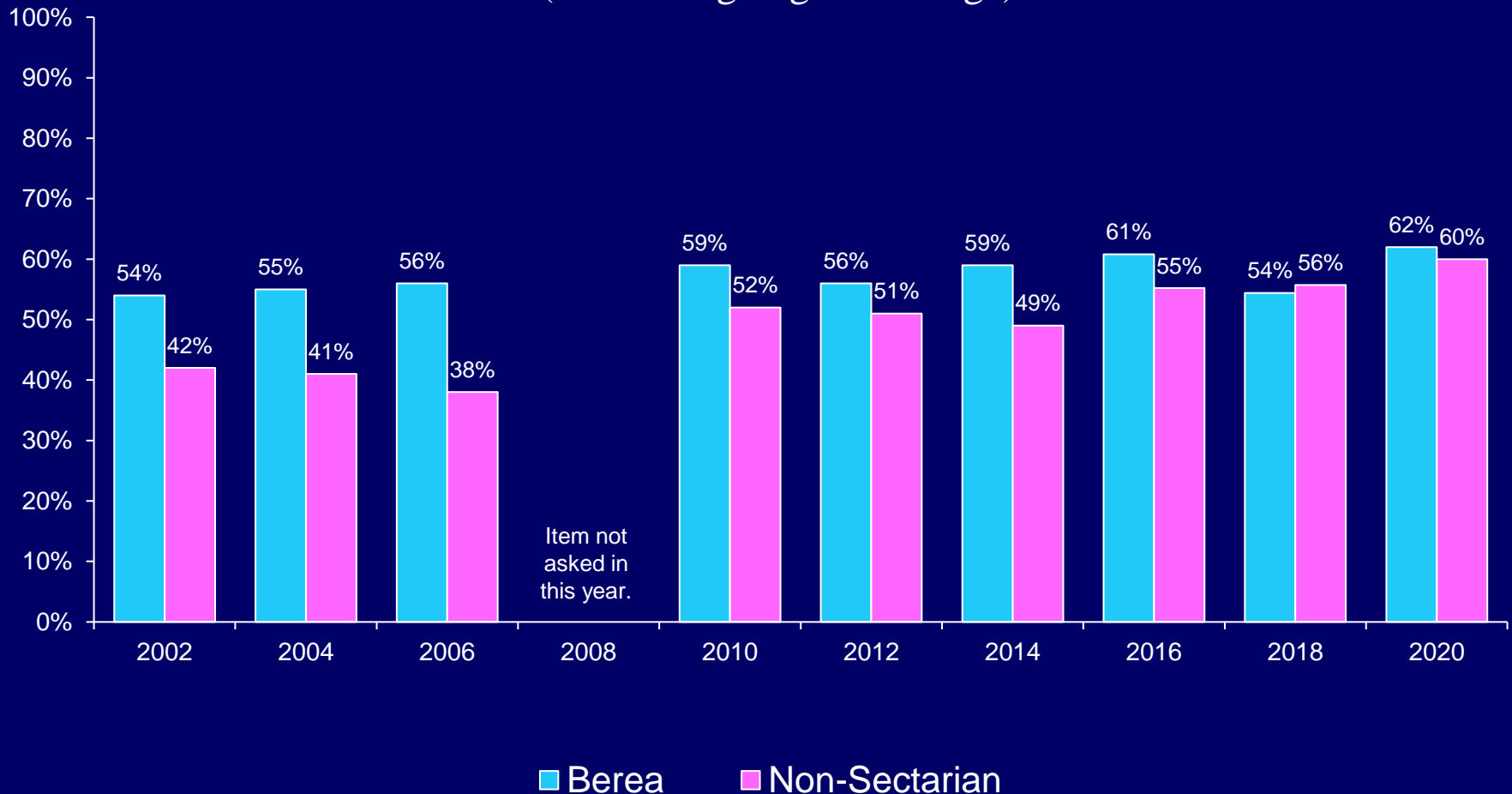


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## To make me a more cultured person

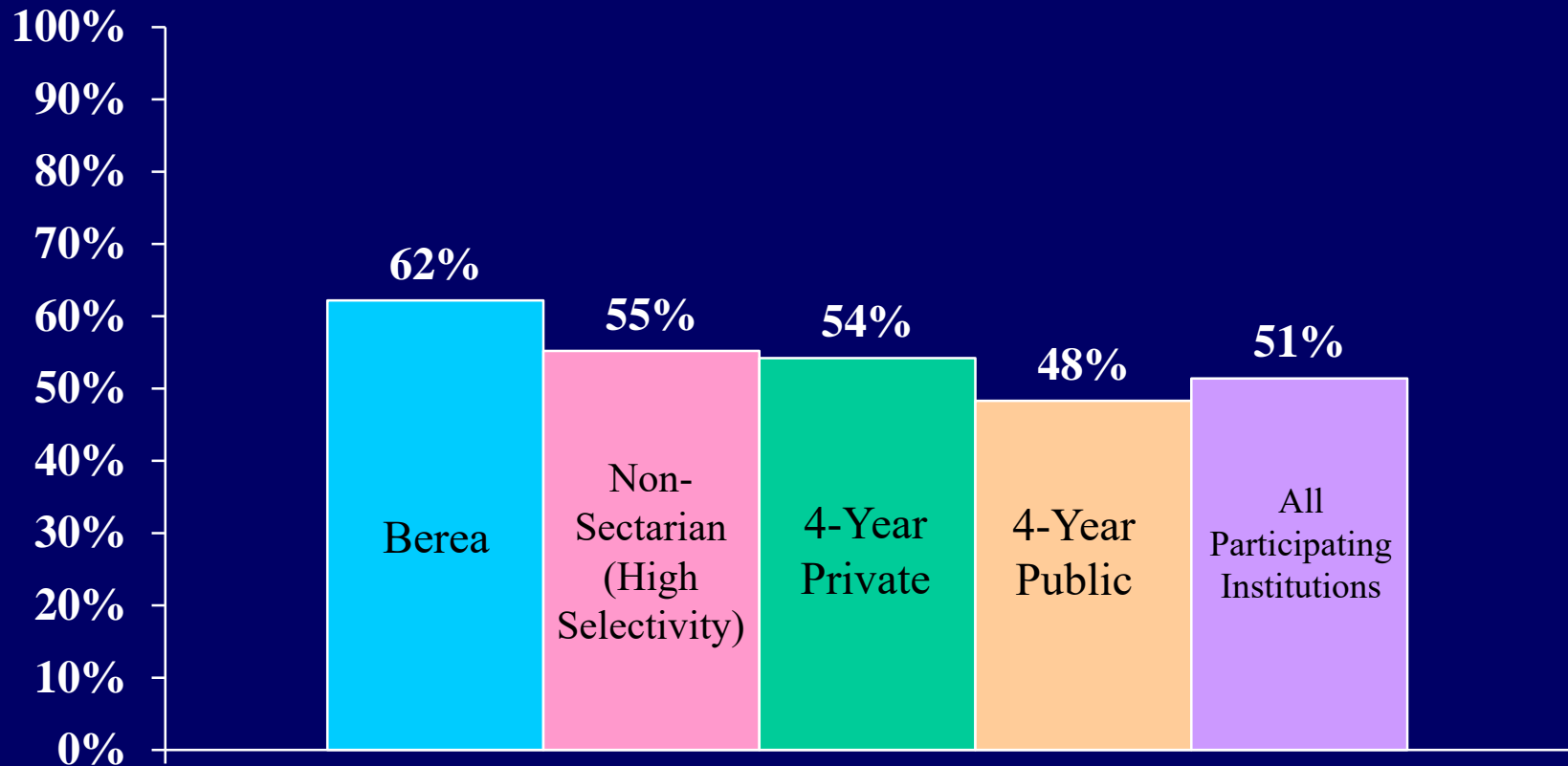
(in deciding to go to college)

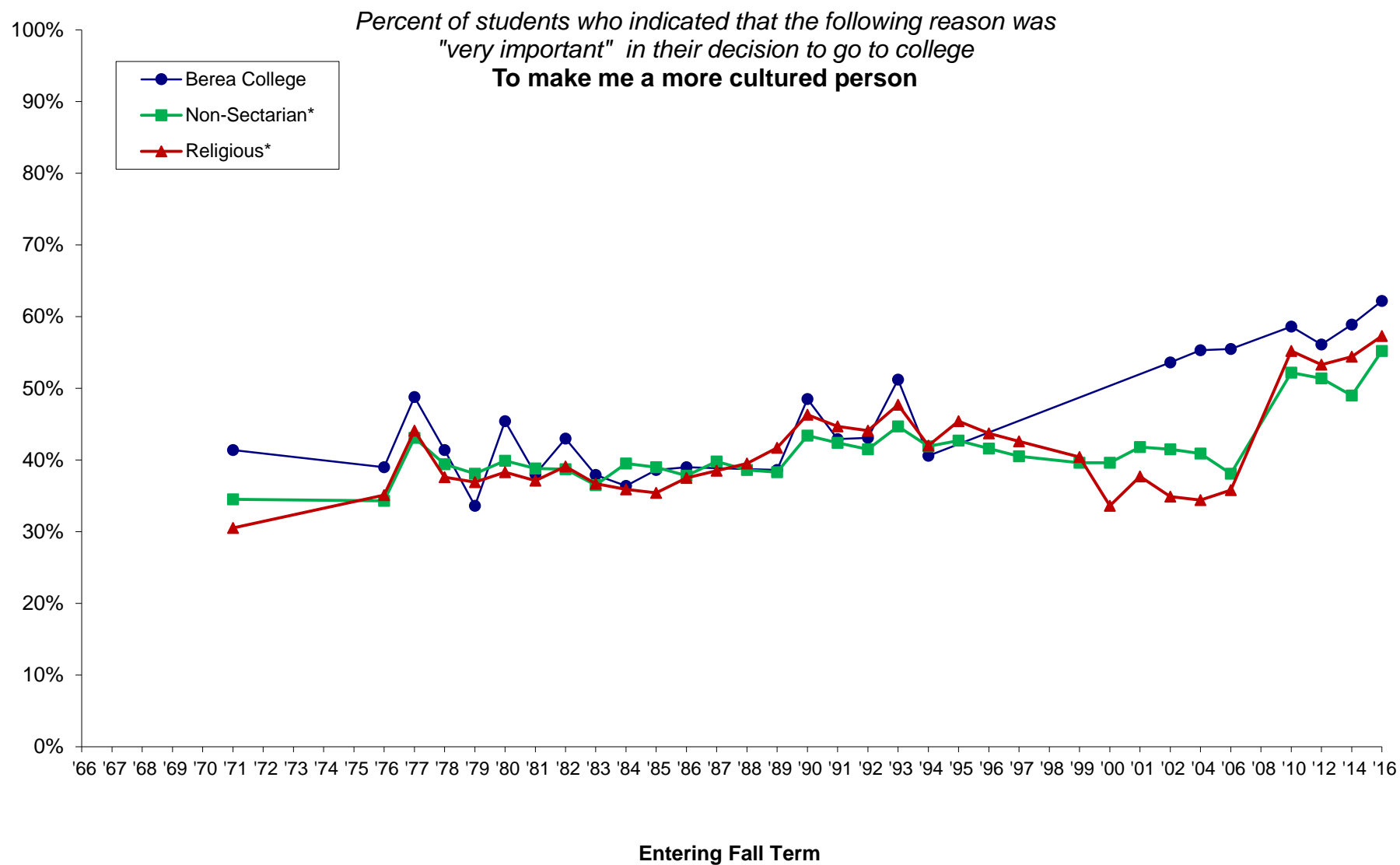


Percentage of students who rated item as “very important”:

*To make me a more cultured person*

*(for deciding to go to college)*



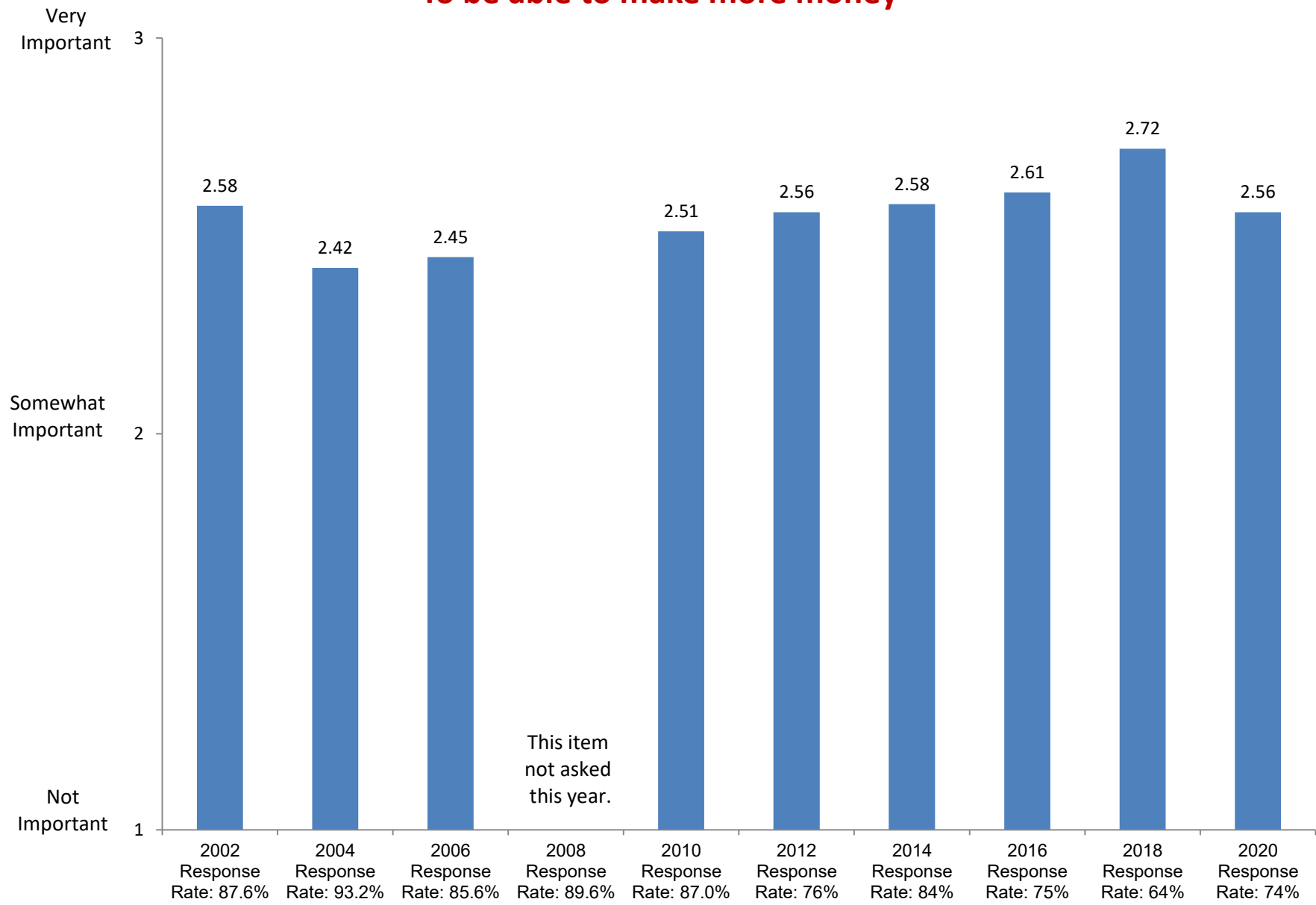


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In deciding to go to college, how important to you was each of the following reasons?

## To be able to make more money

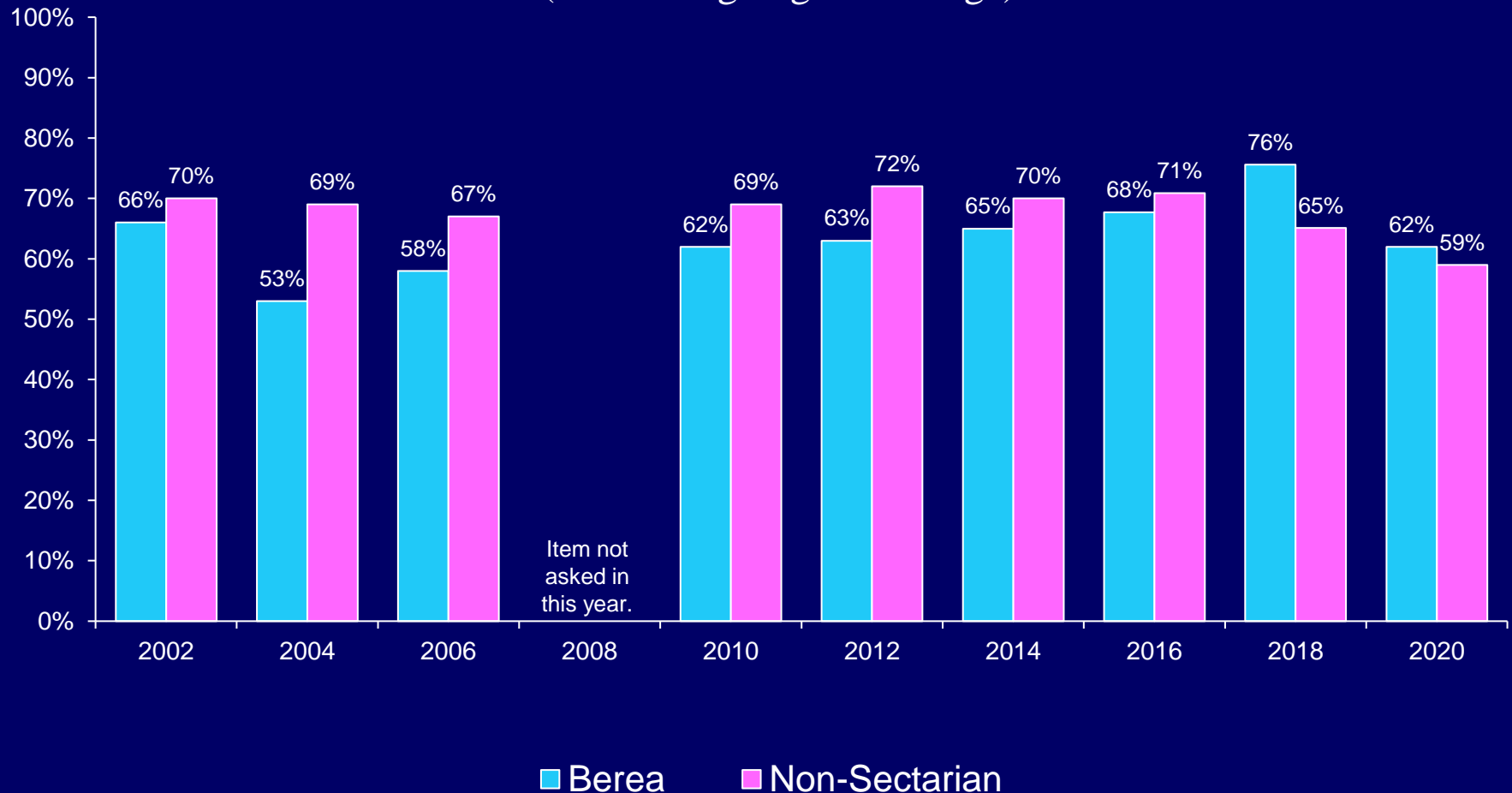


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## To be able to make more money

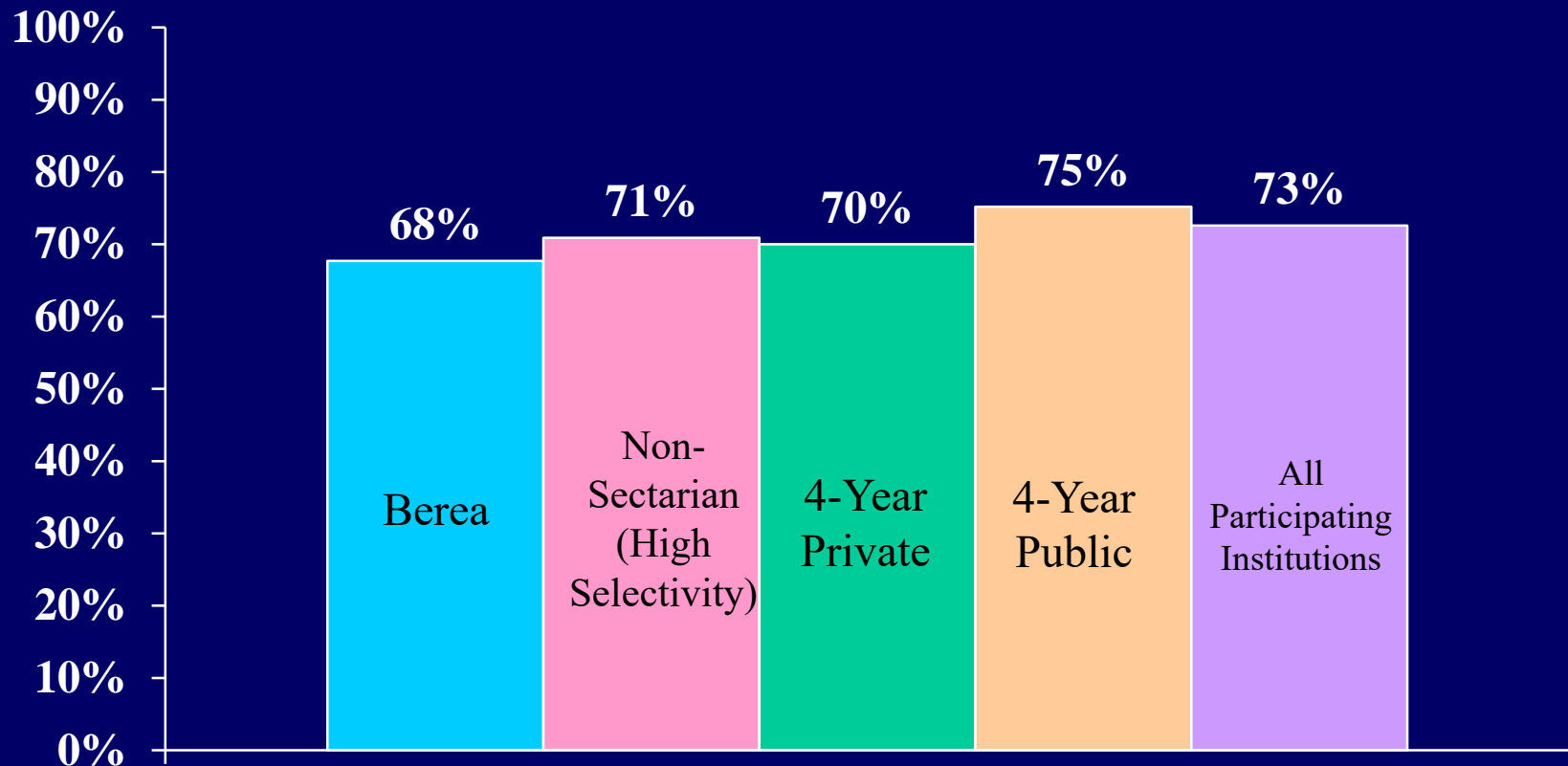
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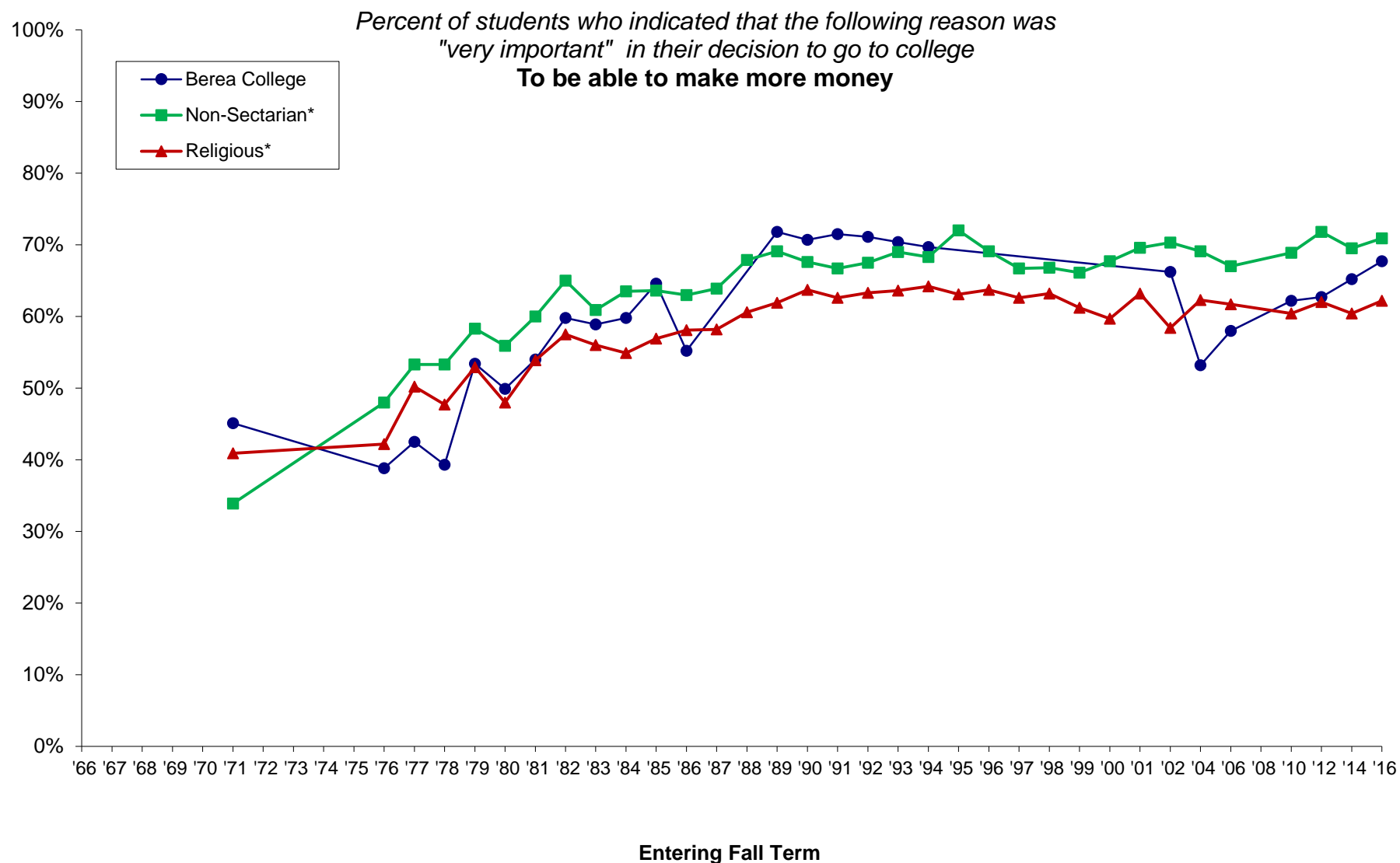
Percentage of students who rated item as “very important”:

*To be able to make more money*

*(for deciding to go to college)*



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



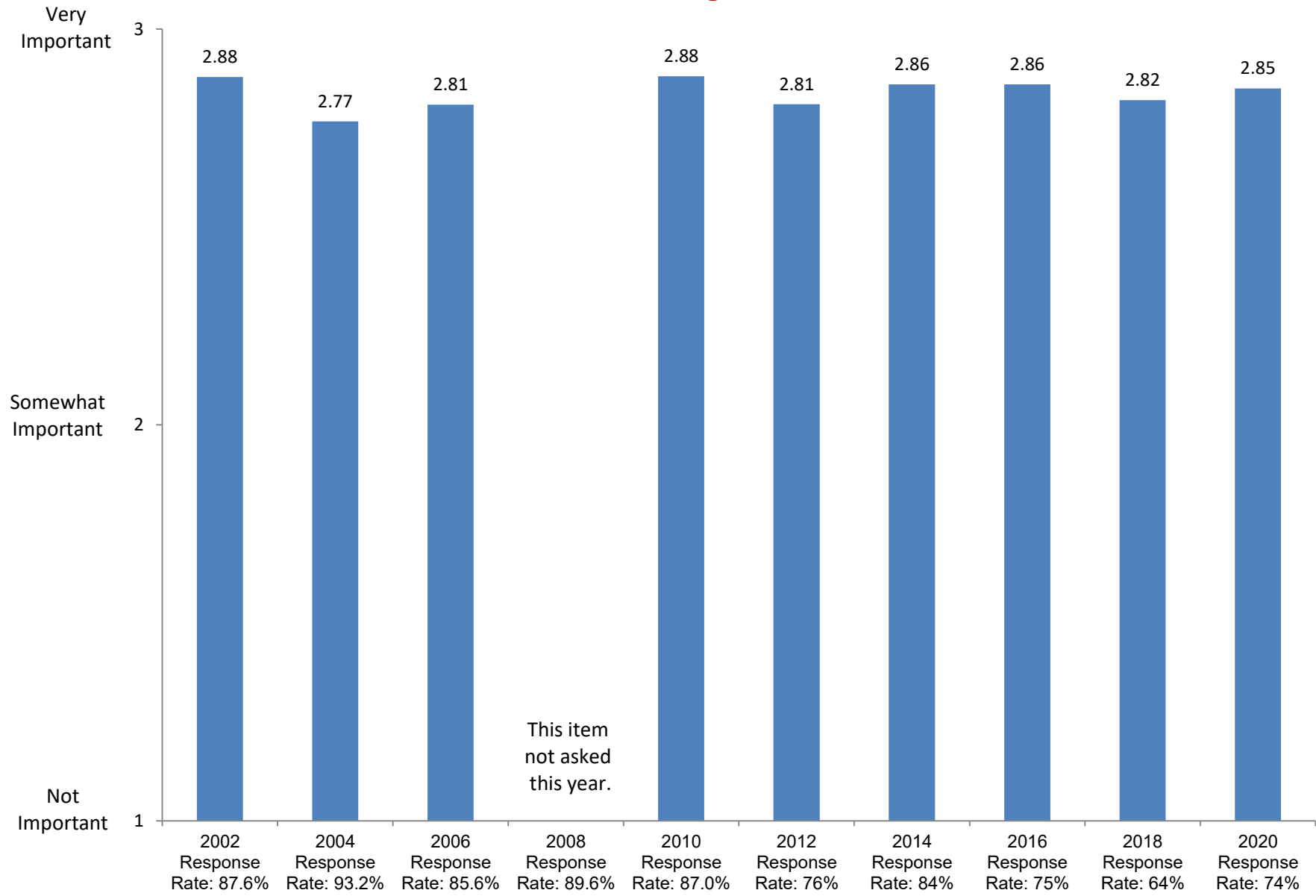
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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



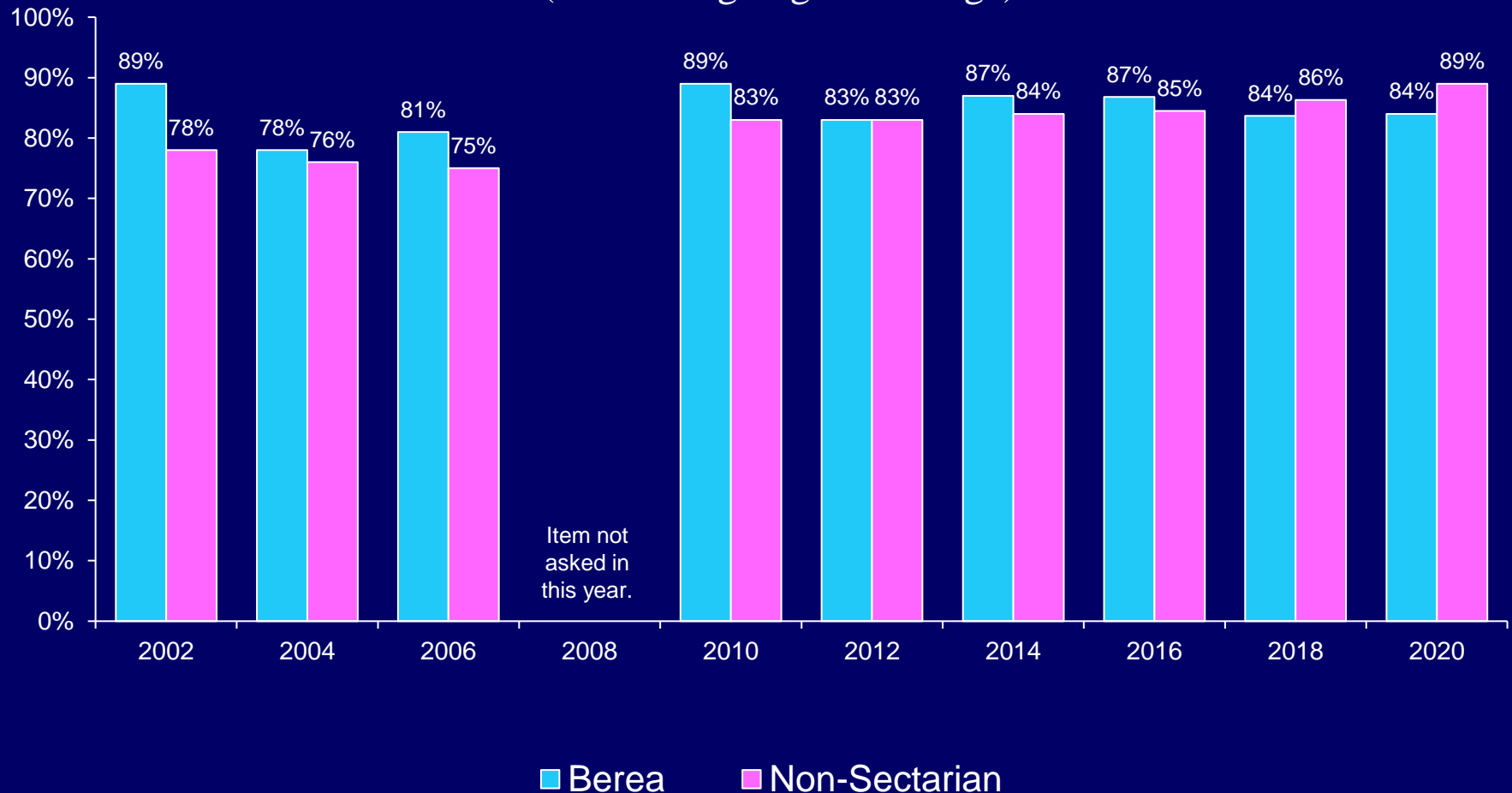
In deciding to go to college, how important to you was each of the following reasons?

## To learn more about things that interest me

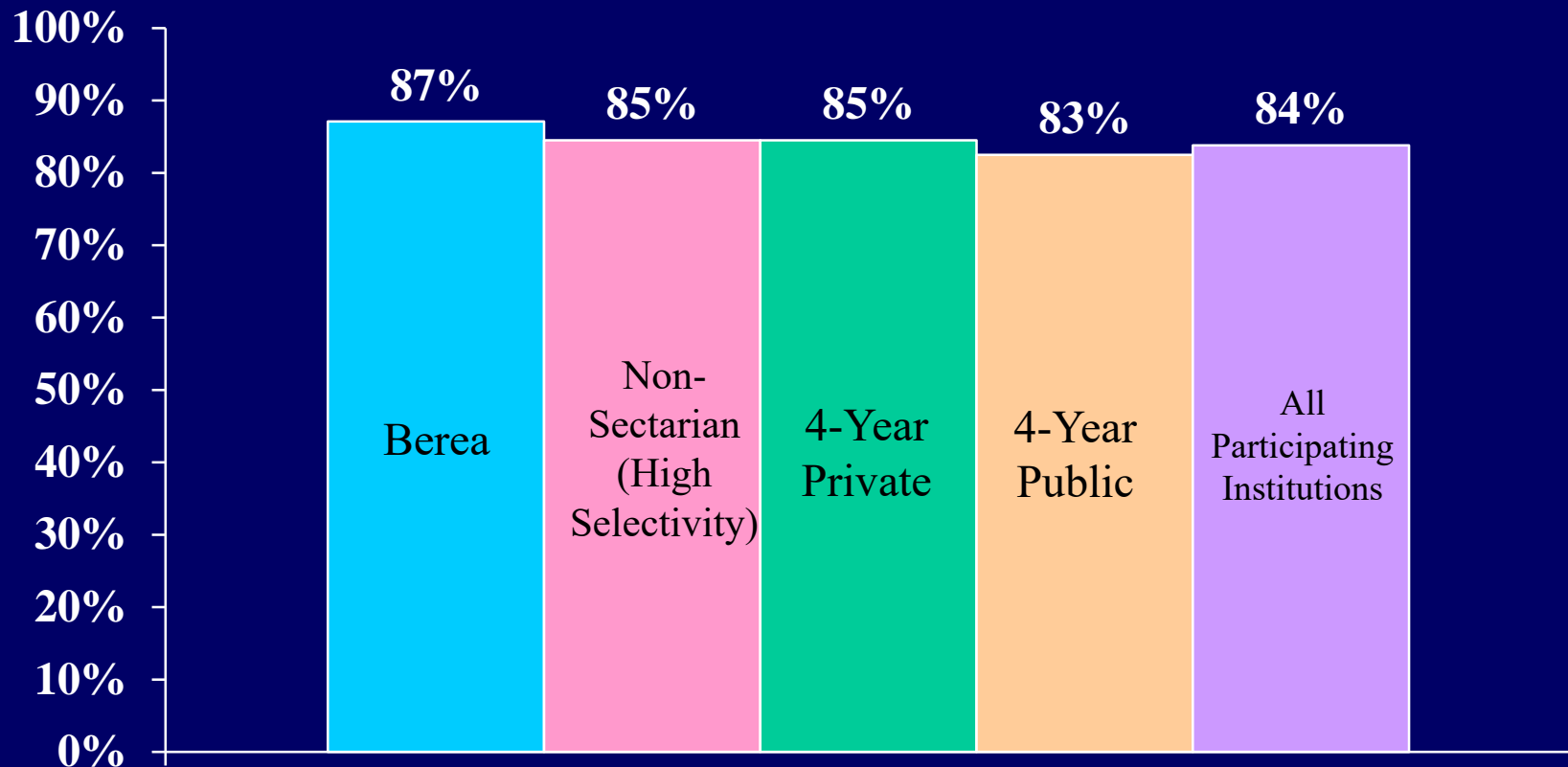


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

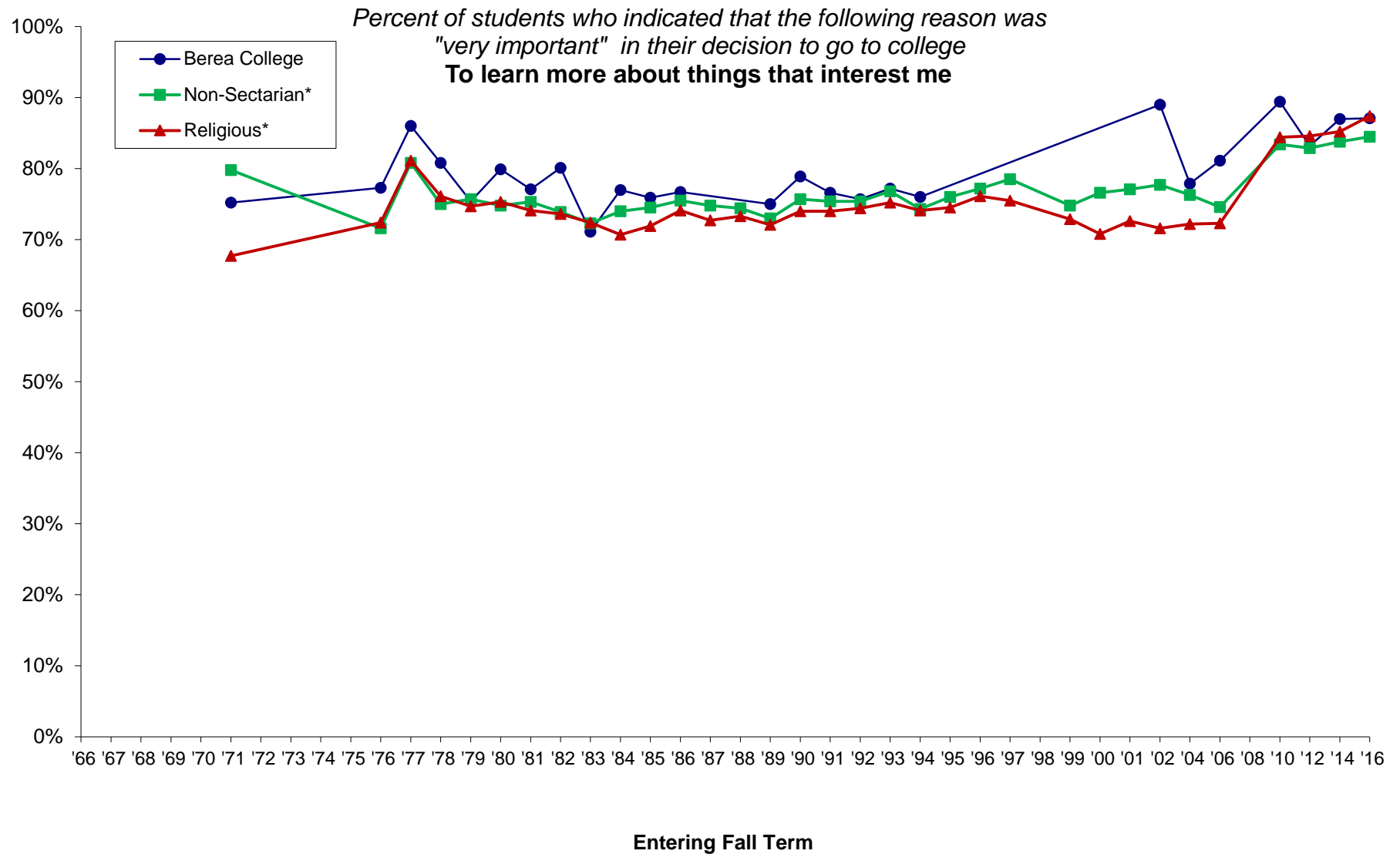
*Percent of students who rated item as “very important”*  
**To learn more about things that interest me**  
(in deciding to go to college)



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



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

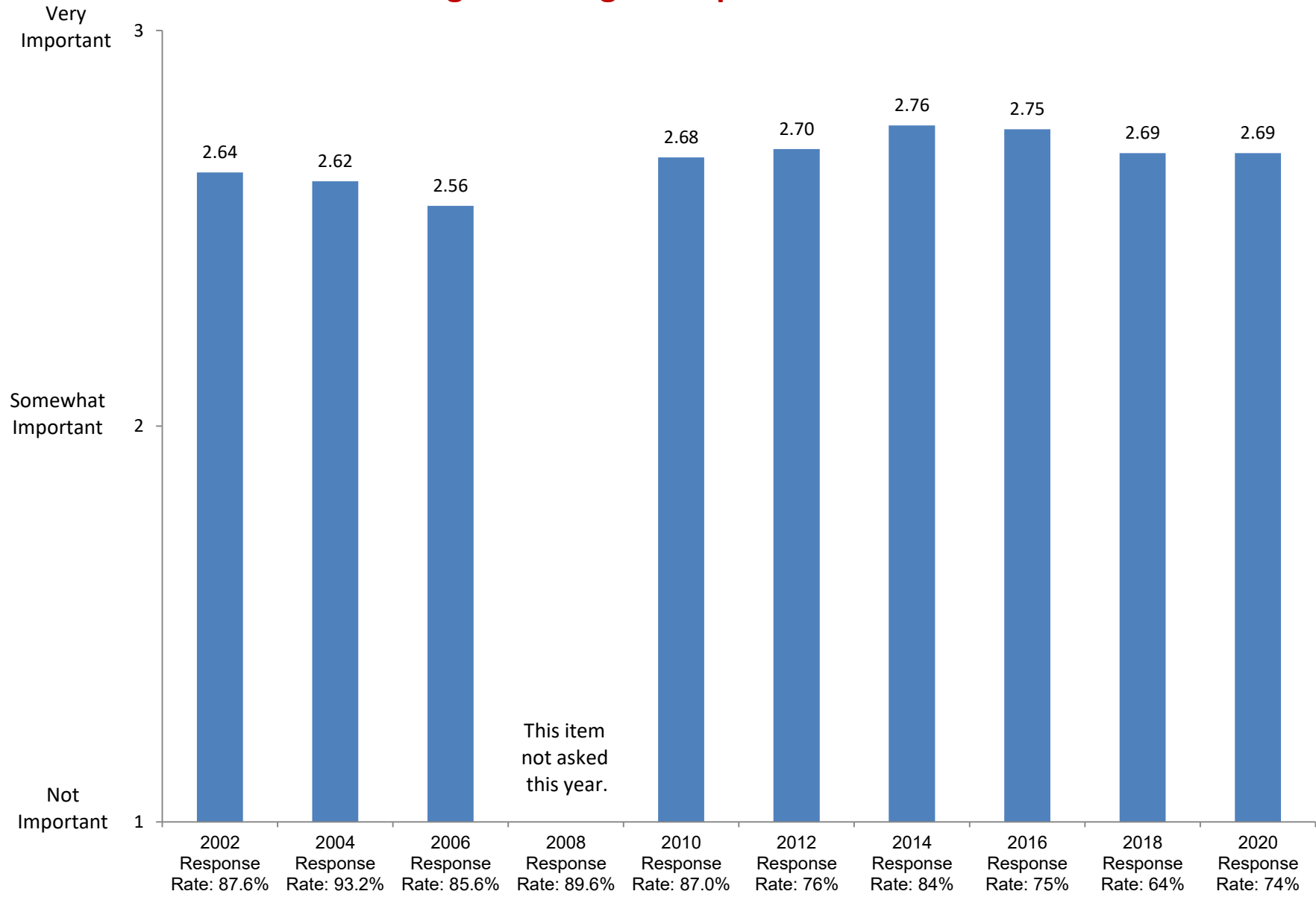


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

## To get training for a specific career

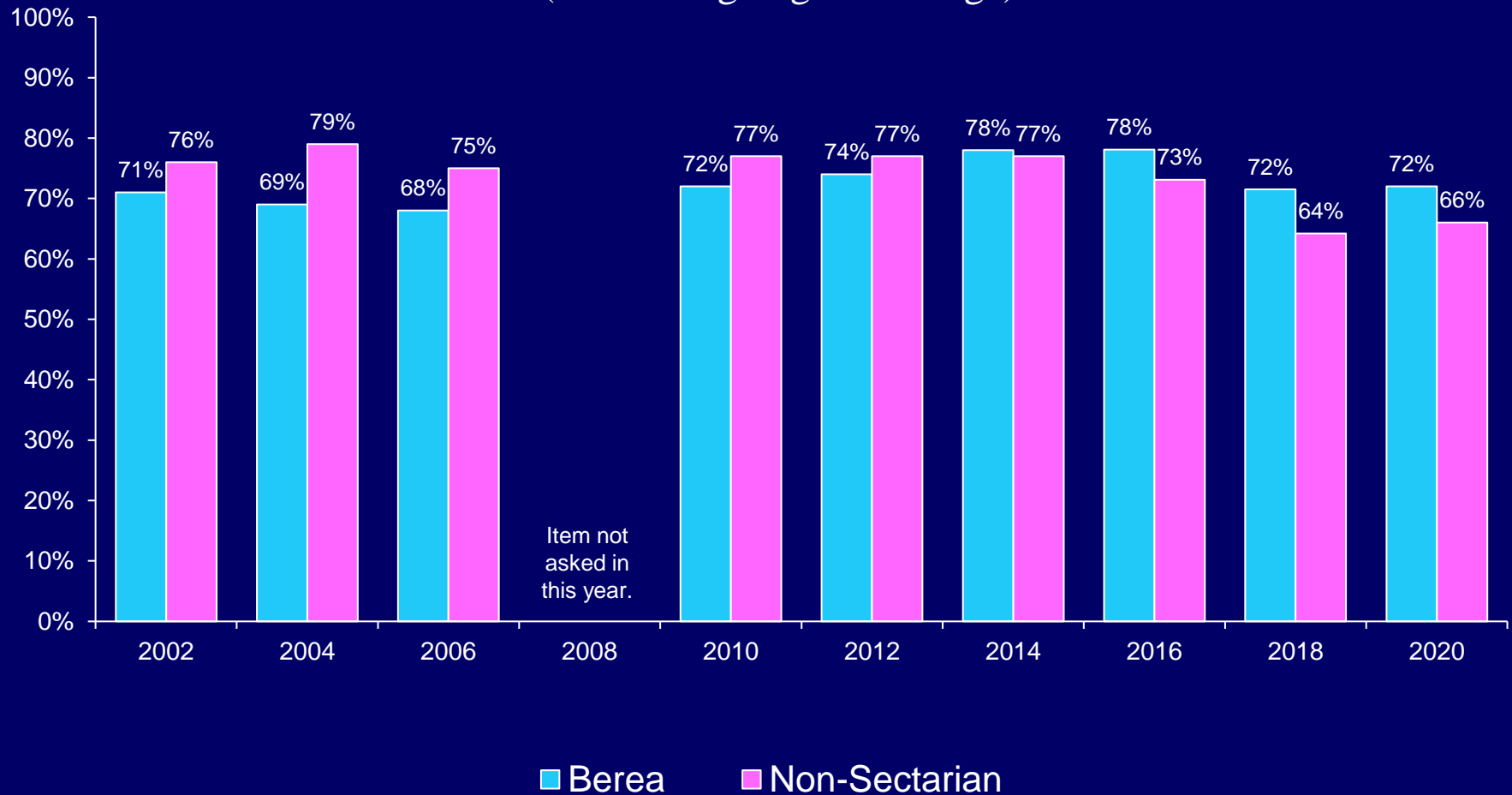


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

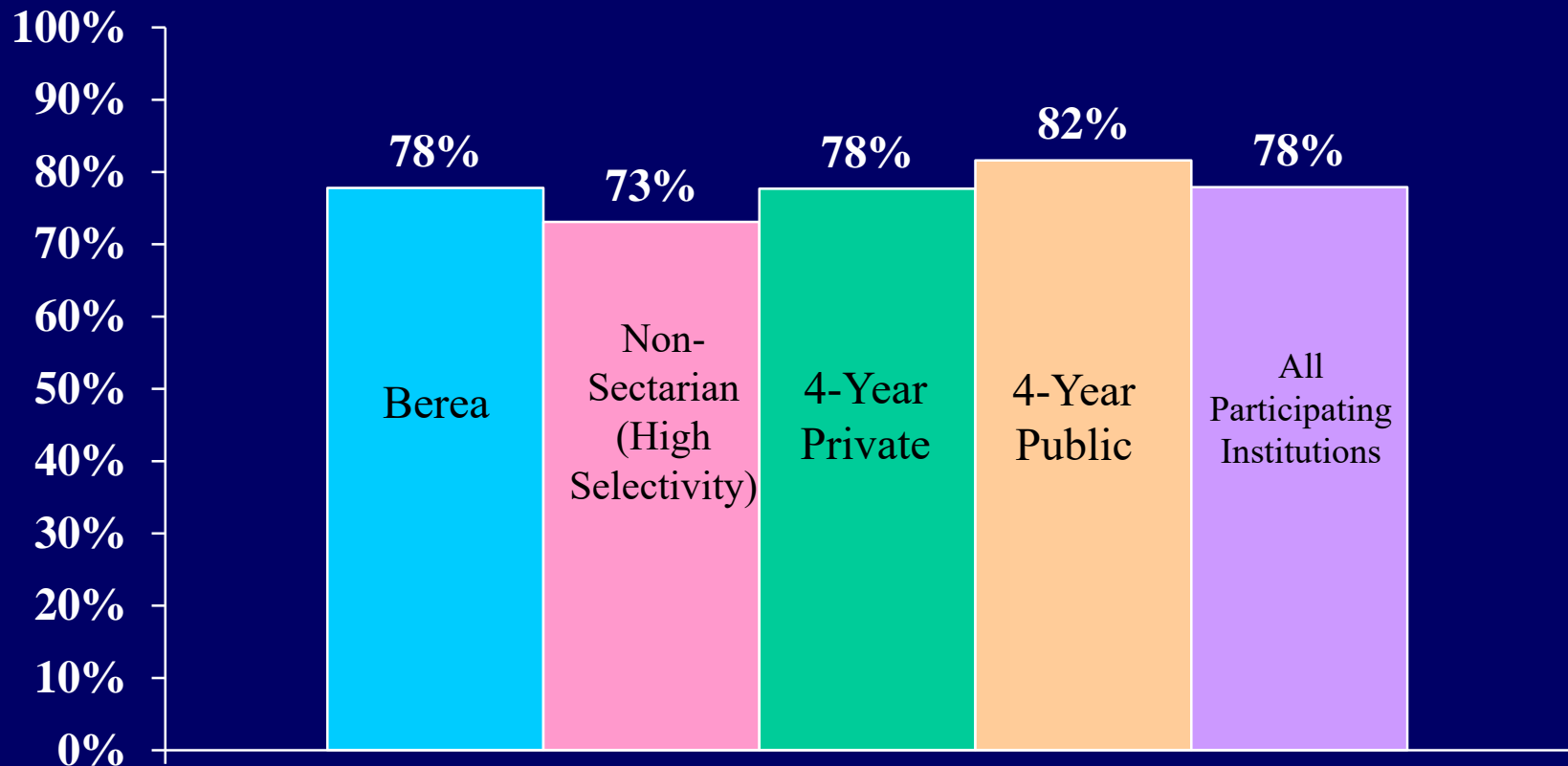
## To get training for a specific career

(in deciding to go to college)

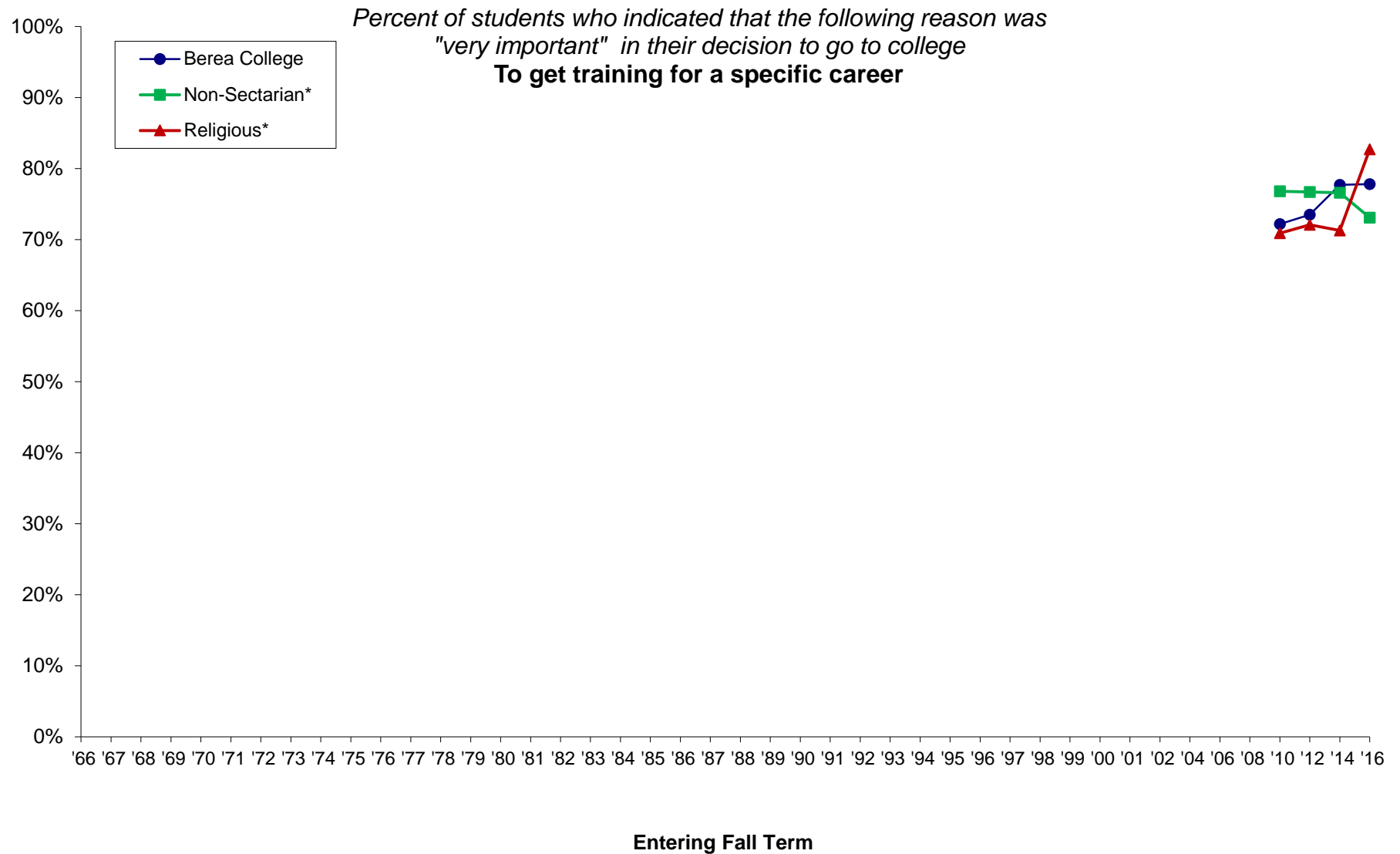


Percentage of students who rated item as “very important”:

*To get training for a specific career*  
(for deciding to go to college)



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



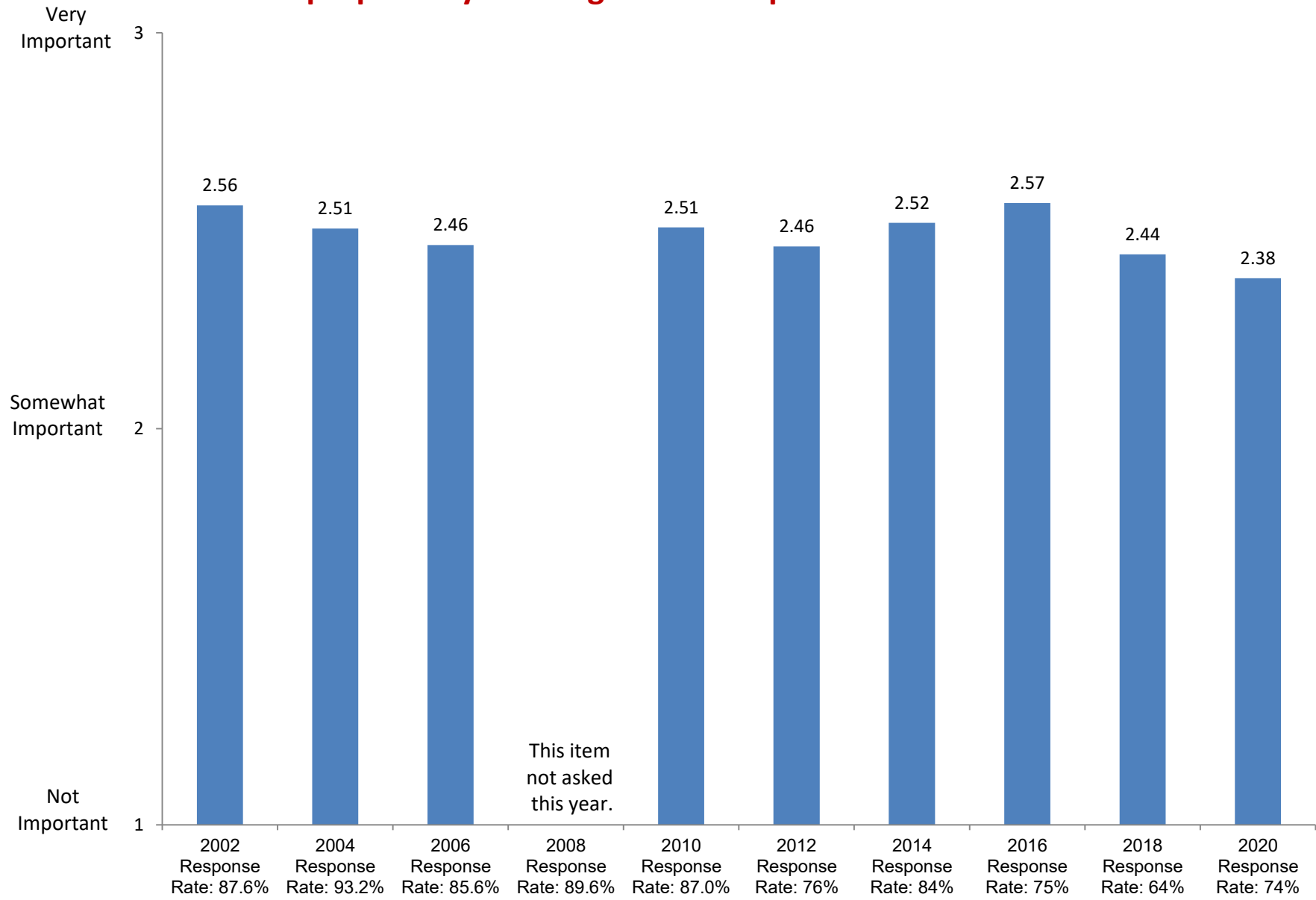
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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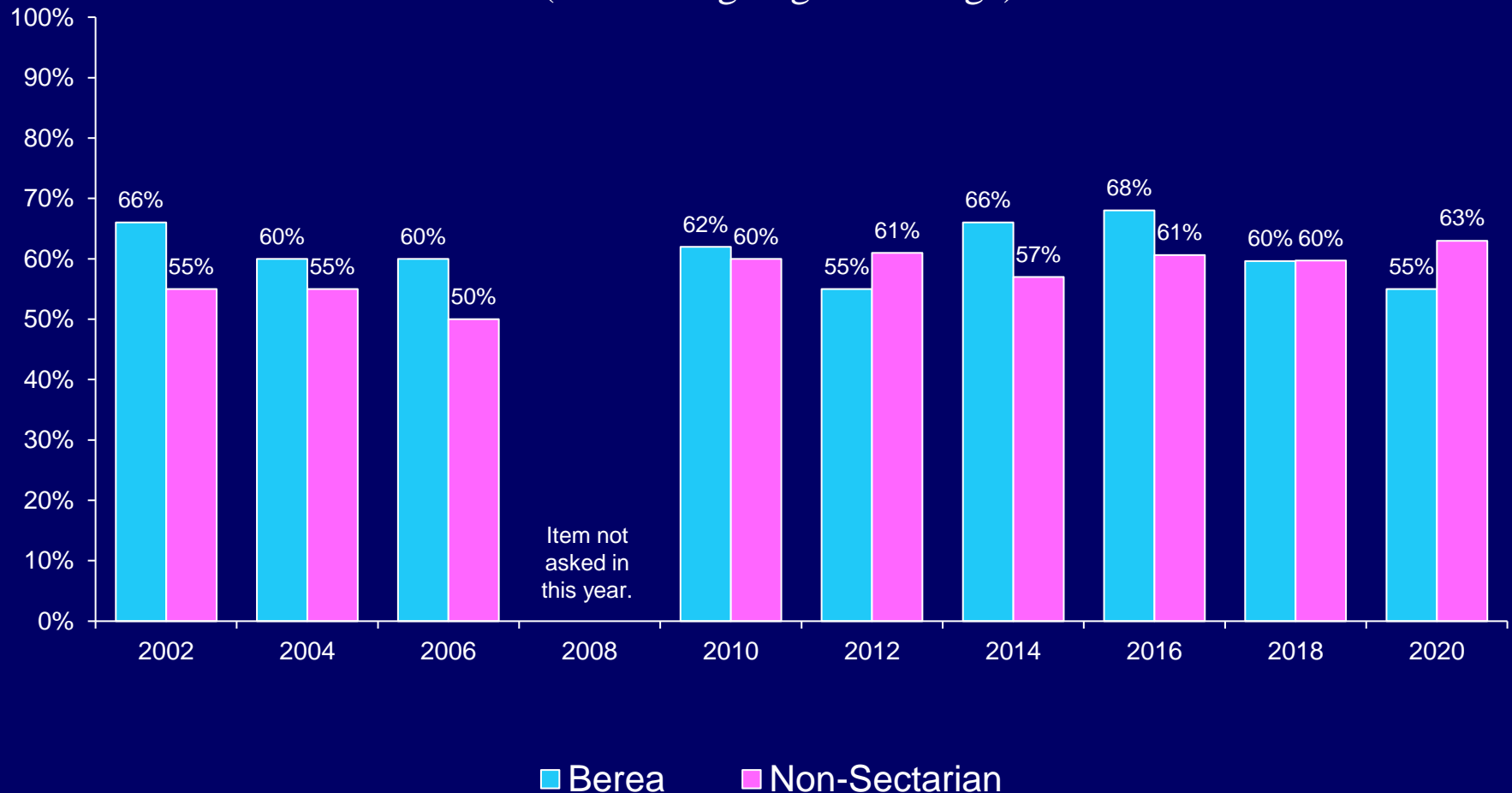
In deciding to go to college, how important to you was each of the following reasons?

## To prepare myself for graduate or professional school



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

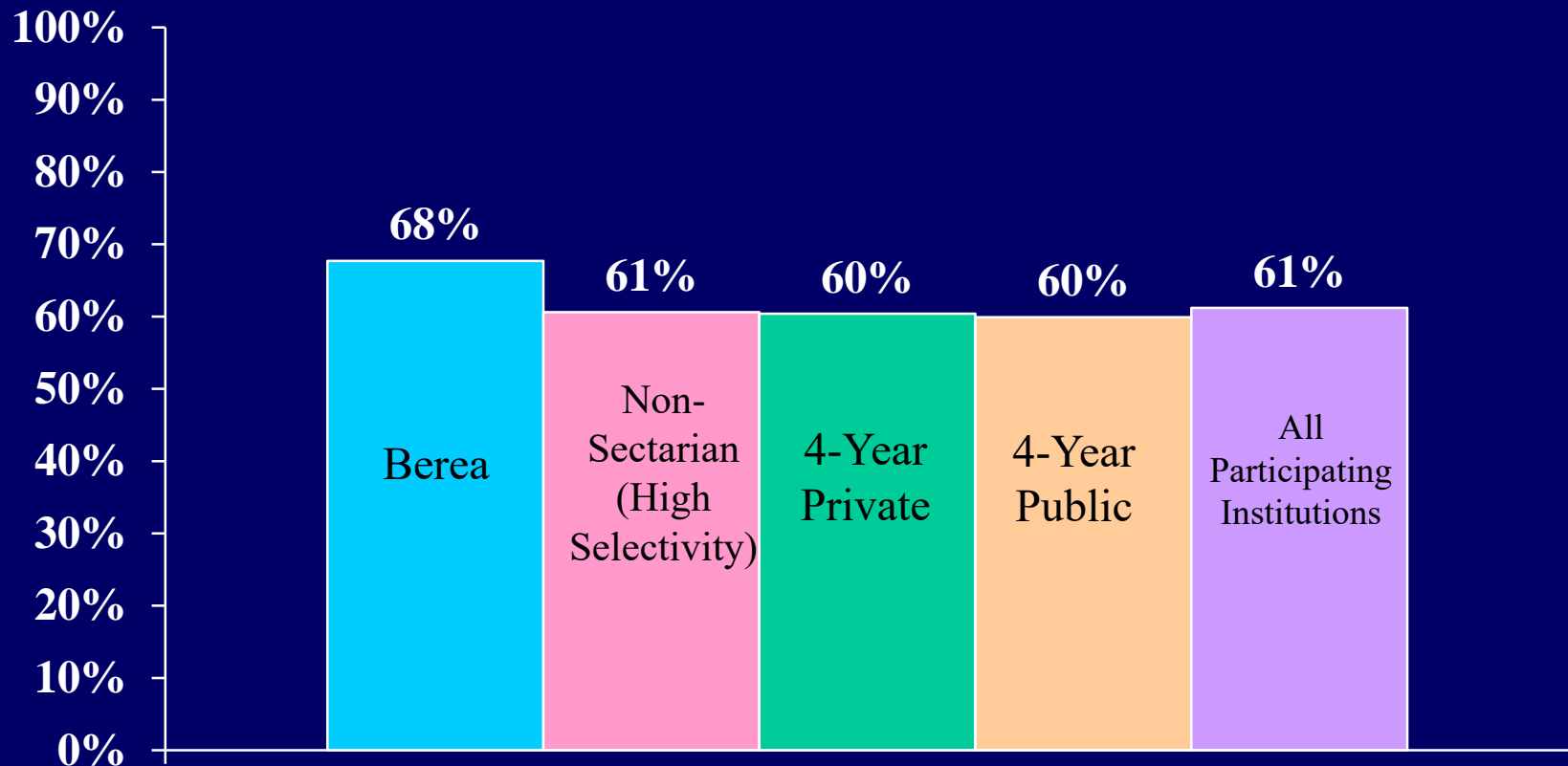
*Percent of students who rated item as “very important”*  
**To prepare myself for graduate or professional school**  
(in deciding to go to college)



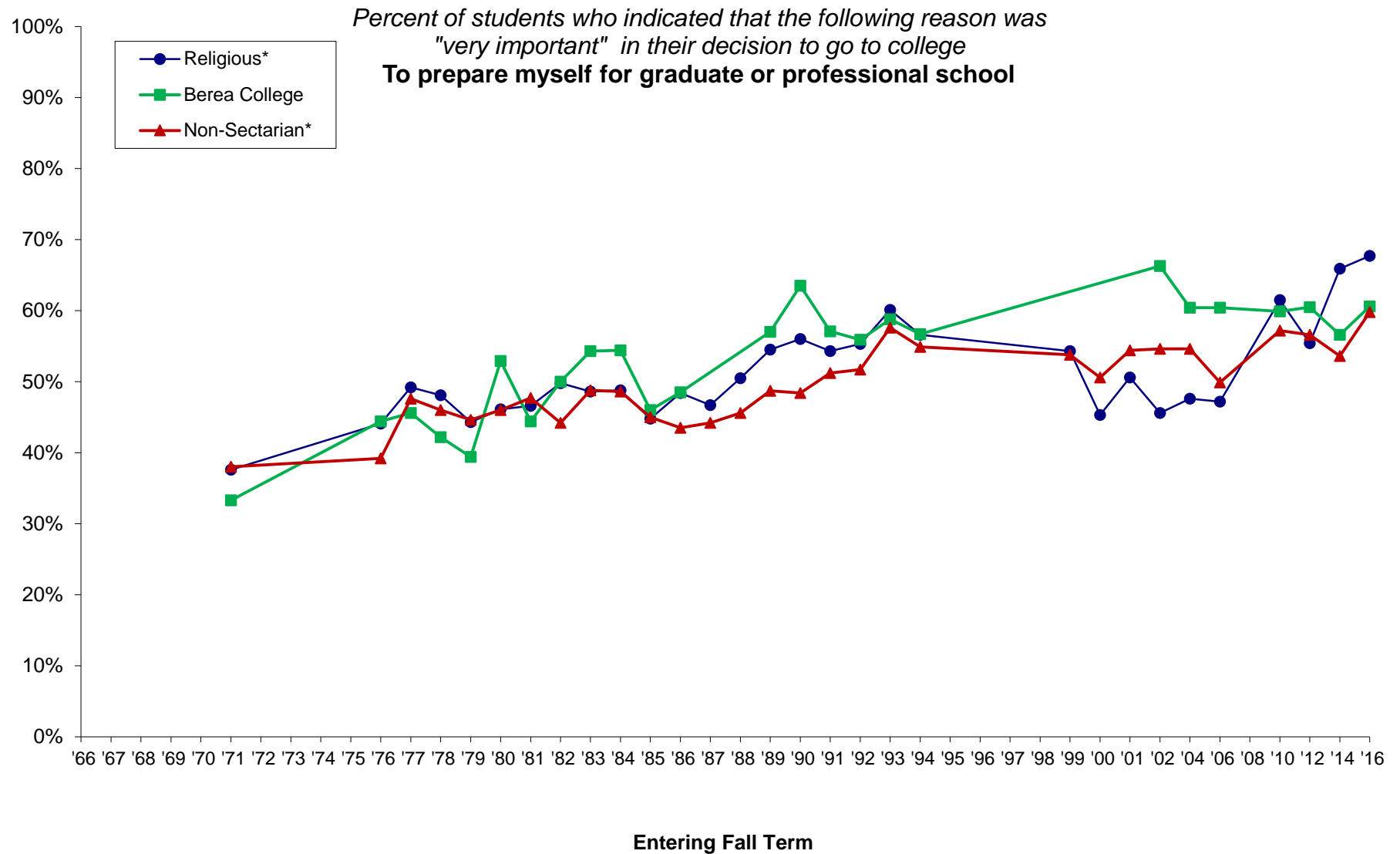
Percentage of students who rated item as “very important”:

*To prepare myself for graduate or professional school*

*(for deciding to go to college)*



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

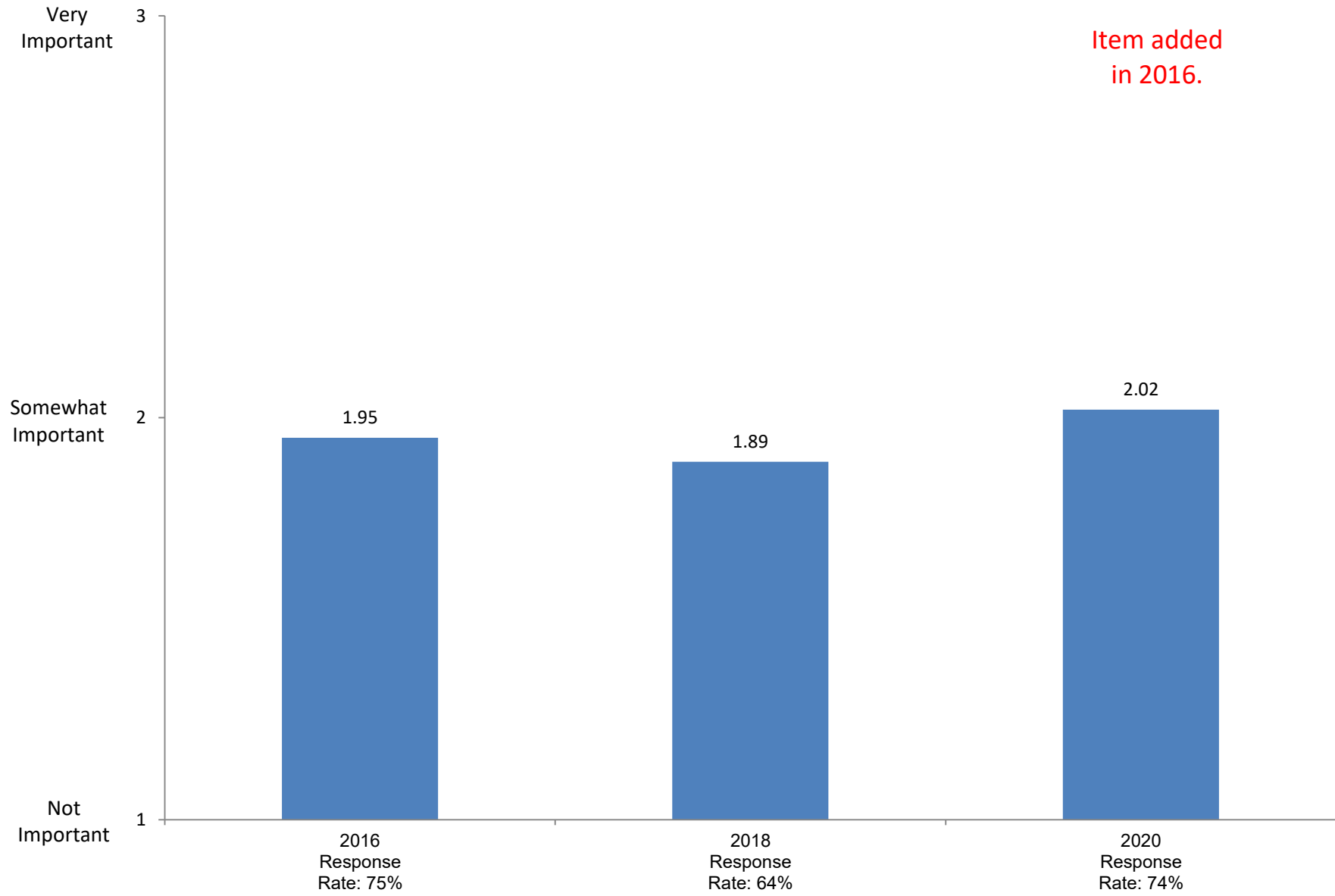


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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

## To please my family

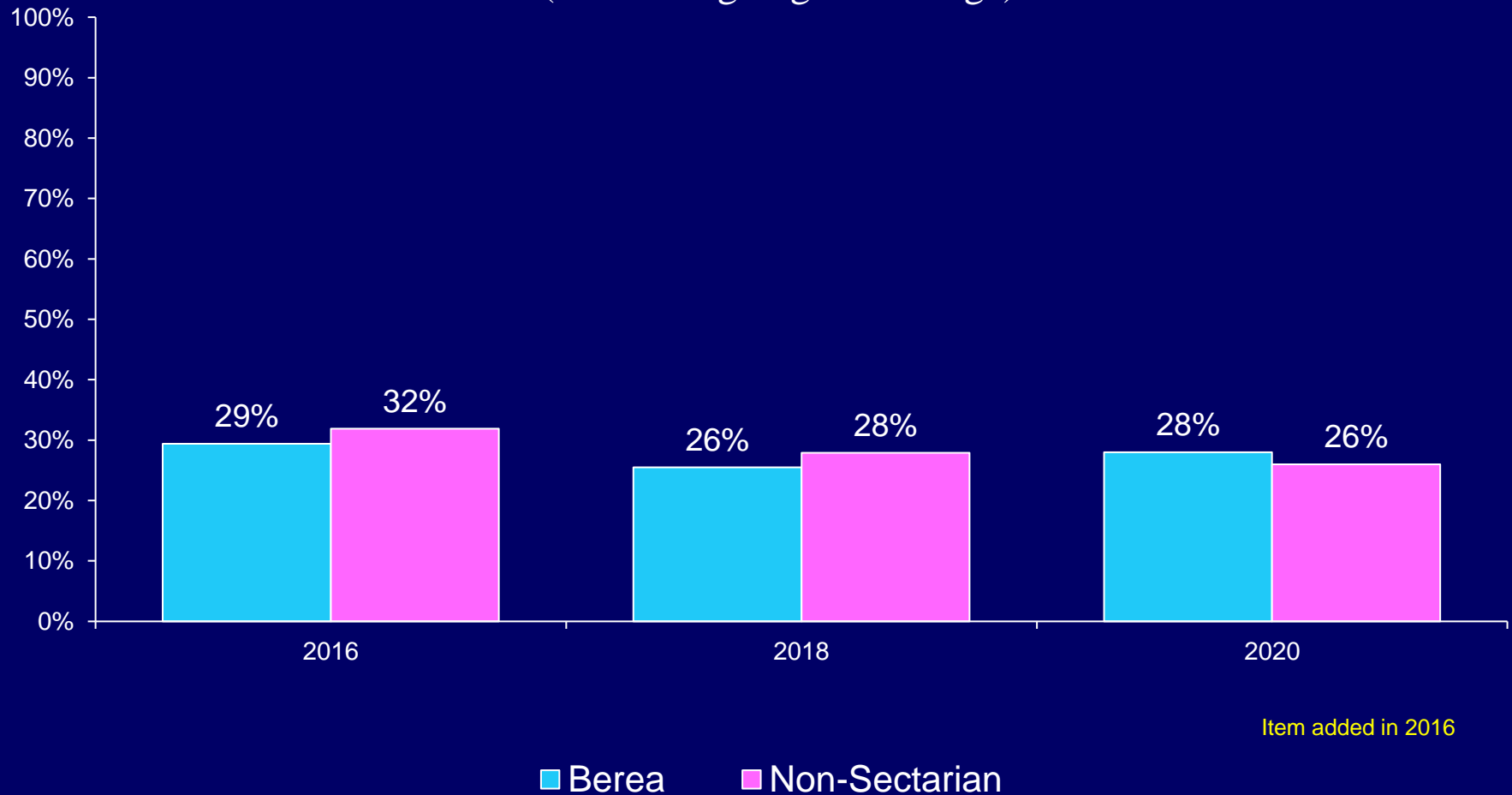


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

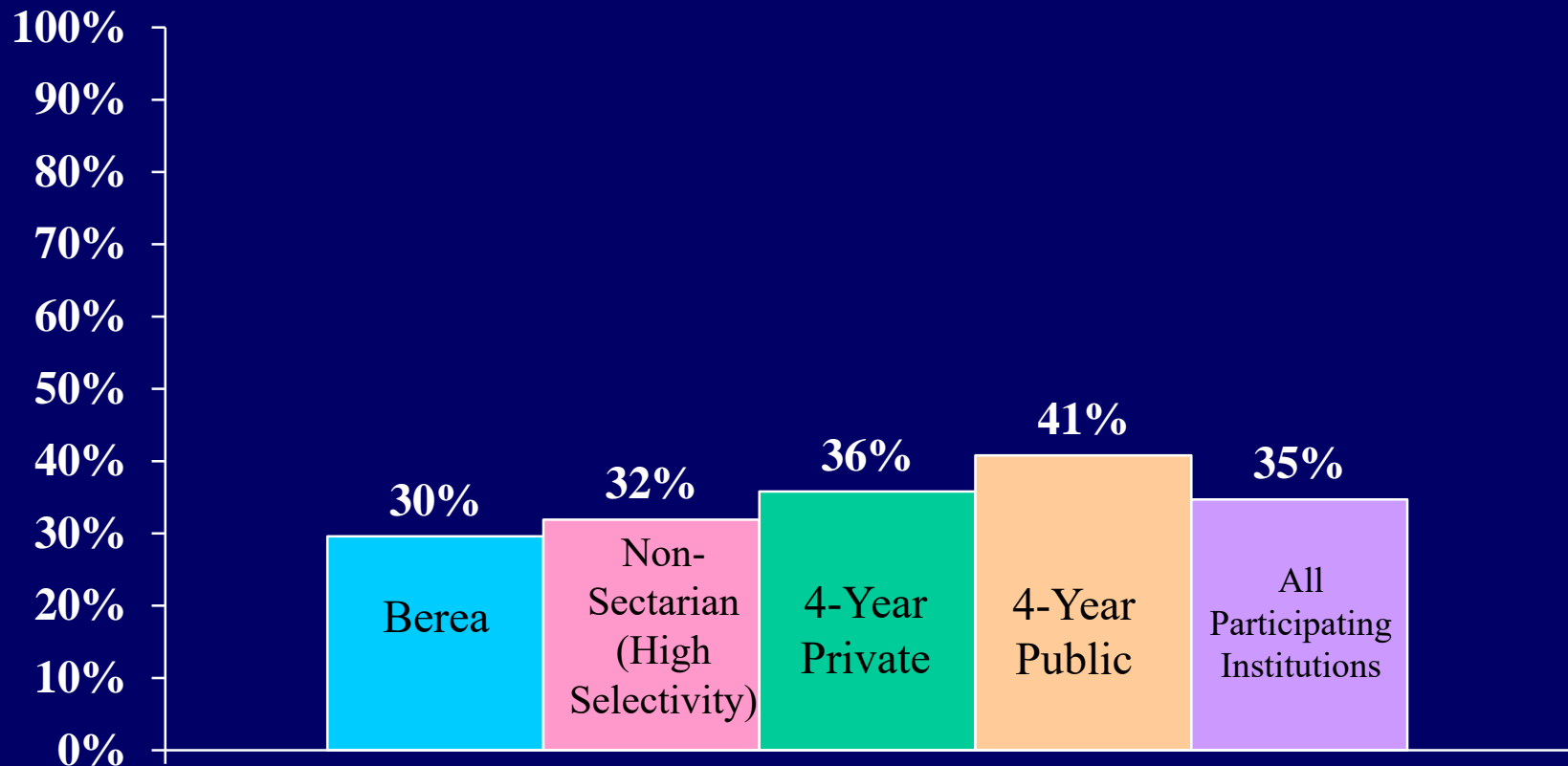
## To please my family

(in deciding to go to college)



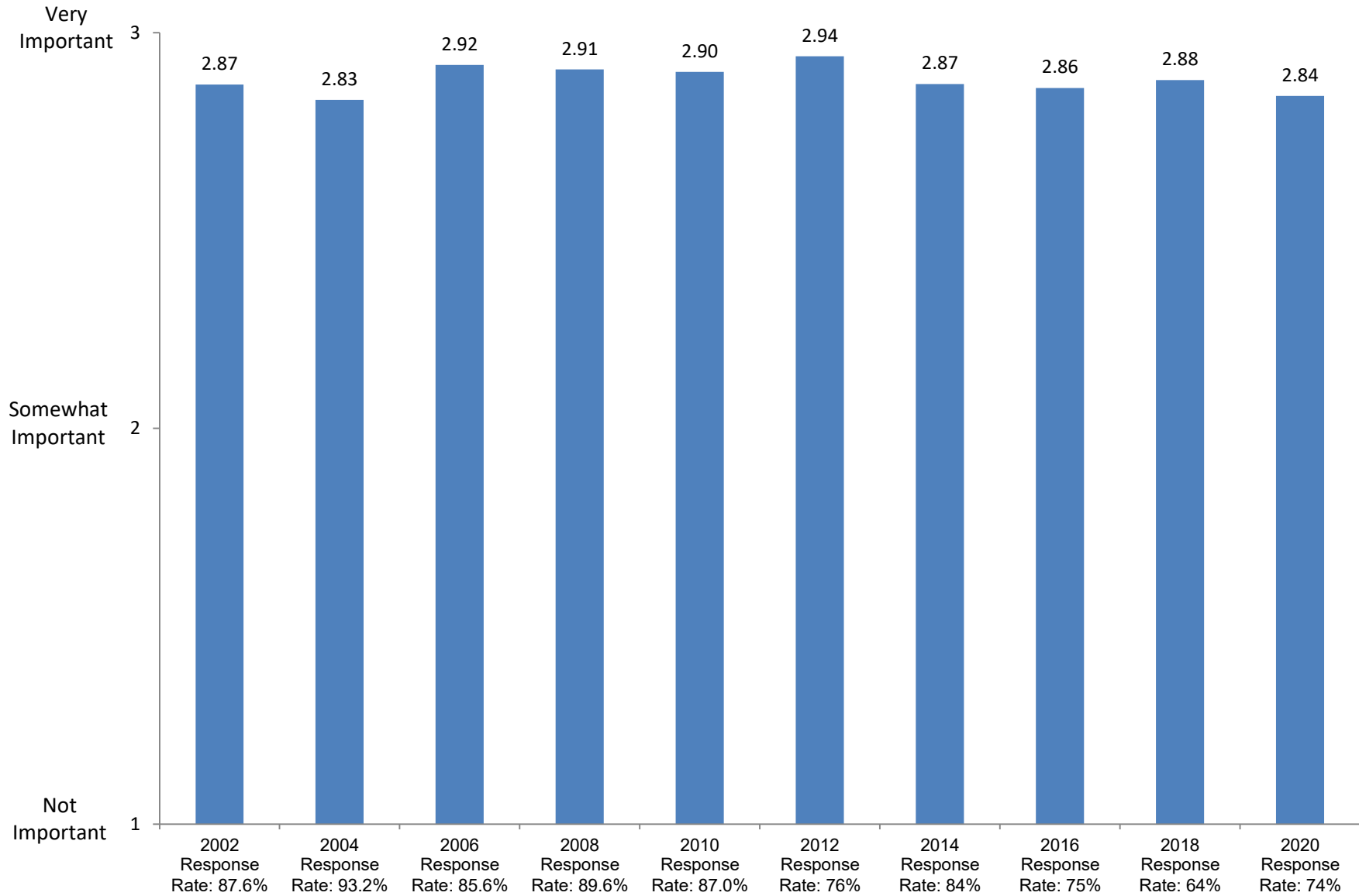
Percentage of students who rated item as “very important”:

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



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

### I was offered financial assistance

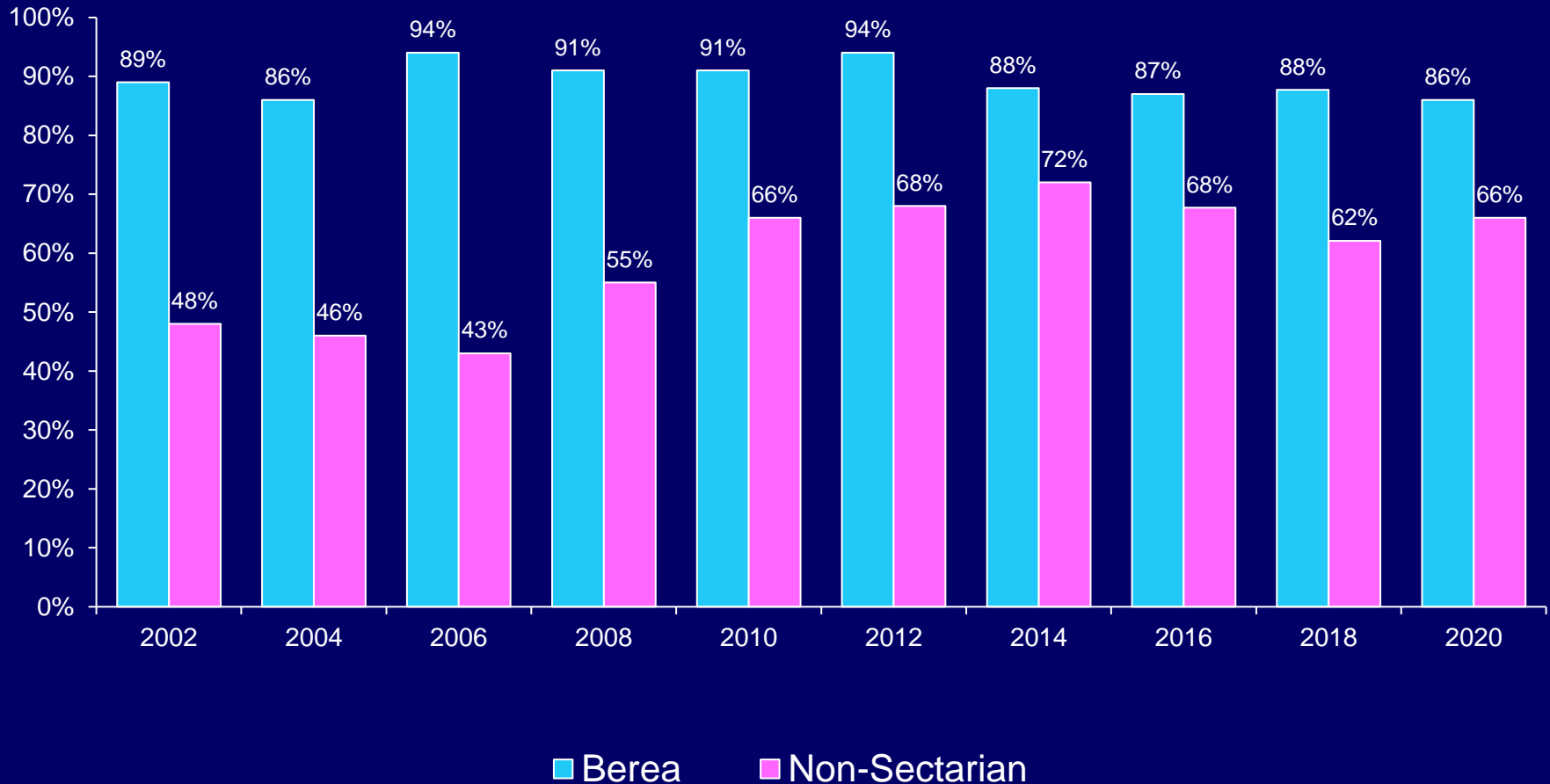


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



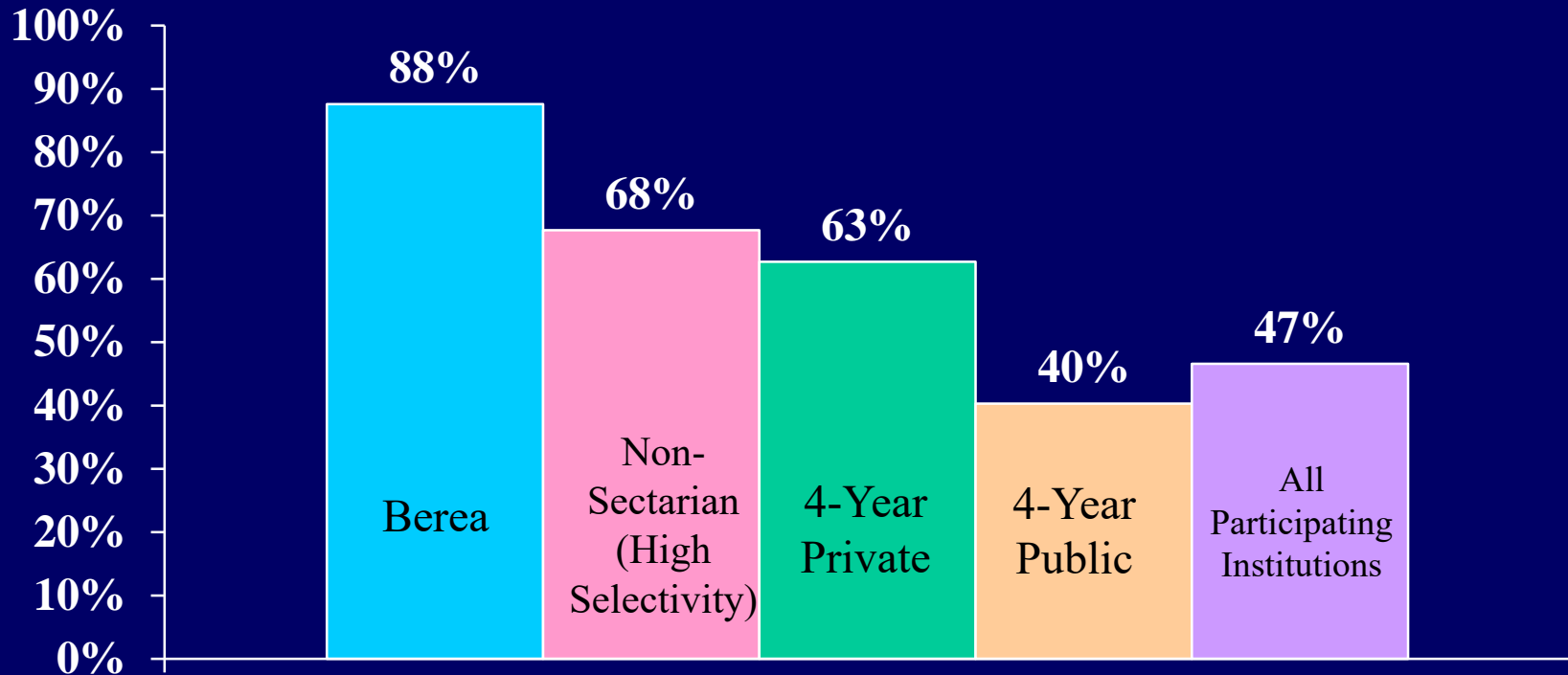
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## I was offered financial assistance

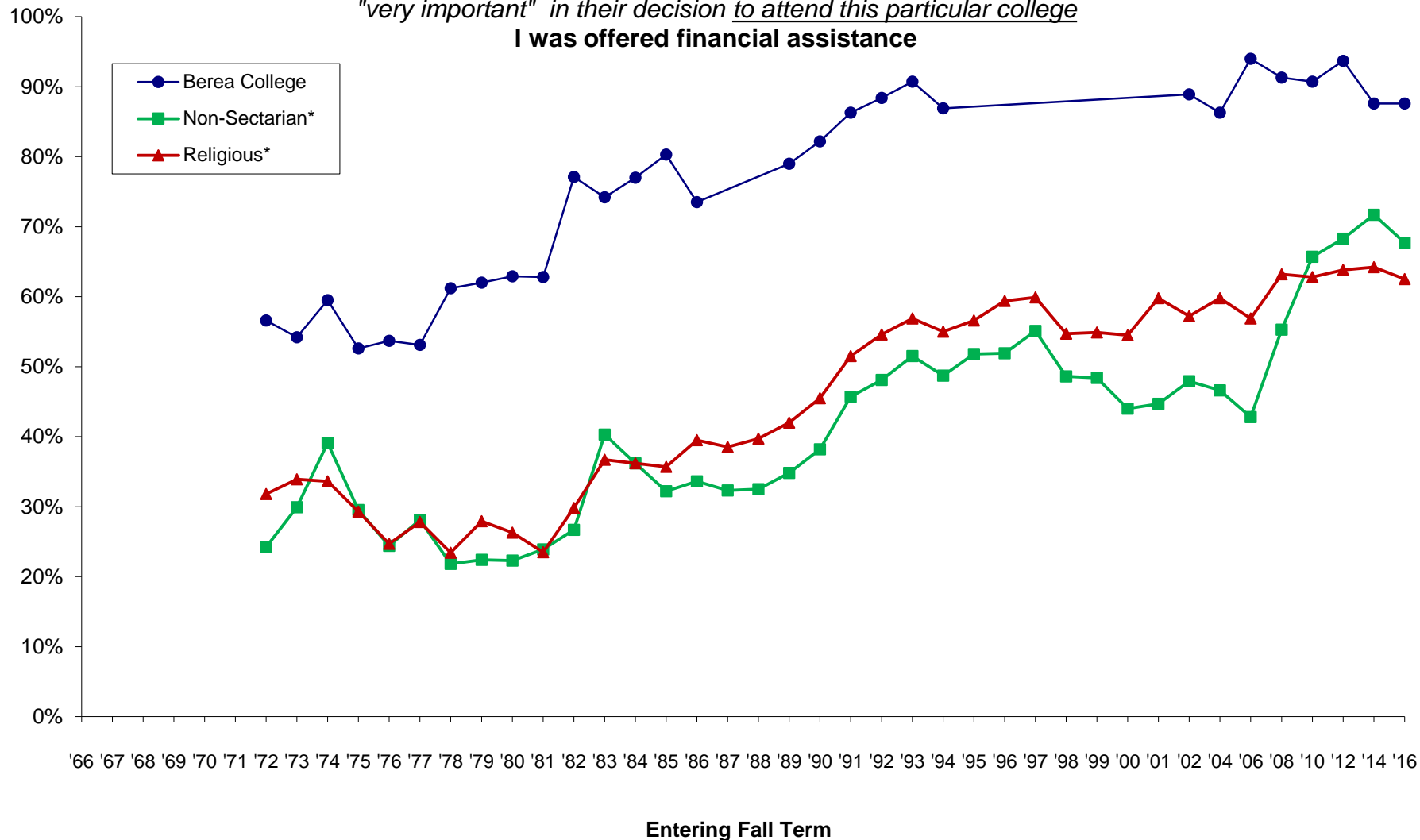


Percentage of students who rated item as “very important”:

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



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

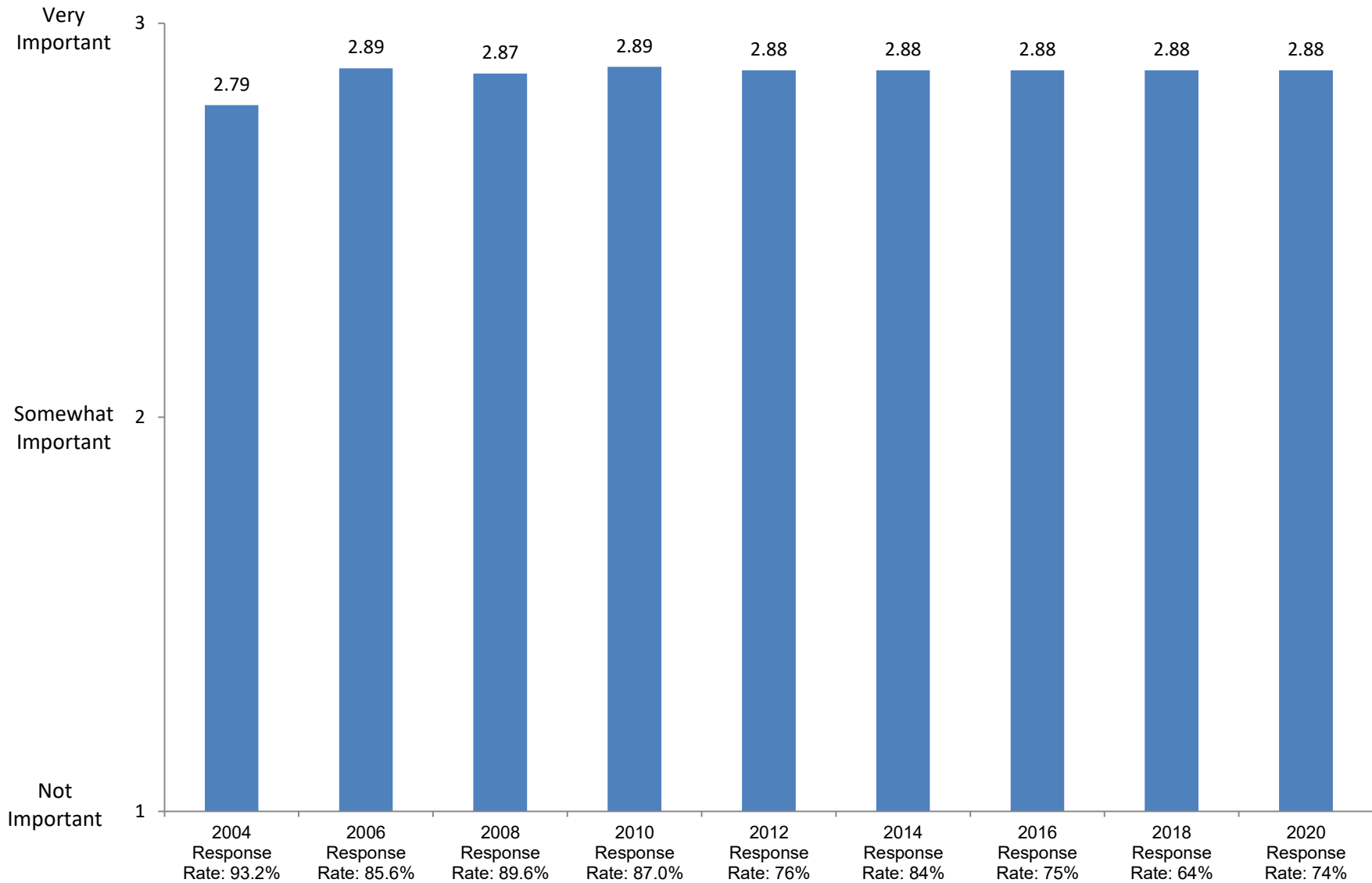


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

## The cost of attending this college

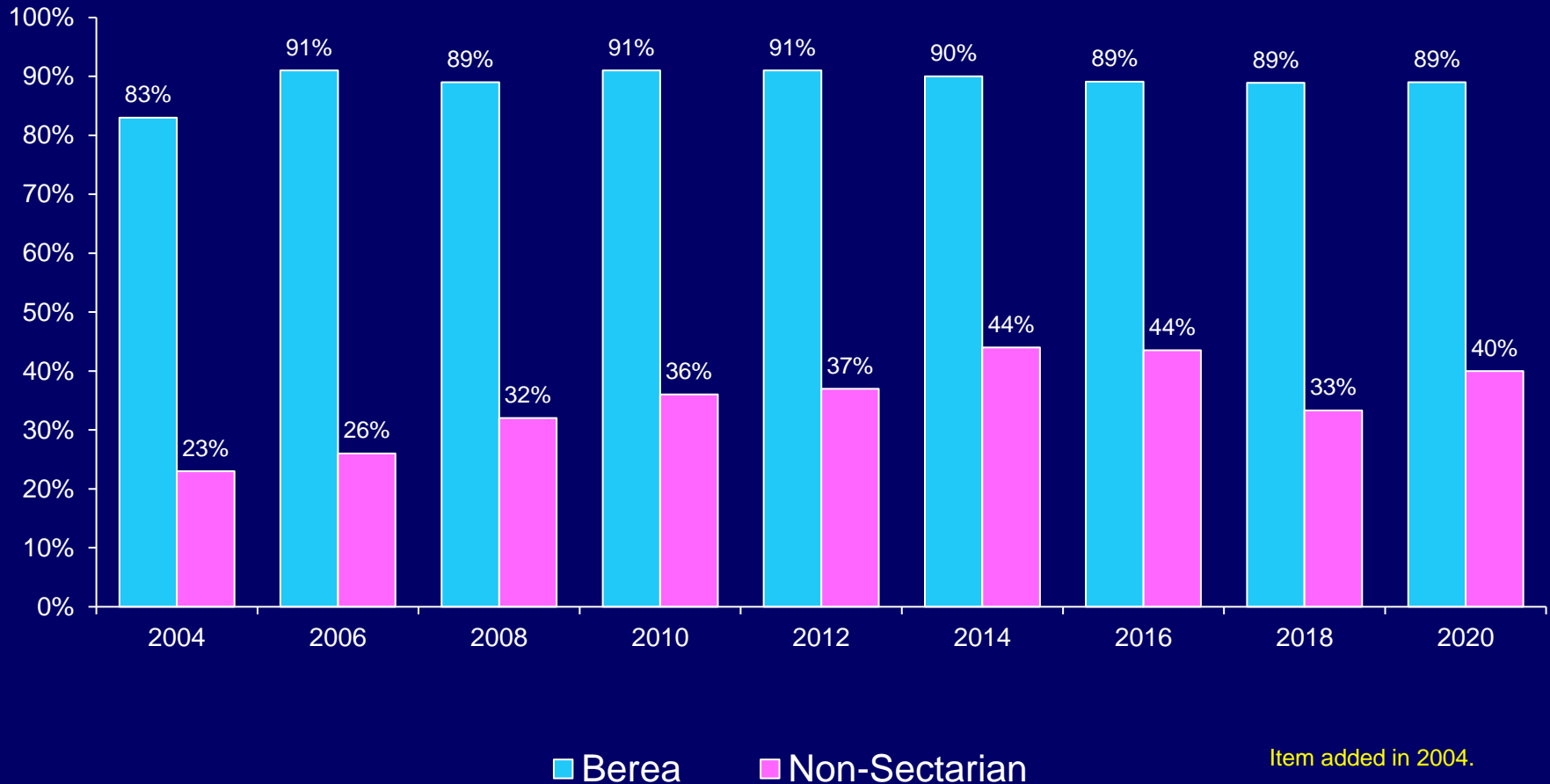


Item added in 2004.

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

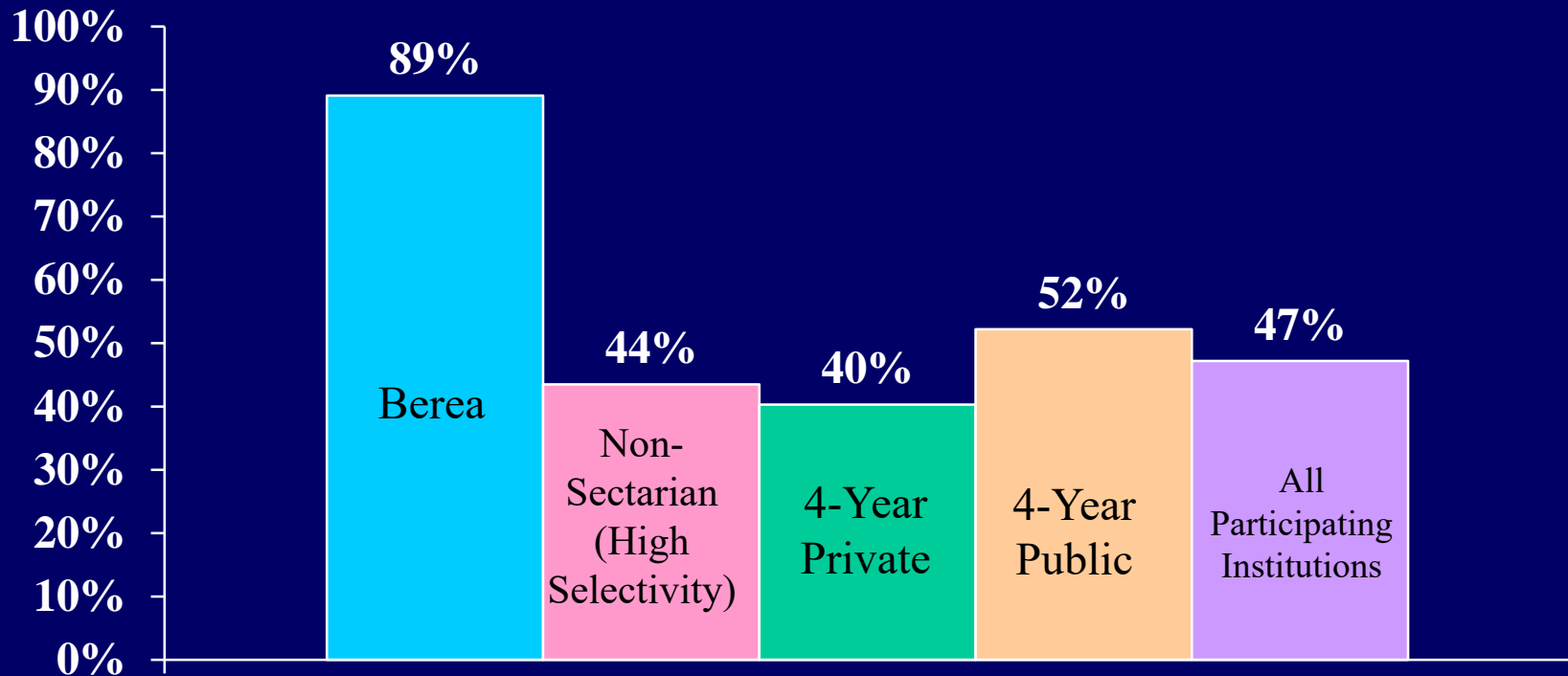
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## The cost of attending this college

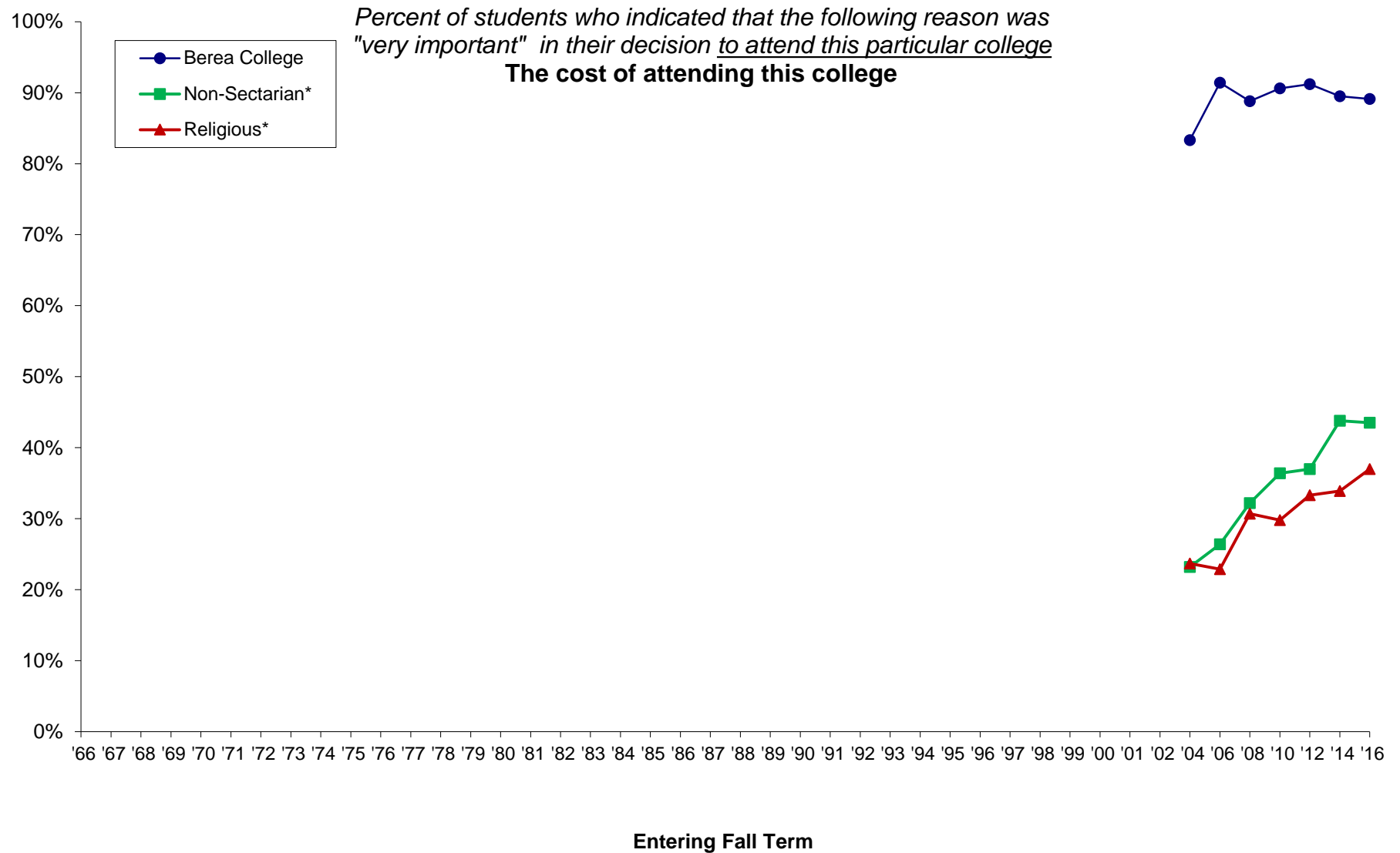


Percentage of students who rated item as “very important”:

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



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

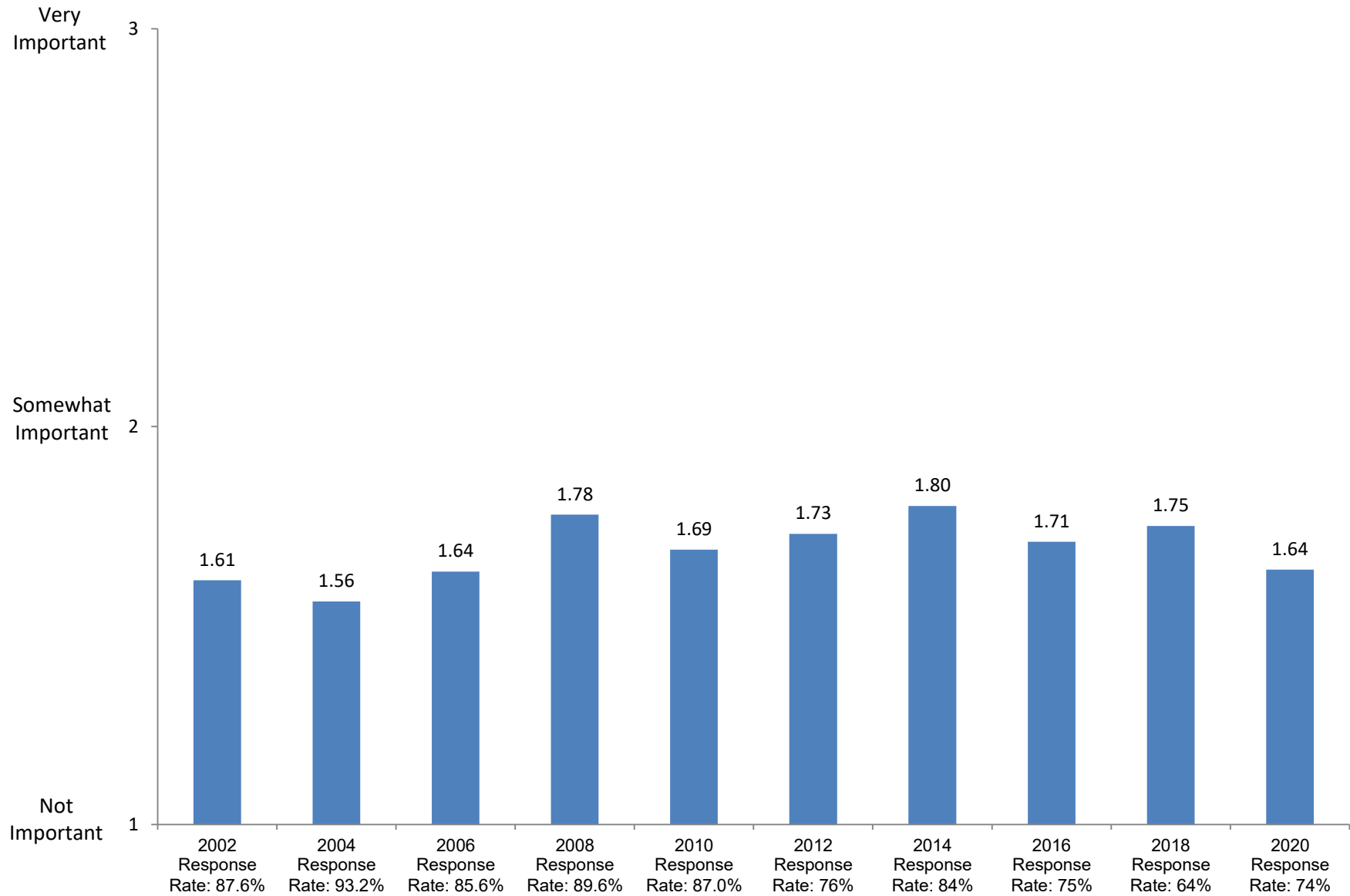


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

## My teacher advised me

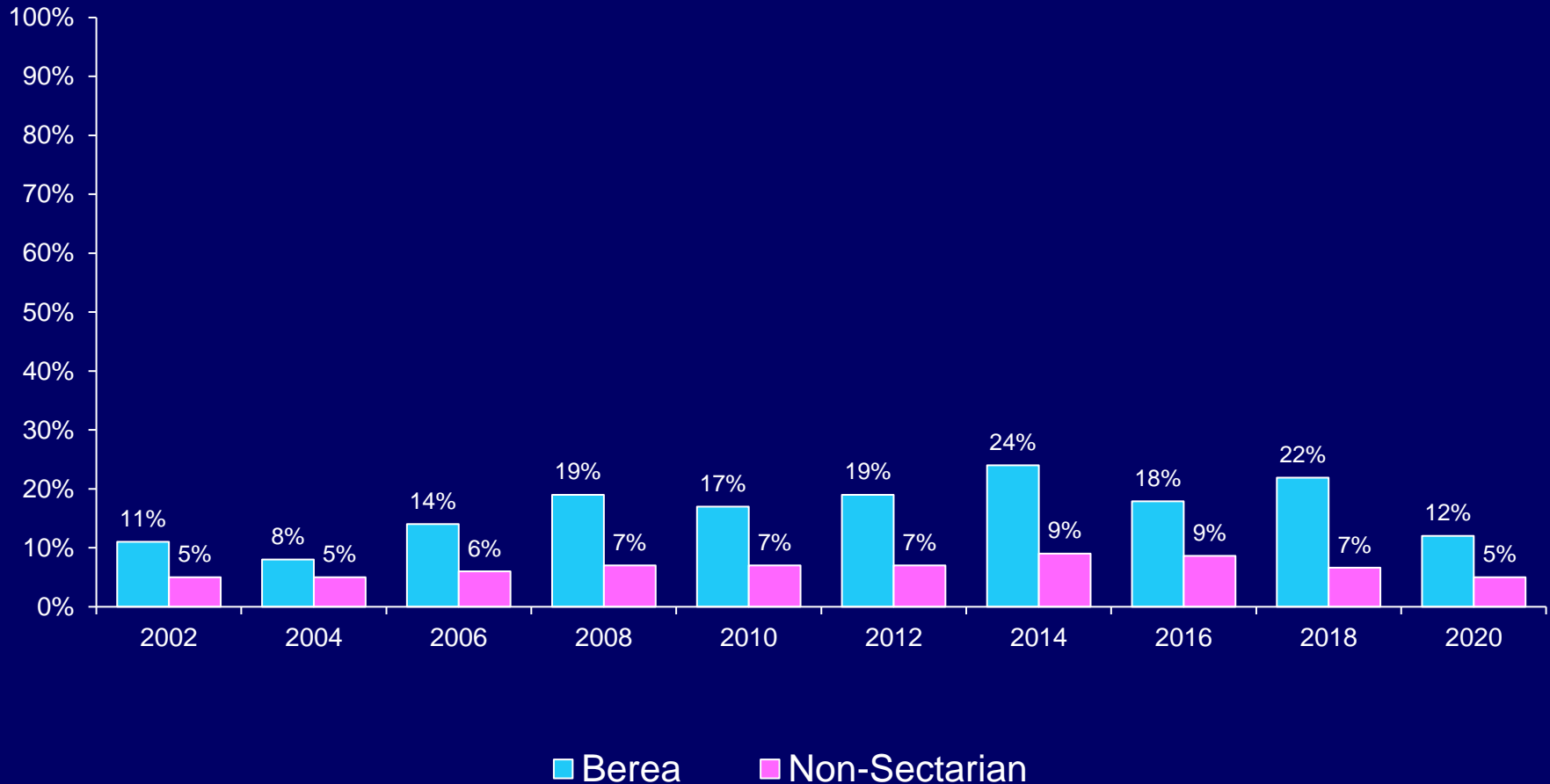


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



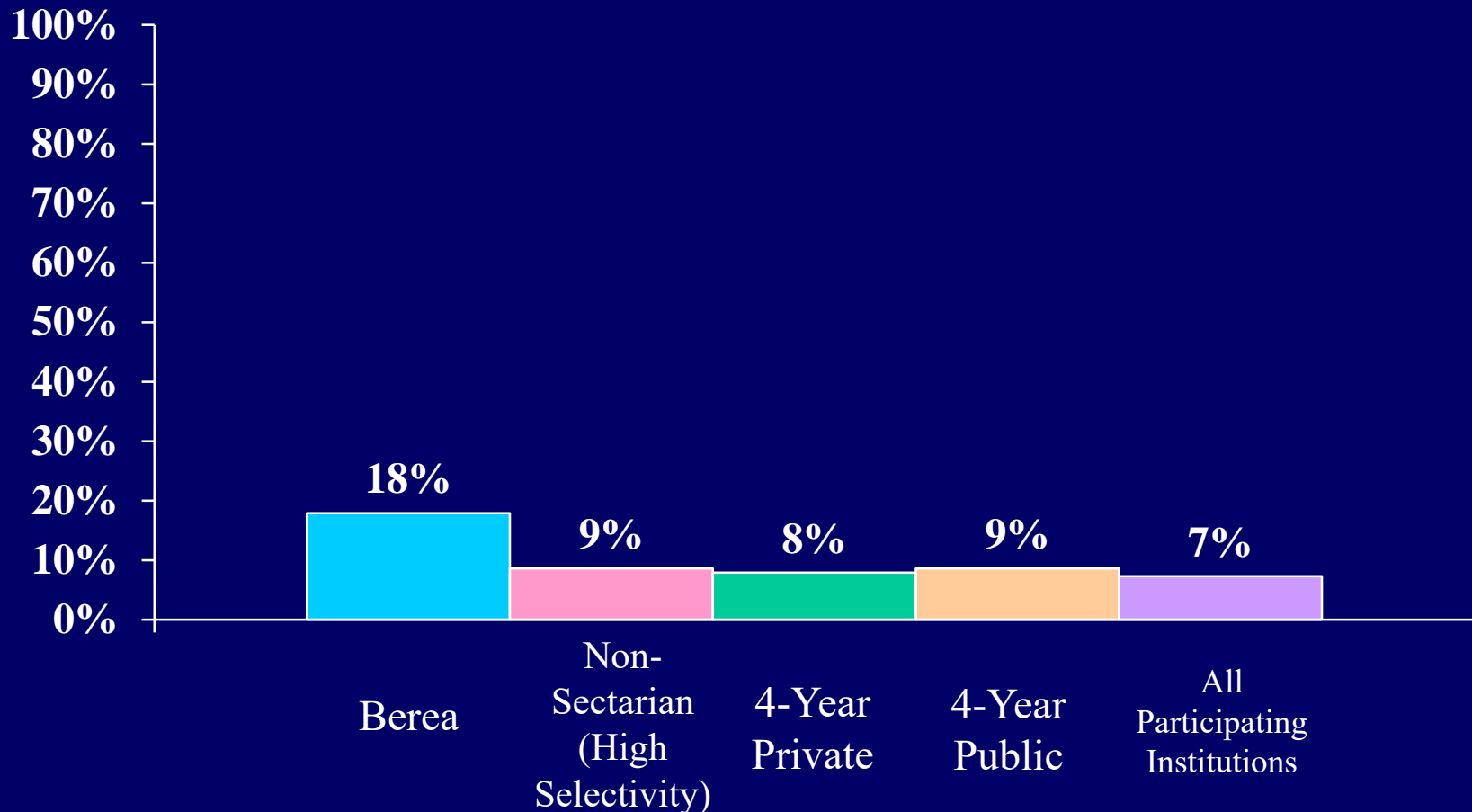
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

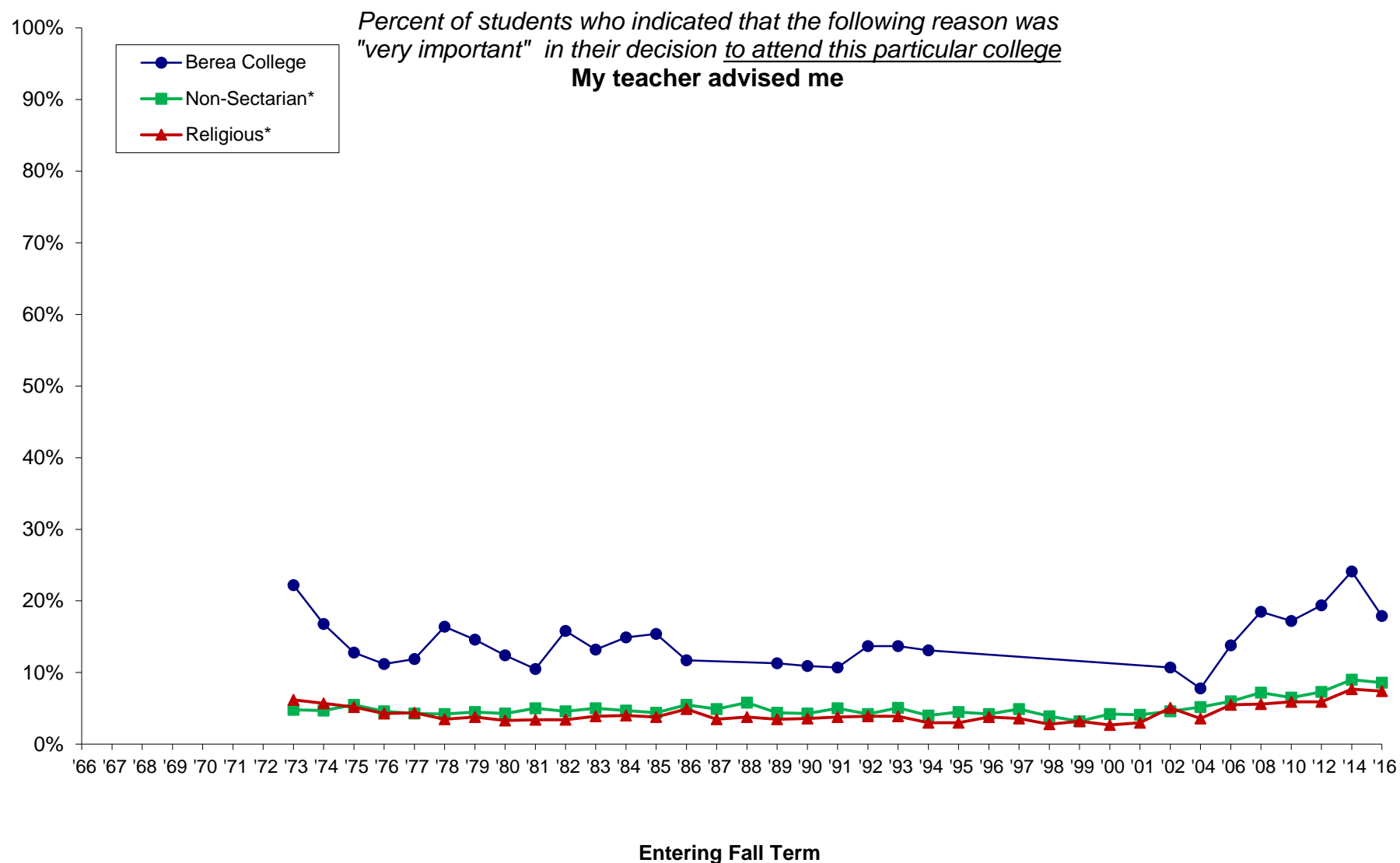
## **My teacher advised me**



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

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



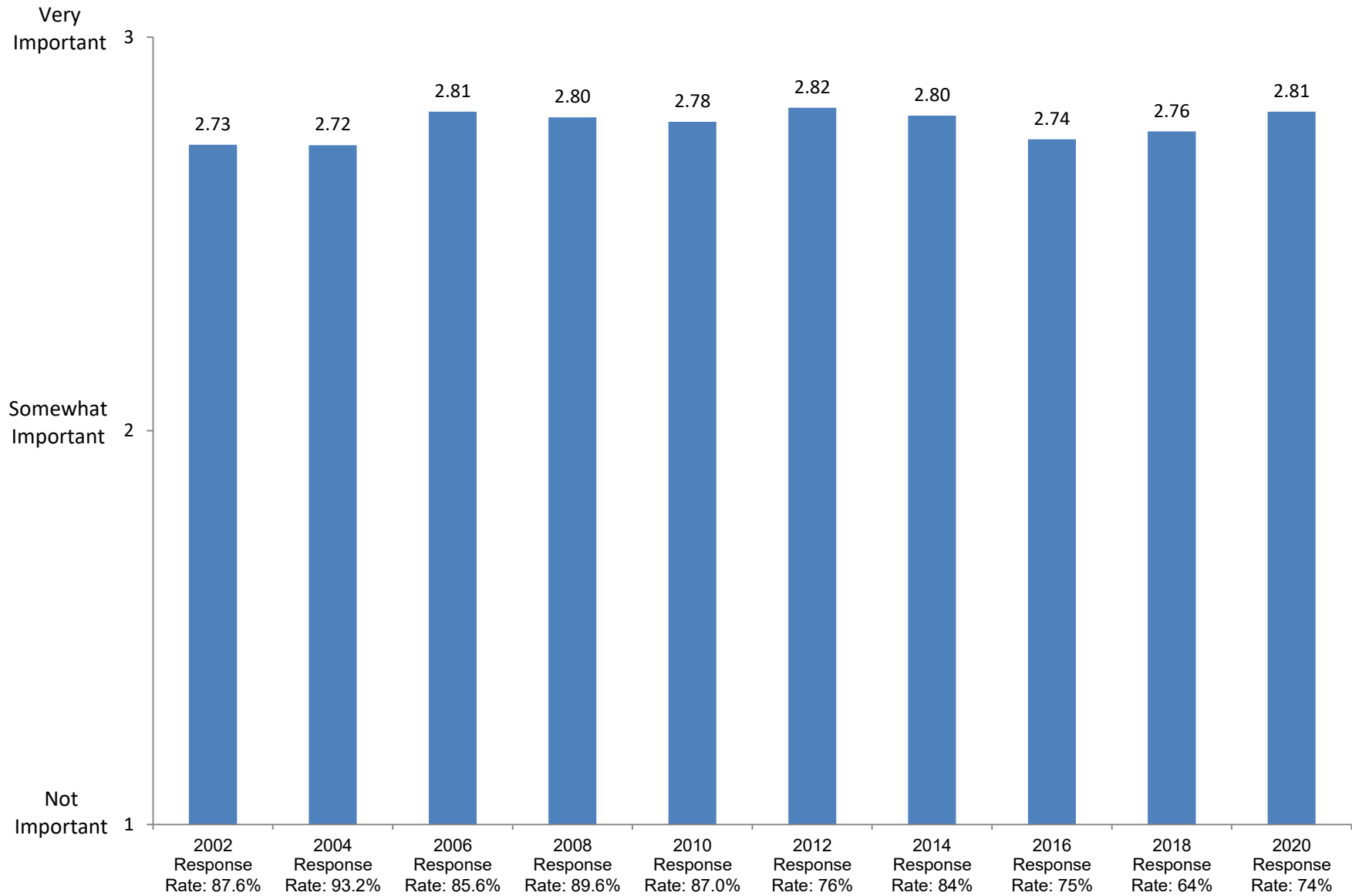


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

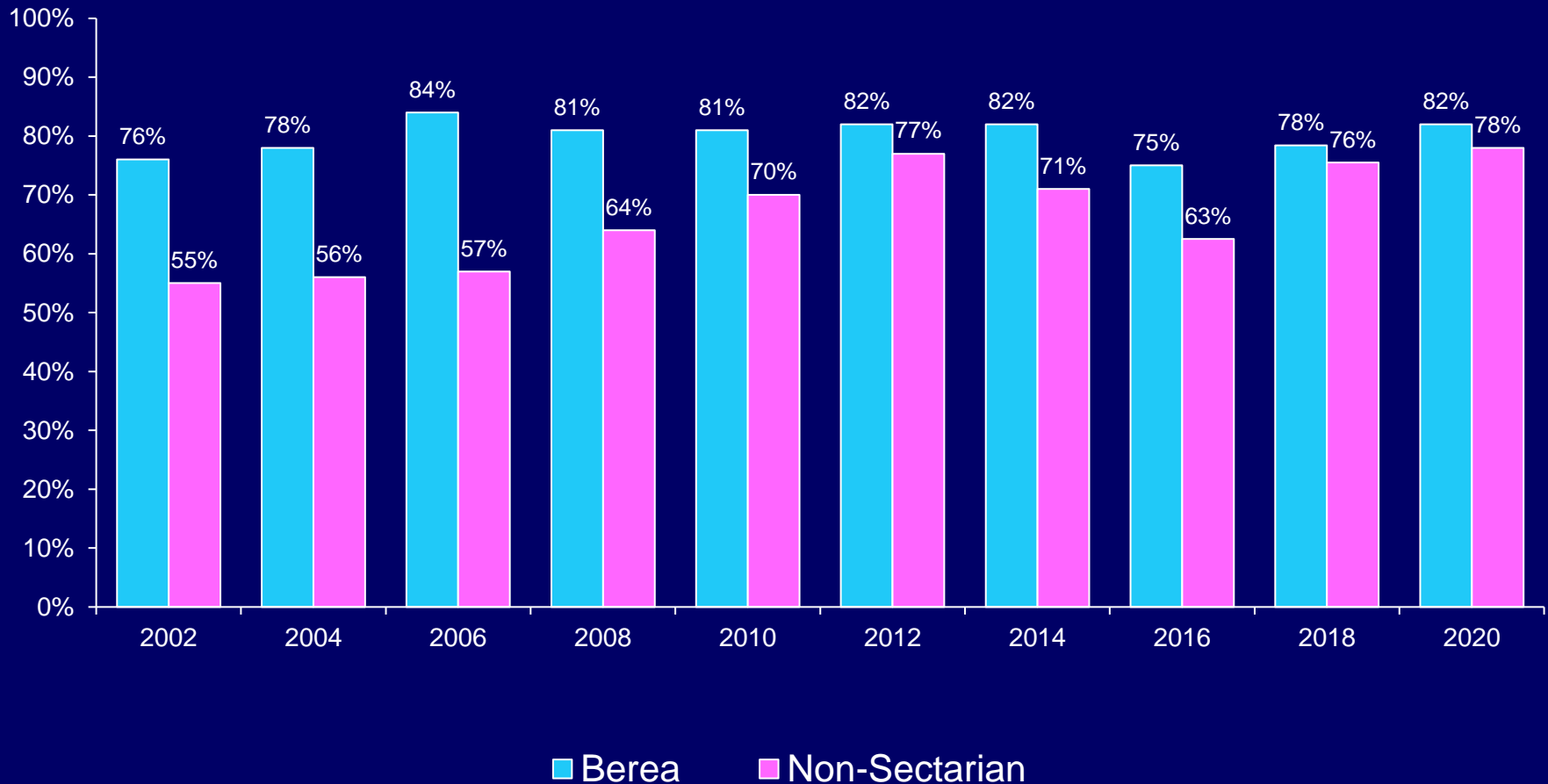
## This college has a very good academic reputation



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

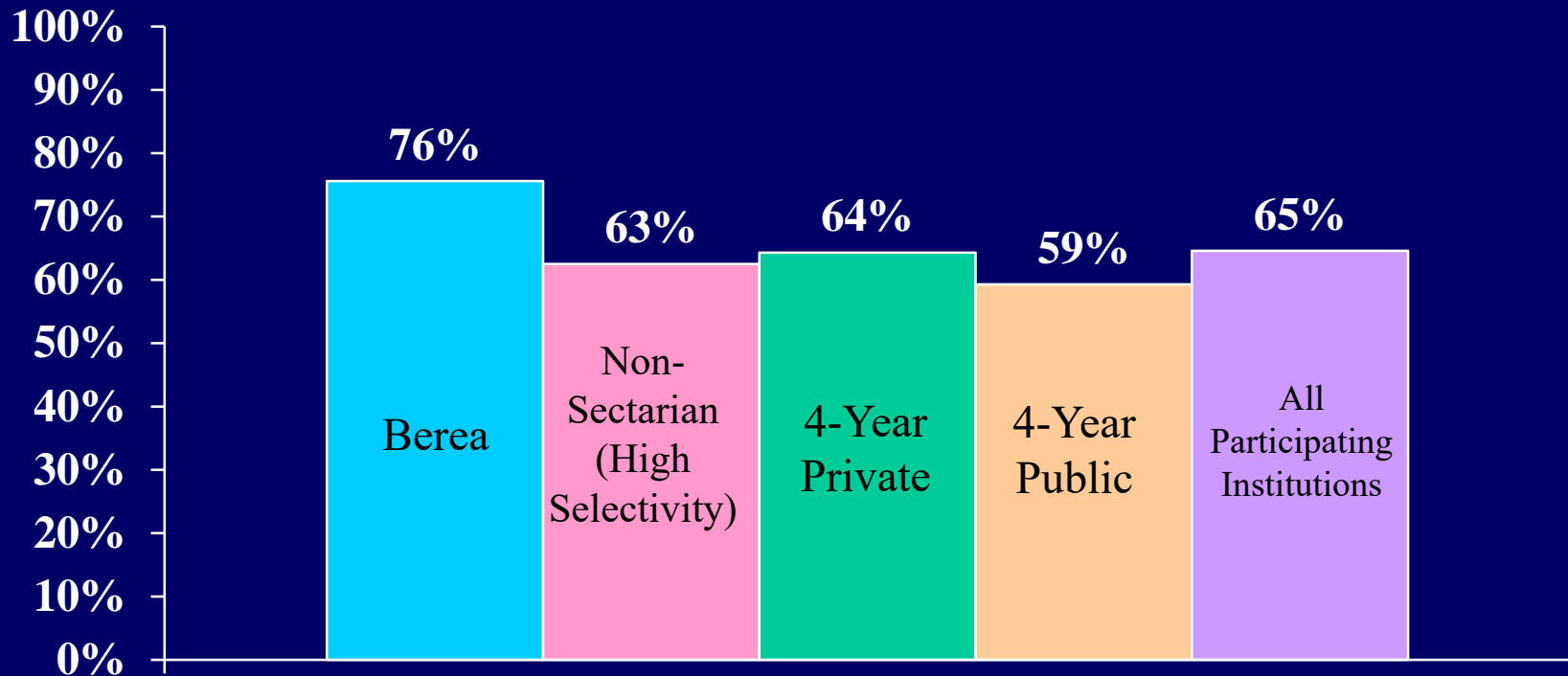
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

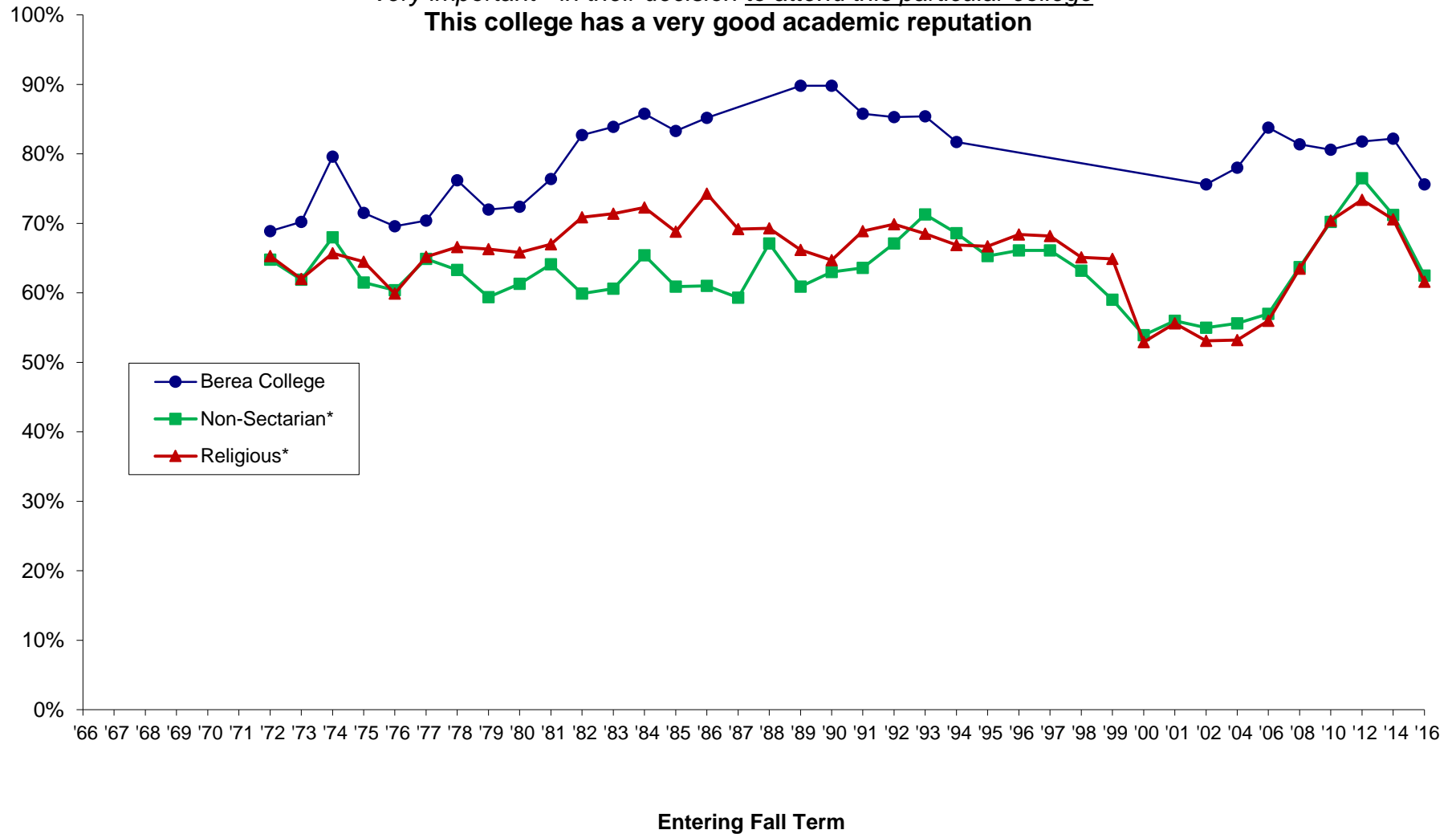


Percentage of students who rated item as “very important”:

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



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

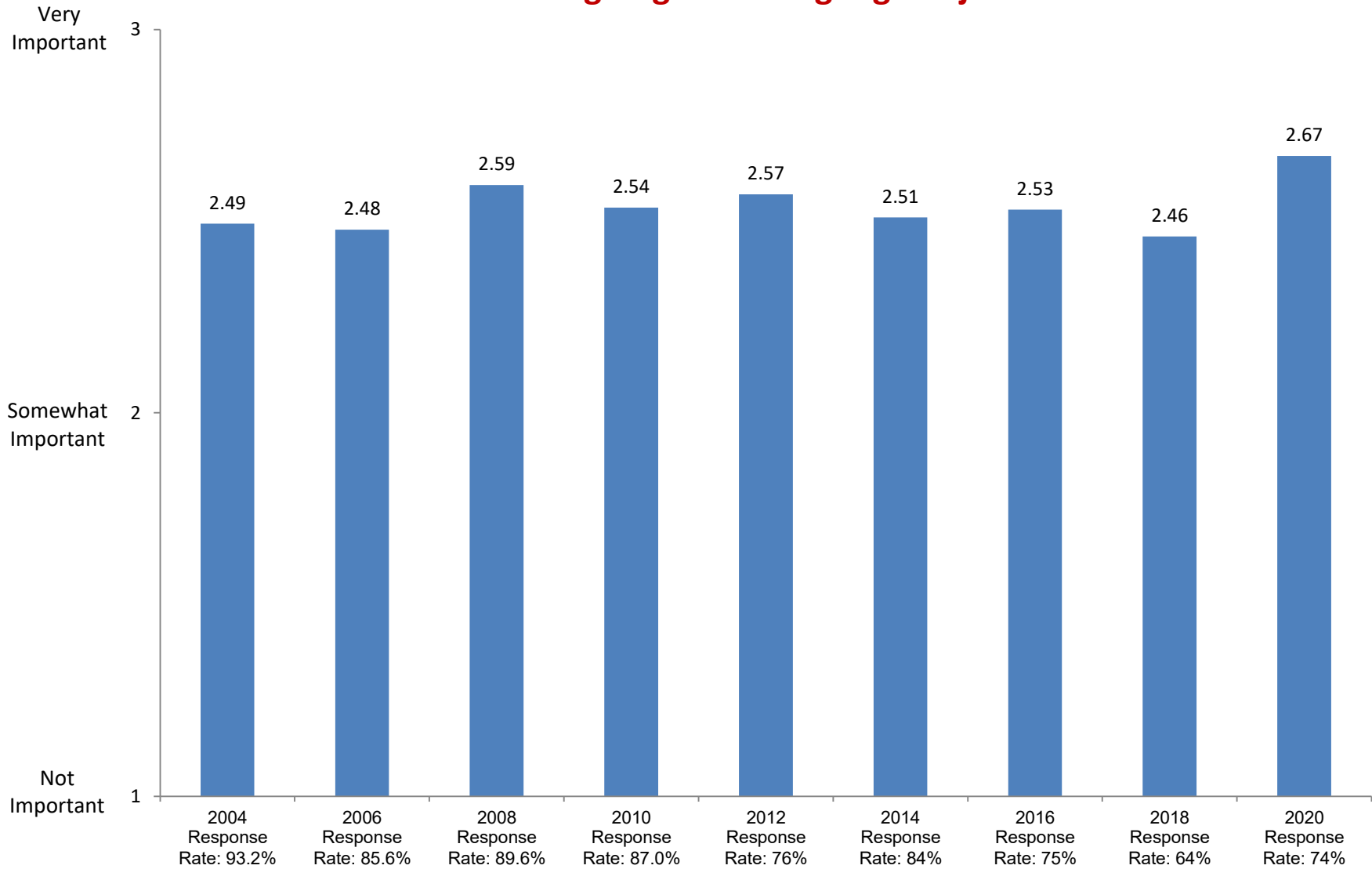


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

## This college's graduates get good jobs



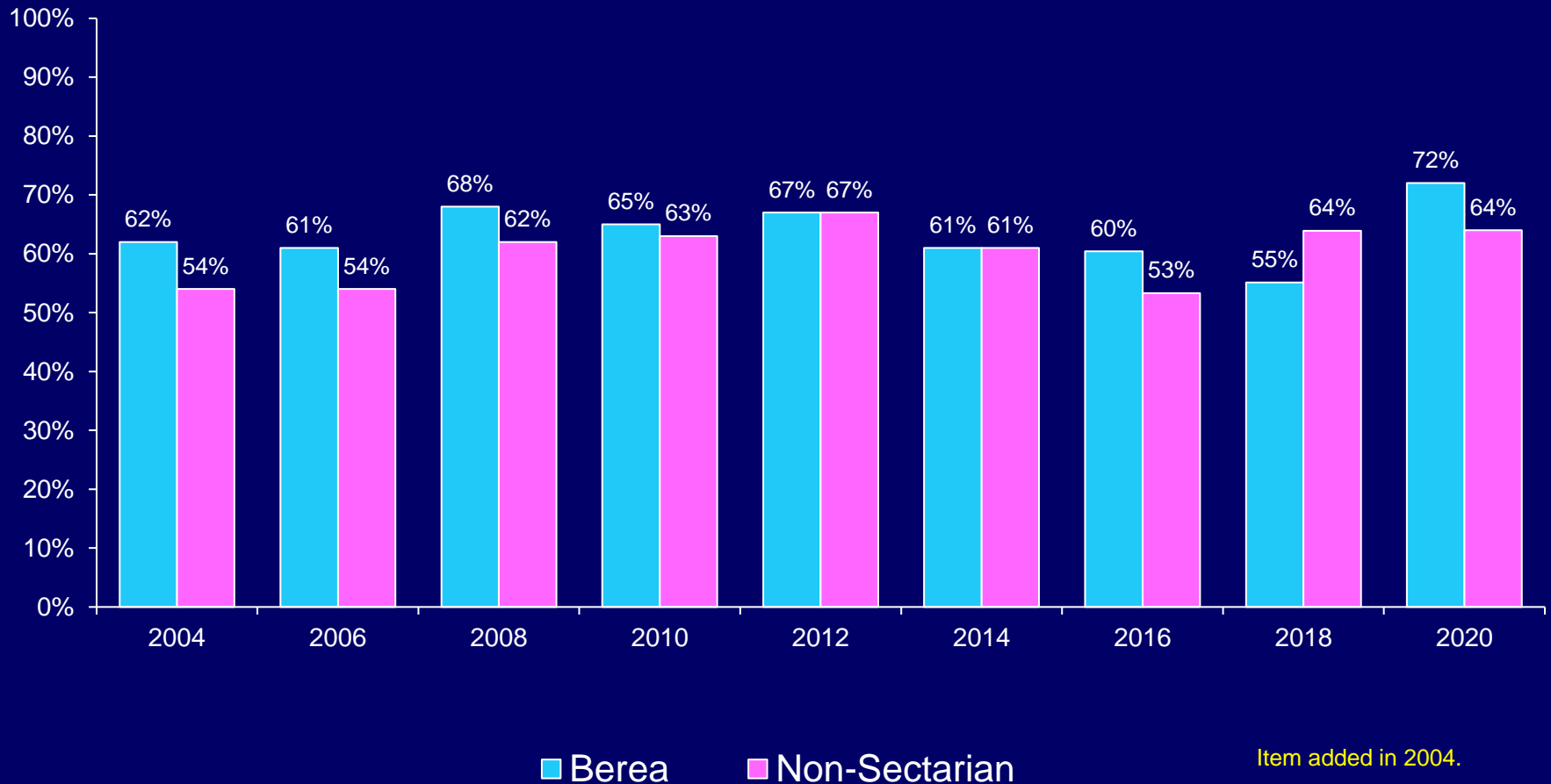
Item added in 2004.

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



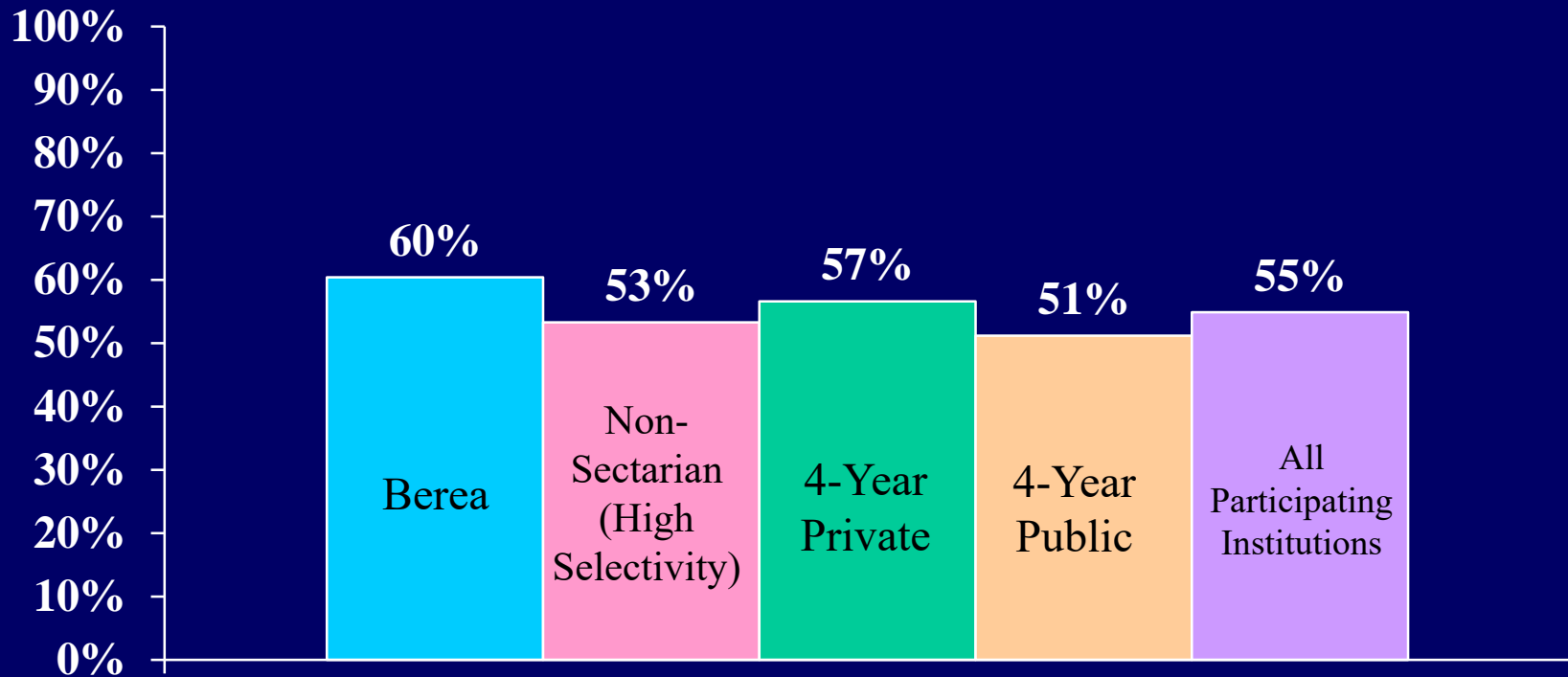
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## This college’s graduates get good jobs

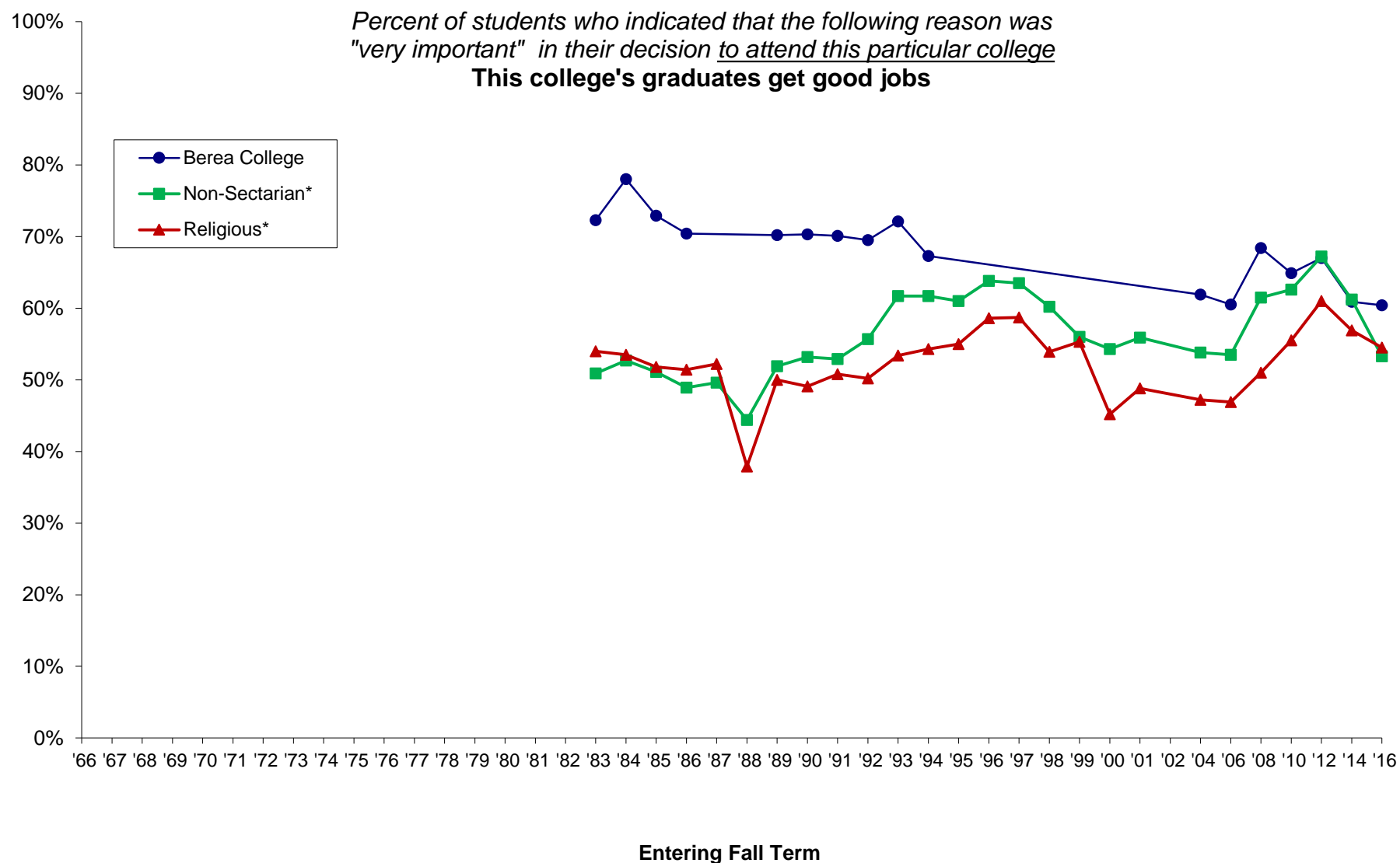


Percentage of students who rated item as “very important”:

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



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

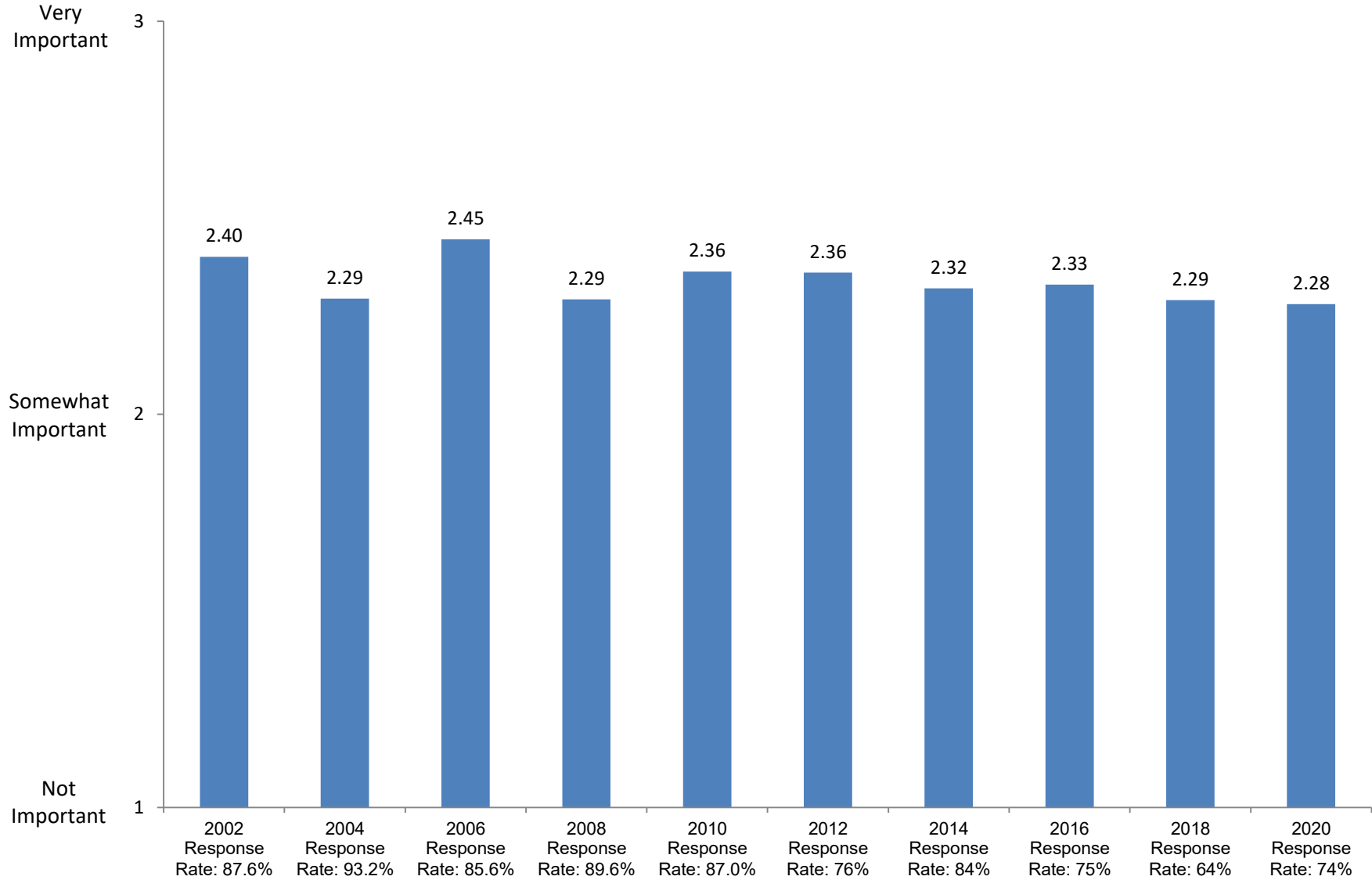


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

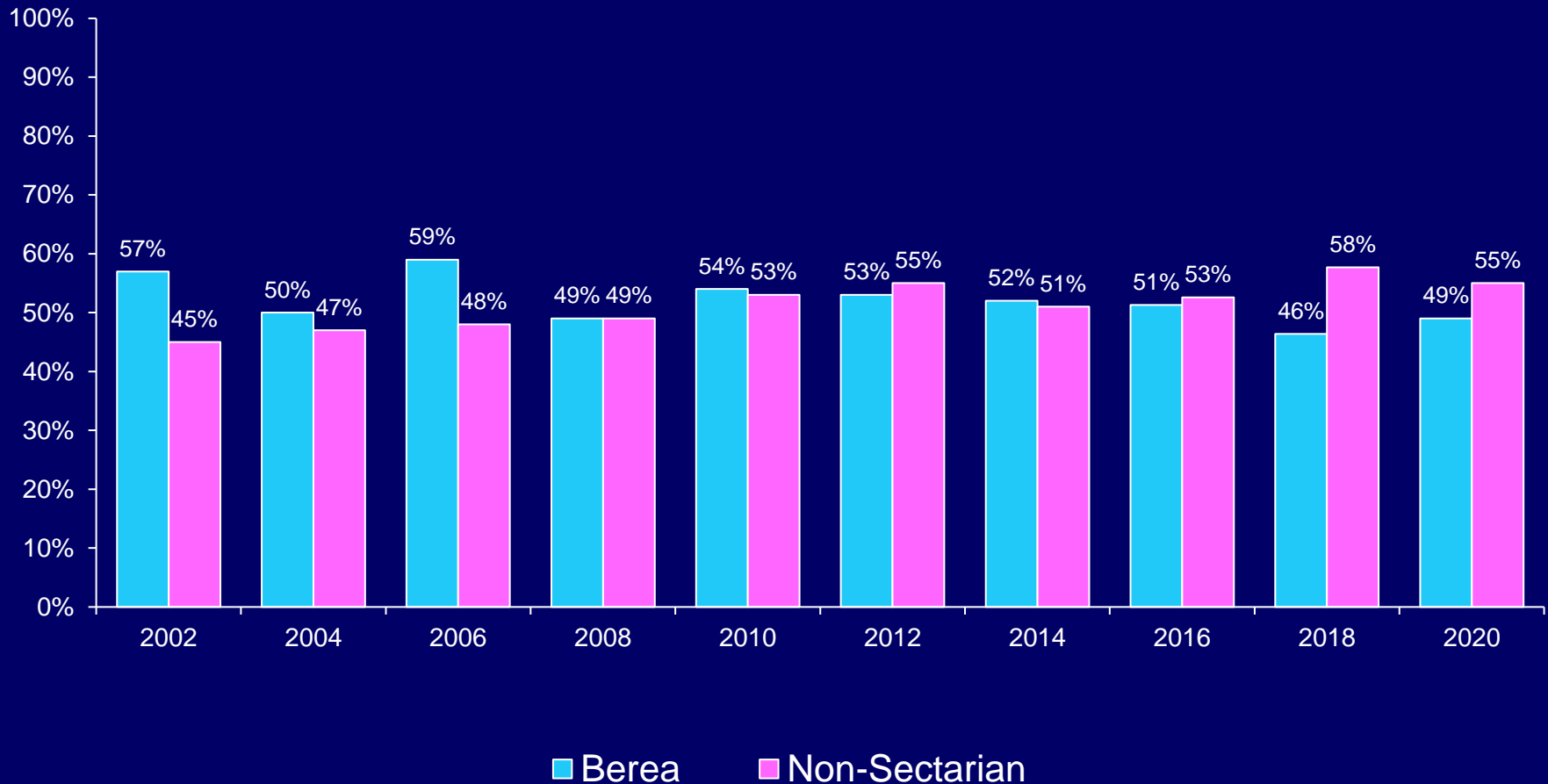
## I wanted to go to a school about the size of this college



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

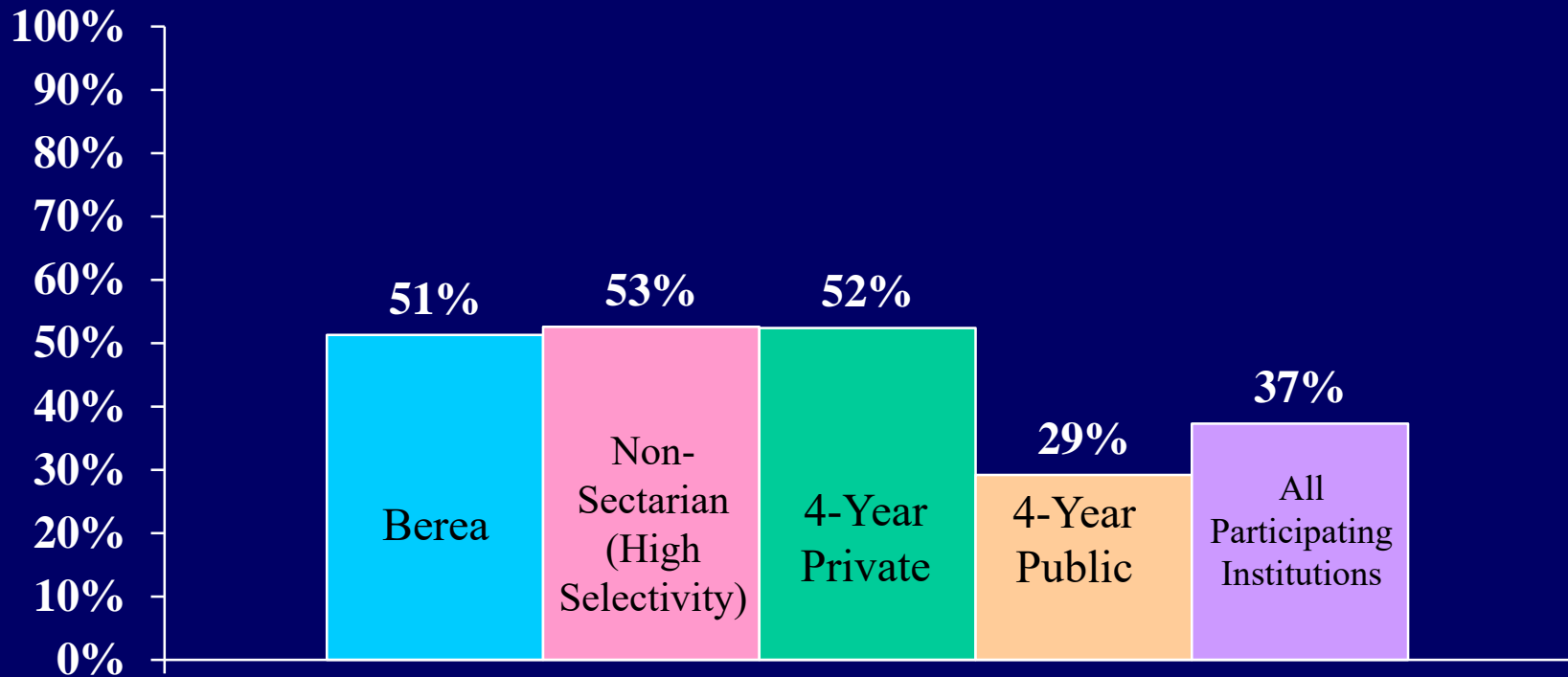
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

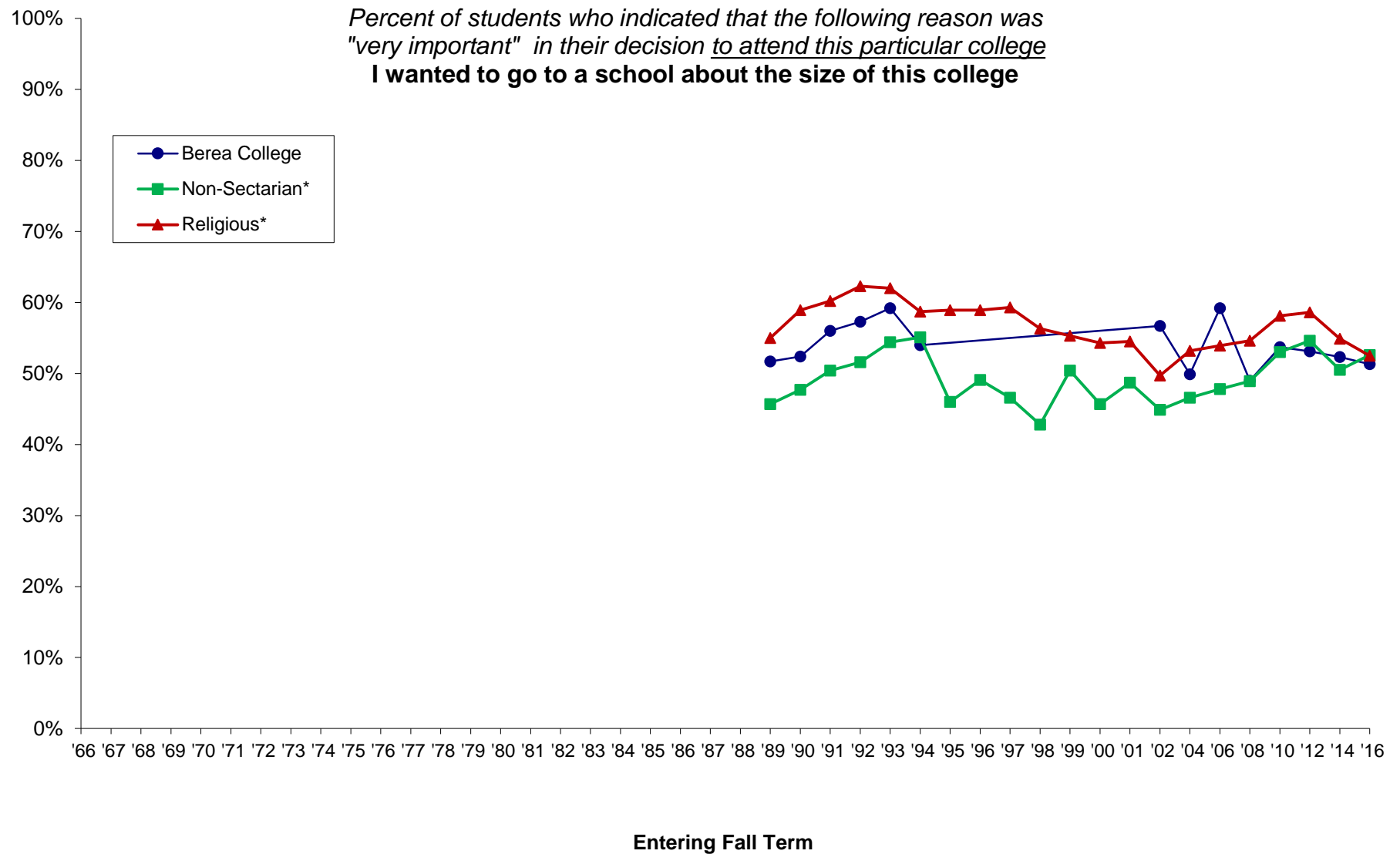


Percentage of students who rated item as “very important”:

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



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

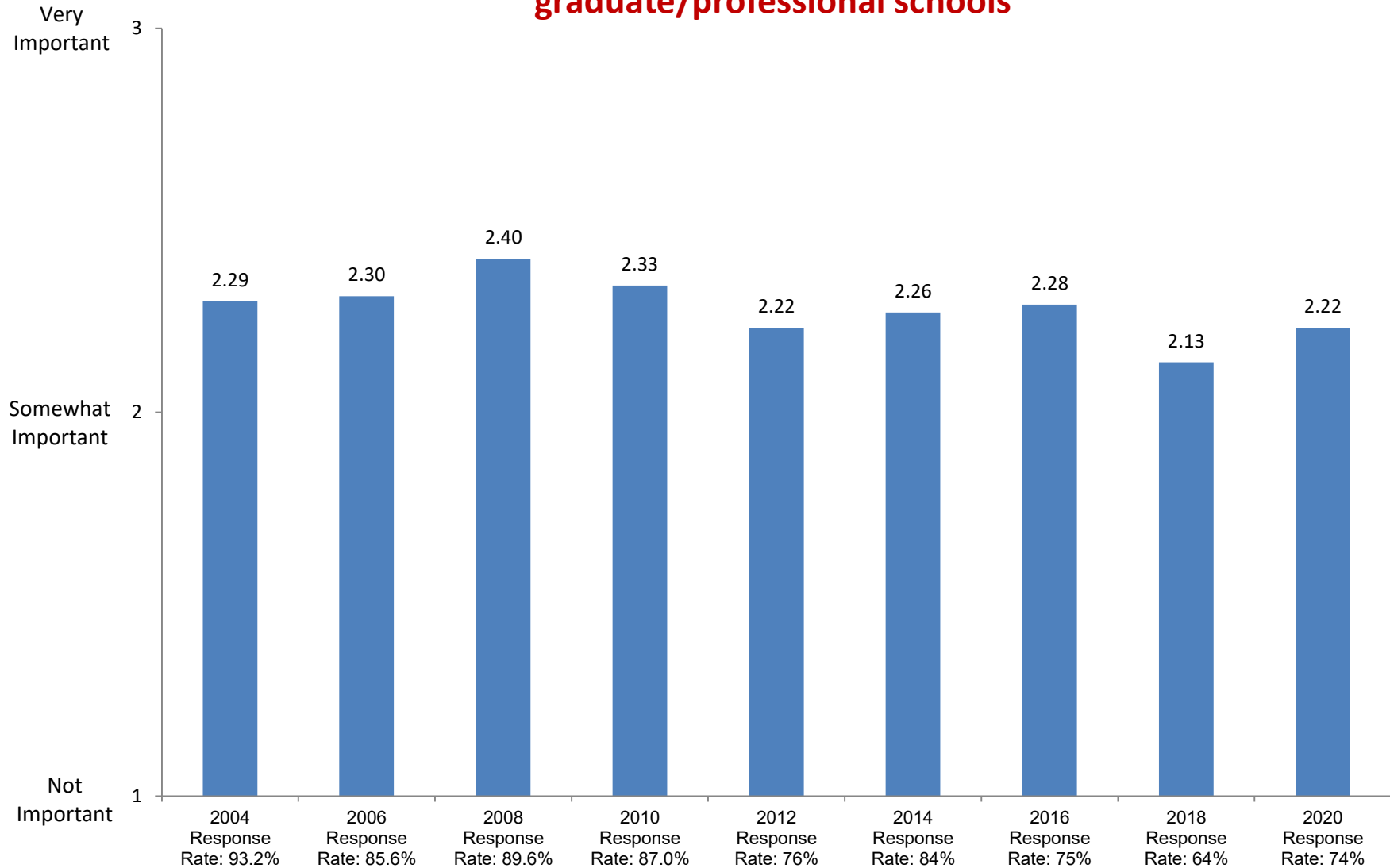


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

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



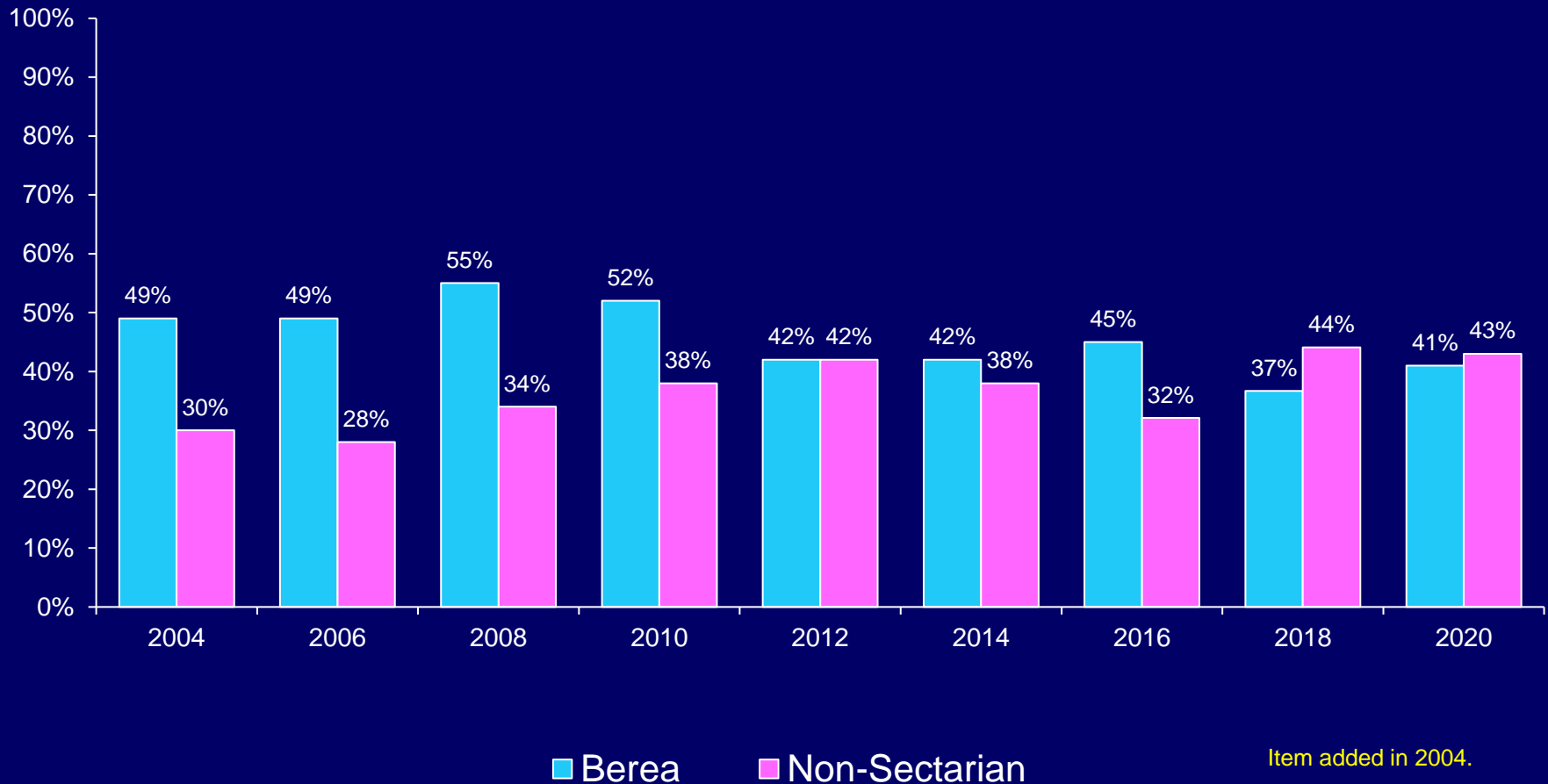
Item added in 2004.

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



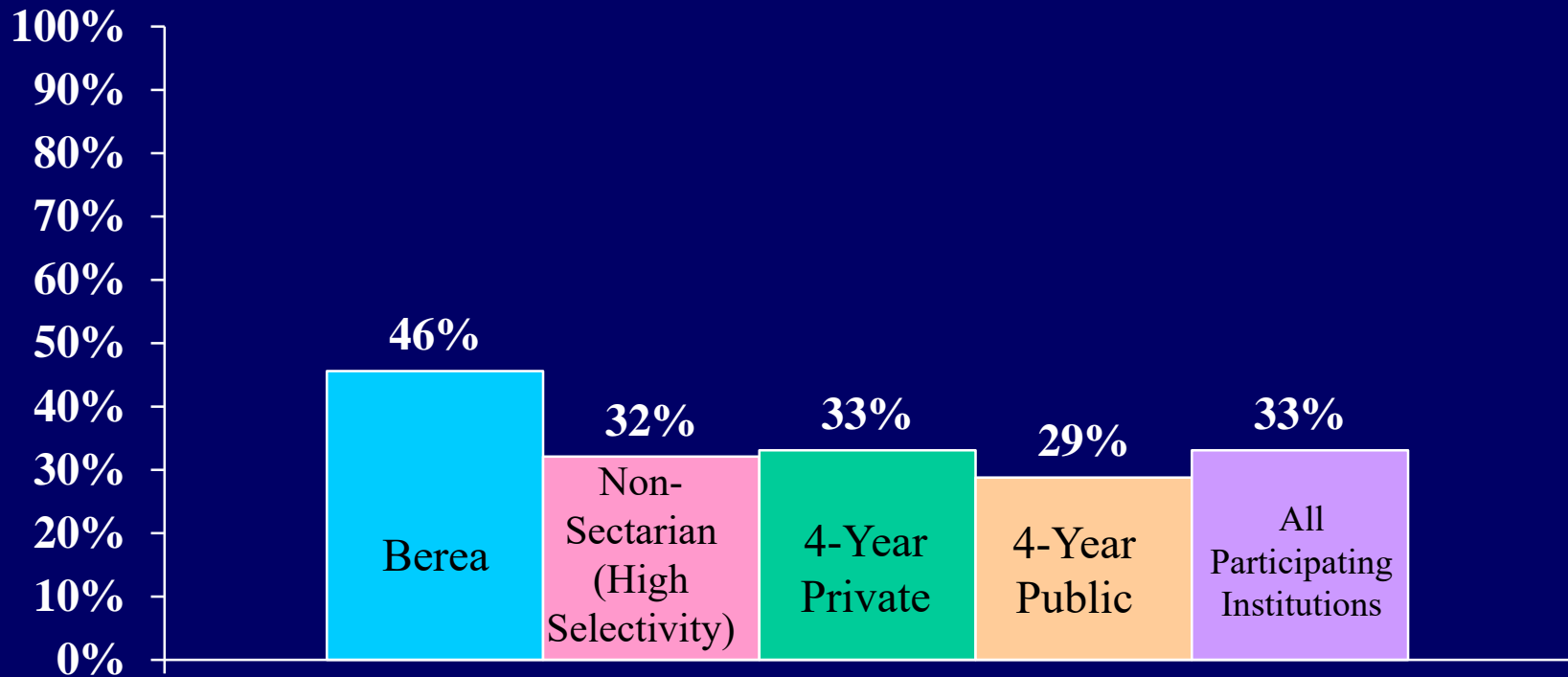
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

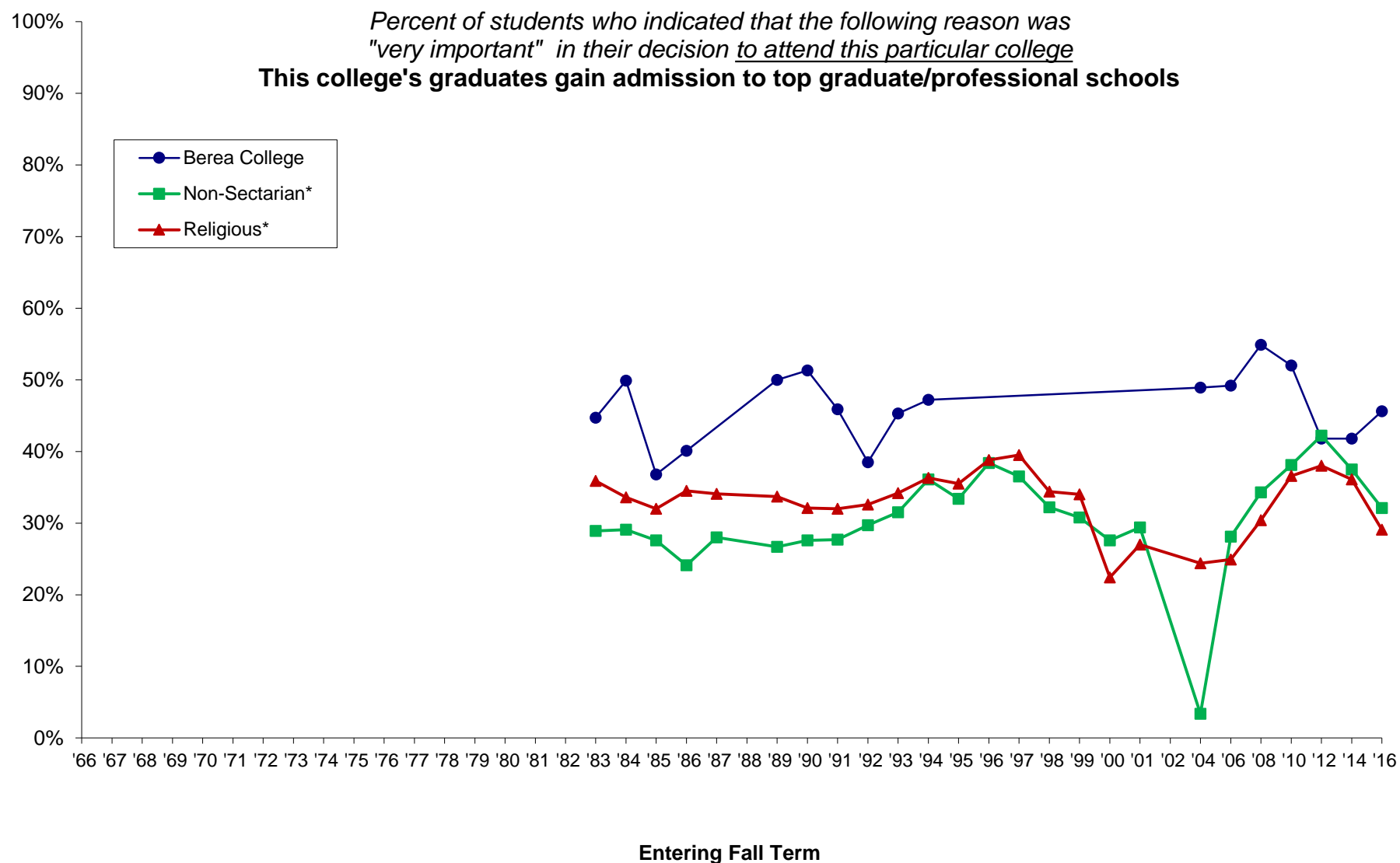


Percentage of students who rated item as “very important”:

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



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

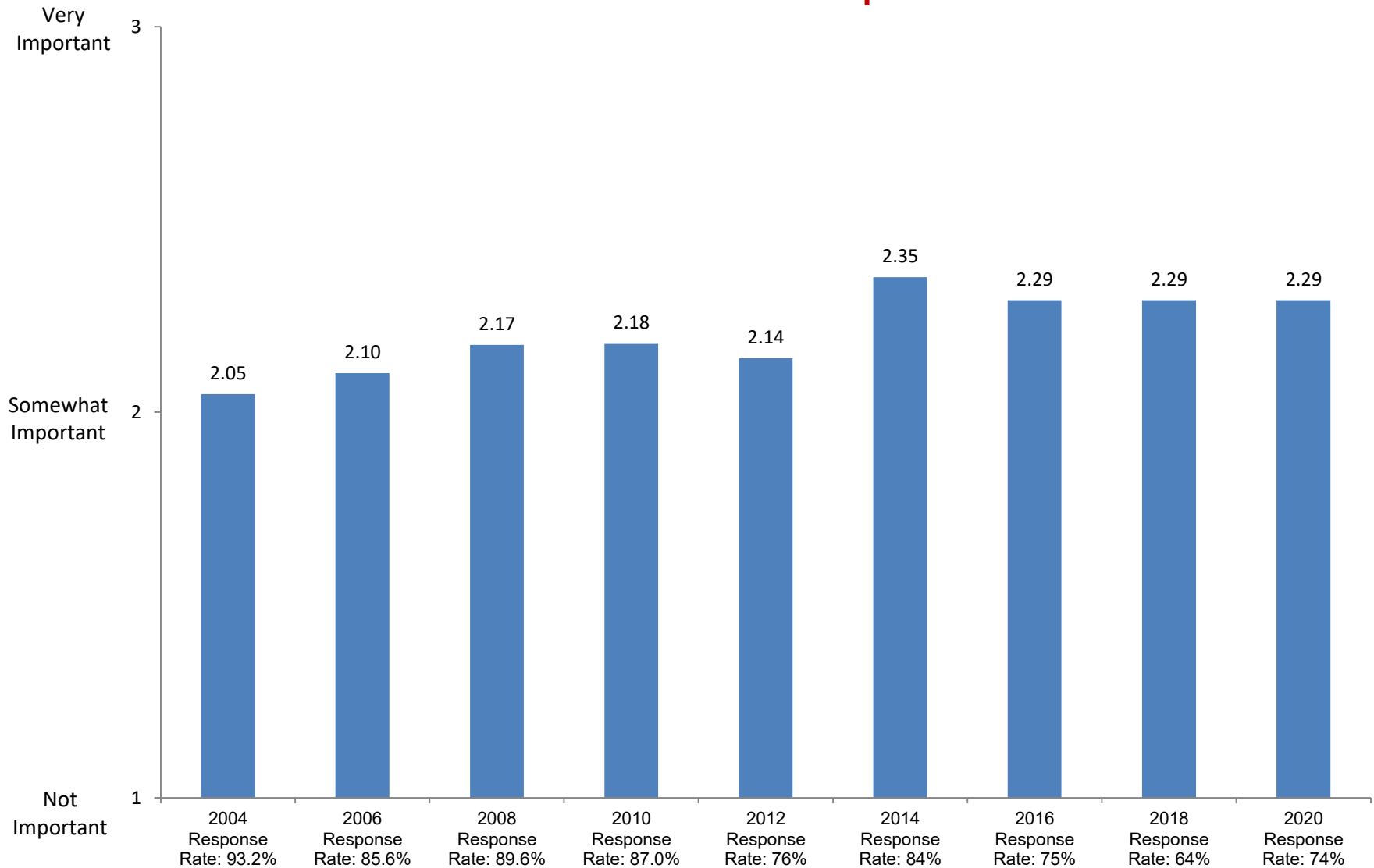


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

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?

## A visit to this campus

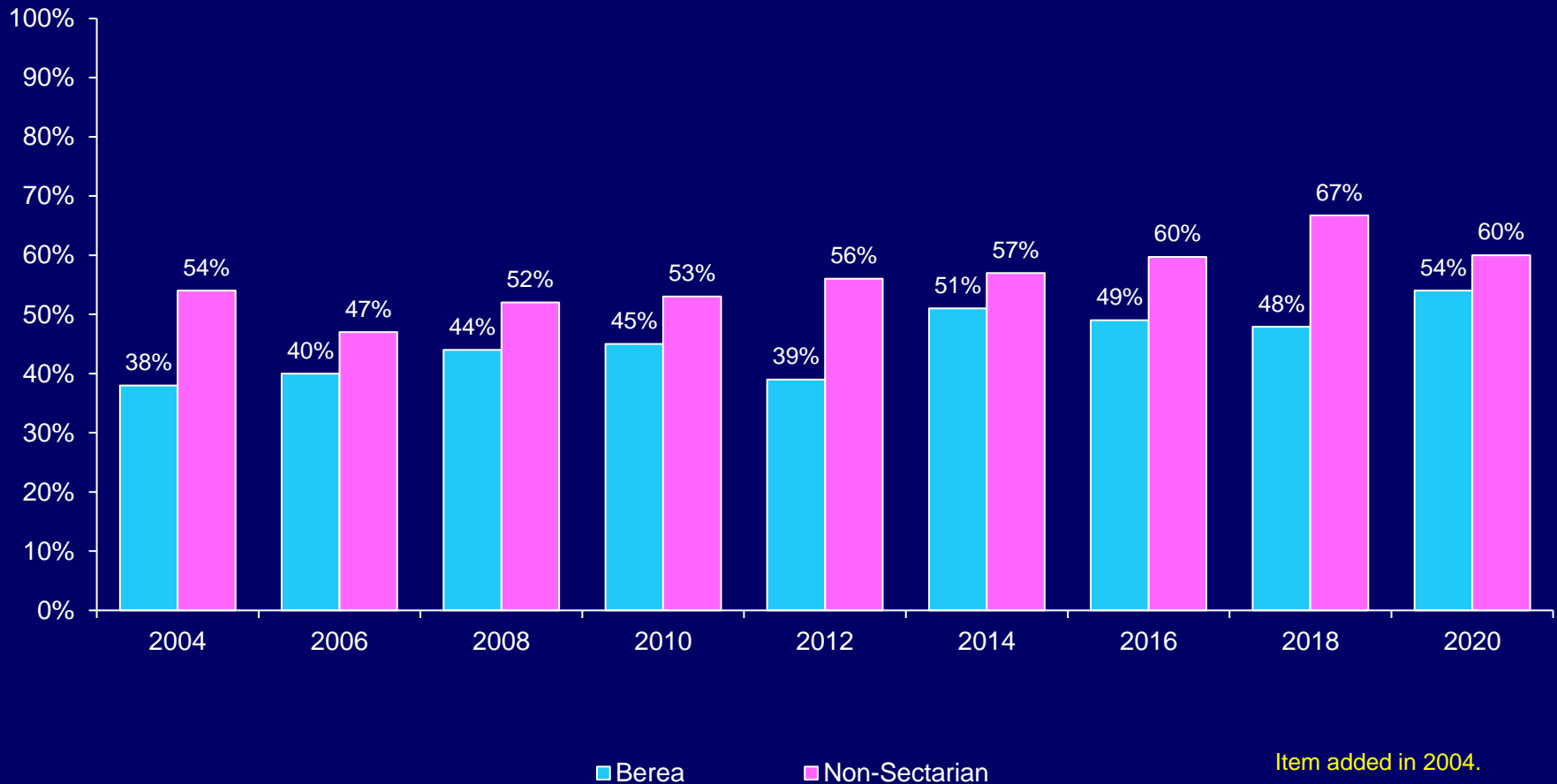


Item added in 2004.

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

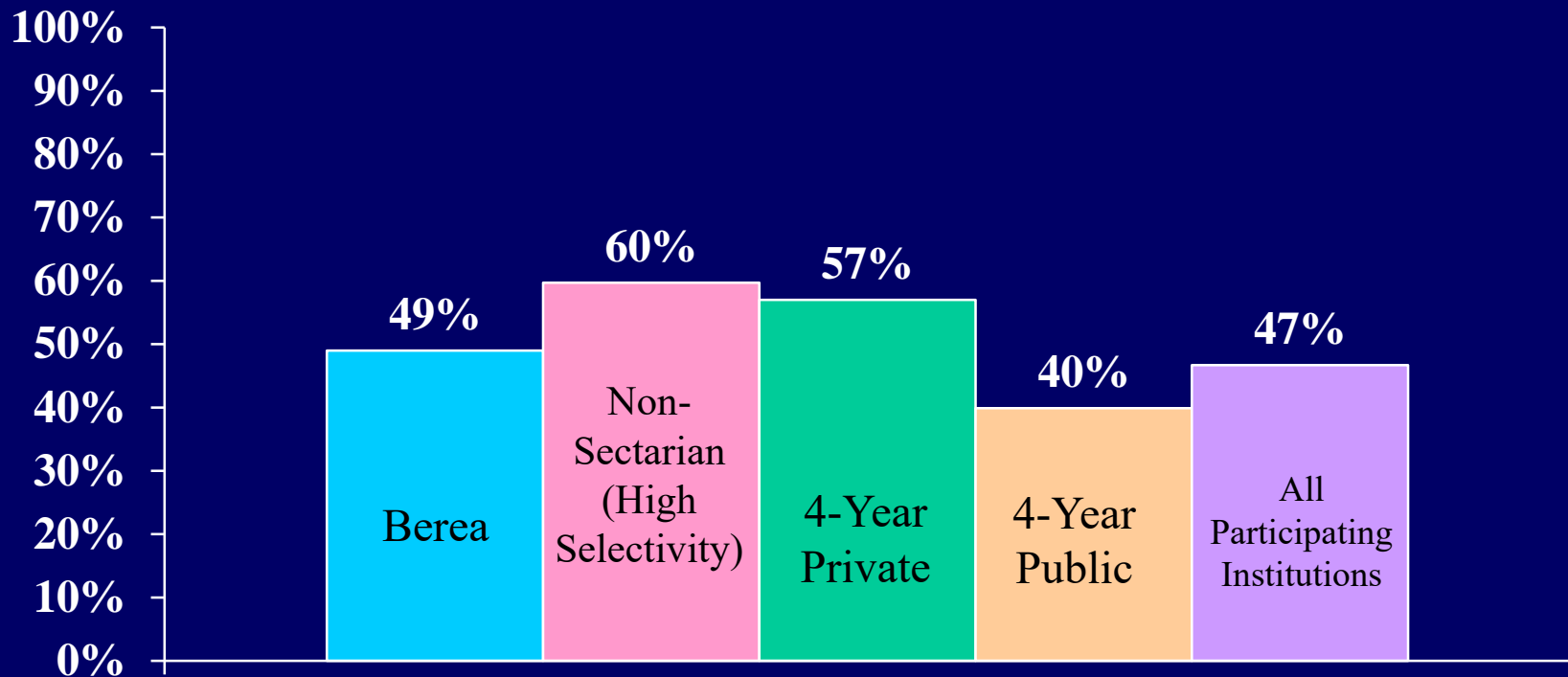
*Percent of students who indicated that the following was “very important” in their decision to come to this college*

## A visit to this campus

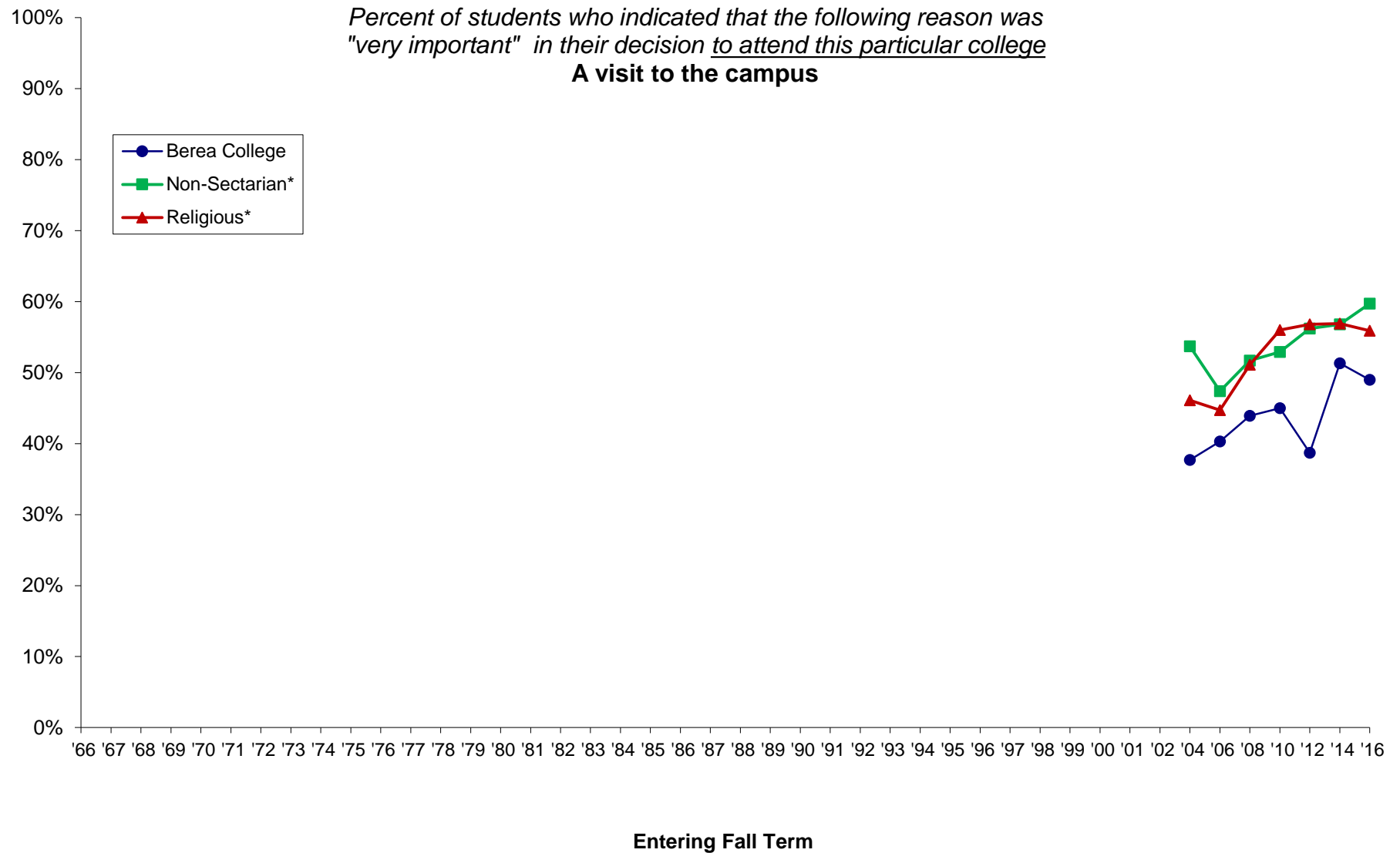


Percentage of students who rated item as “very important”:

*A visit to the campus*  
(for decision to attend this particular college)



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

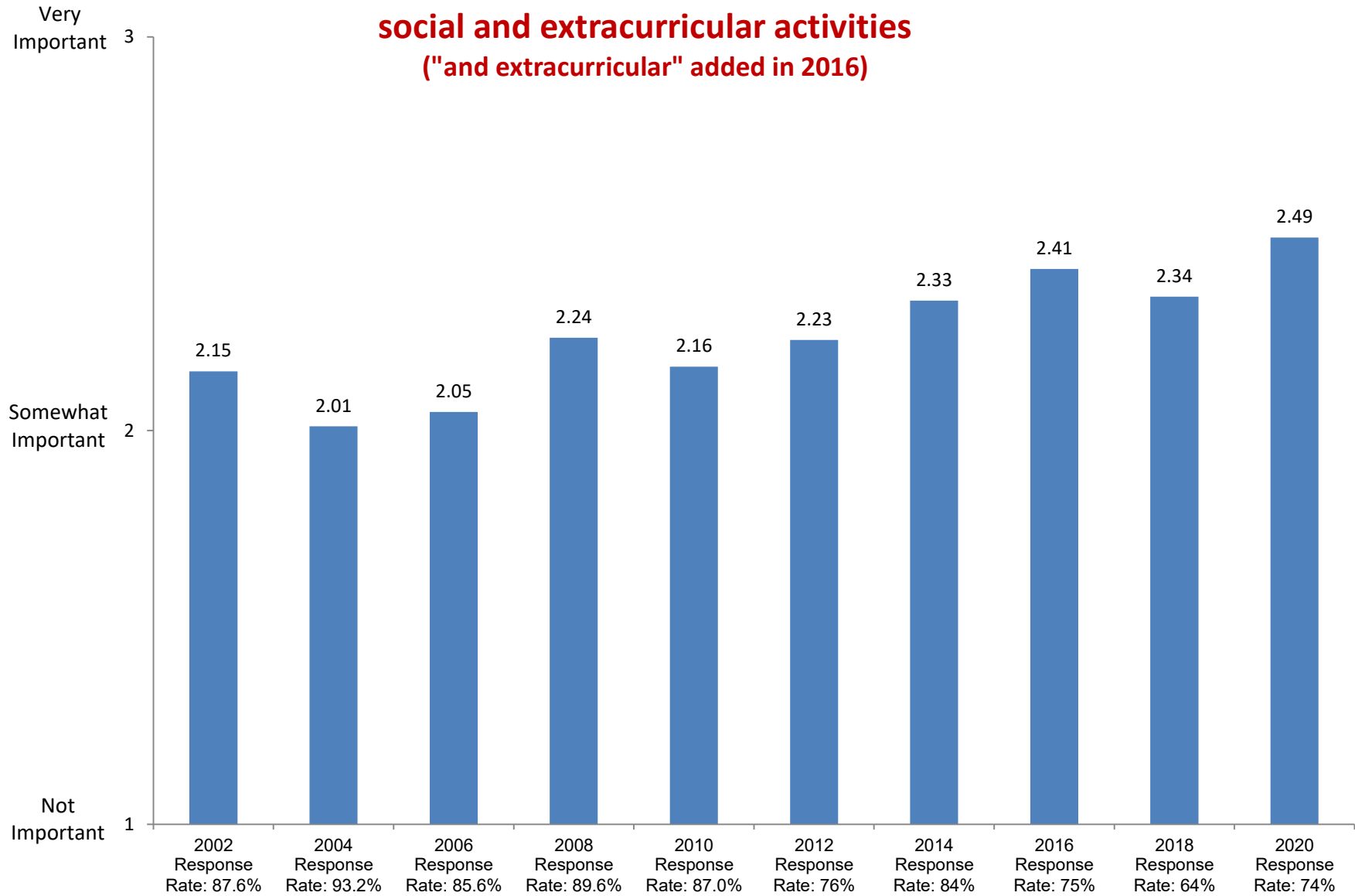


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

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

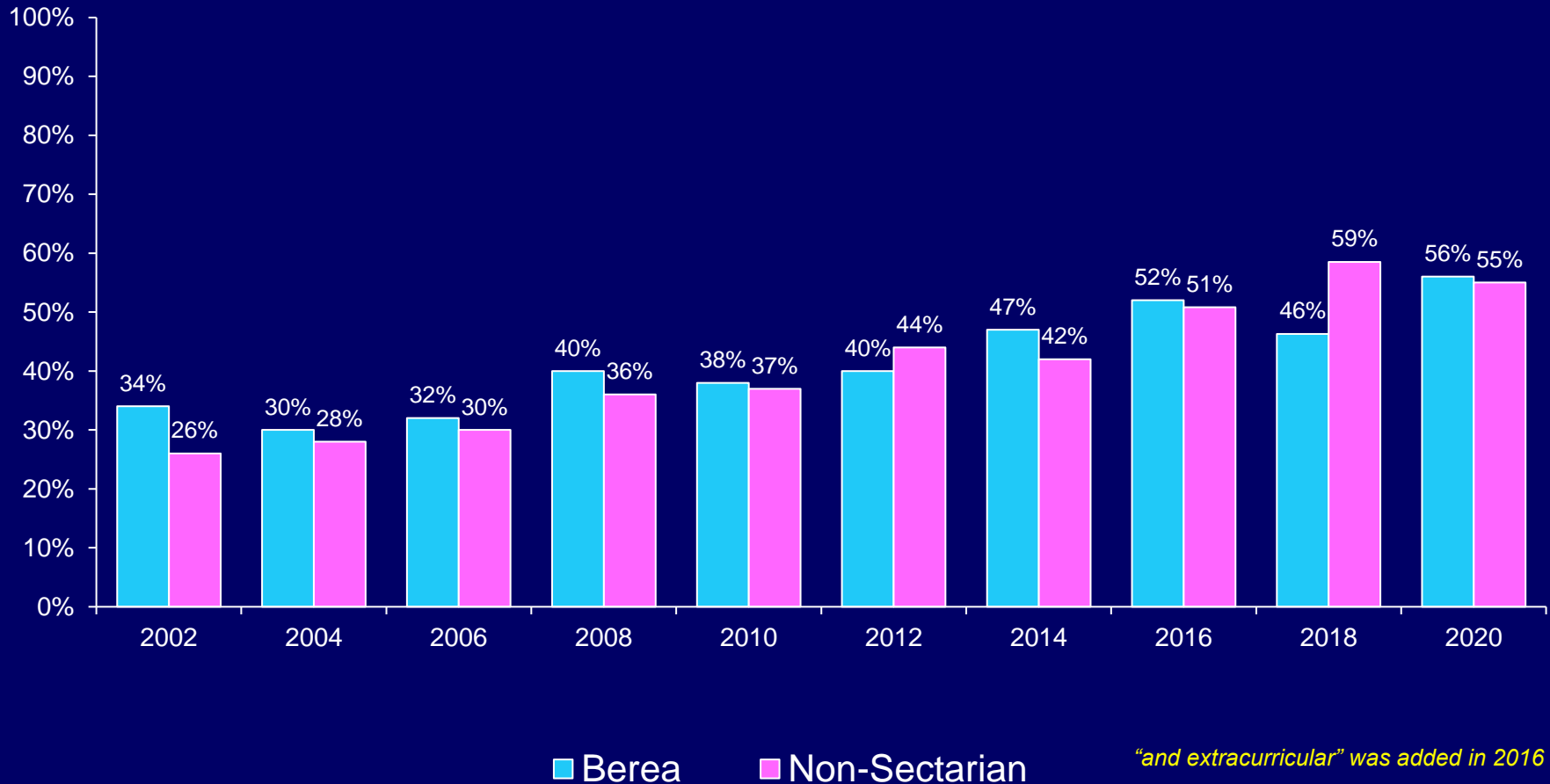


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



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

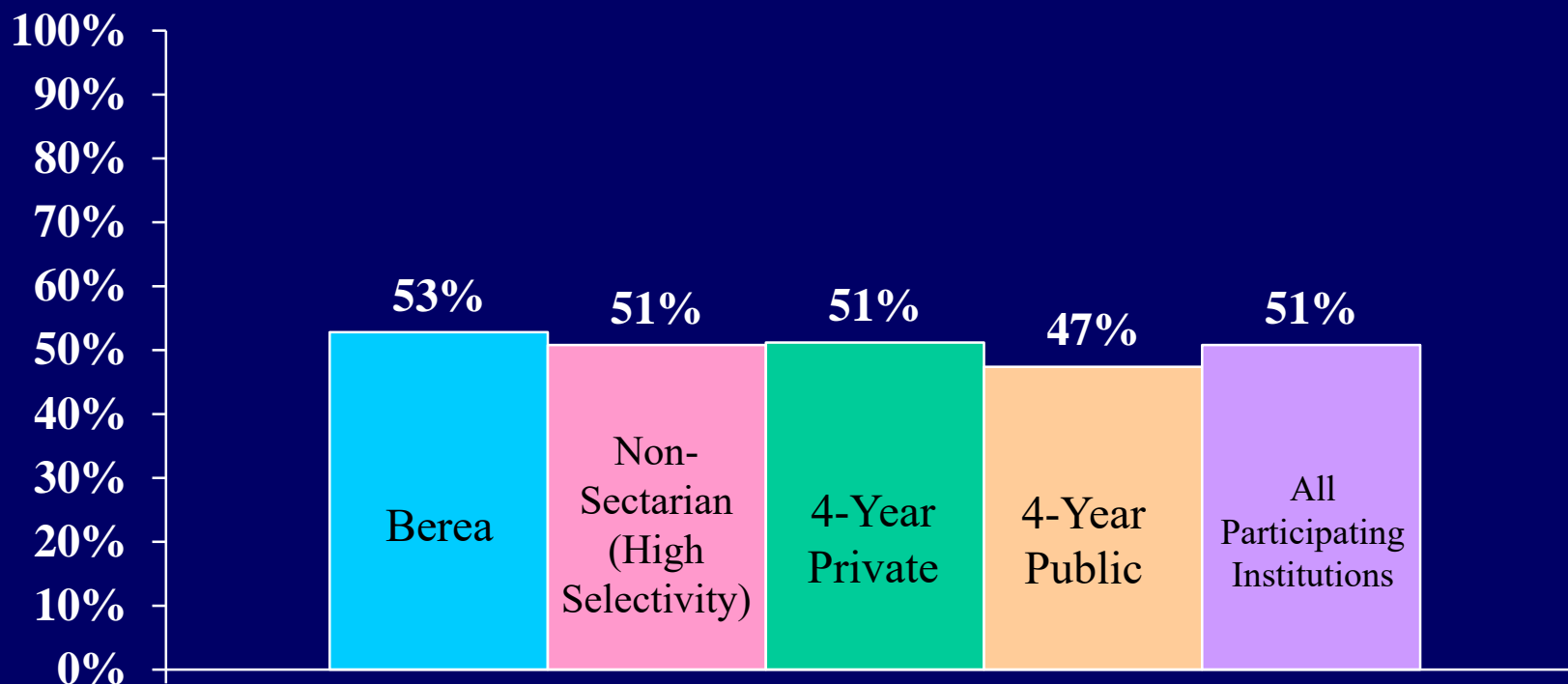
## **This college has a good reputation for its social and extracurricular activities**



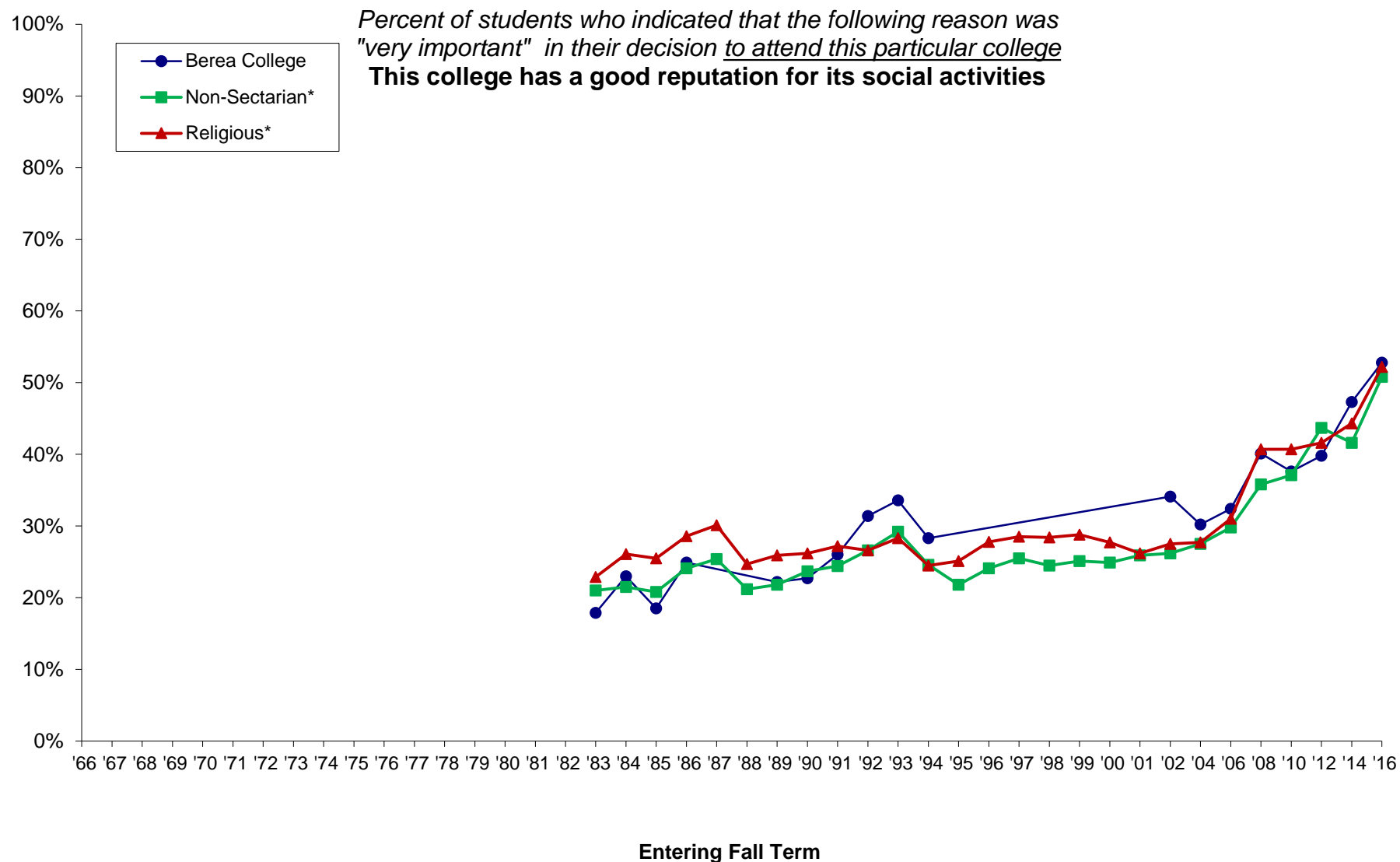
Percentage of students who rated item as “very important”:

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

*(for decision to attend this particular college)*



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

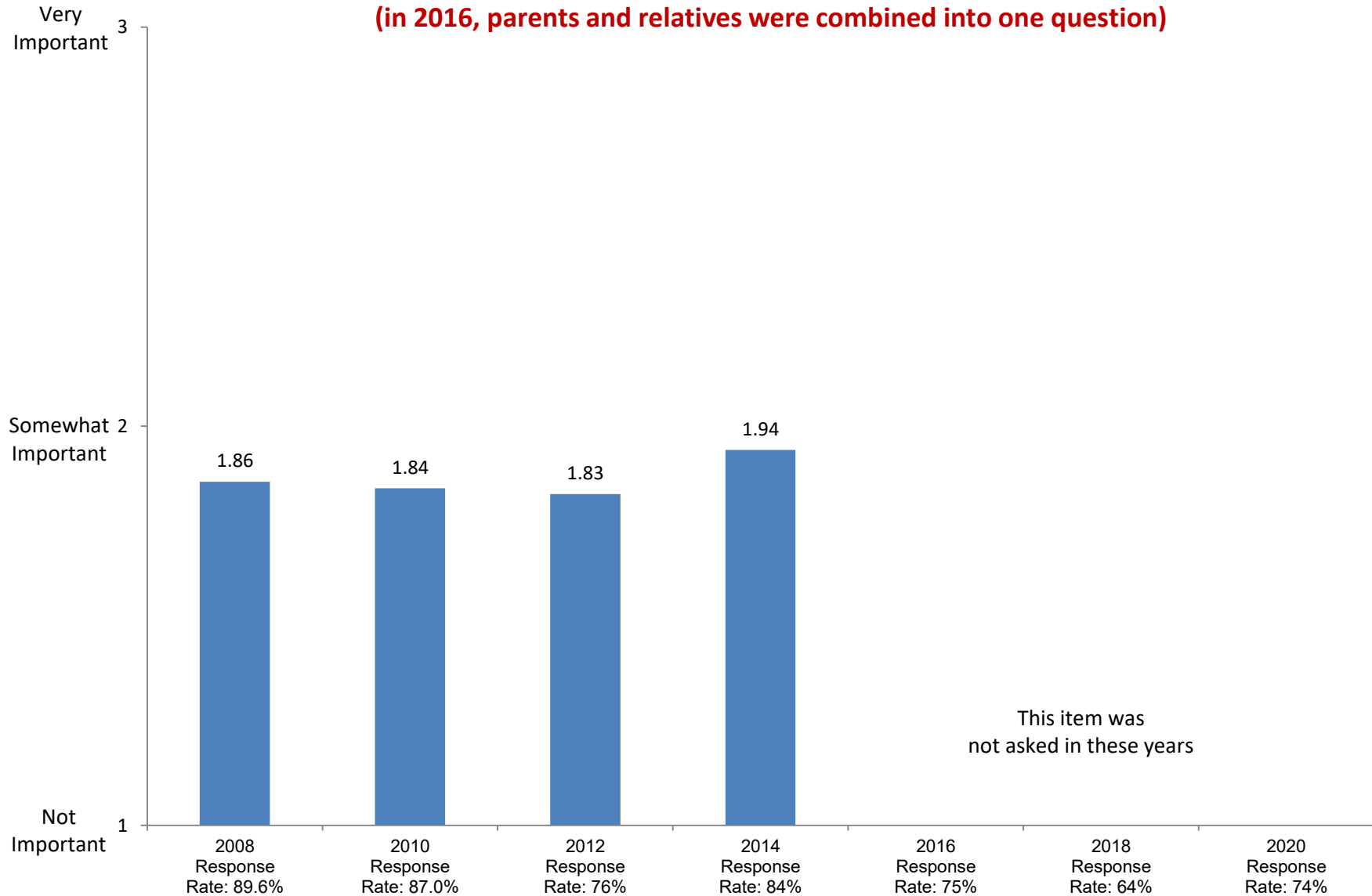


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

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

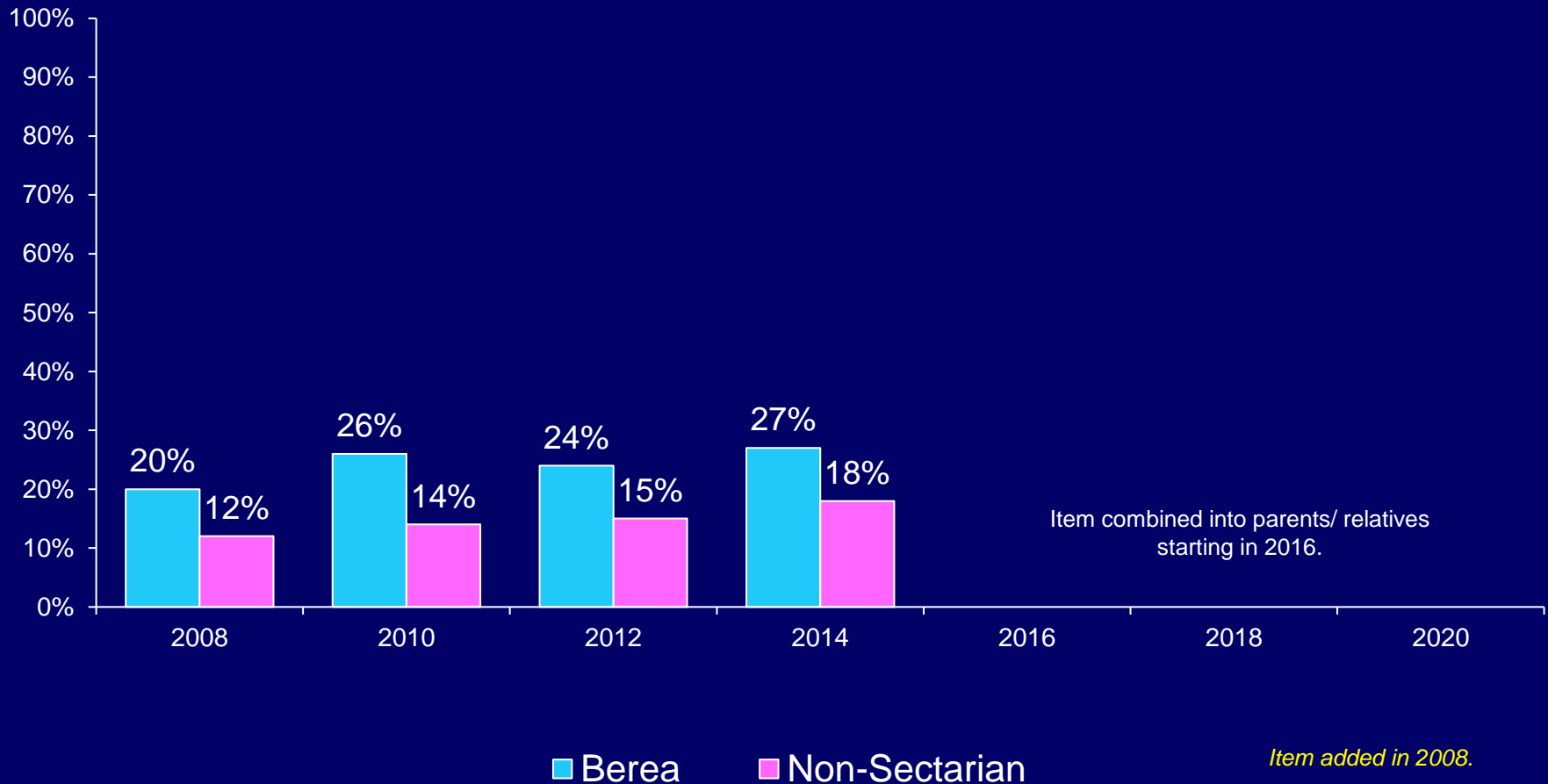


Item added in 2008.

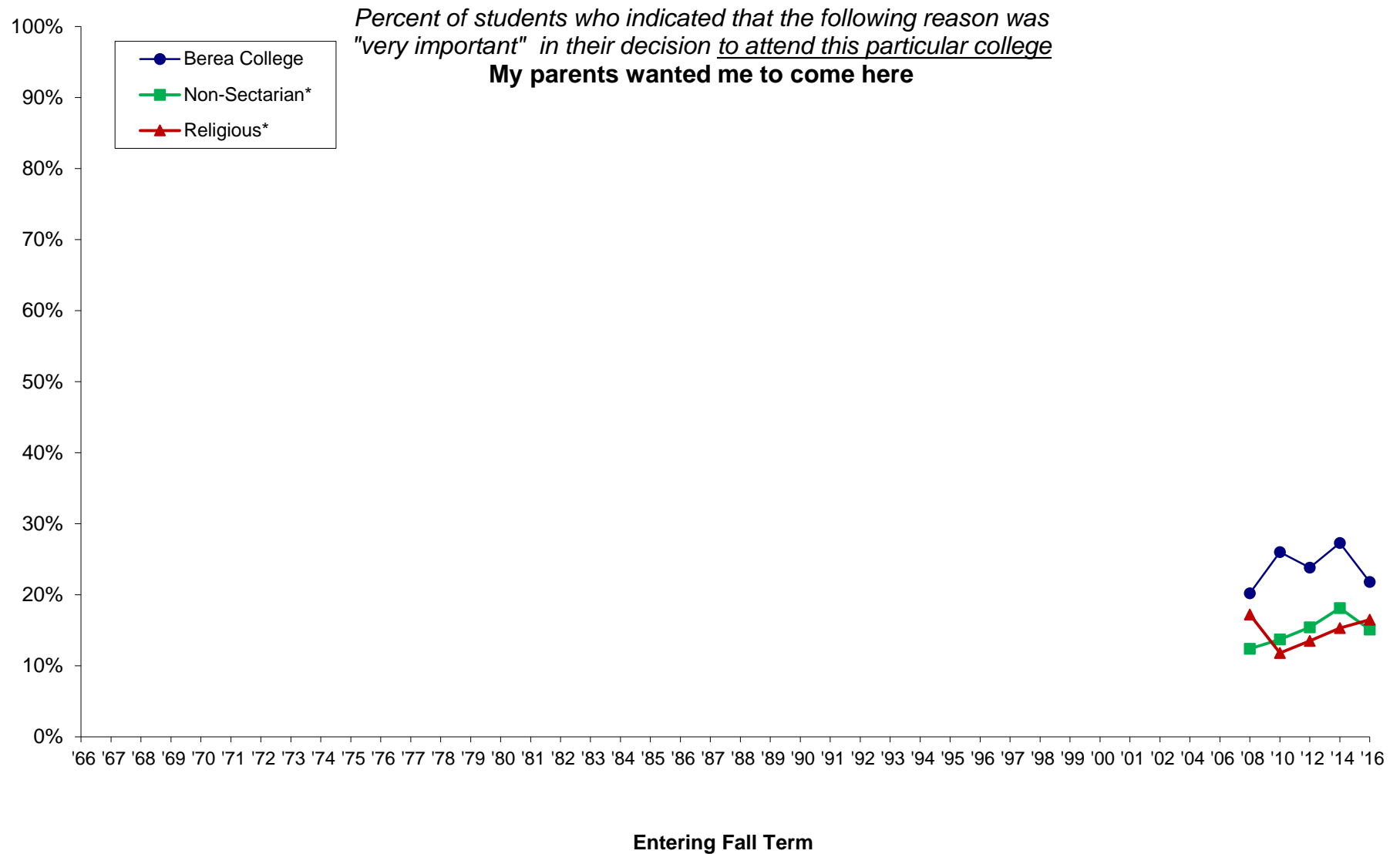
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## My parents wanted me to come here



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

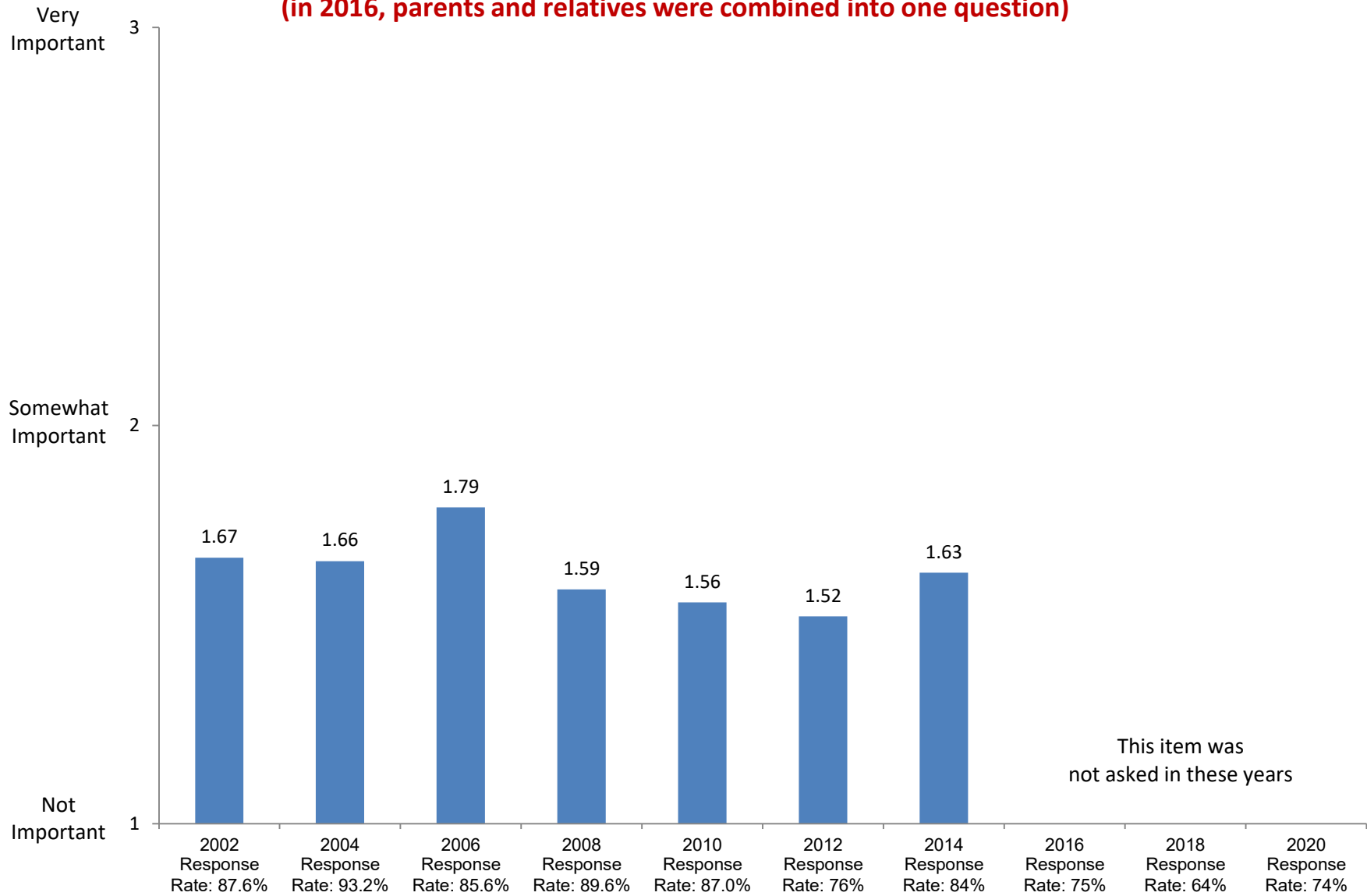


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

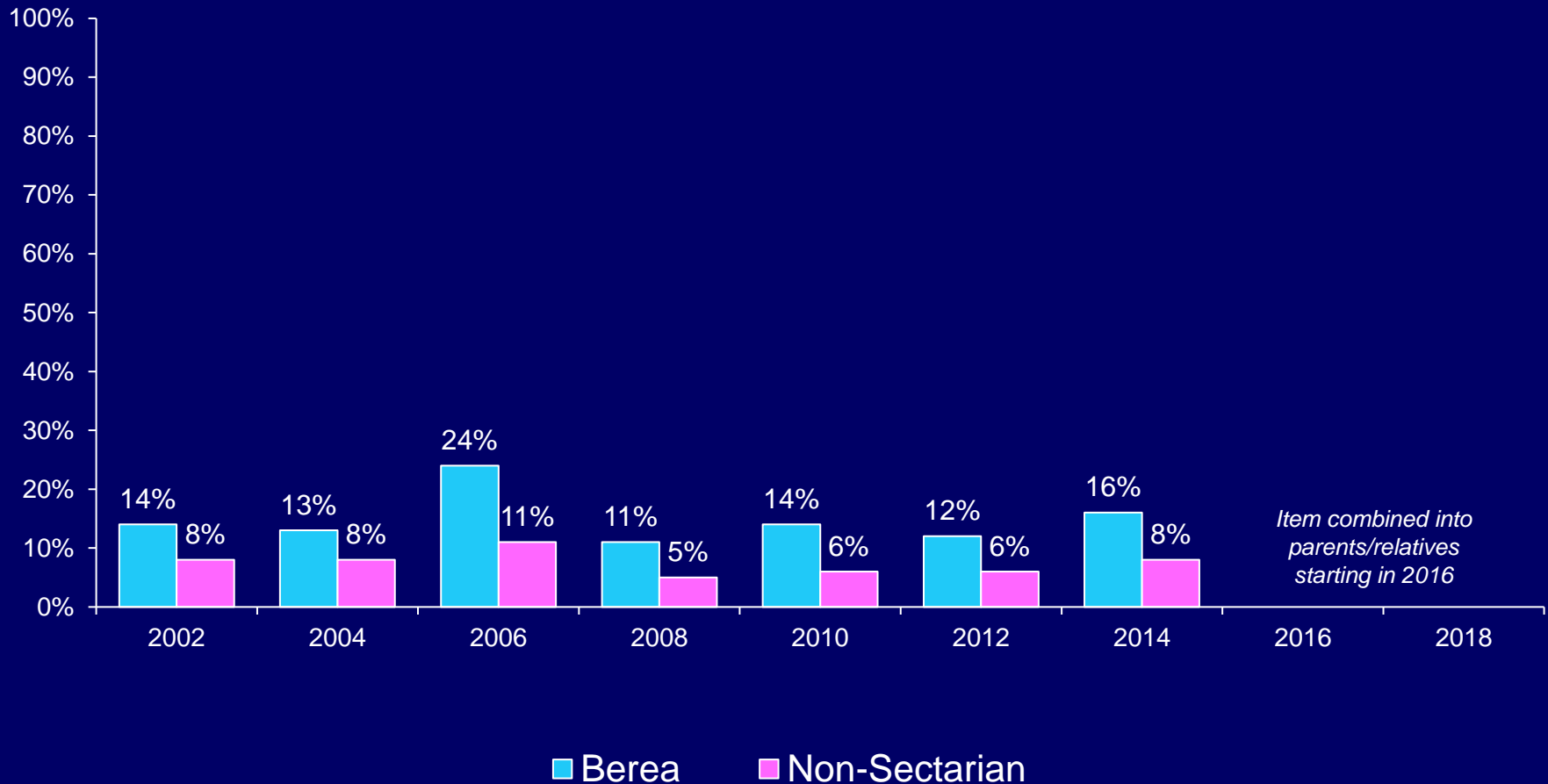
### My relatives wanted me to come here (in 2016, parents and relatives were combined into one question)



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

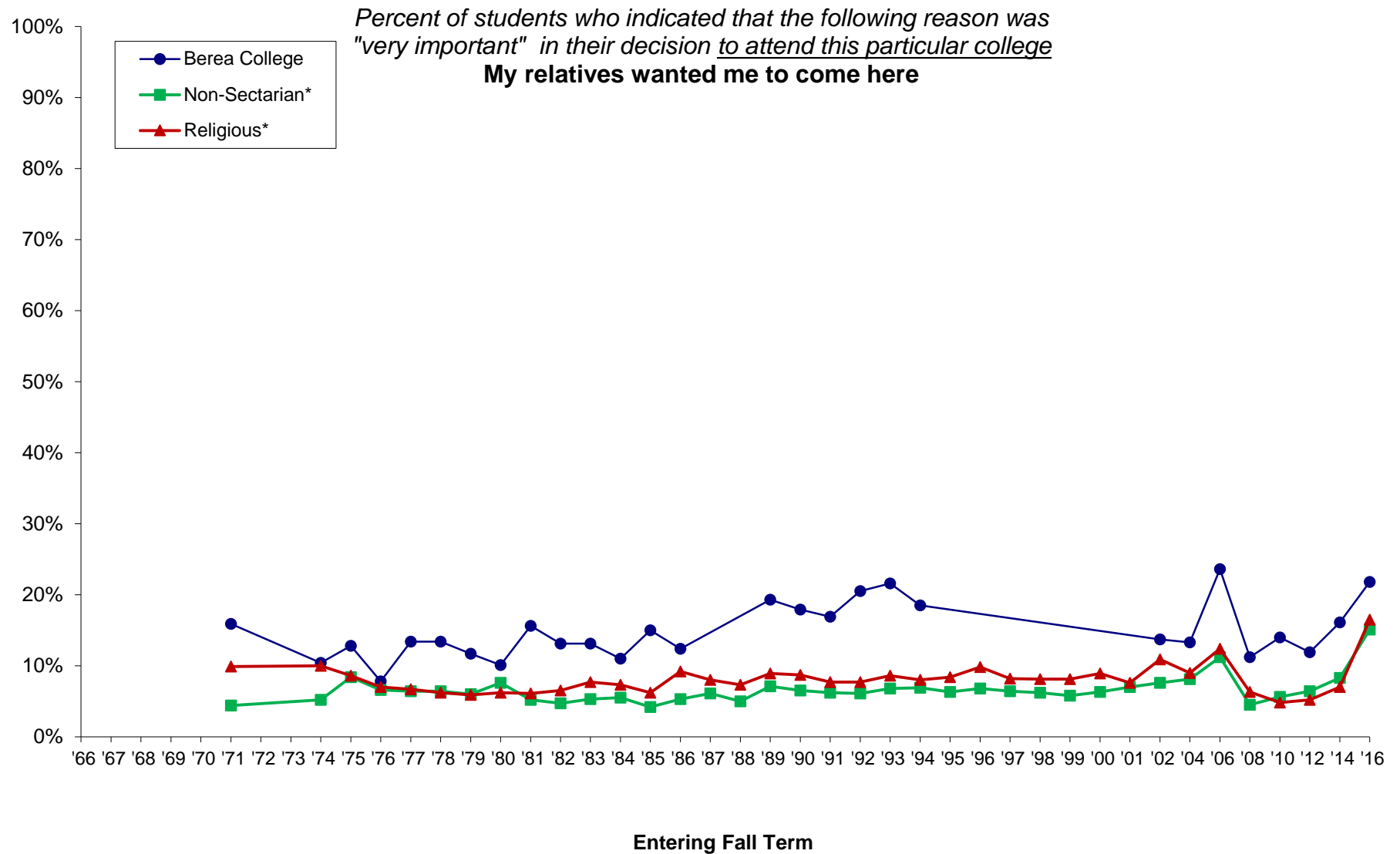
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## My relatives wanted me to come here





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



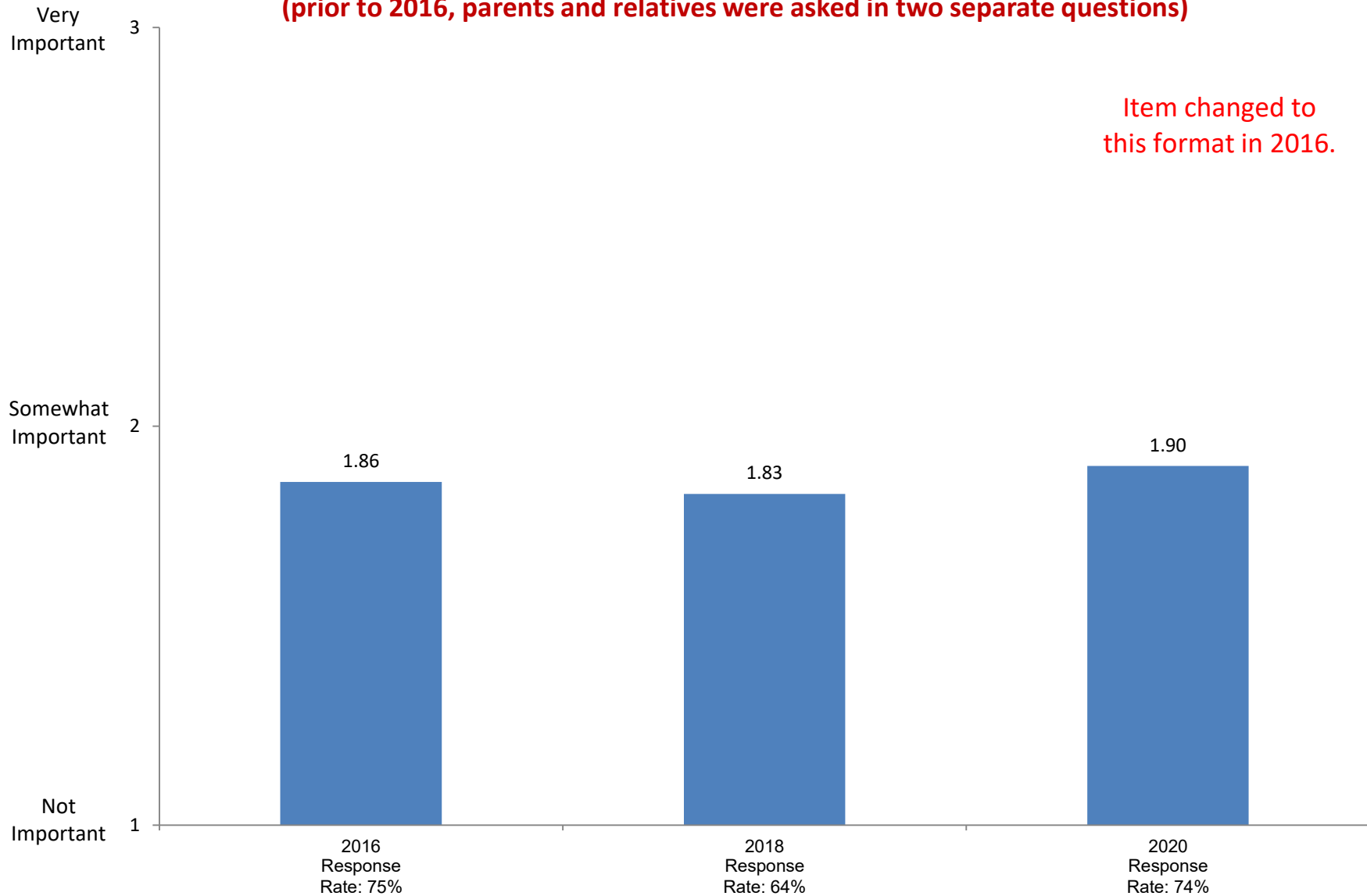
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

### **My parents/relatives wanted me to come here** **(prior to 2016, parents and relatives were asked in two separate questions)**

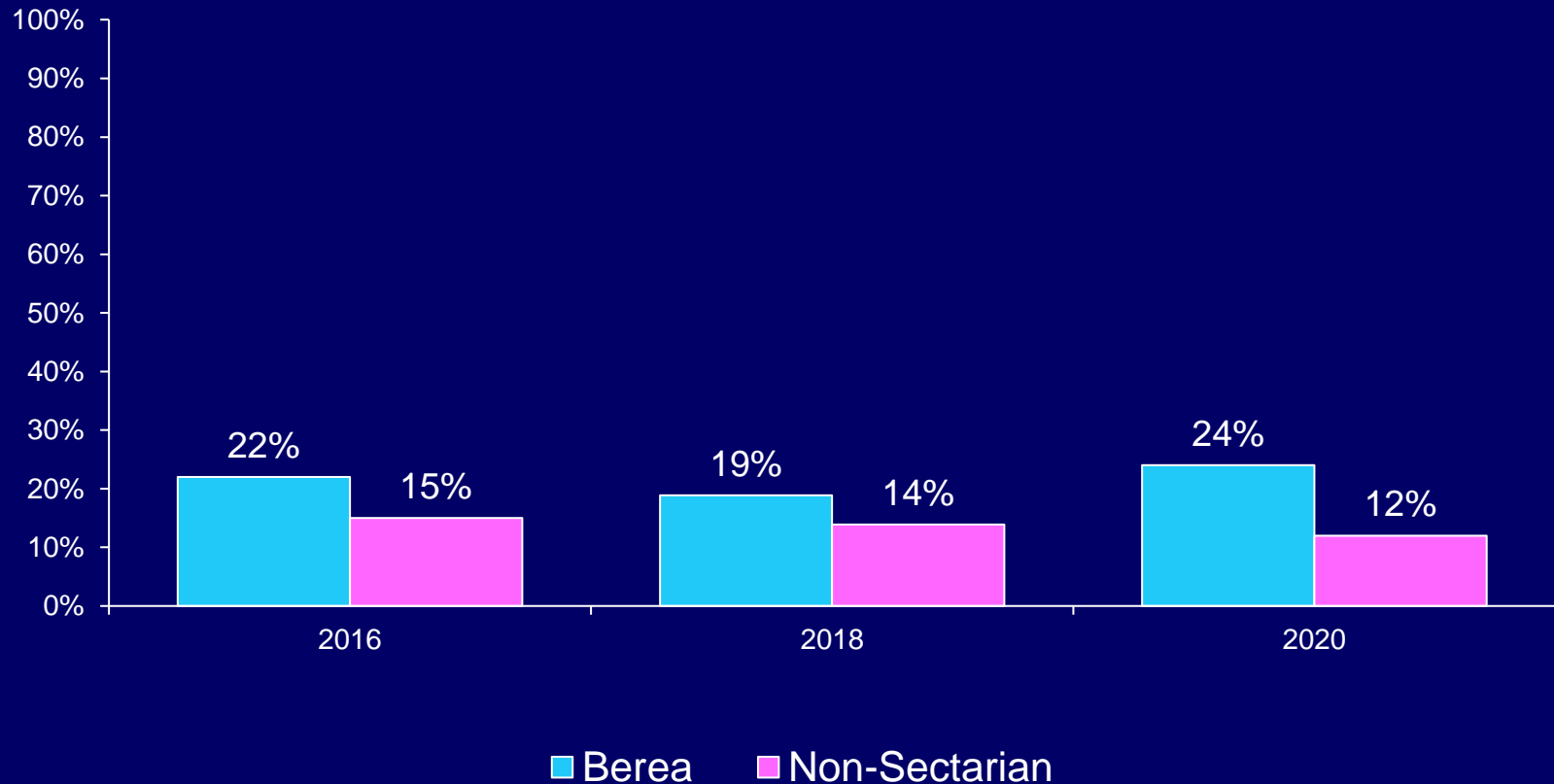
Item changed to  
this format in 2016.



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

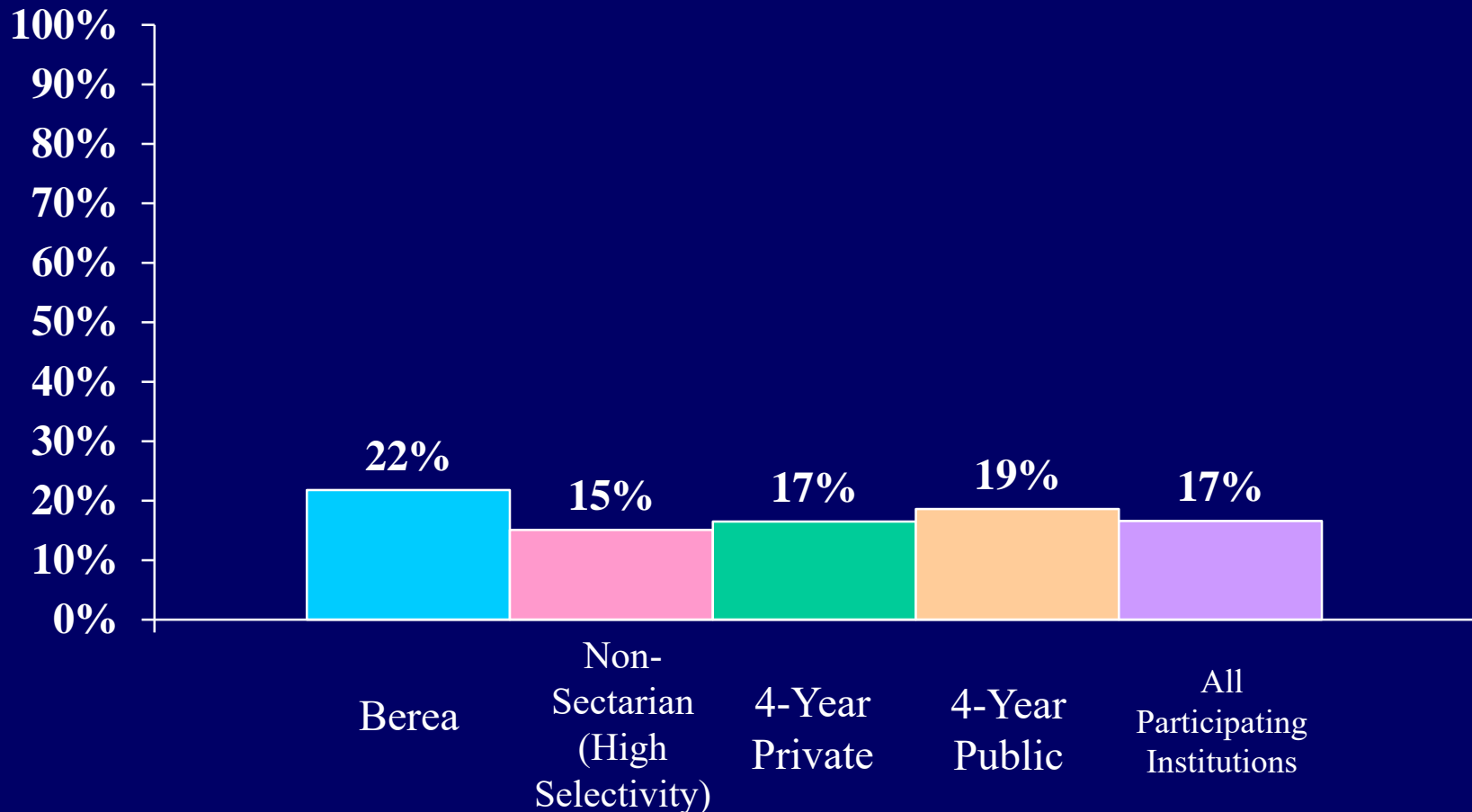
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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



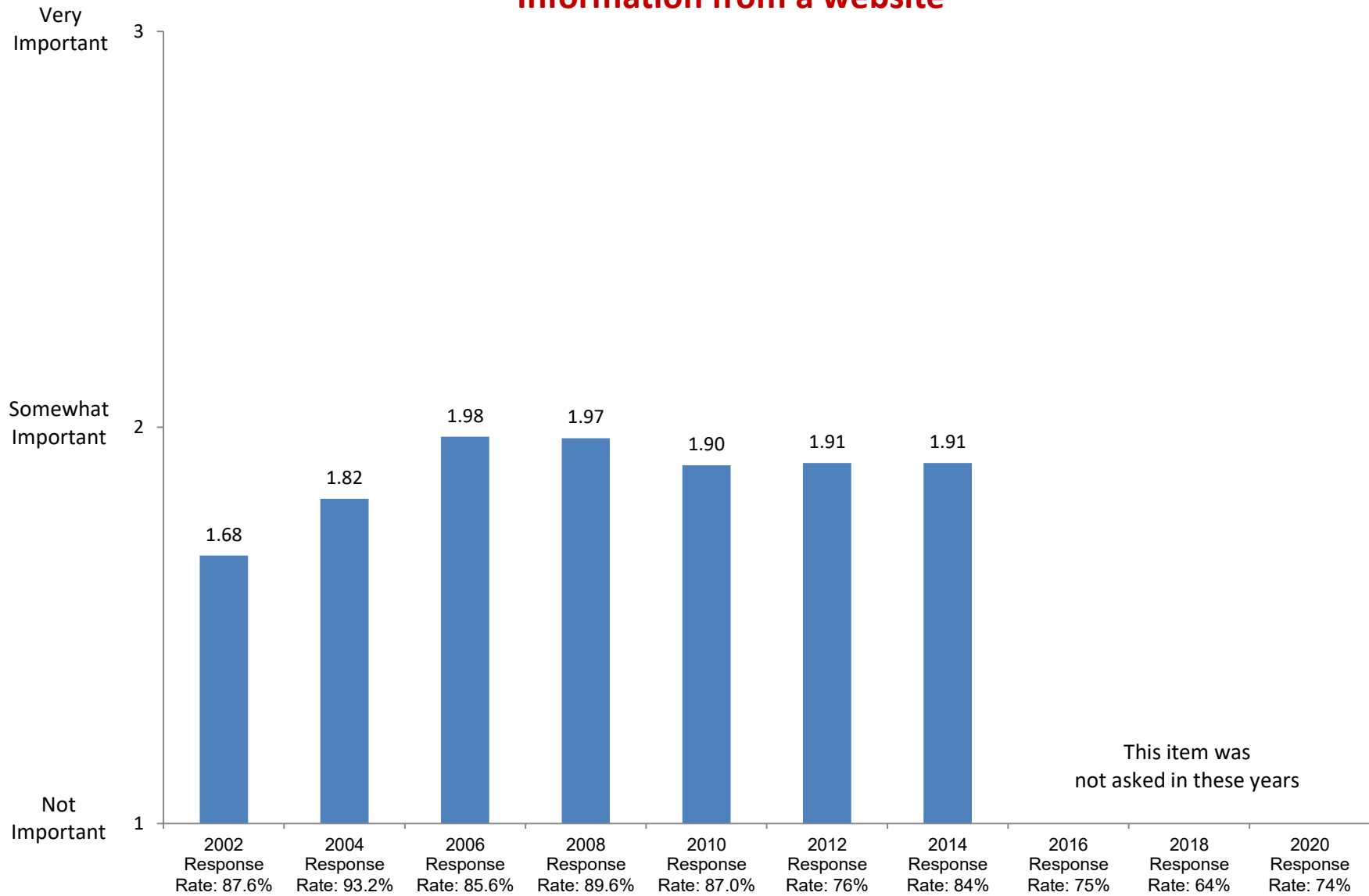
Percentage of students who rated item as “very important”:

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



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

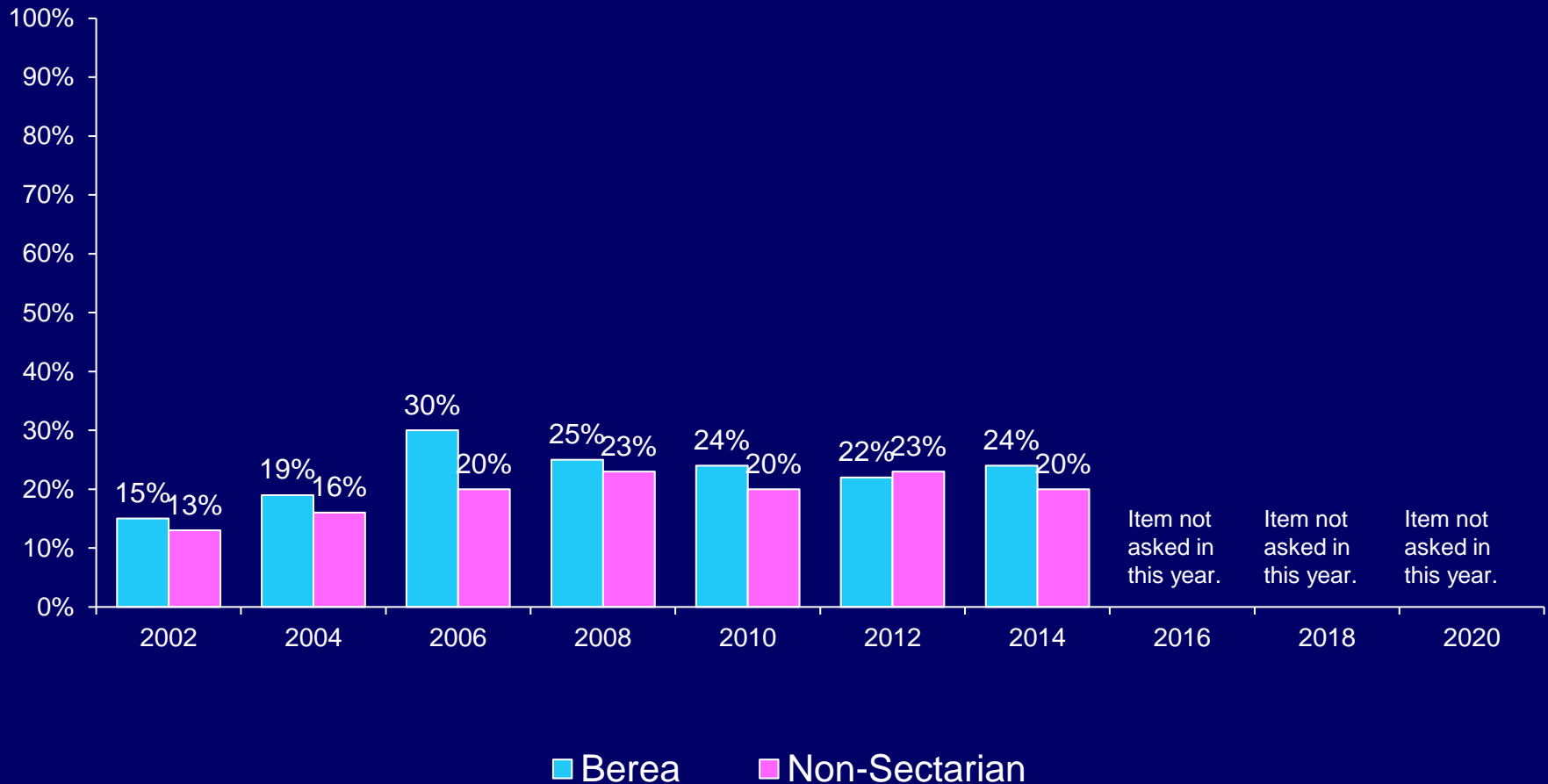
## Information from a website



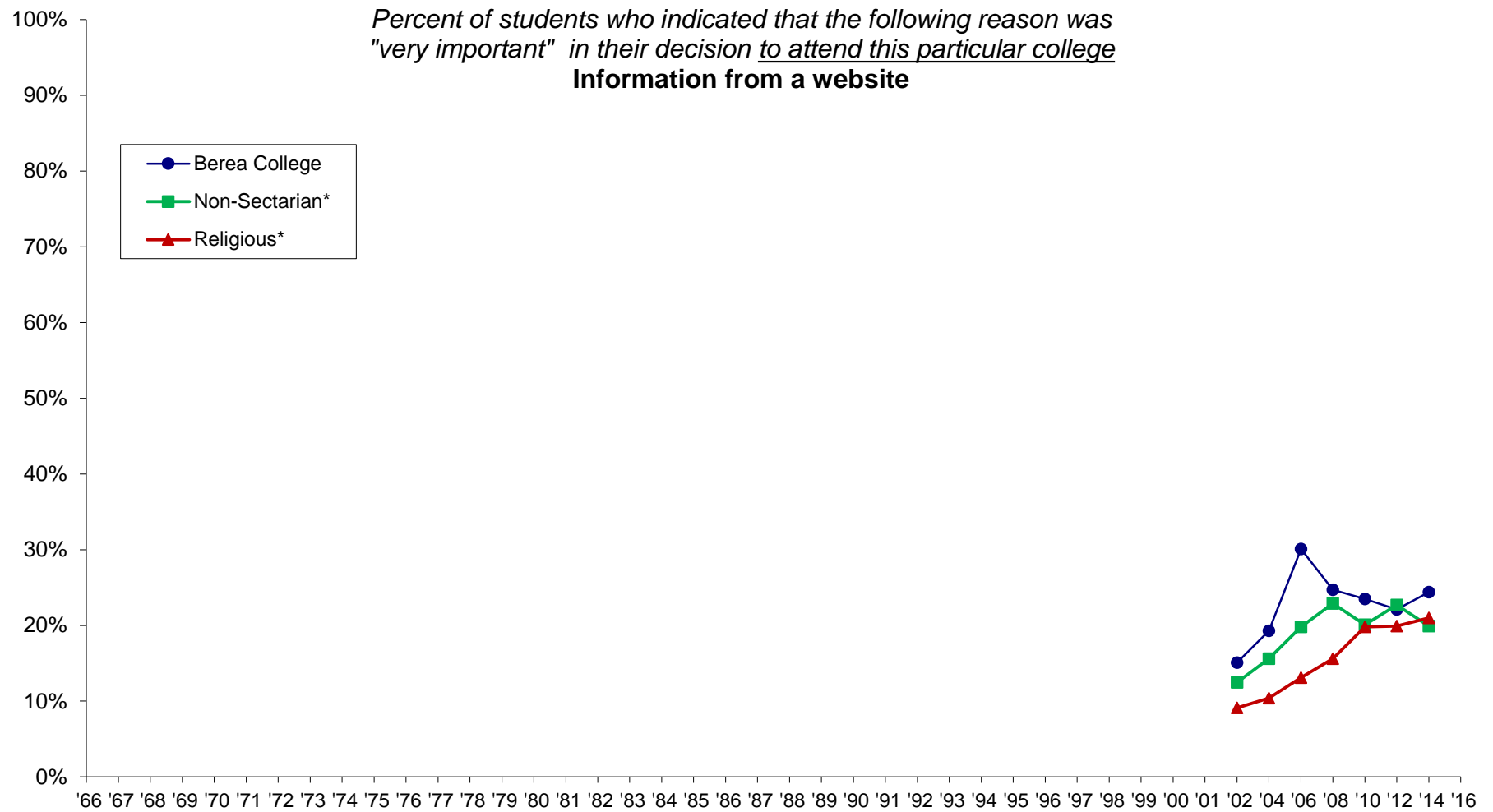
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## Information from a website



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



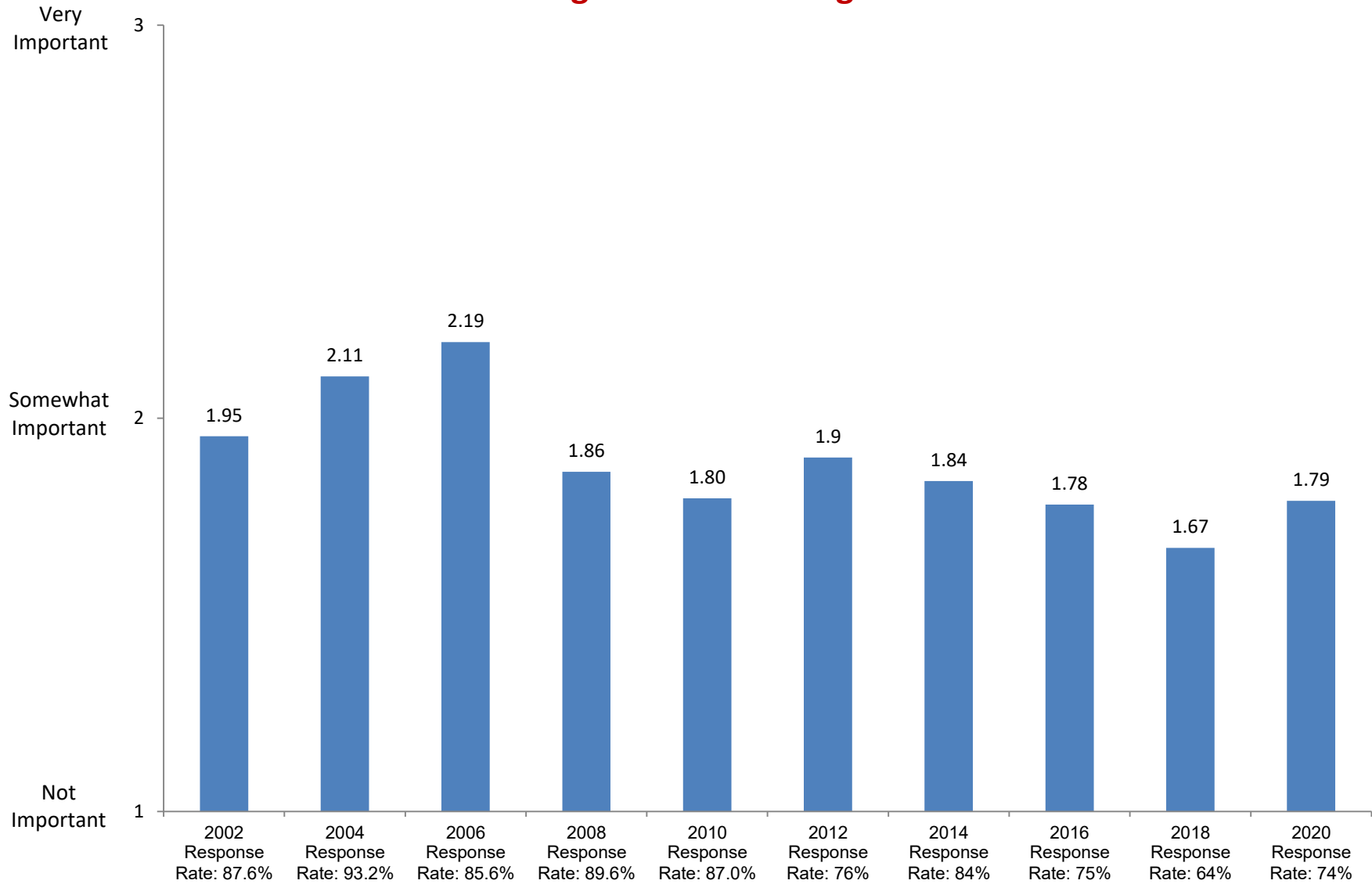
**Entering Fall Term**

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

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

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

## Rankings in national magazines

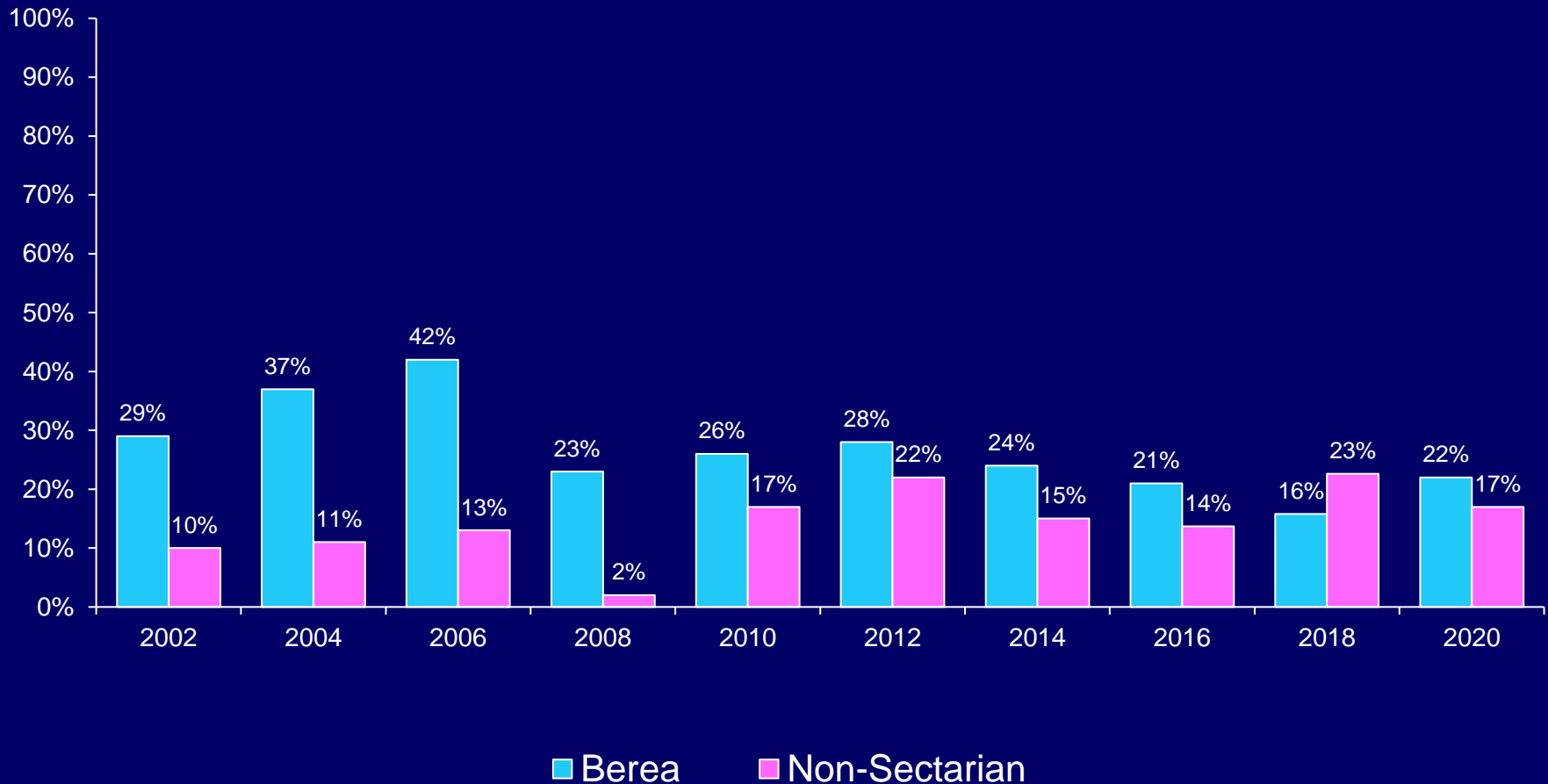


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



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

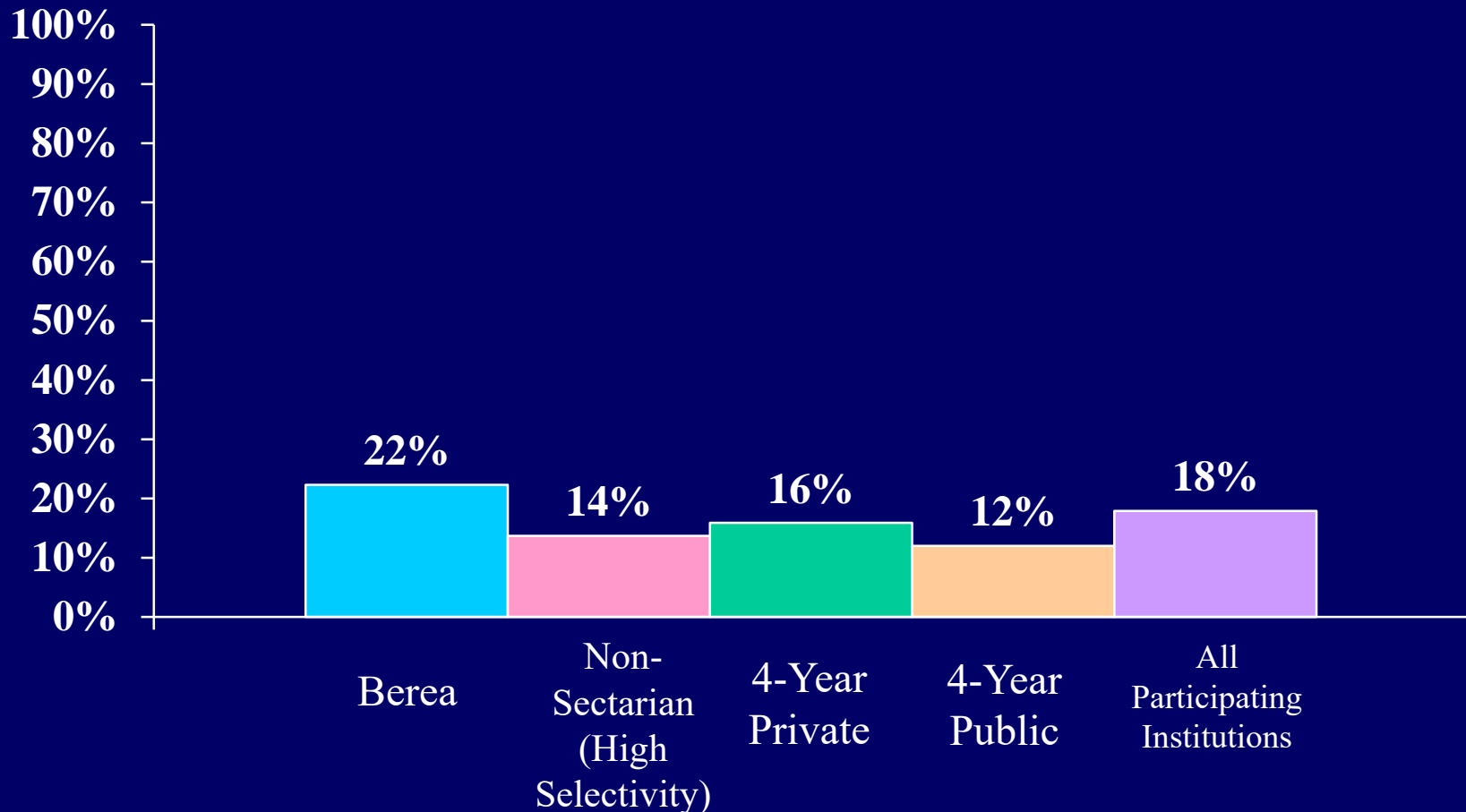
## Rankings in national magazines



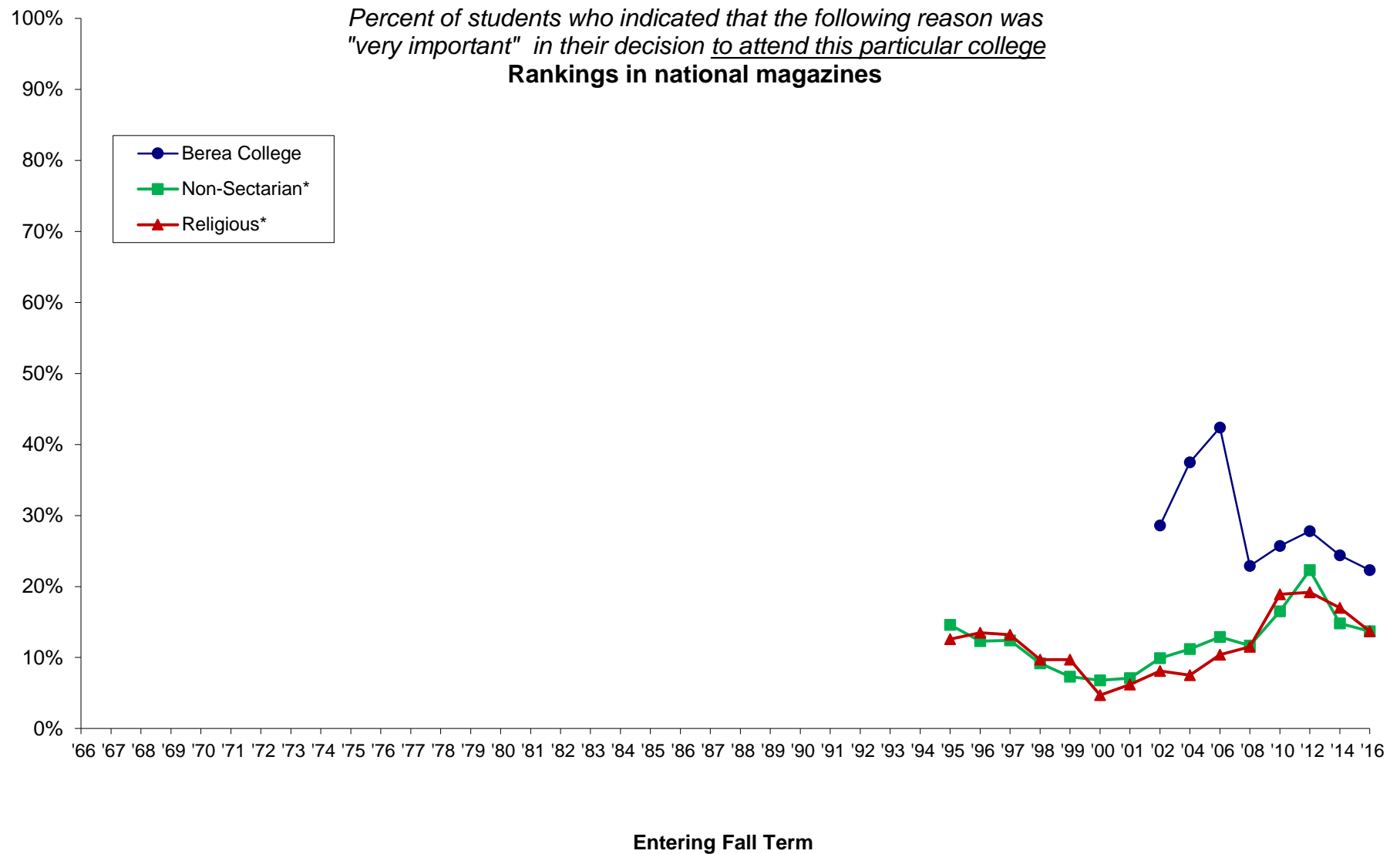
Percentage of students who rated item as “very important”:

## *Rankings in national magazines*

*(for decision to attend this particular college)*



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

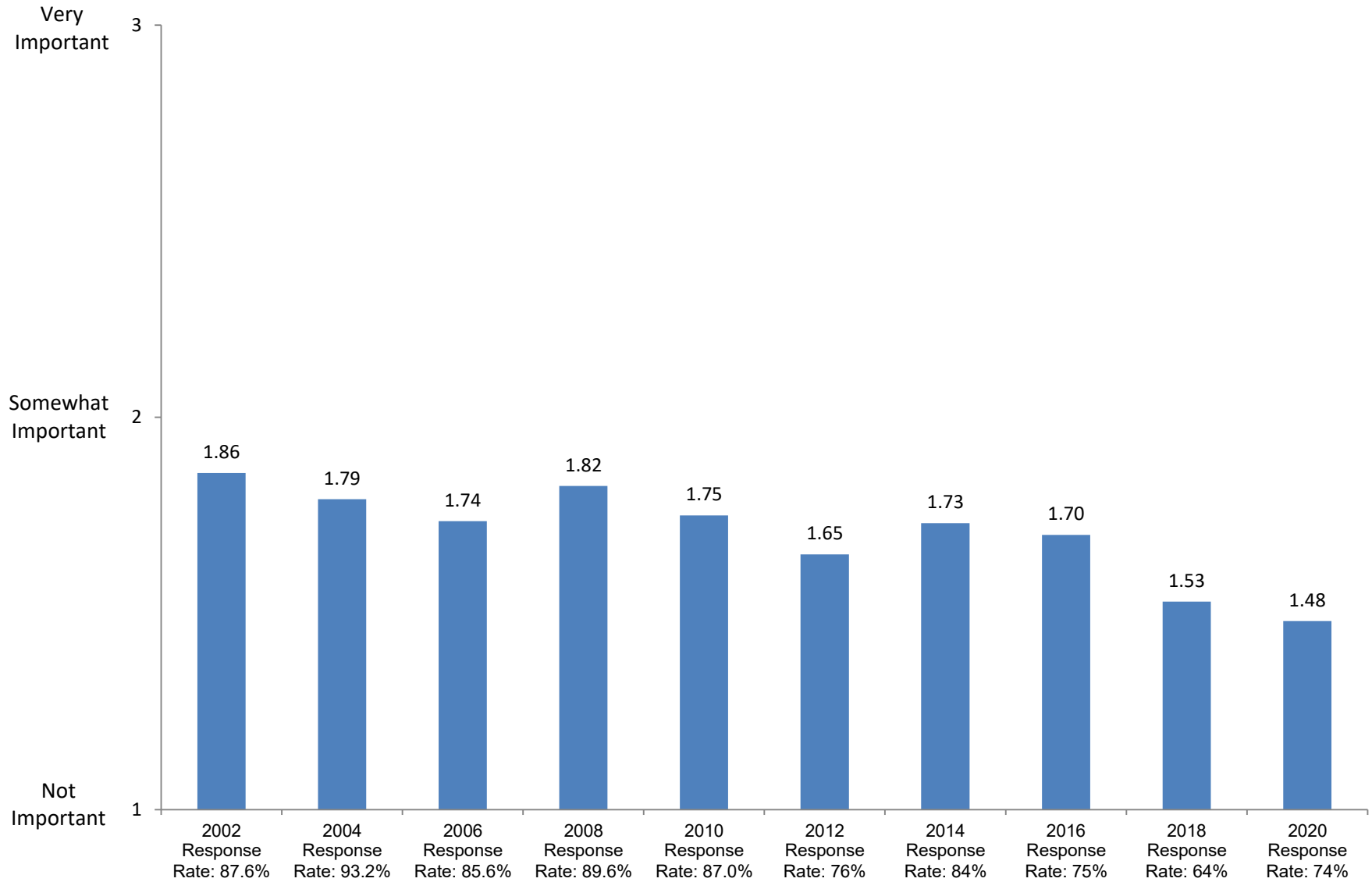


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

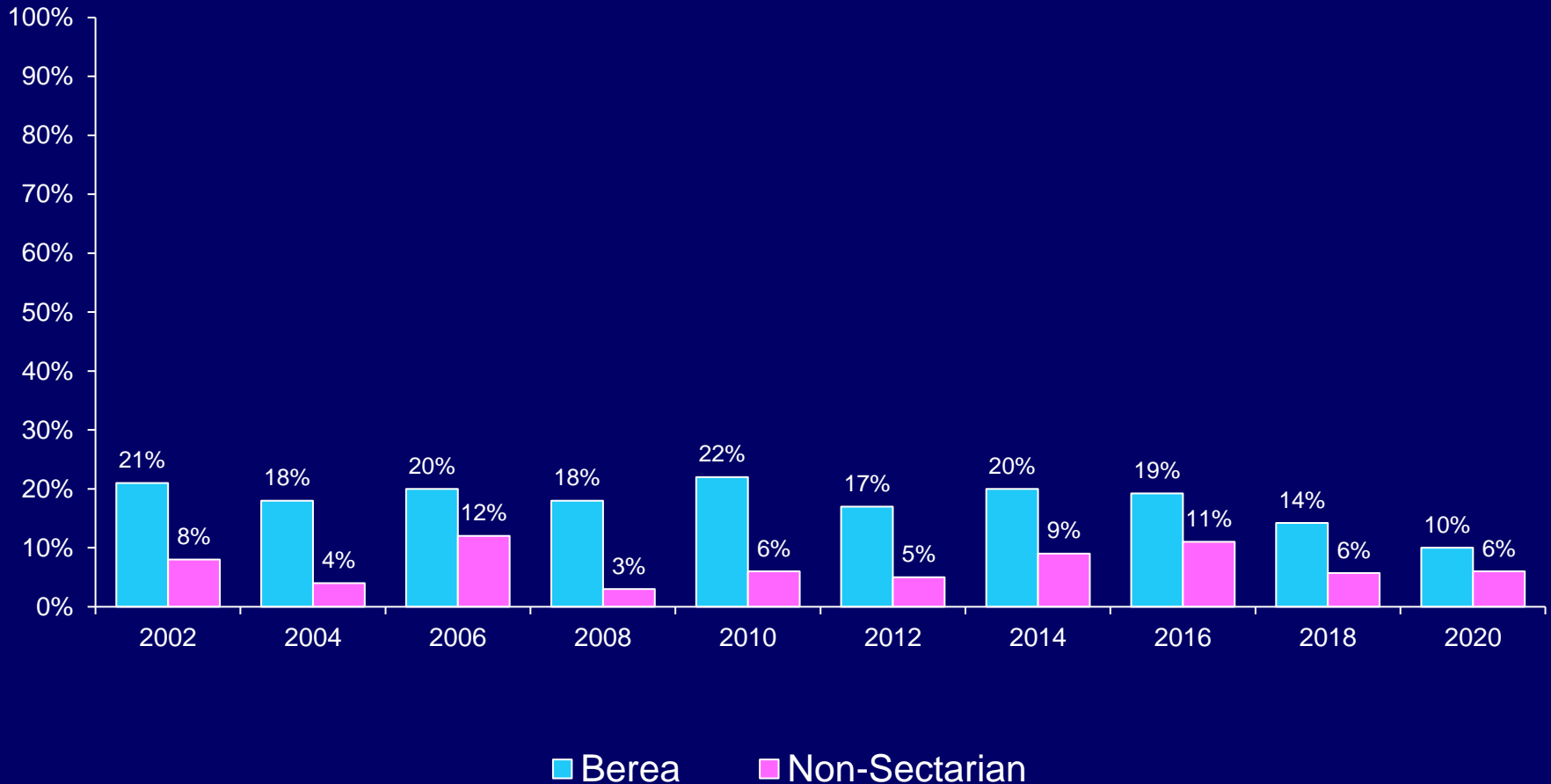
## I was attracted by the religious affiliation/orientation of the college



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

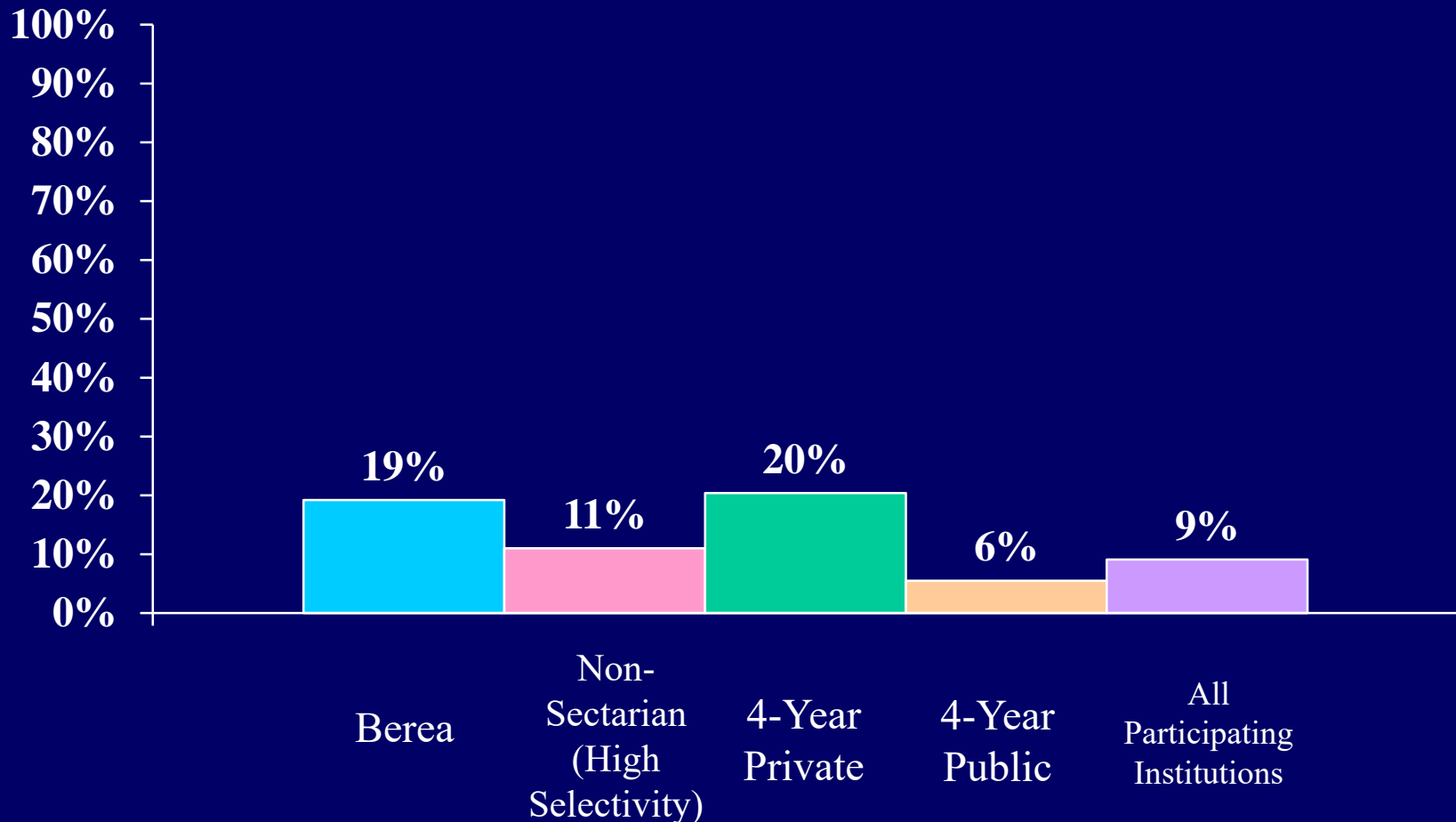
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

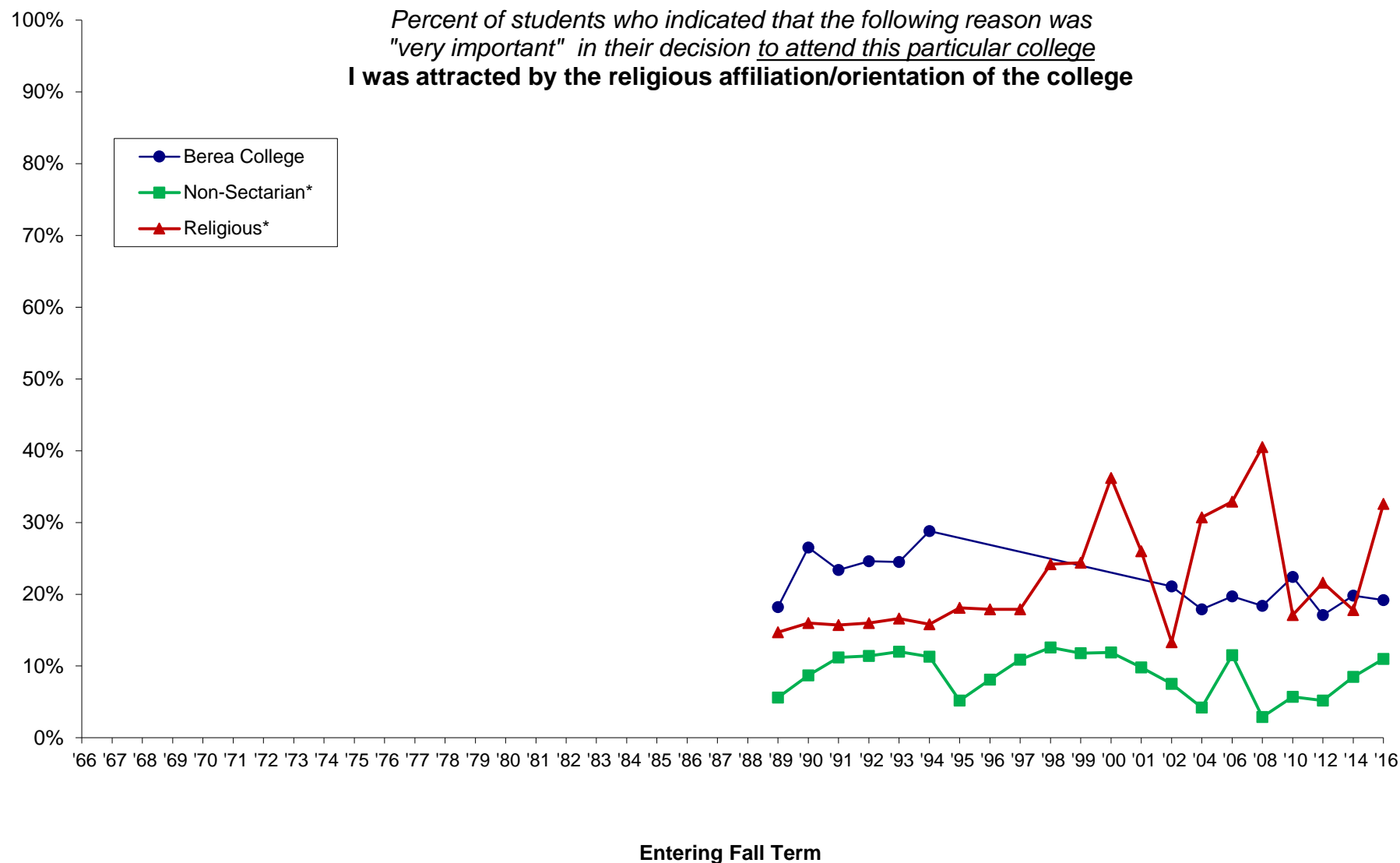


Percentage of students who rated item as “very important”:

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



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

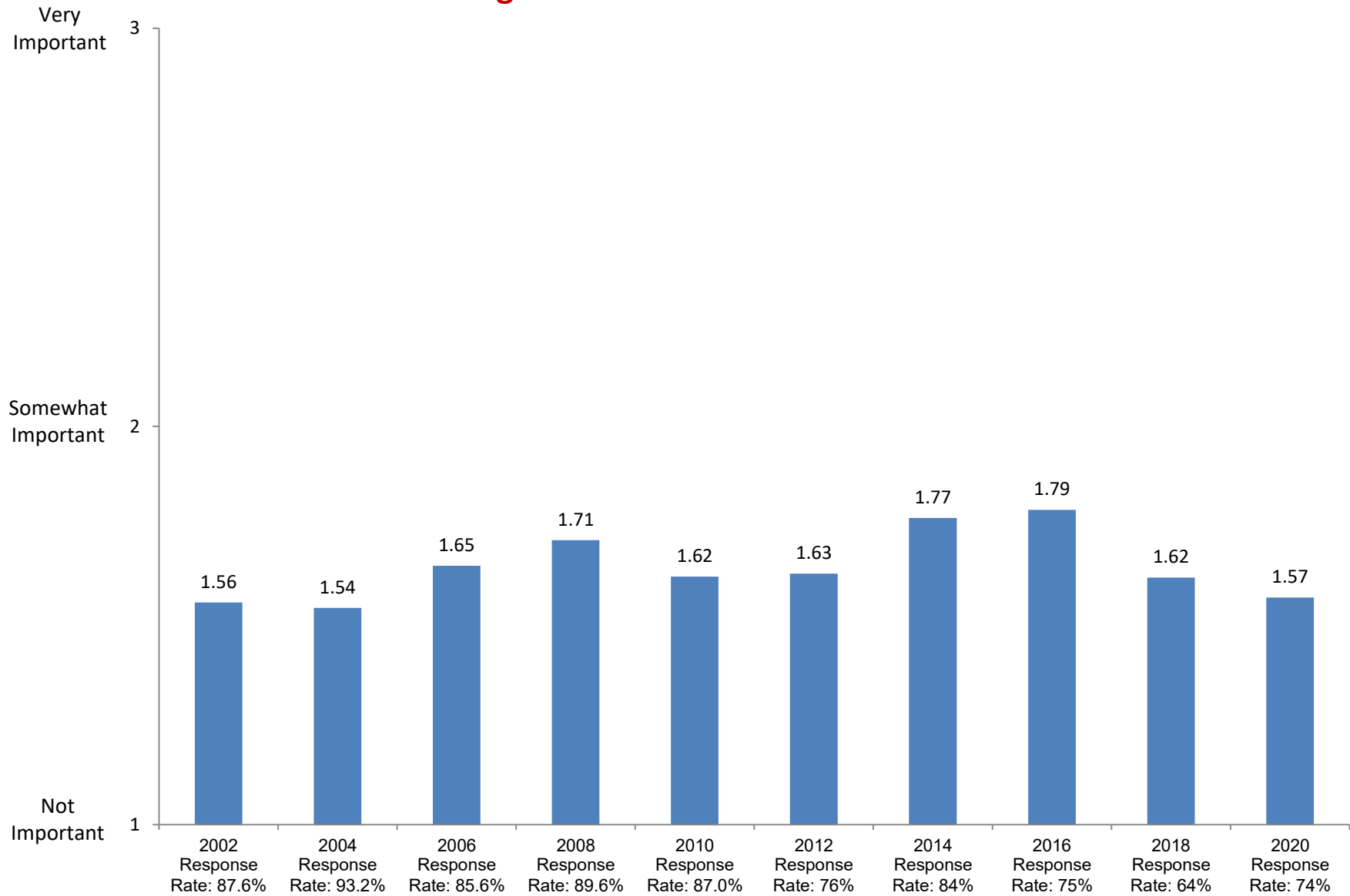


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## High school counselor advised me

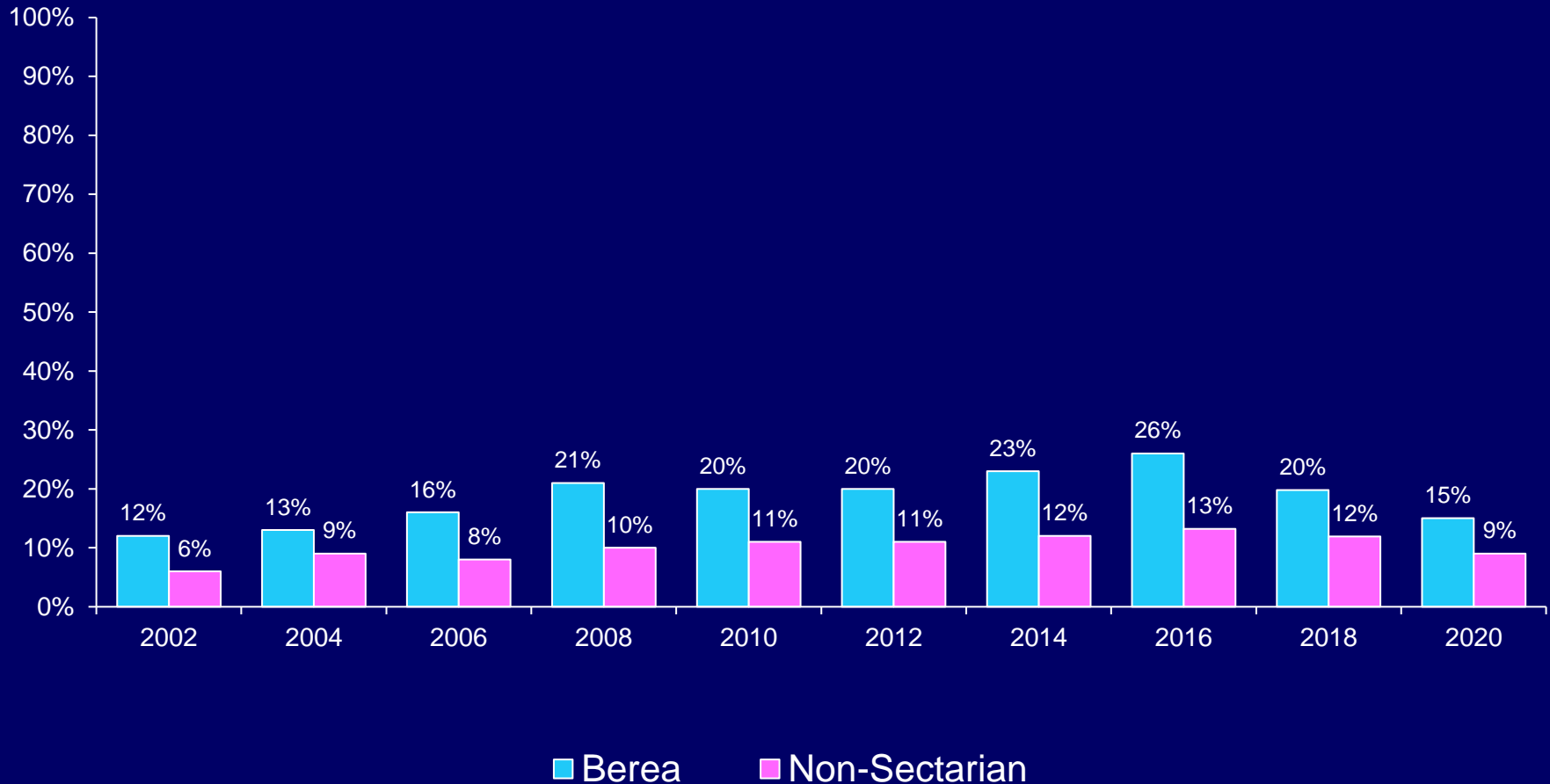


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



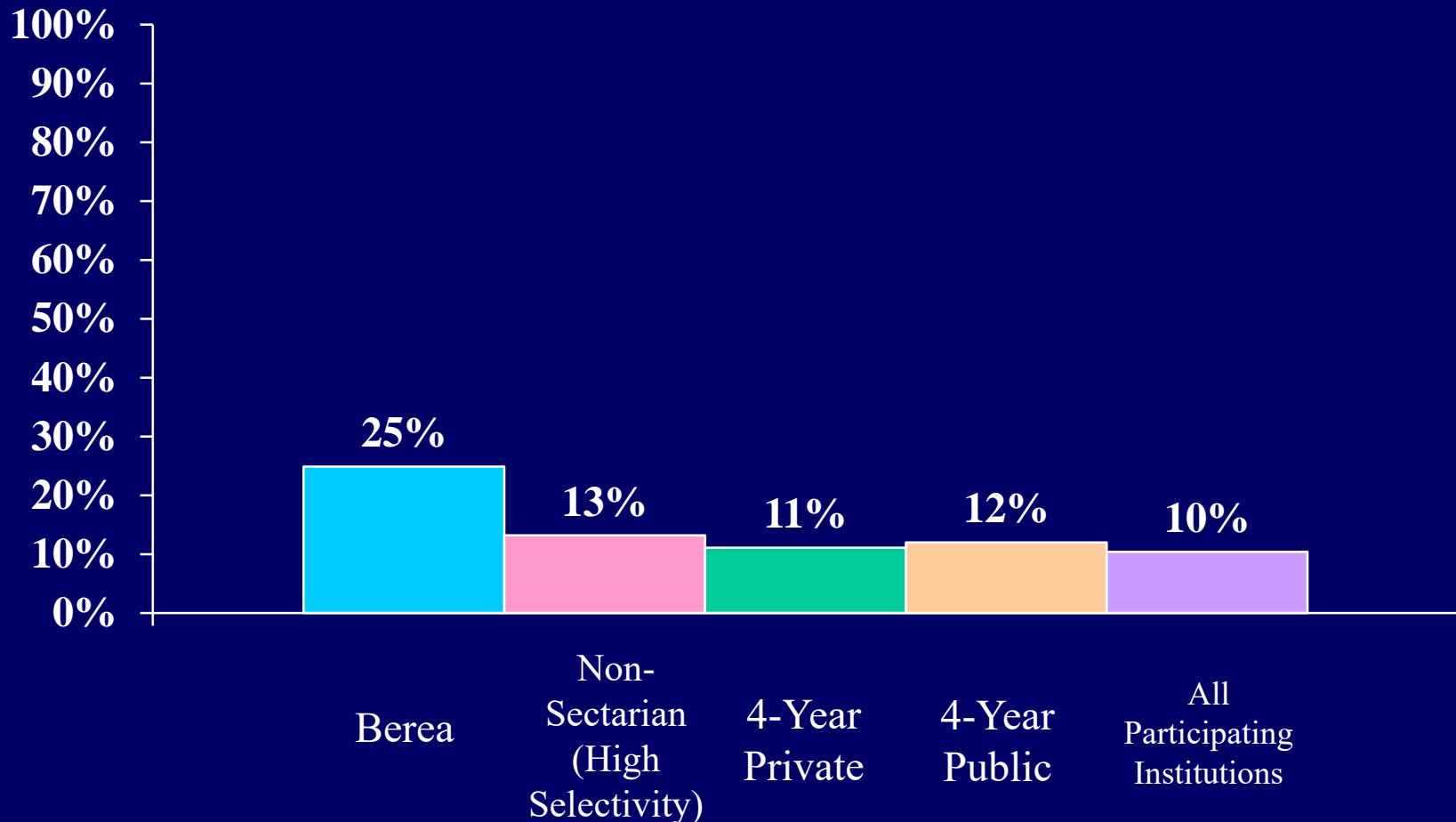
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## High school counselor advised me



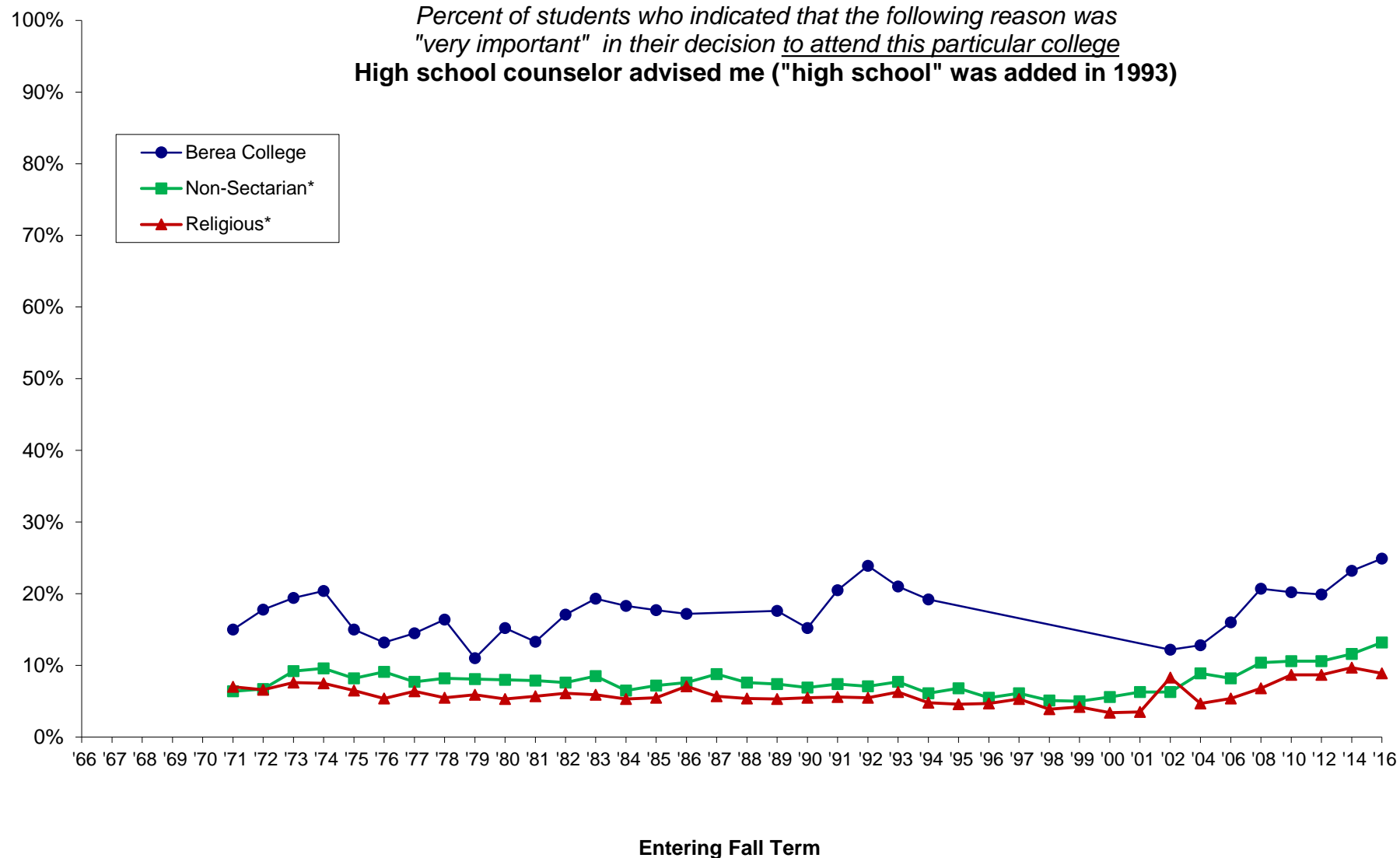
Percentage of students who rated item as “very important”:

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



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

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

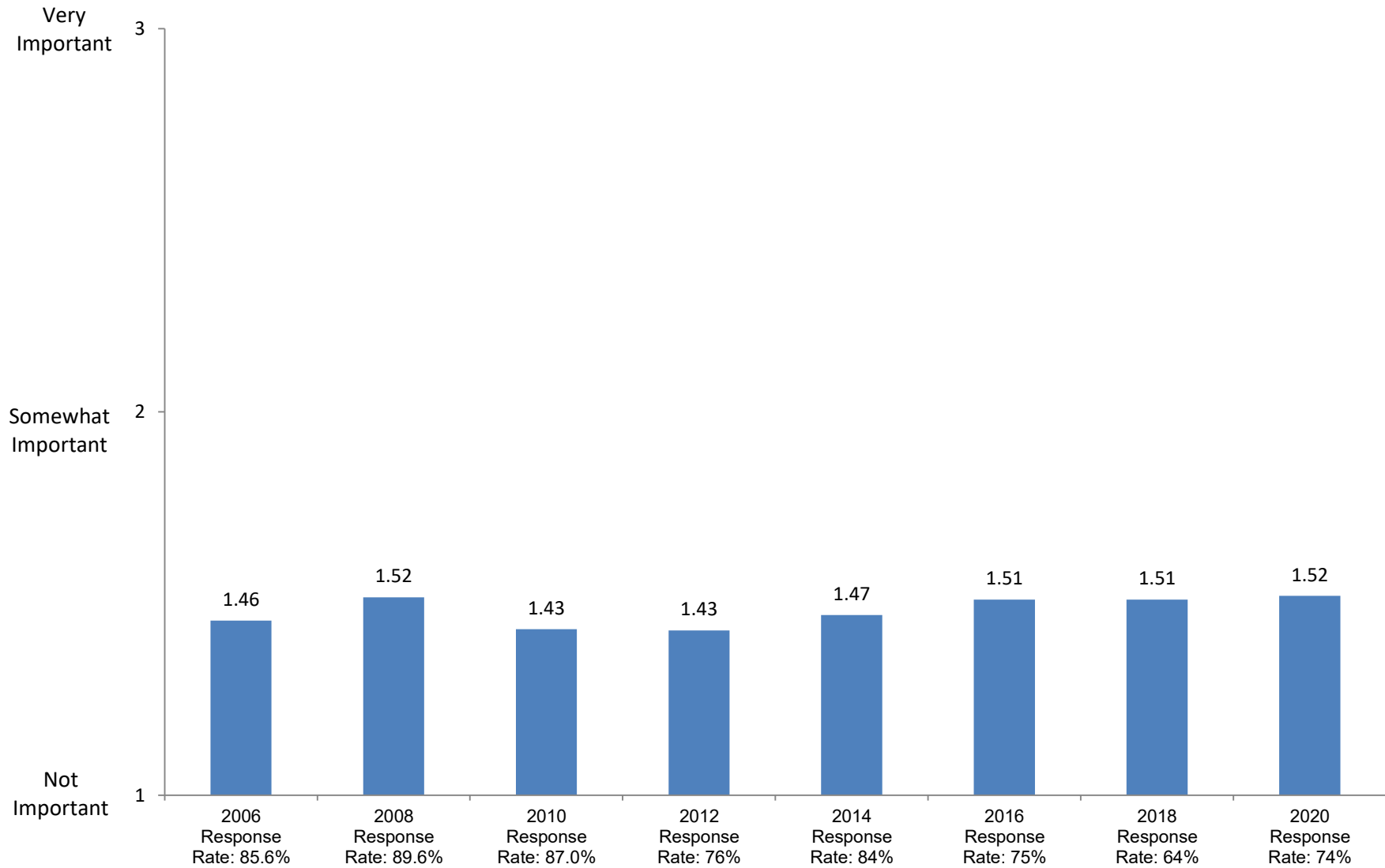


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

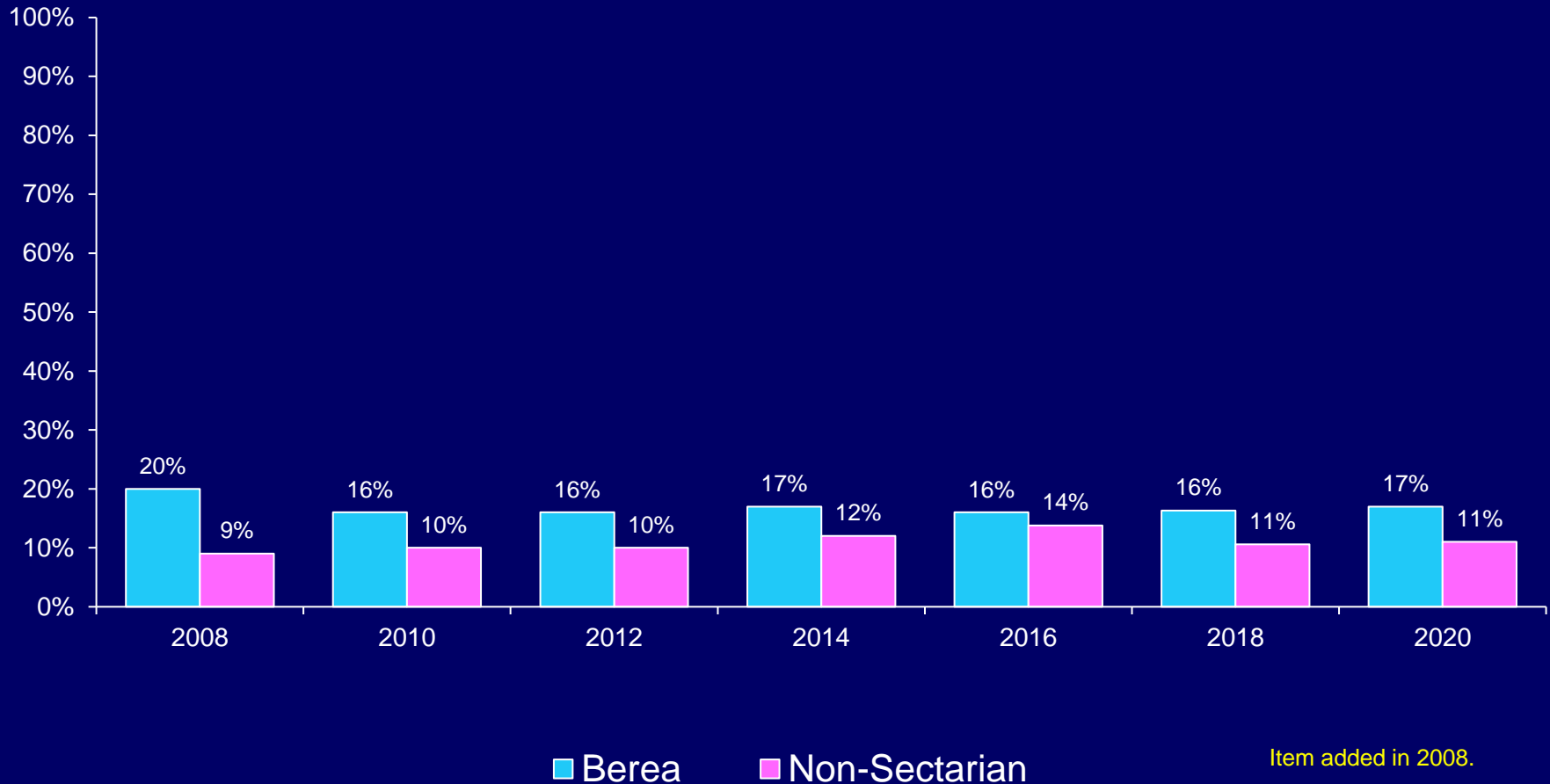
### Could not afford first choice



Item added in 2006.

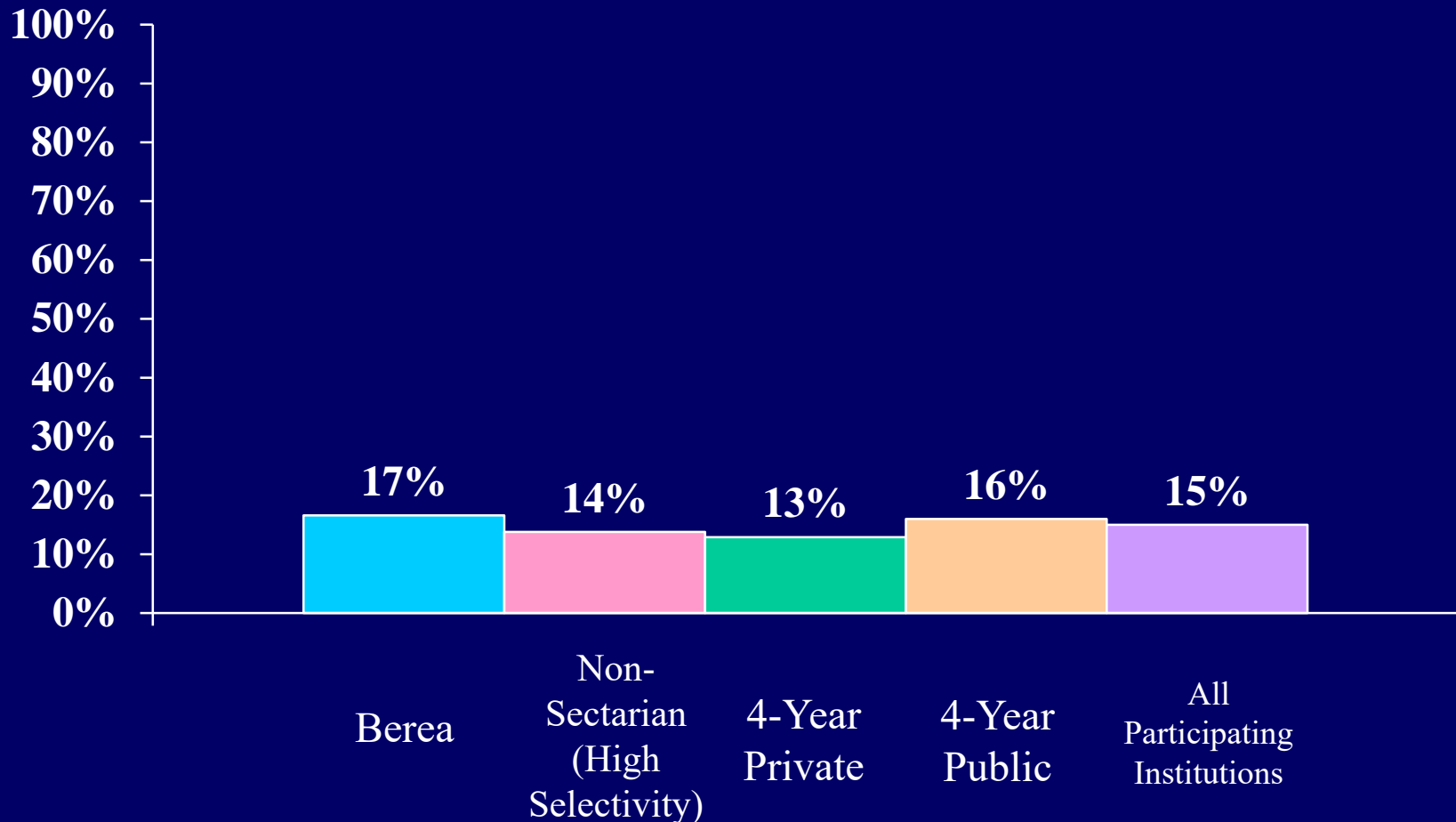
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*  
**Could not afford first choice**

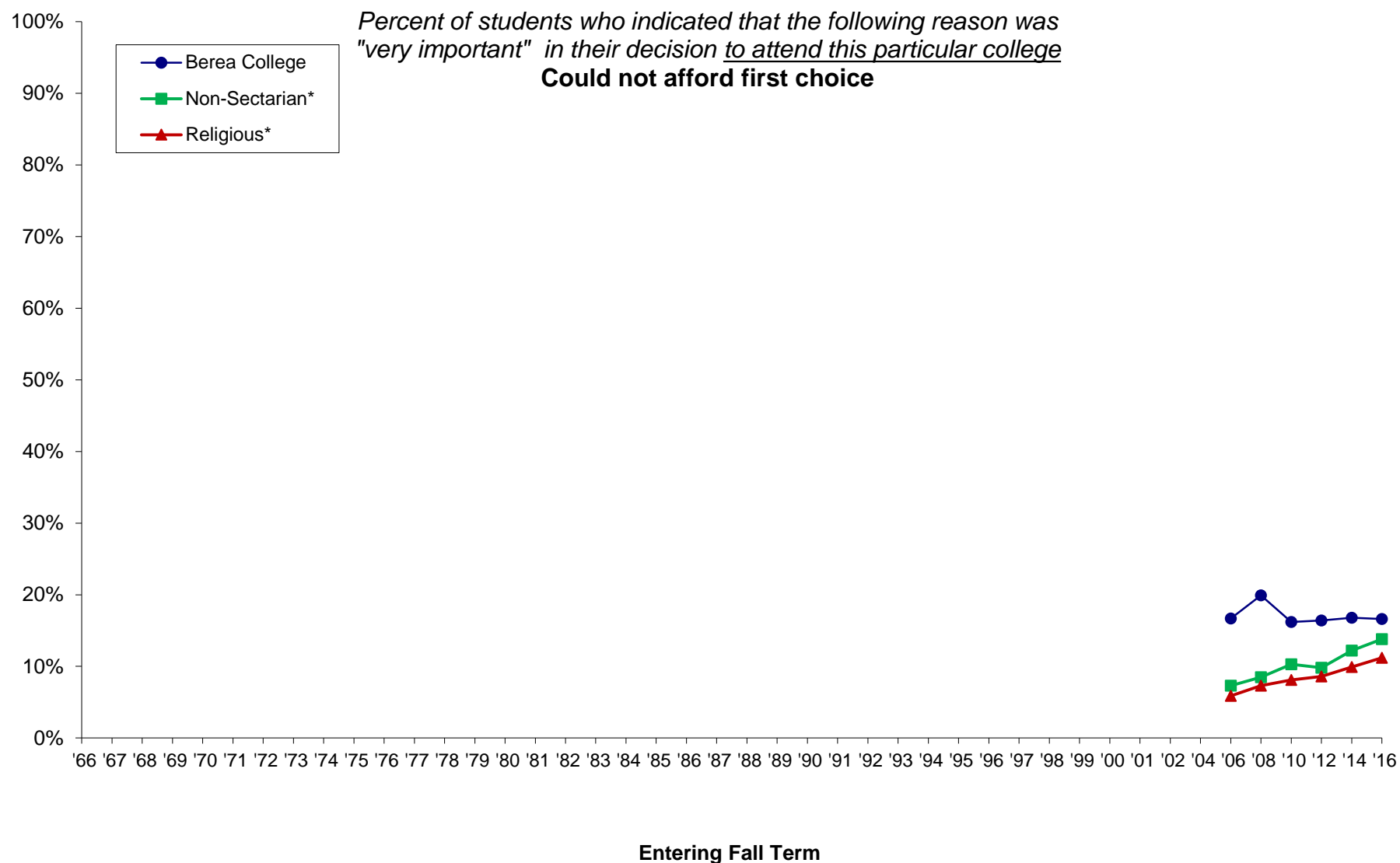


Percentage of students who rated item as “very important”:

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



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

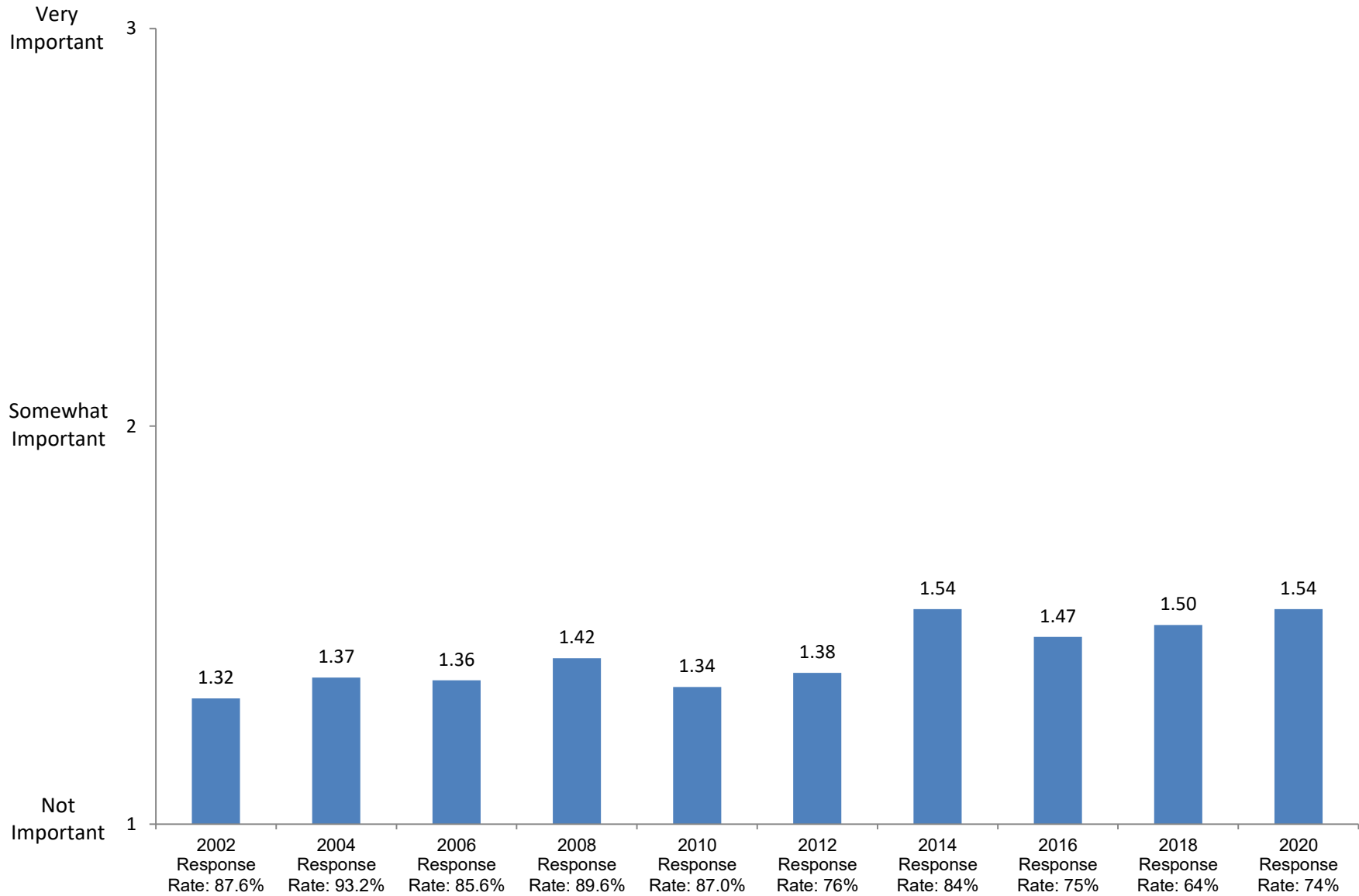


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## I wanted to live near home

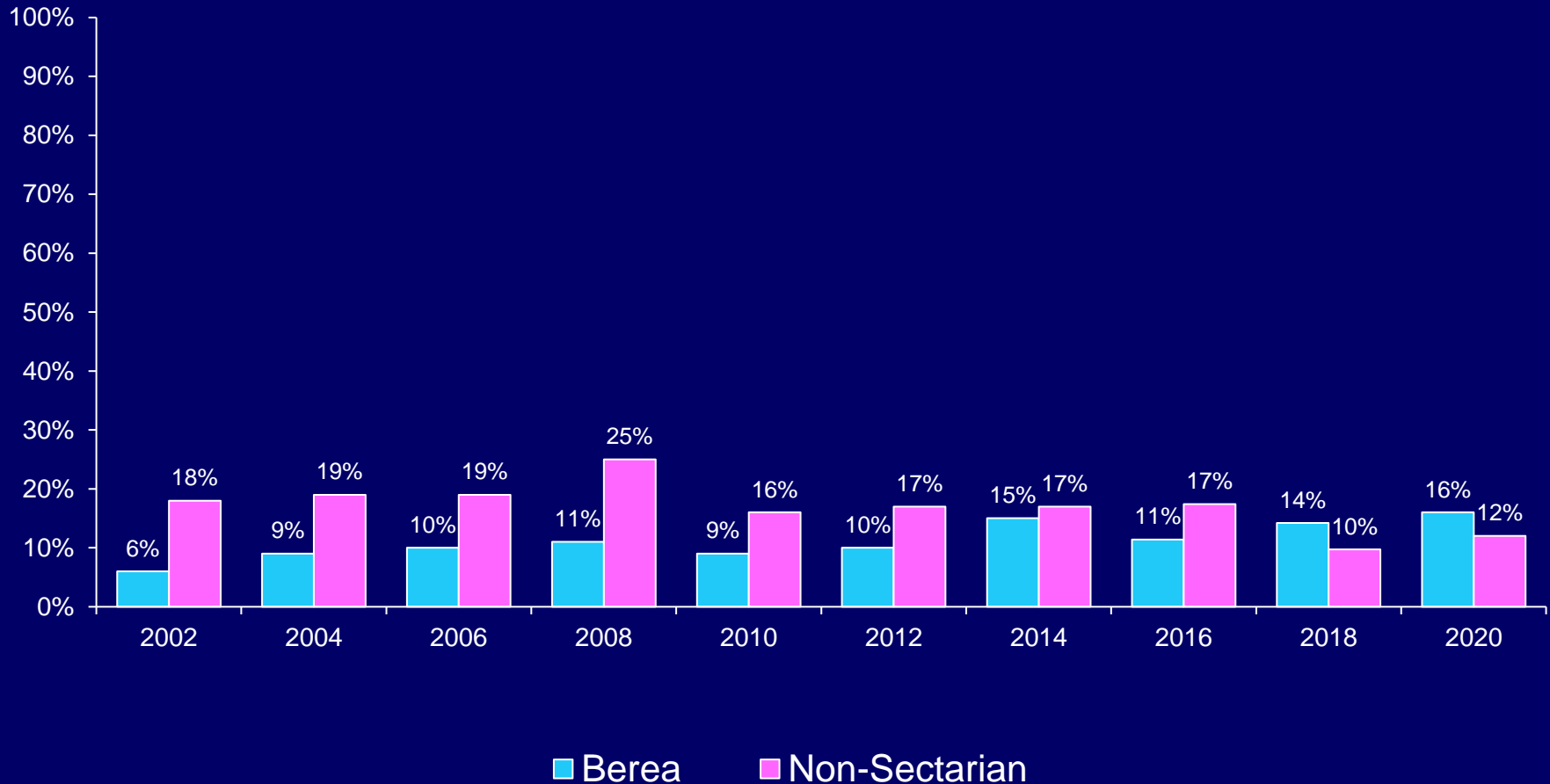


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



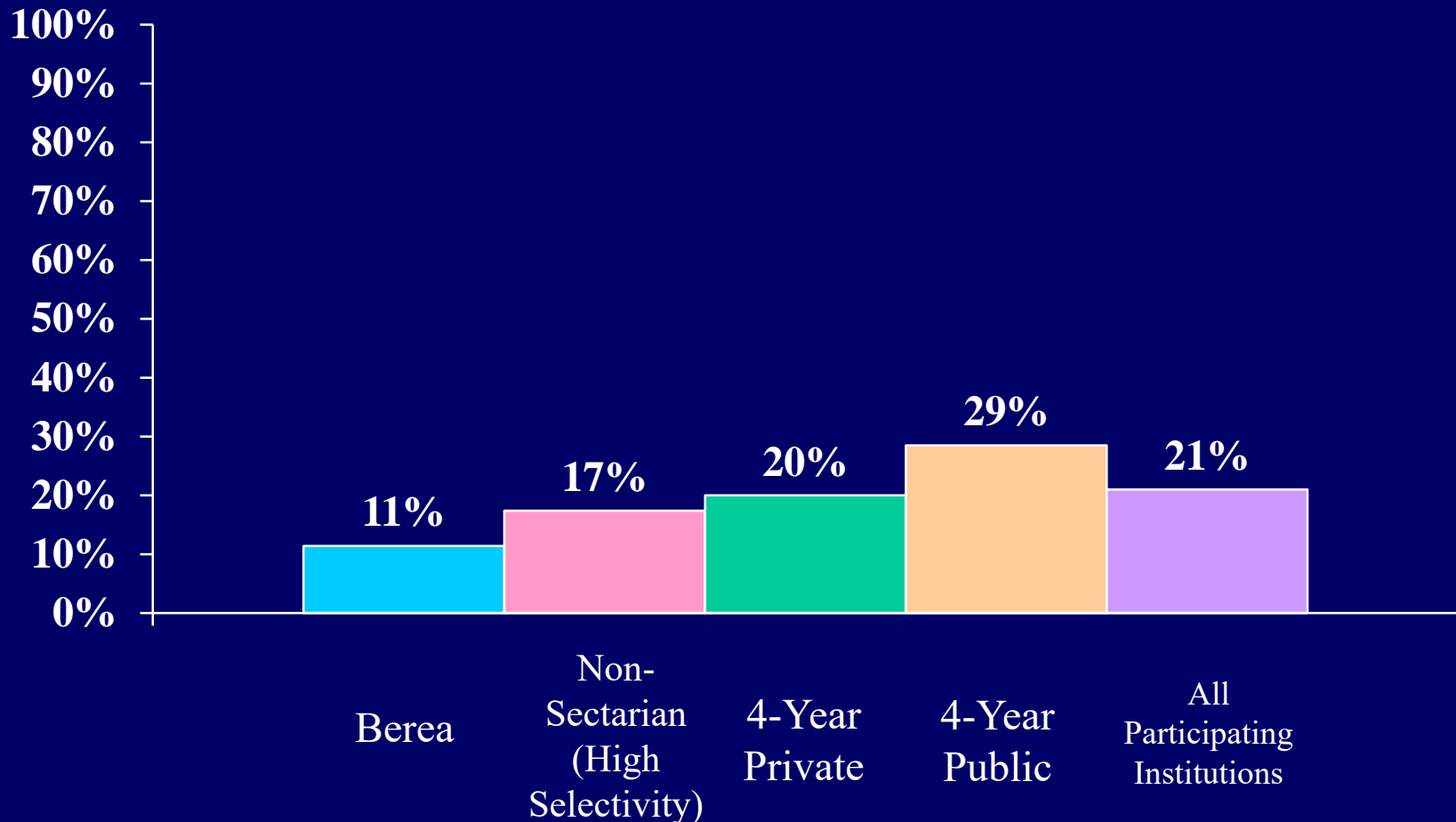
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

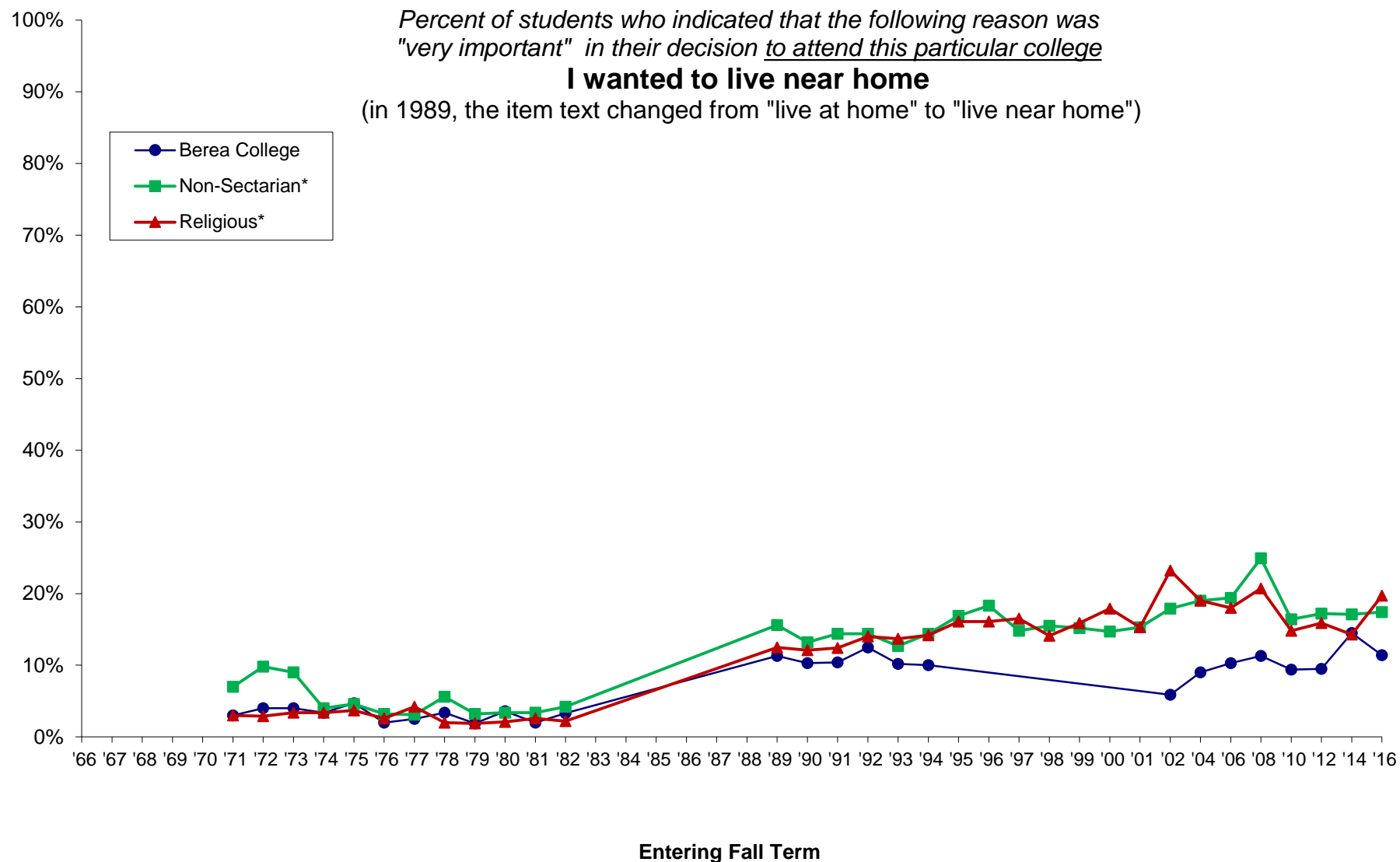
## I wanted to live near home



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

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



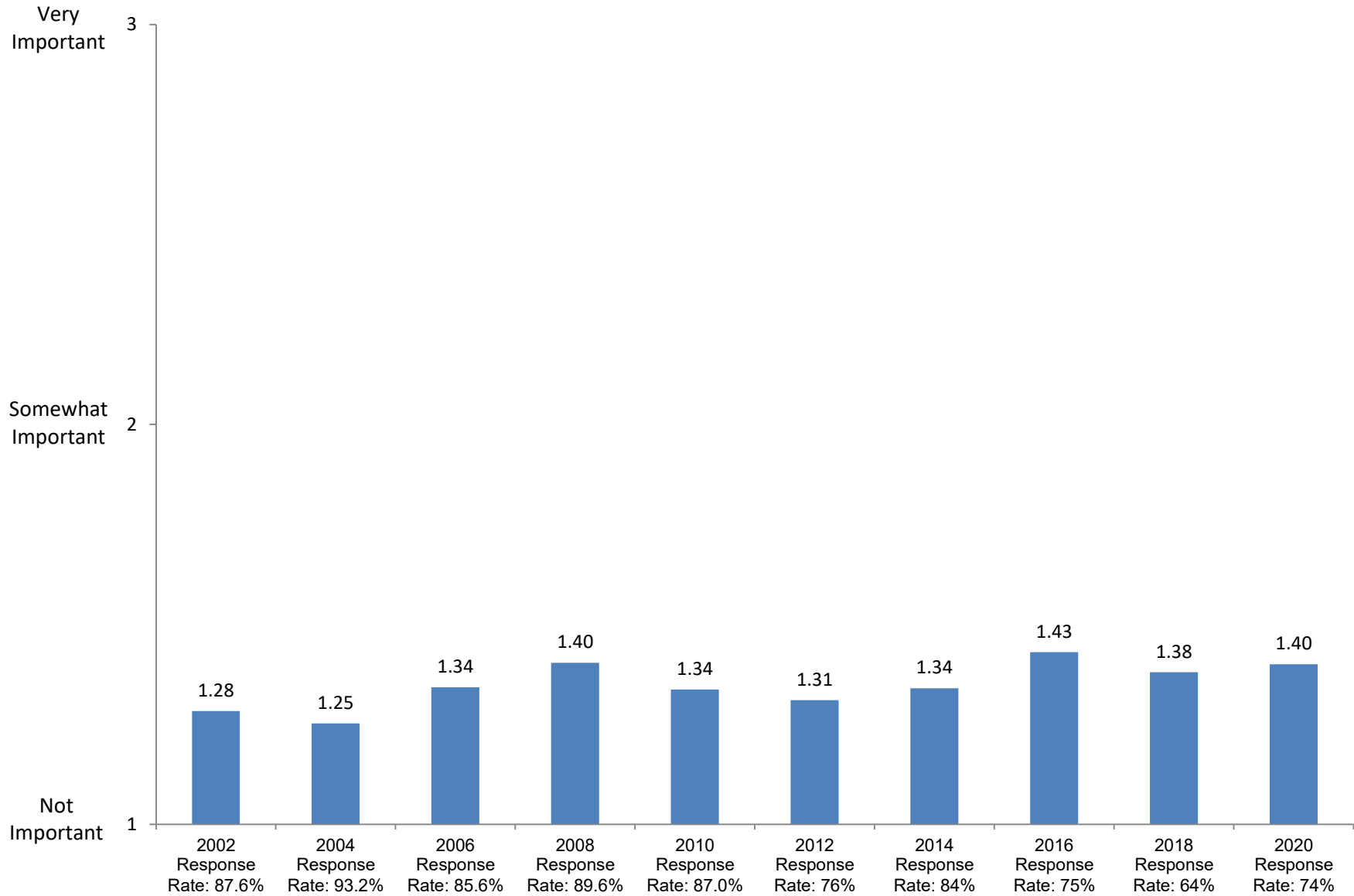


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

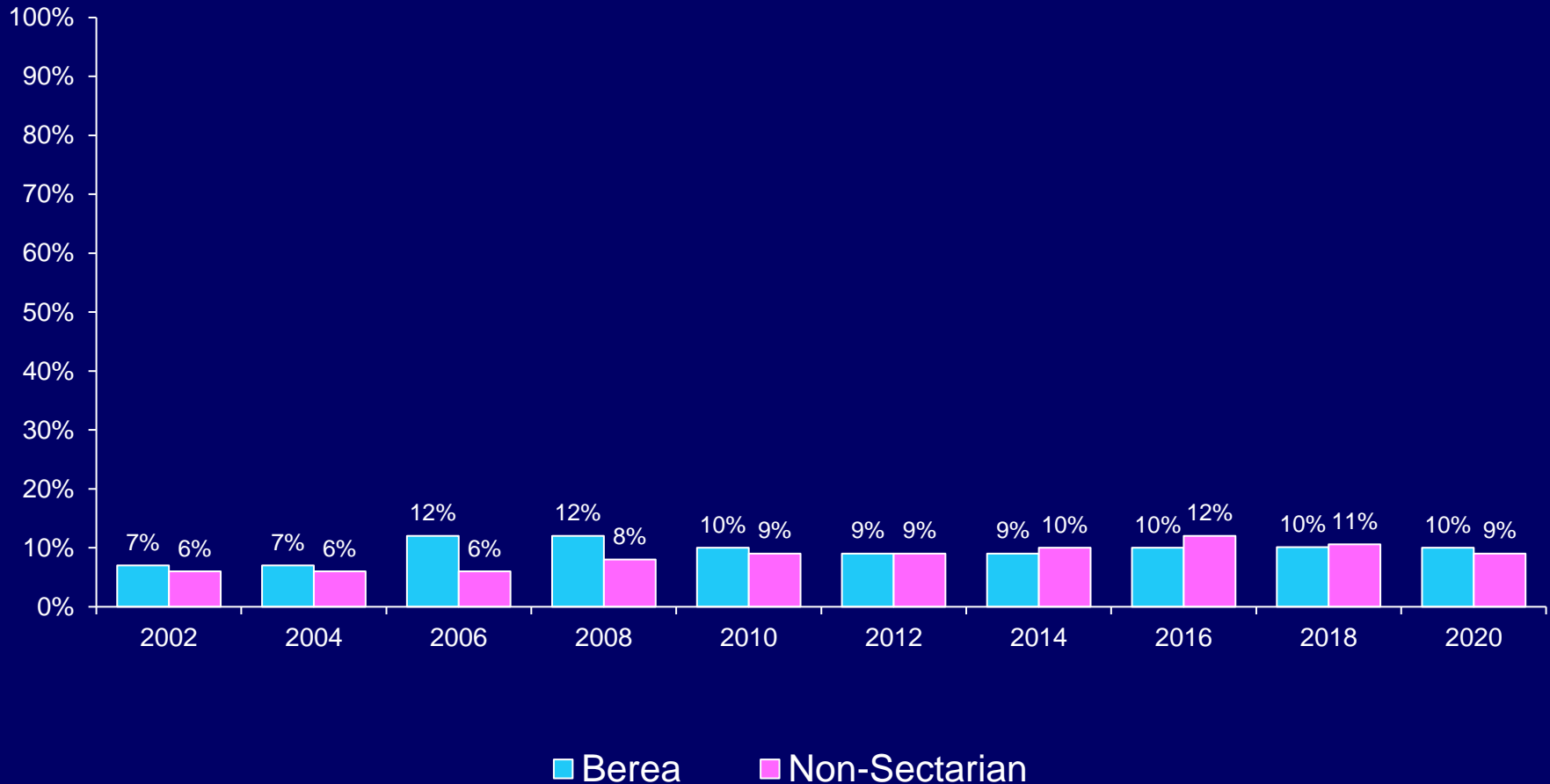
Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

## Not offered aid by first choice



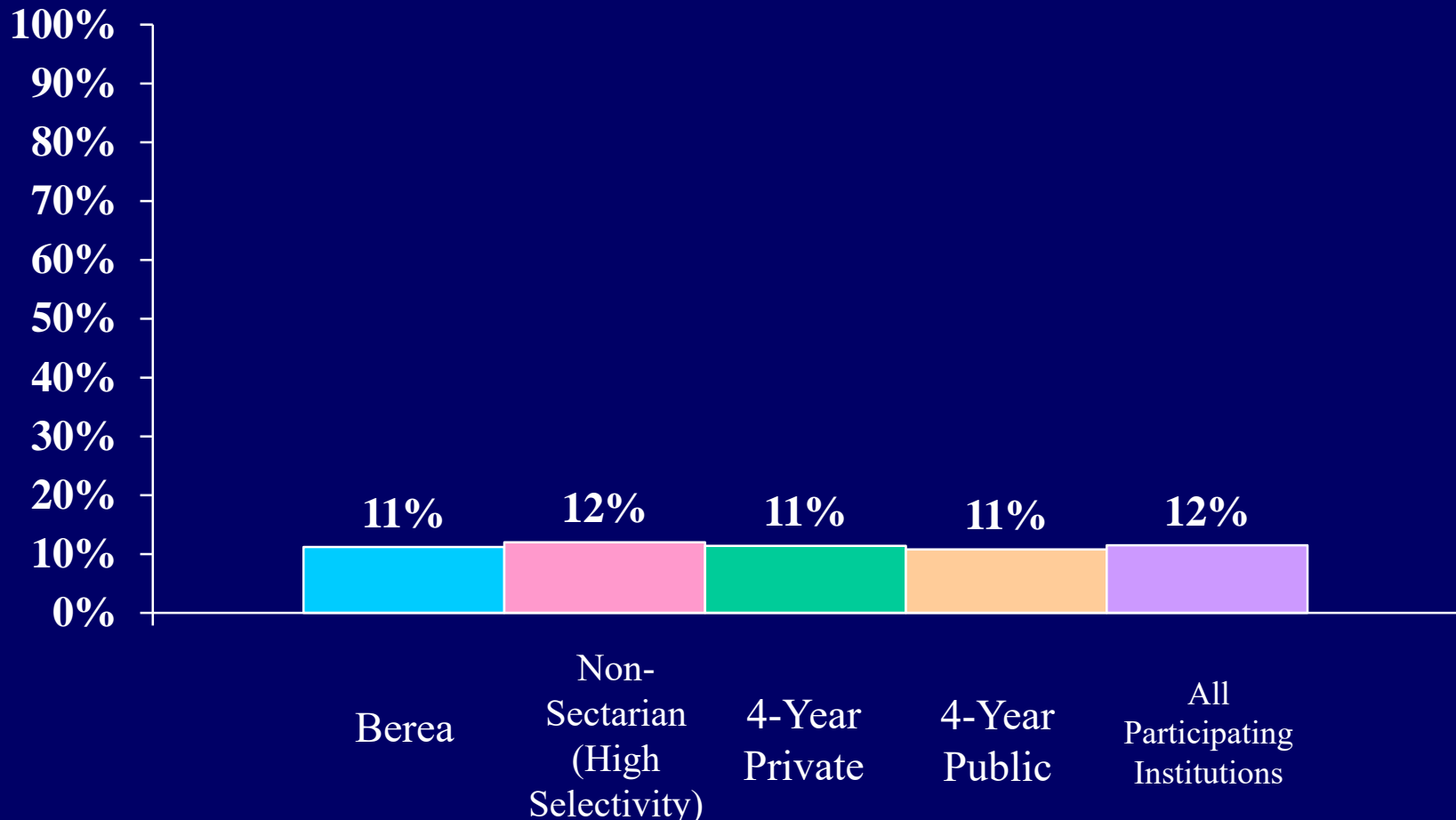
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

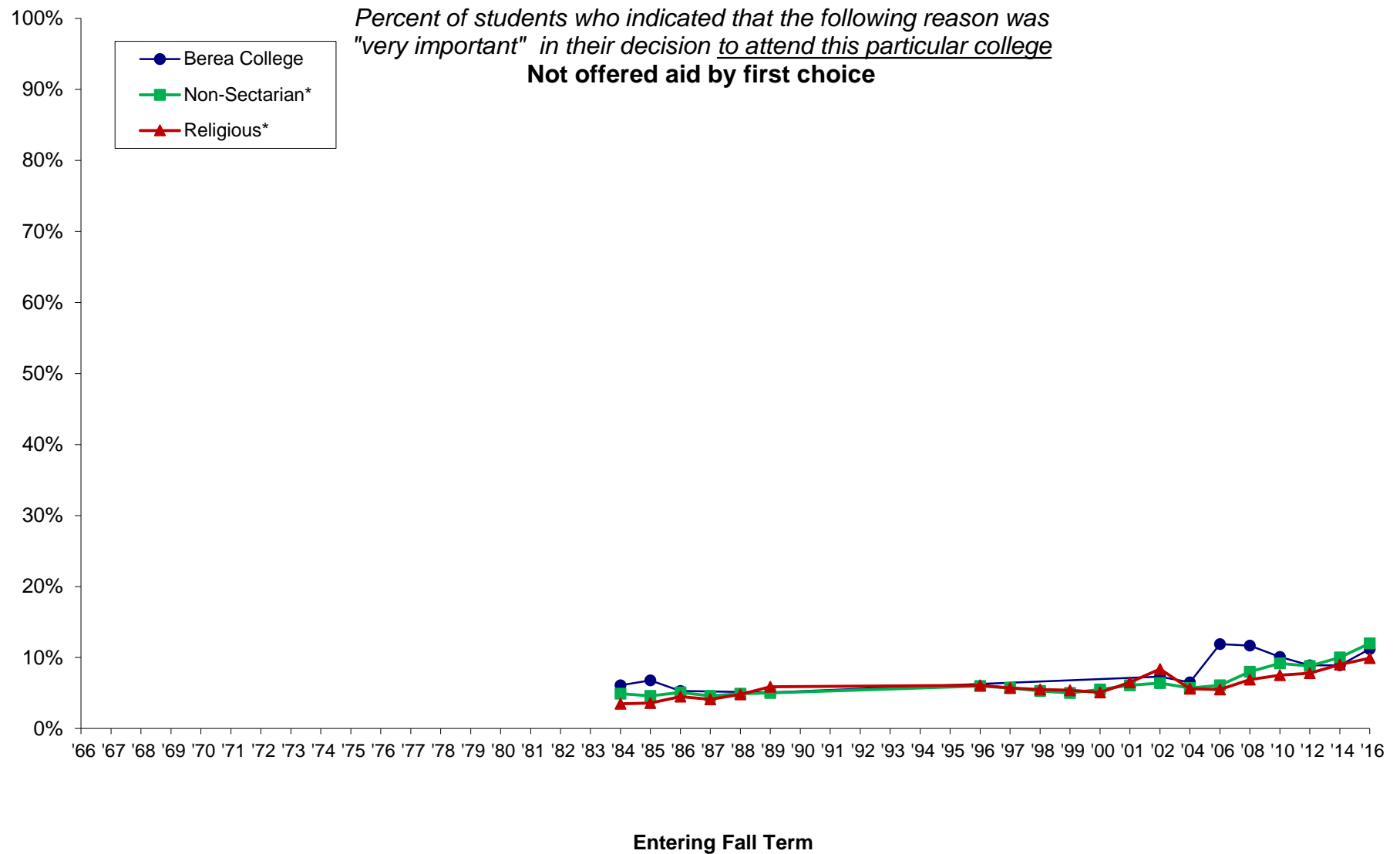


Percentage of students who rated item as “very important”:

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



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

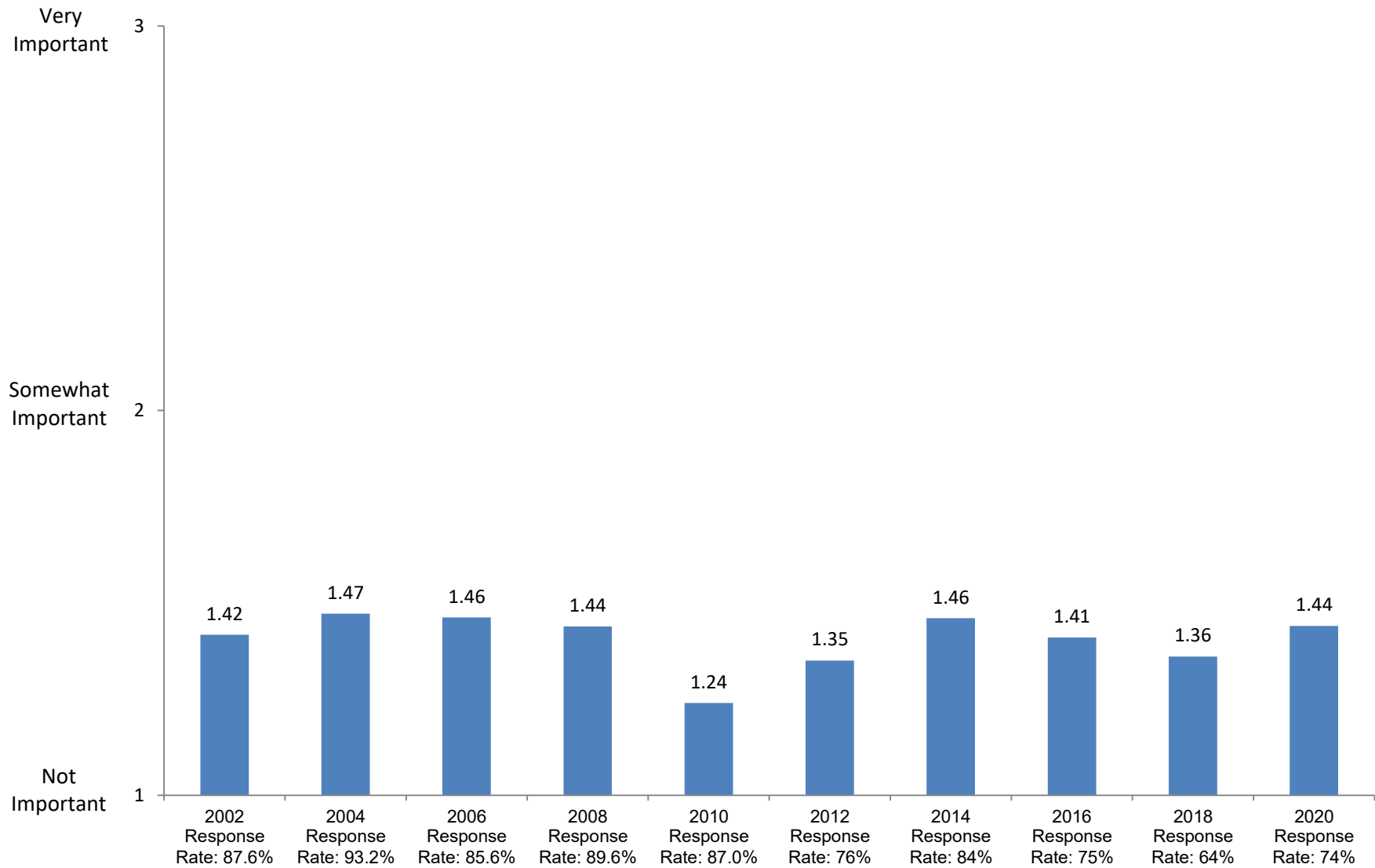


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

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

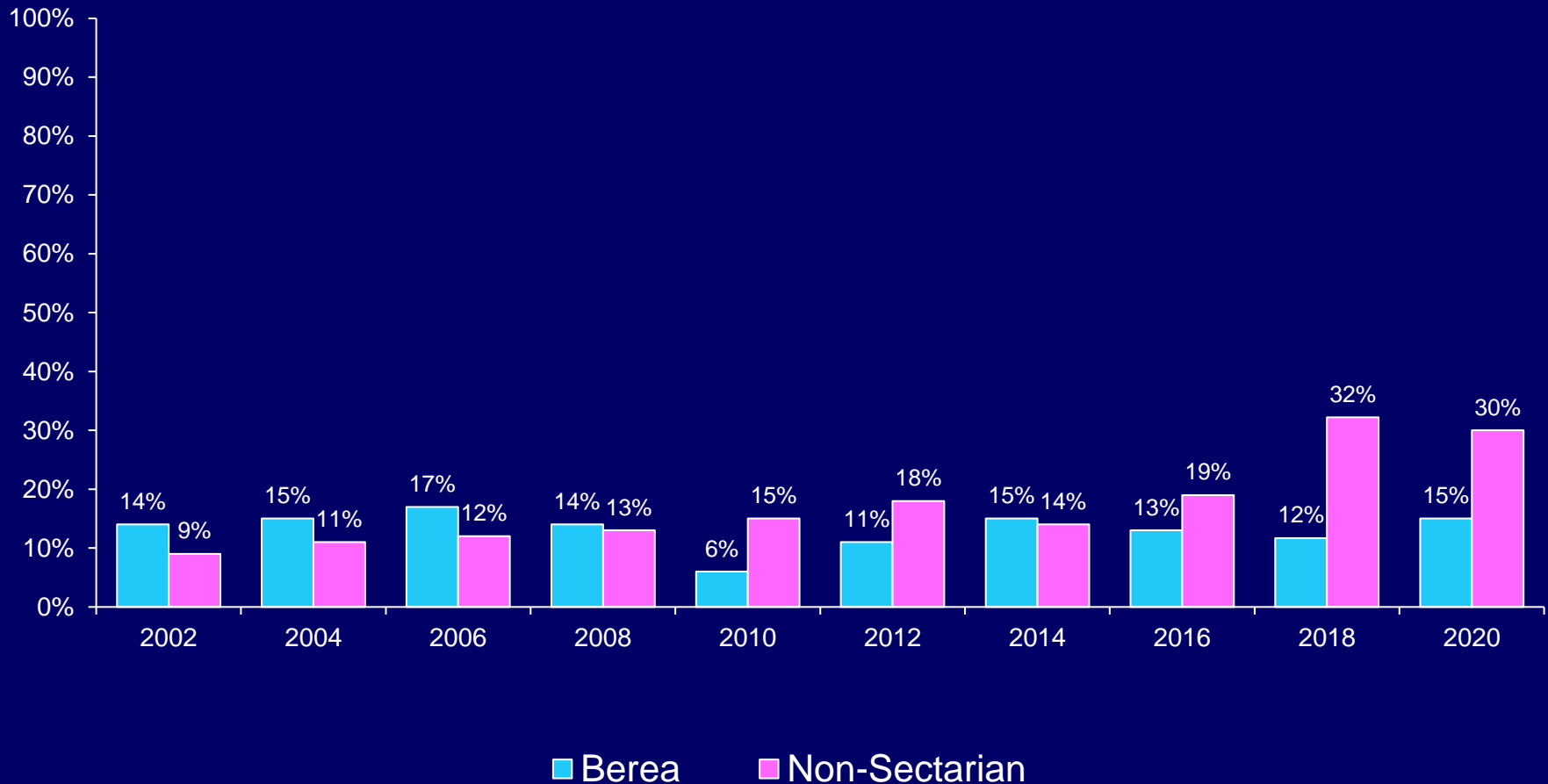


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



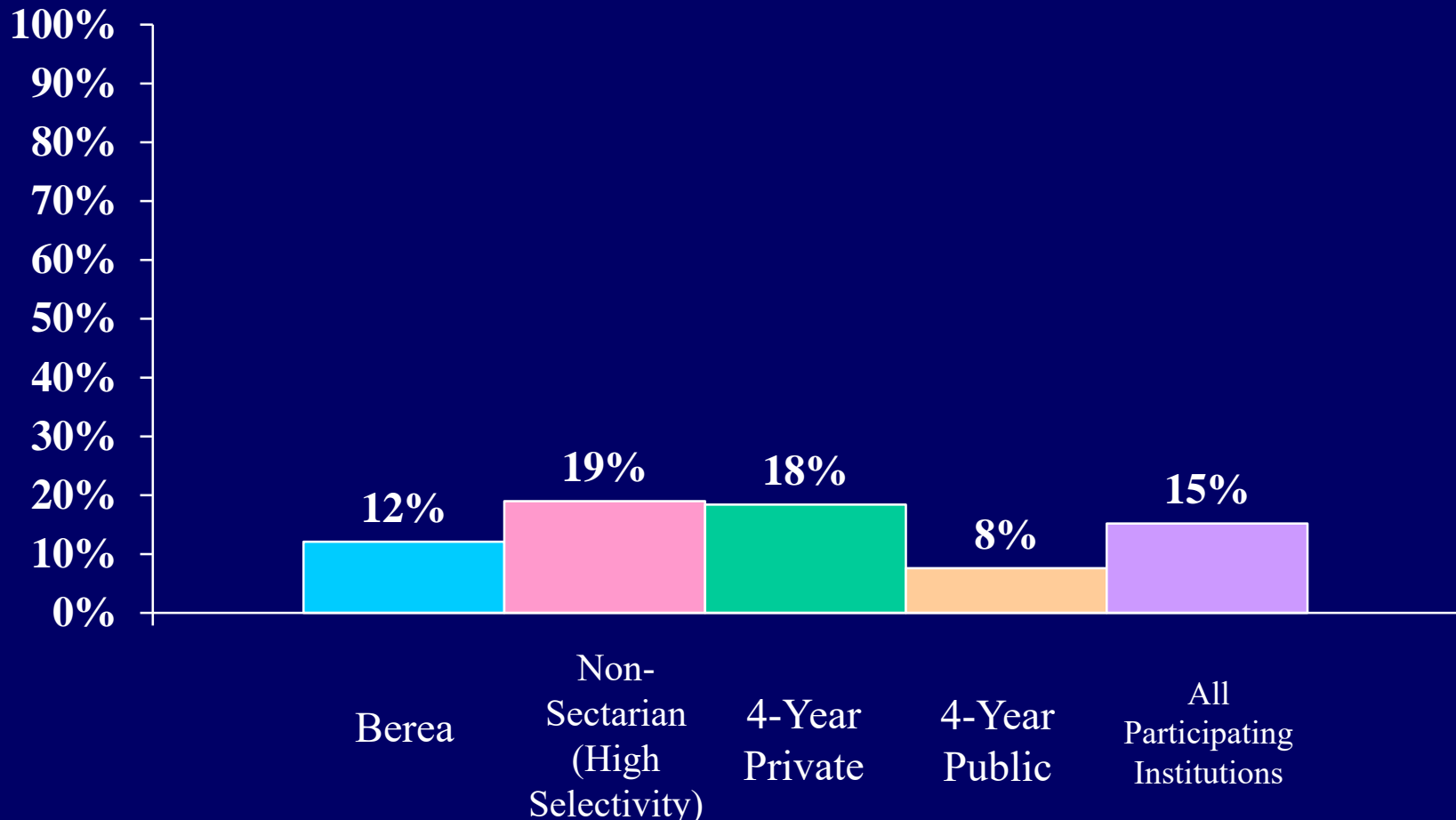
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

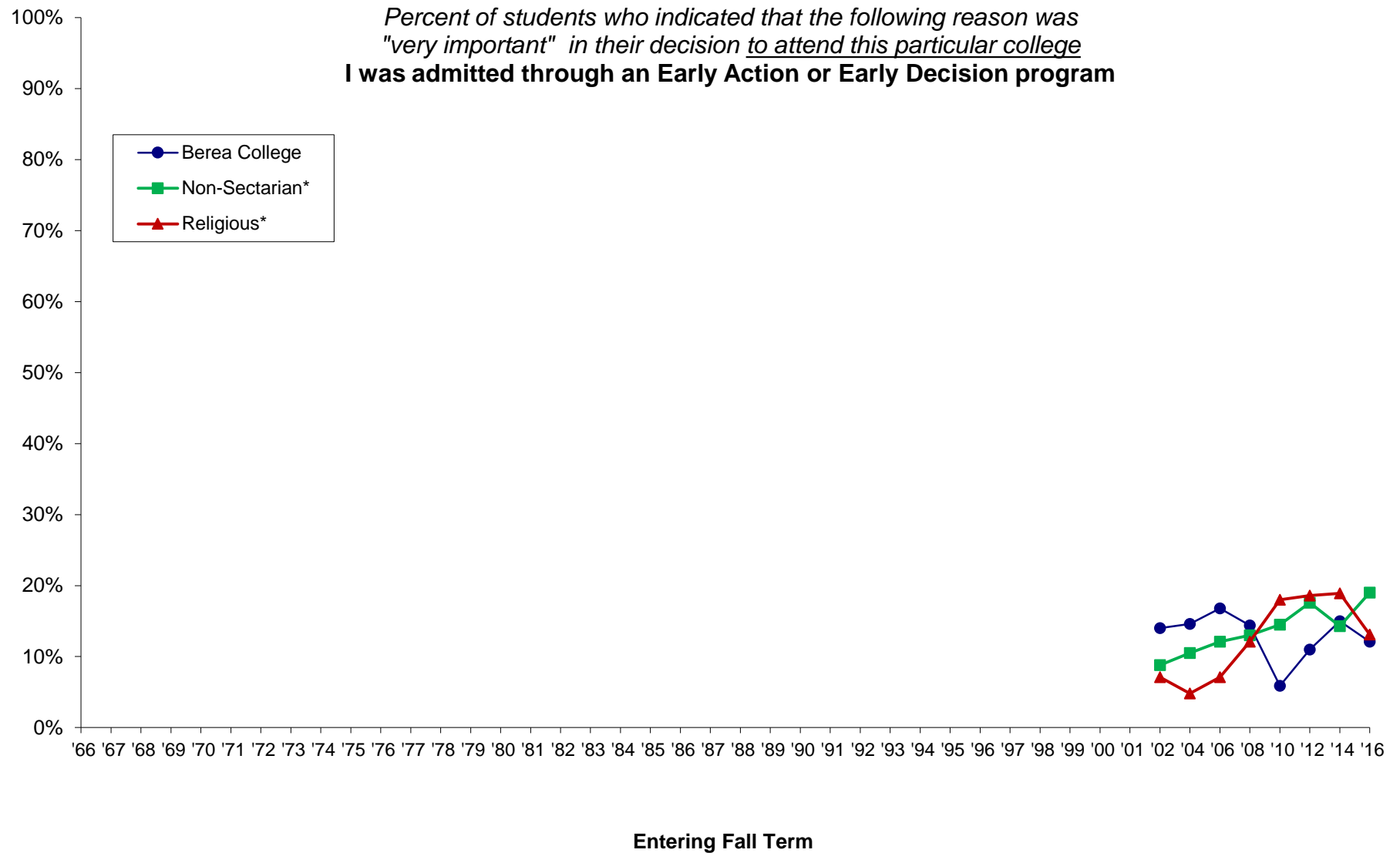


Percentage of students who rated item as “very important”:

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



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

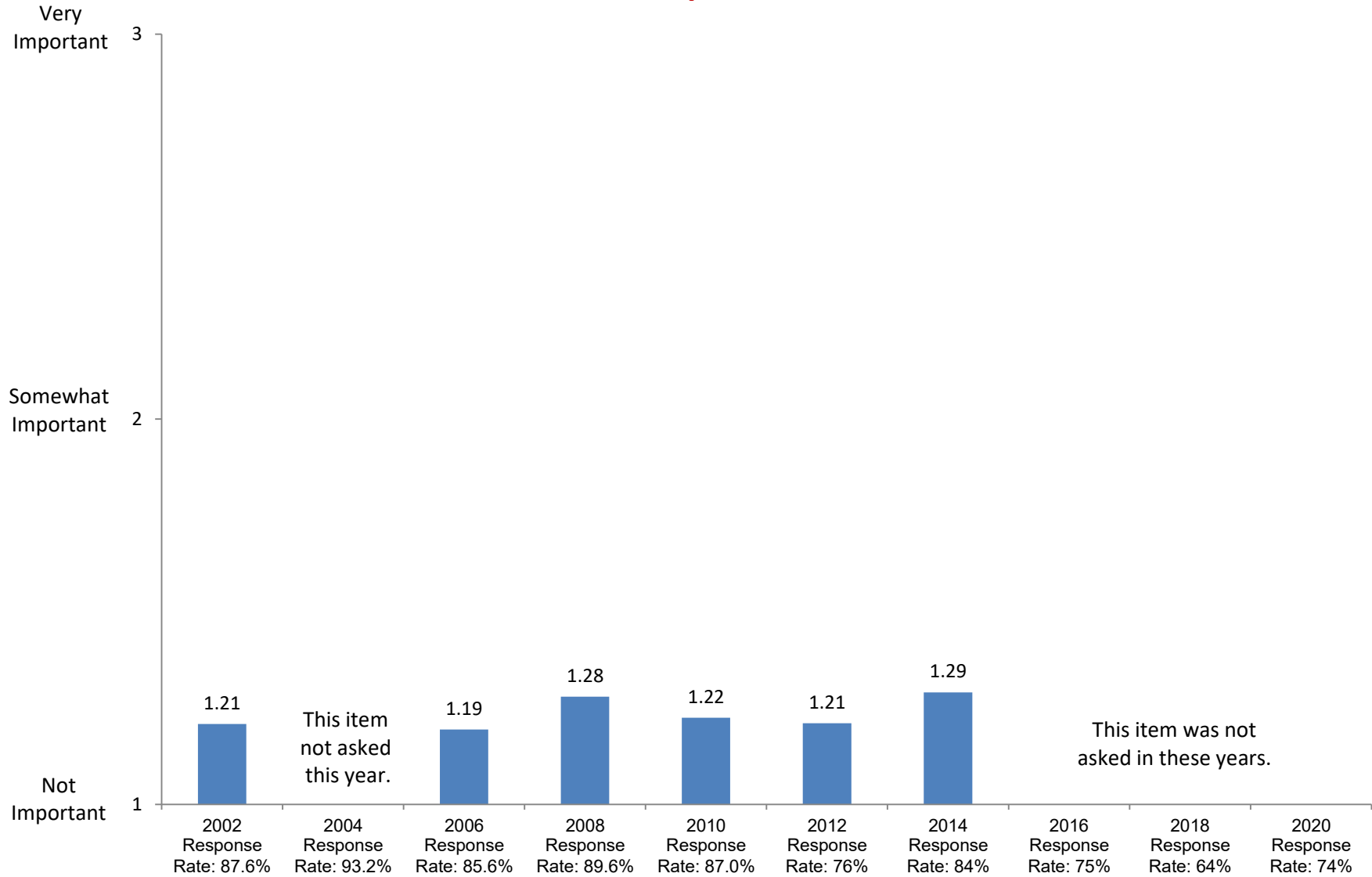


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

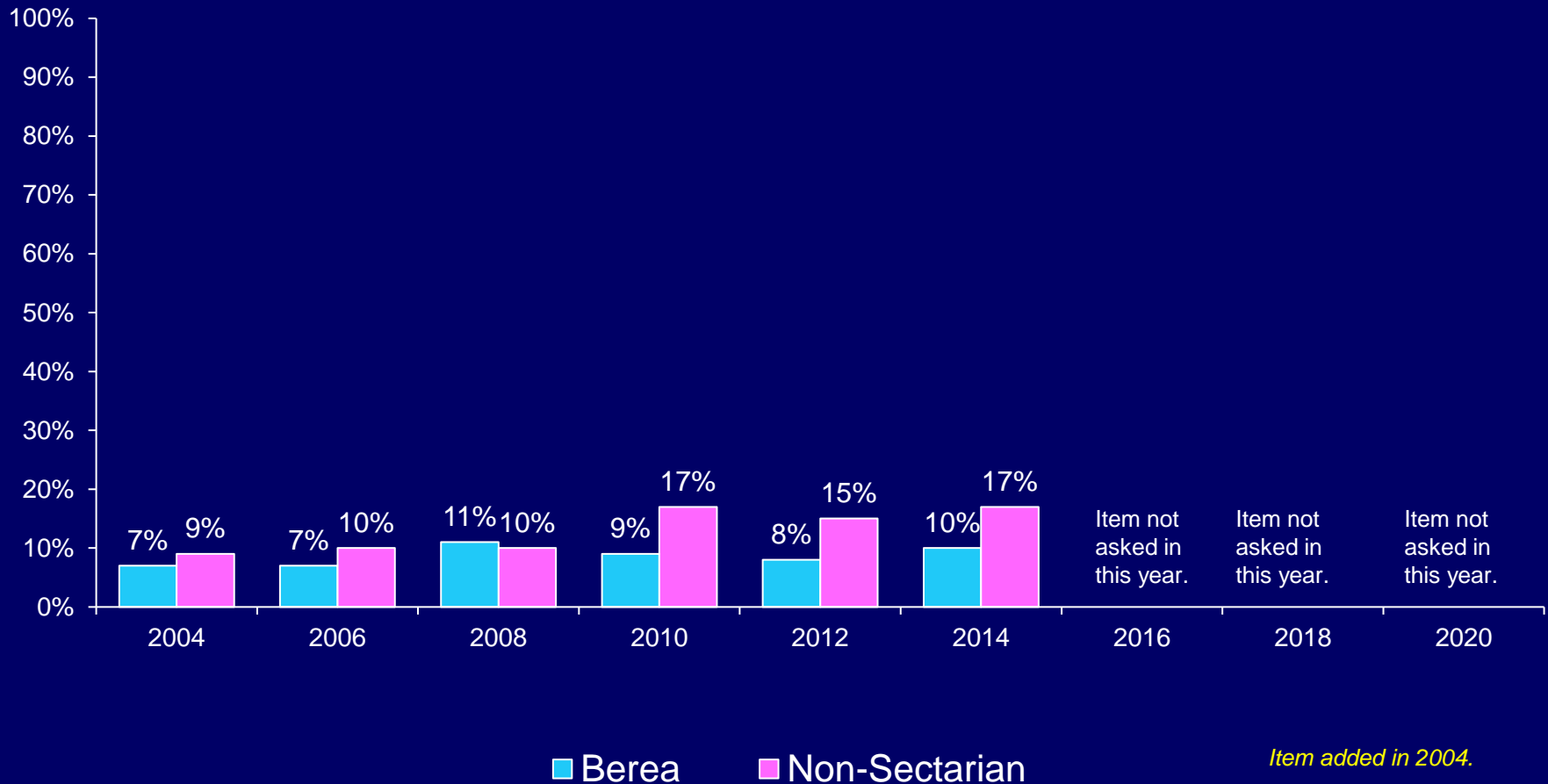
## The athletic department recruited me

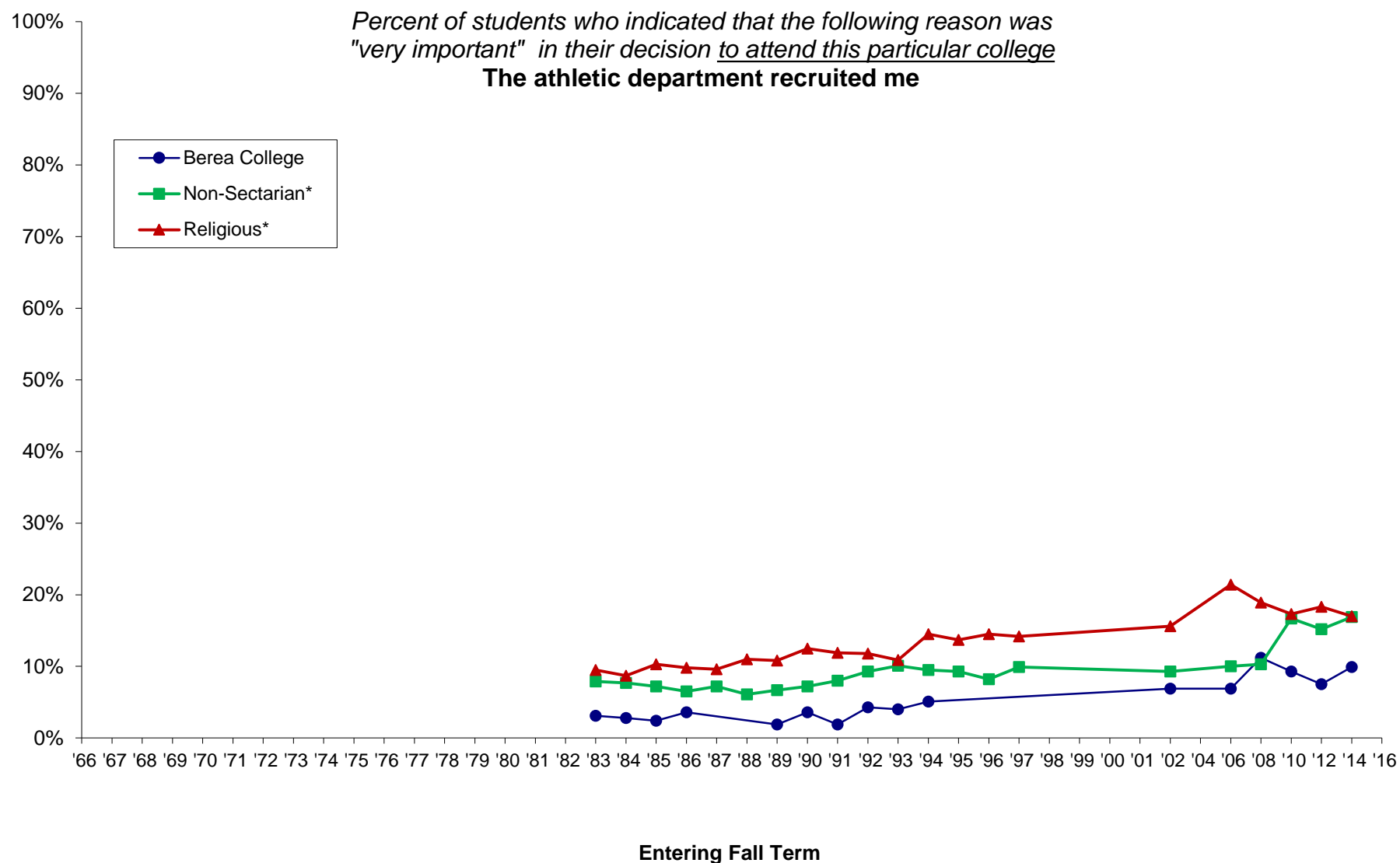


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## The athletic department recruited me



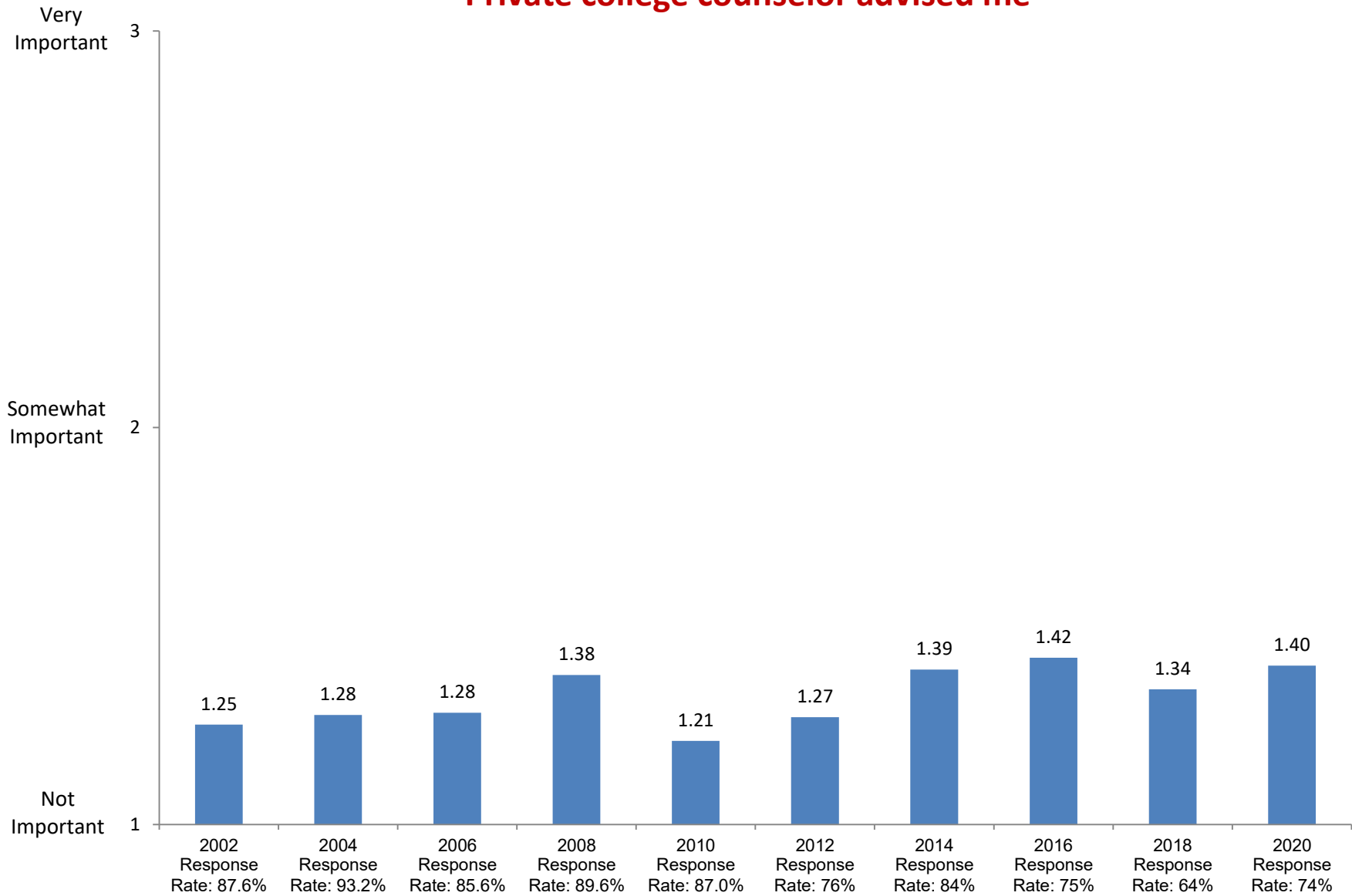


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

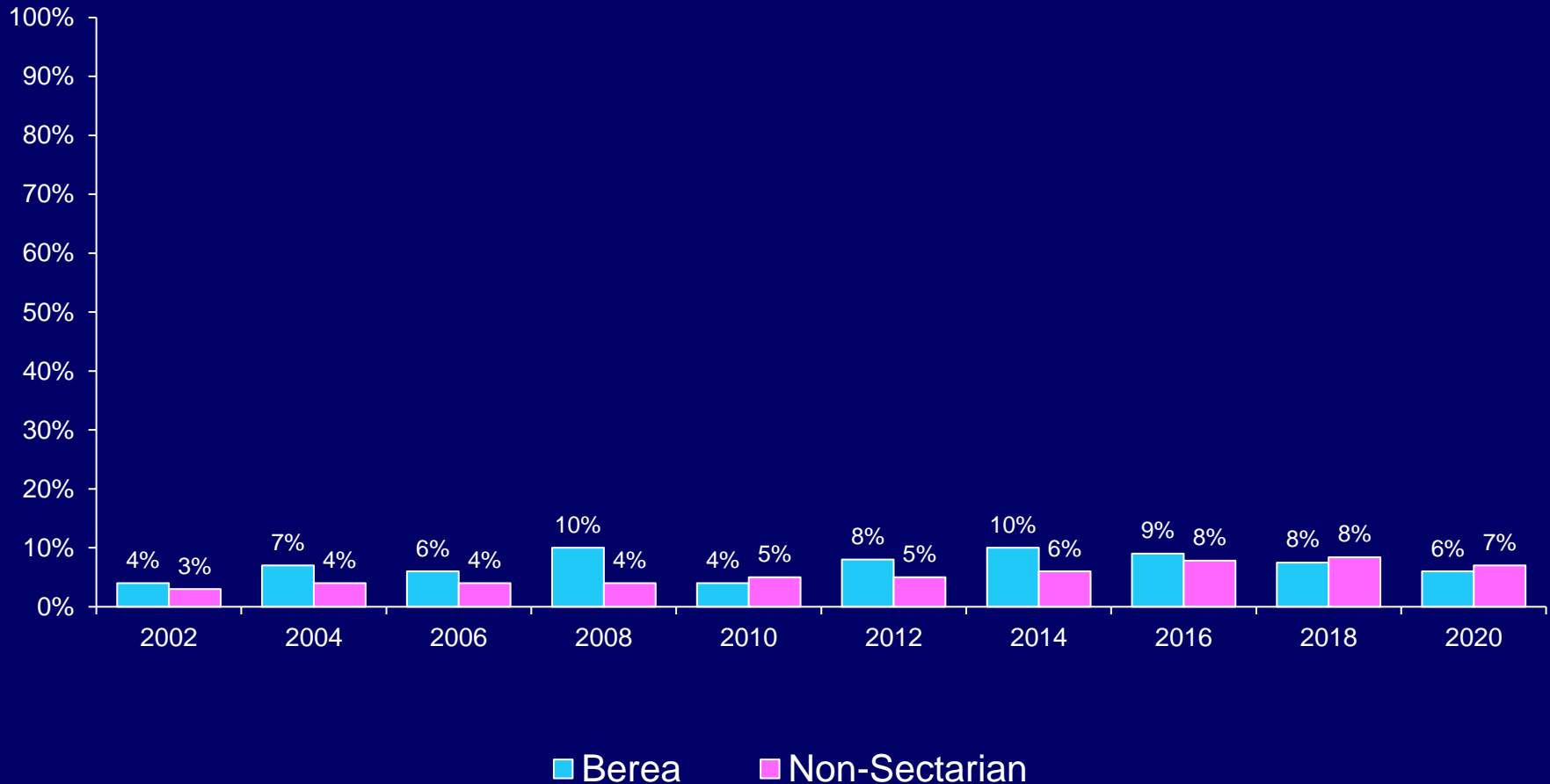
### Private college counselor advised me



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

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

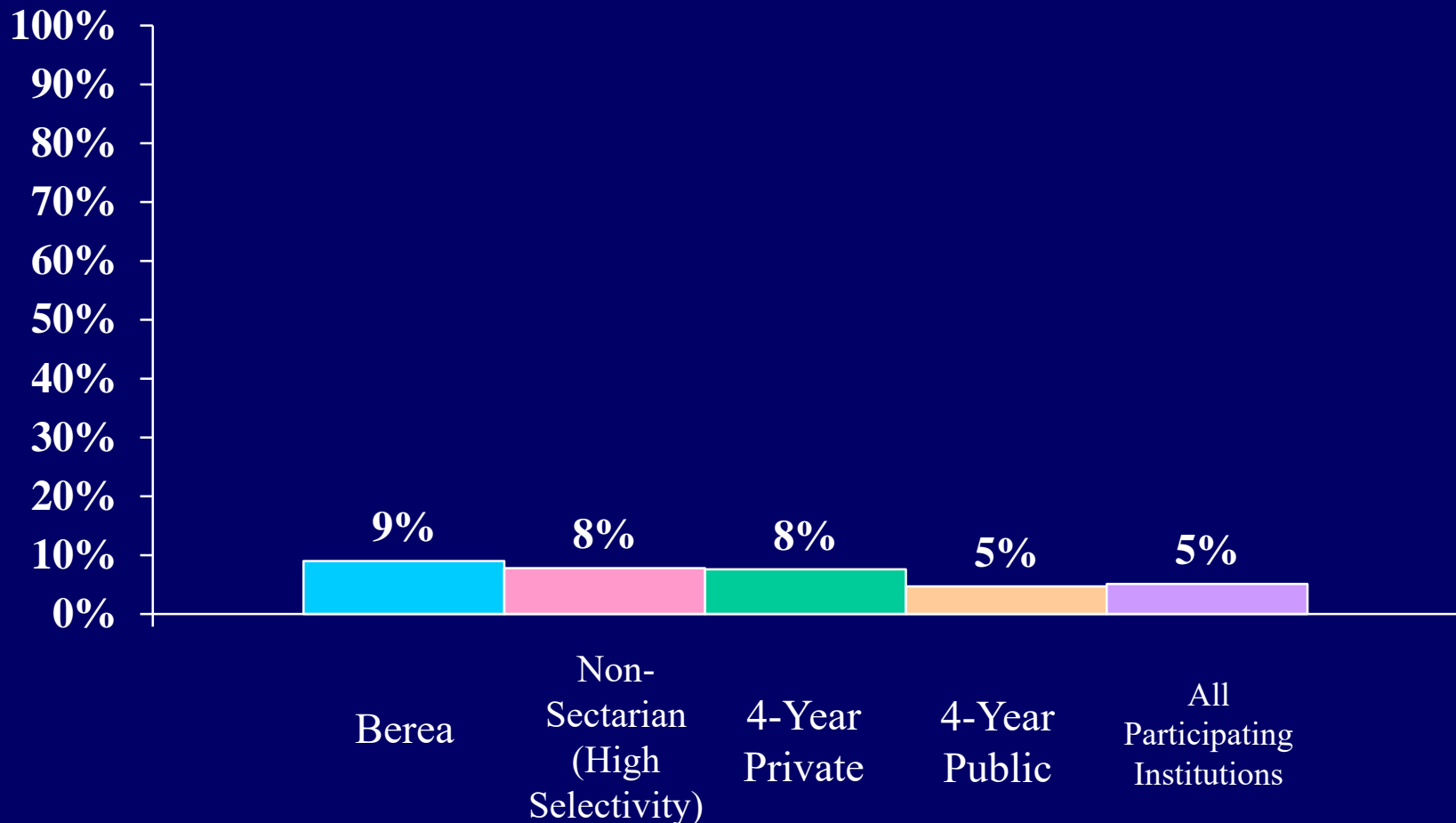
## Private college counselor advised me



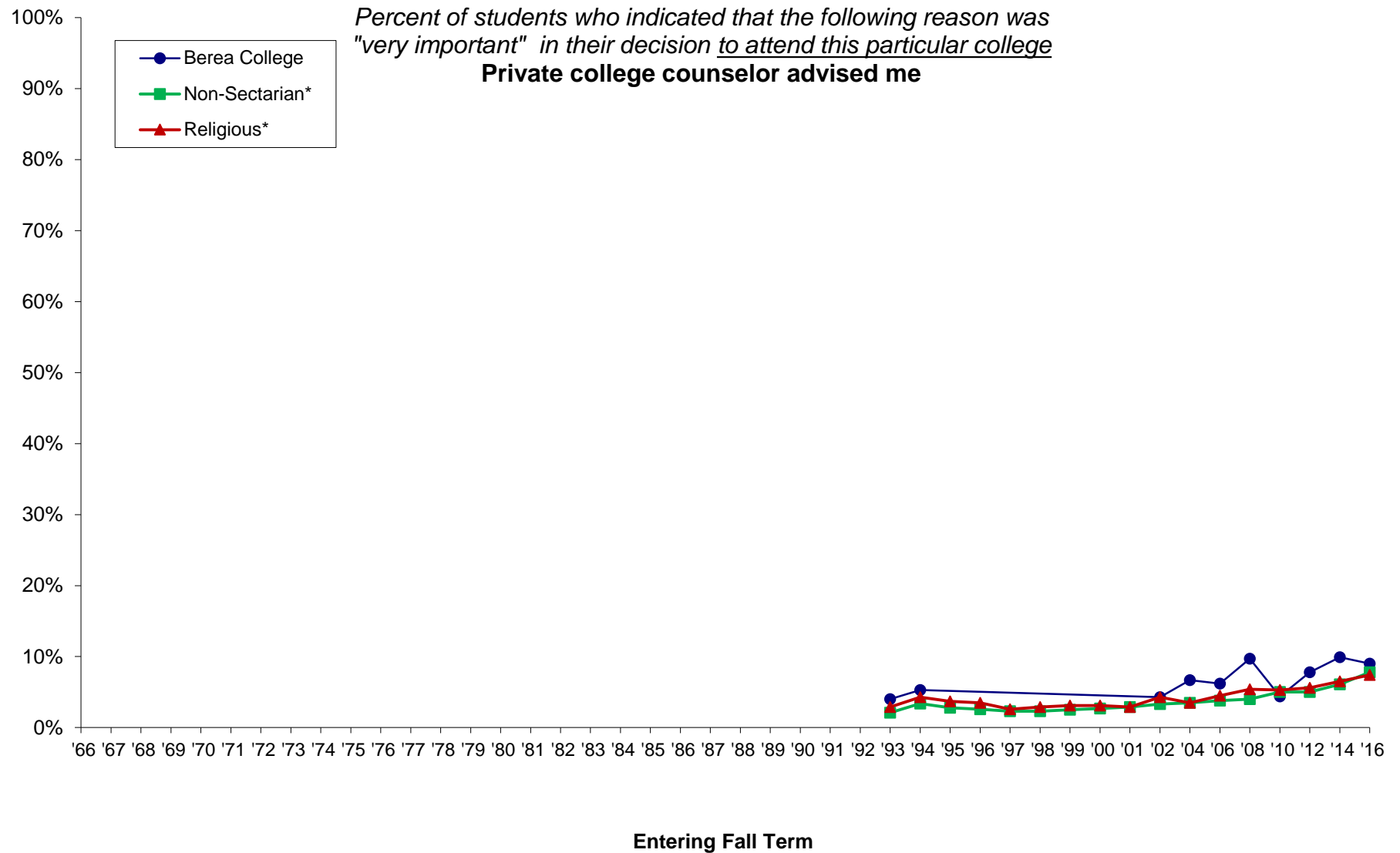


Percentage of students who rated item as “very important”:

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



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



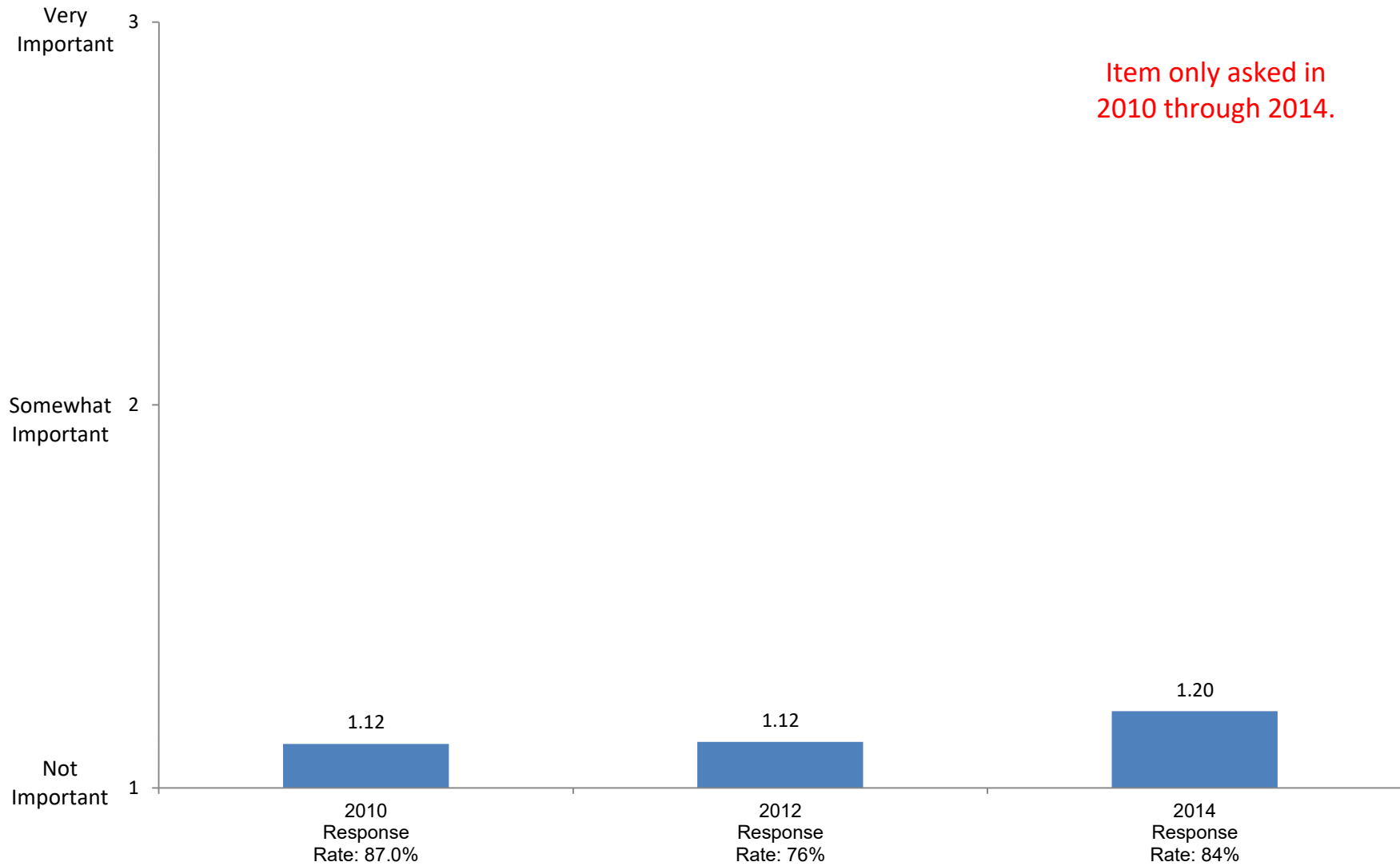
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## Ability to take online courses

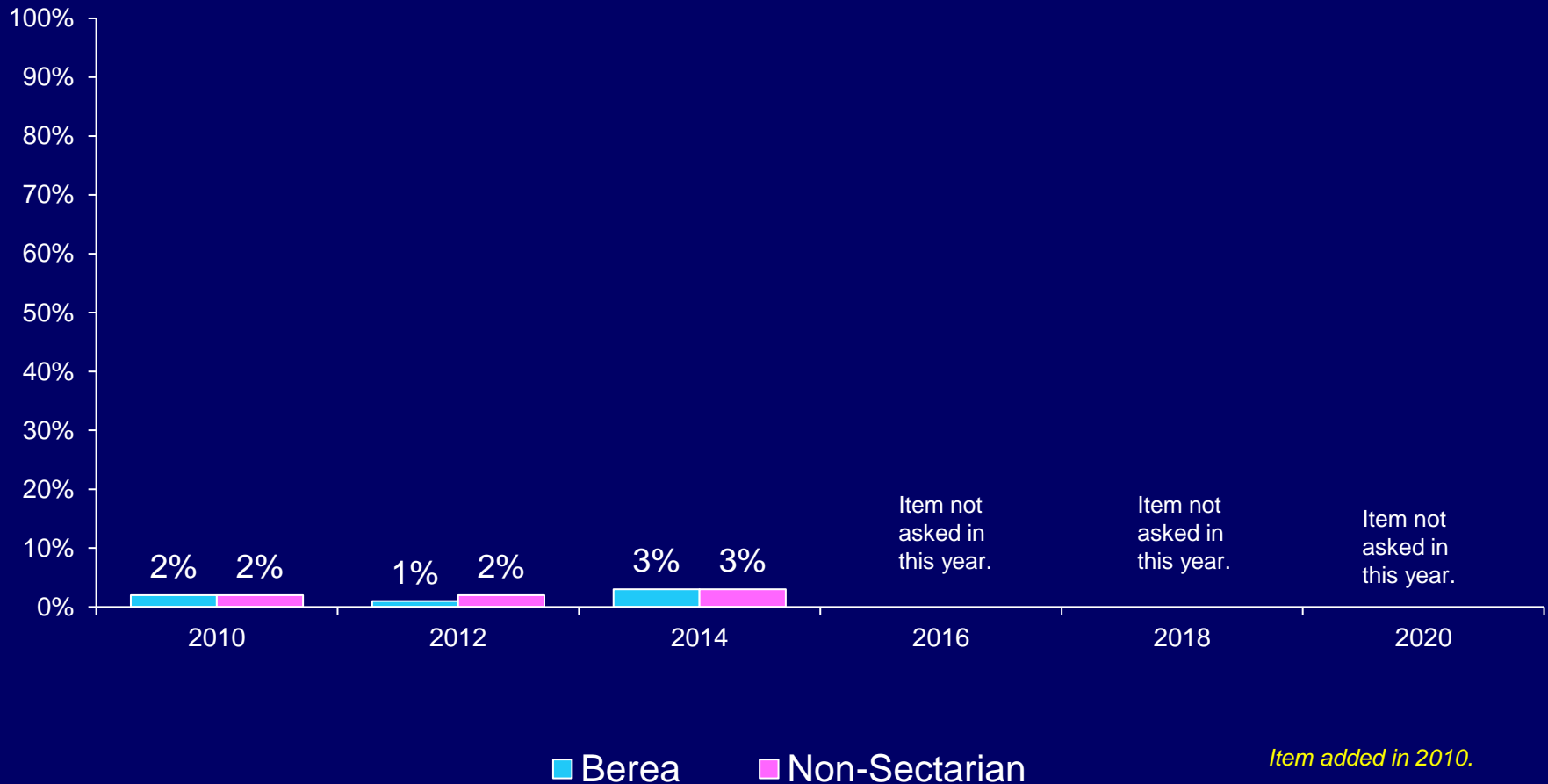
Item only asked in  
2010 through 2014.



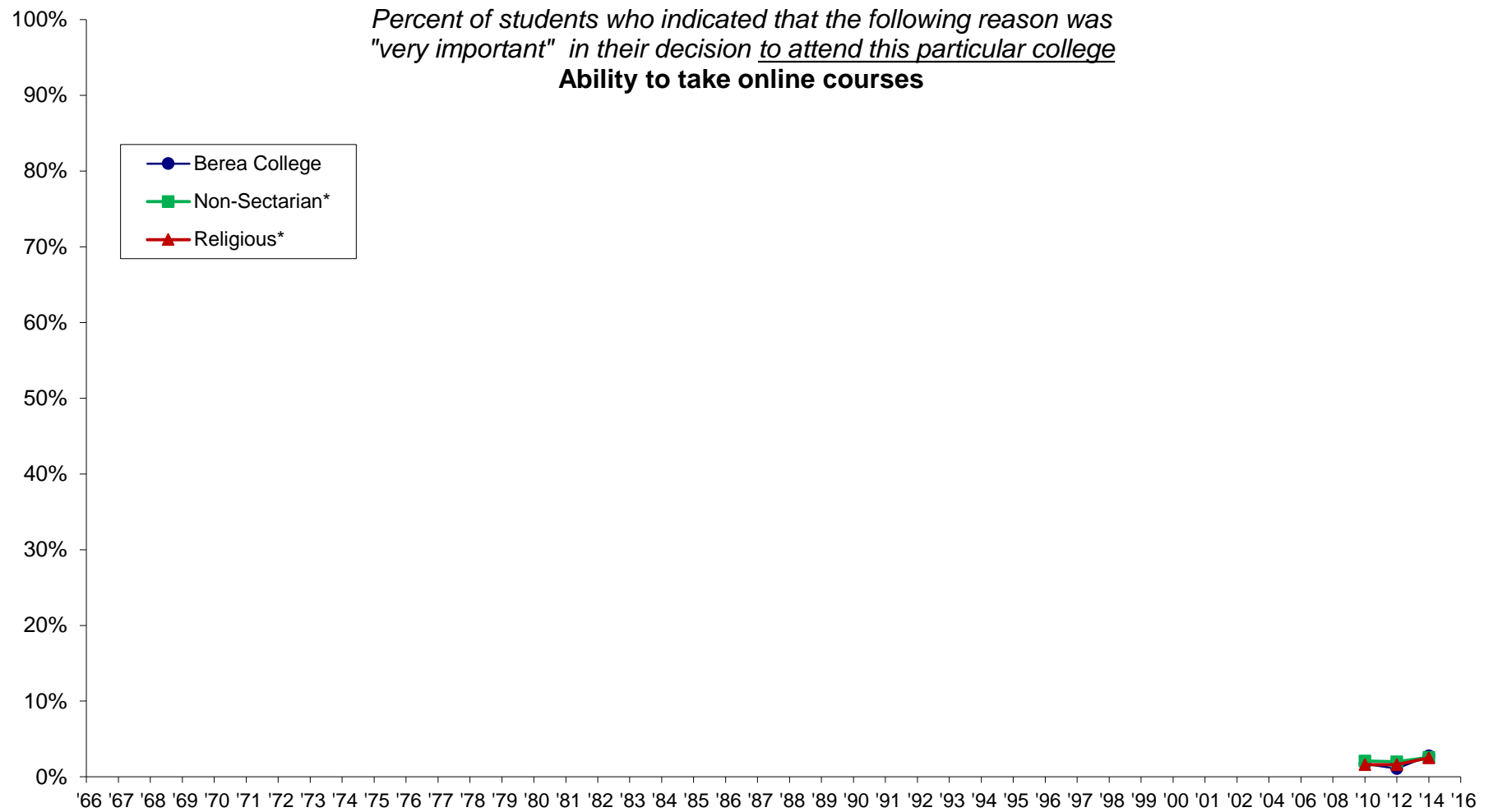
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## **Ability to take online courses**



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



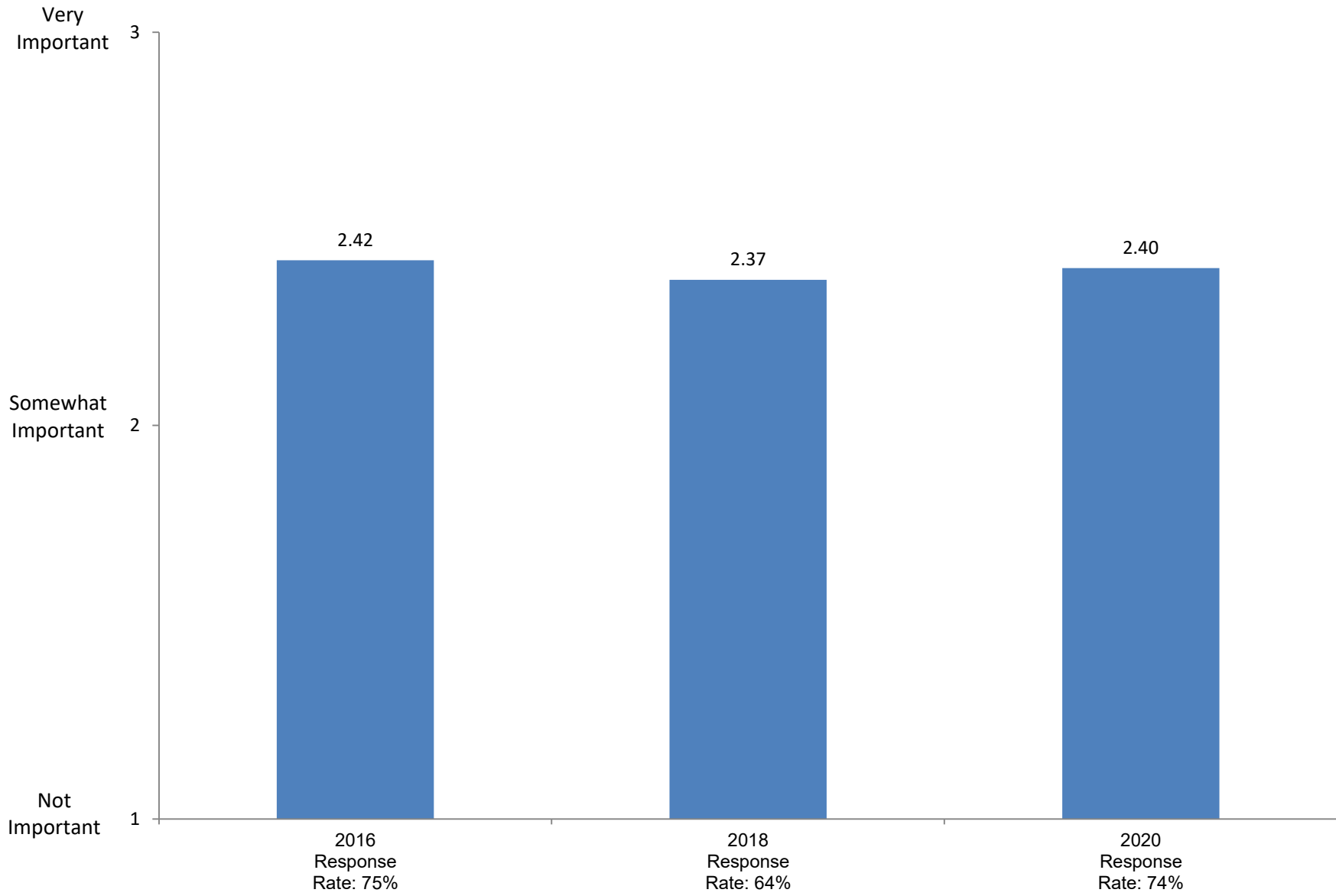
**Entering Fall Term**

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

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

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

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

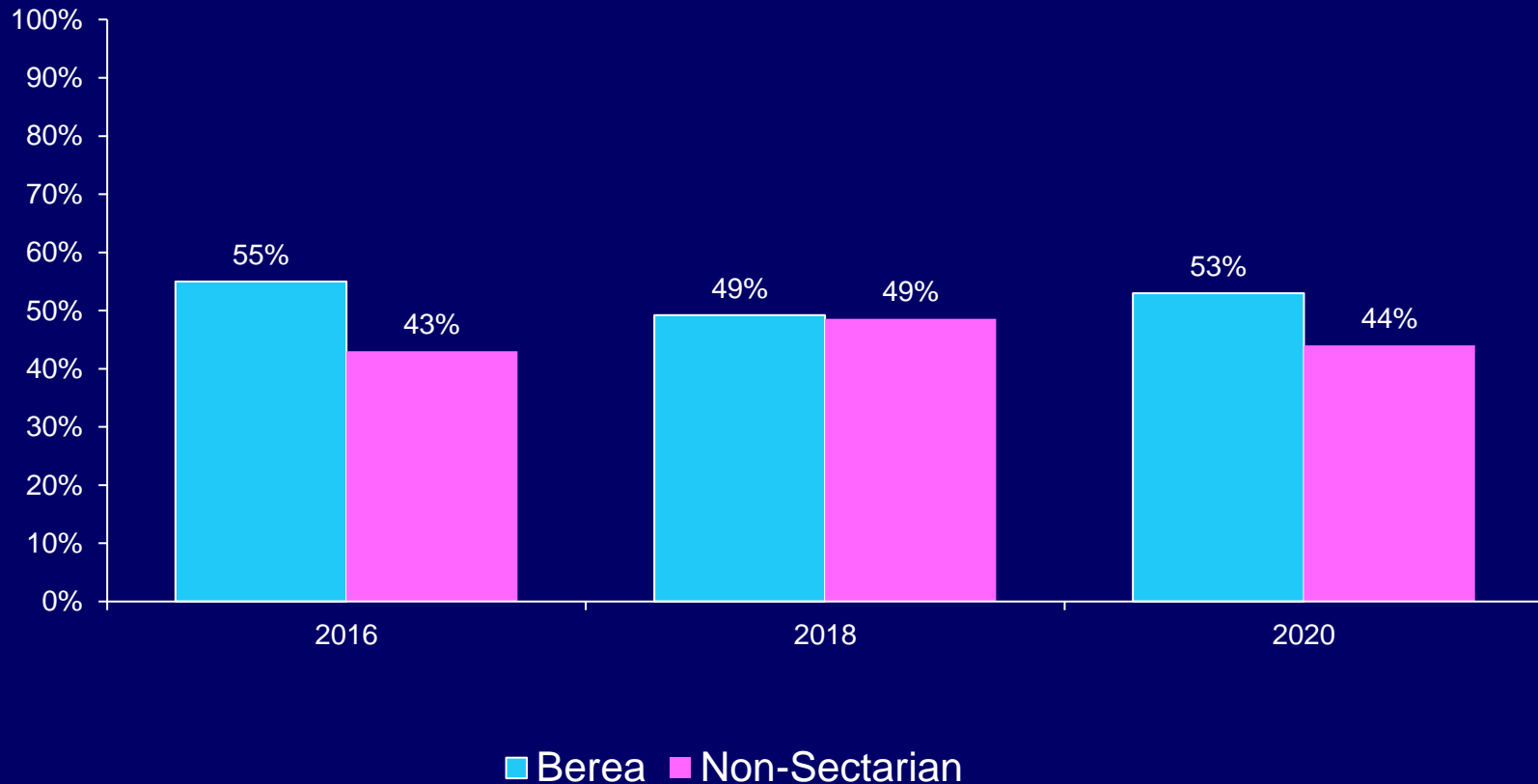


Item added in 2016.

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

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

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

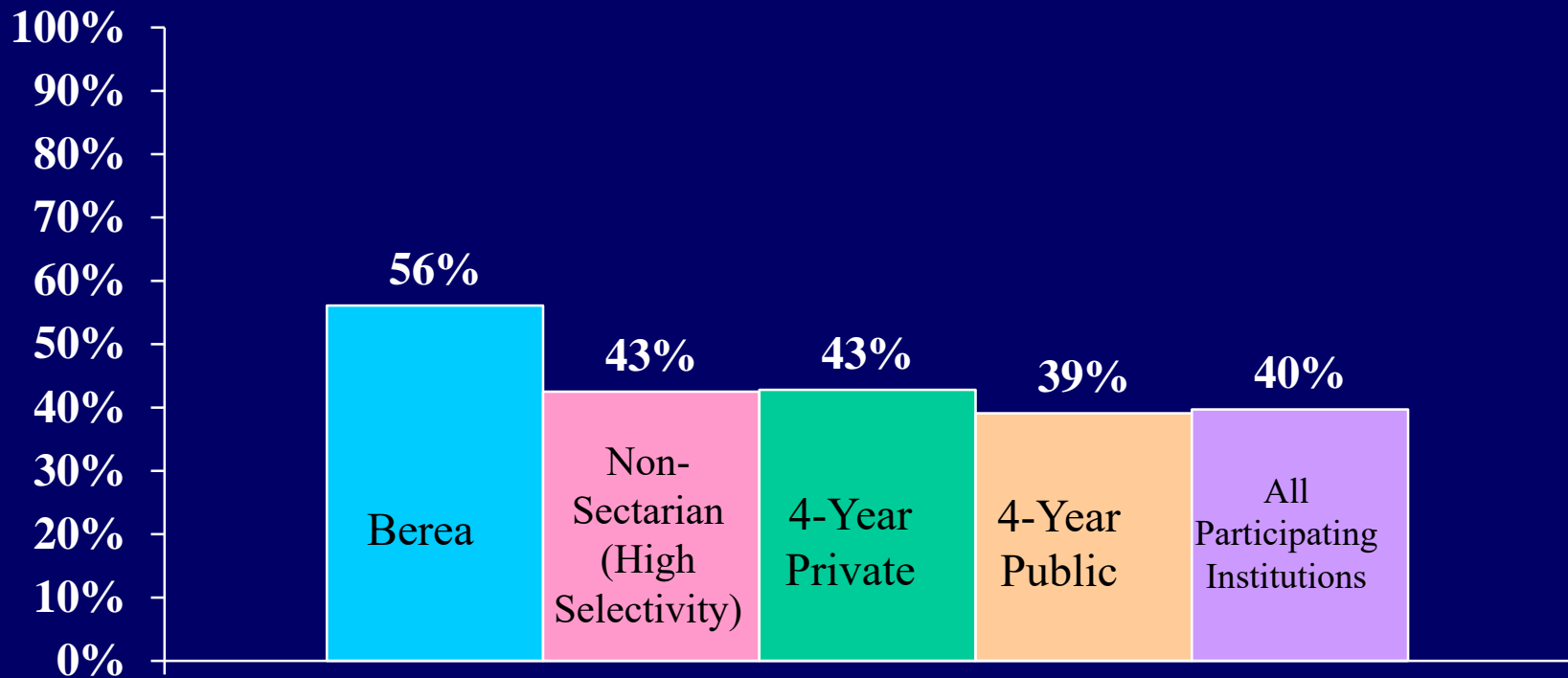


*Item added in 2016.*

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

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

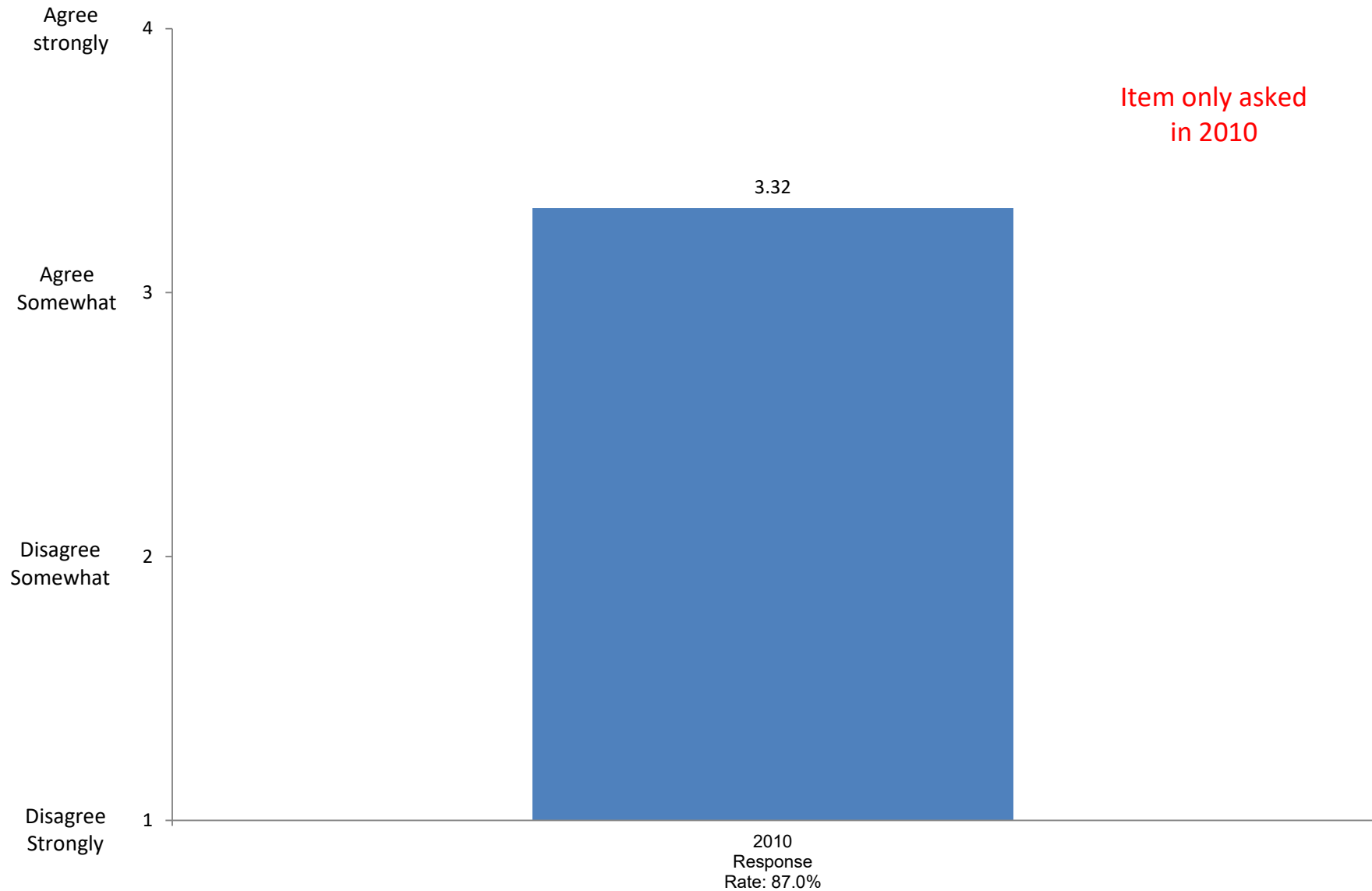
*(for decision to attend this particular college)*





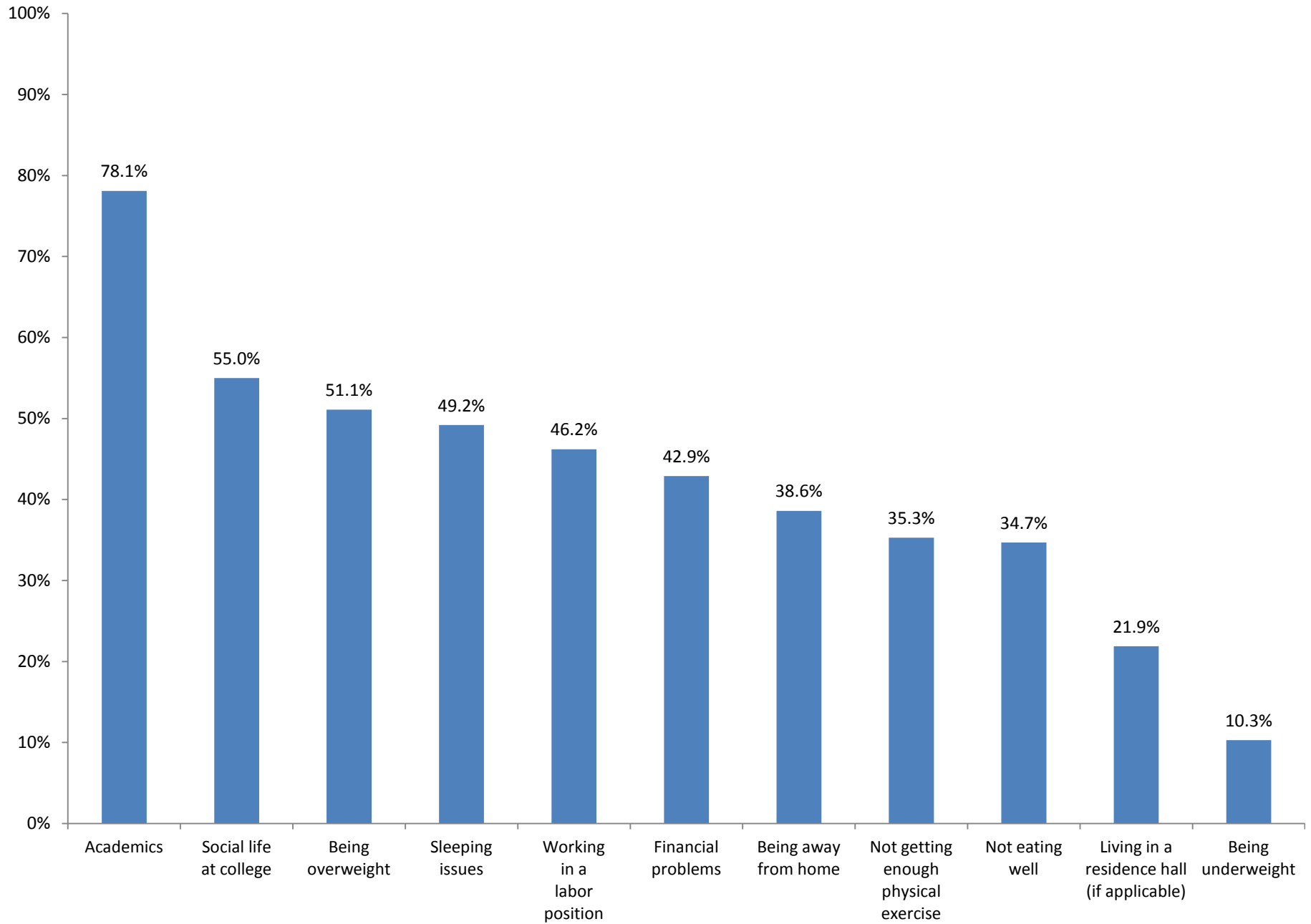
Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

## The current economic situation significantly affected my college choice

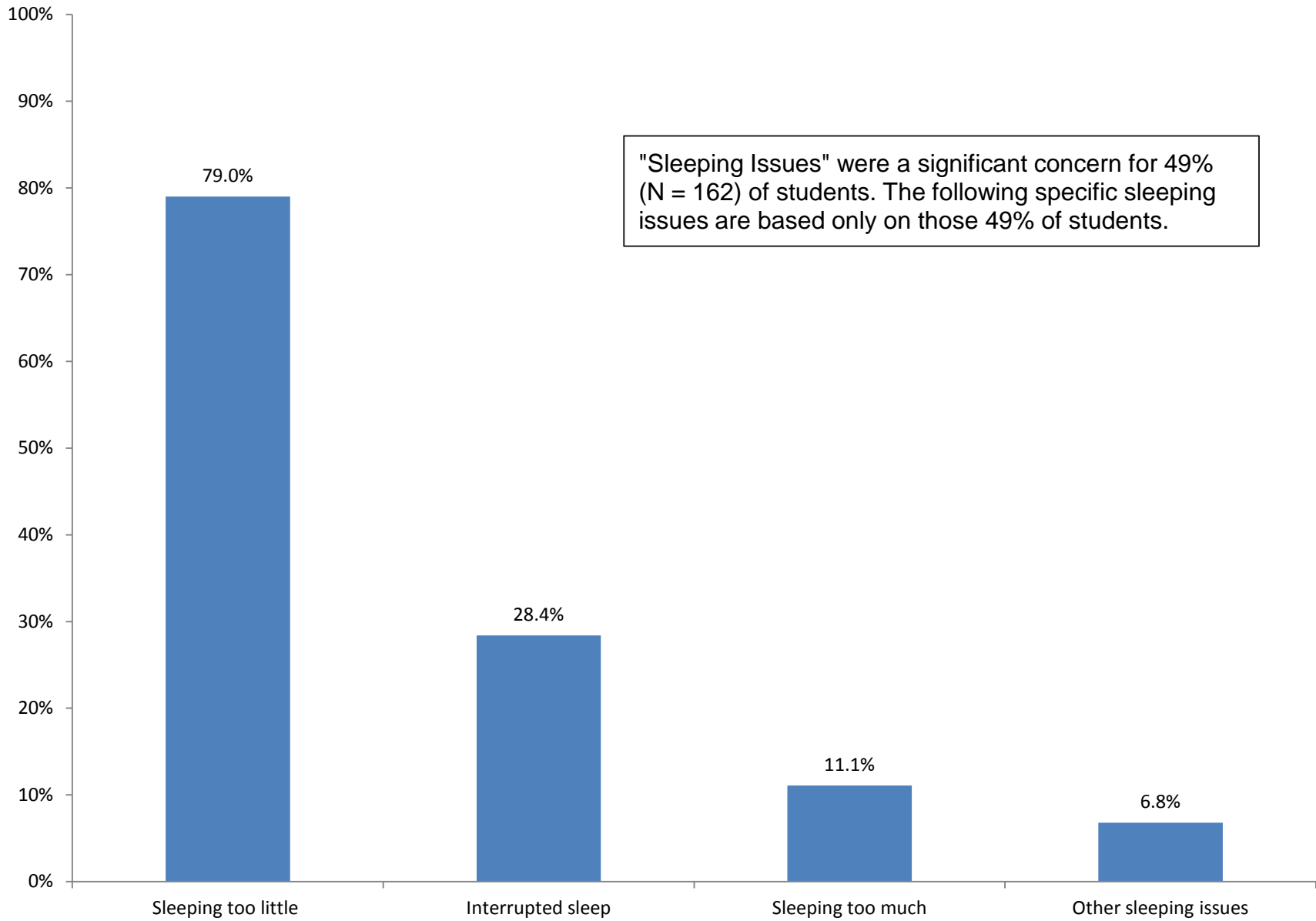


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

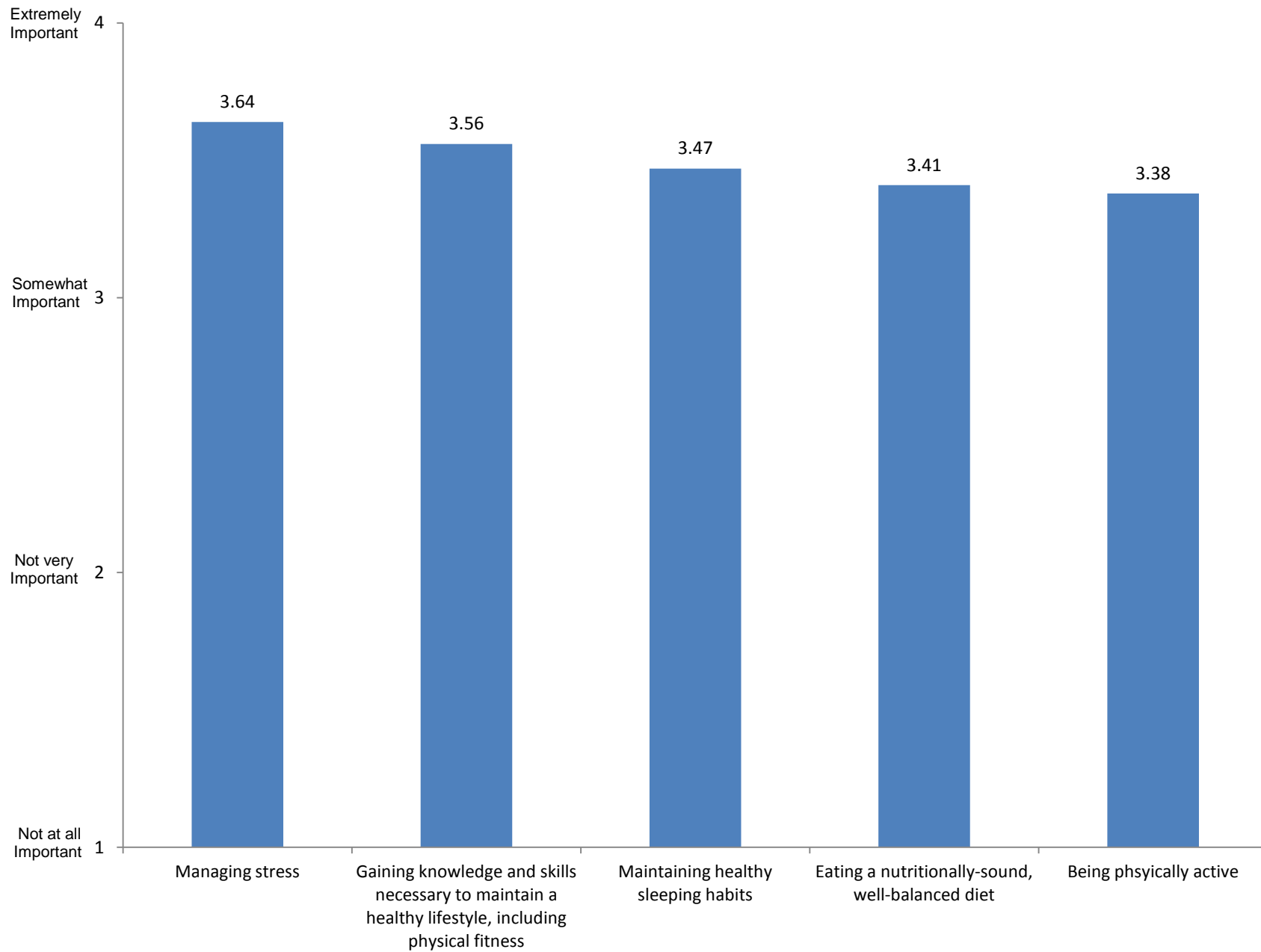
Check all of the following that are significant concerns for you:



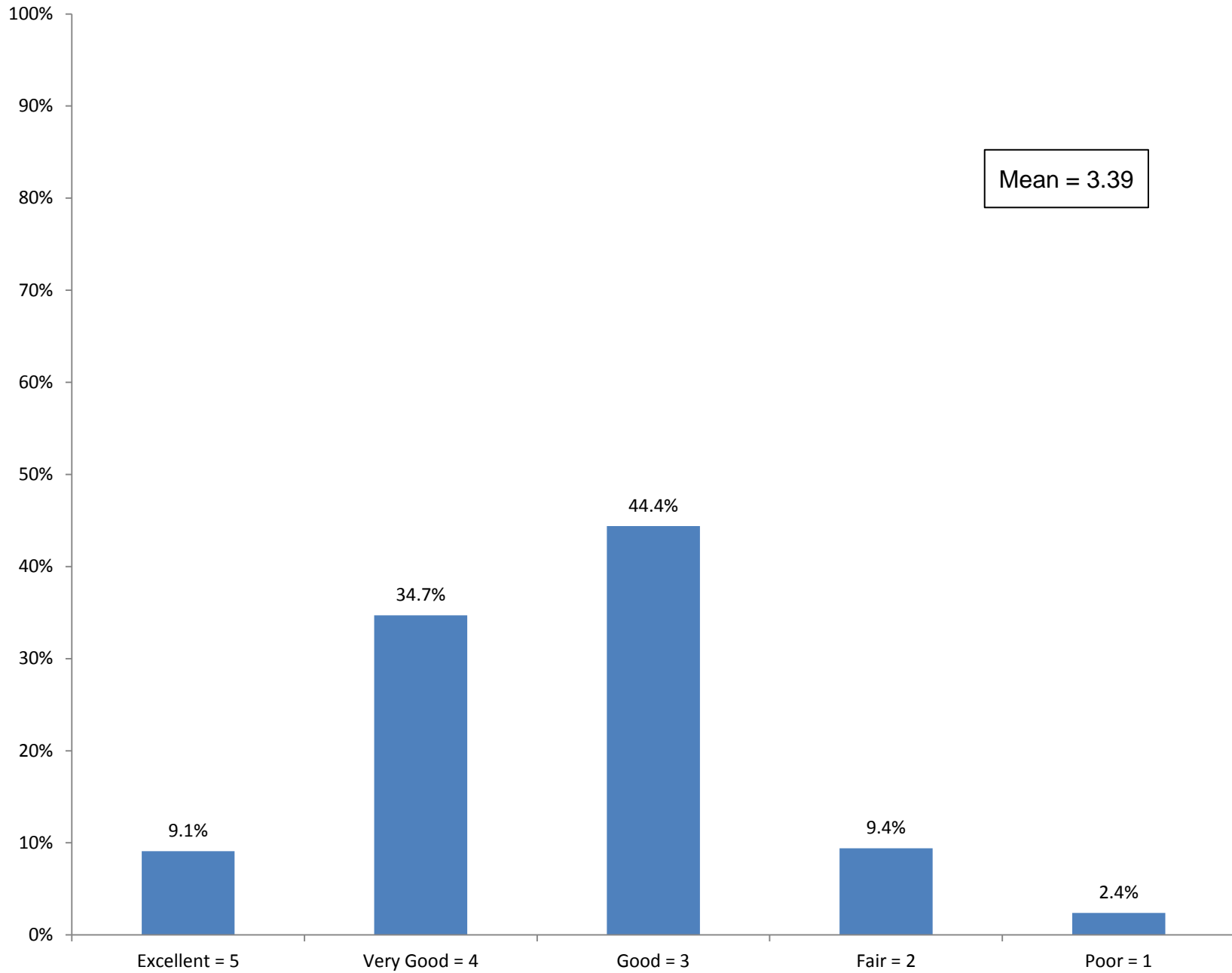
Check all of the following that are significant concerns for you:



*Rate the importance of the following to you:*



*How would you describe your general health?*

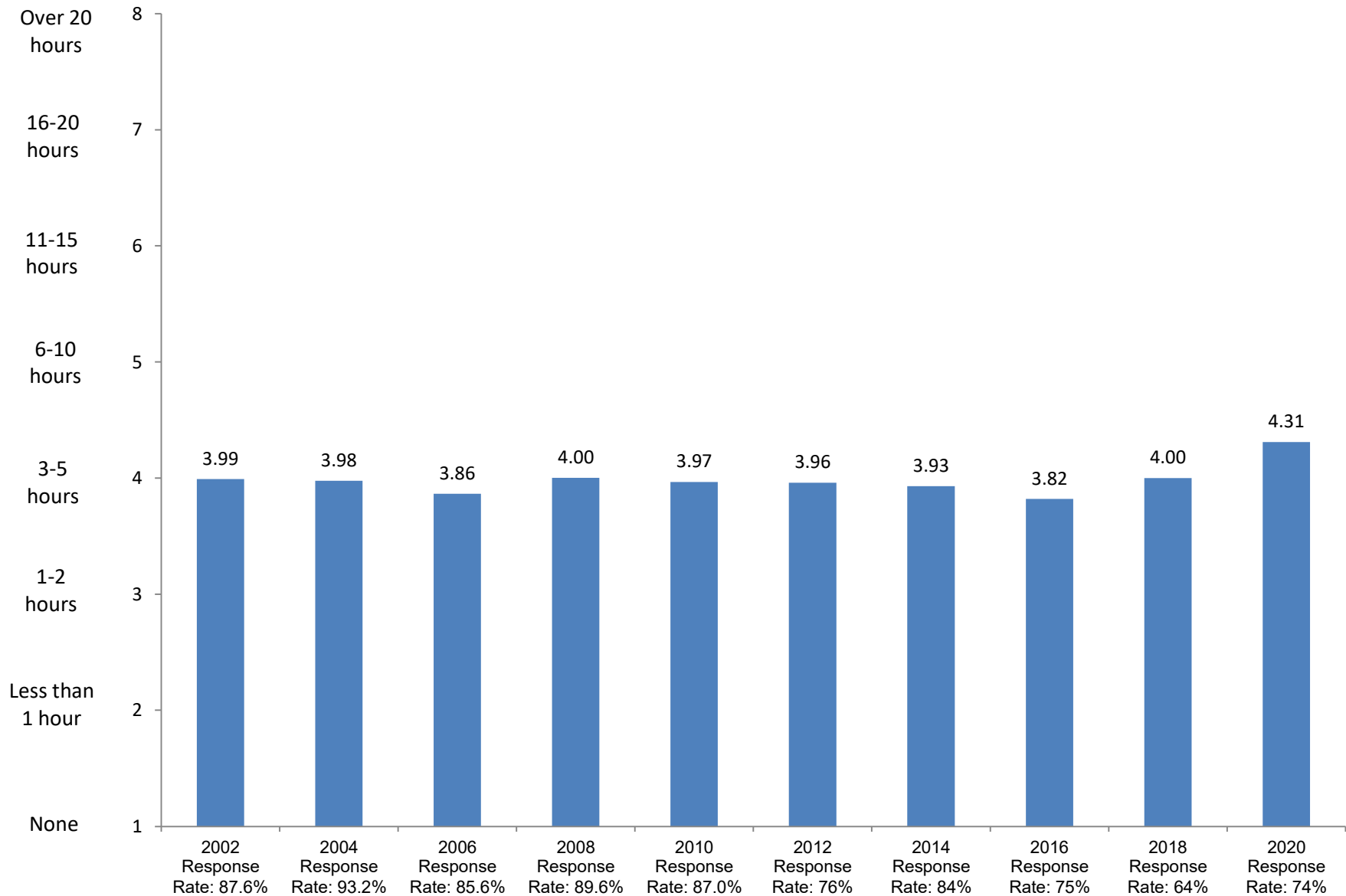


*Additional Questions:*

	Yes	No	Missing
Do you have a credit card?	83 (25.2%)	244 (74.2%)	2 (0.6%)
If yes, are you responsible for paying the bill? (N = 83)	62 (74.7%)	21 (25.3%)	0 (0%)
Do you have a cell phone?	303 (92.1%)	26 (7.9%)	0 (0%)
If yes, are you responsible for paying the bill? (N = 303)	122 (40.3%)	181 (59.1%)	2 (0.7%)

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?

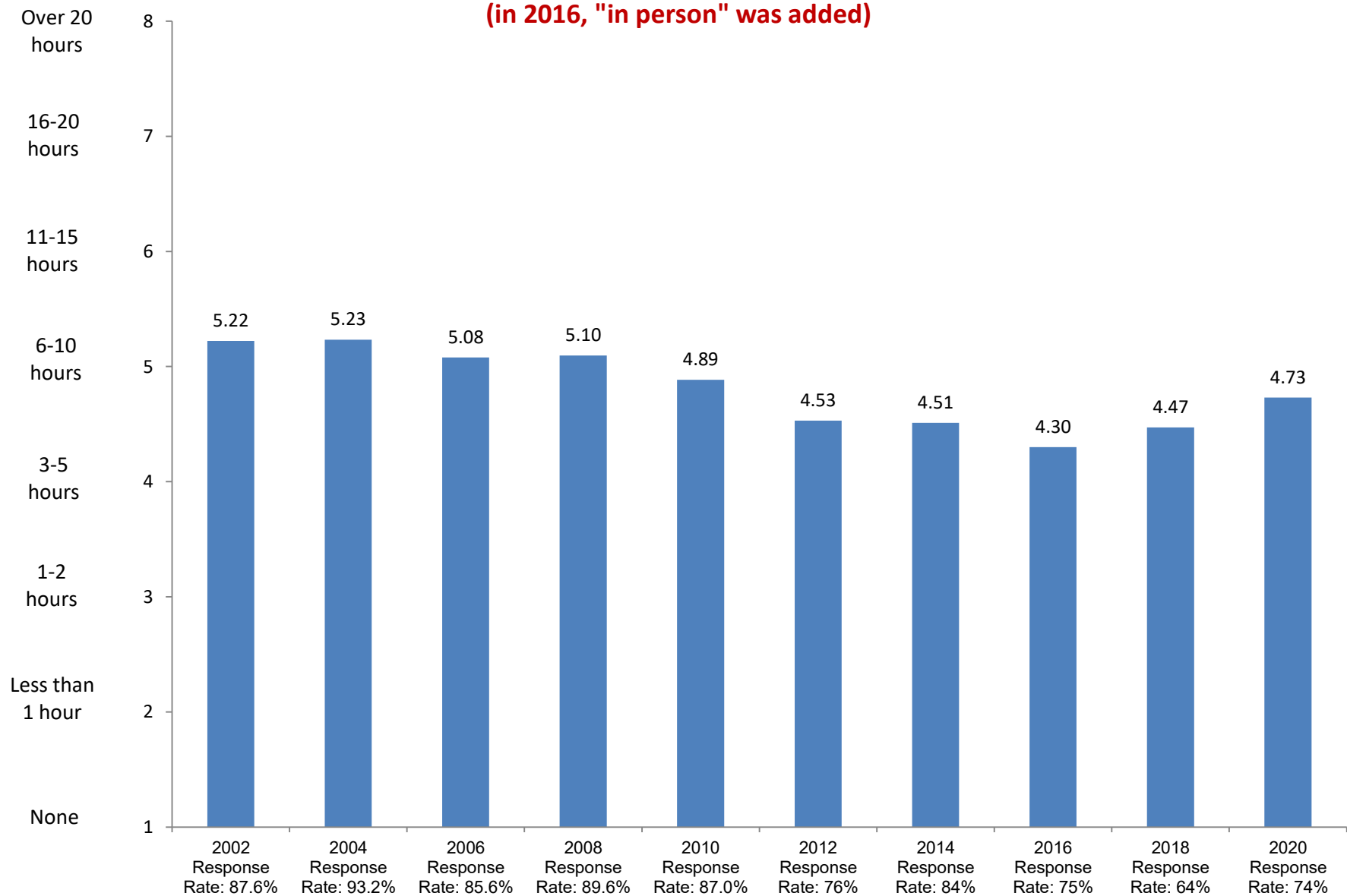
## Studying/homework

	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%



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

## Socializing with friends in person (in 2016, "in person" was added)



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?

## Socializing with friends in person

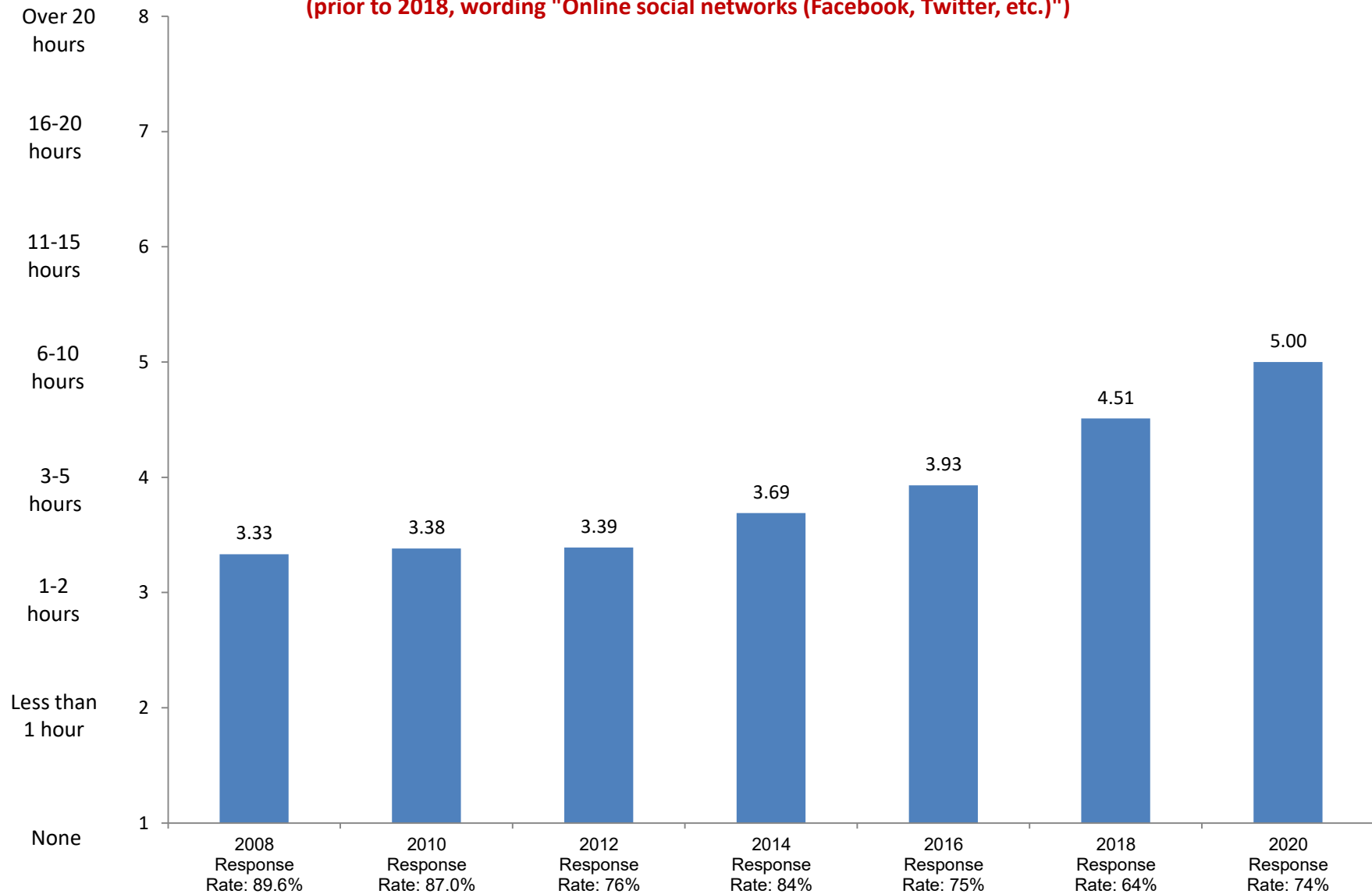
	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	1%	0.3%	1%	0.2%	3%	2%	0.7%	0.4%	2%	0.5%	3%	1%	2%	0.4%	3%	1%
< 1 hour	n/a	n/a	3%	1%	5%	1%	14%	9%	8%	2%	5%	3%	7%	3%	5%	2%	3%	3%
1 -2 hours	n/a	n/a	11%	6%	13%	6%	26%	20%	17%	9%	19%	11%	21%	11%	16%	8%	13%	11%
0 – 2 hours	15%	7%	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 hours	23%	15%	25%	17%	23%	19%	27%	28%	30%	23%	31%	26%	29%	26%	26%	24%	26%	26%
6 – 20 hours	47%	57%	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 hours	n/a	n/a	26%	25%	23%	25%	16%	22%	19%	27%	21%	27%	22%	27%	31%	29%	26%	27%
11 – 15 hours	n/a	n/a	11%	19%	11%	19%	7%	11%	14%	17%	11%	15%	9%	15%	12%	19%	15%	16%
16 – 20 hours	n/a	n/a	9%	12%	9%	13%	5%	5%	6%	9%	5%	8%	5%	8%	2%	9%	8%	8%
Over 20 hours	16%	21%	14%	19%	16%	18%	2%	4%	6%	12%	7%	9%	6%	9%	6%	10%	6%	8%

*"In person" added in 2016.*

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

## Using social media

(prior to 2018, wording "Online social networks (Facebook, Twitter, etc.)")



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.

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

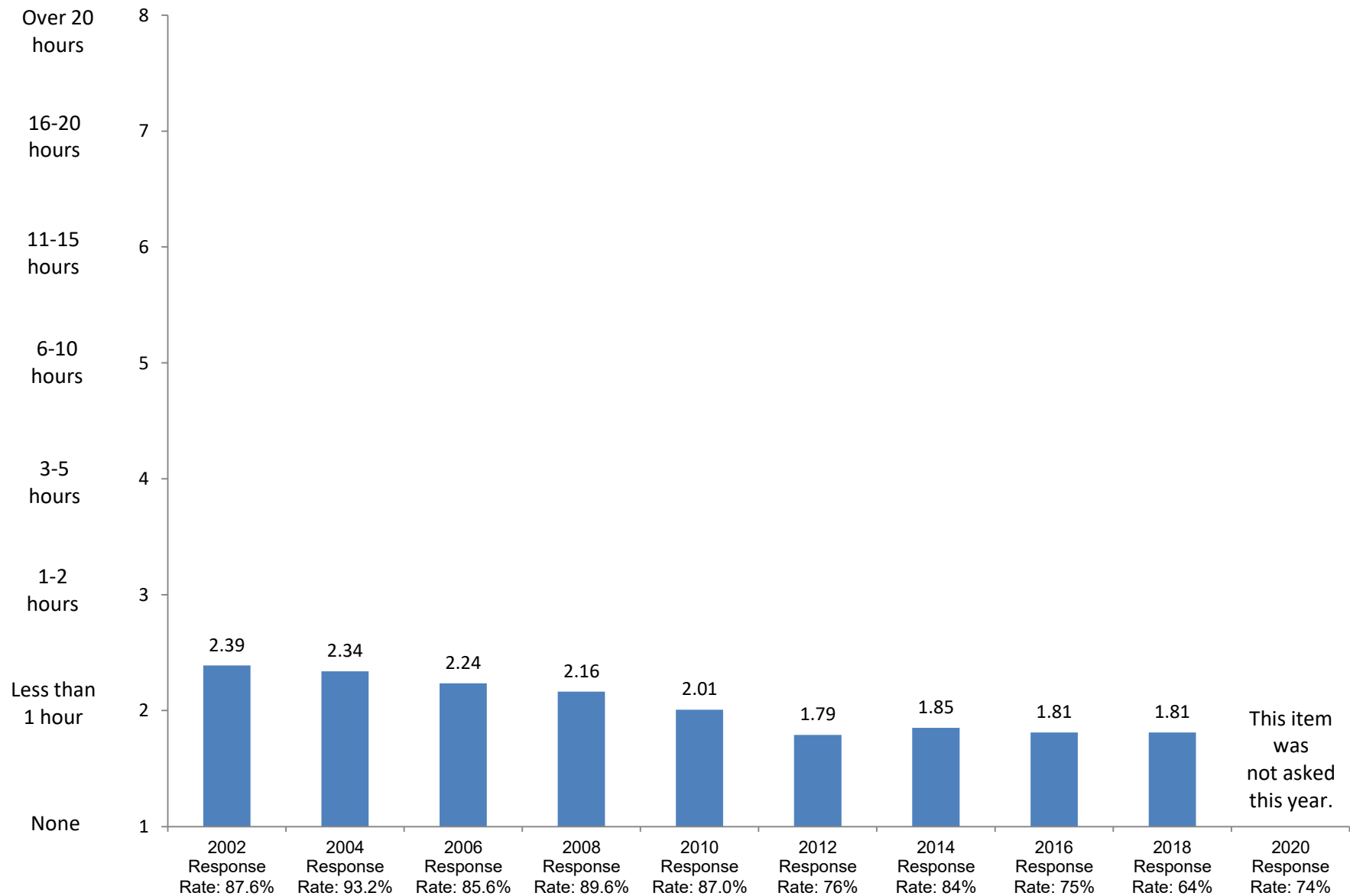
## Using social media

	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
None	18%	10%	10%	6%	9%	6%	8%	6%	8%	4%	5%	2%	3%	3%
< 1 hour	13%	17%	17%	15%	20%	19%	18%	18%	10%	8%	5%	5%	5%	5%
1 -2 hours	23%	26%	23%	26%	28%	27%	29%	26%	25%	21%	18%	14%	8%	14%
3 -5 hours	24%	25%	29%	27%	22%	23%	19%	24%	26%	28%	22%	27%	25%	27%
6 - 10 hours	11%	12%	12%	14%	11%	13%	12%	13%	17%	19%	22%	25%	20%	26%
11 - 15 hours	6%	5%	5%	6%	4%	6%	6%	6%	6%	9%	12%	14%	22%	14%
16 - 20 hours	3%	3%	1%	3%	3%	3%	3%	3%	4%	5%	7%	8%	7%	7%
Over 20 hours	3%	4%	3%	3%	4%	3%	6%	4%	6%	6%	10%	6%	11%	6%

*Item added in 2008. In 2020, (Facebook, Twitter, etc) was removed from question.*

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

## Partying



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

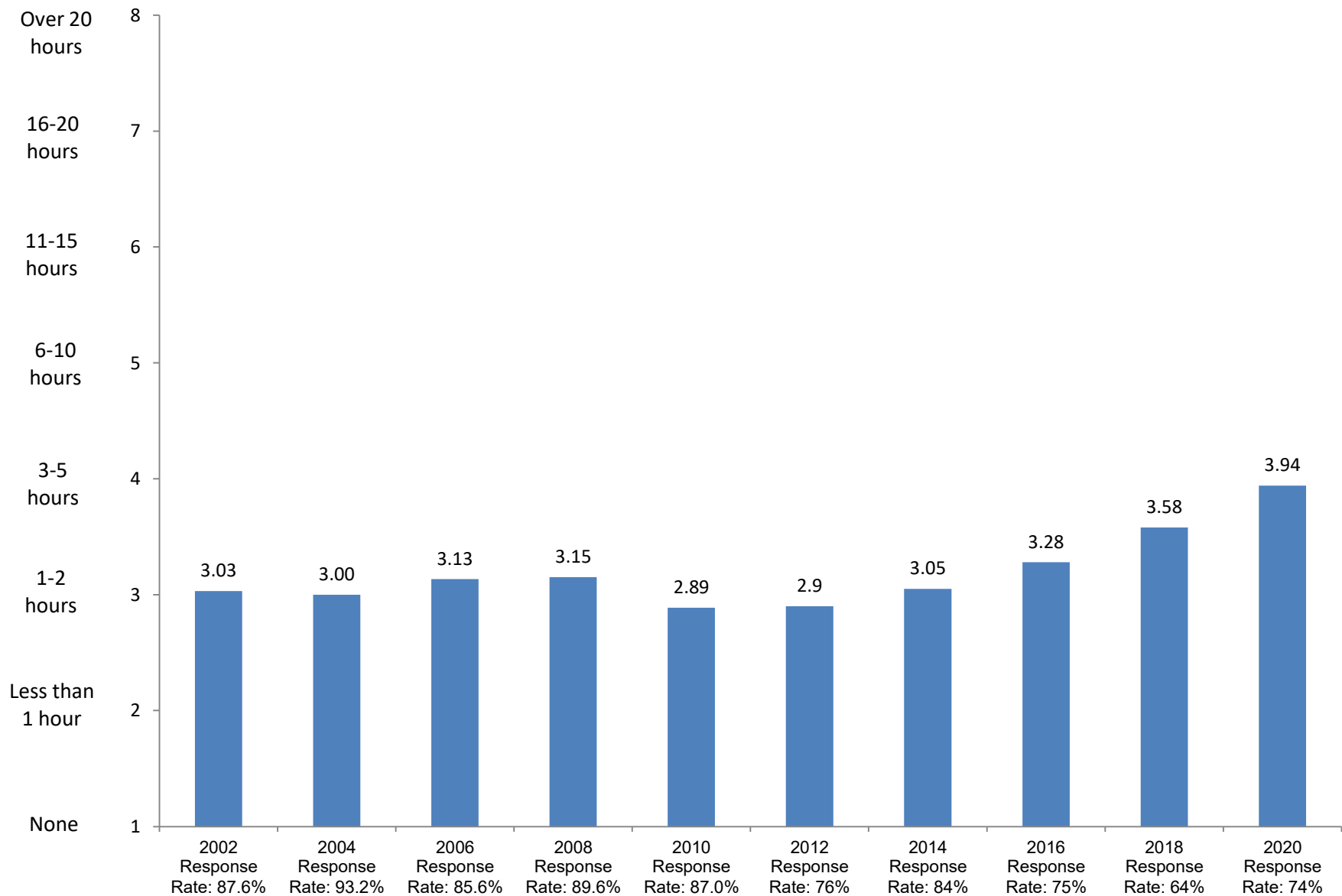
During your last year in high school, how much time did you spend during a typical week doing the following activities?

## Partying

	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	49%	26%	53%	25%	55%	34%	65%	39%	60%	47%	59%	41%	60%	36%	Not asked.	
< 1 hour	n/a	n/a	13%	13%	19%	14%	16%	15%	13%	17%	15%	16%	17%	17%	17%	19%		
1 -2 hours	n/a	n/a	17%	16%	10%	17%	13%	17%	9%	16%	13%	16%	13%	17%	14%	20%		
0 – 2 hours	77%	50%	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 hours	12%	12%	12%	20%	10%	21%	11%	17%	8%	15%	8%	13%	7%	14%	4%	16%		
6 – 20 hours	9%	26%	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 hours	n/a	n/a	4%	14%	5%	13%	3%	10%	3%	8%	3%	6%	3%	7%	4%	7%		
11 – 15 hours	n/a	n/a	1%	6%	1%	5%	1%	4%	1%	3%	1%	2%	1%	2%	0.4%	2%		
16 – 20 hours	n/a	n/a	1%	3%	1%	3%	1%	2%	1%	1%	0%	0.5%	1%	1%	0.0%	0.9%		
Over 20 hours	2%	4%	2%	3%	2%	2%	1%	2%	1%	1%	0.3%	0.5%	0.3%	1%	0.8%	0.4%		

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

## Participating in student clubs/groups



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?

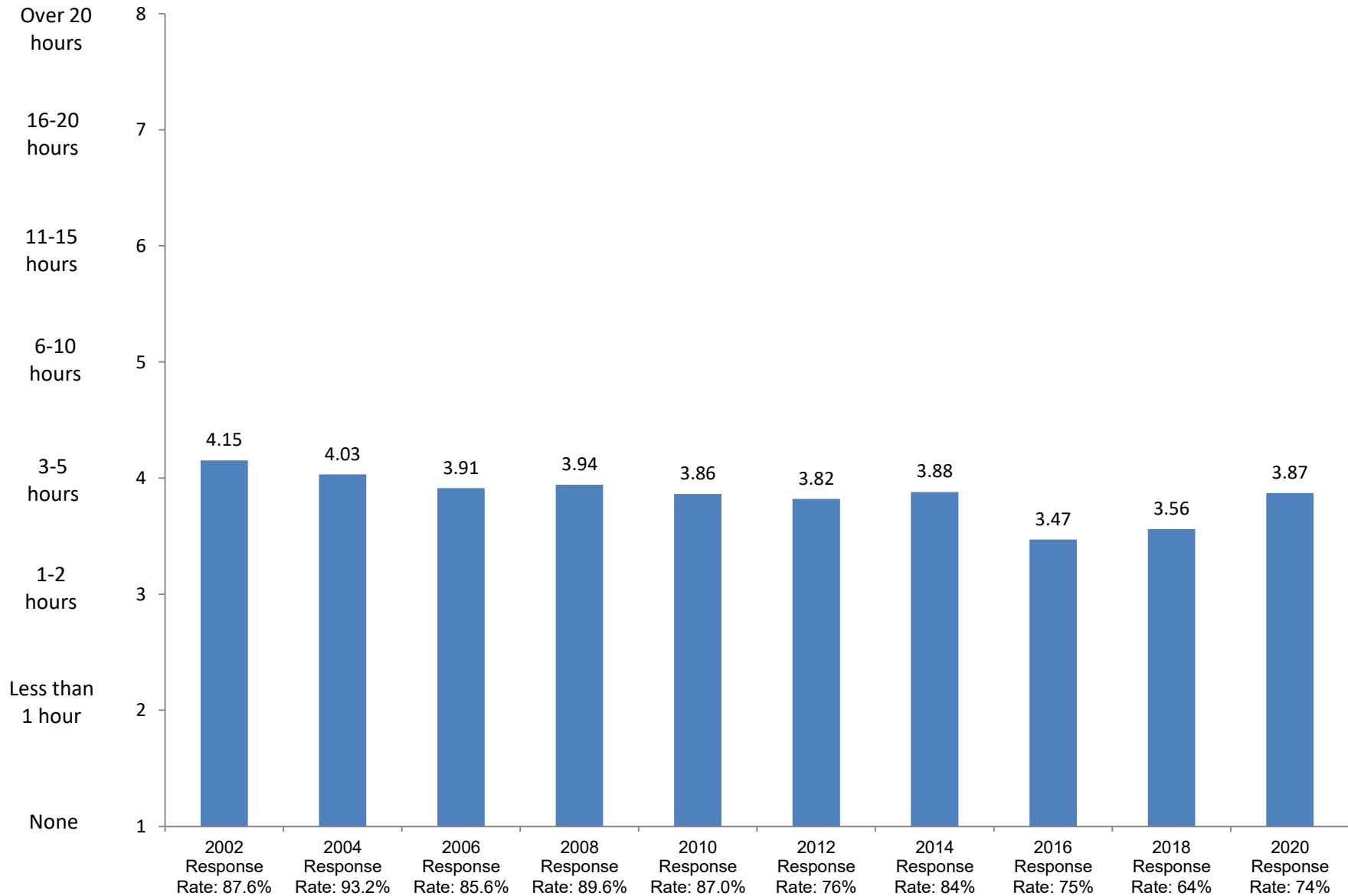
## Participating in student clubs/groups

	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	19%	30%	20%	31%	26%	25%	26%	27%	24%	28%	19%	18%	17%	11%	16%	12%
< 1 hour	n/a	n/a	16%	15%	13%	14%	15%	14%	16%	16%	14%	13%	11%	11%	10%	10%	3%	10%
1 -2 hours	n/a	n/a	28%	25%	28%	24%	28%	26%	27%	26%	26%	26%	26%	24%	20%	24%	18%	25%
0 – 2 hours	65%	69%	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 hours	18%	17%	17%	17%	20%	17%	13%	19%	18%	17%	18%	17%	21%	22%	21%	25%	29%	25%
6 – 20 hours	15%	13%	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 hours	n/a	n/a	13%	8%	11%	7%	8%	9%	6%	8%	11%	8%	12%	12%	17%	15%	16%	14%
11 – 15 hours	n/a	n/a	4%	3%	3%	3%	6%	4%	4%	3%	4%	4%	6%	6%	8%	8%	7%	7%
16 – 20 hours	n/a	n/a	1%	2%	2%	2%	0.3%	2%	2%	1%	0.3%	2%	2%	3%	3%	4%	3%	4%
Over 20 hours	2%	2%	2%	2%	3%	3%	3%	2%	3%	2%	3%	2%	2%	3%	4%	4%	8%	2%



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

## Exercising/sports



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

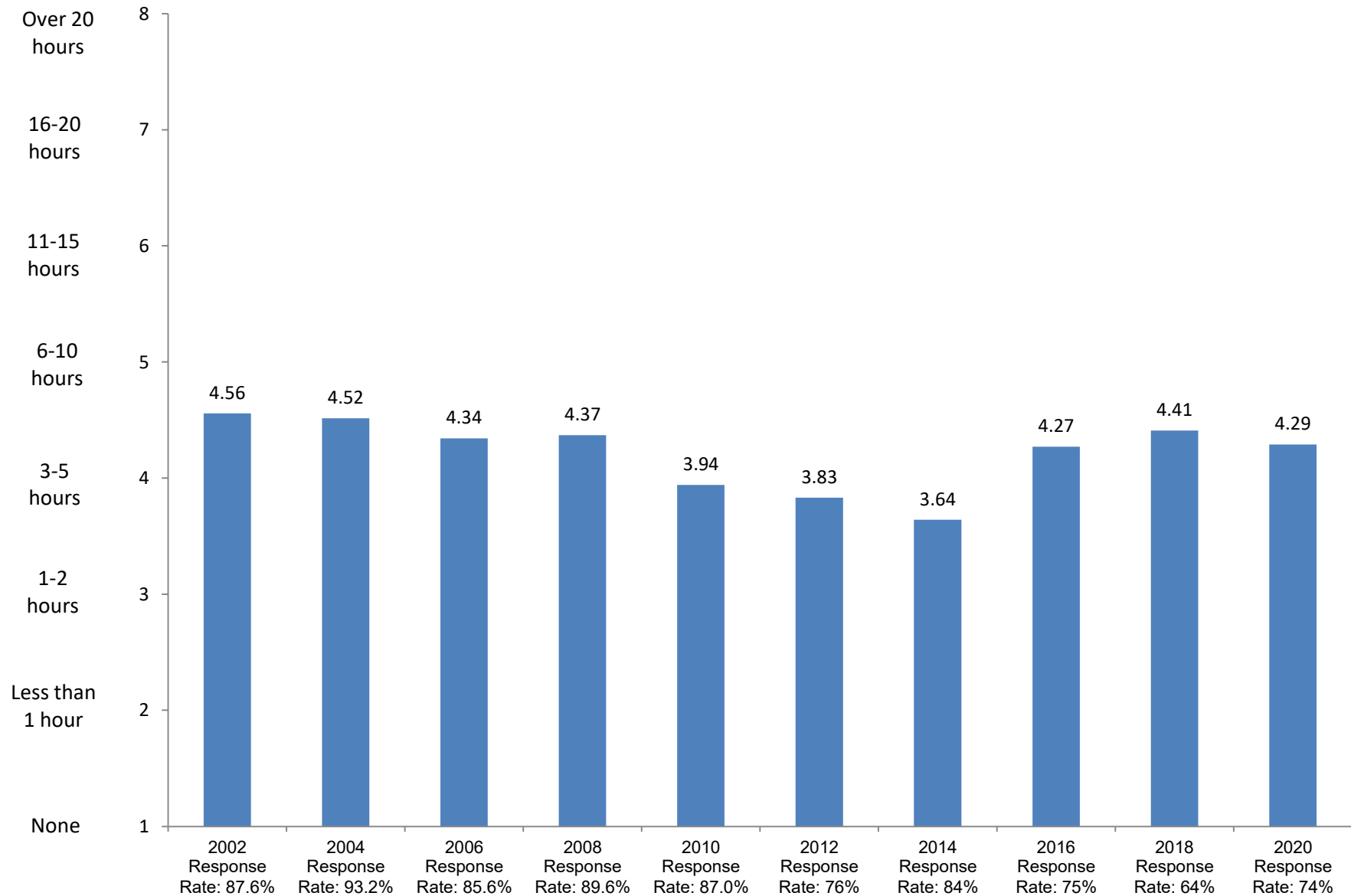
During your last year in high school, how much time did you spend during a typical week doing the following activities?

## Exercising/sports

	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	9%	5%	9%	6%	12%	4%	9%	6%	11%	6%	19%	9%	19%	6%	20%	7%
< 1 hour	n/a	n/a	17%	10%	16%	9%	14%	8%	16%	8%	18%	10%	14%	8%	19%	6%	9%	8%
1 -2 hours	n/a	n/a	19%	15%	18%	15%	19%	14%	23%	13%	19%	14%	22%	13%	17%	13%	16%	12%
0 – 2 hours	46%	28%	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 hours	12%	18%	21%	19%	21%	20%	20%	17%	20%	16%	20%	17%	17%	16%	21%	18%	18%	17%
6 – 20 hours	34%	42%	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 hours	n/a	n/a	15%	19%	14%	17%	14%	17%	13%	19%	13%	18%	8%	18%	14%	20%	16%	20%
11 – 15 hours	n/a	n/a	11%	13%	9%	14%	7%	16%	12%	16%	9%	14%	10%	15%	5%	16%	7%	16%
16 – 20 hours	n/a	n/a	4%	9%	5%	9%	5%	11%	4%	11%	5%	9%	6%	9%	5%	10%	5%	11%
Over 20 hours	7%	13%	5%	11%	7%	12%	9%	13%	4%	13%	7%	12%	4%	12%	6%	12%	10%	10%

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

## Working (for pay)



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

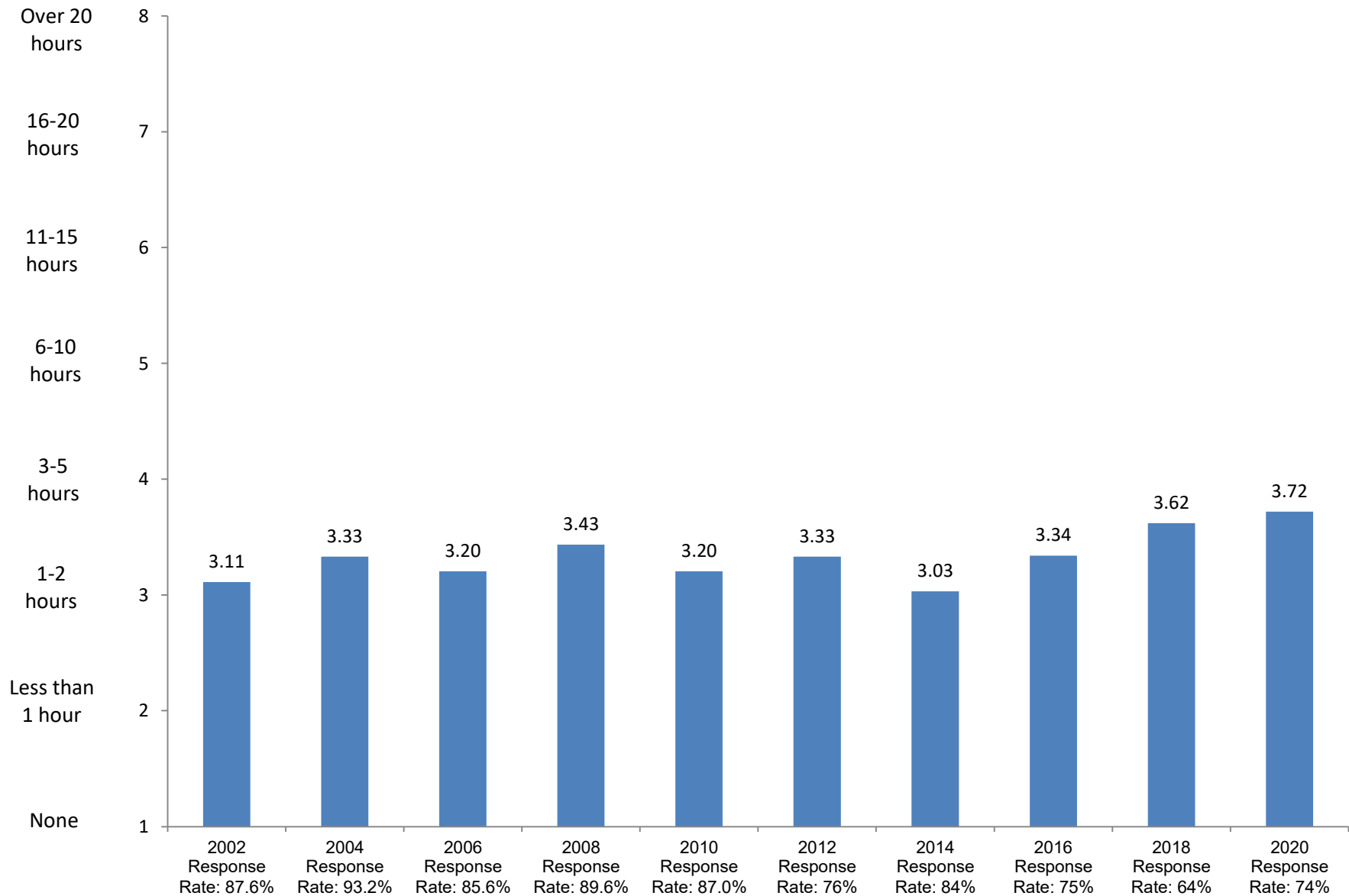
During your last year in high school, how much time did you spend during a typical week doing the following activities?

**Working (for pay)**

	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	34%	25%	33%	27%	43%	40%	41%	40%	46%	42%	38%	36%	31%	43%	35%	45%
< 1 hour	n/a	n/a	3%	3%	3%	3%	2%	3%	1%	4%	3%	4%	3%	4%	3%	5%	2%	4%
1 -2 hours	n/a	n/a	2%	4%	4%	4%	3%	5%	5%	5%	5%	5%	3%	5%	4%	7%	5%	7%
0 – 2 hours	40%	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
3 -5 hours	5%	7%	7%	8%	8%	8%	7%	9%	8%	9%	5%	9%	5%	10%	8%	10%	7%	10%
6 – 20 hours	33%	45%	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 hours	n/a	n/a	12%	13%	9%	13%	9%	13%	11%	13%	10%	12%	11%	14%	17%	12%	13%	13%
11 – 15 hours	n/a	n/a	11%	15%	9%	15%	10%	12%	9%	11%	7%	10%	12%	11%	9%	9%	8%	9%
16 – 20 hours	n/a	n/a	12%	16%	10%	16%	12%	10%	8%	9%	10%	9%	8%	8%	8%	7%	10%	6%
Over 20 hours	22%	18%	20%	18%	23%	16%	15%	9%	17%	9%	14%	10%	21%	12%	21%	7%	21%	6%

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

## Performing household/childcare duties



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?

## Performing household/childcare duties

	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	18%	20%	16%	20%	18%	21%	15%	21%	21%	23%	19%	23%	13%	24%	15%	18%
< 1 hour	n/a	n/a	15%	20%	10%	18%	15%	19%	13%	21%	16%	20%	13%	17%	12%	18%	8%	18%
1 -2 hours	n/a	n/a	26%	30%	27%	30%	27%	31%	30%	30%	31%	31%	27%	27%	28%	29%	24%	31%
0 – 2 hours	58%	70%	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 hours	22%	19%	21%	20%	24%	20%	23%	19%	23%	18%	17%	17%	20%	19%	20%	19%	28%	22%
6 – 20 hours	17%	10%	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 hours	n/a	n/a	13%	6%	12%	7%	10%	6%	10%	6%	9%	6%	11%	8%	12%	6%	12%	7%
11 – 15 hours	n/a	n/a	3%	2%	7%	2%	3%	2%	1%	2%	3%	2%	4%	3%	7%	2%	6%	3%
16 – 20 hours	n/a	n/a	2%	1%	3%	1%	2%	1%	4%	1%	0.9%	0.8%	1%	1%	3%	1%	5%	1%
Over 20 hours	4%	1%	2%	1%	2%	1%	3%	1%	3%	1%	3%	1%	5%	2%	5%	1%	4%	1%

# Entering Student Survey



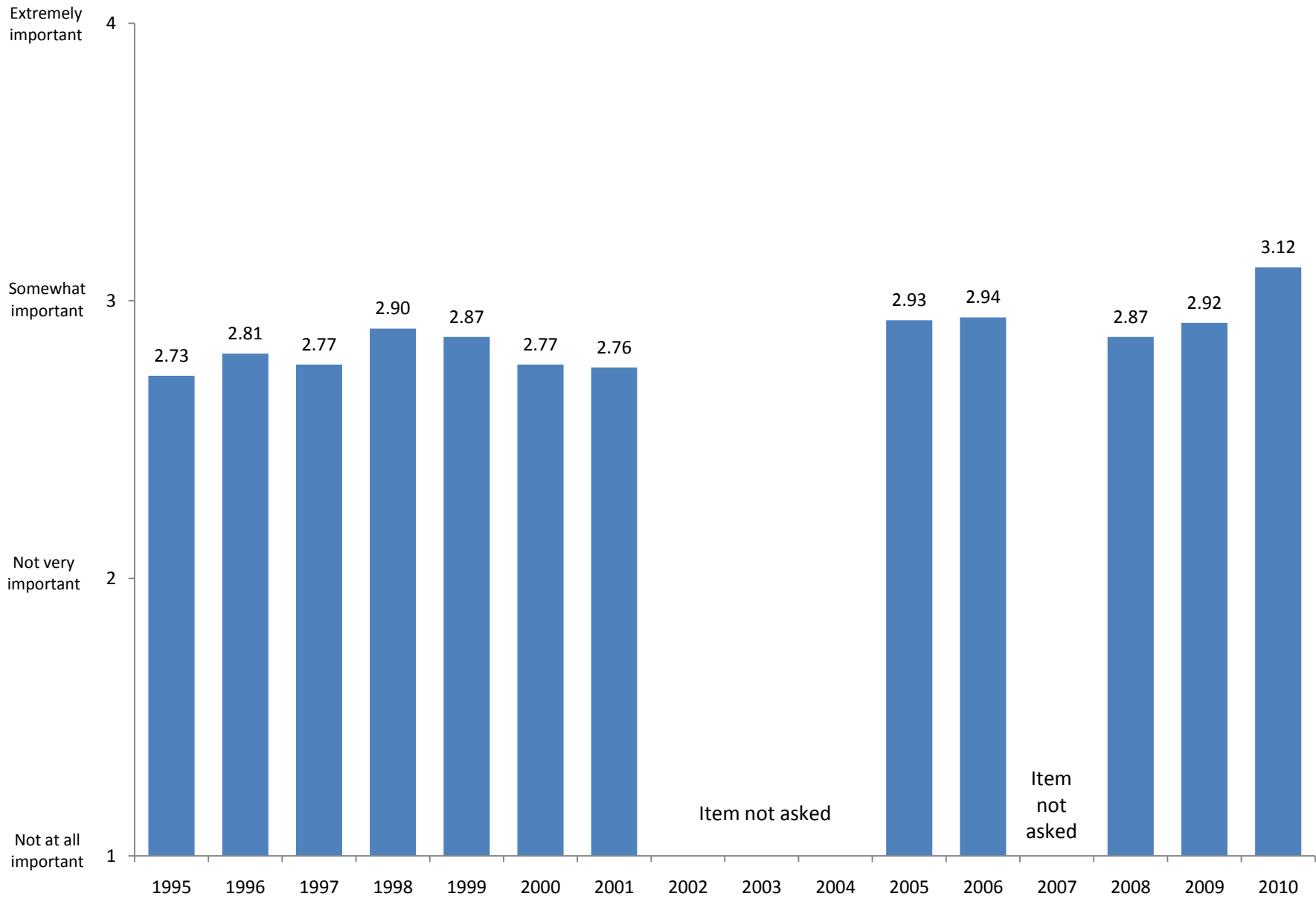
Administered Fall Terms 2011, 2013, and 2015

[Click to see survey instruments](#)

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

Rate the importance to you of each of the following:

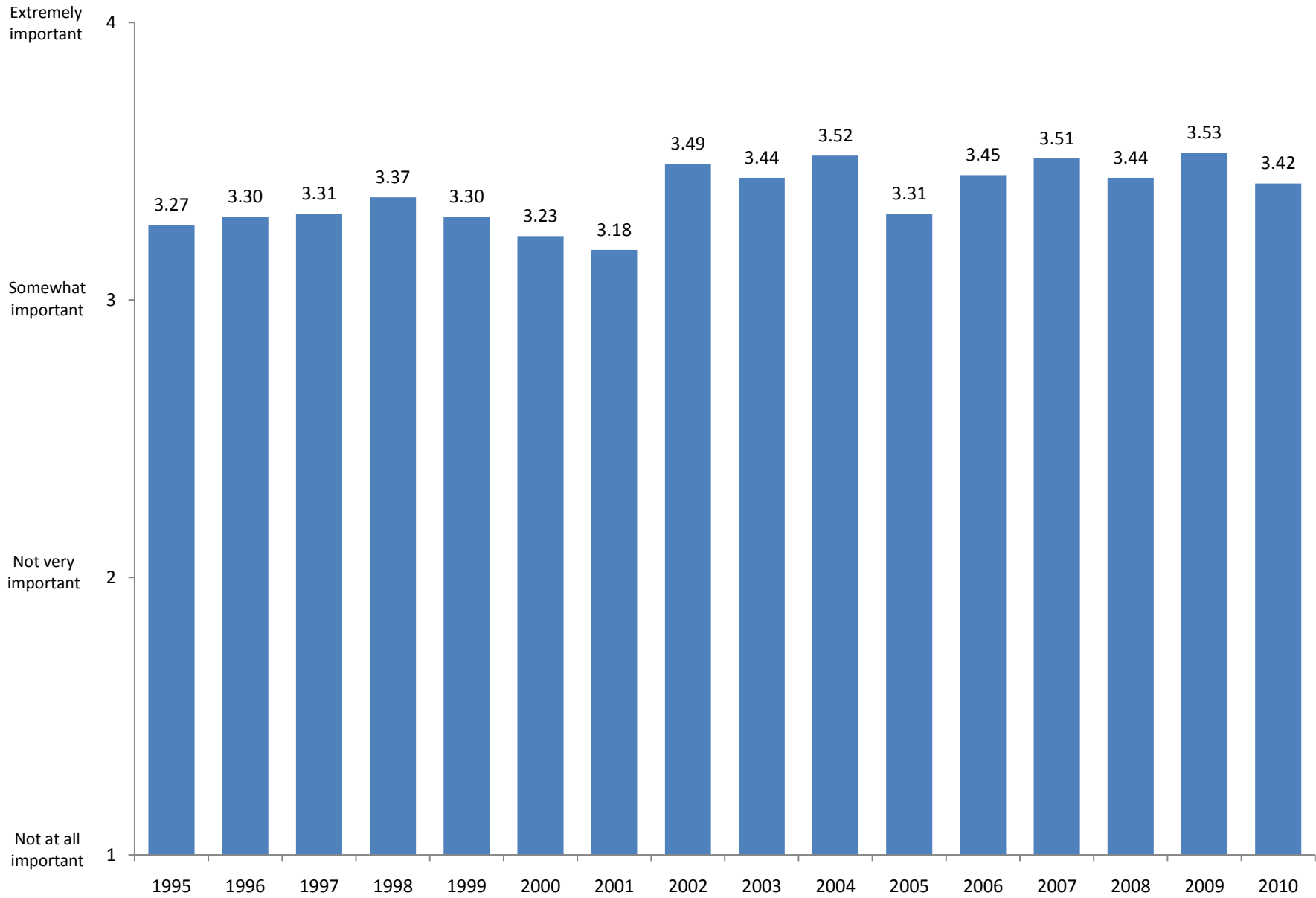
## Learning more about the arts





Rate the importance to you of each of the following:

## Developing a desire for life-long learning



## Fall 2015 Entering Student Survey Report

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

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

### Admissions

Indicate which best describes your application to Berea College:

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

## Fall 2011 Entering Student Survey Report

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

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

### Admissions

Indicate which best describes your application to Berea College:

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

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

*Percent who participated:*

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

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

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

# Higher Education Research Institute (HERI) Faculty Survey



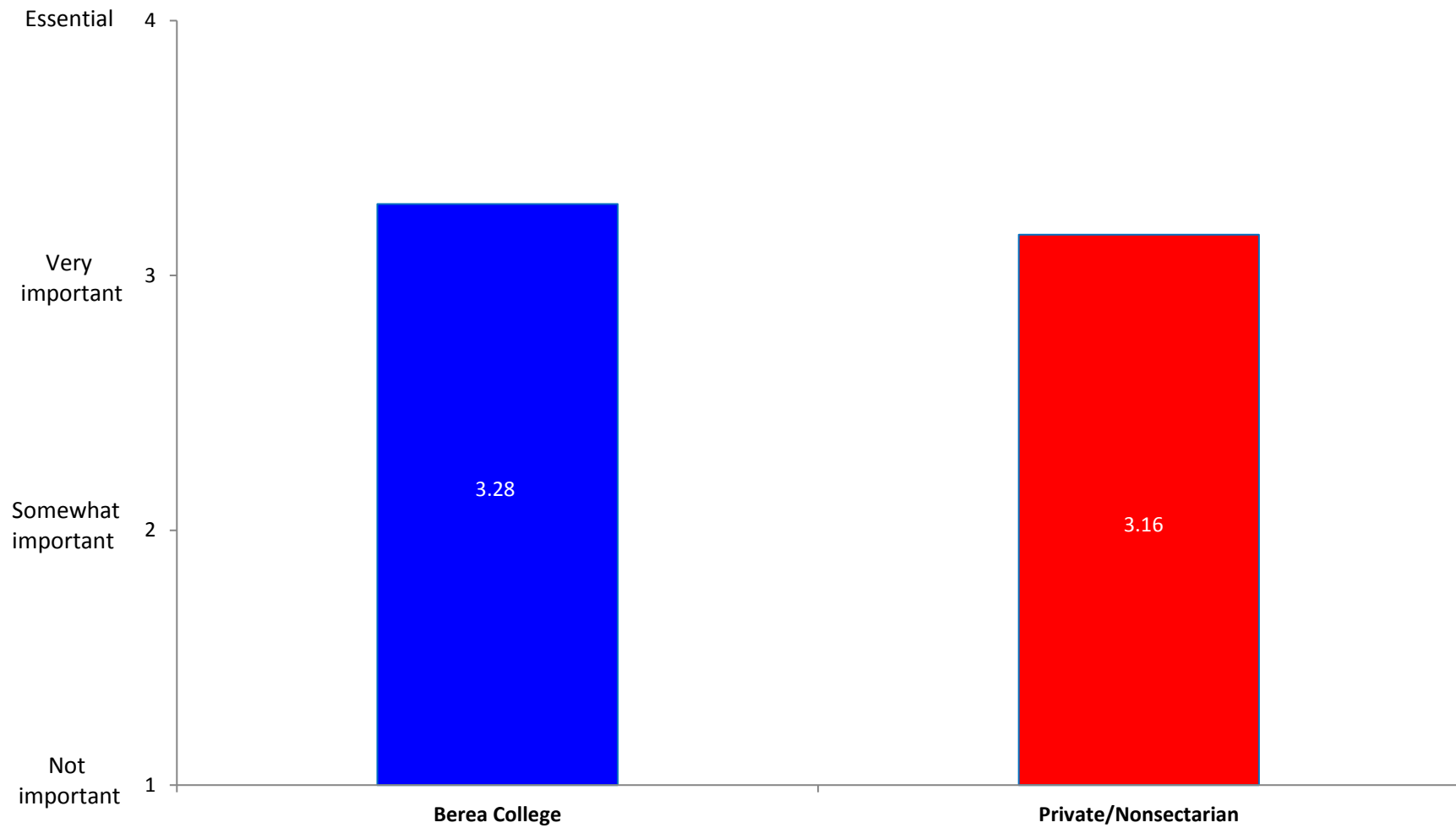
Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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

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

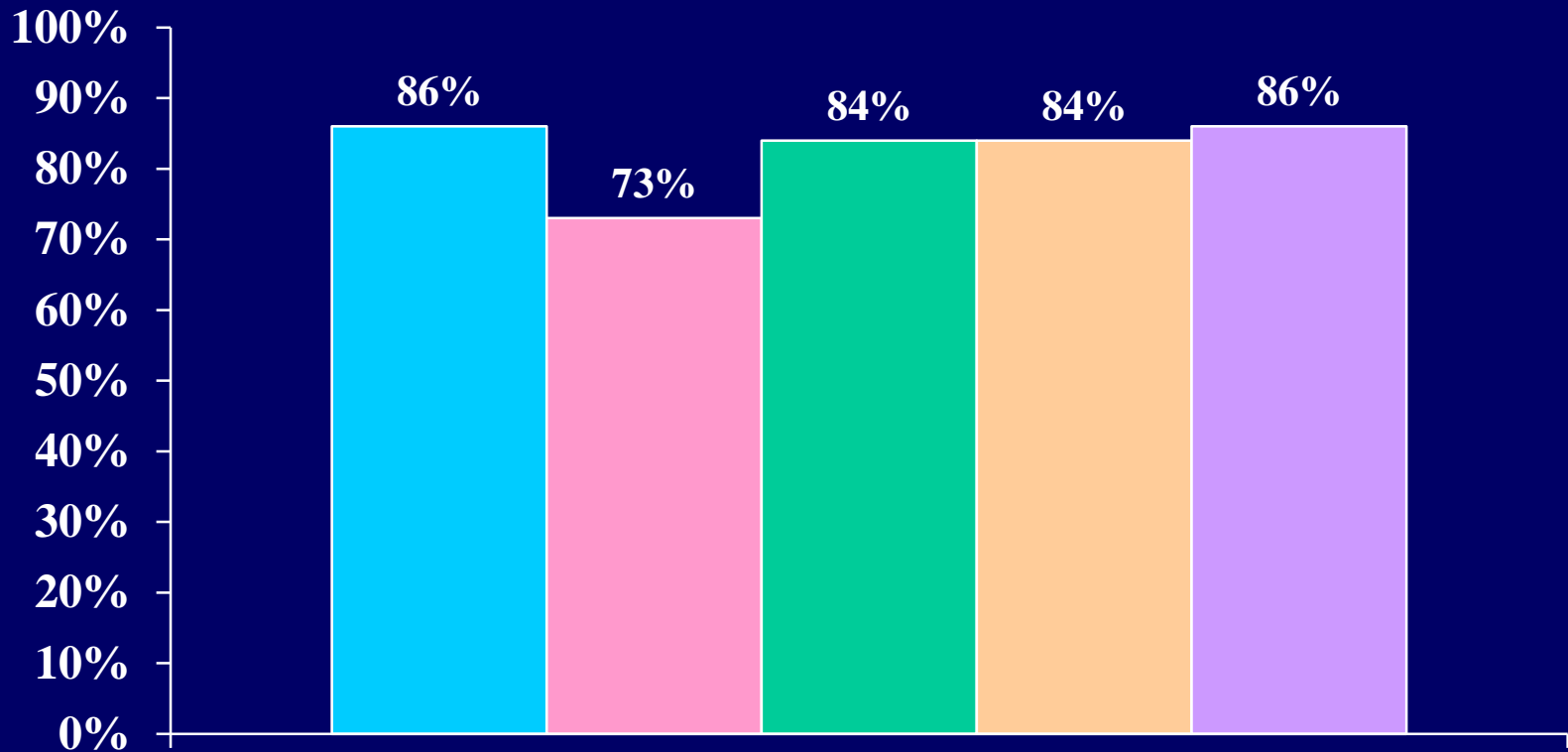
### Prepare students for employment after college



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

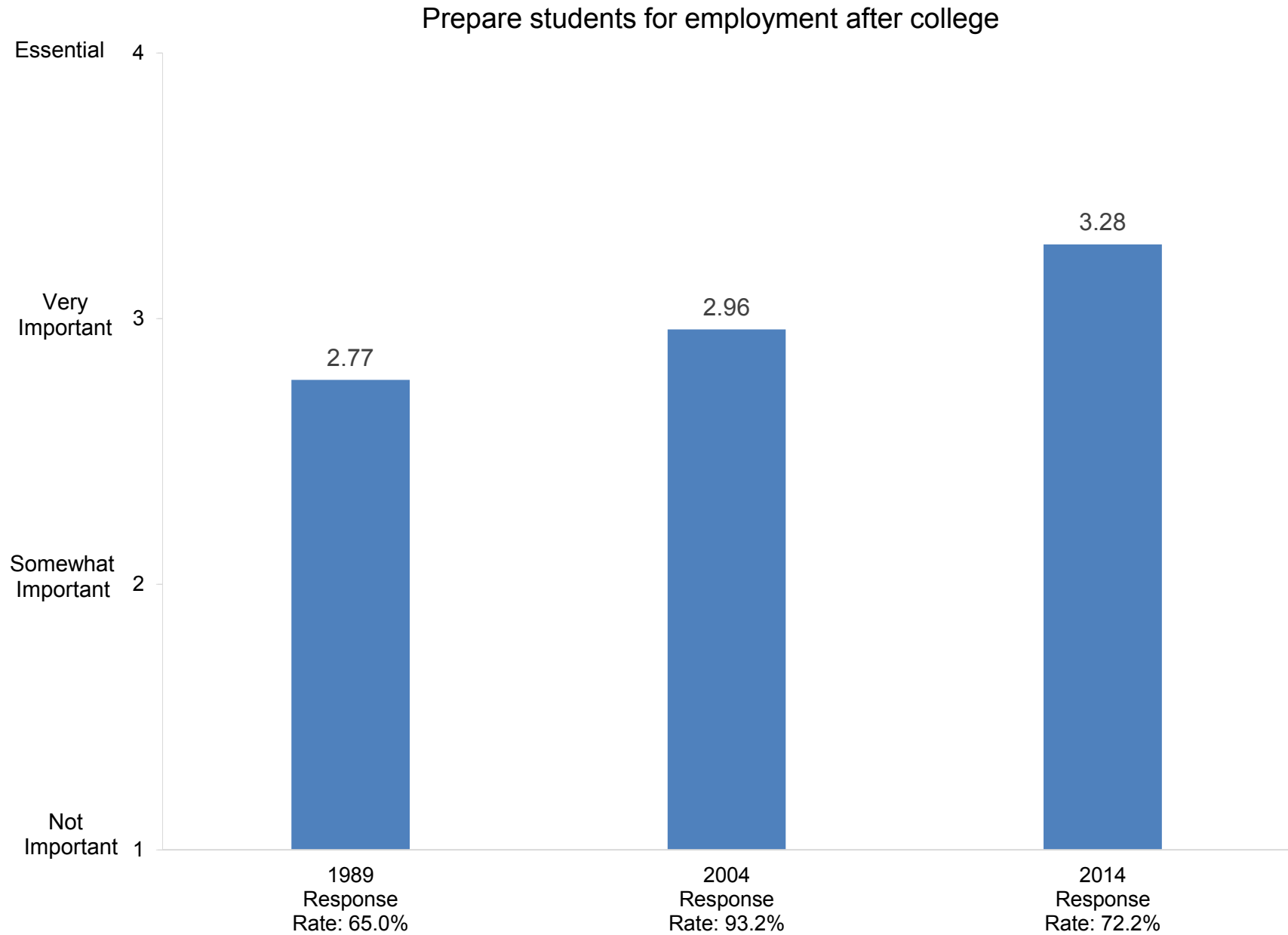
Percent of faculty who indicated “essential” or “very important”

*Prepare students for employment after college*



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

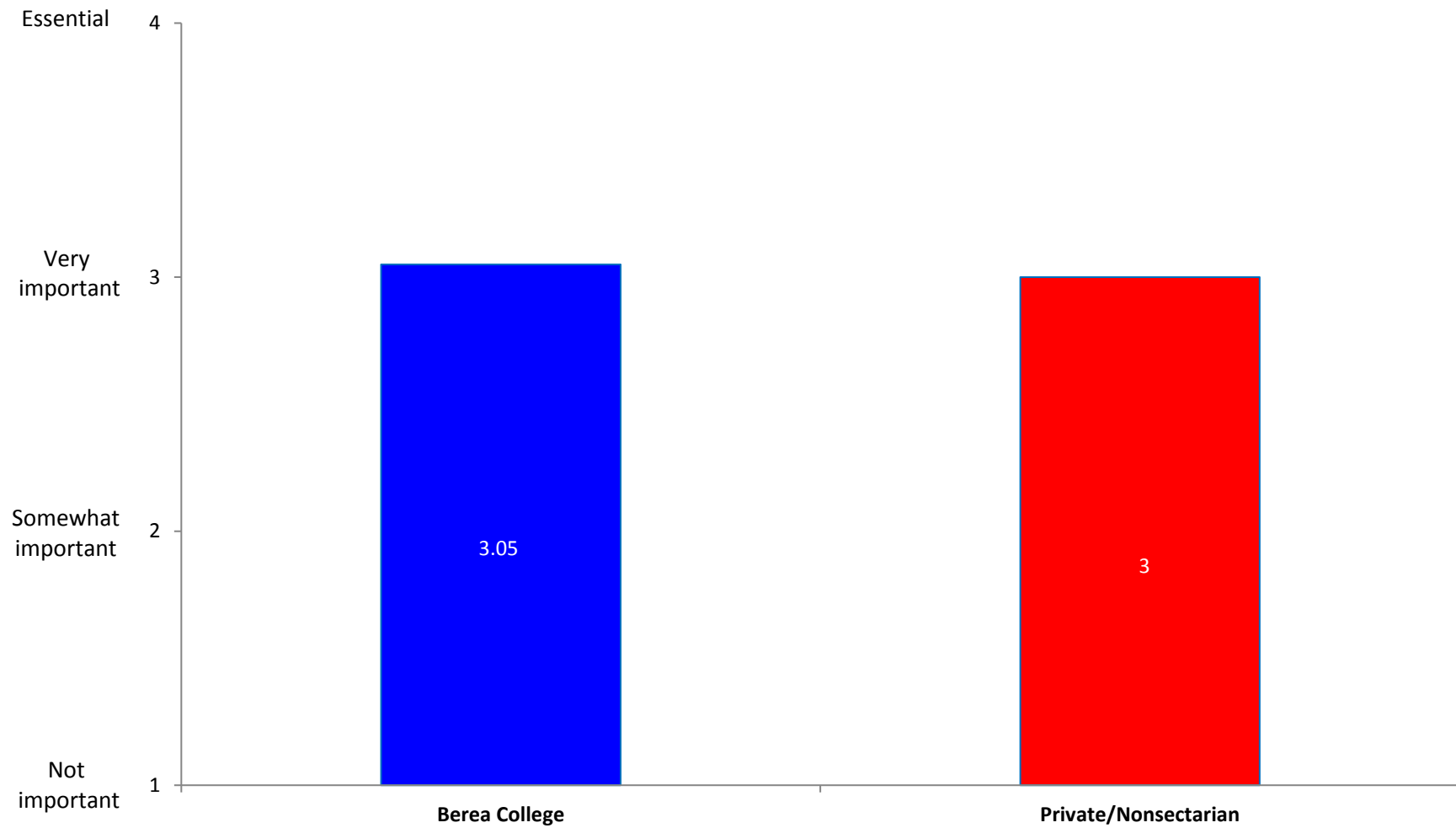
*Indicate the importance to you of each of the following education goals for undergraduate students:*





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

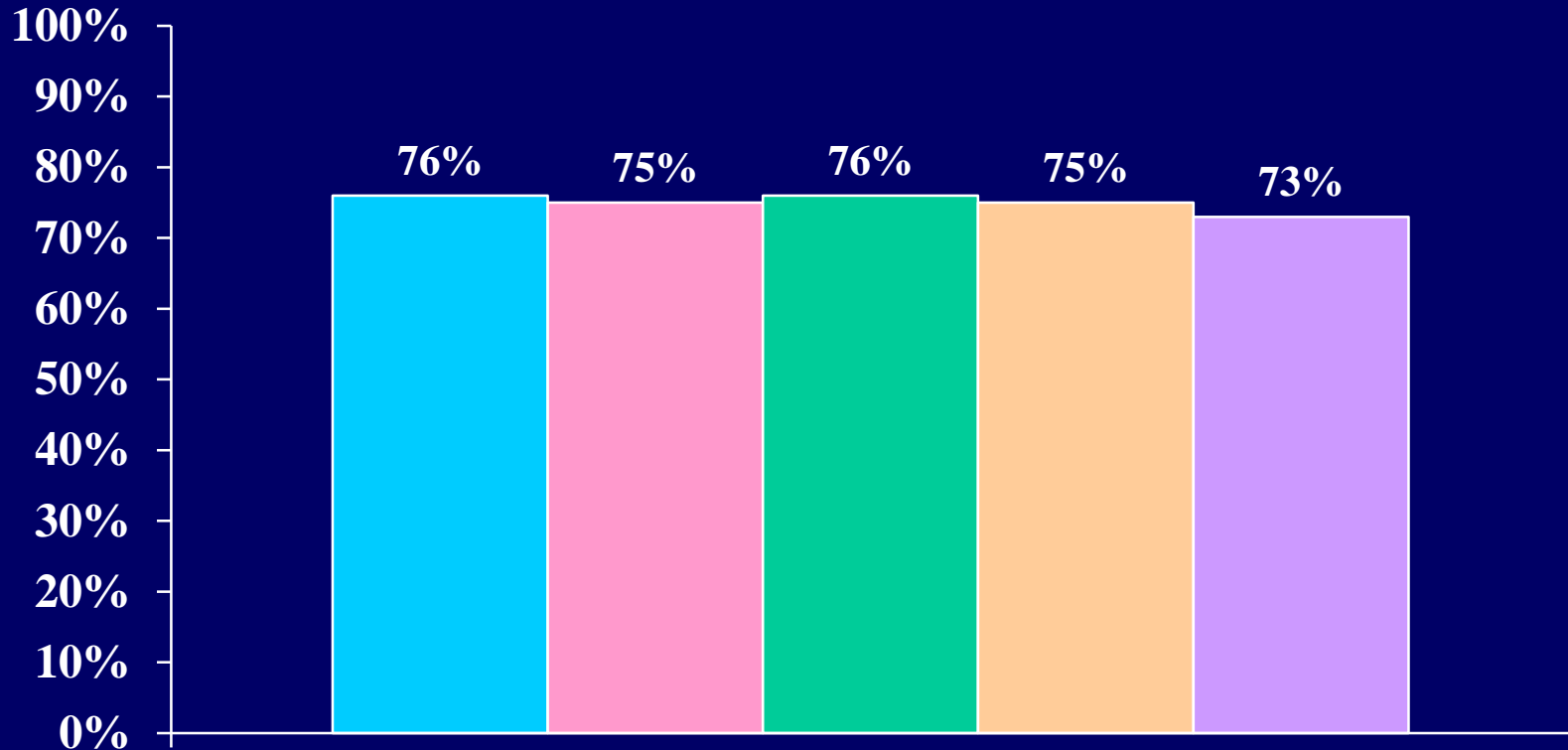
### Prepare students for graduate or advanced education



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

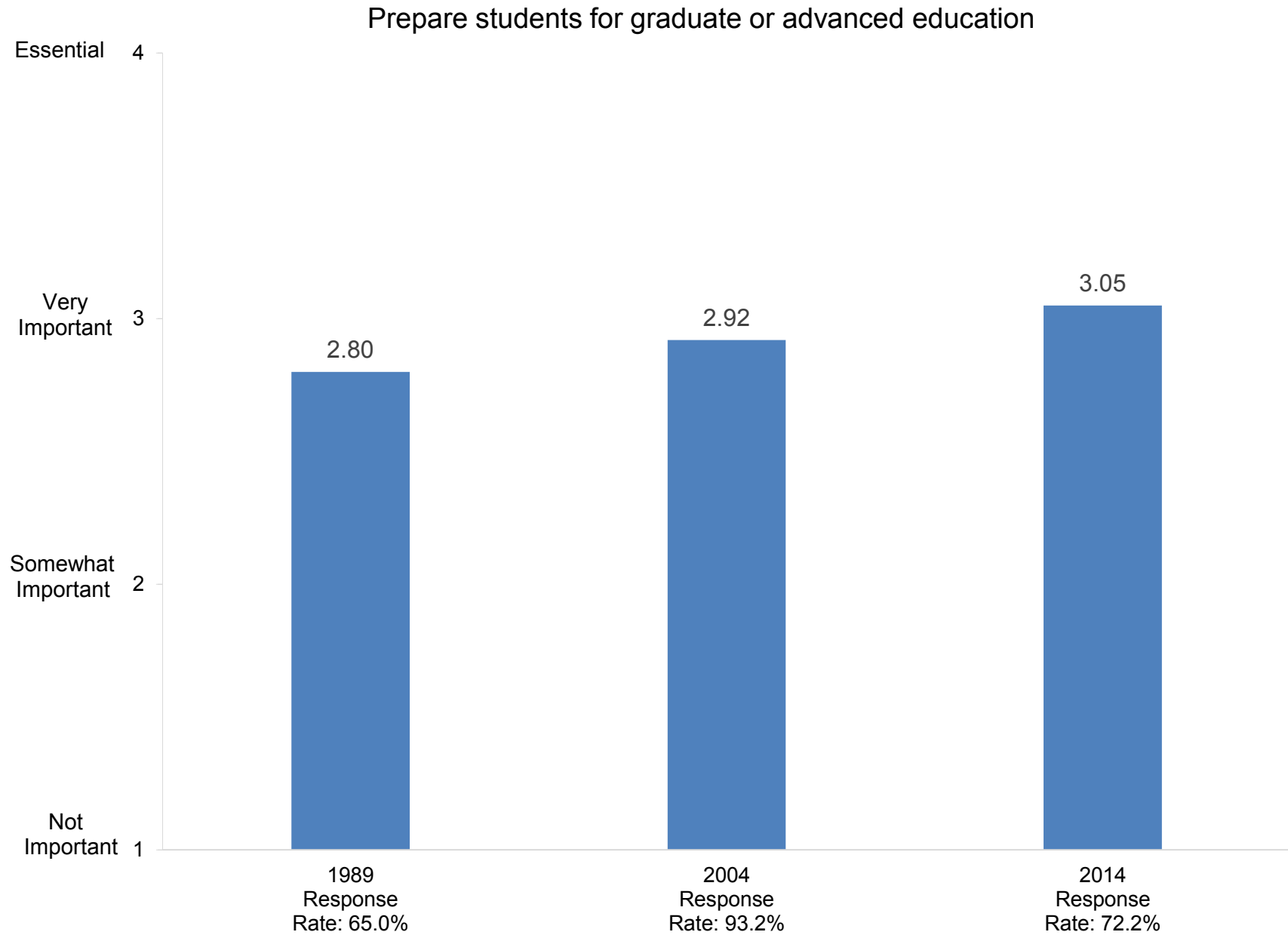
Percent of faculty who indicated “essential” or “very important”

*Prepare students for graduate or advanced education*



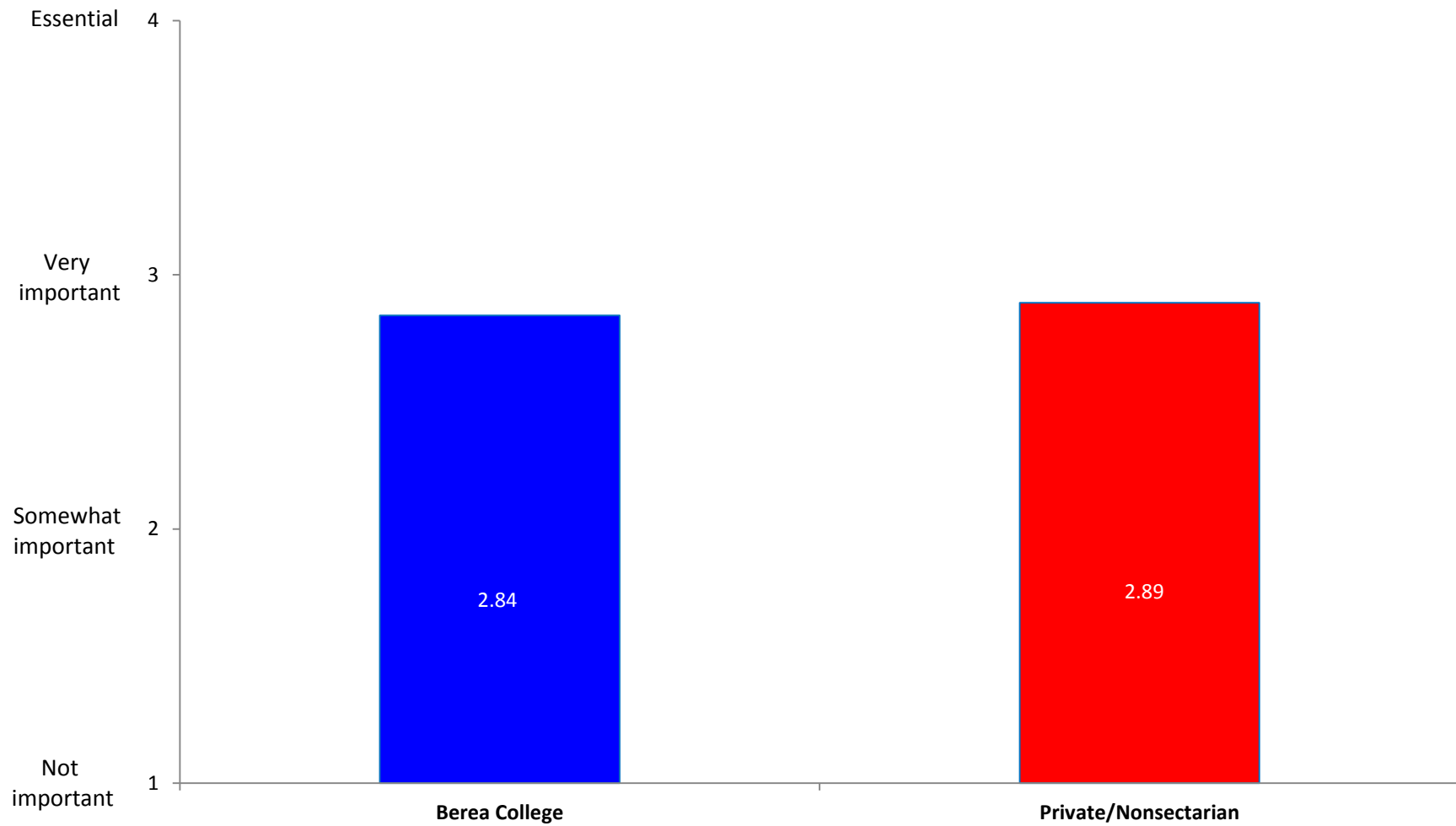
**Higher Education Research Institute (HERI) Faculty Survey**

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



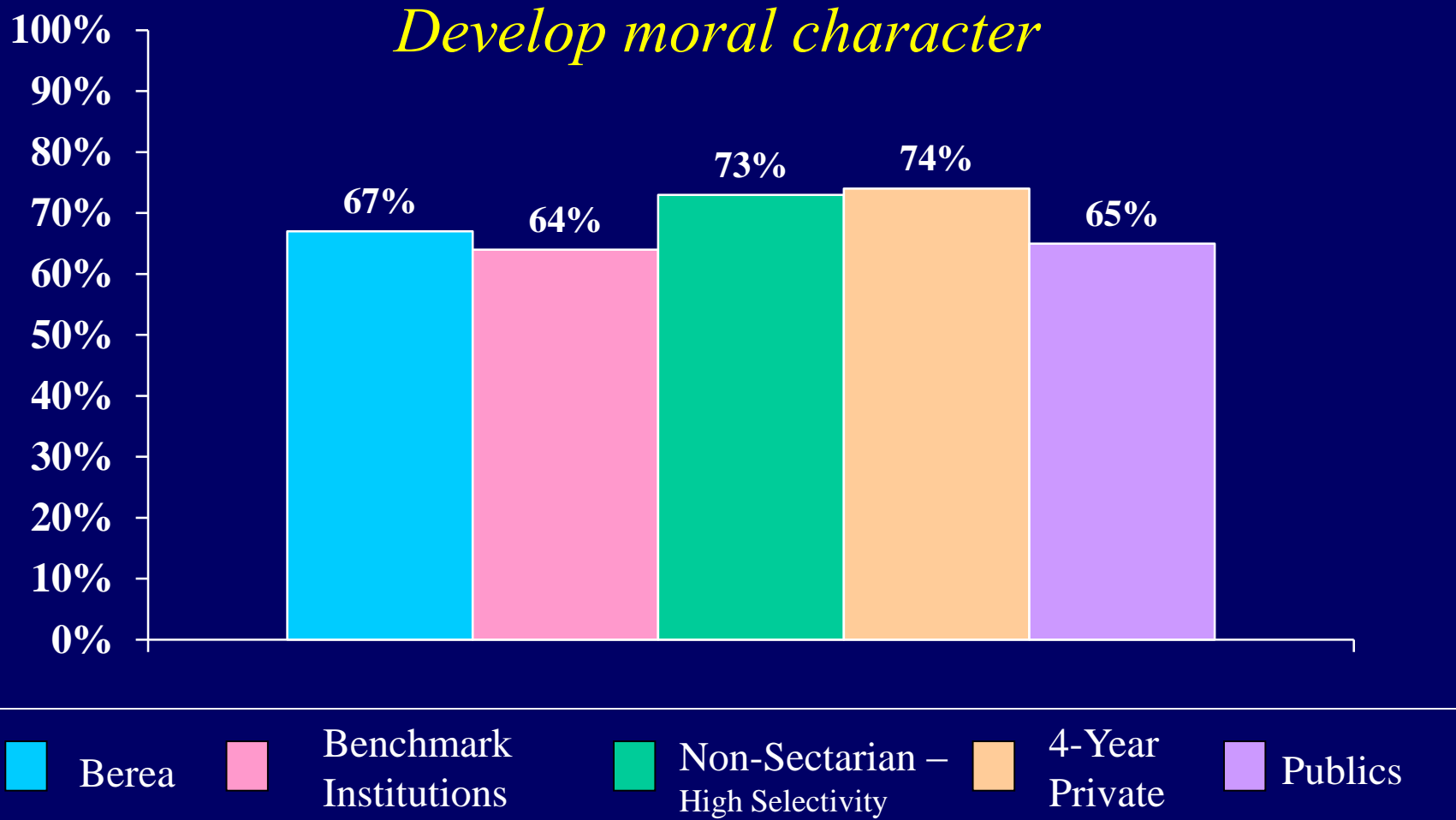
*Indicate the importance to you of the following education goals for students:*

### Develop moral character



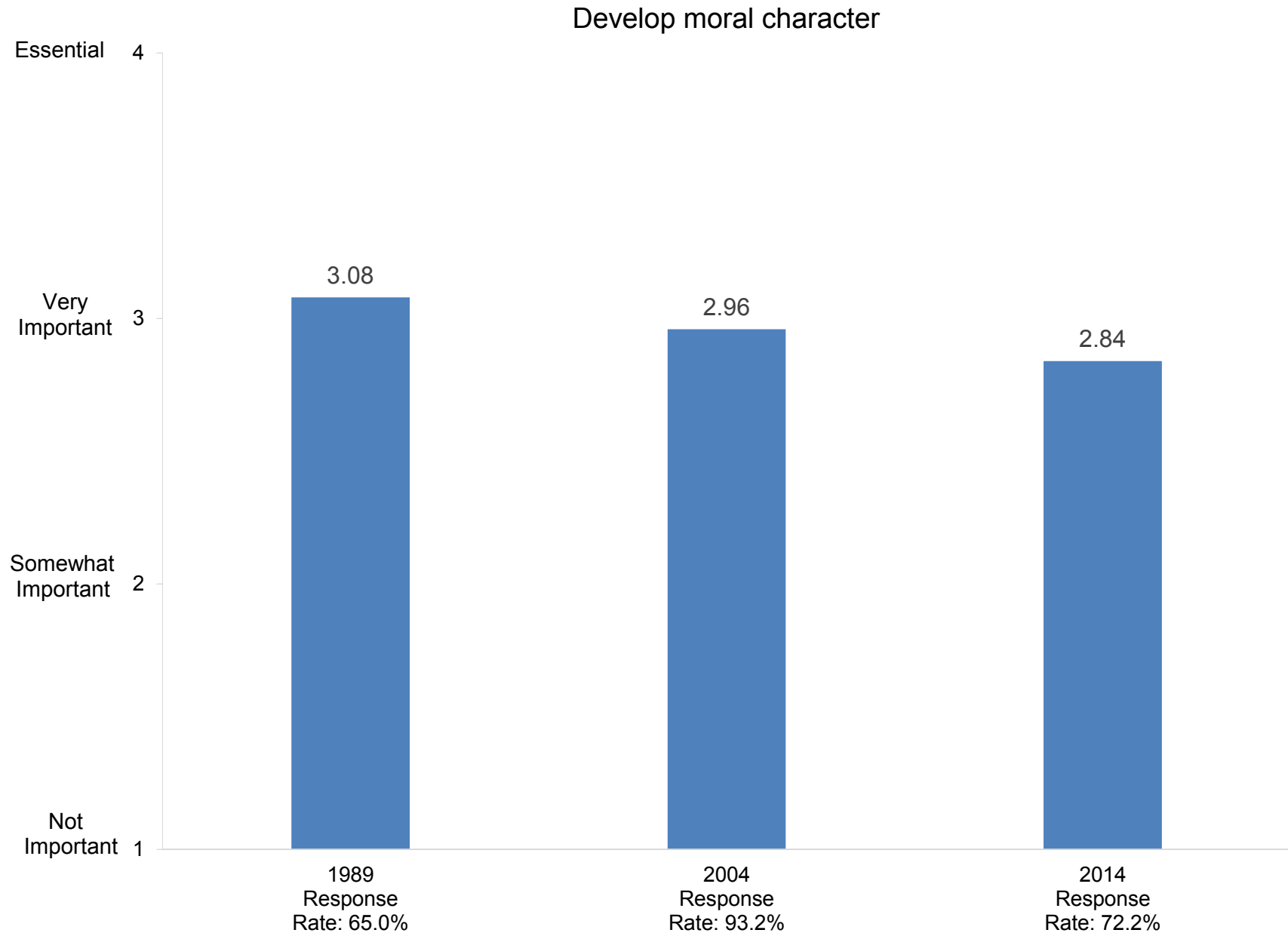
Indicate the importance to you of each of the following education goals  
for undergraduate students:

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



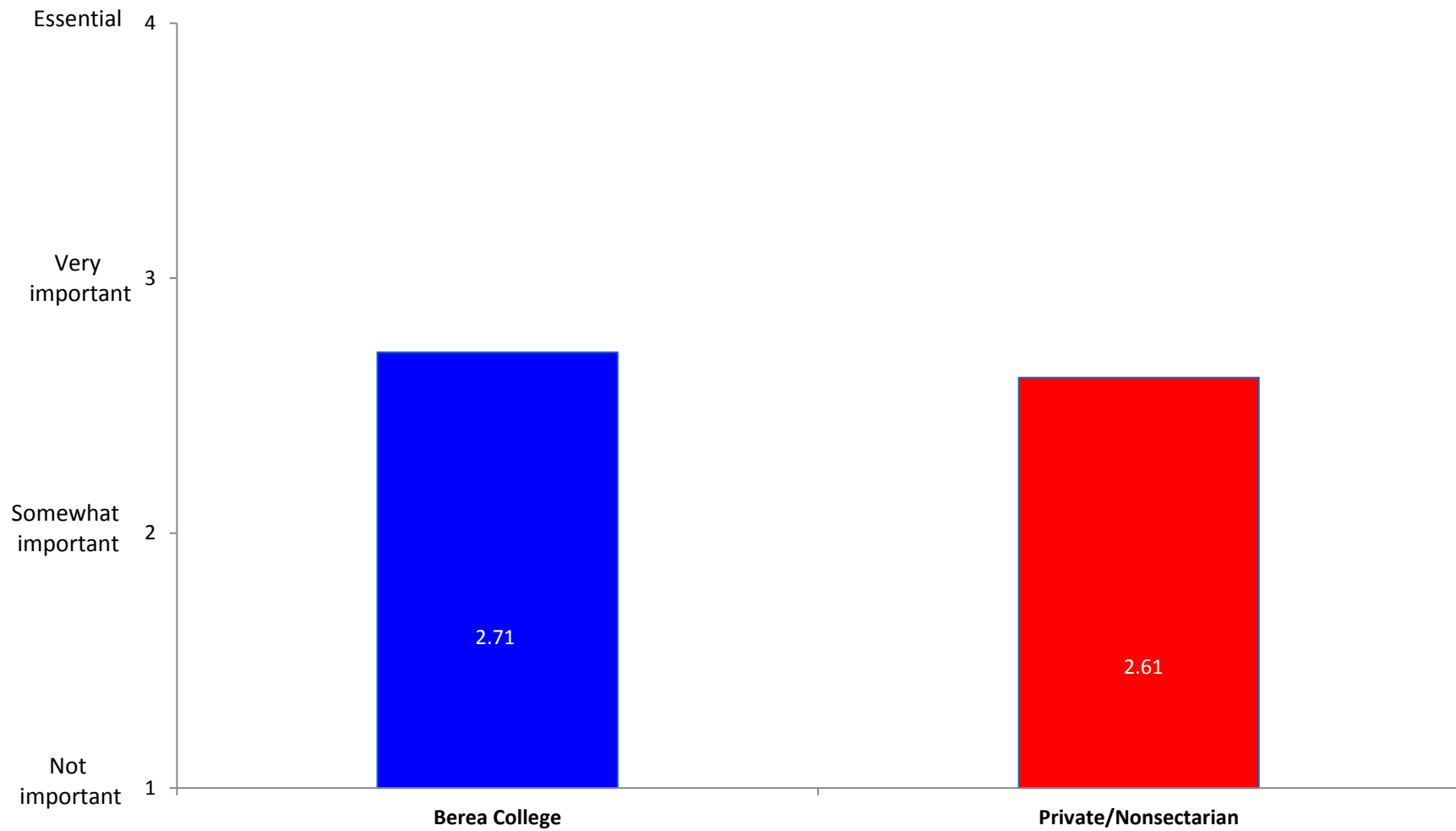
**Higher Education Research Institute (HERI) Faculty Survey**

*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:*

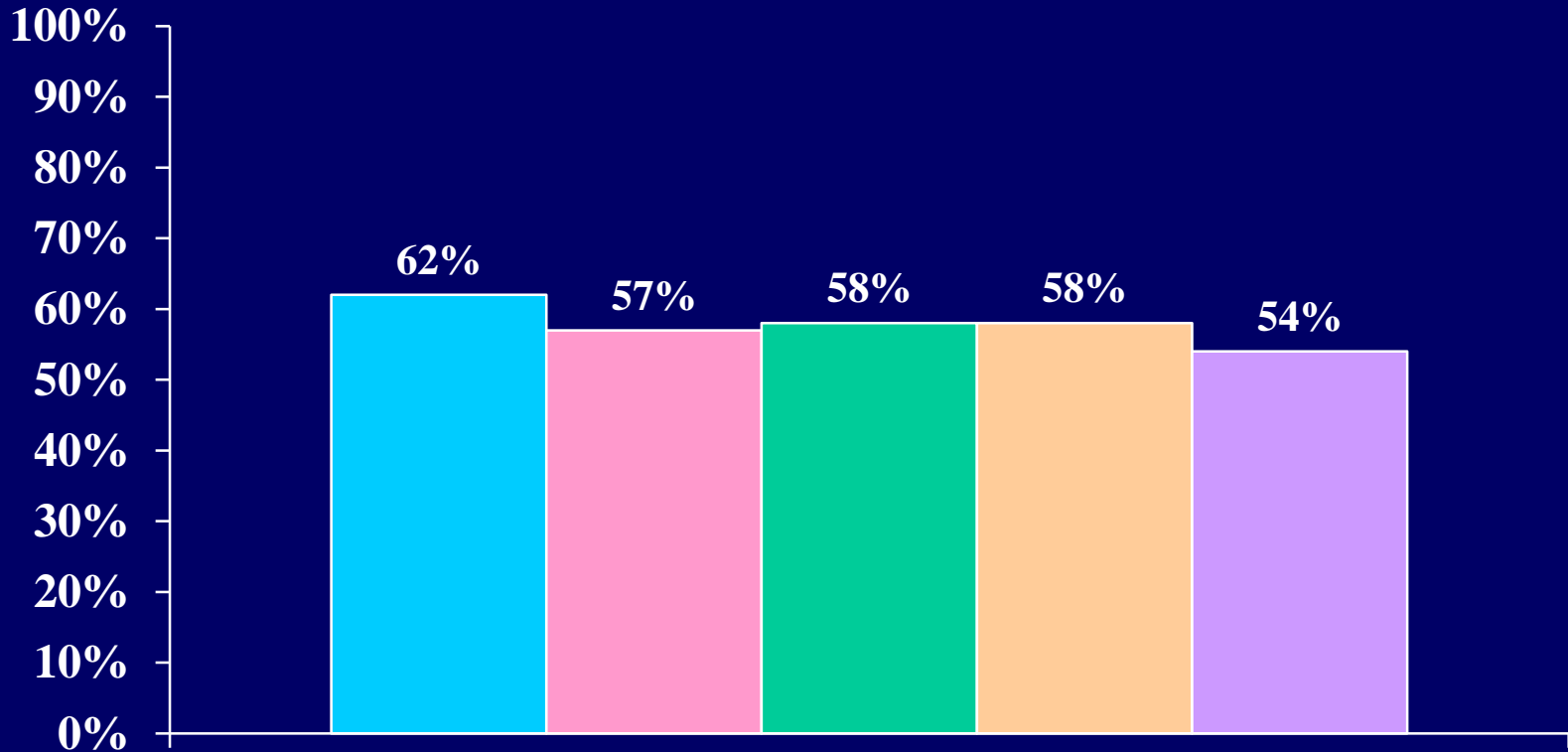
### Provide for students' emotional development



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*

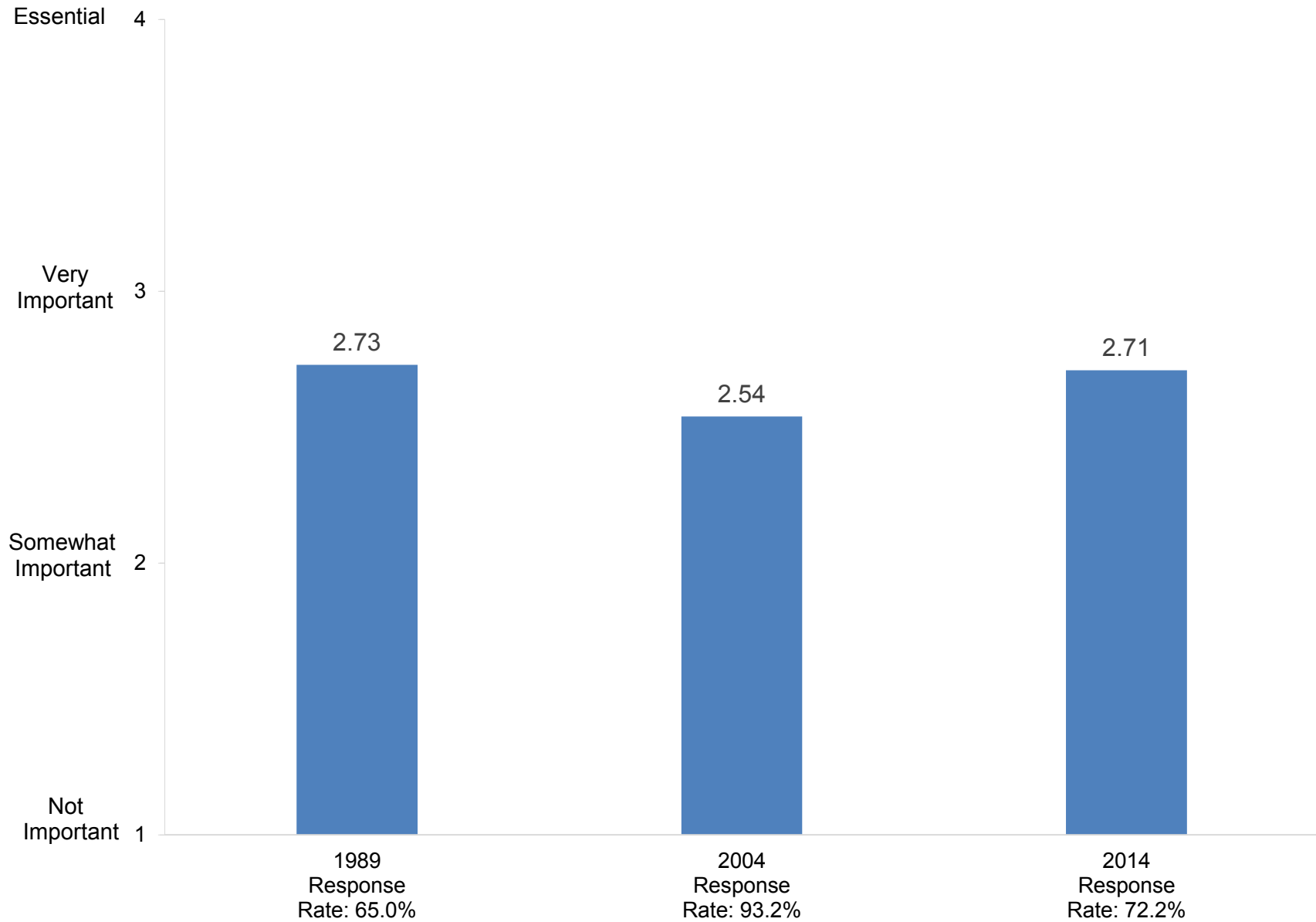




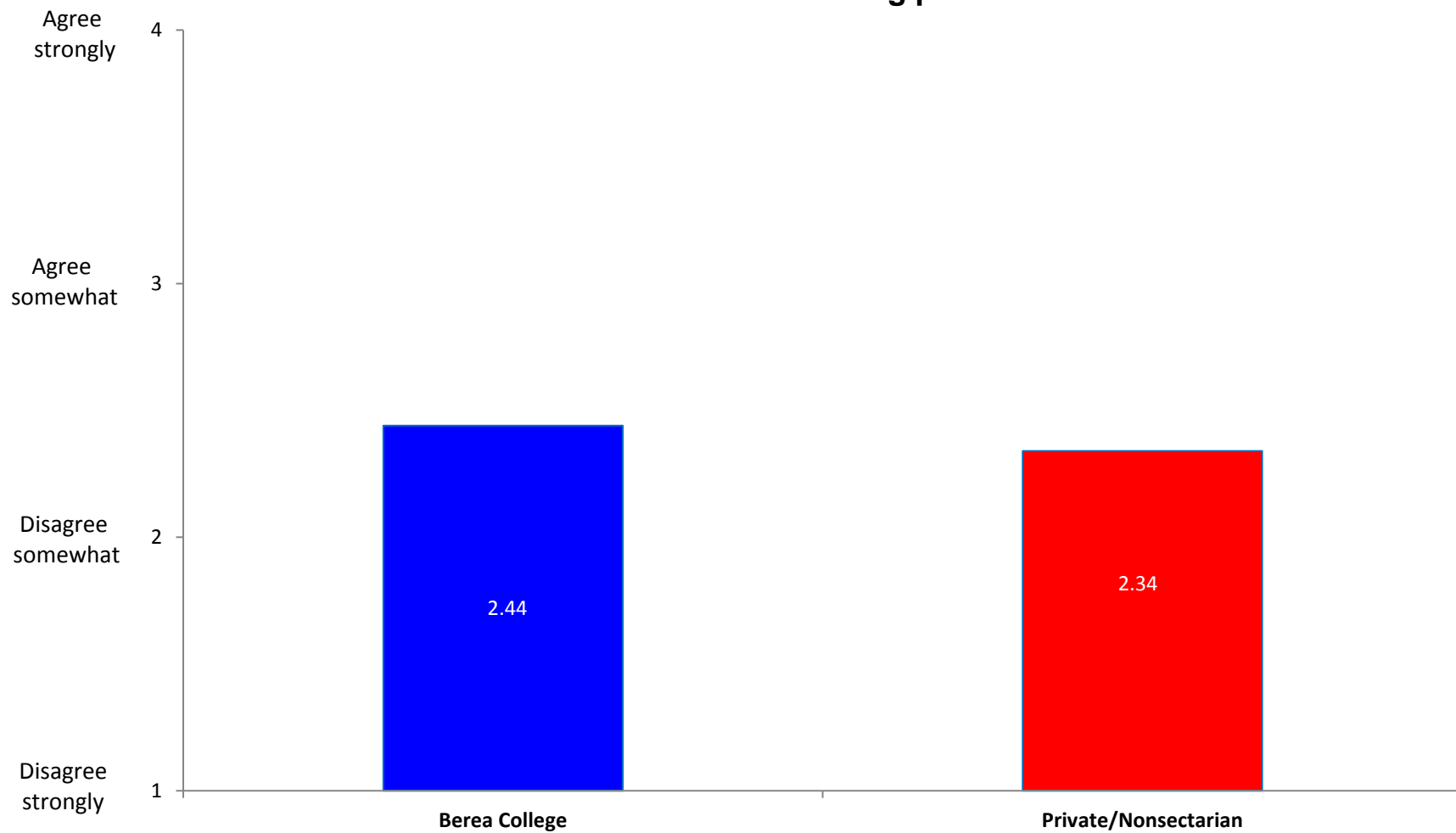
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Provide for students' emotional development**



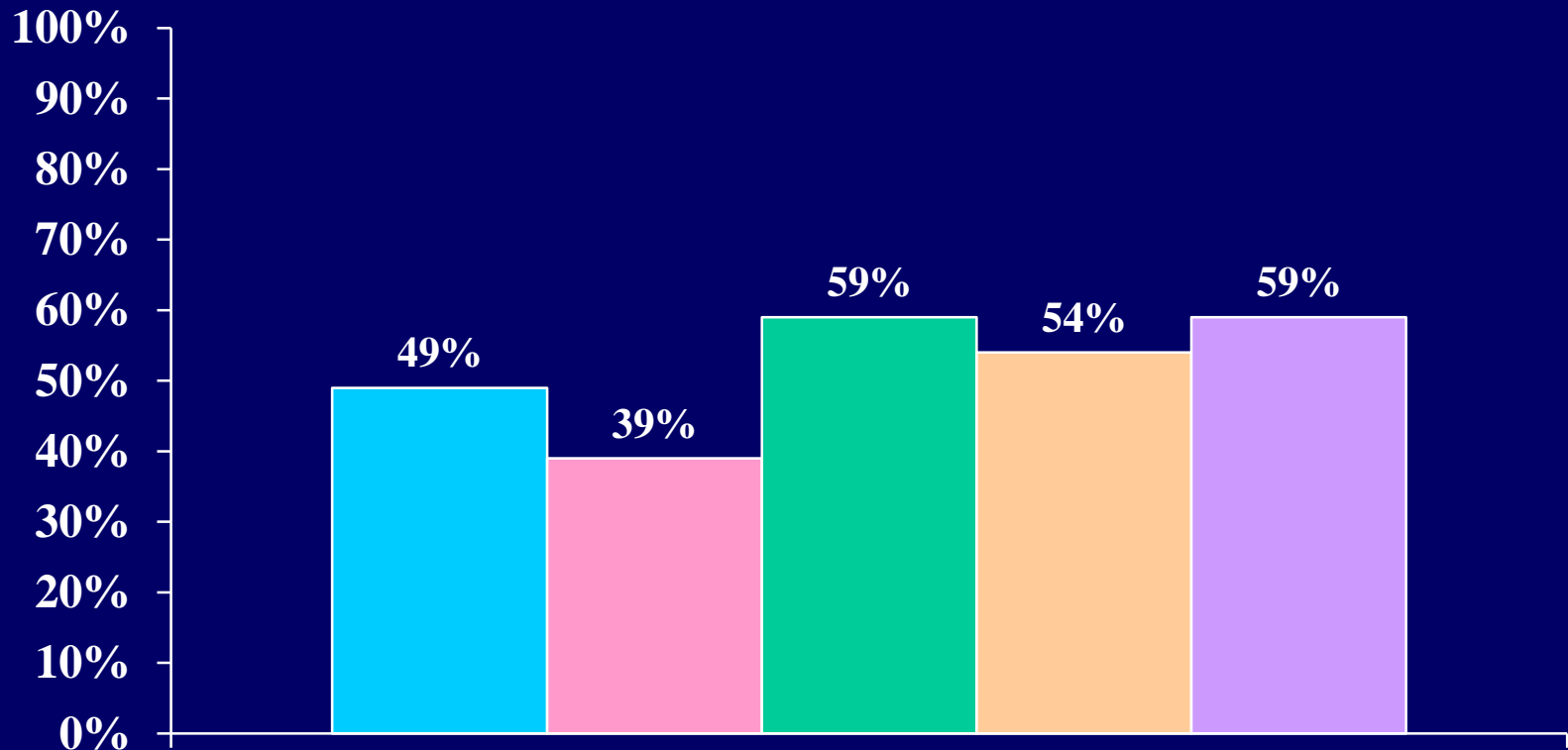
**The chief benefit of a college education is that it increases one's earning power**



Please indicate your agreement with each of the following statements.

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

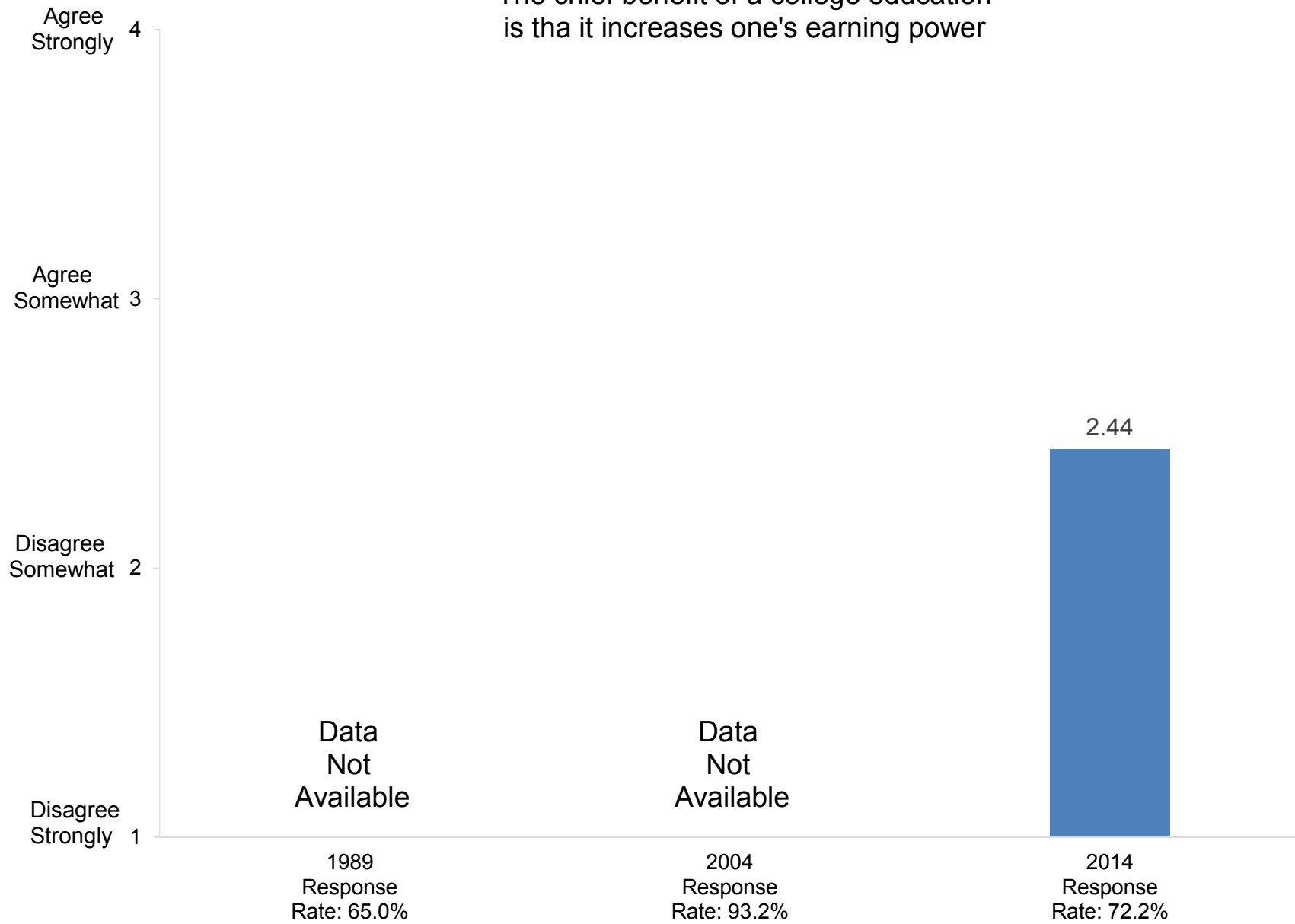
*The chief benefit of a college education is that it increases one’s earning power*



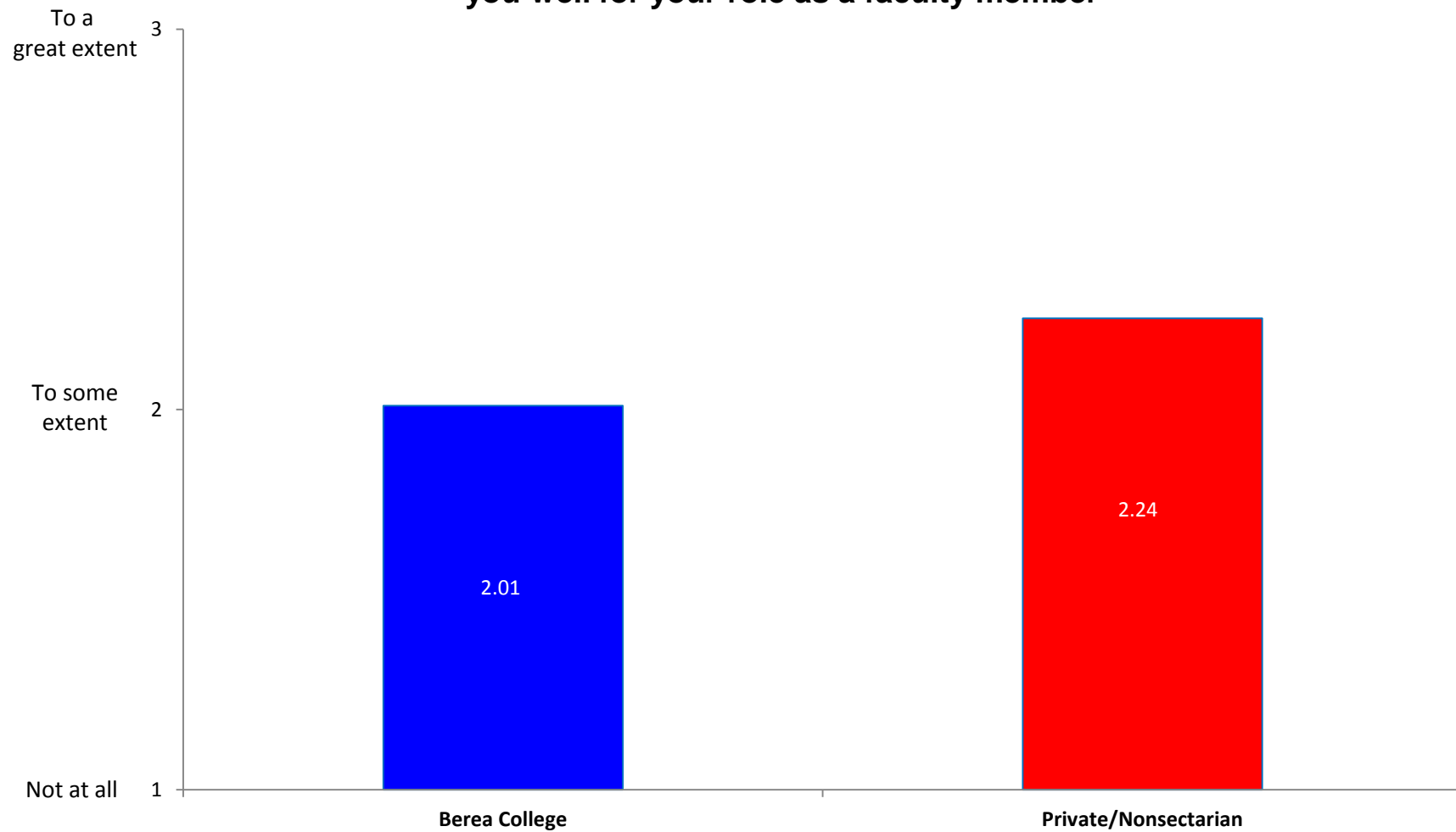
**Higher Education Research Institute (HERI) Faculty Survey**

Please indicate your agreement with each of the following statements:

The chief benefit of a college education is that it increases one's earning power

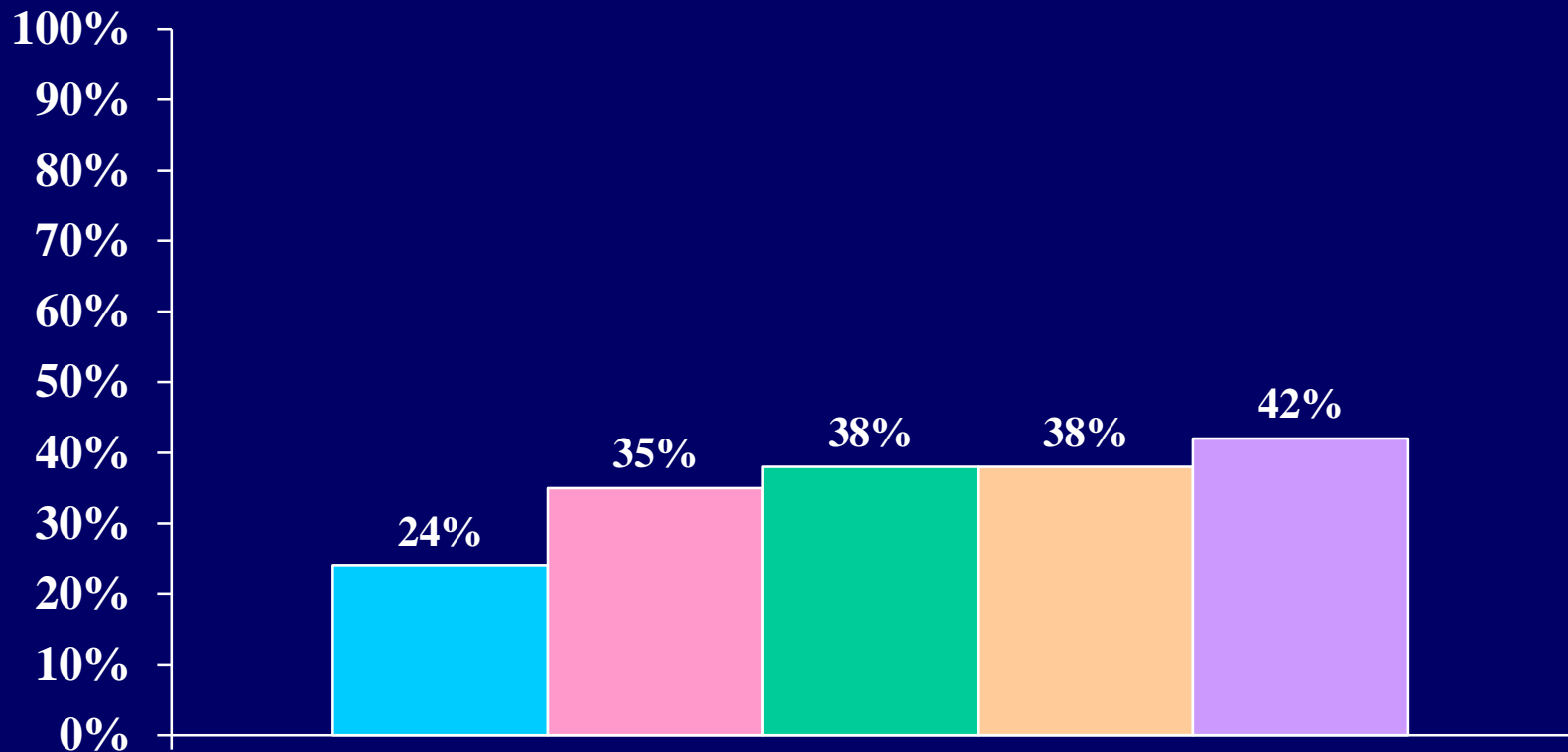


### Feel that the training you received in graduate school prepared you well for your role as a faculty member



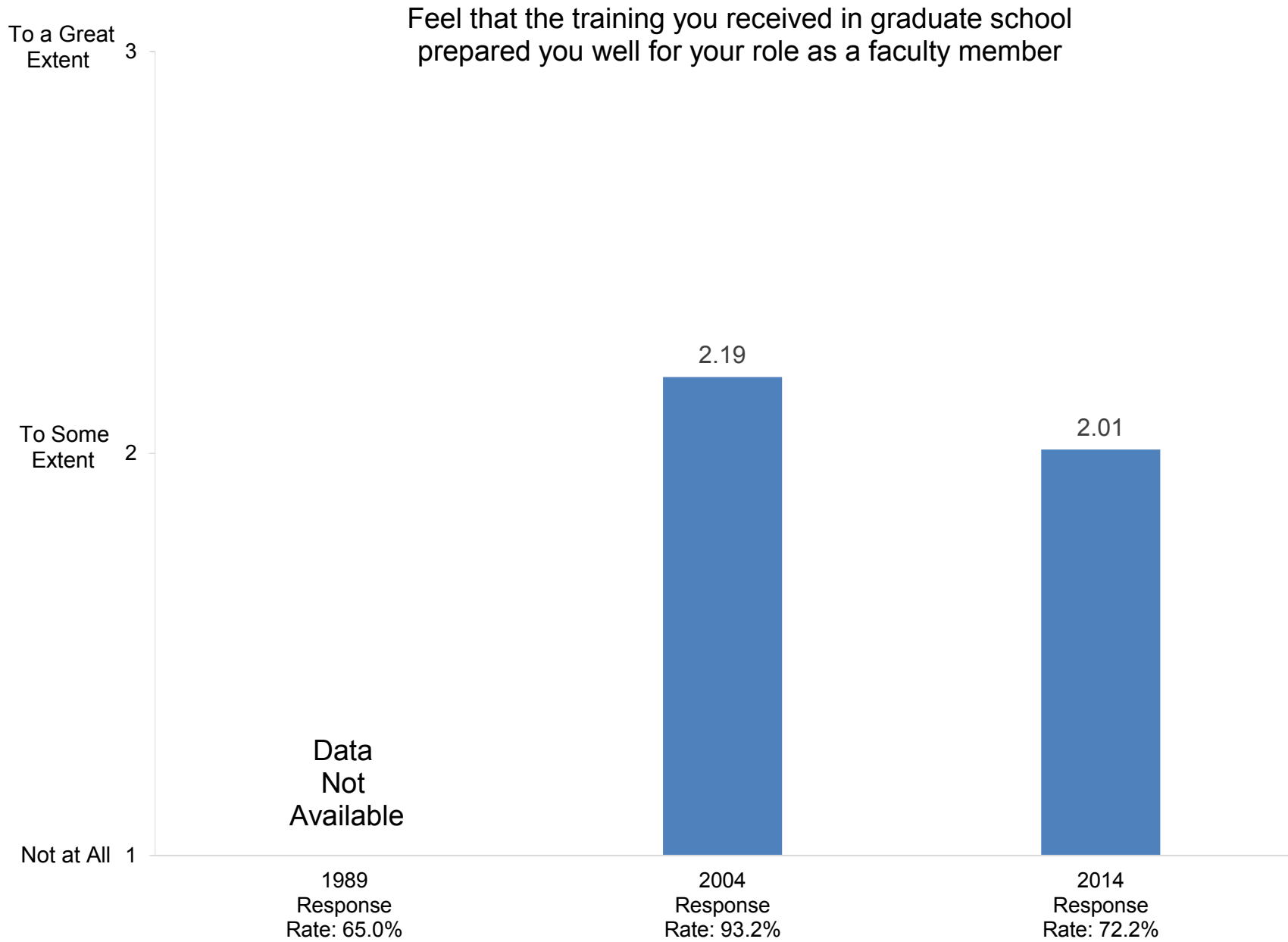
Please indicate the extent to which you:  
Percent of faculty who indicated “To a Great Extent”

*Feel that the training you received in graduate school prepared you well for your role as a faculty member*



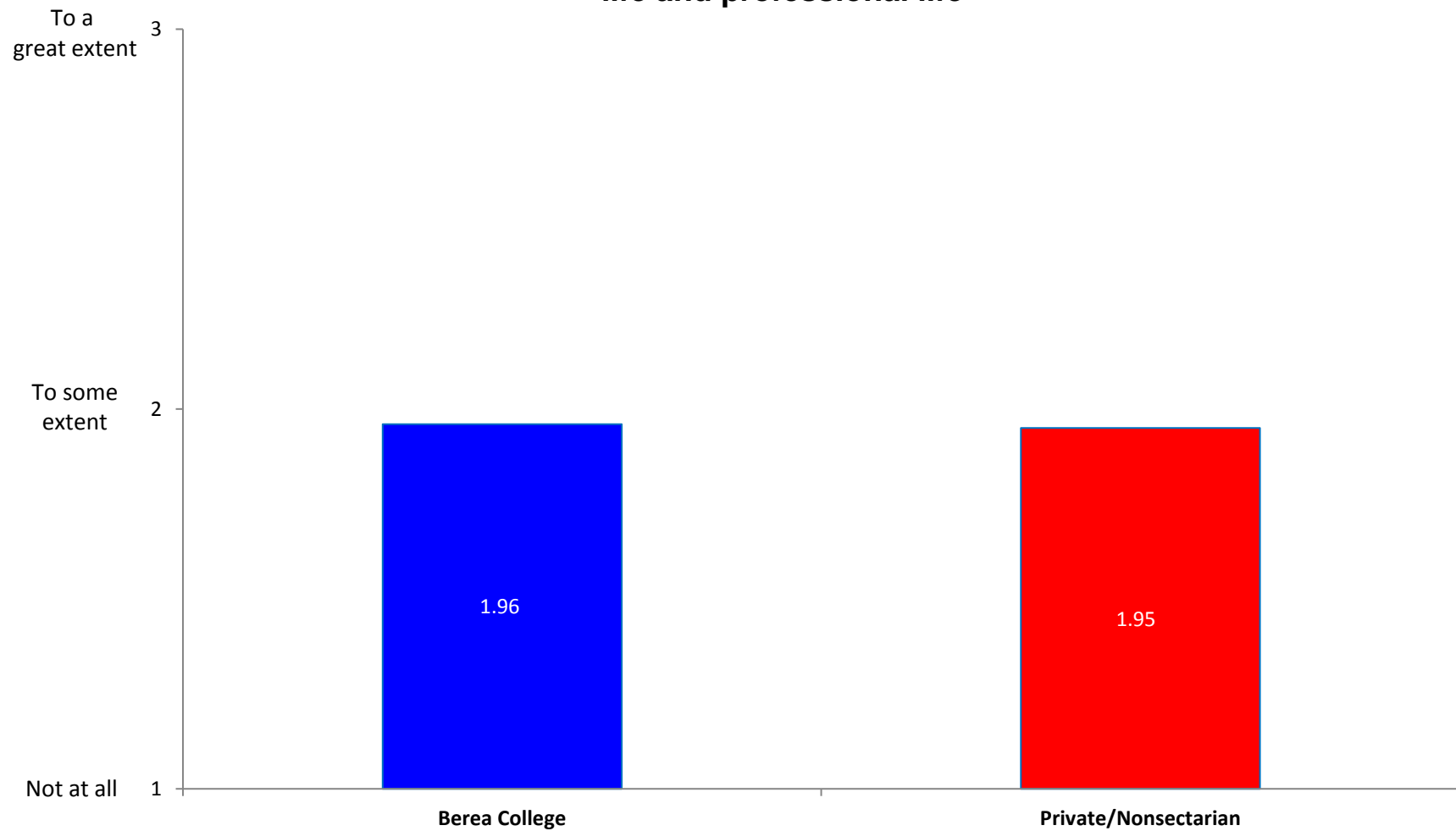
**Higher Education Research Institute (HERI) Faculty Survey**

*Please indicate the extent to which you:*



*Please indicate the extent to which you:*

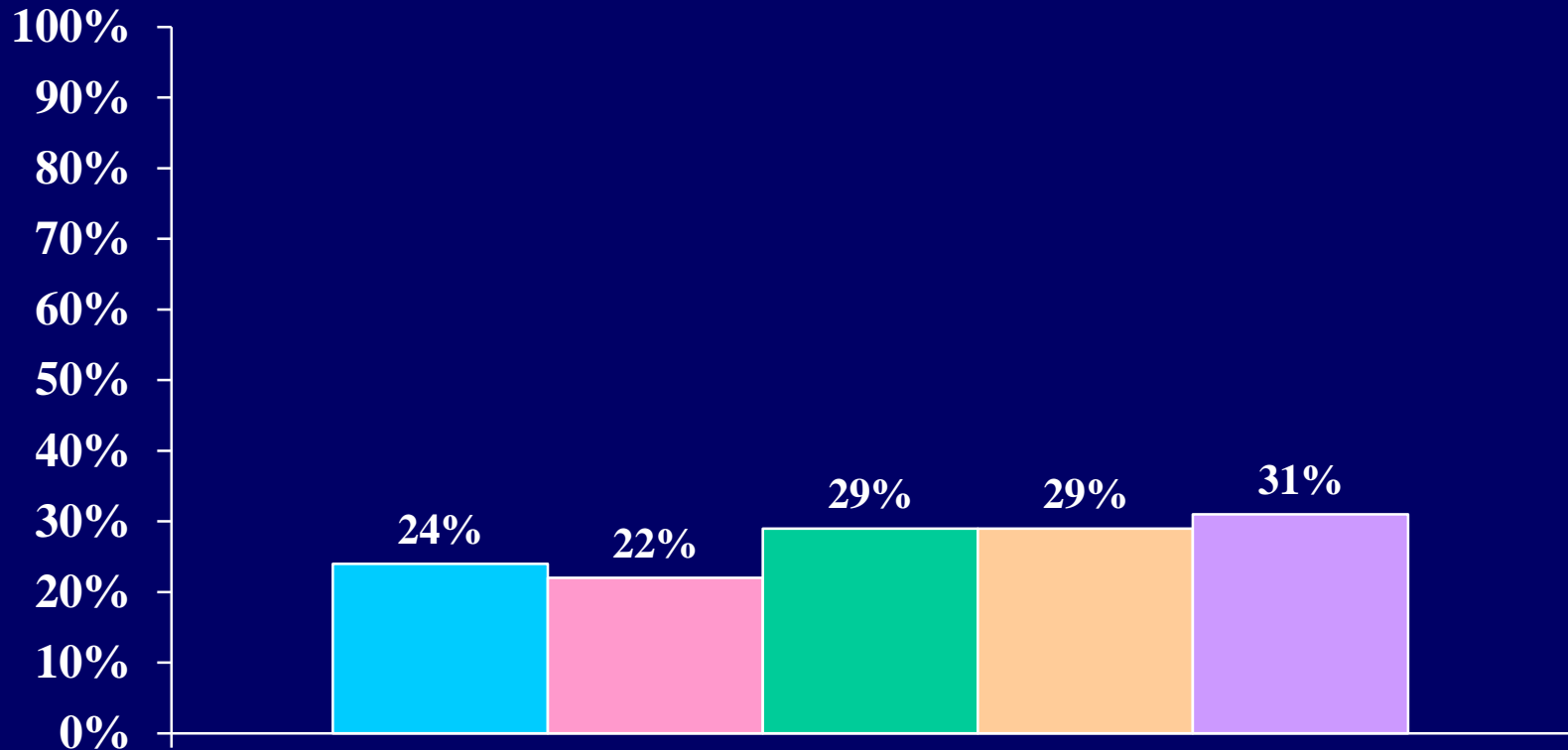
### Achieve a healthy balance between your personal life and professional life





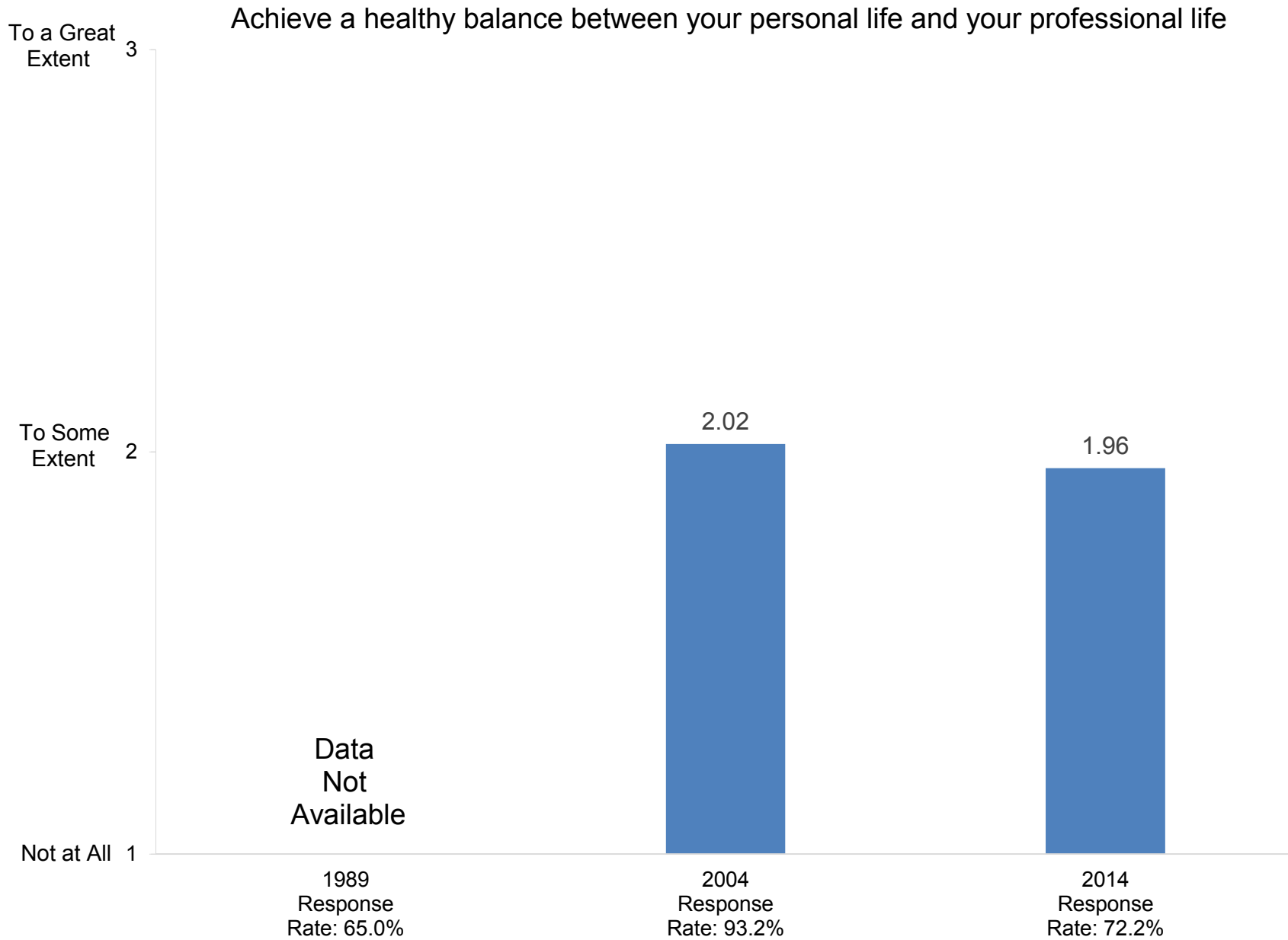
Please indicate the extent to which you:  
Percent of faculty who indicated “To a Great Extent”

*Achieve a healthy balance between your  
personal and professional life*

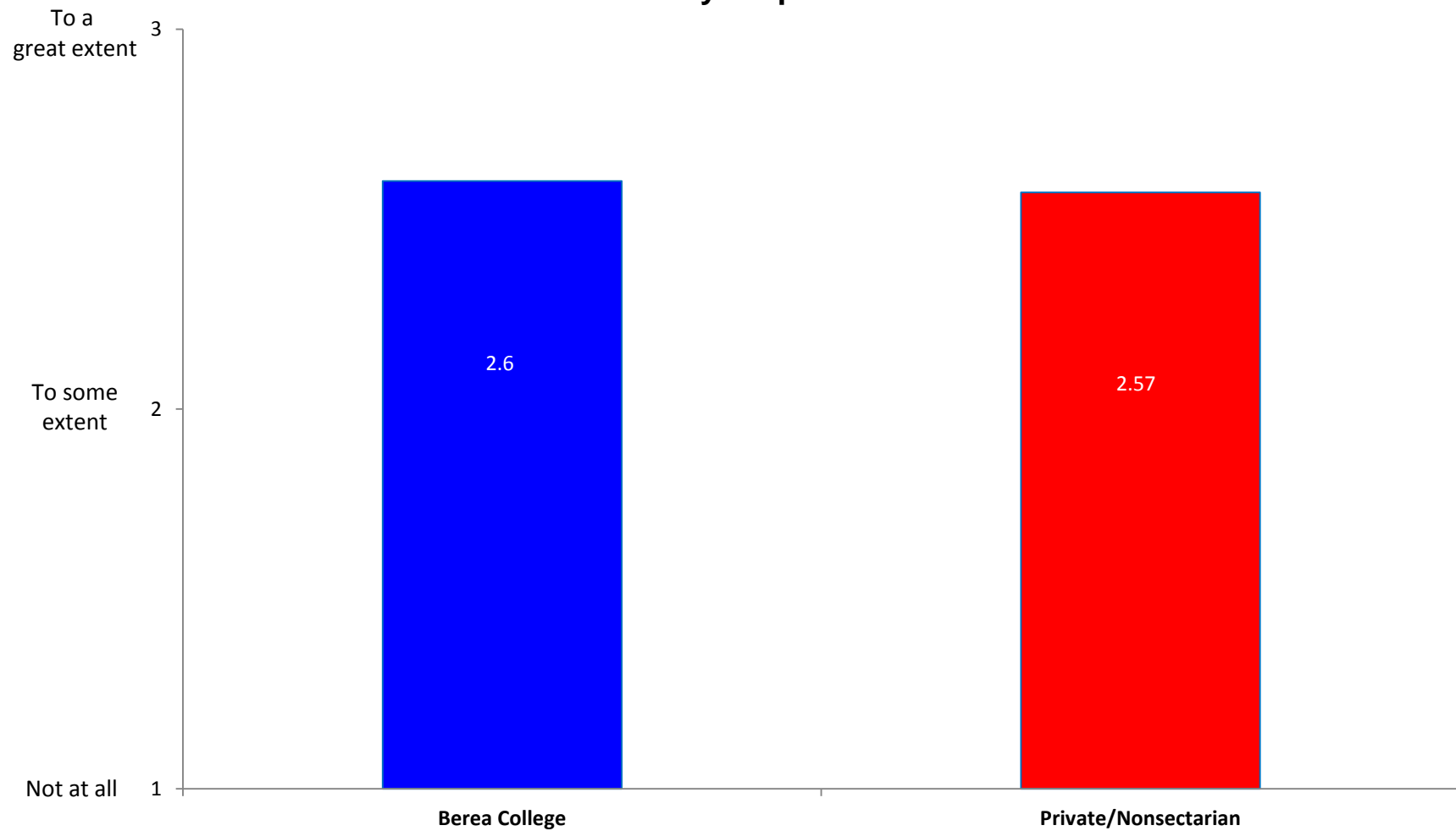


**Higher Education Research Institute (HERI) Faculty Survey**

*Please indicate the extent to which you:*

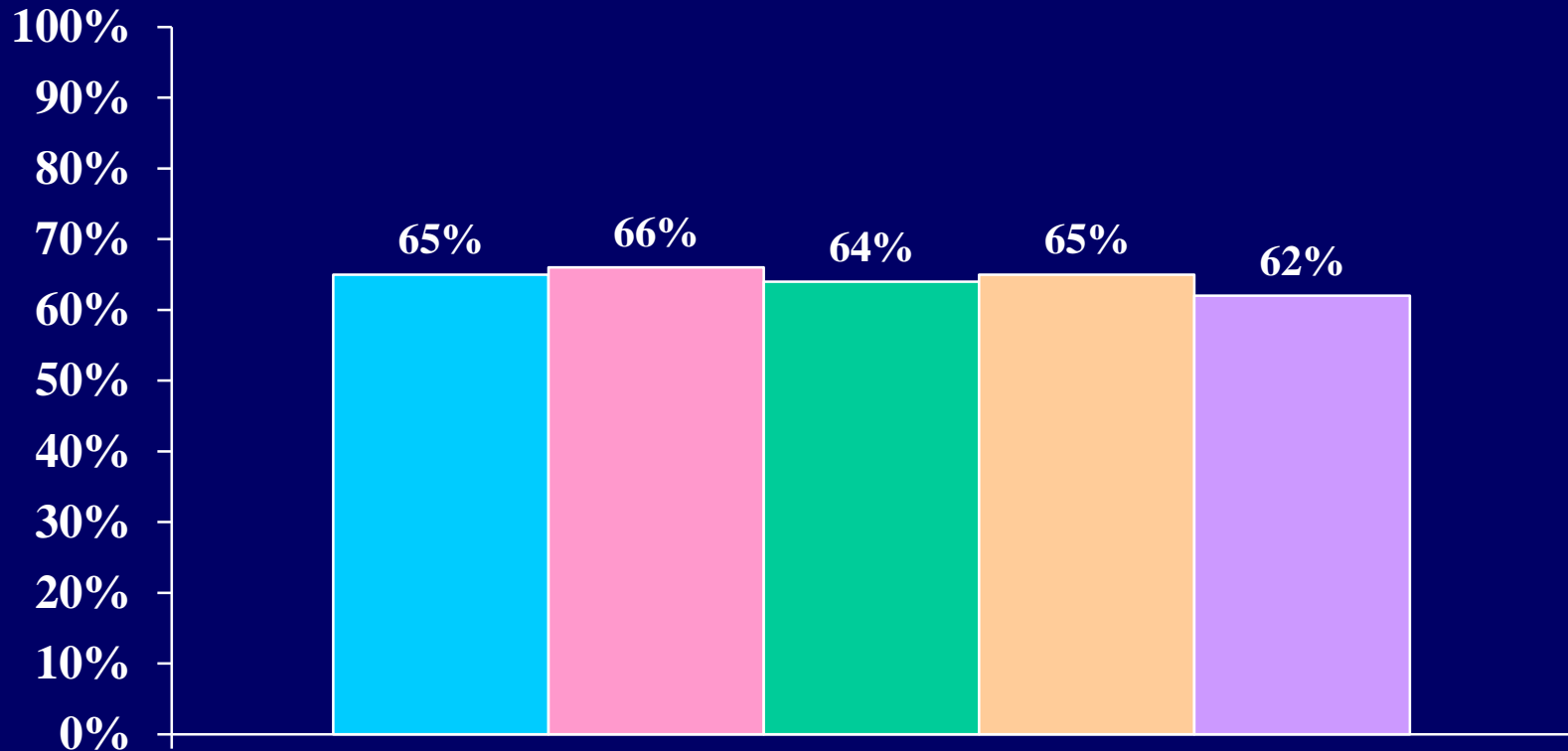


### Experience close alignment between your work and your personal values



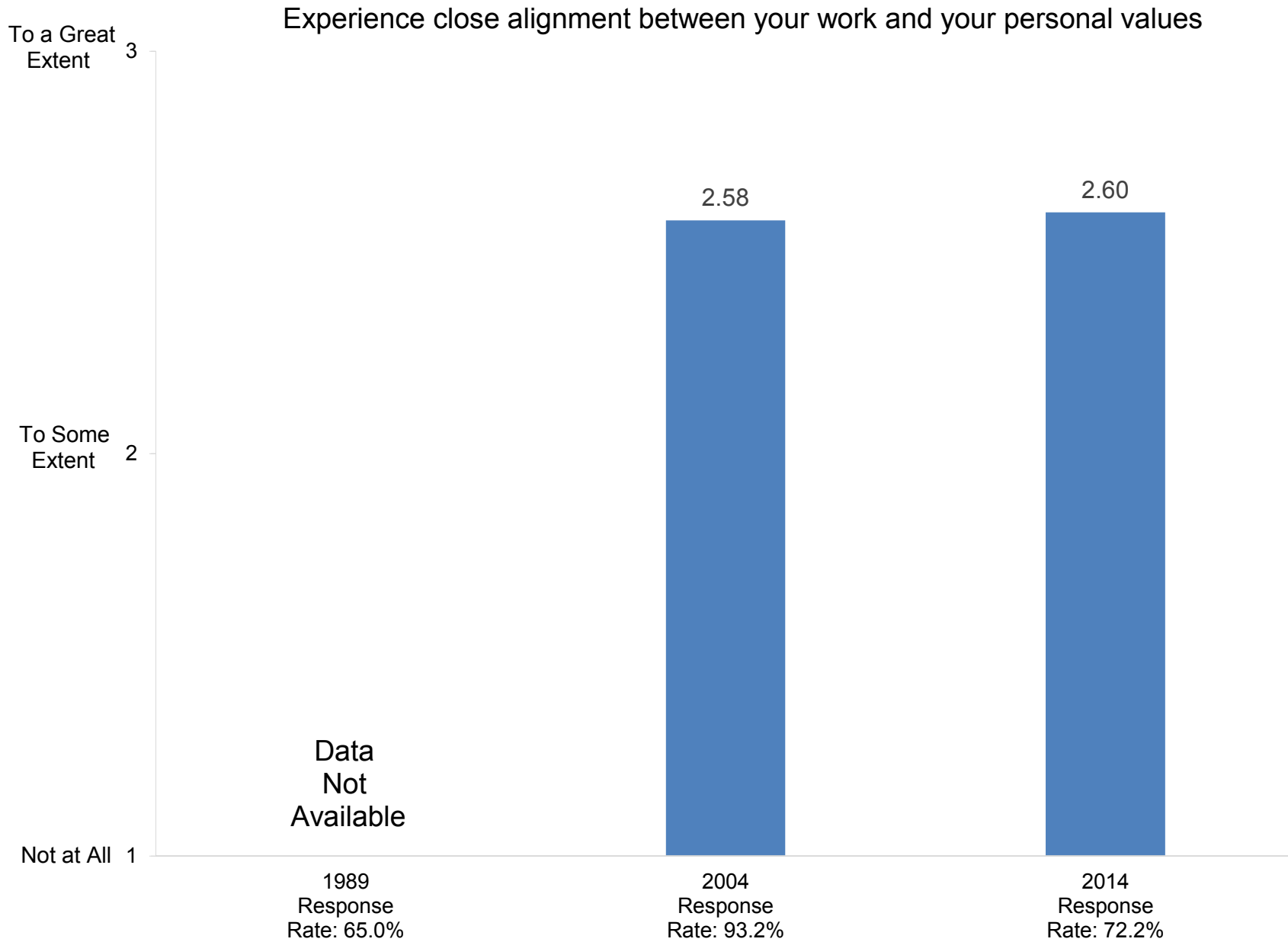
Please indicate the extent to which you:  
Percent of faculty who indicated “To a Great Extent”

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

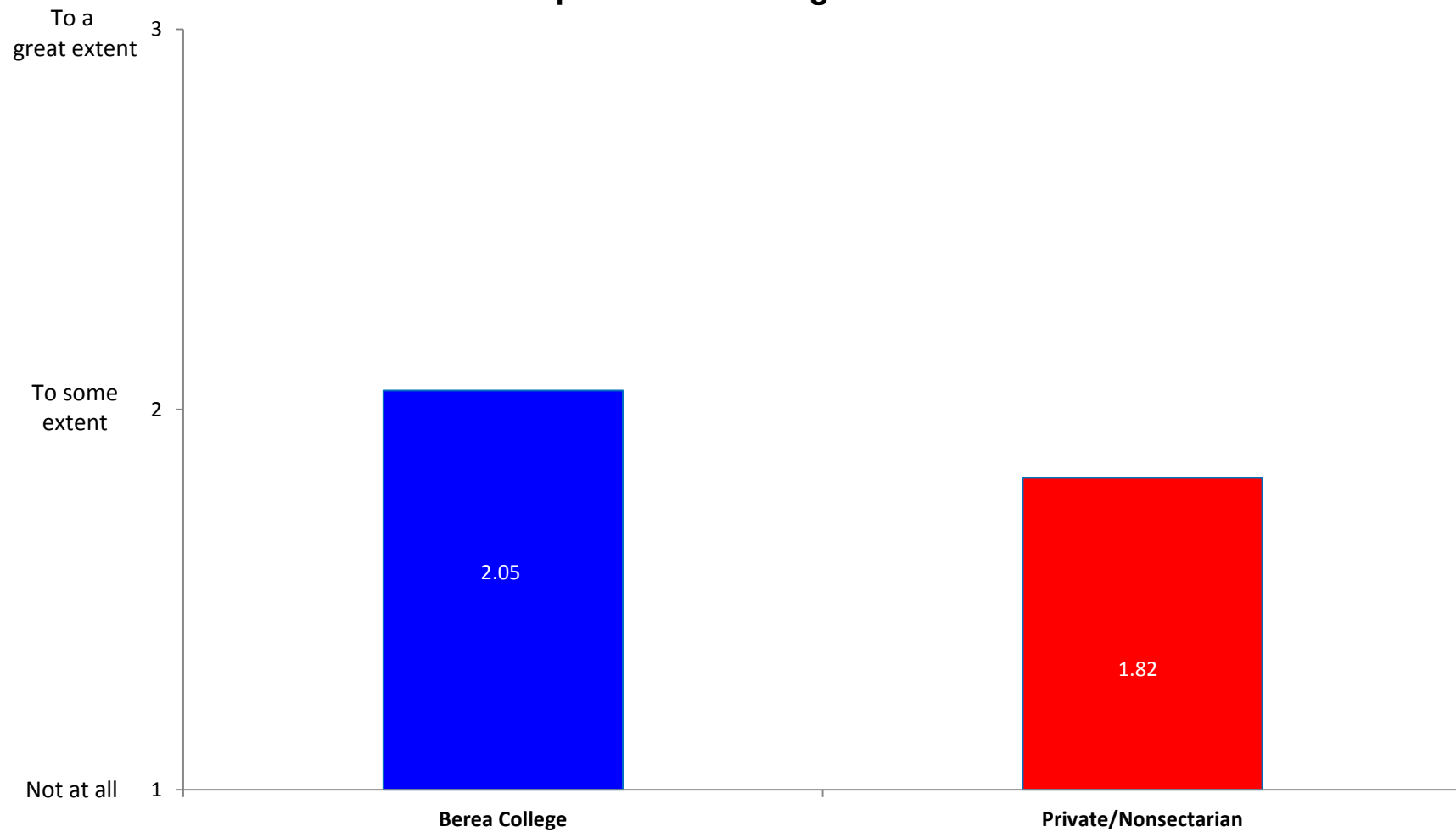


**Higher Education Research Institute (HERI) Faculty Survey**

*Please indicate the extent to which you:*

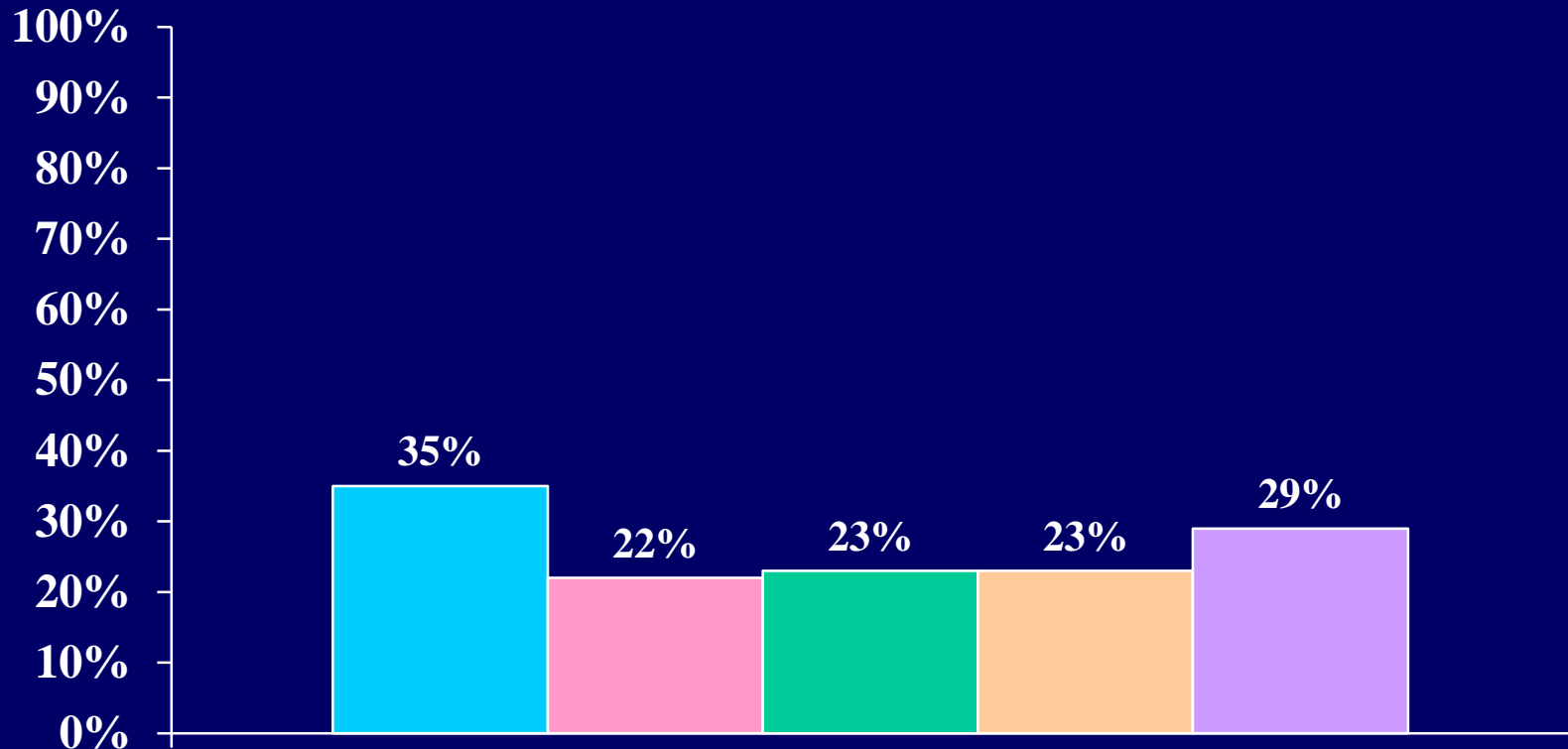


### Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar



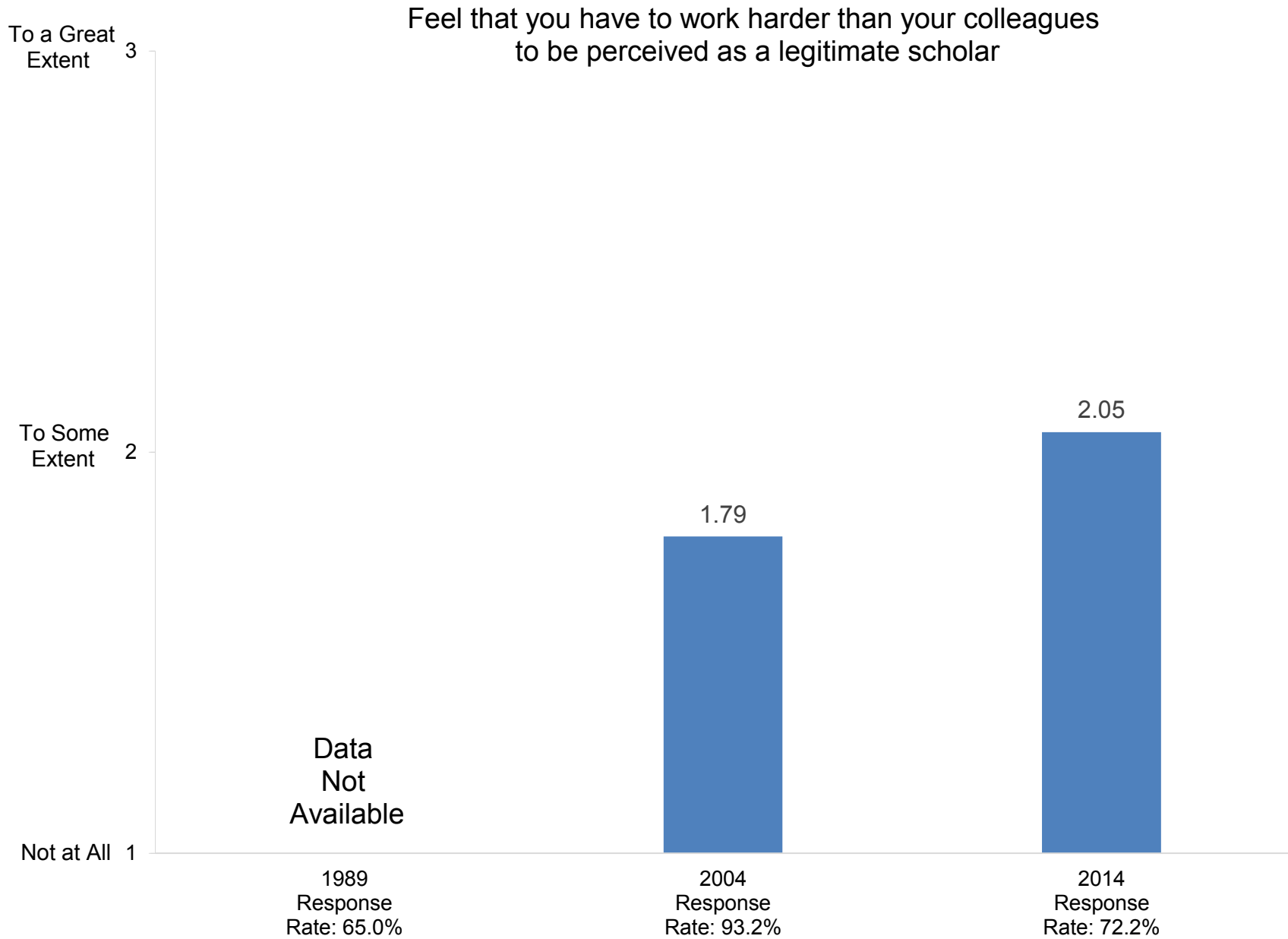
Please indicate the extent to which you:  
Percent of faculty who indicated “To a Great Extent”

*Feel that you have to work harder than your colleagues  
to be perceived as a legitimate scholar*



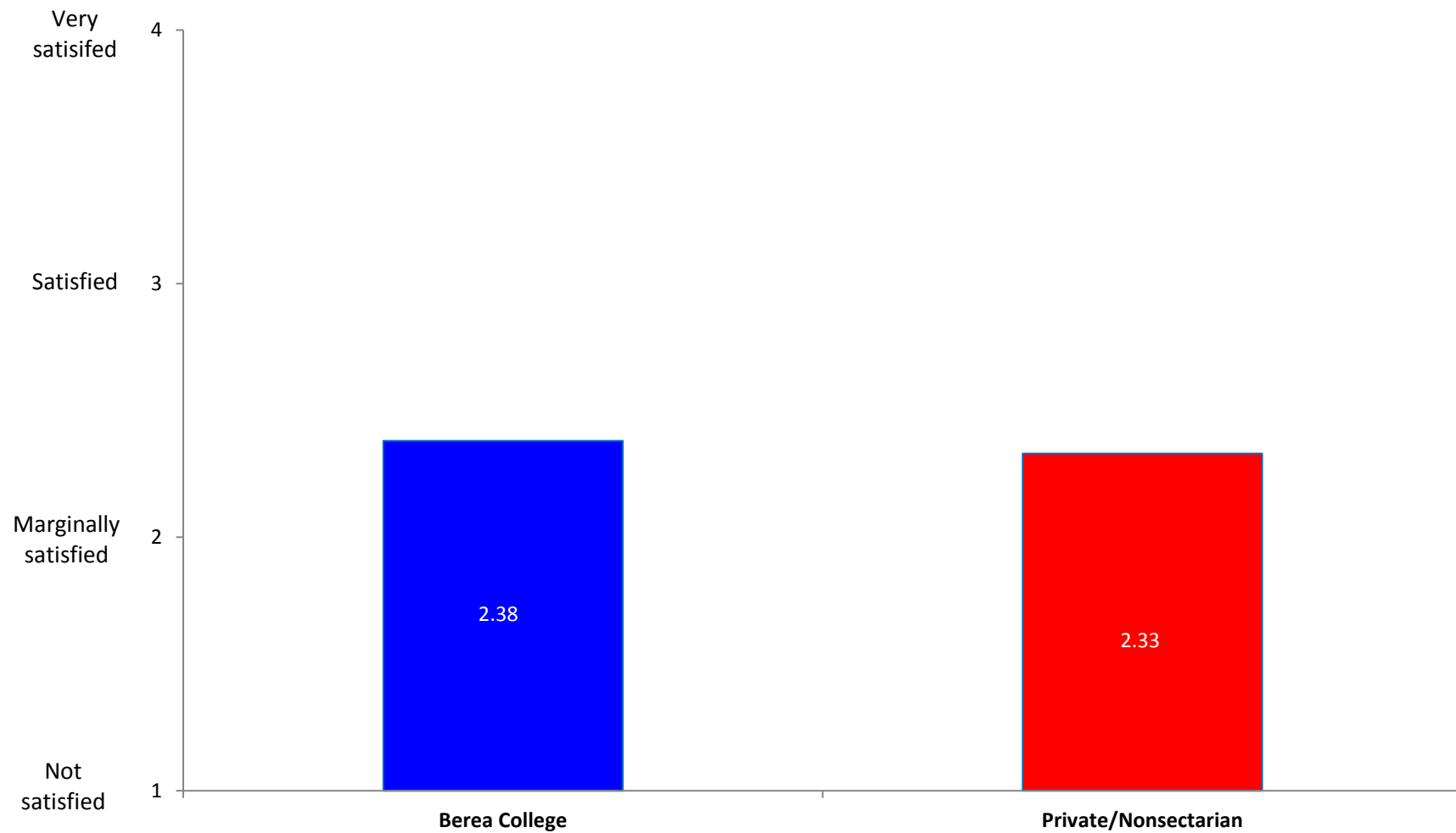
Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:





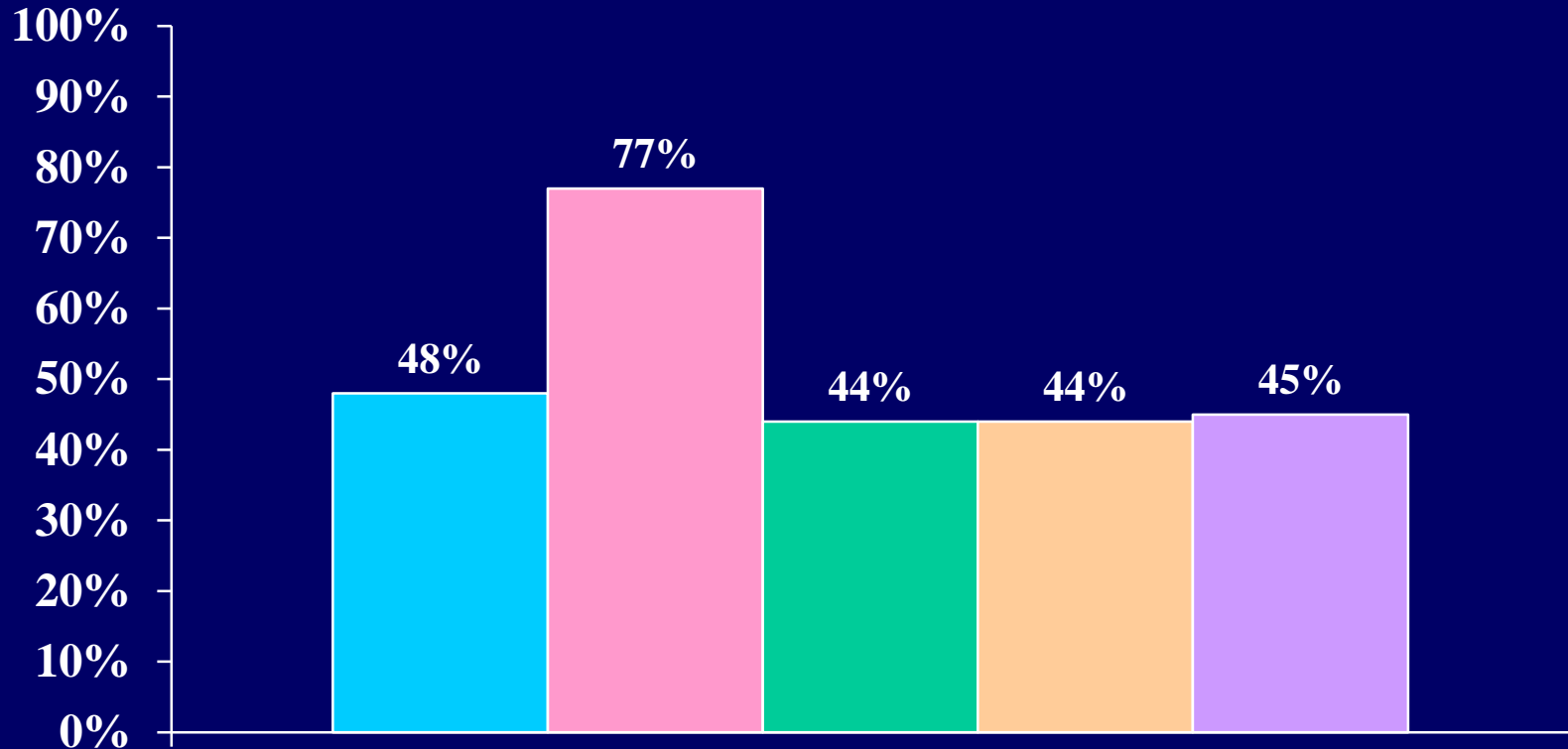
### Salary



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Salary*



 Berea

 Benchmark  
Institutions

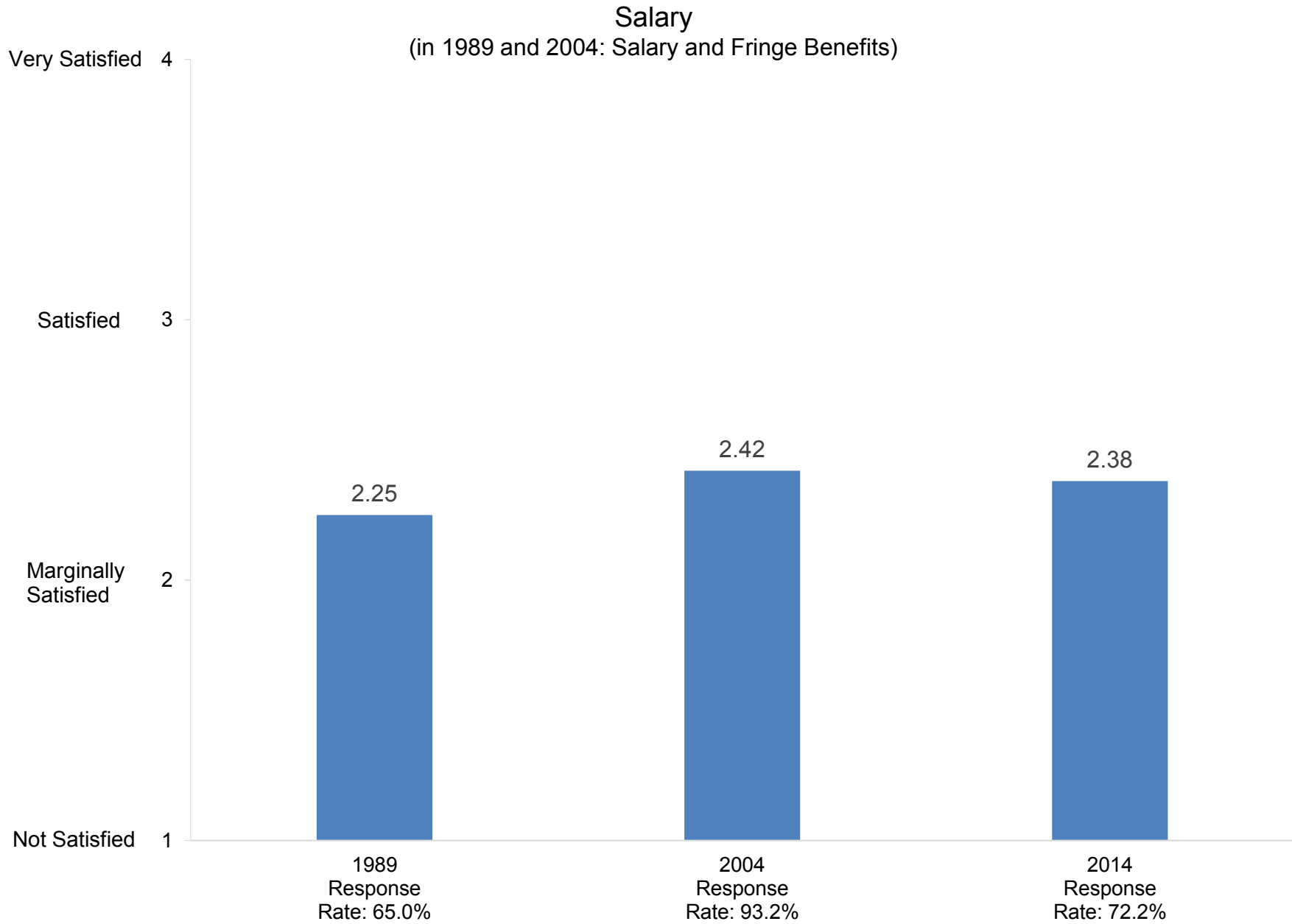
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

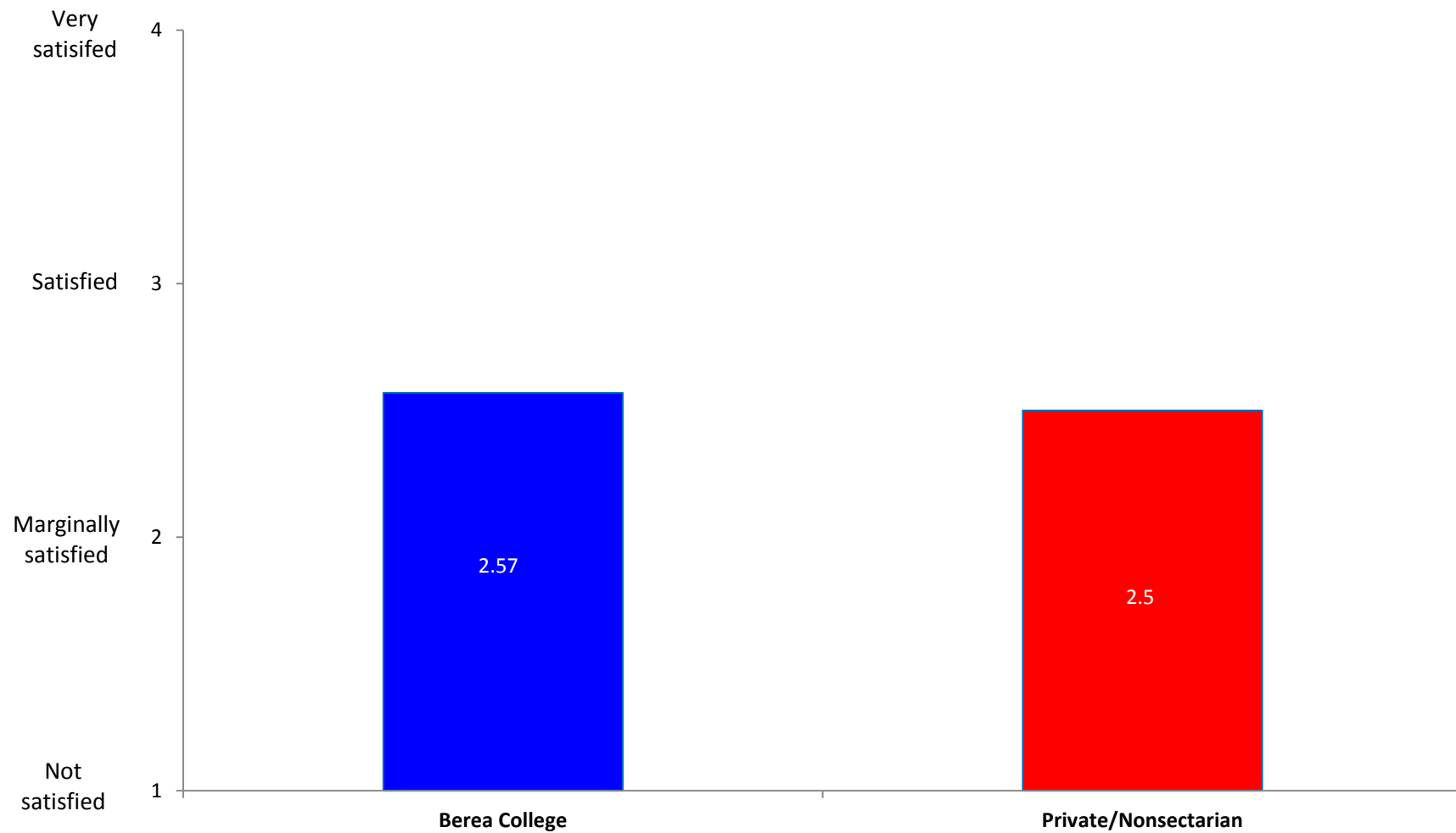
 Publics

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

*How satisfied are you with the following aspects of your job?*



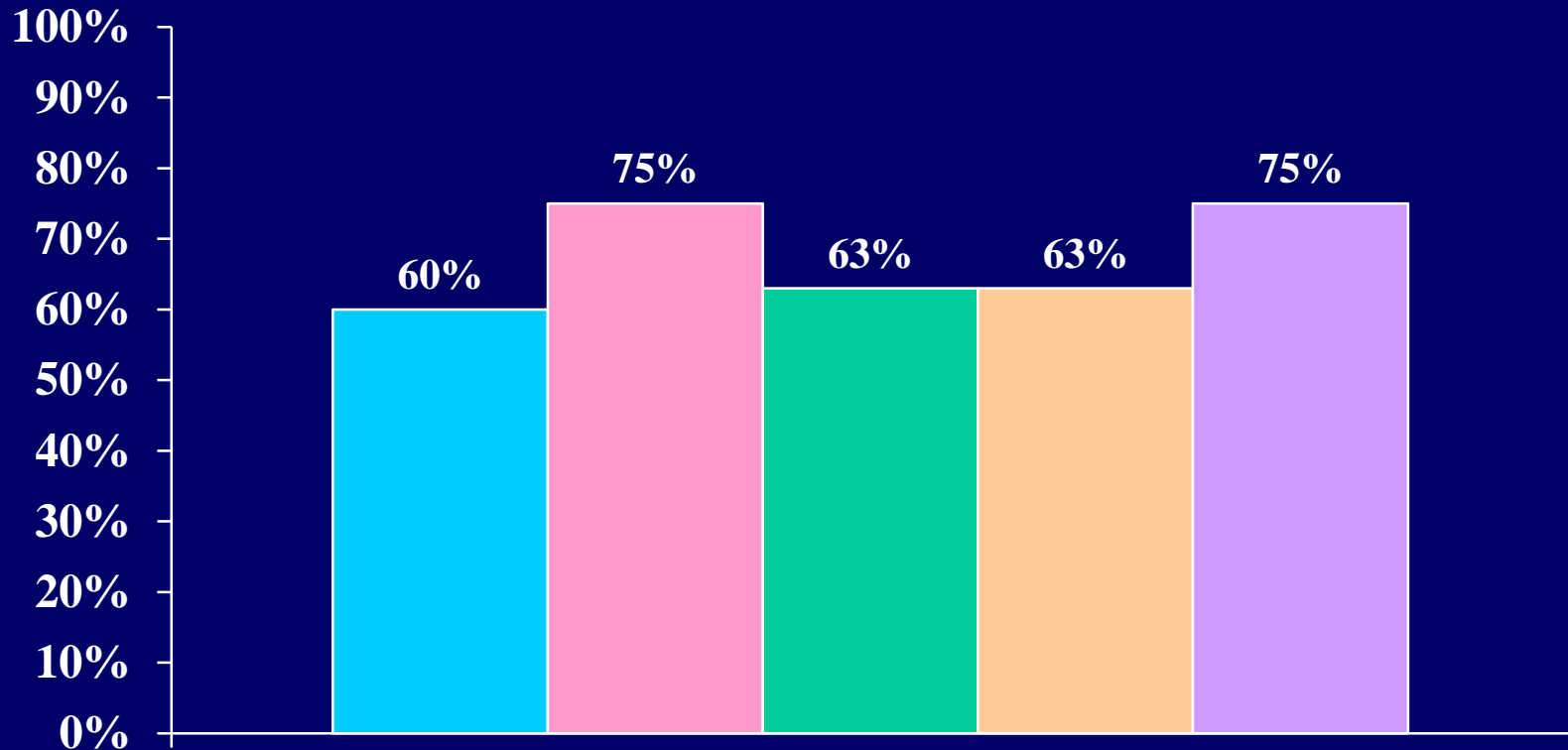
### Health benefits



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Health benefits*



 Berea

 Benchmark  
Institutions

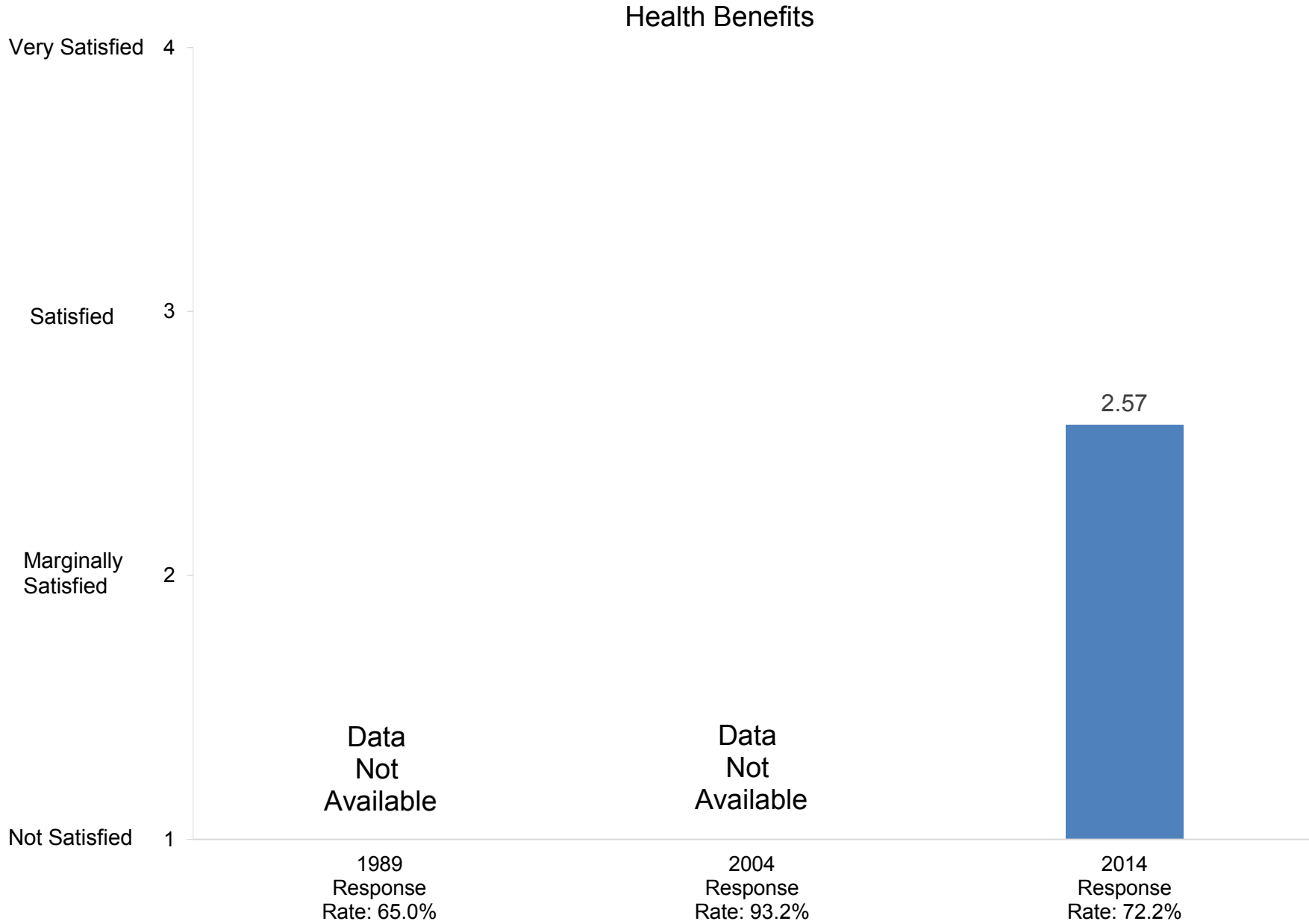
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

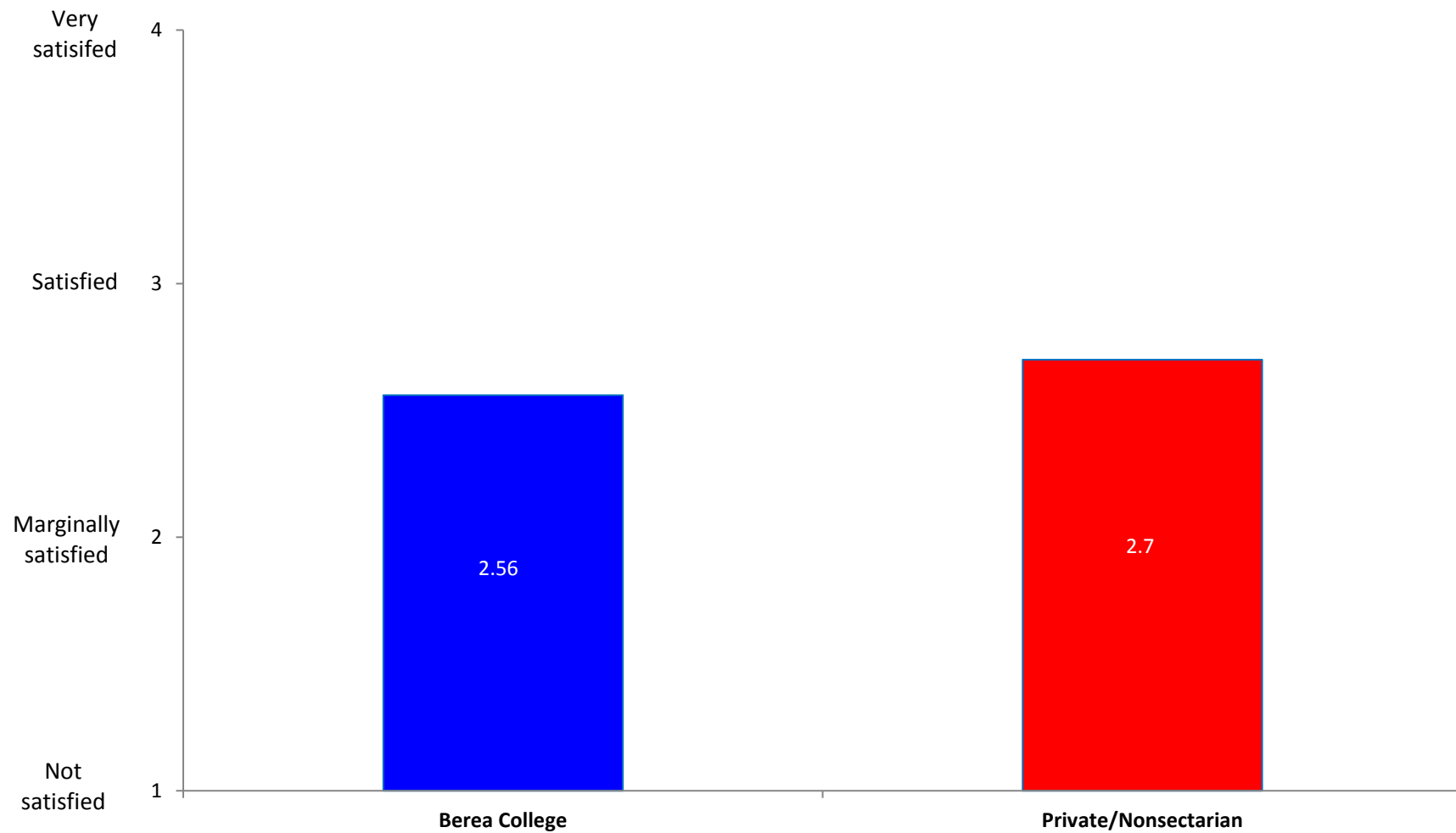
 Publics

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

*How satisfied are you with the following aspects of your job?*



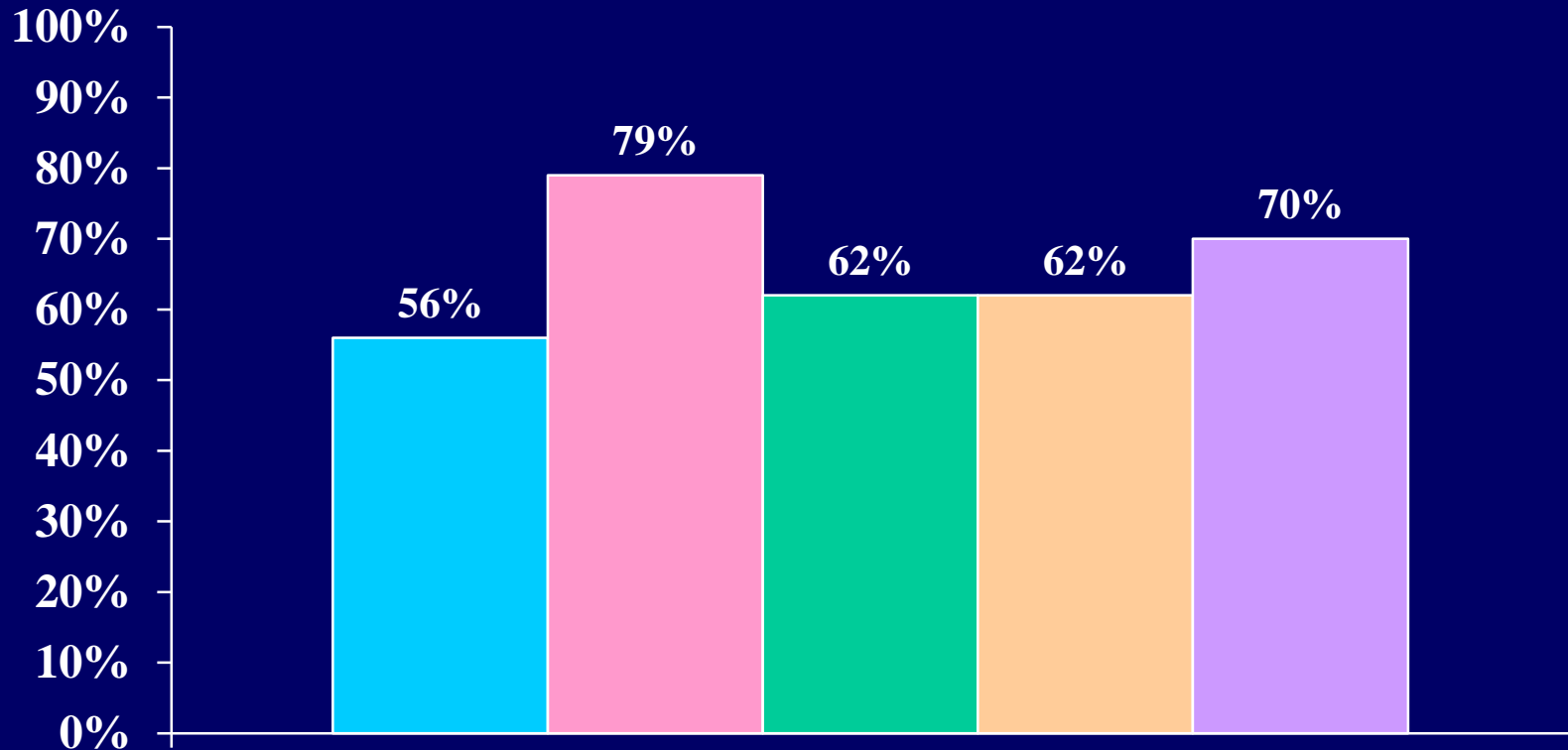
### Retirement benefits



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Retirement benefits*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics



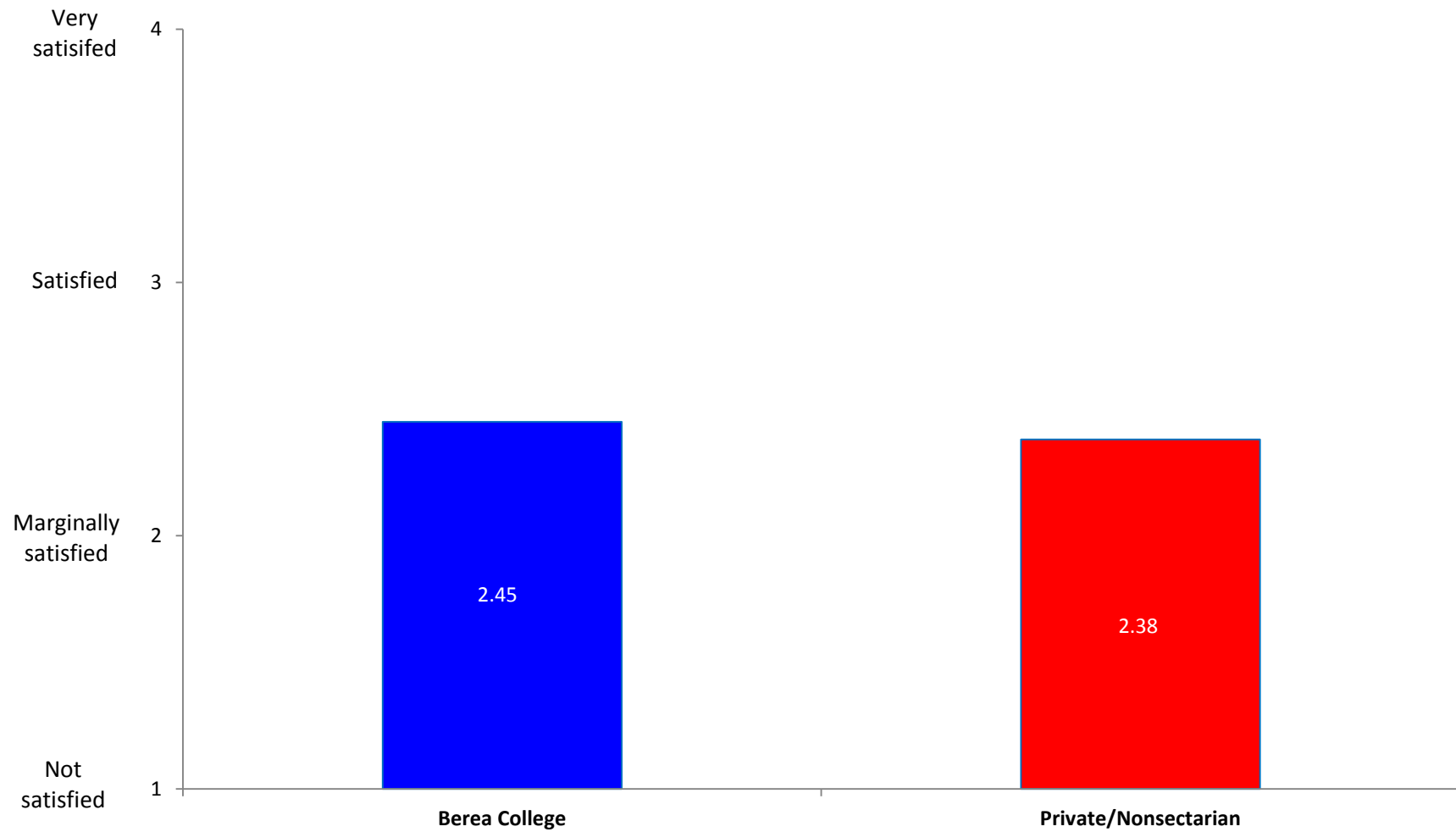
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Retirement benefits**



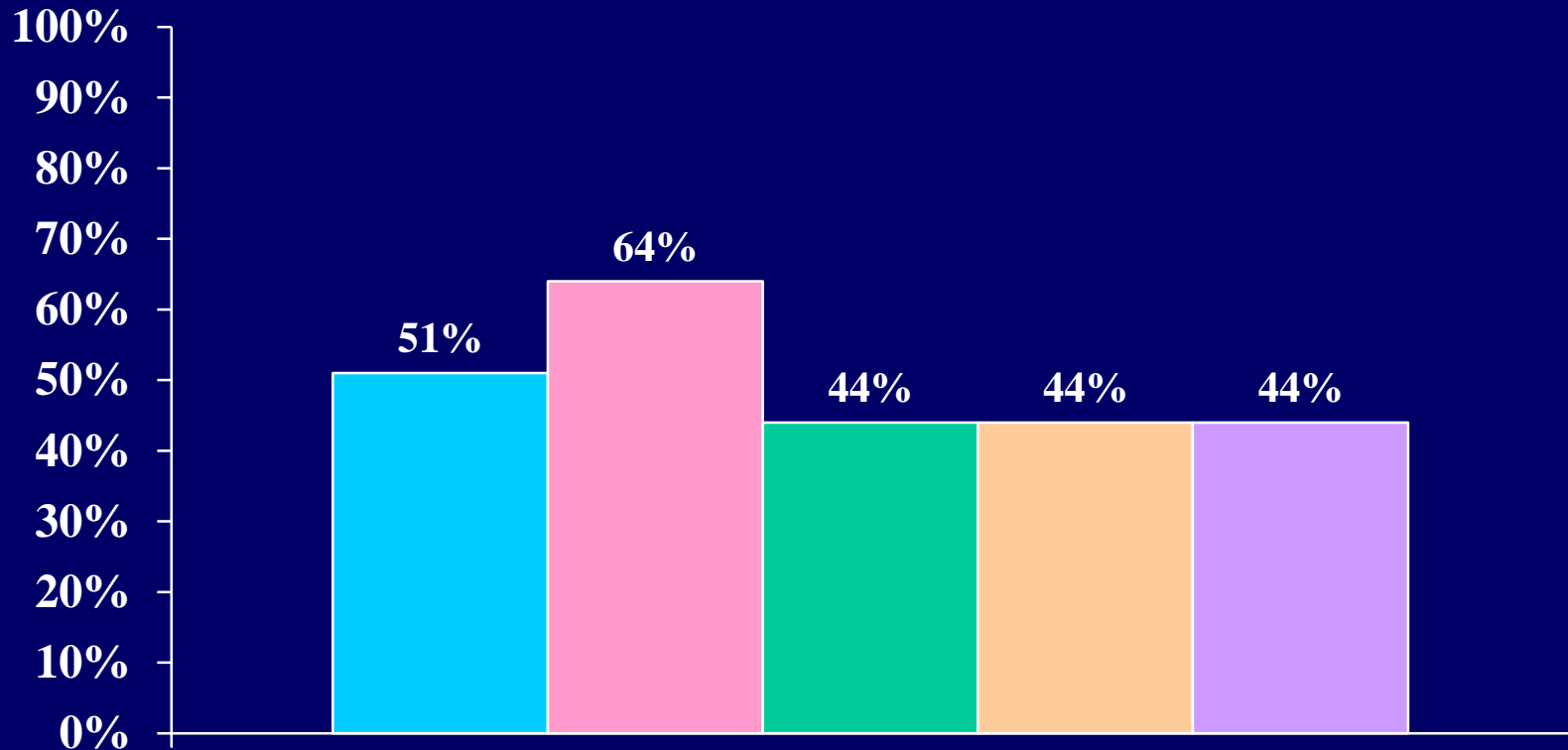
### Opportunity for scholarly pursuits



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Opportunity for scholarly pursuits*



 Berea

 Benchmark  
Institutions

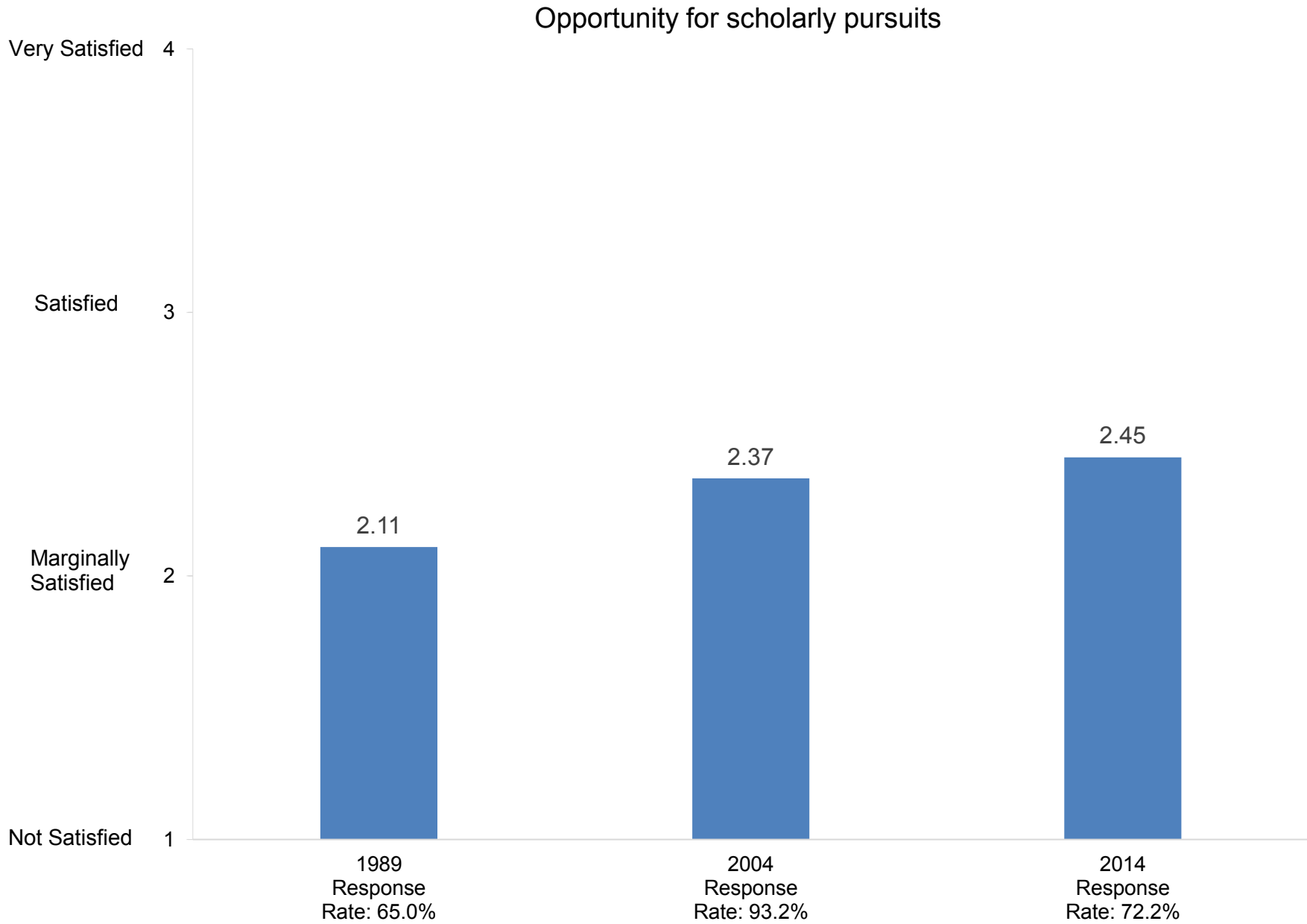
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

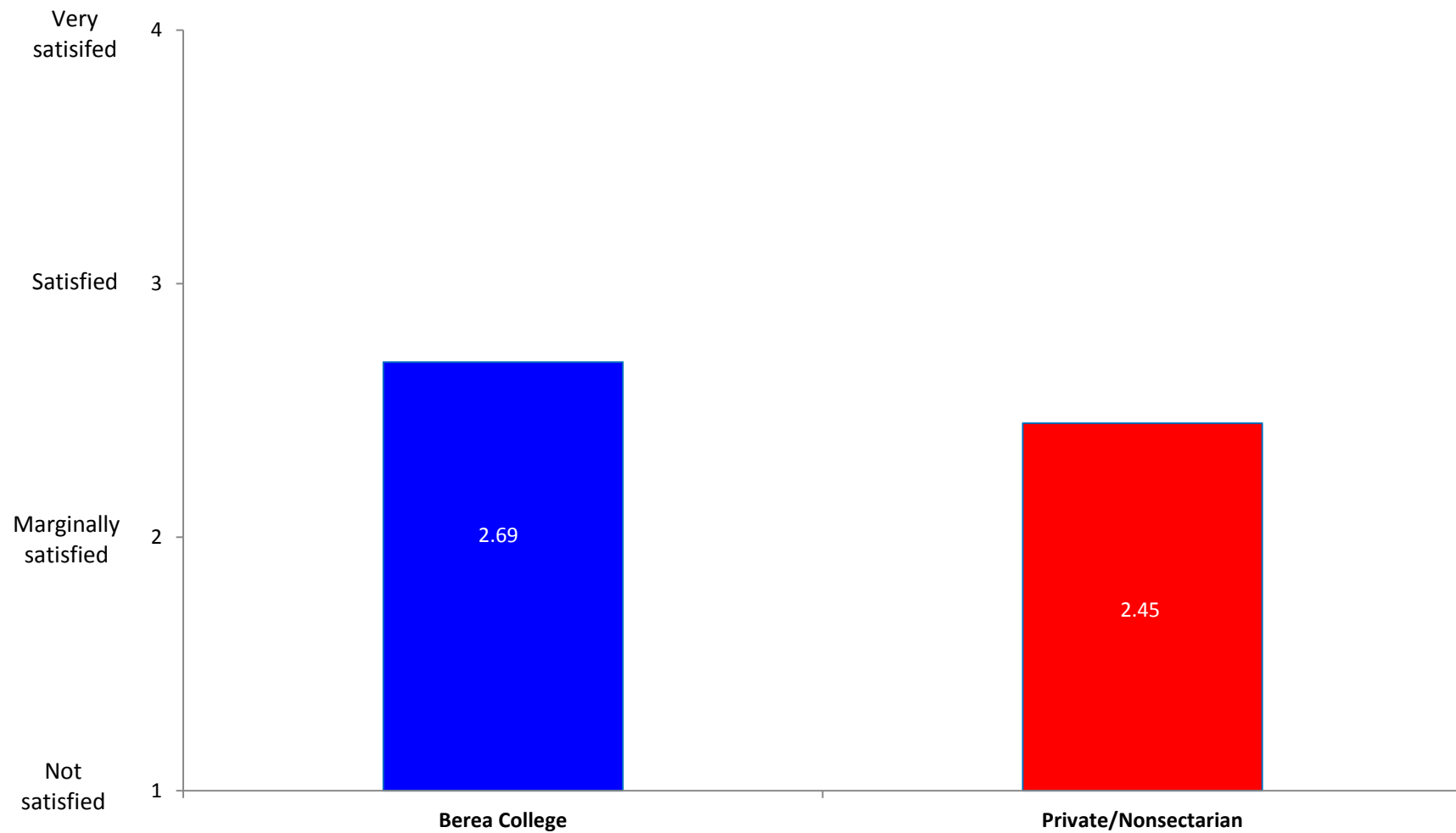
 Publics

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

*How satisfied are you with the following aspects of your job?*



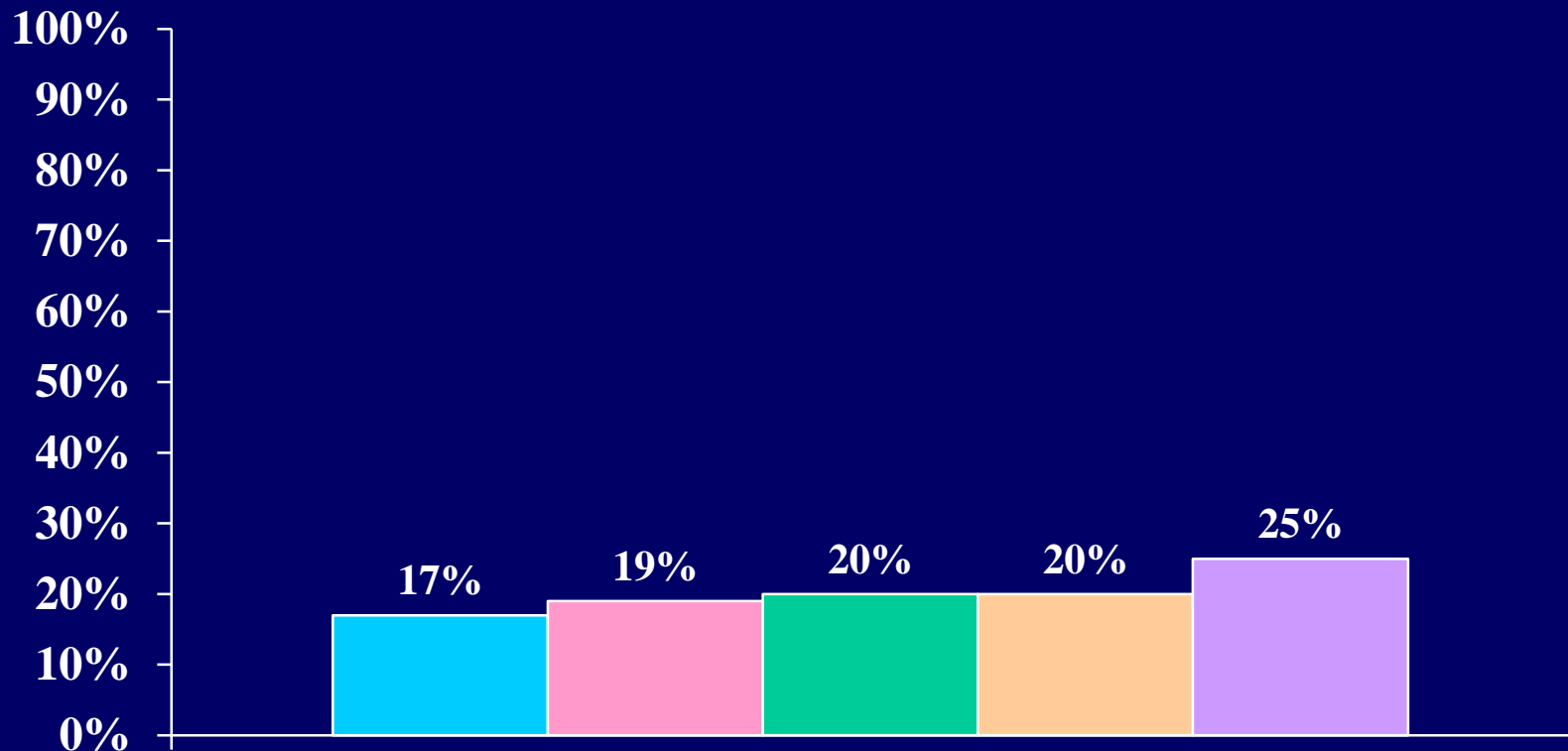
### Teaching load



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Teaching load*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

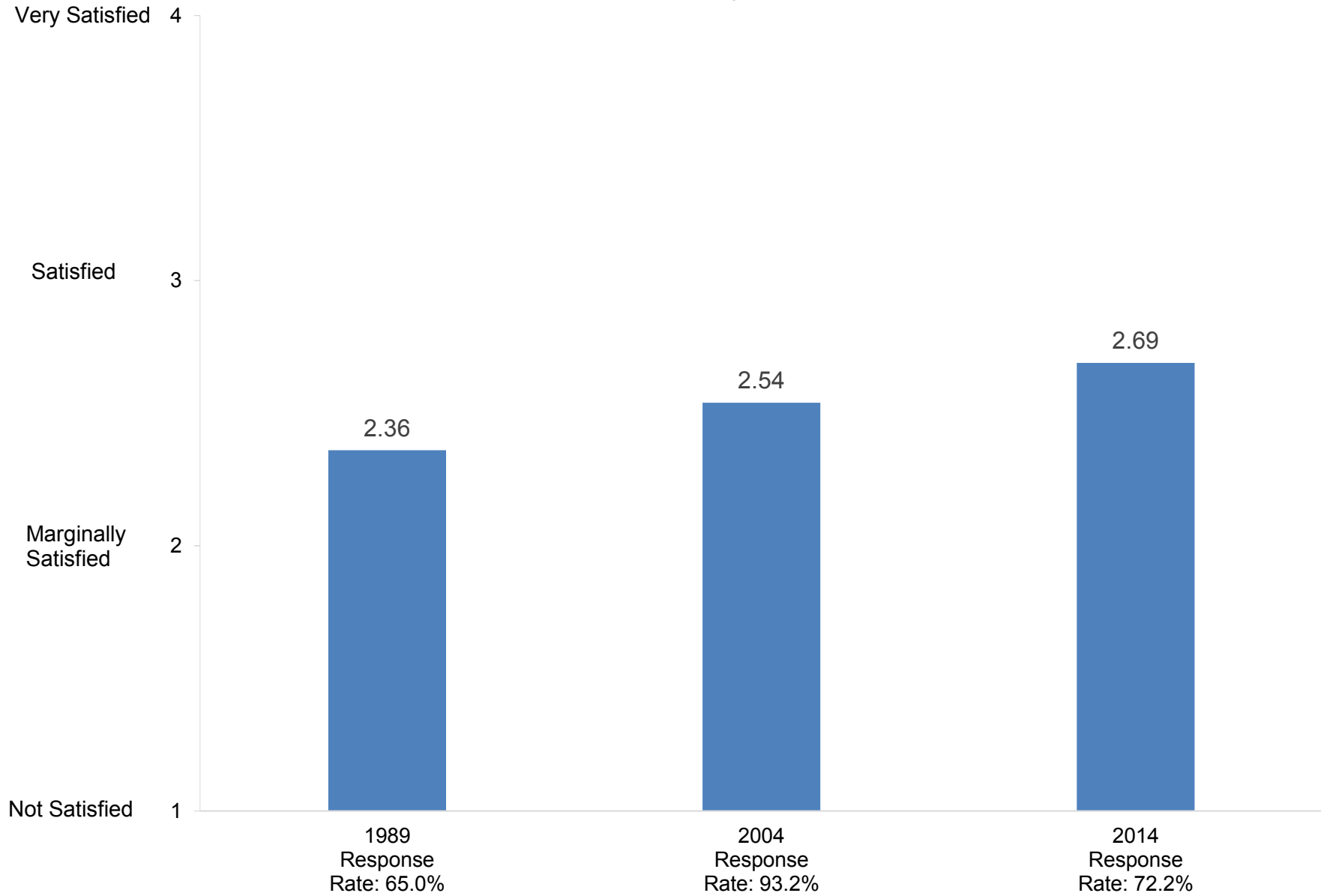
 4-Year  
Private

 Publics

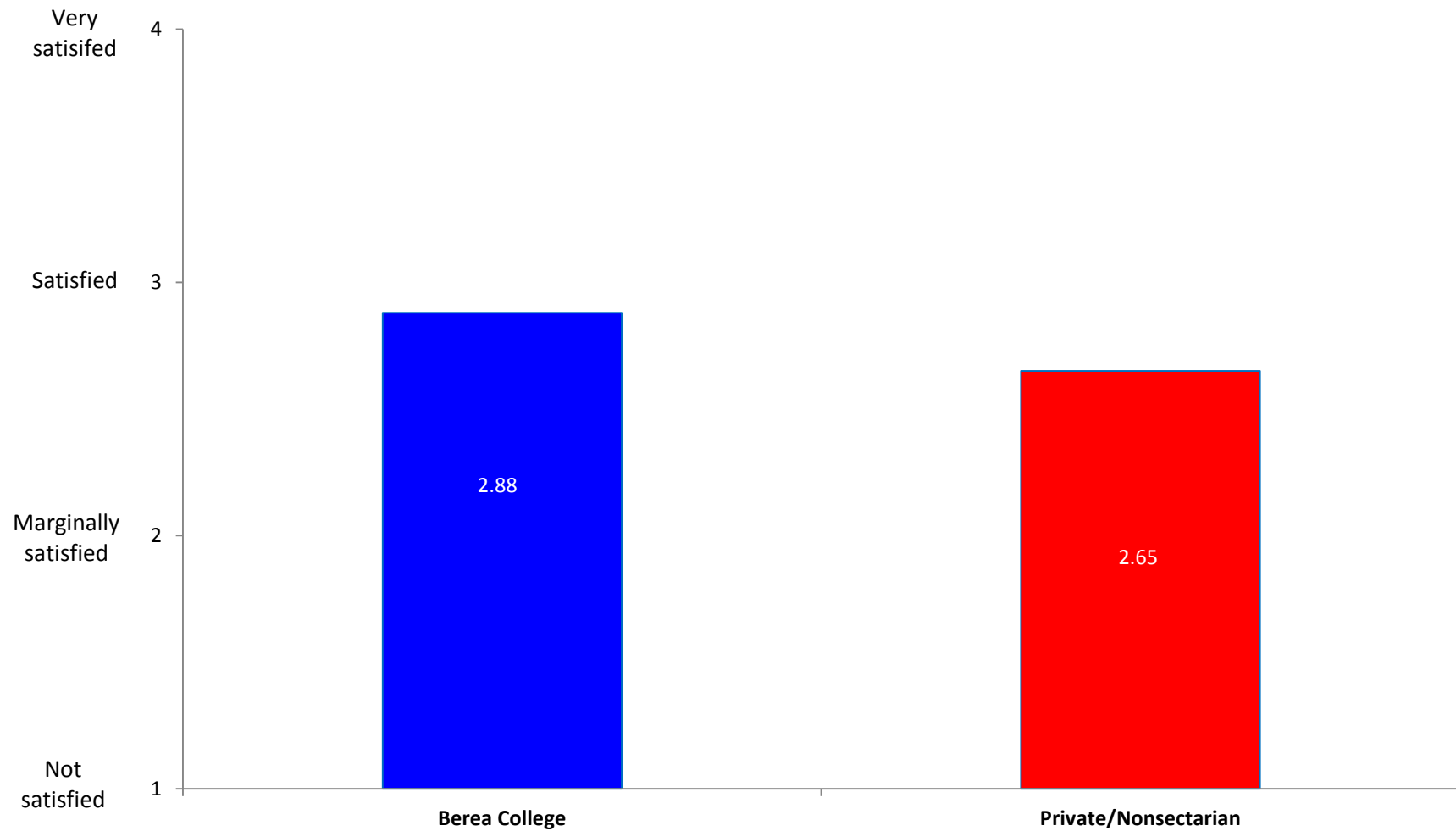
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Teaching Load**



### Quality of students

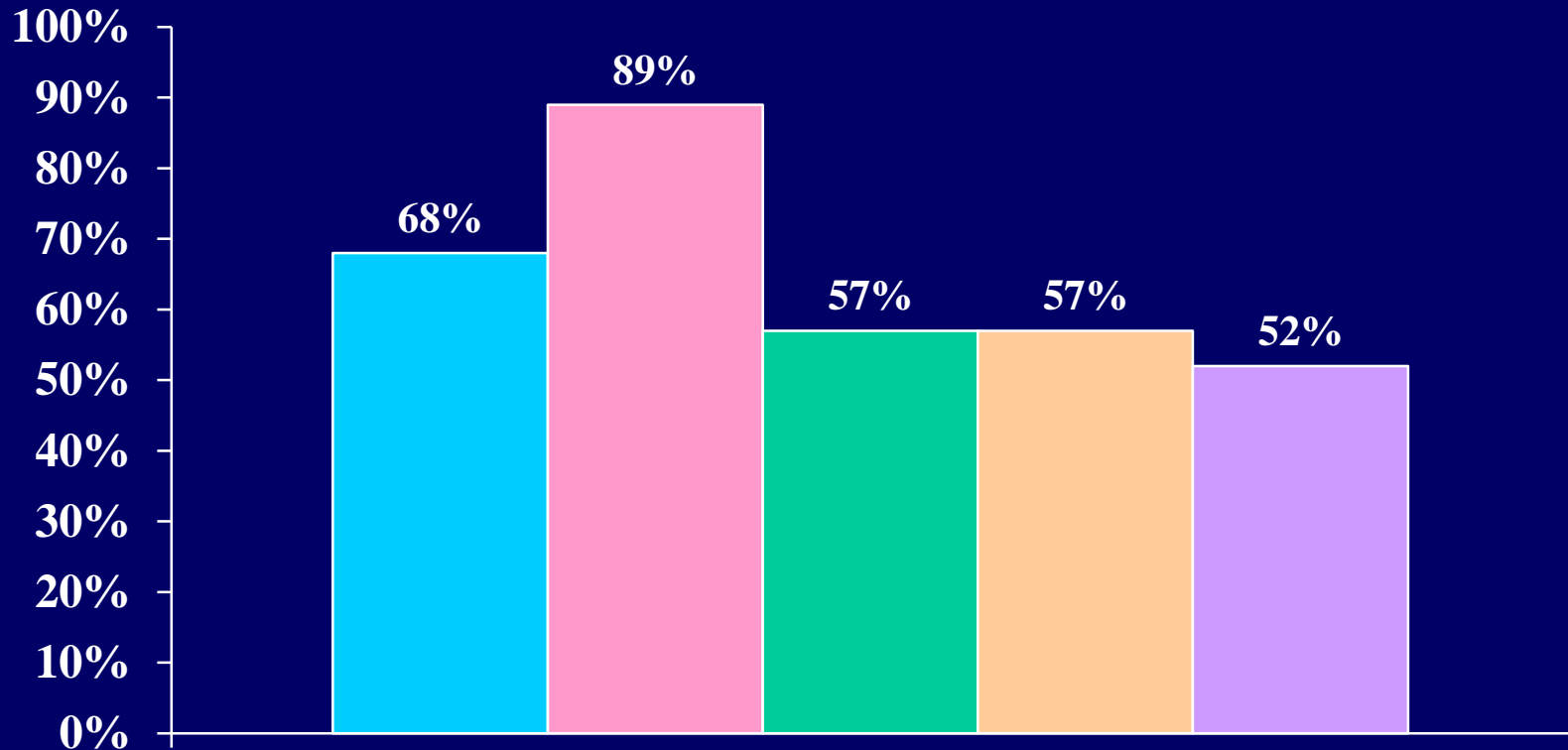




# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Quality of students*



 Berea

 Benchmark  
Institutions

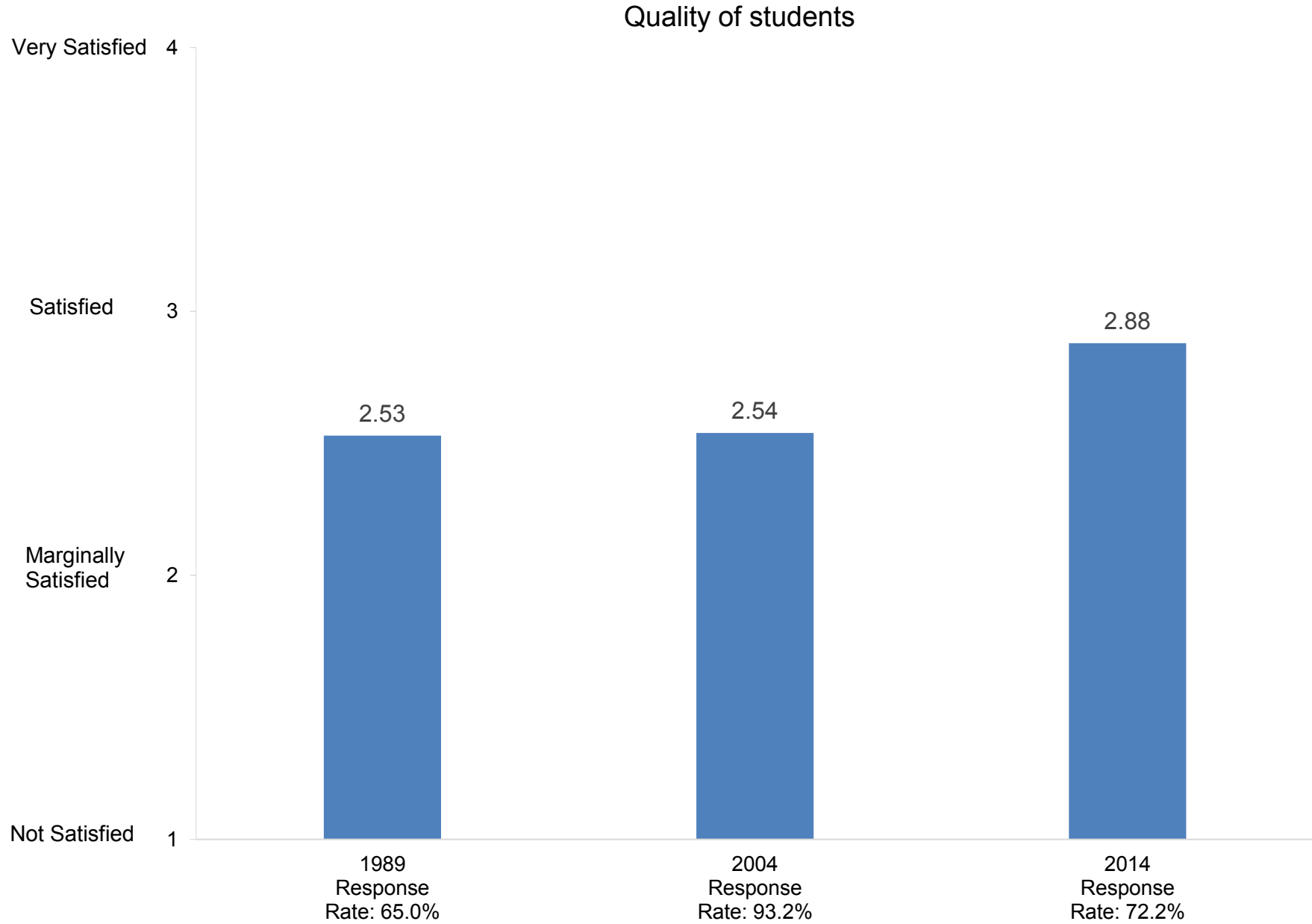
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

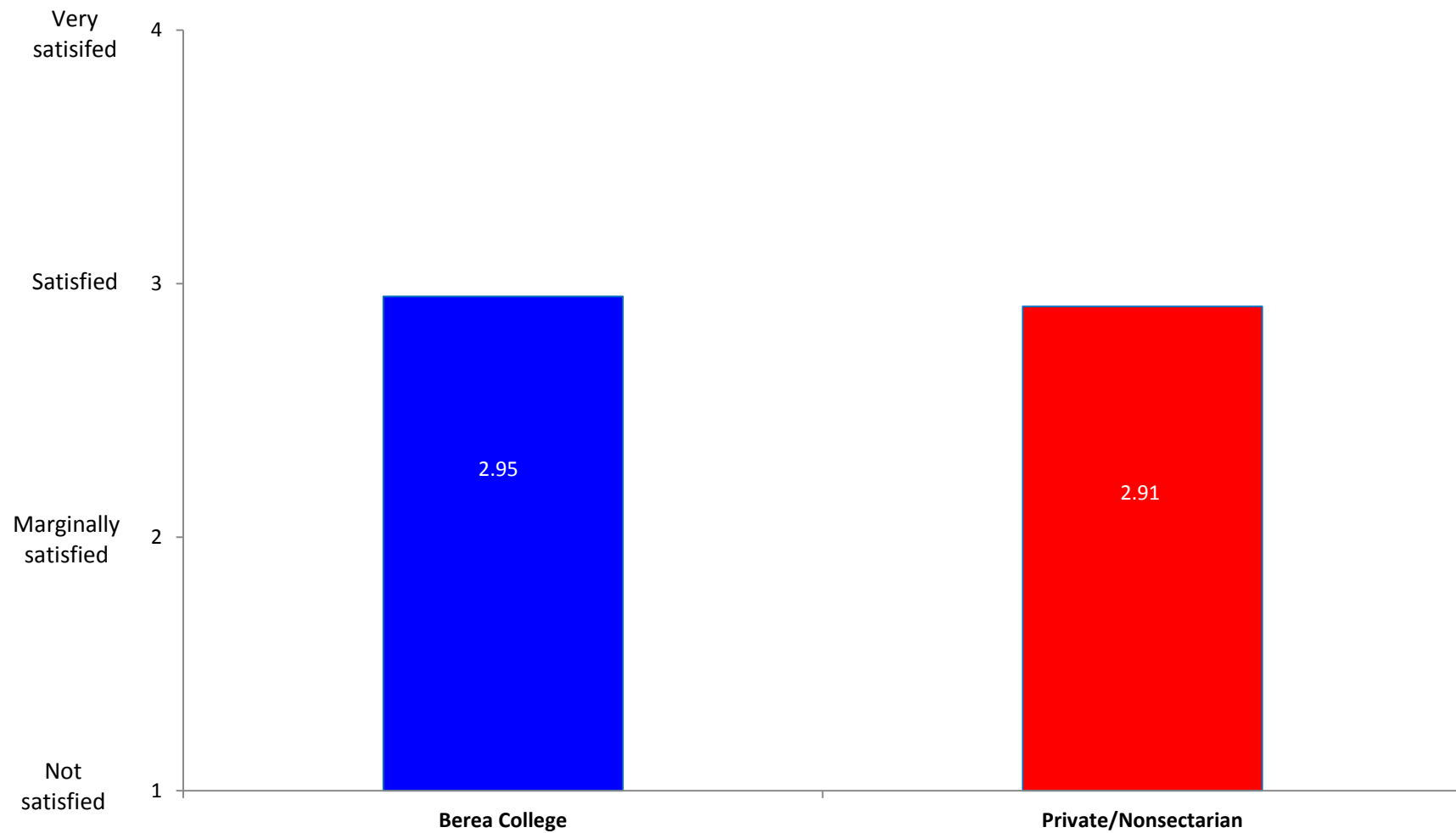
 Publics

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

*How satisfied are you with the following aspects of your job?*



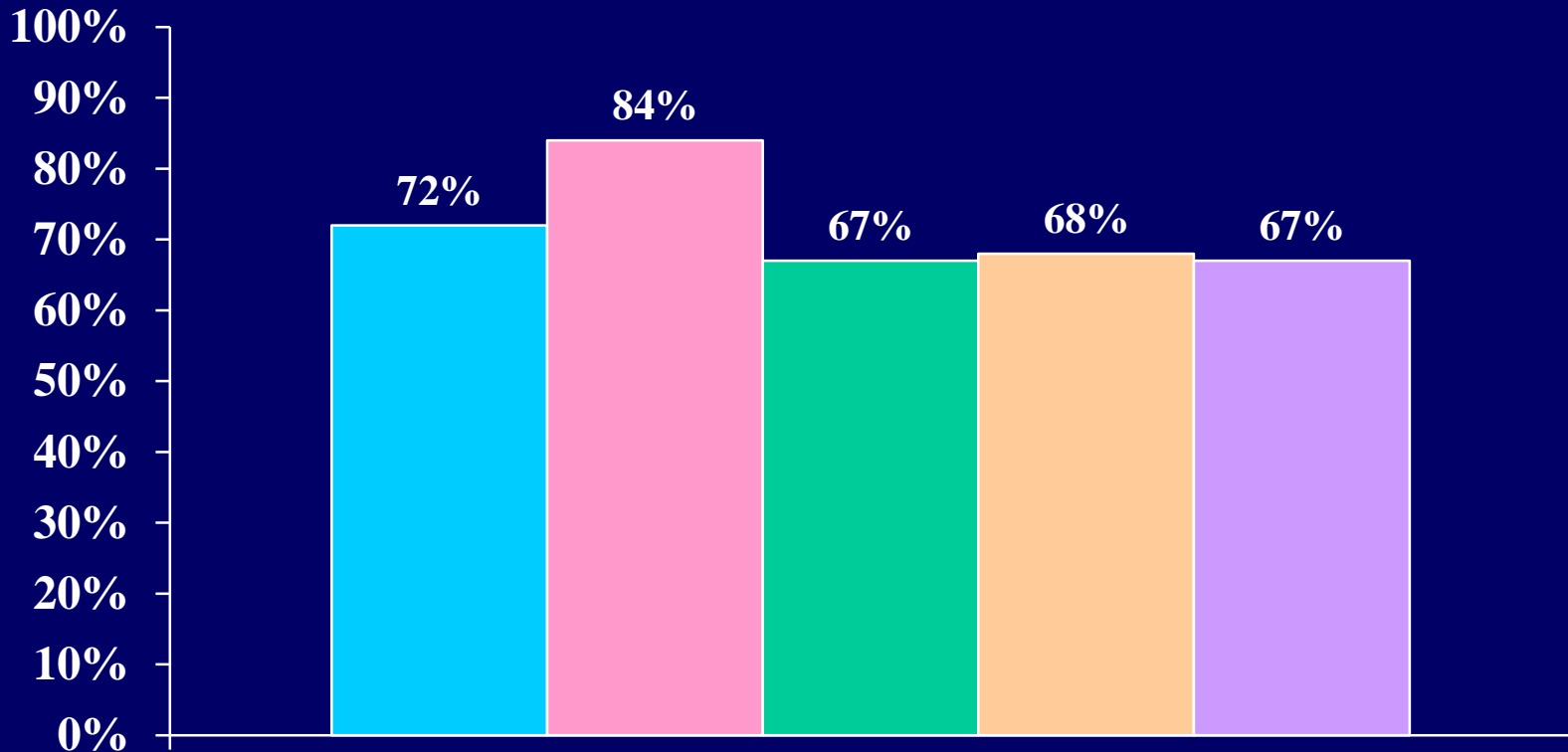
### Office/lab space



# How satisfied are you with the following aspect of your job?

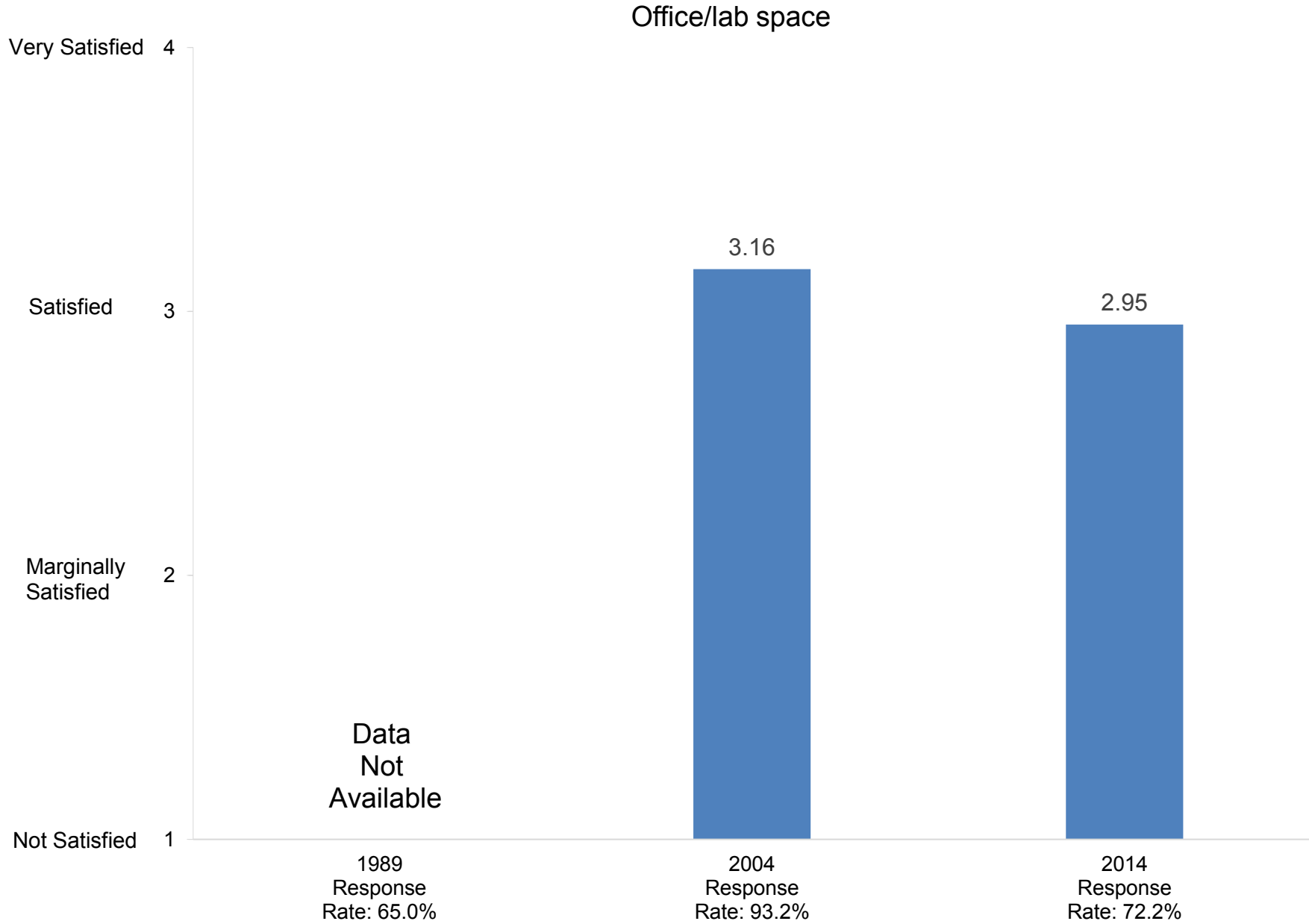
Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Office/lab space*

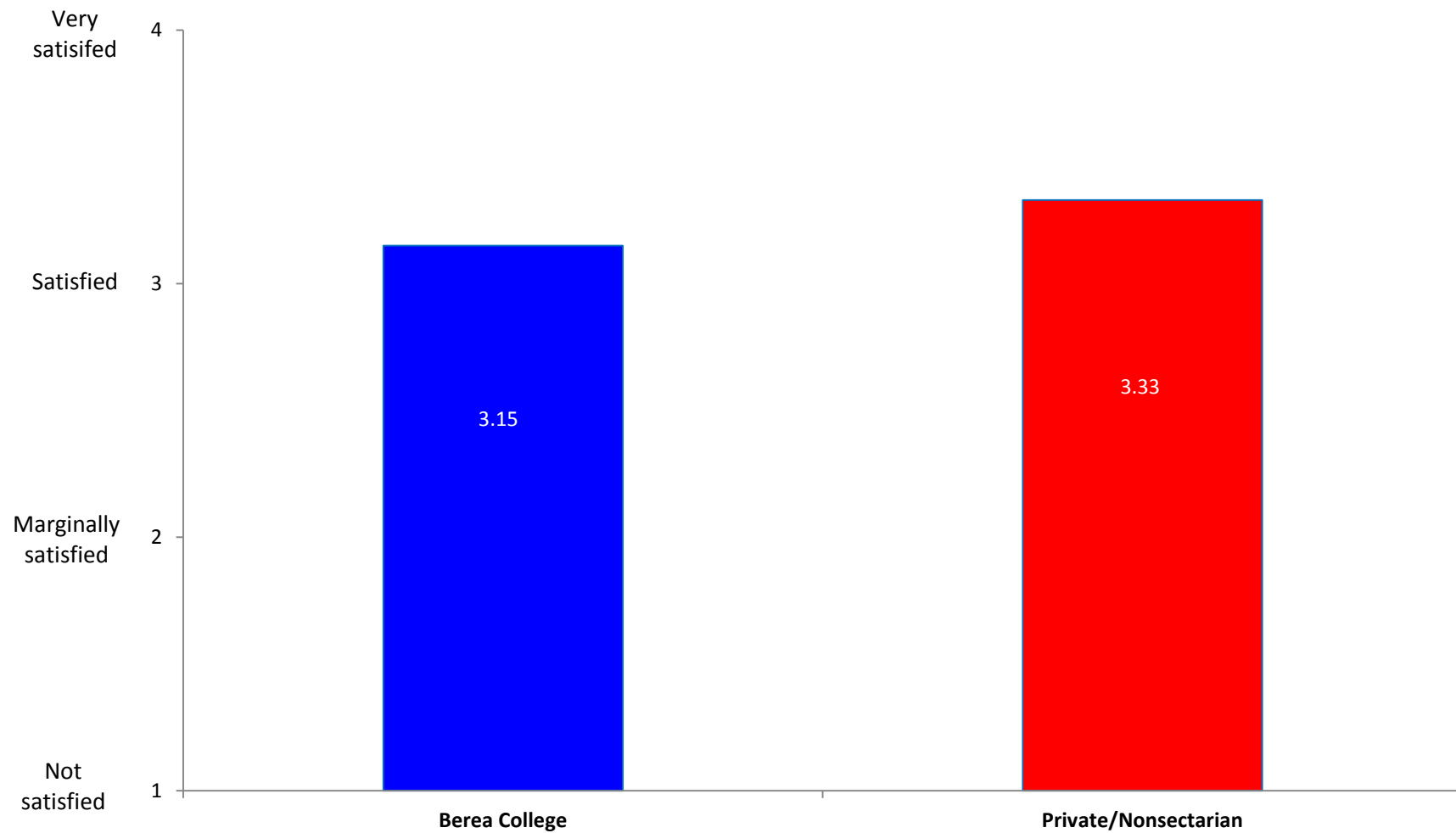


**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



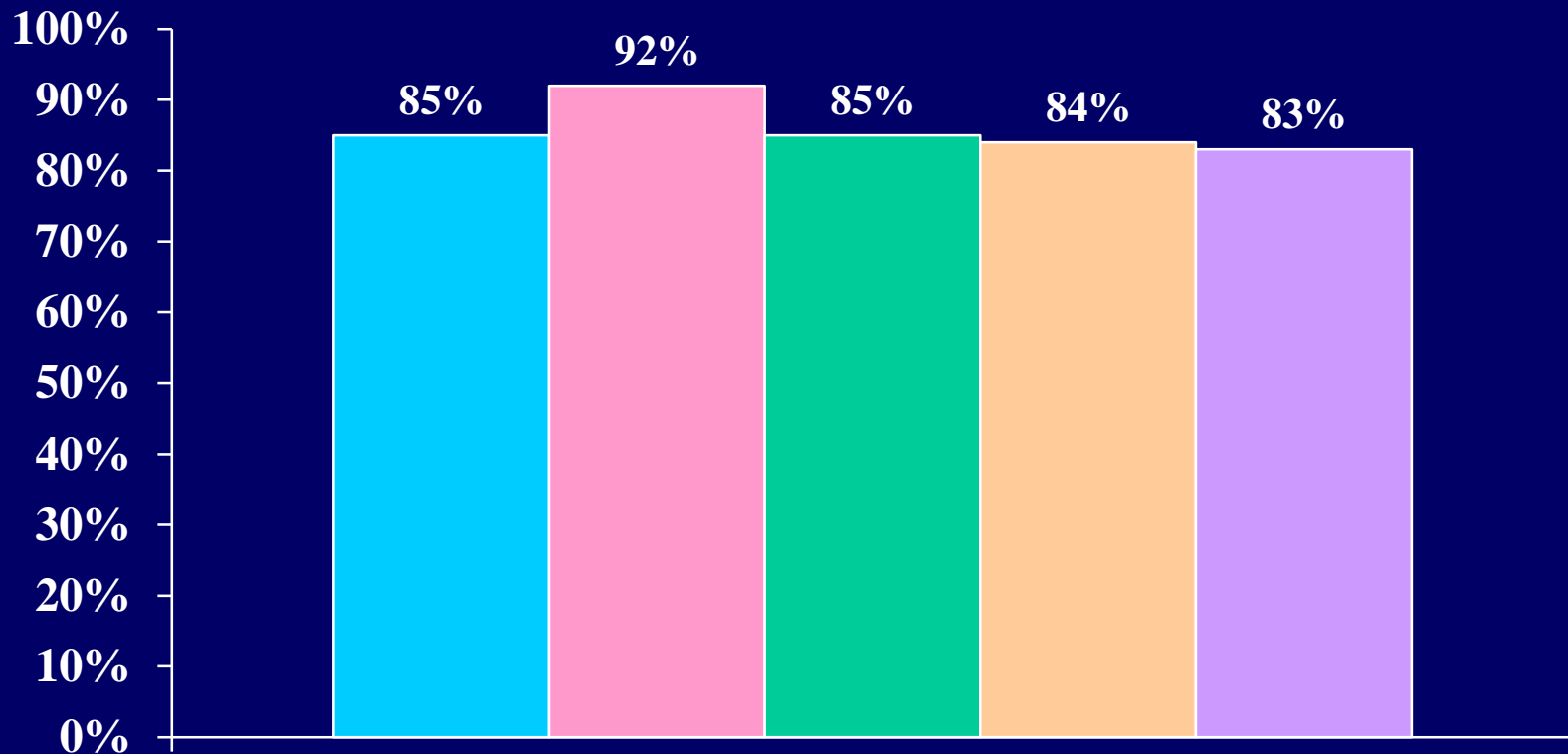
### Autonomy and independence



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Autonomy and independence*



 Berea

 Benchmark  
Institutions

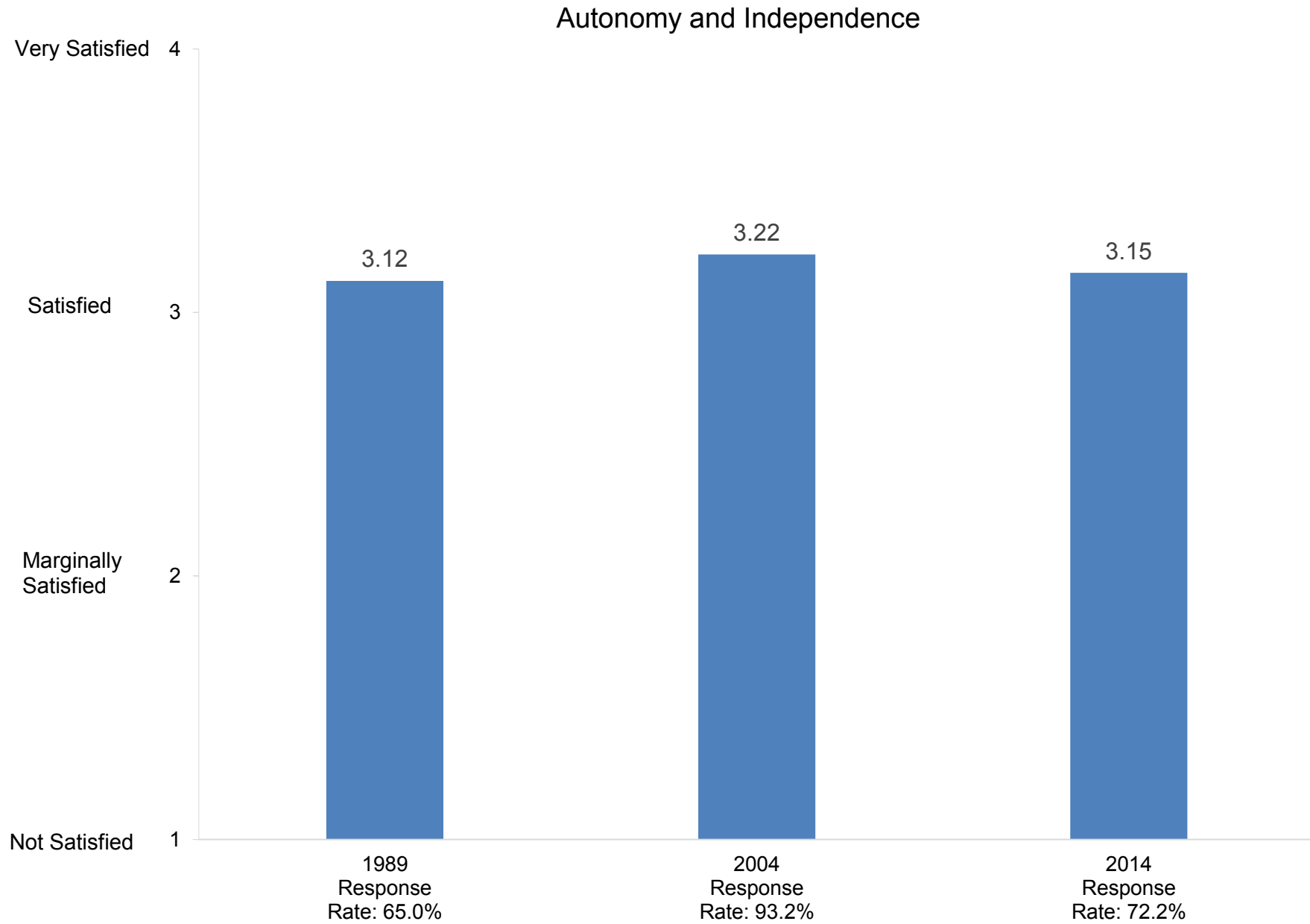
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

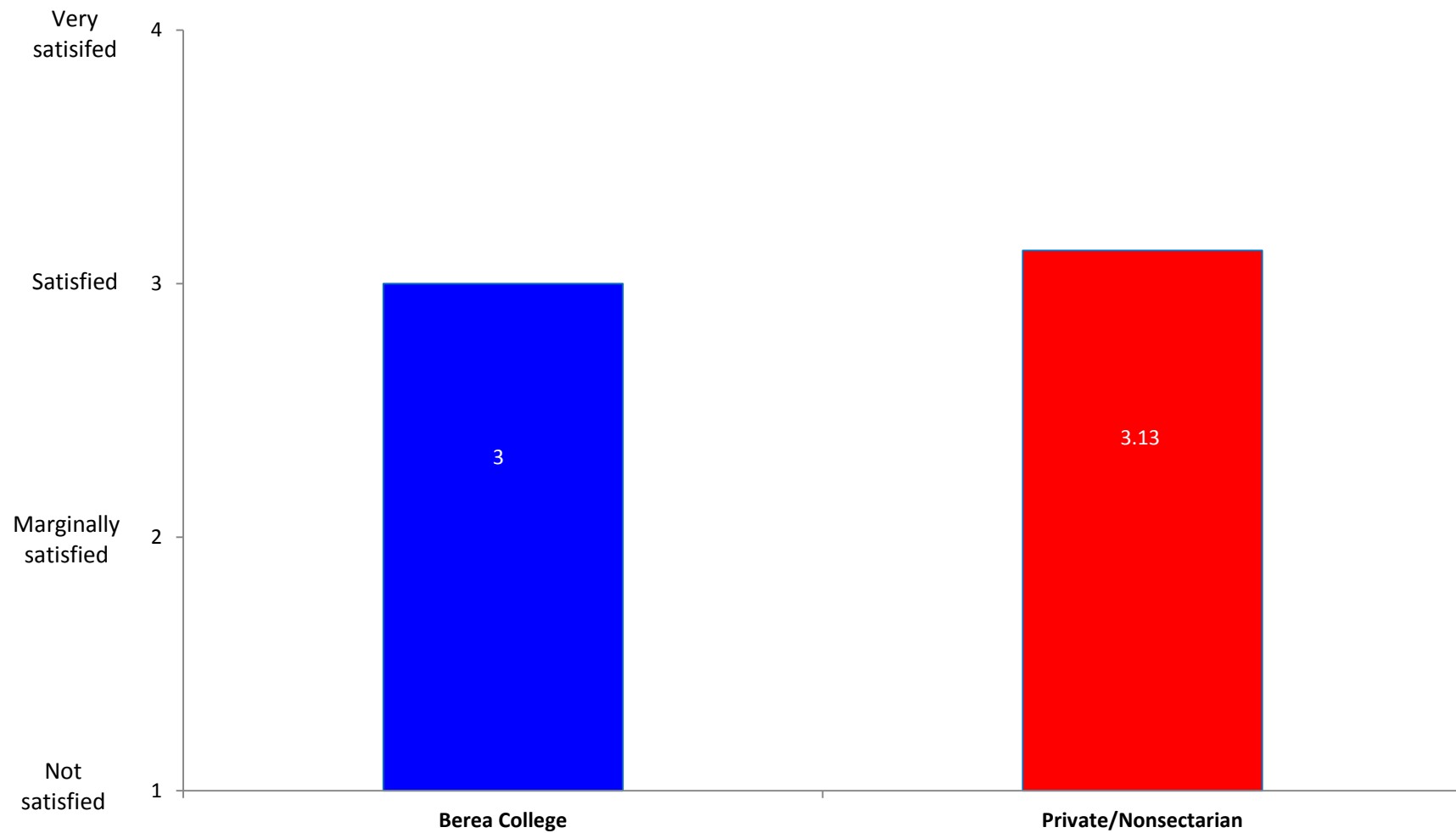
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*





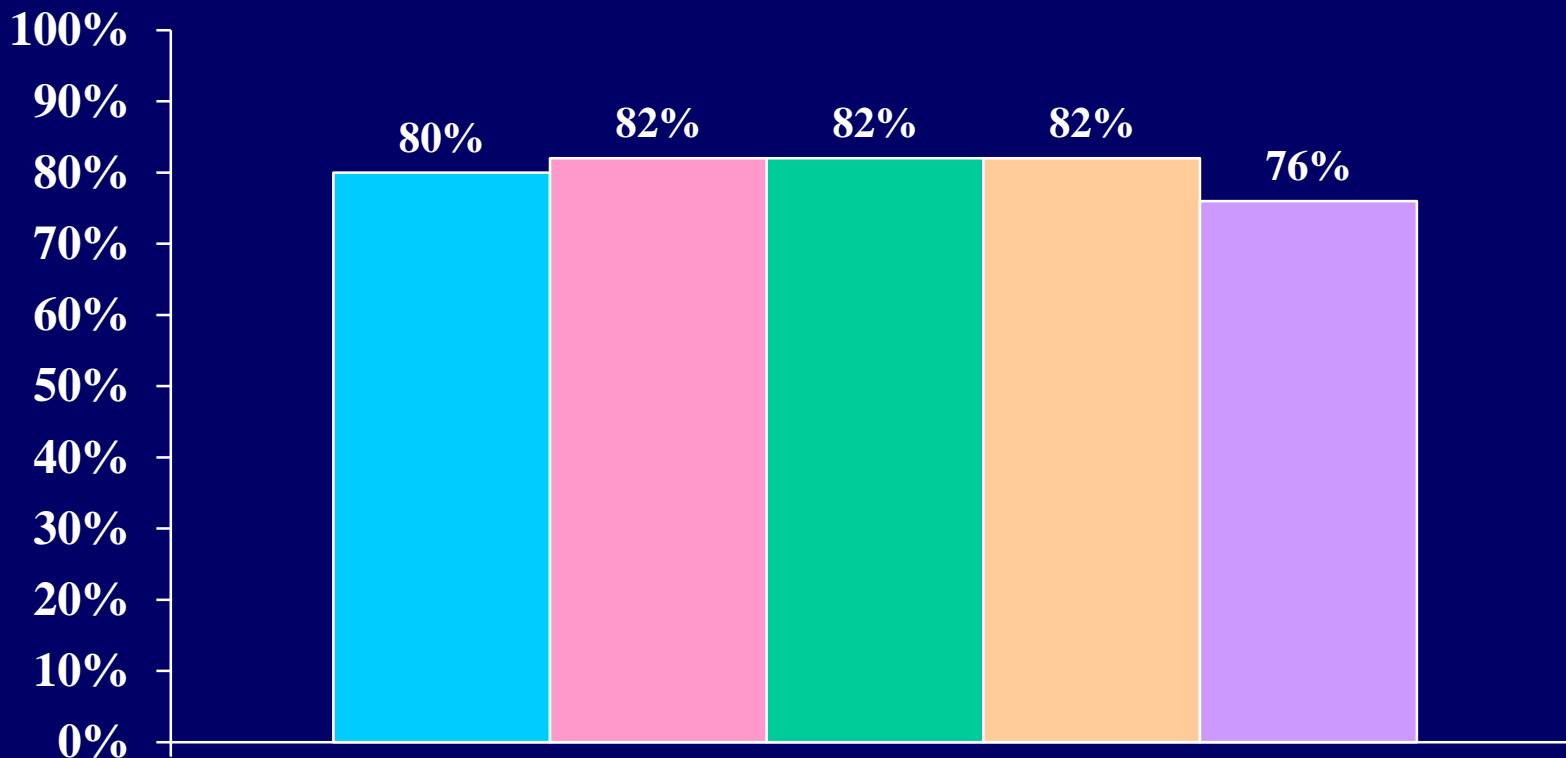
### Professional relationships with other faculty



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Professional relationships with other faculty*



 Berea

 Benchmark  
Institutions

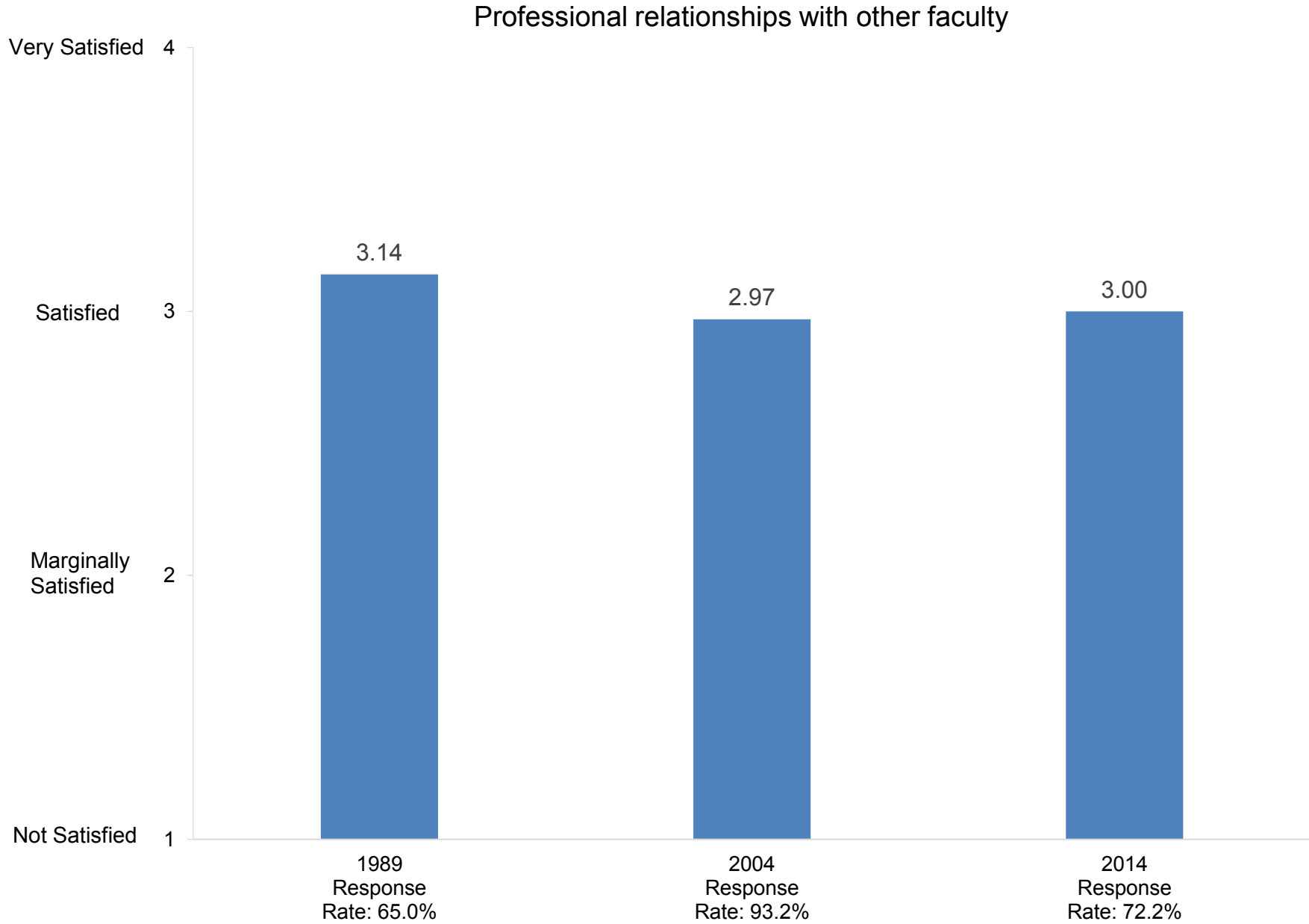
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

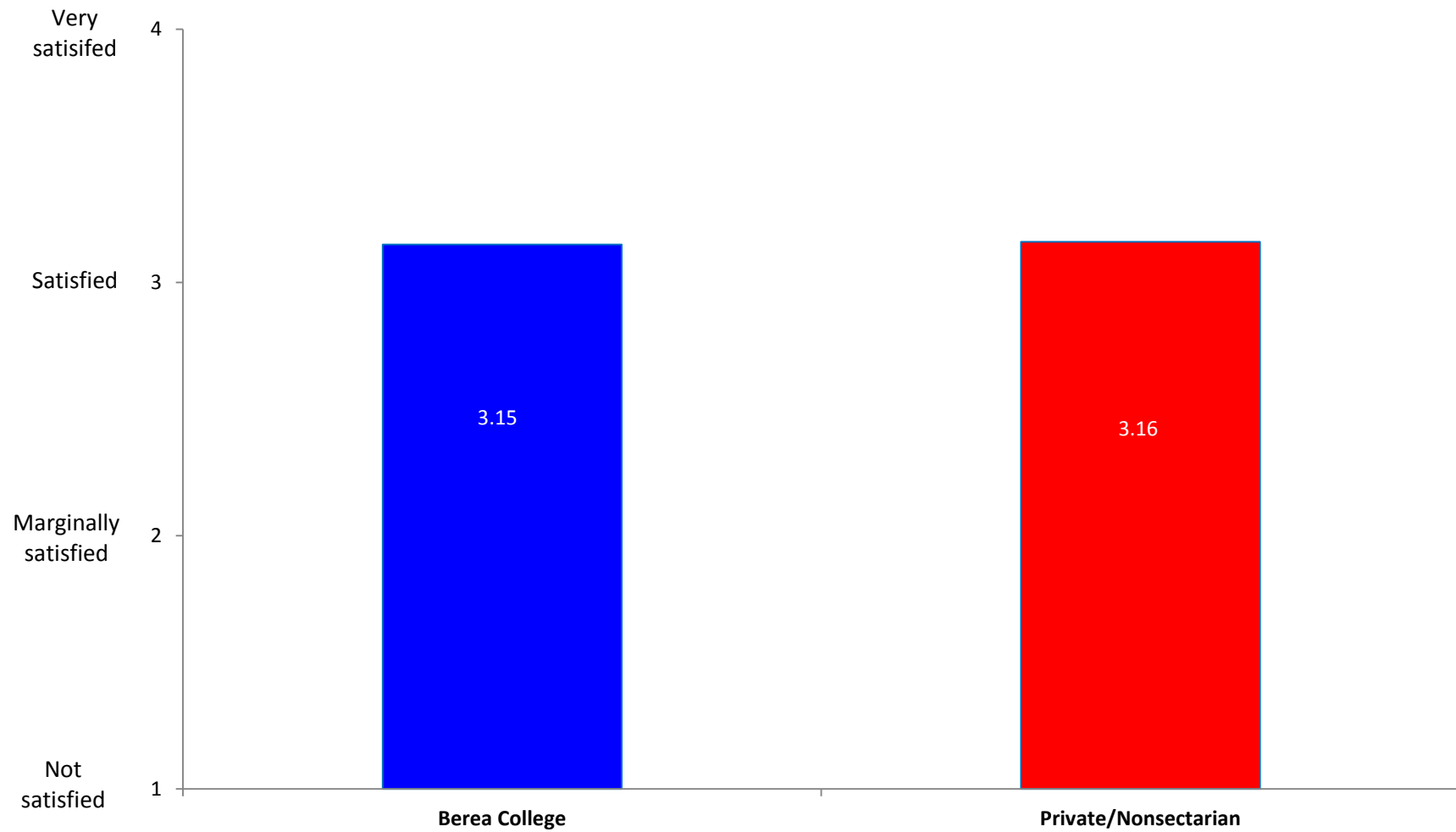
 Publics

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

*How satisfied are you with the following aspects of your job?*



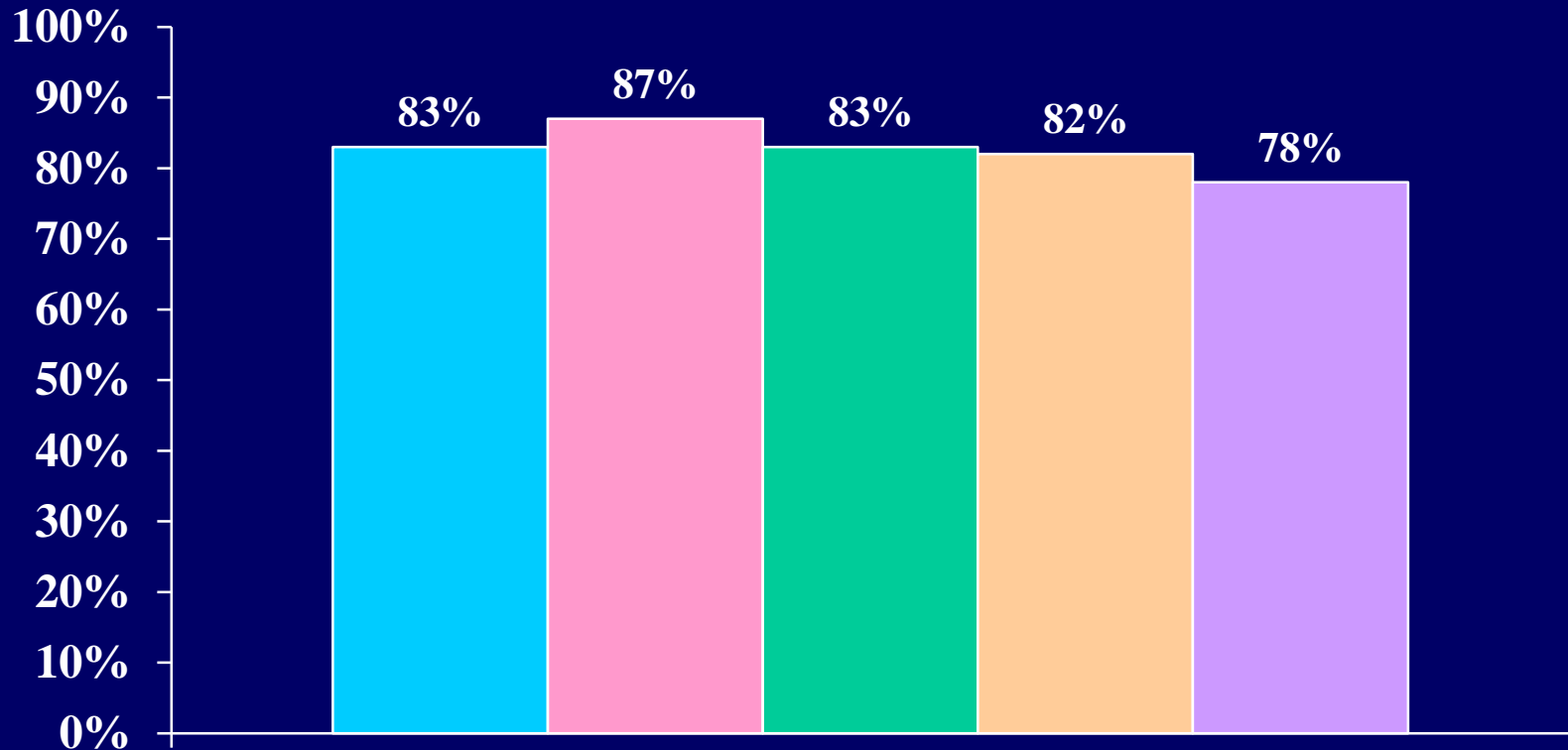
### Competency of colleagues



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Competency of colleagues*



 Berea

 Benchmark  
Institutions

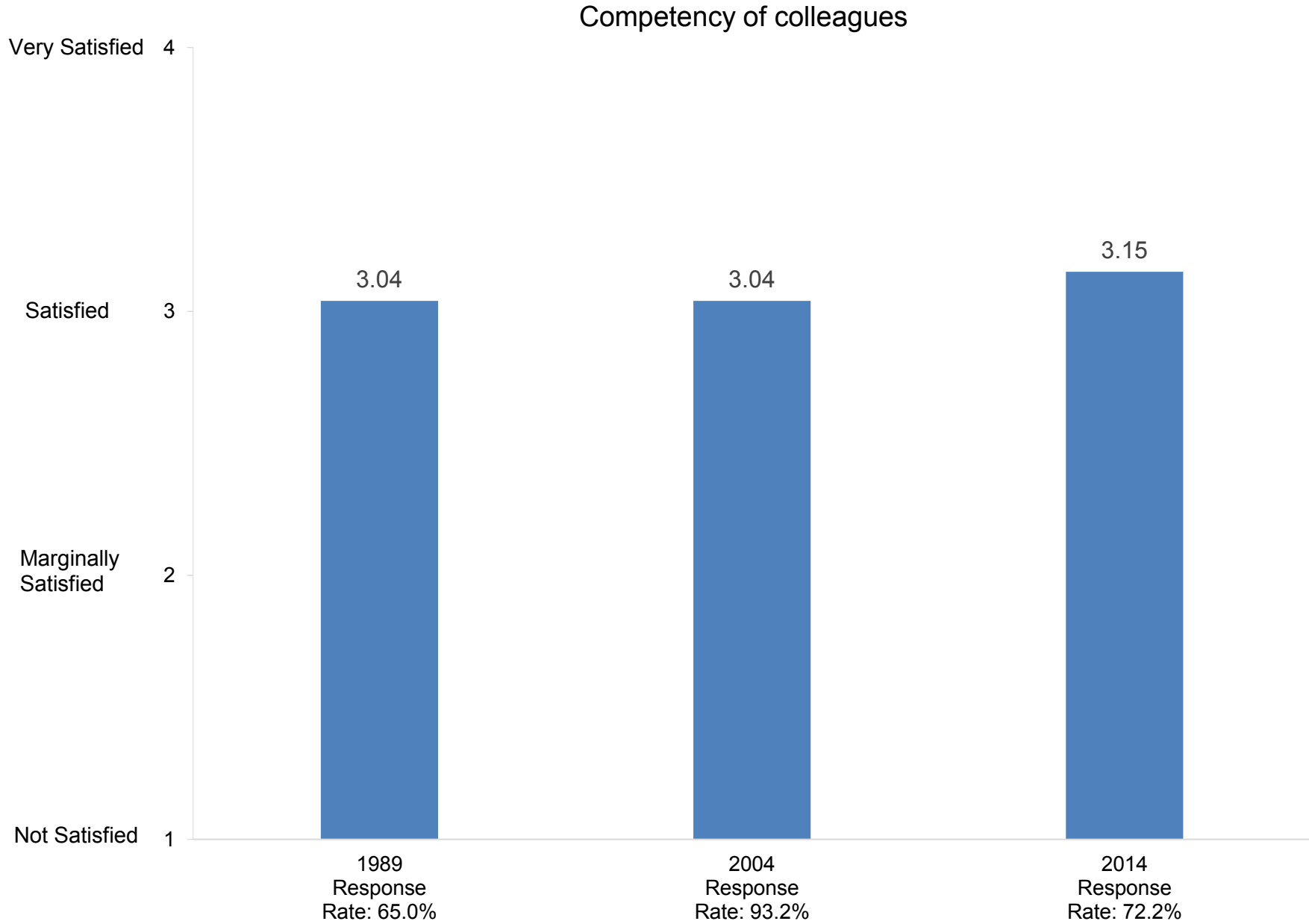
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

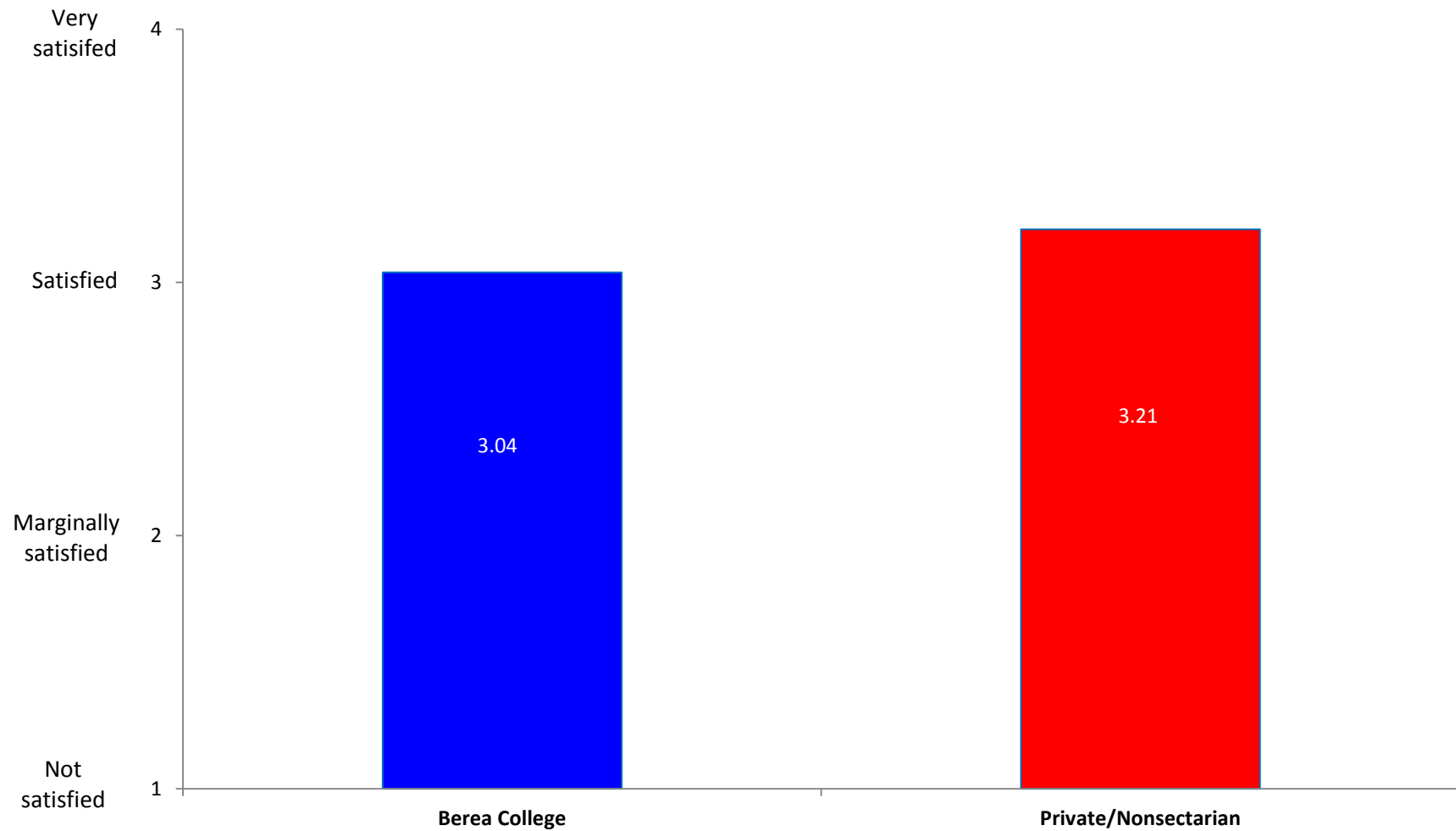
 Publics

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

*How satisfied are you with the following aspects of your job?*



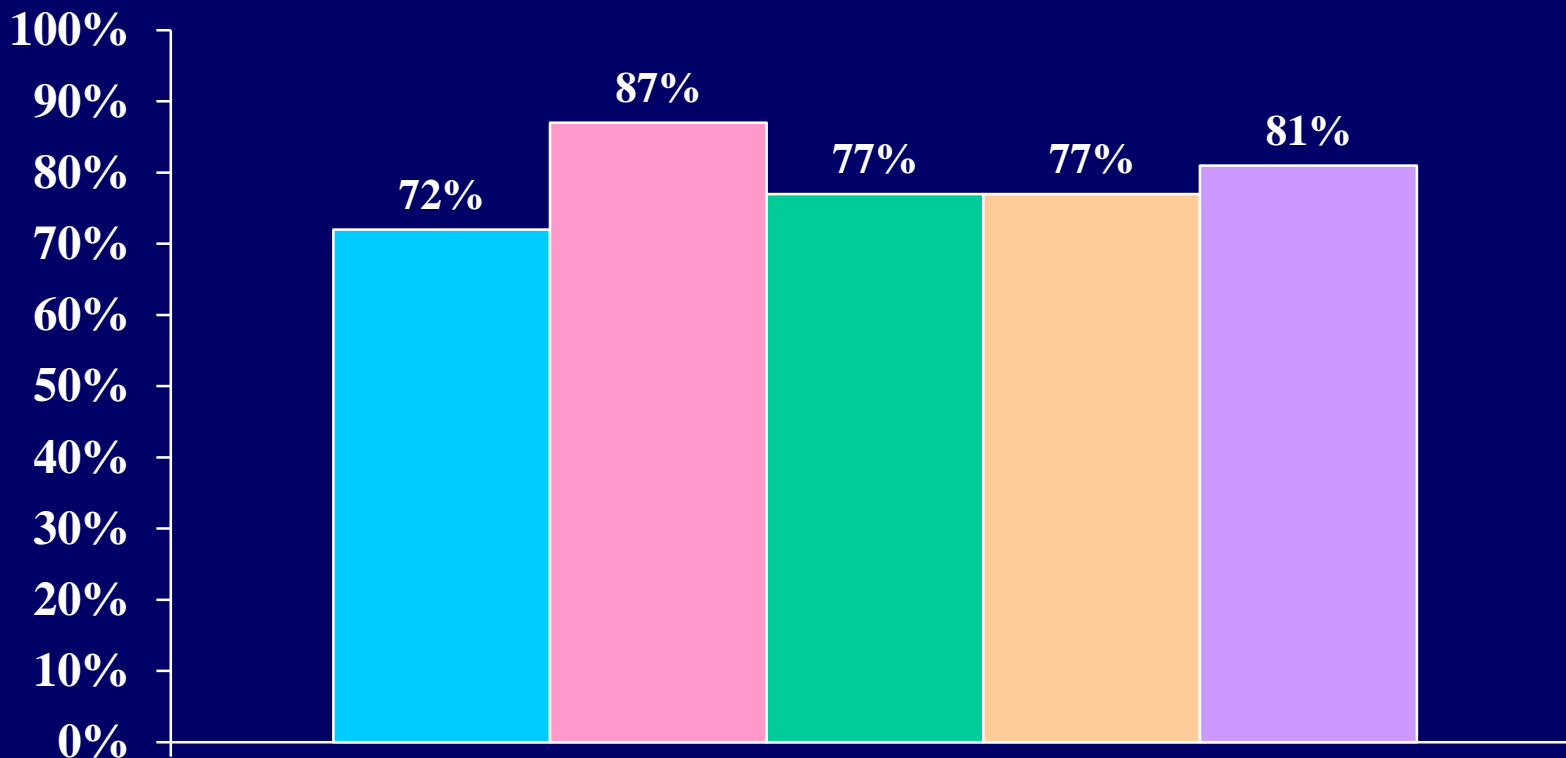
### Job security



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Job security*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

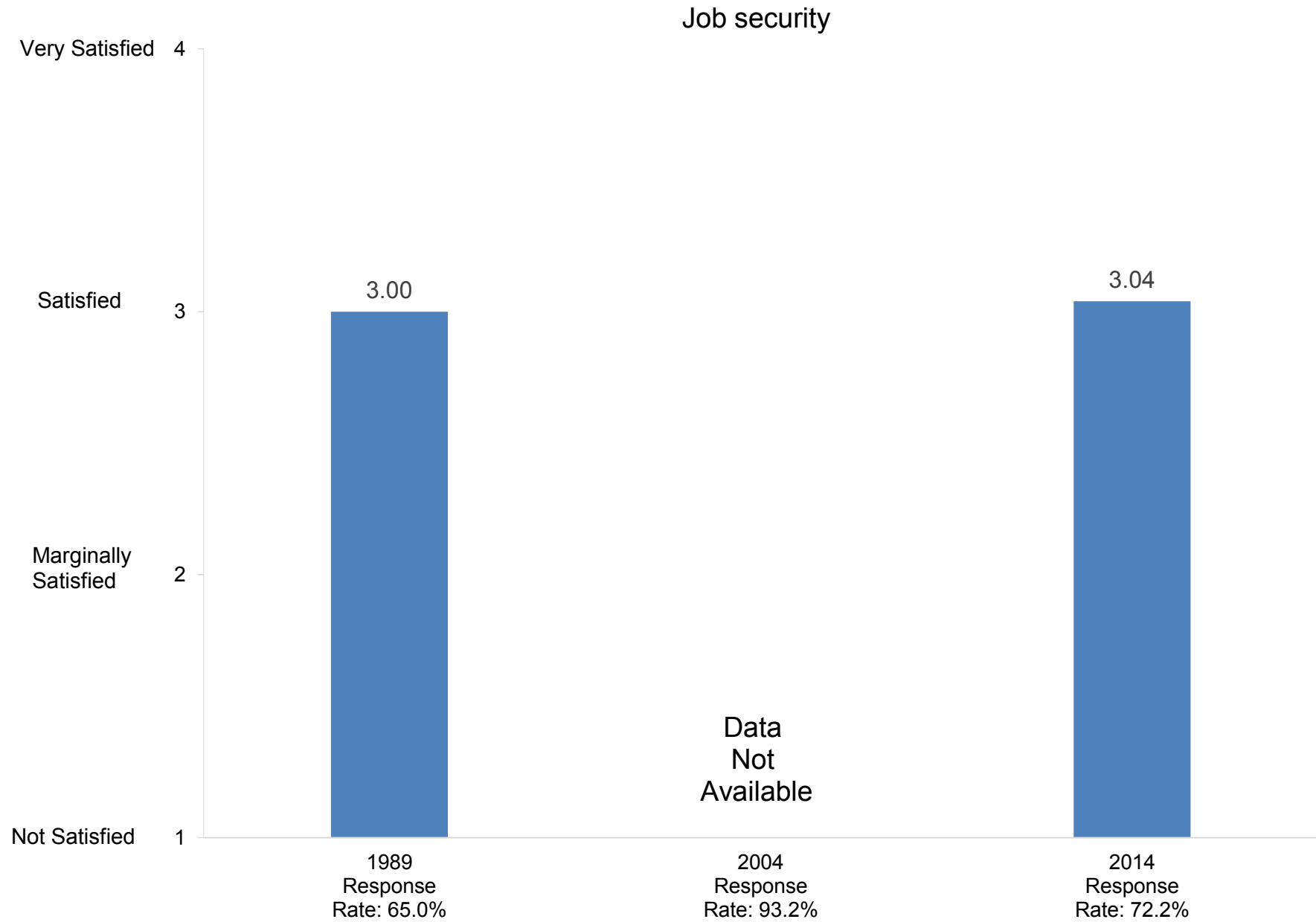
 4-Year  
Private

 Publics

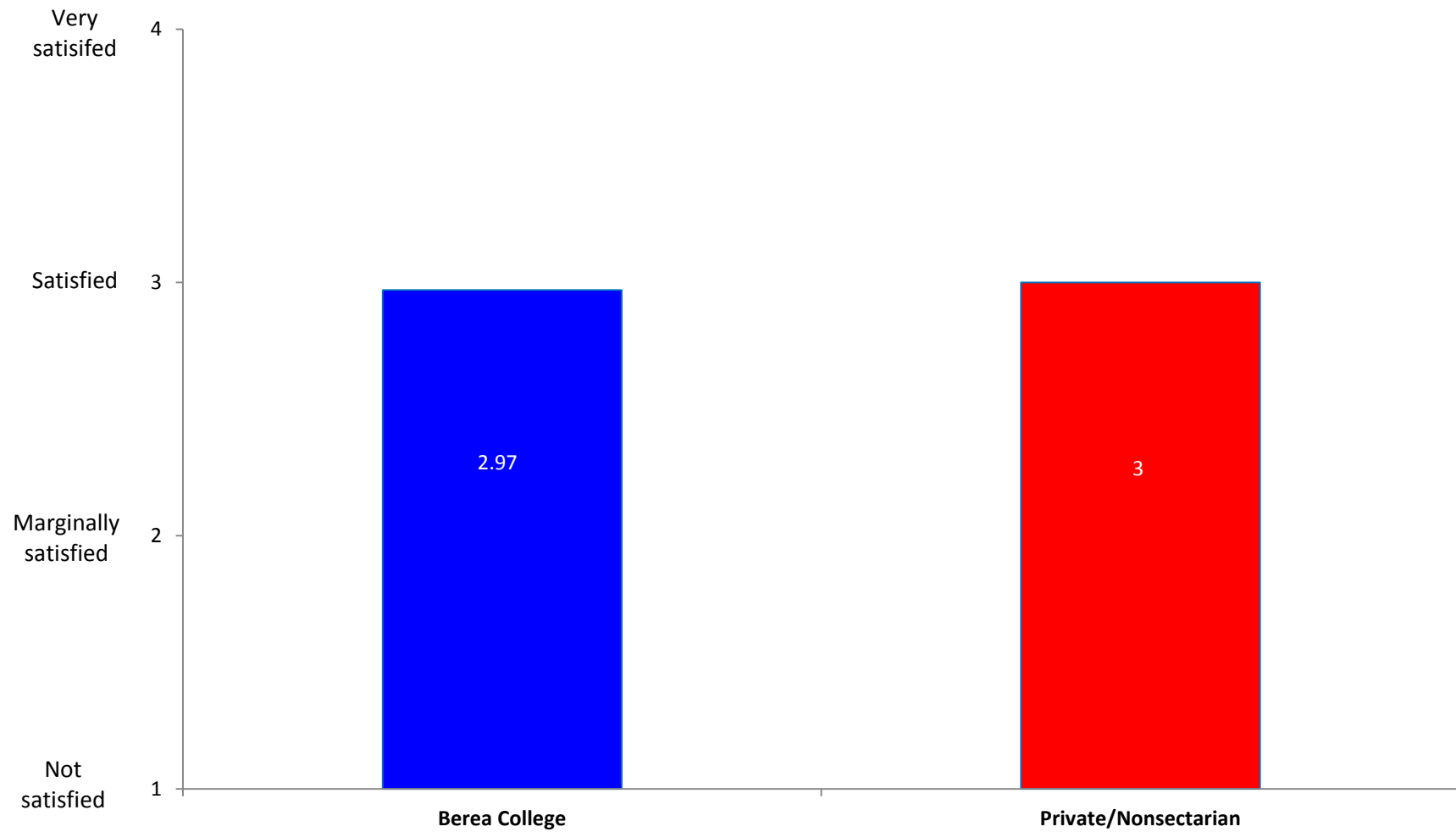


**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



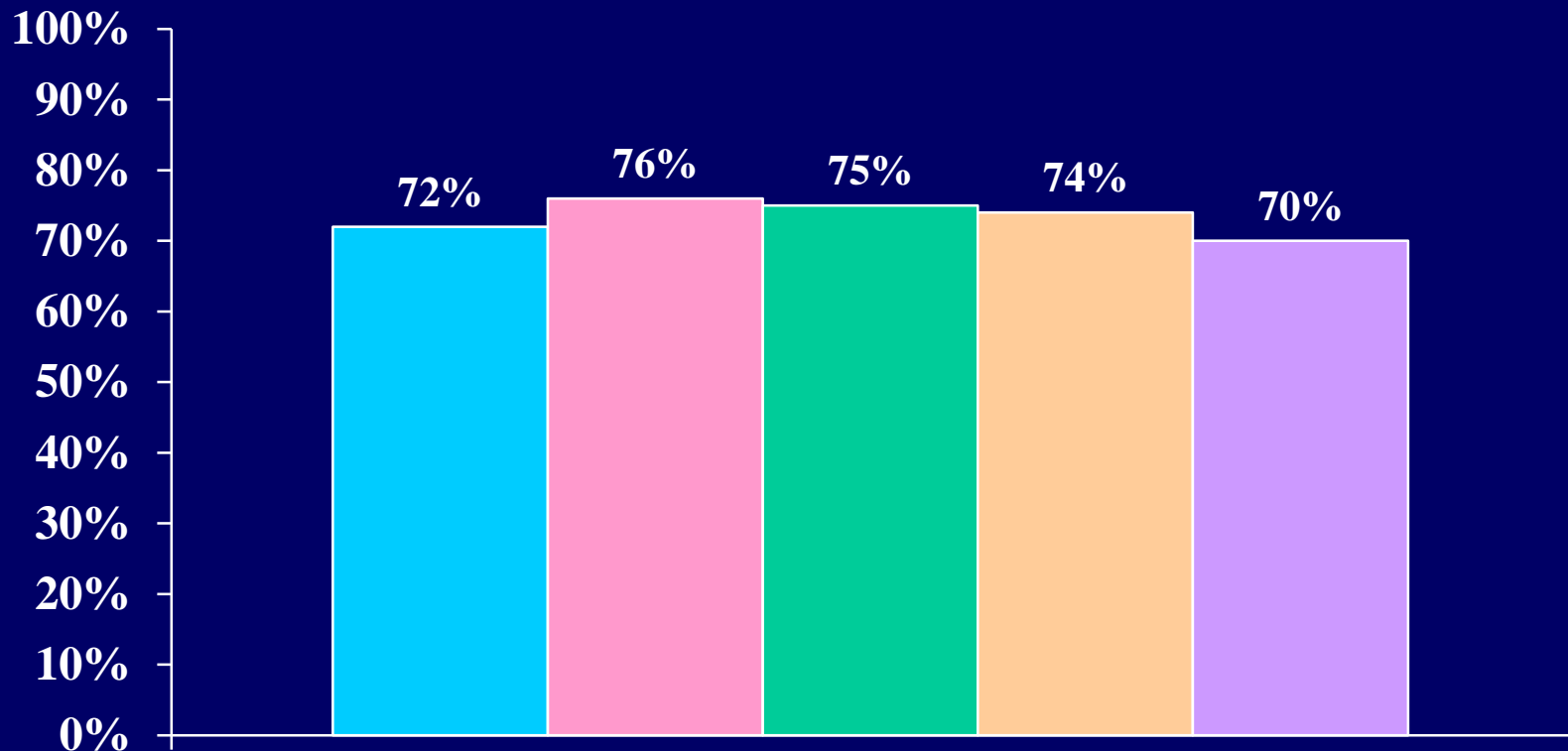
### Departmental leadership



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Departmental leadership*



 Berea

 Benchmark  
Institutions

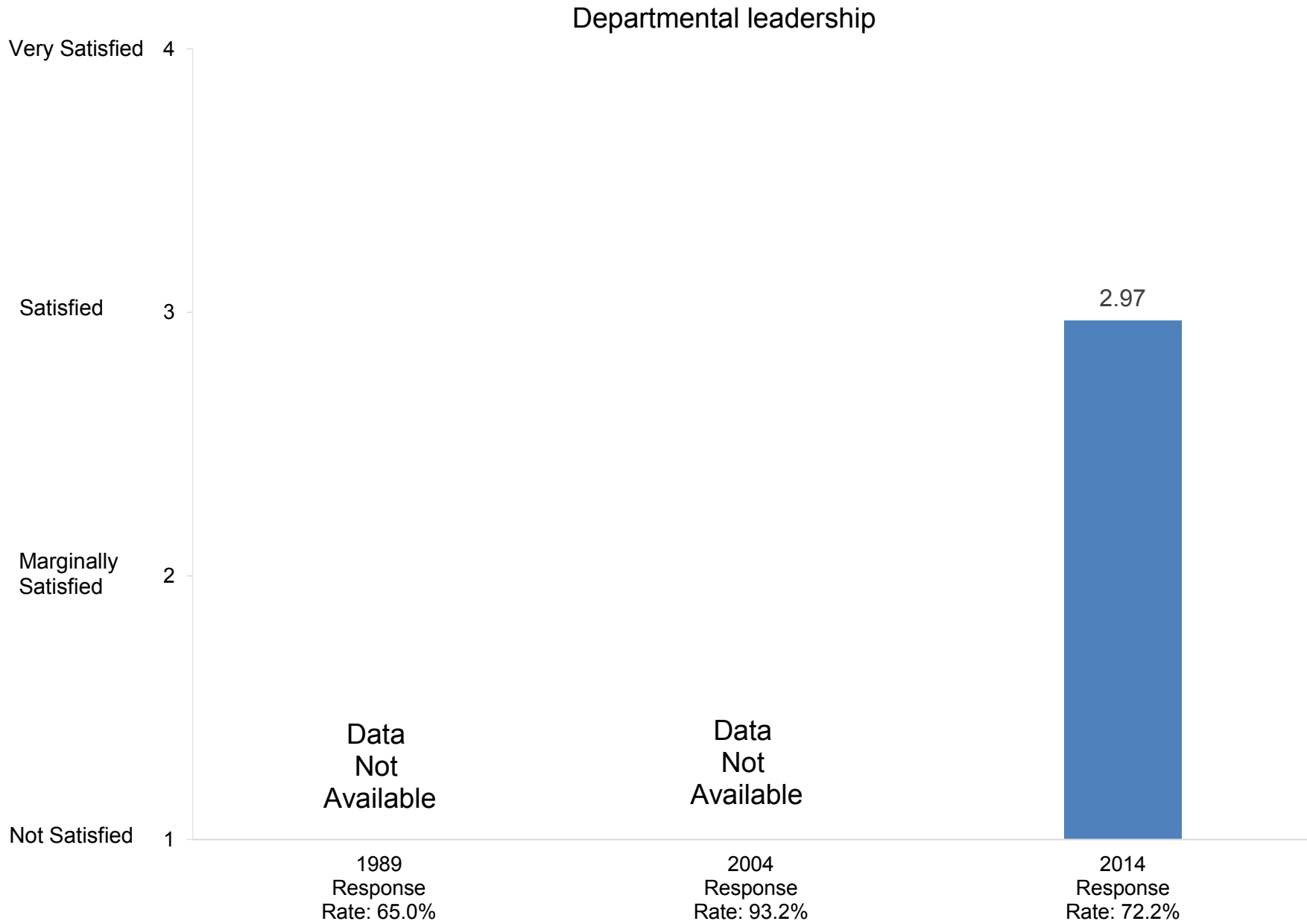
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

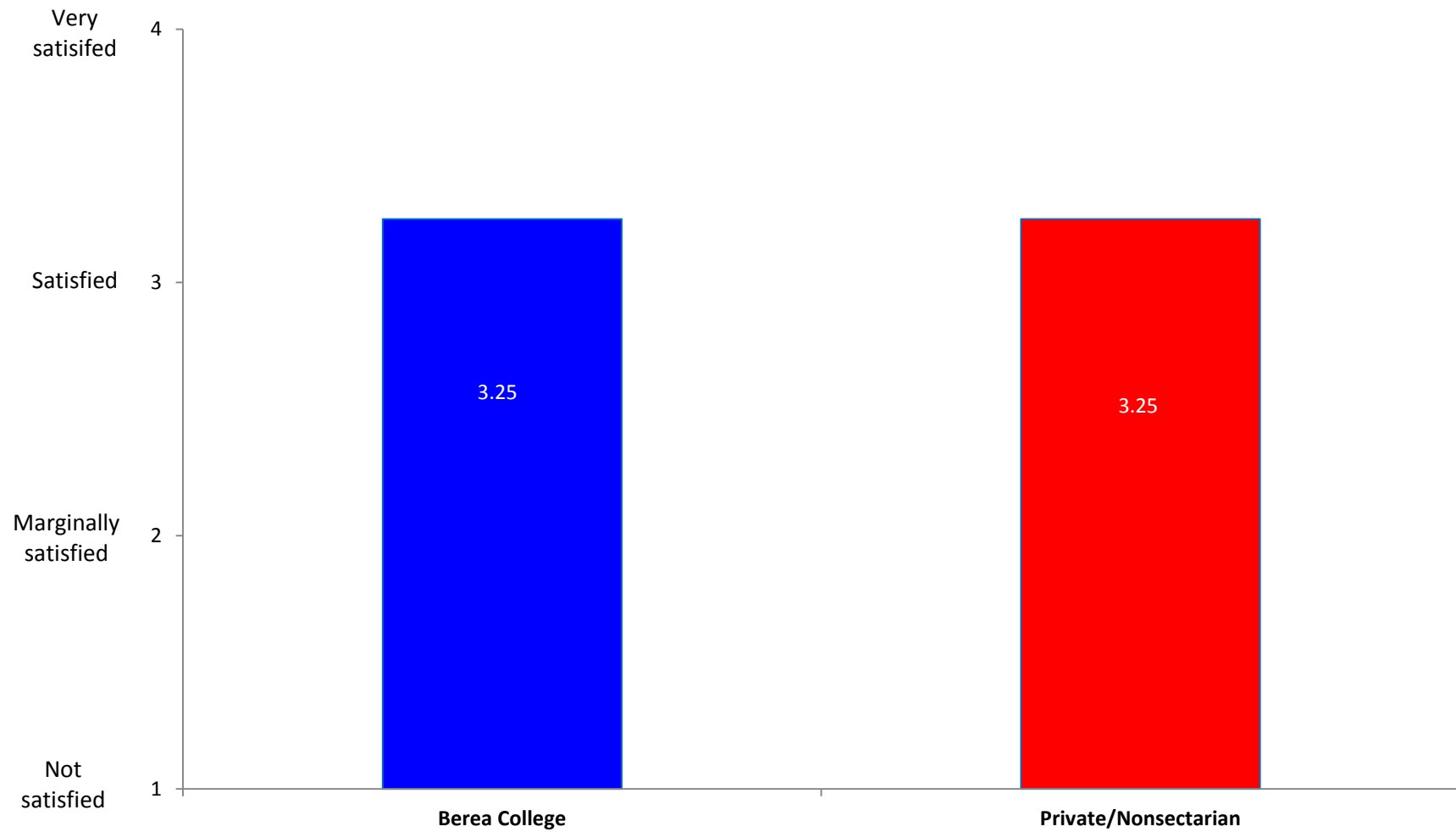
 Publics

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

*How satisfied are you with the following aspects of your job?*

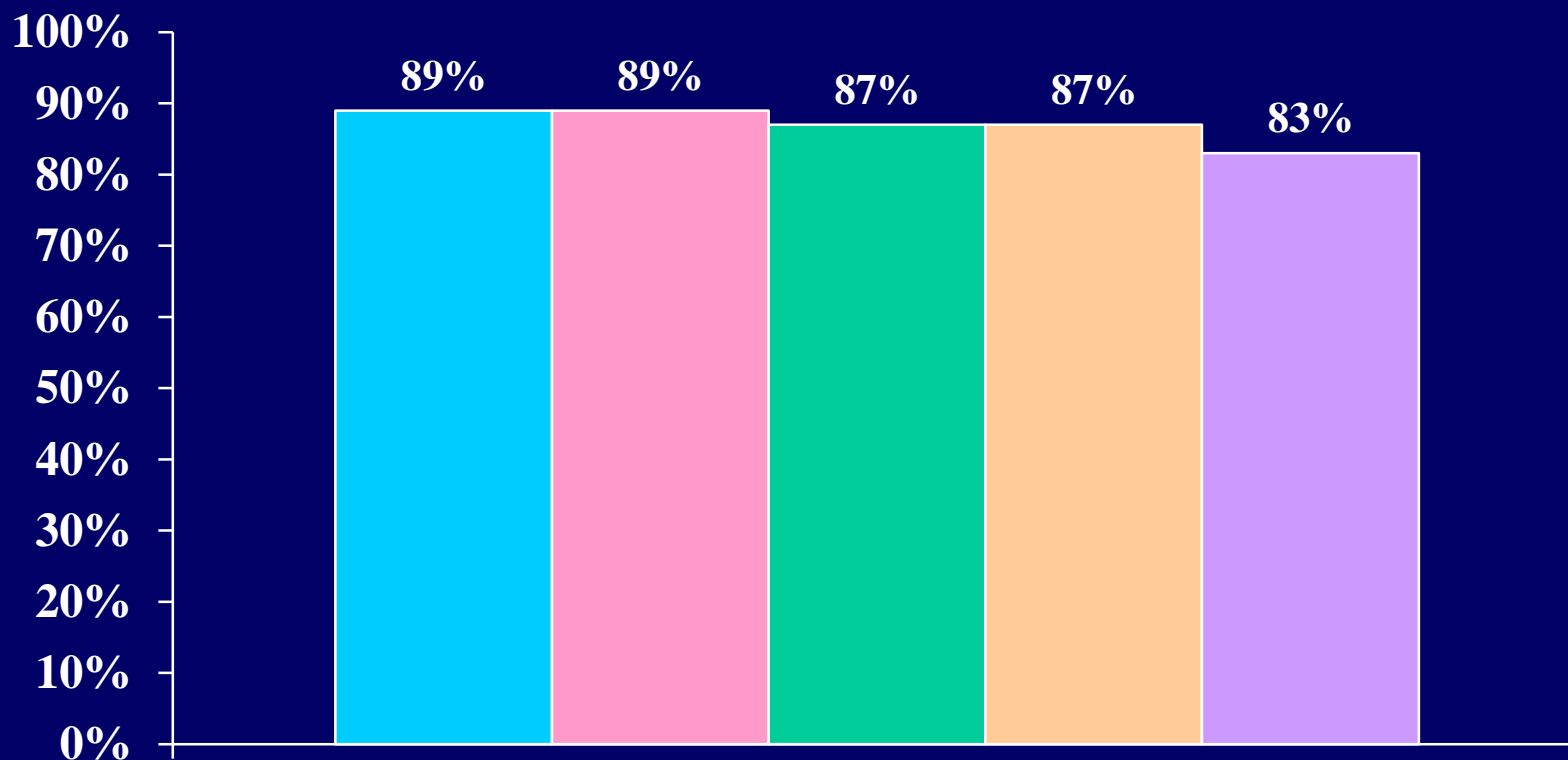


### Course assignments



How satisfied are you with the following aspect of your job?  
Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Course assignments*



 Berea

 Benchmark  
Institutions

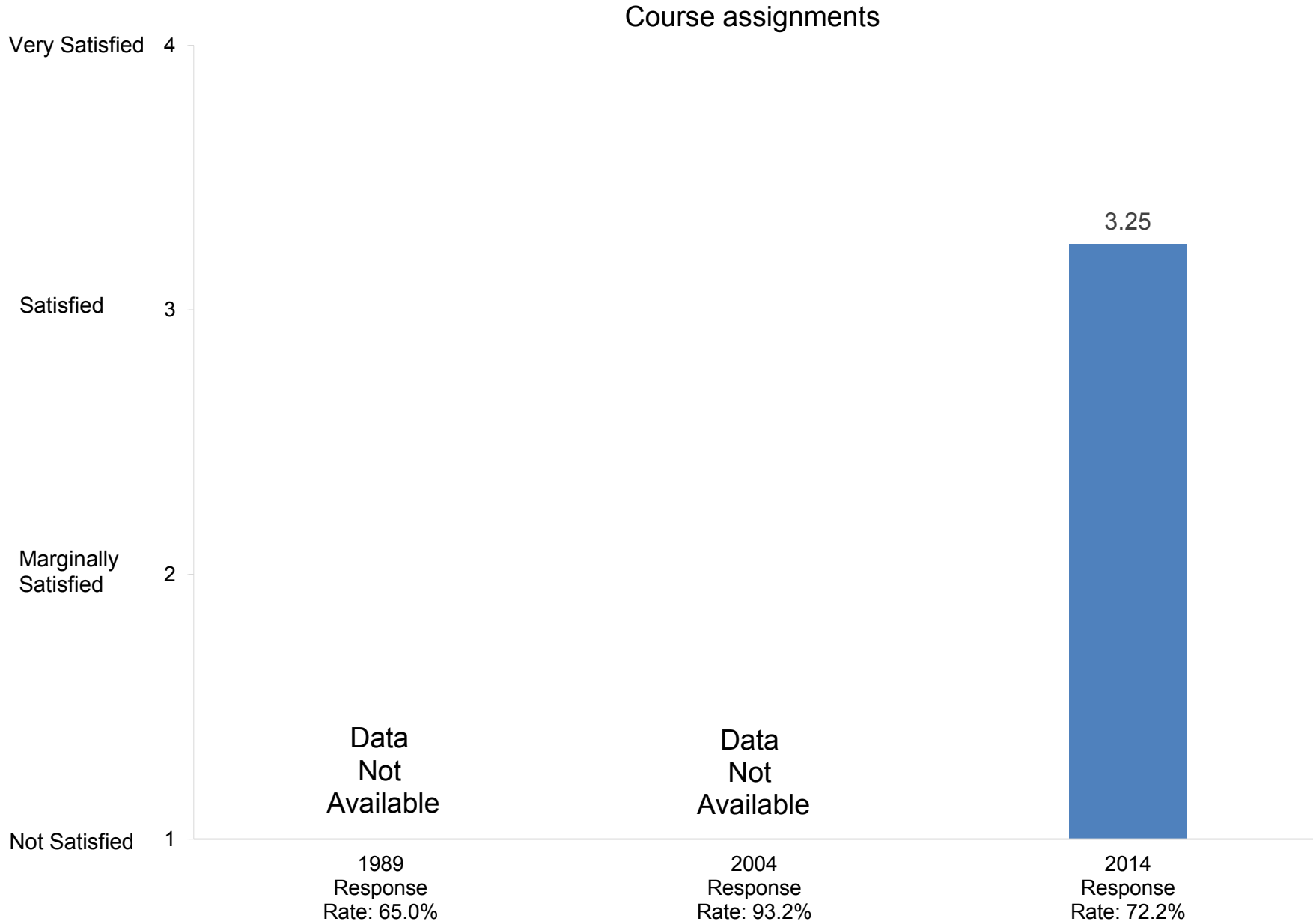
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

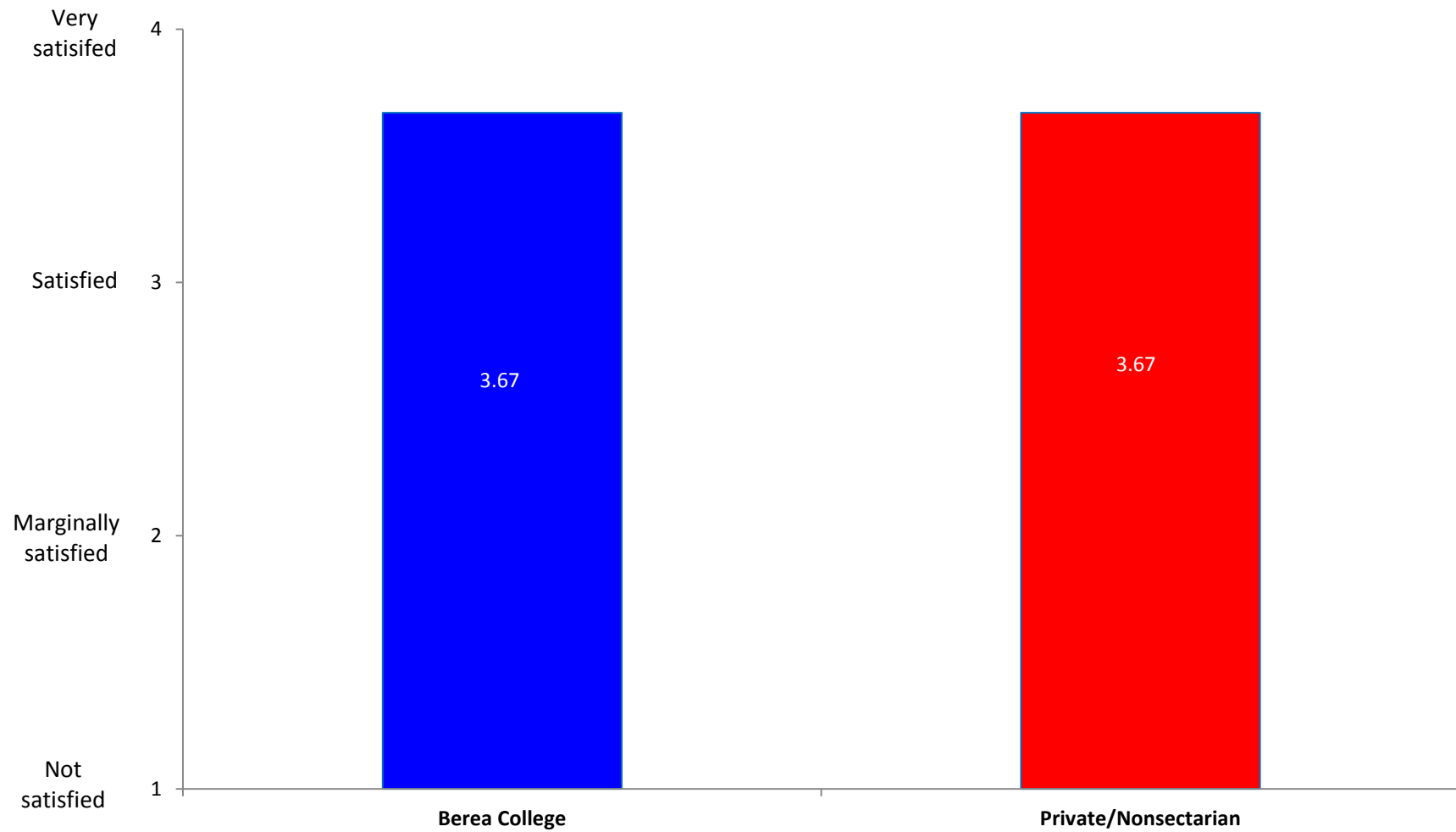
 Publics

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

*How satisfied are you with the following aspects of your job?*



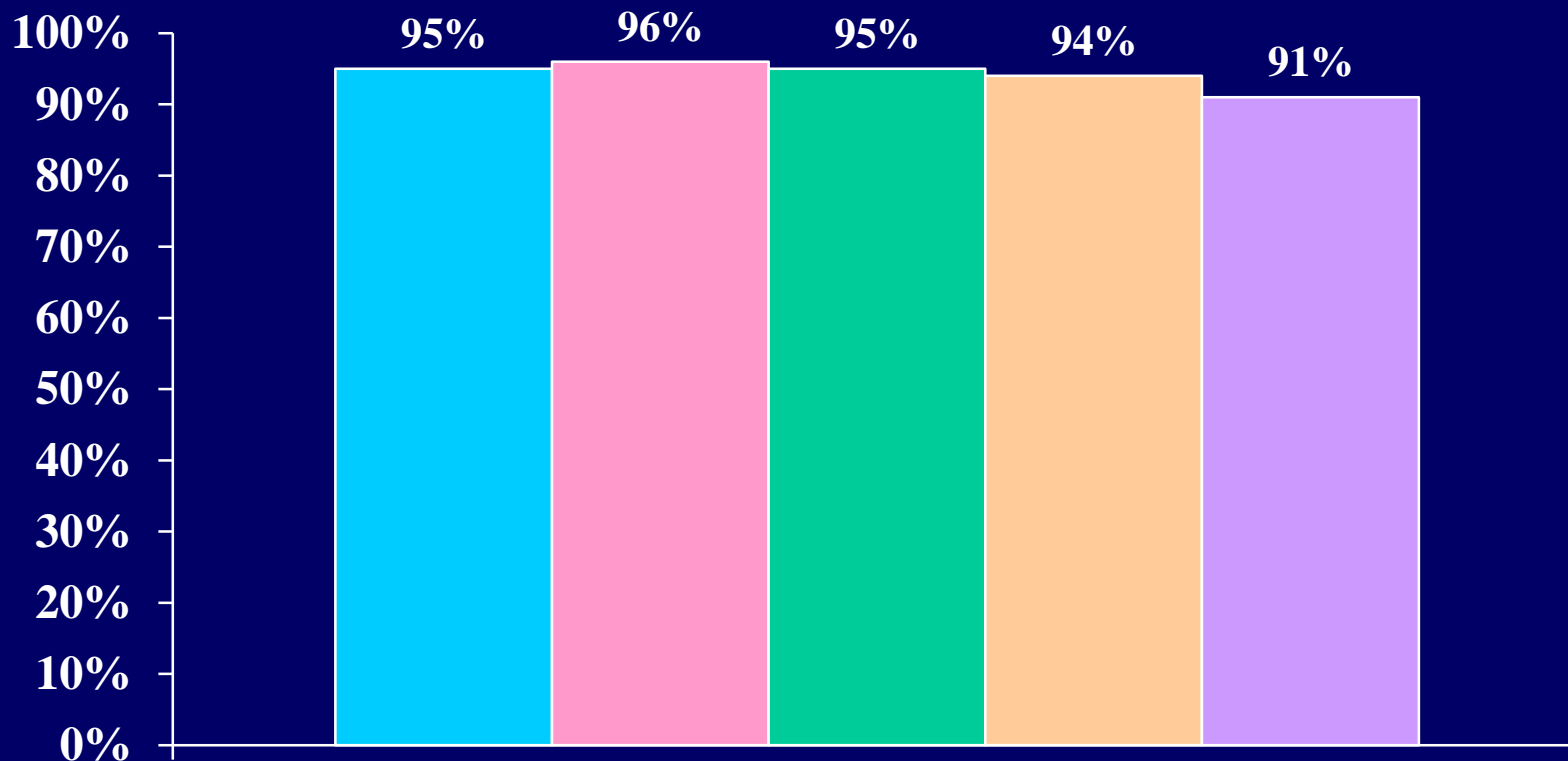
### Freedom to determine course content





How satisfied are you with the following aspect of your job?  
Percent of faculty who indicated “Very Satisfied” or “Satisfied”

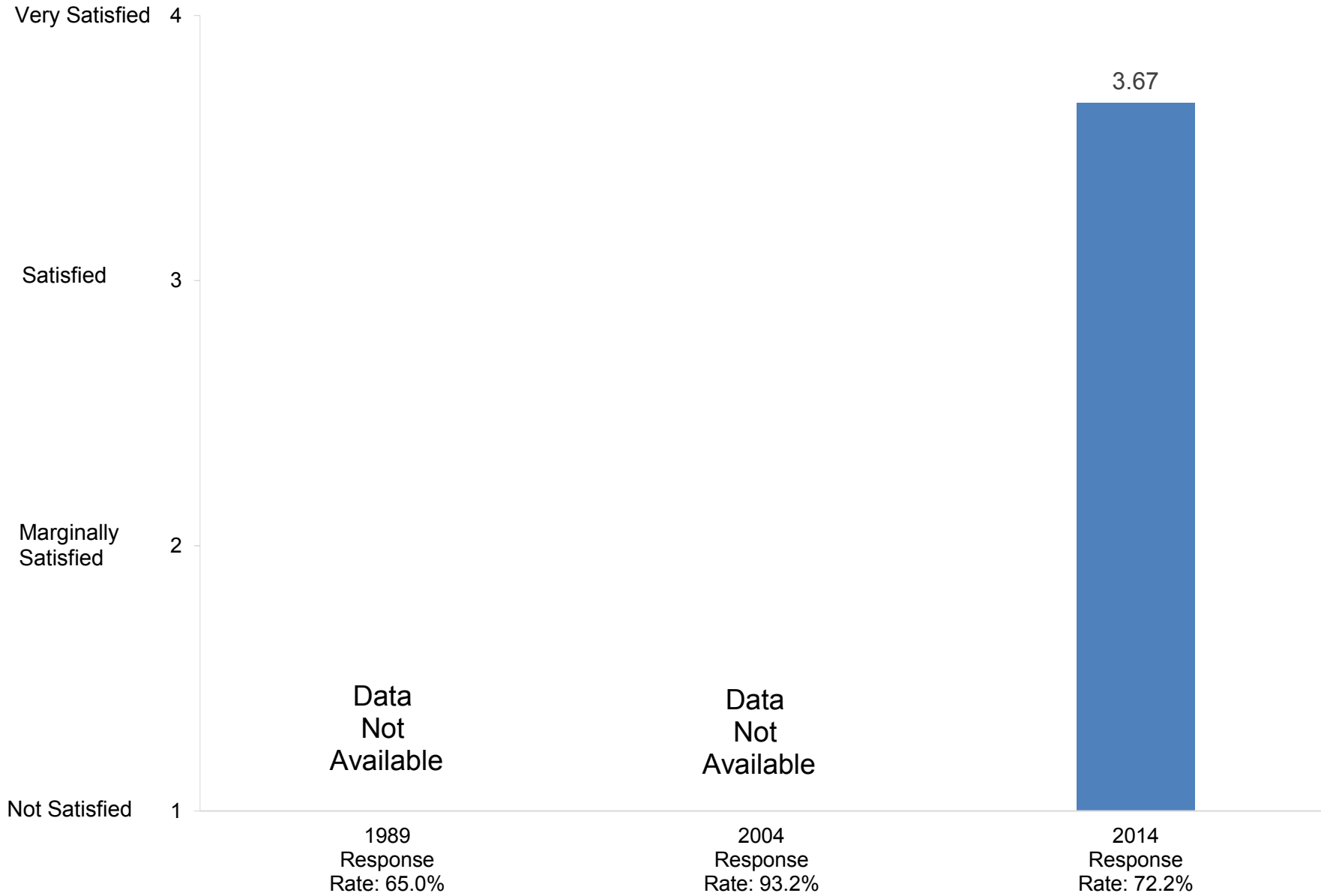
*Freedom to determine course content*



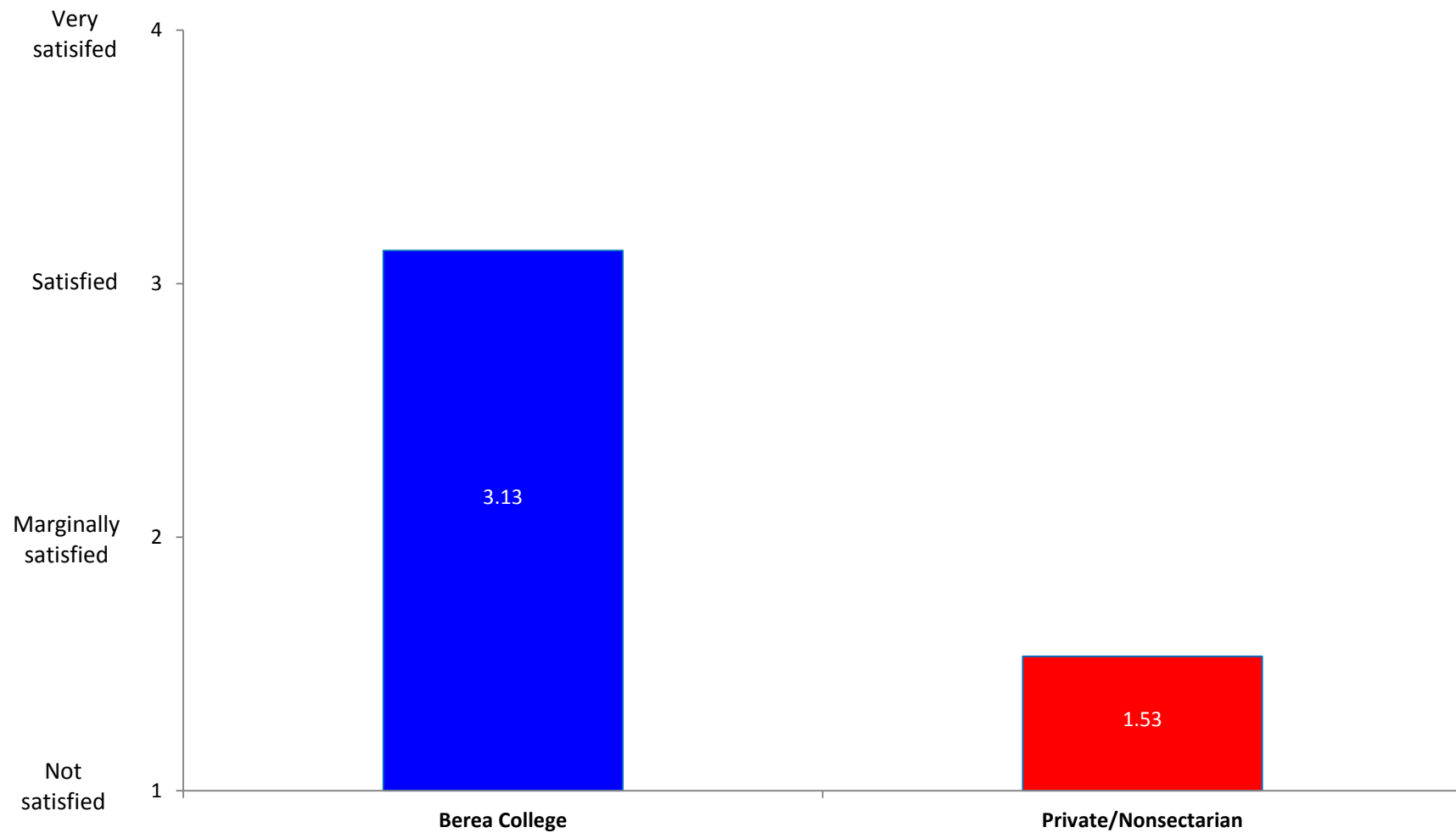
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Freedom to determine course content**



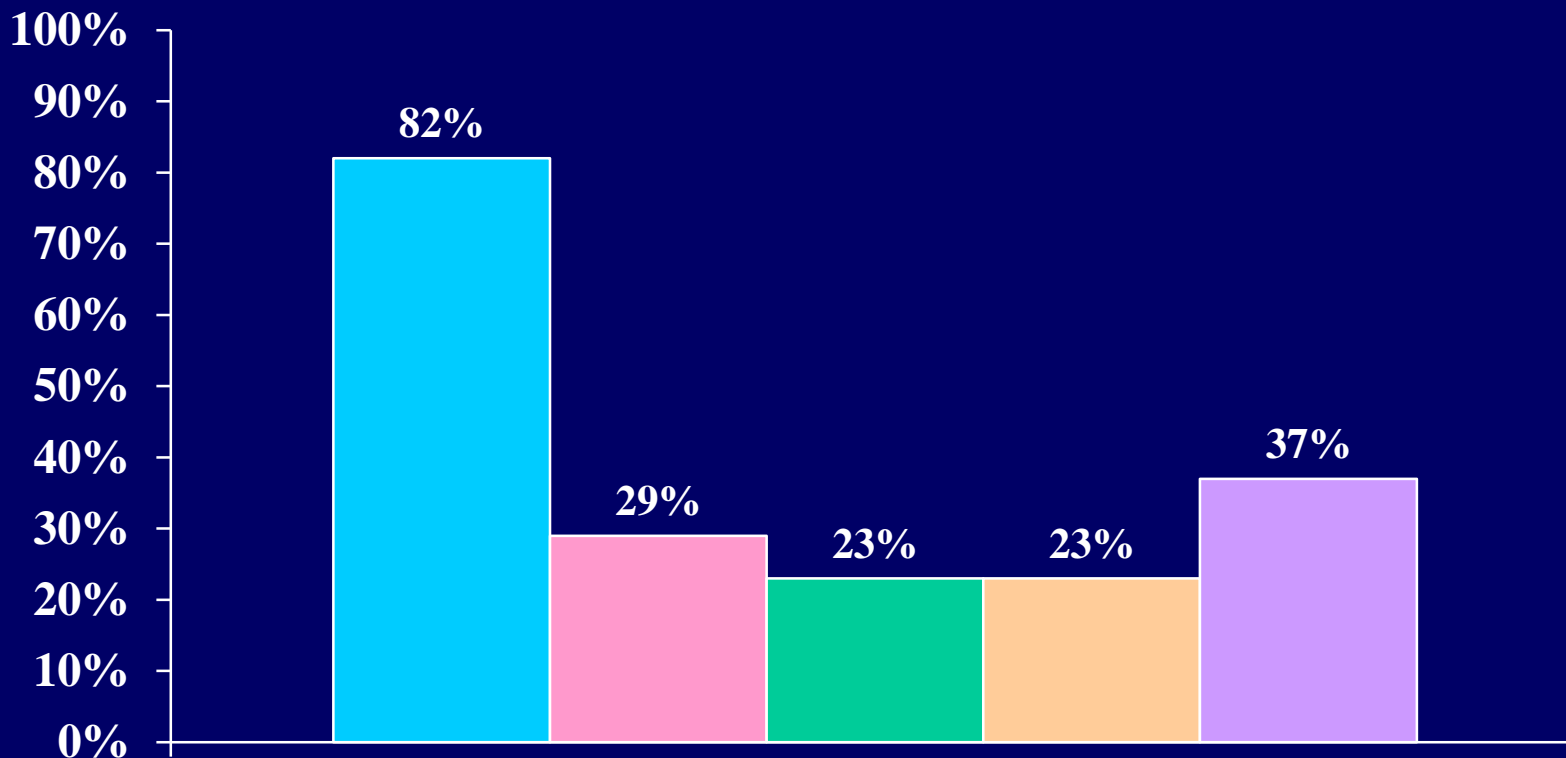
### Availability of child care at this institution



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Availability of child care at this institution*



 Berea

 Benchmark  
Institutions

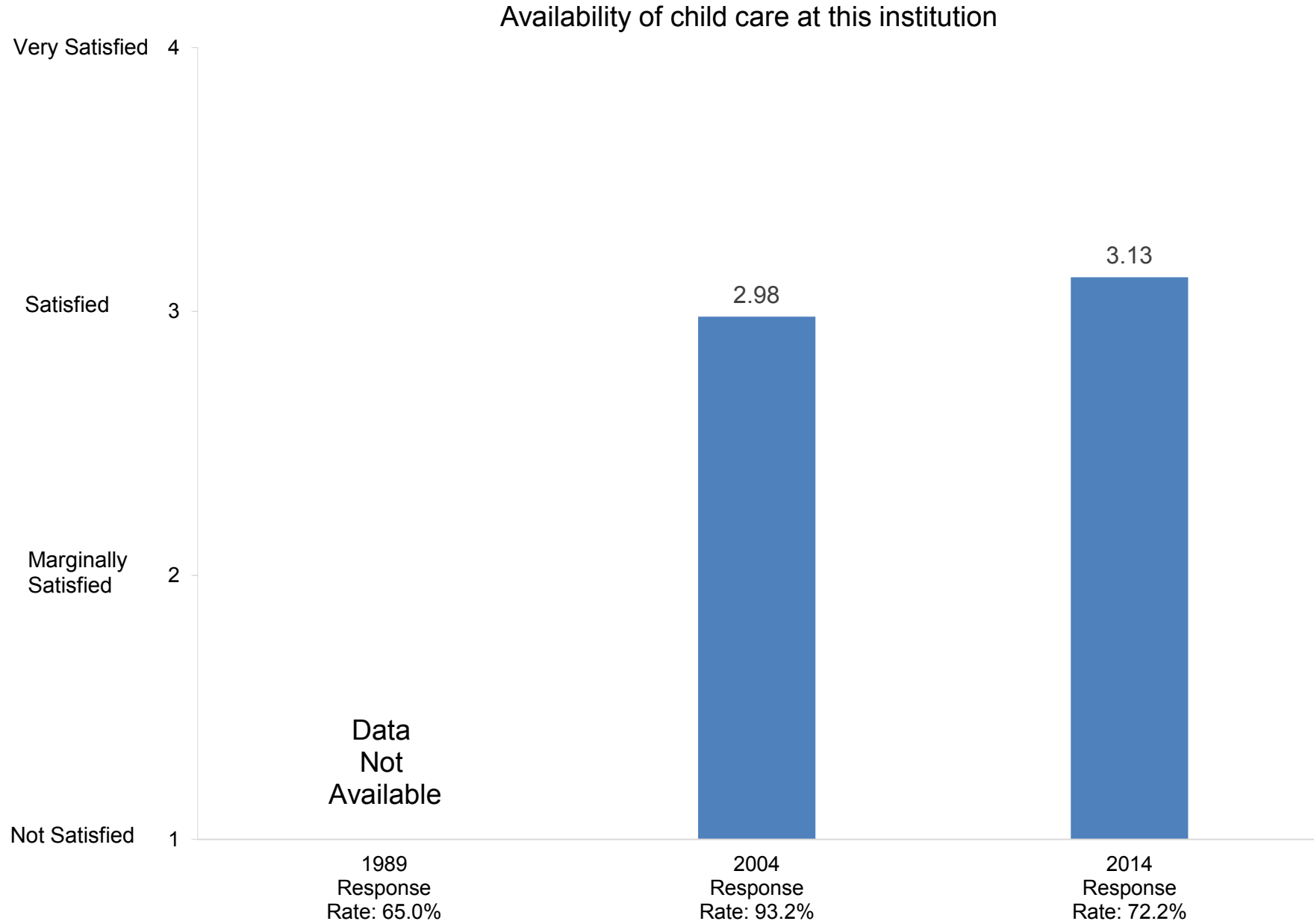
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

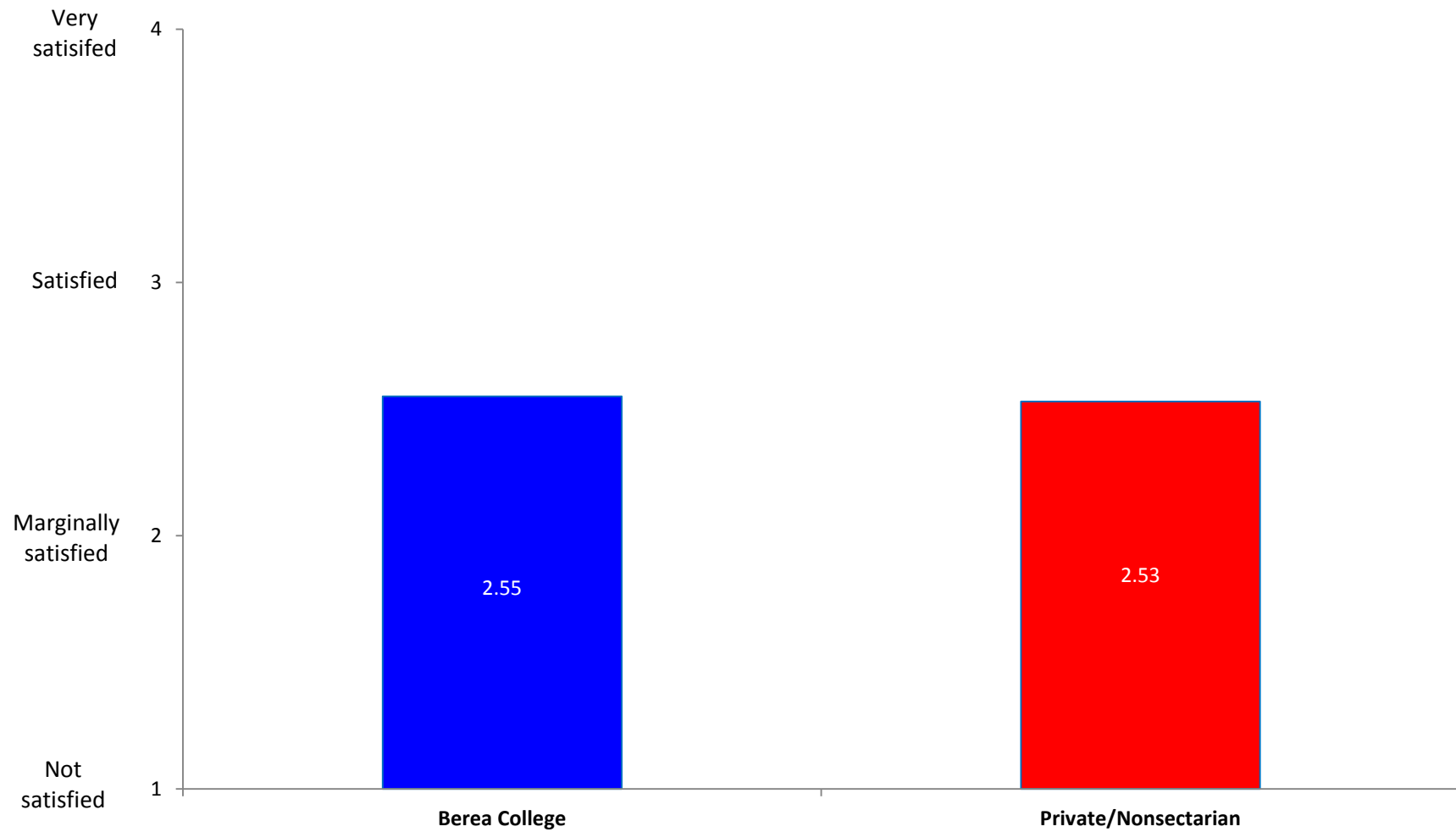
 Publics

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

*How satisfied are you with the following aspects of your job?*



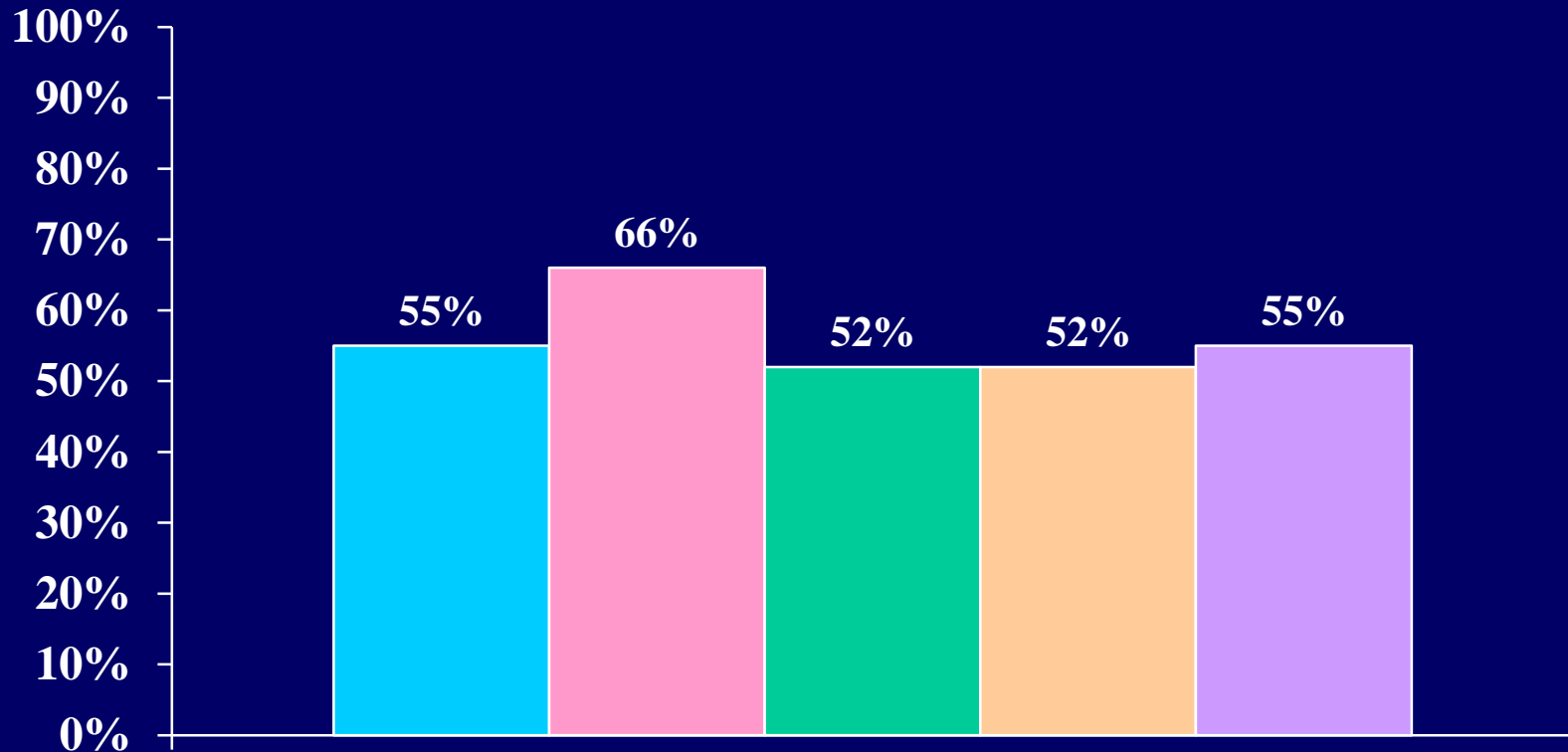
### Prospects for career advancement



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Prospects for career advancement*



 Berea

 Benchmark  
Institutions

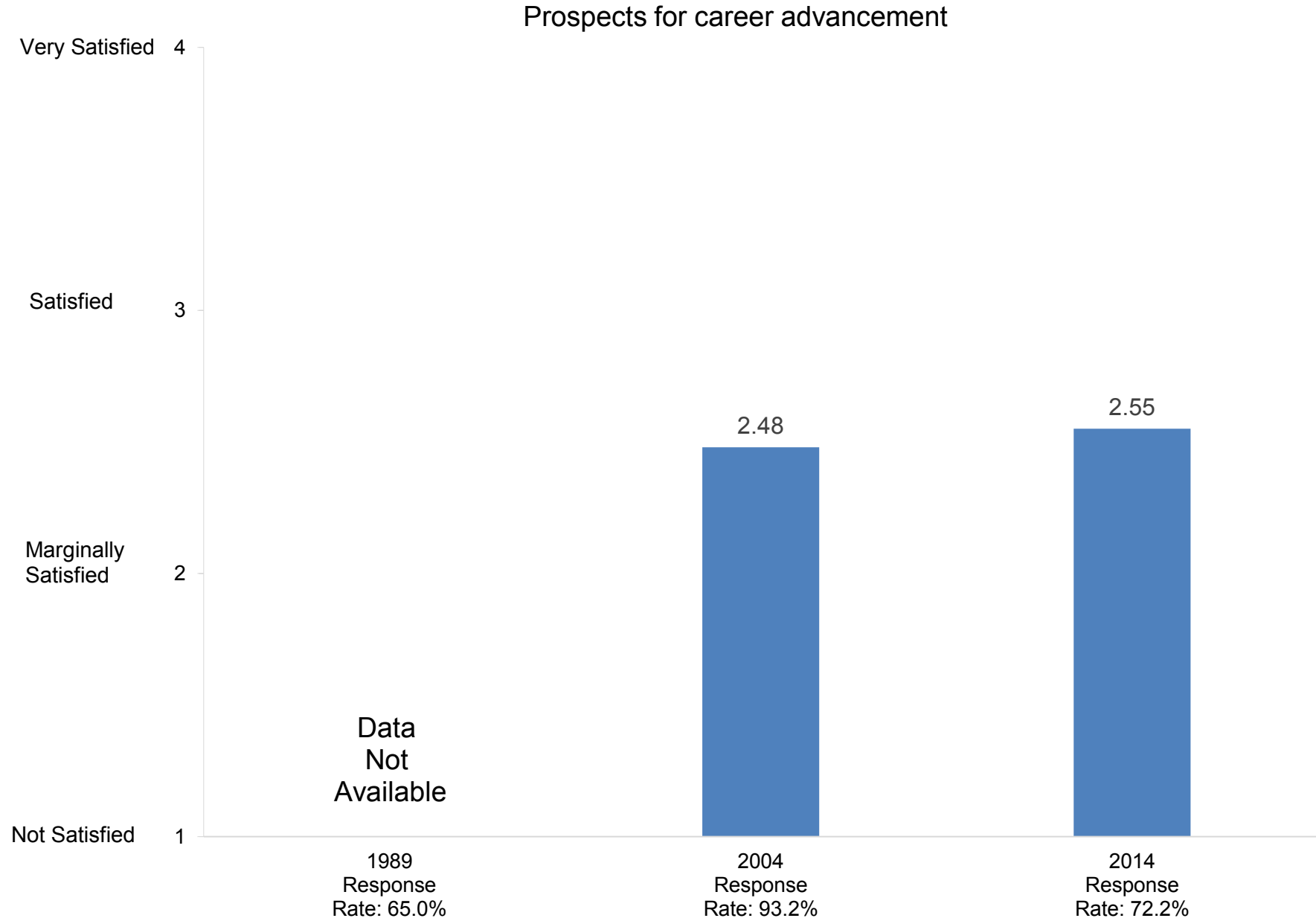
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

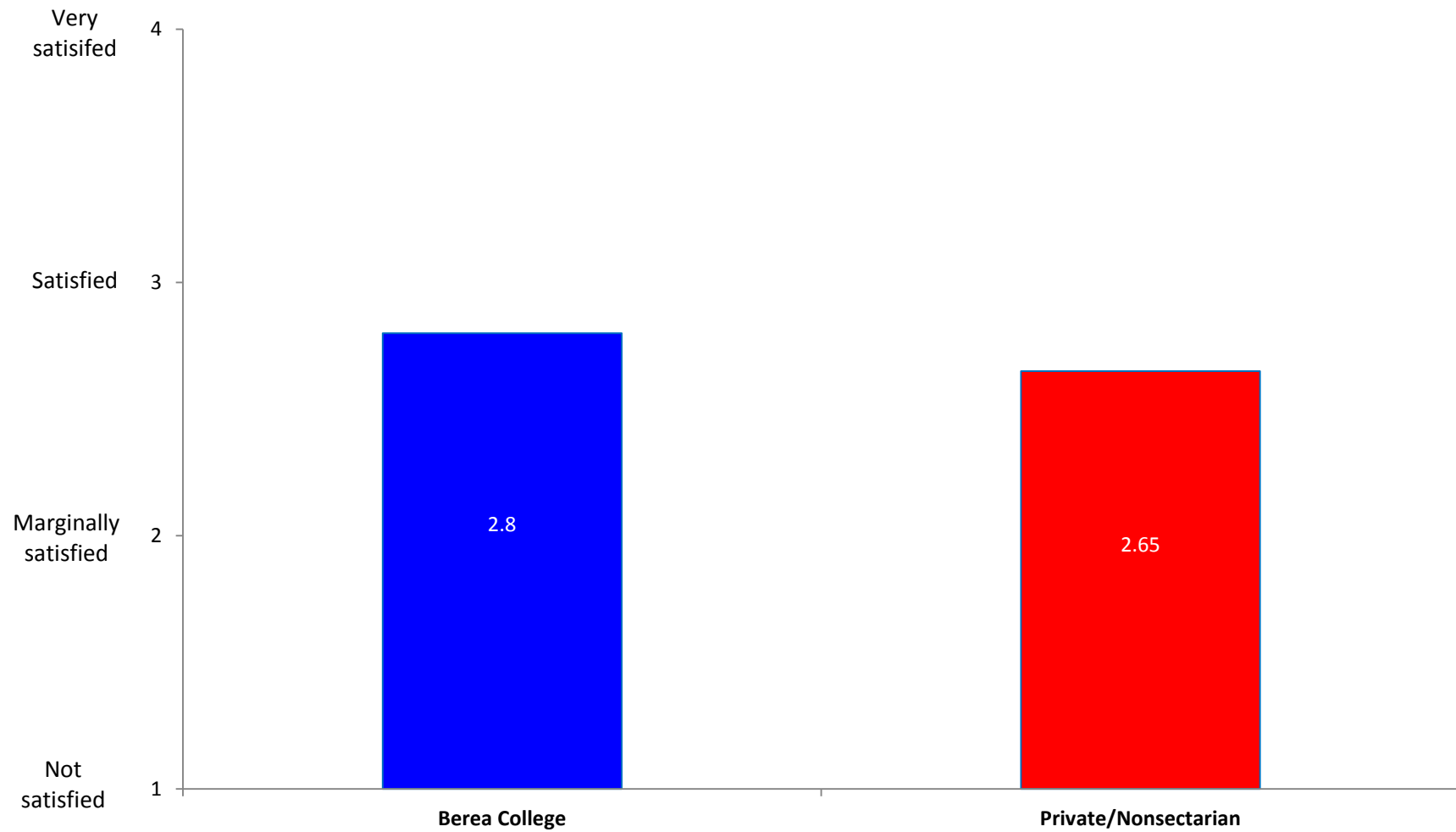
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*





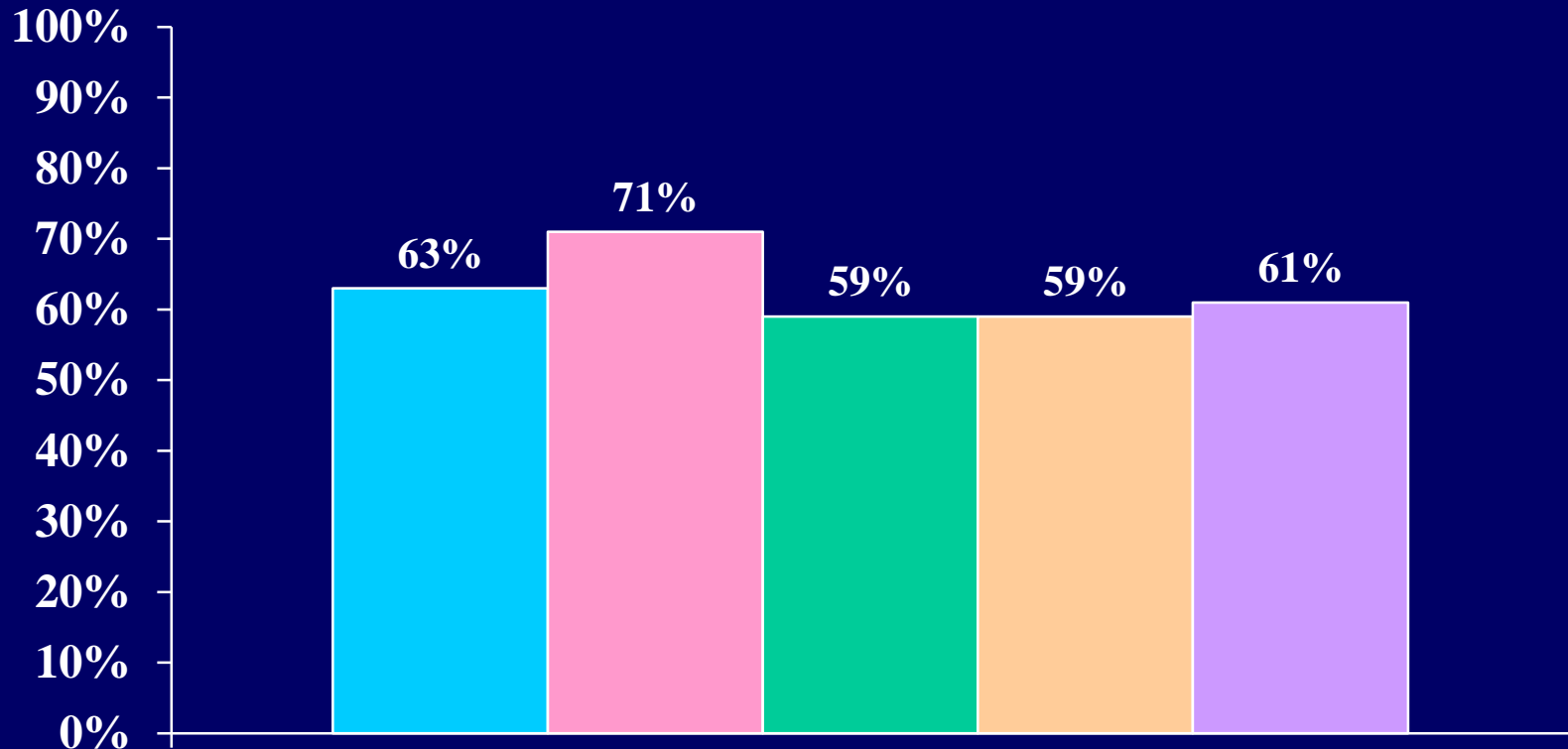
### Clerical/administrative support



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Clerical/administrative support*



 Berea

 Benchmark  
Institutions

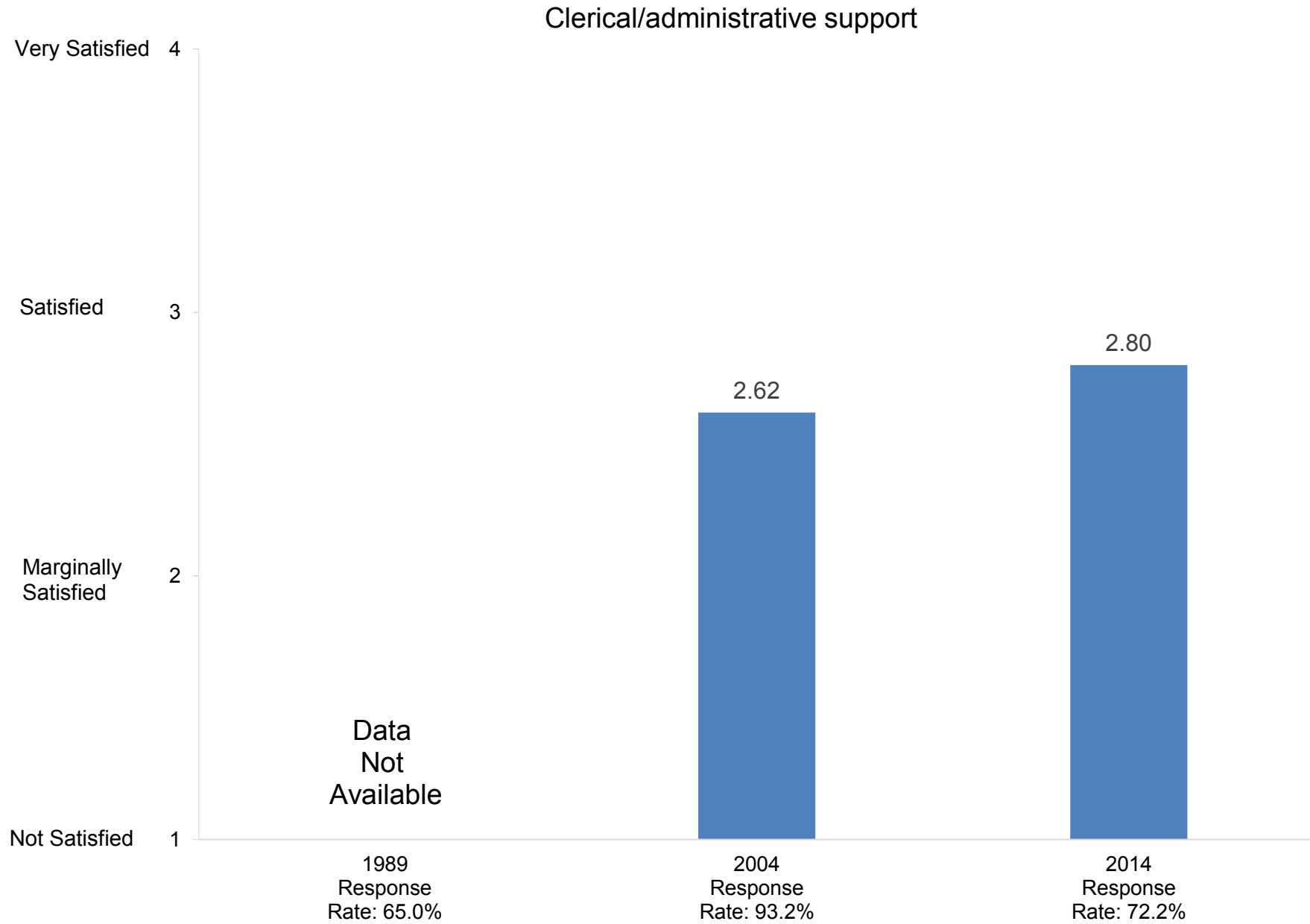
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

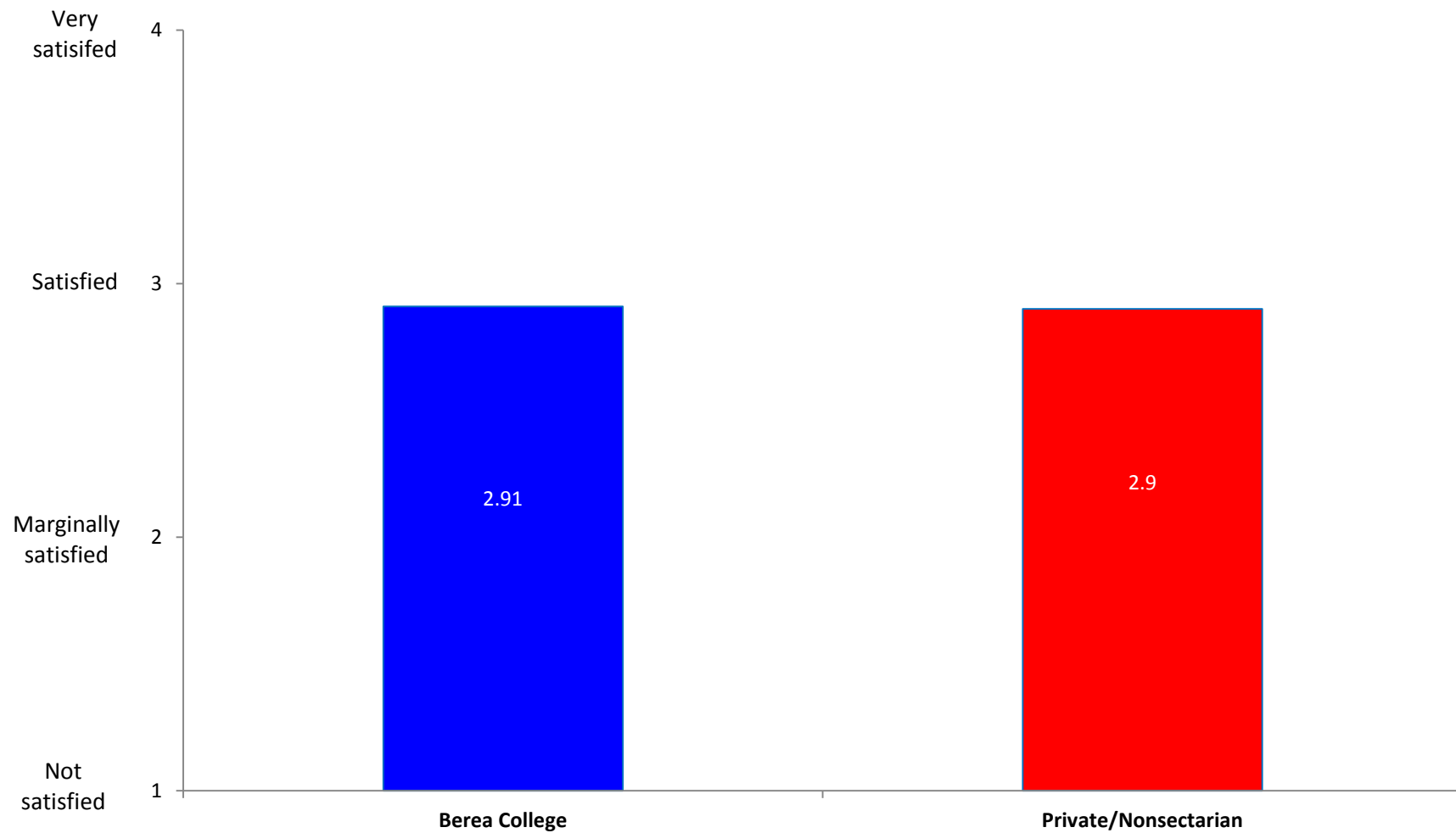
 Publics

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

*How satisfied are you with the following aspects of your job?*



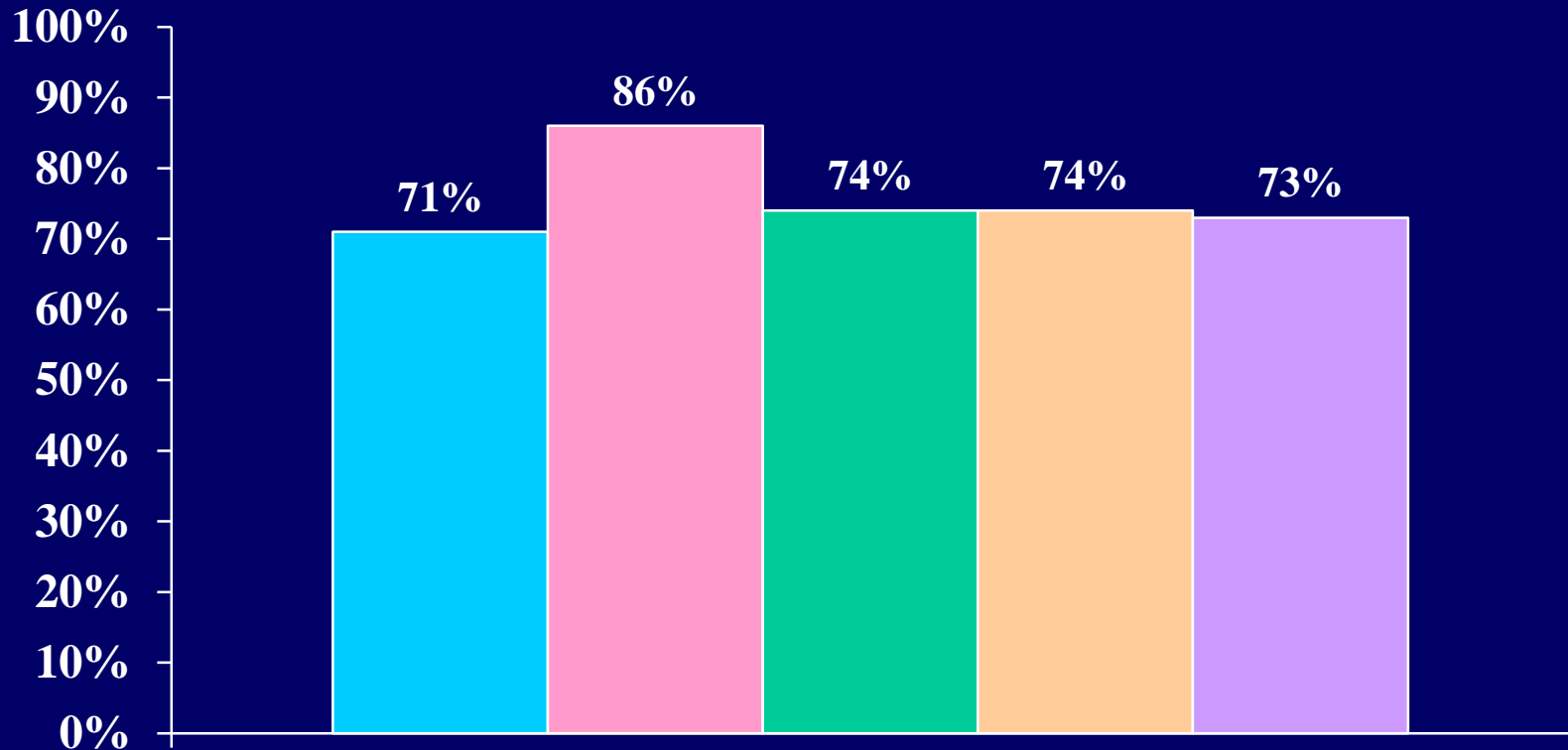
### Overall job satisfaction



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Overall job satisfaction*



 Berea

 Benchmark  
Institutions

 Non-Sectarian -  
High Selectivity

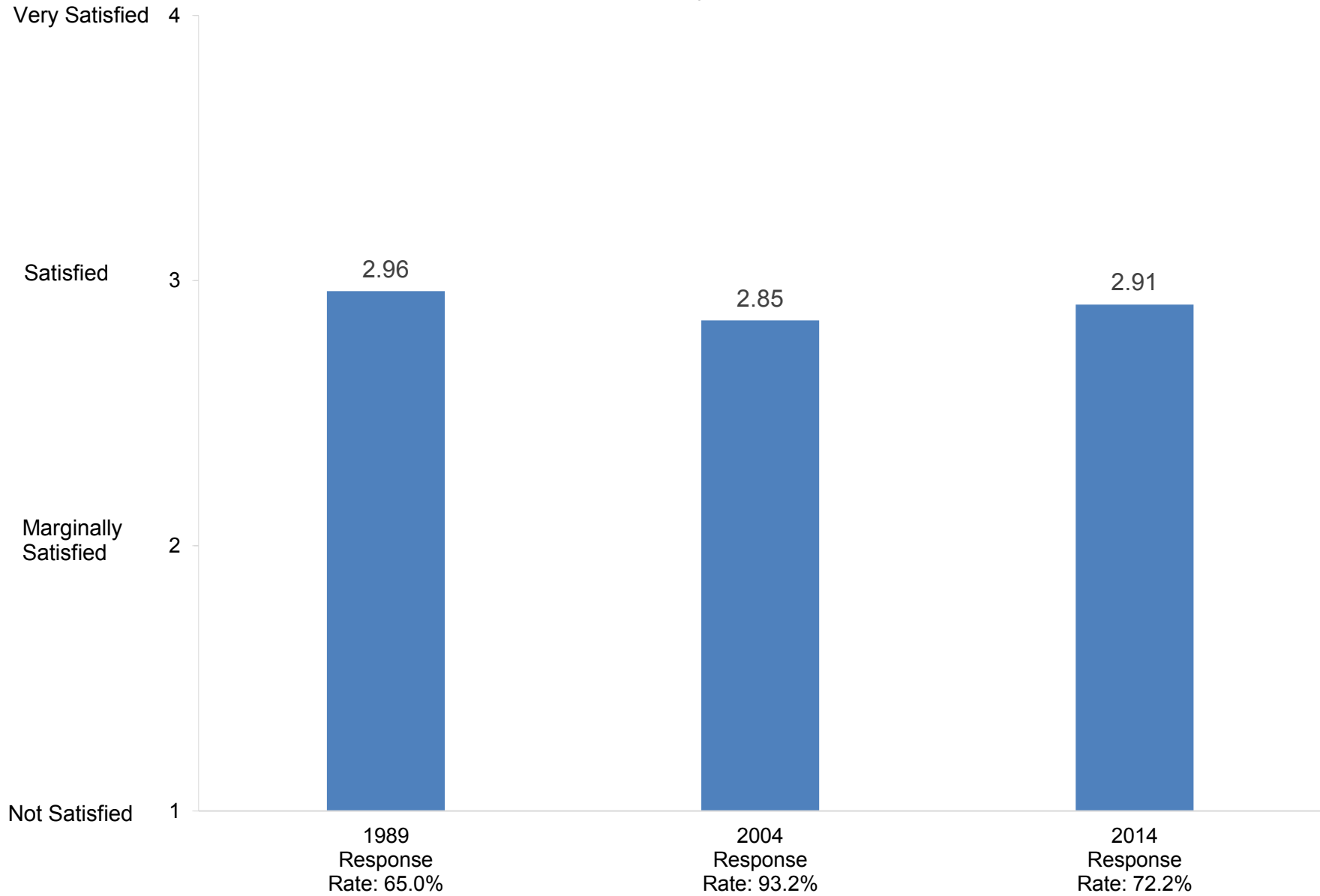
 4-Year  
Private

 Publics

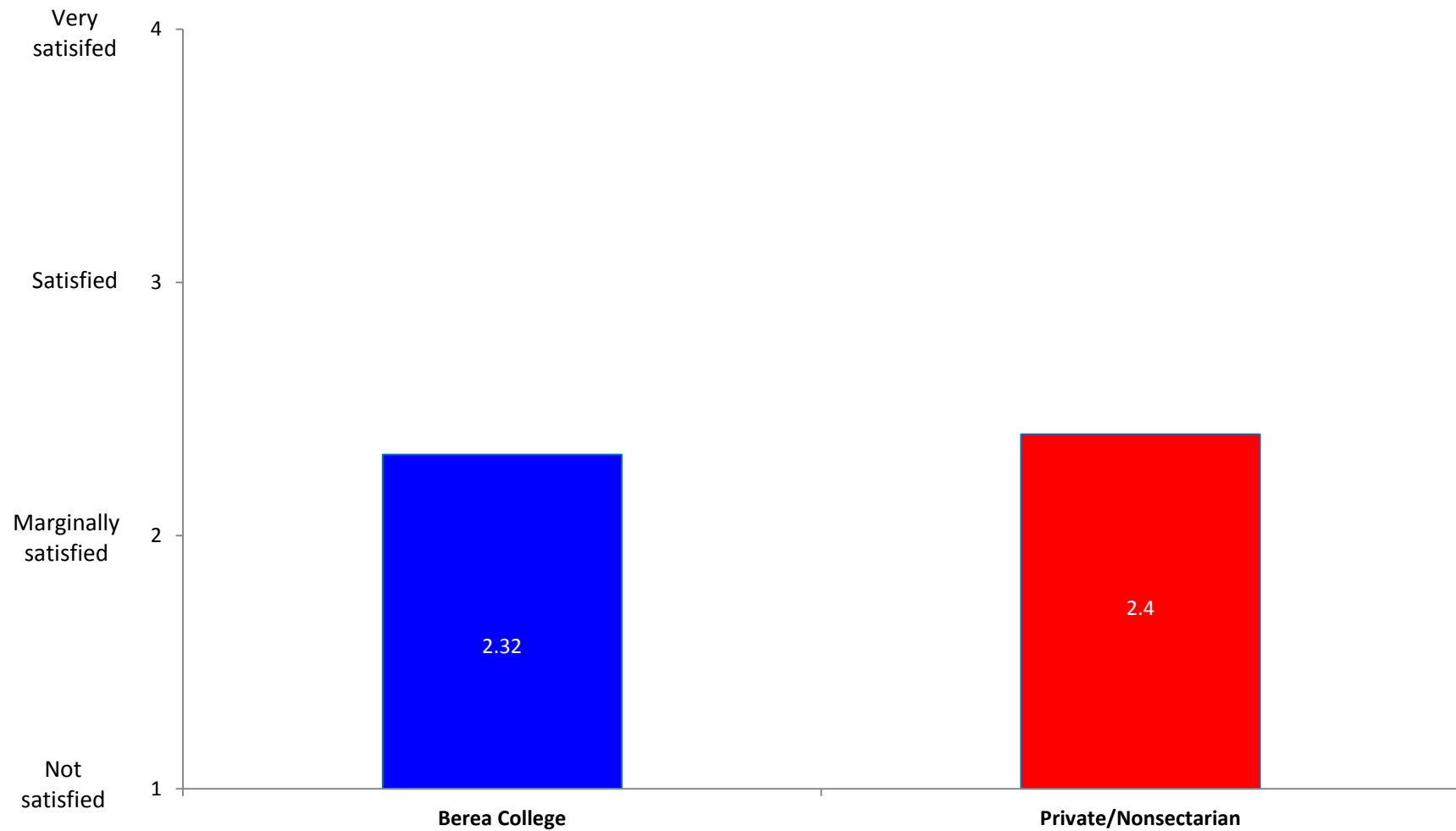
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Overall job satisfaction**



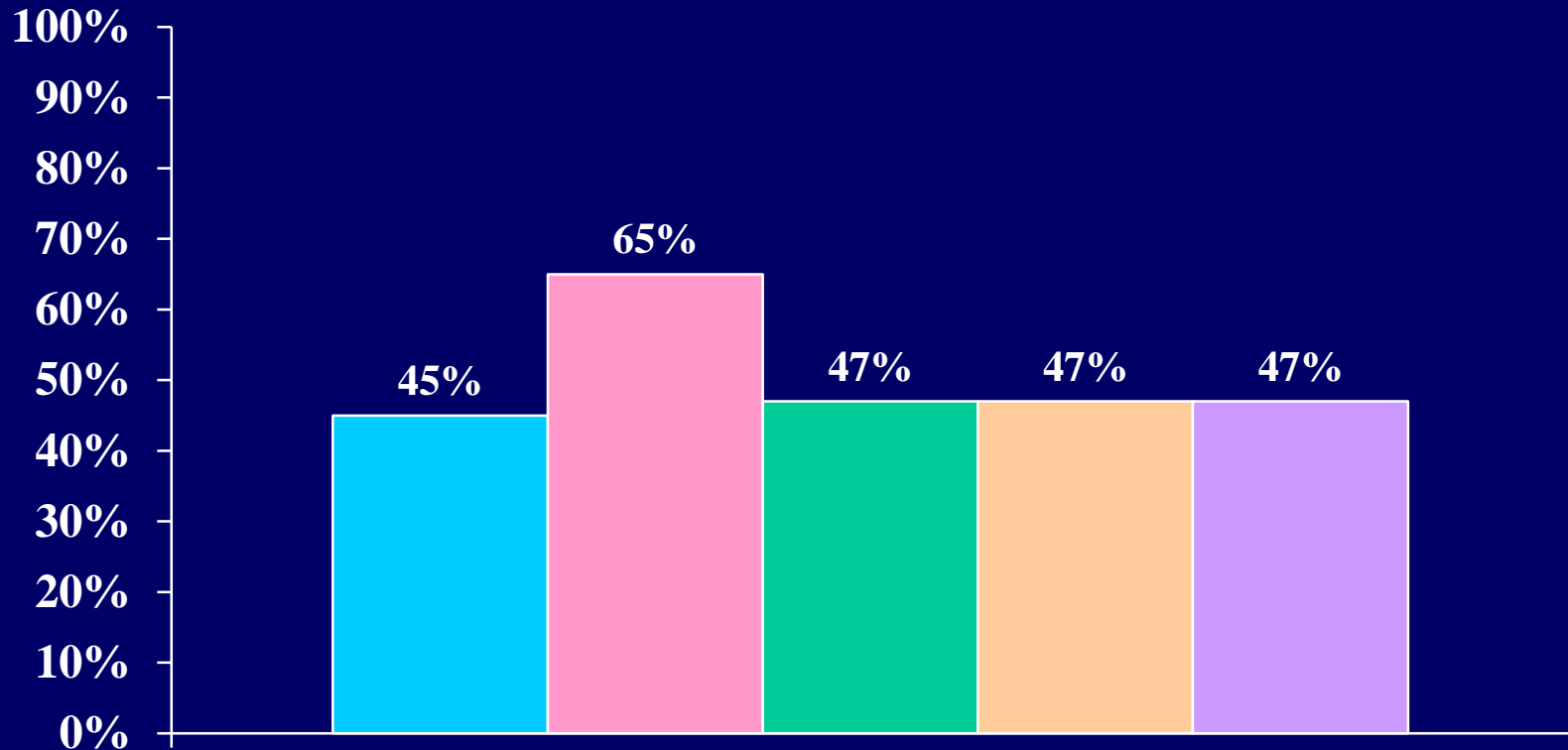
### Relative equity of salary and job benefits



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Relative equity of salary and job benefits*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

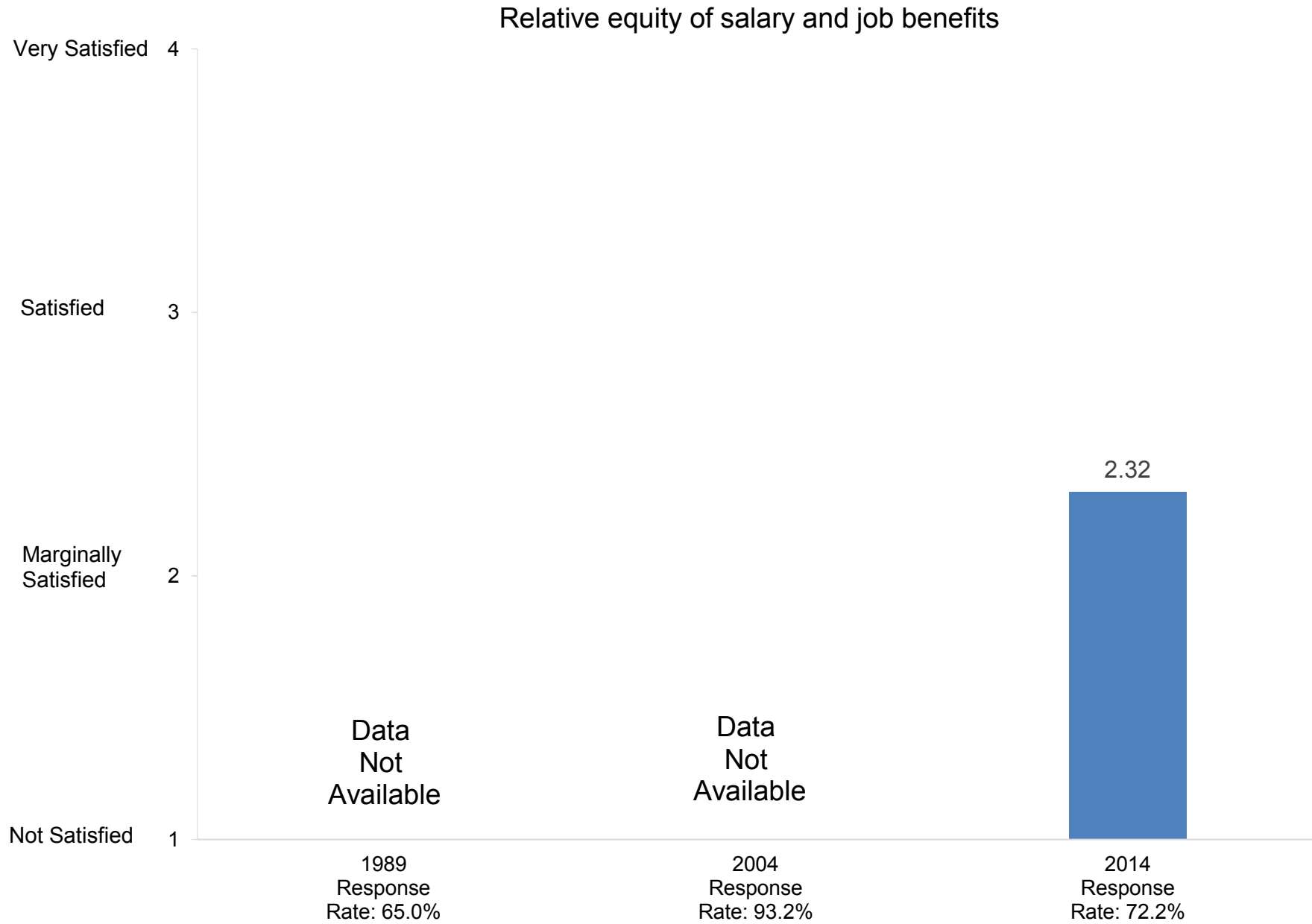
 4-Year  
Private

 Publics

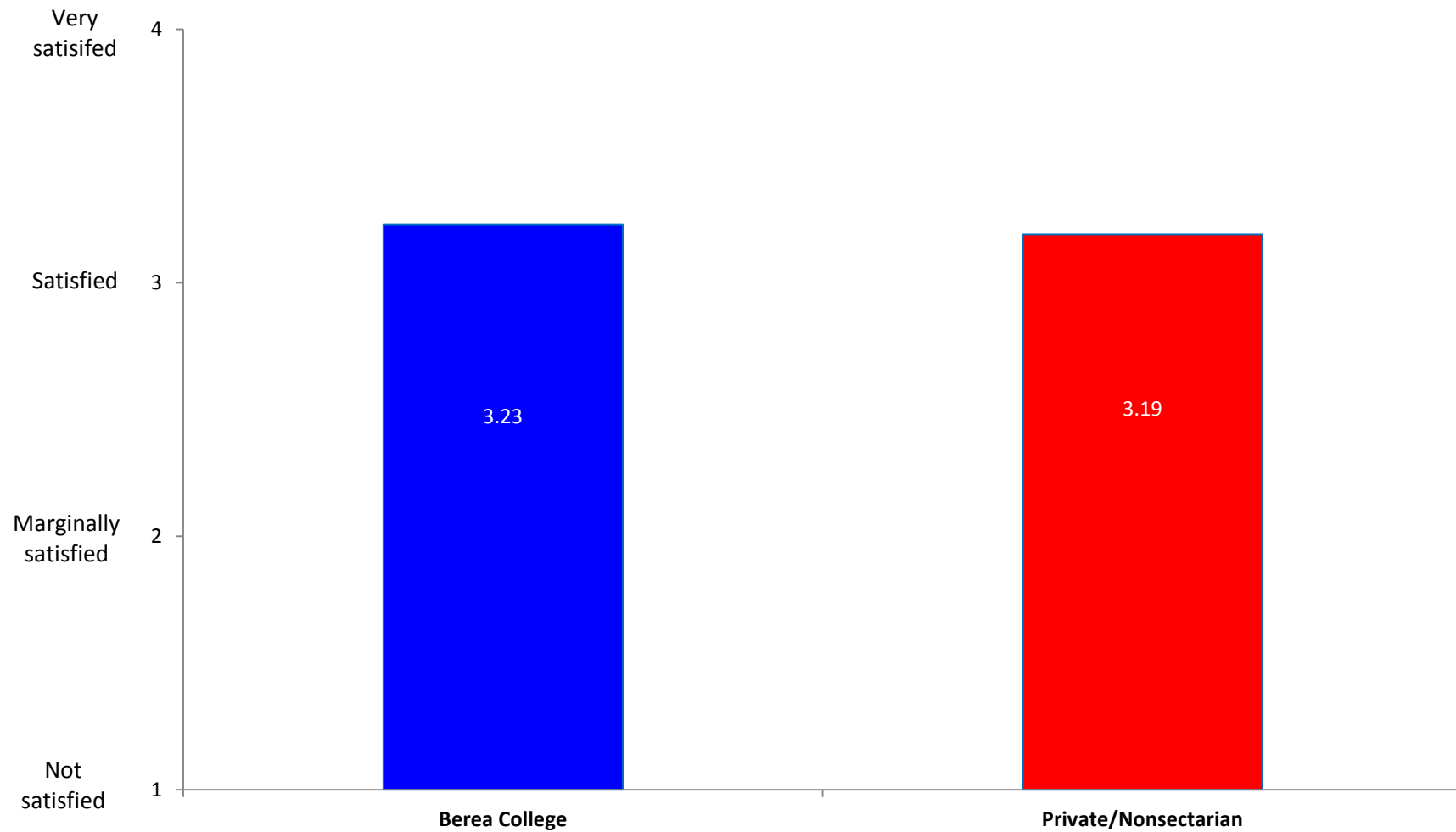


**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



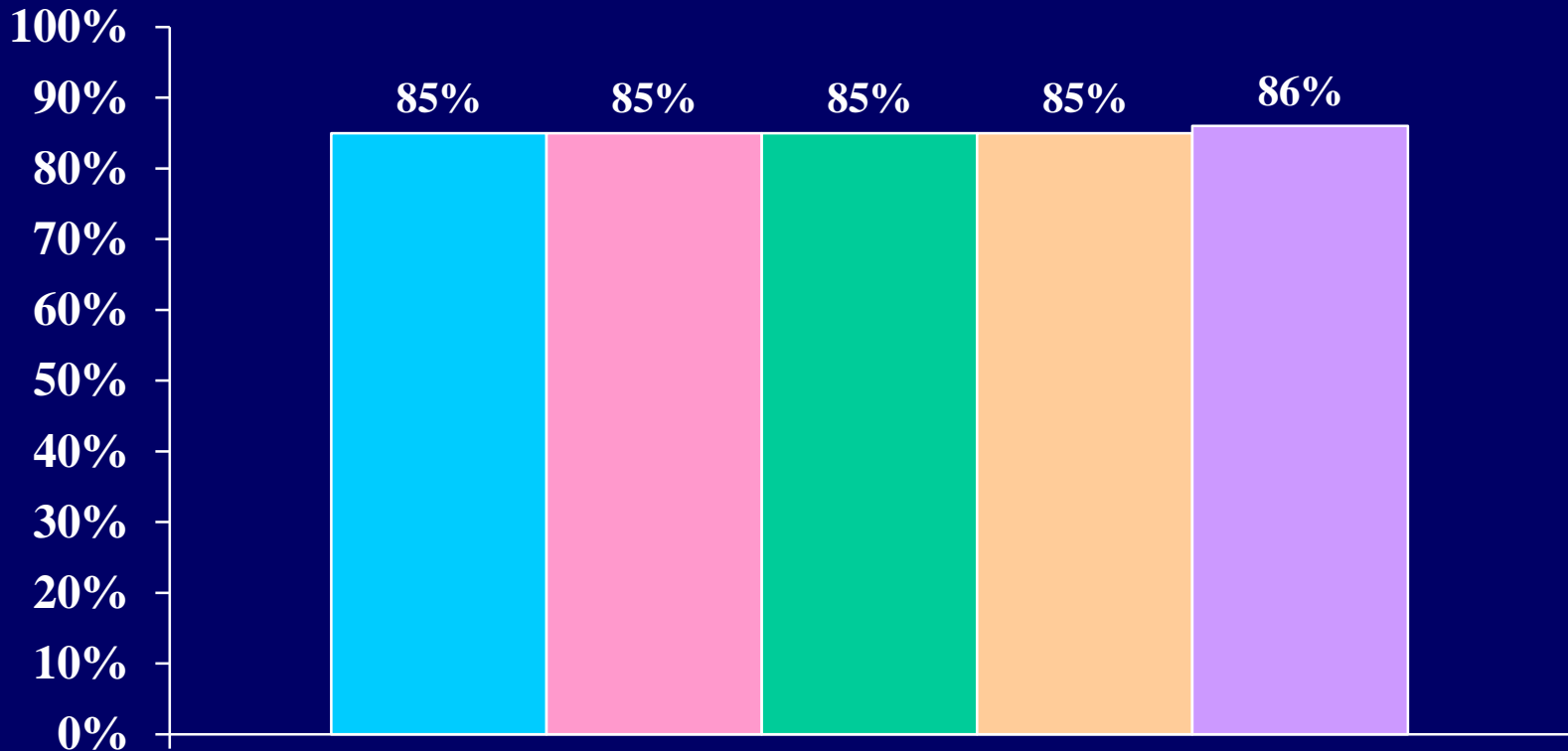
### Flexibility in relation to family matters or emergencies



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Flexibility in relation to family matters or emergencies*



 Berea

 Benchmark  
Institutions

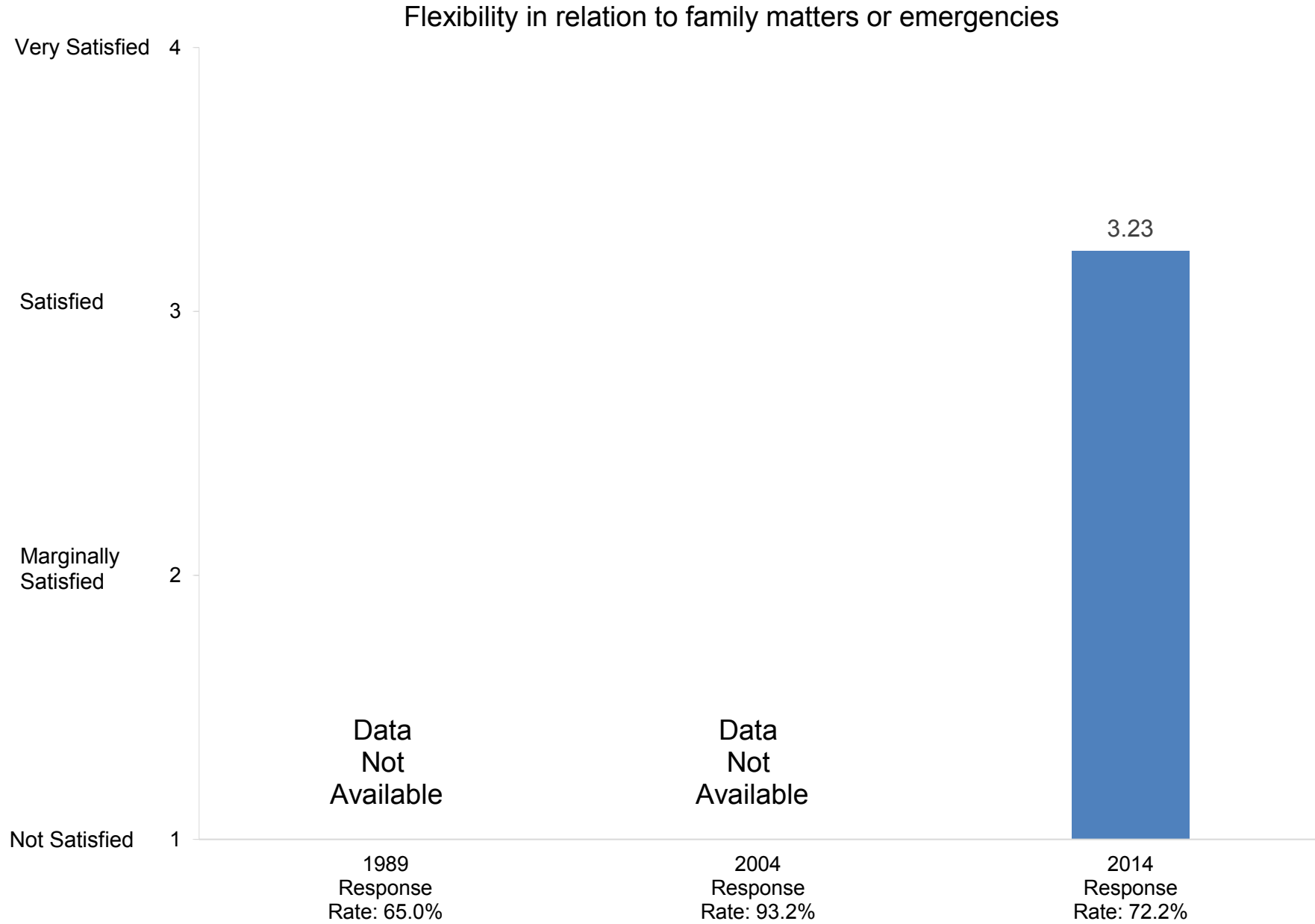
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

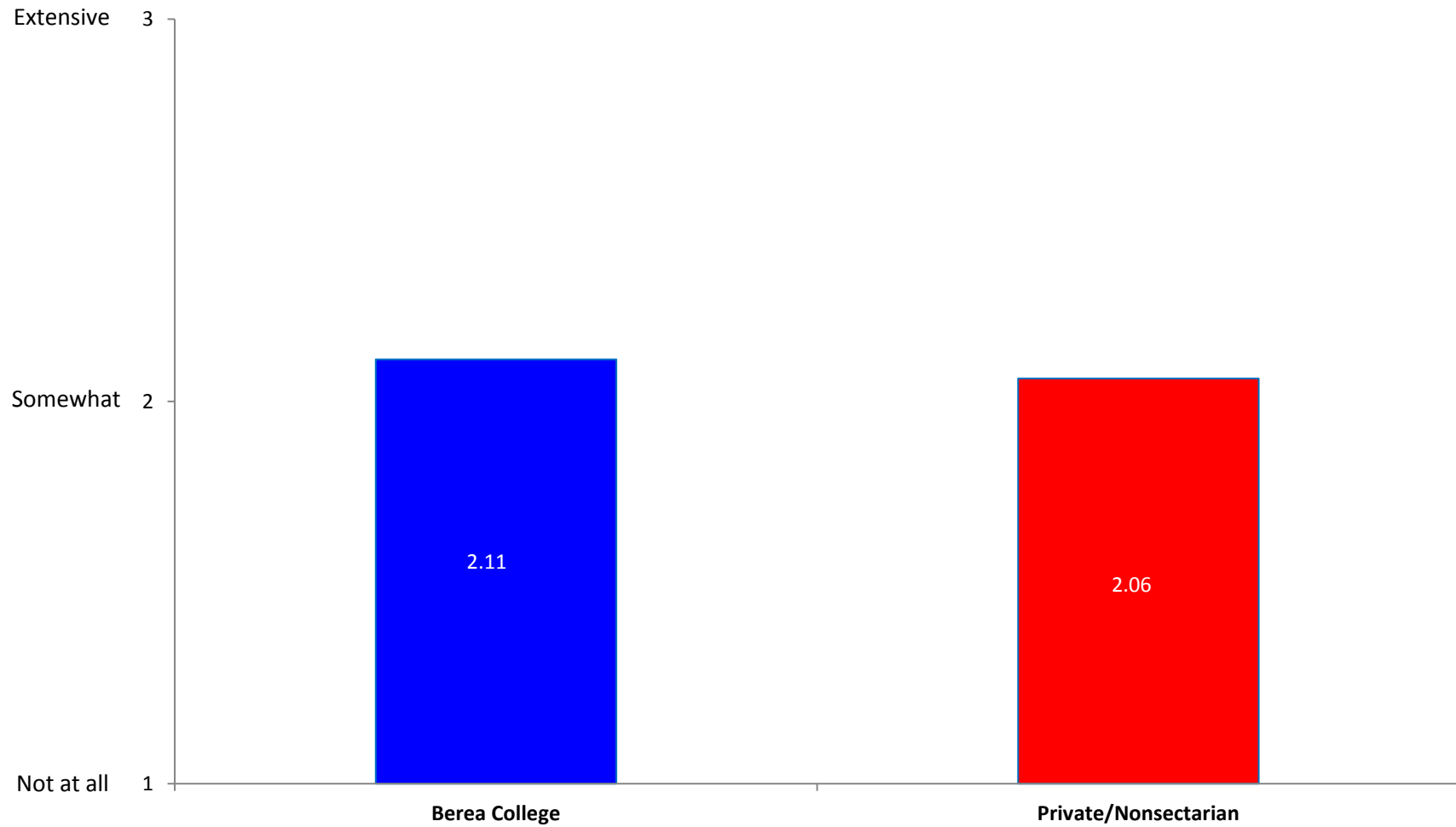
 Publics

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

*How satisfied are you with the following aspects of your job?*



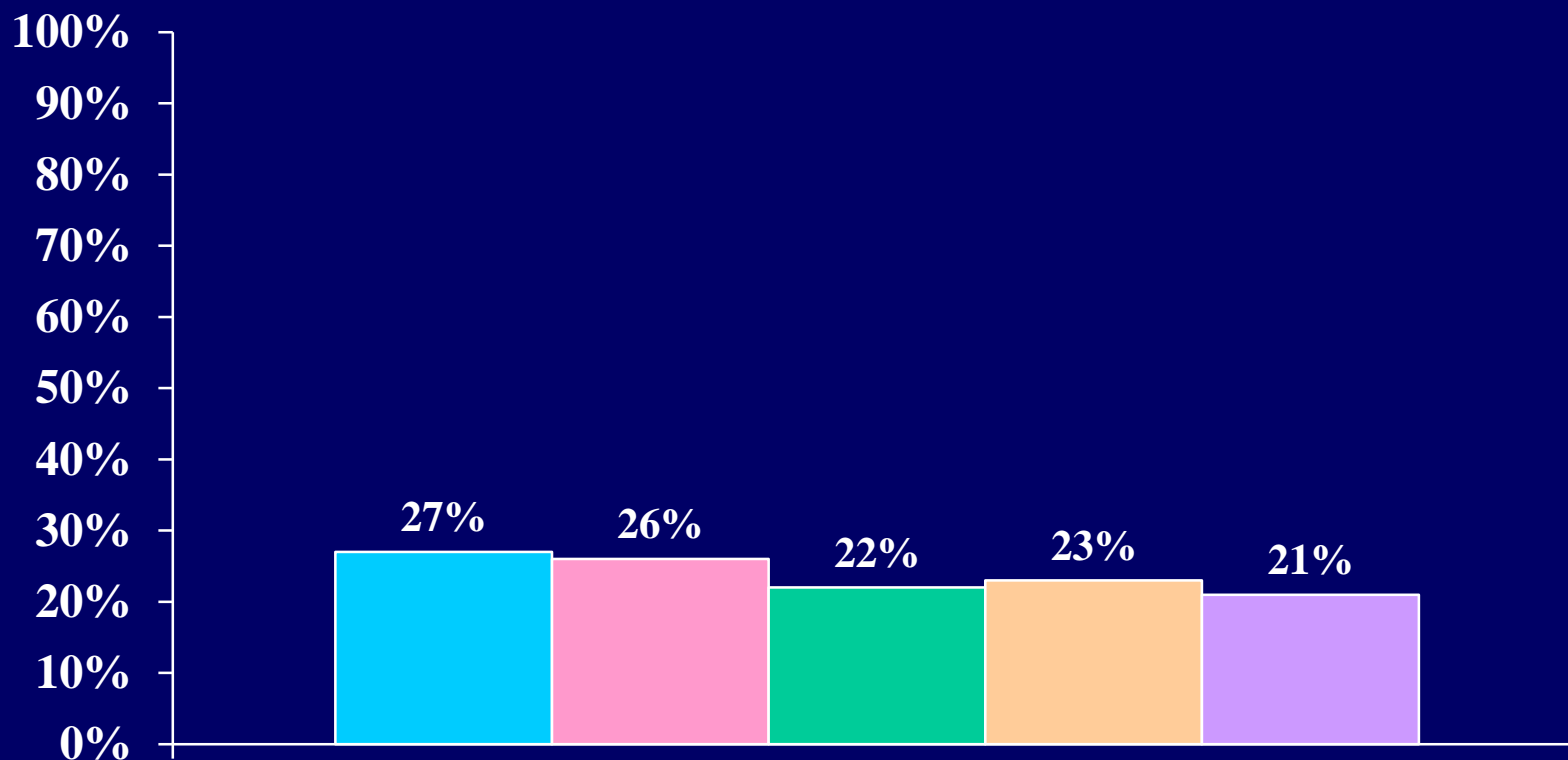
### Managing household responsibilities



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Managing household responsibilities*



 Berea

 Benchmark  
Institutions

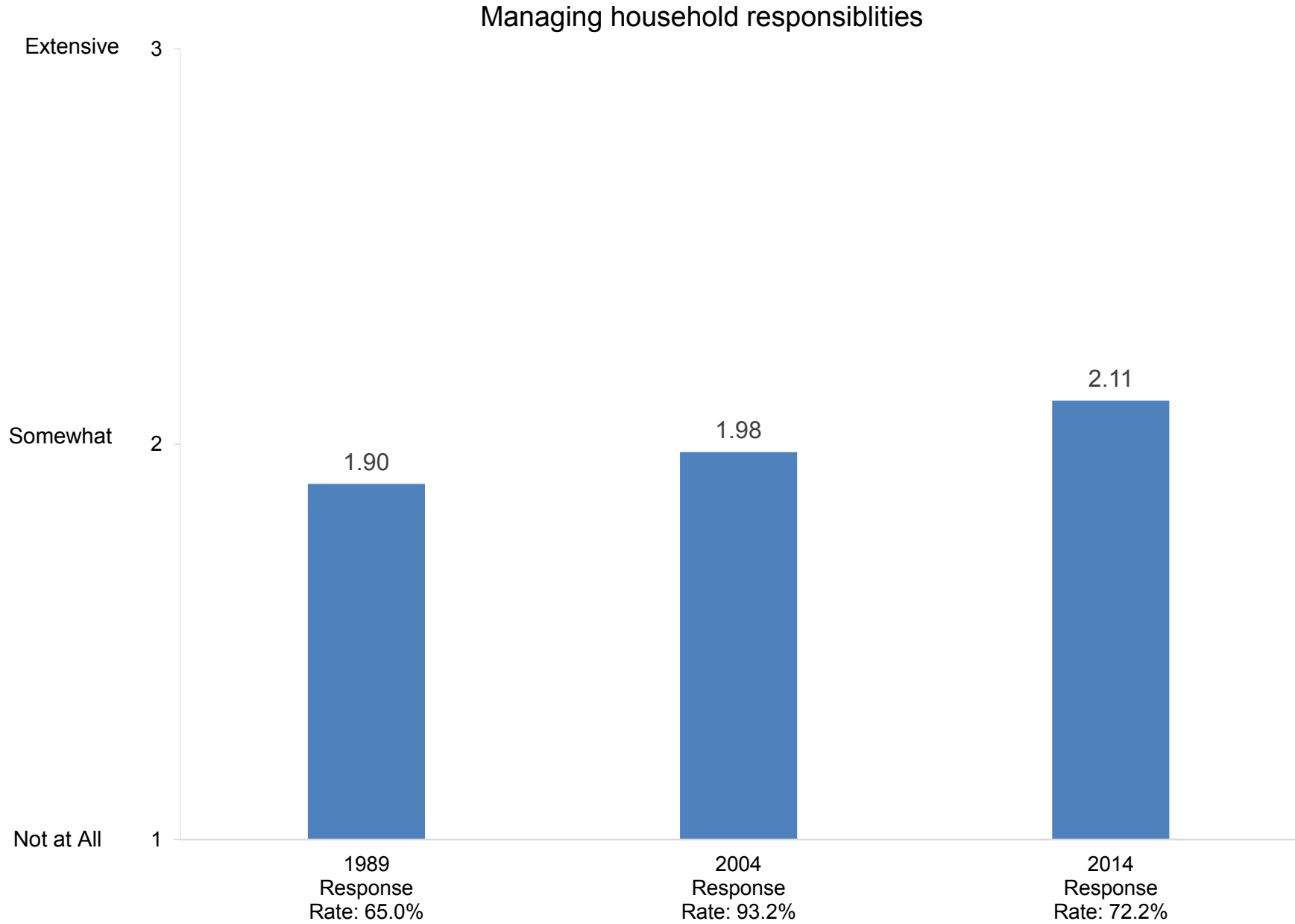
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

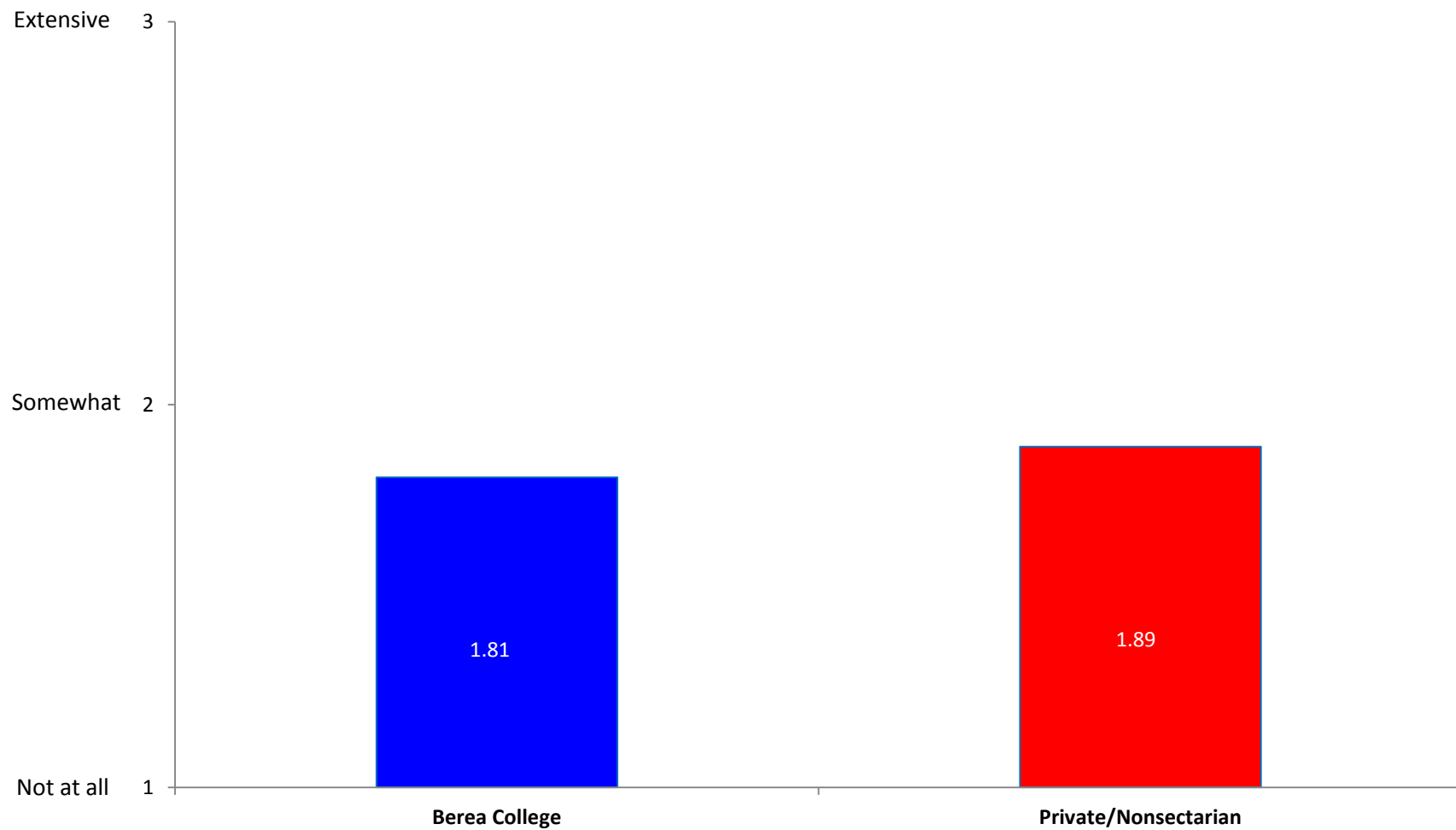
 Publics

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

*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*



### Child care

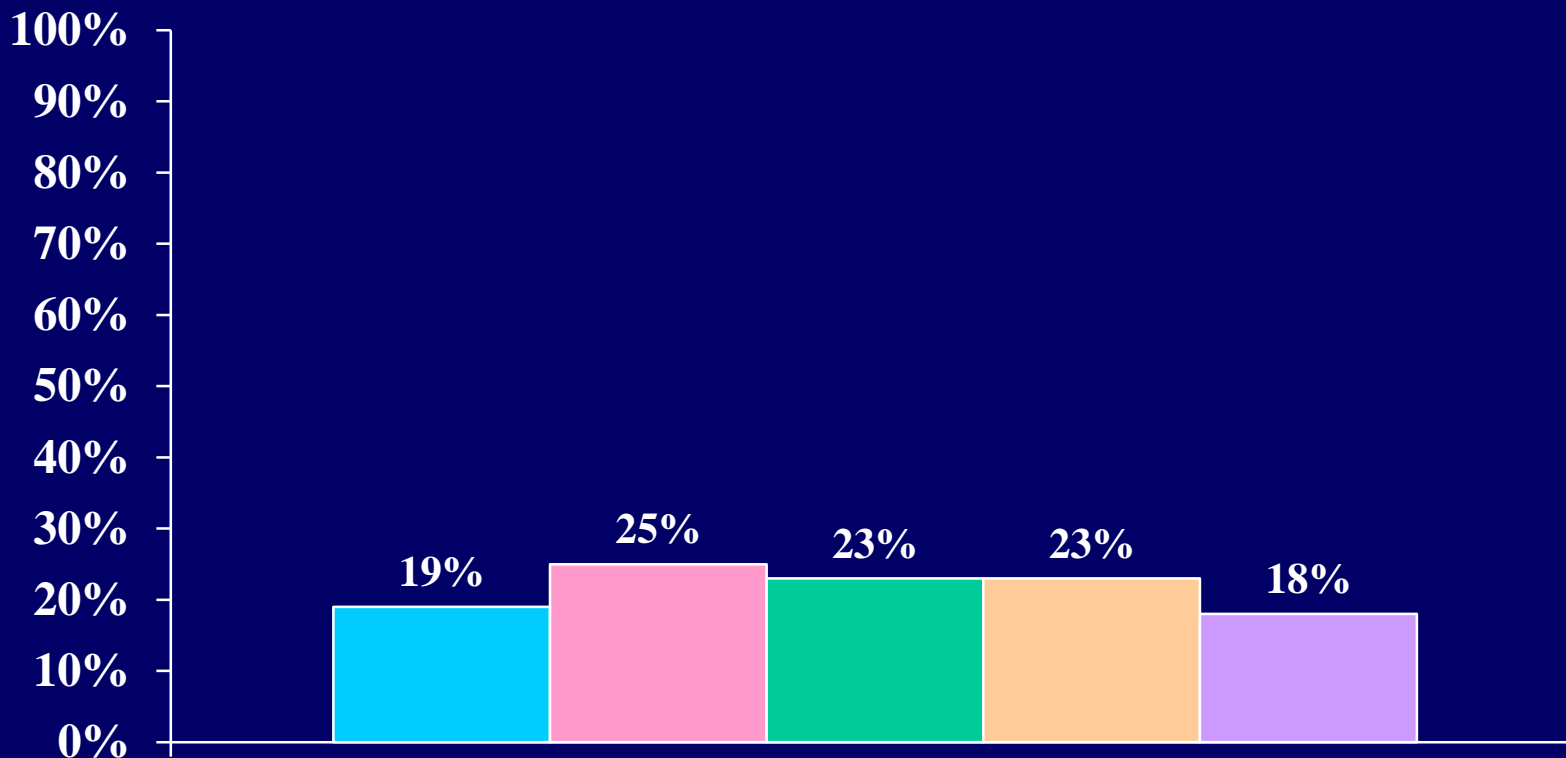




Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Child care*



 Berea

 Benchmark  
Institutions

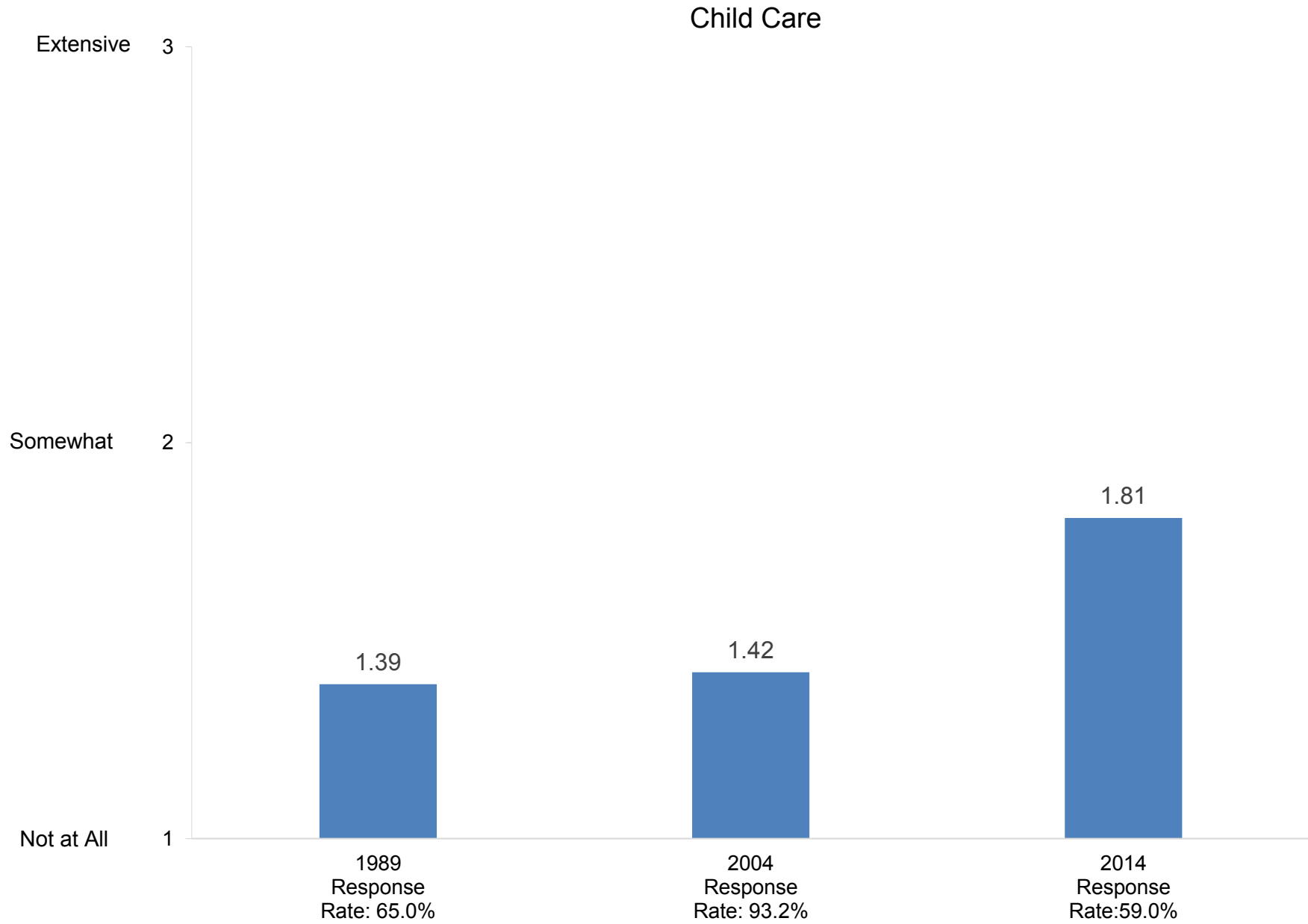
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

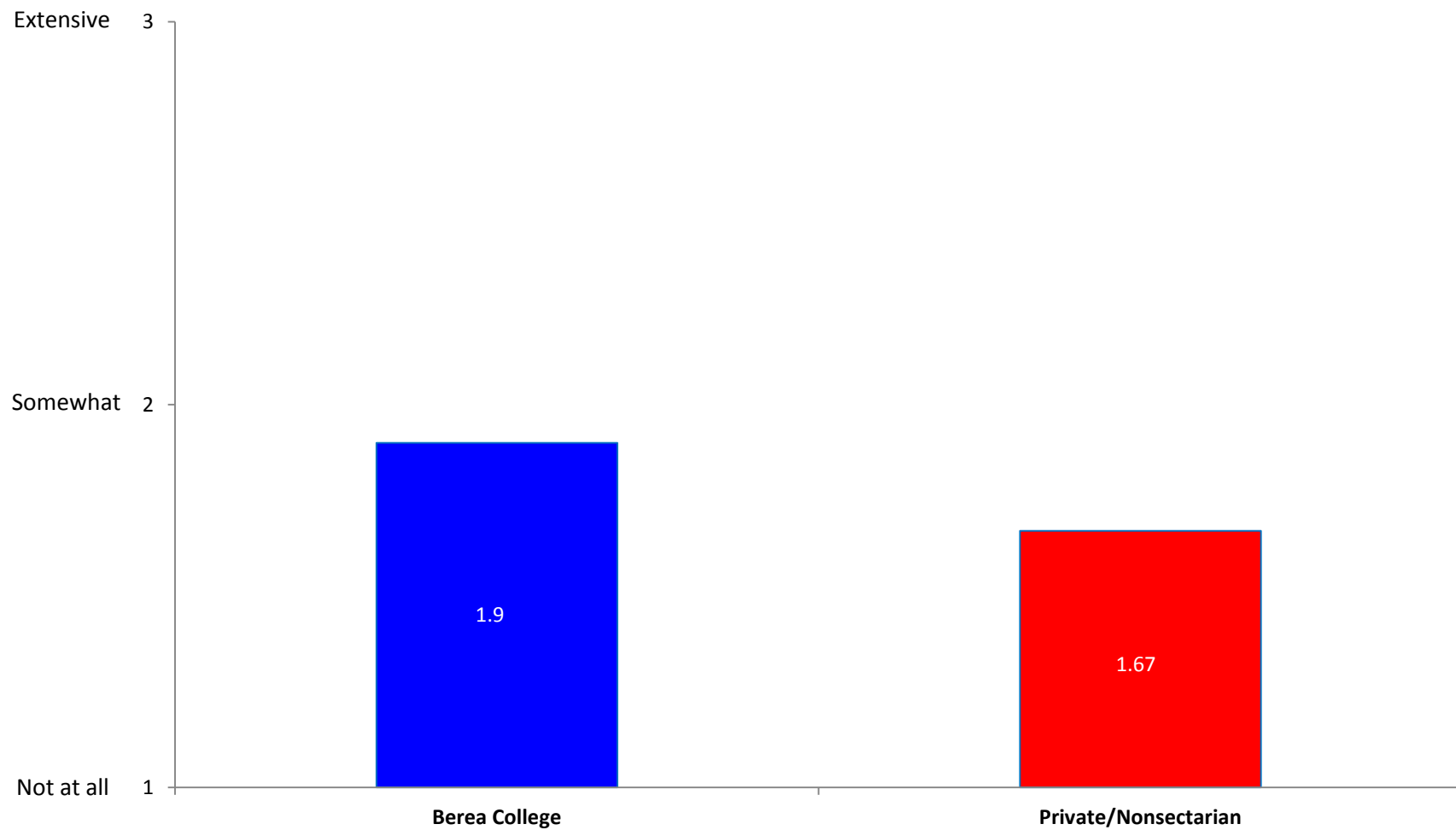
 Publics

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

*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*



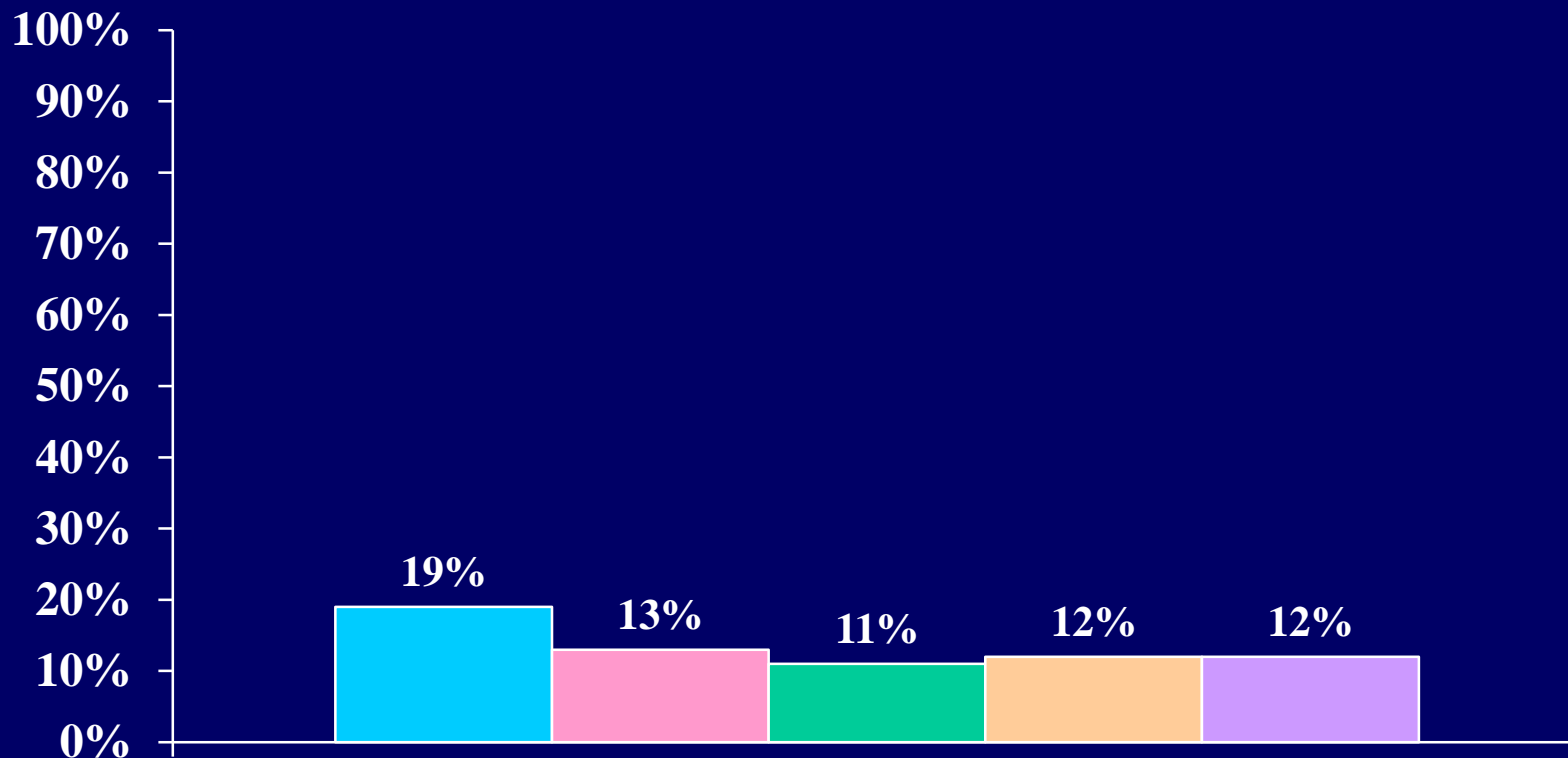
### My physical health



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *My physical health*



 Berea

 Benchmark  
Institutions

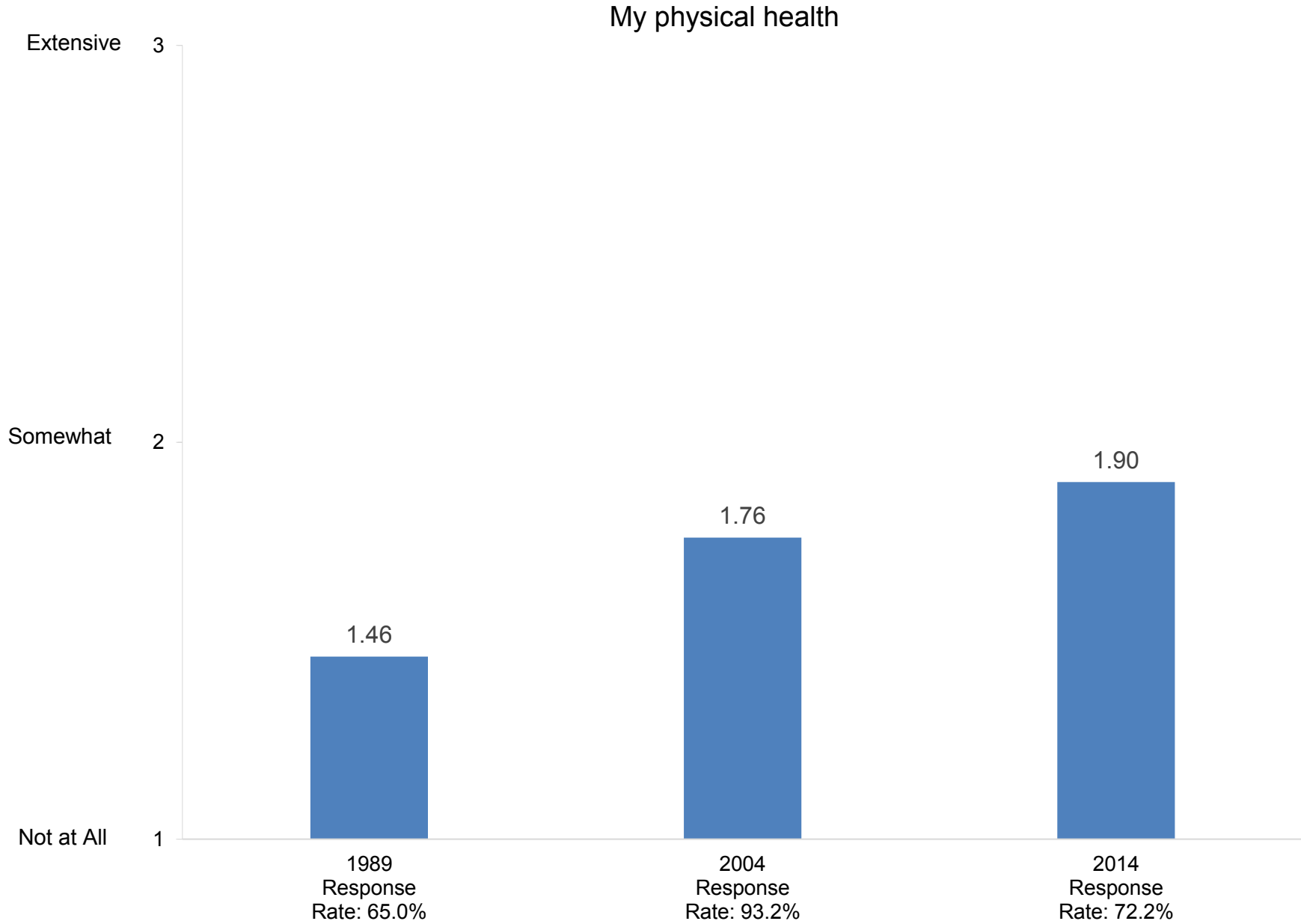
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

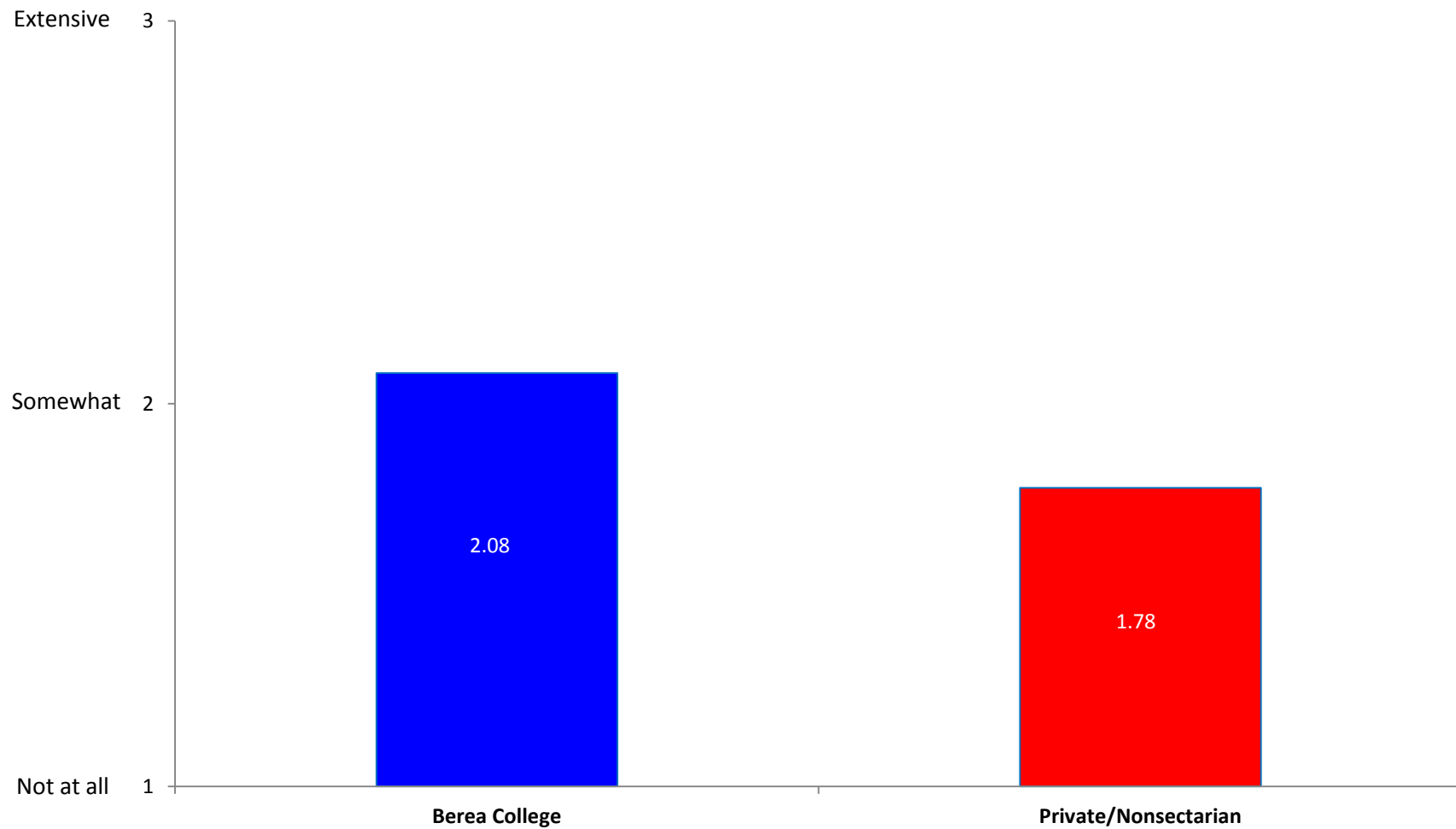
 Publics

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

Indicate the extent to which each of the following has been a source of stress for you during the past two years.



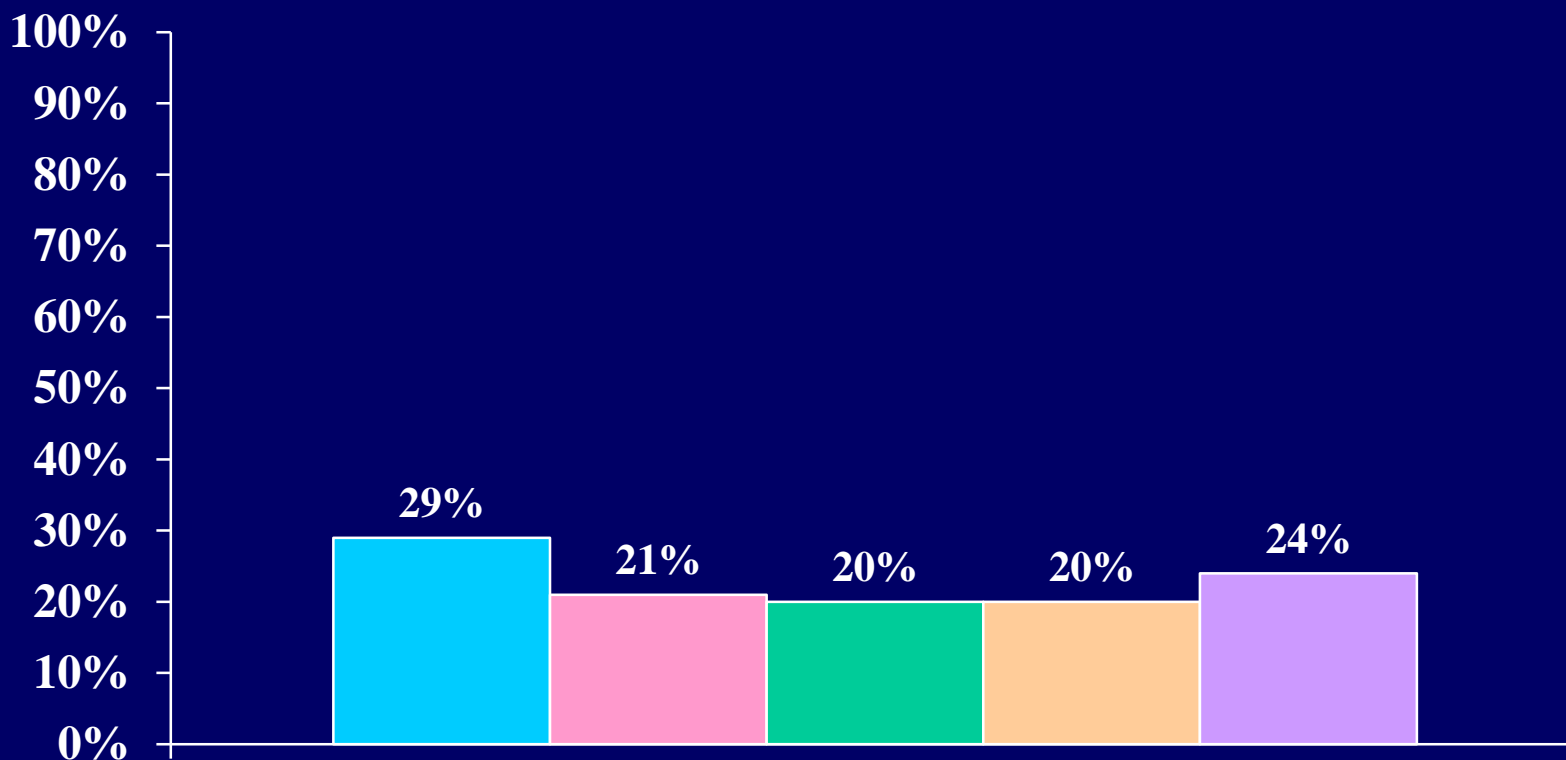
### Review/promotion process



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

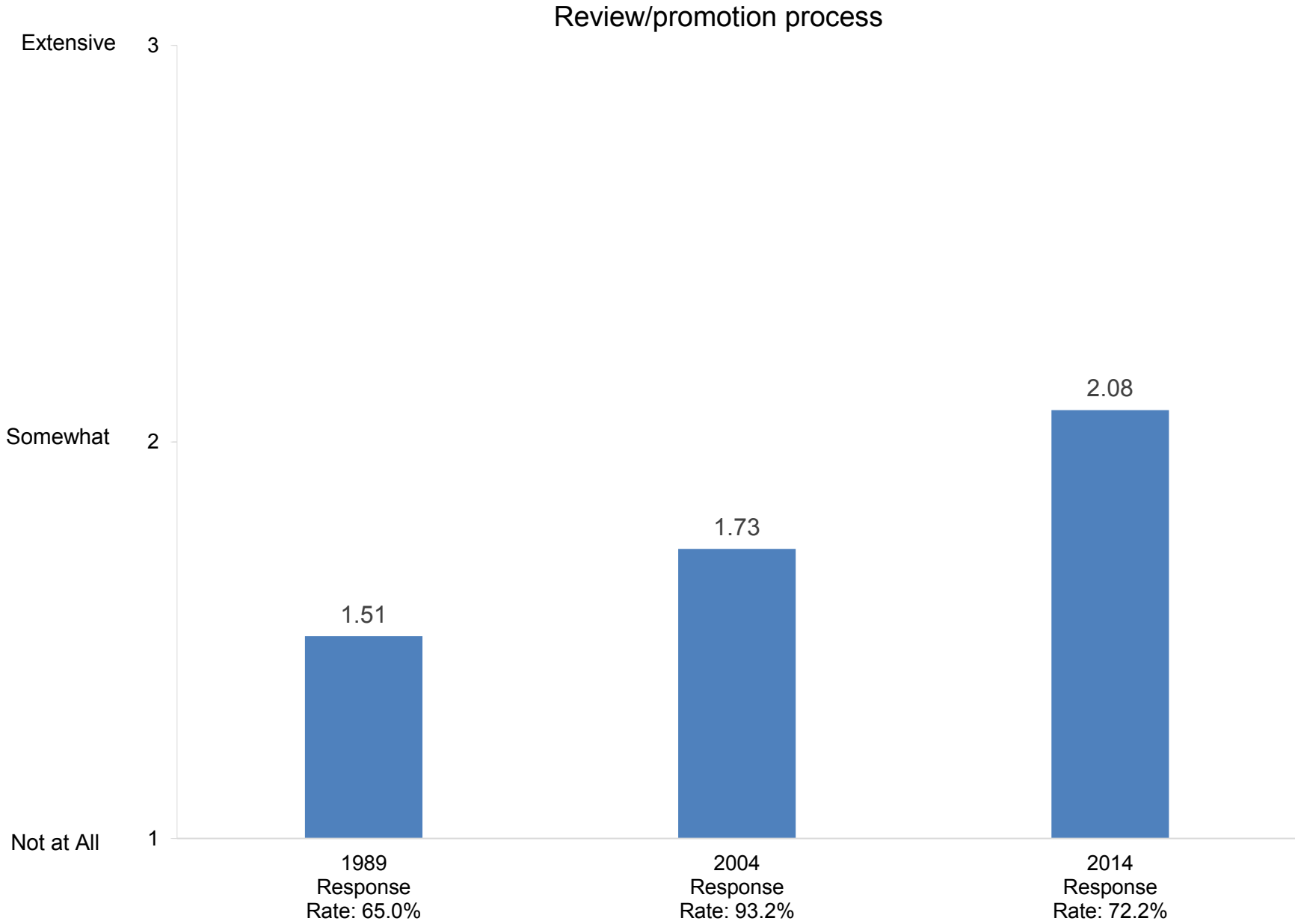
Percent of faculty who indicated “Extensive”

### *Review/promotion process*



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

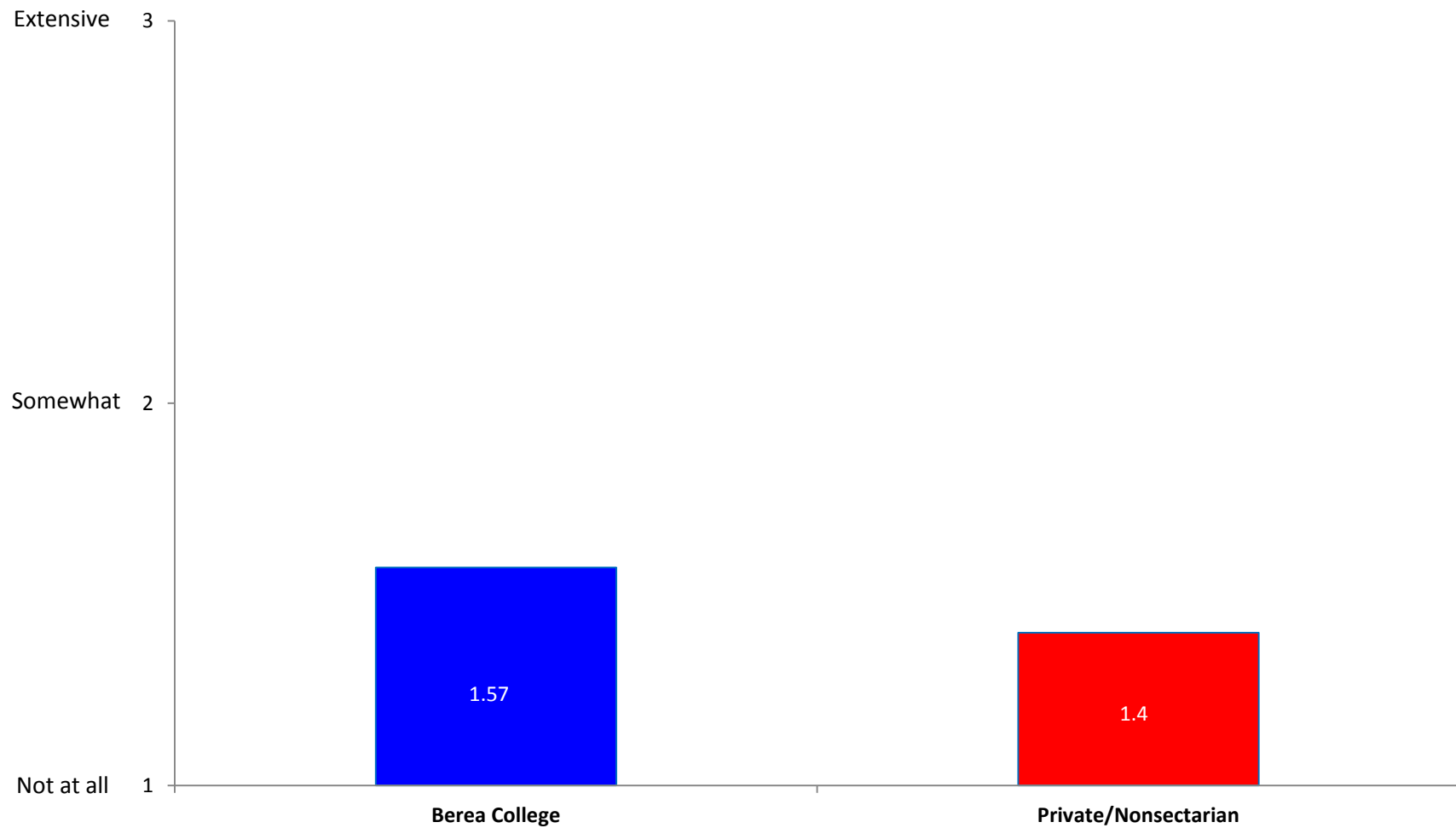
*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*





*Indicate the extent to which the following has been a source of stress:*

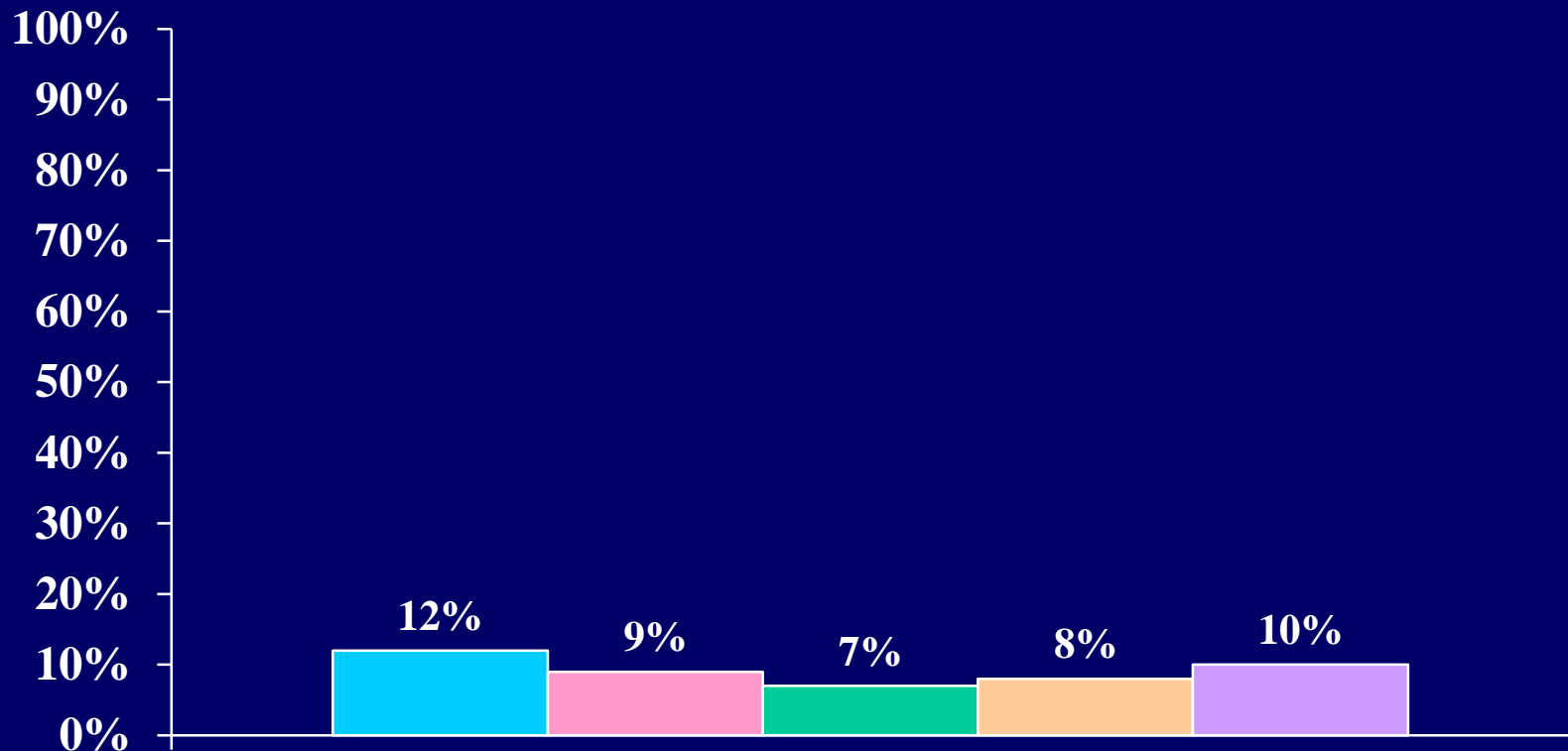
### Subtle discrimination (e.g., prejudice, racism, sexism)



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

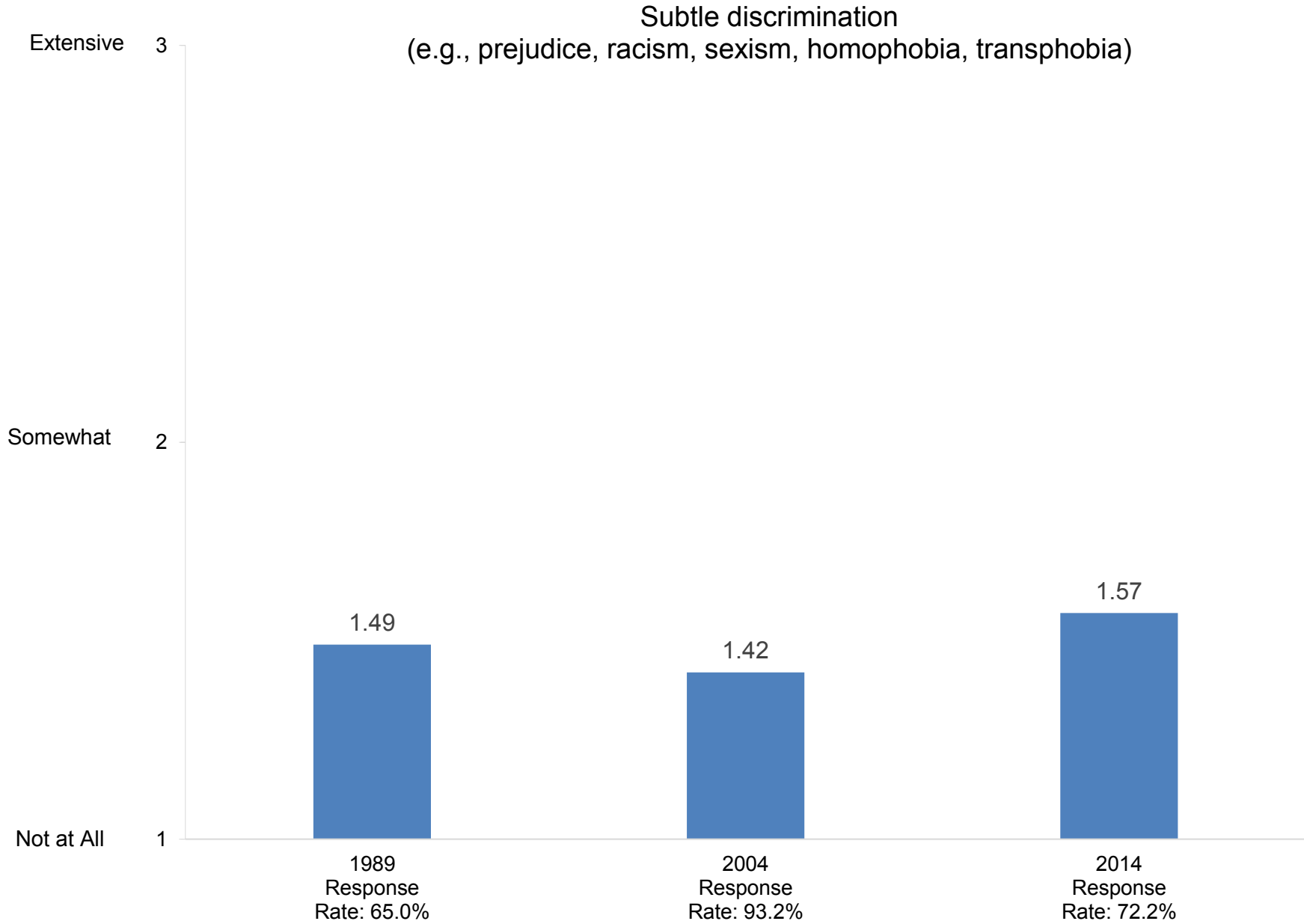
Percent of faculty who indicated “Extensive”

*Subtle discrimination (e.g., prejudice, racism, sexism)*

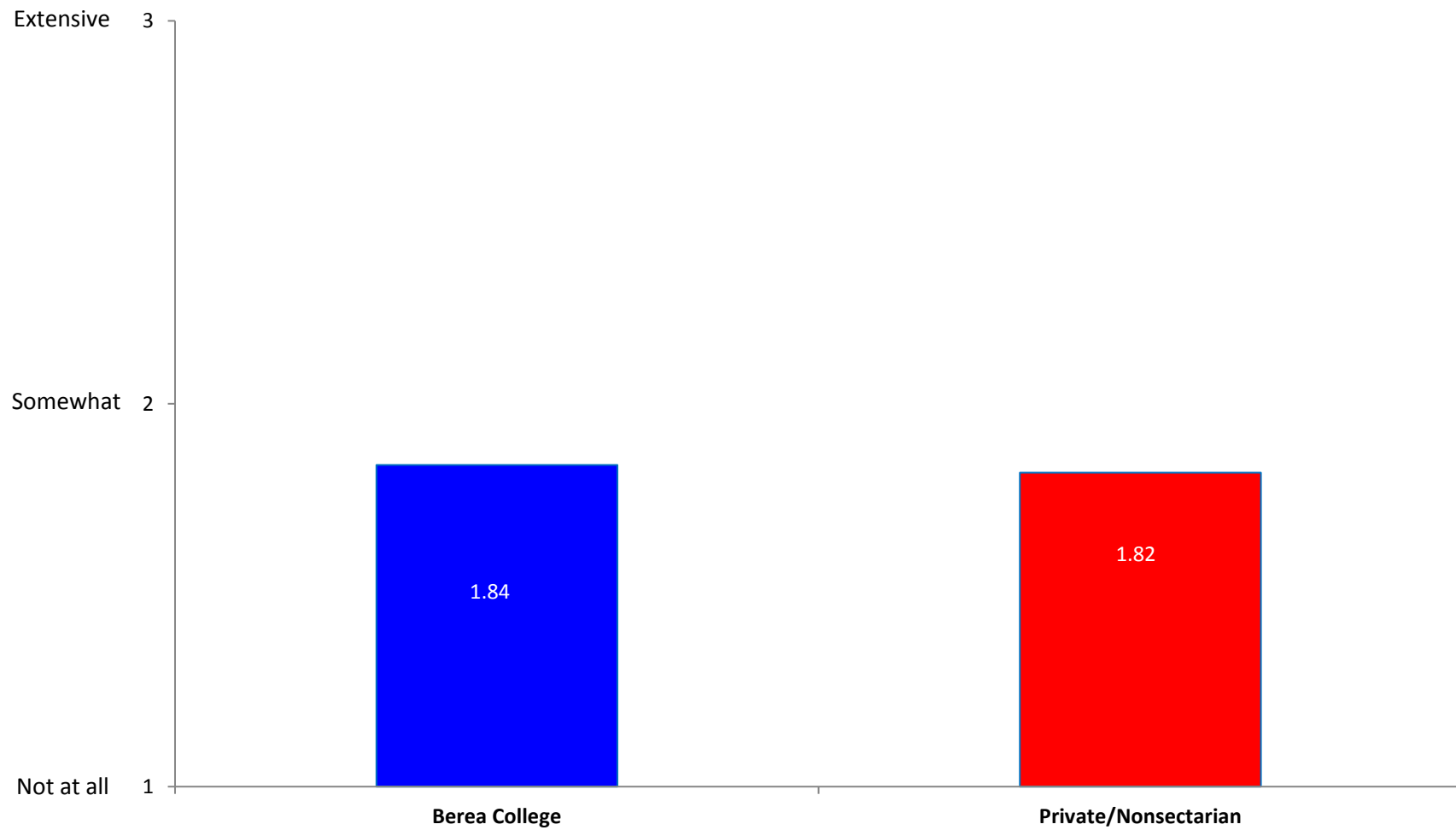


**Higher Education Research Institute (HERI) Faculty Survey**

*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*



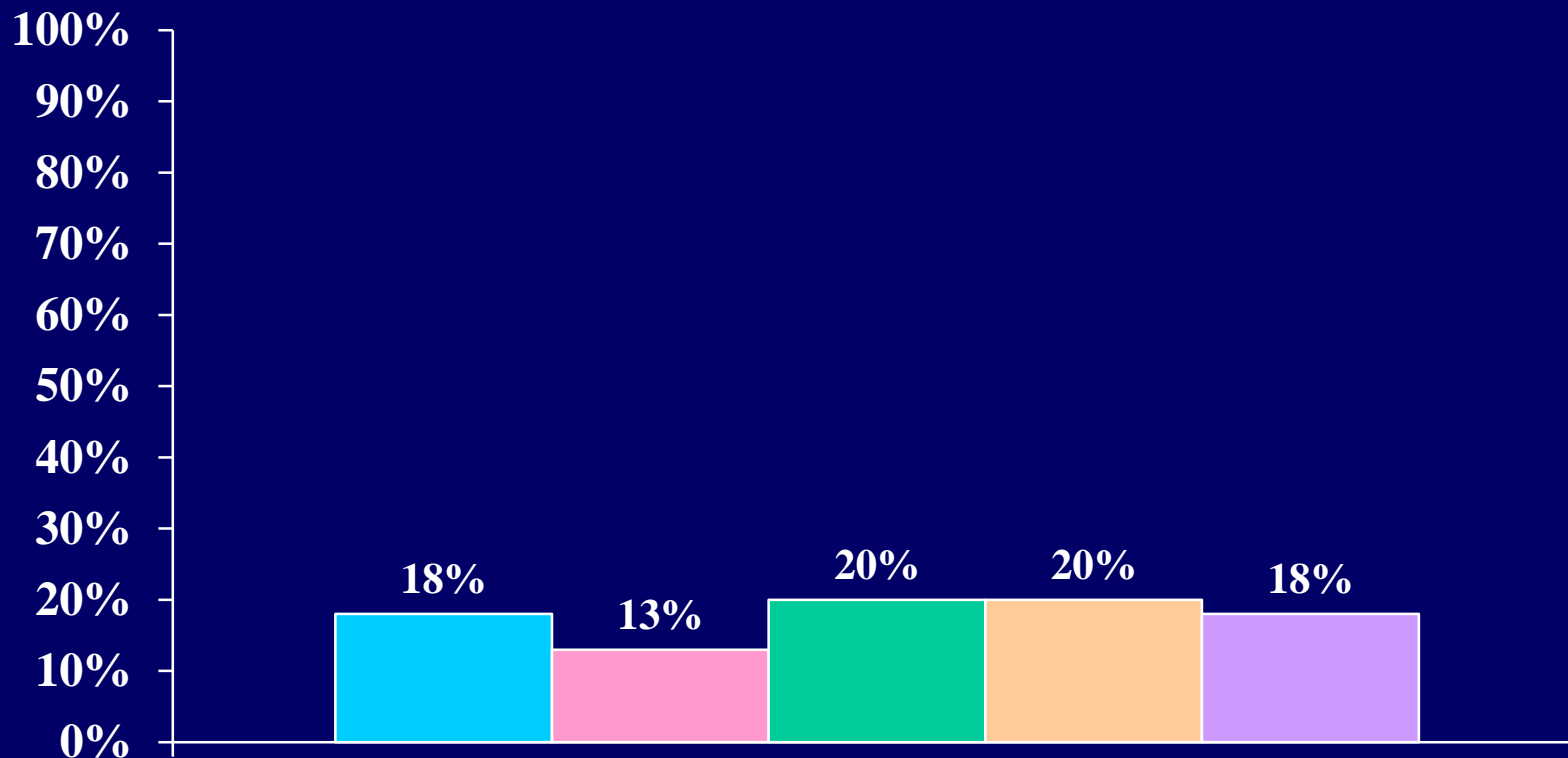
### Personal finances



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Personal finances*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

 4-Year  
Private

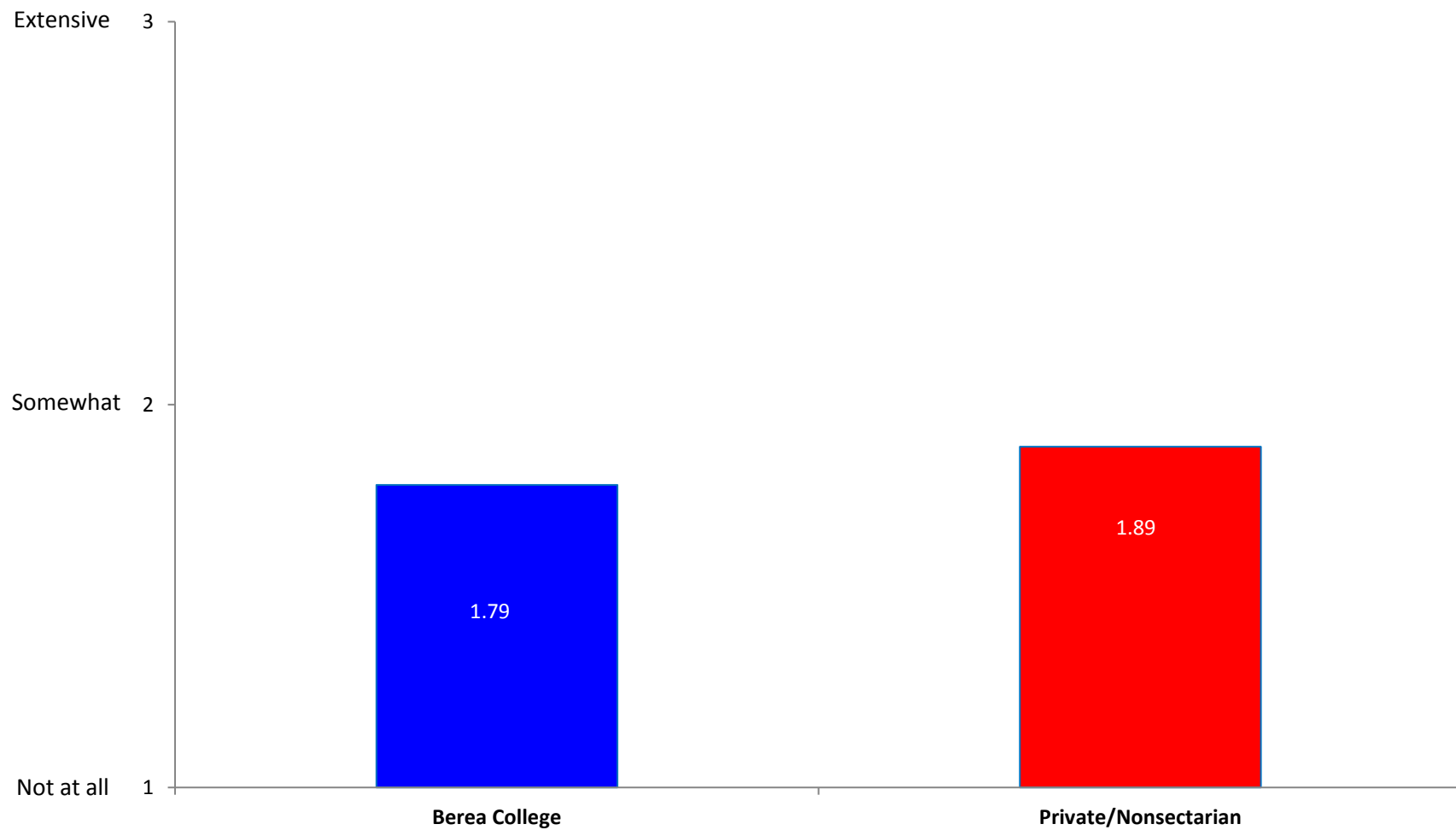
 Publics

## Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which each of the following has been a source of stress for you during the past two years.



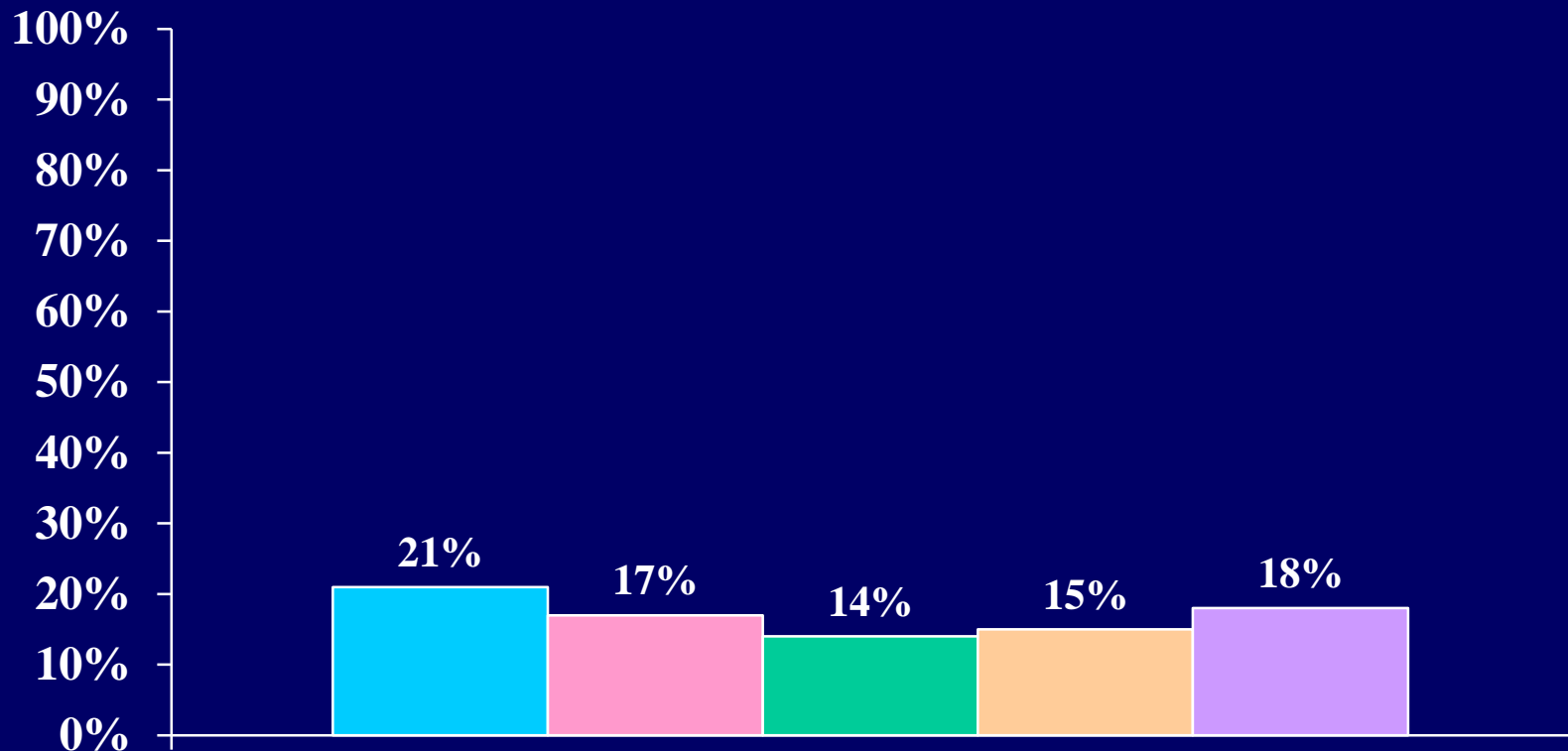
### Committee work



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Committee work*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

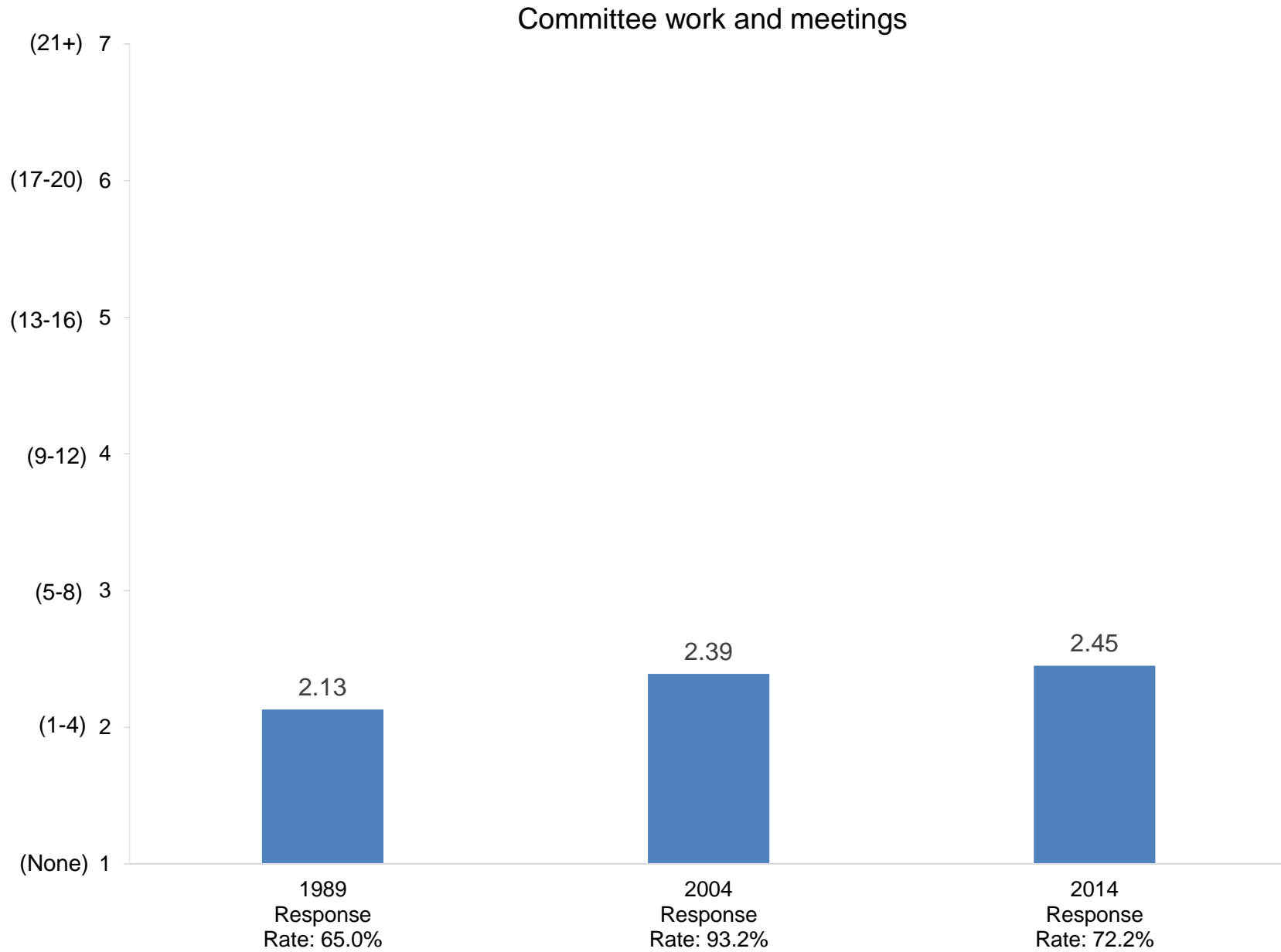
 4-Year  
Private

 Publics

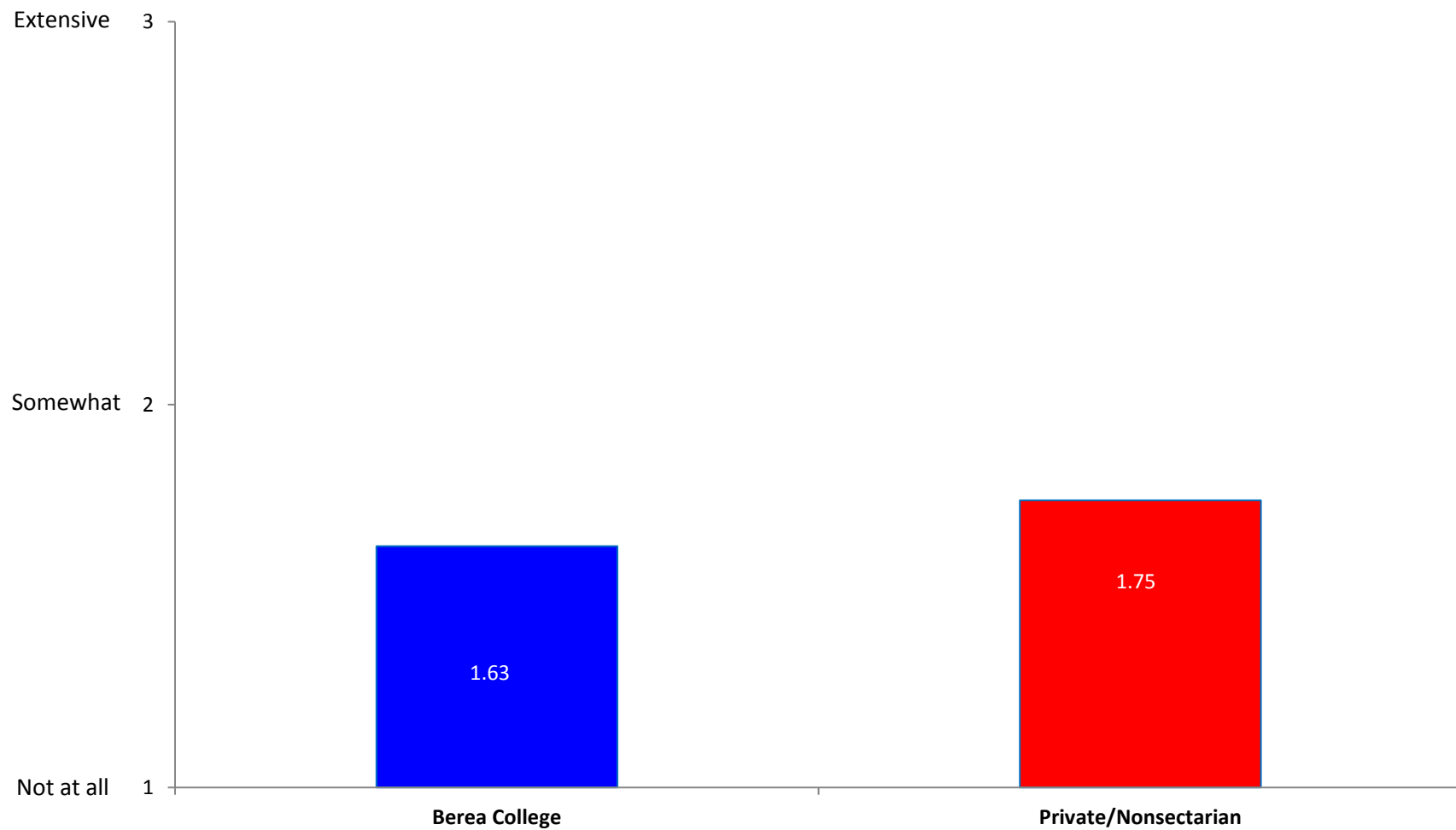


## Higher Education Research Institute (HERI) Faculty Survey

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



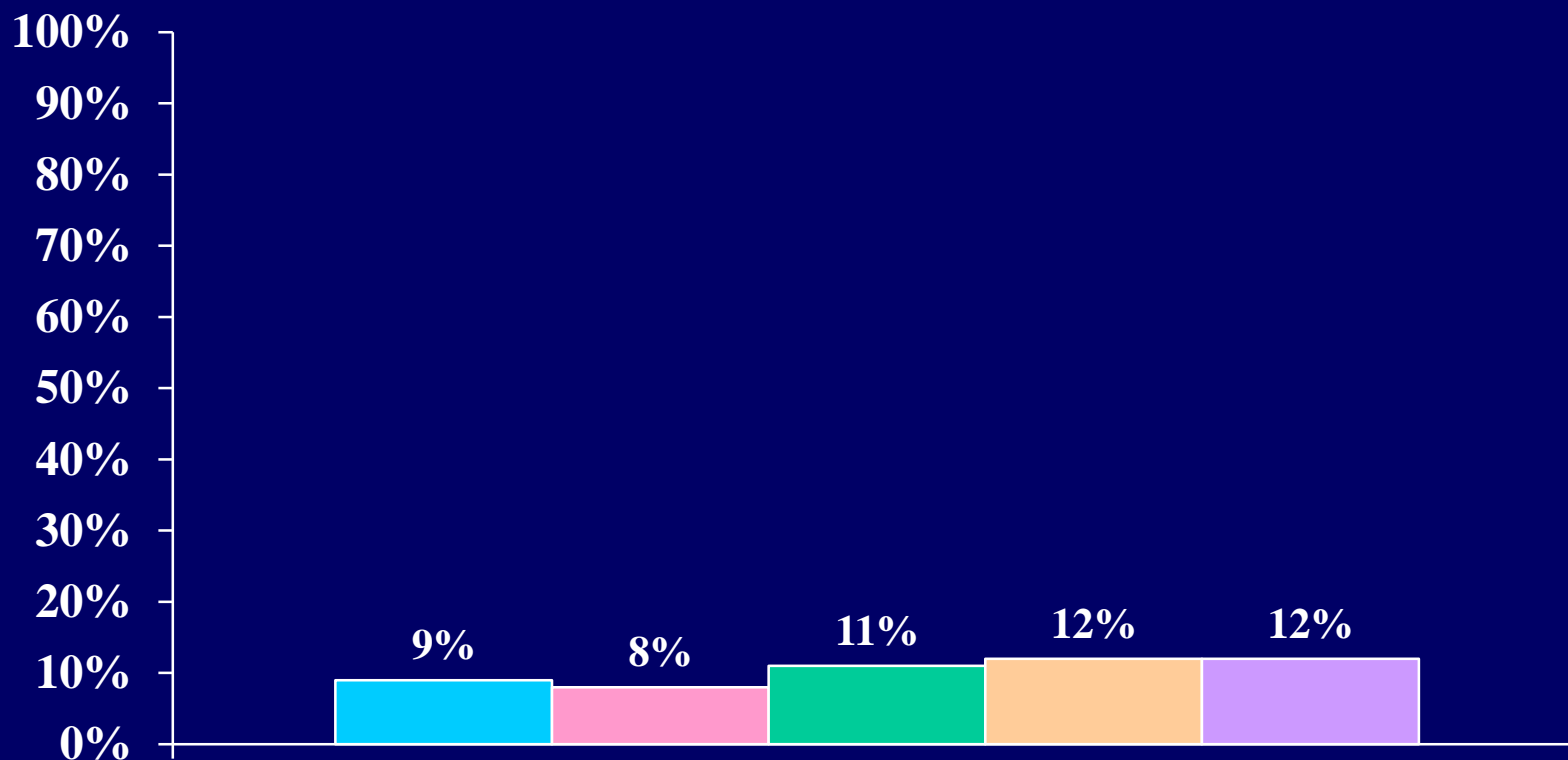
### Faculty meetings



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Faculty meetings*



 Berea

 Benchmark  
Institutions

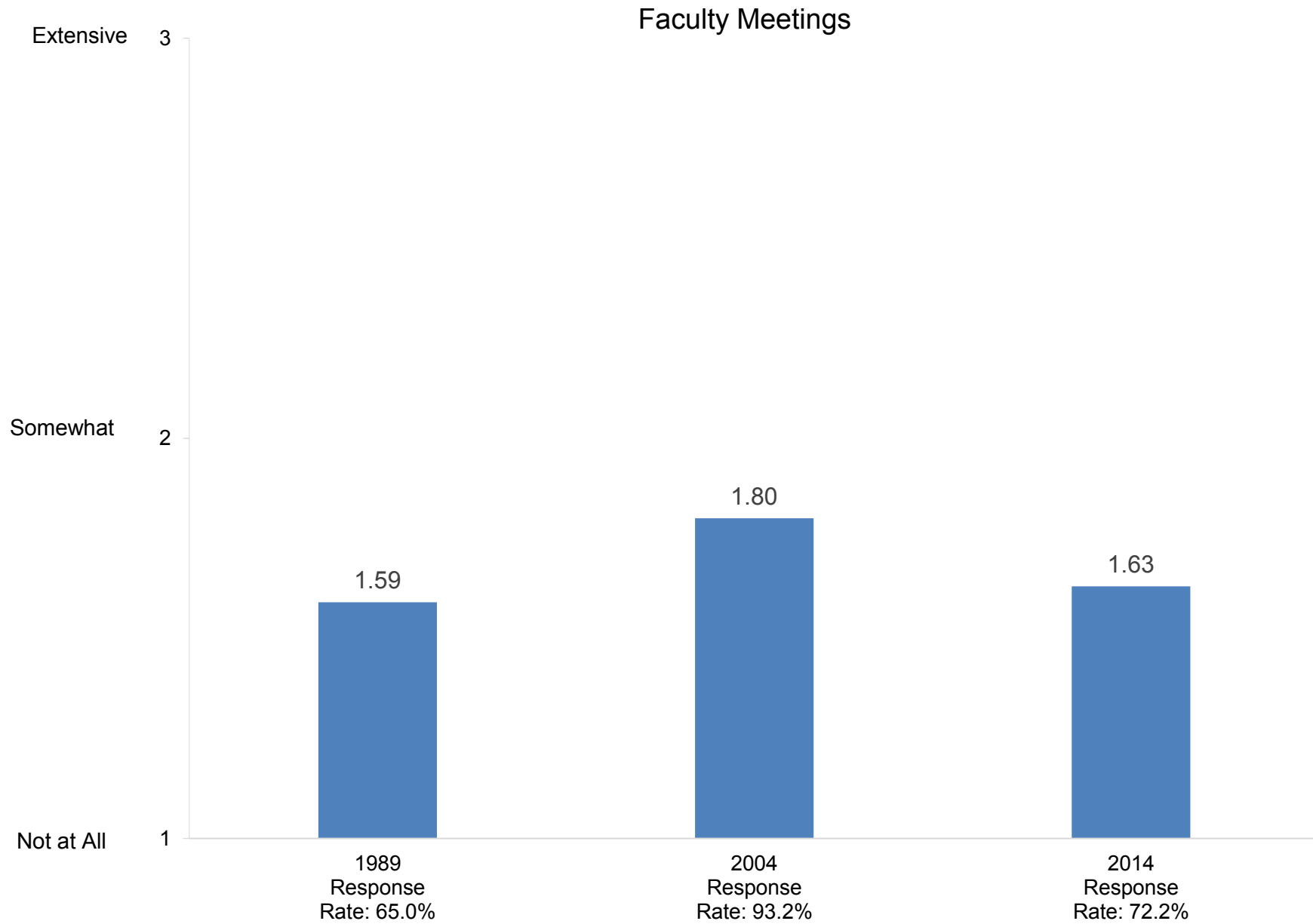
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

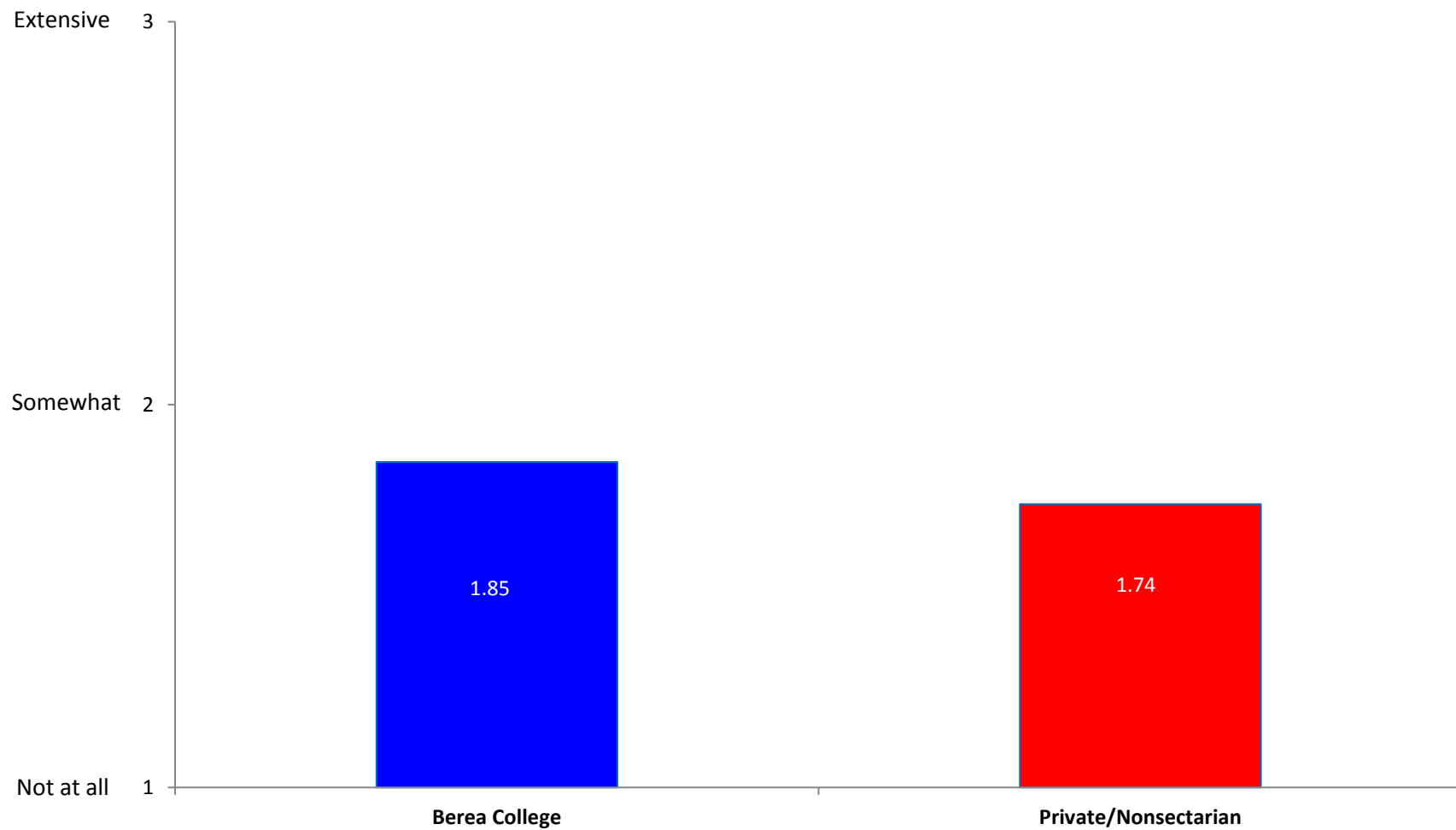
 Publics

## Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which each of the following has been a source of stress for you during the past two years.



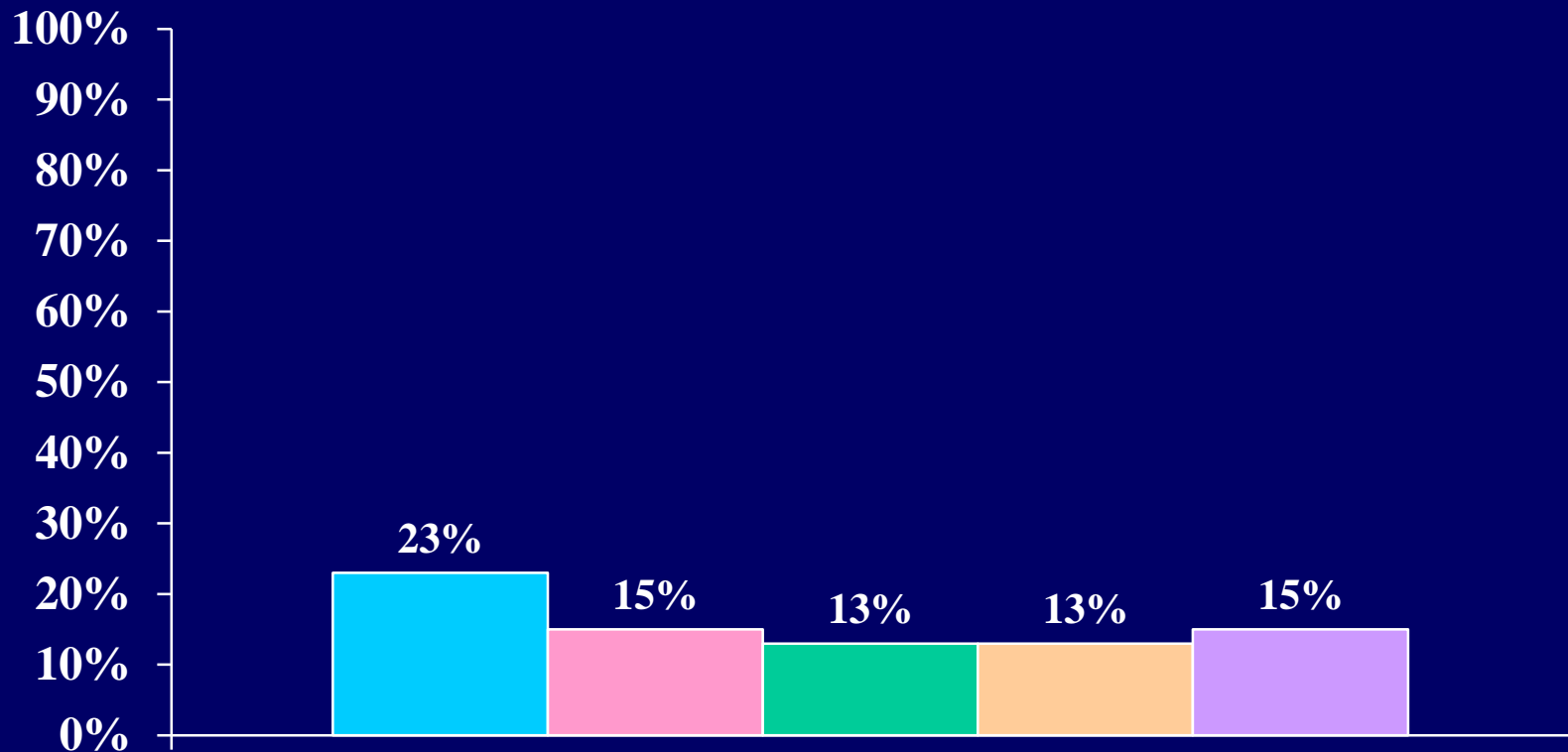
## Colleagues



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

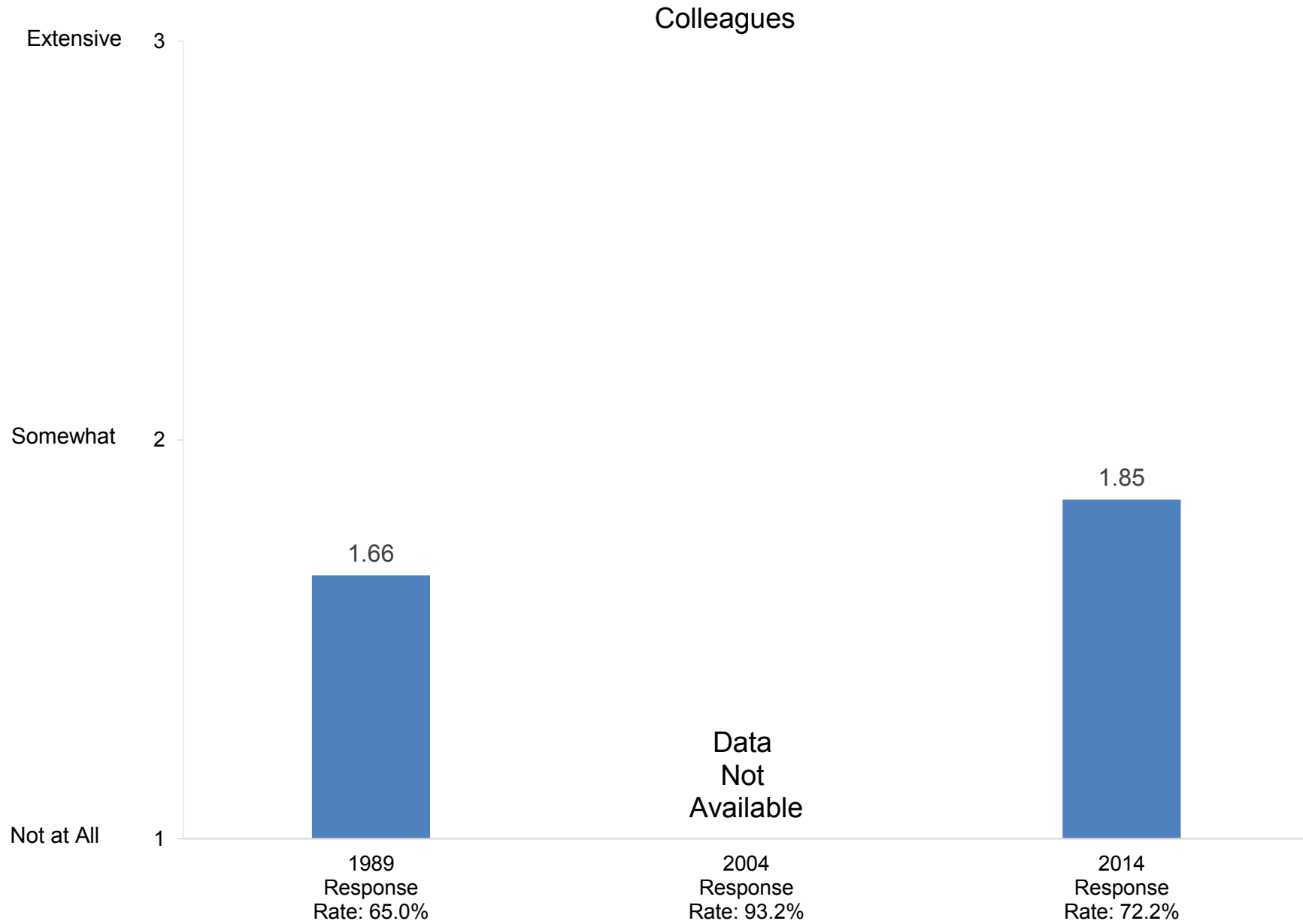
Percent of faculty who indicated "Extensive"

## Colleagues

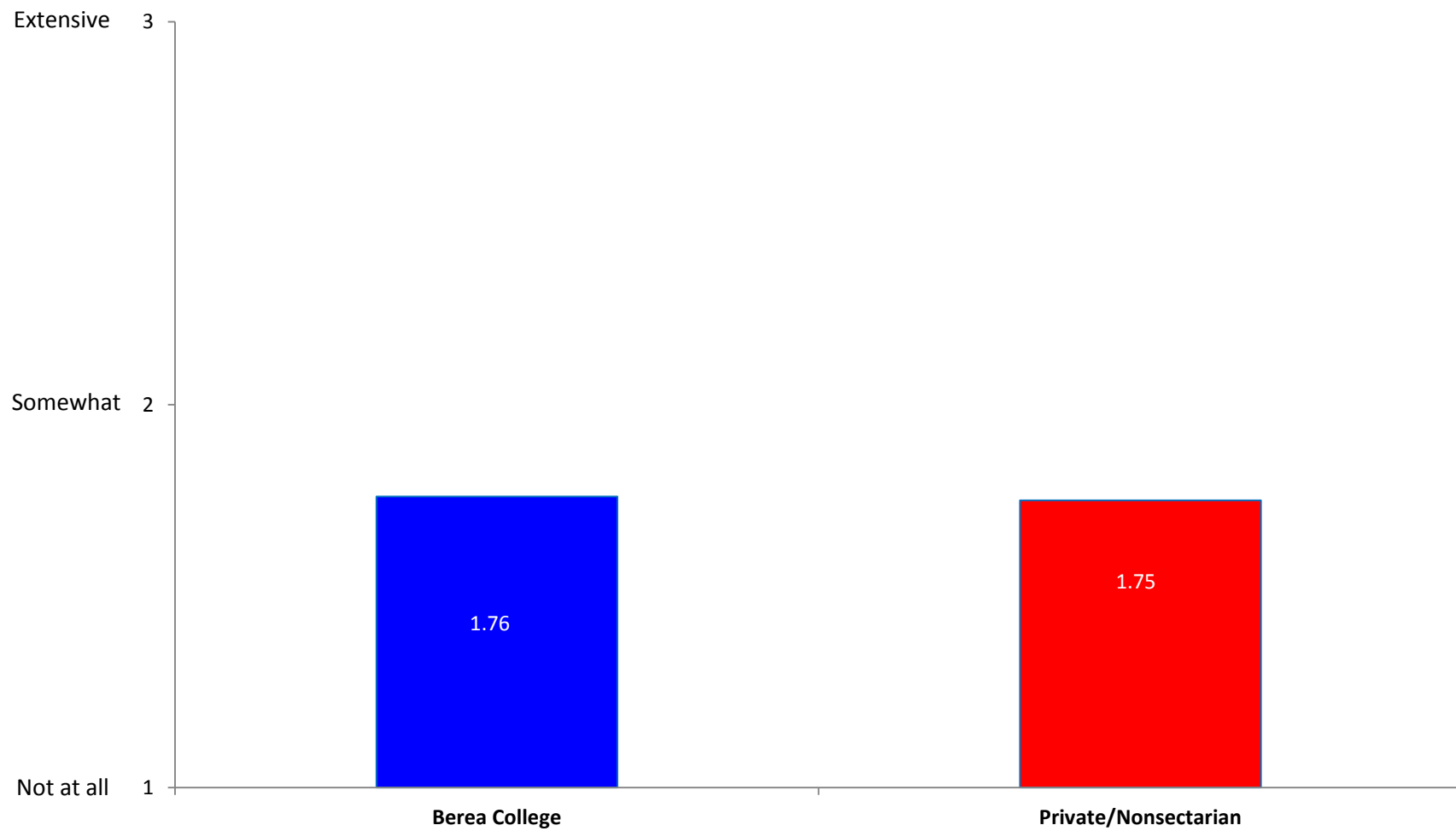


## Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which each of the following has been a source of stress for you during the past two years.



### Students

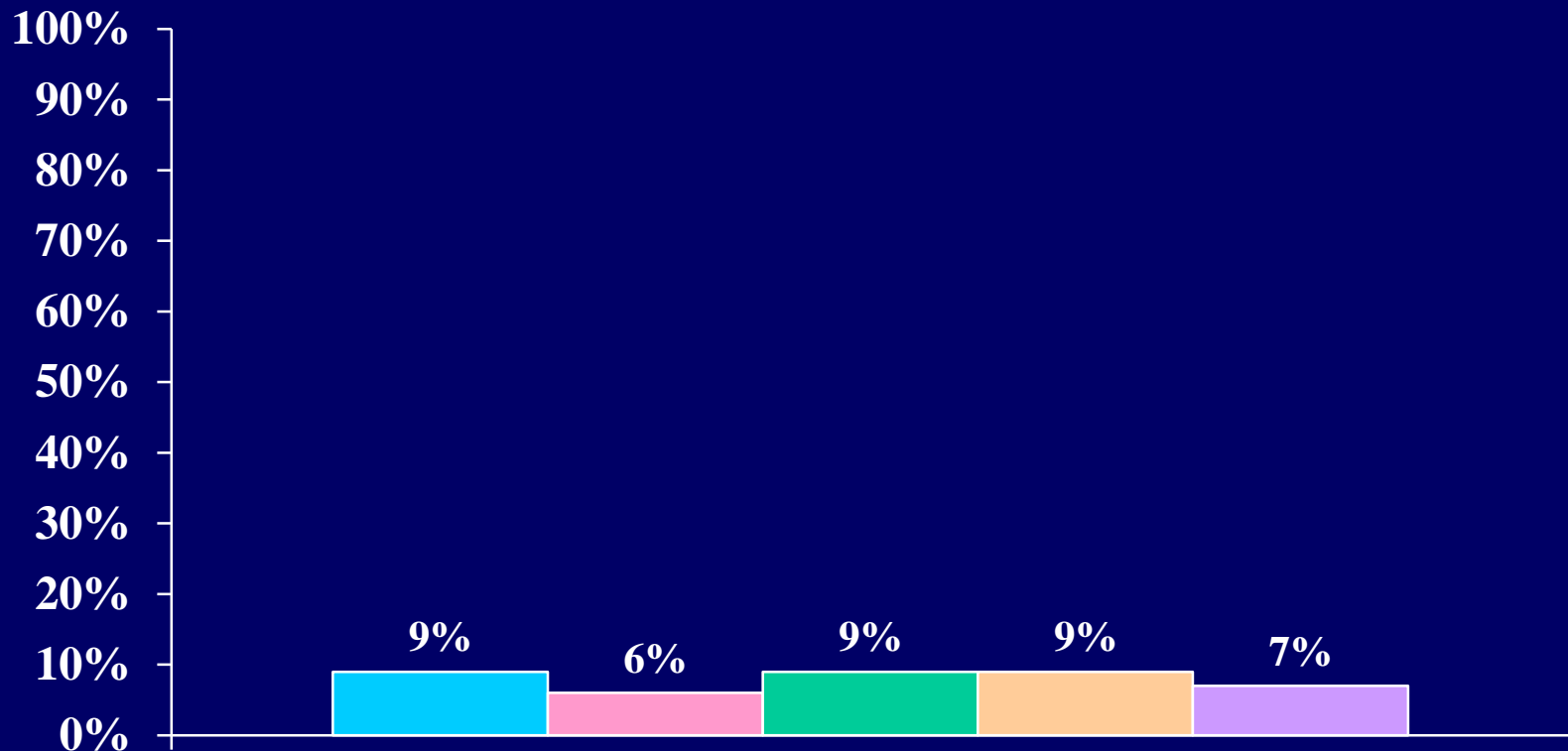




Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

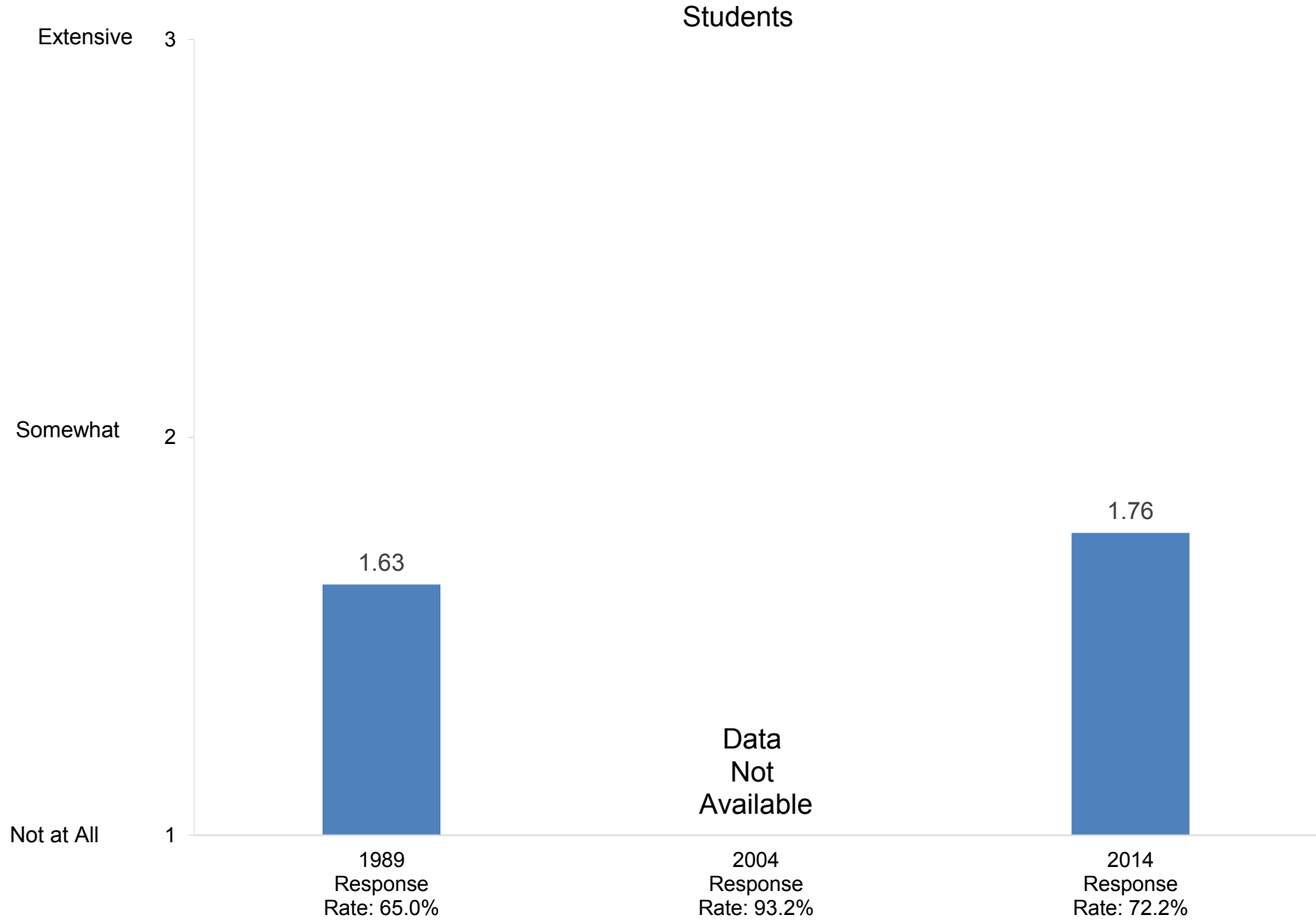
Percent of faculty who indicated “Extensive”

## *Students*

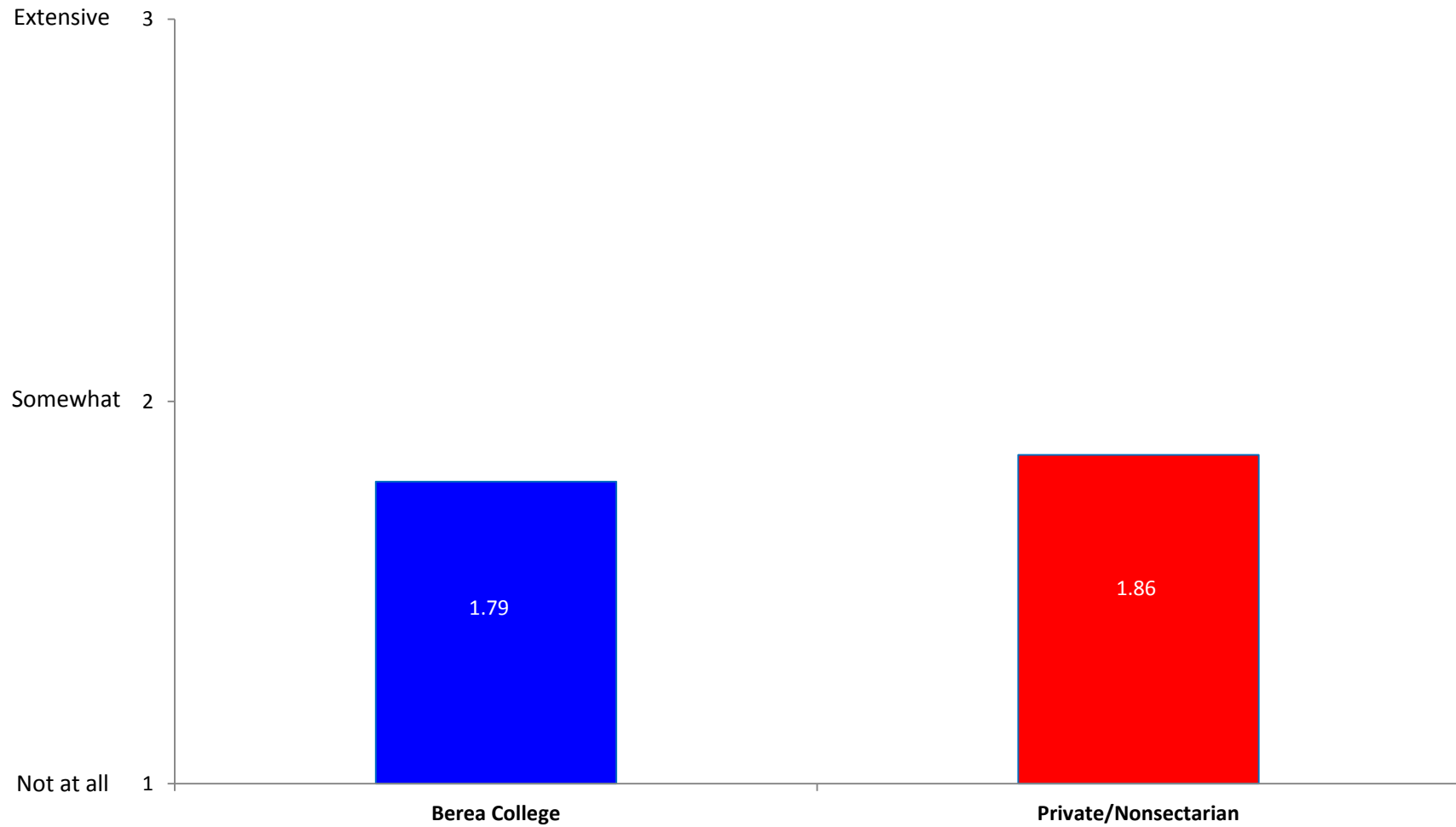


**Higher Education Research Institute (HERI) Faculty Survey**

*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*



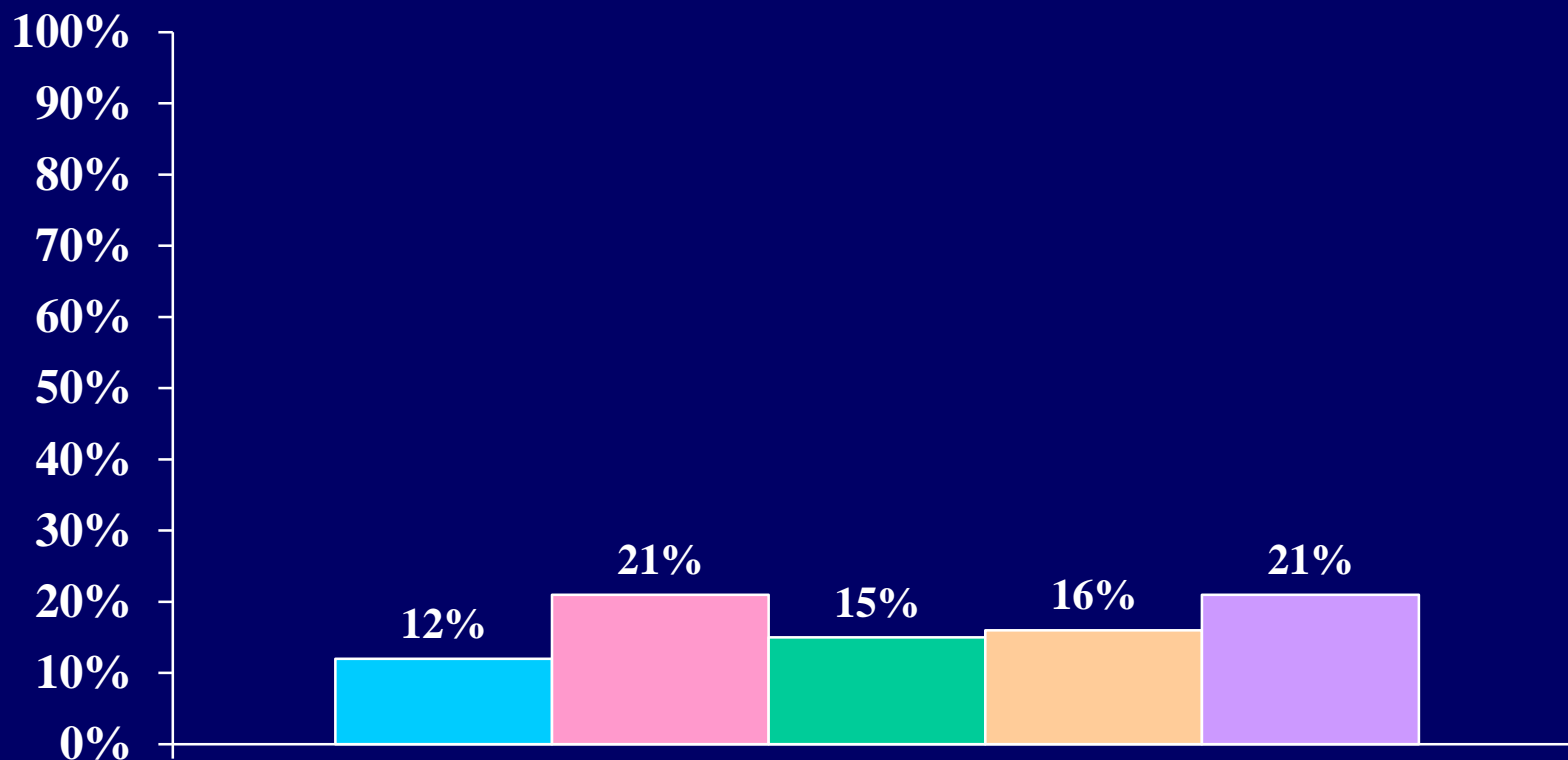
### Research or publishing demands



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Research or publishing demands*



 Berea

 Benchmark  
Institutions

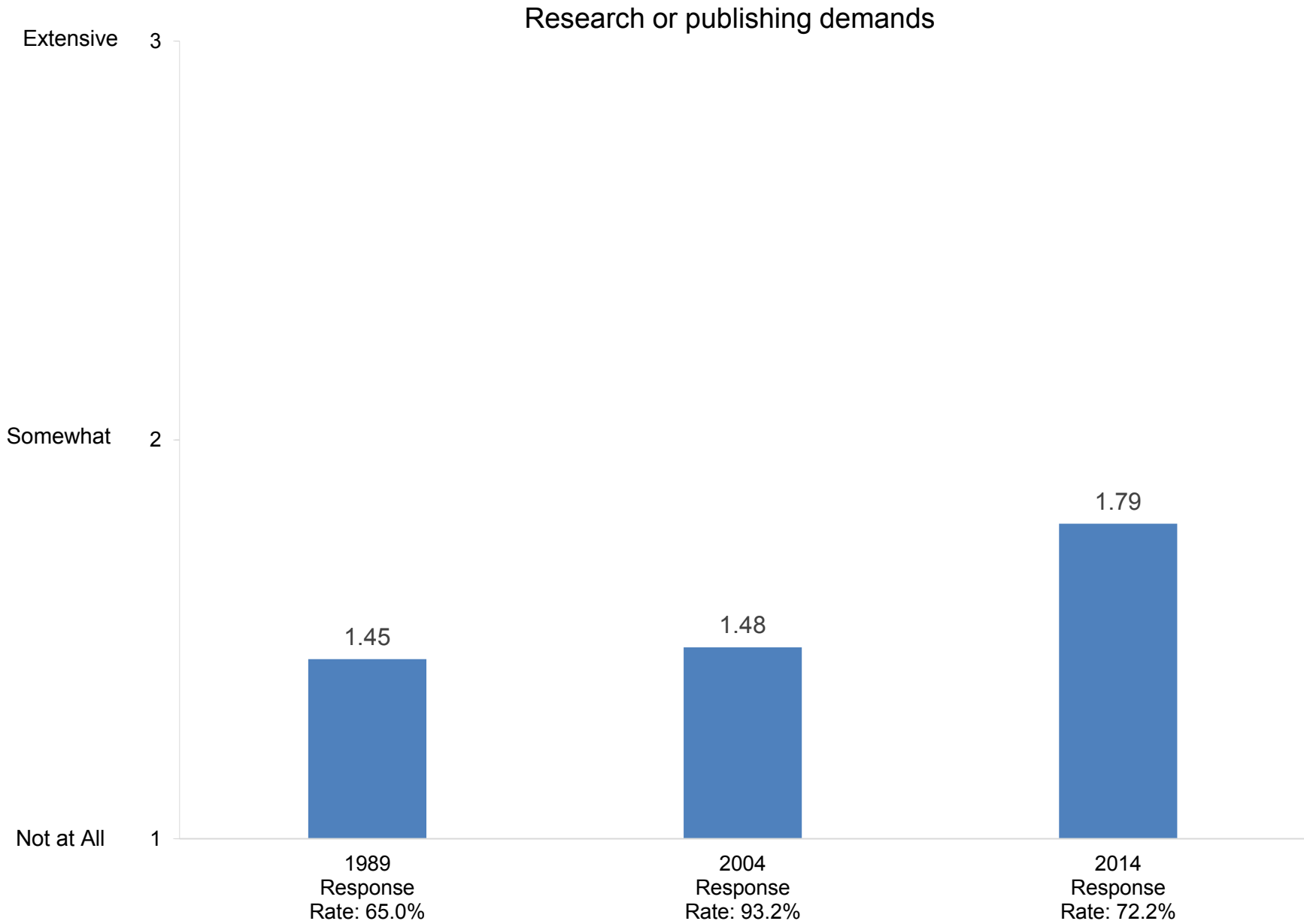
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

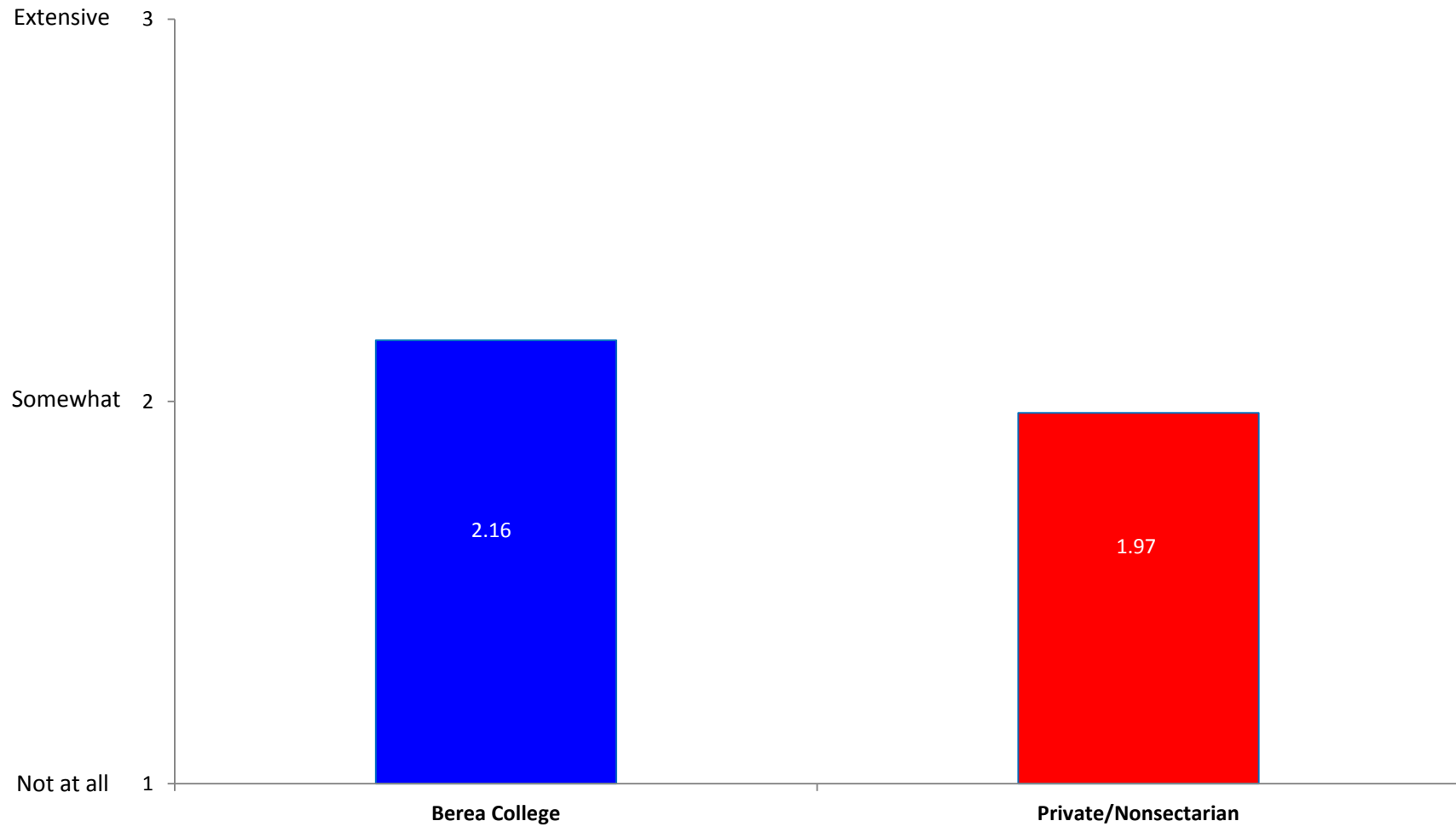
**Higher Education Research Institute (HERI) Faculty Survey**

*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*



*Indicate the extent to which the following has been a source of stress:*

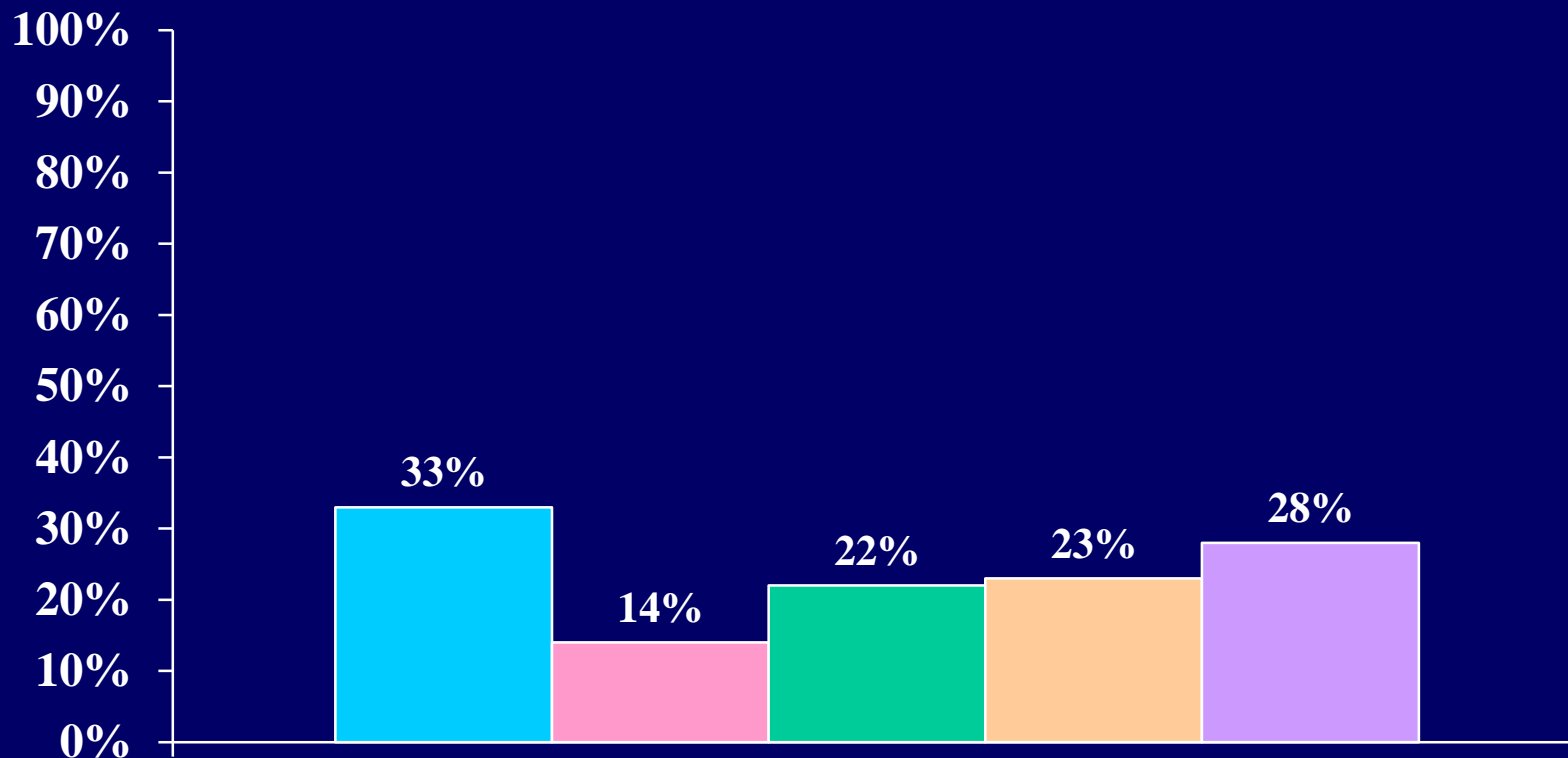
### Institutional procedures and "red tape"



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Institutional procedures and “red tape”*



 Berea

 Benchmark  
Institutions

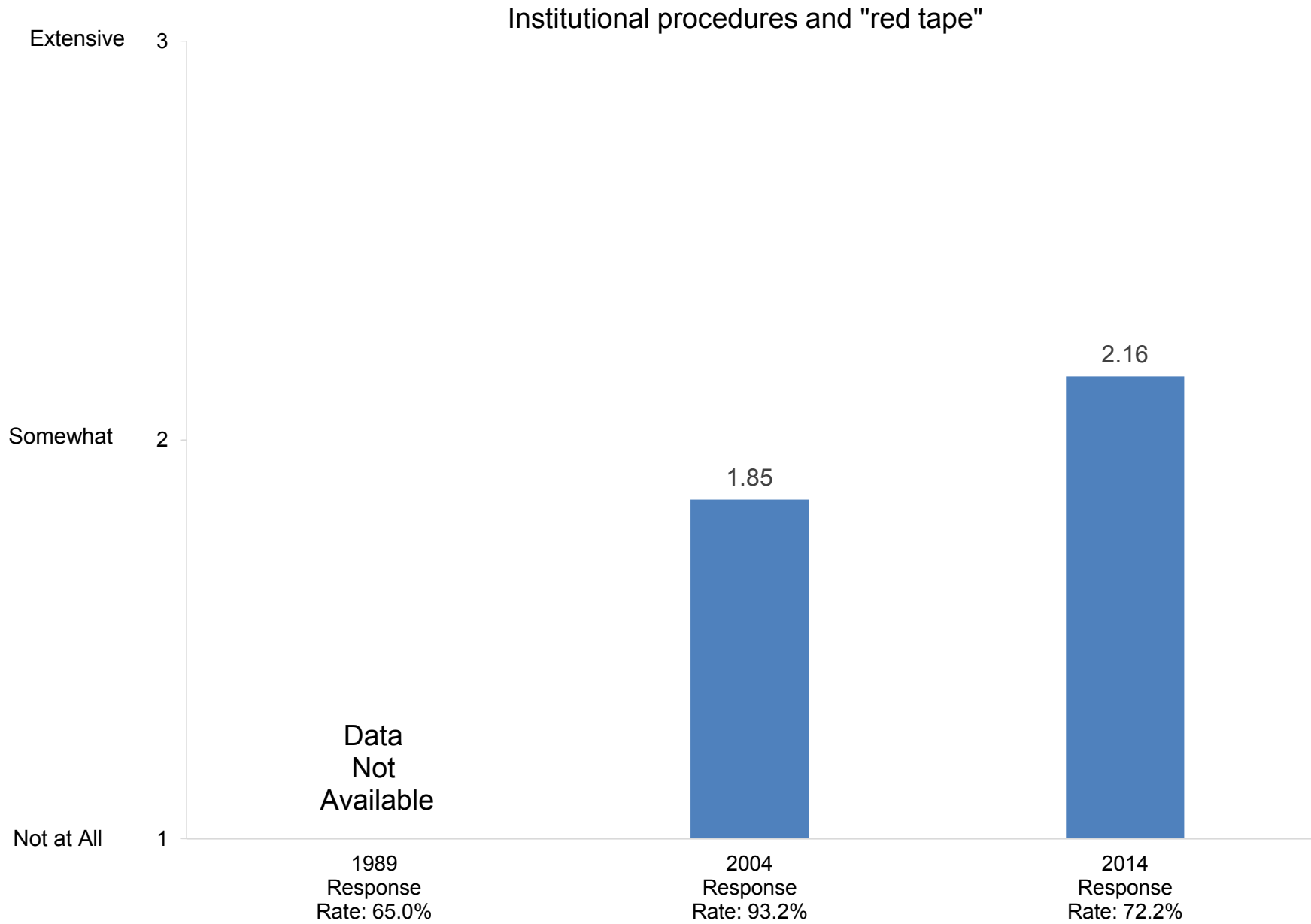
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

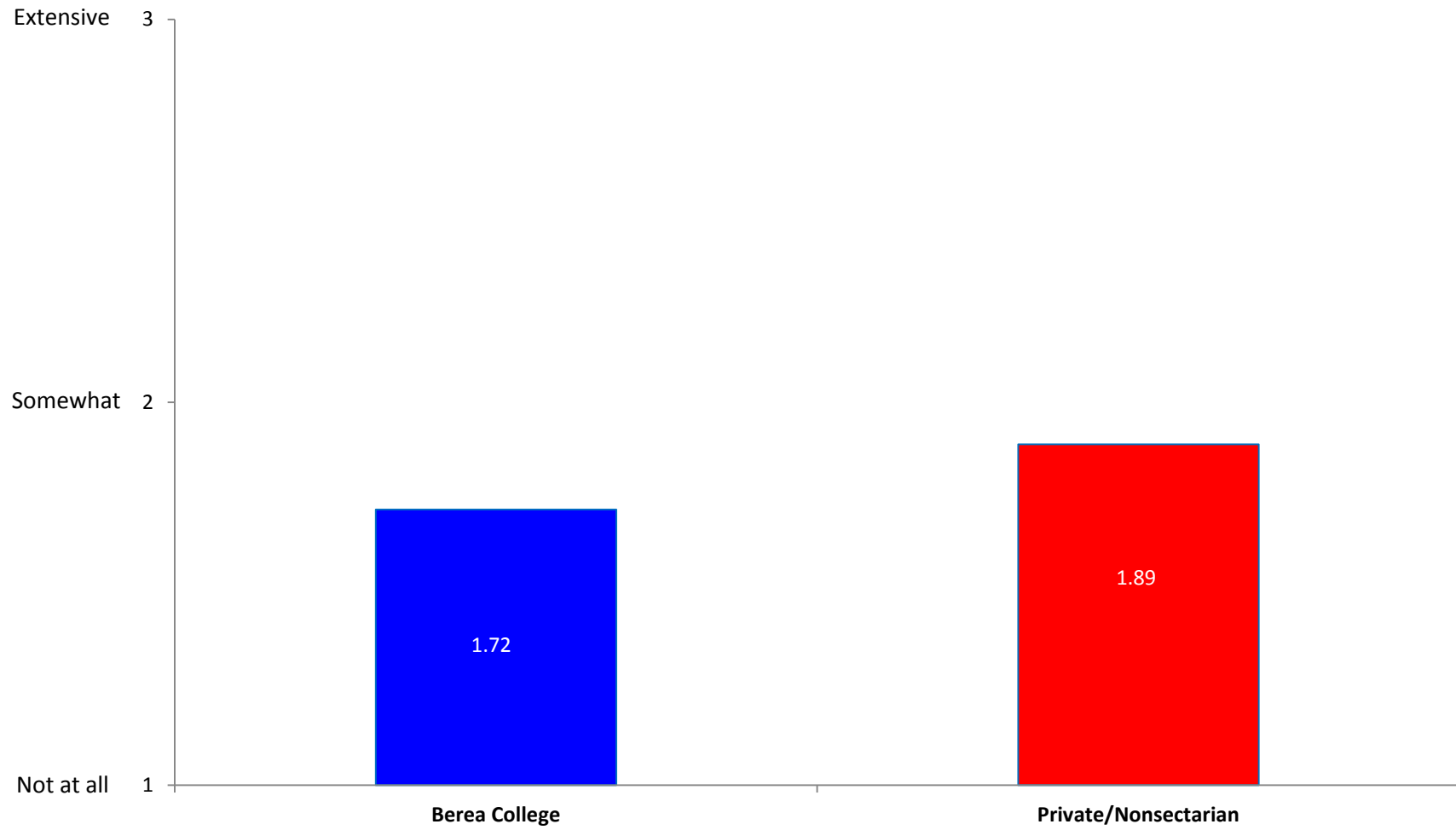
**Higher Education Research Institute (HERI) Faculty Survey**

*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*





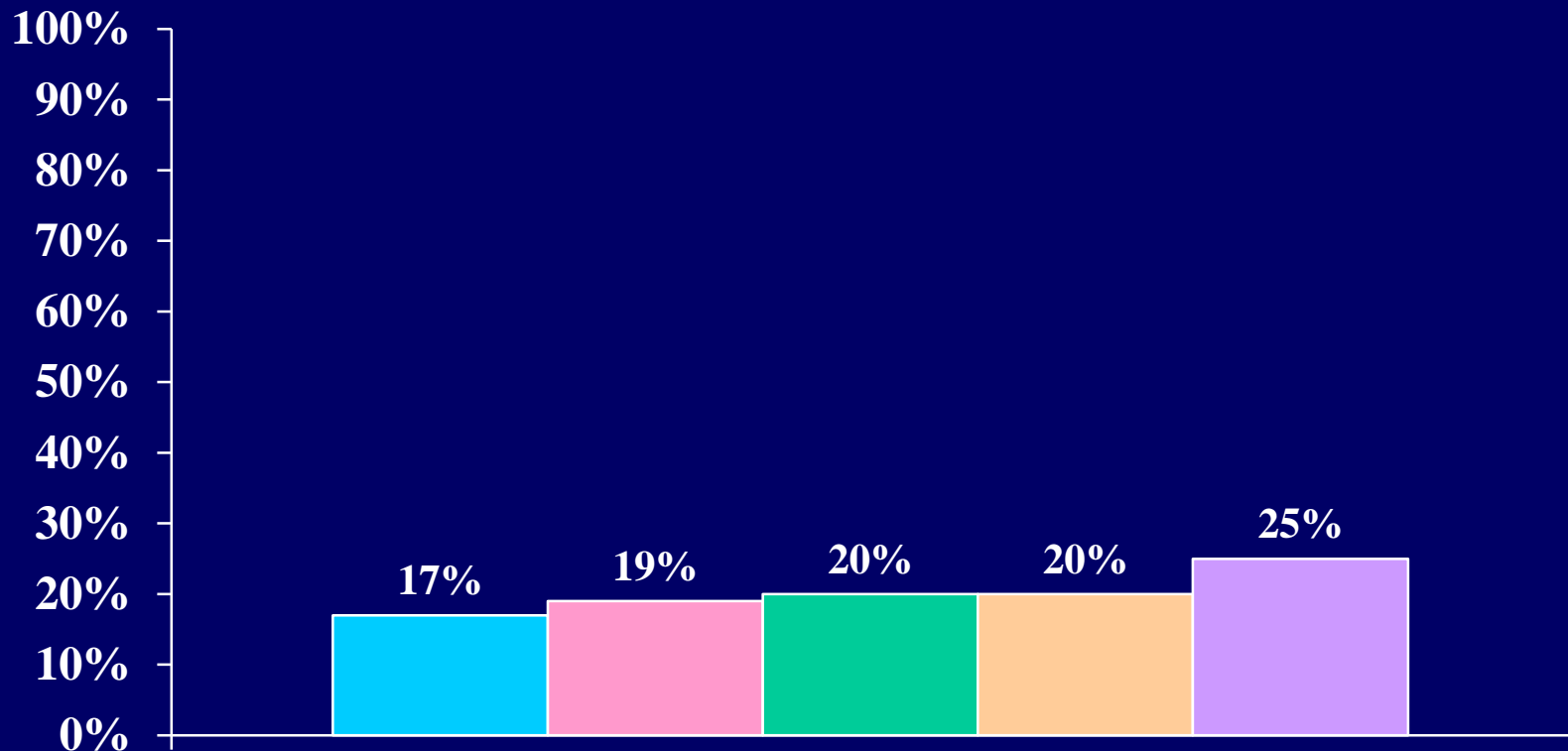
### Teaching load



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Teaching load*



 Berea

 Benchmark  
Institutions

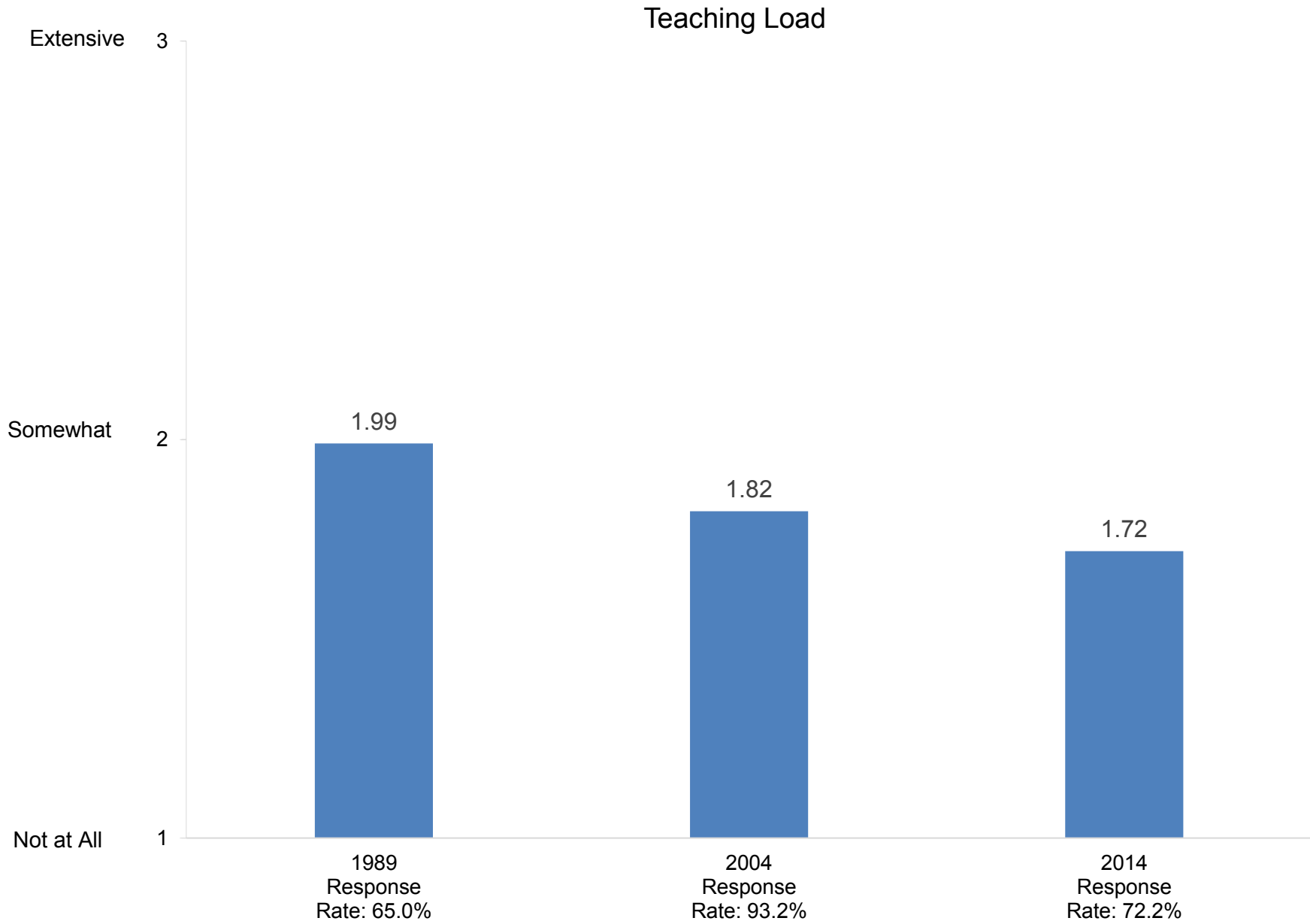
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

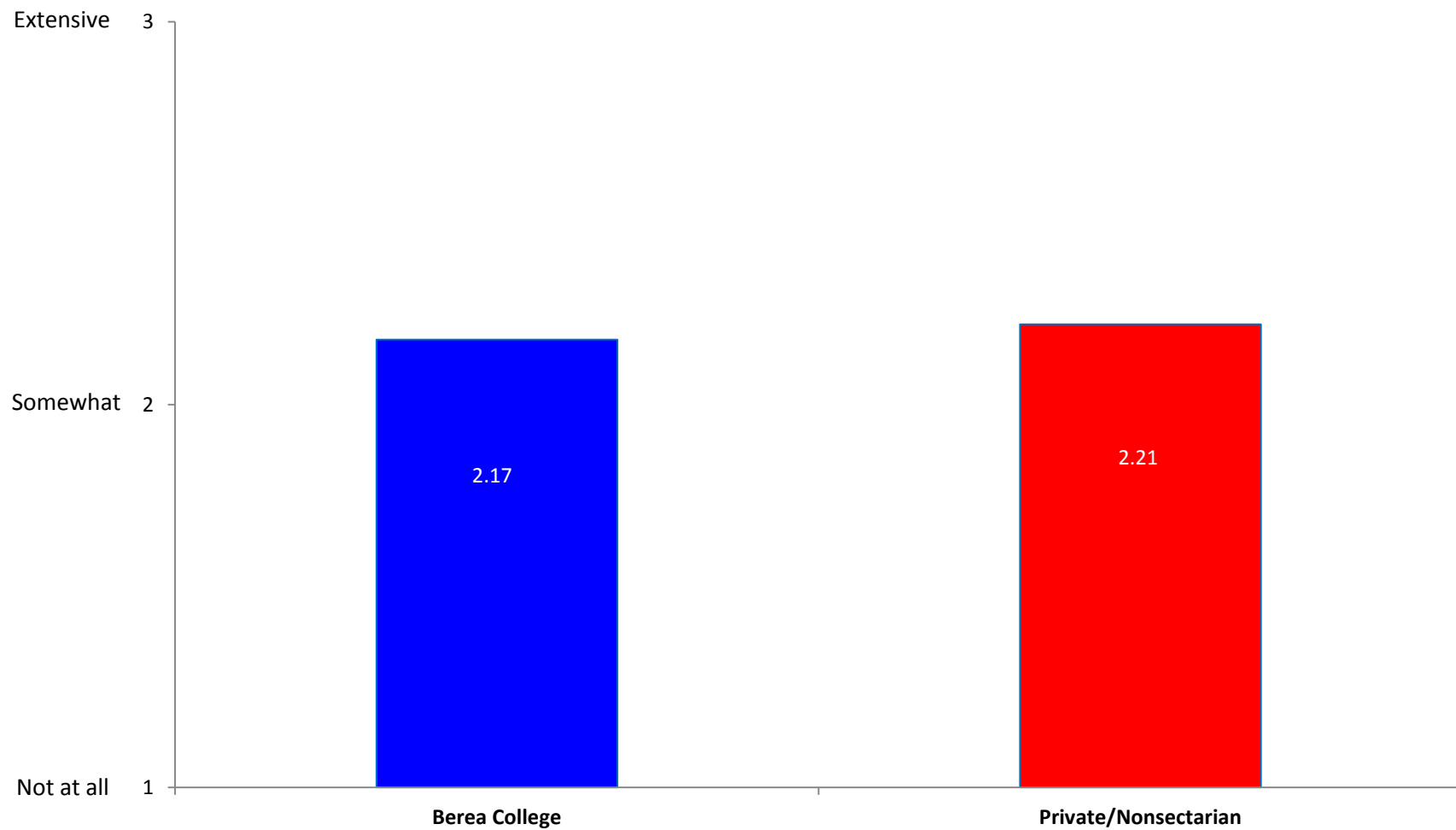
 Publics

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

*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*



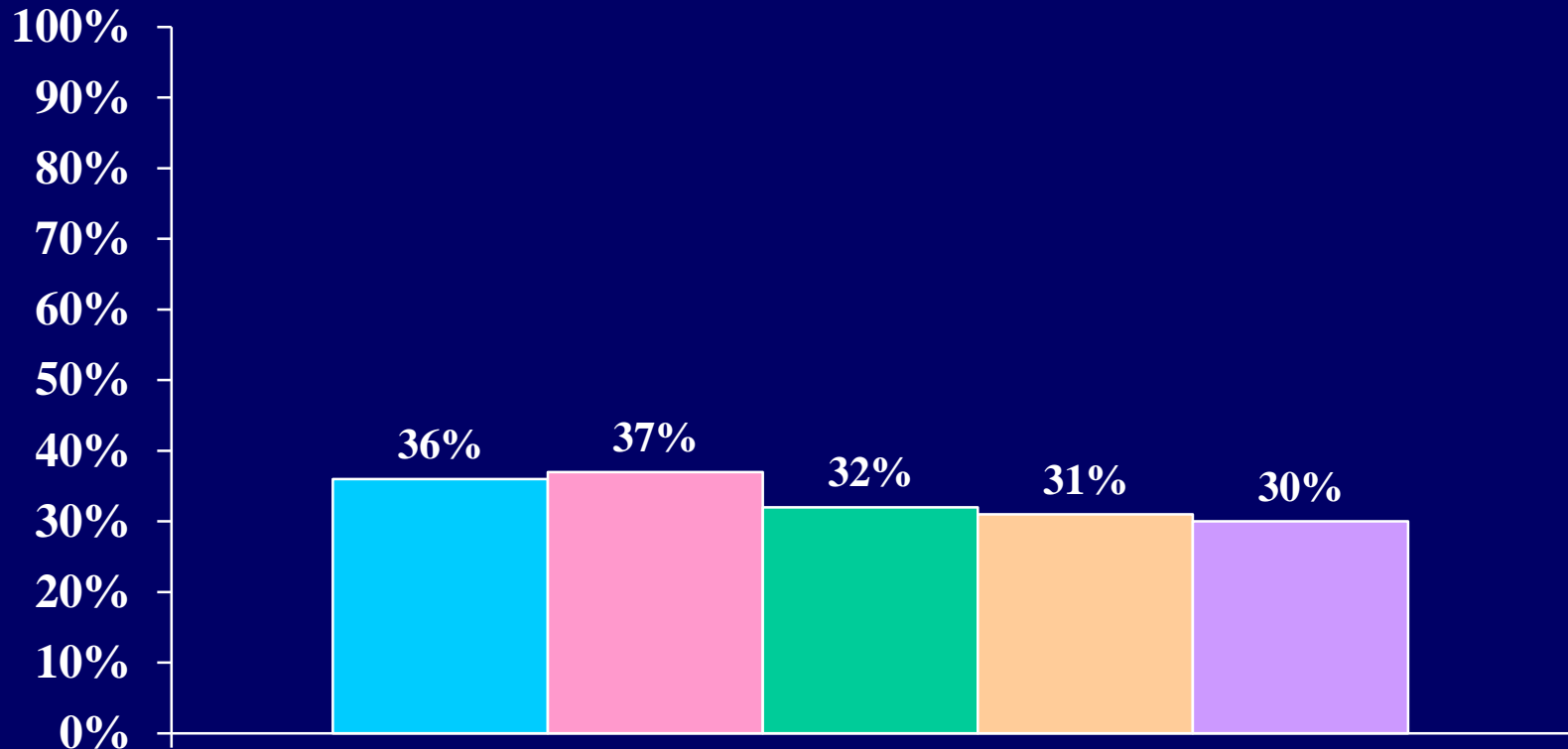
### Lack of personal time



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

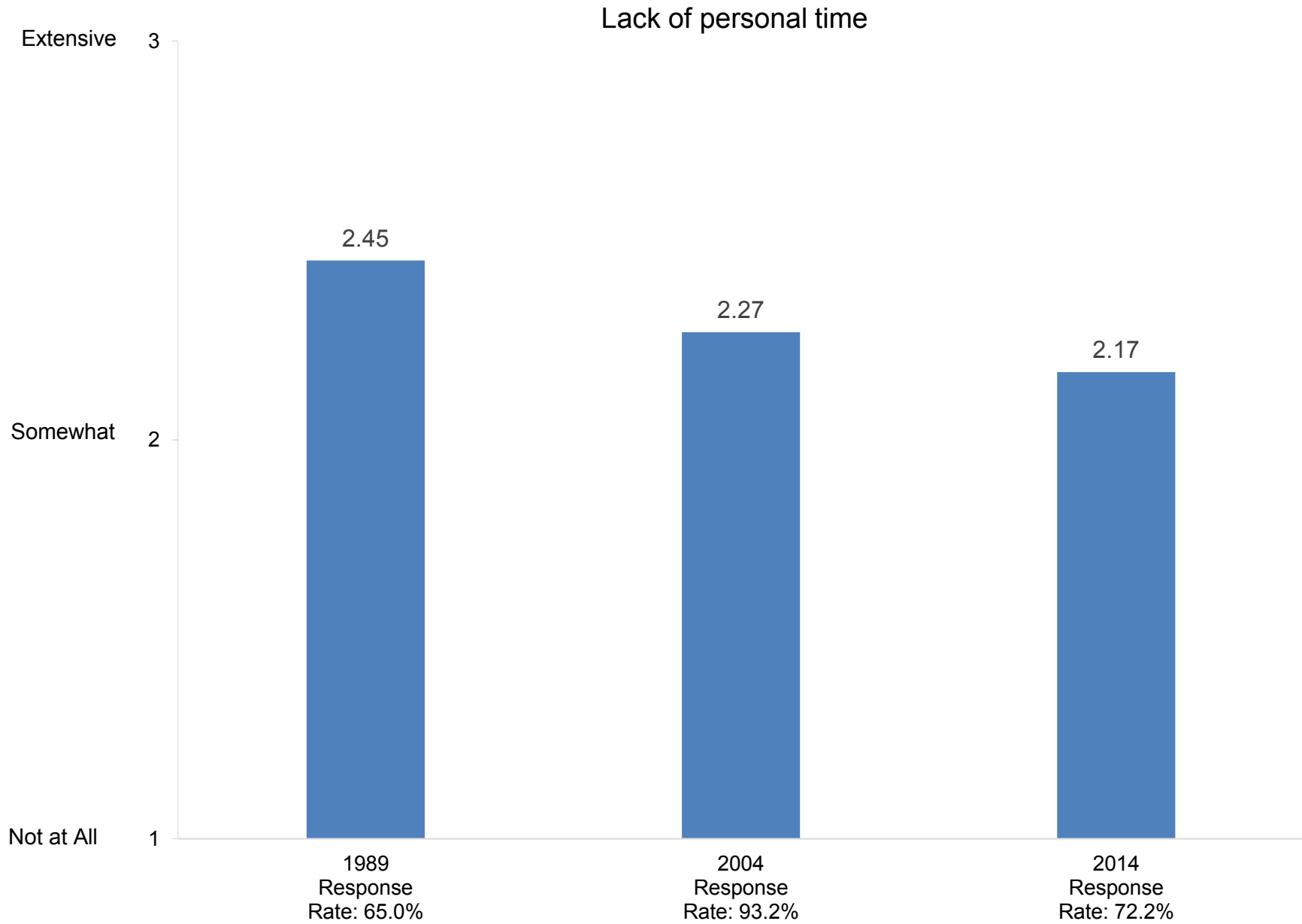
## *Lack of personal time*



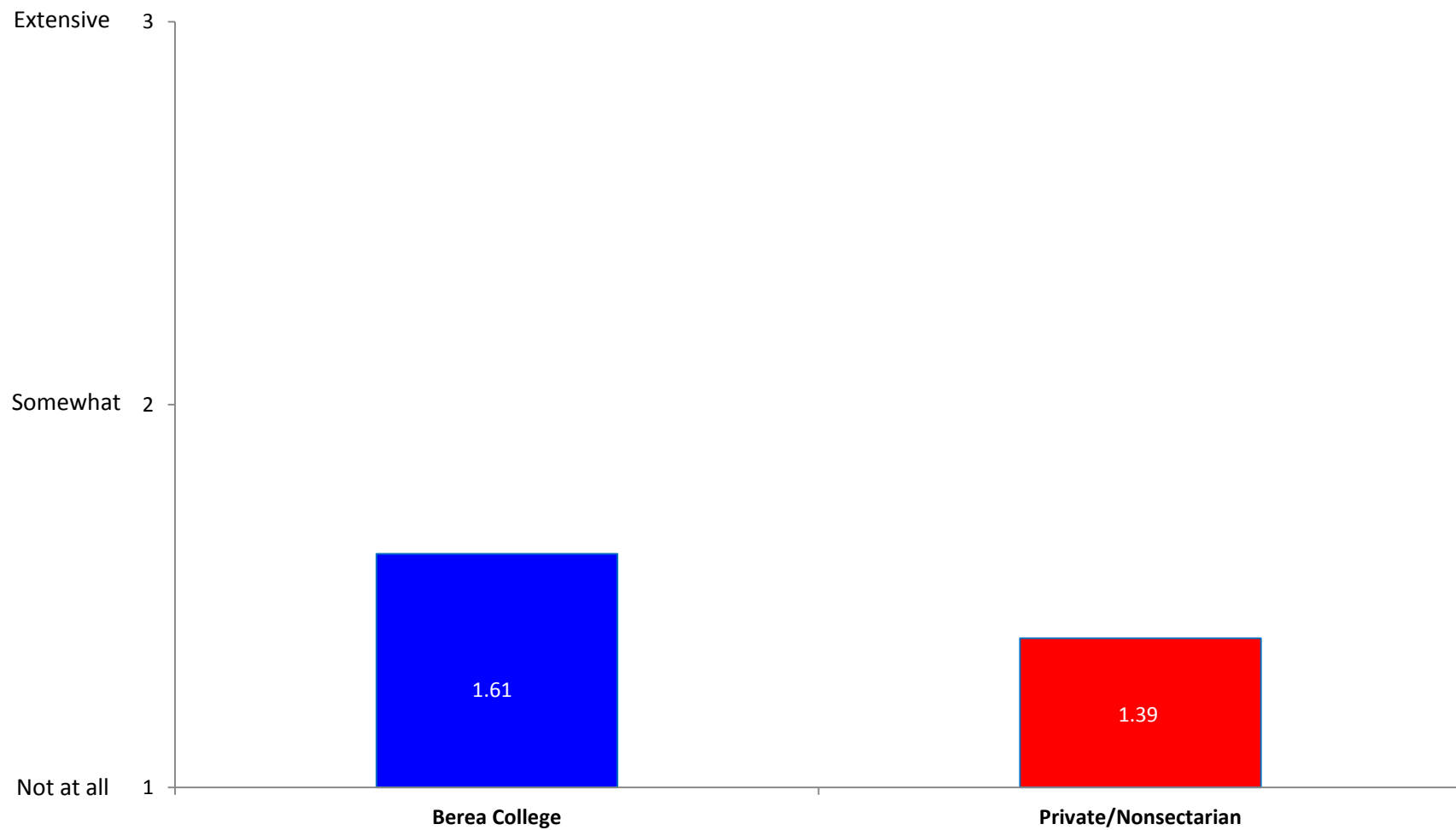
**Berea**      **Benchmark Institutions**      **Non-Sectarian – High Selectivity**      **4-Year Private**      **Publics**

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

*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*



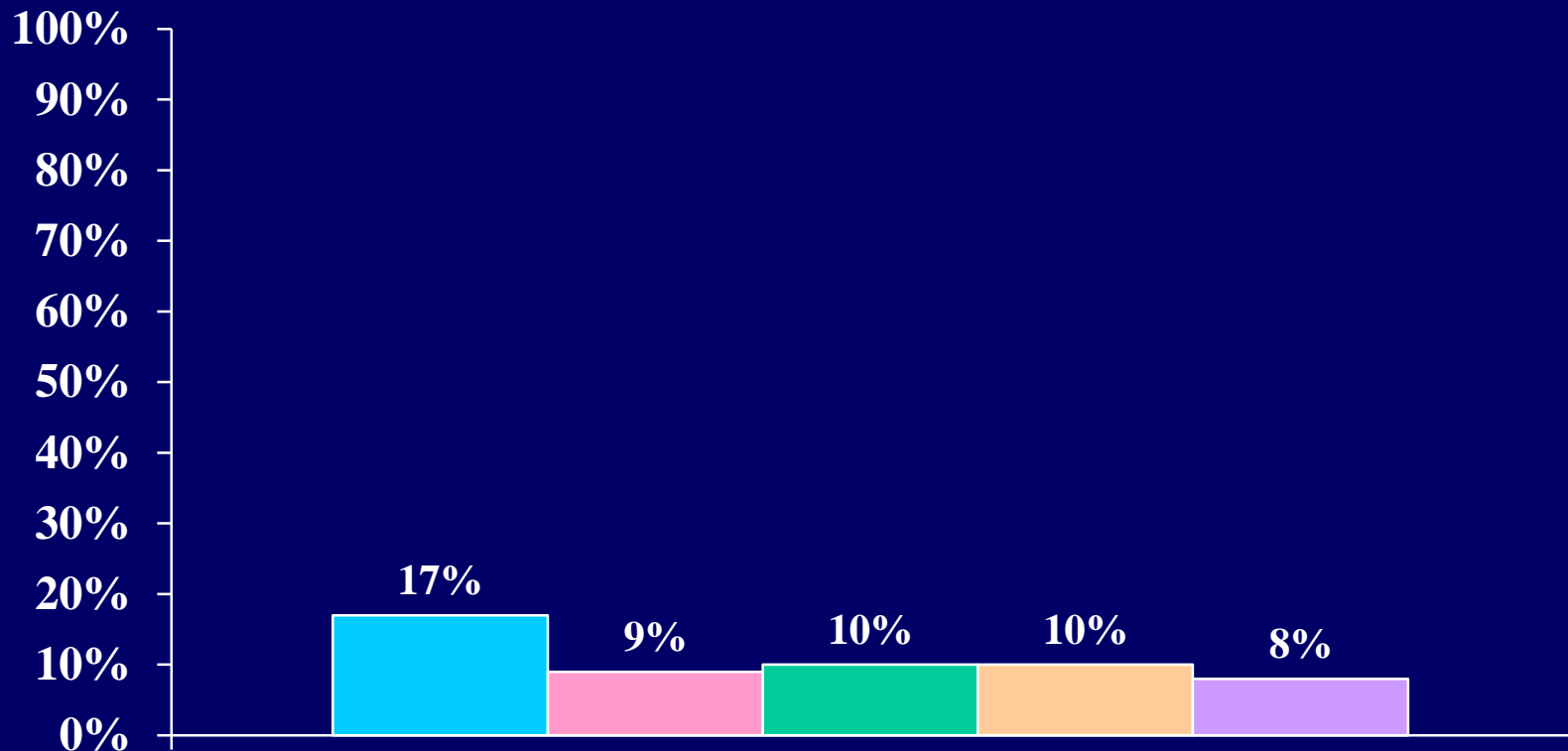
### Job security



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Job security*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

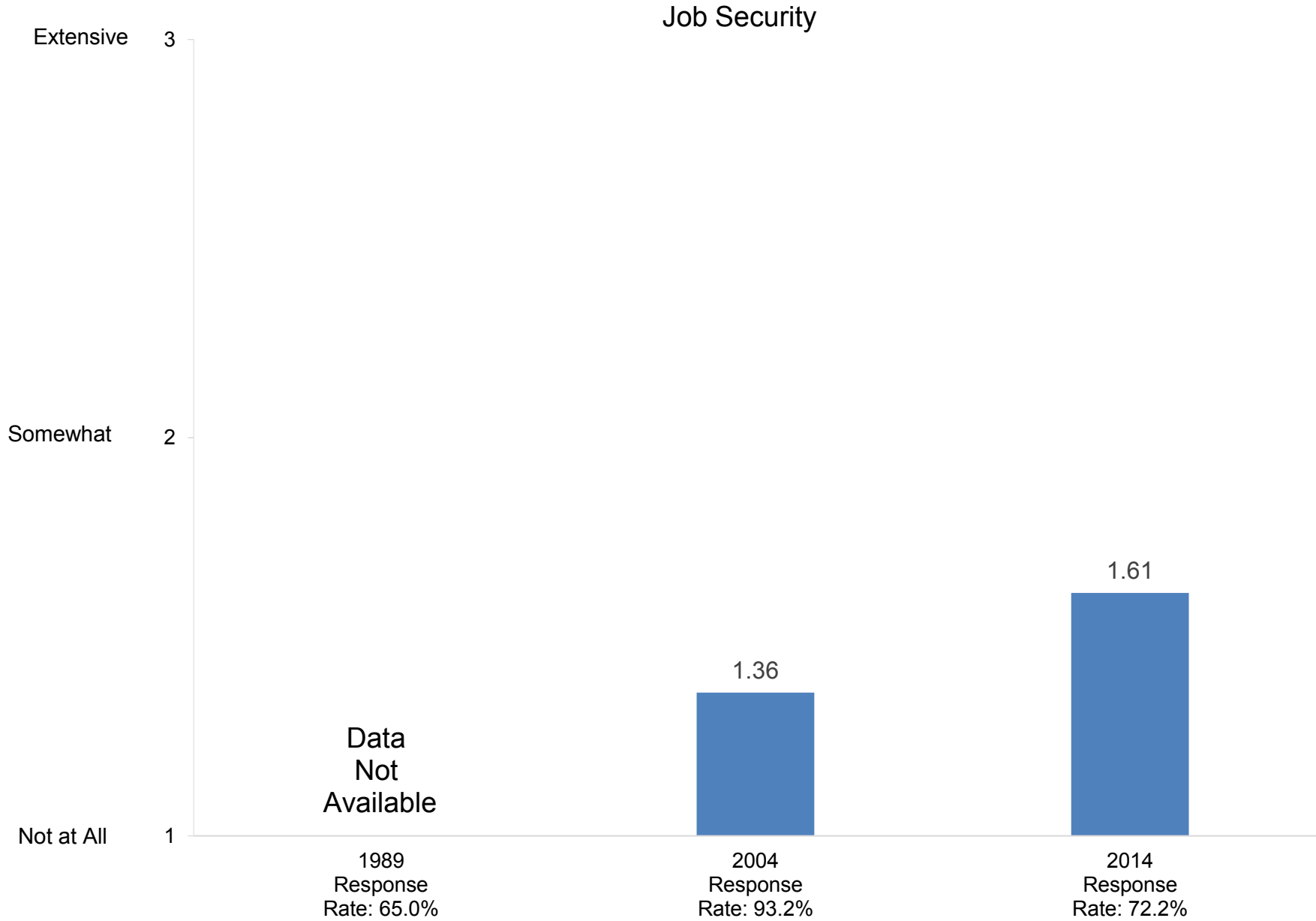
 4-Year  
Private

 Publics

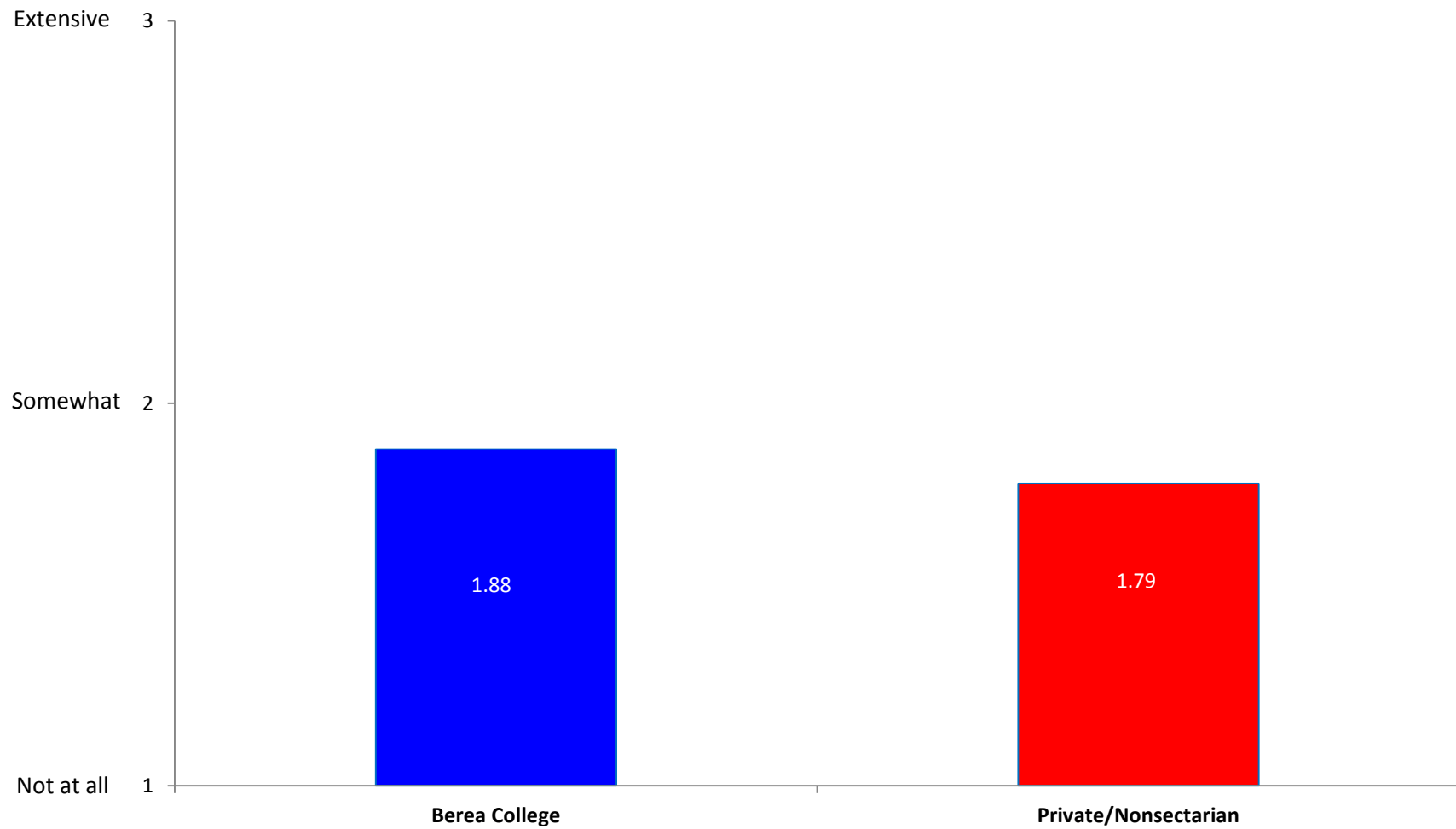


**Higher Education Research Institute (HERI) Faculty Survey**

Indicate the extent to which each of the following has been a source of stress for you during the past two years.



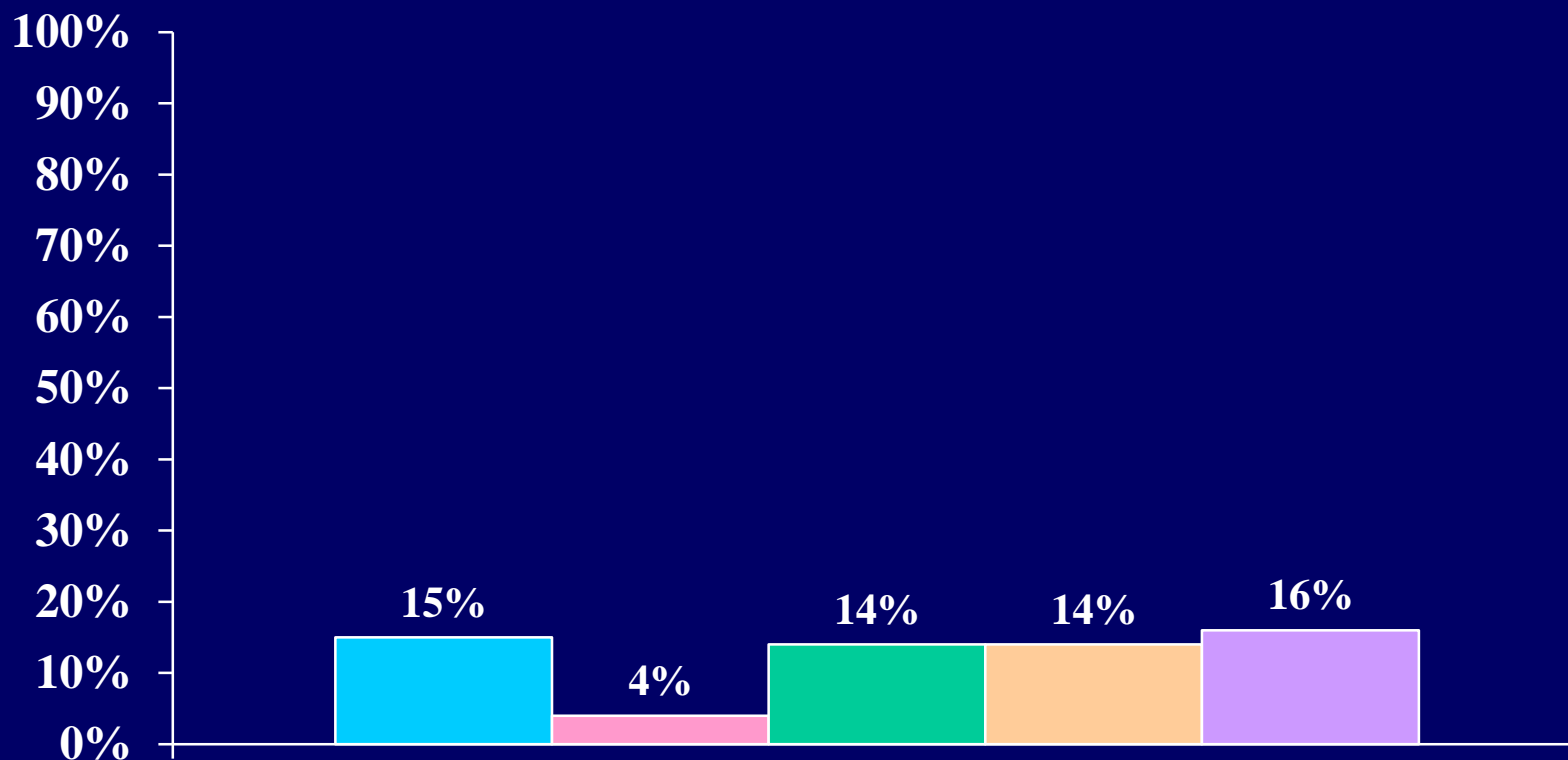
### Working with underprepared students



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Working with underprepared students*



 Berea

 Benchmark  
Institutions

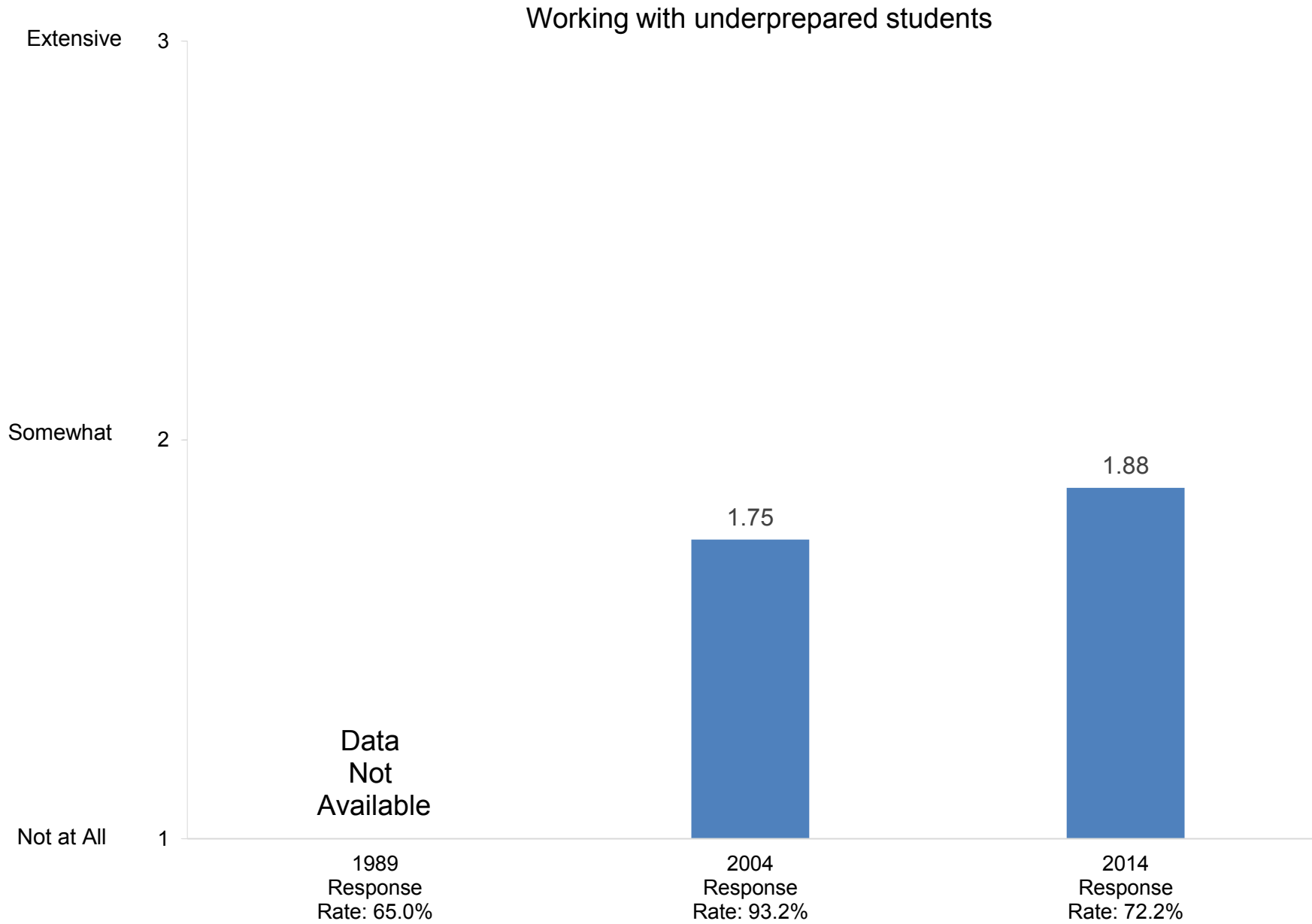
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

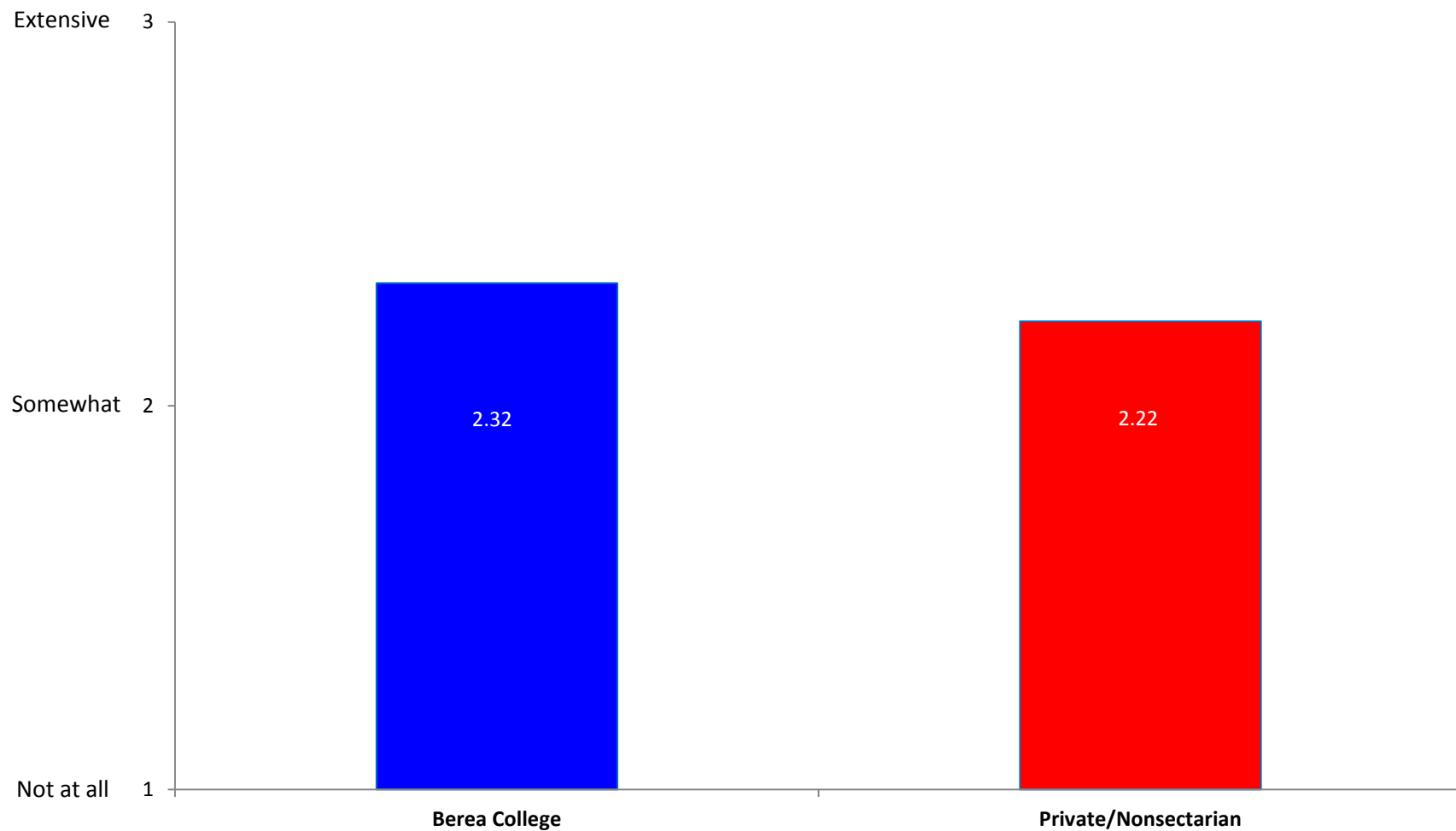
 Publics

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

Indicate the extent to which each of the following has been a source of stress for you during the past two years.



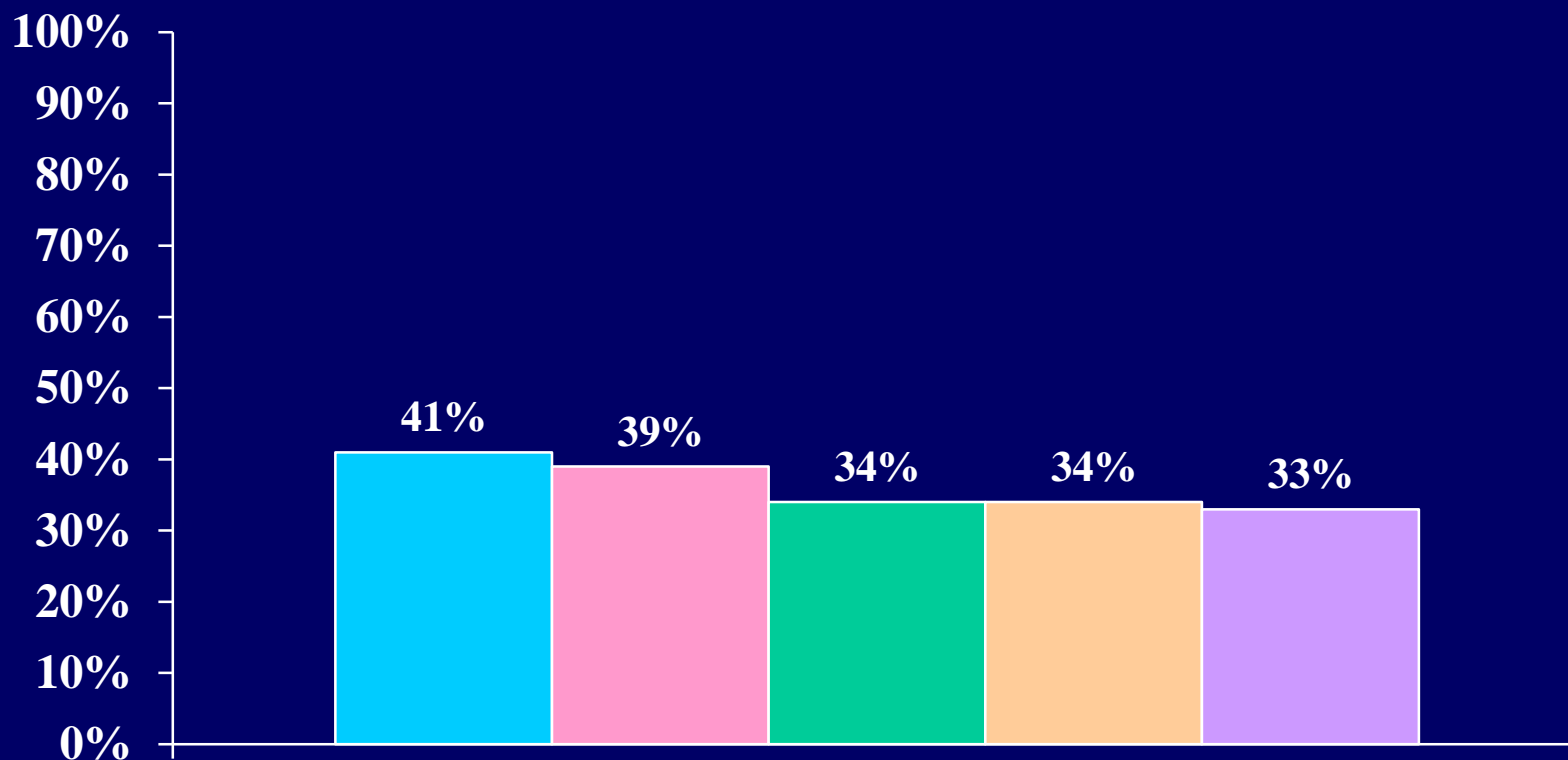
### Self-imposed high expectations



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

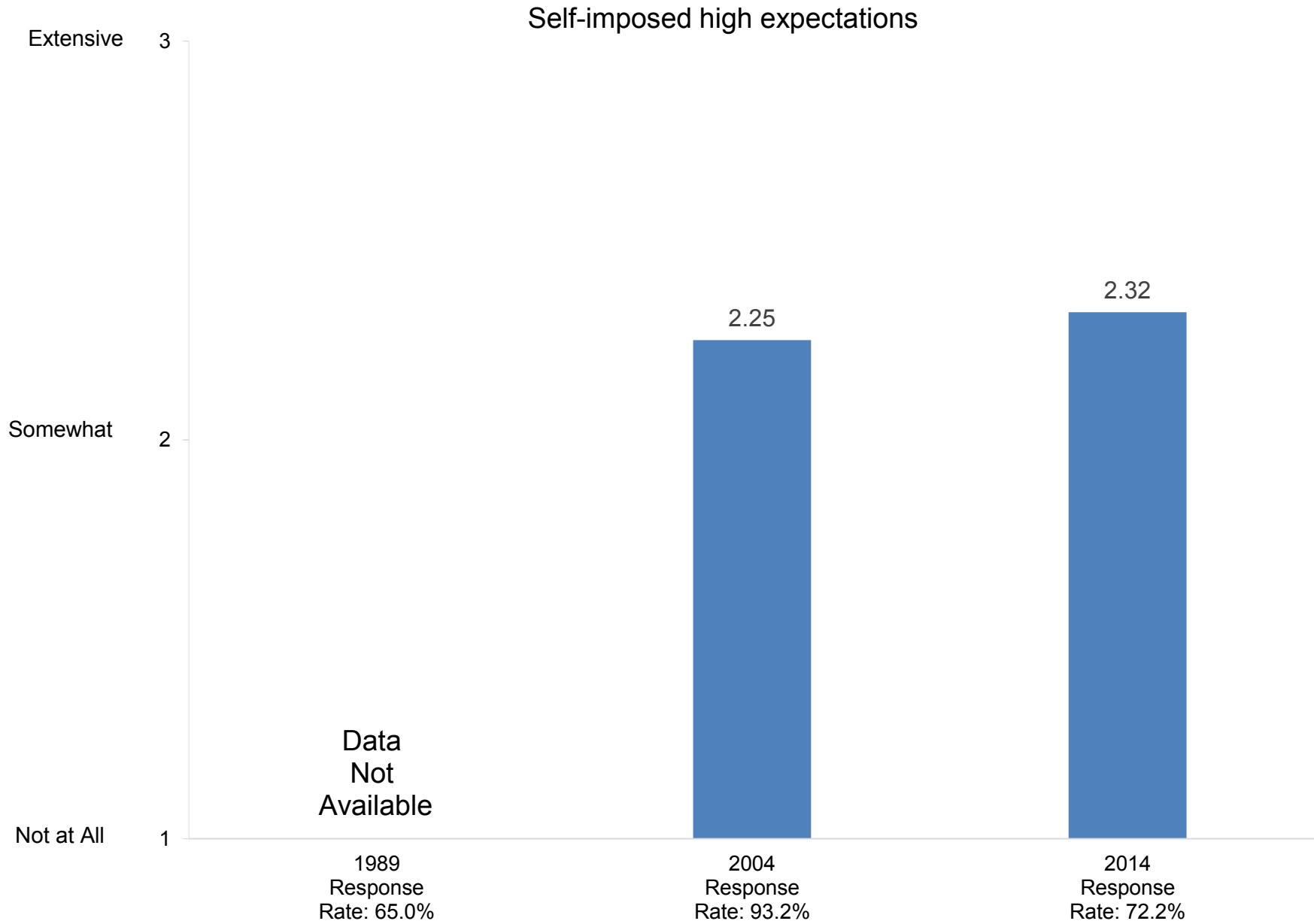
Percent of faculty who indicated “Extensive”

## *Self-imposed high expectations*

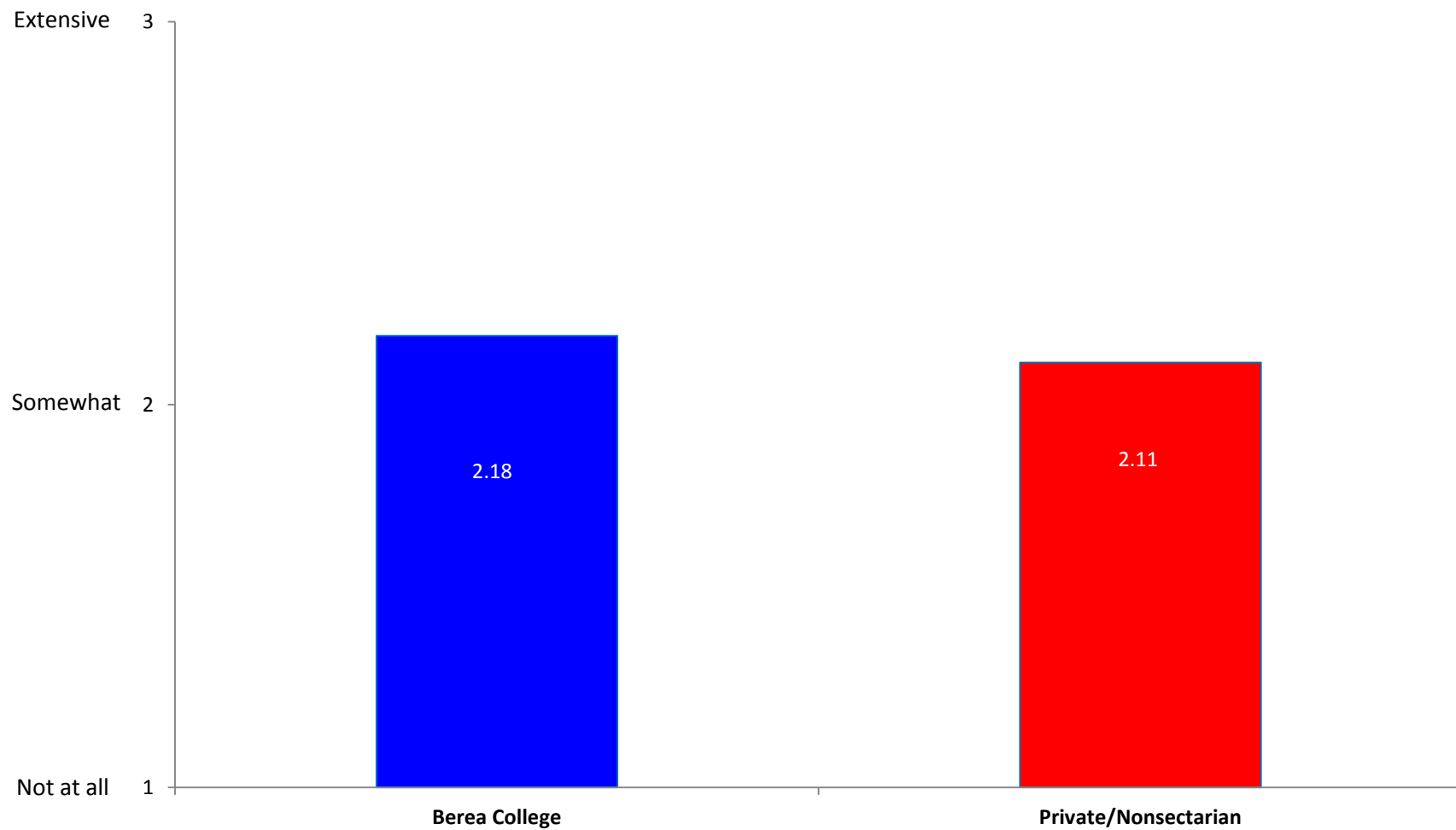


**Higher Education Research Institute (HERI) Faculty Survey**

*Indicate the extent to which each of the following has been a source of stress for you during the past two years.*



### Change in work responsibilities

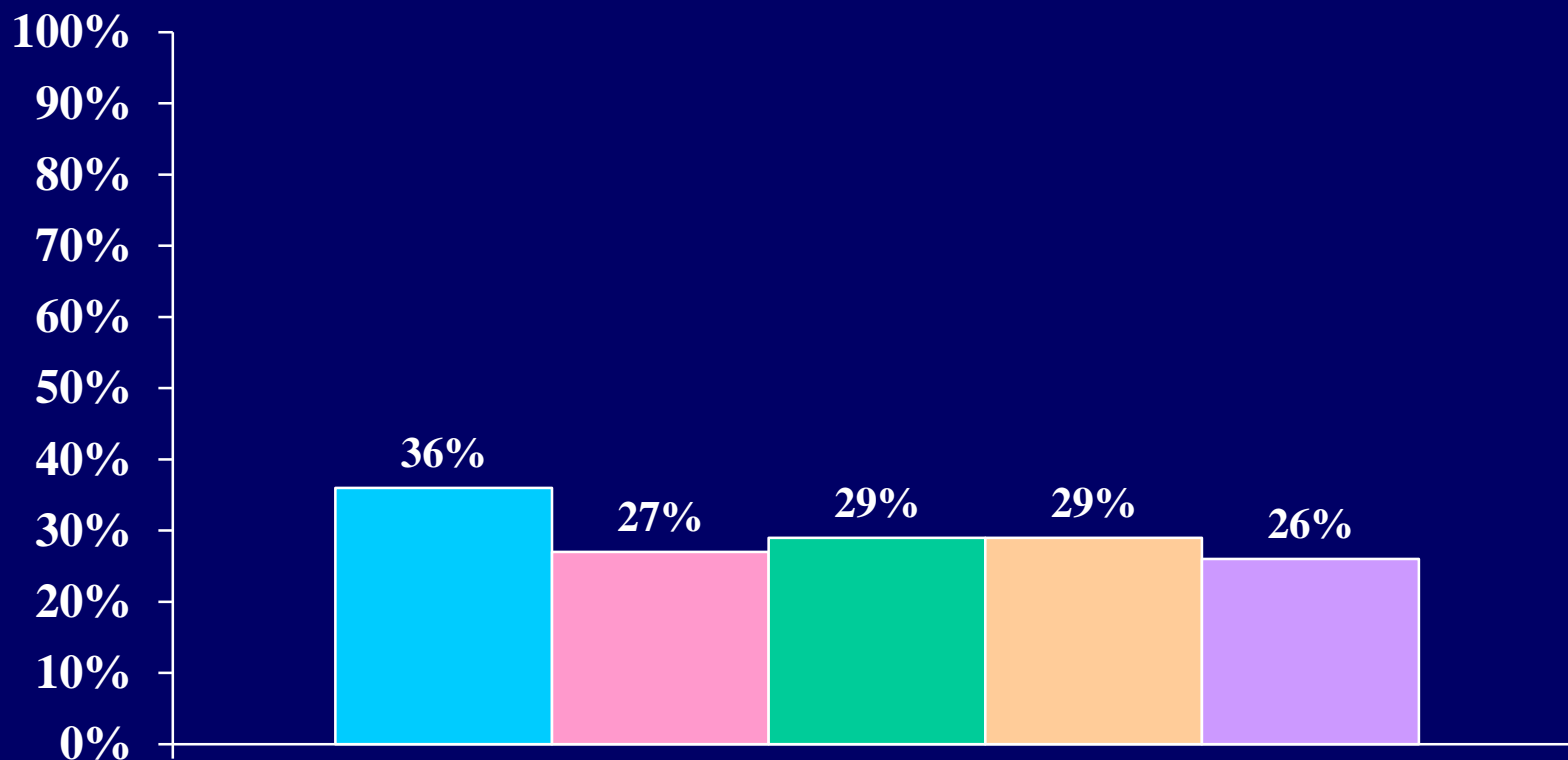




Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

Percent of faculty who indicated “Extensive”

## *Change in work responsibilities*



 Berea

 Benchmark  
Institutions

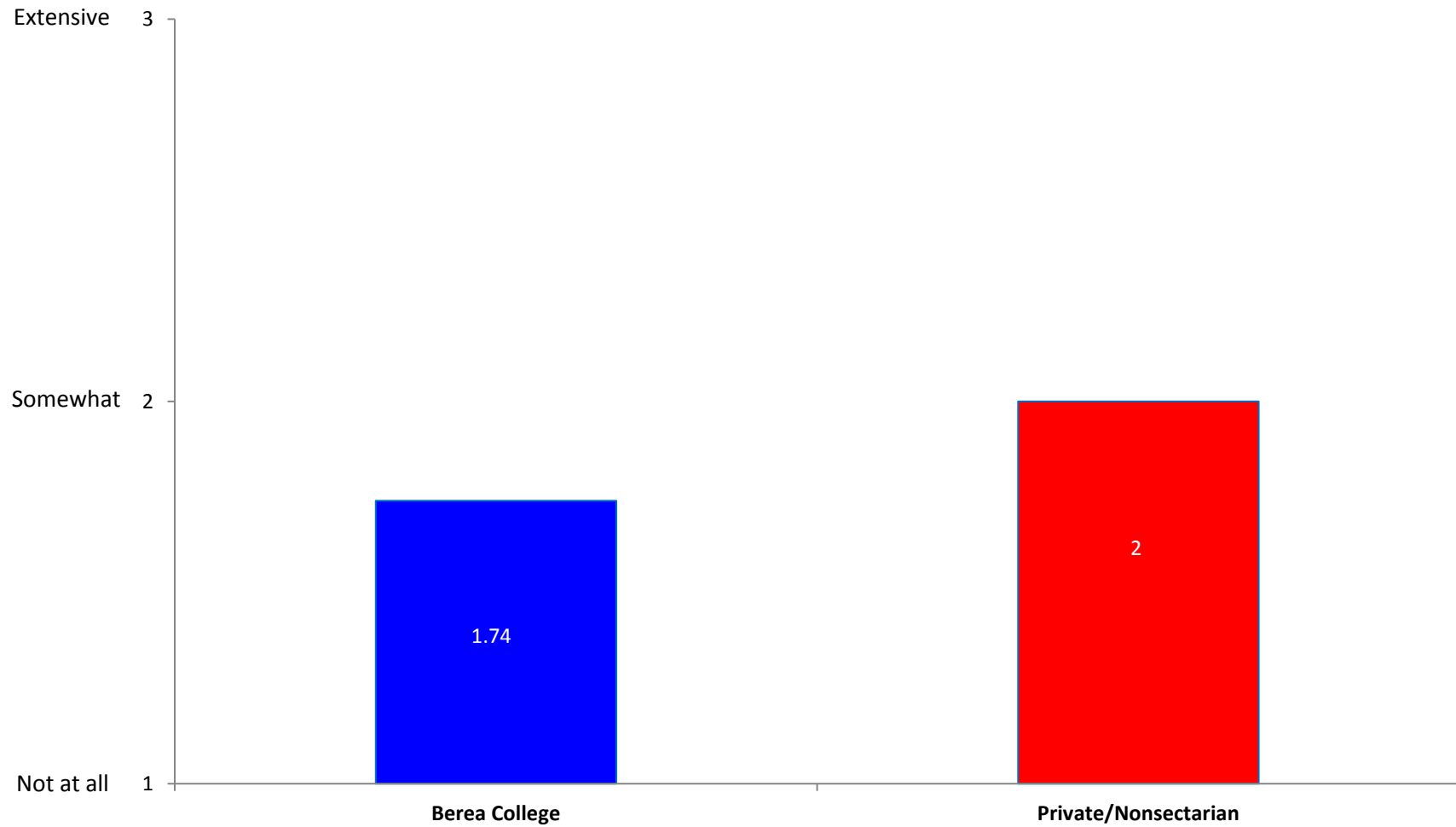
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

*Indicate the extent to which the following has been a source of stress:*

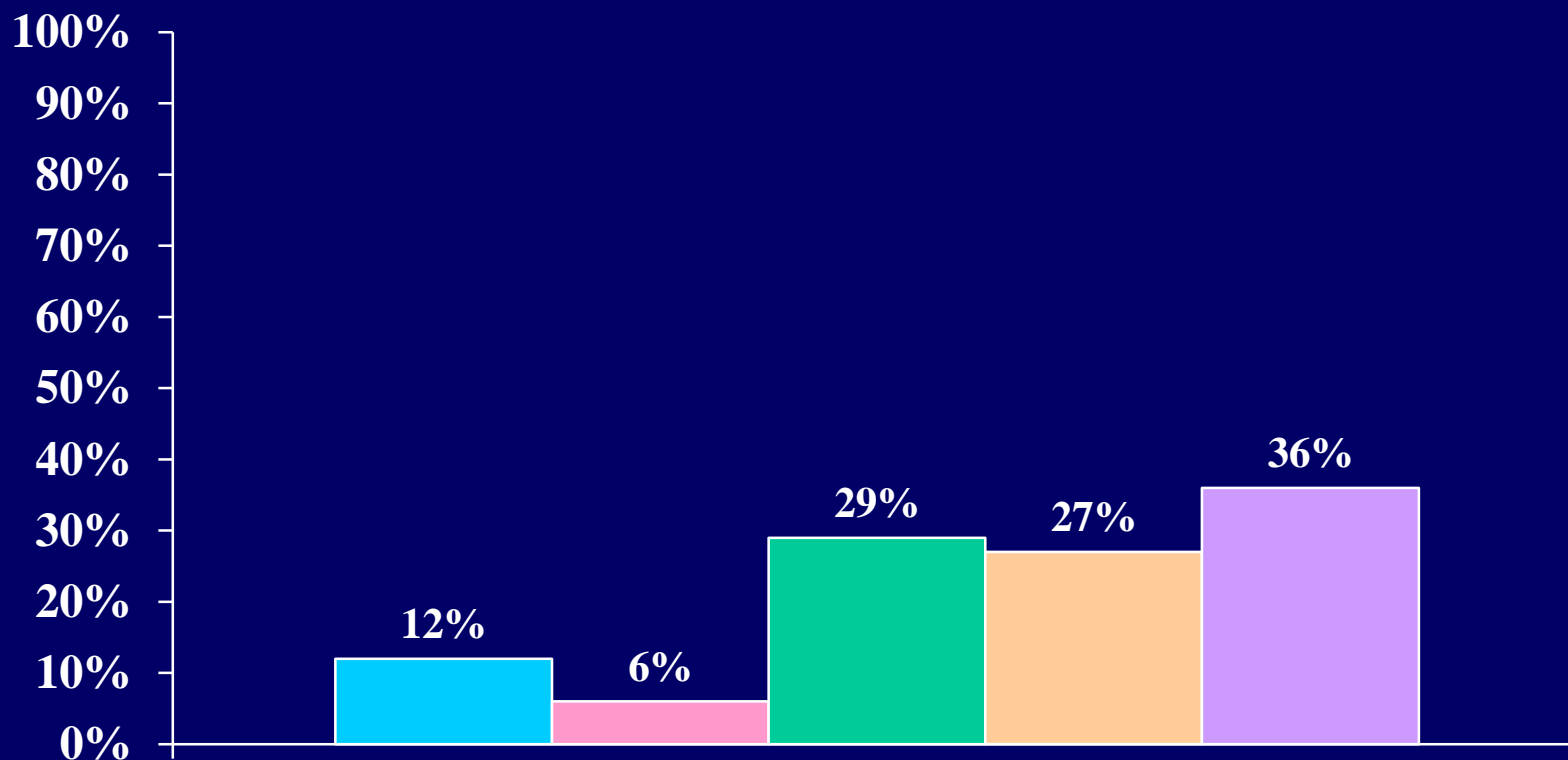
### Institutional budget cuts



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

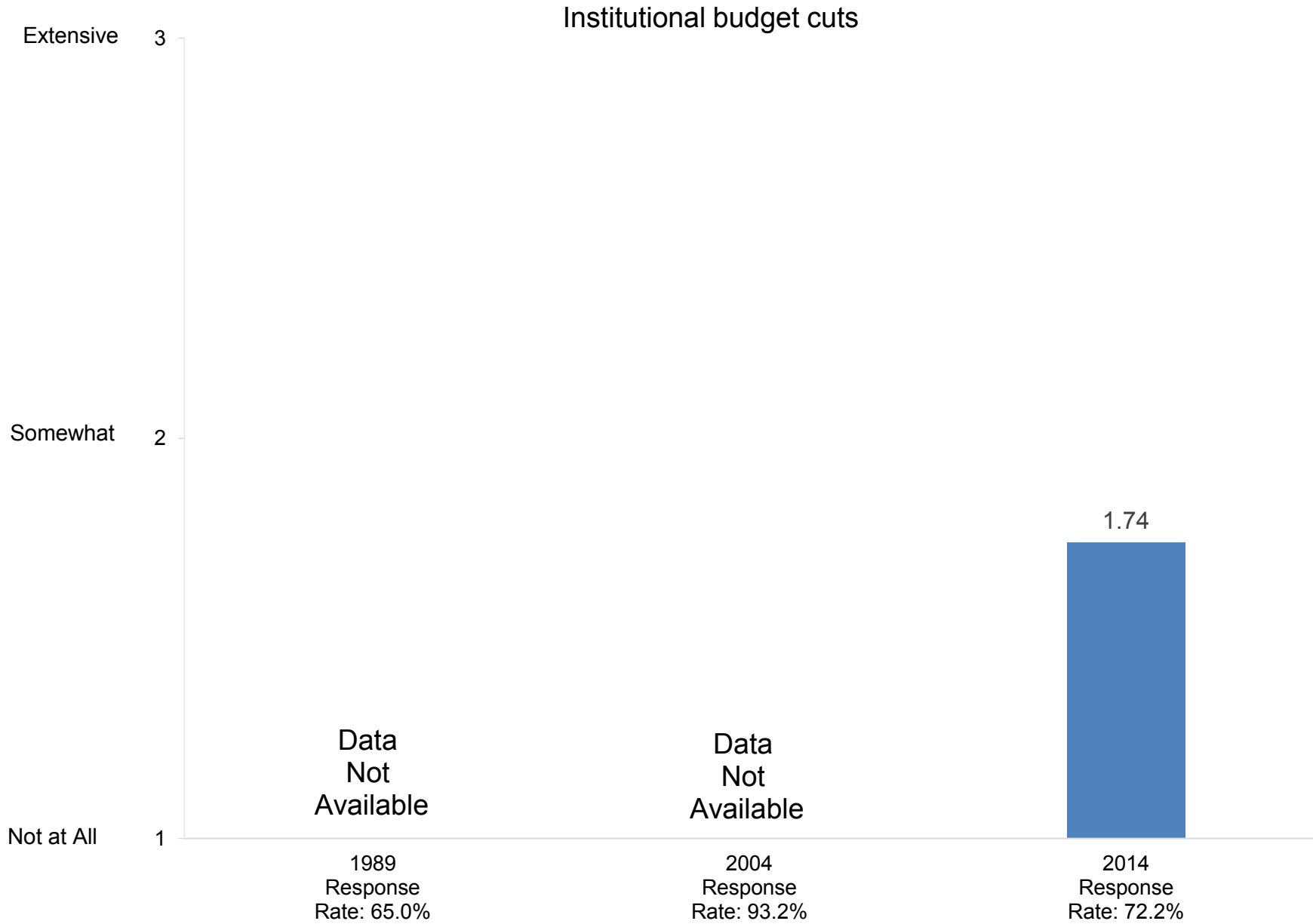
Percent of faculty who indicated “Extensive”

### *Institutional budget cuts*



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

Indicate the extent to which each of the following has been a source of stress for you during the past two years.



# National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



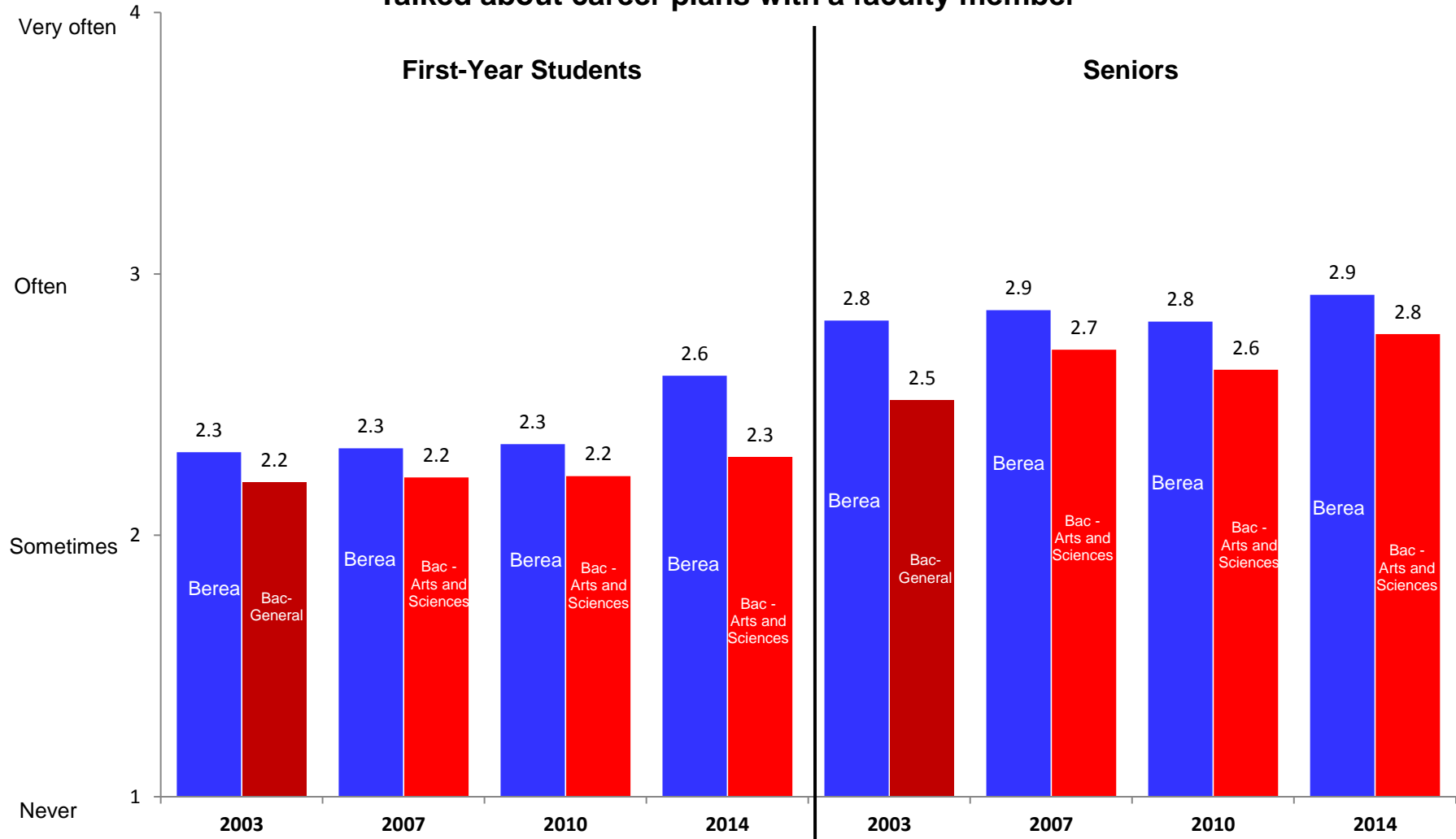
[Click to see survey instruments](#)

## 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?*

**Talked about career plans 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.

# 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](#)

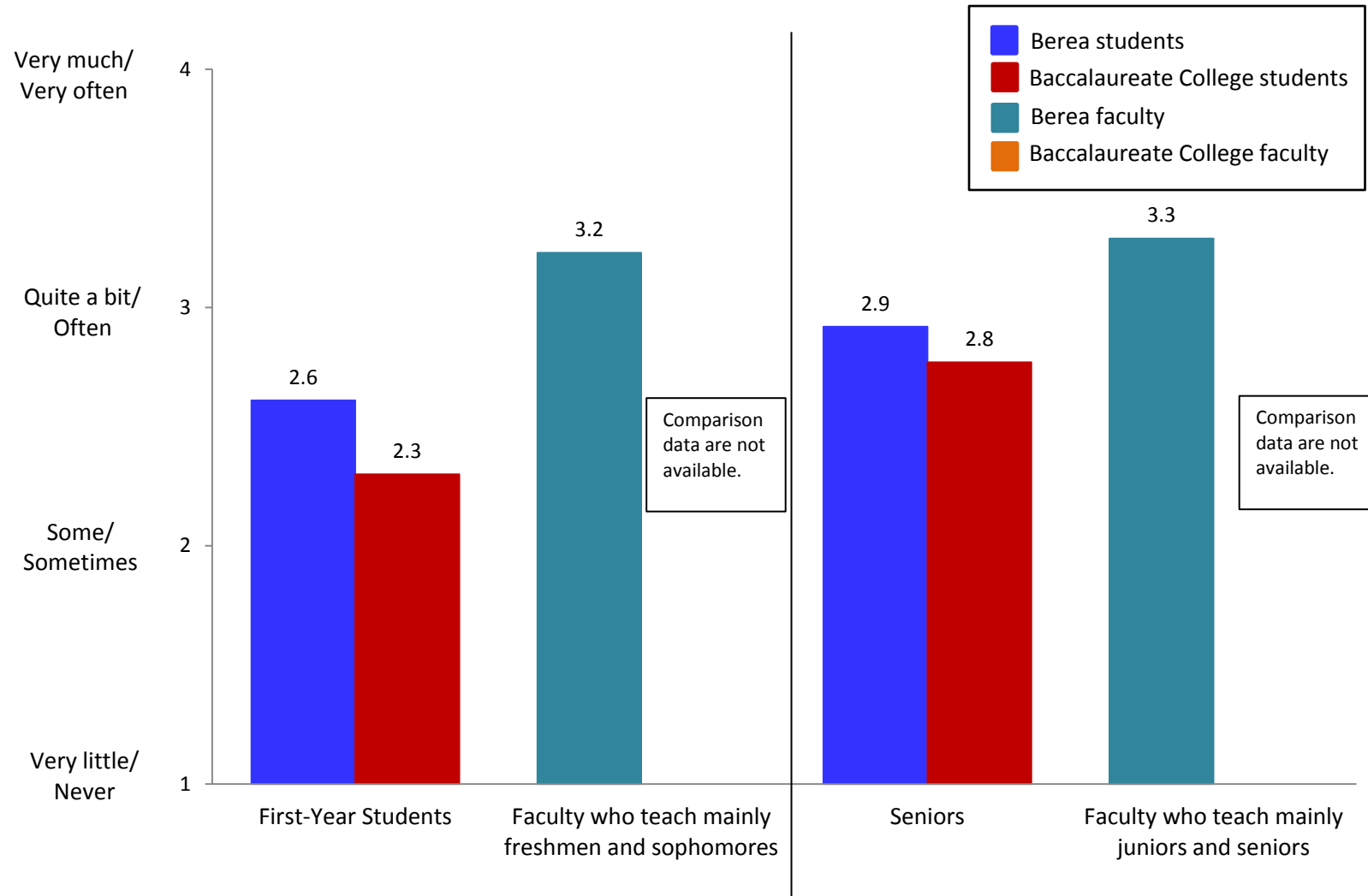
## Response Rates:

Spring 2014 Students	60%
Faculty	56%

**FSSE:** 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:

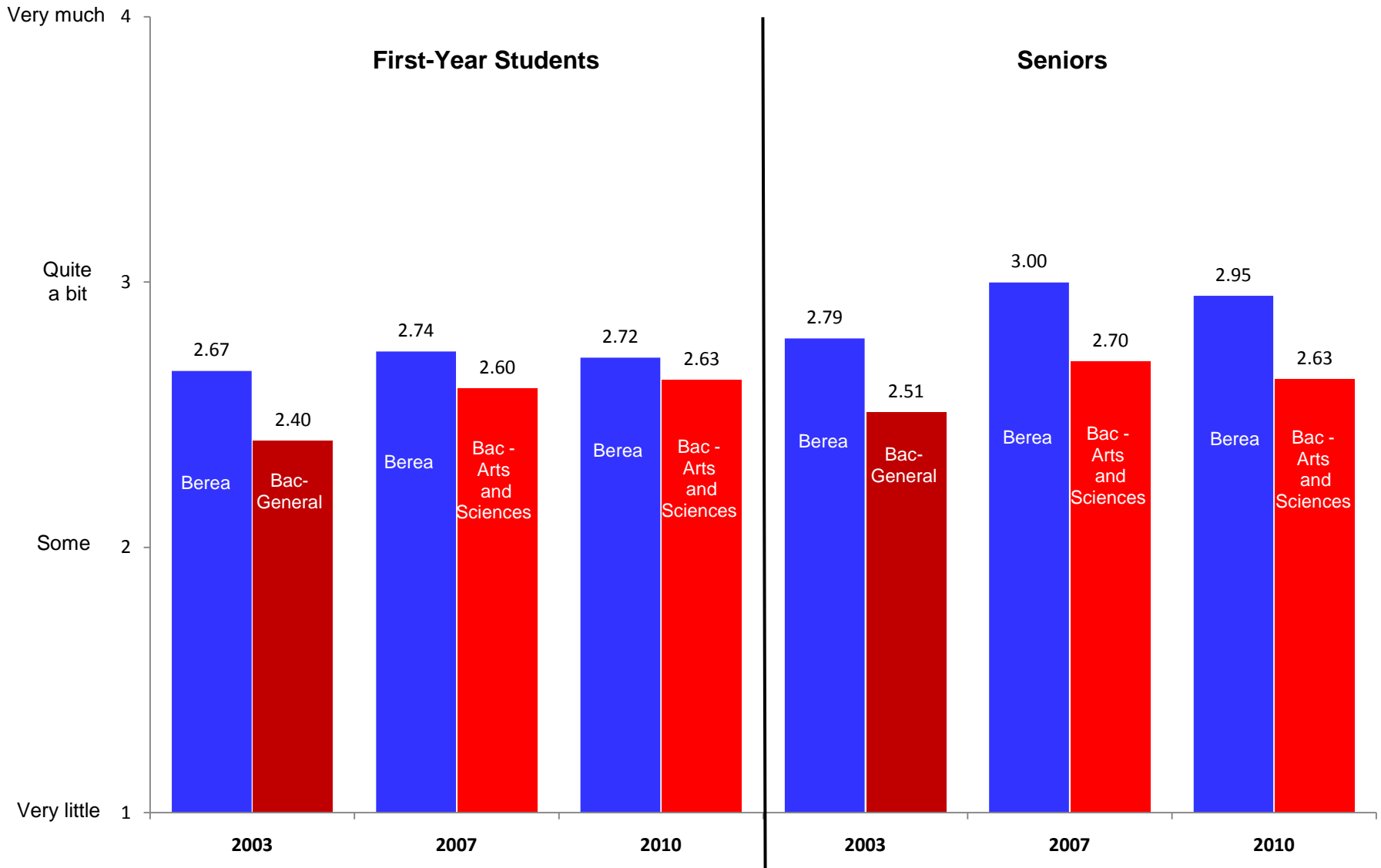
Faculty: 56%

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



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

**Contributing to the welfare of your community**



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.

# Berea-Specific Graduating Seniors Survey



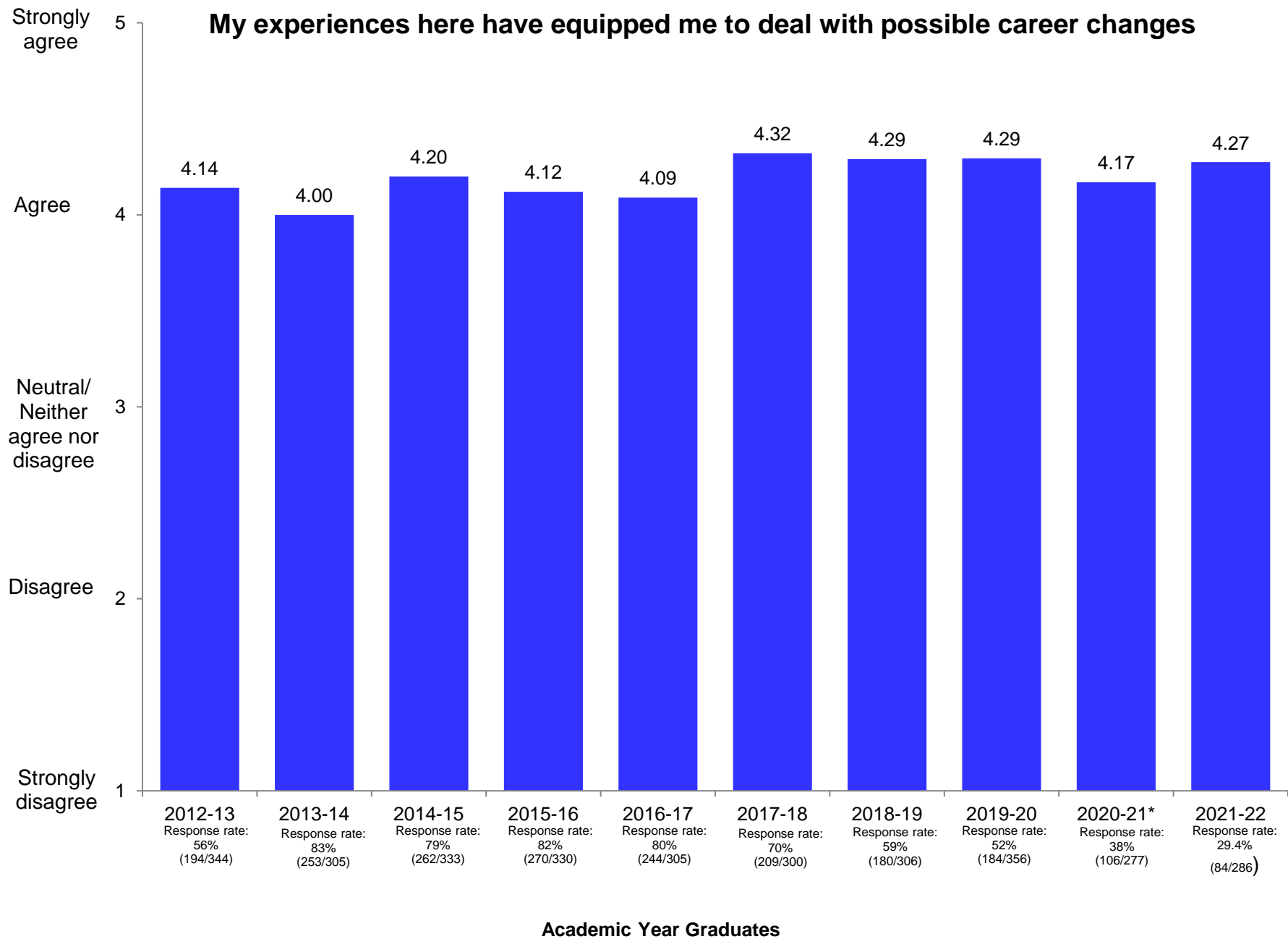
[Choose to see survey instruments](#)

## 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).

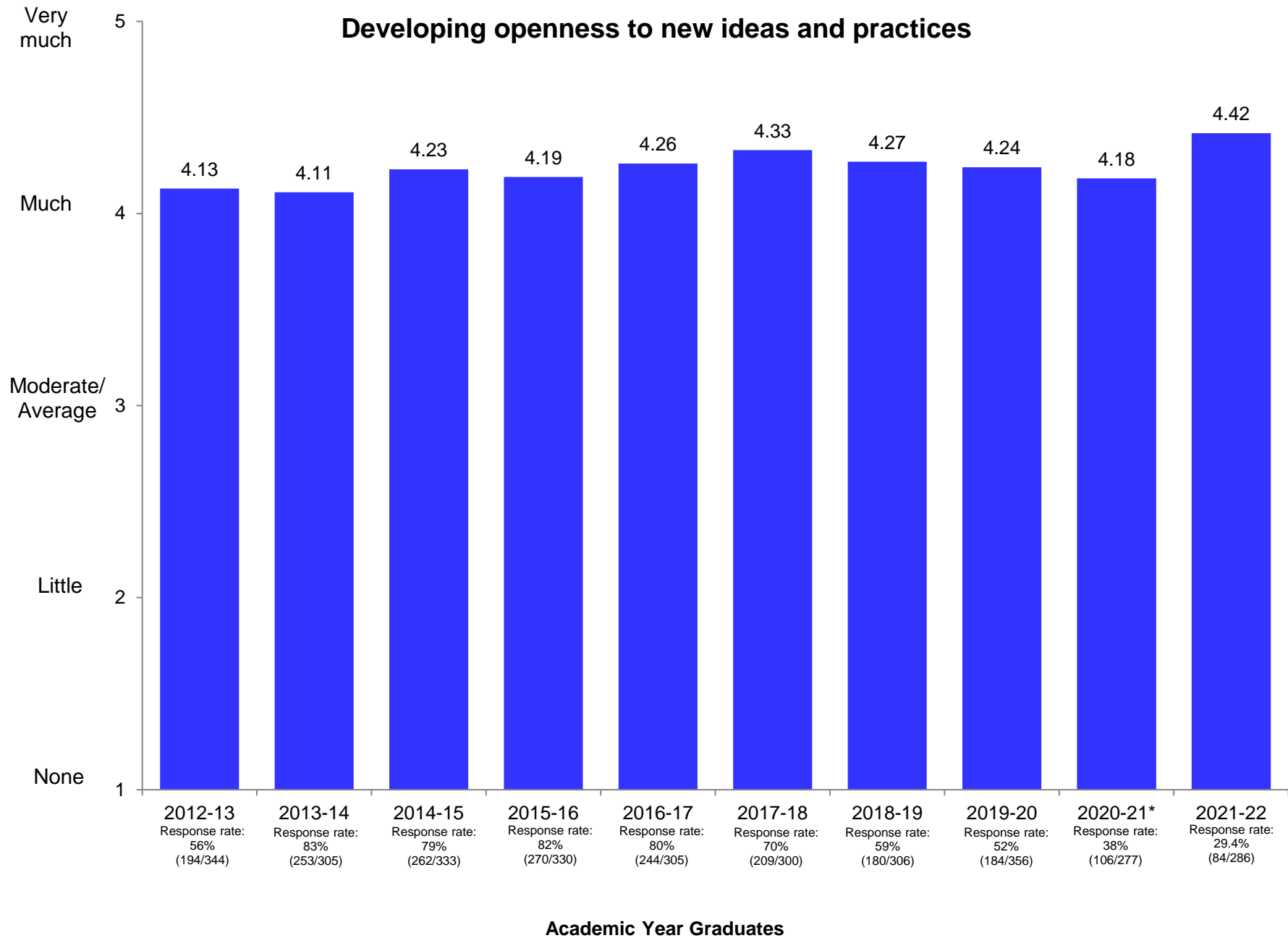
Because of the COVID-19 Pandemic, Berea College looked very different in academic year 2020-21. Students were given the option to return in person (with restrictions) or take classes online. No in-person graduation ceremonies were held. The survey was administered in electronic format only.



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

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

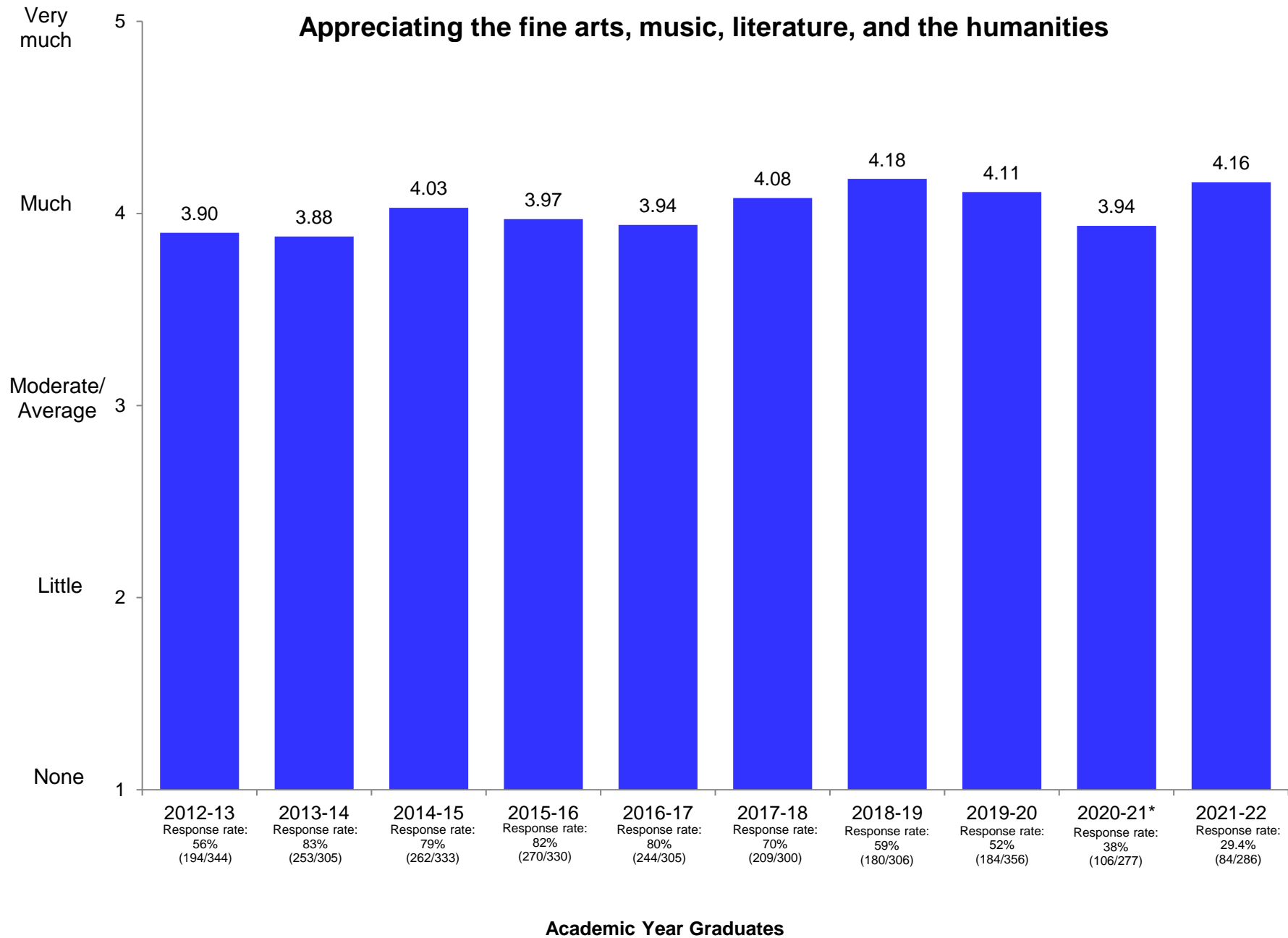
Graduating Senior Survey  
Administered at graduation rehearsal



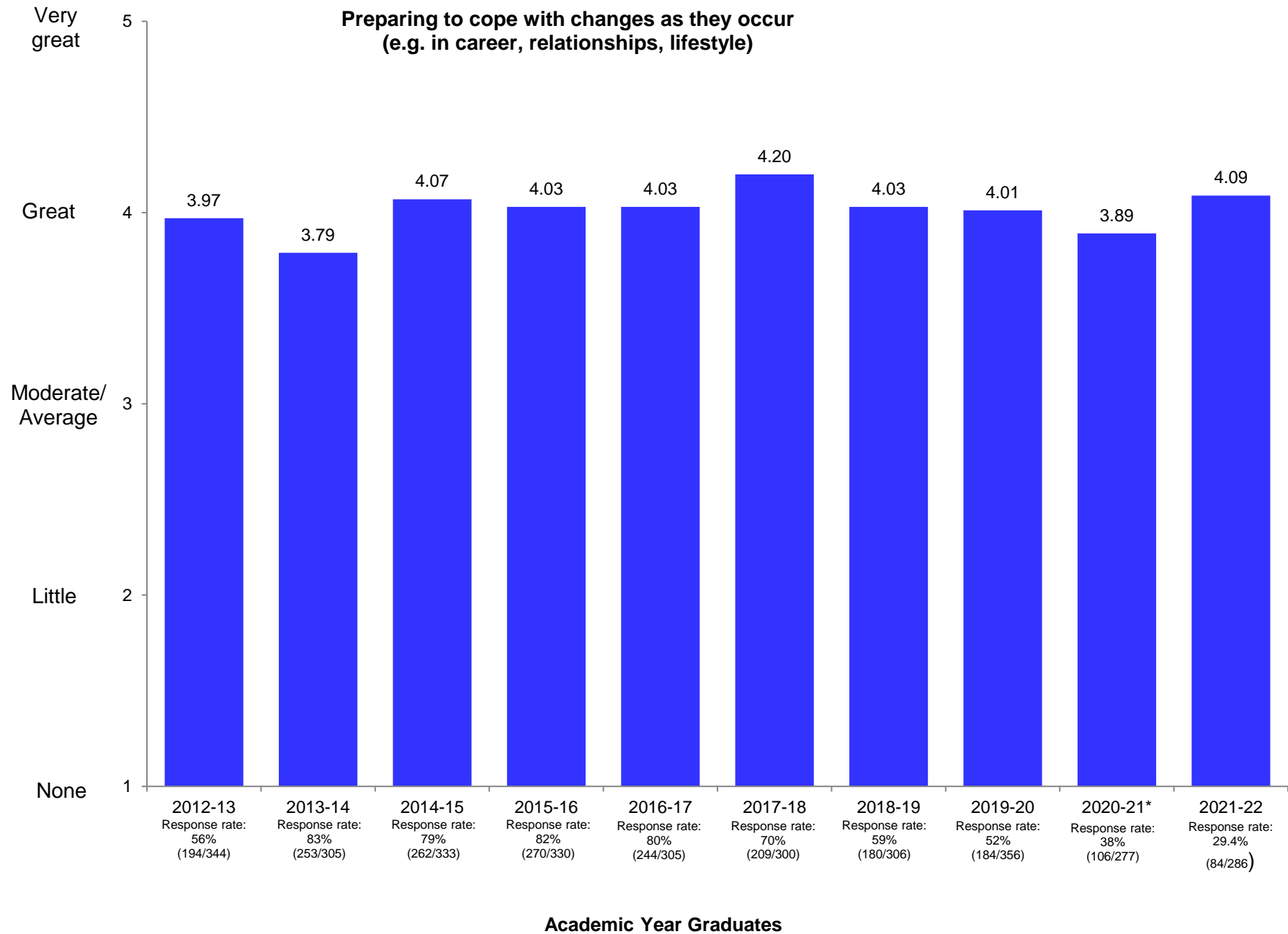
\*Due to the COVID-19 Pandemic, survey was administered online.

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

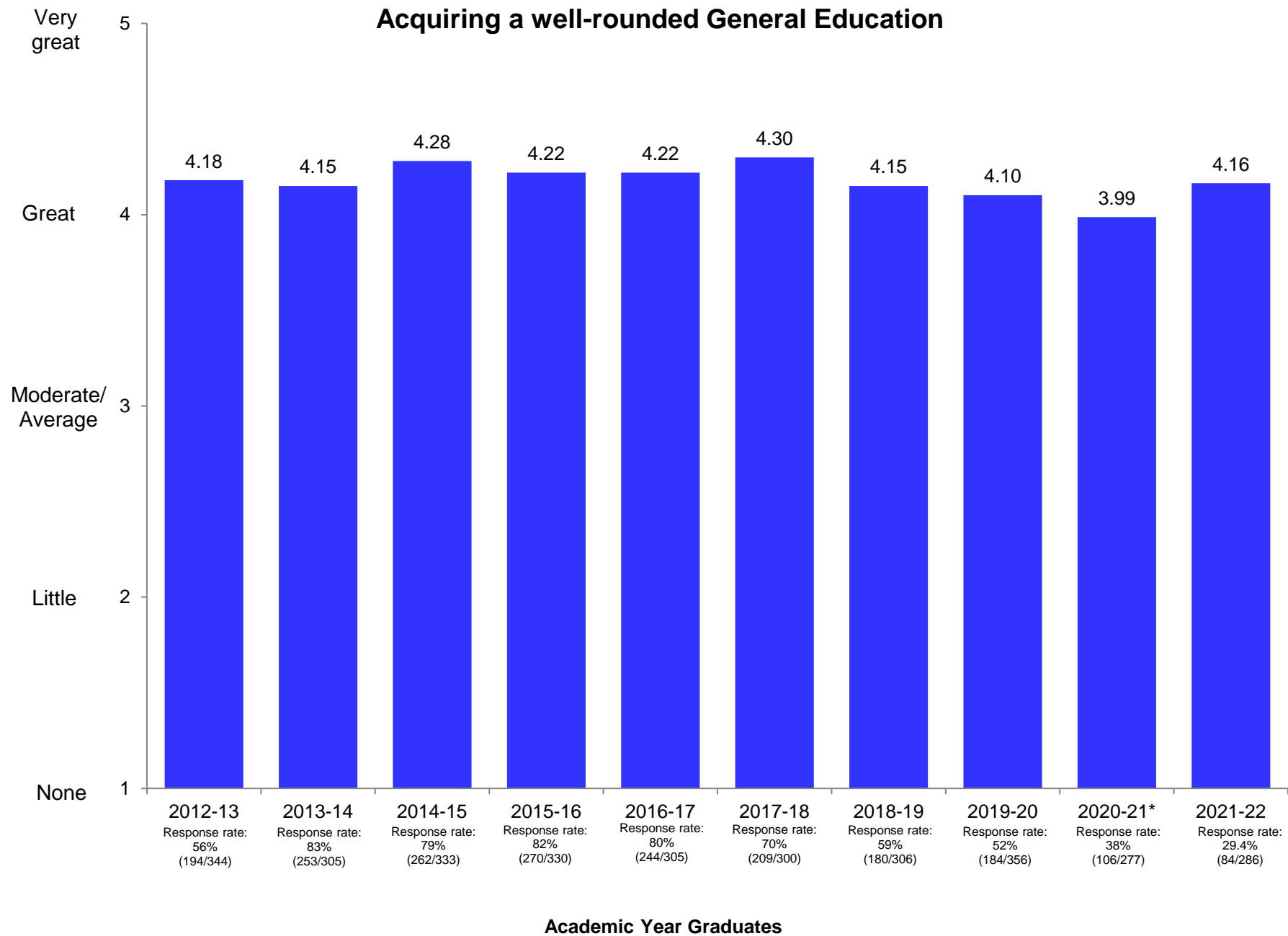
Graduating Senior Survey  
Administered at graduation rehearsal



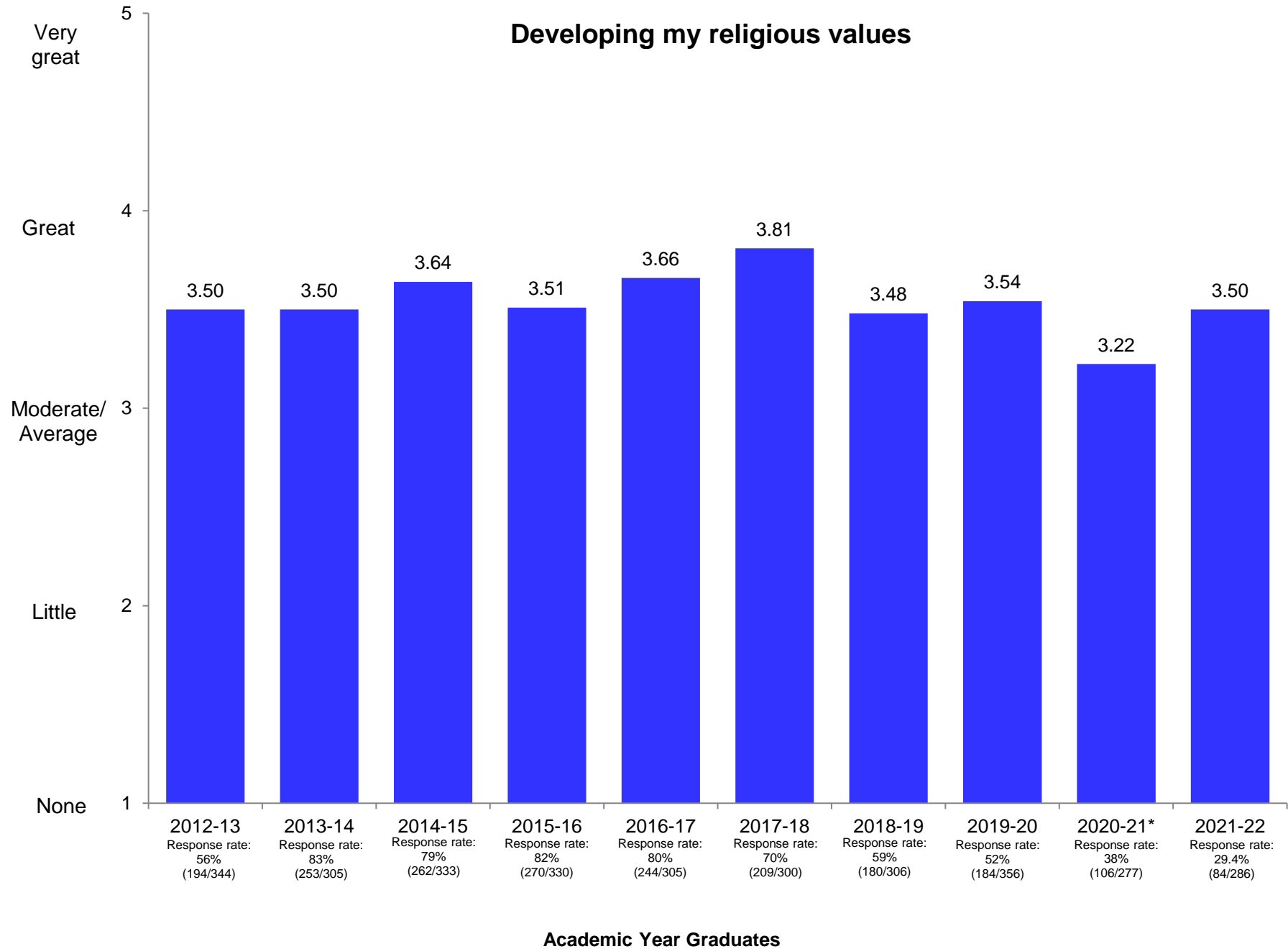
\*Due to the COVID-19 Pandemic, survey was administered online.



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



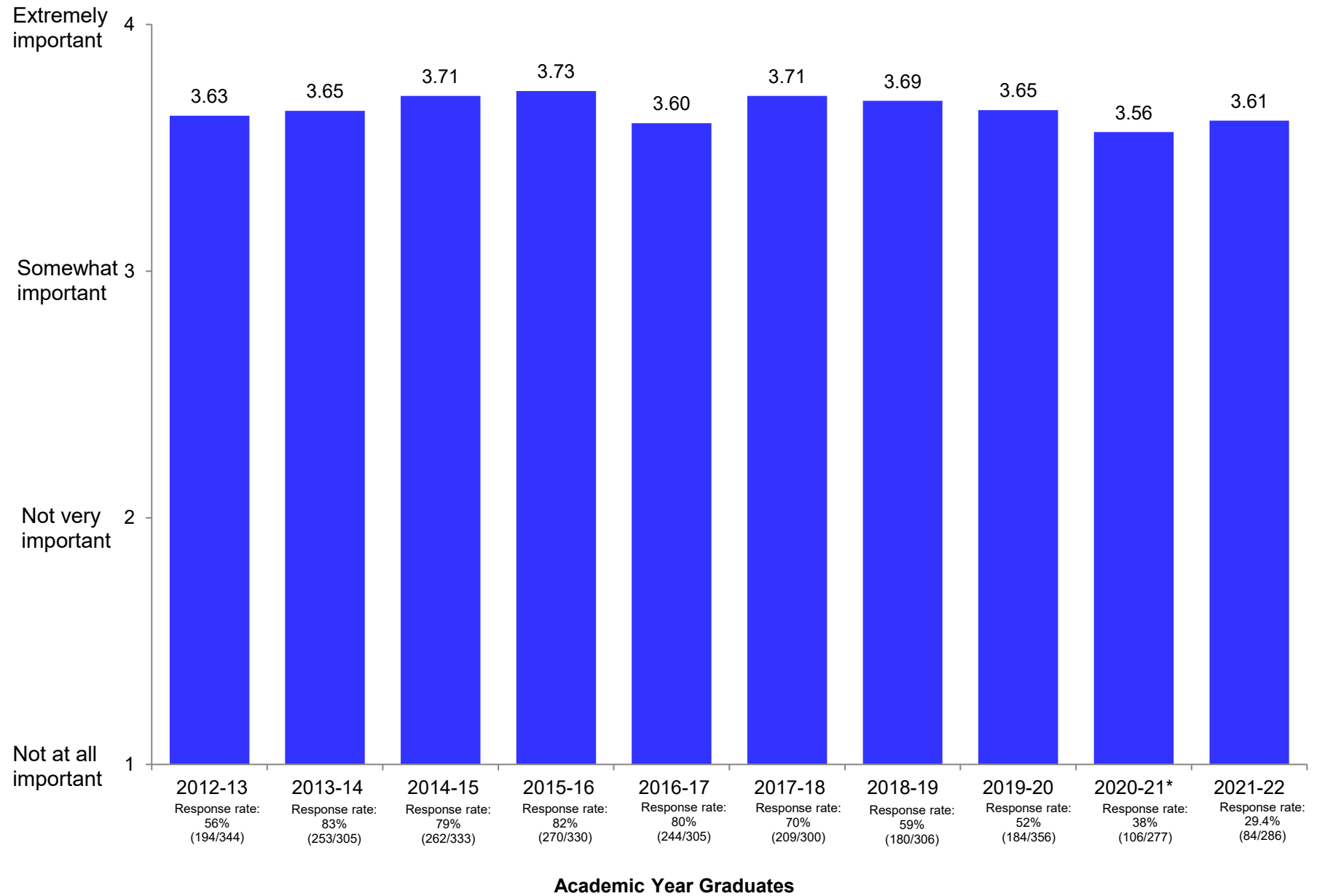
\*Due to the COVID-19 Pandemic, survey was administered online.



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



### Developing a desire for life-long learning



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

# ACT Alumni Outcomes Survey

(Work Colleges Consortium Project  
administered online)

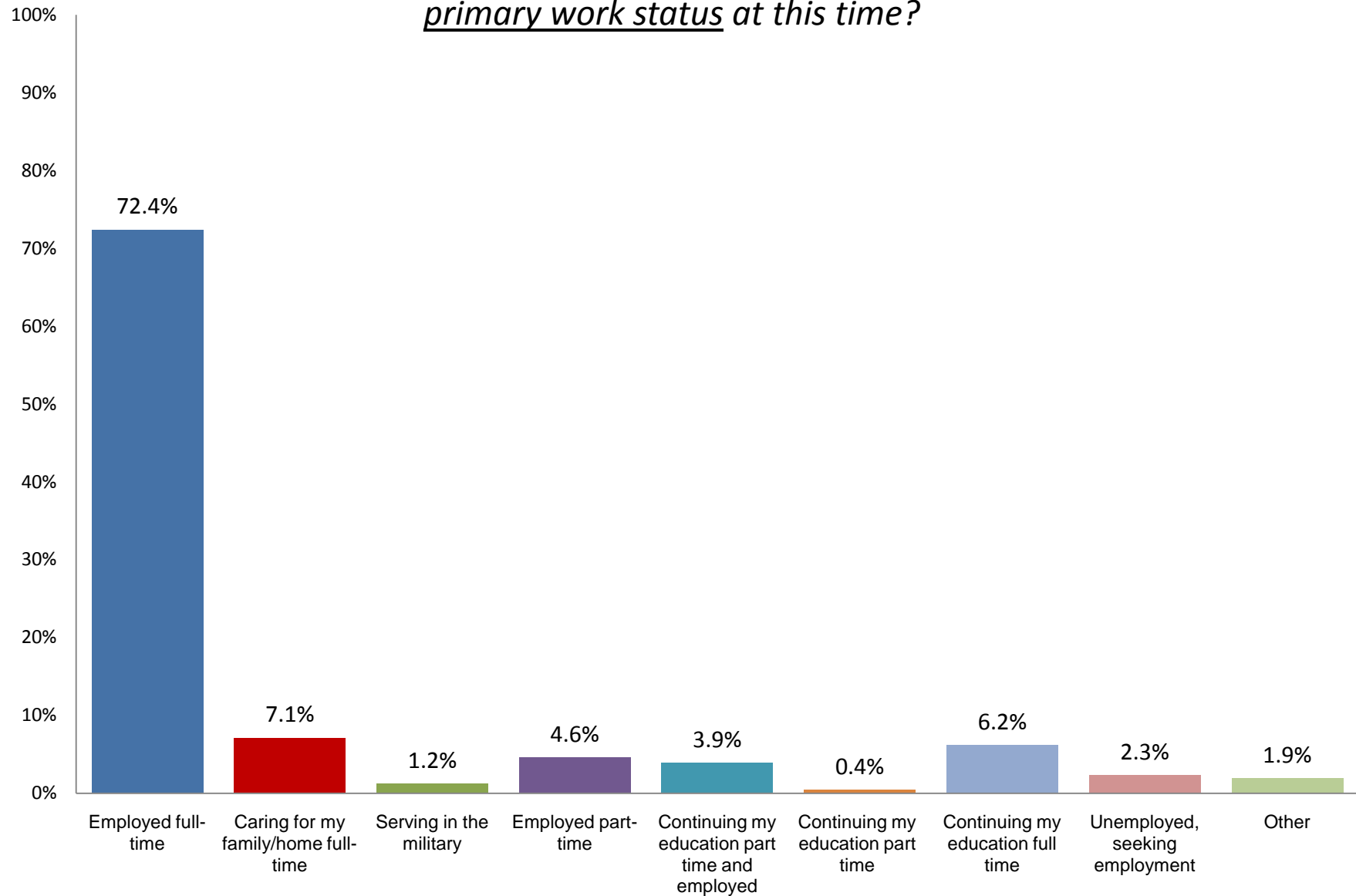
(Graduates from 1992-93 through 2006-07)



[Click to see survey instrument](#)

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

*Which of the following best describes your  
primary work status at this time?*

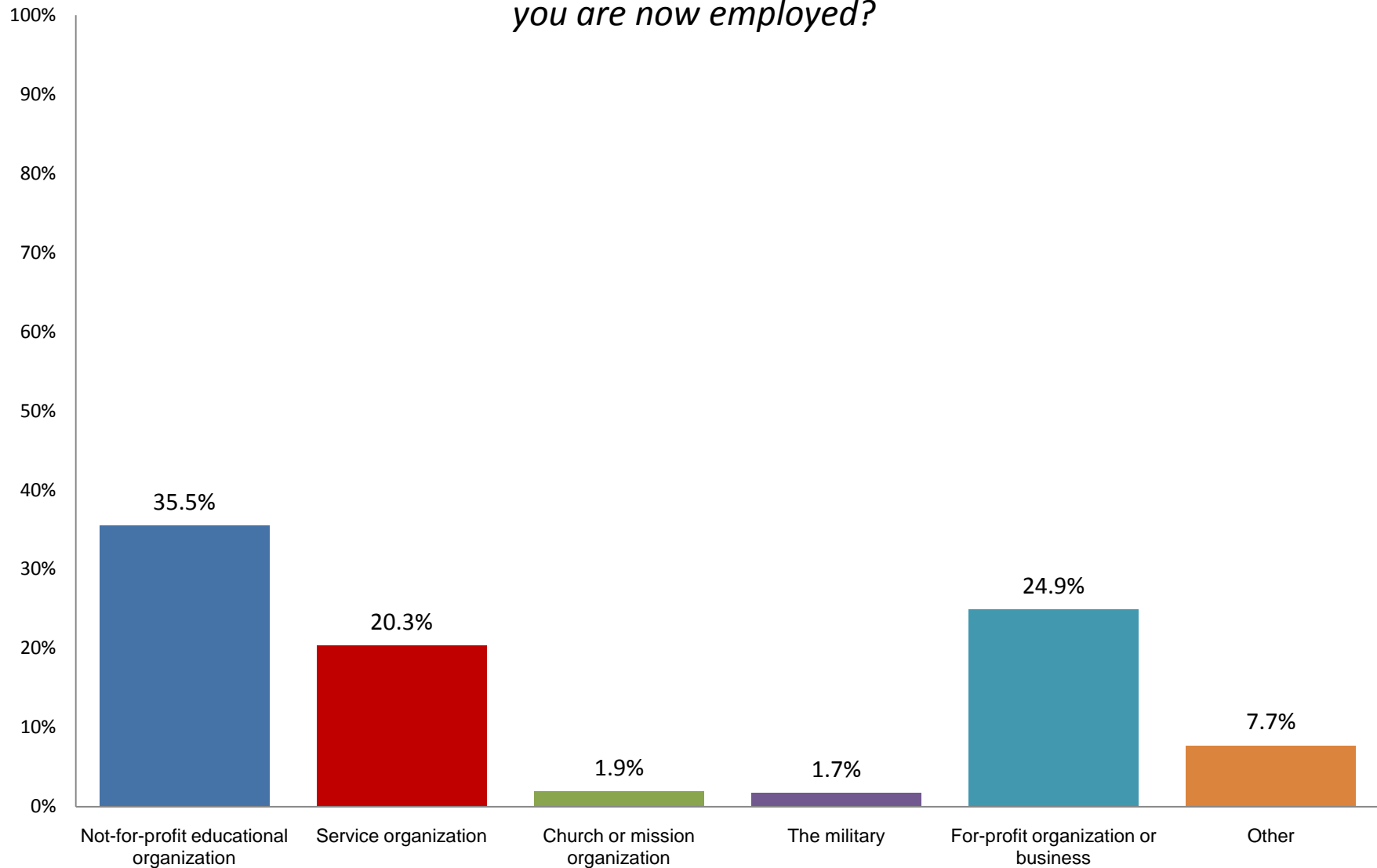


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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



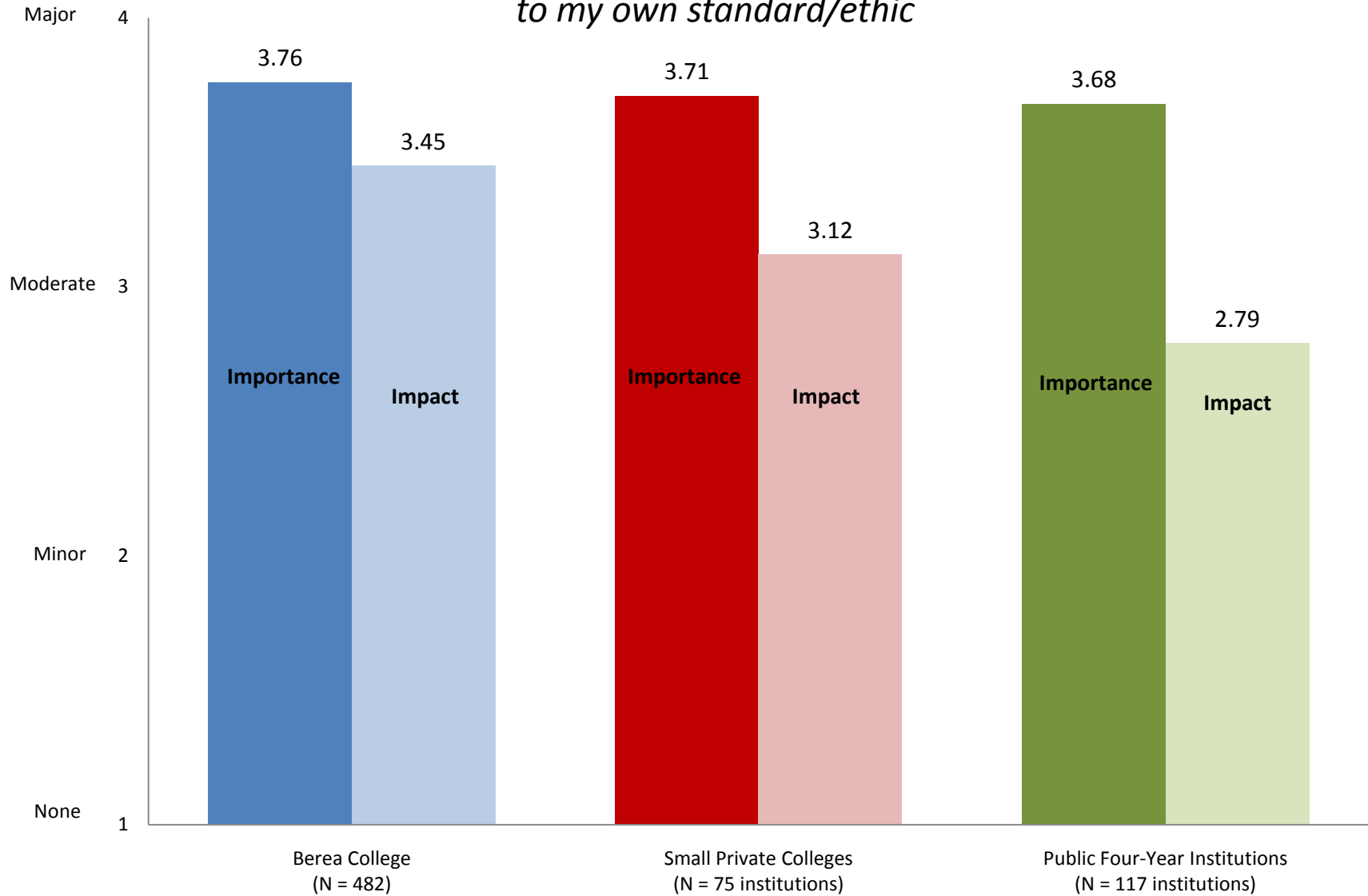
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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

### *Living my personal and professional life according to my own standard/ethic*



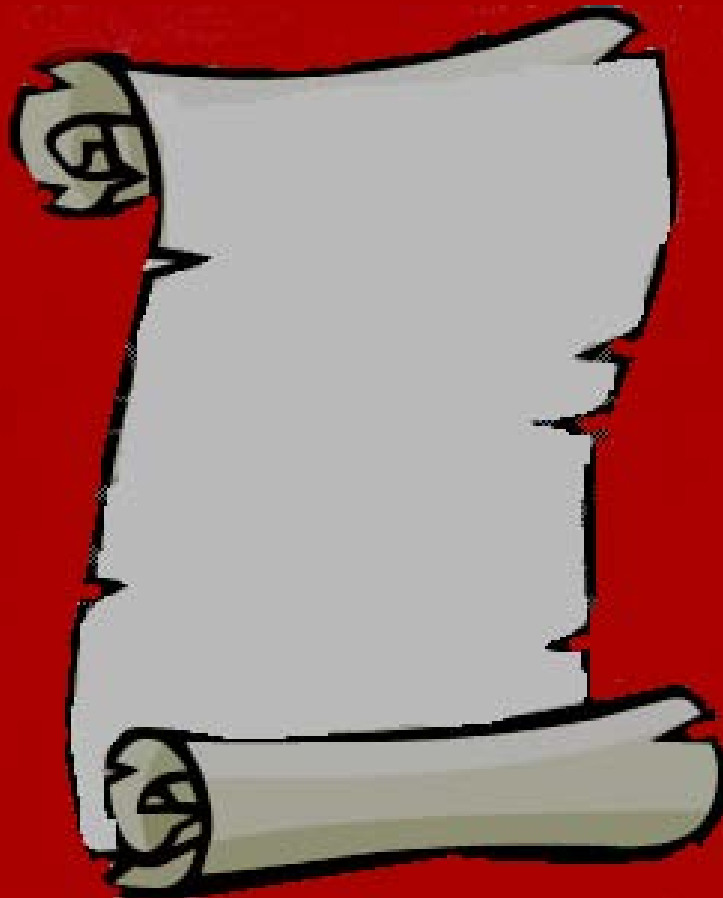
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

# HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 2010



# Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



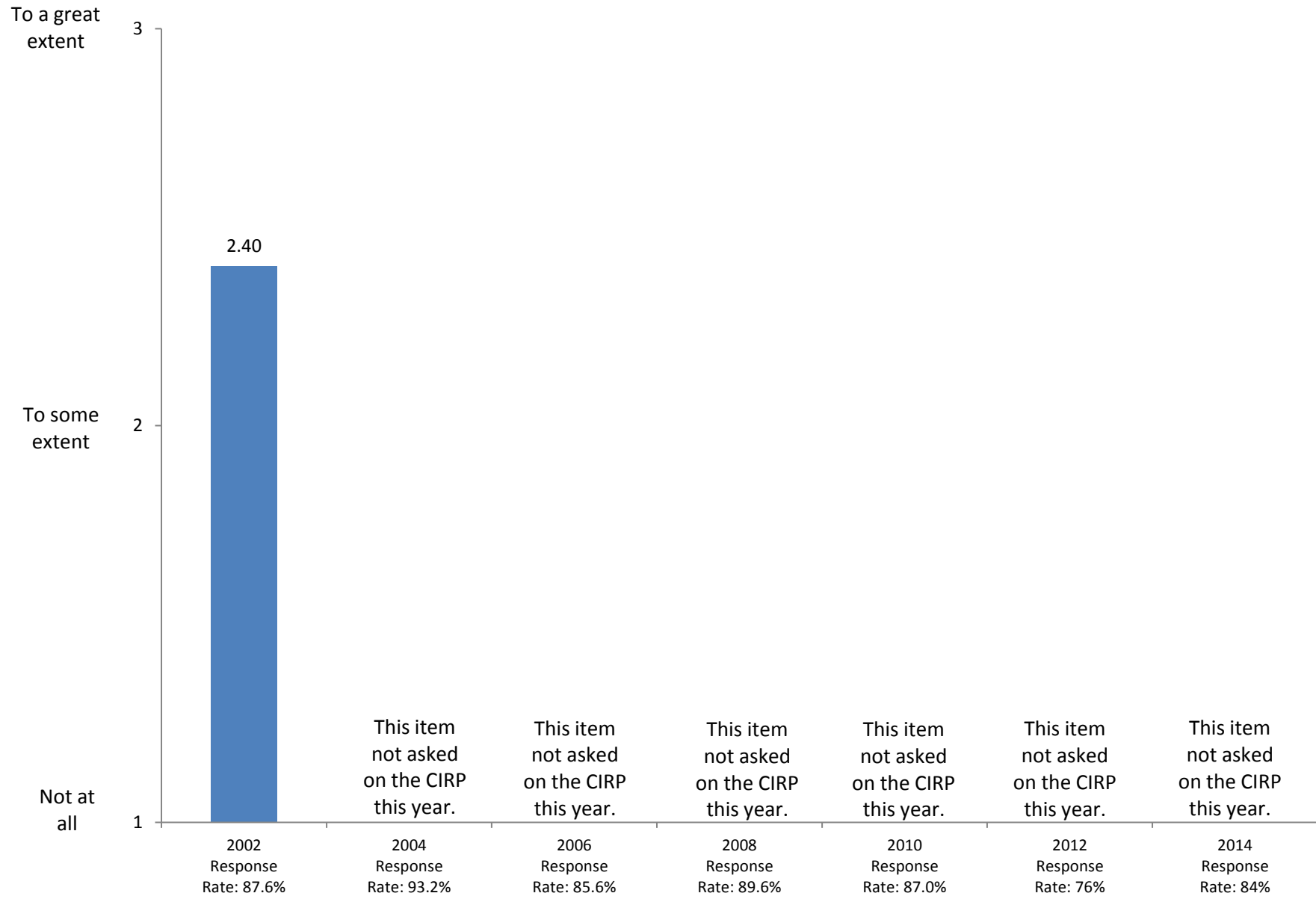
Administered Fall Terms 2002, 2004, 2006, 2008,  
2010, 2012, 2014, 2016, 2018, and 2020

[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%

Please indicate the extent to which each of the following describes you:

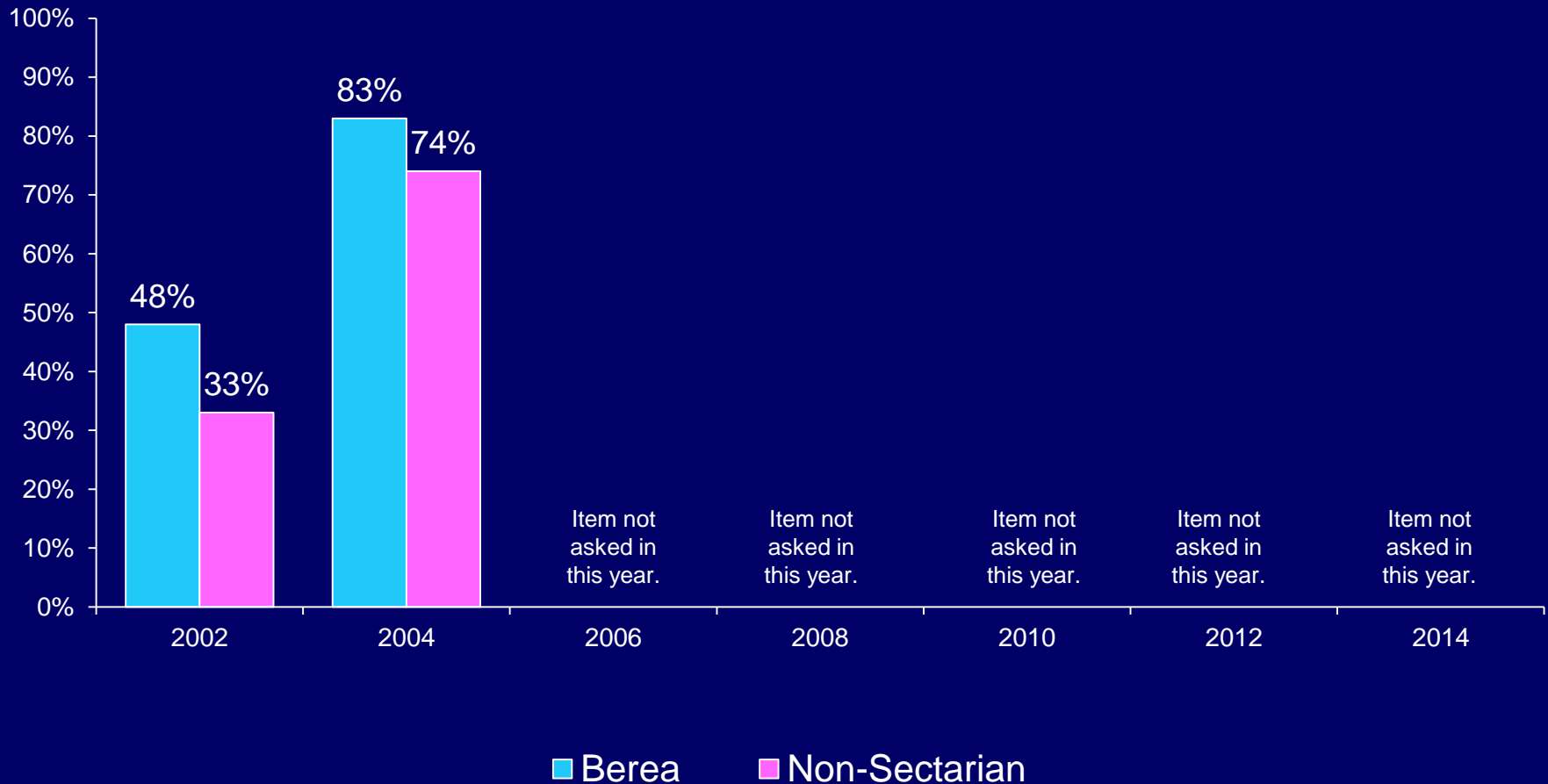
## Searching for mission/purpose in life



Óæ^âÁ}Áâ•É^æâÁ)âÁ^,Áæ)•-!Áčâ^}óáæá{Á@Á[[^!æá^Á•cã}æÜ^•æ&@U[\*!æÁÇÜDá{ããáÁÁç}Áæ|Á^!{•Á!ã\*Á[!á}æá}Á^^É

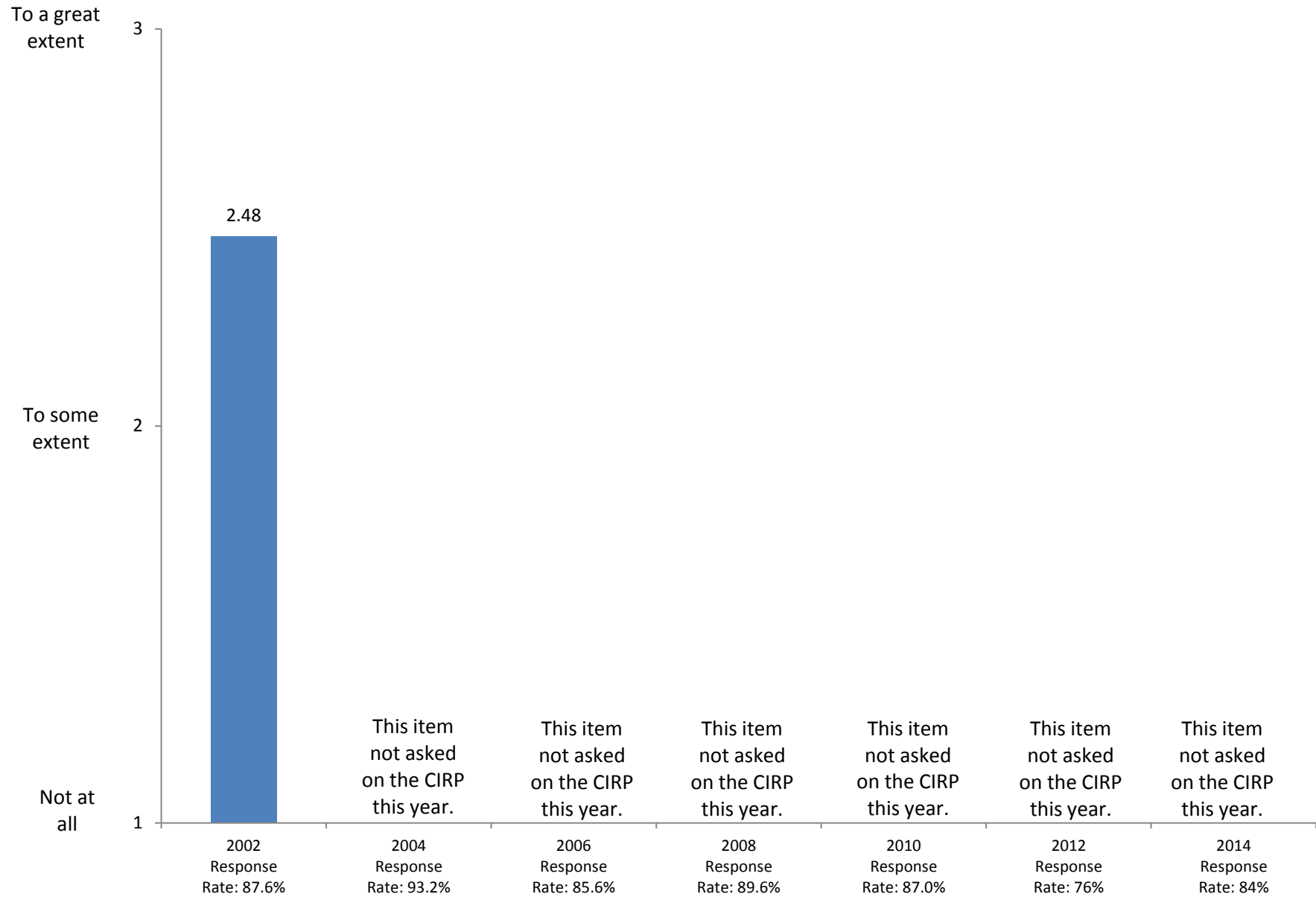


*Percent of students who indicated that the following describes them “to a great extent”:*  
**Searching for mission/purpose in life**



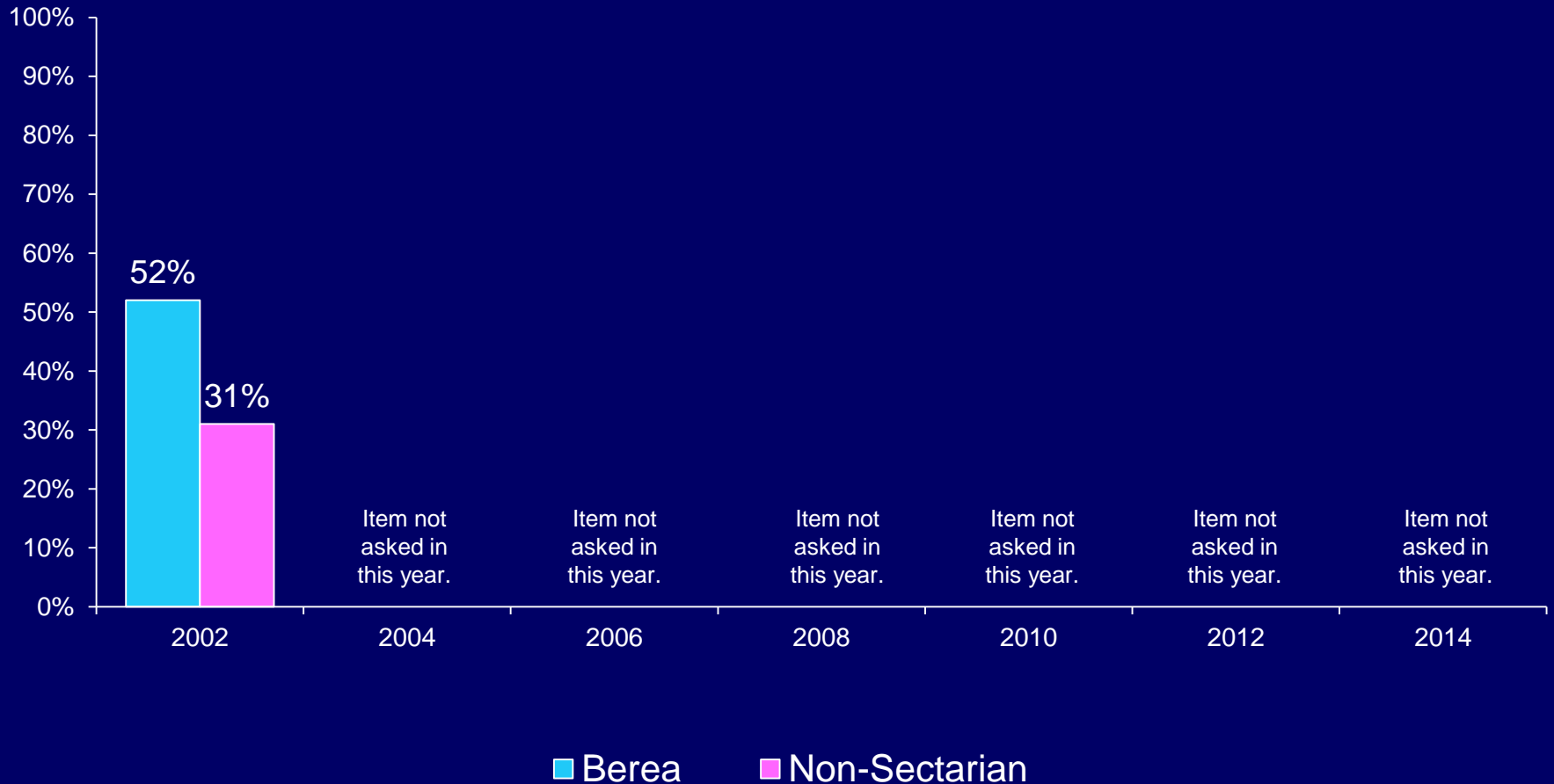
Please indicate the extent to which each of the following describes you:

## Believing in the sacredness of life



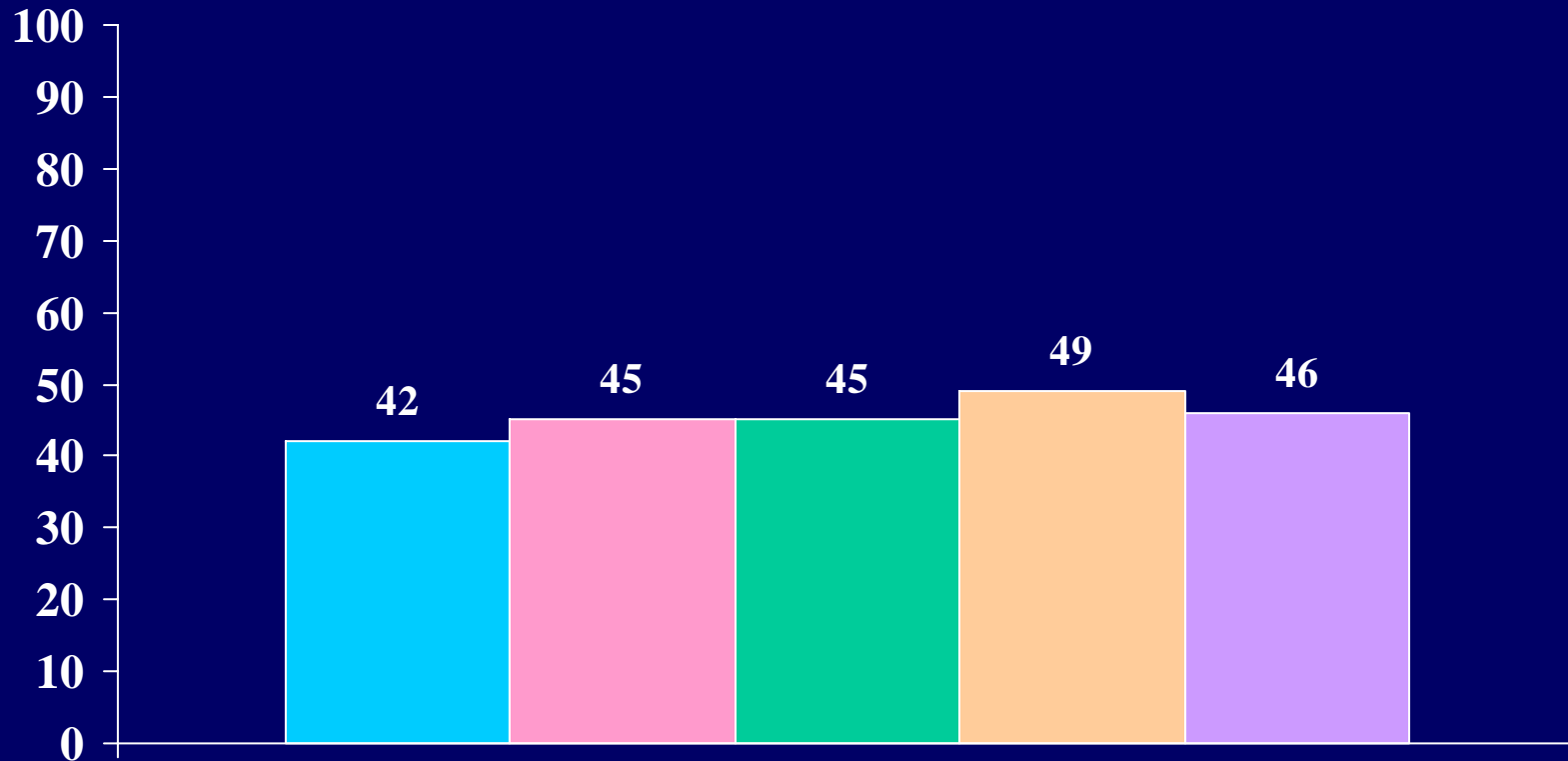
Óæ^âÁ}Áá•É^æ/â)âÁ^,Áæ)•-!Áčâ^}óáæá{Á@Á[[^!æá^Á•c̃á]æÜ^•æ&@U[\*!æÁÇÜDá{áãcâÁÁç}Áæ|Á^!{•Á^!ã\*Á[!á}æá}Á^^É

*Percent of students who indicated that the following describes them “to a great extent”:*  
**Believing in the sacredness of life**



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

*My parents wanted me to go*  
*(for deciding to go to college)*

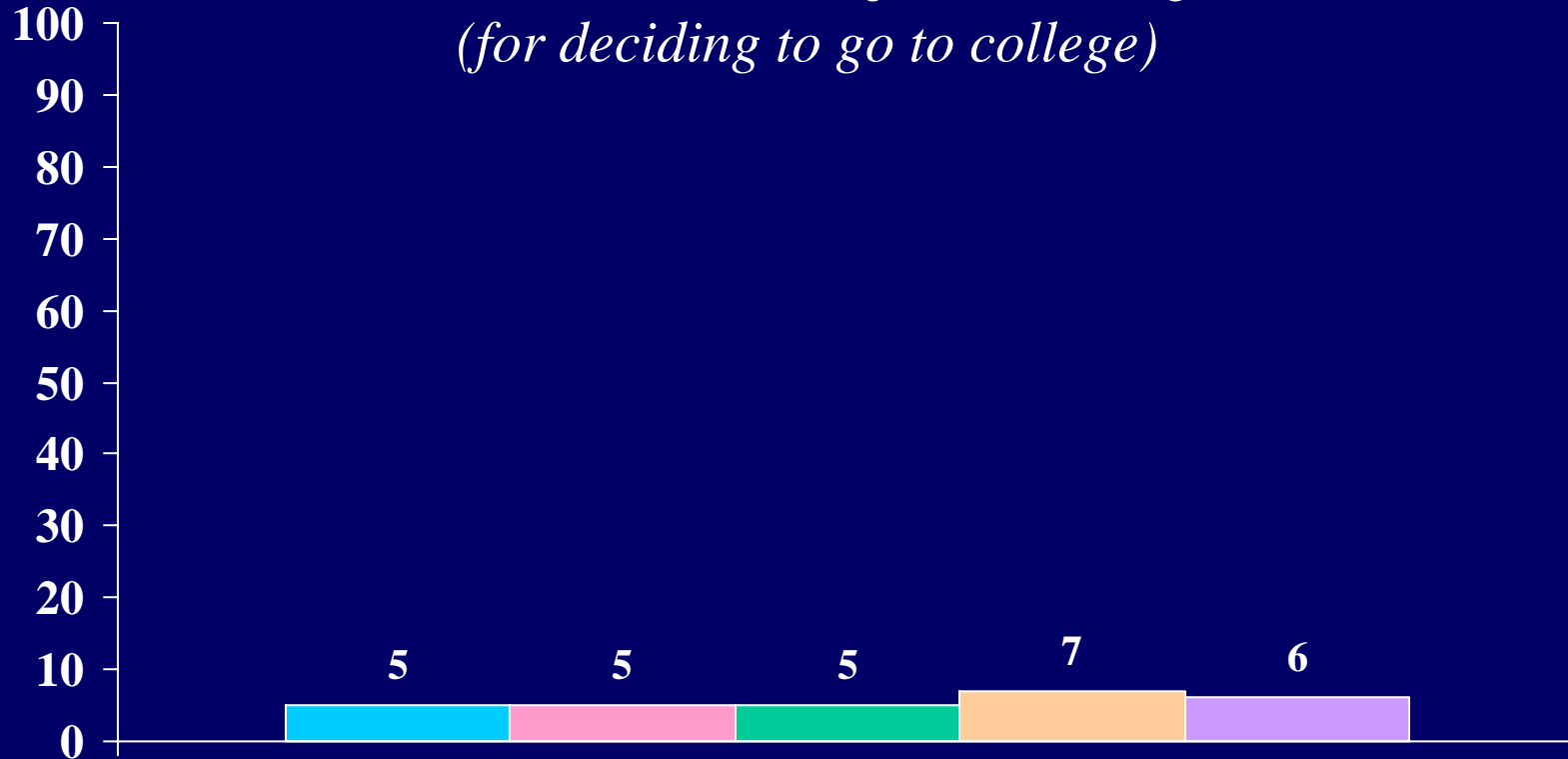


**■** Berea    **■** Non-Sectarian – Medium Selectivity    **■** 4-Year Private    **■** Publics    **■** All

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

# *I could not find a job*

*(for deciding to go to college)*



Berea



Non-Sectarian –  
Medium Selectivity



4-Year Private



Publics

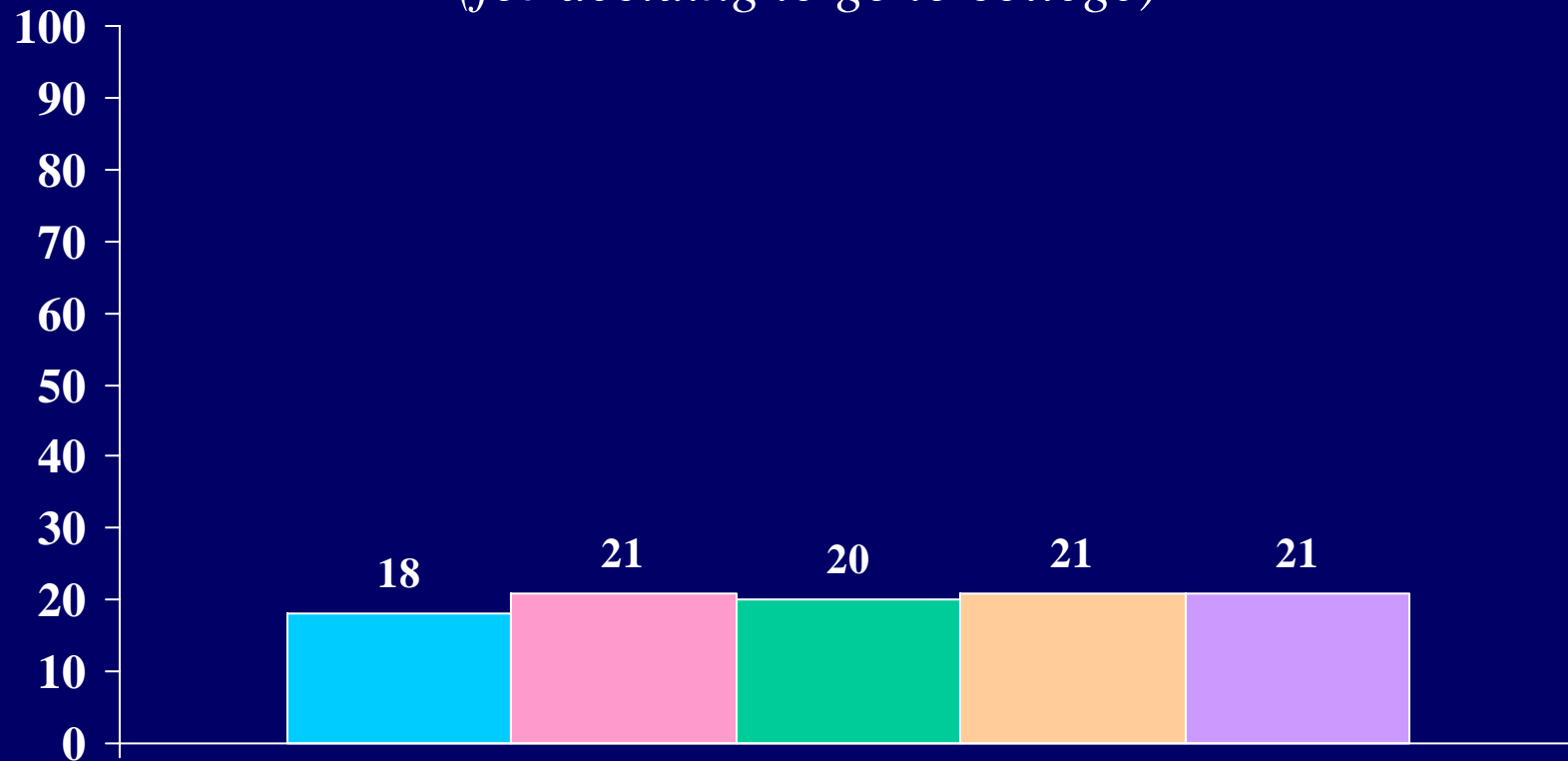


All

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

# *Wanted to get away from home*

*(for deciding to go to college)*



Berea



Non-Sectarian –  
Medium Selectivity



4-Year Private



Publics

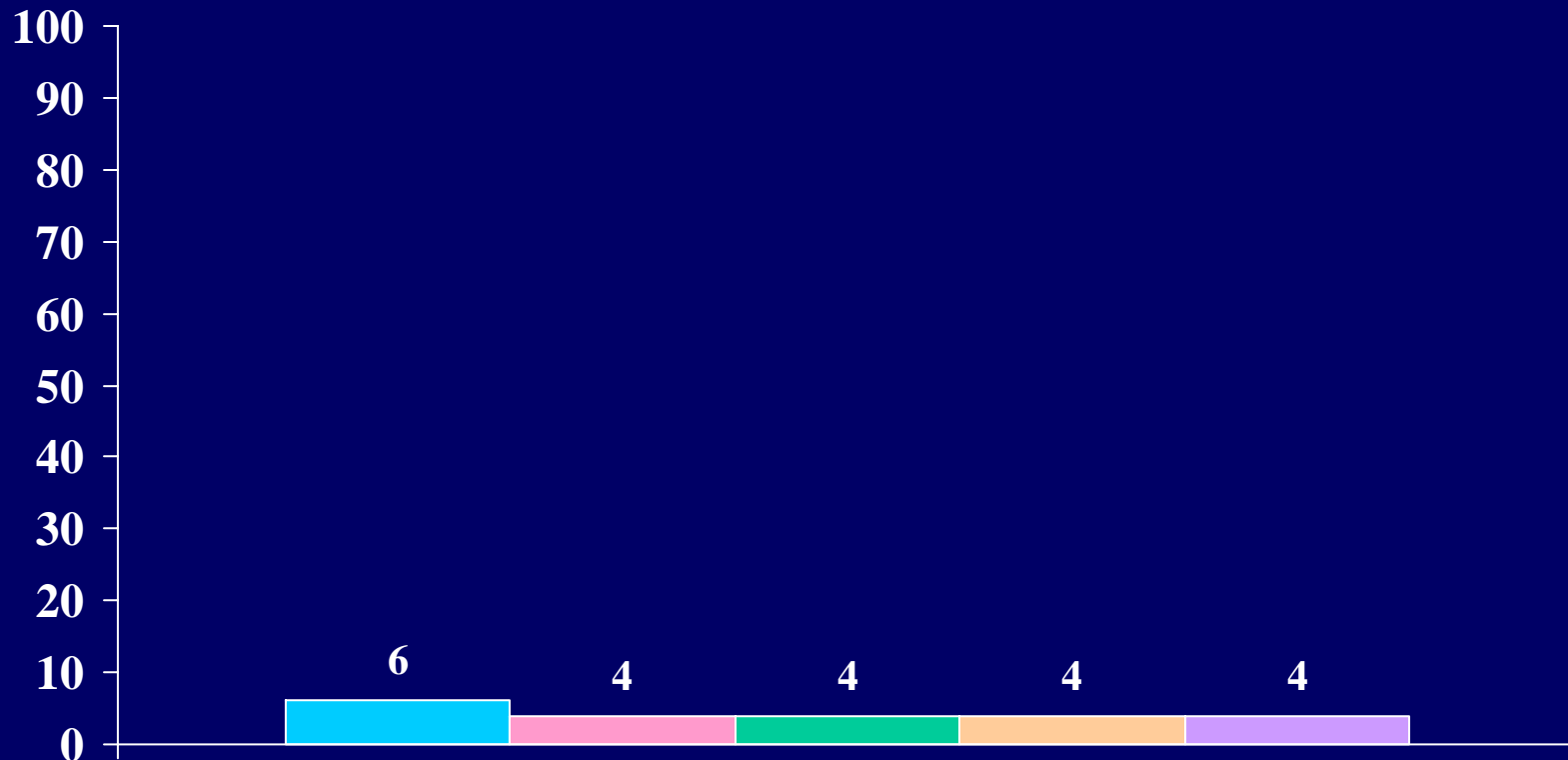


All

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

# *There was nothing better to do*

*(for deciding to go to college)*



Berea



Non-Sectarian –  
Medium Selectivity



4-Year Private



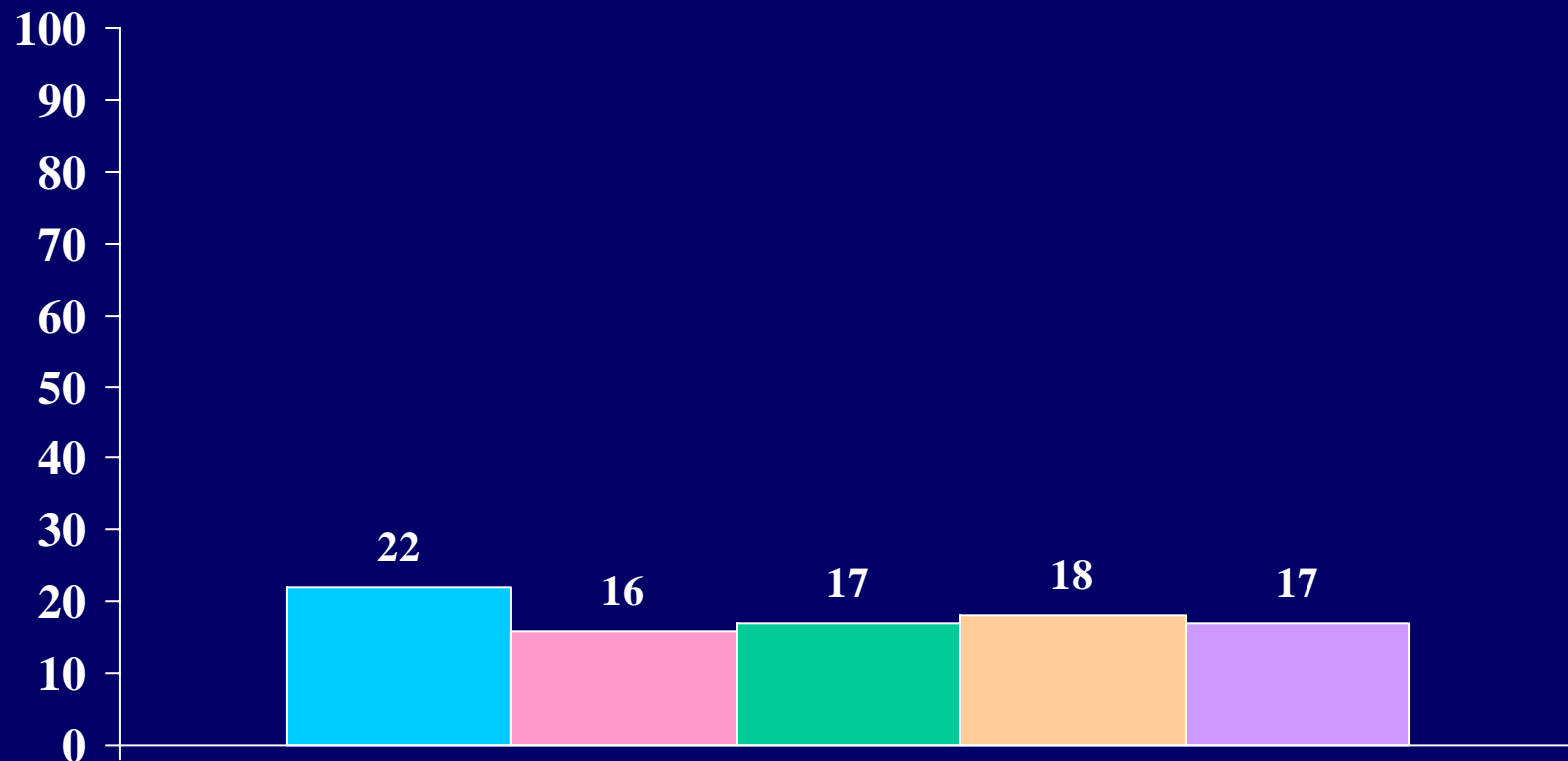
Publics



All

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

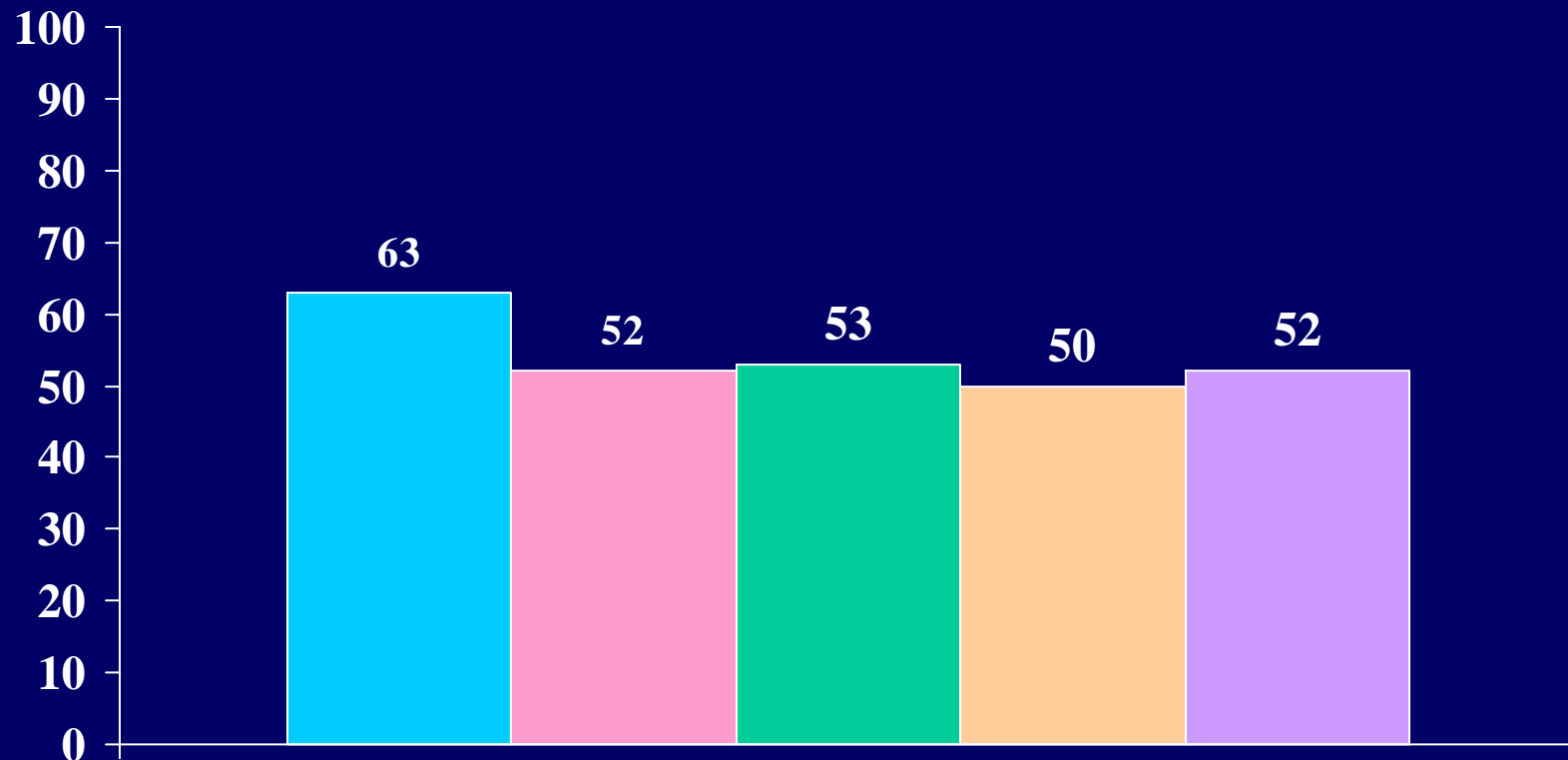
*A mentor/role model encouraged me to go*  
*(for deciding to go to college)*



**■** Berea    **■** Non-Sectarian – Medium Selectivity    **■** 4-Year Private    **■** Publics    **■** All



In deciding to go to college, how important to you was the following reason:  
*To find my purpose in life*



Berea



Non-Sectarian –  
Medium Selectivity



4-Year Private



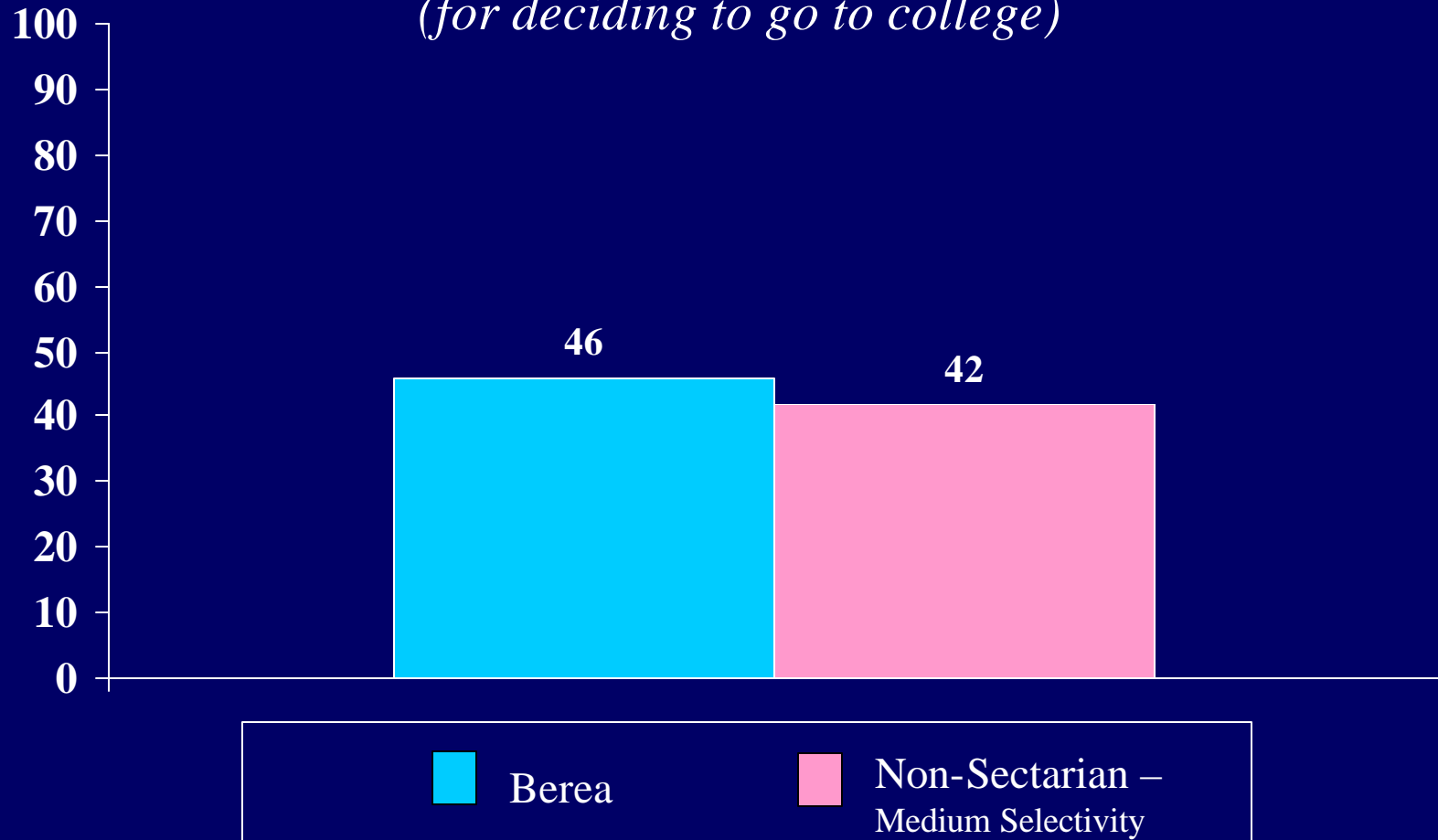
Publics



All

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

*To improve my reading and study skills*  
(for deciding to go to college)



**This item was on the 2002 CIRP survey but was not on the 2004 CIRP.**

# Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)

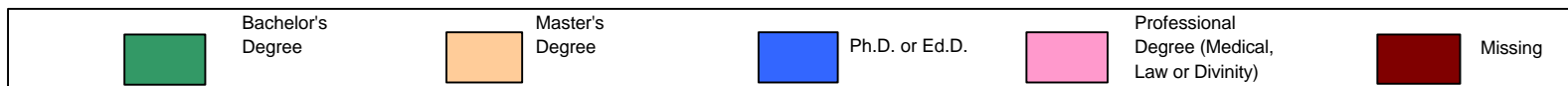
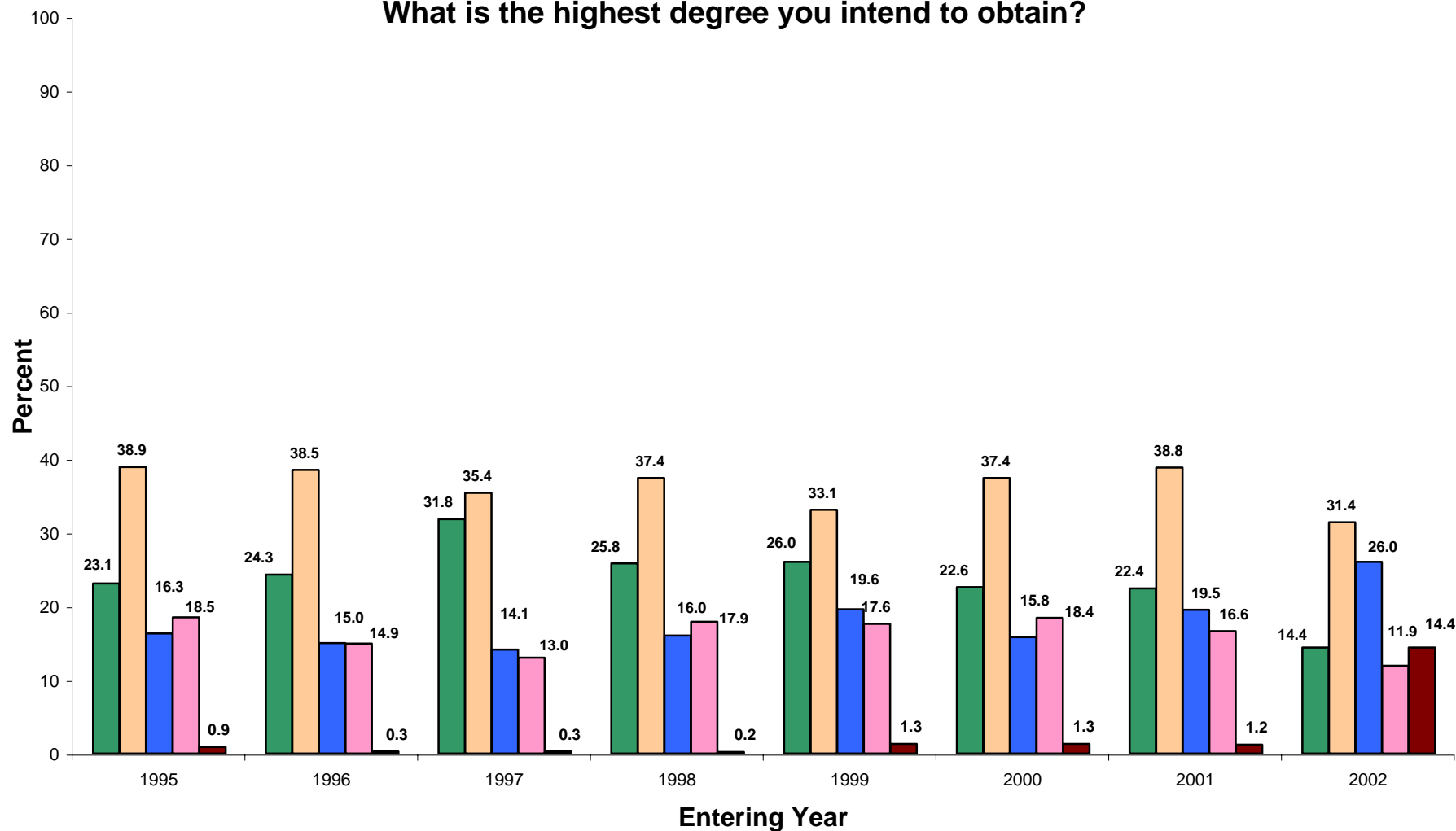


[Click to see survey instruments](#)

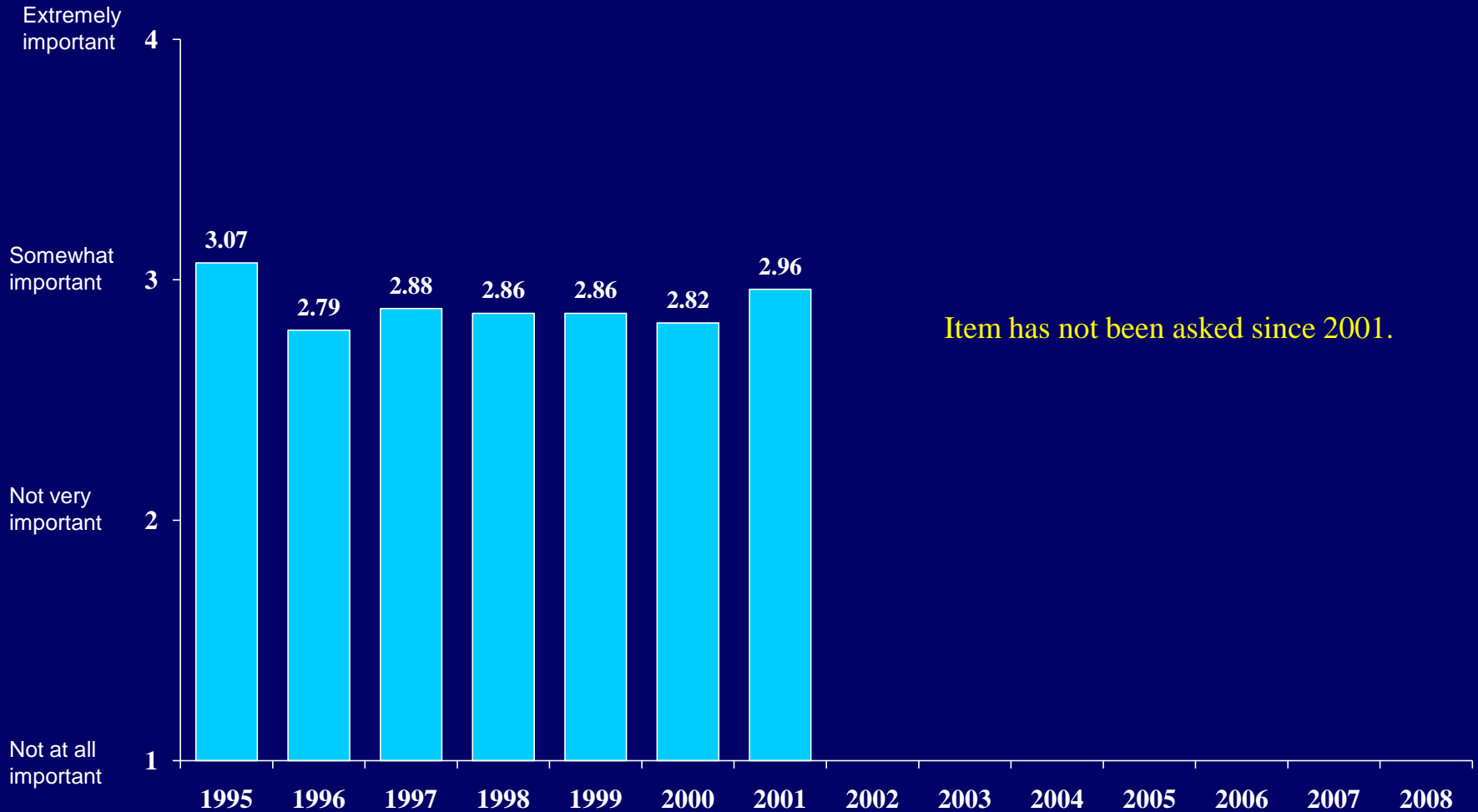
Administered every Fall Term, 1995-2001 and  
Fall Terms 2003, 2005, 2007, 2009, 2011, and 2013

Average Response Rate of 85%

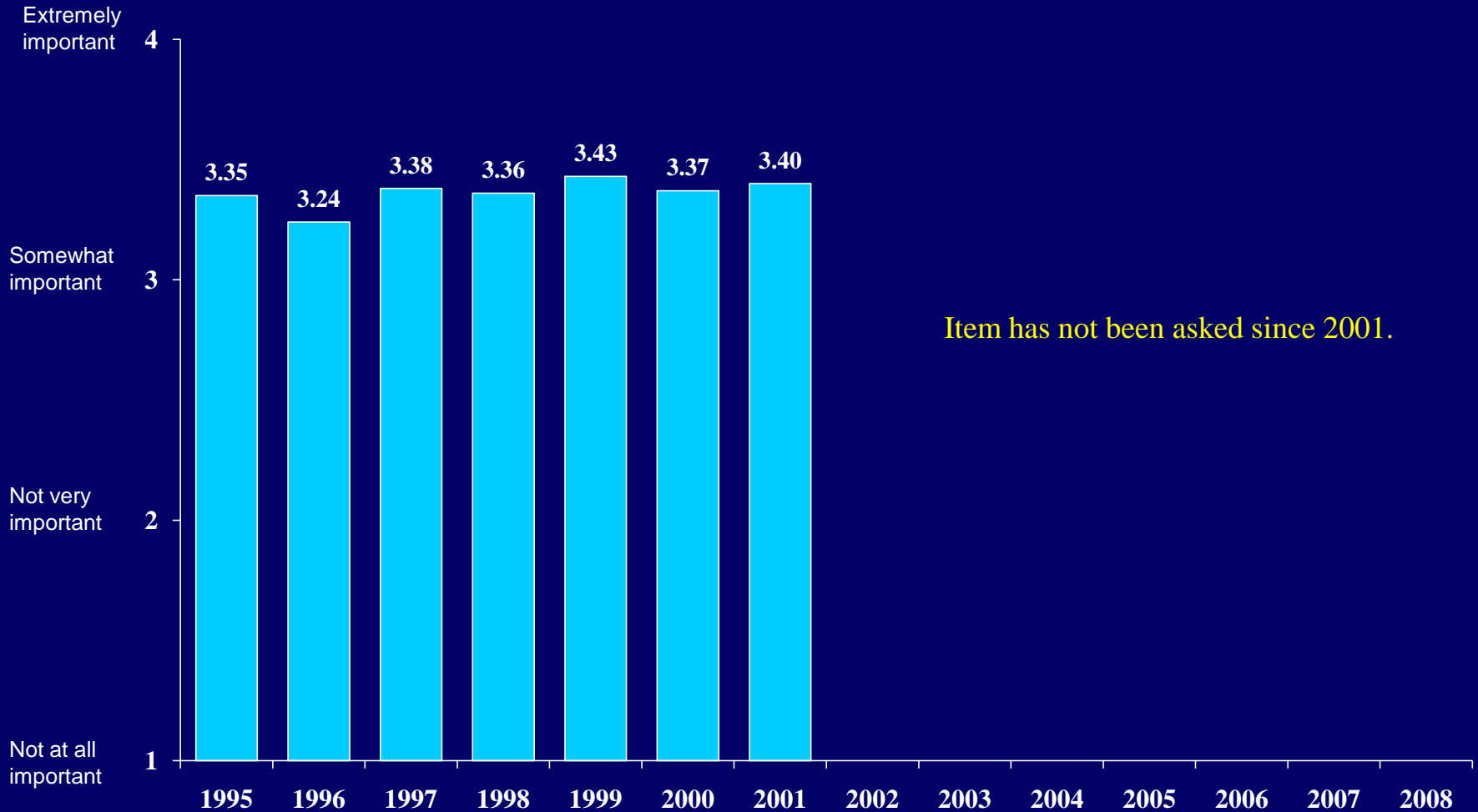
### What is the highest degree you intend to obtain?



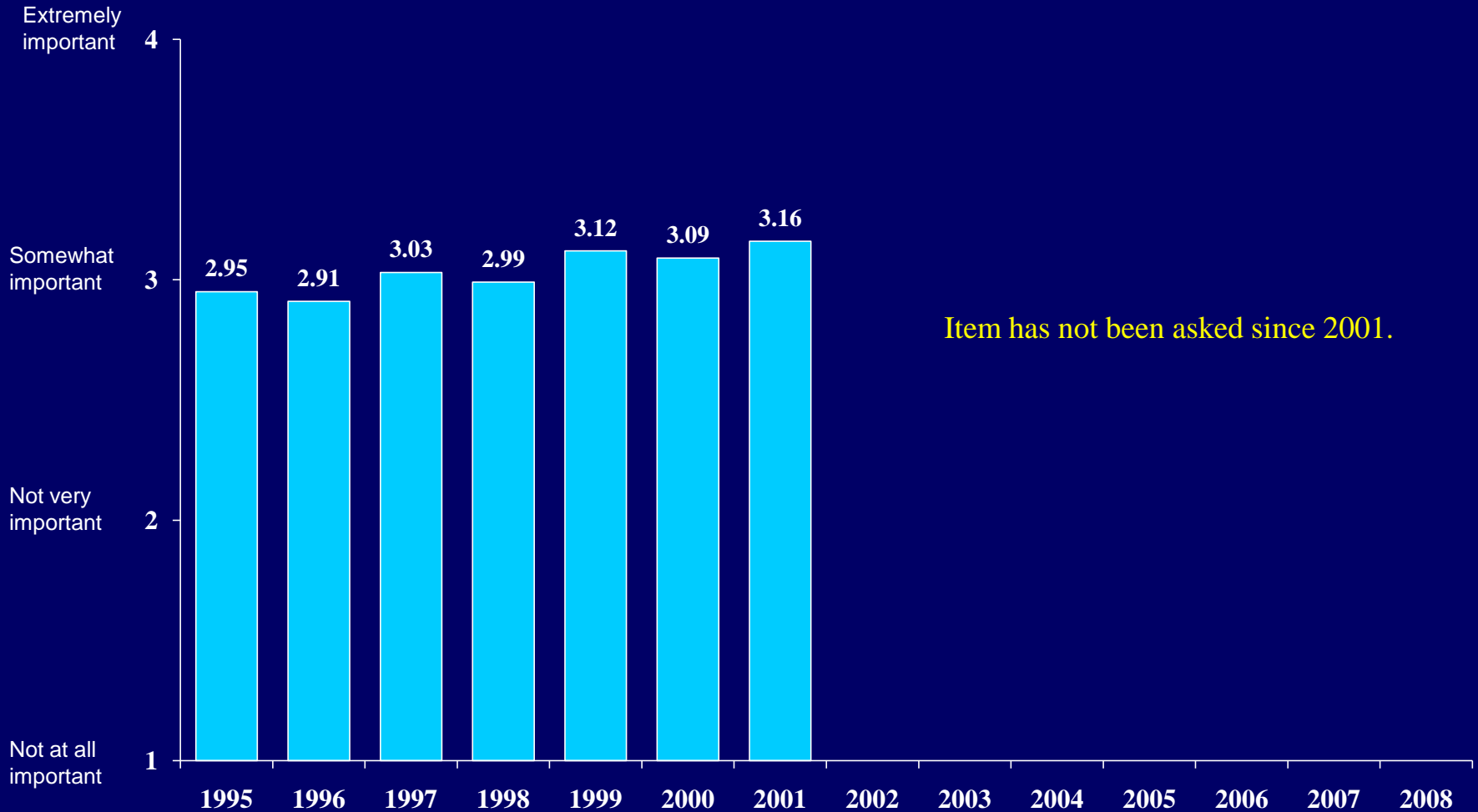
Rate the importance to you of each of the following  
*Making a lot of money*



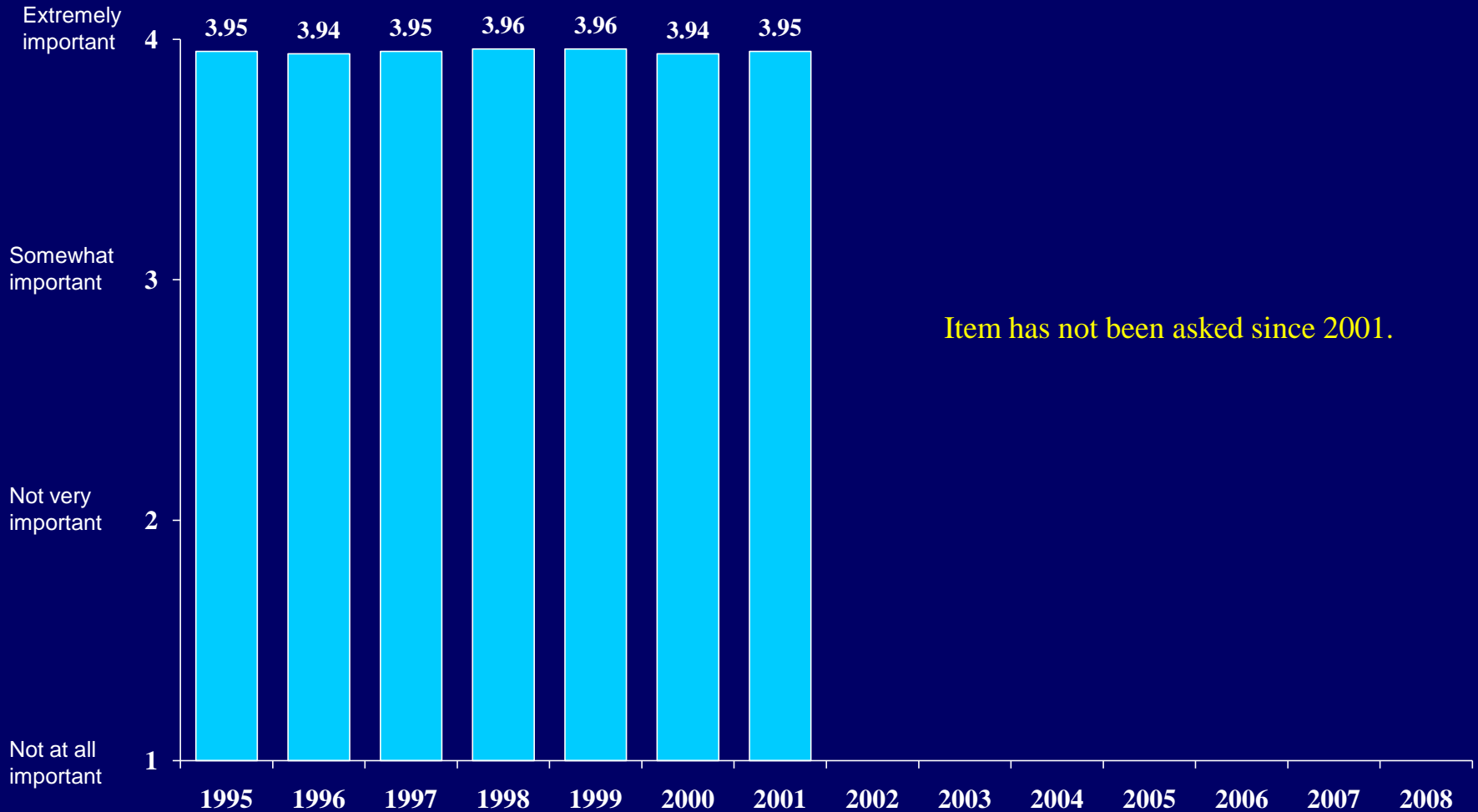
Rate the importance to you of each of the following  
*Having a mate*



Rate the importance to you of each of the following  
*Having children*

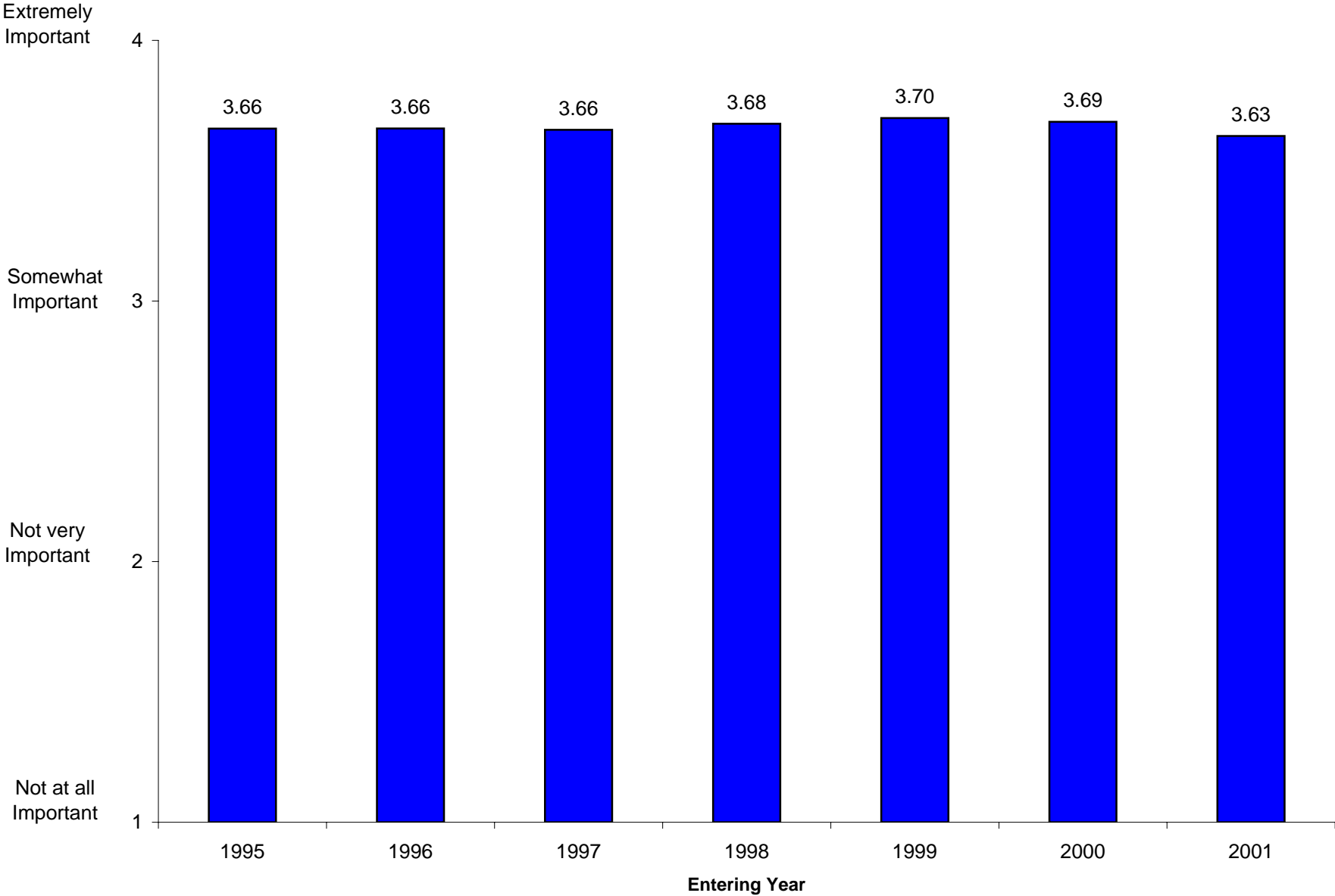


Rate the importance to you of each of the following  
*Getting a good education*





To become a 'well-rounded' person



# 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%

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

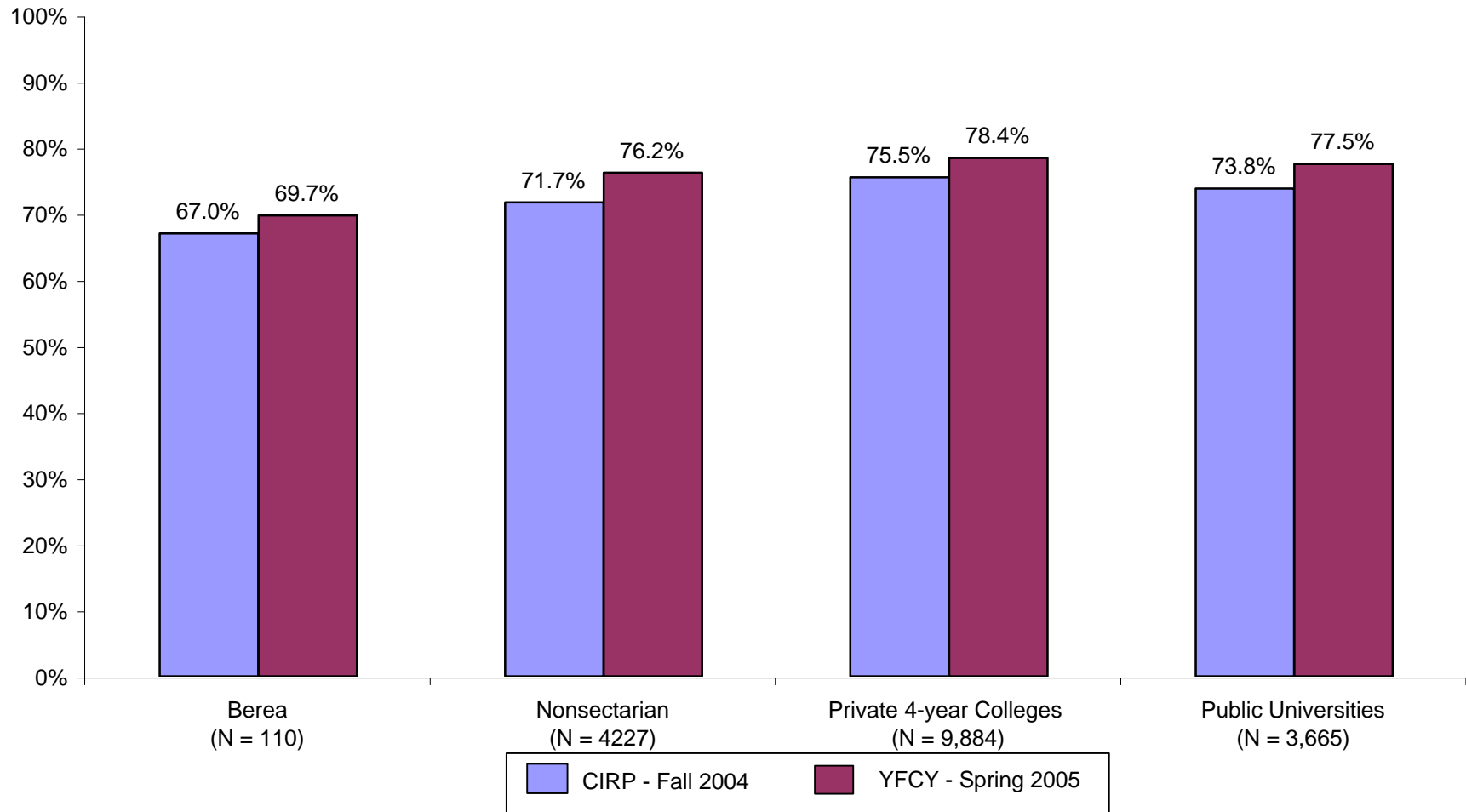
	Berea (N = 110)							Nonsectarian (N = 4227)					
	CIRP (Fall 2004)			YFCY (Spring 2005)				CIRP (Fall 2004)			YFCY (Spring 2005)		
	None	5 hours or less	More than 5 hours	None	5 hours or less	More than 5 hours		None	5 hours or less	More than 5 hours	None	5 hours or less	More than 5 hours
Studying/homework	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)

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

Raising a family

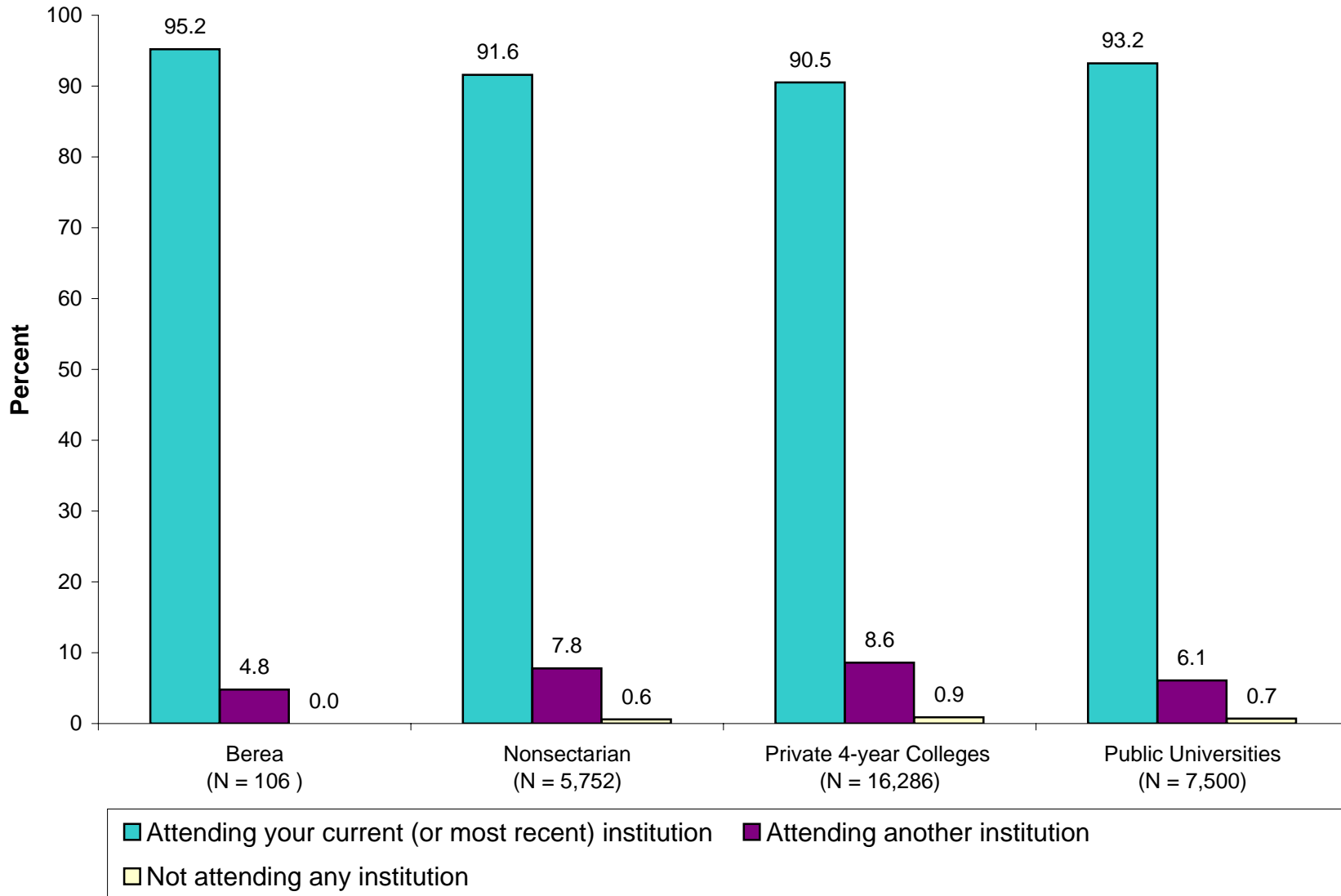


Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

## What do you think you will be doing in Fall 2005?



# National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



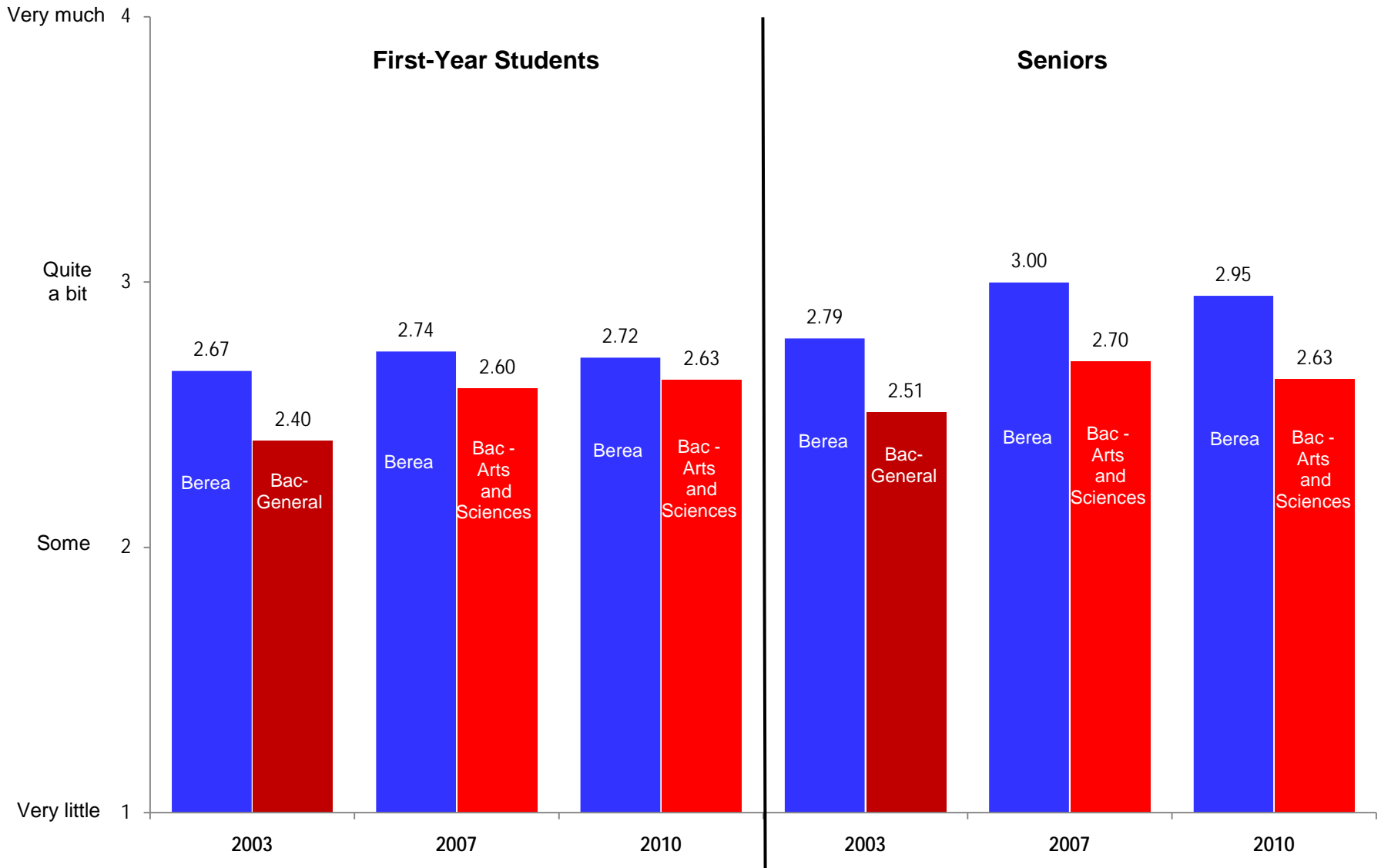
[Click to see survey instruments](#)

## Response Rates:

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

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

**Contributing to the welfare of your community**



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.

# Berea-Specific Graduating Seniors Survey

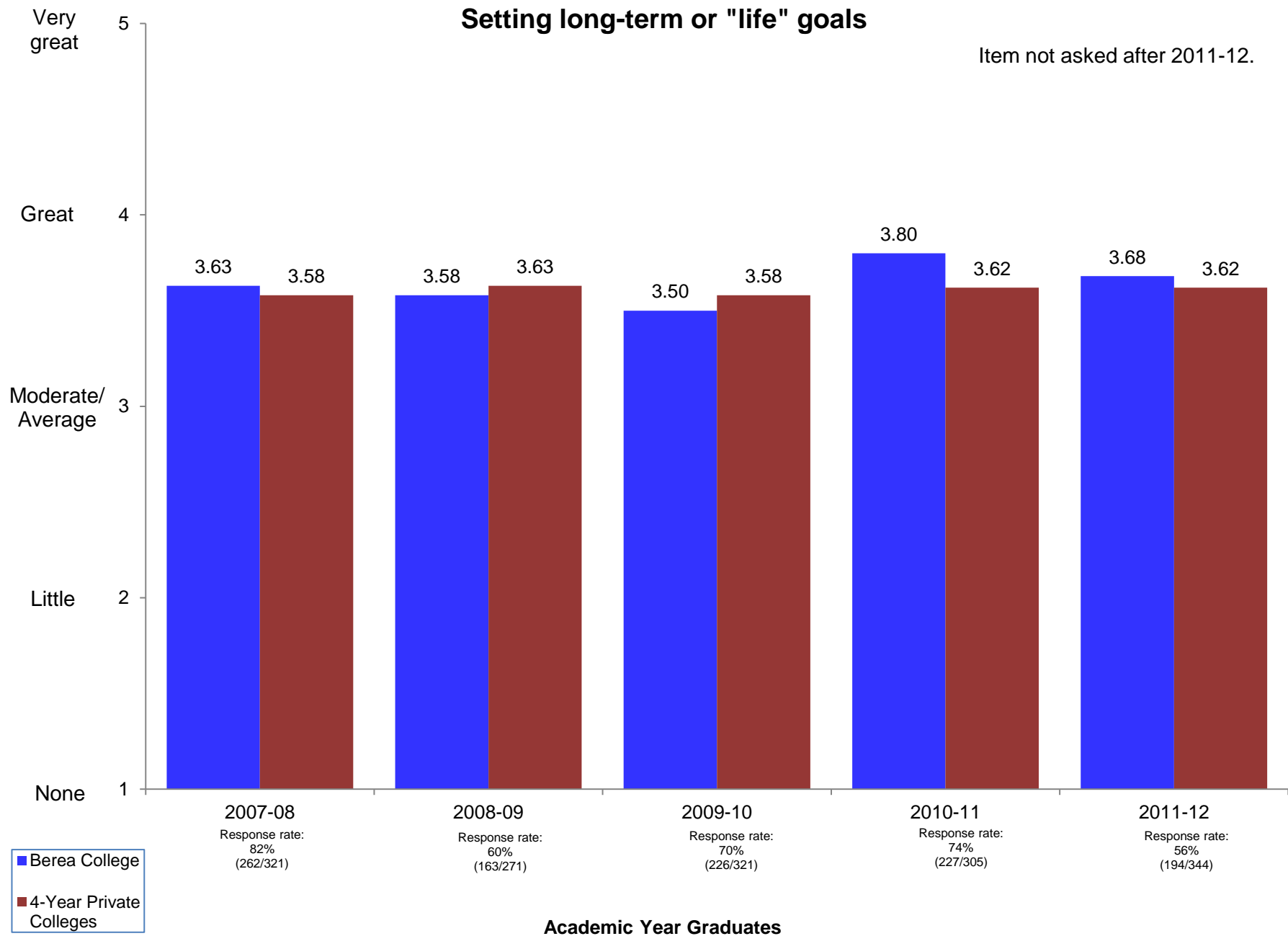


[Click to see survey instruments](#)

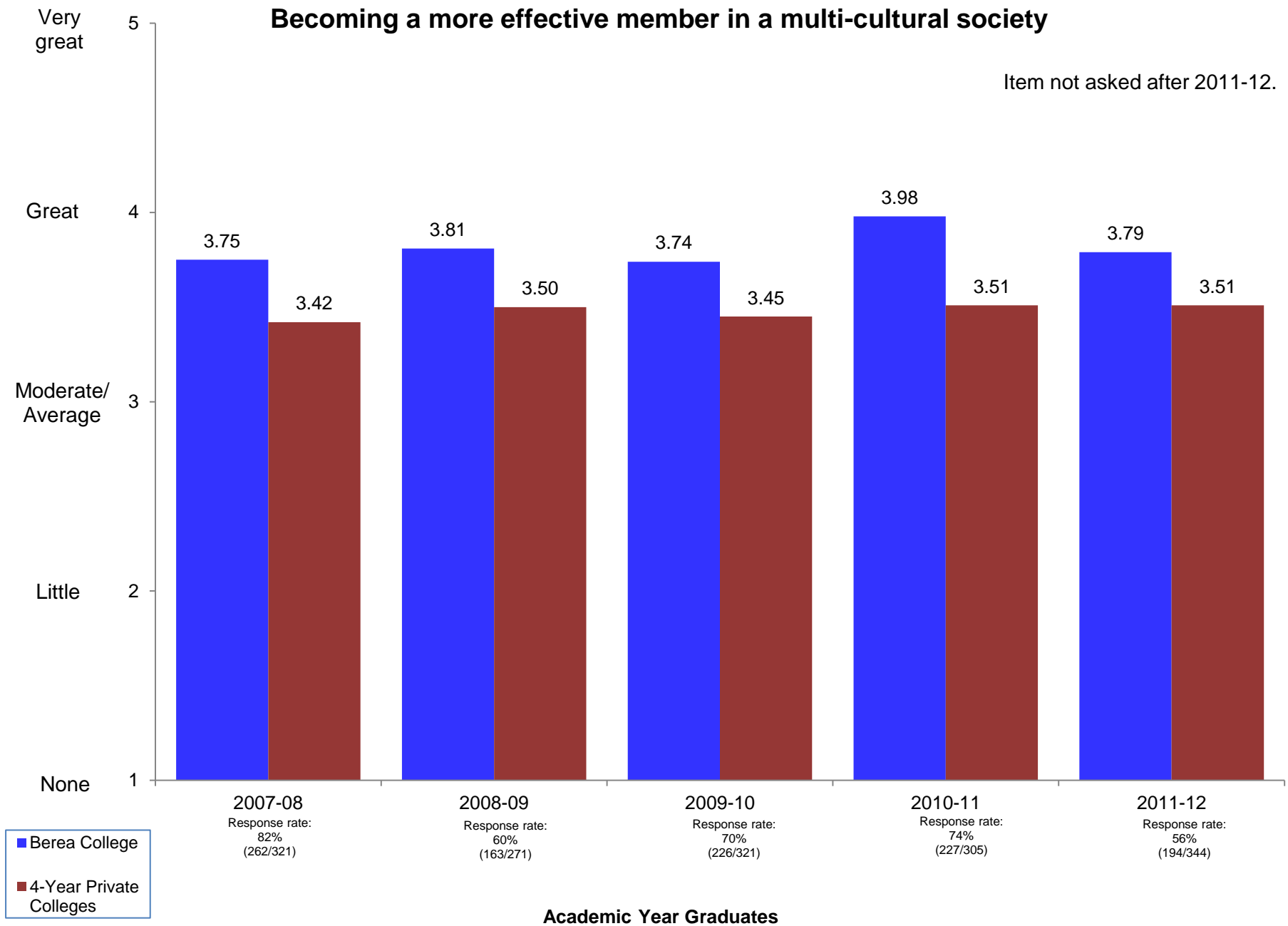
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 60%	2009-10: 70%	2010-11: 74%
2011-12: 56%	2012-13: 83%	2013-14: 79%
2014-15: 82%	2015-16: 80%	

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





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

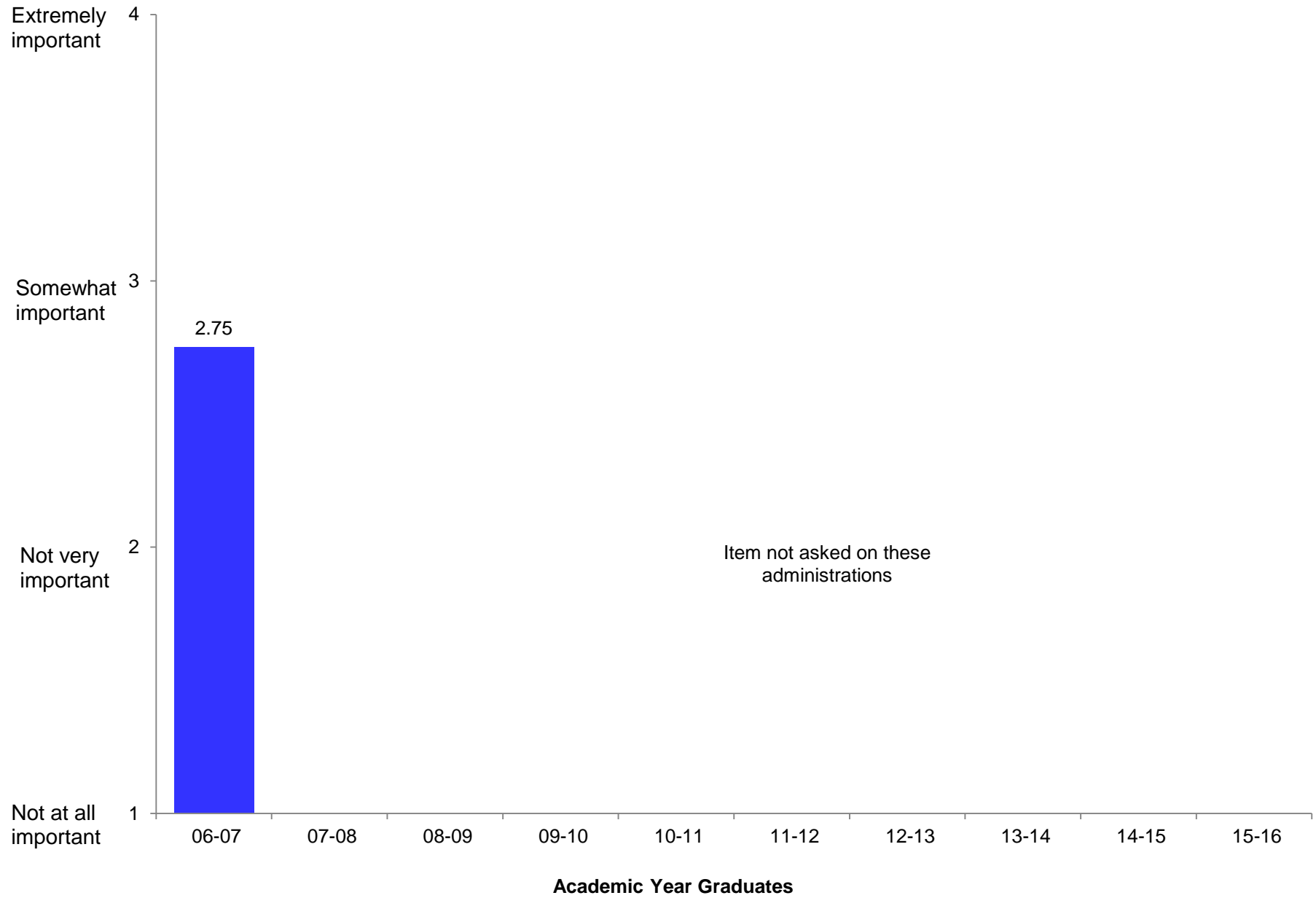


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

Rate the importance to you of each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal

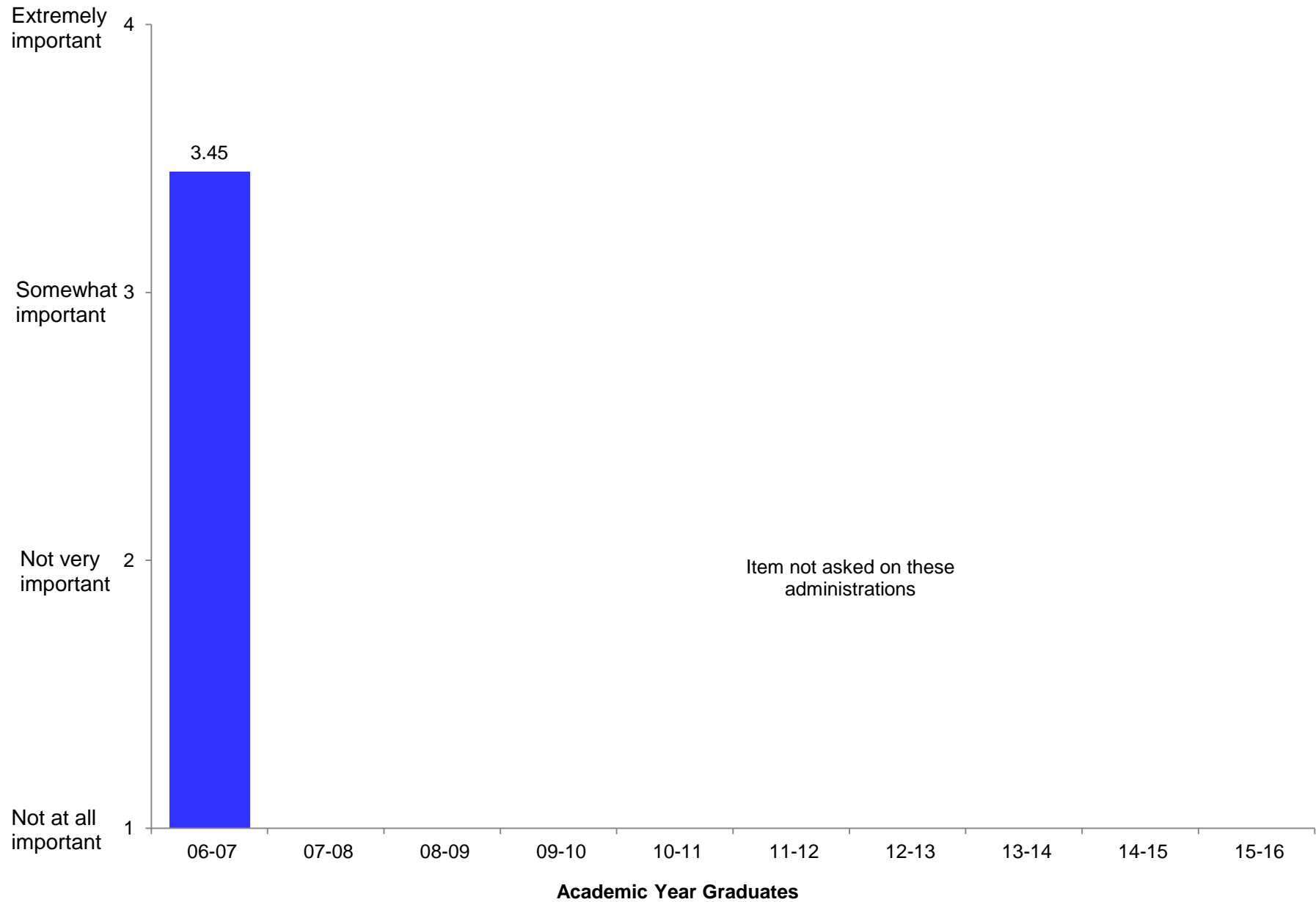
### Making a lot of money



Rate the importance to you of each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal

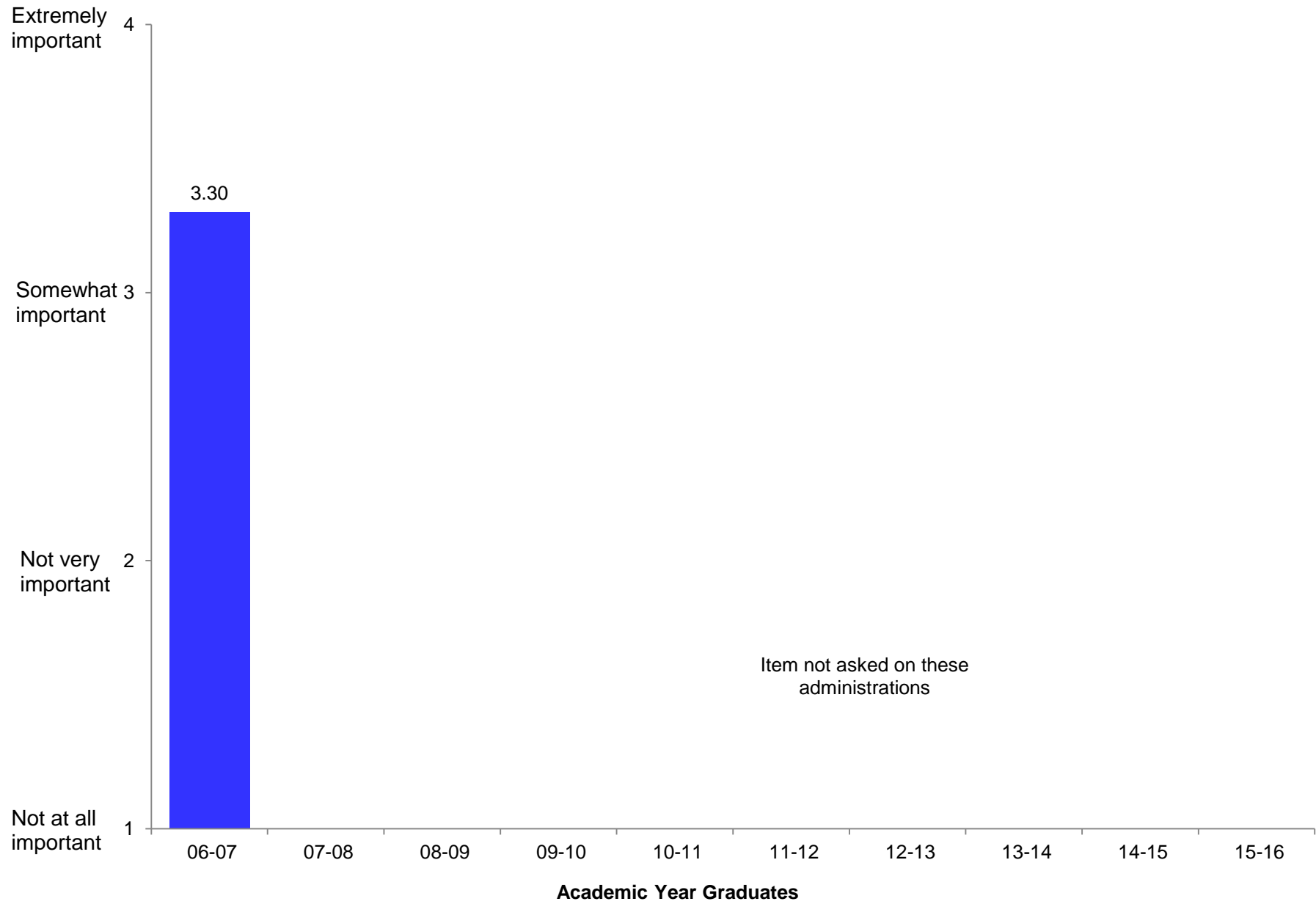
## Having a mate



Rate the importance to you of each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal

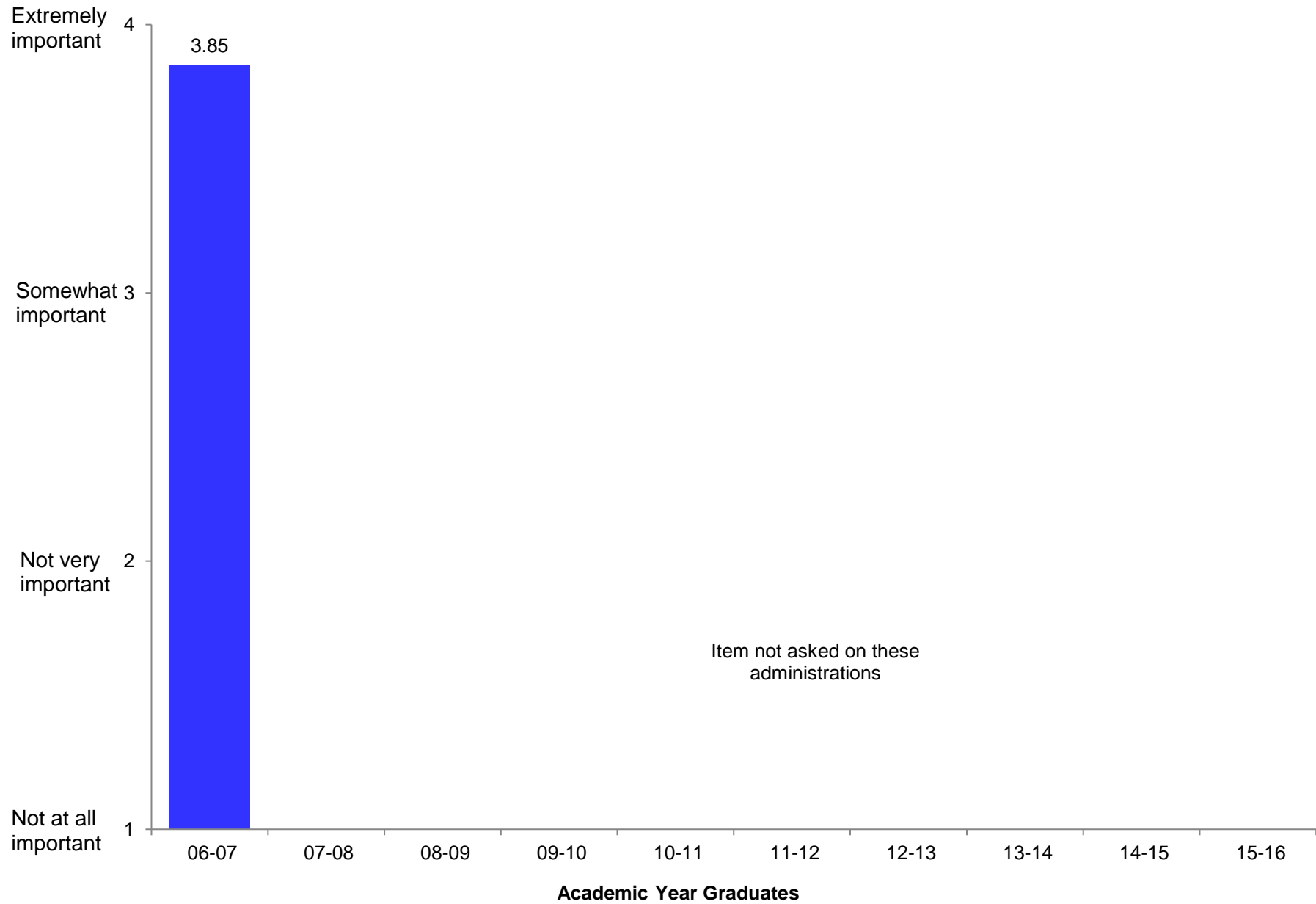
## Having children



Rate the importance to you of each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal

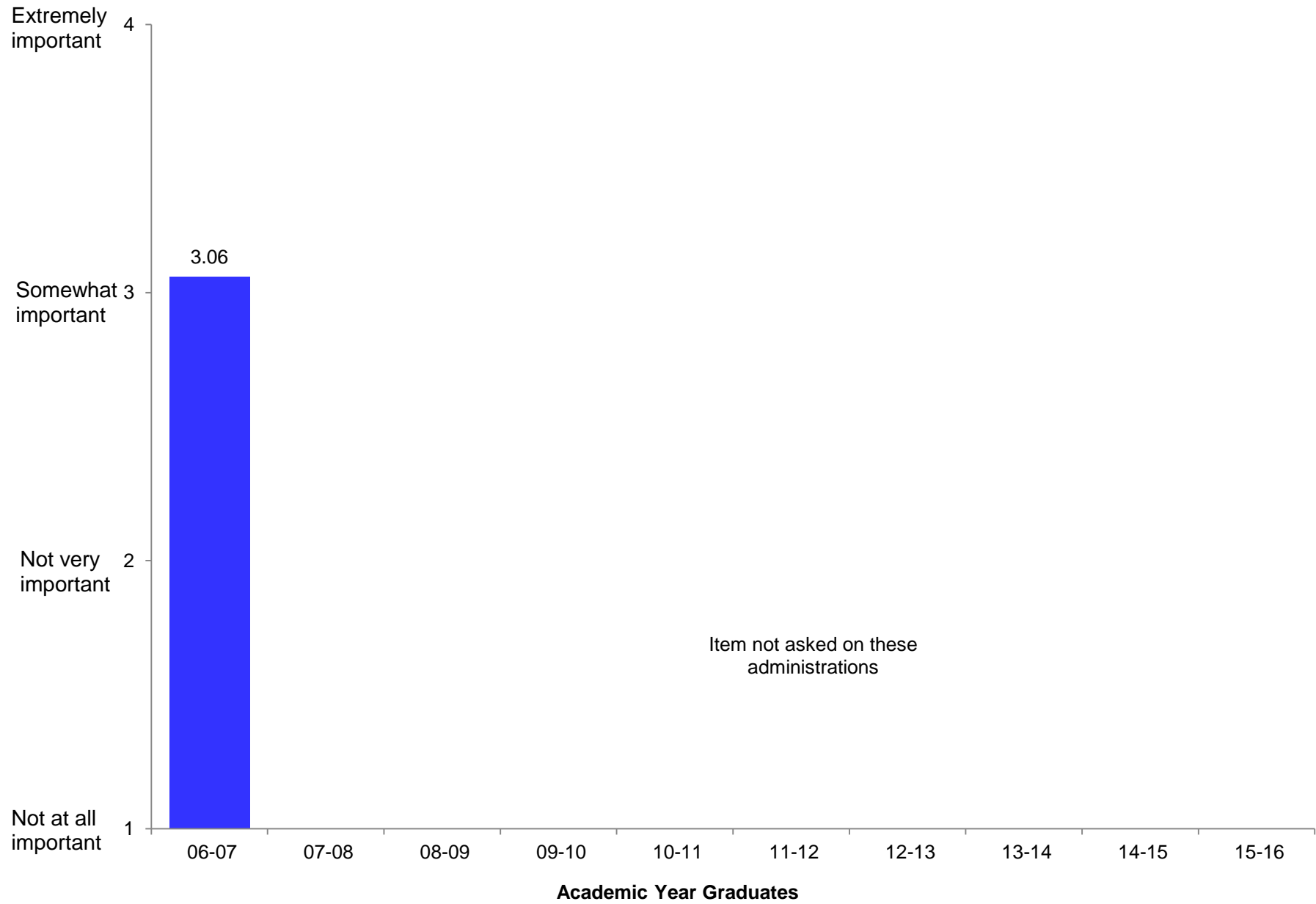
### Getting a good education



Rate the importance to you of each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal

### Learning more about the arts



# ACA Appalachian Region Alumni Outcomes Survey

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

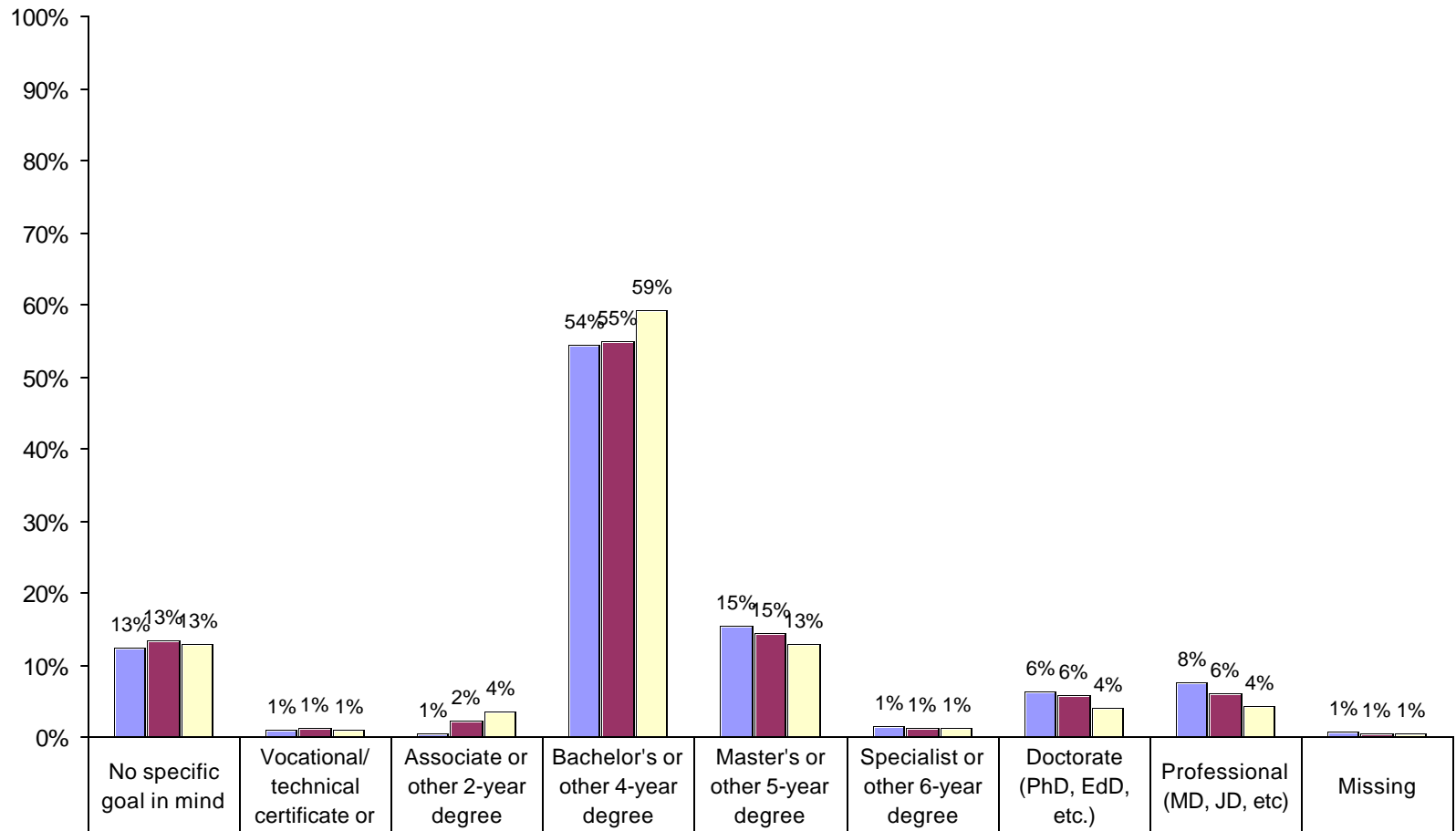


[Click to see survey instruments](#)

Response Rate: 42%

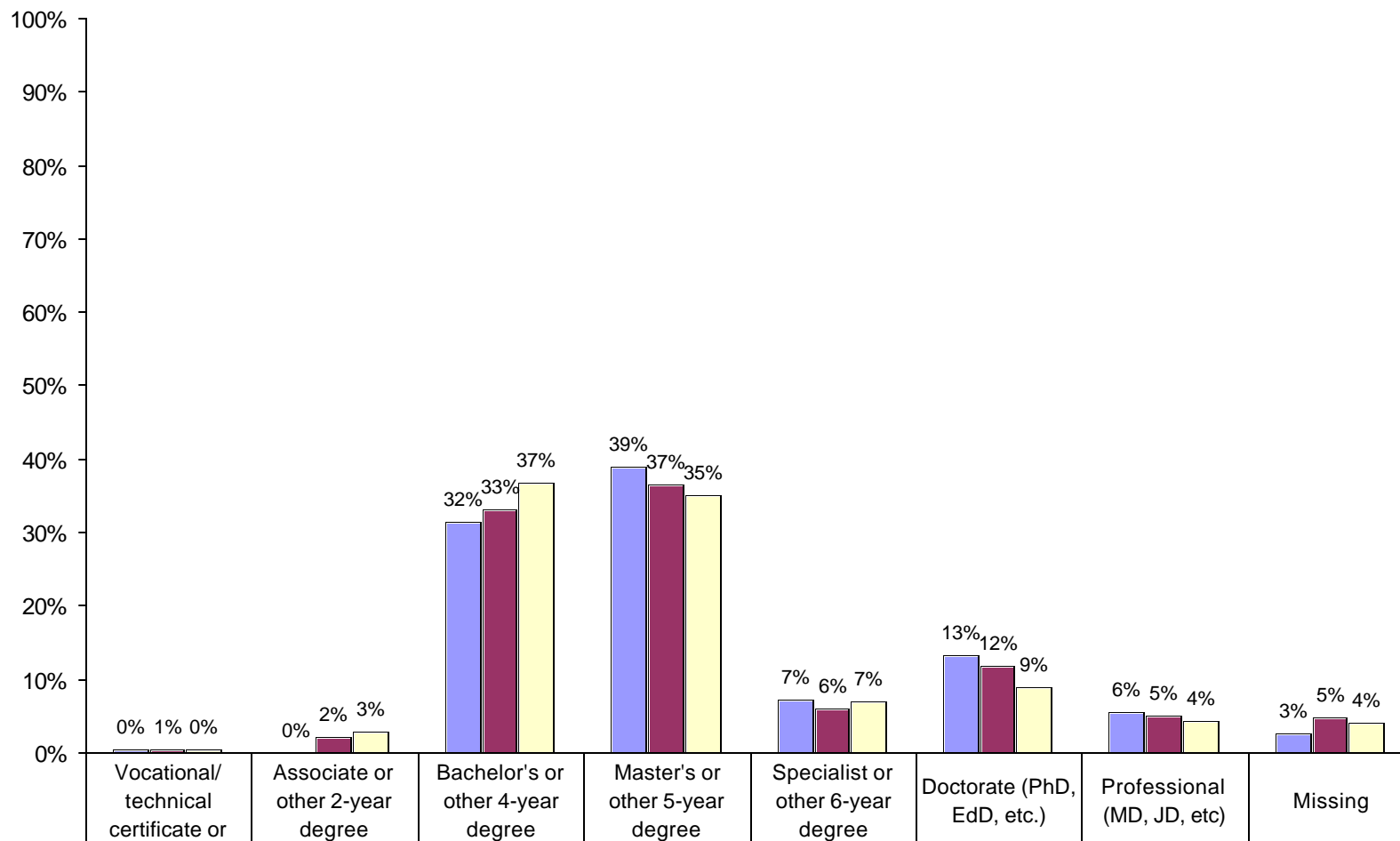


**What was the highest lifetime degree goal you had at the time you completed high school?**



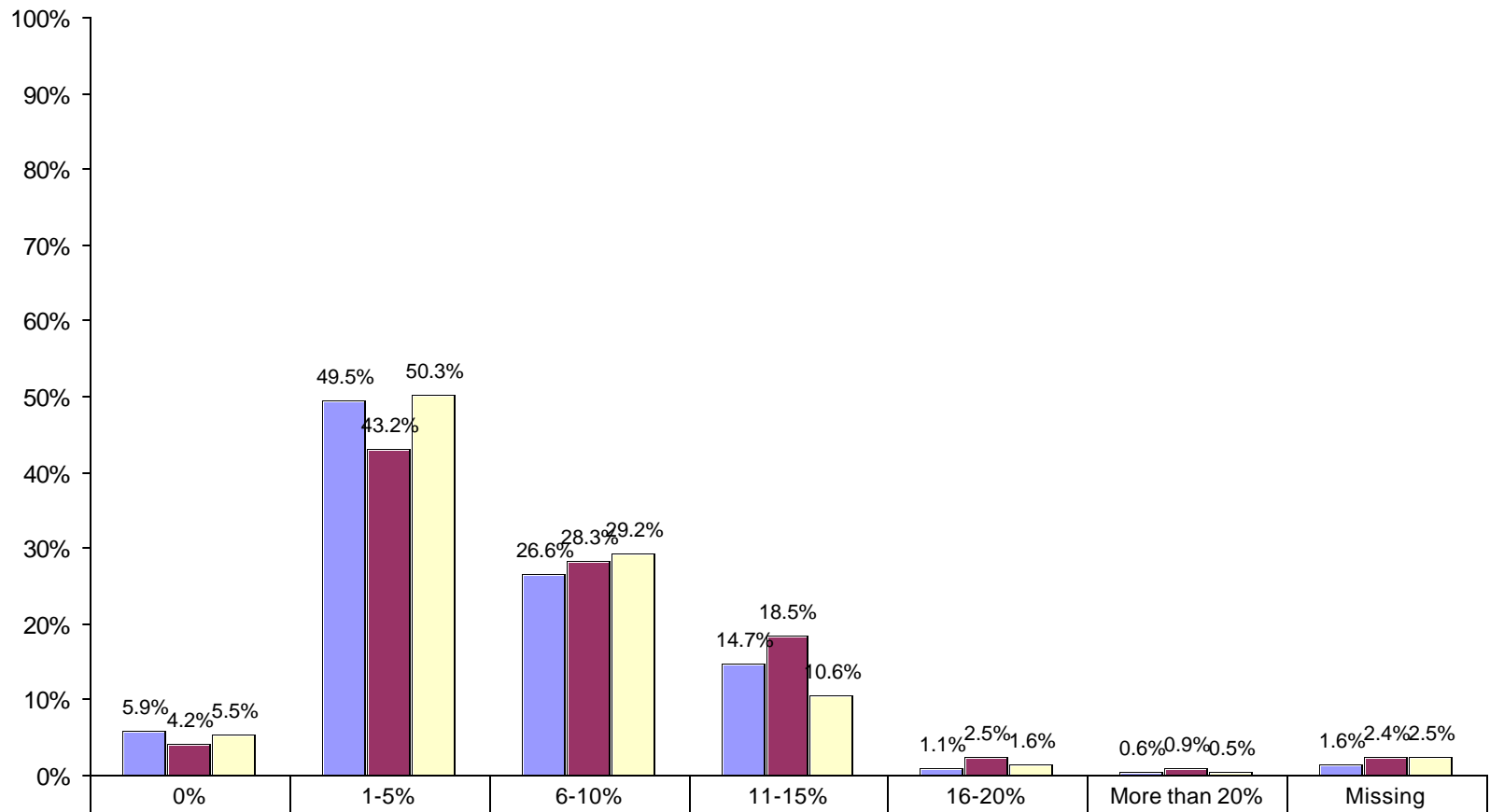
■ Berea (N = 946)	12.5%	1.0%	0.5%	54.4%	15.4%	1.4%	6.3%	7.7%	0.8%
■ 23 ACA Schools (N = 8755)	13.4%	1.3%	2.2%	54.9%	14.5%	1.2%	5.7%	6.2%	0.5%
■ 5 Public Universities (N = 2803)	12.9%	1.1%	3.6%	59.2%	13.0%	1.2%	4.0%	4.4%	0.6%

### What is the highest lifetime degree goal you now have?



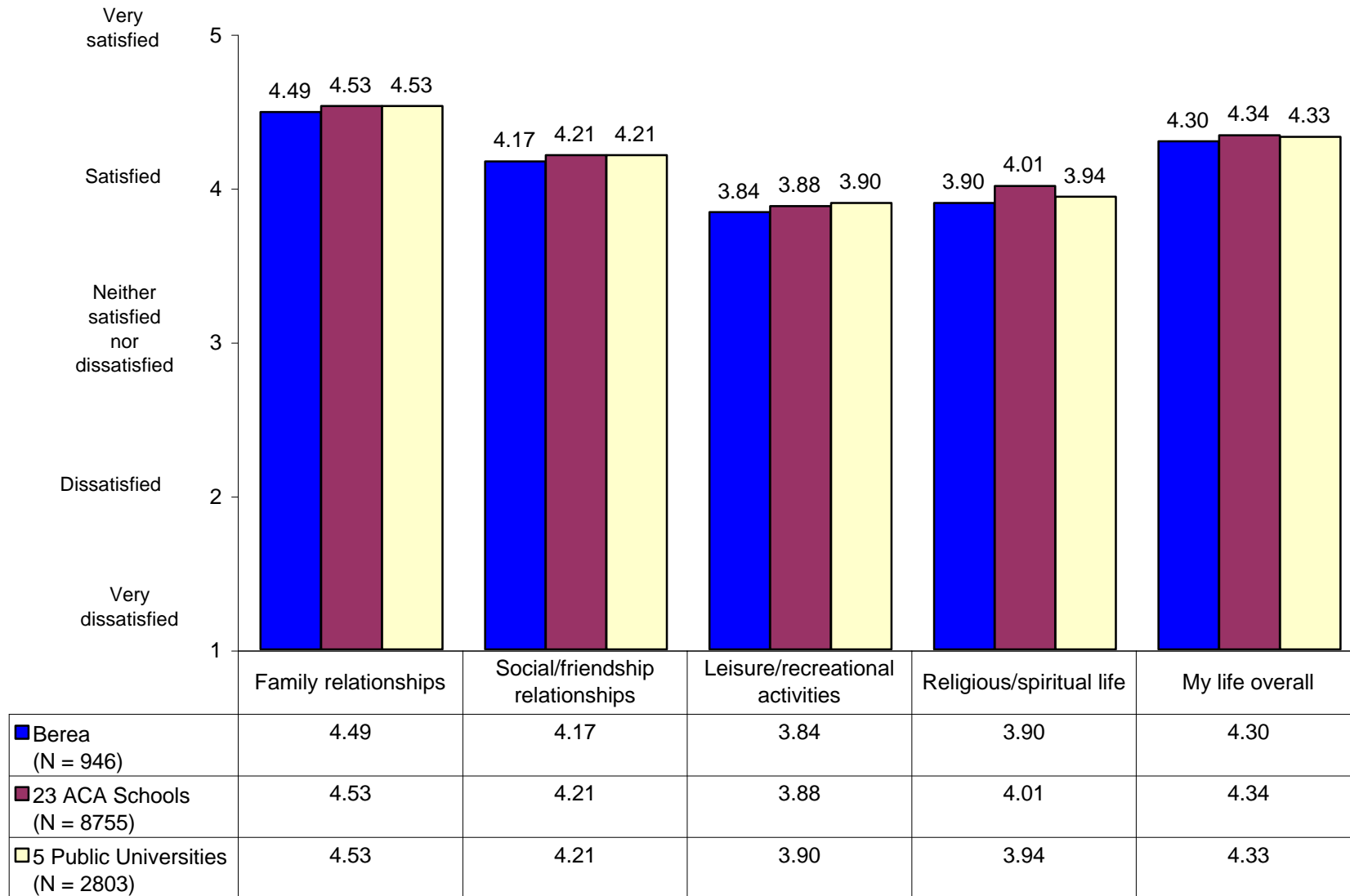
■ Berea (N = 946)	0.4%	0.1%	31.5%	39.1%	7.3%	13.4%	5.5%	2.6%
■ 23 ACA Schools (N = 8755)	0.6%	2.1%	33.2%	36.5%	6.1%	11.8%	5.0%	4.8%
■ 5 Public Universities (N = 2803)	0.4%	3.0%	36.9%	35.1%	7.1%	9.0%	4.3%	4.2%

**On average, about what percent of your family income do you donate to charitable organizations(e.g. united way, church/religious organizations, civic/political organizations)?**



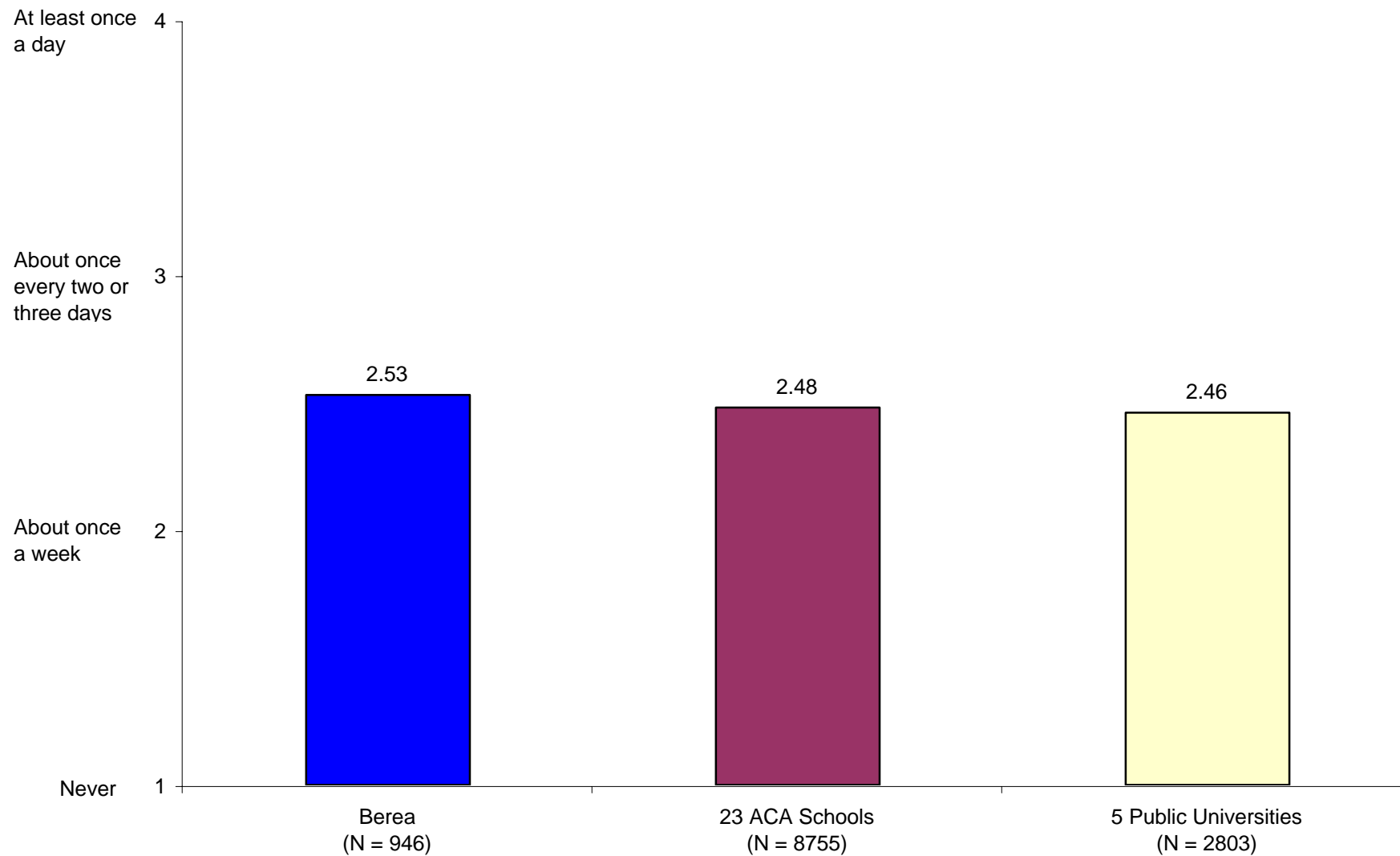
■ Berea (N = 946)	5.9%	49.5%	26.6%	14.7%	1.1%	0.6%	1.6%
■ 23 ACA Schools (N = 8755)	4.2%	43.2%	28.3%	18.5%	2.5%	0.9%	2.4%
■ 5 Public Universities (N = 2803)	5.5%	50.3%	29.2%	10.6%	1.6%	0.5%	2.5%

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



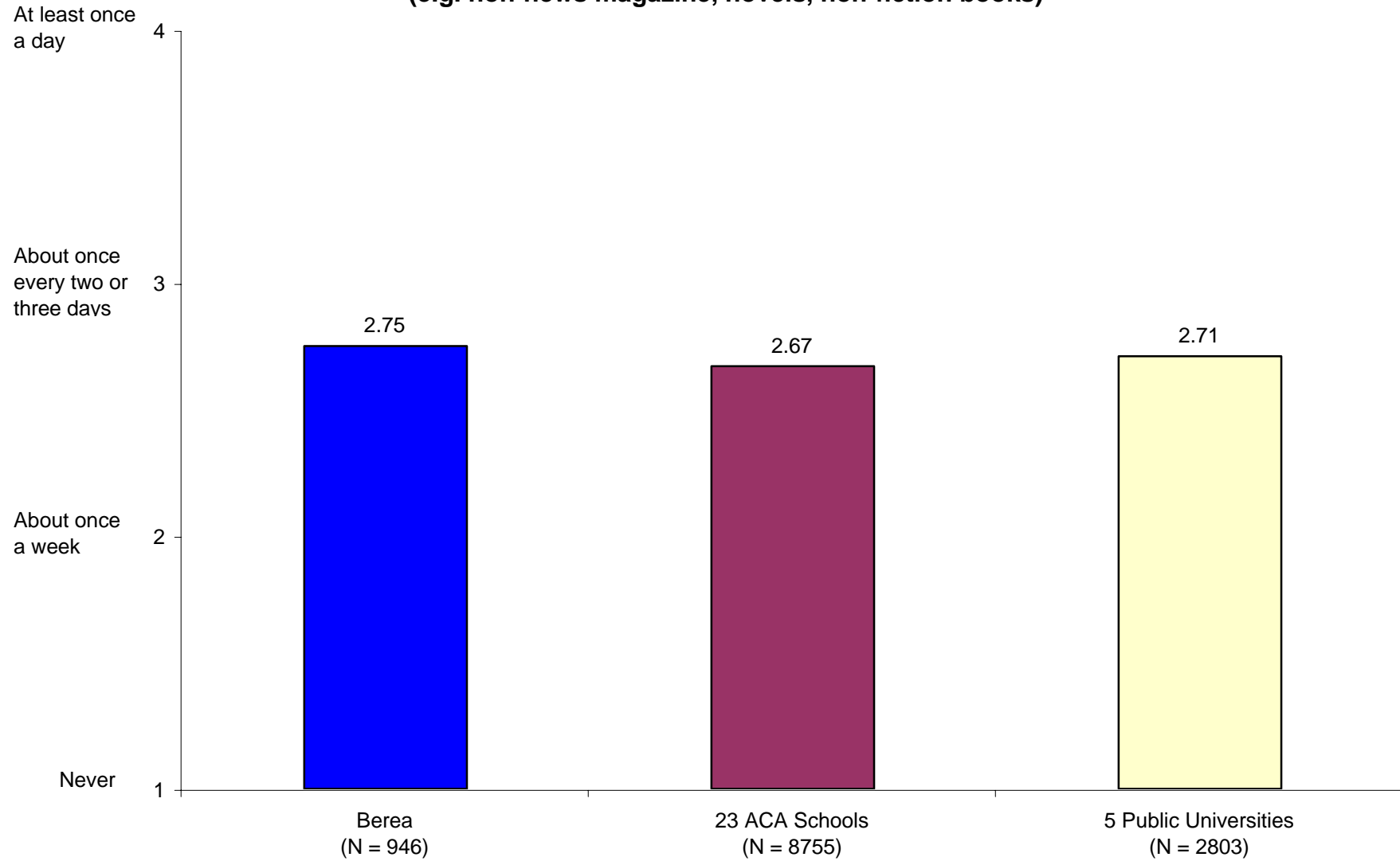
Outside of work, how often do you do each of the following?

**Read for career/professional reason  
(e.g. professional/trade publications)**



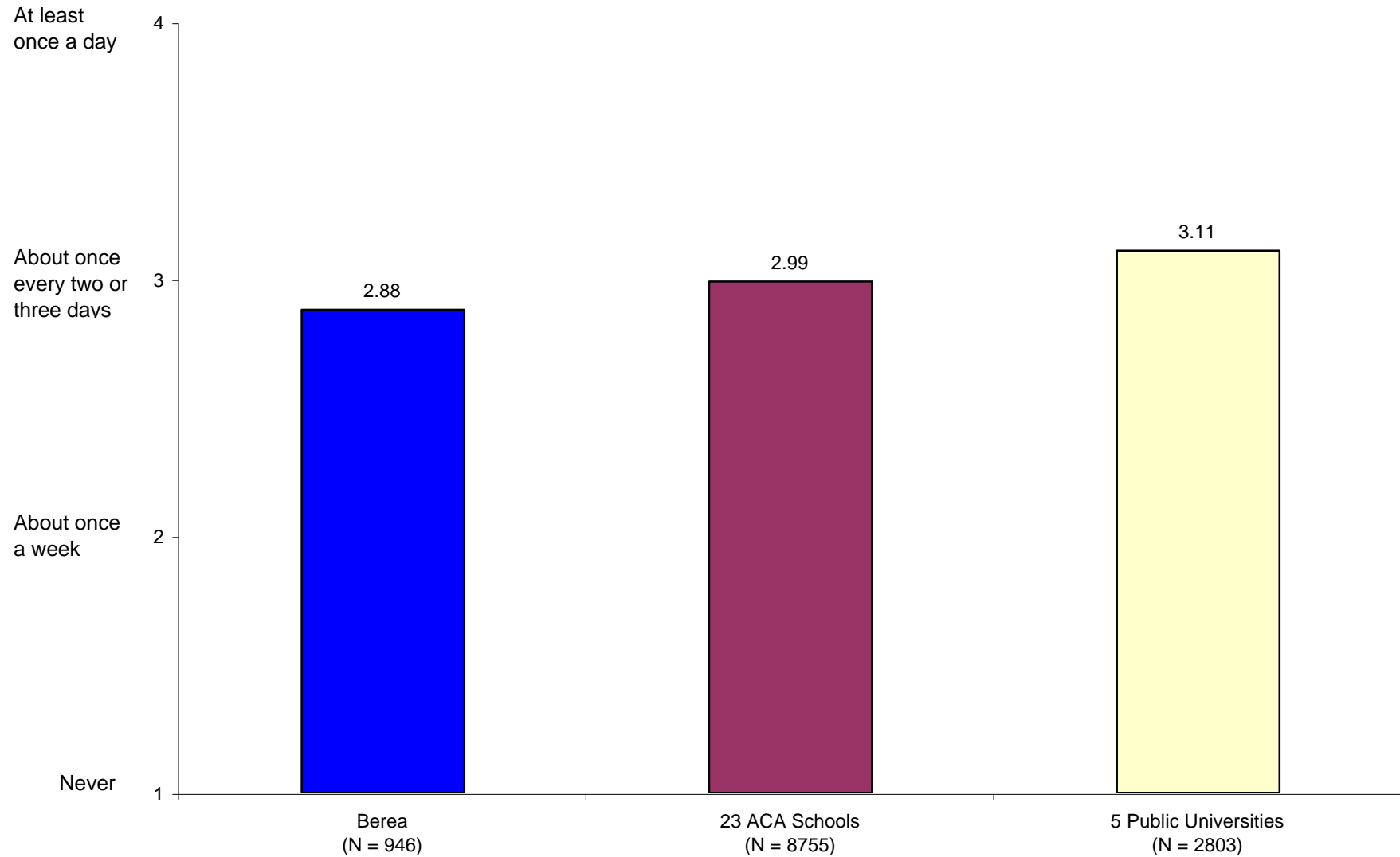
Outside of work, how often do you do each of the following?

**Read for entertainment  
(e.g. non-news magazine, novels, non-fiction books)**



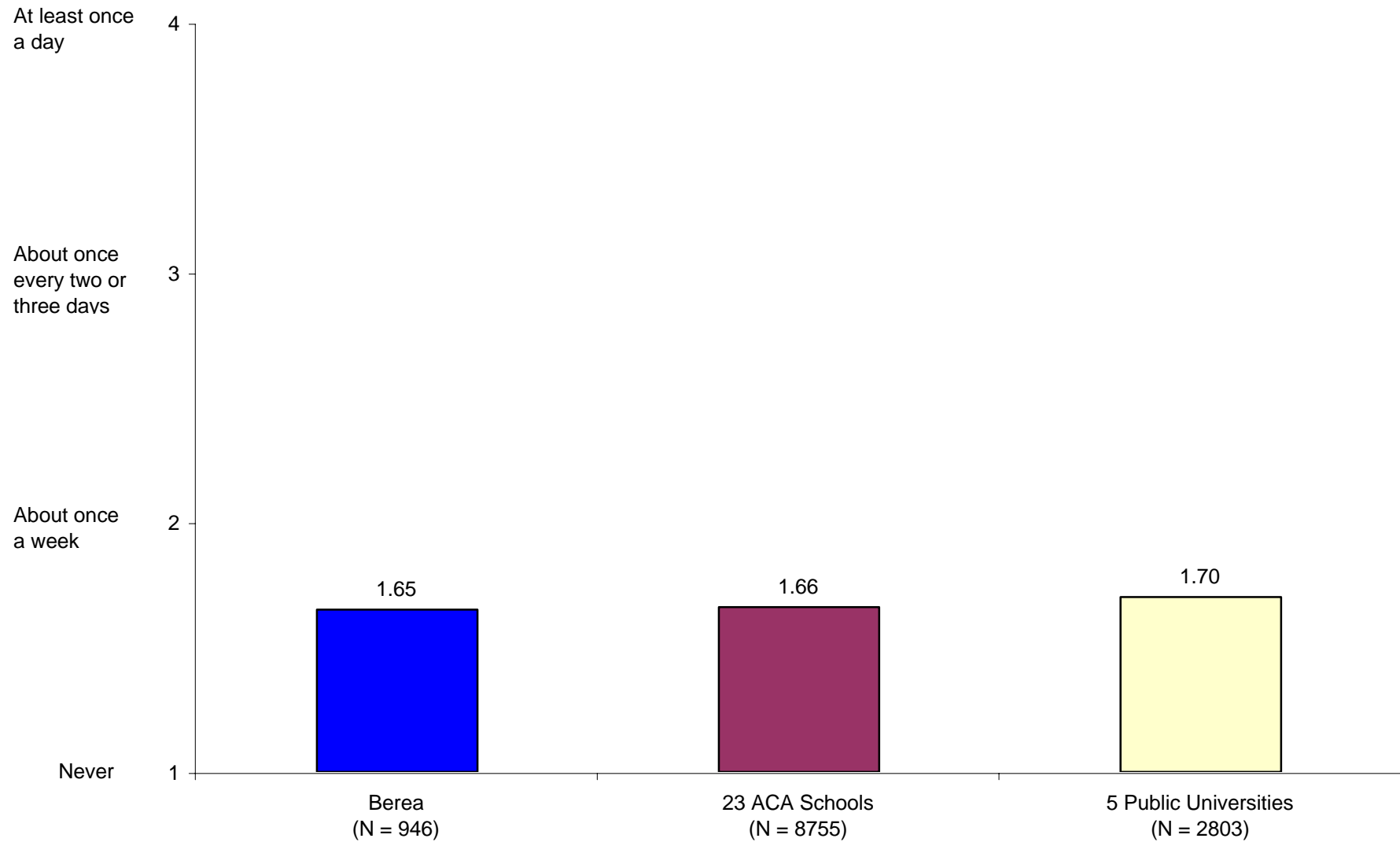
Outside of work, how often do you do each of the following?

### Read local newspaper



Outside of work, how often do you do each of the following?

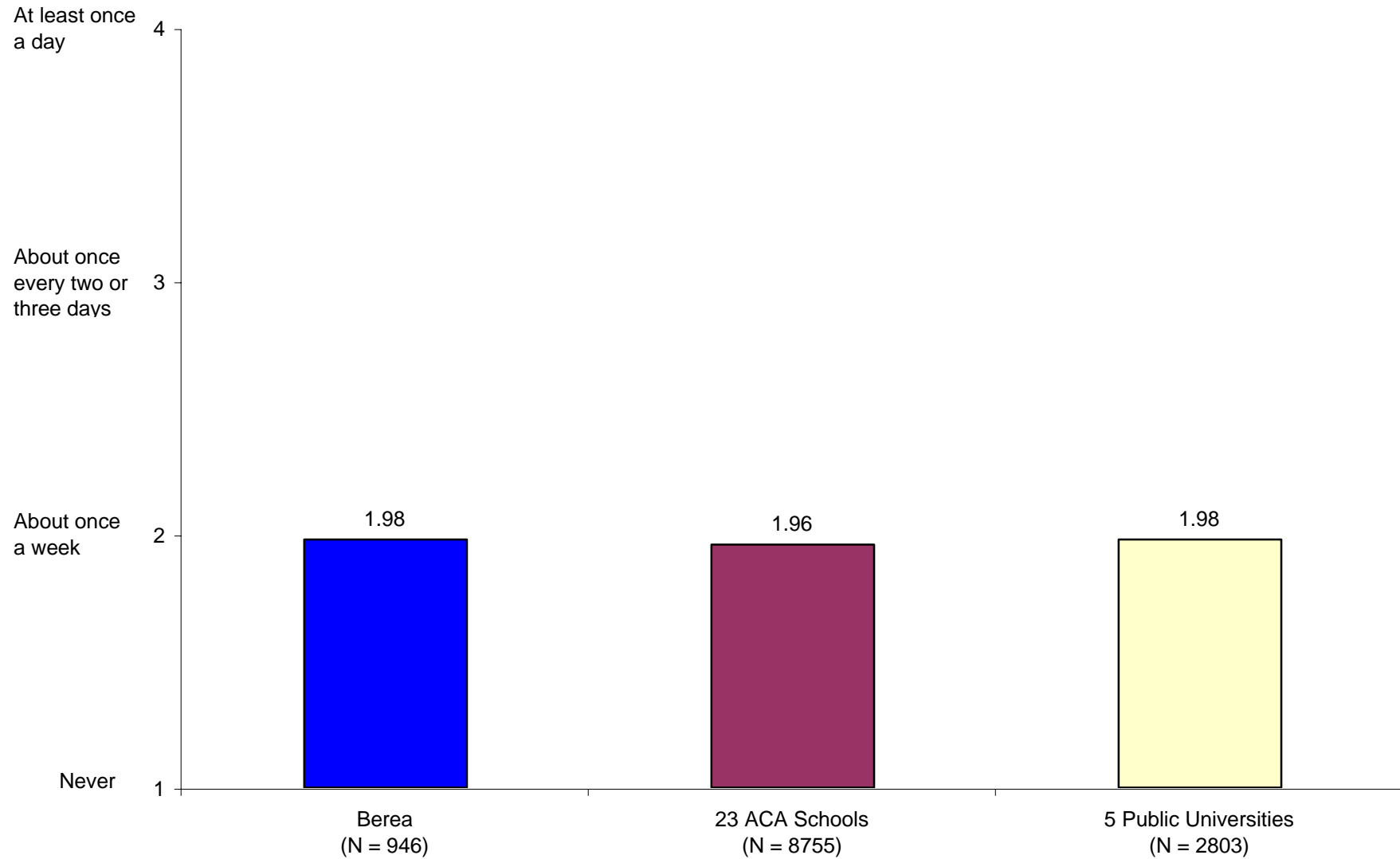
**Read national news magazines  
(e.g., Time, Newsweek, U.S. News and World Report)**



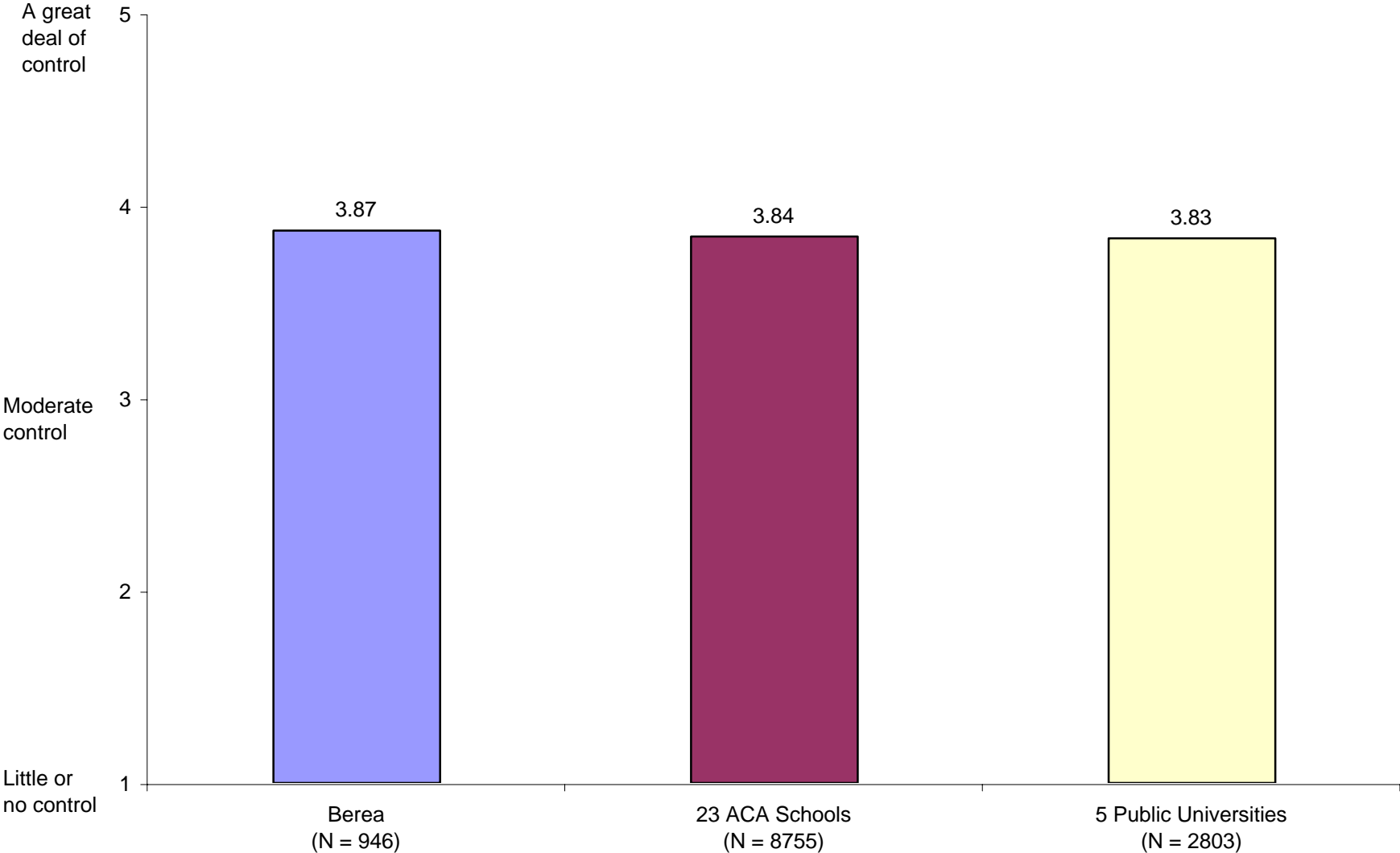


Outside of work, how often do you do each of the following?

### Read national newspaper

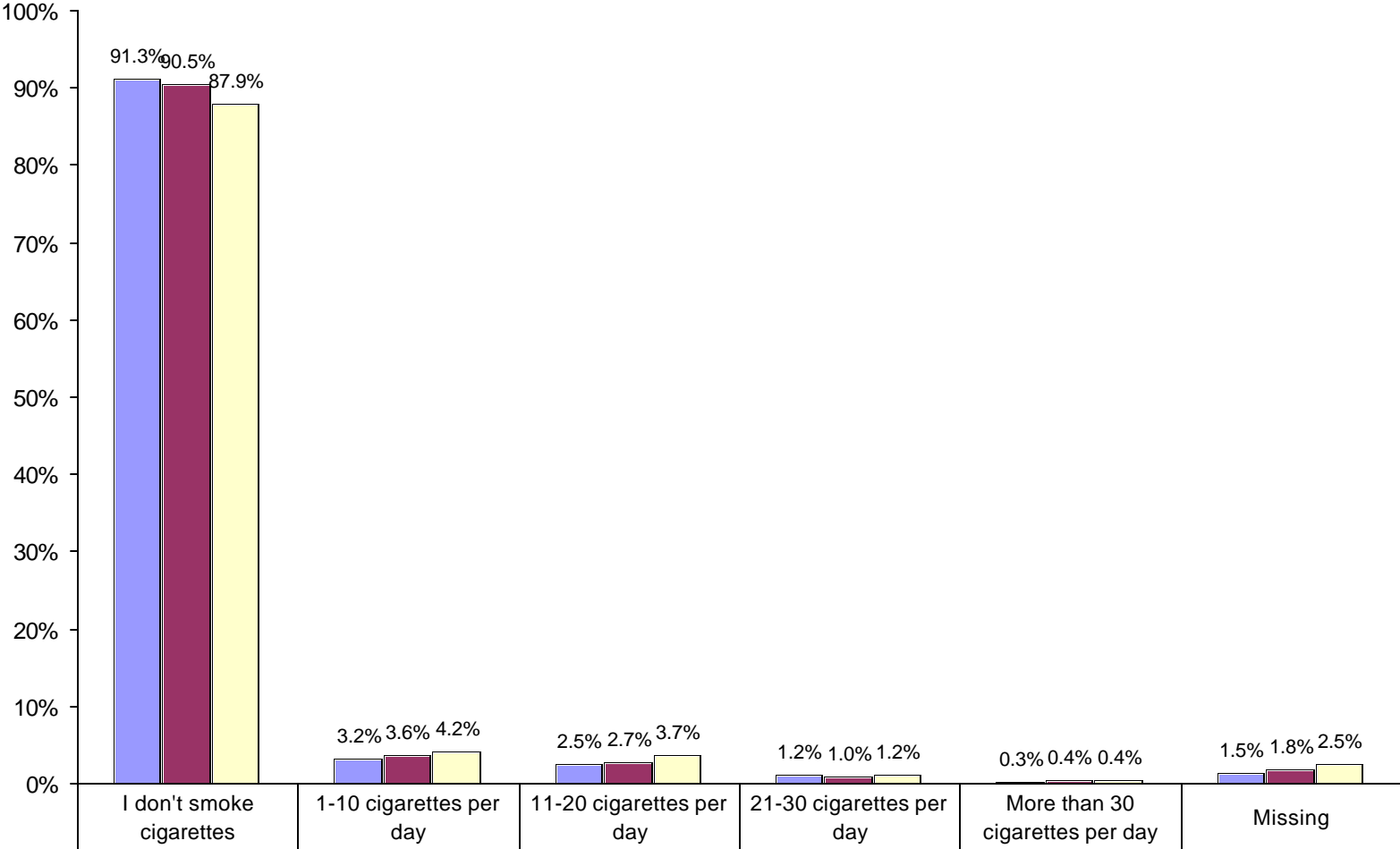


**How much control do you feel you have over the important events in your life?**



ACA Appalachian Region Alumni Survey (1974-76, 1984-86, 1994-96 Alumni)

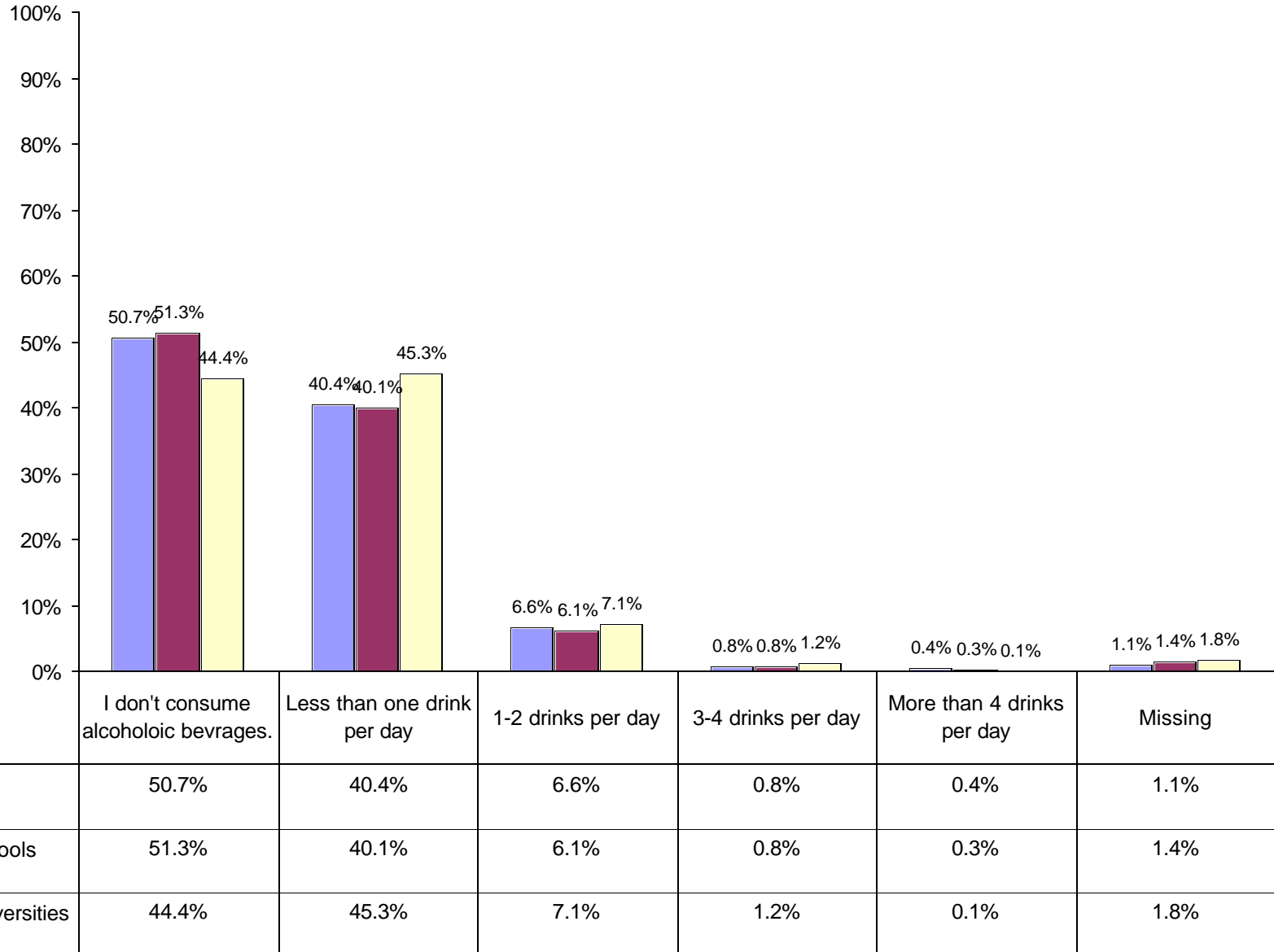
How frequently do you smoke cigarettes?



■ Berea (N = 946)	91.3%	3.2%	2.5%	1.2%	0.3%	1.5%
■ 23 ACA Schools (N = 8755)	90.5%	3.6%	2.7%	1.0%	0.4%	1.8%
■ 5 Public Universities (N = 2803)	87.9%	4.2%	3.7%	1.2%	0.4%	2.5%

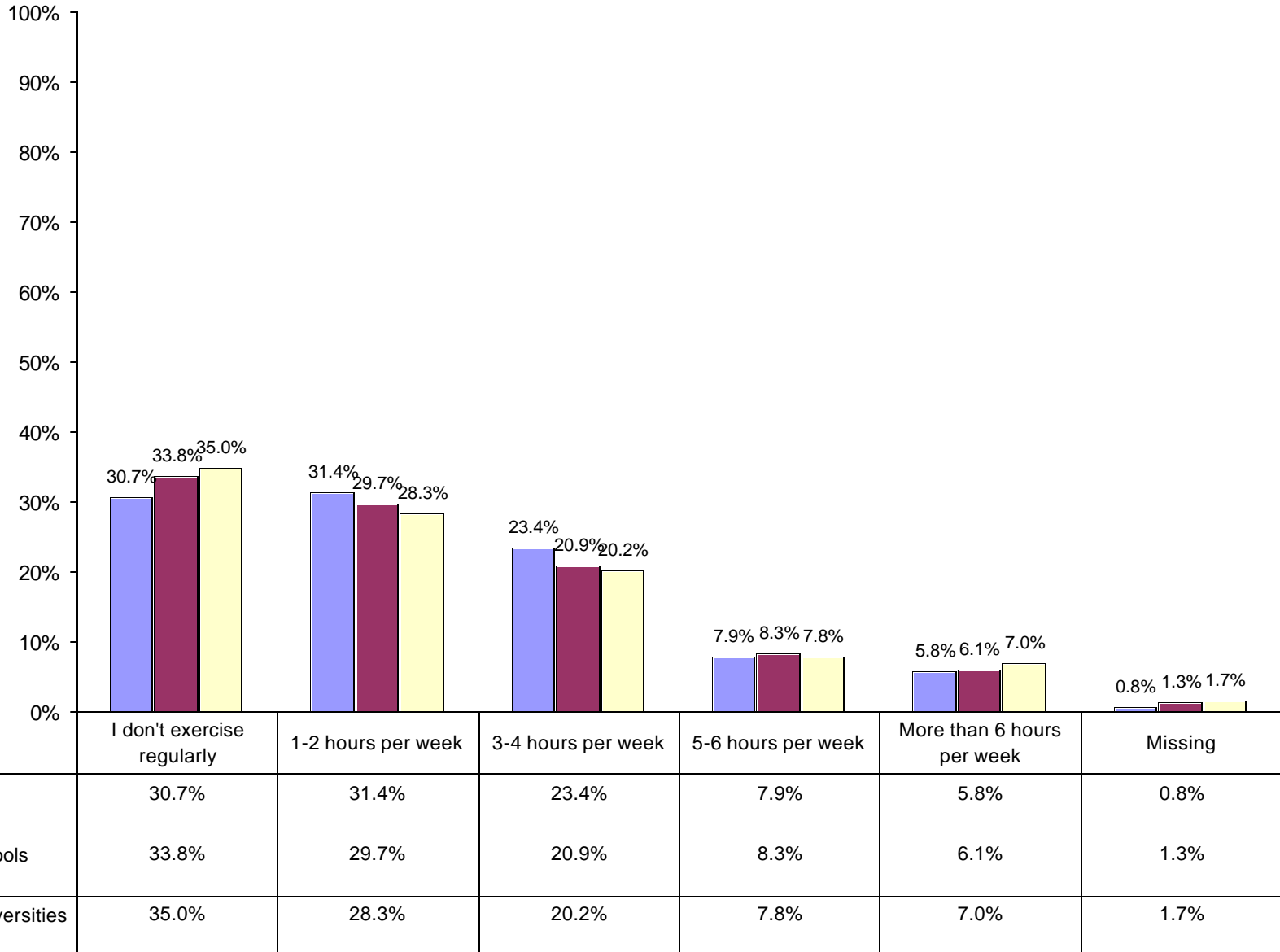
ACA Appalachian Region Alumni Survey (1974-76, 1984-86, 1994-96 Alumni)

How frequently do you consume alcoholic beverages (i.e. beer, wine, hard liquor)?

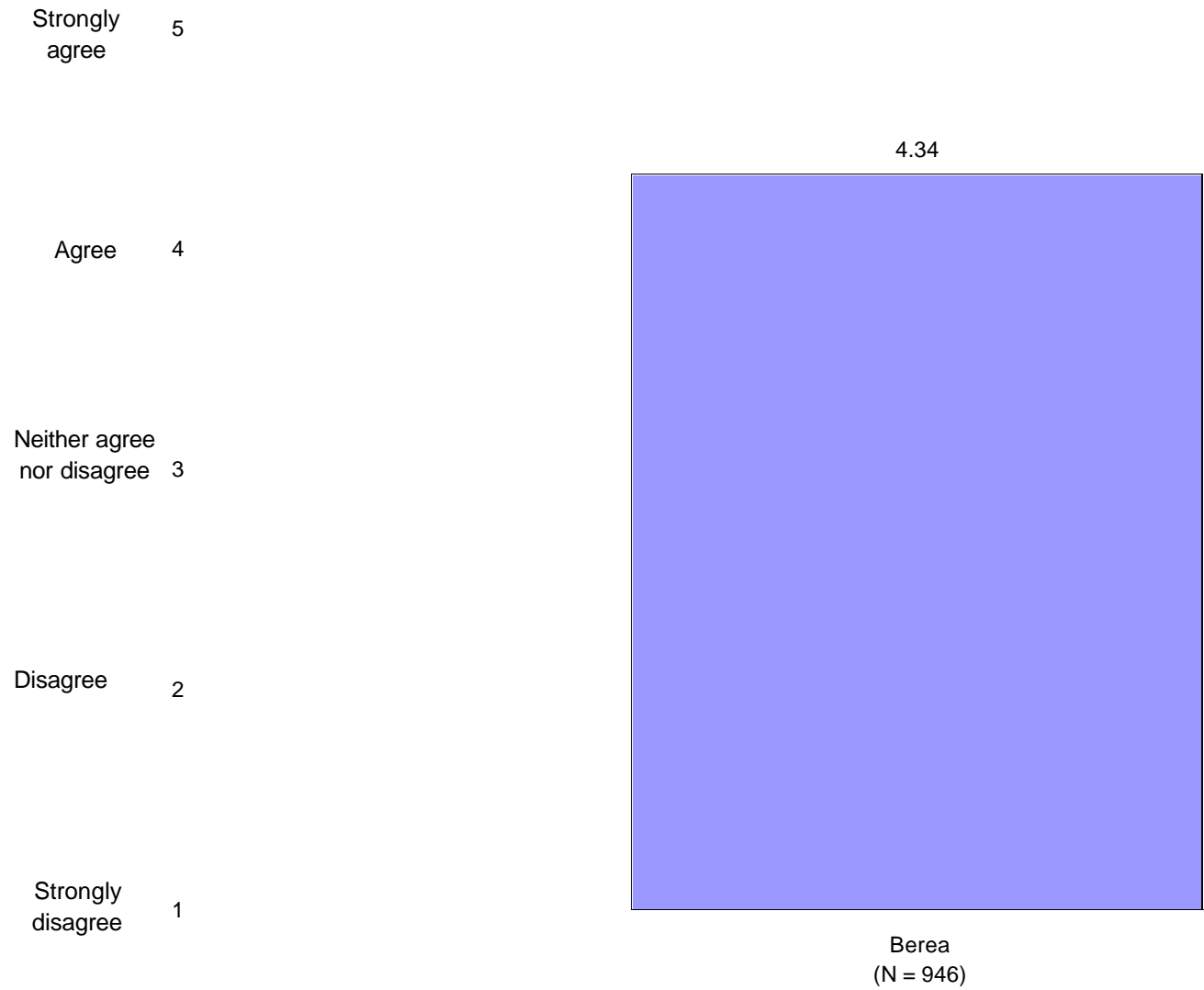


ACA Appalachian Region Alumni Survey (1974-76, 1984-86, 1994-96 Alumni)

How frequently do you engage in aerobic exercise (e.g. running, walking, hiking, swimming)?



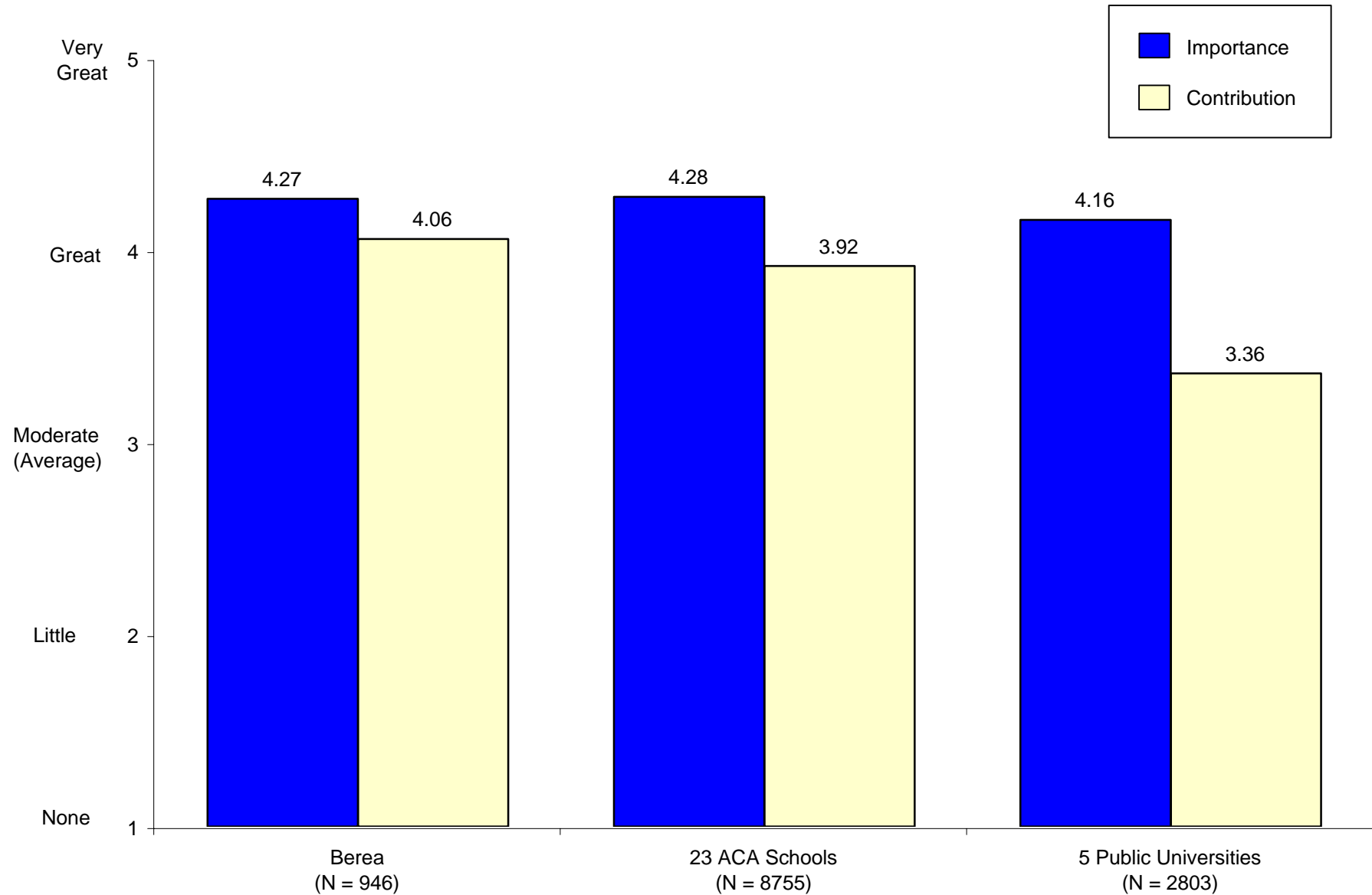
**My overall experience at Berea College has contributed to a generally positive view of life.**



Importance to your current endeavors.

Contribution that your experiences at this college made to your growth.

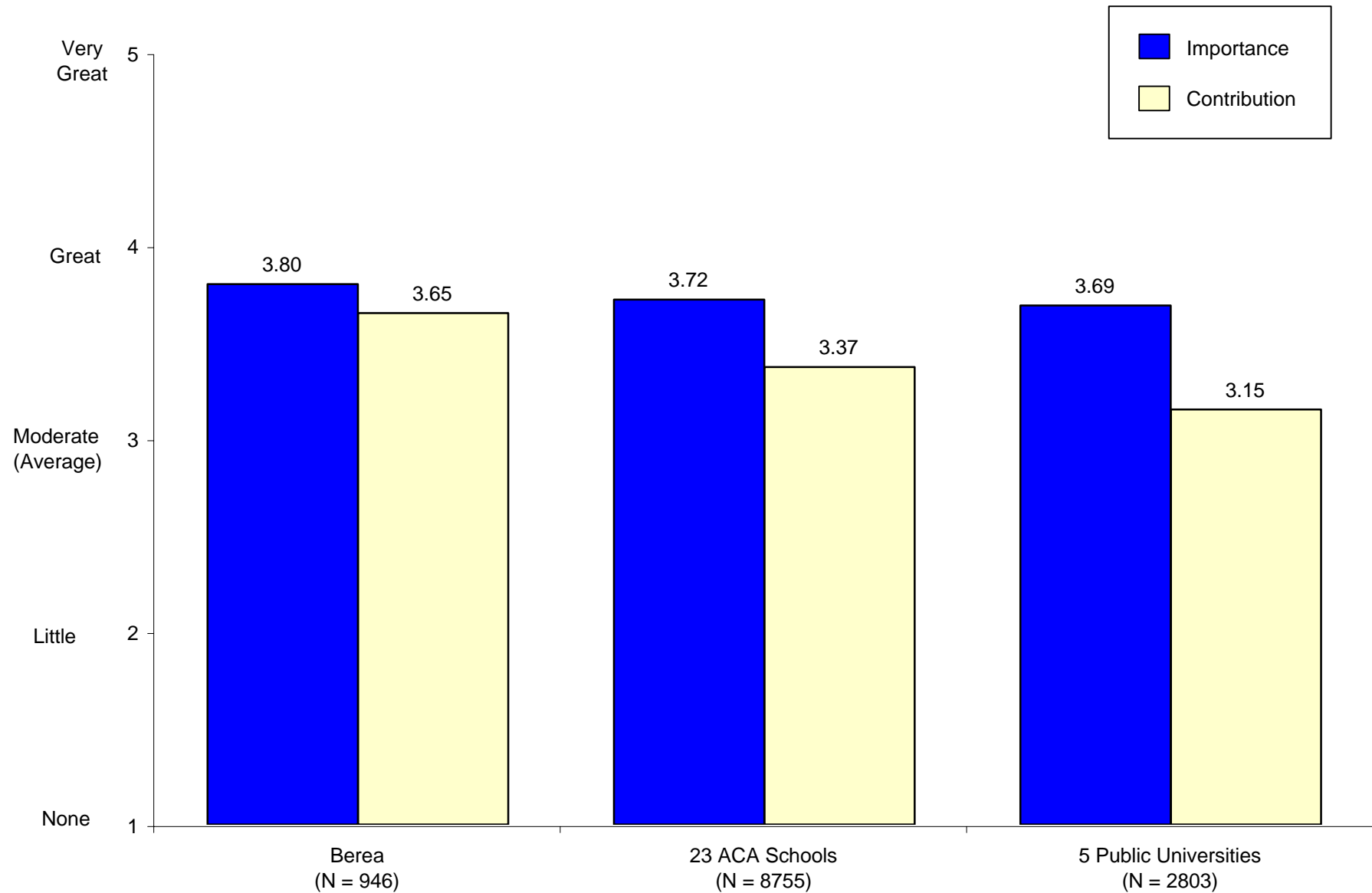
### Developing ethical standards and values.



Importance to your current endeavors.

Contribution that your experiences at this college made to your growth.

### Exercising my rights, responsibilities and privileges as a citizen.

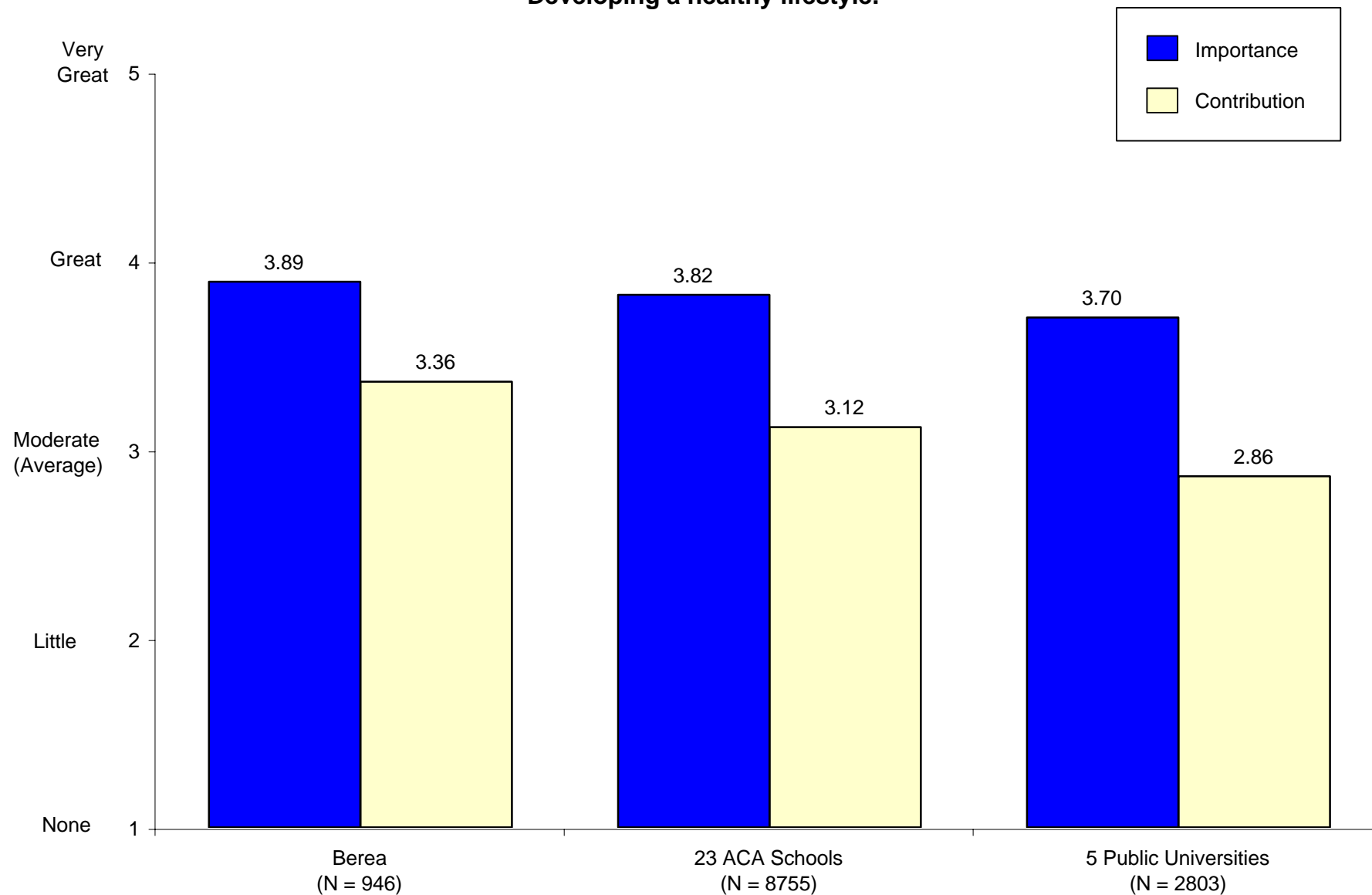




Importance to your current endeavors.

Contribution that your experiences at this college made to your growth.

### Developing a healthy lifestyle.



Importance to your current endeavors.

Contribution that your experiences at this college made to your growth.

### Developing my religious values

