

# Life Skills

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 Skills

### 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: Social Self-Concept** - *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.*

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



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

**Theme: Leadership** *these items address issues related to leadership, such as leadership opportunities and how students compare to their peers on leader-related skills and abilities.*

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

- Drive to achieve
- Leadership ability
- Self-confidence (social)

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

- Becoming an authority in my field
- Becoming a community leader

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

- Participate in student government

## 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?*

- 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)
- My teacher advised me
- This college has a very good academic reputation
- This college has a good reputation for its social and extracurricular activities
- I was offered financial assistance
- The cost of attending this college (added in 2004)
- High school counselor advised me
- Private college counselor advised me
- I wanted to live near home
- Not offered aid by first choice
- Could not afford first choice (added in 2006)
- This college's graduates gain admission to top graduate/professional schools
- This college's graduates get good jobs (added in 2004)
- I was attracted by the religious affiliation/orientation of this college
- I wanted to go to a school about the size of this college
- Rankings in national magazines
- Information from a website (asked from 2002 through 2014)
- I was admitted through an Early Action or Early Decision program

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

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

- The athletic department recruited me (asked in 2002; 2006 through 2014)
- A visit to the campus (added in 2004)
- Ability to take online courses (asked in 2010 through 2014)
- The percentage of students that graduate from this college (not asked in 2016)
- This college's graduates make a difference in the world (added in 2016)

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

- Drive to achieve
- Leadership ability
- Self-confidence (social)

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

- Becoming an authority in my field
- Becoming a community leader

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

- Participate in student government

*In the past year, how often have you*

- Played a musical instrument (asked in 2002 through 2008)

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

#### 2014 Construct Graphs

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

#### 2014 Graphical Report

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

- Support their opinions with a logical argument
- Seek solutions to problems and explain them to others
- Evaluate the quality or reliability of information they receive
- Take risks for potential gains
- Seek alternative solutions to a problem
- Accept mistakes as part of the learning process
- Work with other students on group projects
- Integrate skills and knowledge from different sources and experiences

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

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

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

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

- Analyze and interpret data
- Apply mathematical concepts and computational thinking

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

- Develop ability to think critically
- Promote ability to write effectively

## 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?*

- Combined ideas from different courses when completing assignments

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

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

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

- Work with a faculty member on a research project

*About how many hours do you spend in a typical 7-day week doing each of the following?*

- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- Providing care for dependents (children, parents, etc.)

*How much does your institution emphasize the following?*

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

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

- Solving complex real-world problems
- Developing or clarifying a personal code of values and ethics
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

## National Survey of Student Engagement (NSSE), continued:

### 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
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Forming a new idea or understanding from various pieces of information
- Memorizing course material

*FSSE: In your selected course section, how important is it to you that the typical student do the following?*

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

- Combined ideas from different courses when completing assignments

*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?*

- Work with a faculty member on a research project

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

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

- Developing or clarifying a personal code of values and ethics
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Solving complex real-world problems

*FSSE: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?*

*NSSE: About how many hours do you spend in a typical 7-day week doing the following?*

- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

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

*Responsibilities and Time Allocations (number of hours per week you currently spend on each type of activity)*

- Care of Family (e.g. Child, Spouse, Relative)

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

- Locating, screening and organizing information
- Thinking objectively about beliefs, attitudes, and values
- Developing openness to new ideas and practices
- Appreciating the fine arts, music, literature, and the humanities
- Learning principles for improving physical and mental health

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

- Becoming an effective team or group member
- Becoming more willing to consider opposing points of view
- Improving my ability to relate to others
- Preparing to cope with changes as they occur (e.g. in career, relationships, lifestyle)
- Learning to be adaptable, tolerant, and willing to negotiate
- Becoming more aware of local and national political and social issues
- Becoming sensitive to moral injustices and ways of avoiding or correcting them
- Taking responsibility for my own behavior
- Learning how to become a more responsible family member
- Clarifying my personal values
- Developing a sense of purpose, value, and meaning for my life
- Developing moral principles to guide my actions and decisions
- Acquiring appropriate social skills for use in various situations
- Developing productive work relationships with both men and women
- Understanding myself, my talents, and my interests
- Becoming more willing to change and learn new things
- Becoming more aware of global international issues/events

*How large a contribution do you feel your educational experiences at this college have made to your growth and preparation in each of the following areas?*

- Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking.)
- Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals.)
- Social growth (understanding others and their views, adapting successfully to a variety of social situations).

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

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

Graphical Report (2002 administration only)

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

- Engaging in self-reflection
- Appreciating the interconnectedness of everything

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

*Indicate how much help you need in each of the following areas: Life Skills Development*

- Learning to communicate with other people
- Dealing with conflicts of job
- Learning how to be effective in my own community

*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**

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

- Managing your time effectively

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

- Raising a family

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

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

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

- Put together ideas or concepts from different courses when completing assignments or during class discussions

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

- Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form
- Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships

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

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

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

- Work on a research project with a faculty member outside of course or program requirements



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

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

- Learning effectively on your own
- Understanding yourself
- Understanding people of other racial and ethnic backgrounds
- Contributing to the welfare of your community

### African-American Student Survey, Spring 2003

*Life skills development (leadership, conflict resolution, managing finances, etc.)*

How satisfied are you with the service or programs aimed at fulfilling this need (life skills development)?

Rate your feel of personal need for life skills development

How much have life skills development contributed to your overall success and well-being at Berea College?

How important are life skills development to your overall success and well-being at Berea College?

To what extent is this need (life skills development) being met by services at the college?

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

*People use the library for many reasons. In the past academic year, which of the following was your MOST FREQUENT reason for using a library?*

- Recreation or other non-academic purposes (leisure reading, checking out music or videos, checking e-mail, etc.)
- Conducting research for course assignments or projects
- Doing other academic work (studying, doing homework, doing a group project, etc.)
- Other
- I did not use a library in the past academic year

*Which of the following information management tools did you use in the past academic year for organizing and managing research information?*

- Paper folders, files, or note cards
- Computer folders or files (My Documents, Microsoft Word files, etc.)
- Online tools (bookmarks, blogs, MySpace, etc.)
- E-mail
- Bibliographic management software (Endnote, Refworks, ProCite, etc.)
- Other
- I did not use any tools for organizing or managing research information

*Which of the following best describes the way you pace your work on a research assignment?*

- I do most of the work soon after an assignment is given
- I divide the work pretty equally across the available time
- I do a little work soon after the assignment is given, but do most of it toward the end
- I do all the work just before or on the due date

### Berea-Specific Exit Survey, Graduating Seniors

*How well did Berea College help you*

- To become a “well-rounded” person

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

- Thinking and acting independently
- Mastering the skills of abstract and logical thinking
- Strengthening your sense of personal authority
- Developing a habit of inquiry

### ACT Alumni Survey, Graduates two years after graduation

Regardless of the financial benefits, has your college education improved your quality of life?

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

- Managing personal/family finances
- Learning on your own
- Following directions
- Understanding consumer issues
- Organizing your time effectively
- Recognizing your rights, responsibilities, and privileges as a citizen

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

*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 magazine (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?

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

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

- Developing ethical standards and values
- Developing problem-solving skills
- Speaking effectively
- Developing leadership skills
- Developing a healthy lifestyle
- Developing self-confidence
- Managing personal finances
- Developing time management skills
- Learning how to be a more responsible family member

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
- Defining and solving problems
- Recognizing and using effective communications skills
- Developing and using effective leadership skills
- Working cooperatively in groups; working as a team leader

Berea-Specific Items

*To what degree do you agree with 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 to learn to effectively solve problems
- 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

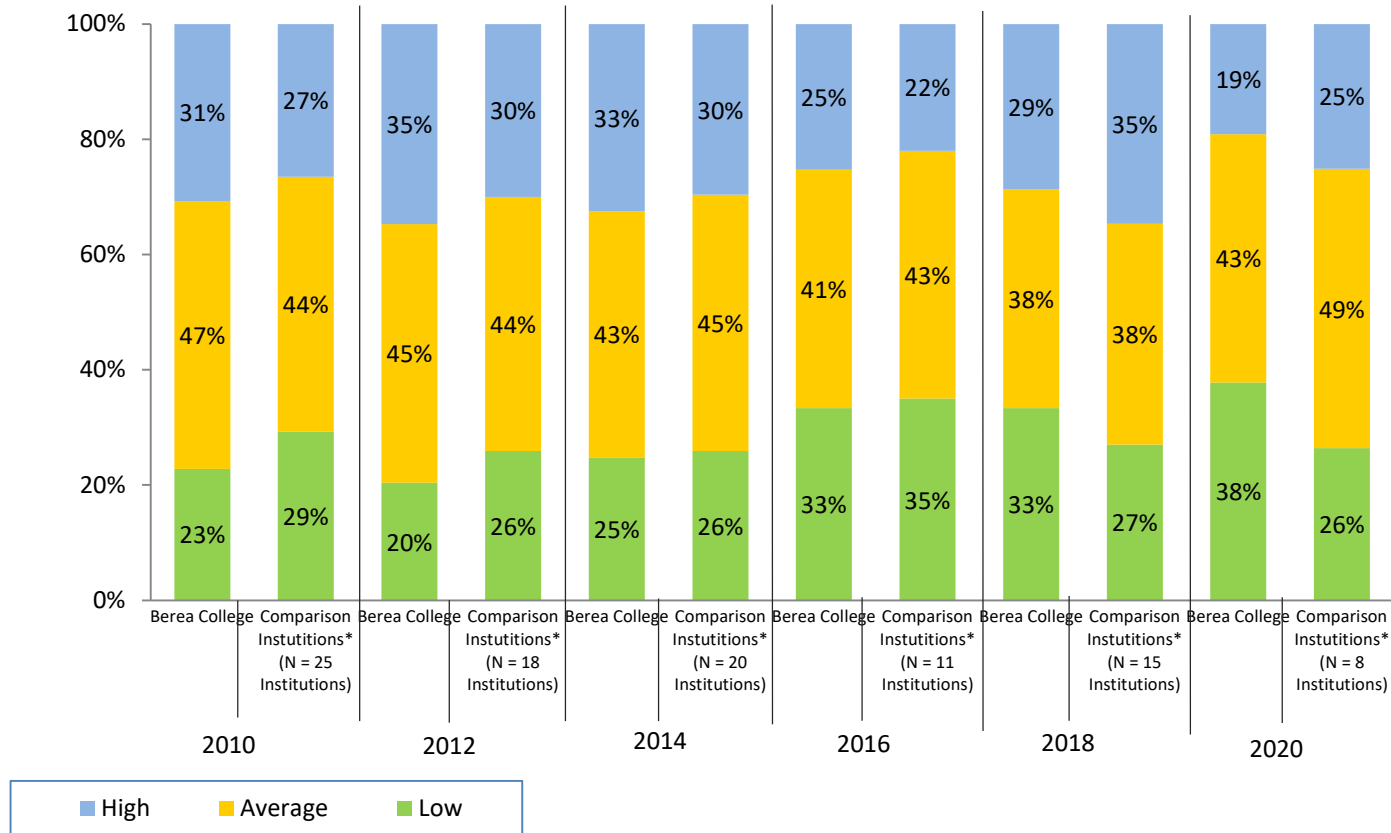
(Based on First-Year Students Only; does not include New Transfer Students)

**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%.

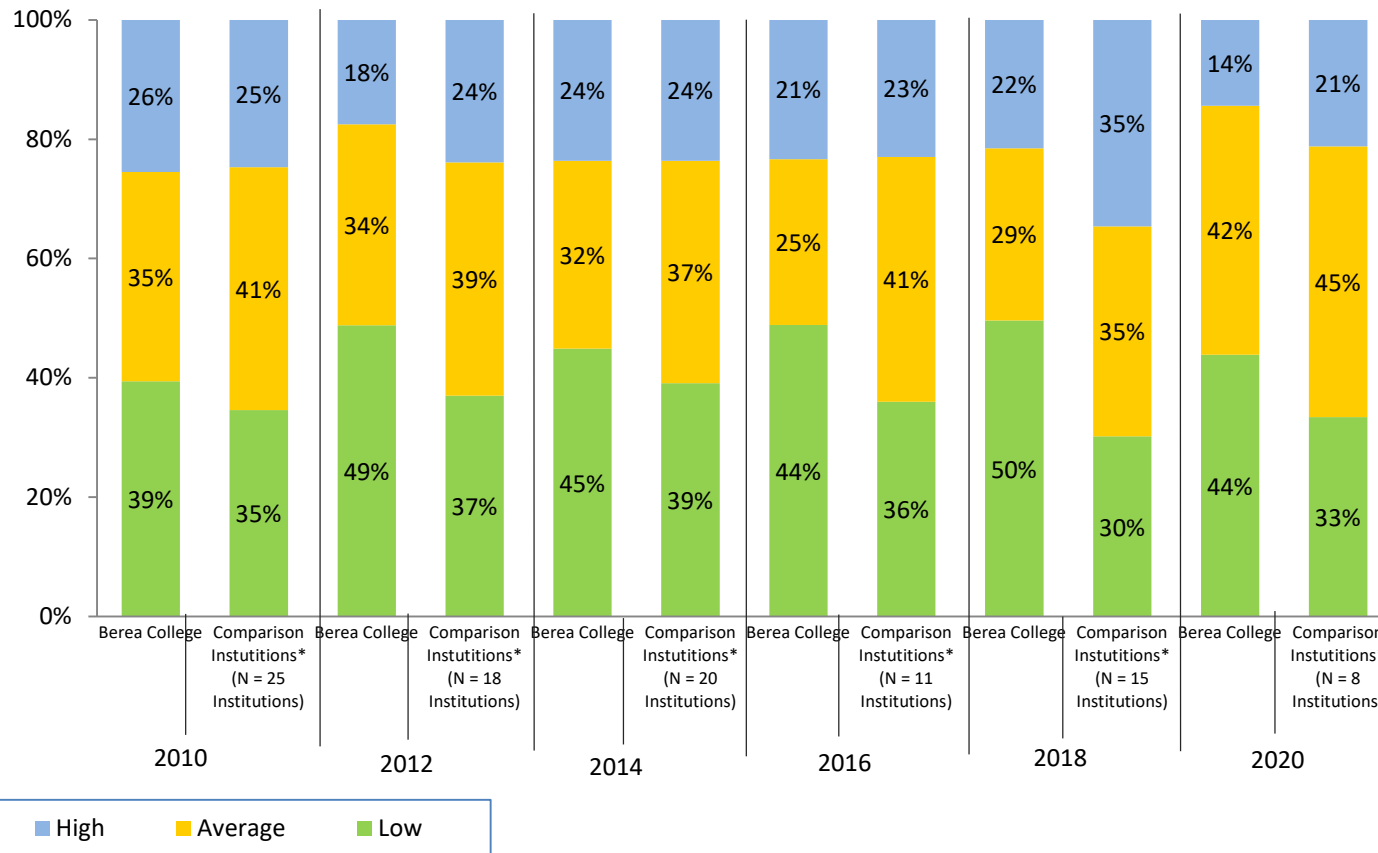
NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

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: 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%.

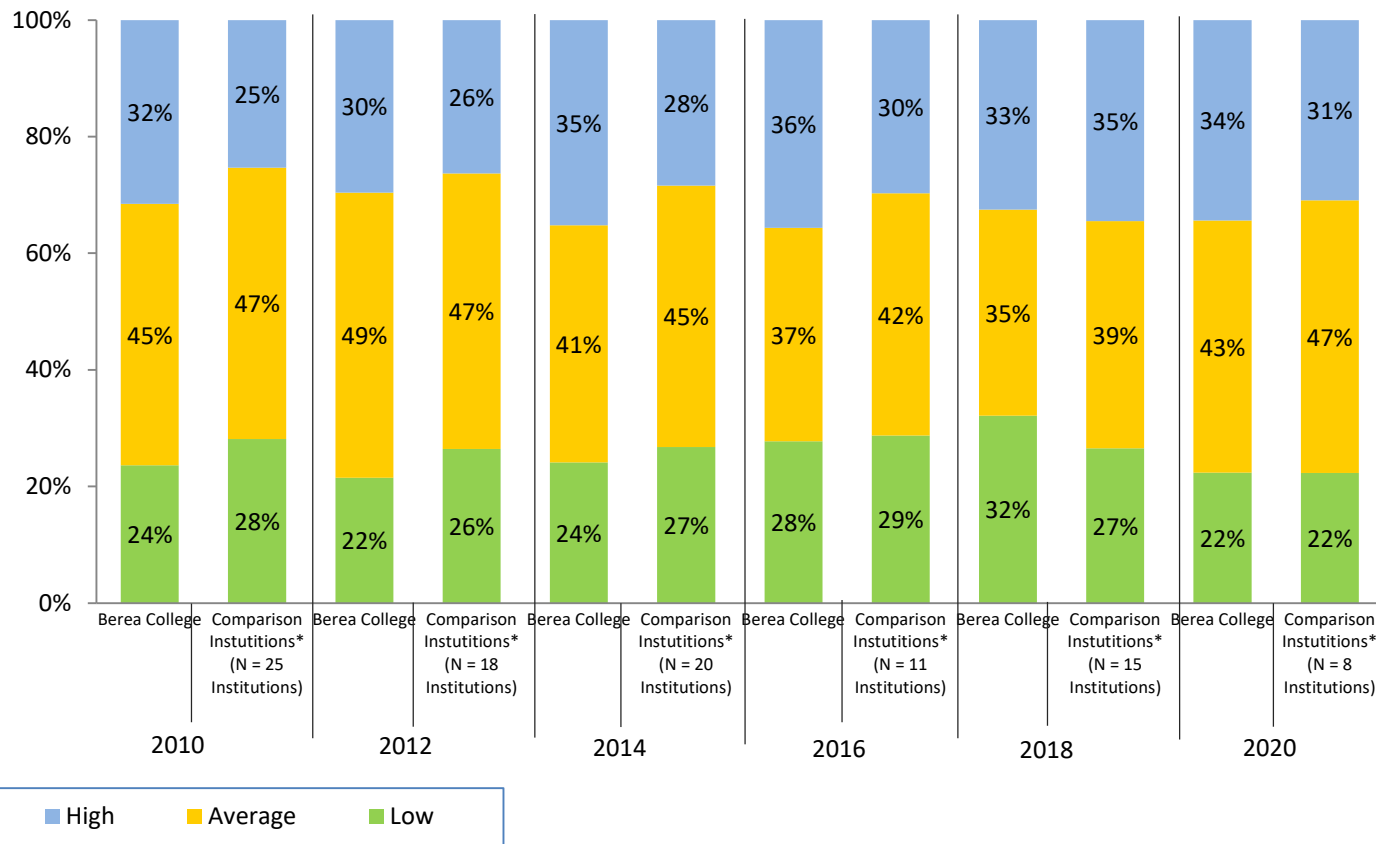
NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.



## 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.

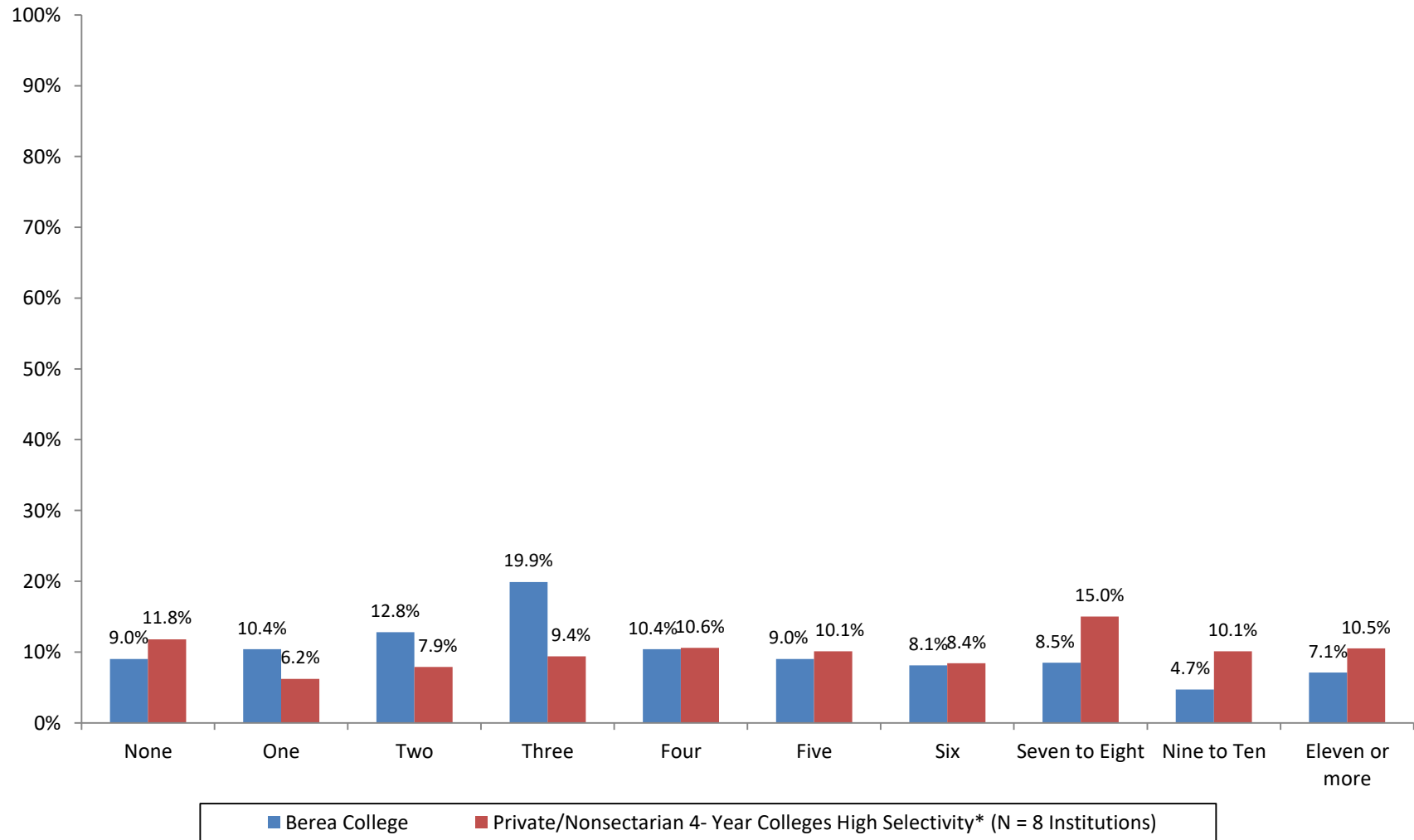
**Theme: College Choice** -- *These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.*

- 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)

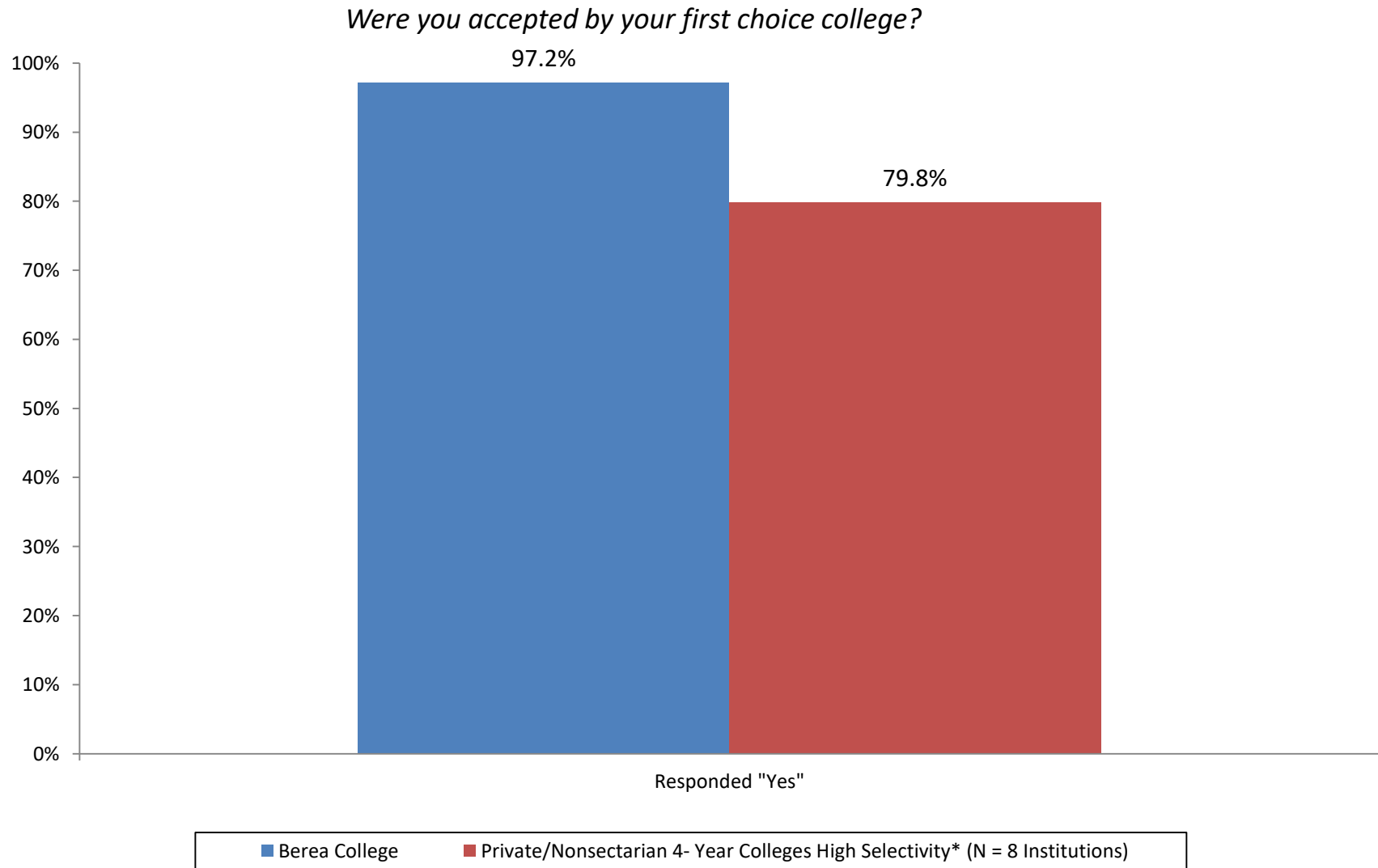
*To how many colleges other than this one did you apply for admission this year?*



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

**THEME: College Choice**

(Based on First-Year Students Only)

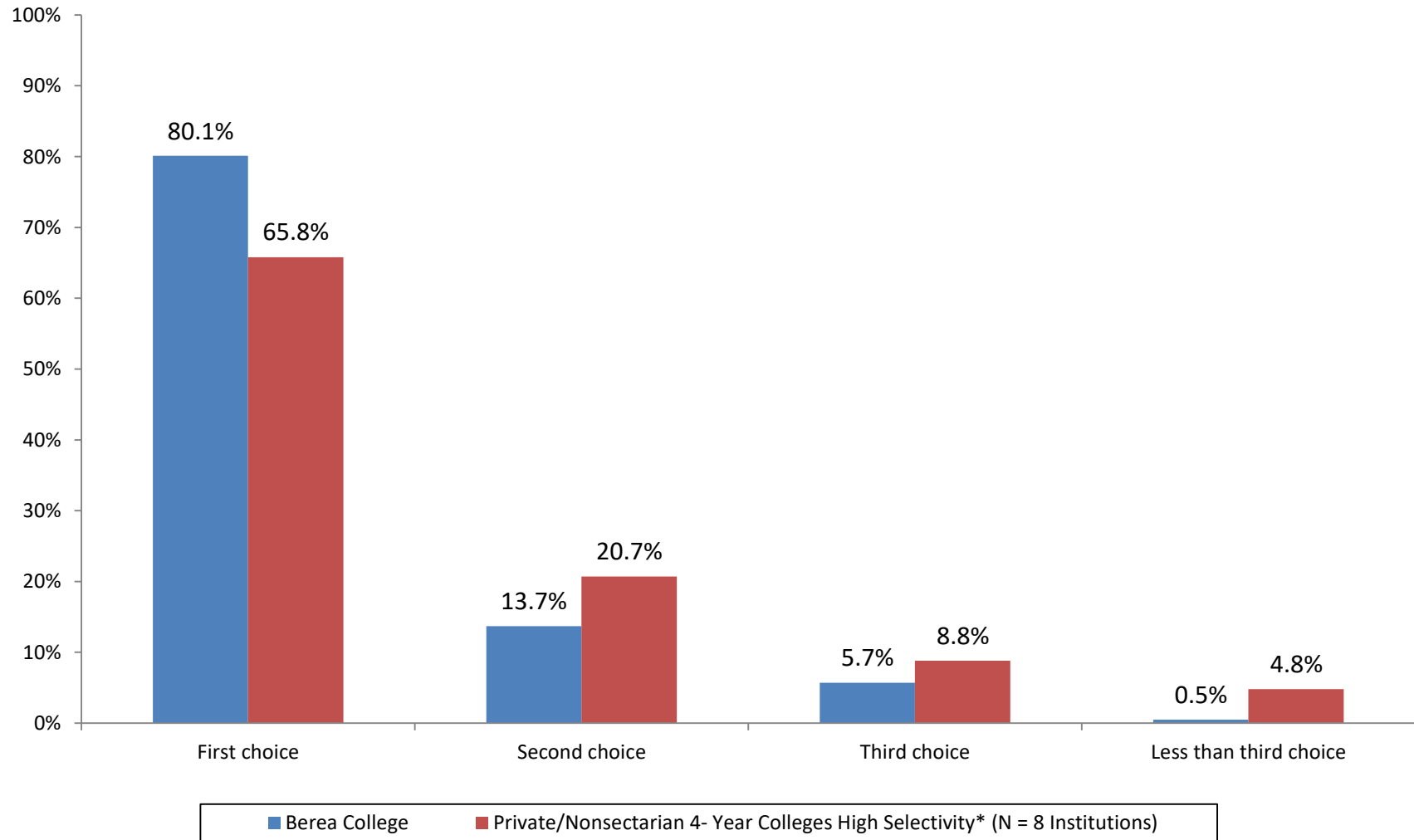


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: College Choice**

(Based on First-Year Students Only)

*Is this college your:*

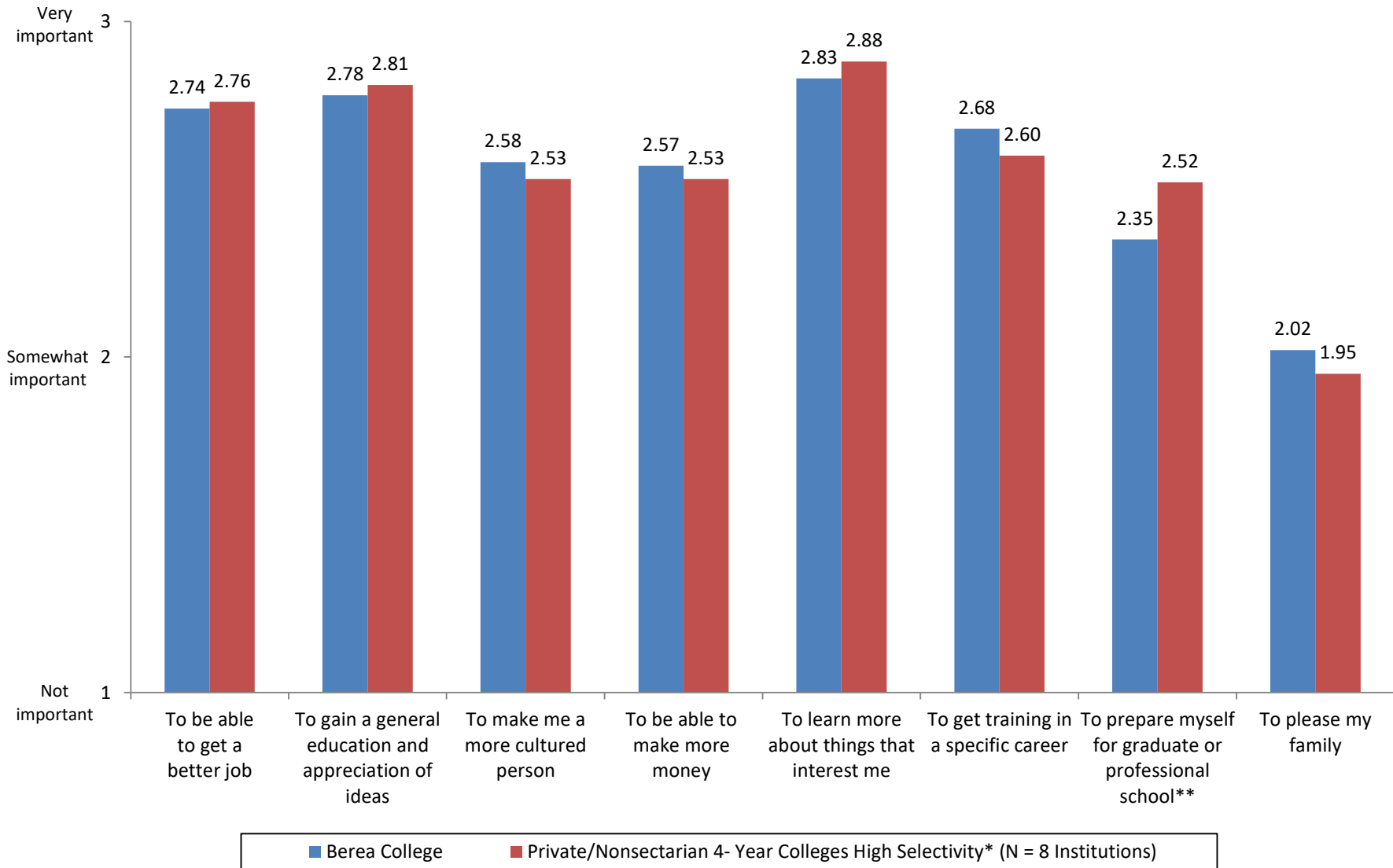


\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**THEME: College Choice**

(Based on First-Year Students Only)

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



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

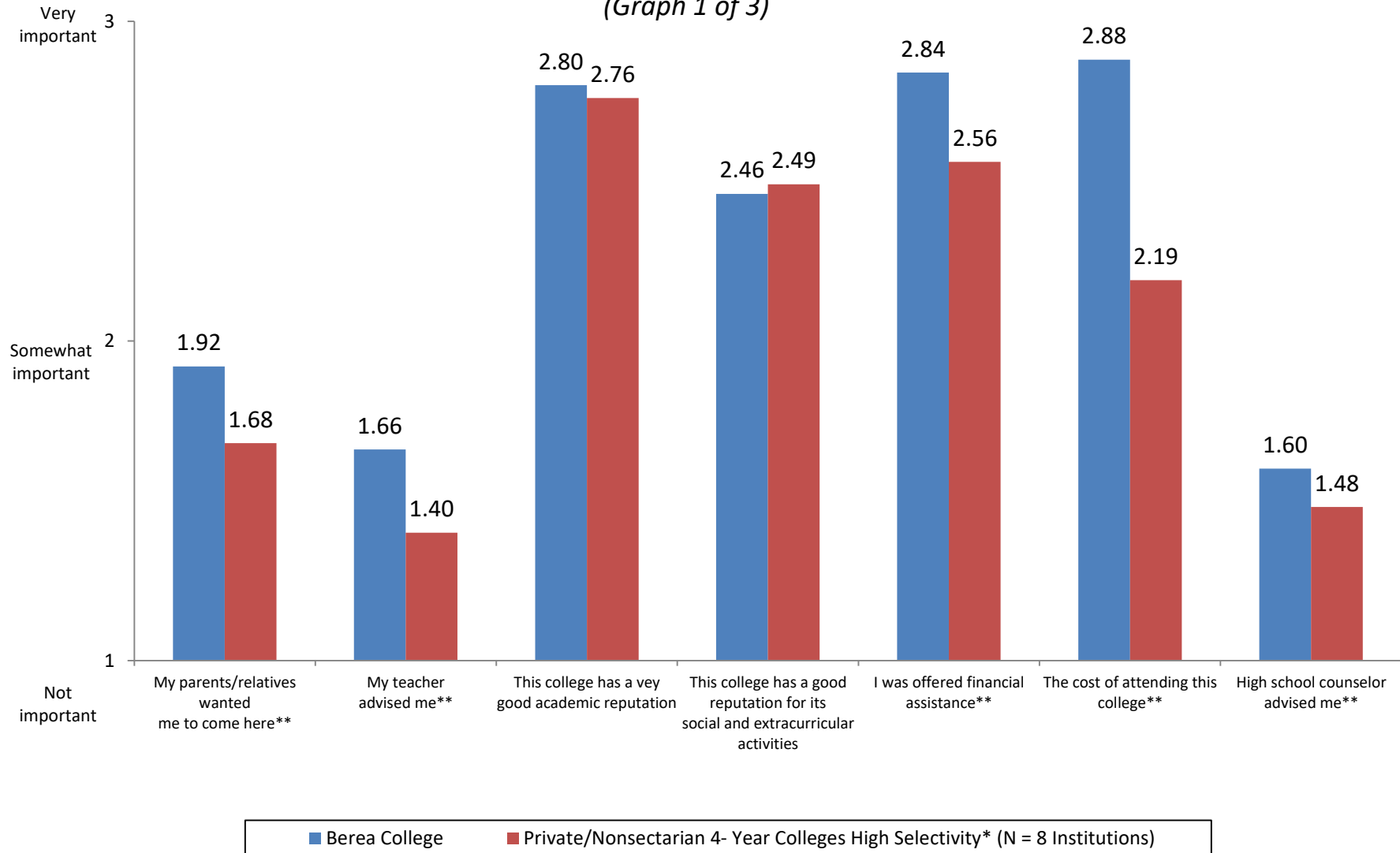
\*\*Difference is statistically significant.



**THEME: College Choice**

(Based on First-Year Students Only)

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



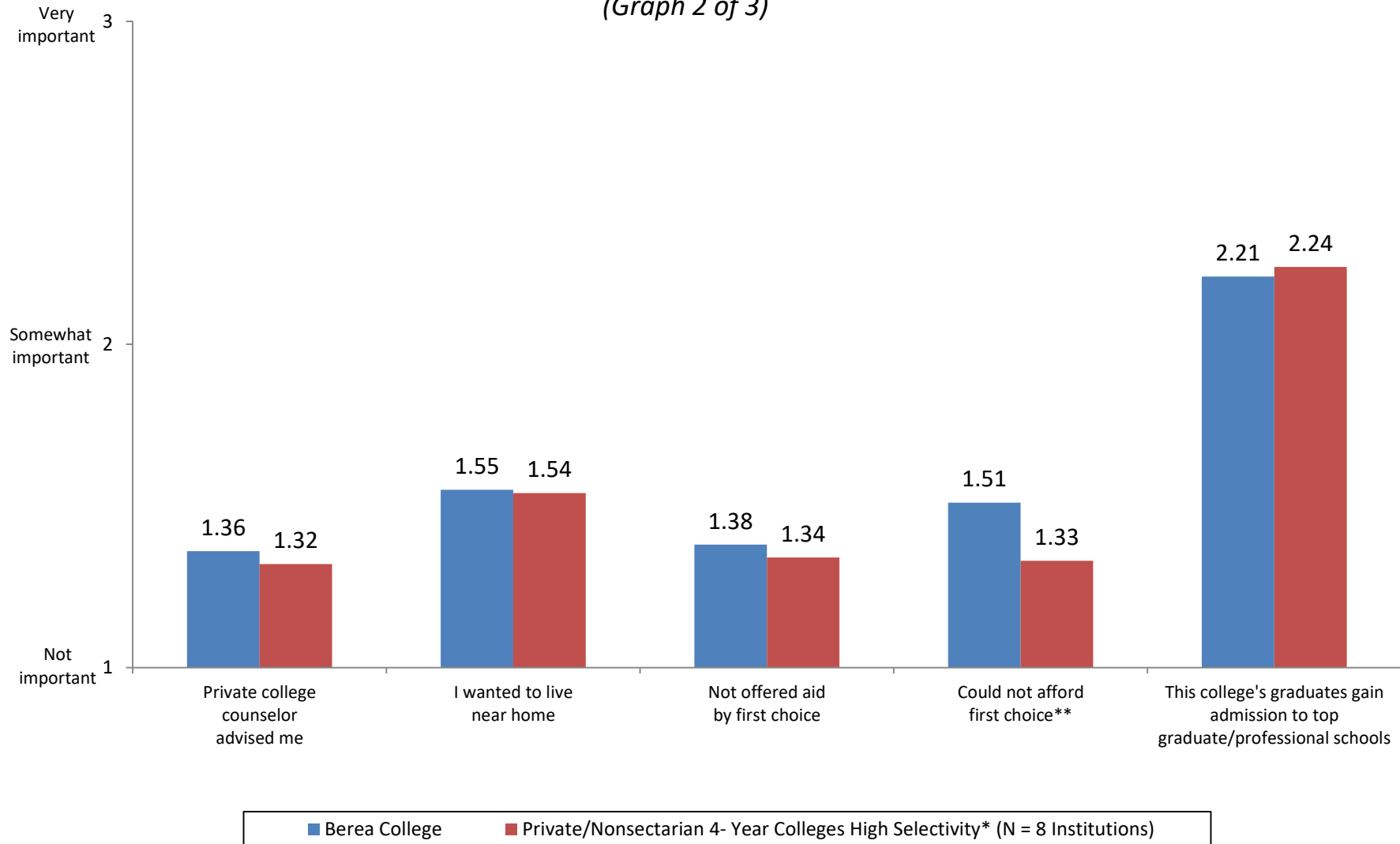
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: College Choice**

(Based on First-Year Students Only)

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



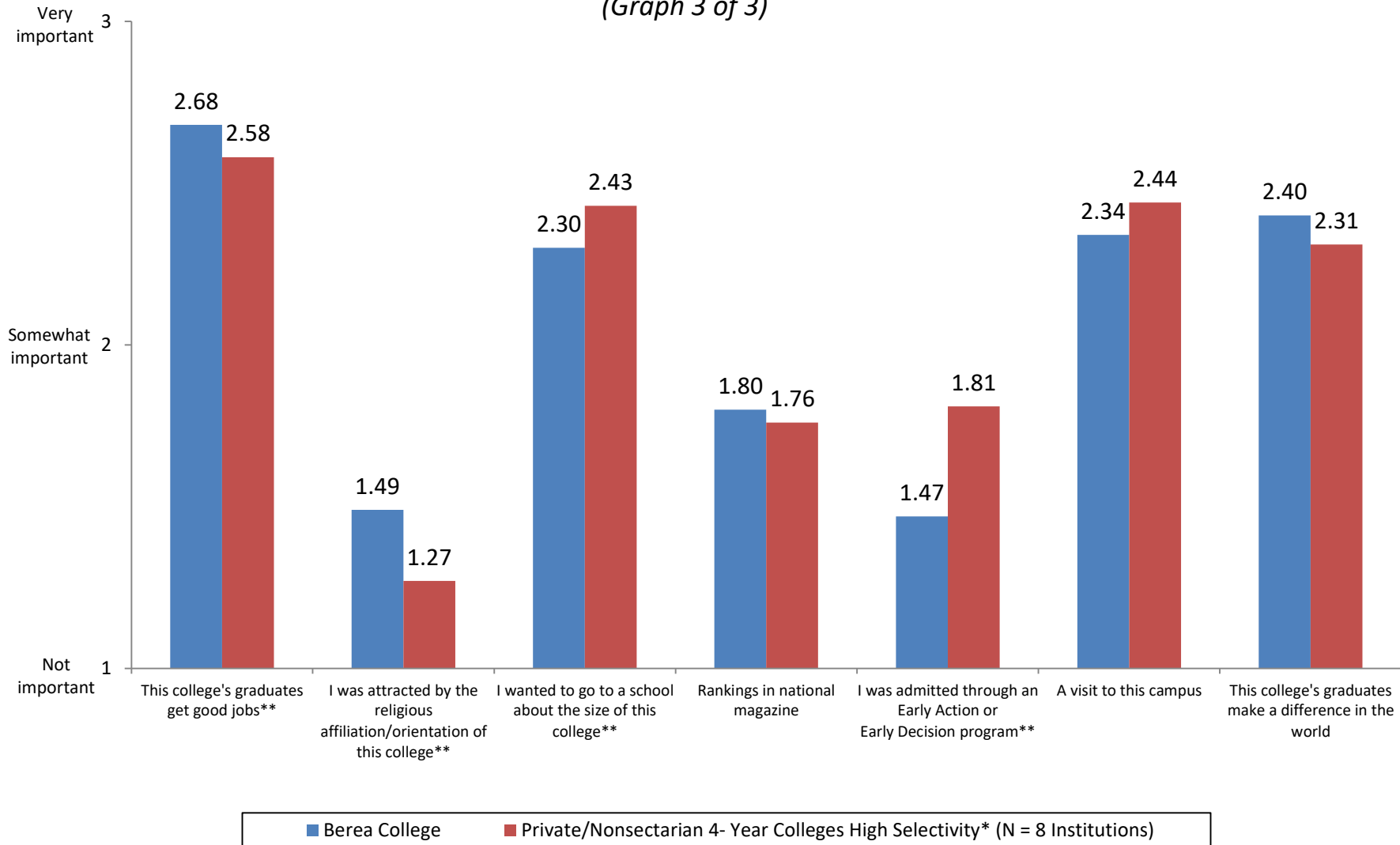
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: College Choice**

(Based on First-Year Students Only)

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



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

\*\*Difference is statistically significant.

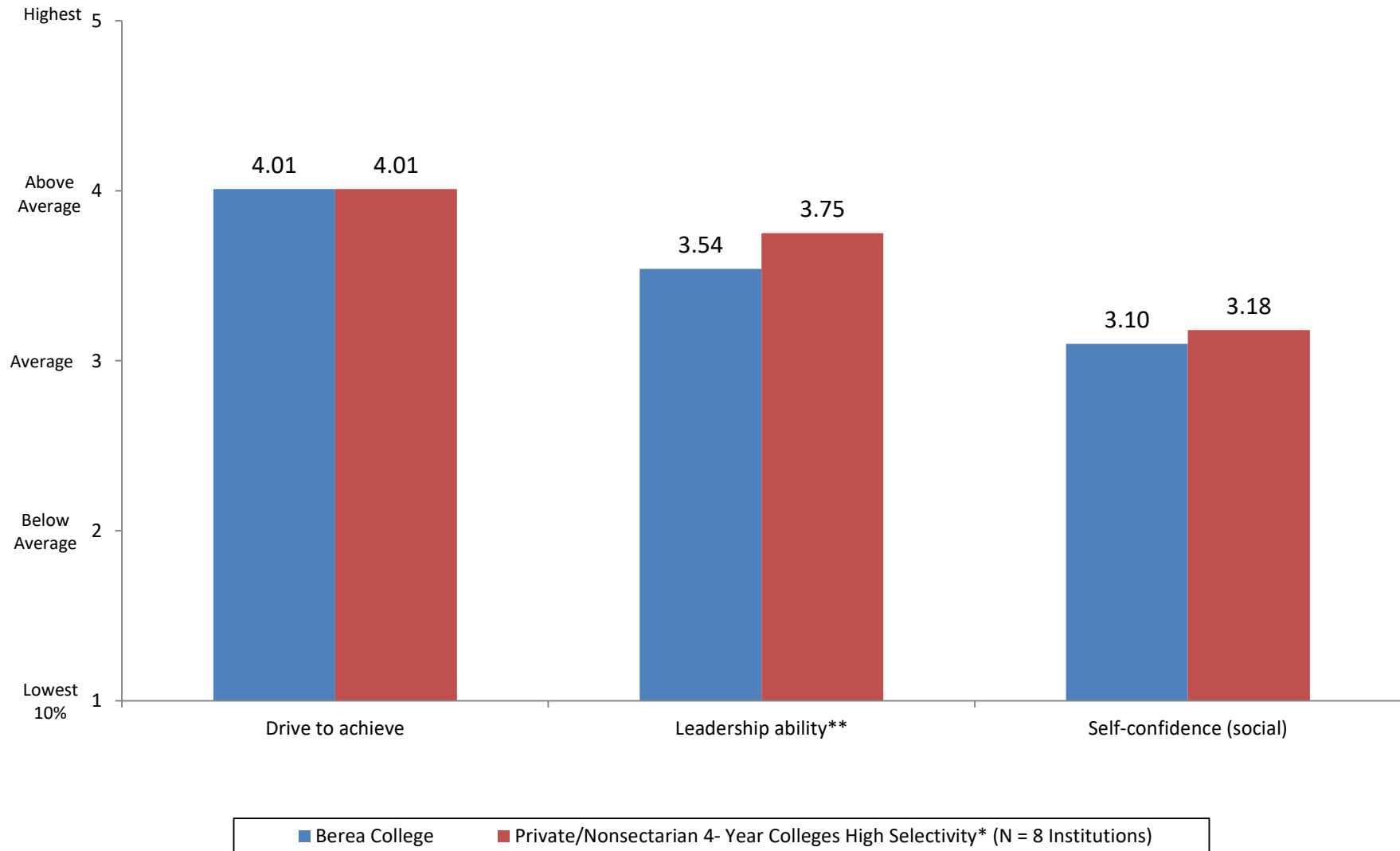
**Theme: Leadership** -- *These items address issues related to leadership, such as leadership opportunities, and how students compare to their peers on leadership-related skills and abilities.*

- Rate yourself on each of the following traits as compared with the average person your age:  
(*Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1*)
  1. Drive to achieve
  2. Leadership ability
  3. Self-confidence (social)
  
- Please Indicate the Importance to you personally of each of the following:  
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
  1. Becoming an authority in my field
  2. Becoming a community leader
  
- What is your best guess as to the chances that you will:  
(*Very good chance = 4, Some chance = 3, Very little chance = 2, No chance = 1*)
  1. Participate in student government

**THEME: Leadership**

(Based on First-Year Students Only)

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



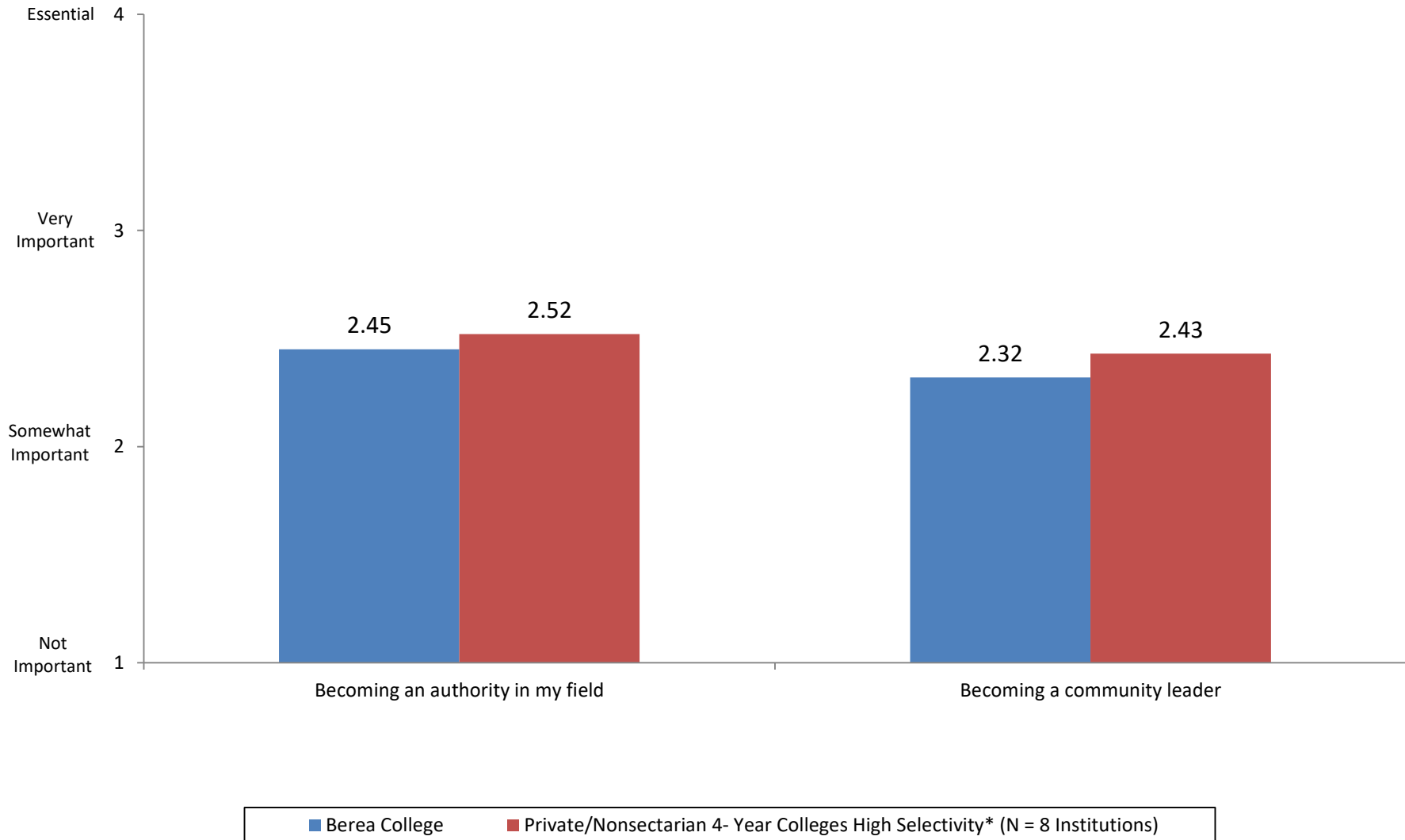
\*Selectivity is based on median SAT Critical Reading/math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: Leadership**

(Based on First-Year Students Only)

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



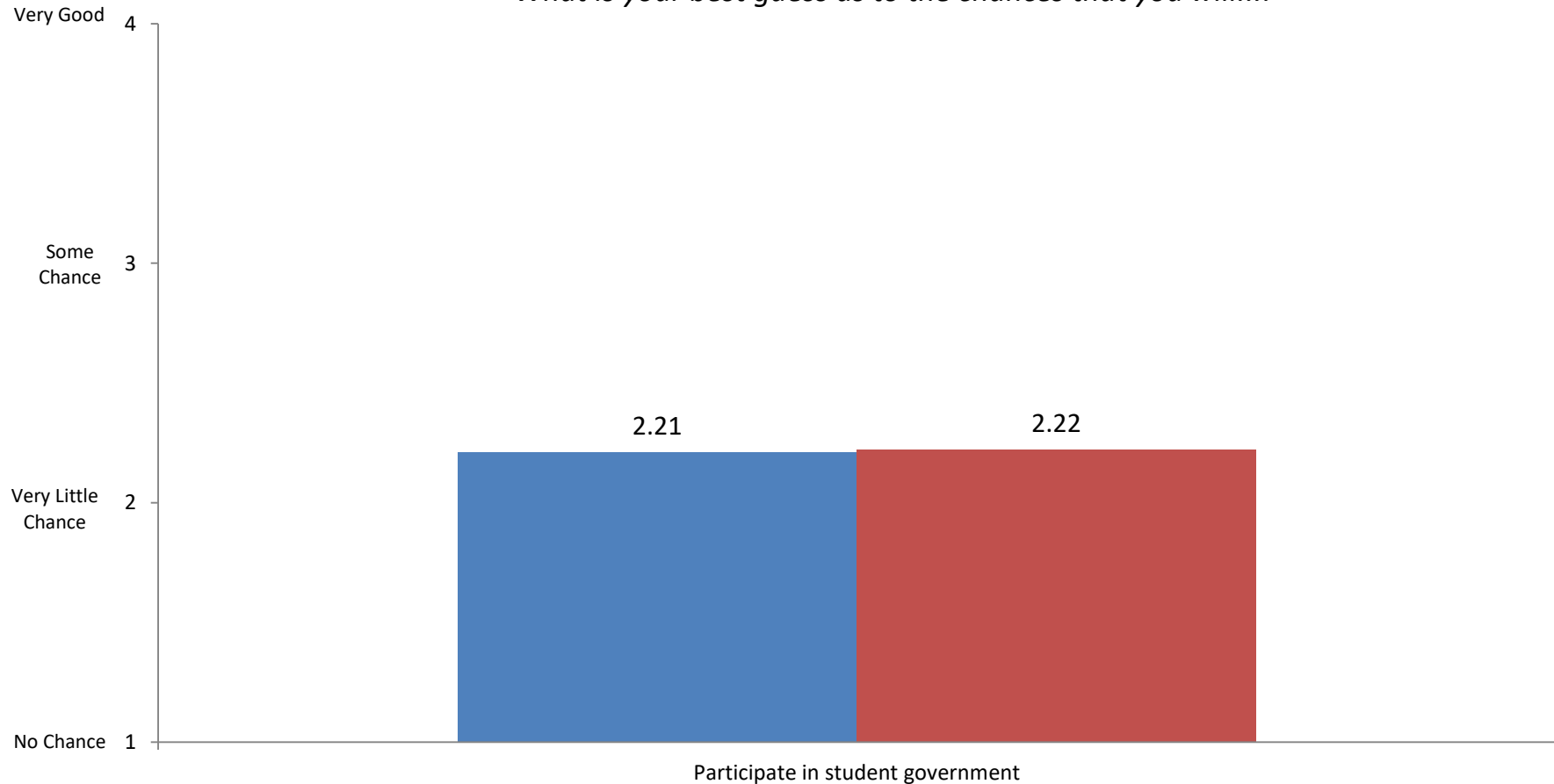
\*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.



**THEME: Leadership**

(Based on First-Year Students Only)

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

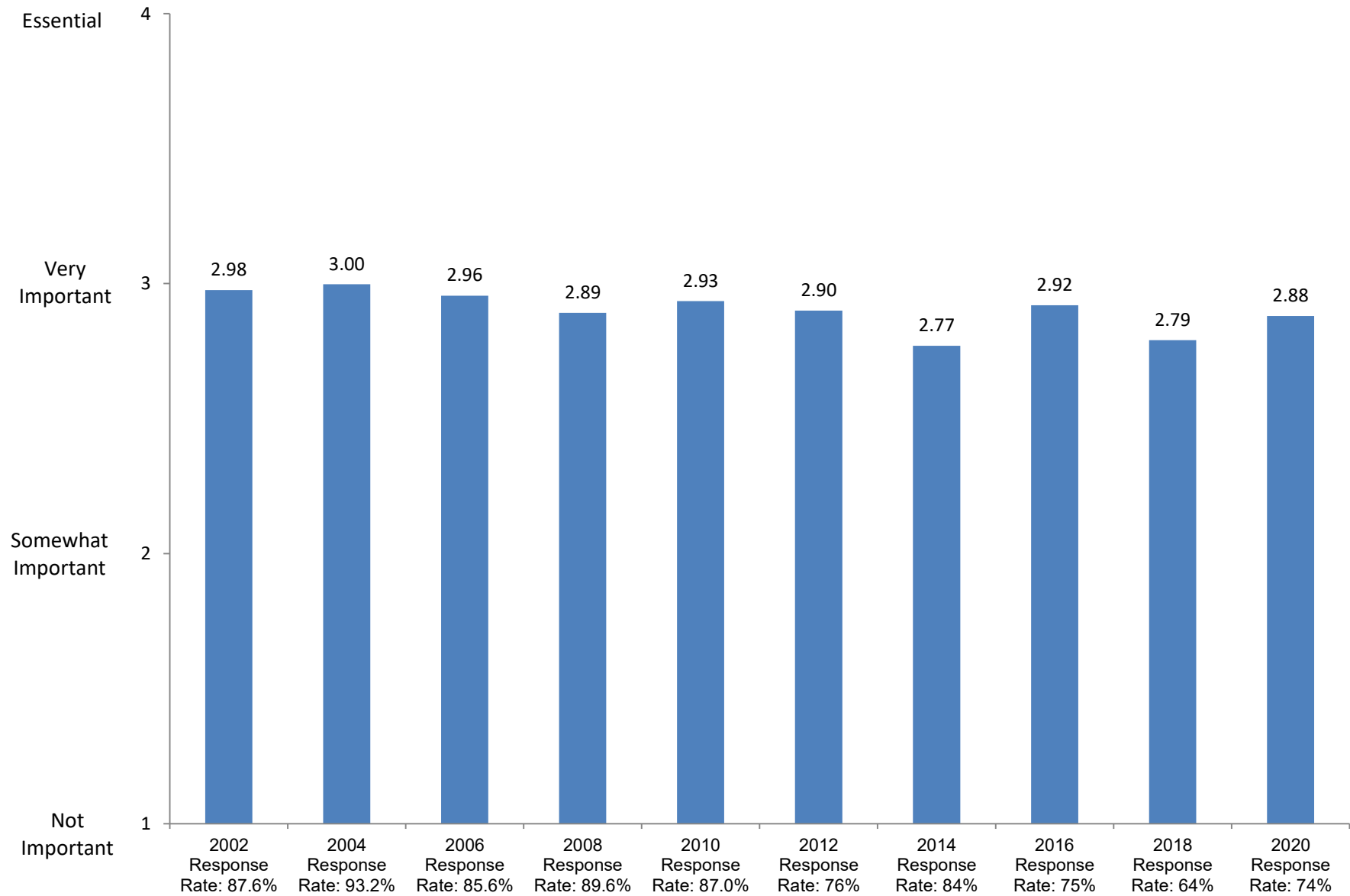


■ Berea College    ■ Private/Nonsectarian 4- Year Colleges High Selectivity\* (N = 8 Institutions)

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

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

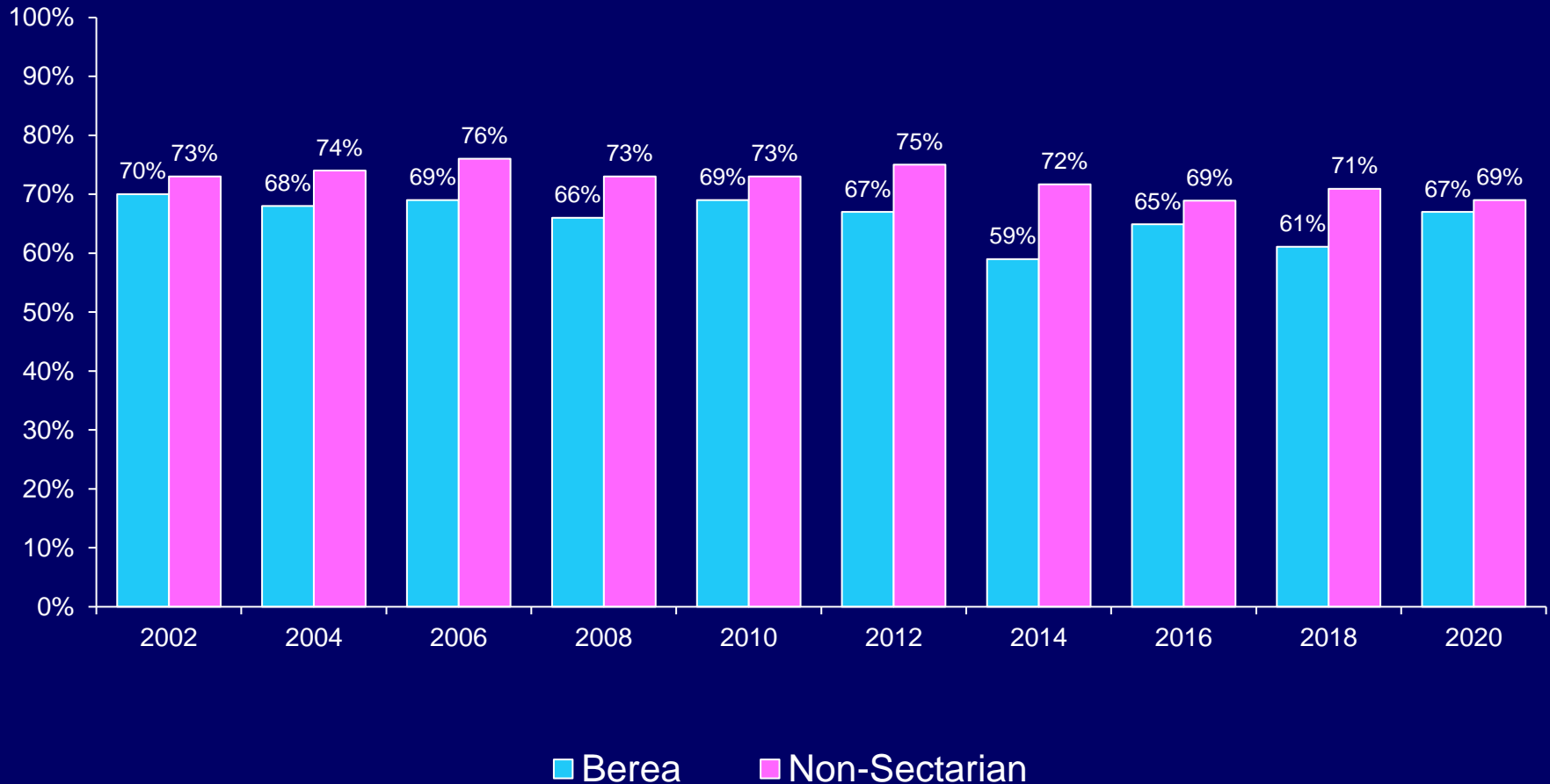
## Raising a family



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

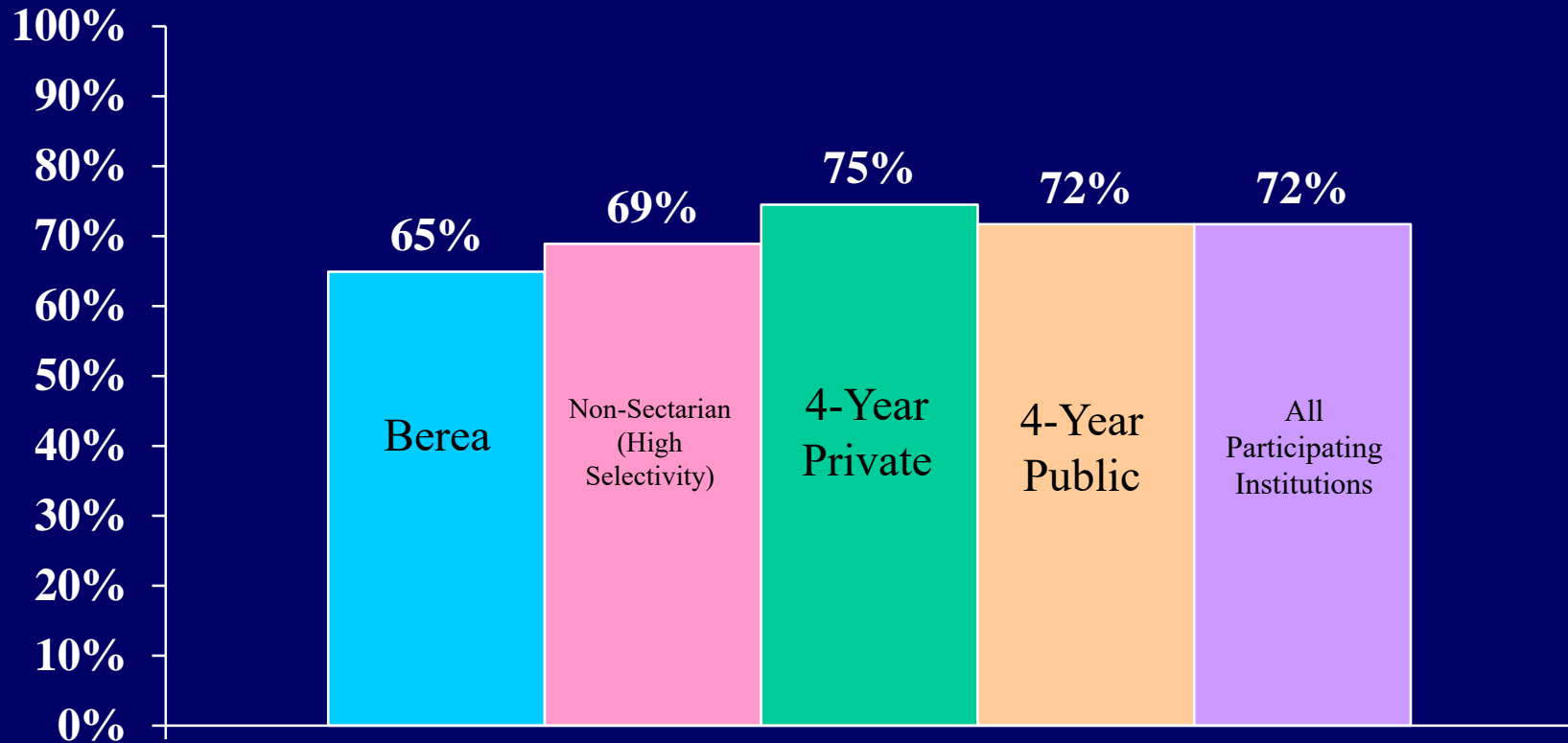
*Percent of students who indicated that the following was  
“essential” or “very important” to them personally*

## Raising a family

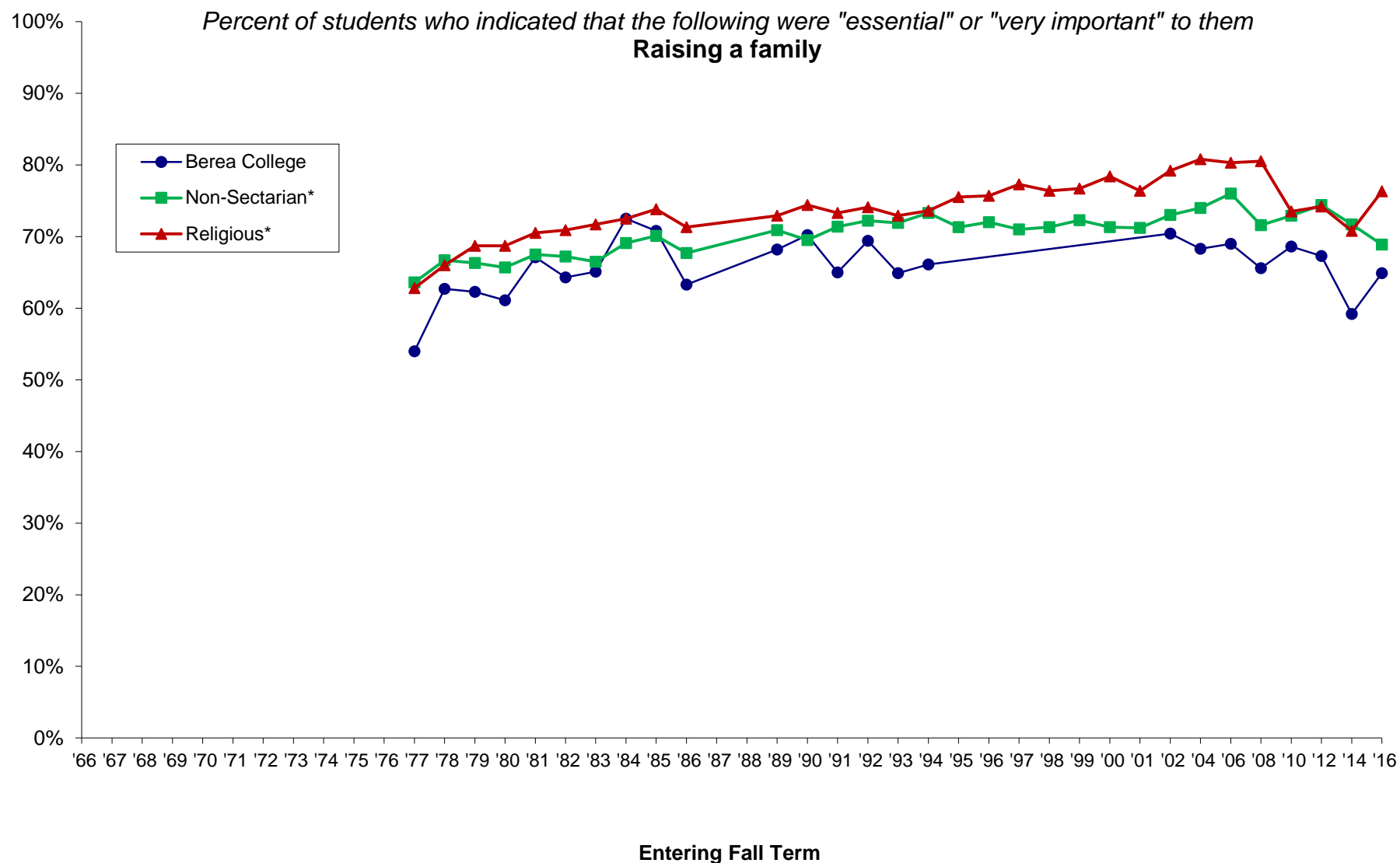


Percent of students who personally consider the following objective to be “essential” or “very important:”

## *Raising a family*



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

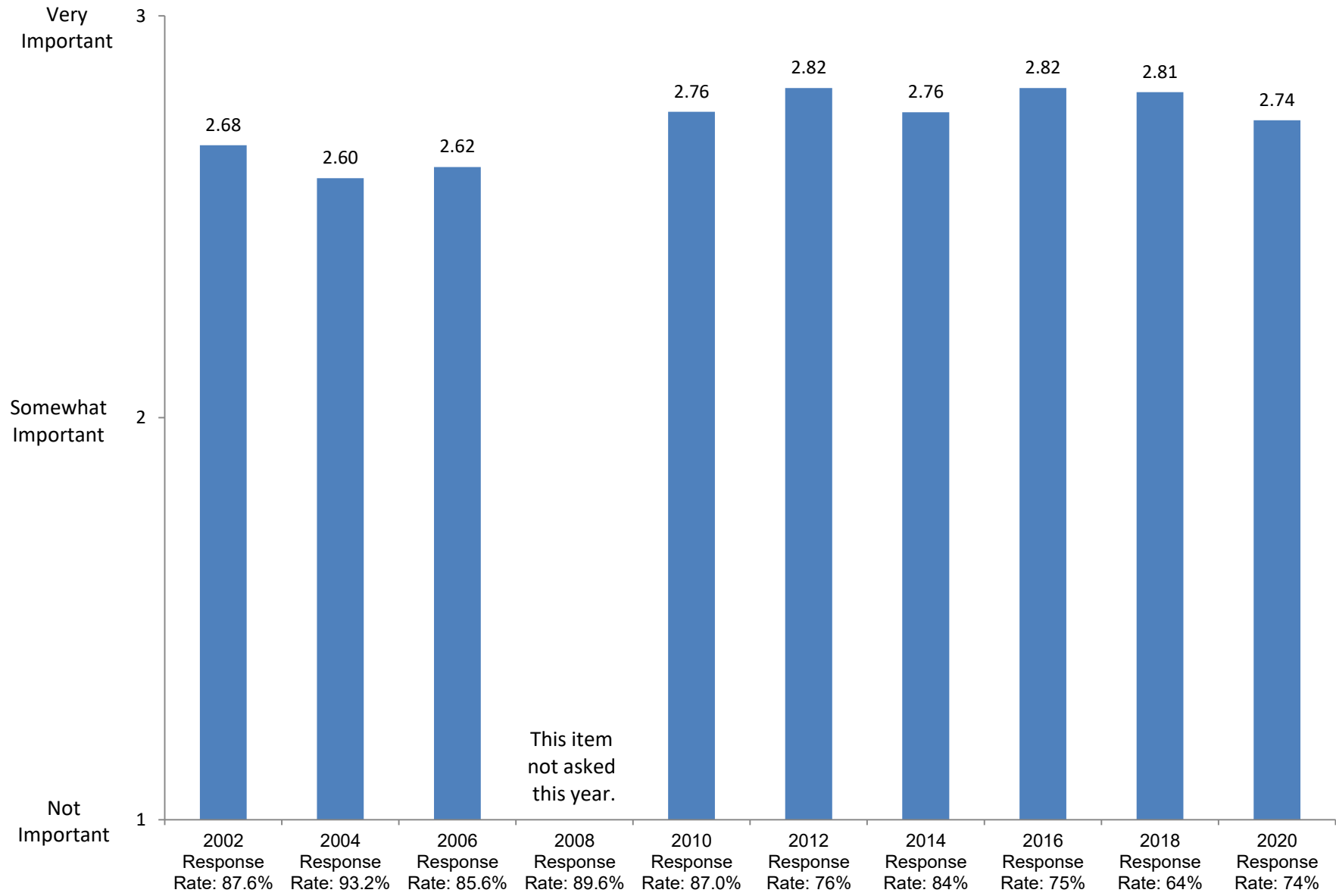


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

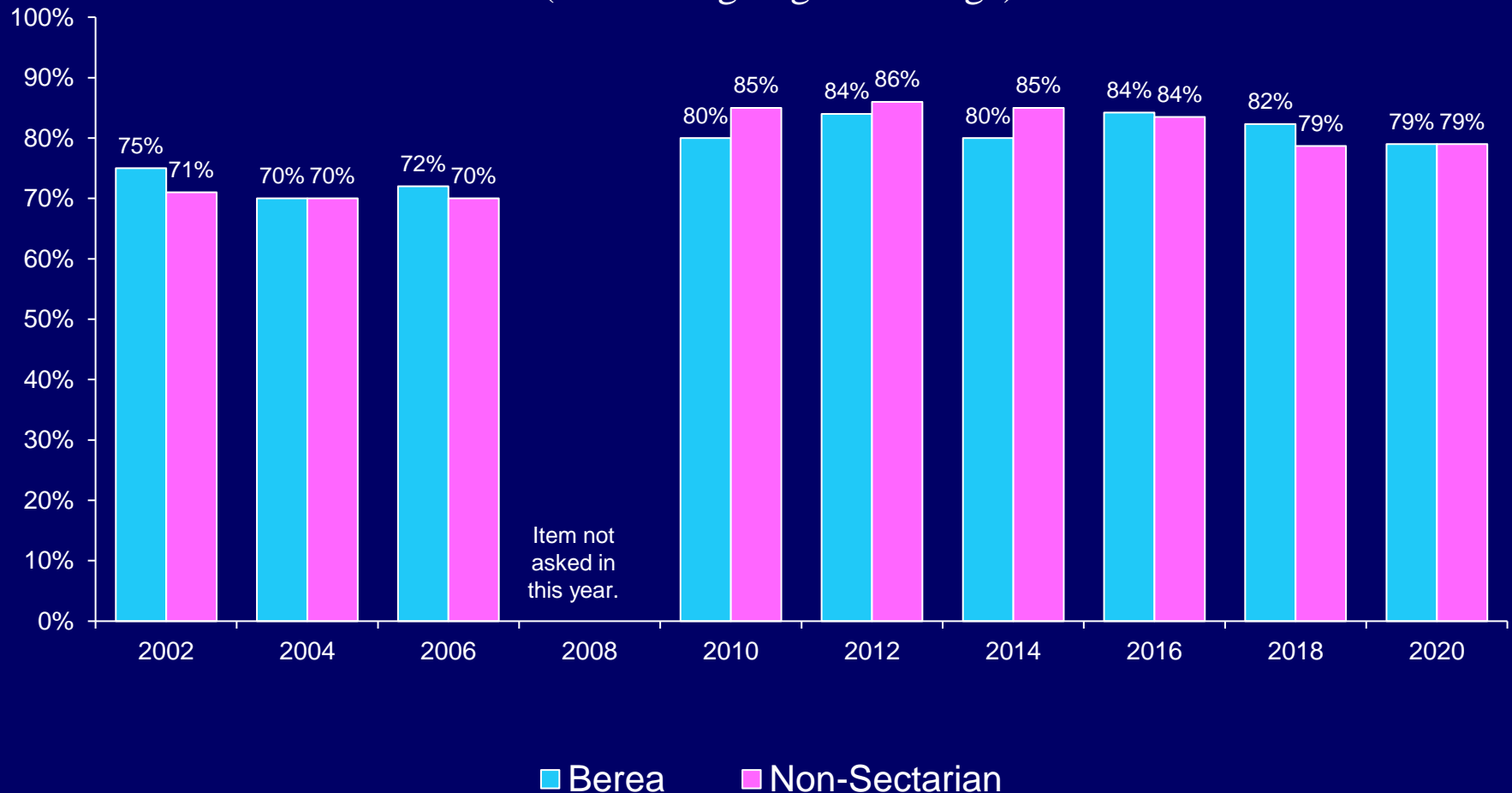


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## To be able to get a better job

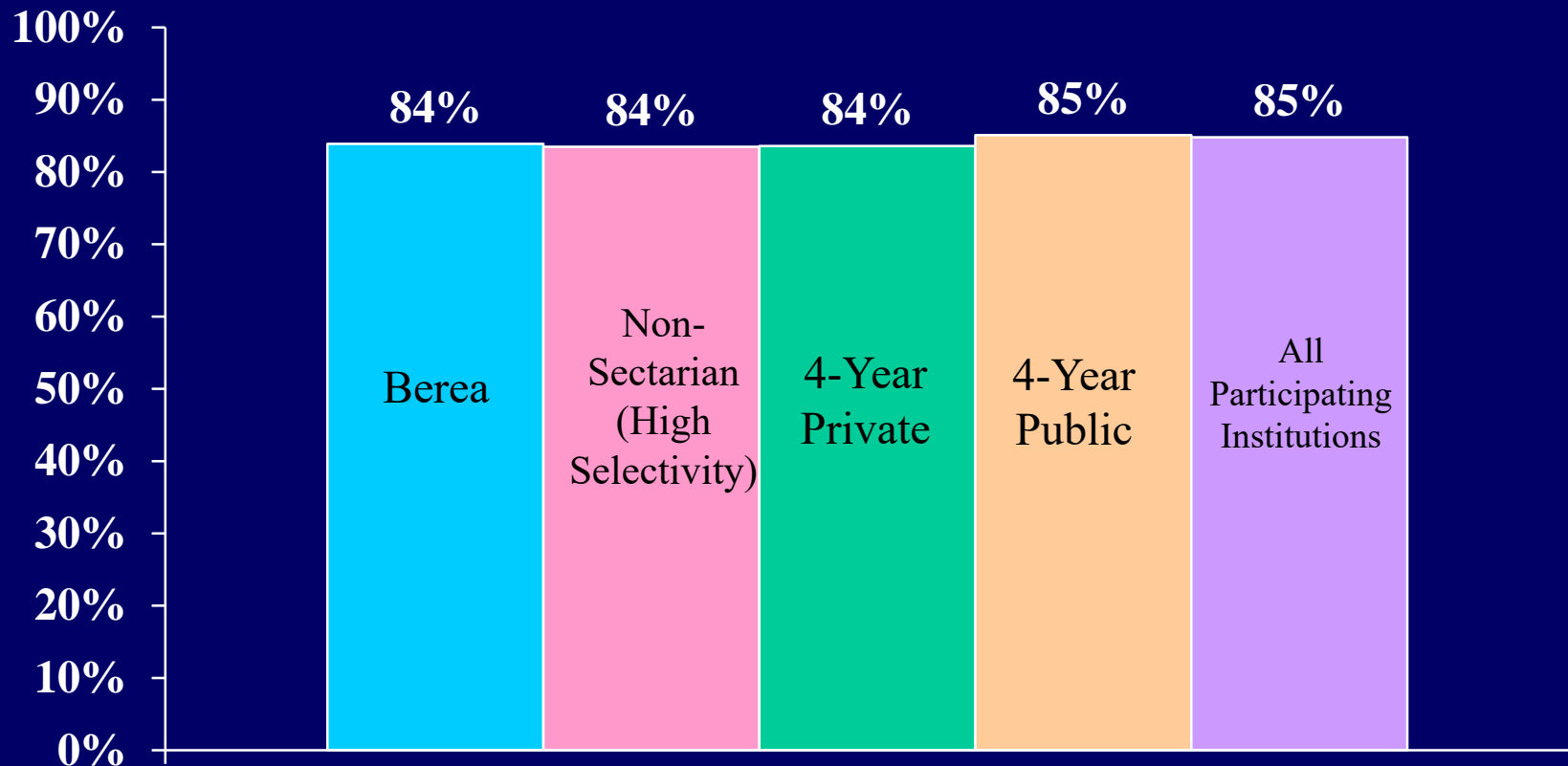
(in deciding to go to college)



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

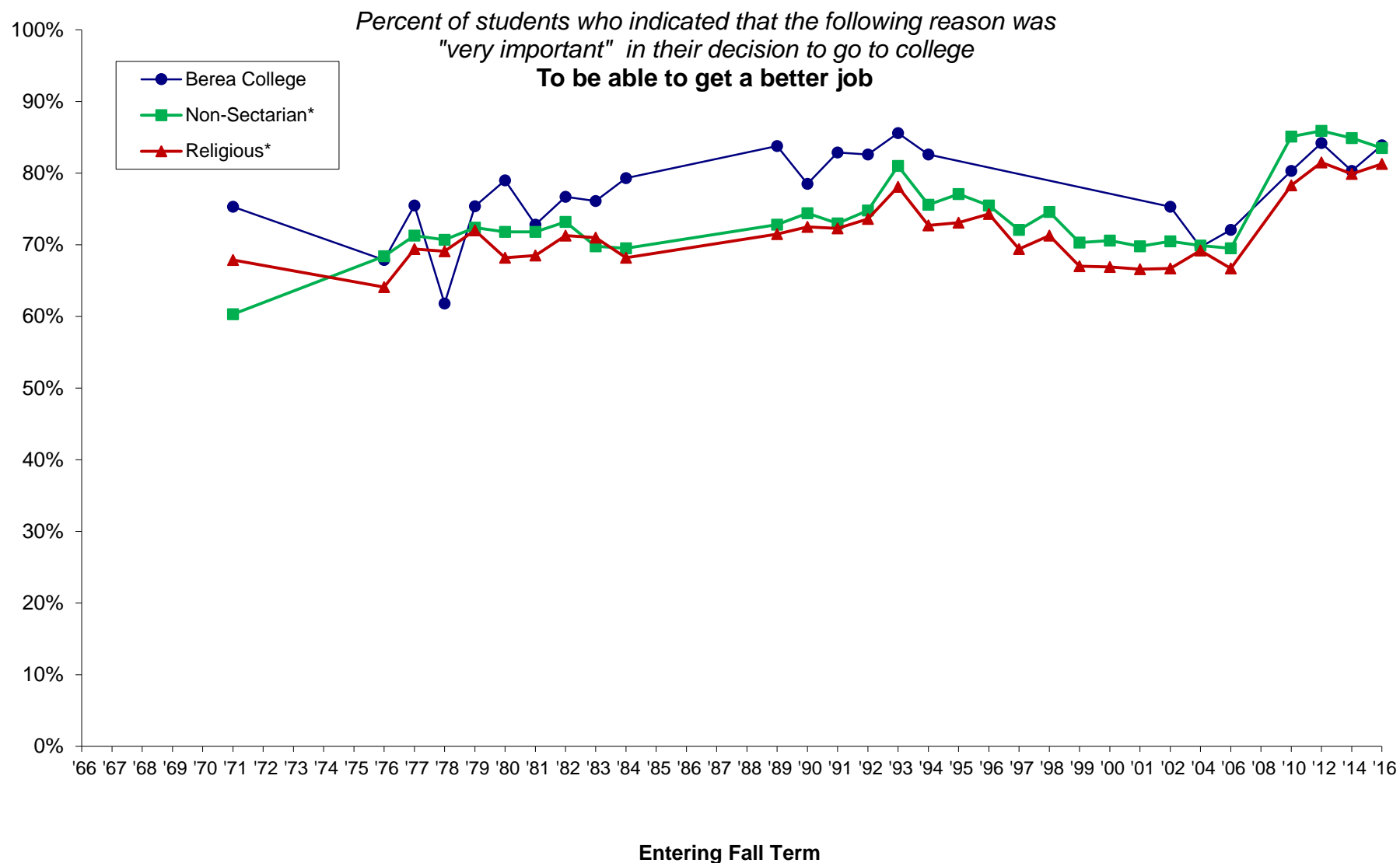
# *To be able to get a better job*

*(for deciding to go to college)*





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

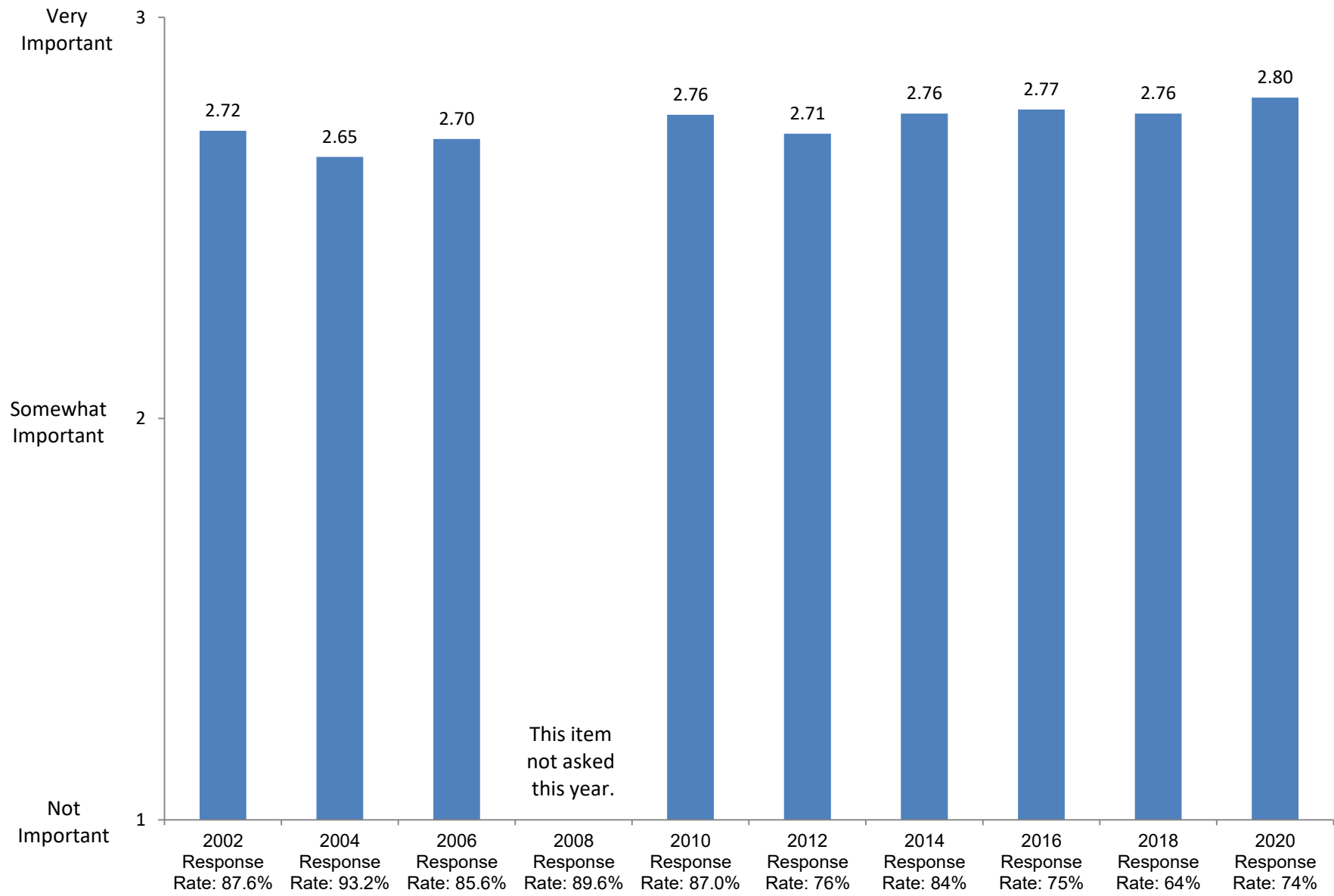


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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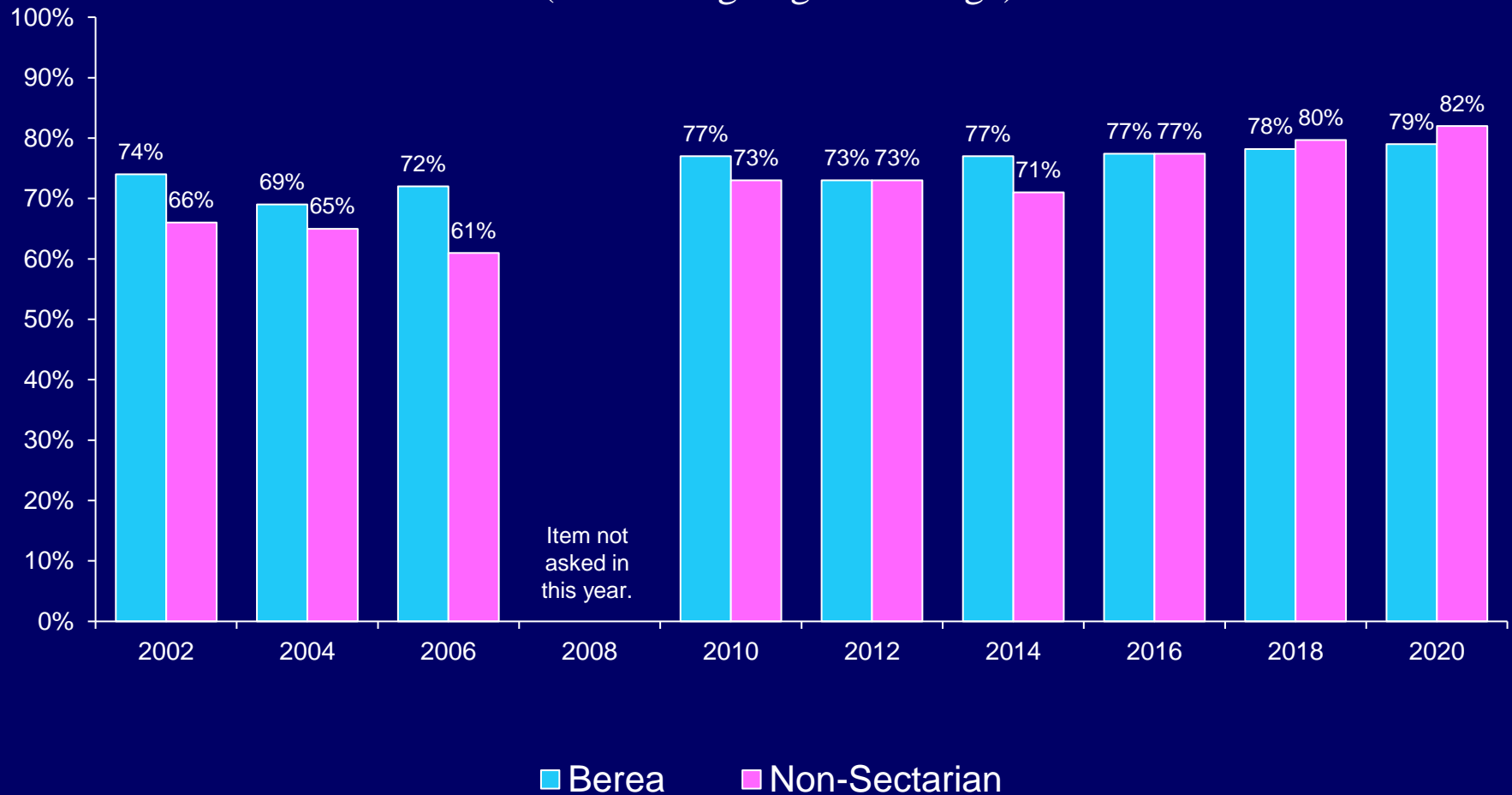
In deciding to go to college, how important to you was each of the following reasons?

## To gain a general education and appreciation of ideas



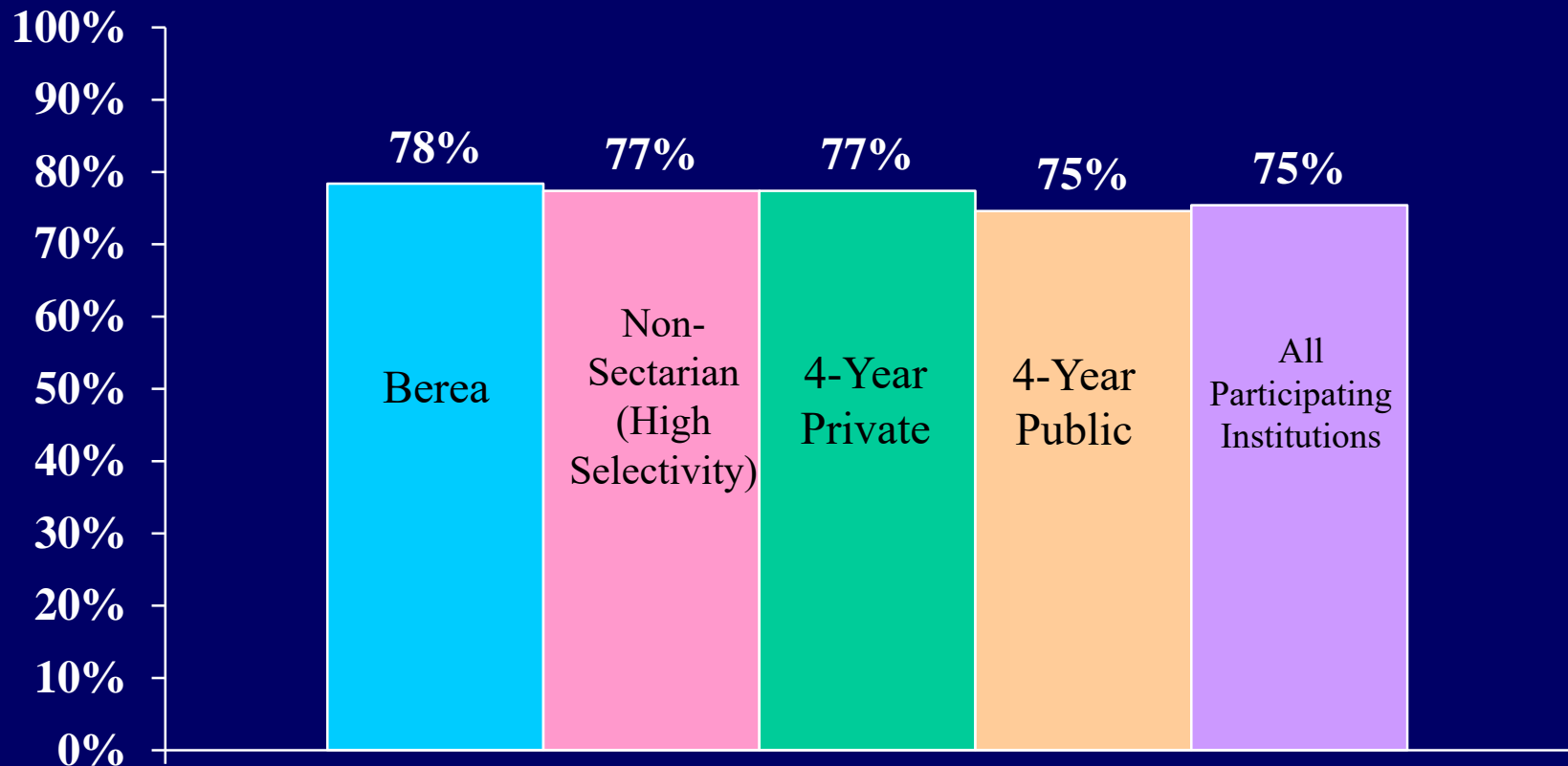
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

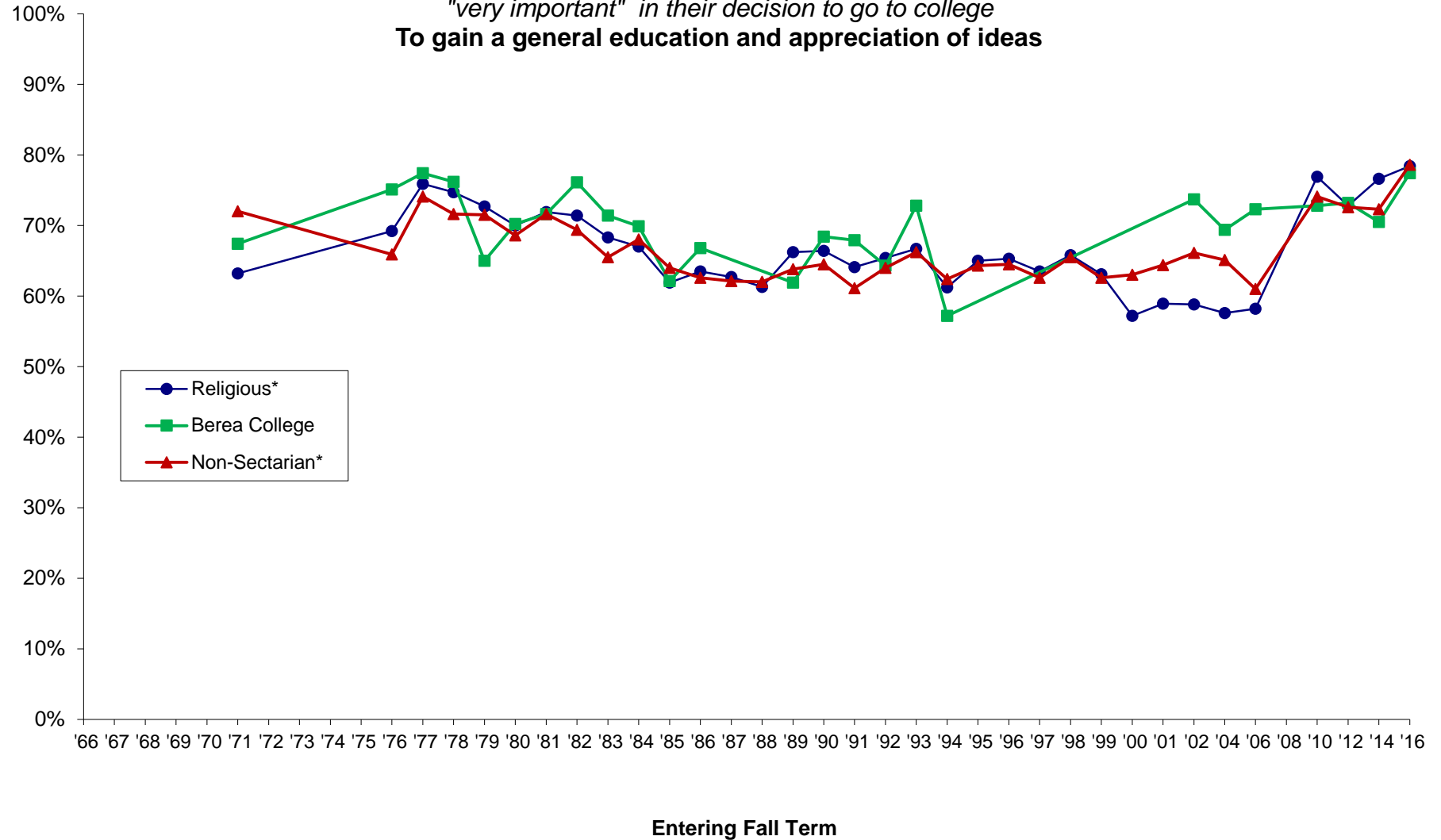


Percentage of students who rated item as “very important”:

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



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

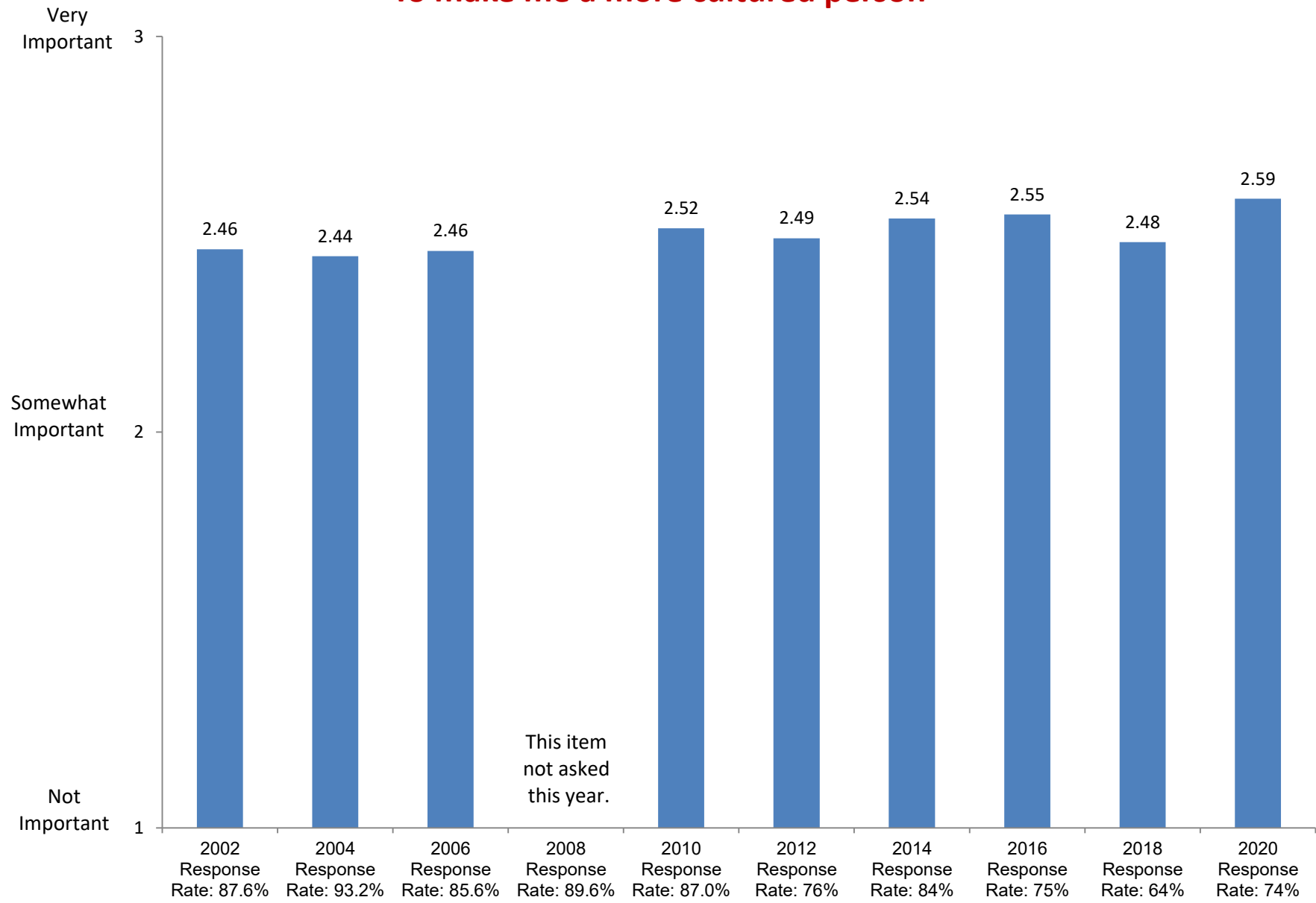


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## To make me a more cultured person

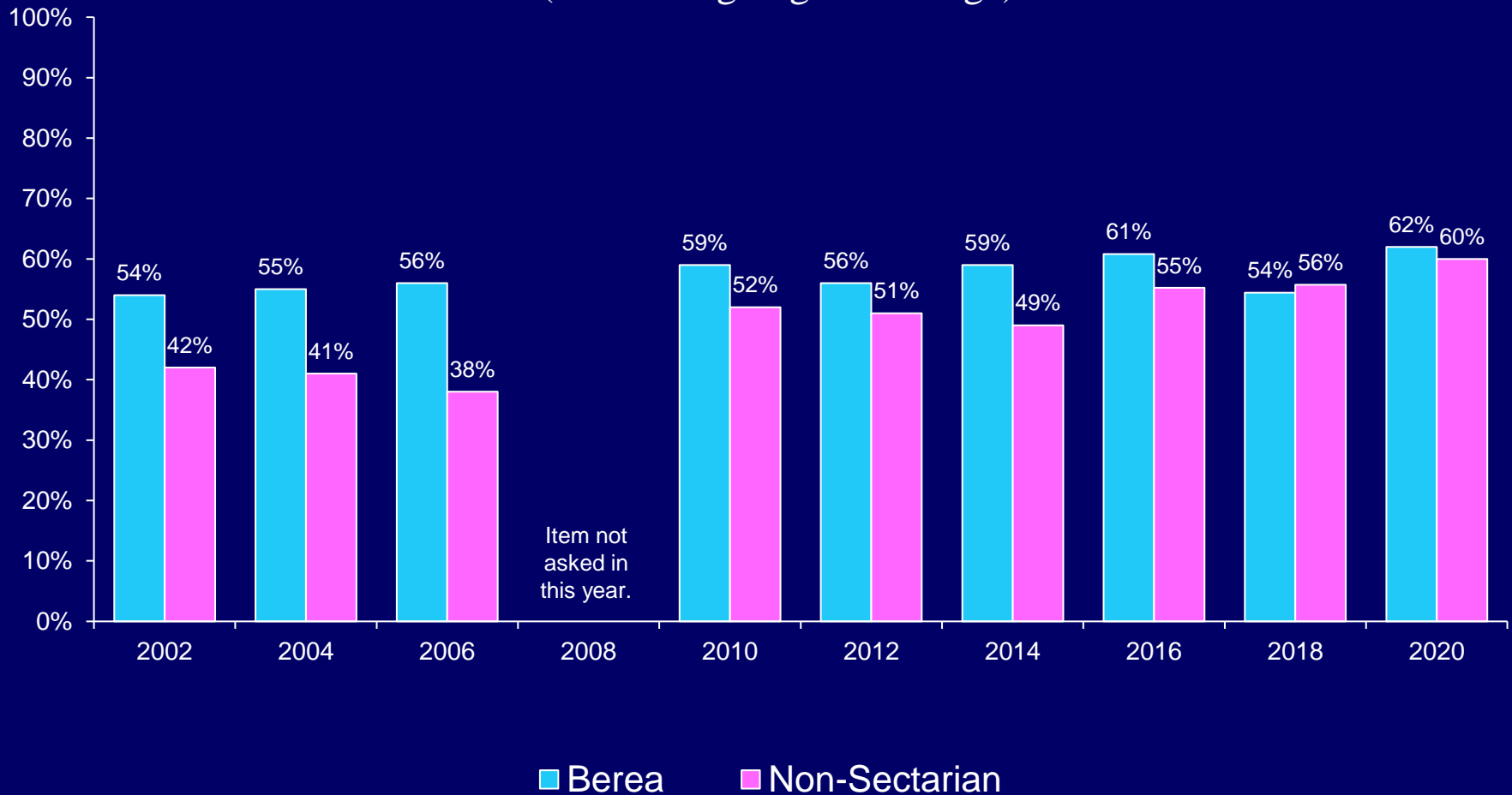


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## To make me a more cultured person

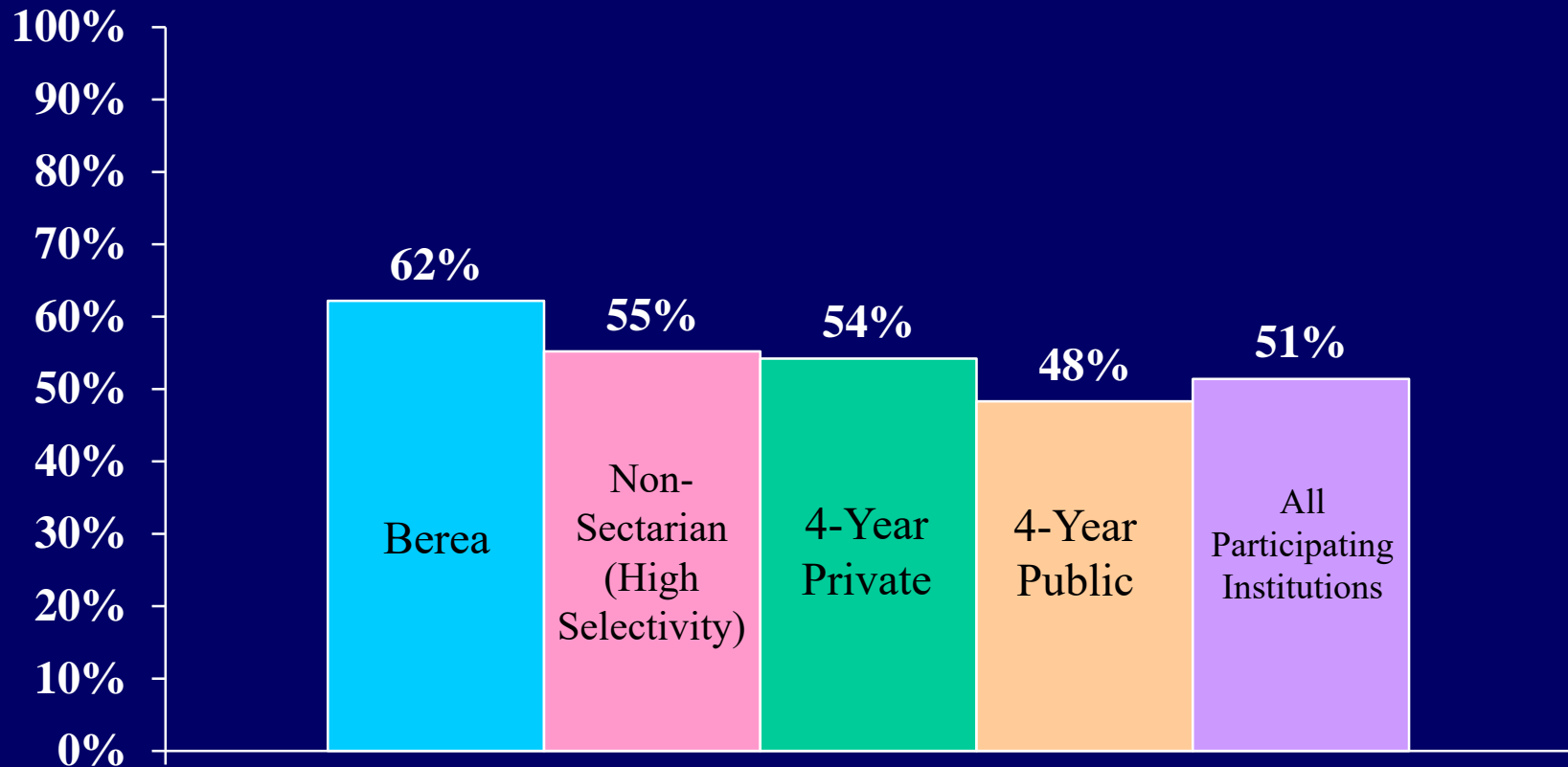
(in deciding to go to college)



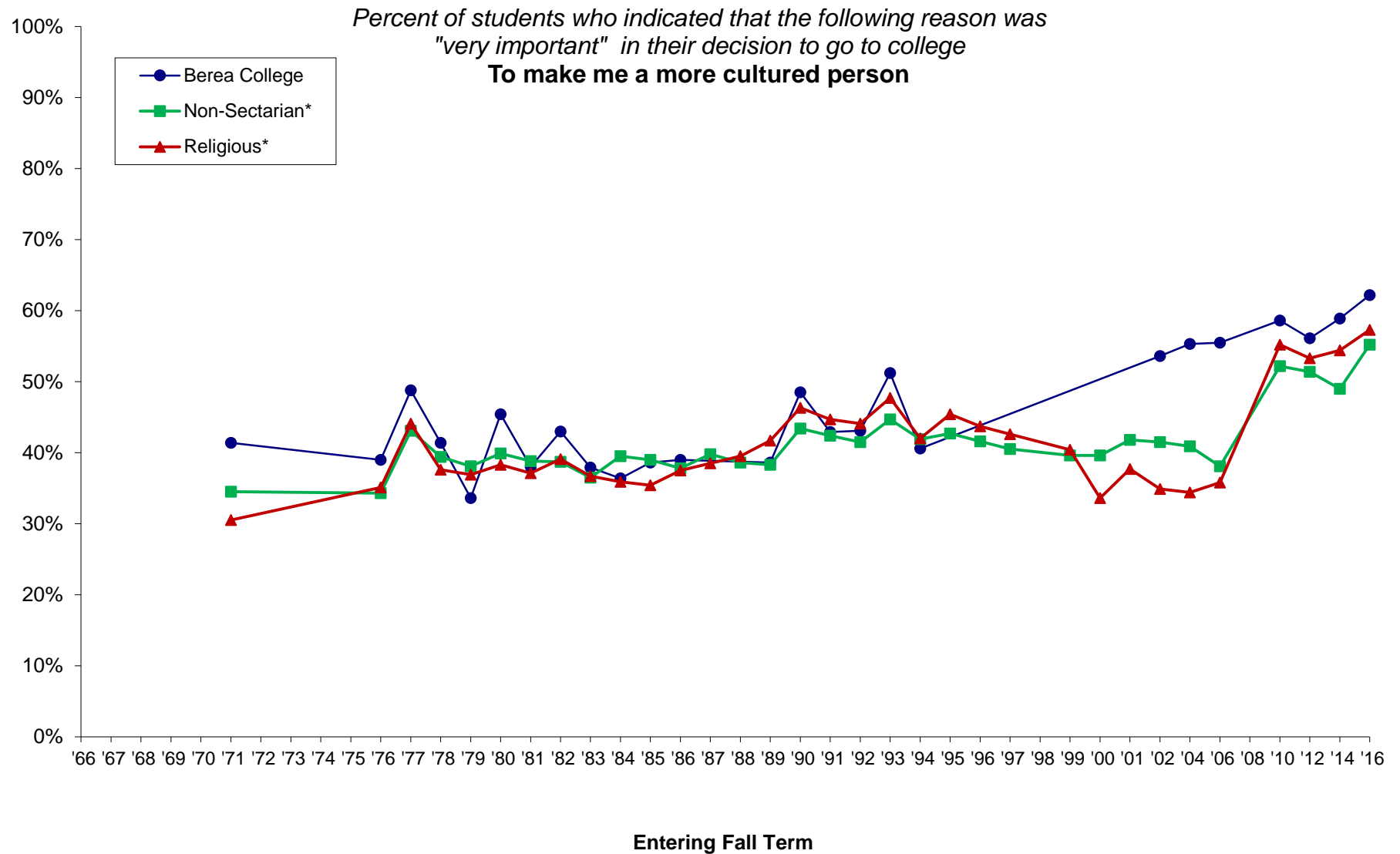
Percentage of students who rated item as “very important”:

*To make me a more cultured person*

*(for deciding to go to college)*





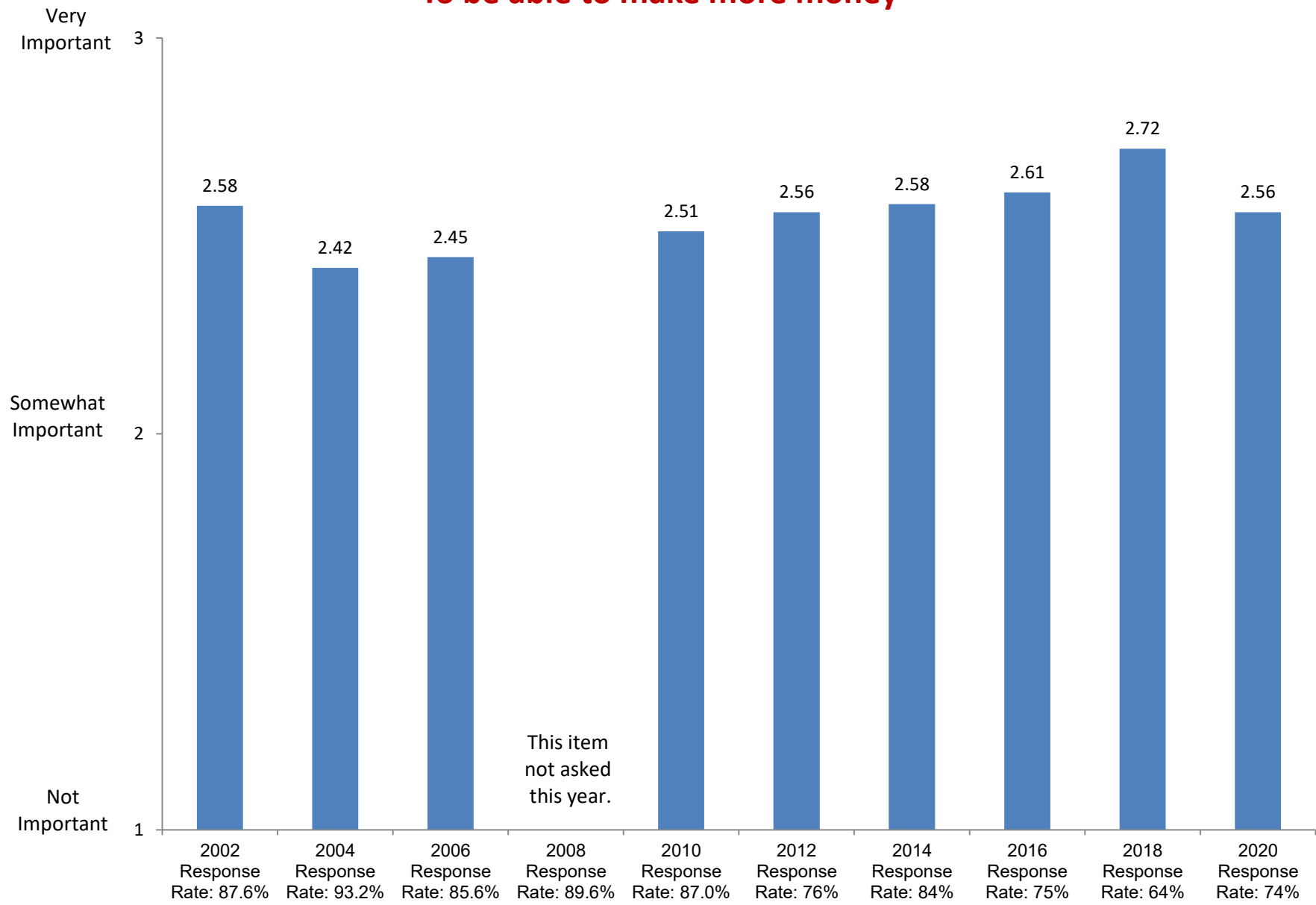


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## To be able to make more money

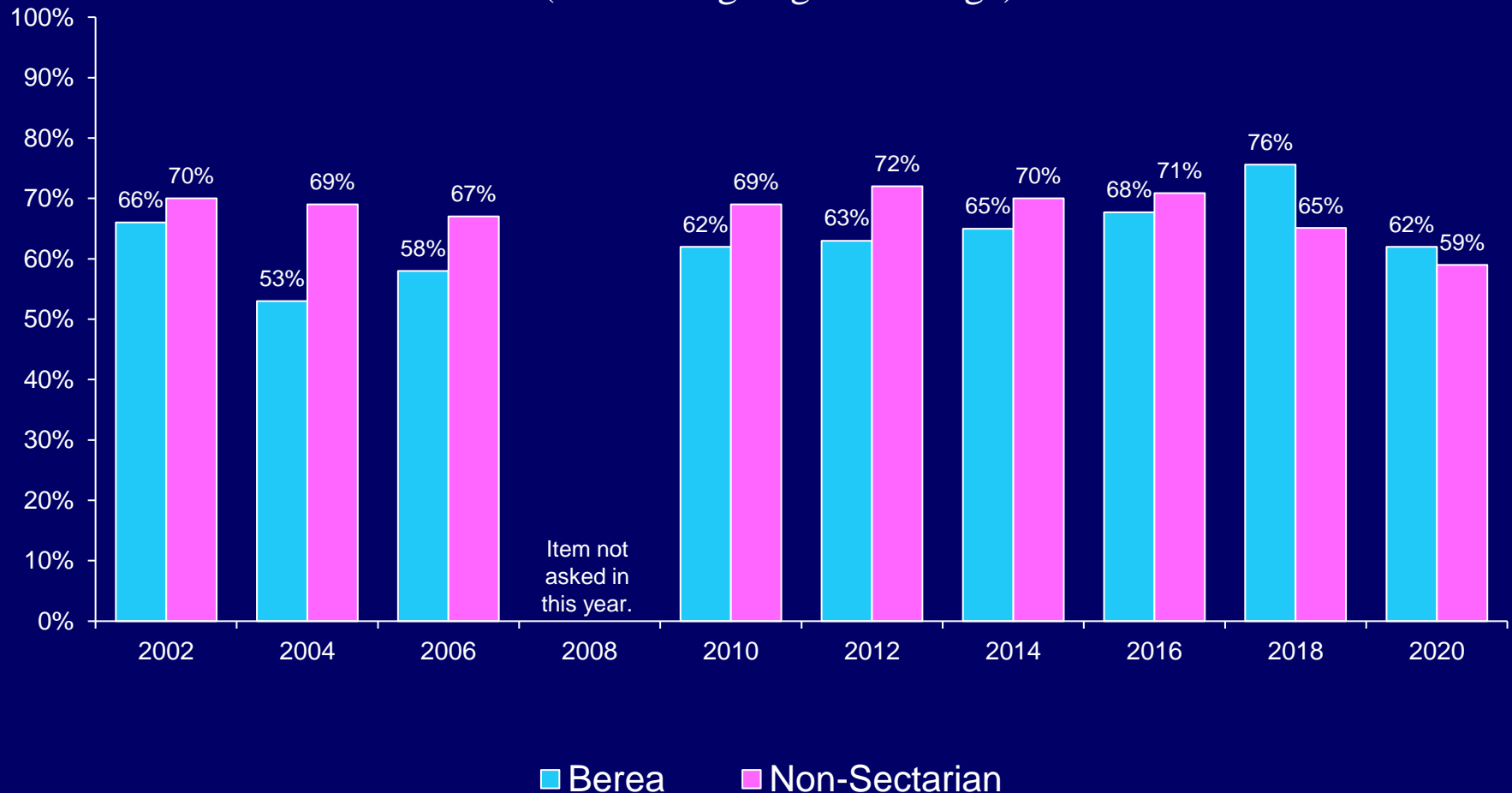


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## To be able to make more money

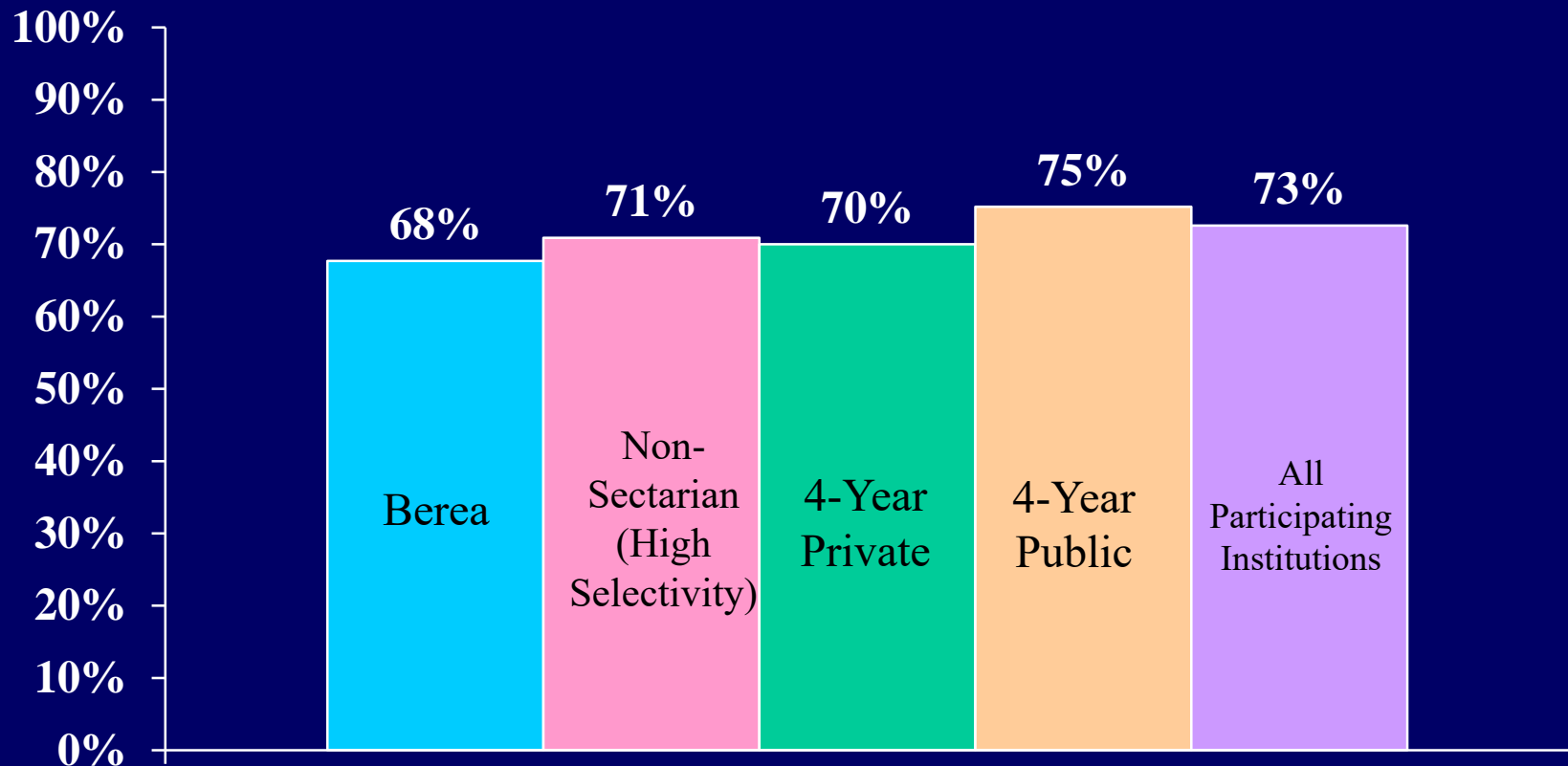
(in deciding to go to college)



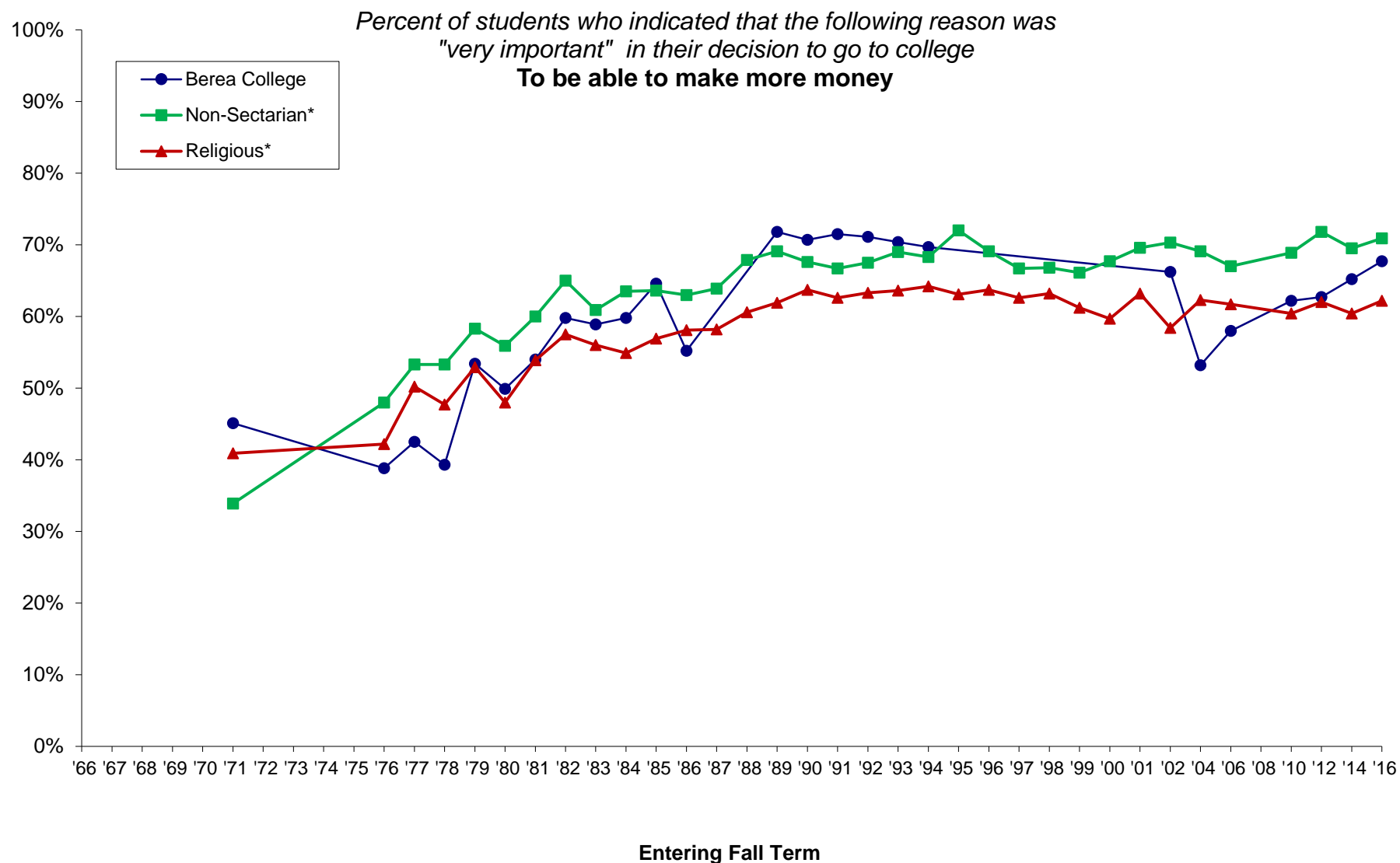
Percentage of students who rated item as “very important”:

*To be able to make more money*

*(for deciding to go to college)*



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

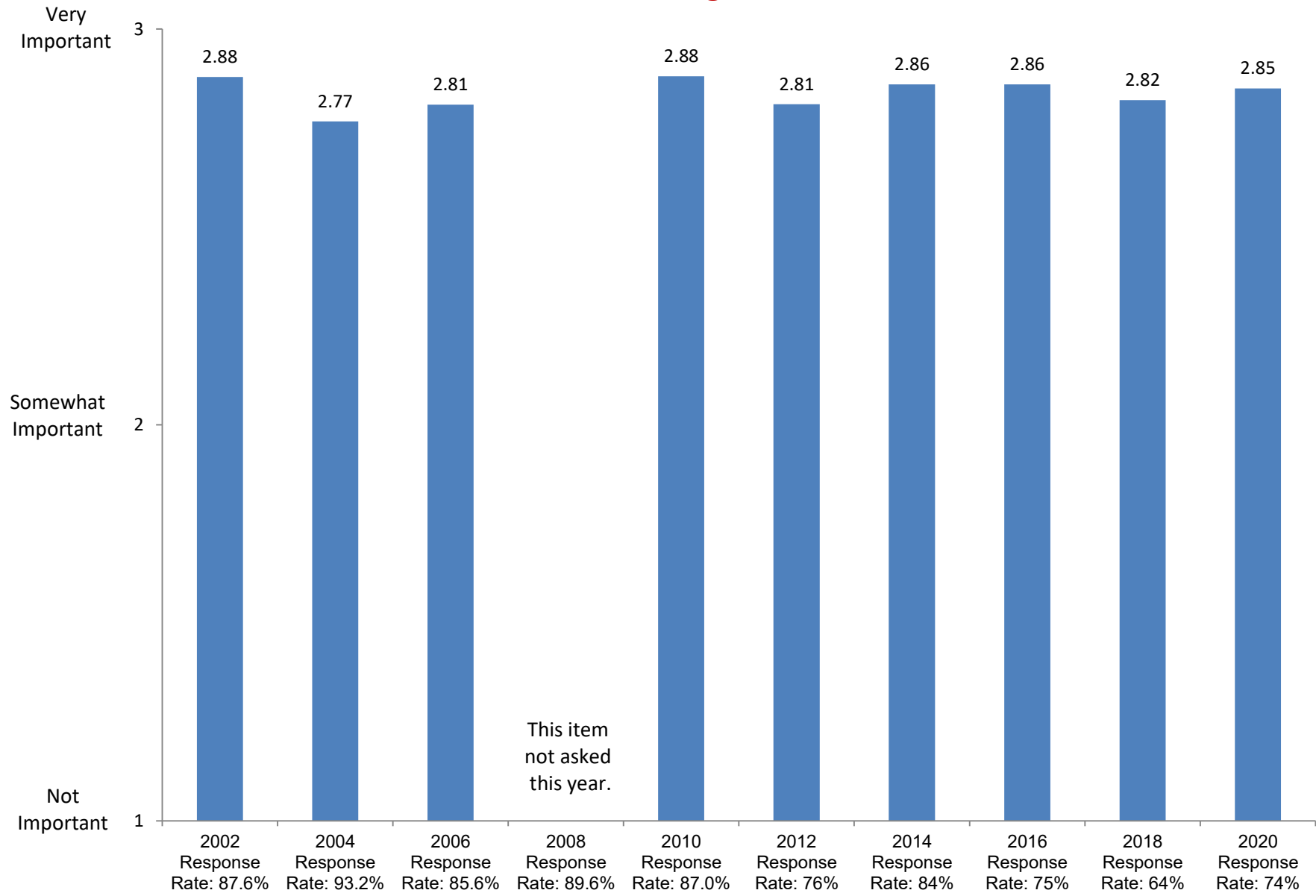


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

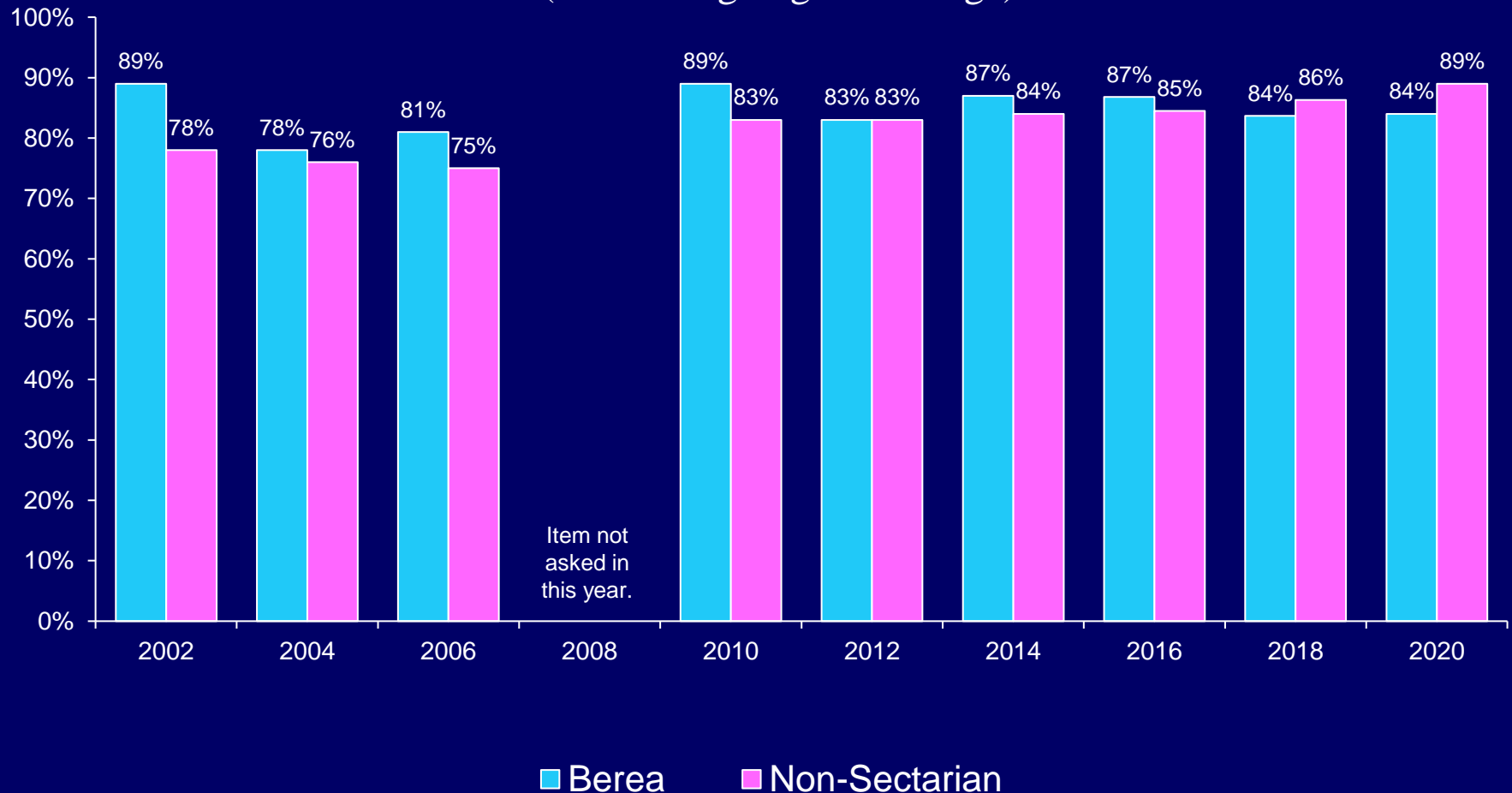
In deciding to go to college, how important to you was each of the following reasons?

## To learn more about things that interest me

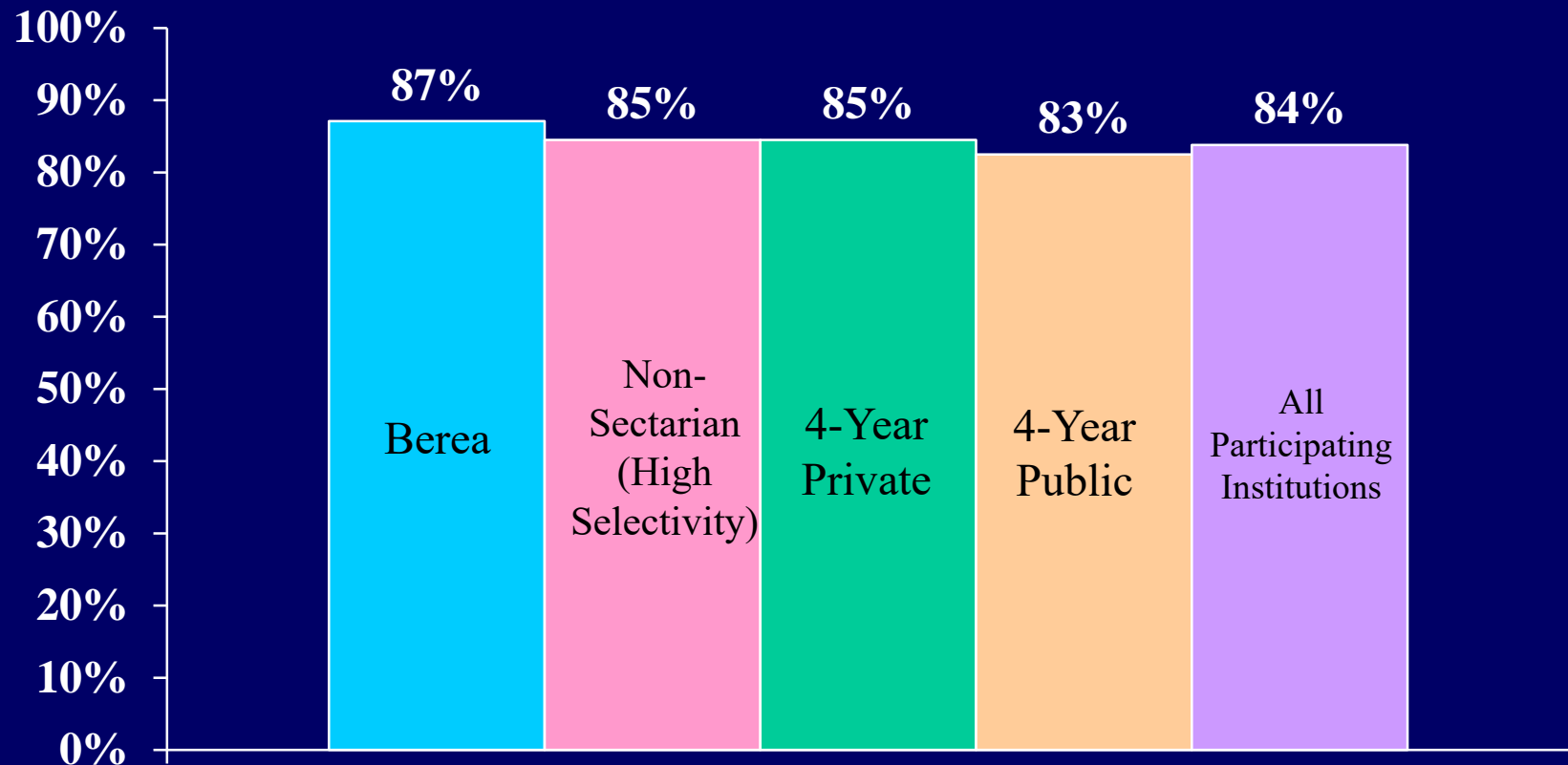


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

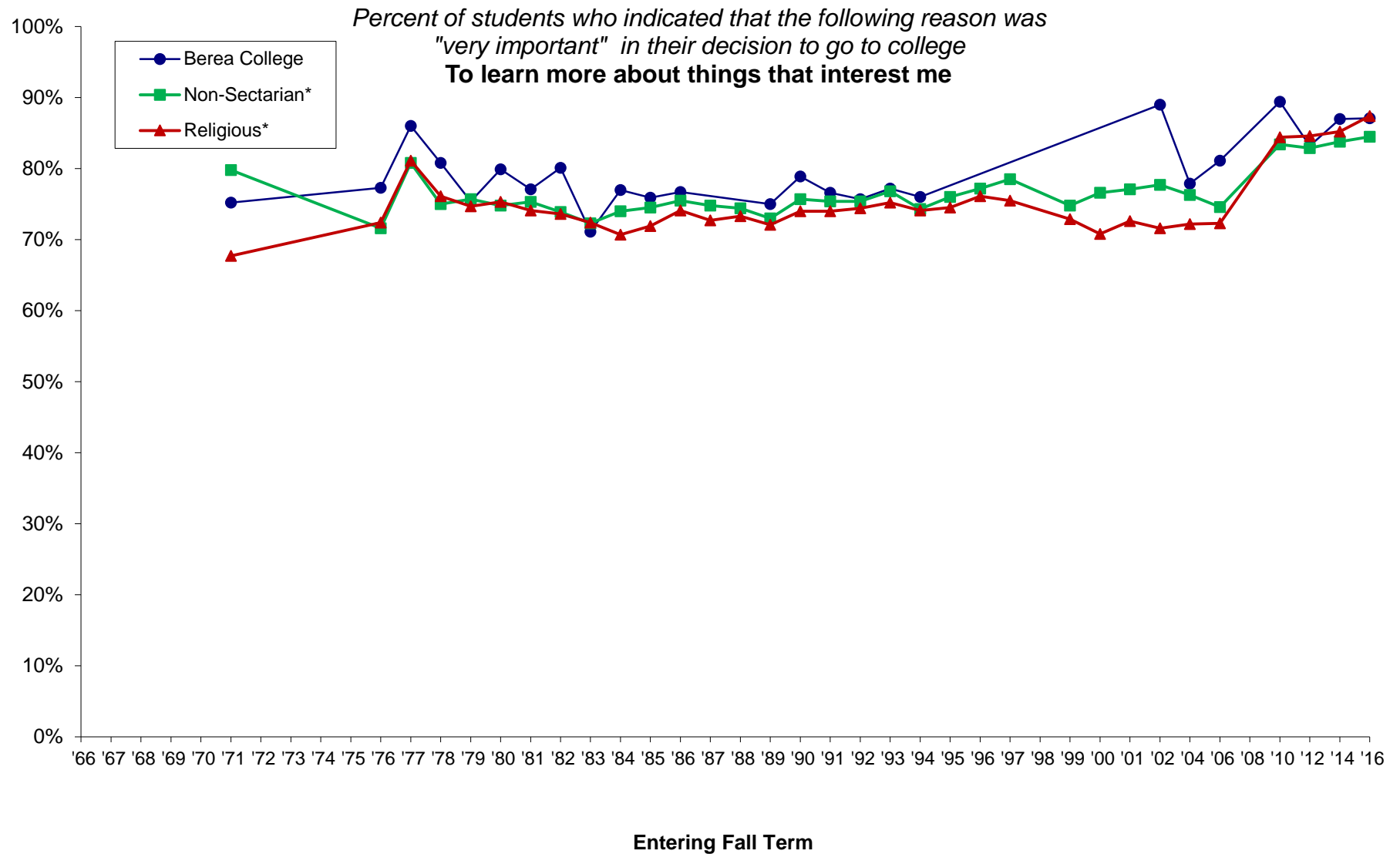


Percentage of students who rated item as “very important”:  
*To learn more about things that interest me*  
*(for deciding to go to college)*





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

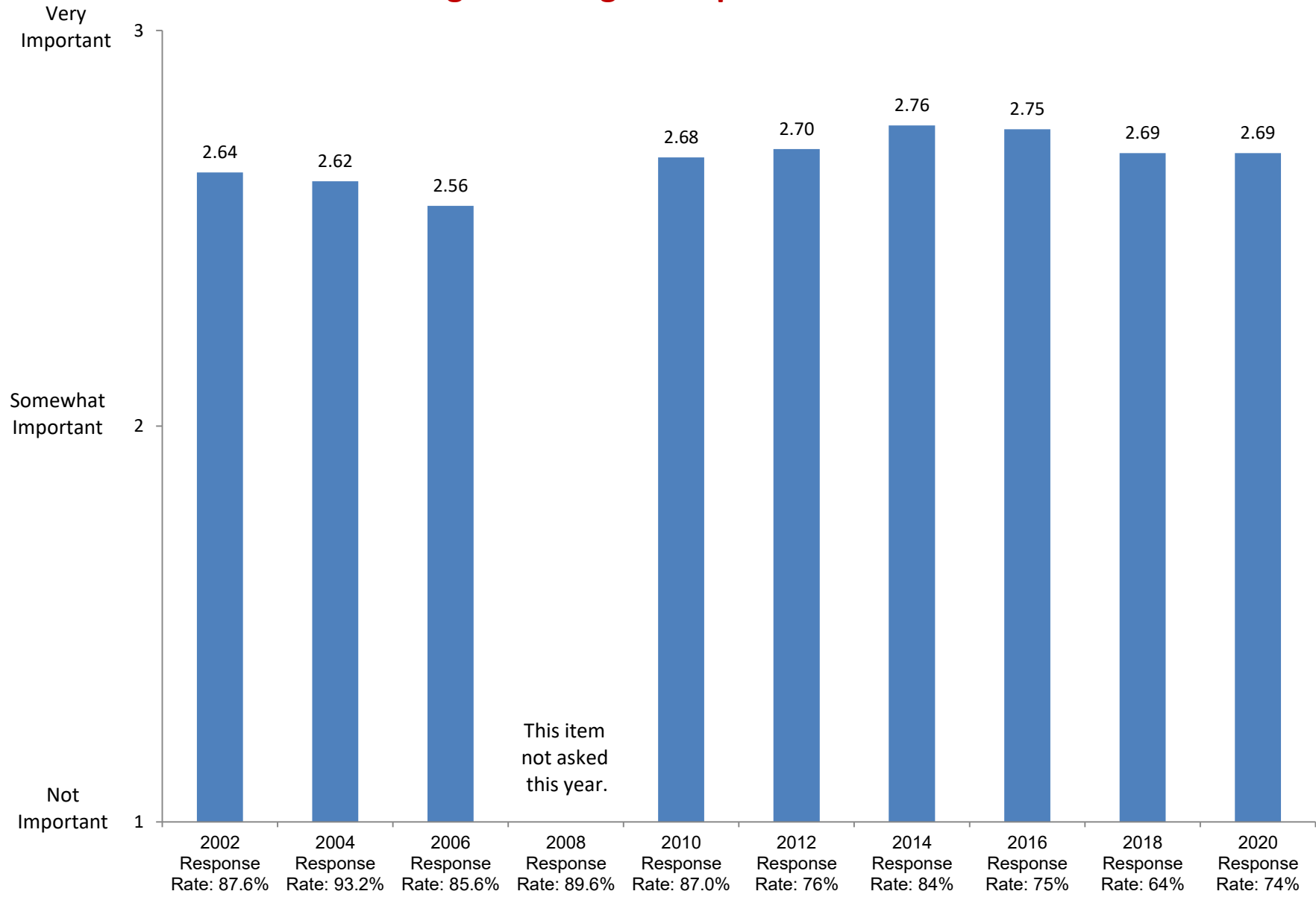


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## To get training for a specific career

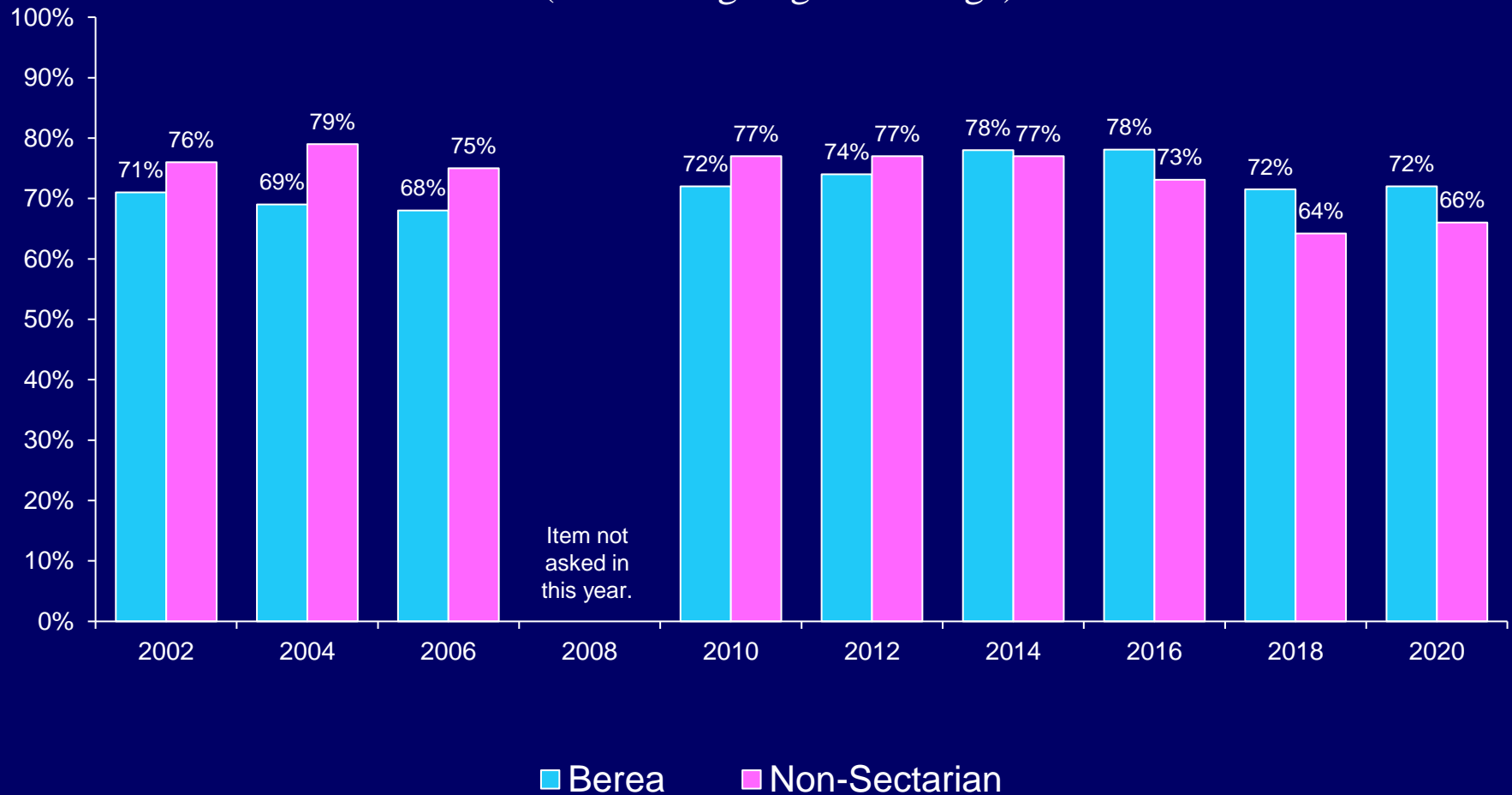


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

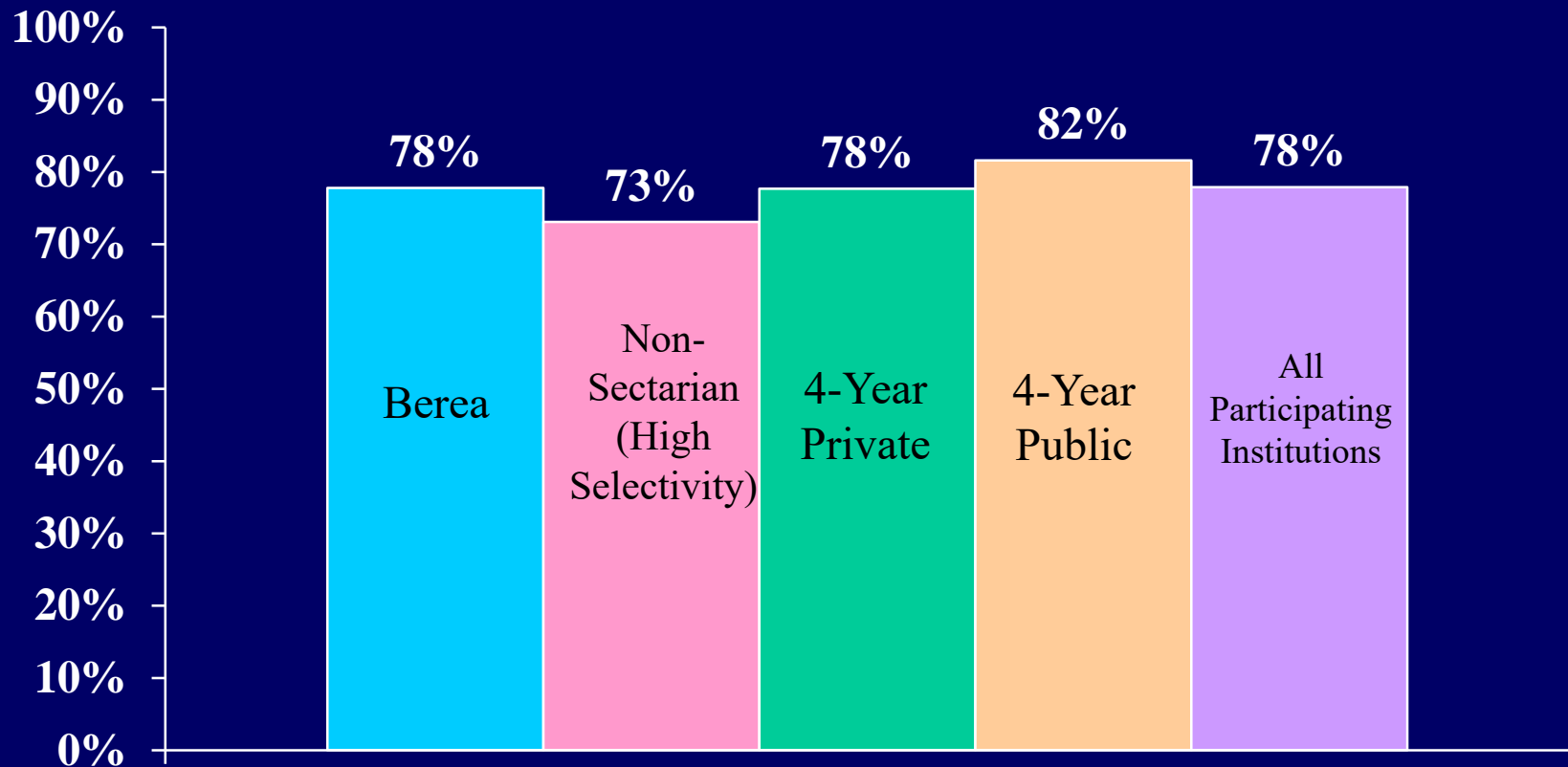
## To get training for a specific career

(in deciding to go to college)

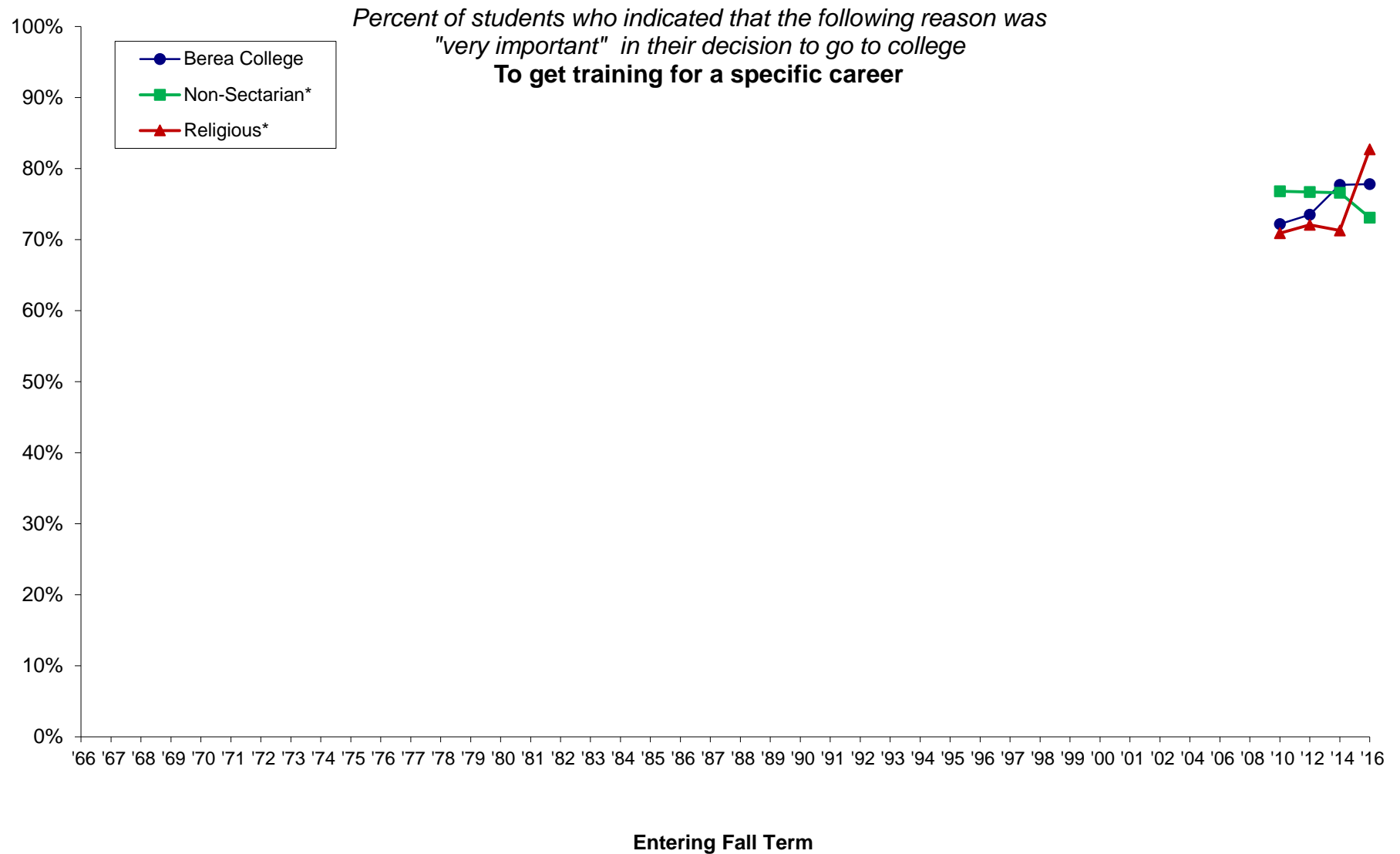


Percentage of students who rated item as “very important”:

*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

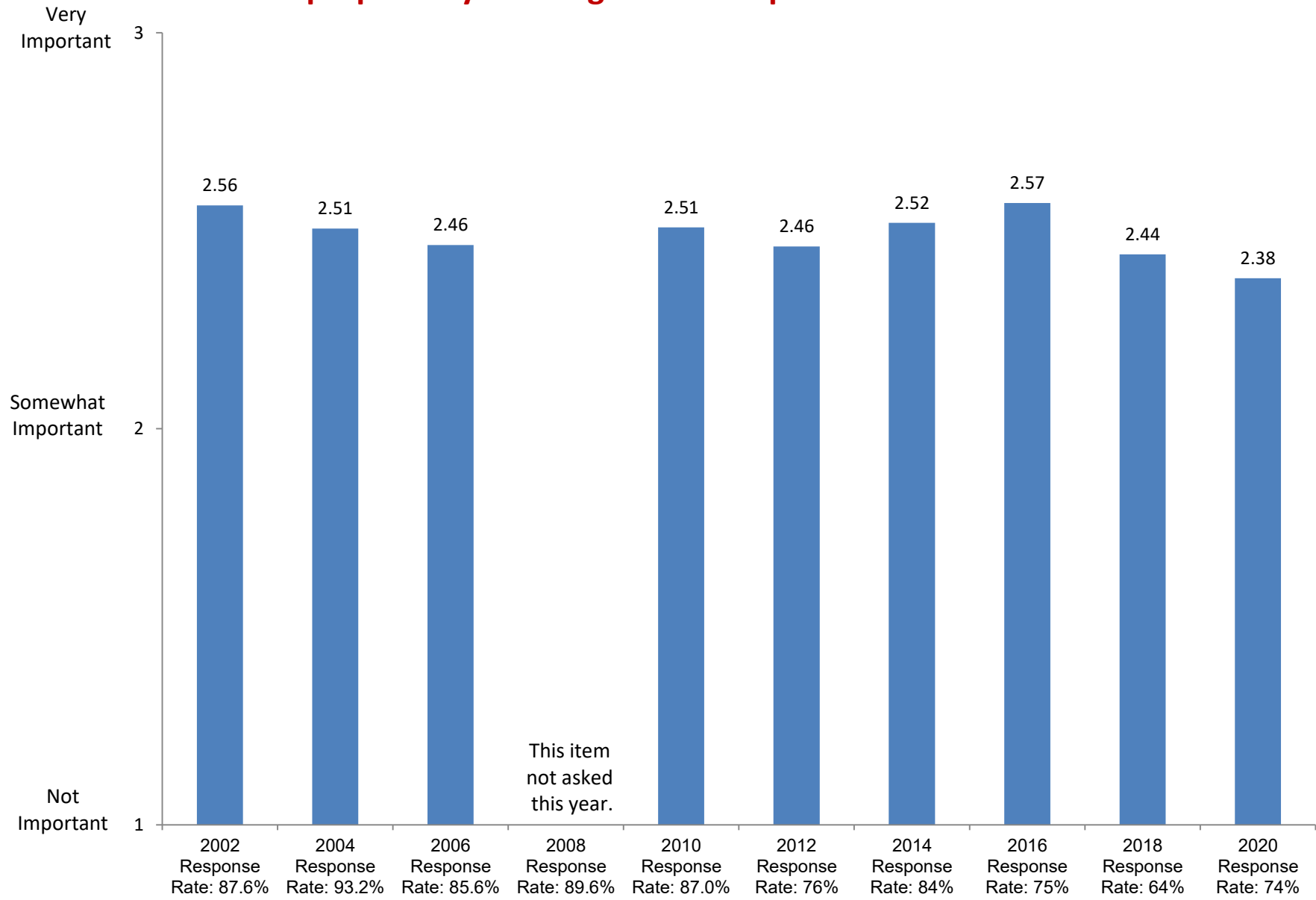


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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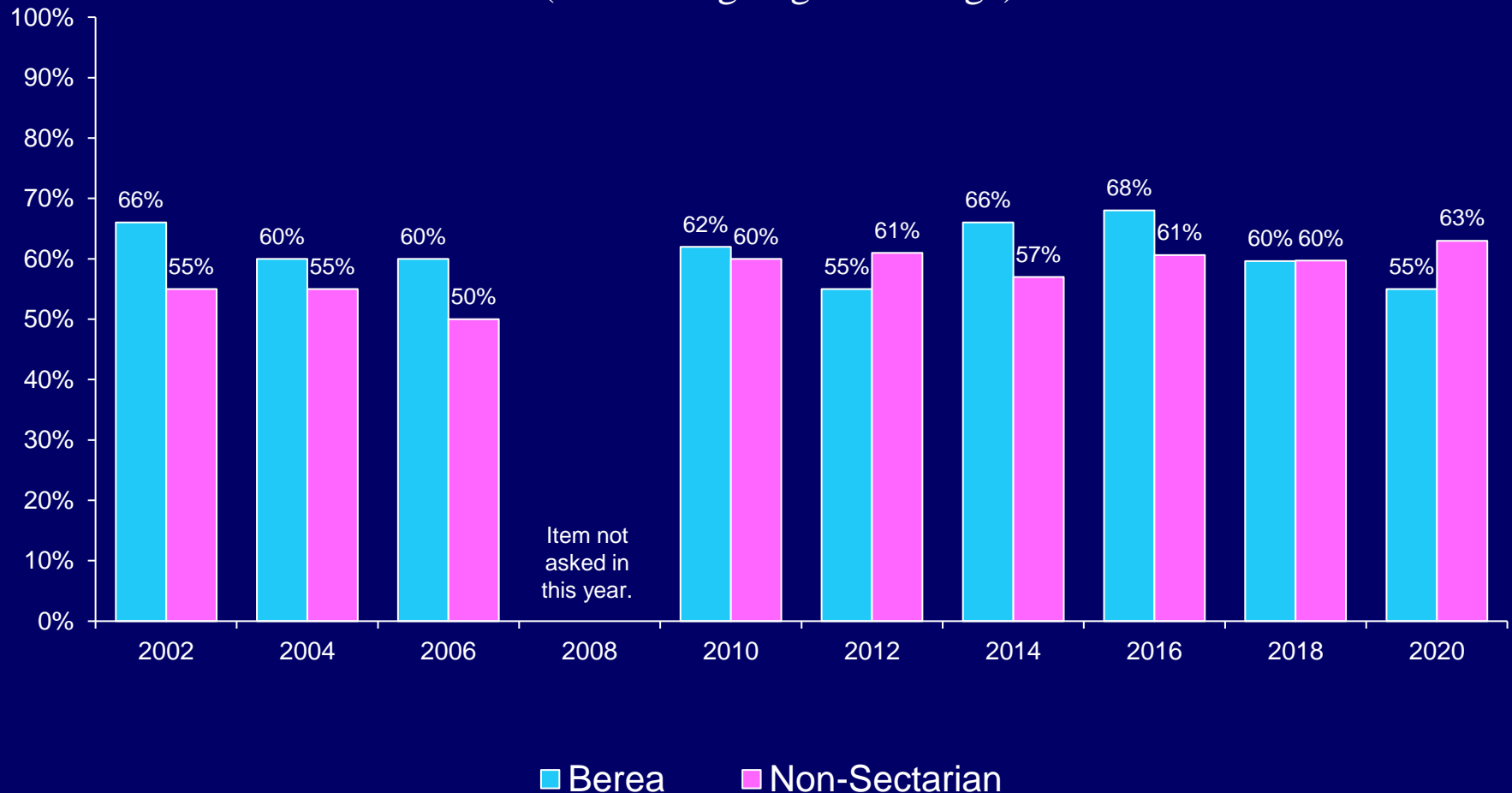
In deciding to go to college, how important to you was each of the following reasons?

## To prepare myself for graduate or professional school



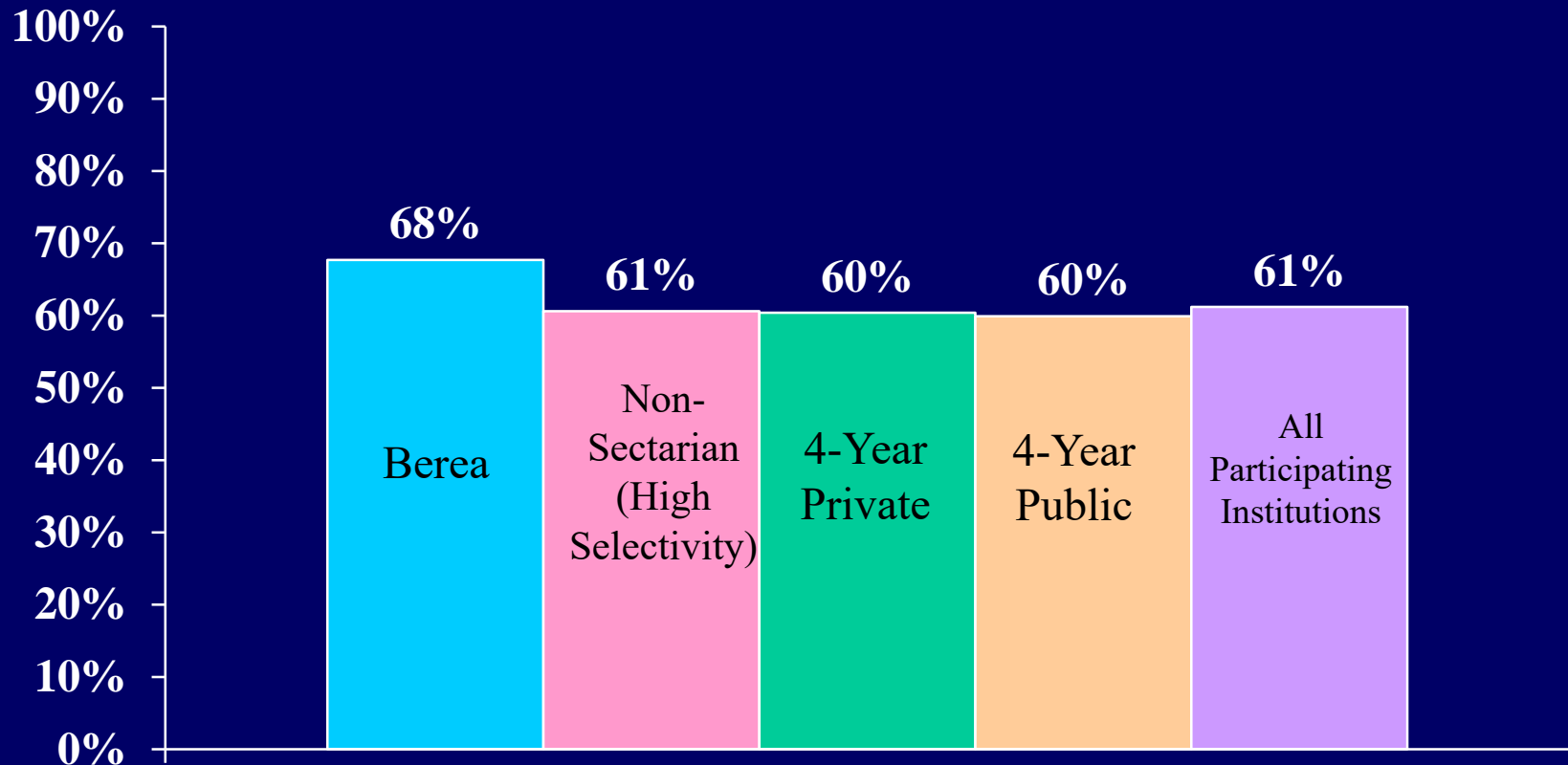
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

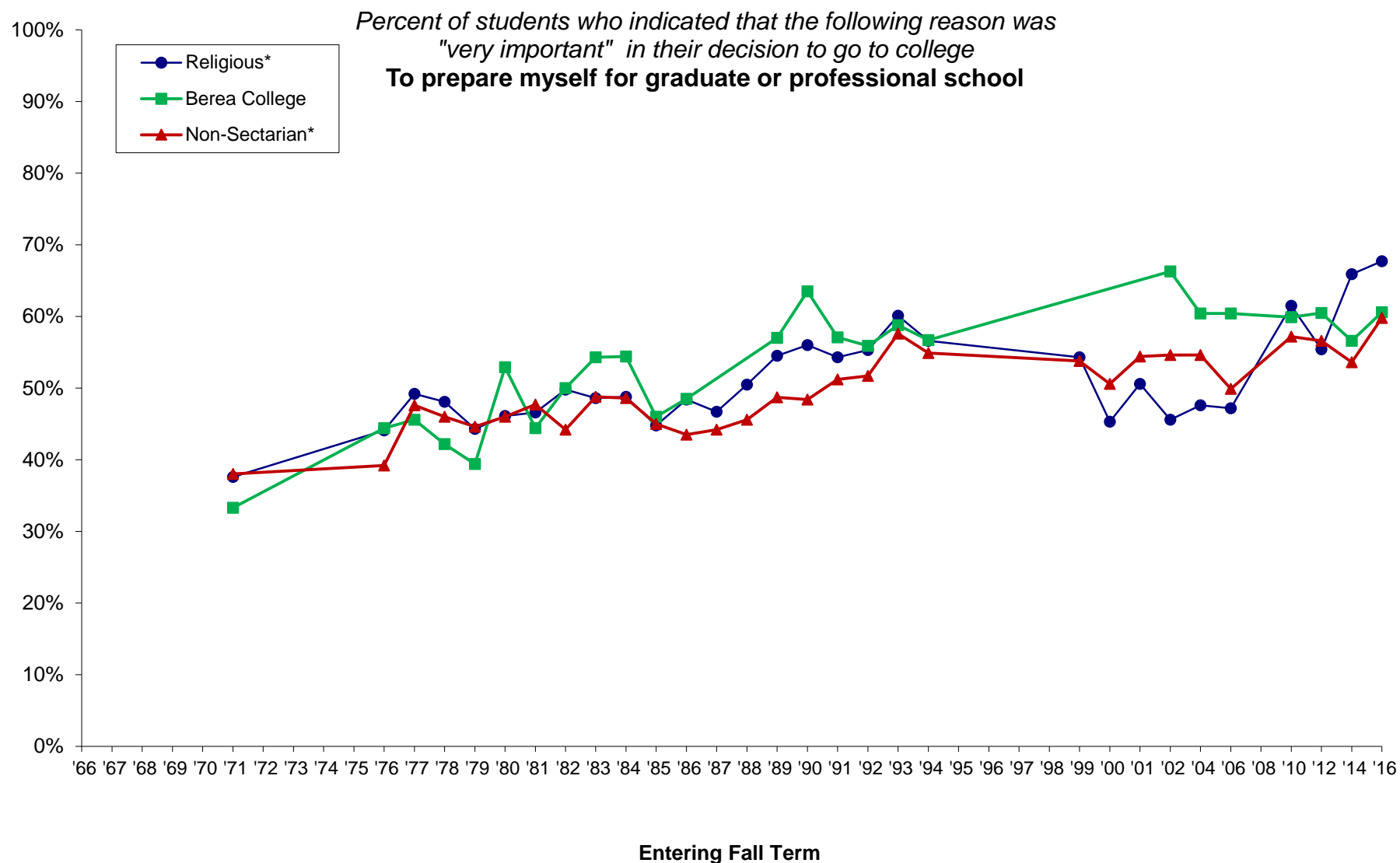


Percentage of students who rated item as “very important”:

*To prepare myself for graduate or professional school  
(for deciding to go to college)*







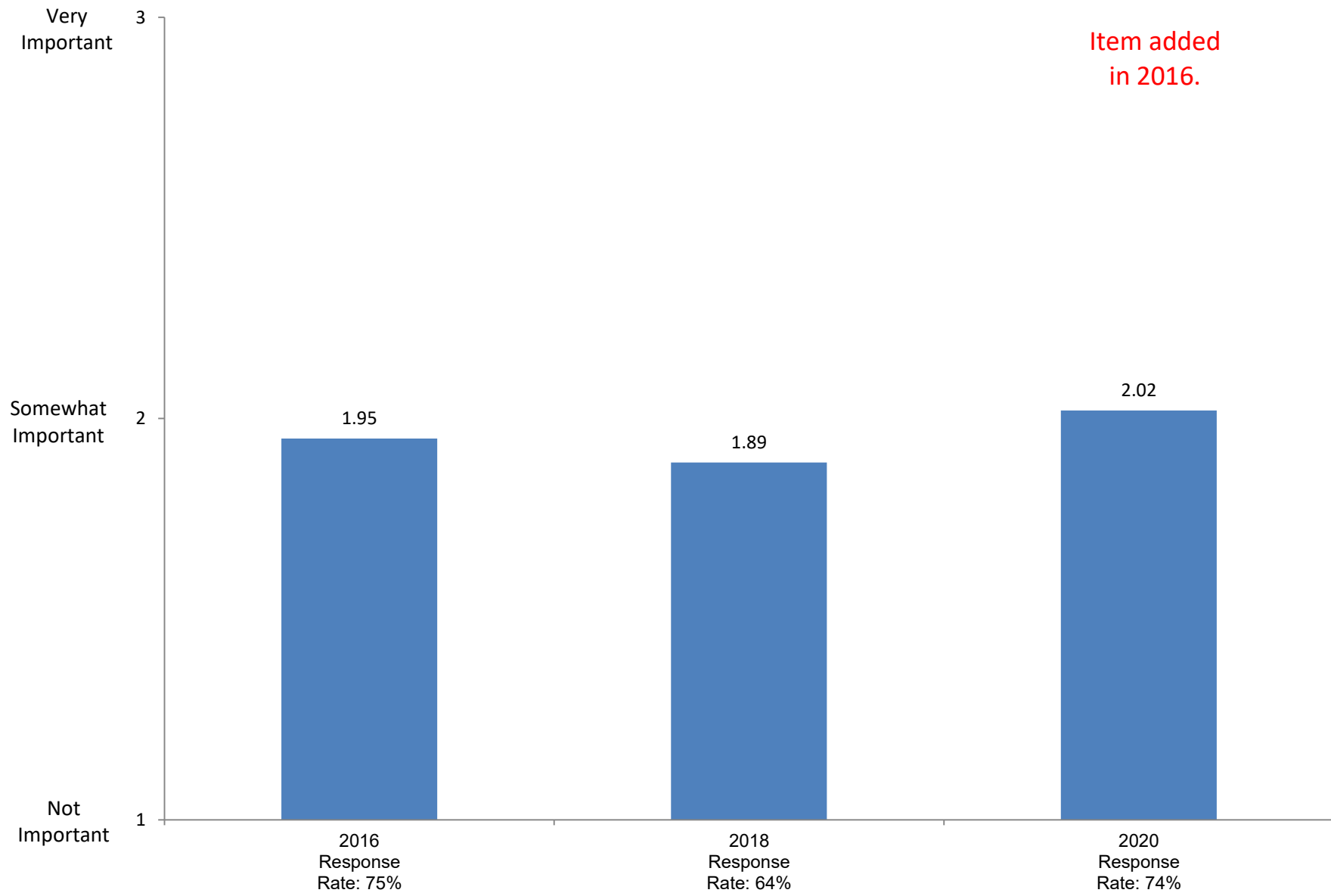
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## To please my family

Item added  
in 2016.

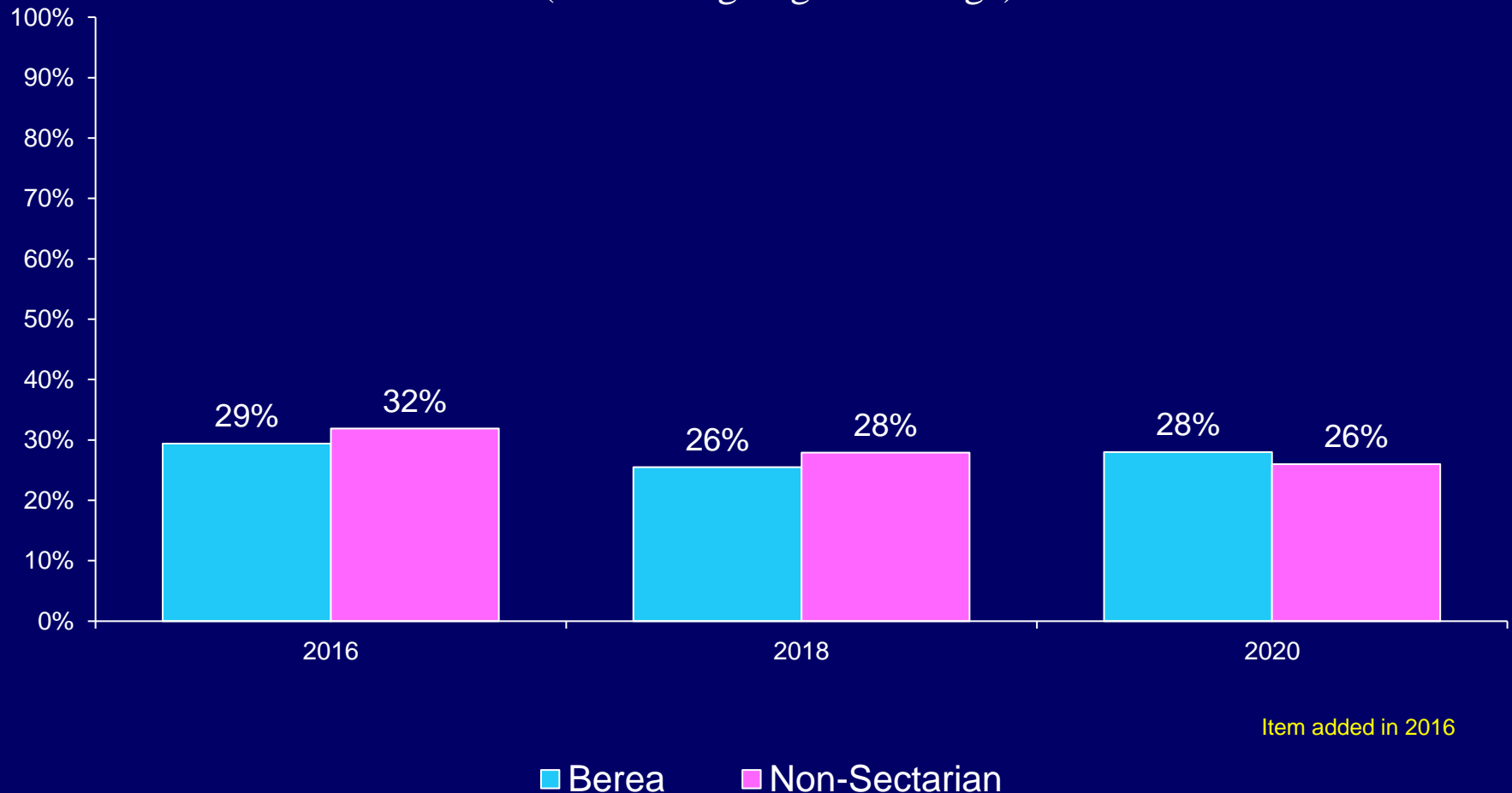


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

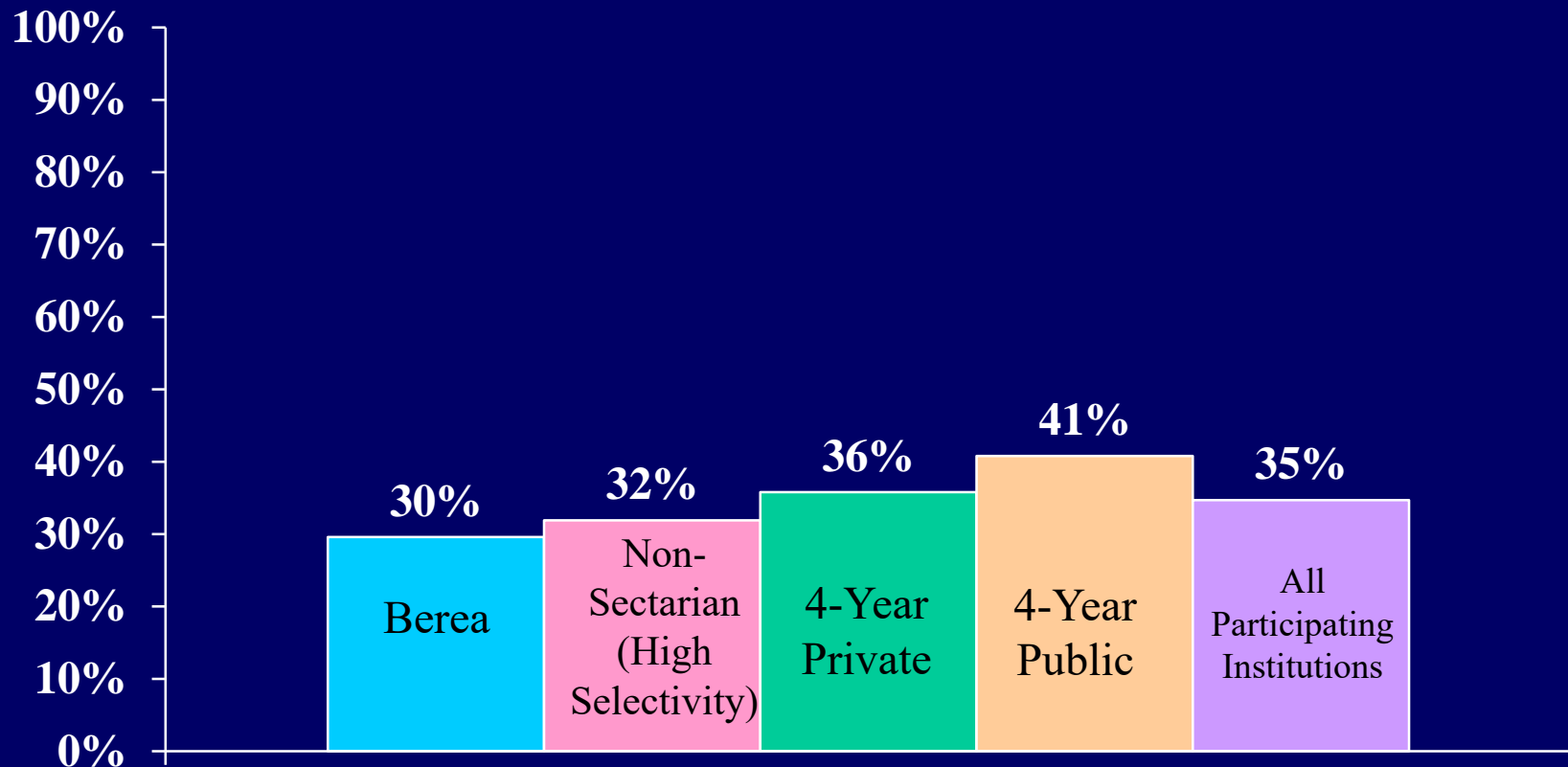
## To please my family

(in deciding to go to college)



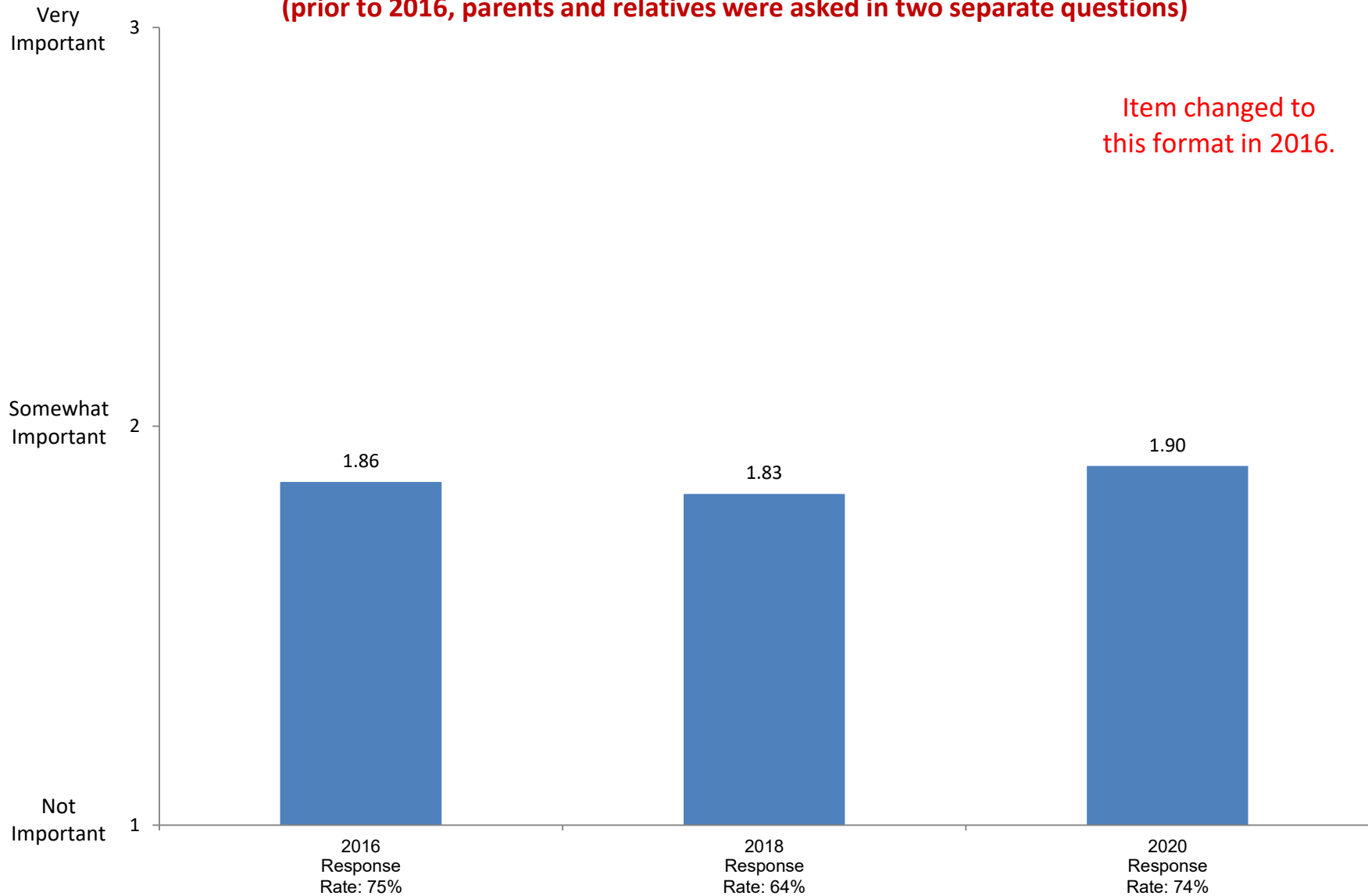
Percentage of students who rated item as “very important”:

*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?

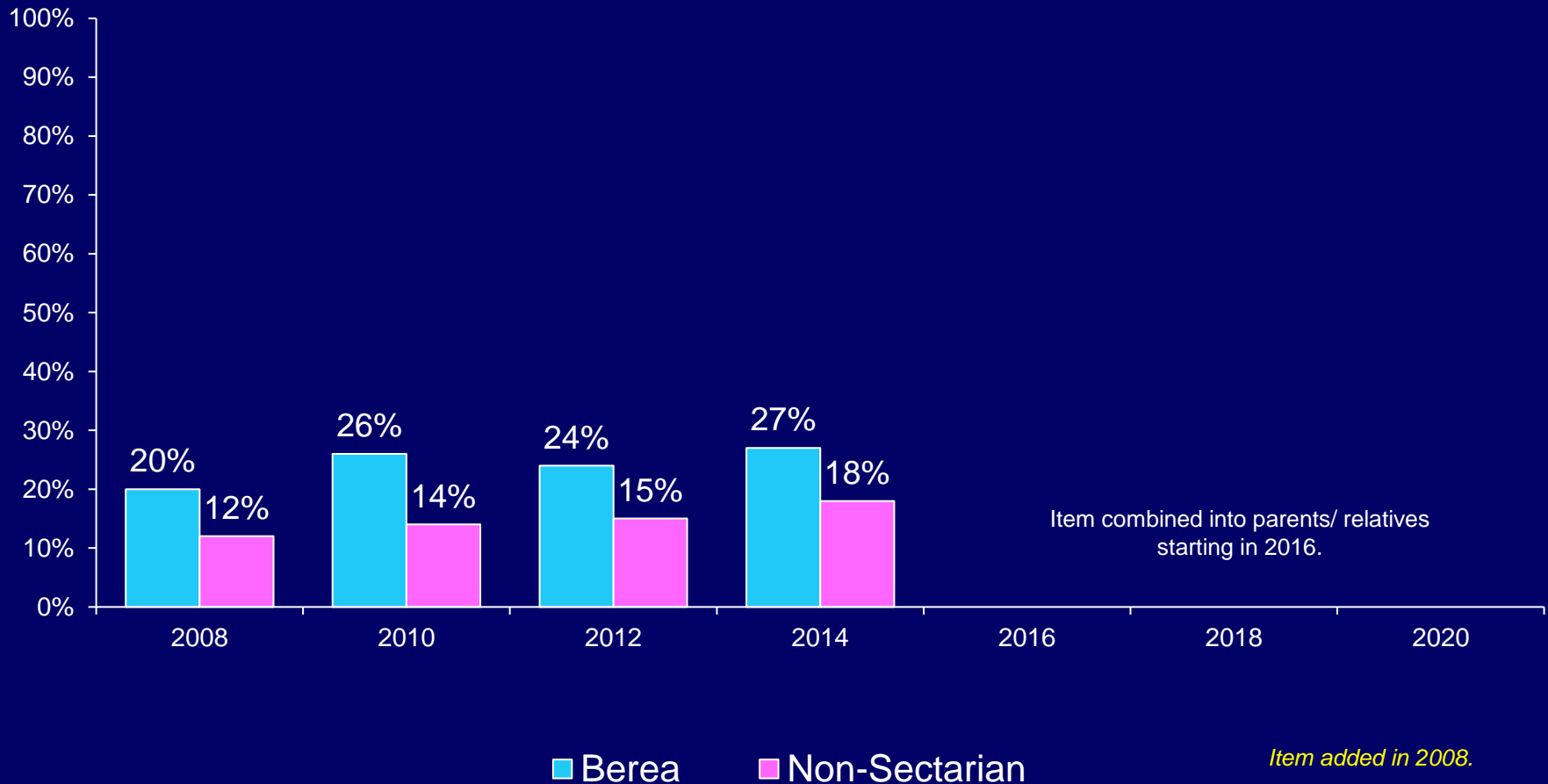
### My parents/relatives wanted me to come here (prior to 2016, parents and relatives were asked in two separate questions)

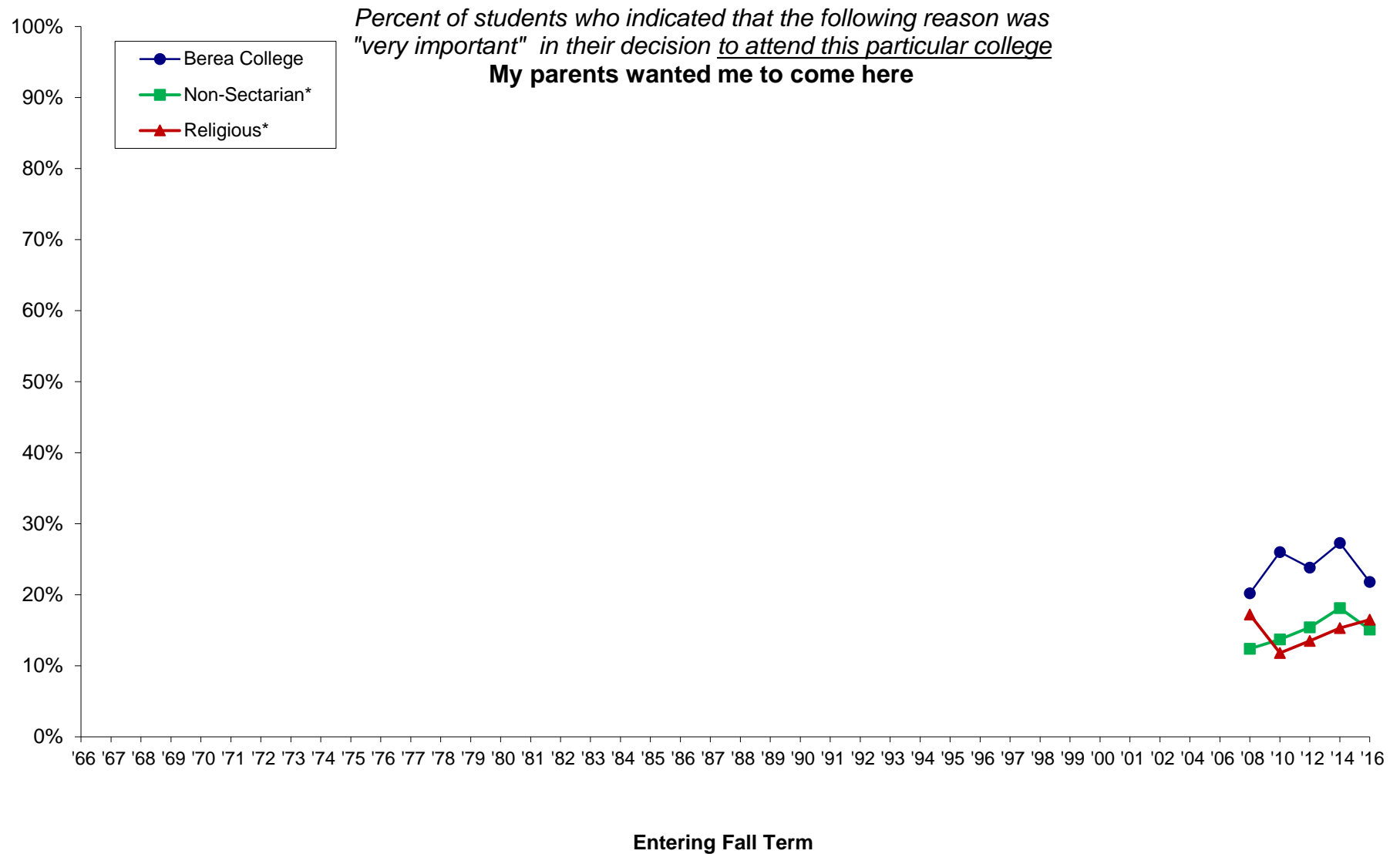


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*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



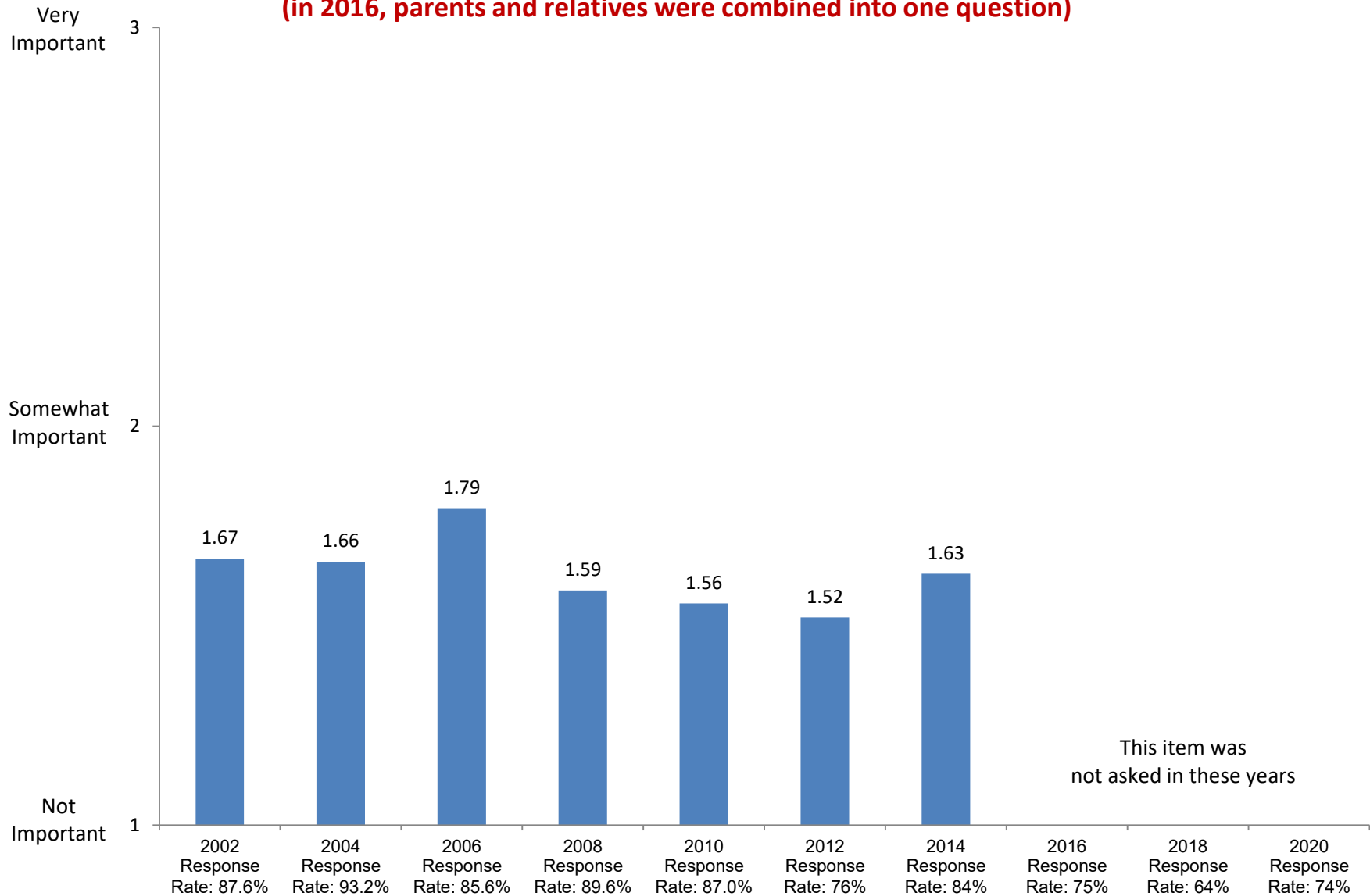


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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)

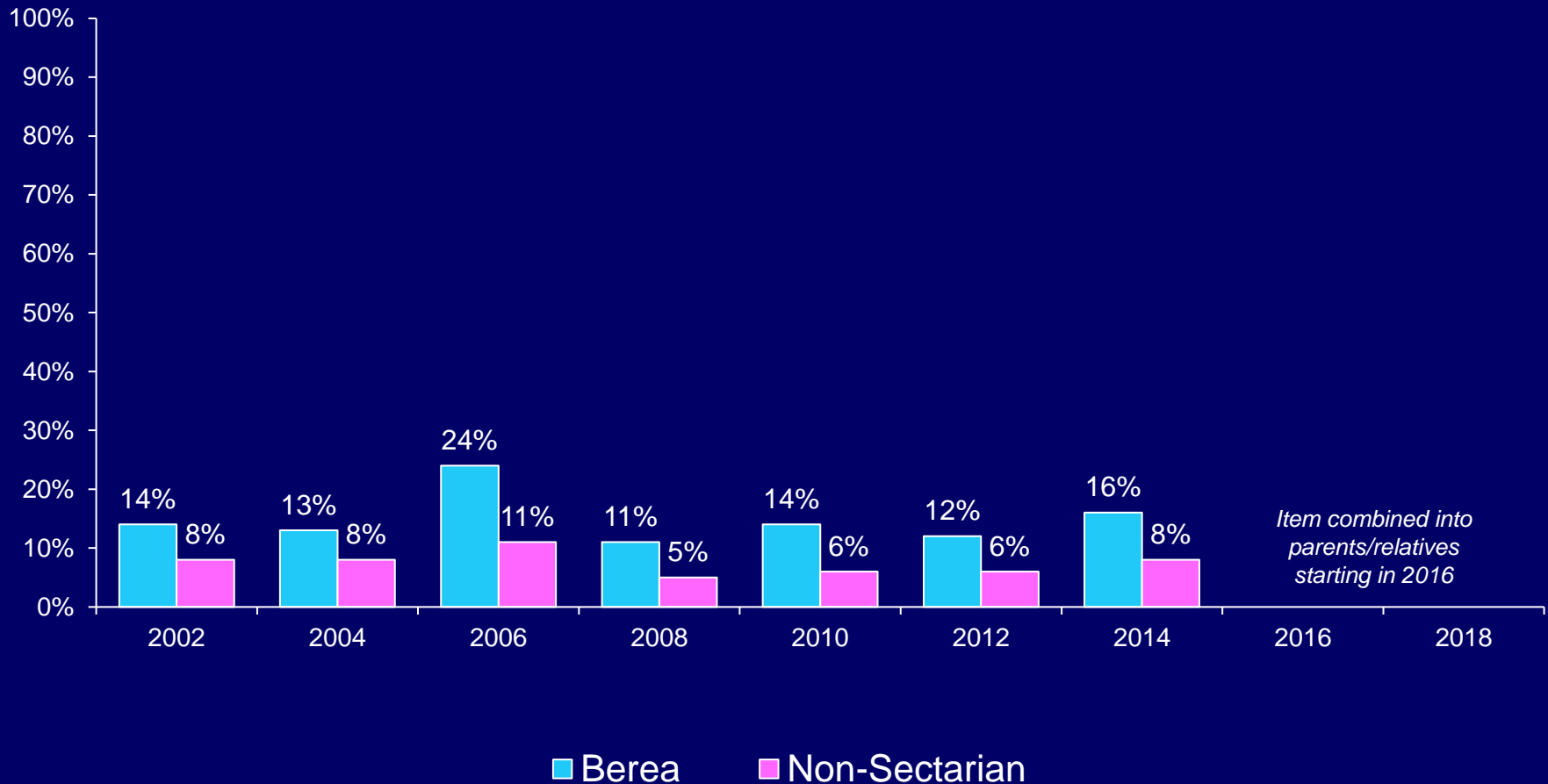


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

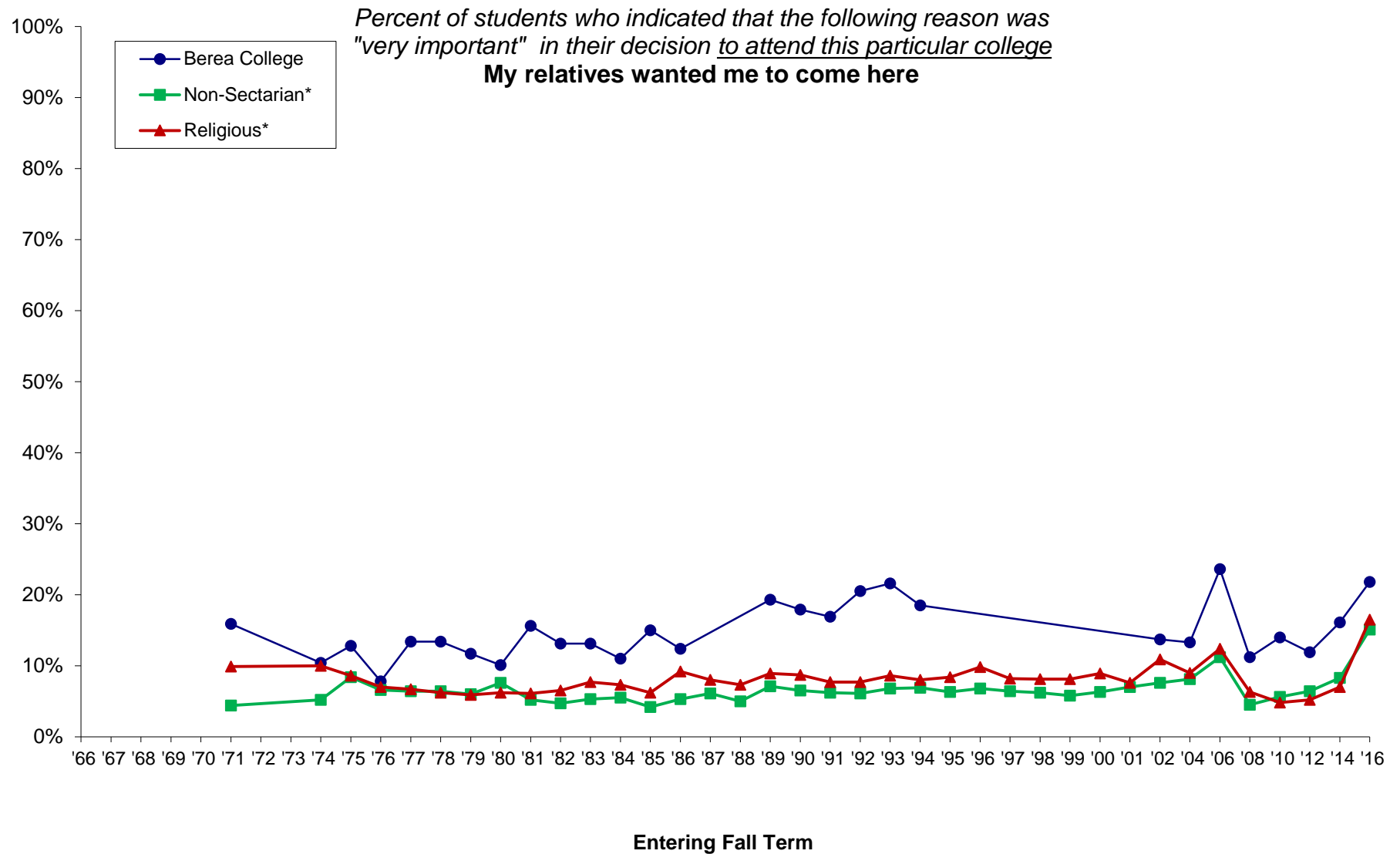


*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## My relatives wanted me to come here



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



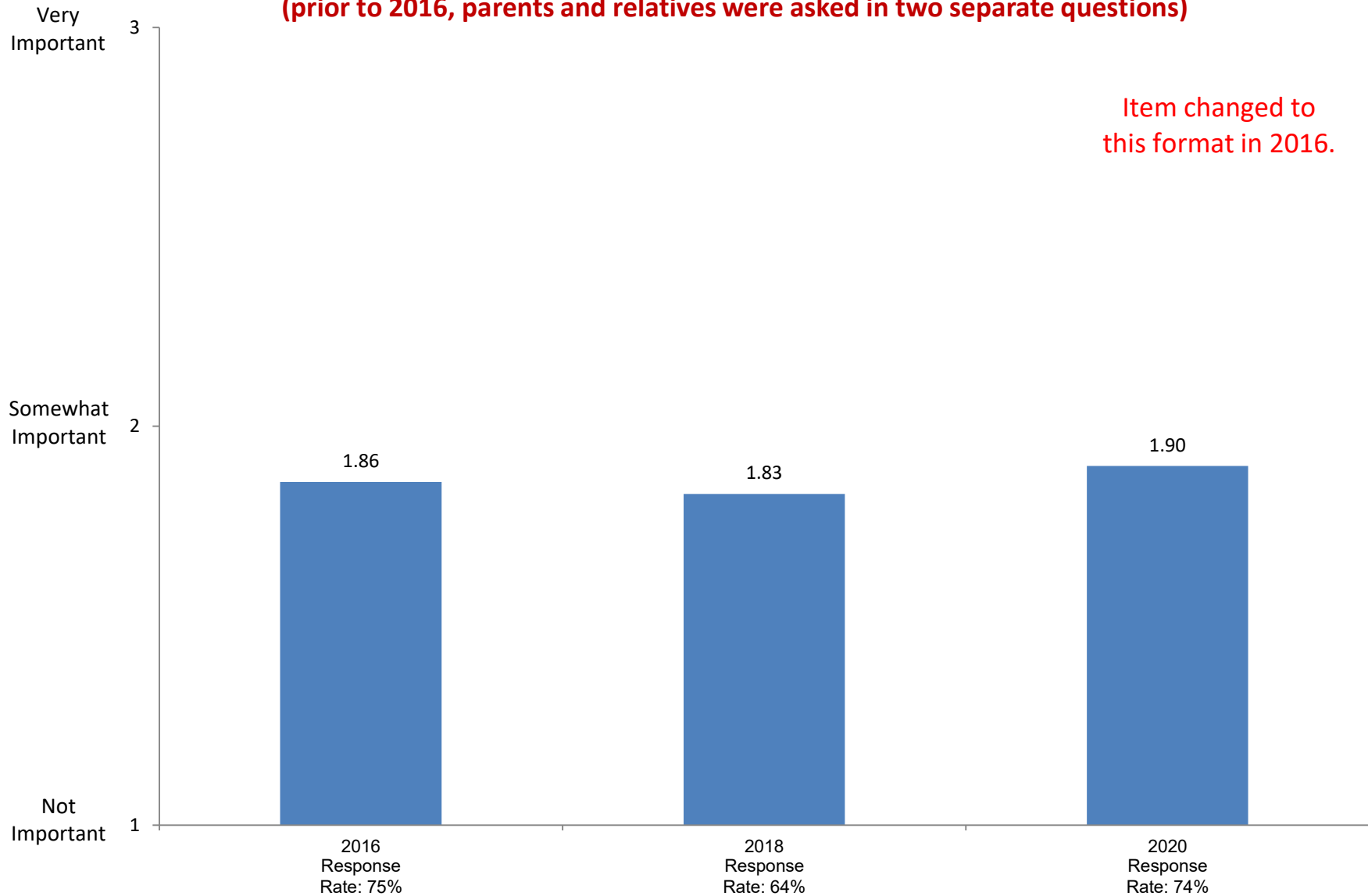
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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)

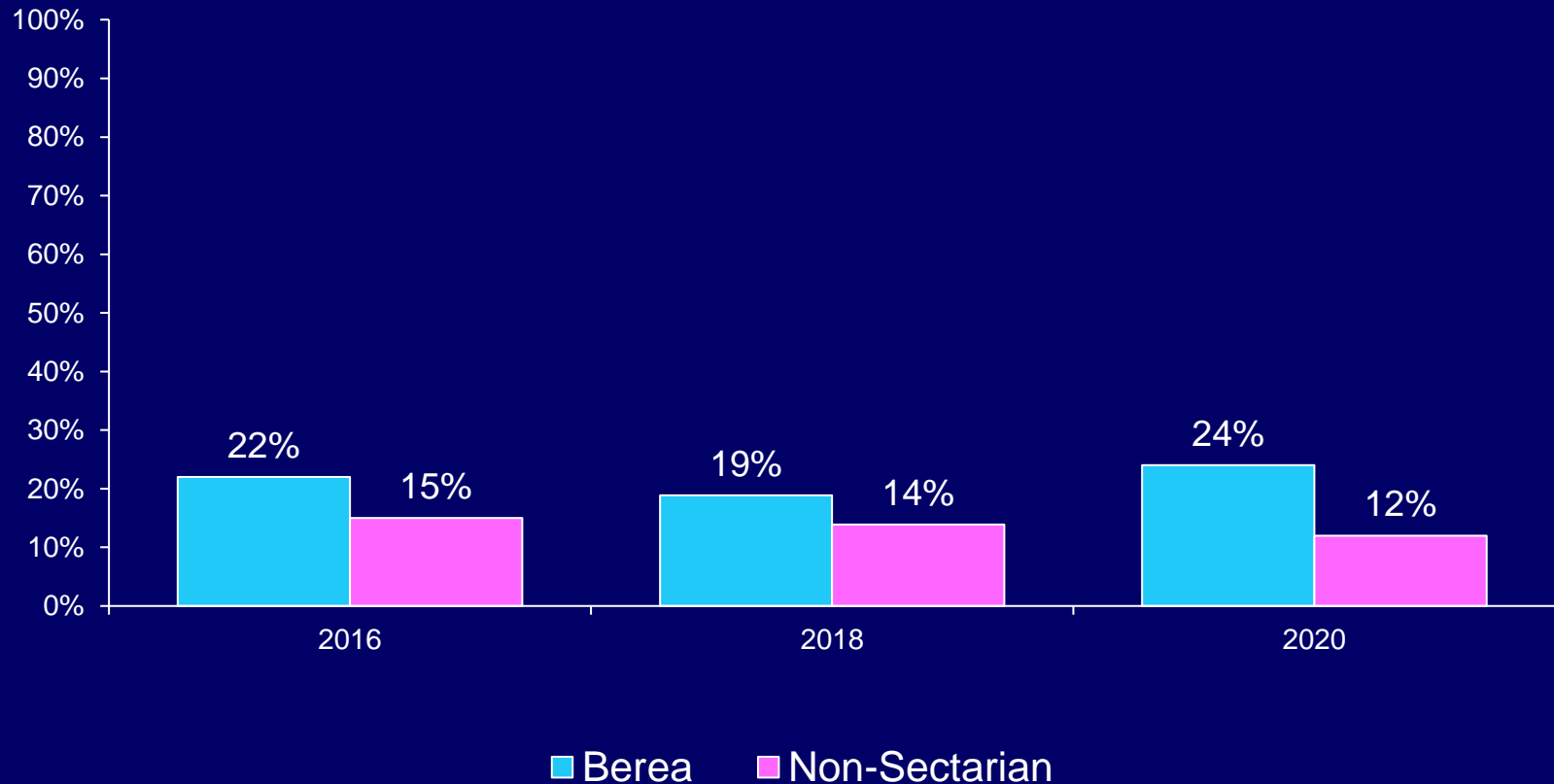
Item changed to  
this format in 2016.



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

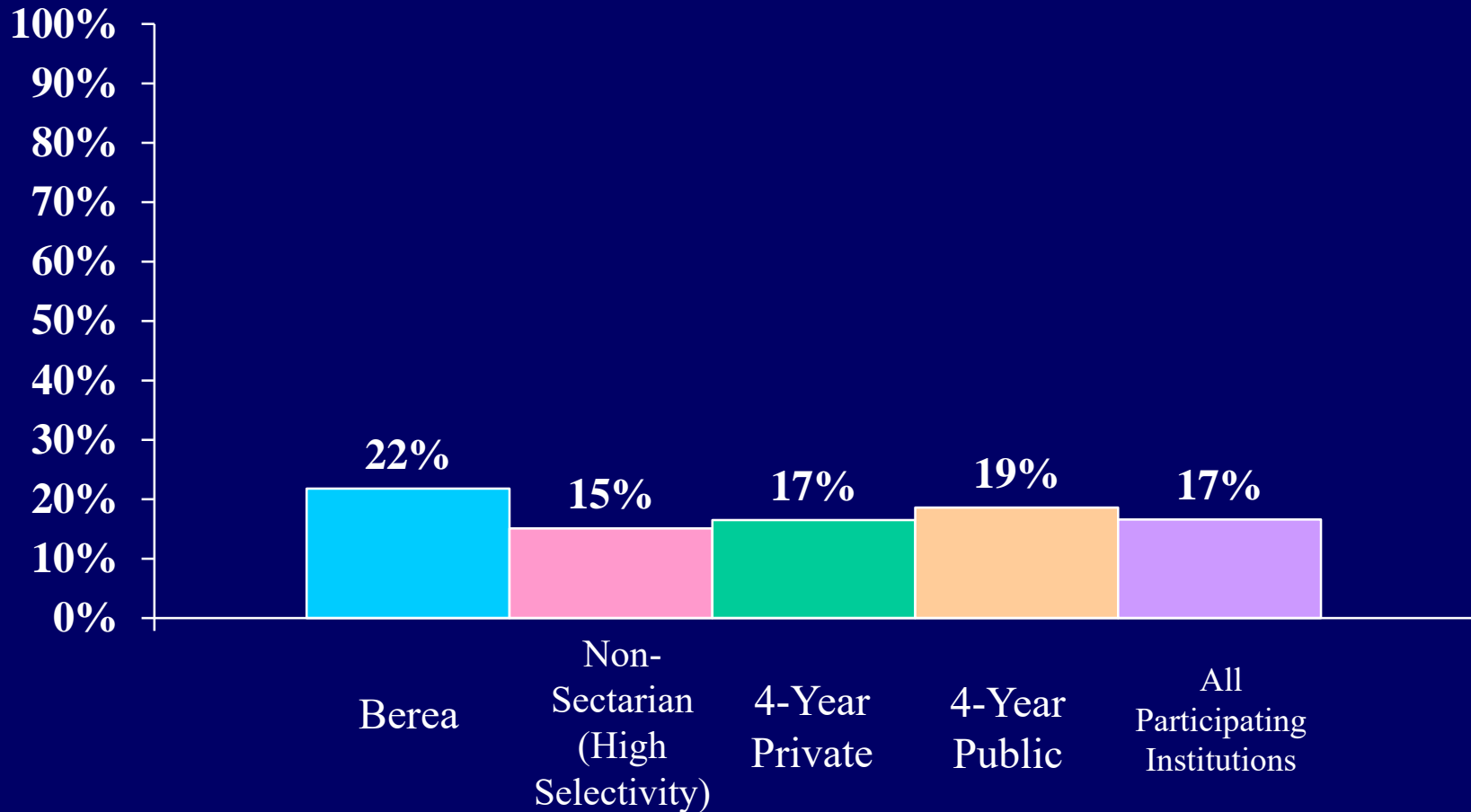
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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



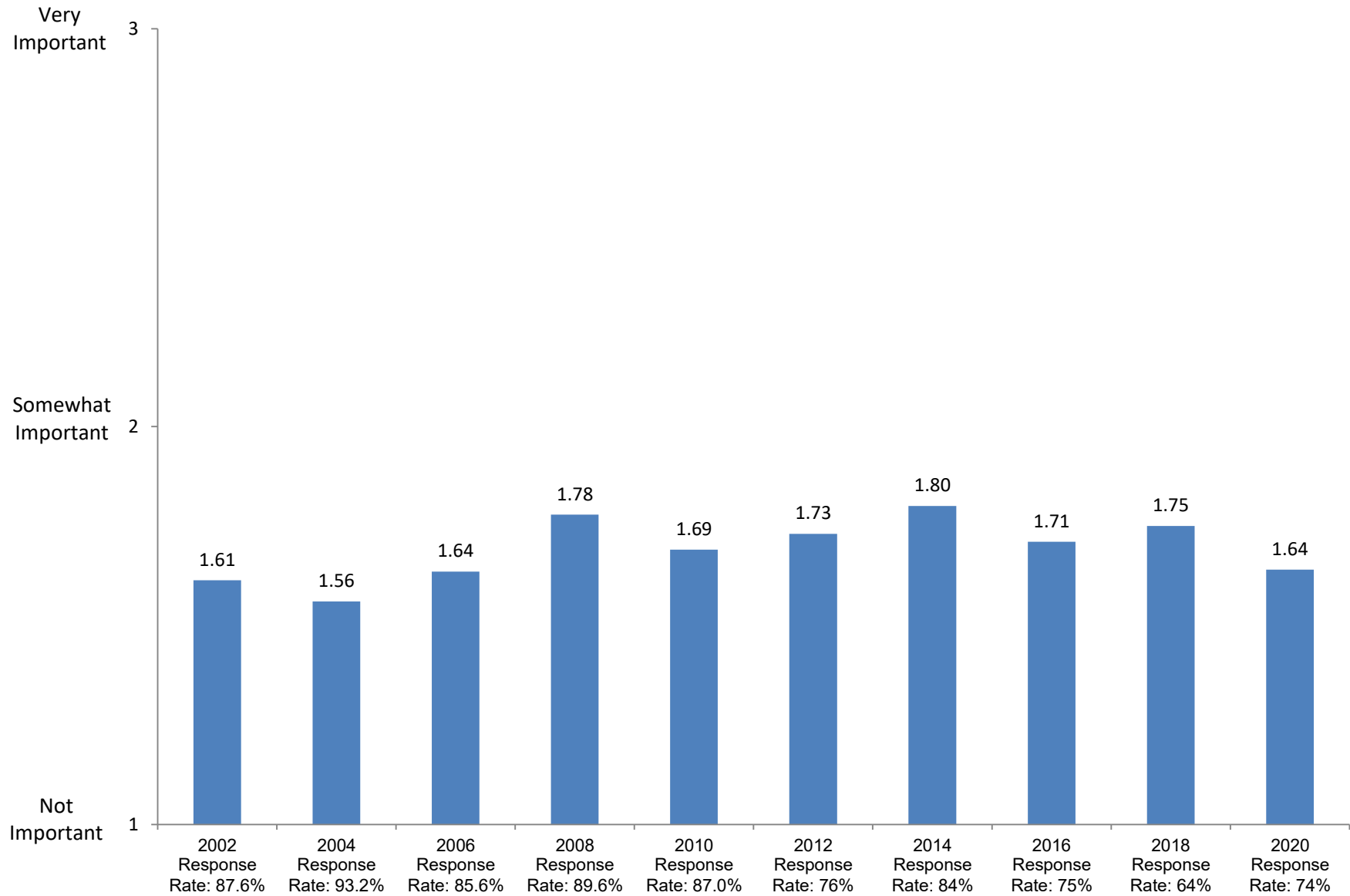
Percentage of students who rated item as “very important”:

*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?

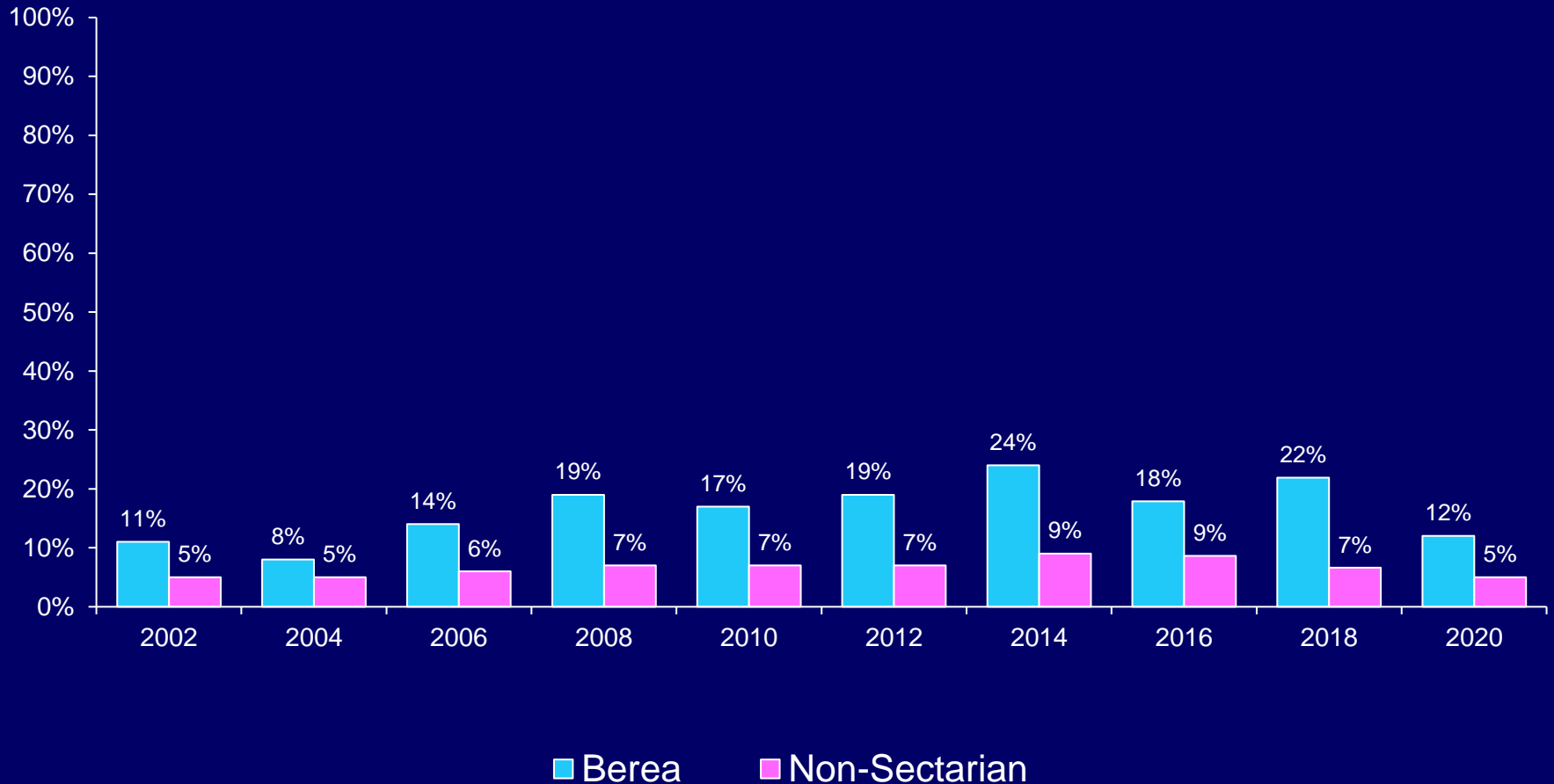
## My teacher advised me



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

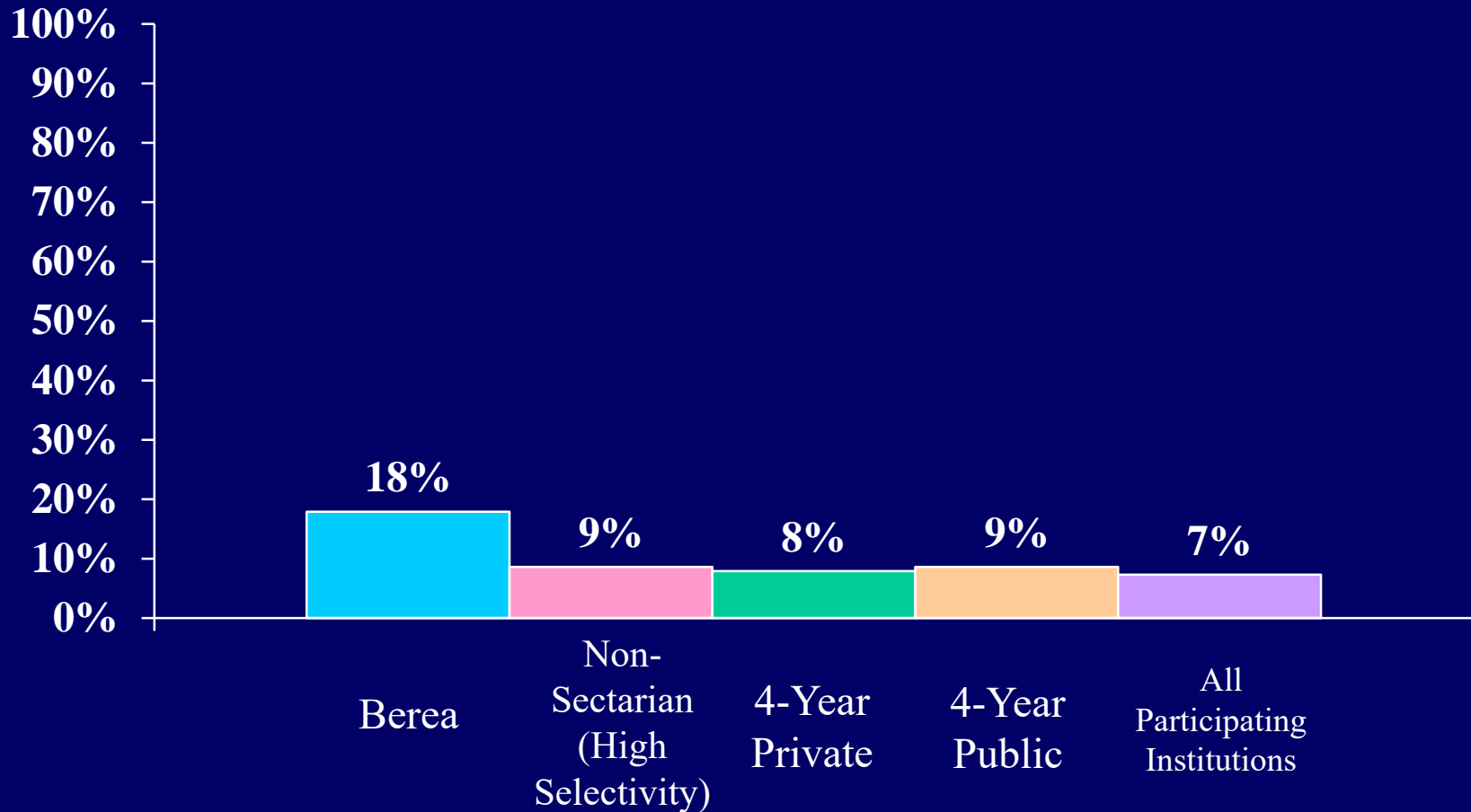
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## **My teacher advised me**

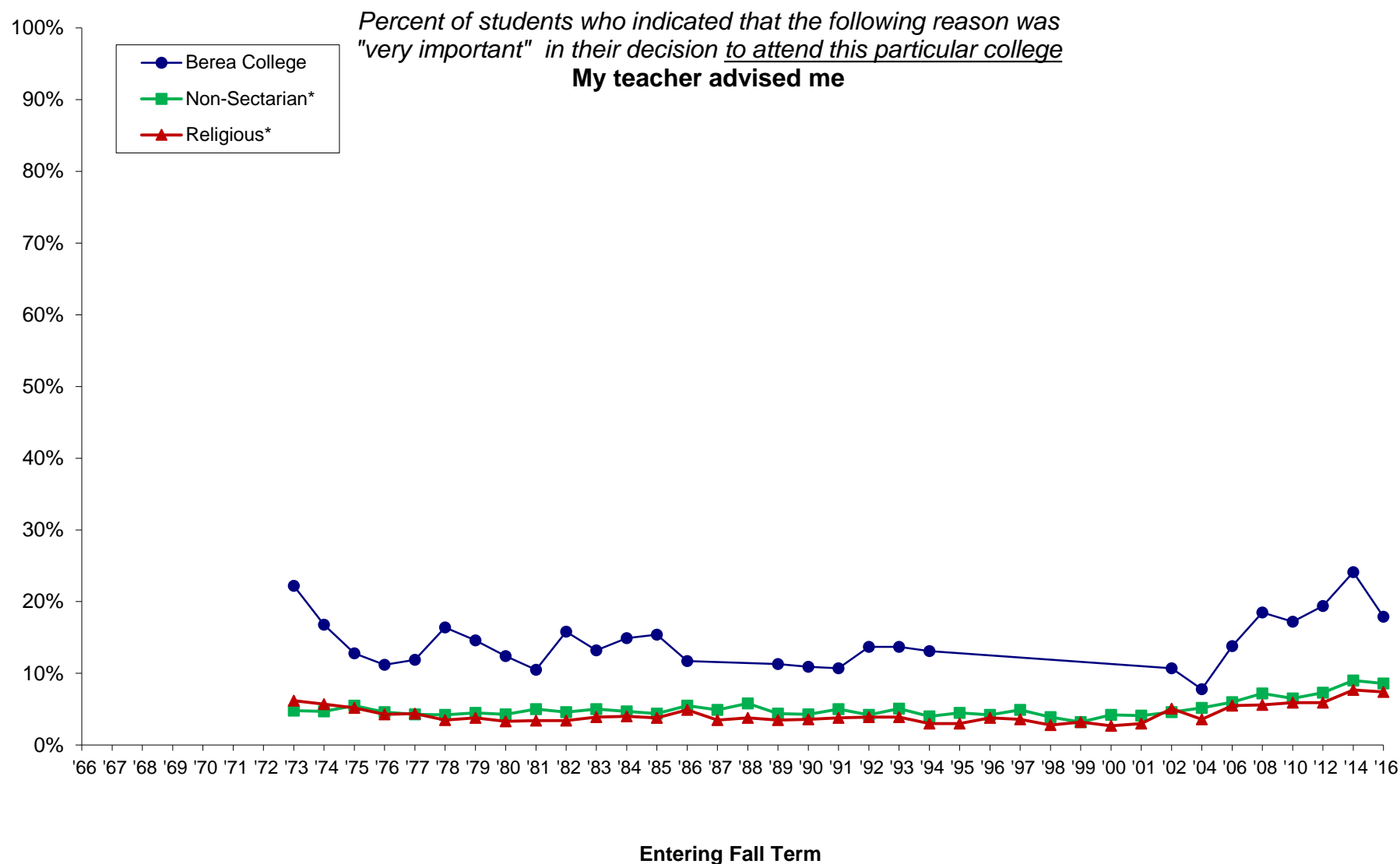


Percentage of students who rated item as “very important”:

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





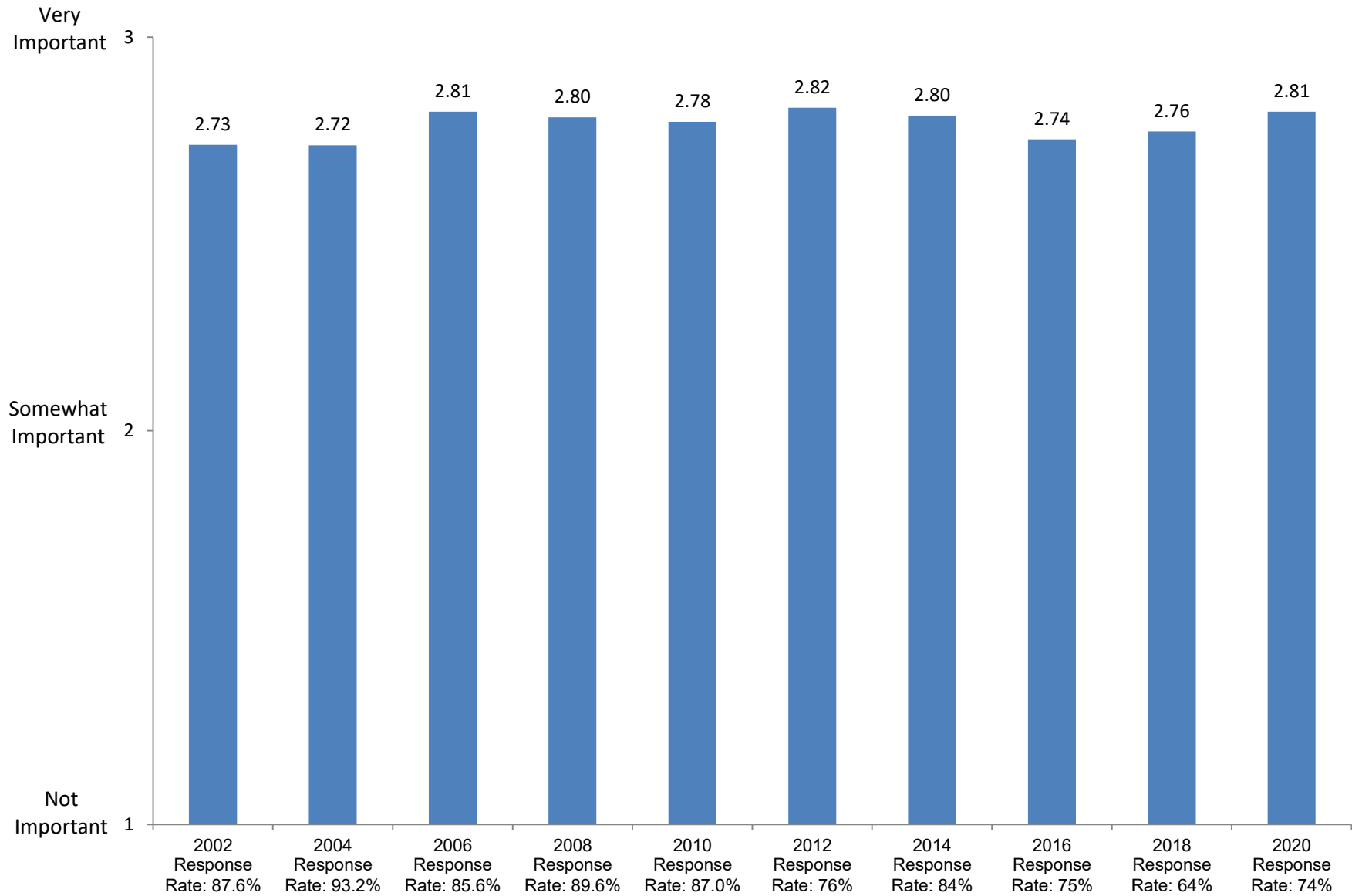


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

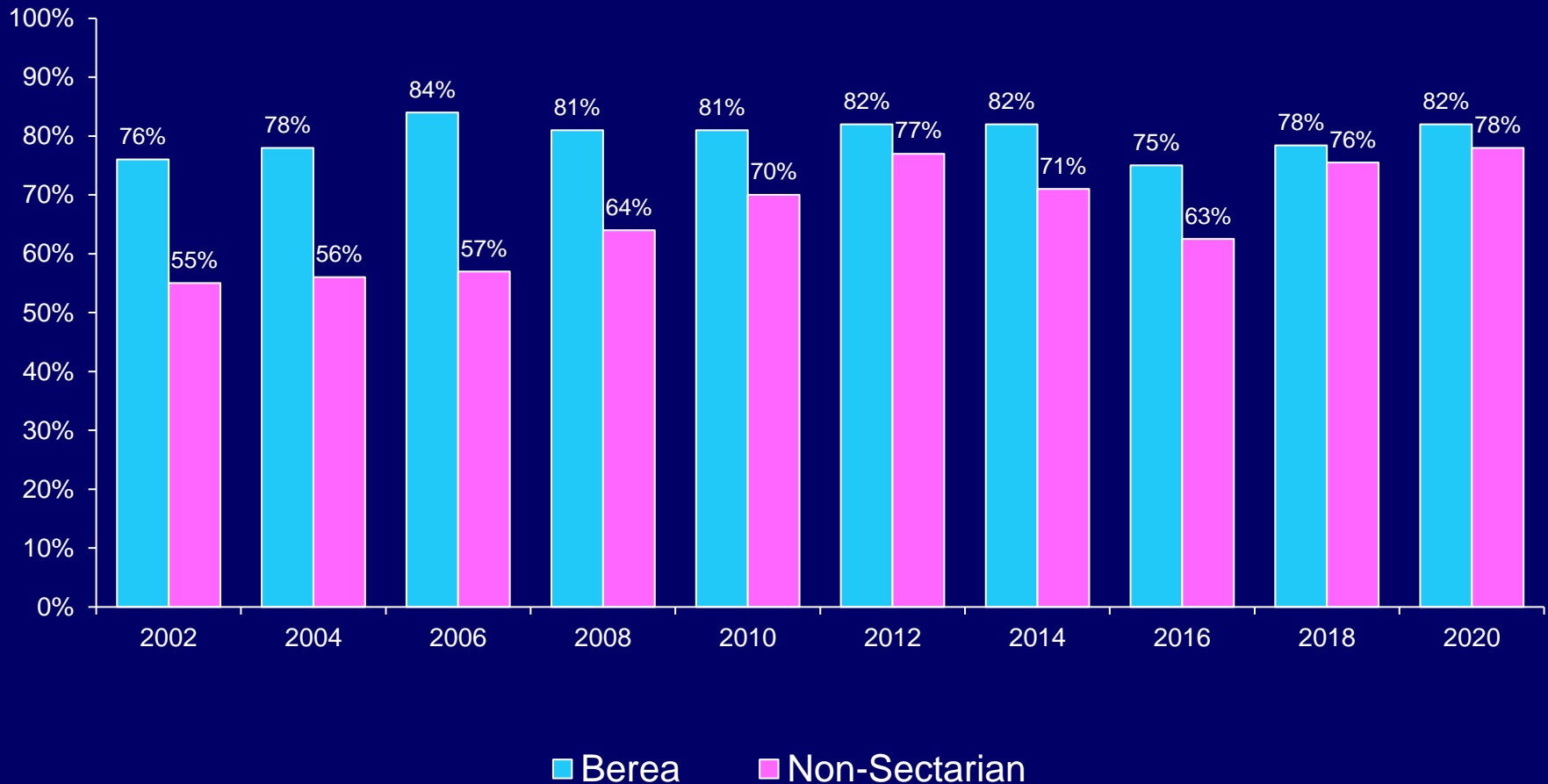
## This college has a very good academic reputation



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

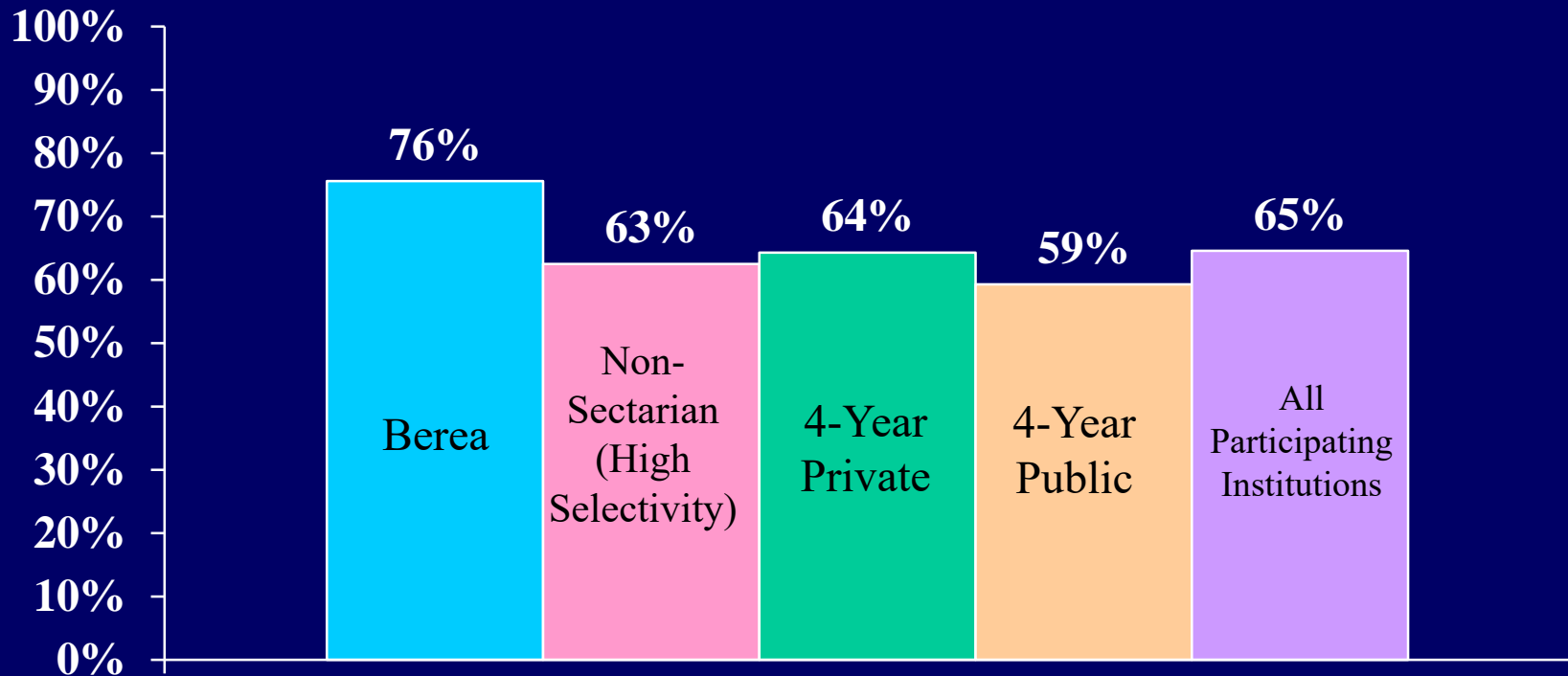
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

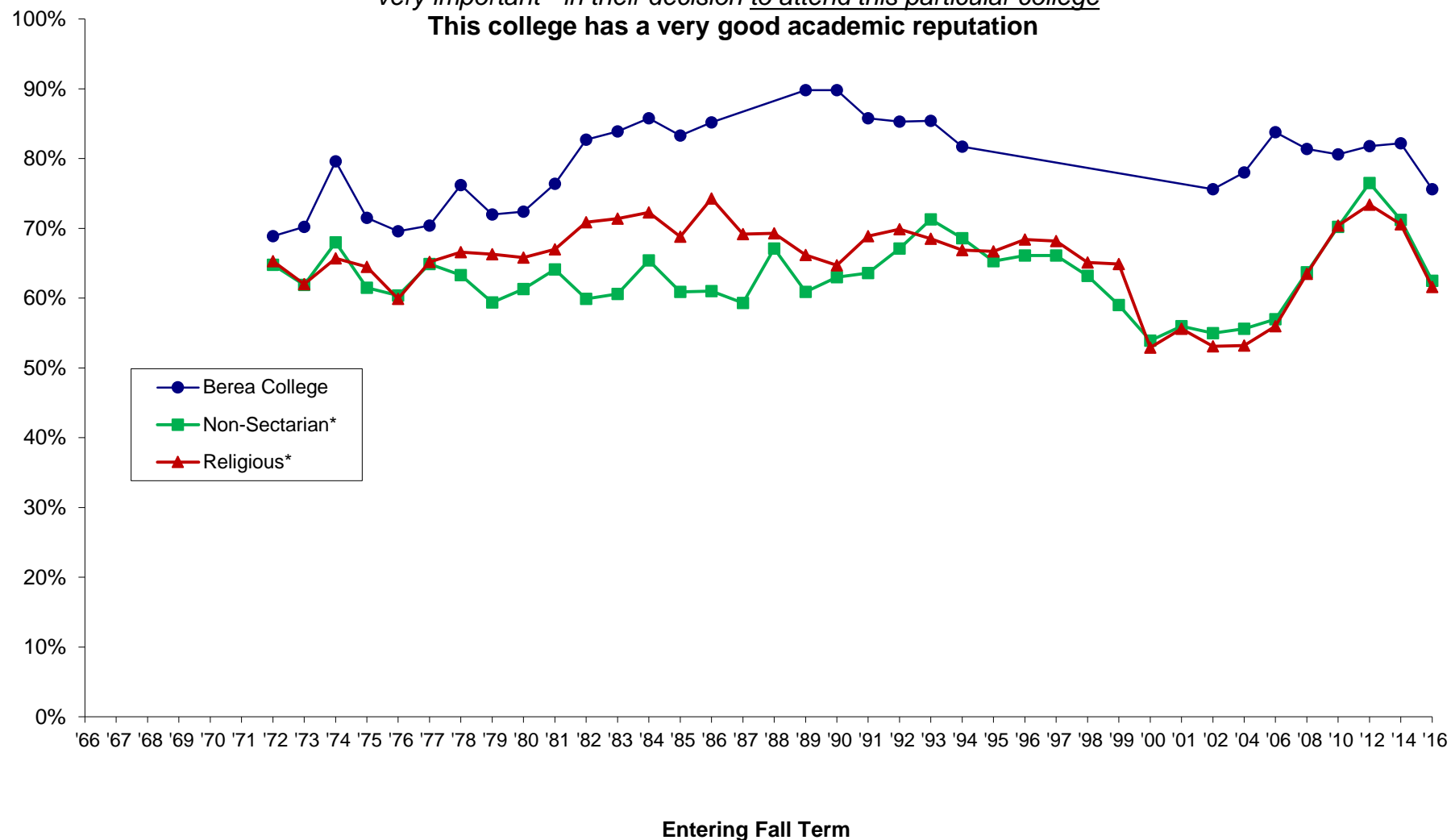


Percentage of students who rated item as “very important”:

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



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

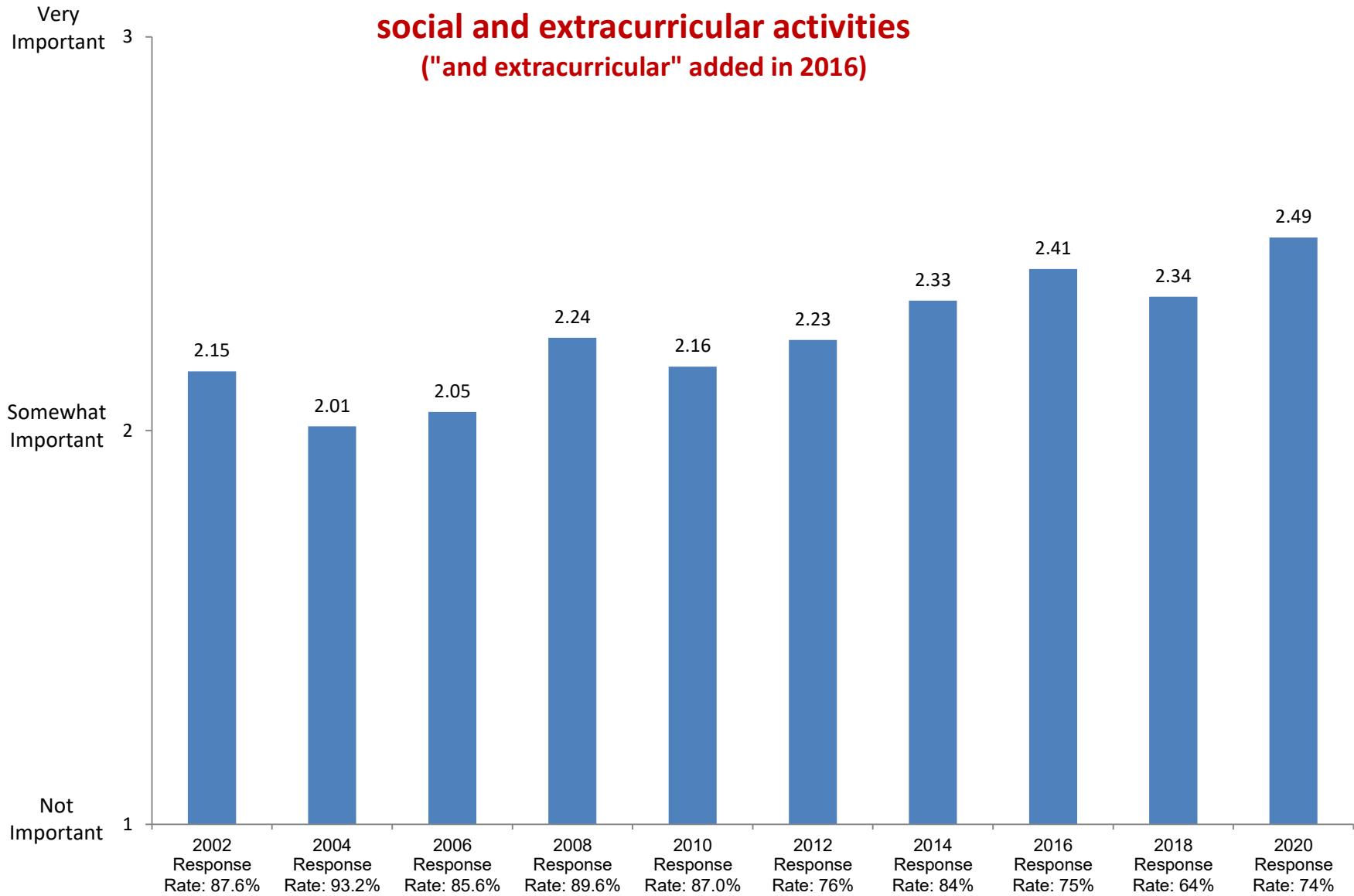


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

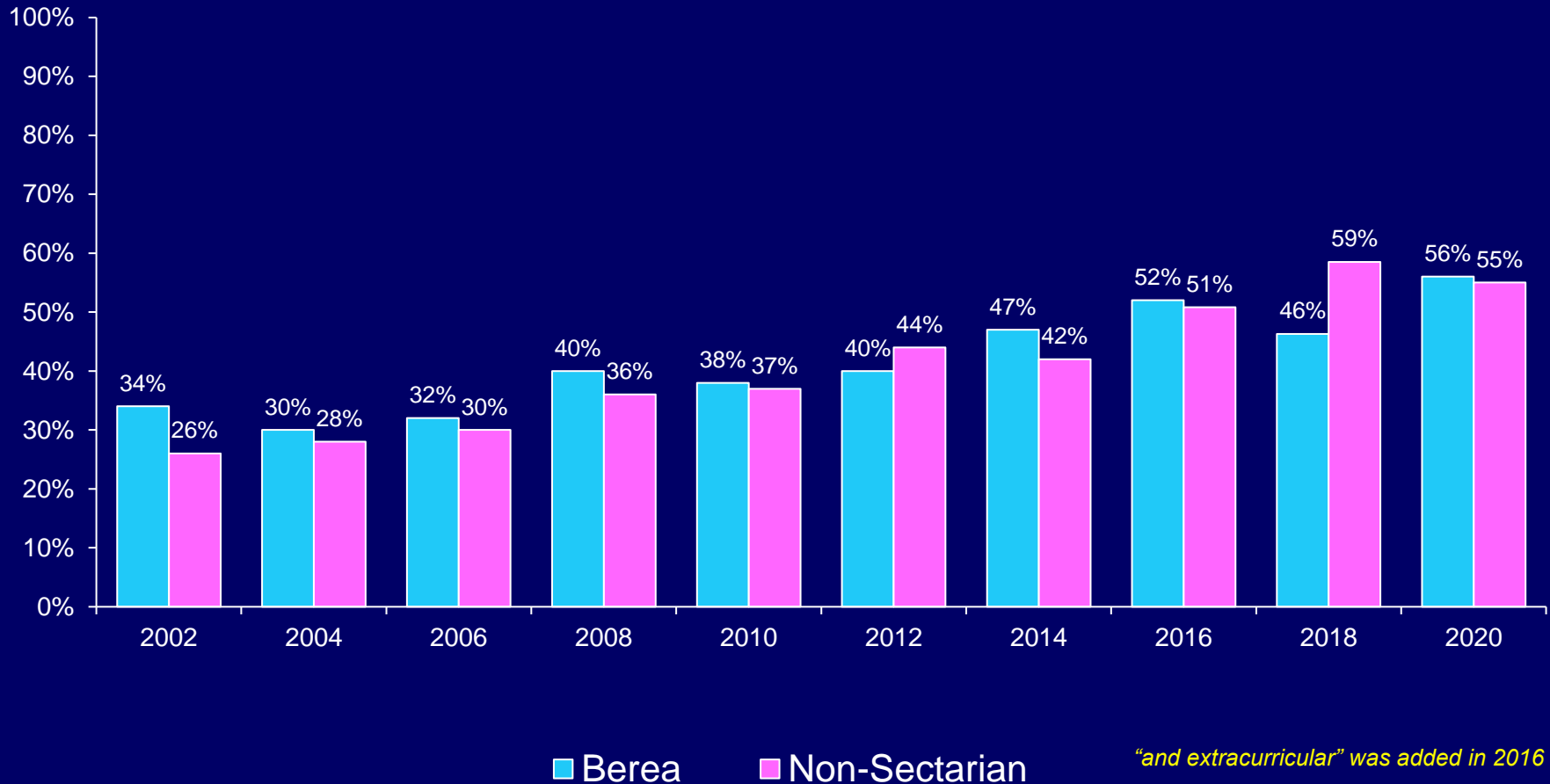
**This college has a good reputation for its  
social and extracurricular activities  
("and extracurricular" added in 2016)**



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

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

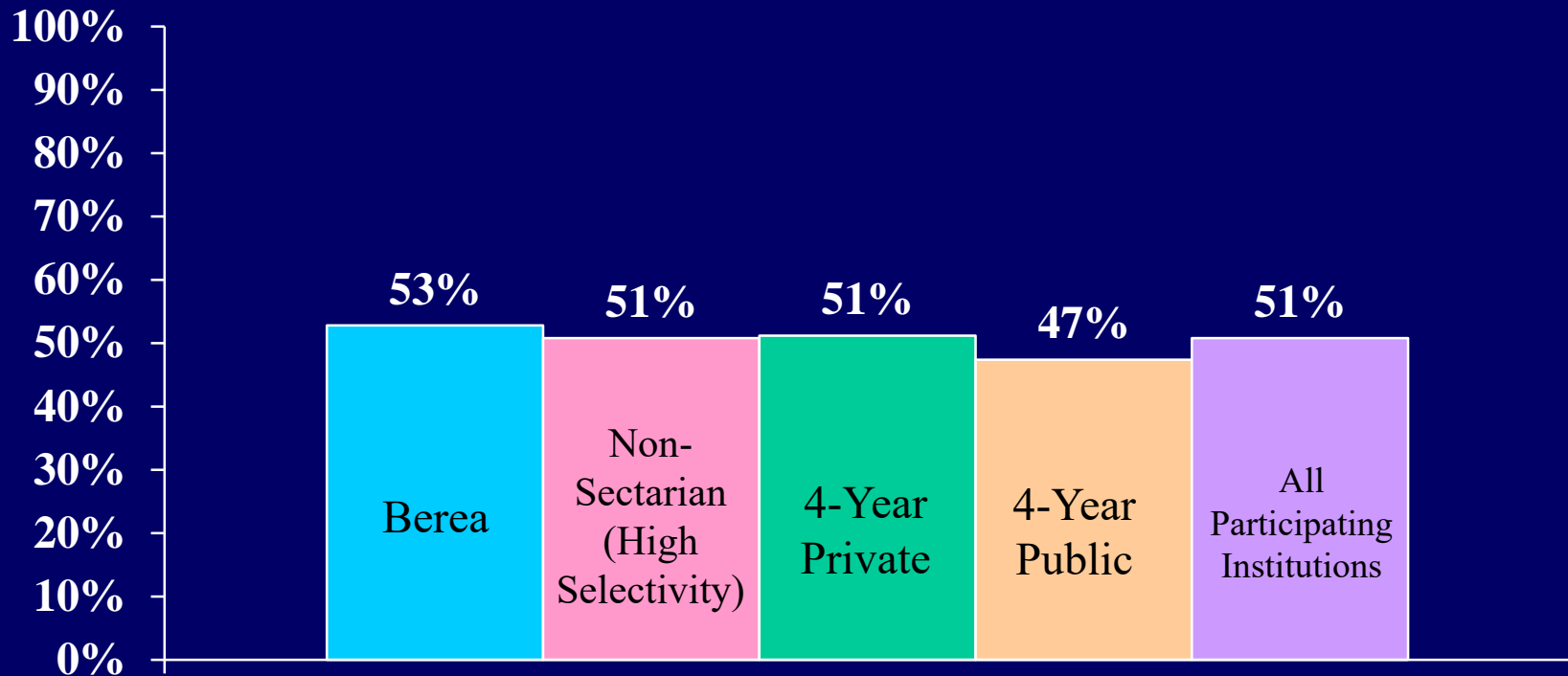
## **This college has a good reputation for its social and extracurricular activities**



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

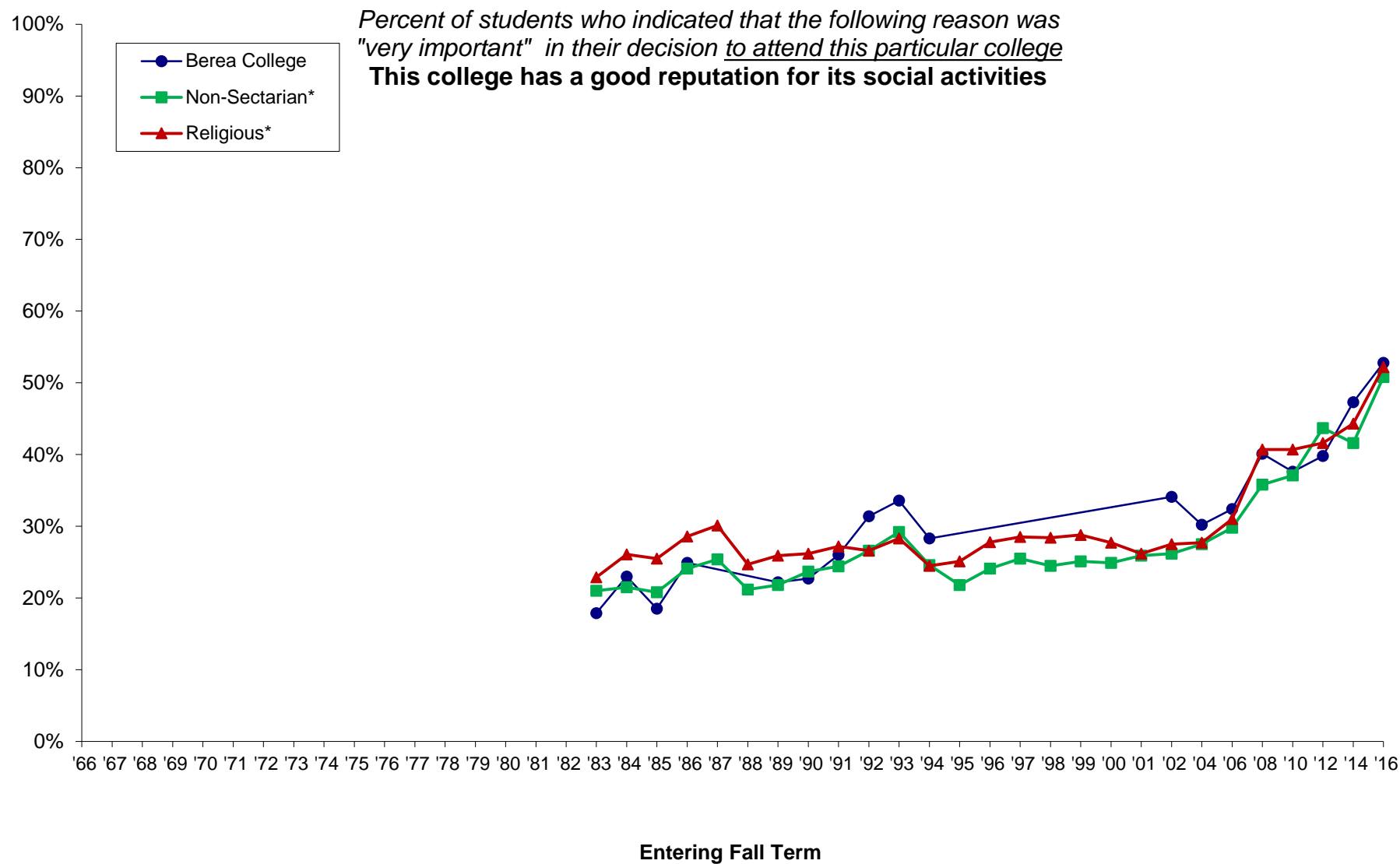
*This college has a good reputation for its social and extracurricular activities*

*(for decision to attend this particular college)*





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

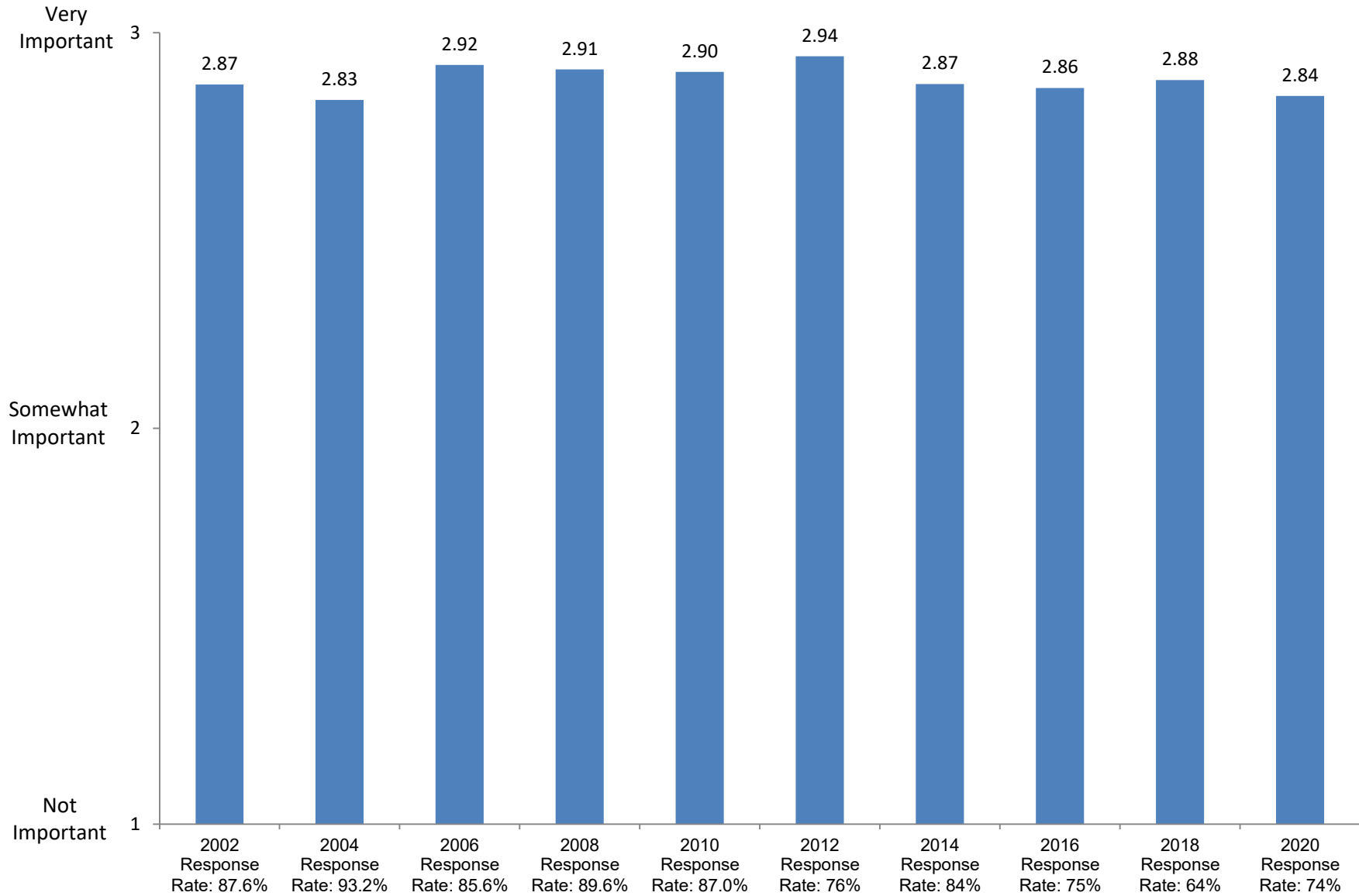


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How important was each reason in your decision to come here?

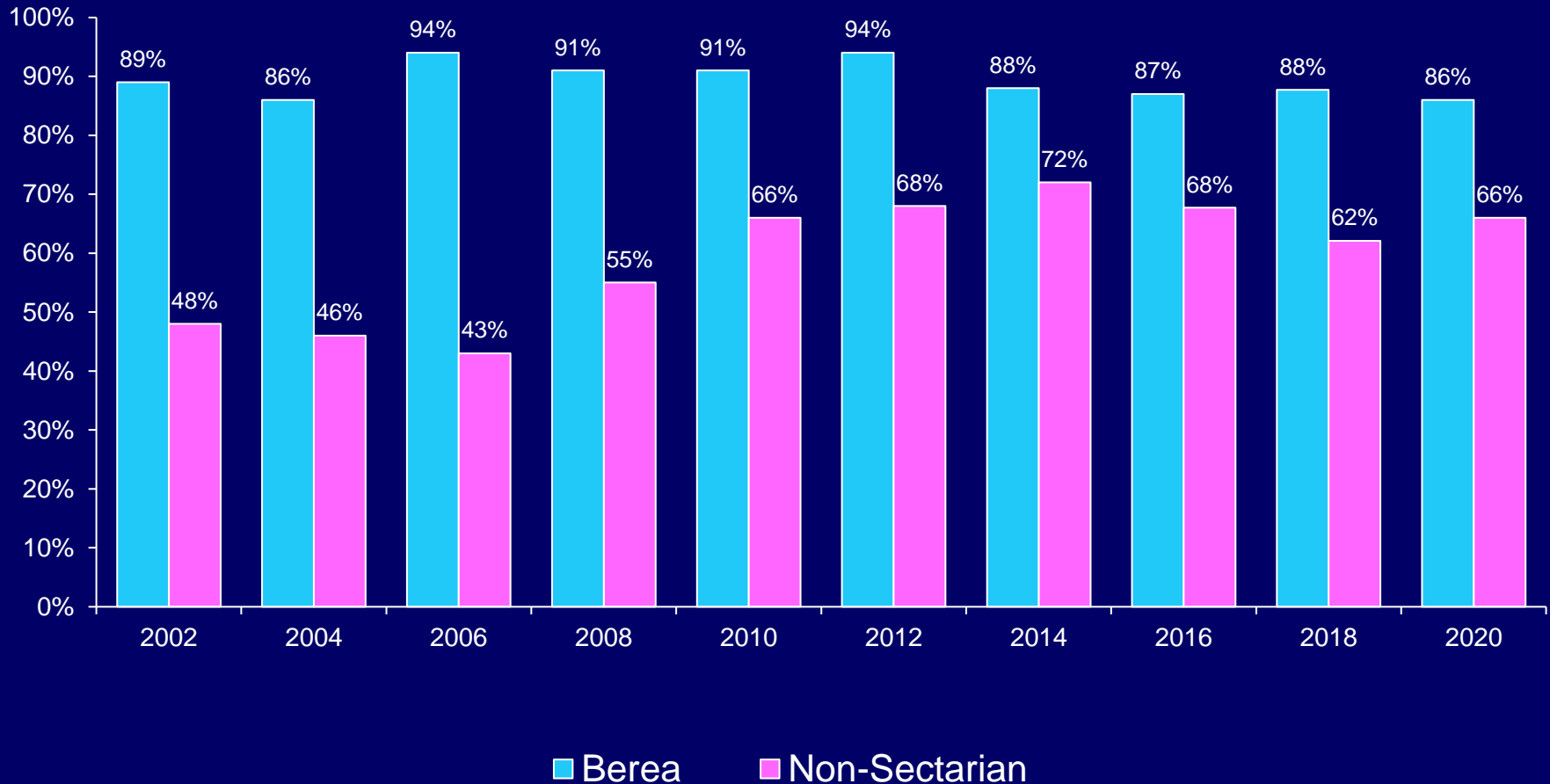
### I was offered financial assistance



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

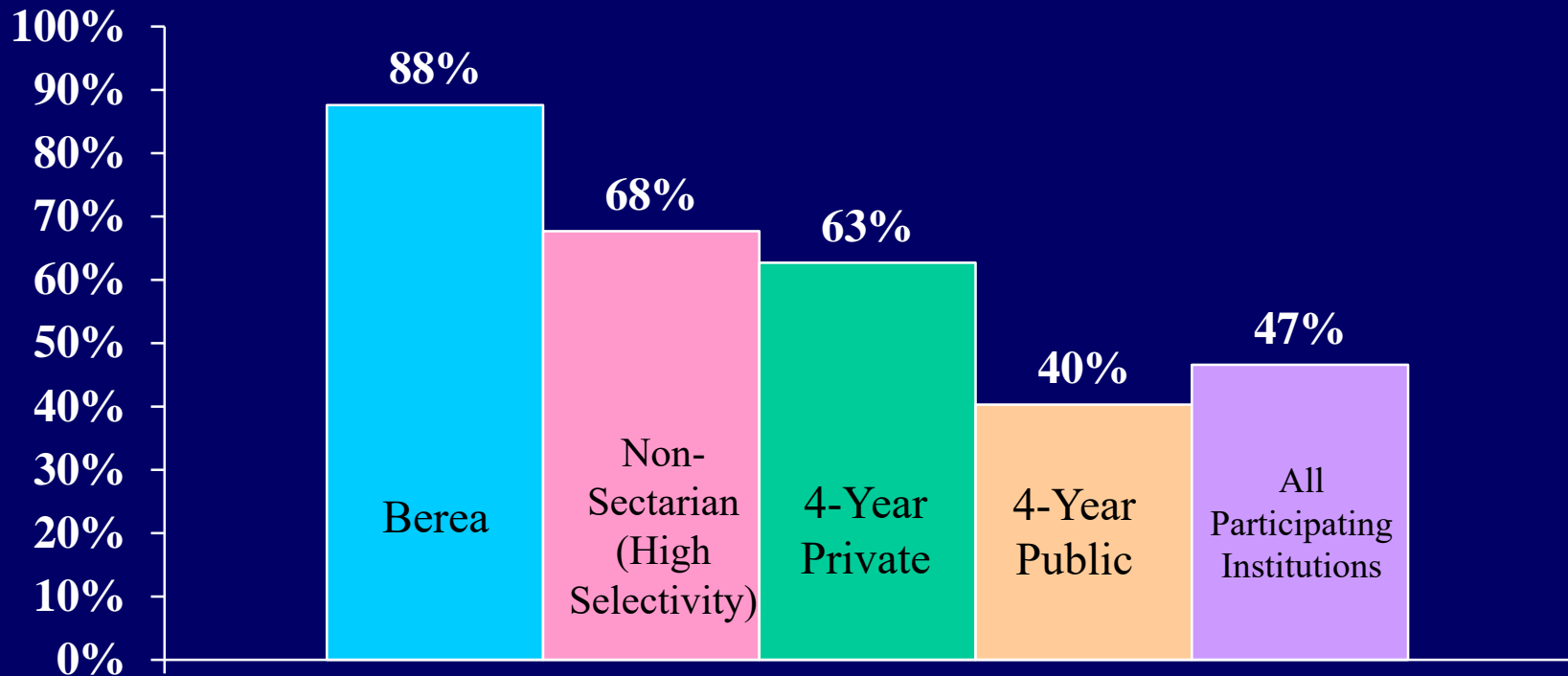
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## I was offered financial assistance

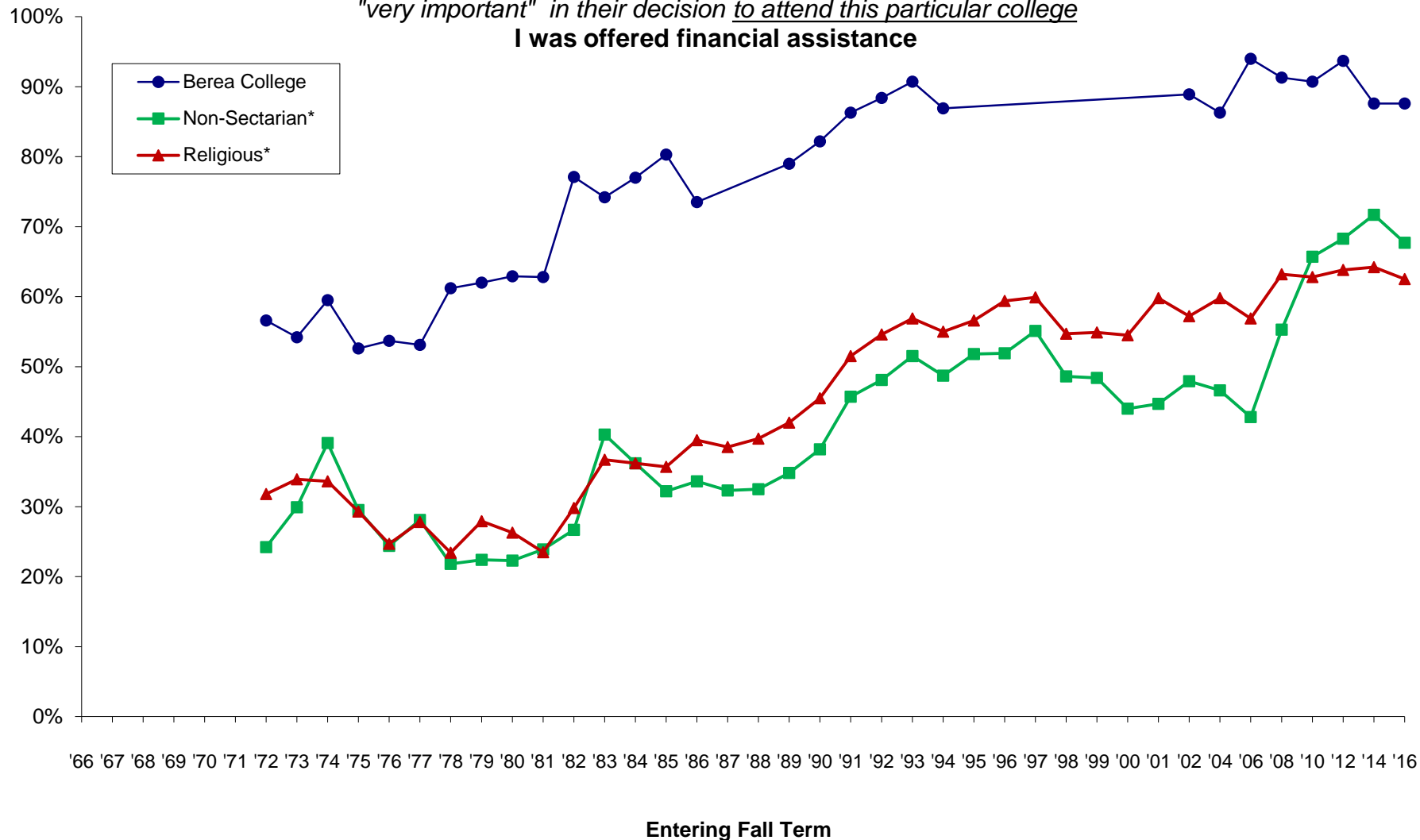


Percentage of students who rated item as “very important”:

*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**

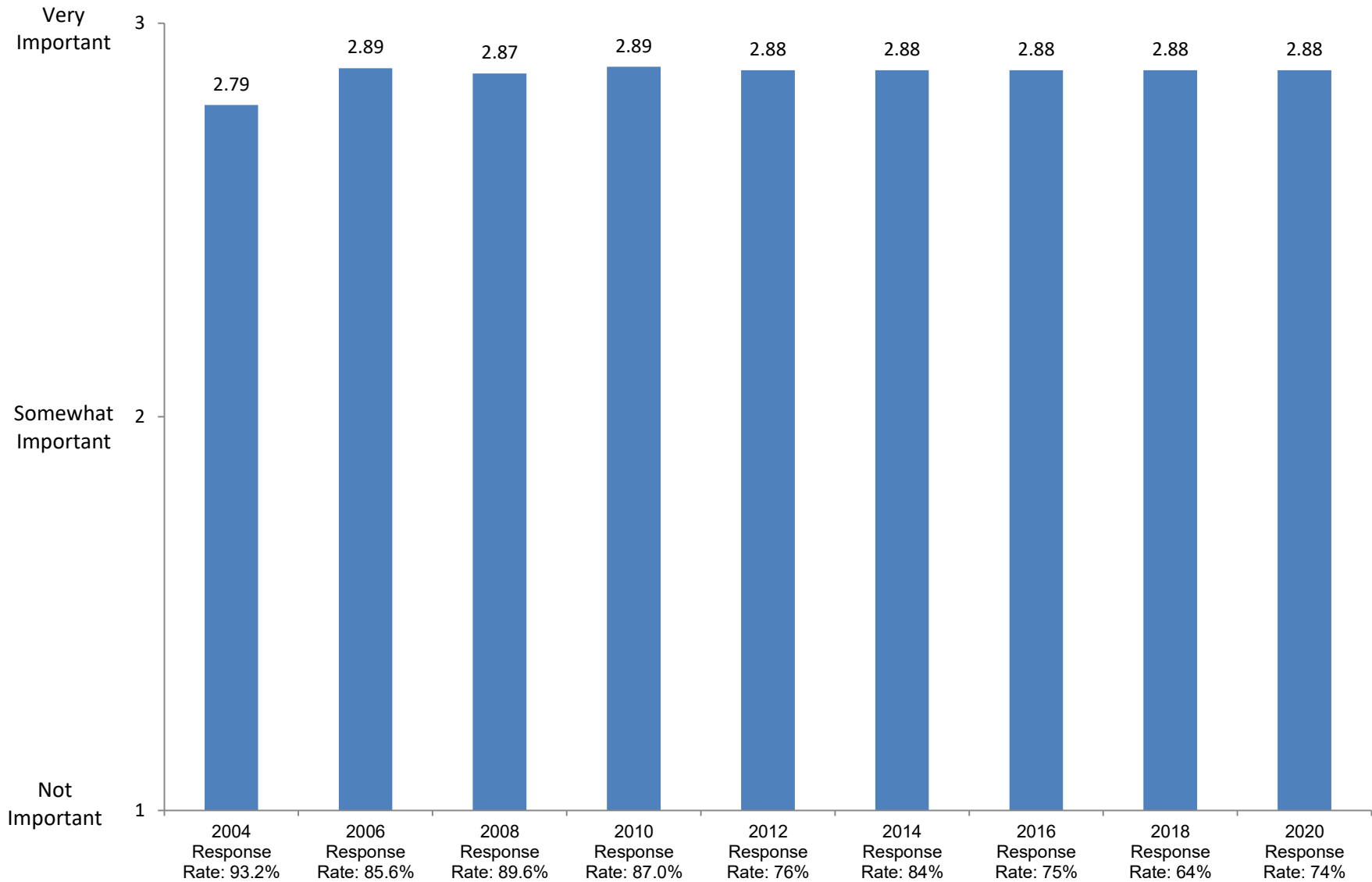


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

## The cost of attending this college

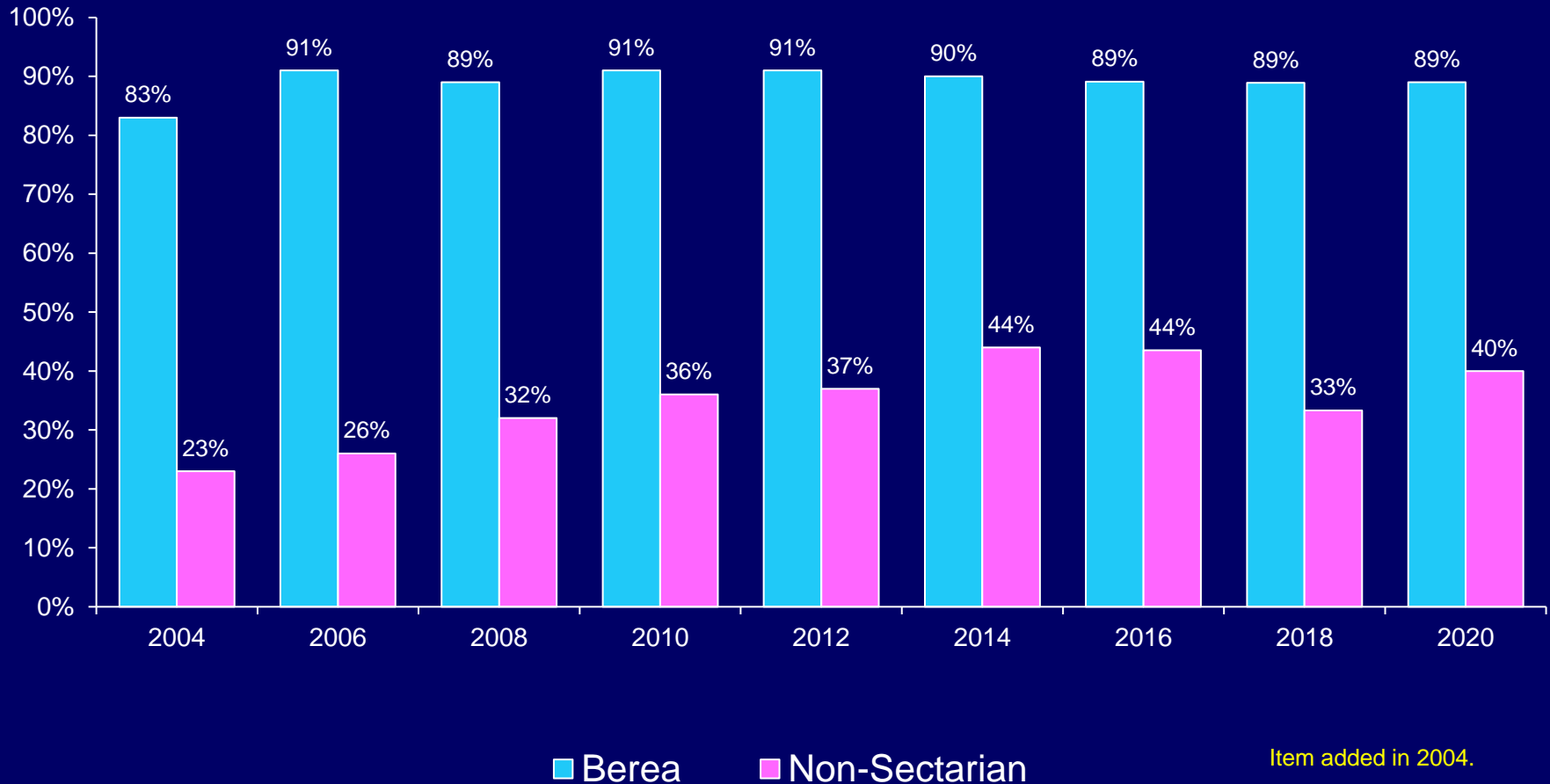


Item added in 2004.

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

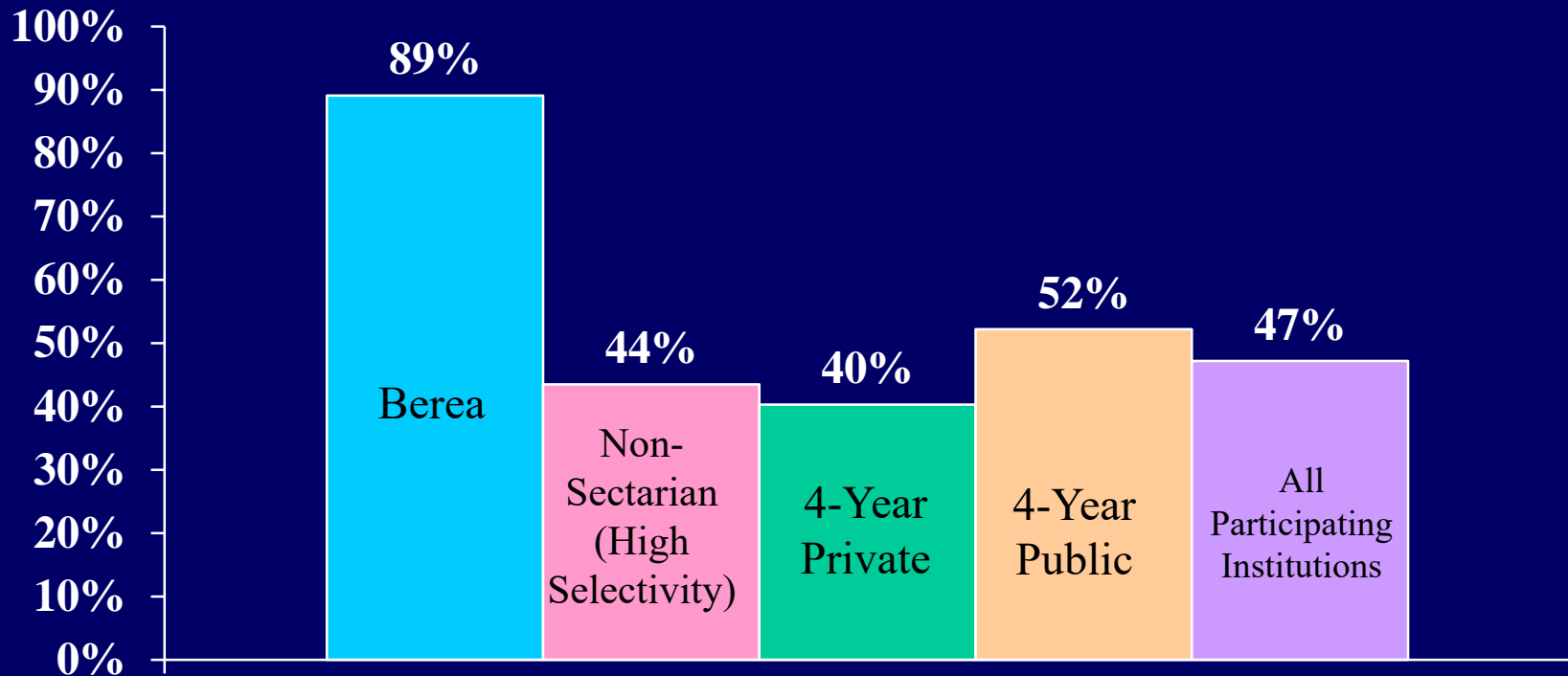
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## The cost of attending this college



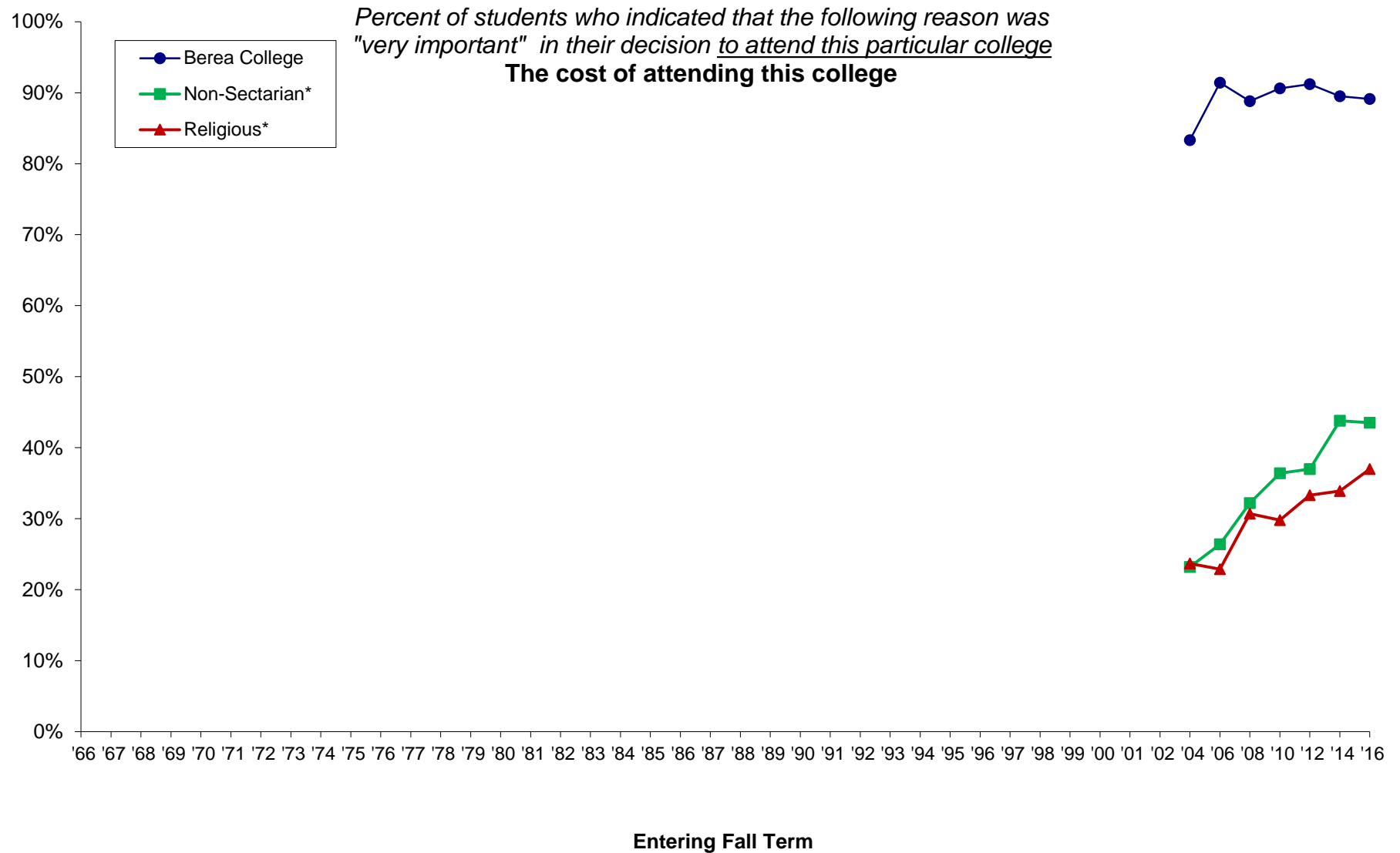
Percentage of students who rated item as “very important”:

*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

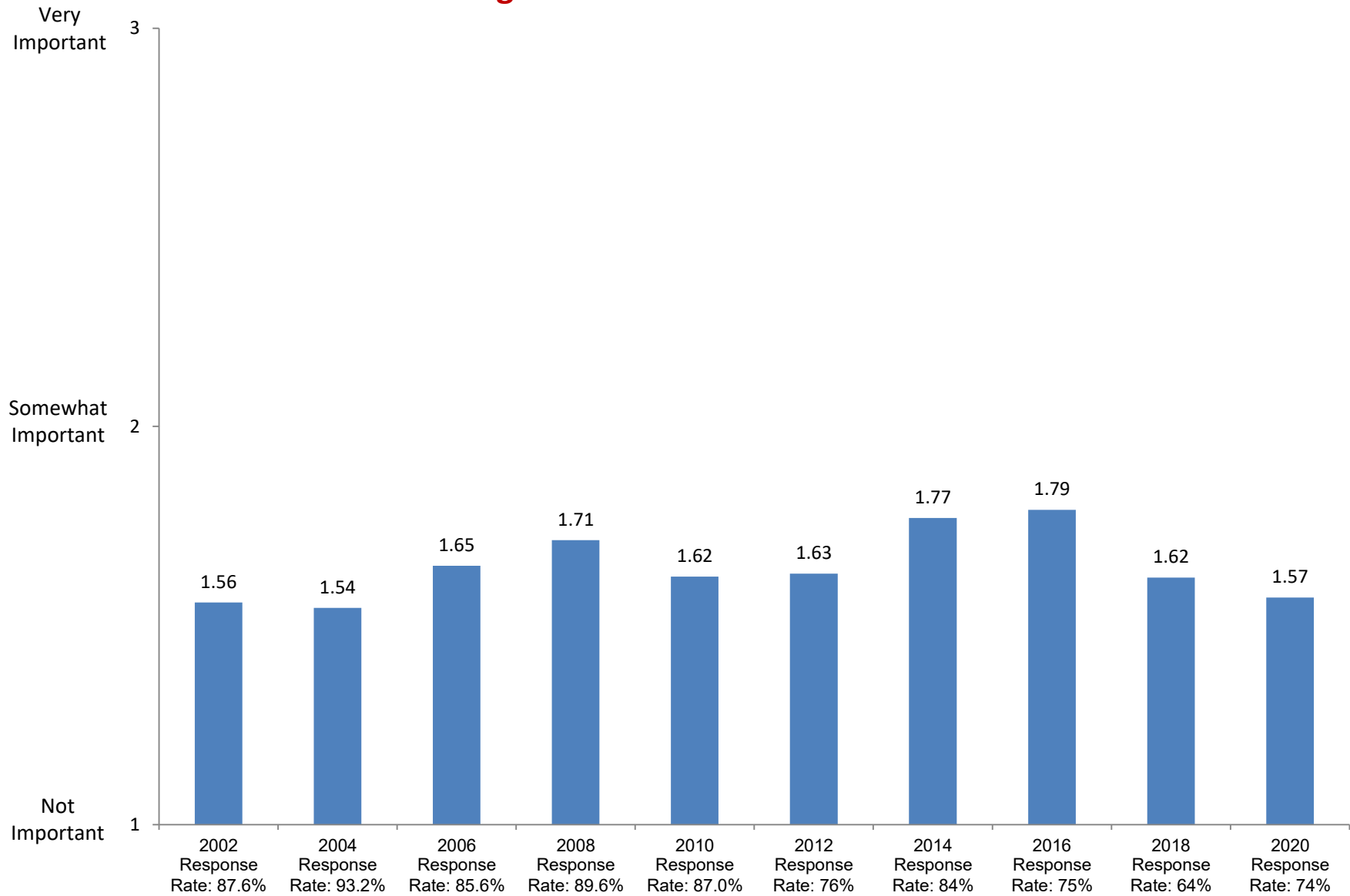


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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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?

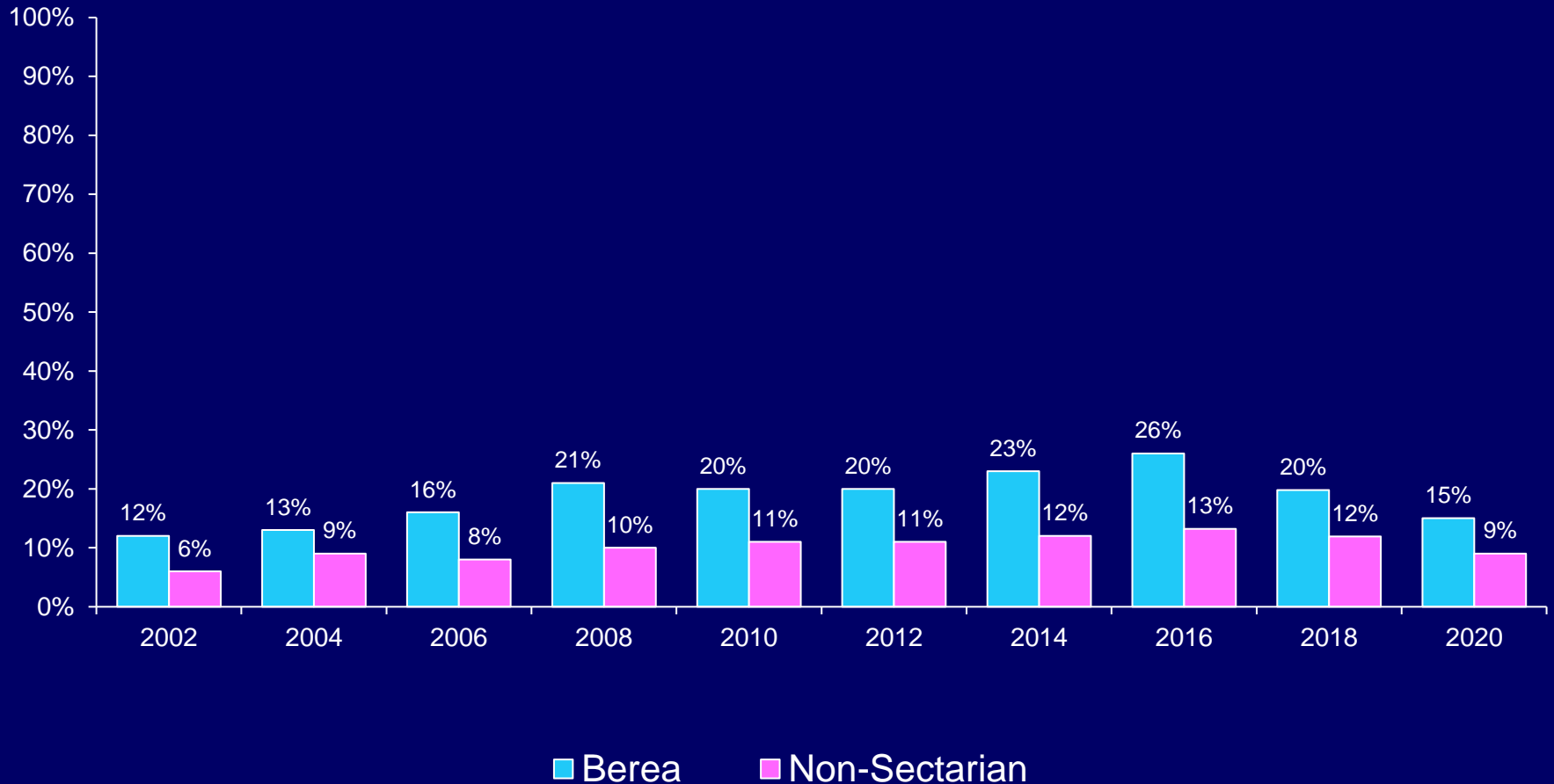
## High school counselor advised me



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

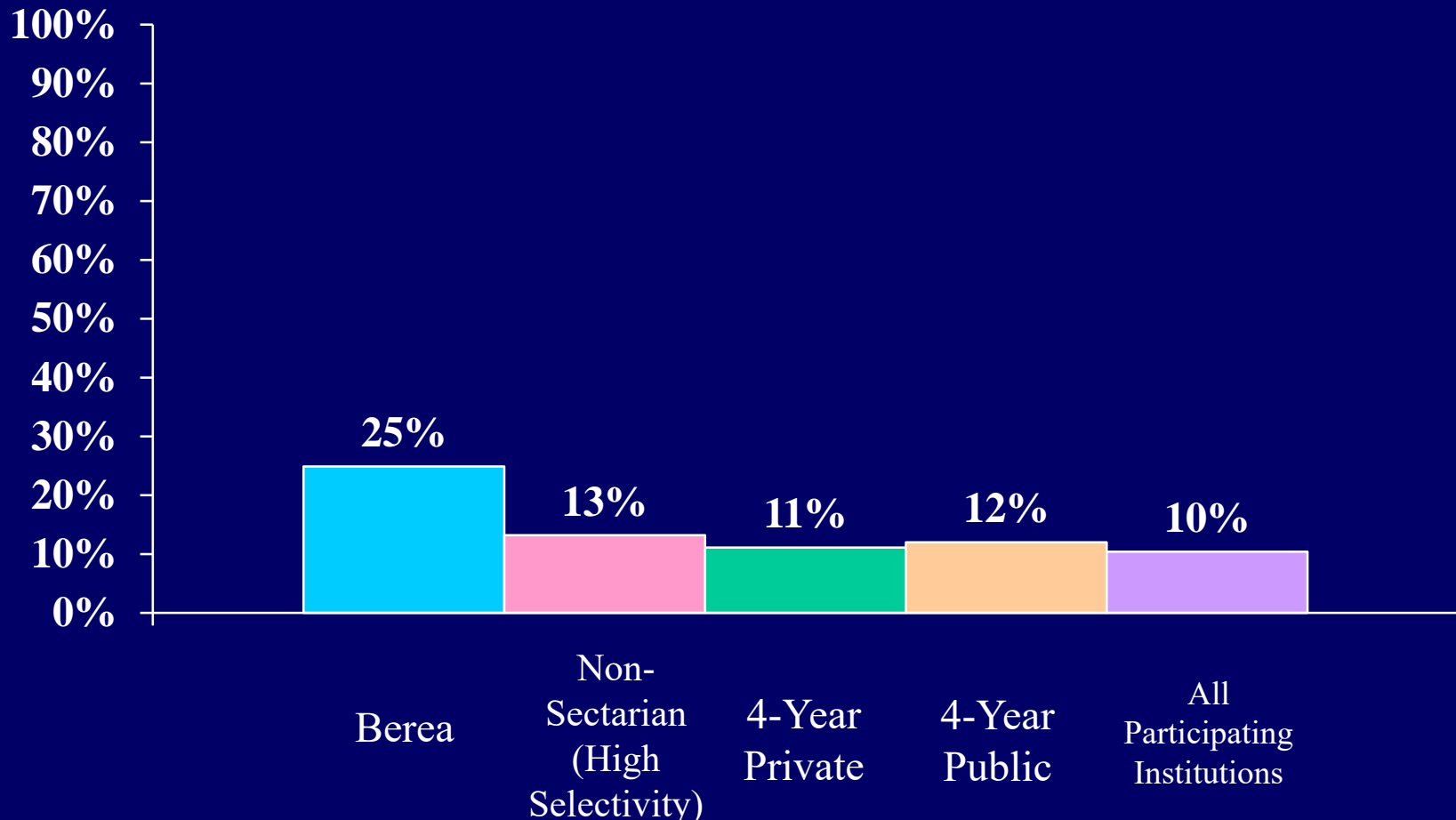
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## High school counselor advised me



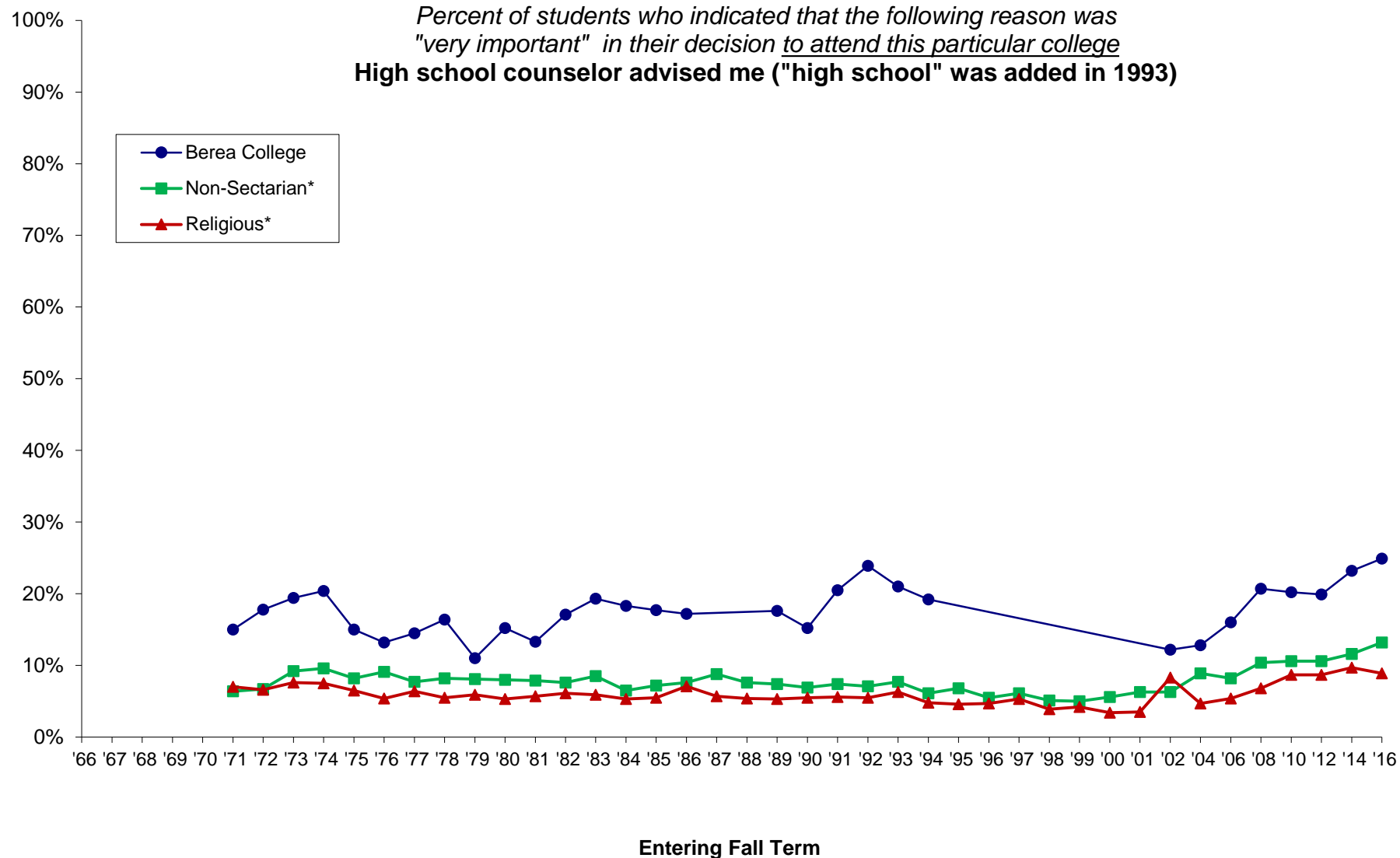
Percentage of students who rated item as “very important”:

*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)**

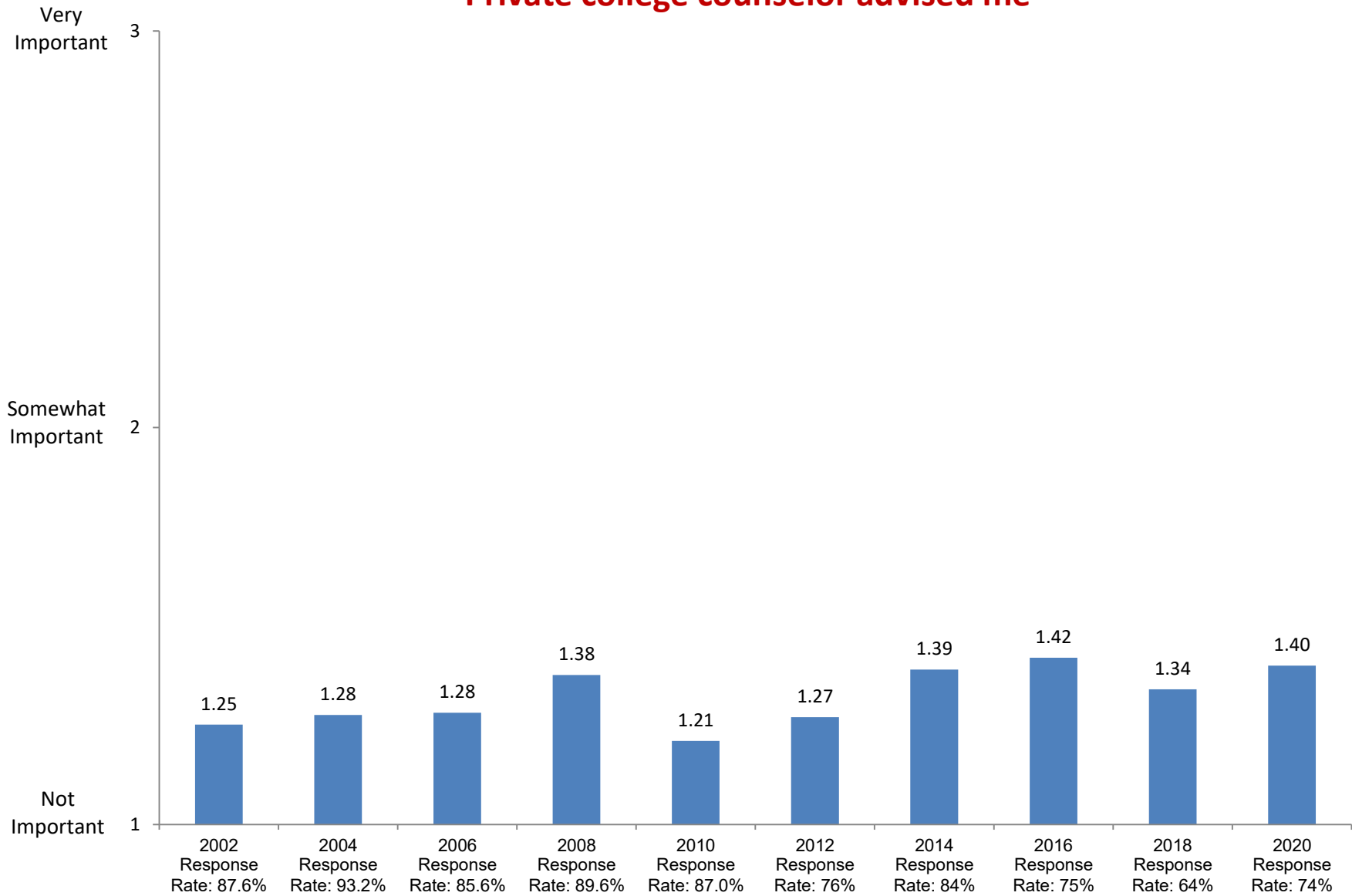


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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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?

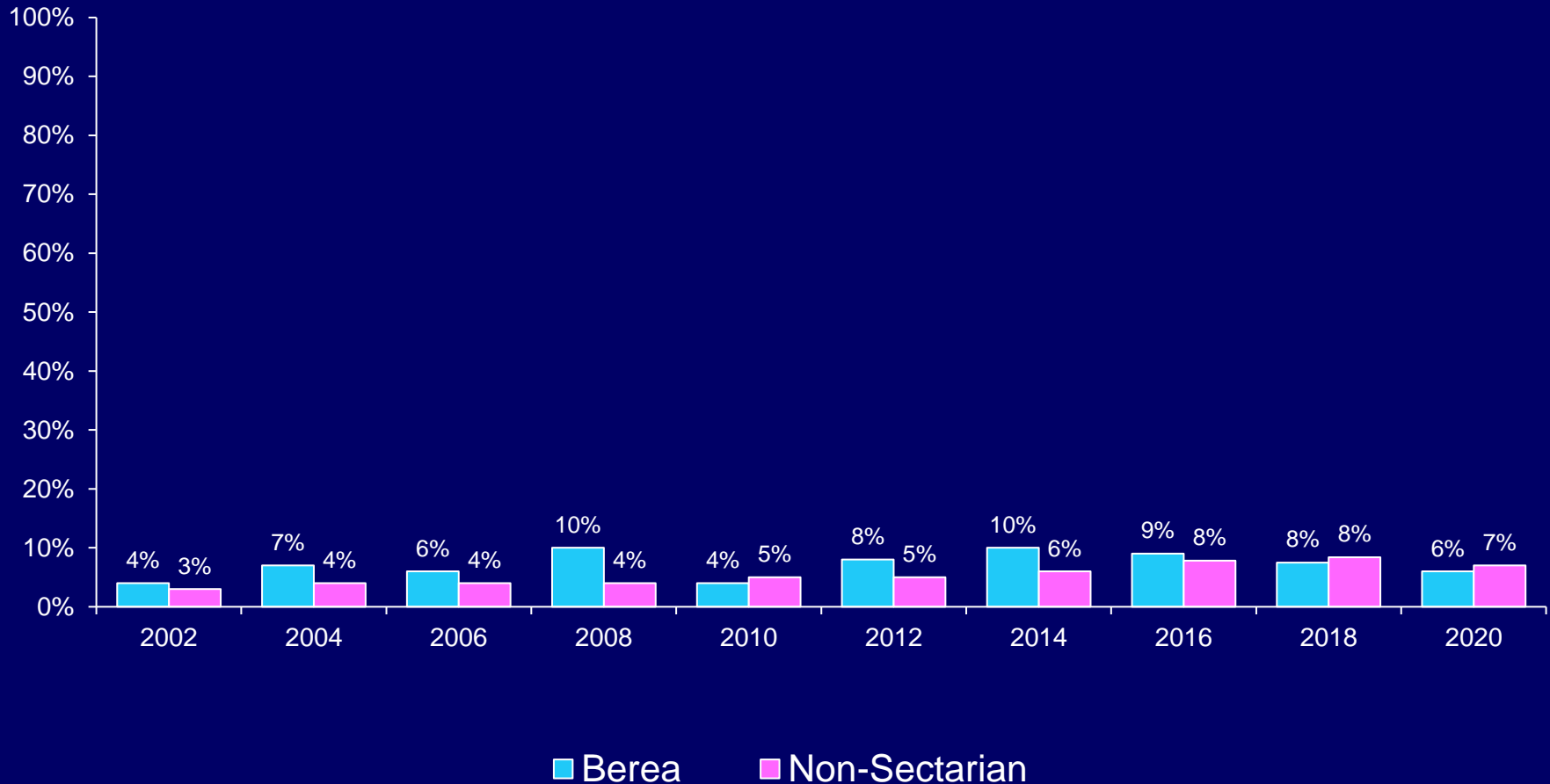
### Private college counselor advised me



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

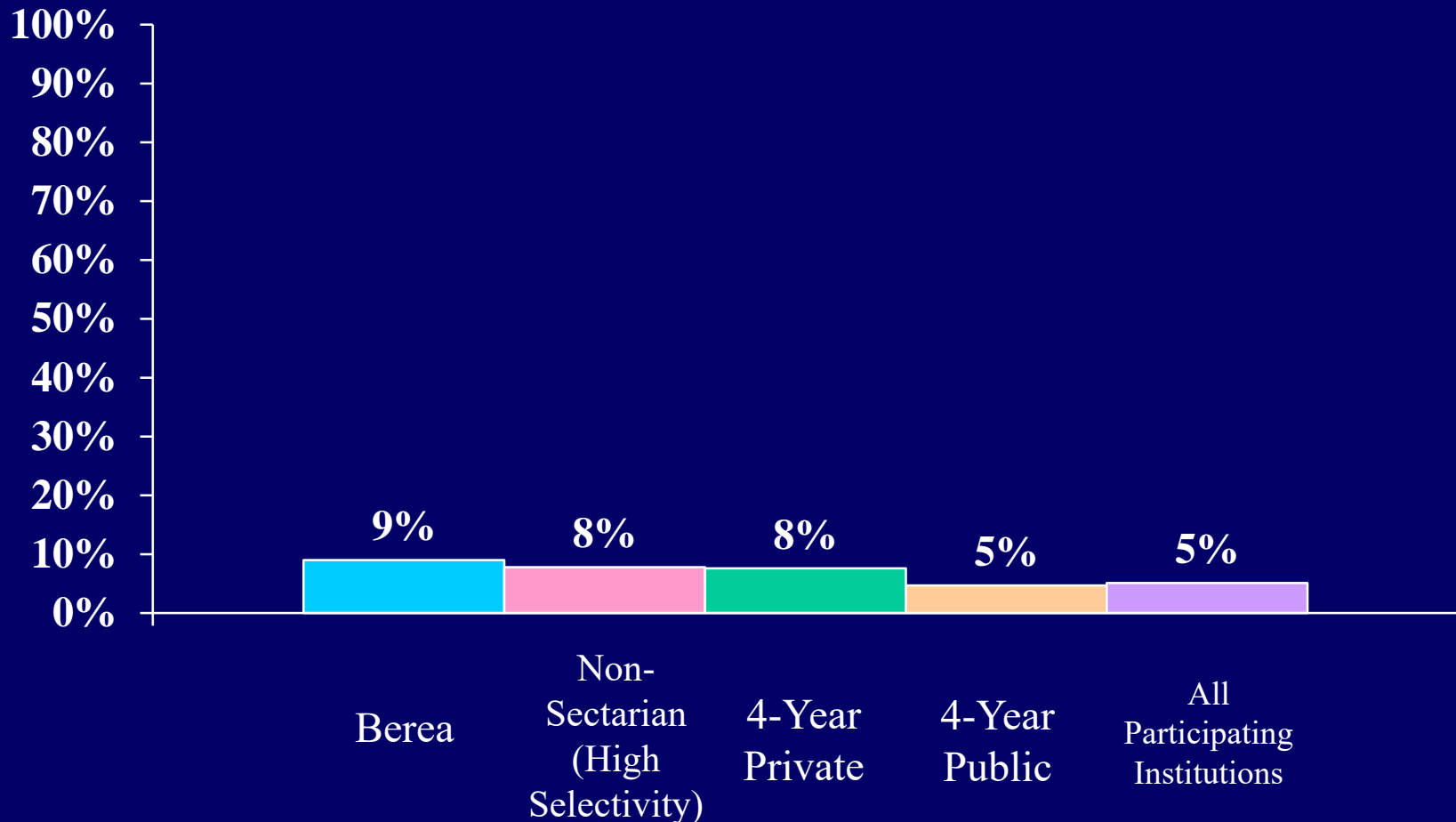
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## Private college counselor advised me



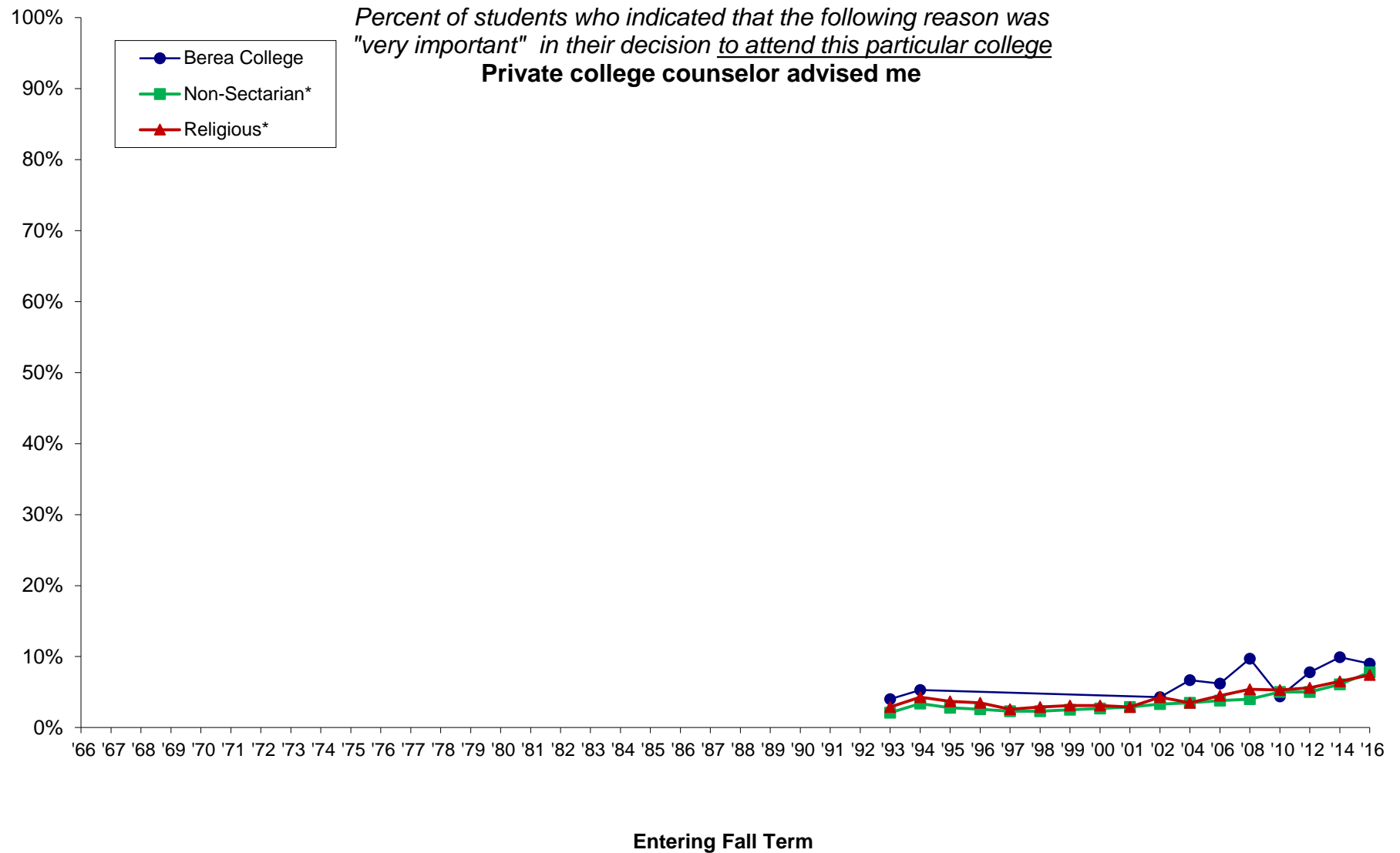
Percentage of students who rated item as “very important”:

*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

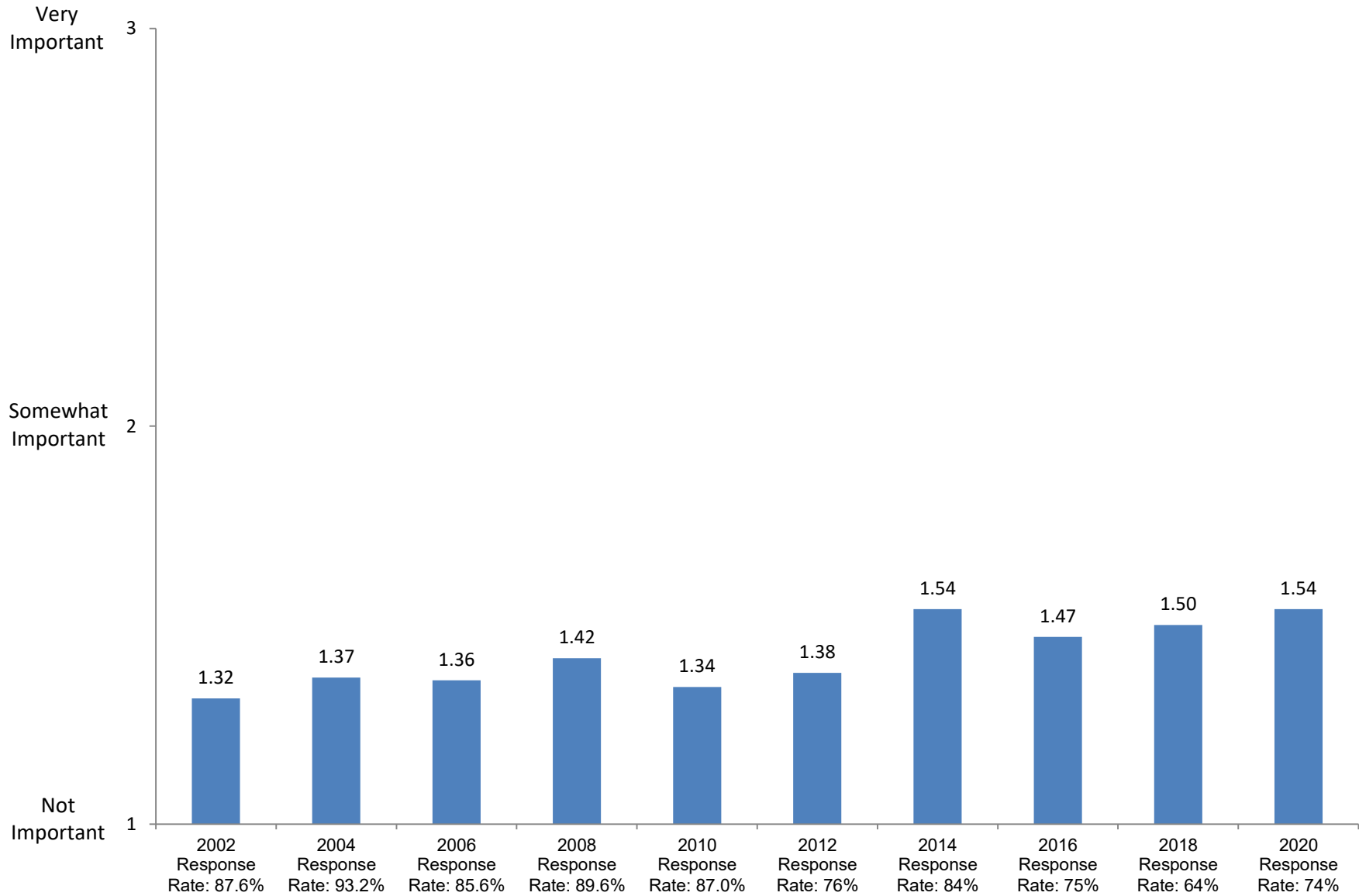


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

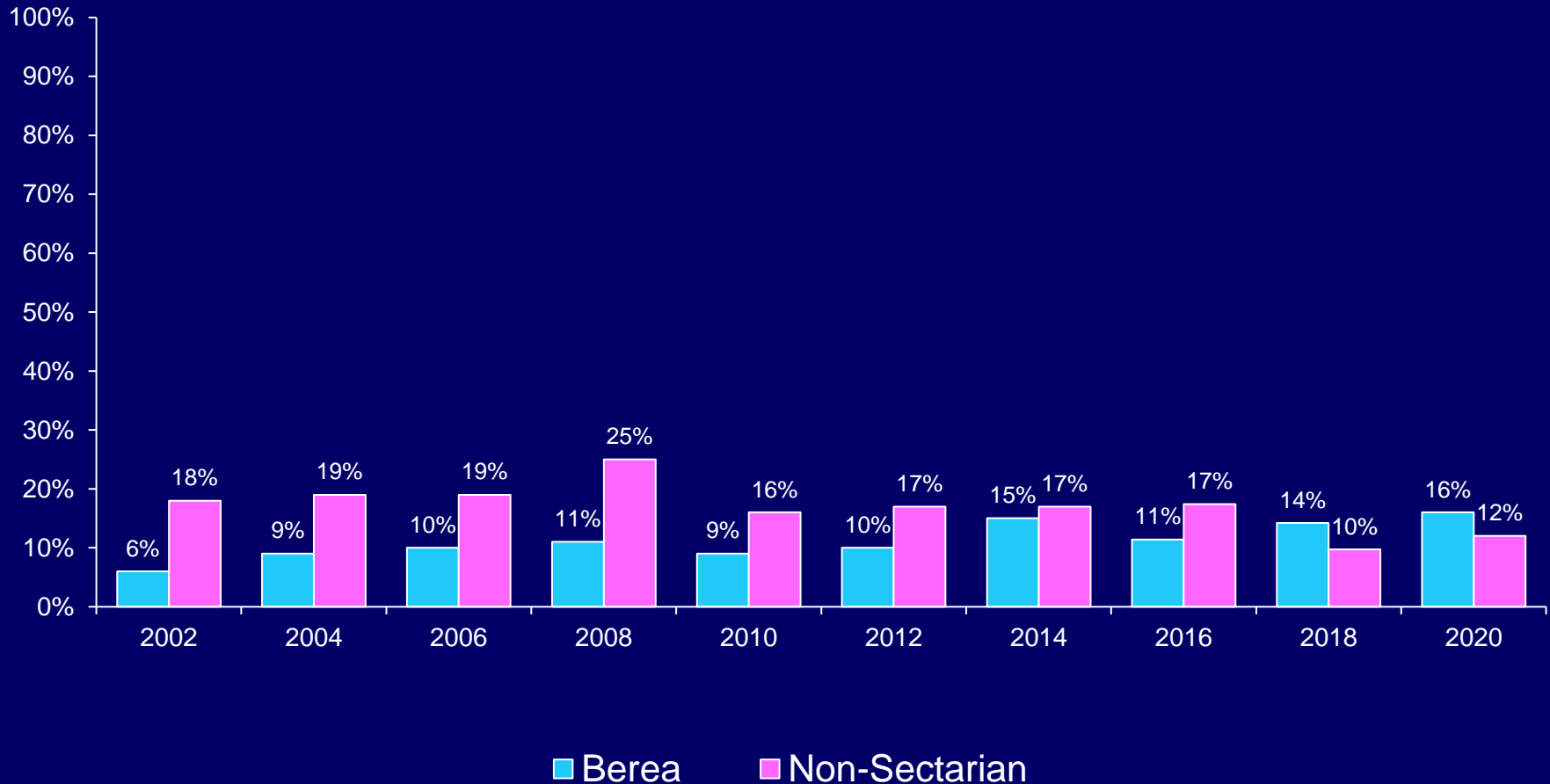
## I wanted to live near home



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

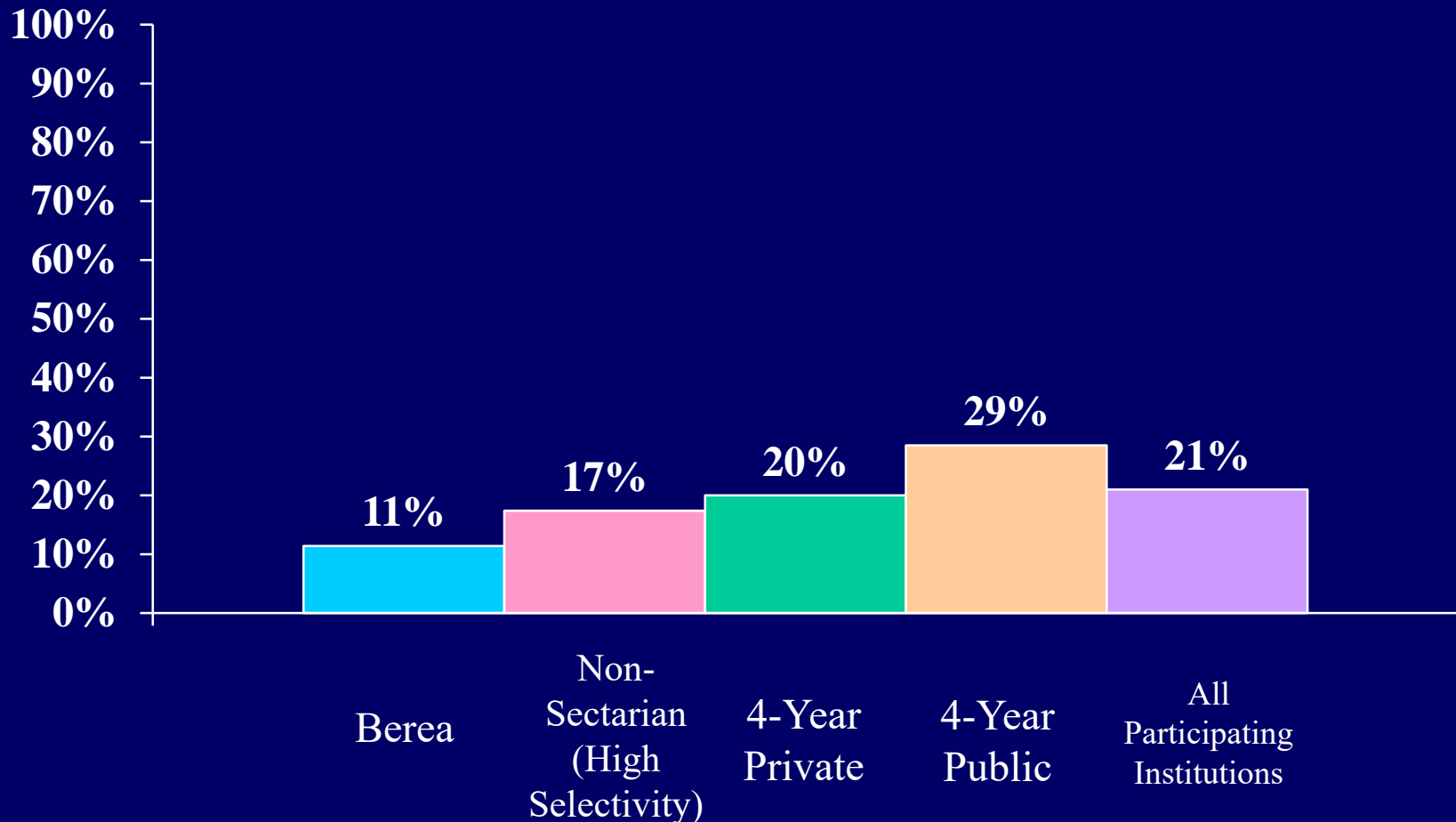
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

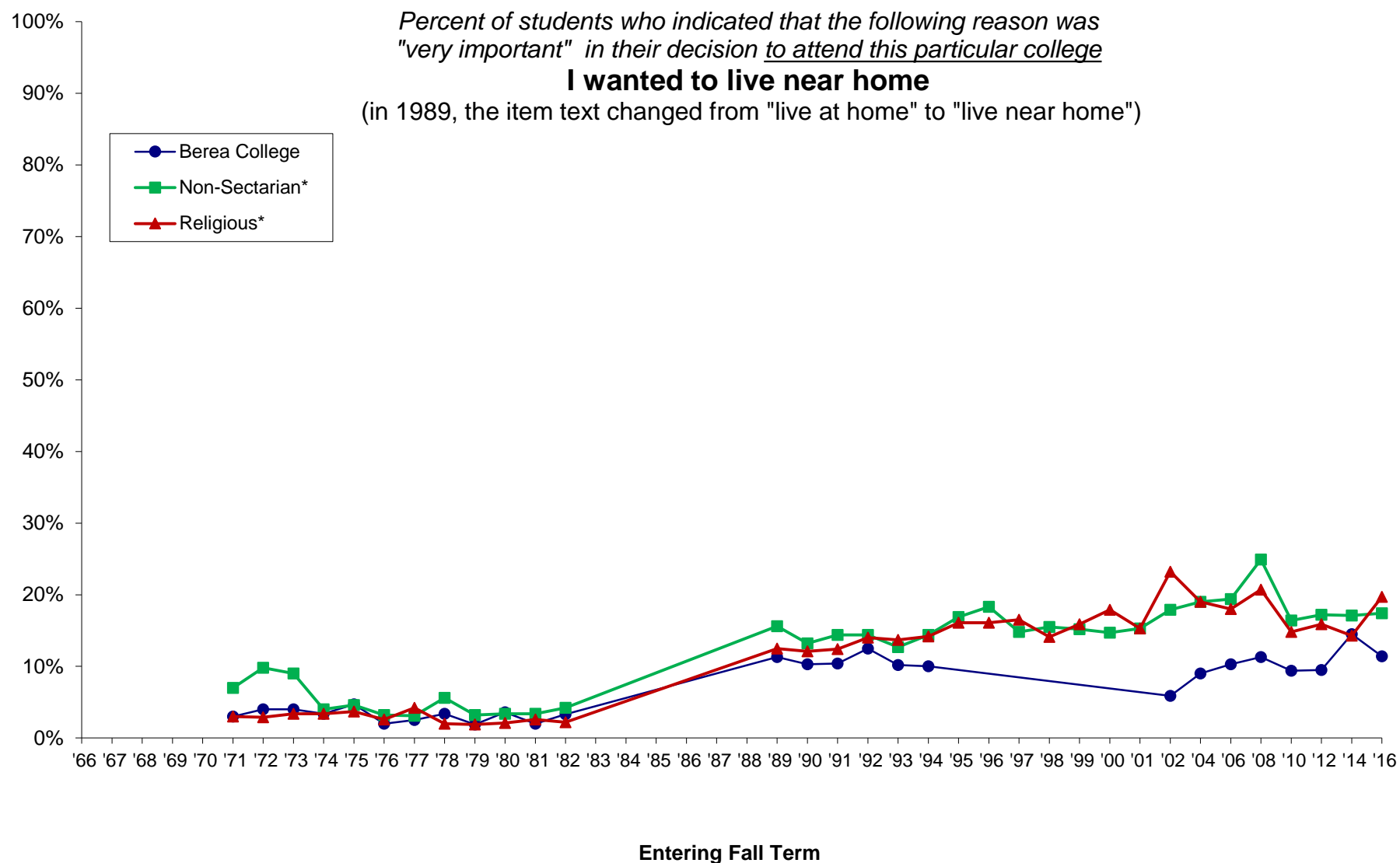
## I wanted to live near home



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

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



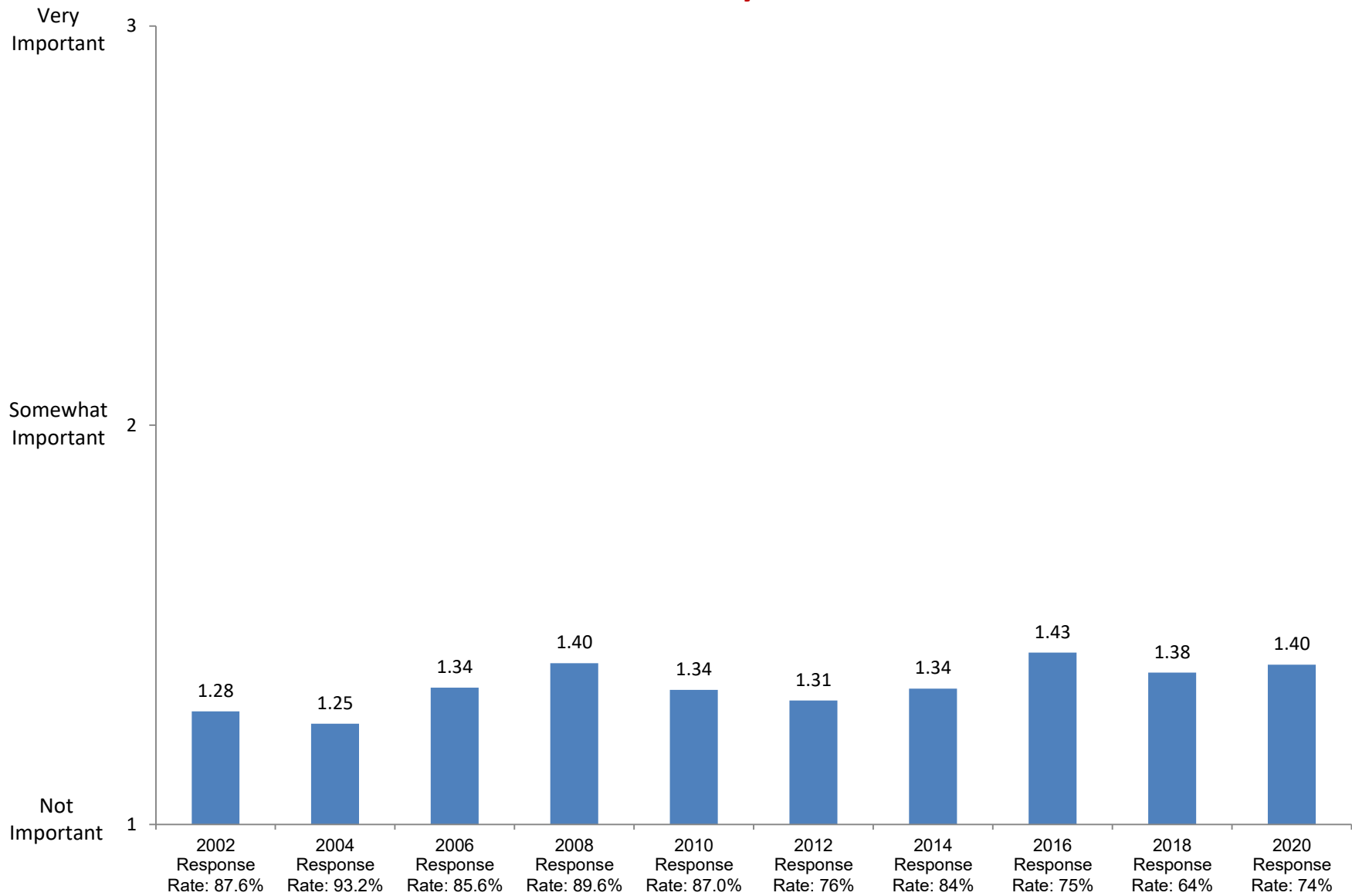


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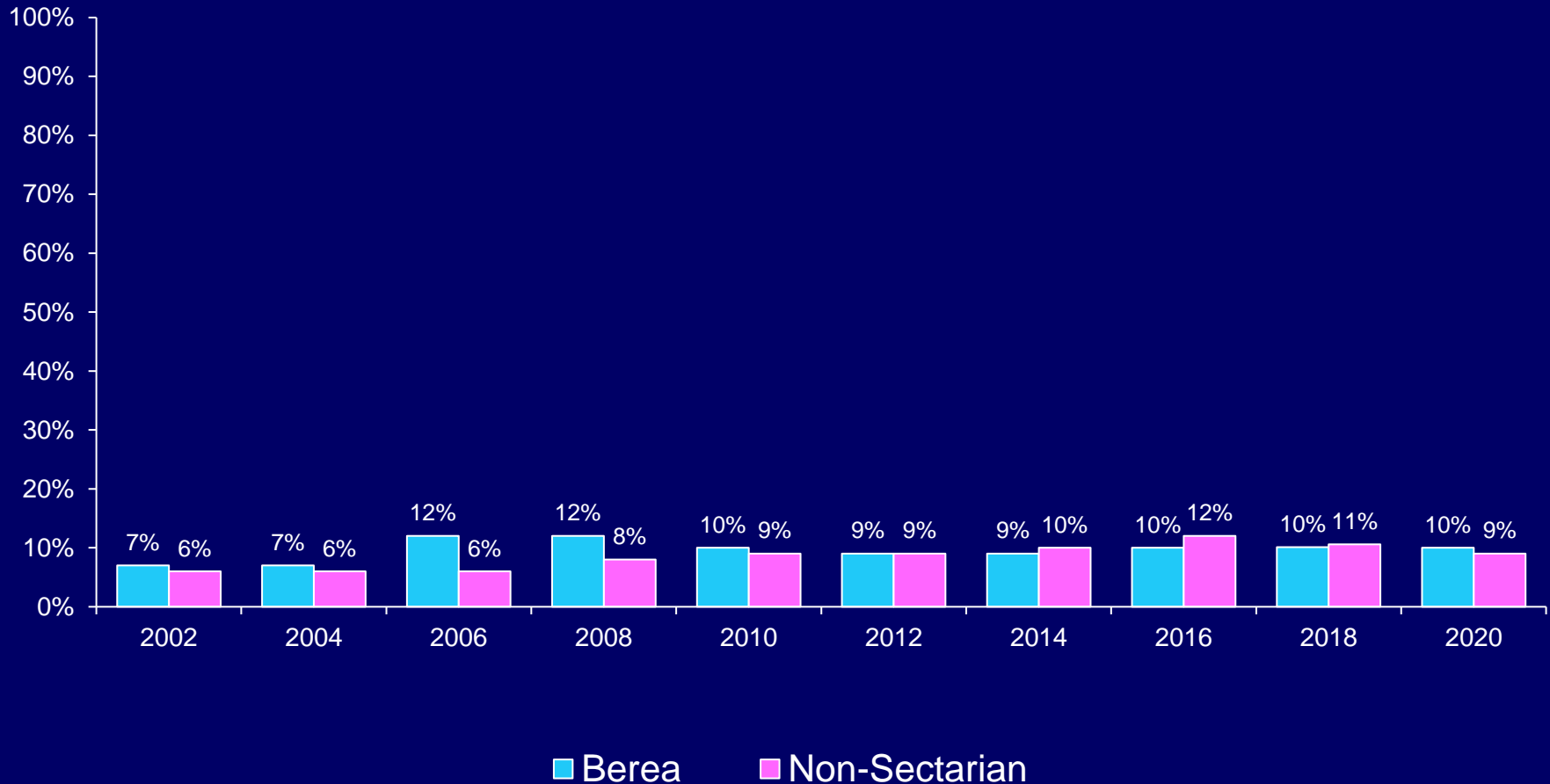
Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

## Not offered aid by first choice



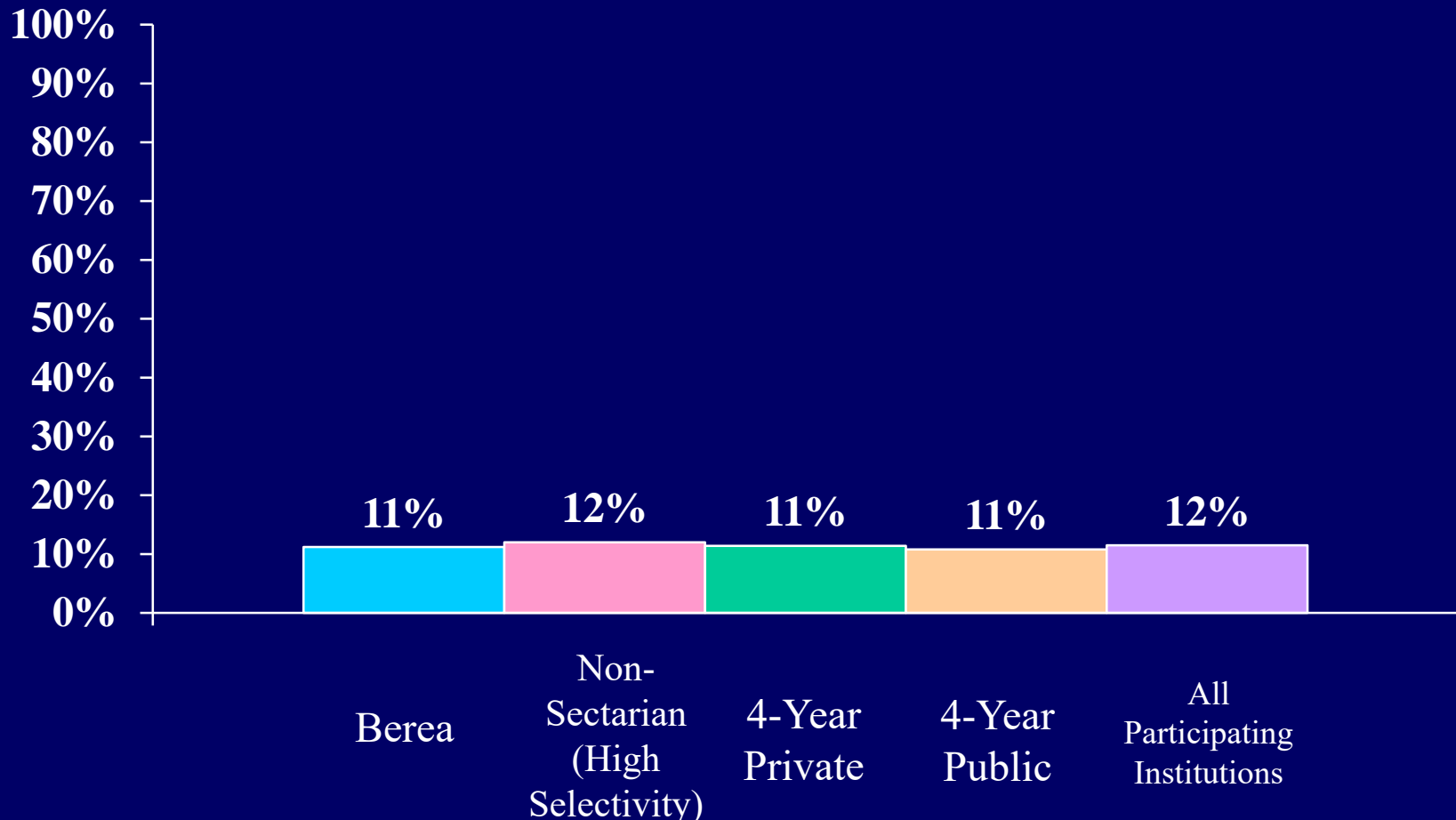
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*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**



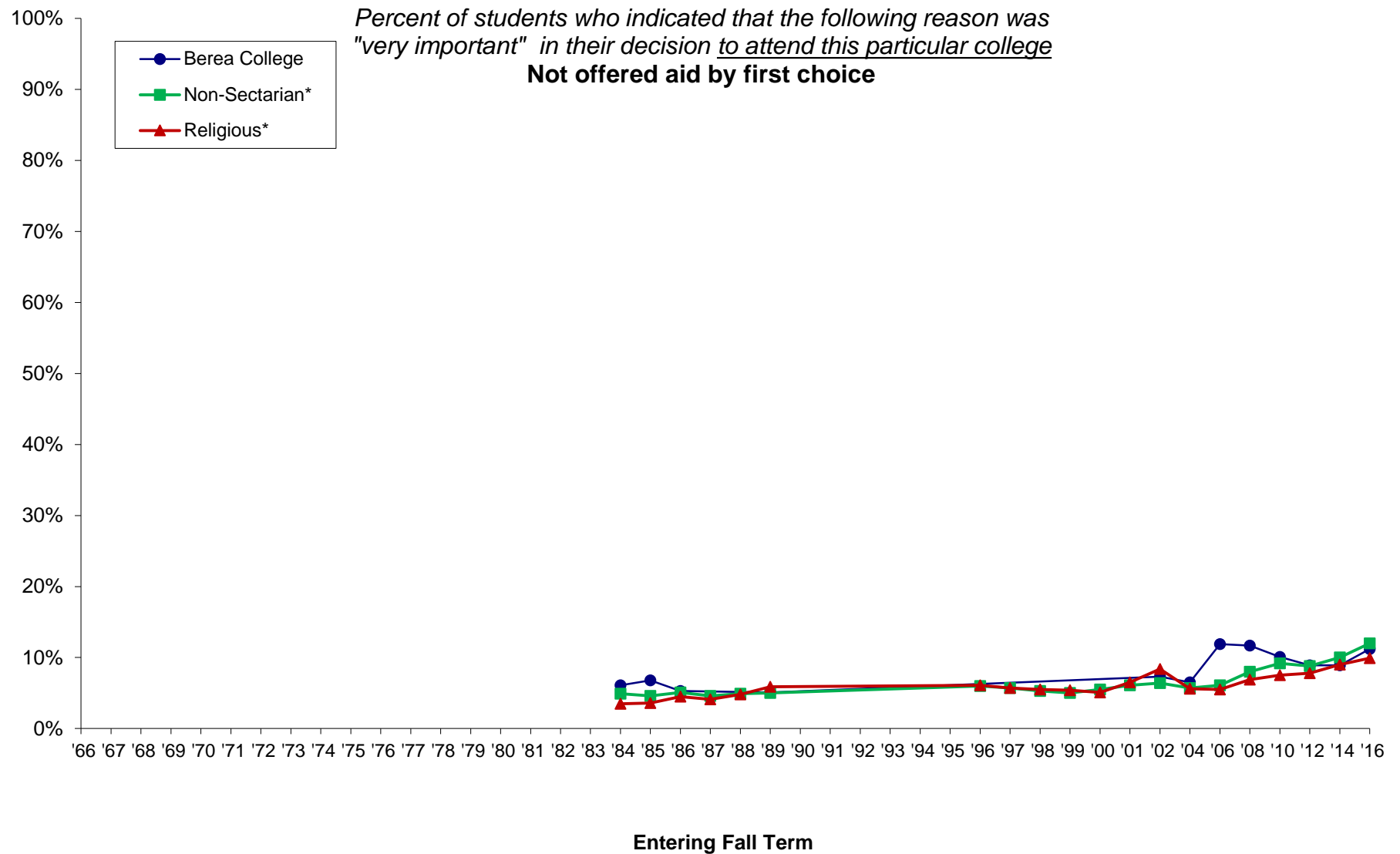
Percentage of students who rated item as “very important”:

*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

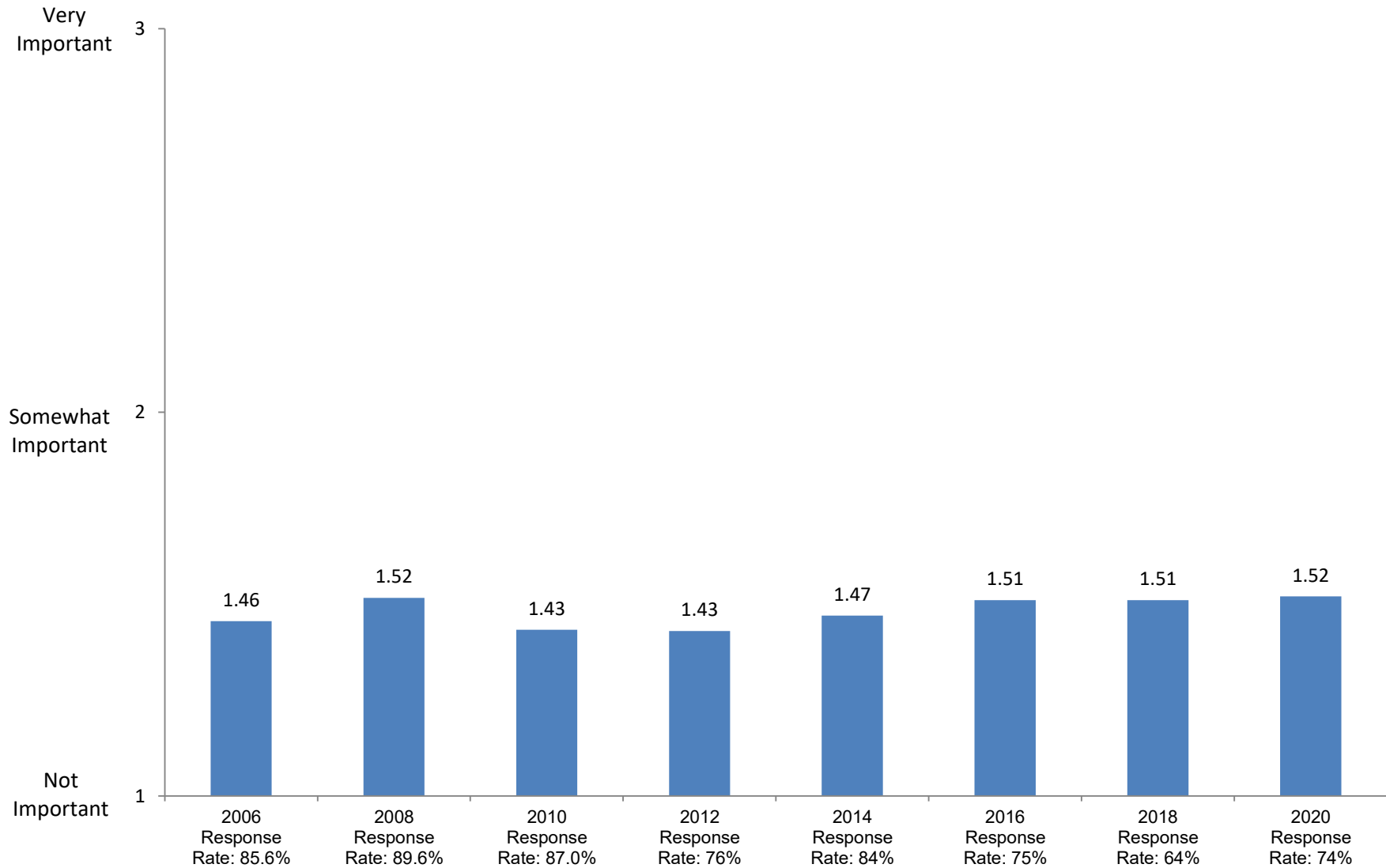


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

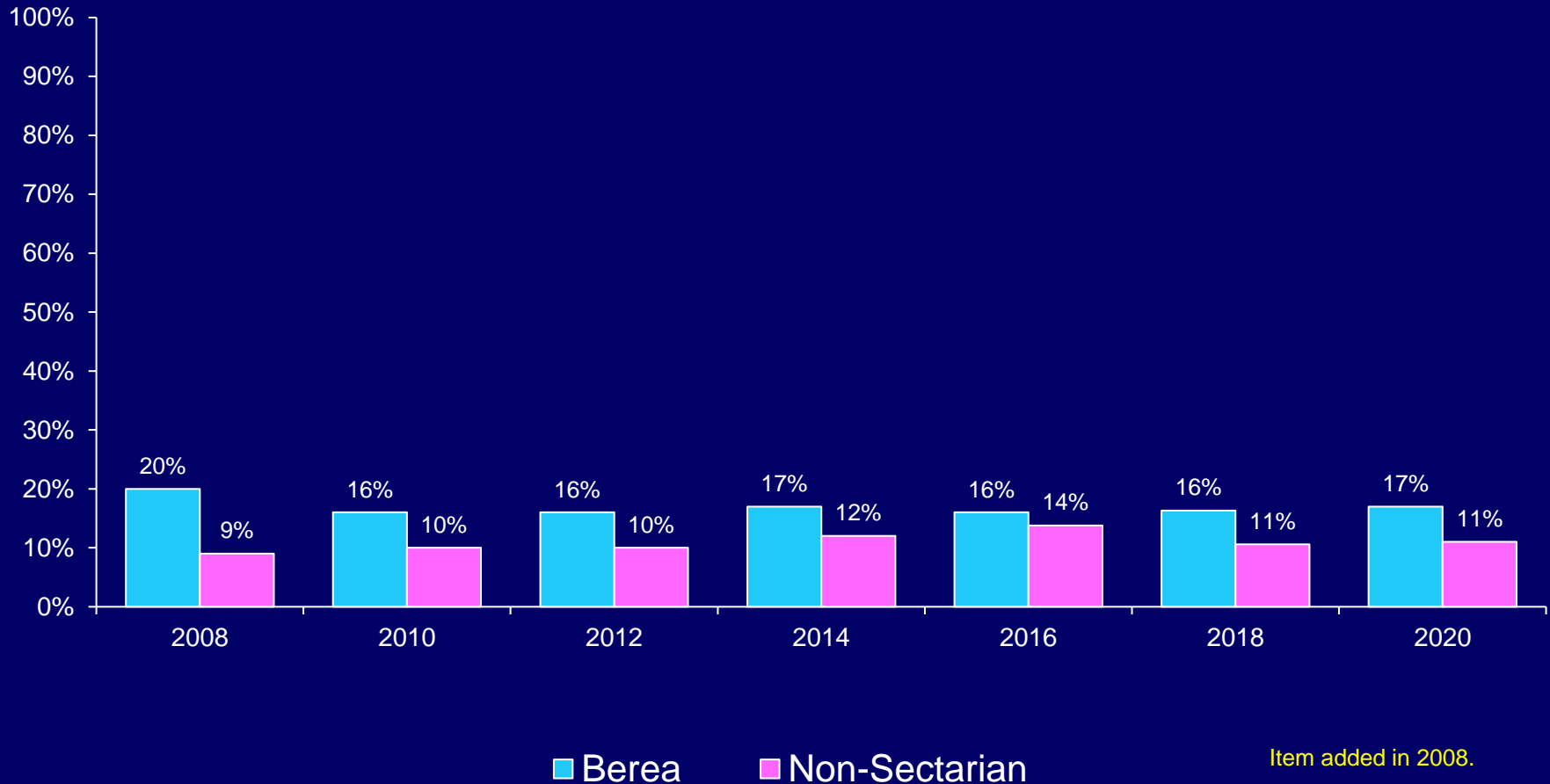
### Could not afford first choice



Item added in 2006.

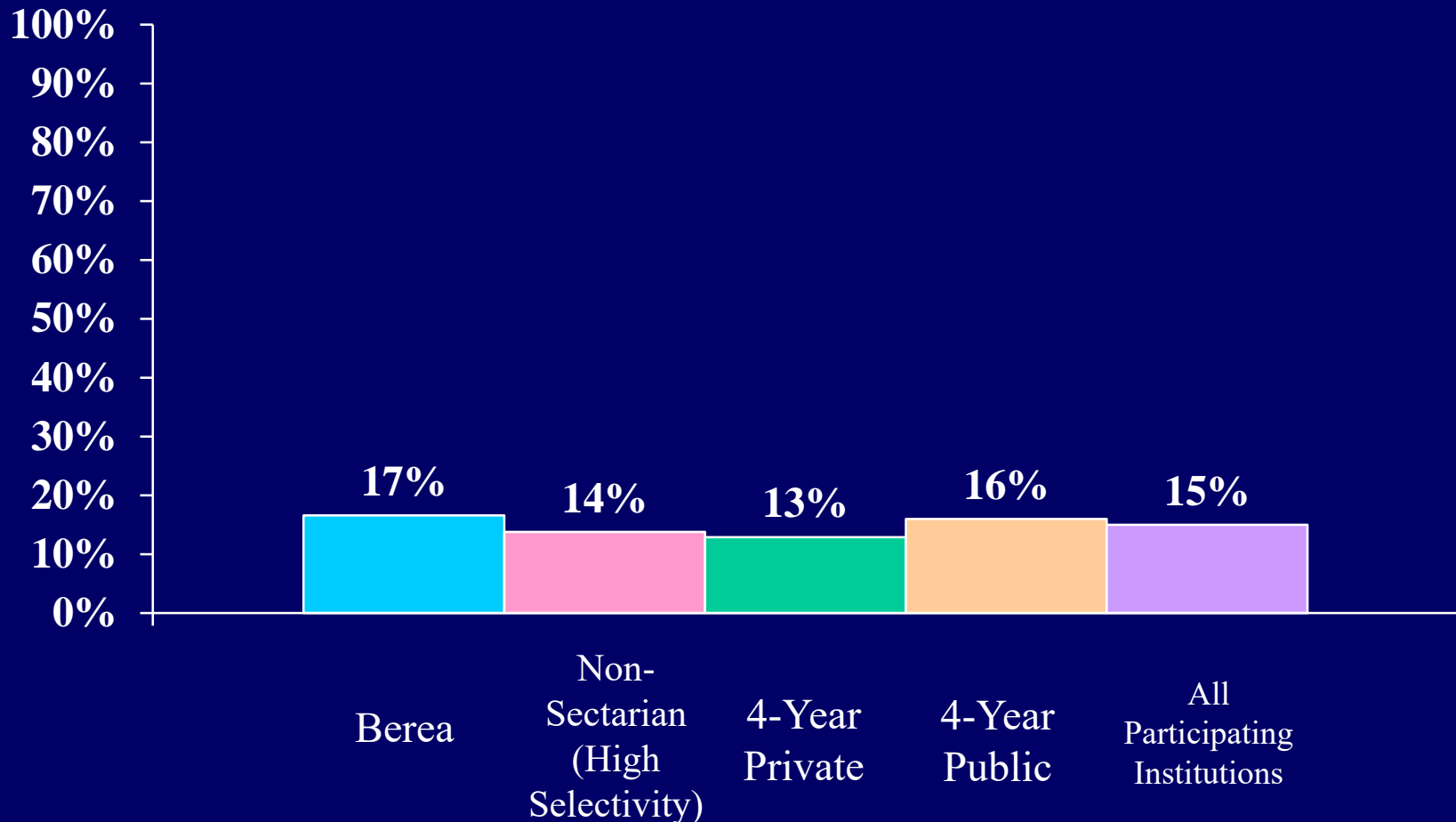
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

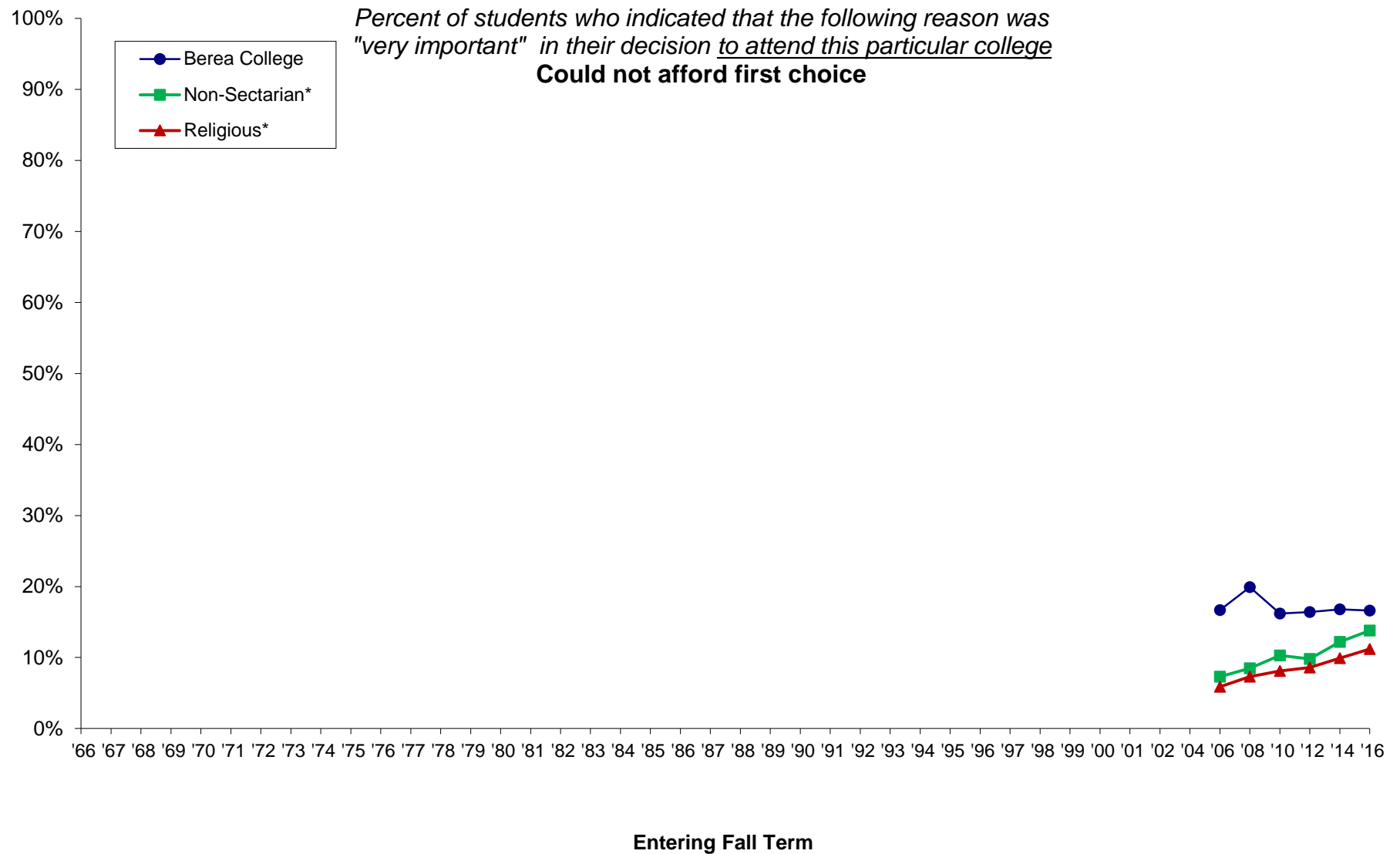


Percentage of students who rated item as “very important”:

*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

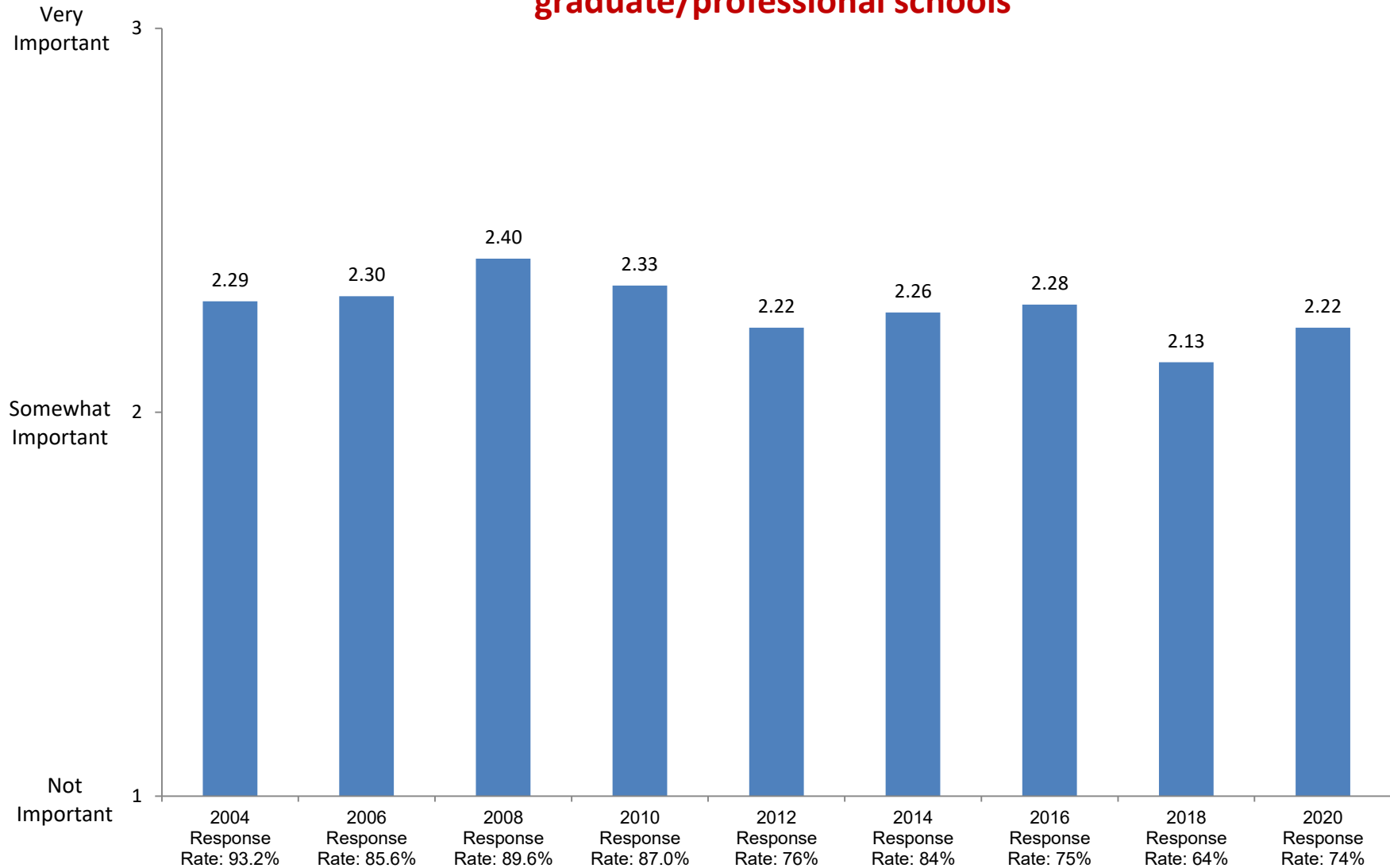


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

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

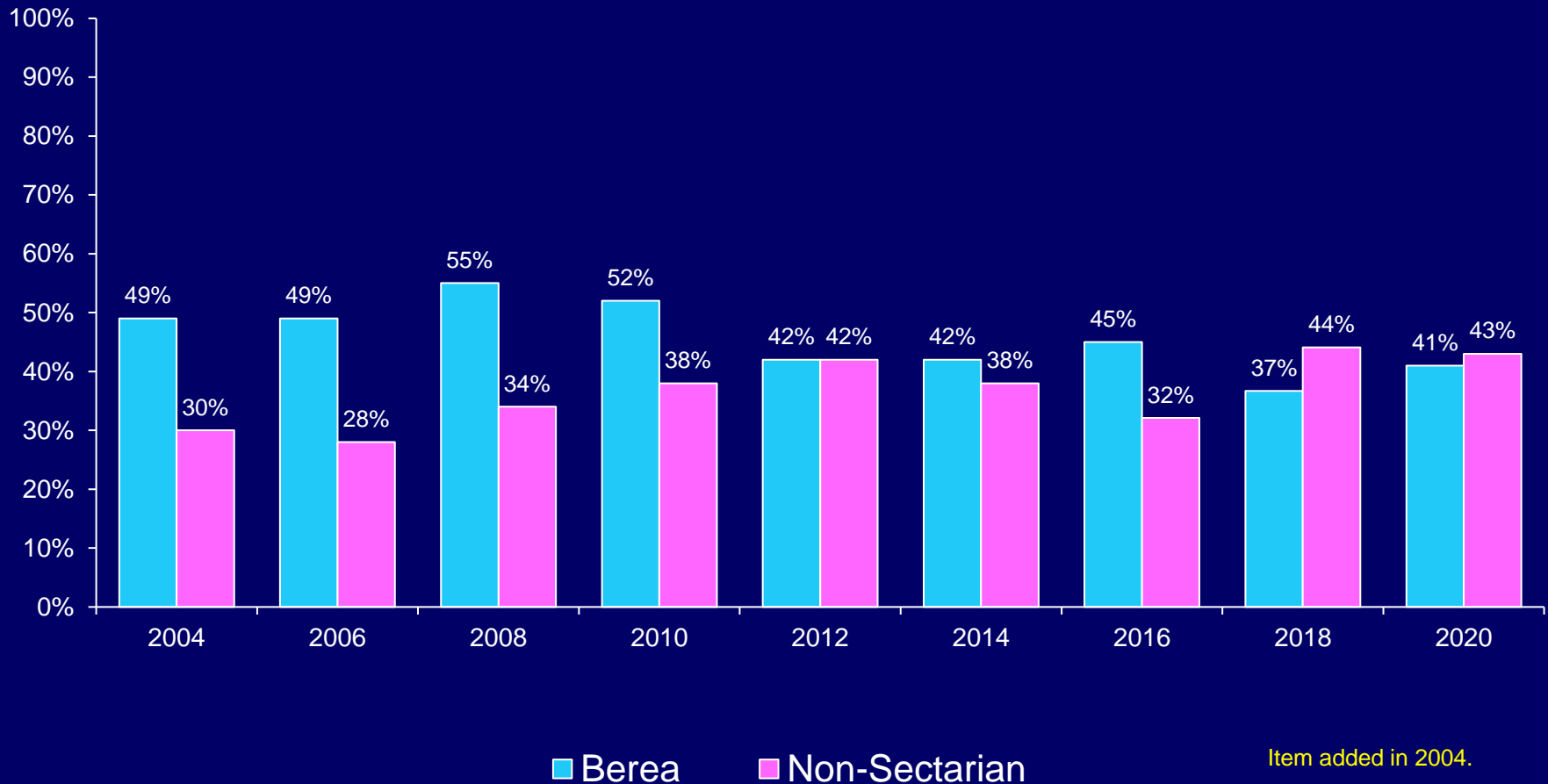


Item added in 2004.

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

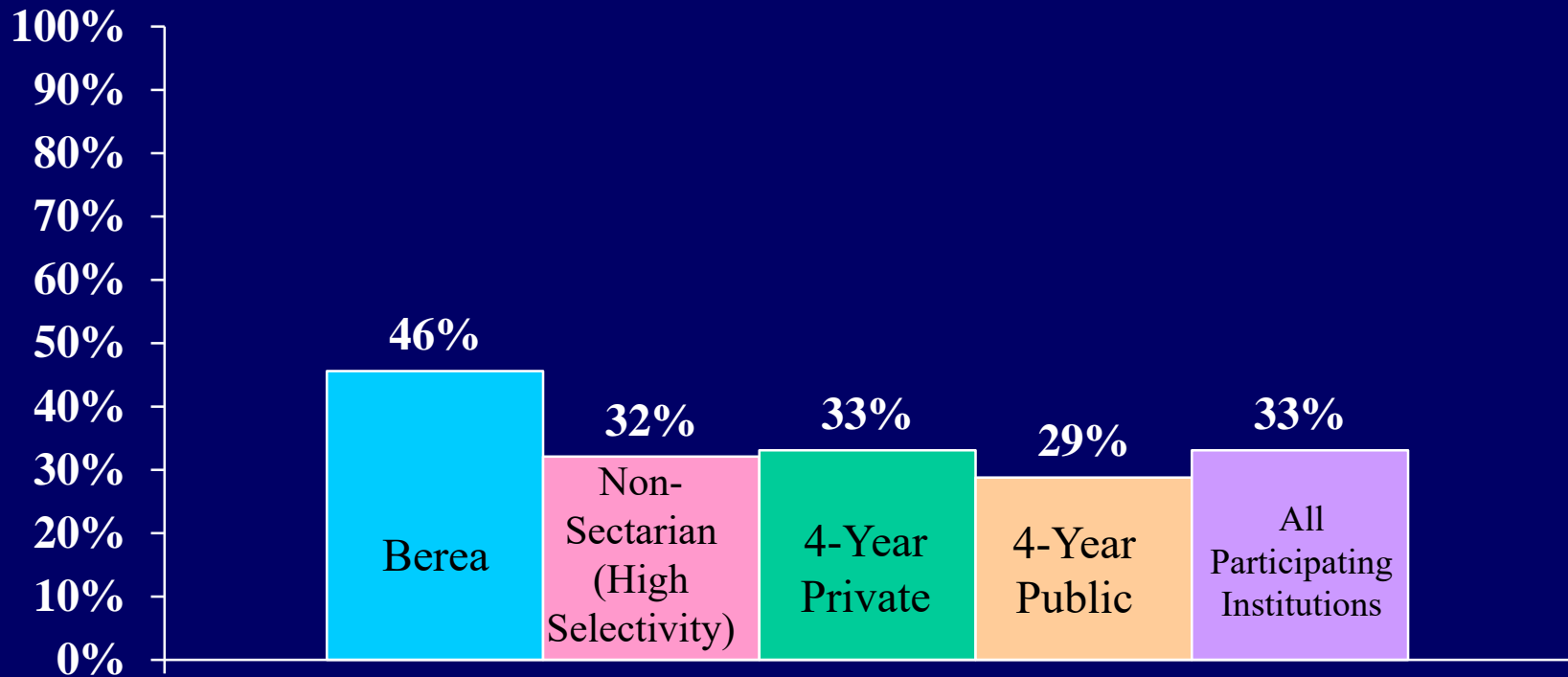
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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



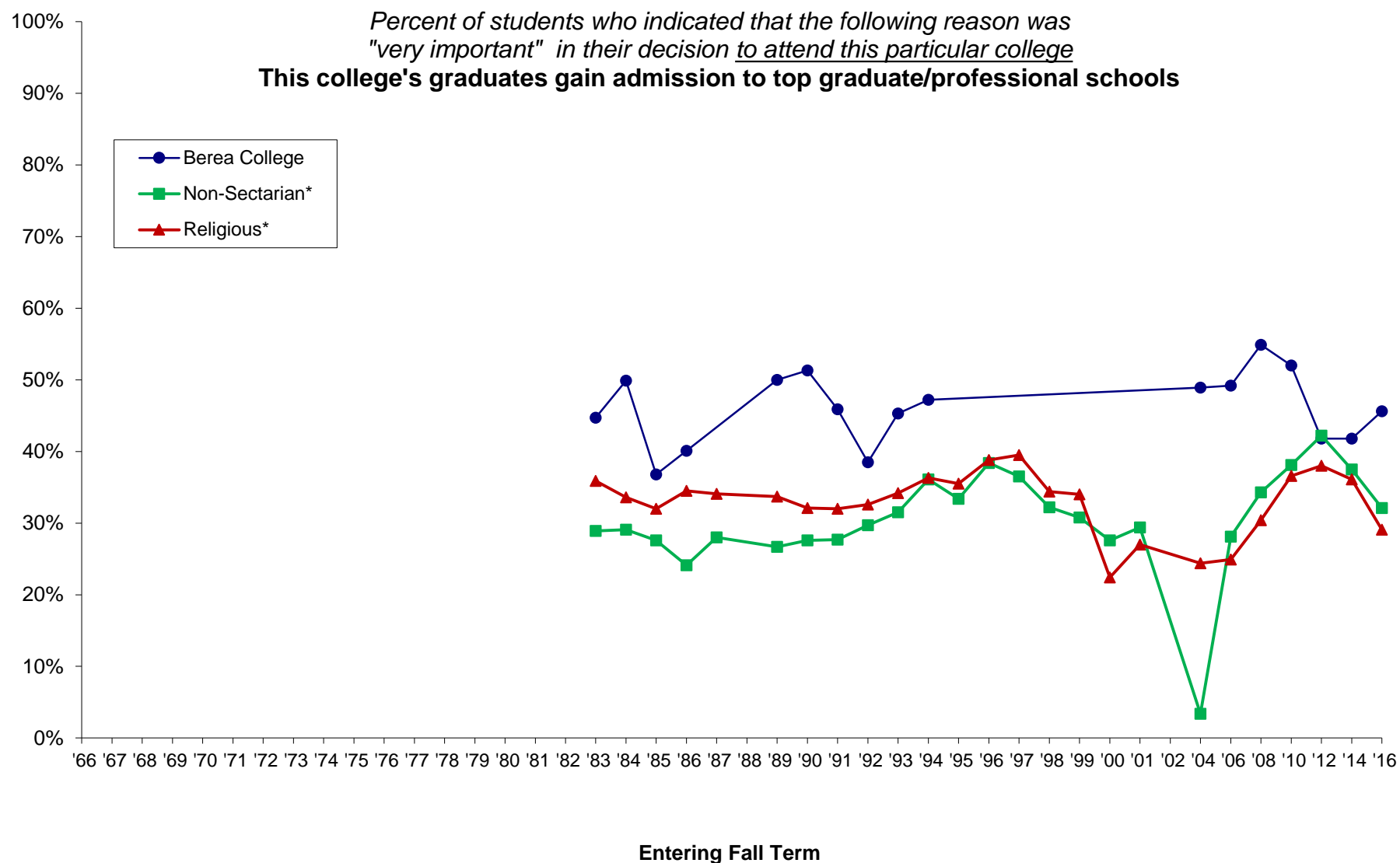
Percentage of students who rated item as “very important”:

*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

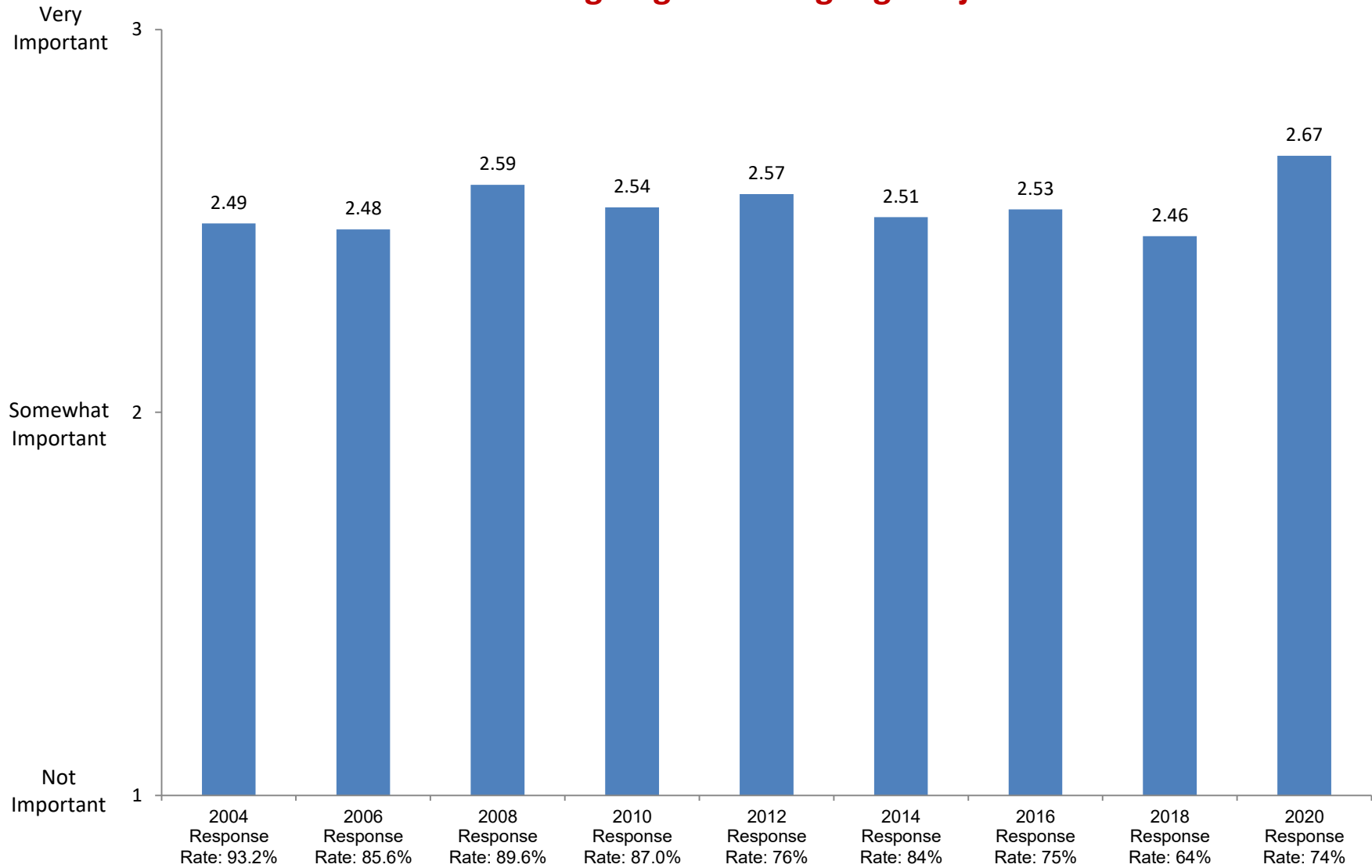


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

## This college's graduates get good jobs

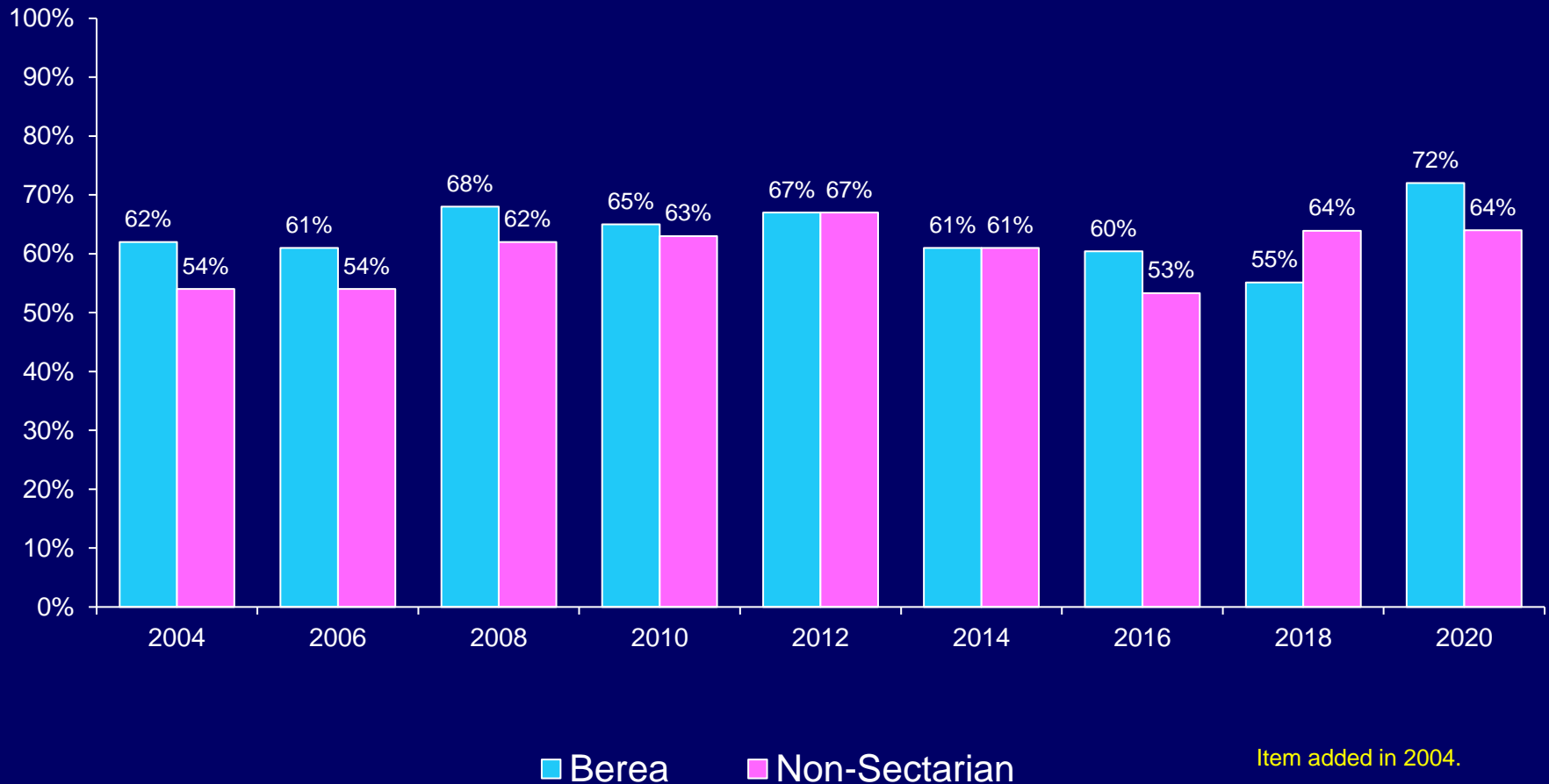


Item added in 2004.

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

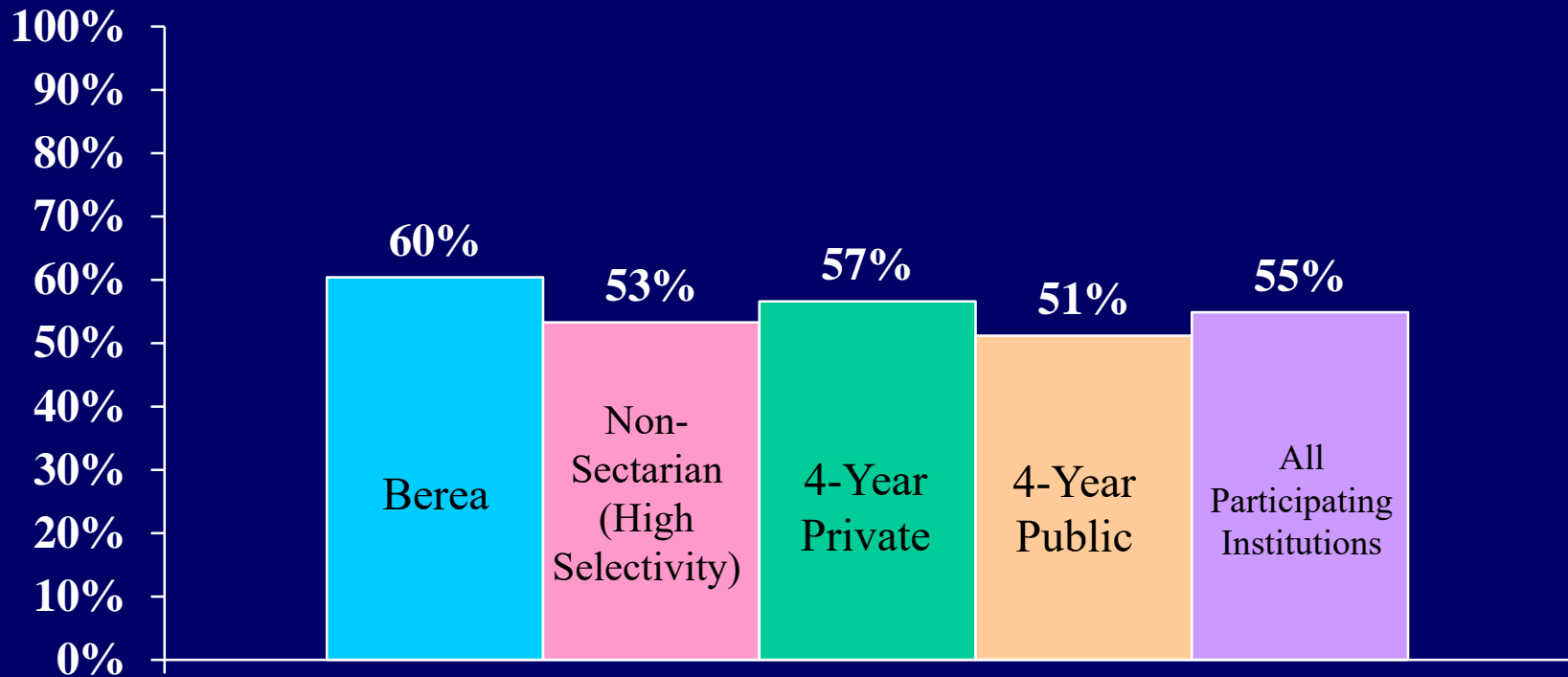
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## This college’s graduates get good jobs

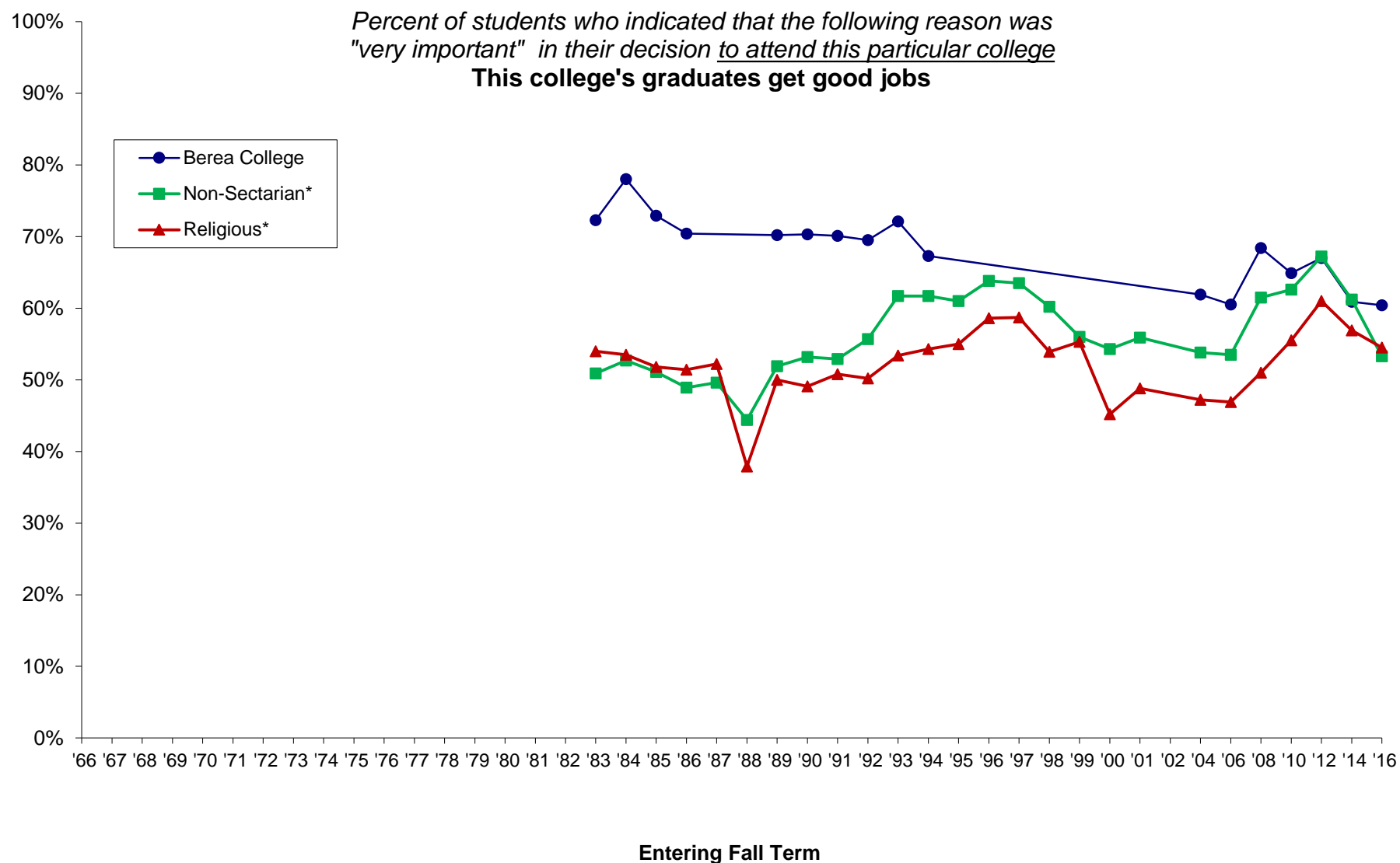


Percentage of students who rated item as “very important”:

*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

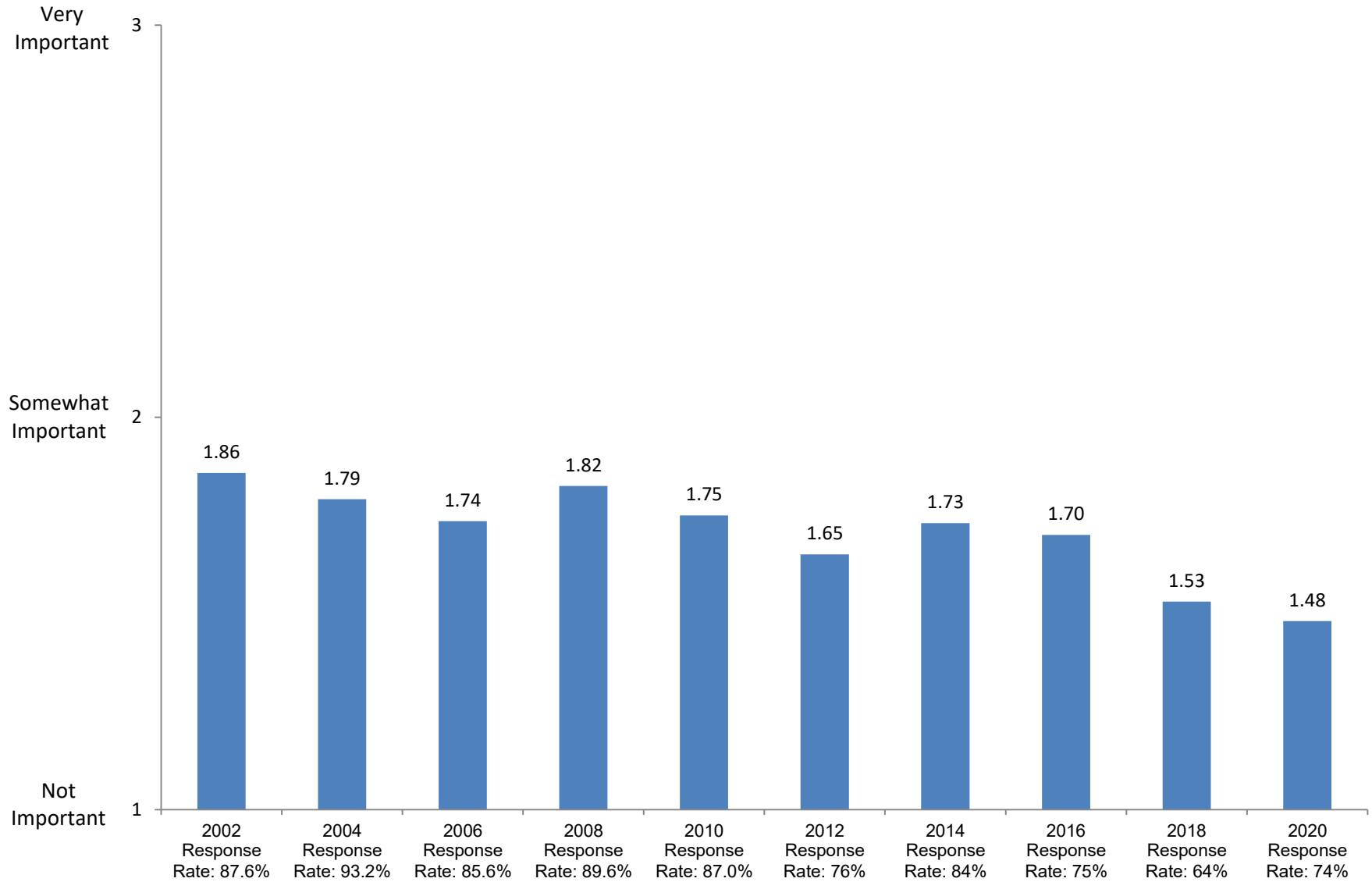


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How important was each reason in your decision to come here?

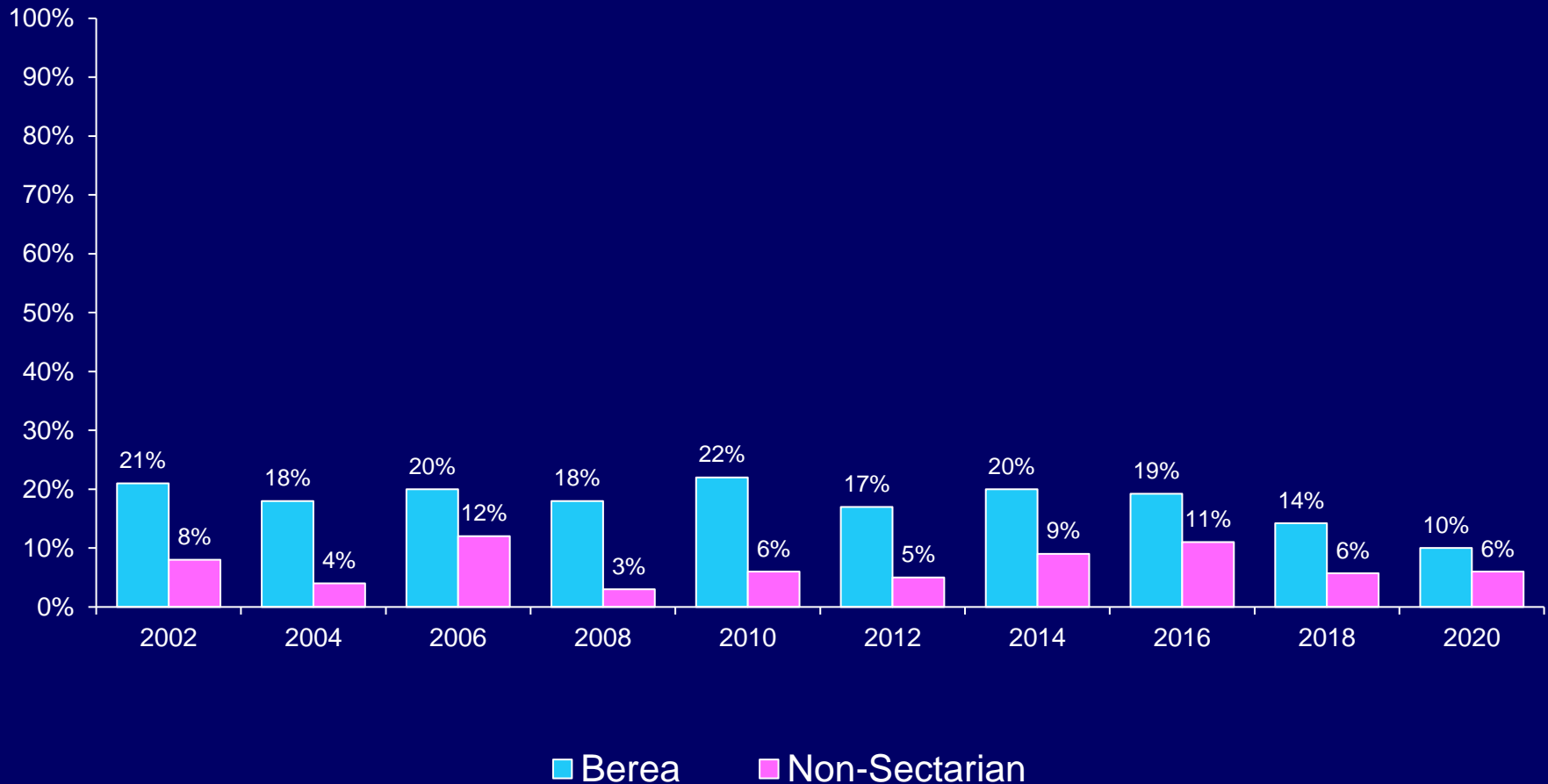
## I was attracted by the religious affiliation/orientation of the college



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

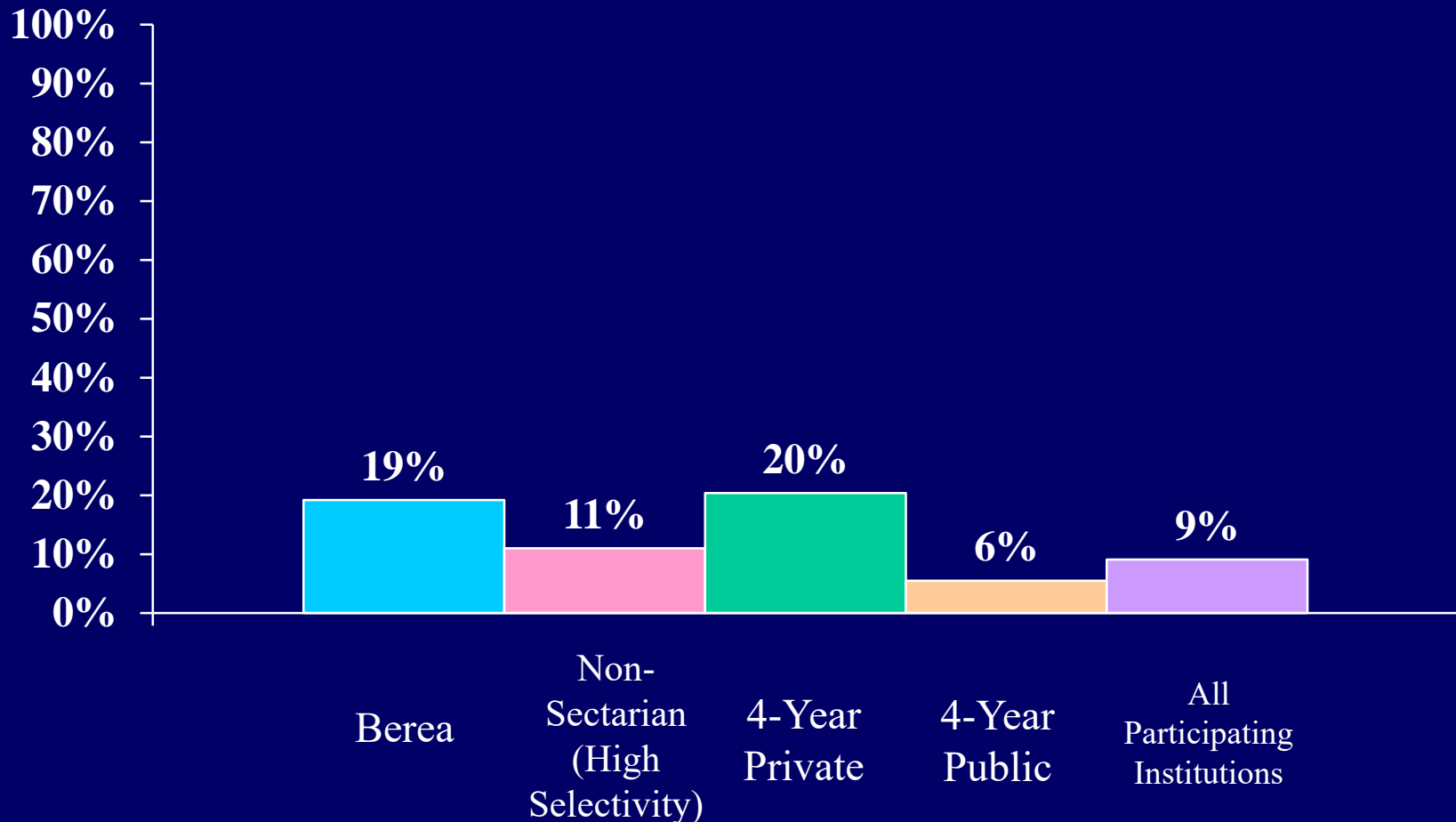
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

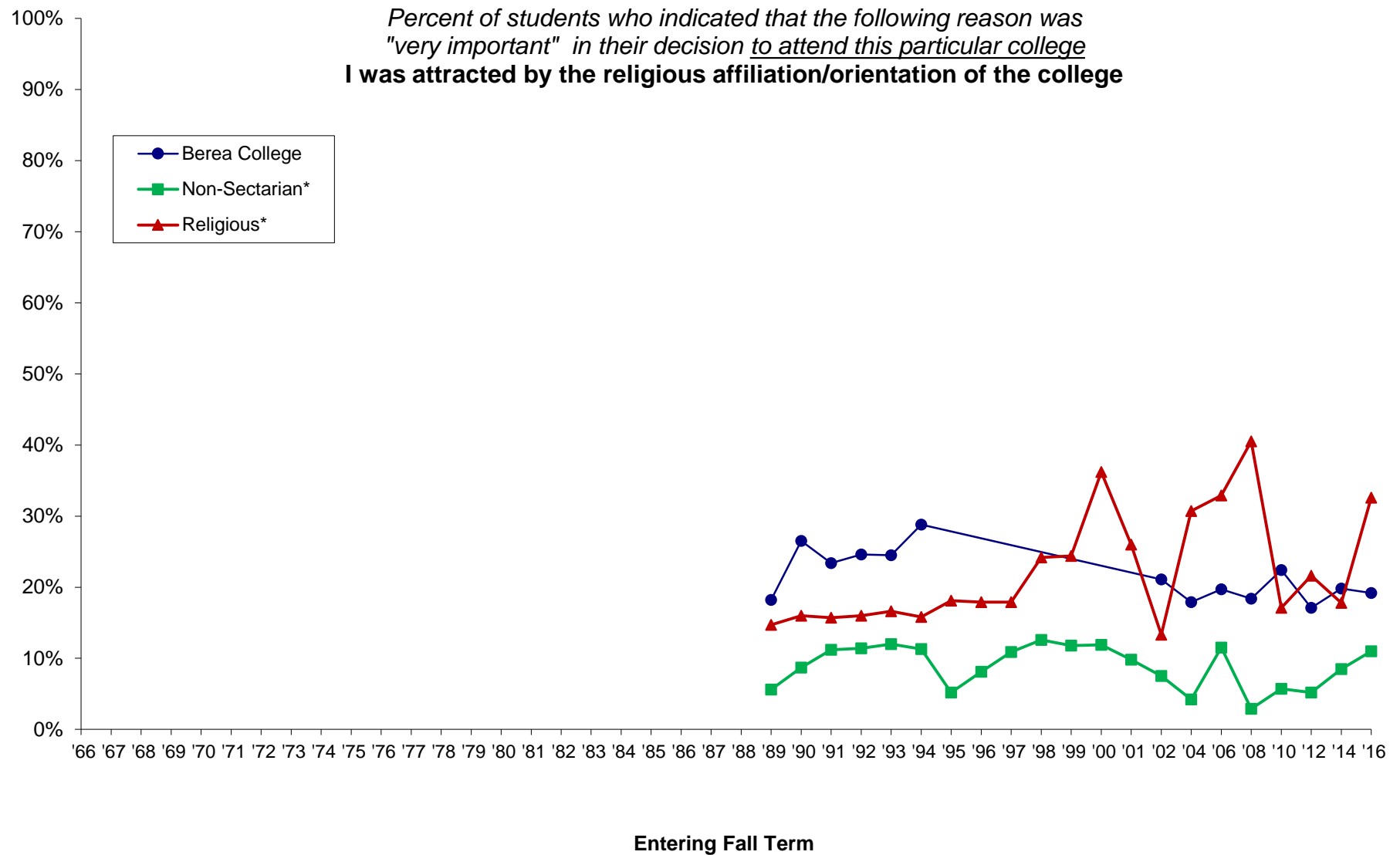


Percentage of students who rated item as “very important”:

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





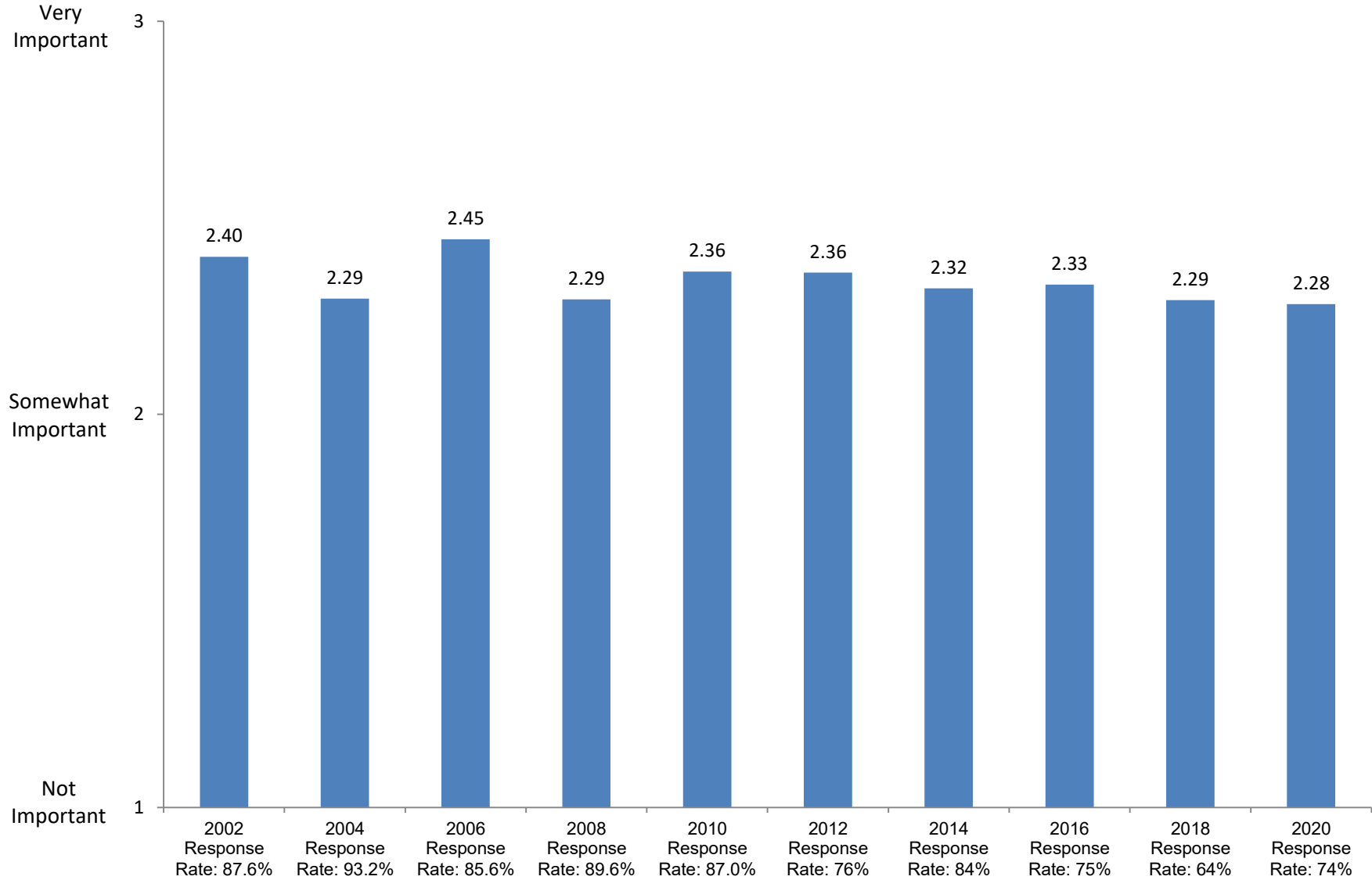


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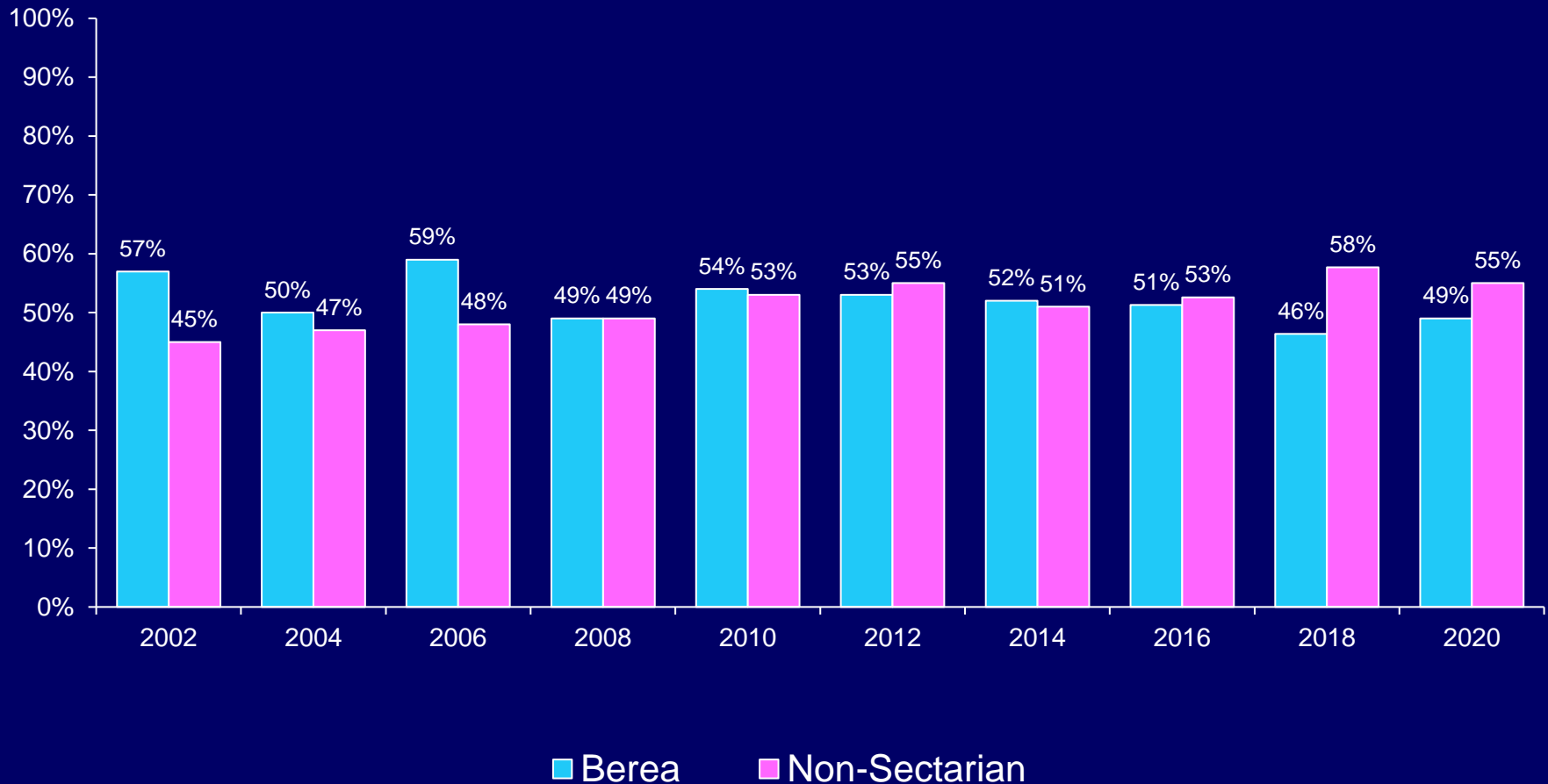
## I wanted to go to a school about the size of this college



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

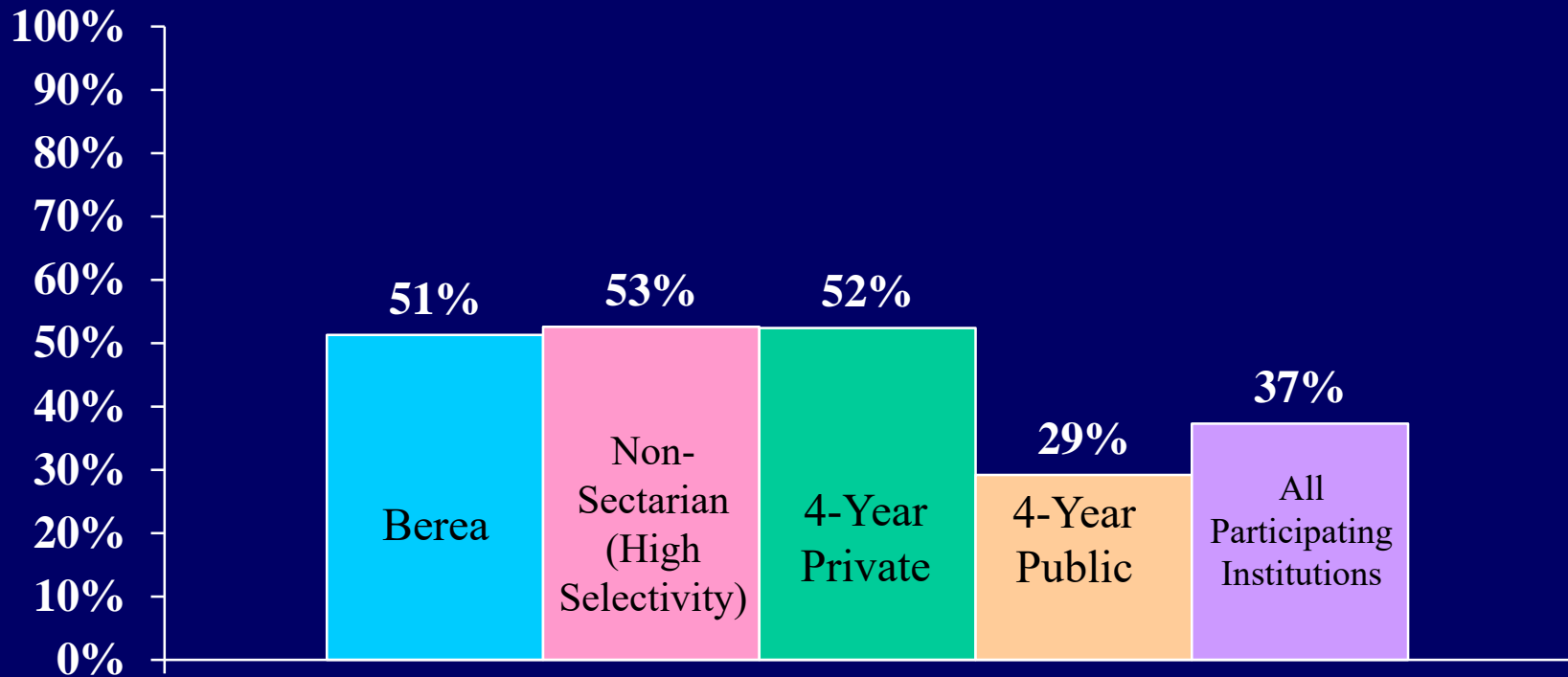
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

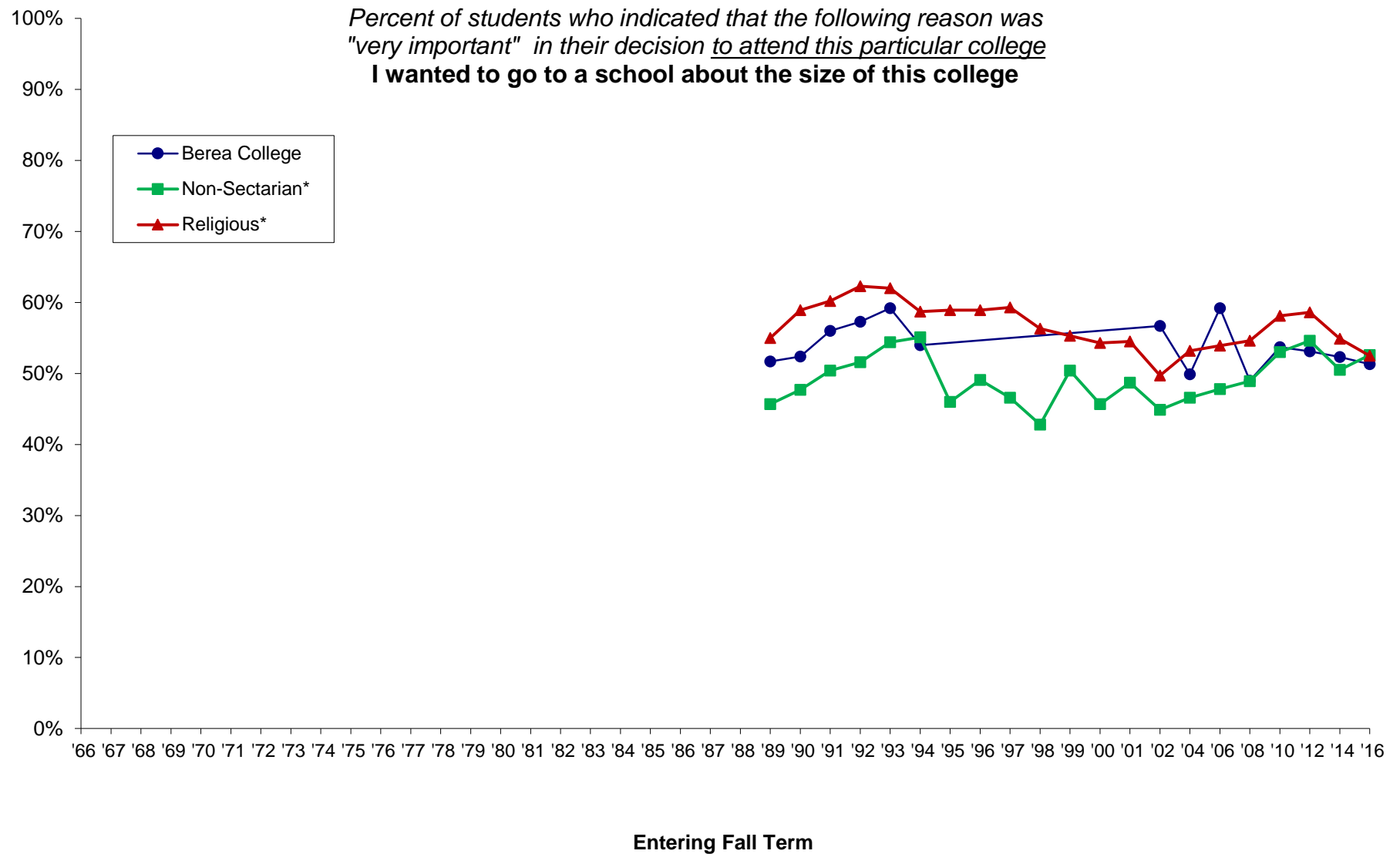


Percentage of students who rated item as “very important”:

*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

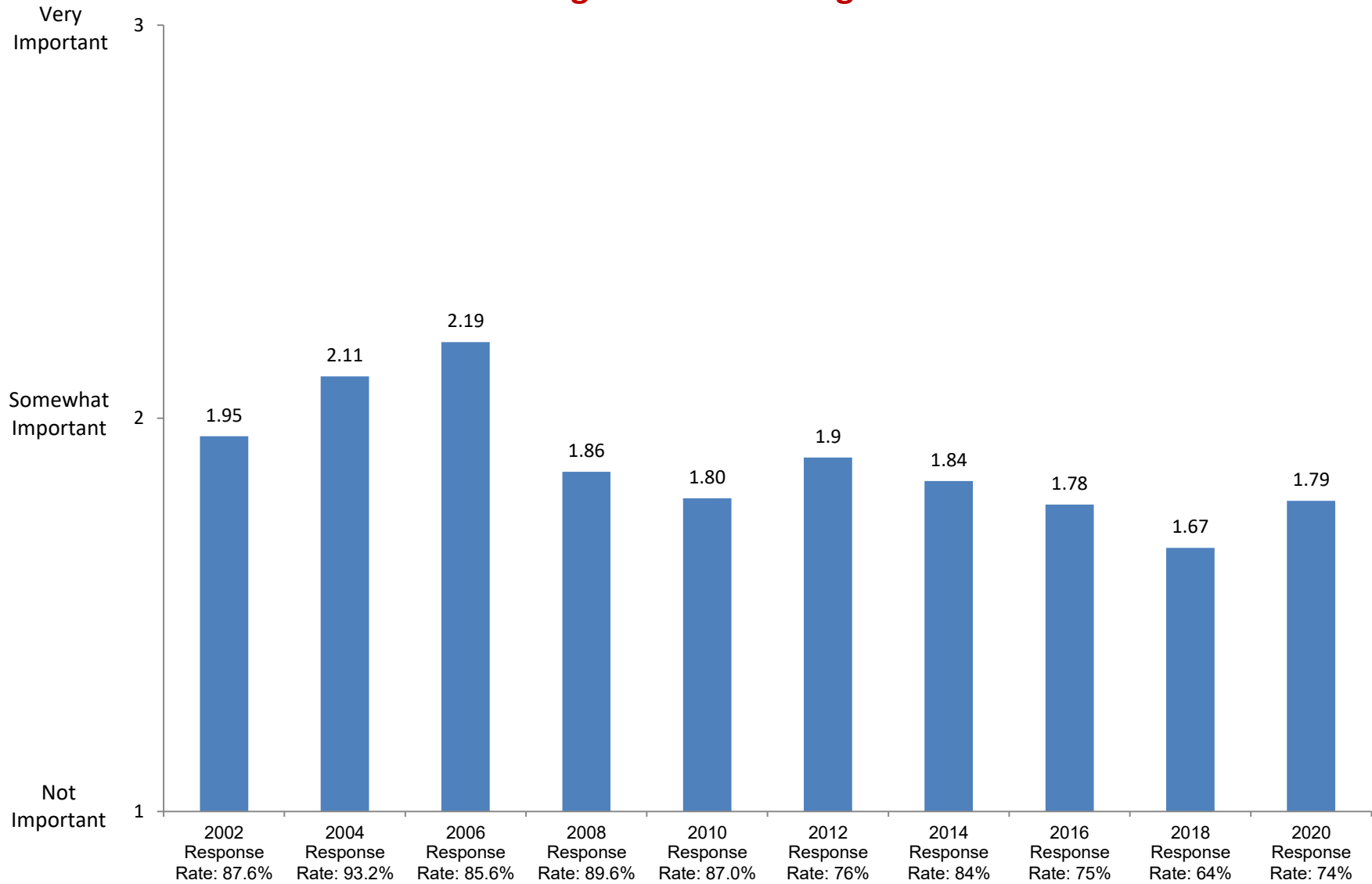


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Below are some reasons that might have influenced your decision to attend this particular college.  
How important was each reason in your decision to come here?

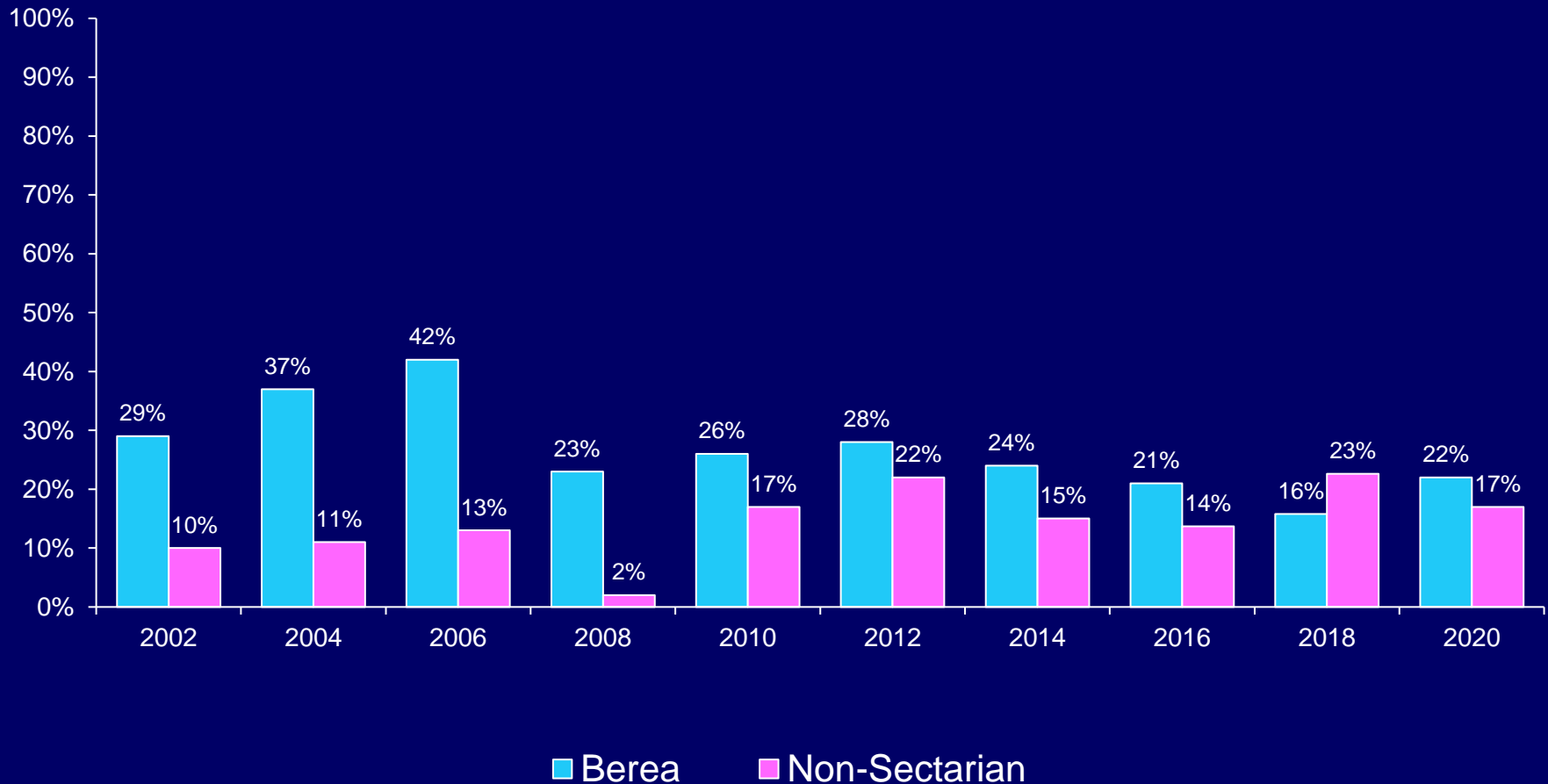
## Rankings in national magazines



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*

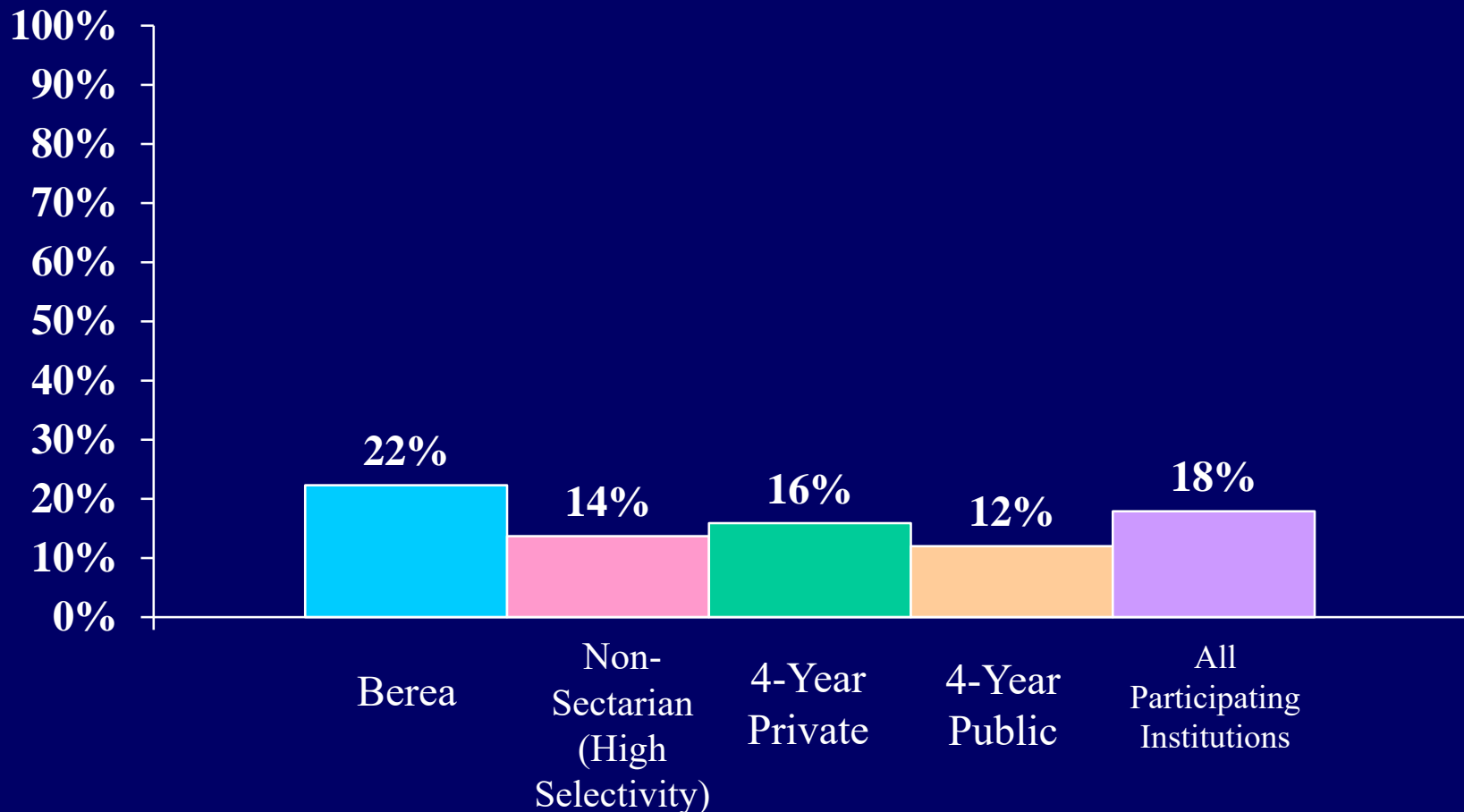
## Rankings in national magazines



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

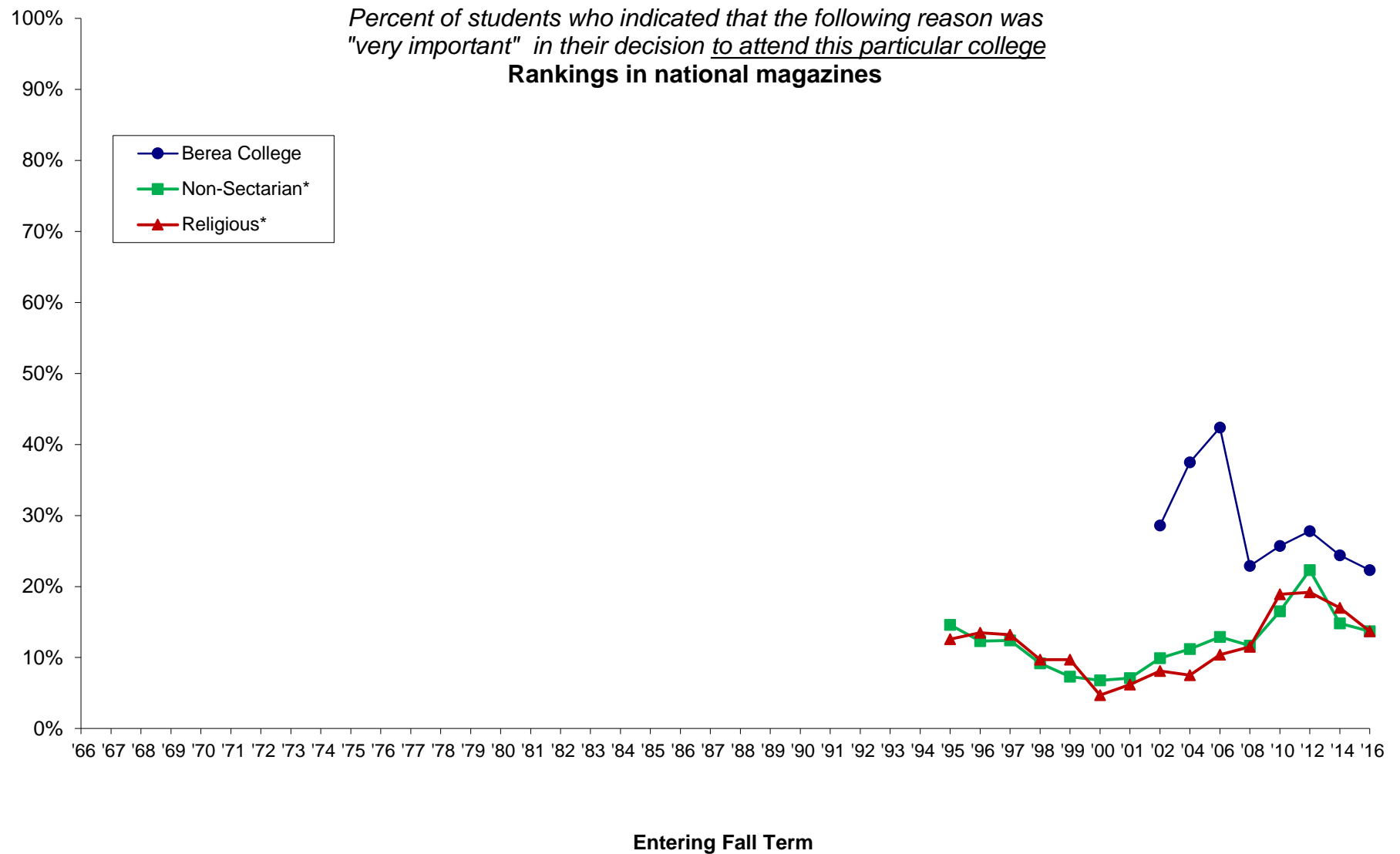
## *Rankings in national magazines*

*(for decision to attend this particular college)*





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

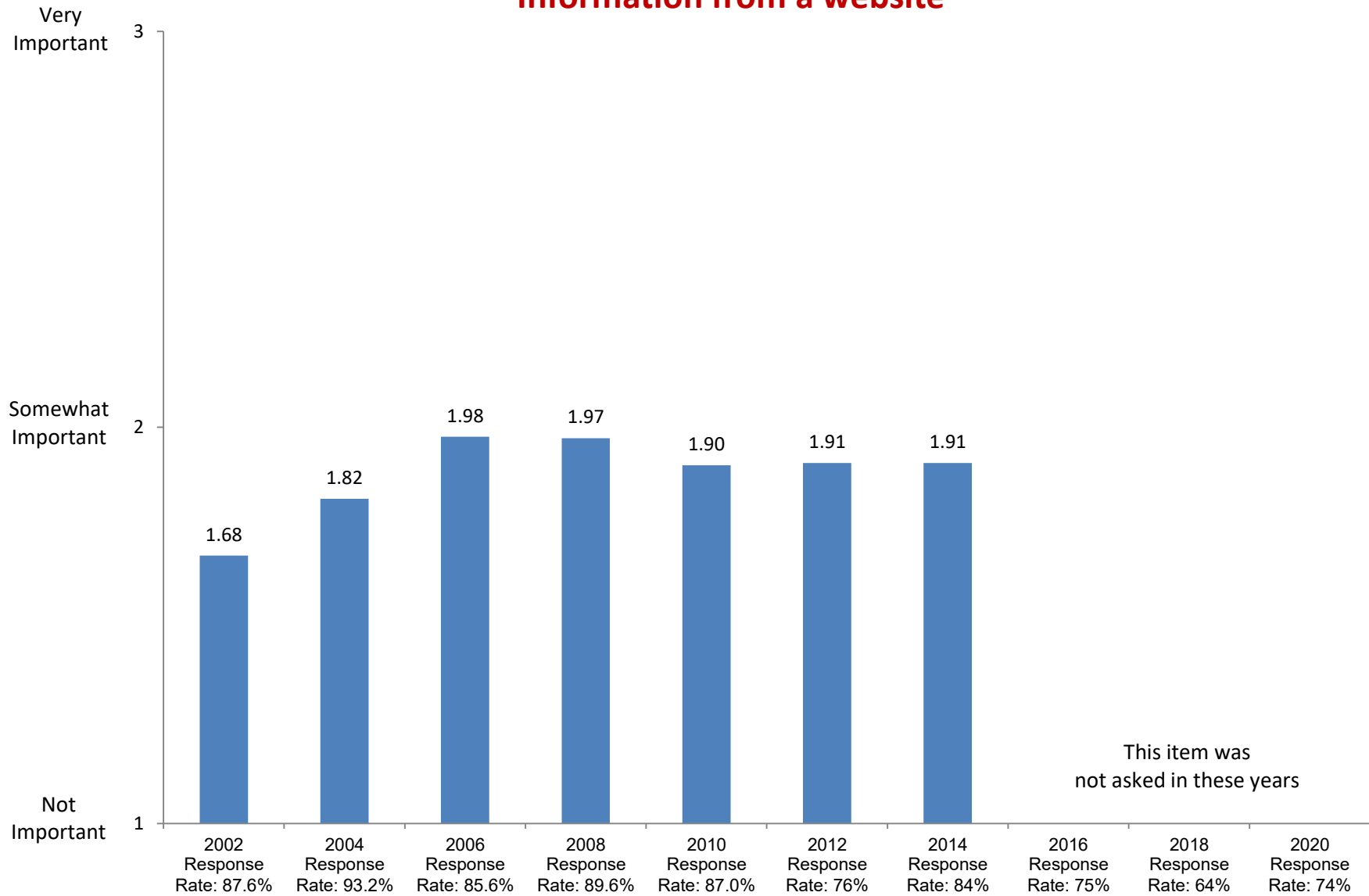


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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?

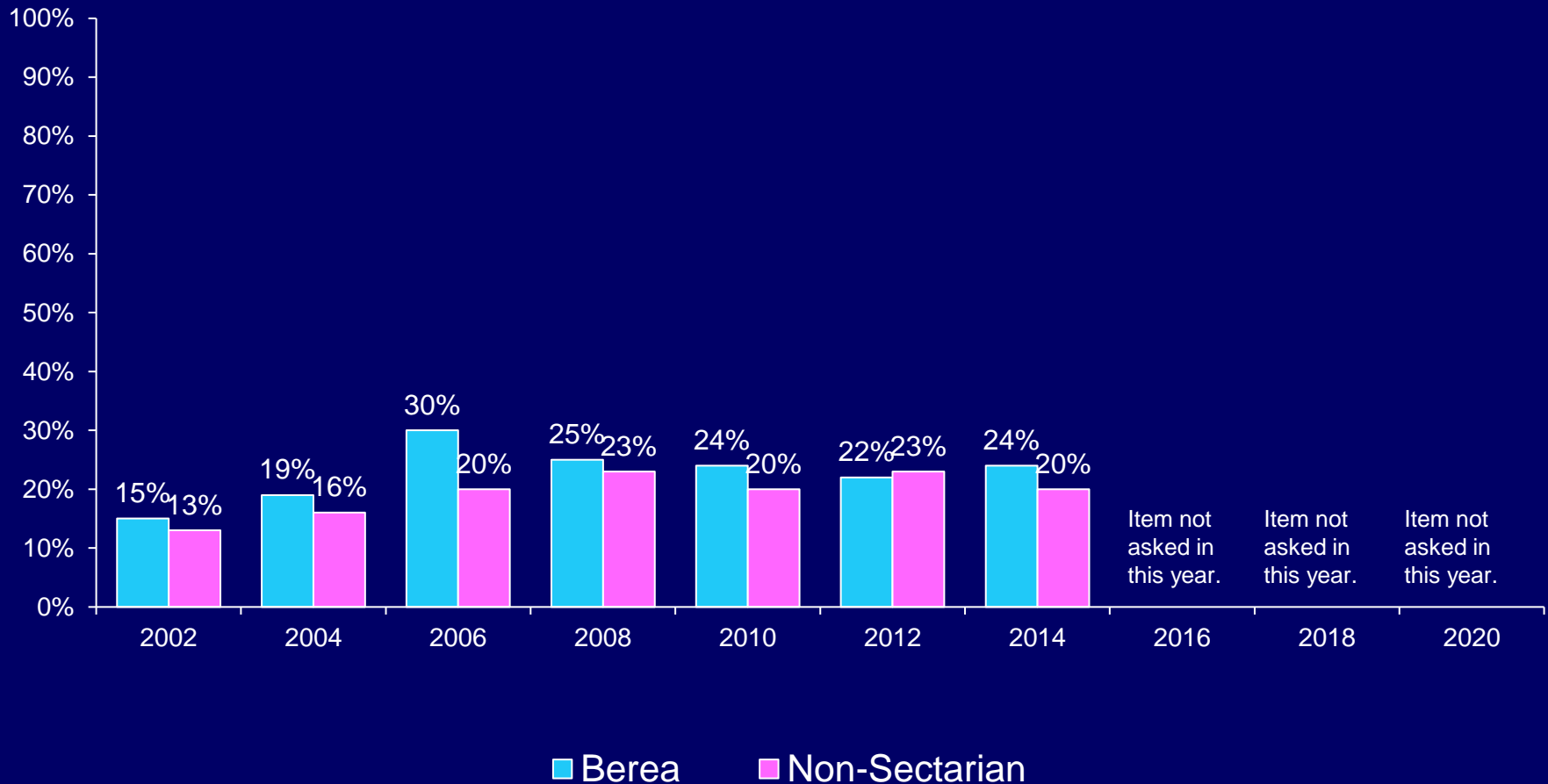
## Information from a website



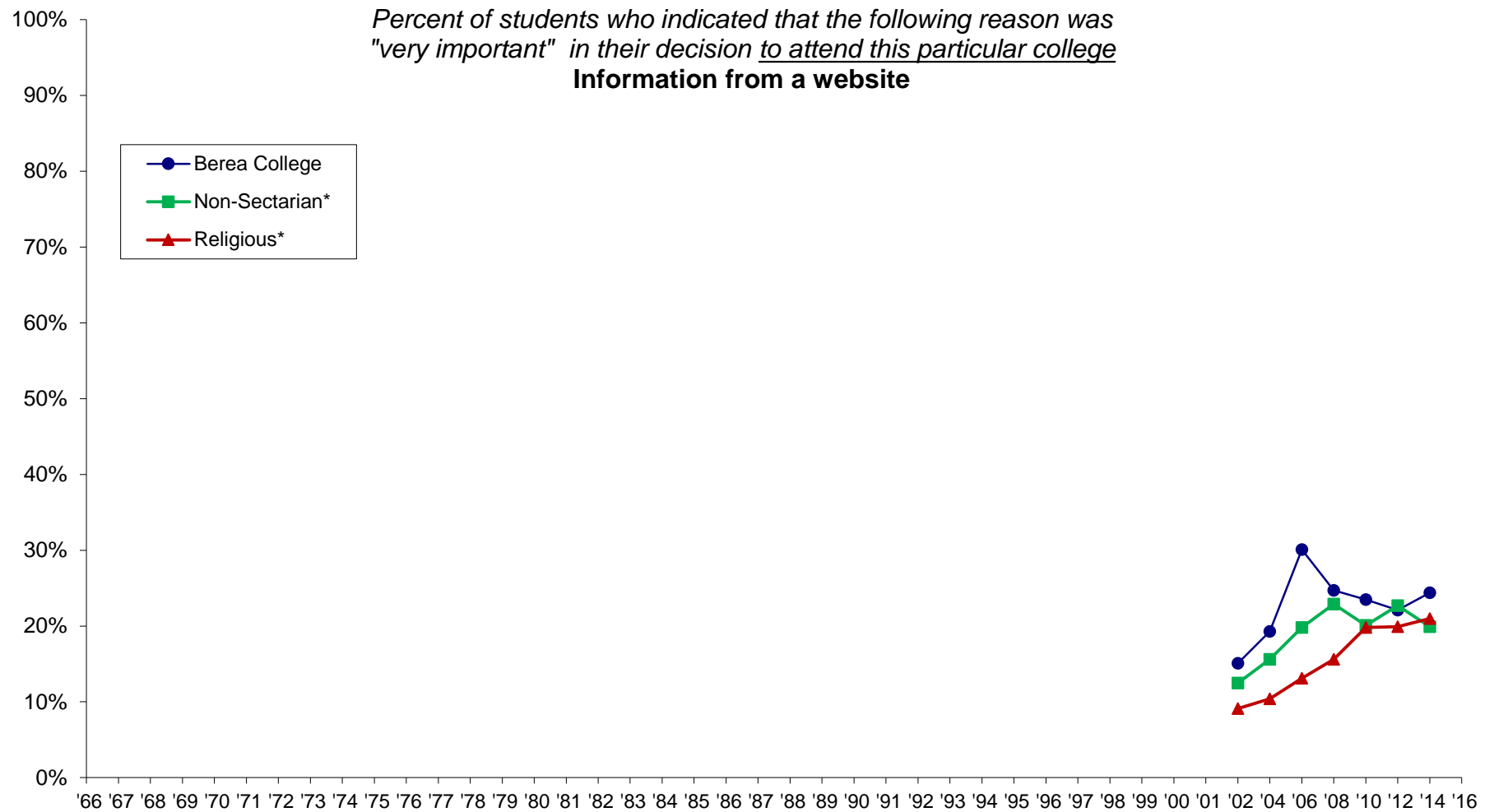
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## Information from a website



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



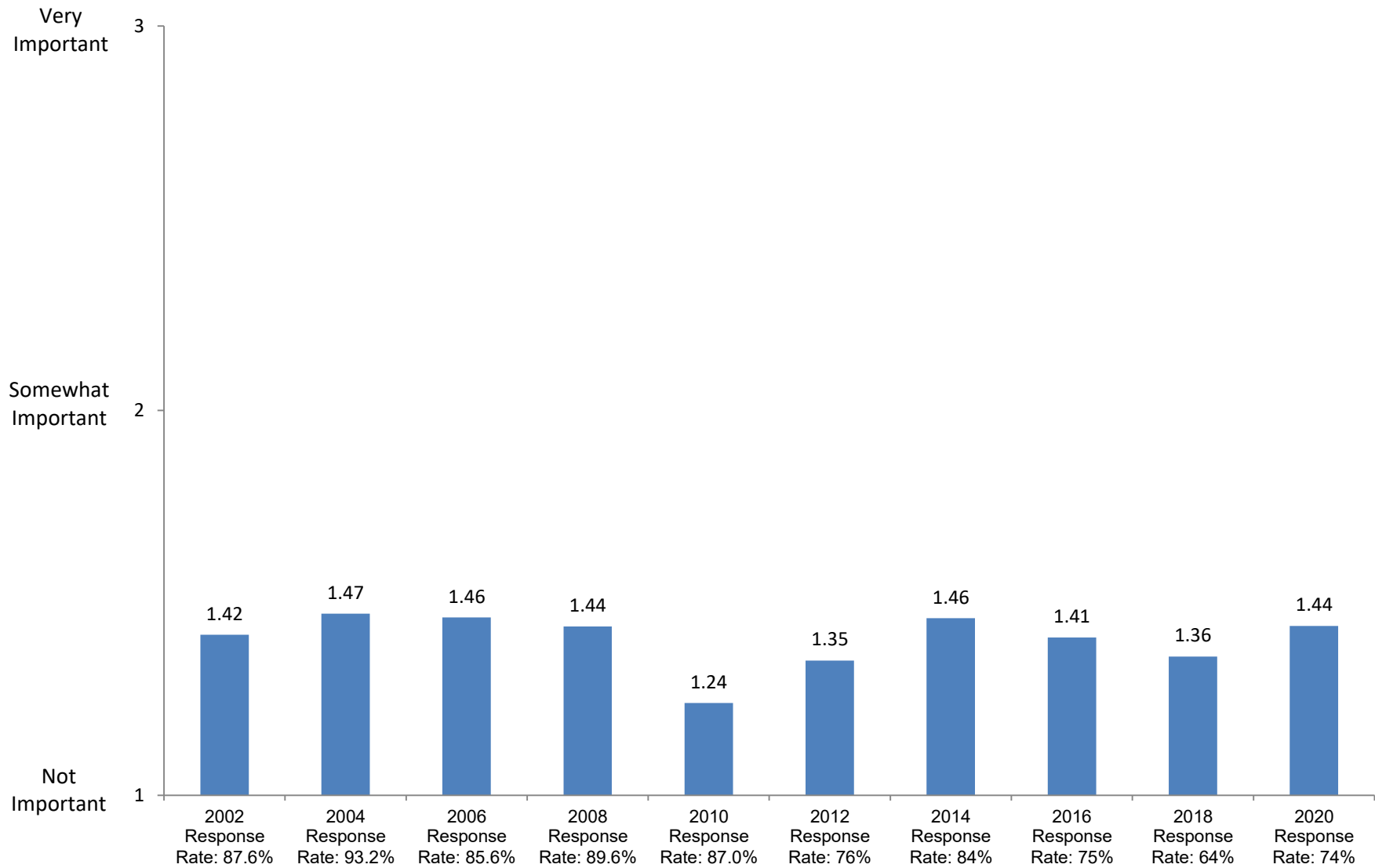
**Entering Fall Term**

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

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

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

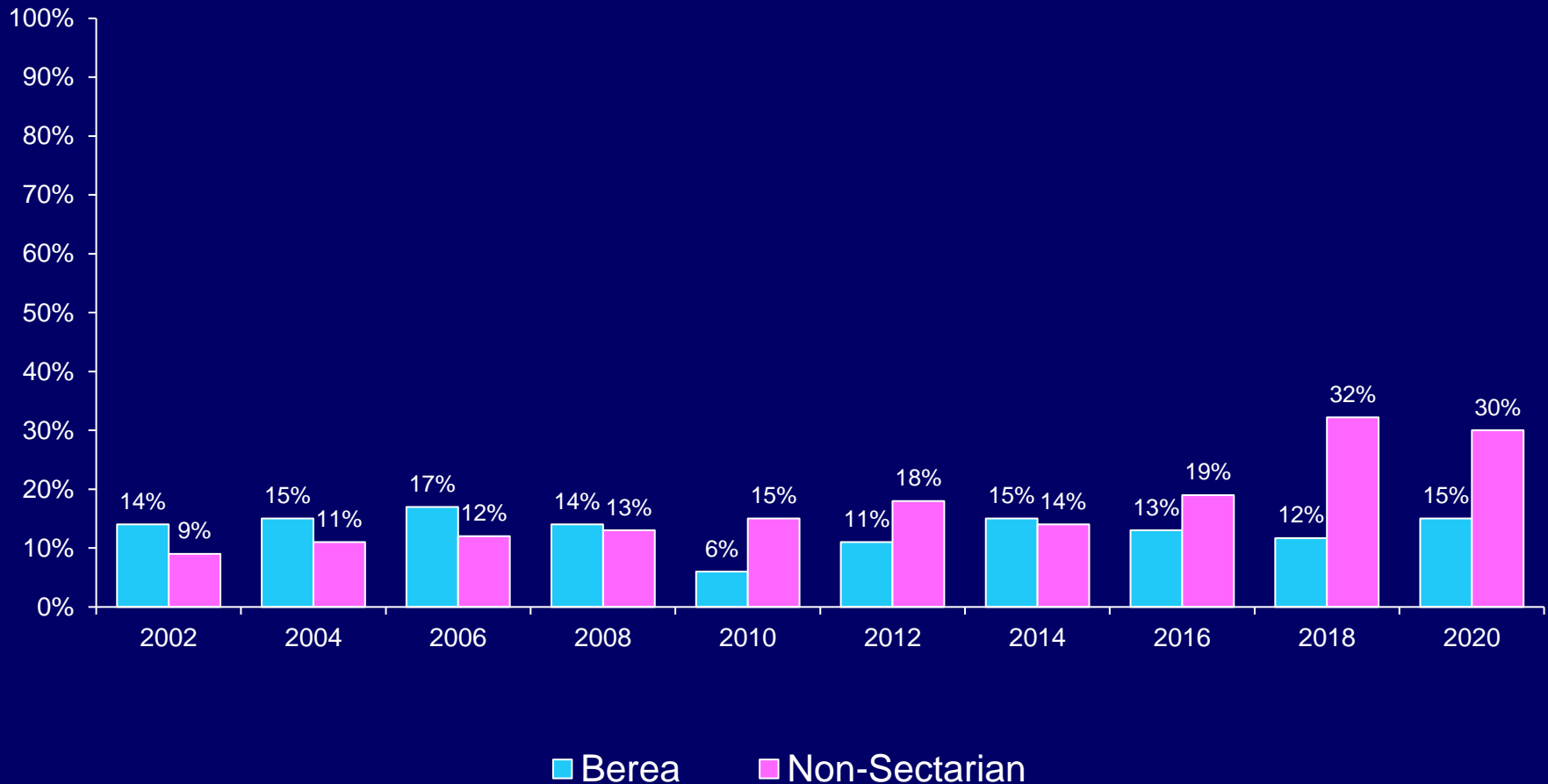
## I was admitted through an Early Action or Early Decision program



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

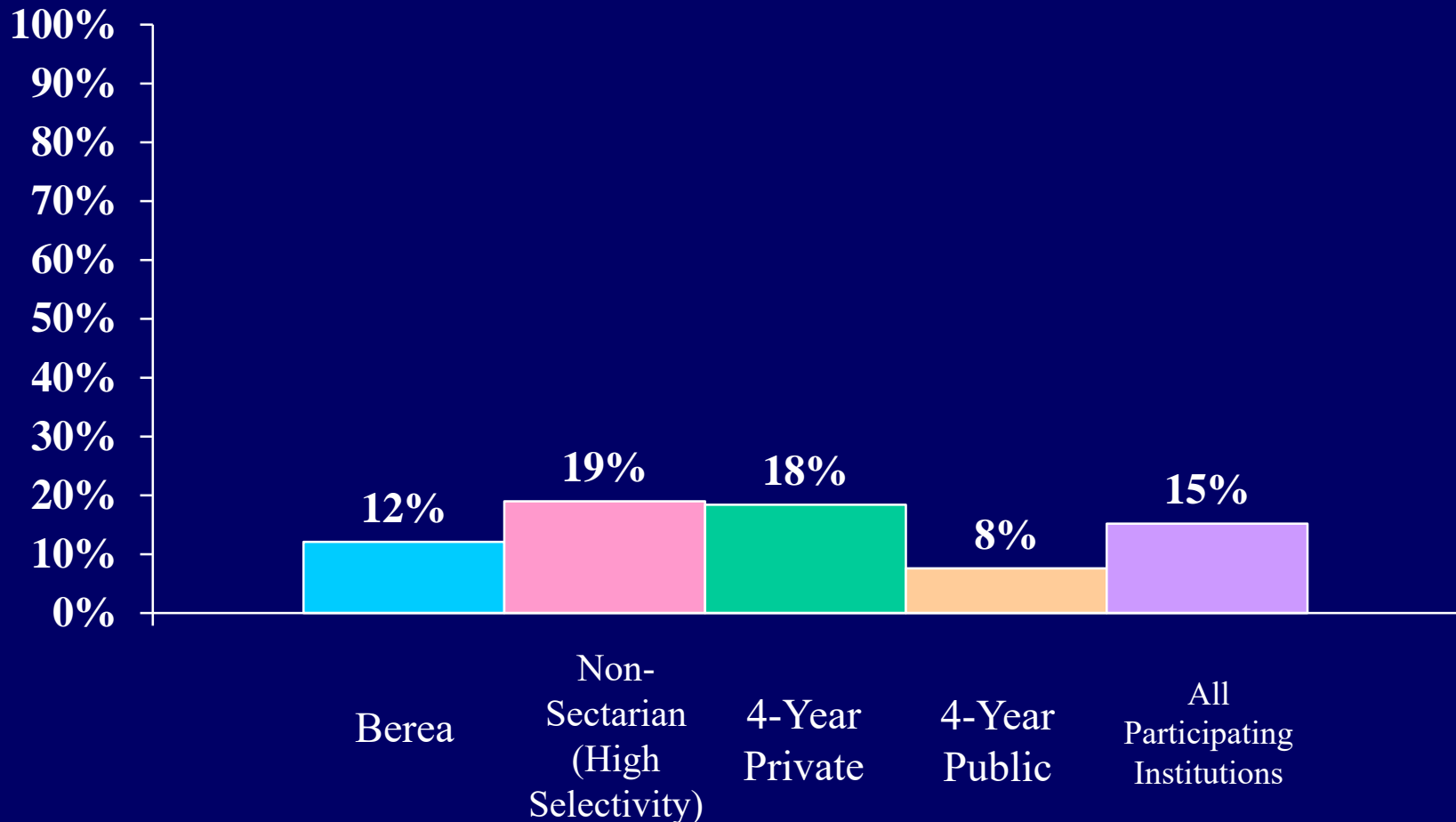
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

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

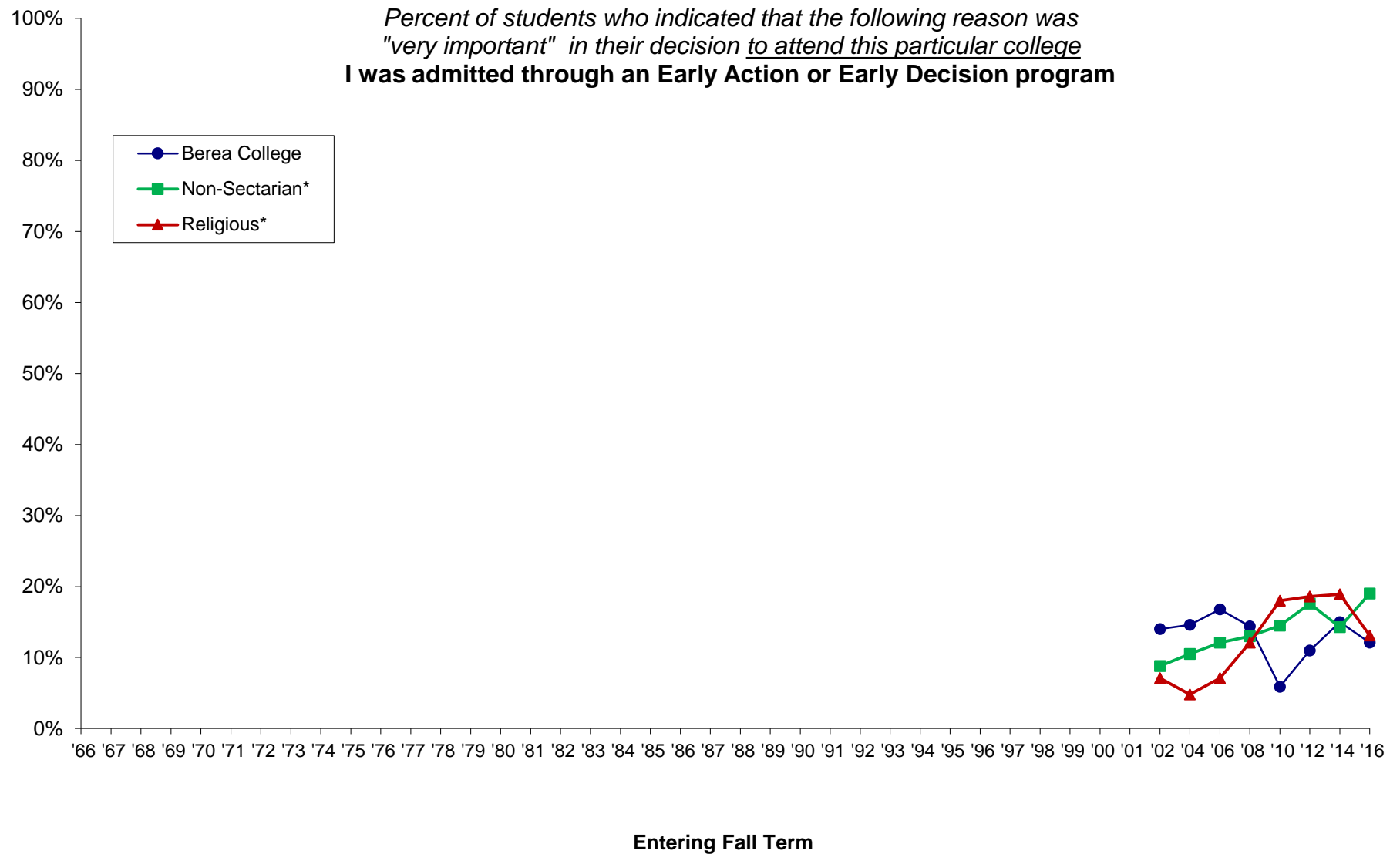


Percentage of students who rated item as “very important”:

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



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



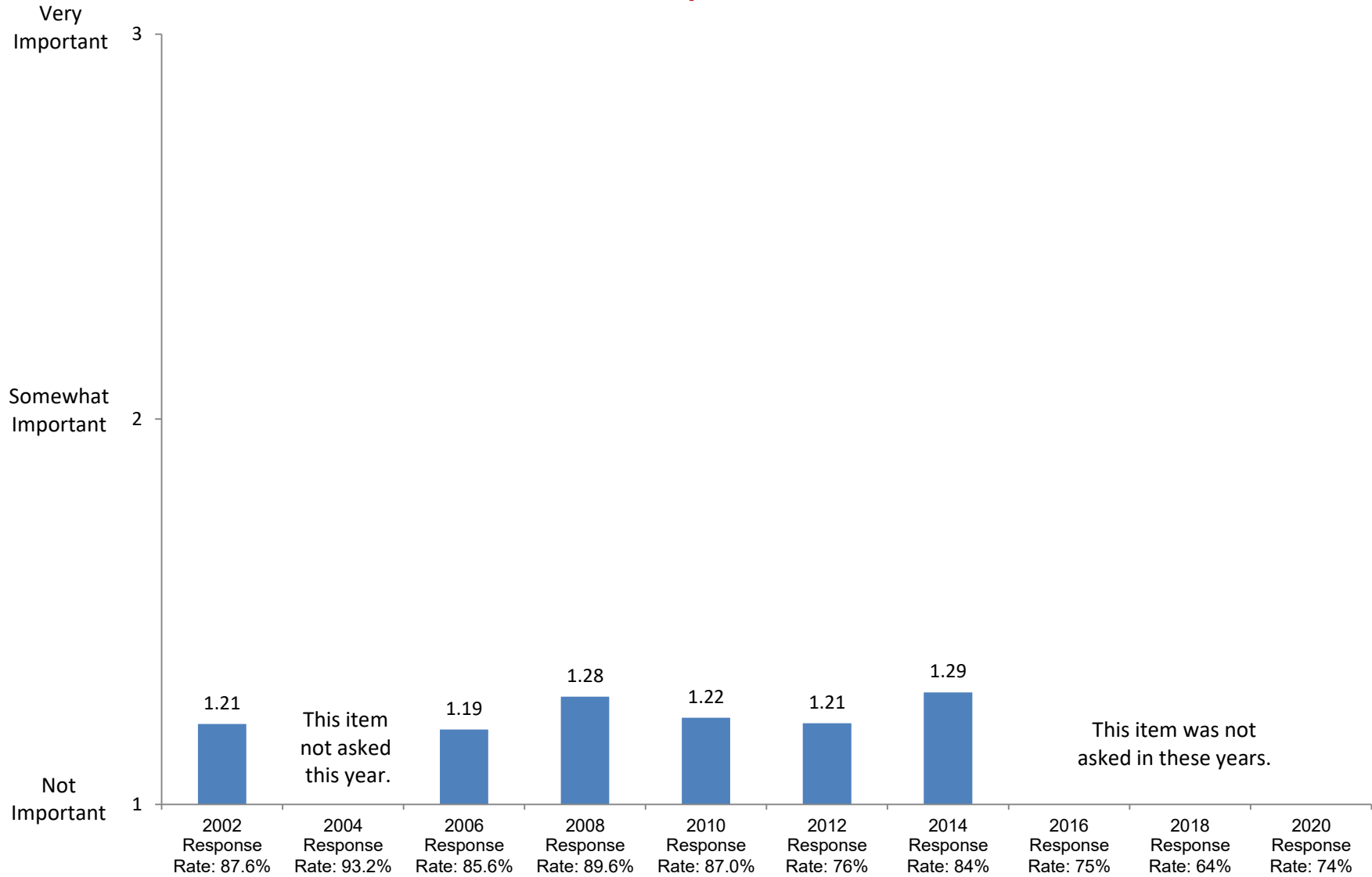
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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



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

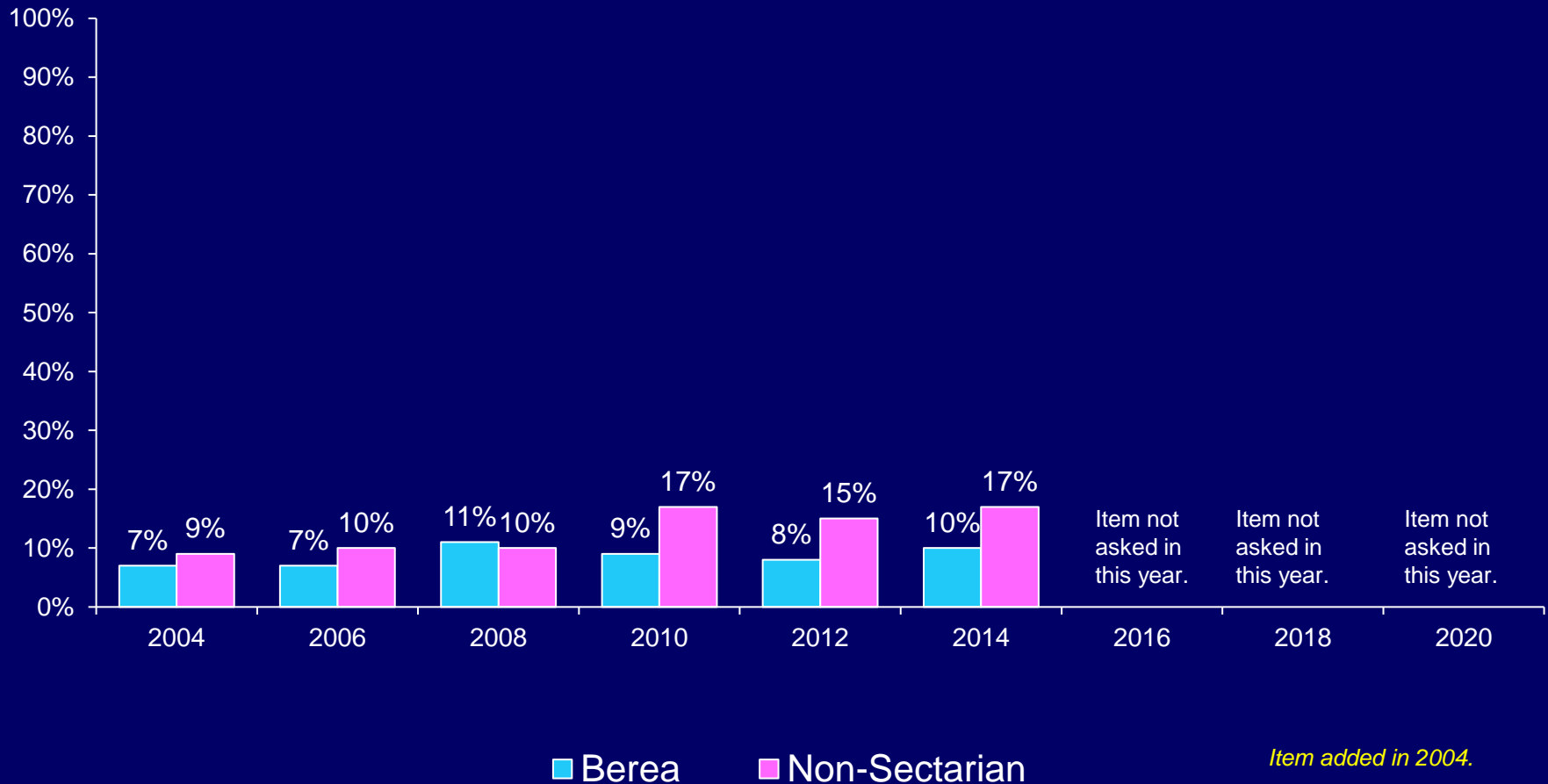
## The athletic department recruited me



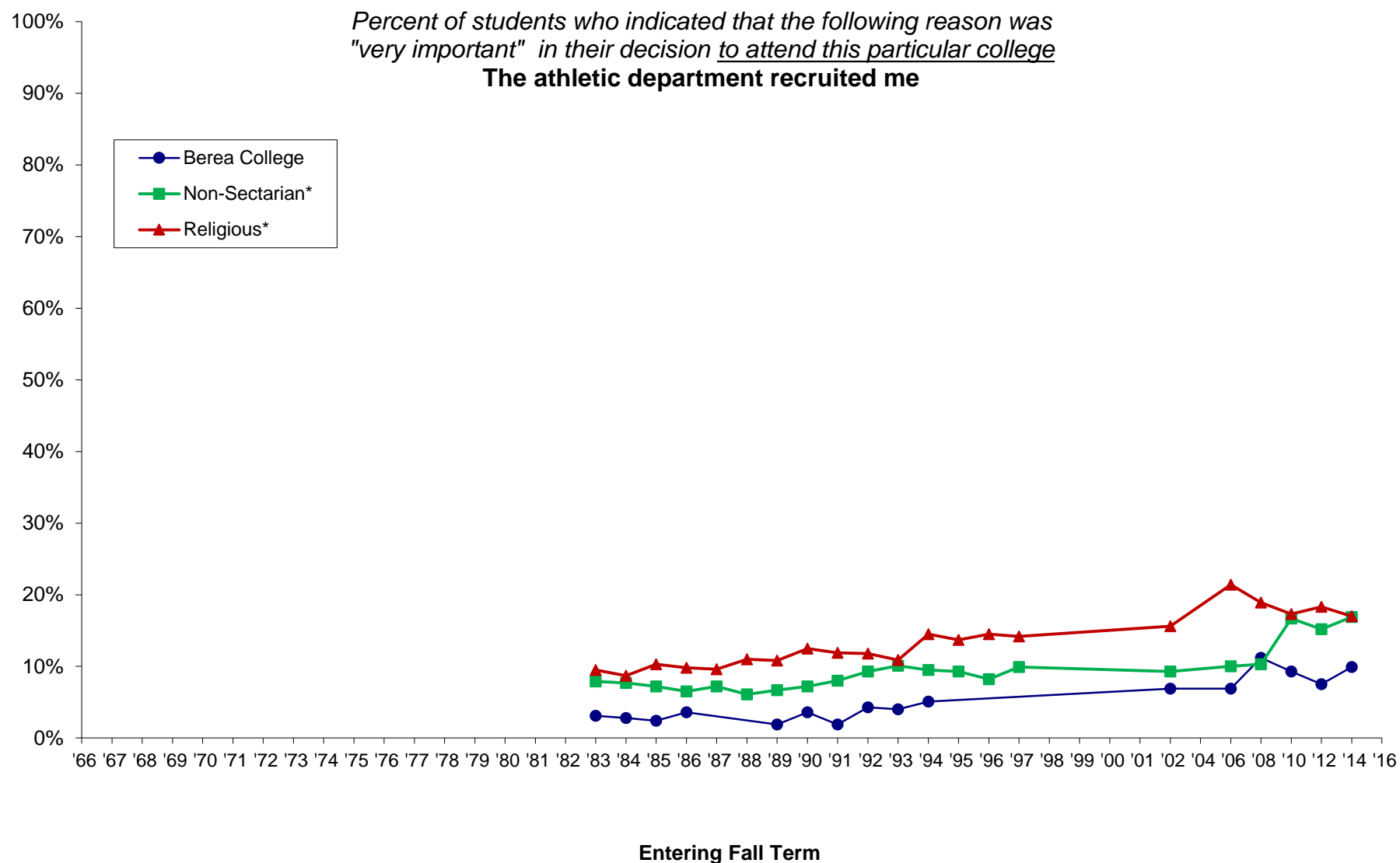
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## The athletic department recruited me



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

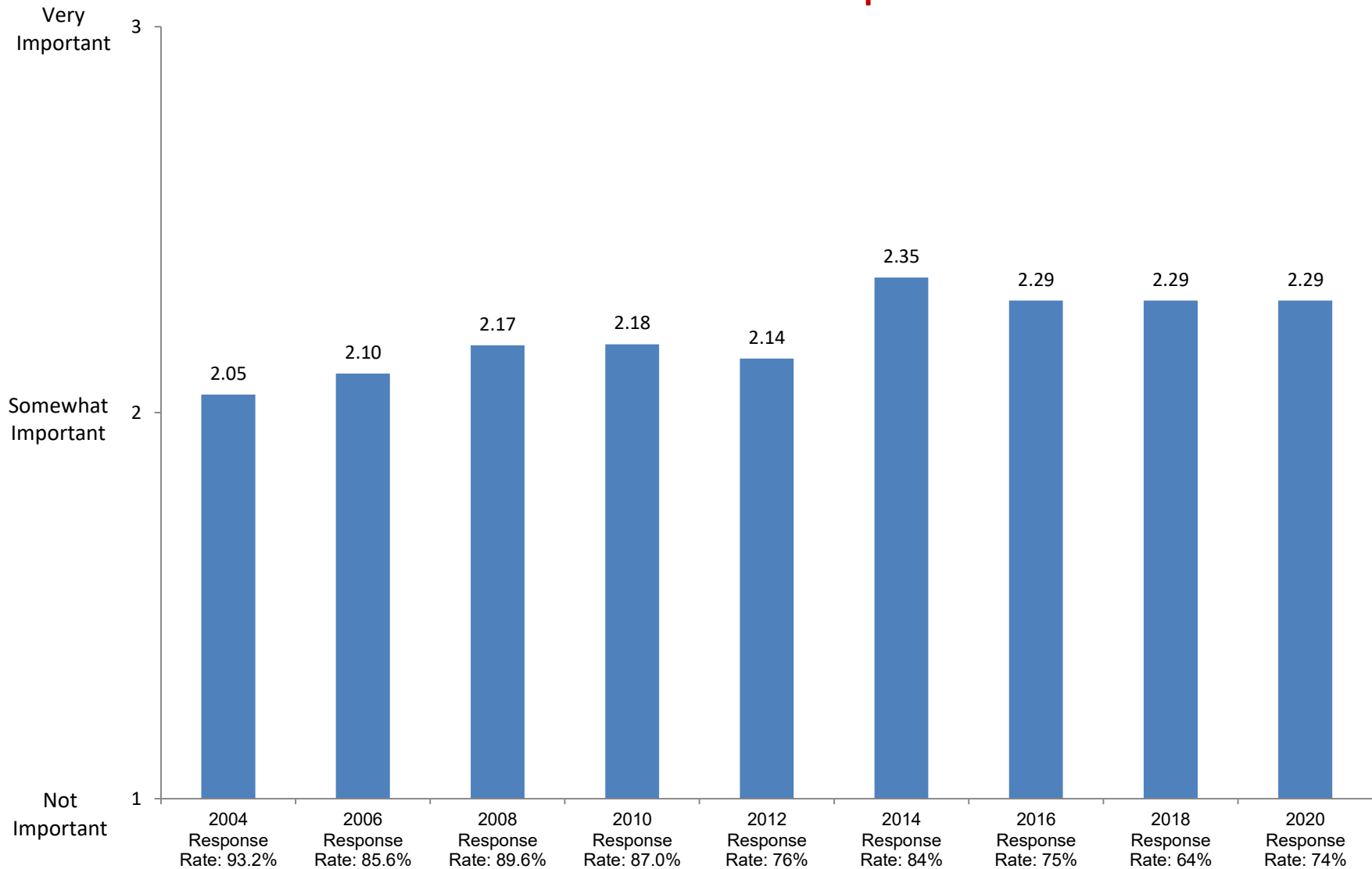


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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?

## A visit to this campus

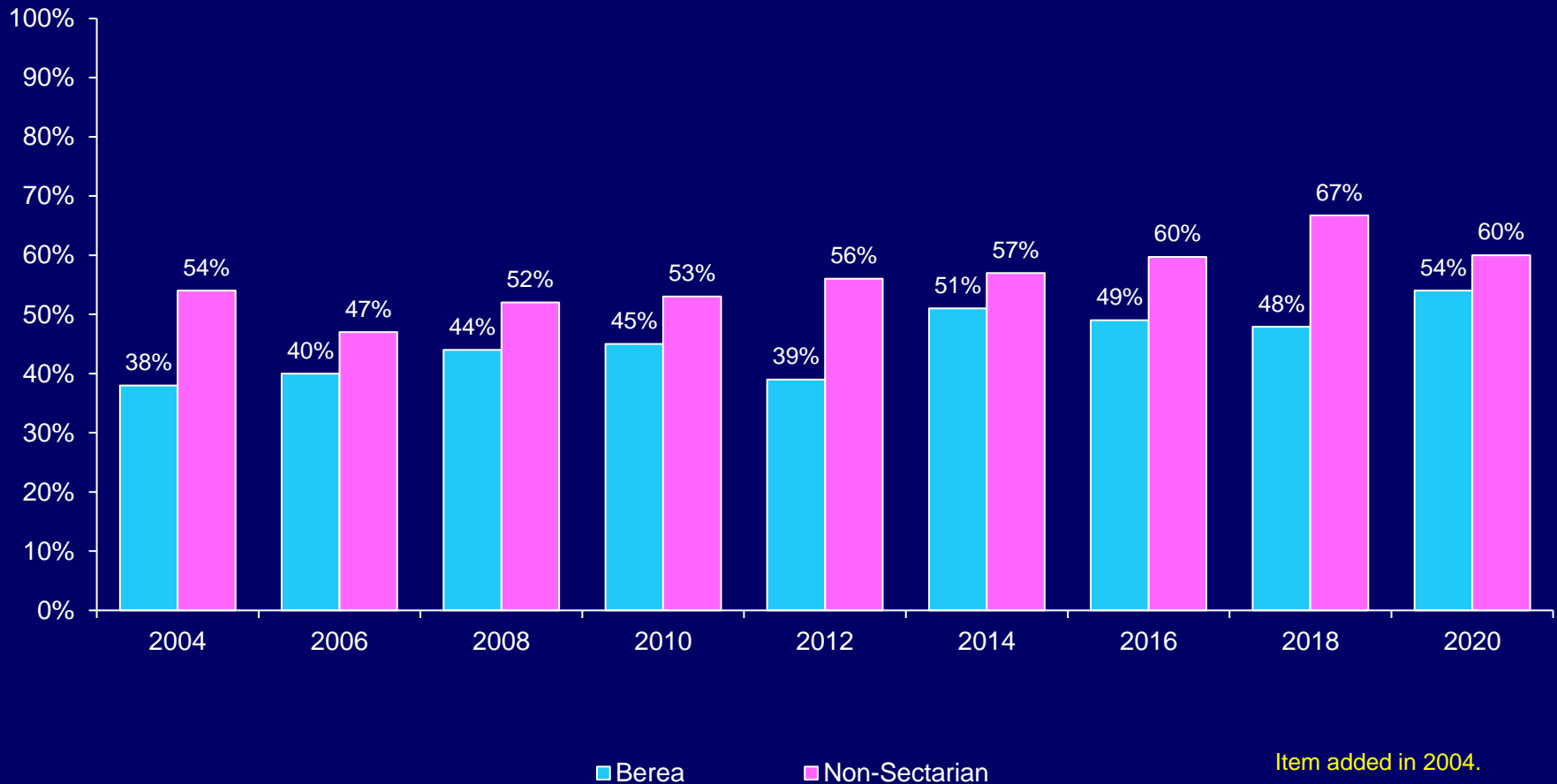


Item added in 2004.

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

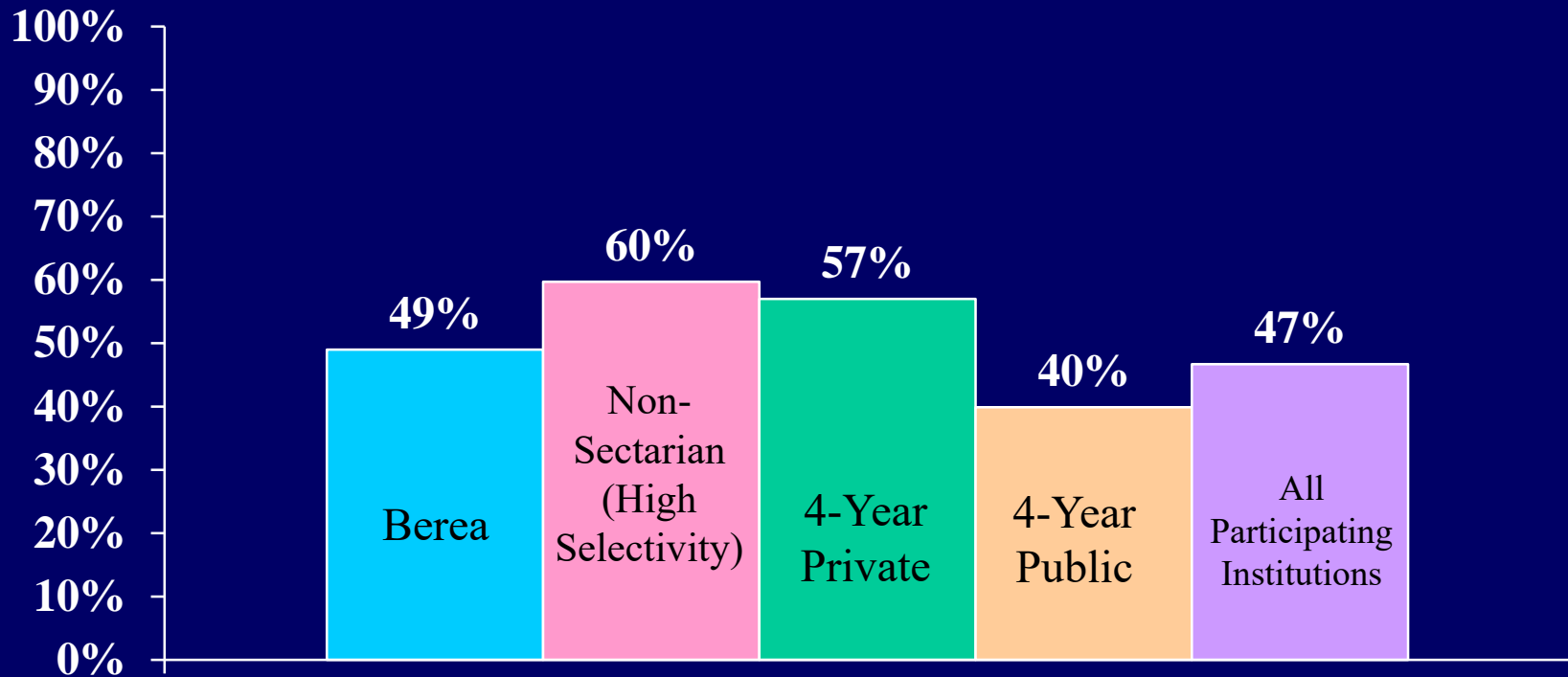
*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## A visit to this campus

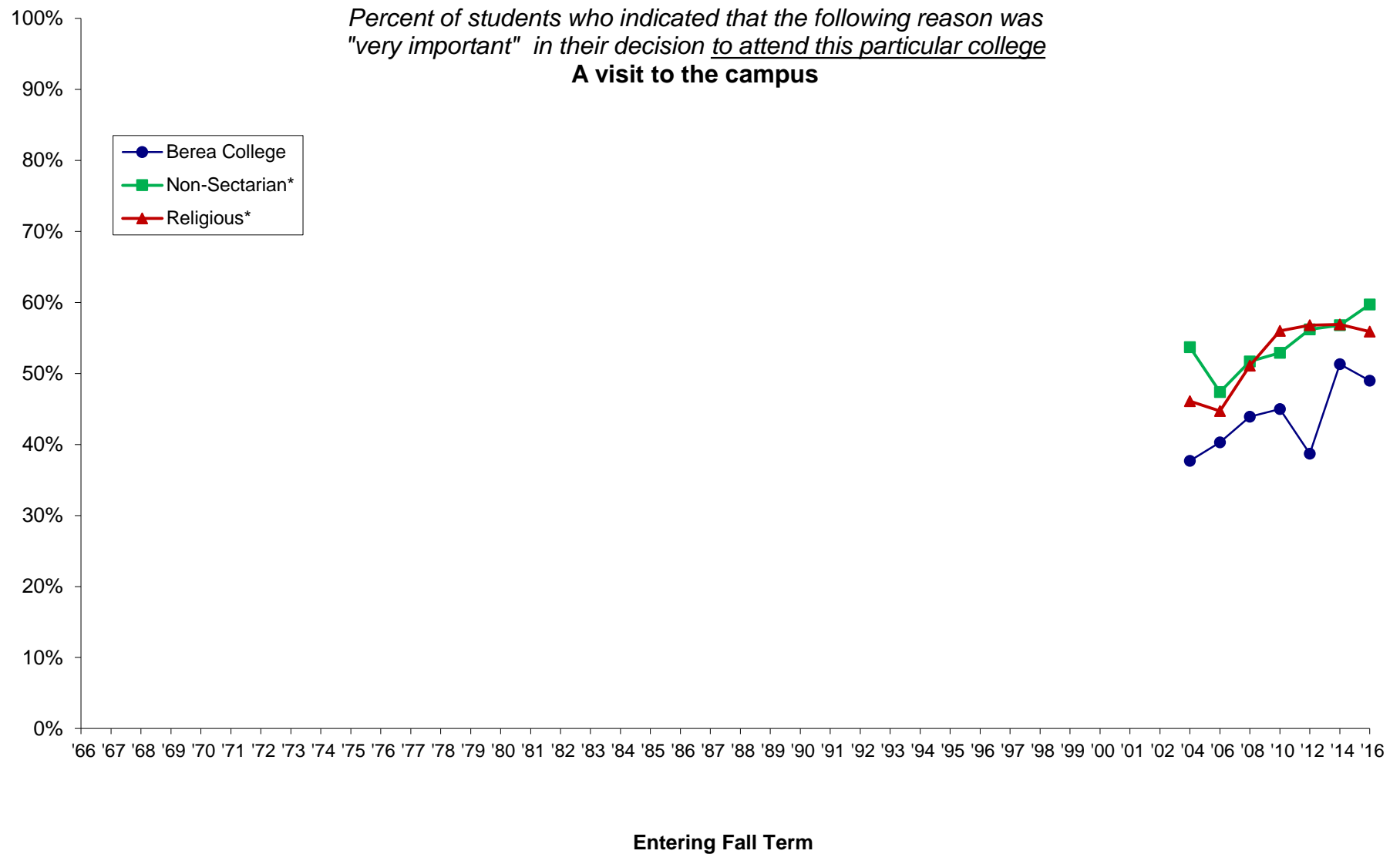


Percentage of students who rated item as “very important”:

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



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



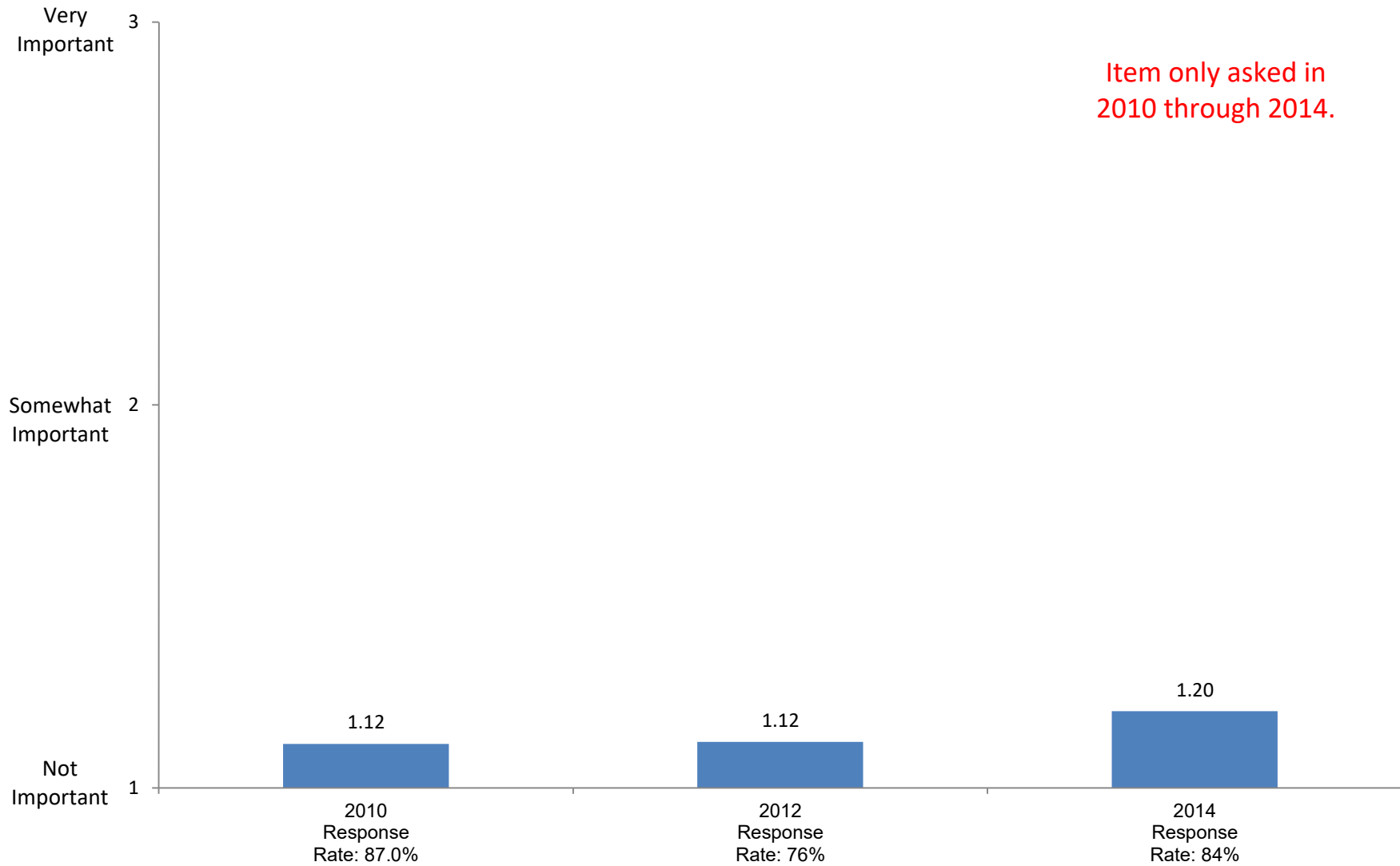
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

## Ability to take online courses

Item only asked in  
2010 through 2014.

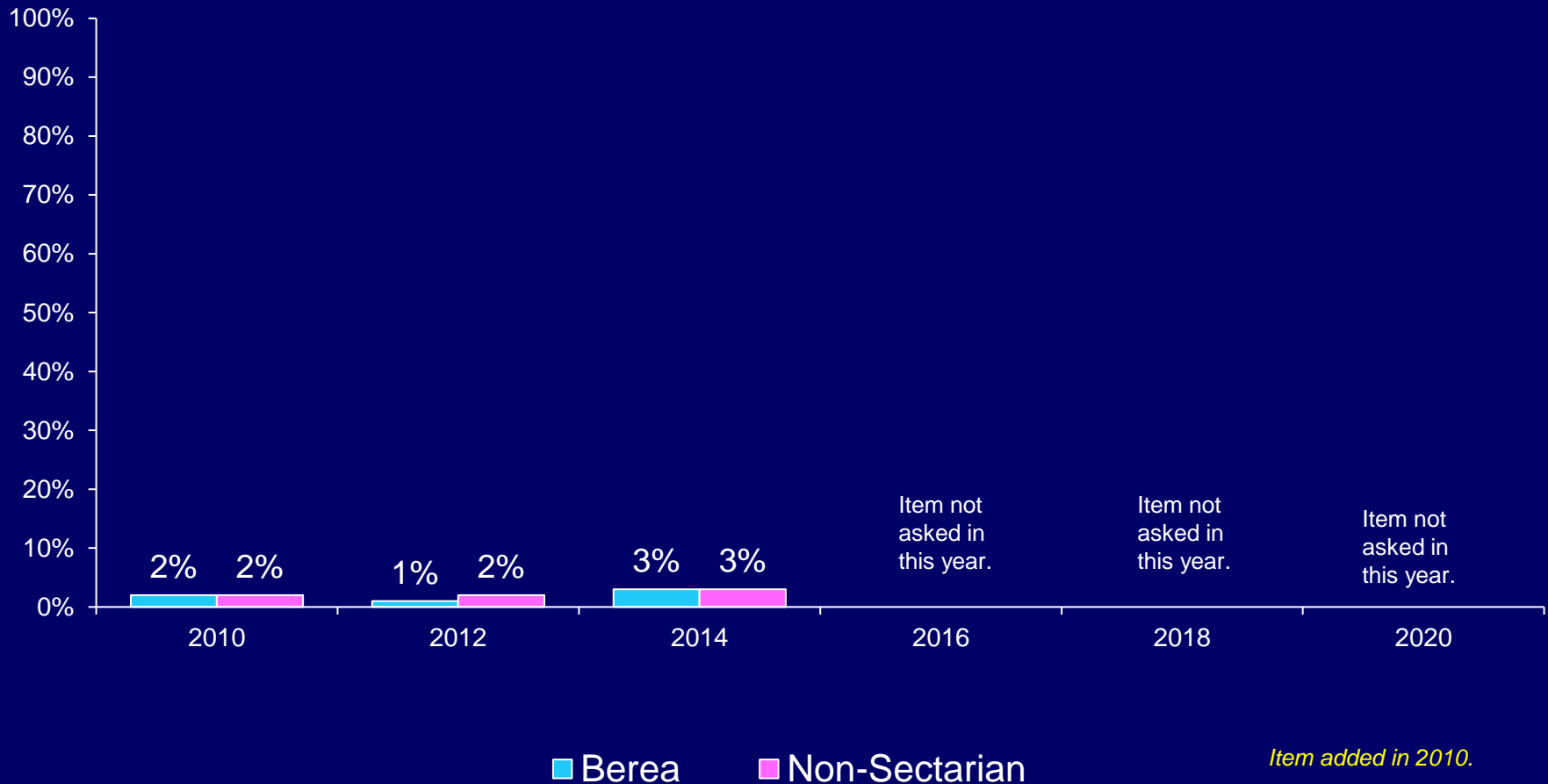


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

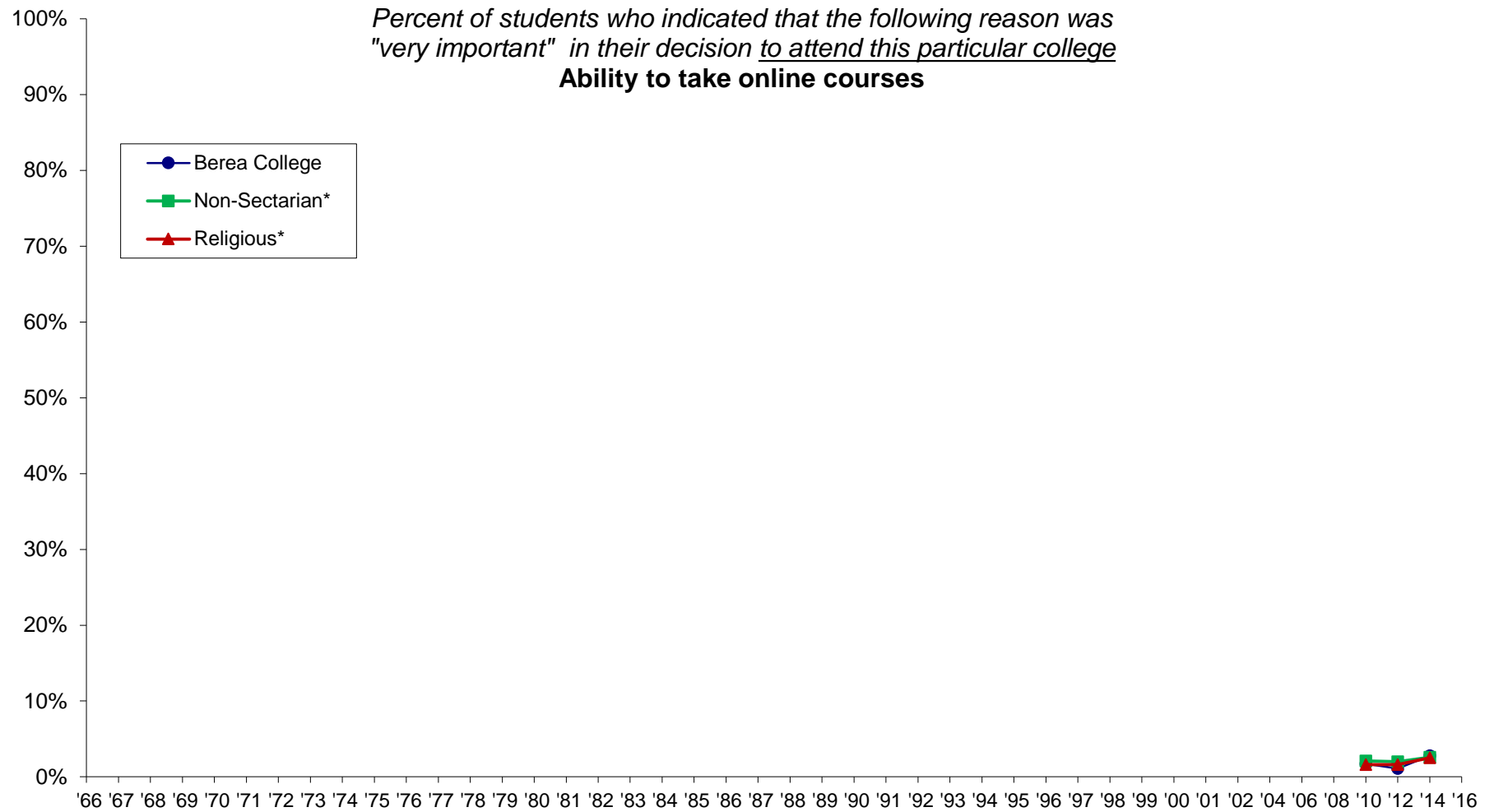


*Percent of students who indicated that the following was “very important”  
in their decision to come to this college*

## **Ability to take online courses**



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



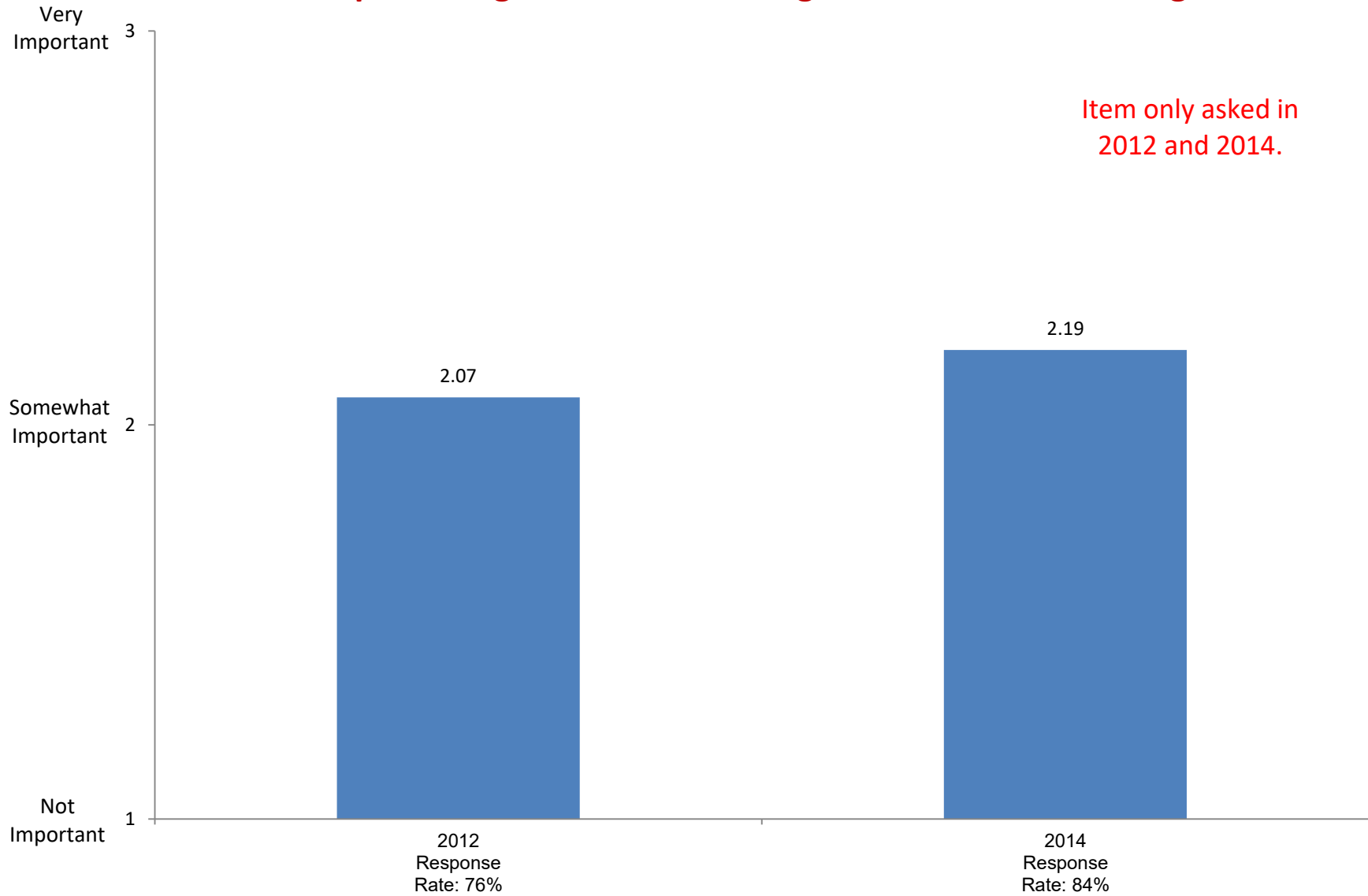
**Entering Fall Term**

\*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?

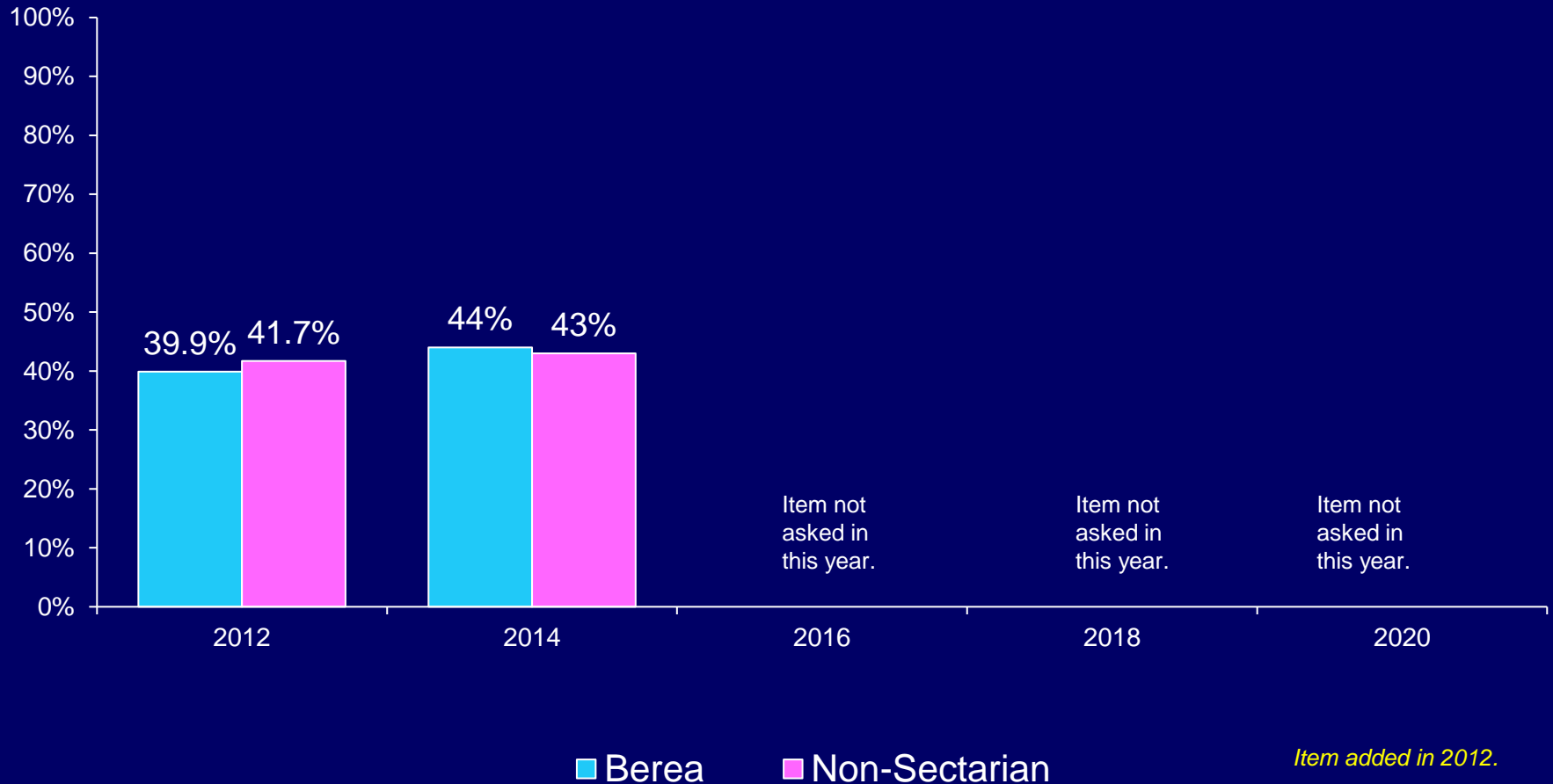
## The percentage of students that graduate from this college



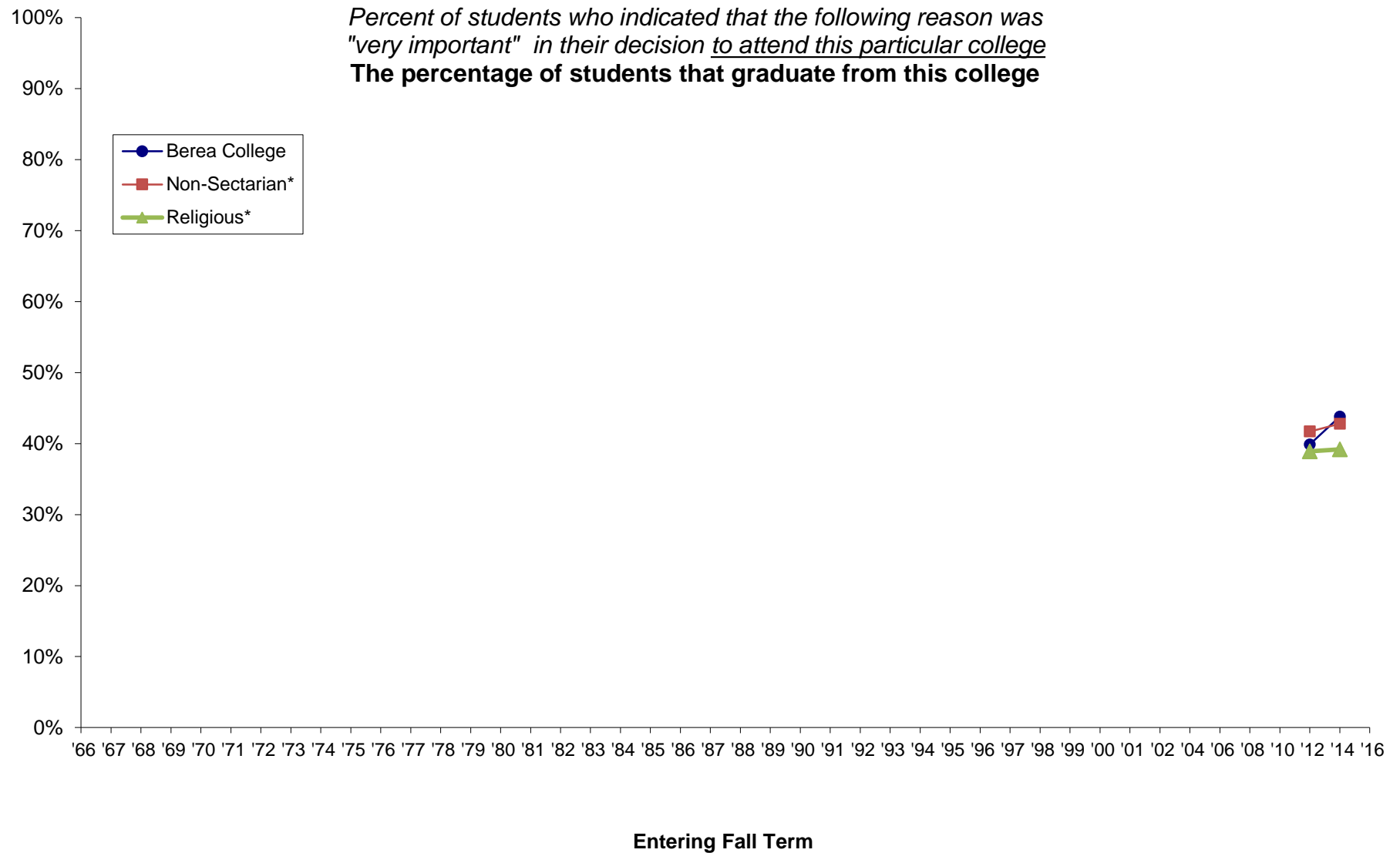
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

## The percentage of students that graduate from this college



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

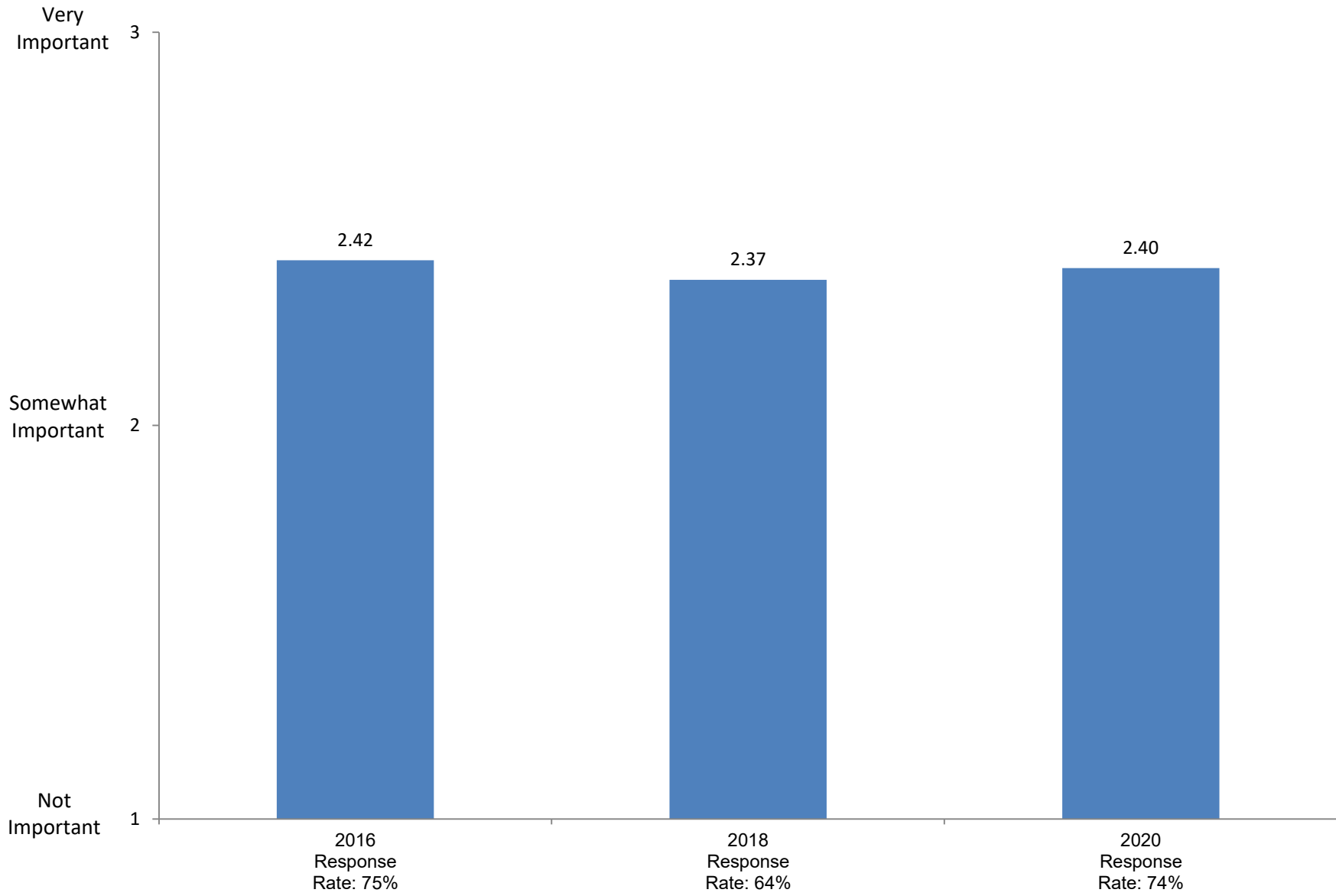


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

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

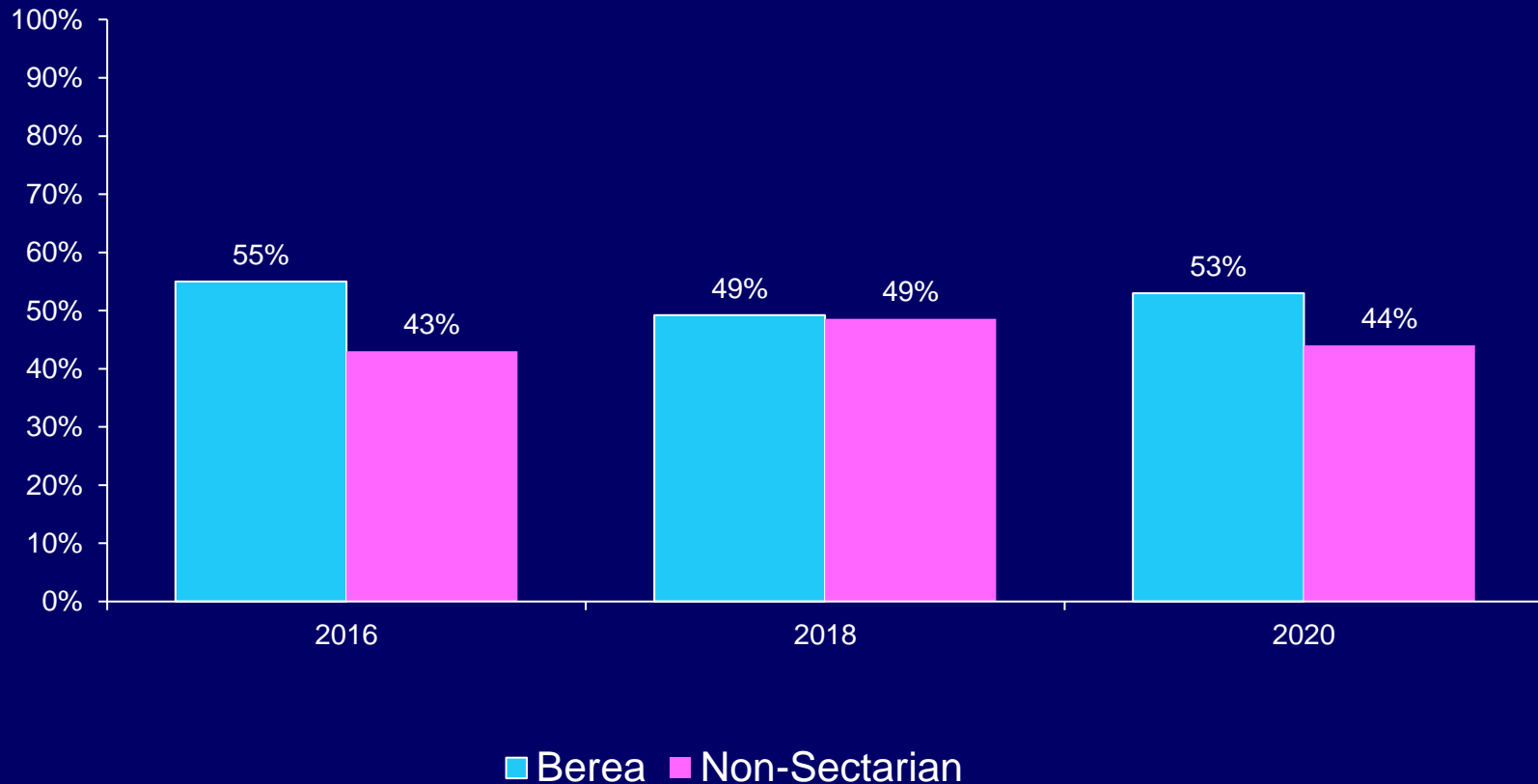


Item added in 2016.

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

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

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

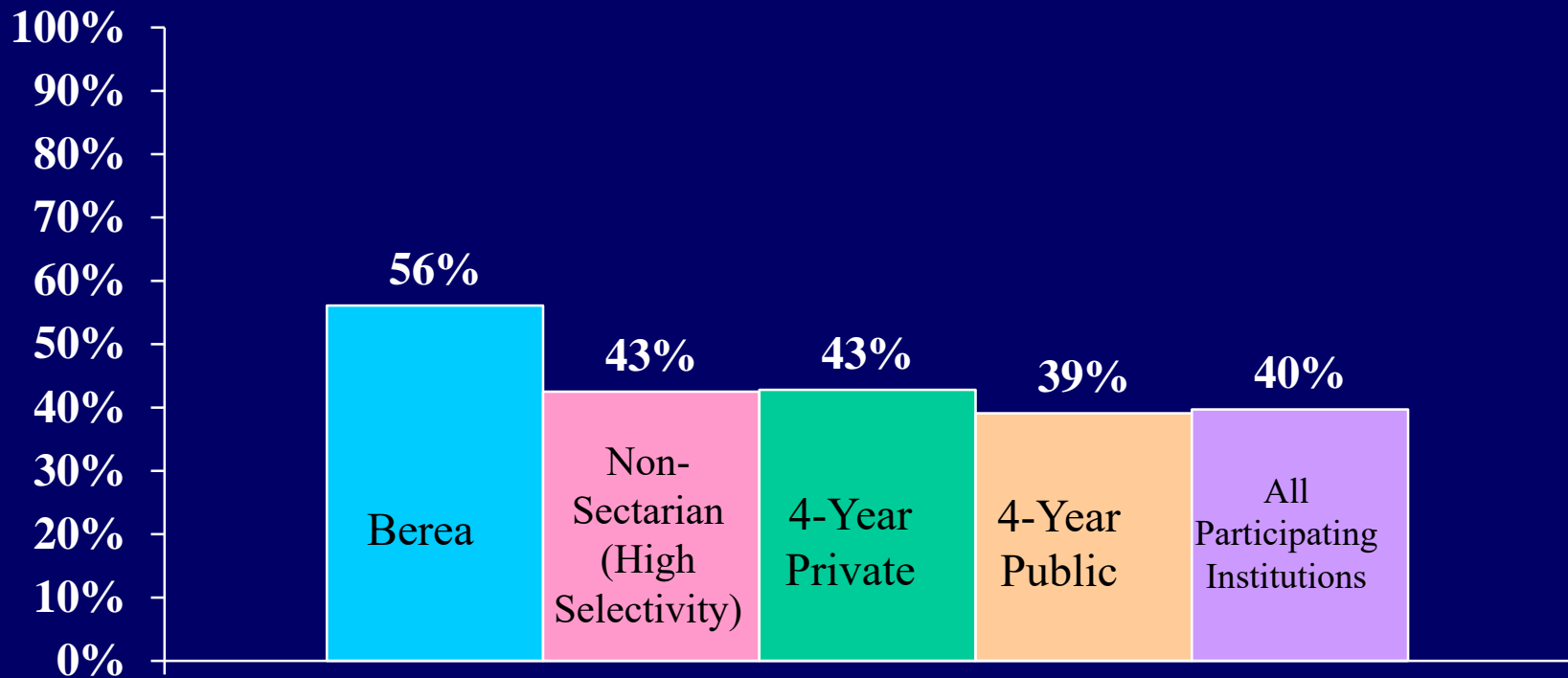


*Item added in 2016.*

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

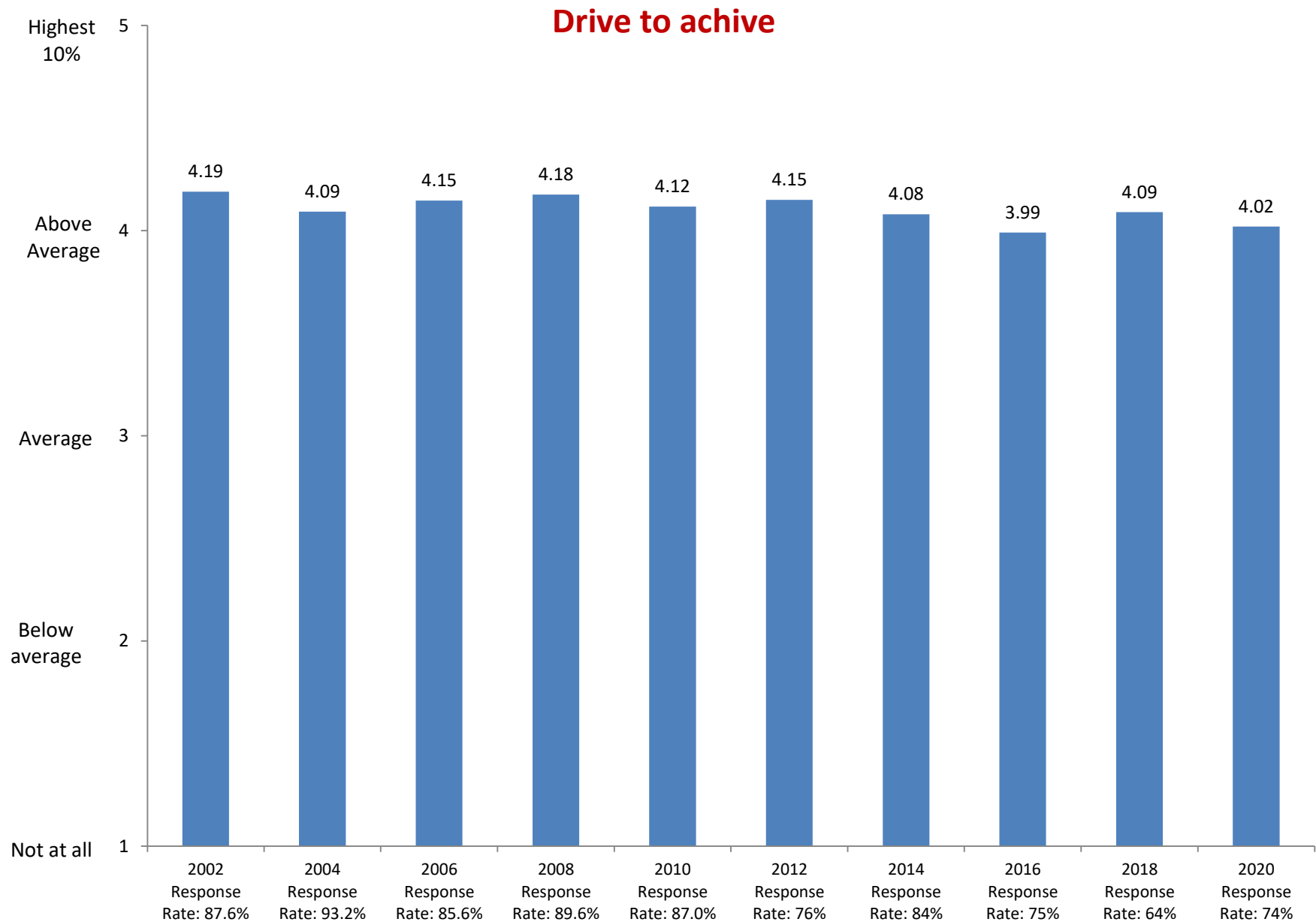
*This college’s graduates make a difference in the world.*

*(for decision to attend this particular college)*





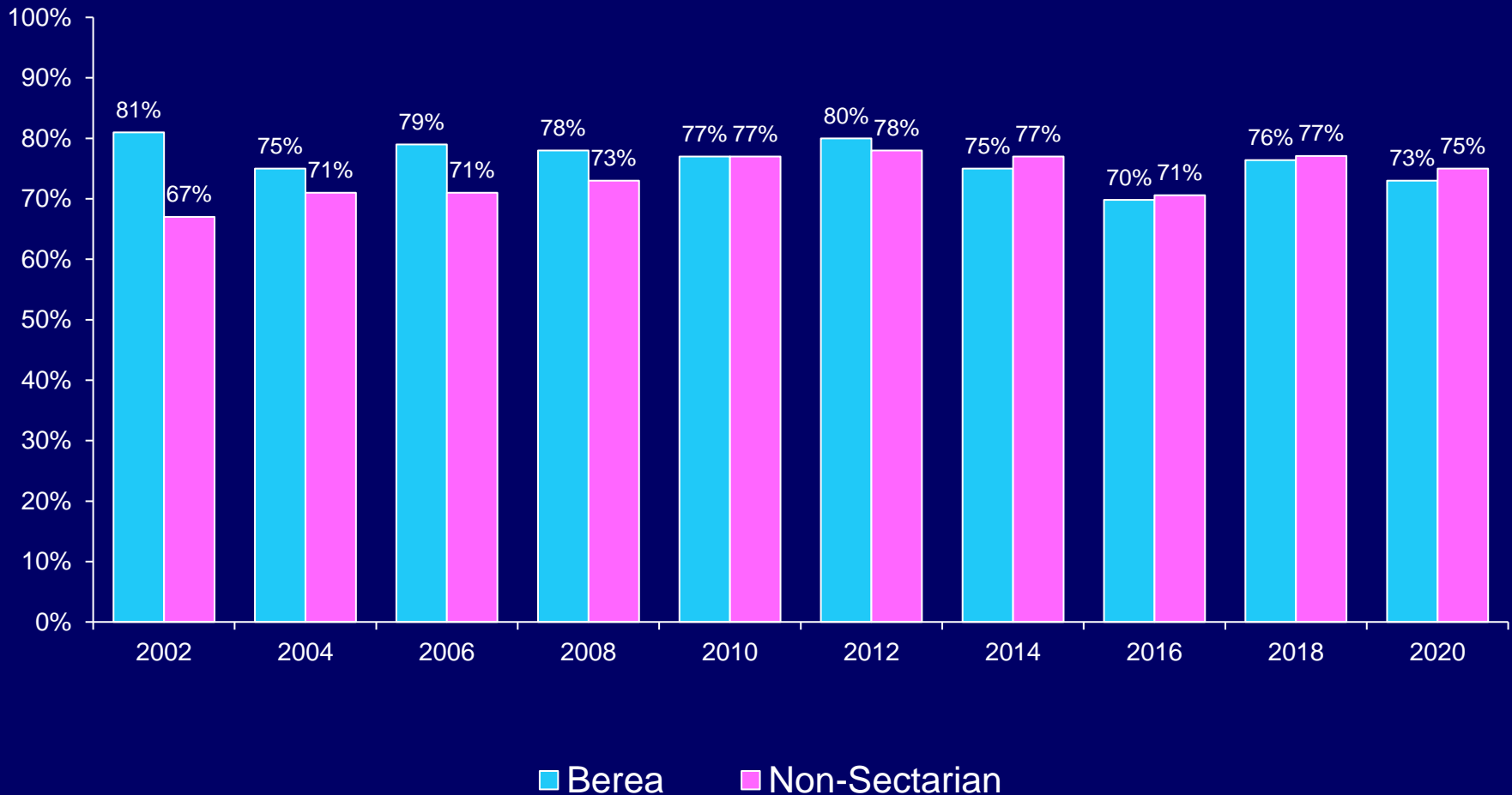
Rate yourself on each of the following traits as a compared with the average person your age.



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

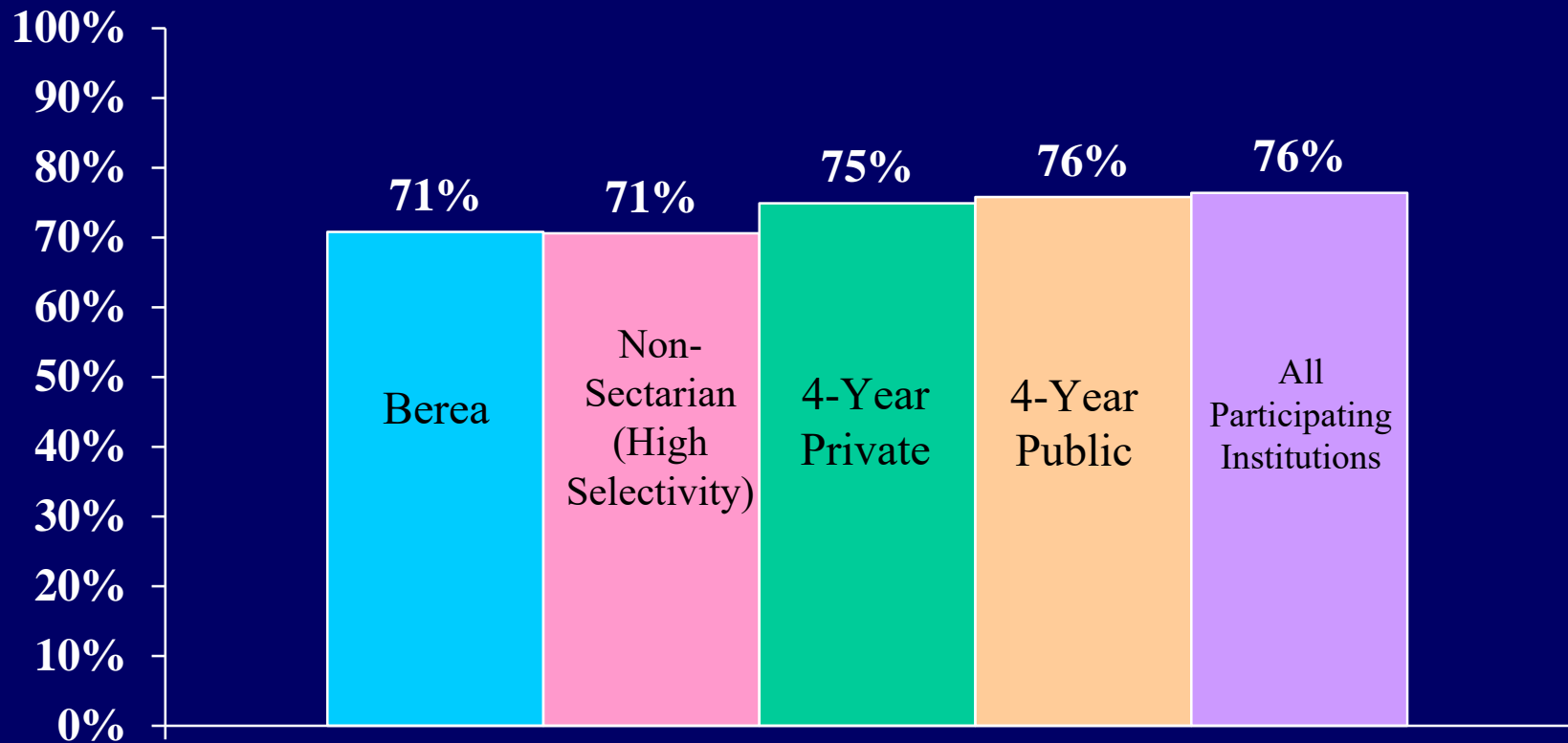
*Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:*

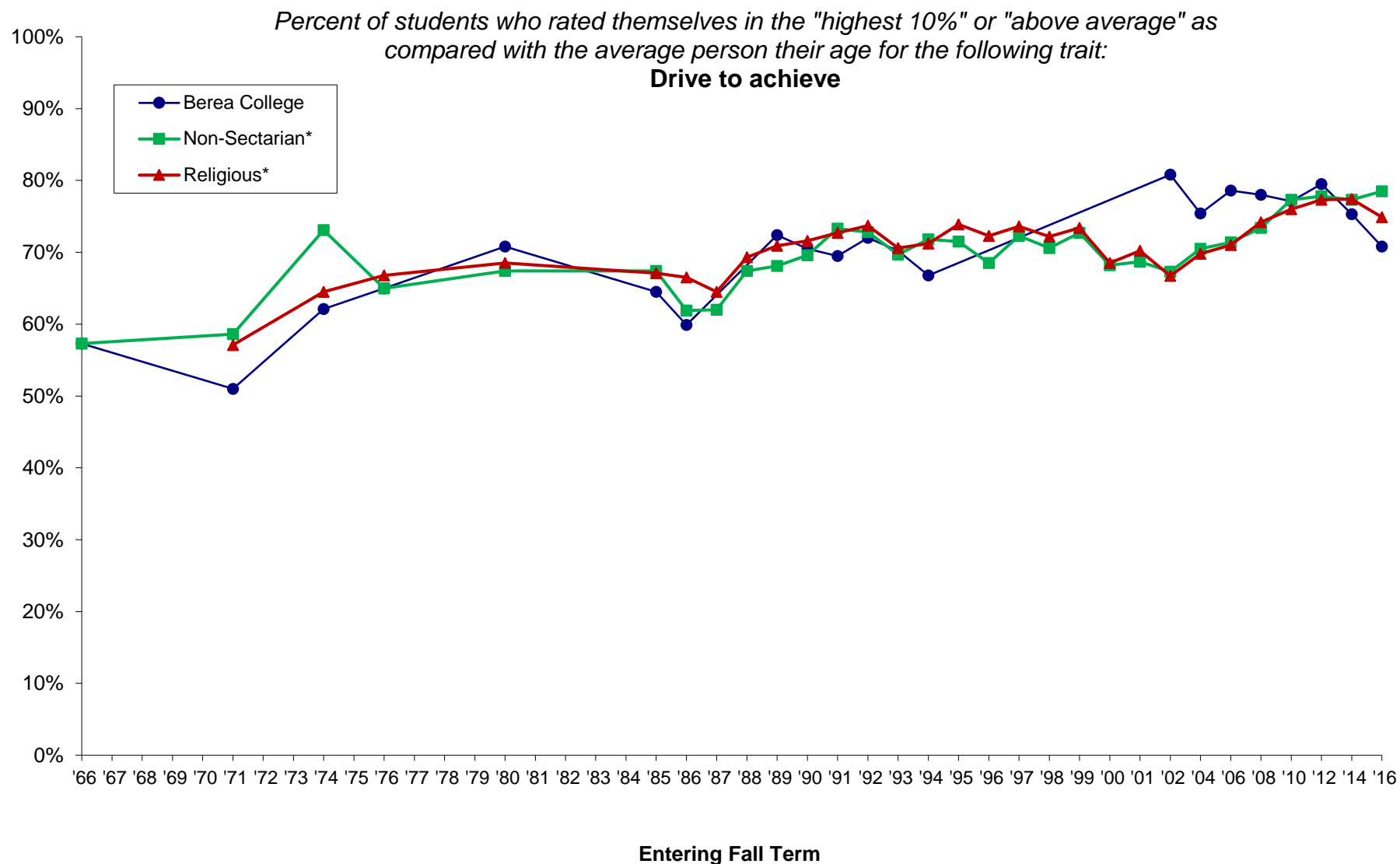
## Drive to achieve



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

## *Drive to achieve*

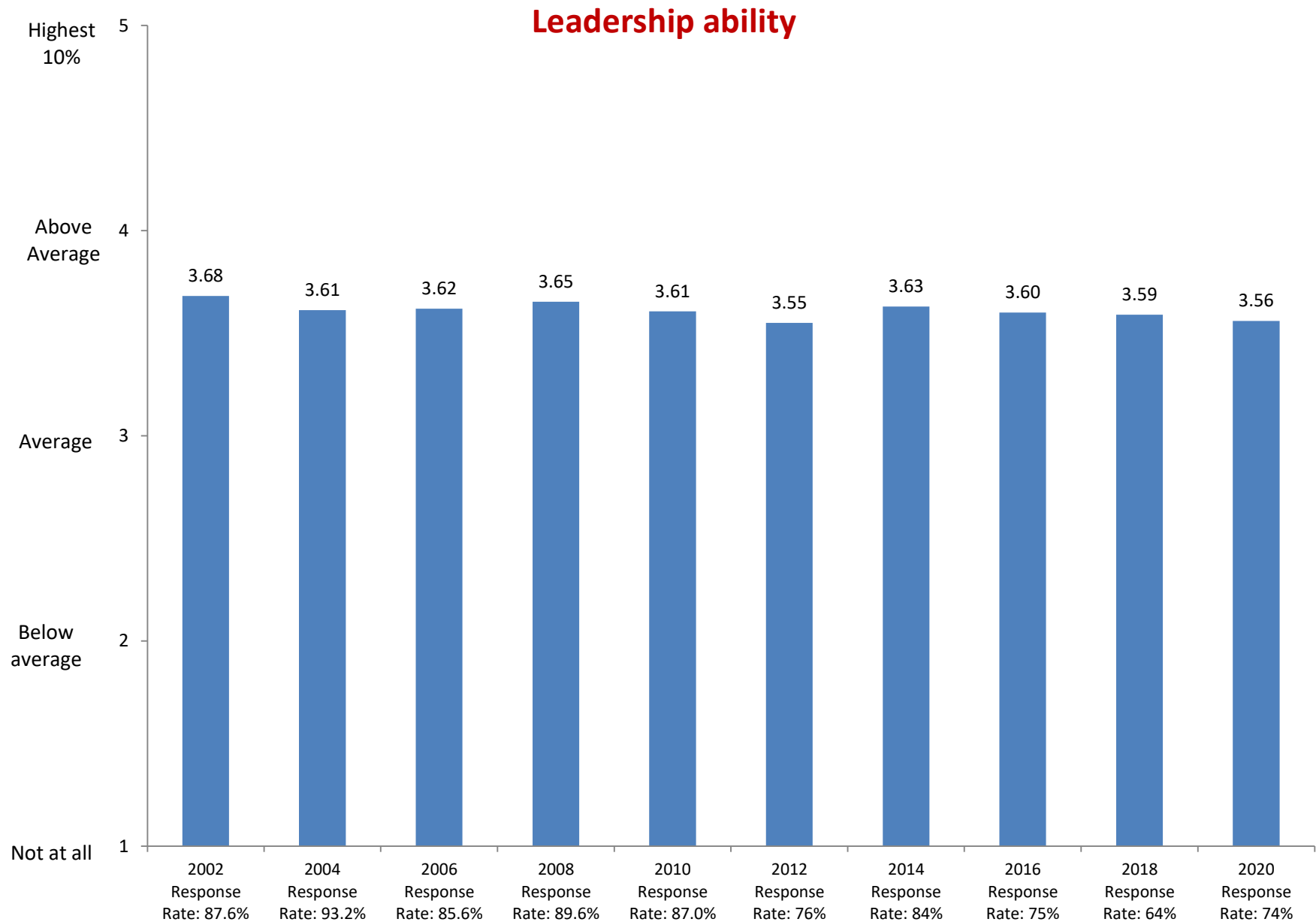




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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

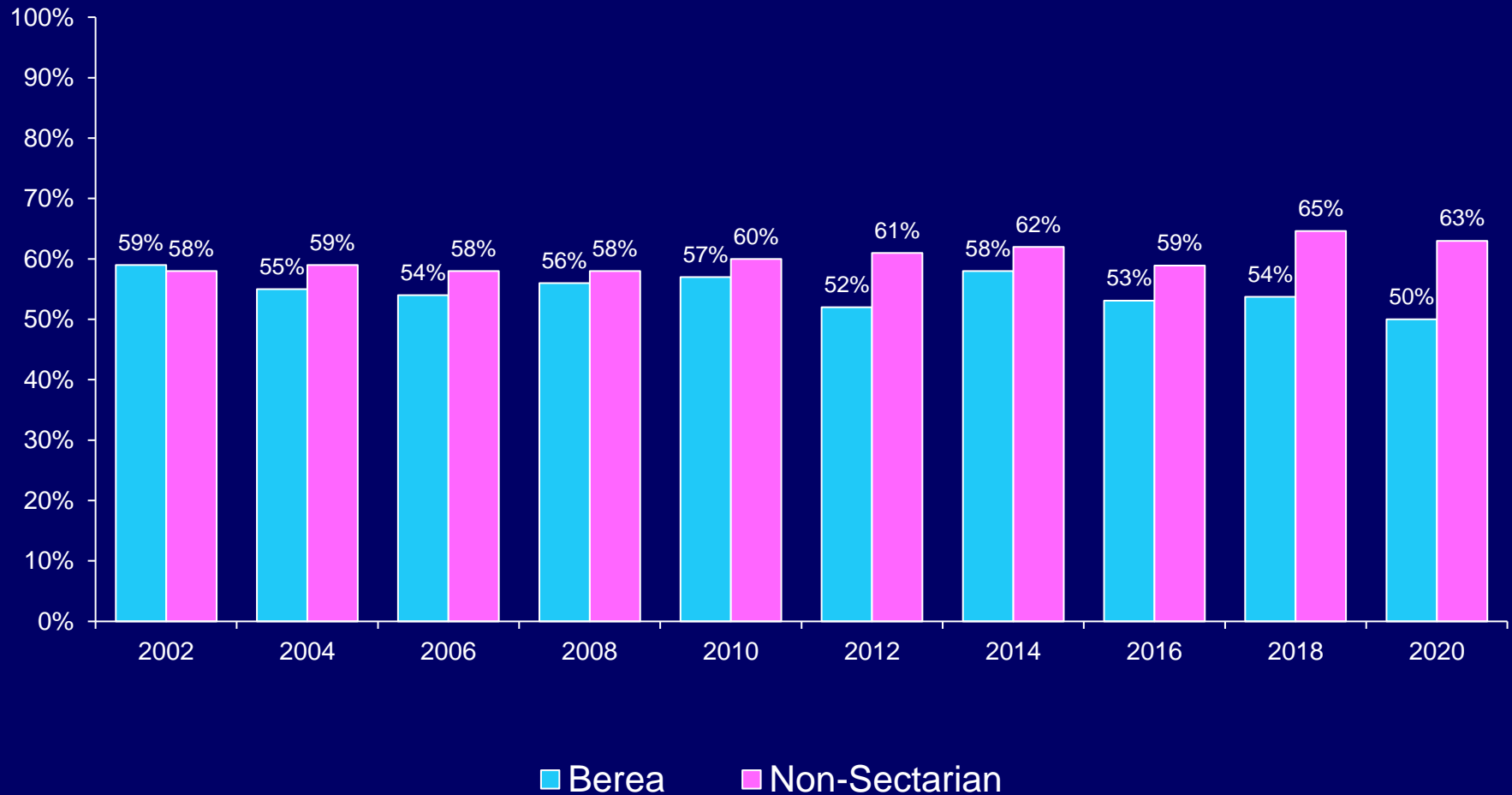
Rate yourself on each of the following traits as a compared with the average person your age.



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

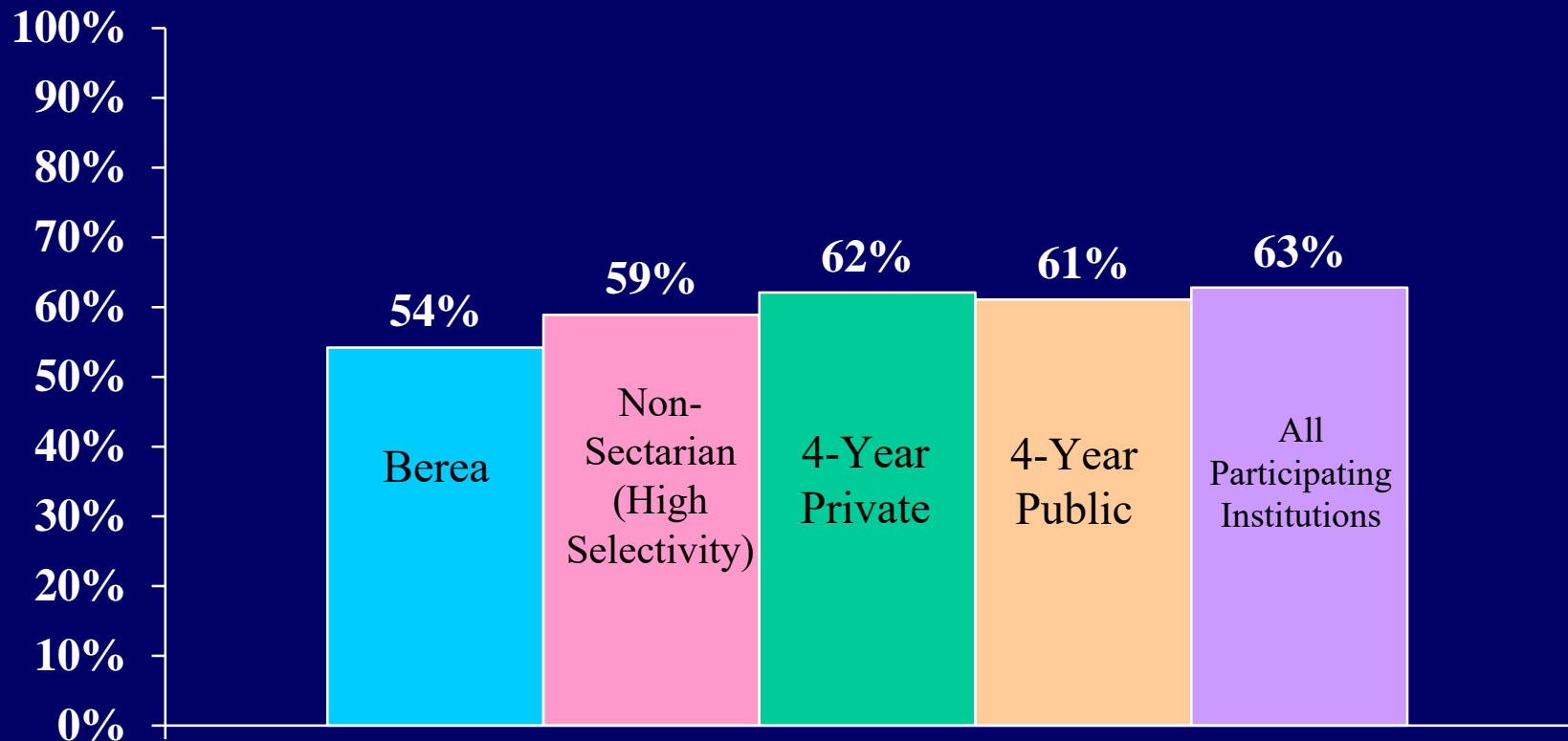
*Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:*

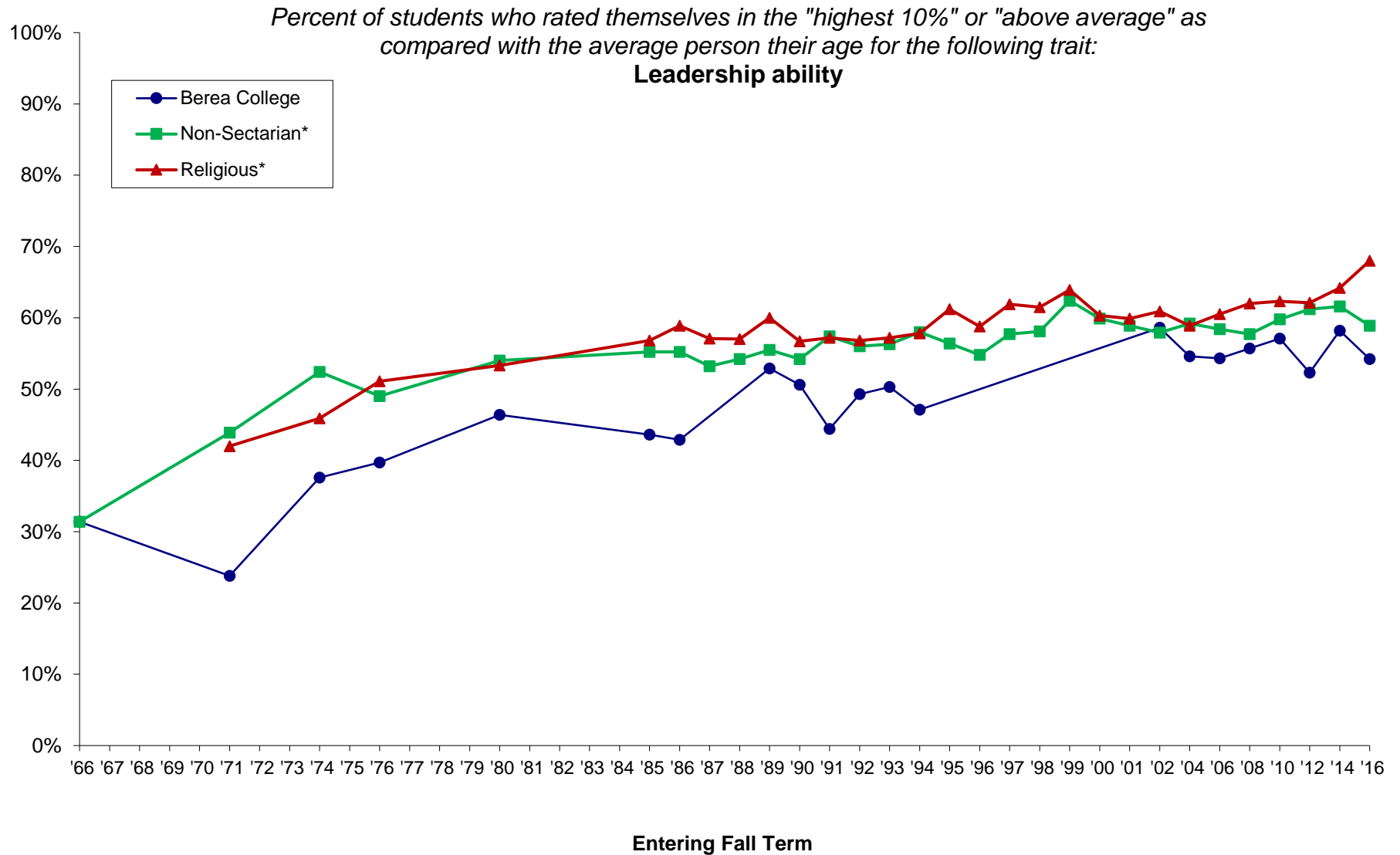
## Leadership ability



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

## *Leadership Ability*



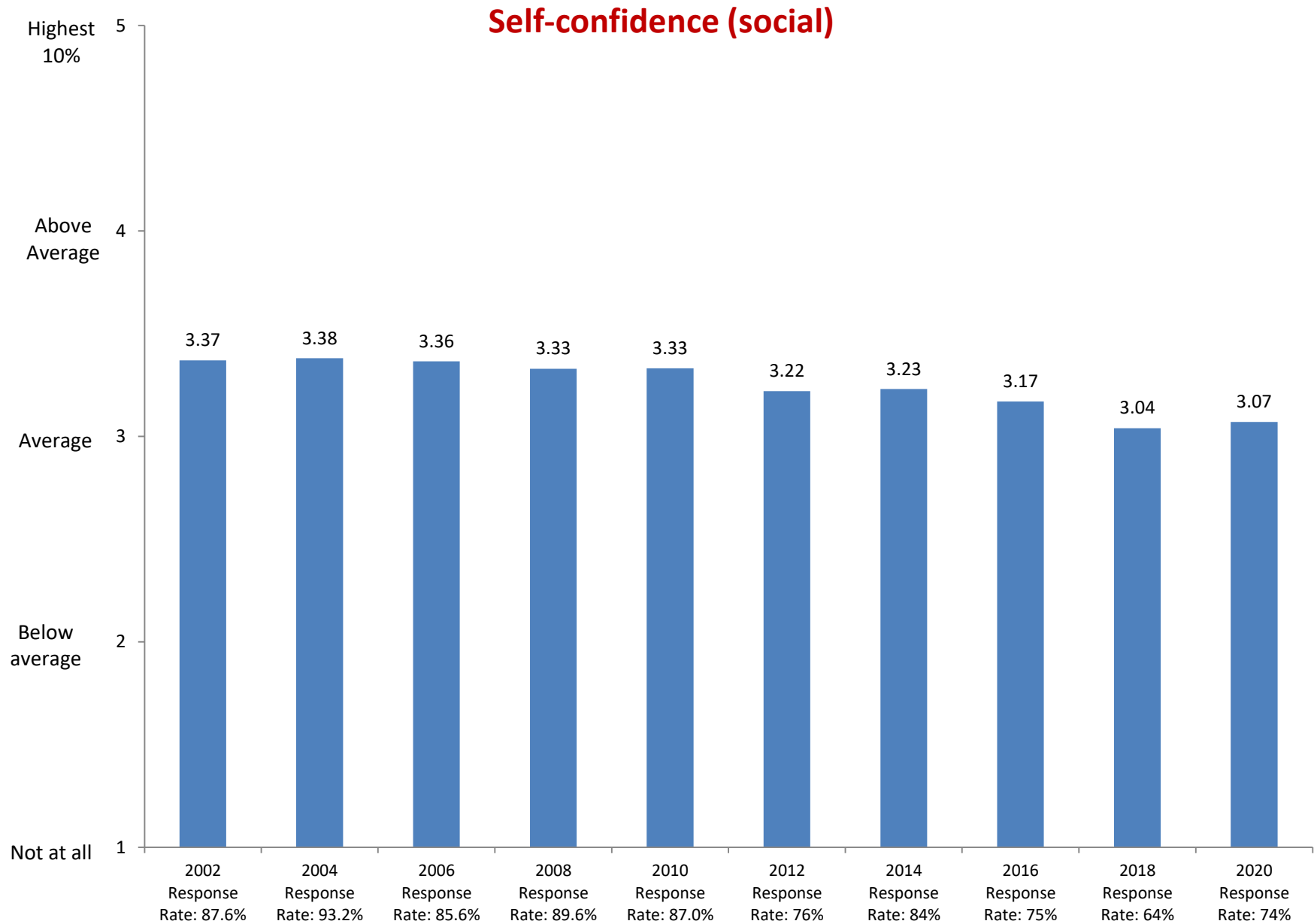


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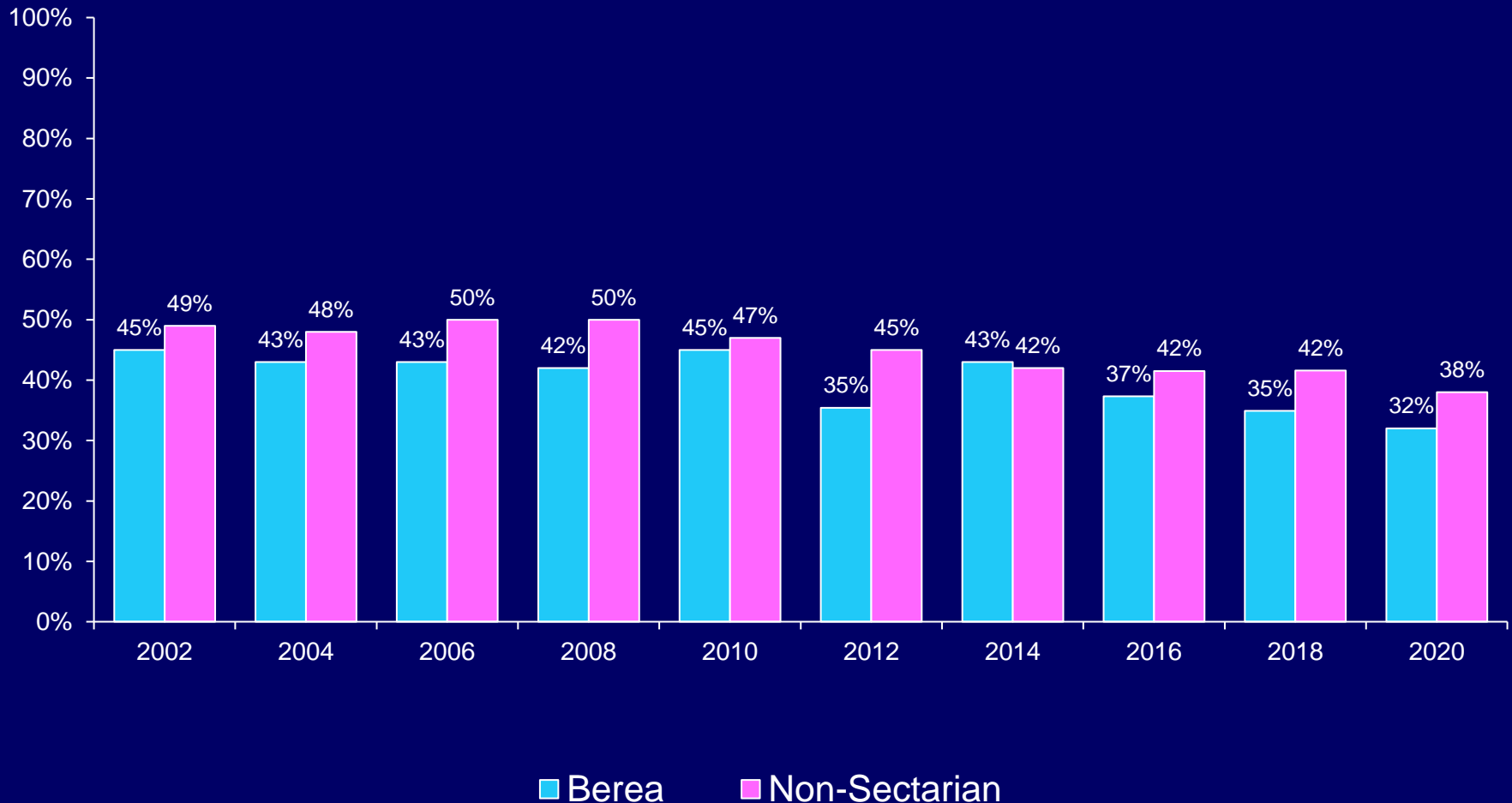


Rate yourself on each of the following traits as a compared with the average person your age.



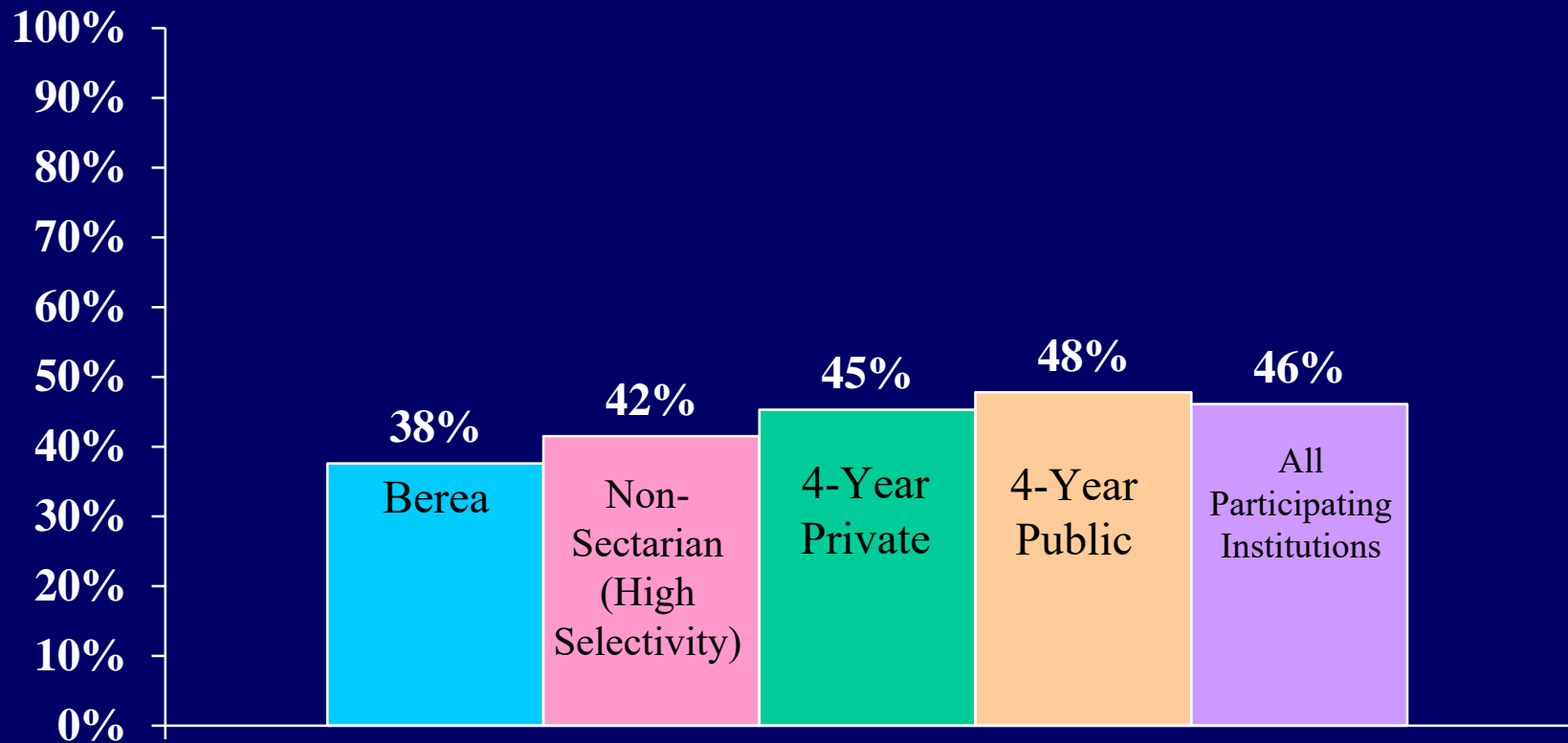
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

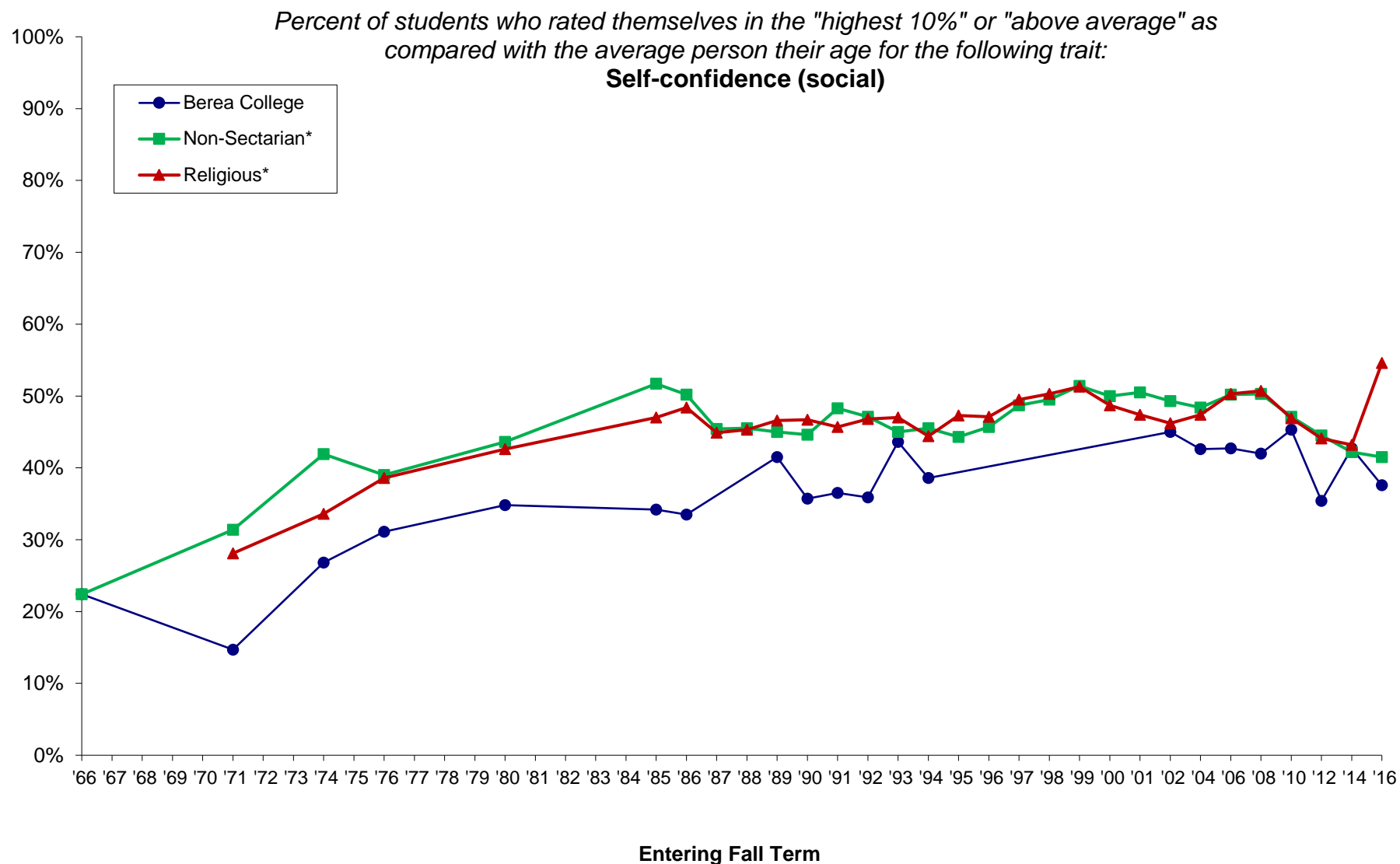
*Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:*  
**Self-confidence (social)**



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

## *Self-confidence (social)*



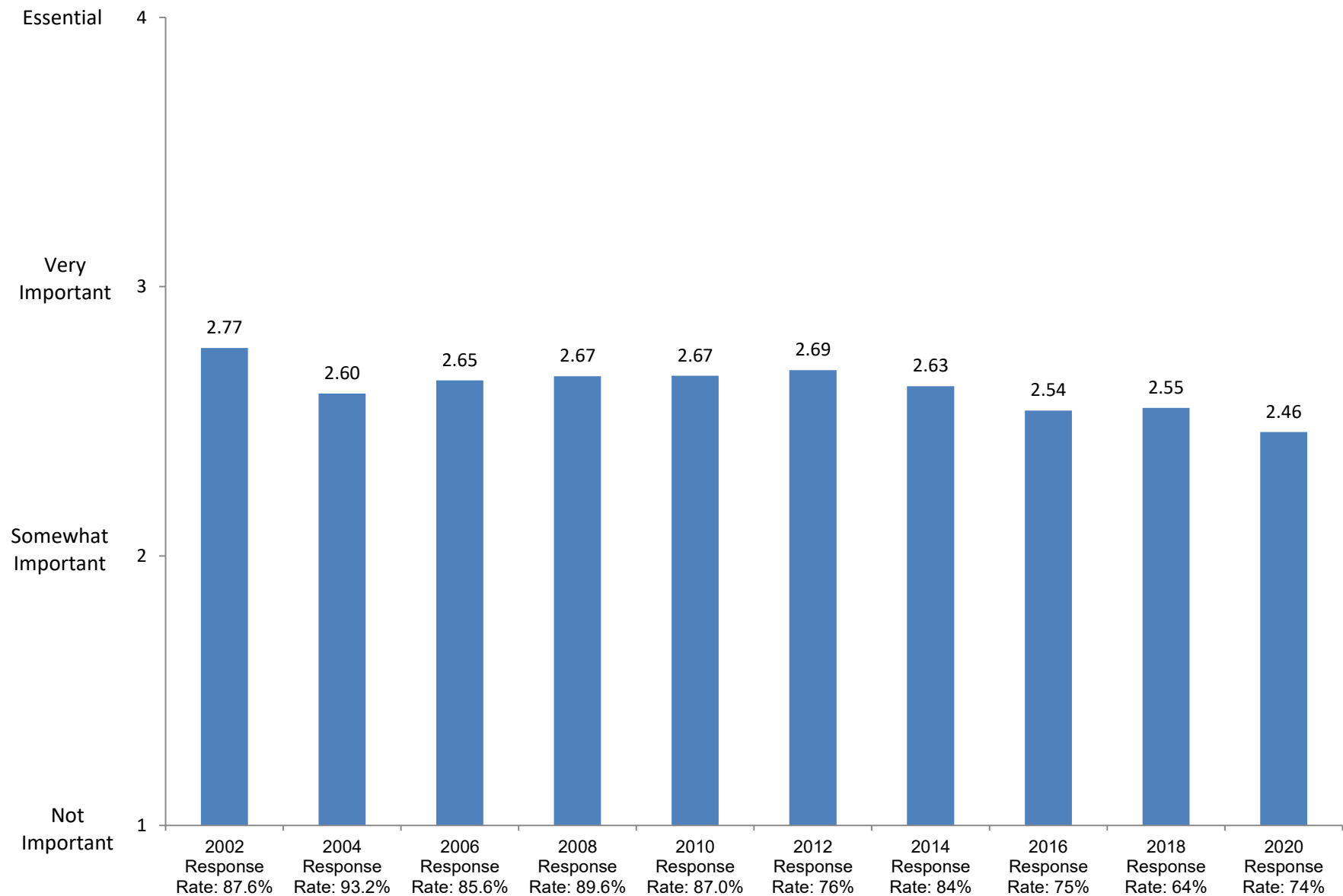


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

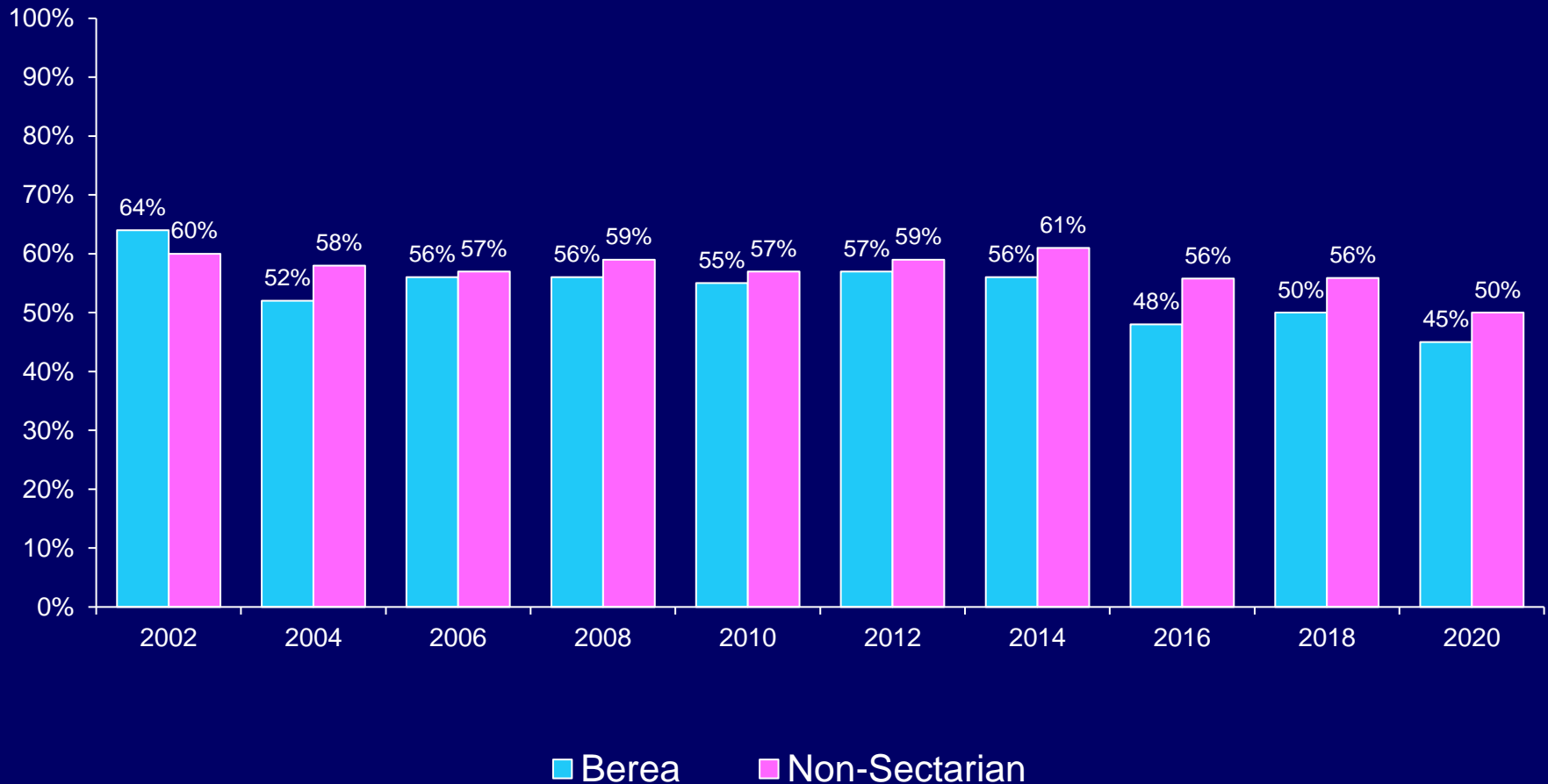
## Becoming an authority in my field



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

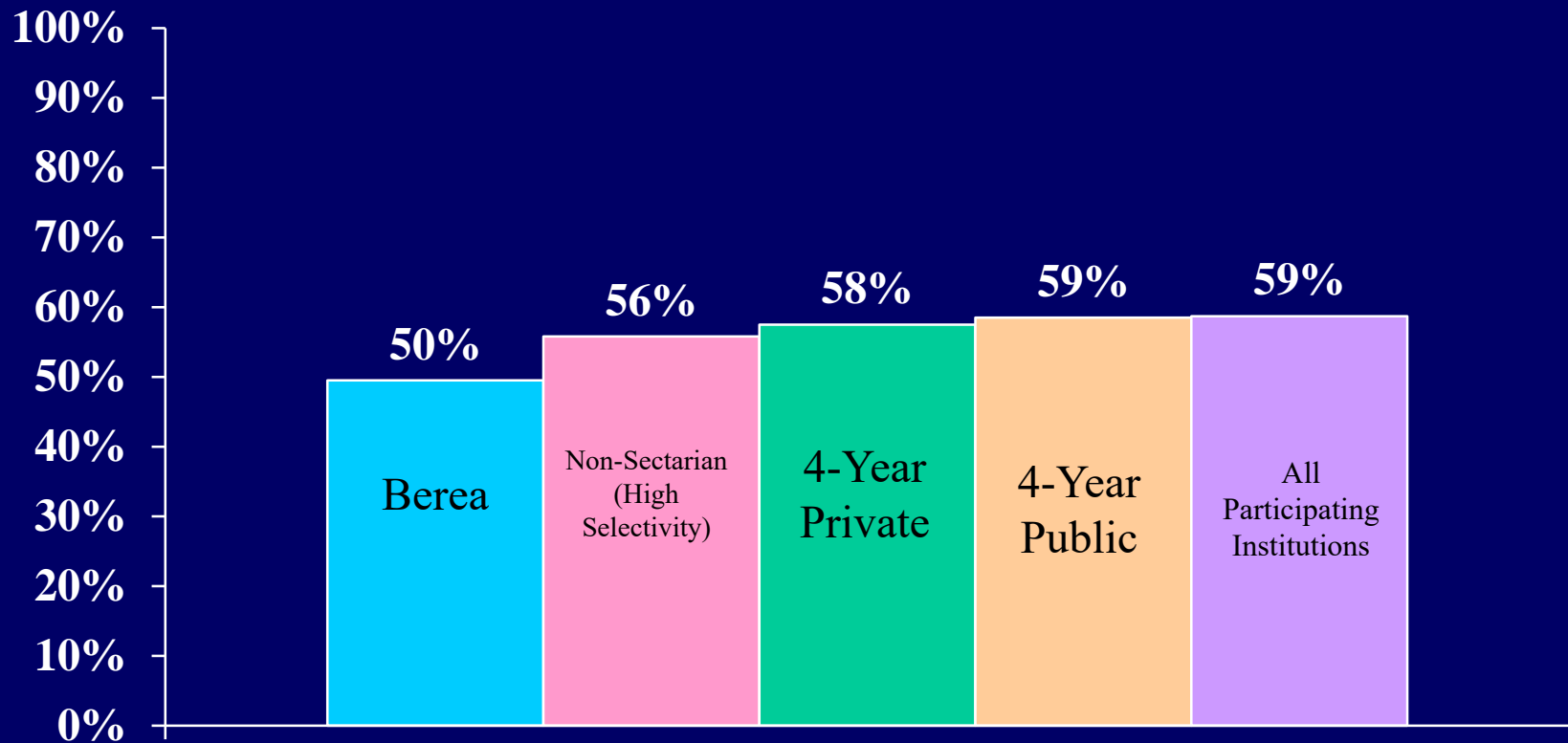
*Percent of students who indicated that the following was  
“essential” or “very important” to them personally*

## Becoming an authority in my field

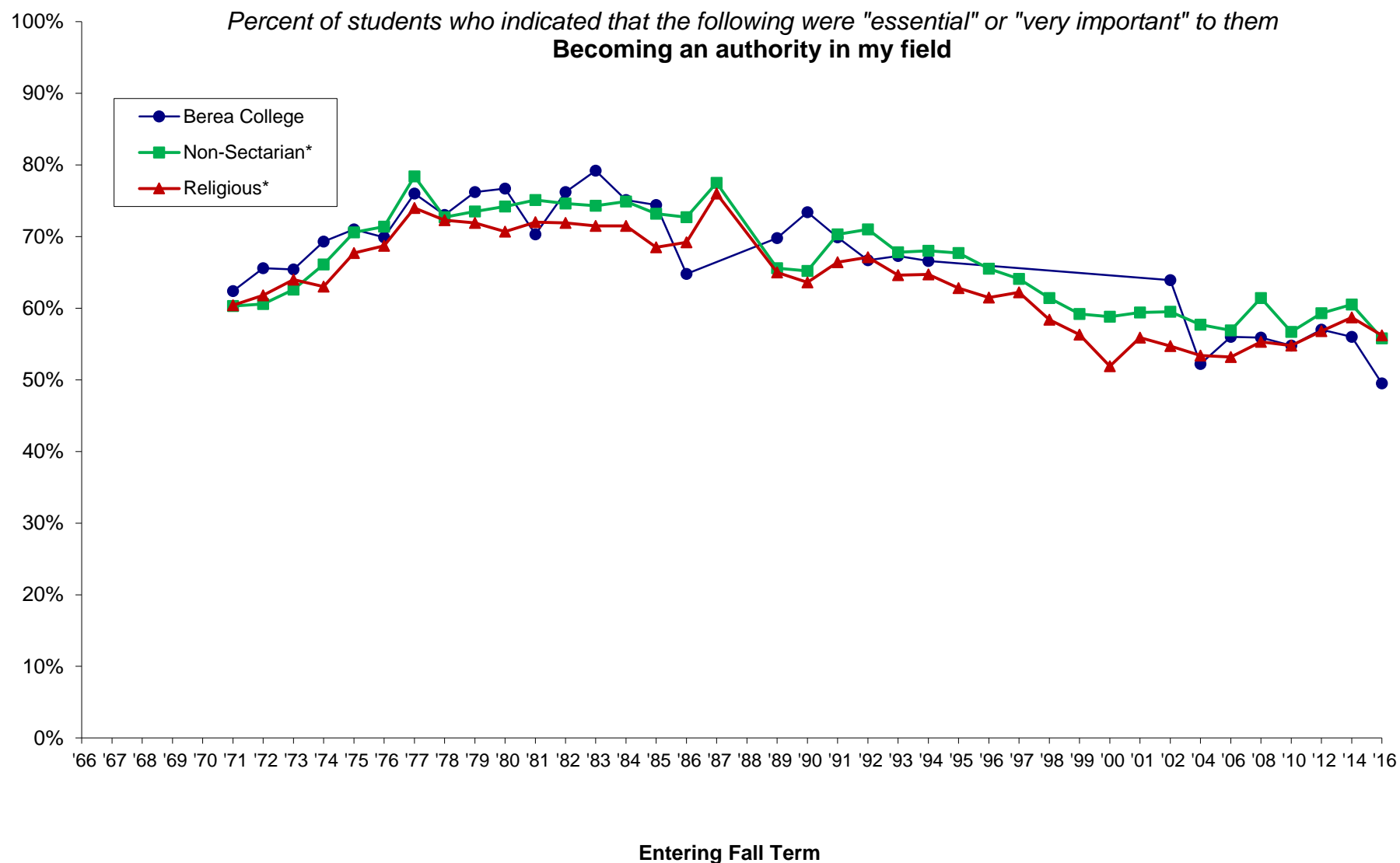


Percent of students who personally consider the following objective to be “essential” or “very important:”

## *Becoming an authority in my field*



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



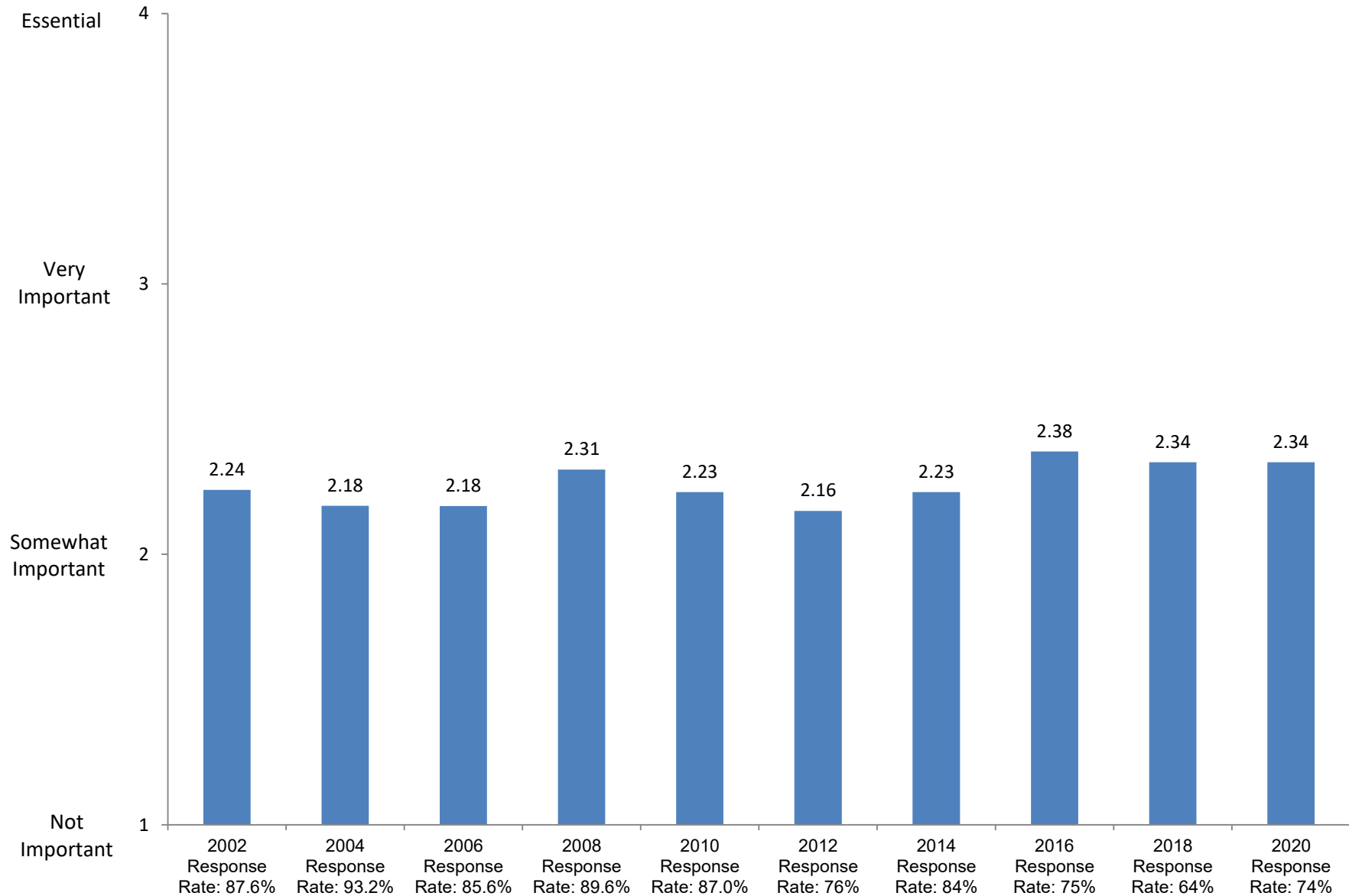
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.



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

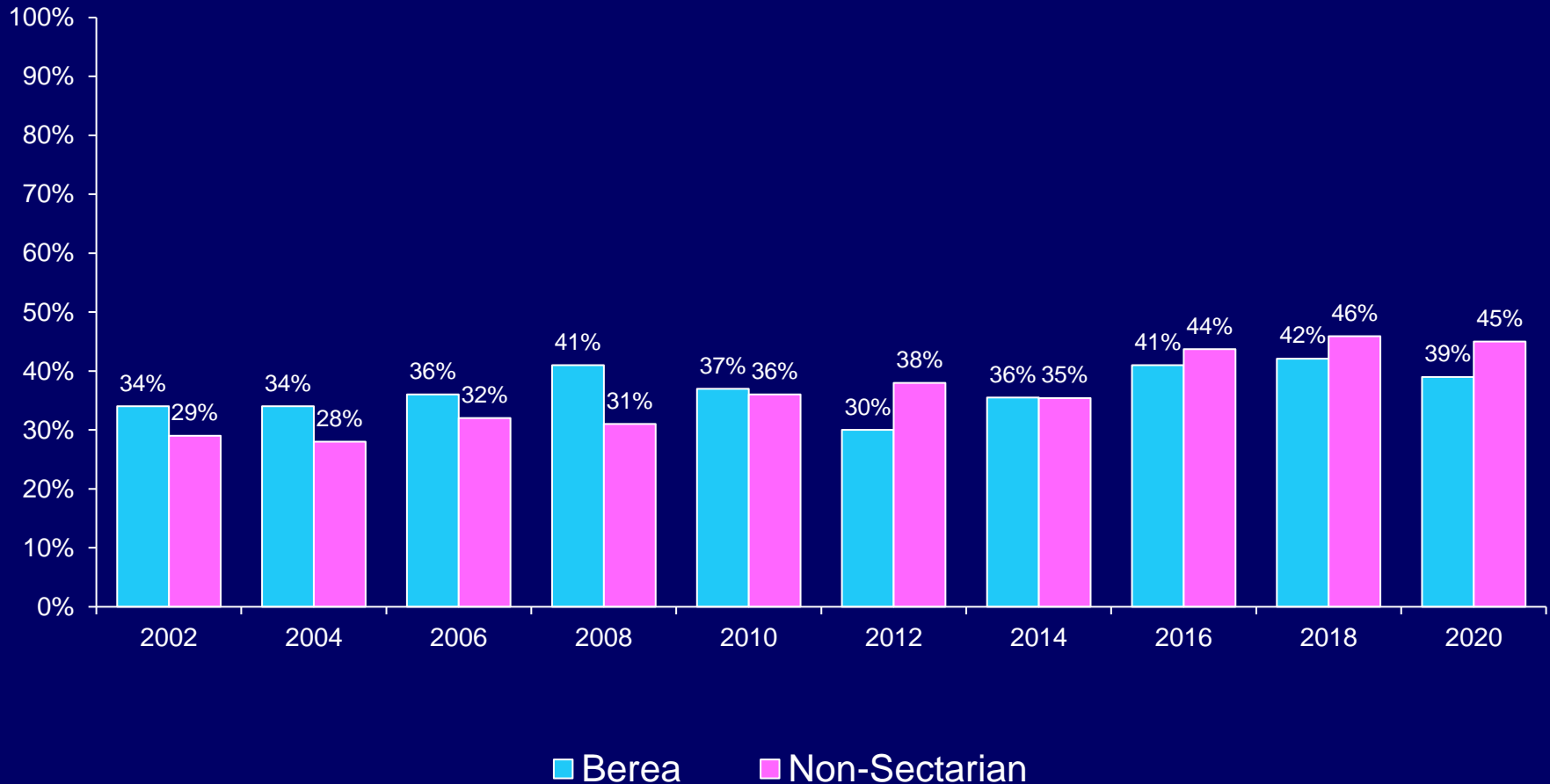
## Becoming a community leader



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

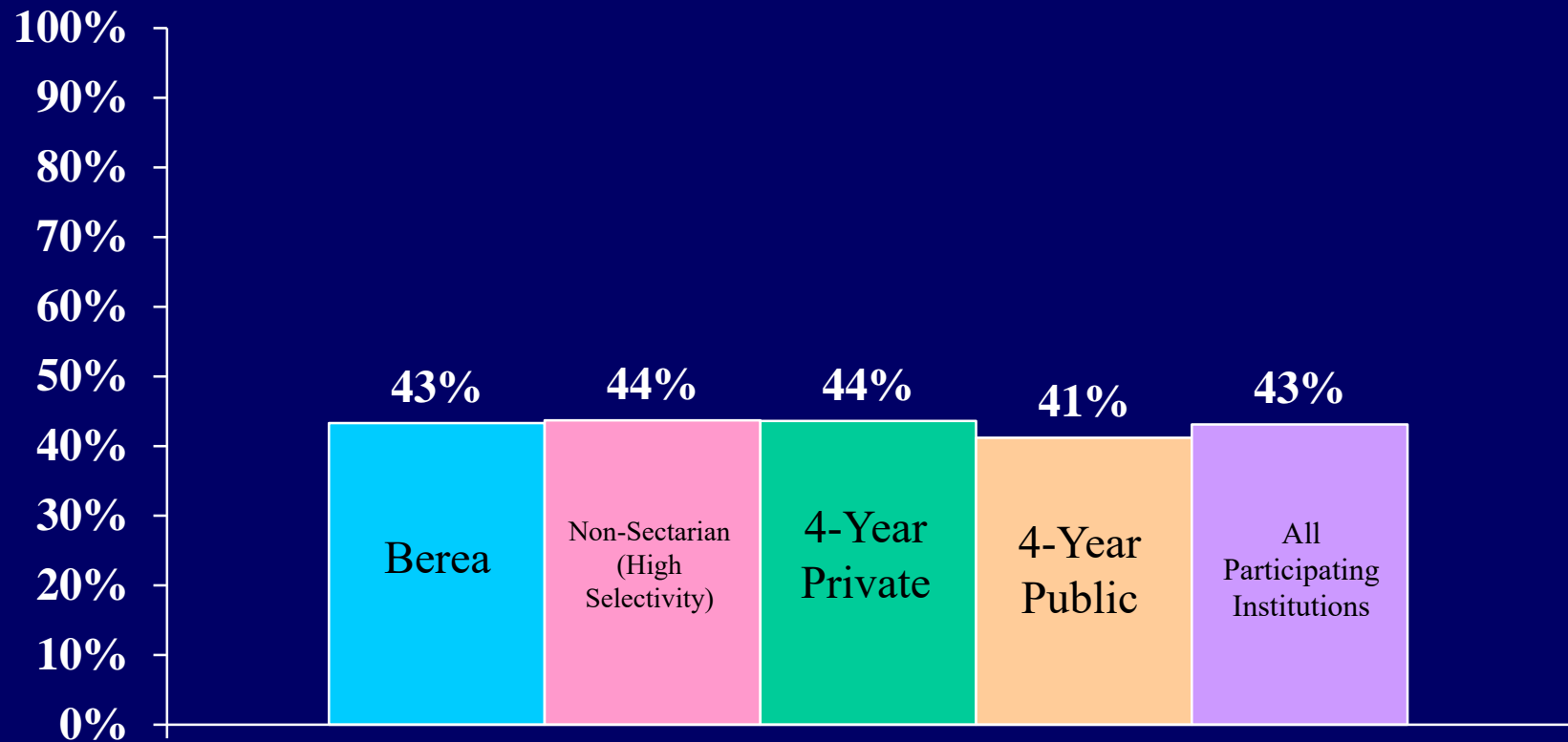
*Percent of students who indicated that the following was  
“essential” or “very important” to them personally*

## Becoming a community leader

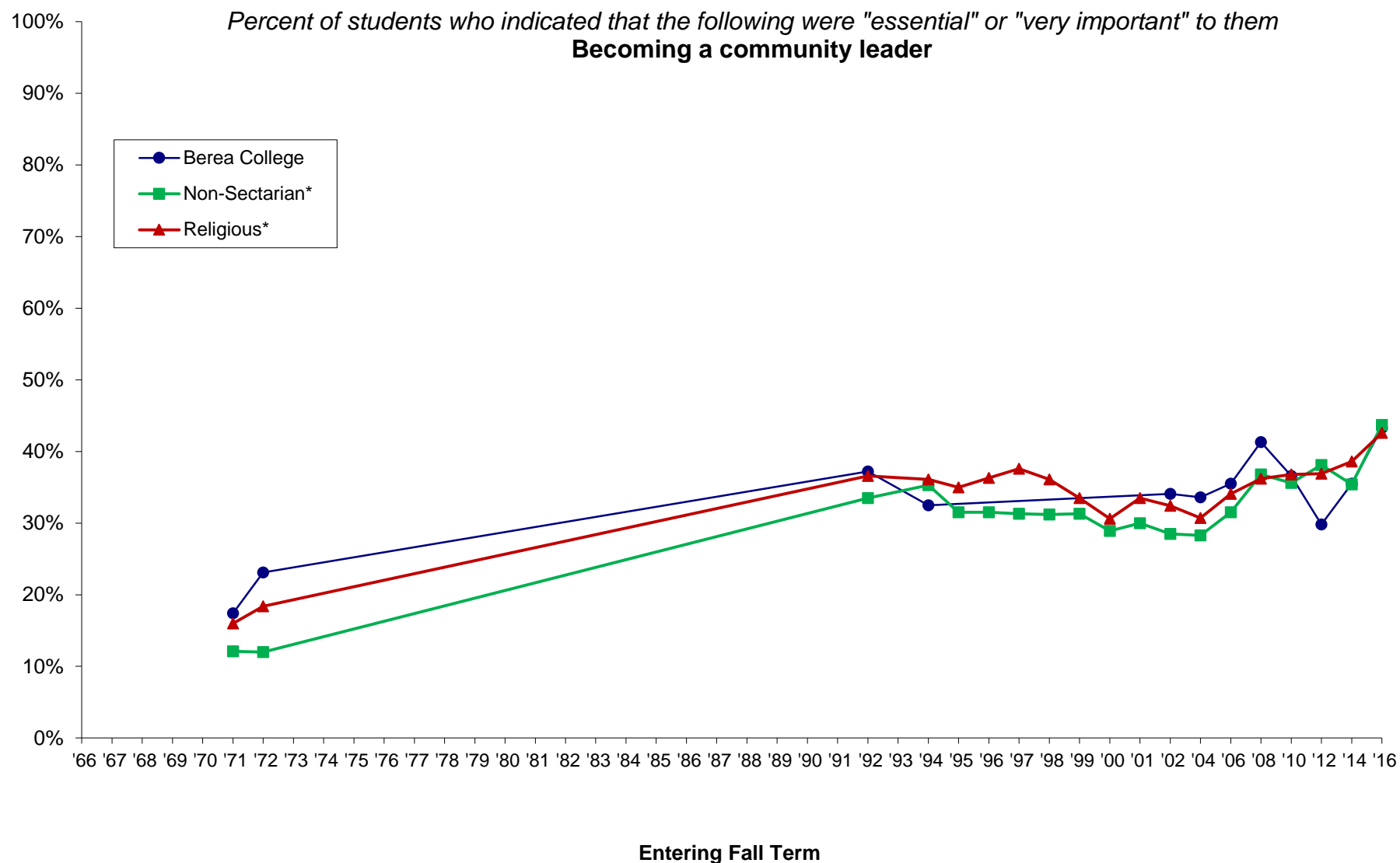


Percent of students who personally consider the following objective to be “essential” or “very important:”

*Becoming a community leader*



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

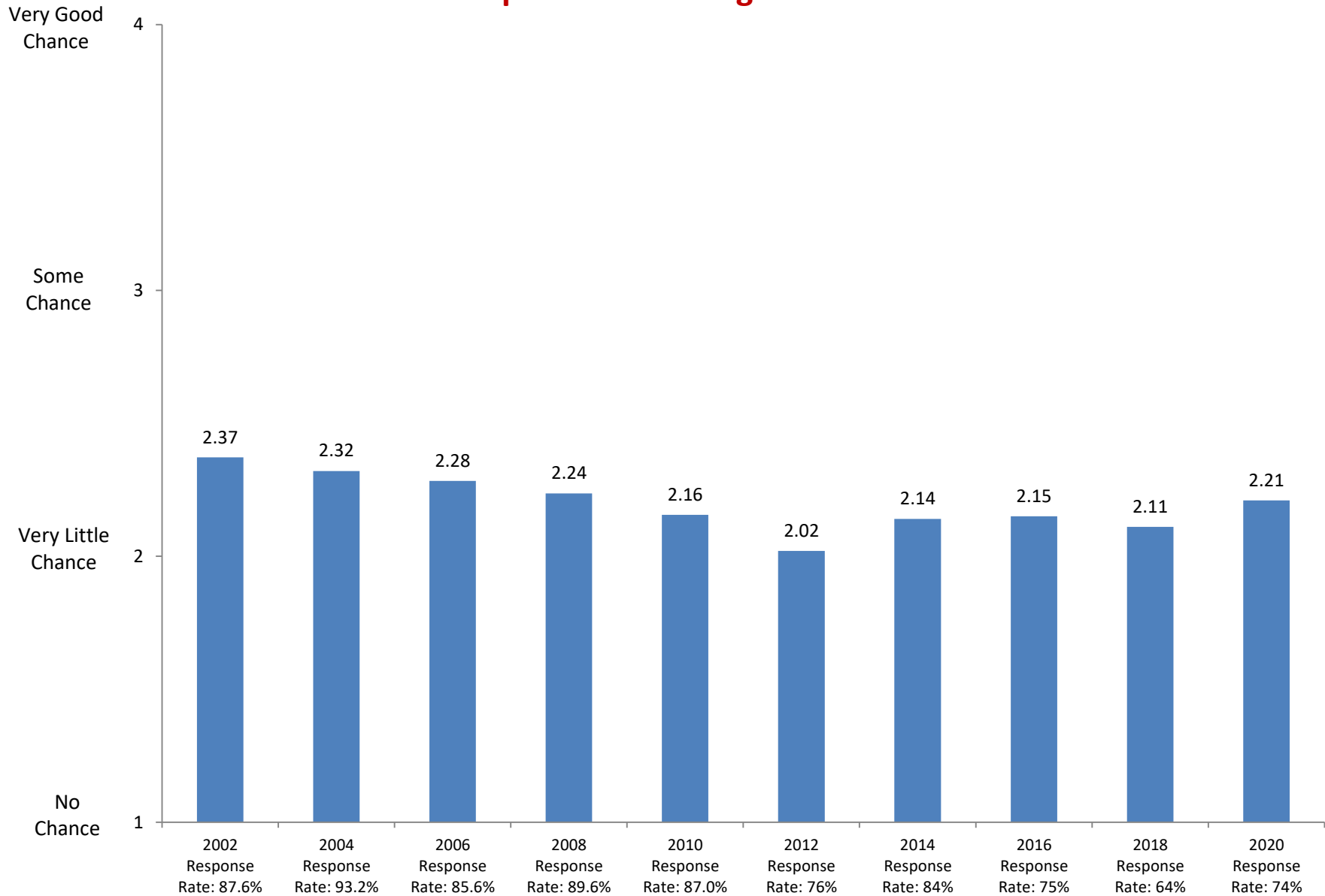


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NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

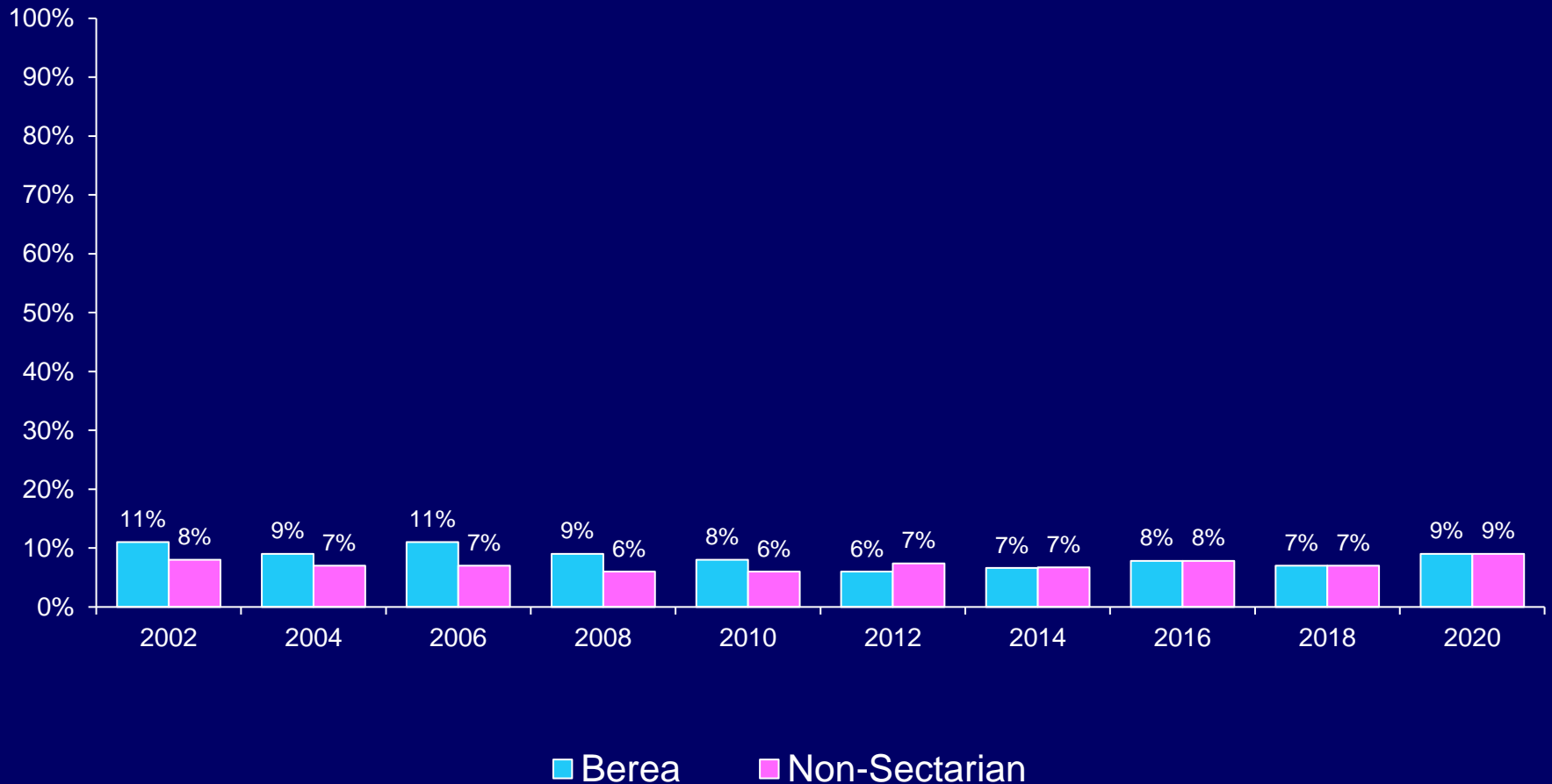
What is your best guess as to the chances that you will:

## Participate in student government



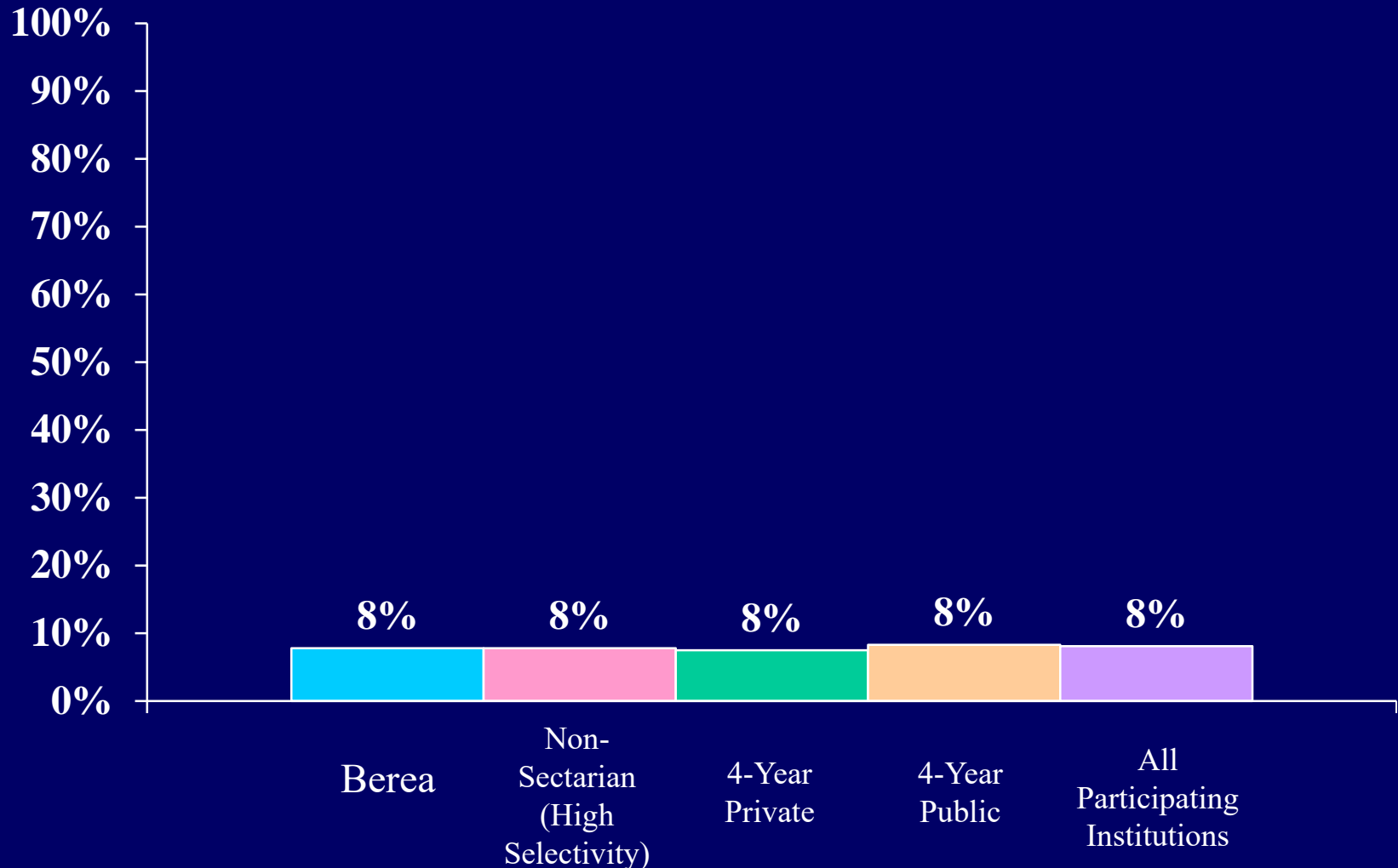
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who estimate that chances are “very good” that they will:*  
**Participate in student government**

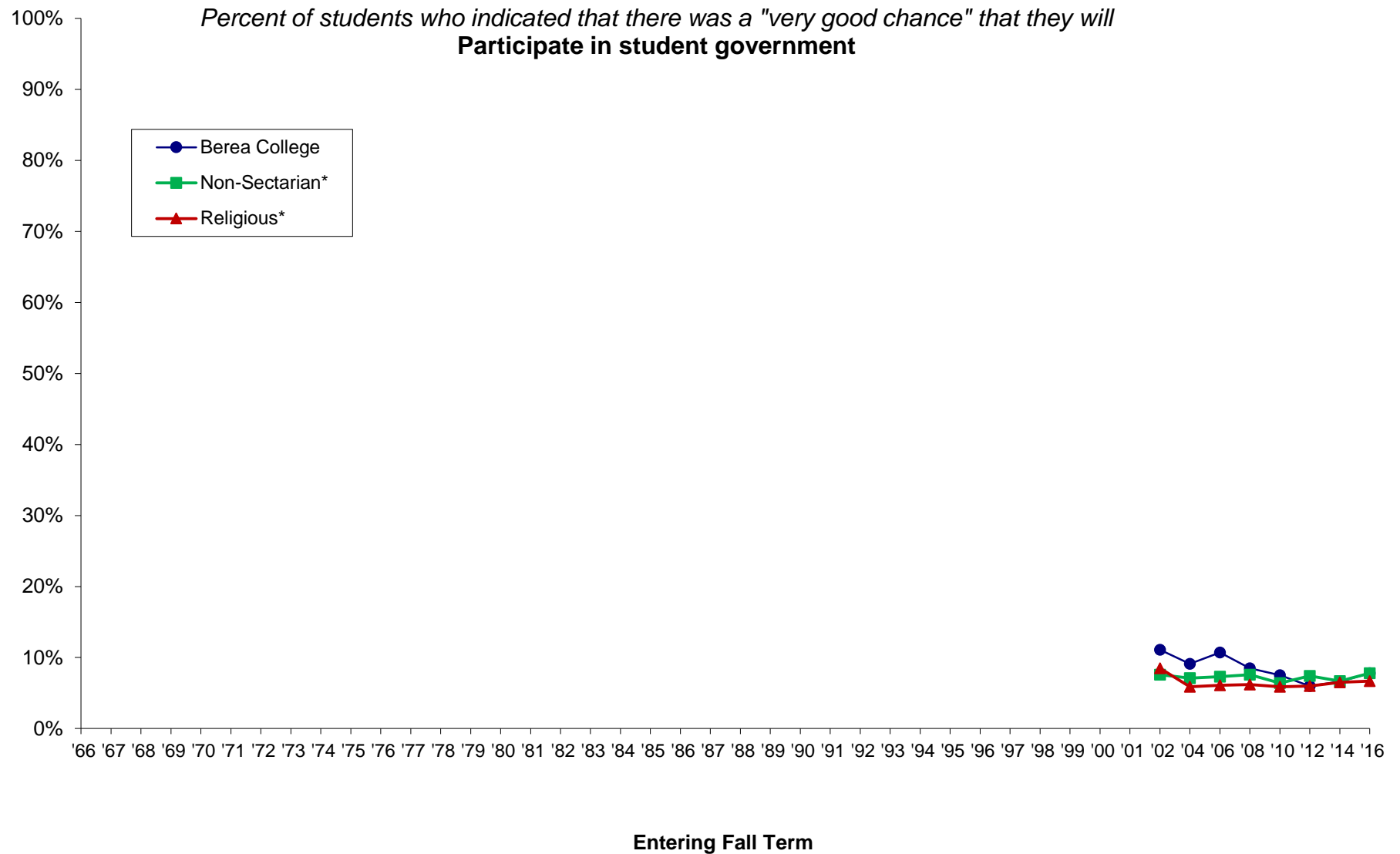


Percent of students who estimate that chances are “very good” that he or she will

# *Participate in student government*



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



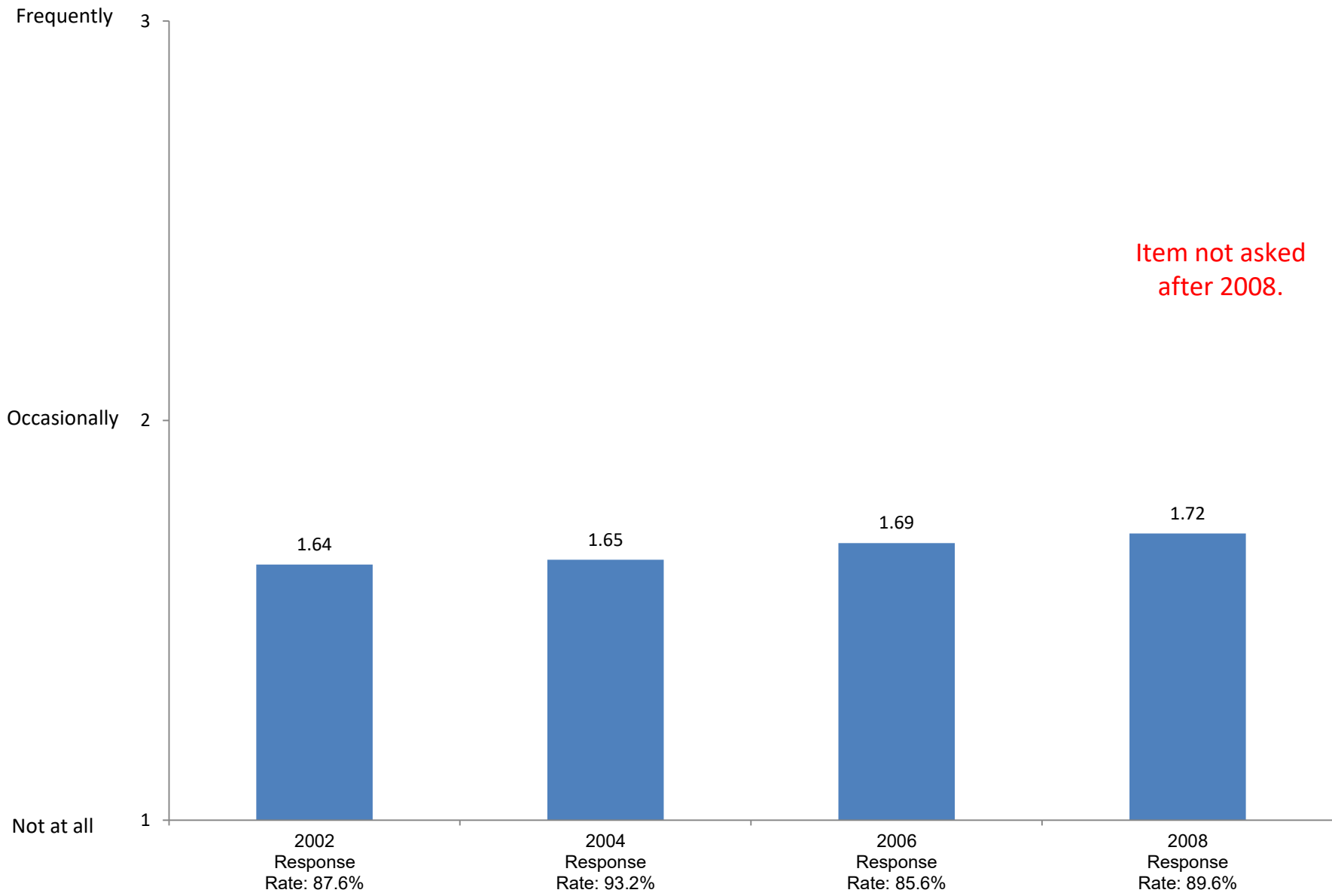
\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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



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

## Played a musical instrument



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

# Higher Education Research Institute (HERI) Faculty Survey

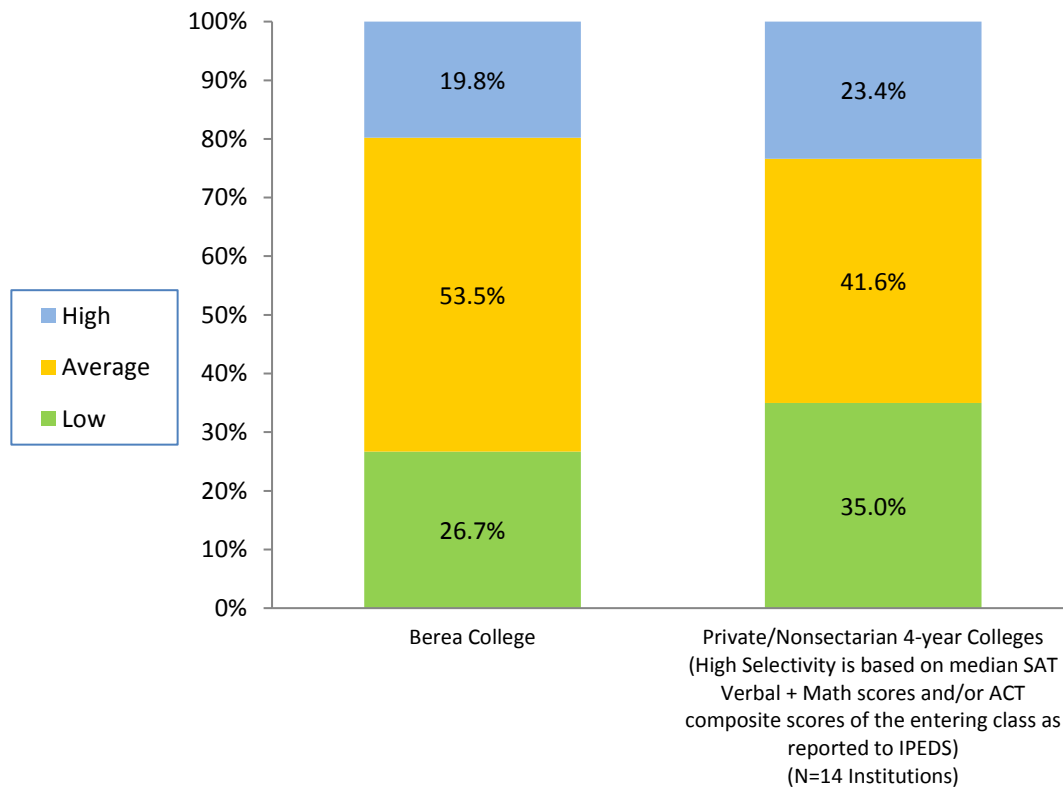


Administered Fall Terms 1989, 2004, and 2014

[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:**

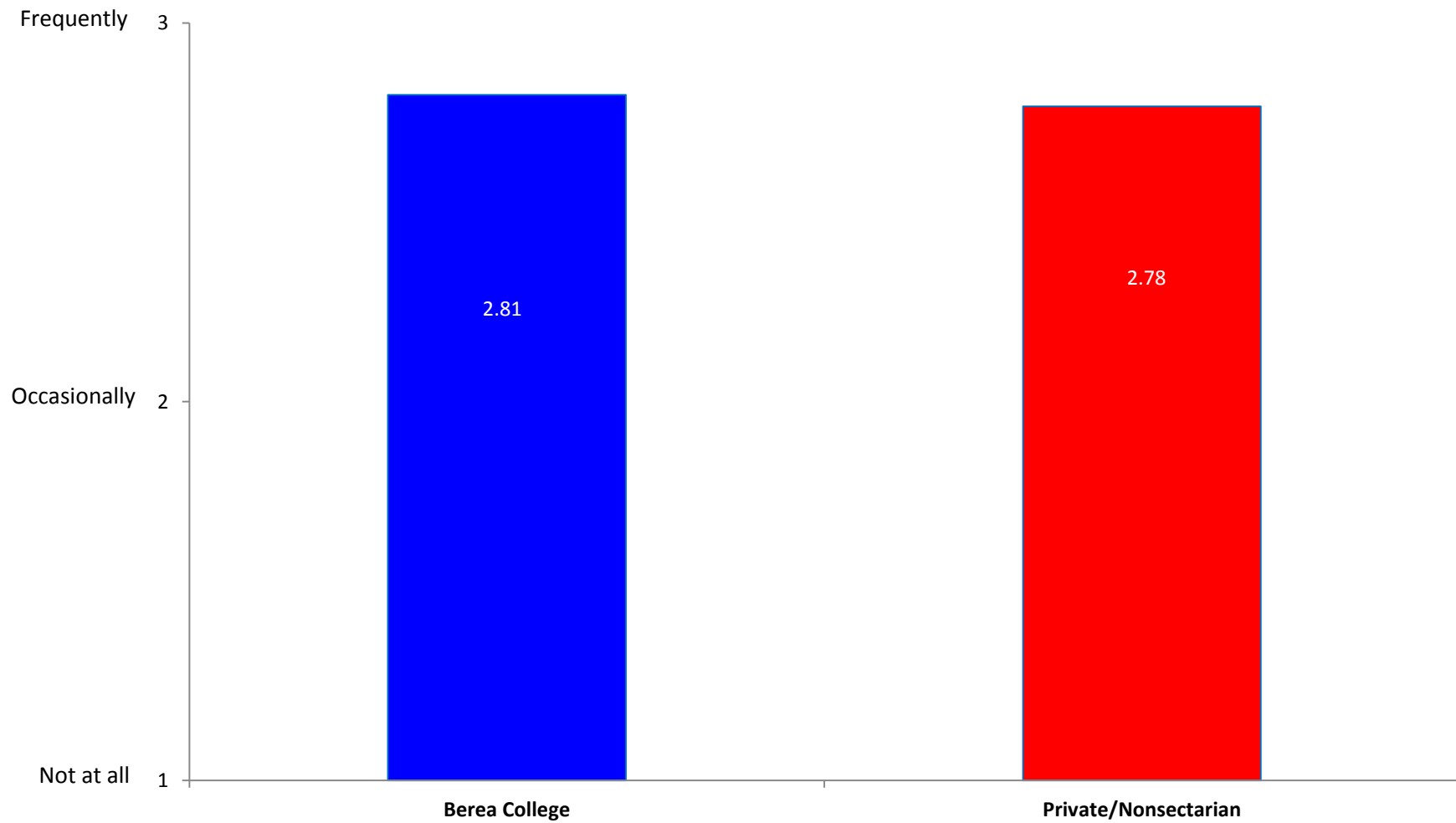
*Indicate the importance to you of each of the following education goals for undergraduate students:  
(Essential, Very Important, Somewhat Important, Not Important)*

- 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.

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

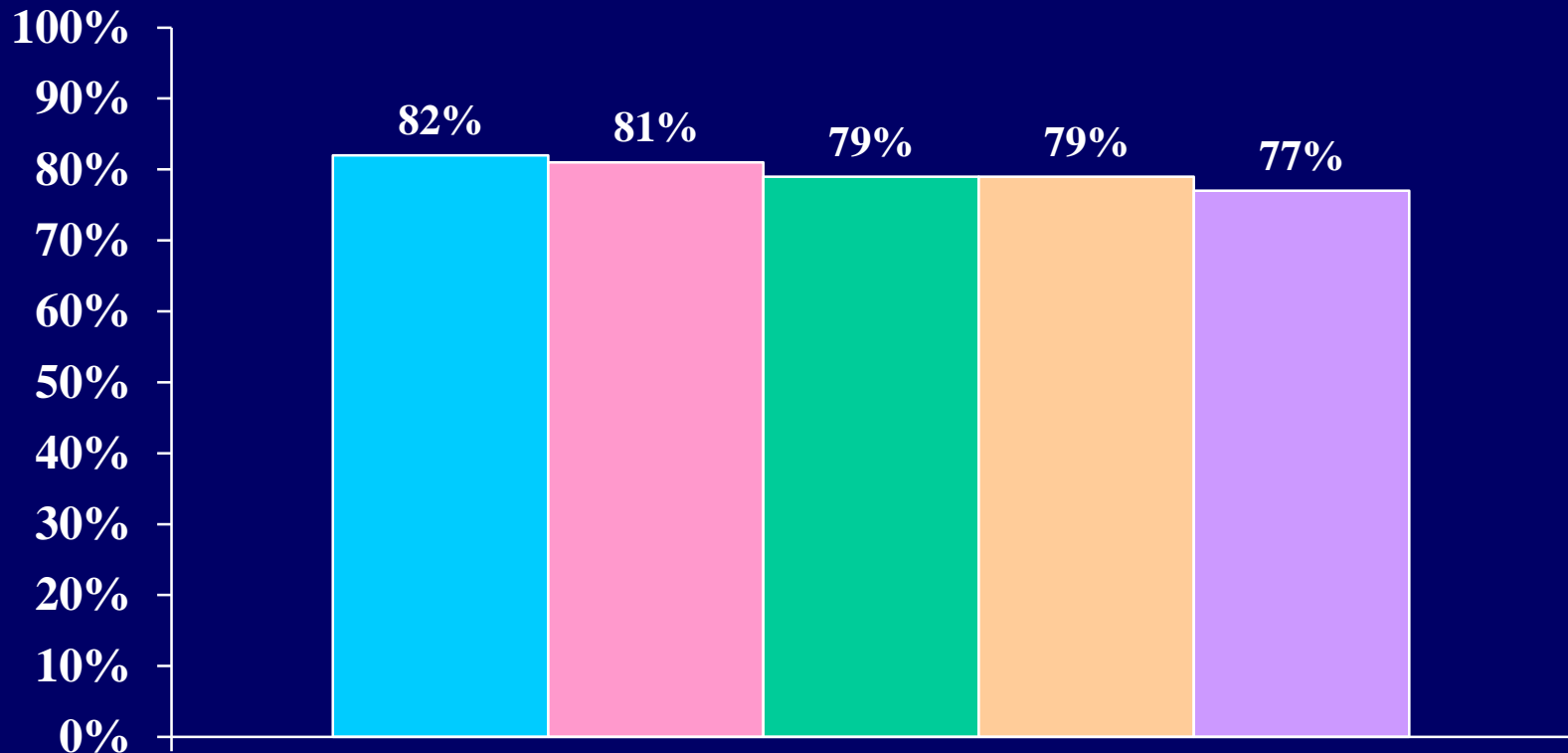
### Support their opinions with a logical argument



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

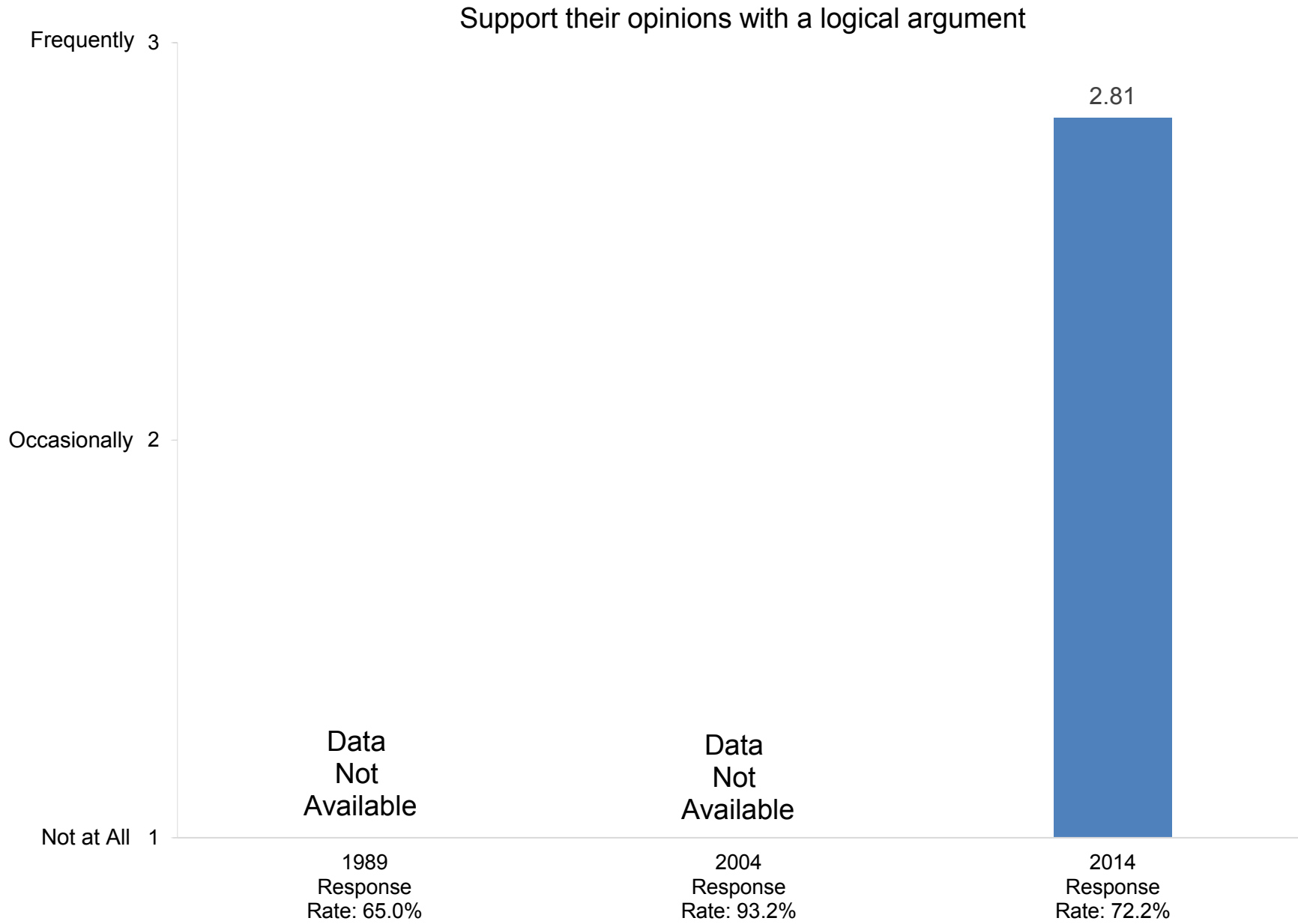
Percent of faculty who indicated “frequently”

*Support their opinions with a logical argument*

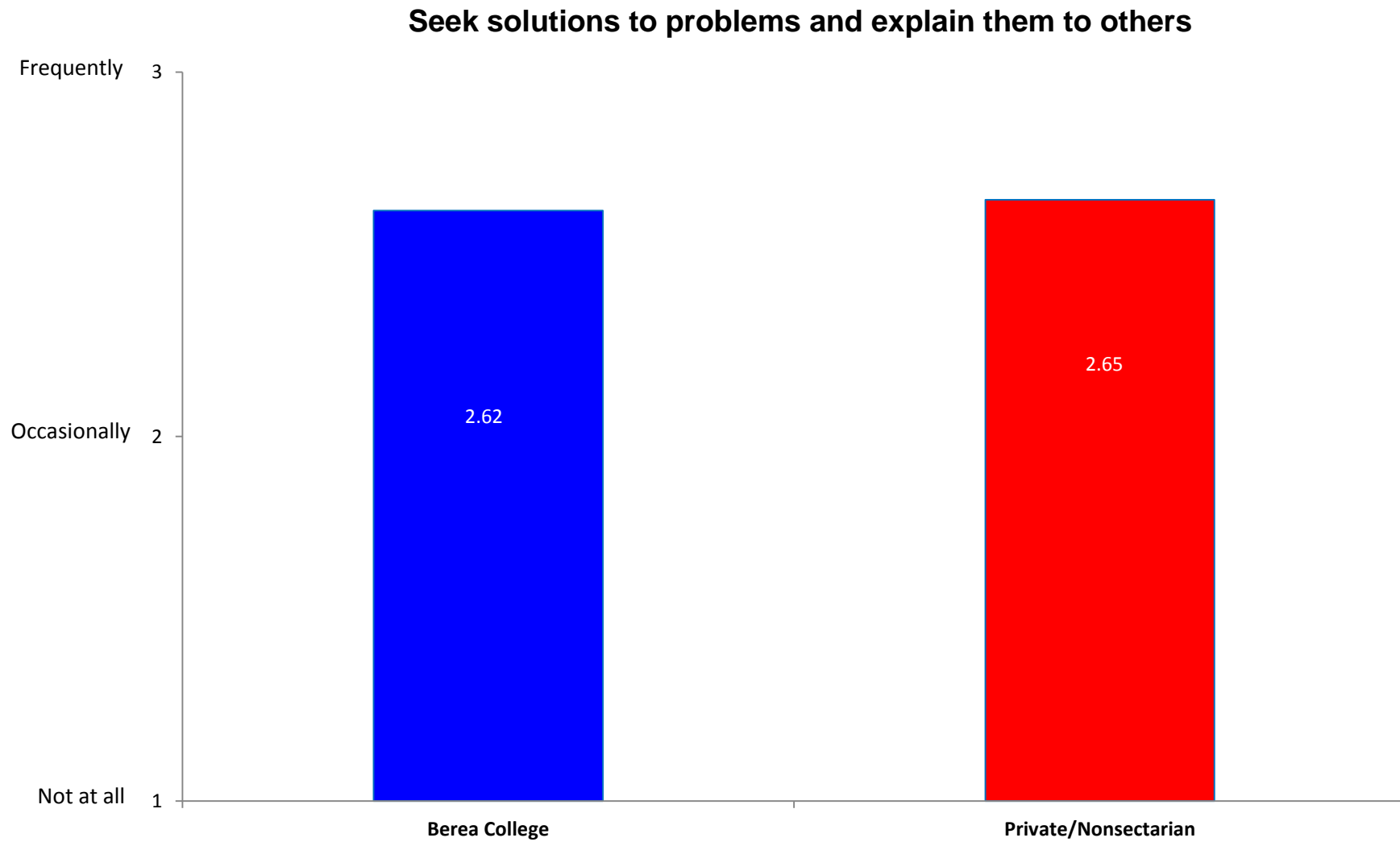


**Higher Education Research Institute (HERI) Faculty Survey**

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

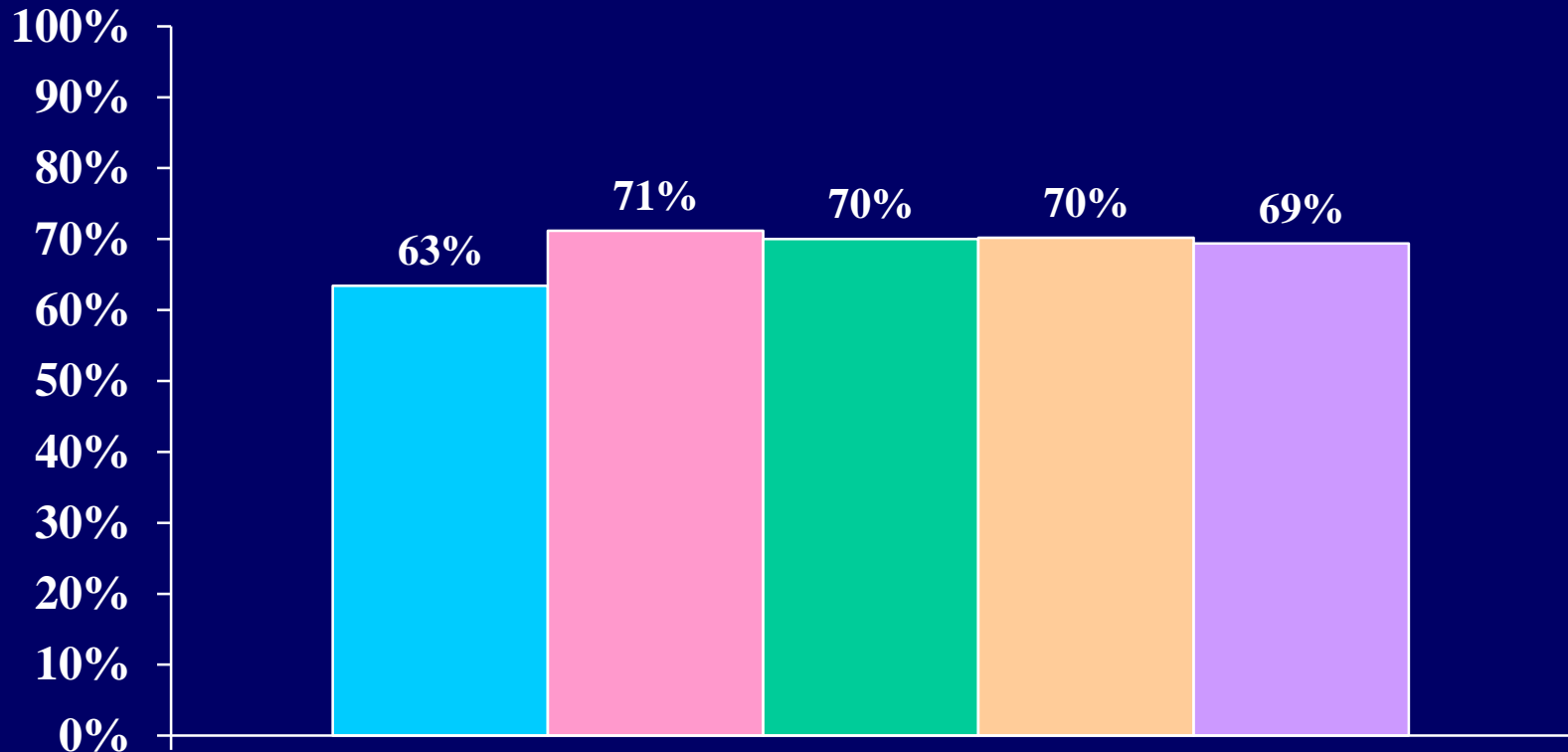


*In your interactions with undergraduates, how often do you encourage them to:*



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

*Seek solutions to problems and explain them to others*



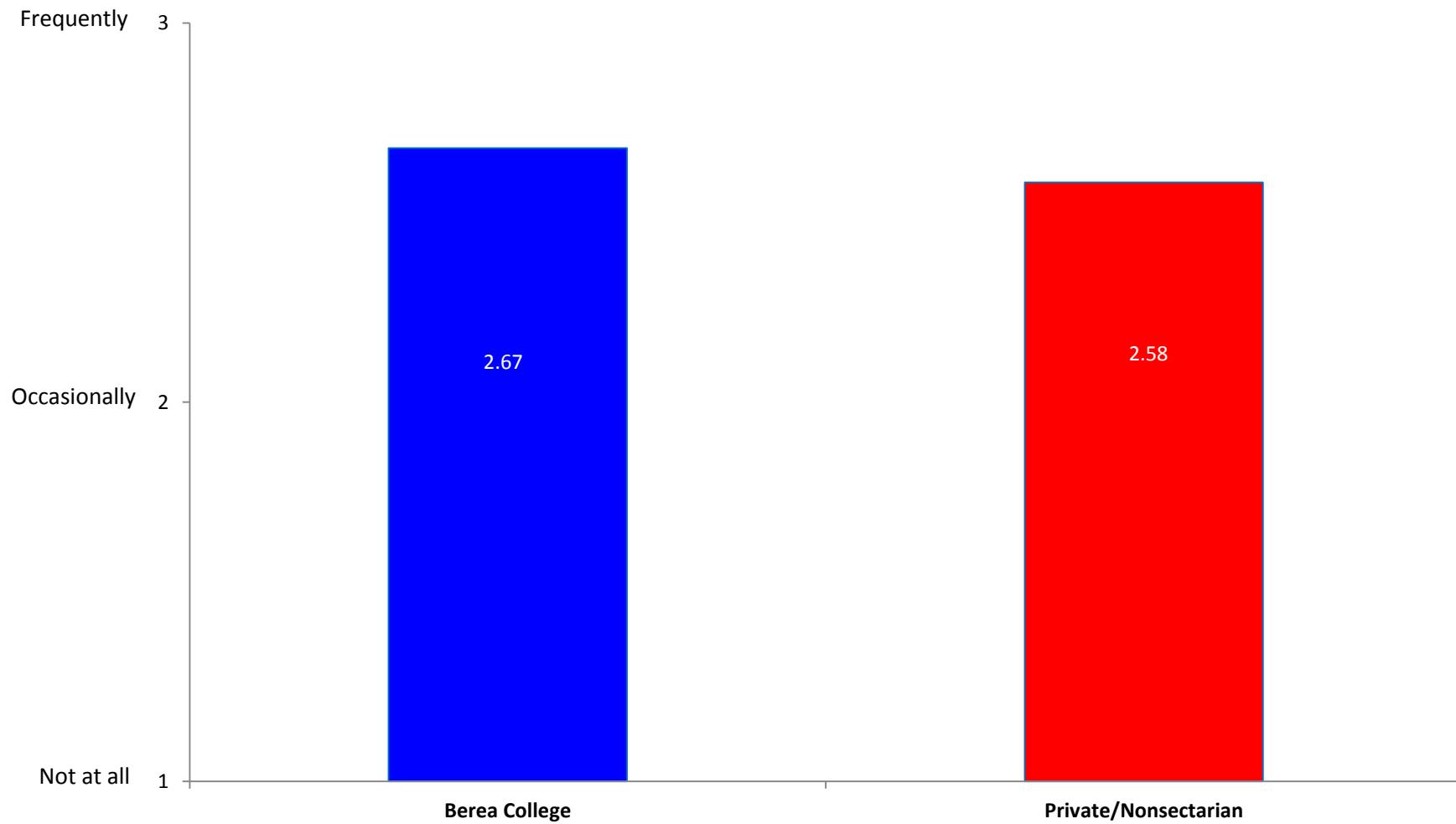


**Higher Education Research Institute (HERI) Faculty Survey**

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



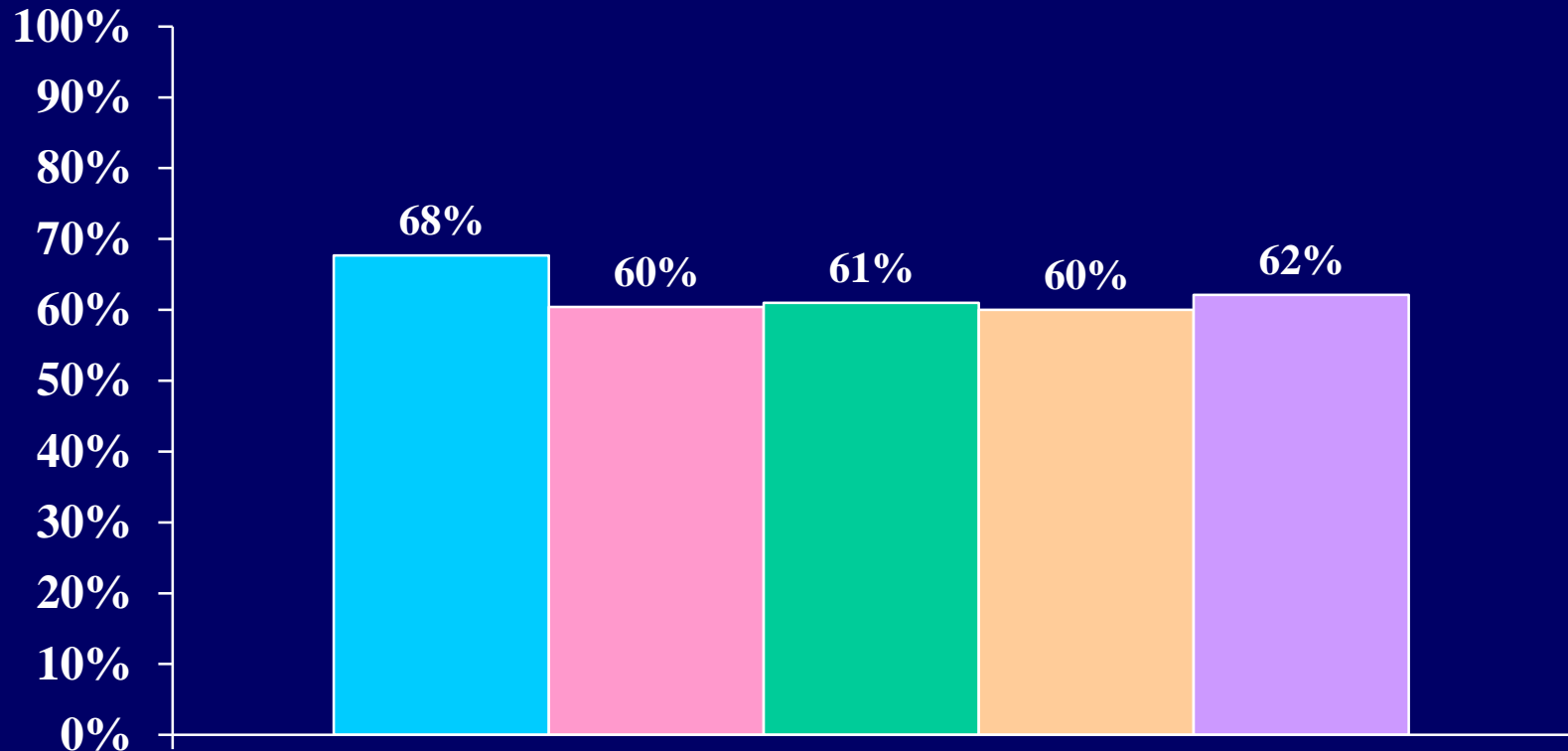
### Evaluate the quality or reliability of information they receive



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

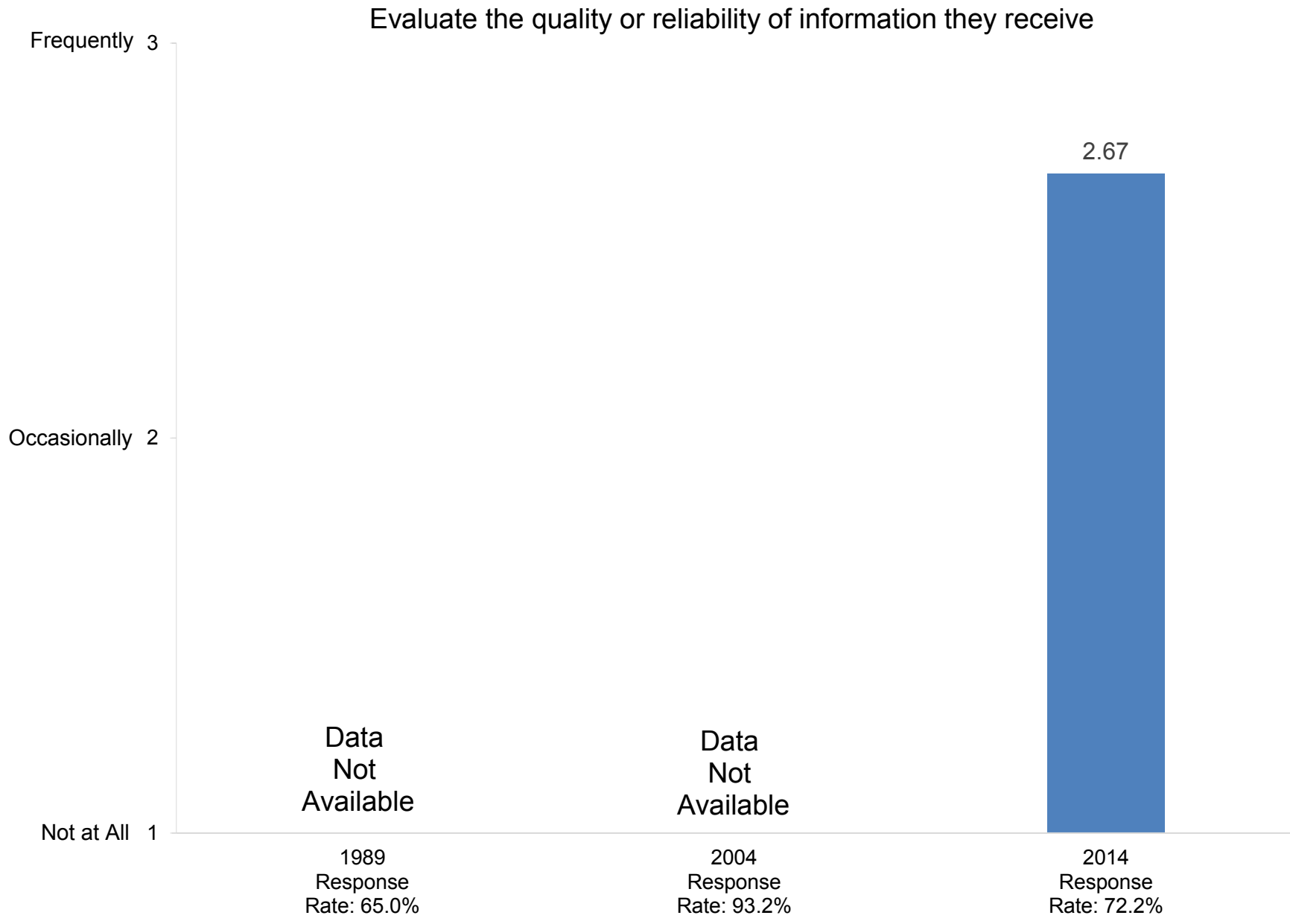
Percent of faculty who indicated “frequently”

*Evaluate the quality or reliability of information they receive*



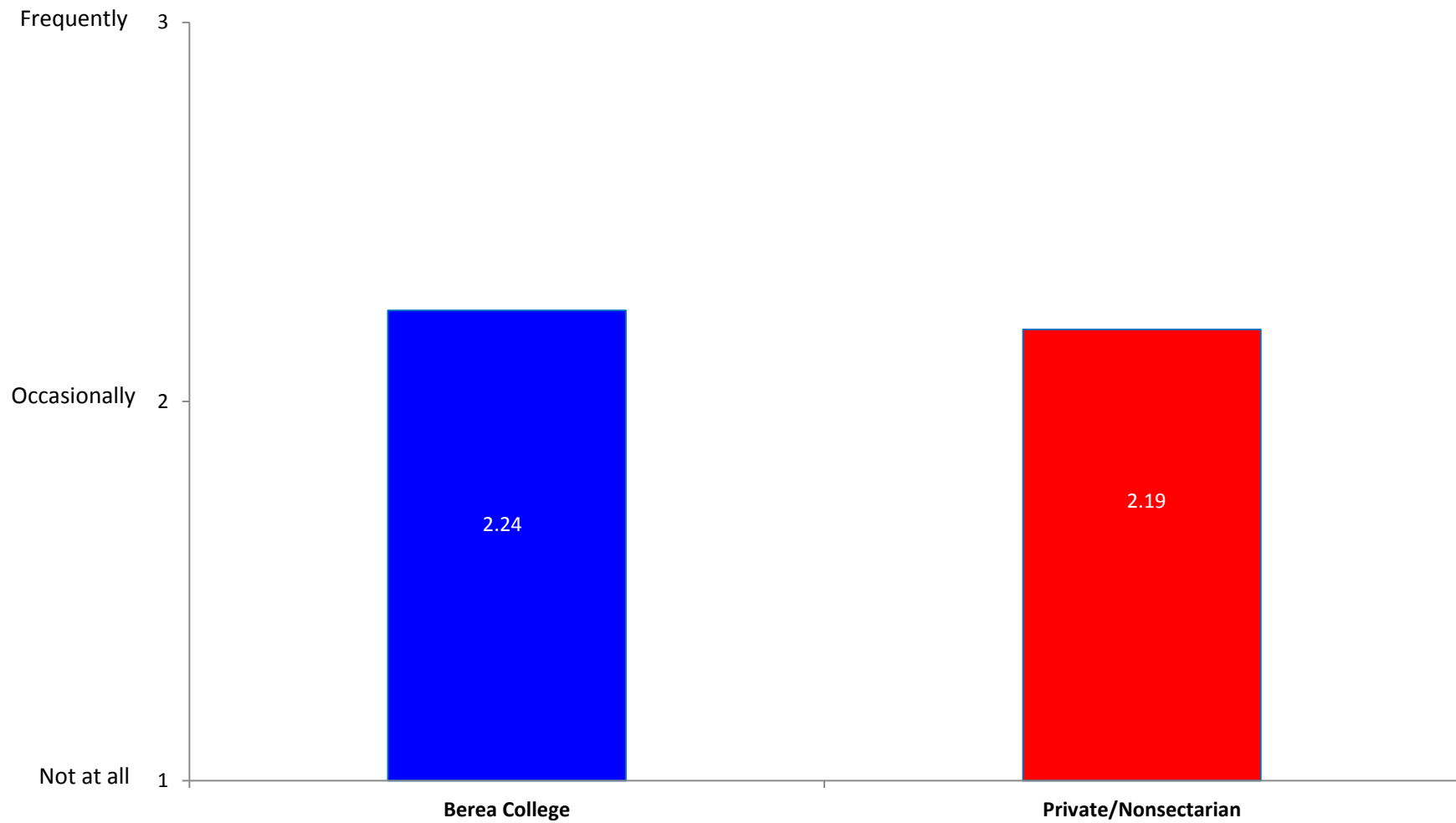
**Higher Education Research Institute (HERI) Faculty Survey**

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



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

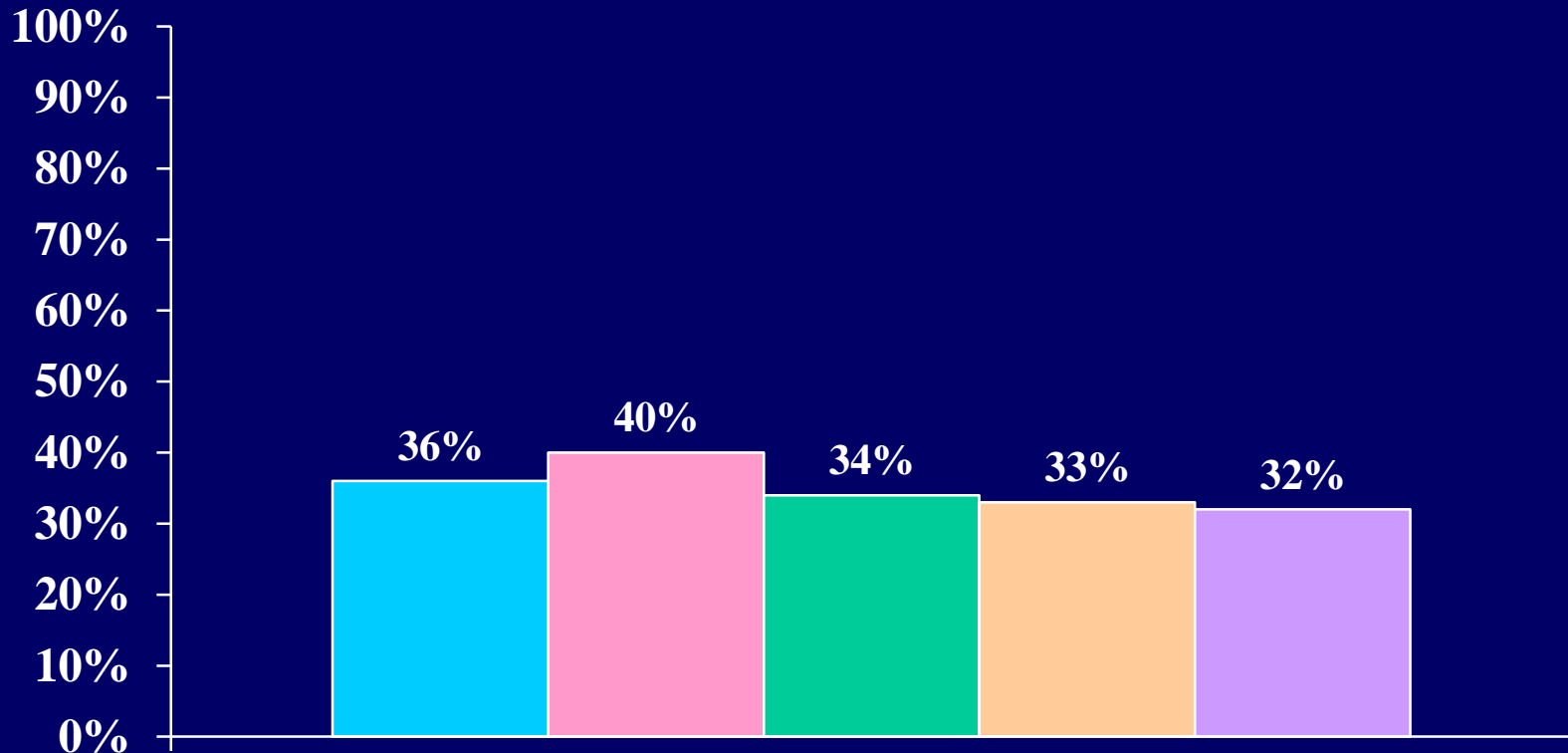
### Take risks for potential gains



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

Percent of faculty who indicated “frequently”

## *Take risks for potential gains*



 Berea

 Benchmark Institutions

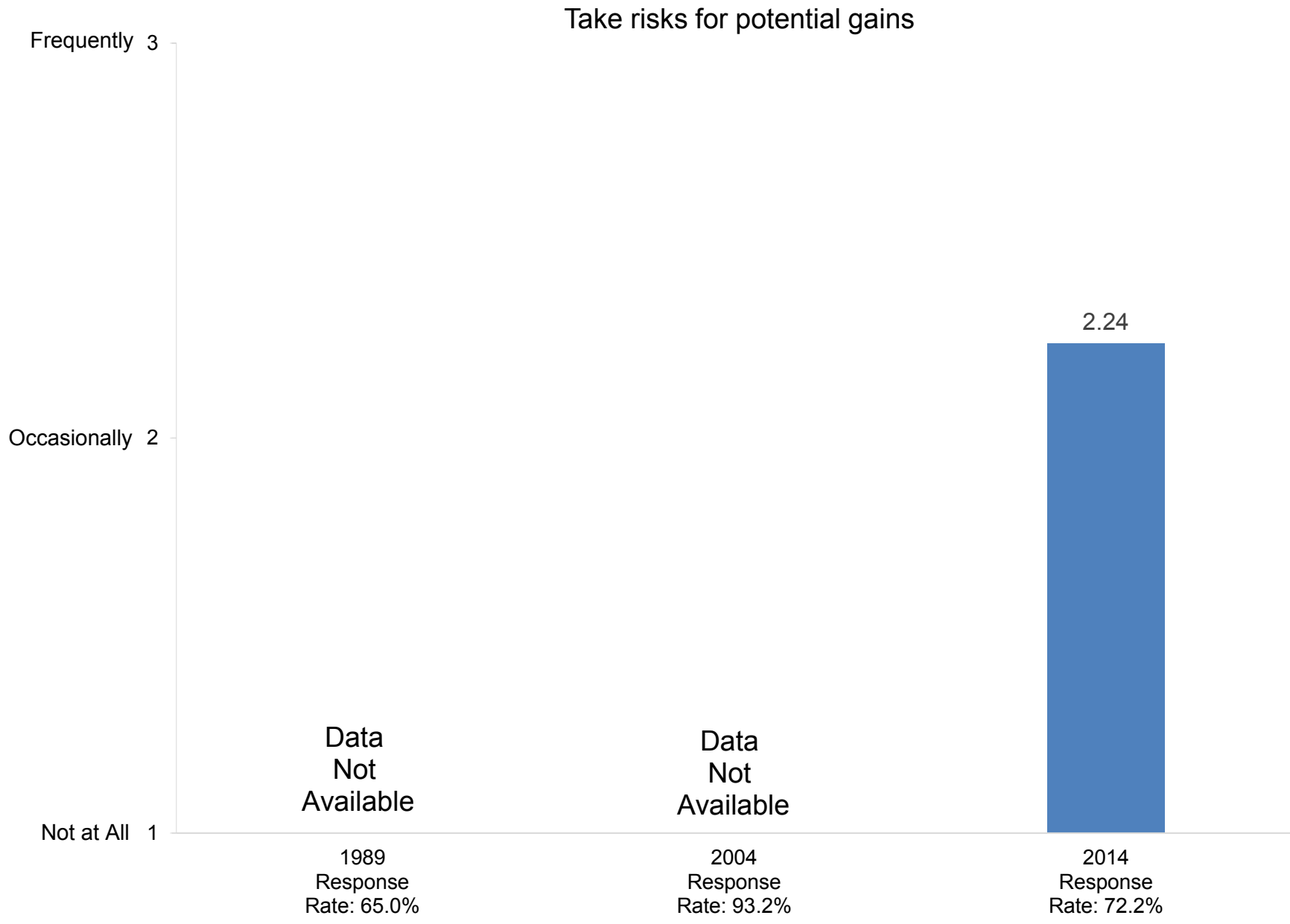
 Non-Sectarian – High Selectivity

 4-Year Private

 Publics

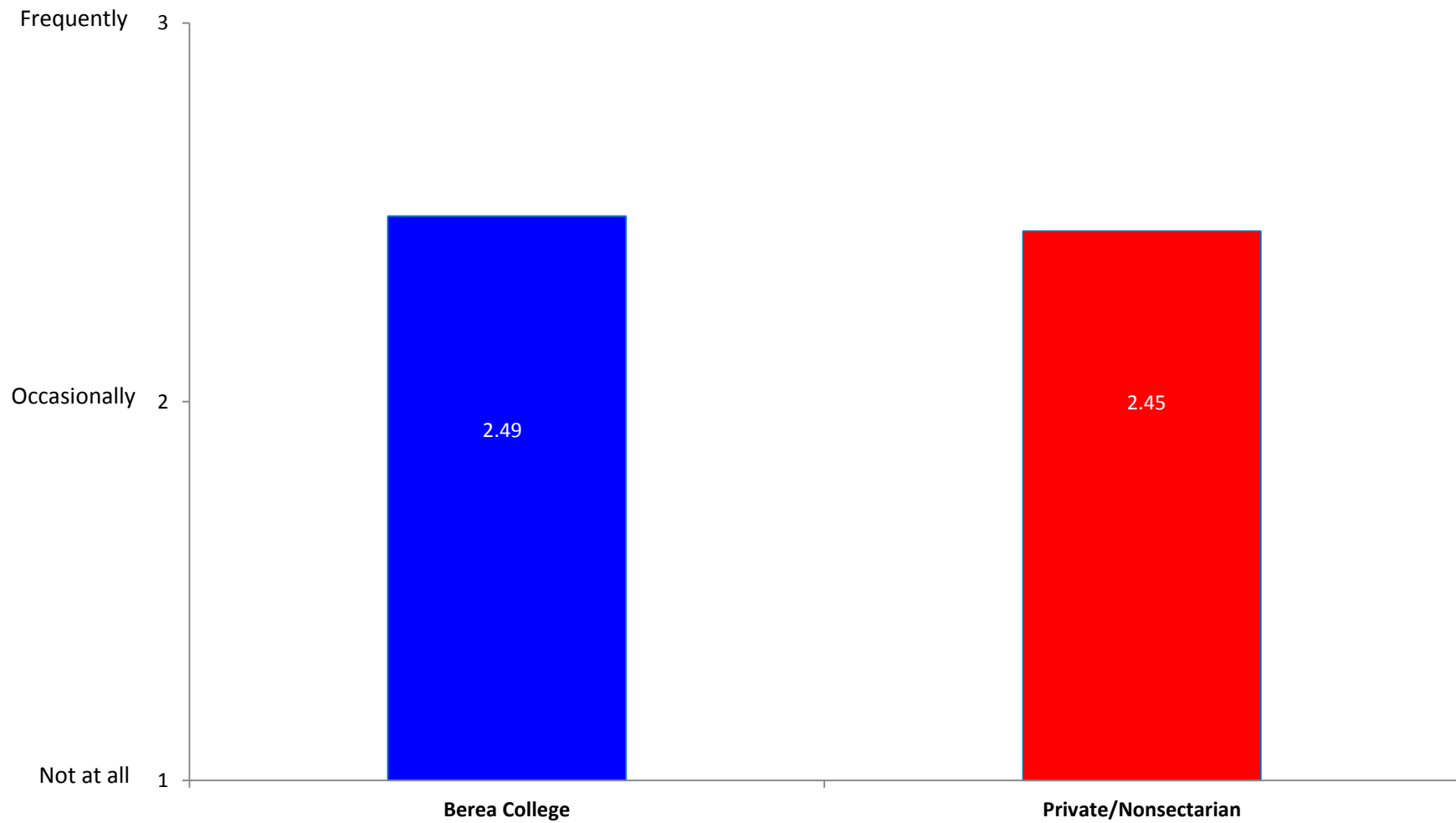
**Higher Education Research Institute (HERI) Faculty Survey**

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



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

### Seek alternative solutions to a problem

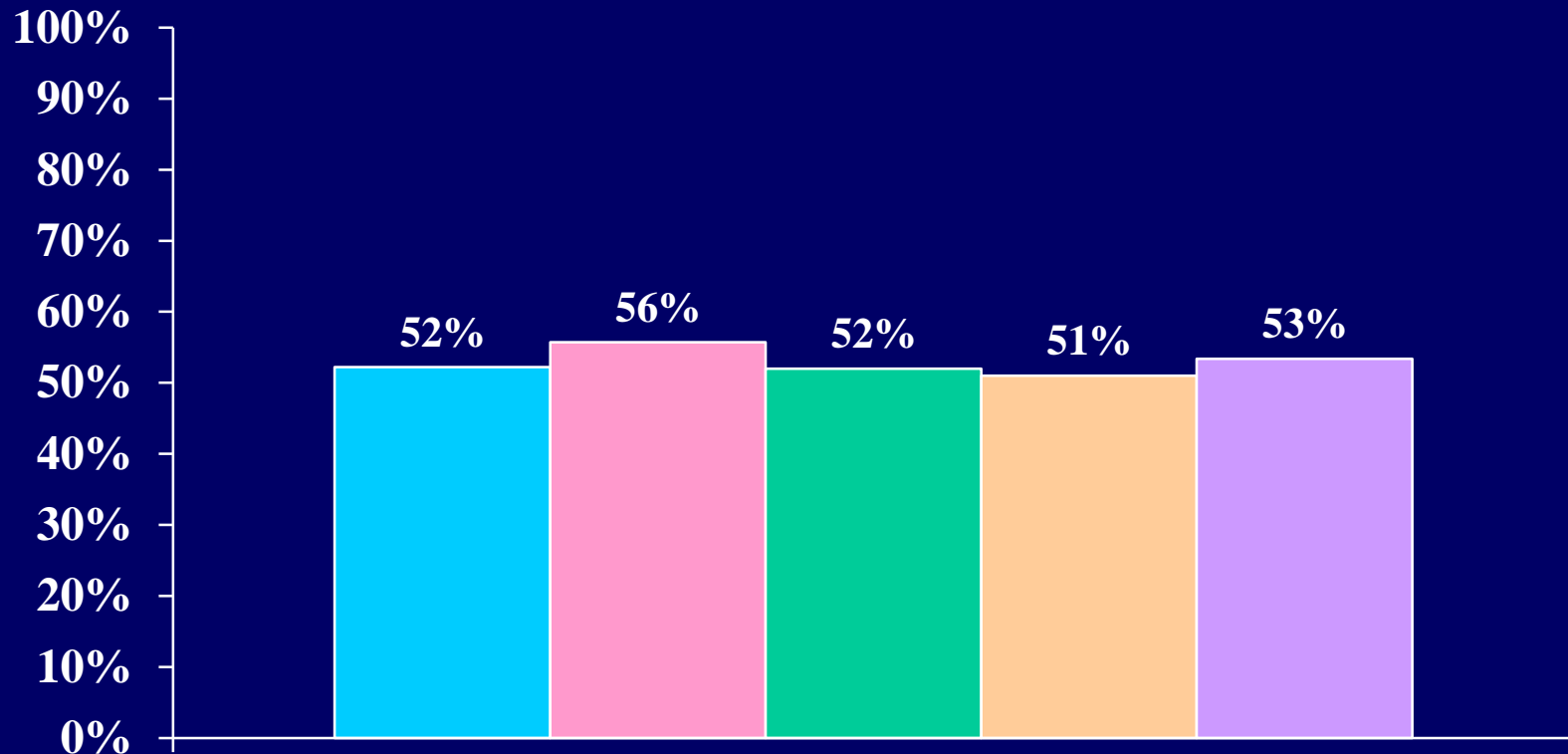




In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?

Percent of faculty who indicated “frequently”

## *Seek alternative solutions to a problem*



 Berea

 Benchmark  
Institutions

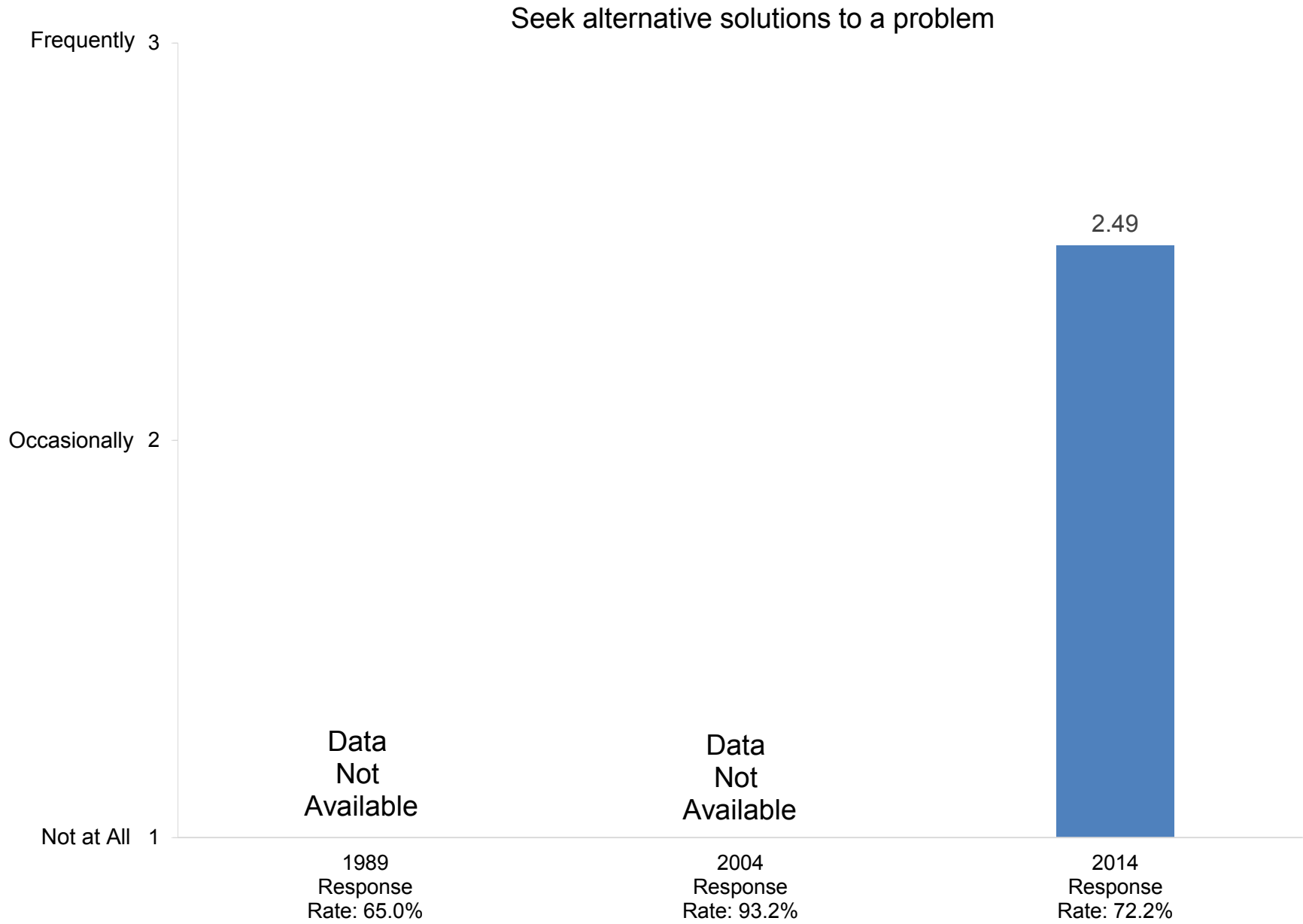
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

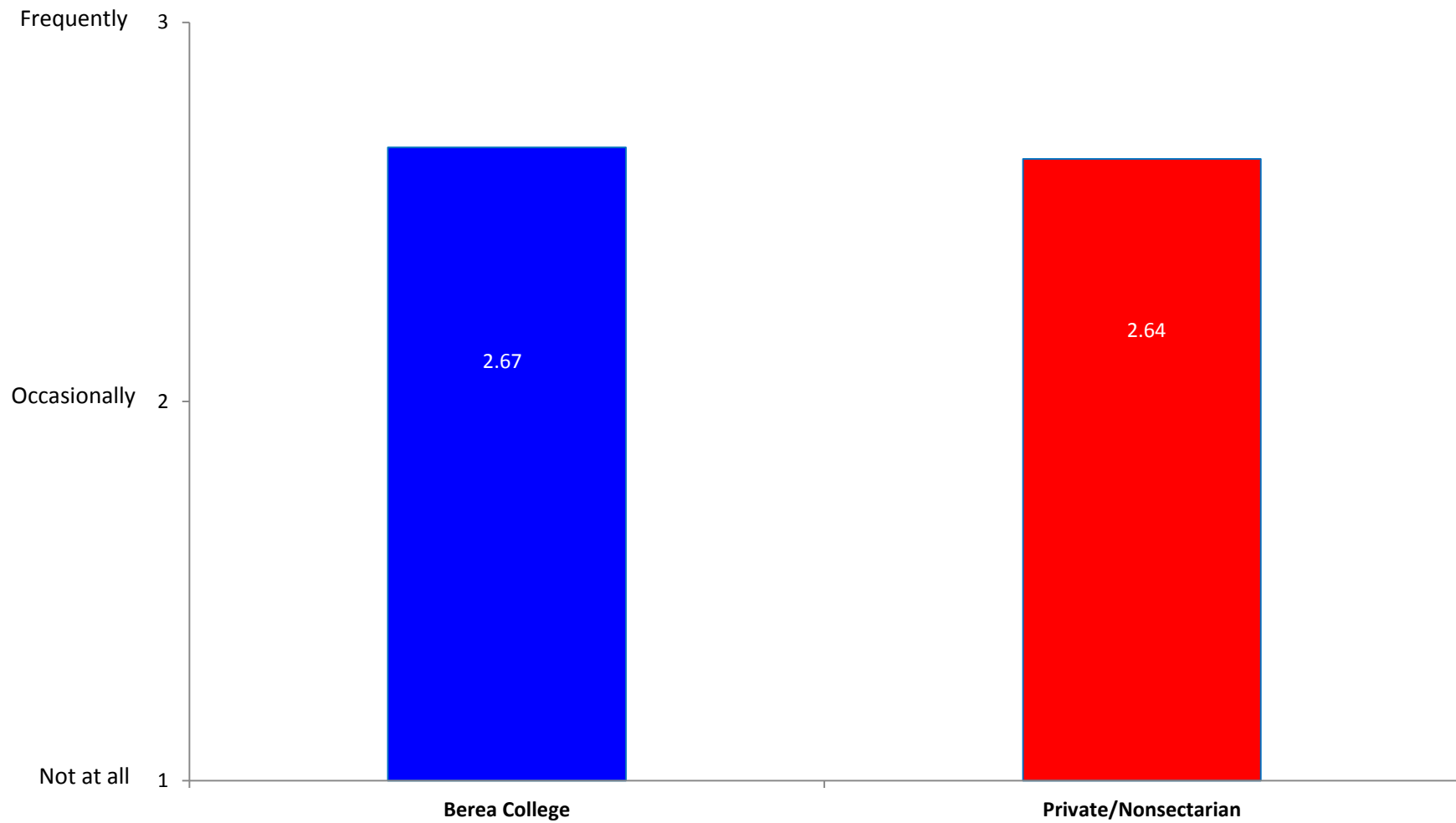
**Higher Education Research Institute (HERI) Faculty Survey**

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



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

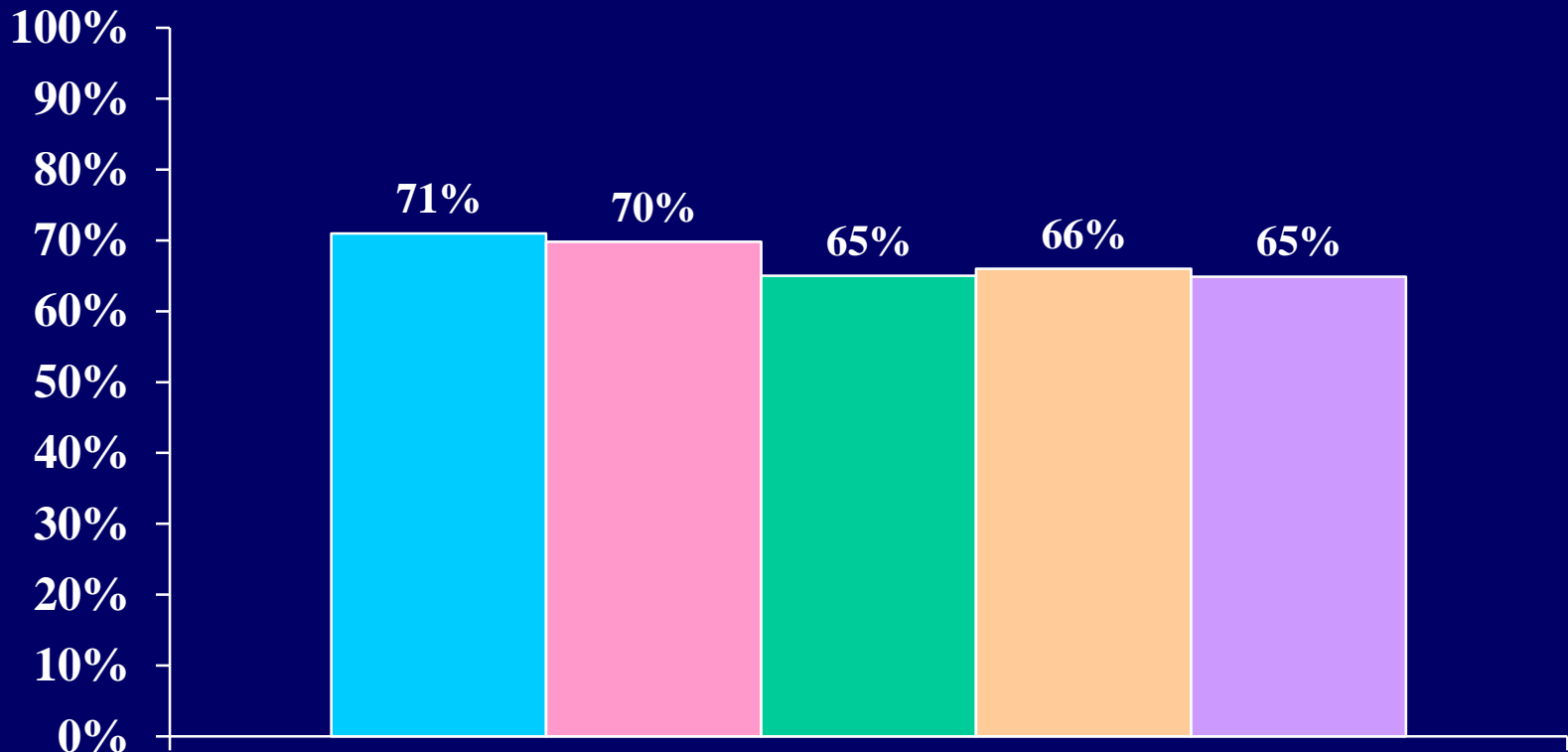
### Accept mistakes as part of the learning process



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

Percent of faculty who indicated “frequently”

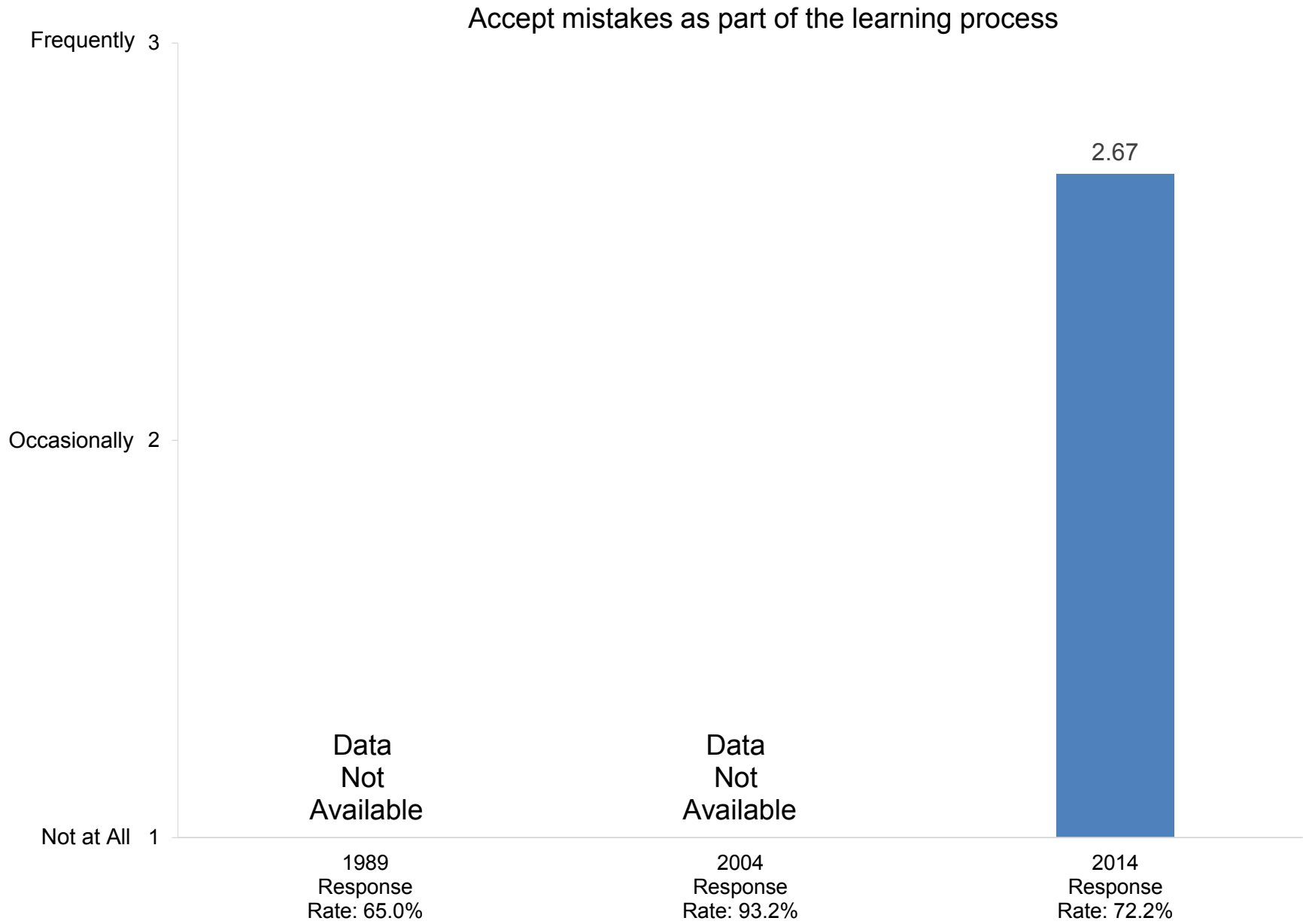
*Accept mistakes as part of the learning process*



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

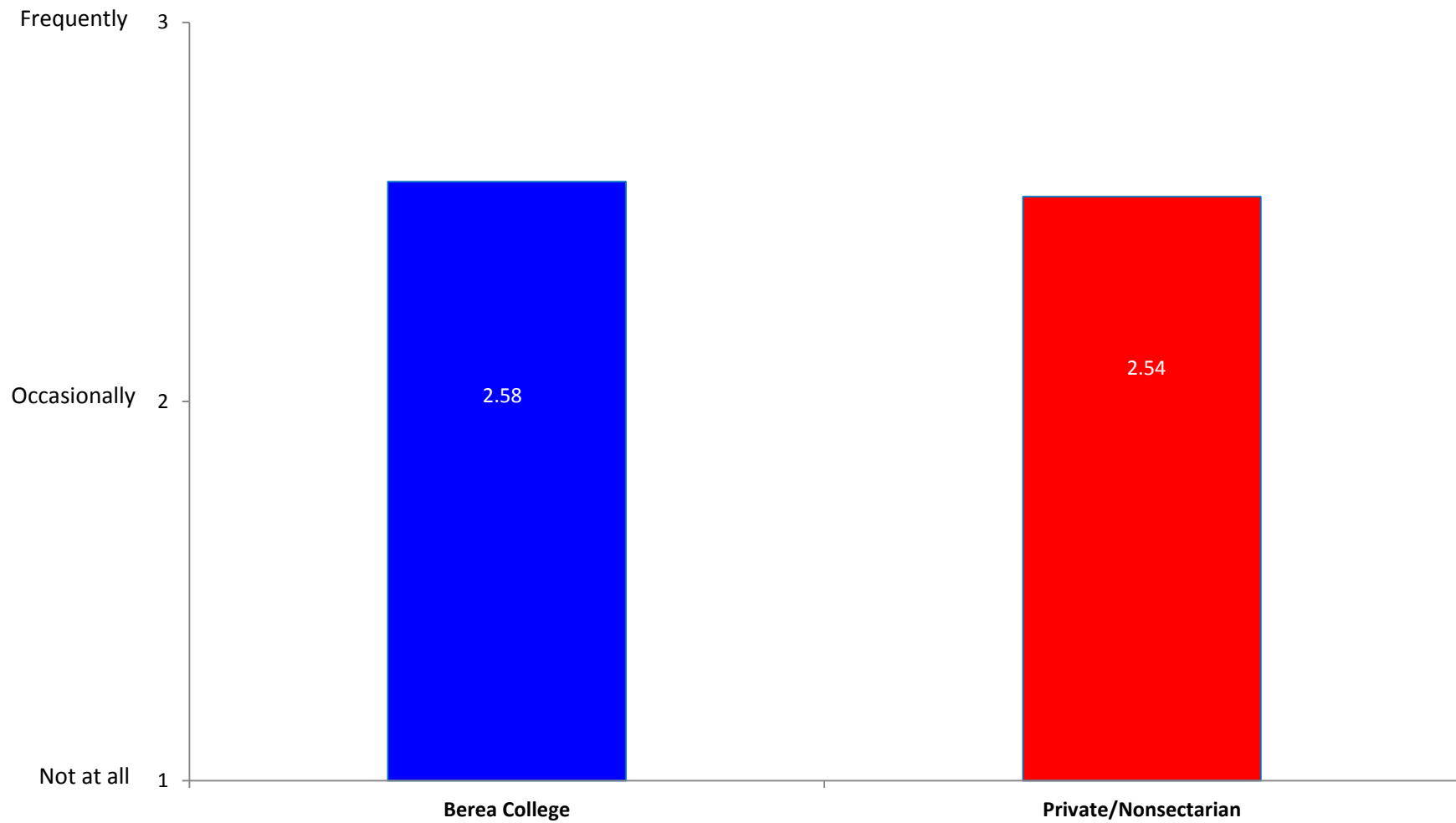
**Higher Education Research Institute (HERI) Faculty Survey**

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



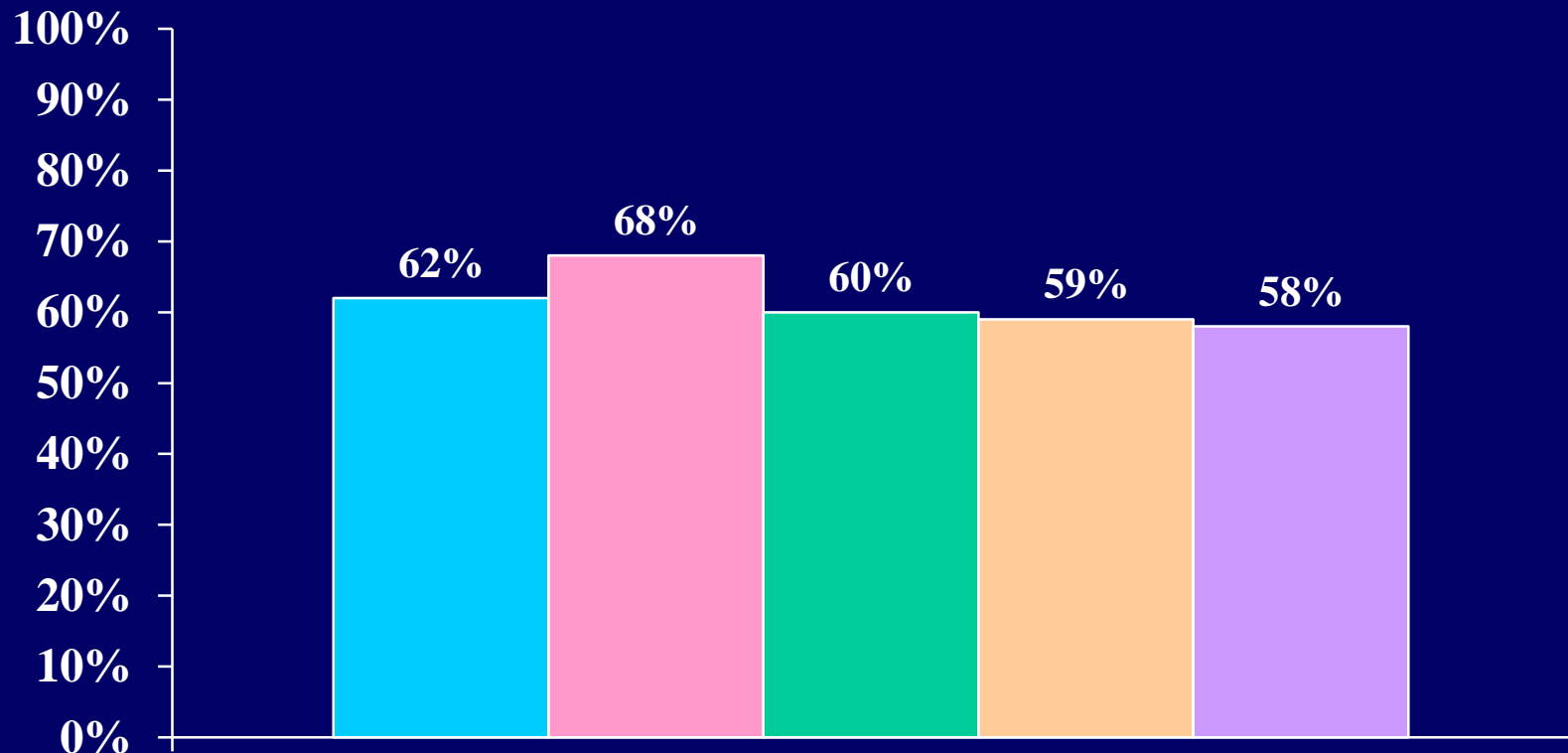
*In your interactions with undergraduates, how often do you encourage them to:*

### Work with other students on group projects



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

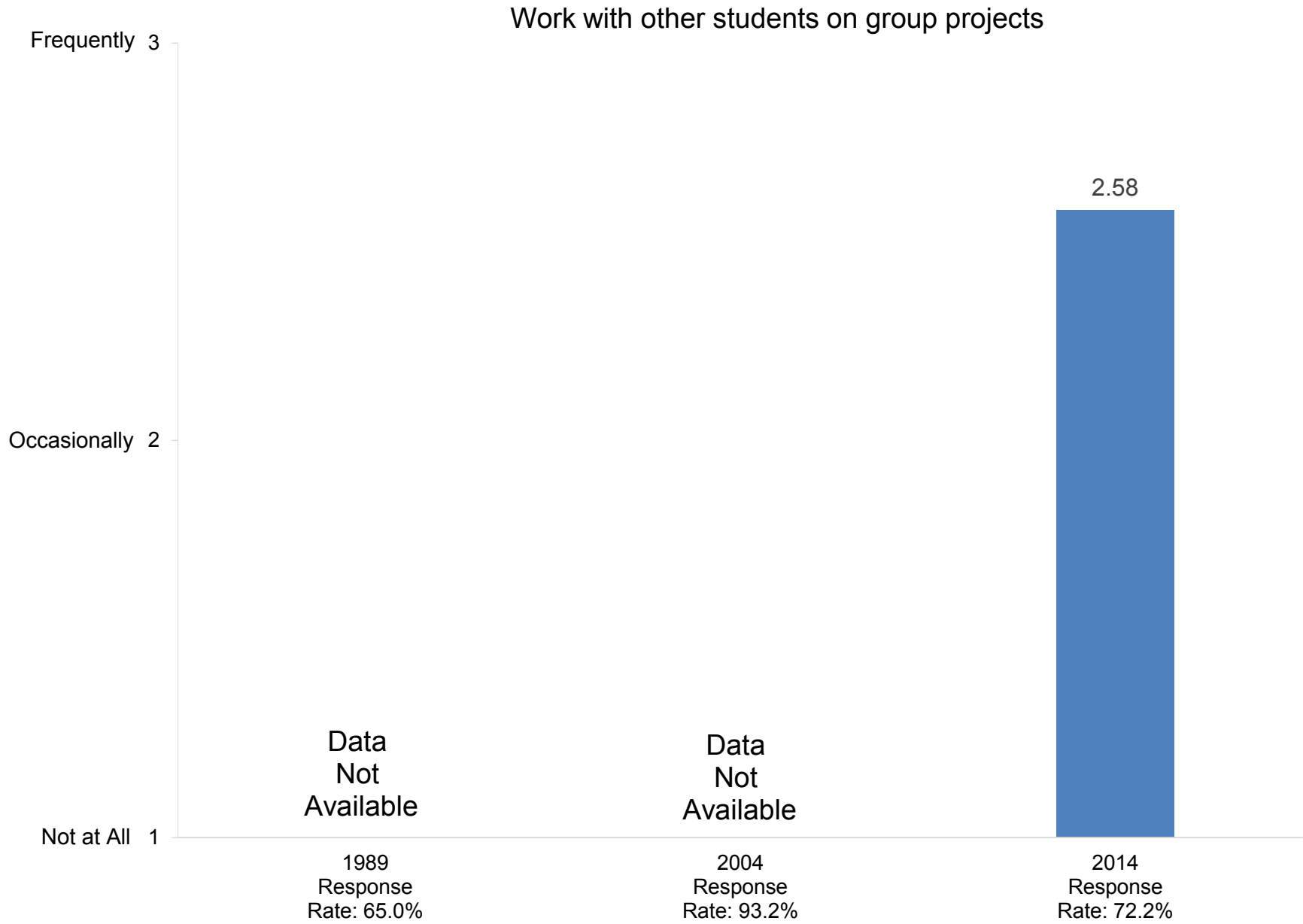
## *Work with other students on group projects*



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

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

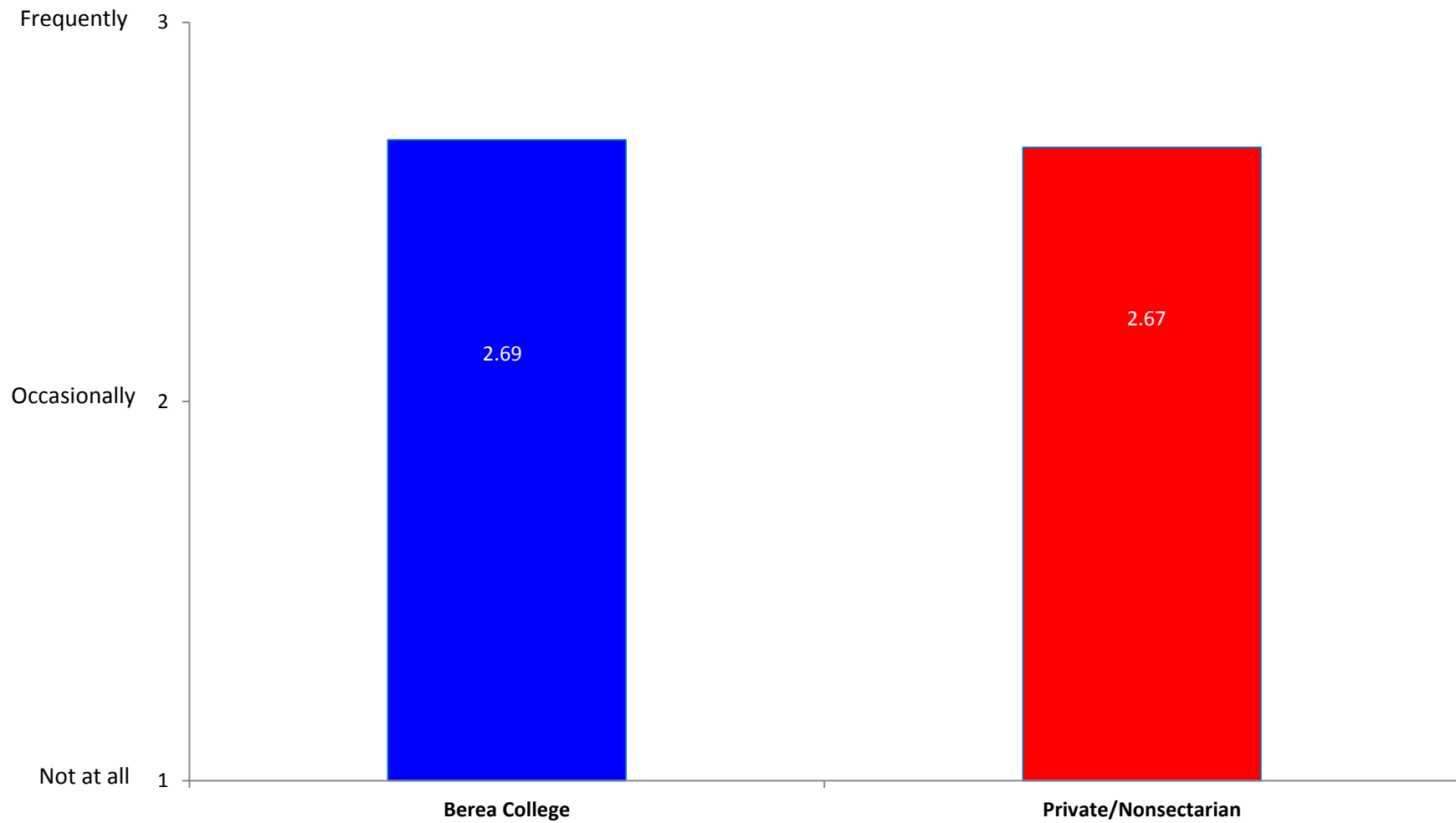
*In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?*





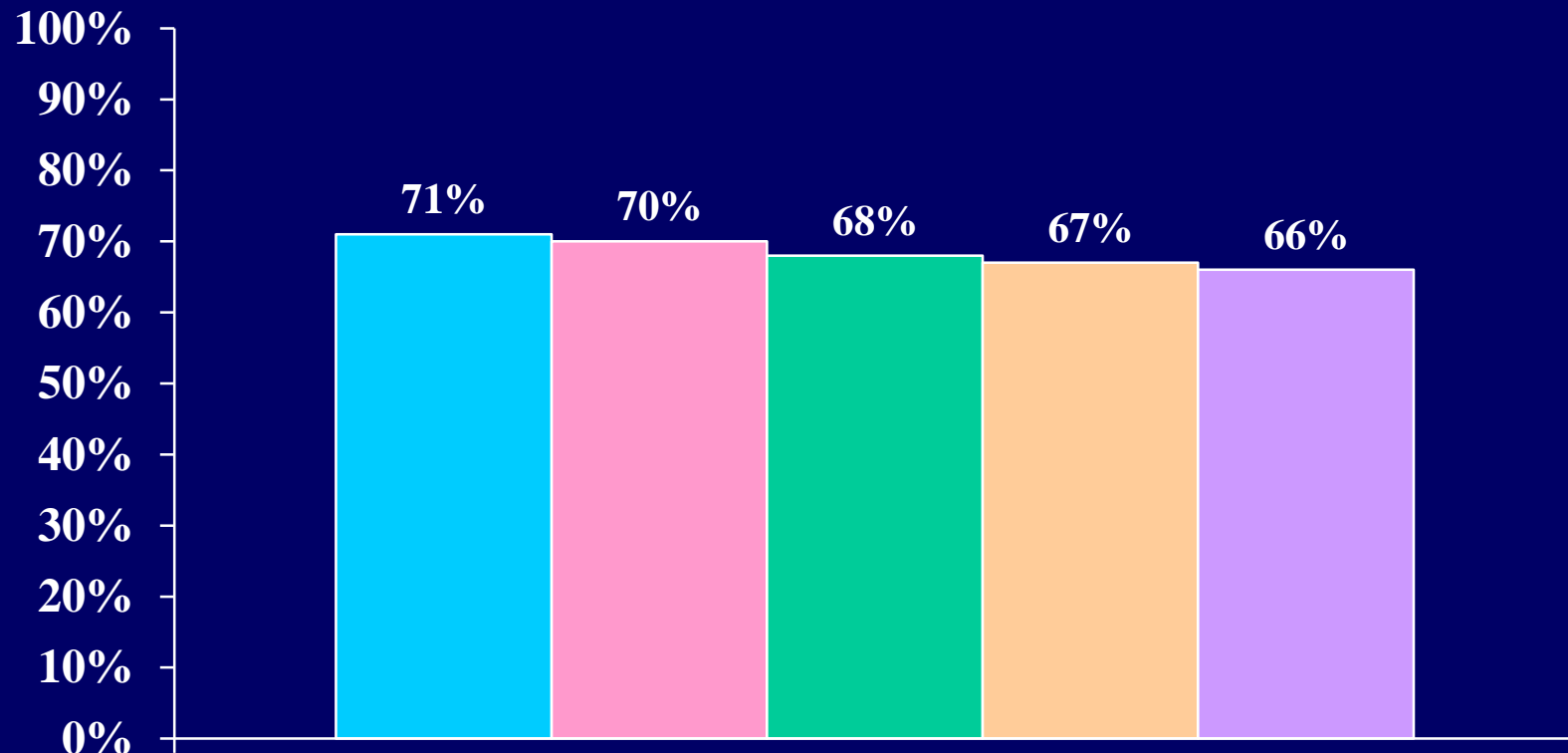
*In your interactions with undergraduates, how often do you encourage them to:*

### Integrate skills and knowledge from different sources and experiences



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

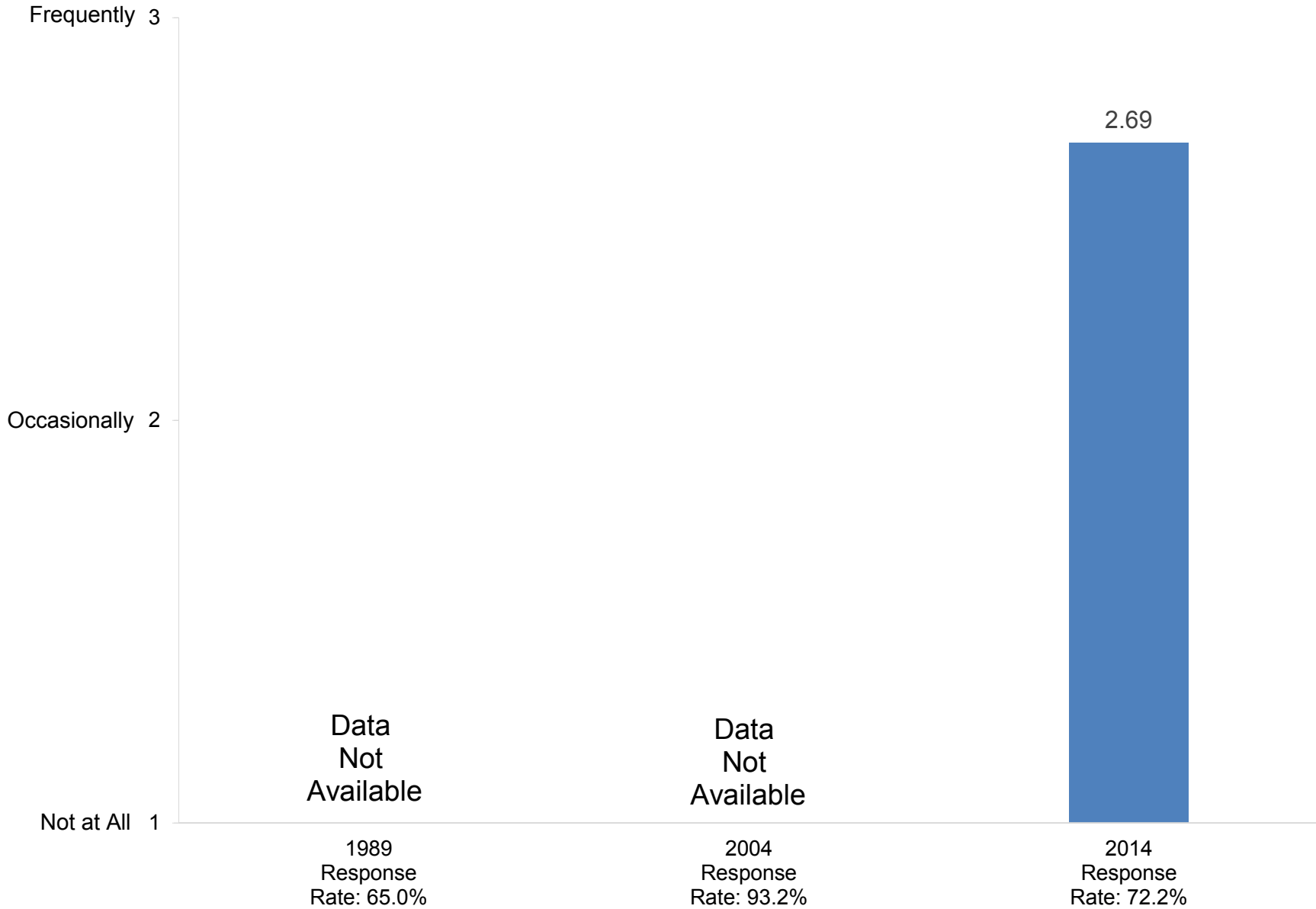
*Integrate skills and knowledge from different sources and experiences*



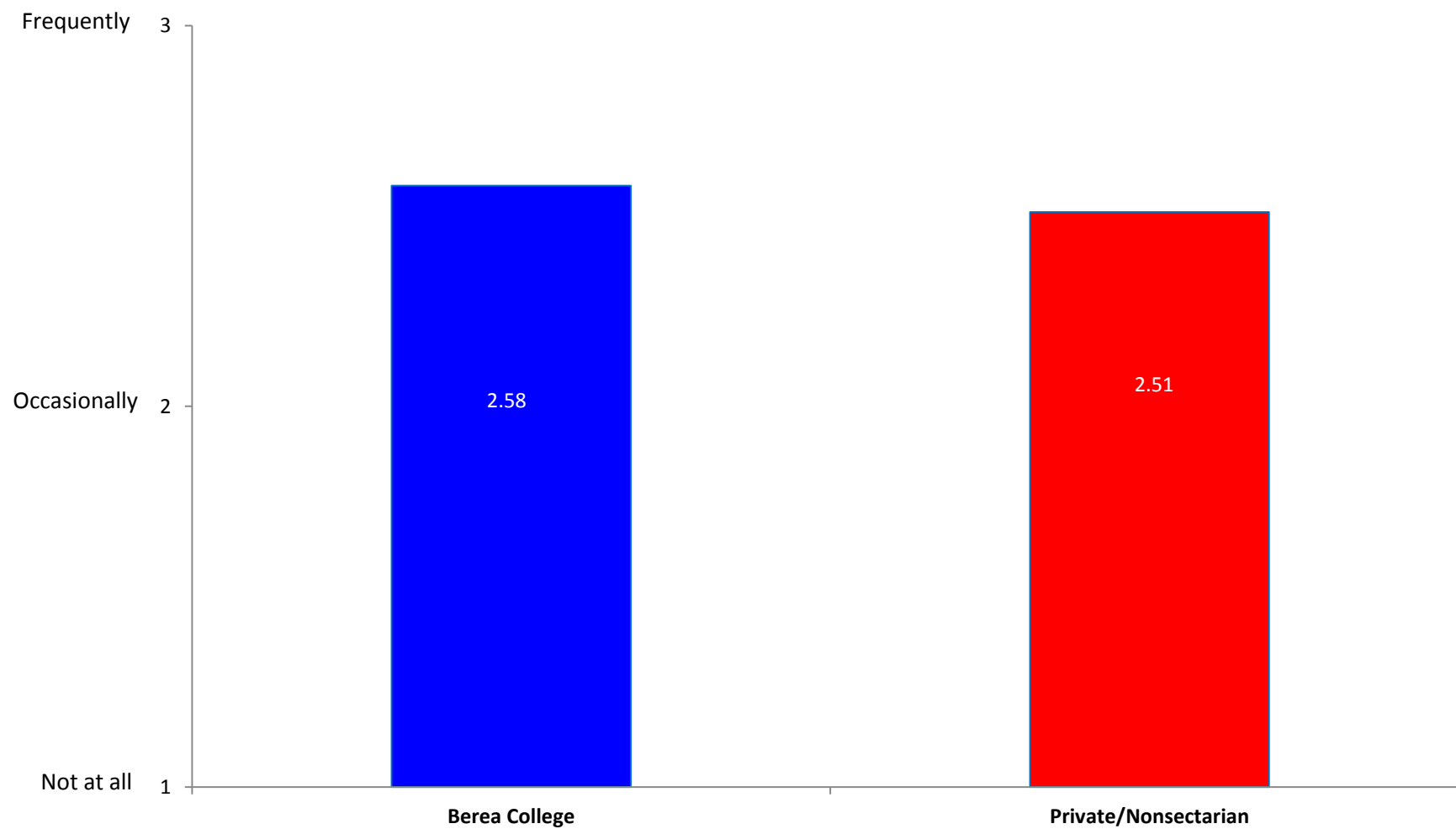
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Integrate skills and knowledge from different sources and experiences**

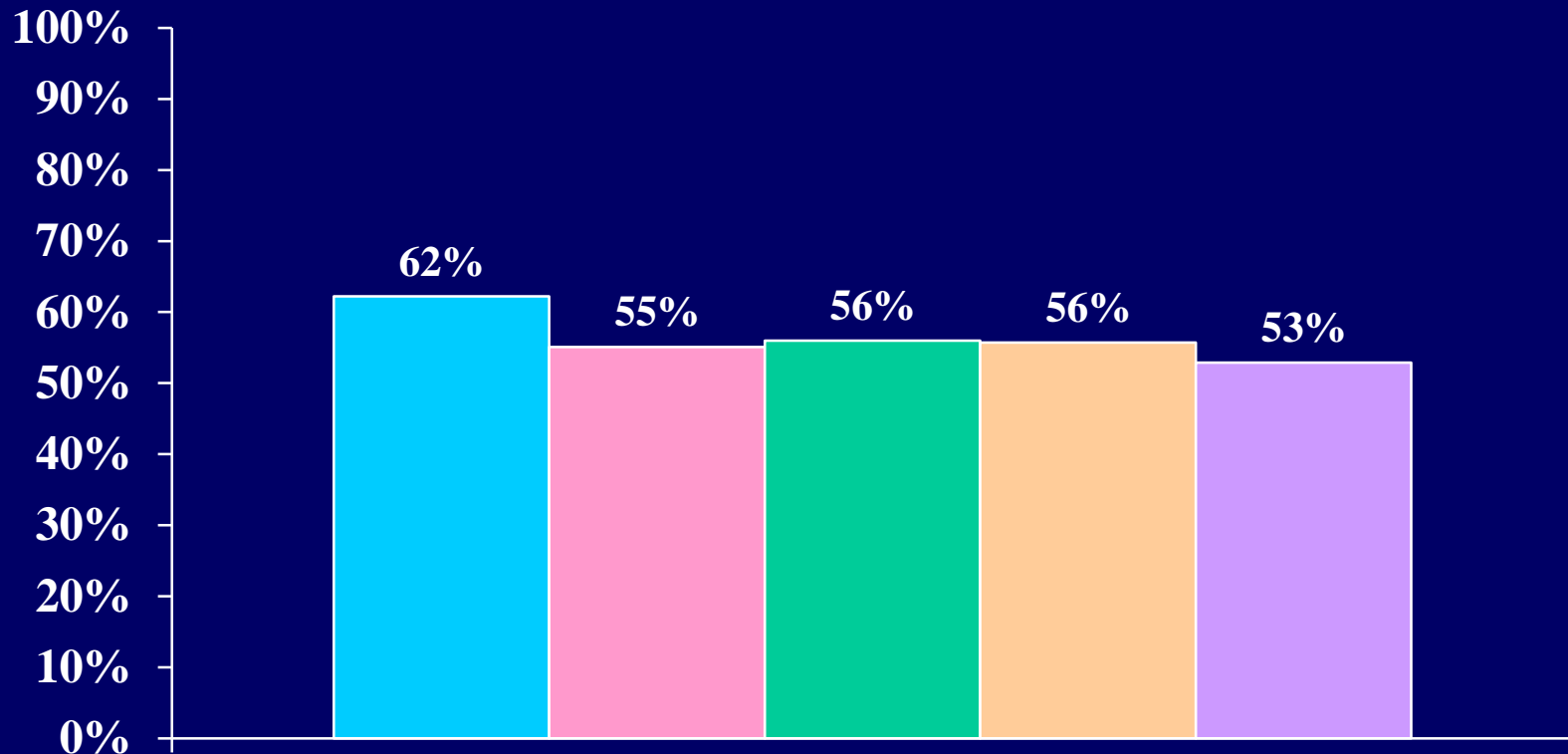


### Use different points of view to make an argument



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

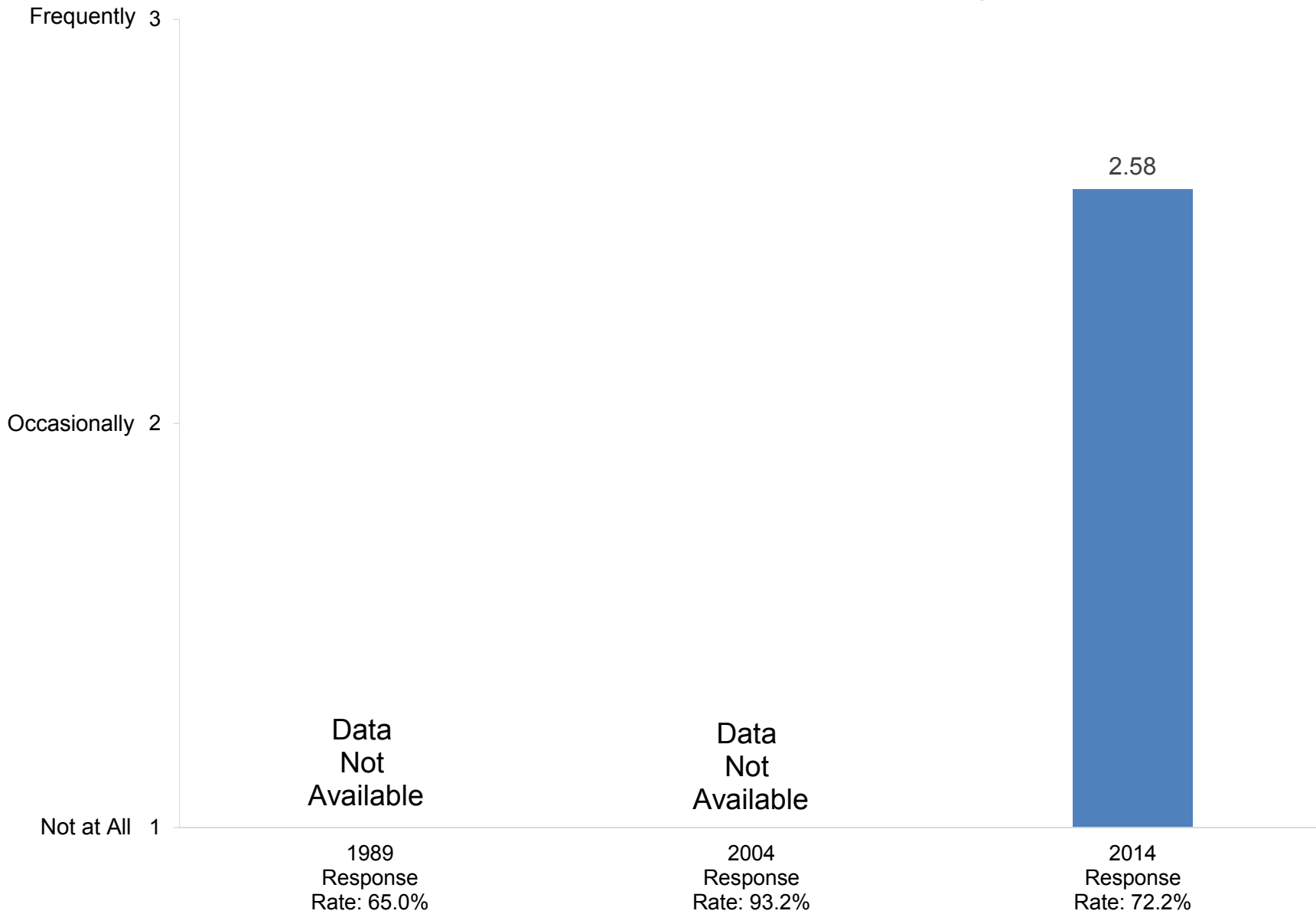
*Use different points of view to make an argument*



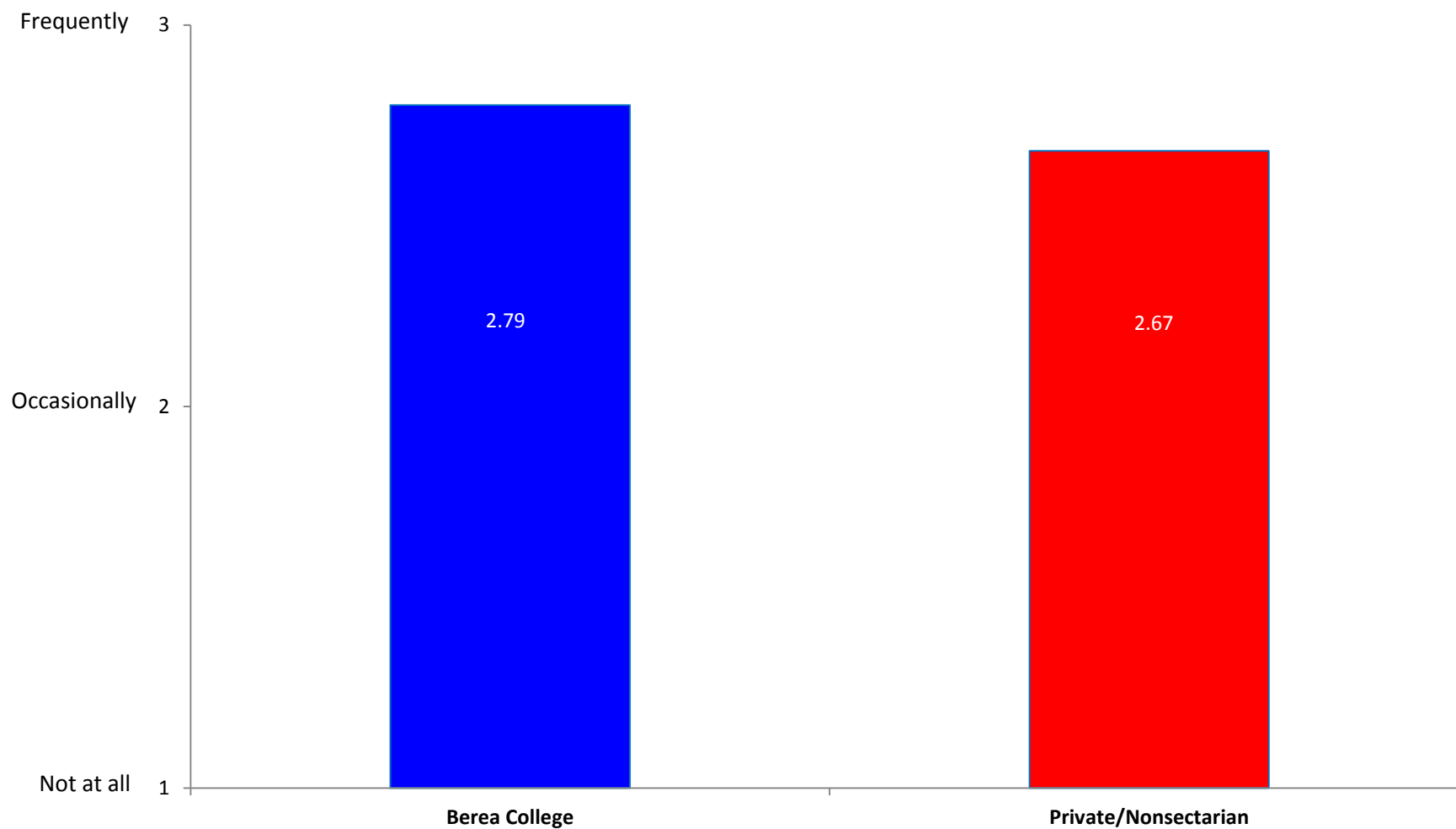
**Higher Education Research Institute (HERI) Faculty Survey**

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

Use different points of view to make an arugment

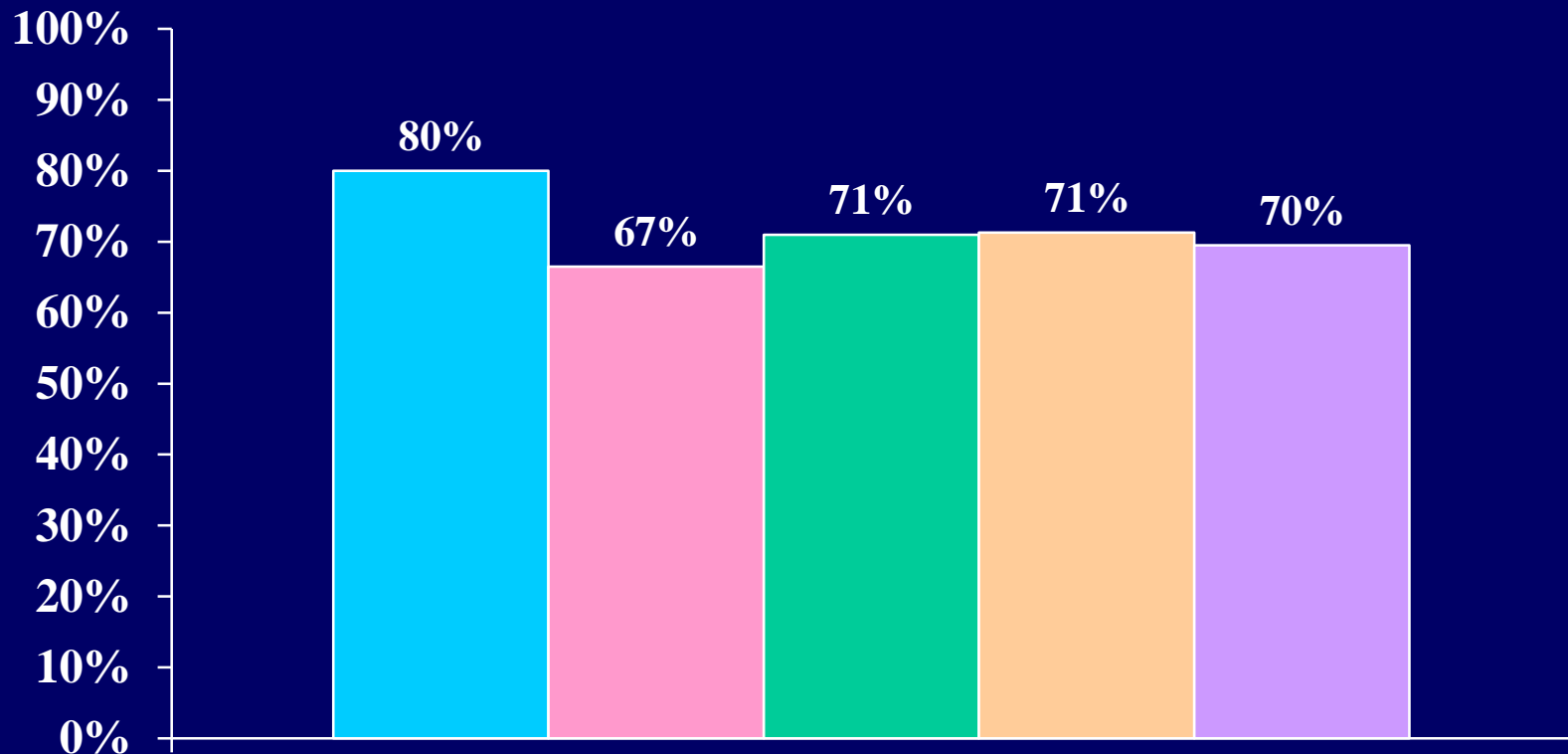


### Make connections between ideas from different courses



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

*Make connections between ideas from different courses*

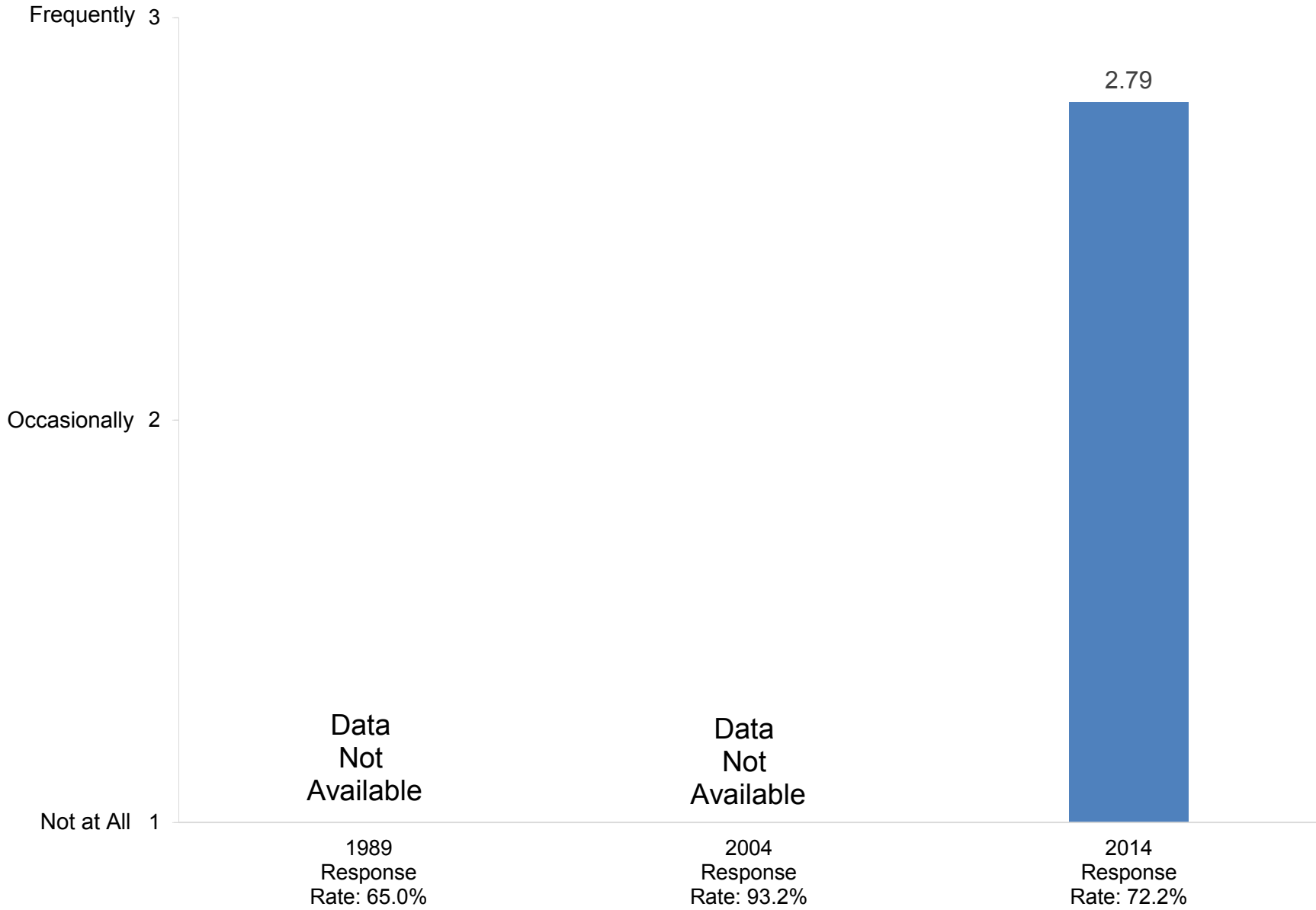




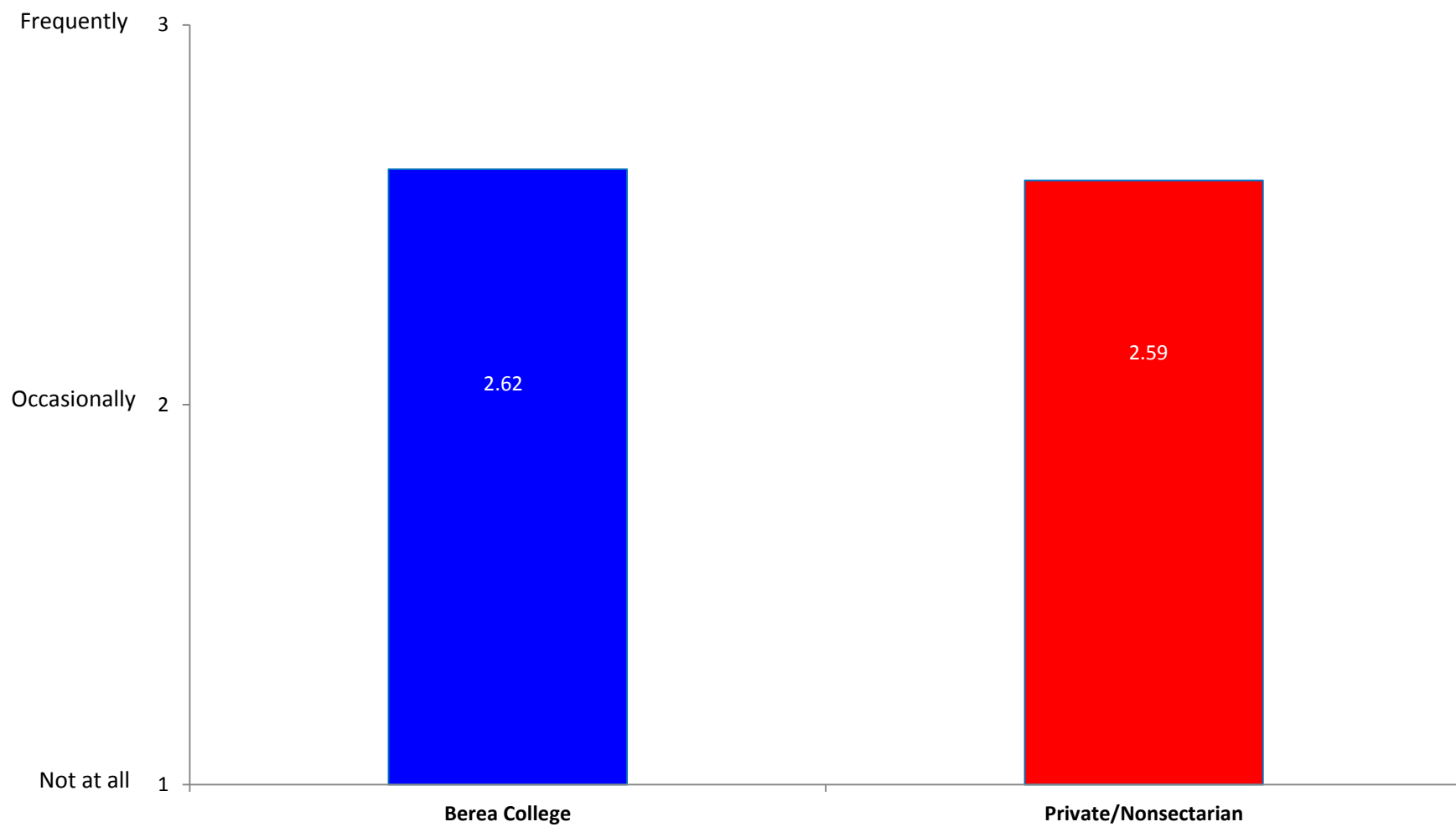
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Make connections between ideas from different courses**

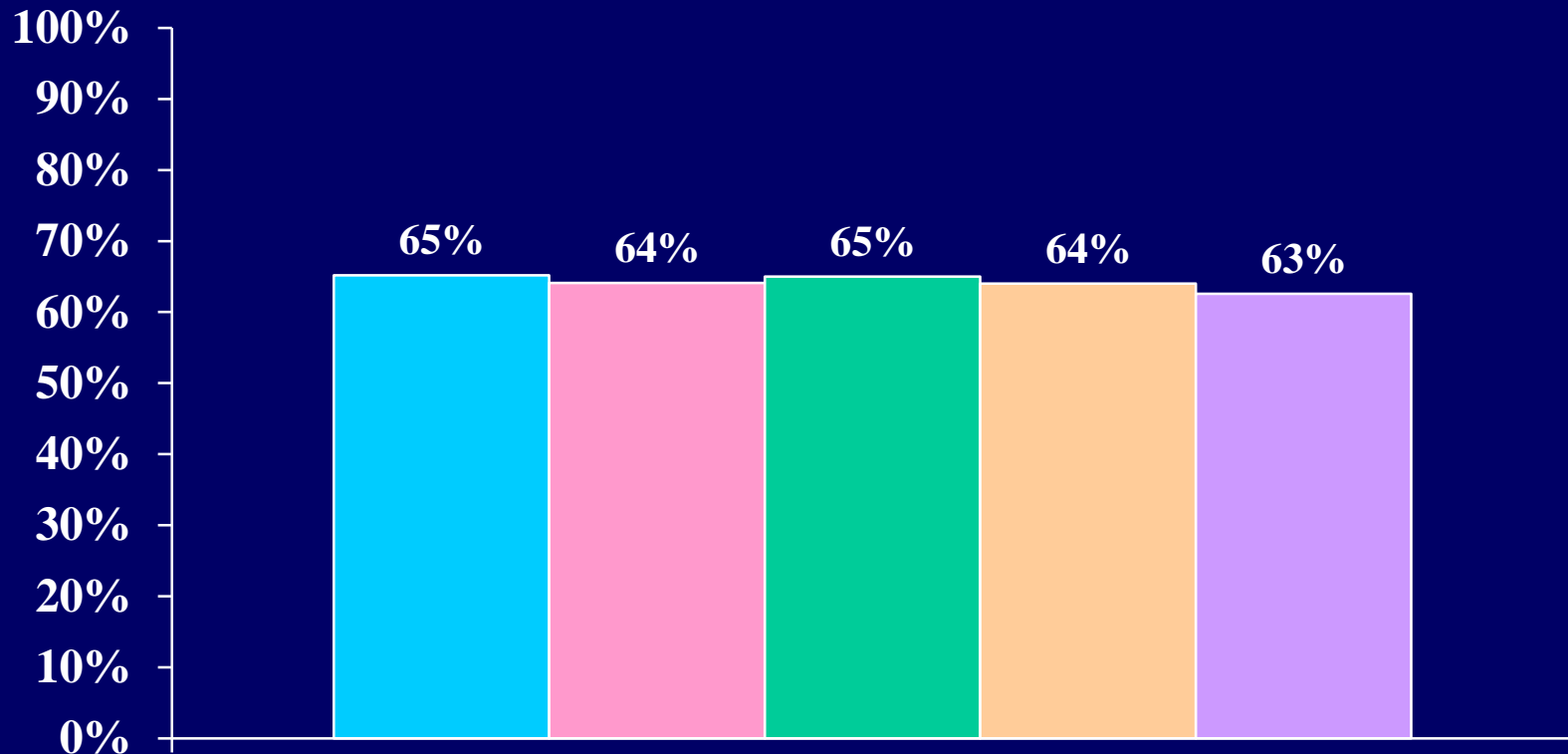


### Critically evaluate their position on an issue



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

*Critically evaluate their position on an issue*



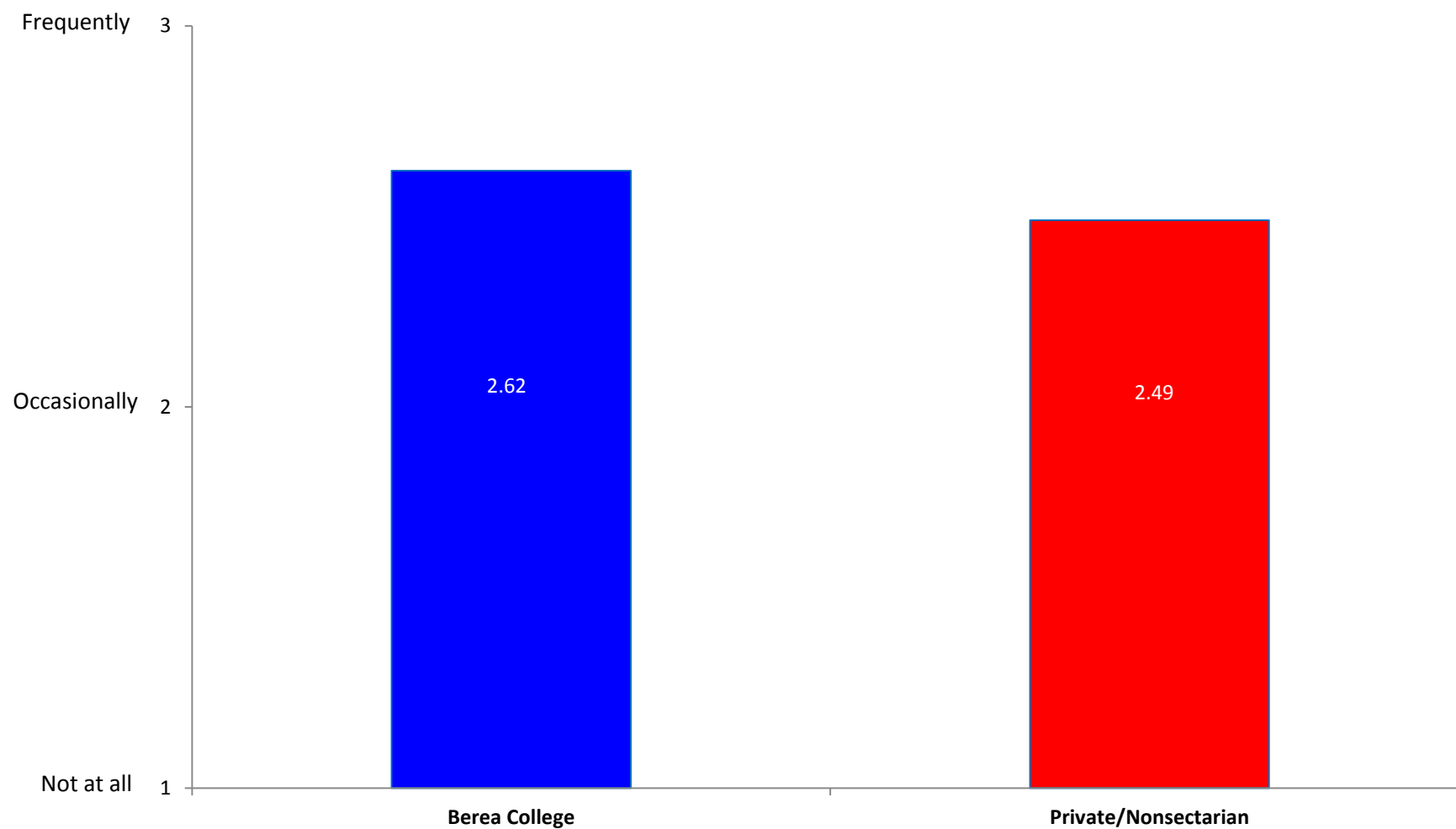
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Critically evaluate their position on an issue**

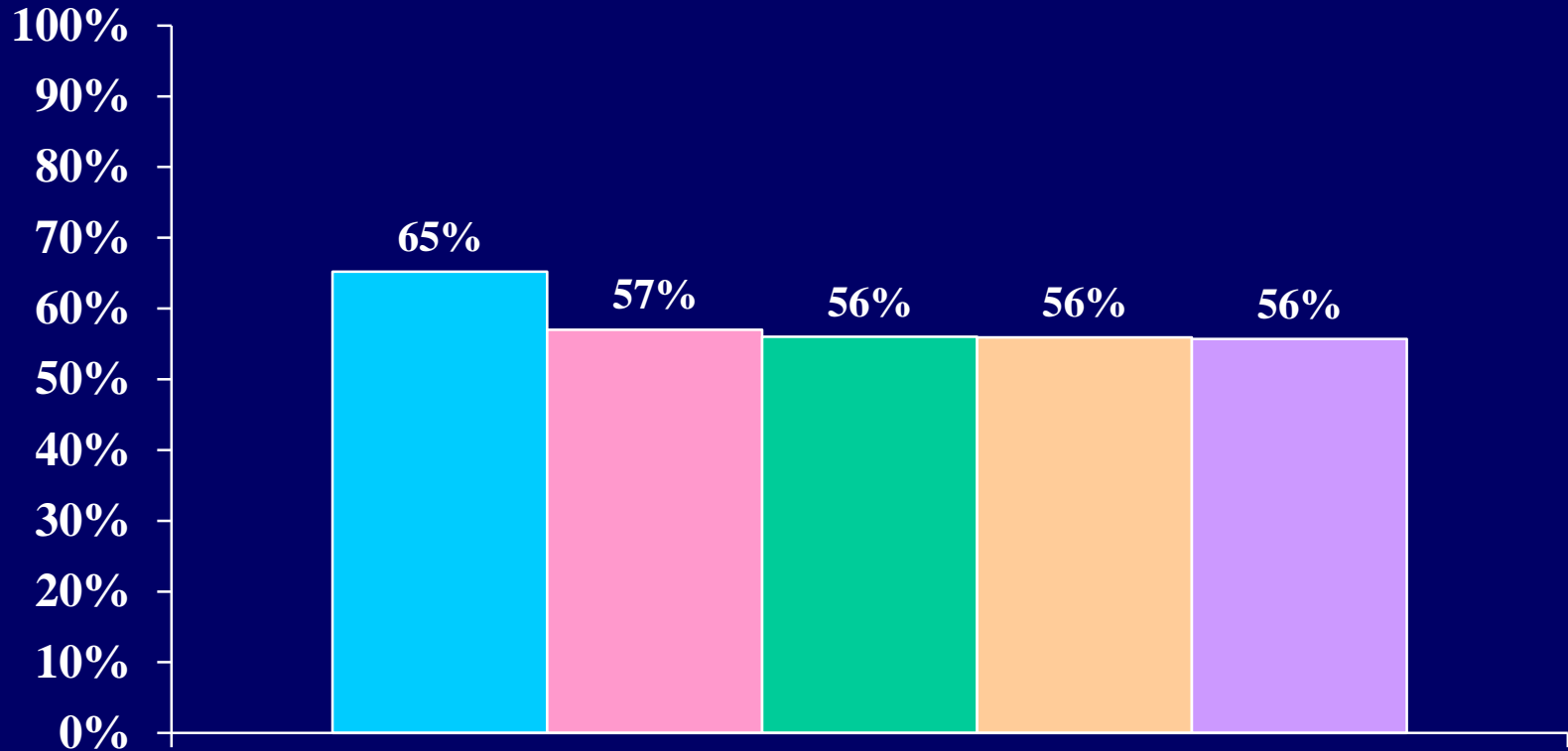


### Recognize the biases that affect their thinking



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

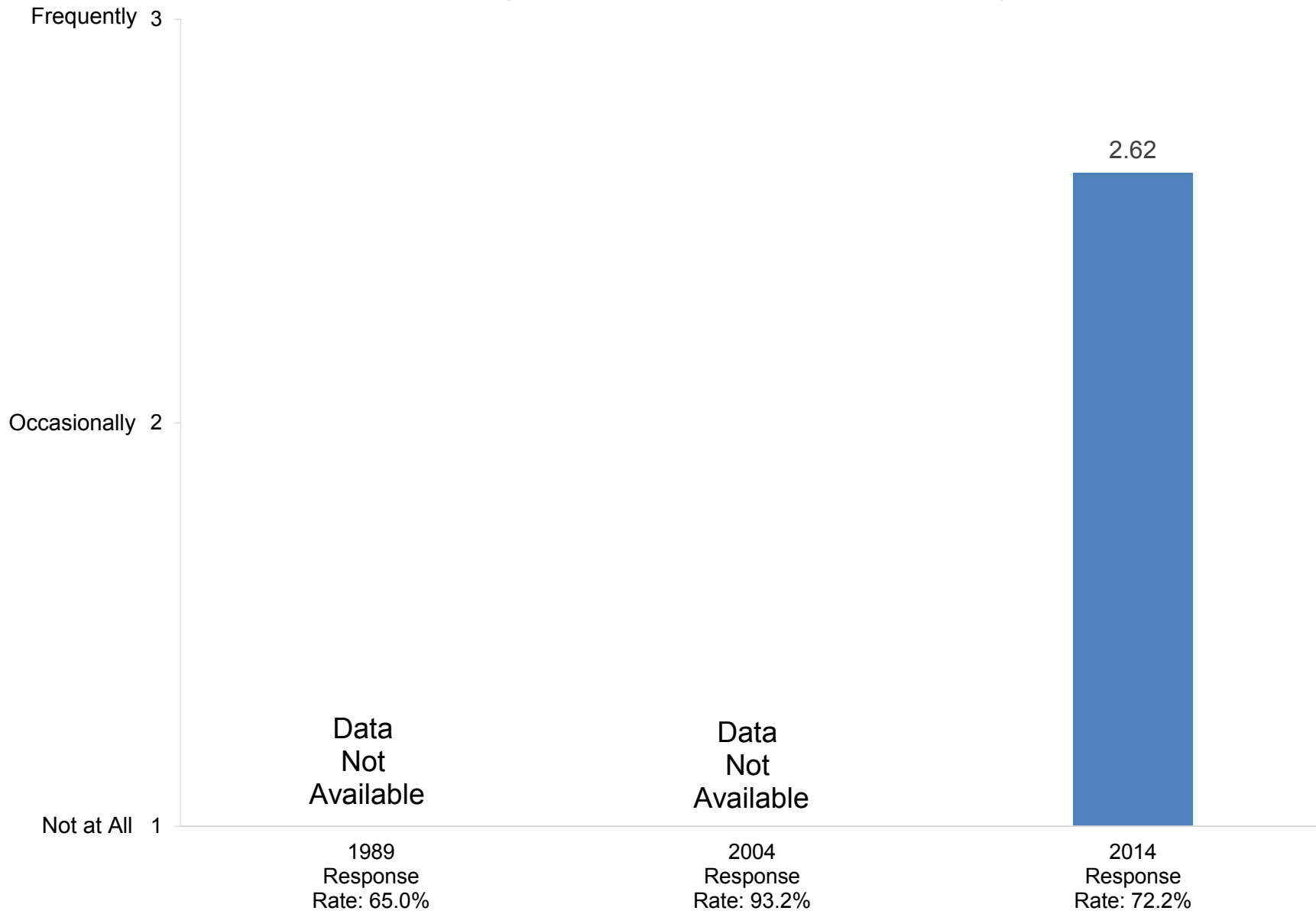
*Recognize the biases that affect their thinking*



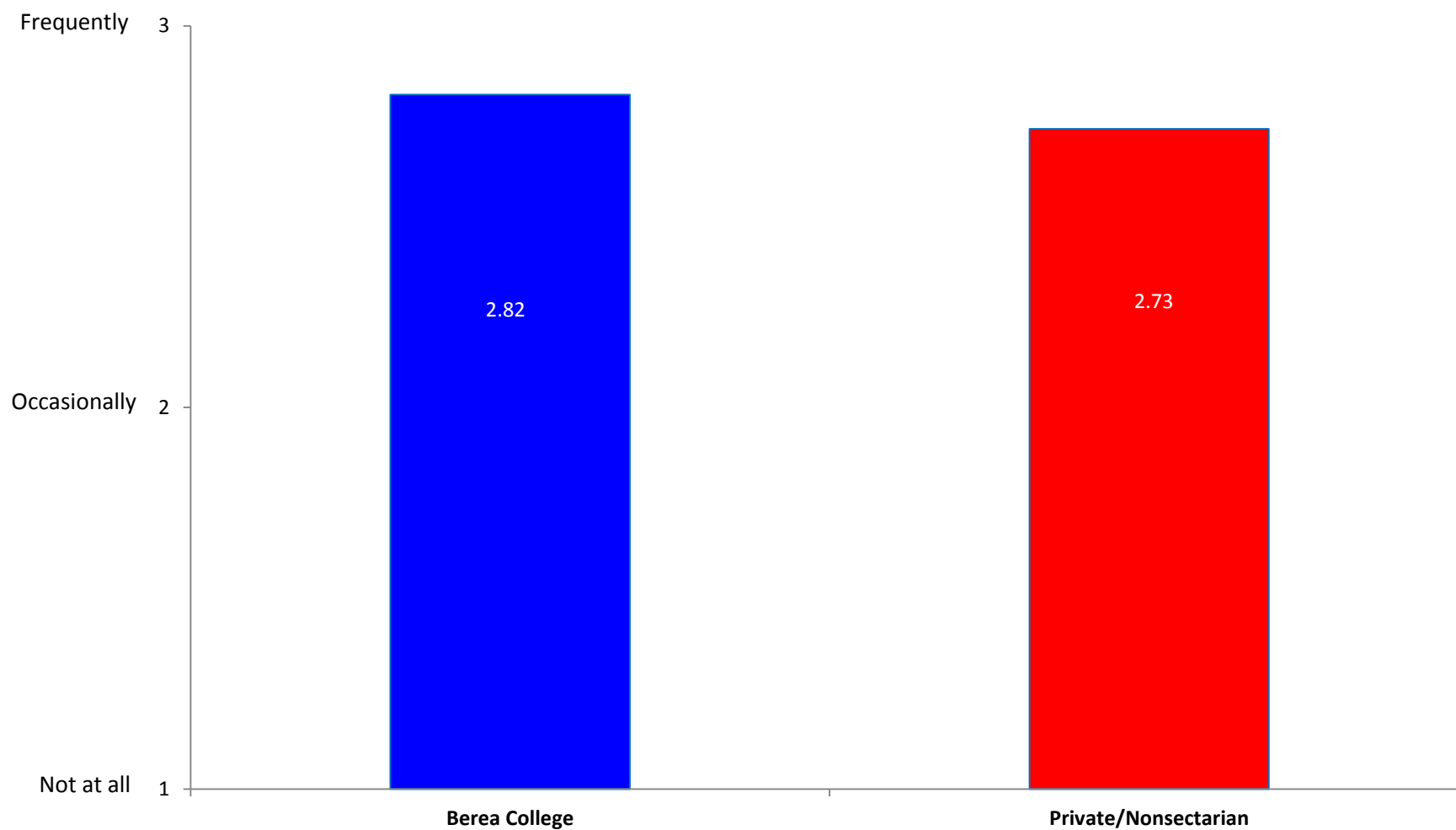
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Recognize the biases that affect their thinking**



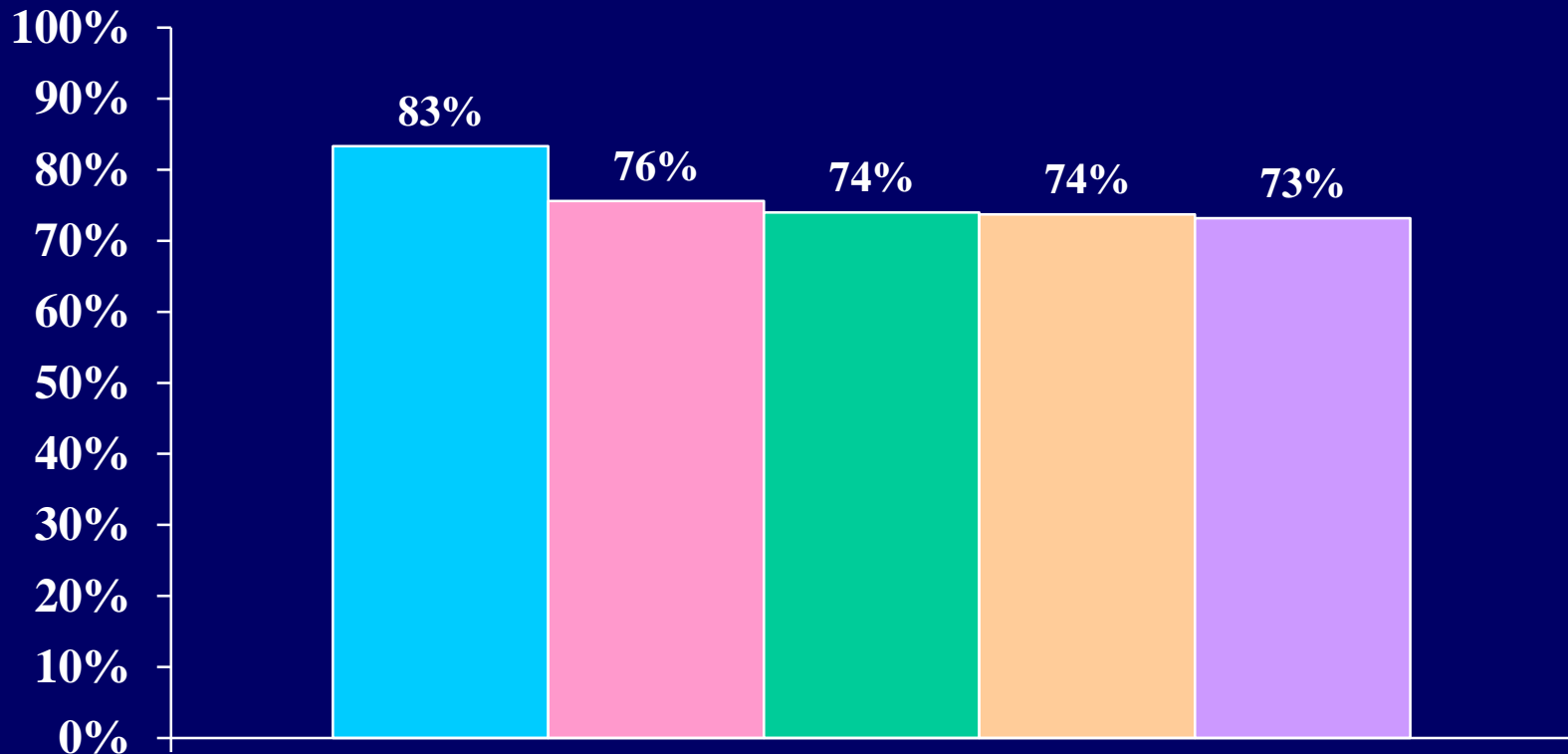
### Think more broadly about an issue





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

*Think more broadly about an issue*



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

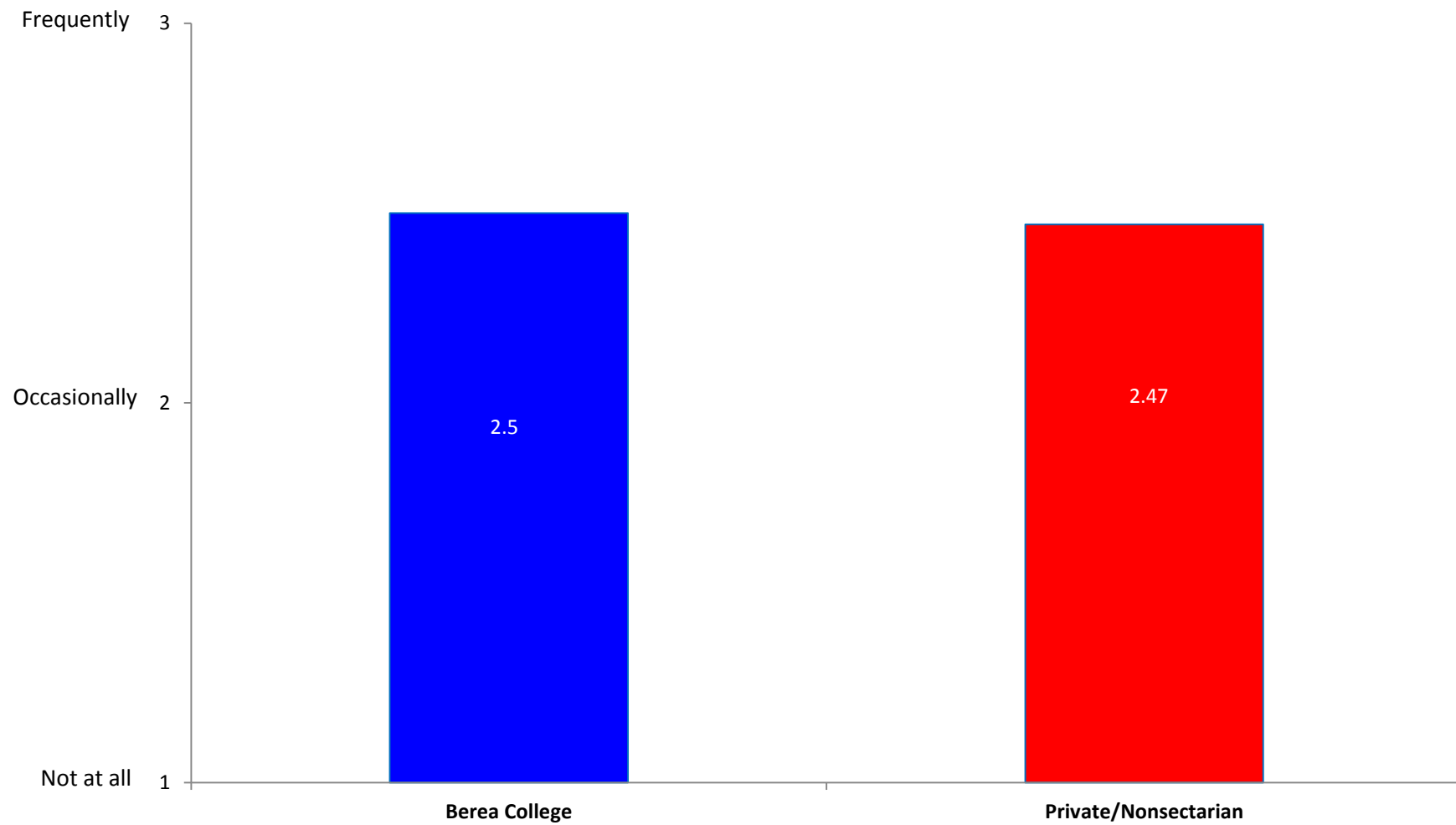
*How often in the past year have you encouraged students to:*

Think more broadly about an issue



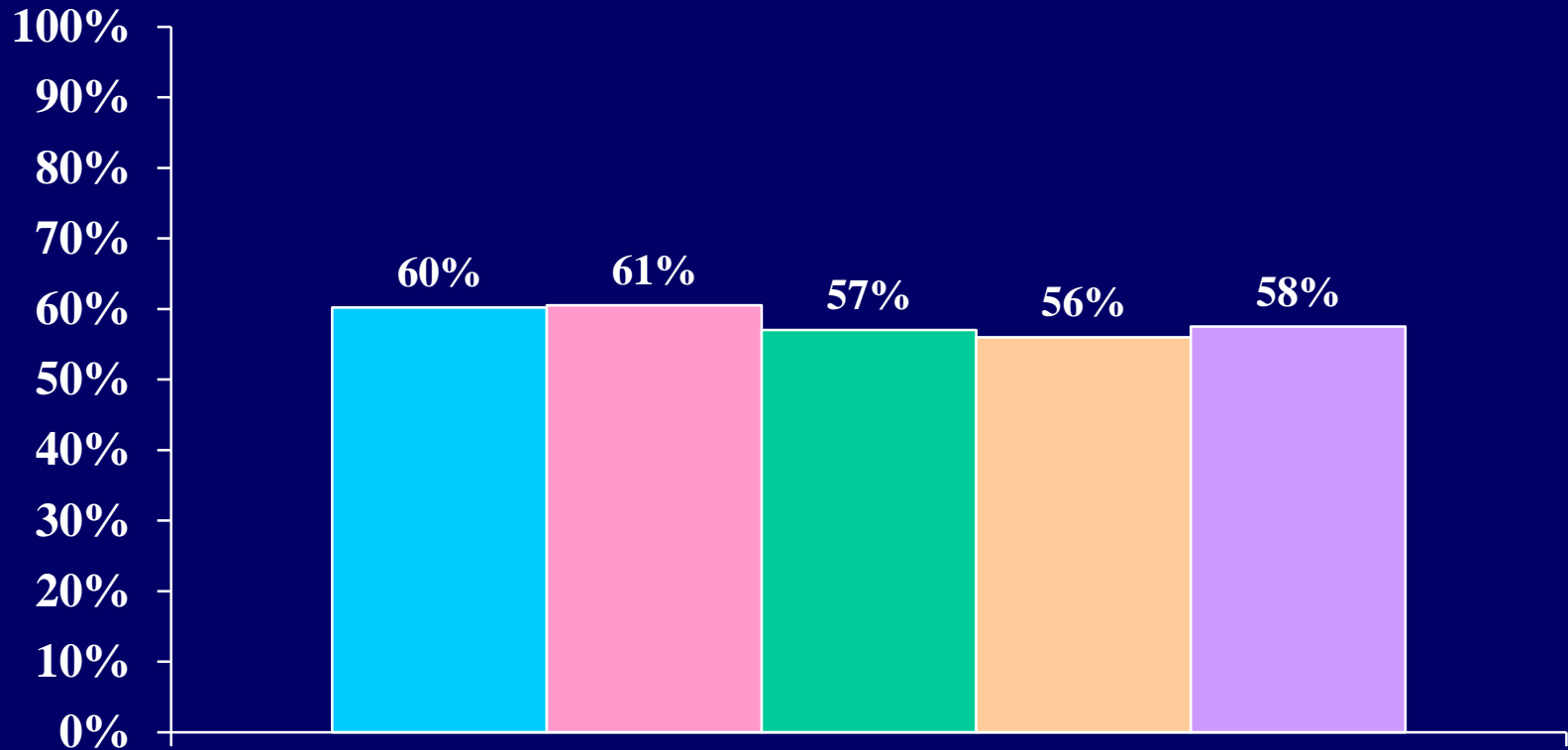
*How frequently have you given at least one assignment that required students to:*

### Analyze and interpret data



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

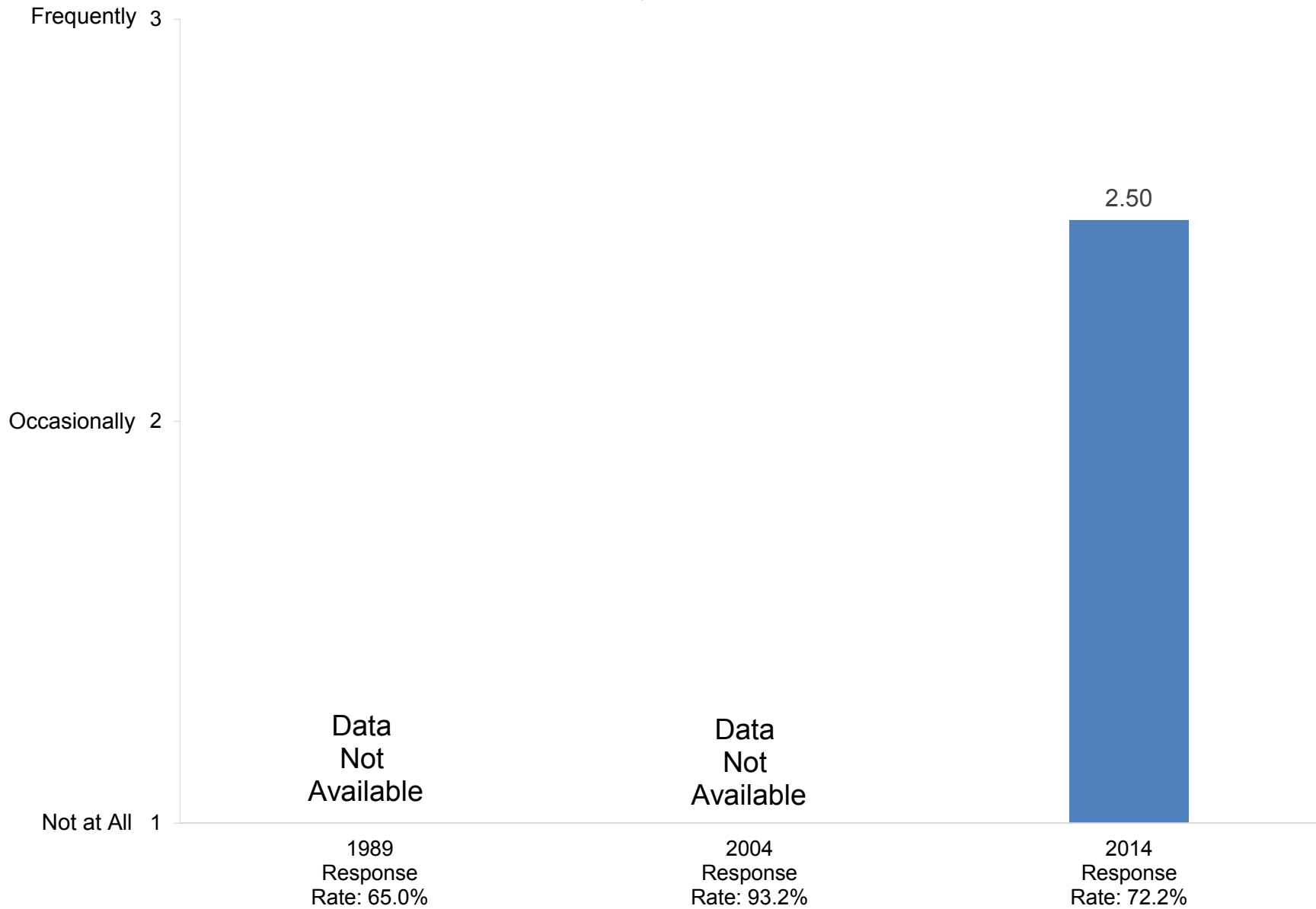
*Analyze and interpret data*



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

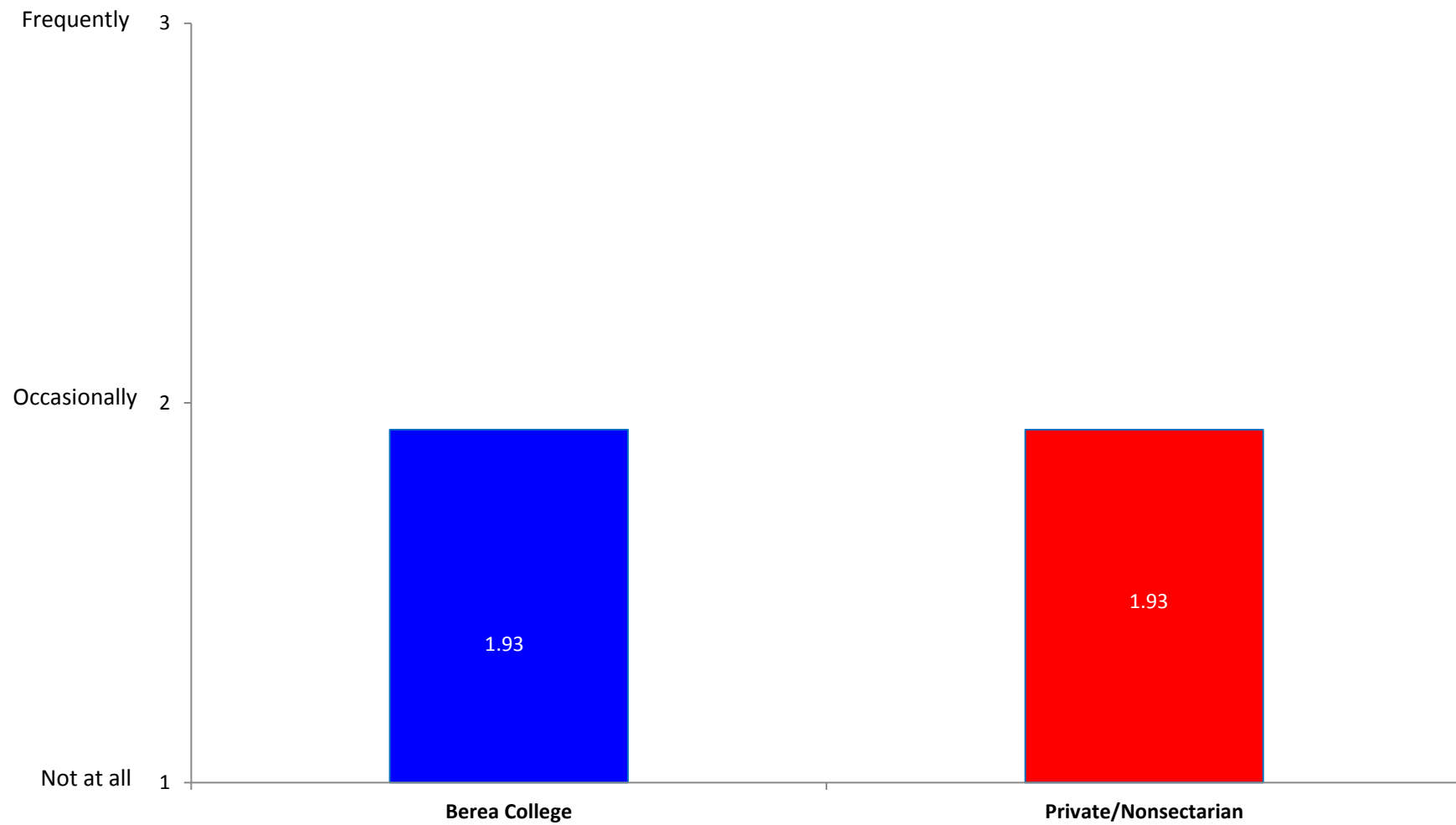
*How frequently in the courses you taught in the past year have you given at least one assignment that required students to:*

**Analyze and interpret data**



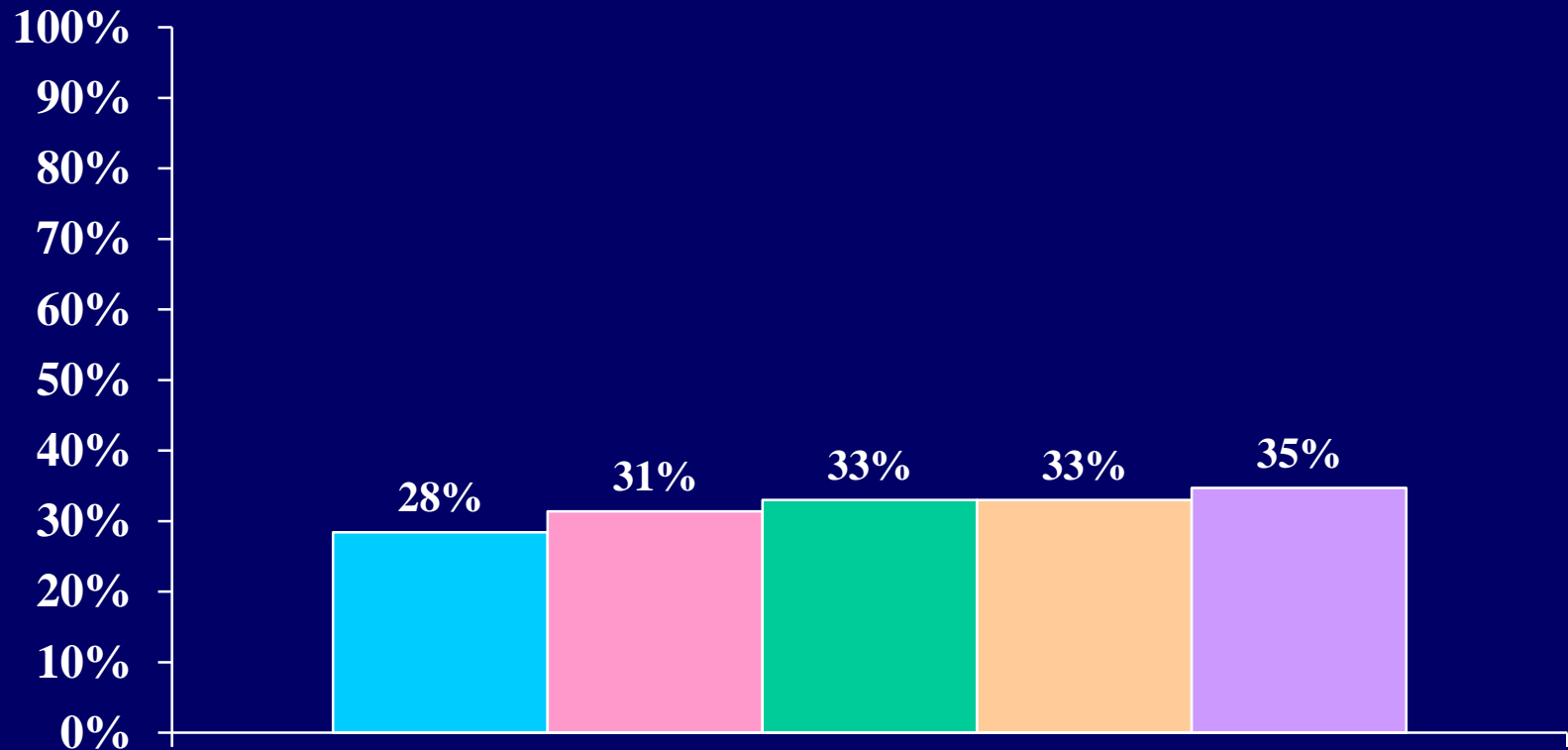
*How frequently have you given at least one assignment that required students to:*

### Apply mathematical concepts and computational thinking



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

## *Apply mathematical concepts and computational thinking*



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

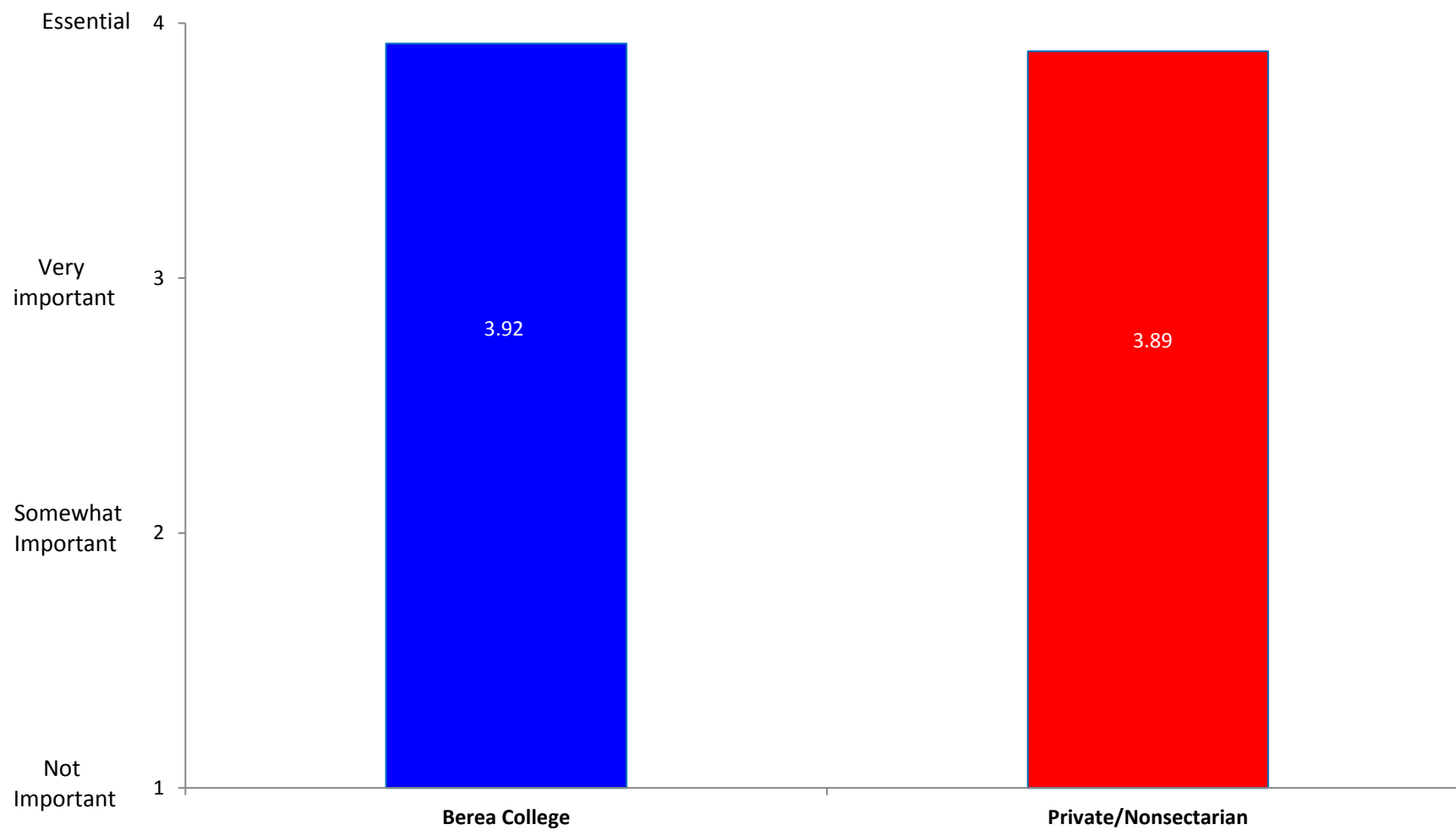
*How frequently in the courses you taught in the past year have you given at least one assignment that required students to:*

**Apply mathematical concepts and computational thinking**





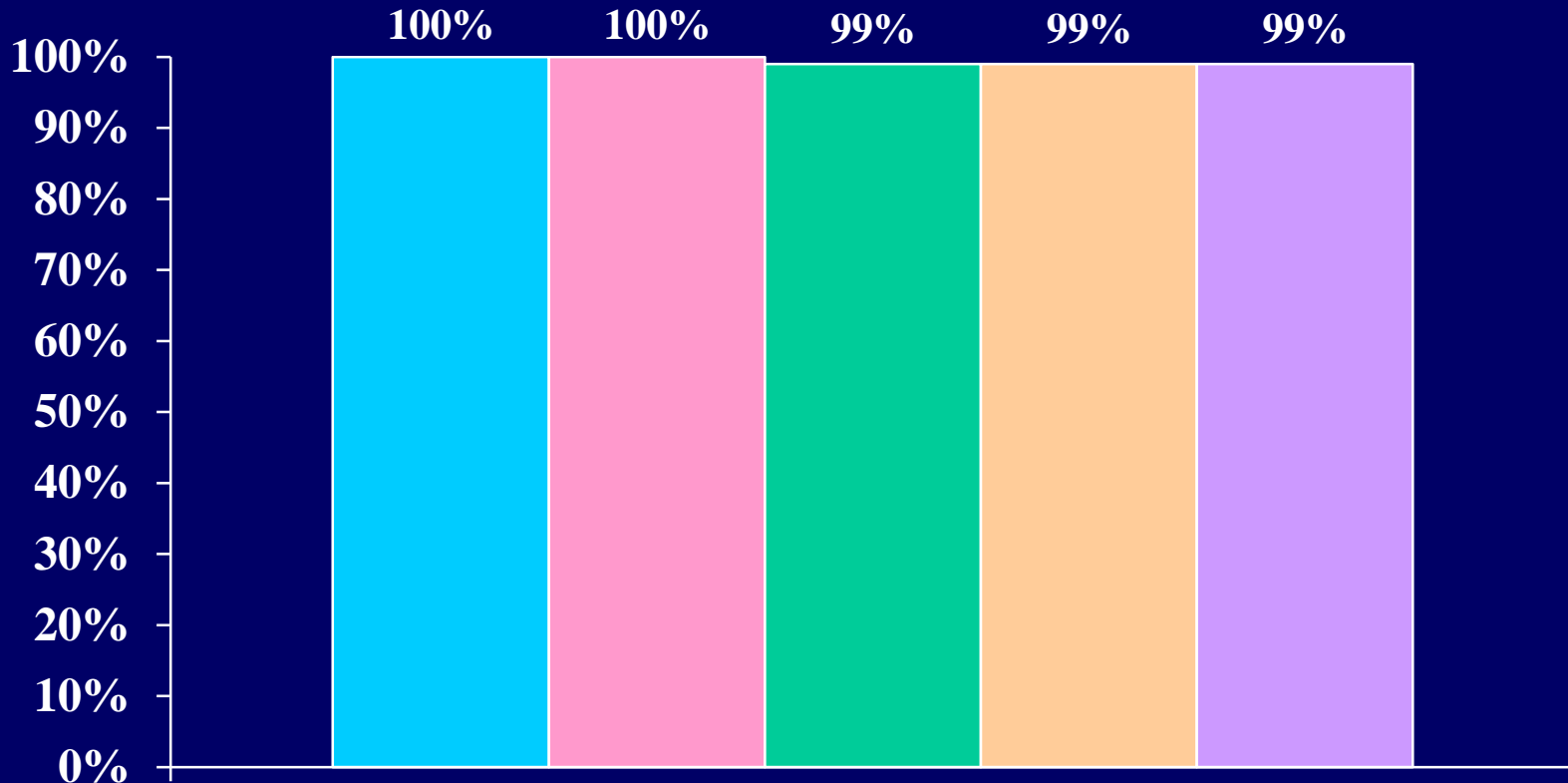
### Develop ability to think critically



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

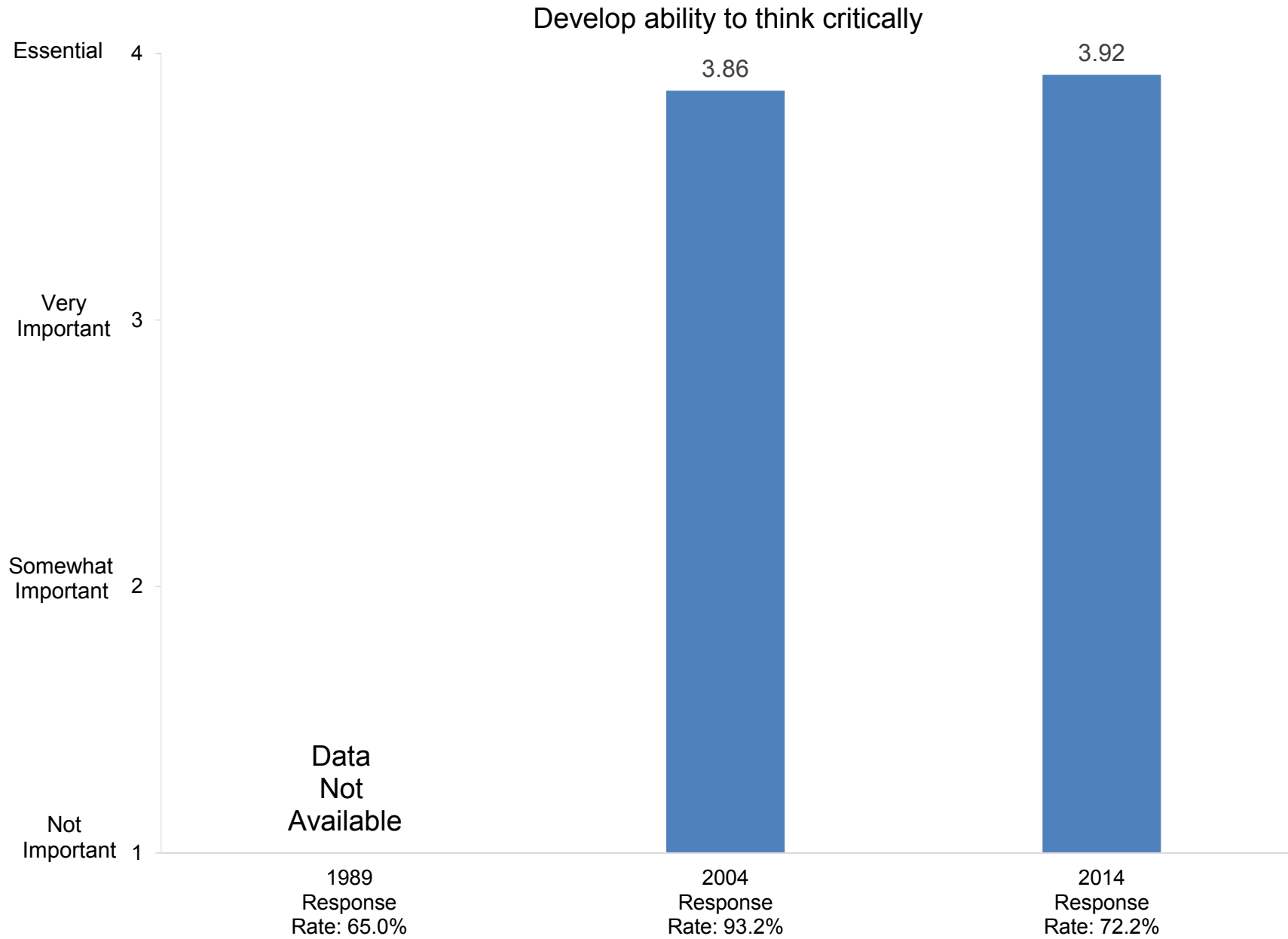
Percent of faculty who indicated “essential” or “very important”

*Develop ability to think critically*



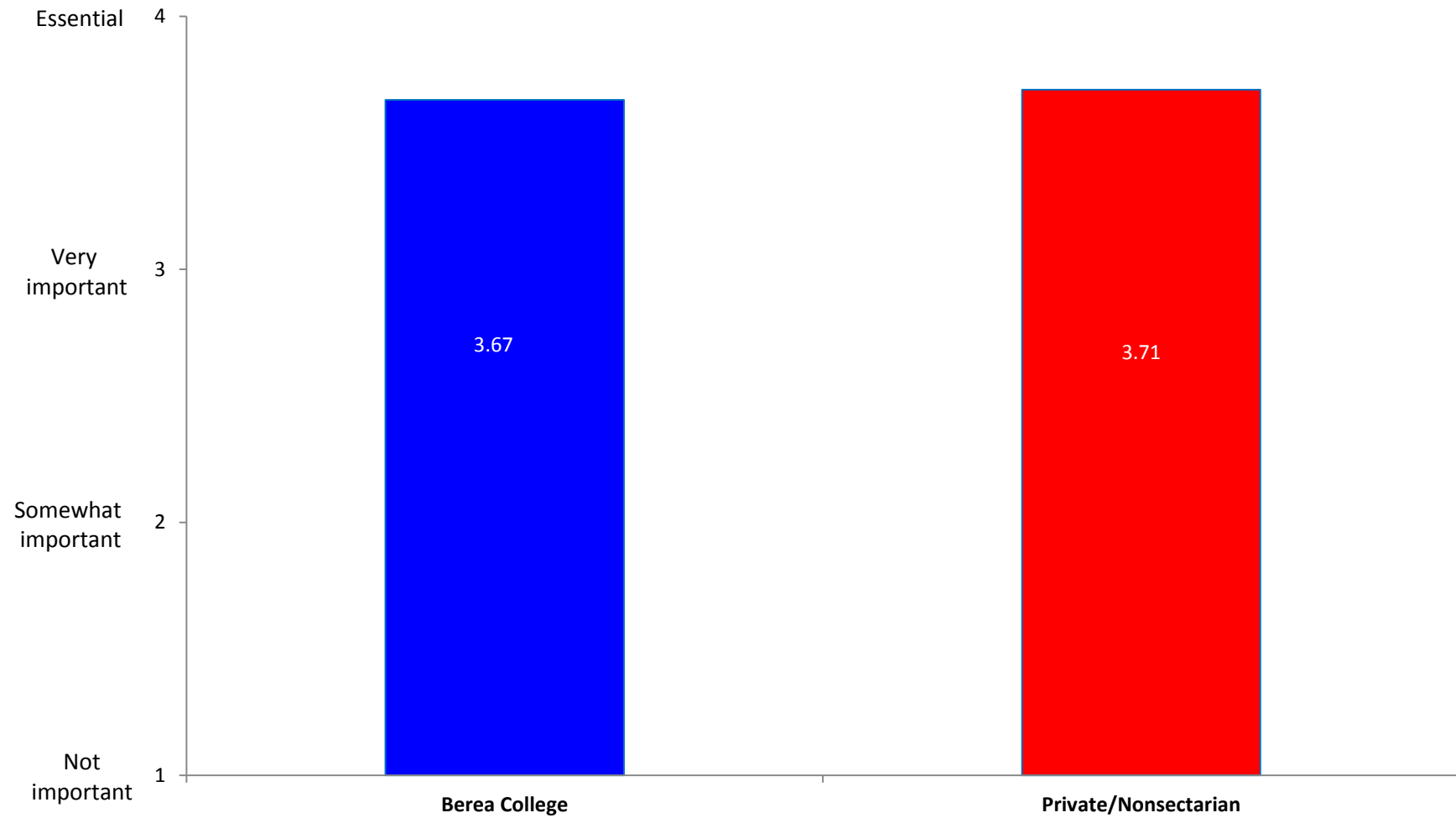
**Higher Education Research Institute (HERI) Faculty Survey**

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



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

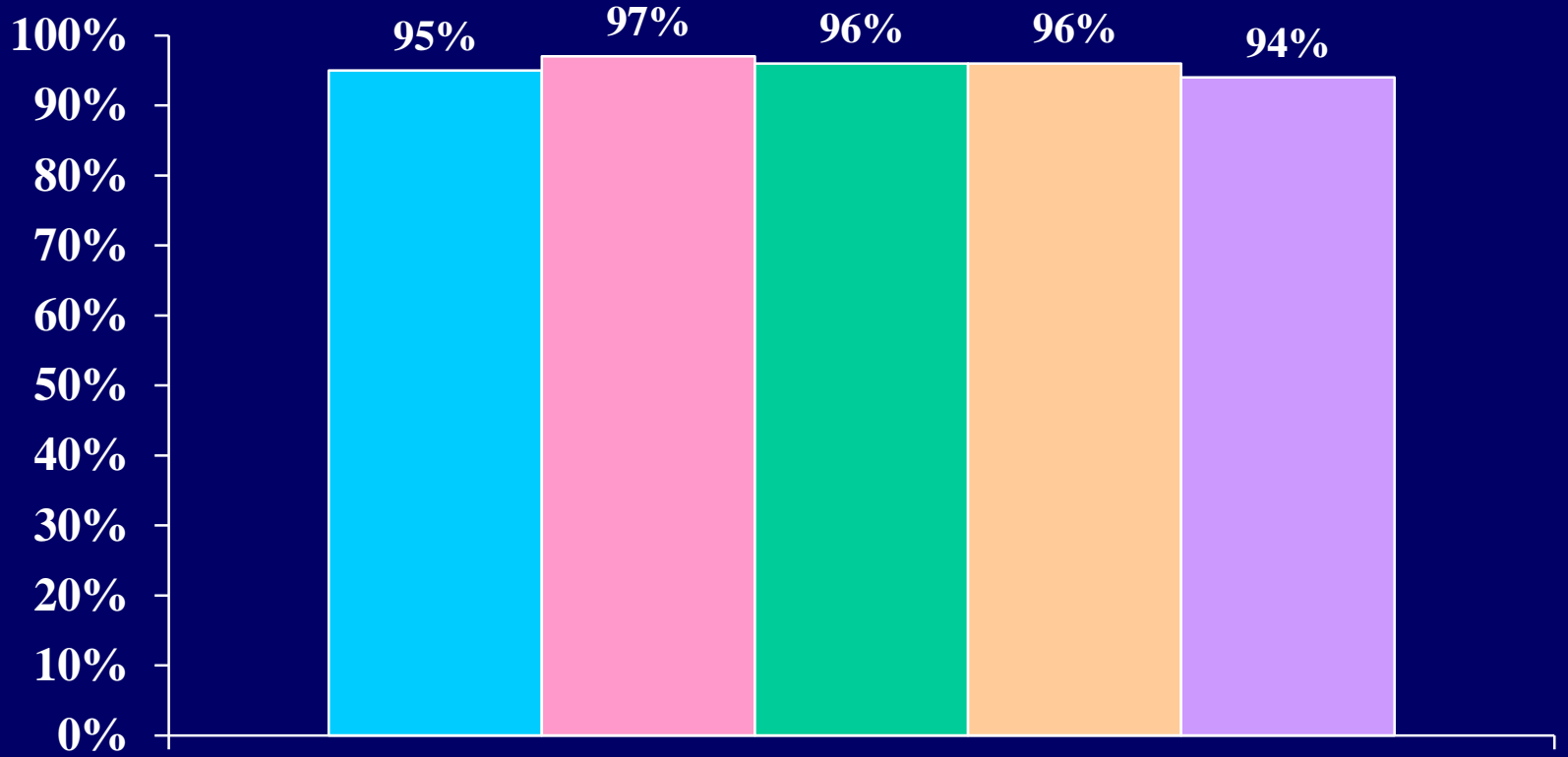
### Promote ability to write effectively



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

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

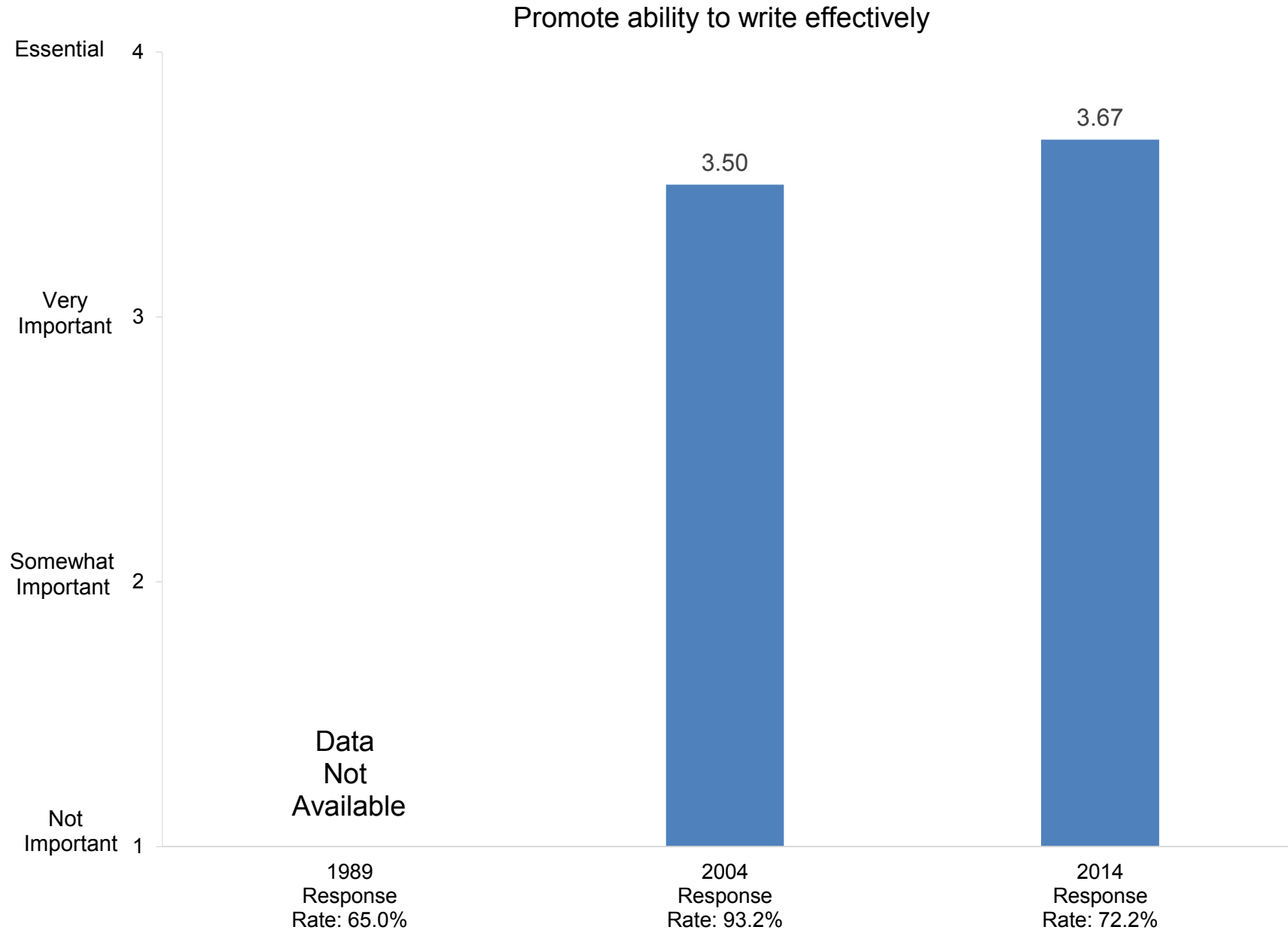
*Promote ability to write effectively*



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

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



# National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)

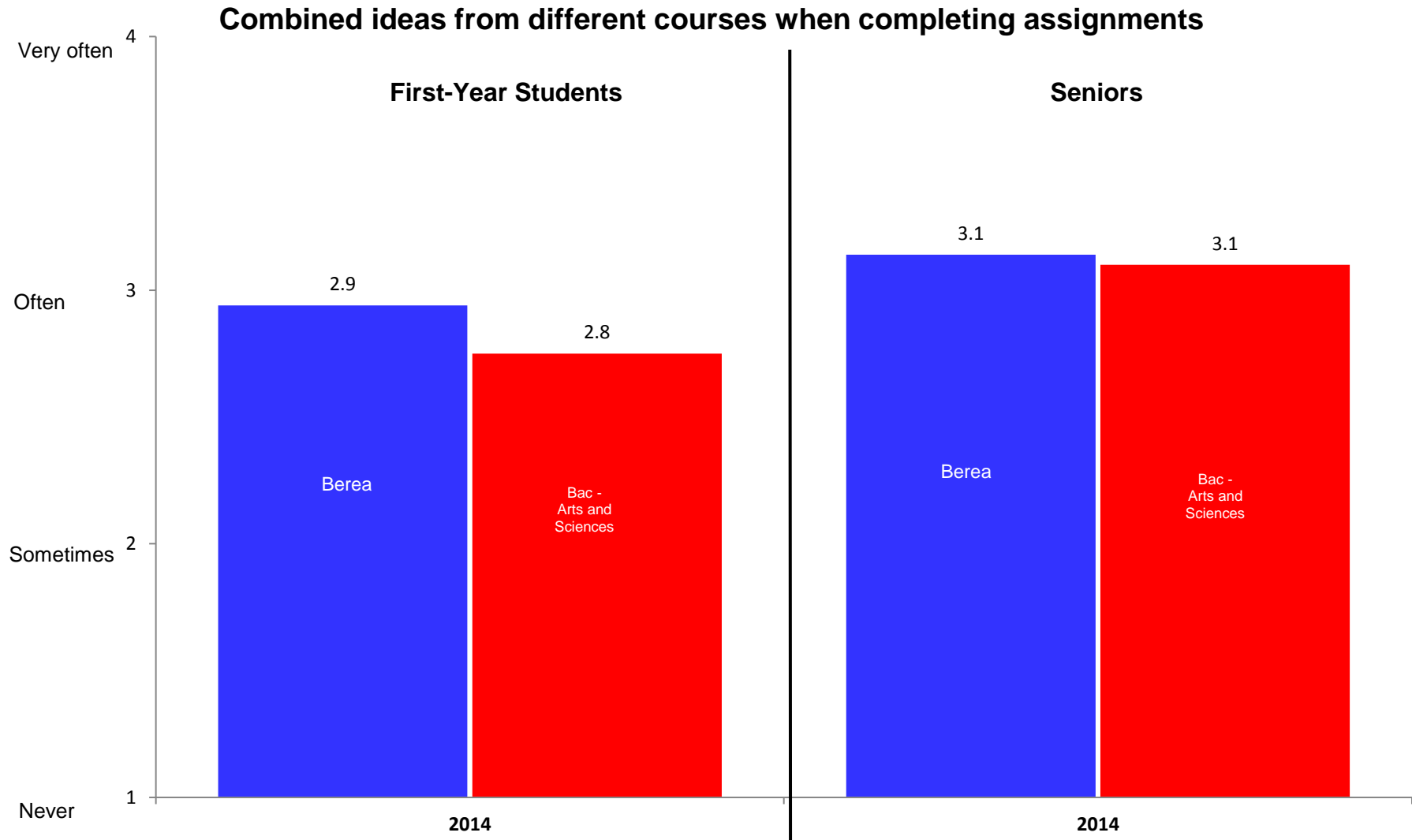


[Click to see survey instruments](#)

## Response Rates:

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

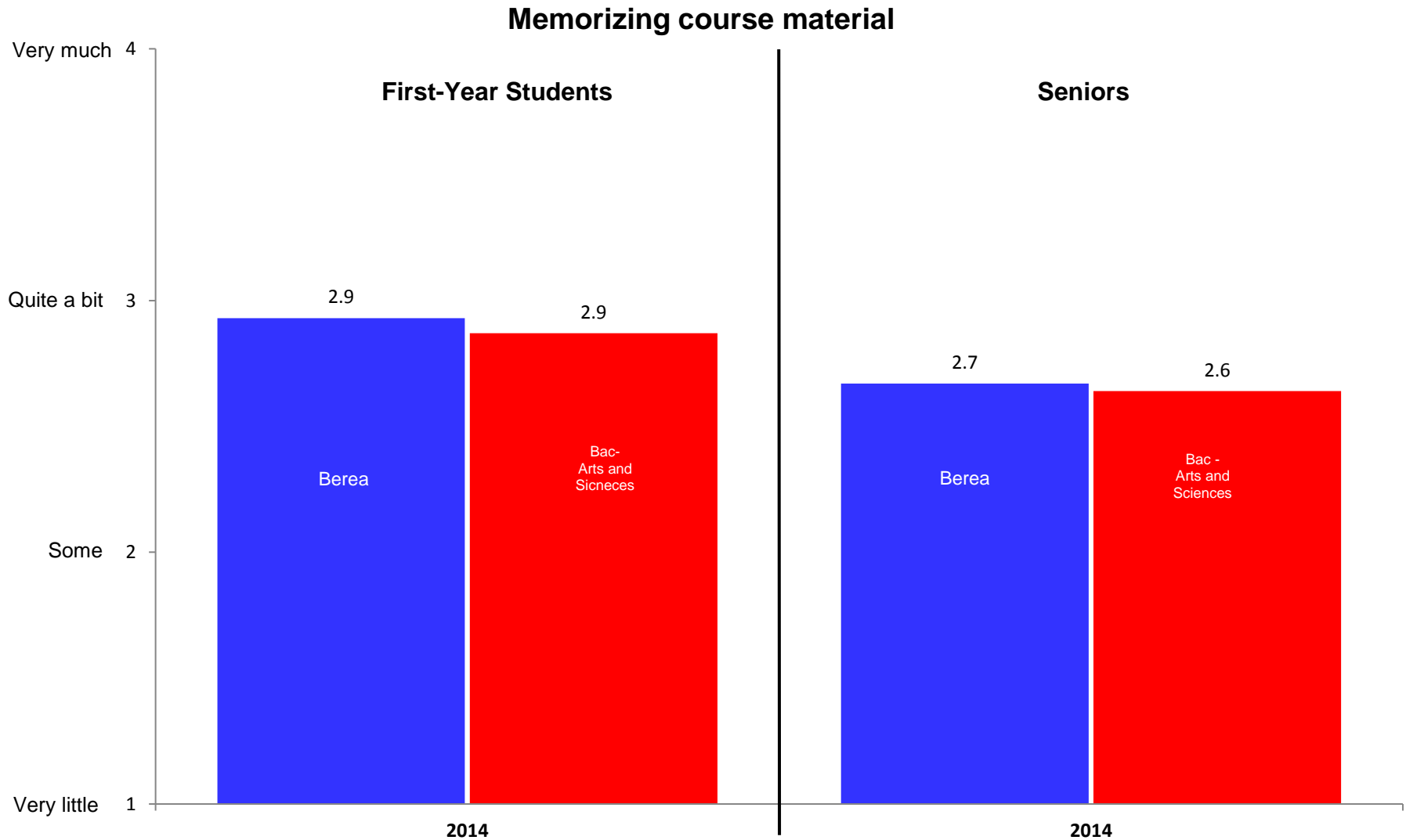
*During the current school year, about how often have you done the following?*



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

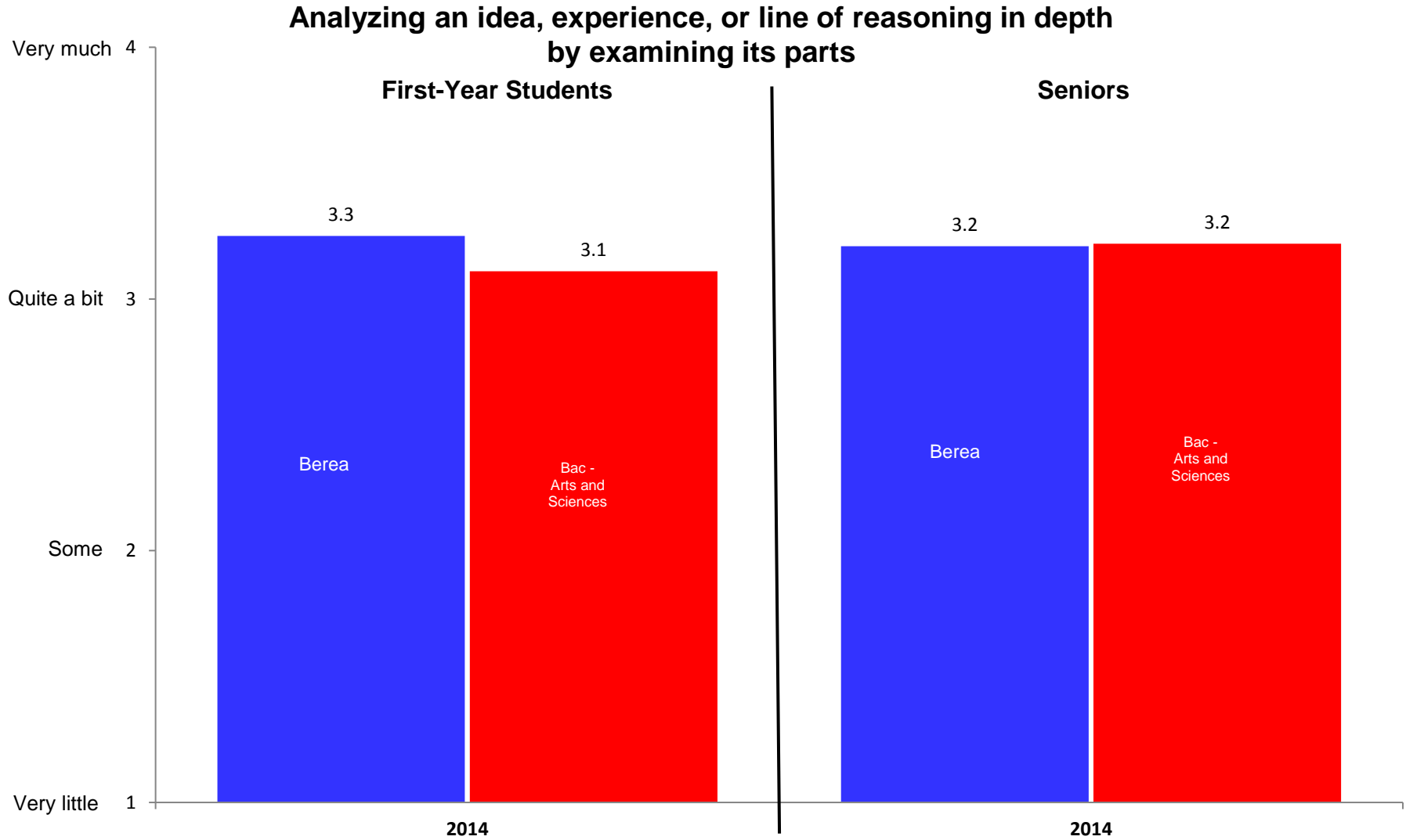


*How much has your coursework emphasized the following?*



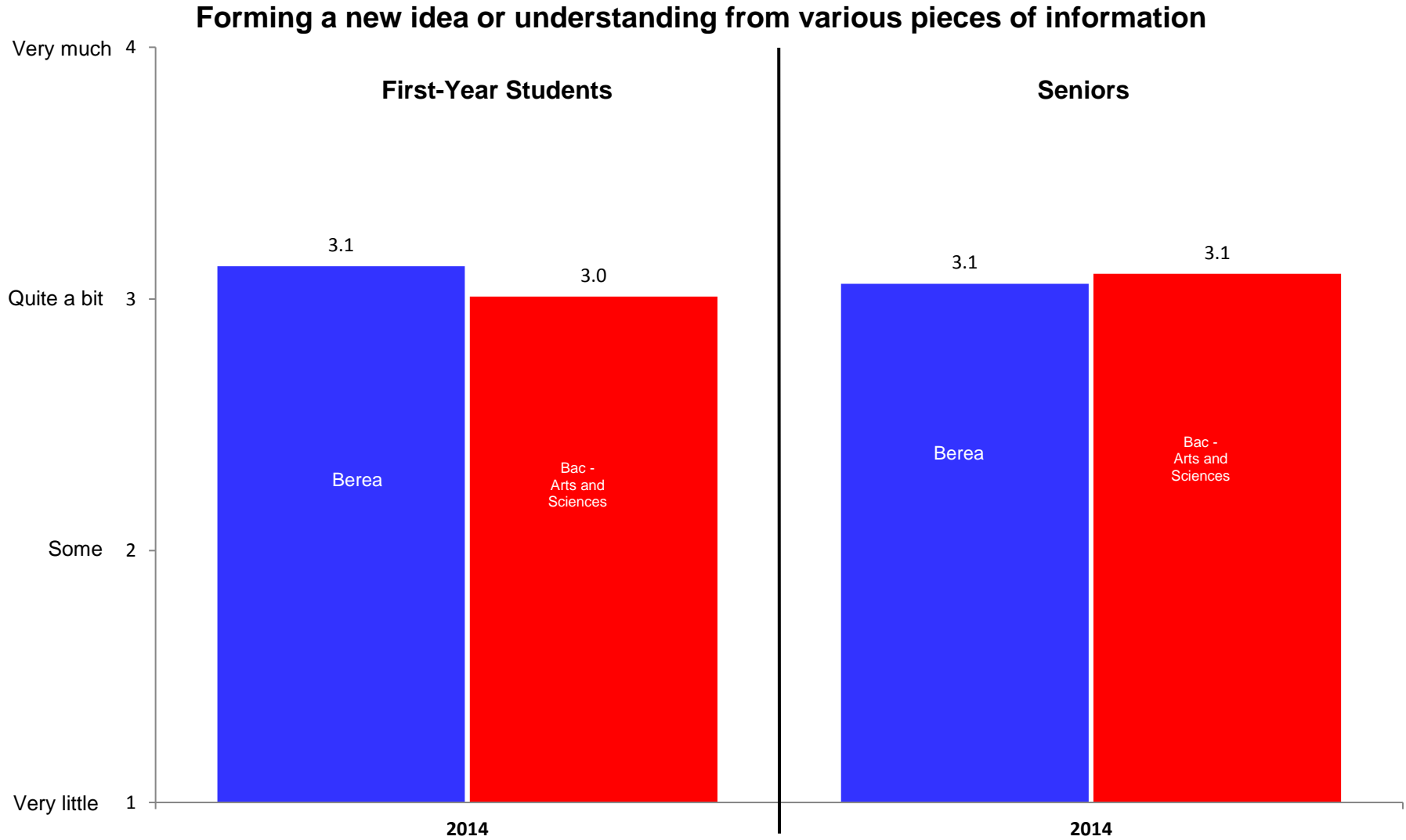
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

*How much has your coursework emphasized the following?*



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

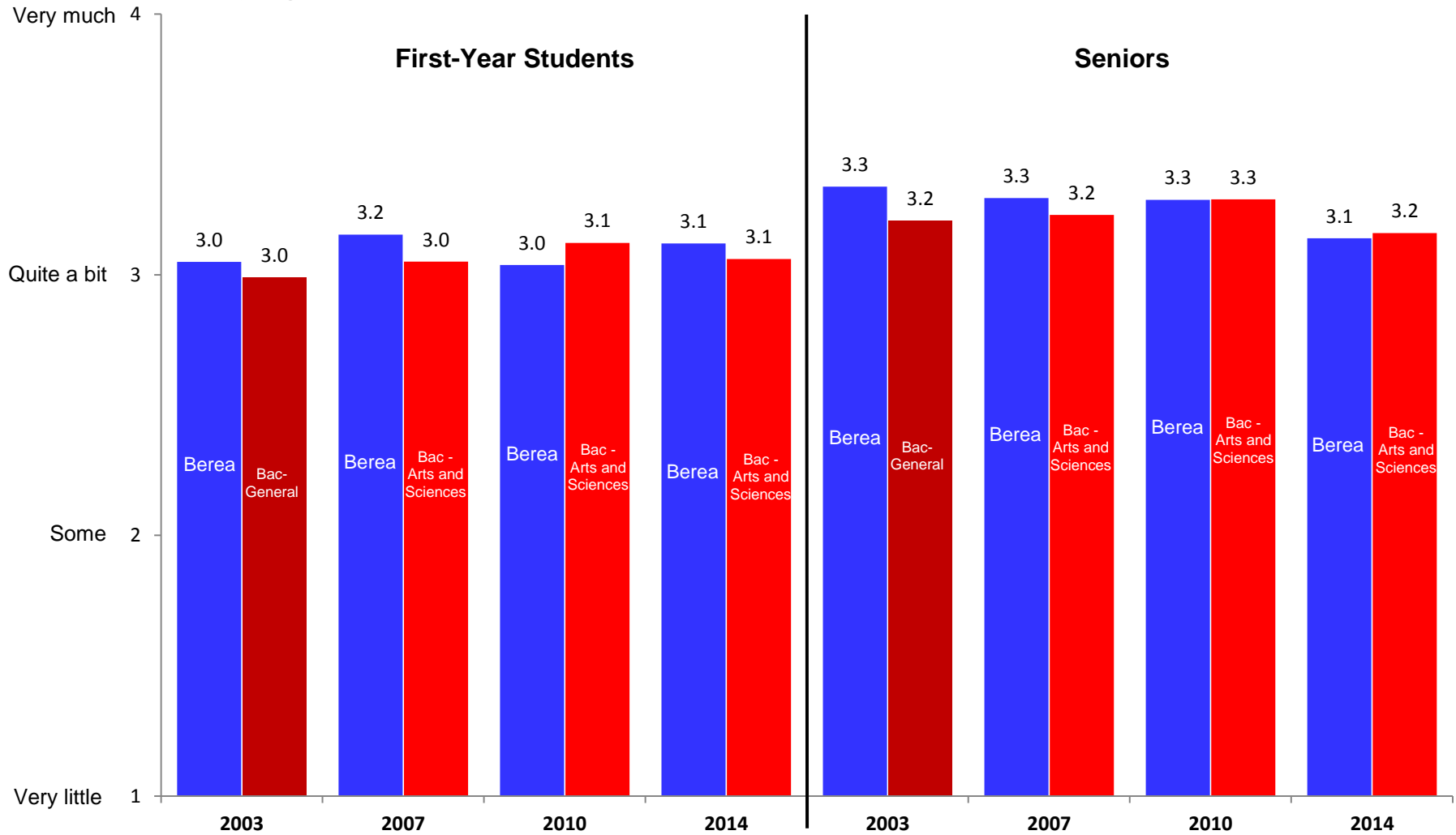
*How much has your coursework emphasized the following?*



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

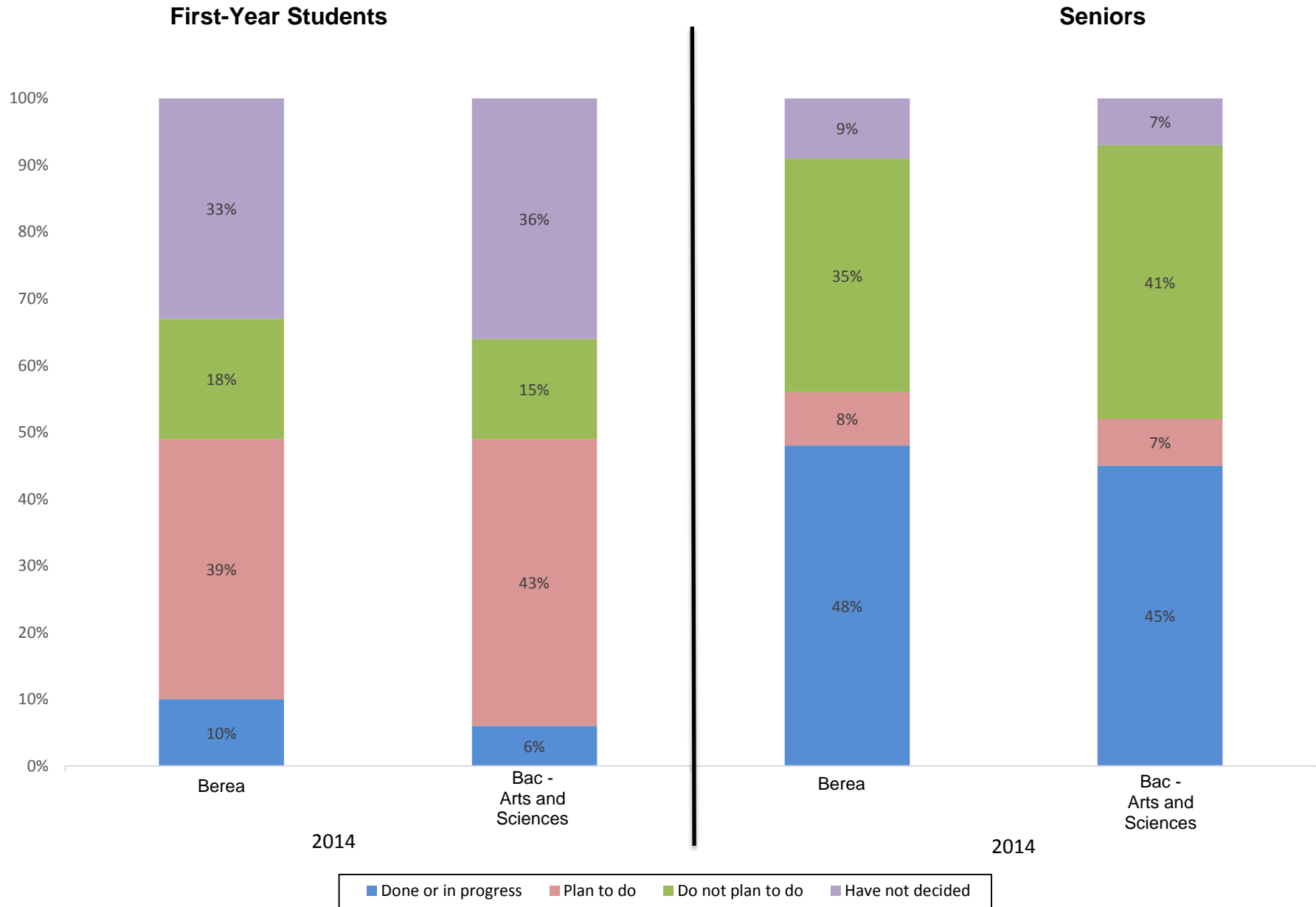
*How much has your coursework emphasized the following?*

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



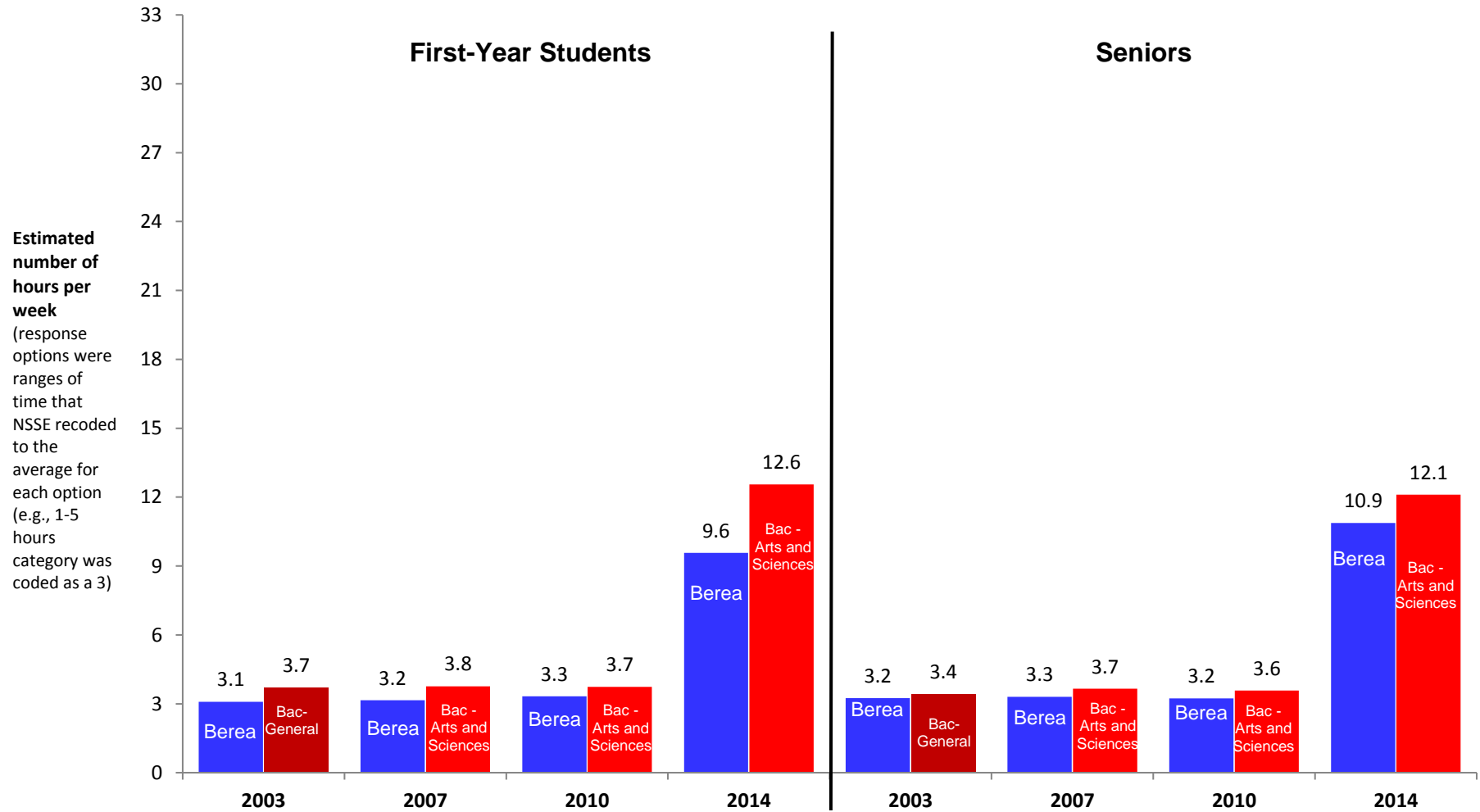
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

Work with a faculty member on a research project



*About how many hours do you spend in a typical 7-day week doing the following?*

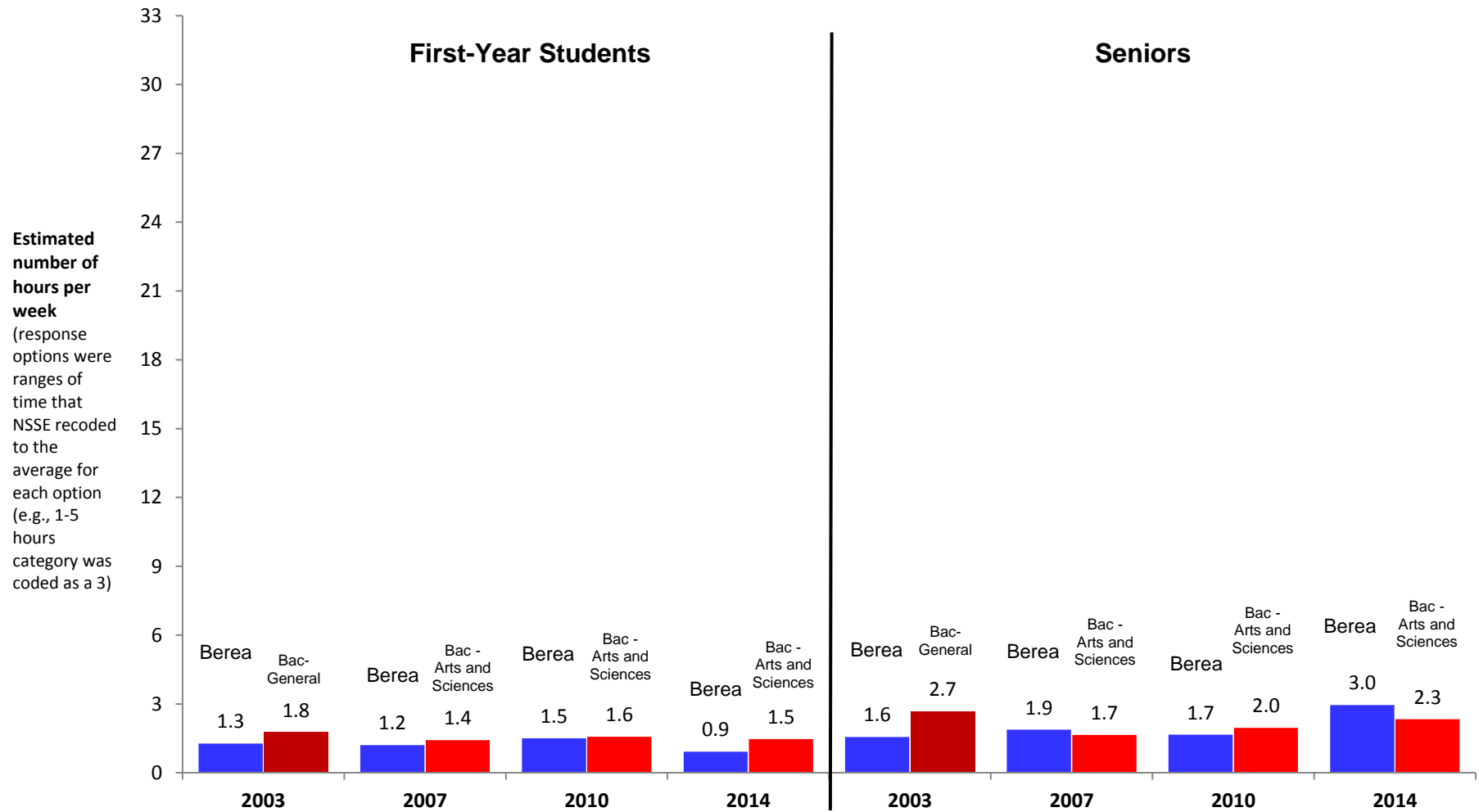
**Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)**



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.

About how many hours do you spend in a typical 7-day week doing the following?

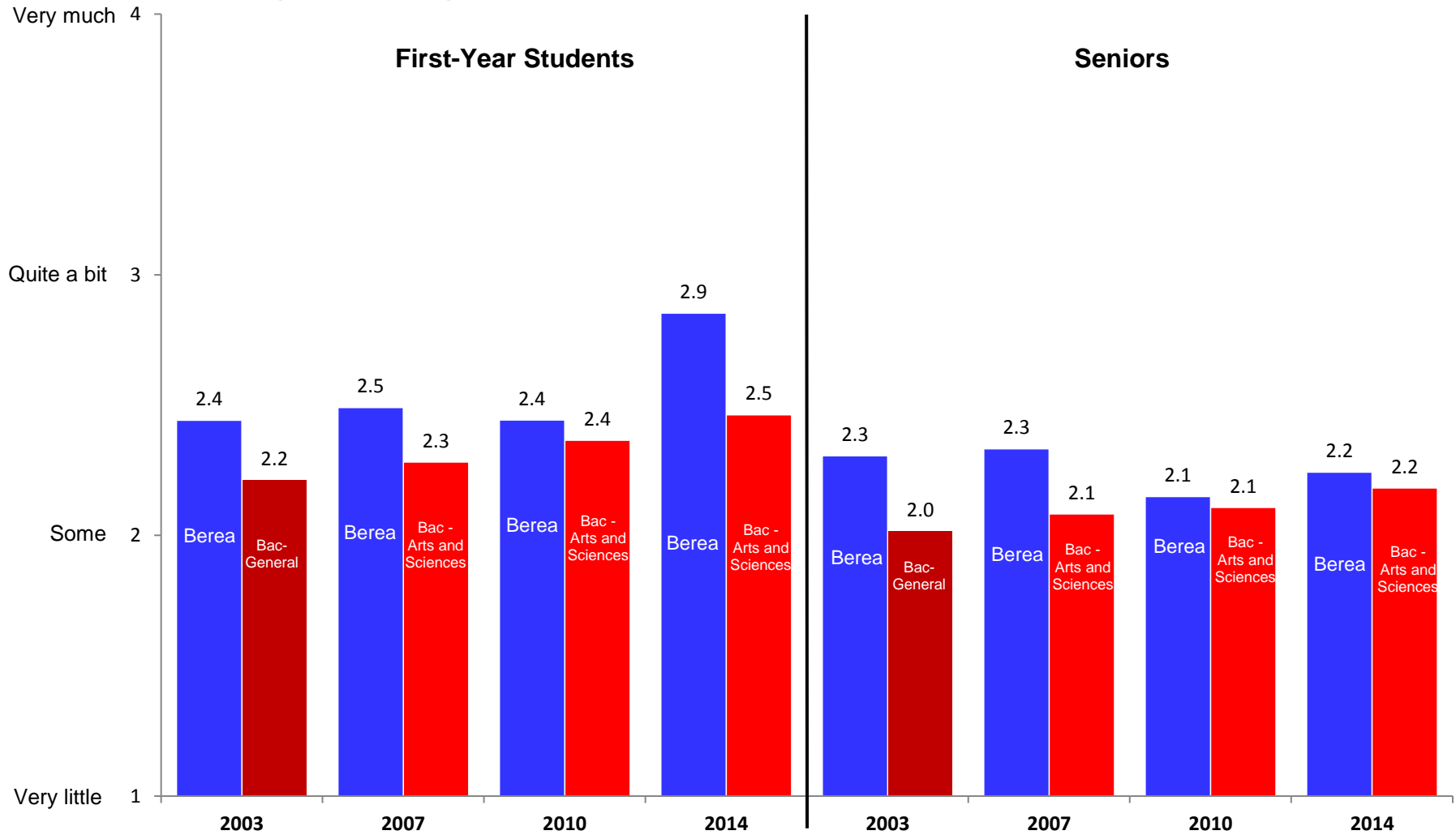
Providing care for dependents (children, parents, etc.)\*



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 does your institution emphasize the following?*

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

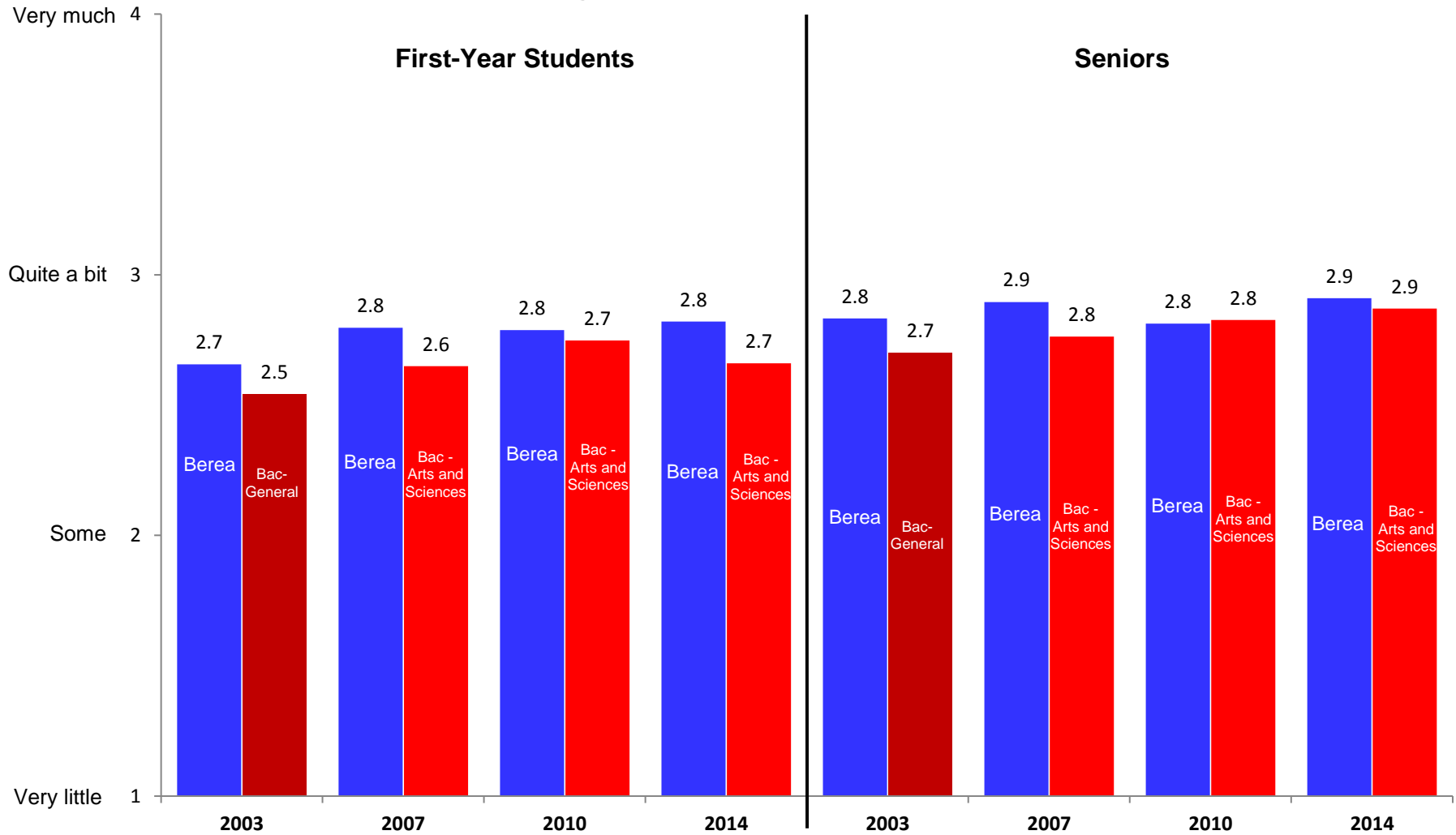


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions 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 this institution contributed to your knowledge and development in*

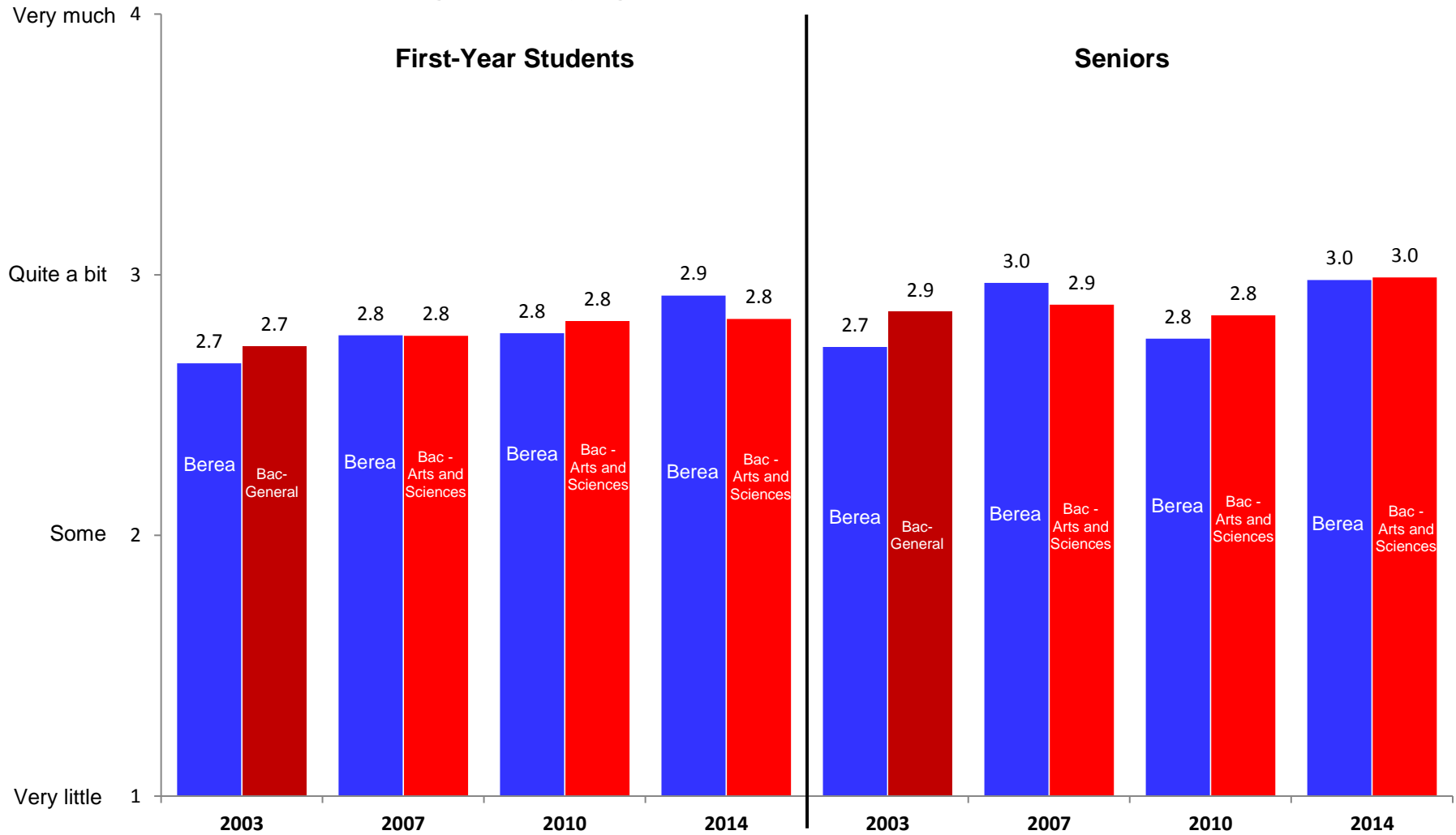
### Solving complex real-world problems



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

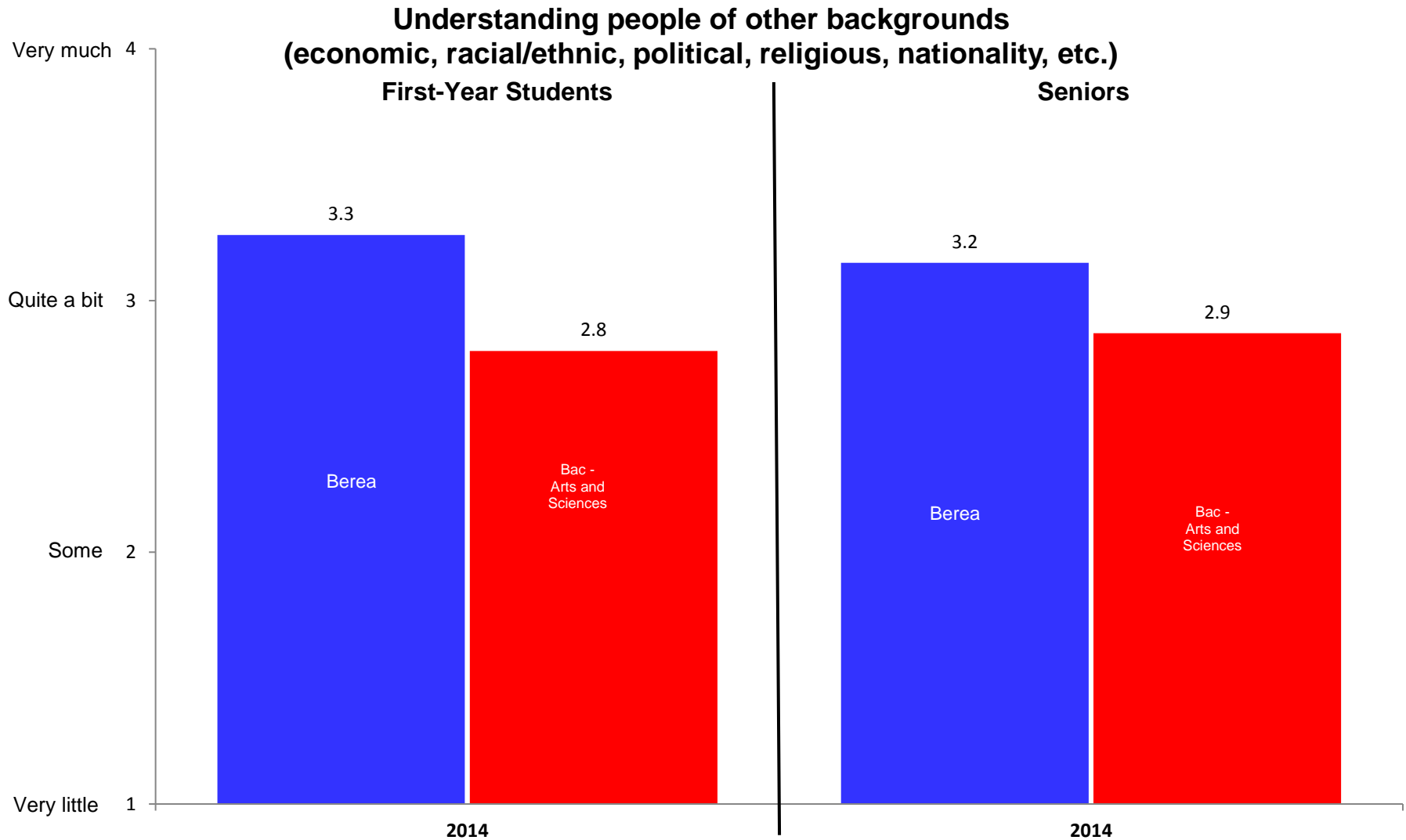
*How much has this institution contributed to your knowledge and development in*

**Developing or clarifying a personal code of values and ethics**



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

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



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)



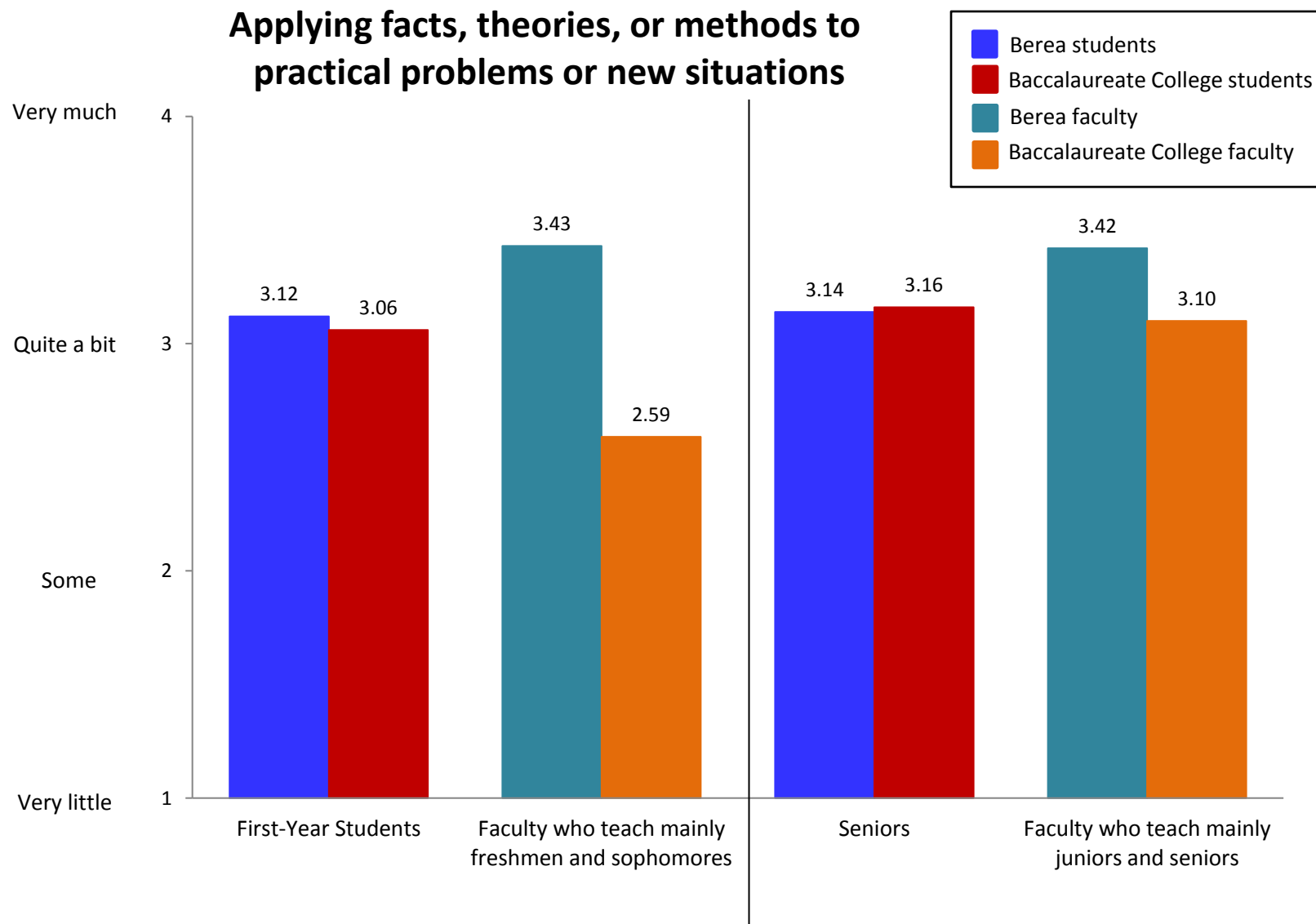
[Click to see survey instruments](#)

## 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?*



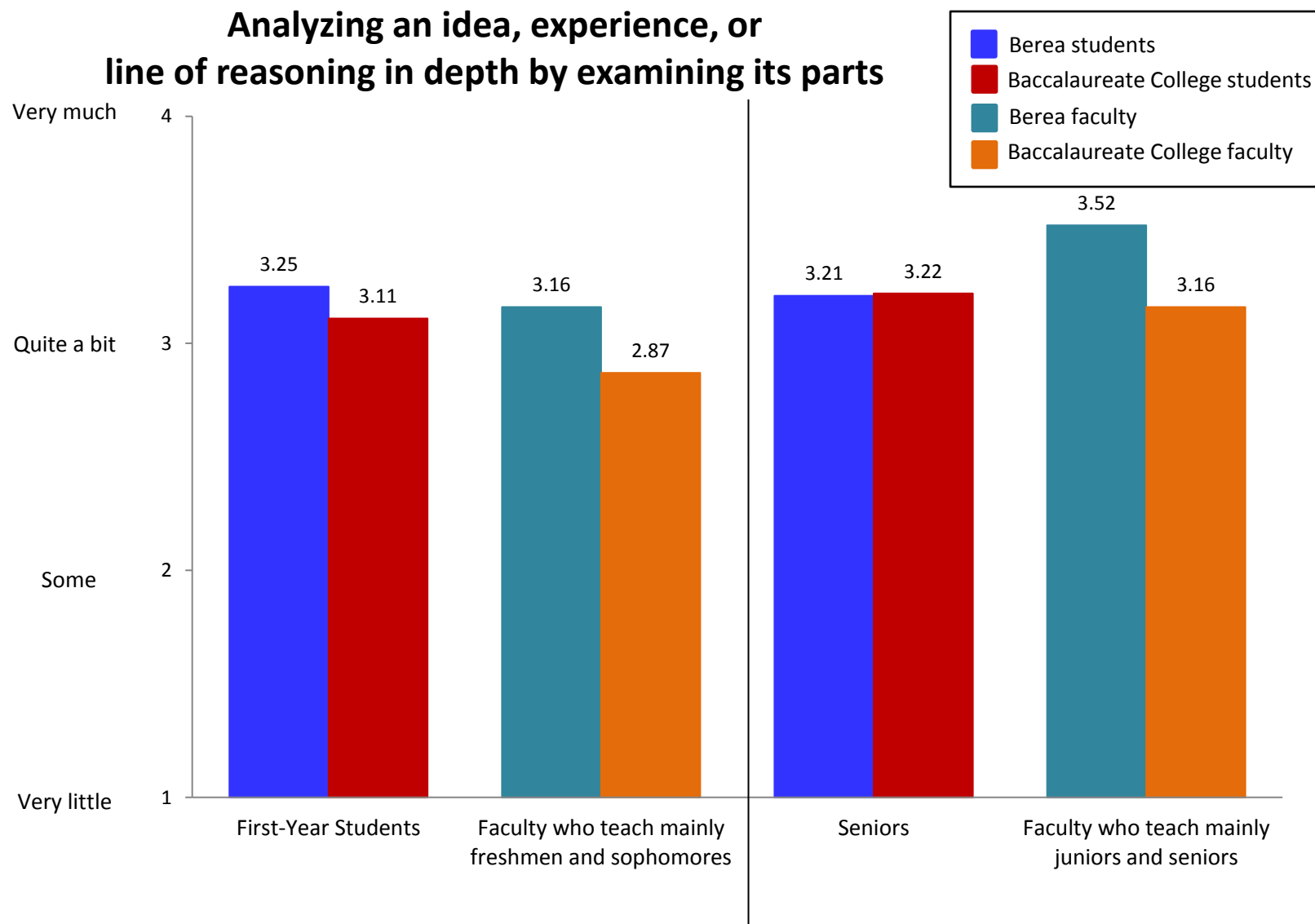
Response Rates:

Faculty: 56%

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

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

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



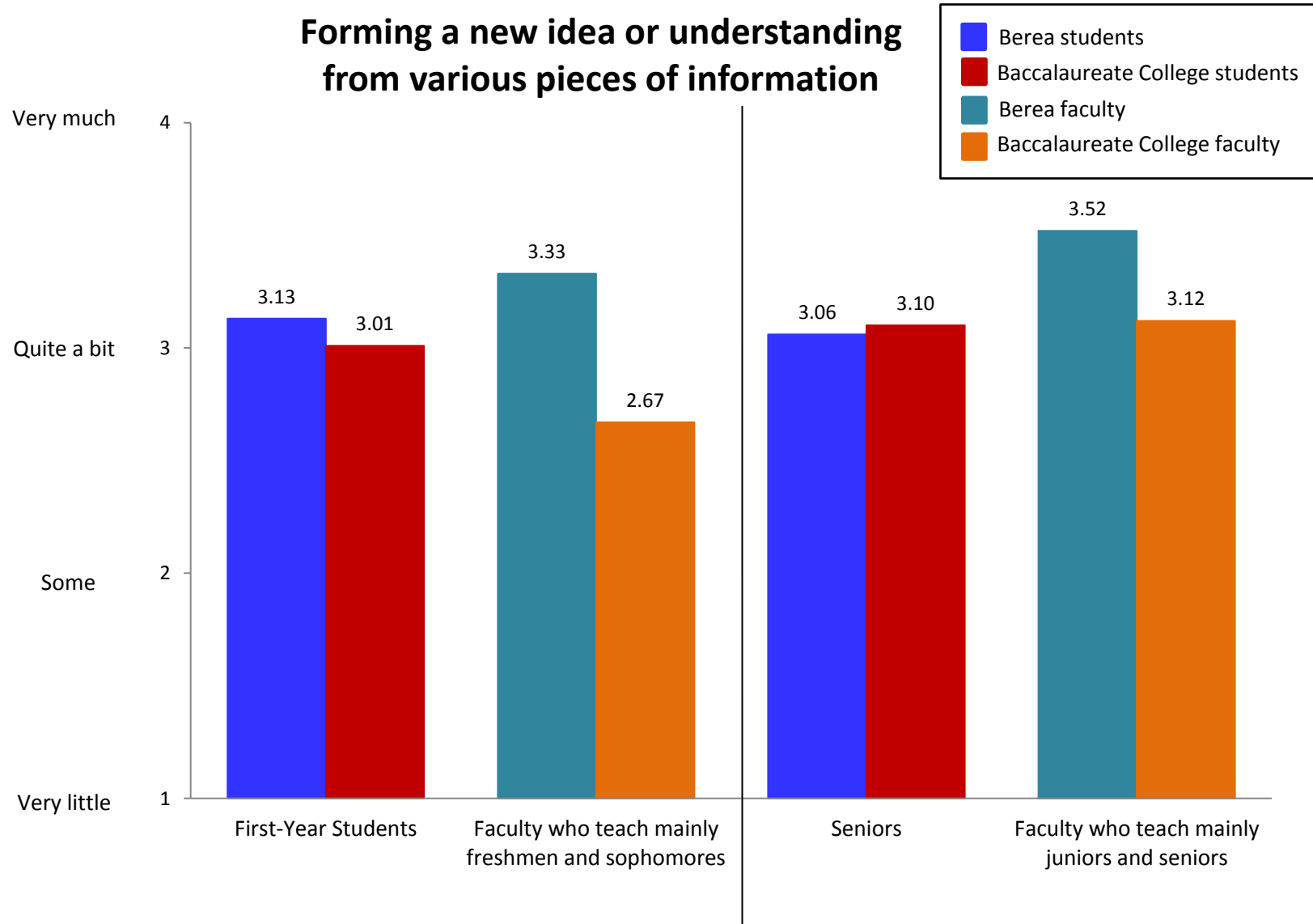
Response Rates:

Faculty: 56%

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

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

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



Response Rates:

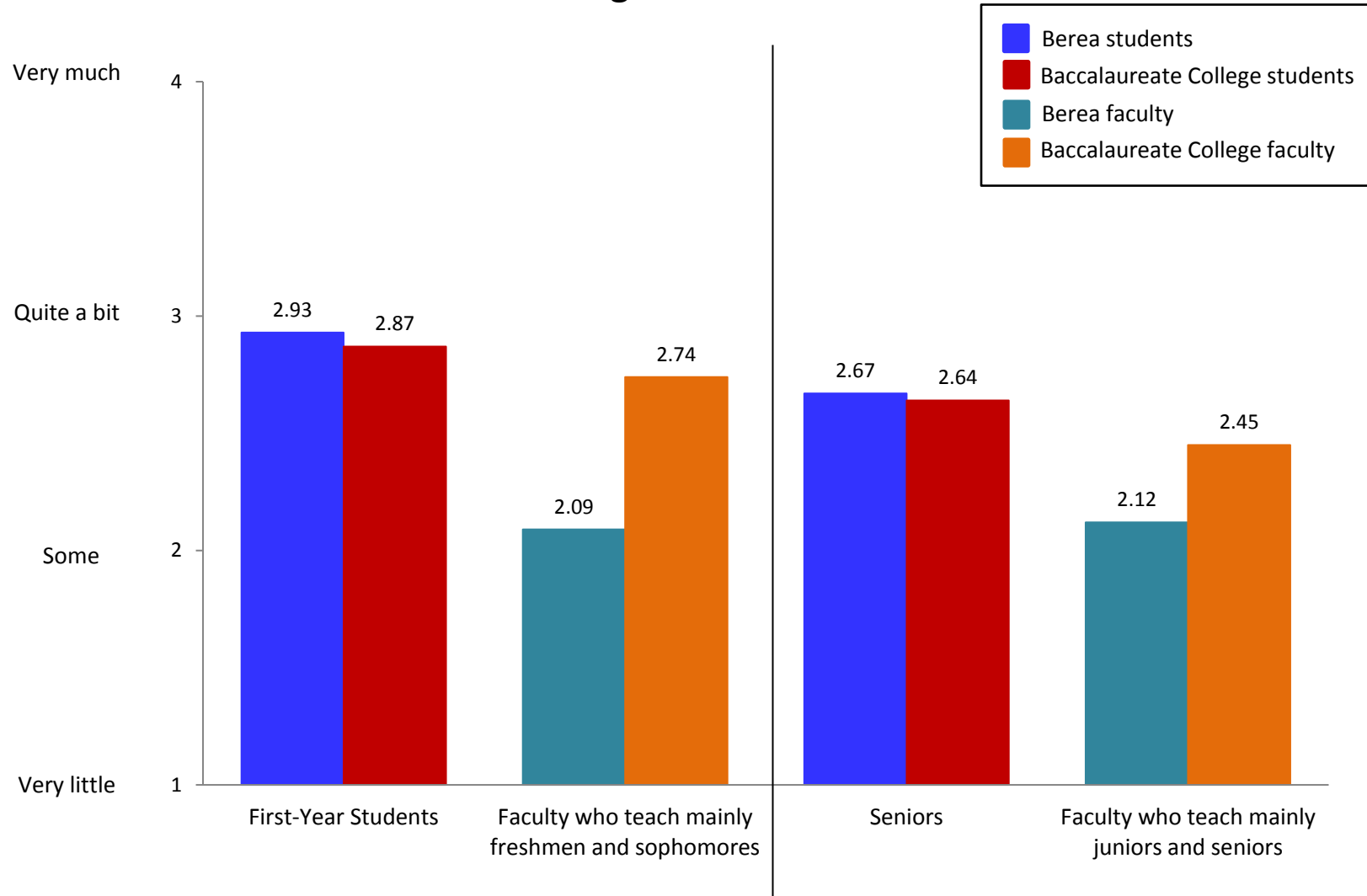
Faculty: 56%

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

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

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

### Memorizing course material



Response Rates:

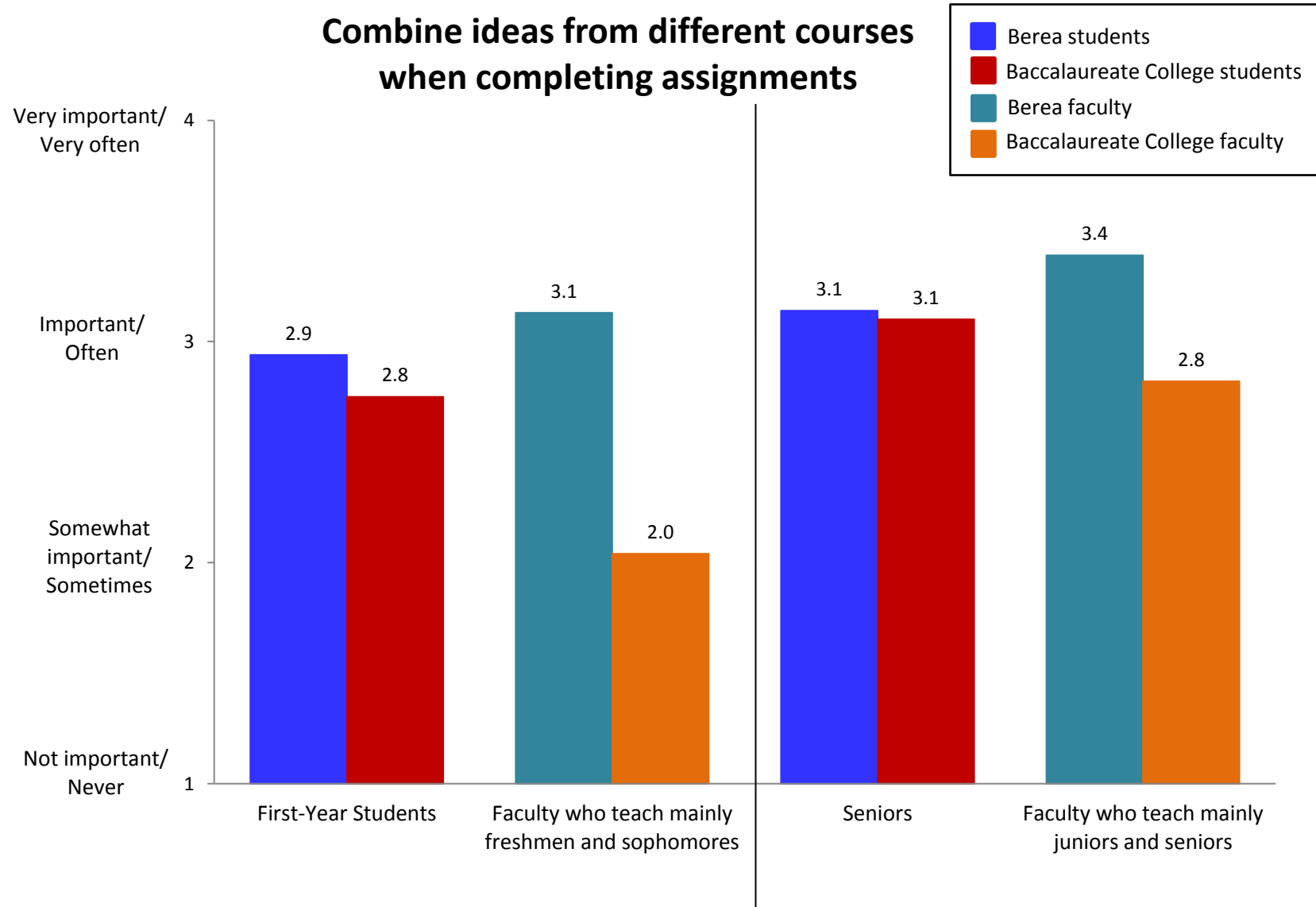
Faculty: 56%

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



**FSSE:** How important is it to you that the typical student do the following?

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



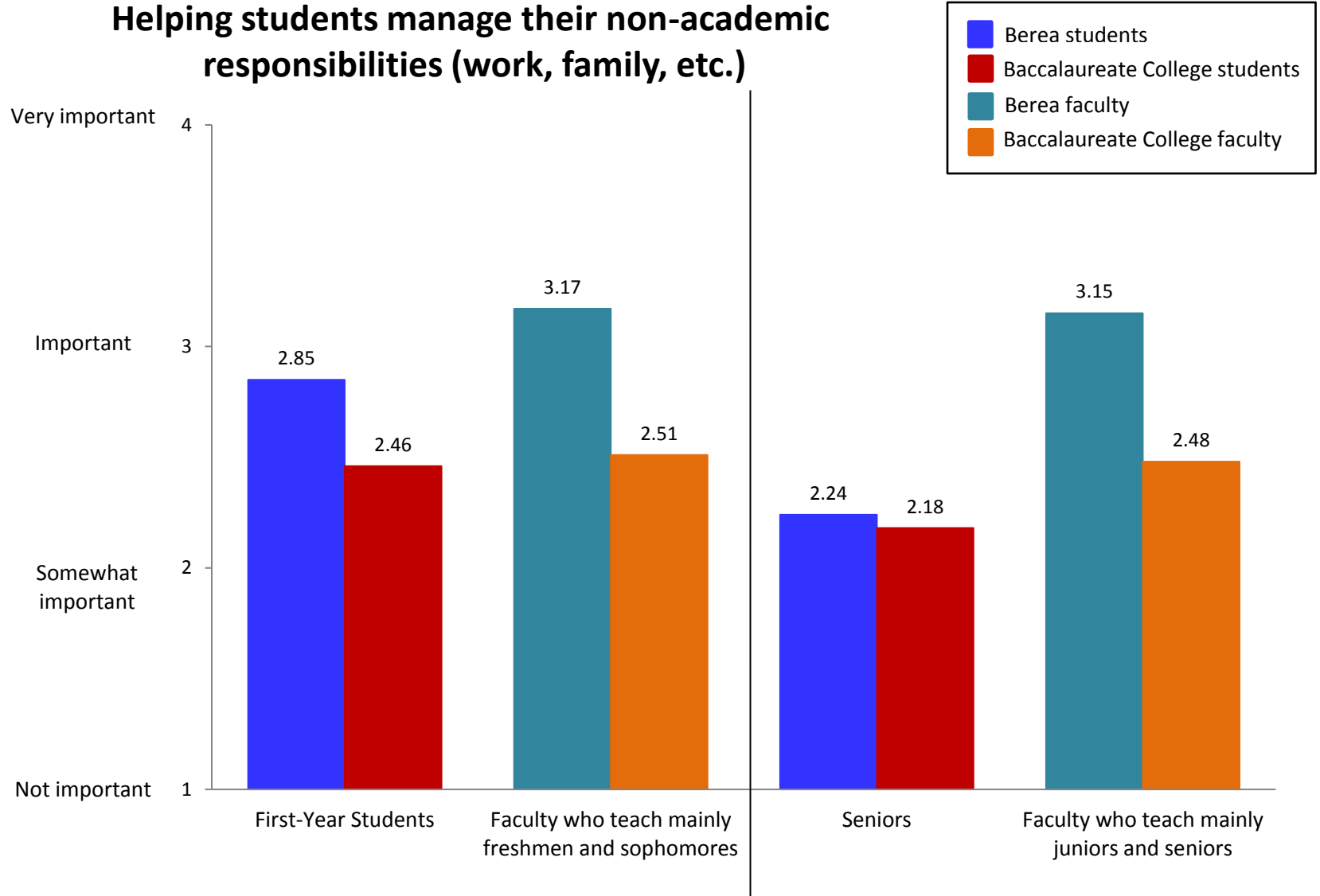
Response Rates:

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?



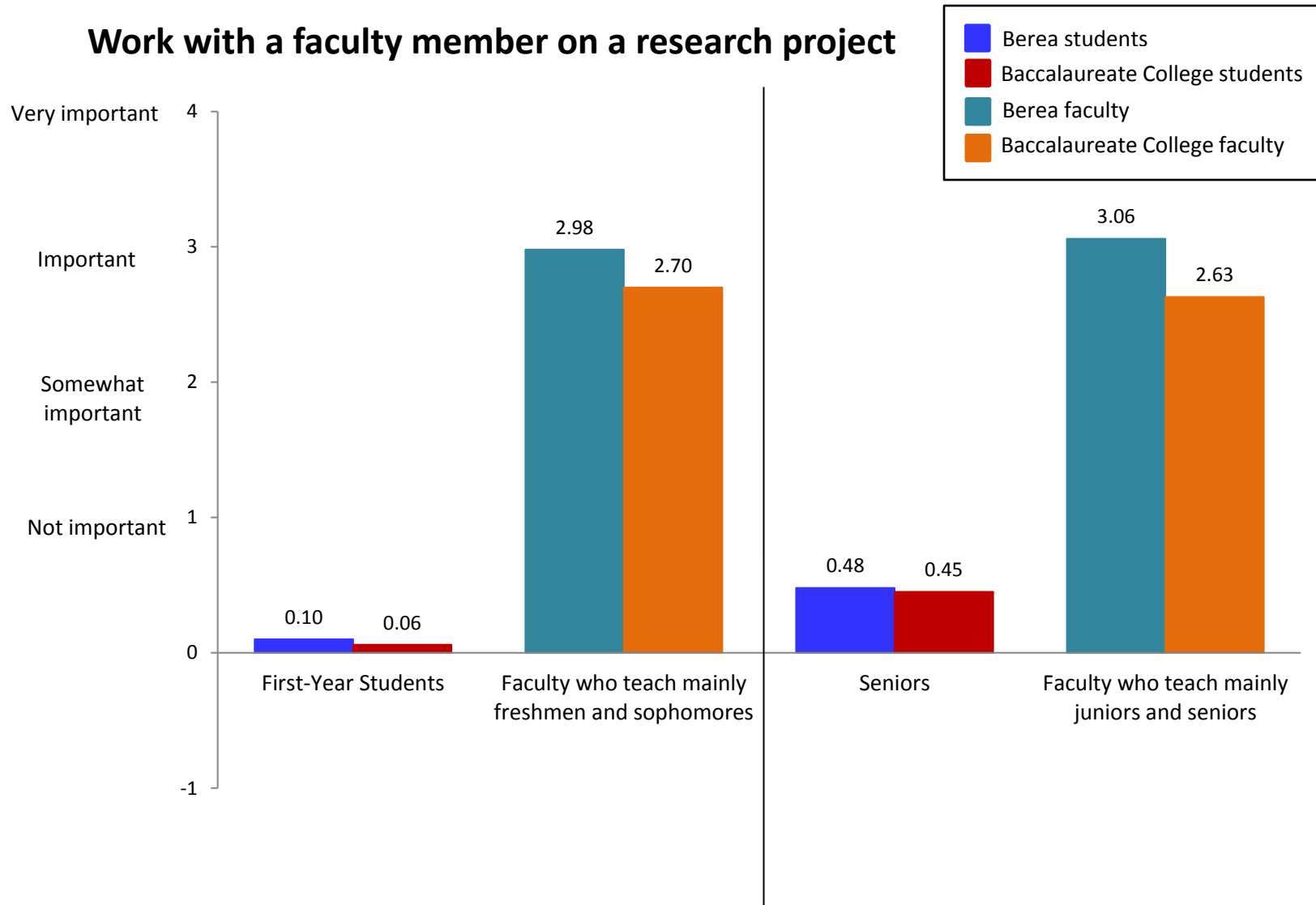
Response Rates:

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?

### Work with a faculty member on a research project



Response Rates:

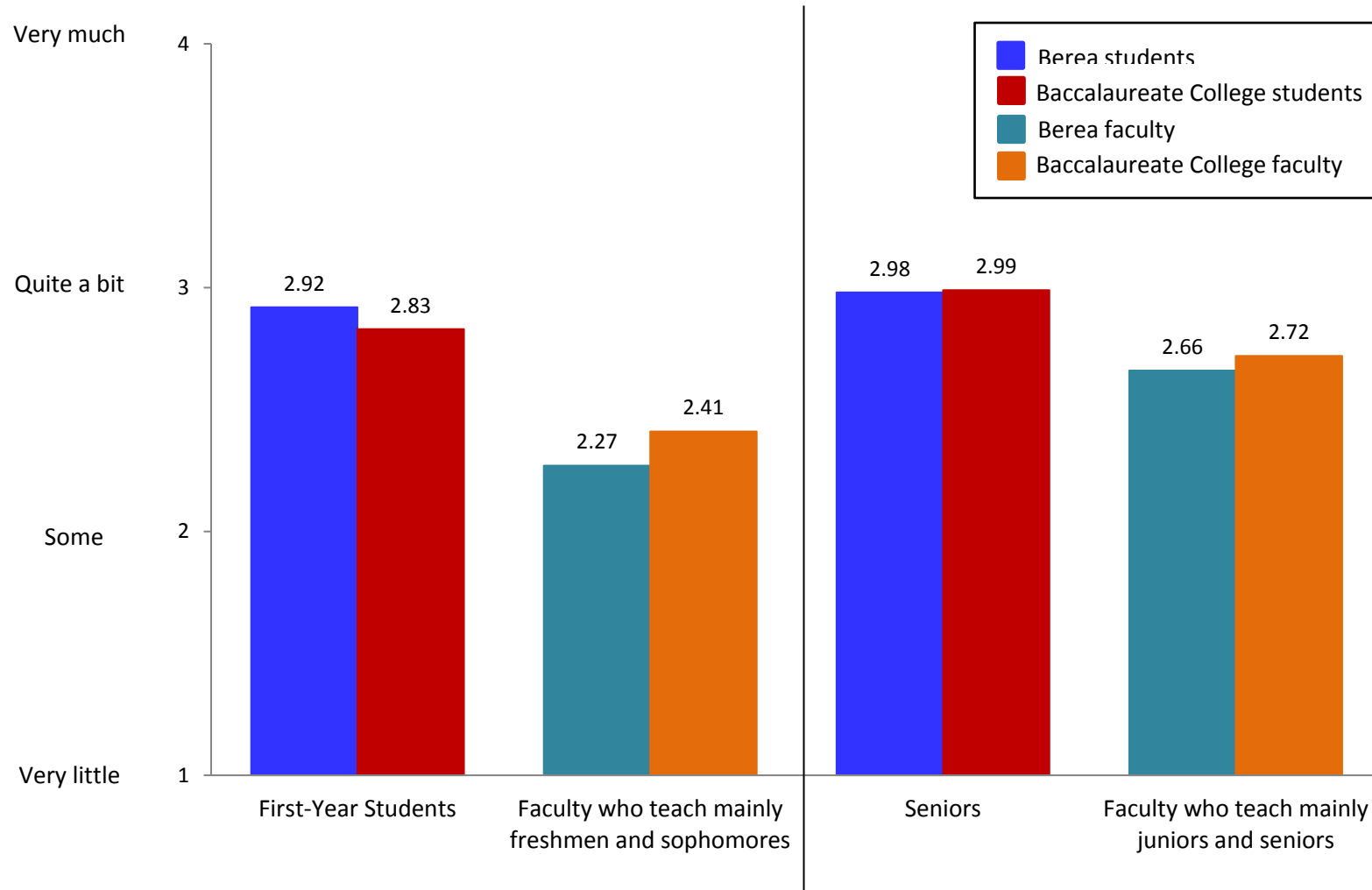
Faculty: 56%

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

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

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

## Developing and clarifying a personal code of values and ethics



Response Rates:

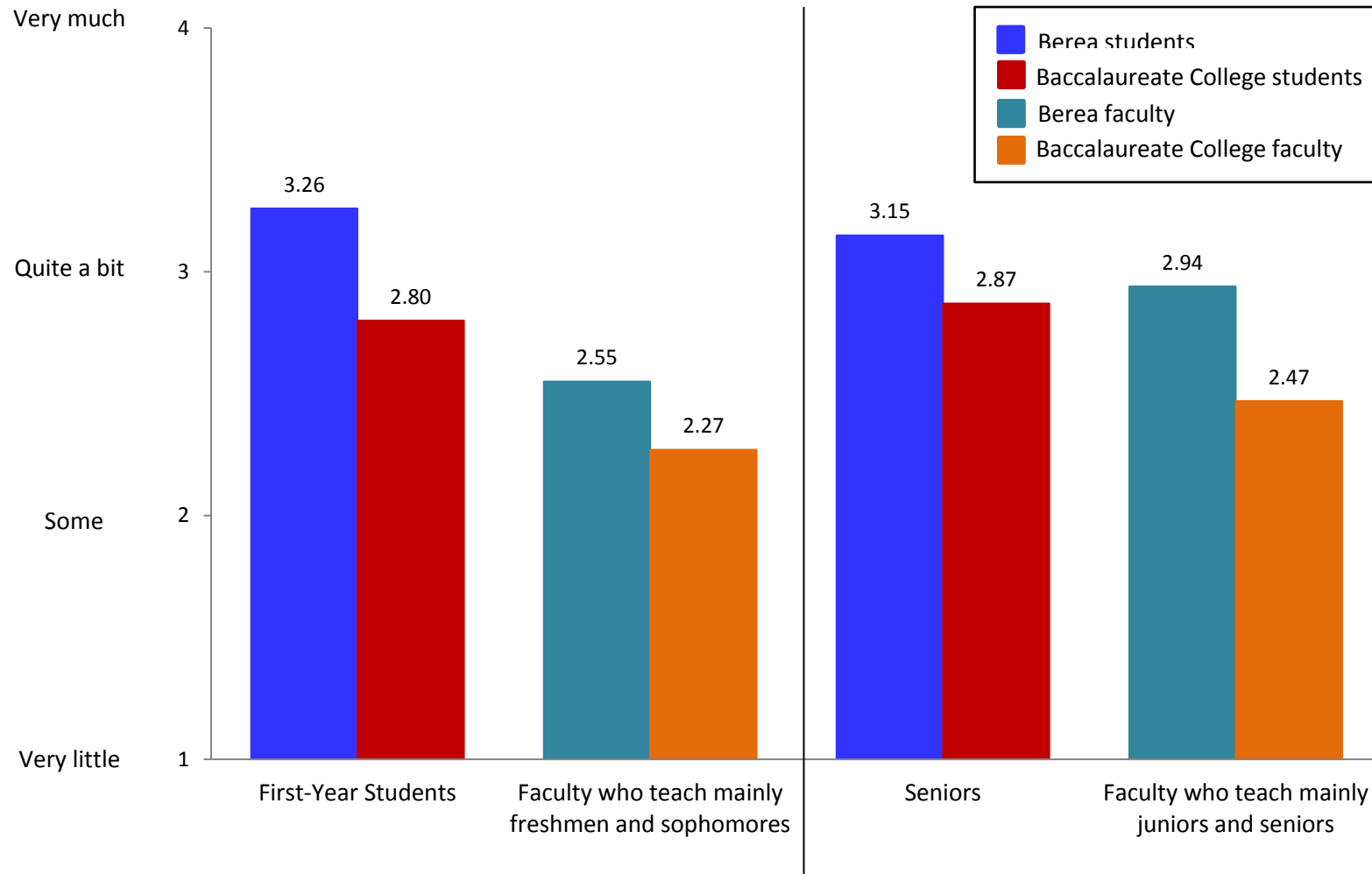
Faculty: 56%

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

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

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

### Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)



Response Rates:

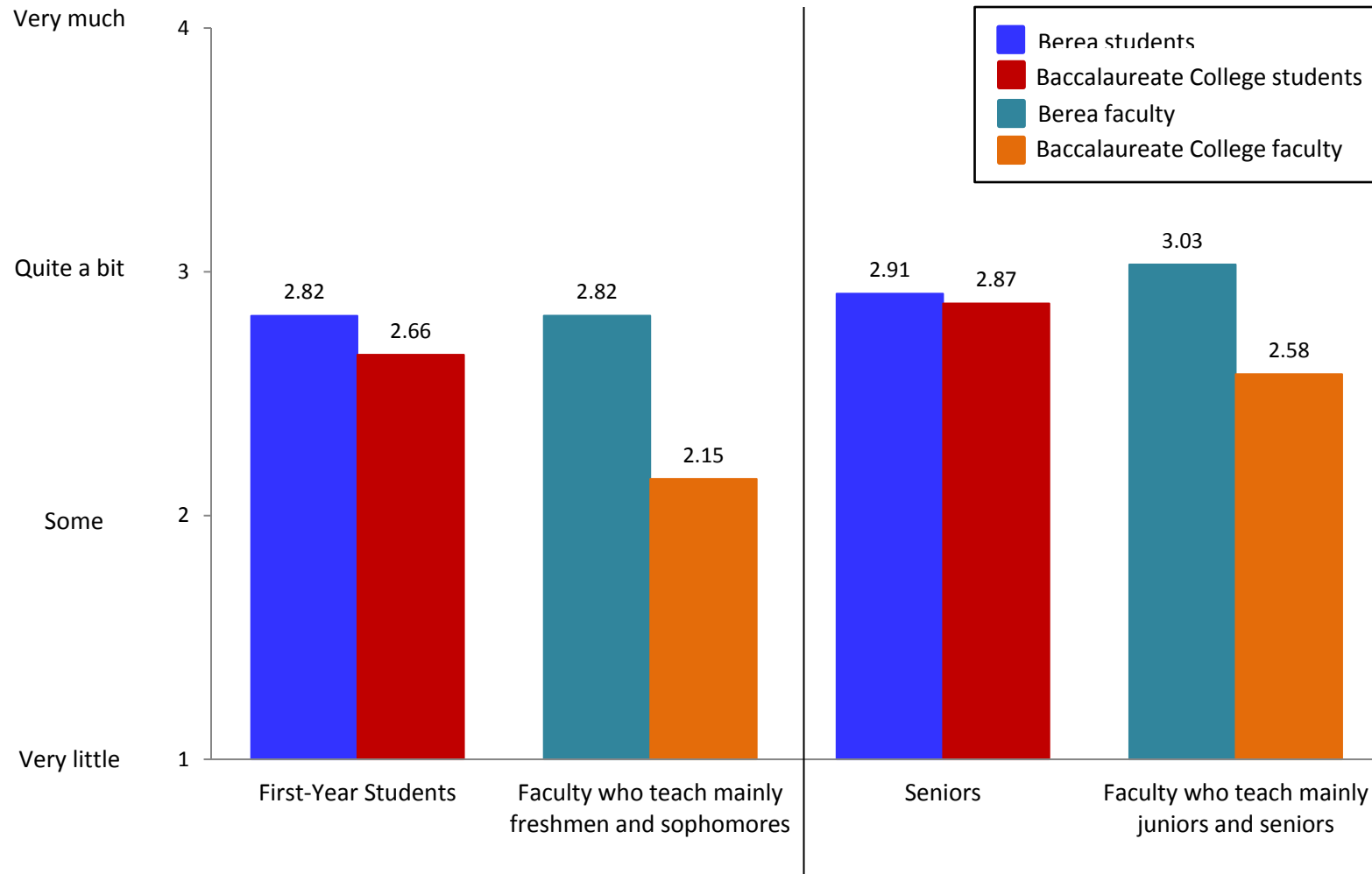
Faculty: 56%

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

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

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

### Solving complex real-world problems



Response Rates:

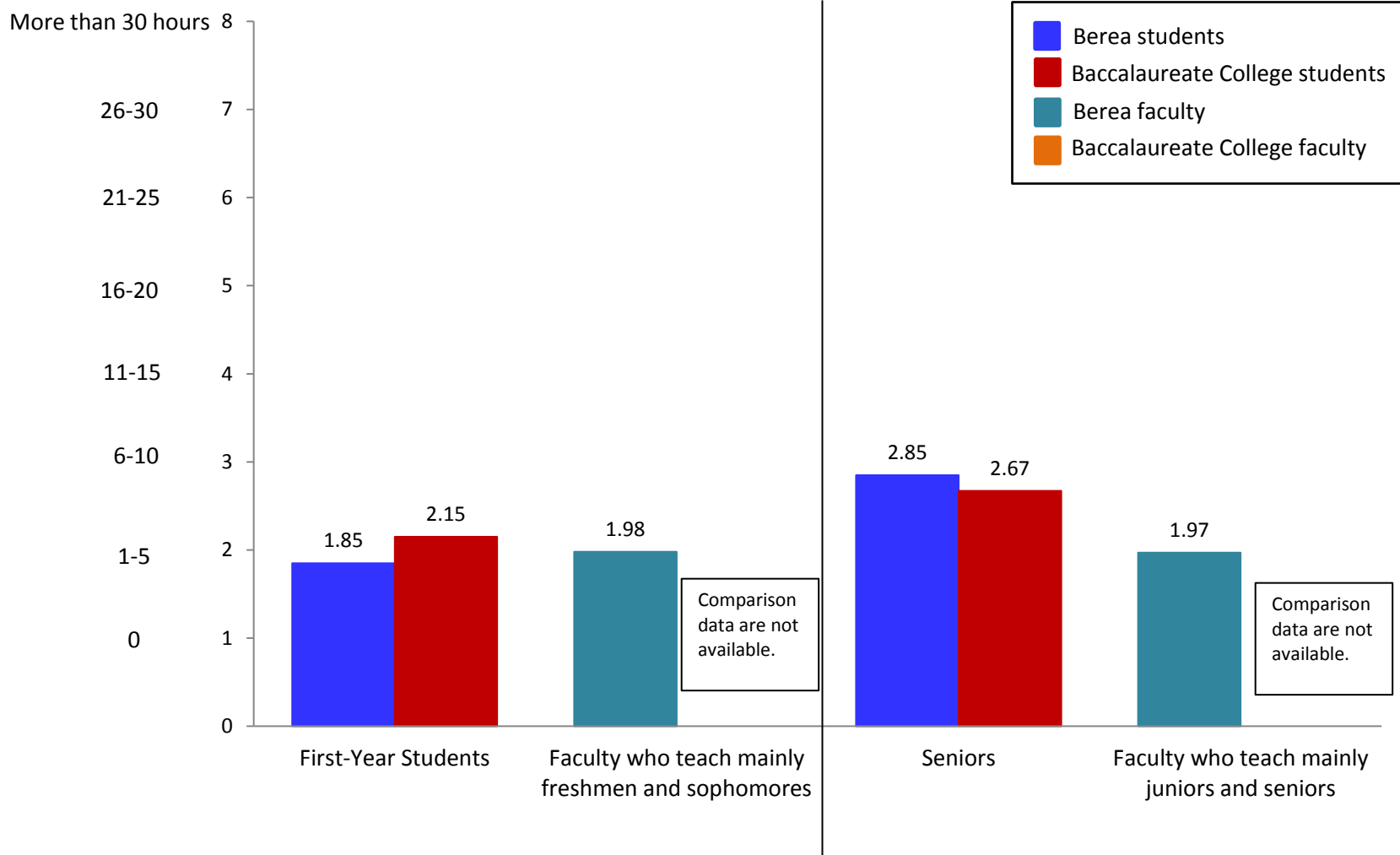
Faculty: 56%

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

FSSE: About how many hours do you think the typical student in your selected course section spends ...?

NSSE: About how many hours do you spend in a typical 7-day week ...?

### Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)



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%		

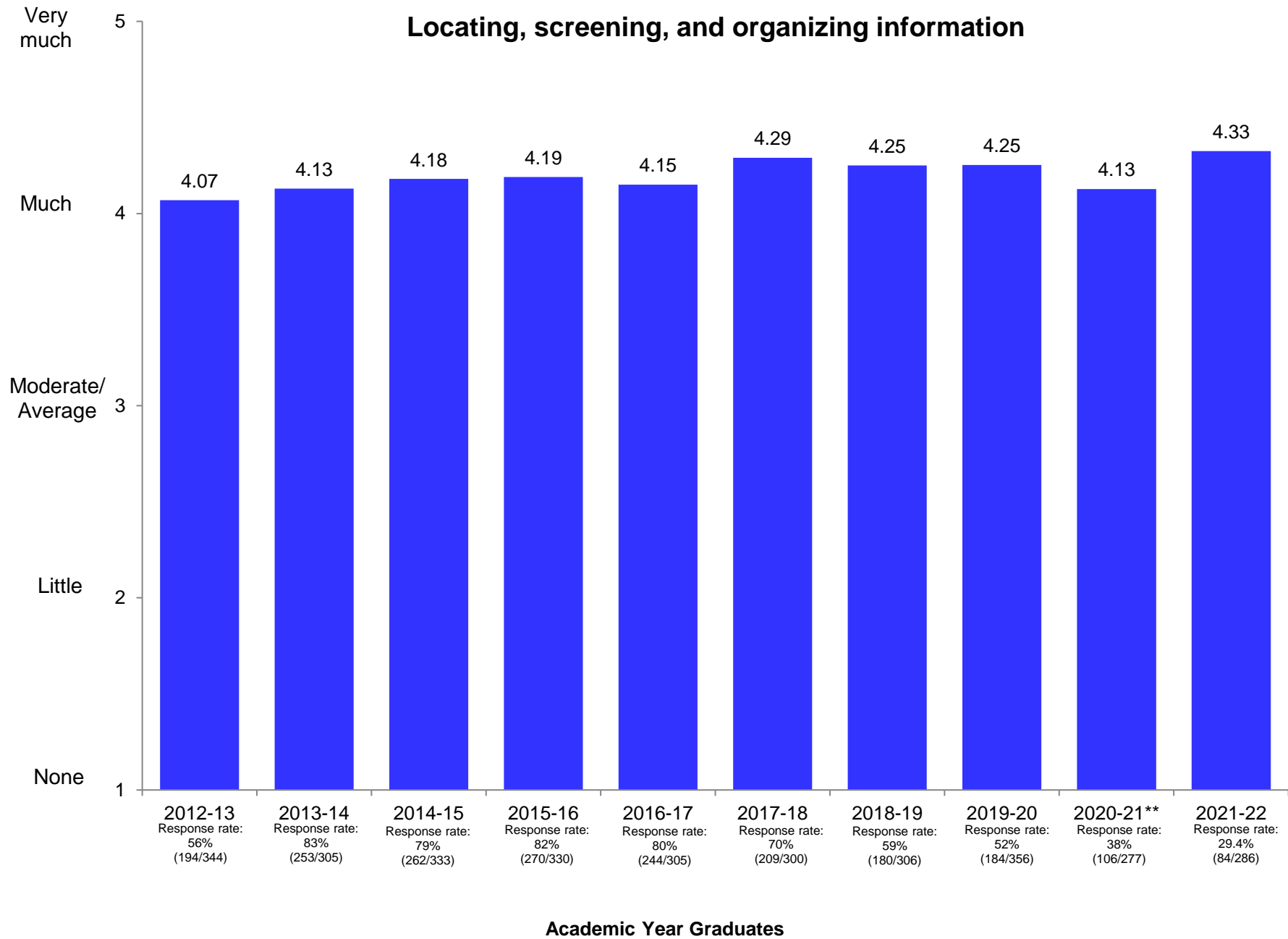
NOTE: In 2002-03 through 2011-12, we used the ACT College Outcomes Survey (ACT is no longer offering this service).

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:

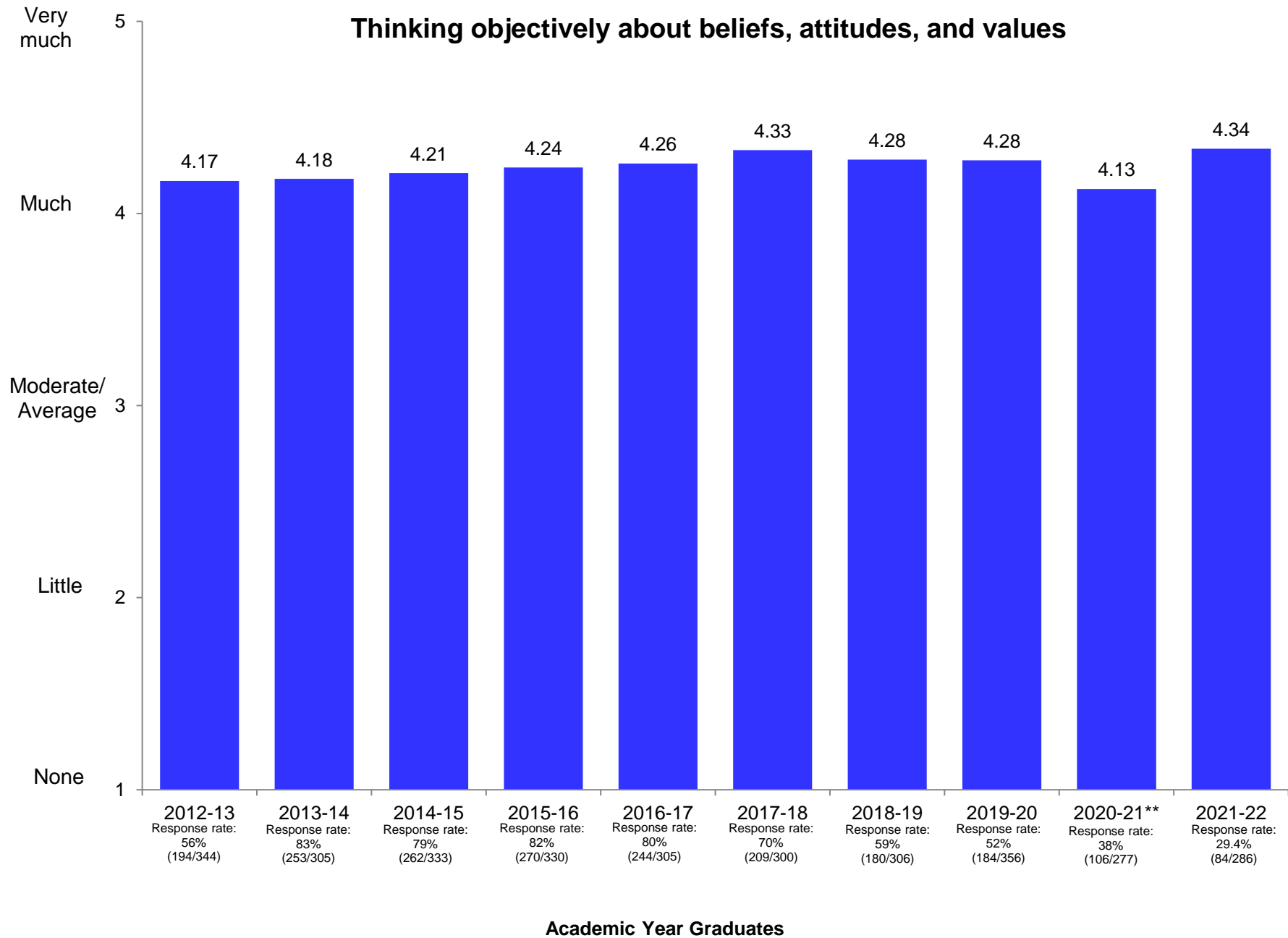
Graduating Senior Survey  
Administered at graduation rehearsal



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

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

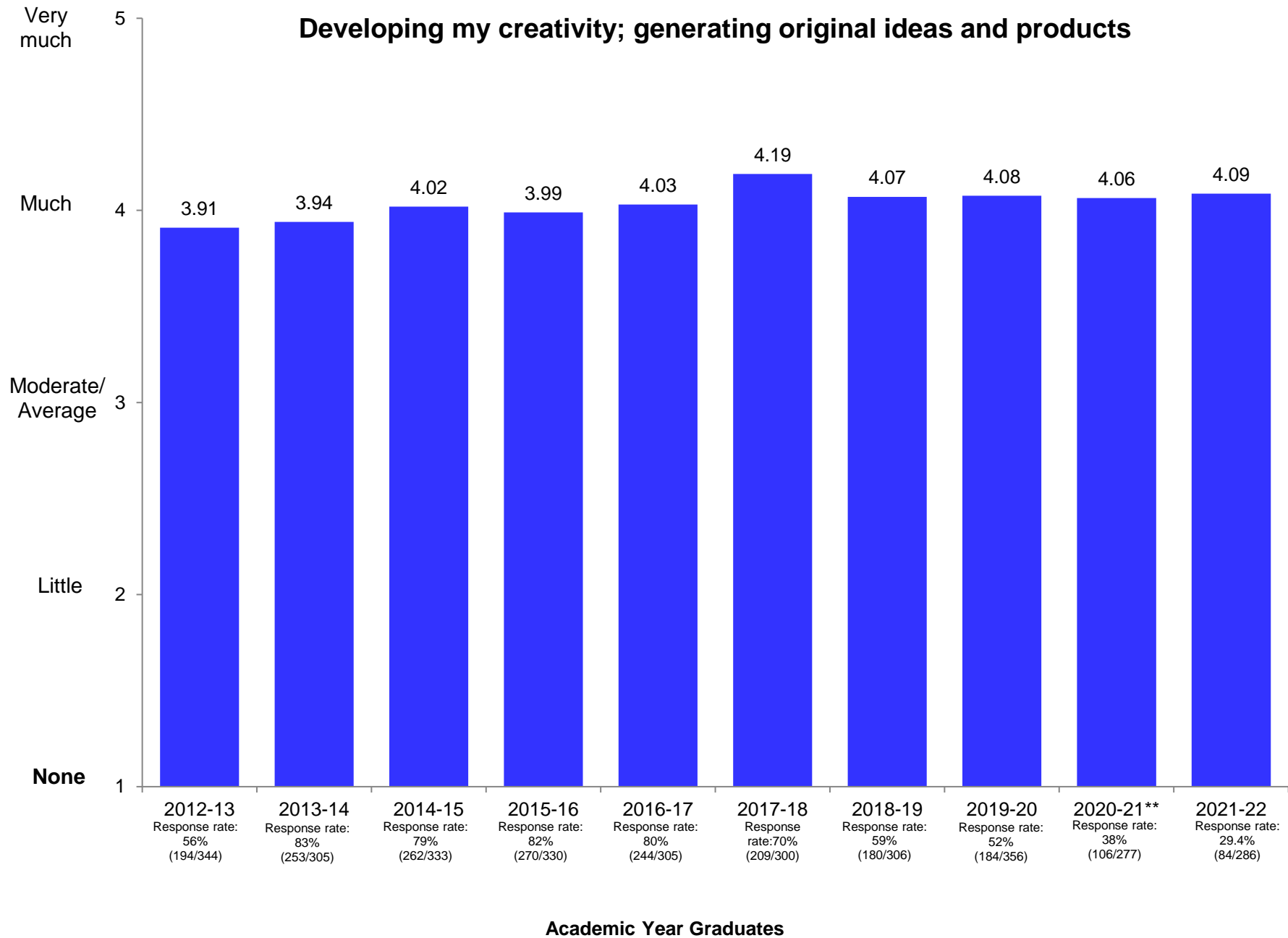
Graduating Senior Survey  
Administered at graduation rehearsal



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

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

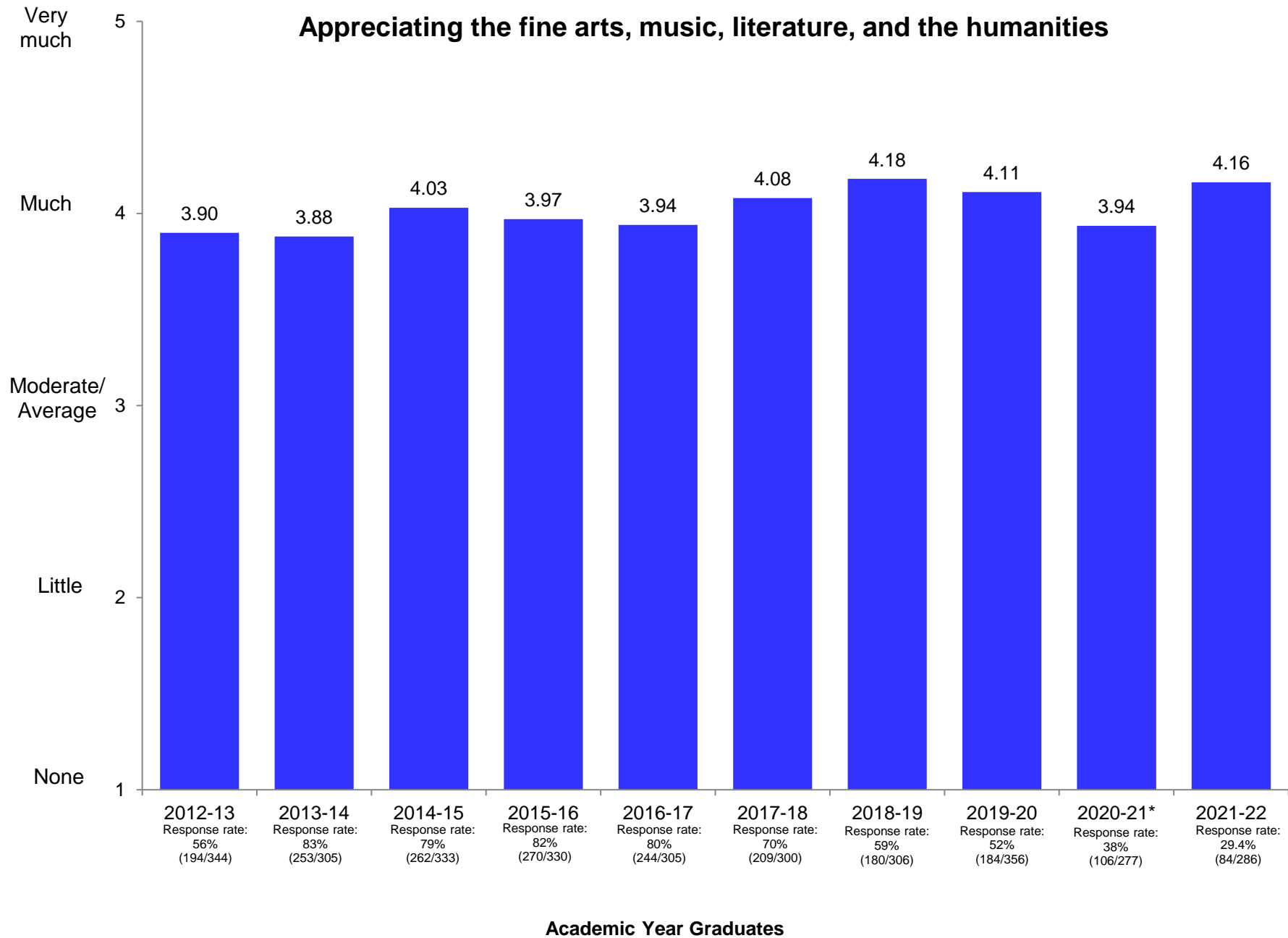
Graduating Senior Survey  
Administered at graduation rehearsal



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

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

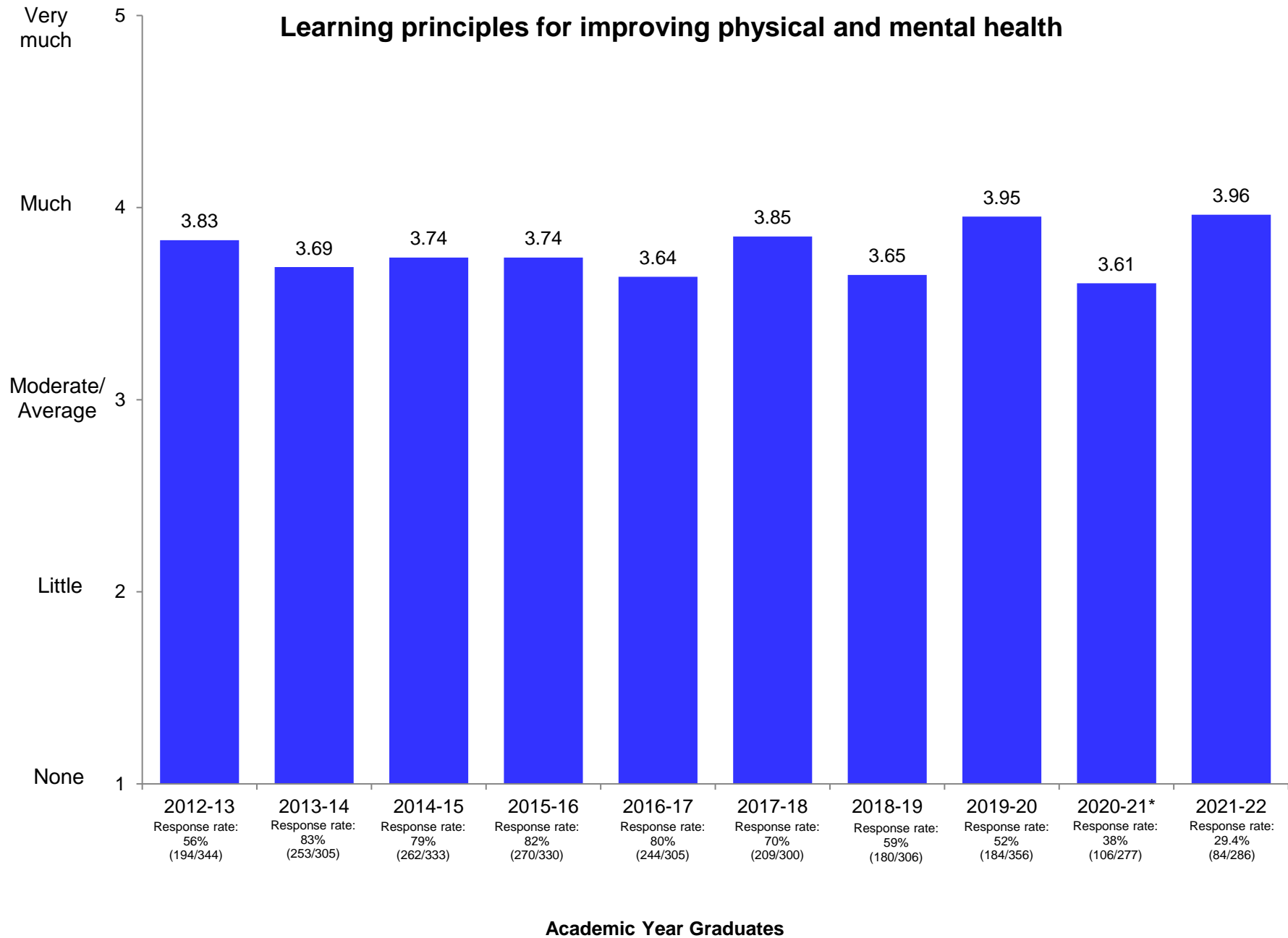
Graduating Senior Survey  
Administered at graduation rehearsal



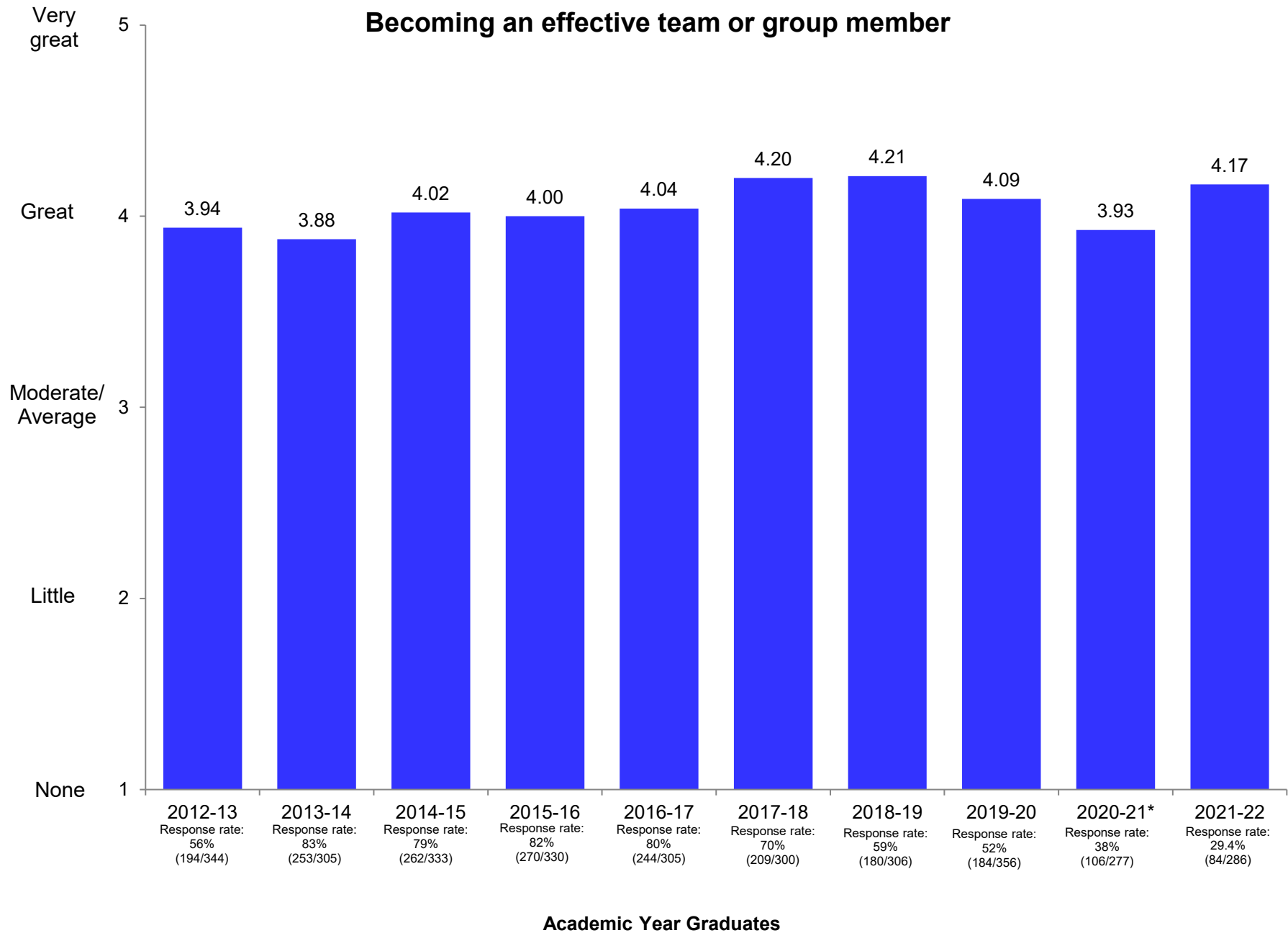
\*Due to the COVID-19 Pandemic, survey was administered online.

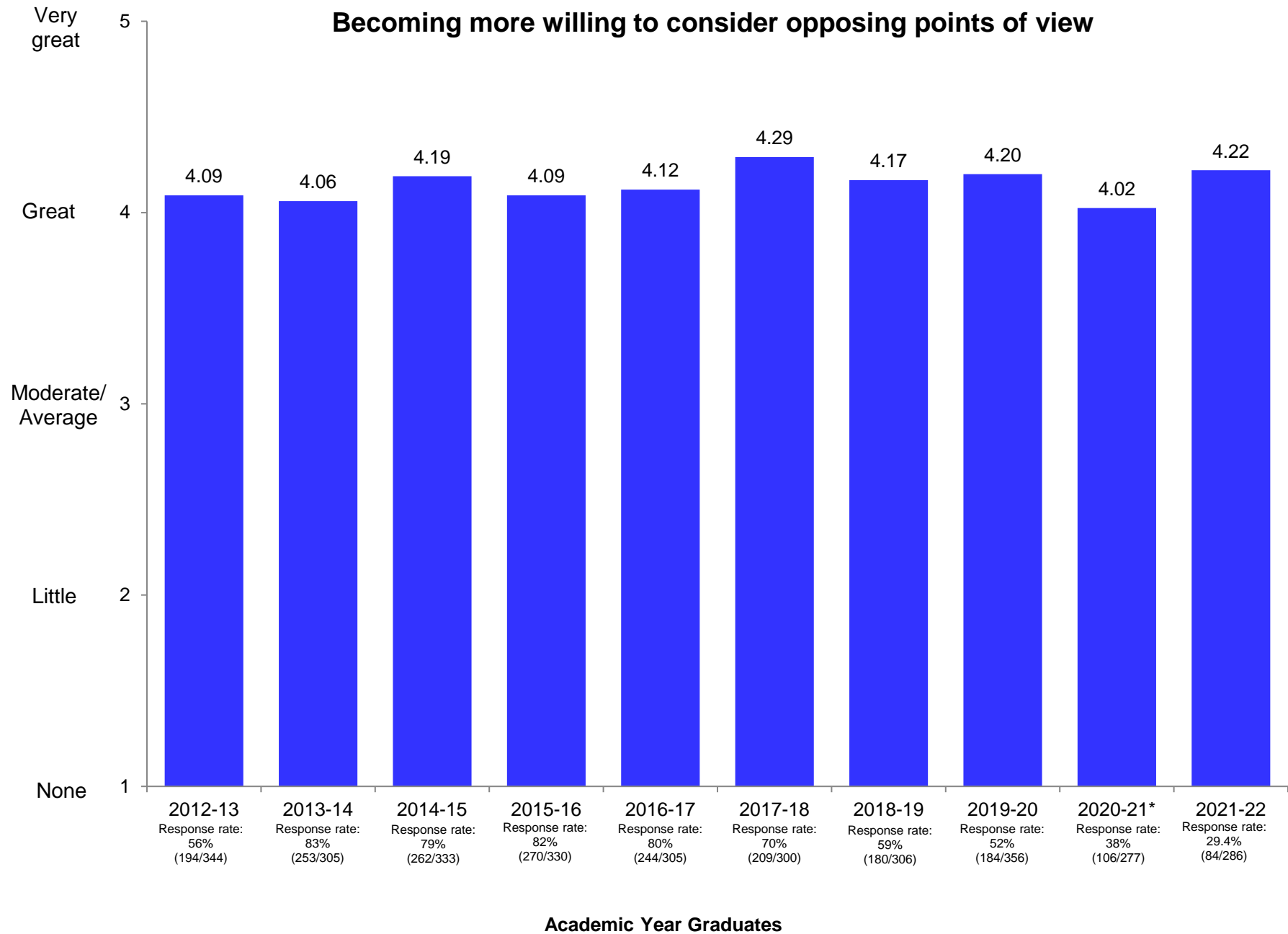
How much **progress** have you made toward the following outcome:

Graduating Senior Survey  
Administered at graduation rehearsal

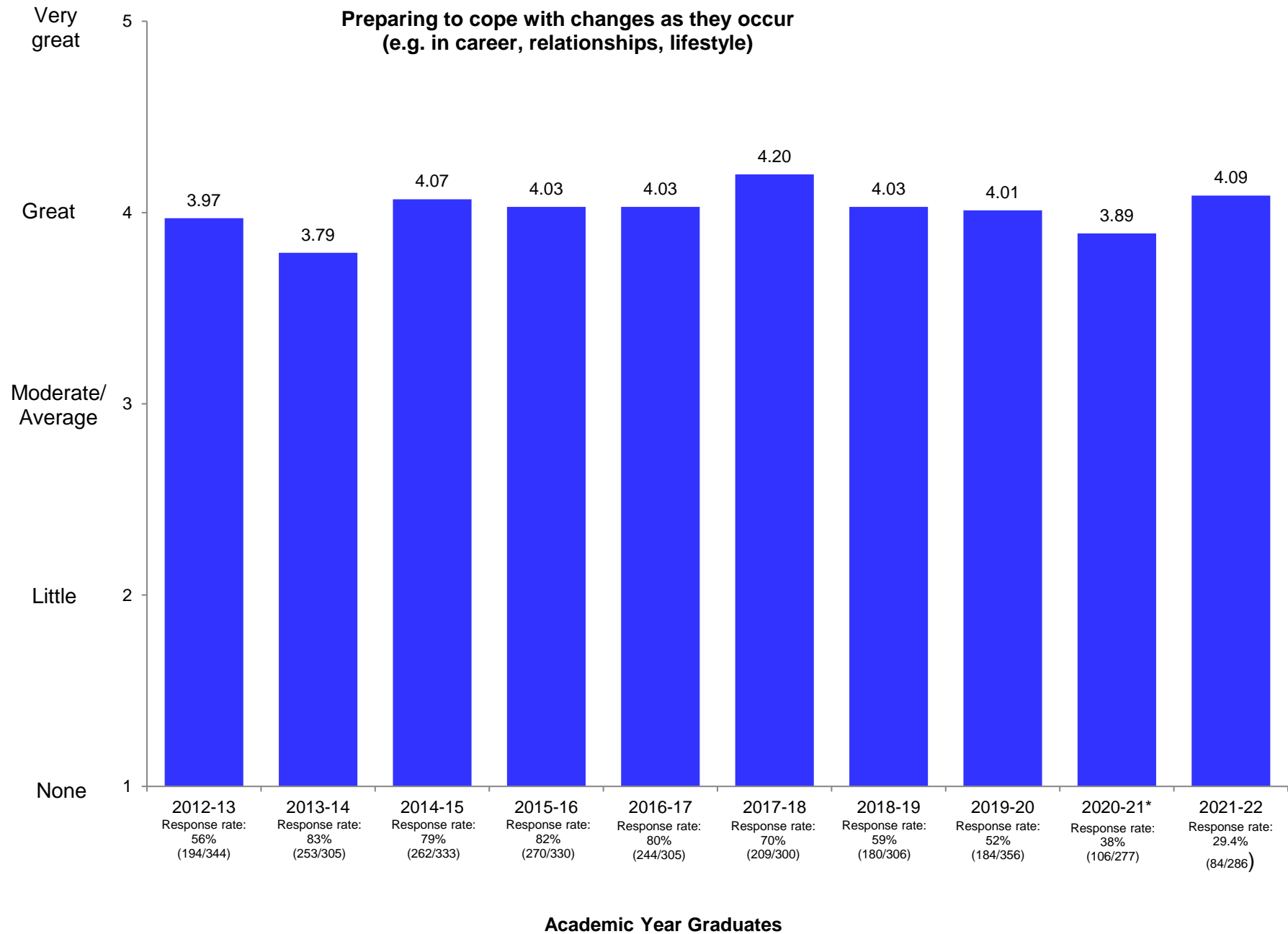


\*Due to the COVID-19 Pandemic, survey was administered online.



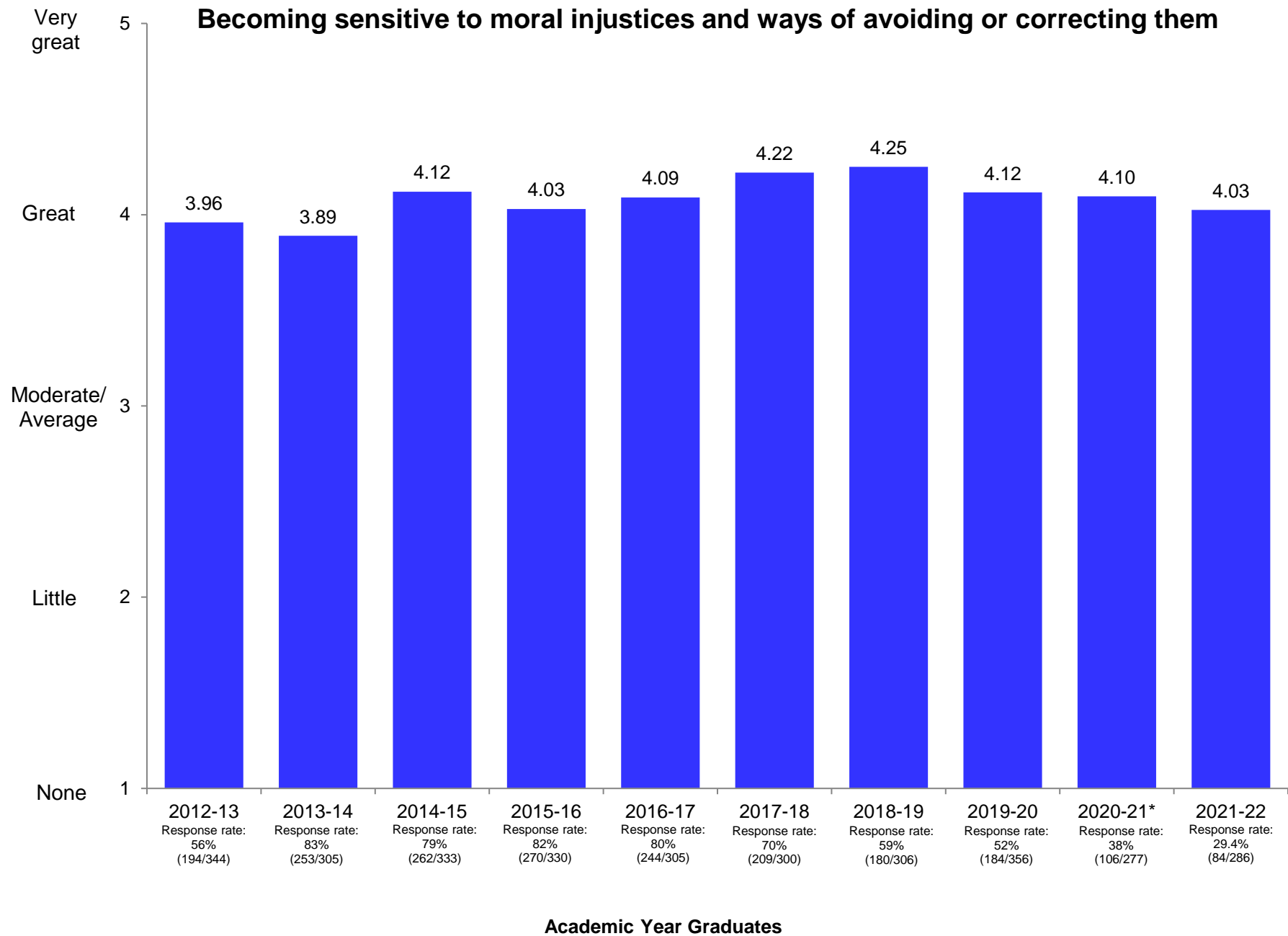


\*Due to the COVID-19 Pandemic, survey was administered online.

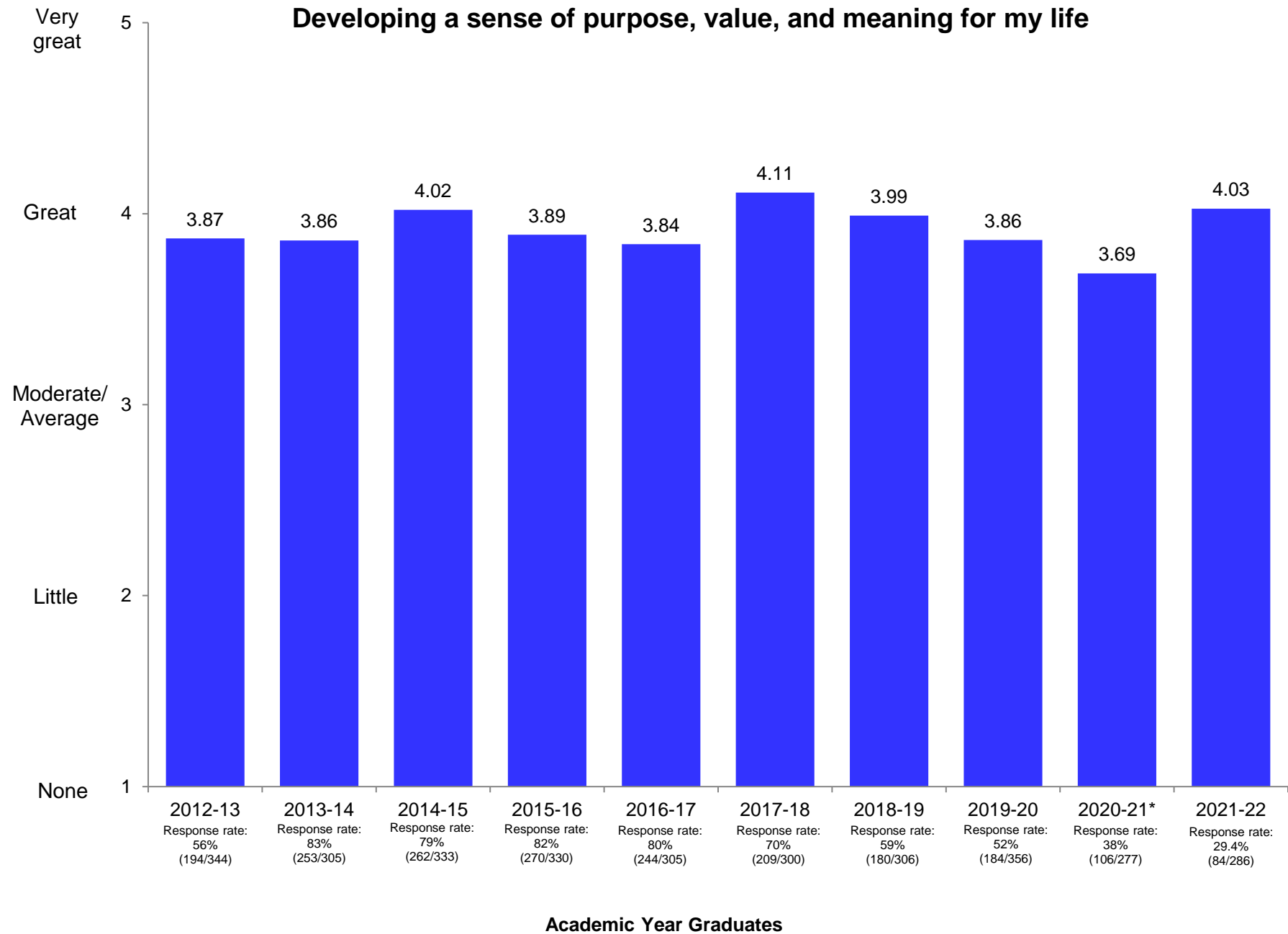


\*Due to the COVID-19 Pandemic, survey was administered online.

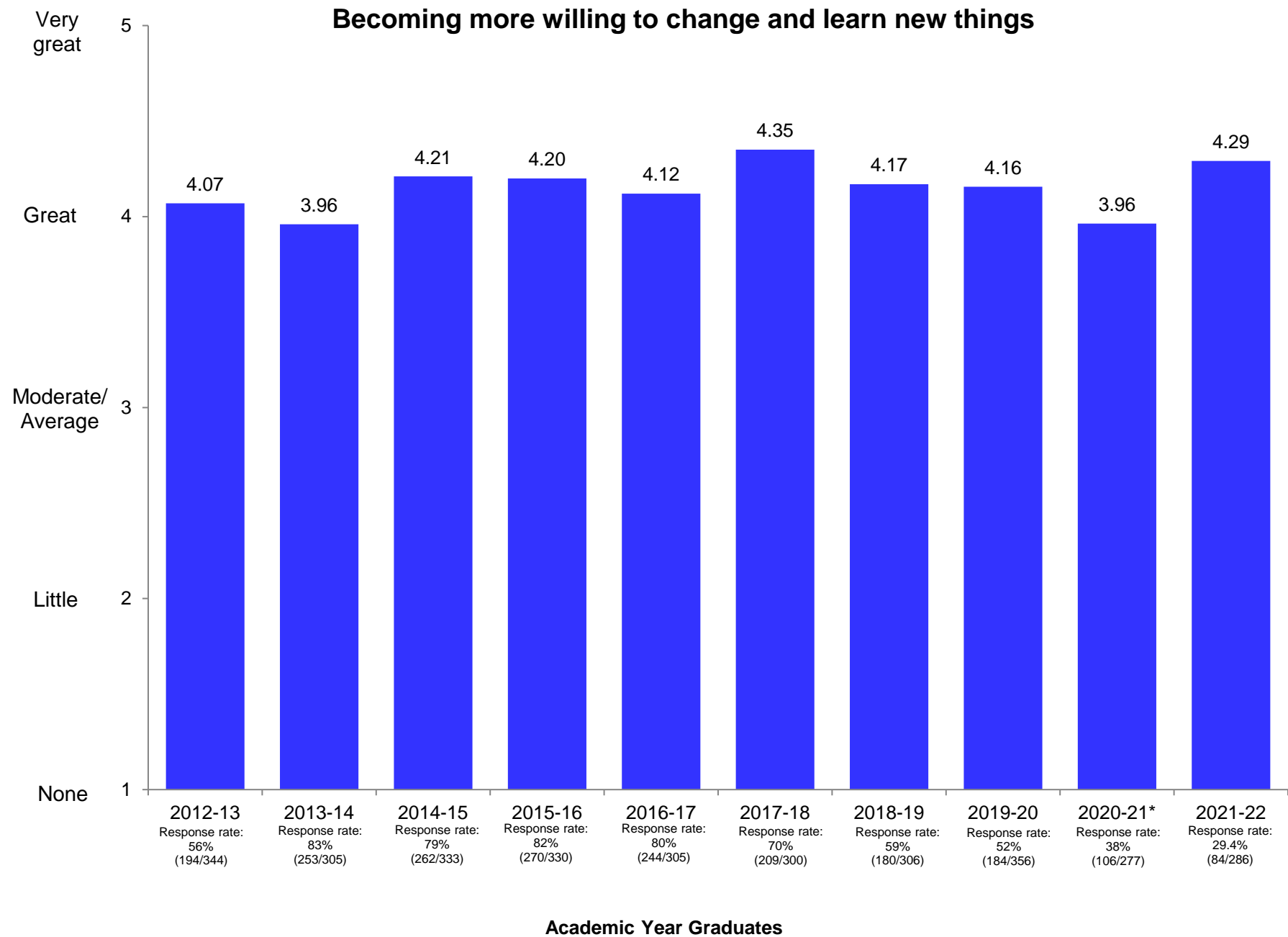




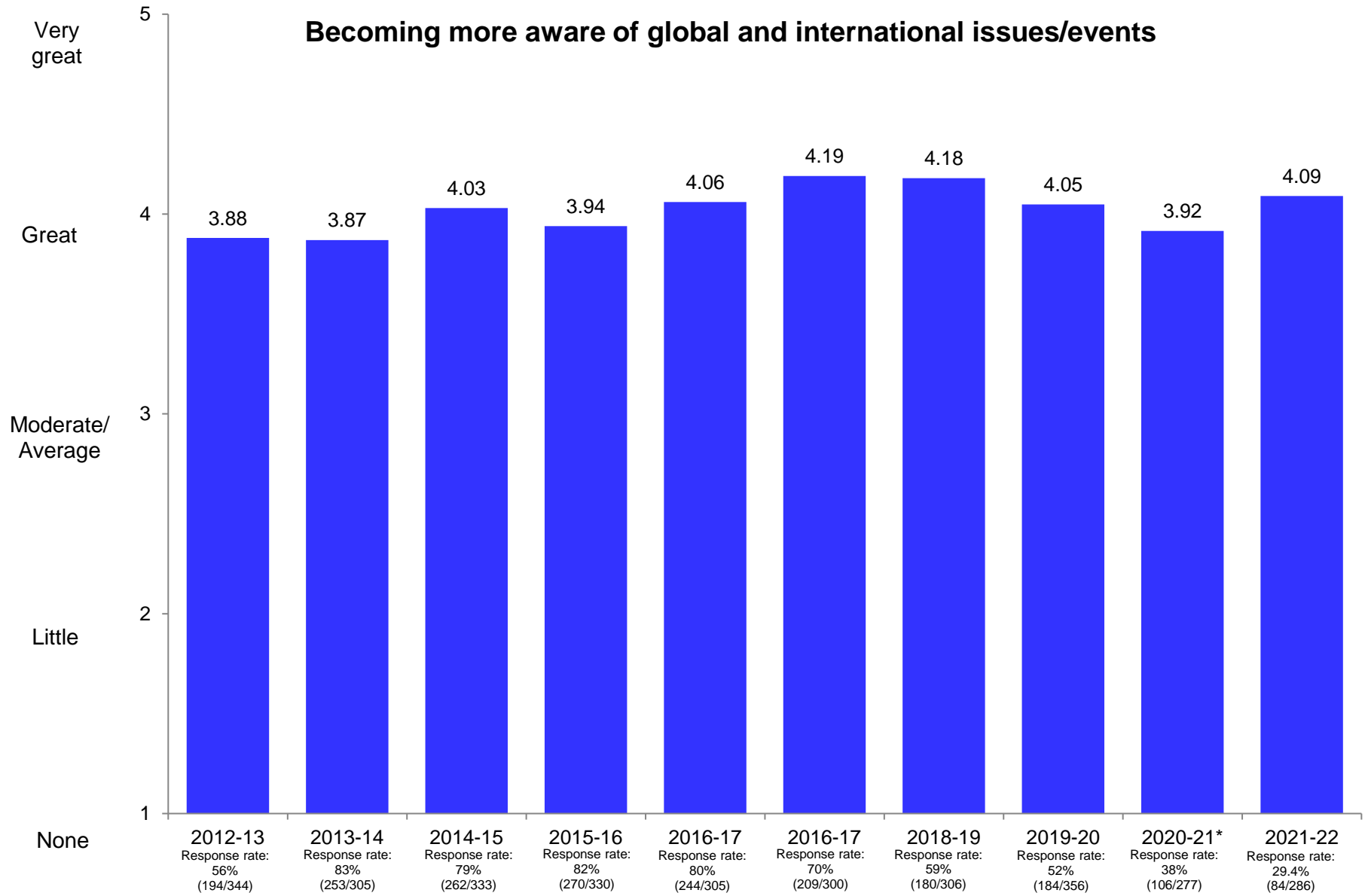
\*Due to the COVID-19 Pandemic, survey was administered online.



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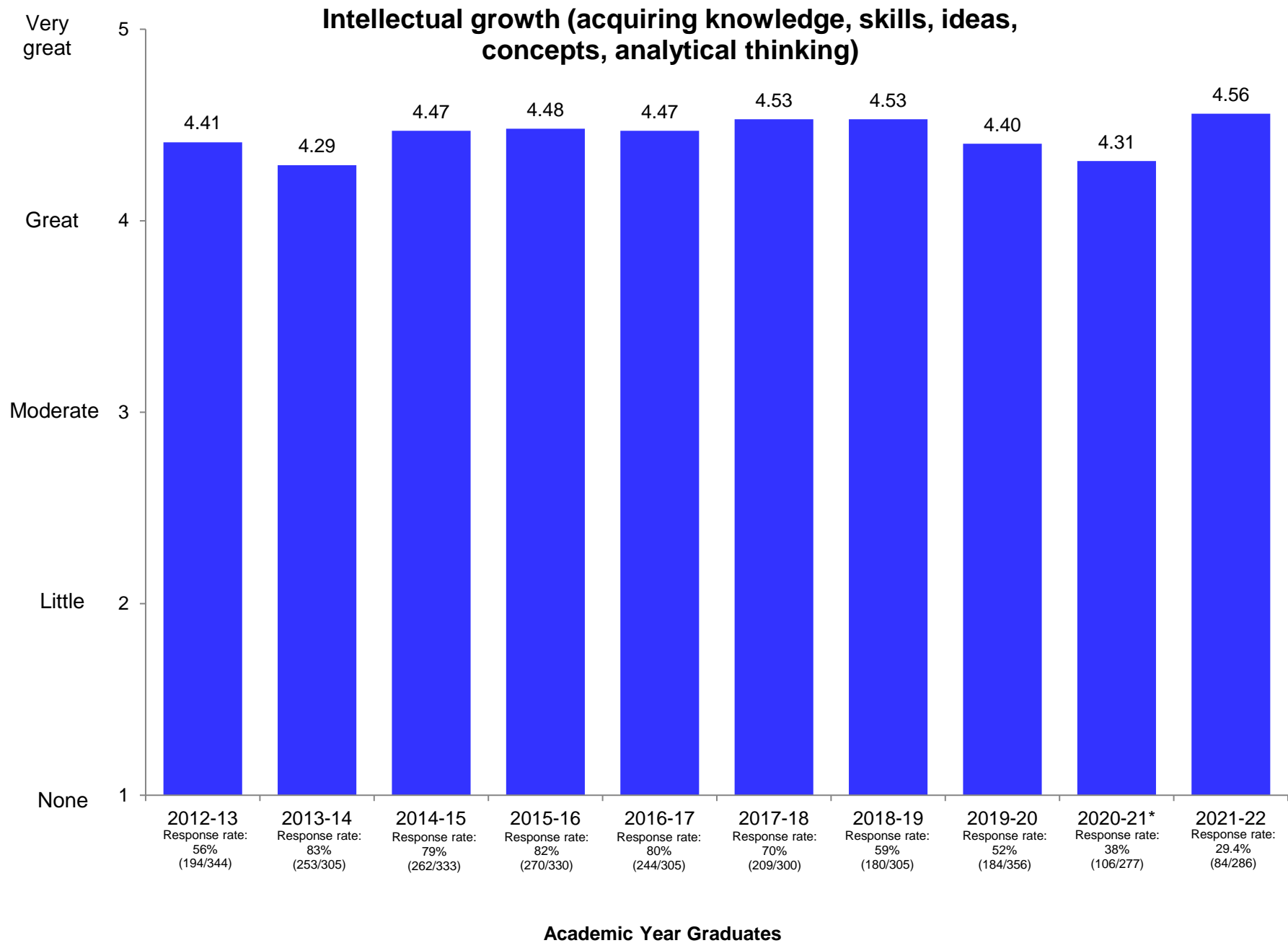
**Academic Year Graduates**

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

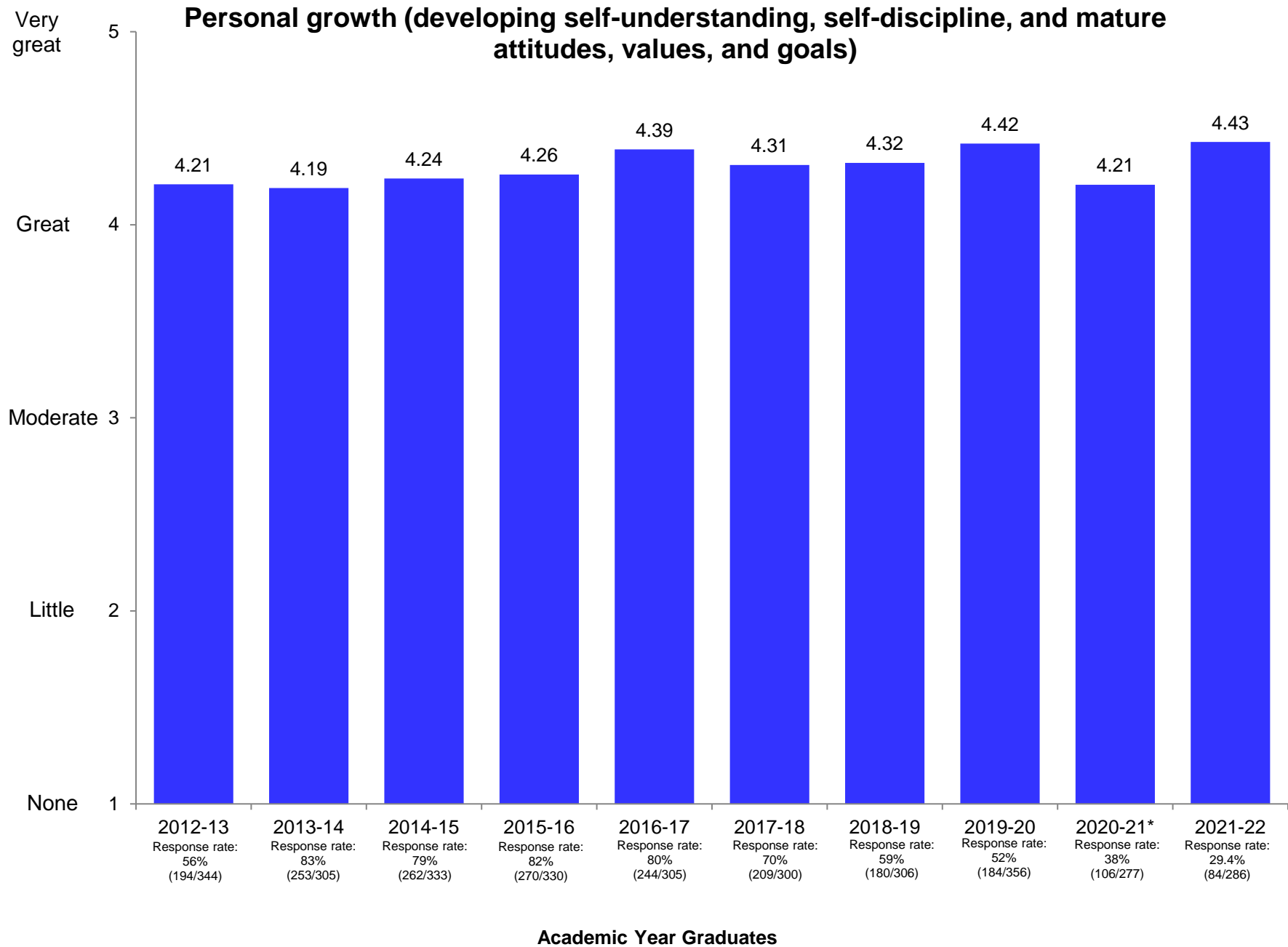
\*Due to the COVID-19 Pandemic, survey was administered online.

How large a contribution have your educational experiences made to your growth and preparation in each of the following areas:

Graduating Senior Survey  
Administered at graduation rehearsal



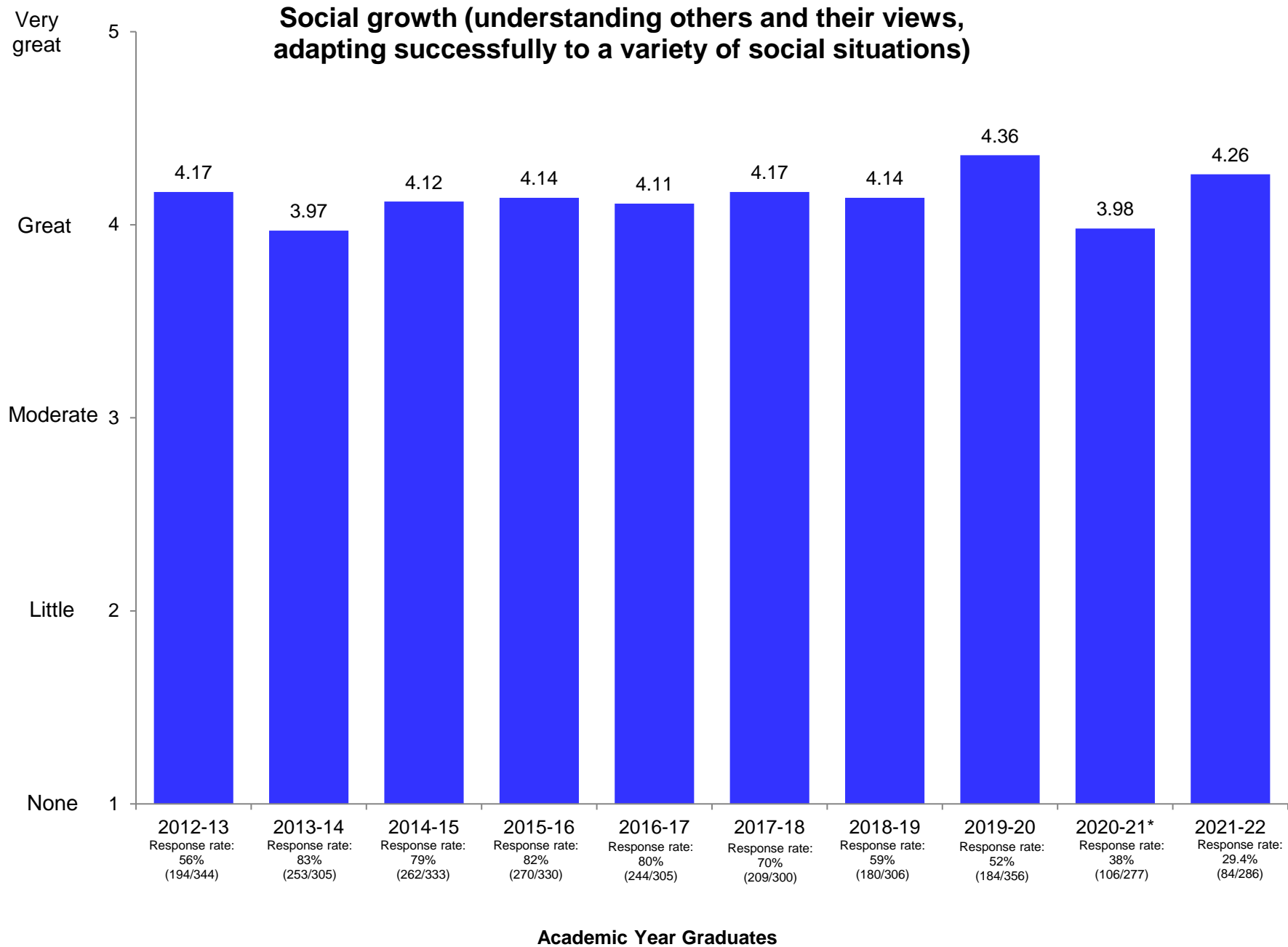
\*Due to the COVID-19 Pandemic, survey was administered online.



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

How large a contribution have your educational experiences made to your growth and preparation in each of the following areas:

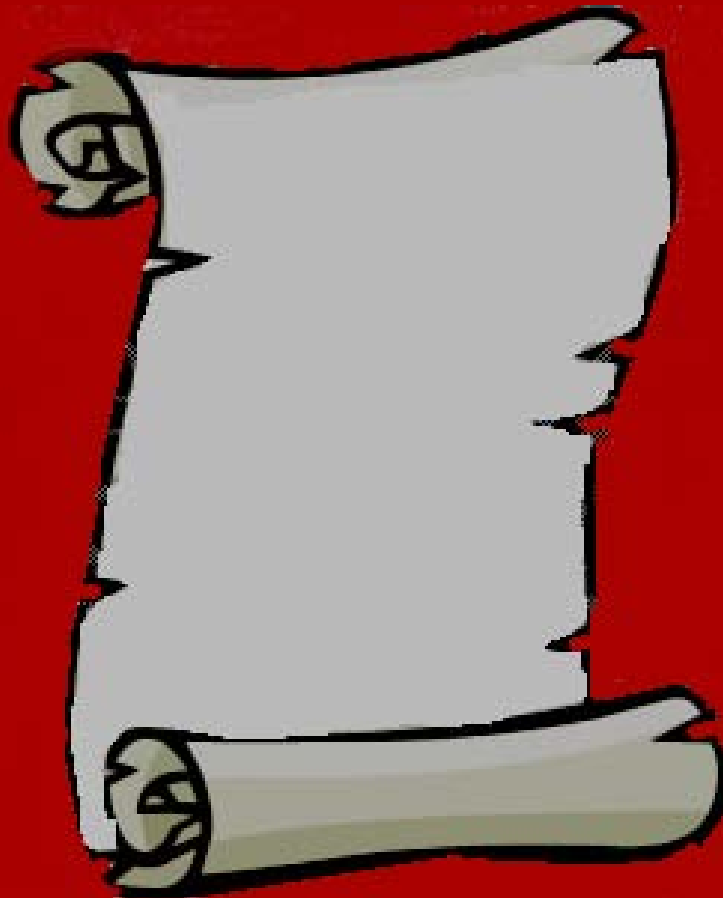
Graduating Senior Survey  
Administered at graduation rehearsal



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

# HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 20%





# Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



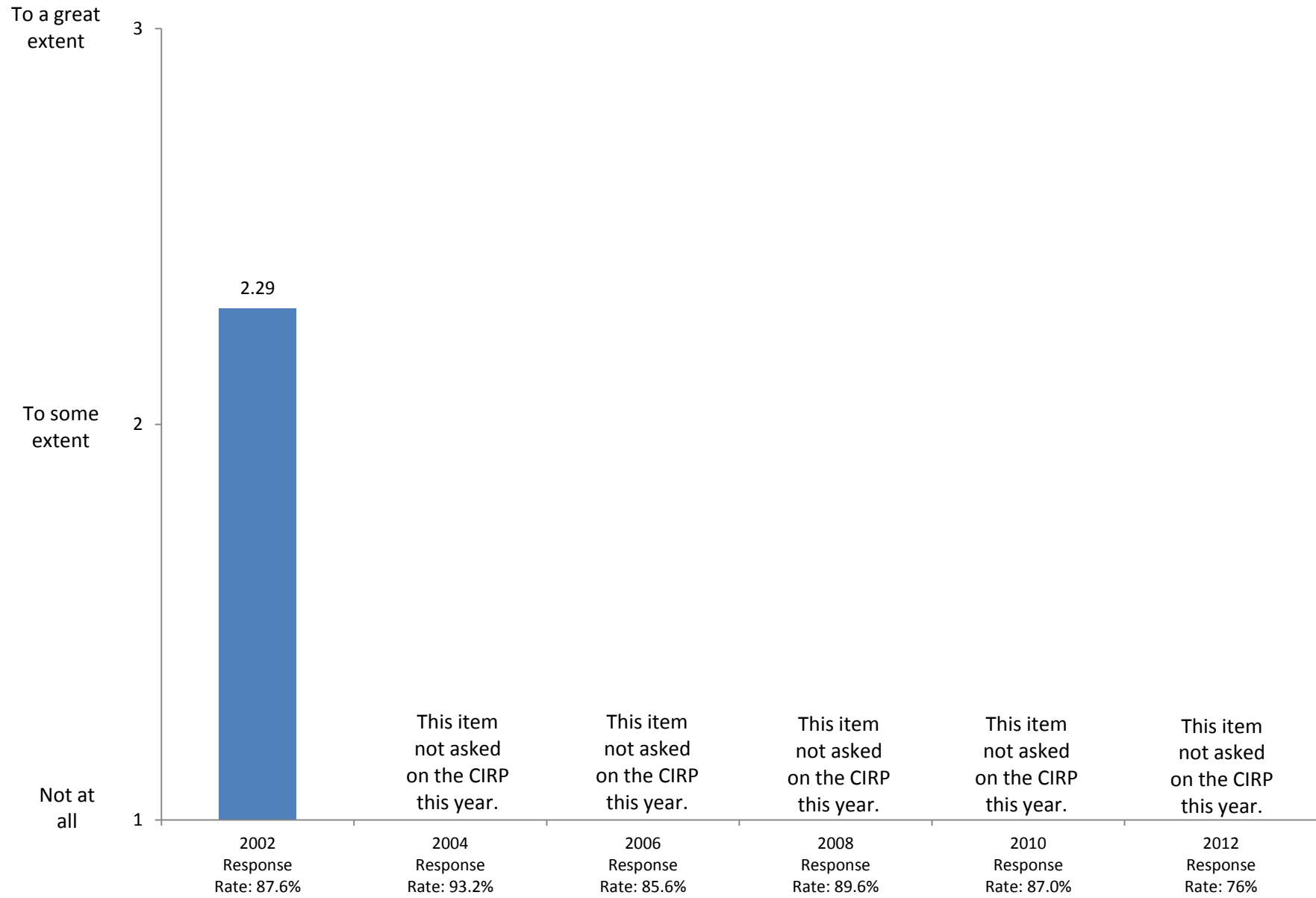
Administered Fall Terms 2002, 2004,  
2006, 2008, 2010, 2012, 2014 and 2016

[Click 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%

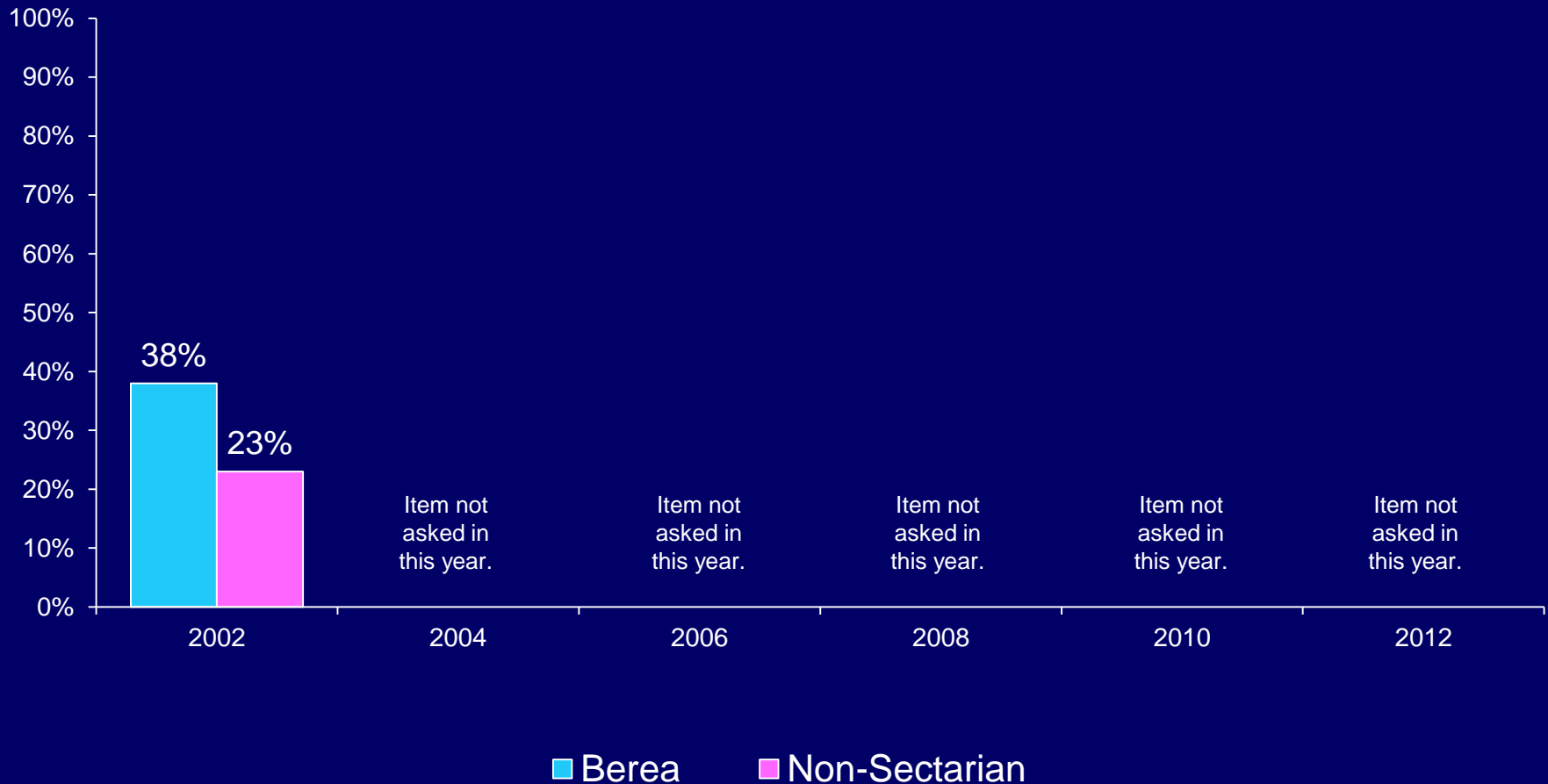
Please indicate the extent to which each of the following describes you:

## Engaging in self-reflection



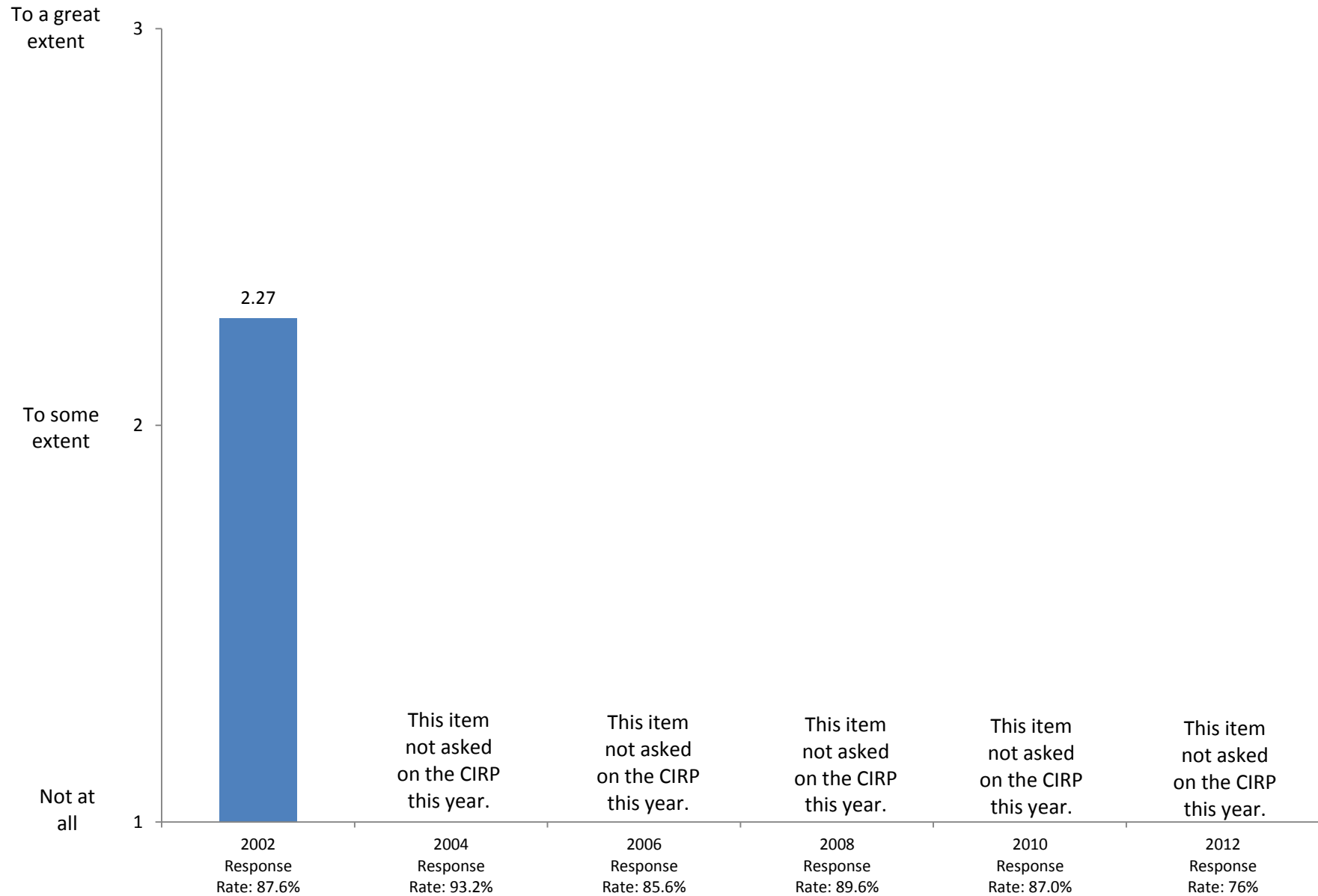
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who indicated that the following describes them “to a great extent”:*  
**Engaging in self-reflection**



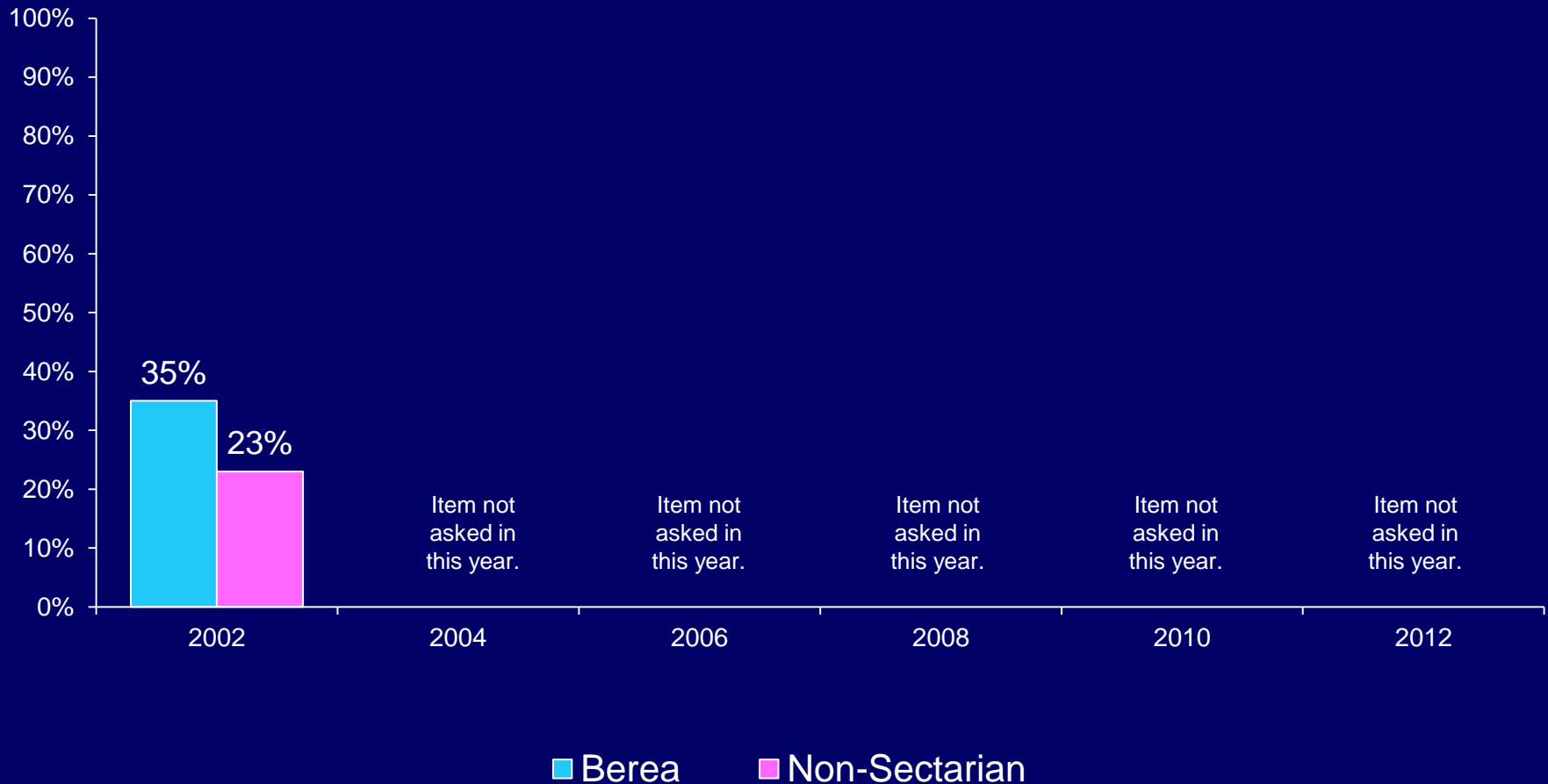
Please indicate the extent to which each of the following describes you:

## Appreciating the interconnectedness of everything



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 describes them “to a great extent”:*  
**Appreciating the interconnectedness of everything**



# Berea-Specific Entering Survey

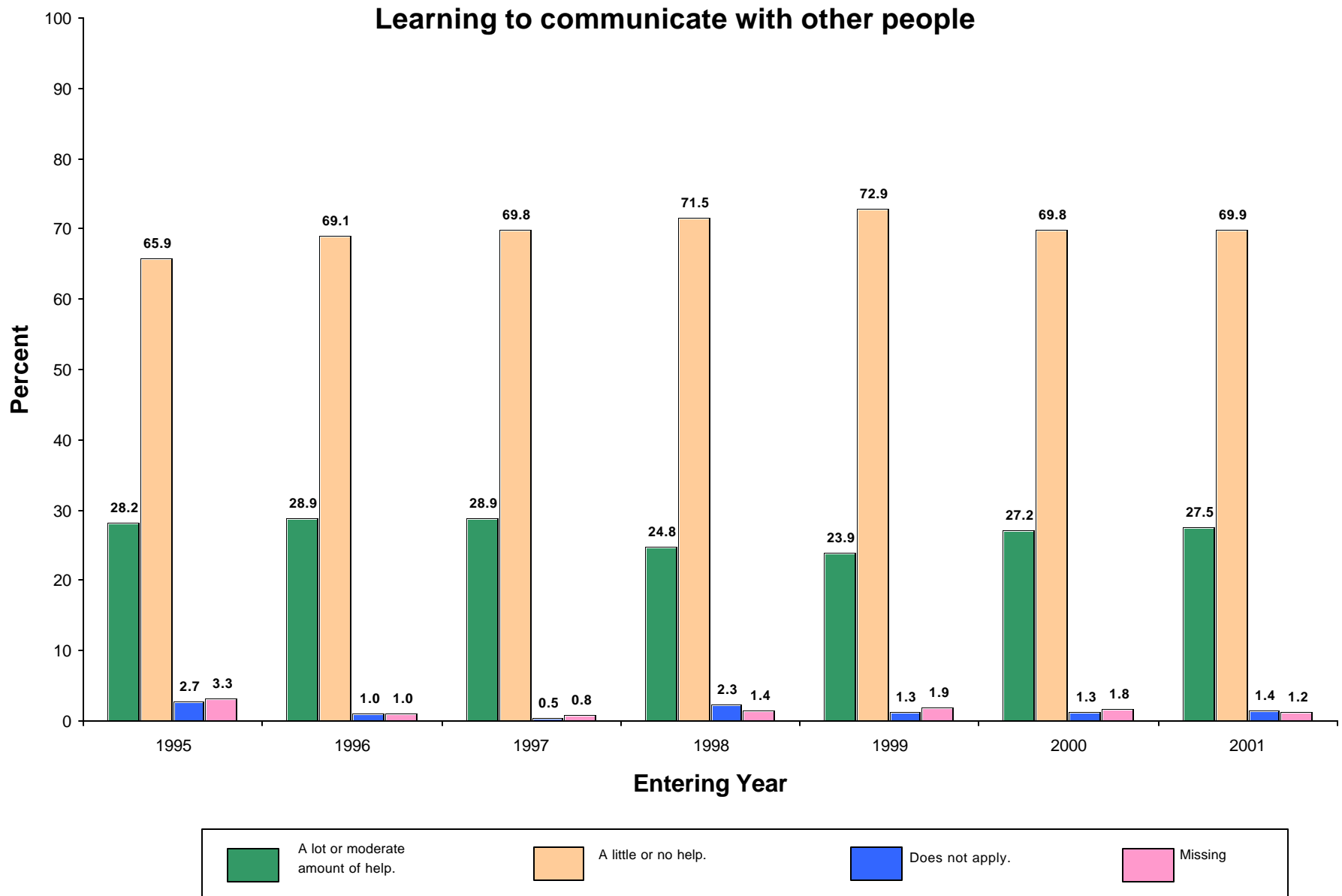
(Fall Term First-Year Students and New Transfers)



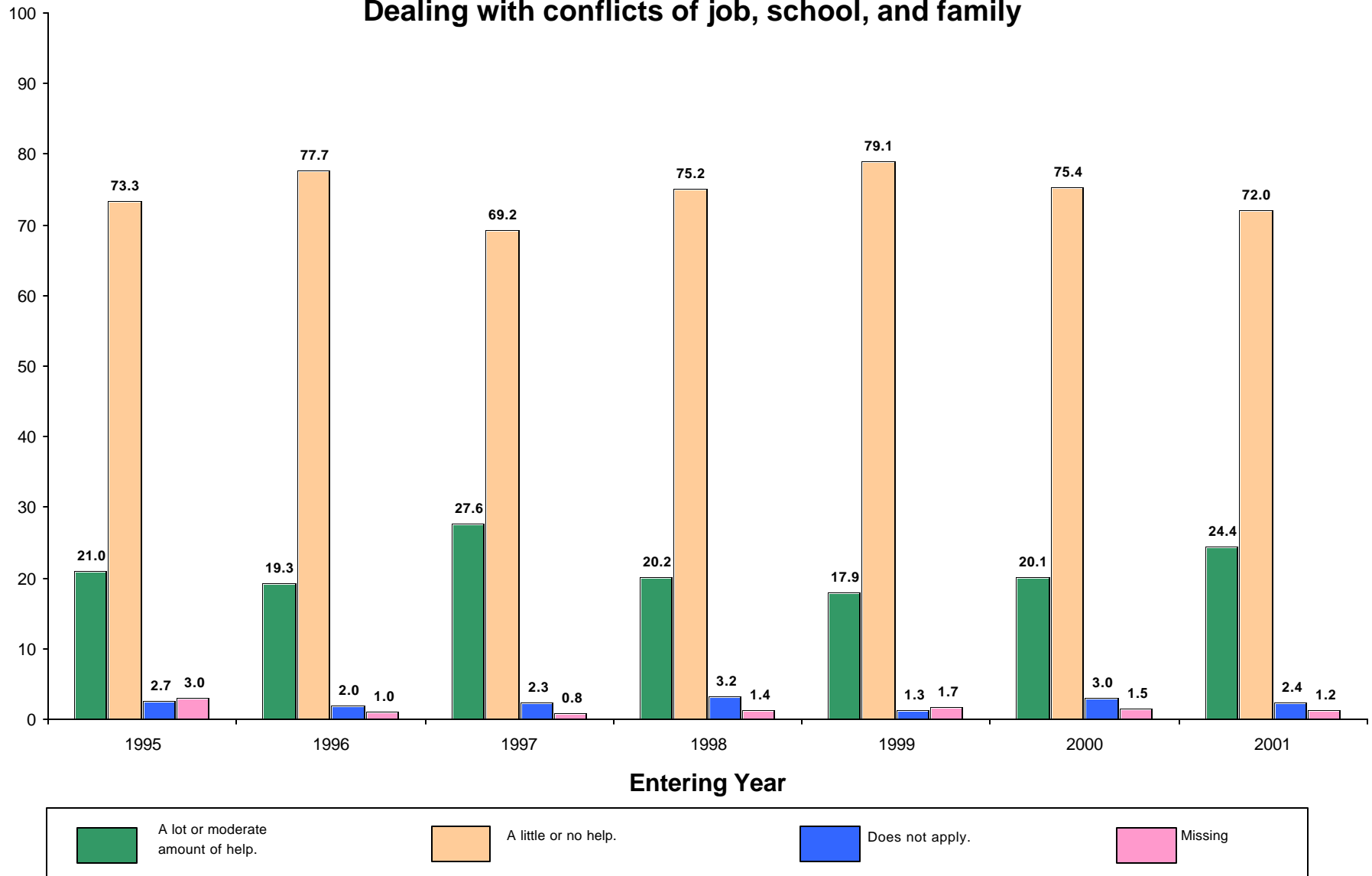
[Click to see survey instruments](#)

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

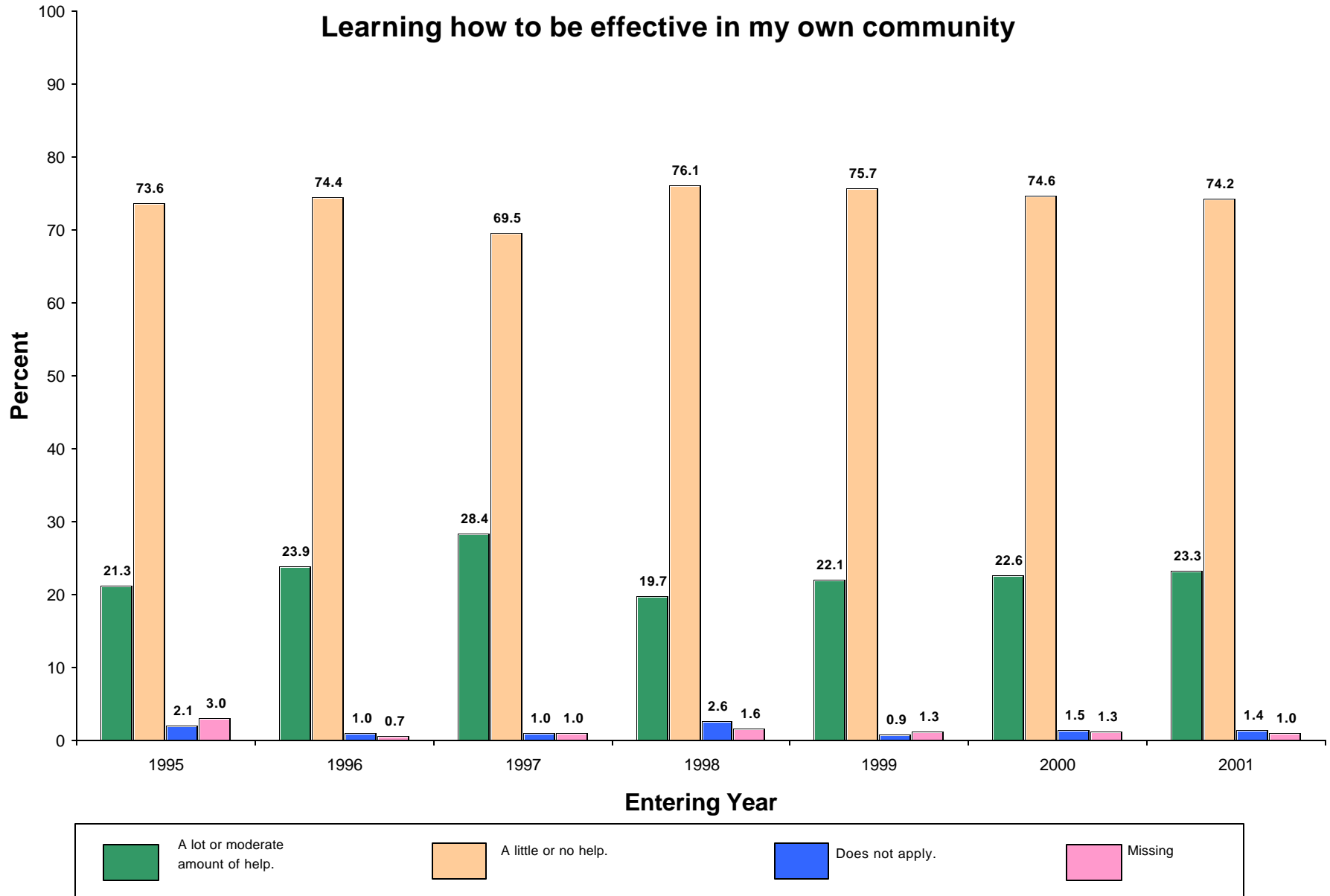
Average Response Rate of 85%



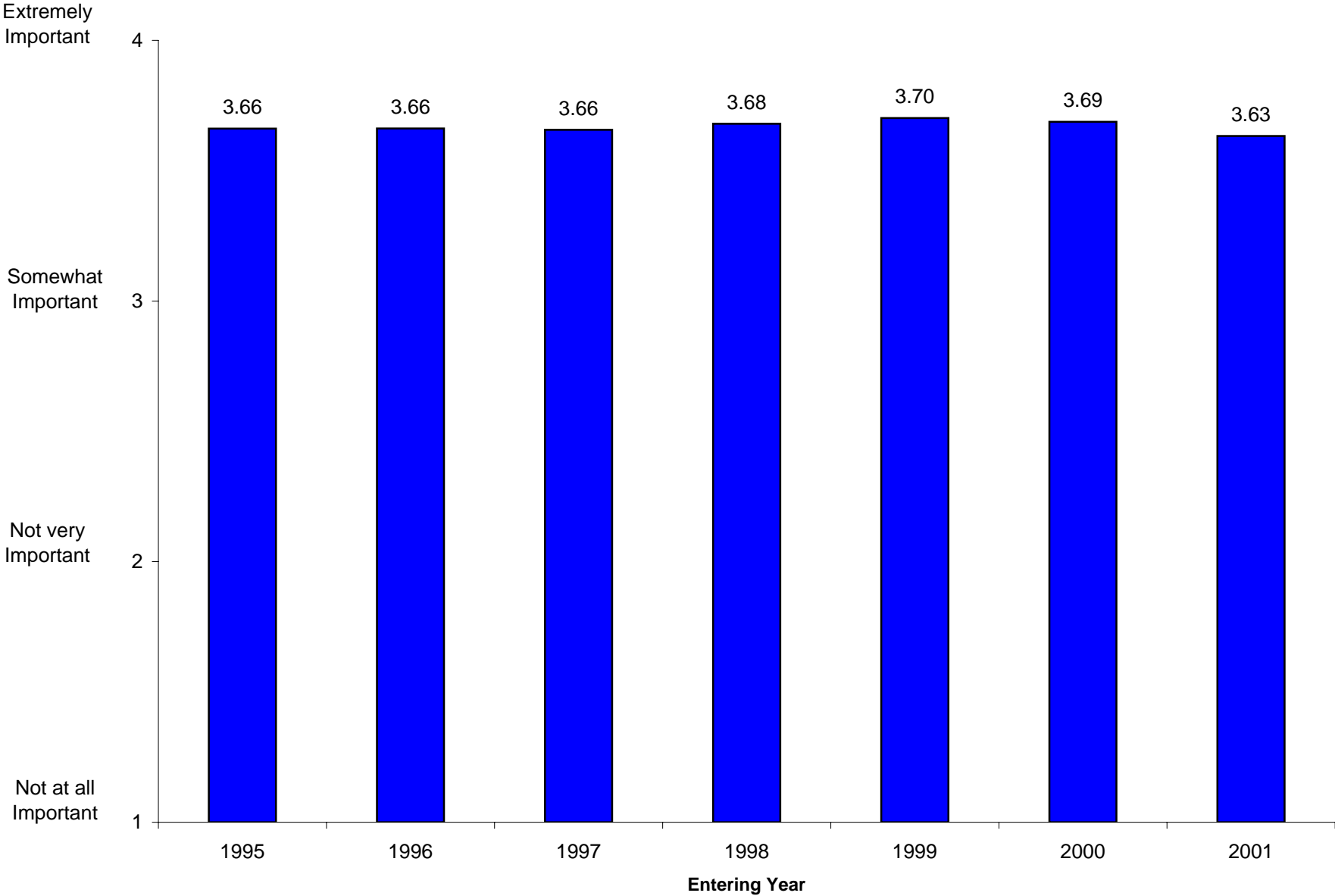
### Dealing with conflicts of job, school, and family







To become a 'well-rounded' person



# Your First College Year (YFCY)

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

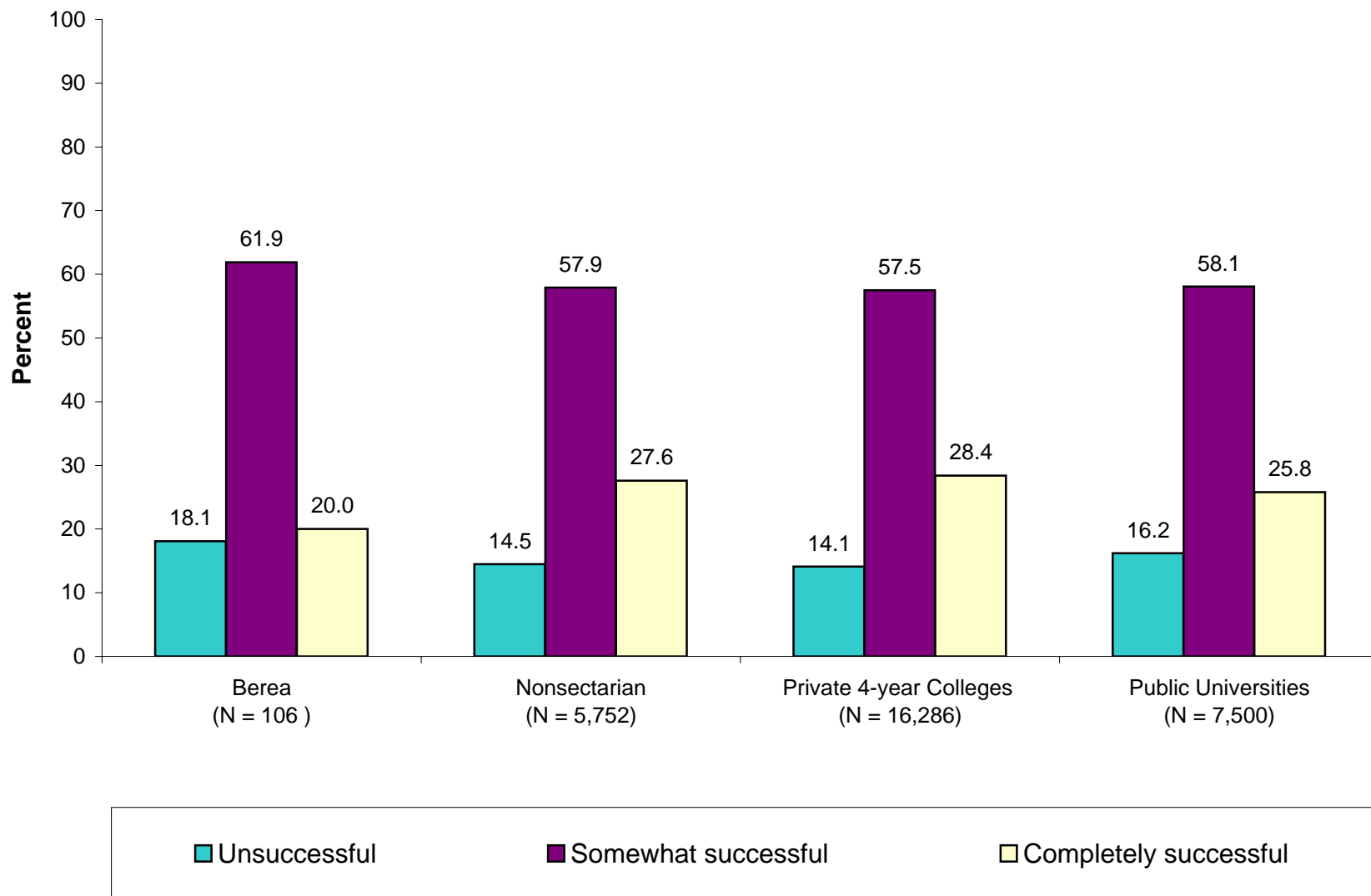


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

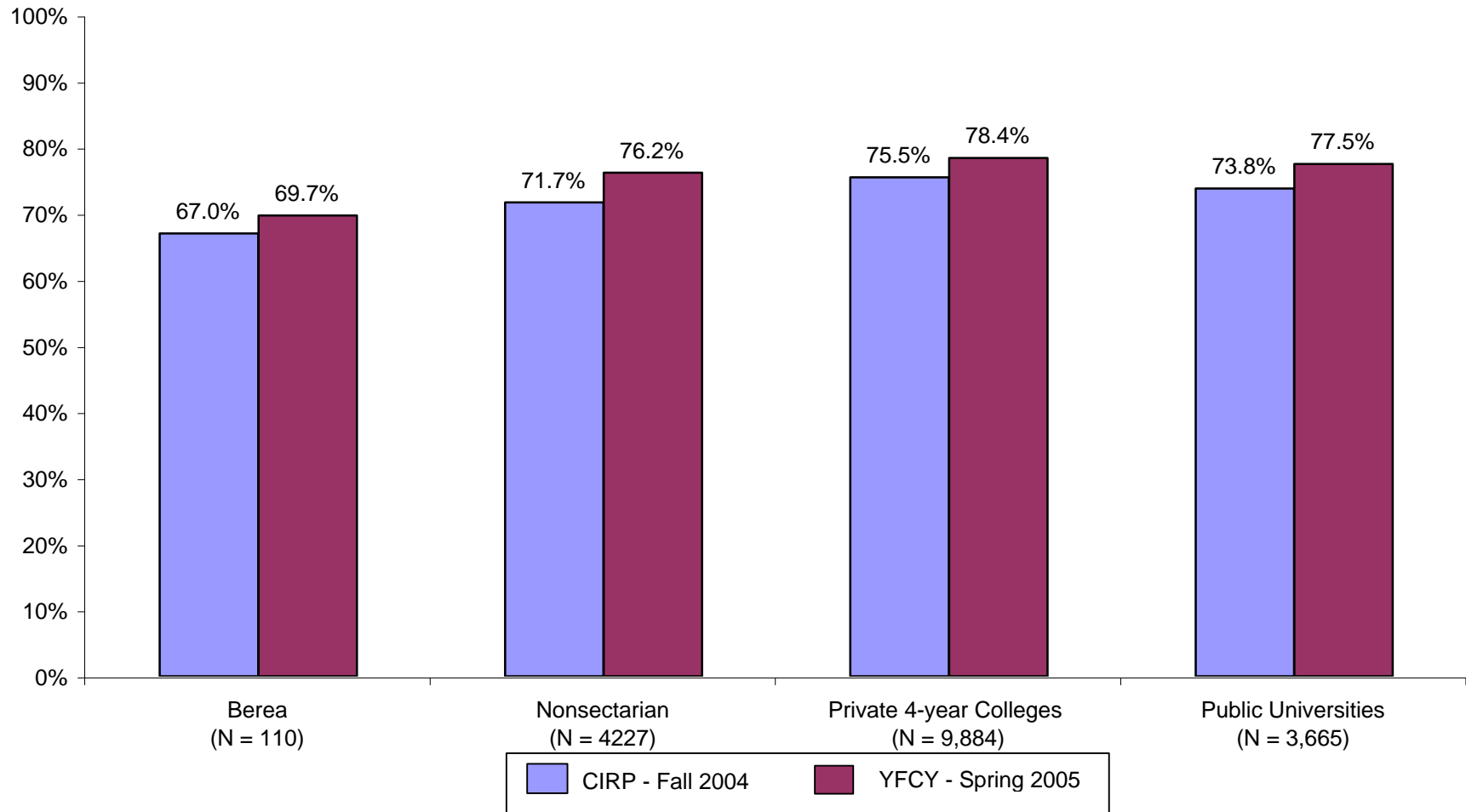
Since entering this college, how successful have you felt at:

## Managing your time effectively



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)

# National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



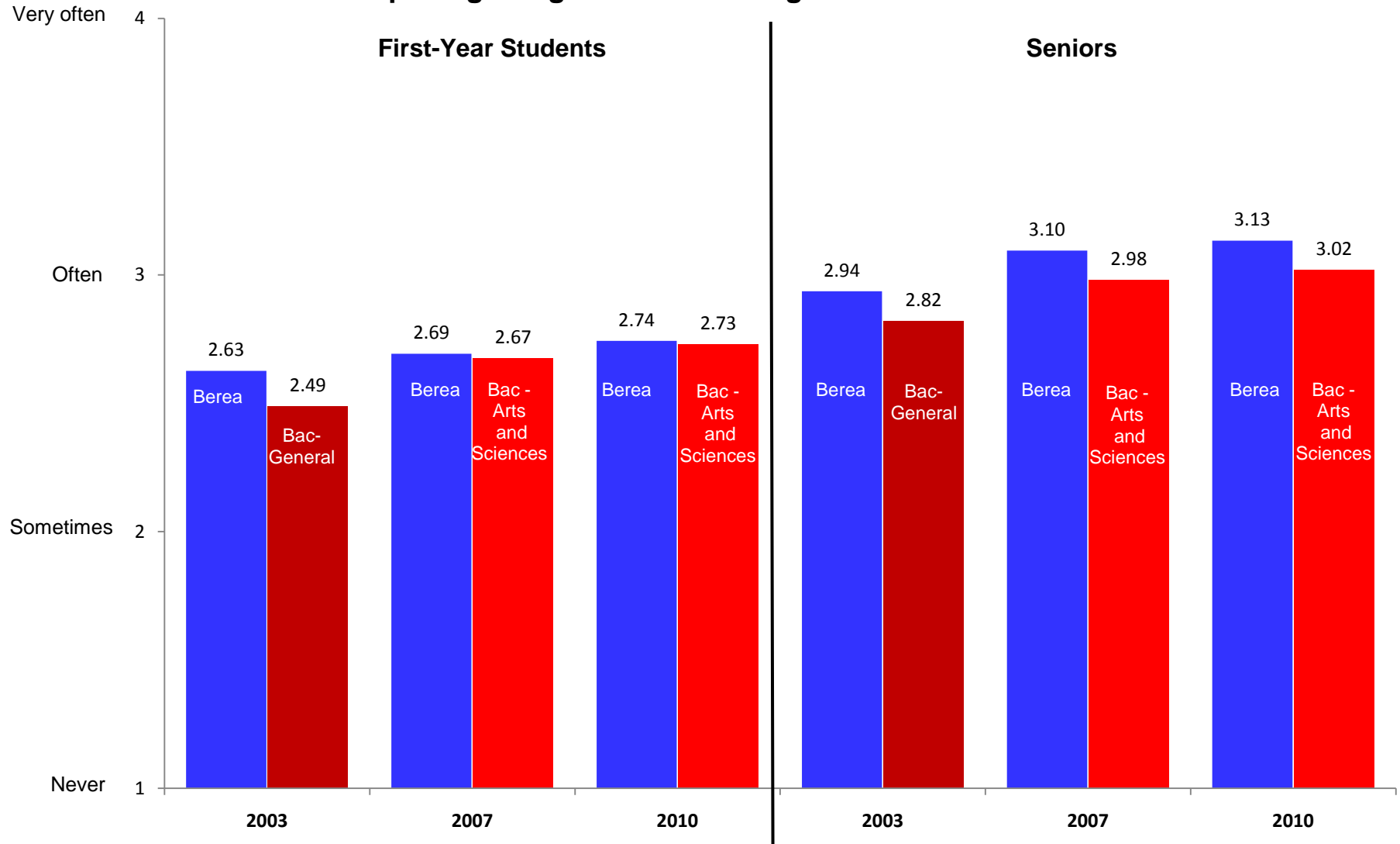
[Click to see survey instruments](#)

## Response Rates:

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

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

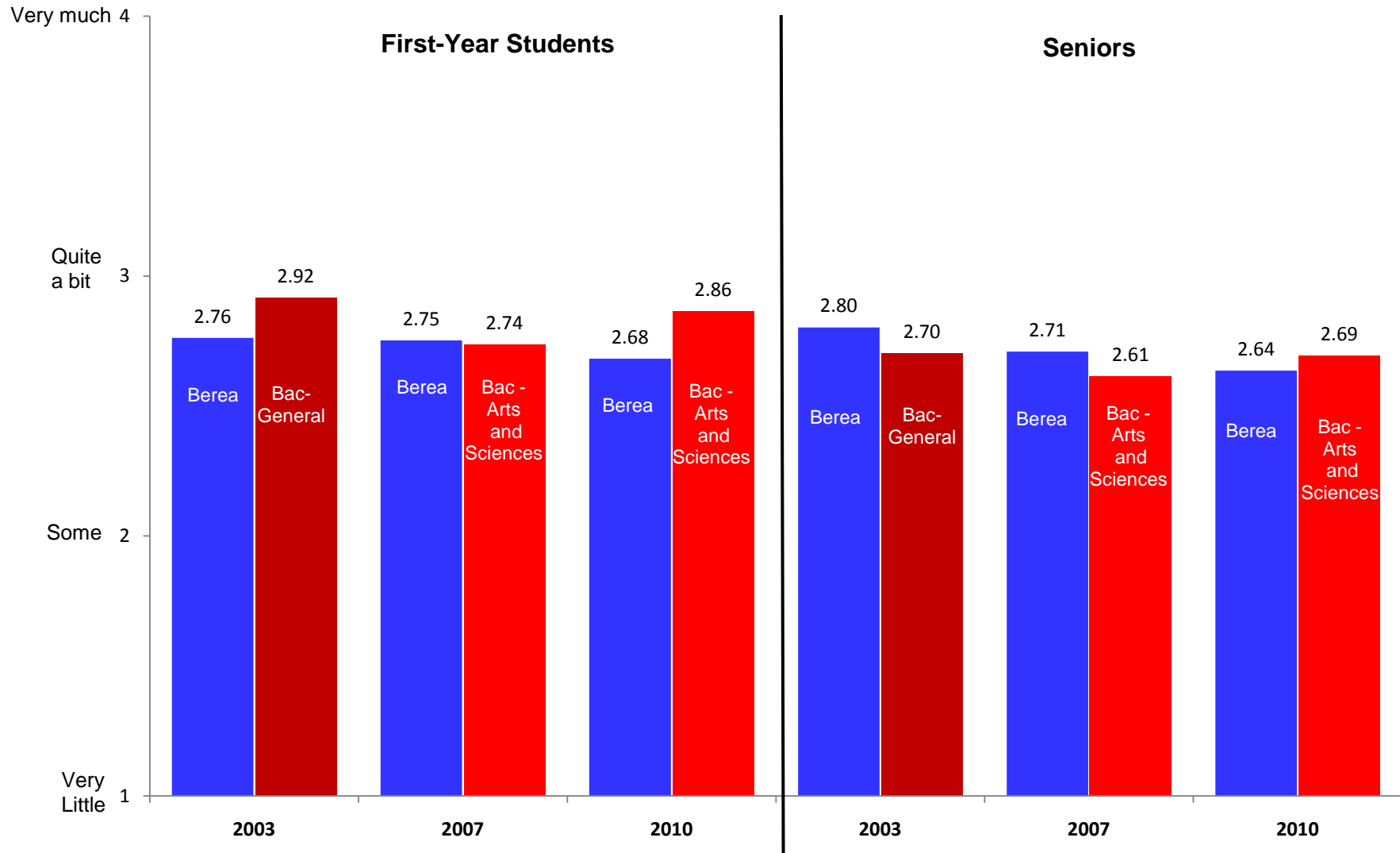
**Put together ideas or concepts from different courses when completing assignments or during class discussions**



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.

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

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

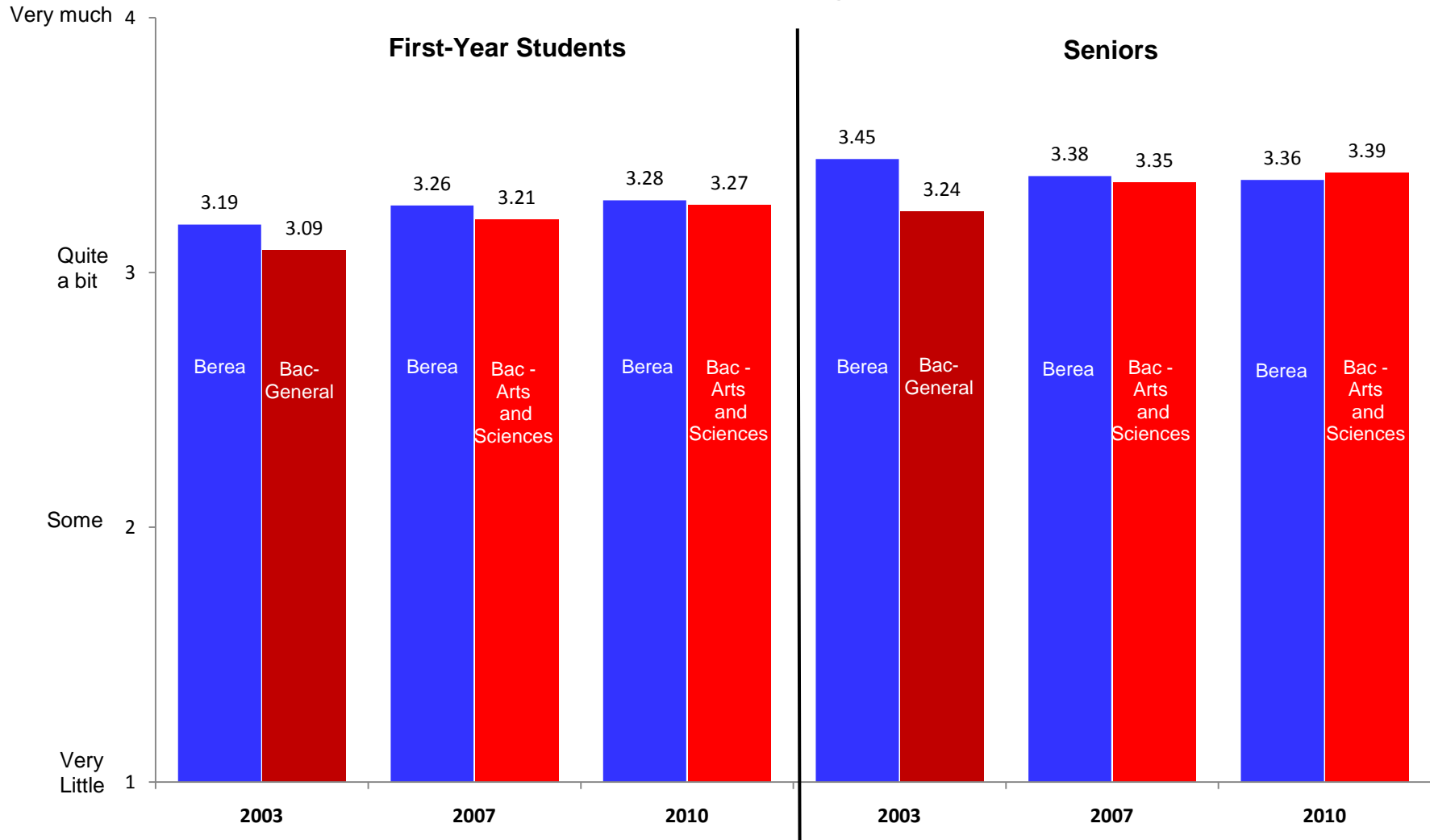


NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate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



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

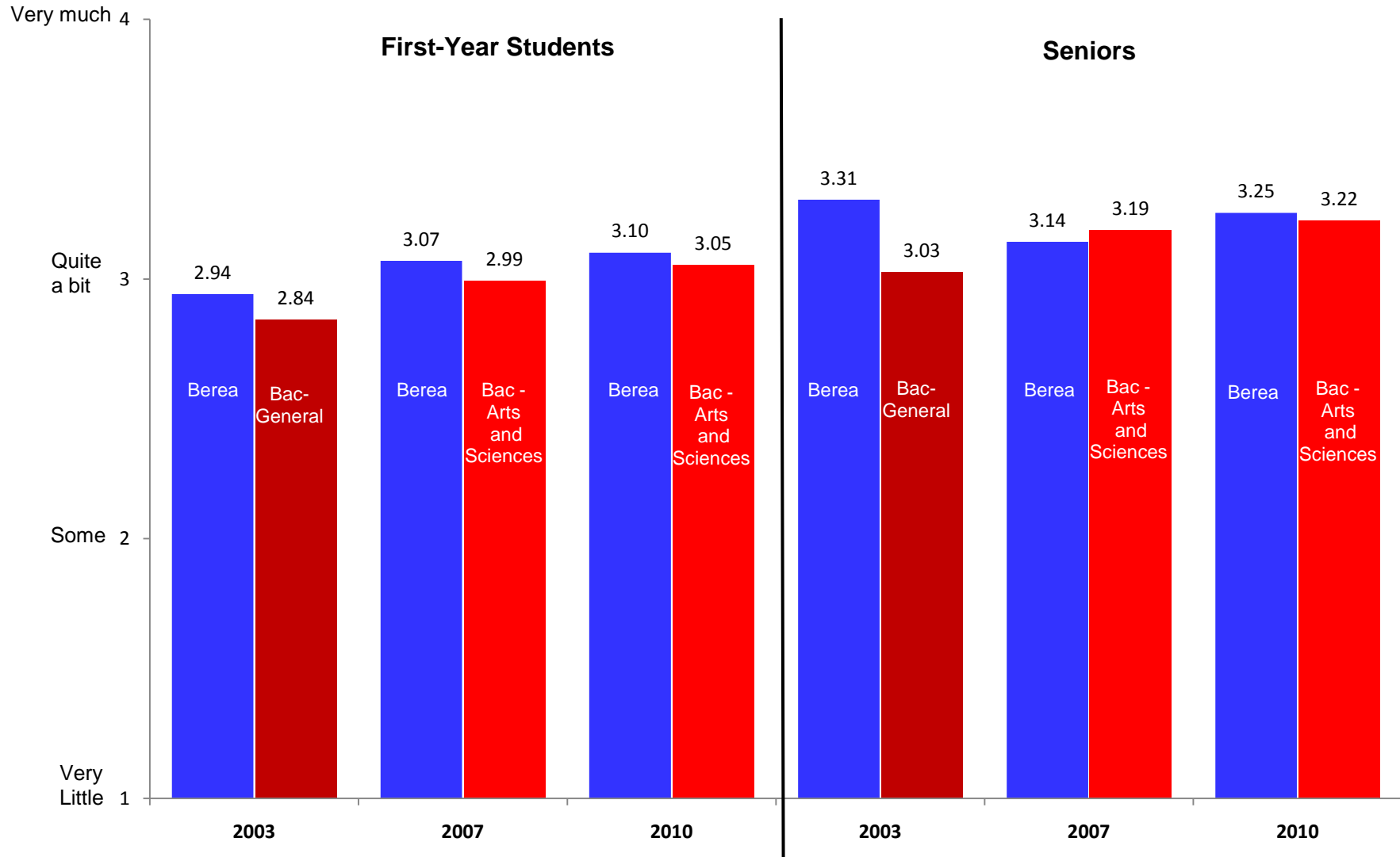
**Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components**



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.

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

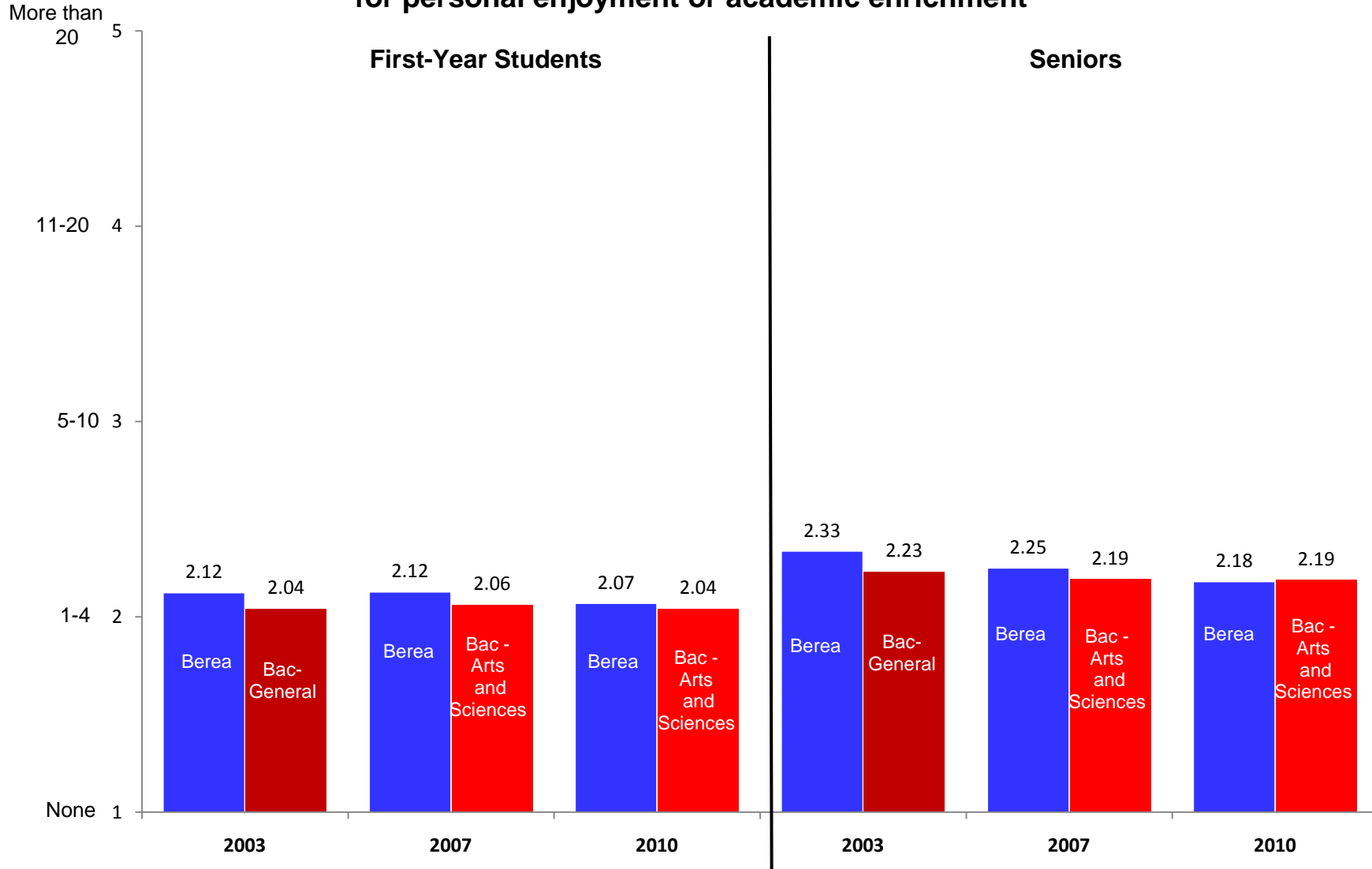
**Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships**



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.

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

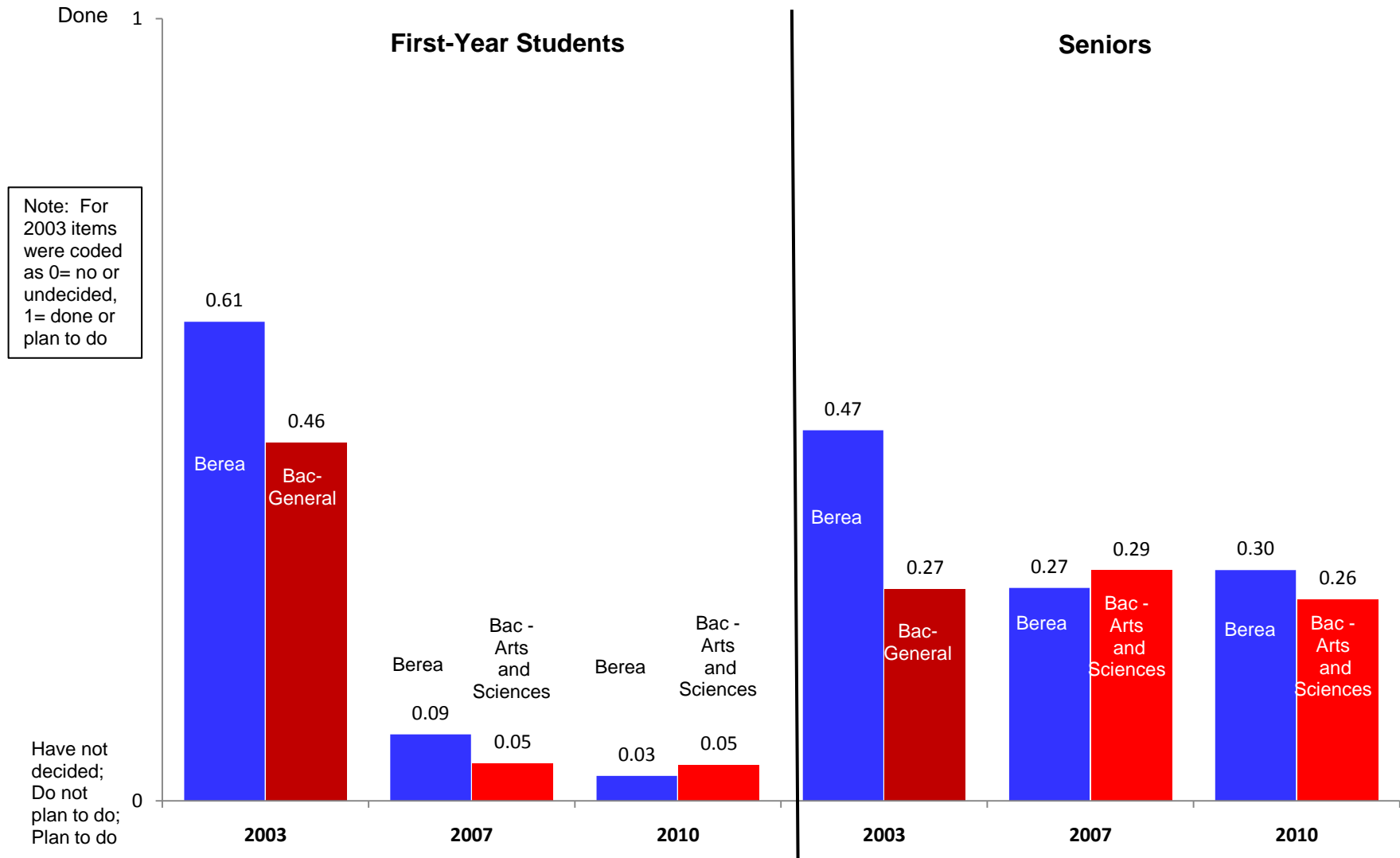
**Number of books read on your own (not assigned)  
 for personal enjoyment or academic enrichment**



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.

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

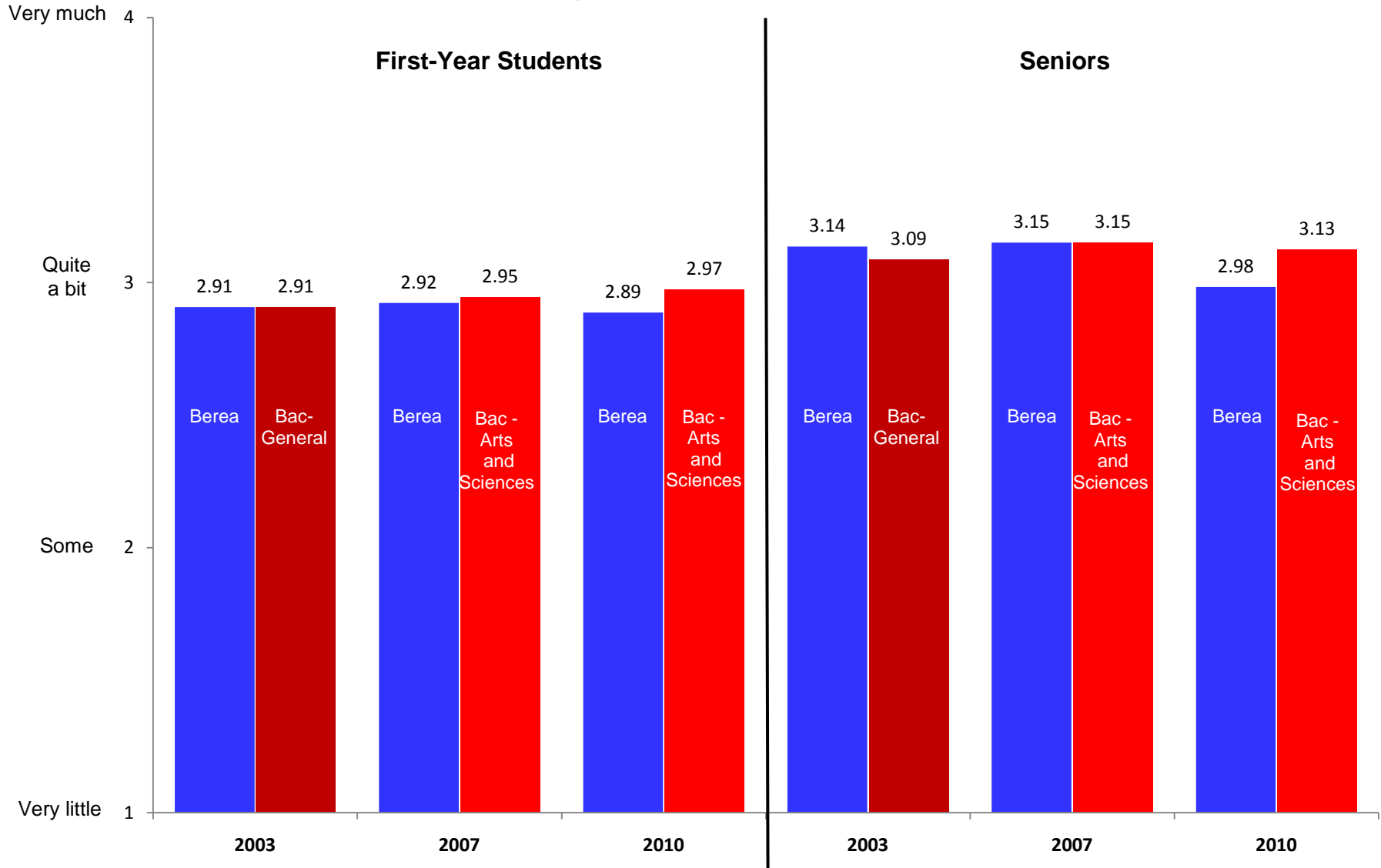
**Work on a research project with a faculty member outside of course or program requirements**



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.

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

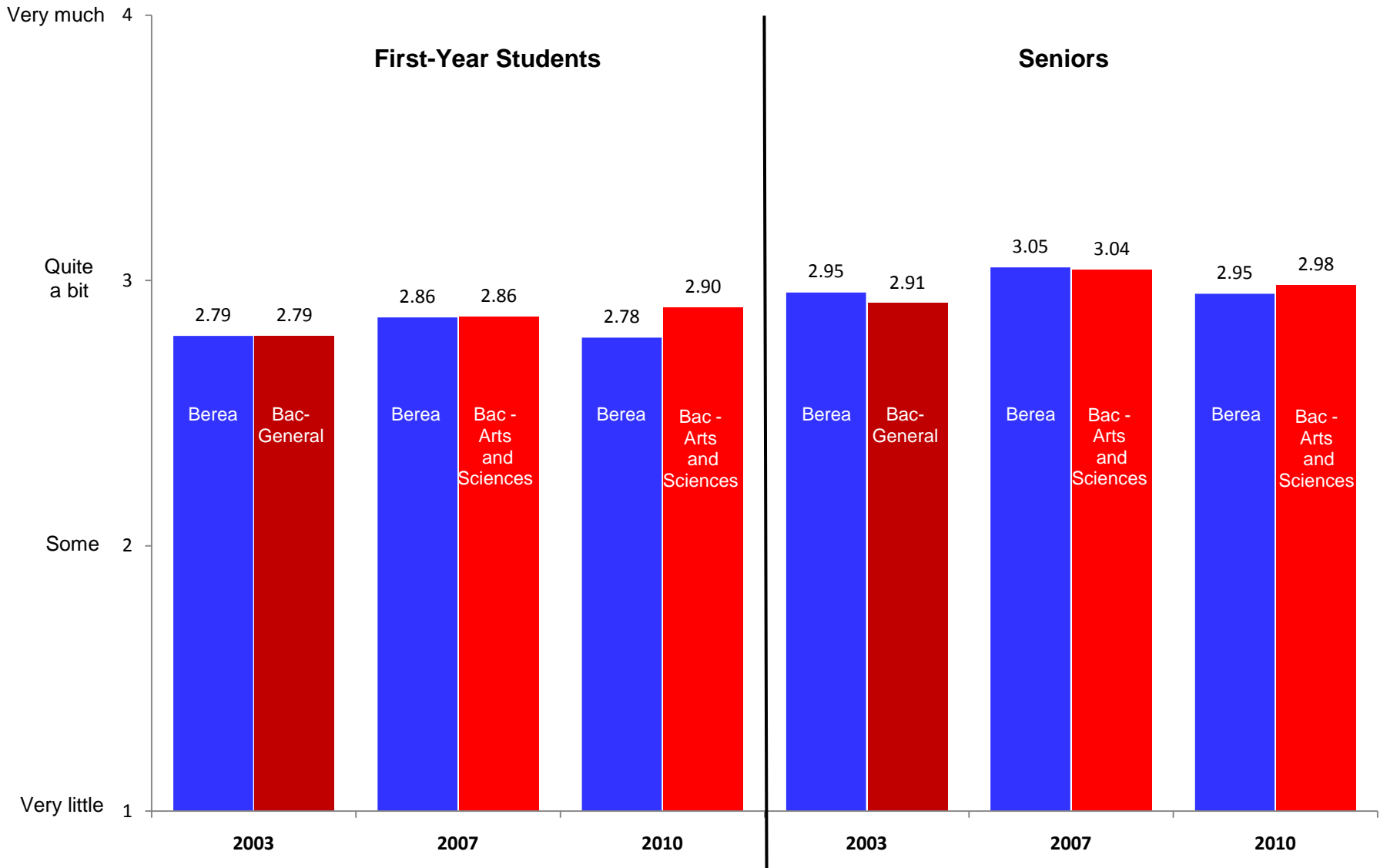
### Learning effectively on your own



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.

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

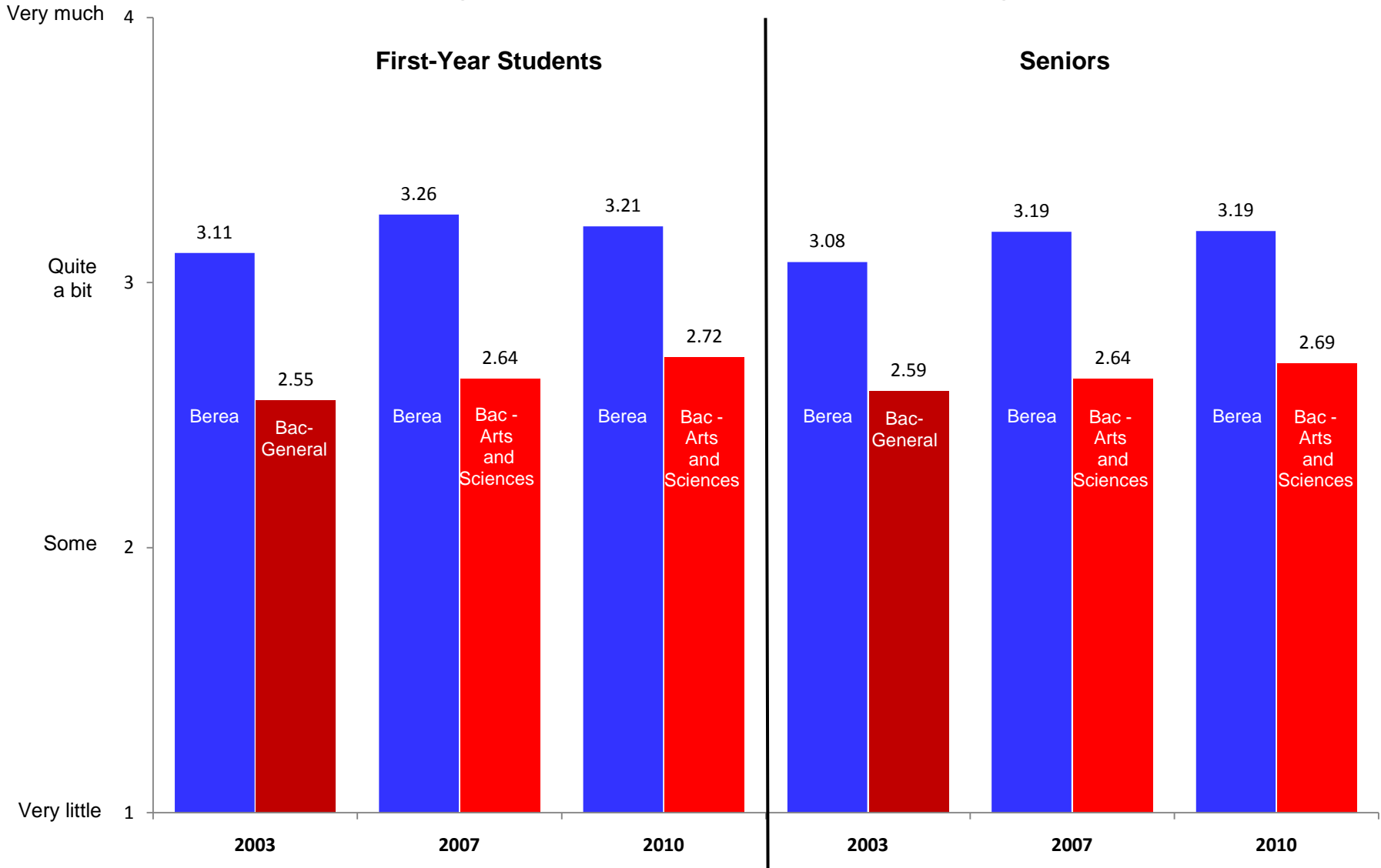
### Understanding yourself



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.

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

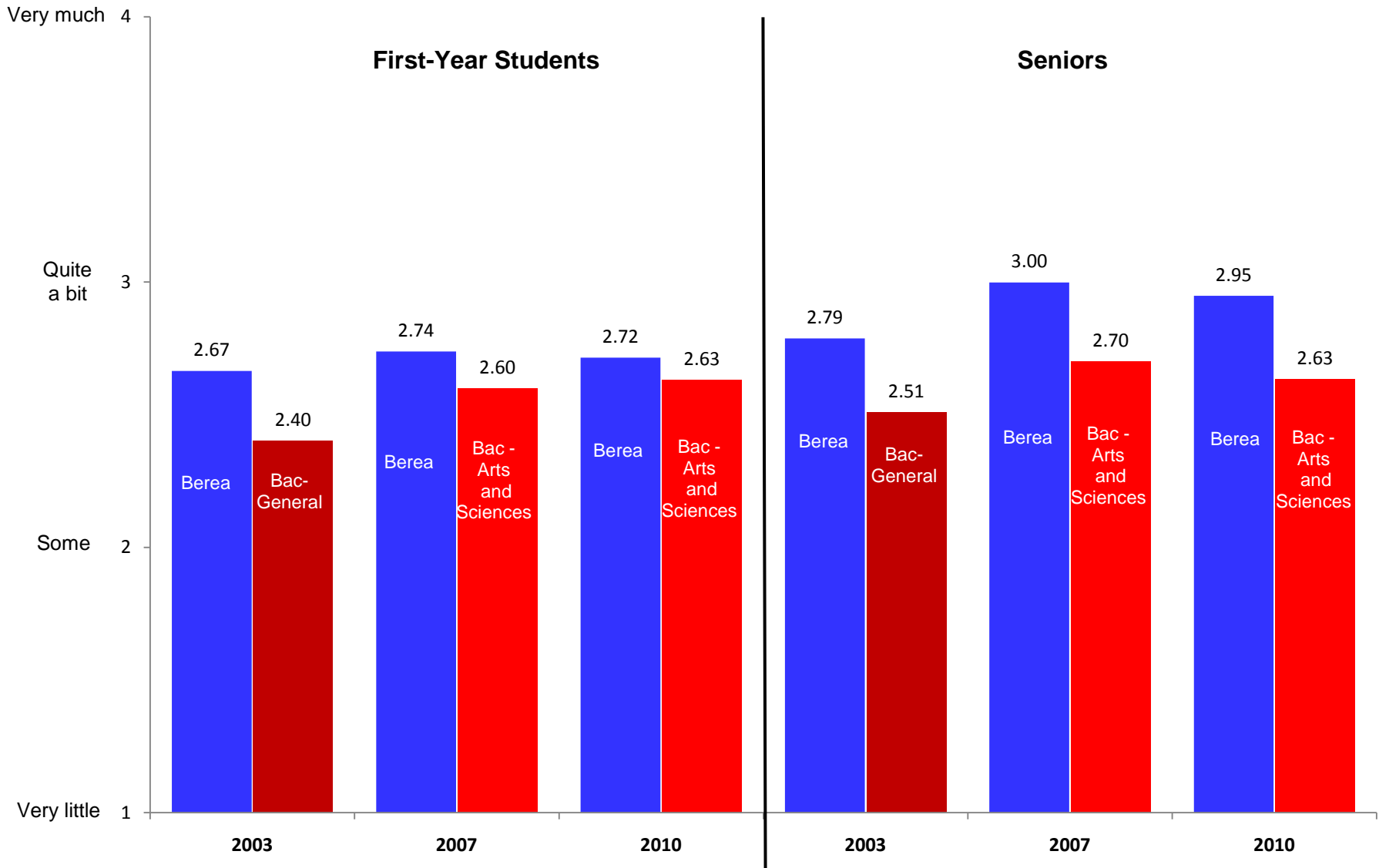
### Understanding people of other racial and ethnic backgrounds



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.

*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.



# African-American Student Study

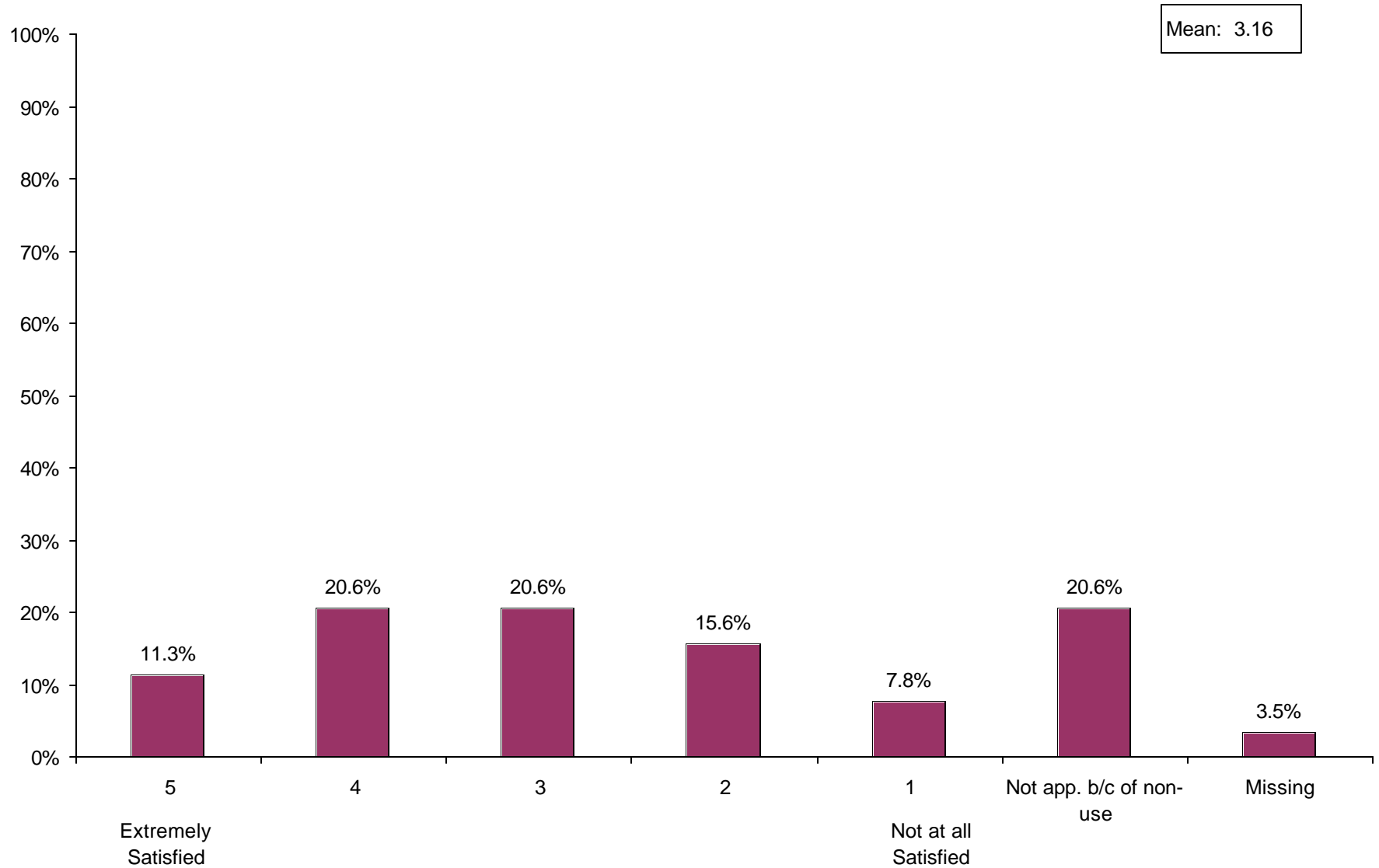


[Click to see survey instrument](#)

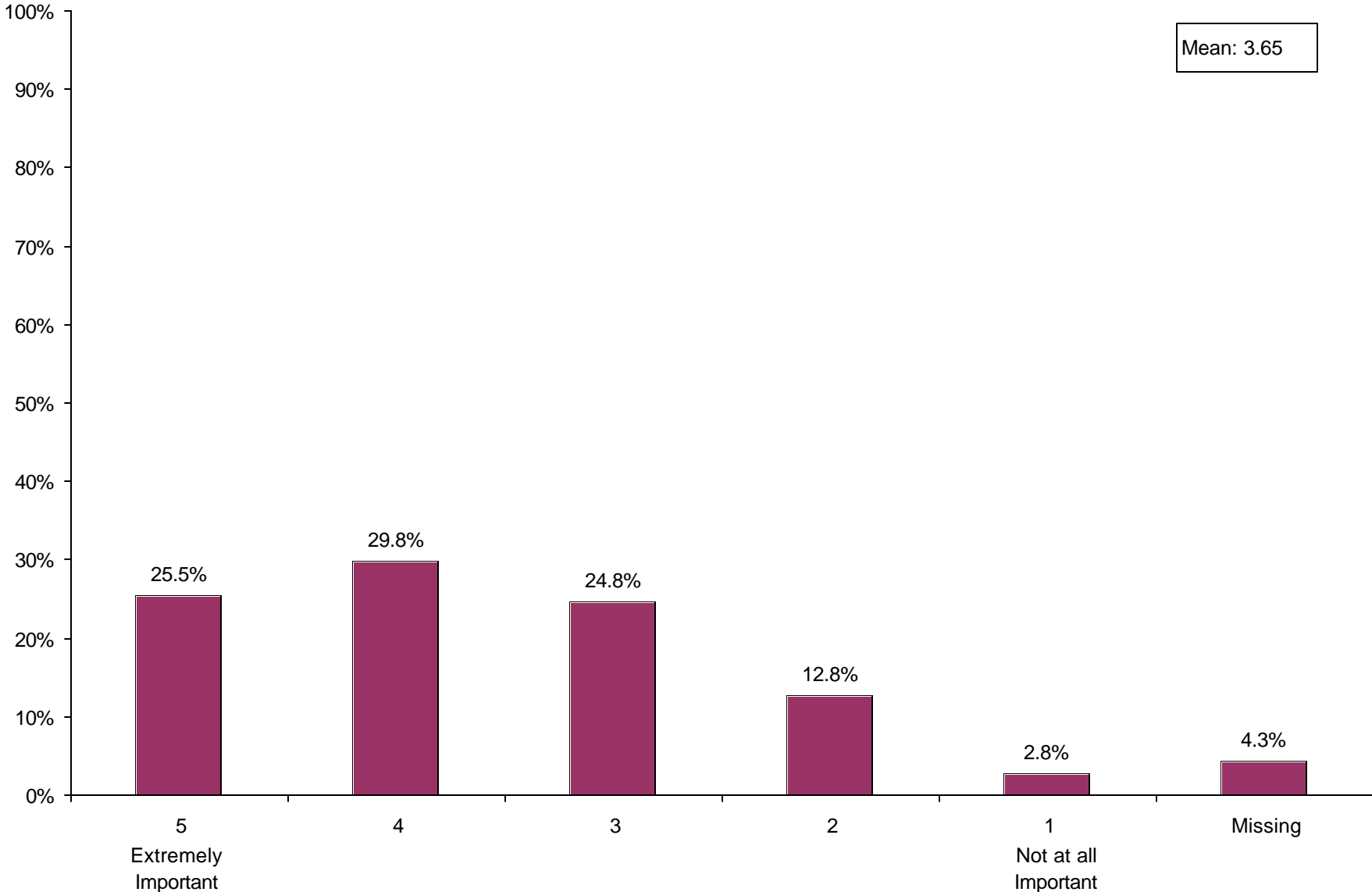
Completed in April 2003

Response Rate: 62% (142/ 229)

**How satisfied are you with the services or programs aimed at fulfilling this need(life skills development)?**

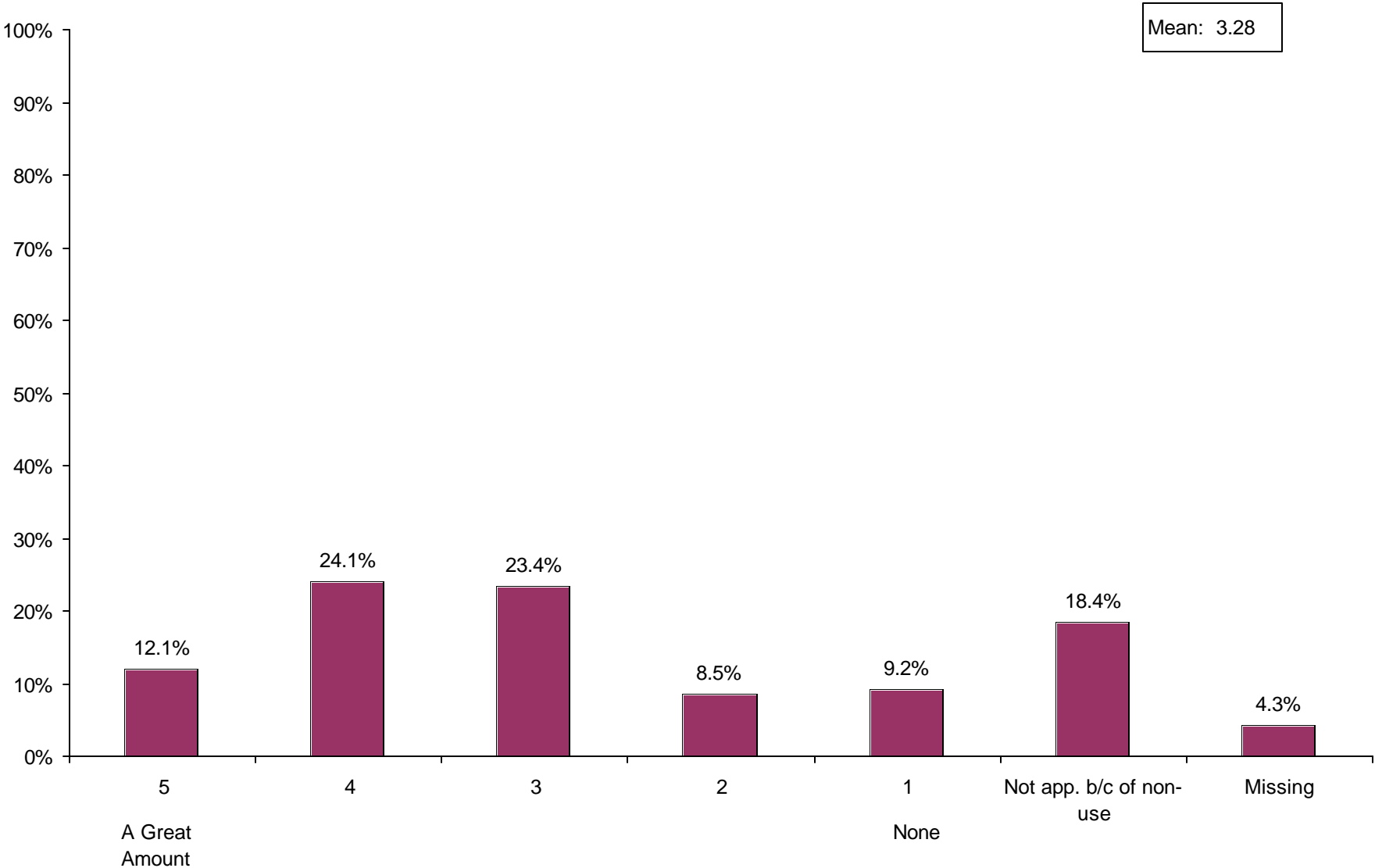


**Rate your level of personal need for life skills development.**



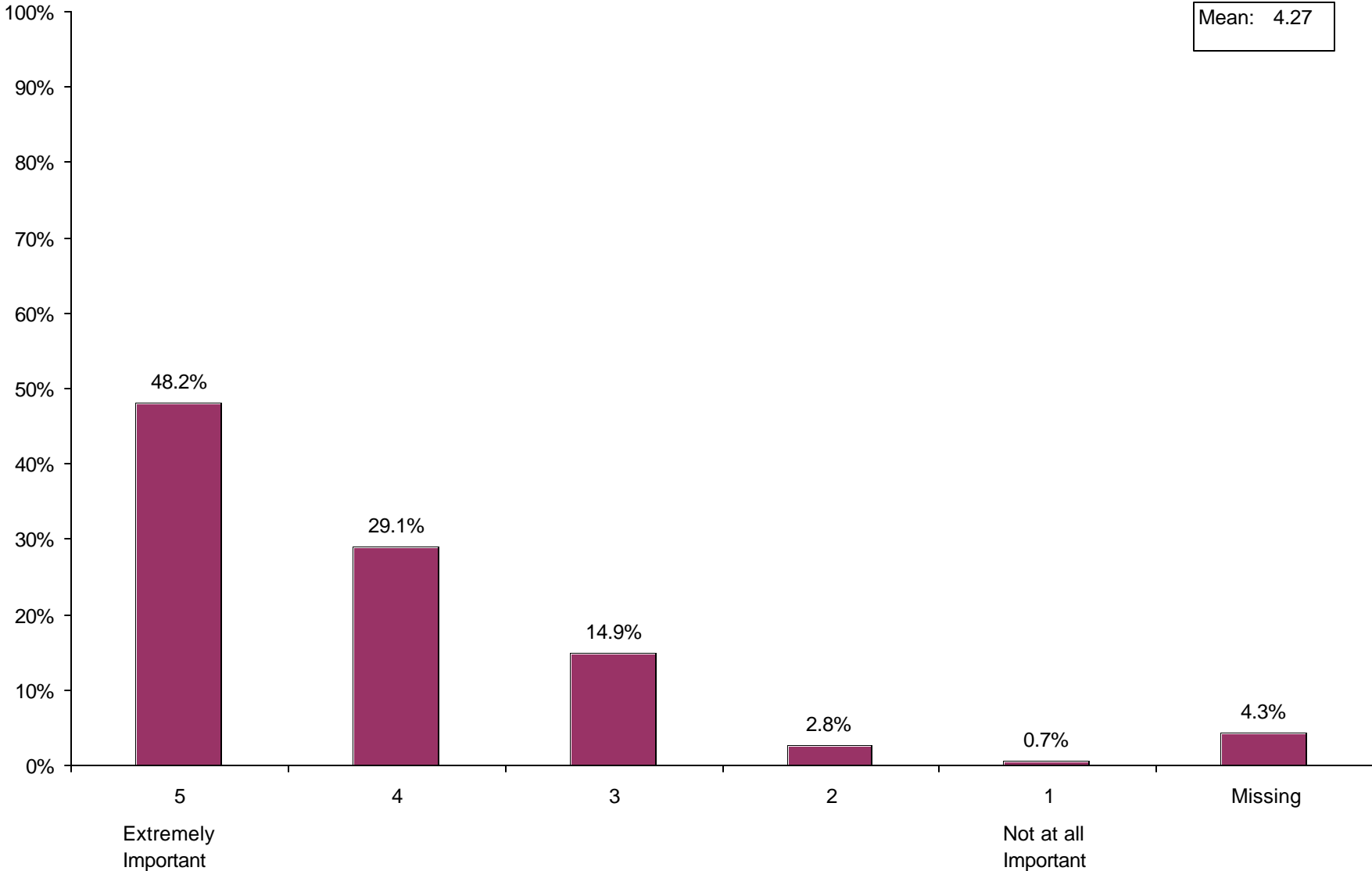
Life Skills Development (leadership, conflict resolution, managing finances, etc.)

### How much have life skills development contributed to your overall success and well-being at BC?

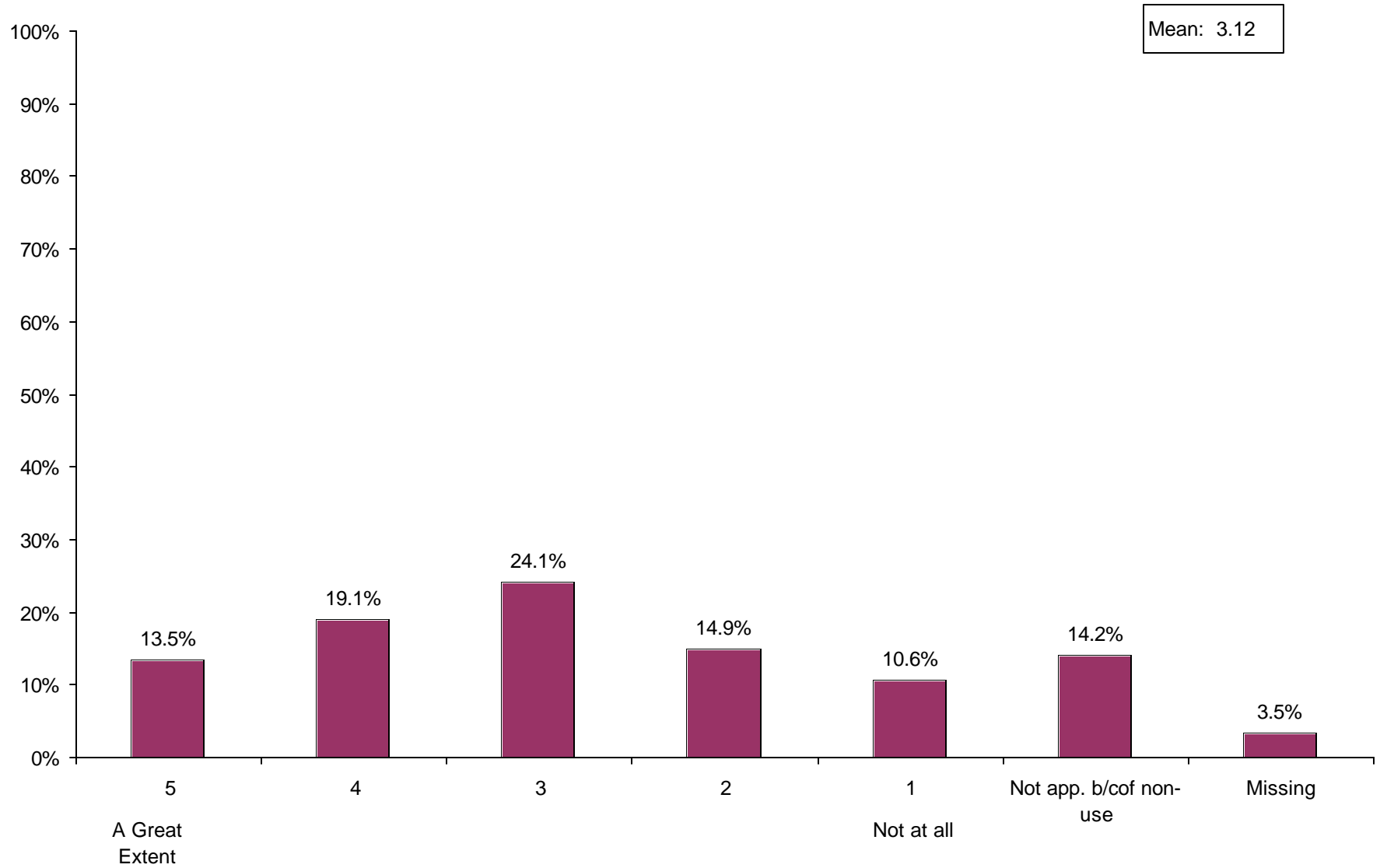


Life Skills Development (leadership, conflict resolution, managing finances, etc.)

### How important are life skills development to your overall success and well-being at Berea College?



**To what extent is this need (life skills development) being met by services at the College?**



# Research Practices Fall 2010

(GSTR 110 Students)



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

Full Report:

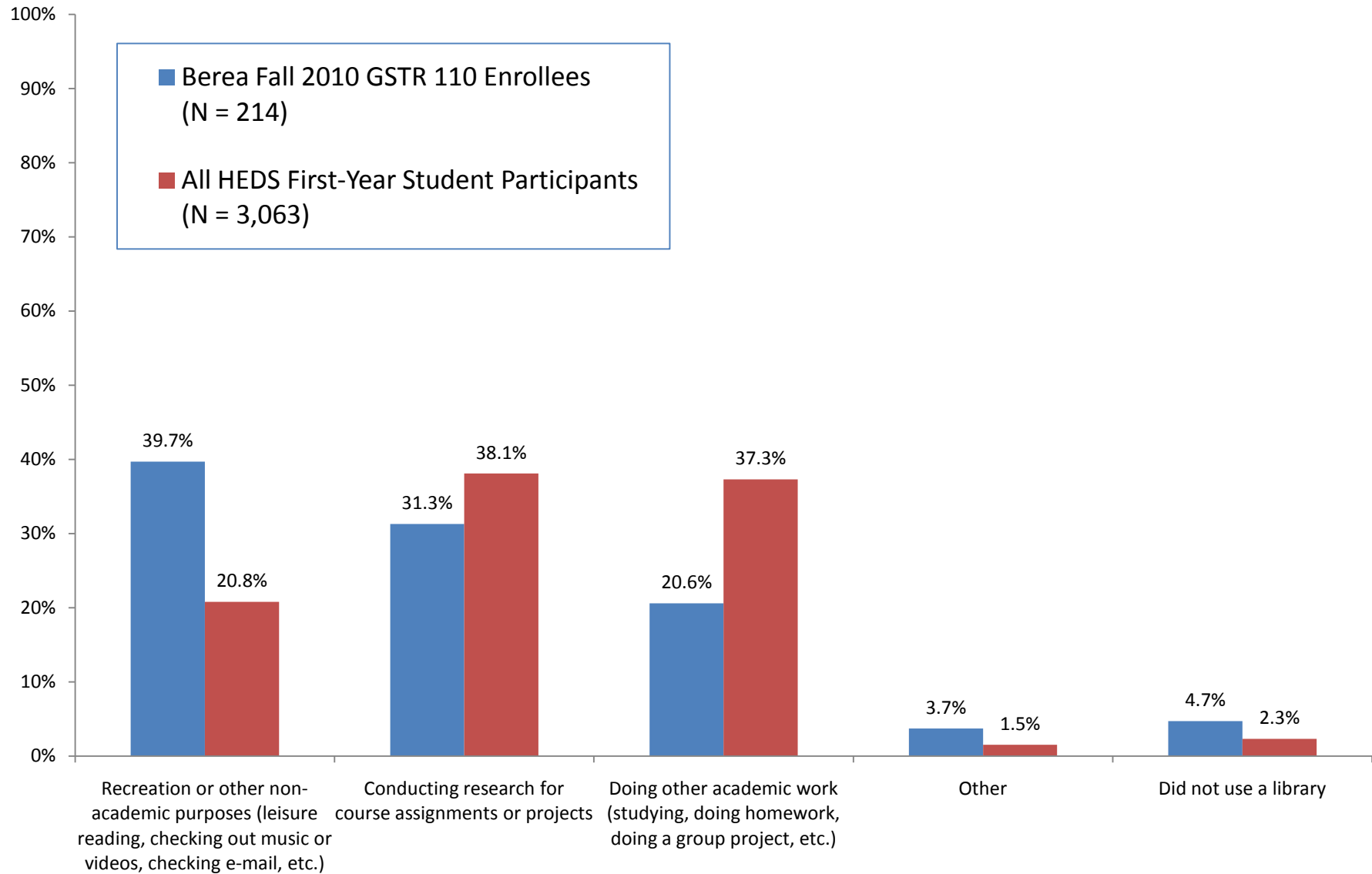
<http://www.berea.edu/ira/files/2012/08/ResearchPracticesFall2010.pdf>

[Click to see survey instrument](#)

Response Rate: 214/467 or 46%

People use the library for many reasons. In the past academic year, which of the following was your..

### MOST FREQUENT reason for using a library



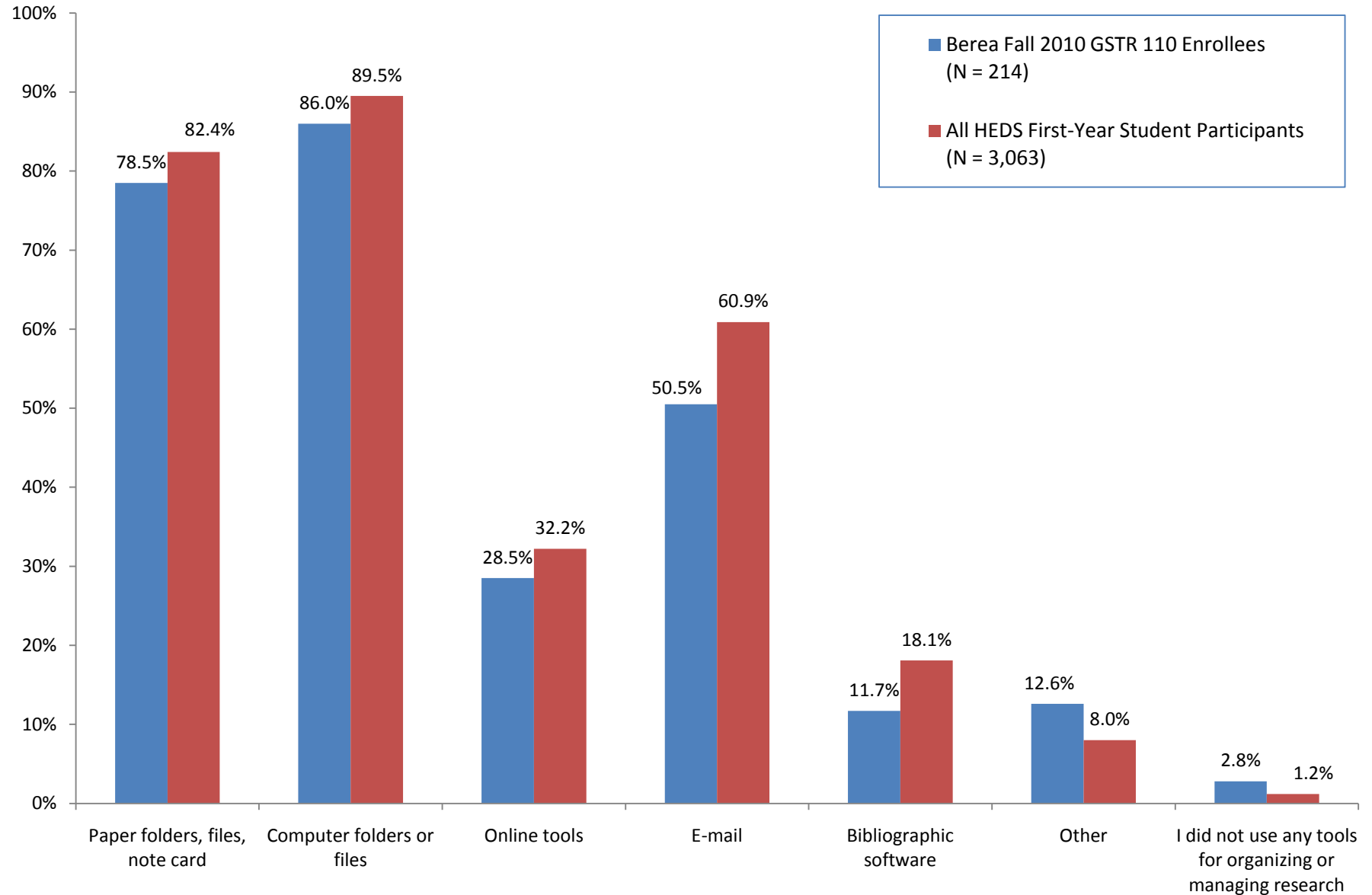
Response Rate for Berea: 214/ 467 or 46%.

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



Which of the following did you use in the past academic year for organizing and managing research information? (Choose as many as apply)

## Information Management Tools

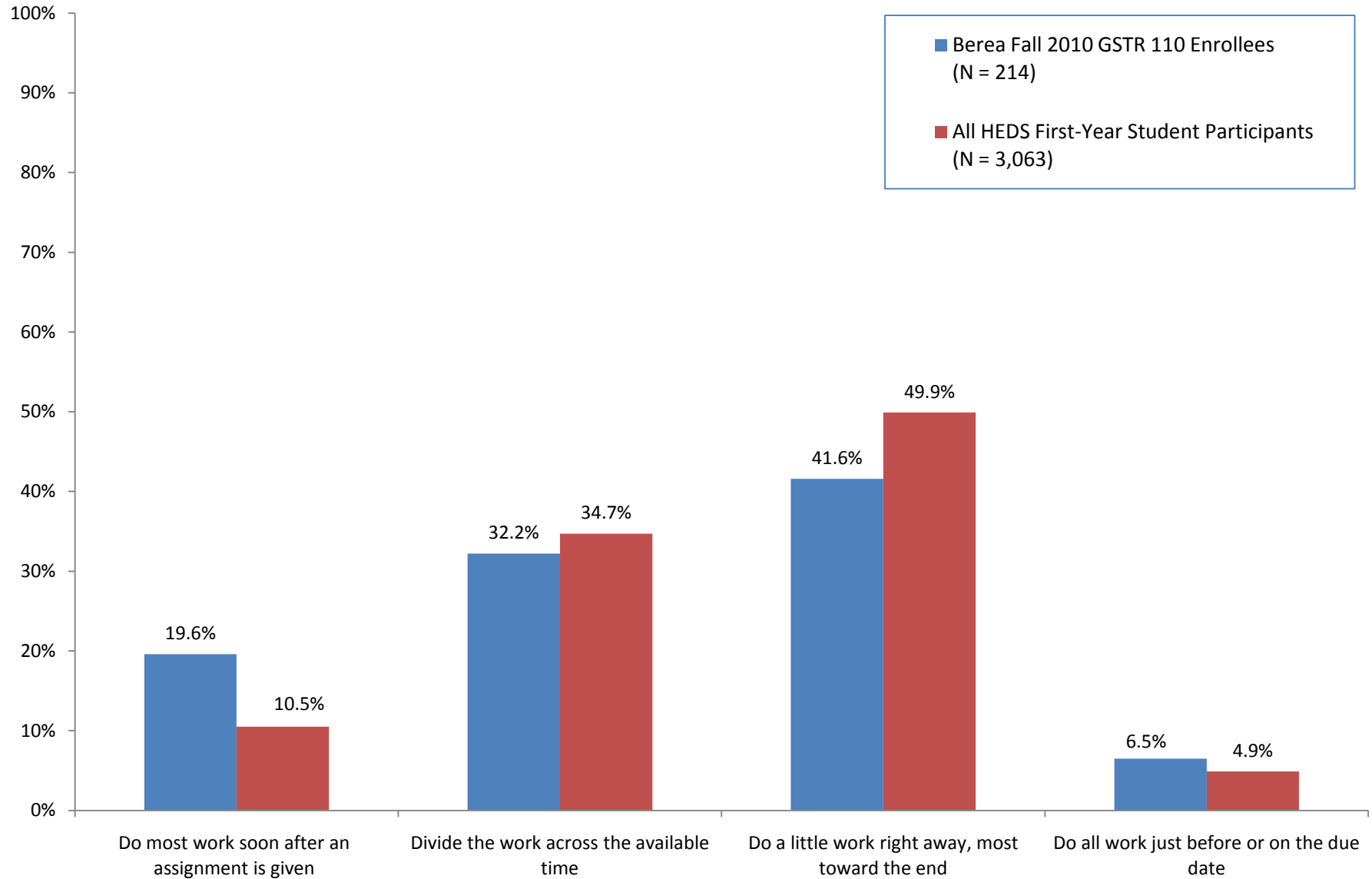


Response Rate for Berea: 214/ 467 or 46%.

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

Which of the following best describes the way you pace your work on a research assignment?

## Information Management Tools



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%

Indicate the number of hours per week you currently spend on each type of activity listed below.

## Responsibilities and Time Allocations

### Off-campus paid employment related to major

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year
0 hours	78.0%	67.0%	75.6%	66.6%	82.9%	66.1%	82.3%	66.1%	84.6%	64.2%	80.9%	64.2%
1 - 10 hours	7.0%	7.0%	8.8%	6.8%	5.5%	6.8%	6.2%	6.8%	5.7%	7.5%	7.3%	7.5%
11 - 20 hours	2.0%	5.0%	3.4%	5.3%	3.0%	5.3%	1.3%	5.3%	0.4%	5.6%	3.6%	5.6%
21+ hours	1.0%	12.0%	1.9%	11.2%	0.6%	12.0%	1.7%	12.0%	1.3%	12.9%	1.5%	12.9%
Missing (Blank)	12.0%	10.0%	10.3%	10.1%	7.9%	9.8%	8.4%	9.8%	7.9%	9.7%	6.7%	9.7%

Item not asked after 2011-12.

### Off-campus paid employment NOT related to major

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year
0 hours	75.0%	60.0%	76.0%	60.3%	82.9%	58.2%	84.1%	60.0%	80.2%	57.7%	81.4%	57.7%
1 - 10 hours	7.0%	8.0%	8.4%	8.4%	4.8%	7.5%	4.8%	8.4%	5.7%	9.0%	6.2%	9.0%
11 - 20 hours	5.0%	9.0%	5.3%	8.6%	3.6%	10.3%	4.0%	8.4%	3.1%	8.6%	4.1%	8.6%
21+ hours	2.0%	13.0%	1.5%	12.7%	1.2%	17.7%	1.3%	13.3%	3.1%	14.7%	2.0%	14.7%
Missing (Blank)	10.0%	10.0%	8.8%	10.1%	7.3%	6.2%	5.8%	9.9%	7.9%	10.0%	6.2%	10.0%

Item not asked after 2011-12.

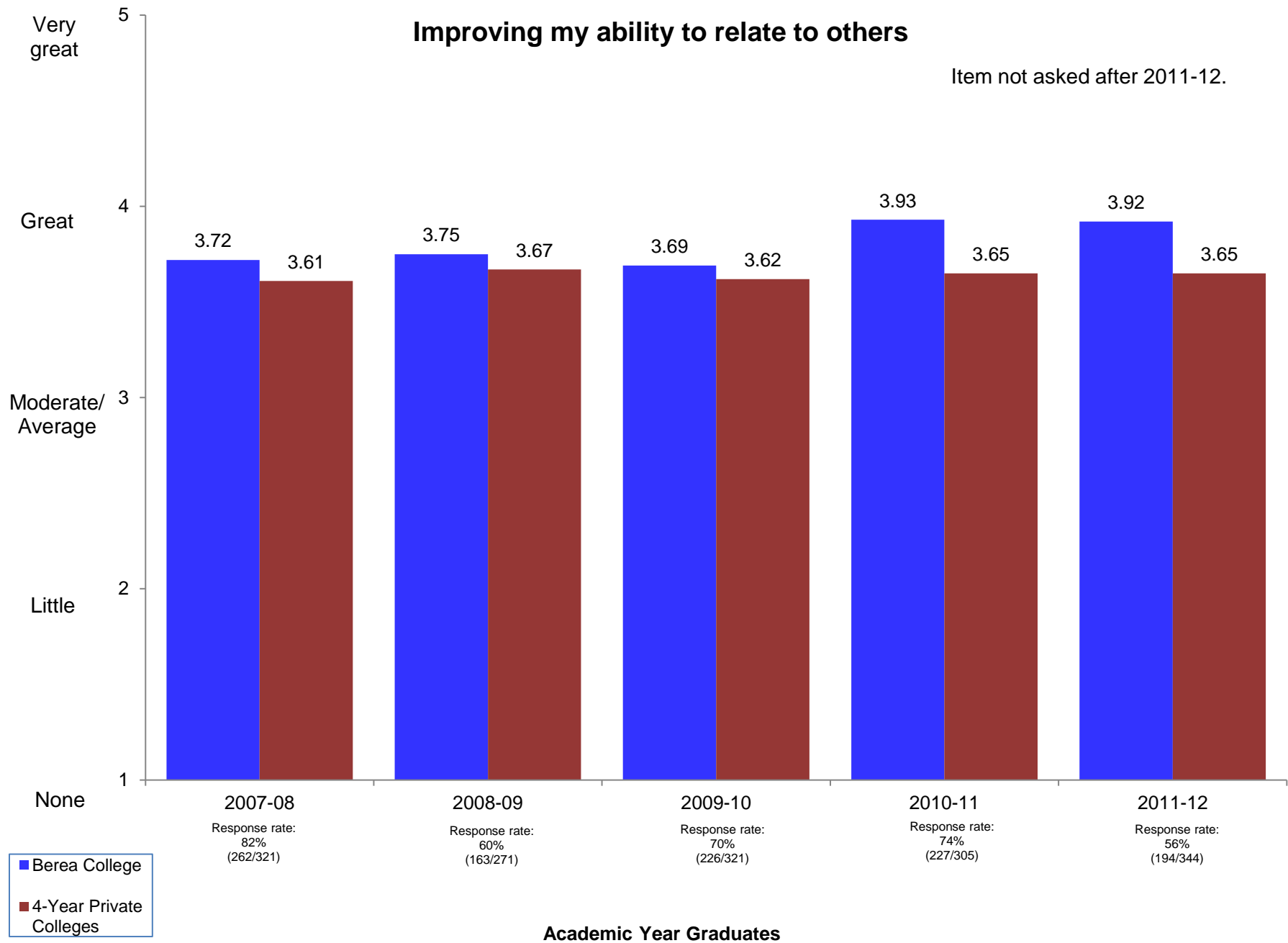
### Care of family (e.g., child, spouse, relative)

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year
0 hours	62.0%	51.0%	63.0%	50.9%	62.2%	49.5%	65.9%	49.5%	61.7%	46.4%	67.0%	46.4%
1 - 10 hours	15.0%	17.0%	16.1%	17.0%	12.2%	17.3%	14.2%	17.3%	16.7%	18.4%	13.9%	18.4%
11 - 20 hours	5.0%	7.0%	5.4%	6.4%	7.3%	6.7%	4.9%	6.7%	6.2%	7.1%	5.7%	7.1%
21+ hours	8.0%	16.0%	7.6%	15.6%	11.6%	16.6%	8.8%	16.6%	7.9%	18.1%	7.2%	18.1%
Missing (Blank)	10.0%	10.0%	8.0%	10.1%	6.7%	9.9%	6.2%	9.9%	7.8%	9.9%	6.2%	9.9%

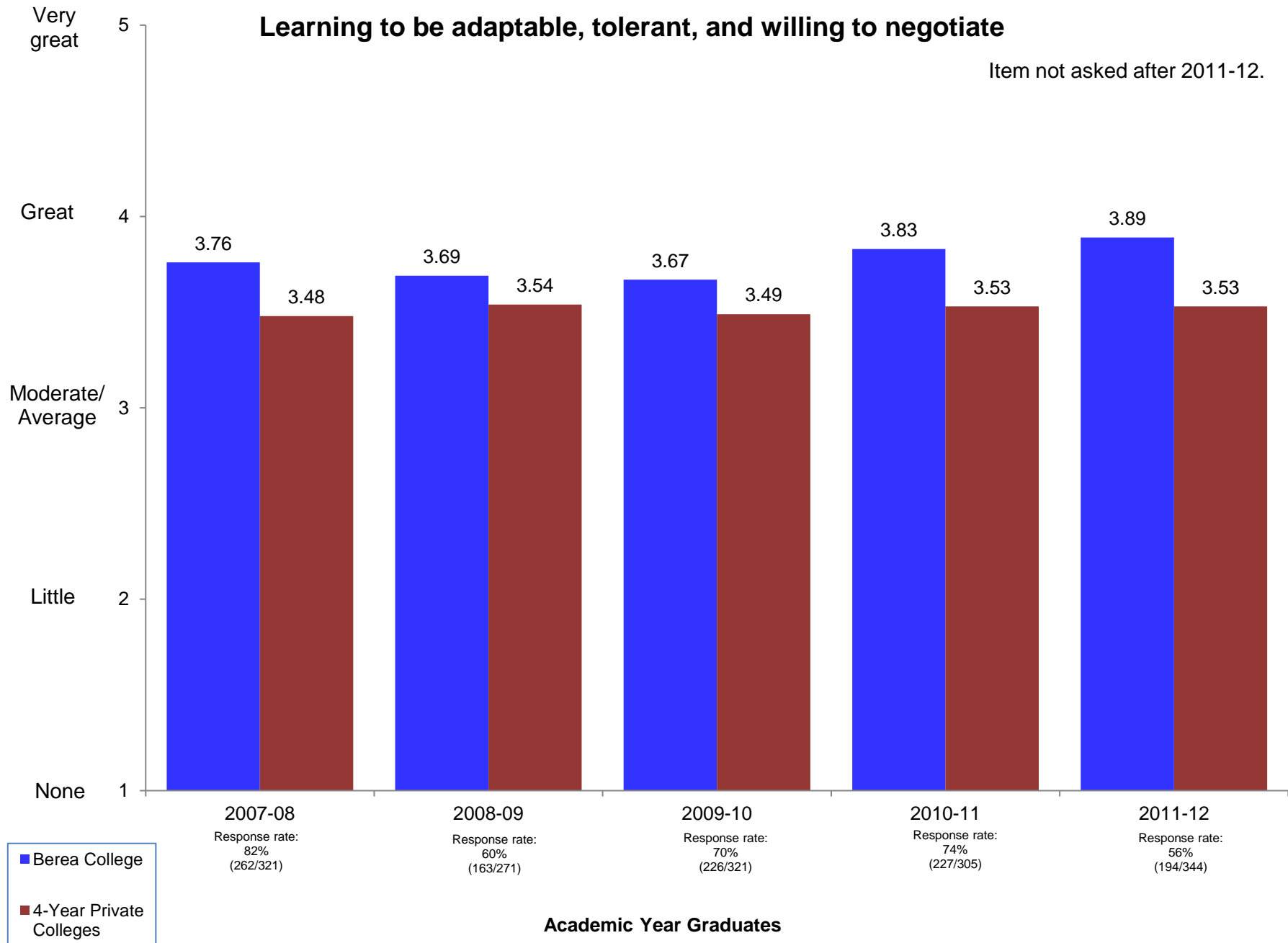
Item not asked after 2011-12.

Response rates:

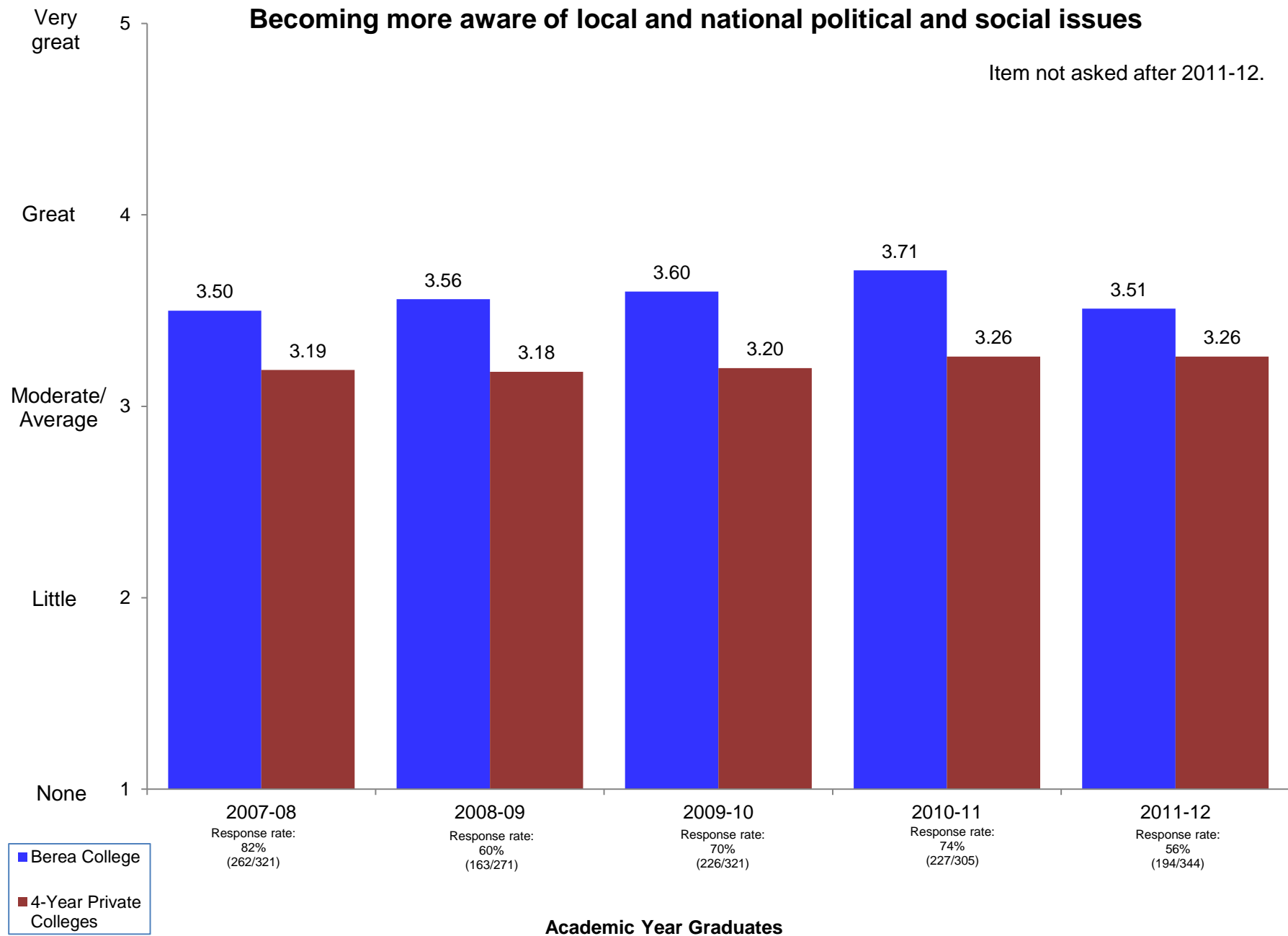
2005-06: 74%, 2006-07: 82%, 2007-08: 82%, 2008-09: 60%; 2009-10: 70%; 2010-11: 74%; 2011-12: 56%; 2012-13: 83%; 2013-14: 79%; 2014-15: 82%; 2015-16: 80%.



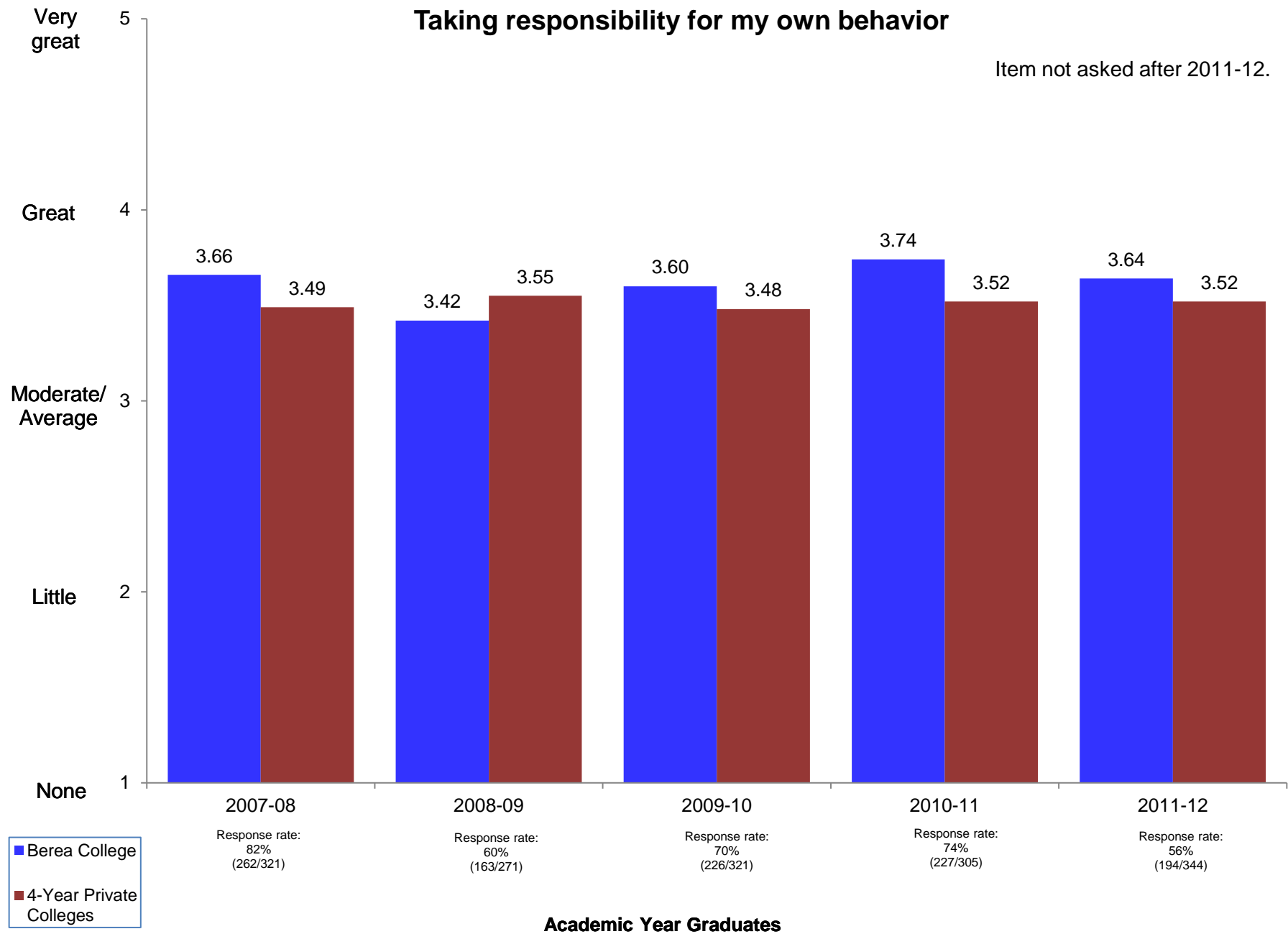
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



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

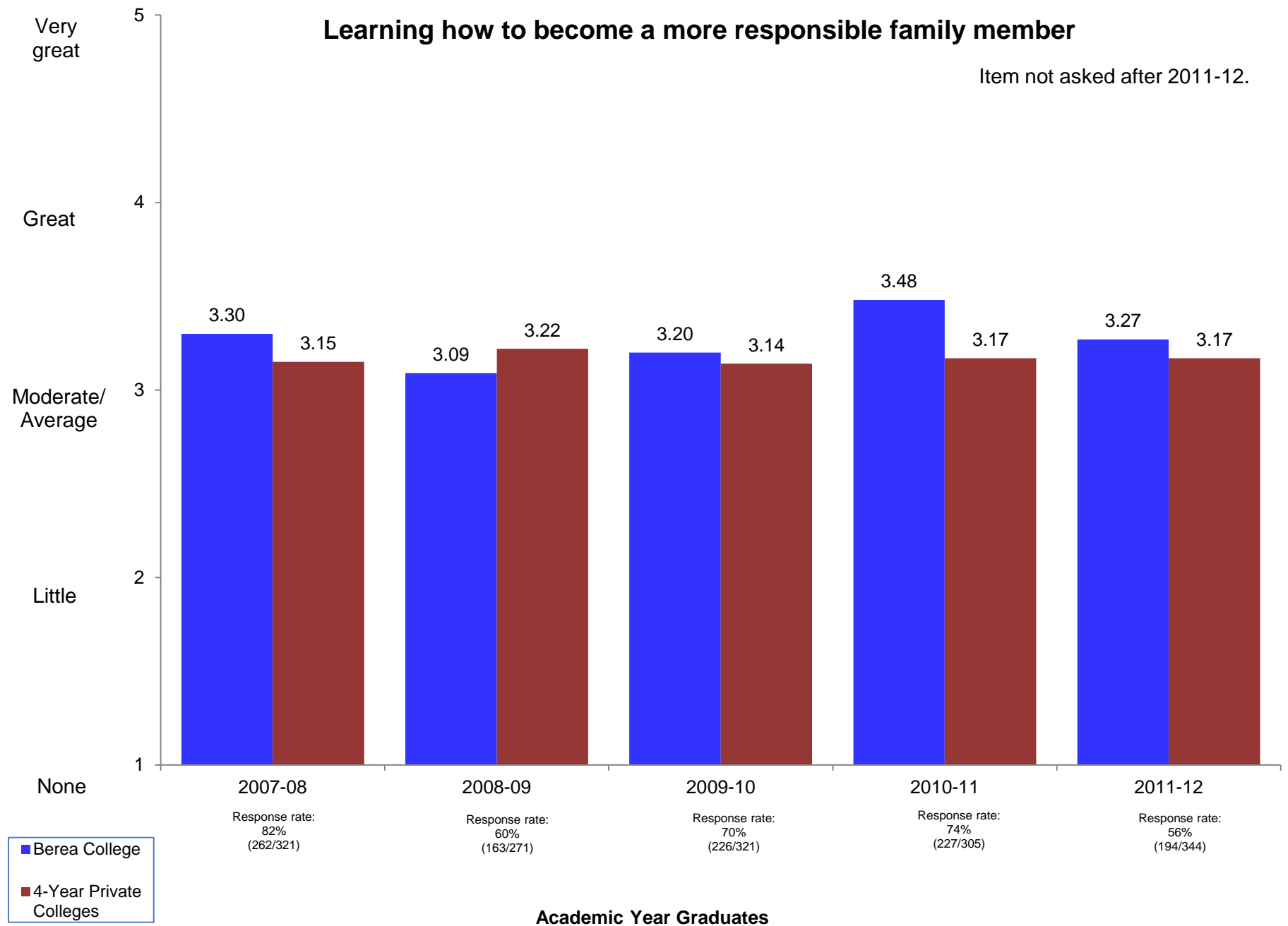


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

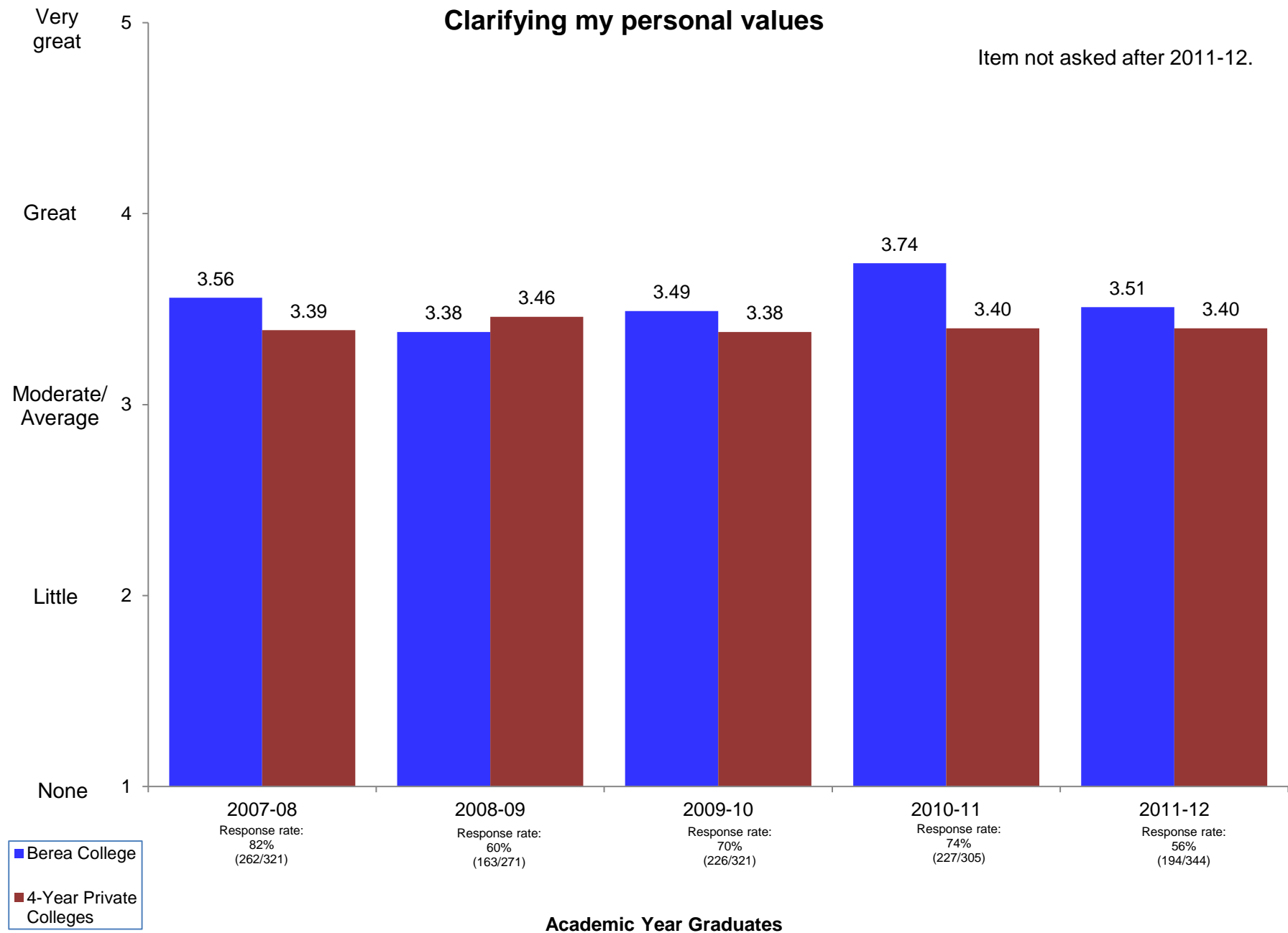


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

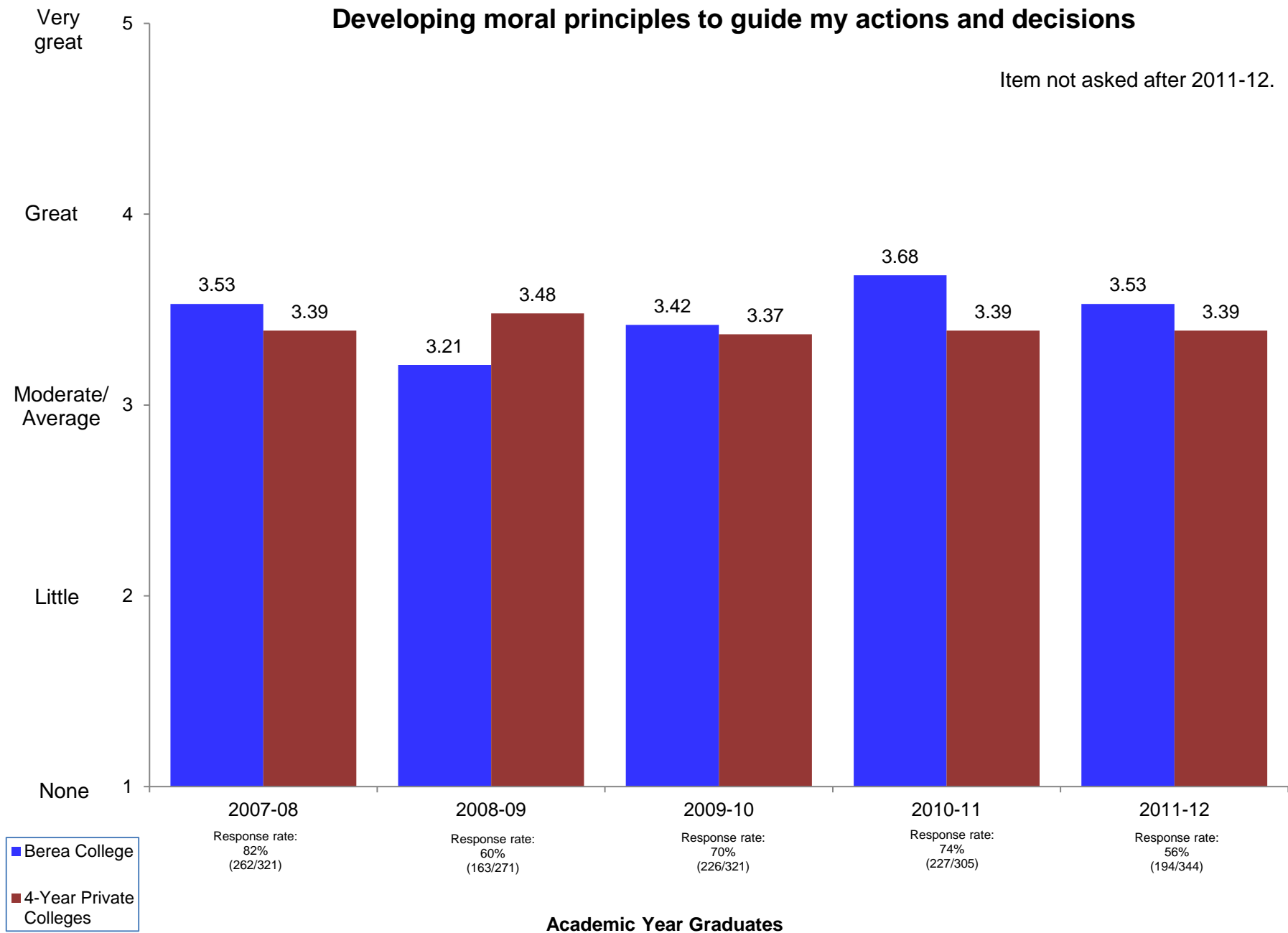




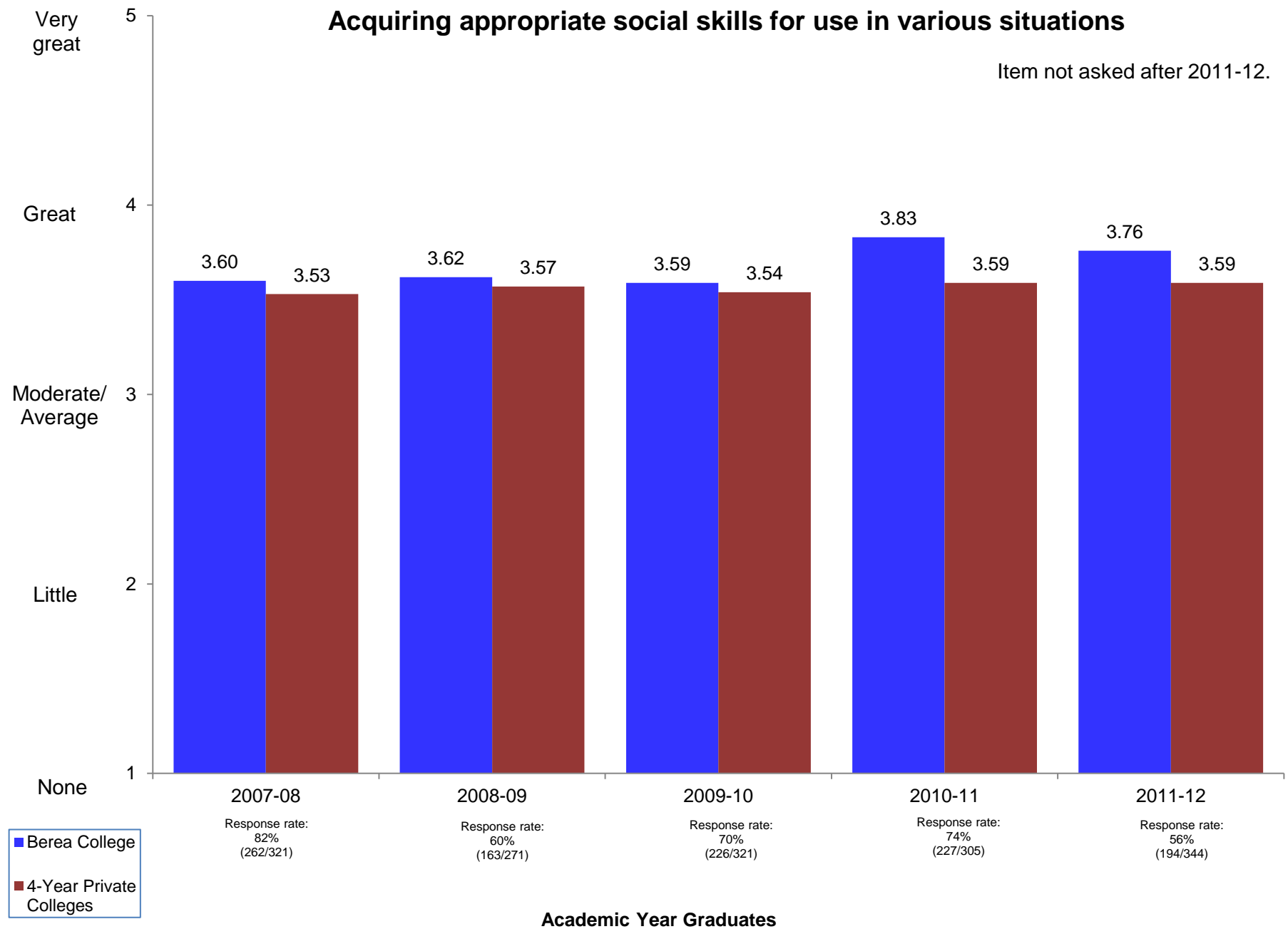
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



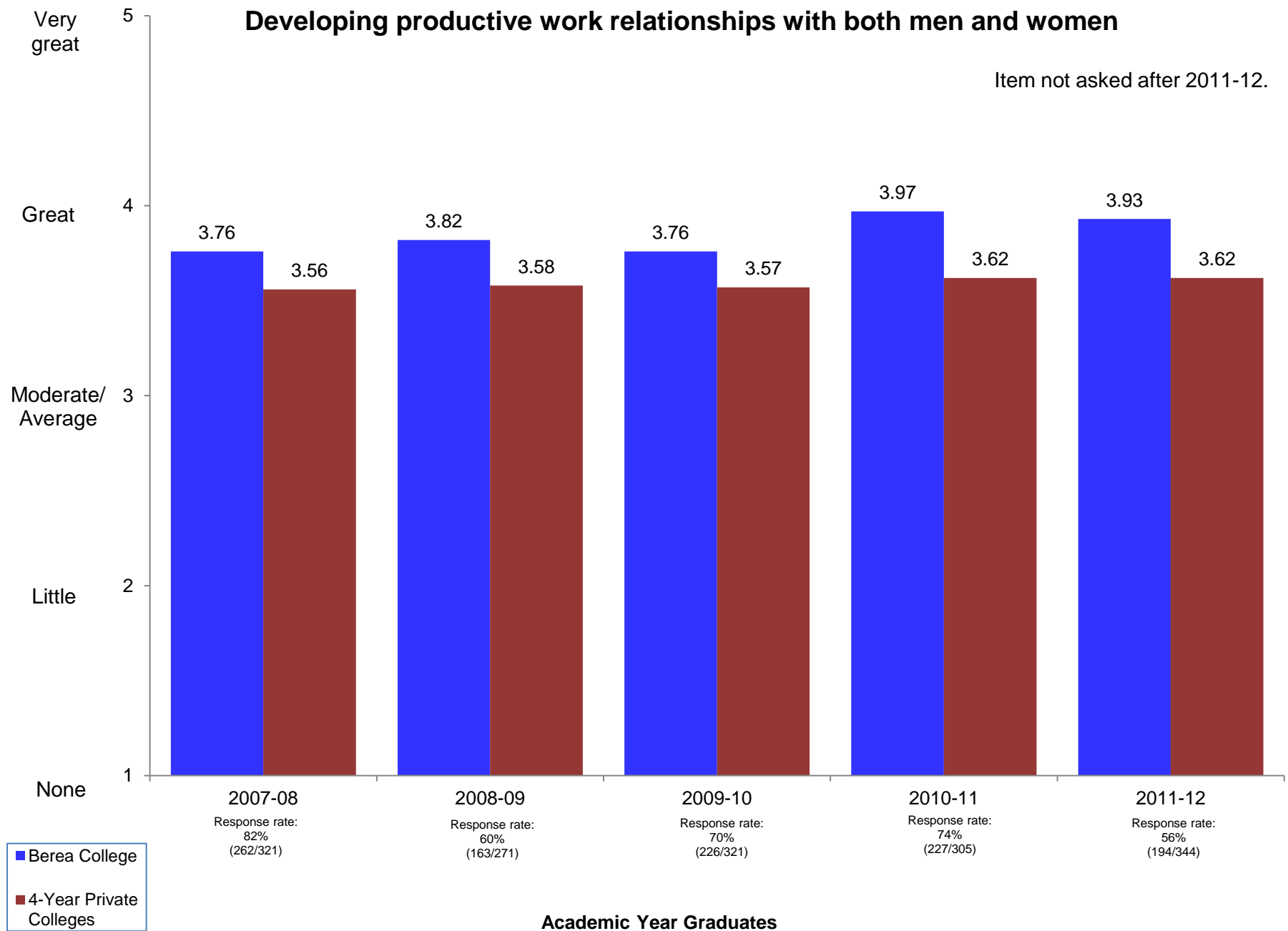
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



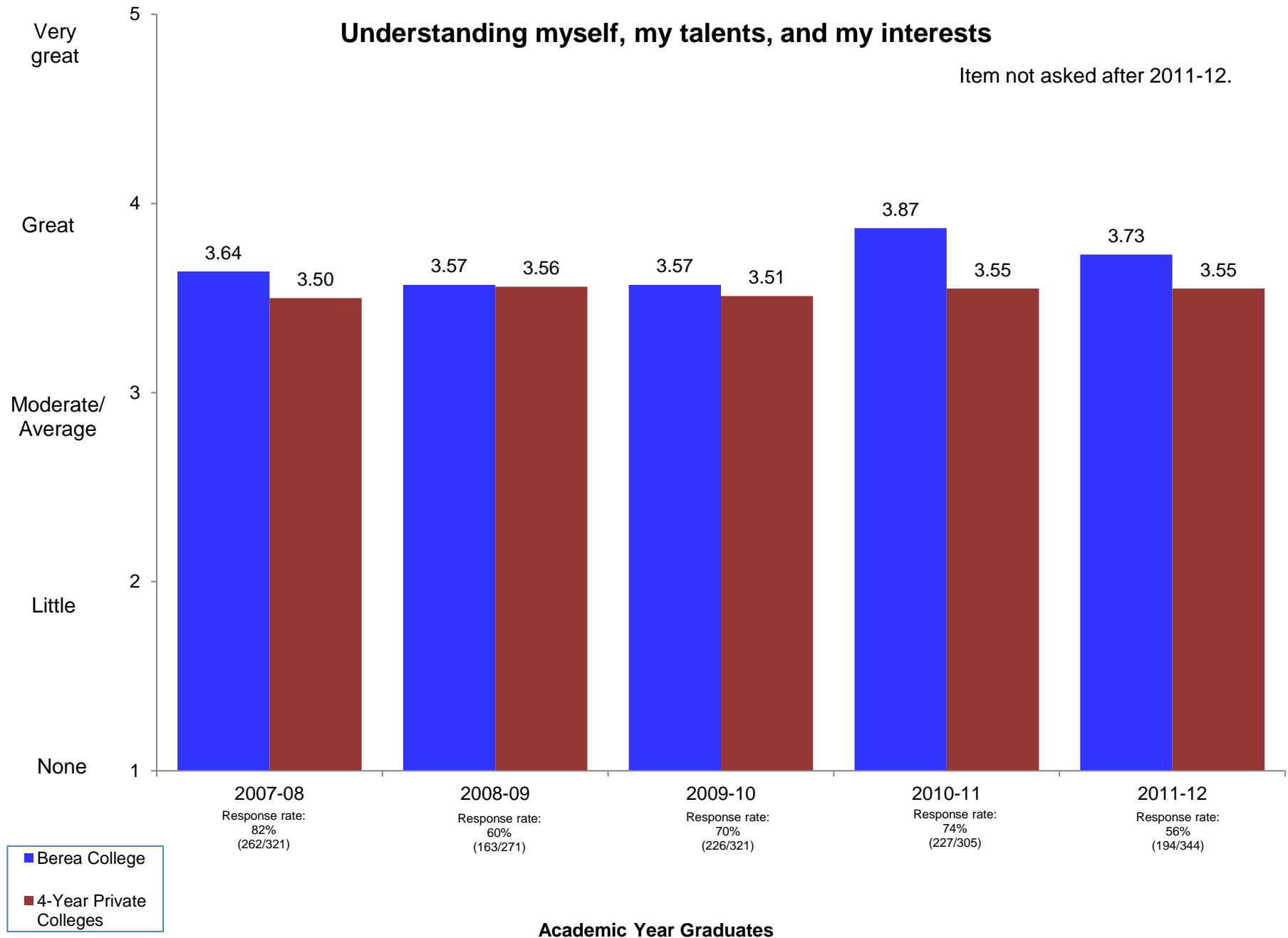
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



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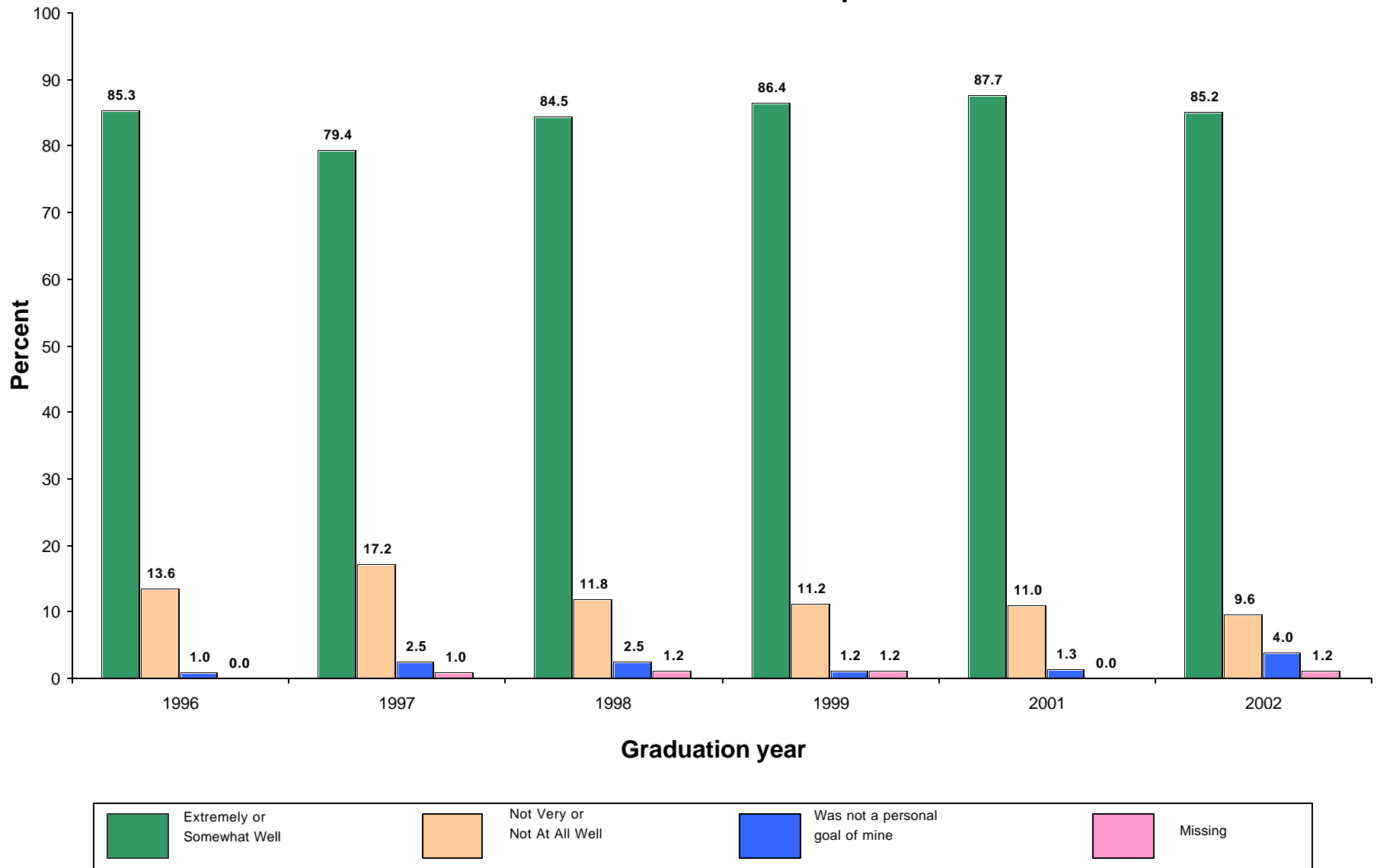


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



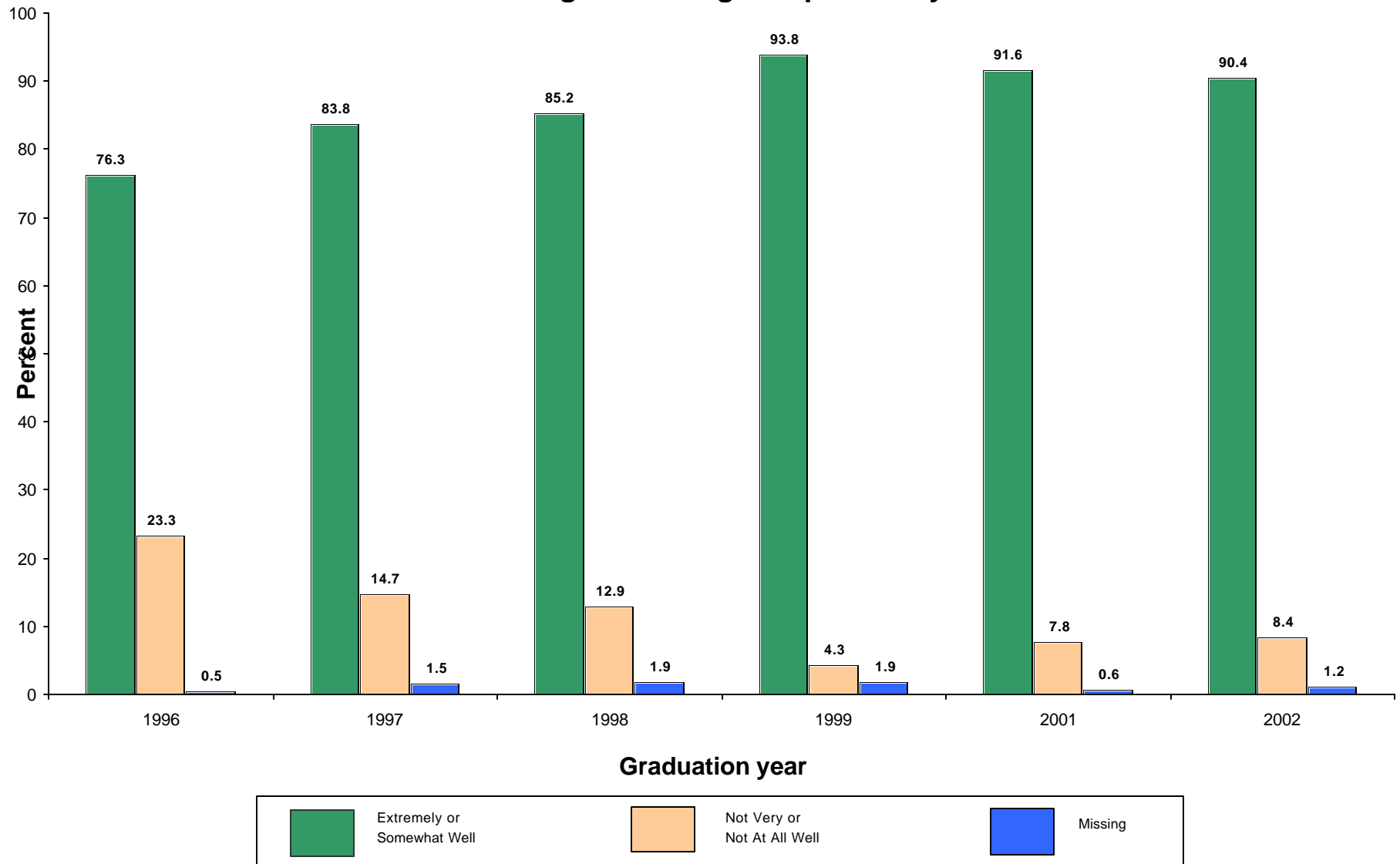
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

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



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

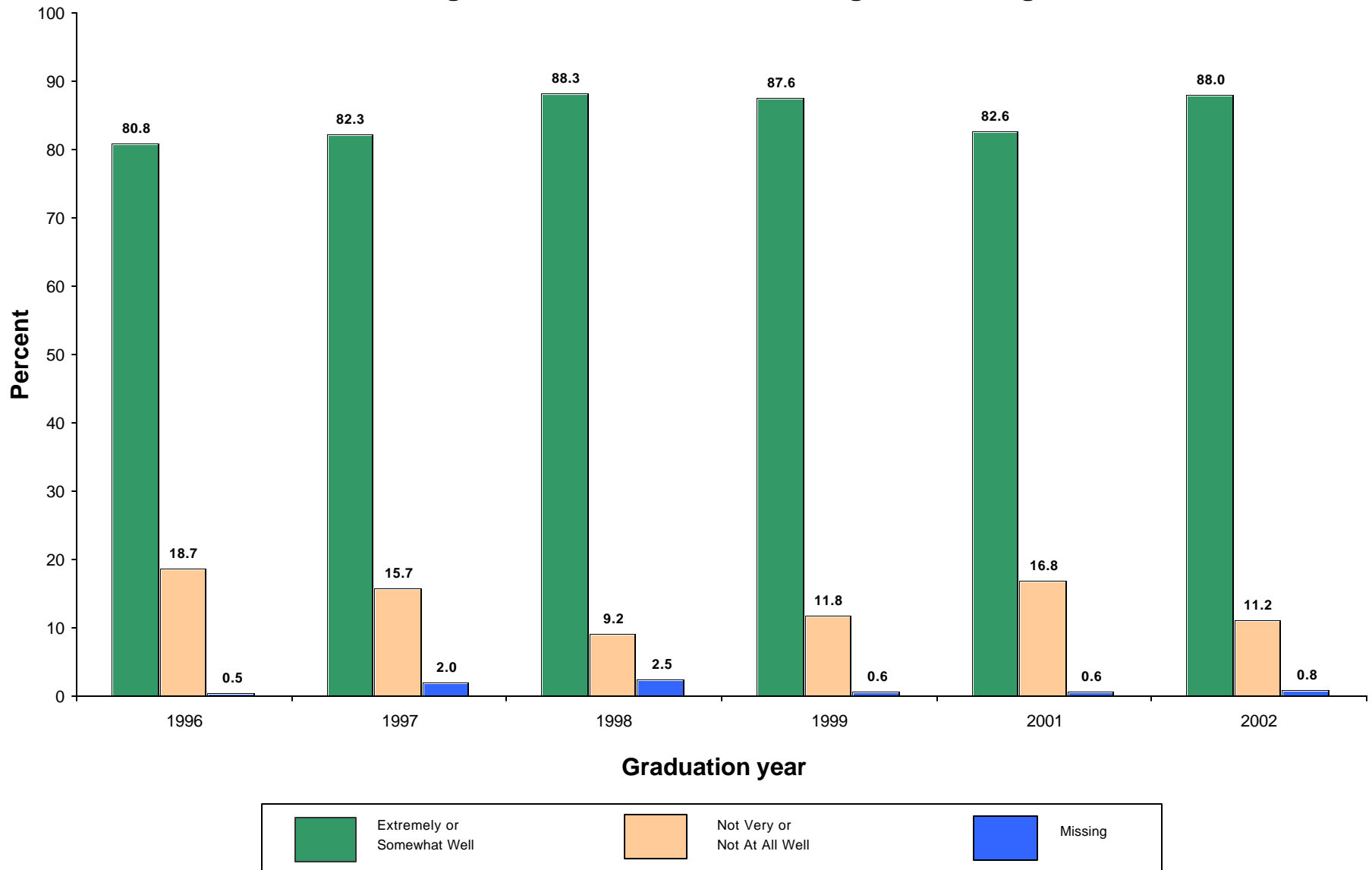
### Thinking and acting independently



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

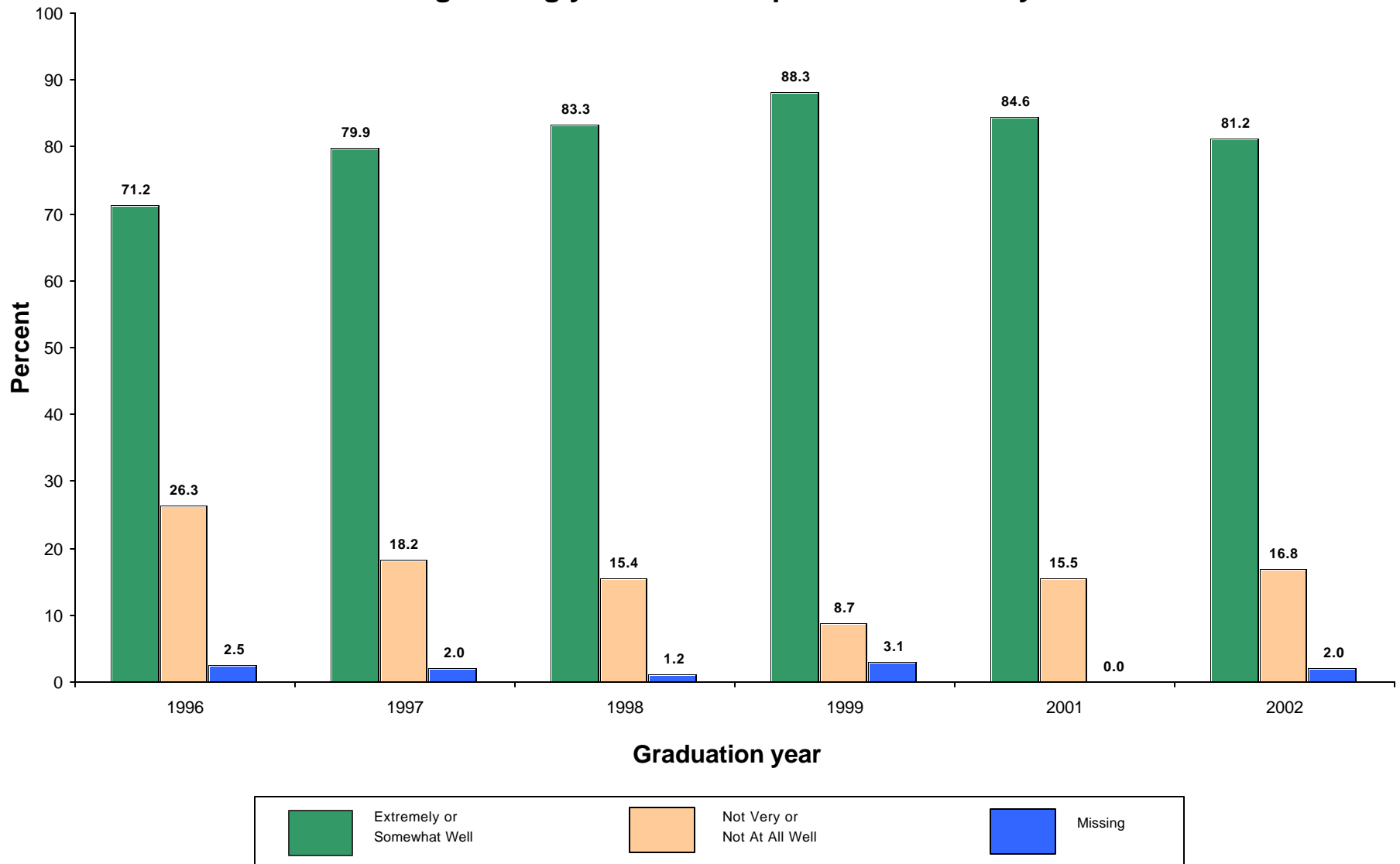


### Mastering the skills of abstract and logical thinking



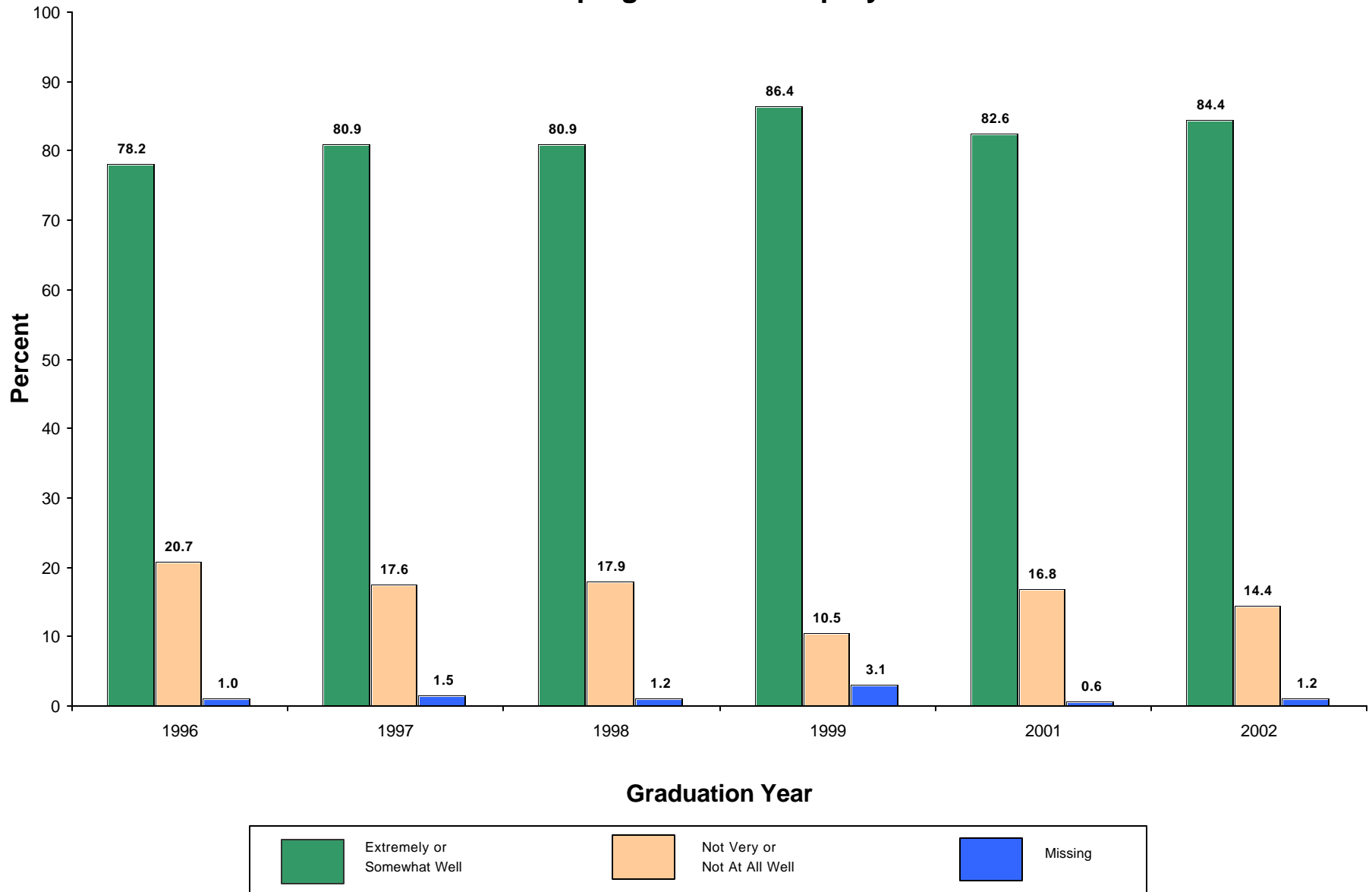
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

### 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.

# ACT Alumni Survey

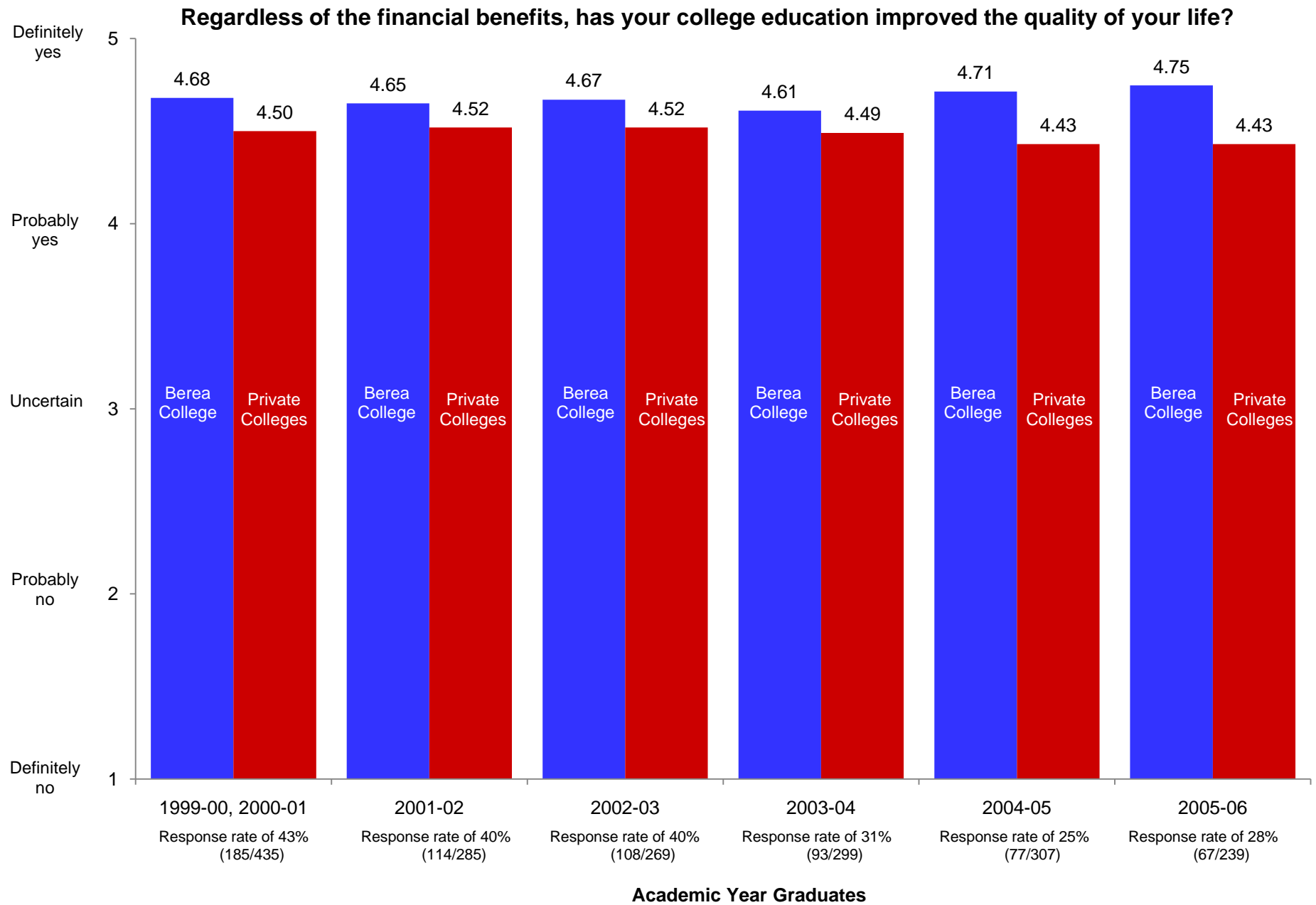
(Graduates two years after graduation)



[Click to see survey instruments](#)

## Response Rates:

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

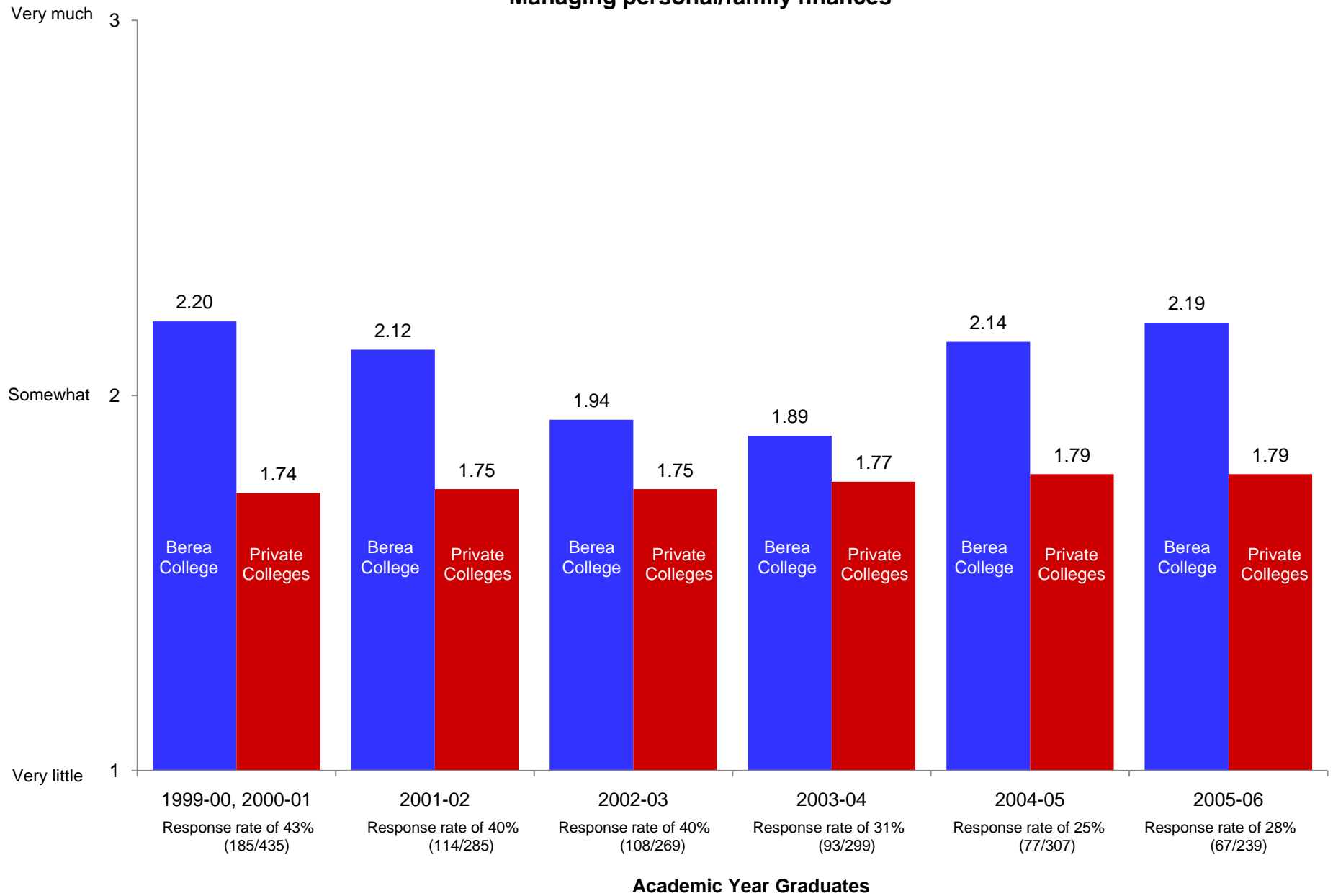


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Managing personal/family finances

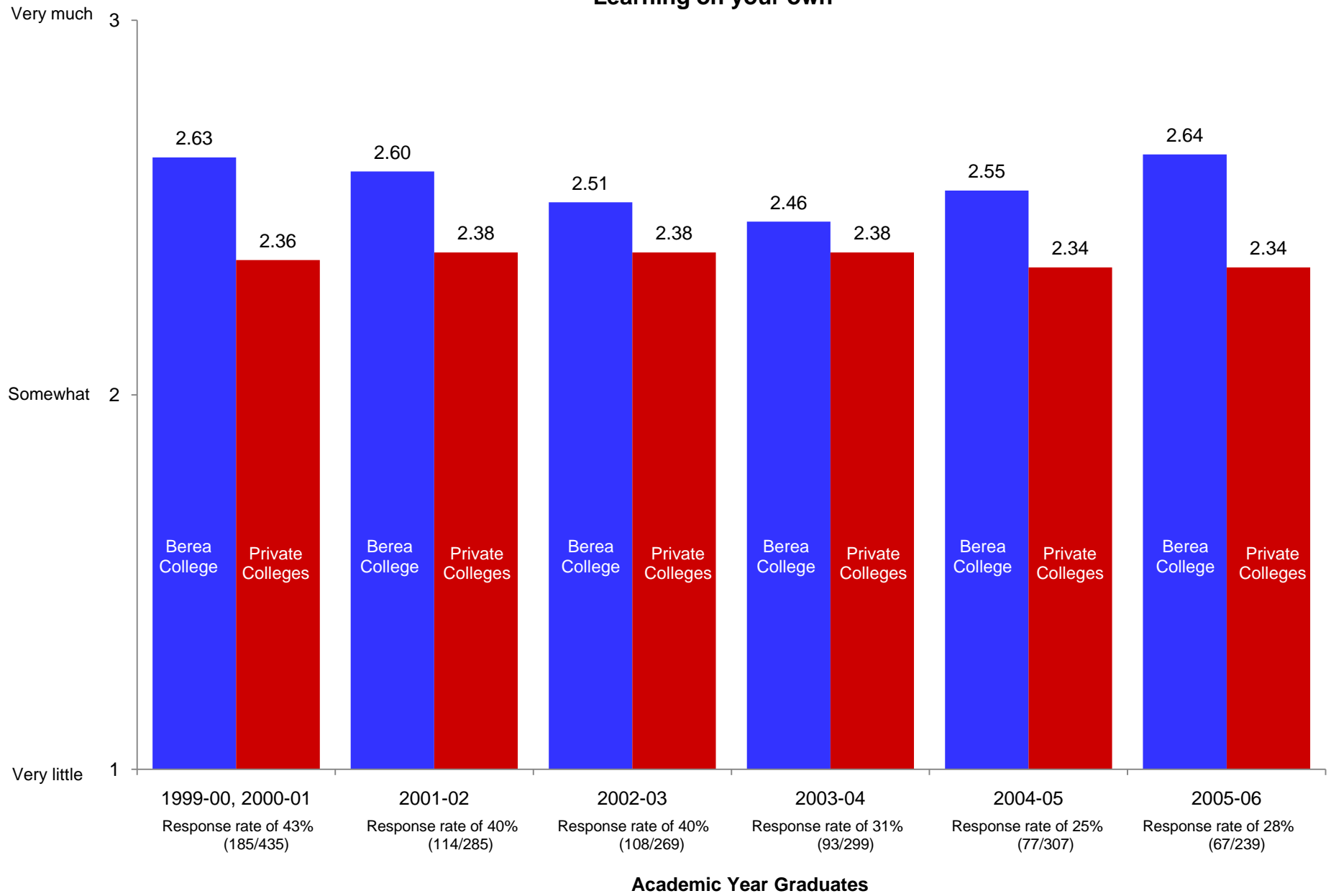


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Learning on your own

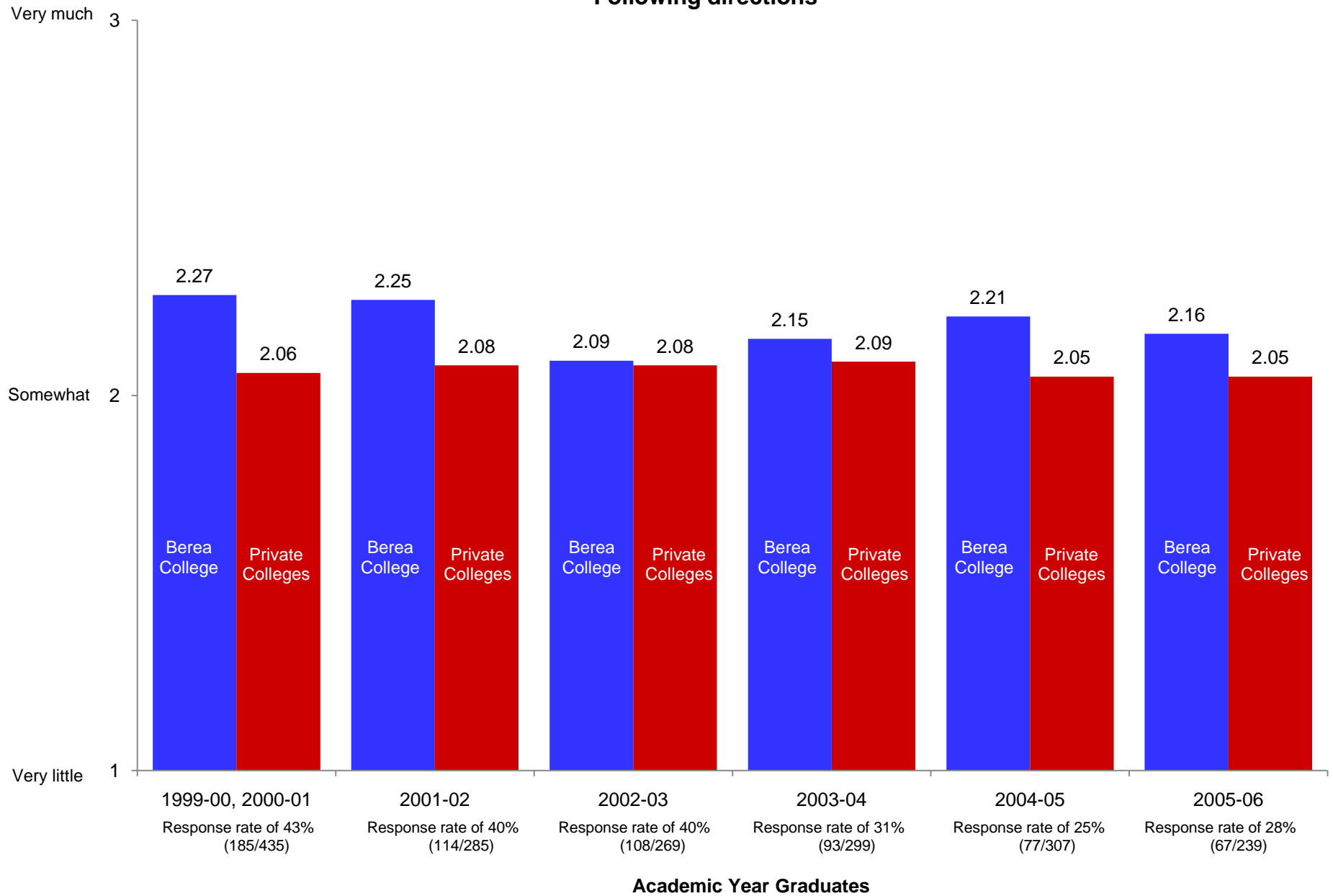


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Following directions



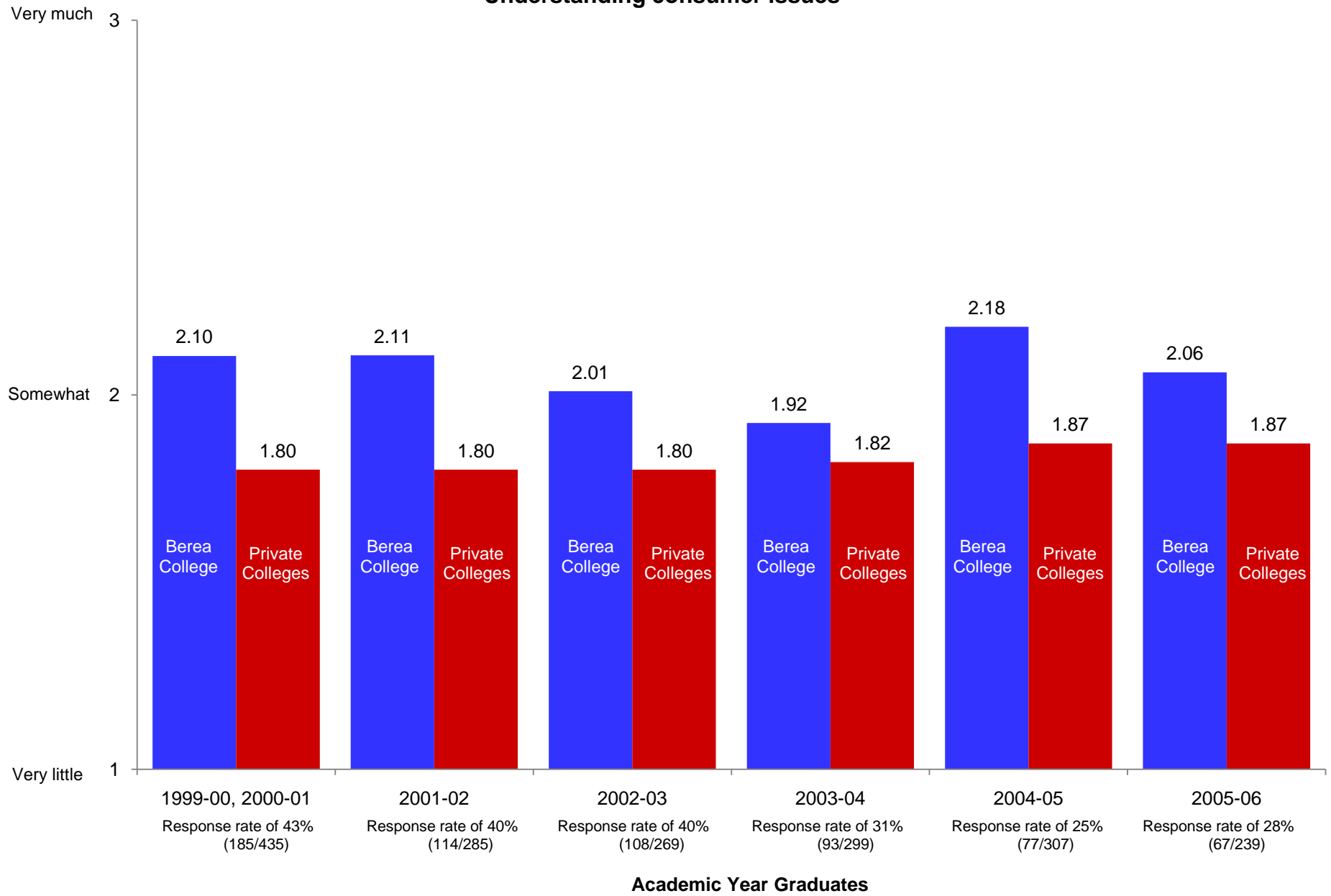
NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.



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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Understanding consumer issues

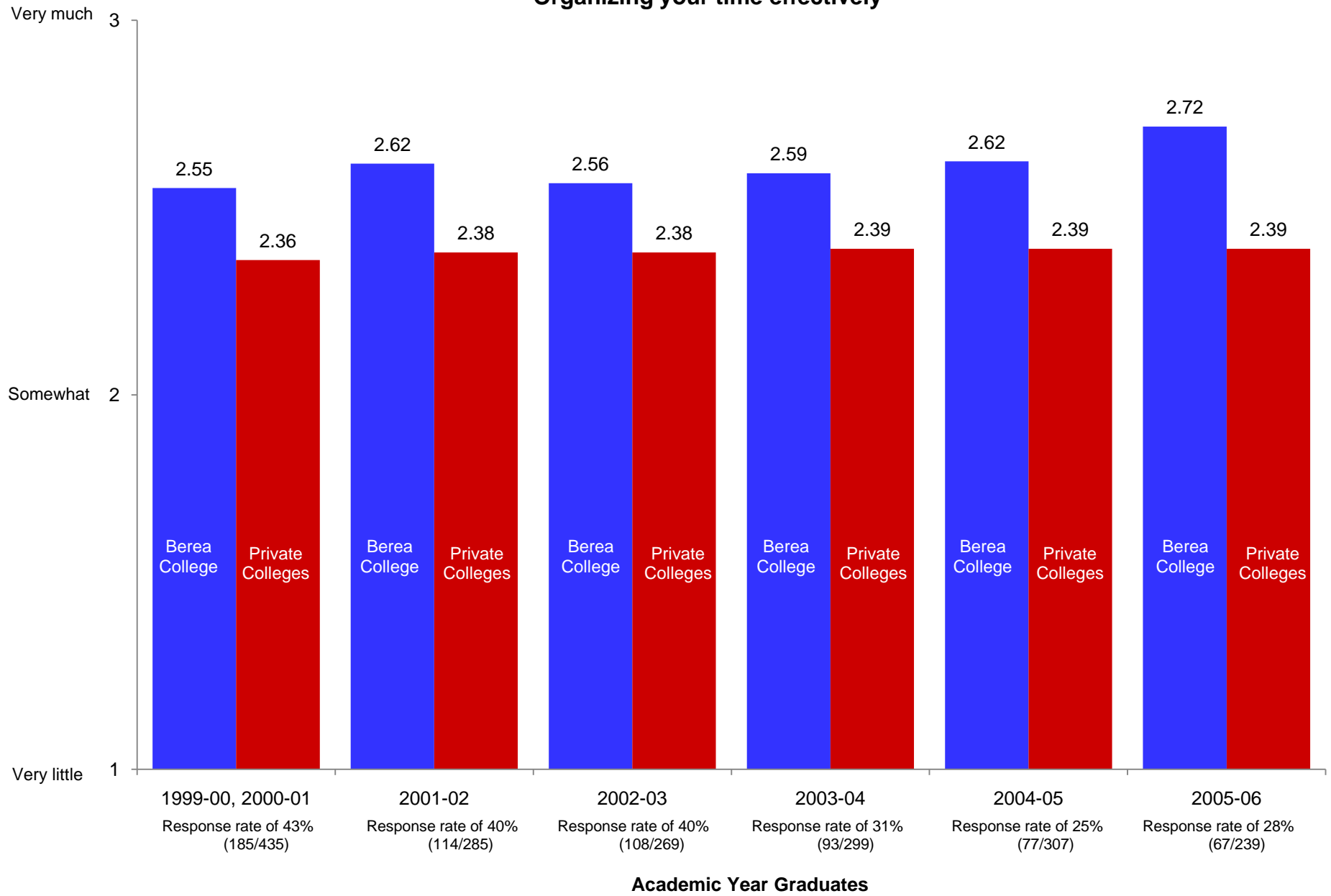


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Organizing your time effectively

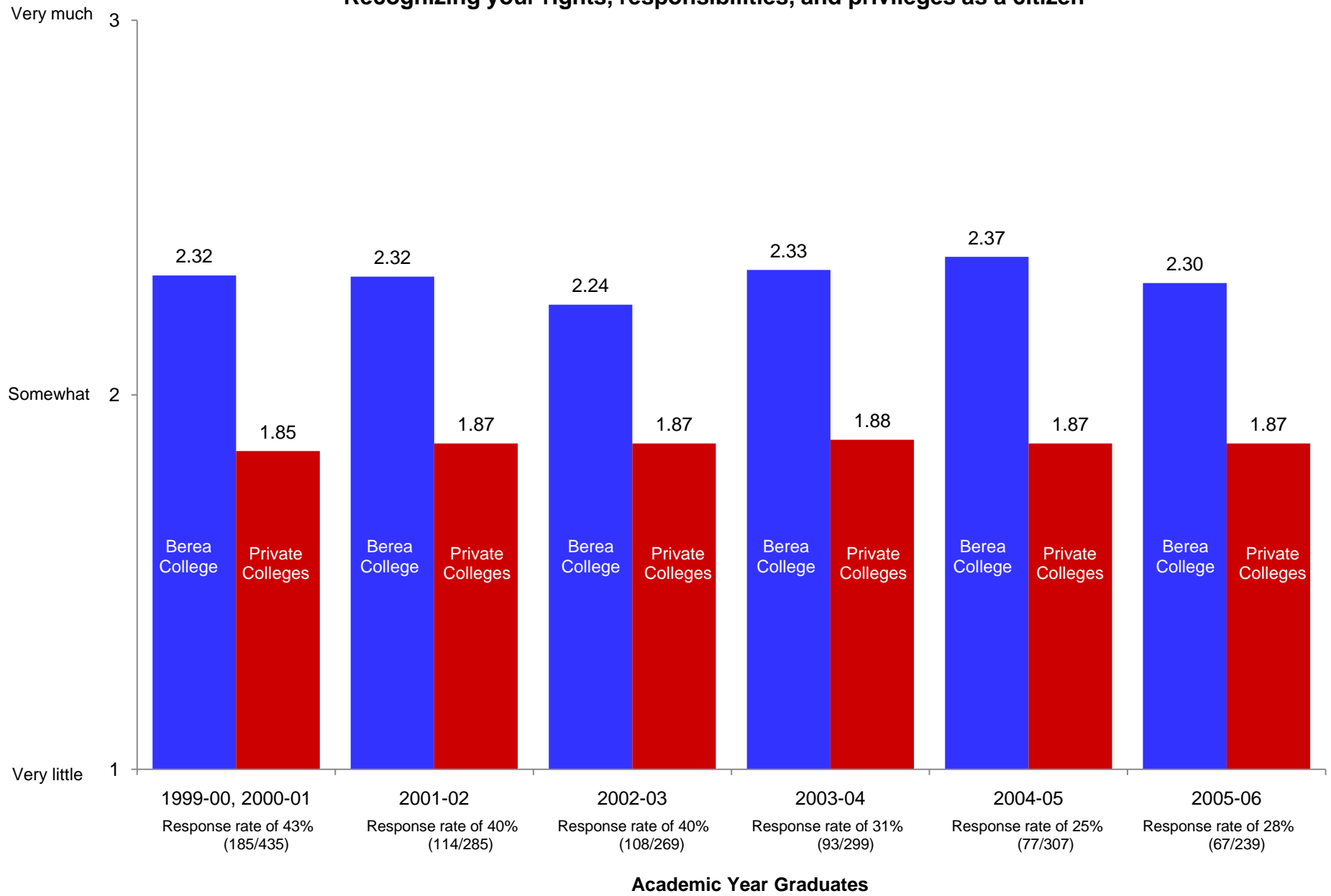


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Recognizing your rights, responsibilities, and privileges as a citizen



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

# ACA Appalachian Region Alumni Outcomes Survey

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

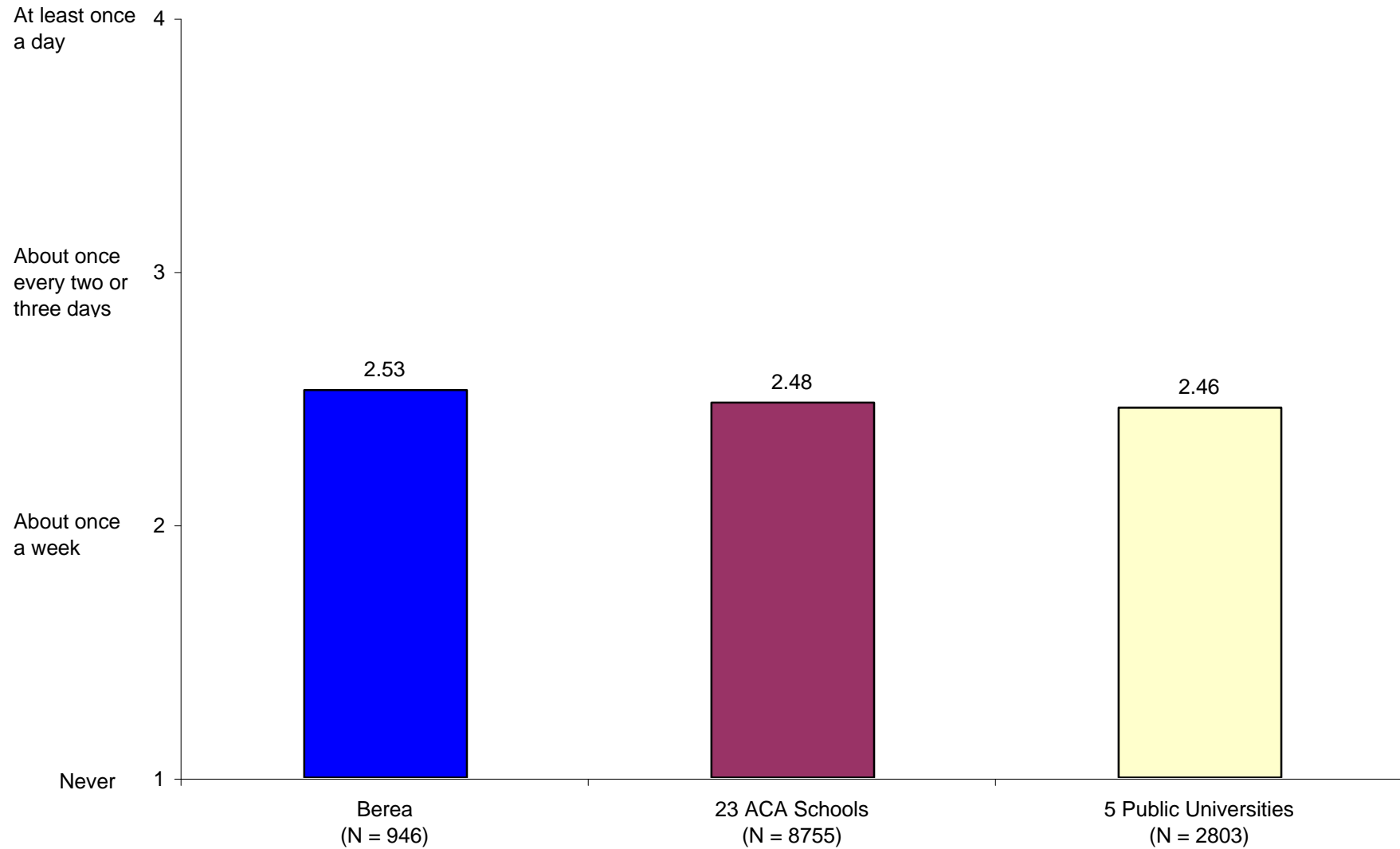


[Click to see survey instruments](#)

Response Rate: 42%

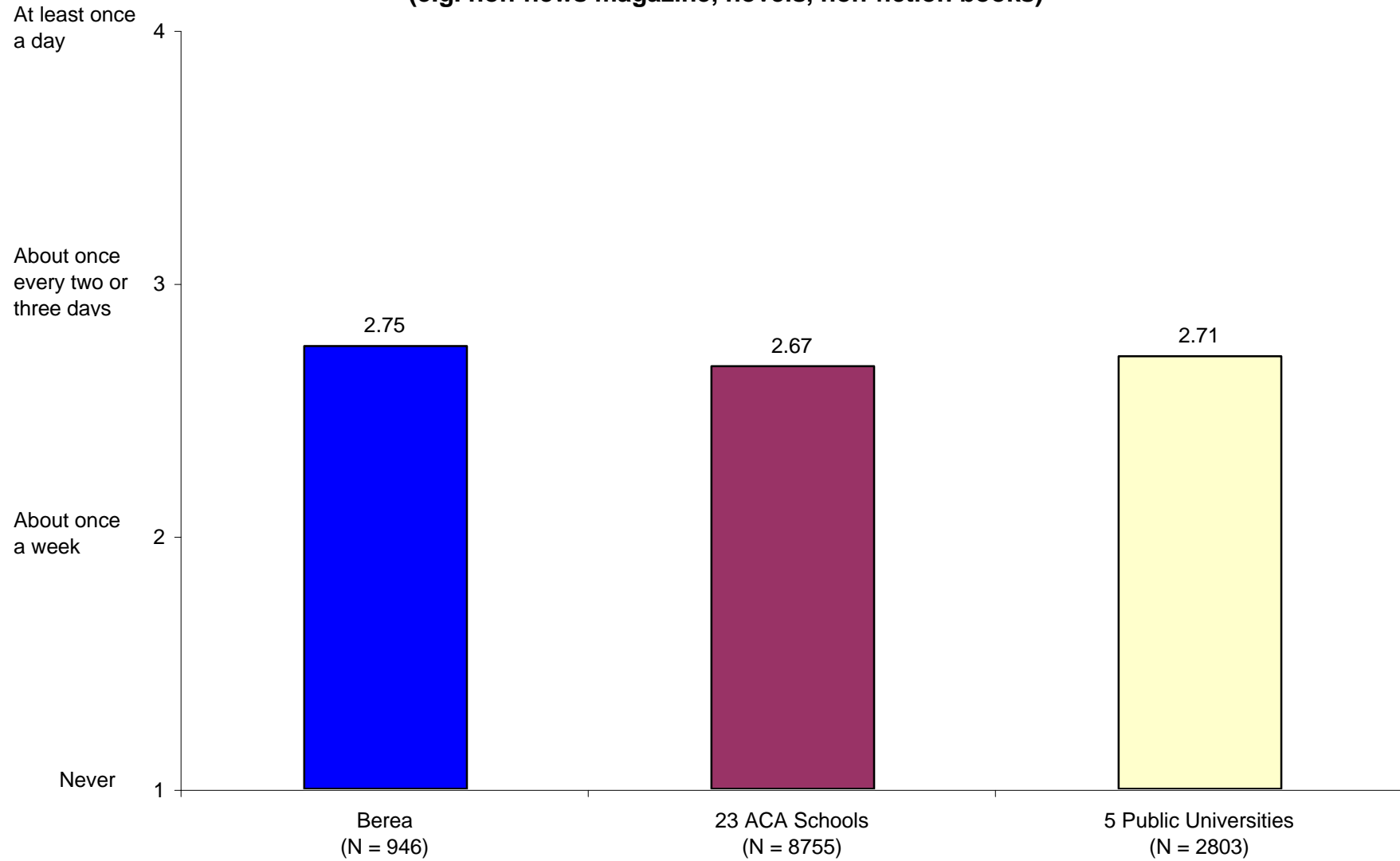
Outside of work, how often do you do each of the following?

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



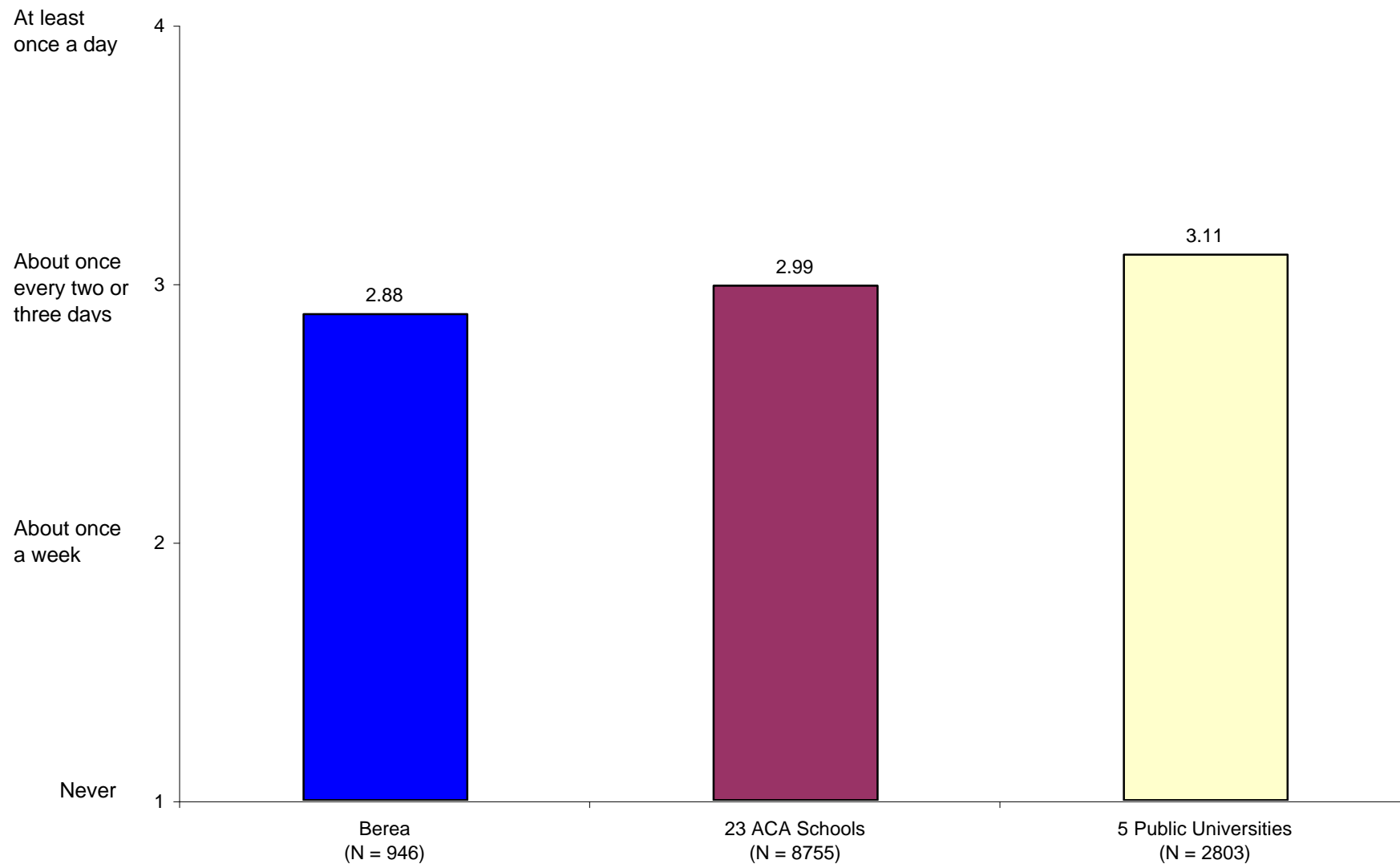
Outside of work, how often do you do each of the following?

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



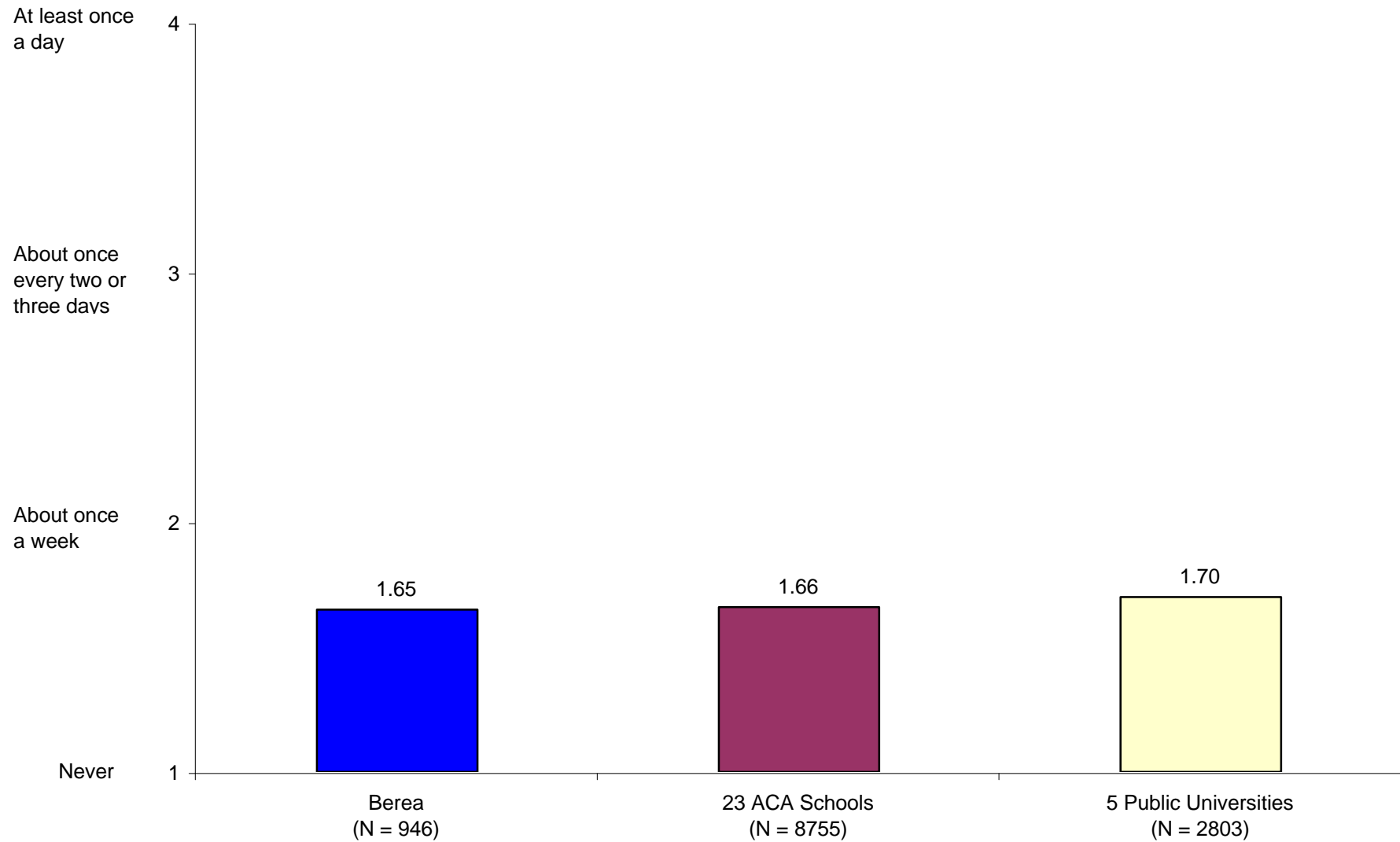
Outside of work, how often do you do each of the following?

### Read local newspaper



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

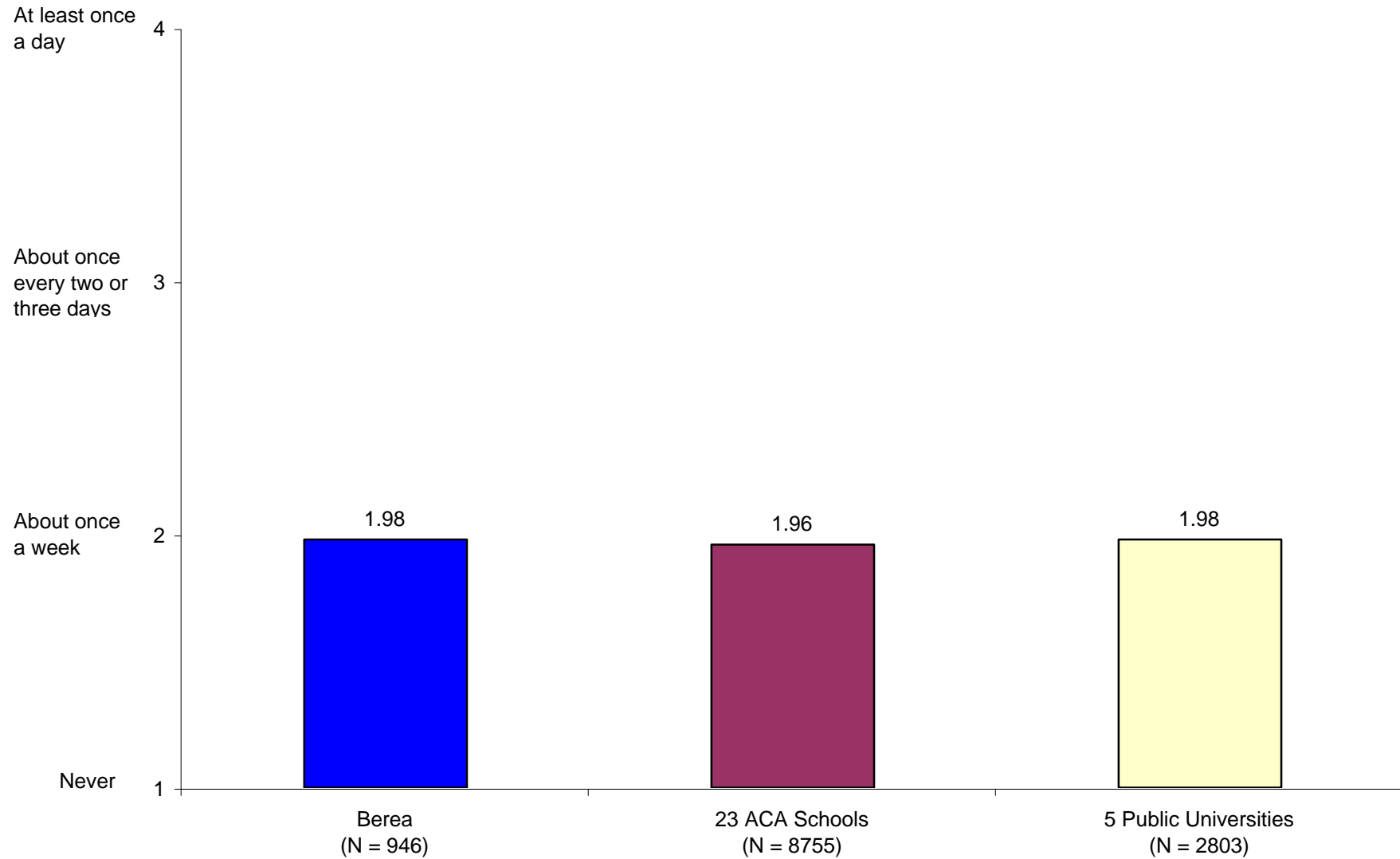
**Read national news magazines  
(e.g., Time, Newsweek, U.S. News and World Report)**



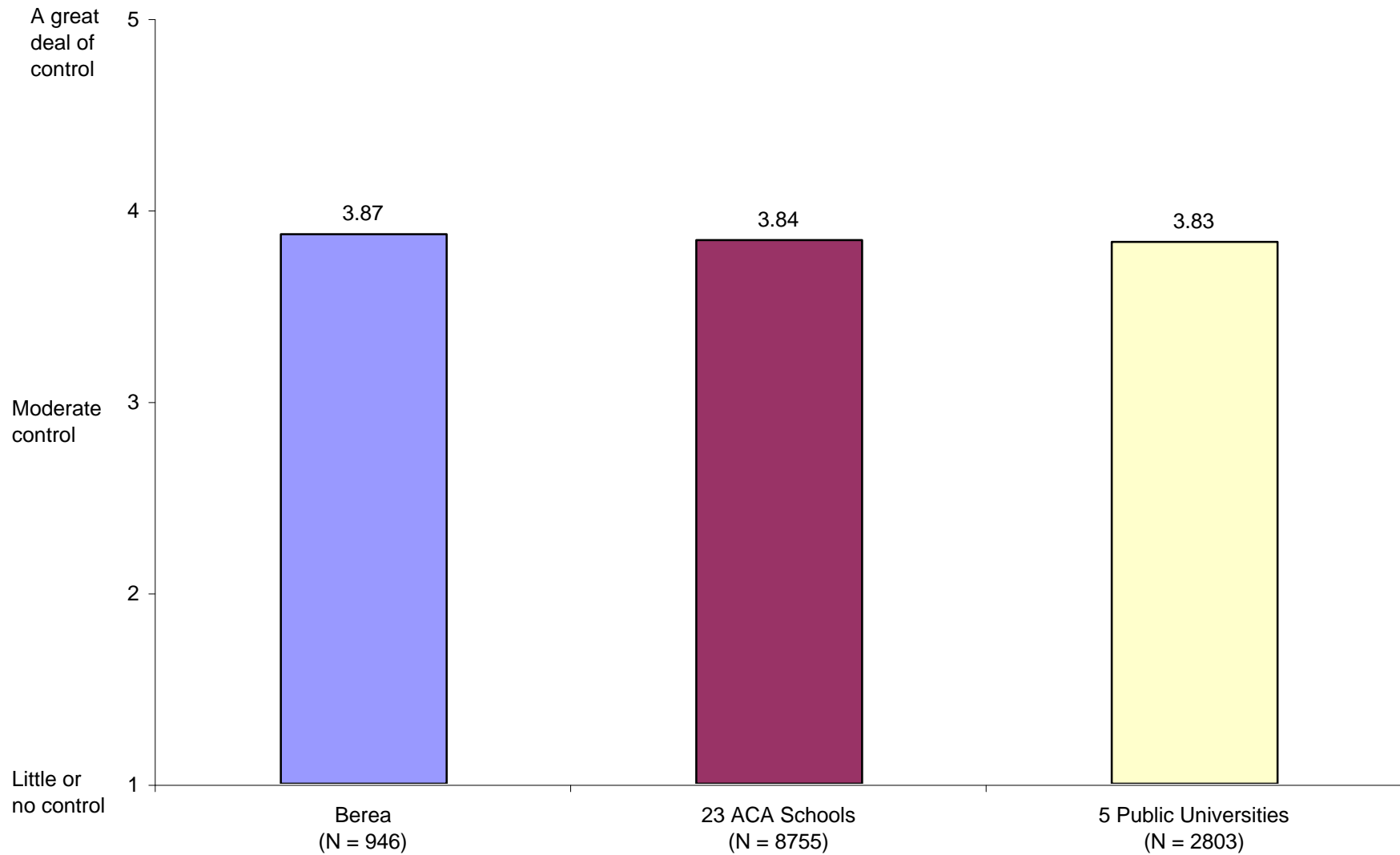


Outside of work, how often do you do each of the following?

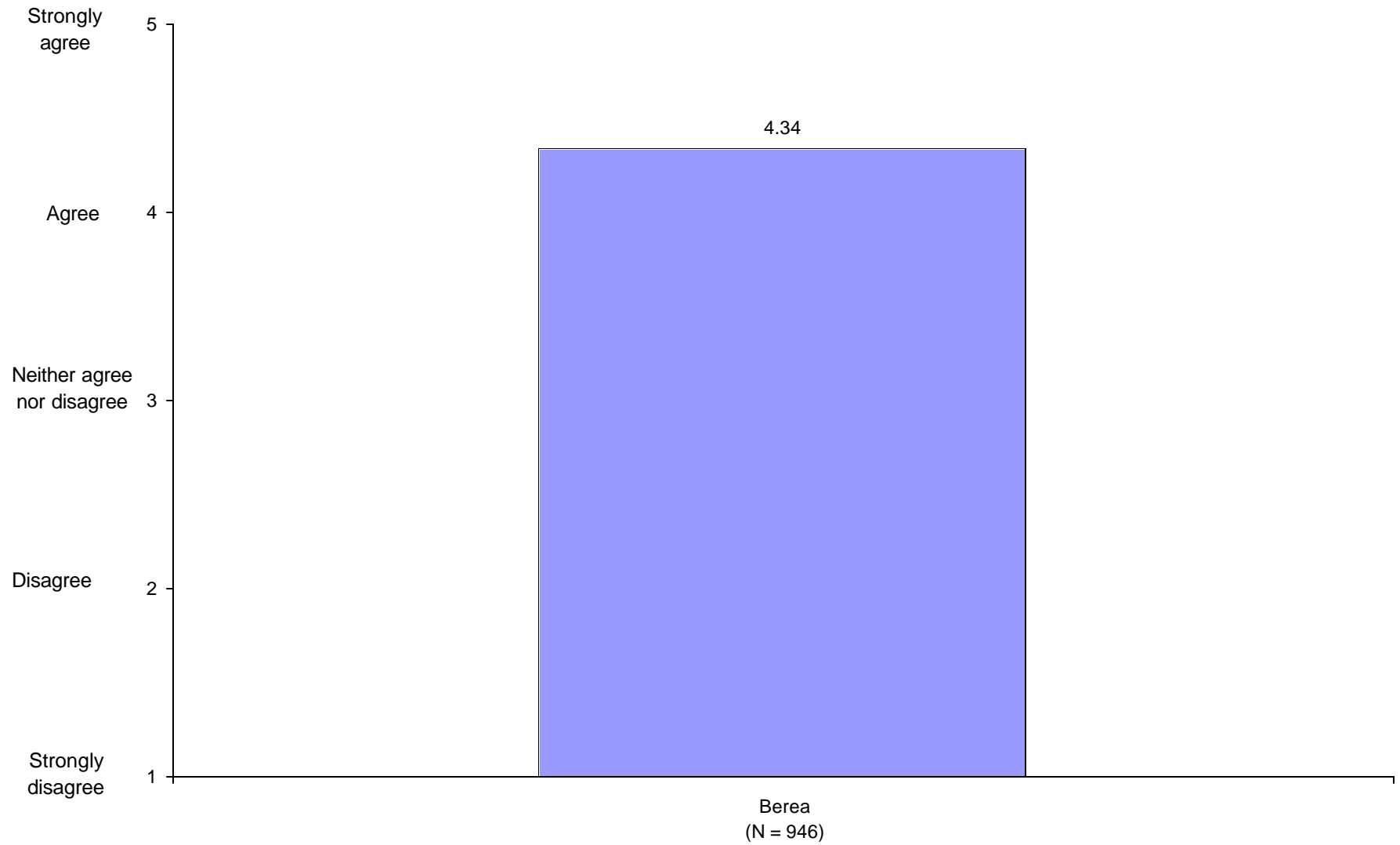
### Read national newspaper



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



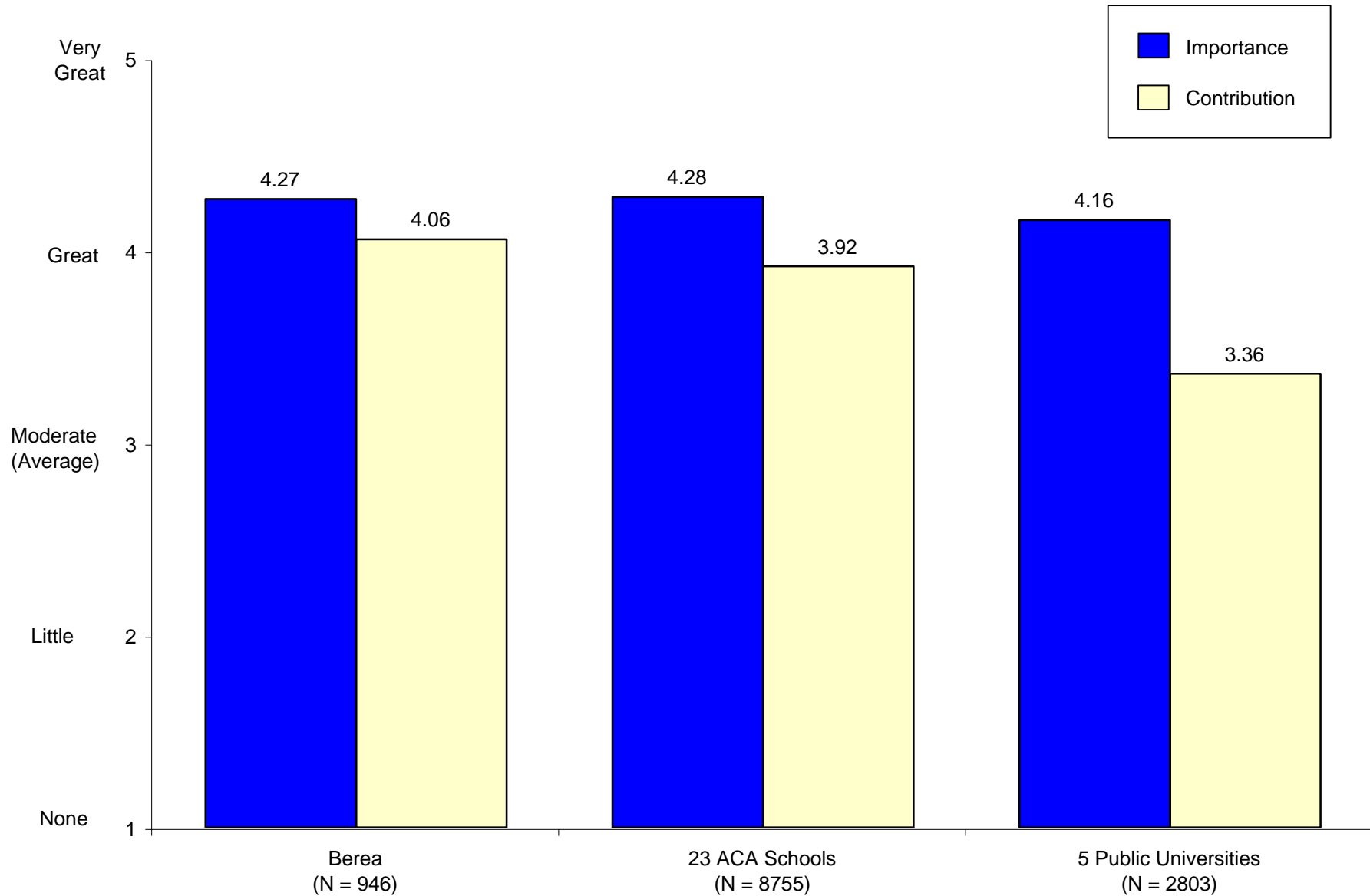
**My overall experience at Berea College has contributed to a generally positive view of life.**



Importance to your current endeavors.

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

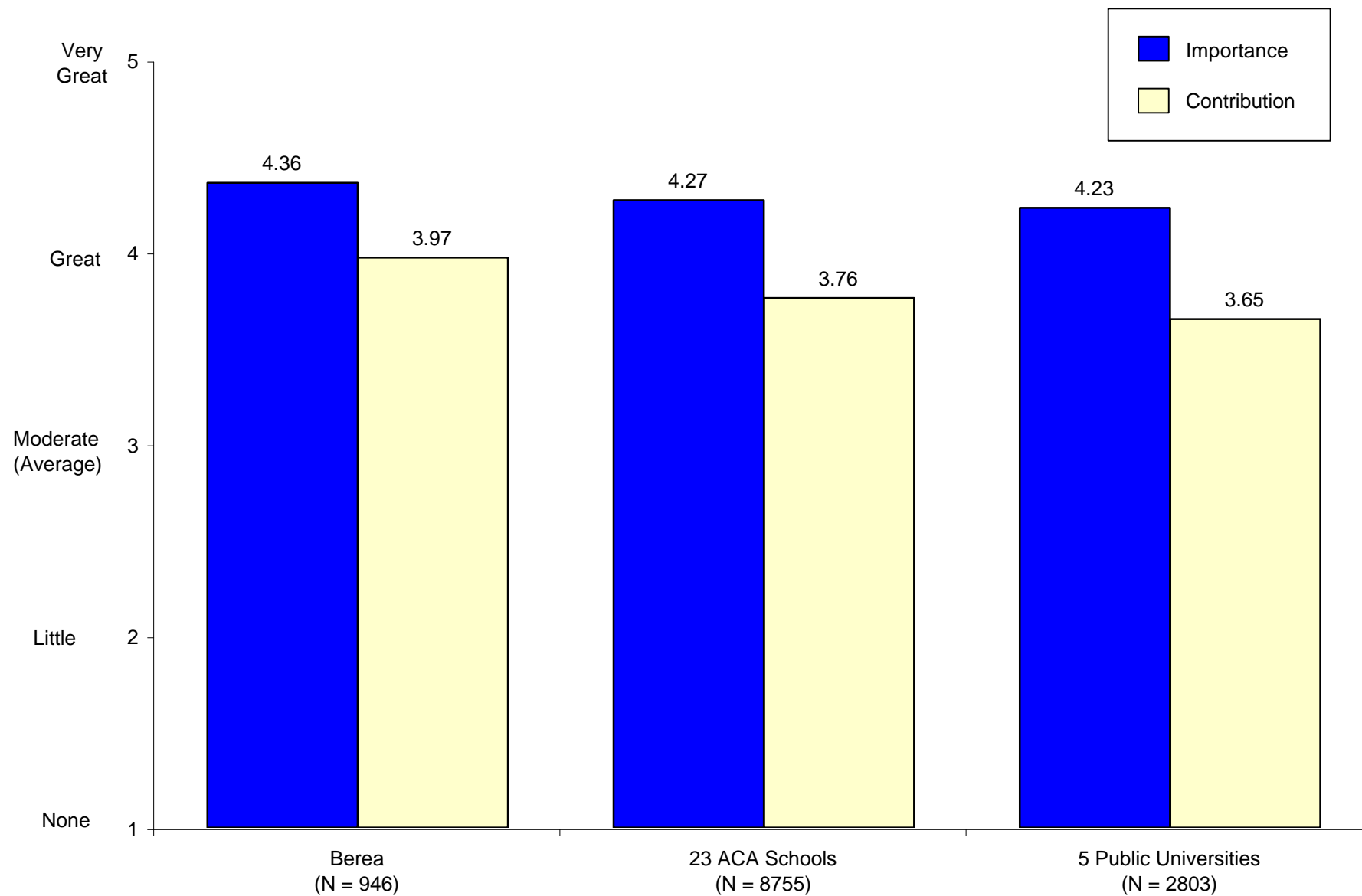
### Developing ethical standards and values.



Importance to your current endeavors.

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

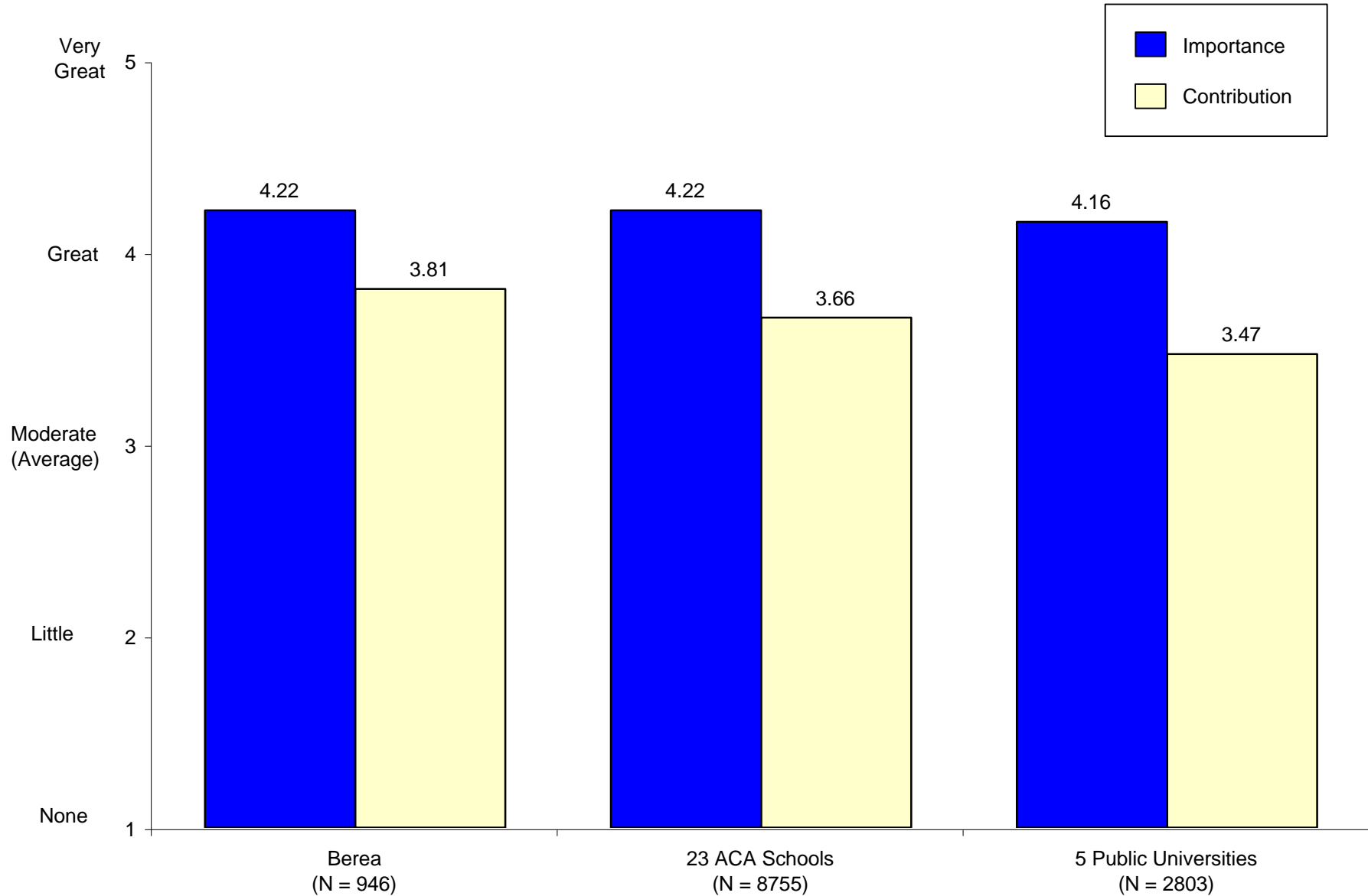
### Developing problem-solving skills.



Importance to your current endeavors.

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

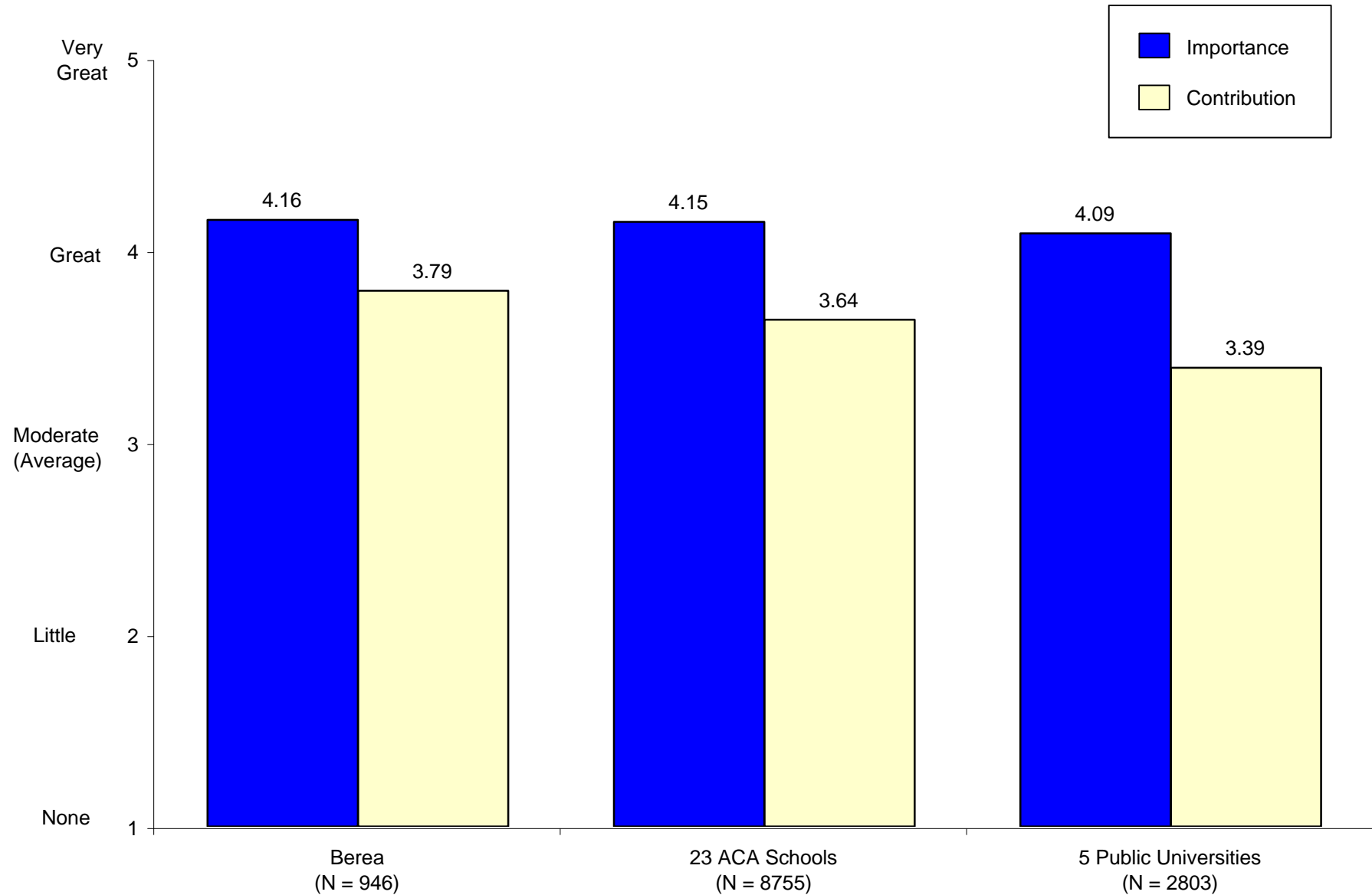
### Speaking effectively.



Importance to your current endeavors.

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

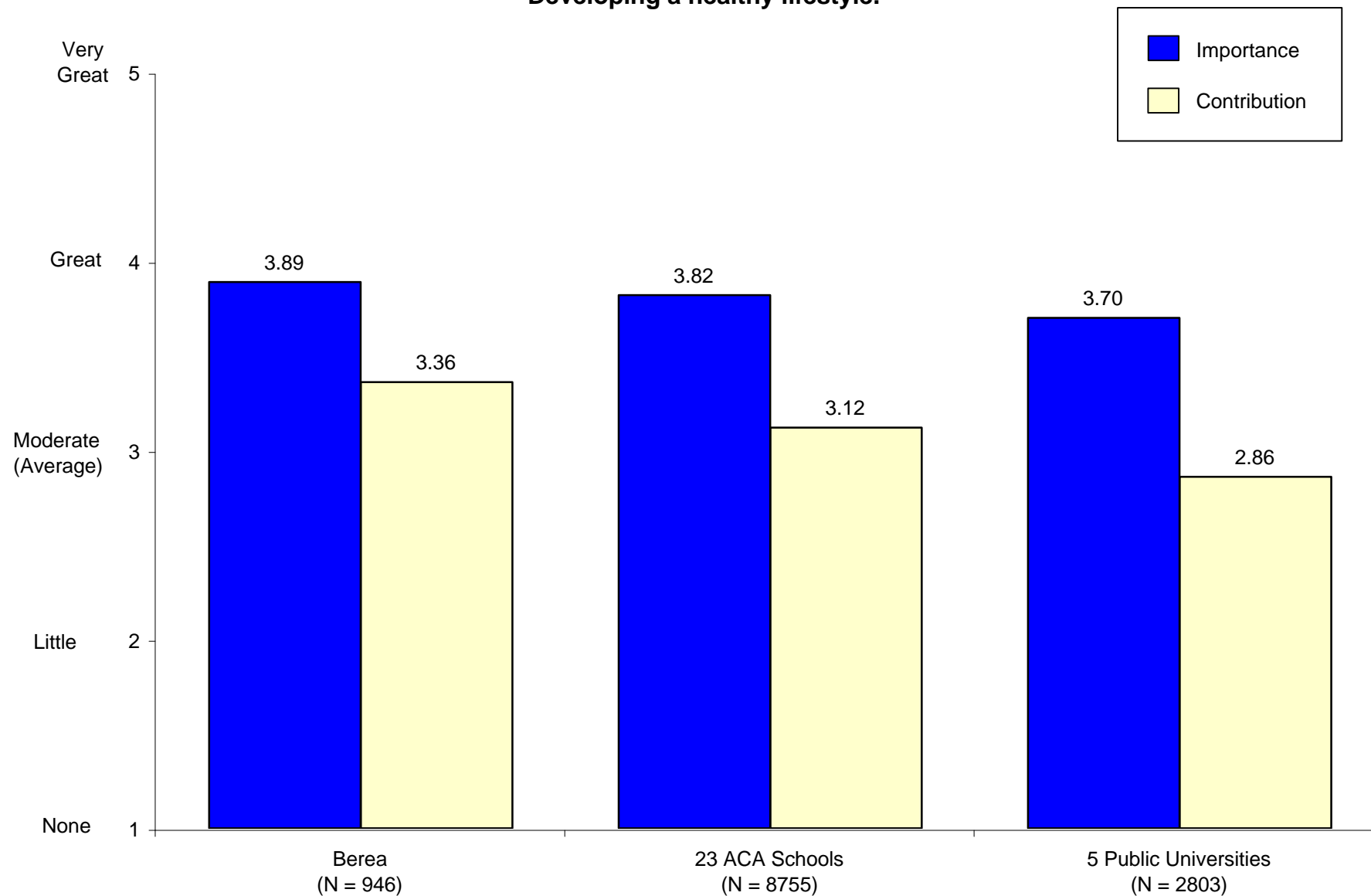
### Developing leadership skills.



Importance to your current endeavors.

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

### Developing a healthy lifestyle.

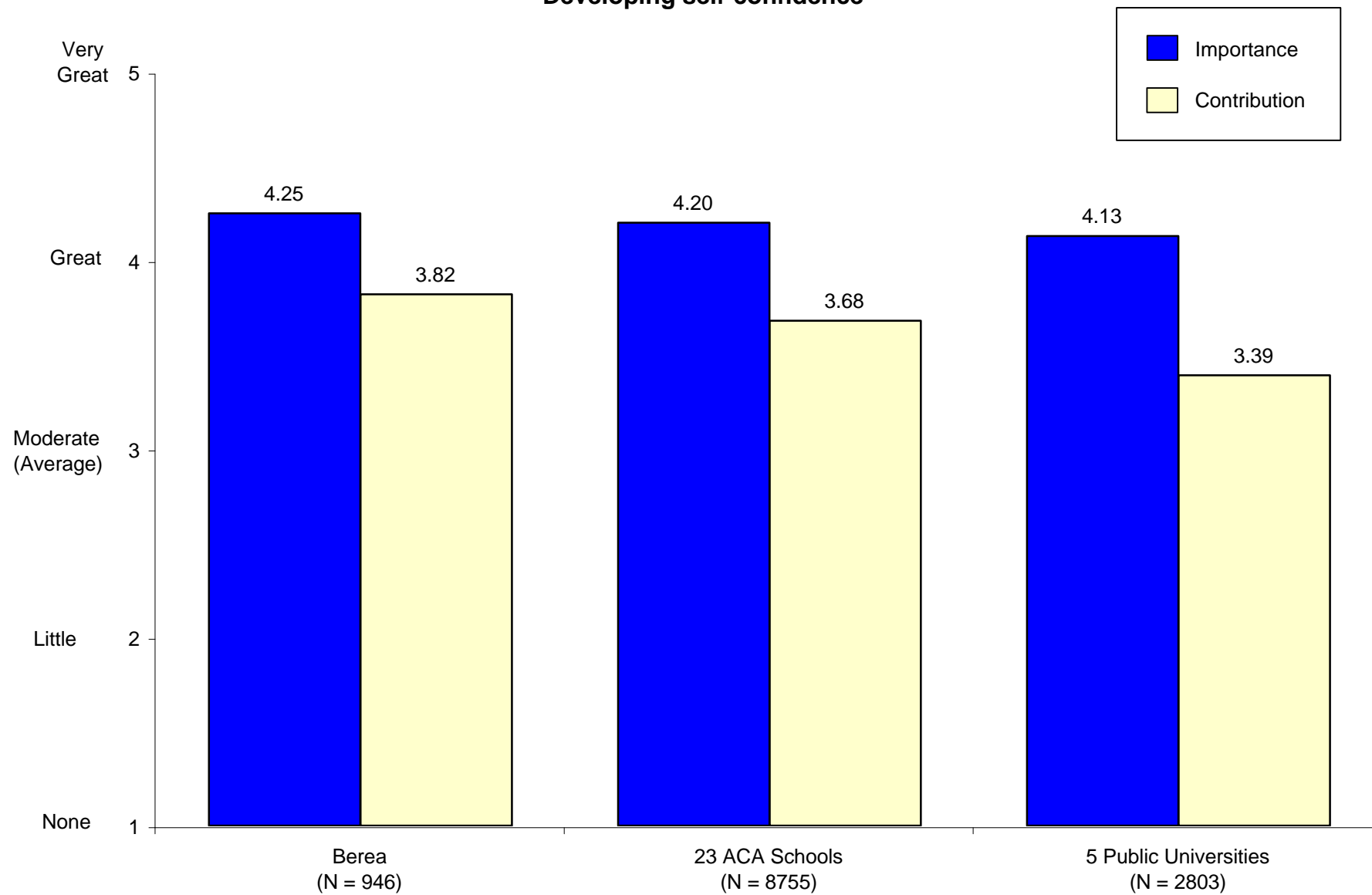




Importance to your current endeavors.

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

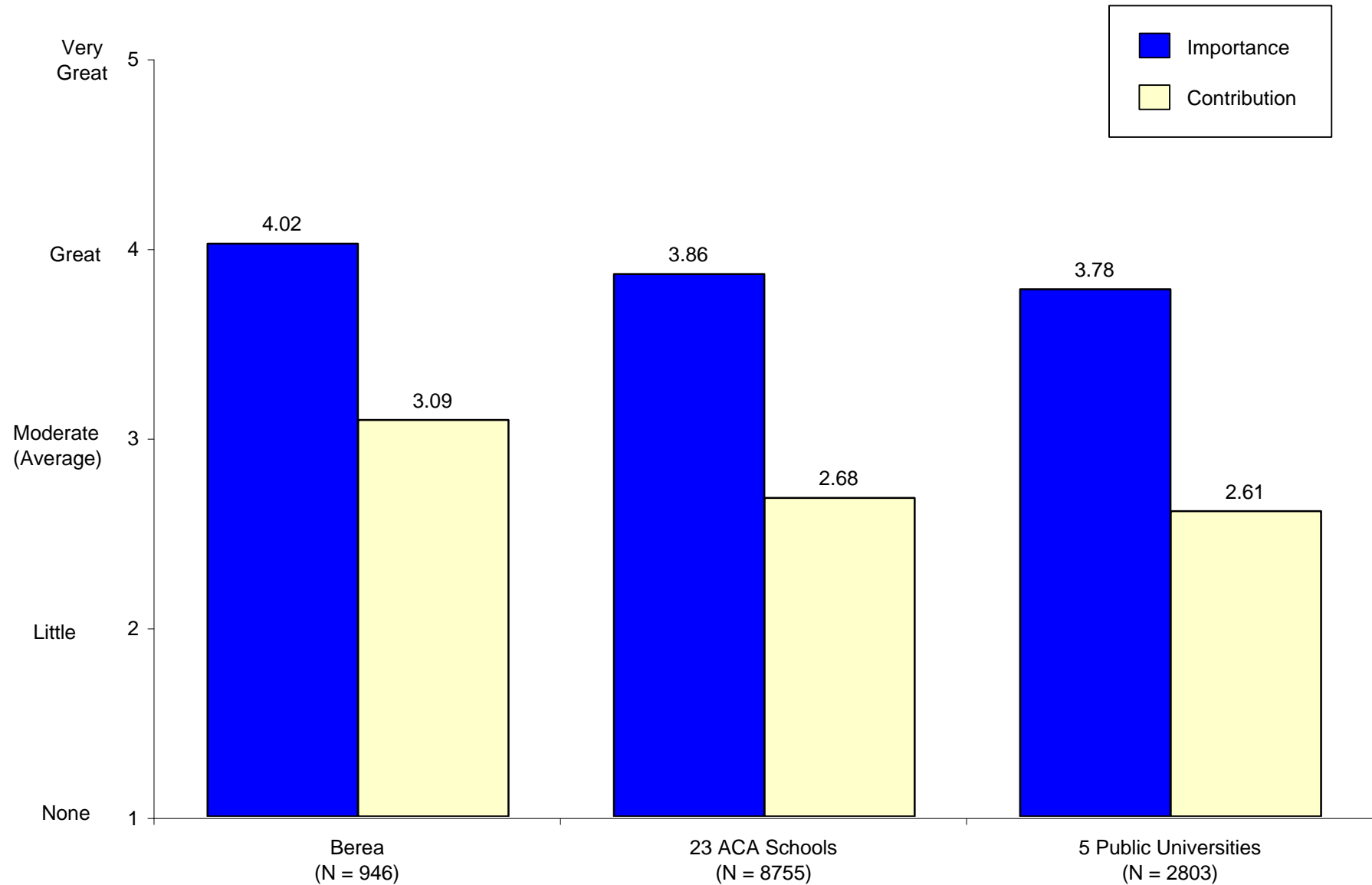
### Developing self-confidence



Importance to your current endeavors.

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

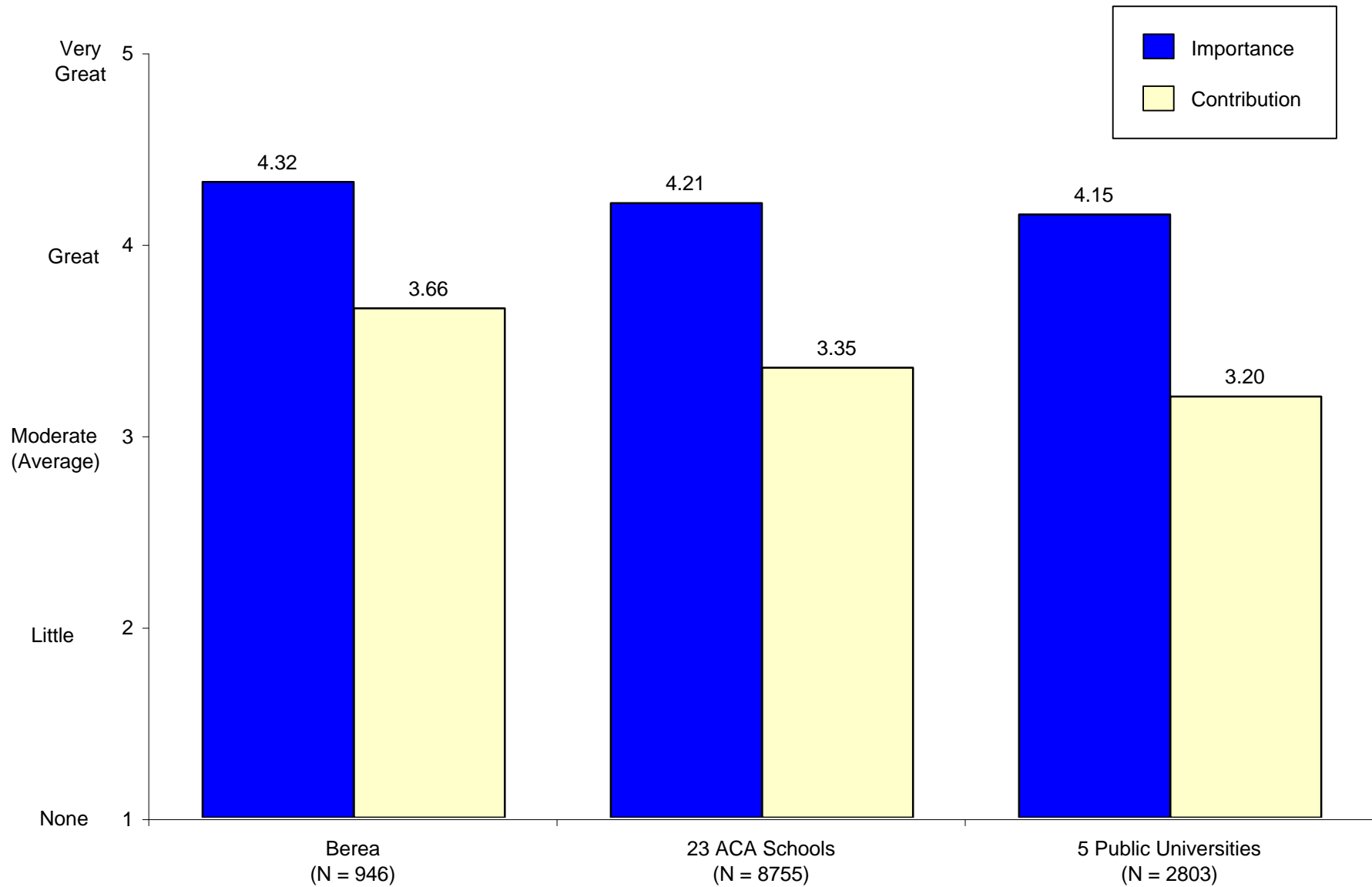
### Managing personal finances.



Importance to your current endeavors.

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

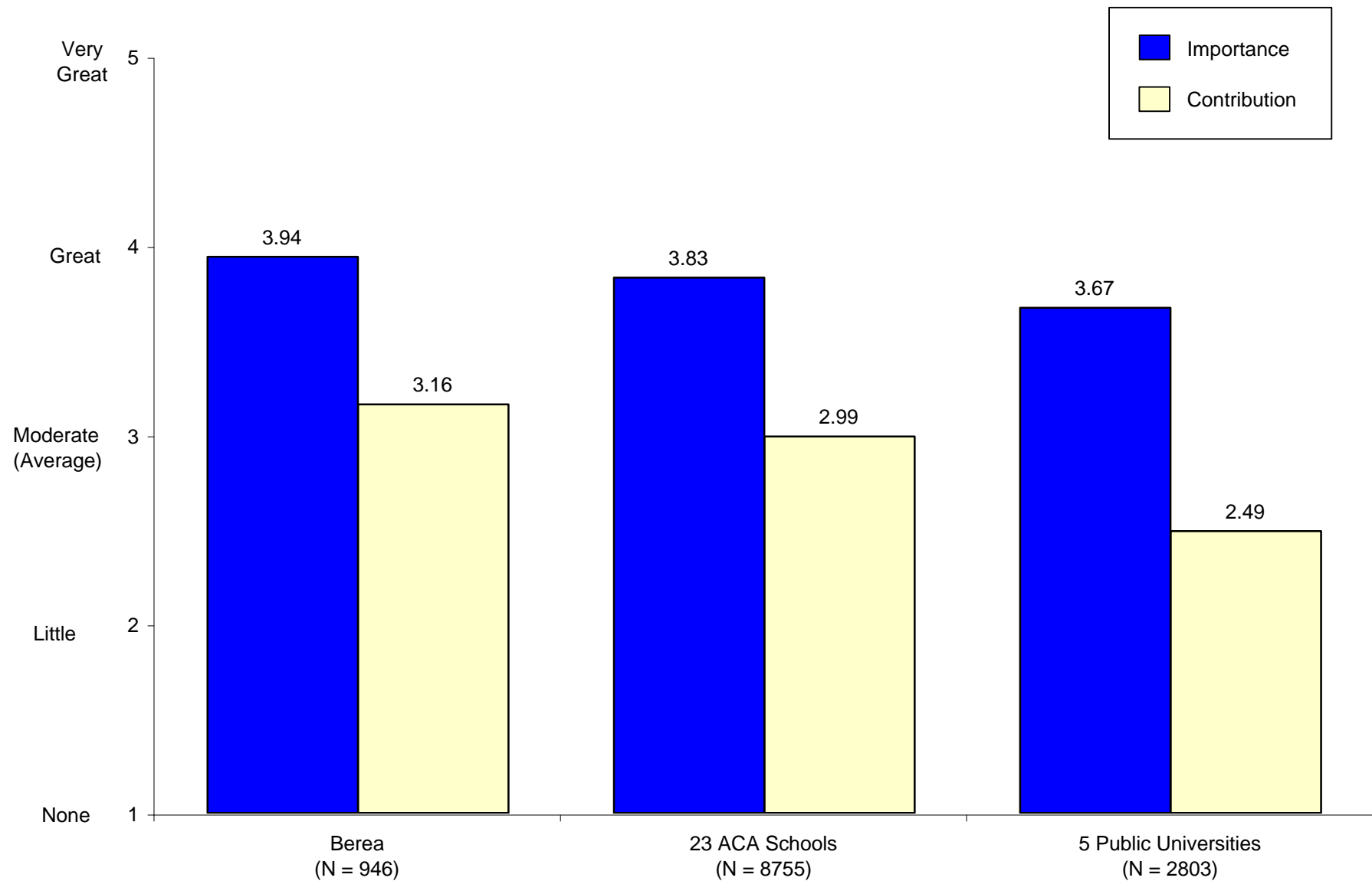
### Developing time management skills.



Importance to your current endeavors.

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

### Learning how to be a more responsible family member.



# ACT Alumni Outcomes Survey

(Work Colleges Consortium Project  
administered online)

(Graduates from 1992-93 through 2006-07)

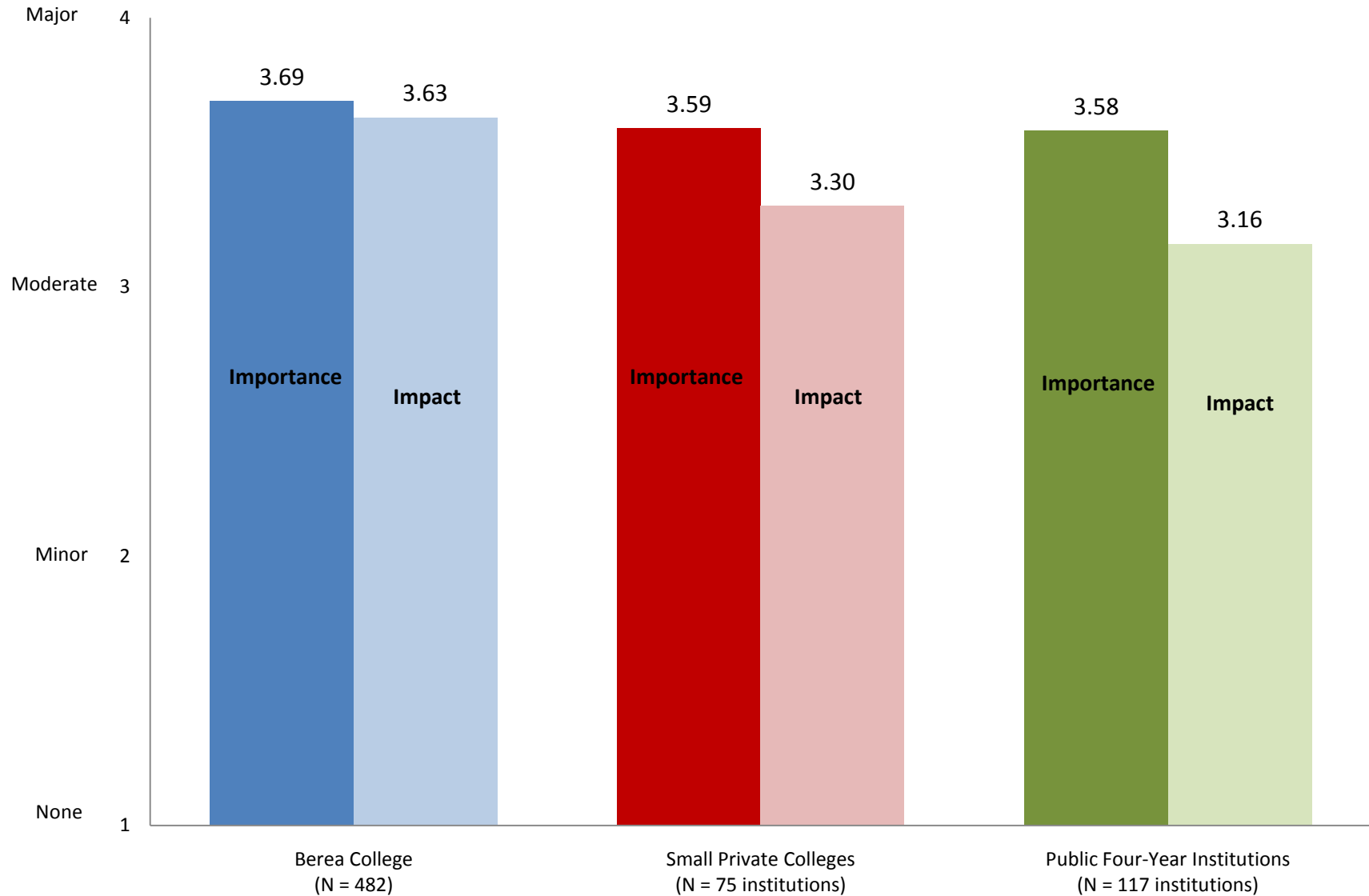


[Click to see survey instrument](#)

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*



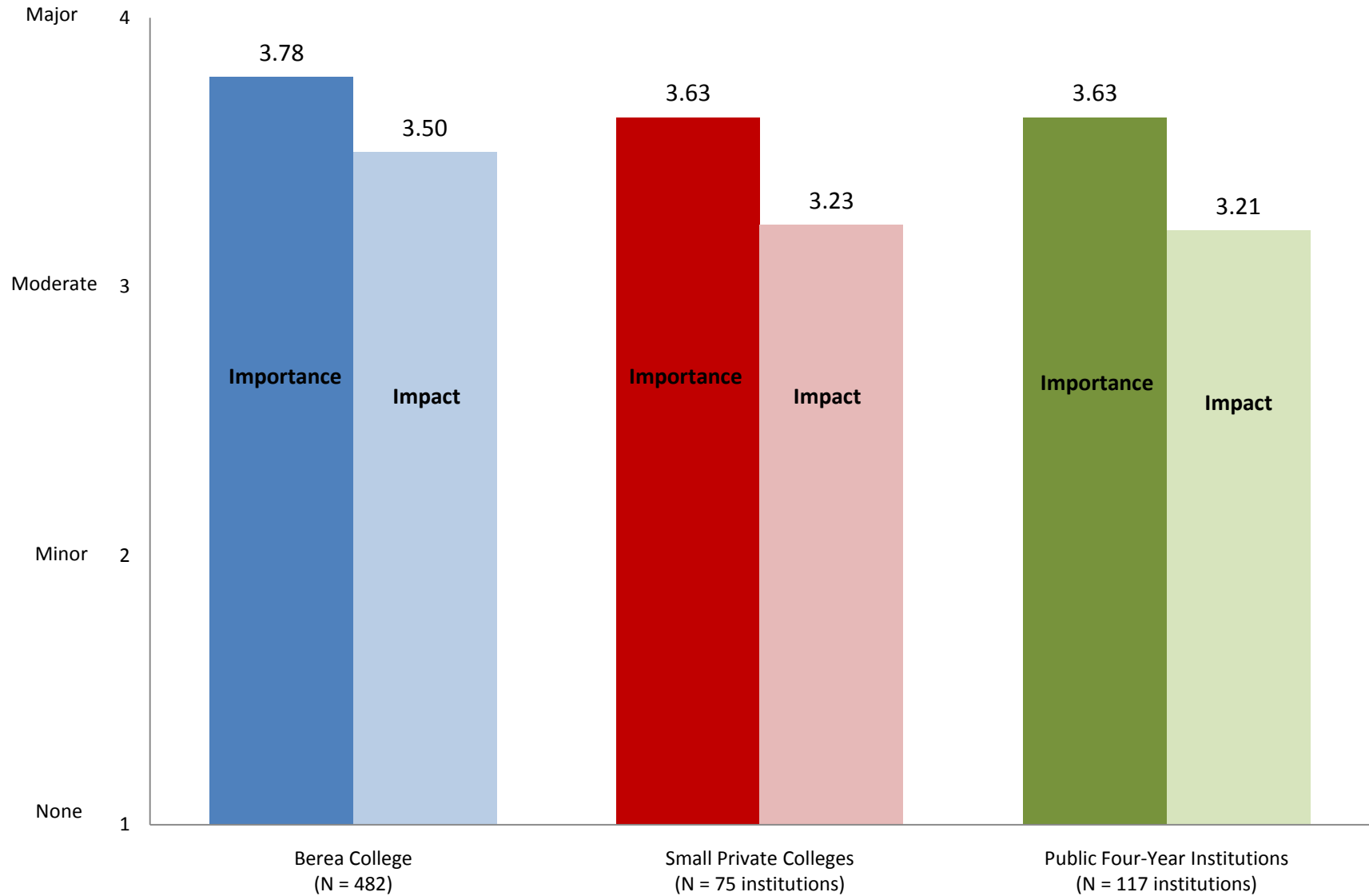
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.*

### Defining and solving problems



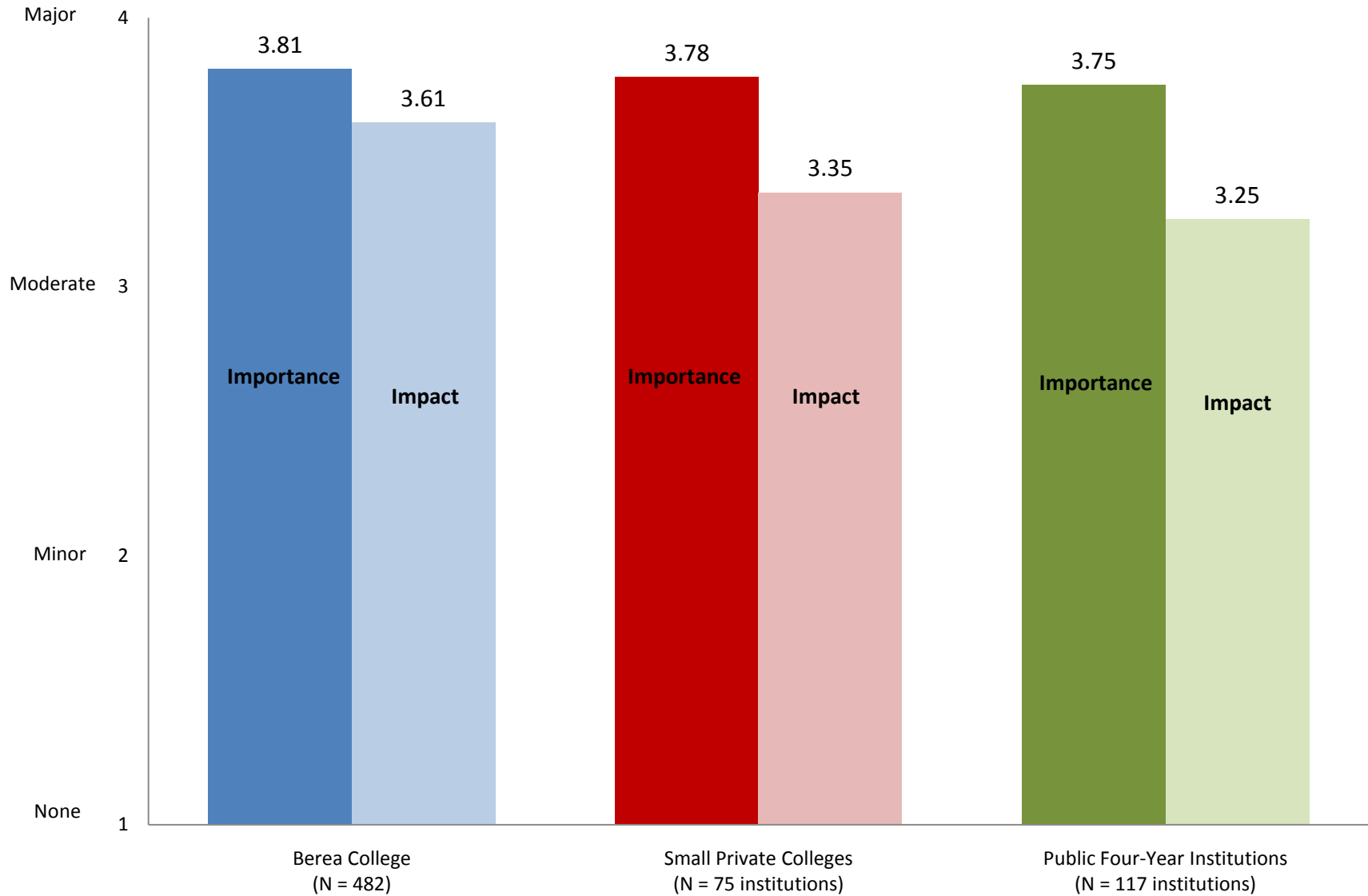
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.*

### Recognizing and using effective communications skills



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

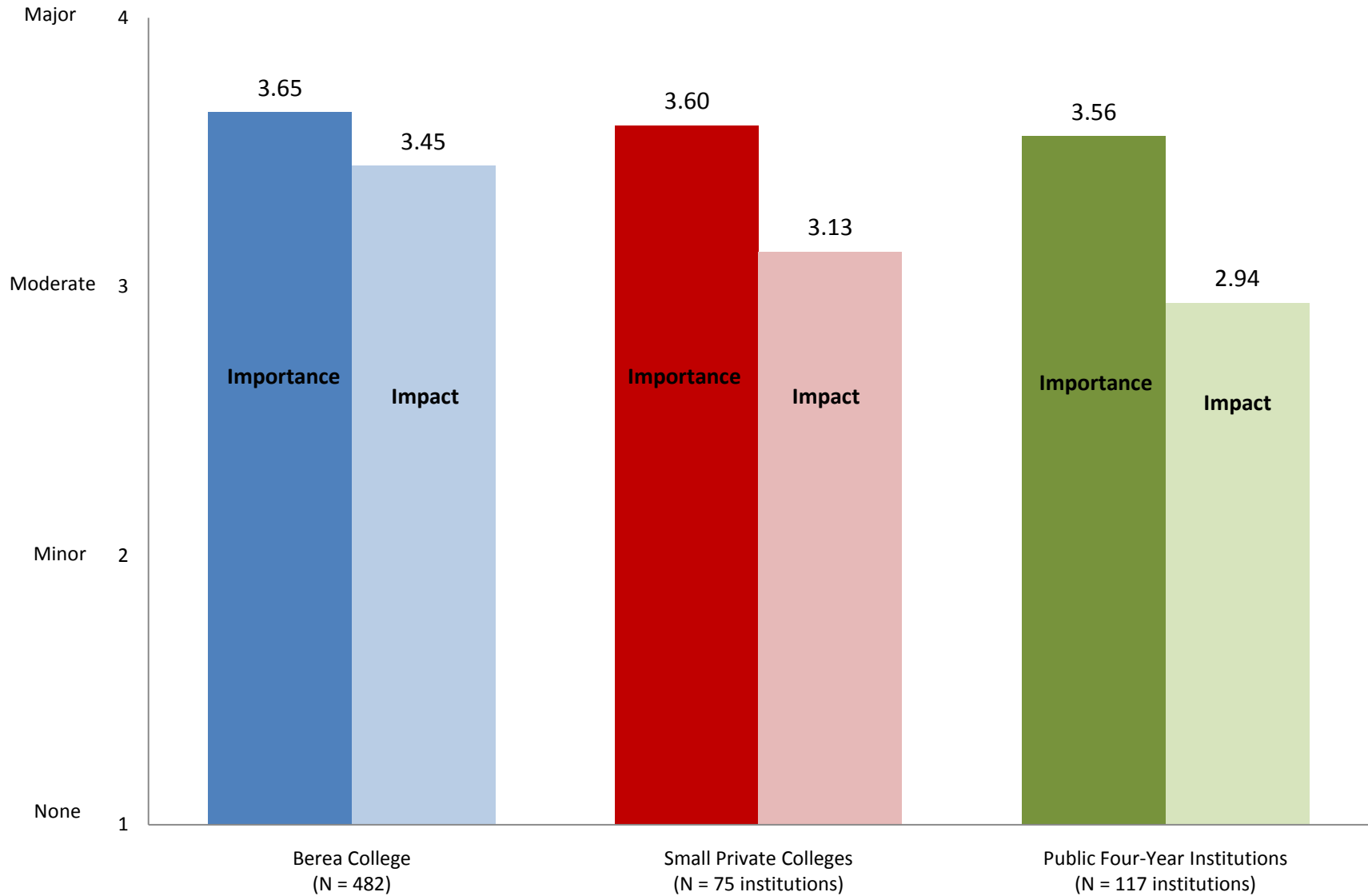
Source: Office of Institutional Research and Assessment, Spring 2011

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.*

### *Developing and using effective leadership skills*



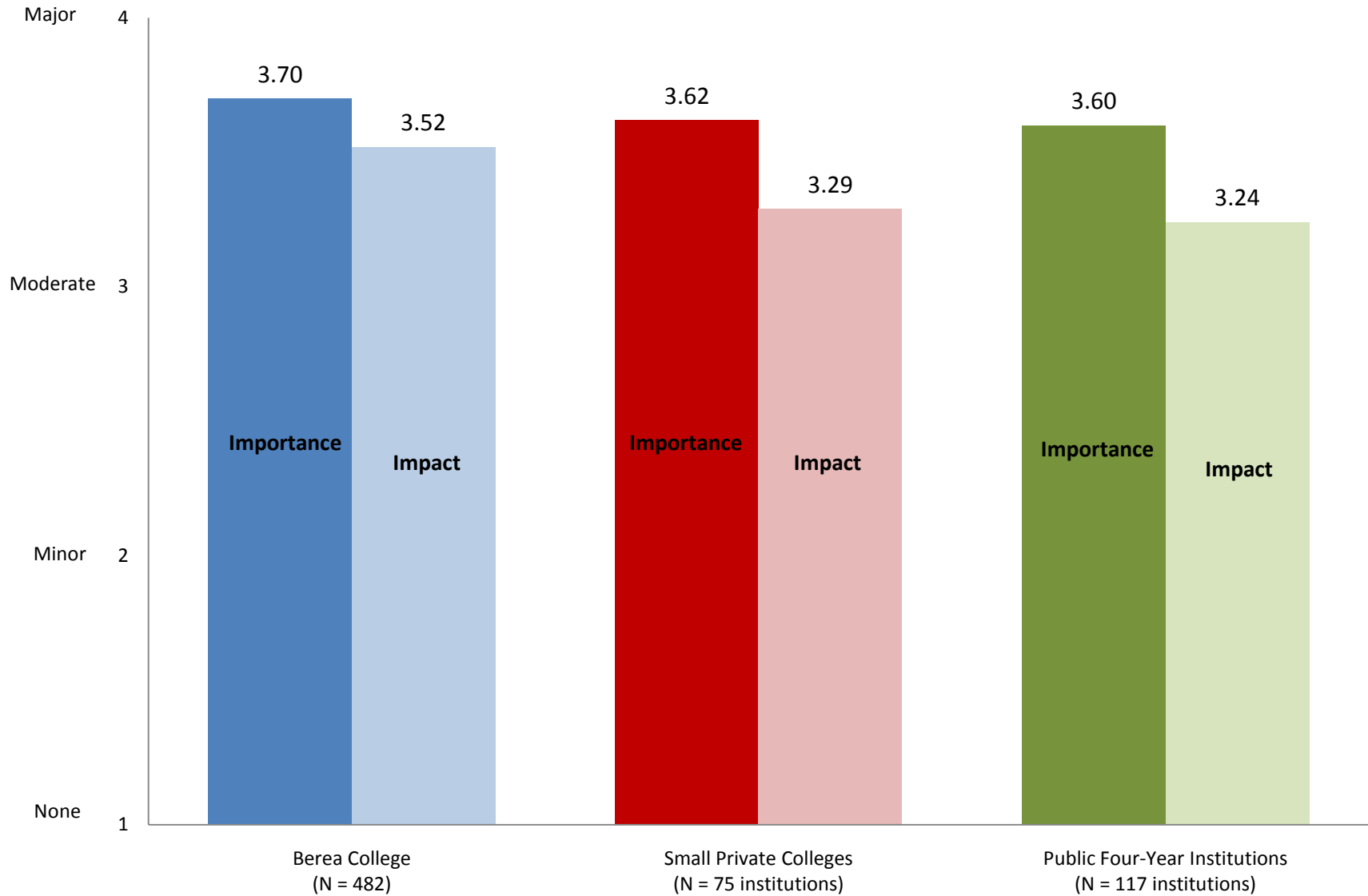
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.*

### *Working cooperatively in groups; working as a team leader*



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

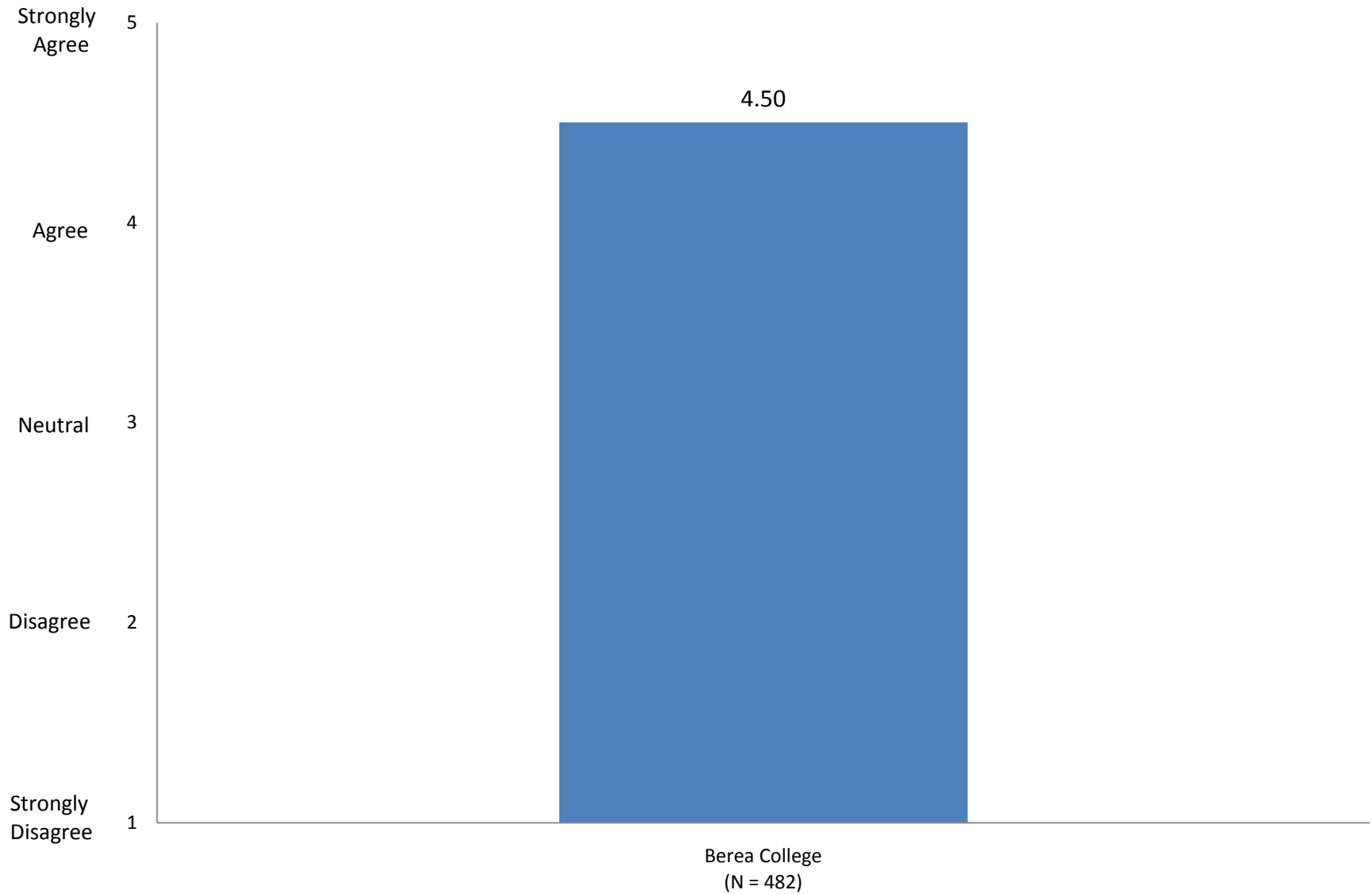
Source: Office of Institutional Research and Assessment, Spring 2011

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)

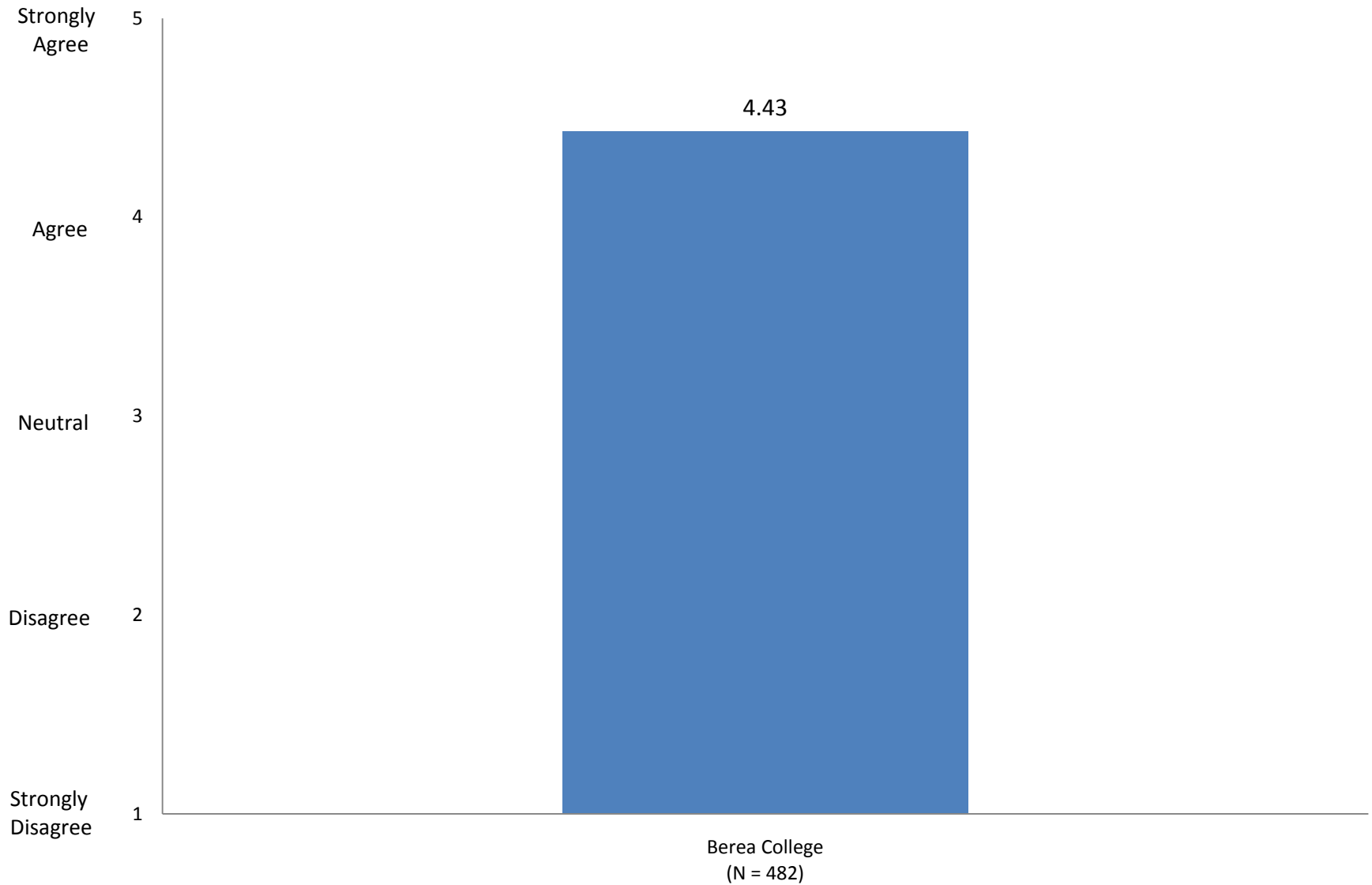
Source: Office of Institutional Research and Assessment, Spring 2011

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)

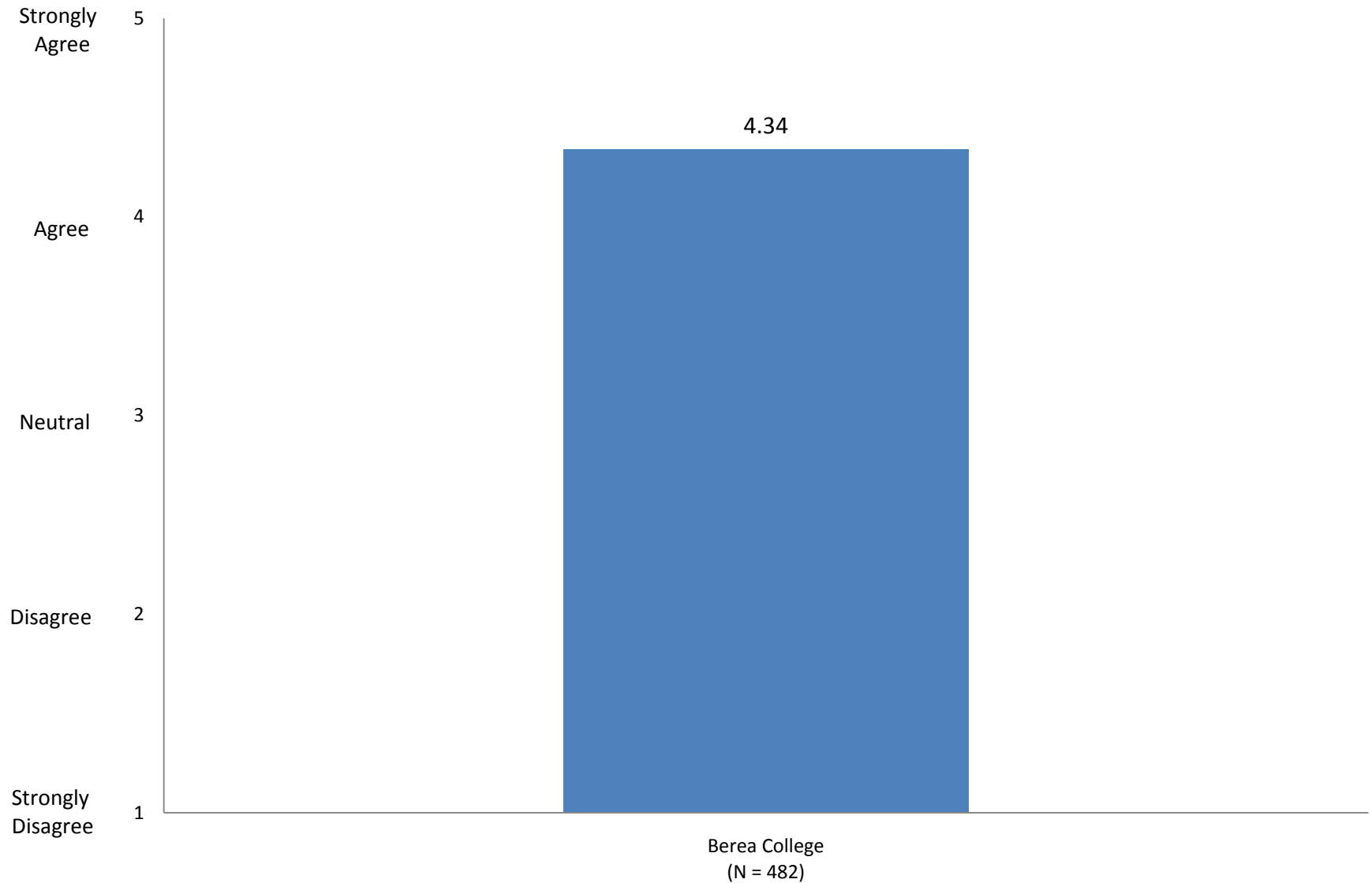
Source: Office of Institutional Research and Assessment, Spring 2011

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 to learn to effectively solve problems.*



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

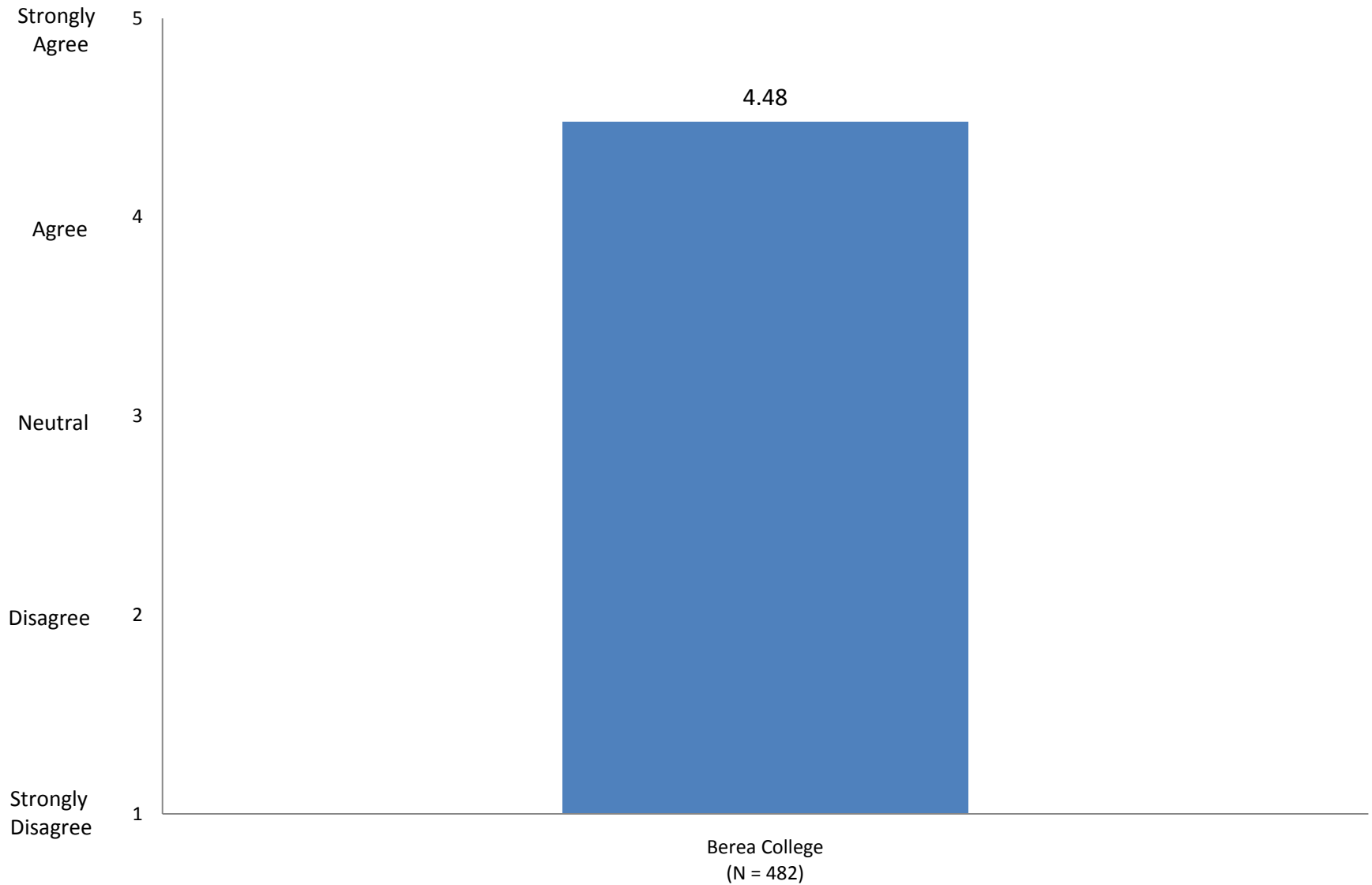
Source: Office of Institutional Research and Assessment, Spring 2011

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%