

# Lifelong Learning, Broadening Experiences

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-Long Learning, Broadening Experiences

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

#### 2010-2020 Construct Reports

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

**Construct: Academic Self-Concept** *is a unified measure of students' beliefs about their abilities and confidence in academic environments.*

**Construct: Social Self-Concept** *is a unified measure of students' beliefs about their abilities and confidence in social situations.*

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

**Construct: Social Agency** *measures the extent to which students value political and social involvement as a personal goal.*

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

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

- Attended a public recital or concert (asked in 2002)
- Visited an art gallery or museum (asked in 2002)

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

*Rate the importance to you of each of the following:*

- Developing a desire for life-long learning

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

#### 2014 Construct Report

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

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

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

- Participate in a study abroad program

*How much does your institution emphasize the following?*

- Helping you manage your non-academic responsibilities (work, family, etc.)

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

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

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

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

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

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

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

*NSSE: How much does your institution emphasize the following?*

- Helping you manage your non-academic responsibilities (work, family, etc.)

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

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

- Participate in a study abroad program

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

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

- This college welcomes and uses feedback from students to improve the college

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

- Learning to formulate and re-shape my lifetime goals

*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)
- Setting long-term or "life" goals
- Acquiring a well-rounded General Education

**Berea-Specific Item**

*Rate the importance to you of each of the following:*

- Developing a desire for life-long learning

## **Historical Survey Data (Prior to 2012)**

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

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

- To earn a college degree (Bachelor's degree)
- To earn a post graduate degree such as a Master's, Ph.D., or M.D.
- To become a "well-rounded" person

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

*Percent of Students who rated themselves "Above Average" or "Highest 10%" Compared with the average person their age in:*

- Academic ability
- Drive to achieve
- Self-confidence (intellectual)

### **National Survey of Student Engagement (NSSE), First-Year & Senior Students**

2003, 2007, and 2010 Administrations Only

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

- Independent study or self-designed major (*not asked in 2014*)

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

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

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

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

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

*Have you ever done any of the following?*

- Participate in a study abroad or an exchange program
- Participated in workplace experiences outside of the United States

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

How much do you enjoy research?

[Berea-Specific Exit Survey, Graduating Seniors](#)

*How well did Berea College help you:*

- To earn a college degree (Bachelor's degree)
- To earn a post graduate degree such as a Master's, Ph.D., or M.D.
- To become a "well-rounded" person

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

- Strengthening your sense of personal authority
- Developing a habit of inquiry

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

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

- Engaging in life-long learning

[Berea-Specific Alumni Survey, Spring 2010, Graduates from the 1980s, 1990s, and 2000s \(with valid e-mail addresses\)](#)

*Importance to you personally/Contribution made by Berea College toward your personal growth*

- Engaging in lifelong learning

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

*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.*

- Making and exercising a lifelong commitment to learning
- Developing and using effective leadership skills
- Understanding and appreciating art, music, literature, etc.
- Understanding international issues (political, economic, etc.)

[Berea-Specific Items](#)

*To what degree do you agree with the following statement concerning the Work Program? My Work Program experience...*

- Helped me develop a sense of responsibility and accountability
- Helped me build self-confidence
- Helped me develop good communication skills

# Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



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

[Select to see survey instruments](#)

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

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

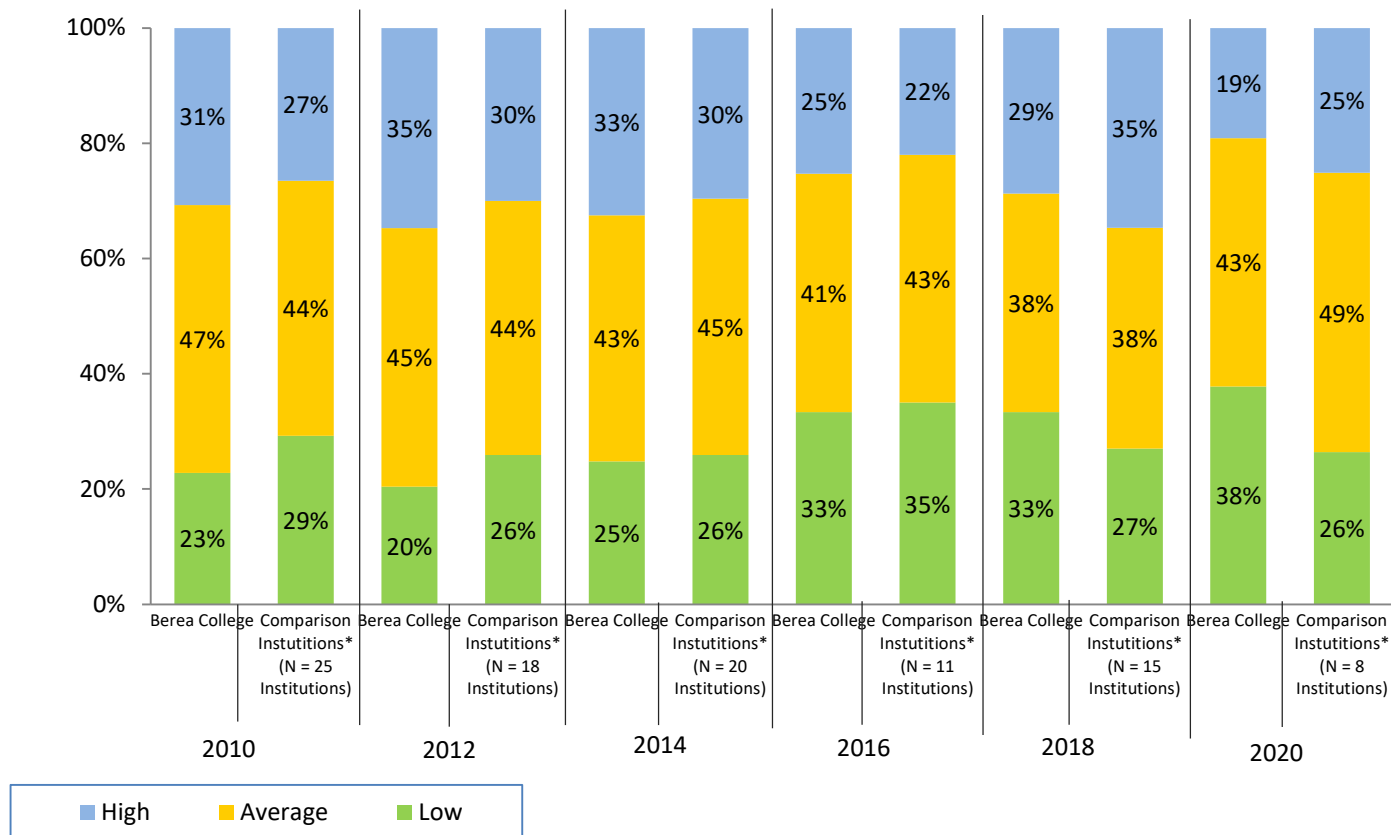
(Based on First-Year Students Only; does not include New Transfer Students)

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

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

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

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



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

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

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

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

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

Source: Office of Institutional Research and Assessment, February 2021

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

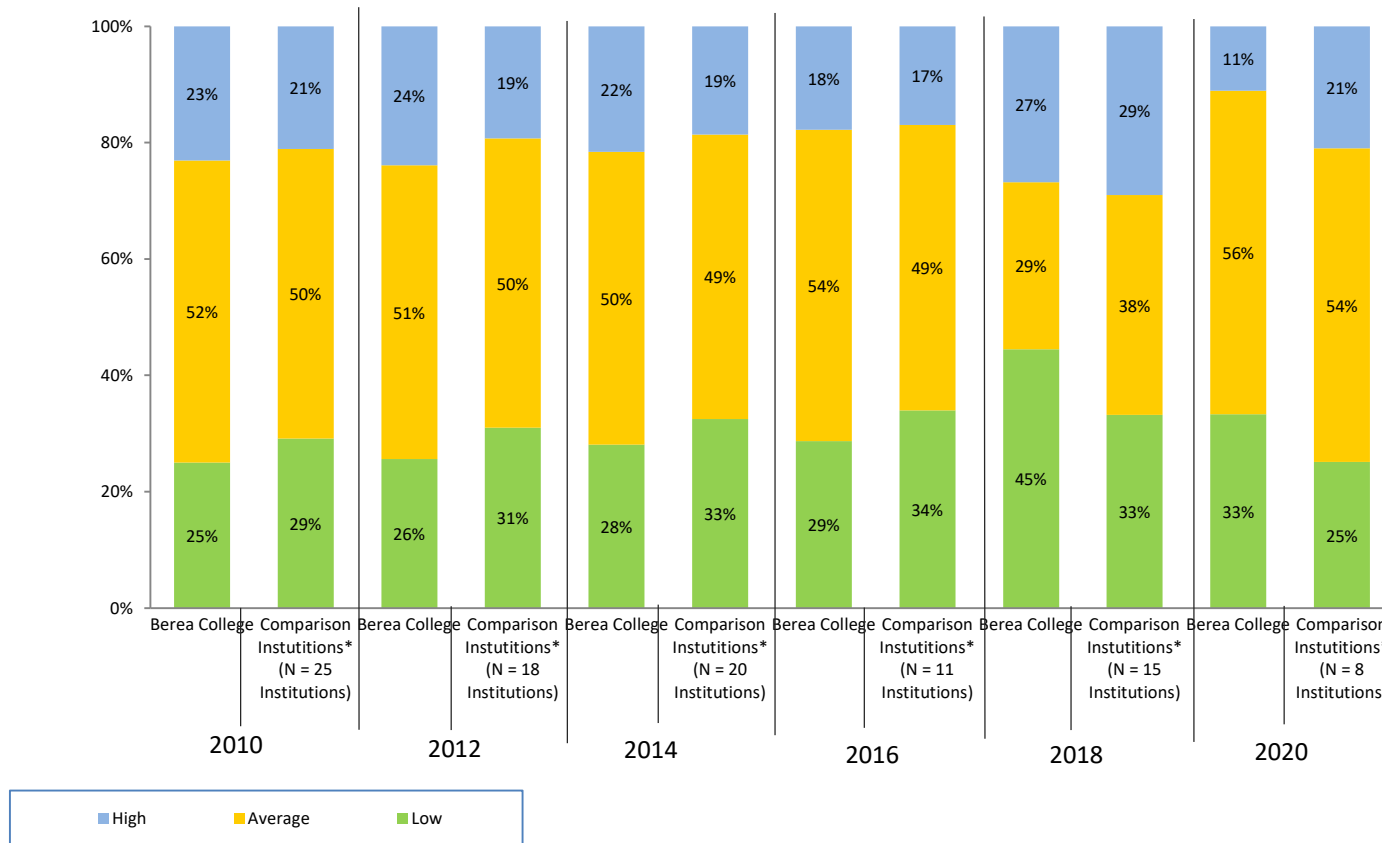
(Based on First-Year Students Only; does not include New Transfer Students)

**Construct: Academic Self-Concept** - *A unified measure of students' beliefs about their abilities and confidence in academic environments.*

Survey items included in the construct, **Academic Self-Concept**:

*Rate yourself on each of the following traits as compared with the average person your age: (Highest 10%, Above Average, Average, Below Average, Lowest 10%)*

- Academic ability
- Mathematical ability
- Self-confidence (intellectual)
- Drive to achieve



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

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

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

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

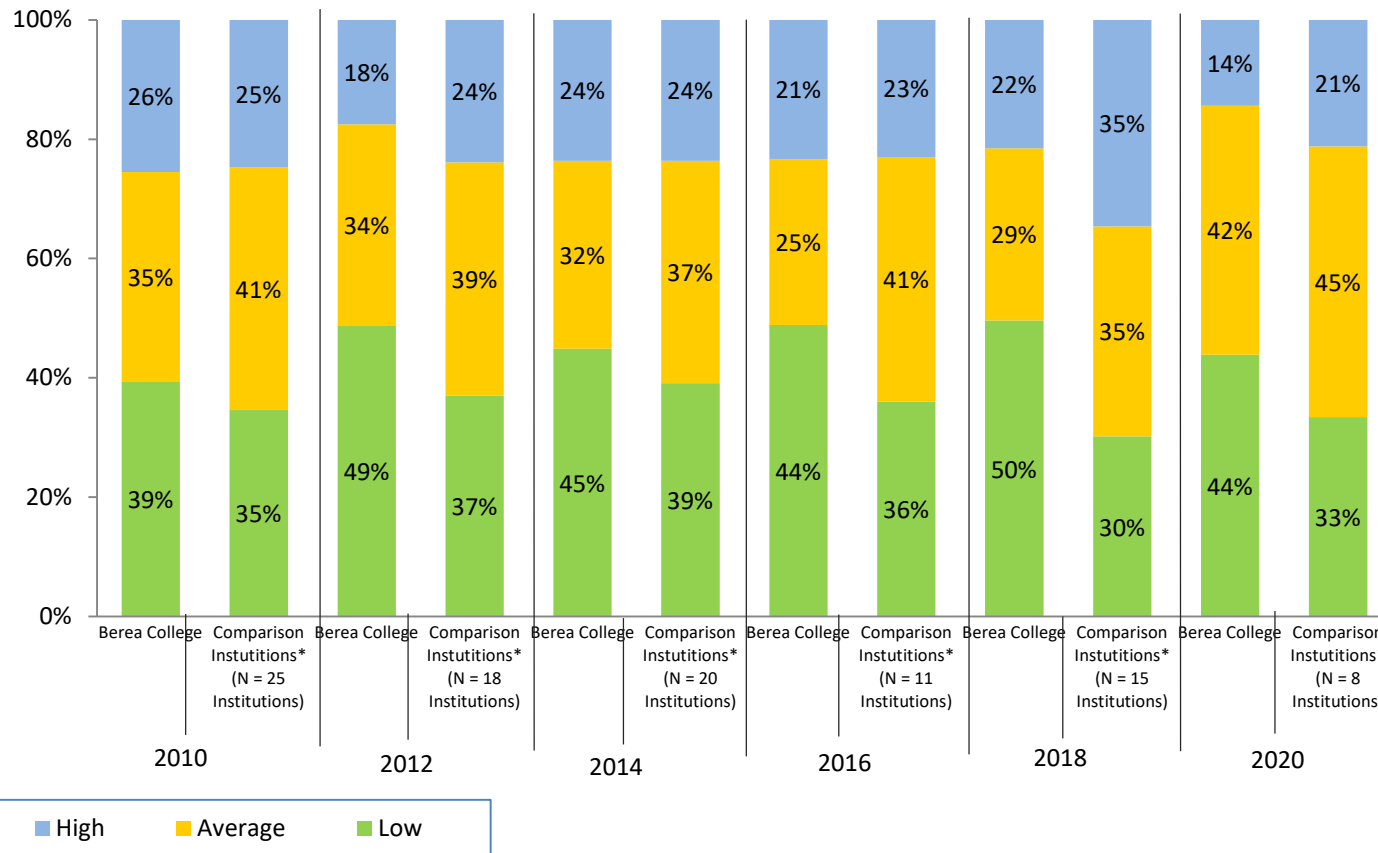
NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.



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

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

**Construct: Social Self-Concept** - *A unified measure of students' beliefs about their abilities and confidence in social situations.*



Survey items included in the construct, **Social Self-Concept**

*Rate yourself on each of the following traits as compared with the average person your age. (Highest 10%, Above Average, Average, Below Average, Below Average, Lowest 10%)*

- Self-confidence (social)
- Leadership ability
- Public speaking ability

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

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

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

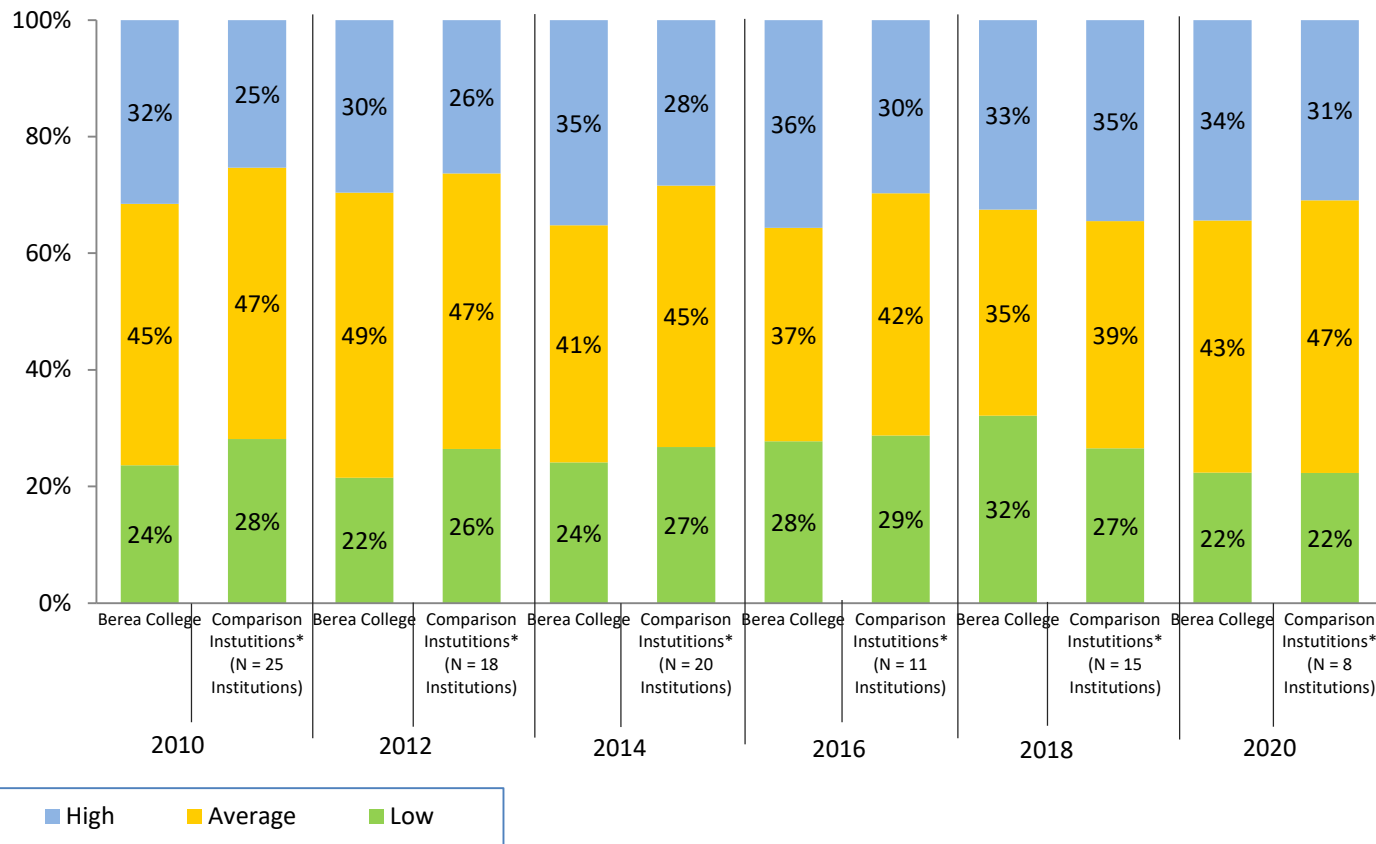
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

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

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

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

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



Survey items included in the construct, Pluralistic Orientation:

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

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

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

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

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

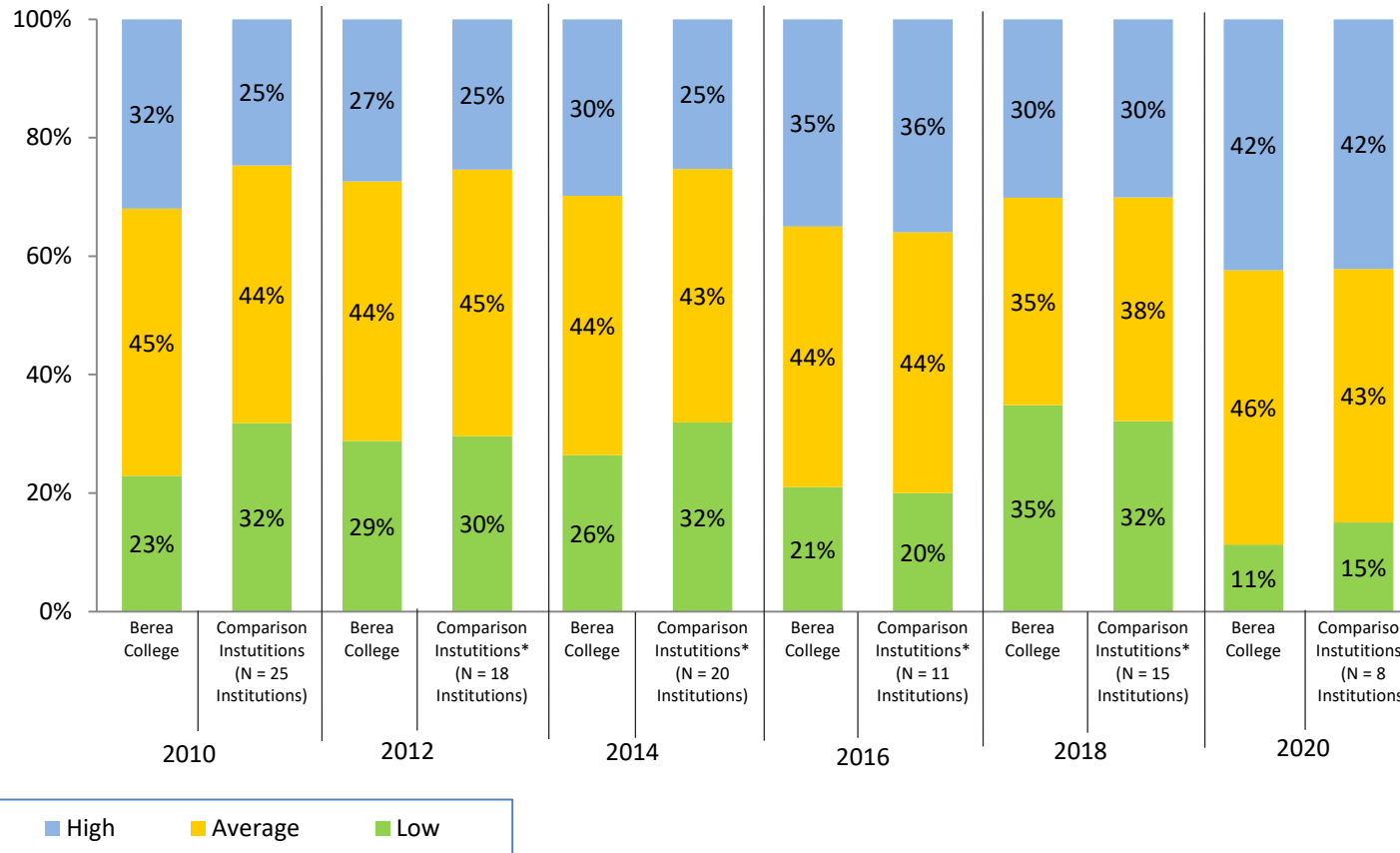
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

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

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

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

**Construct: Social Agency** - Measures the extent to which students value political and social involvement as a personal goal.



Survey items included in the construct, Social Agency:

*Indicate the importance to you personally of each of the following: (Essential, Very Important, Somewhat Important, Not Important)*

- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Influencing social values
- Helping others who are in difficulty
- Keeping up to date with political affairs

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

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

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

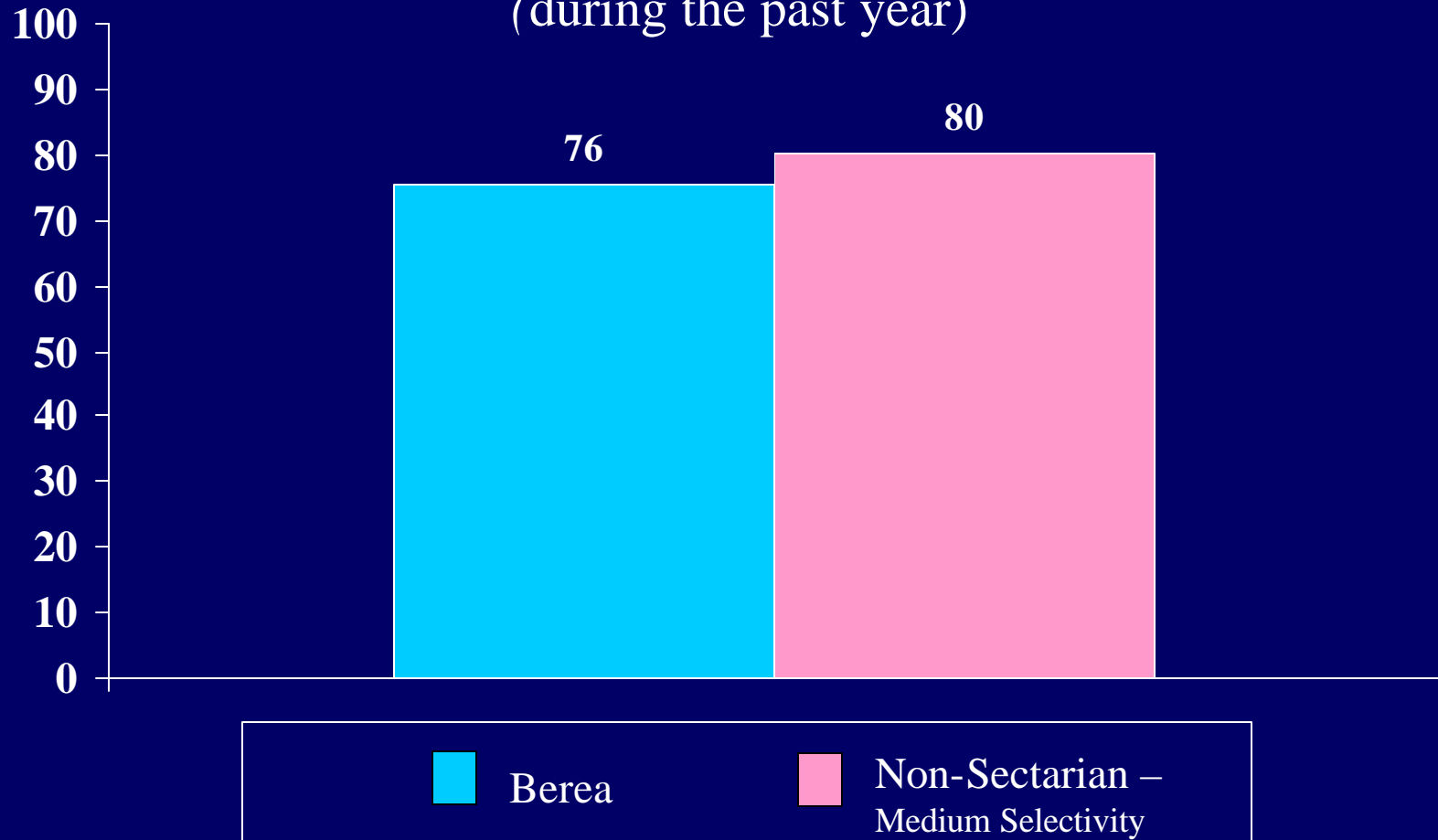
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

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

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

## *Attending a public recital or concert*

(during the past year)

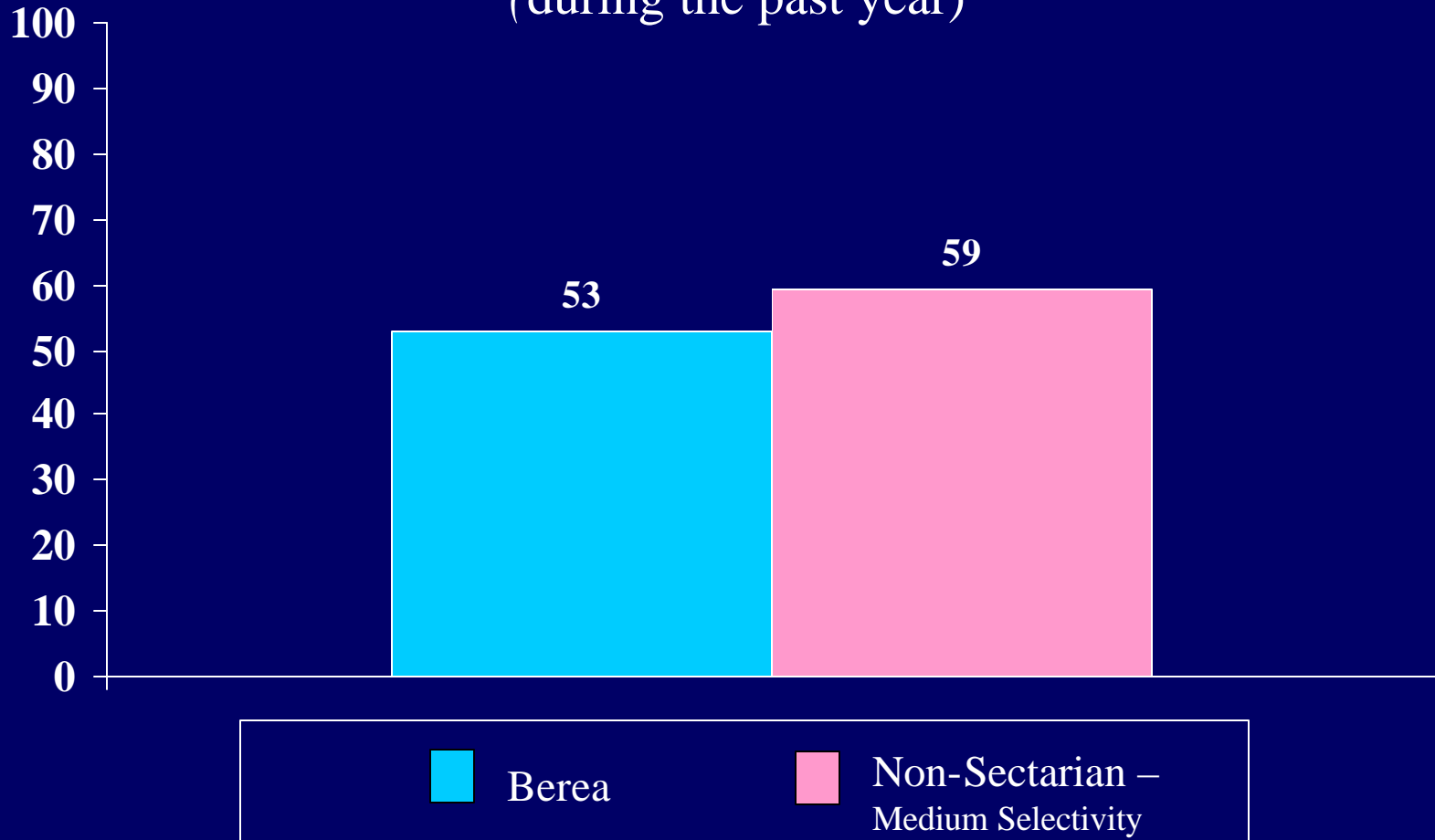


**This item was on the 2002 CIRP survey but was not on the 2004 CIRP.**

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

## *Visiting an art gallery or museum*

(during the past year)



**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)



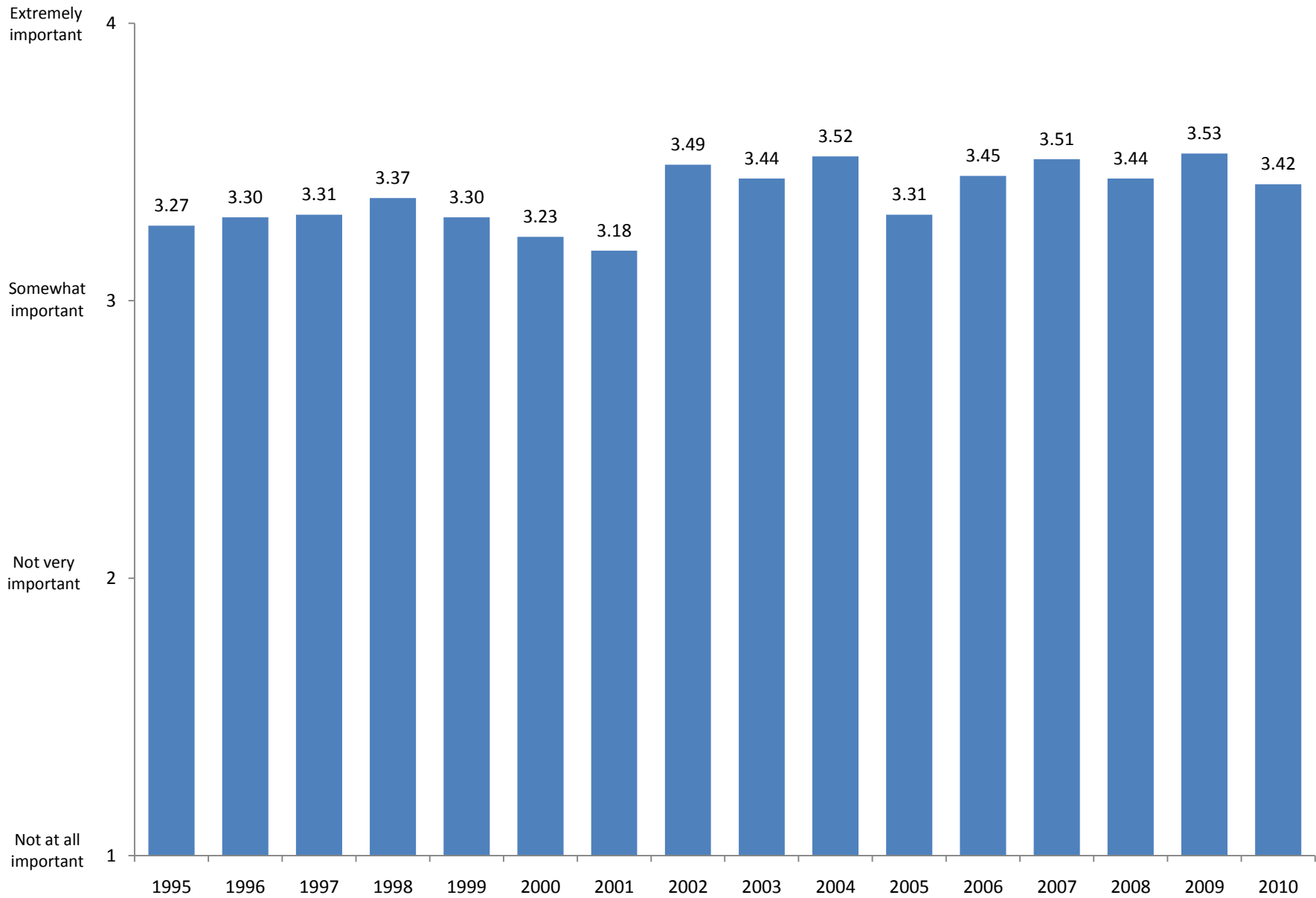
[Click to see survey instruments](#)

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

Average Response Rate of 85%

Rate the importance to you of each of the following:

## Developing a desire for life-long learning



# Higher Education Research Institute (HERI) Faculty Survey



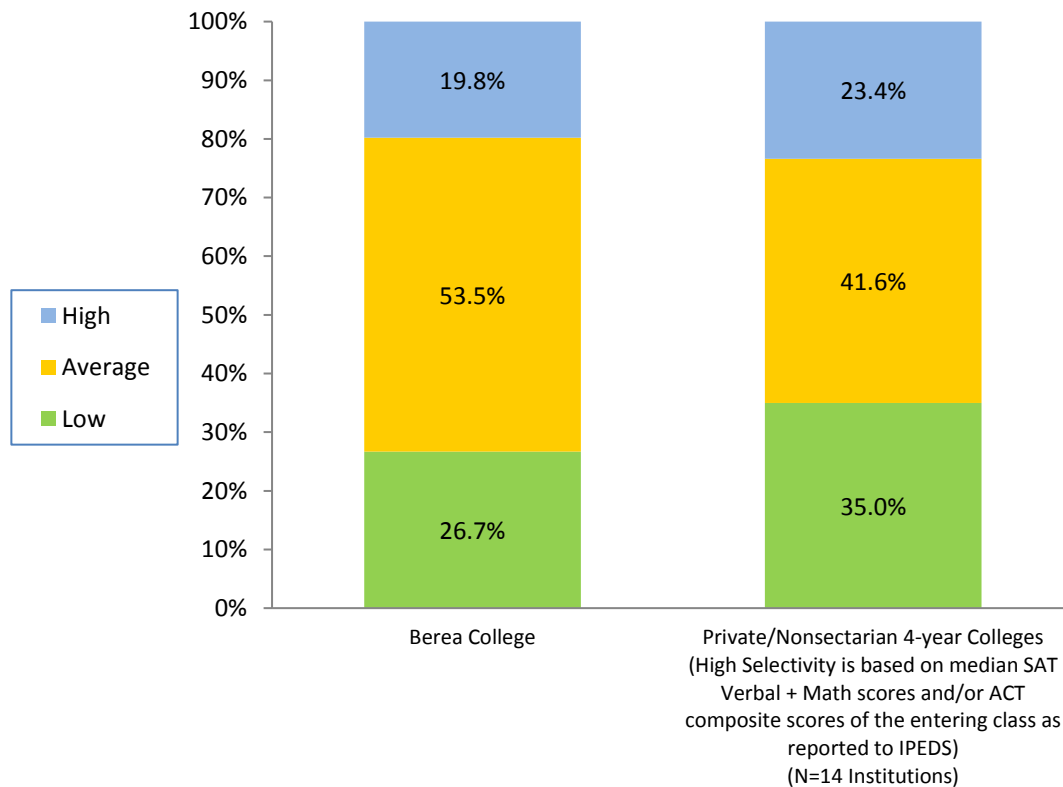
Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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



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



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

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

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

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

# National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)

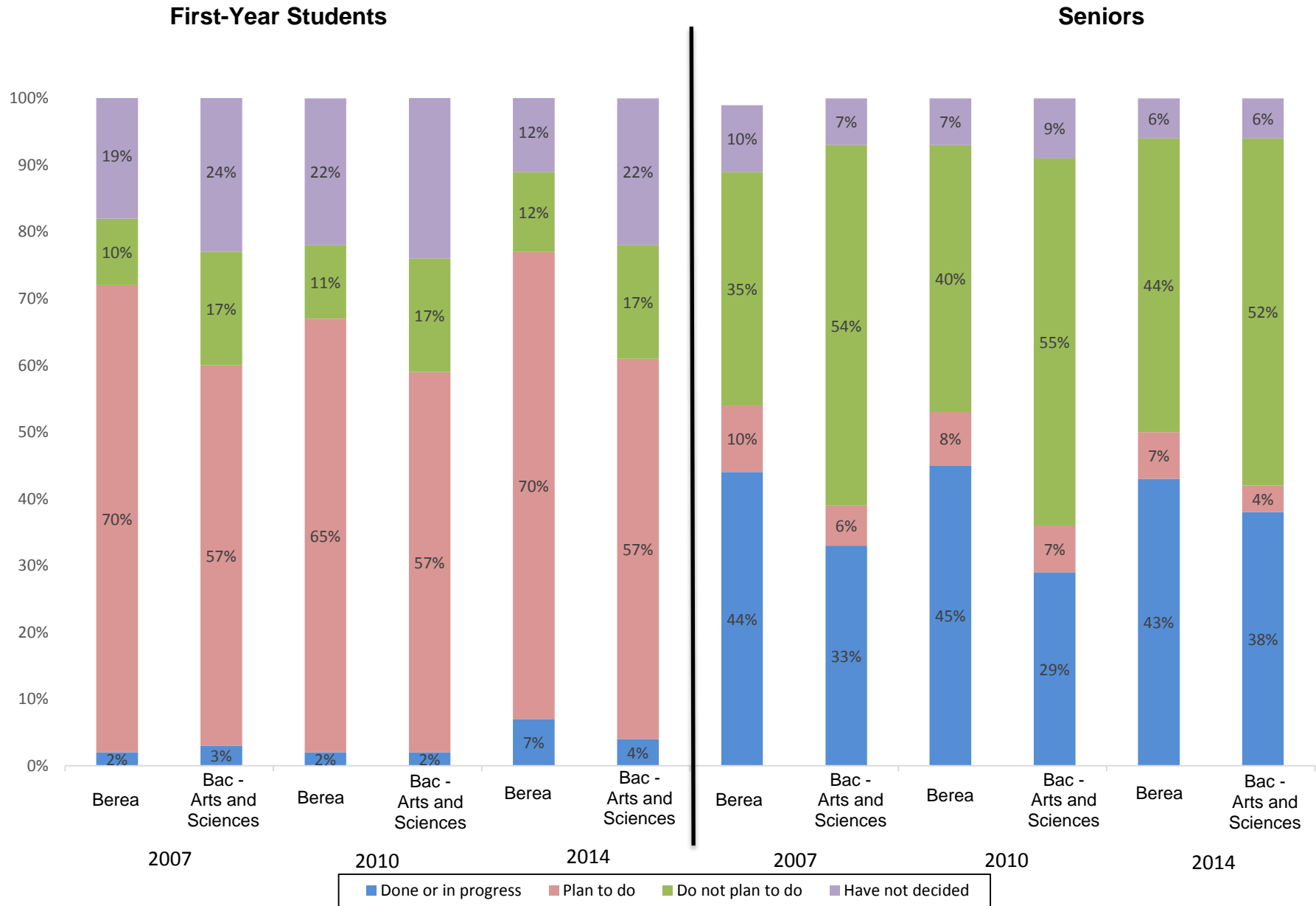


[Click to see survey instruments](#)

## Response Rates:

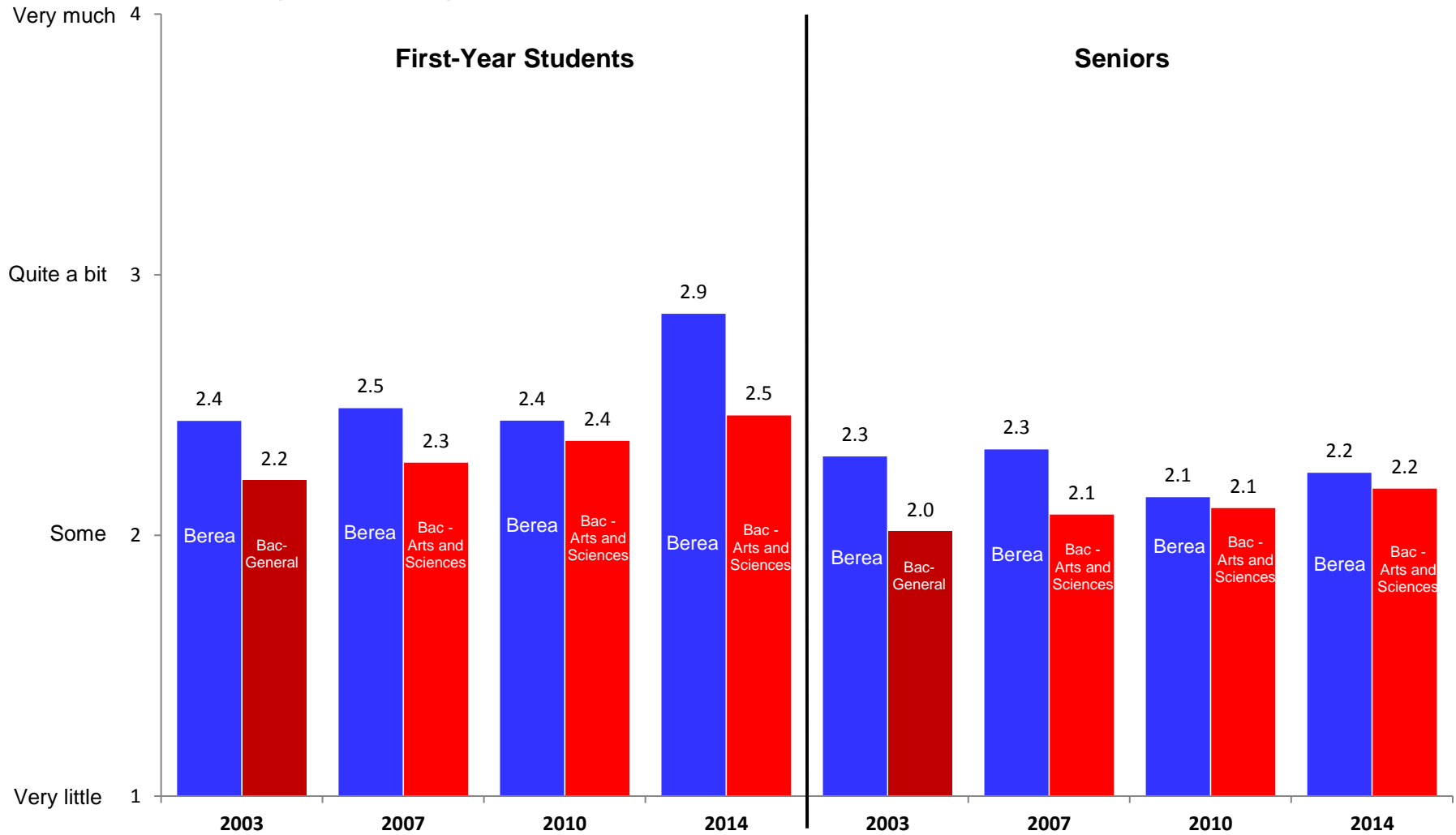
Spring 2003	51%
Spring 2007	79%
Spring 2010	64%
Spring 2014	60%

Participate in a study abroad program



*How much does your institution emphasize the following?*

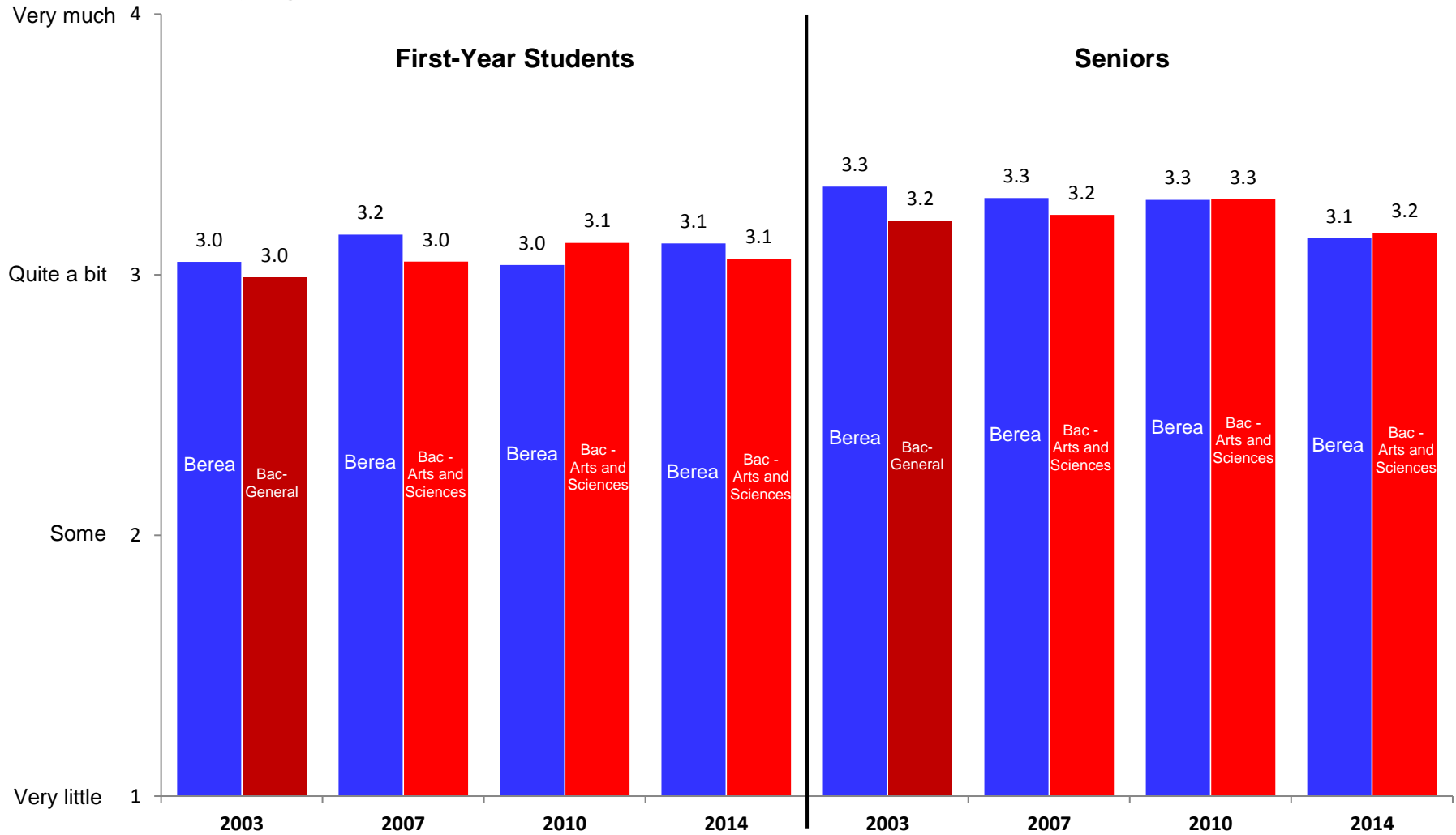
**Helping you manage your non-academic responsibilities (work, family, etc.)\***



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

*How much has your coursework emphasized the following?*

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



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

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

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



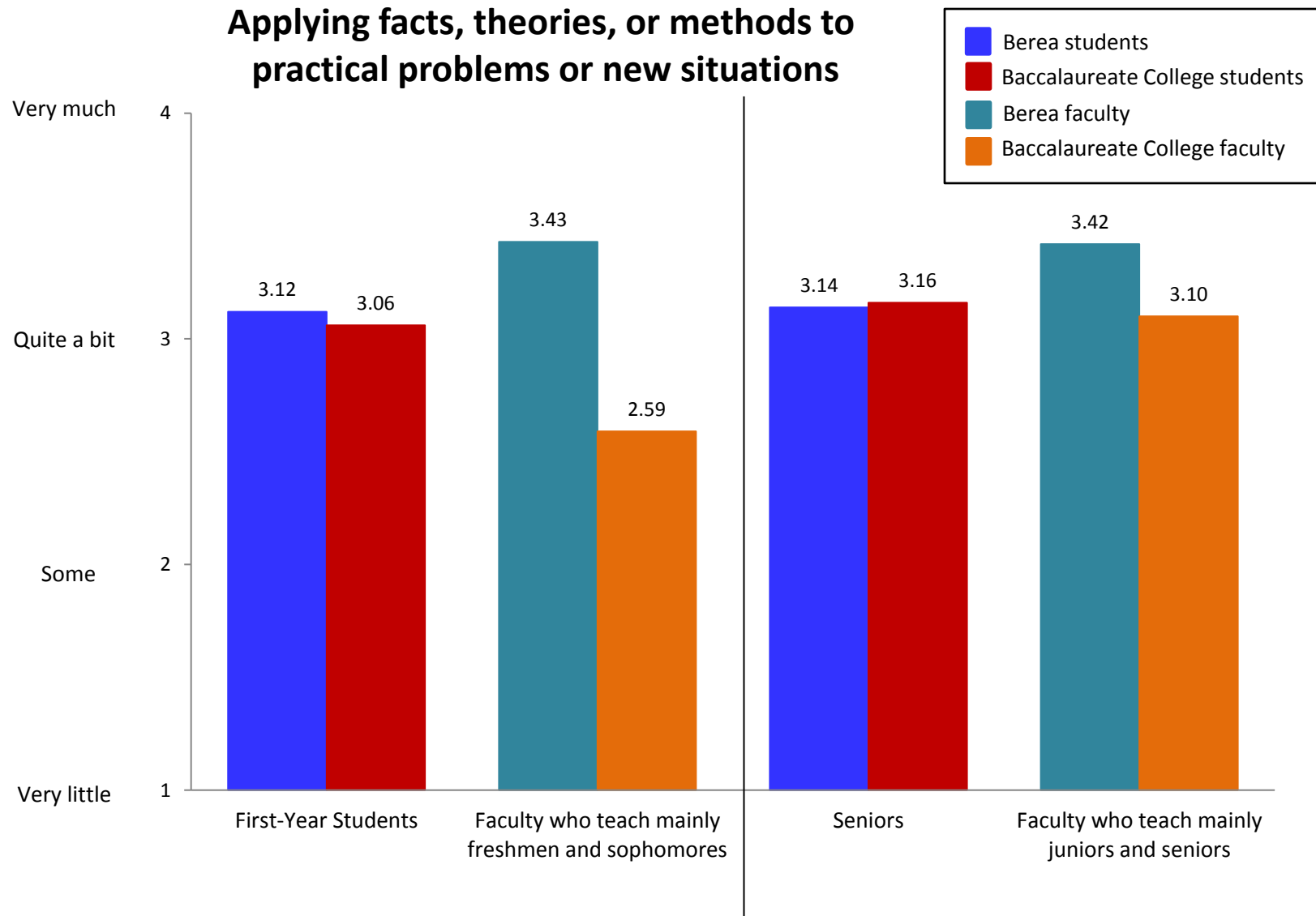
[Click to see survey instruments](#)

## Response Rates:

Spring 2014 Students	60%
Faculty	56%

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

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



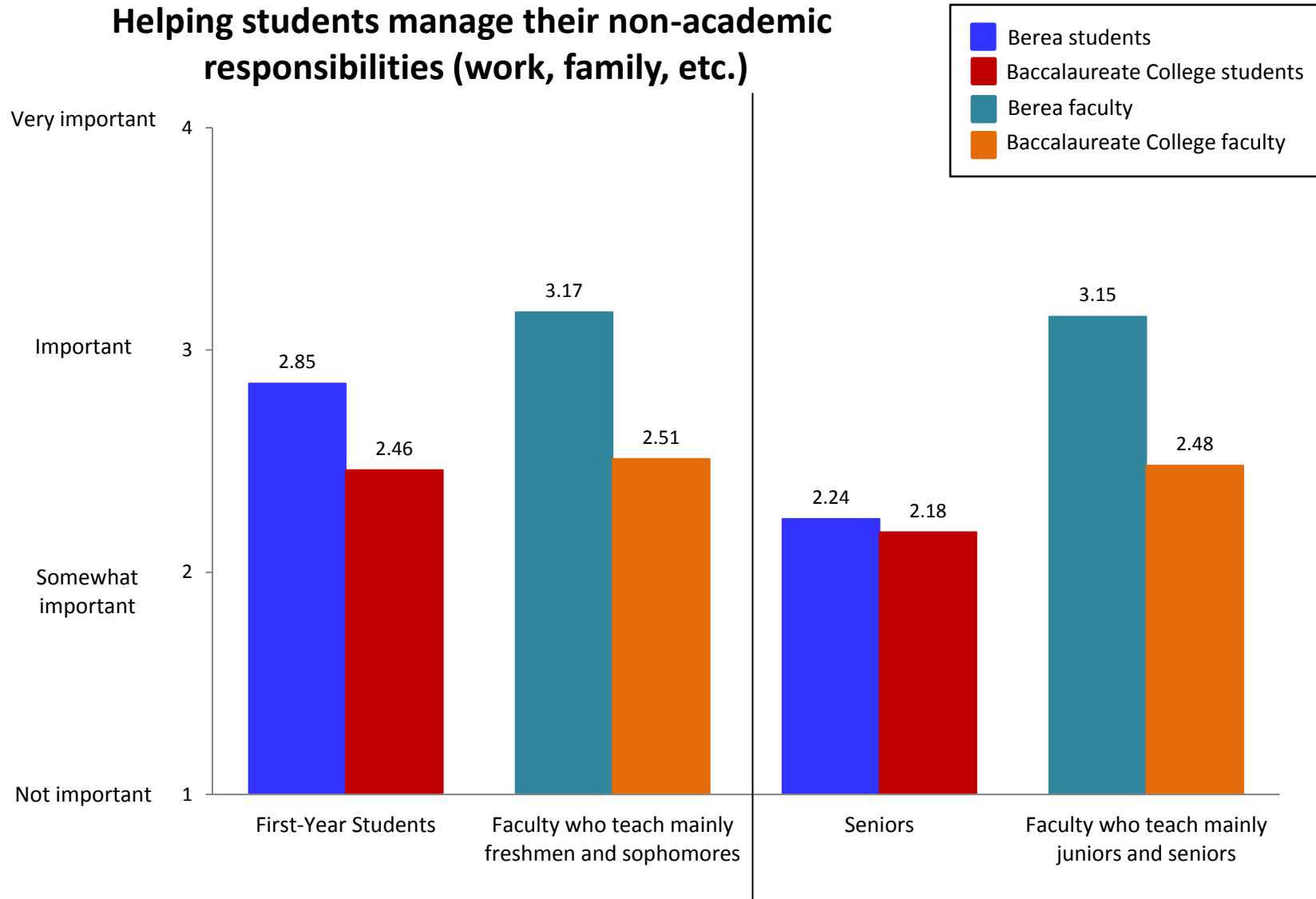
Response Rates:

Faculty: 56%

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

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

NSSE: How much does your institution emphasize the following?



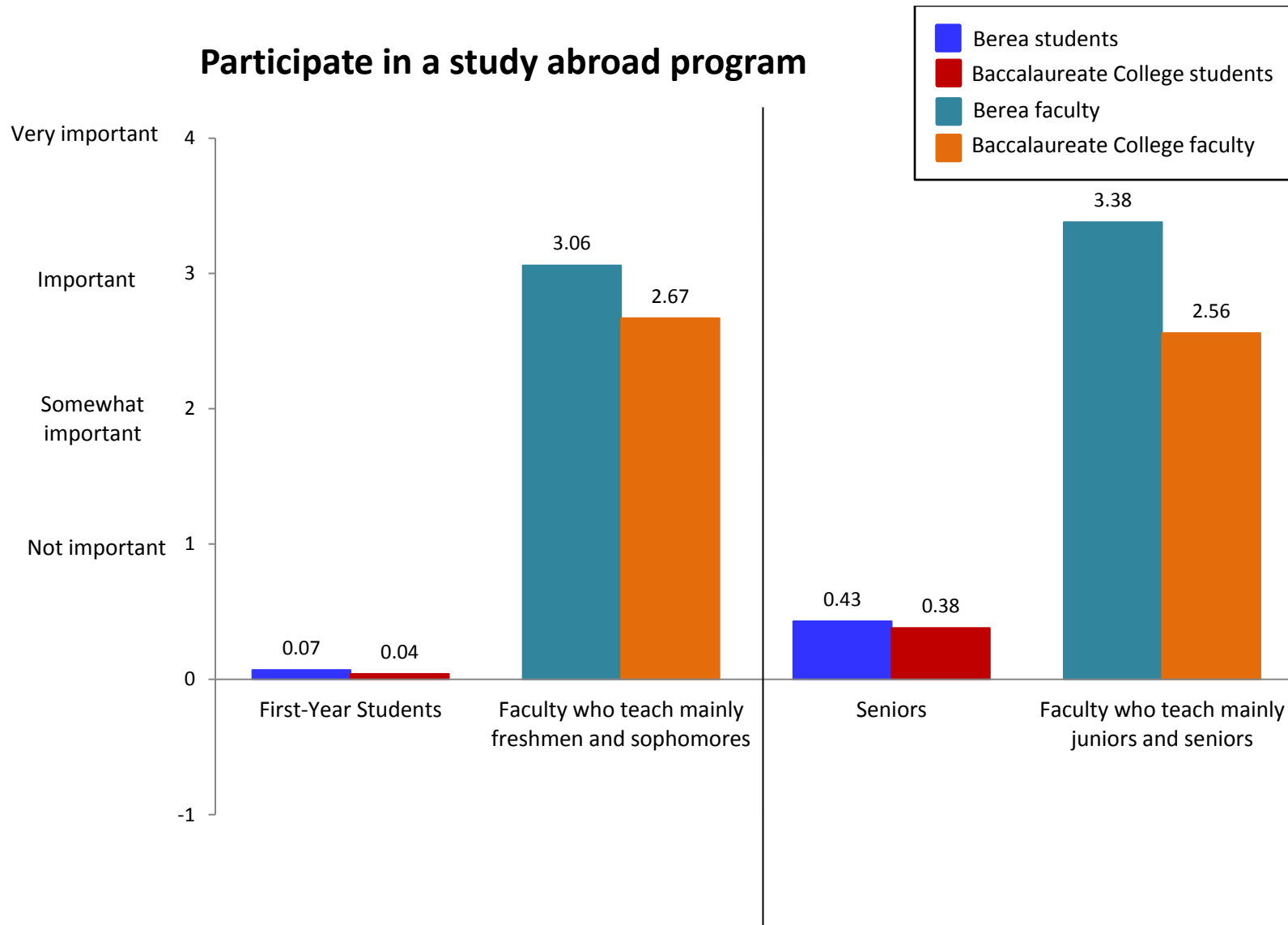
Response Rates:

Faculty: 56%

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



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



Response Rates:

Faculty: 56%

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

# Berea-Specific Graduating Seniors Survey



[Choose to see survey instruments](#)

## Response Rates:

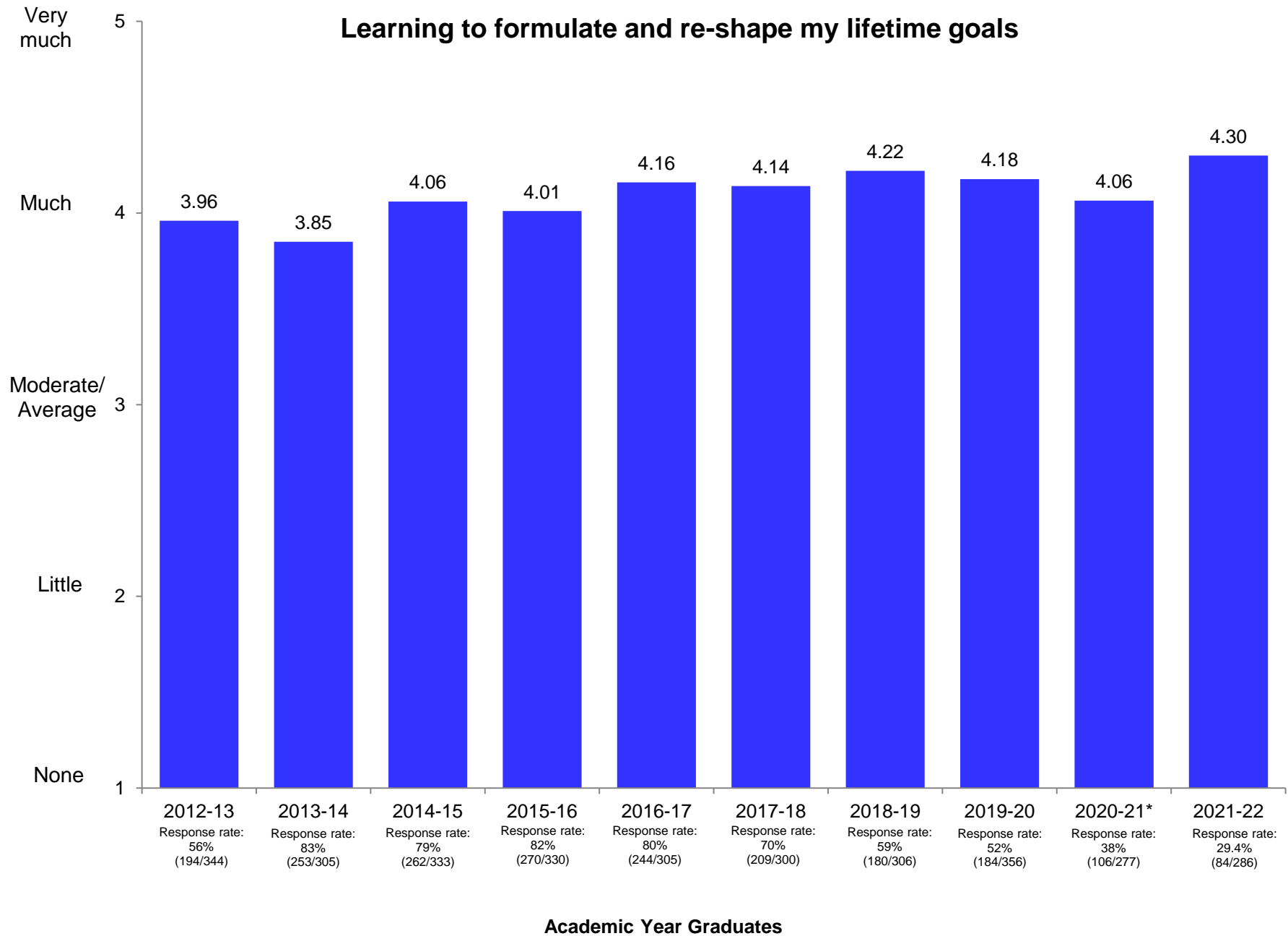
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

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

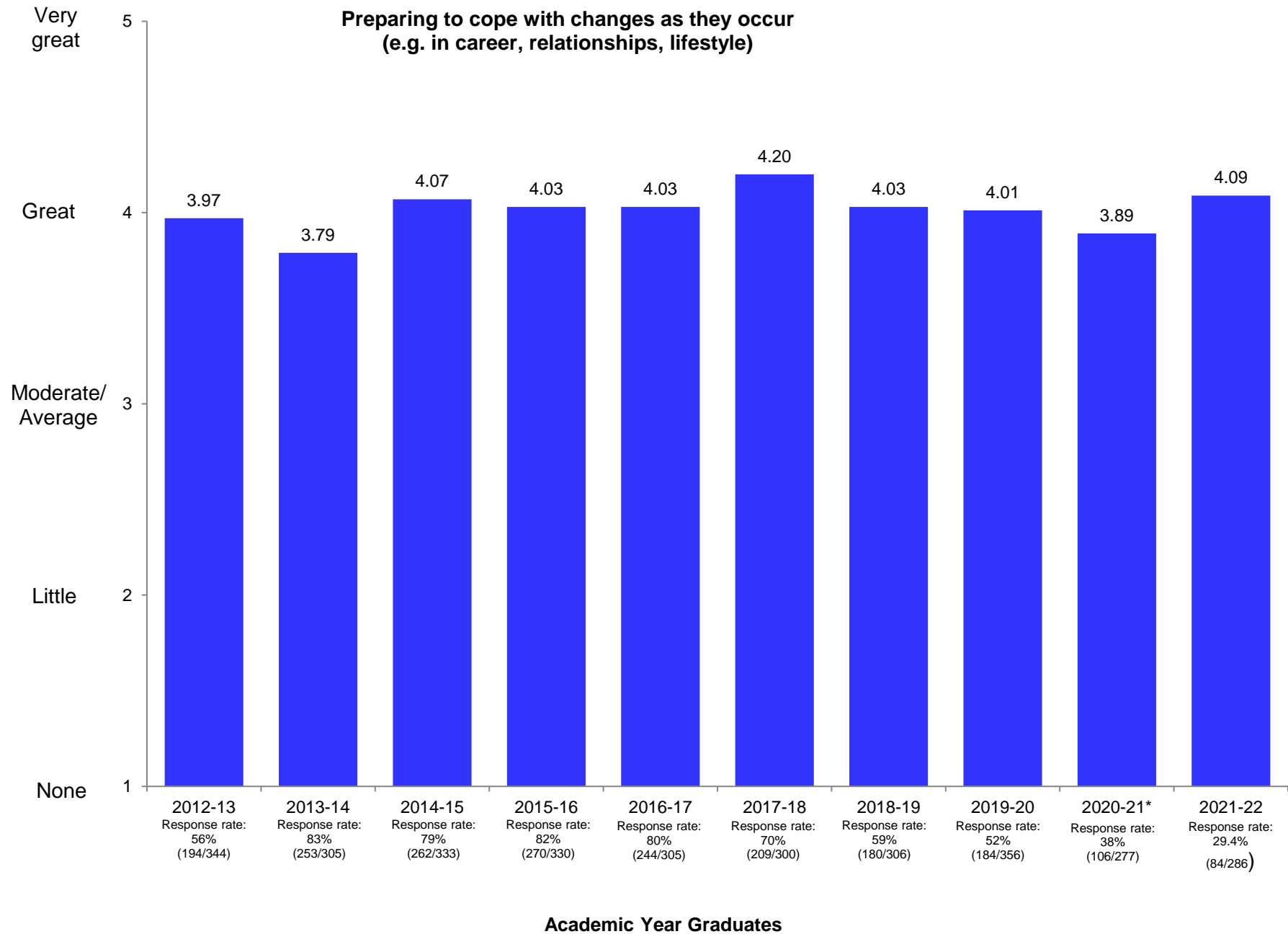
Because of the COVID-19 Pandemic, Berea College looked very different in academic year 2020-21. Students were given the option to return in person (with restrictions) or take classes online. No in-person graduation ceremonies were held. The survey was administered in electronic format only.

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

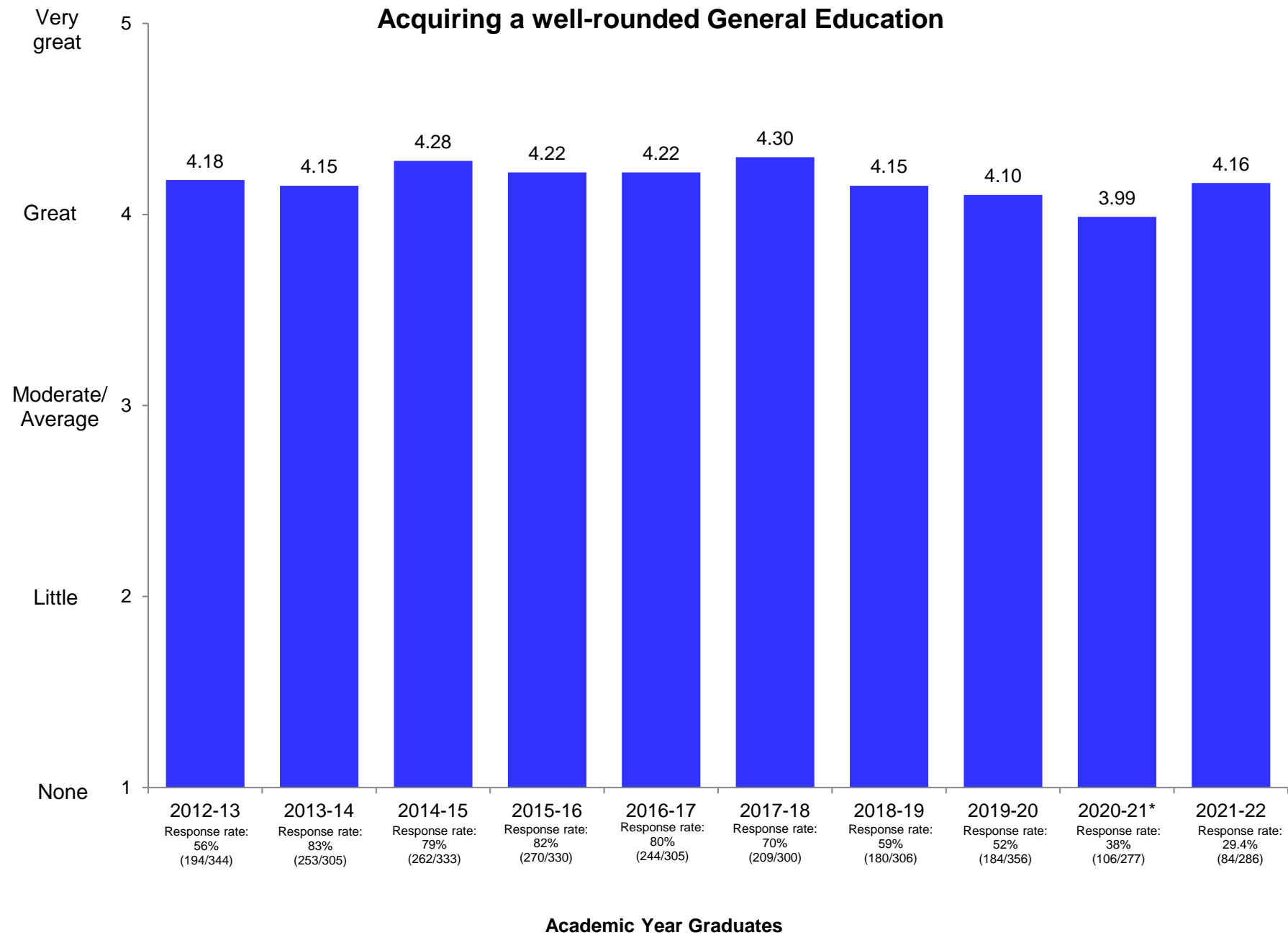
Graduating Senior Survey  
Administered at graduation rehearsal



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

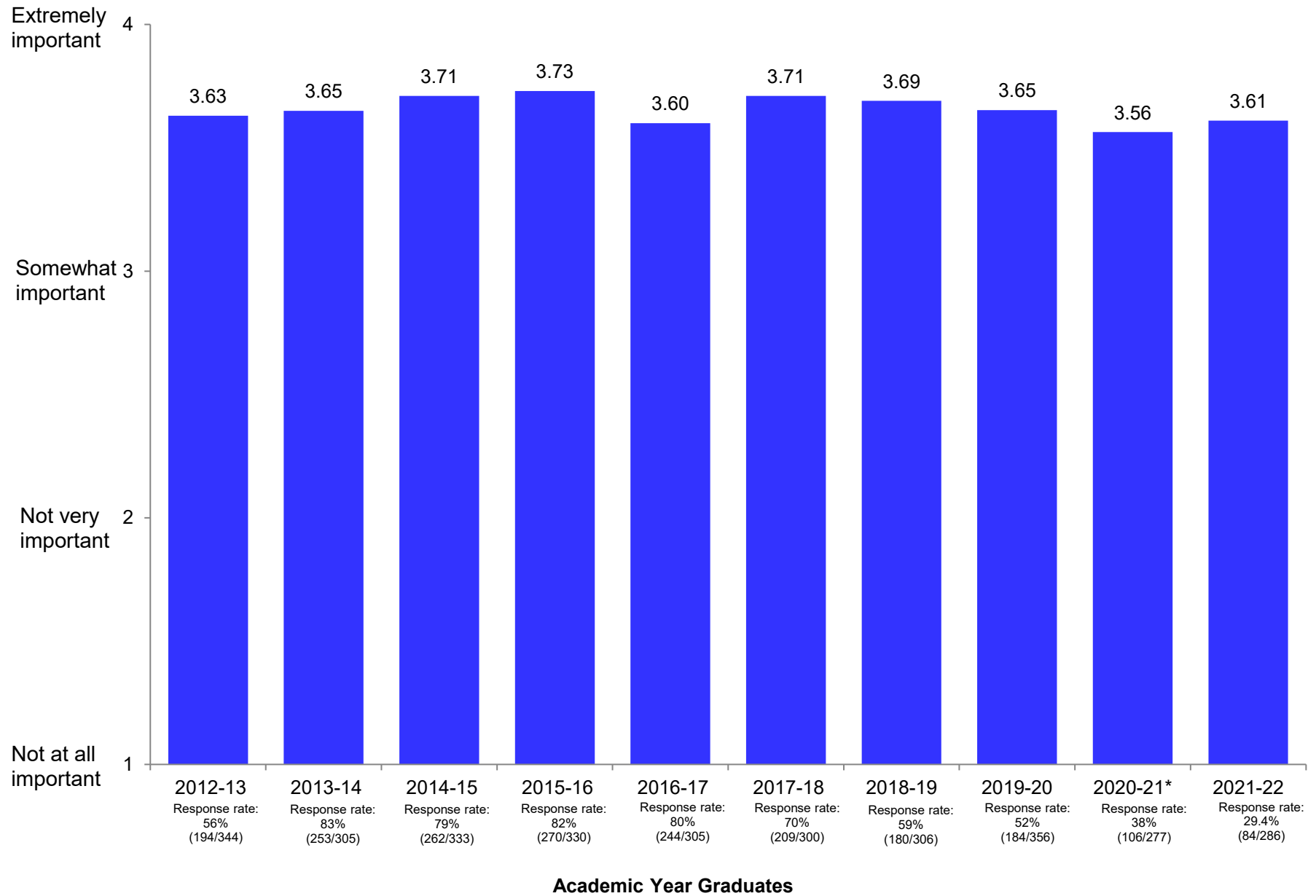


\*Due to the COVID-19 Pandemic, survey was administered online.



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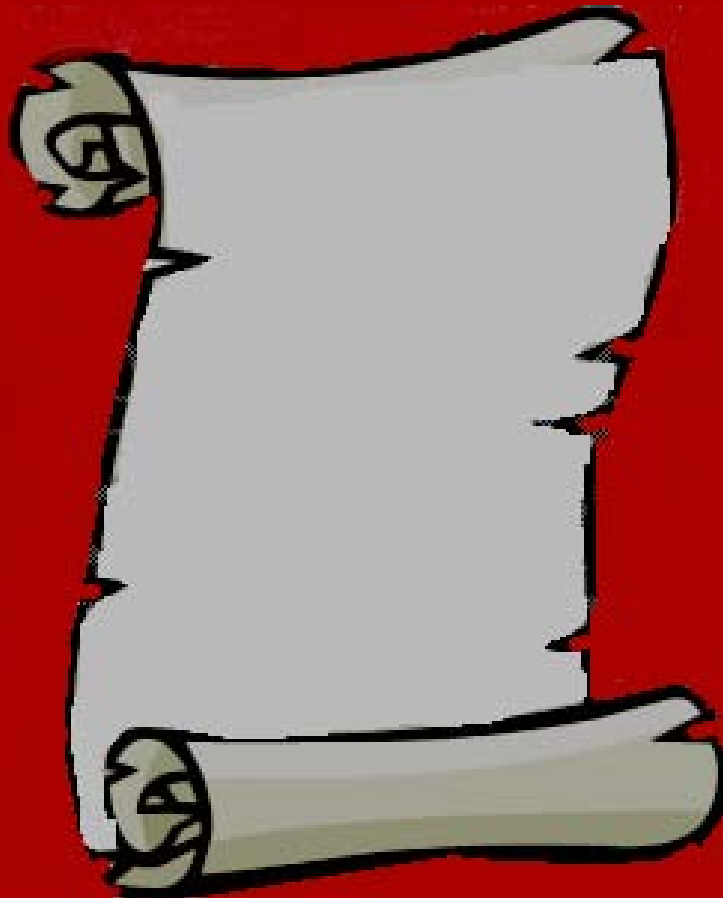
### Developing a desire for life-long learning



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

# HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 2010



# Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)



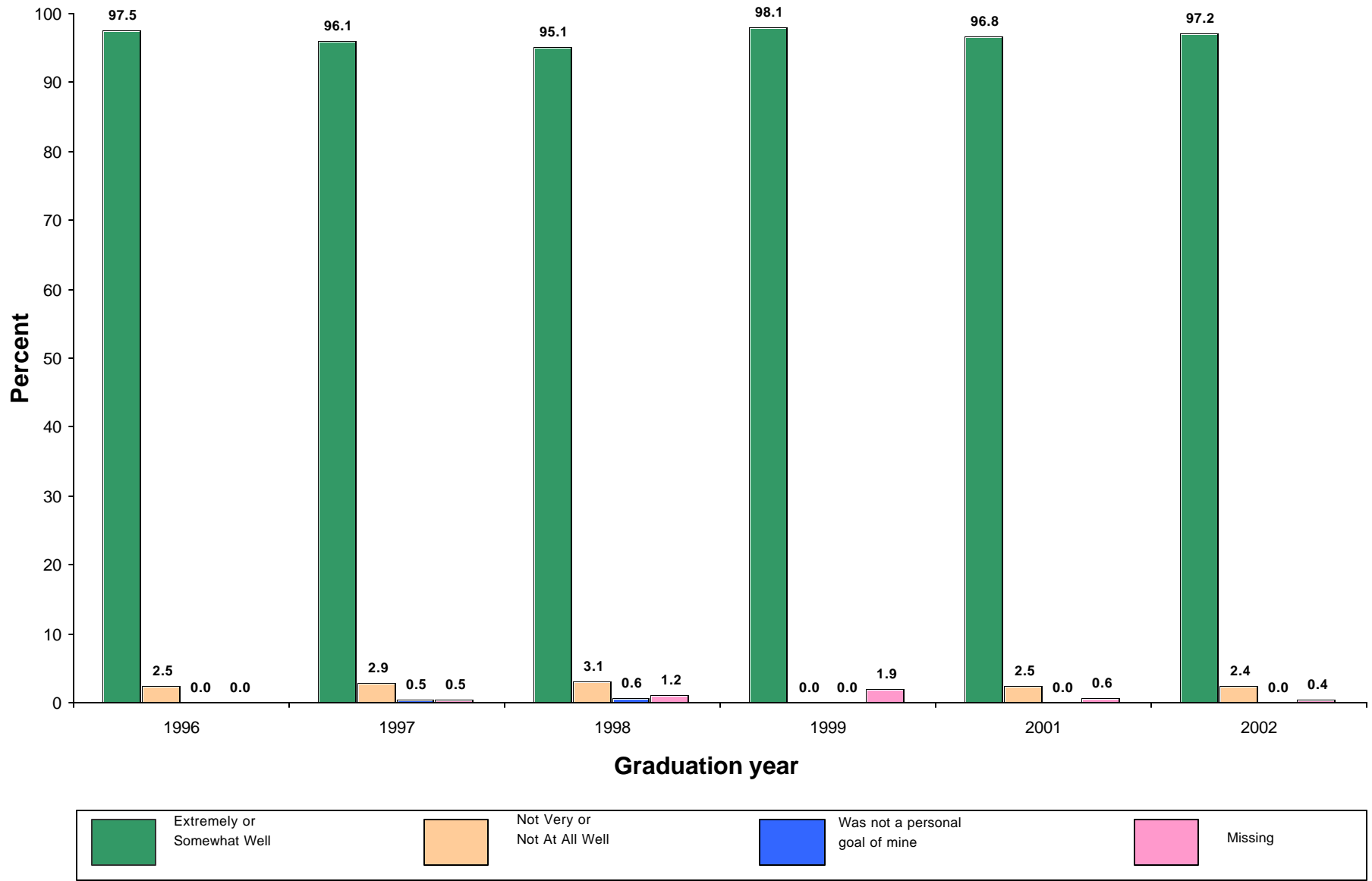
[Click to see survey instruments](#)

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

Average Response Rate of 85%

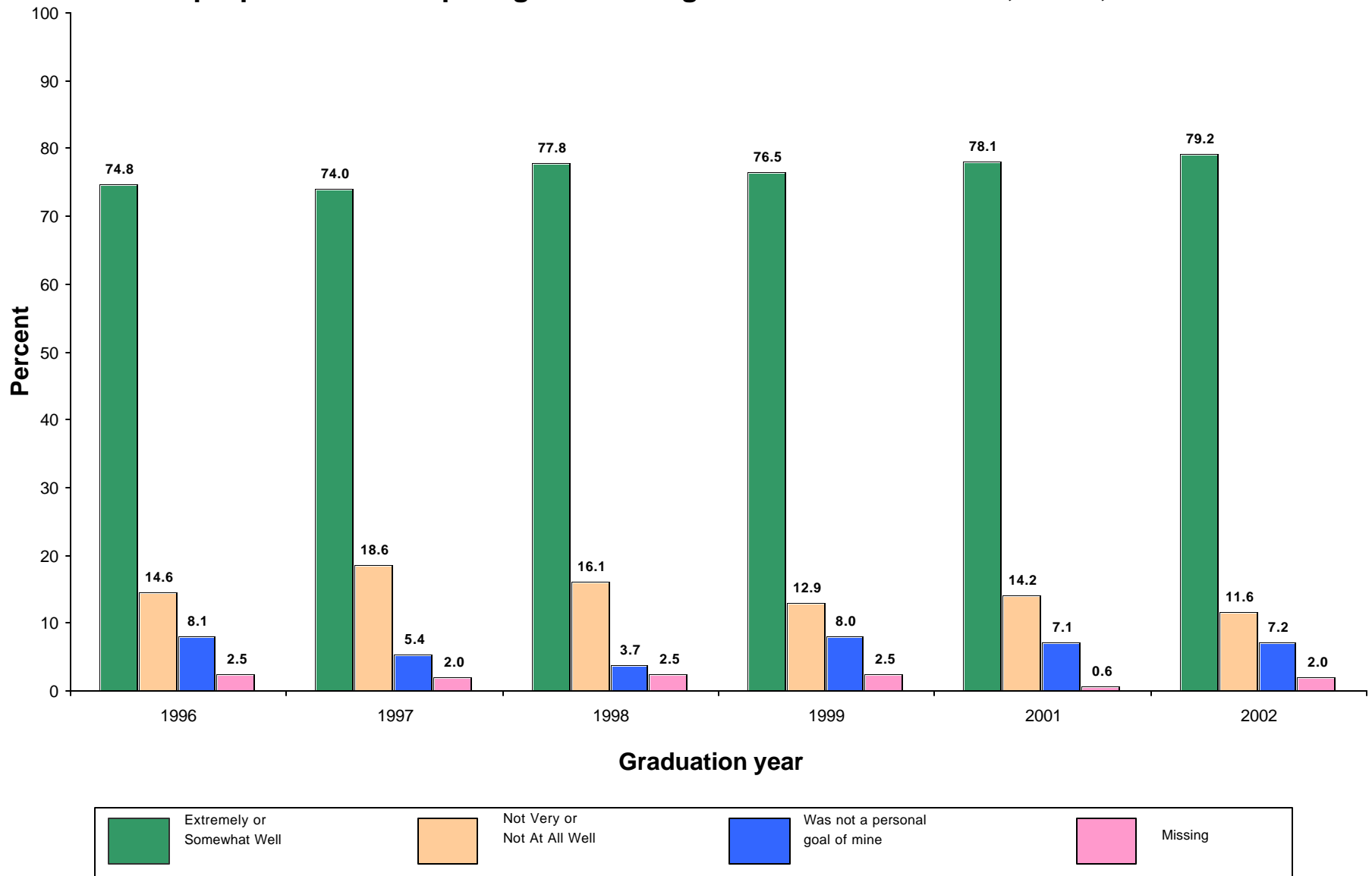


### To earn a college degree (Bachelor's degree)



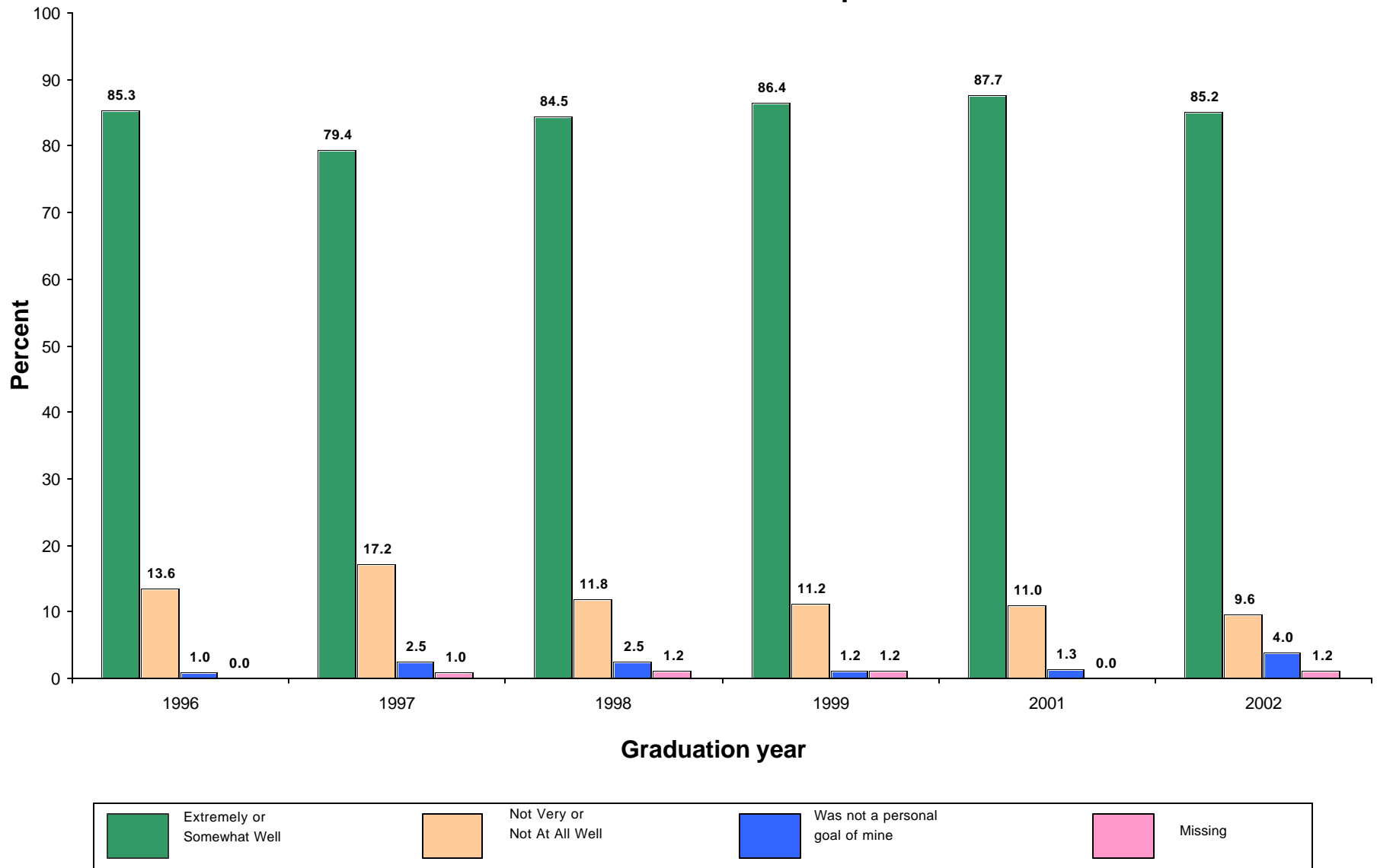
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

**To prepare to earn a post graduate degree such as a Masters, Ph.D., or M.D.**



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

### To become a "well-rounded" person



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

# Your First College Year (YFCY)

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

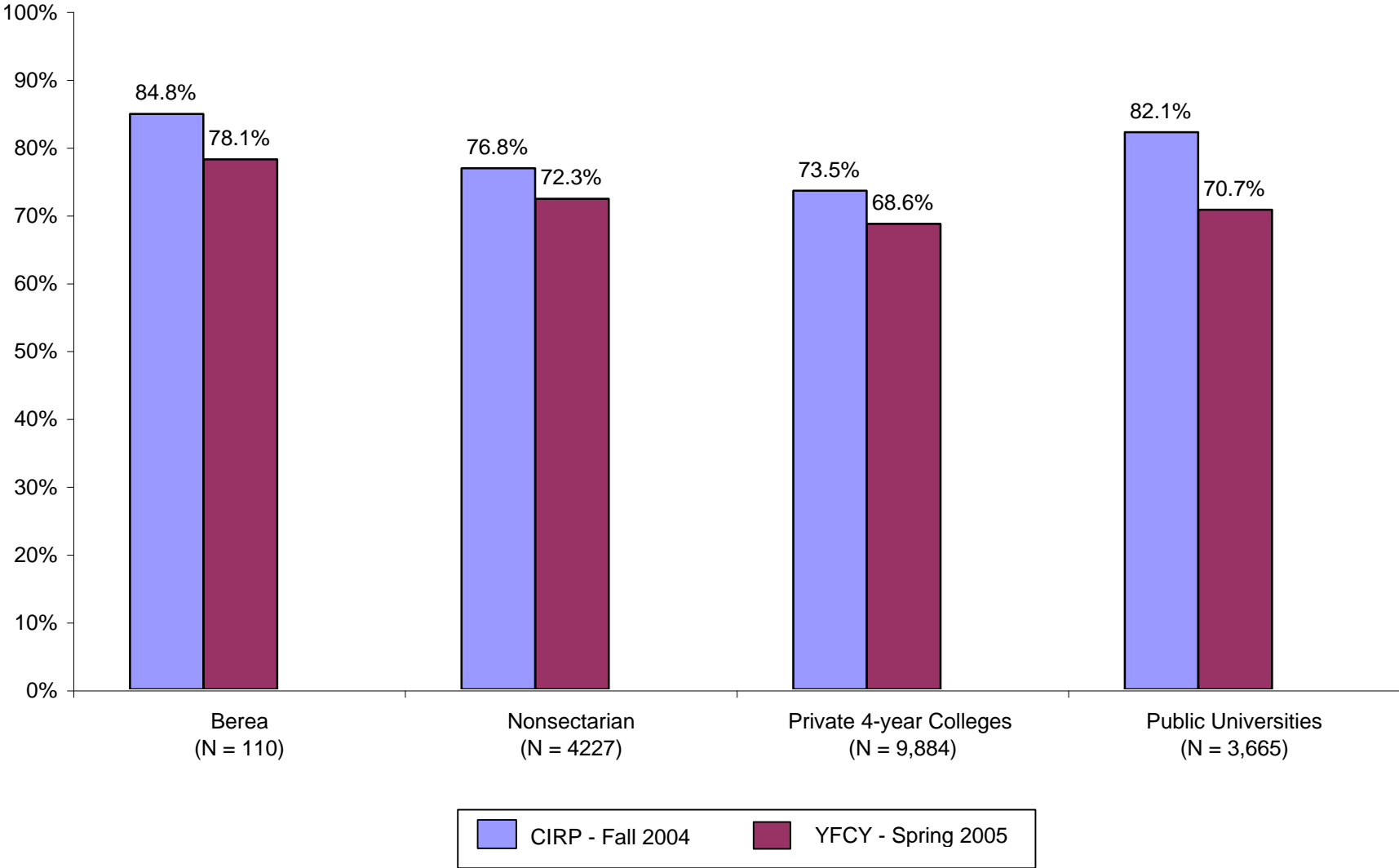


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

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

Academic ability

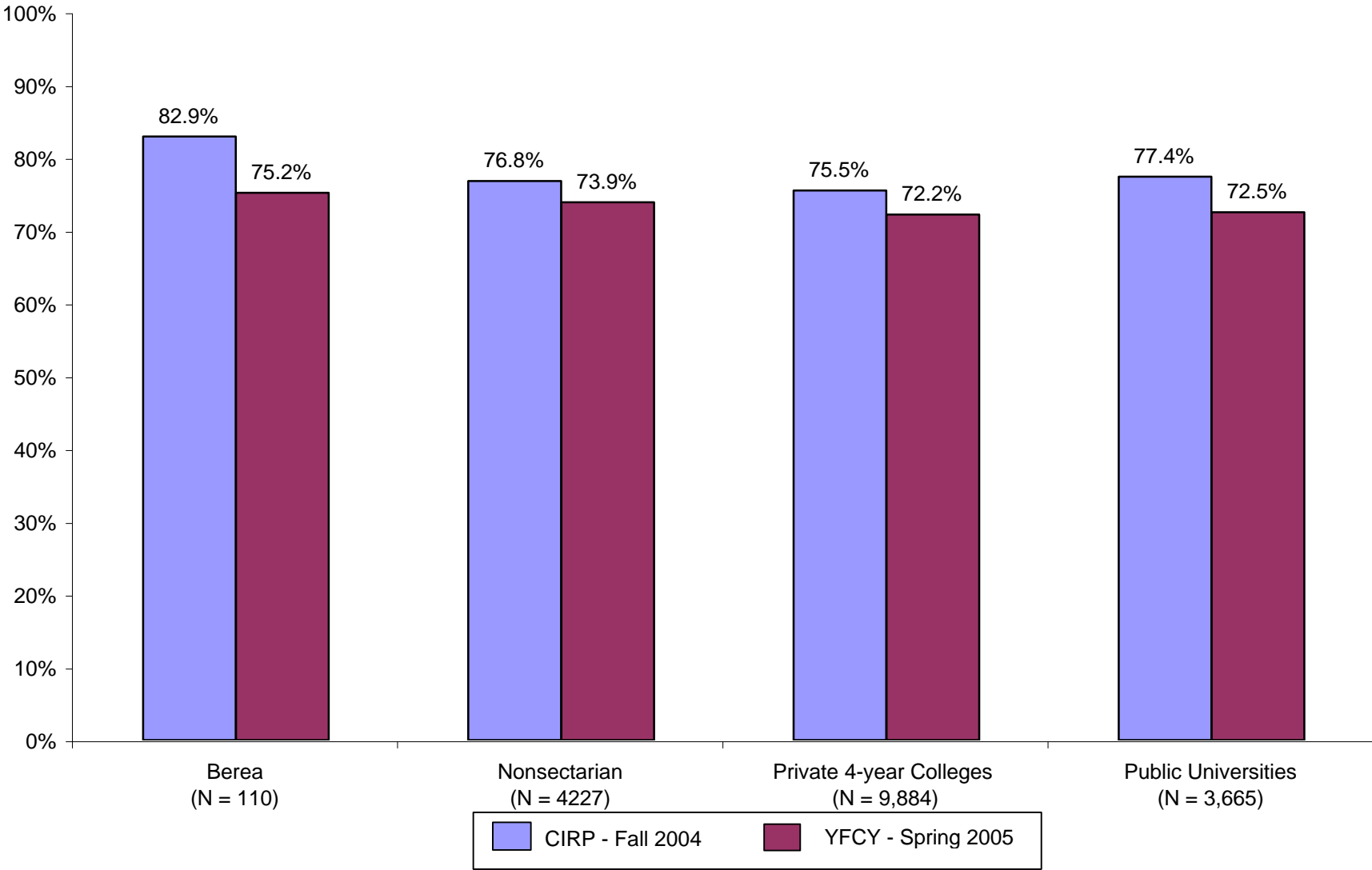


Compiled by the Office of Institutional Research and Assessment, August 2005

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

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

**Drive to achieve**

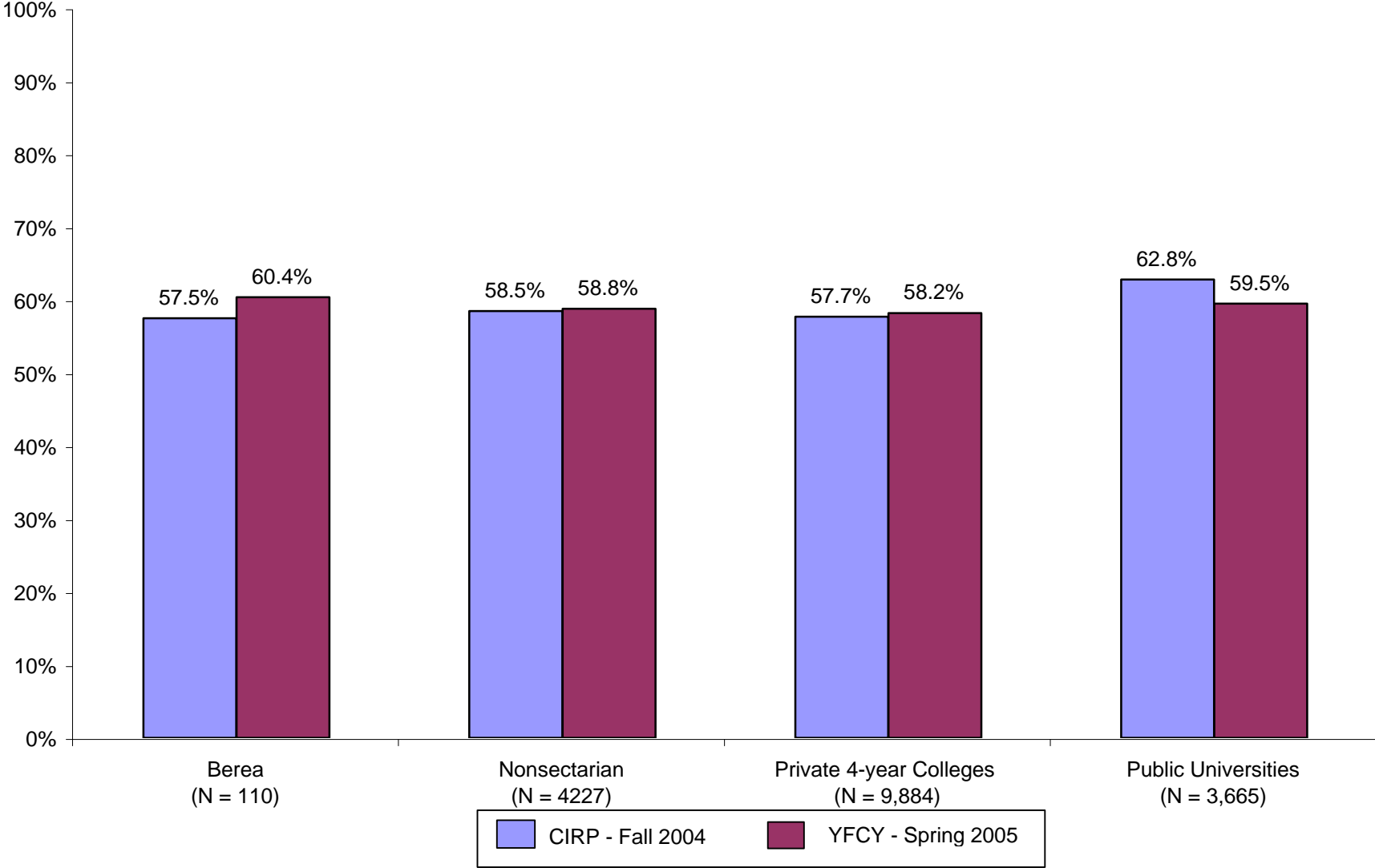


Compiled by the Office of Institutional Research and Assessment, August 2005

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

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

Self-confidence (intellectual)



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)

# National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



[Click to see survey instruments](#)

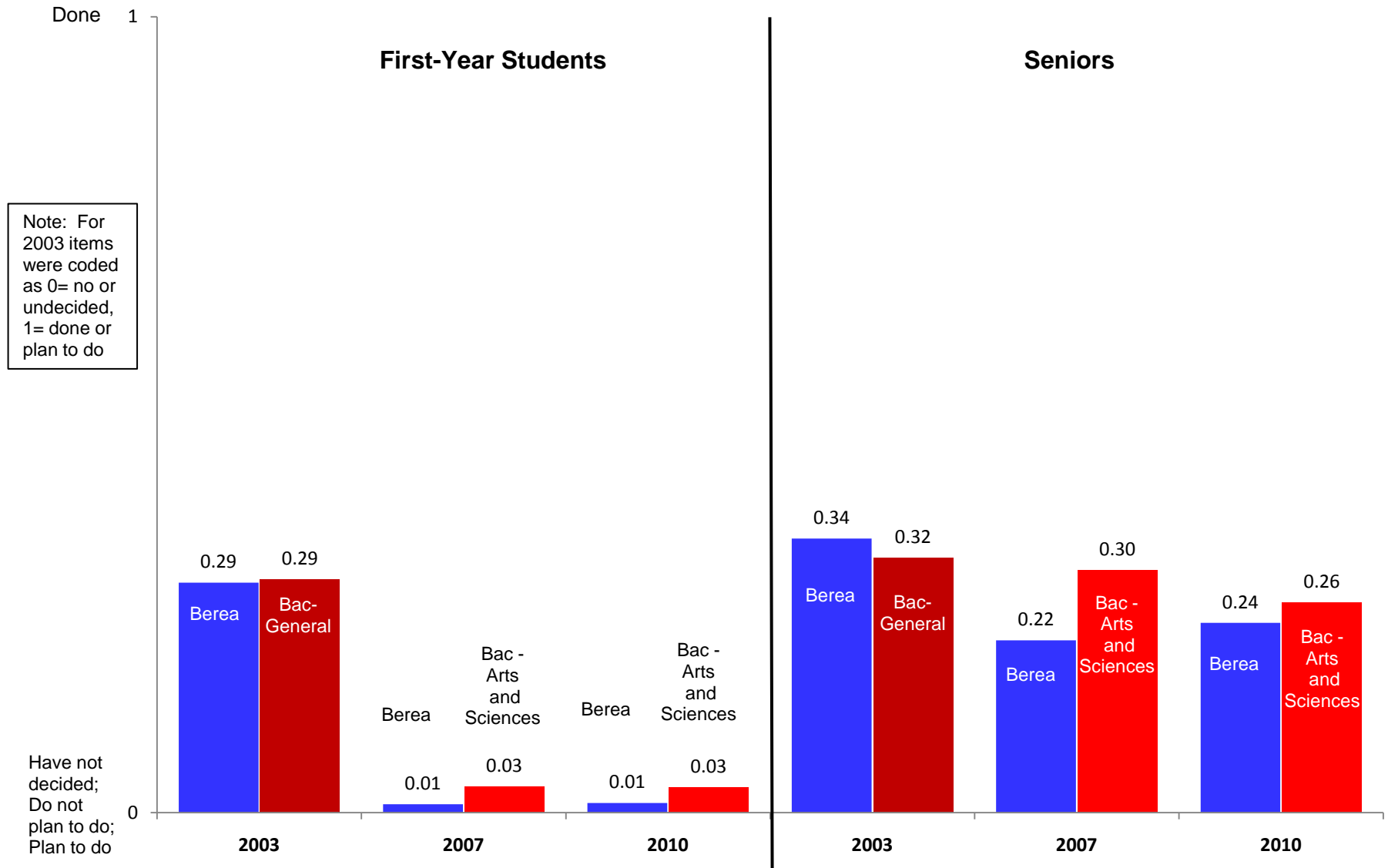
## Response Rates:

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



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

**Independent study or self-designed major**



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.

# Degrees of Preparation Spring 2009

(First-Year and Senior Students)



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

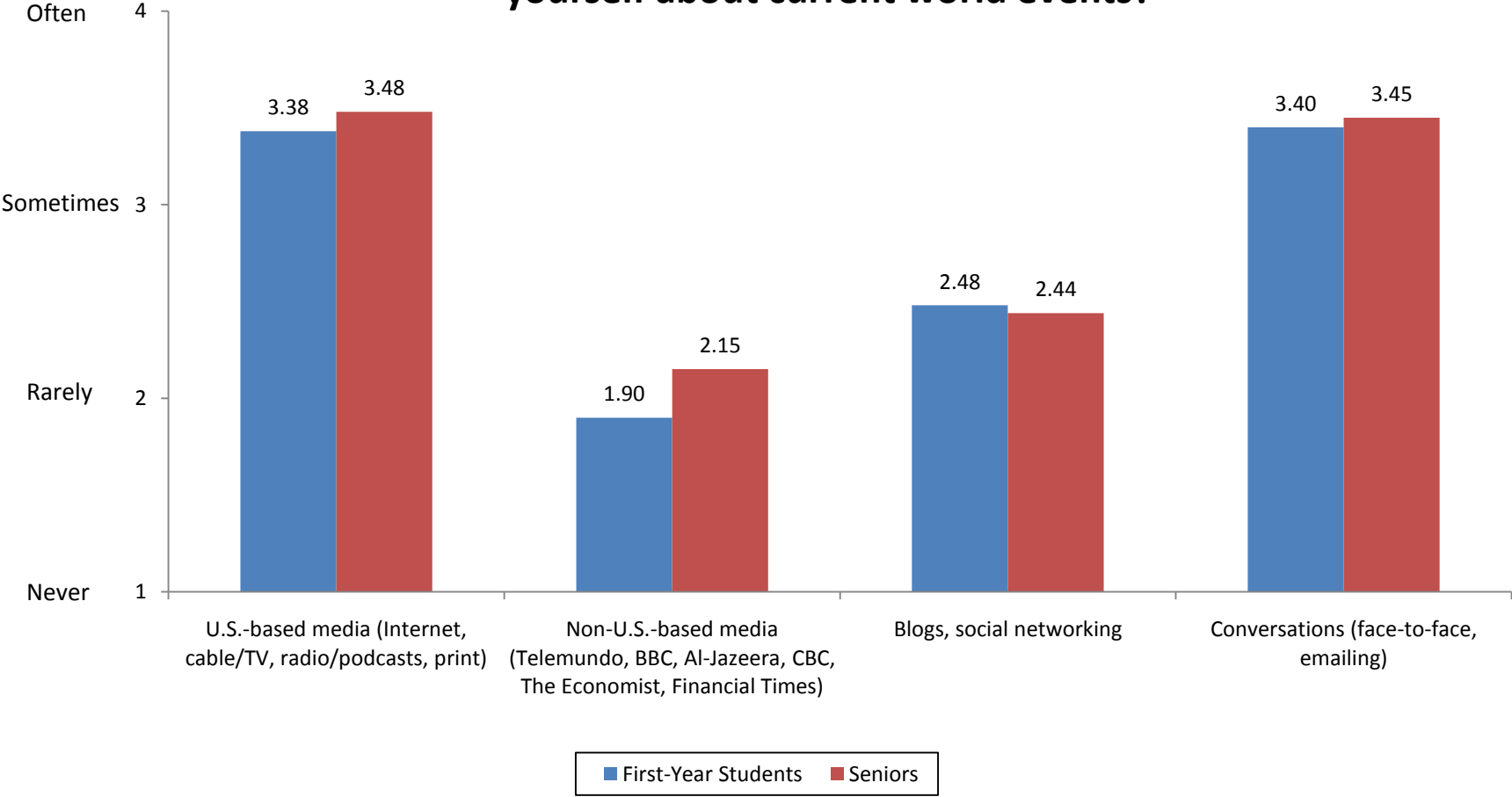
[Click to see survey instrument](#)

**Response Rates:**

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

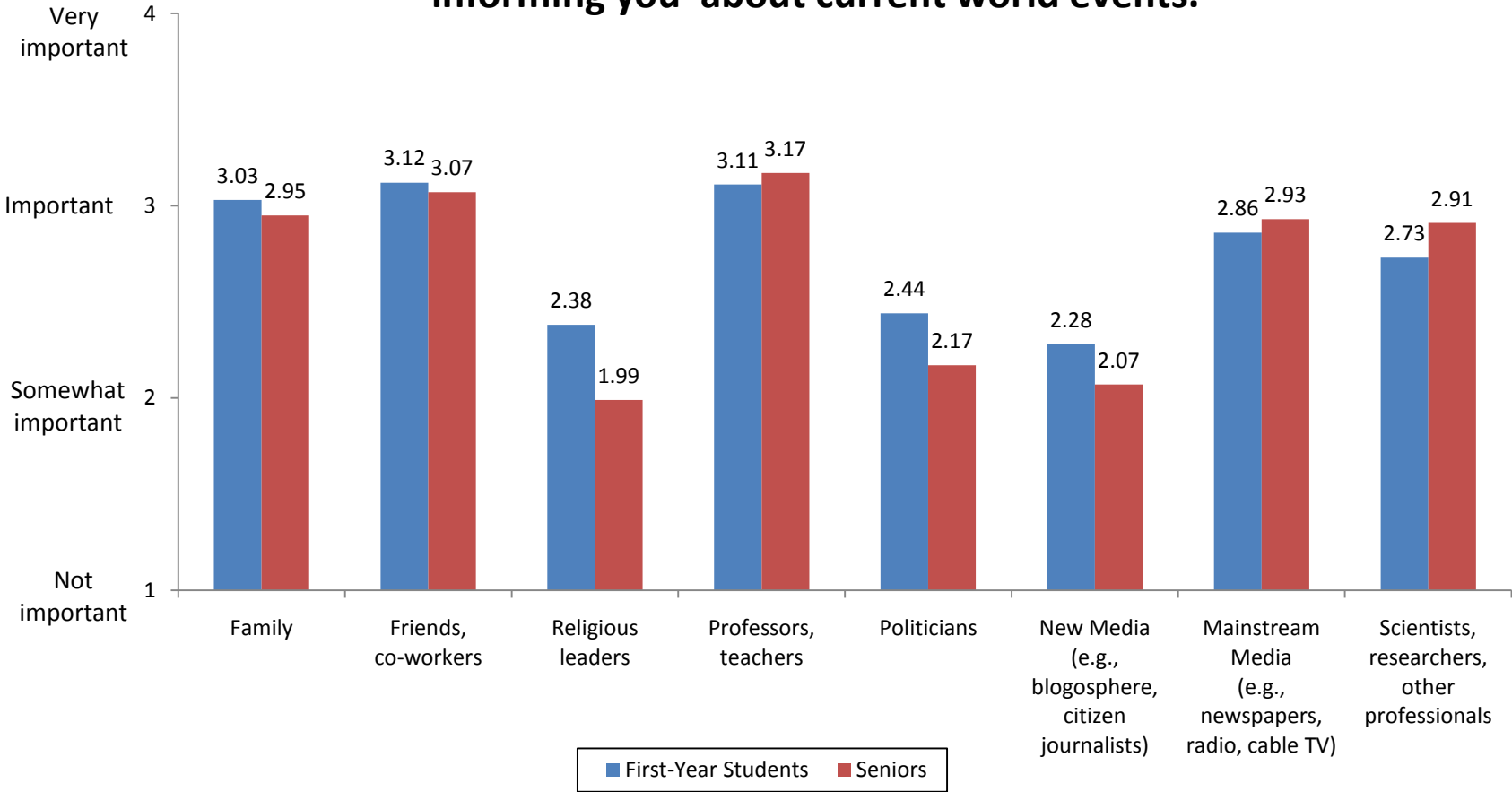
**Degrees of Preparation Survey, Spring 2009**  
**Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)**

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



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

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



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

*Have you ever done the following?*

	Yes	No	No Response
<b>Developed friendship(s) with individuals outside the United States</b>			
First-Year Students	164 (89%)	10 (5%)	11 (6%)
Seniors	177 (89%)	8 (4%)	13 (7%)
<b>Taken a class that included international or global issues</b>			
First-Year Students	129 (70%)	44 (24%)	12 (7%)
Seniors	178 (90%)	7 (4%)	13 (7%)
<b>Studied a foreign language</b>			
First-Year Students	160 (87%)	14 (8%)	11 (6%)
Seniors	177 (89%)	8 (4%)	13 (7%)
<b>Attended international or global events on campus</b>			
First-Year Students	146 (79%)	28 (15%)	11 (6%)
Seniors	155 (78%)	30 (15%)	13 (7%)
<b>Participated in international clubs or activities</b>			
First-Year Students	93 (50%)	81 (44%)	11 (6%)
Seniors	124 (63%)	61 (31%)	13 (7%)
<b>Traveled outside the United States with my family</b>			
First-Year Students	55 (30%)	119 (64%)	11 (6%)
Seniors	84 (42%)	101 (51%)	13 (7%)
<b>Served as a host family for an international student</b>			
First-Year Students	15 (8%)	159 (86%)	11 (6%)
Seniors	29 (15%)	156 (79%)	13 (7%)
<b>Lived outside the United States with my family</b>			
First-Year Students	22 (12%)	152 (82%)	11 (6%)
Seniors	42 (21%)	143 (72%)	13 (7%)
<b>Traveled outside the United States by myself or with friends</b>			
First-Year Students	54 (29%)	120 (65%)	11 (6%)
Seniors	122 (62%)	63 (32%)	13 (7%)
<b>Participated in a volunteer service outside the United States</b>			
First-Year Students	33 (18%)	141 (76%)	11 (6%)
Seniors	54 (27%)	131 (66%)	13 (7%)
<b>Participated in a study abroad or an exchange program</b>			
First-Year Students	14 (8%)	159 (86%)	12 (7%)
Seniors	93 (47%)	92 (47%)	13 (7%)
<b>Participated in workplace experiences outside the United States</b>			
First-Year Students	17 (9%)	157 (85%)	11 (6%)
Seniors	33 (17%)	152 (77%)	13 (7%)

# Research Practices Fall 2010

(GSTR 110 Students)



Administered online as part of the Higher Education Data  
Sharing (HEDS) Consortium

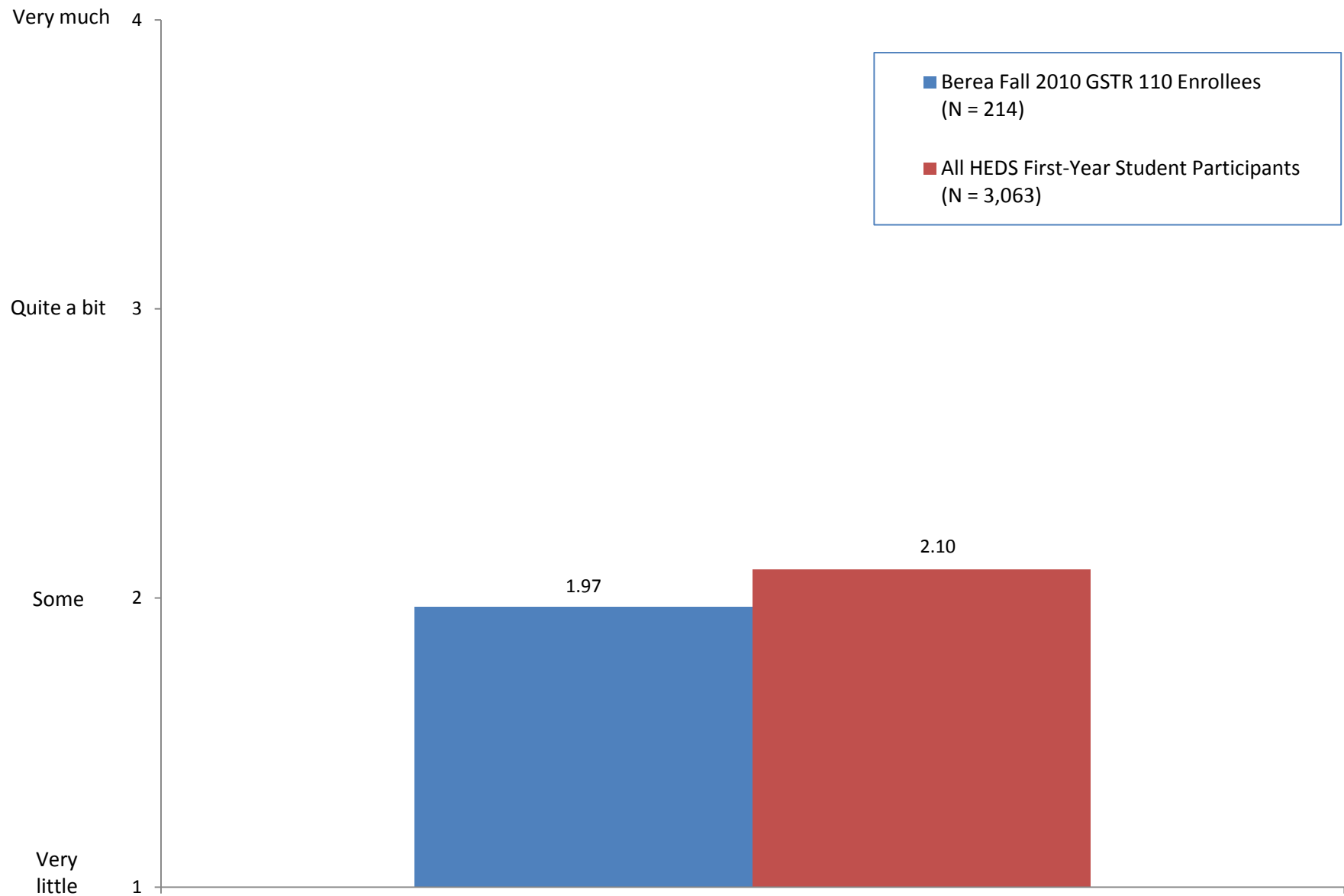
Full Report:

<http://www.berea.edu/ira/files/2012/08/ResearchPracticesFall2010.pdf>

[Click to see survey instrument](#)

Response Rate: 214/467 or 46%

### How much do you enjoy research?



Response Rate for Berea: 214/ 467 or 46%.

Information from the HEDS Research Practices Survey administered at the beginning of Fall 2010 compiled by the Office of Institutional Research and Assessment, January 2011

# Berea-Specific Graduating Senior Survey



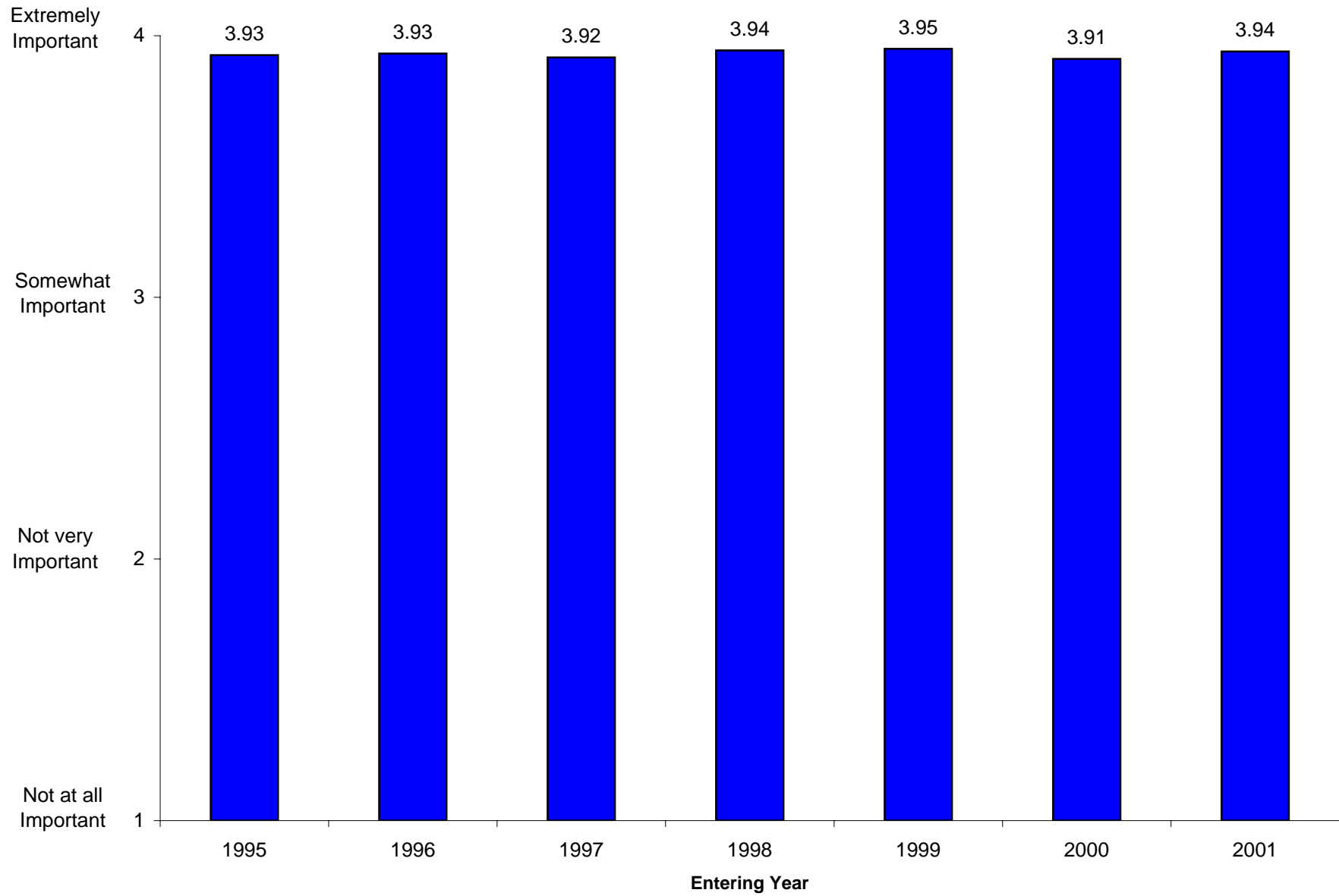
[Click to see survey instruments](#)

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

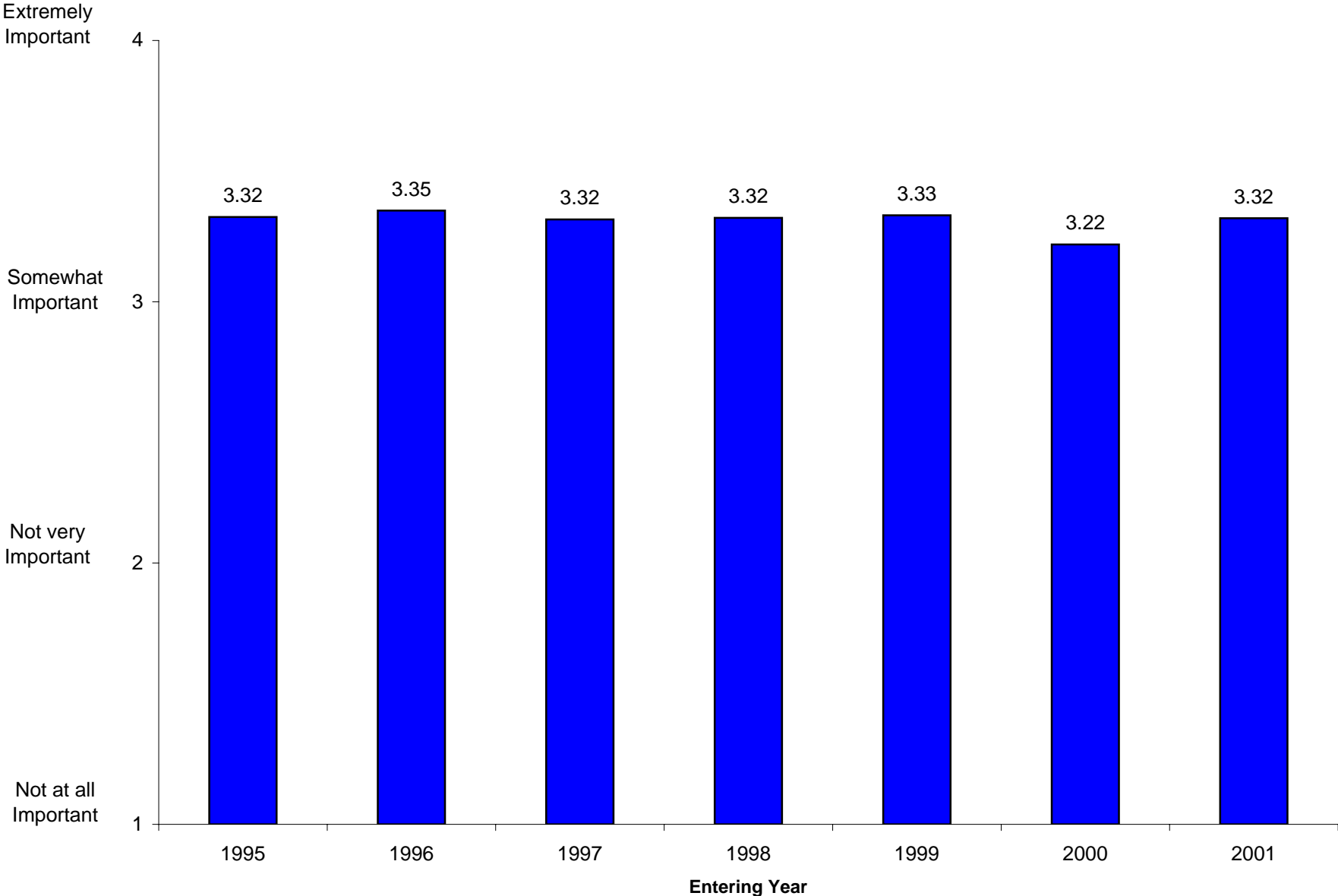
Response Rates: Ranged from 55% to 96%



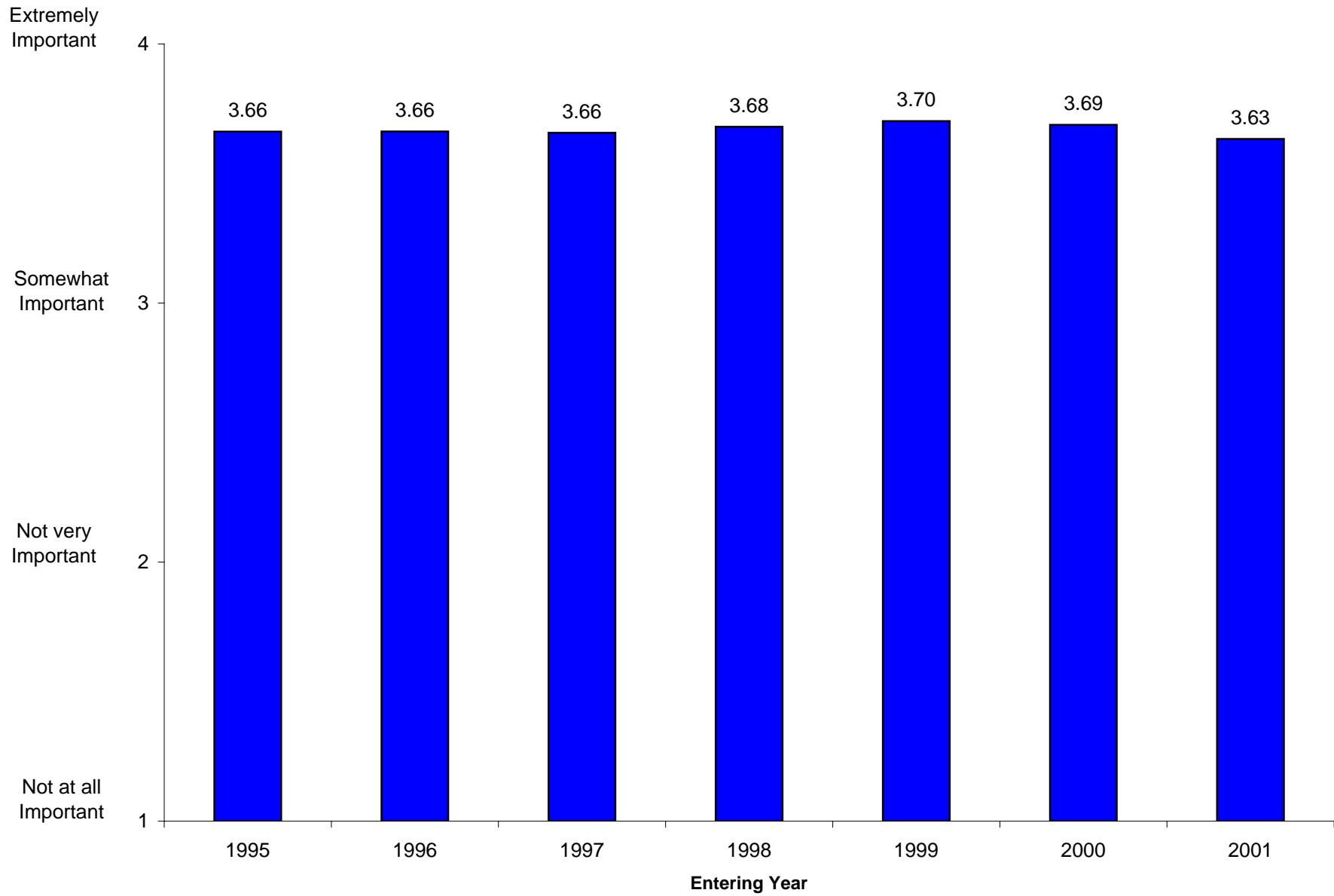
To earn a college degree (Bachelor's degree)



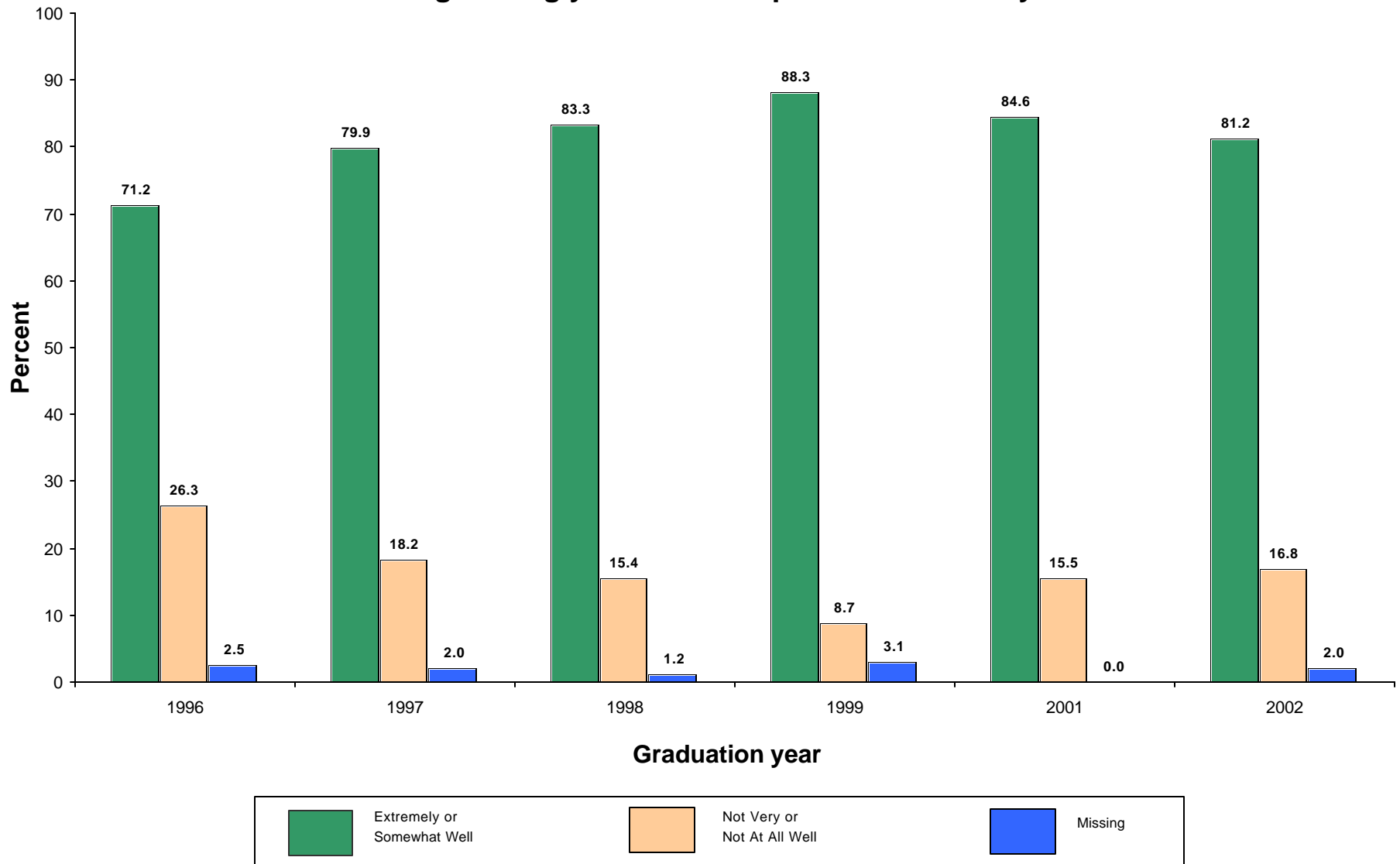
To earn a post graduate degree such as a Masters, Ph.D., or M.D.



To become a 'well-rounded' person

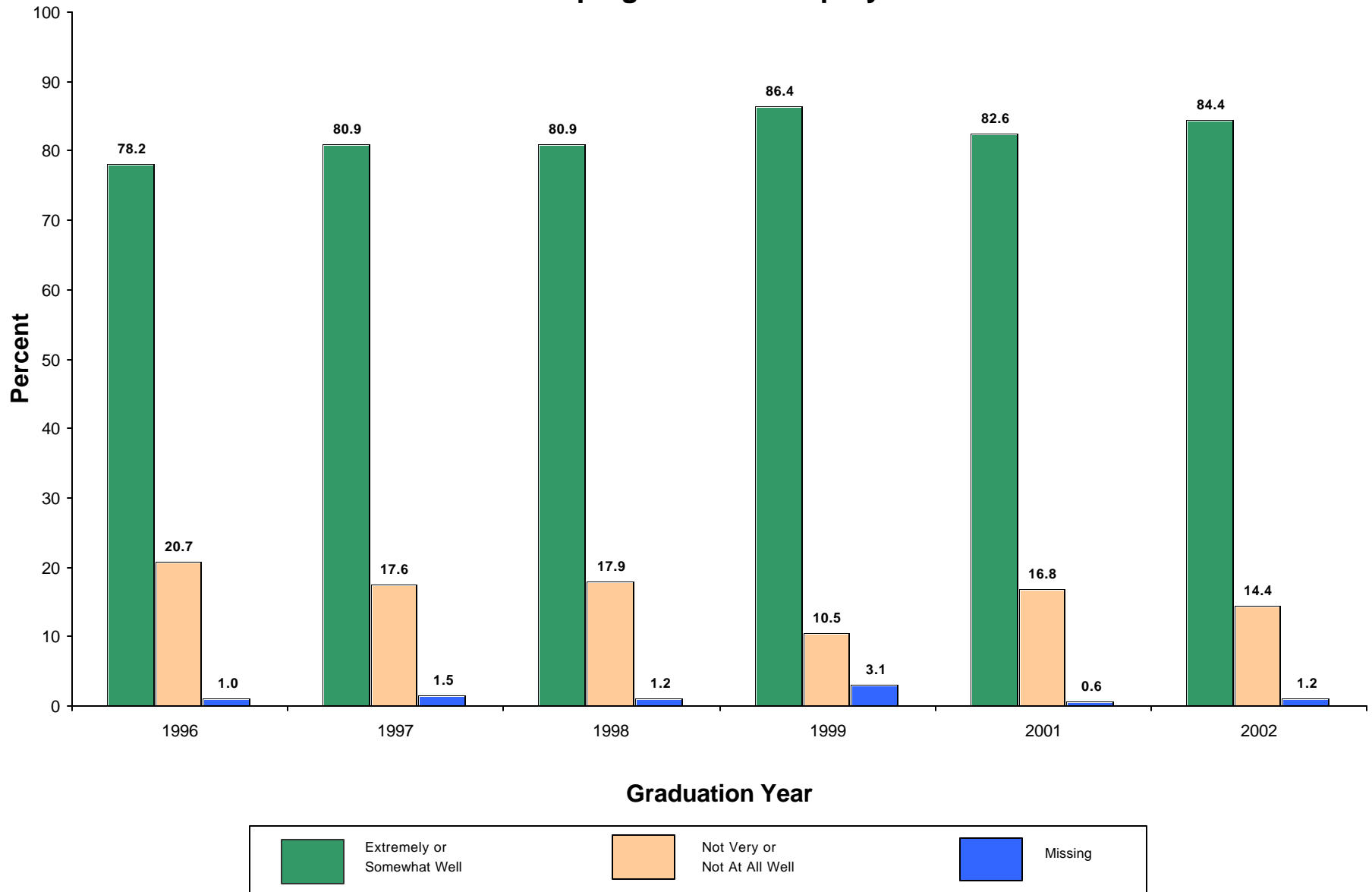


### Strengthening your sense of personal authority



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

### Developing a habit of inquiry



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

# ACA Appalachian Region Alumni Outcomes Survey

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



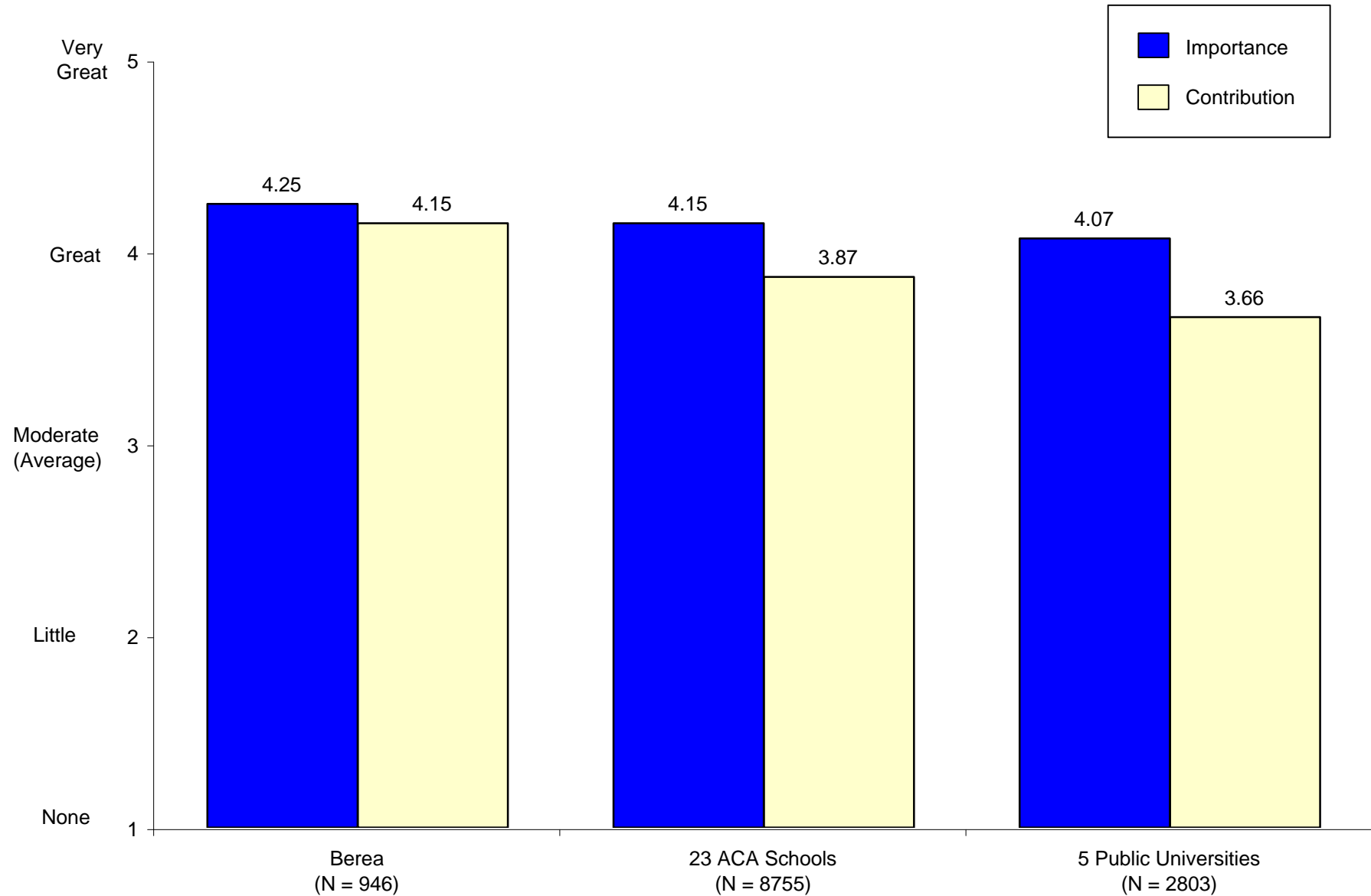
[Click to see survey instruments](#)

Response Rate: 42%

Importance to your current endeavors.

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

### Engaging in life-long learning.



# Berea-Specific Alumni Survey

(Graduates from the 1980s, 1990s, and  
2000s with valid e-mail addresses)



**Response Rate: 25% (1068/ 4342)**

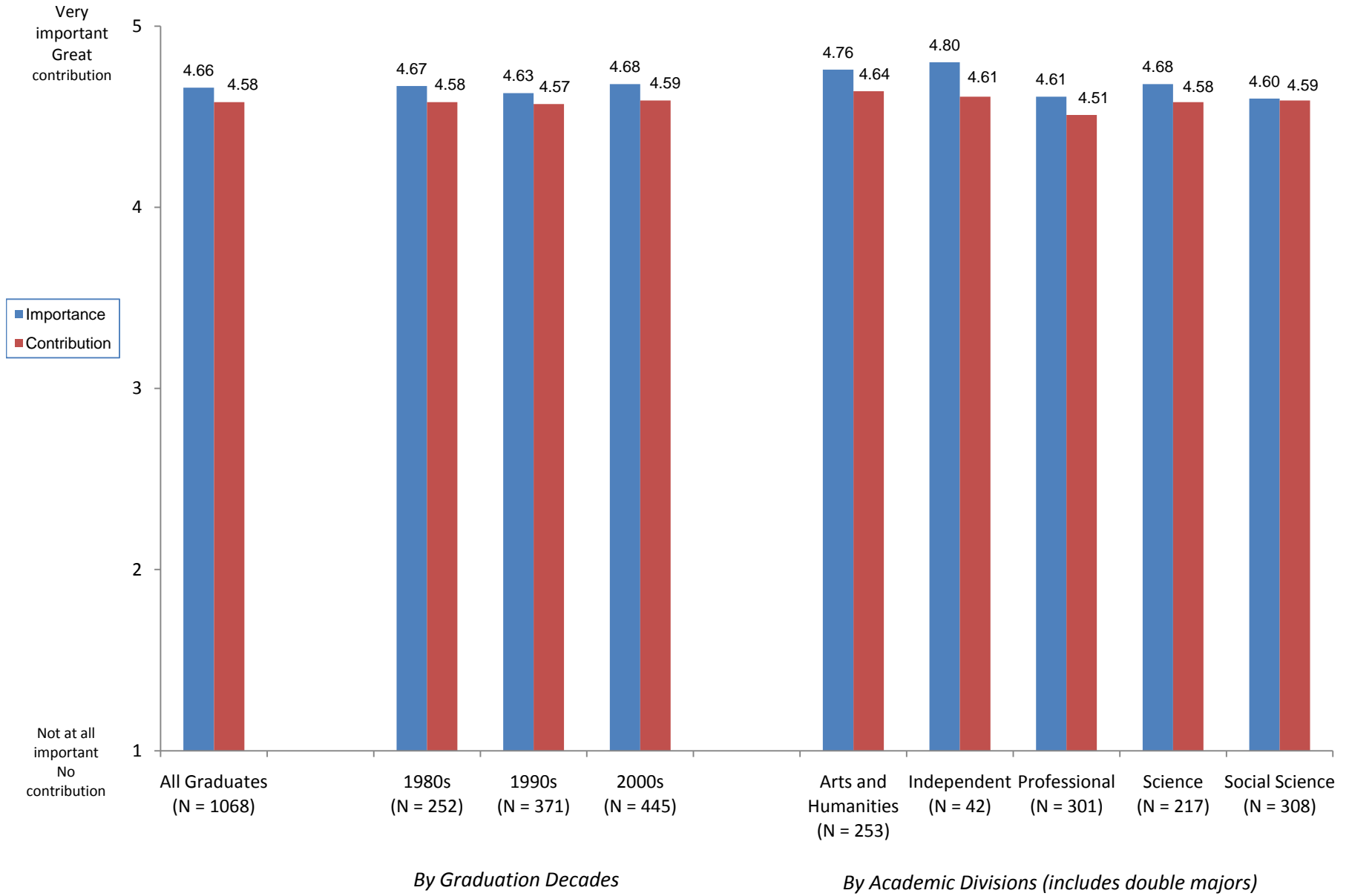
[Click link to see survey instruments](#)



How important is the following to you personally?

Rate the contribution made by Berea College toward your personal growth for each of the following?

### Engaging in life-long learning



# ACT Alumni Outcomes Survey

(Work Colleges Consortium Project  
administered online)

(Graduates from 1992-93 through 2006-07)

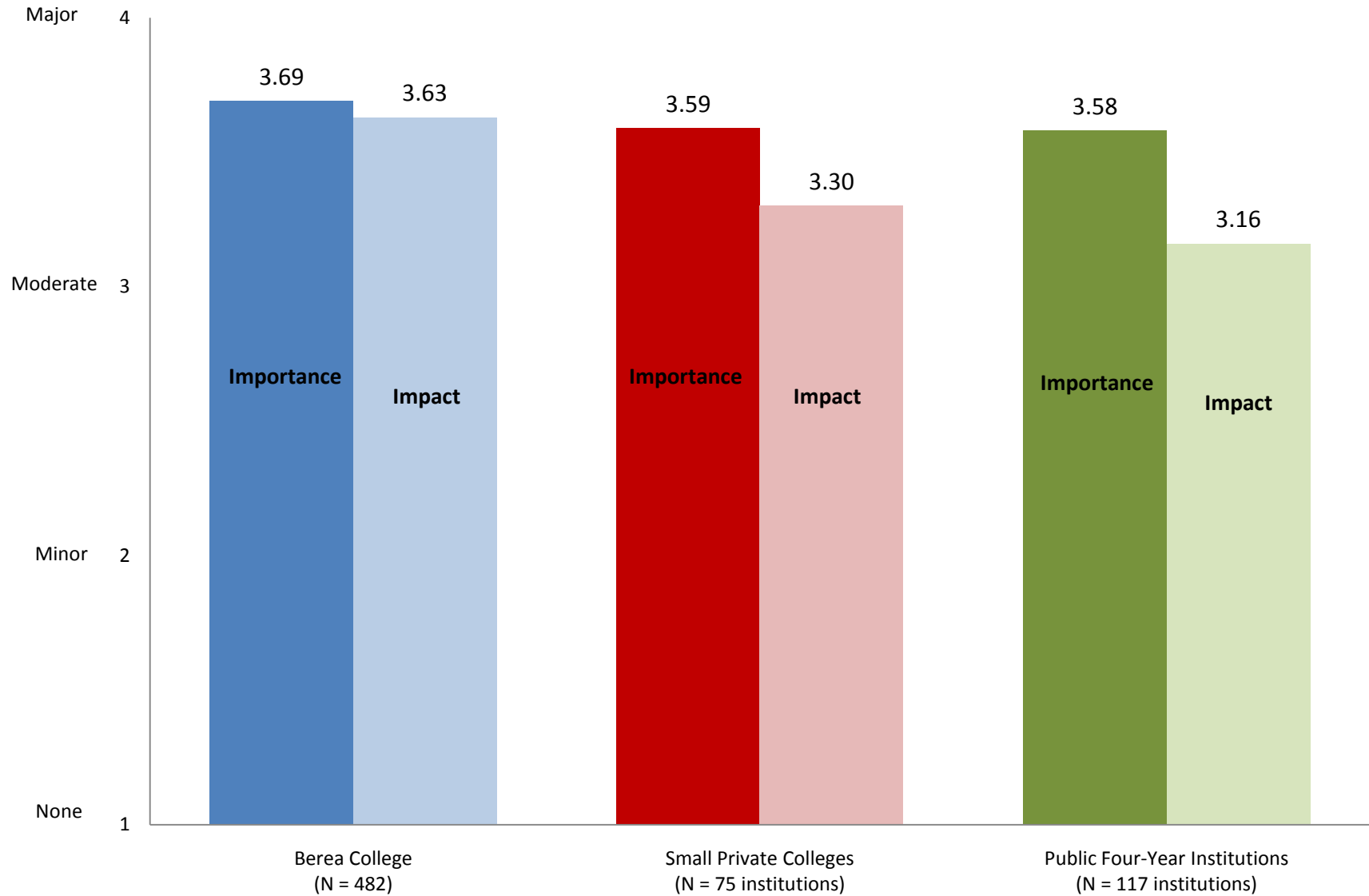


[Click to see survey instrument](#)

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

*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.

### *Making and exercising a lifelong commitment to learning*



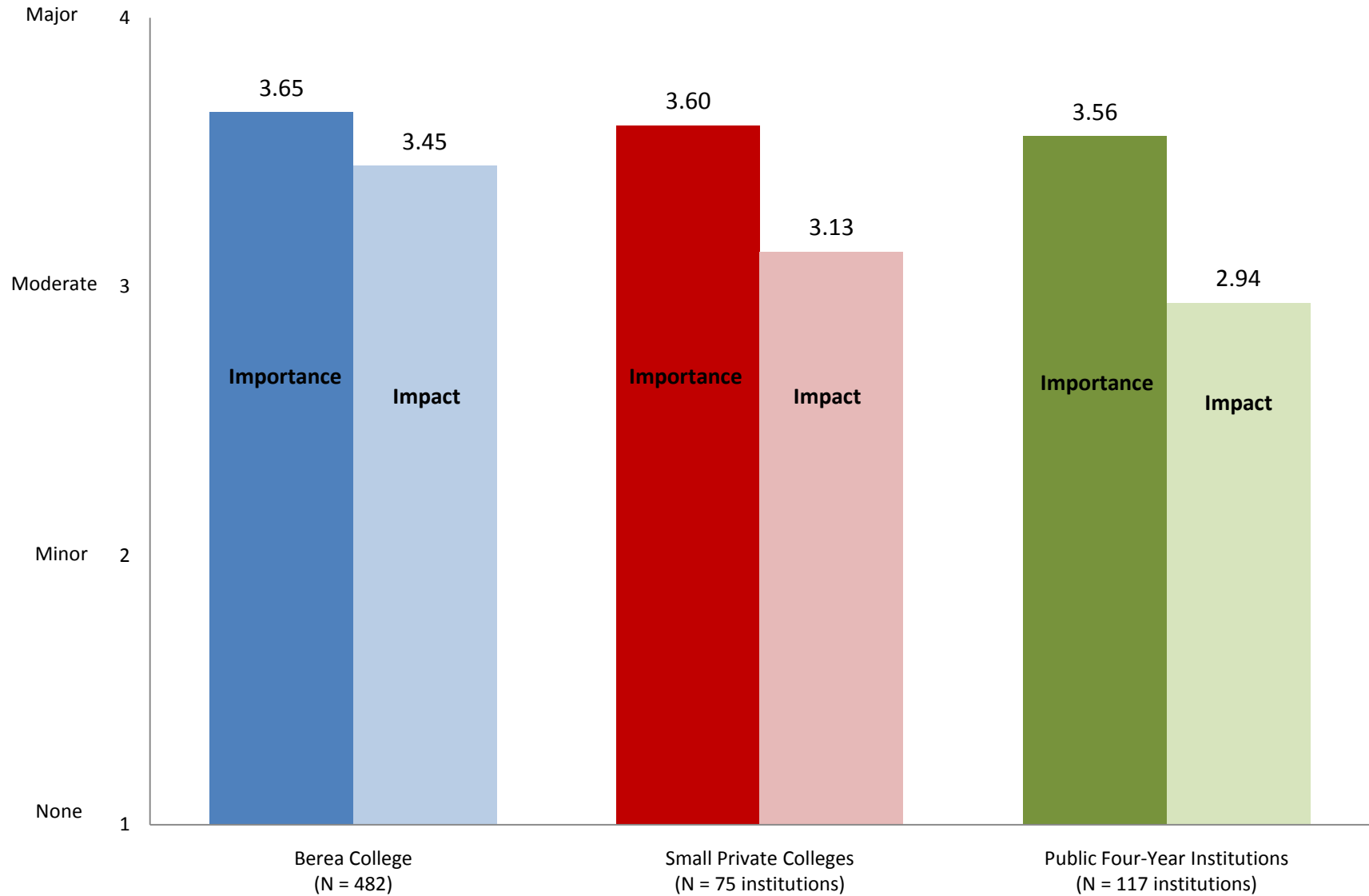
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.*

### *Developing and using effective leadership skills*



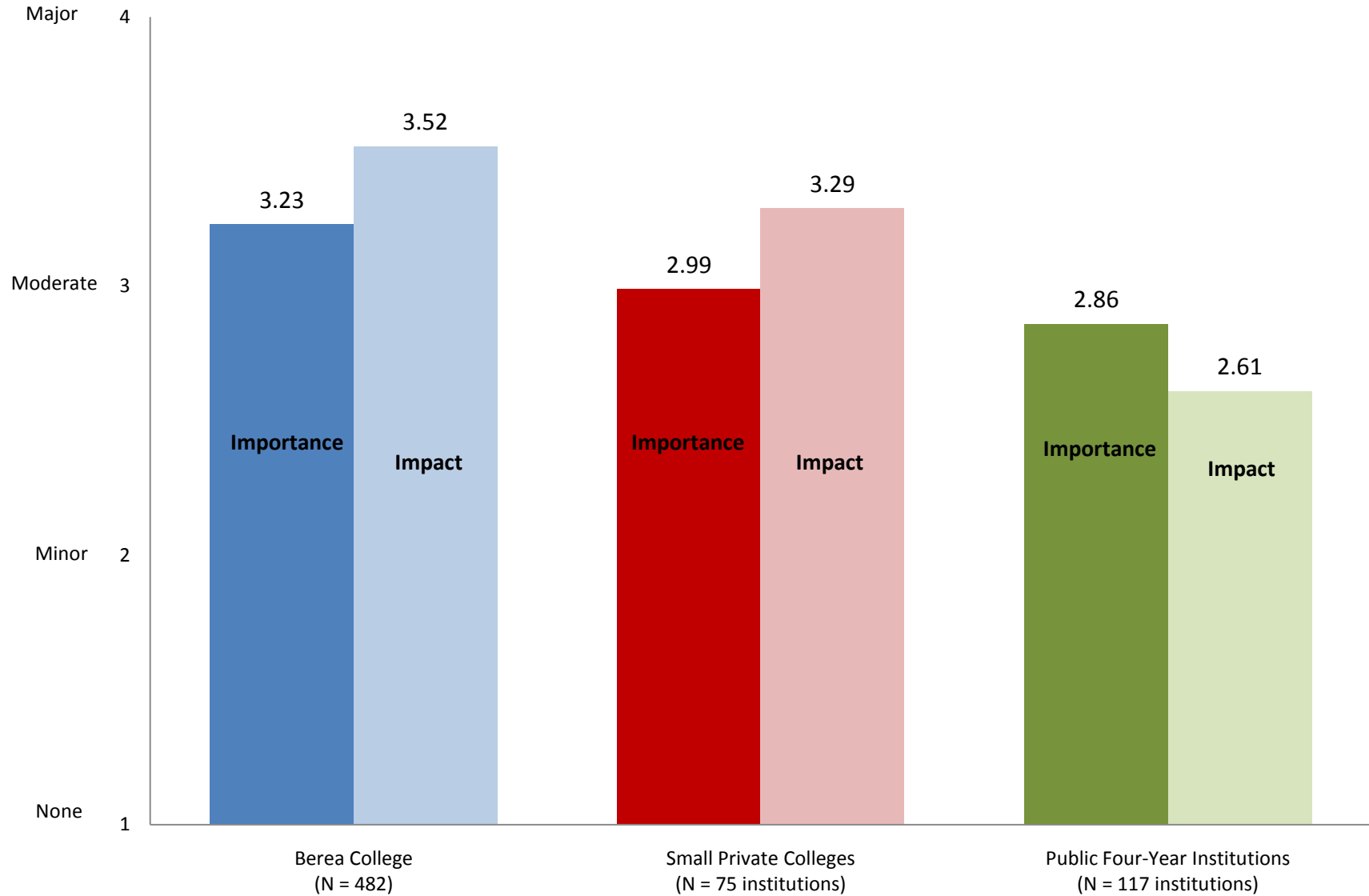
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

### *Understanding and appreciating art, music, literature, etc.*



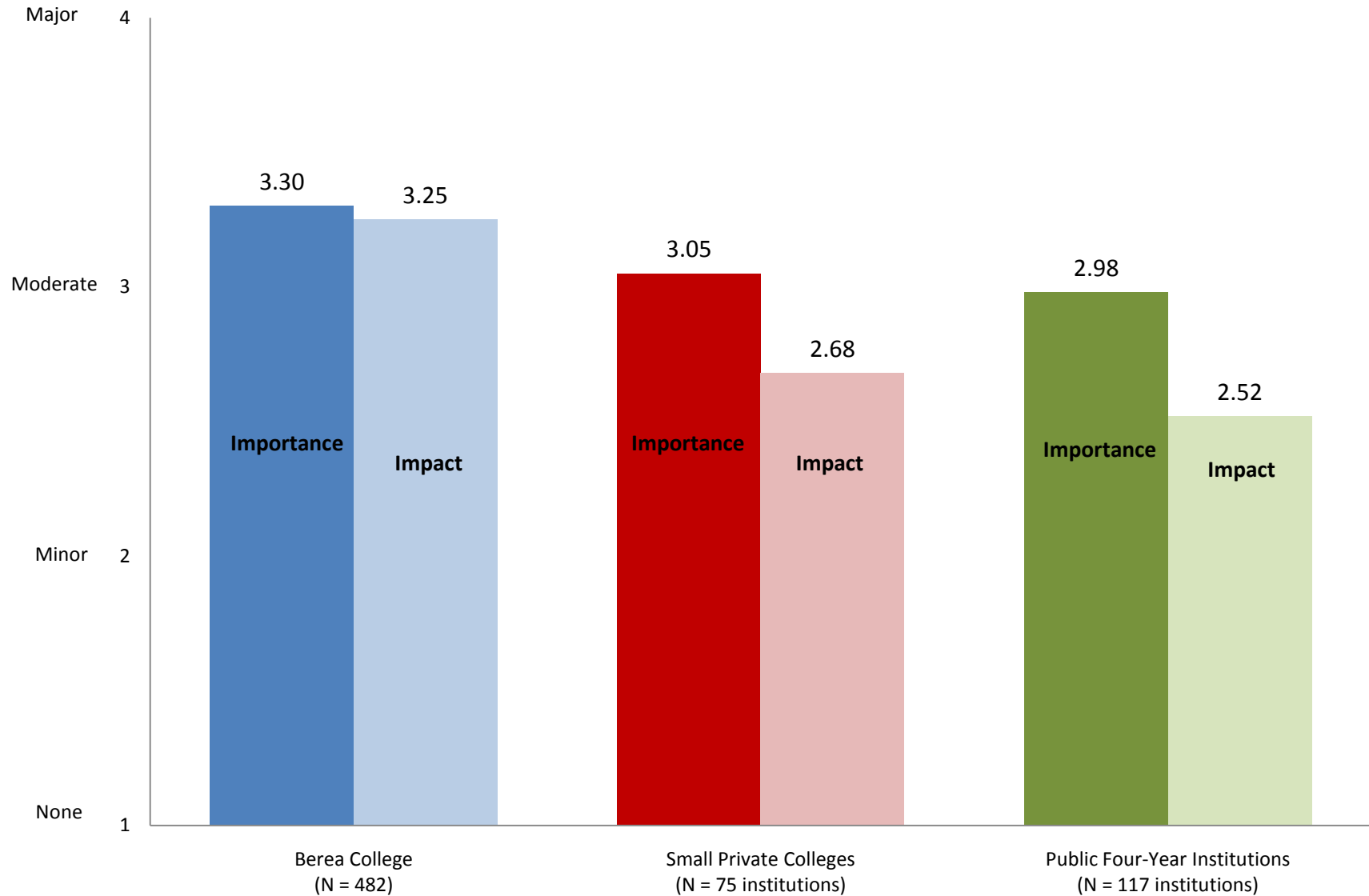
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.*

### *Understand international issues (political, economic, etc.)*



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

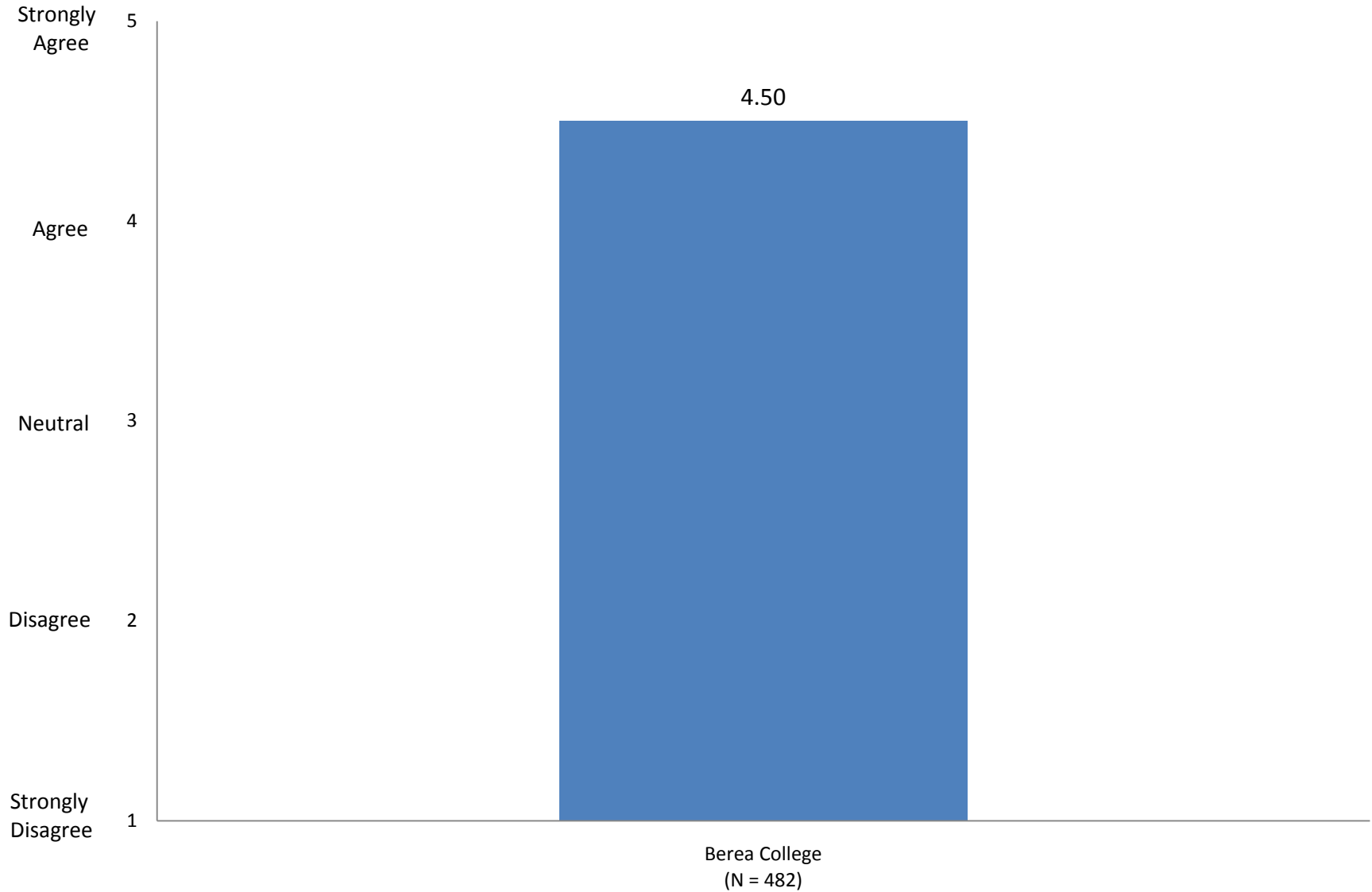
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

To what degree do you agree with the following statement concerning the Work Program?

*My Work Program Experience...*

*helped me develop a sense of responsibility and accountability.*



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

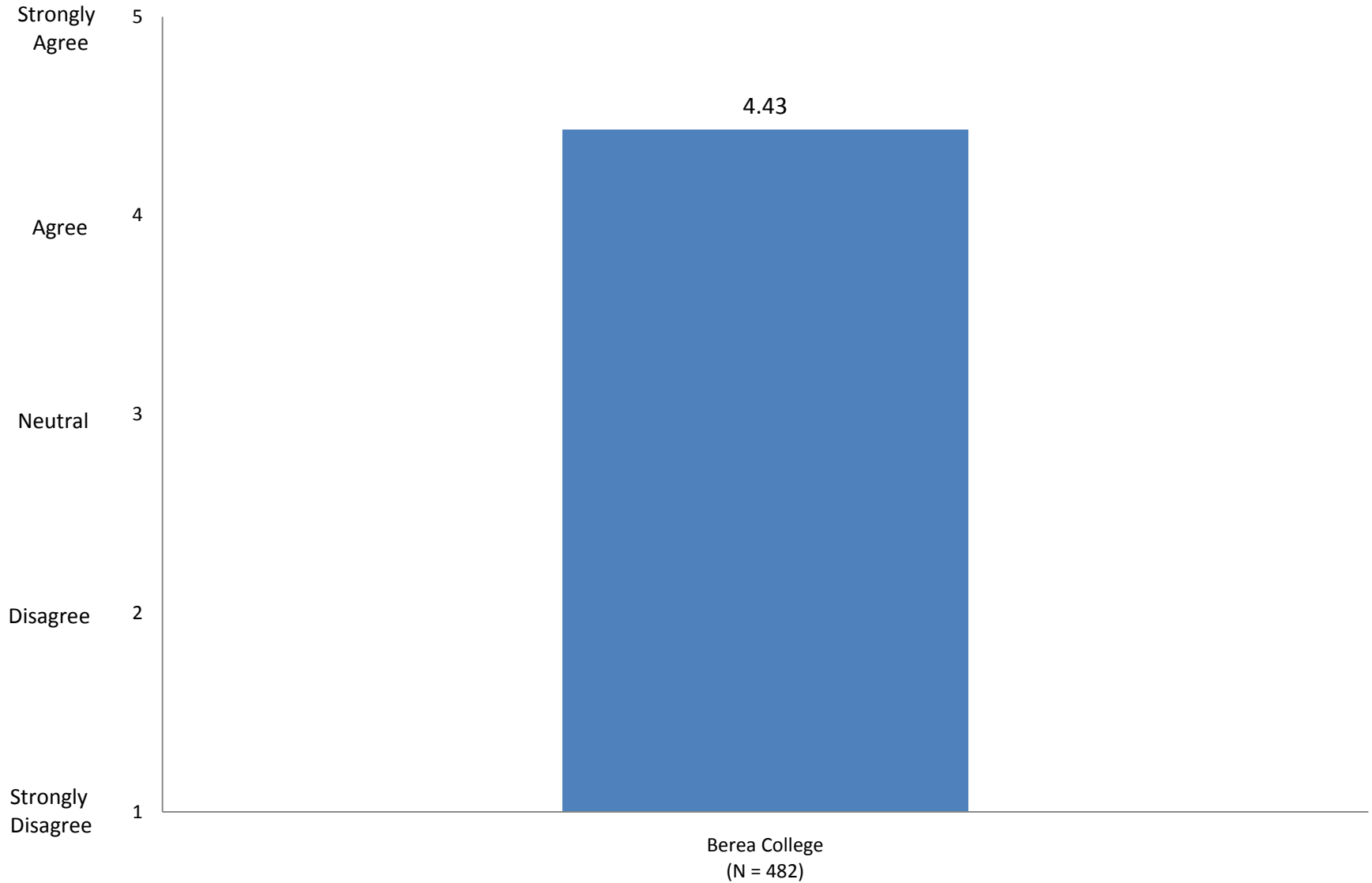
Source: Office of Institutional Research and Assessment, Spring 2011

Bera Response Rate:  
482/1648 or 29%

To what degree do you agree with the following statement concerning the Work Program?

My Work Program Experience...

*helped me build self-confidence.*



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

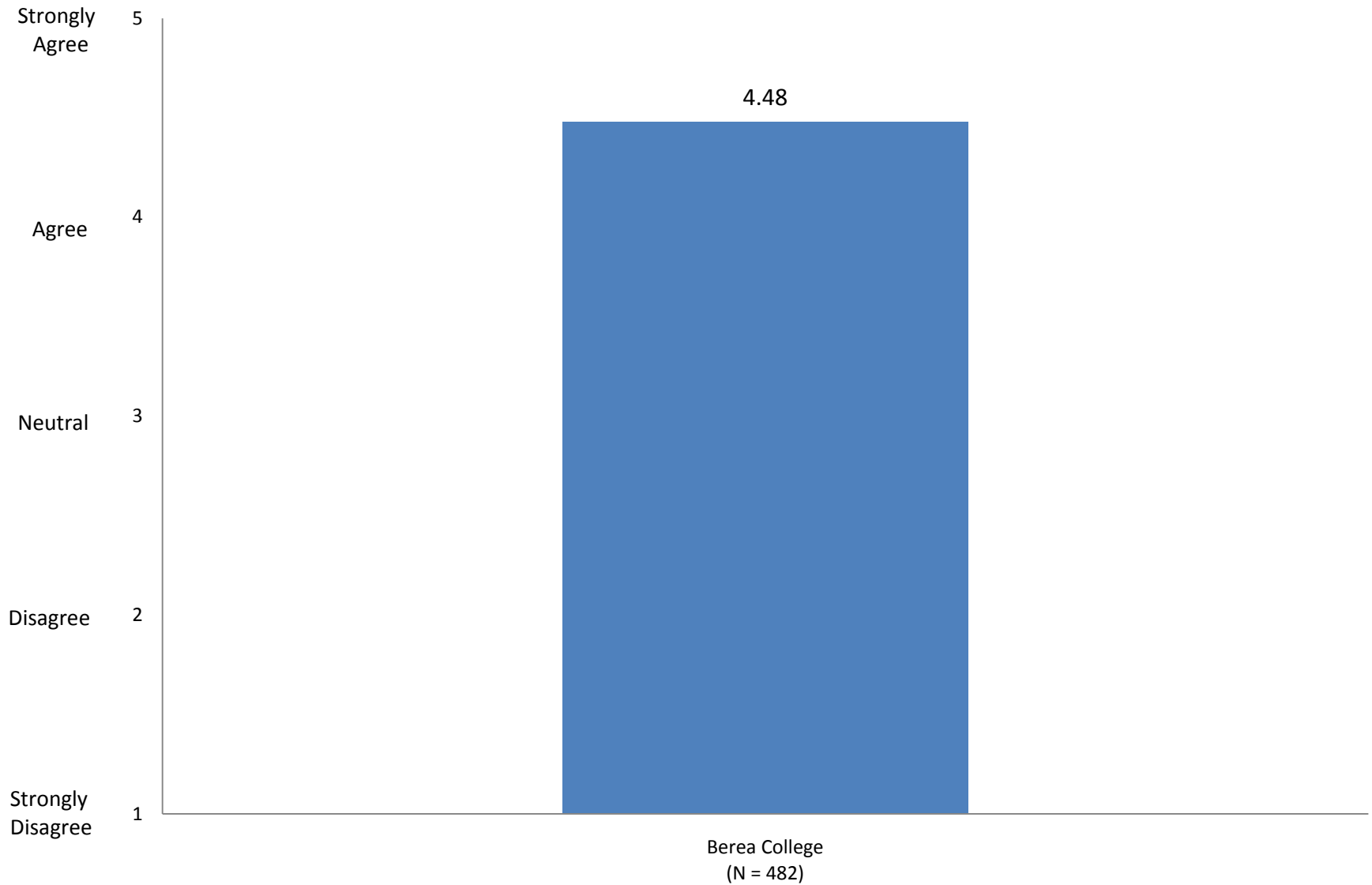
Berea Response Rate:  
482/1648 or 29%



To what degree do you agree with the following statement concerning the Work Program?

My Work Program Experience...

*helped me develop good communication skills.*



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%