

# Residential Life

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: [Residential Life](#)

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

#### 2010-2020 Construct Reports

**Construct: Likelihood of College Involvement** *is a unified measure of students' expectations about their involvement in college life generally.*

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

**Theme: Health and Wellness** *these items gauge student behaviors, attitudes, and experiences related to health and wellness issues.*

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

- Consumed beer
- Consumed wine or liquor
- Felt overwhelmed by all I had to do
- Felt depressed
- Felt anxious

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

- Emotional health
- Physical health

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

- Exercising/sports
- Partying

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

- Seek personal counseling

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

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

- Felt overwhelmed by all I had to do
- Felt depressed
- Felt anxious (added in 2016)
- Consumed wine or liquor
- Consumed beer

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

- Socializing with friends in person
- Partying (asked in 2002 through 2018)
- Exercising/sports
- Participating in student clubs/groups
- Watching TV/online video content (e.g., Amazon, Hulu, Netflix, YouTube)
- Playing video games
- Using social media

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

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

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

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

- Participate in student clubs/groups
- Participate in student government
- Join a social fraternity or sorority
- Seek personal counseling

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

- Emotional health
- Physical health

*Rate your agreement with each of the following*

- Marijuana should be legalized (asked in 2002 through 2008 and in 2018)

### Berea-Specific Questions (added to CIRP in 2012 only)

Check all of the following that are significant concerns for you

- Living in a residence hall (if applicable)
- Social life at college

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

#### 2015 Graphical Report

##### Health Related Issues

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

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

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

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

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)
- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- Commuting to campus (driving, walking, etc.)

*How much does your institution emphasize the following?*

- Providing support to help students succeed academically

*Indicate the quality of your interactions with the following people at your institution.*

- Student services staff (career services, student activities, housing, etc.) (new for 2014)

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

Topical Module: Inclusiveness and Engagement with Cultural Diversity (Asked only during 2019 administration)

*How much does your institution emphasize the following?*

- Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)
- Providing information about anti-discrimination and harassment policies.
- Taking allegations of discrimination or harassment seriously.
- Helping students develop the skills to confront discrimination and harassment.

*How much does your institution provide a supportive environment for the following forms of diversity?*

- Racial/ethnic identity
- Gender identity
- Economic background
- Political affiliation
- Religious affiliation
- Sexual orientation
- Disability status

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

- Participated in the activities of centers related to specific groups (racial/ethnic, cultural, religious, gender, LGBT, etc.).
- Participated in a diversity-related club or organization.

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

*FSSE: Indicate your perception of the quality of student interactions with the following people at your institution.*

*NSSE: Indicate the quality of your interactions with the following people at your institution.*

- Student services staff (career services, student activities, housing, etc.)

*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?*

- Providing support to help students succeed academically

*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?*

- Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- Commuting to campus (driving, walking, etc.)



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

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

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

#### *Satisfaction Ratings*

- A variety of intramural activities are offered
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.)
- The intercollegiate athletic programs contribute to a strong sense of school spirit
- Residence hall staff are concerned about me as an individual
- Males and females have equal opportunities to participate in intercollegiate athletics
- There is an adequate selection of good available in the cafeteria
- Residence hall regulations are reasonable
- There are a sufficient number of weekend activities for students
- I can easily get involved in campus organizations
- The student center is a comfortable place for students to spend their leisure time
- The student handbook provides helpful information about campus life
- Student disciplinary procedures are fair
- New student orientation services help students adjust to college
- Freedom of expression is protected on campus
- Student activities fees are put to good use

### Berea-Specific Items (added in 2013)

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

#### *Importance/Satisfaction Ratings*

- There is sufficient study space on campus
- I have made friends at Berea College
- My personal relationships with others at the College contribute to my overall education
- There is a feeling of community in my residence hall
- There is a feeling of community in the Ecovillage
- There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.)
- I feel safe on campus

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

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

- Residence hall services and programs
- Rules governing student conduct
- College social activities
- Opportunities for involvement in campus activities

## Historical Survey Data (Prior to 2012)

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

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

- Developing friendships

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

- Social atmosphere

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

Where did you primarily live while attending college this past year?

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

- Faculty during office hours
- Faculty outside of class or office hours
- Academic advisors/counselors
- Other college personnel
- Close friend at this institution
- Close friends not at this institution
- Your family
- Graduate student/teaching assistants

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

- Student housing facilities/services

*How would you describe the racial/ethnic composition of the following groups:*

- Friends you socialize with in college
- Your informal study groups
- Clubs/organizations to which you belong

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

- Developing close friendships with other students
- Utilizing campus services available to students

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

- Lonely or homesick
- Worried about meeting new people
- Isolated from campus life
- Unsafe on this campus

*Percentage of students reporting “frequently” or “occasionally” feeling, continued:*

- Worried about your health
- Intimidated by your professors
- That your courses inspired you to think in new ways
- That your job responsibilities interfered with your schoolwork
- That your social life interfered with your schoolwork
- Concerned about life after college
- Family support to succeed

## Your First College Year (YFCY), continued:

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

- I see myself as part of the campus community
- I feel I am a member of this college
- Most students here are treated like “numbers in a book”
- I feel I have a sense of belonging to this college

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

- Dined or shared a meal
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Had guarded, cautious interactions
- Shared personal feelings and problems
- Had tense, somewhat hostile interactions
- Had intellectual discussions outside of class
- Felt insulted or threatened because of race/ethnicity
- Studied or prepared for class
- Socialized or partied
- Attended events sponsored by other racial/ethnic groups

*Percent of students who indicated “yes” to: Since entering this college,*

- Joined a pre-professional or departmental club

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

- Had difficulty getting along with your roommate(s)/housemate(s)
- Sought personal counseling
- Went on a date
- Went home for the weekend

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

- Studying/homework
- Socializing with friends
- Exercising or sports
- Partying
- Student clubs and groups
- Watching TV
- Household/childcare duties
- Reading for pleasure
- Playing video/computer games
- Prayer/meditation
- Attending classes/labs
- Working (for pay) on campus
- Working (for pay) off campus
- Commuting
- Surfing the Internet
- Communicating via e-mail, IM, etc.

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

- Campus social activities
- Overall sense of community among students
- Overall college experience

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

*Have you ever done the following?*

- Attended international or global events on campus
- Participated in international clubs or activities

*Which most accurately reflects your feelings, beliefs, or behaviors related to each item..*

- I do not have/have skills to facilitate change on my campus or in the local community
- I not skillful/skillful resolving conflict with people
- By working together, people cannot/can influence decisions that affect their community.

## Student Satisfaction Inventory (SSI), All Students

### Berea-Specific Items

Breakdowns by: All, African-American, International, Male, and Female Students  
1998 and 2003 Administrations

*Satisfaction Ratings*

- I have time to get involved with extracurricular activities
- The residence halls provide a good place to study
- Residential life on campus helps me succeed academically

Breakdowns by: All Students

1998 Administration Only

*Importance/Satisfaction Ratings*

- A variety of social events and activities are offered on campus
- I have found an adequate number of places to socialize
- There are adequate opportunities for socializing on campus

## African-American Student Survey, Spring 2003

*How important are each of the following to you?*

- Living arrangements in the residence halls
- Collegium support
- Residence hall staff (RAs, monitors, etc.)
- Social clubs
- Entertainment events at the College

## Berea-Specific Exit Survey, Graduating Seniors

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

- Developing friendships

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

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

- Reading student publications (Pinnacle, Zephyr, Chimes, etc.)
- Recreational spaces (such as those in the residence halls, Crossroad complex, and Seabury Center)
- Residential life (general experiences in the residence halls)
- Living in a diverse residential community (international, multi-ethnic, etc.)
- Student government
- Student organizations and clubs
- Student activities

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

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

- Sense of individual belonging on this campus
- Opportunities for student involvement in campus activities

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

- Campus response to needs of physically challenged individuals
- College support of nontraditional students (24 or older and/or married and/or a parent) (formerly "College response to older/nontraditional students")
- Campus acceptance of individuals regardless of their sexual orientation
- General condition of building and grounds

# Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



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

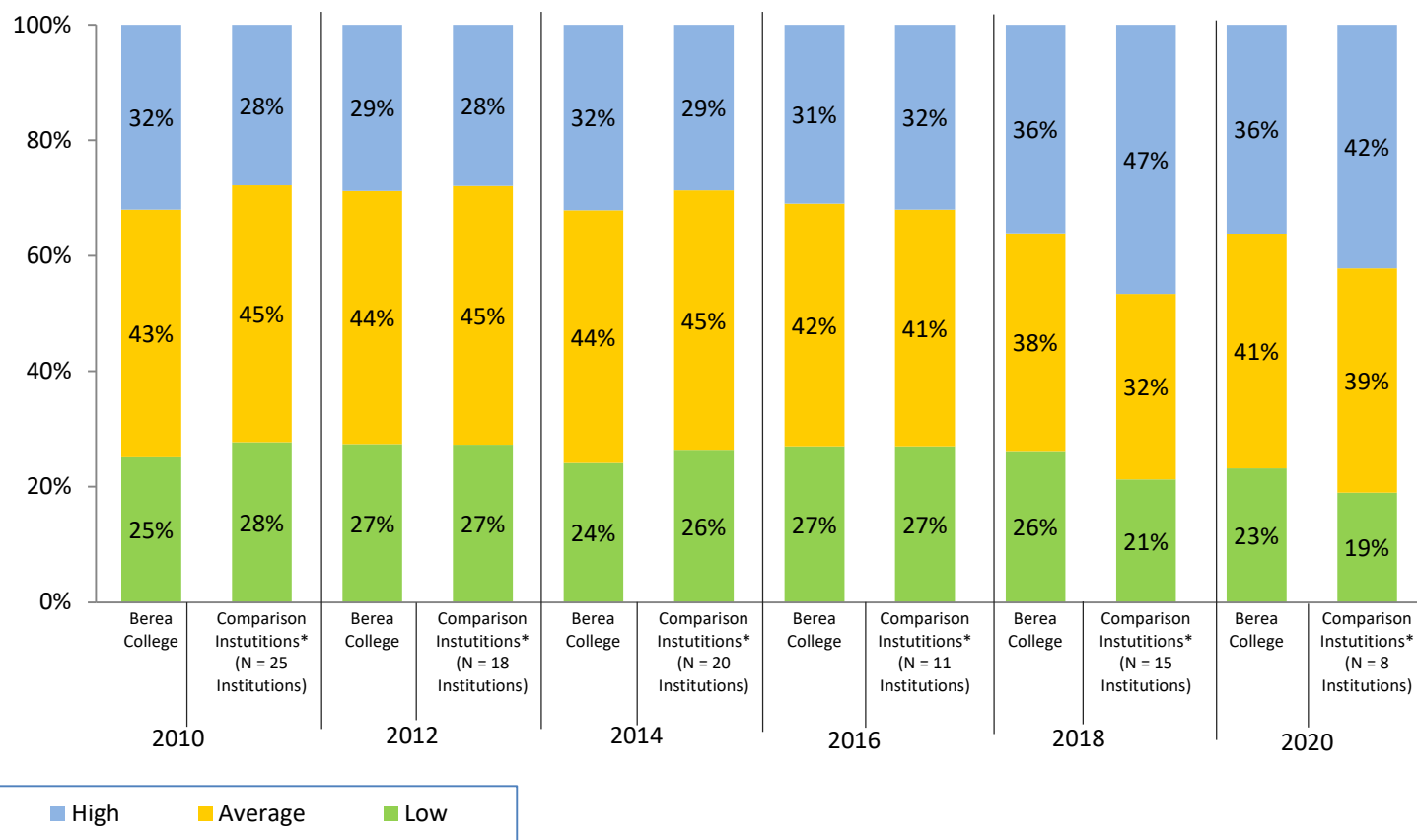
[Select to see survey instruments](#)

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: Likelihood of College Involvement** - *A unified measure of the students' expectations about their involvement in college life generally.*



Survey items included in the construct, **Likelihood of College Involvement**:

*What is your best guess as to the chances that you will: (Very Good Chance, Some Chance, Very Little Chance, No Chance)*

- Participate in student clubs/groups
- Participate in volunteer or community service work
- Participate in a study abroad program
- Participate in student government

\*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, Likelihood of College Involvement, 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: Health and Wellness** -- *These items gauge student behaviors, attitudes, and experiences related to health and wellness issues.*

- In the past year, how often have you:  
(*Frequently = 3, Occasionally = 2, Not at all = 1*)
  1. Consumed beer
  2. Consumed wine or liquor
  3. Felt overwhelmed by all I had to do
  4. Felt depressed
  5. Felt anxious
  
- 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. Emotional Health
  2. Physical Health

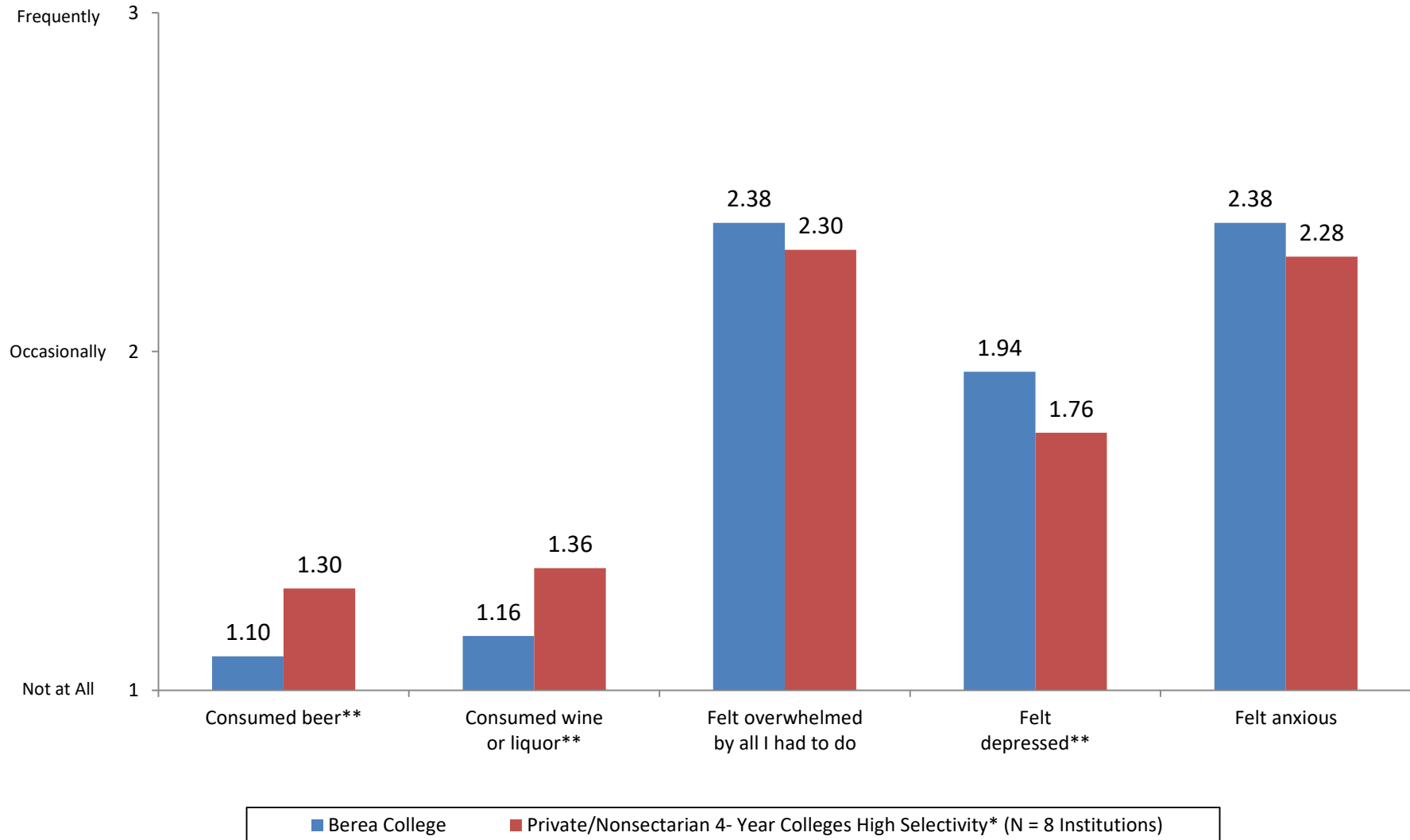
During your last year in high school, how much time did you spend during a typical week doing the

- following activities?  
(*None = 0, Less than 1 hour = 1, 1-2 = 2, 3-5 = 3, 6-10 = 4, 11-15 = 5, 16-20 = 6, Over 20 = 7*)
  1. Exercising/sports
  
- 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. Seek personal counseling

**THEME: Health and Wellness**

(Based on First-Year Students Only)

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



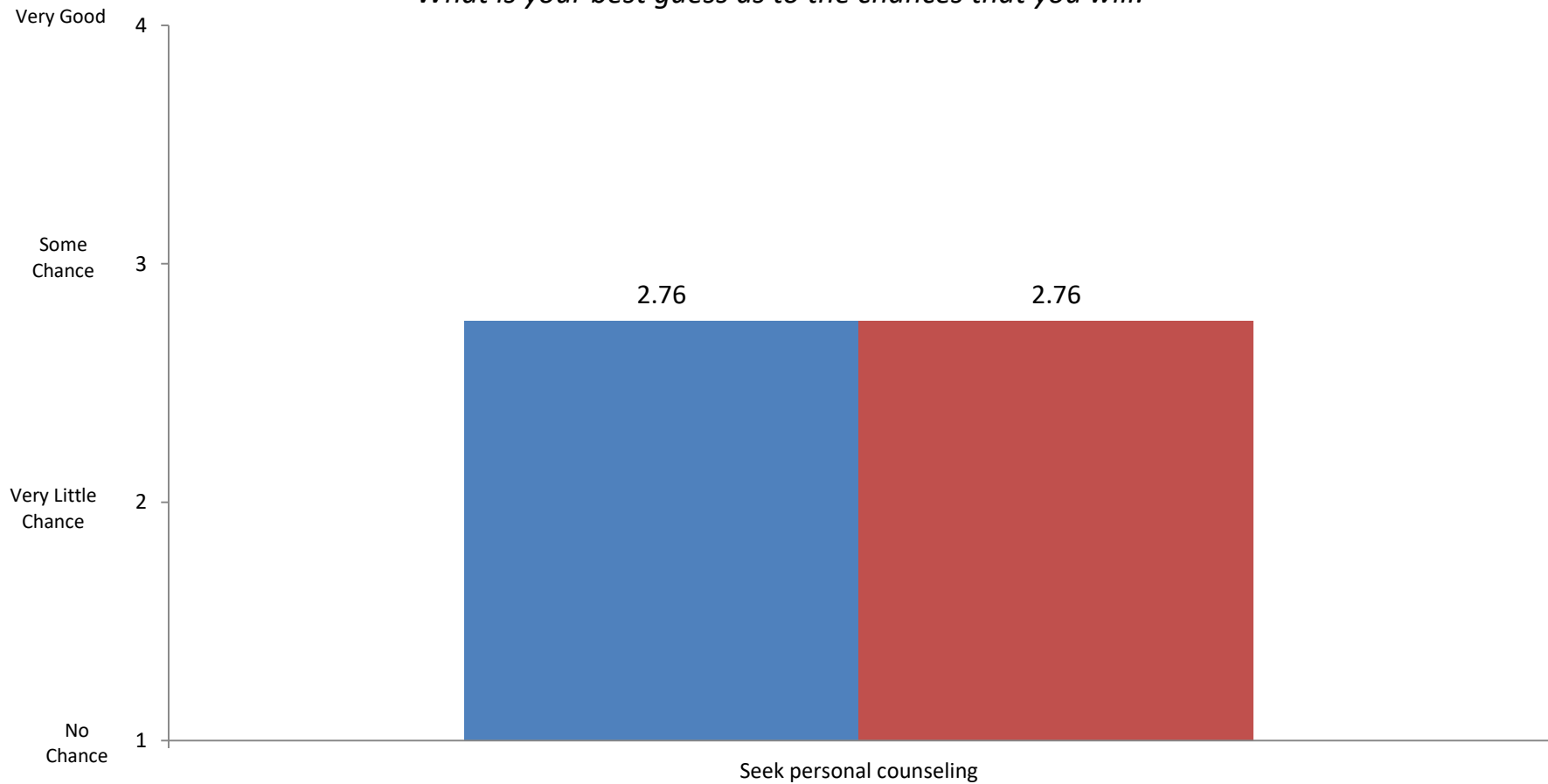
\*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

\*\*Difference is statistically significant.

**THEME: Health and Wellness**

(Based on First-Year Students Only)

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



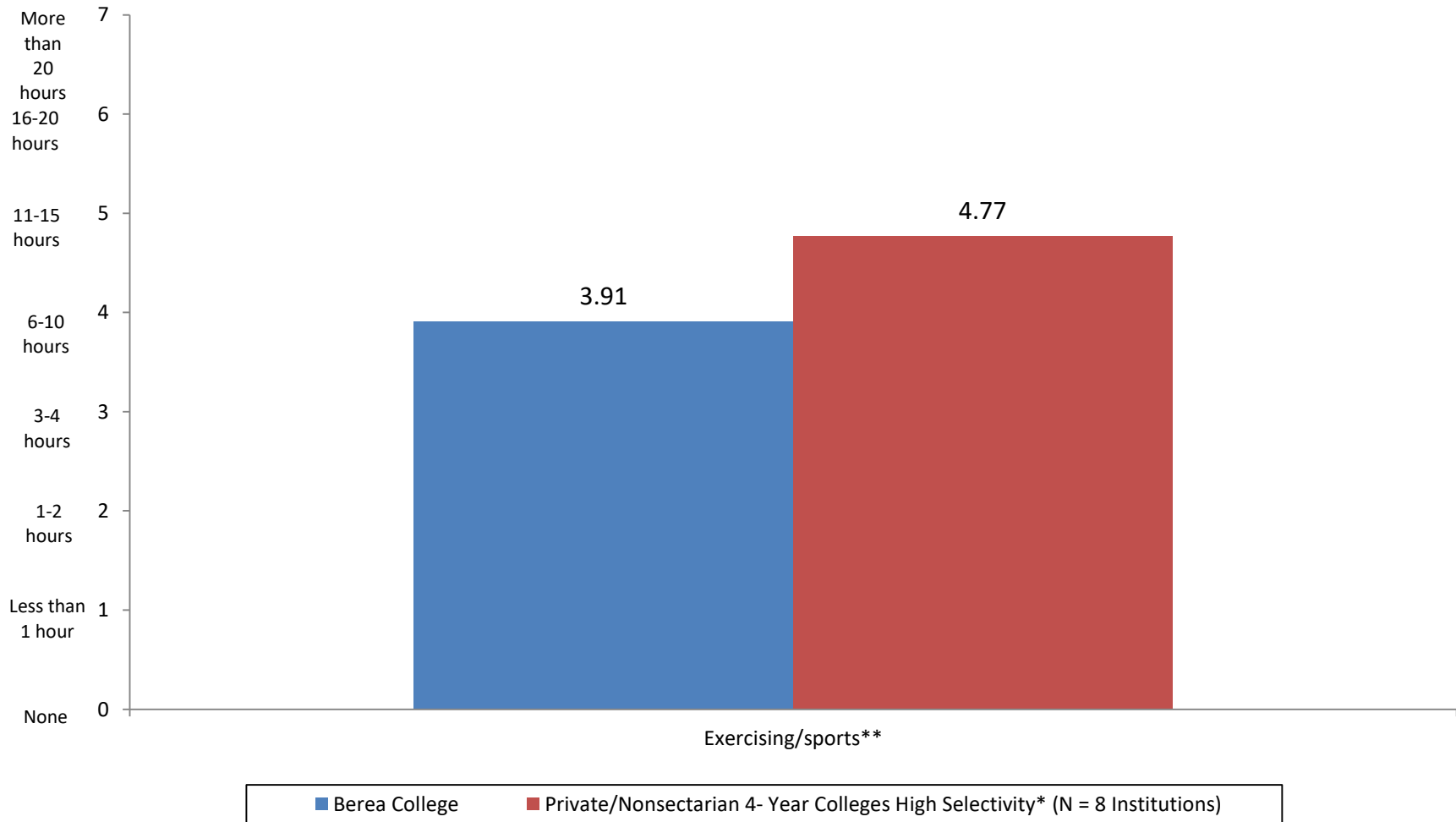
■ Berea College    ■ Private/Nonsectarian 4- Year Colleges High Selectivity\* (N = 8 Institutions)

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

**THEME: Health and Wellness**

(Based on First-Year Students Only)

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



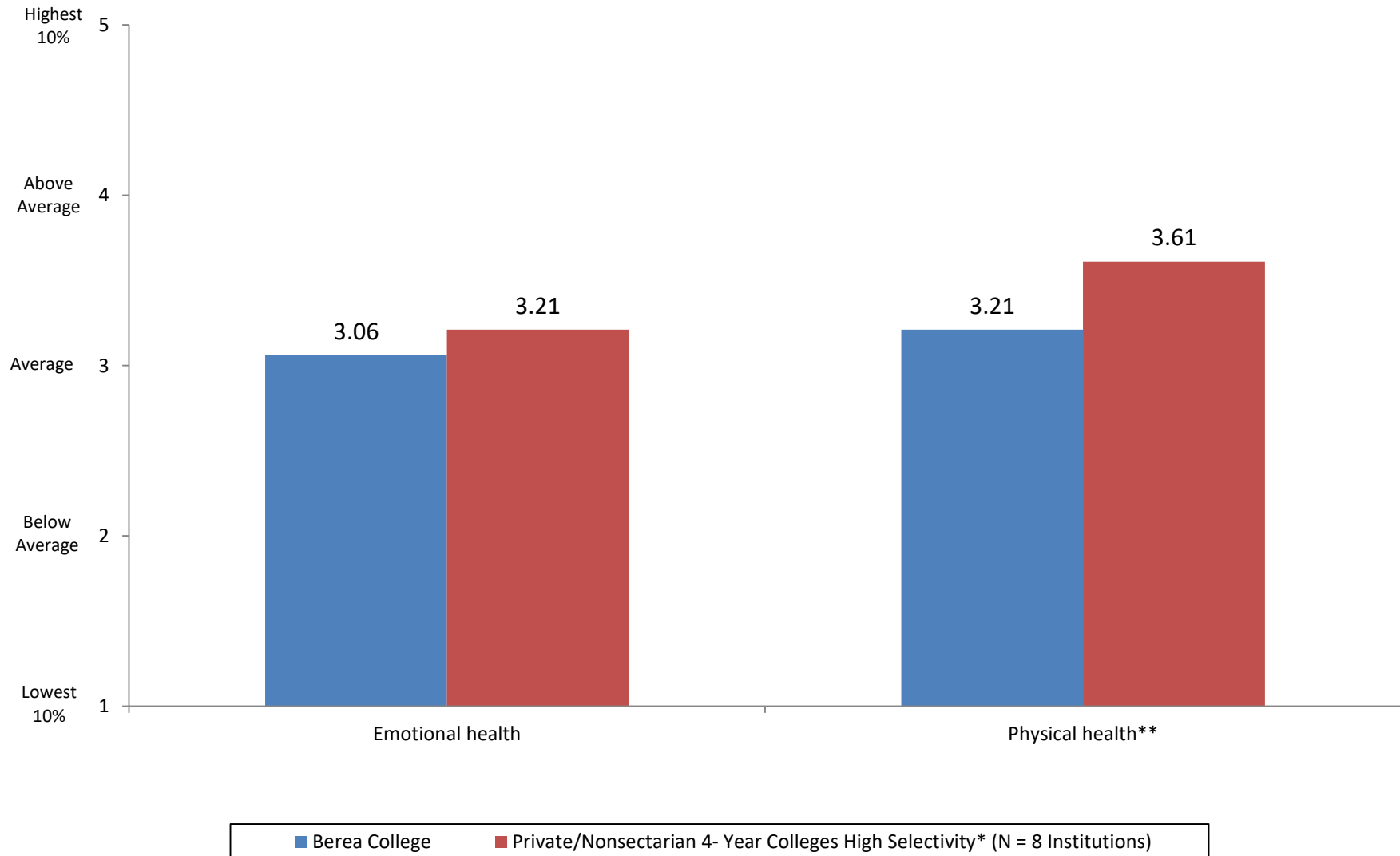
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\*\*Difference is statistically significant.

**THEME: Health and Wellness**

(Based on First-Year Students Only)

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

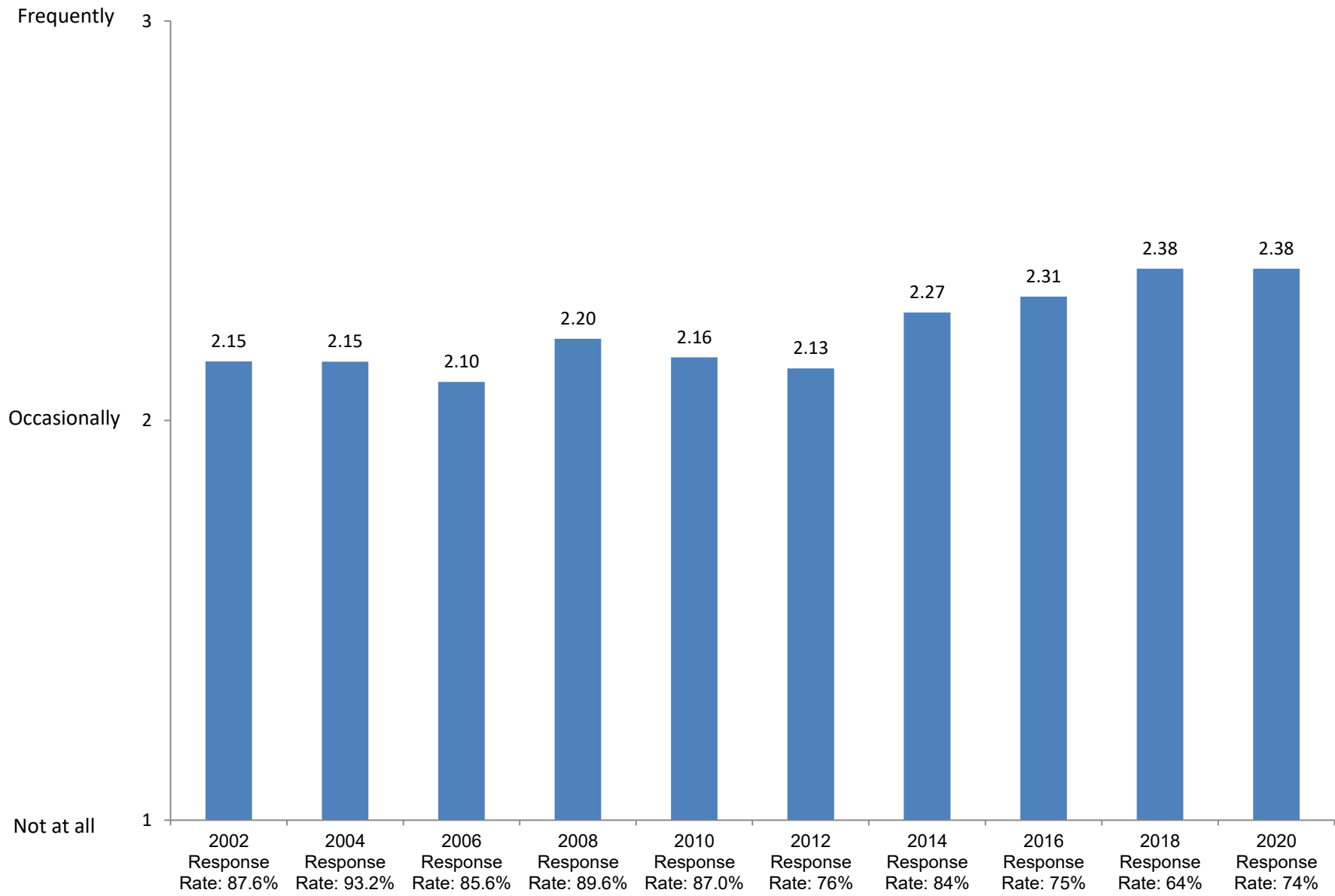


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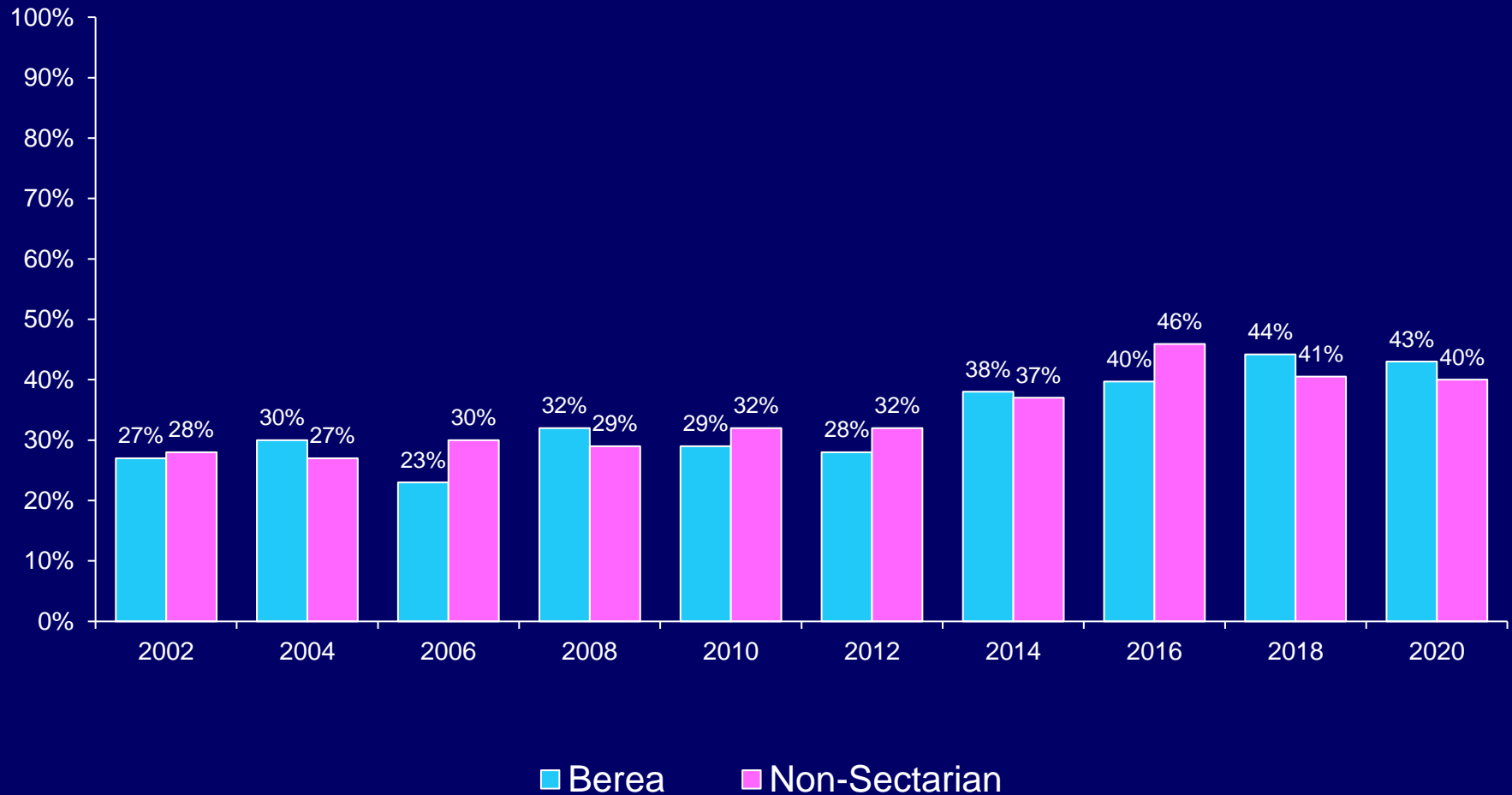
In the past year, how often have you:

## Felt overwhelmed by all I had to do



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

*Percent of students who indicated “frequently”*  
**Felt overwhelmed by all I had to do**  
(during the past year)

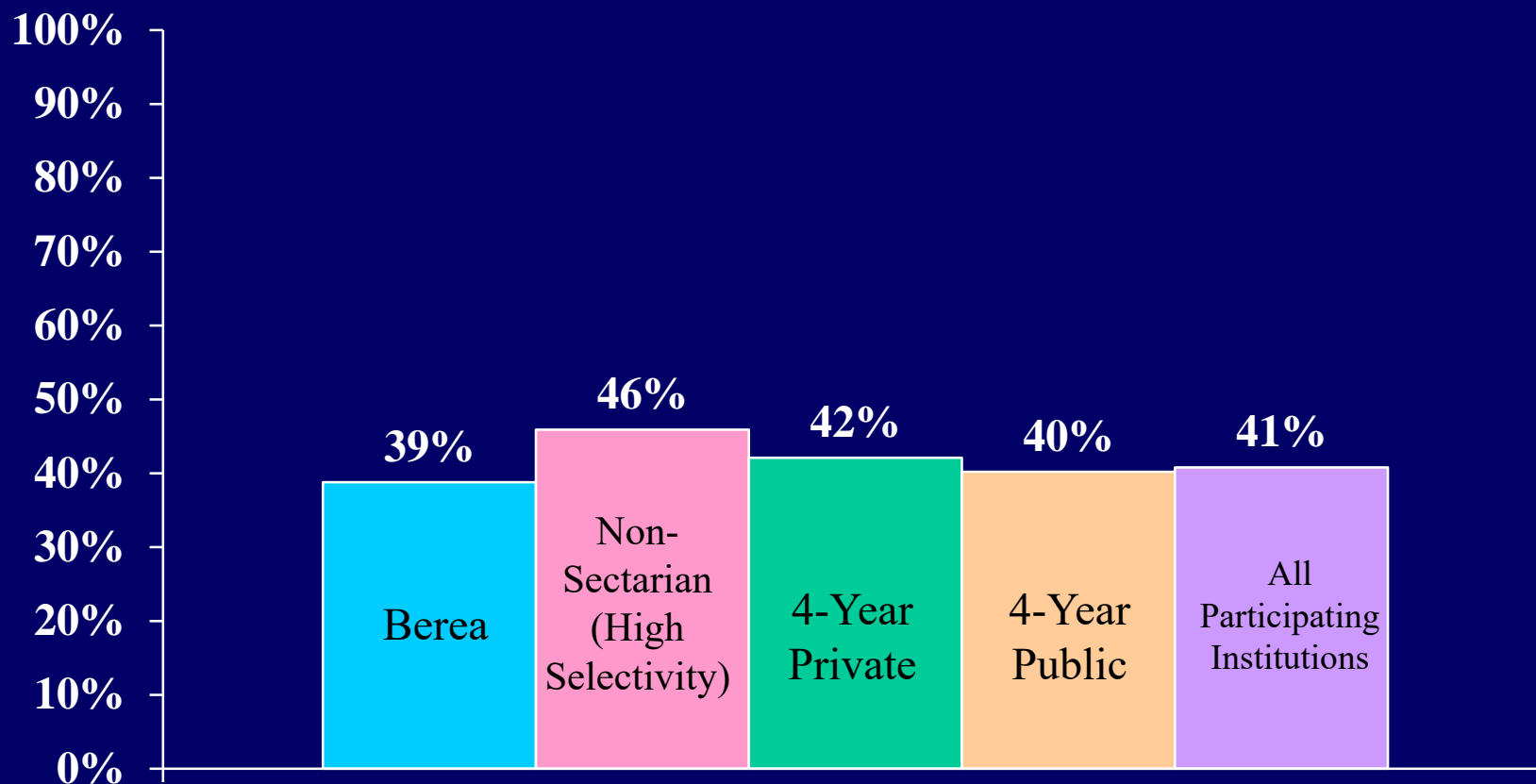




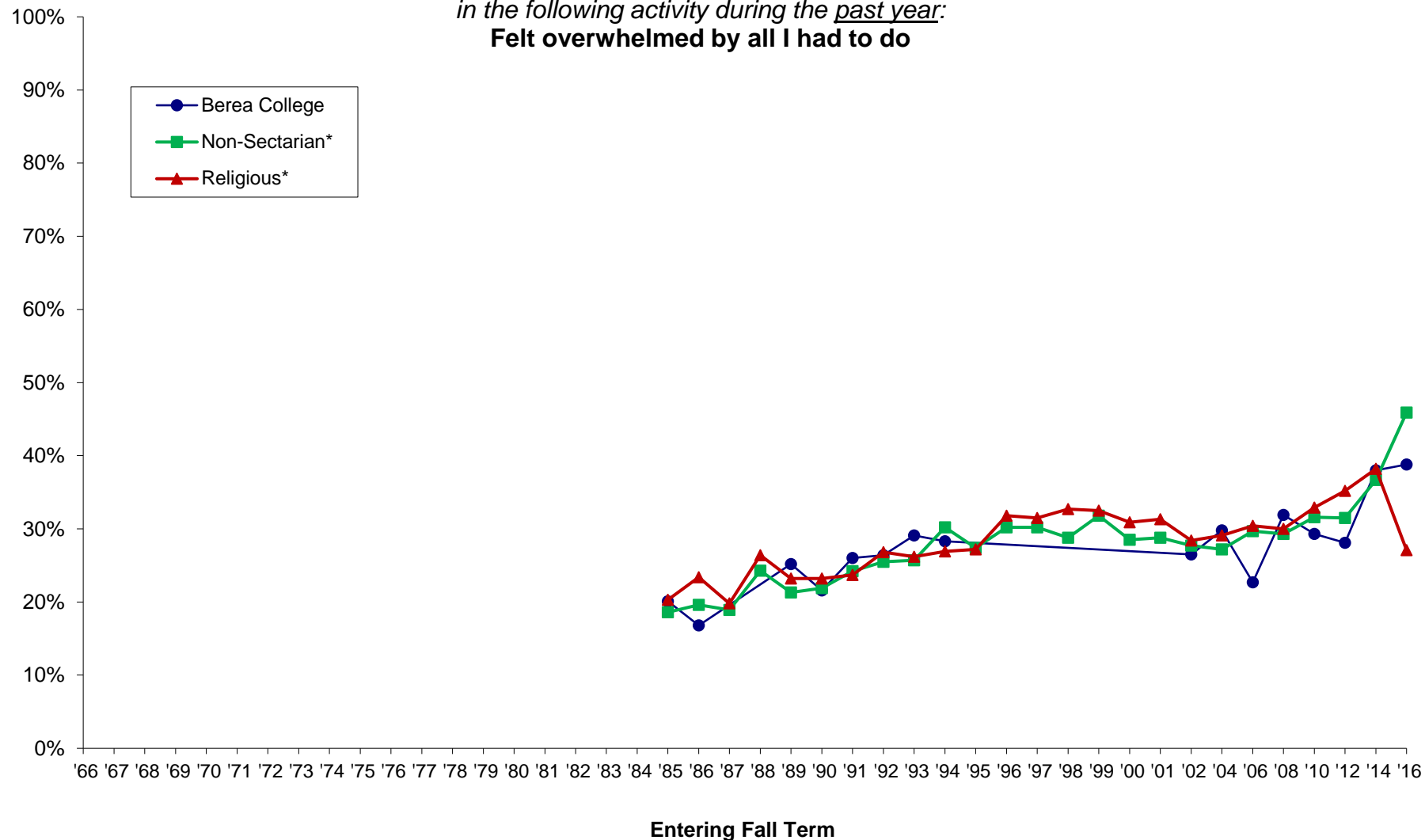
Percent of students who indicated “frequently”

# *Felt overwhelmed by all I had to do*

(during the past year)



*Percent of students who indicated that they "frequently" engaged  
in the following activity during the past year:*  
**Felt overwhelmed by all I had to do**

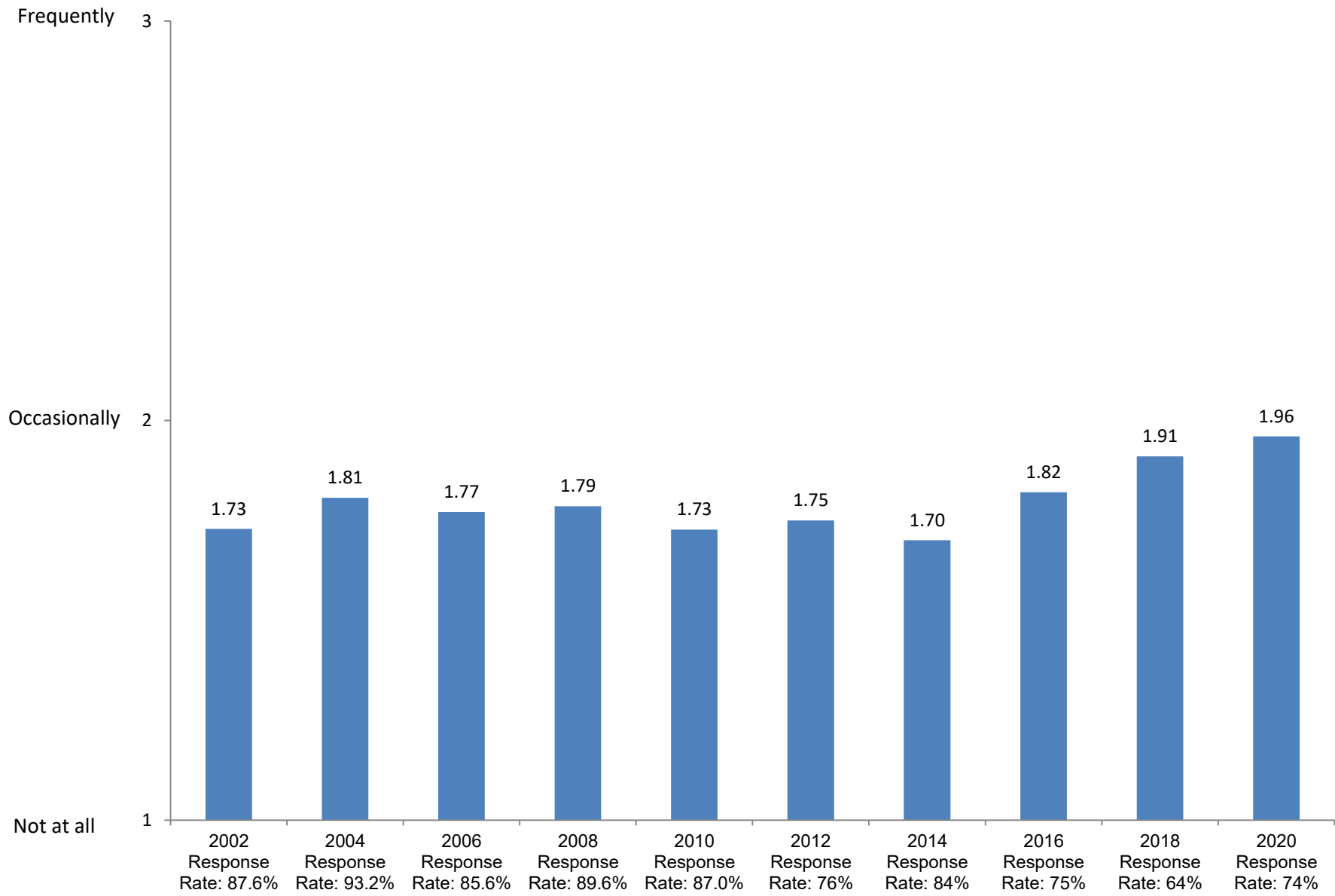


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

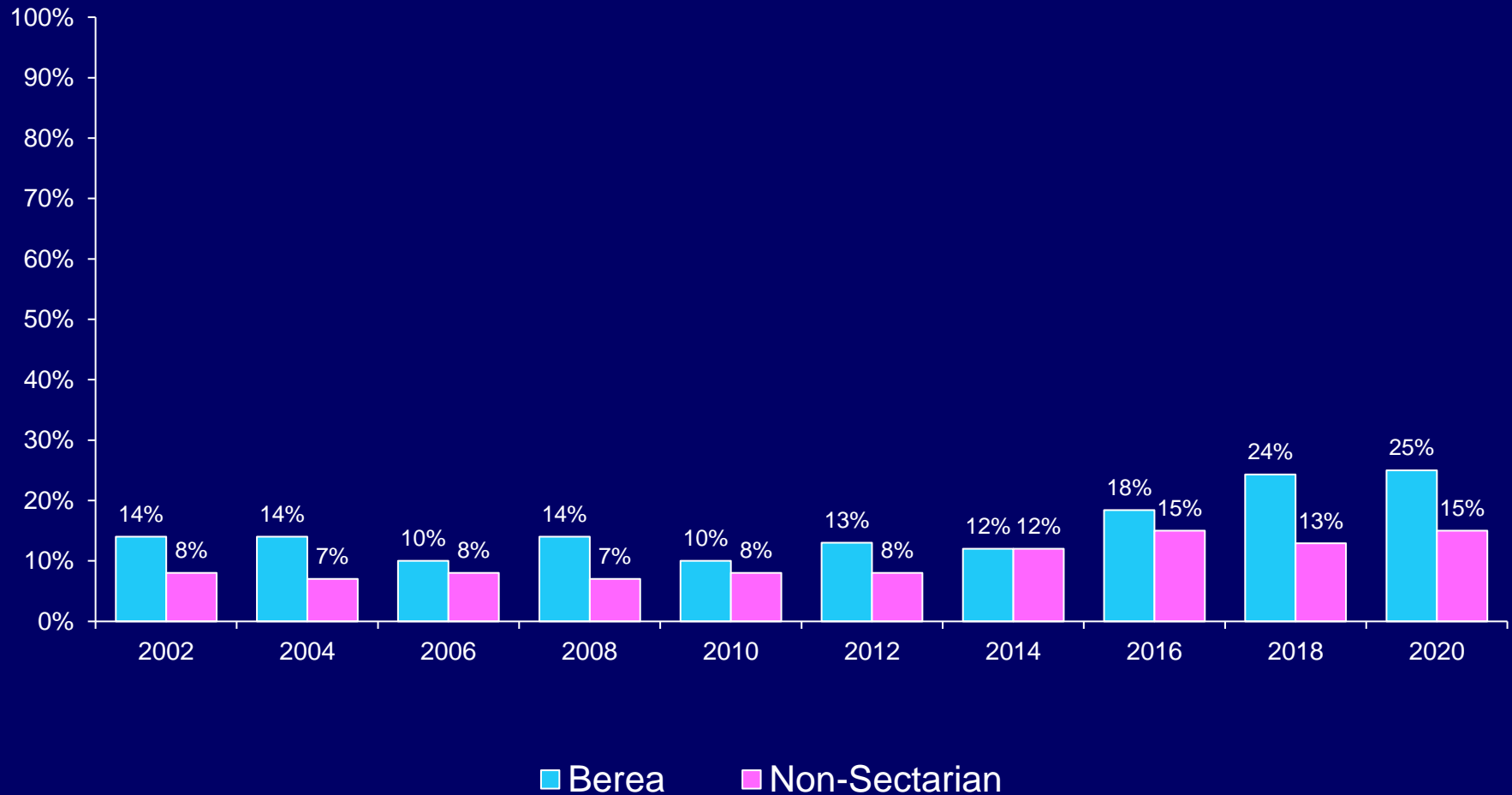
In the past year, how often have you:

## Felt depressed



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

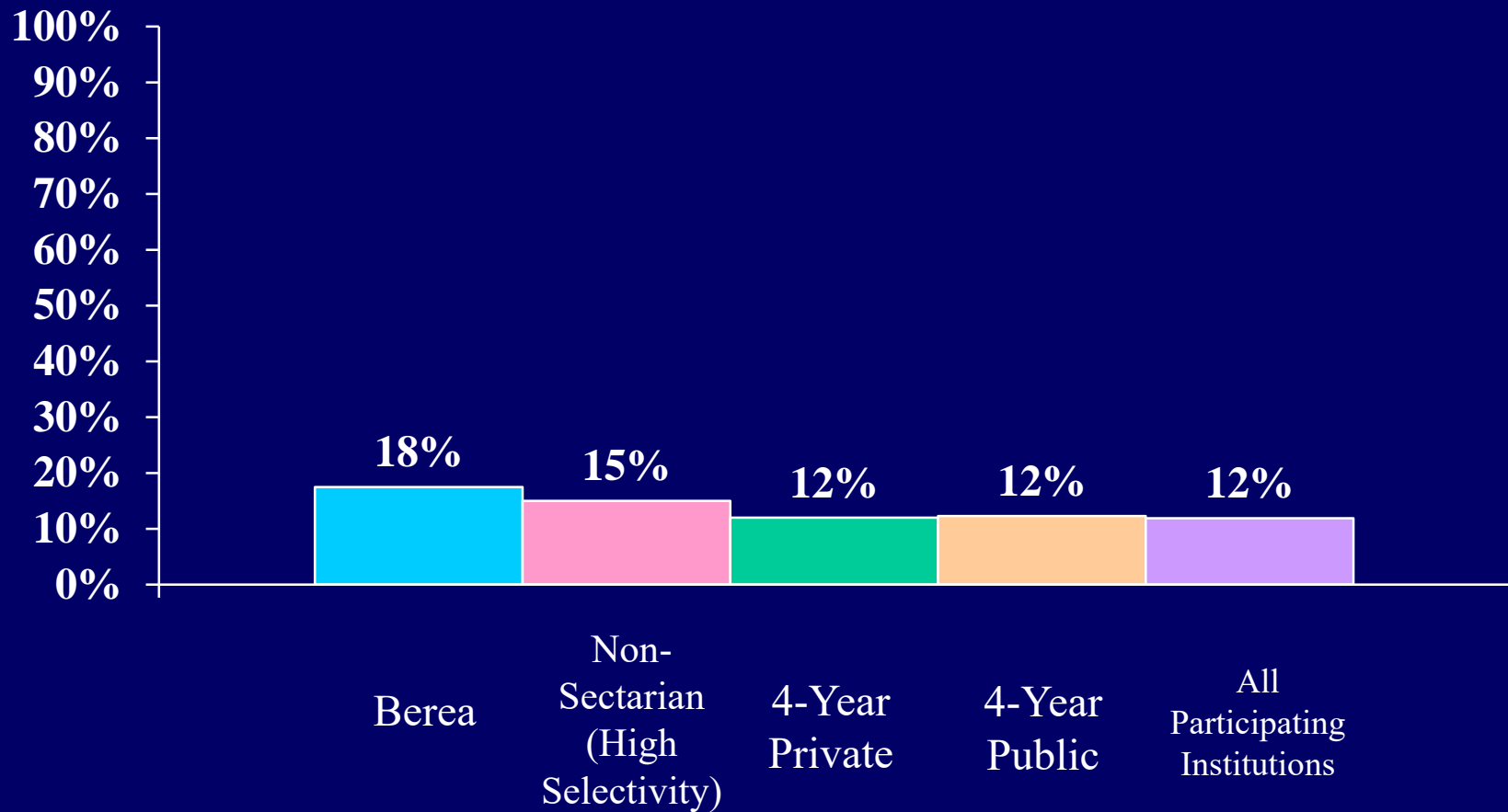
*Percent of students who indicated “frequently”*  
**Felt depressed**  
(during the past year)



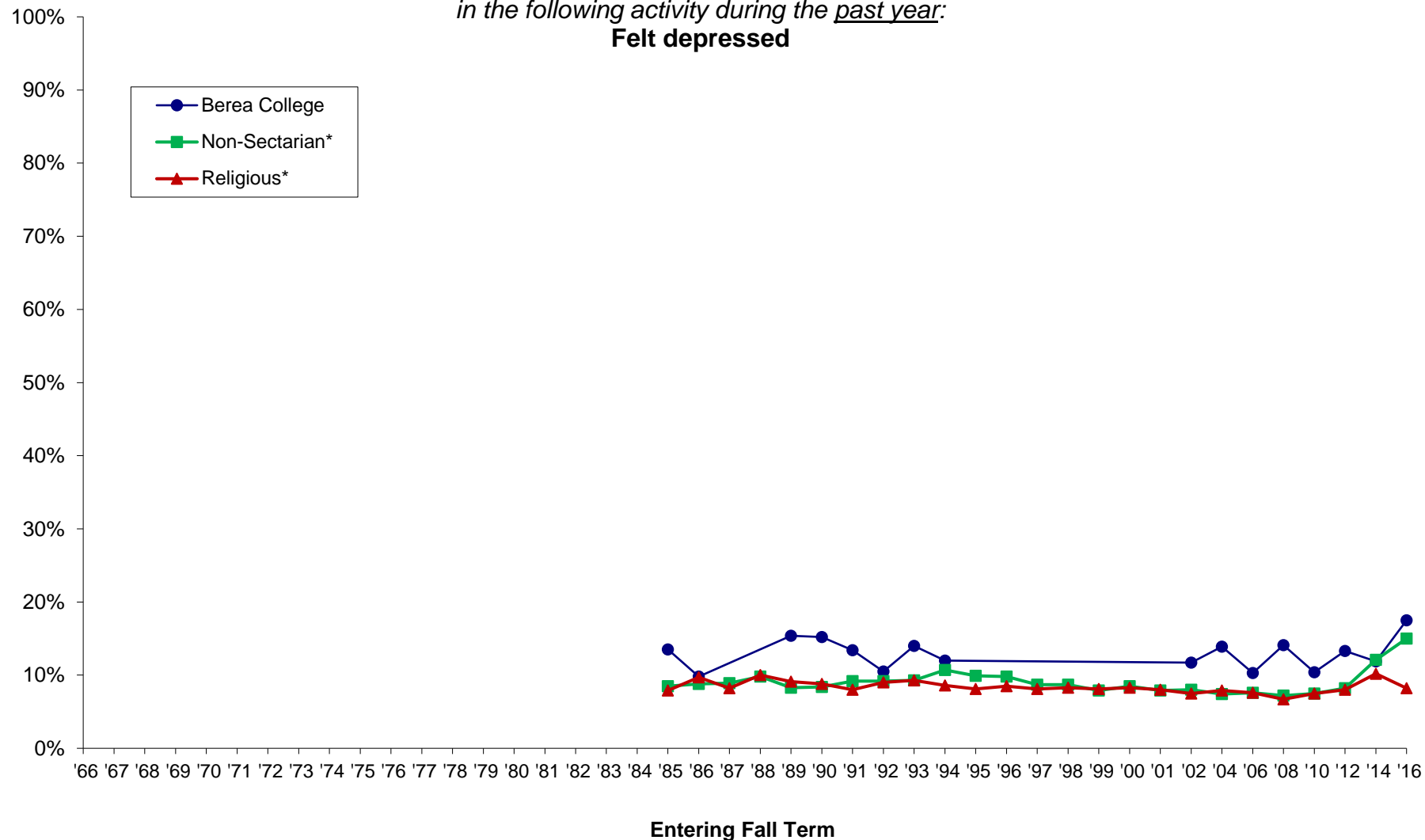
Percent of students who indicated “frequently”

# *Felt depressed*

(during the past year)



*Percent of students who indicated that they "frequently" engaged  
in the following activity during the past year:*  
**Felt depressed**

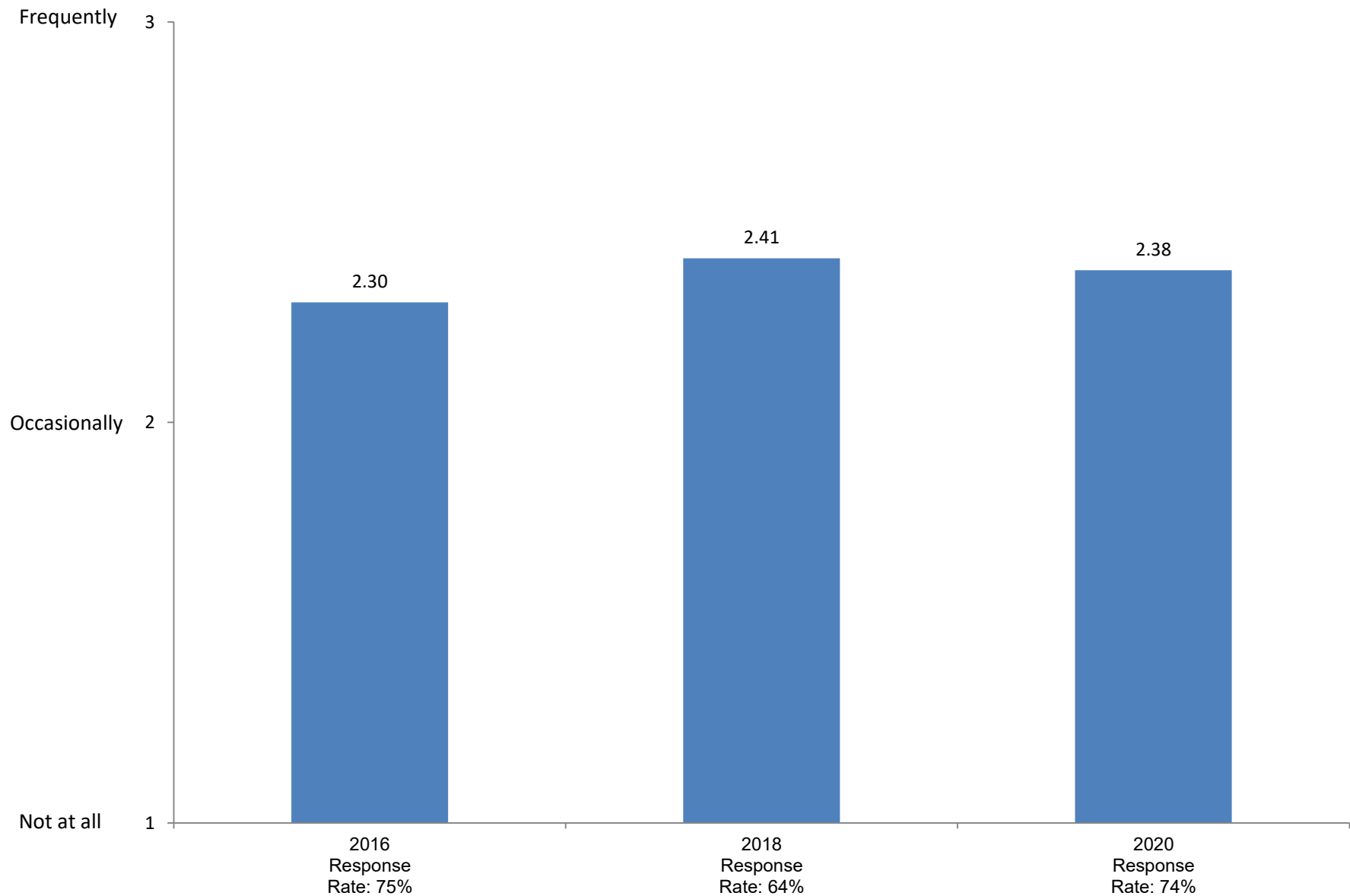


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In the past year, how often have you:

## Felt anxious



Item added in 2016.

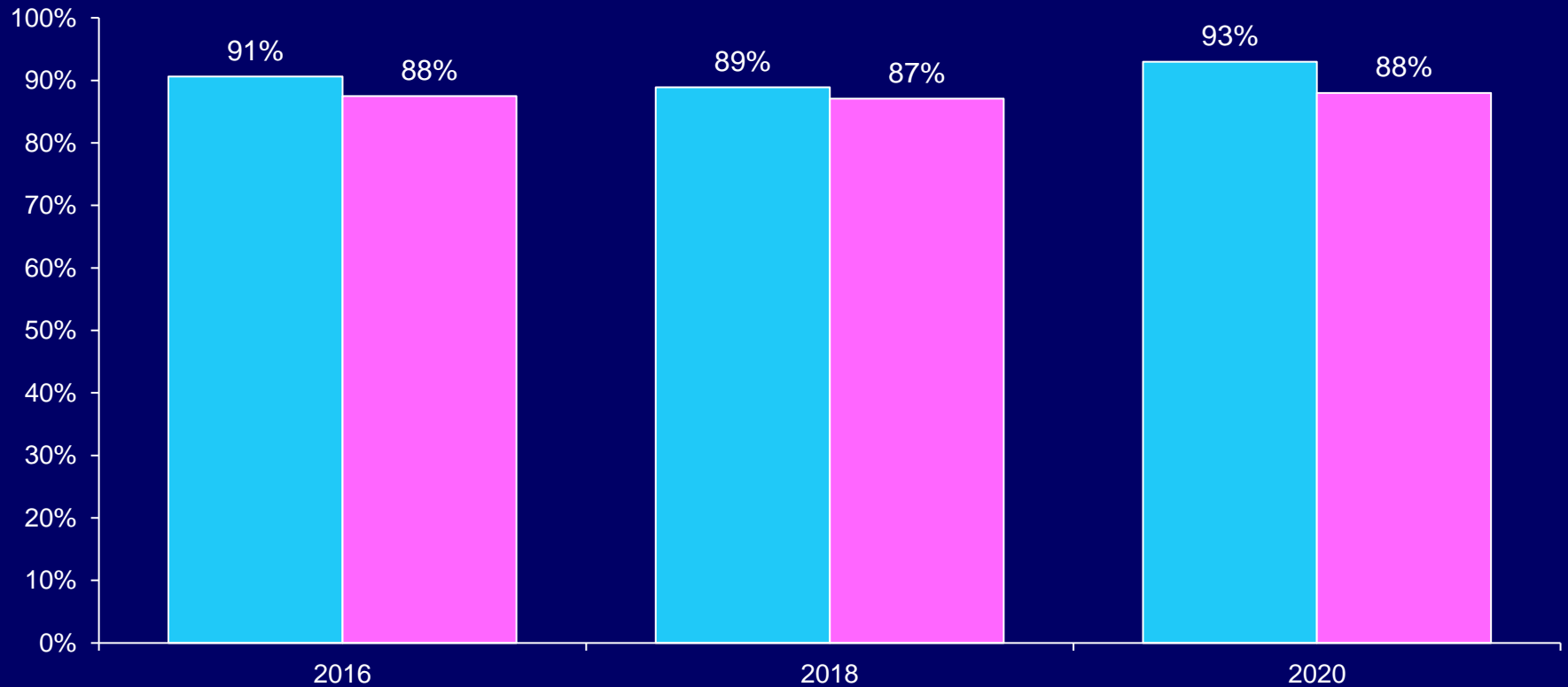
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



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

## Felt Anxious

(during the past year)



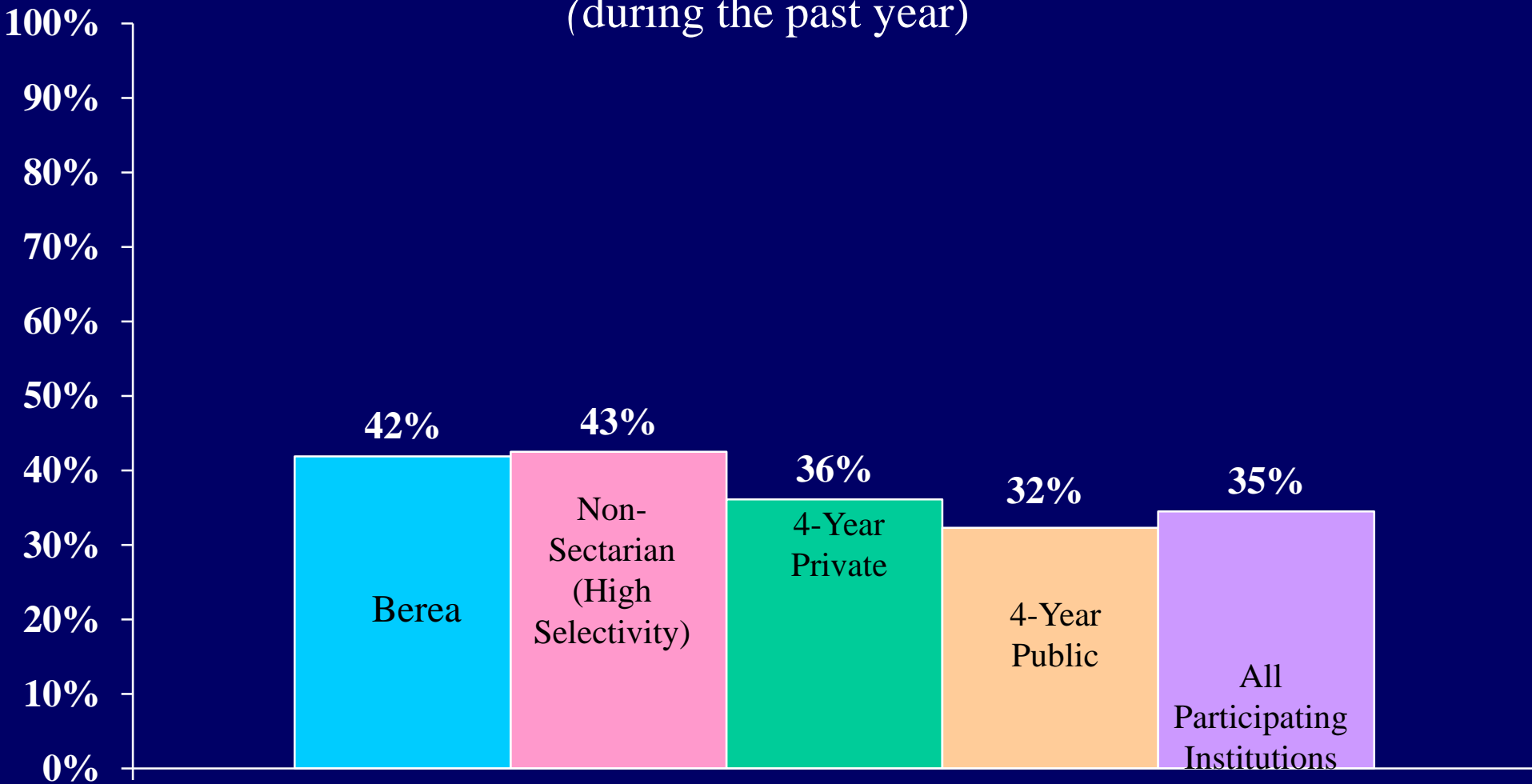
■ Berea    ■ Non-Sectarian

Item added in 2016

Percent of students who indicated “frequently”

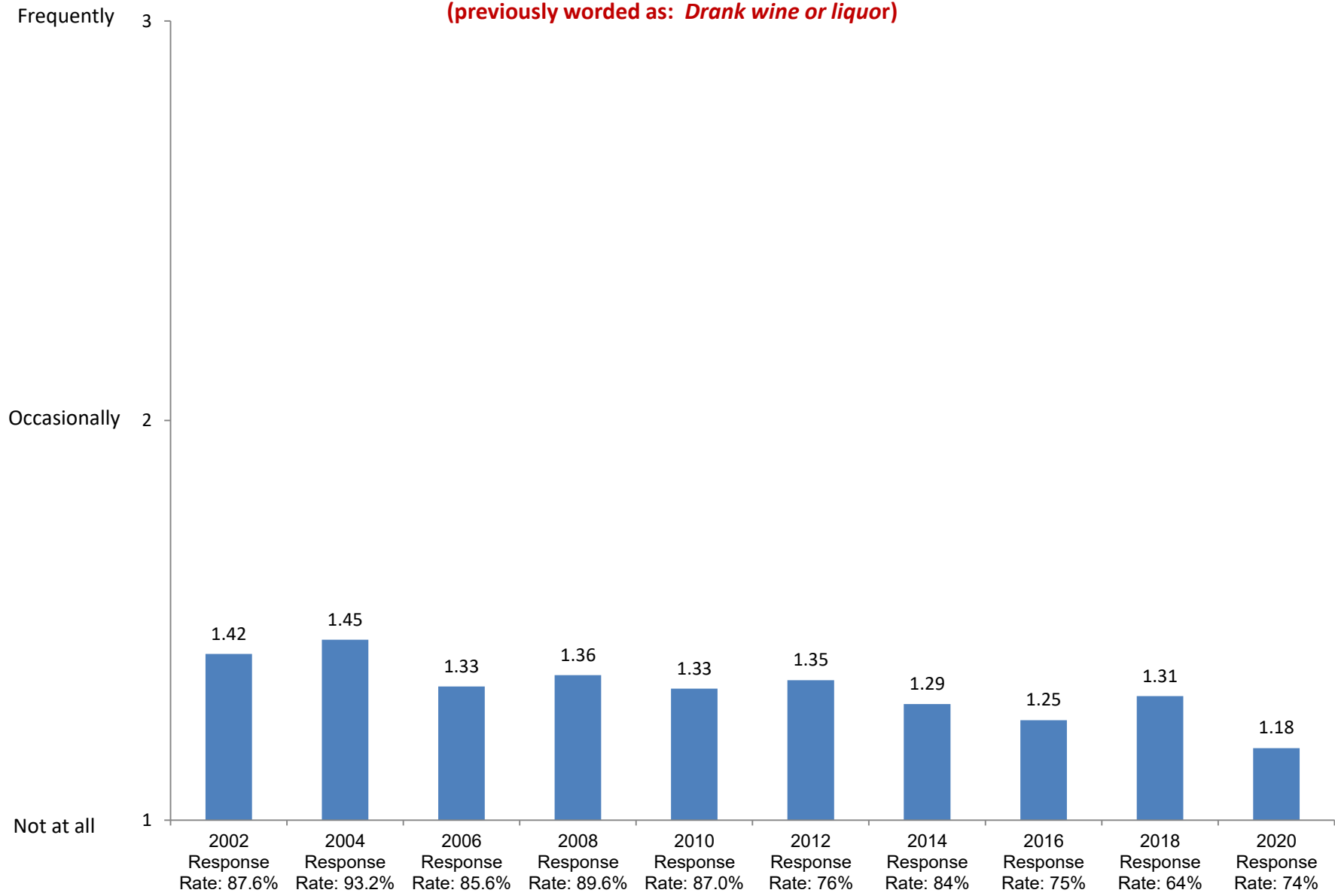
*Felt anxious*

(during the past year)



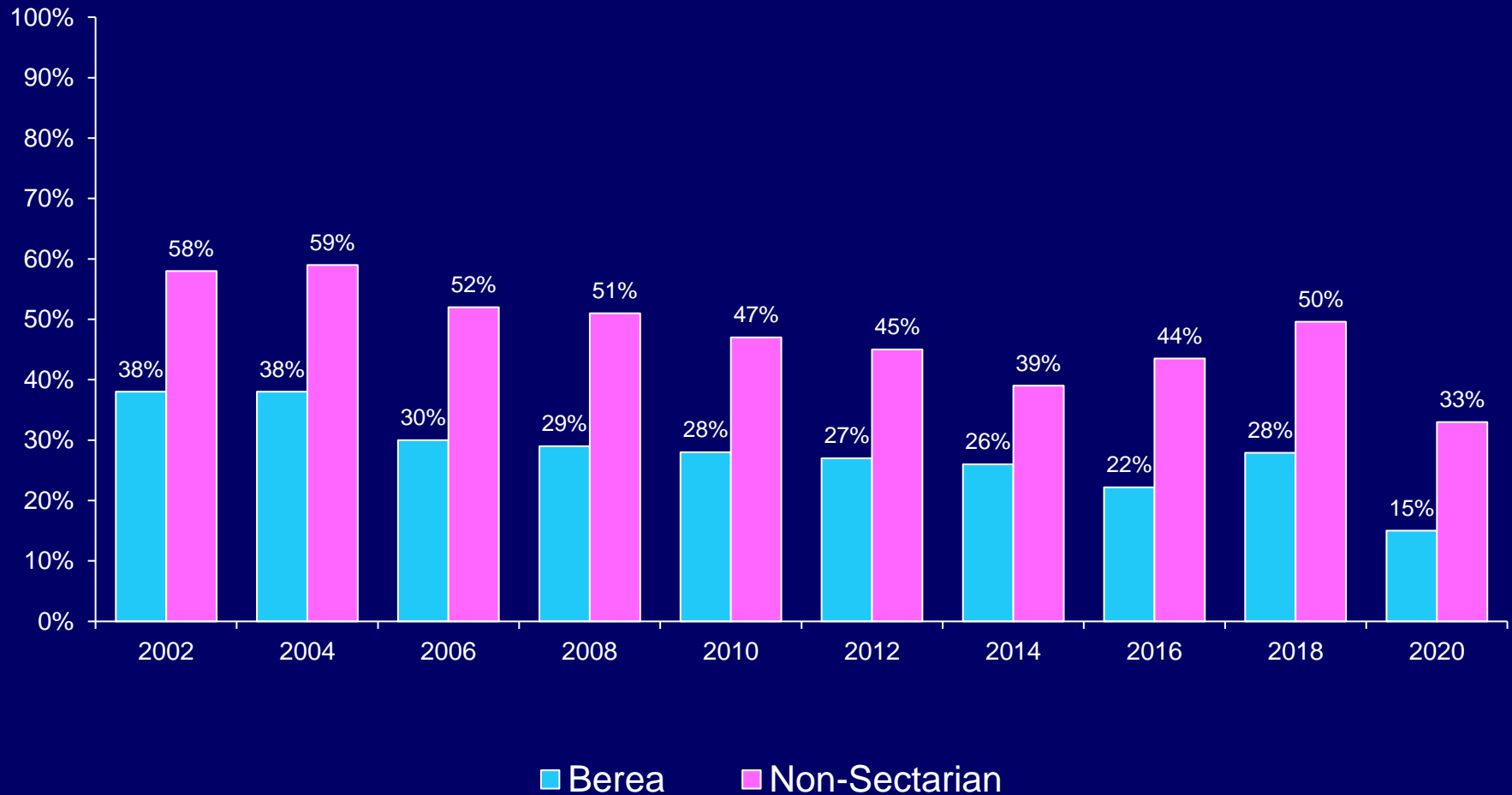
In the past year, how often have you:

## Consumed wine or liquor (previously worded as: *Drank wine or liquor*)



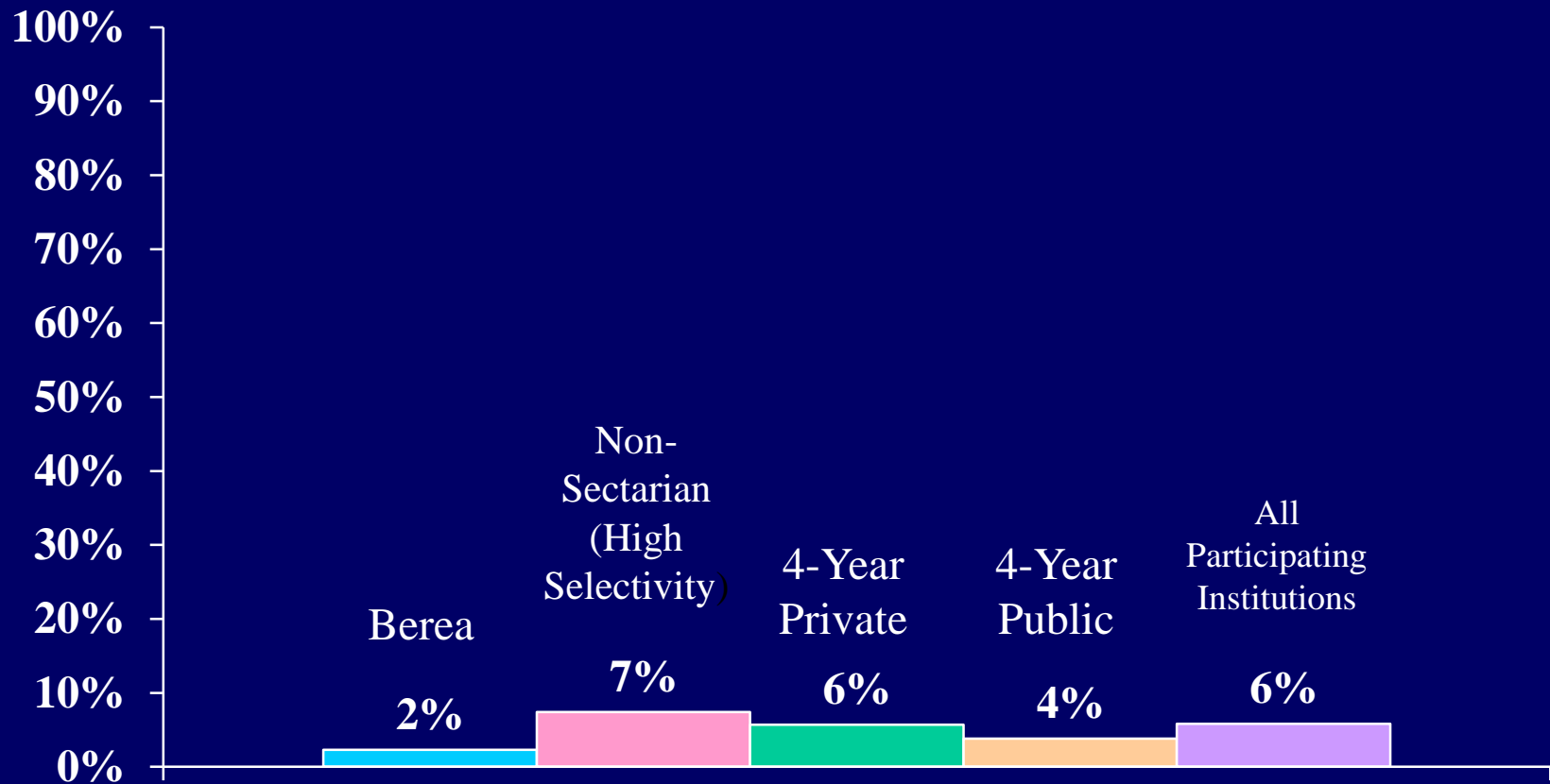
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who indicated “frequently” or “occasionally”*  
**Consumed wine or liquor**  
(during the past year)

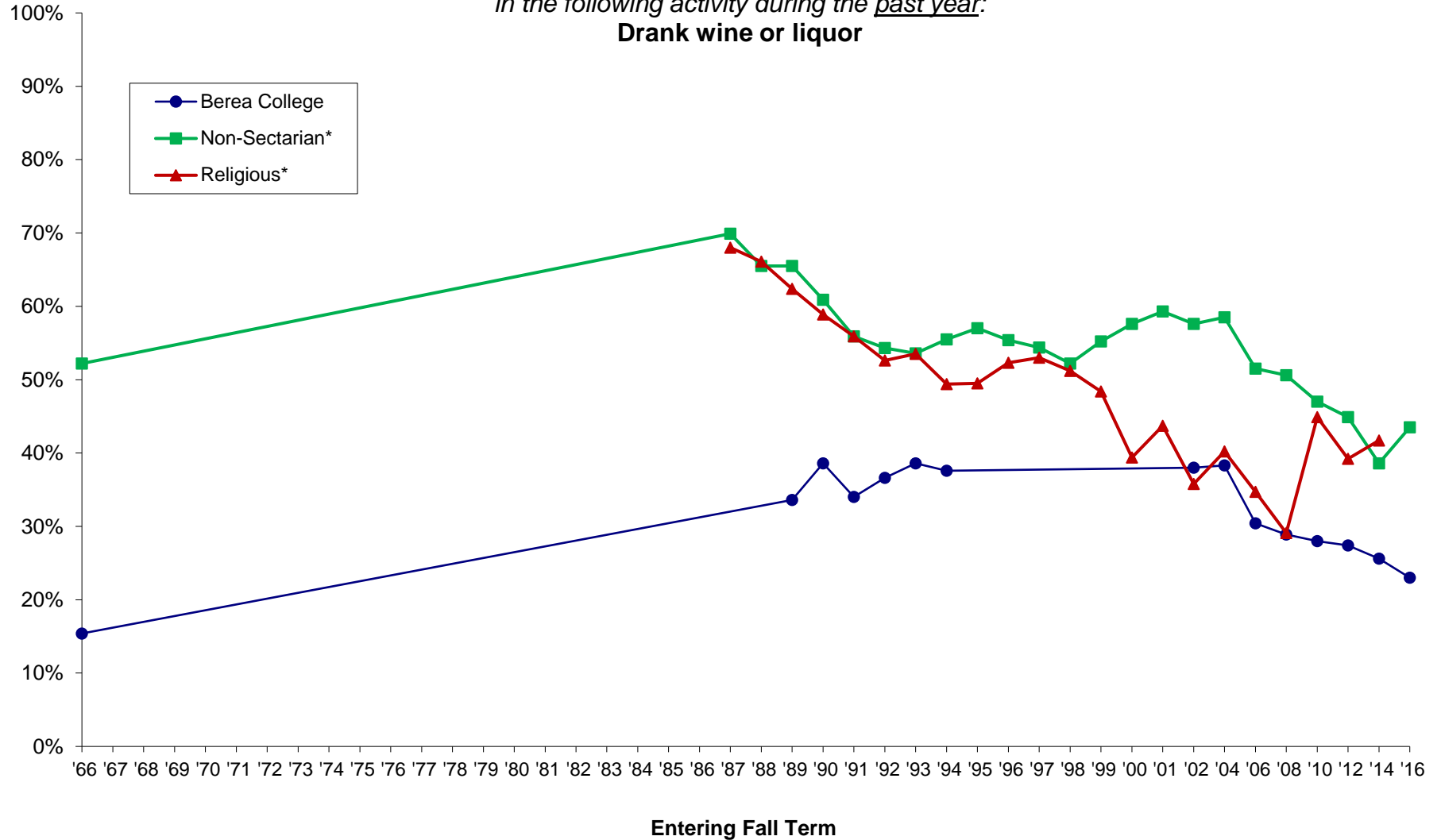


NOTE: Previously worded: Drank wine or liquor.

Percent of students who indicated “frequently”  
*Consumed wine or liquor*  
(during the past year)



*Percent of students who indicated that they "frequently" or "occasionally" engaged in the following activity during the past year:*  
**Drank wine or liquor**

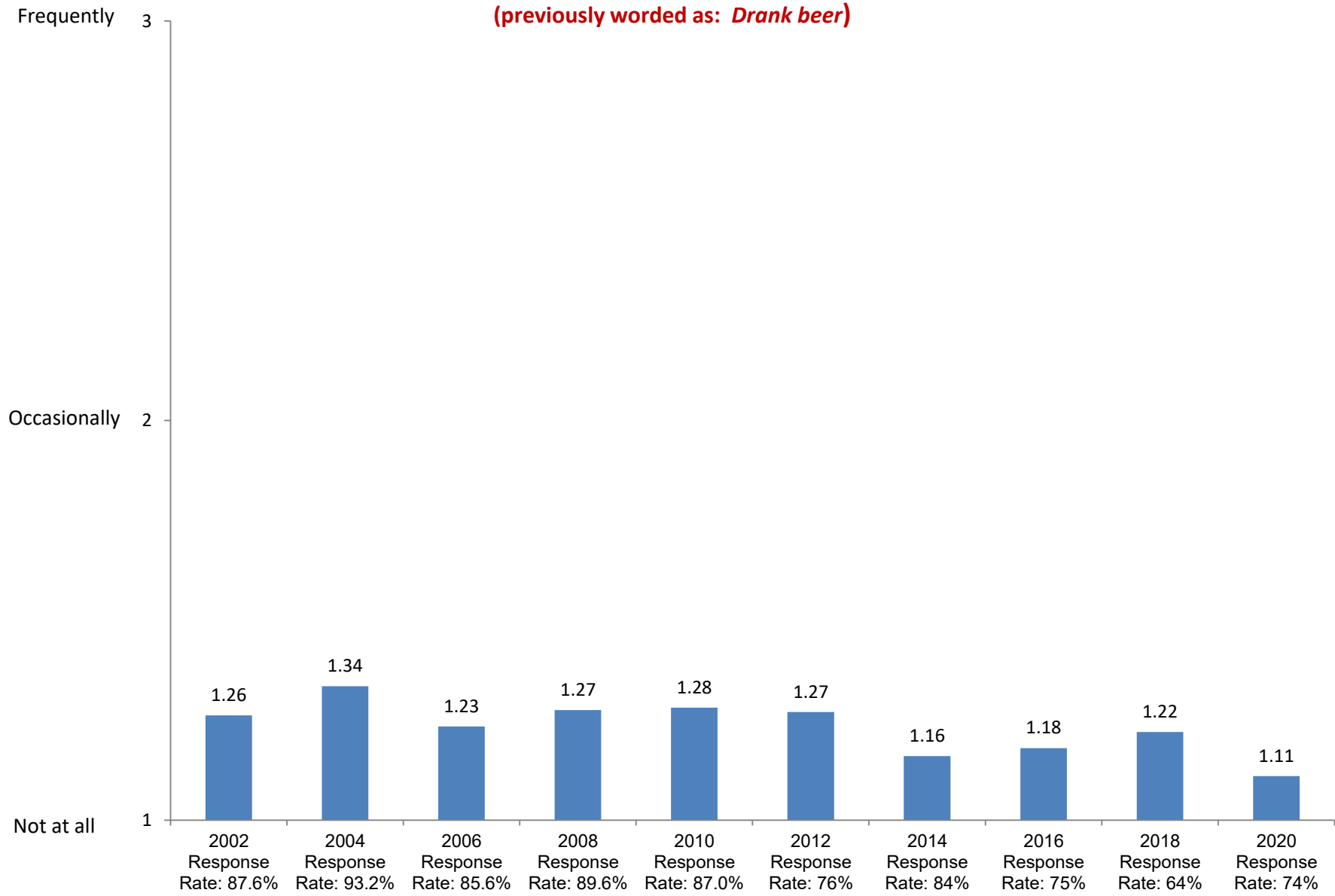


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In the past year, how often have you:

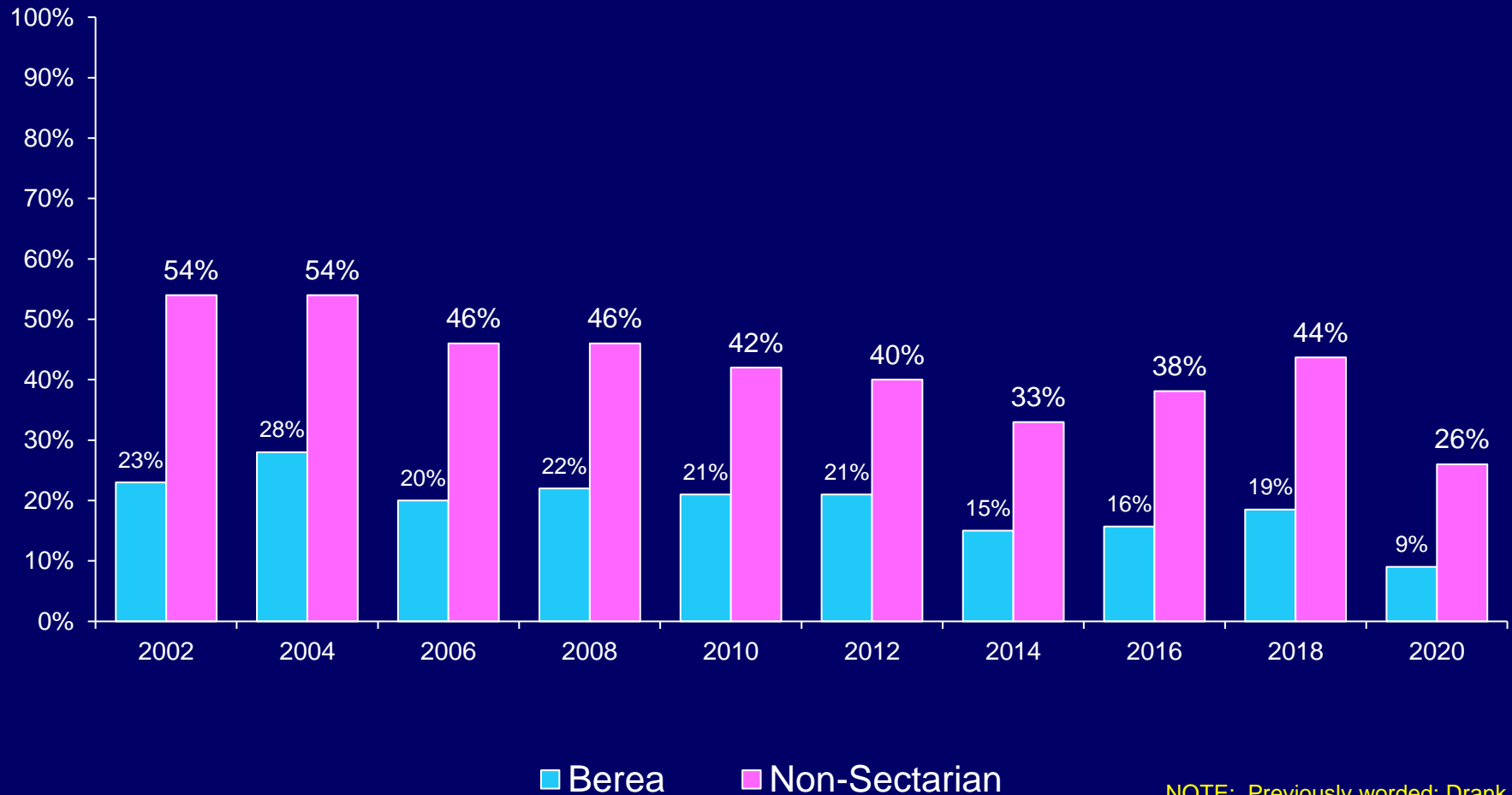
## Consumed beer (previously worded as: *Drank beer*)



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



*Percent of students who indicated “frequently” or “occasionally”*  
**Consumed beer**  
(during the past year)

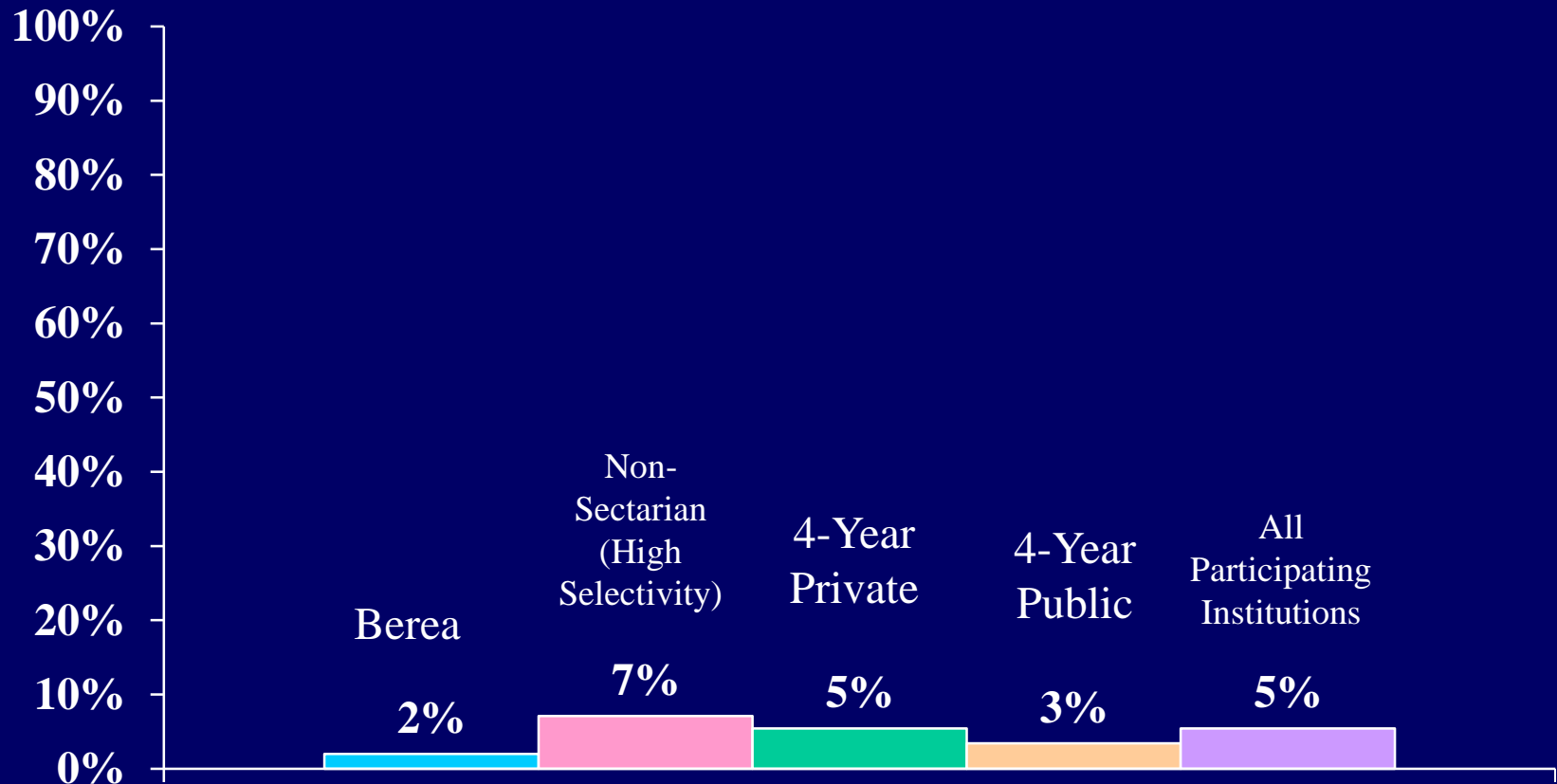


NOTE: Previously worded: Drank beer.

Percent of students who indicated “frequently”

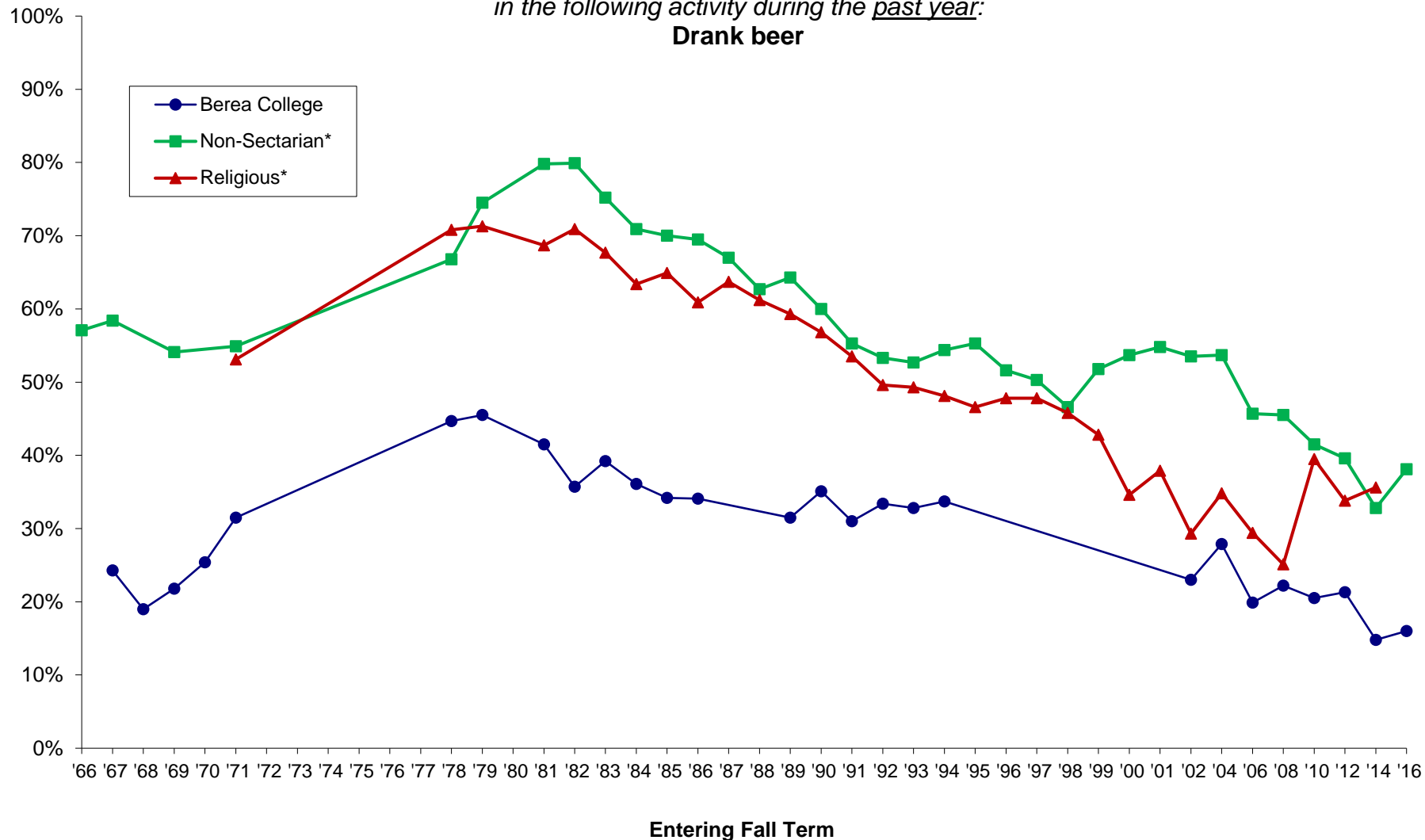
# *Consumed beer*

(during the past year)



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

**Drank beer**

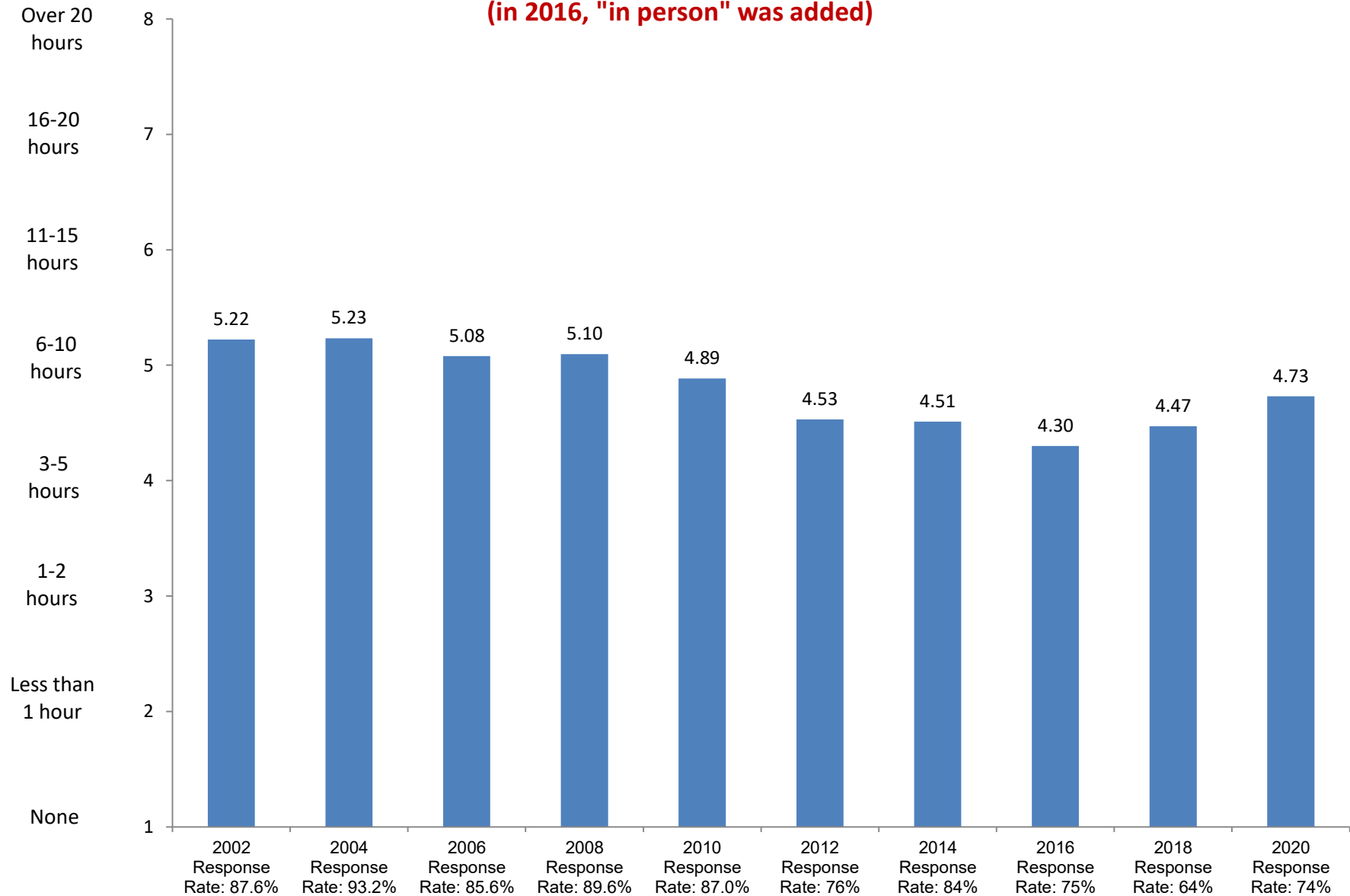


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

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



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

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

## Socializing with friends in person

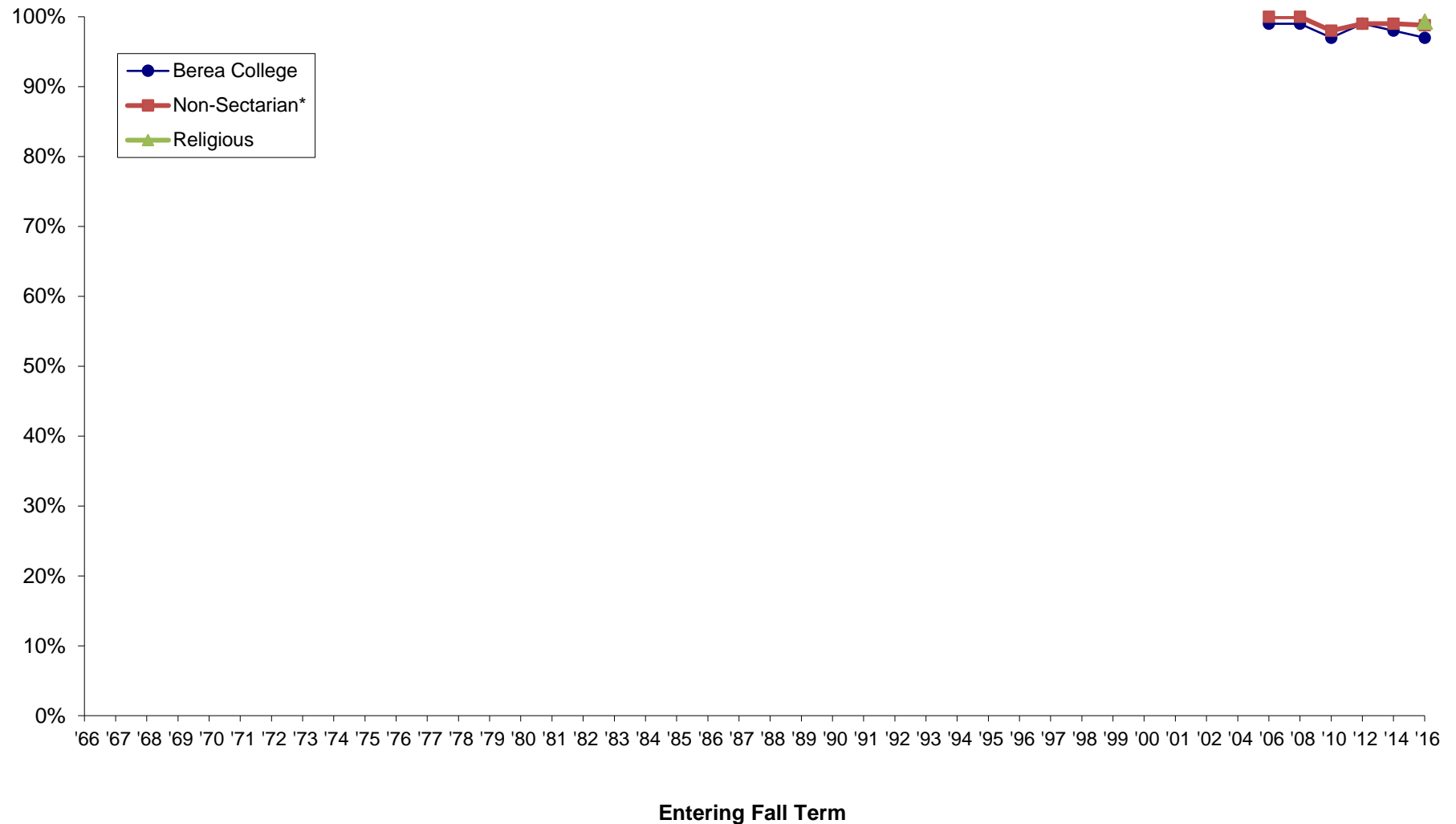
	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	1%	0.3%	1%	0.2%	3%	2%	0.7%	0.4%	2%	0.5%	3%	1%	2%	0.4%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

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

*Socializing with friends*

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	2.9%	1.1%	0.8%	0.9%	0.7%
Less than 1 hour	7.3%	2.9%	2.7%	3.1%	2.6%
1 to 2 hours	20.8%	10.6%	10.5%	13.2%	11.2%
3 to 5 hours	28.7%	26.1%	25.5%	27.2%	26.2%
6 to 10 hours	21.1%	26.8%	26.8%	25%	26.8%
11 to 15 hours	9.7%	15.4%	15.3%	13%	14.7%
16 to 20 hours	4.1%	7.8%	8.2%	7.3%	7.8%
Over 20 hours	5.3%	9.2%	10.4%	10.4%	9.9%

*Percent of Students who indicated that they spent at least one hour per week on*  
**Socializing with friends in person**

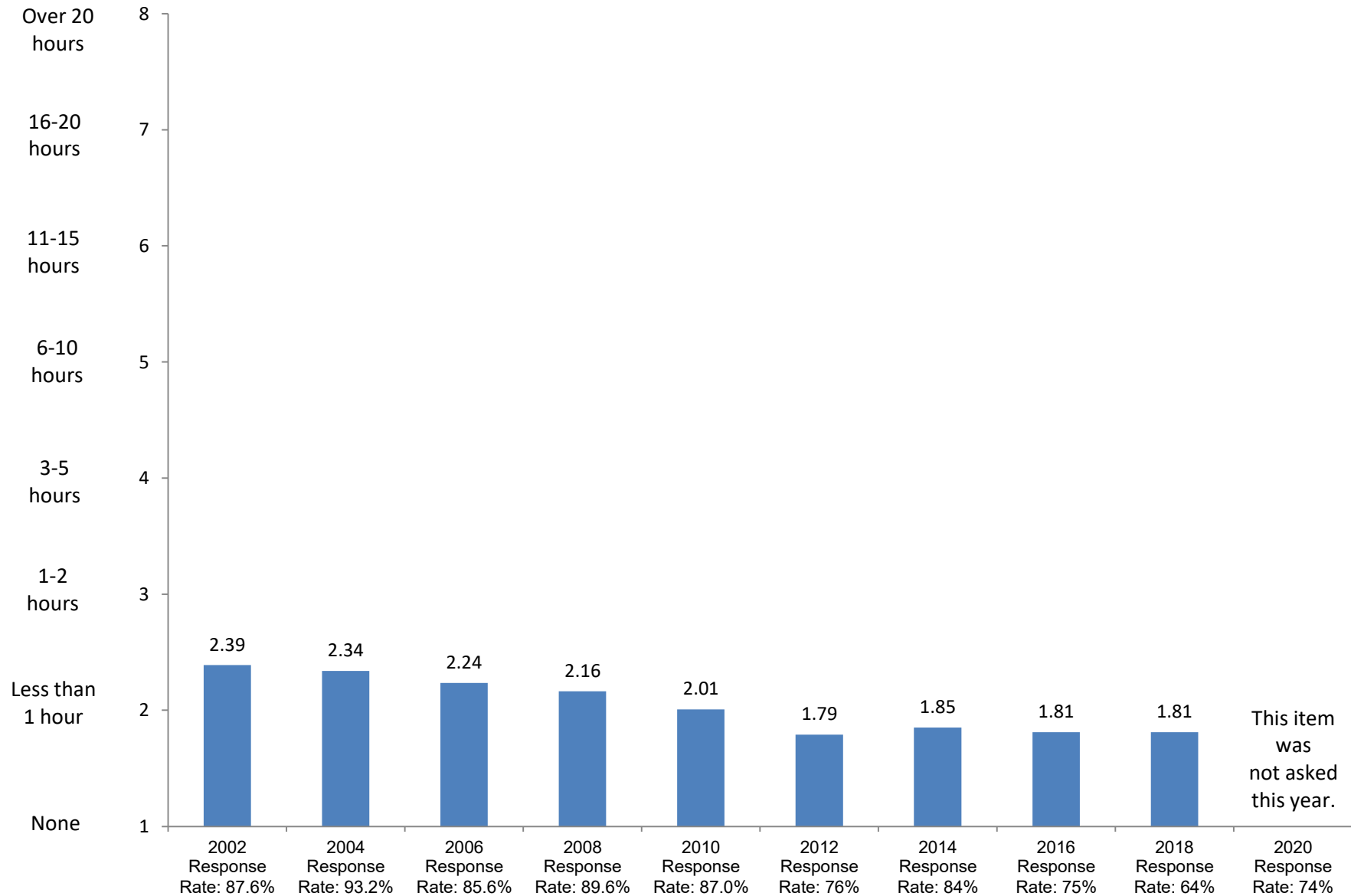


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

## Partying



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



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

## Partying

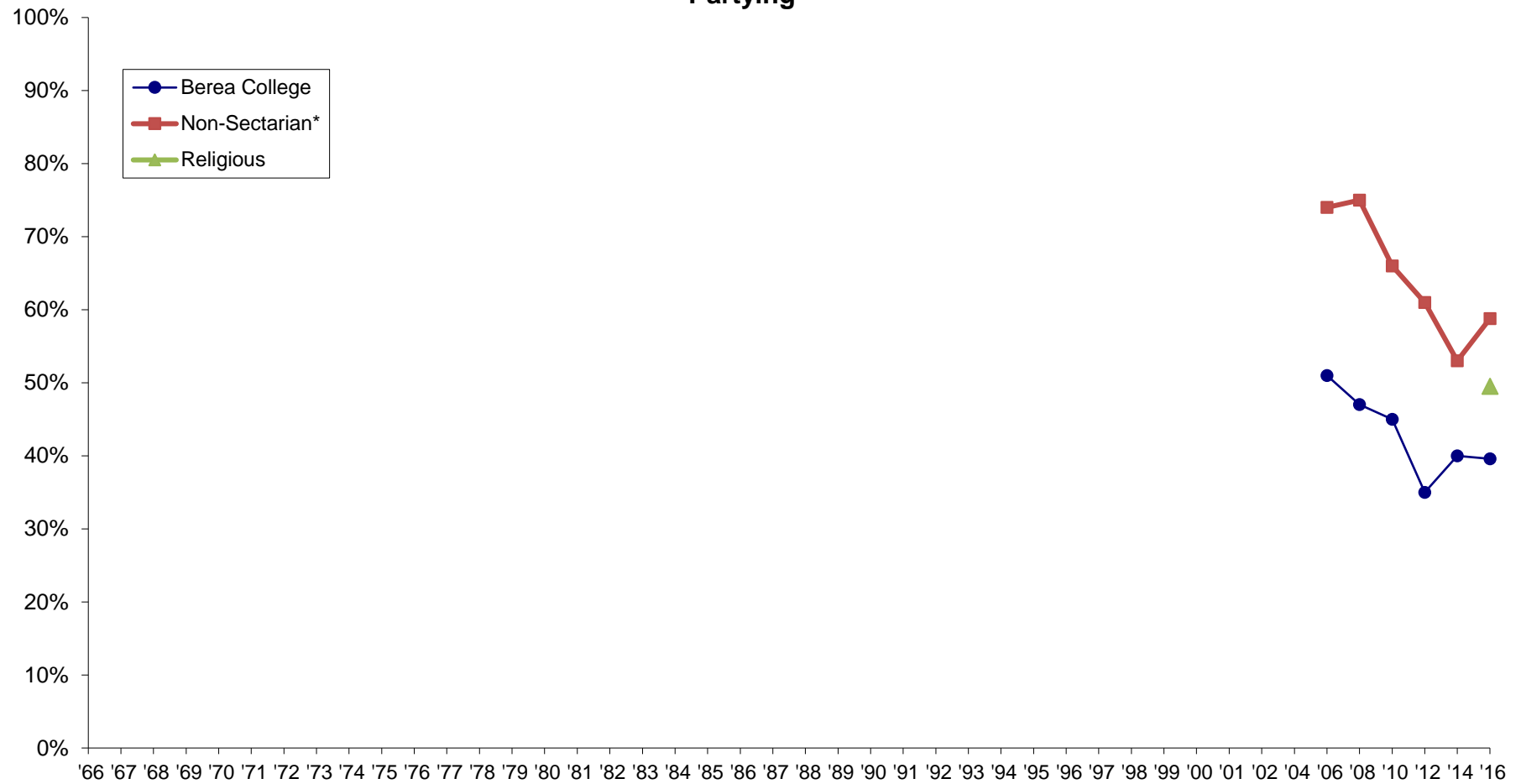
	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	49%	26%	53%	25%	55%	34%	65%	39%	60%	47%	59%	41%	60%	36%	Not asked.	
< 1 hour	n/a	n/a	13%	13%	19%	14%	16%	15%	13%	17%	15%	16%	17%	17%	17%	19%		
1 -2 hours	n/a	n/a	17%	16%	10%	17%	13%	17%	9%	16%	13%	16%	13%	17%	14%	20%		
0 – 2 hours	77%	50%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
3 -5 hours	12%	12%	12%	20%	10%	21%	11%	17%	8%	15%	8%	13%	7%	14%	4%	16%		
6 – 20 hours	9%	26%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
6 – 10 hours	n/a	n/a	4%	14%	5%	13%	3%	10%	3%	8%	3%	6%	3%	7%	4%	7%		
11 – 15 hours	n/a	n/a	1%	6%	1%	5%	1%	4%	1%	3%	1%	2%	1%	2%	0.4%	2%		
16 – 20 hours	n/a	n/a	1%	3%	1%	3%	1%	2%	1%	1%	0%	0.5%	1%	1%	0.0%	0.9%		
Over 20 hours	2%	4%	2%	3%	2%	2%	1%	2%	1%	1%	0.3%	0.5%	0.3%	1%	0.8%	0.4%		

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

# *Partying*

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	60.5%	41.3%	42.5%	43%	40.9%
Less than 1 hour	16.2%	16.5%	16.2%	16.4%	16.9%
1 to 2 hours	12.4%	16.8%	16.9%	17.6%	17.4%
3 to 5 hours	6.8%	14.4%	14.5%	13.6%	14.8%
6 to 10 hours	2.4%	6.9%	6.1%	5.6%	6.1%
11 to 15 hours	0.9%	2.1%	2%	2%	2.1%
16 to 20 hours	0.6%	1.1%	0.9%	0.8%	0.8%
Over 20 hours	0.3%	1%	0.9%	0.9%	0.9%

*Percent of Students who indicated that they spent at least one hour per week on*  
**Partying**



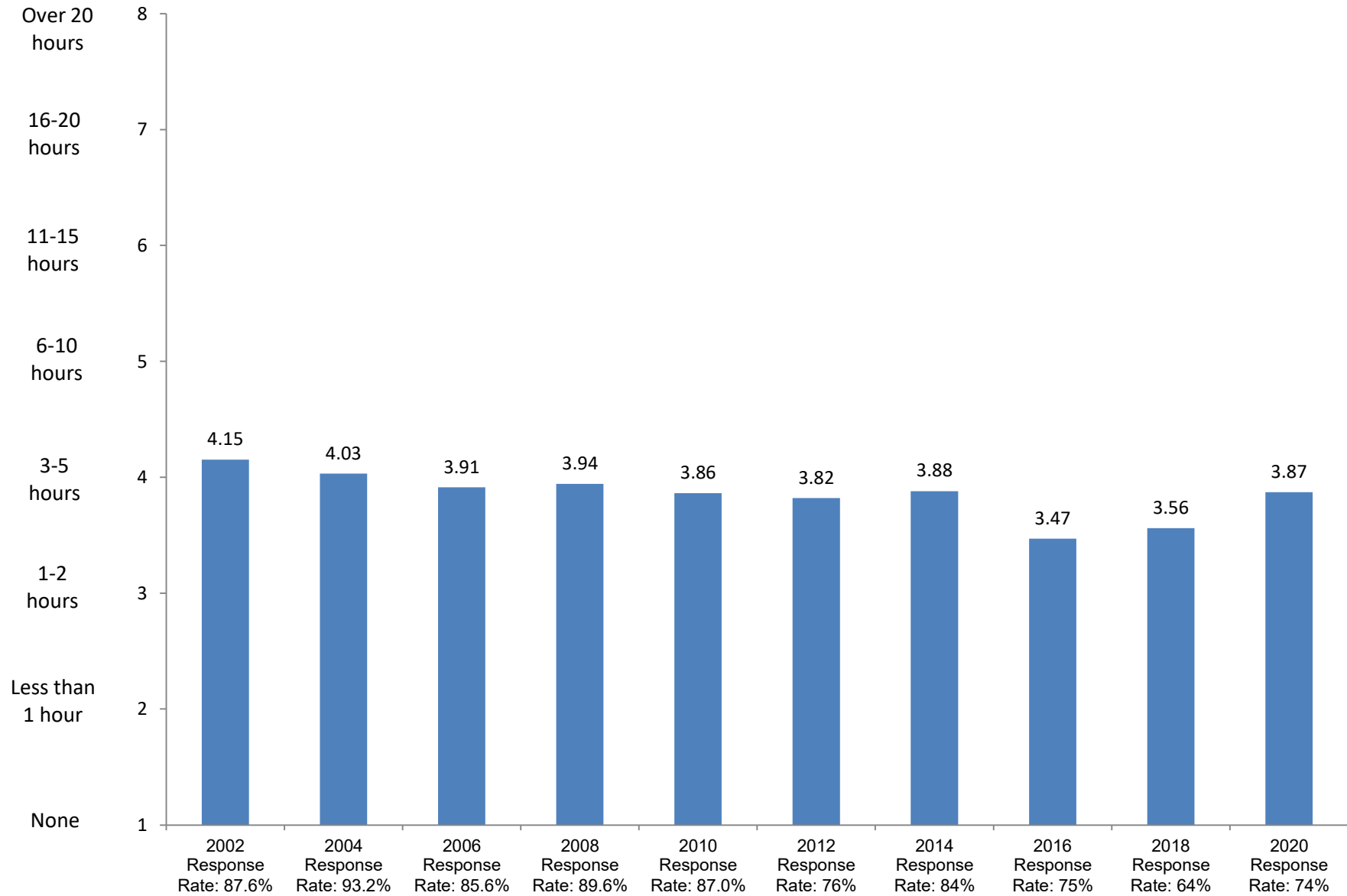
**Entering Fall Term**

\*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.

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

## Exercising/sports



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

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

## Exercising/sports

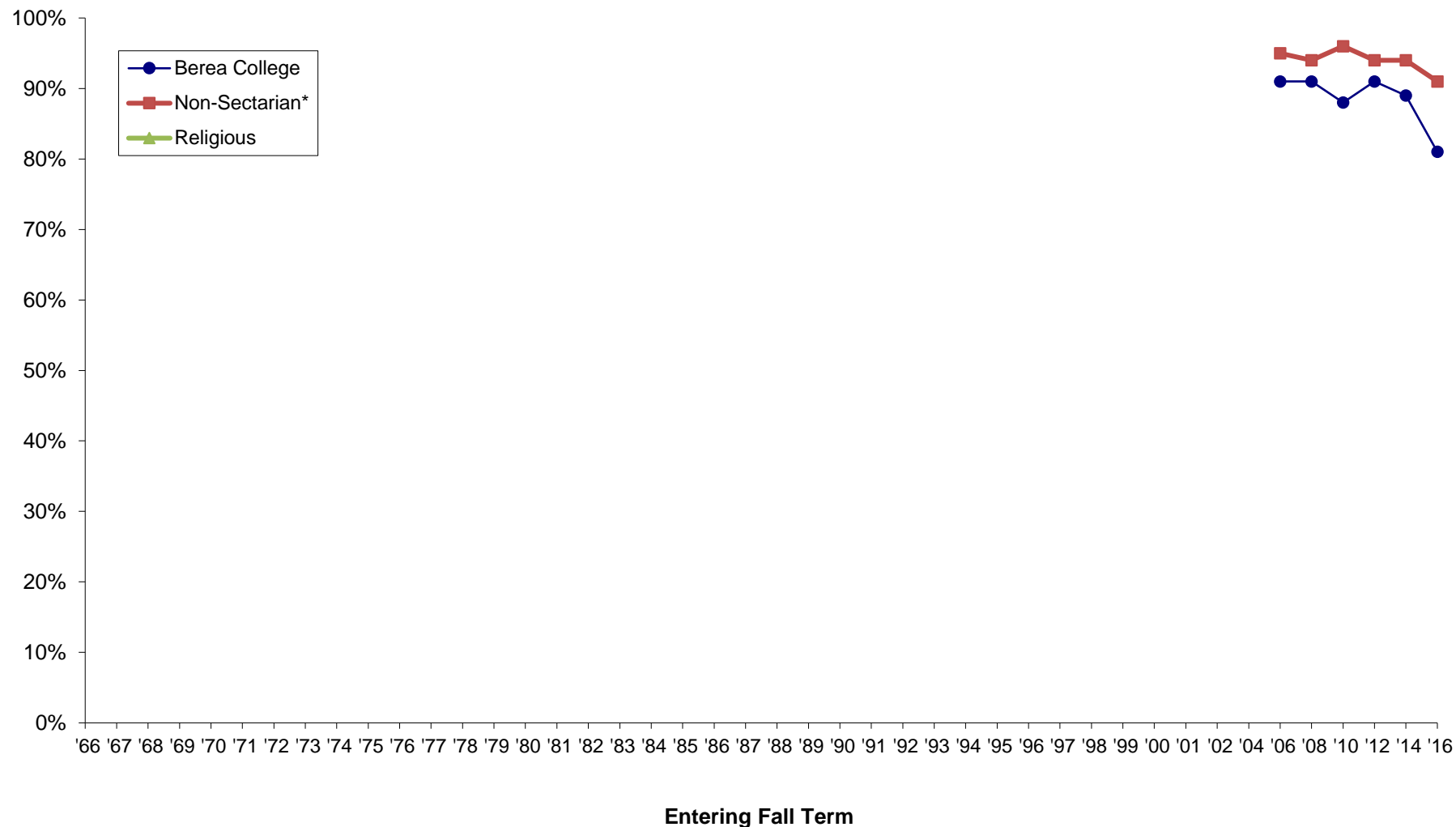
	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	9%	5%	9%	6%	12%	4%	9%	6%	11%	6%	19%	9%	19%	6%	20%	7%
< 1 hour	n/a	n/a	17%	10%	16%	9%	14%	8%	16%	8%	18%	10%	14%	8%	19%	6%	9%	8%
1 -2 hours	n/a	n/a	19%	15%	18%	15%	19%	14%	23%	13%	19%	14%	22%	13%	17%	13%	16%	12%
0 – 2 hours	46%	28%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	12%	18%	21%	19%	21%	20%	20%	17%	20%	16%	20%	17%	17%	16%	21%	18%	18%	17%
6 – 20 hours	34%	42%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	15%	19%	14%	17%	14%	17%	13%	19%	13%	18%	8%	18%	14%	20%	16%	20%
11 – 15 hours	n/a	n/a	11%	13%	9%	14%	7%	16%	12%	16%	9%	14%	10%	15%	5%	16%	7%	16%
16 – 20 hours	n/a	n/a	4%	9%	5%	9%	5%	11%	4%	11%	5%	9%	6%	9%	5%	10%	5%	11%
Over 20 hours	7%	13%	5%	11%	7%	12%	9%	13%	4%	13%	7%	12%	4%	12%	6%	12%	10%	10%

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

*Exercise or sports*

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	20.1%	9.2%	8.6%	11.1%	9.2%
Less than 1 hour	14.2%	8.3%	7.6%	9.5%	8.5%
1 to 2 hours	22.1%	13.3%	13.7%	15.7%	14.6%
3 to 5 hours	16.8%	16%	16.7%	17.5%	18.2%
6 to 10 hours	8.6%	17.6%	17.6%	16.9%	18.5%
11 to 15 hours	9.4%	14.9%	14.6%	12.5%	13.8%
16 to 20 hours	5.3%	9.2%	9.3%	7.2%	7.8%
Over 20 hours	3.5%	11.6%	11.9%	11.3%	9.4%

*Percent of Students who indicated that they spent at least one hour per week on*  
**Exercise or Sports**

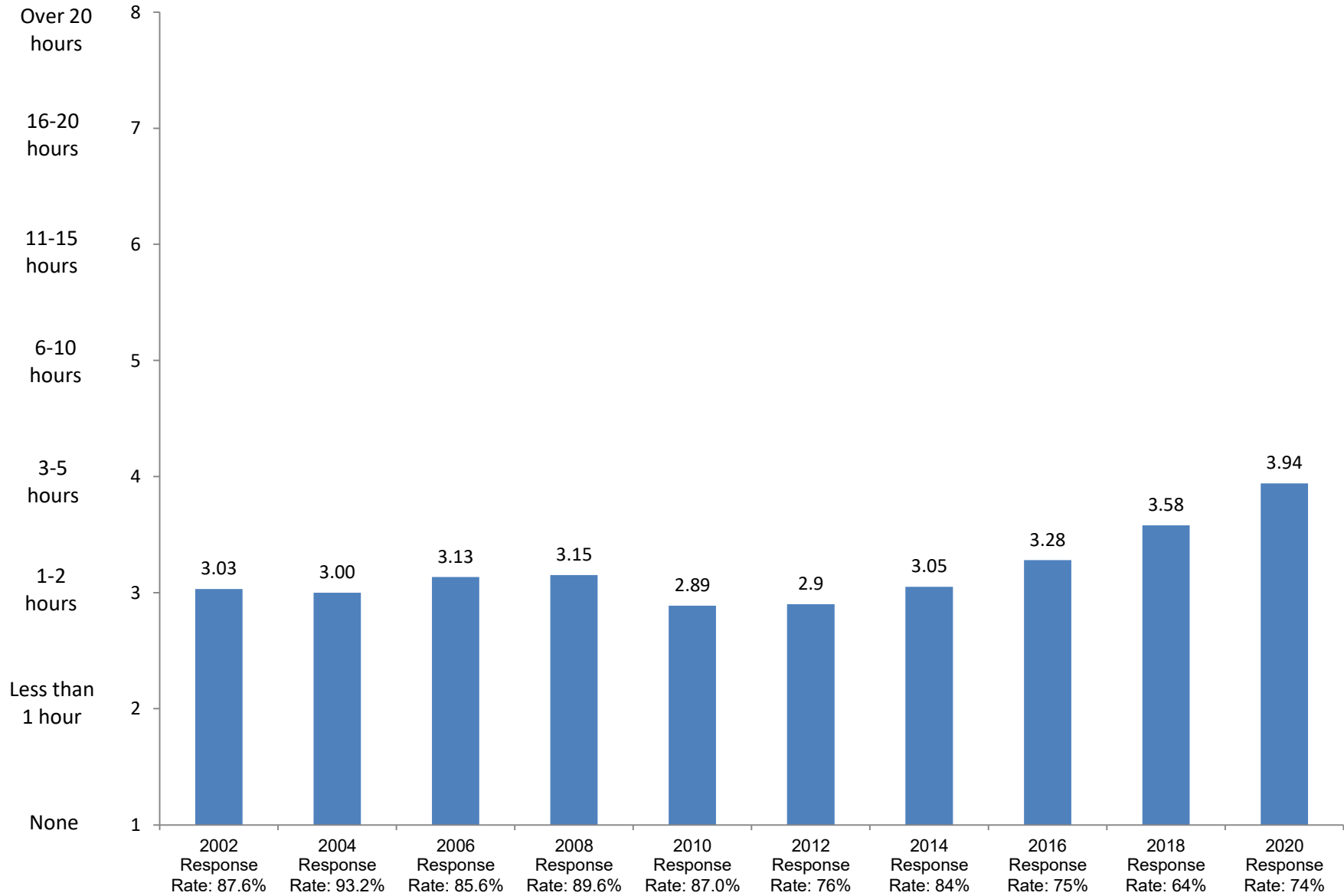


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

## Participating in student clubs/groups



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



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

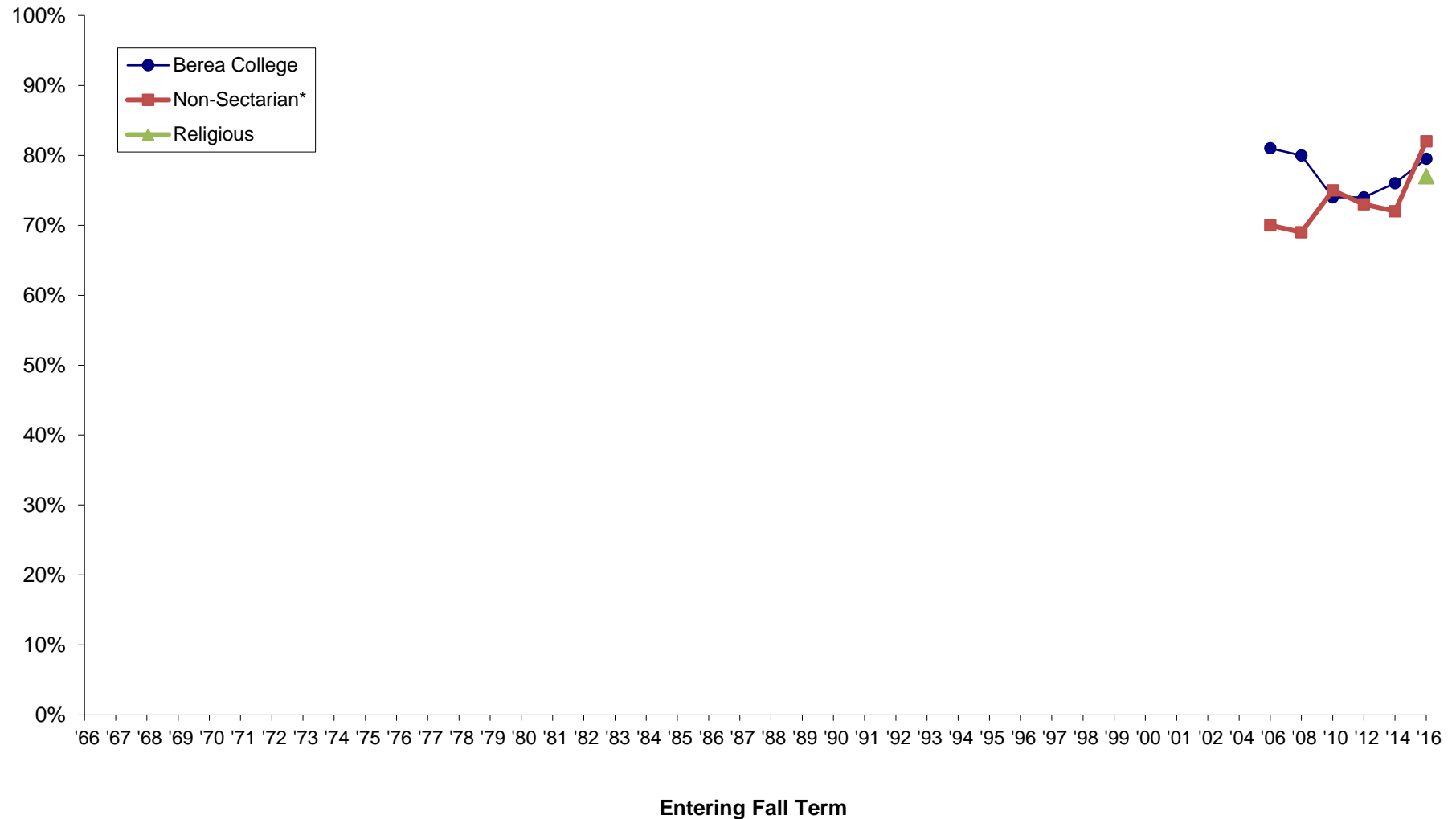
## Participating in student clubs/groups

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	19%	30%	20%	31%	26%	25%	26%	27%	24%	28%	19%	18%	17%	11%	16%	12%
< 1 hour	n/a	n/a	16%	15%	13%	14%	15%	14%	16%	16%	14%	13%	11%	11%	10%	10%	3%	10%
1 -2 hours	n/a	n/a	28%	25%	28%	24%	28%	26%	27%	26%	26%	26%	26%	24%	20%	24%	18%	25%
0 – 2 hours	65%	69%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	18%	17%	17%	17%	20%	17%	13%	19%	18%	17%	18%	17%	21%	22%	21%	25%	29%	25%
6 – 20 hours	15%	13%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	13%	8%	11%	7%	8%	9%	6%	8%	11%	8%	12%	12%	17%	15%	16%	14%
11 – 15 hours	n/a	n/a	4%	3%	3%	3%	6%	4%	4%	3%	4%	4%	6%	6%	8%	8%	7%	7%
16 – 20 hours	n/a	n/a	1%	2%	2%	2%	0.3%	2%	2%	1%	0.3%	2%	2%	3%	3%	4%	3%	4%
Over 20 hours	2%	2%	2%	2%	3%	3%	3%	2%	3%	2%	3%	2%	2%	3%	4%	4%	8%	2%

Percent of students who indicated that they spent the following number of hours per week on  
*Student clubs/groups*

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	20.4%	18%	19.8%	24.9%	19.7%
Less than 1 hour	11.2%	11.3%	11.8%	13.1%	11.7%
1 to 2 hours	25.4%	24.4%	24.1%	23.1%	23.7%
3 to 5 hours	21.6%	22.2%	20.8%	18%	21.1%
6 to 10 hours	11.5%	11.9%	11.8%	10.2%	11.9%
11 to 15 hours	5.6%	6.4%	5.9%	4.7%	5.7%
16 to 20 hours	2.4%	2.8%	2.7%	2.4%	2.7%
Over 20 hours	1.8%	3%	3.2%	3.5%	3.5%

*Percent of Students who indicated that they spent at least one hour per week on*  
**Student clubs/groups**

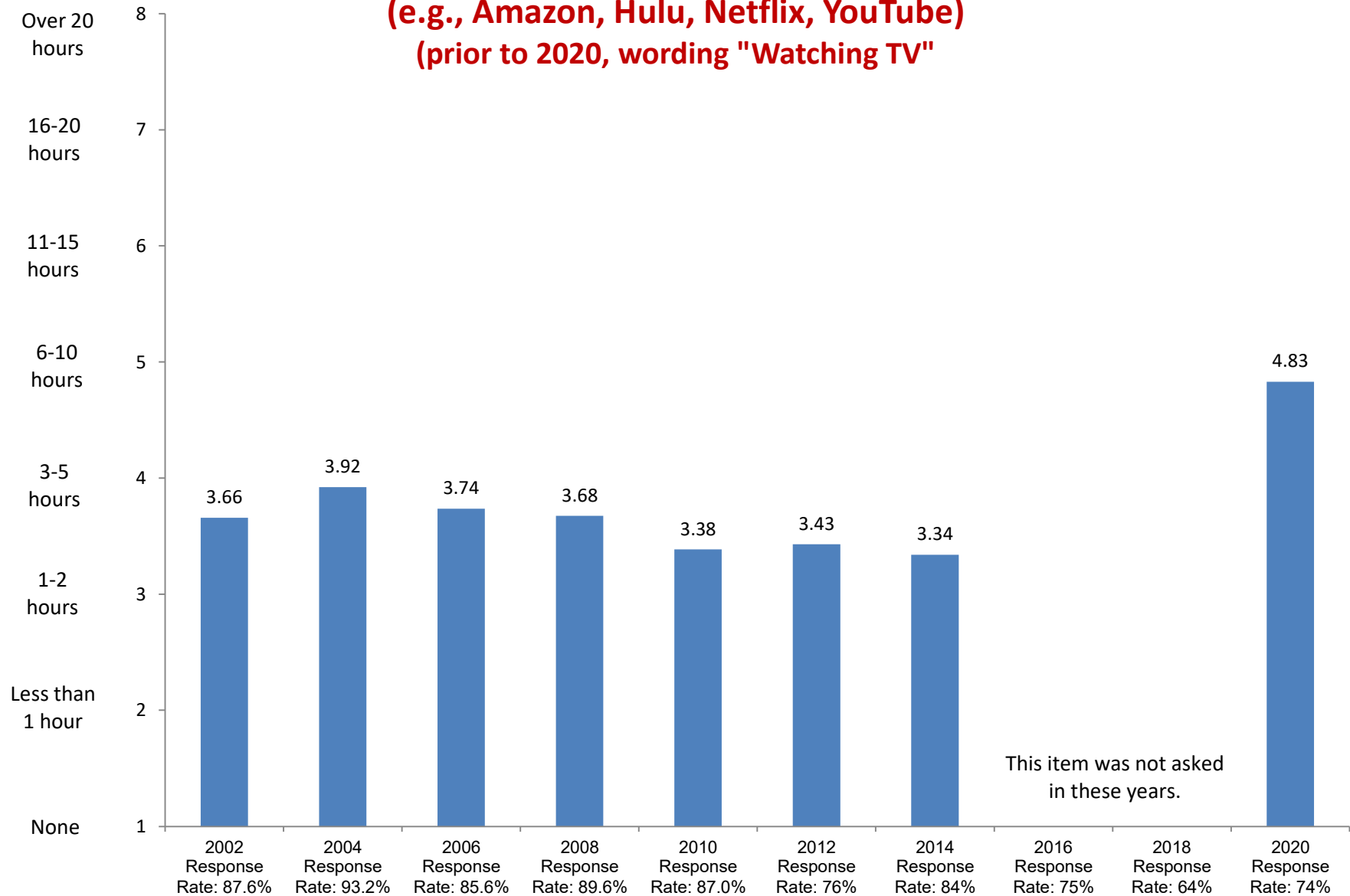


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

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

**Watching TV/online video content  
(e.g., Amazon, Hulu, Netflix, YouTube)  
(prior to 2020, wording "Watching TV")**



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

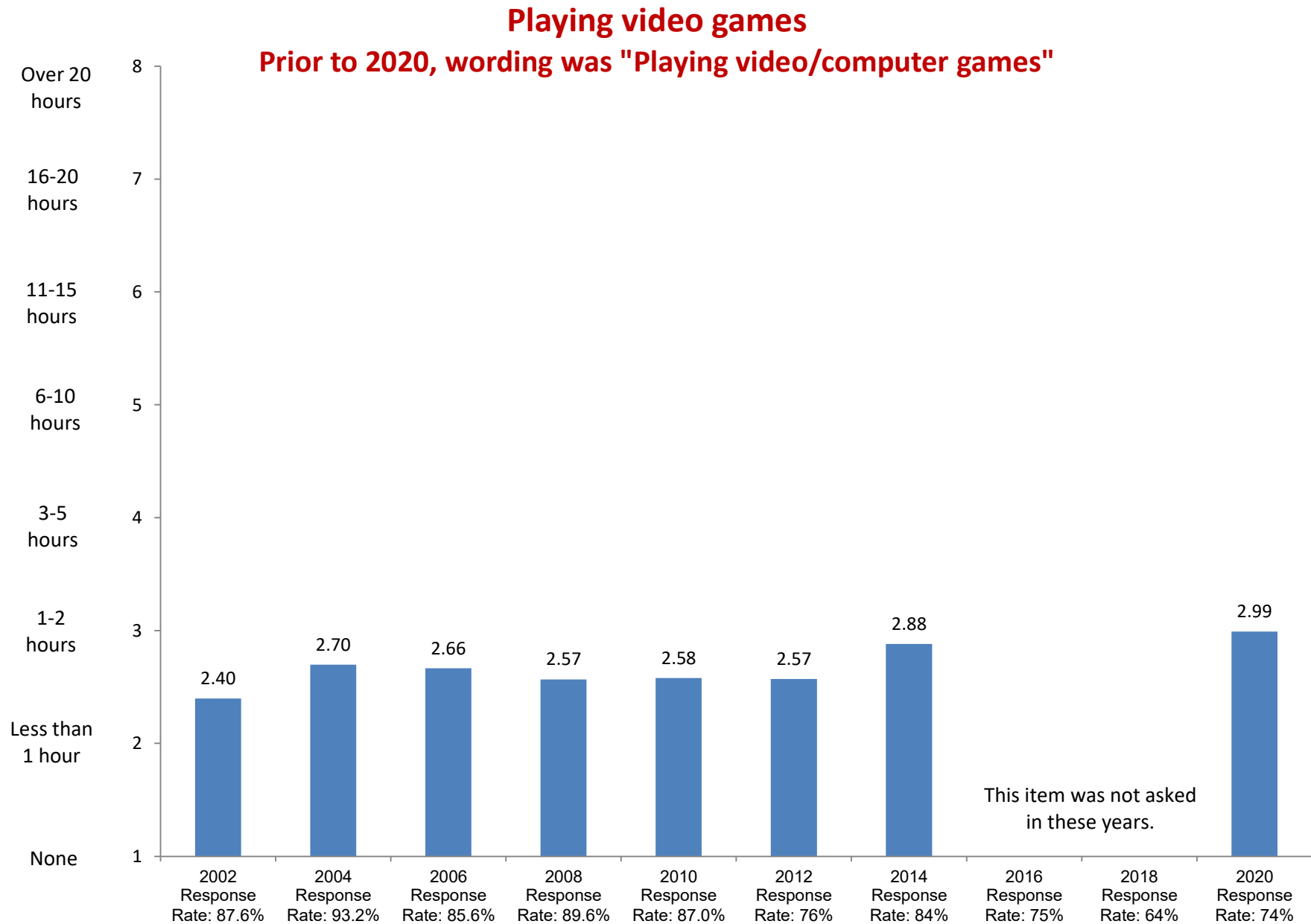
During your last year in high school, how much time did you spend during a typical week doing the following activities?

Watching TV/online video content (e.g., Amazon, Hulu, Netflix, YouTube)

	2020	
	Berea	Non-Sectarian
None	2%	1%
< 1 hour	3%	6%
1 -2 hours	11%	16%
0 – 2 hours	n/a	n/a
3 -5 hours	26%	28%
6 – 20 hours	n/a	n/a
6 – 10 hours	27%	25%
11 – 15 hours	12%	13%
16 – 20 hours	8%	7%
Over 20 hours	10%	5%

*Item added  
in 2020*

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



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

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

## Playing video games

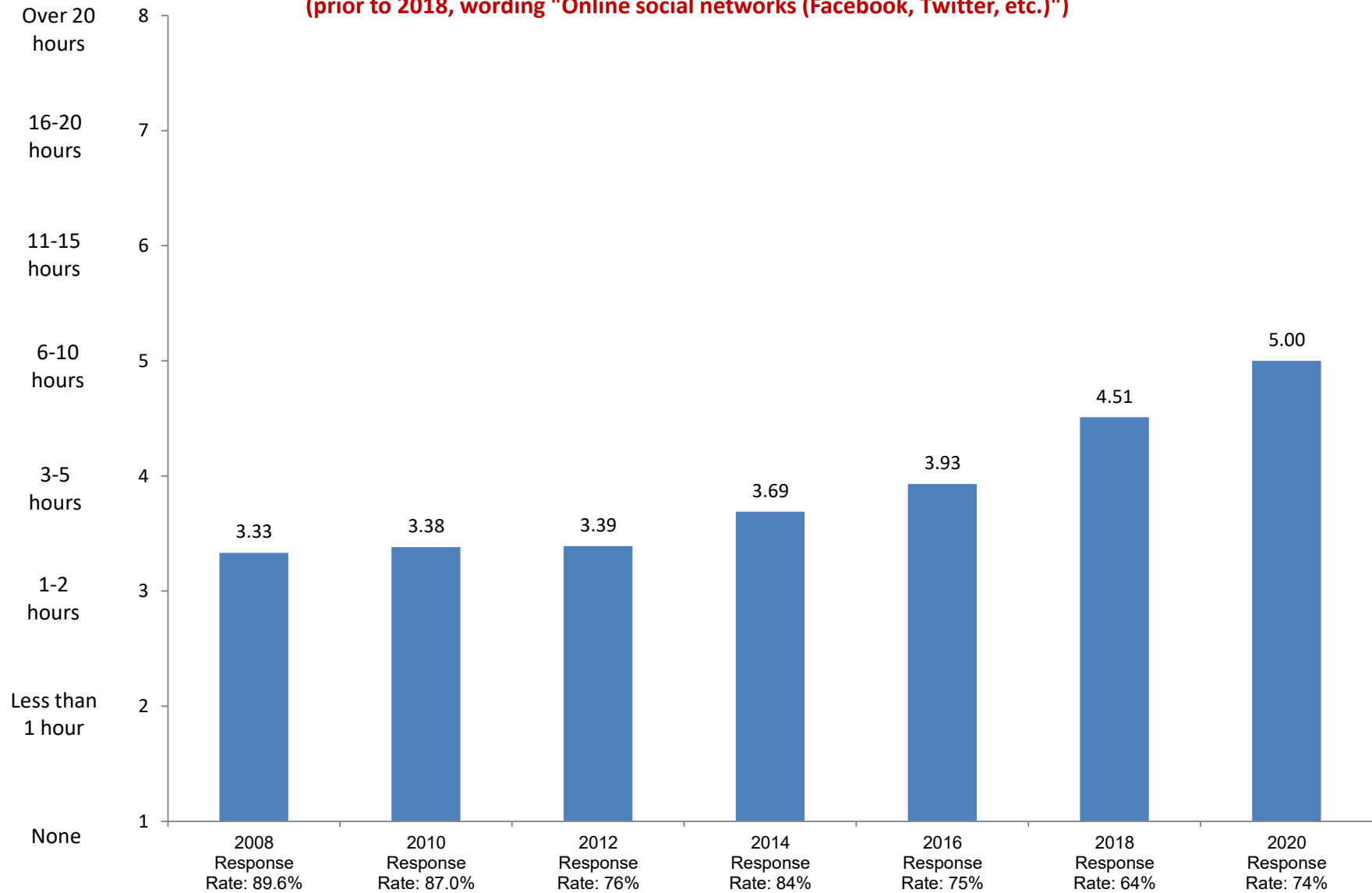
	2002		2004		2006		2008		2010		2012		2014		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	n/a	n/a	38%	40%	40%	40%	36%	43%	40%	46%	37%	43%	n/a	n/a	2%	1%
< 1 hour	n/a	n/a	n/a	n/a	19%	20%	17%	19%	19%	18%	19%	17%	17%	15%	n/a	n/a	3%	6%
1 -2 hours	n/a	n/a	n/a	n/a	16%	16%	17%	15%	15%	14%	11%	14%	13%	14%	n/a	n/a	11%	16%
0 – 2 hours	79%	78%	71%	77%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	10%	11%	11%	11%	11%	12%	12%	12%	14%	12%	12%	11%	12%	12%	n/a	n/a	26%	28%
6 – 20 hours	7%	9%	14%	10%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	n/a	n/a	7%	6%	8%	7%	8%	7%	11%	6%	10%	7%	n/a	n/a	27%	25%
11 – 15 hours	n/a	n/a	n/a	n/a	5%	3%	4%	3%	5%	3%	3%	3%	3%	4%	n/a	n/a	12%	13%
16 – 20 hours	n/a	n/a	n/a	n/a	2%	1%	2%	1%	1%	1%	2%	1%	4%	2%	n/a	n/a	8%	7%
Over 20 hours	4%	2%	4%	2%	3%	2%	2%	2%	2%	2%	3%	2%	4%	3%	n/a	n/a	10%	5%

Item not asked after 2014.  
 (changed from “playing video/computer games” in 2020)

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

## Using social media

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



Item added in 2008.

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



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

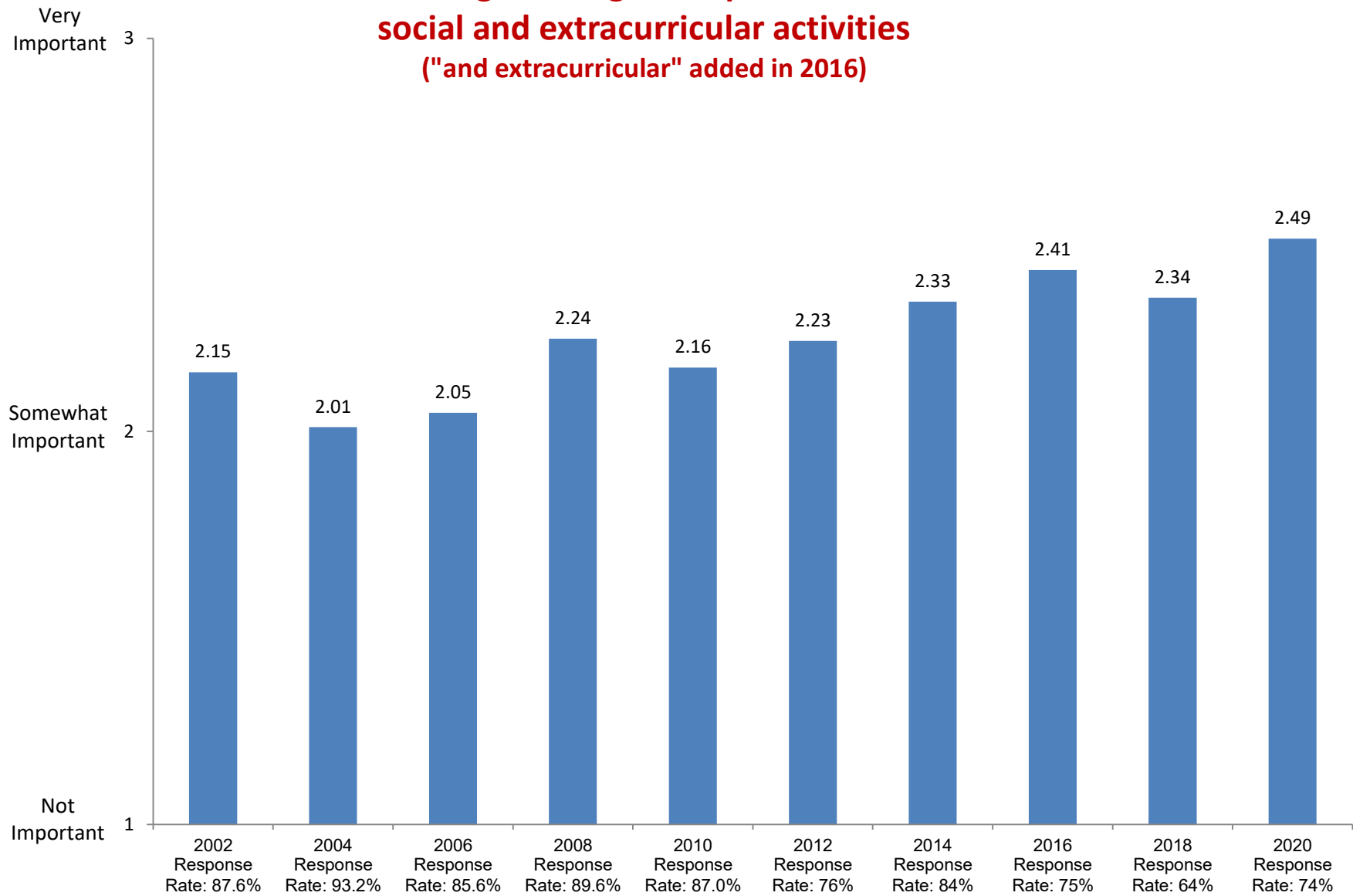
**Using social media (Facebook, Twitter, etc.)**

	2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	18%	10%	10%	6%	9%	6%	8%	6%	8%	4%	5%	2%	3%	3%
< 1 hour	13%	17%	17%	15%	20%	19%	18%	18%	10%	8%	5%	5%	4%	4%
1 -2 hours	23%	26%	23%	26%	28%	27%	29%	26%	25%	21%	18%	14%	8%	14%
3 -5 hours	24%	25%	29%	27%	22%	23%	19%	24%	26%	28%	22%	27%	25%	26%
6 – 10 hours	11%	12%	12%	14%	11%	13%	12%	13%	17%	19%	22%	25%	20%	26%
11 – 15 hours	6%	5%	5%	6%	4%	6%	6%	6%	6%	9%	12%	14%	22%	14%
16 – 20 hours	3%	3%	1%	3%	3%	3%	3%	3%	4%	5%	7%	8%	7%	7%
Over 20 hours	3%	4%	3%	3%	4%	3%	6%	4%	6%	6%	10%	6%	11%	6%

*Item added in 2008.*

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

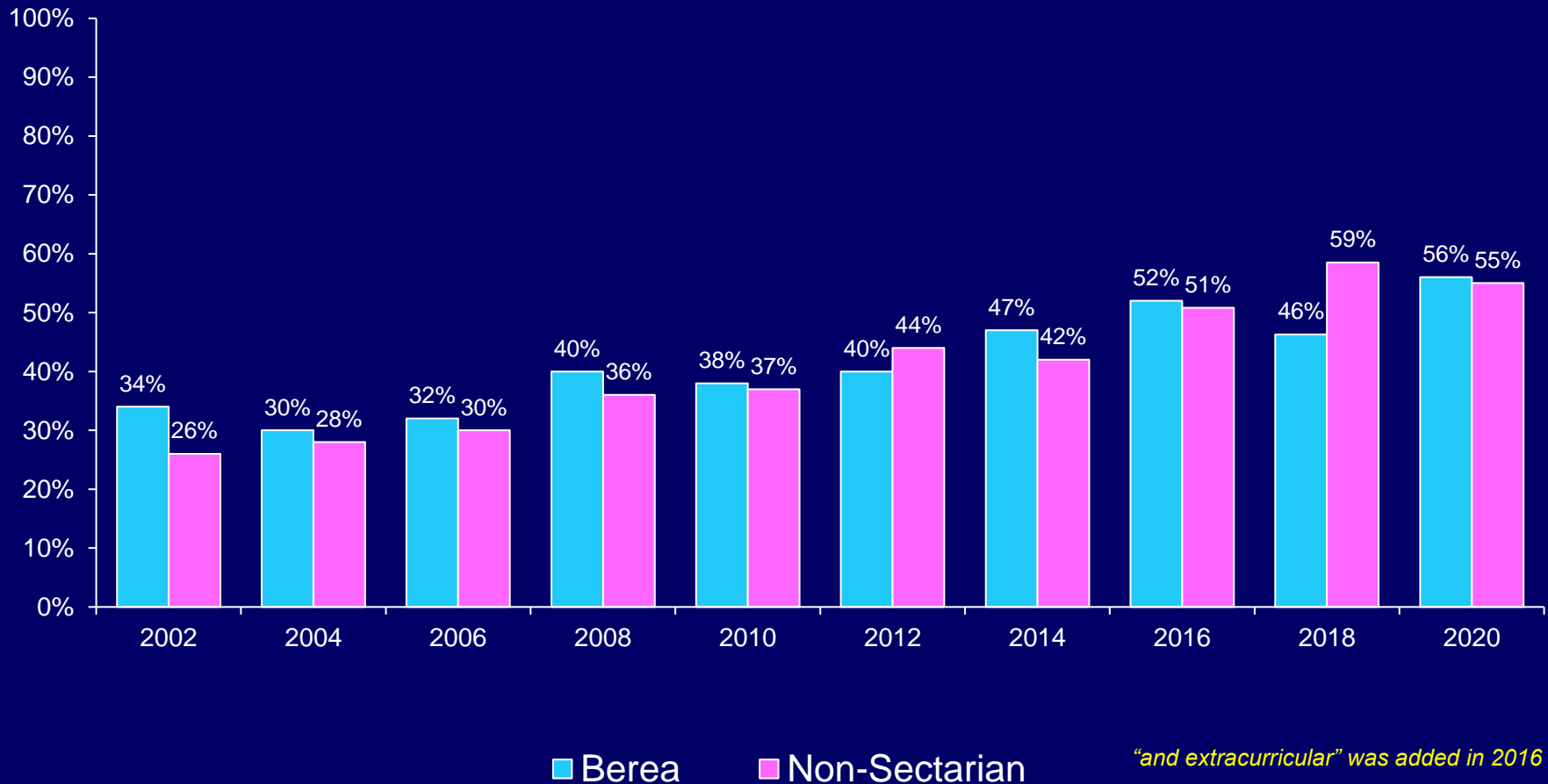
**This college has a good reputation for its  
social and extracurricular activities  
("and extracurricular" added in 2016)**



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

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

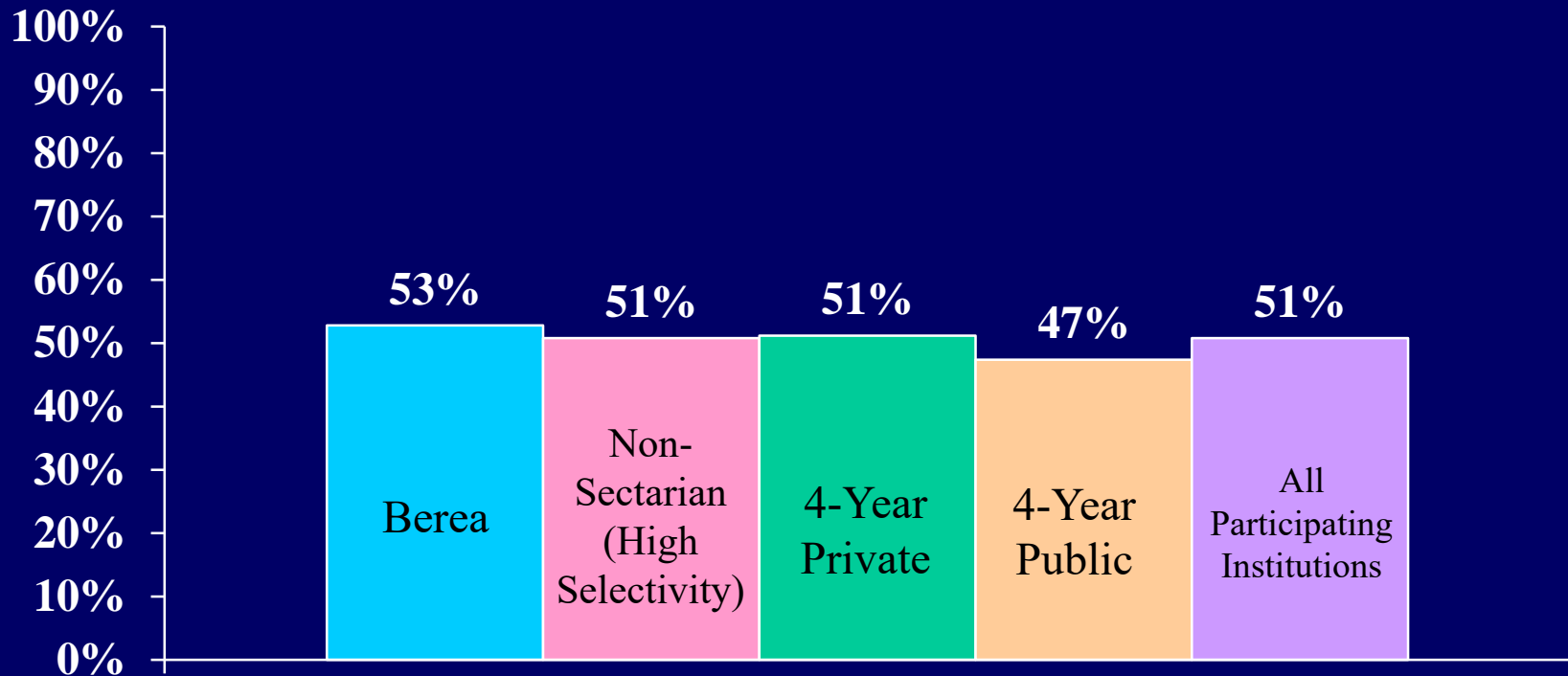
## **This college has a good reputation for its social and extracurricular activities**



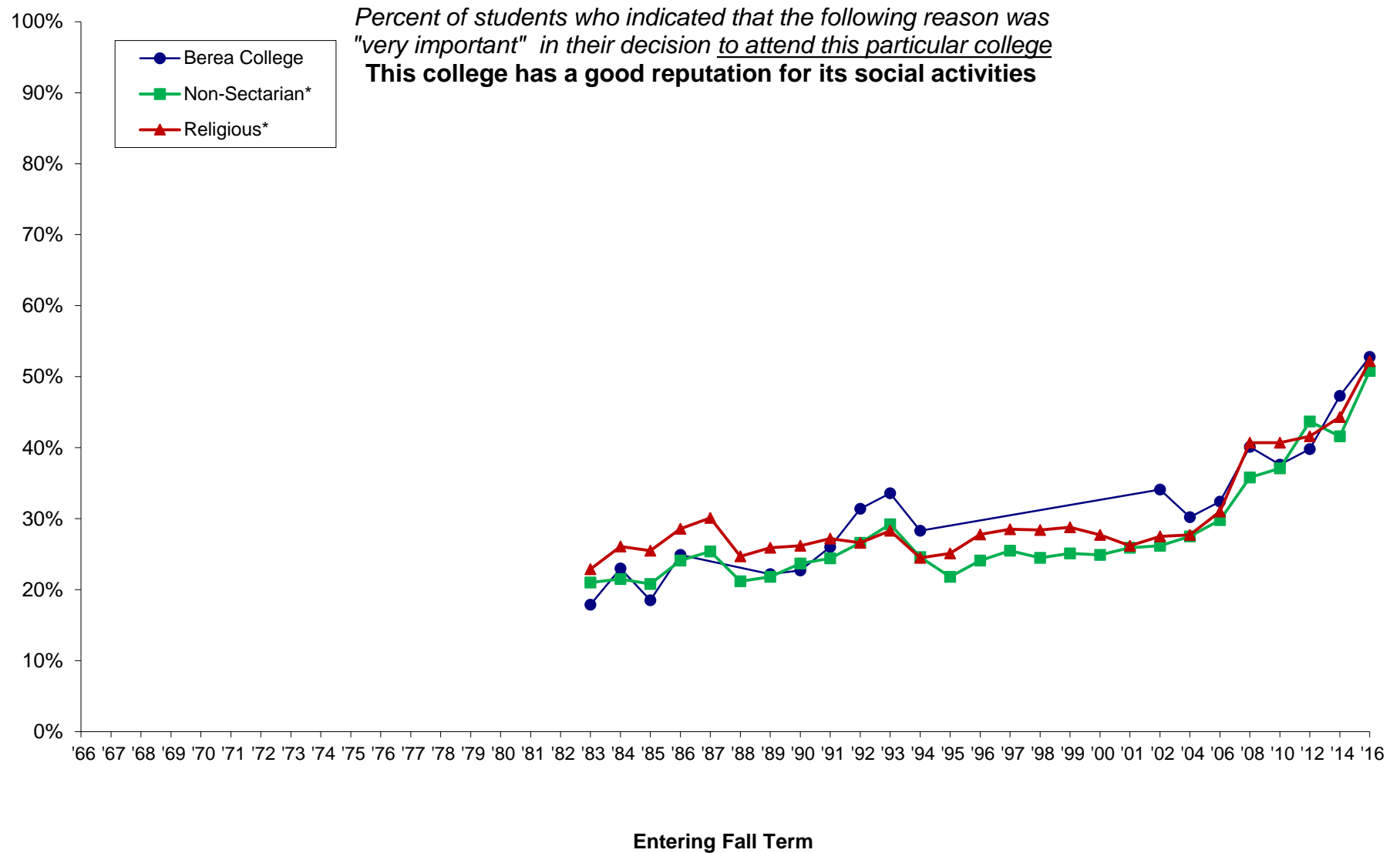
Percentage of students who rated item as “very important”:

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

*(for decision to attend this particular college)*



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

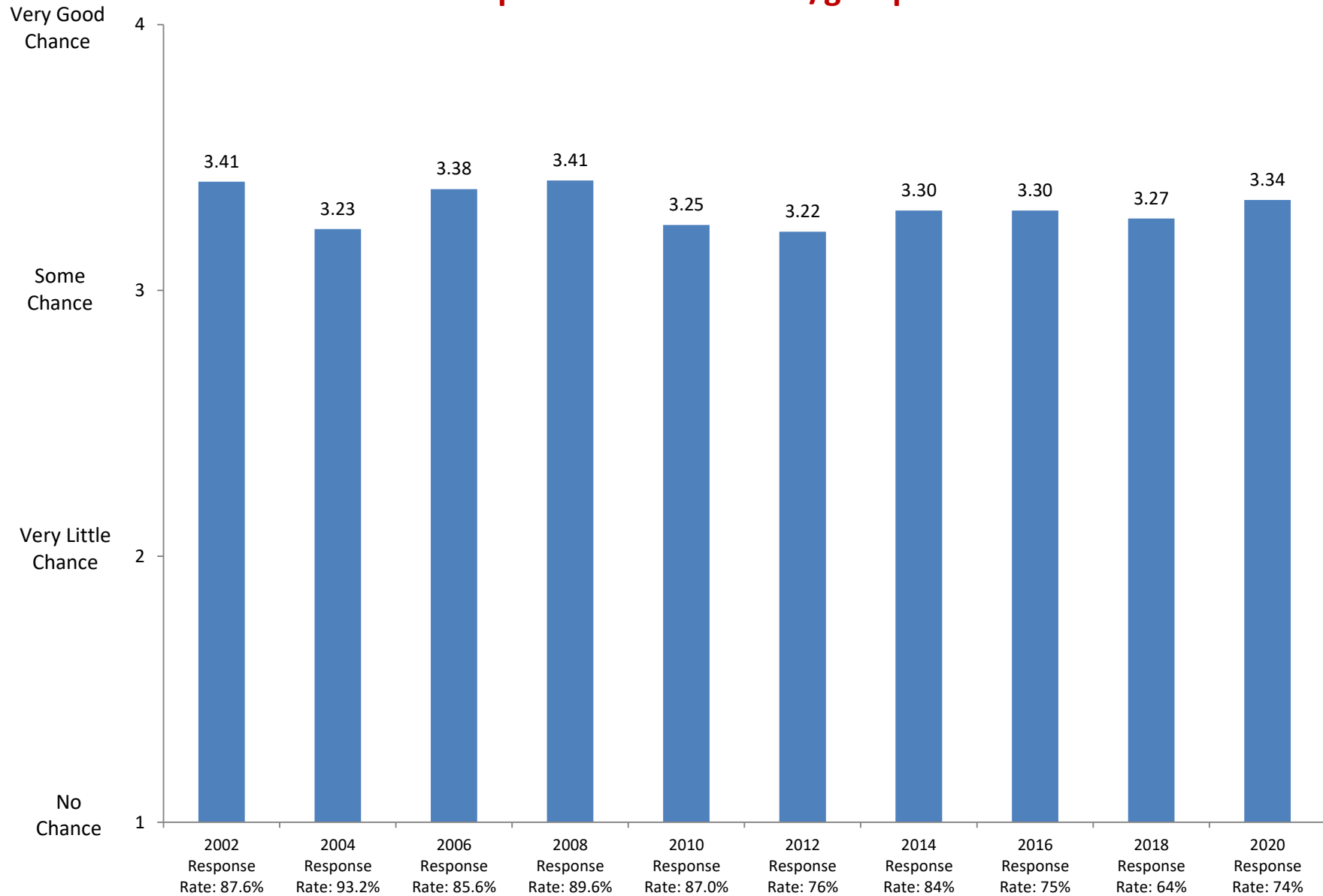


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

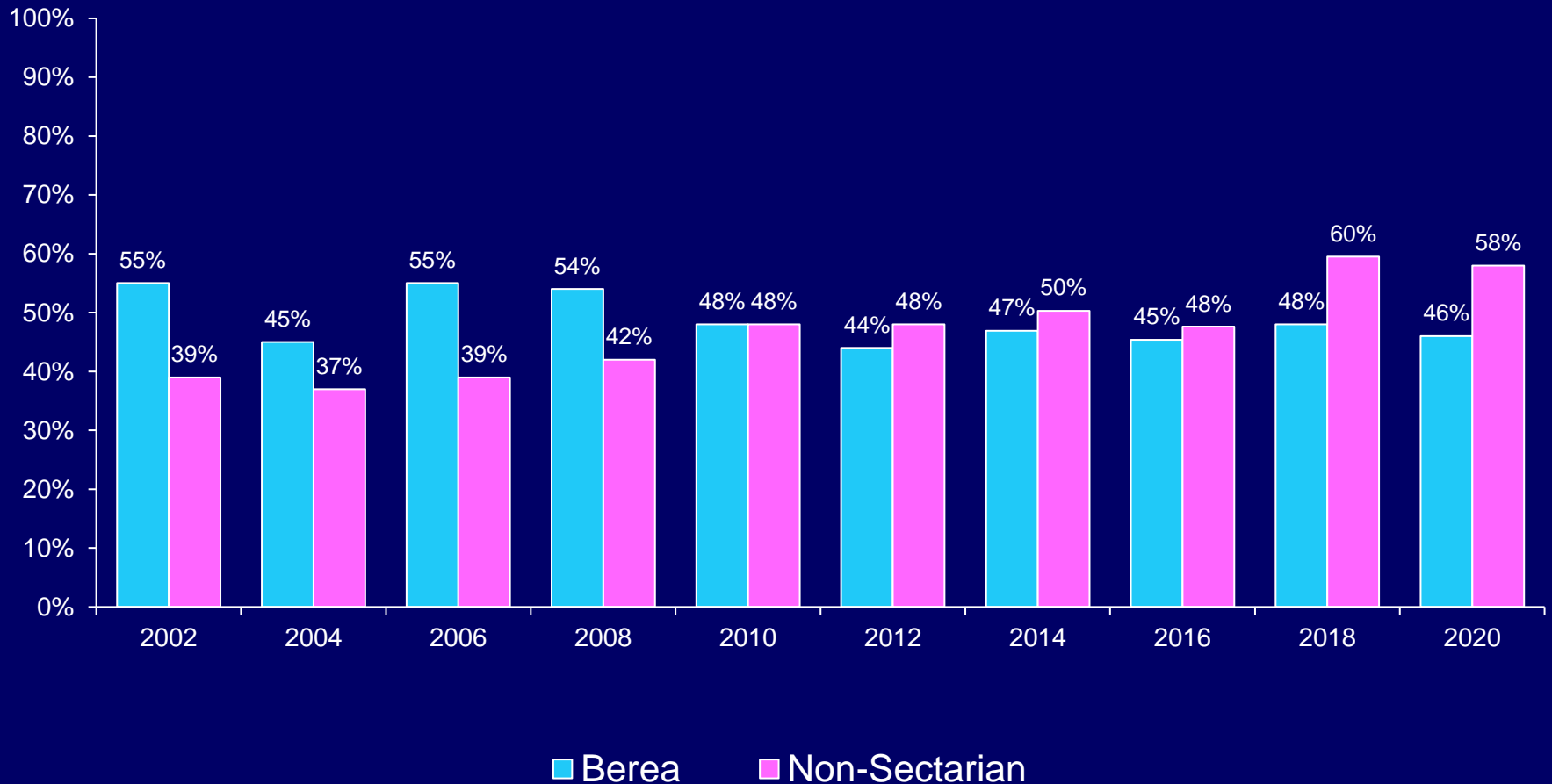
What is your best guess as to the chances that you will:

## Participate in student clubs/groups

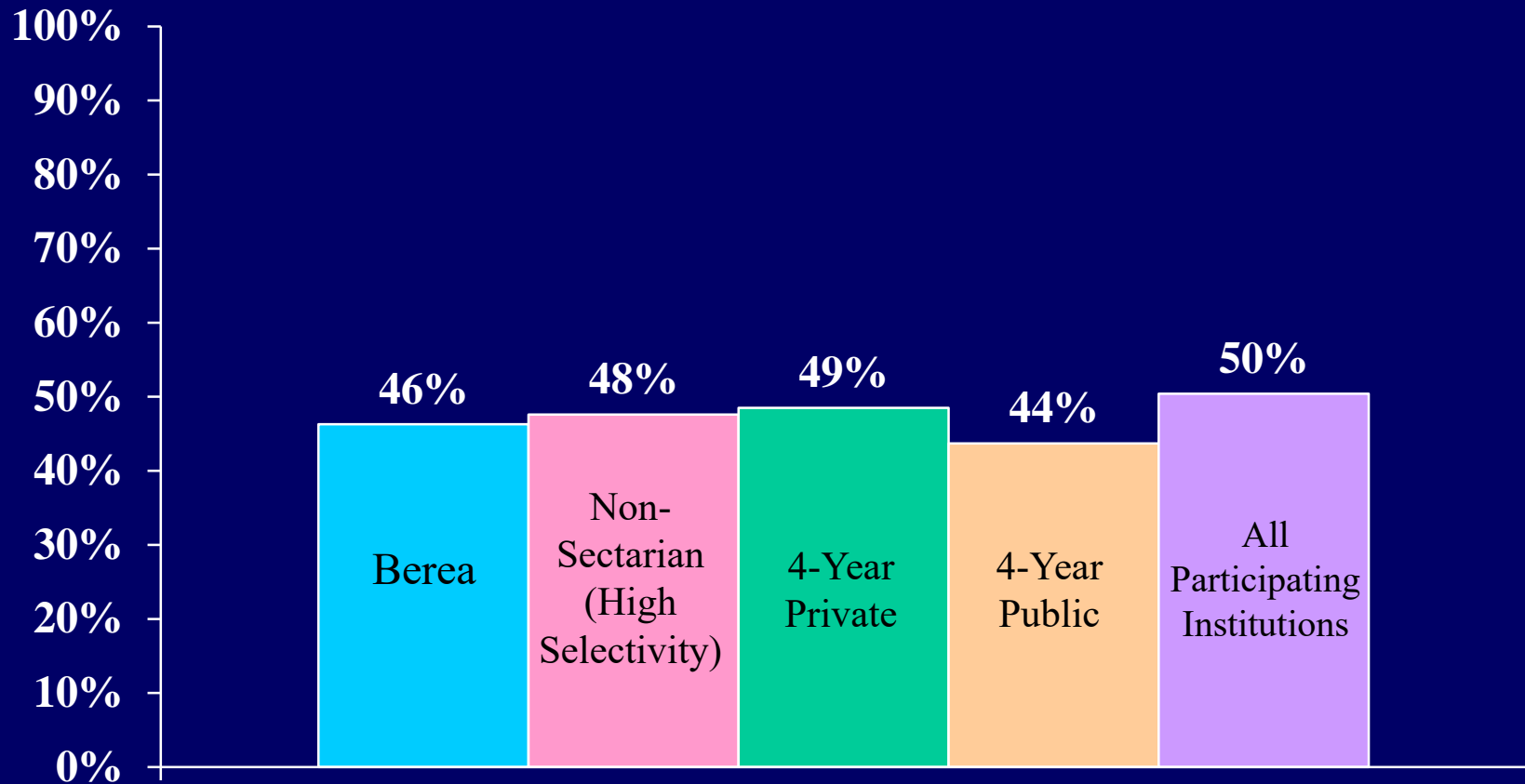


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

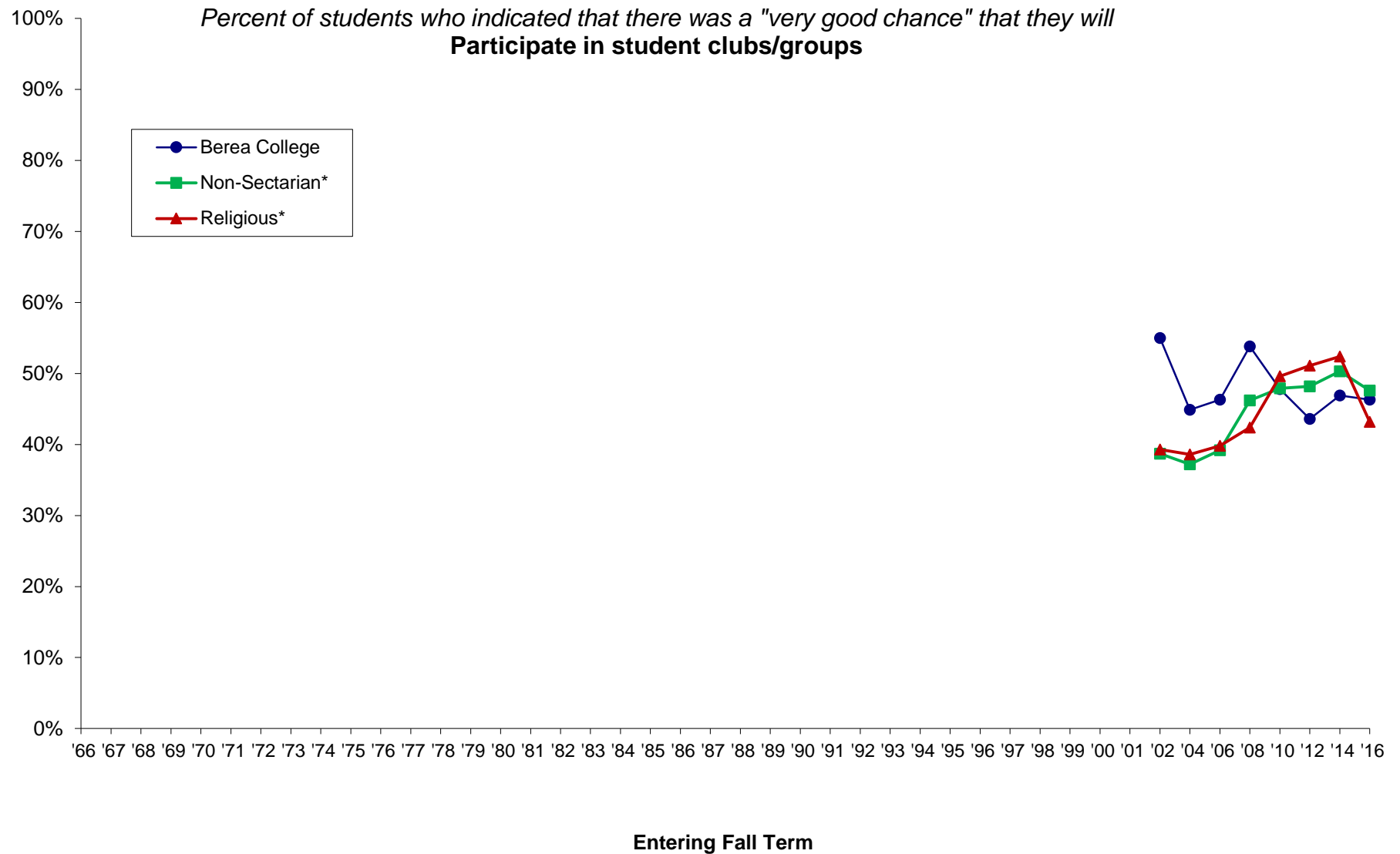


Percent of students who estimate that chances are “very good” that he or she will  
*Participate in student clubs/groups*





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

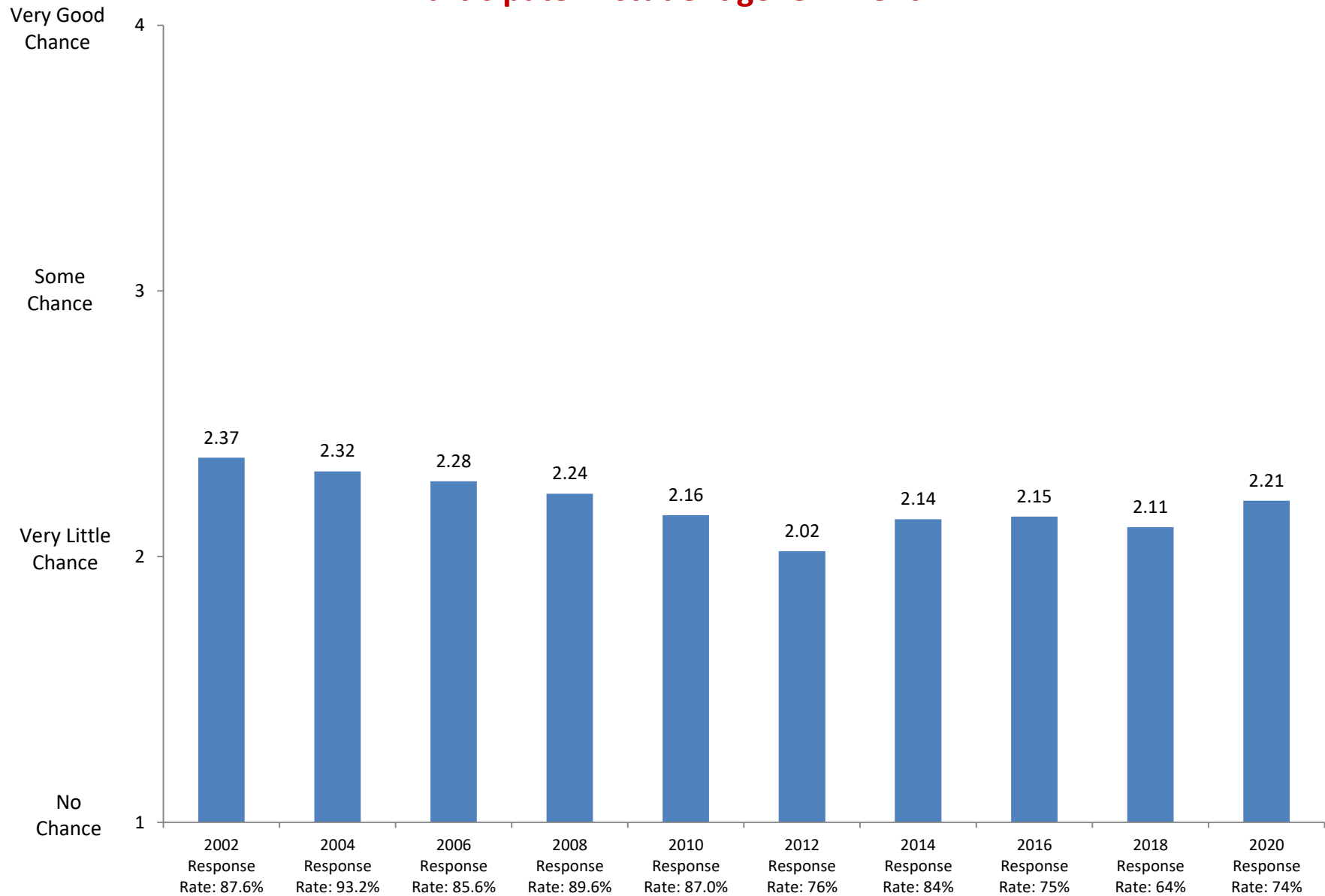


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

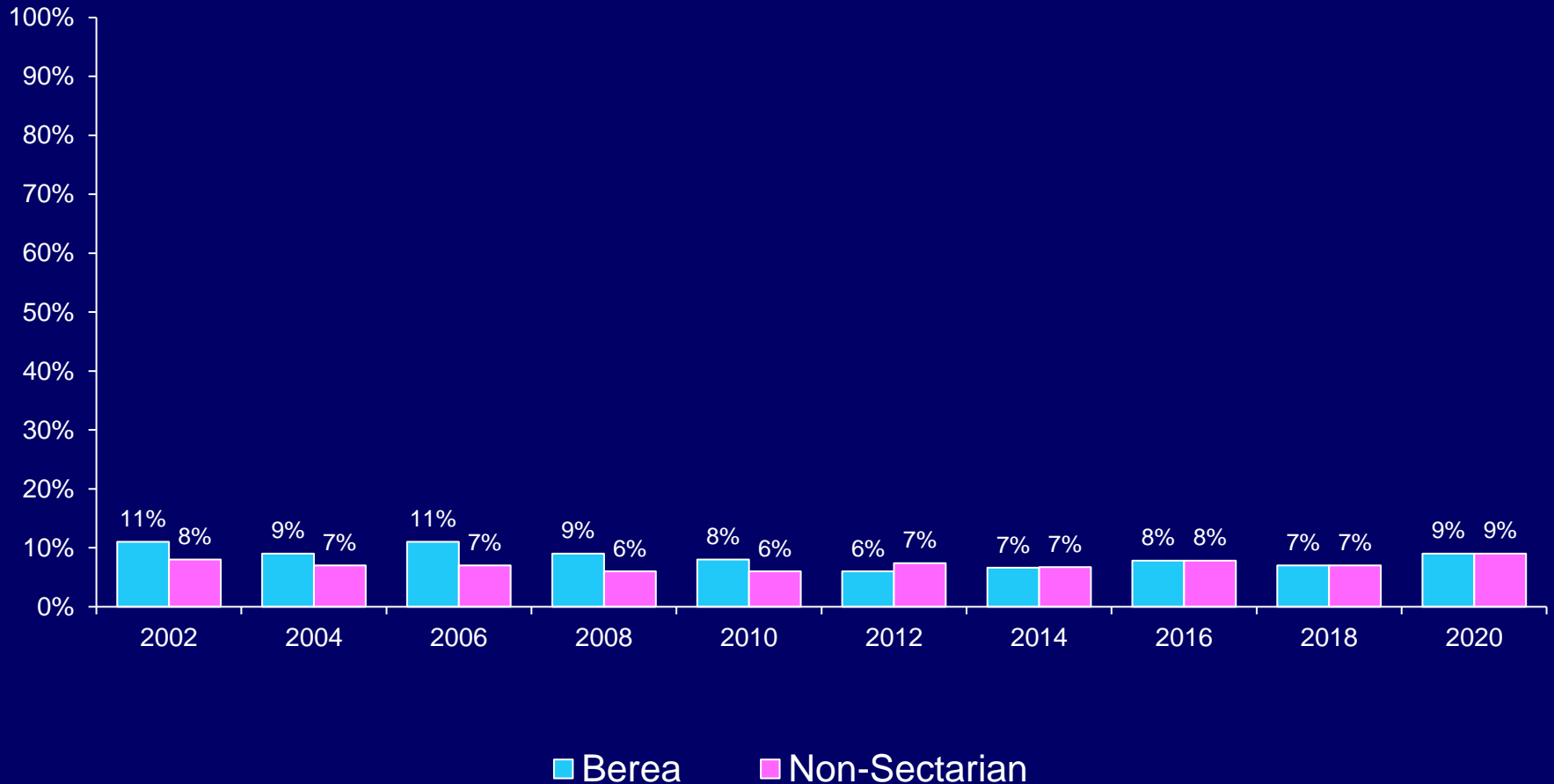
What is your best guess as to the chances that you will:

## Participate in student government



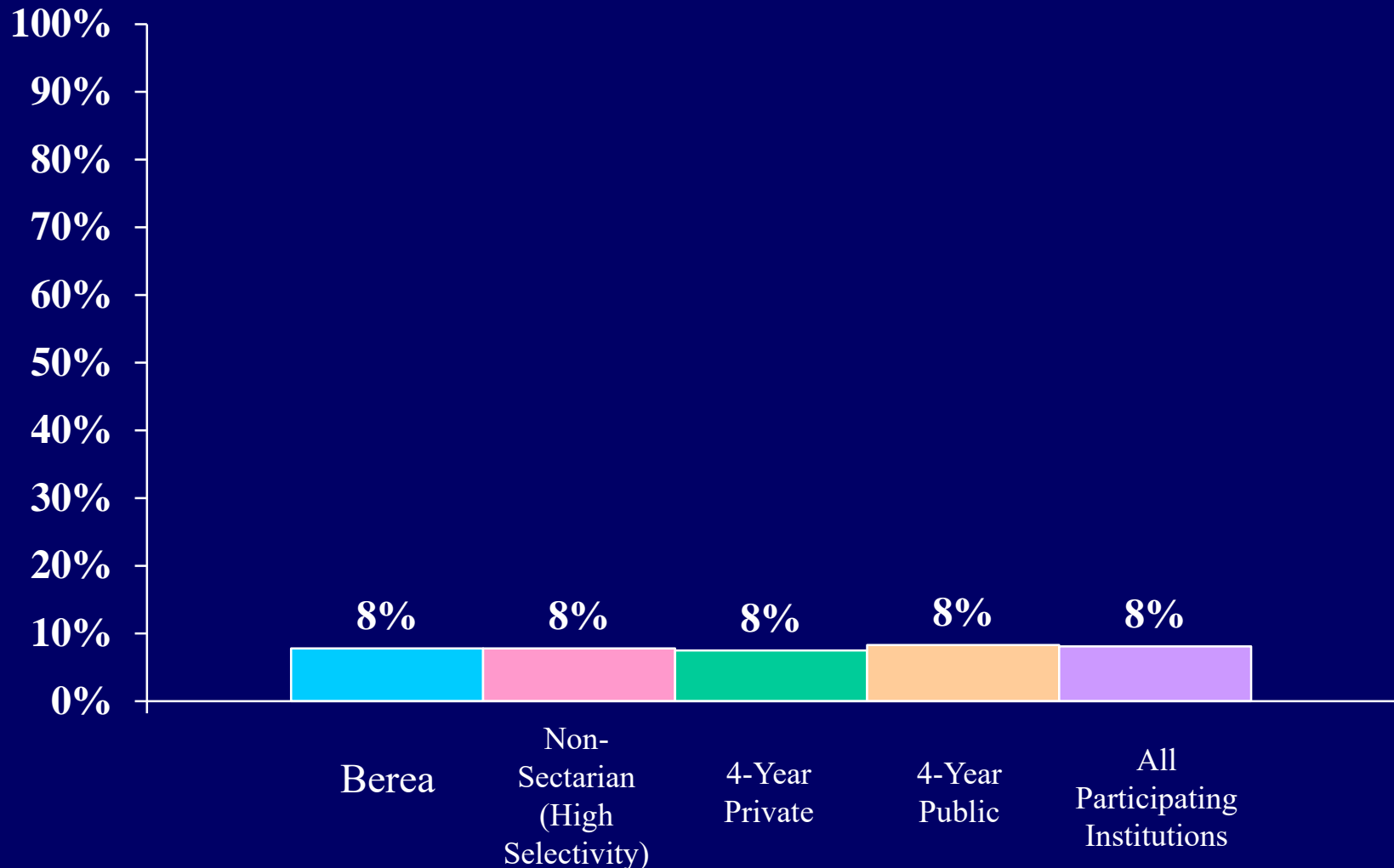
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

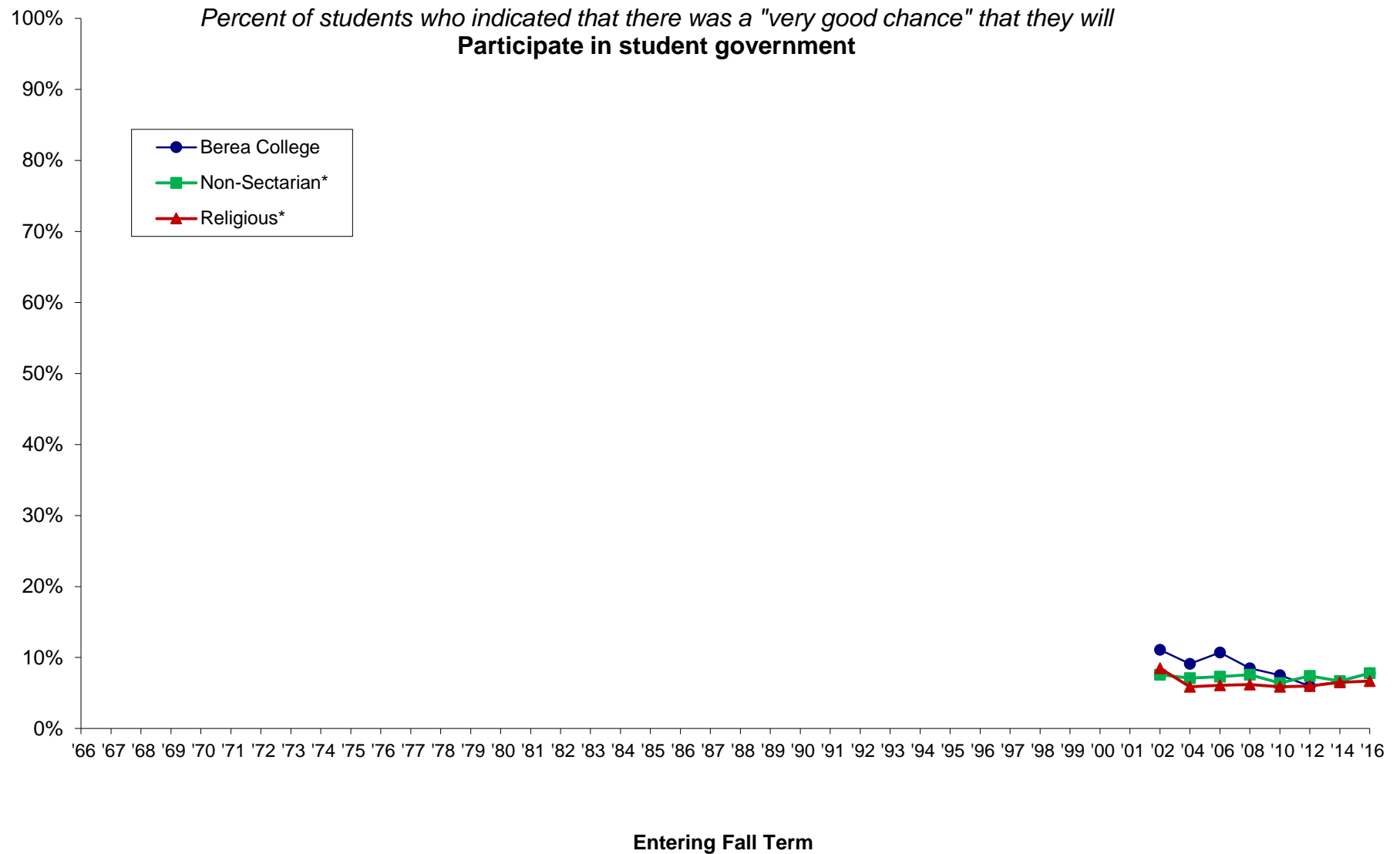


Percent of students who estimate that chances are “very good” that he or she will

# *Participate in student government*



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

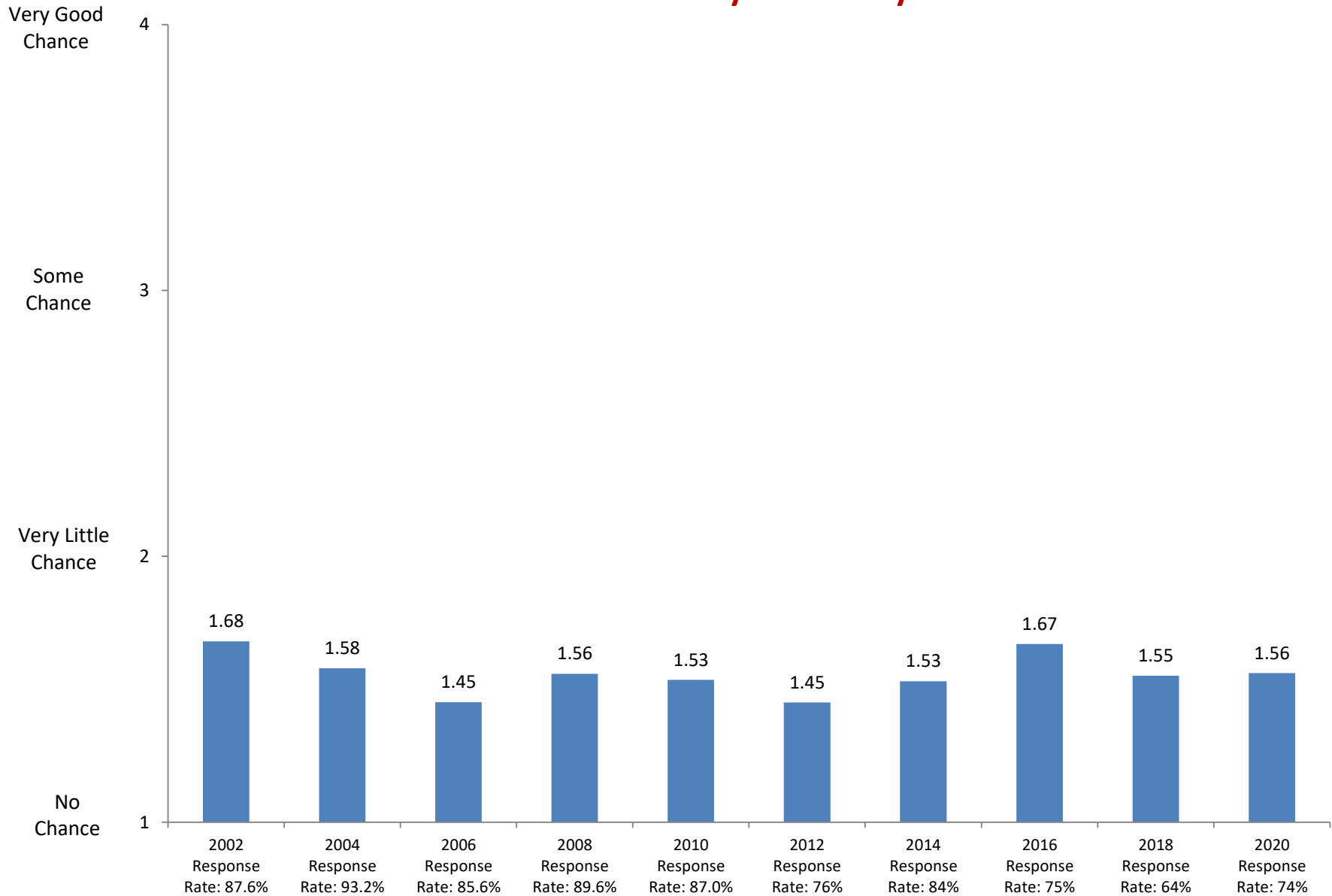


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

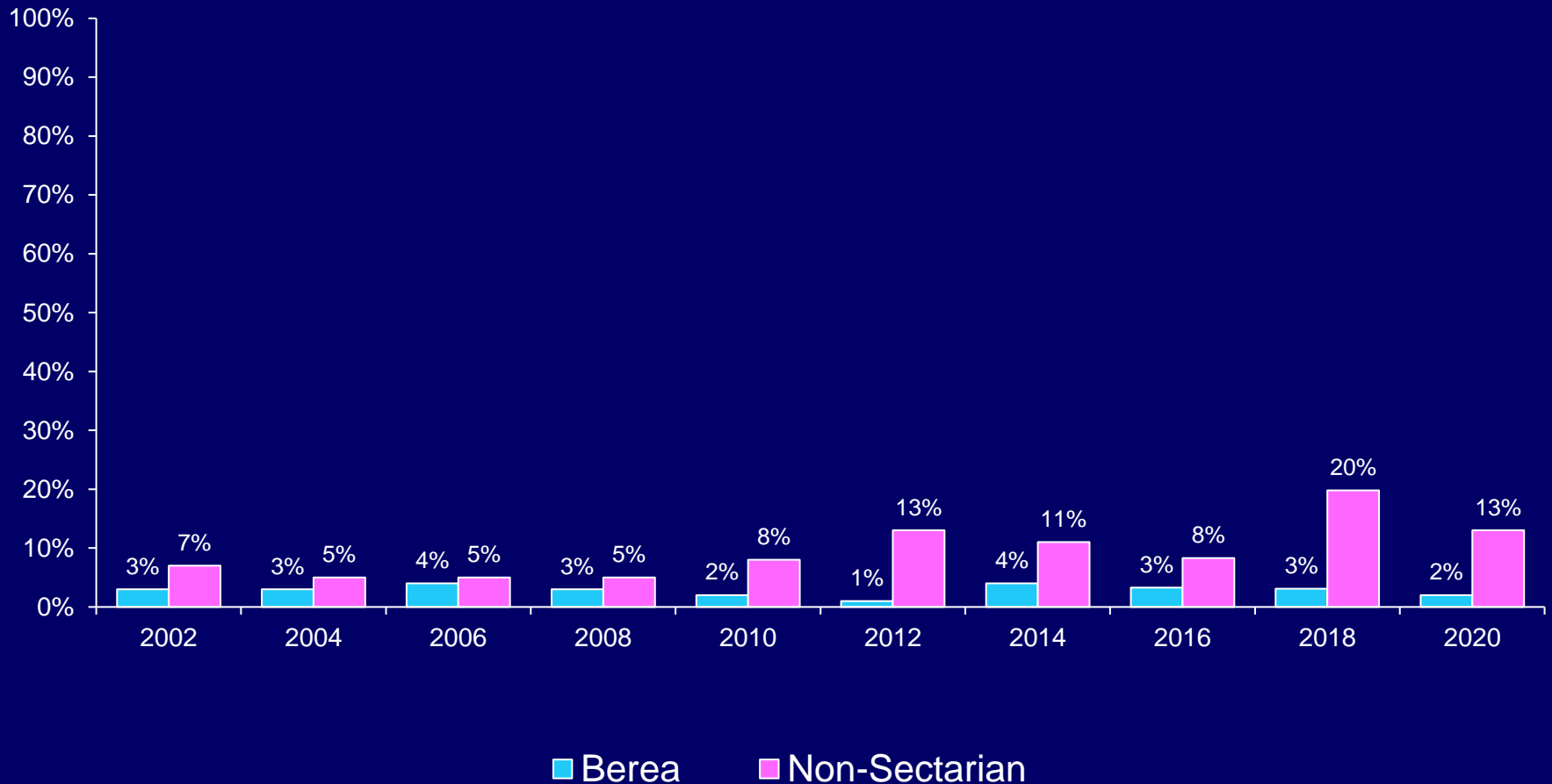
What is your best guess as to the chances that you will:

## Join a social fraternity or sorority



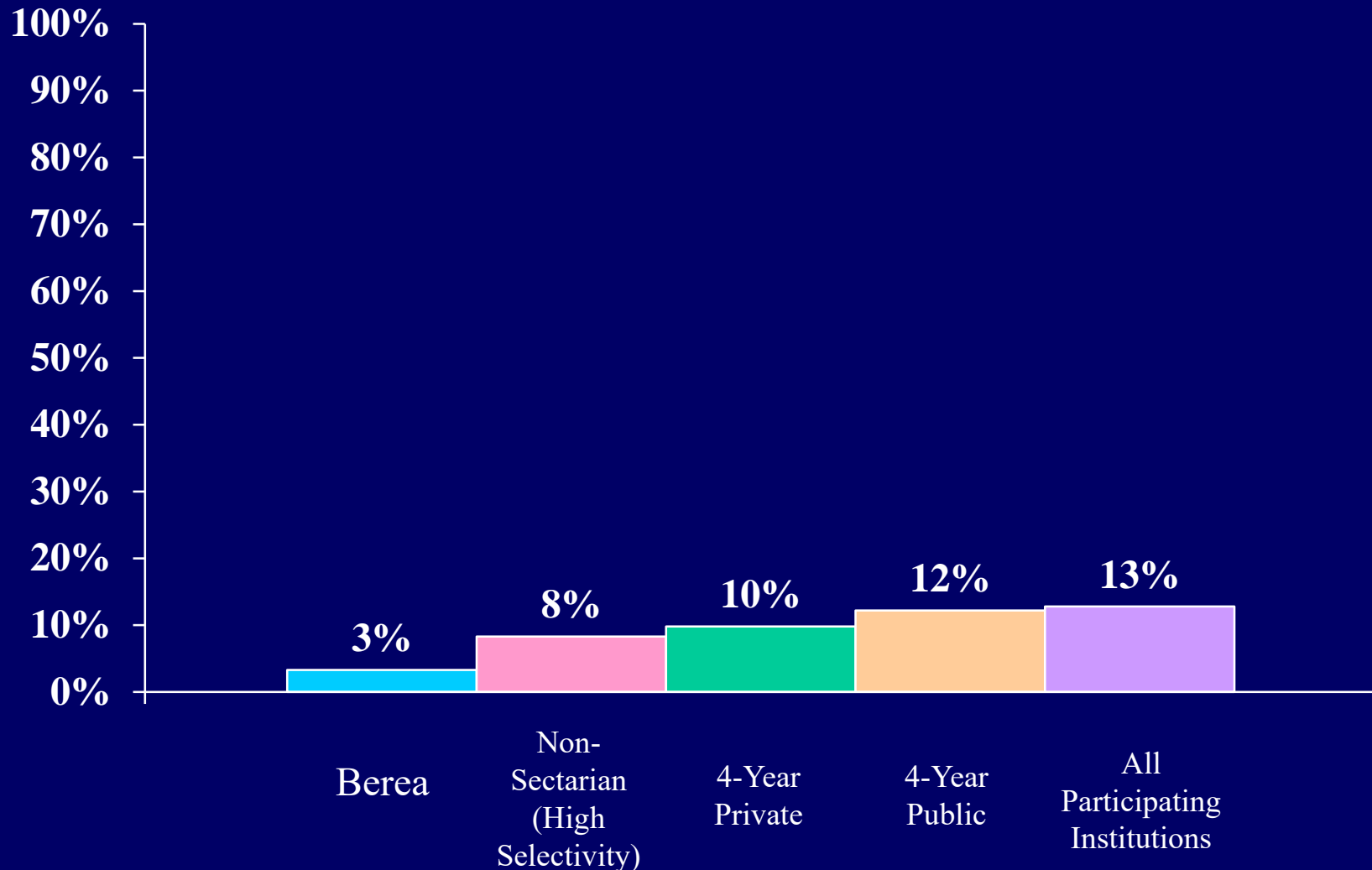
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who estimate that chances are “very good” that they will:*  
**Join a social fraternity or sorority**



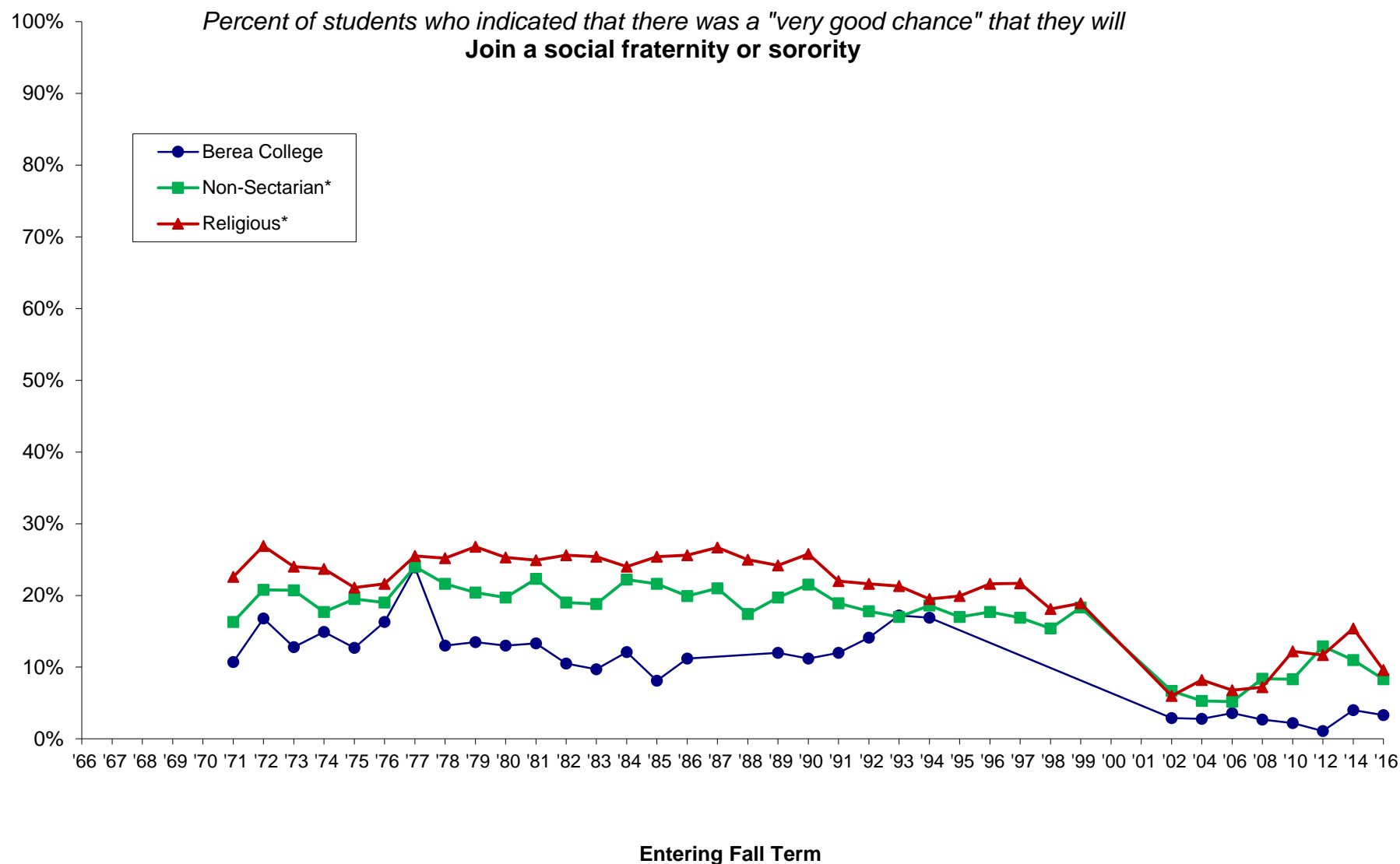
Percent of students who estimate that chances are “very good” that he or she will

## *Join a social fraternity or sorority*





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

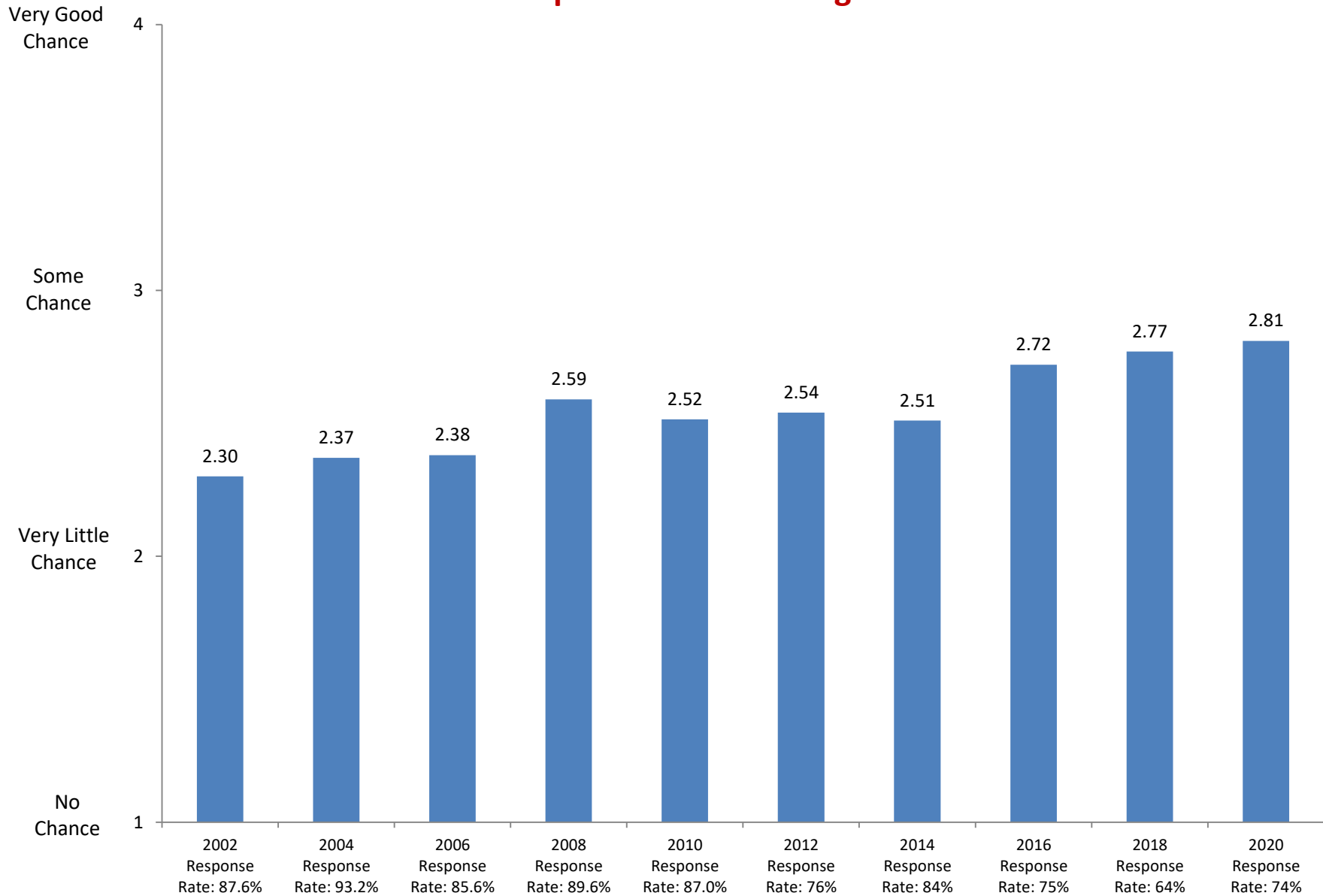


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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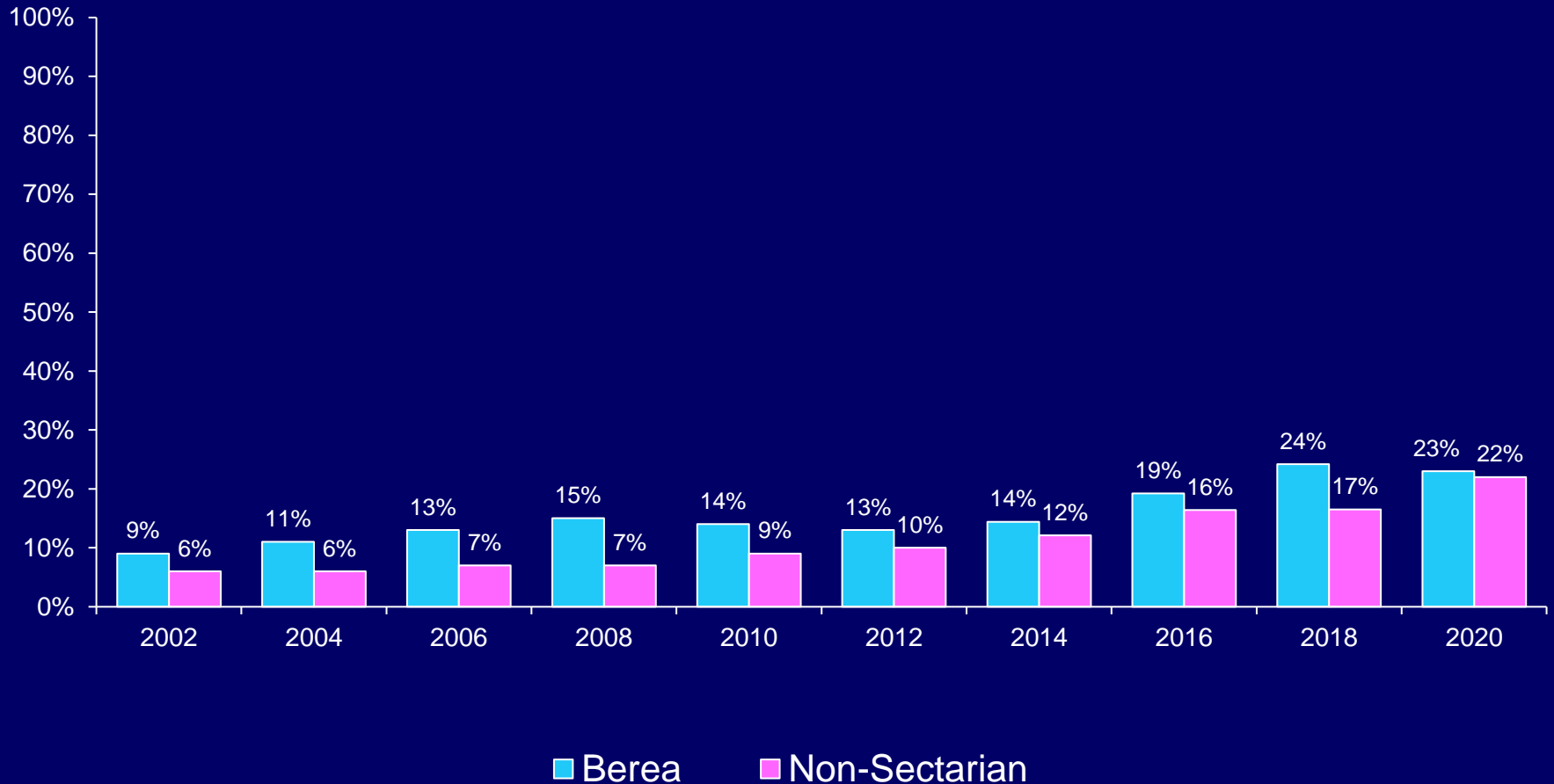
What is your best guess as to the chances that you will:

## Seek personal counseling

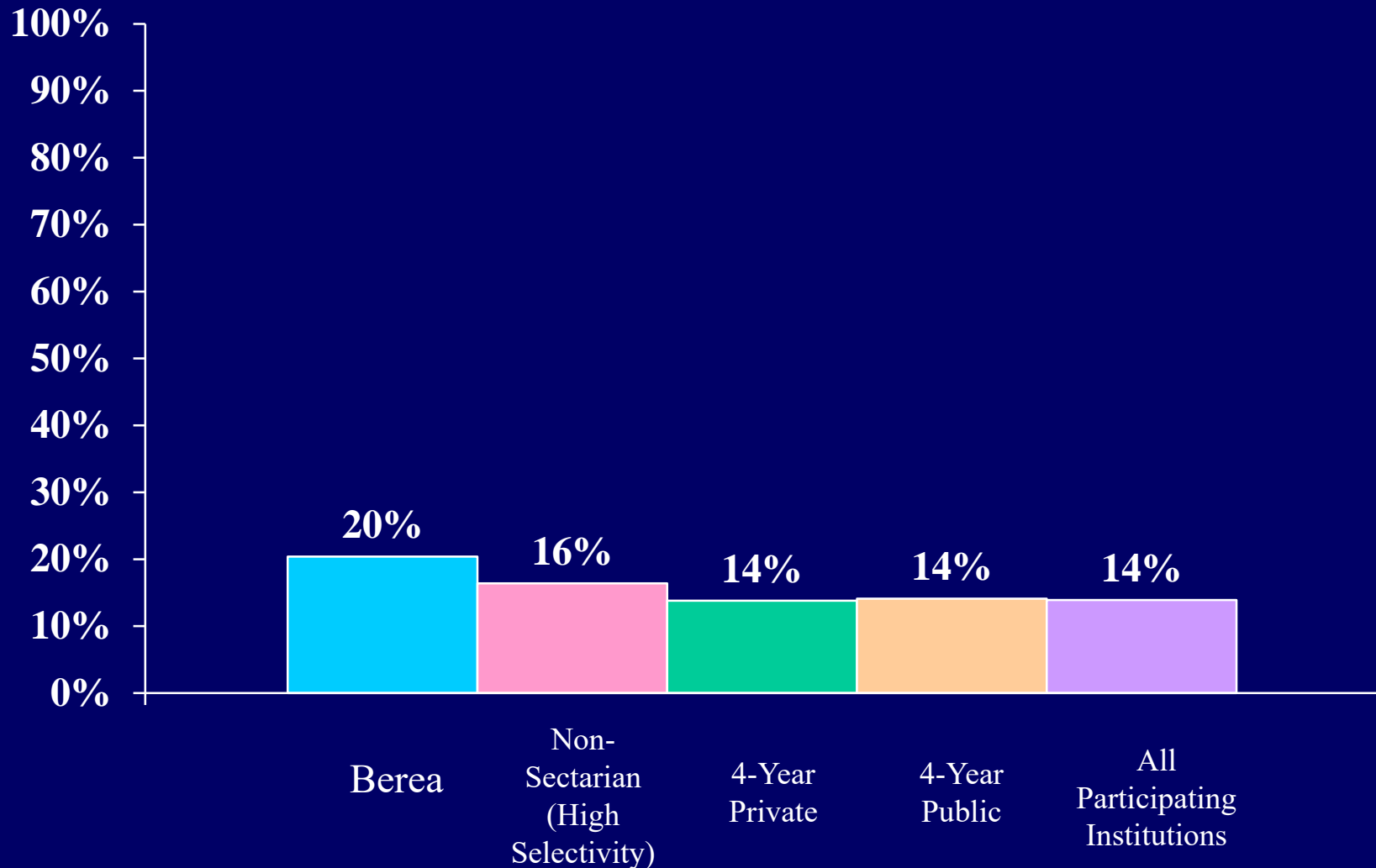


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

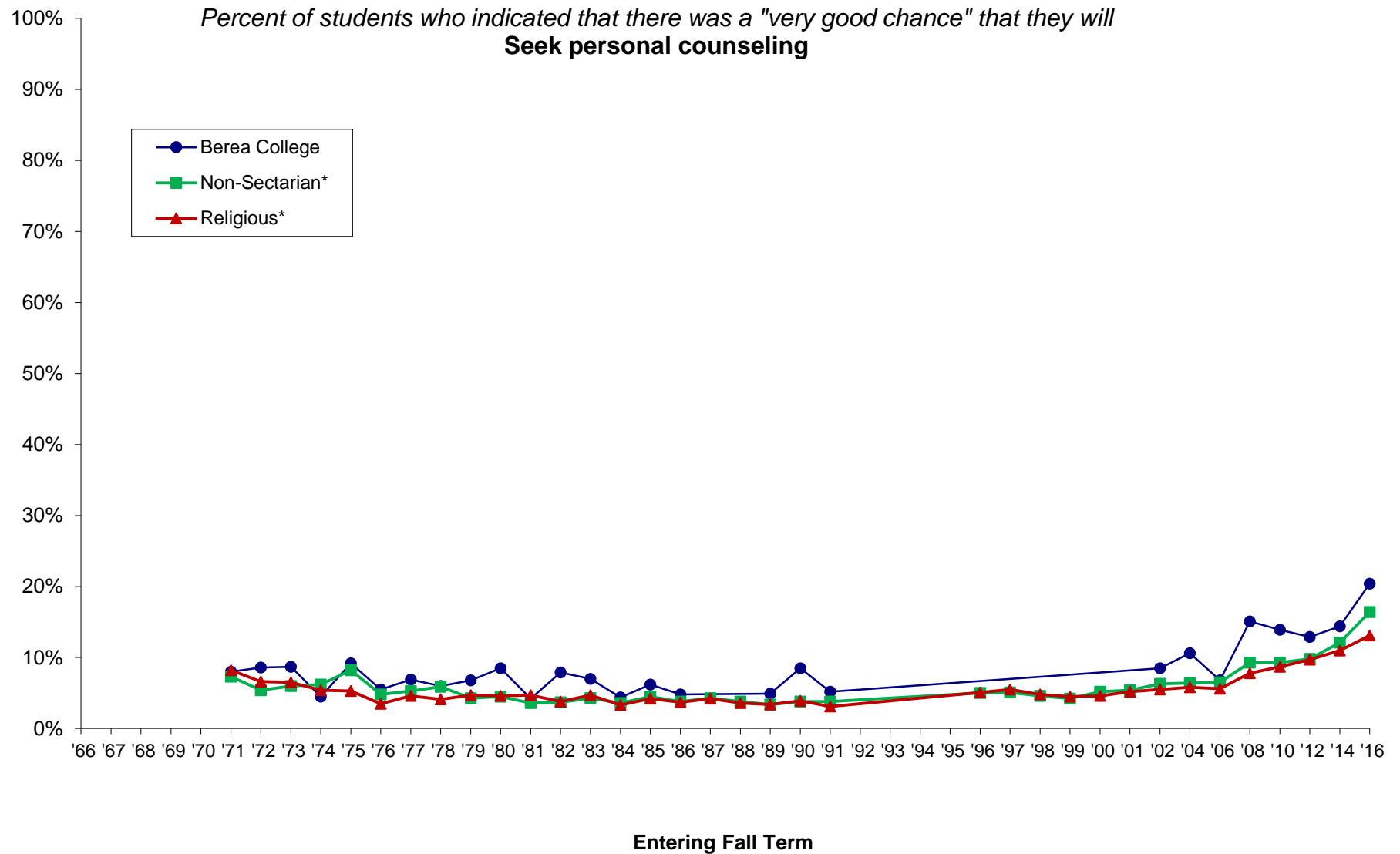
*Percent of students who estimate that chances are “very good” that they will:*  
**Seek personal counseling**



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



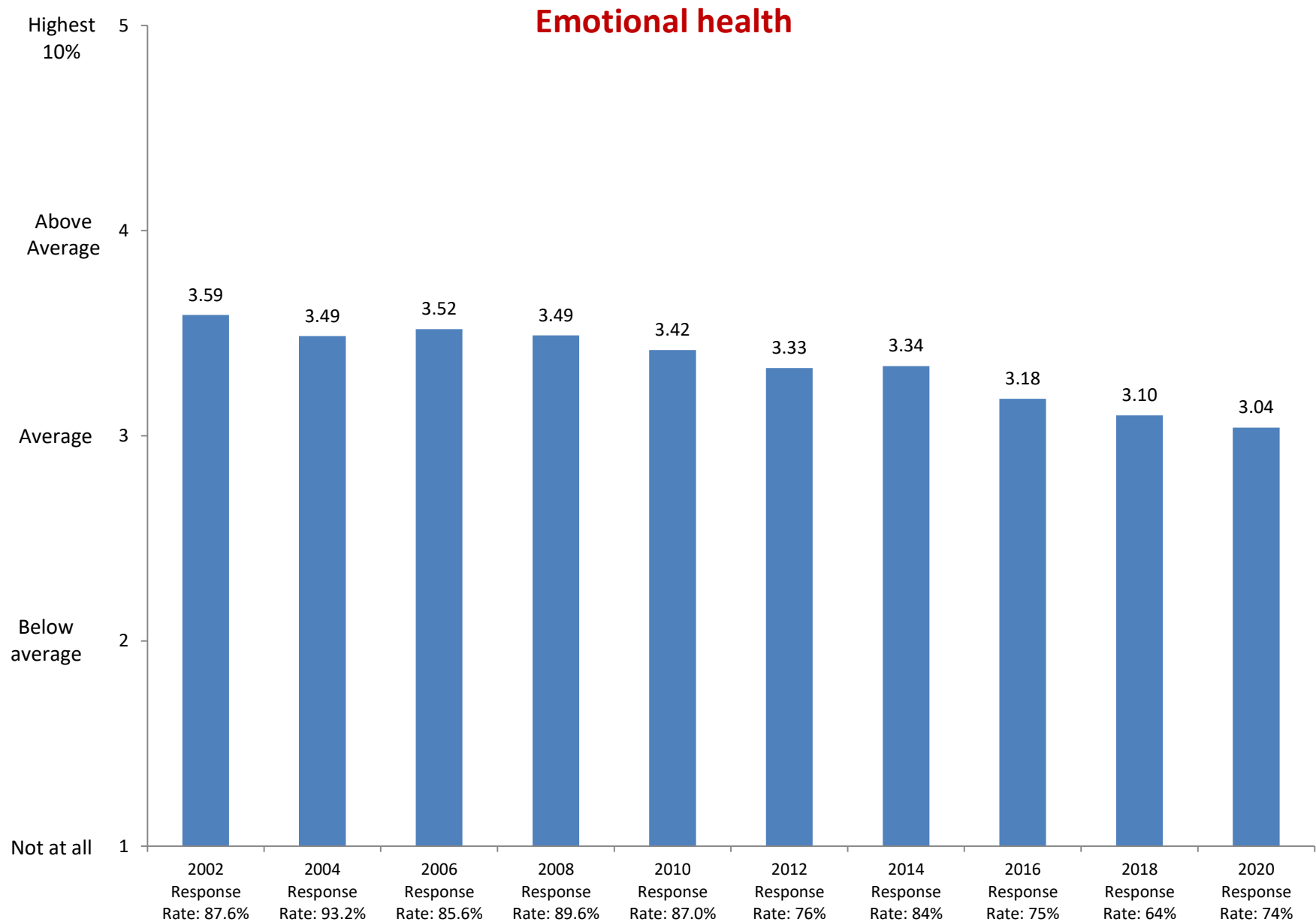
Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016



\*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.

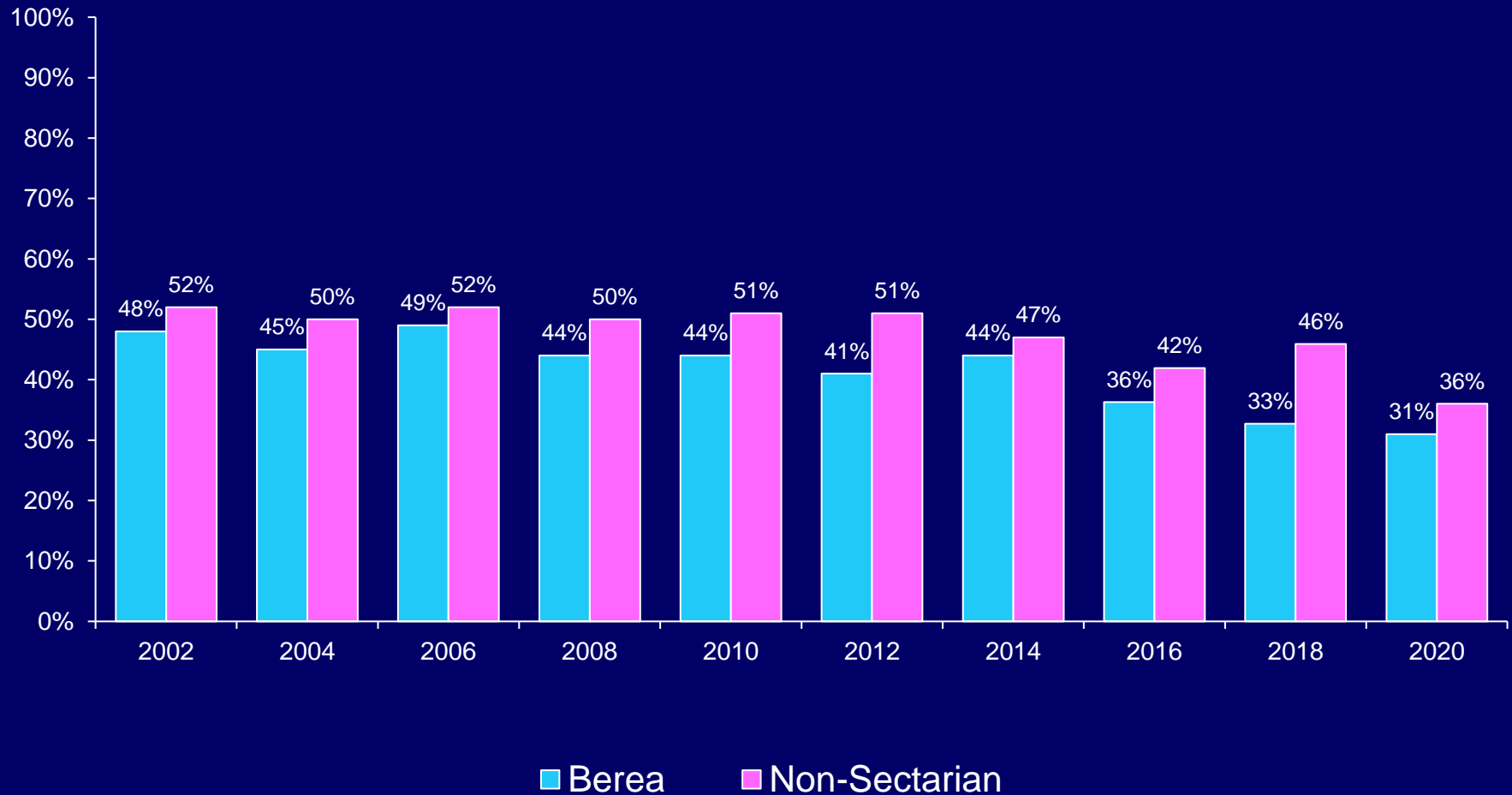
Rate yourself on each of the following traits as a compared with the average person your age.



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

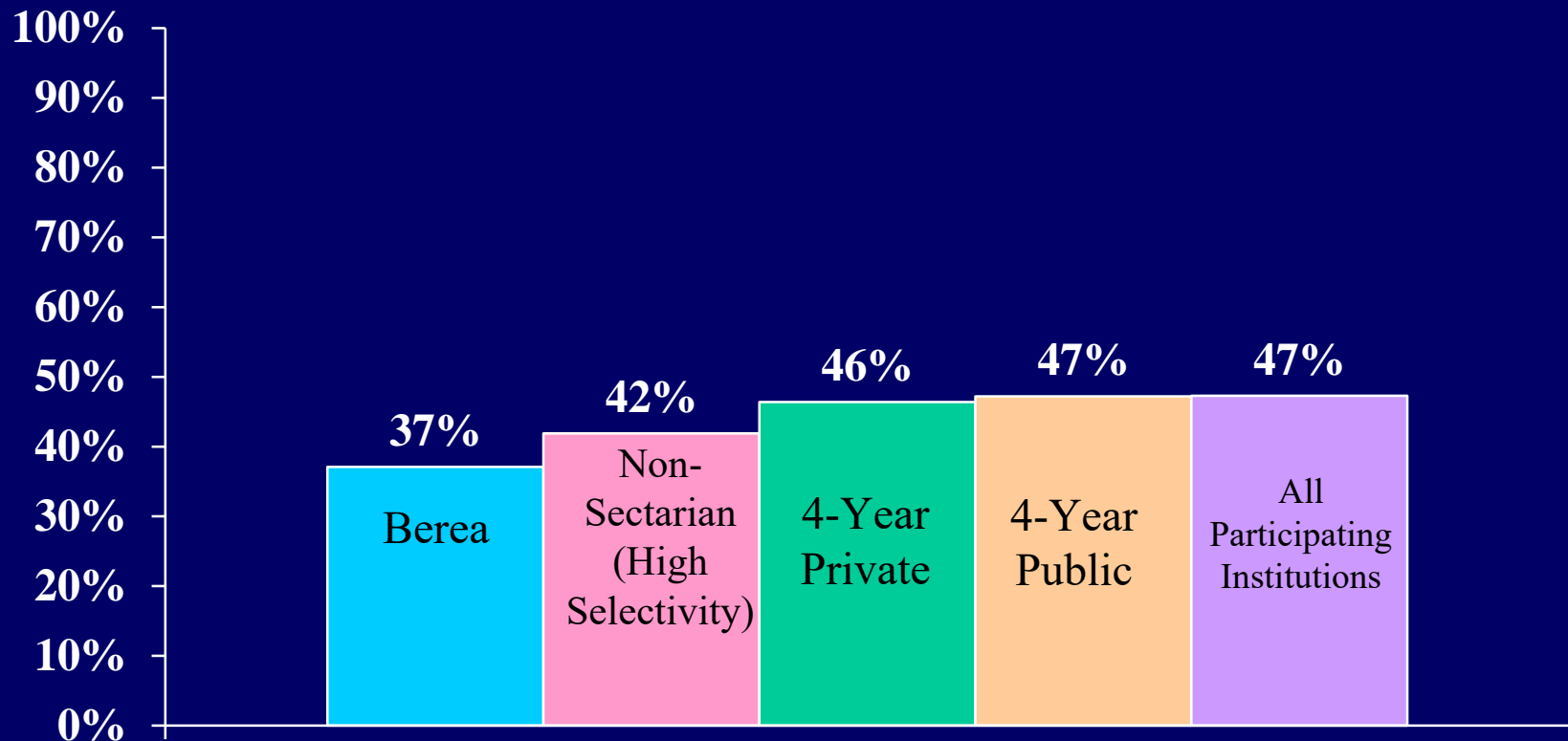
*Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:*

## Emotional health

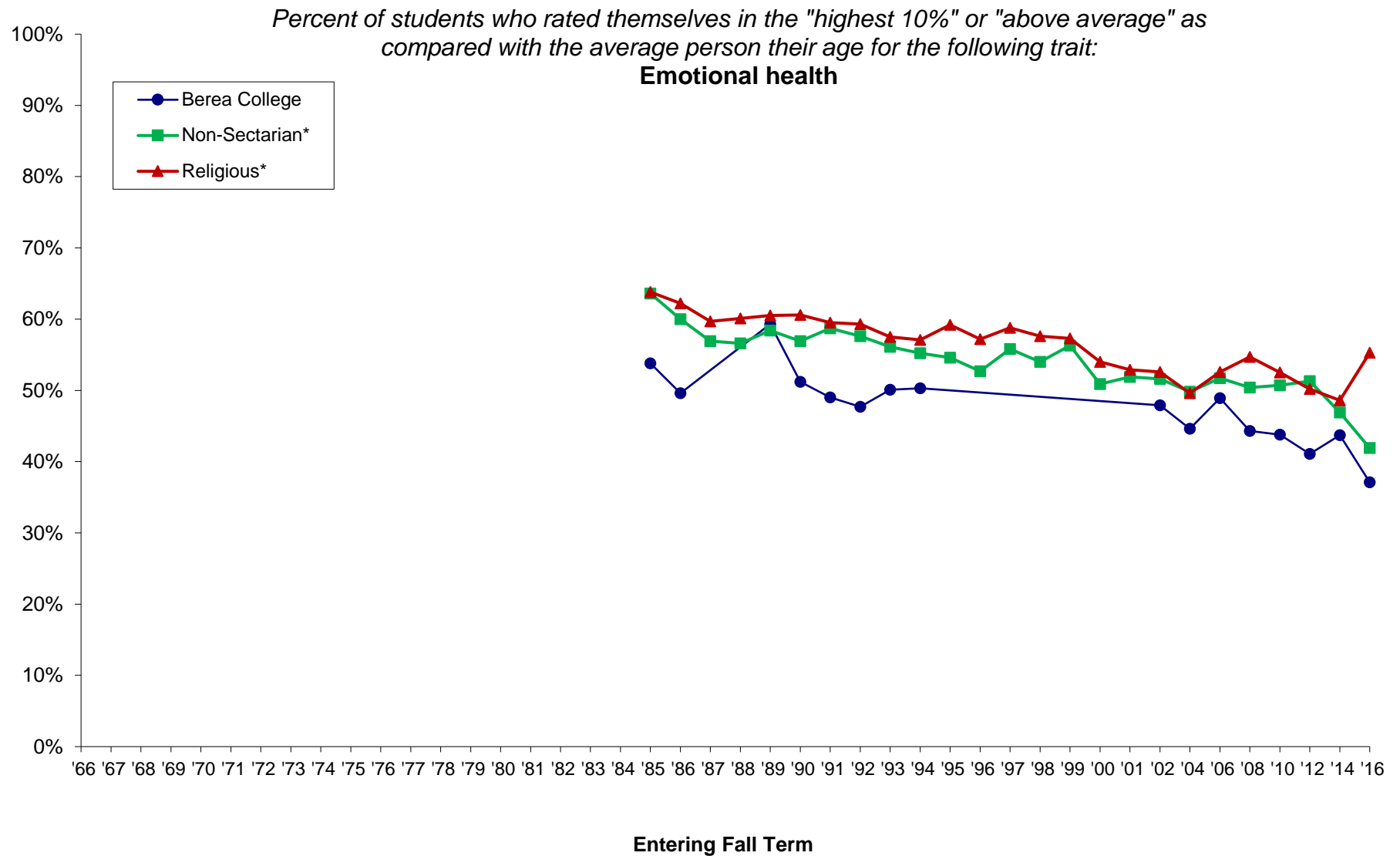


Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

## *Emotional Health*



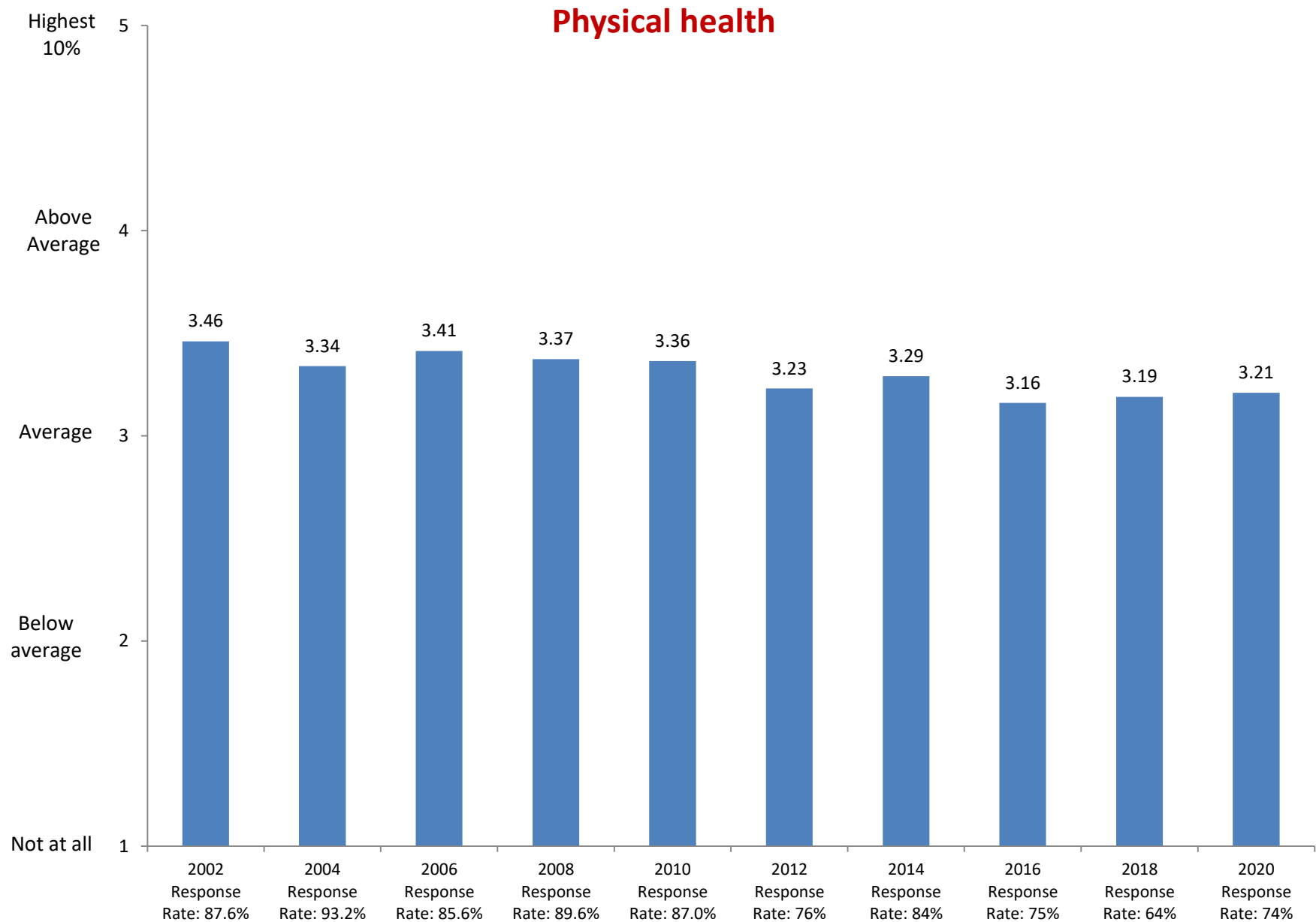




\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

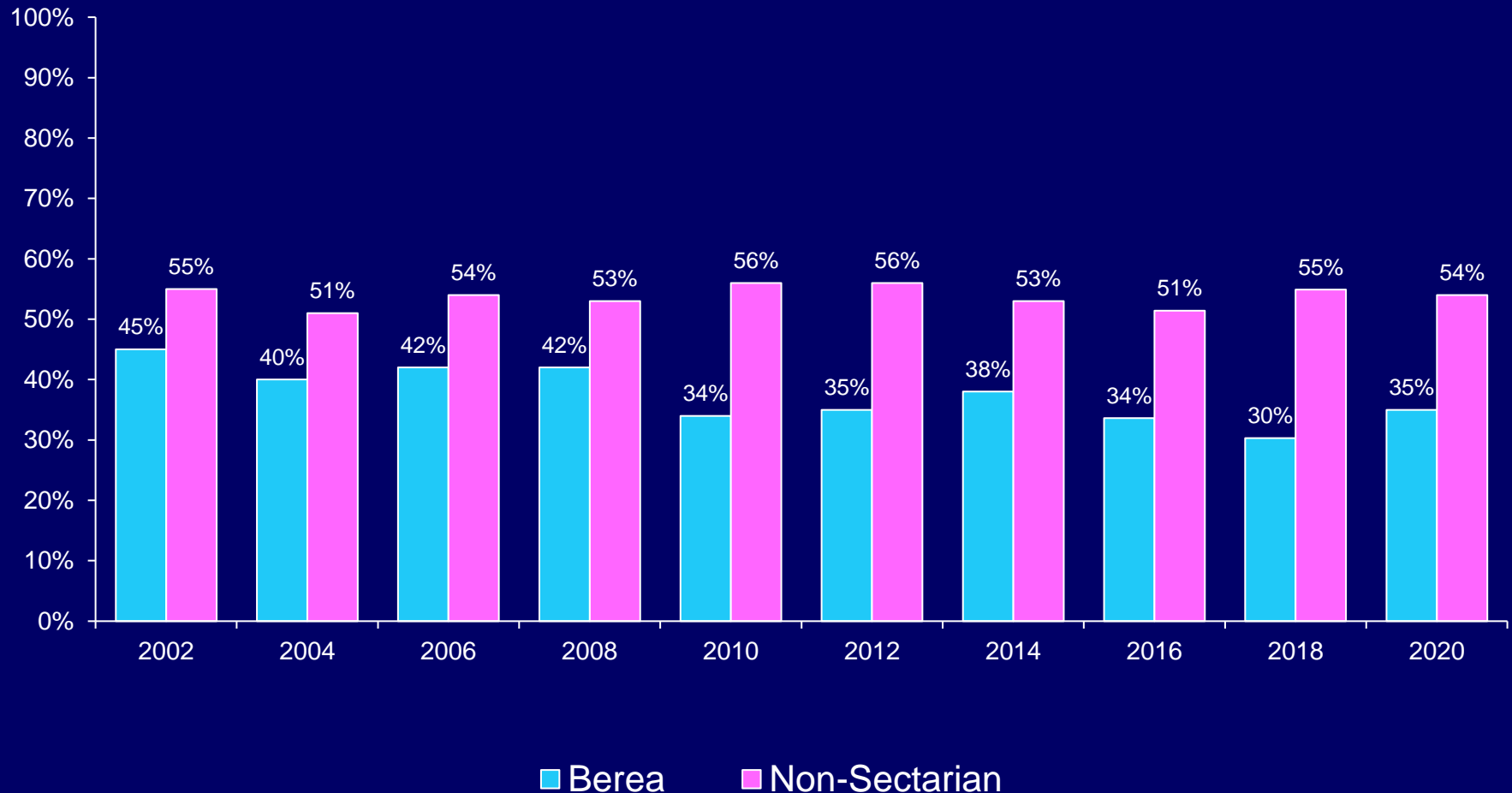
Rate yourself on each of the following traits as a compared with the average person your age.



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

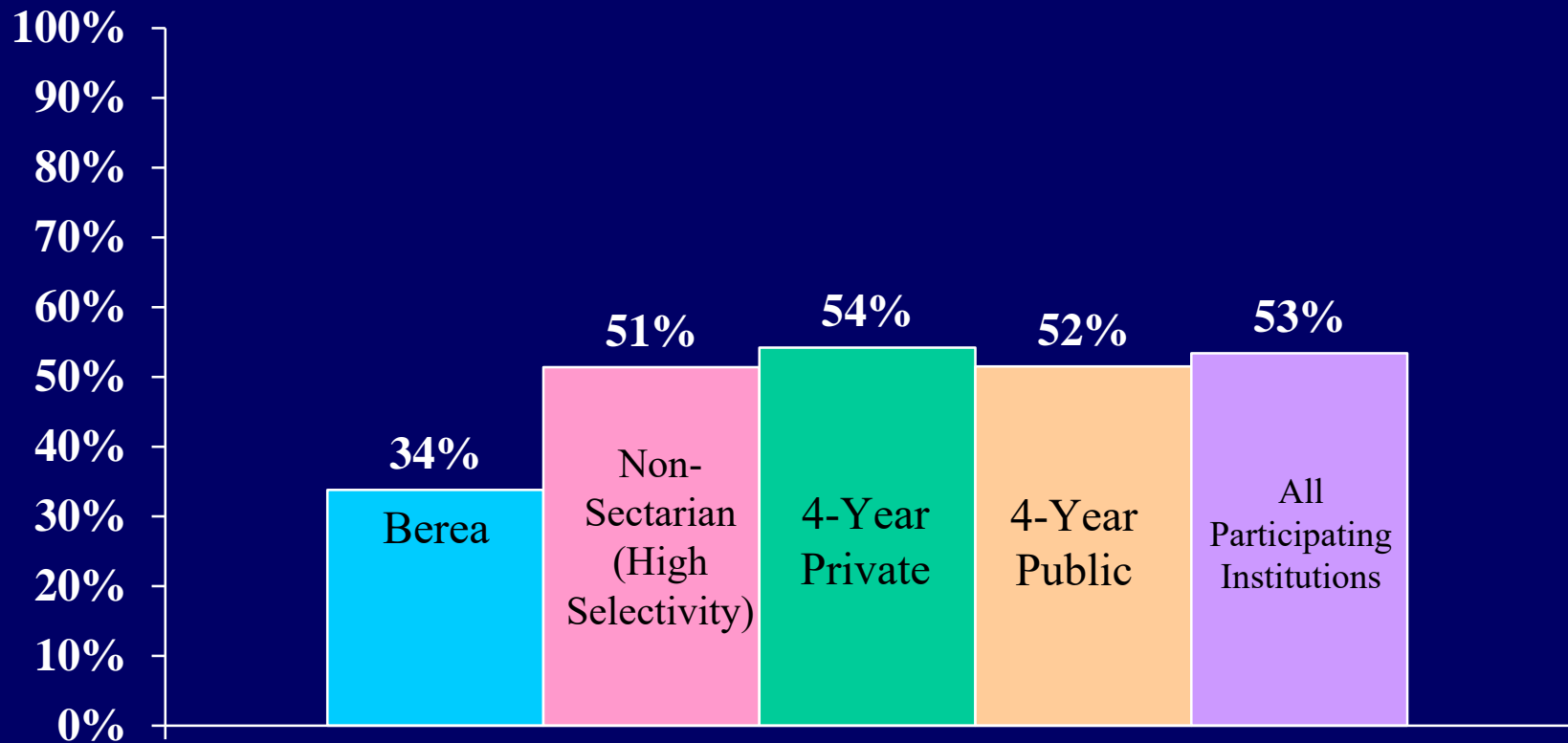
*Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:*

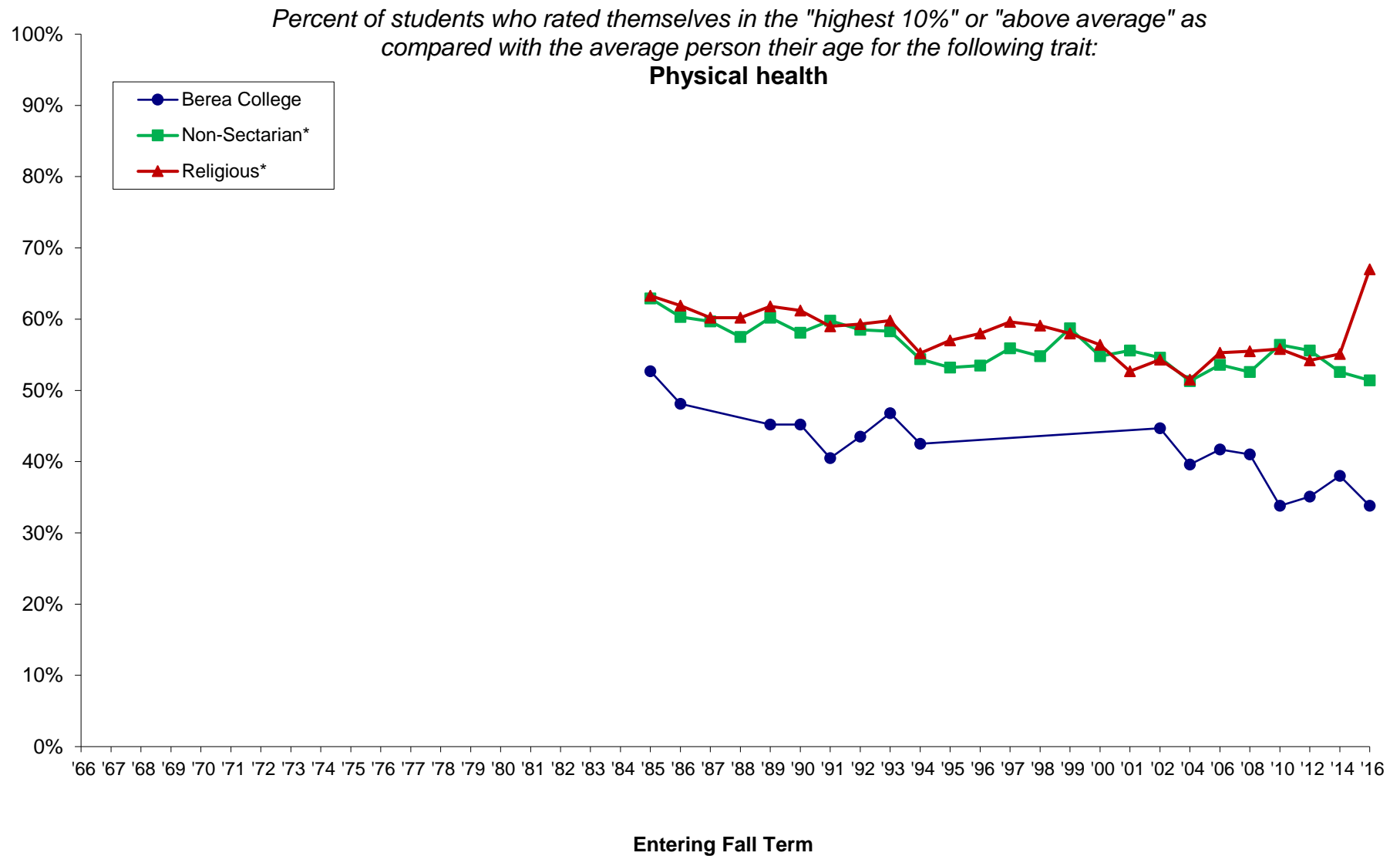
## Physical health



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

## *Physical Health*



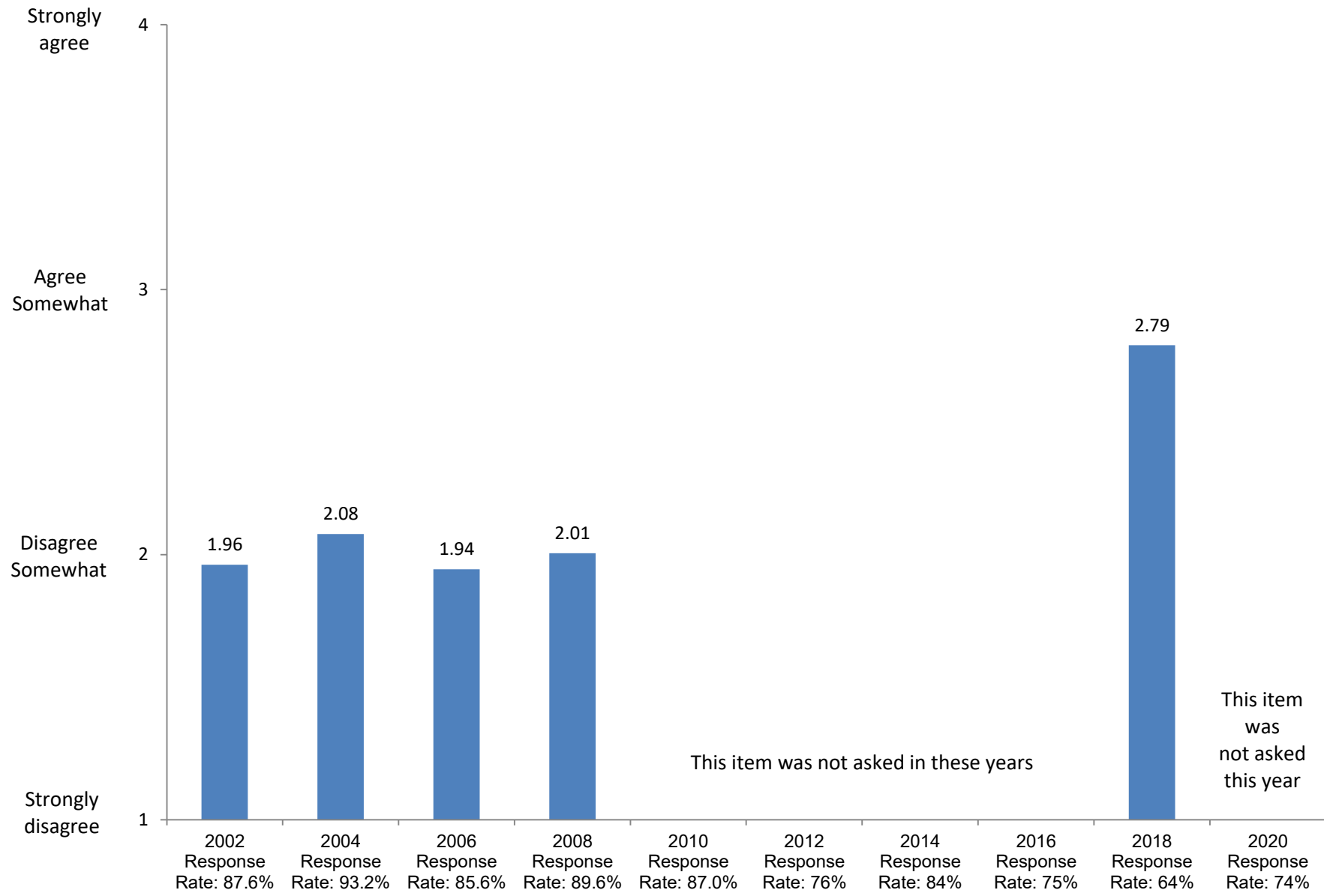


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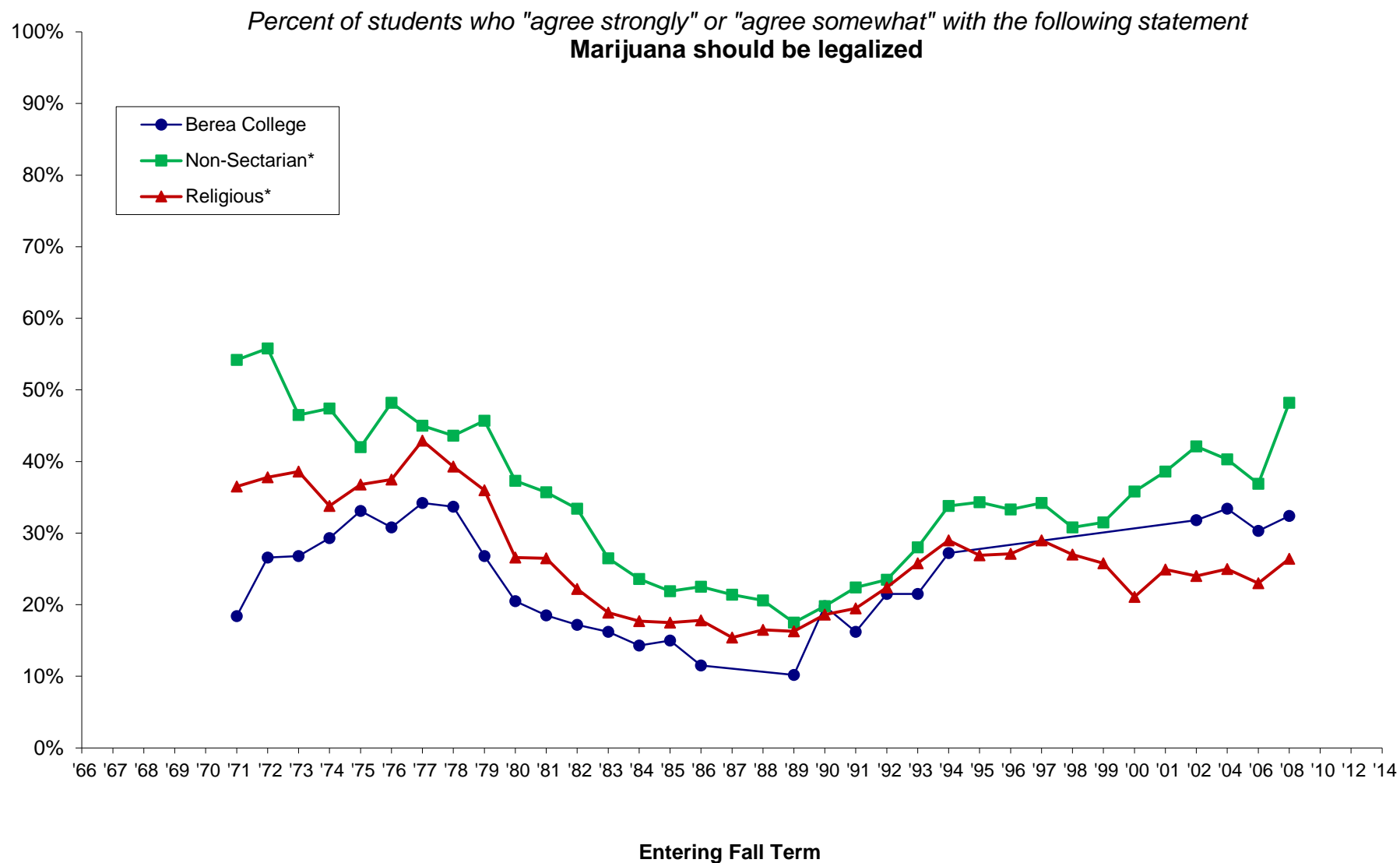
NOTE: Missing data occurs because Berea did not participate from 1995 through 2001; beginning in 2002, Berea participates every other Fall Term. Also, some survey items have been added or deleted over the years.

Rate your agreement with each of the following.

## Marijuana should be legalized



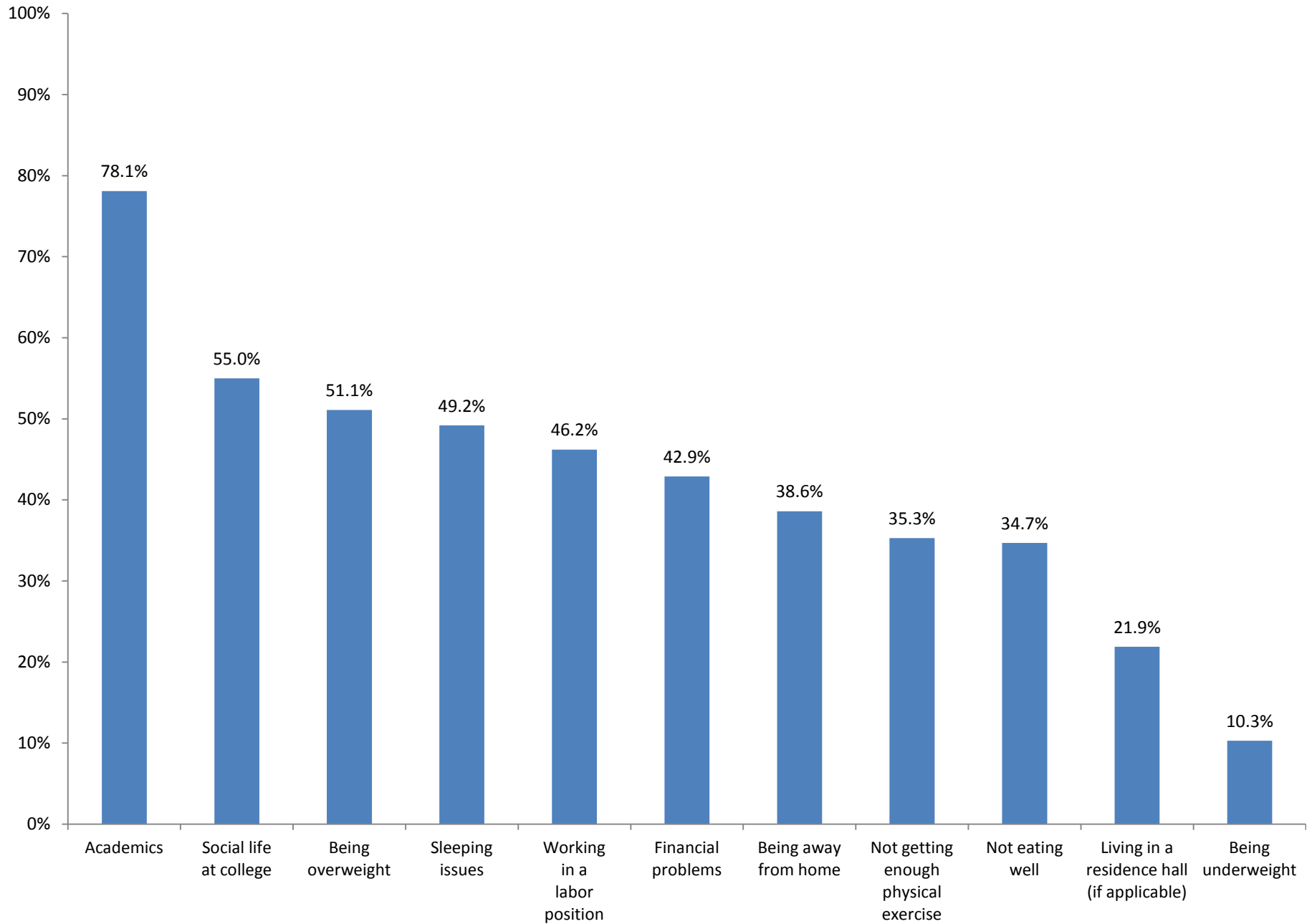
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.



\*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.

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





# Entering Student Survey



Administered Fall Terms 2011, 2013, and 2015

[Click to see survey instruments](#)

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

## Fall 2015 Entering Student Survey Report

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

	First-Year Students		Transfer Students		All Entering Students	
Being underweight	41	11.4%	8	20.5%	49	12.3%
Being overweight	187	52.1%	17	43.6%	204	51.3%
Academics	294	81.9%	31	79.5%	325	81.7%
Social life at college	186	51.8%	17	43.6%	203	51.0%
Working in a labor position	130	36.2%	13	33.3%	143	35.9%
Being away from home	108	30.1%	11	28.2%	119	29.9%
Living in a residence hall (if applicable)	48	13.4%	10	25.6%	58	14.6%
Financial problems	167	46.5%	21	53.8%	188	47.2%
Not getting enough physical exercise	140	39.0%	19	48.7%	159	39.9%
Not eating well	168	46.8%	13	33.3%	181	45.5%
Sleeping issues	208	57.9%	18	46.2%	226	56.8%

Check which sleeping issues apply to you (based on those who indicated “Sleeping issues” above):

	First-Year Students N=208		Transfer Students N=18		All Entering Students N=226	
Sleeping too much	16	7.7%	3	16.7%	19	8.4%
Sleeping too little	174	83.7%	15	83.3%	189	83.6%
Interrupted sleep	55	26.4%	9	50.0%	64	28.3%
Other, please list	12	5.8%	0	0.0%	12	5.3%

# National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



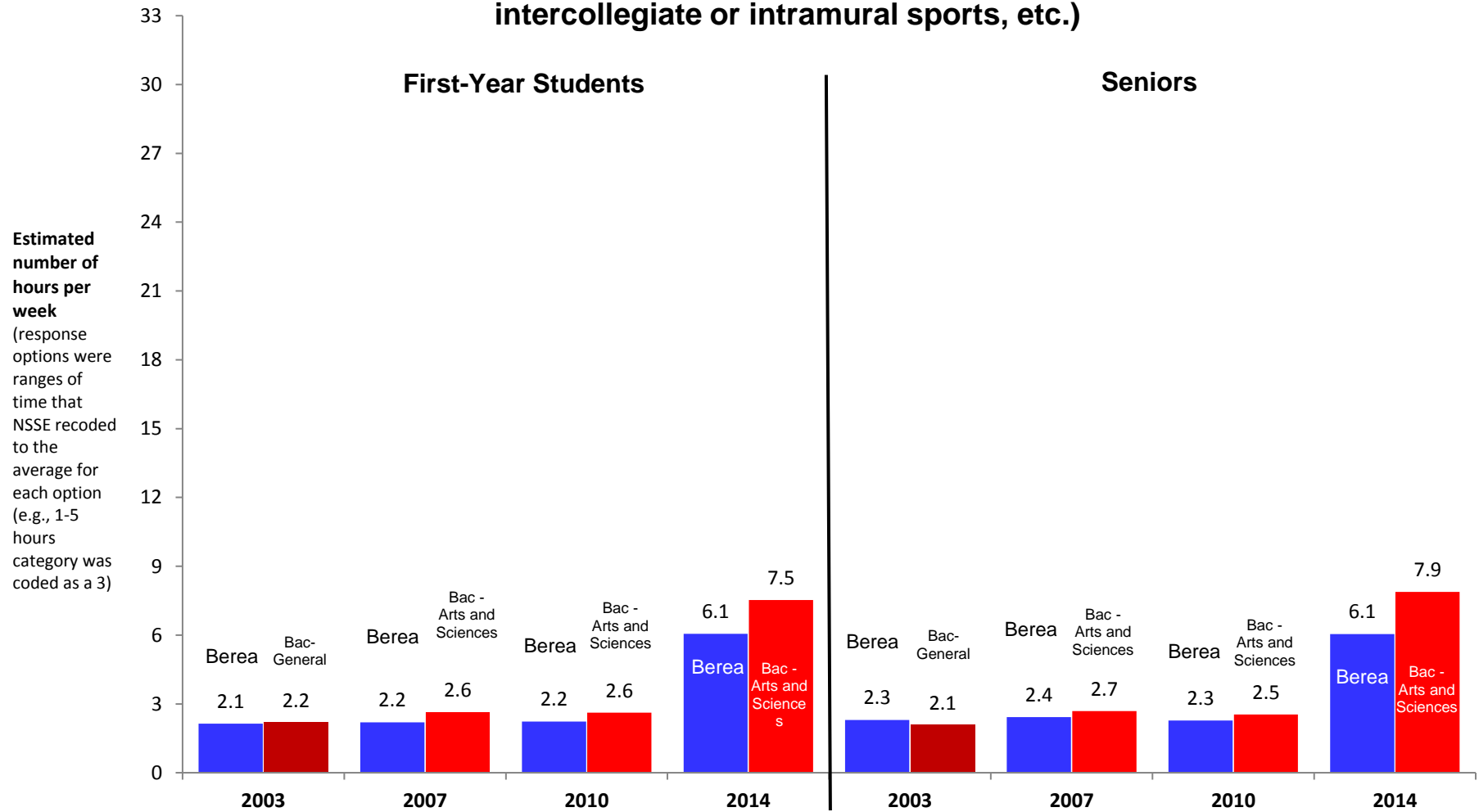
[Click to see survey instruments](#)

## Response Rates:

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

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

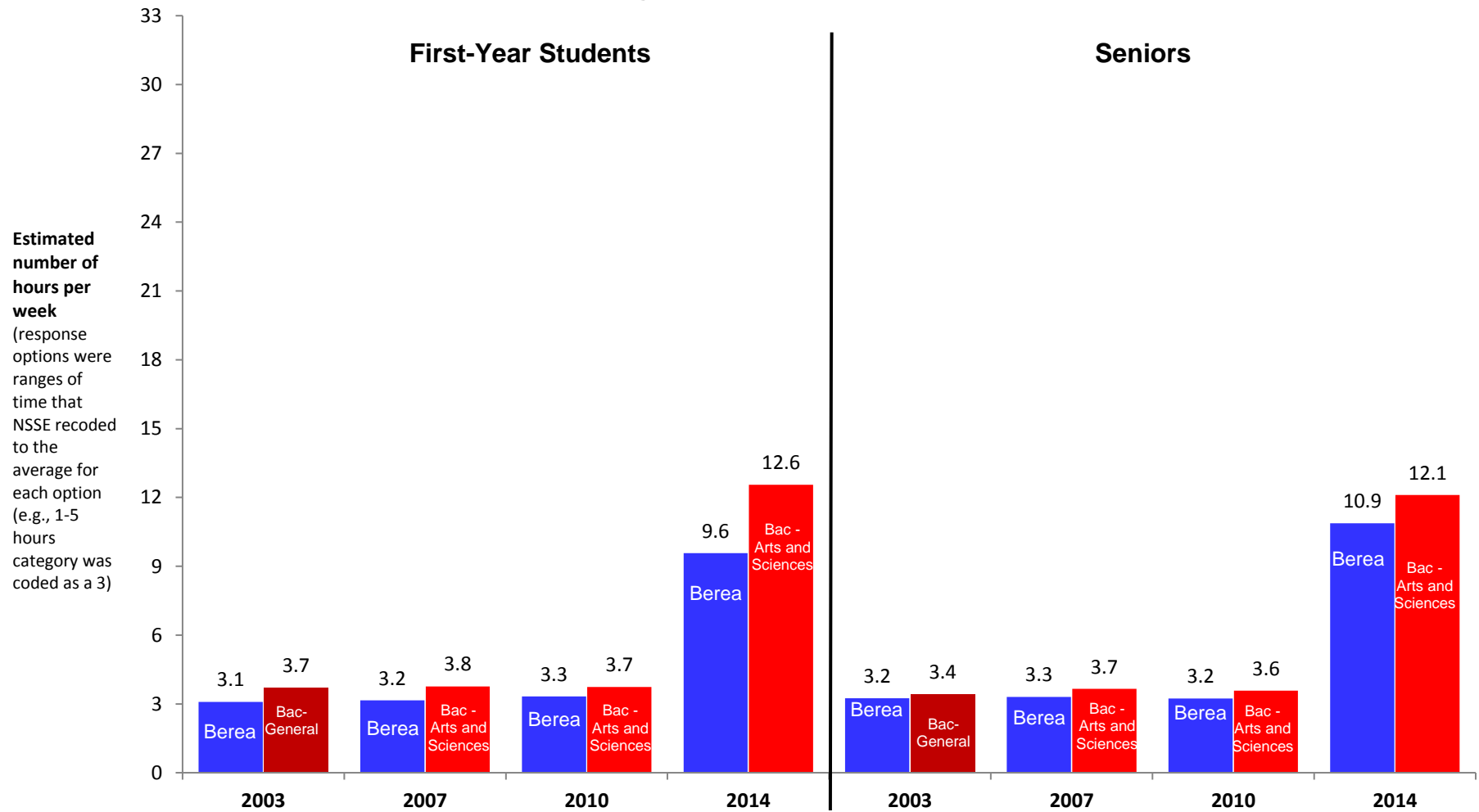
**Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)**



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?*

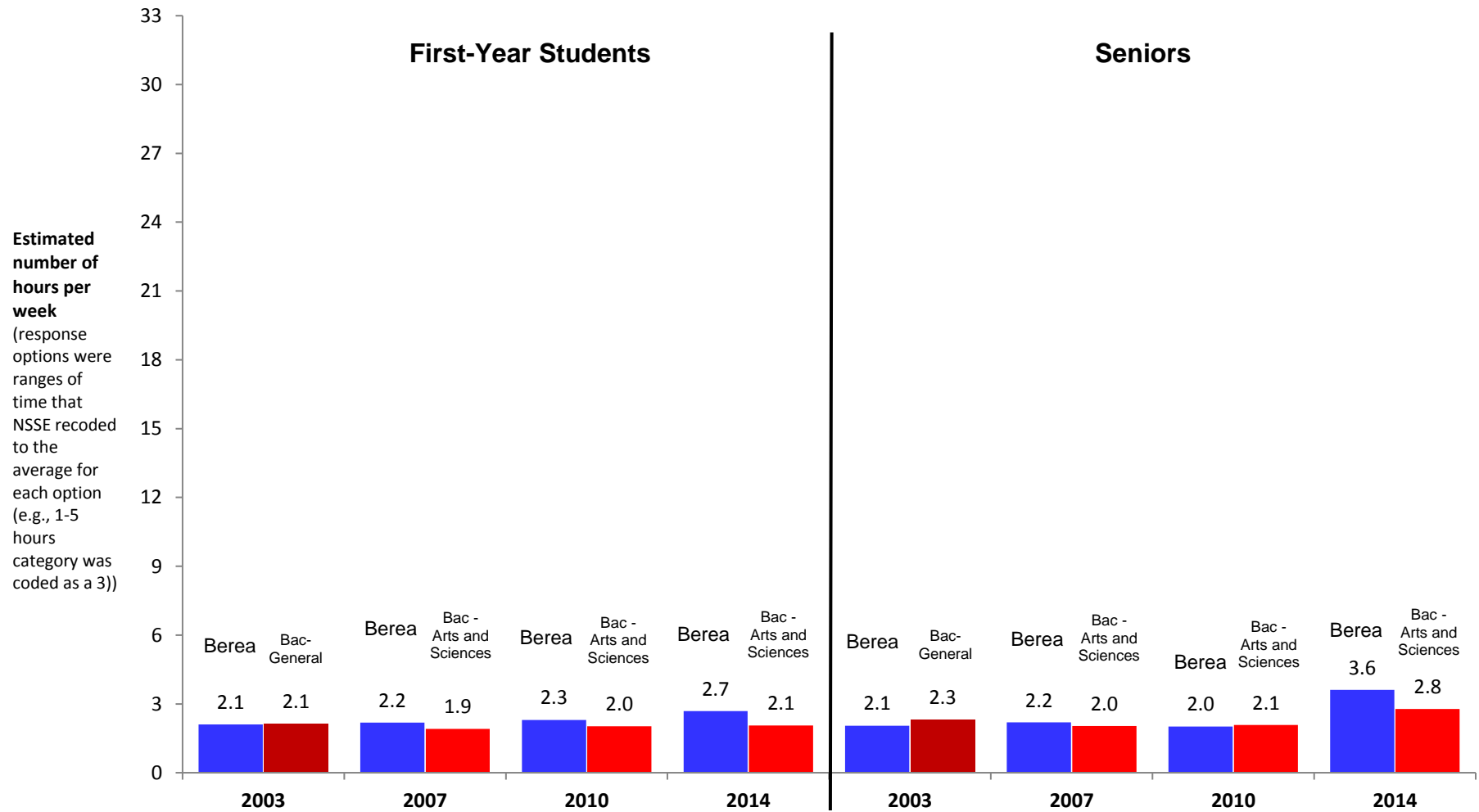
**Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)**



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?

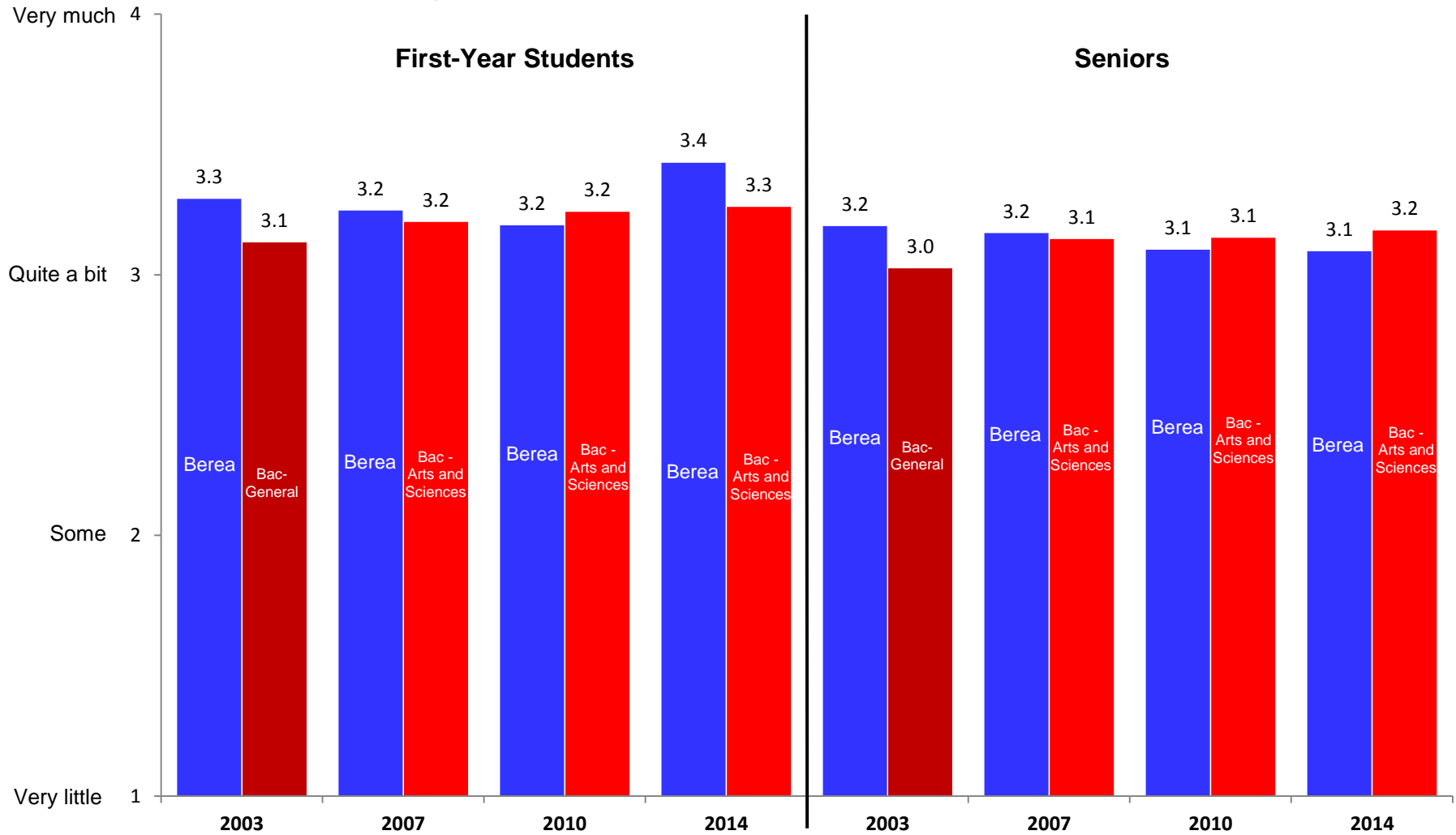
**Commuting to campus (driving, walking, etc.)**



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.

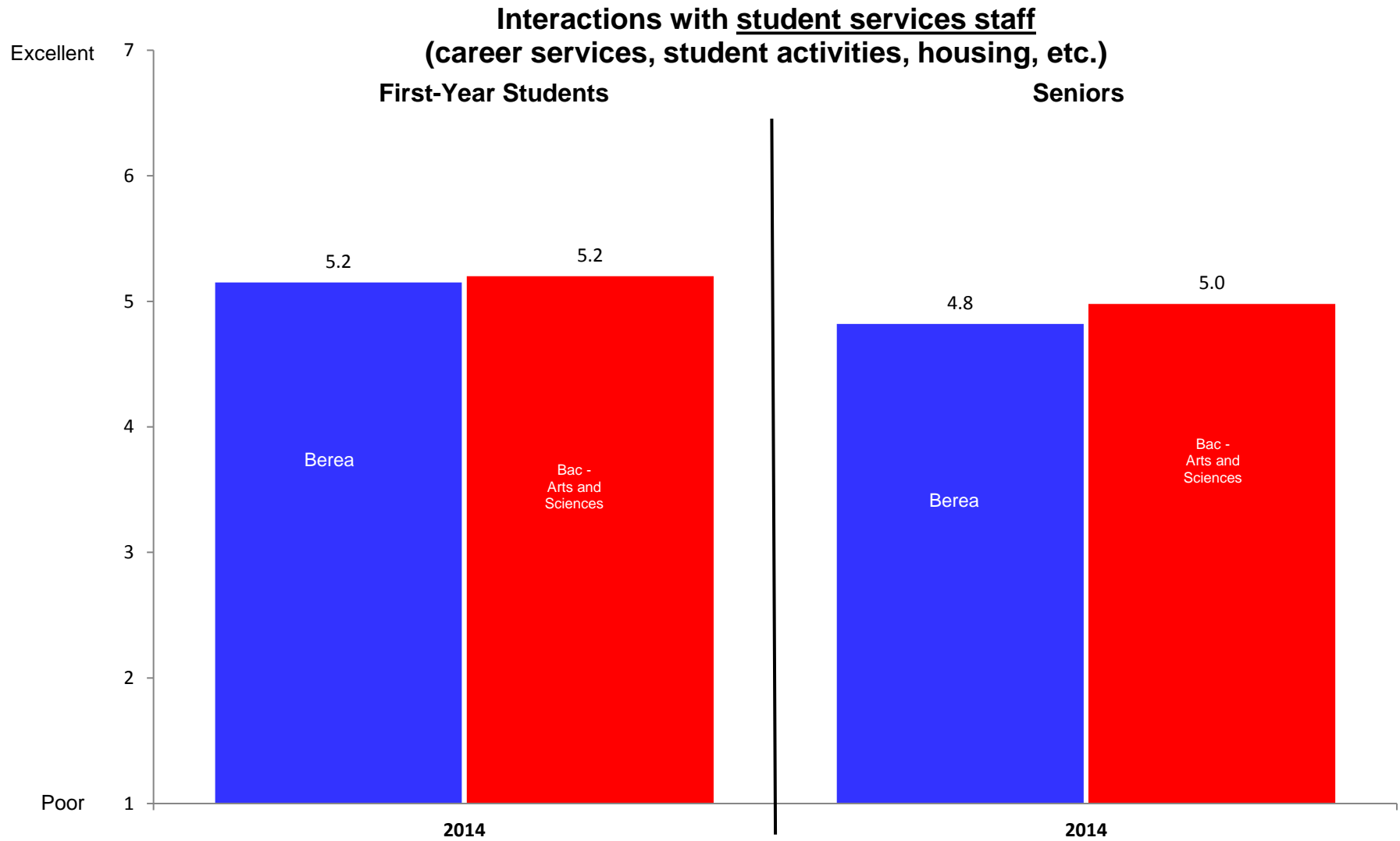
*How much does your institution emphasize the following?*

**Providing support to help students succeed academically\***



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

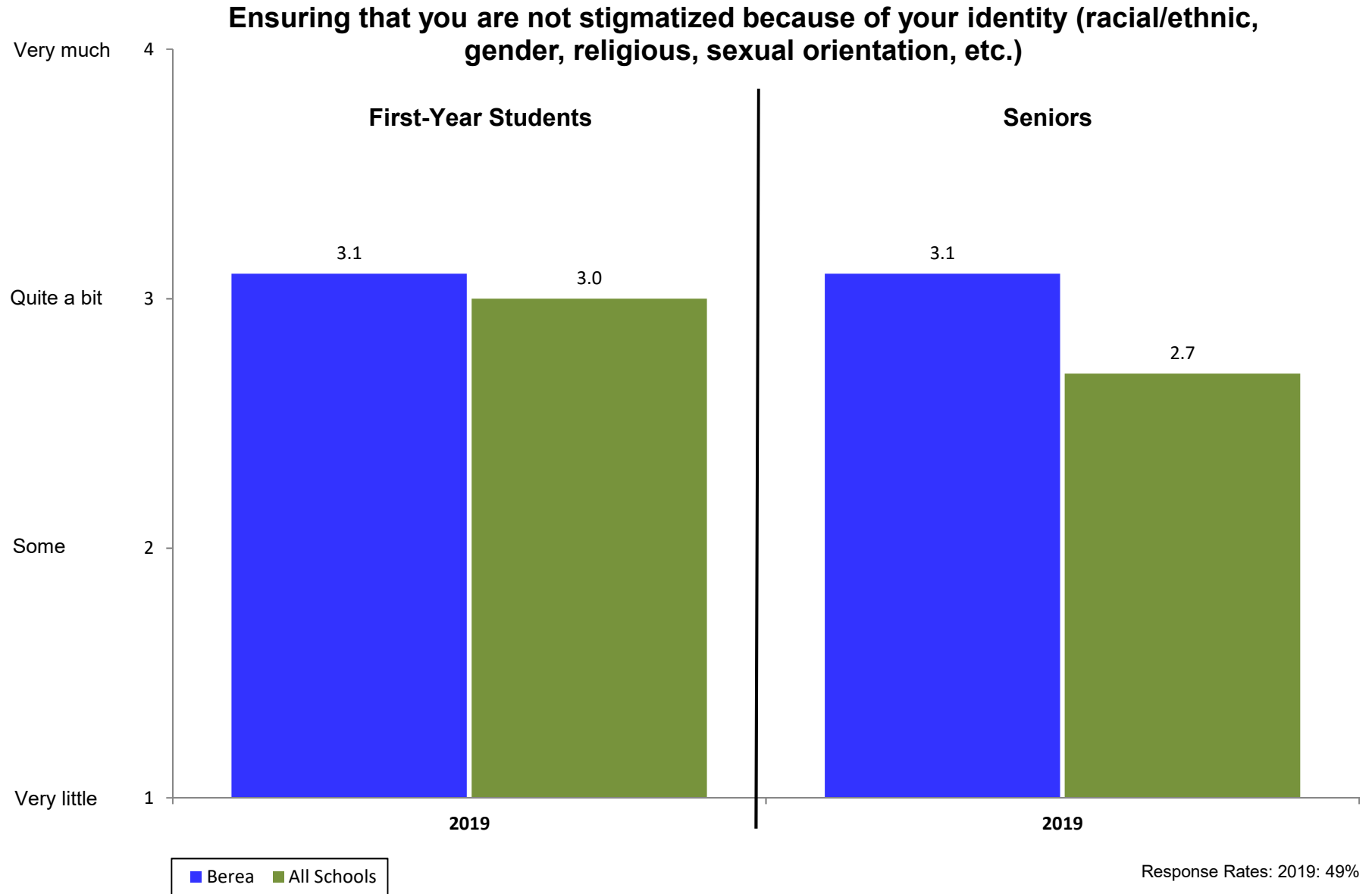
*Indicate the quality of your interactions with*



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

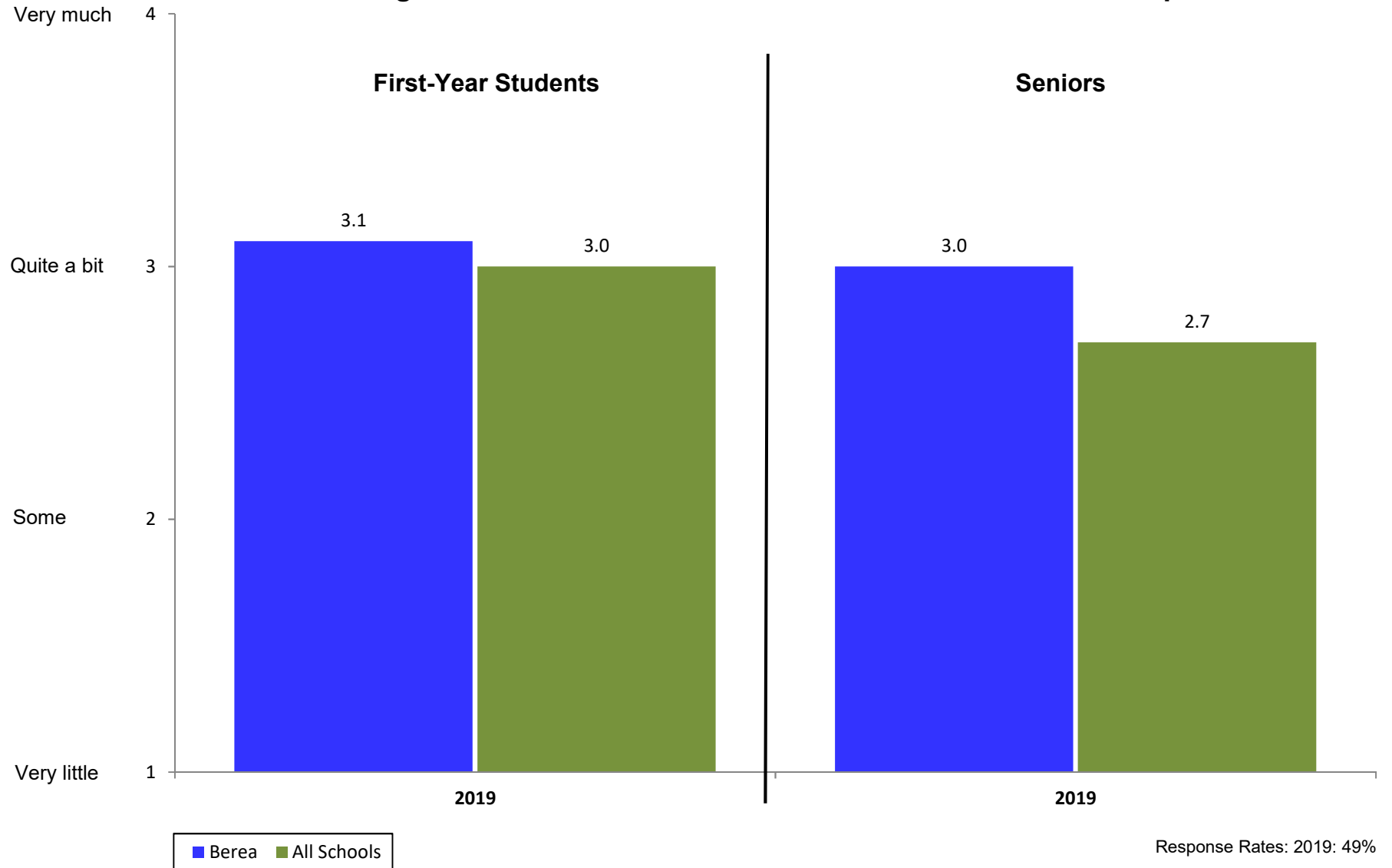


*During the current school year, how much has your coursework emphasized the following?*



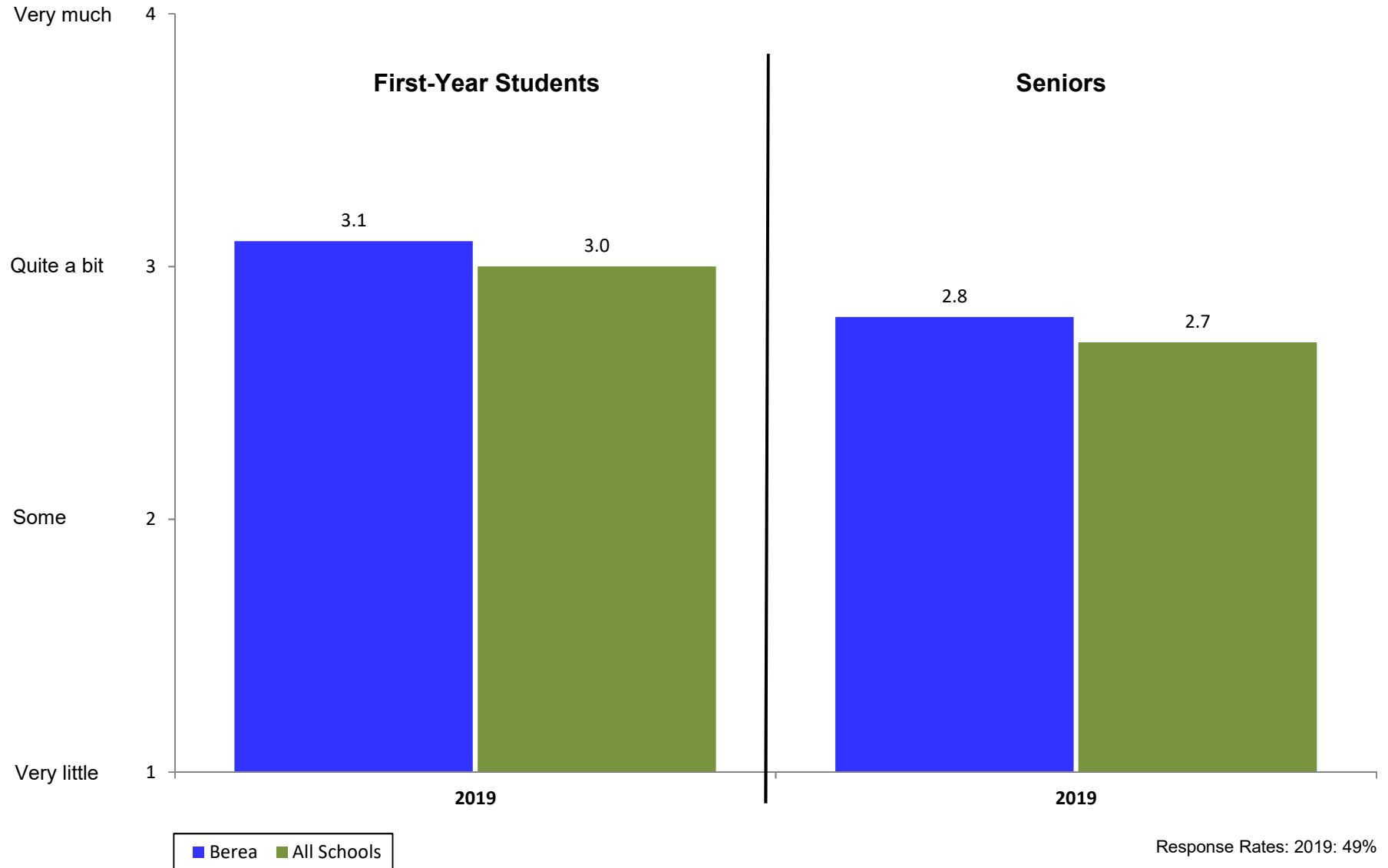
*During the current school year, how much has your coursework emphasized the following?*

### Providing information about anti-discrimination and harassment policies



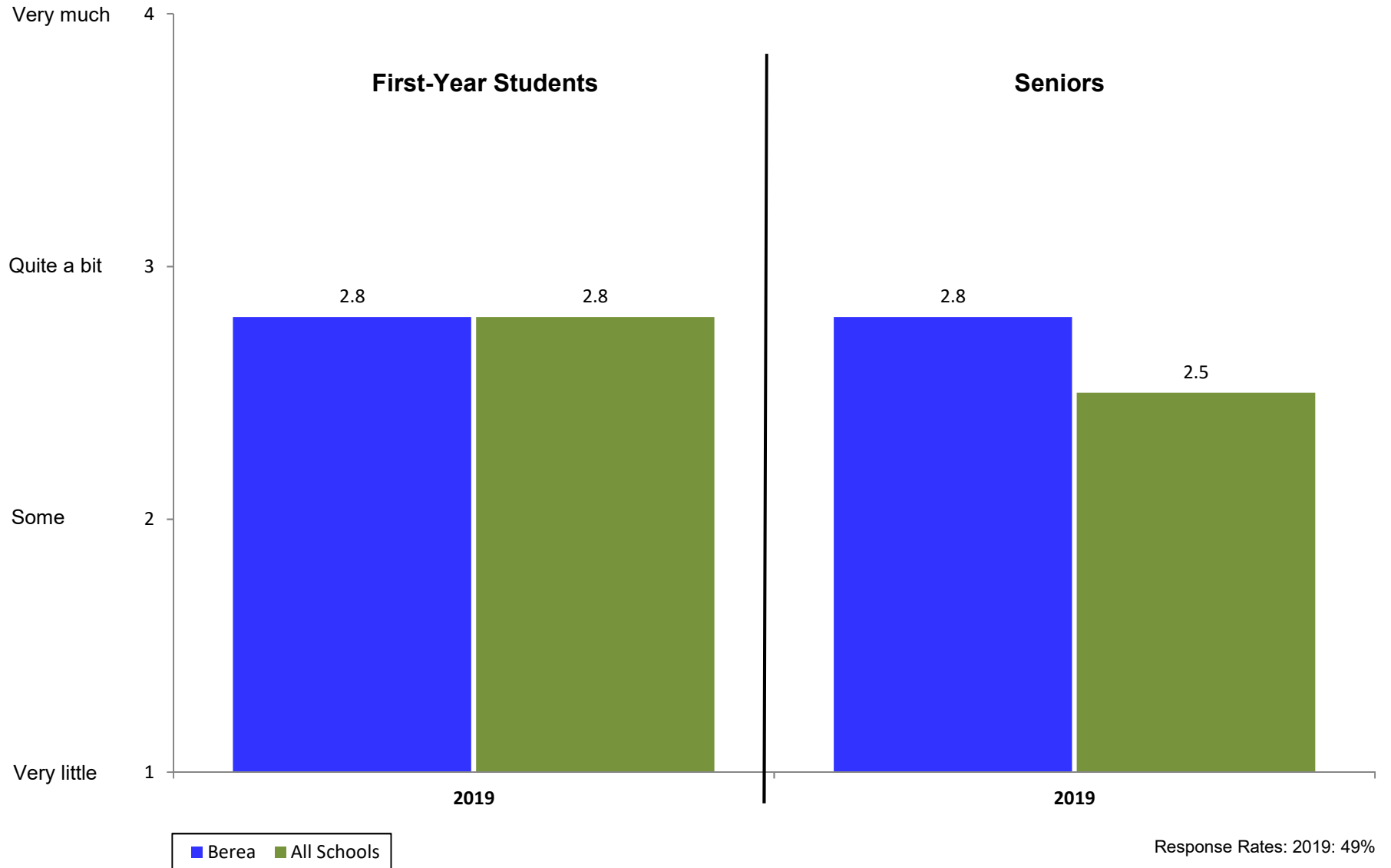
*During the current school year, how much has your coursework emphasized the following?*

### Taking allegations of discrimination or harassment seriously

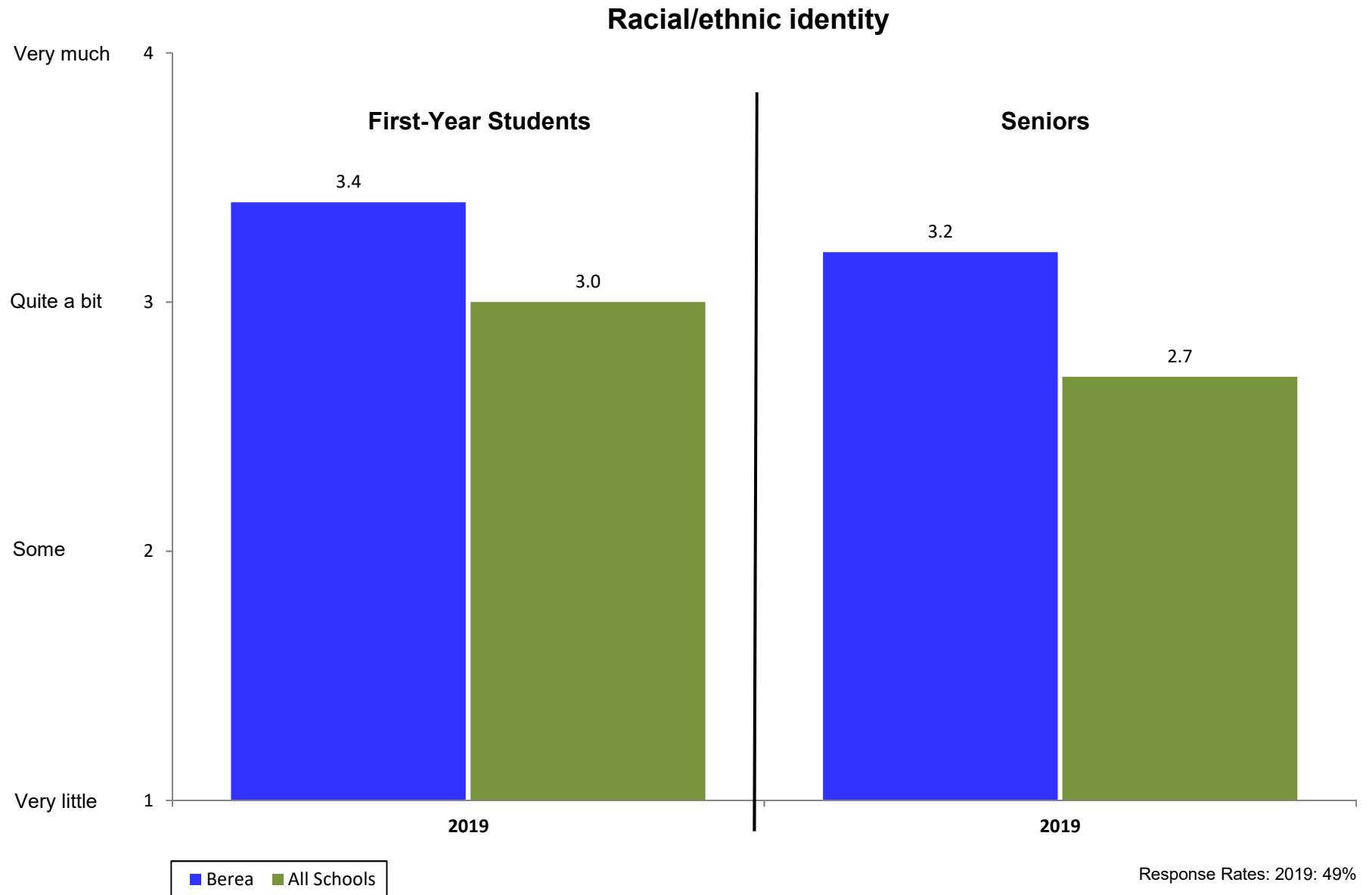


*During the current school year, how much has your coursework emphasized the following?*

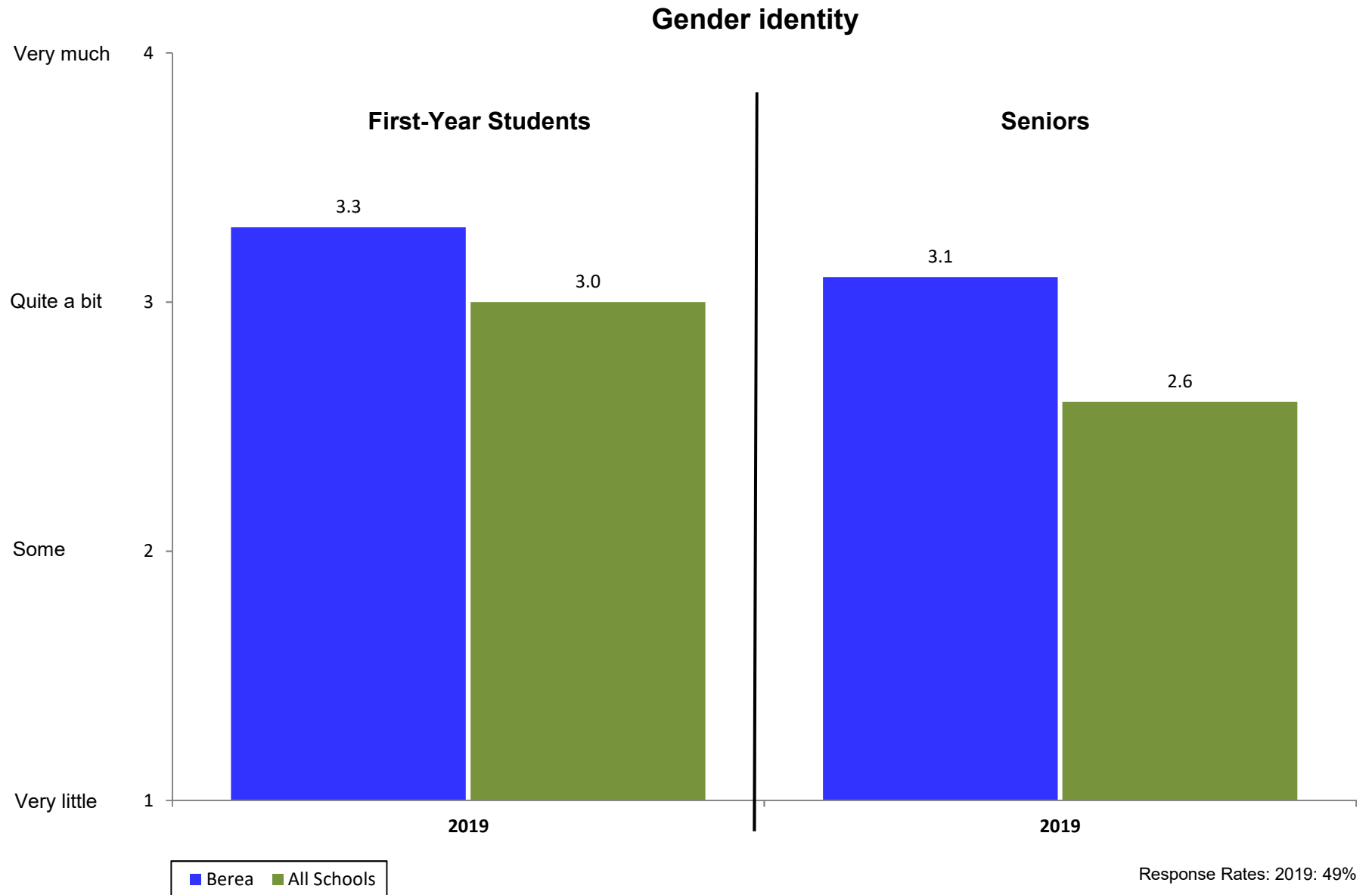
**Helping students develop the skills to confront discrimination and harassment**



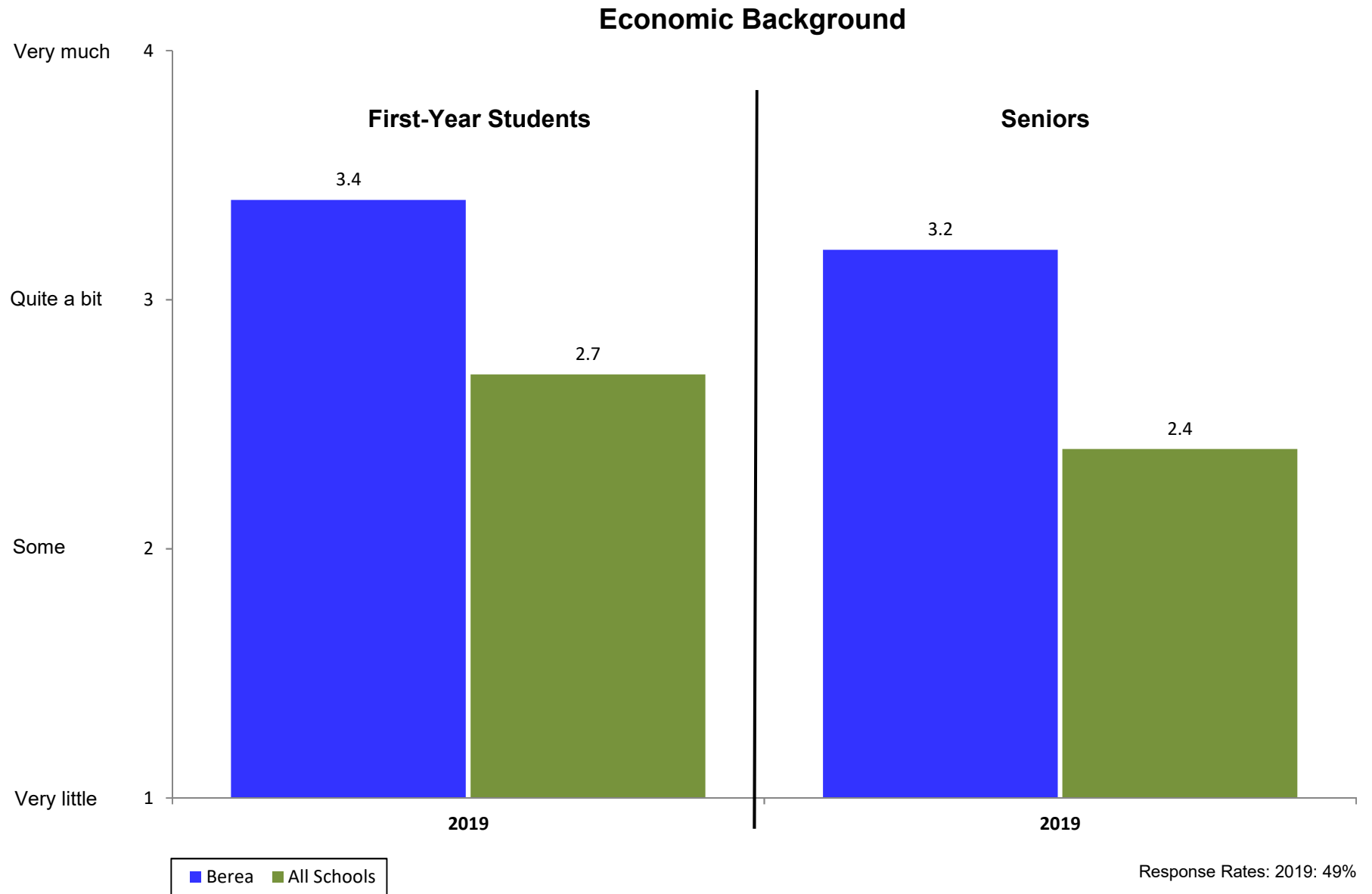
*How much does your institution provide a supportive environment for the following forms of diversity?*



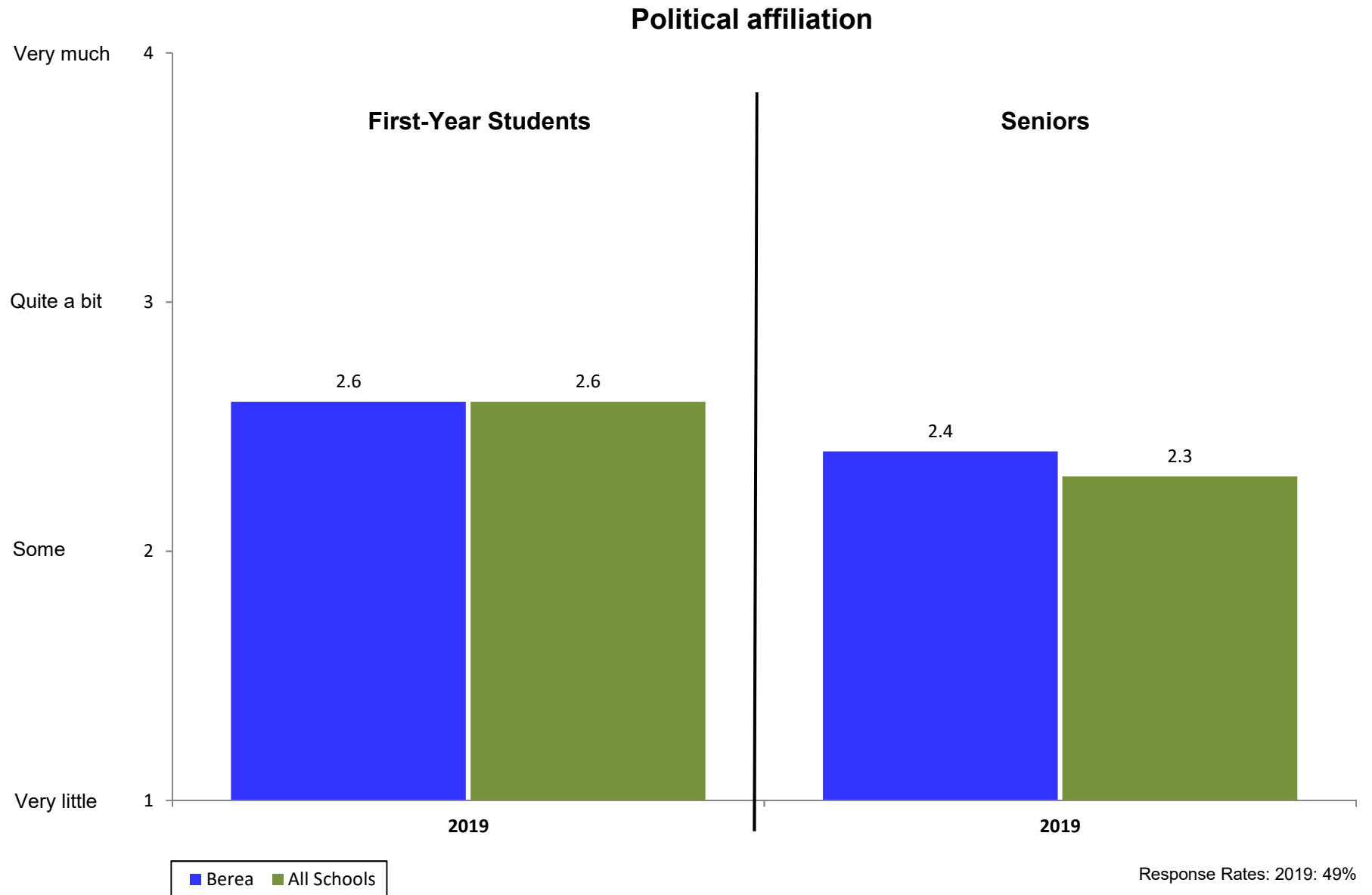
*How much does your institution provide a supportive environment for the following forms of diversity?*



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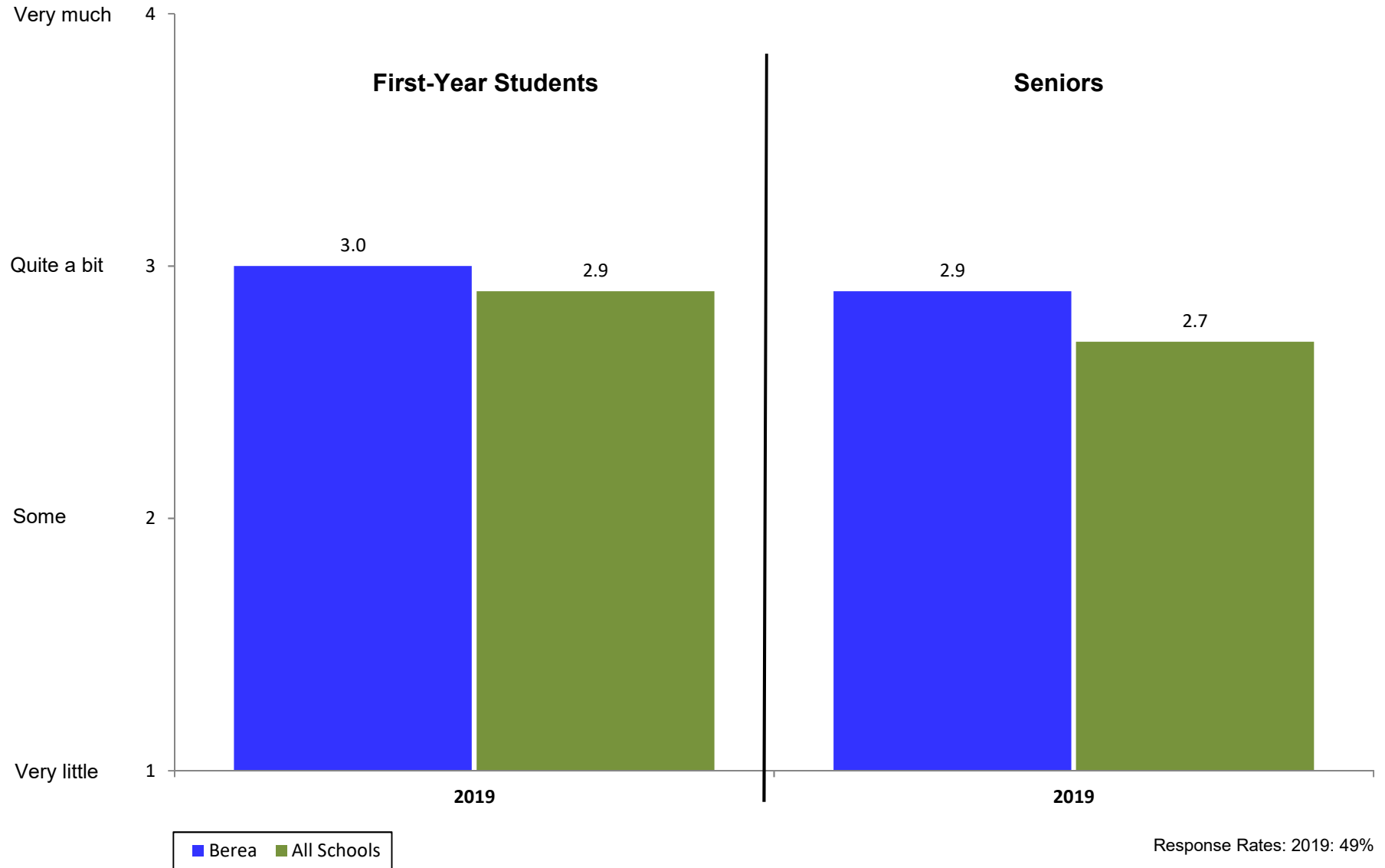
*How much does your institution provide a supportive environment for the following forms of diversity?*



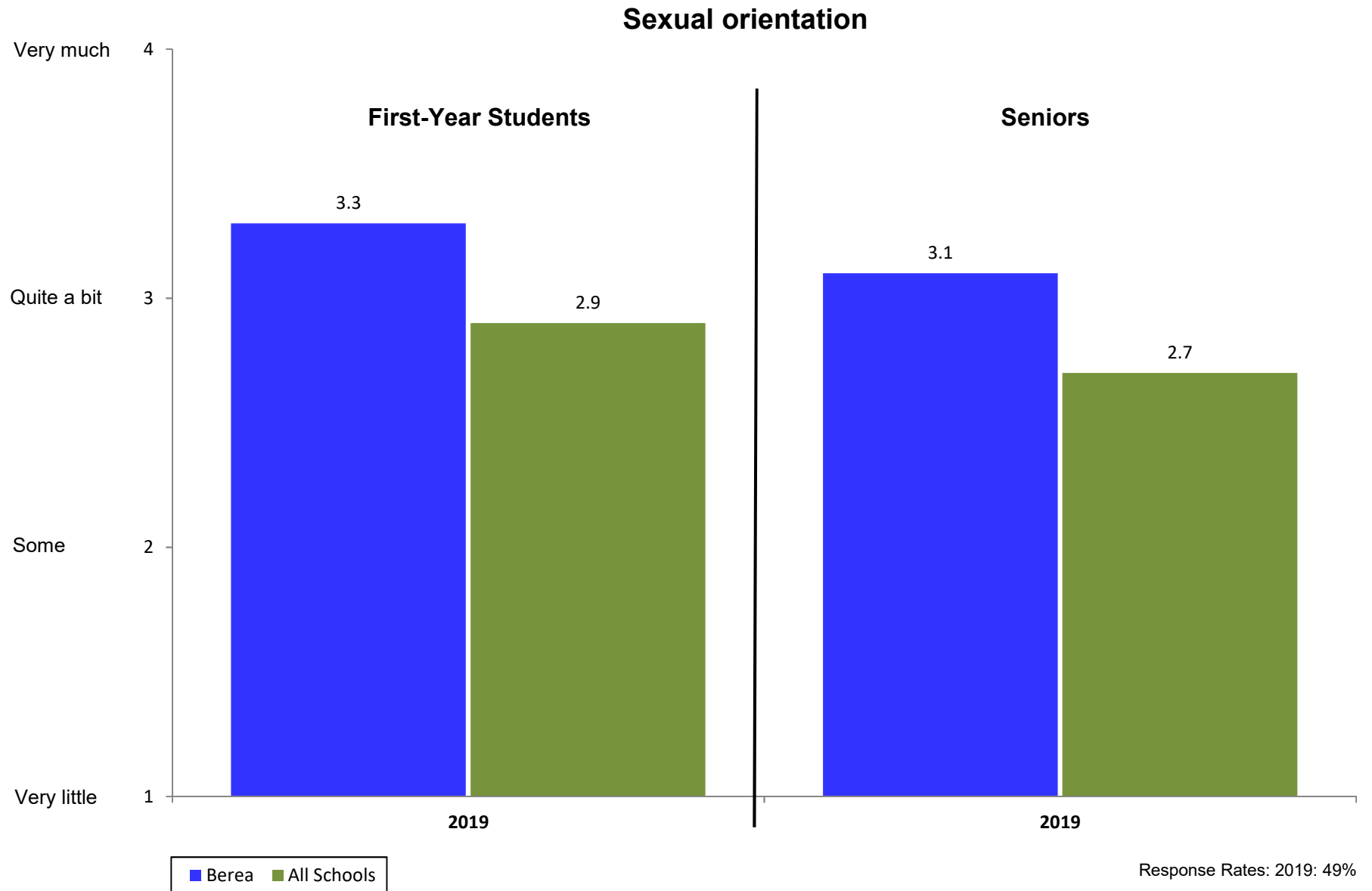


*How much does your institution provide a supportive environment for the following forms of diversity?*

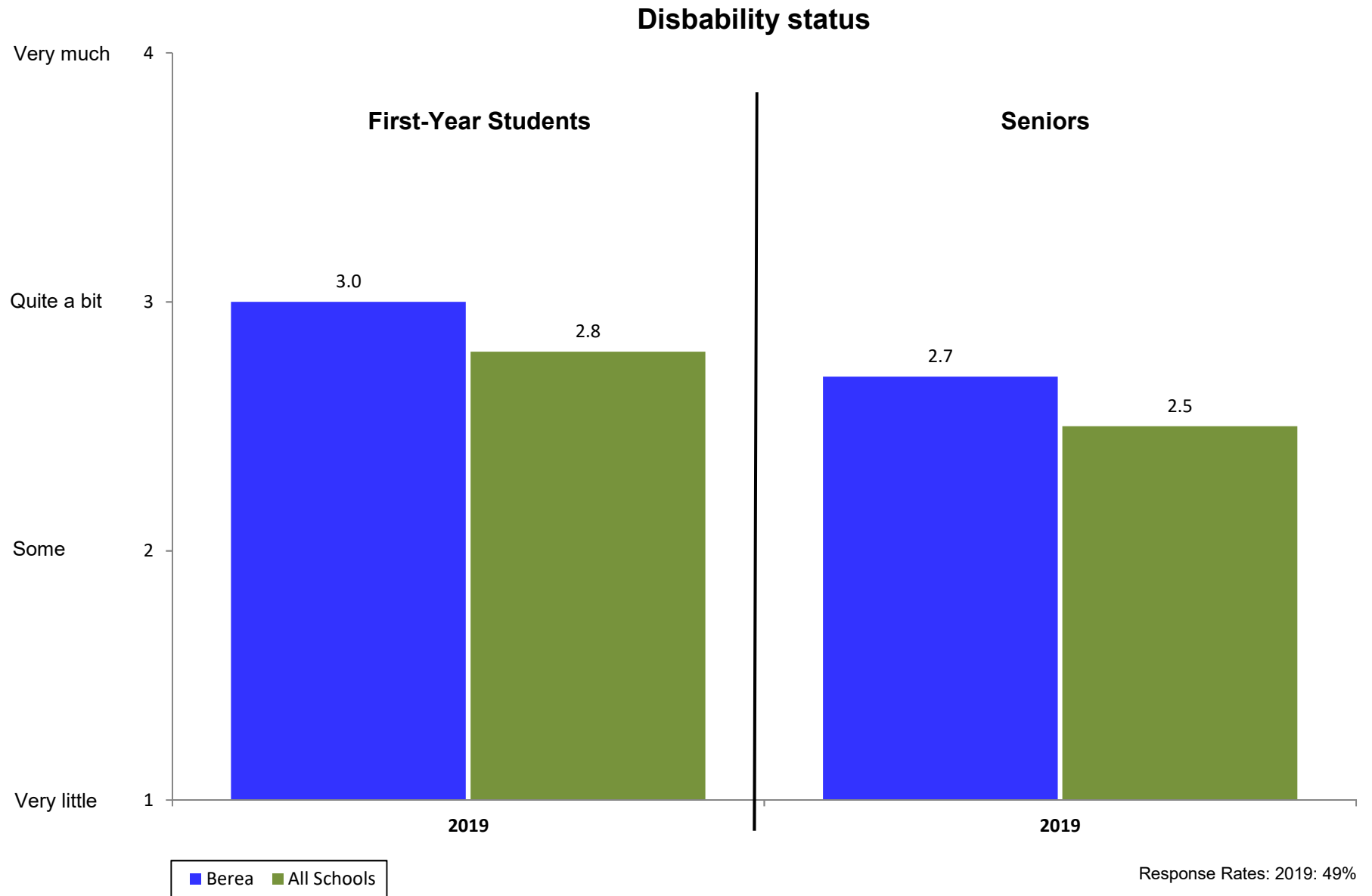
### Religious affiliation



*How much does your institution provide a supportive environment for the following forms of diversity?*

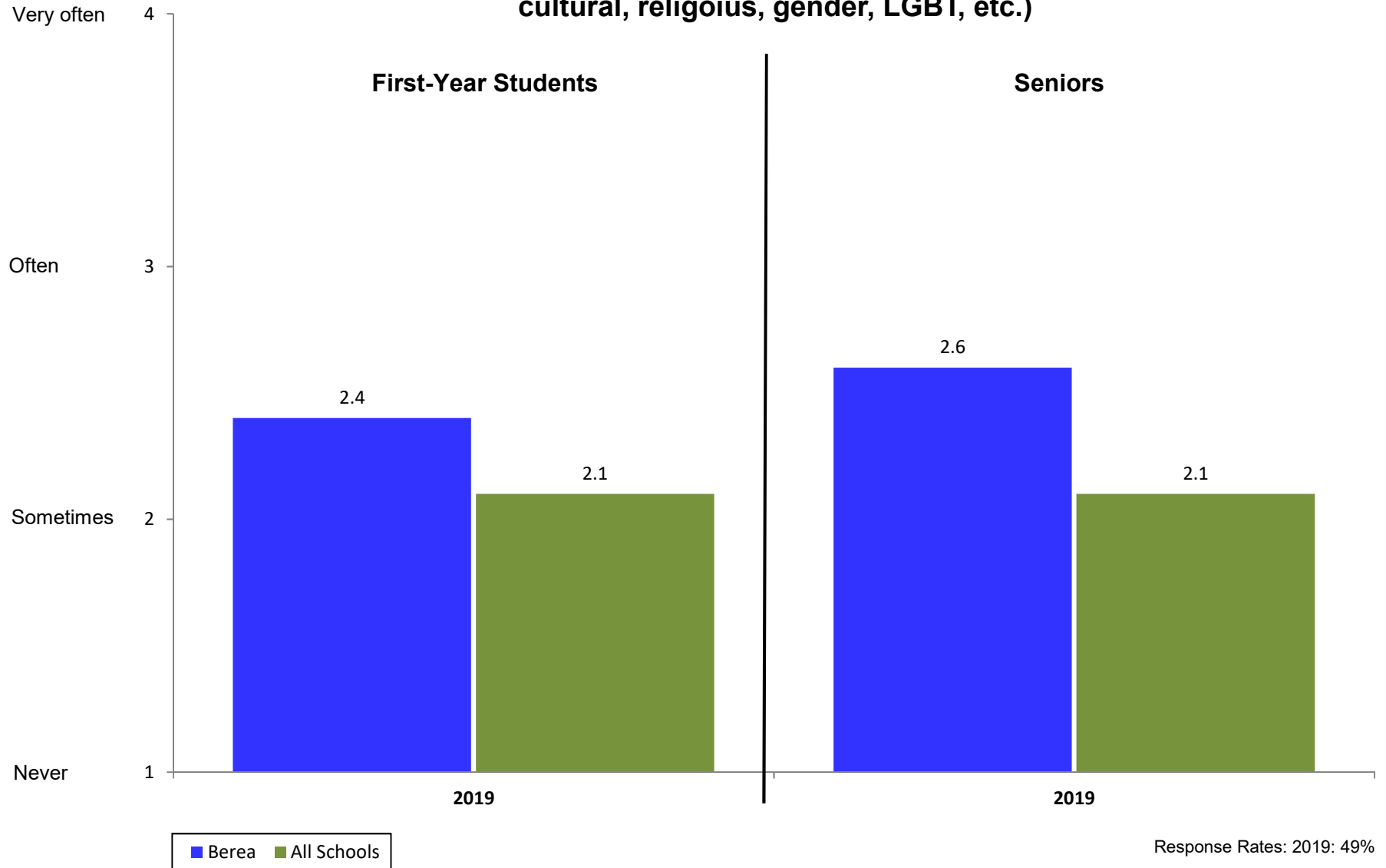


*How much does your institution provide a supportive environment for the following forms of diversity?*



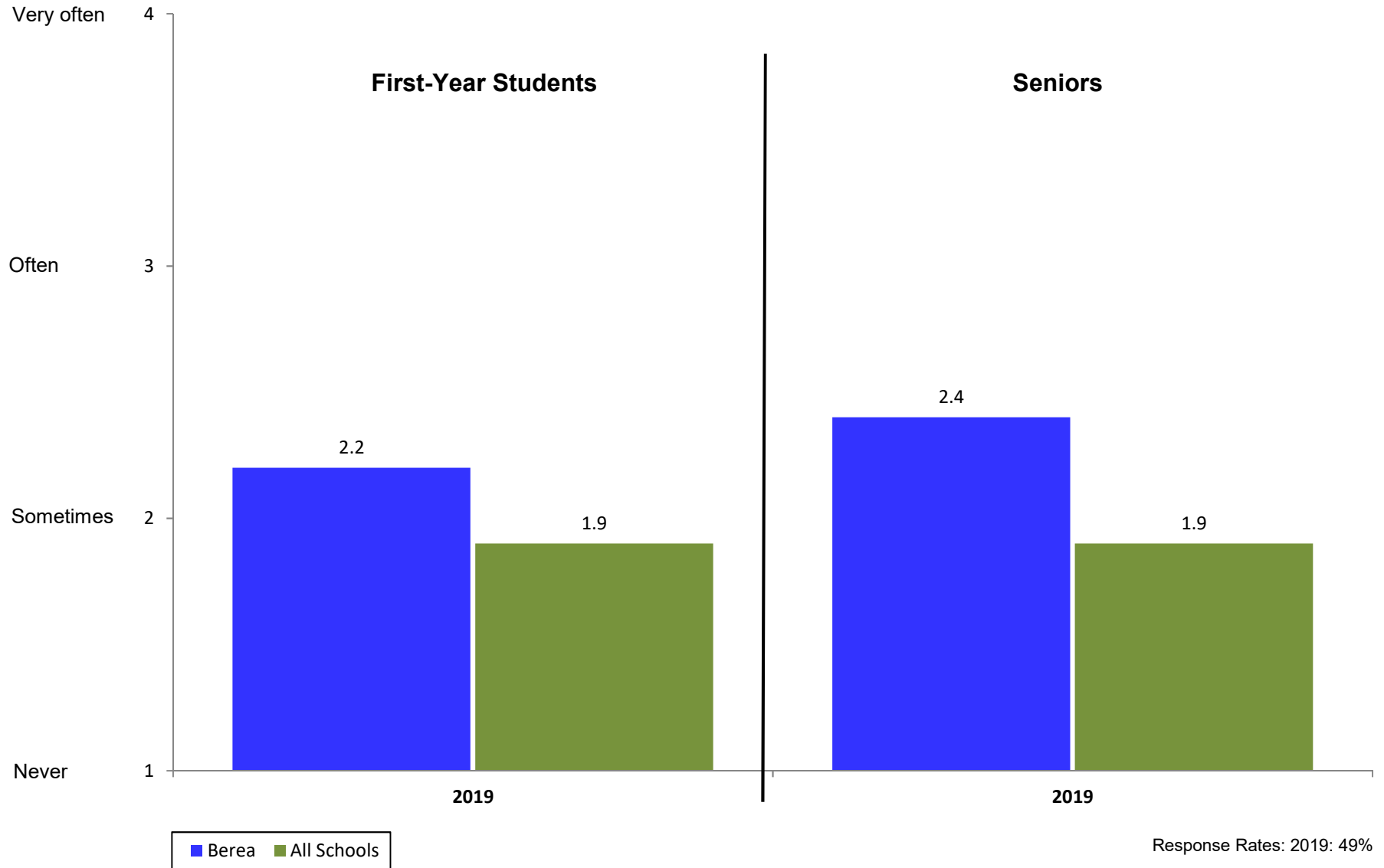
To what extent do you agree or disagree with the following statements?

**Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)**



To what extent do you agree or disagree with the following statements?

**Participated in a diversity-related club or organization**



# 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)



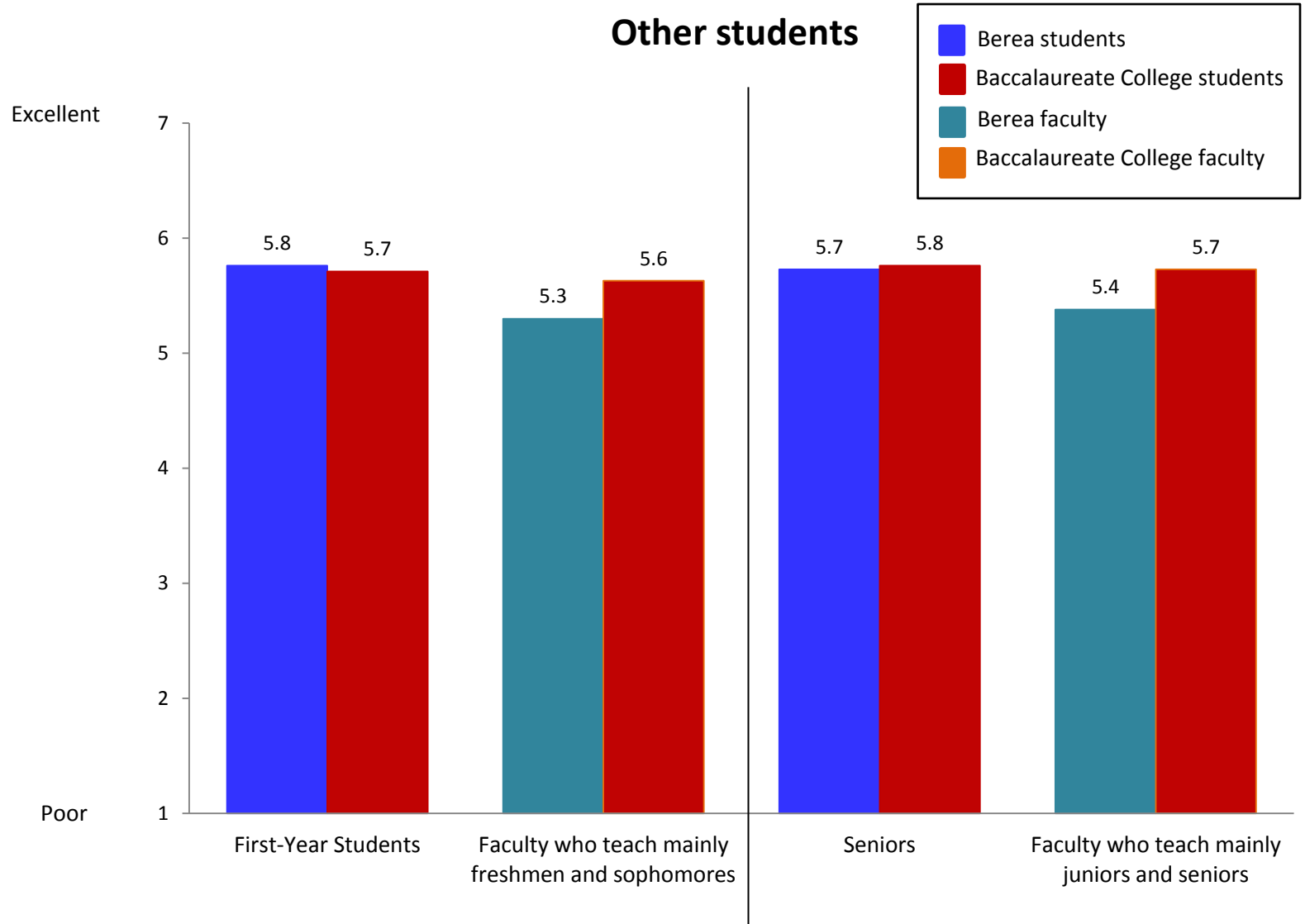
[Click to see survey instruments](#)

## Response Rates:

Spring 2014 Students	60%
Faculty	56%

**FSSE:** Indicate your perception of the quality of student interactions with the following....

**NSSE:** Indicate the quality of your interactions with the following ...?



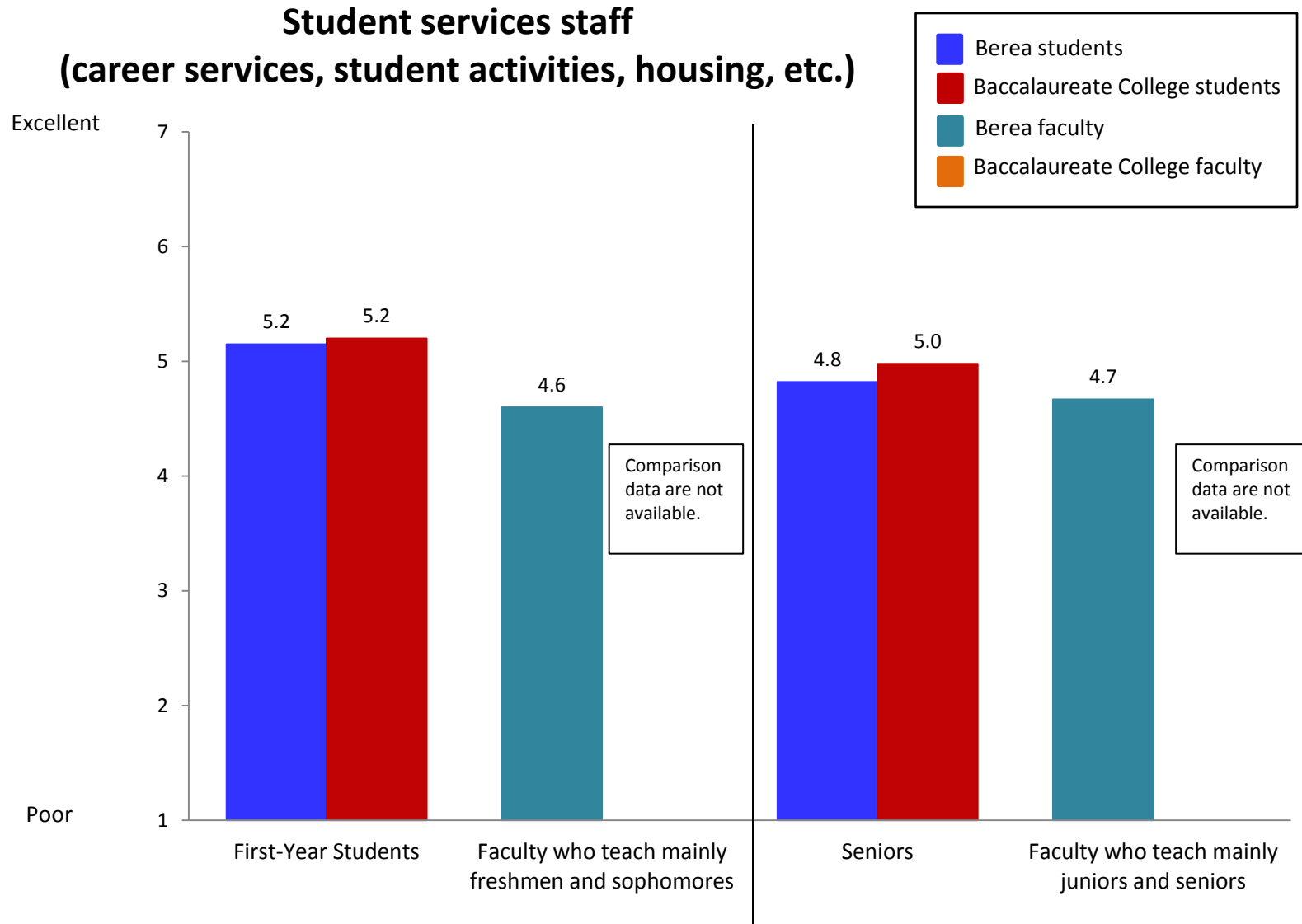
Response Rates:

Faculty: 56%

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

FSSE: Indicate your perception of the quality of student interactions with the following....

NSSE: Indicate the quality of your interactions with the following ...?



Response Rates:

Faculty: 56%

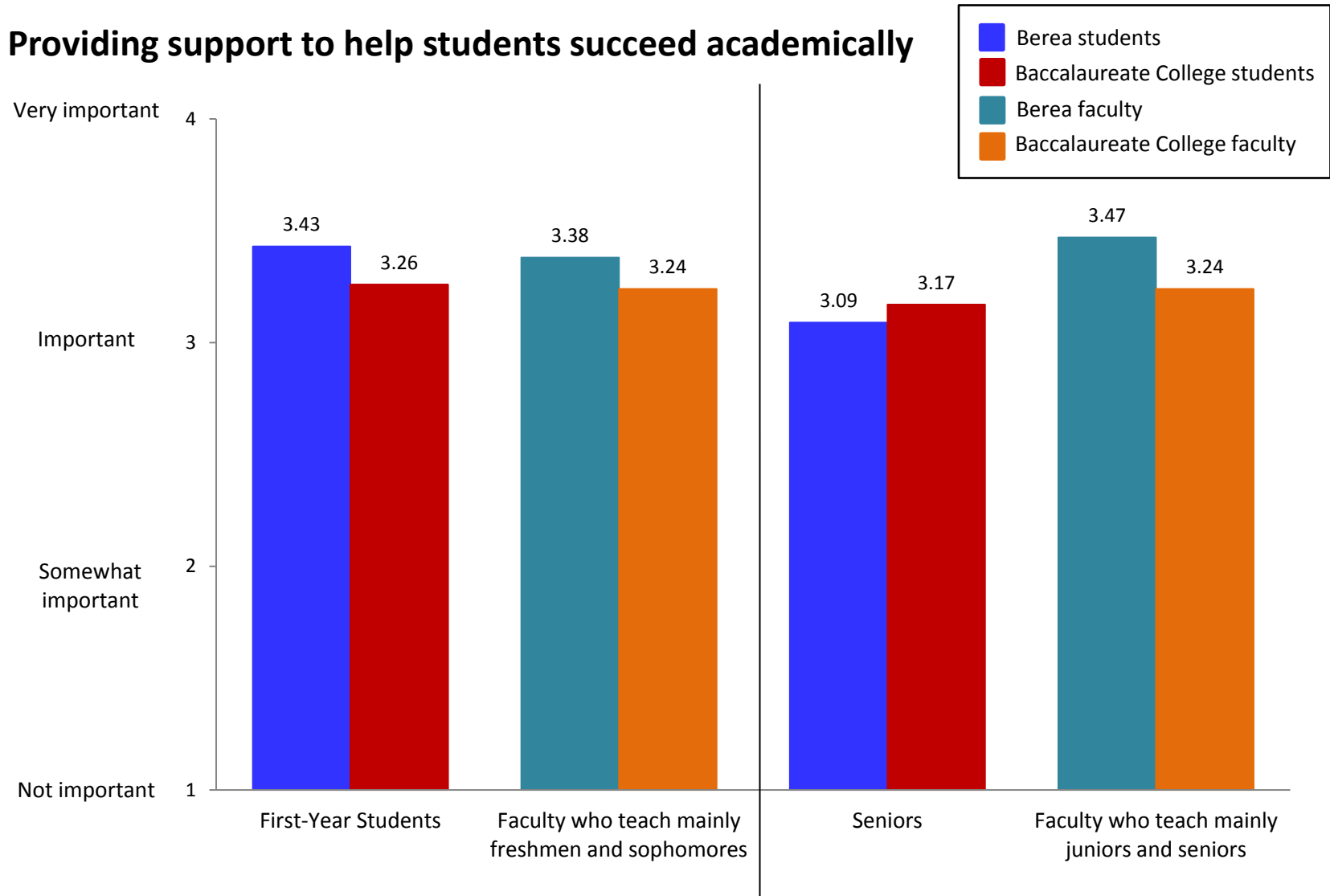
First-Year Students: 53%; Seniors: 69%



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

NSSE: How much does your institution emphasize the following?

### Providing support to help students succeed academically



Response Rates:

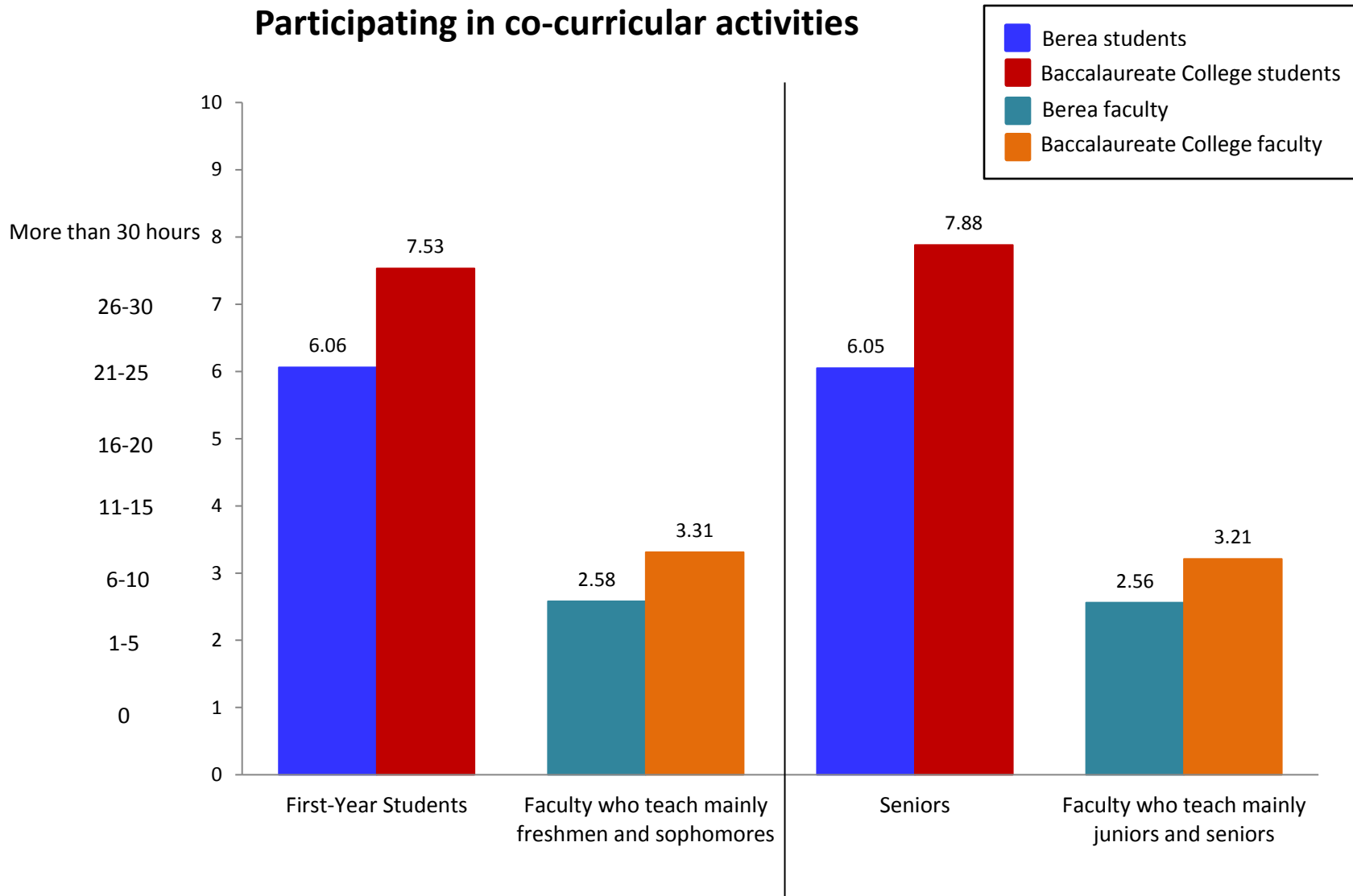
Faculty: 56%

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

**FSSE:** 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 ...?

### Participating in co-curricular activities



Response Rates:

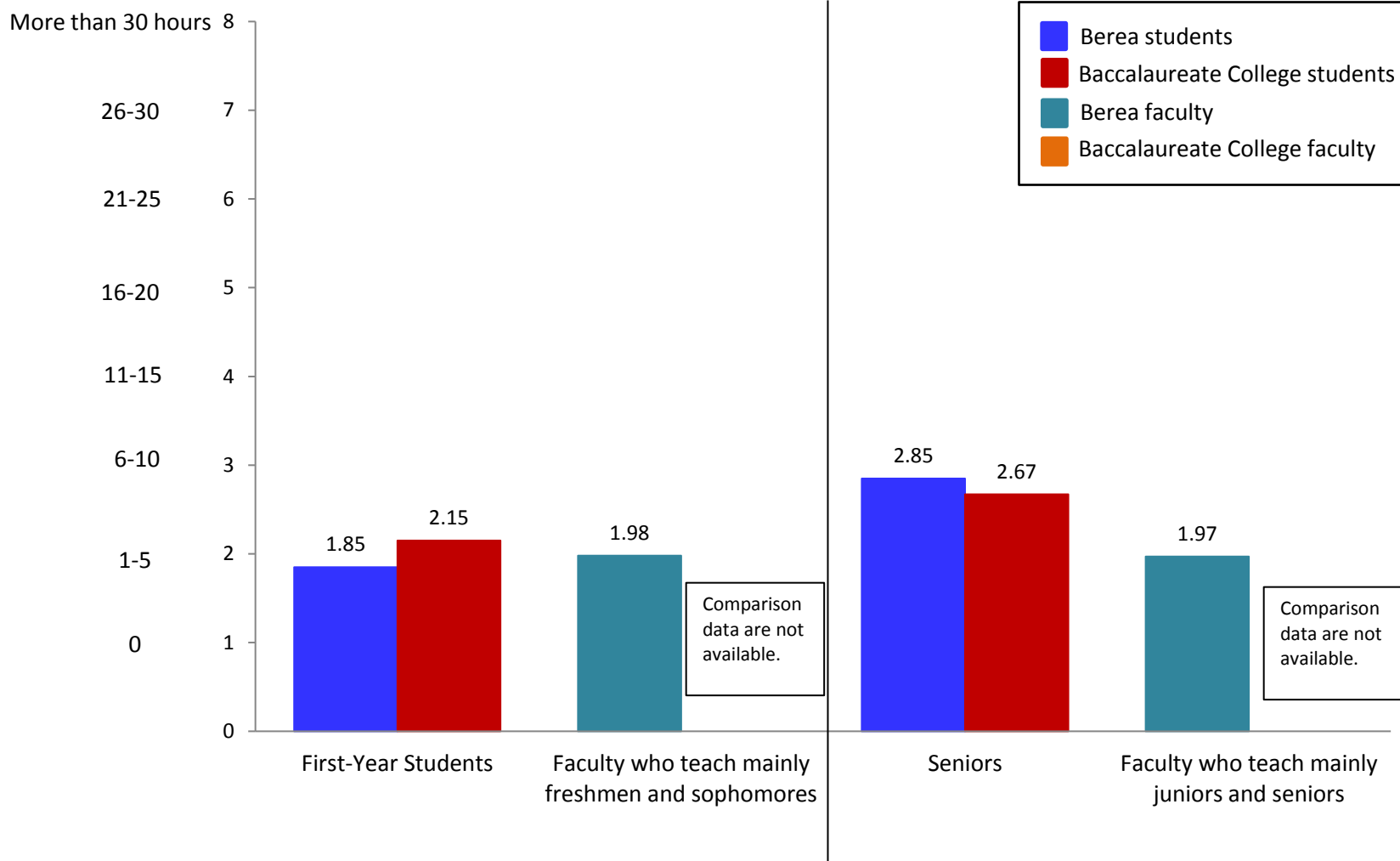
Faculty: 56%

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:

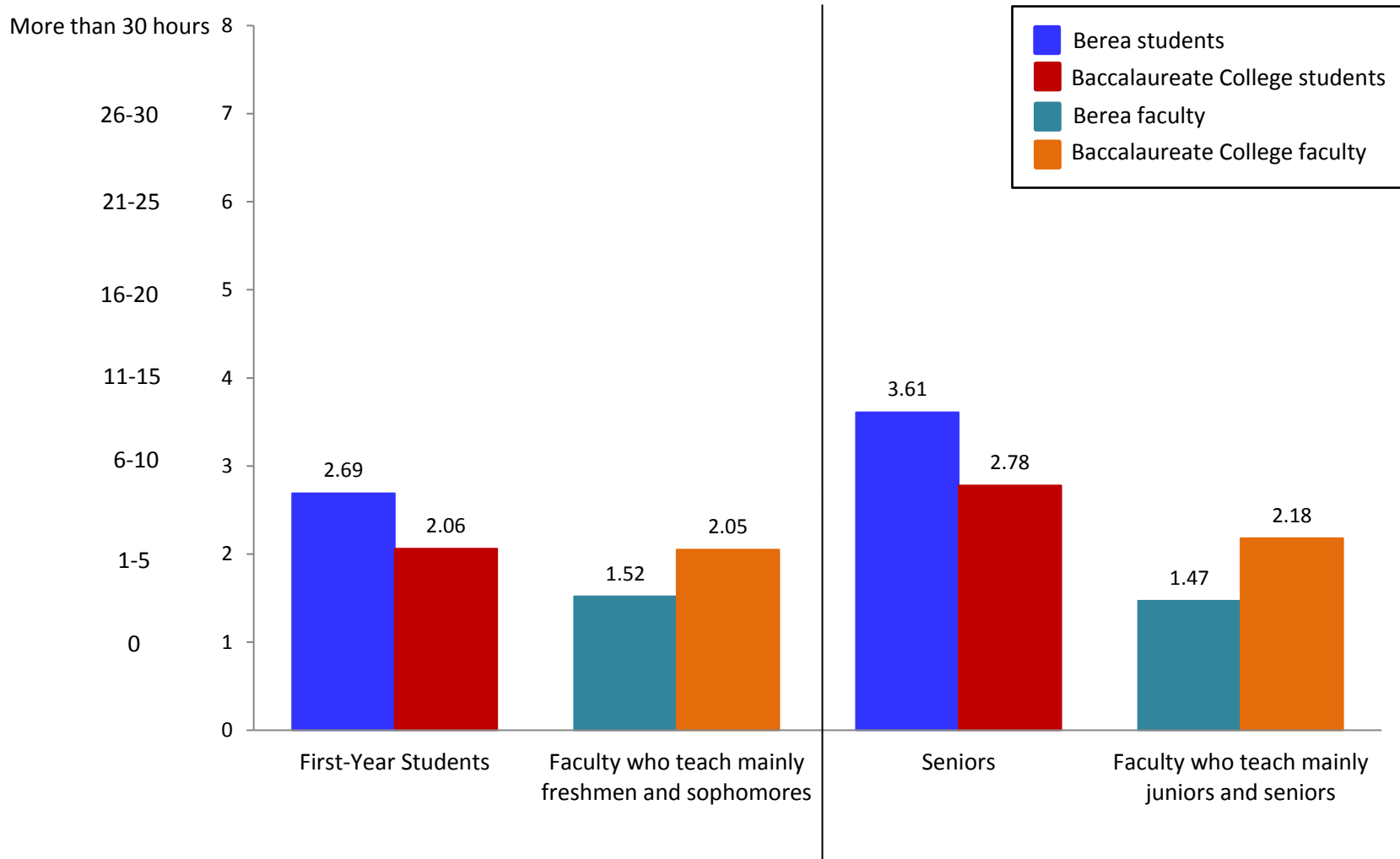
Faculty: 56%

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

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 ...?

### Commuting to campus (driving, walking, etc.)



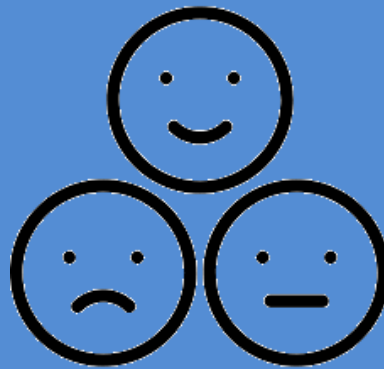
Response Rates:

Faculty: 56%

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

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

All Students



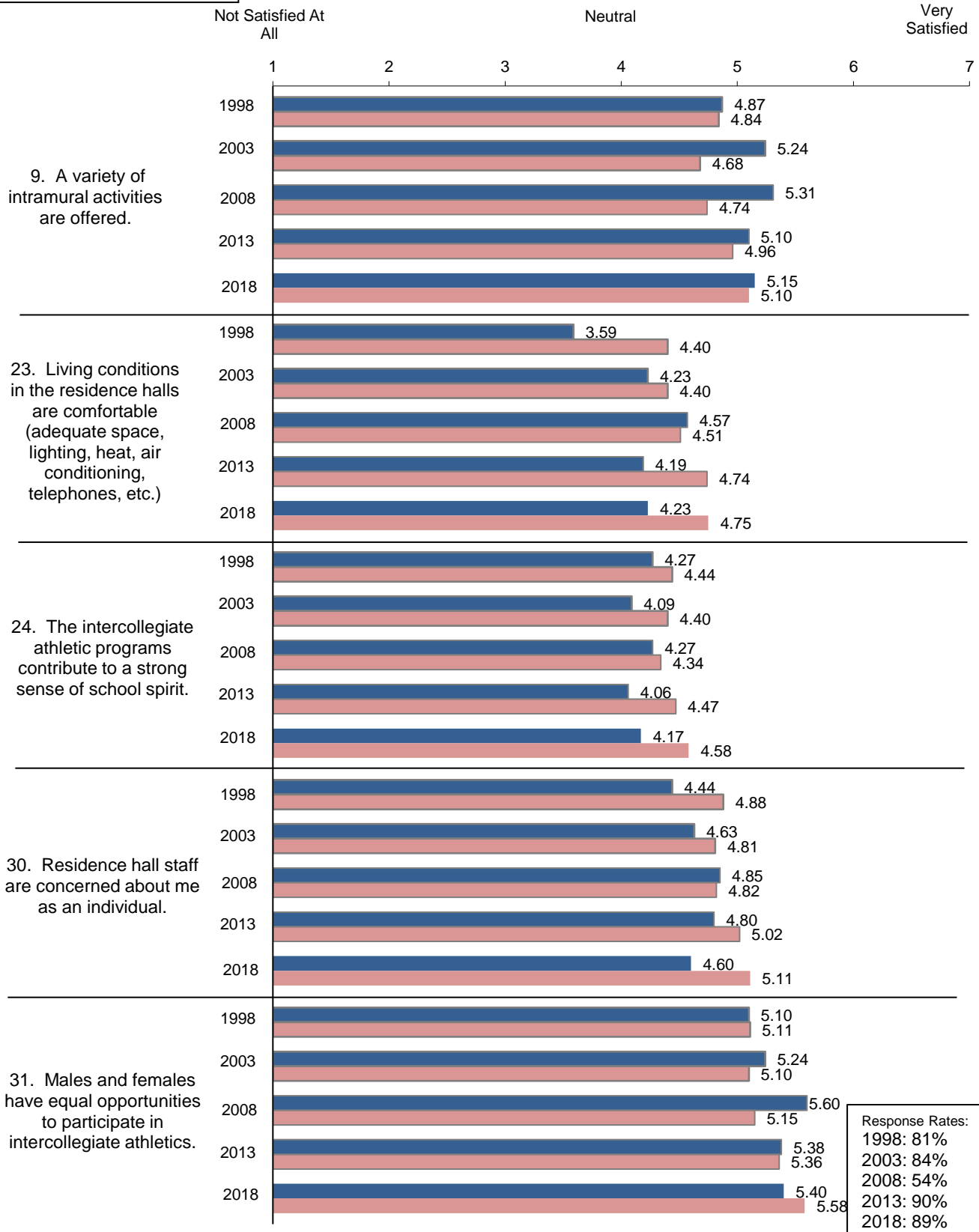
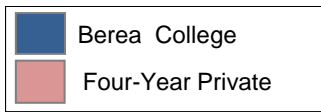
[Click to see survey instruments](#)

Response Rates:

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

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

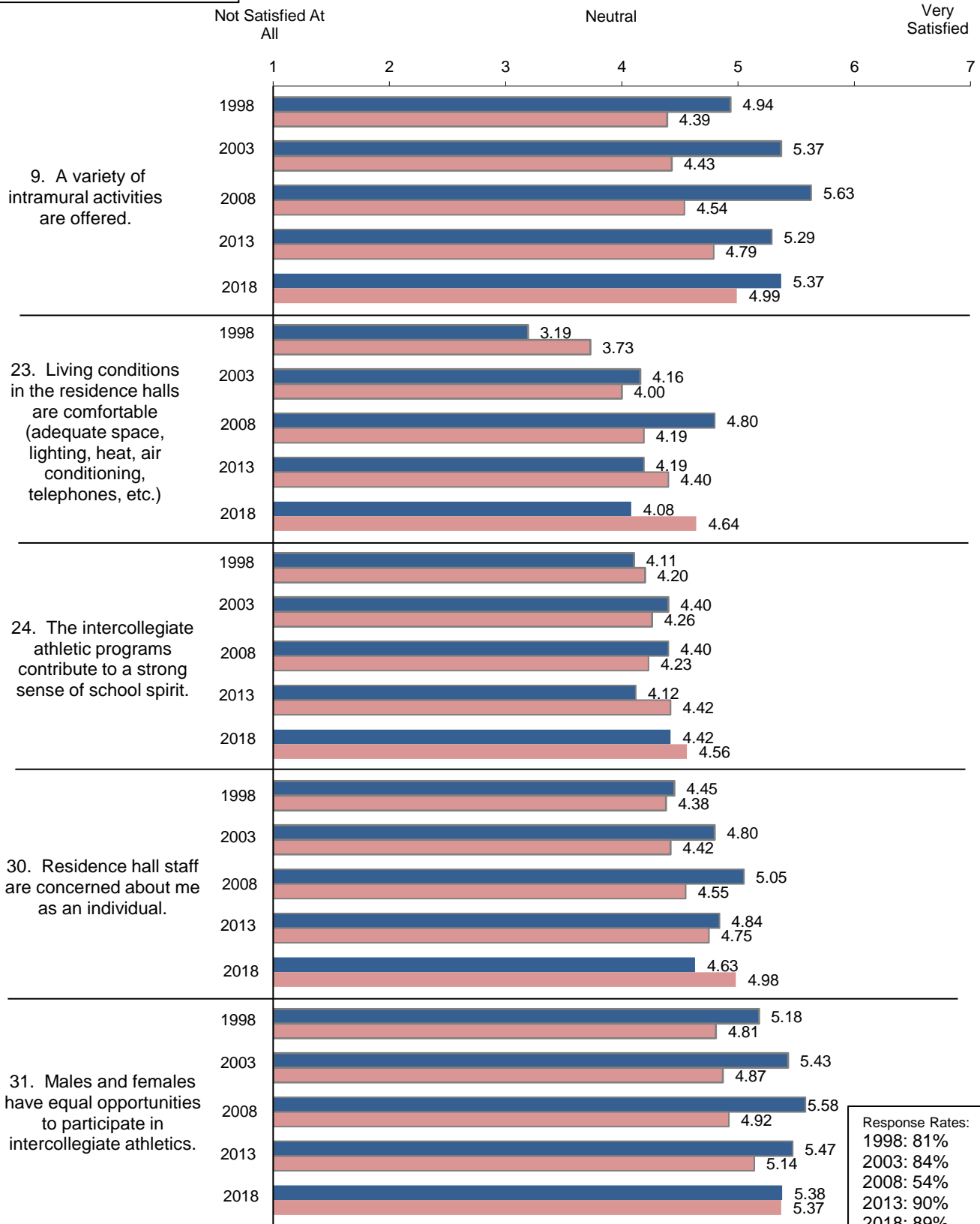
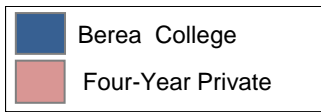
Noel-Levitz Student  
Satisfaction Inventory



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

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

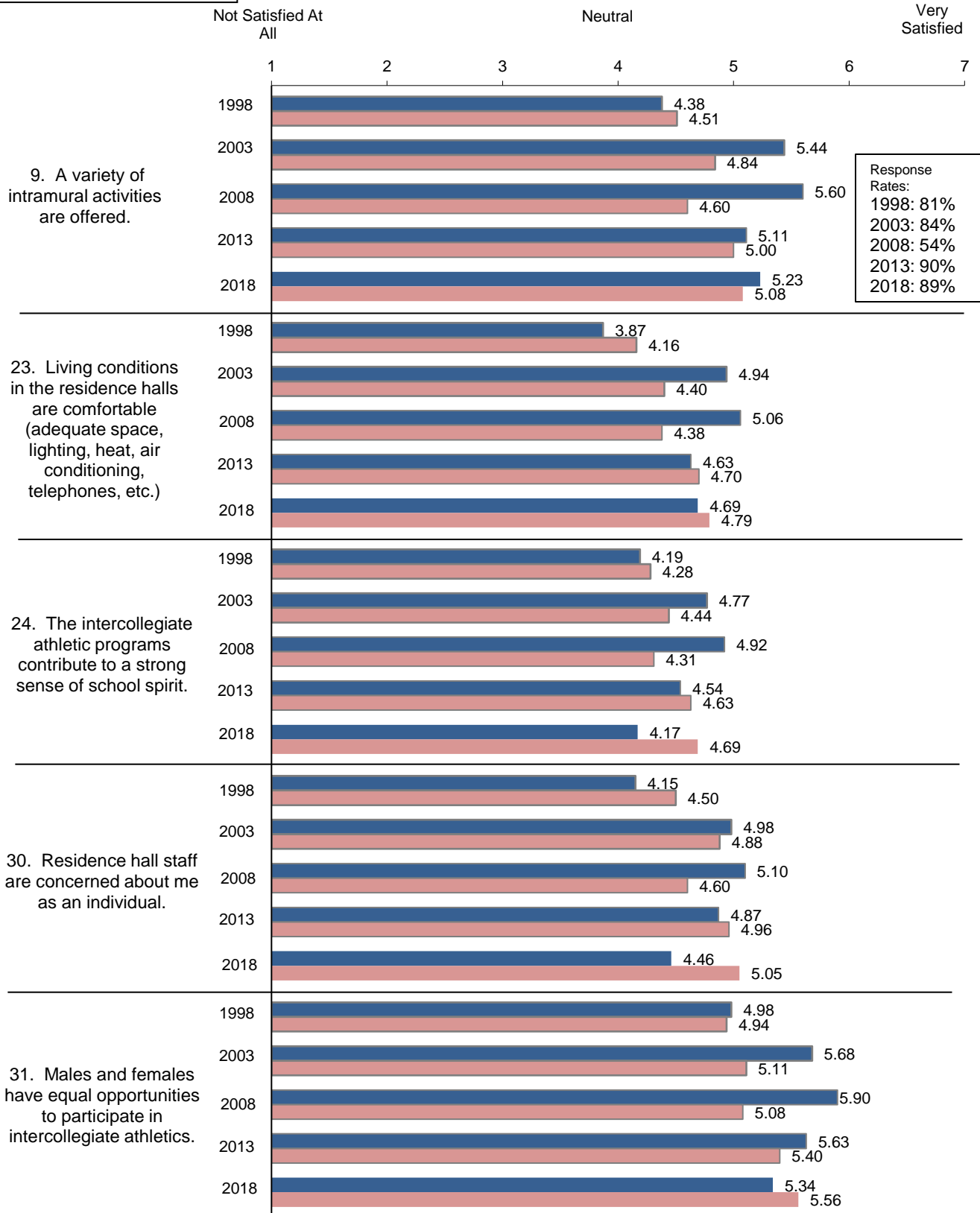
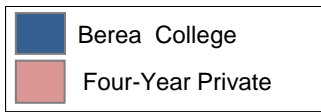
Noel-Levitz Student  
Satisfaction Inventory



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2013: 90%  
2018: 89%

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

Noel-Levitz Student  
 Satisfaction Inventory

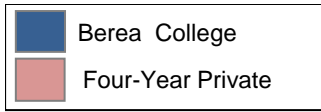


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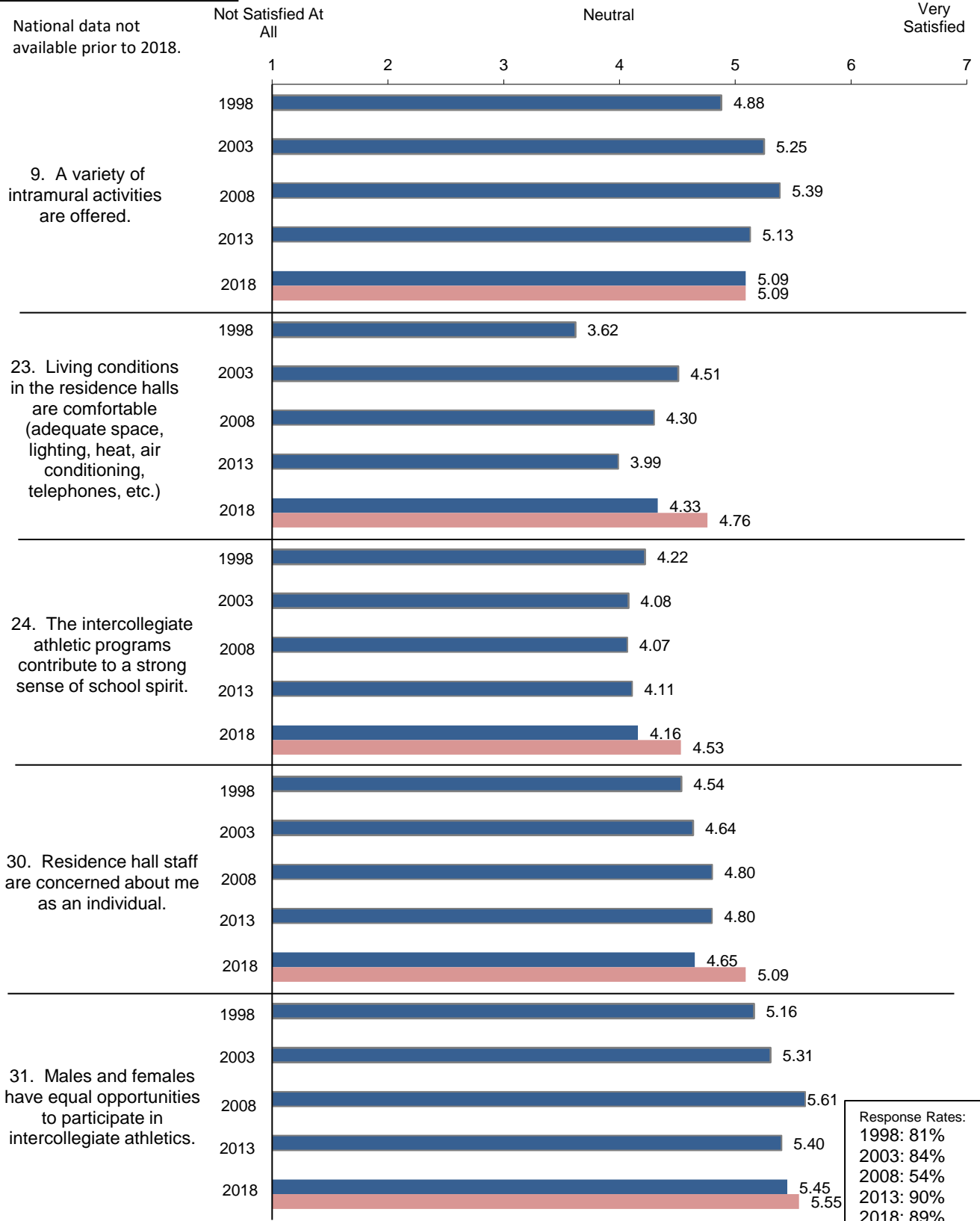


**Male Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Life**

Noel-Levitz Student Satisfaction Inventory



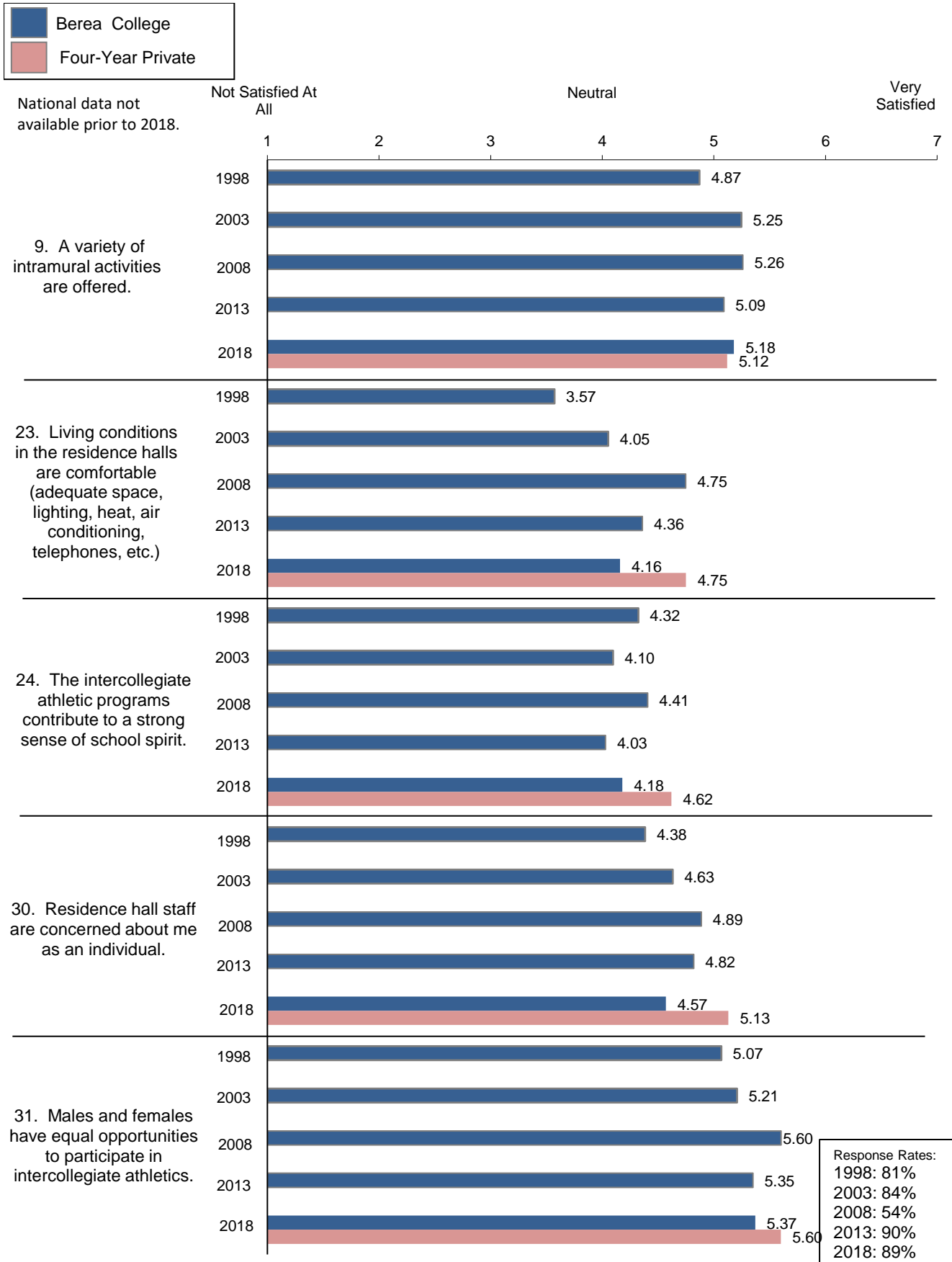
National data not available prior to 2018.



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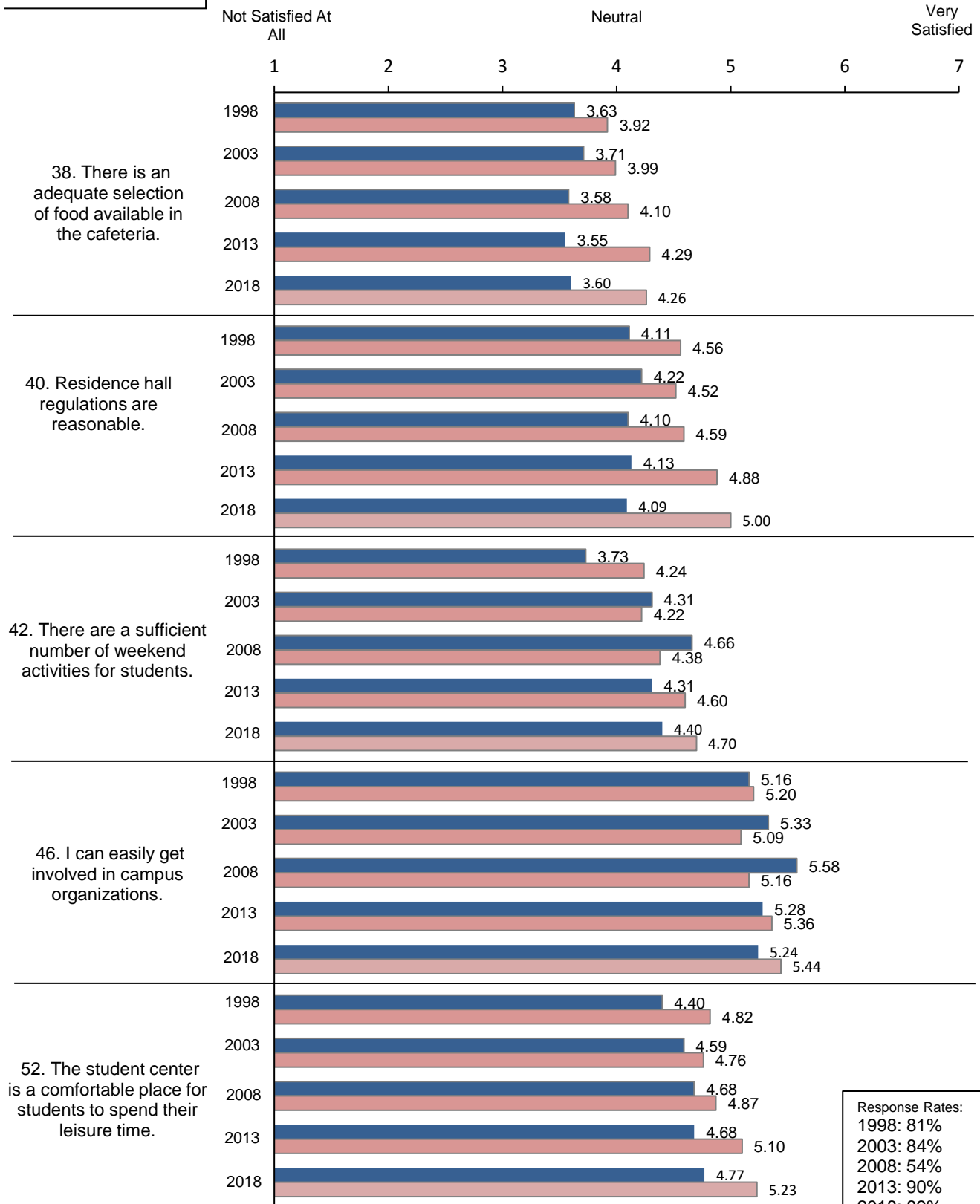
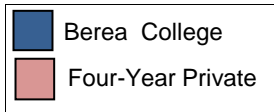
**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Life**

Noel-Levitz Student Satisfaction Inventory



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

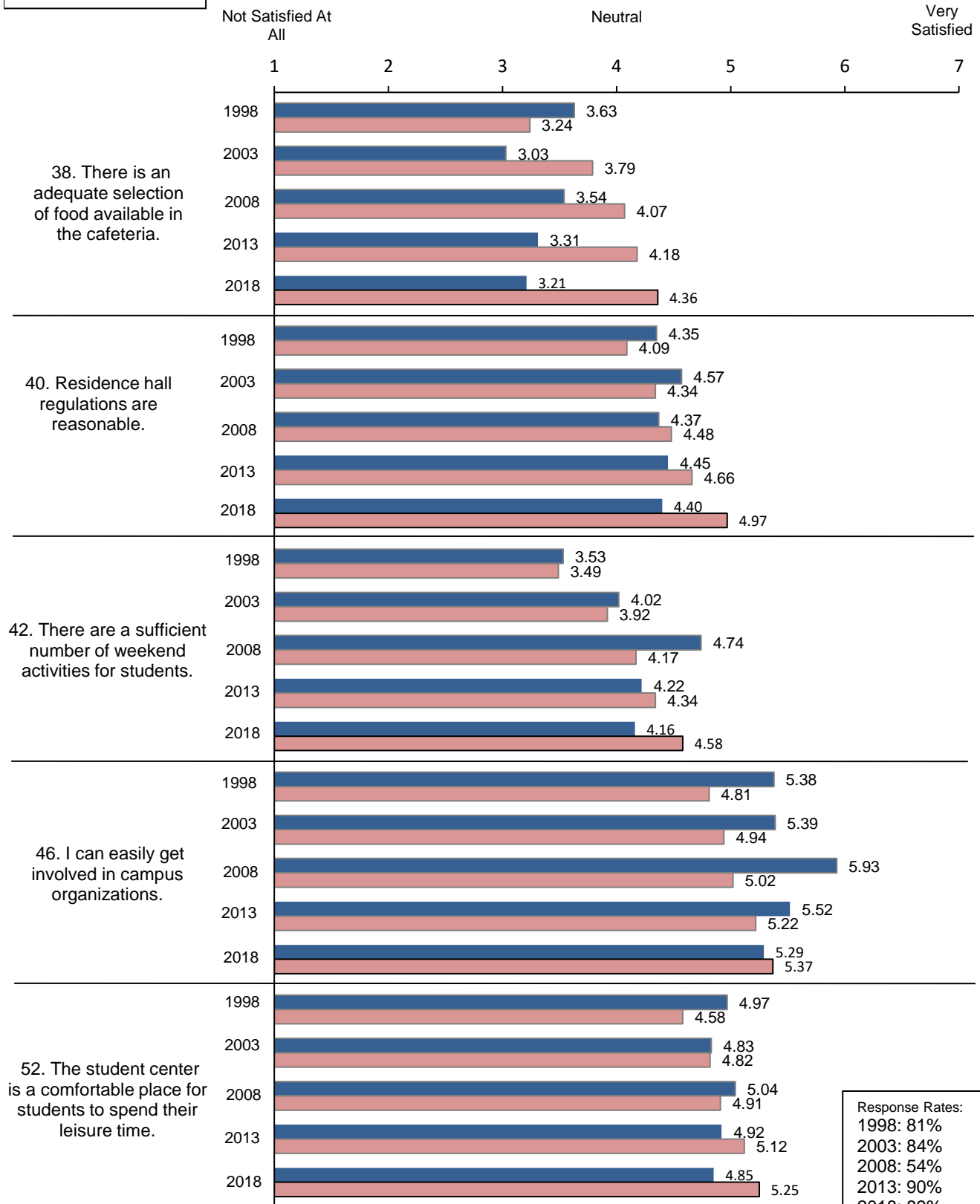
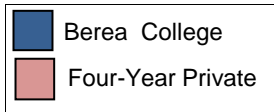
Noel-Levitz Student  
Satisfaction Inventory



Response Rates:  
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2013: 90%  
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**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Life**

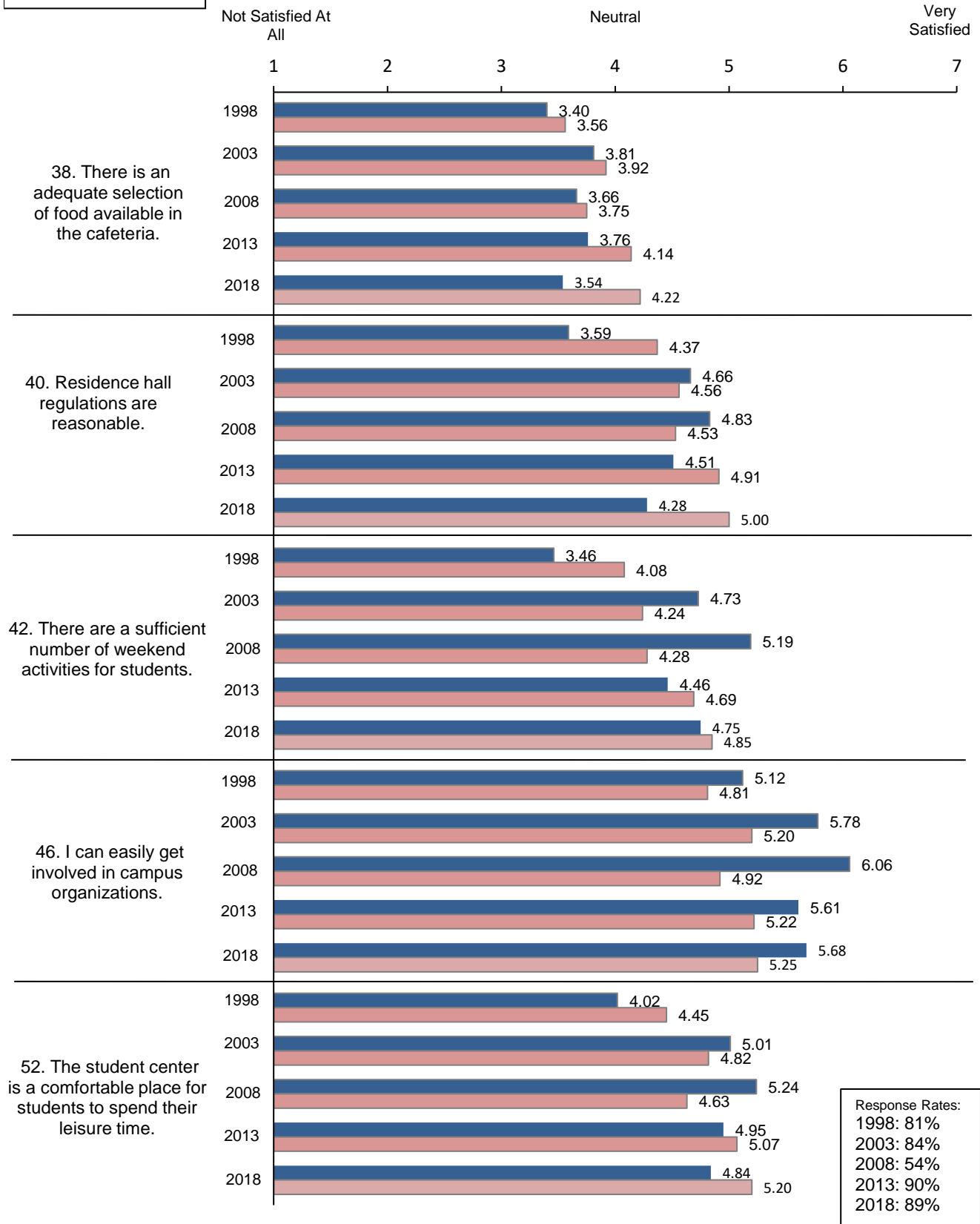
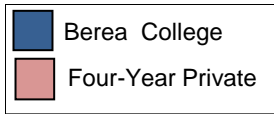
Noel-Levitz Student Satisfaction Inventory



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

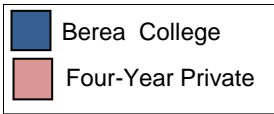
Noel-Levitz Student  
Satisfaction Inventory



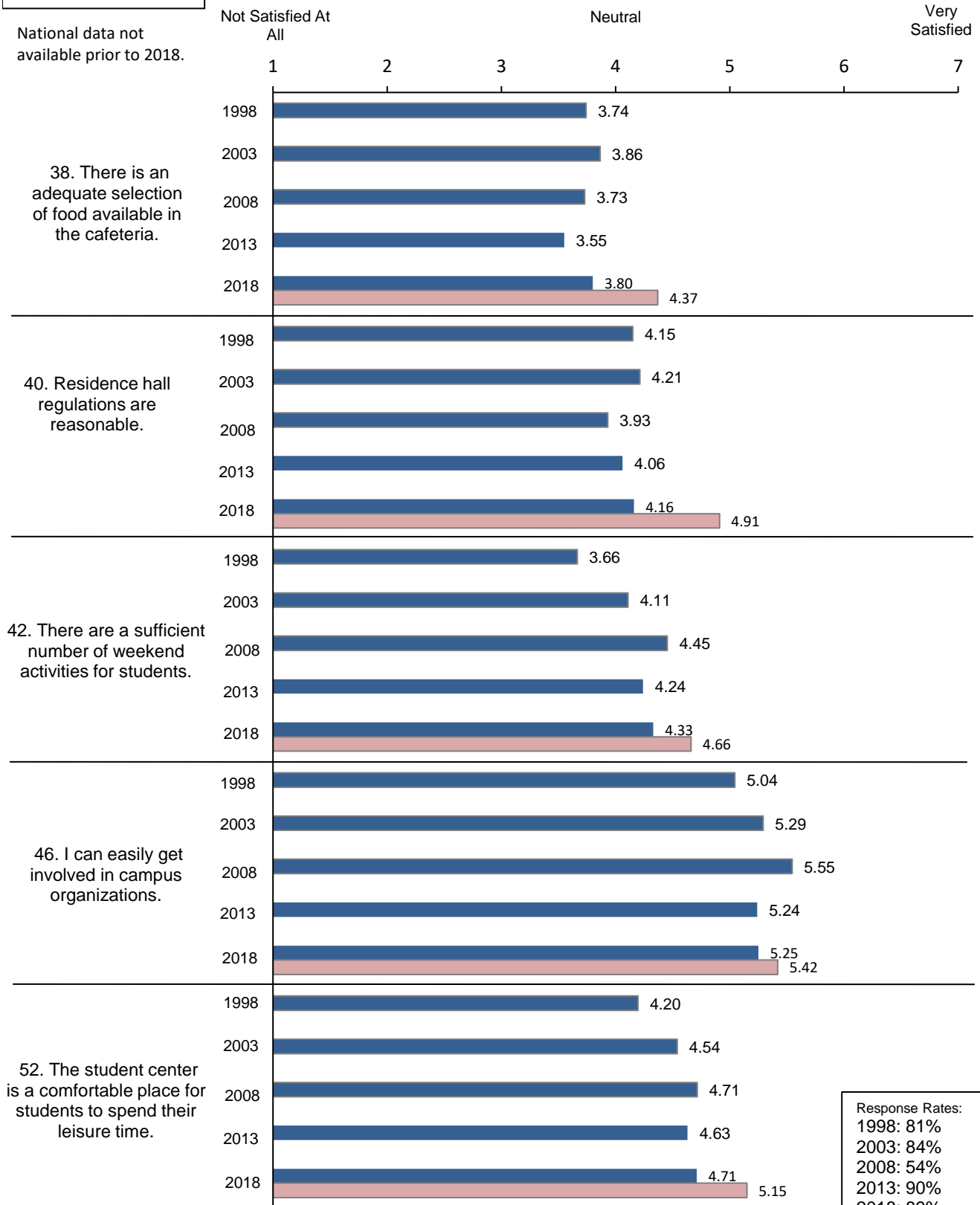
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2013: 90%  
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**Male Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Life**

Noel-Levitz Student Satisfaction Inventory



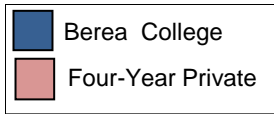
National data not available prior to 2018.



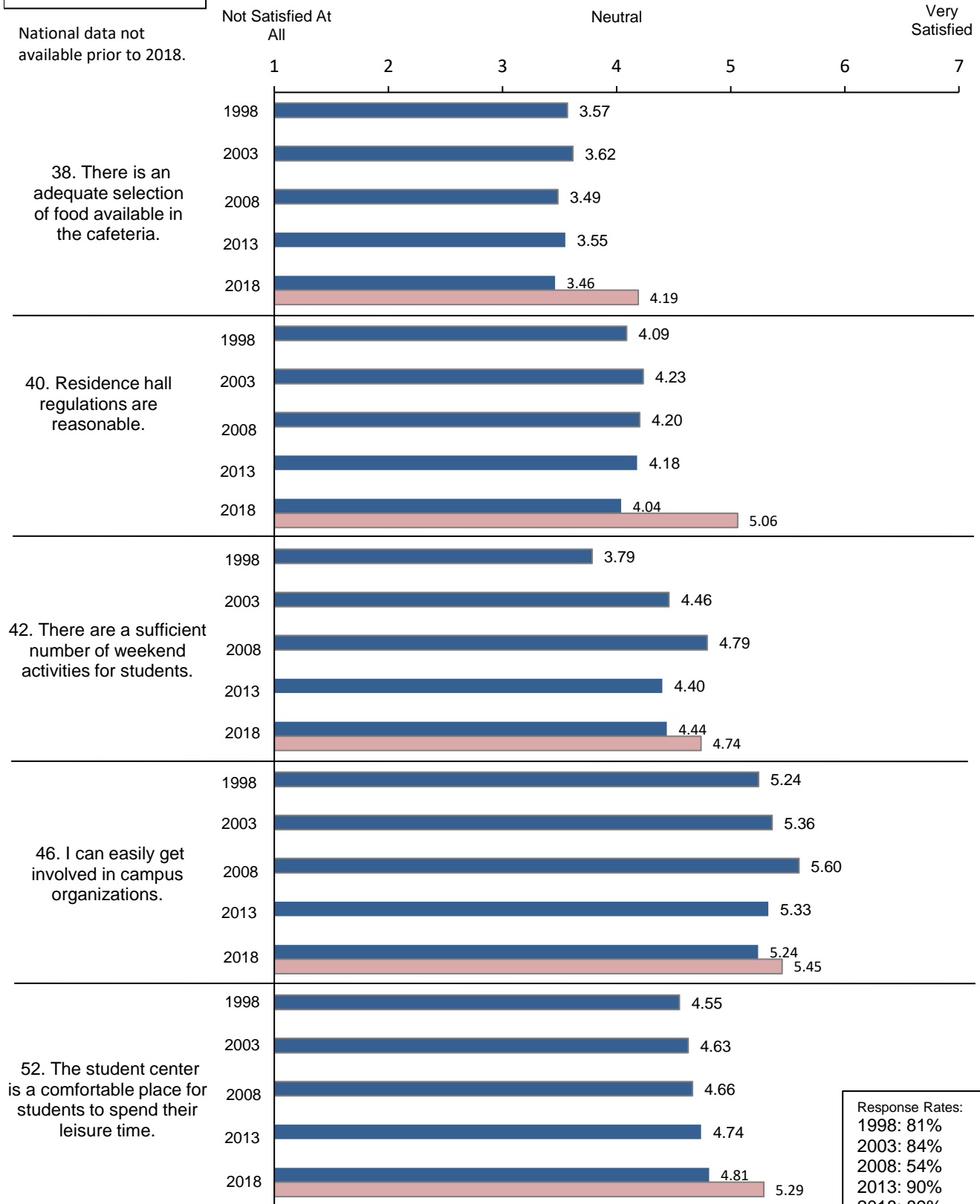
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**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Life**

Noel-Levitz Student Satisfaction Inventory



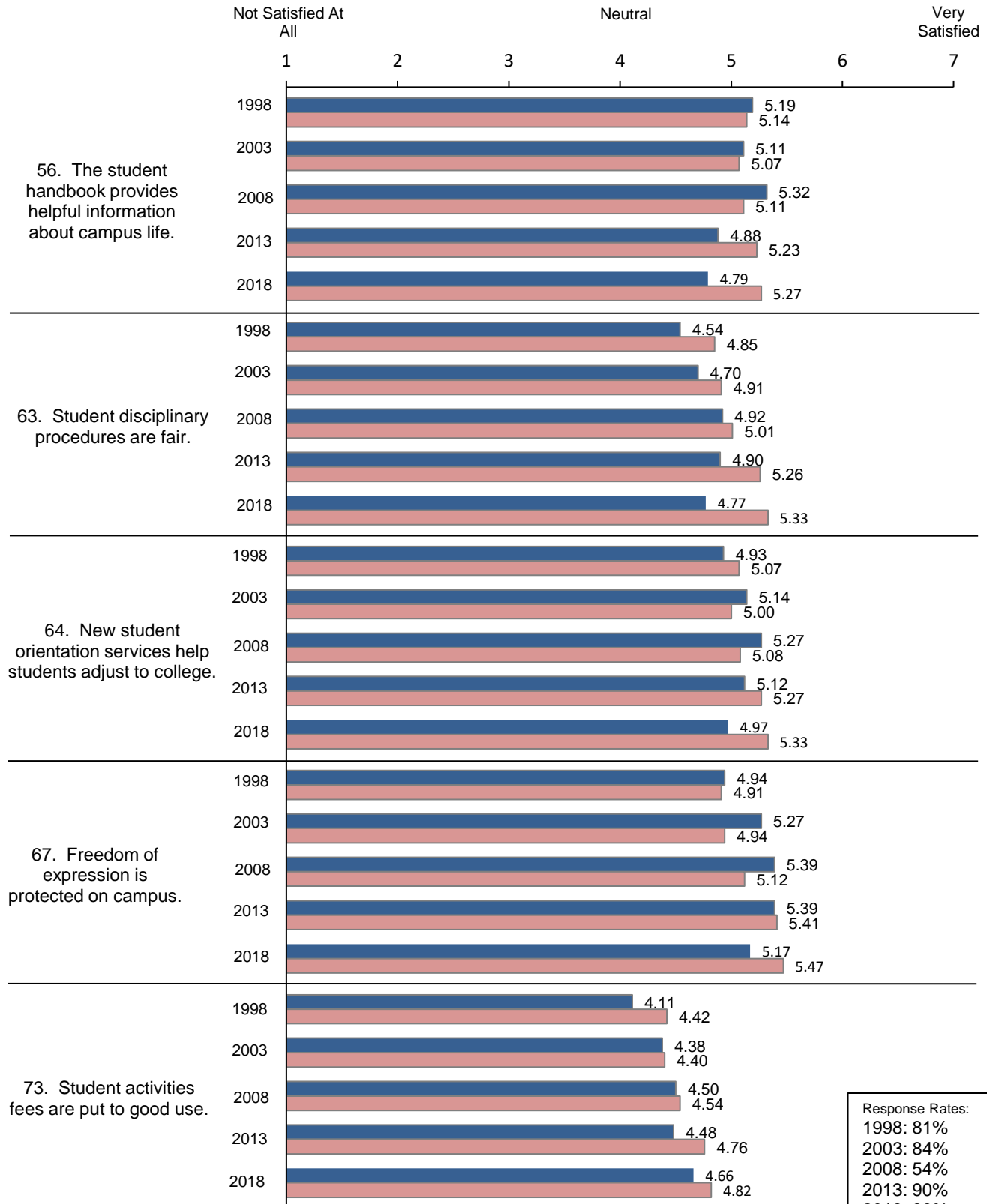
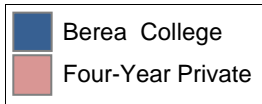
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**All Students**  
**Berea College vs. Four-Year Institutions**  
**Satisfaction Ratings within Item Group:**  
*Campus Life*

Noel-Levitz Student  
Satisfaction Inventory

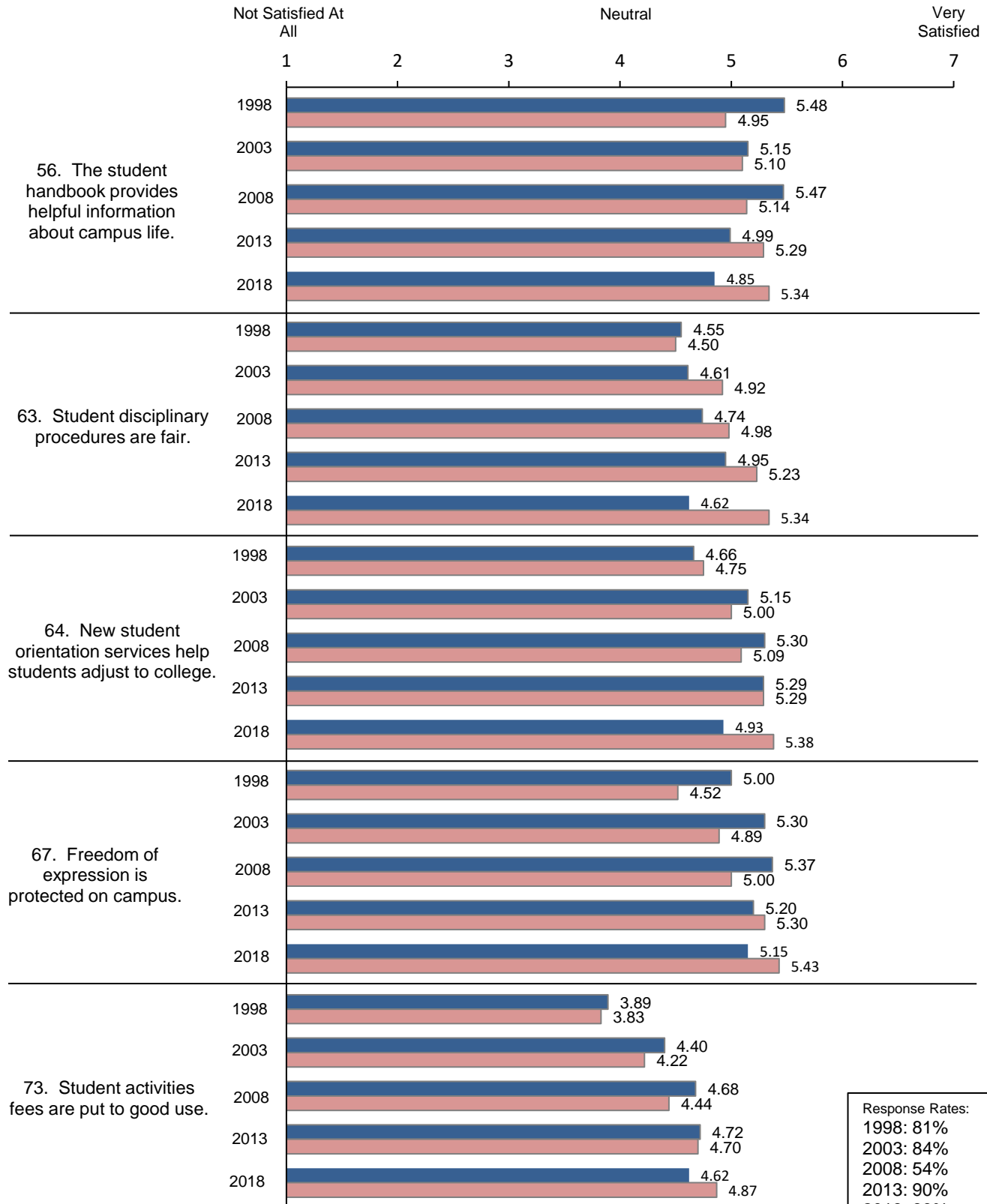
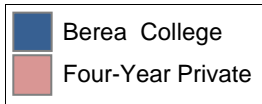


Response Rates:  
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**African-American Students**  
**Berea College vs. Four-Year Institutions**  
**Satisfaction Ratings within Item Group:**  
*Campus Life*

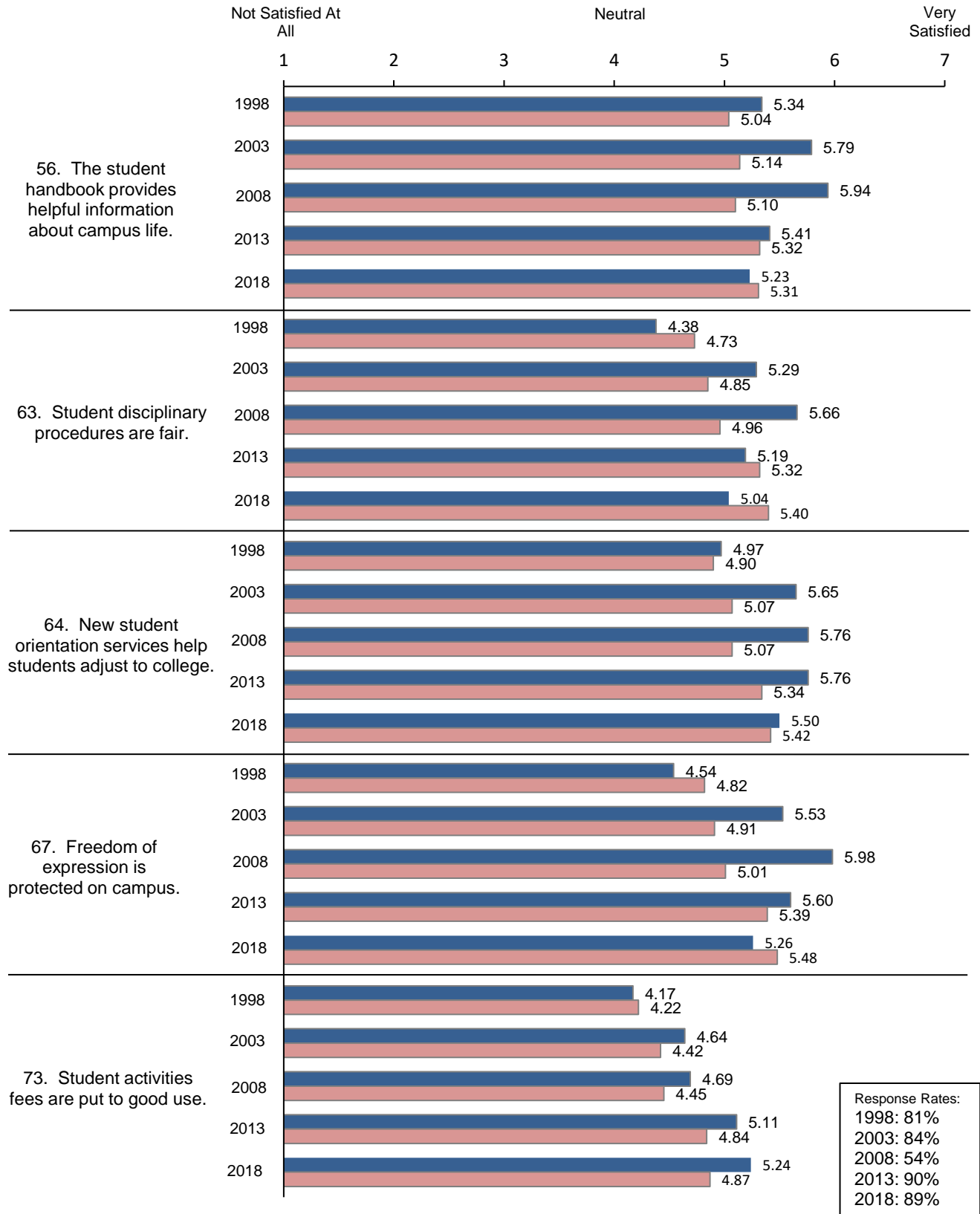
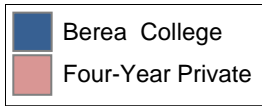
Noel-Levitz Student  
Satisfaction Inventory



Response Rates:  
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2008: 54%  
2013: 90%  
2018: 89%

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

Noel-Levitz Student  
Satisfaction Inventory



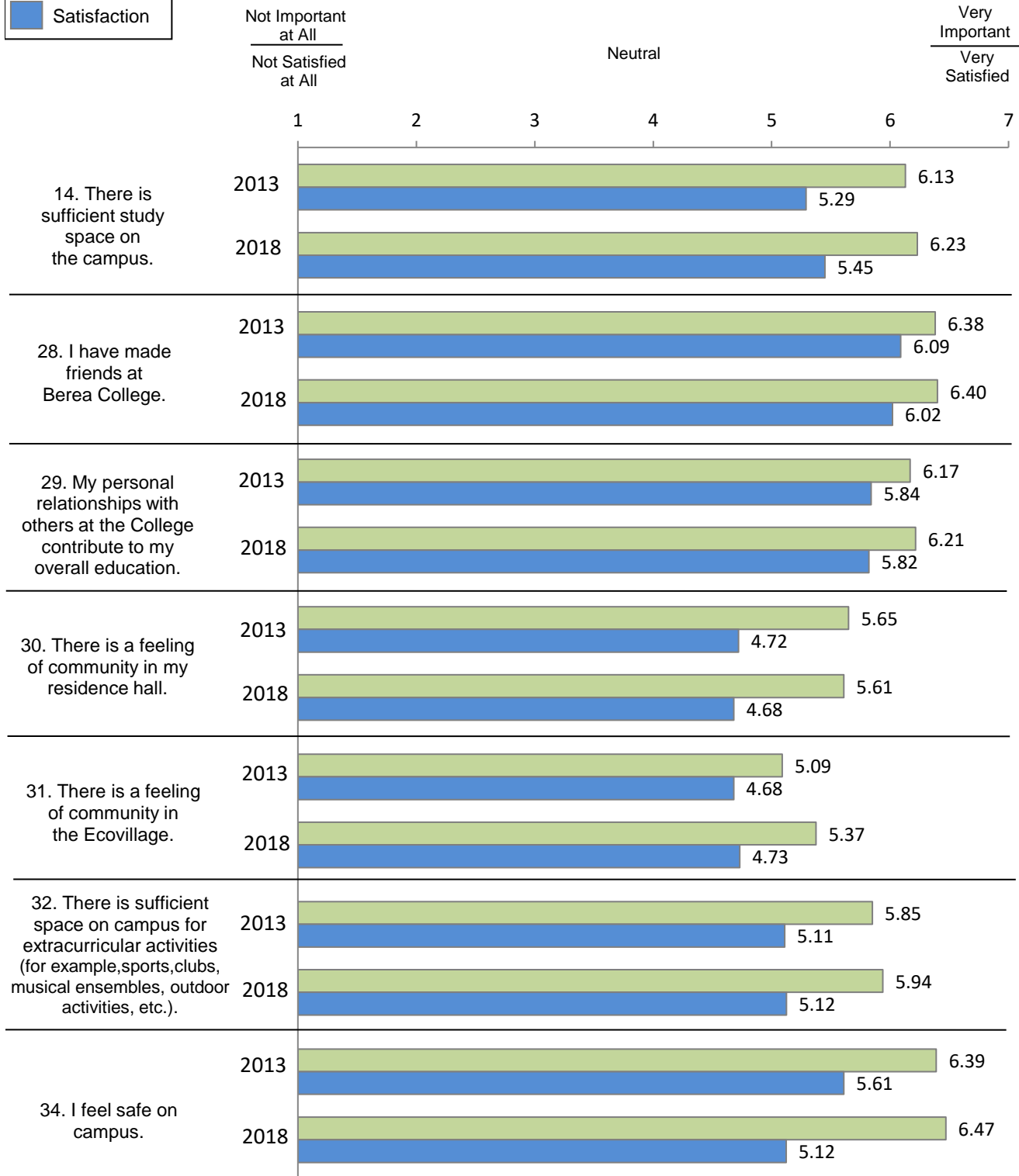
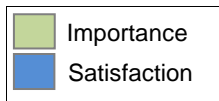
Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%





**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
*Residential/Campus Life*

Berea-Specific  
Satisfaction Survey

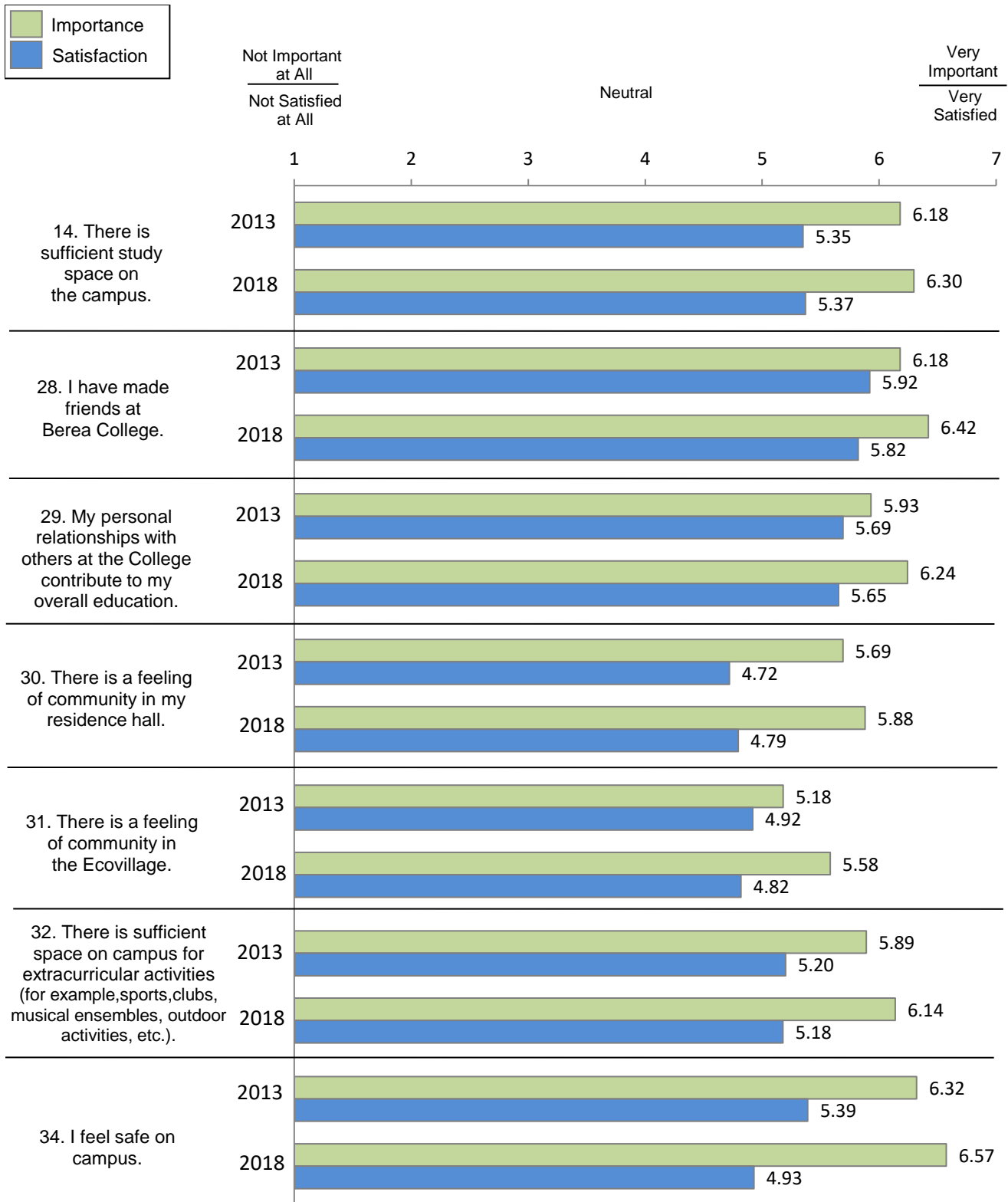


Response Rates:  
2013: 90%  
2018: 89%

NOTE: All questions added in 2013.

**African-American Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Residential/Campus Life**

Berea-Specific  
Satisfaction Survey

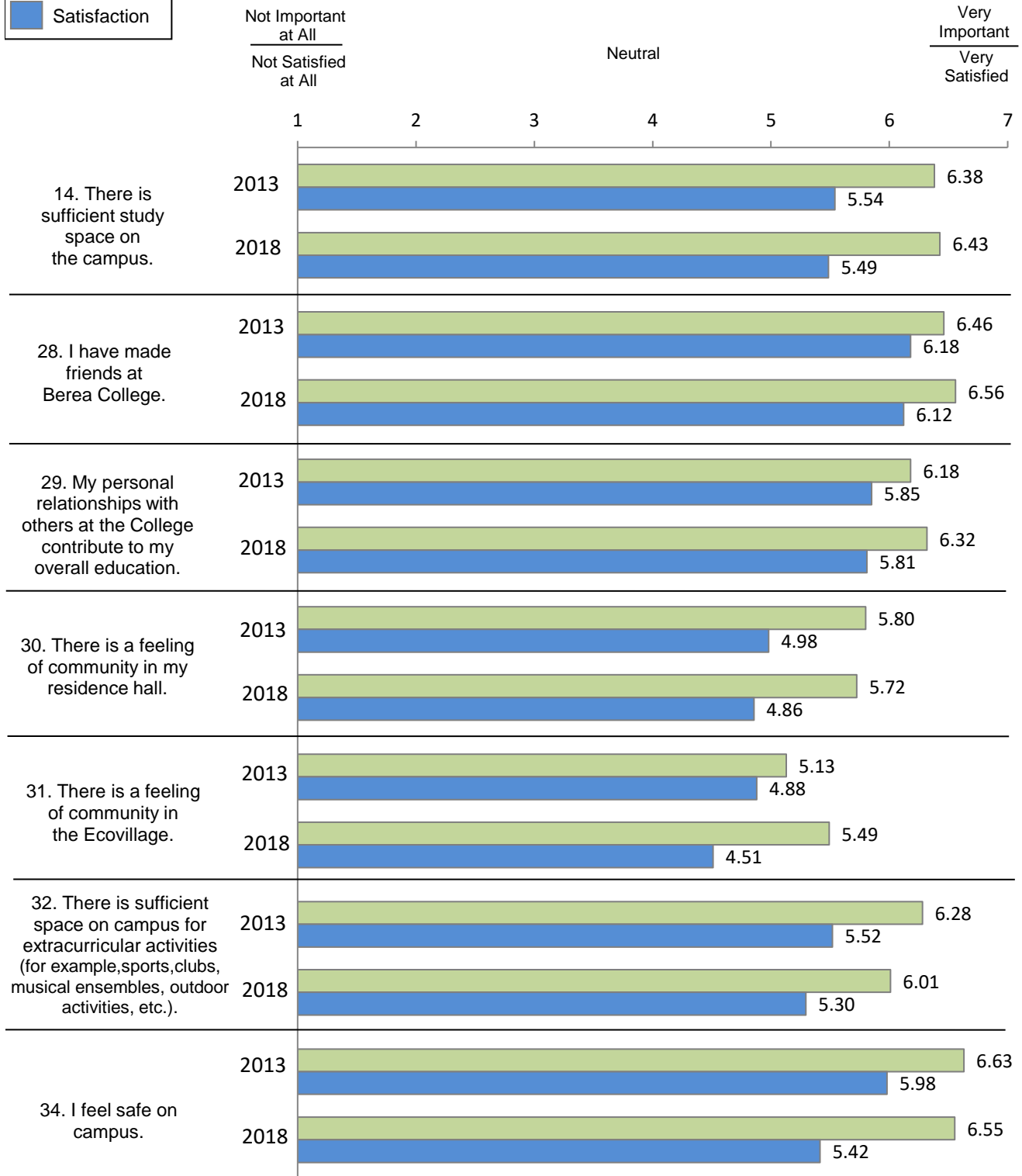
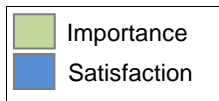


Response Rates:  
2013: 90%  
2018: 89%

NOTE: All questions added in 2013.

**International Students**  
**Importance and Satisfaction Ratings within Item Group:**  
*Residential/Campus Life*

Berea-Specific  
Satisfaction Survey

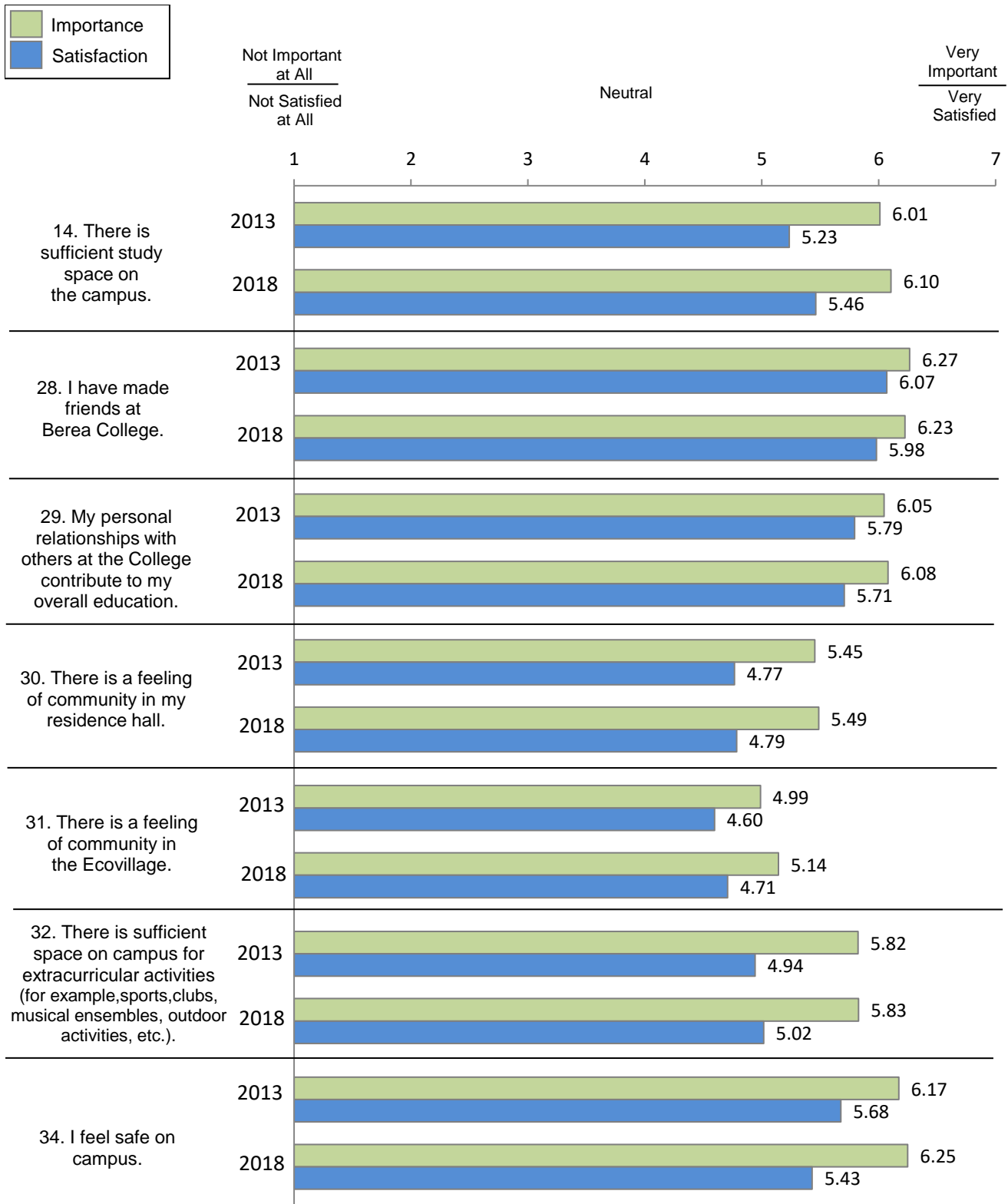


Response Rates:  
2013: 90%  
2018: 89%

NOTE: All questions added in 2013.

**Male Students**  
**Importance and Satisfaction Ratings within Item Group:**  
*Residential/Campus Life*

Berea-Specific  
Satisfaction Survey



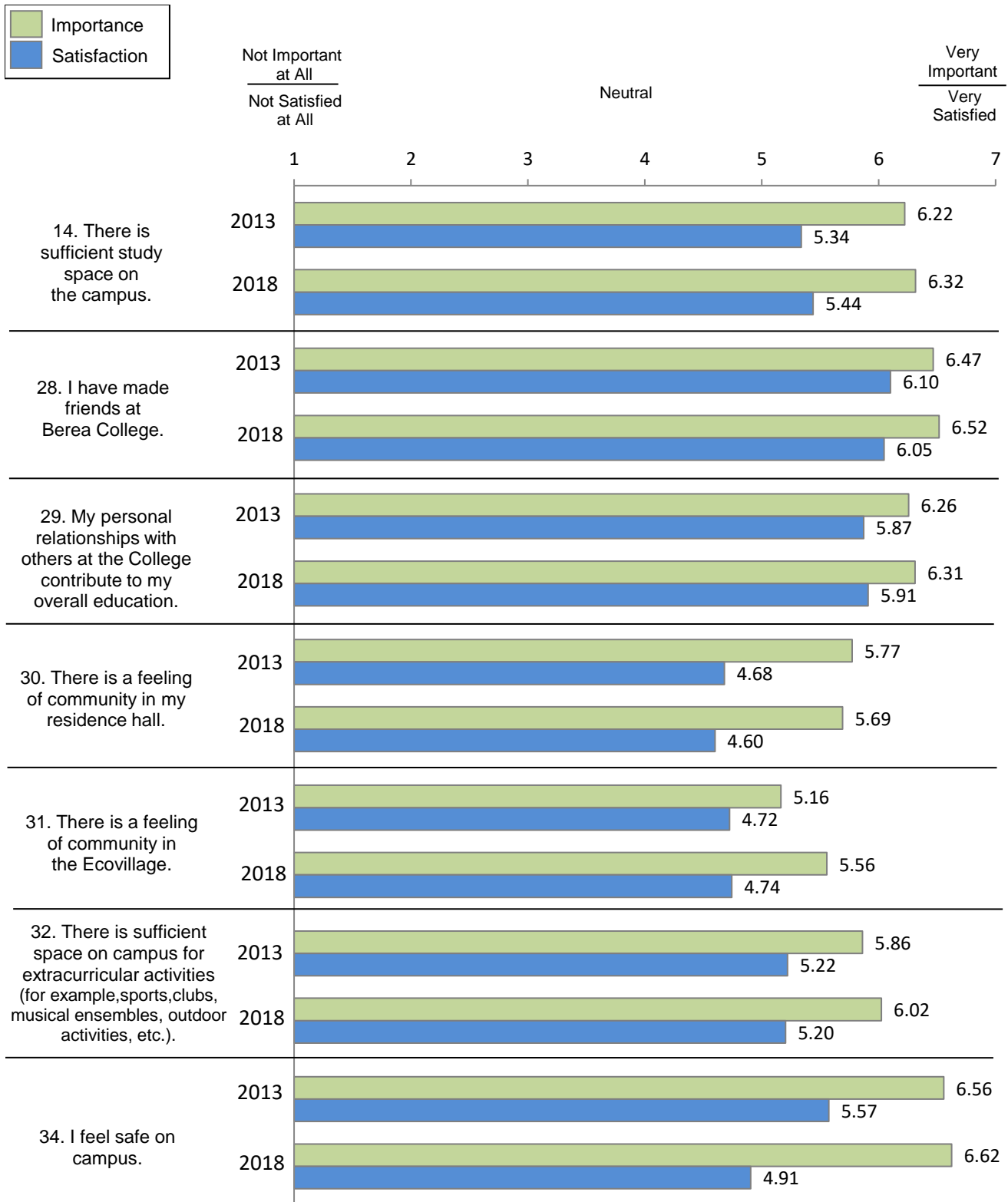
Response Rates:  
2013: 90%  
2018: 89%

NOTE: All questions added in 2013.



**Female Students**  
**Importance and Satisfaction Ratings within Item Group:**  
*Residential/Campus Life*

Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%  
2018: 89%

NOTE: All questions added in 2013.

# Berea-Specific Graduating Seniors Survey



[Choose to see survey instruments](#)

## Response Rates:

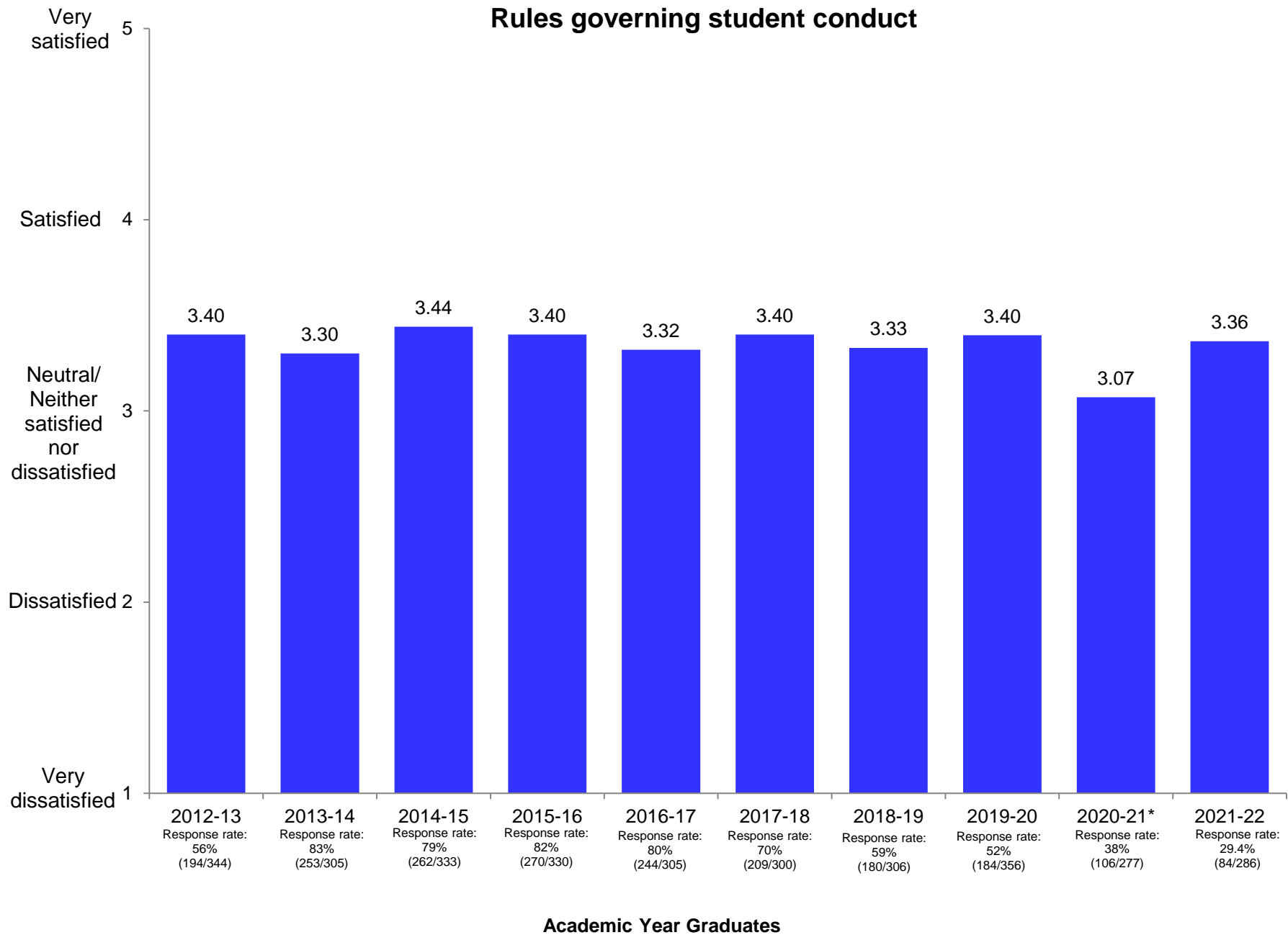
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

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

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

Indicate your level of satisfaction with each of the following:

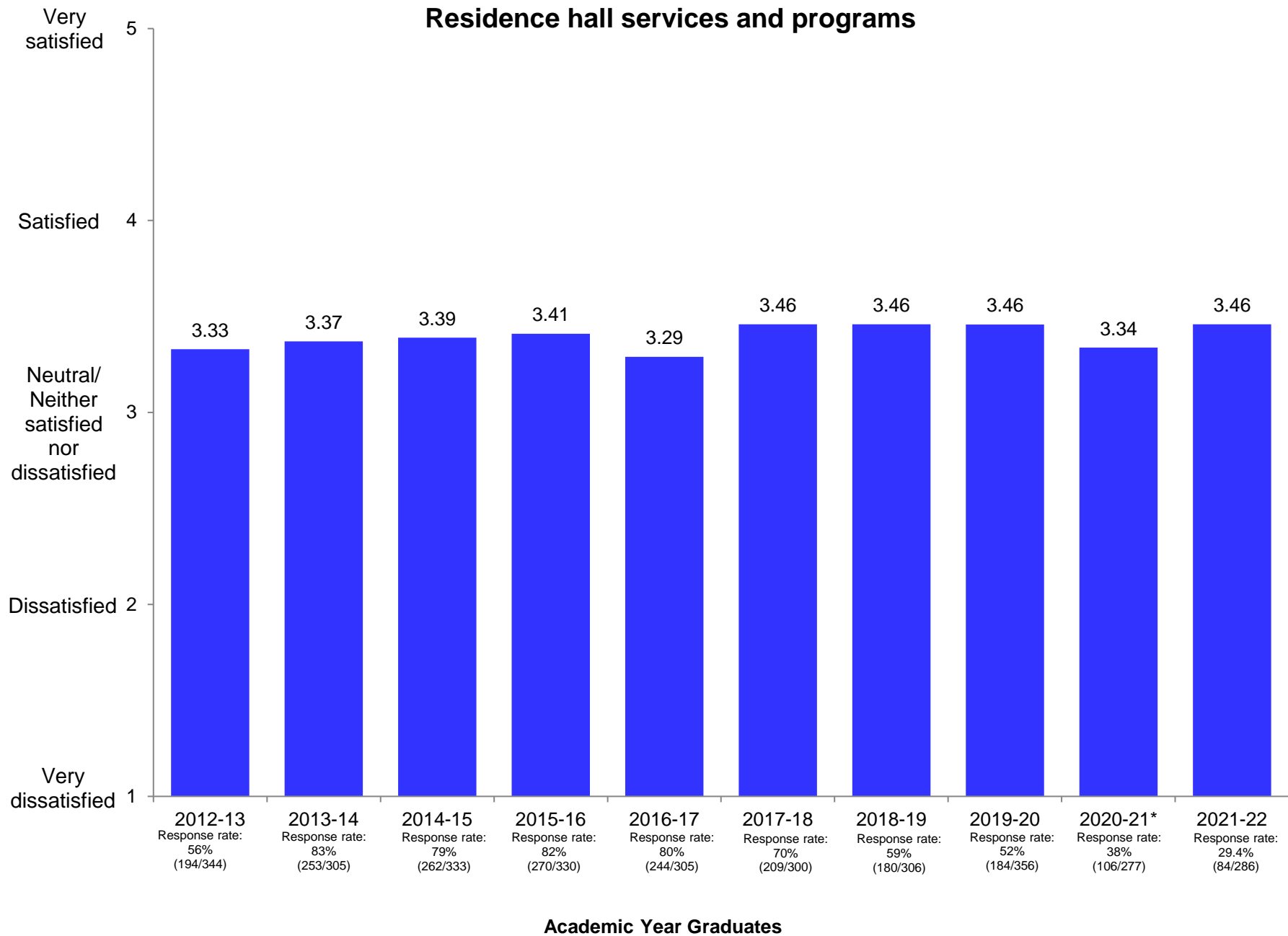
Graduating Senior Survey  
Administered at graduation rehearsal



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

Indicate your level of satisfaction with each of the following:

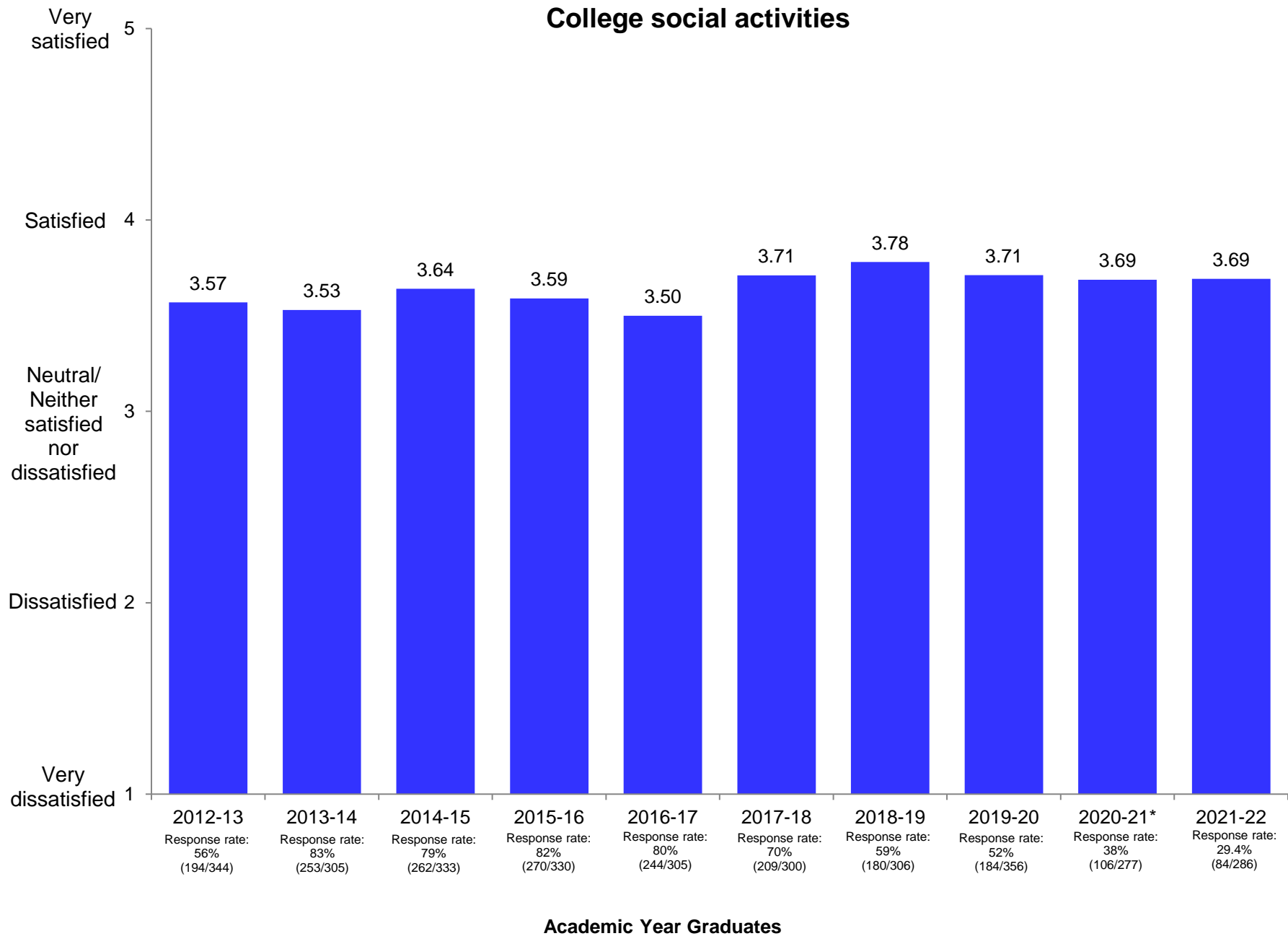
Graduating Senior Survey  
Administered at graduation rehearsal



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

Indicate your level of satisfaction with each of the following:

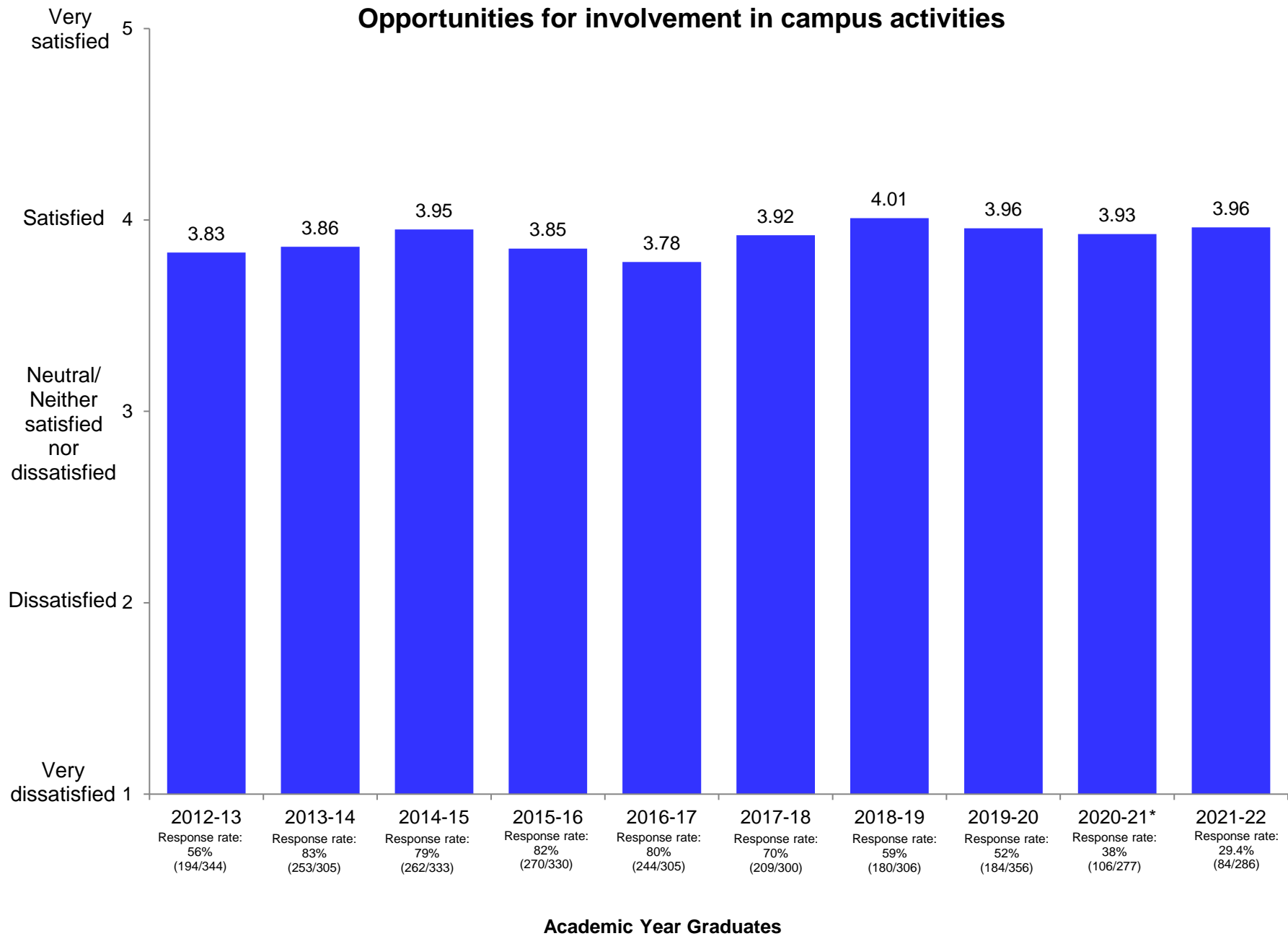
Graduating Senior Survey  
Administered at graduation rehearsal



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Indicate your level of satisfaction with each of the following:

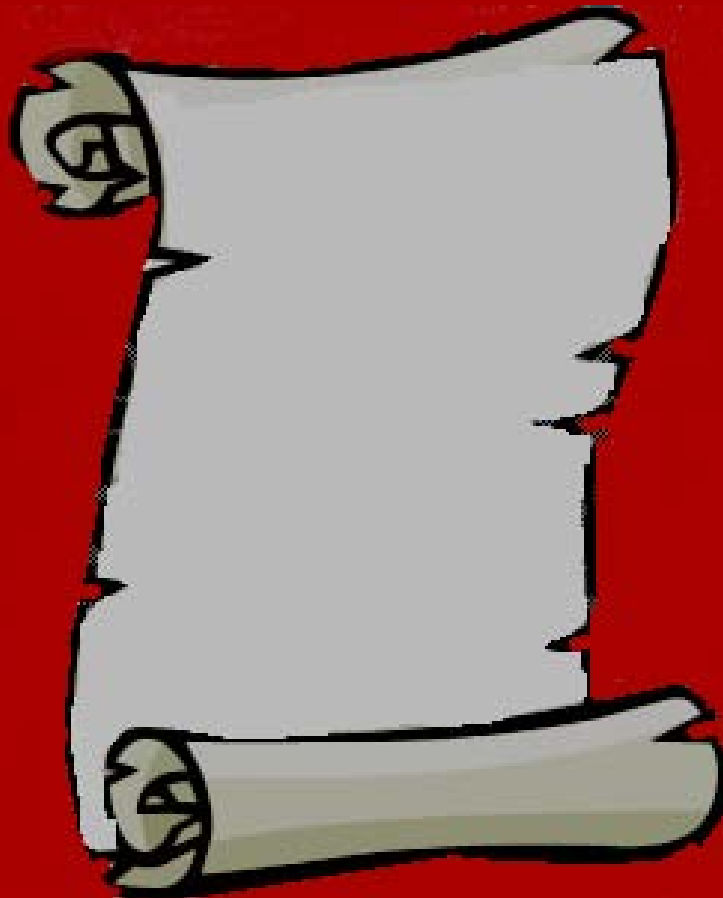
Graduating Senior Survey  
Administered at graduation rehearsal



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

# HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 2010



# Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)



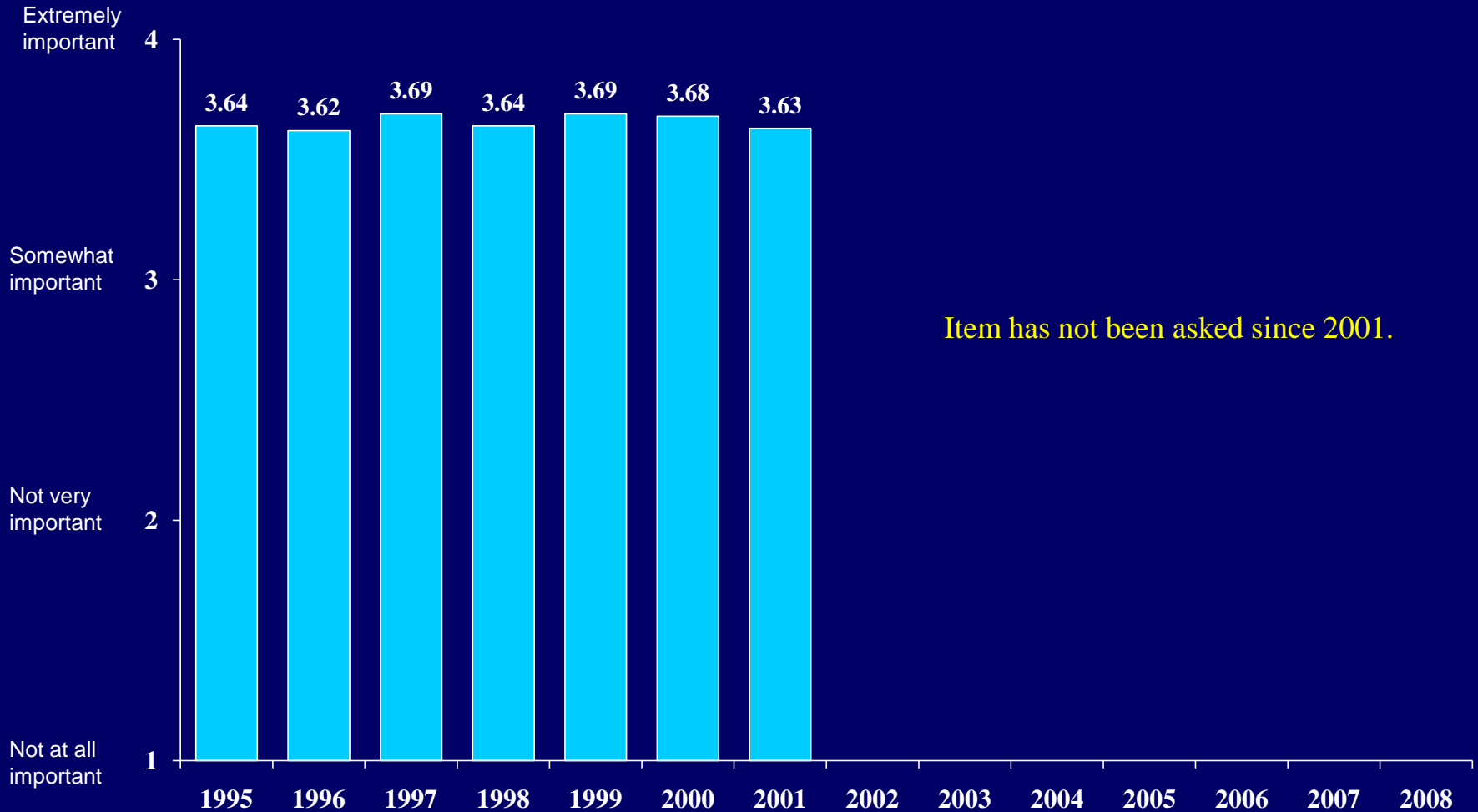
[Click to see survey instruments](#)

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

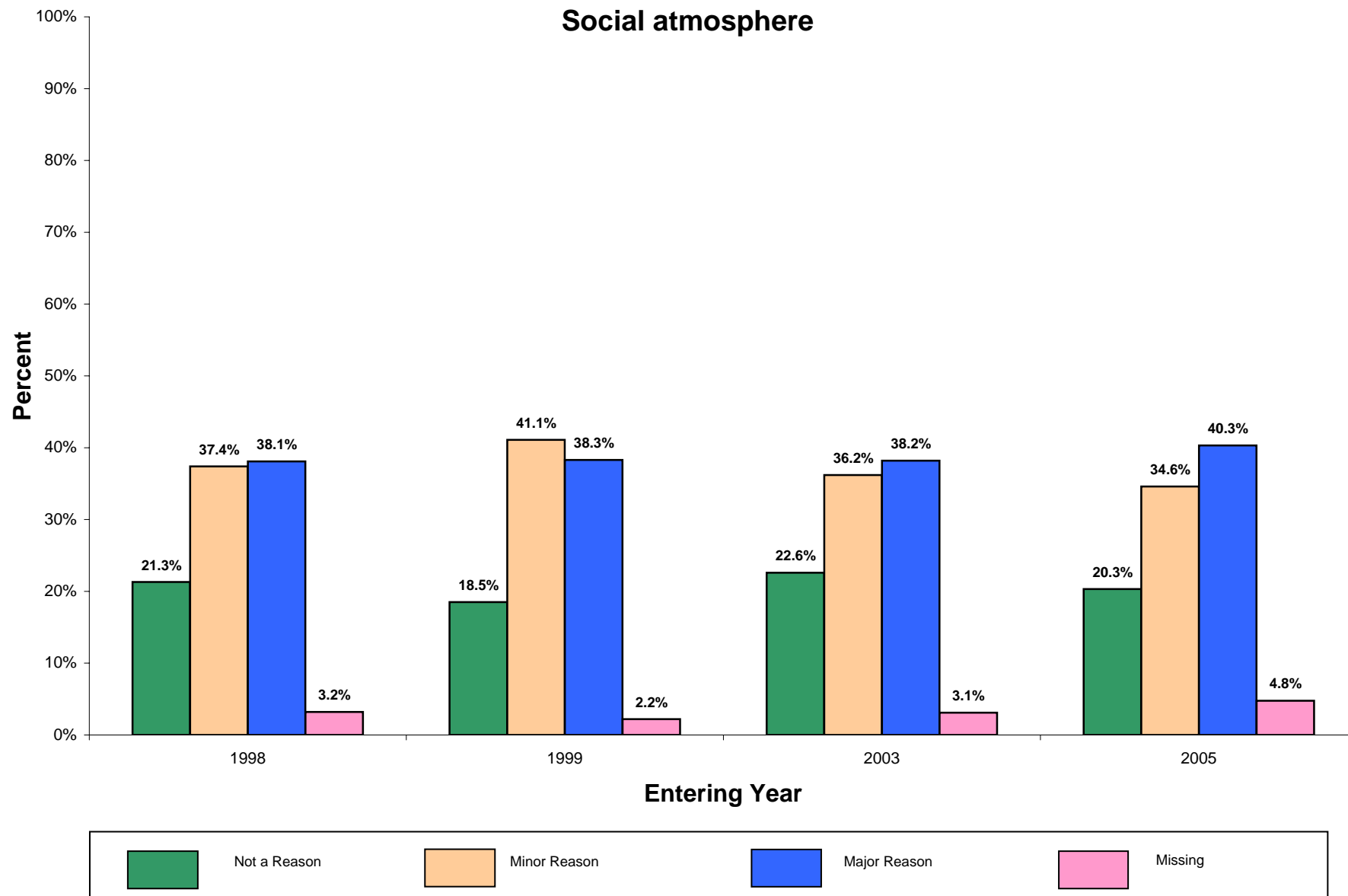
Average Response Rate of 85%



Rate the importance to you of each of the following  
*Developing friendships*



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



# Your First College Year (YFCY)

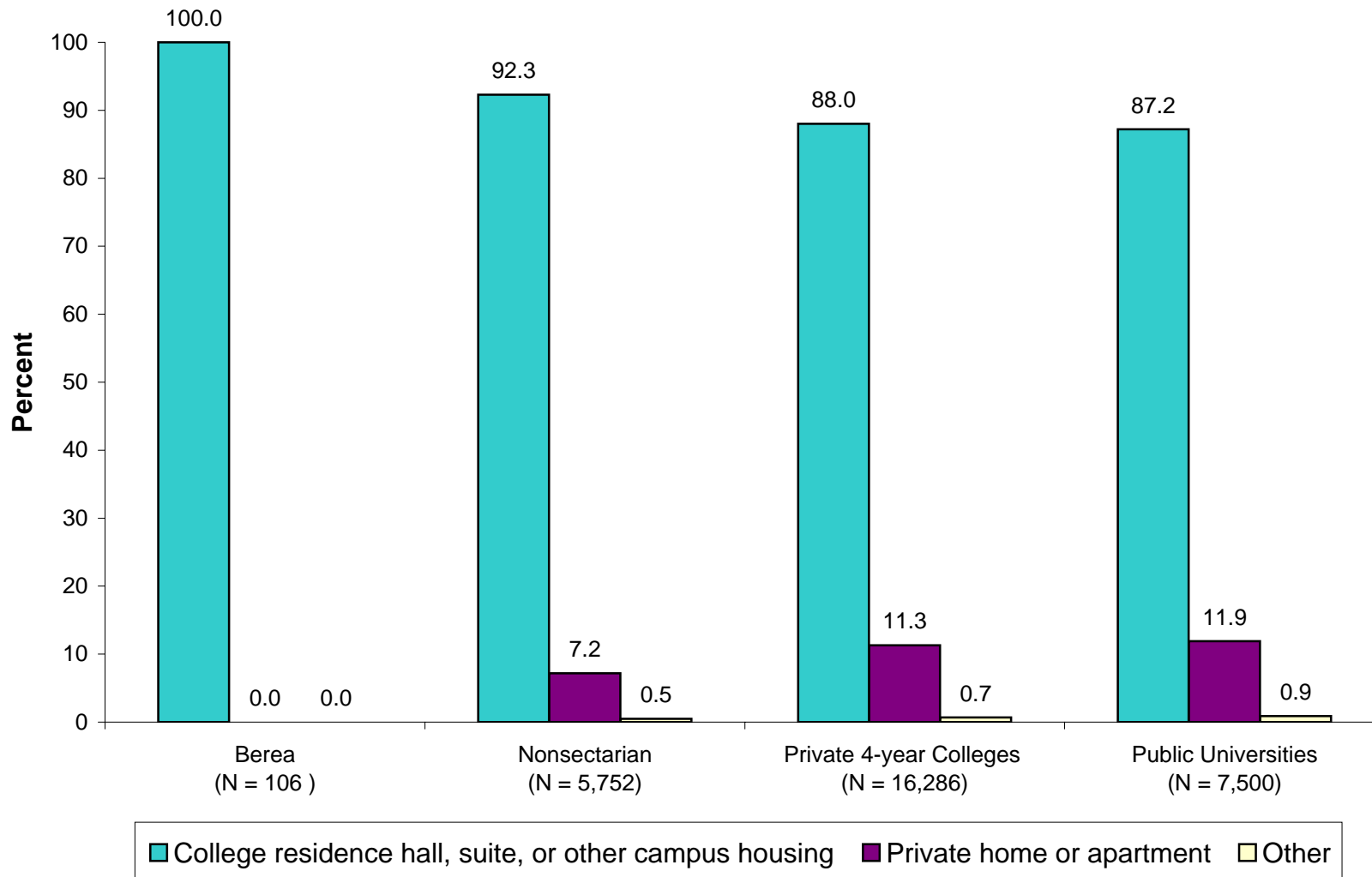
(Spring 2005 Follow-Up to the Fall 2004 CIRP)



[Click to see survey instruments](#)

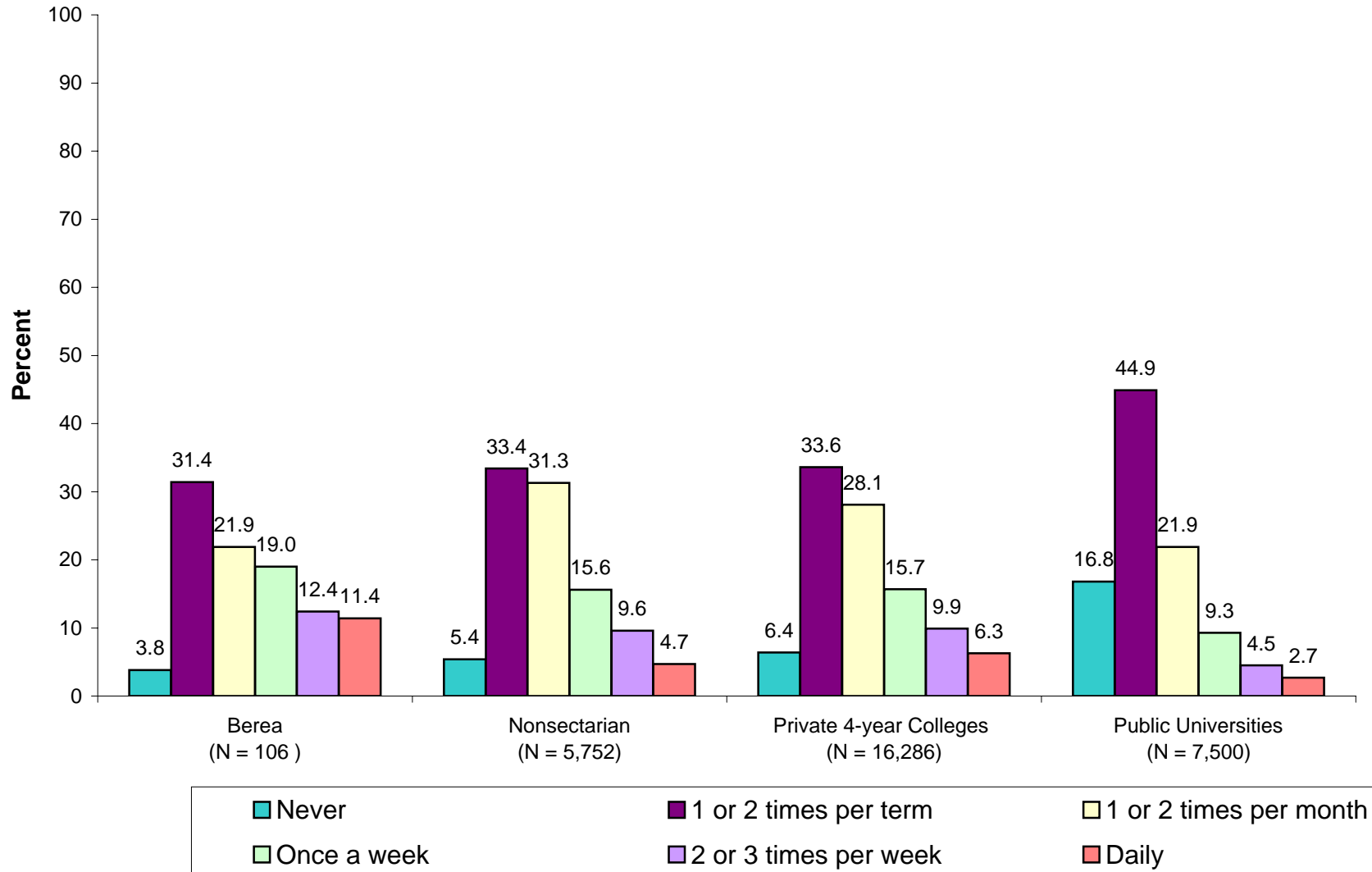
Response Rate: Spring 2005 - 30.2%

## Where did you primarily live while attending college this past year?



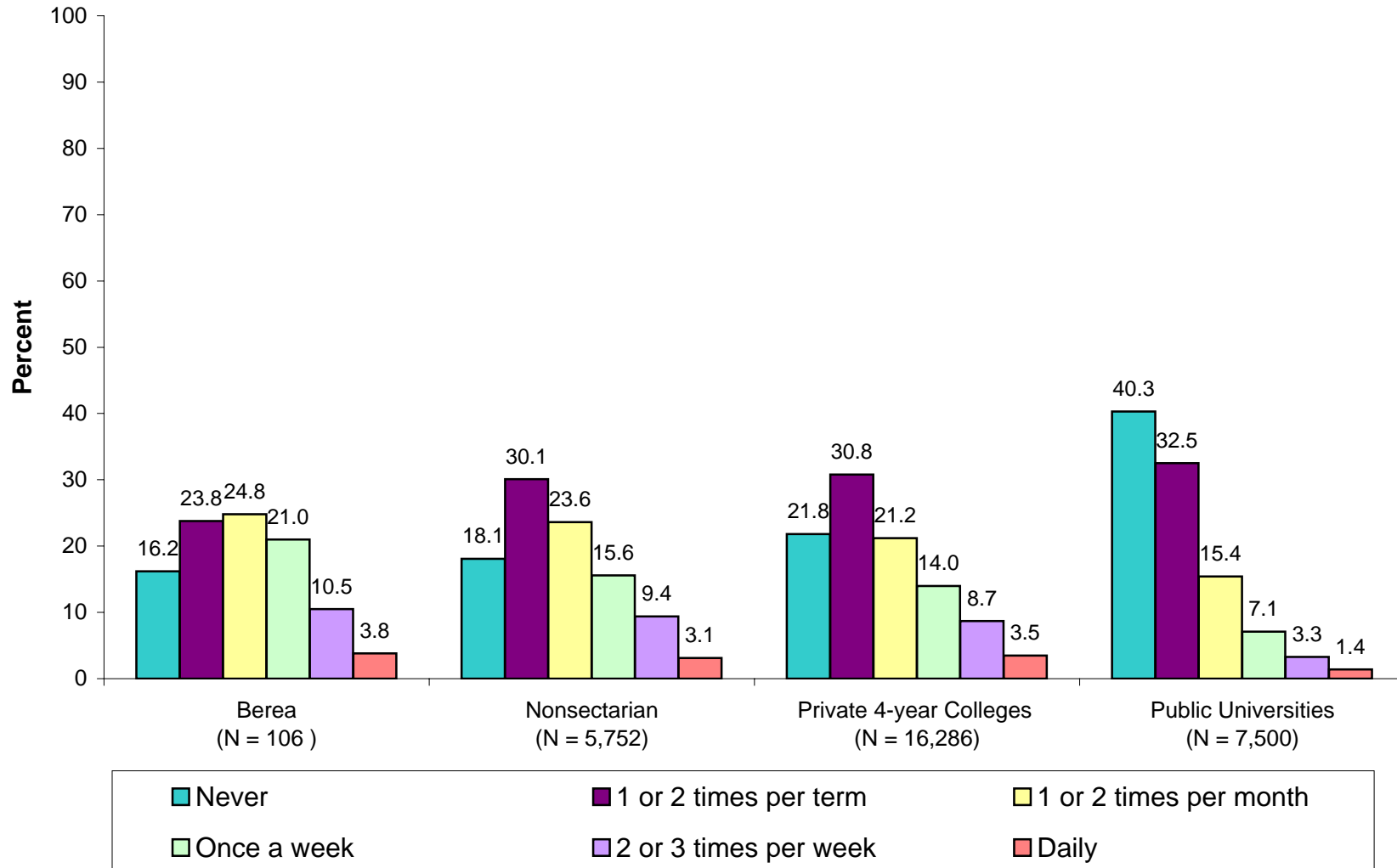
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

## Faculty during office hours



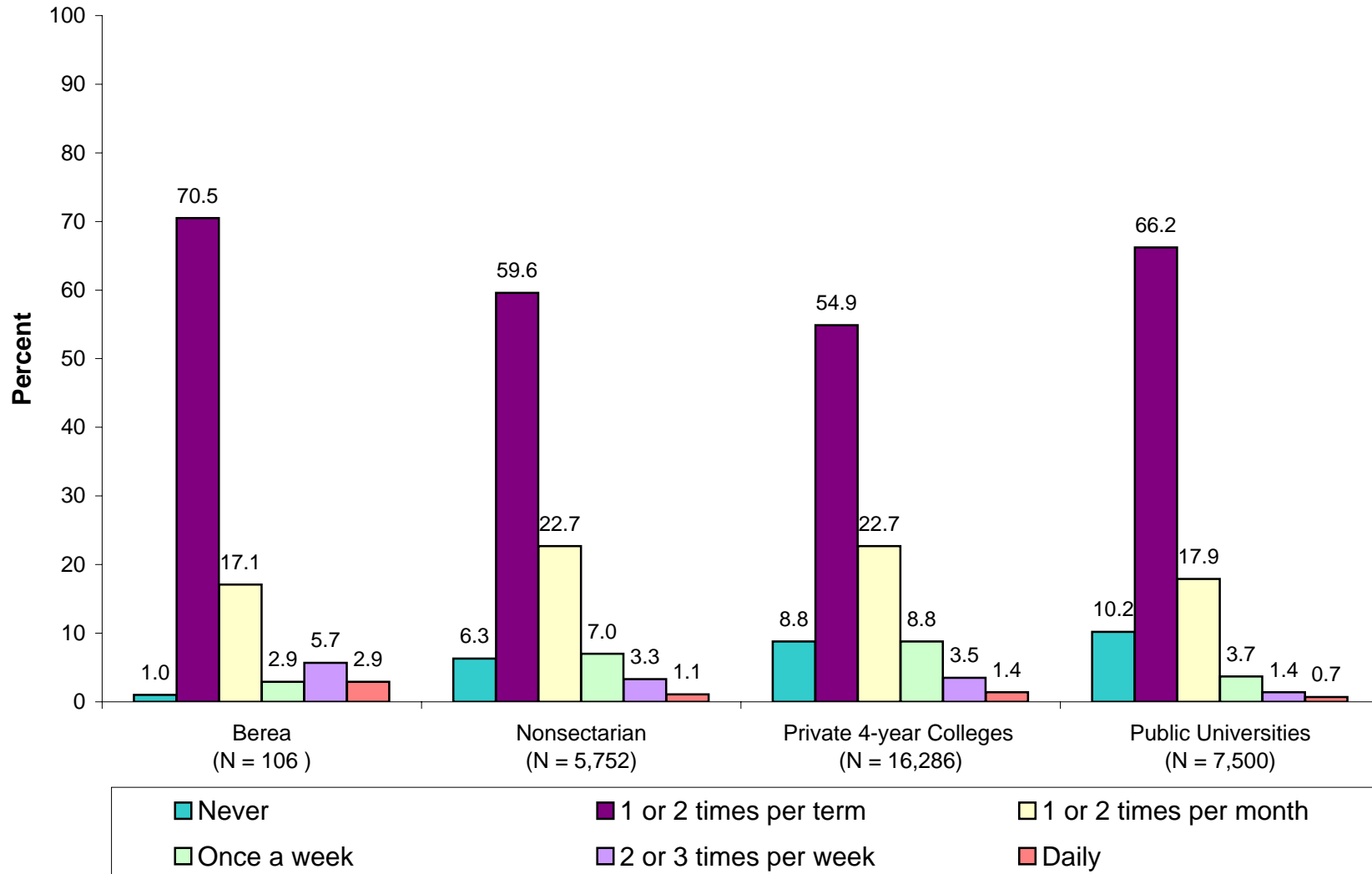
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

## Faculty outside of class or office hours



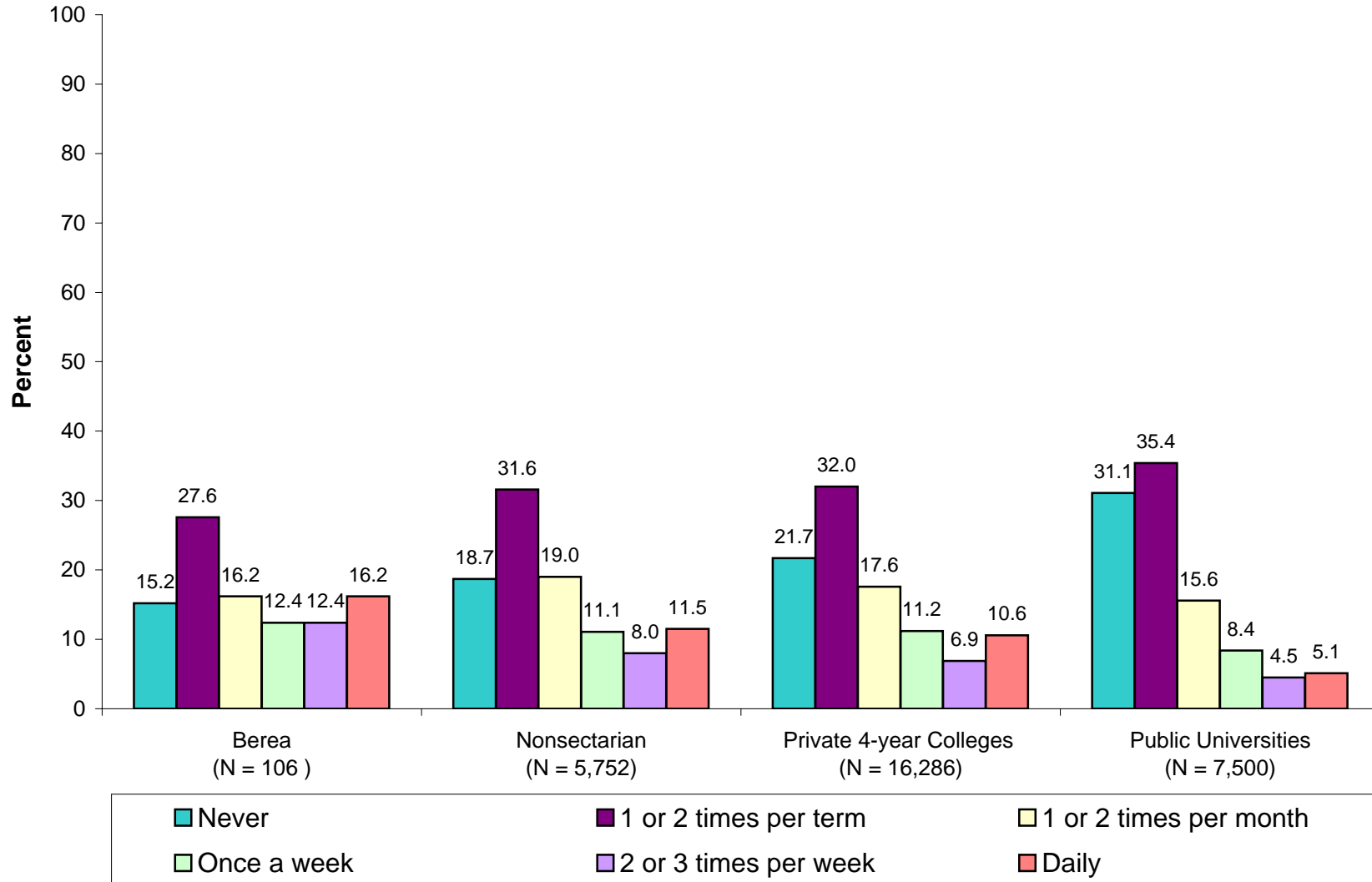
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

### Academic advisors/counselors



Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

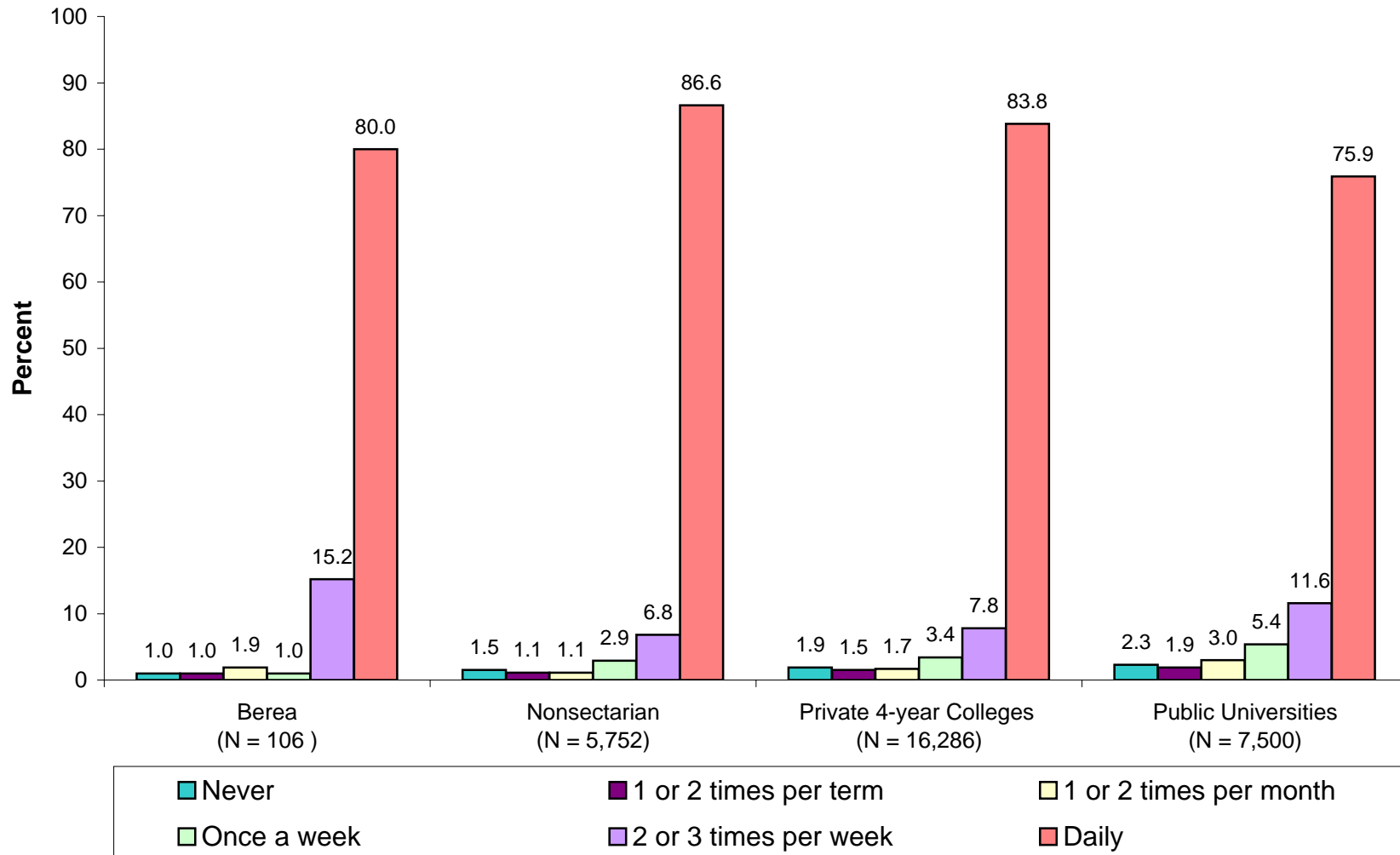
### Other college personnel





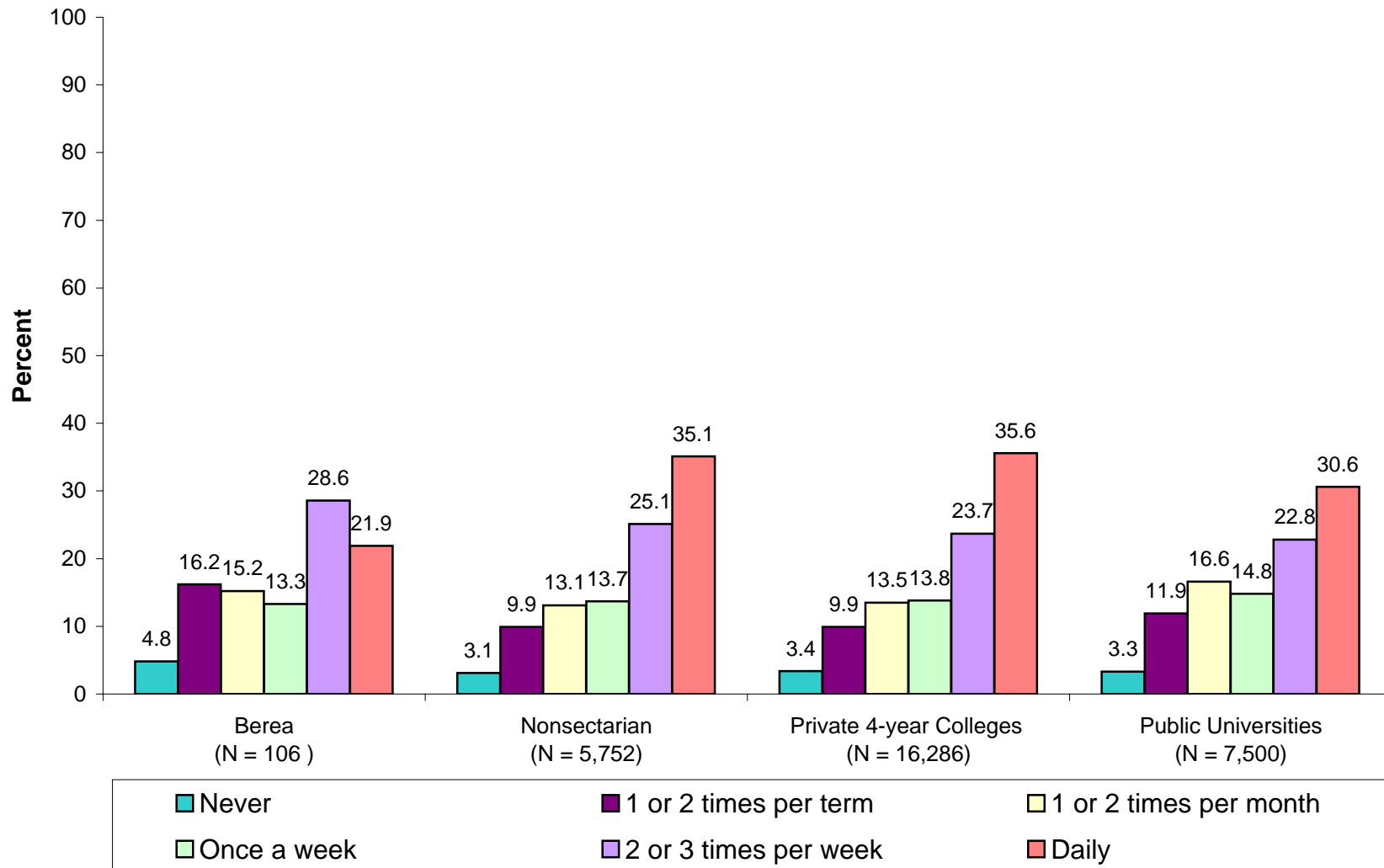
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

### Close friends at this institution



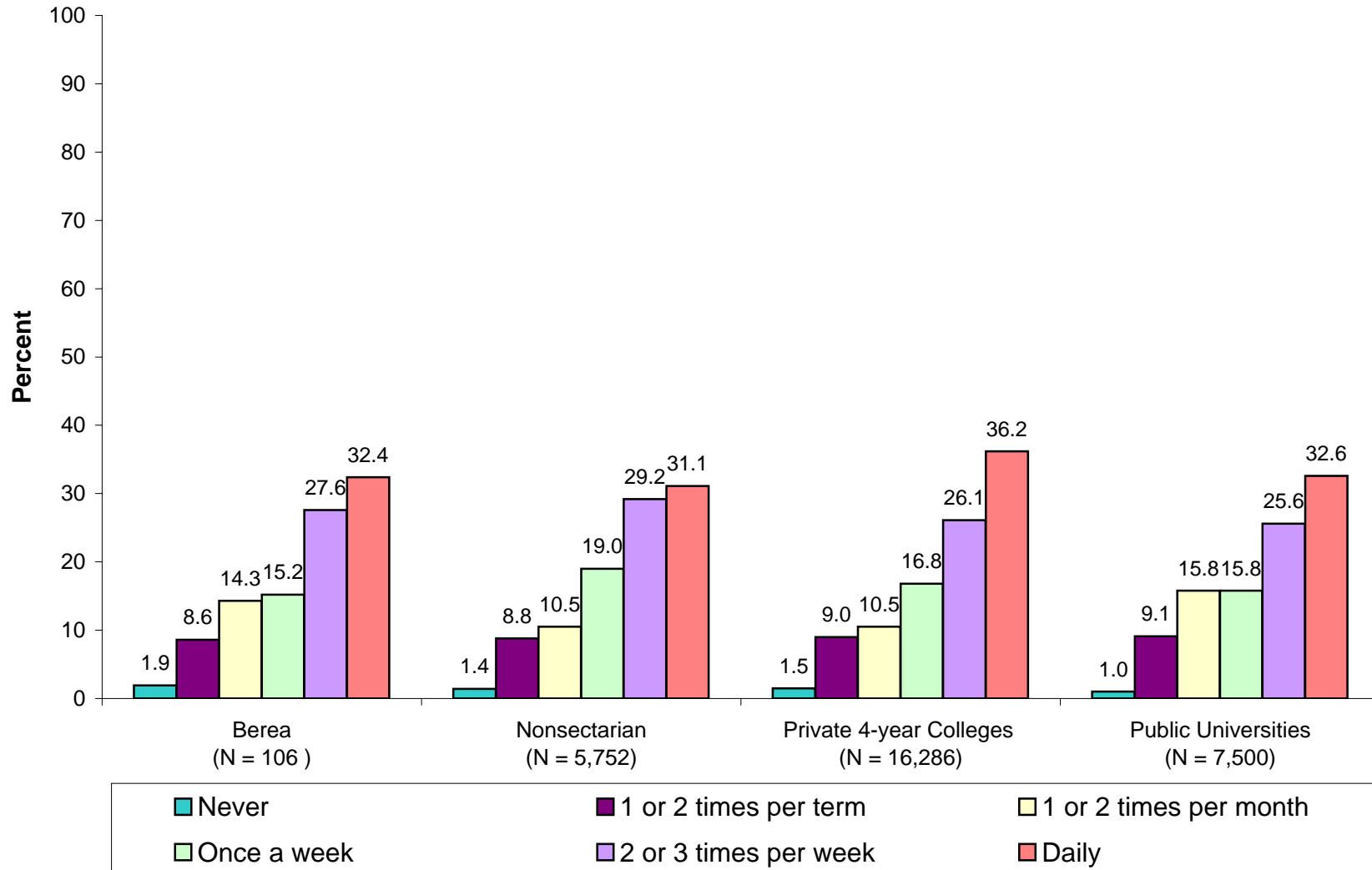
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

### Close friends not at this institution



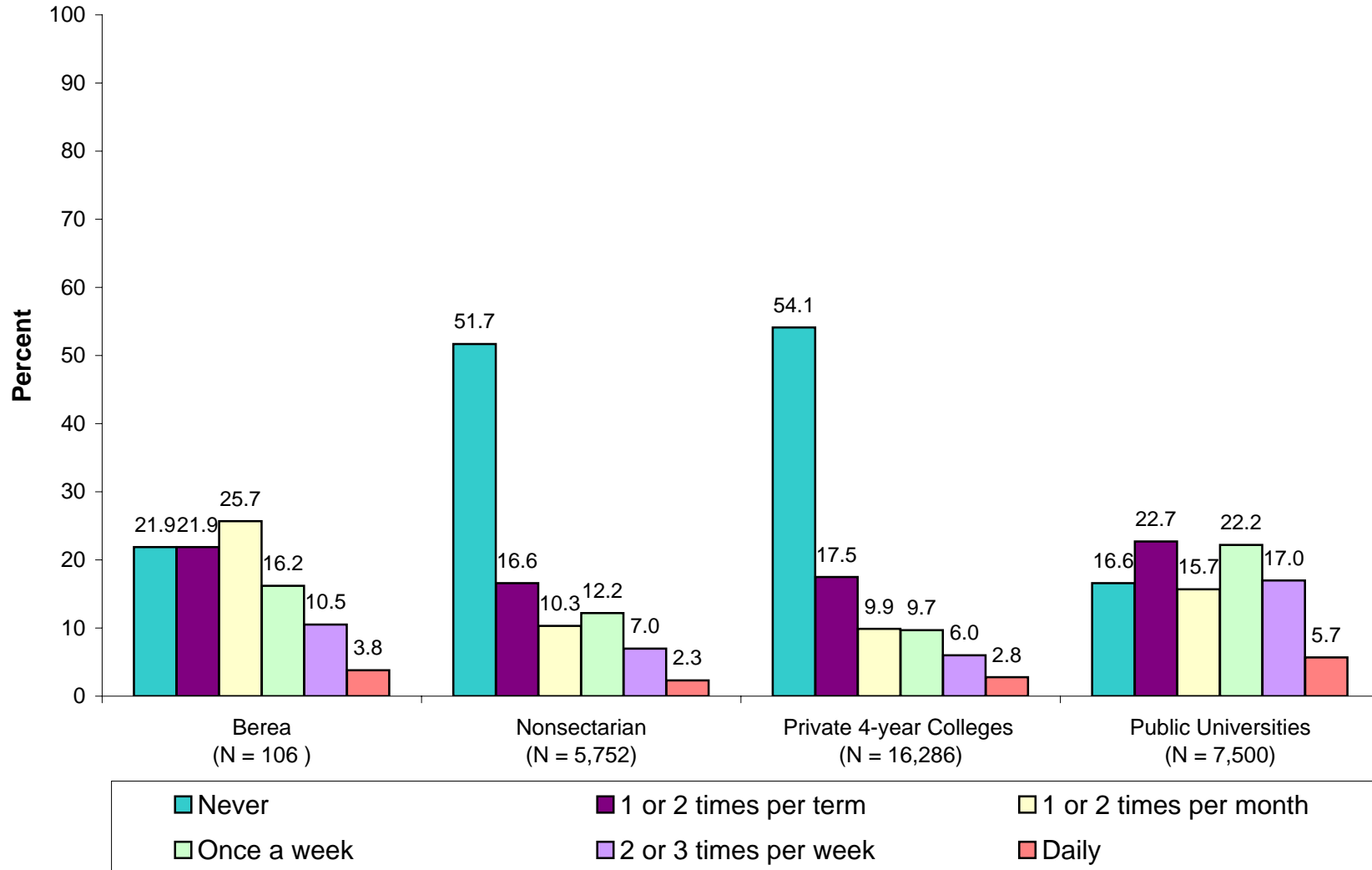
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

## Your family



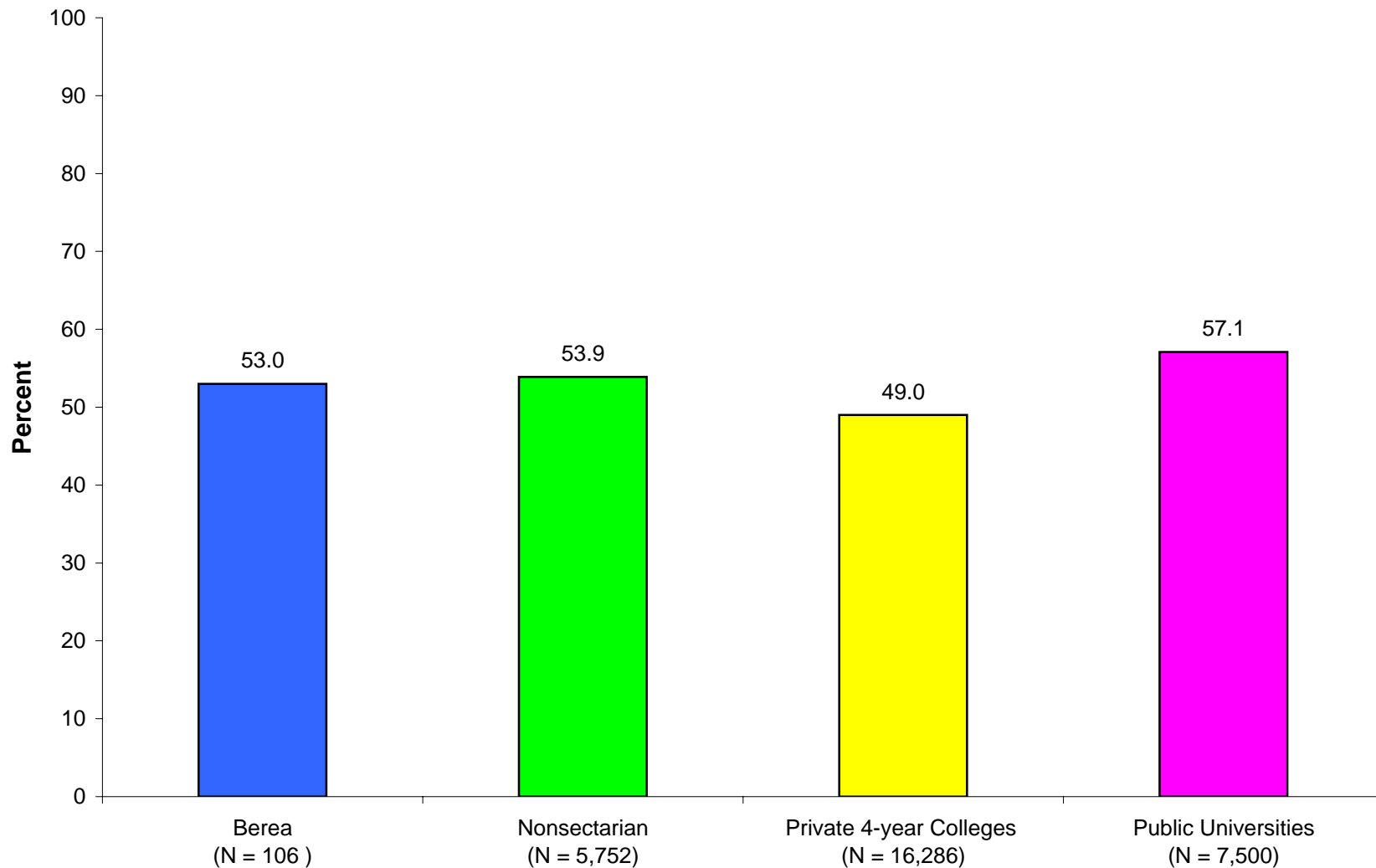
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

## Graduate students/teaching assistants



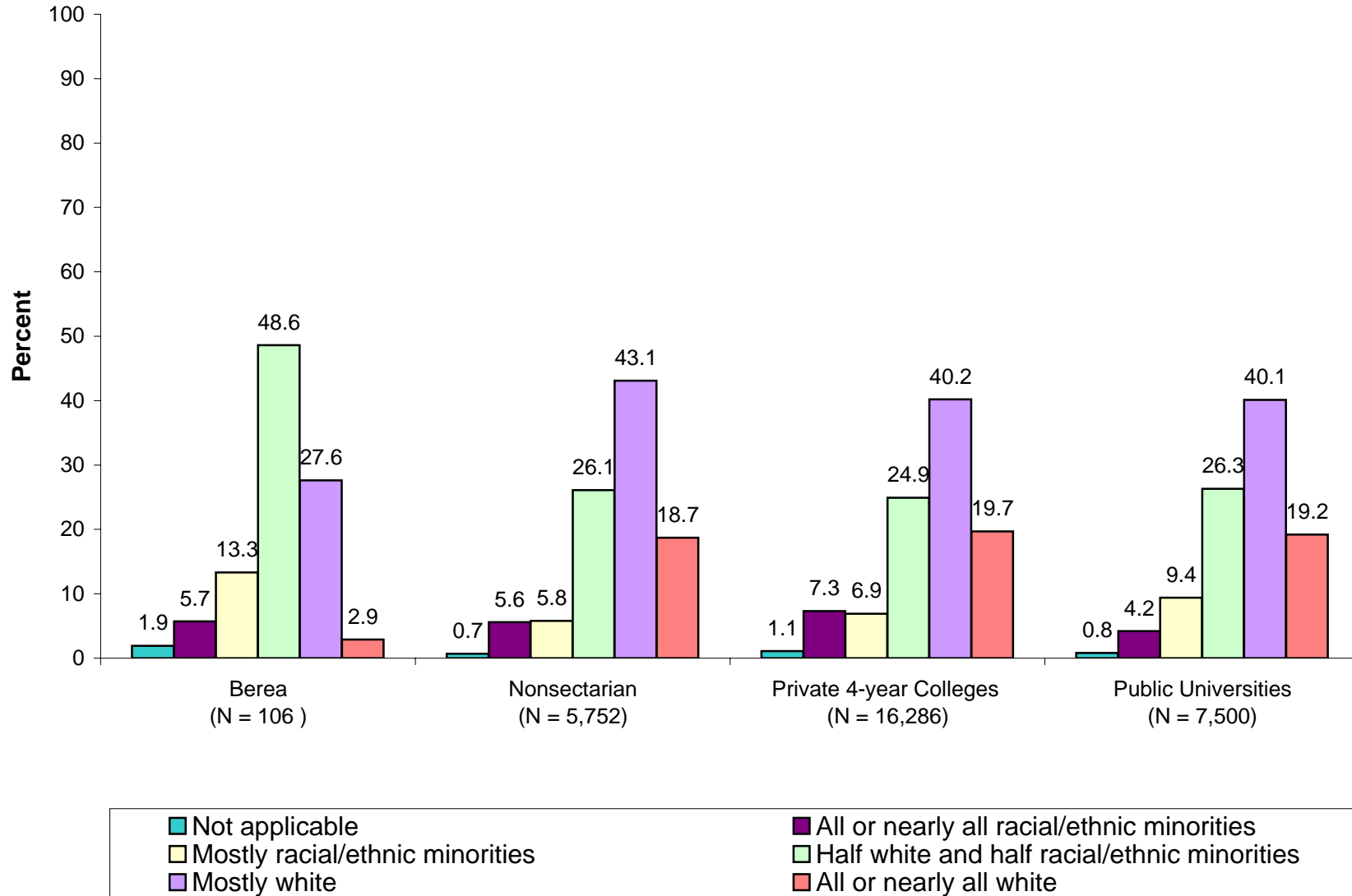
*Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution*

## Student housing facilities/services



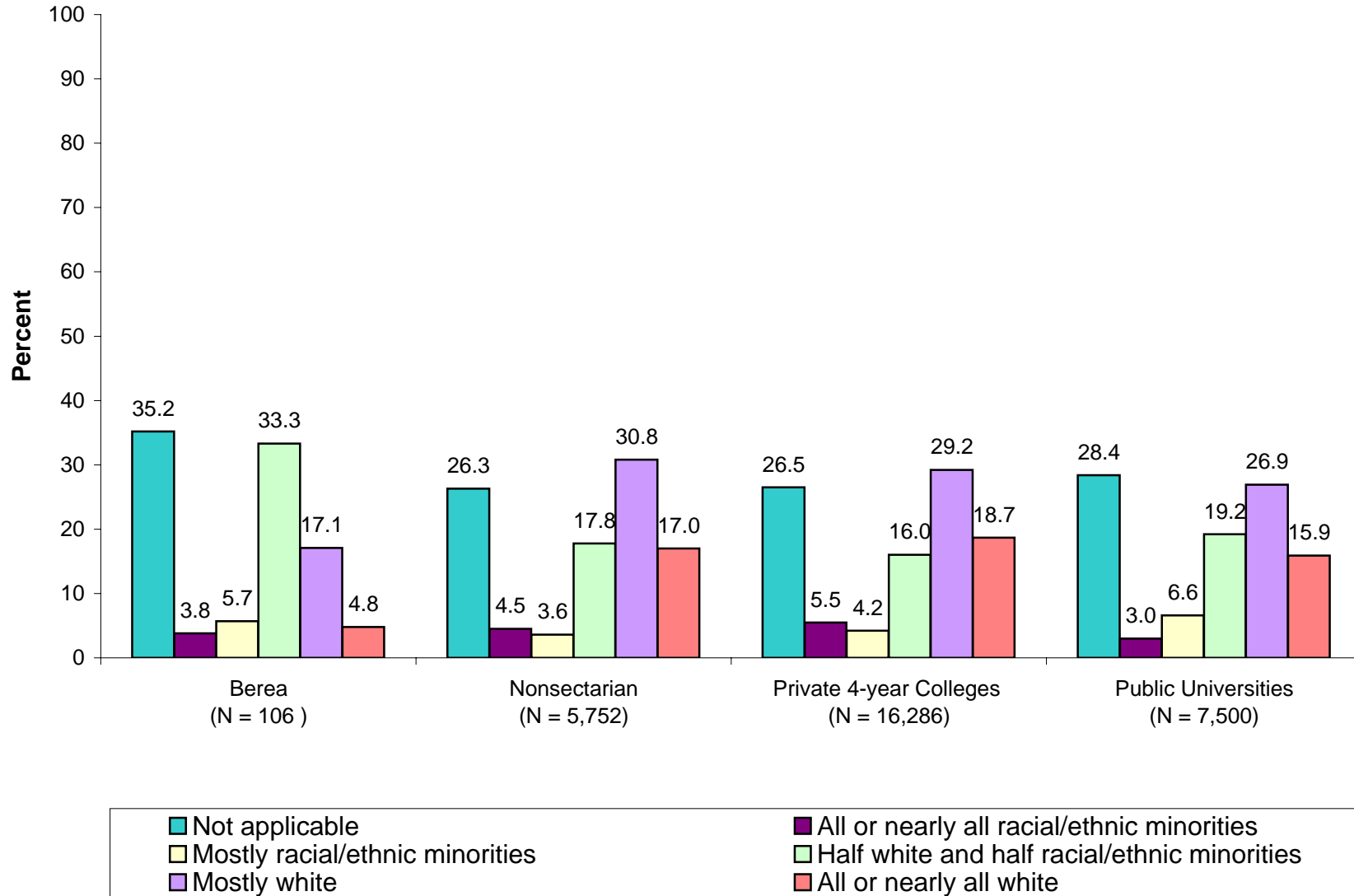
How would you describe the racial/ethnic composition of the following groups?

### Friends you socialize with in college



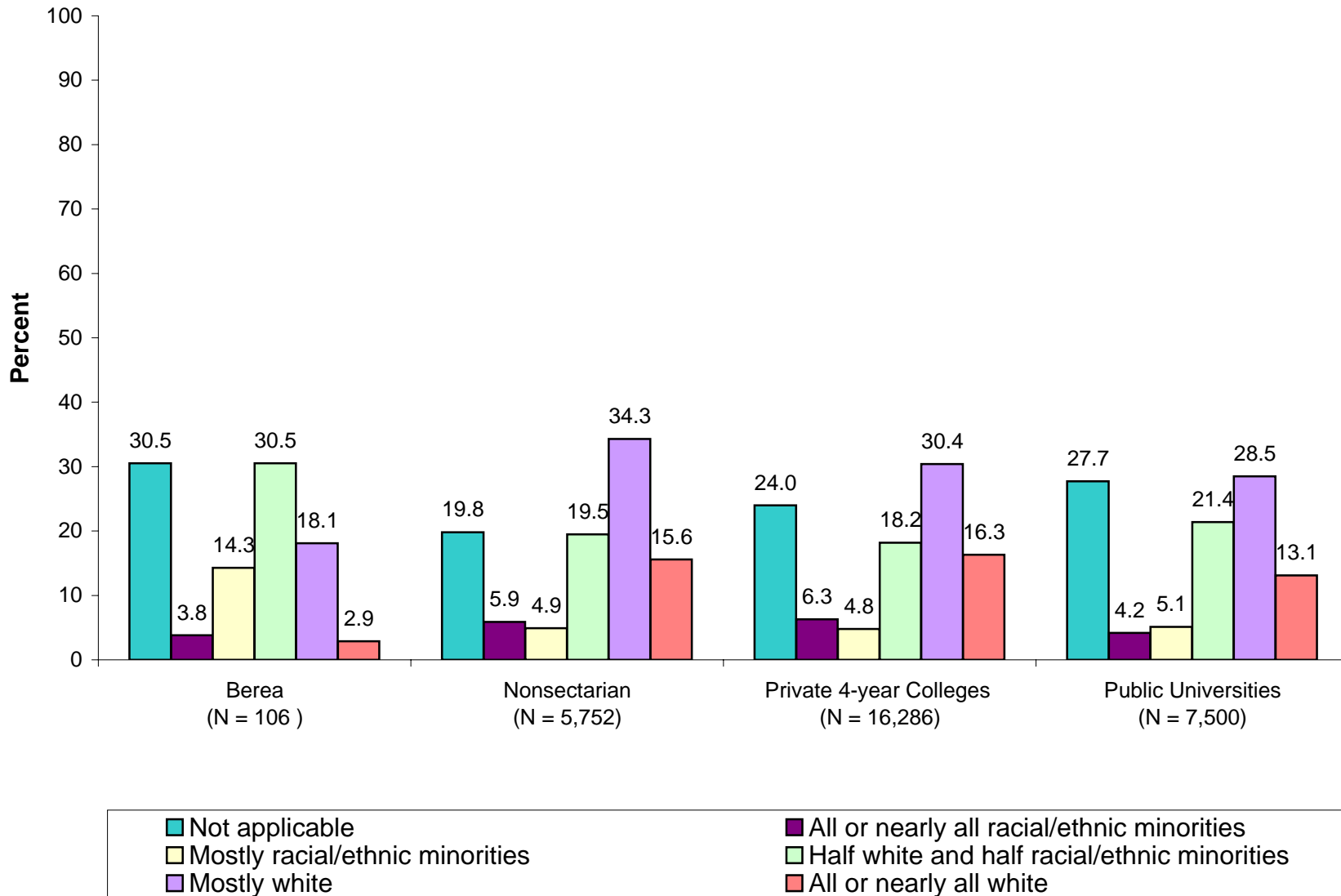
How would you describe the racial/ethnic composition of the following groups?

## Your informal study groups



How would you describe the racial/ethnic composition of the following groups?

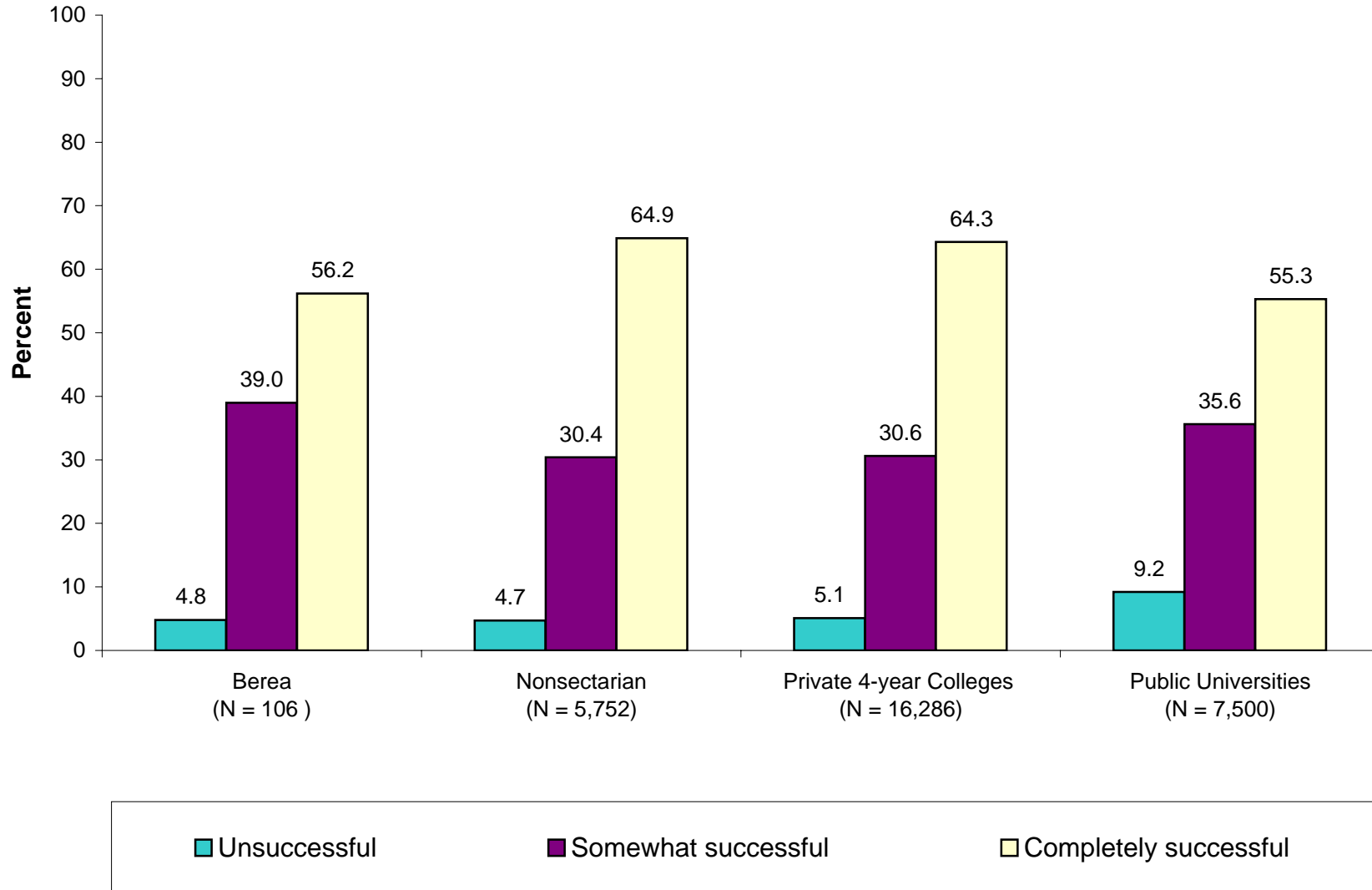
## Clubs/organizations to which you belong





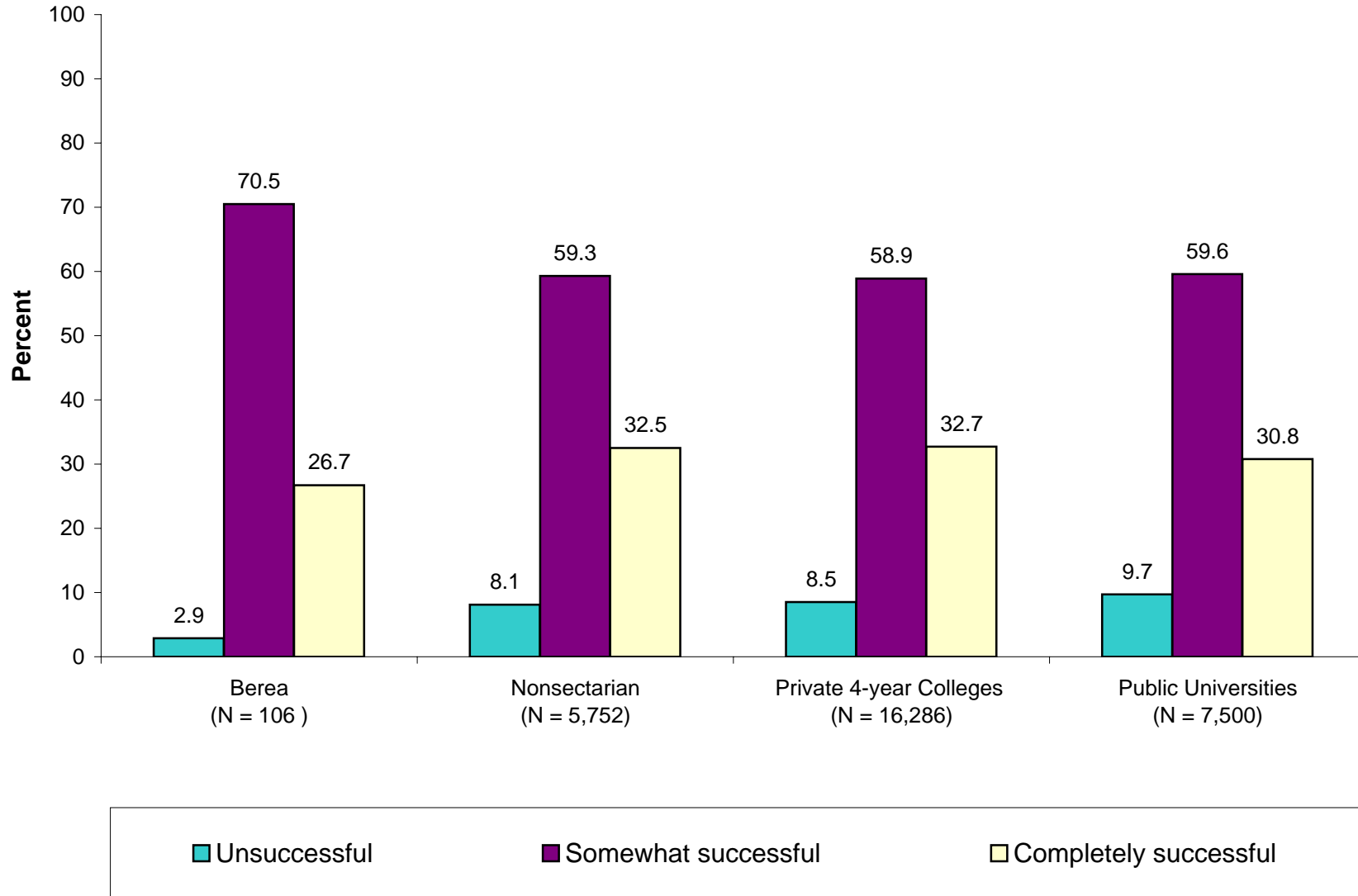
Since entering this college, how successful have you felt at:

## Developing close friendships with other students



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

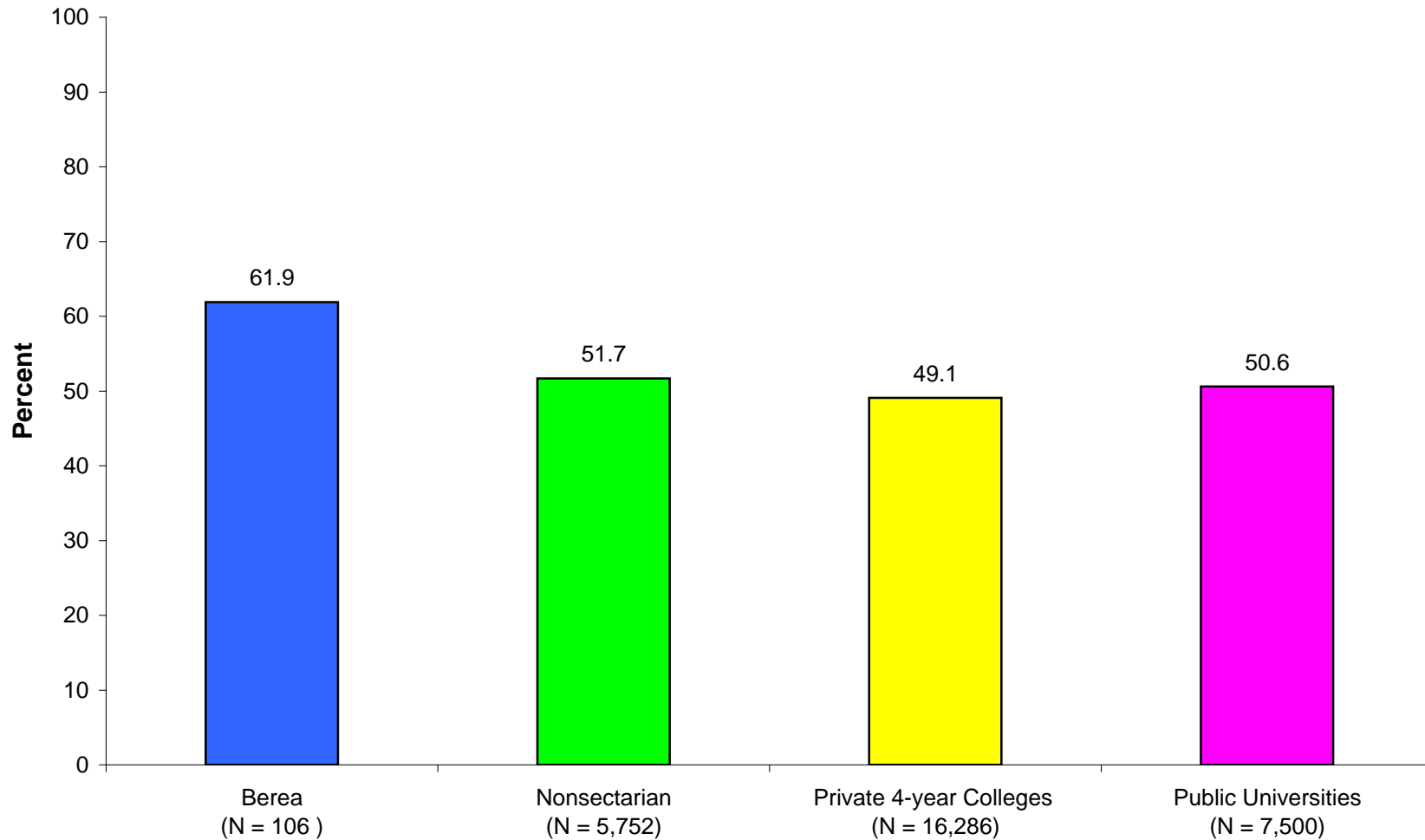
## Utilizing campus services available to students



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students reporting "frequently" or "occasionally" feeling:*

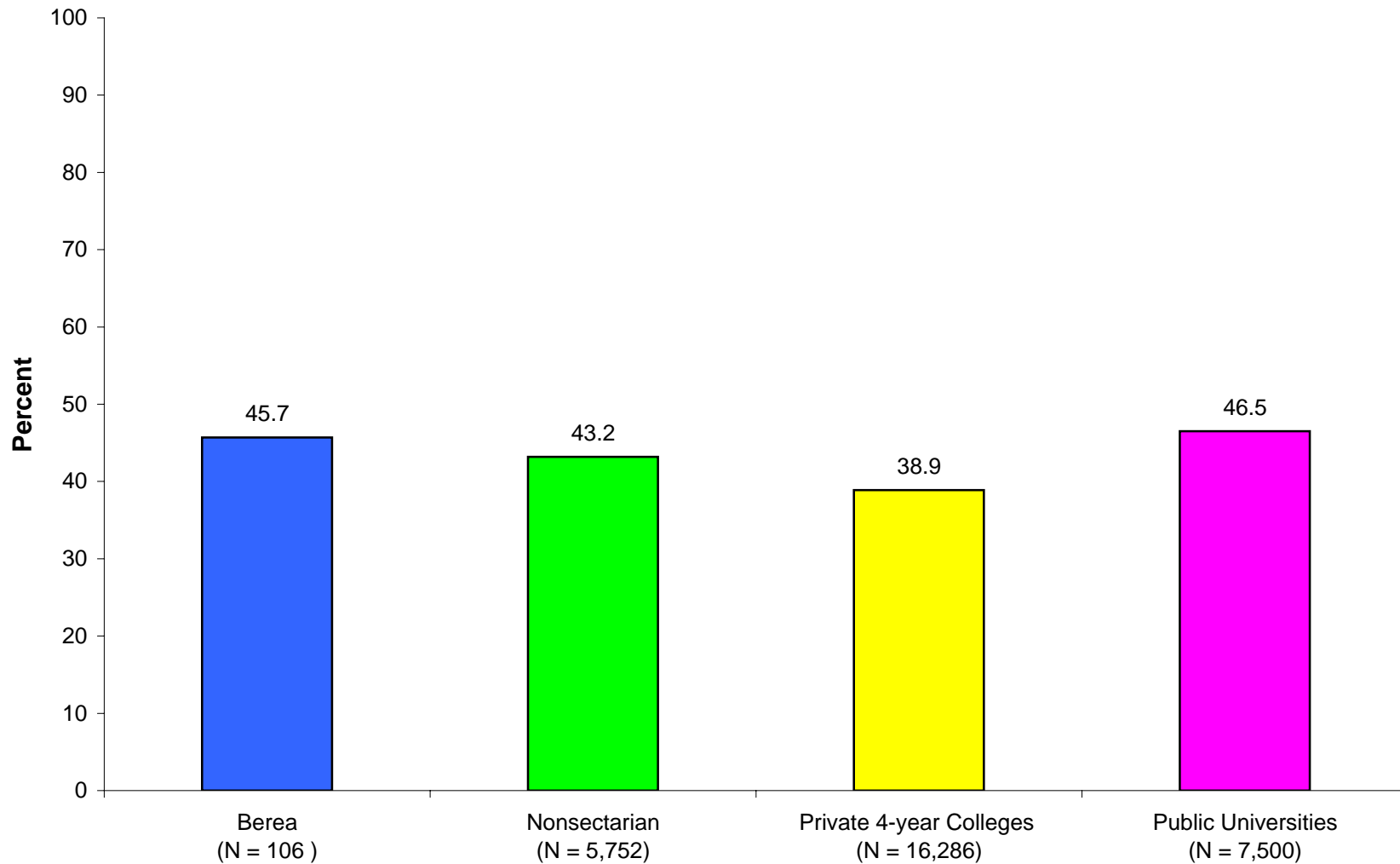
## Lonely or homesick



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students reporting "frequently" or "occasionally" feeling:*

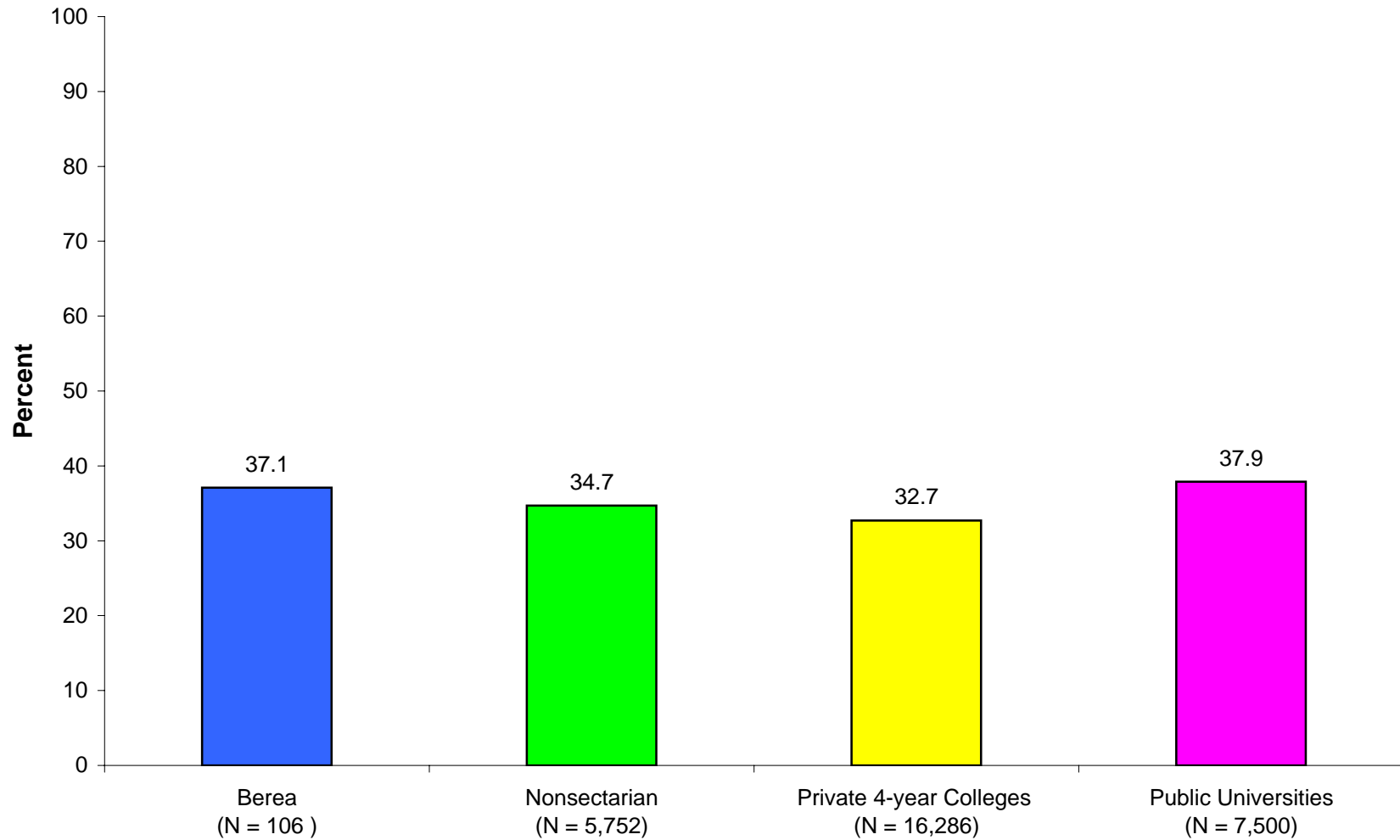
## Worried about meeting new people



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students reporting "frequently" or "occasionally" feeling:*

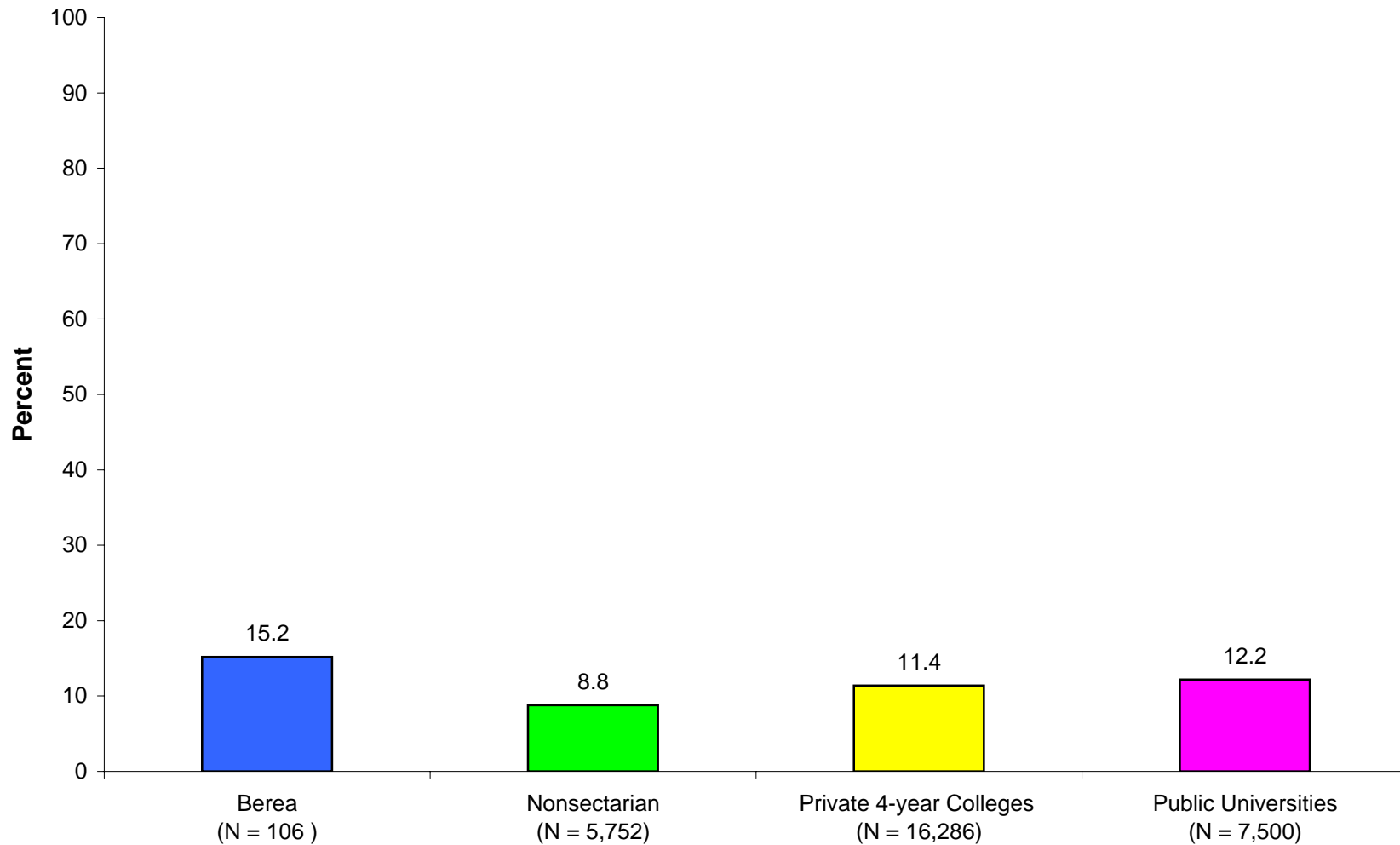
### Isolated from campus life



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students reporting "frequently" or "occasionally" feeling:*

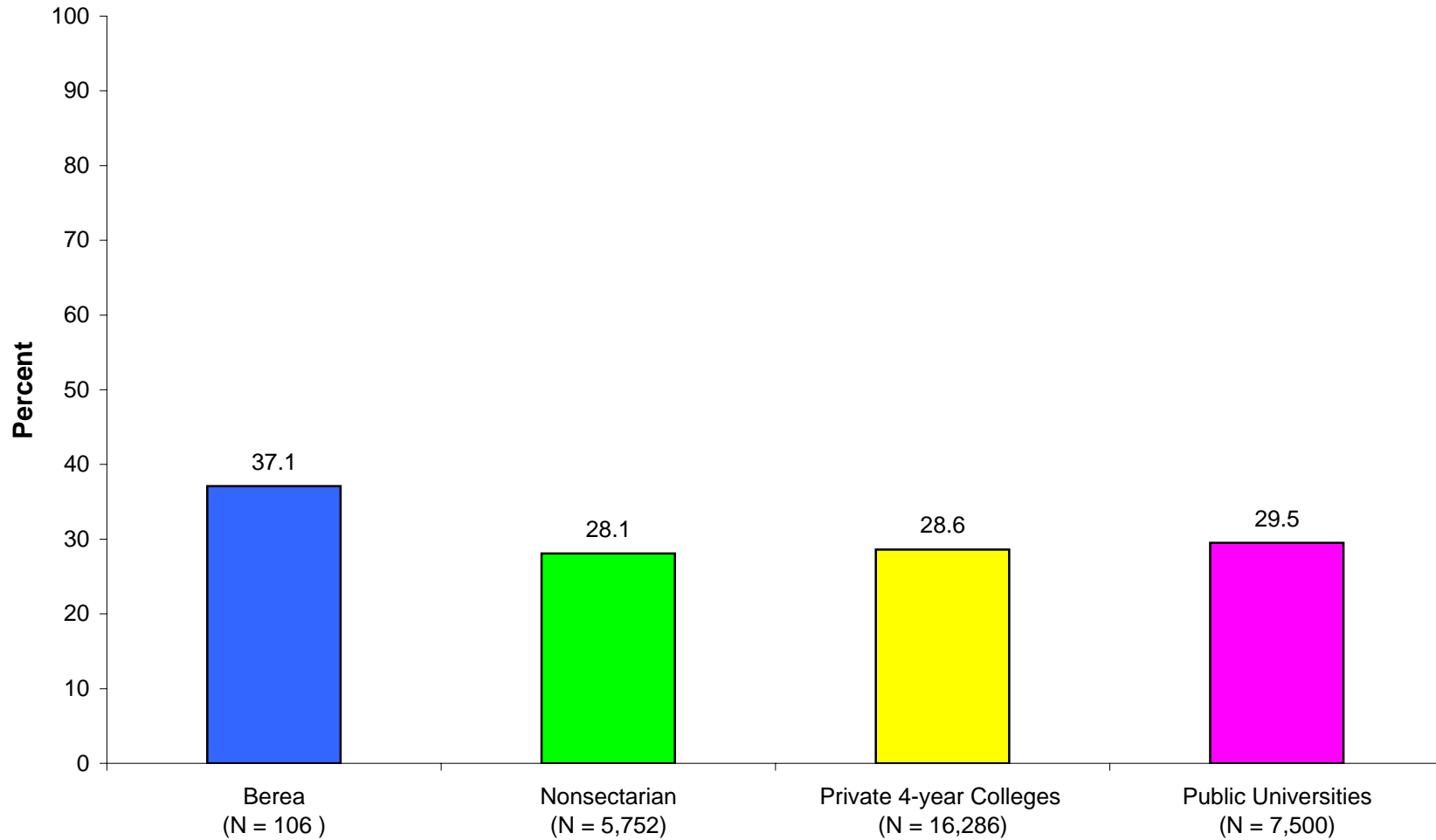
## Unsafe on this campus



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percentage of students reporting "frequently" or "occasionally" feeling:

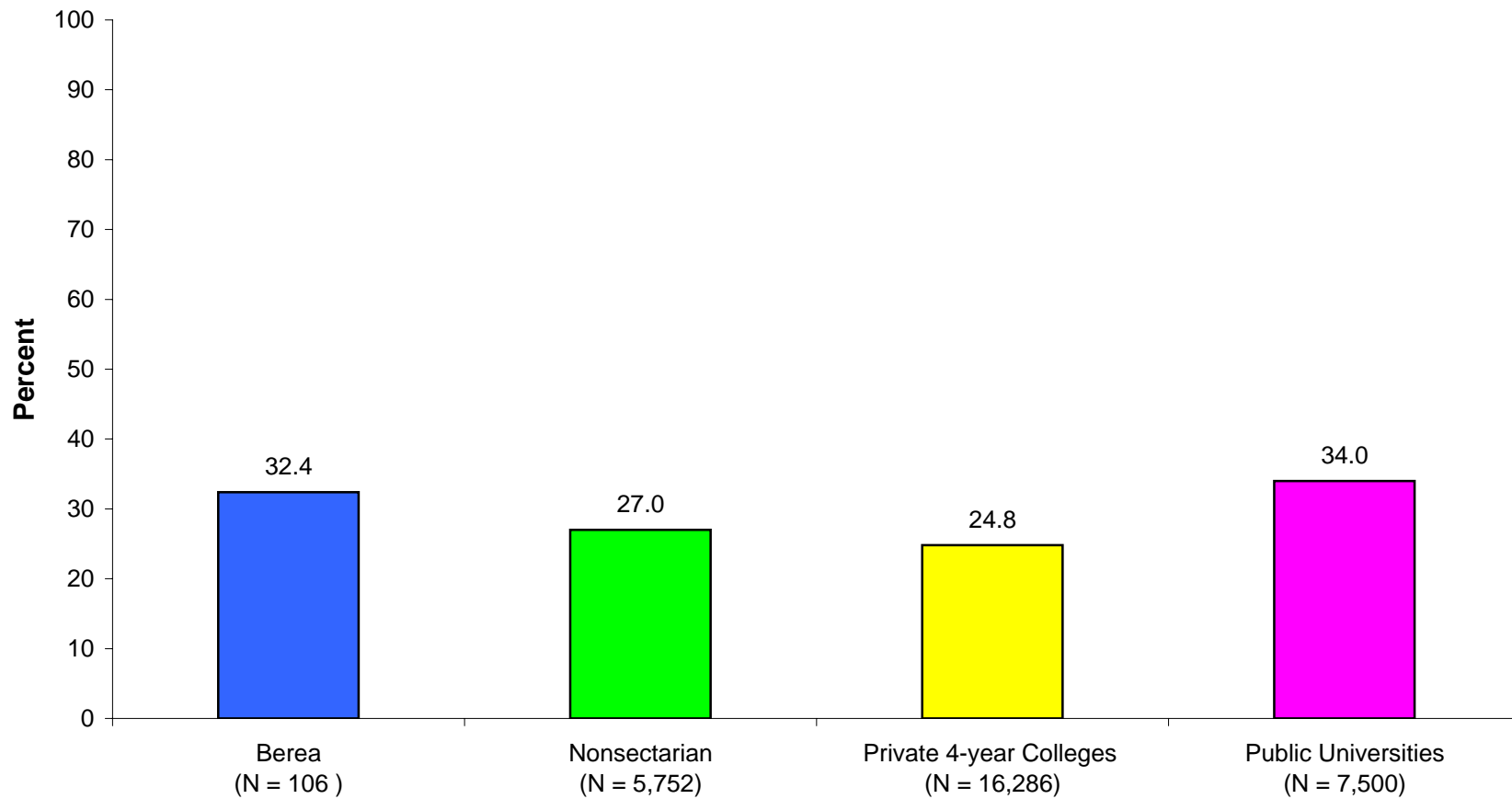
## Worried about your health



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students reporting "frequently" or "occasionally" feeling:*

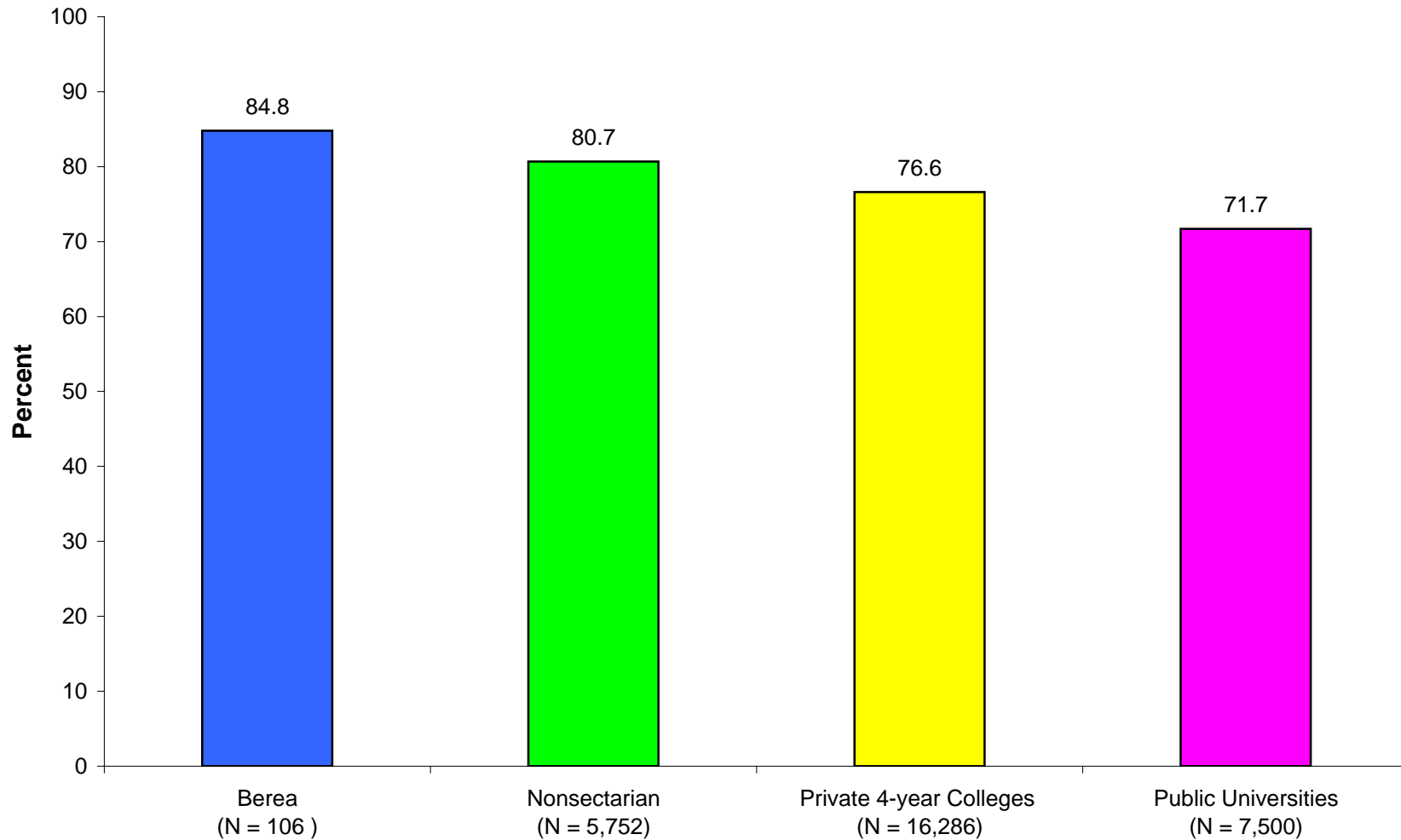
## Intimidated by your professors





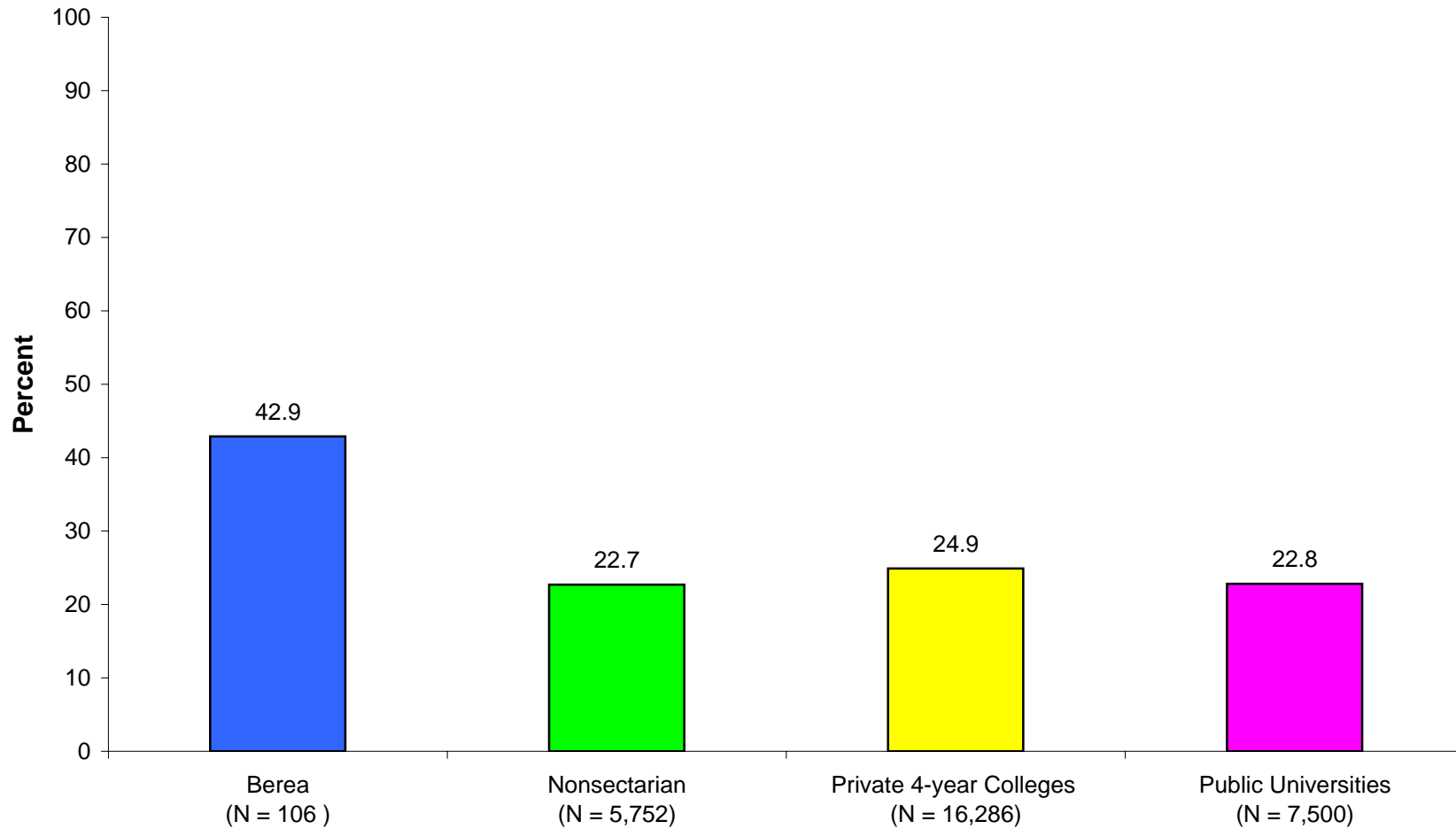
*Percentage of students reporting "frequently" or "occasionally" feeling:*

## That your courses inspired you to think in new ways



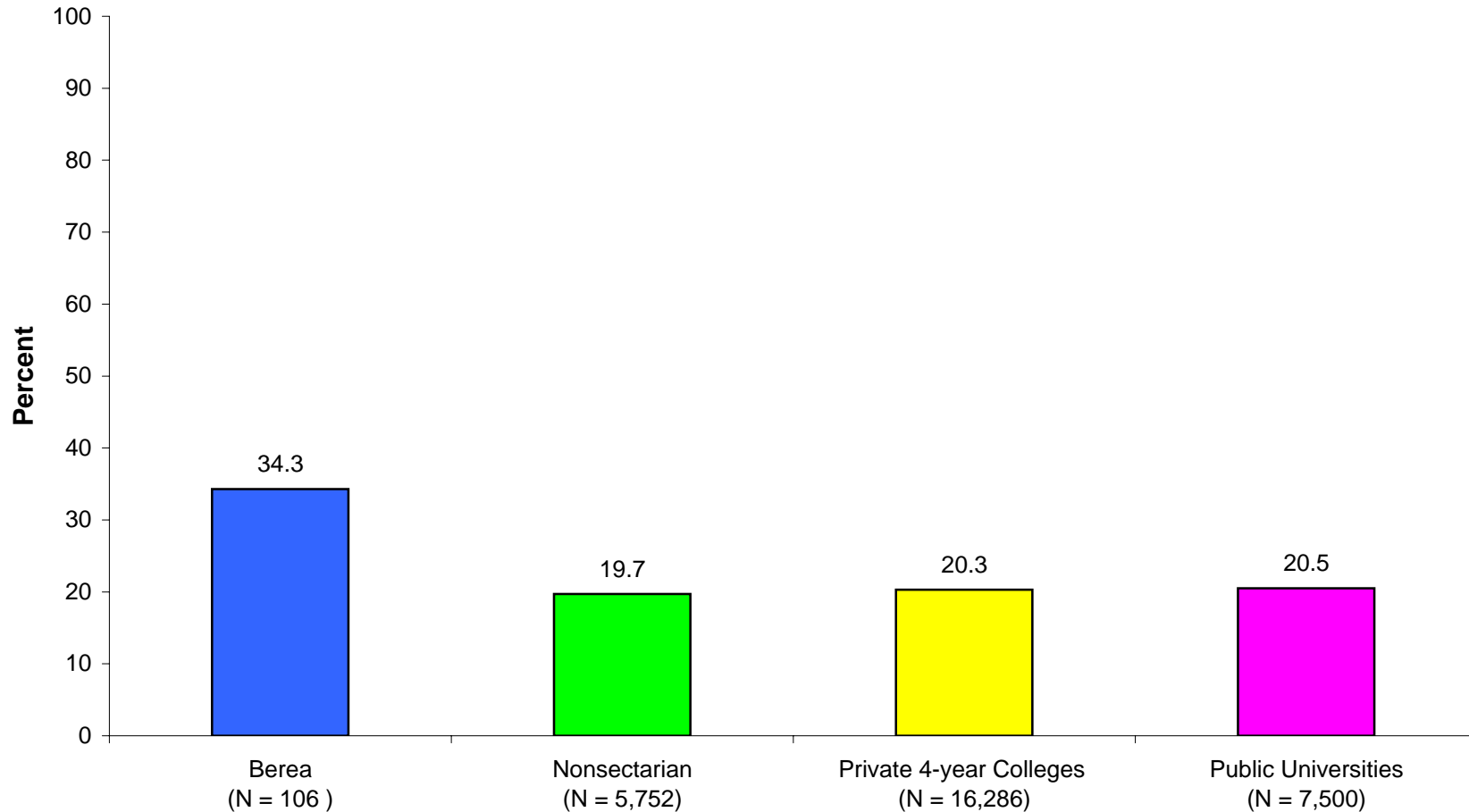
Percentage of students reporting "frequently" or "occasionally" feeling:

## That your job responsibilities interfered with your schoolwork



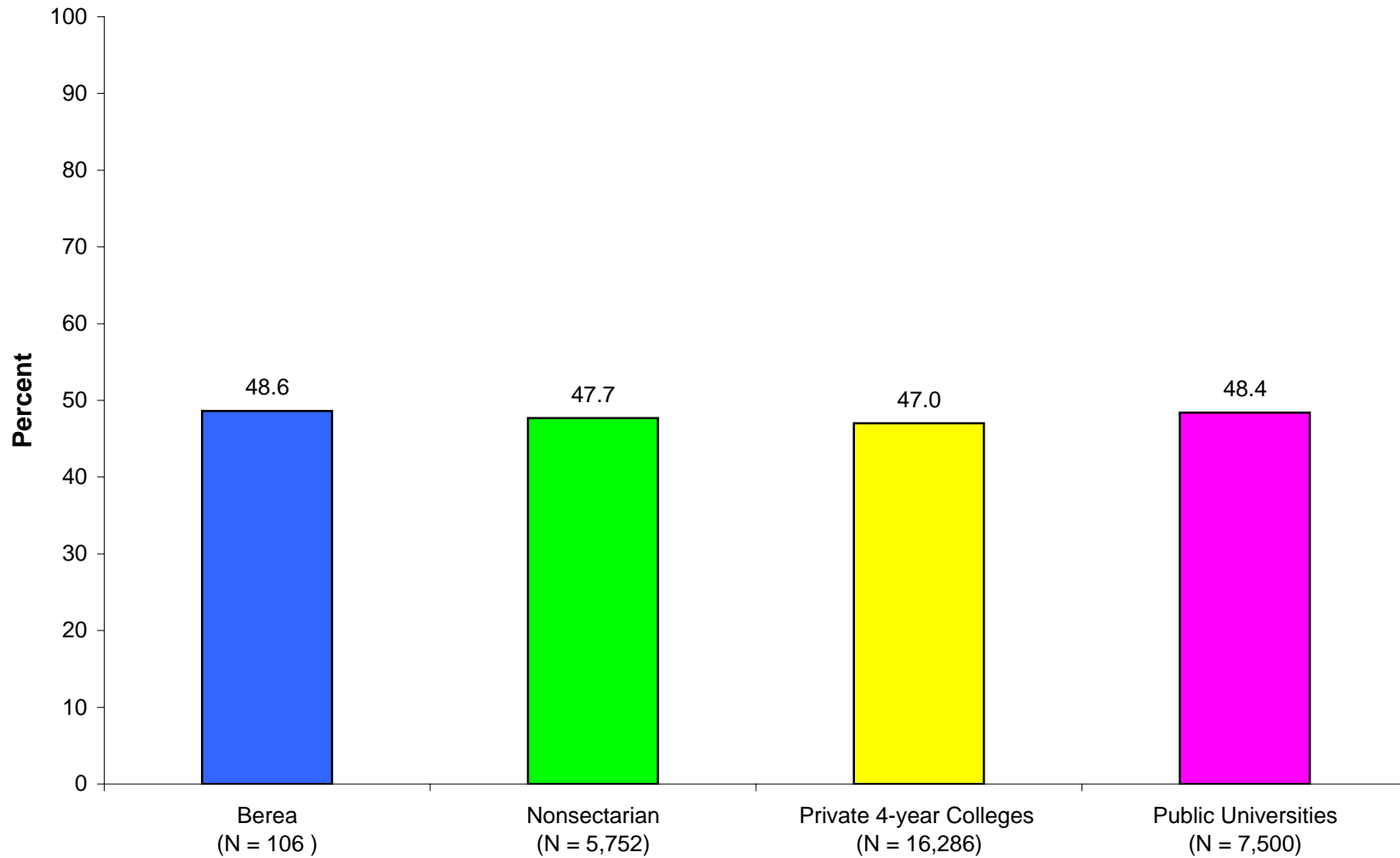
*Percentage of students reporting "frequently" or "occasionally" feeling:*

## **That your family responsibilities interfered with your schoolwork**



*Percentage of students reporting "frequently" or "occasionally" feeling:*

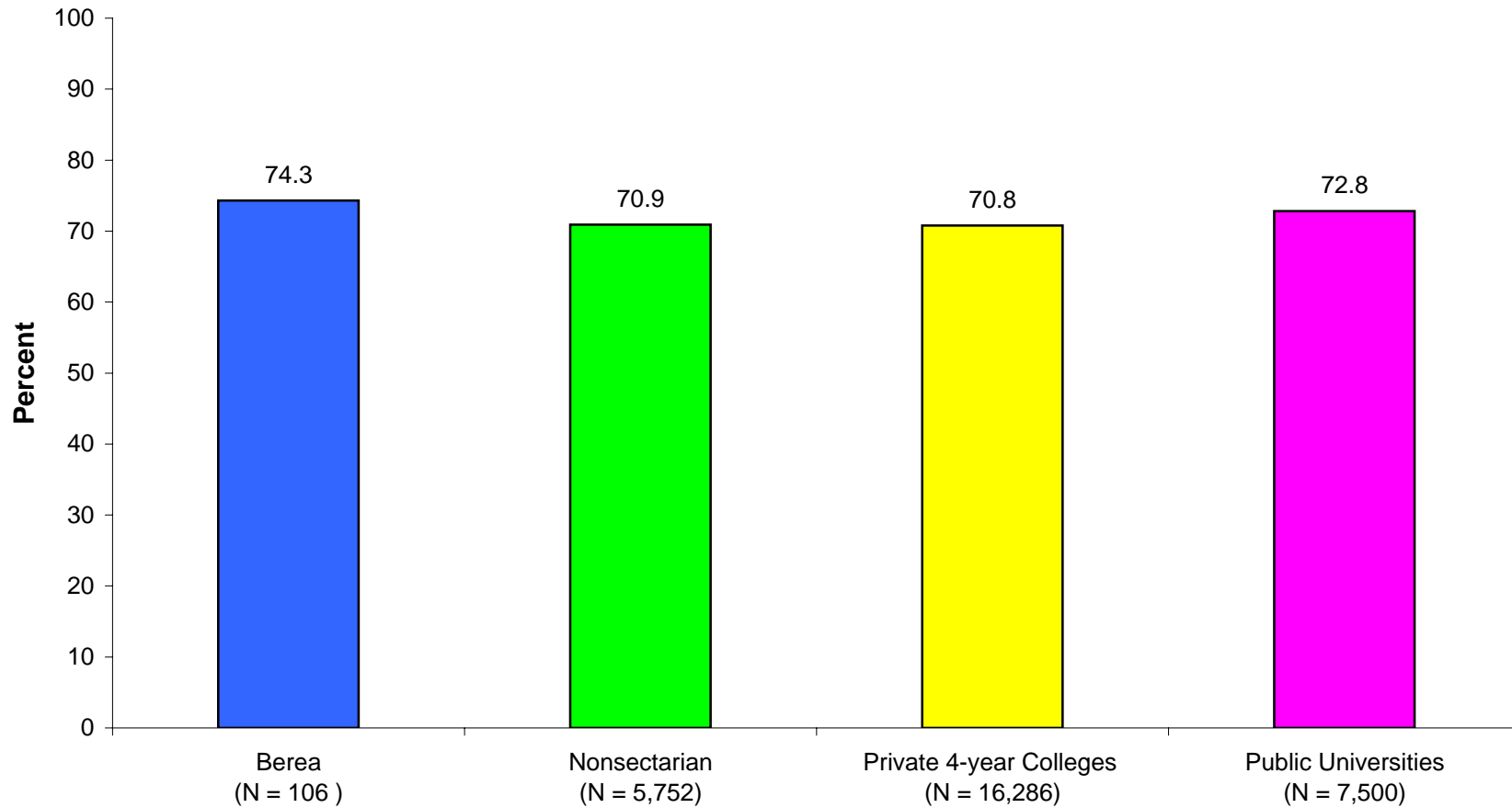
## That your social life interfered with your schoolwork



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

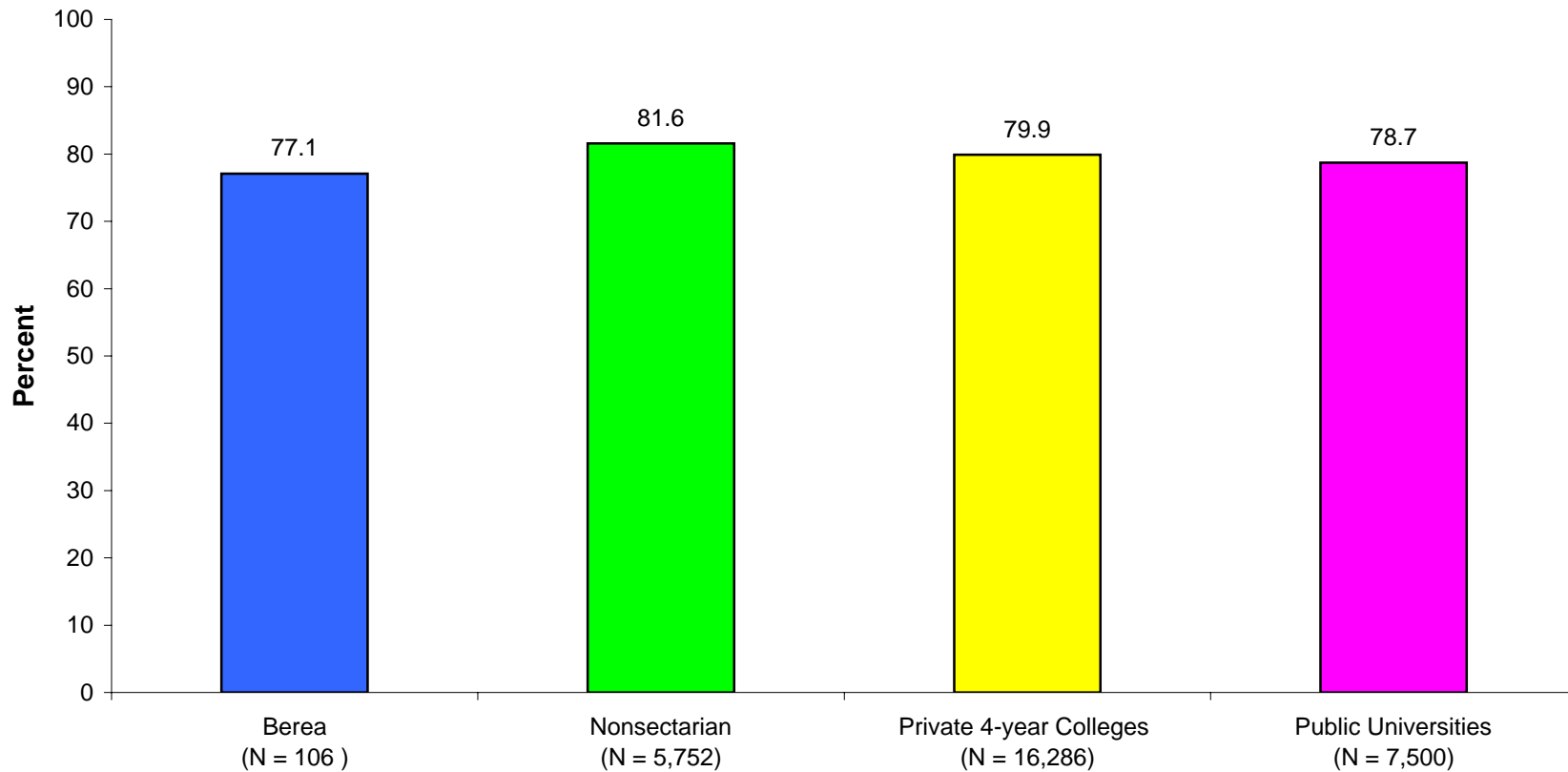
Percentage of students reporting "frequently" or "occasionally" feeling:

## Concerned about life after college



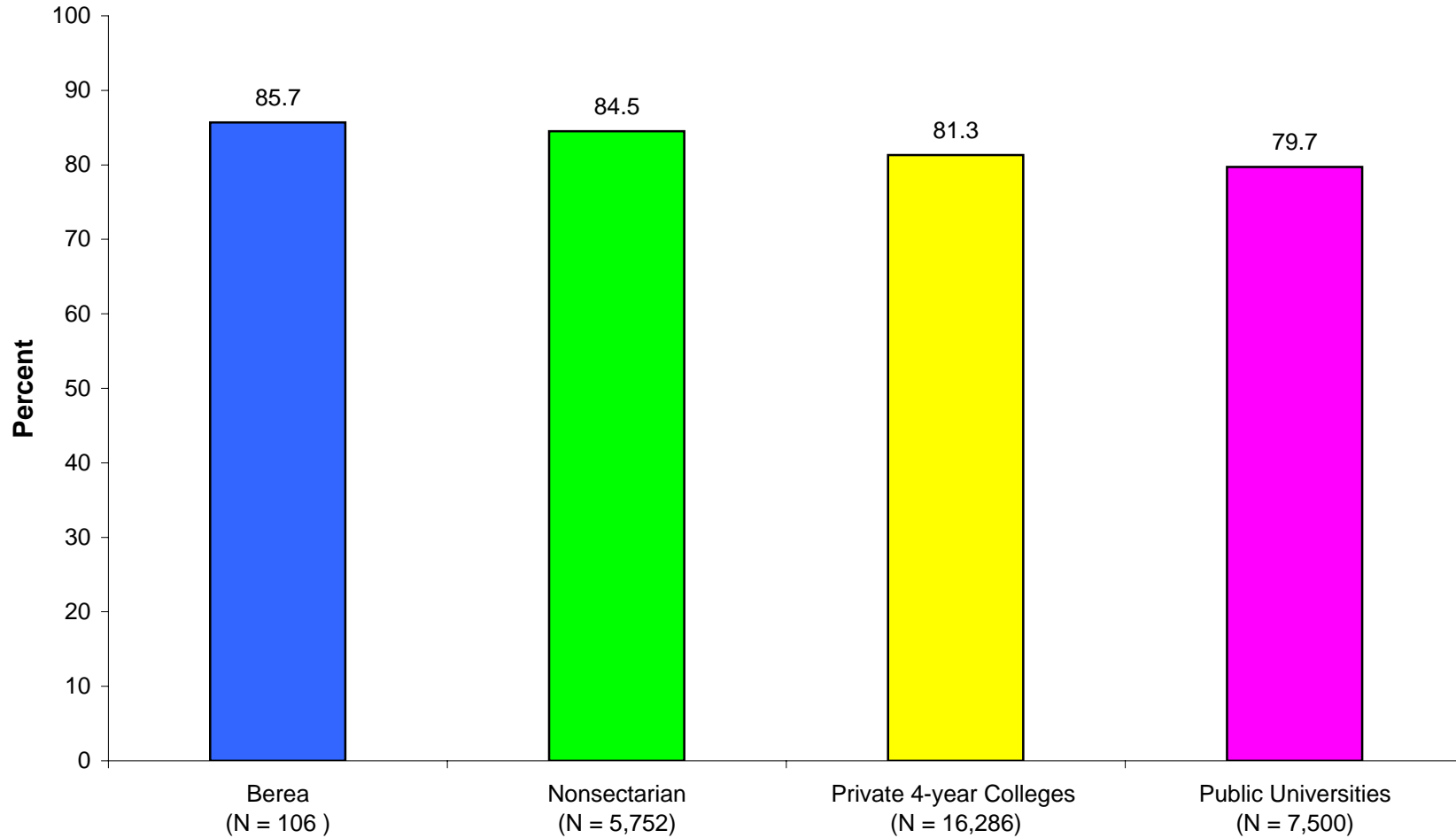
*Percentage of students reporting "frequently" or "occasionally" feeling:*

### Family support to succeed



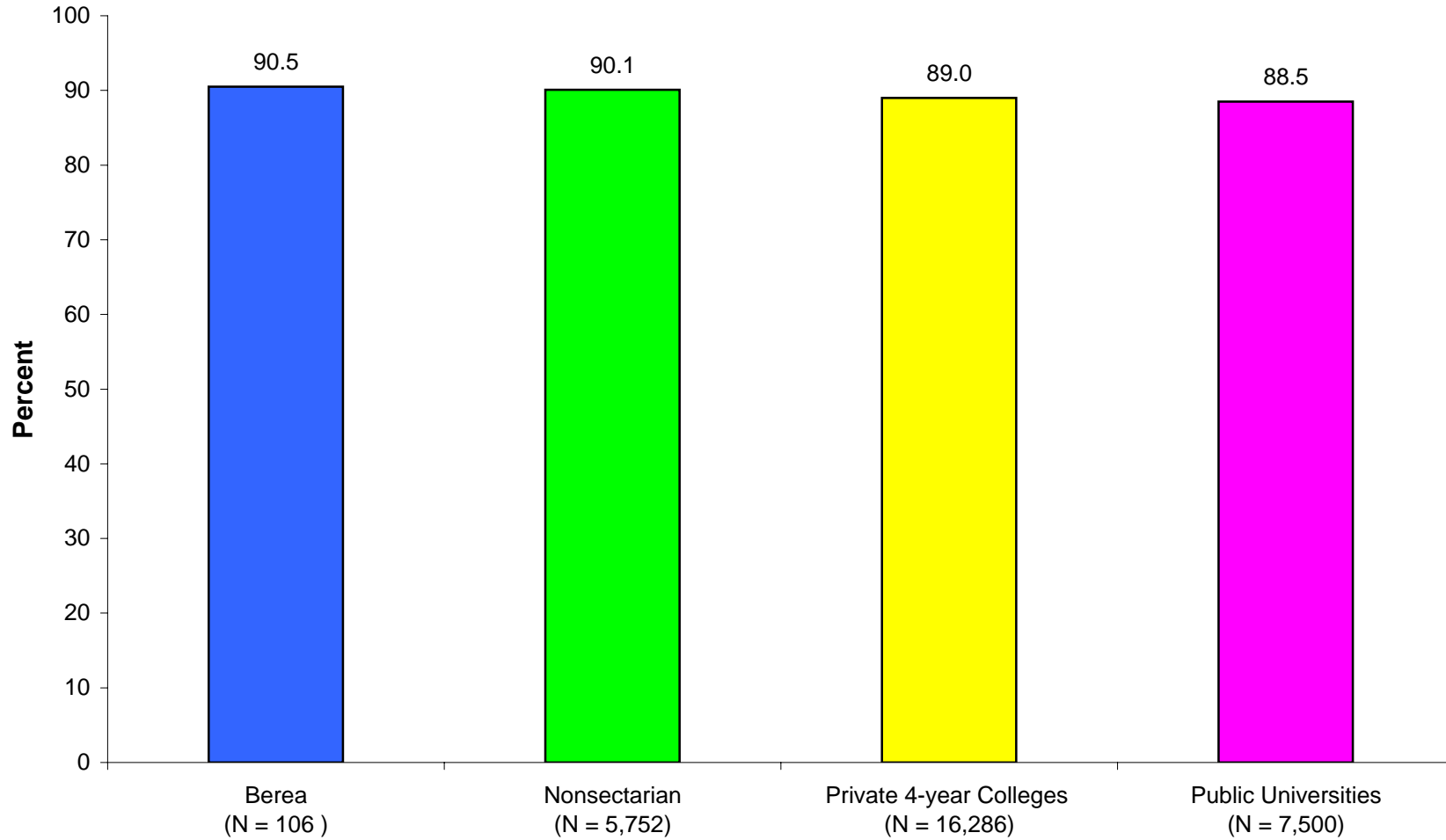
Percentage of students who "agree" or "strongly agree" with the following statements:

### I see myself as part of the campus community



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

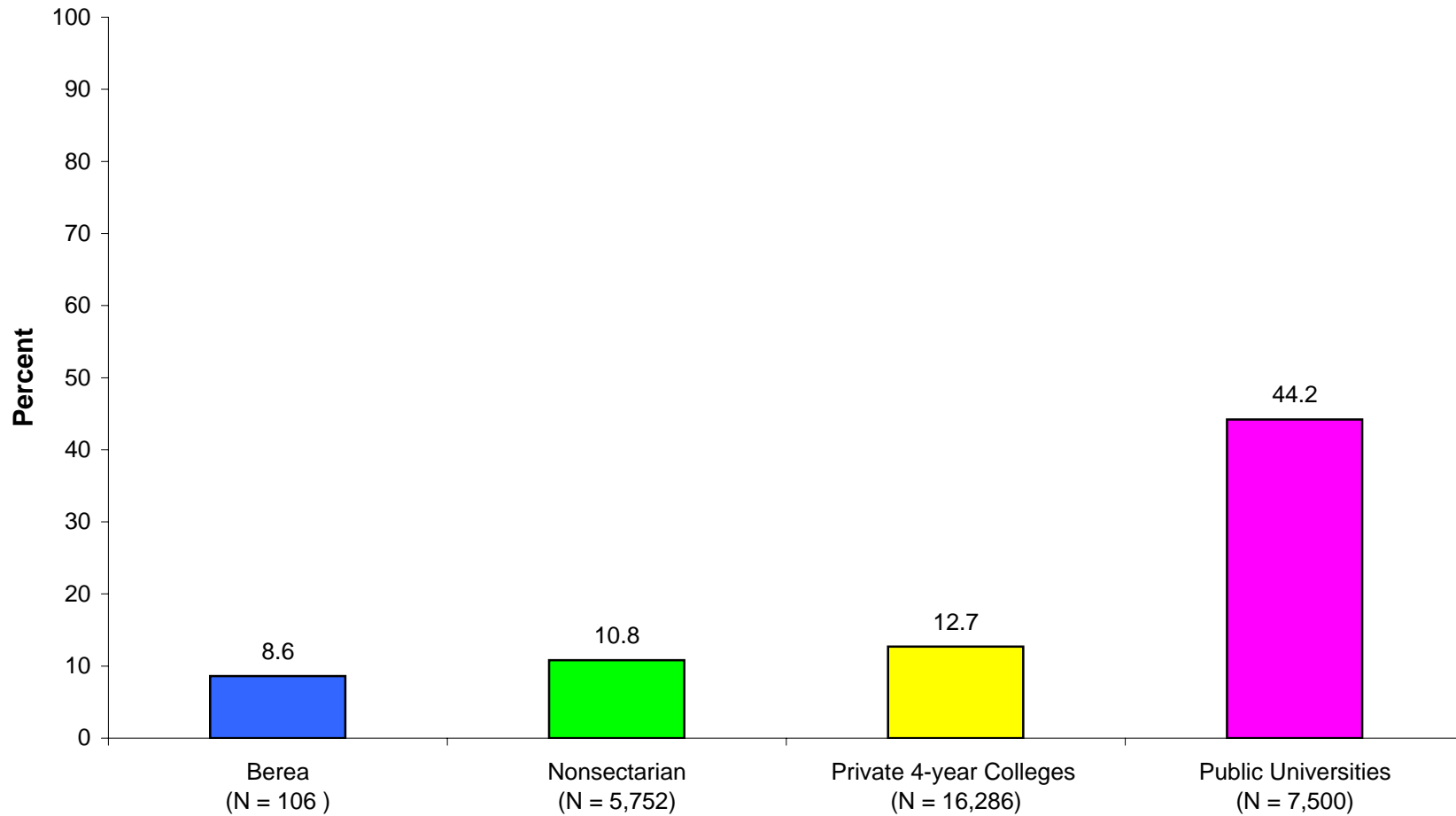
### I feel I am a member of this college





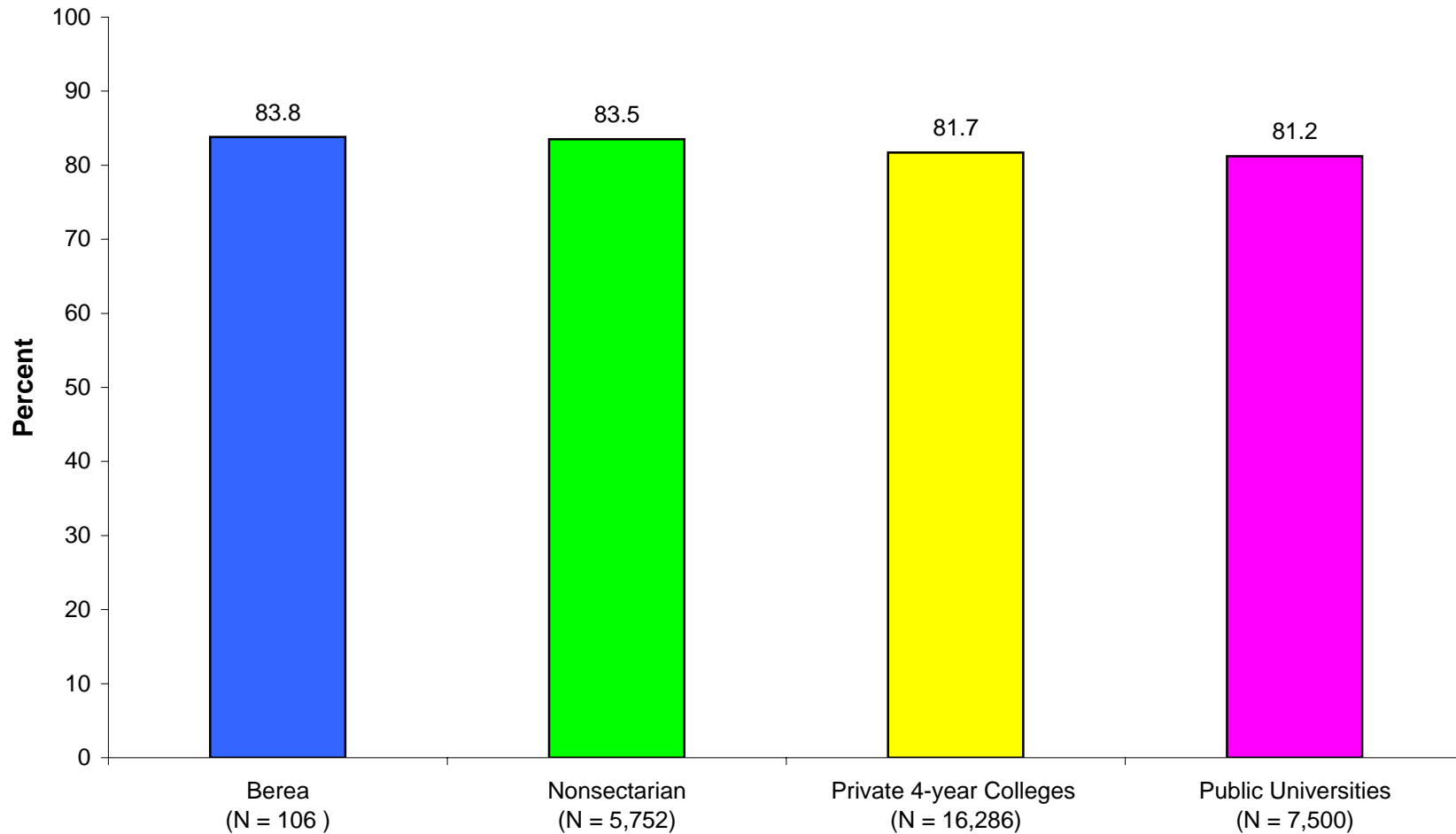
Percentage of students who "agree" or "strongly agree" with the following statements:

### Most students here are treated like "numbers in a book"



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

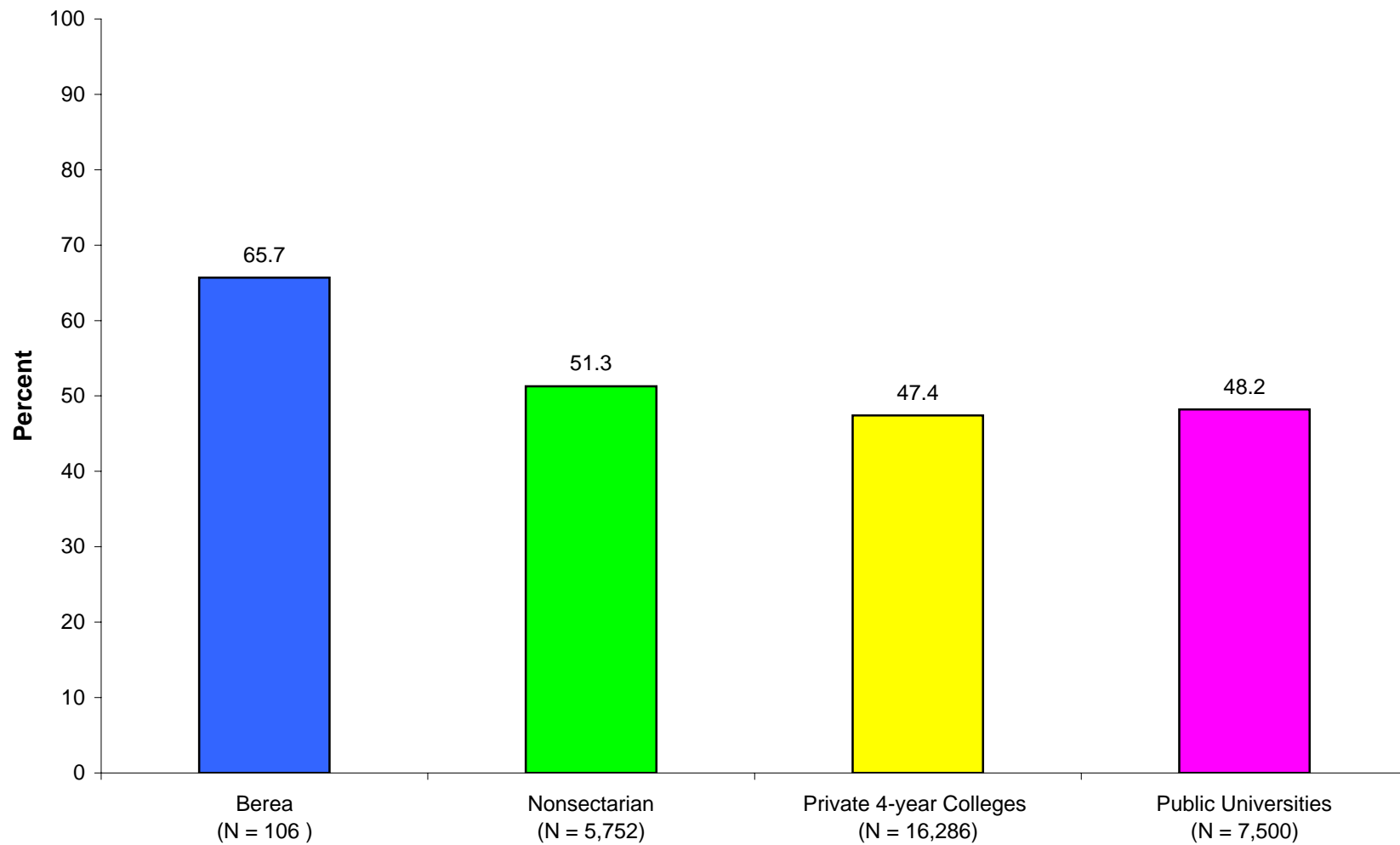
### I feel I have a sense of belonging to this college



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

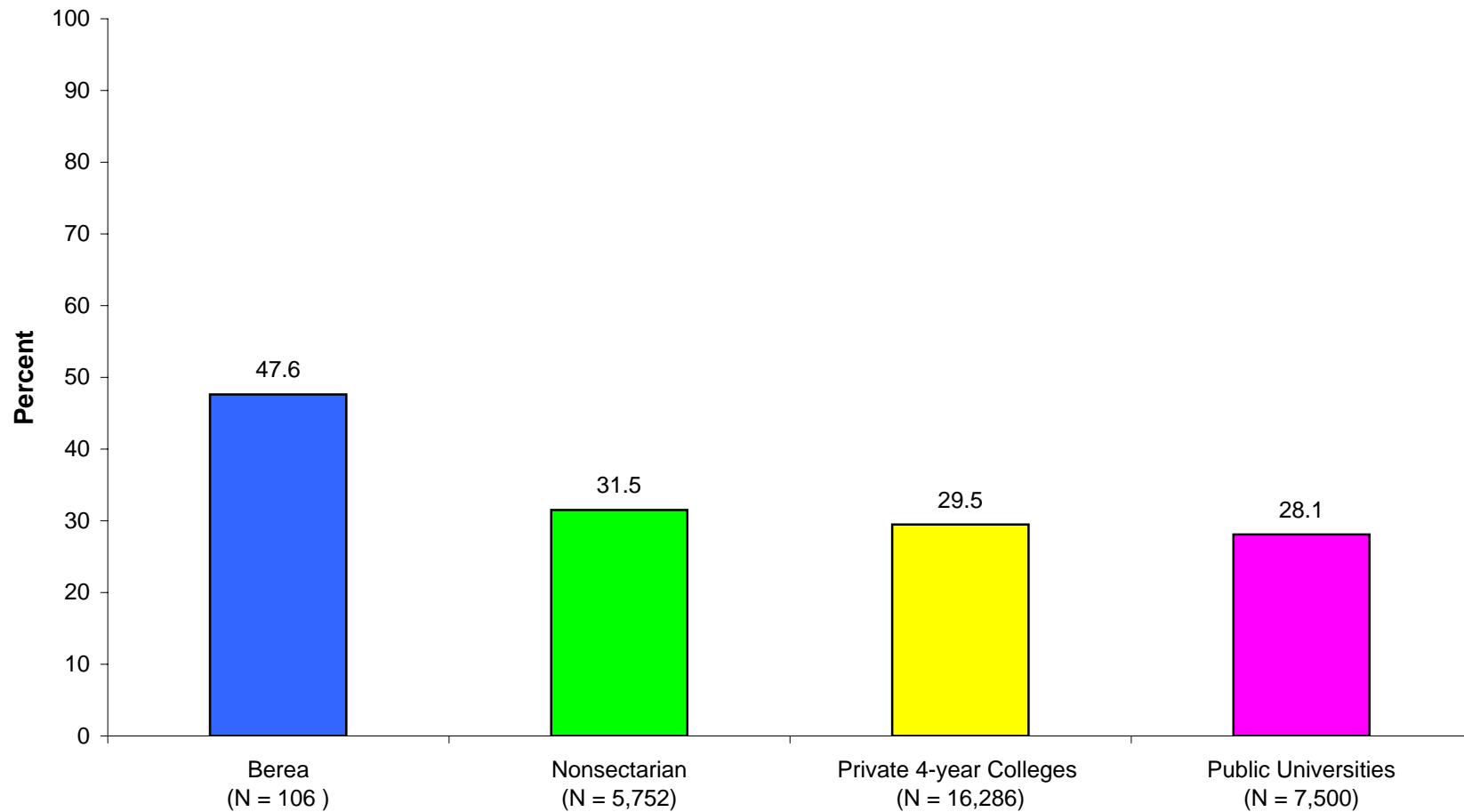
### Dined or shared a meal



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

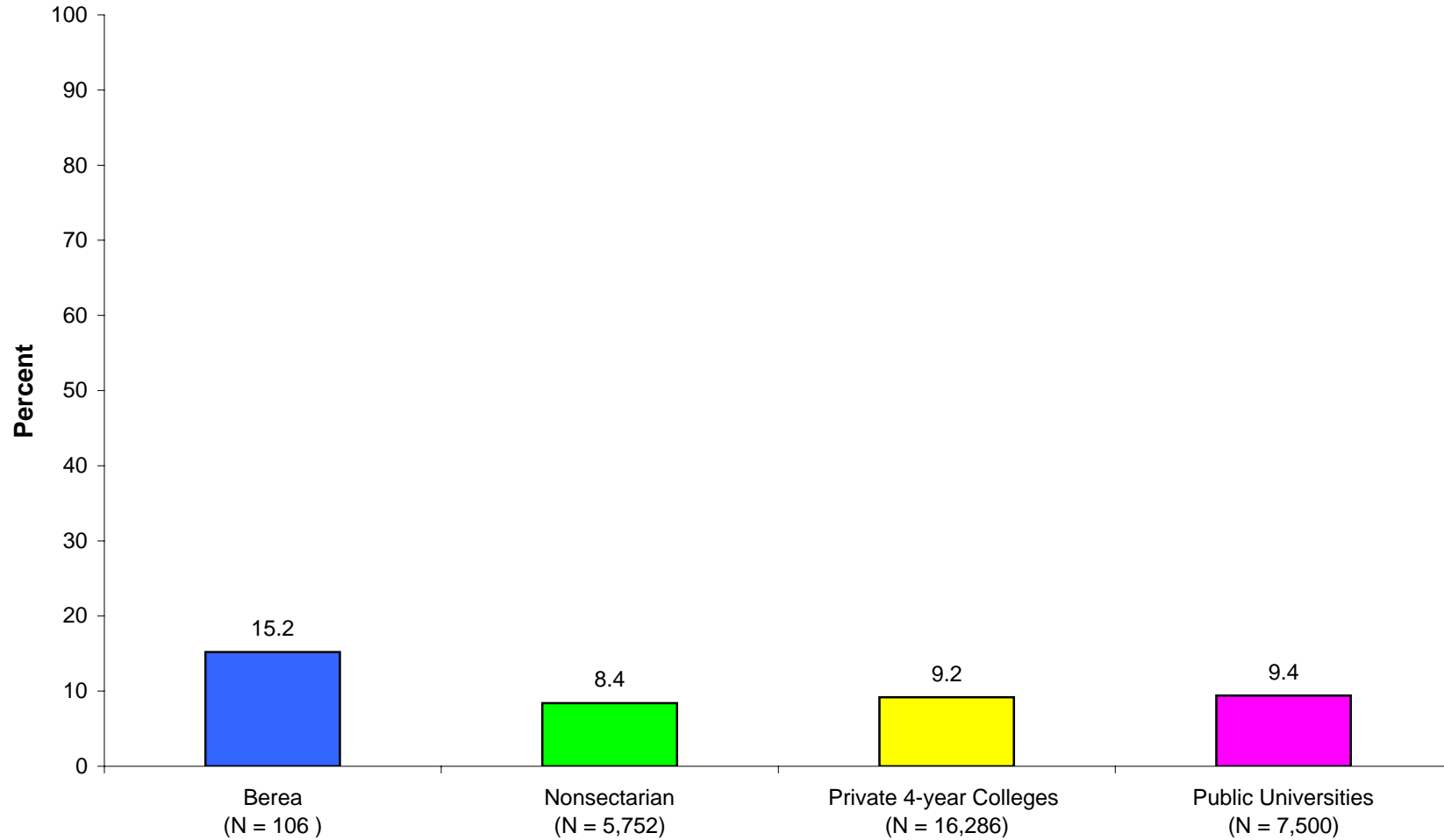
## Had meaningful and honest discussions about race/ethnic relations outside of class



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

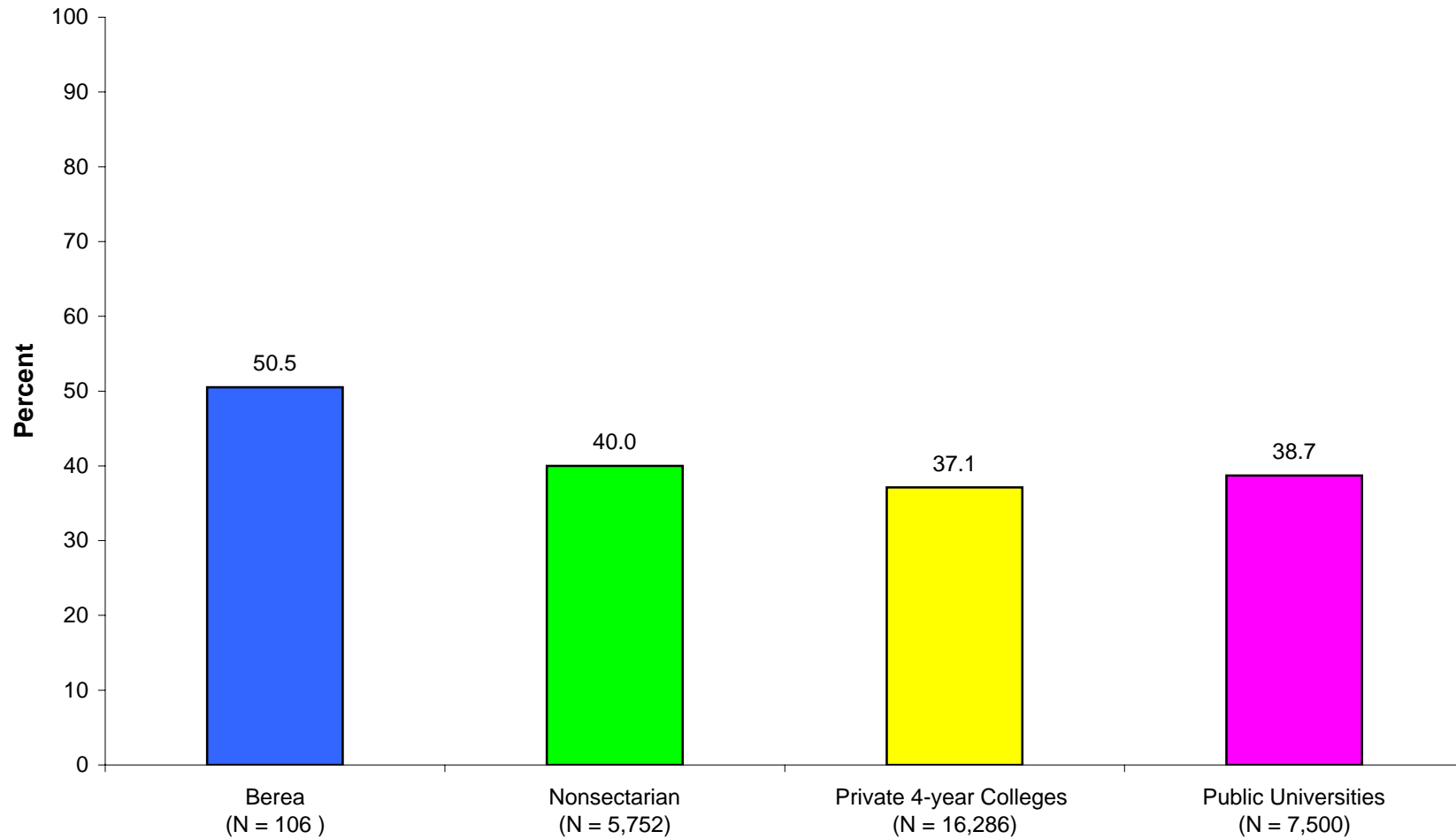
### Had guarded, cautious interactions



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

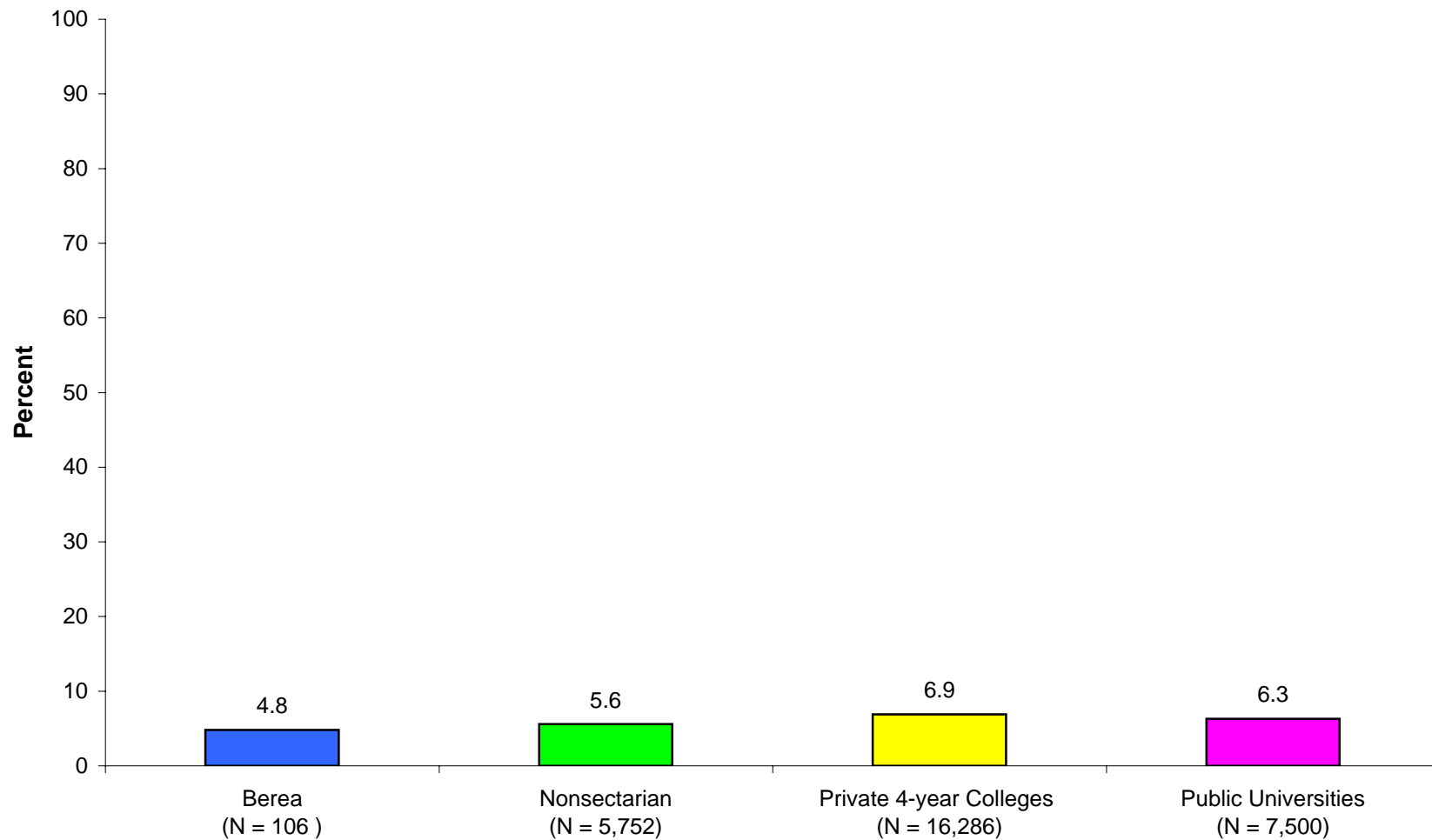
## Shared personal feelings and problems



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

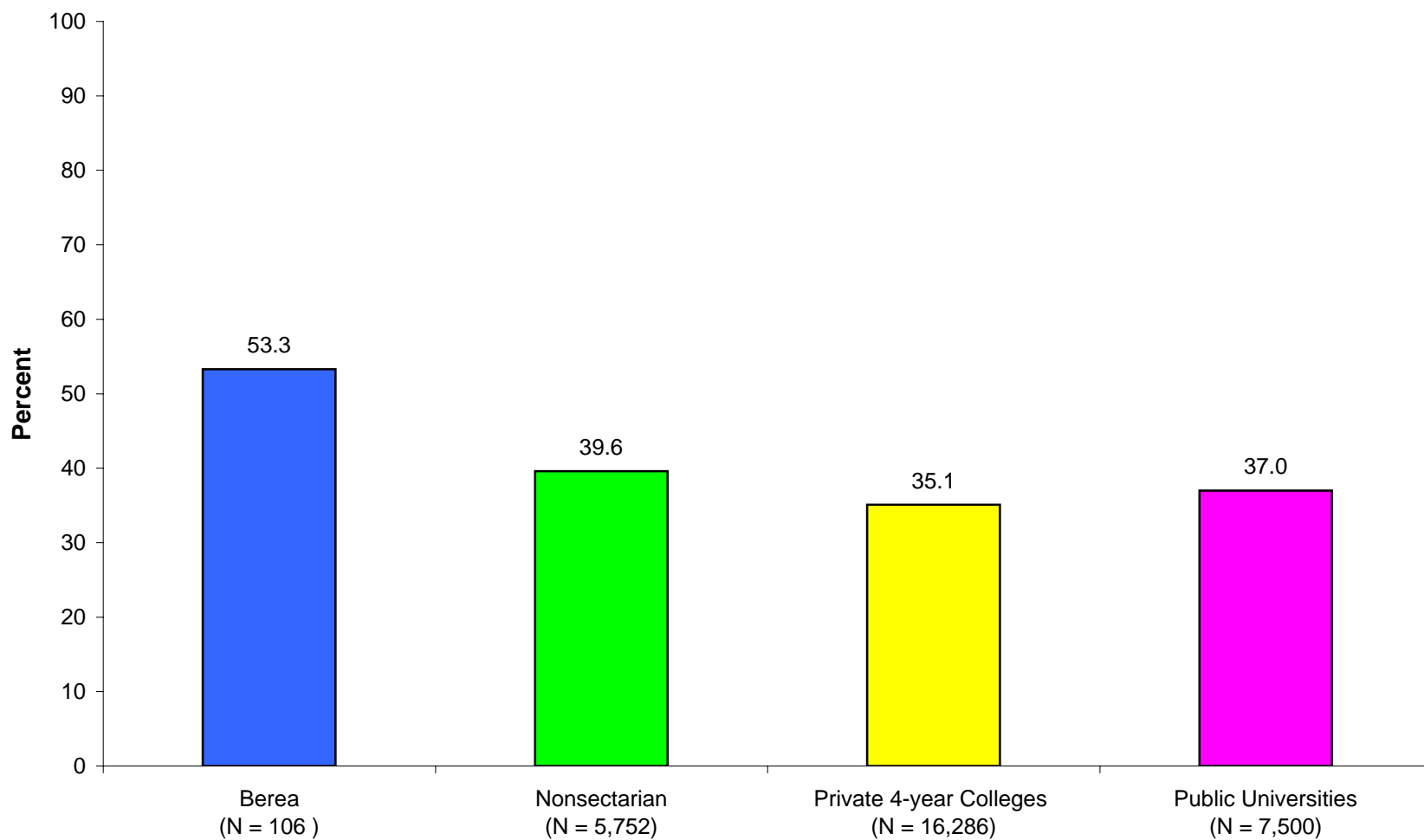
## Had tense, somewhat hostile interactions



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

## Had intellectual discussions outside of class

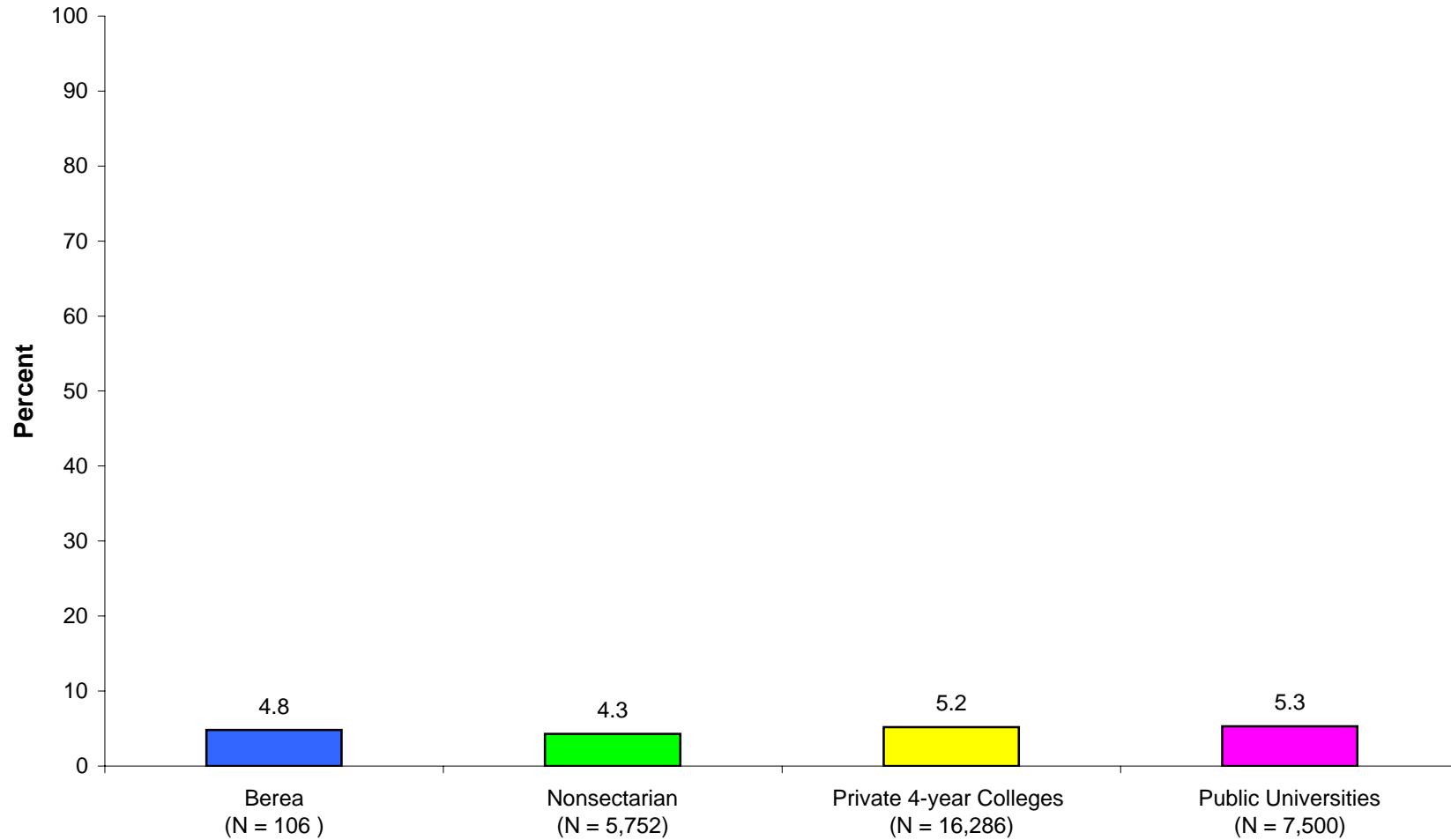




YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

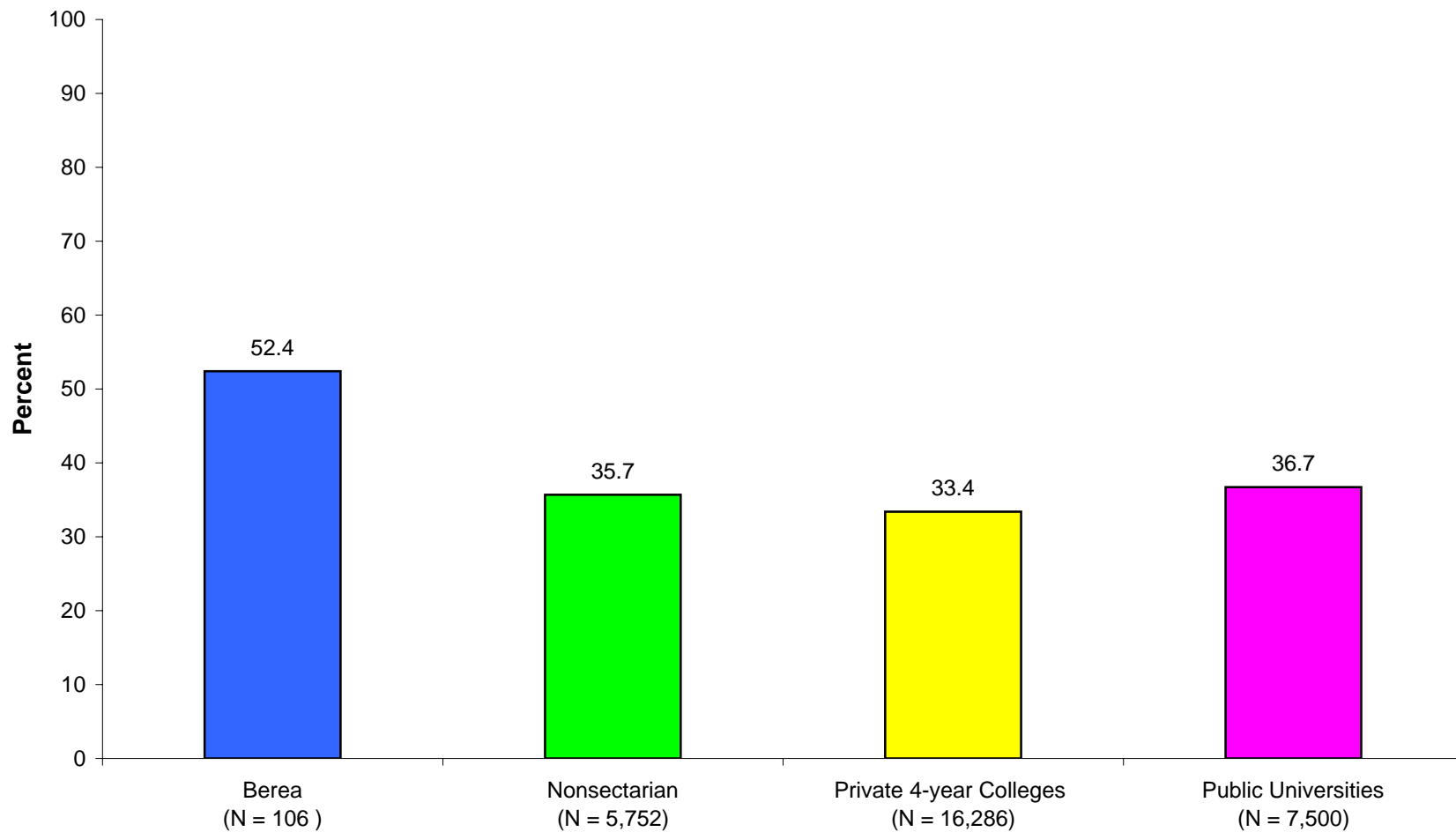
### **Felt insulted or threatened because of race/ethnicity**



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

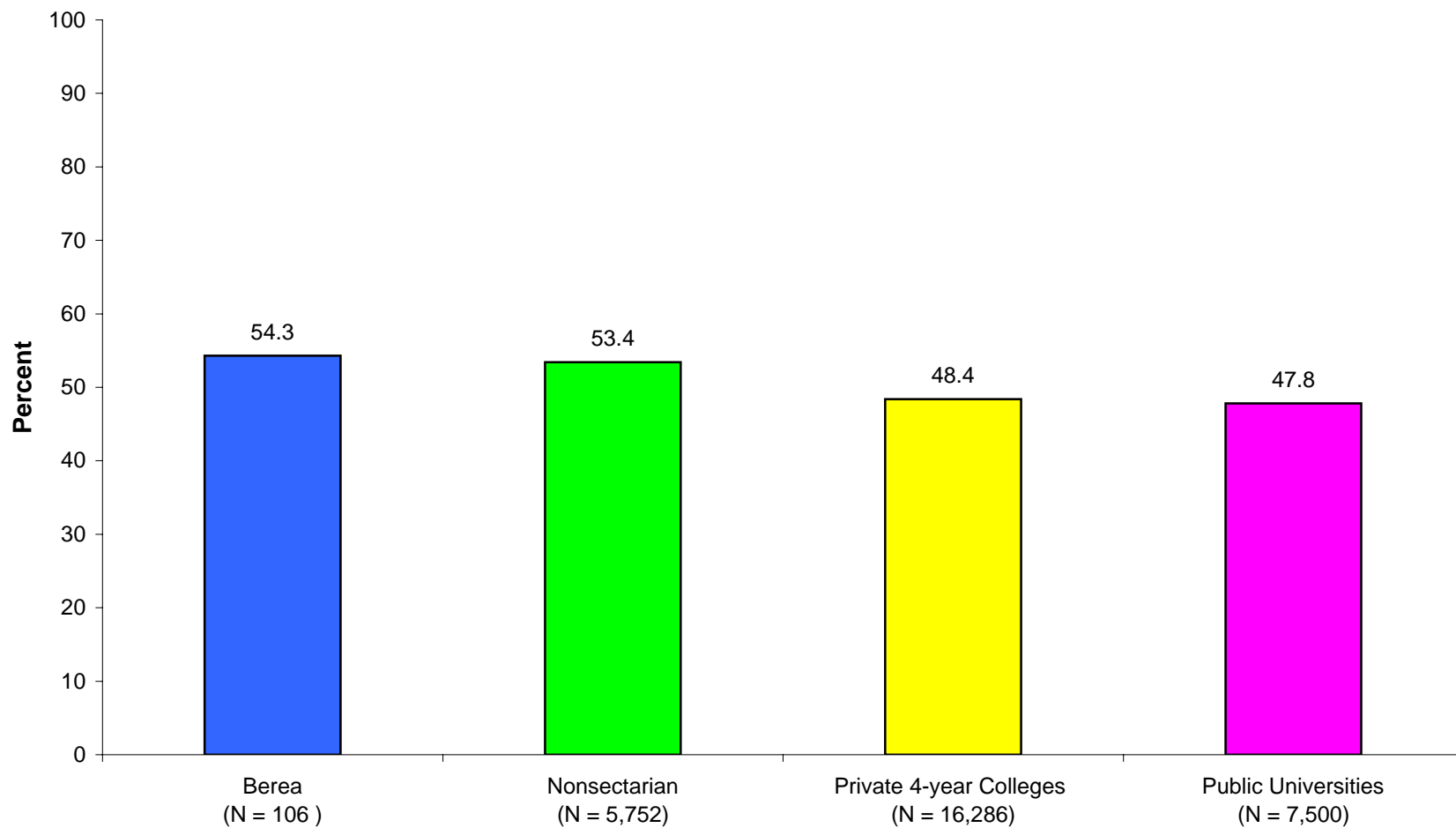
### Studied or prepared for class



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

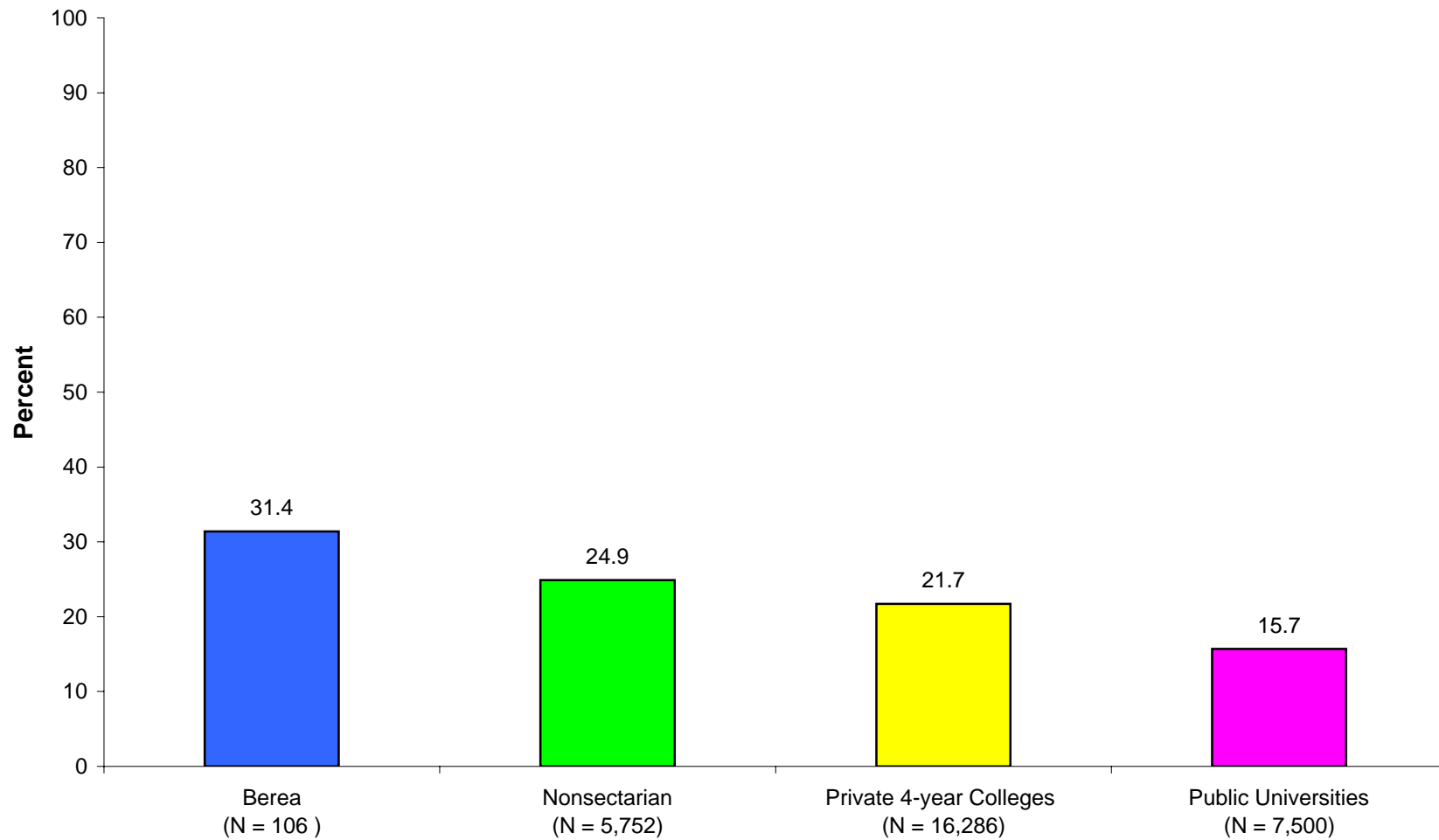
## Socialized or partied



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

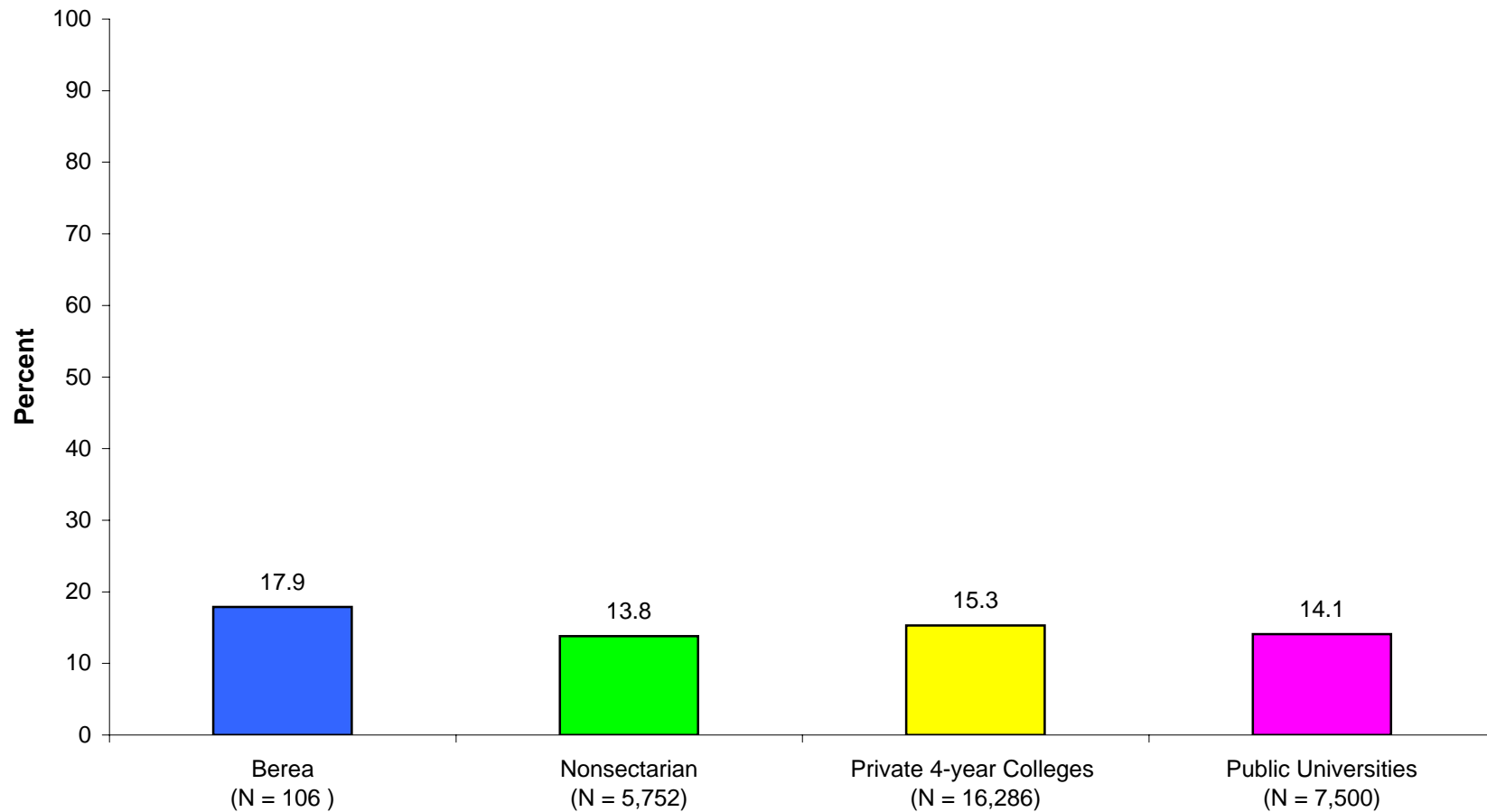
*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

### Attended events sponsored by other racial/ethnic groups



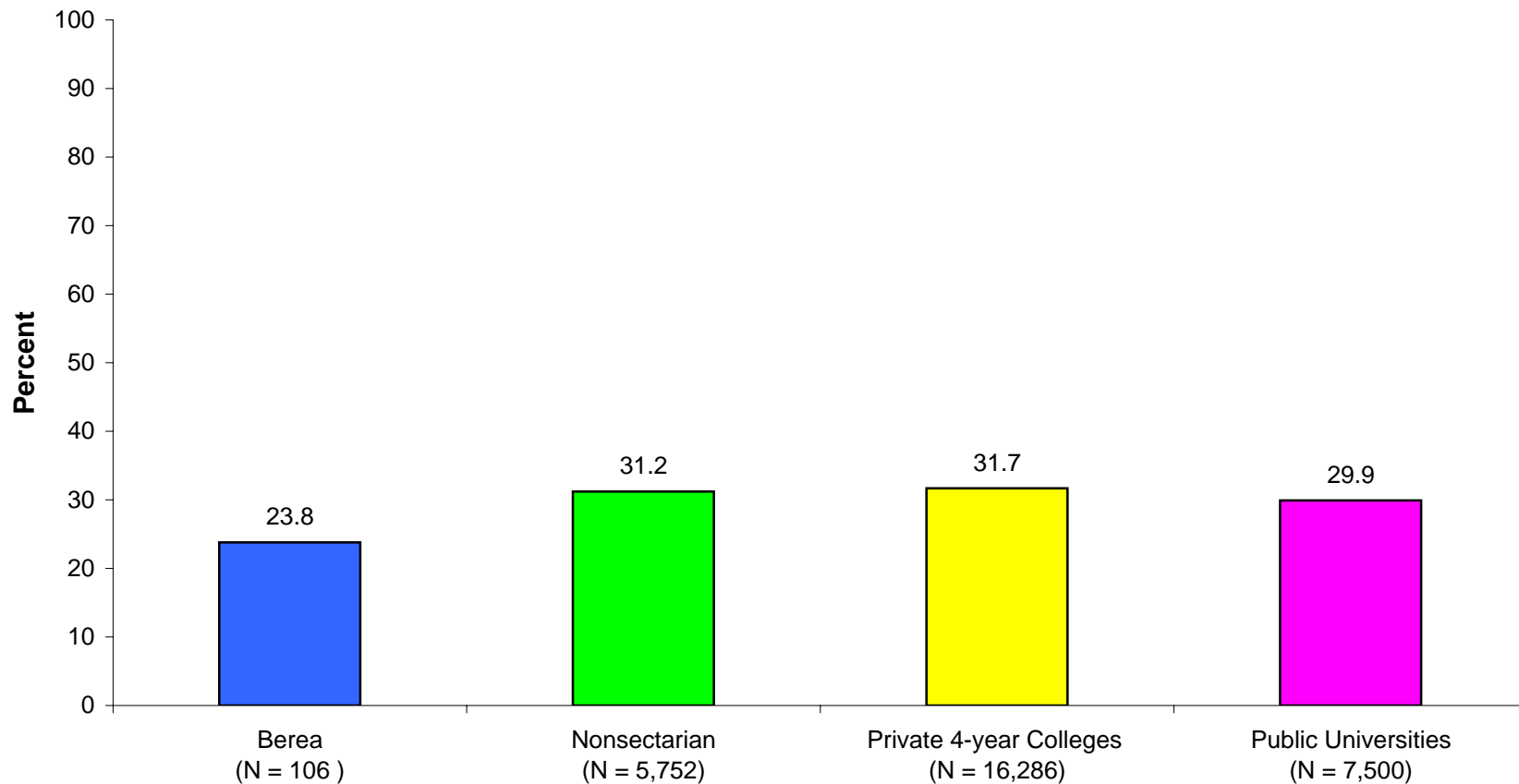
Percentage of students who indicated "yes" to: Since entering this college have you:

## Joined a pre-professional or departmental club



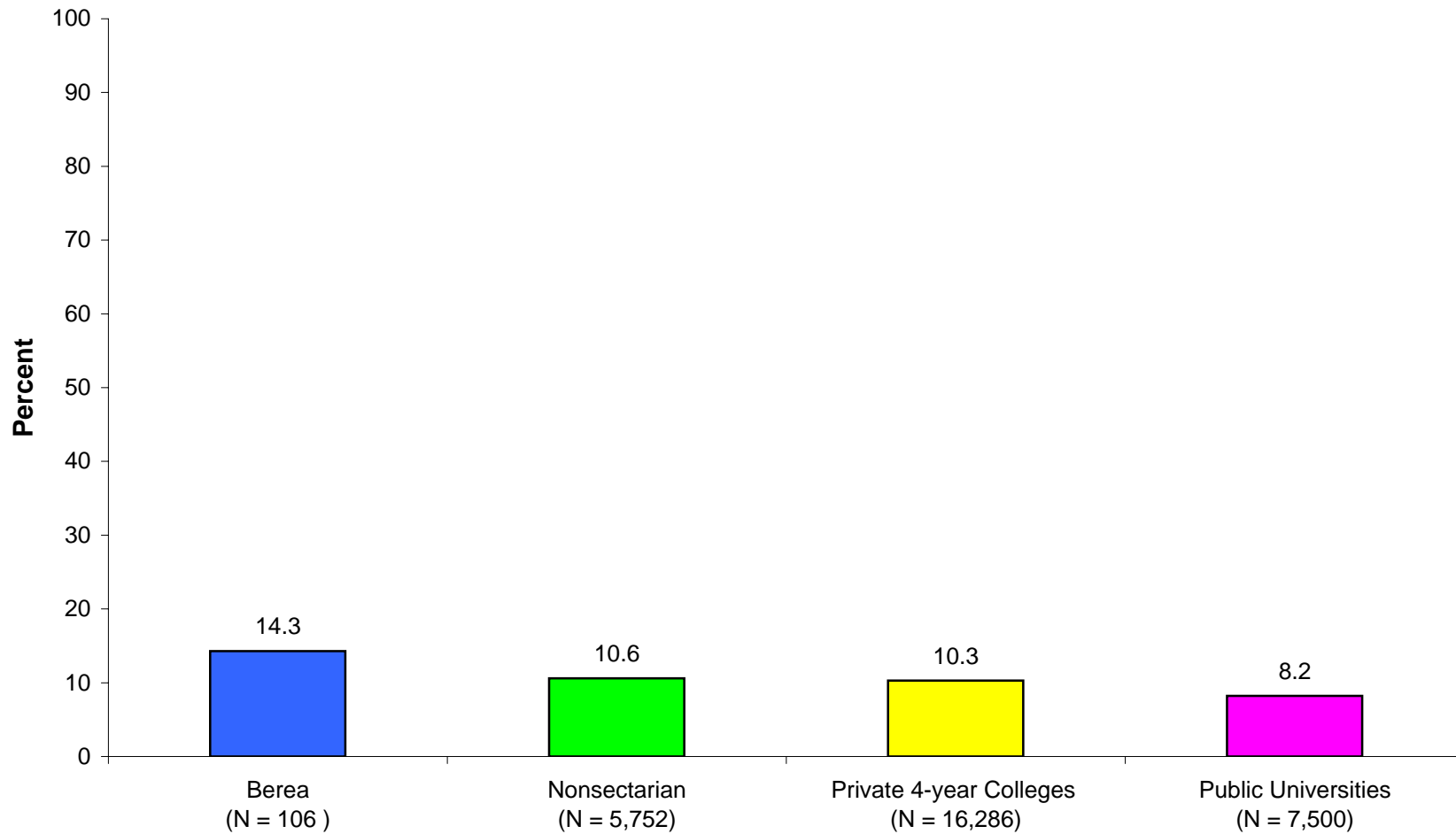
Percent of students indicating "frequently" or "occasionally" since entering this college:

### Had difficulty getting along with your roommate(s)/housemate(s)



*Percent of students indicating "frequently" or "occasionally" since entering this college:*

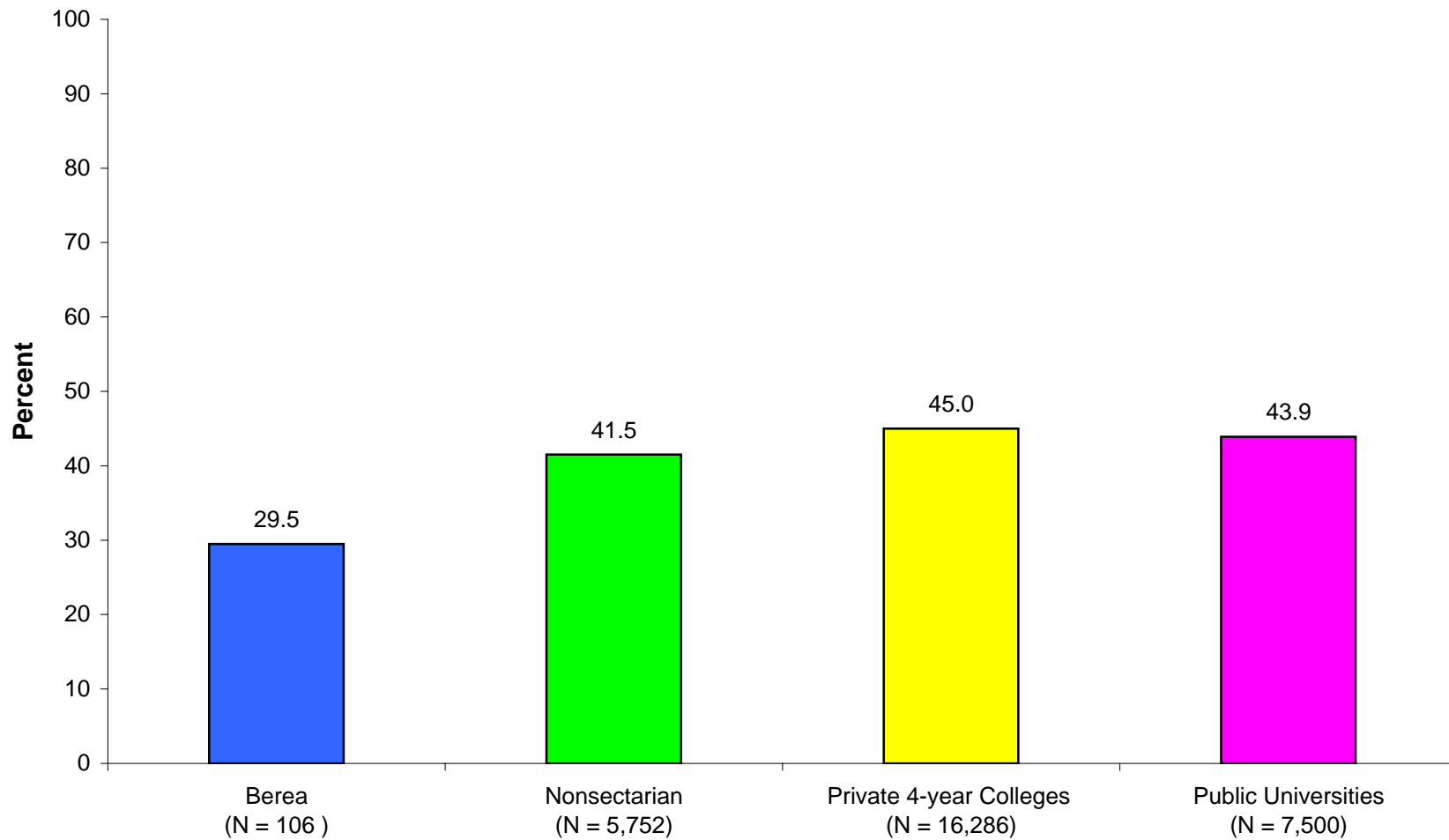
### Sought personal counseling



YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

*Percent of students indicating "frequently" or "occasionally" since entering this college:*

### Went on a date

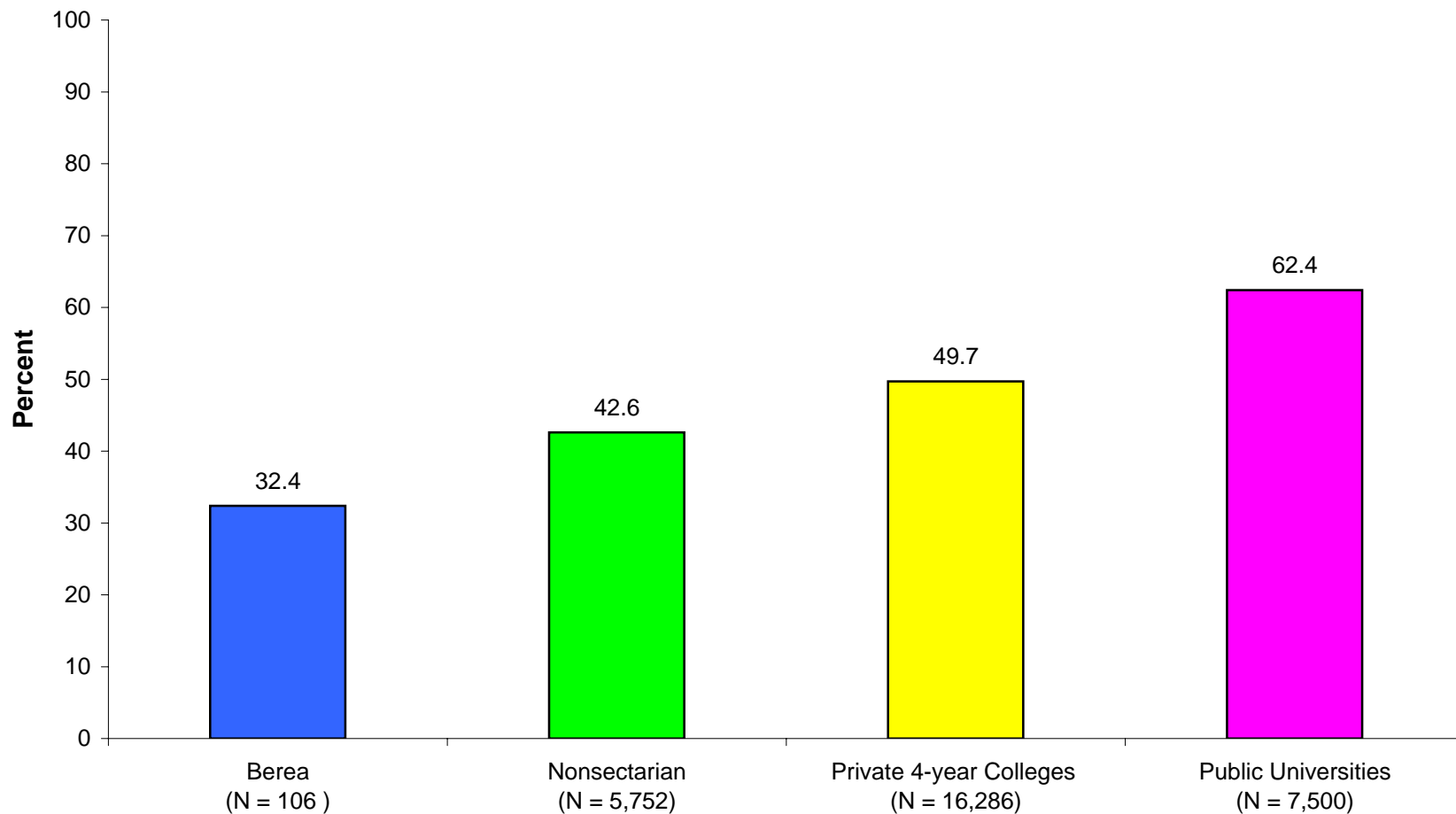




YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

Percent of students indicating "frequently" or "occasionally" since entering this college:

### Went home for the weekend



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

	Berea (N = 110)							Nonsectarian (N = 4227)					
	CIRP (Fall 2004)			YFCY (Spring 2005)				CIRP (Fall 2004)			YFCY (Spring 2005)		
	None	5 hours or less	More than 5 hours	None	5 hours or less	More than 5 hours		None	5 hours or less	More than 5 hours	None	5 hours or less	More than 5 hours
Studying/homework	1.9%	55.1%	42.9%	0.0%	29.0%	71.0%		1.2%	45.7%	53.0%	0.3%	27.7%	72.1%
Socializing with friends	0.0%	35.9%	64.1%	0.9%	33.0%	66.0%		0.3%	24.0%	75.8%	0.5%	18.5%	81.0%
Exercising or sports	7.5%	58.5%	33.9%	8.5%	67.0%	24.5%		4.4%	41.9%	53.7%	7.9%	55.6%	36.5%
Partying	51.4%	43.0%	5.6%	57.0%	41.1%	1.8%		26.1%	56.2%	17.7%	19.5%	53.6%	26.9%
Student clubs and groups	16.2%	61.9%	21.9%	41.9%	52.3%	5.7%		19.4%	62.9%	17.9%	37.6%	52.1%	10.2%
Watching TV	4.7%	65.4%	29.9%	30.8%	66.4%	2.8%		7.5%	66.8%	25.6%	19.9%	63.8%	16.1%
Household/childcare duties	10.6%	69.1%	20.2%	53.8%	46.2%	0.0%		19.9%	71.0%	9.0%	70.1%	27.5%	2.5%
Reading for pleasure	5.7%	70.5%	23.9%	39.0%	54.3%	6.8%		17.2%	71.0%	11.6%	40.9%	54.7%	4.5%
Playing video/computer games	46.7%	41.1%	12.1%	60.7%	35.5%	3.7%		45.0%	47.2%	7.8%	55.1%	37.8%	7.0%
Prayer/meditation	17.8%	78.5%	3.7%	24.3%	72.0%	3.7%		46.9%	50.2%	3.0%	57.3%	39.6%	3.2%

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

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

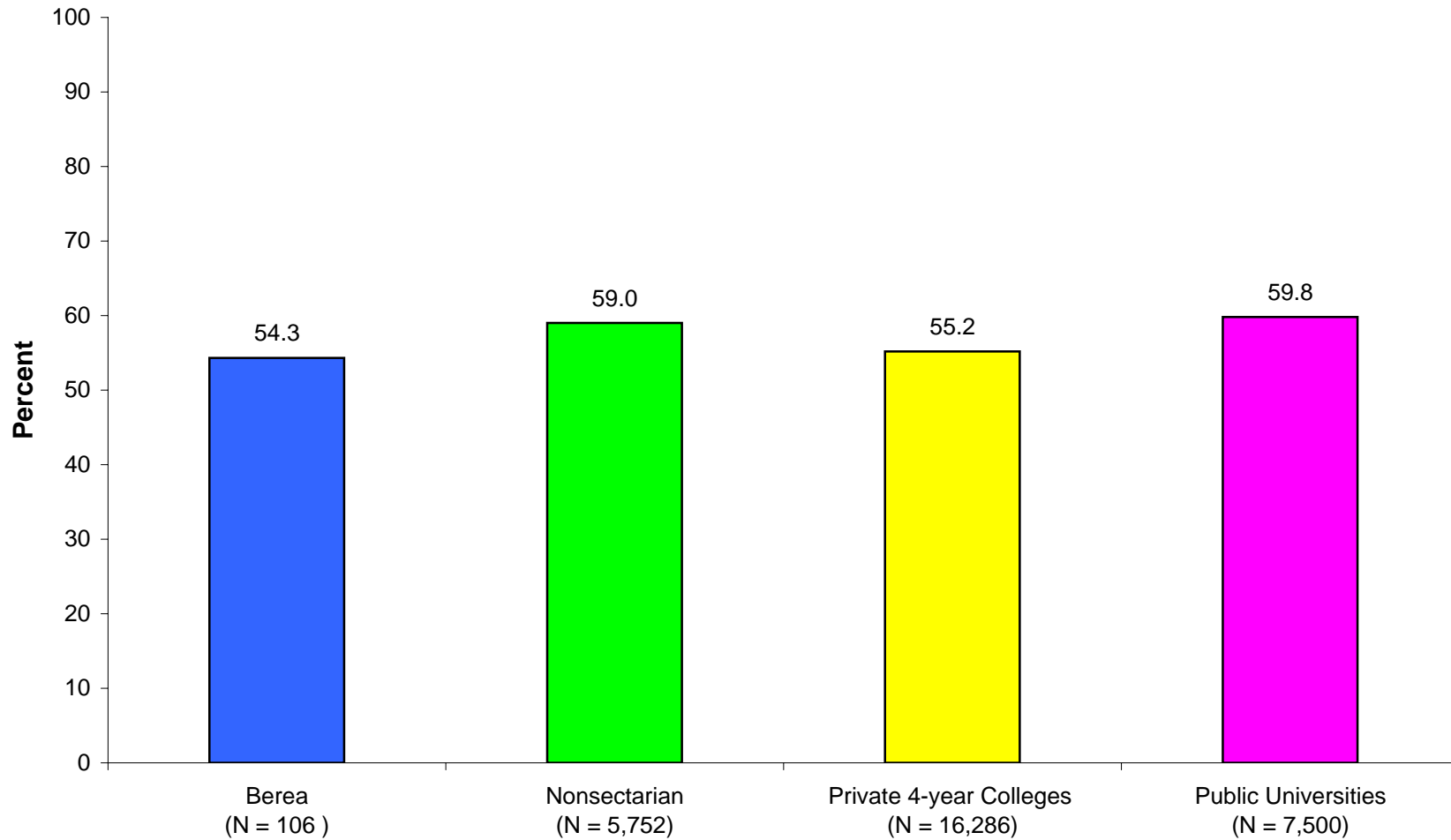
**How much time did you spend during a typical week doing the following activities?  
(Since Entering College)**

	Berea (N = 110)				Nonsectarian (N = 5,752)				Private 4-Year Colleges (N = 16, 286)				Public Universities (N = 7,500)		
	None	5 hours or less	More than 5 hours		None	5 hours or less	More than 5 hours		None	5 hours or less	More than 5 hours		None	5 hours or less	More than 5 hours
Attending classes/labs	1.9%	8.6%	89.5%		0.9%	7.1%	92.0%		1.1%	8.0%	90.9%		0.9%	6.9%	92.2%
Working (for pay) on campus	0.0%	2.9%	97.1%		64.2%	12.1%	23.7%		66.1%	10.9%	23.2%		79.8%	5.0%	15.1%
Working (for pay) off campus	99.0%	1.0%	0.0%		80.6%	6.2%	13.2%		72.9%	7.1%	20.1%		76.9%	6.3%	16.8%
Commuting	58.1%	41.0%	1.0%		69.4%	25.5%	5.0%		65.6%	27.3%	7.1%		60.8%	32.0%	7.1%
Surfing the Internet	4.8%	68.6%	26.8%		5.3%	68.7%	26.1%		6.4%	67.9%	25.8%		4.1%	63.8%	32.2%
Communicating via e-mail, IM, etc.	1.9%	69.5%	28.7%		3.2%	60.0%	36.8%		4.5%	60.2%	35.2%		2.5%	58.8%	38.8%

YFCY - Your First College Year (Spring Follow-Up Survey to the 2004 New Freshmen)

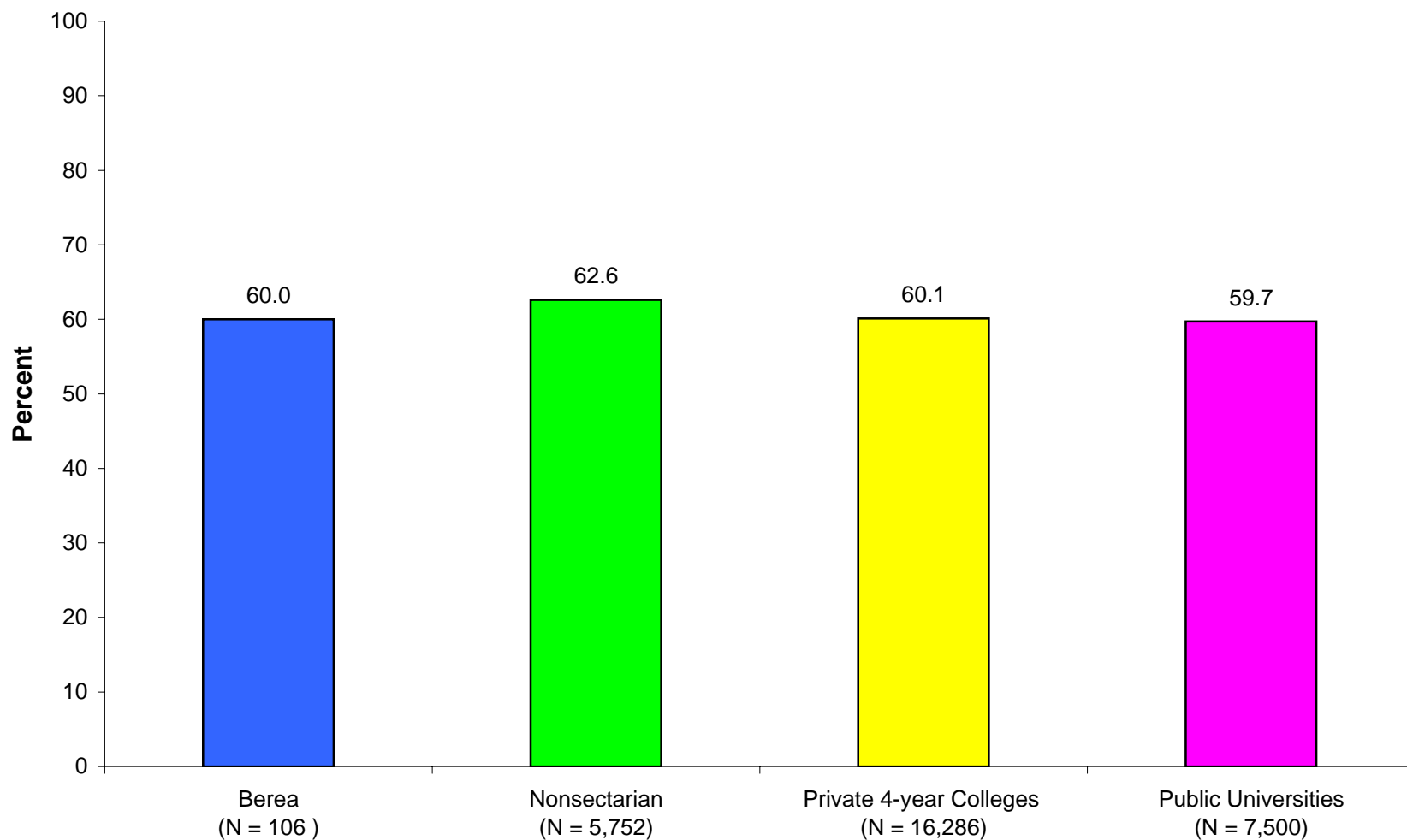
*Percent of students noting they are "satisfied" or "very satisfied" with the following:*

## Campus social activities



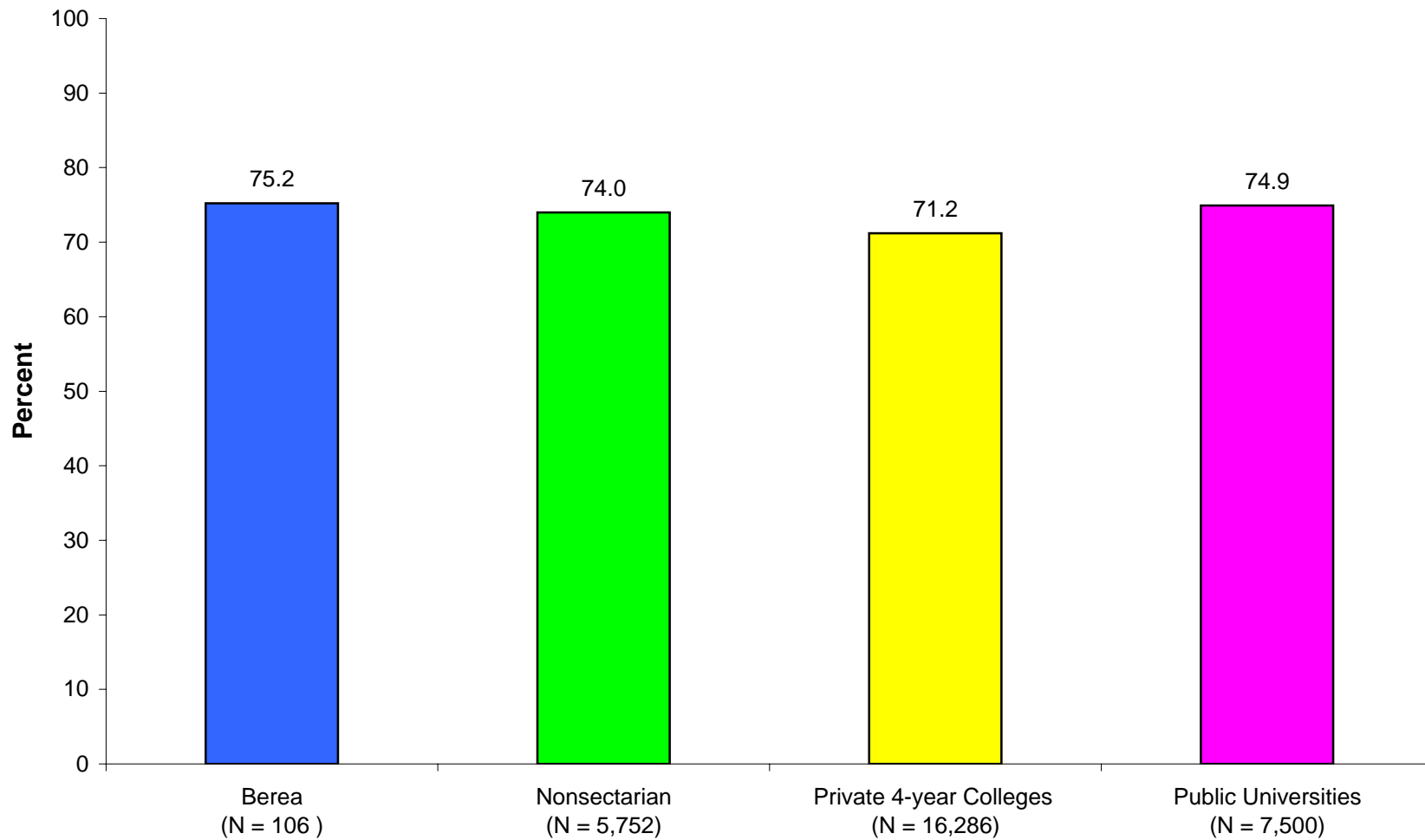
Percent of students noting they are "satisfied" or "very satisfied" with the following:

## Overall sense of community among students



*Percent of students noting they are "satisfied" or "very satisfied" with the following:*

### Overall college experience



# Degrees of Preparation Spring 2009

(First-Year and Senior Students)



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

[Click to see survey instrument](#)

**Response Rates:**

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

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

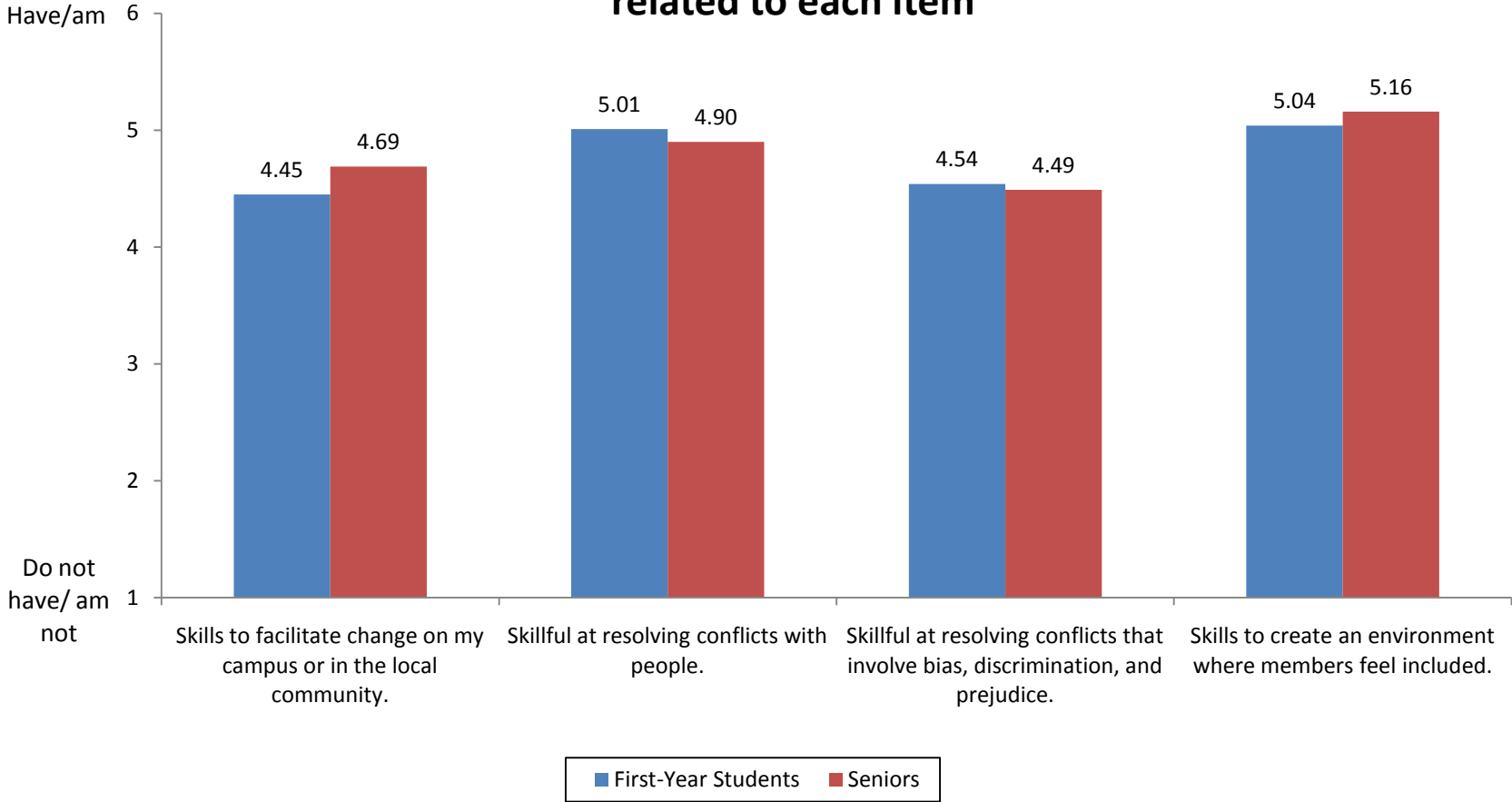
*Have you ever done the following?*

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



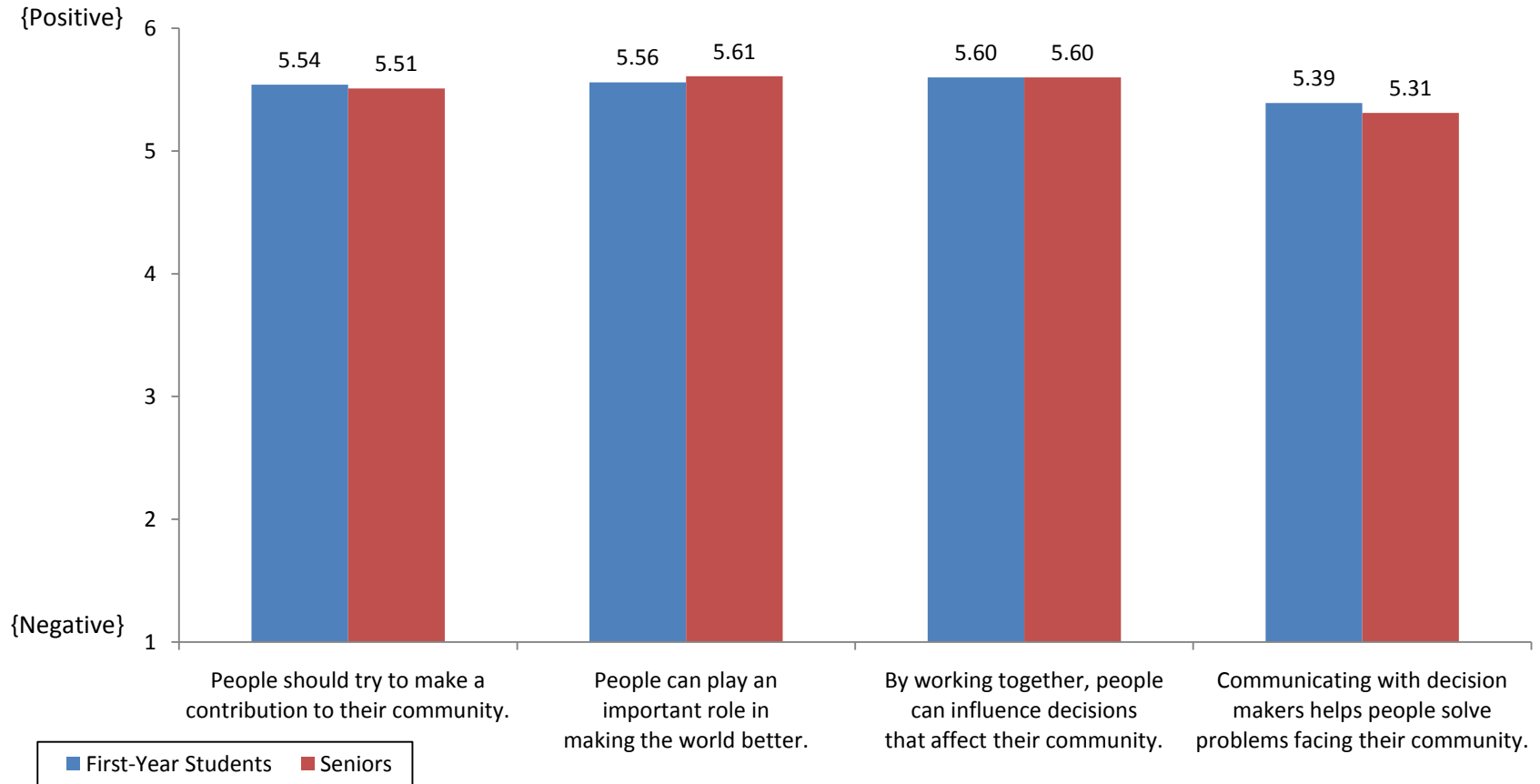
**Degrees of Preparation Survey, Spring 2009**  
**Administered to First-Year Students (162/377 or 43%) and Seniors (168/362 or 46%)**

**Which most accurately reflects your feelings, beliefs, or behaviors related to each item**



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

**Which most accurately reflects your feelings, beliefs, or behaviors related to each item**



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

All Students



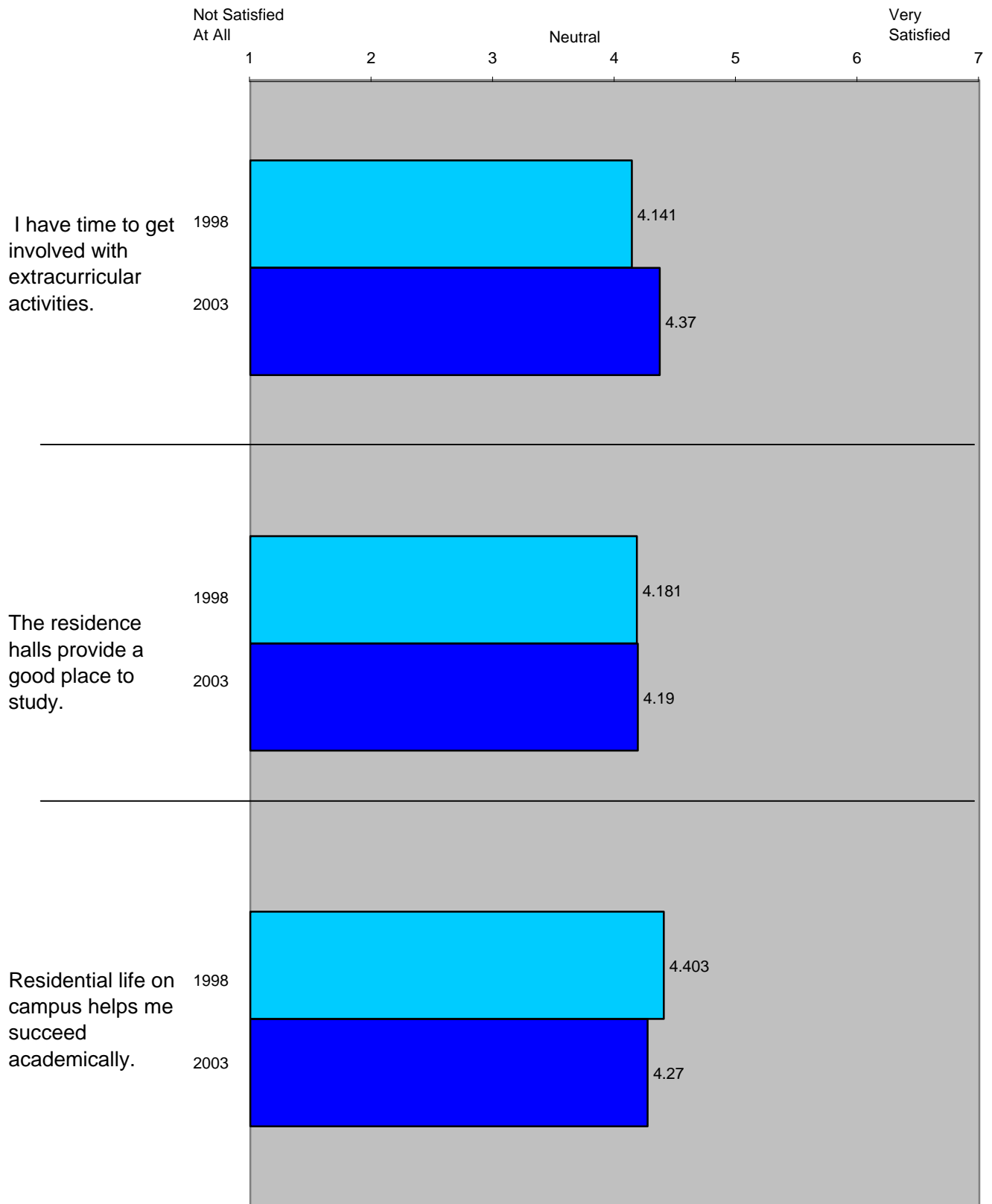
[Click to see survey instruments](#)

Response Rates:

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

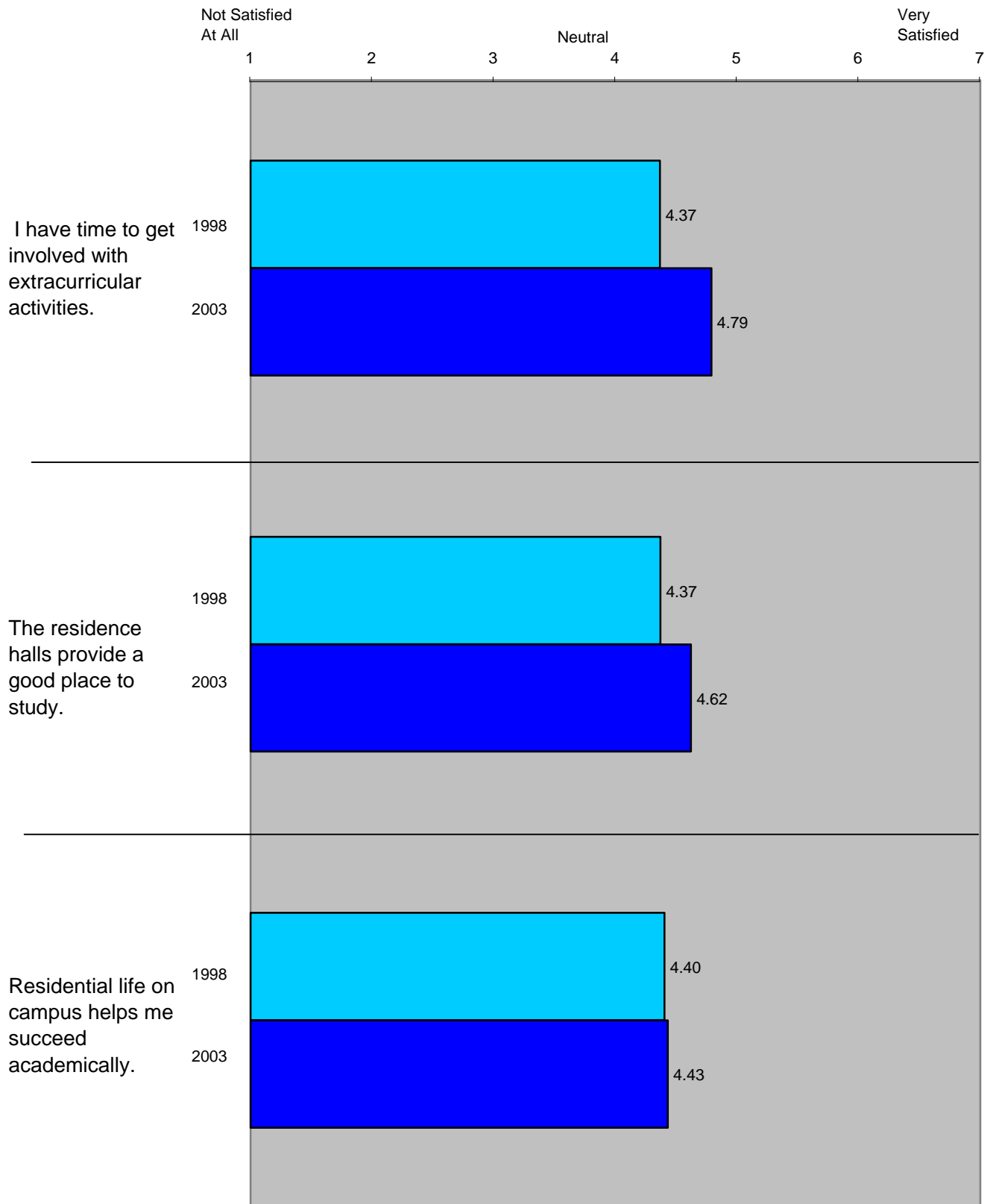
**Campus and Residential Life  
Satisfaction Ratings**

**All Students**



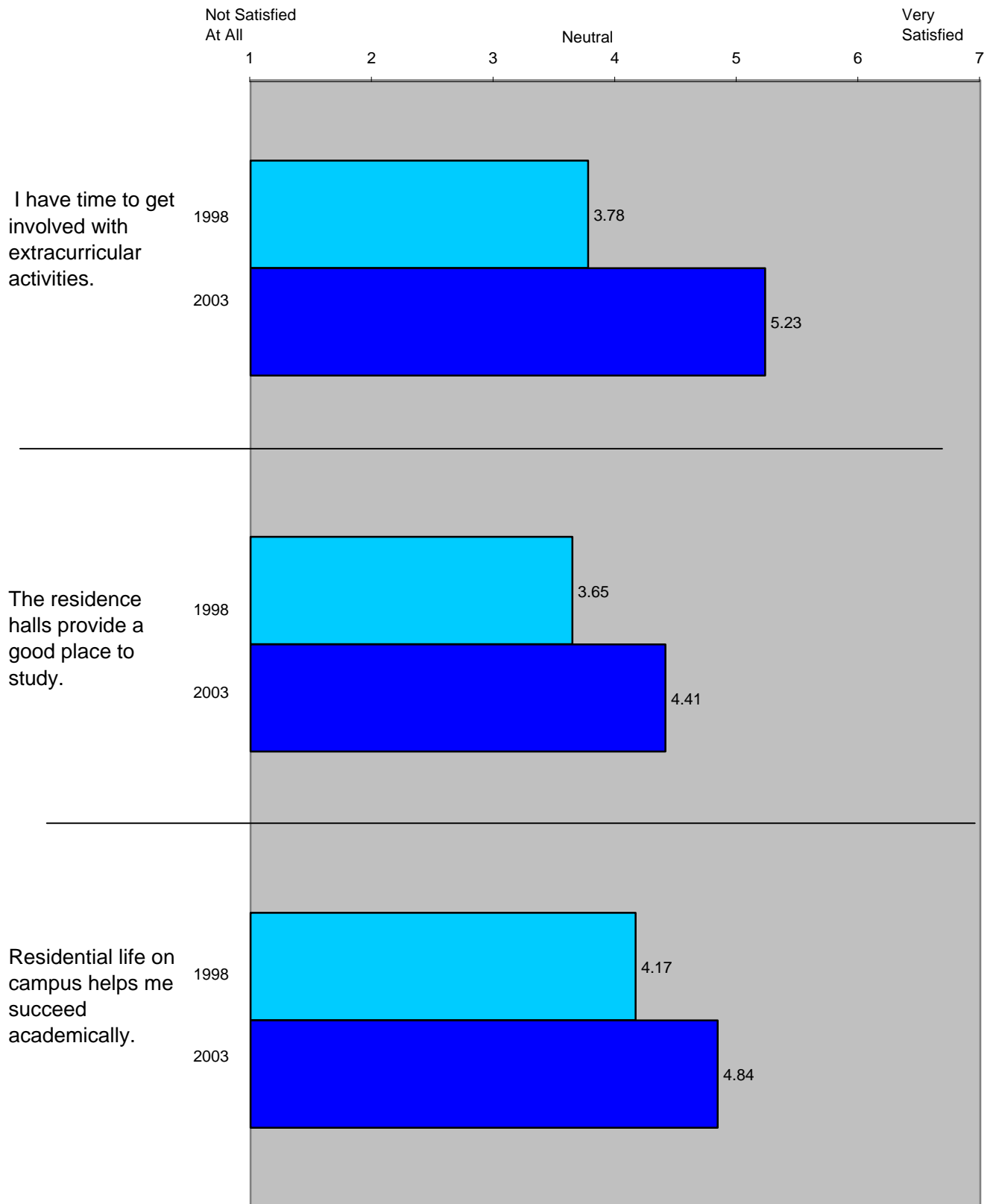
### Campus and Residential Life Satisfaction Ratings

#### African American Students

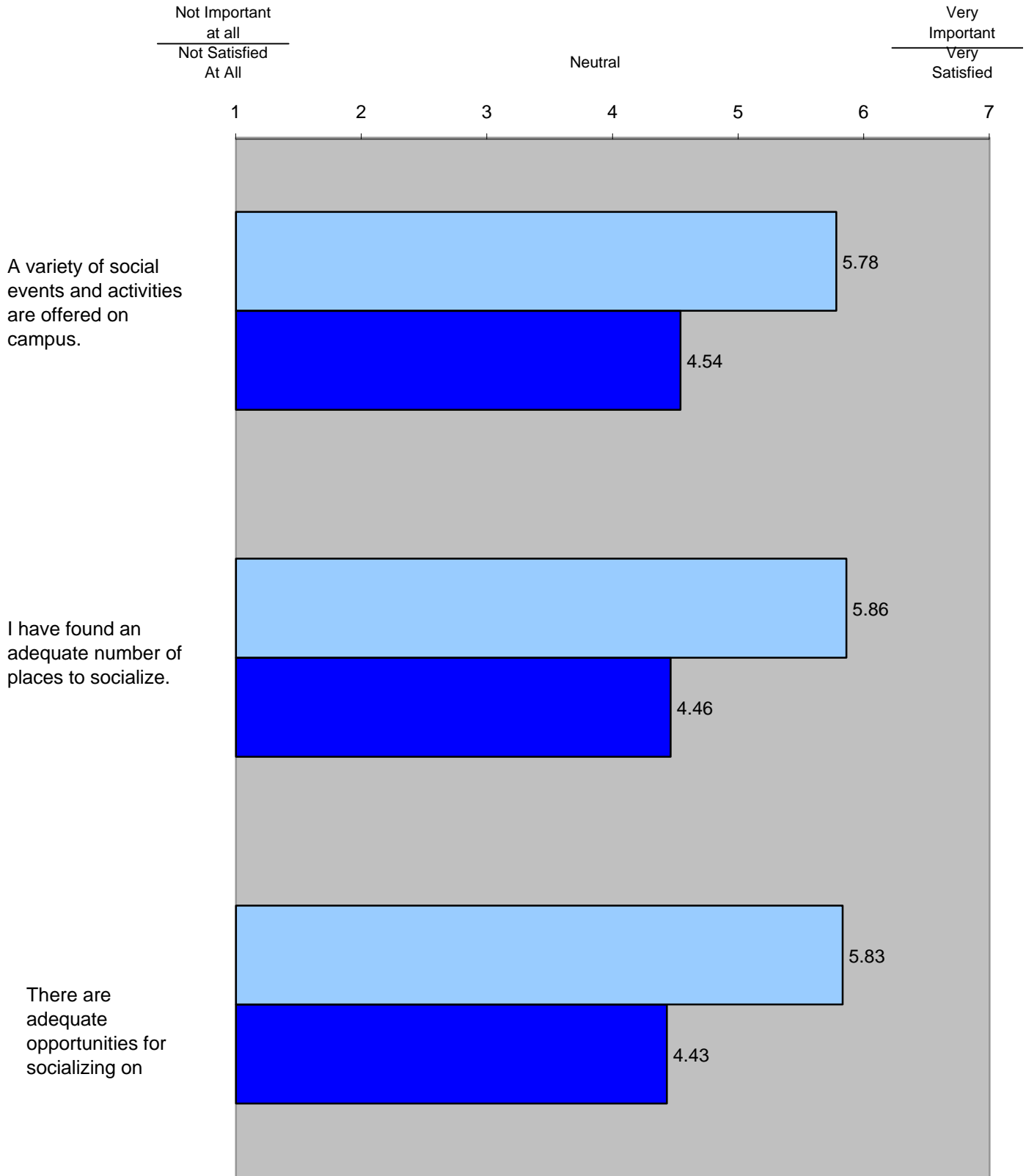
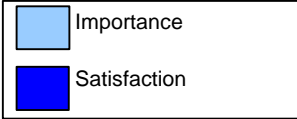


### Campus and Residential Life Satisfaction Ratings

#### International Students



Supplemental Survey, 1998  
All Students  
Importance and  
Satisfaction Ratings



# African-American Student Study



[Click to see survey instrument](#)

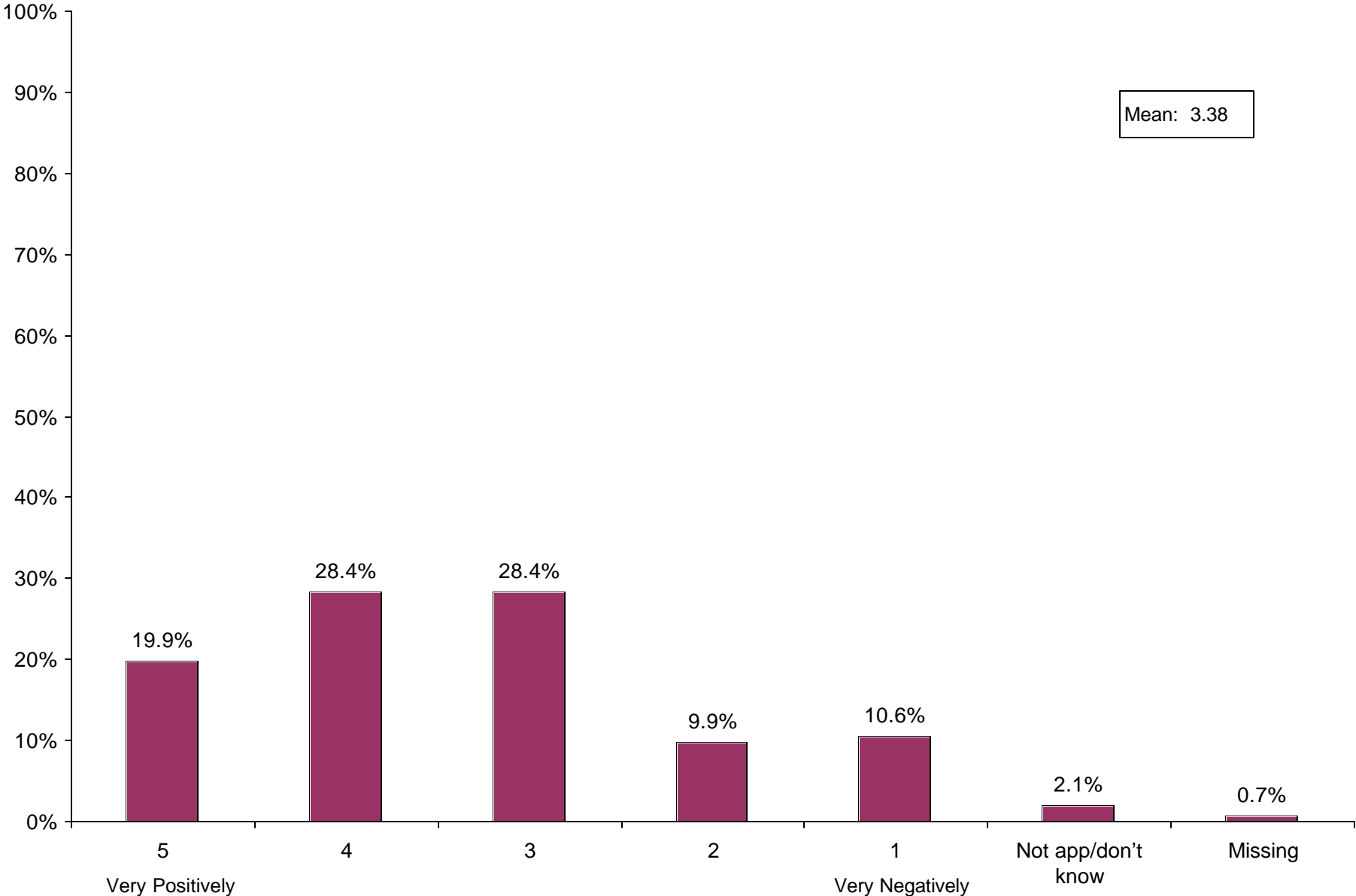
Completed in April 2003

Response Rate: 62% (142/ 229)



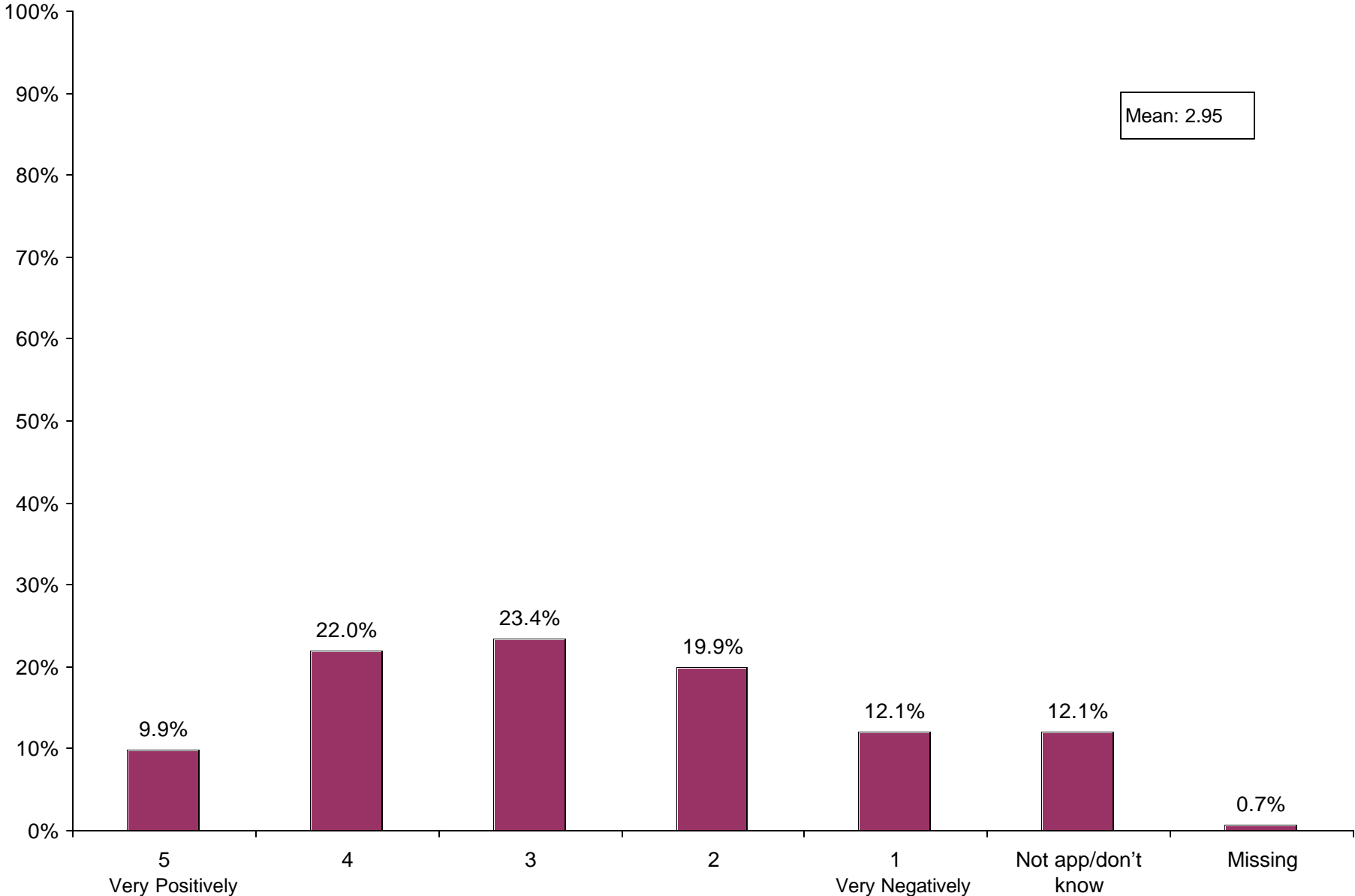
How important are each of the following to you?

**Living arrangements in the residence halls**



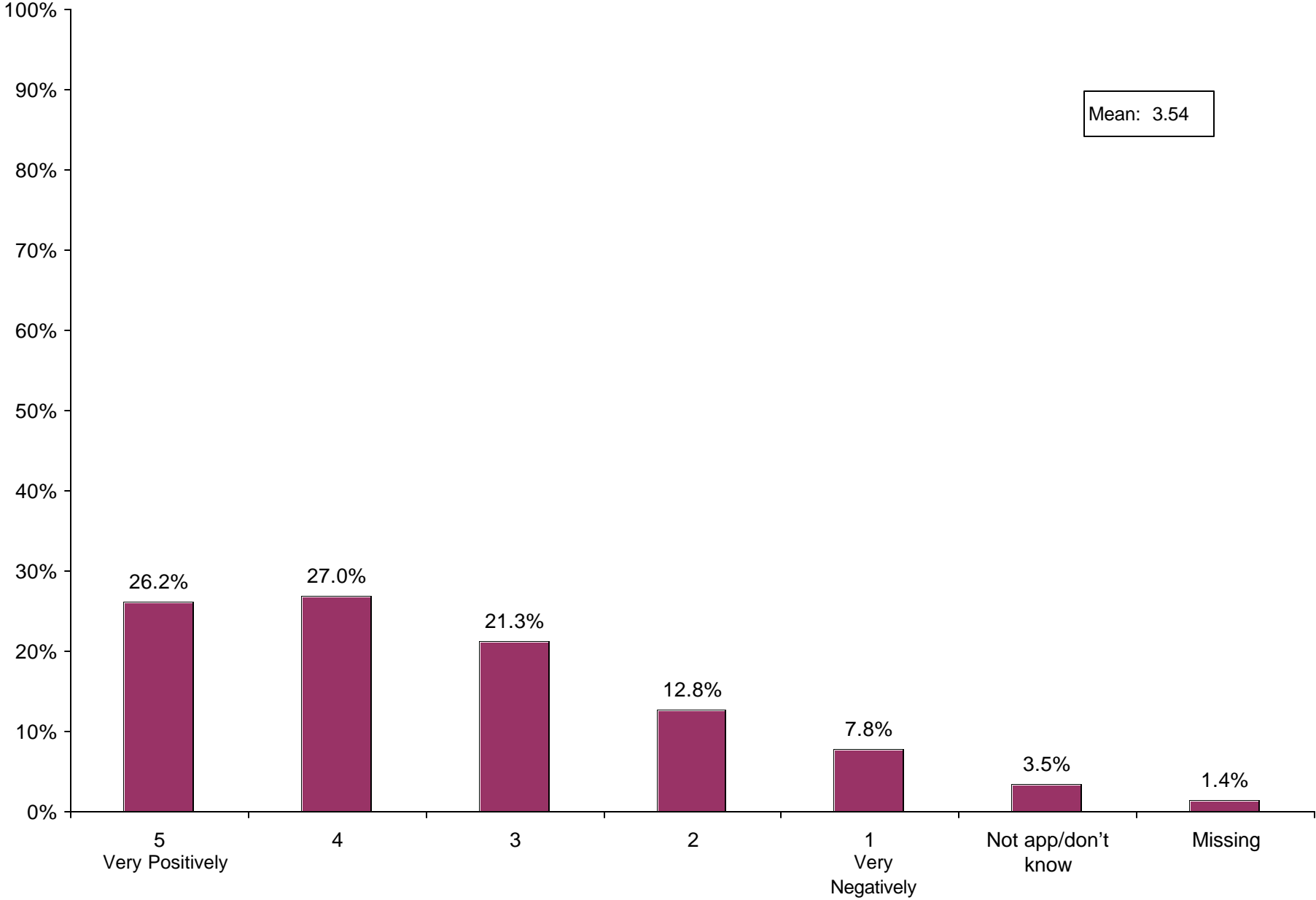
How important are each of the following to you?

### Collegium support



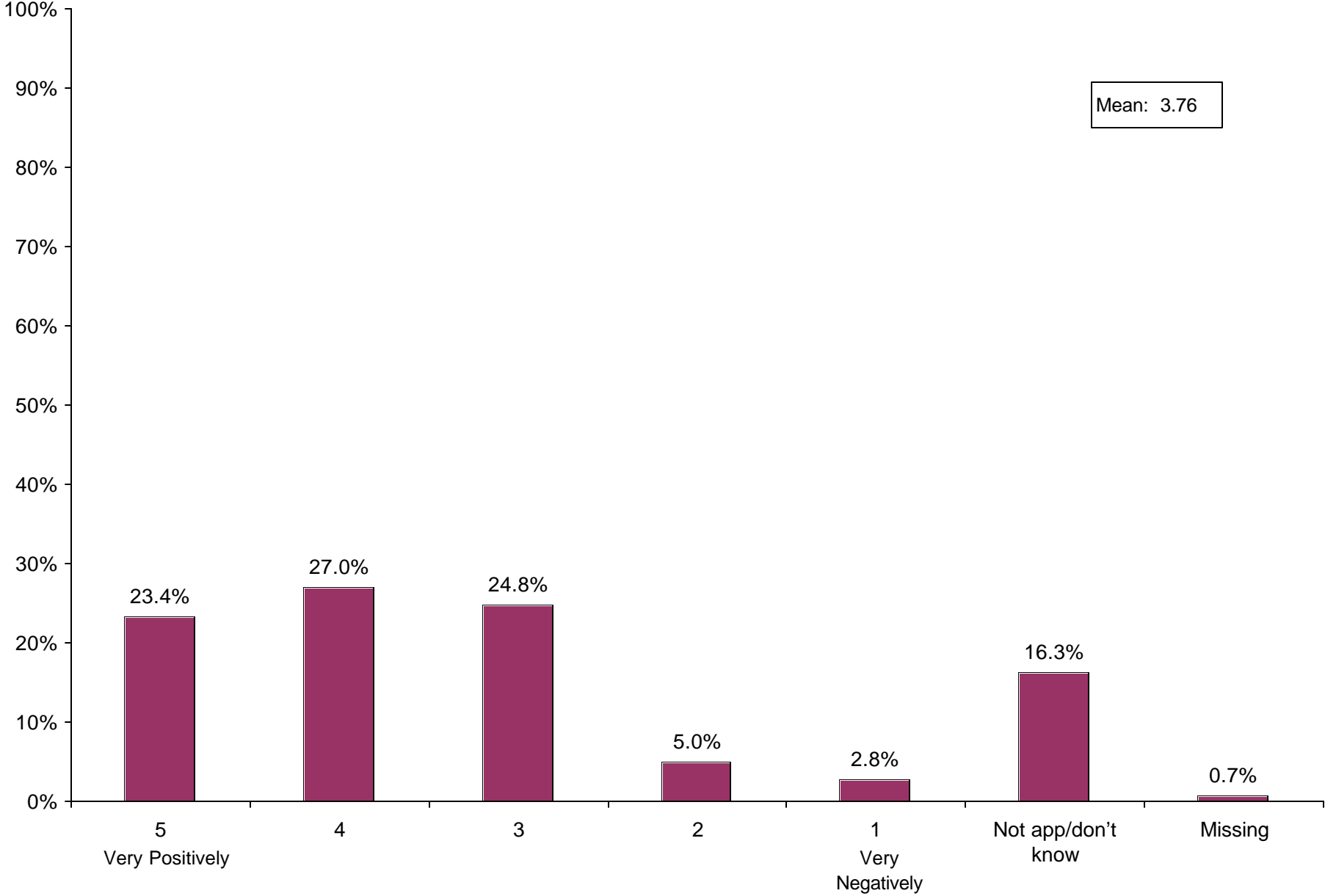
How important are each of the following to you?

**Residence hall staff (RAs, monitors, etc.)**



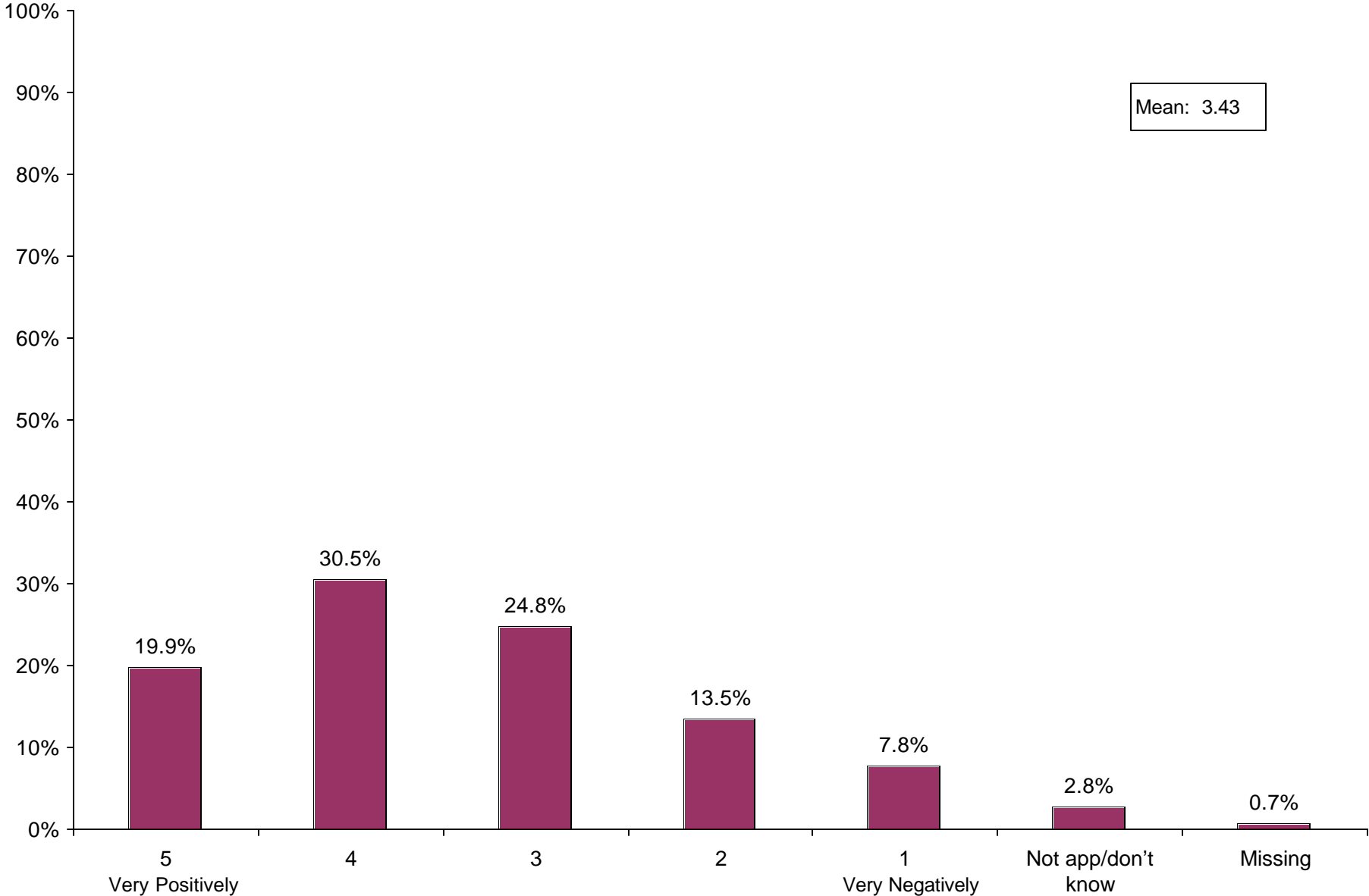
How important are each of the following to you?

**Social clubs**



How important are each of the following to you?

### Entertainment events at the College



# Berea-Specific Graduating Senior Survey

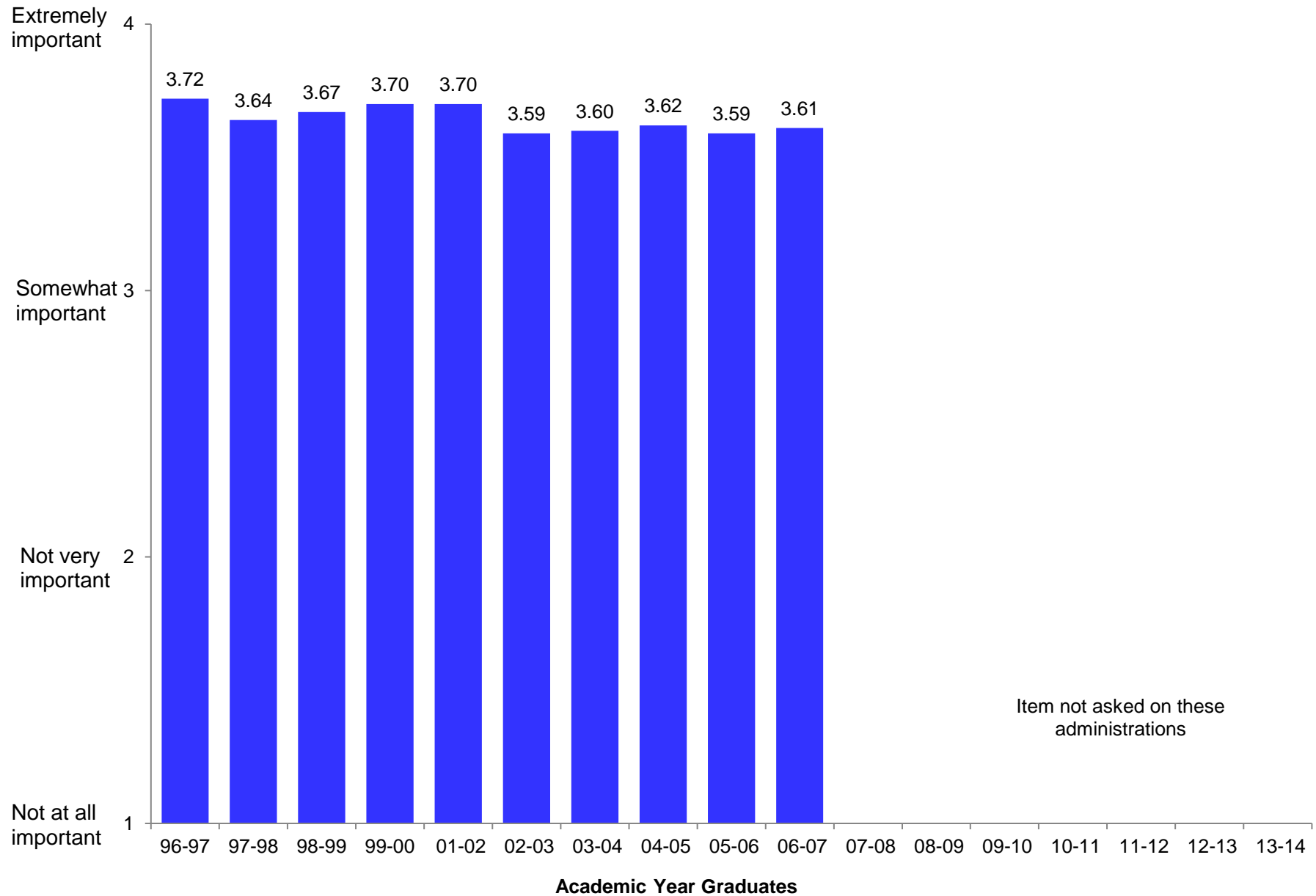


[Click to see survey instruments](#)

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

Response Rates: Ranged from 55% to 96%

### Developing friendships



NOTE: Exit 2000 data 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](#)

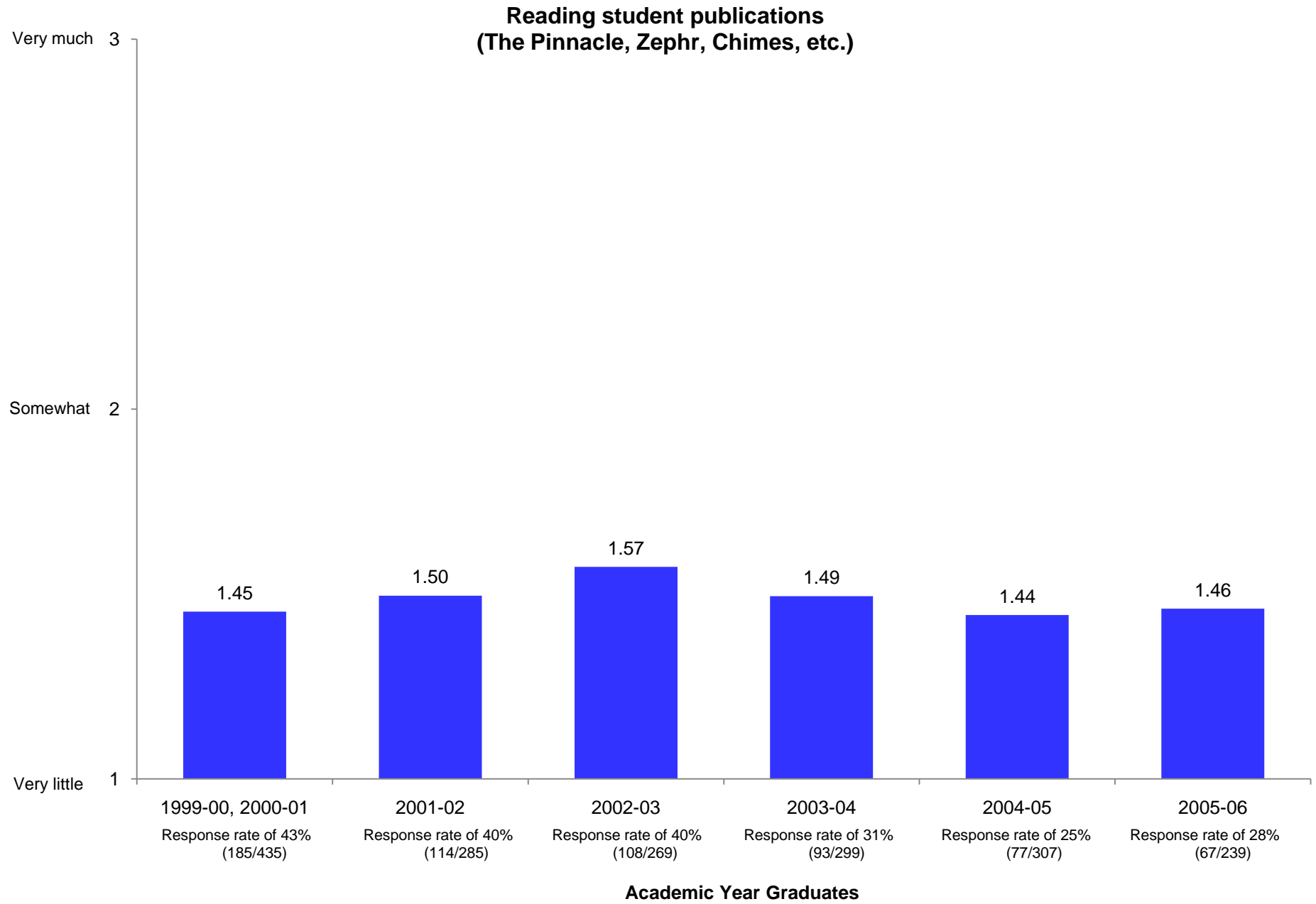
## Response Rates:

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)

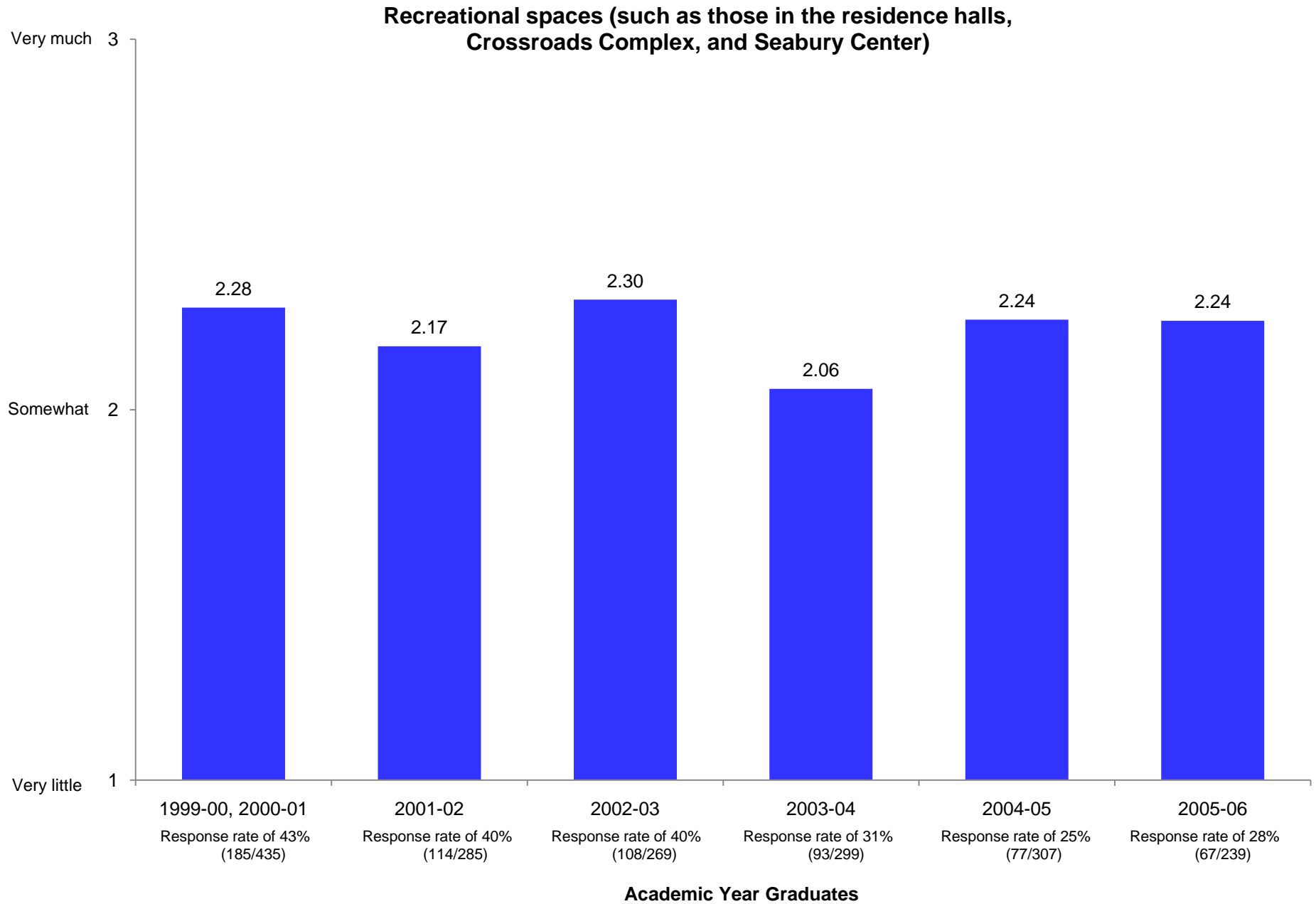


Berea-Specific Item: How much did each of the following aspects of Berea College contribute to your personal growth?

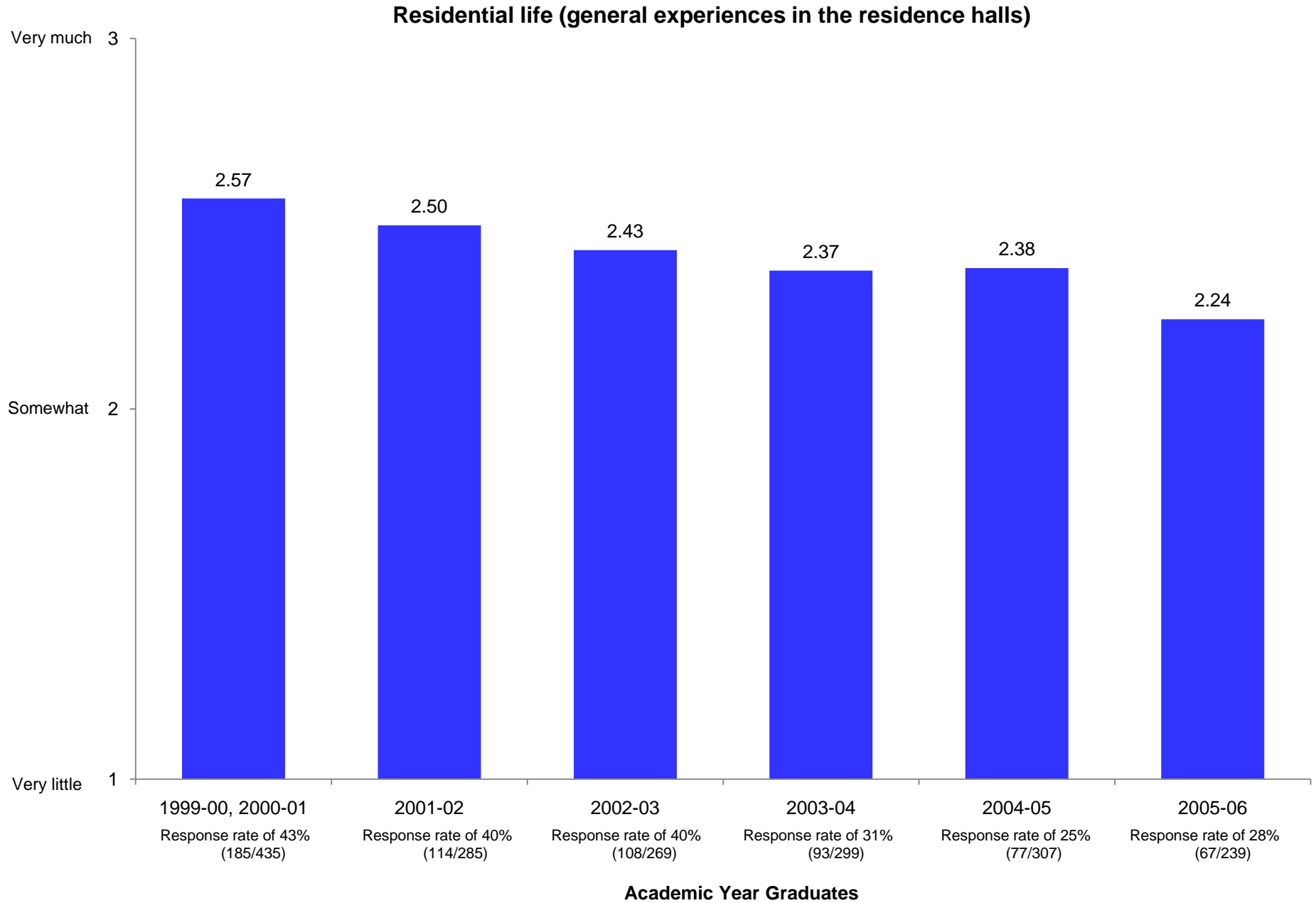
ACT Alumni Survey  
Administered to graduates two years after graduation



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



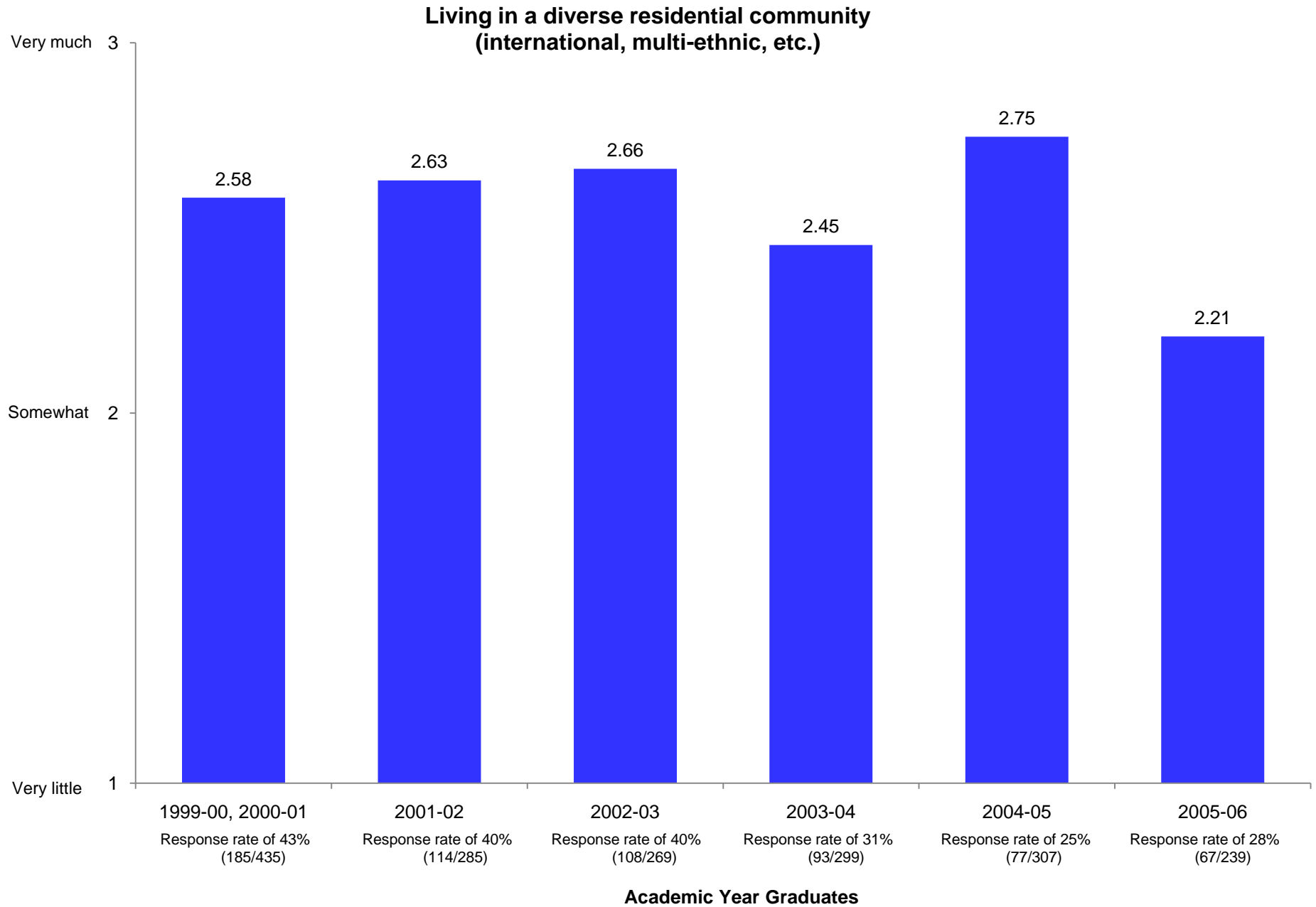
NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.



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

*Berea-Specific Item:* How much did each of the following aspects of Berea College contribute to your personal growth?

ACT Alumni Survey  
Administered to graduates two years after graduation

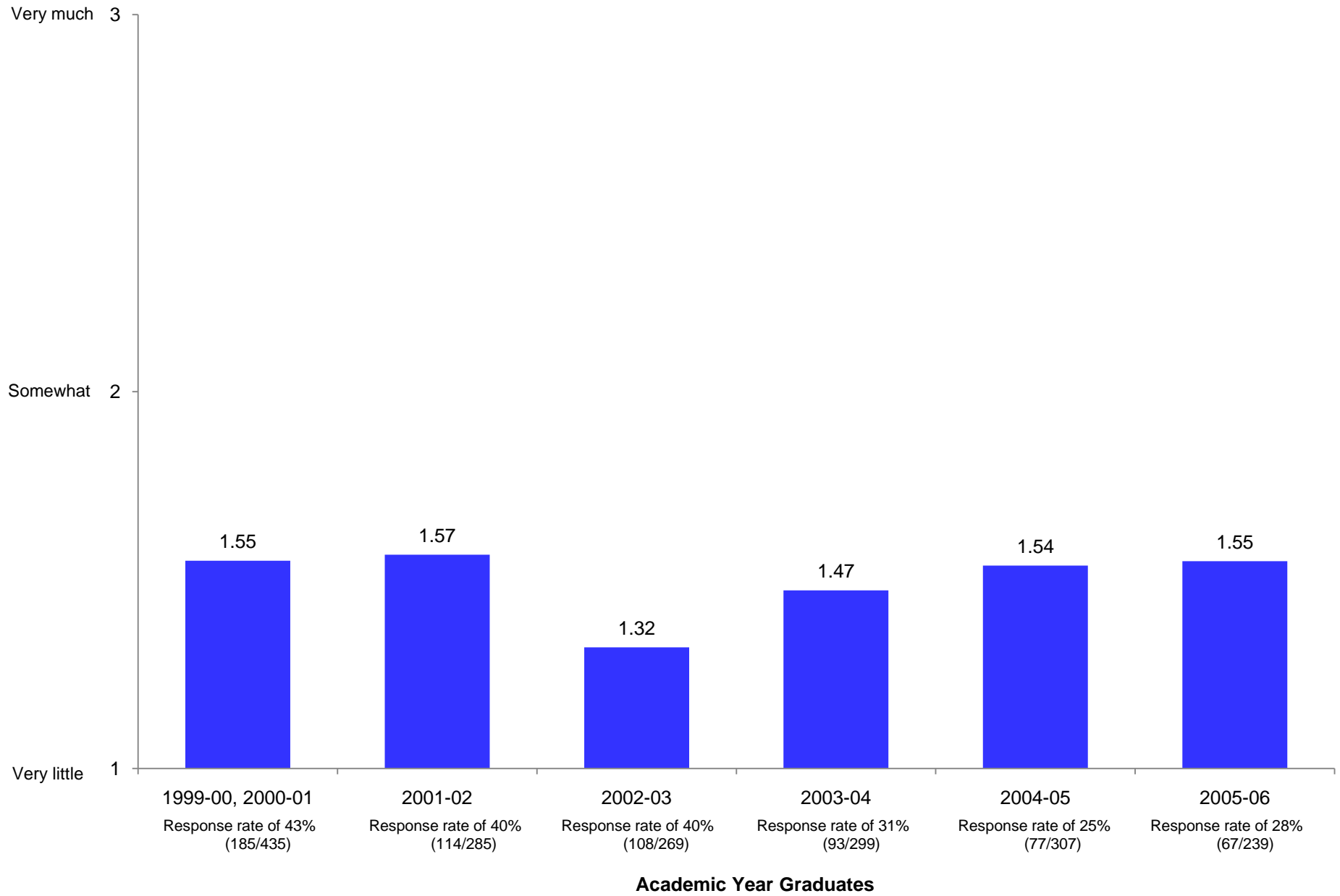


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey  
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### Student Government

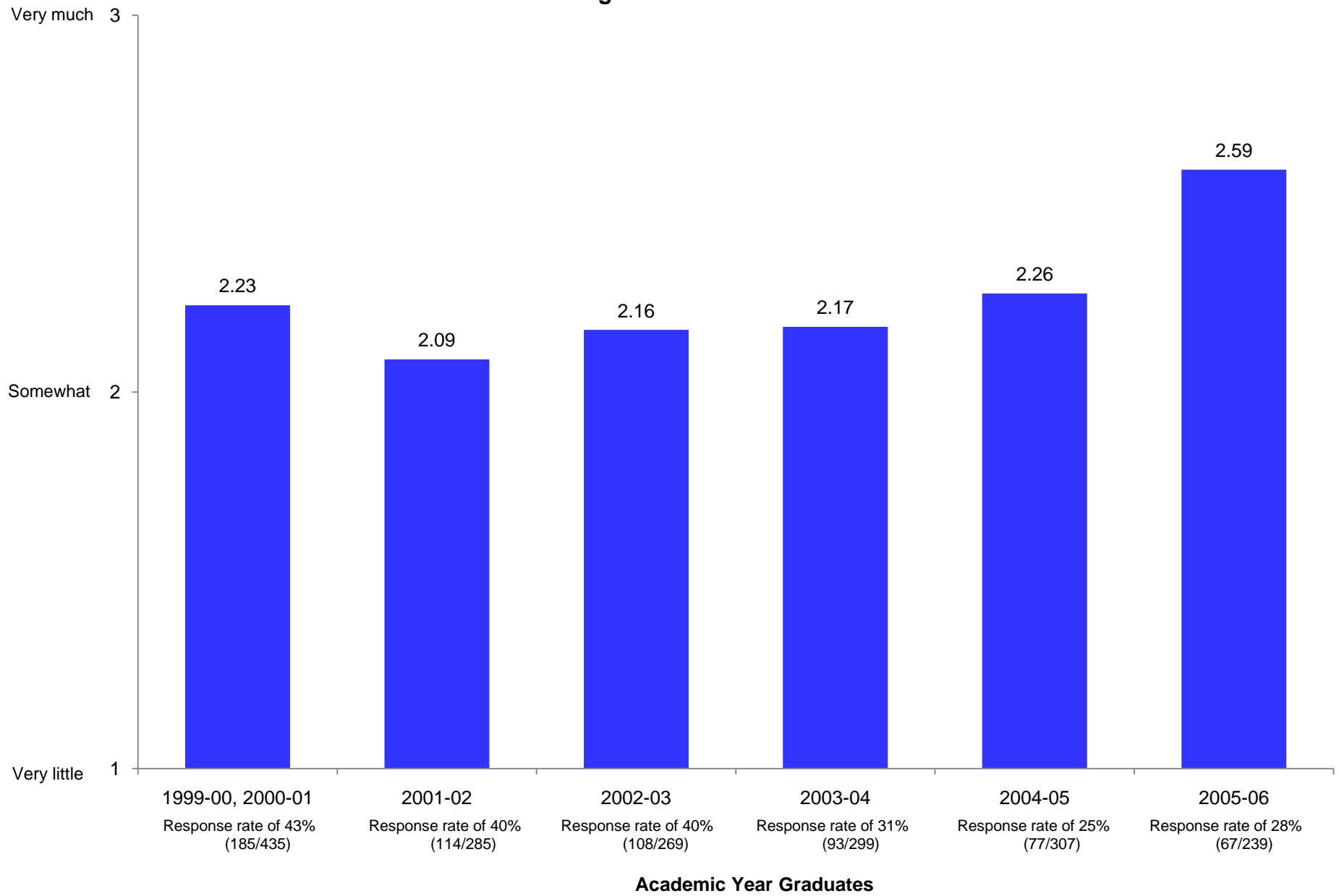


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

*Berea-Specific Item:* How much did each of the following aspects of Berea College contribute to your personal growth?

ACT Alumni Survey  
Administered to graduates two years after graduation

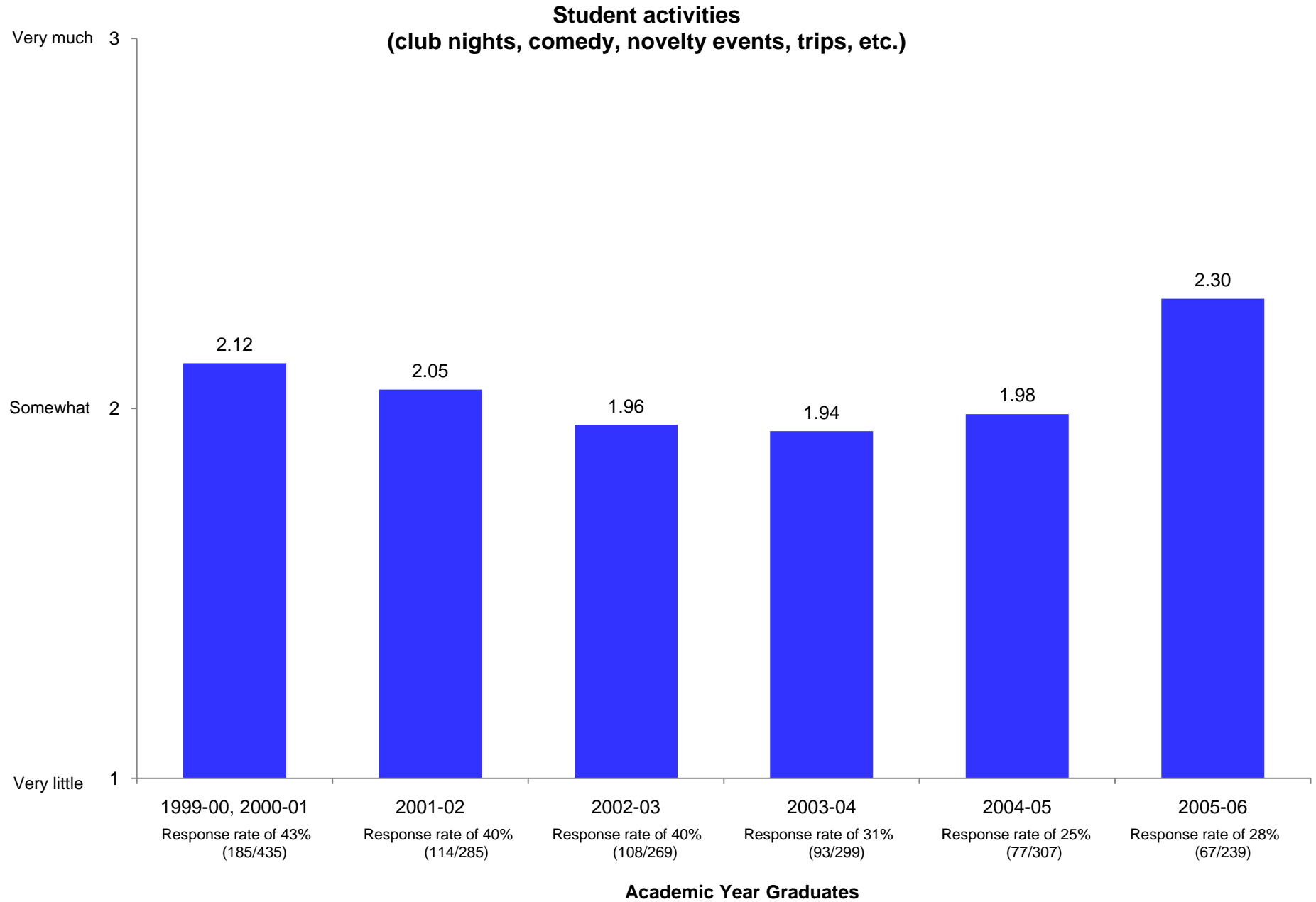
### Student organizations and clubs



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

*Berea-Specific Item:* How much did each of the following aspects of Berea College contribute to your personal growth?

ACT Alumni Survey  
Administered to graduates two years after graduation



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

# ACT Alumni Outcomes Survey

(Work Colleges Consortium Project  
administered online)

(Graduates from 1992-93 through 2006-07)



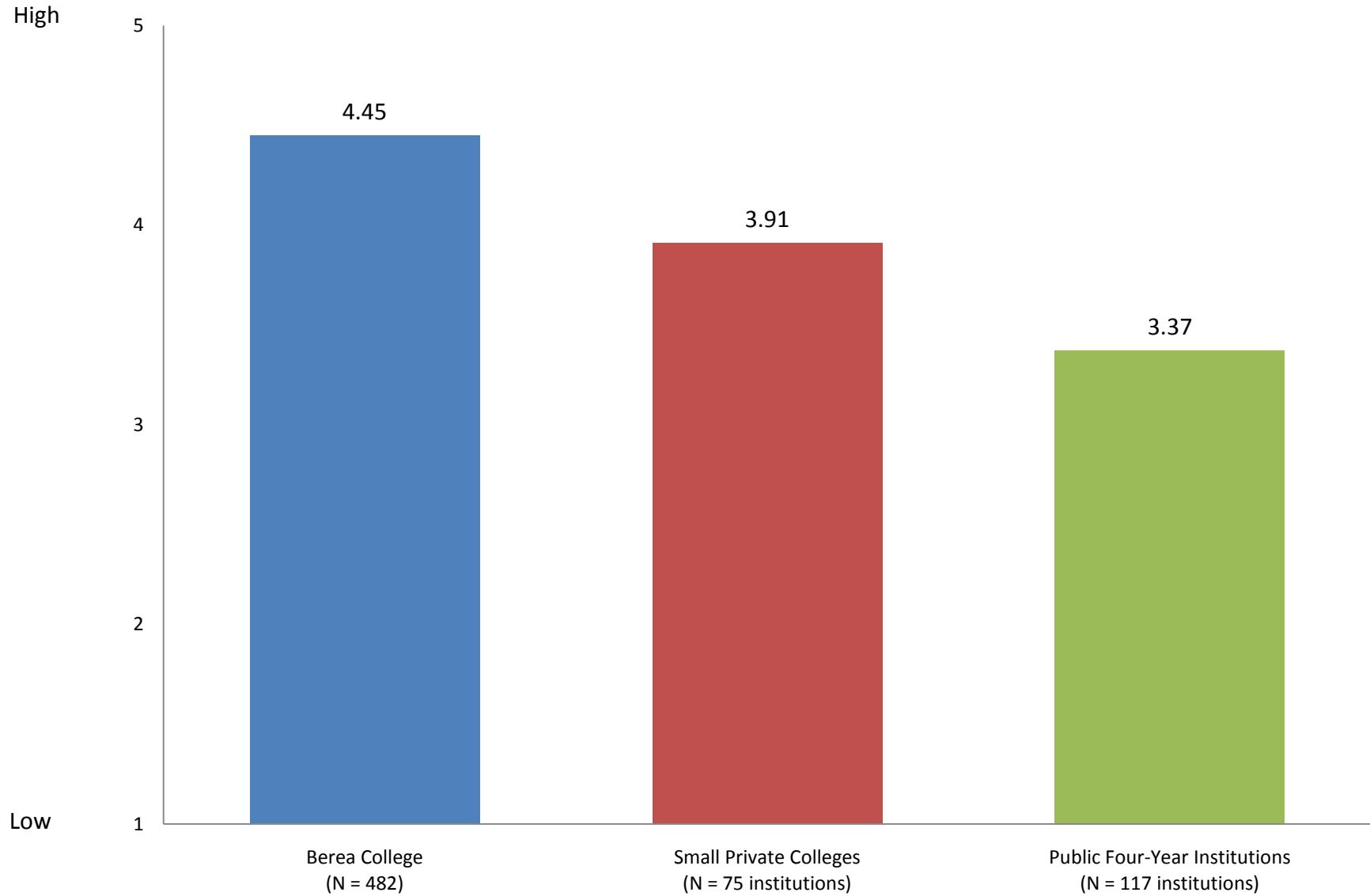
[Click to see survey instrument](#)

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



Rate this college on each of the factors below.

### *Sense of individual belonging on this campus*



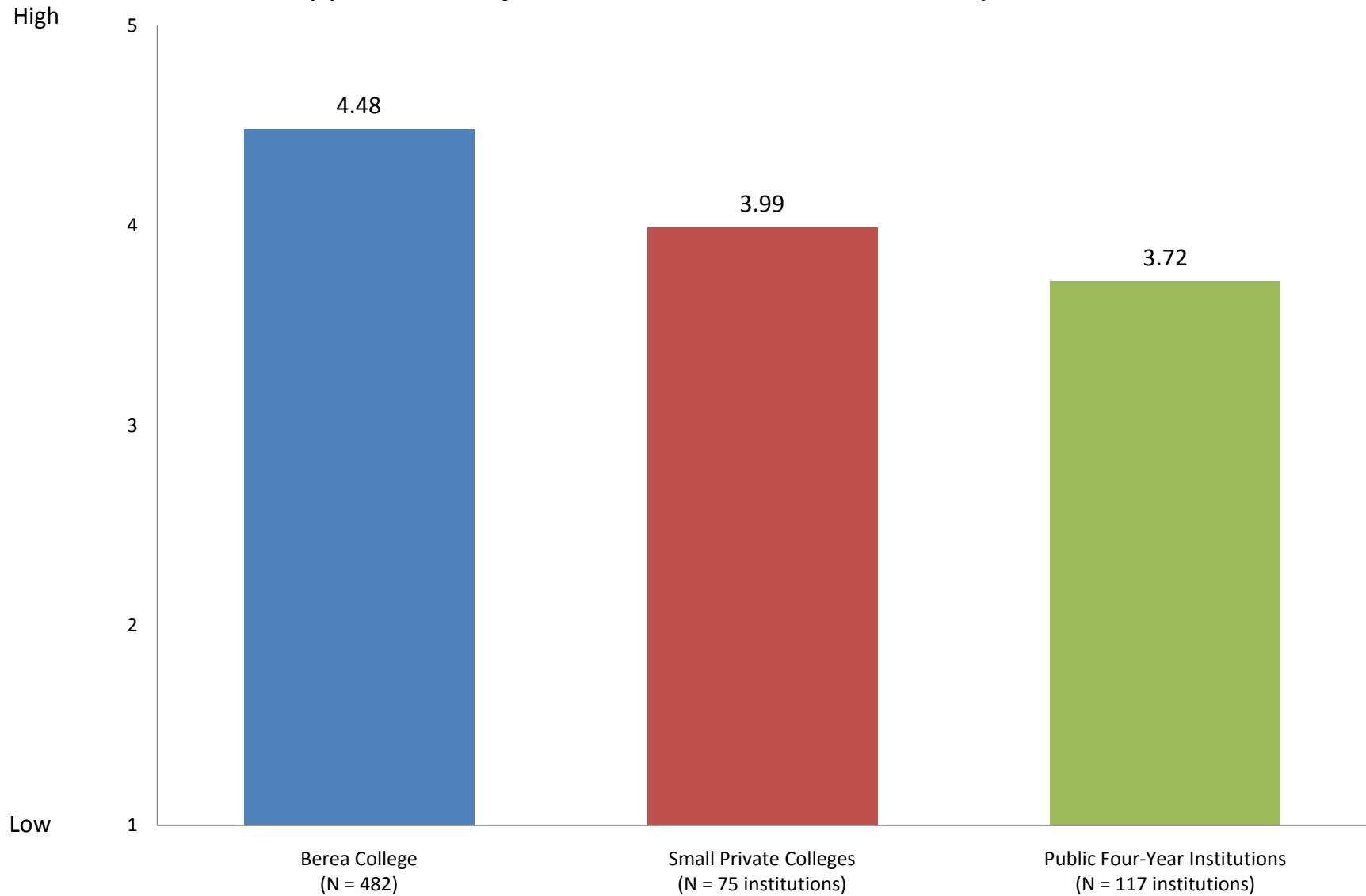
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

Rate this college on each of the factors below.

### *Opportunities for student involvement in campus activities*



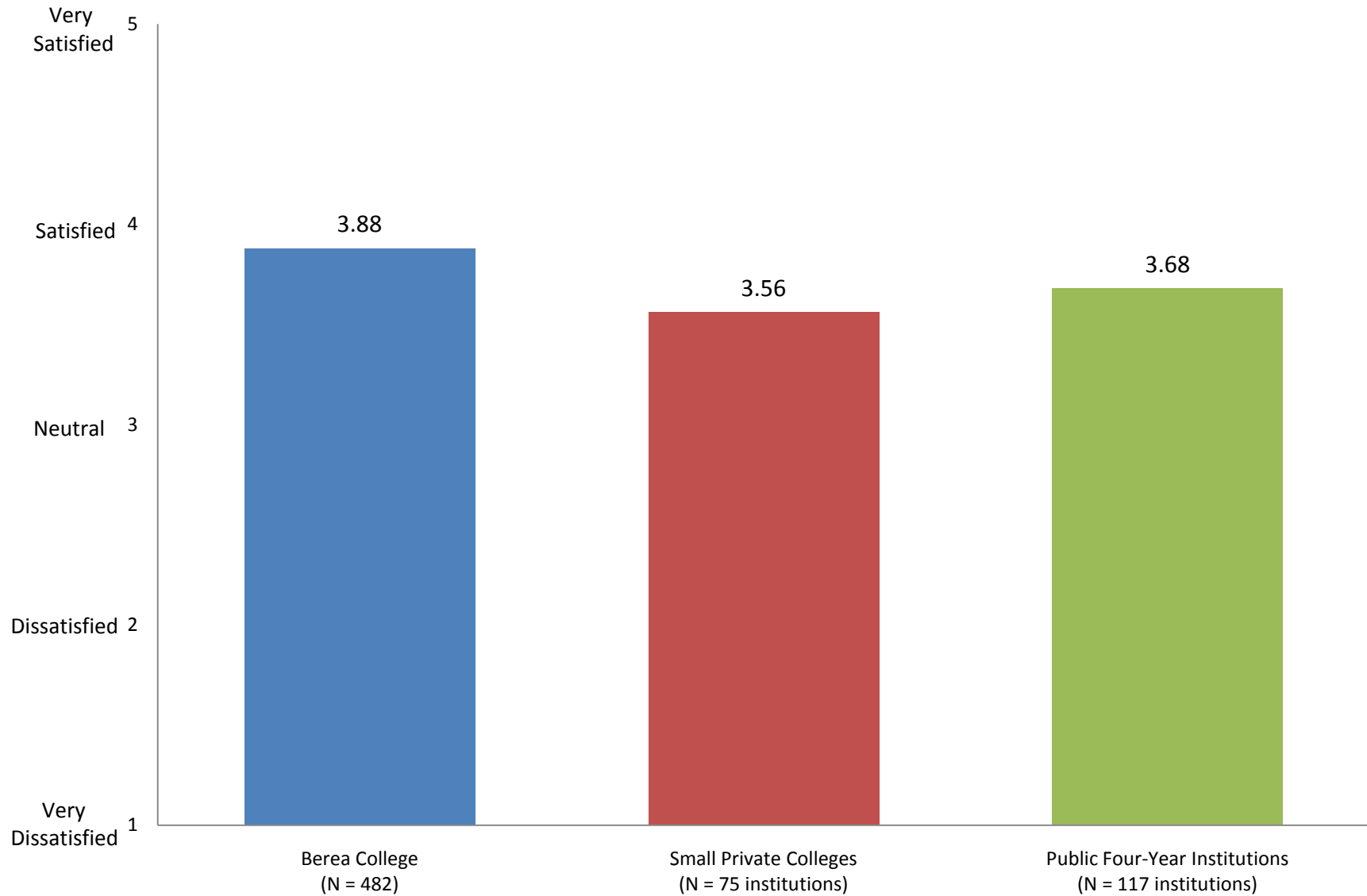
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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

### Campus response to needs of physically challenged individuals



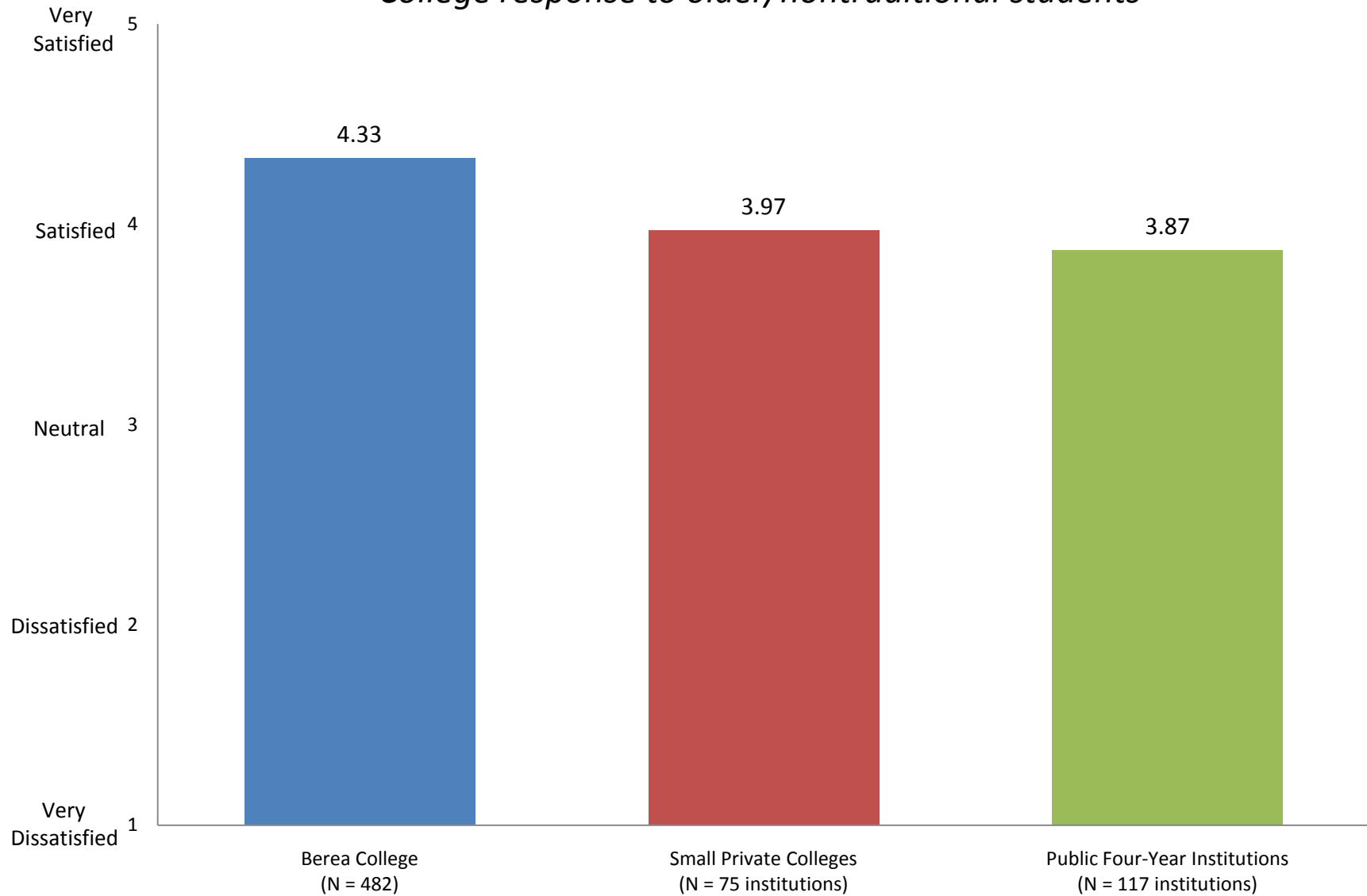
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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

### College response to older/nontraditional students



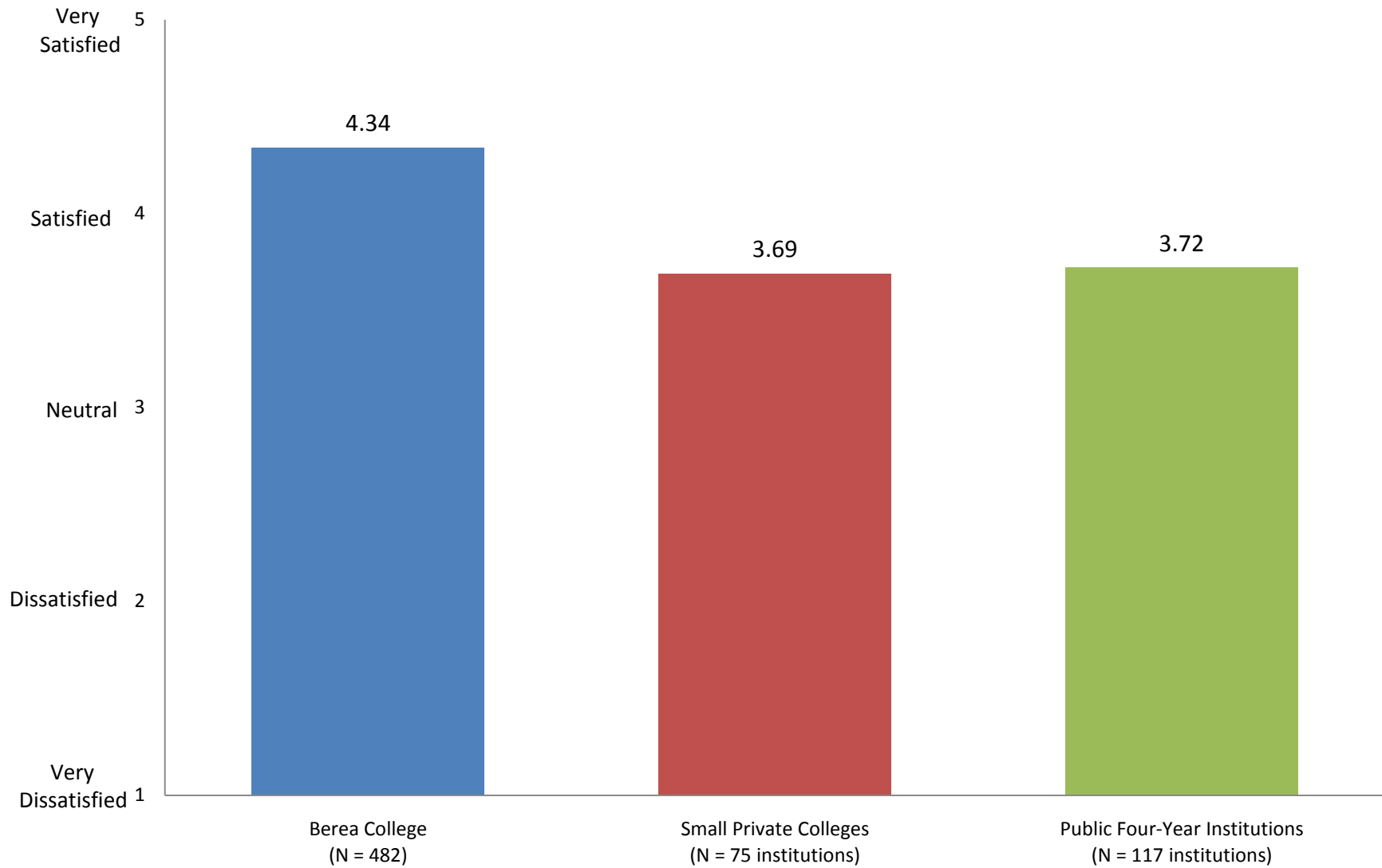
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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

### *Campus acceptance of individuals regardless of their sexual orientation*



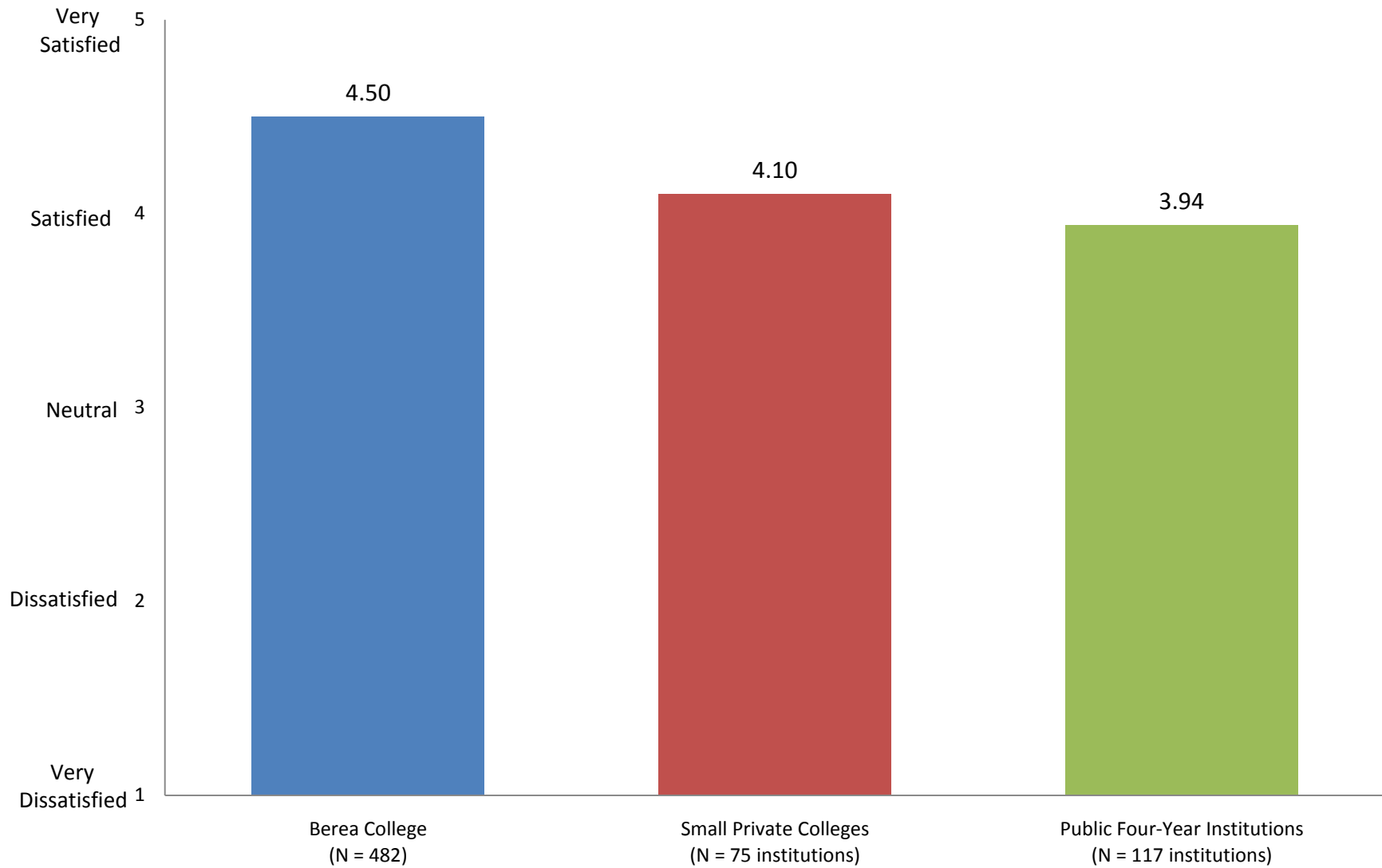
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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

### General condition of building and grounds



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%