

Leadership

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: Leadership

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

2012 - 2022 Construct Reports

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

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

2022 Theme Report – Includes comparisons with other Non-Sectarian Institutions

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

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

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

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

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

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

- Participate in student government

Graphical Report (Recent Trends)

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

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

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

- Becoming an authority in my field
- Becoming a community leader
- Influencing the political structure

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

- Participate in student government
- Participate in student protests or demonstrations (*not asked in 2016*)

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

- Demonstrated for a cause (e.g., boycott, rally, protest)

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

2014 Construct Report

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

2014 Graphical Report

During the past two years have you taken advantage of any of the following professional development opportunities at this institution?

- Training or administrative leadership

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

- Lead a discussion, activity or lab

Indicate how important you believe each priority listed below is at your college or university:

- Develop leadership ability among students

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

- Departmental leadership

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

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

- Explained course material to one or more students (*major wording change in 2014*)

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

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

- Participate in an internship, co-op, field experience, student teaching, or clinical placement
- Independent or self-designed major
- Hold a formal leadership role in a student organization or group (*new for 2014*)

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.)

Topical Module: Civic Engagement (Asked only during 2019 administration)

Select the response that best represents your ability to do the following:

- Lead a group in which people from different backgrounds feel welcomed and included.

During the current school year, whether course-related or not, about how often have you done the following?

- Organized others to work on campus or local issues.
- Organized others to work on state, national, or global issues.

National Survey of Student Engagement (NSSE), continued:

Faculty/Student Comparisons (FSSE/NSSE)

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

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

- Explained course material to one or more students

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

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

- Participate in an internship, co-op, field experience, student teaching, or clinical placement

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

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

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

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

- Hold a formal leadership role in a student organization or group

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.)

Graduating Seniors' Survey

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

- Developing leadership skills
- Recognizing my rights, responsibilities, and privileges as a citizen
- Becoming sensitive to moral injustices and ways of avoiding or correcting them
- Actively participating in volunteer work to support worthwhile causes

Historical Survey Data (Prior to 2014)

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

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

- Developing leadership skills

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

Percent of Students who rated themselves “Above Average” or “Highest 10%” compared with the average person their age in:

- Leadership ability

Percent of students who marked “frequently” or “occasionally”.

- Discussed politics
- Worked on a local, state, or national political campaign

Percent of students who marked the objective as “Very important” or “Essential”

- Influencing the political structure
- Participating in a community action program
- Keeping up to date with political affairs
- Becoming a community leader
- Working to find a cure for a health problem
- Reading a newspaper to be informed of national and global issues
- Improving the health of minority communities

Percentage of student who indicated “yes” to: Since entering this college have you:

- Voted in the 2004 presidential election

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

- Read a newspaper

Percent of students noting “much stronger” skills compared with time when entered college:

- Understanding of national issues
- Understanding of global issues
- Ability to make your own decisions

How would you characterize your political views?

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

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

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

- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as part of a regular course

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

- Contributing to the welfare of your community

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

- Independent or self-designed major

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

Have you ever done the following?

- Participated in a volunteer service outside the United States

The statements in the left and right columns below are intended to represent ends of a scale. Please click the button that 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 am not skillful/skillful at resolving conflicts that involve bias, discrimination and prejudice.
- I do not have/have the skills to create an environment where members feel included.

The statements in the left and right columns below are intended to represent ends of a scale. Please click the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.

- People should not/should try to make a contribution to their community.
- People cannot/can play an important role in making the world better.
- By working together, people cannot/can influence decisions that affect their community.
- Communicating with decision makers does not help people/helps people solve problems facing their community.

How frequently do you engage in each activity either in or out of the classroom?/How effectively have you done in each activity in or out of the classroom?

- Lead a group project.
- Organize a group to address an issue or problem.
- Identify others who could help deal with an issue or a problem in your community.

Graduating Seniors' Survey

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

- Taking responsibility for my own behavior (*not asked since 2011-12*)

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 areas?:

Recognizing your rights, responsibilities, and privileges as a citizen

Berea-Specific Item

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

- Participation in Activism (political party work, social justice activities, environmental action projects, etc.)

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

Indicate your level of involvement while attending this institution/at the current time

- Youth Activities (scouting, athletics, 4-H, etc.)
- Educational (school board, PTA, etc.)
- Political or Civic

Indicate if you have or have not done each of the following:

- Campaigned for/assisted someone running for political office
- Run for political office
- Been elected to political office
- Been appointed to political office

How often do you vote in the following elections? (Local, State, National)

Importance to your current endeavors. Contribution your experience at college made to your growth.

- Exercising my rights, responsibilities and privileges as a citizen.
- Actively participating in volunteer work to support worthwhile causes

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

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

- Developing and using effective leadership skills
- Working cooperatively in groups; working as a team leader.

Berea-Specific Item

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

- Helped me use effective leadership skills
- Helped me to learn how to work cooperatively in groups/teams.

Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



Administered Fall Terms 2002, 2004, 2006, 2008,
2010, 2012, 2014, 2016, 2018, 2020, and 2022

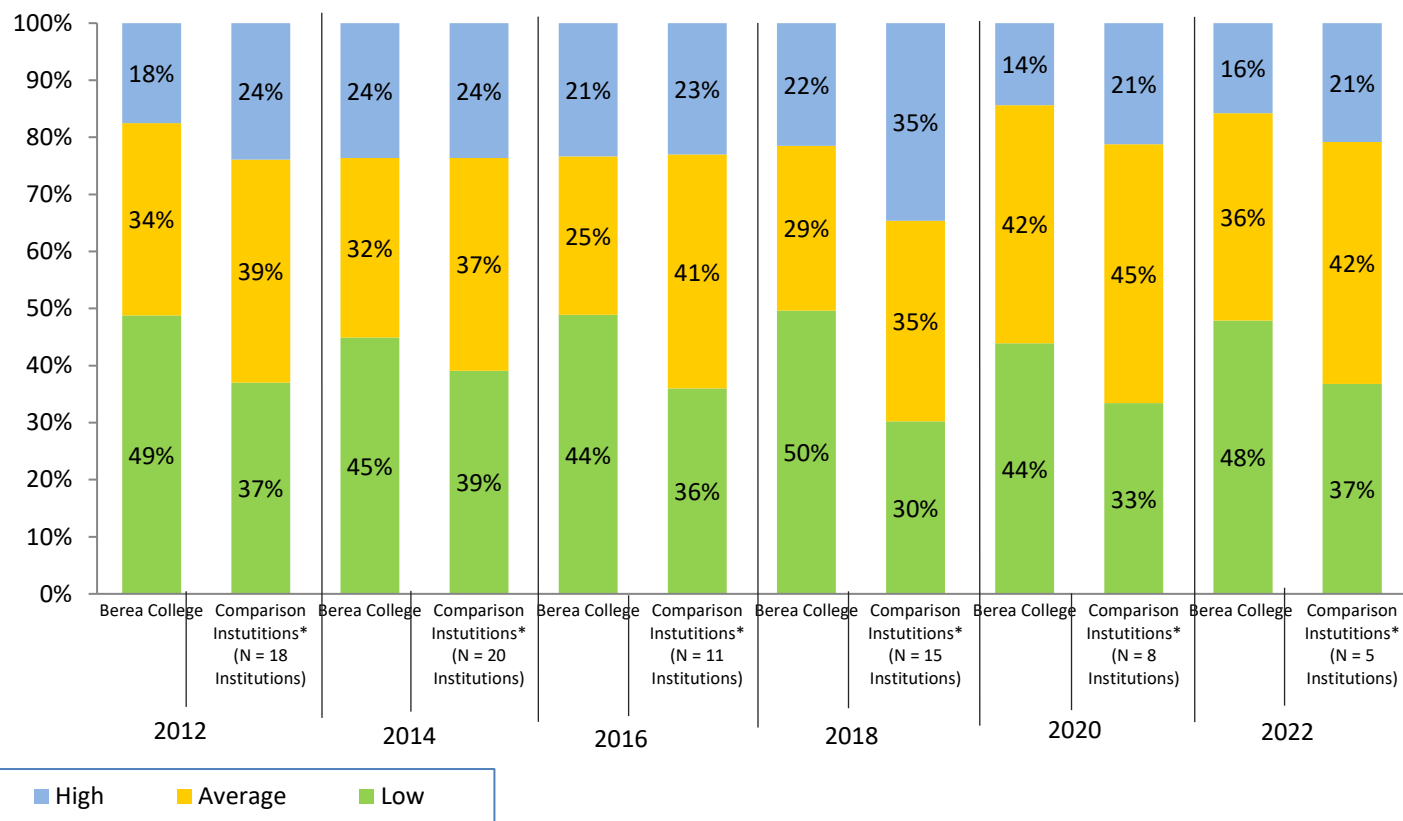
[Select to see survey instruments](#)

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%
2022	56.0%		

Cooperative Institutional Research Program (CIRP), Fall 2012, 2014, 2016, 2018, 2020 and 2022

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

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



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

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

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

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

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

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

Response Rates: 2012: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%; 22: 56%.

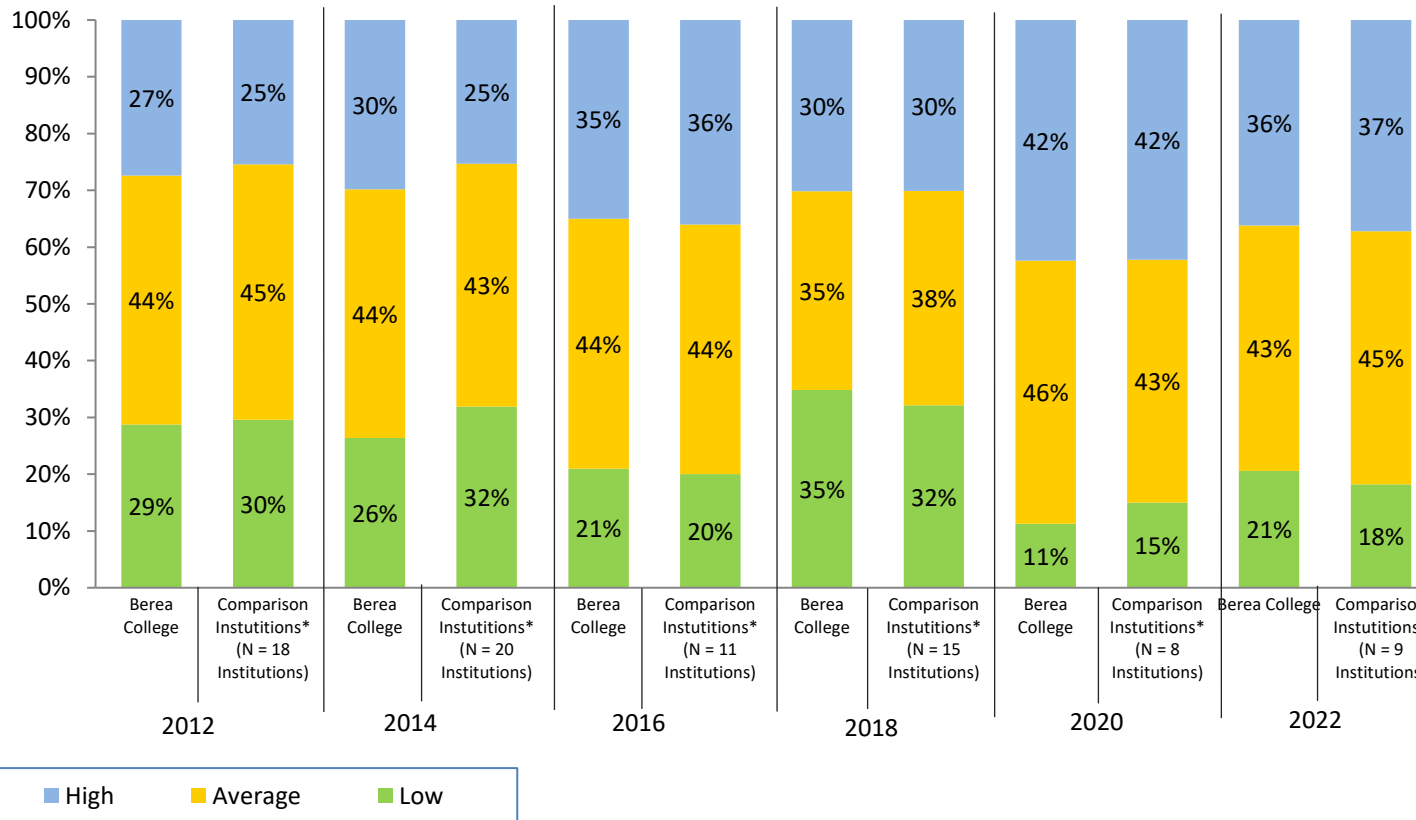
NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Source: Office of Institutional Research and Assessment, April 2023

Cooperative Institutional Research Program (CIRP), Fall 2012, 2014, 2016, 2018, 2020, and 2022

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

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



Survey items included in the construct, **Social Agency**:

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

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

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

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

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

Response Rates: 2012: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%; 22: 56%.

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

Source: Office of Institutional Research and Assessment, April 2023

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

- Rate yourself on each of the following traits as compared with the average person your age:
(Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)
 1. Drive to achieve
 2. Leadership ability
 3. Self-confidence (social)

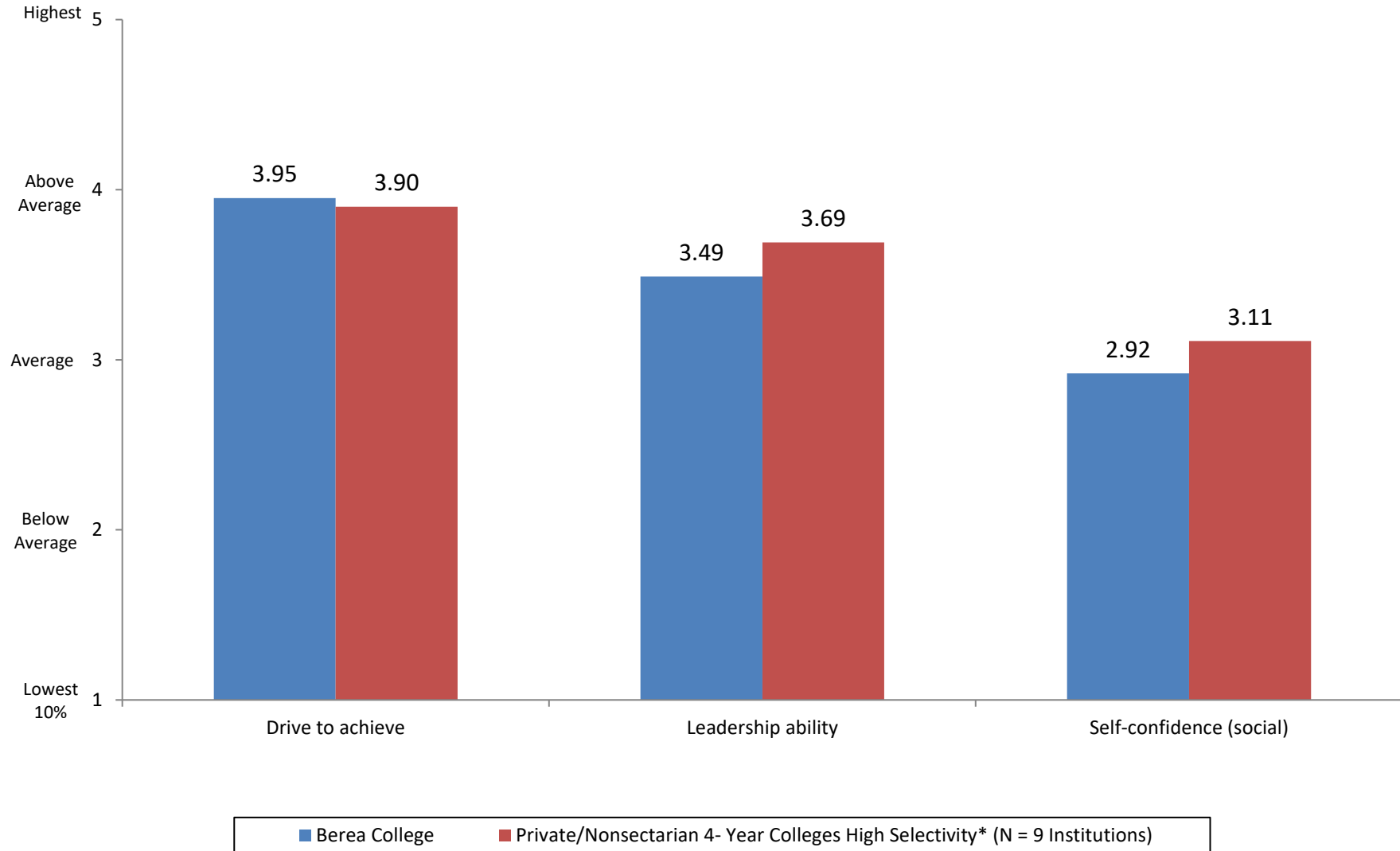
- Please Indicate the importance to you personally of each of the following:
(Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1)
 1. Becoming an authority in my field
 2. Becoming a community leader

- What is your best guess as to the chances that you will:
(Very good chance = 4, Some chance = 3, Very little chance = 2, No chance = 1)
Participate in student government

THEME: Leadership

(Based on First-Year Students Only)

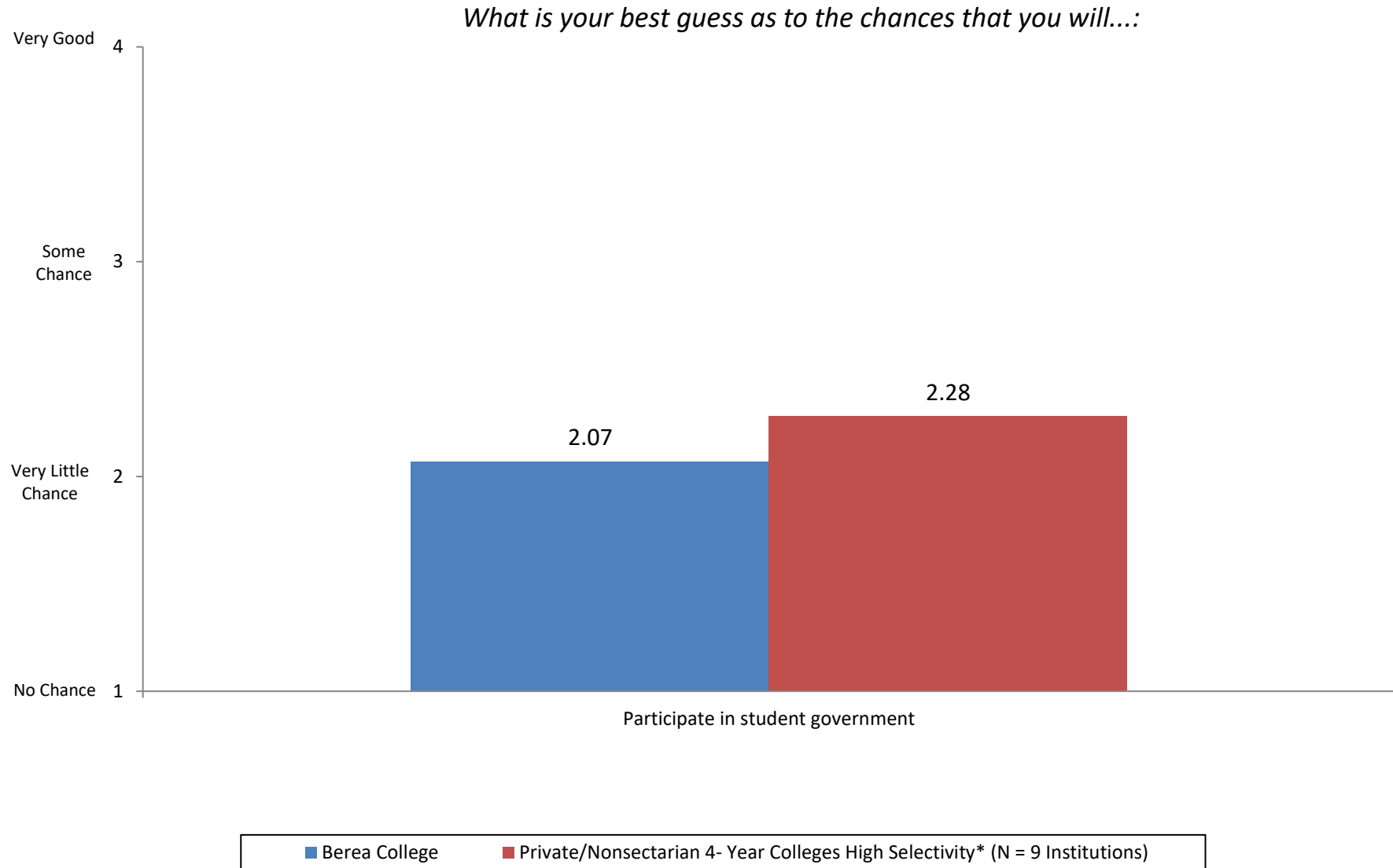
Rate yourself on each of the following traits as compared with the average person your age.



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

THEME: Leadership

(Based on First-Year Students Only)

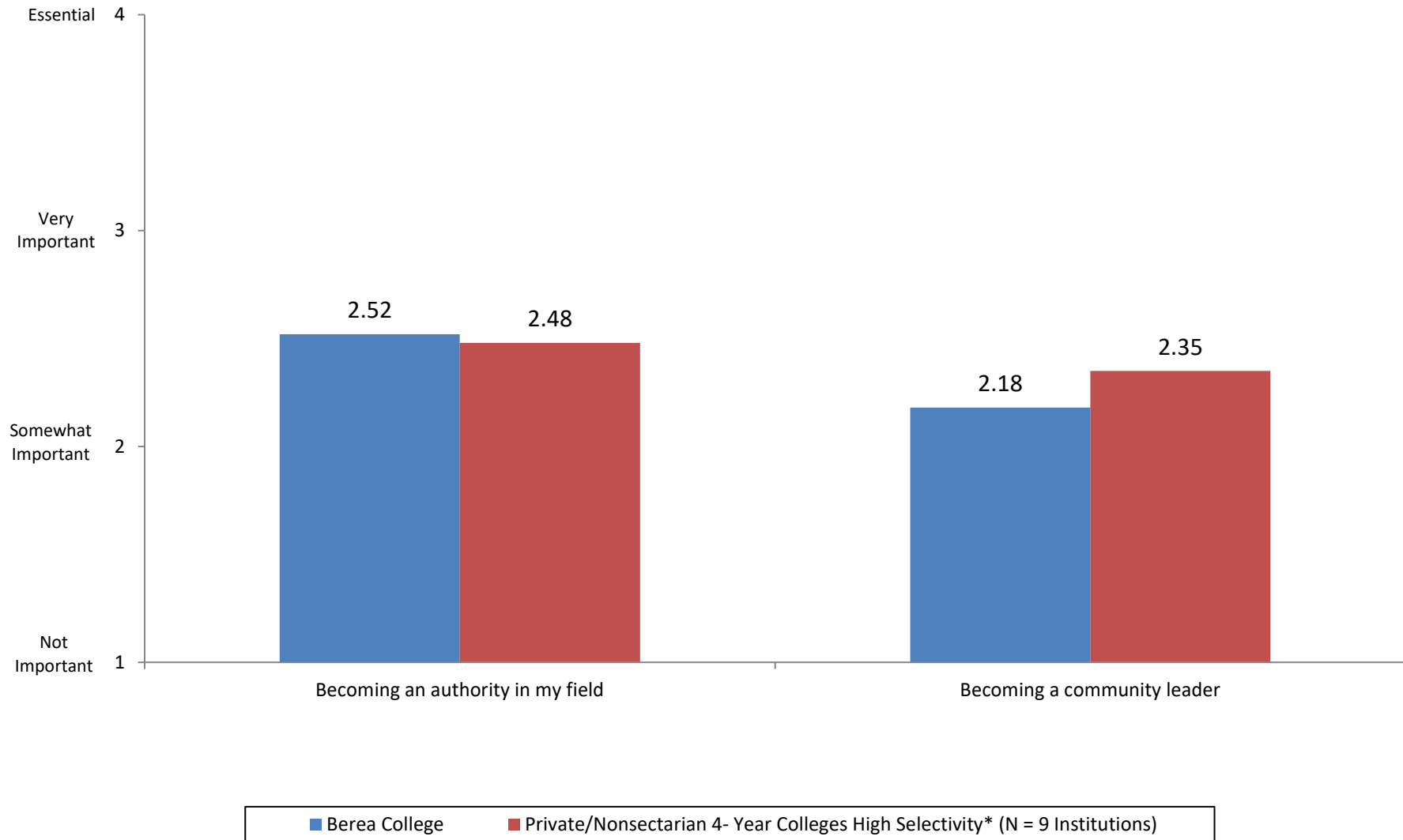


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THEME: Leadership

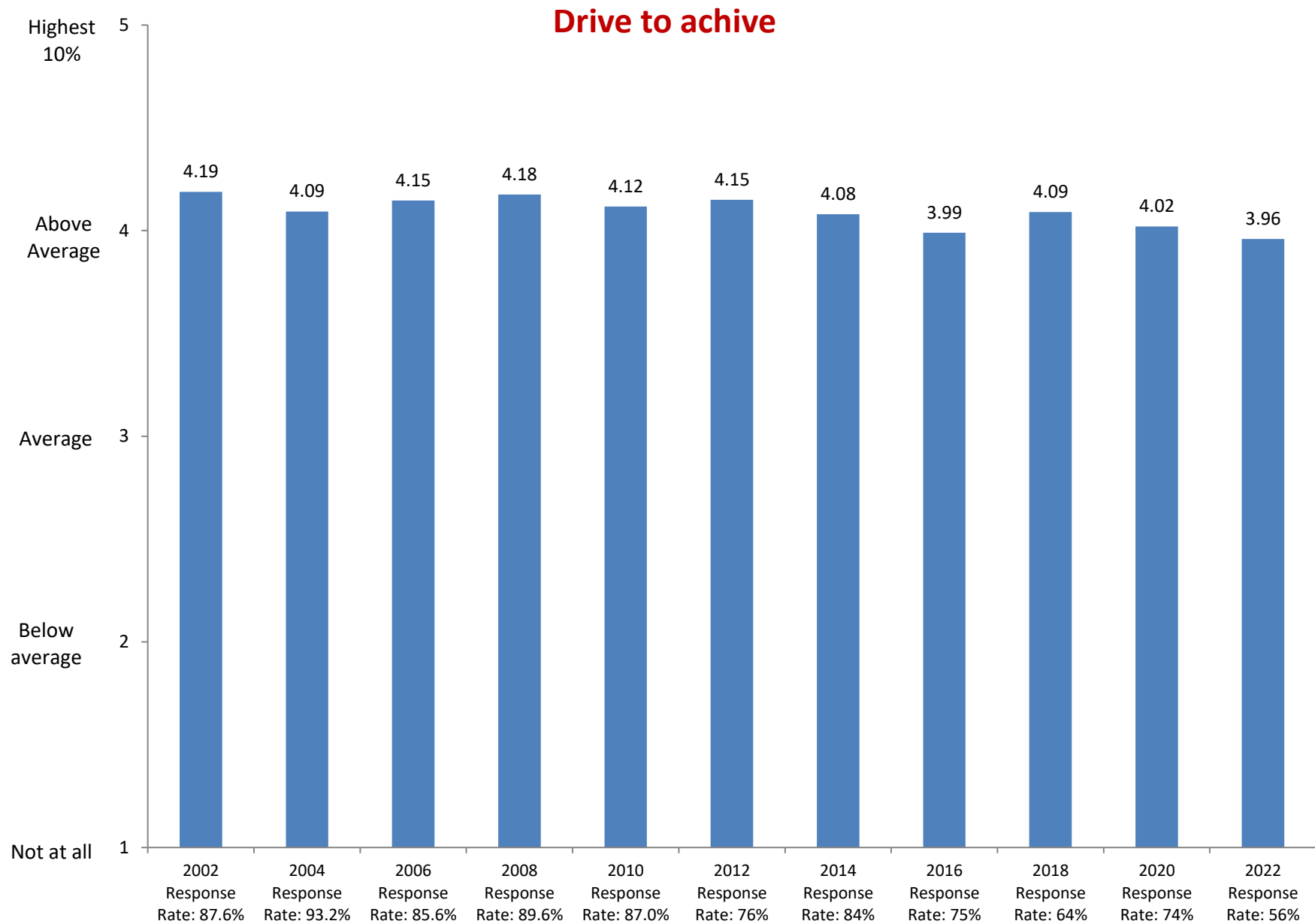
(Based on First-Year Students Only)

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



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

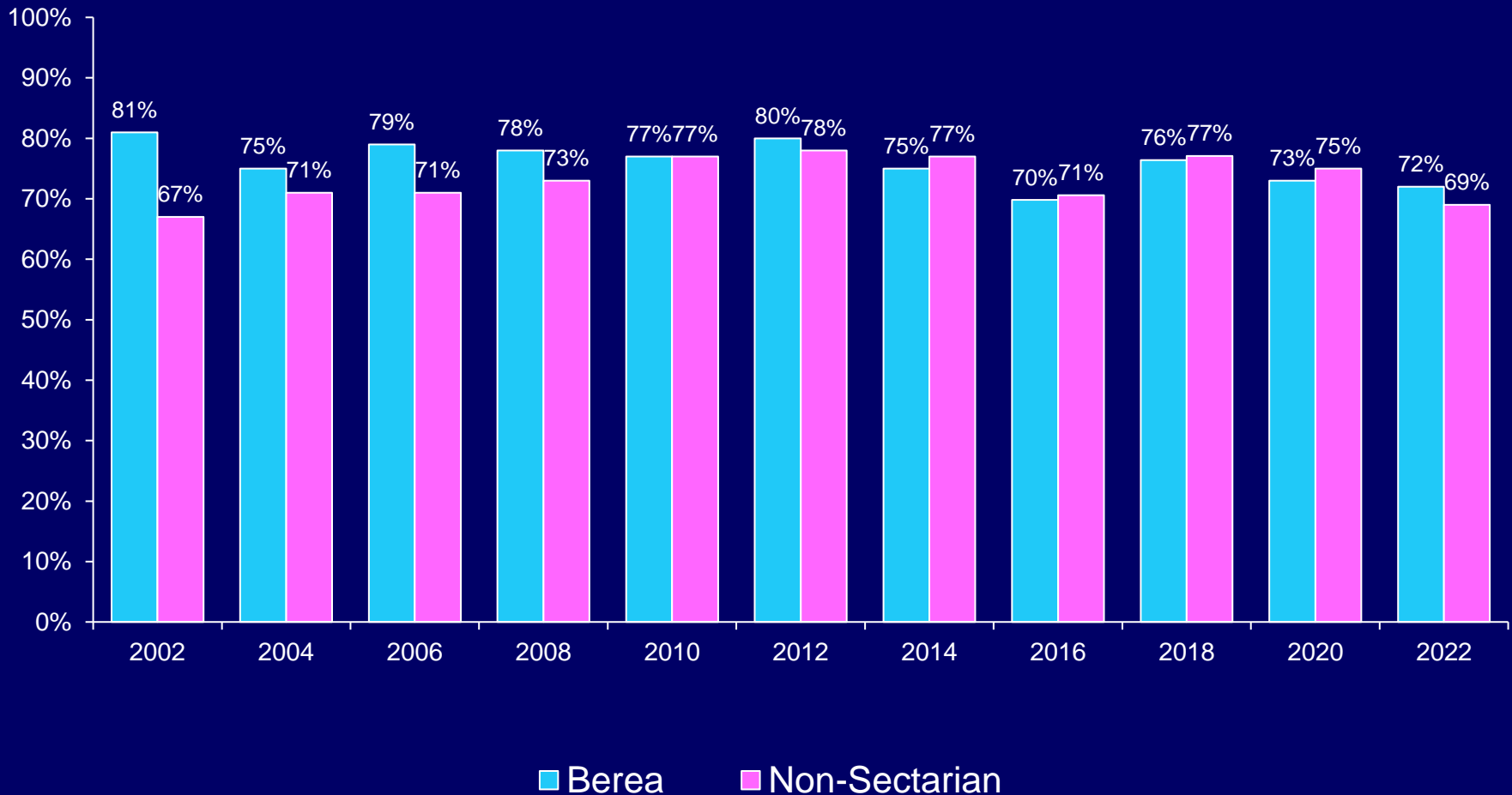
Rate yourself on each of the following traits as a compared with the average person your age.



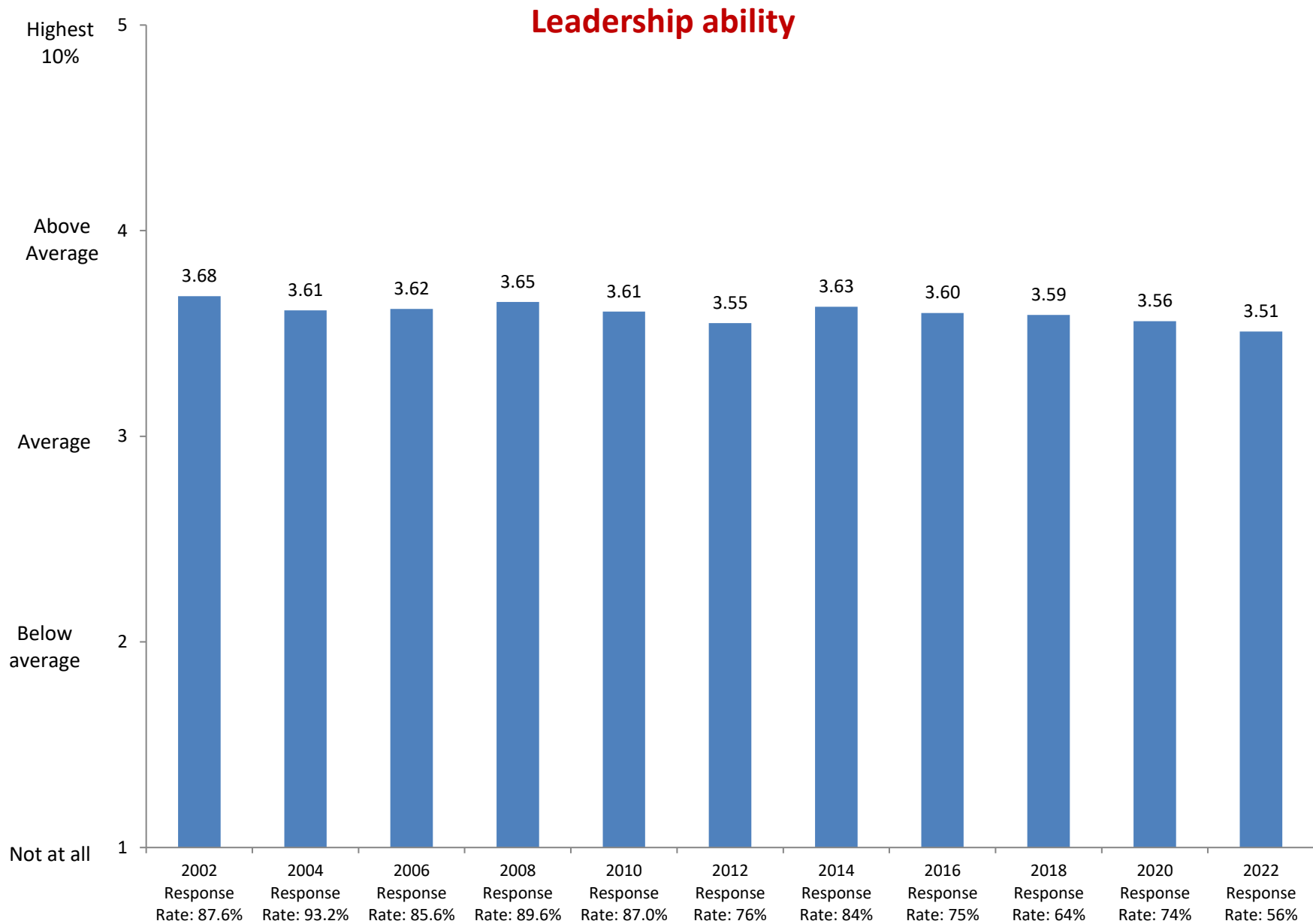
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

Drive to achieve



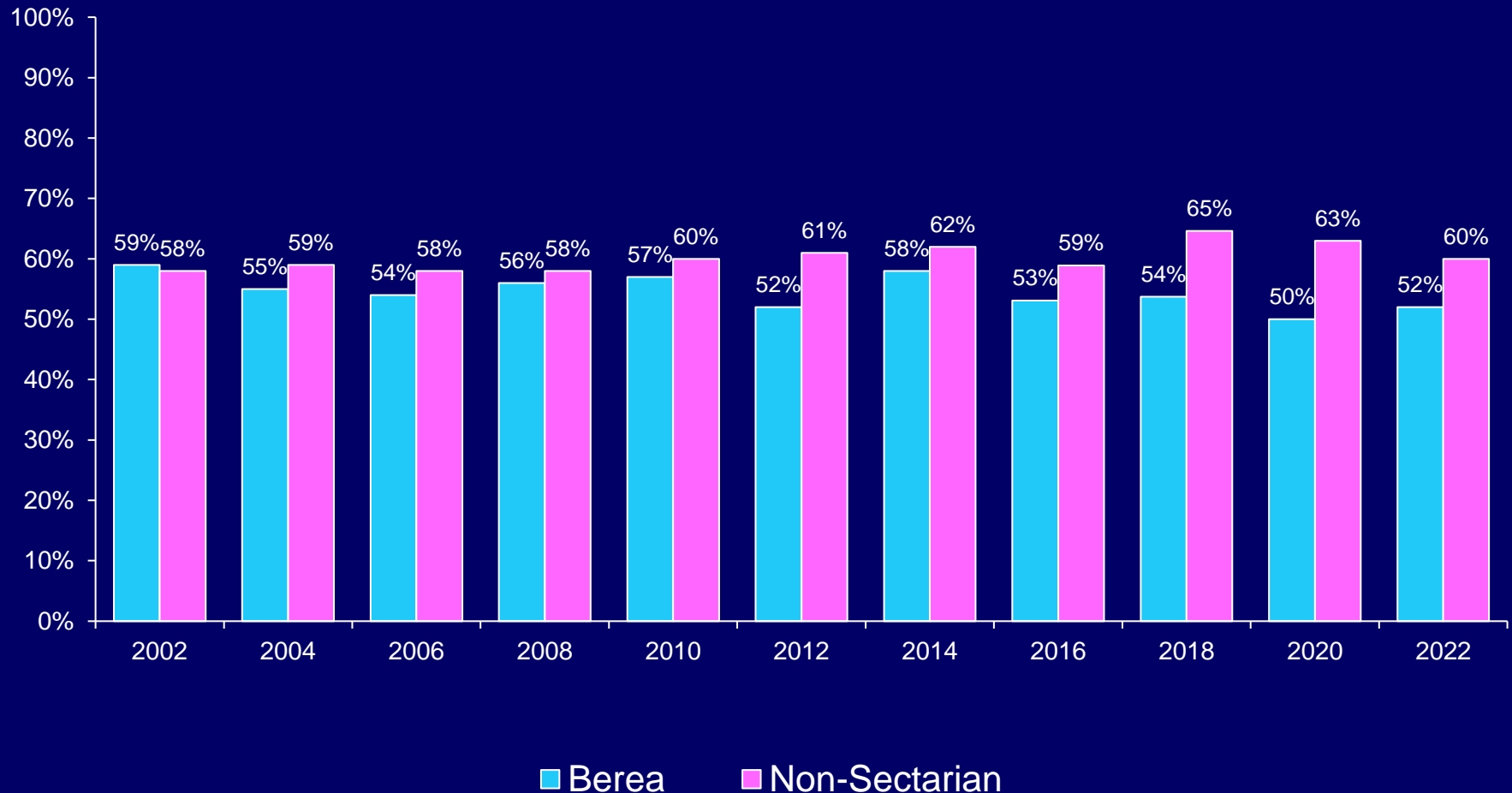
Rate yourself on each of the following traits as a compared with the average person your age.



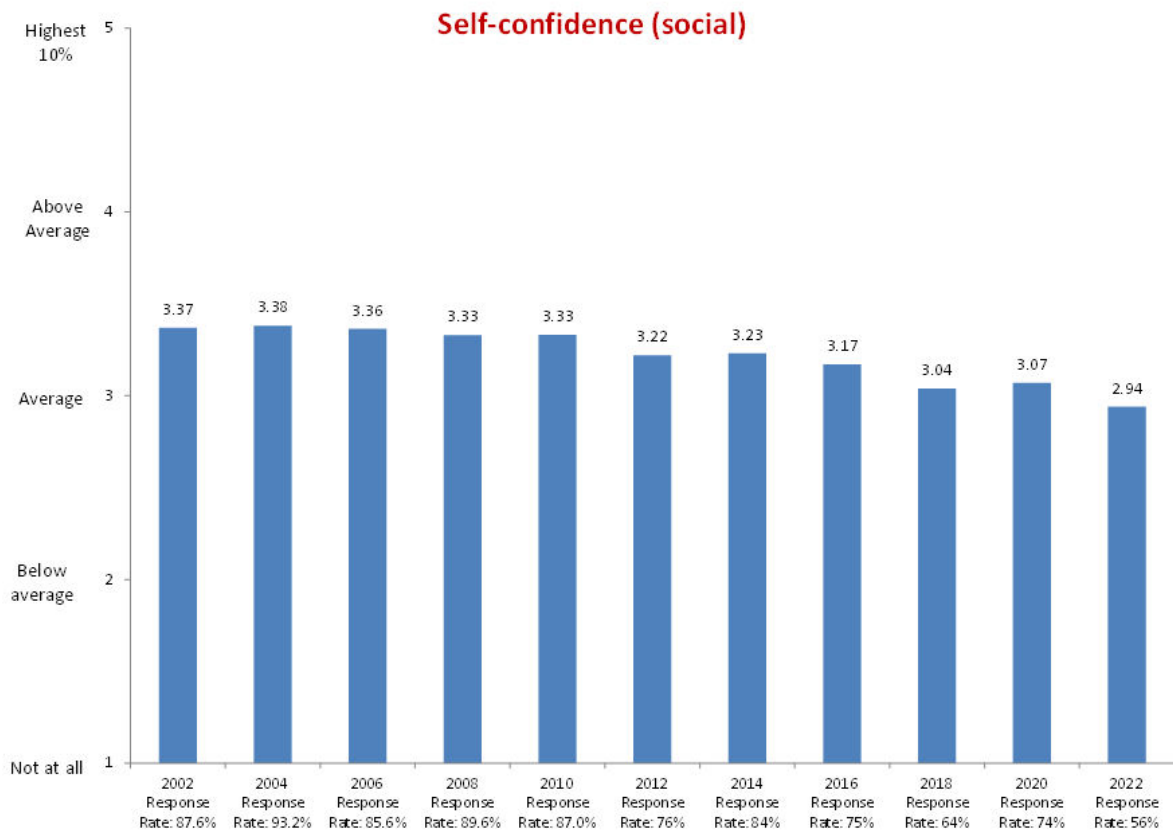
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

Leadership ability

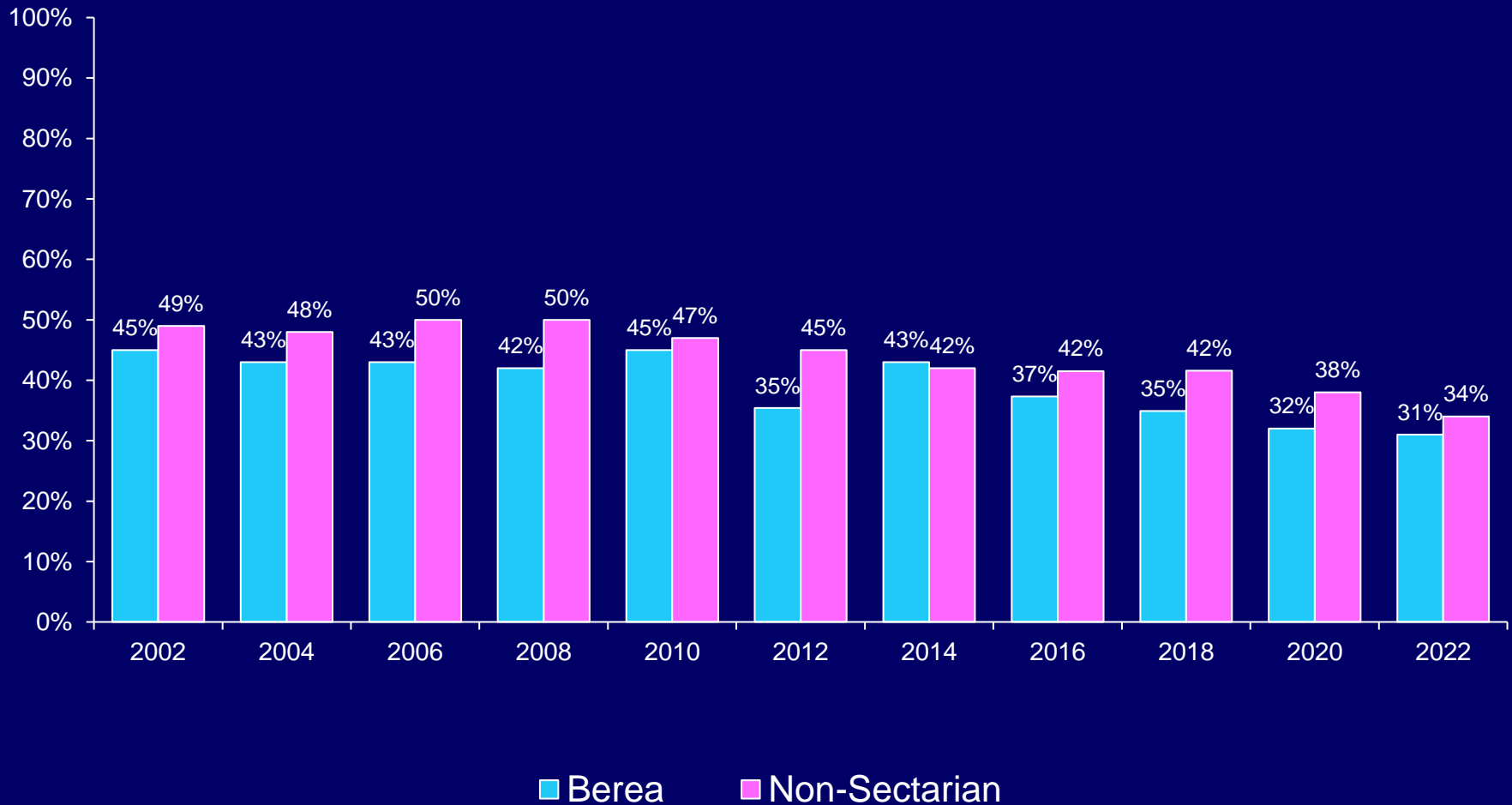


Rate yourself on each of the following traits as a compared with the average person your age.



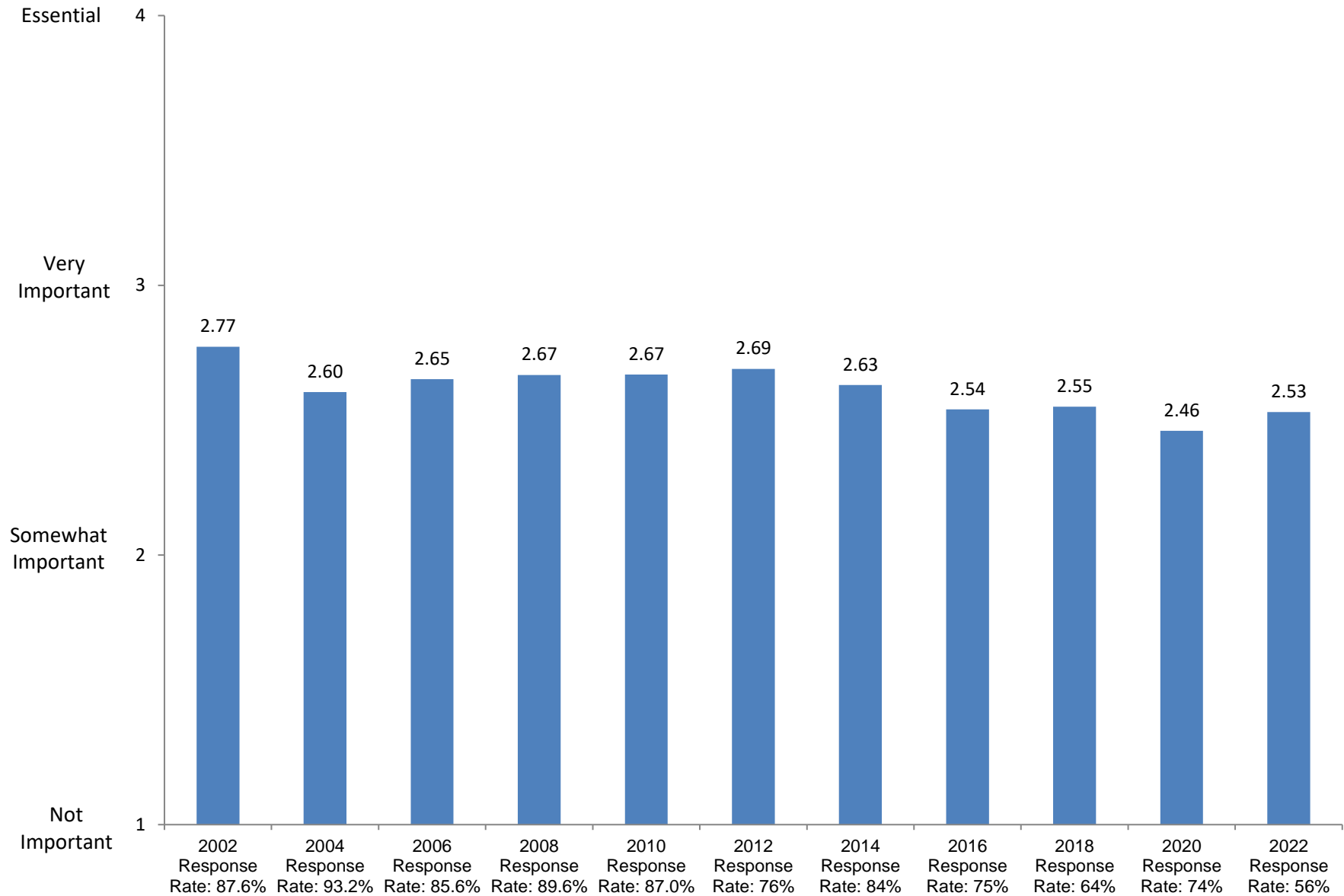
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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



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

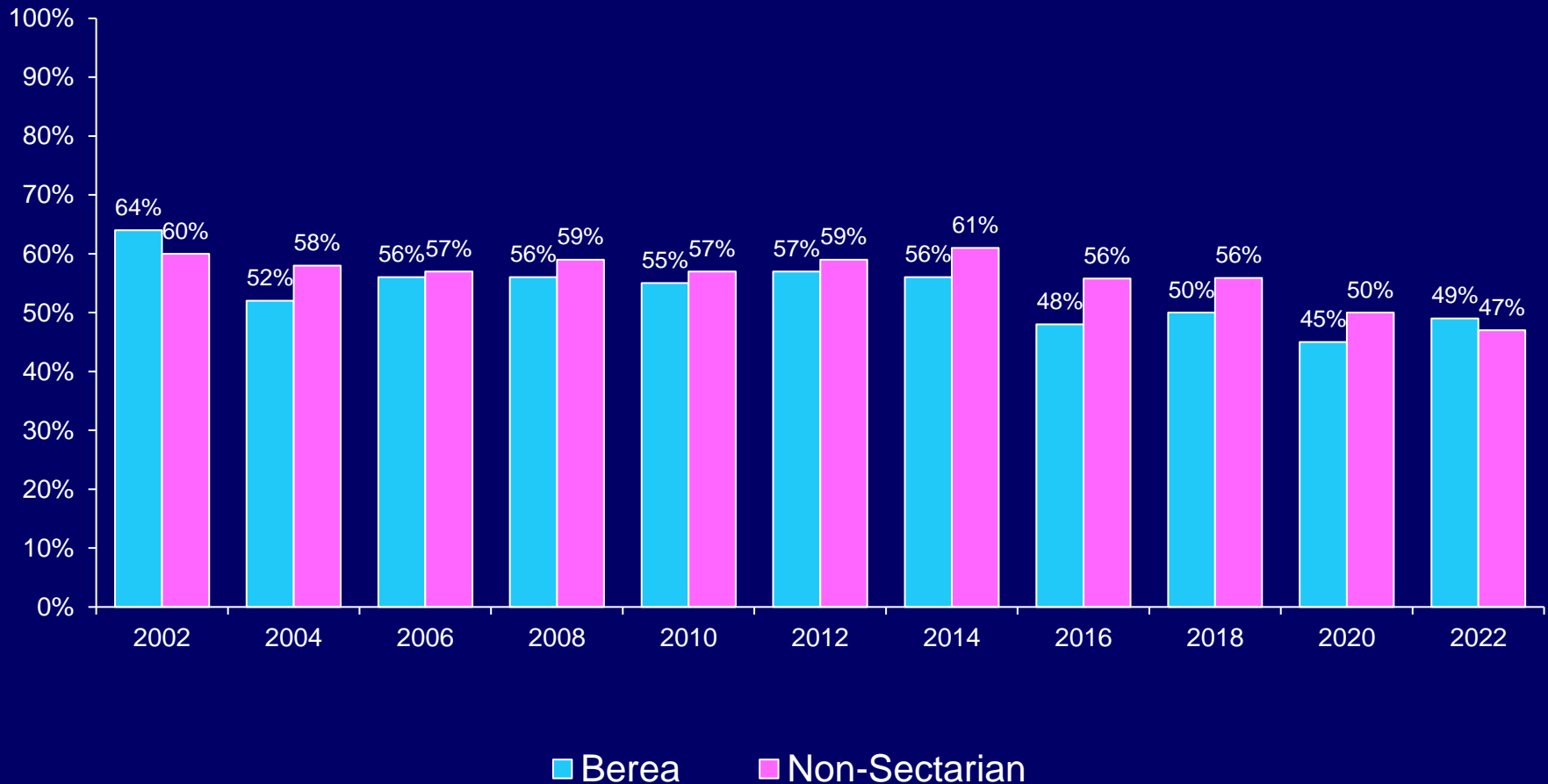
Becoming an authority in my field



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

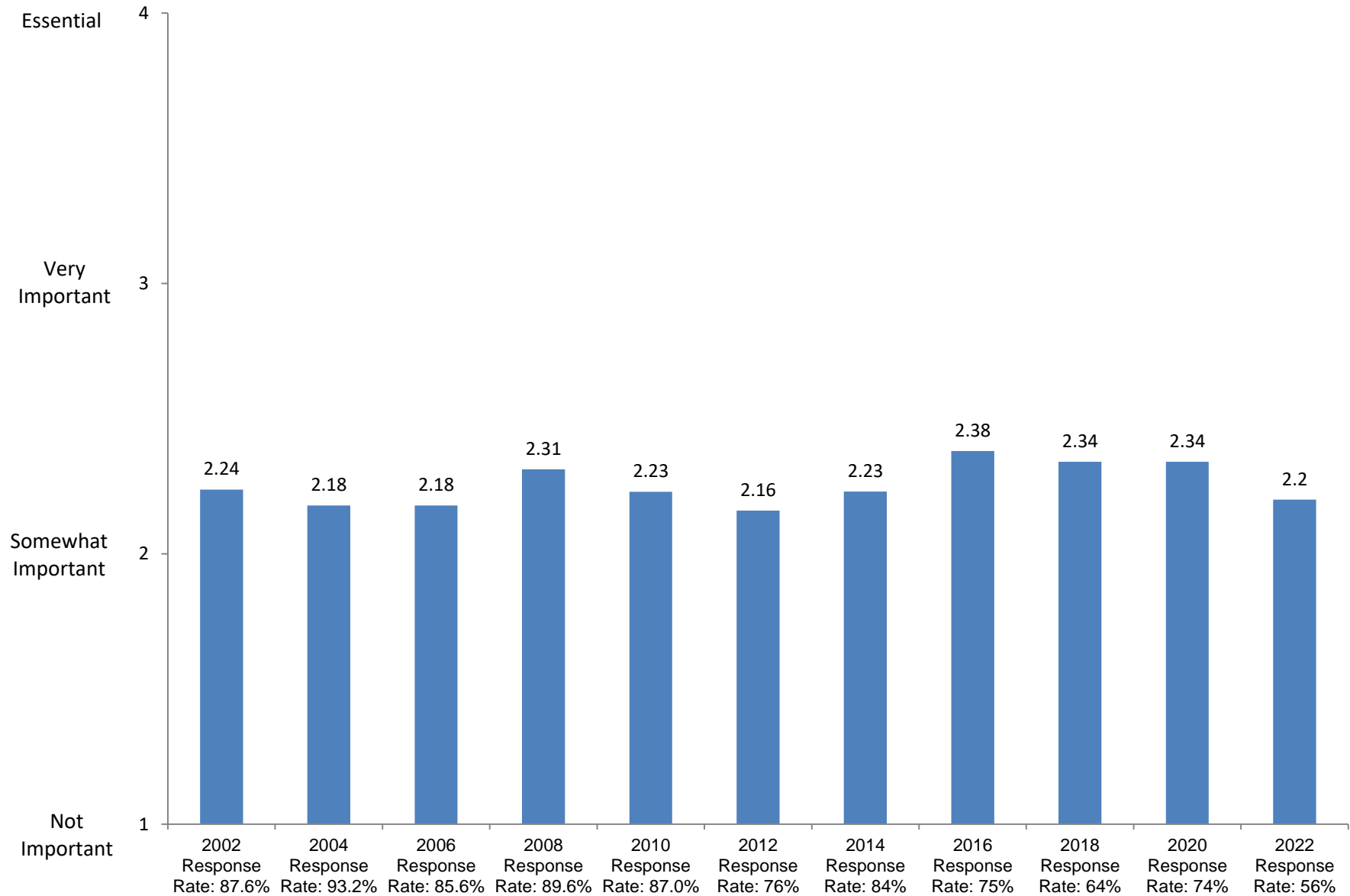
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming an authority in my field



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

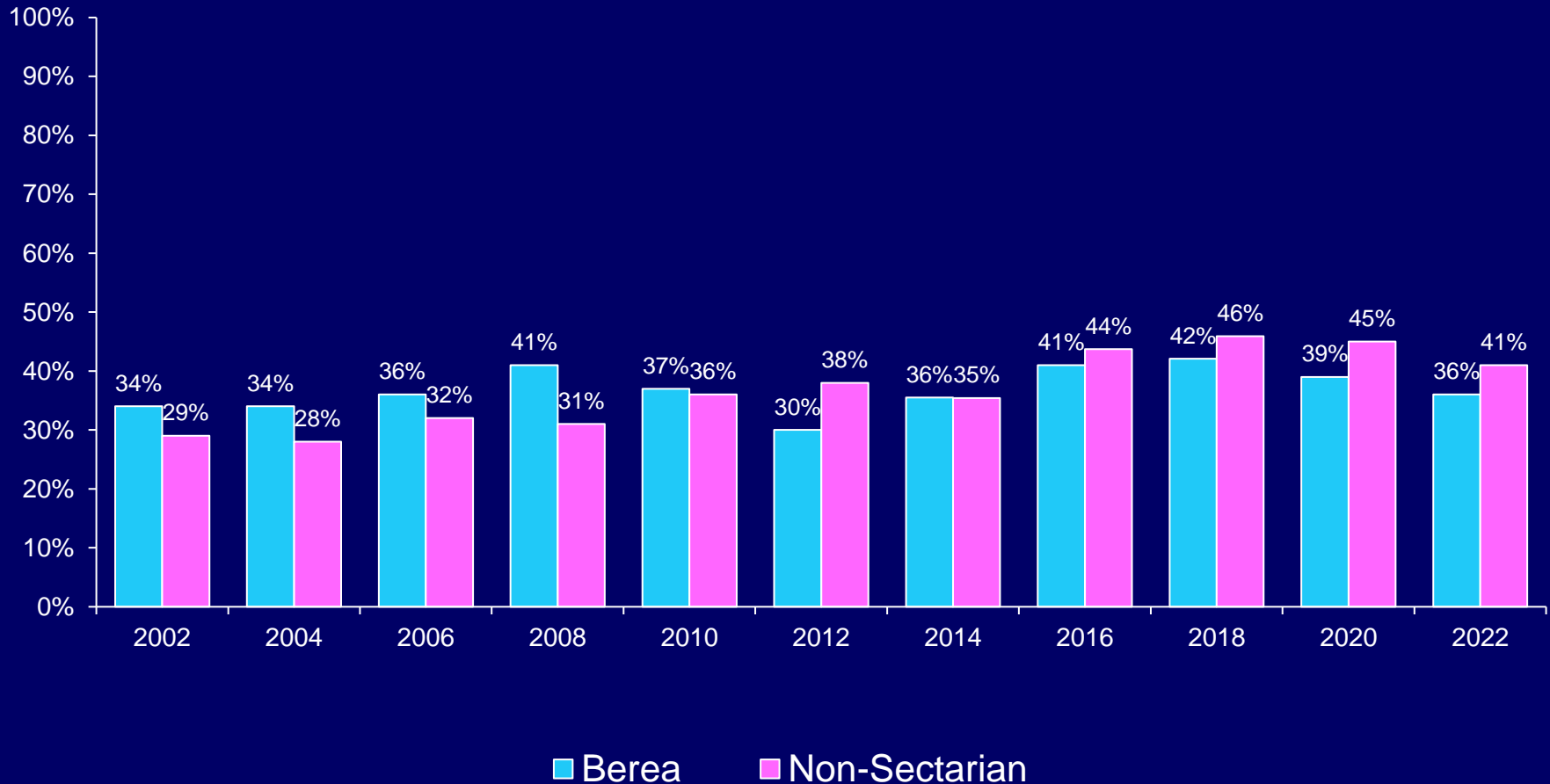
Becoming a community leader



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

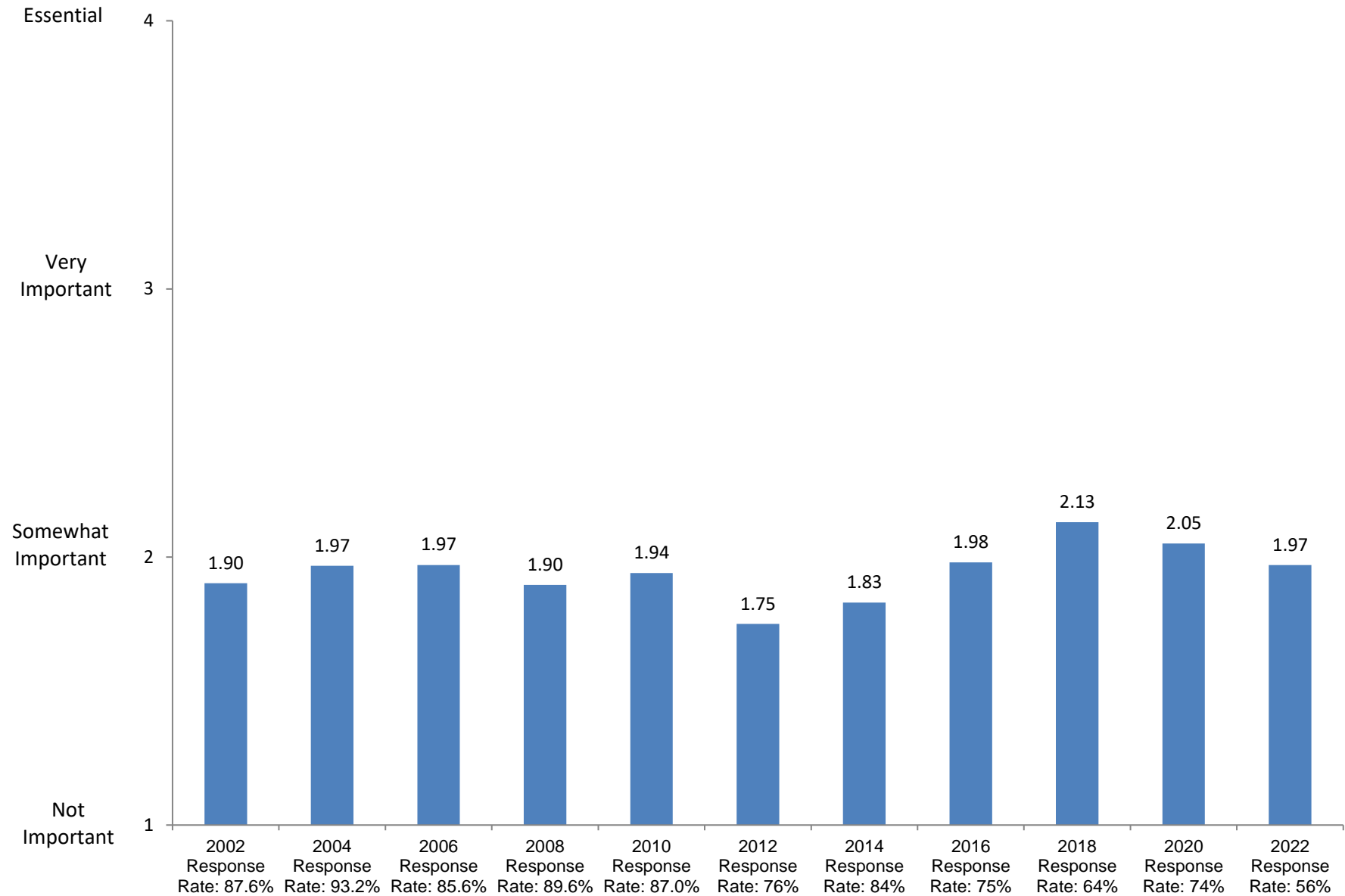
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming a community leader



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

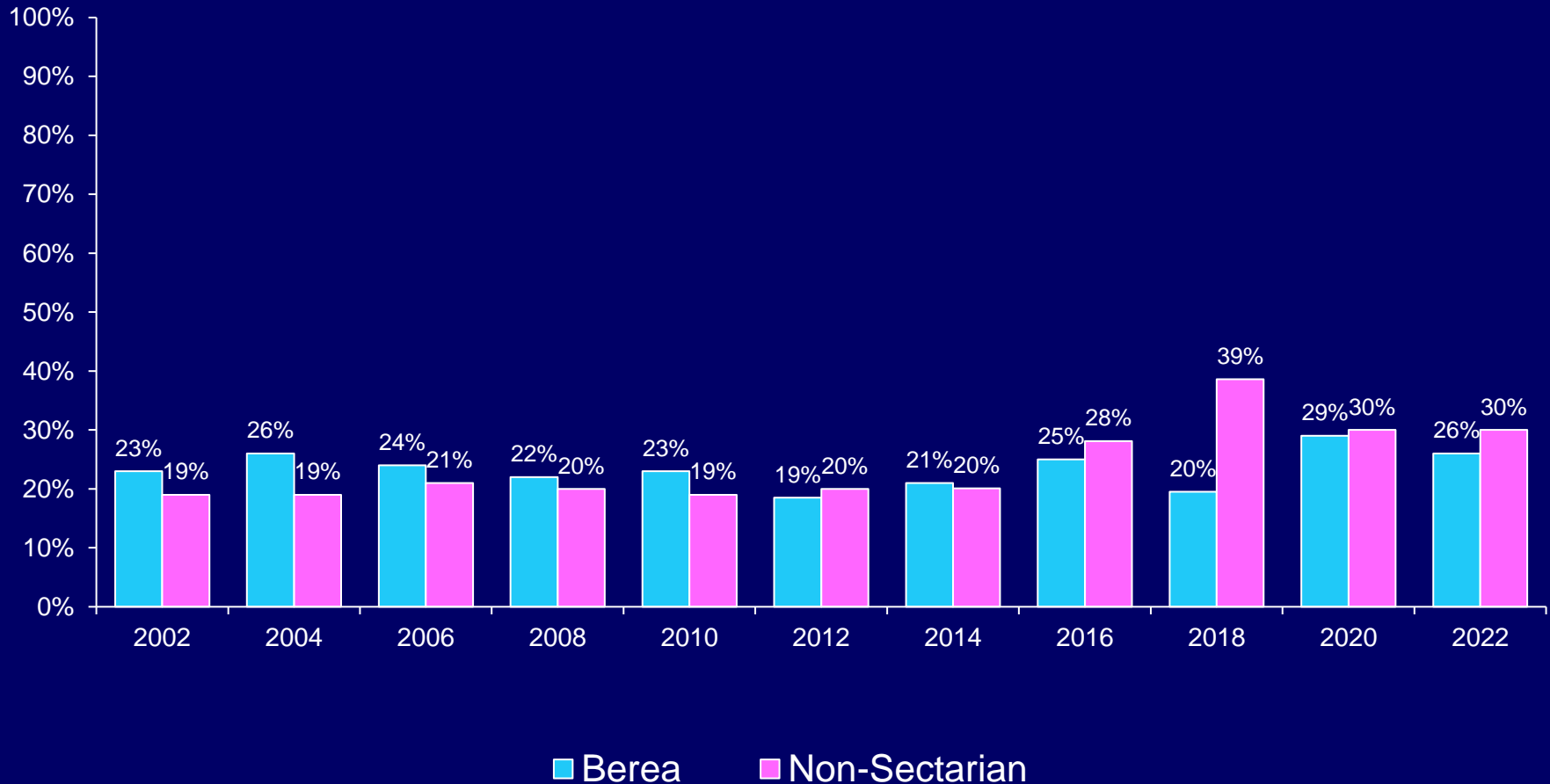
Influencing the political structure



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

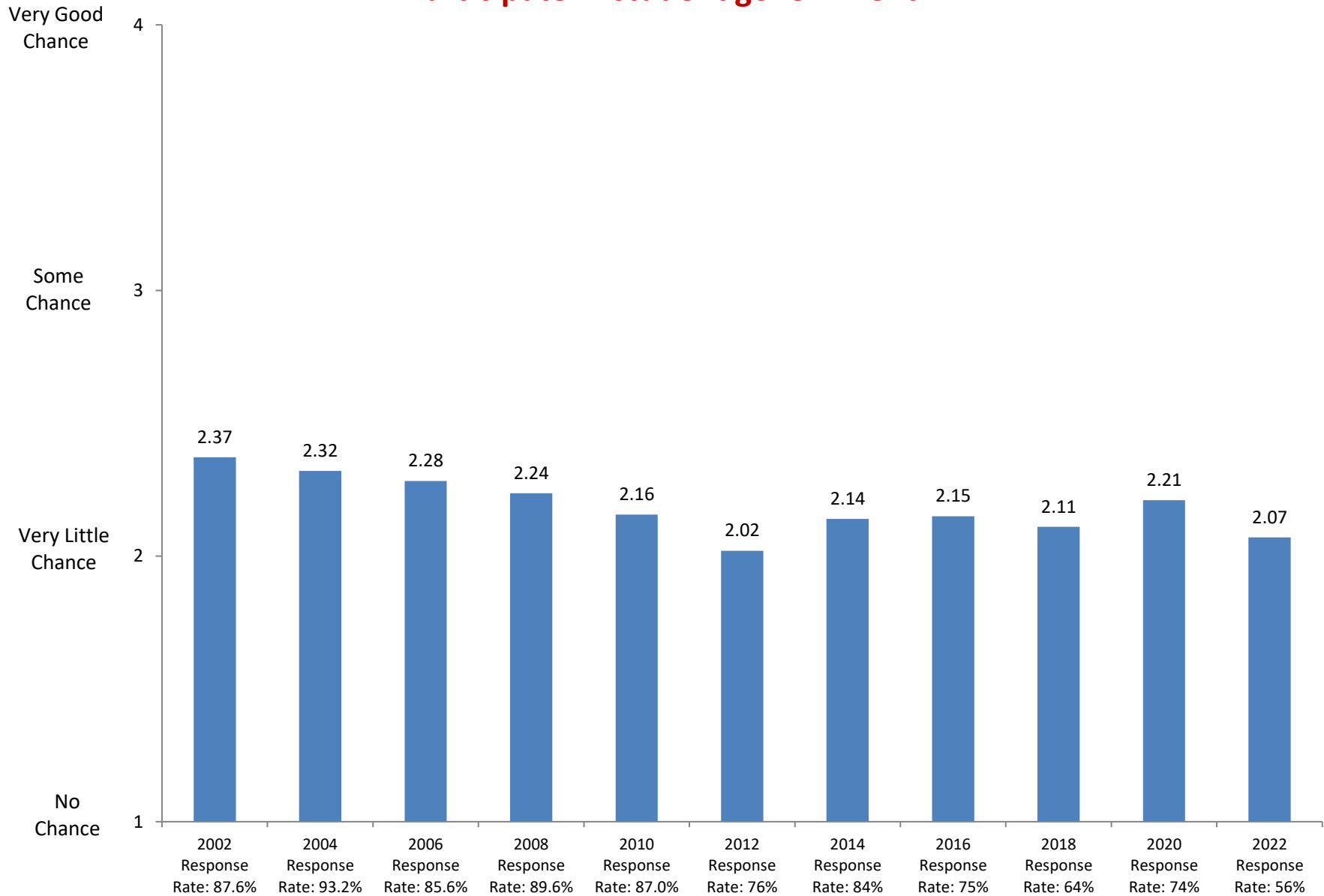
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Influencing the political structure



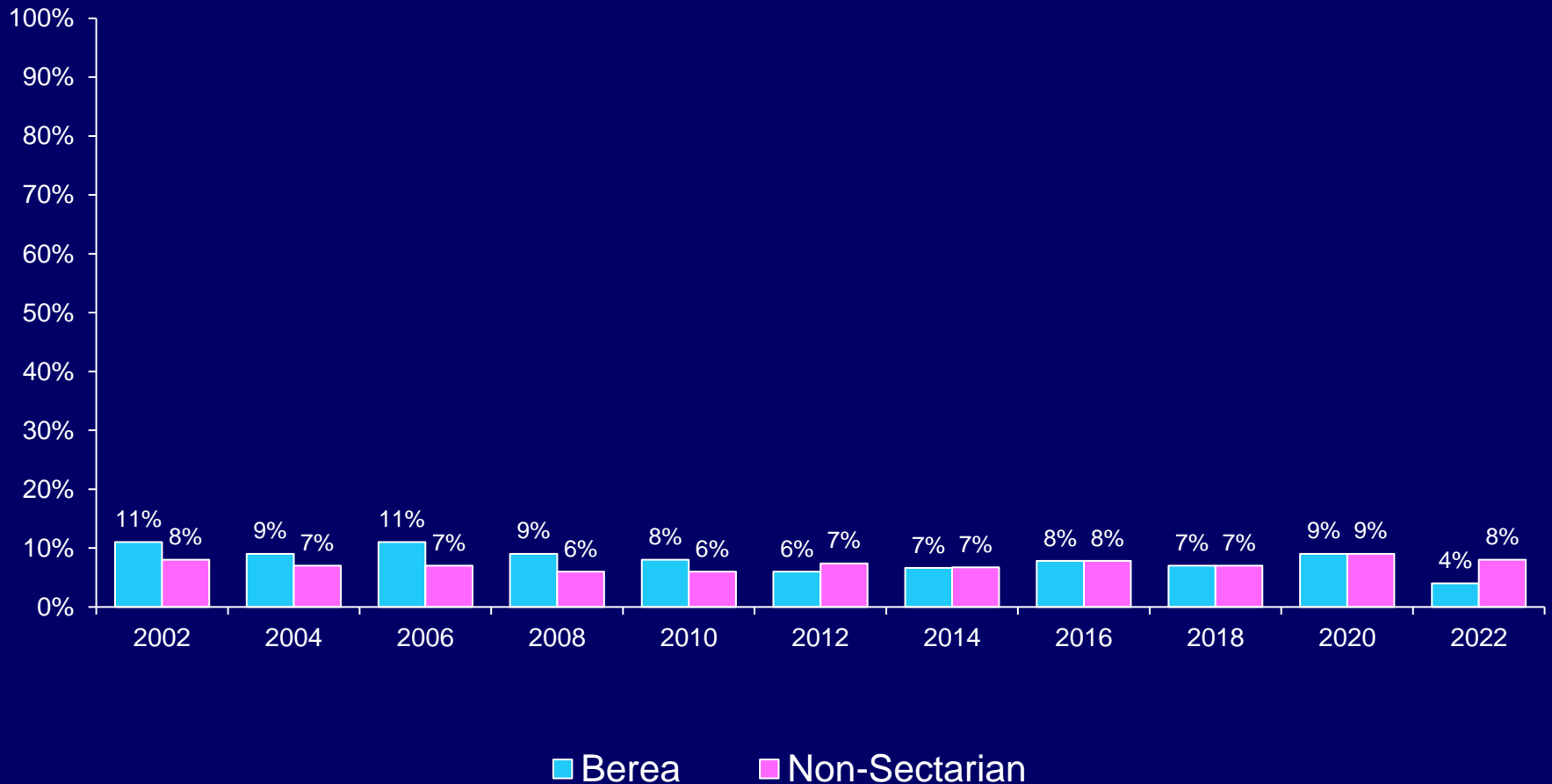
What is your best guess as to the chances that you will:

Participate in student government



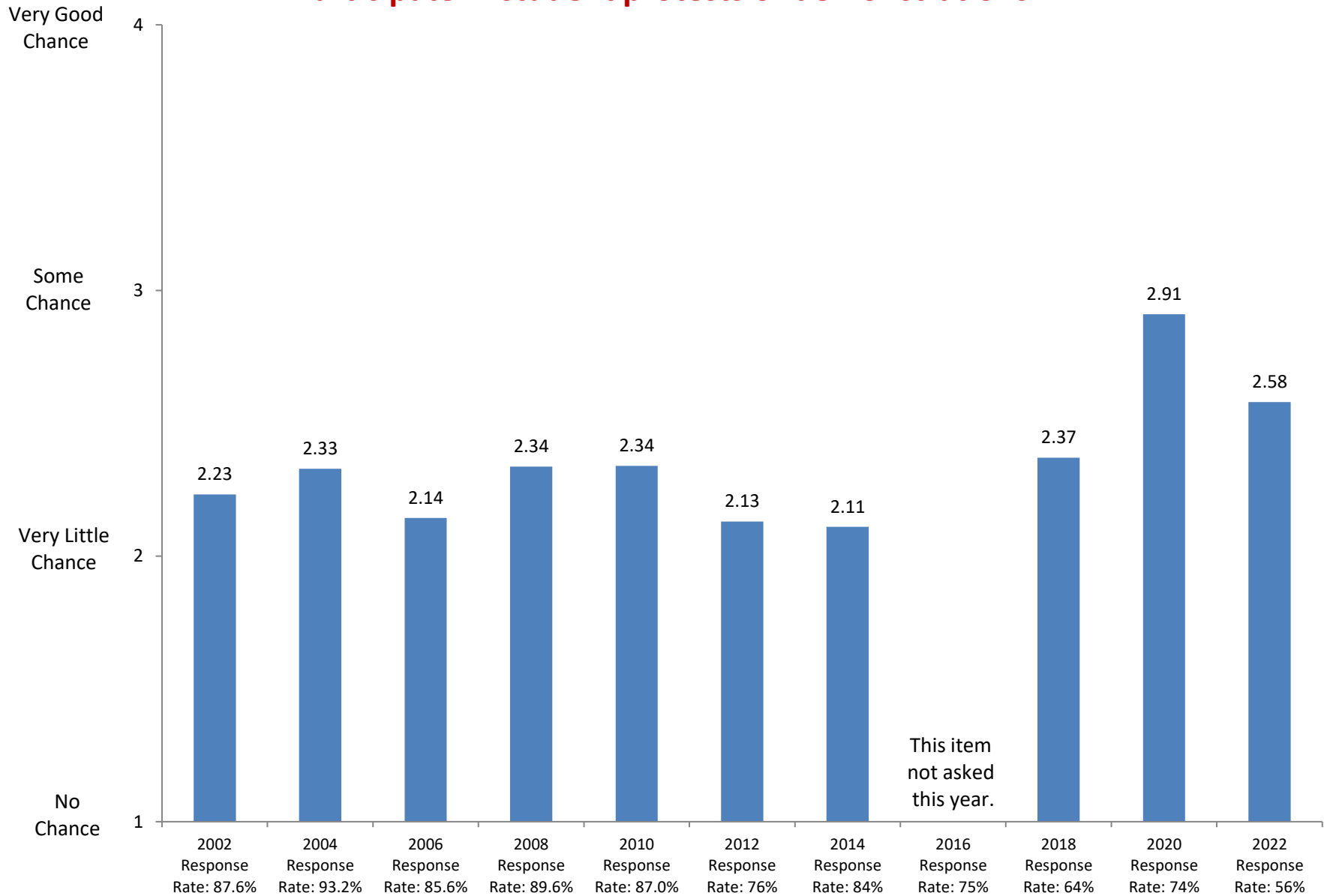
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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



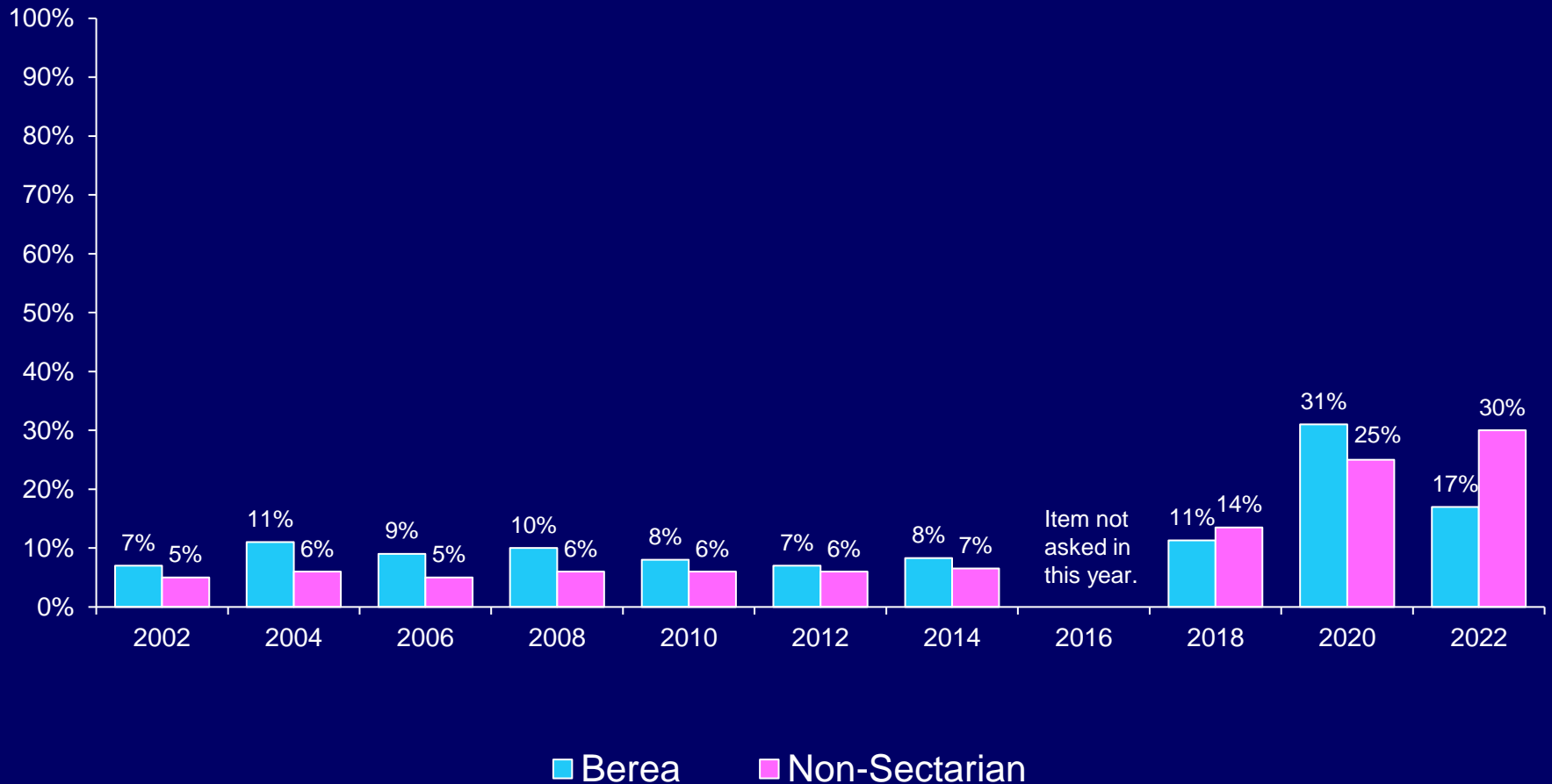
What is your best guess as to the chances that you will:

Participate in student protests or demonstrations



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

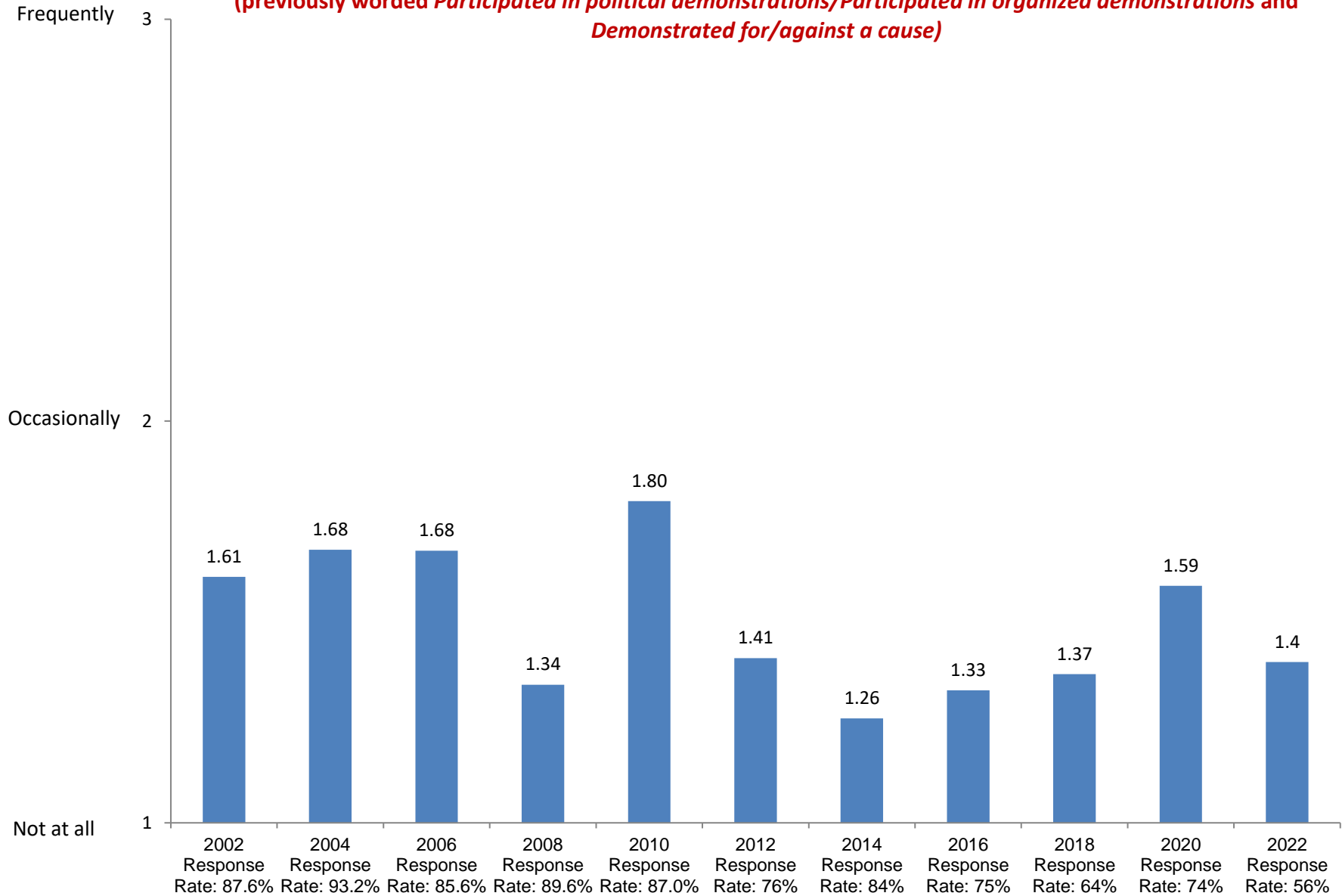
Percent of students who estimate that chances are “very good” that they will:
Participate in student protests or demonstrations



In the past year, how often have you:

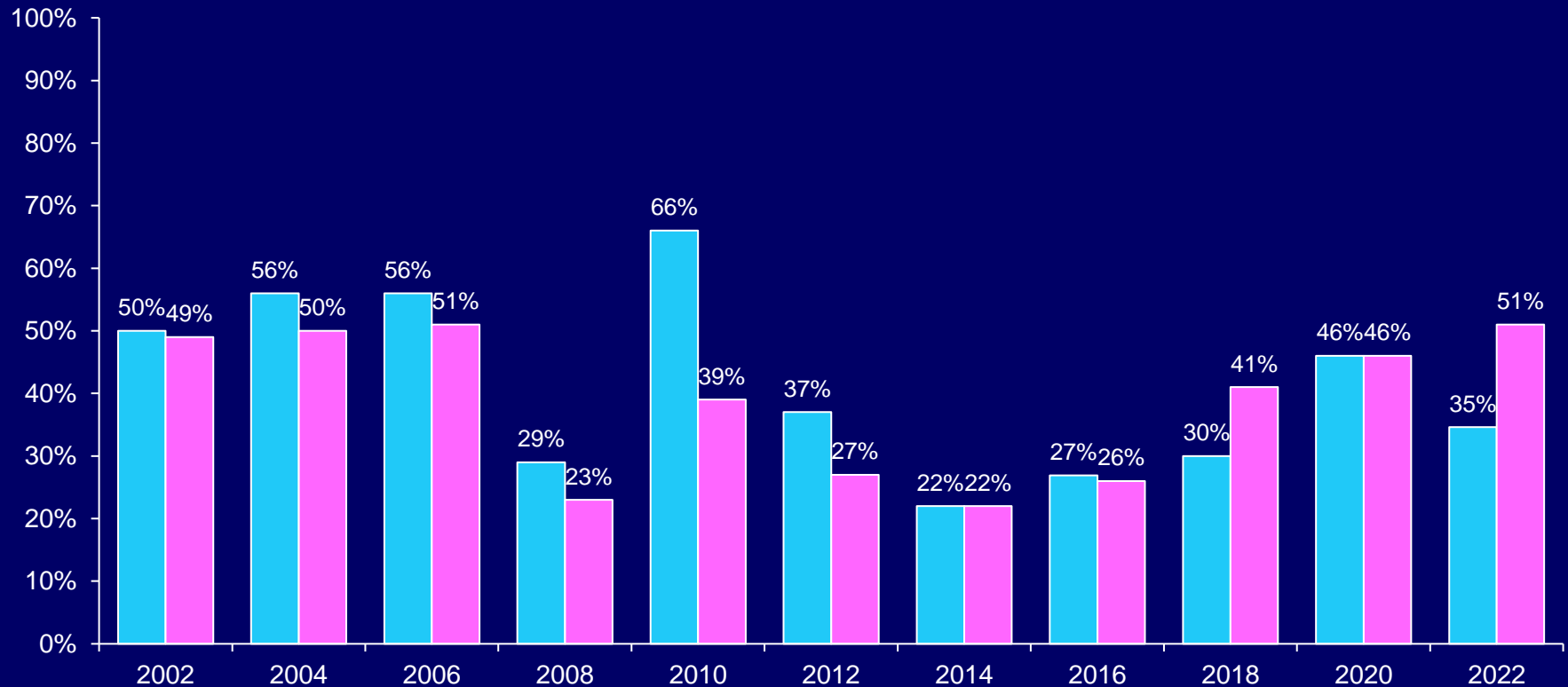
Demonstrated for a cause (e.g., boycott, rally, protest)

(previously worded *Participated in political demonstrations/Participated in organized demonstrations and Demonstrated for/against a cause*)



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”
Demonstrated for a cause (e.g., boycott, rally, protest)
(during the past year)



■ Berea ■ Non-Sectarian

NOTE: Previously worded: Participated in political demonstrations/Participated in organized demonstrations and Demonstrated for/against a cause.

Higher Education Research Institute (HERI) Faculty Survey

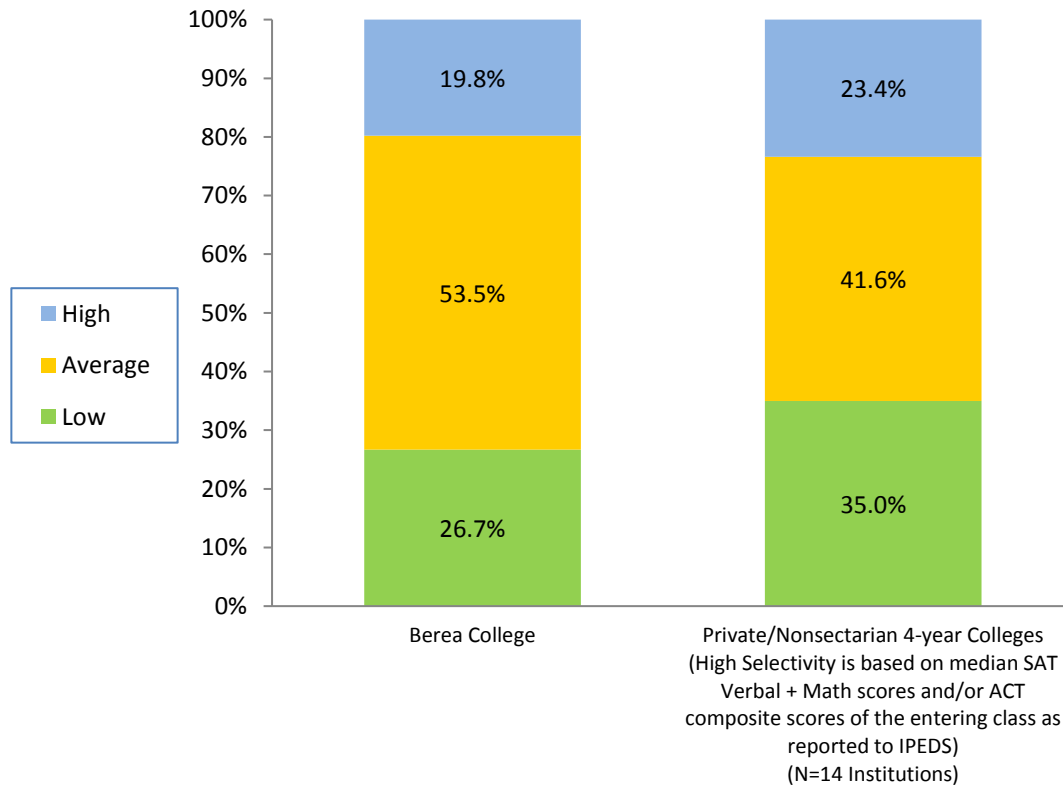


Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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

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



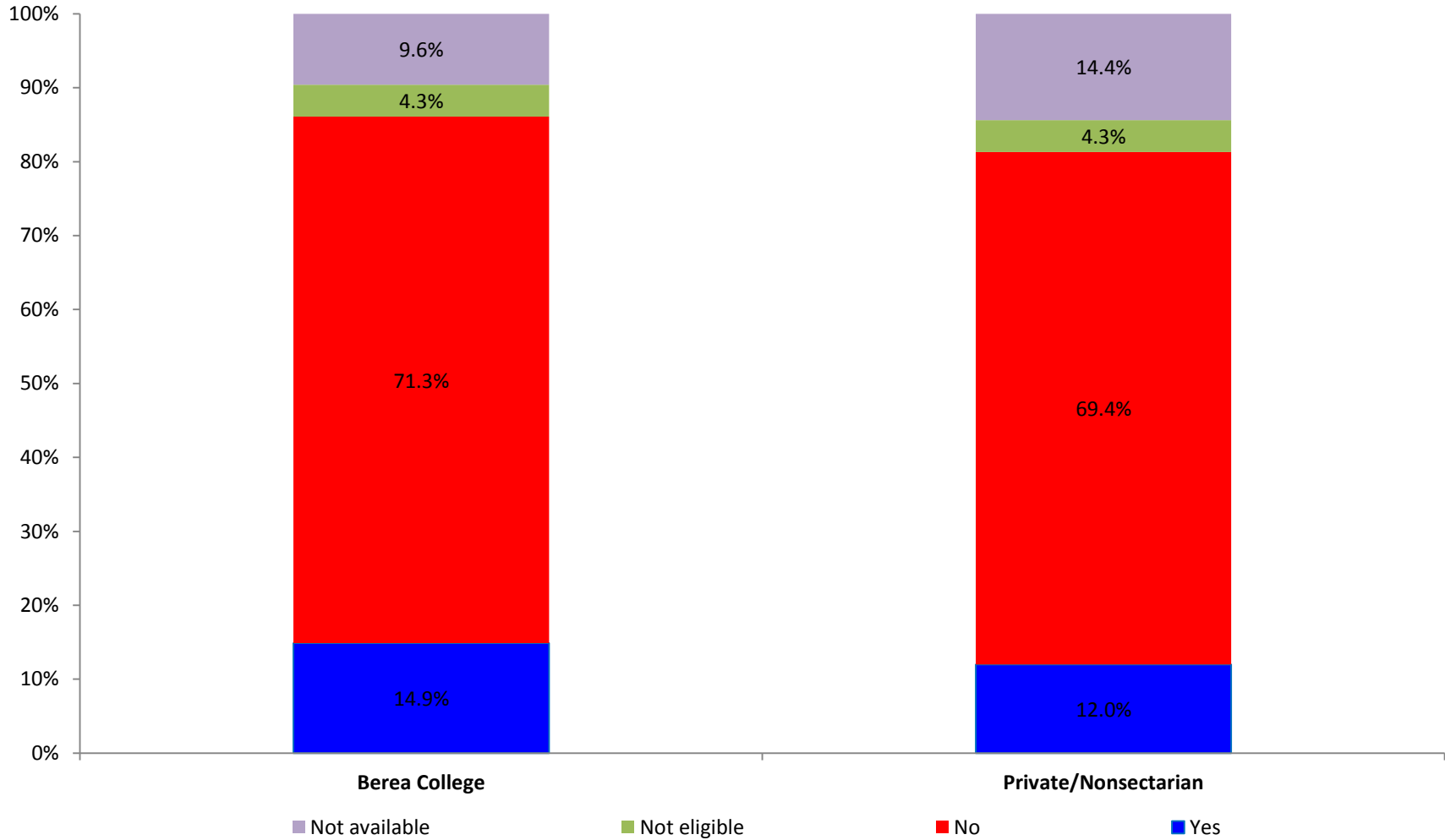
Survey items included in the construct,
Undergraduate Education Goal: Personal Development:

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

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

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

Training for administrative leadership



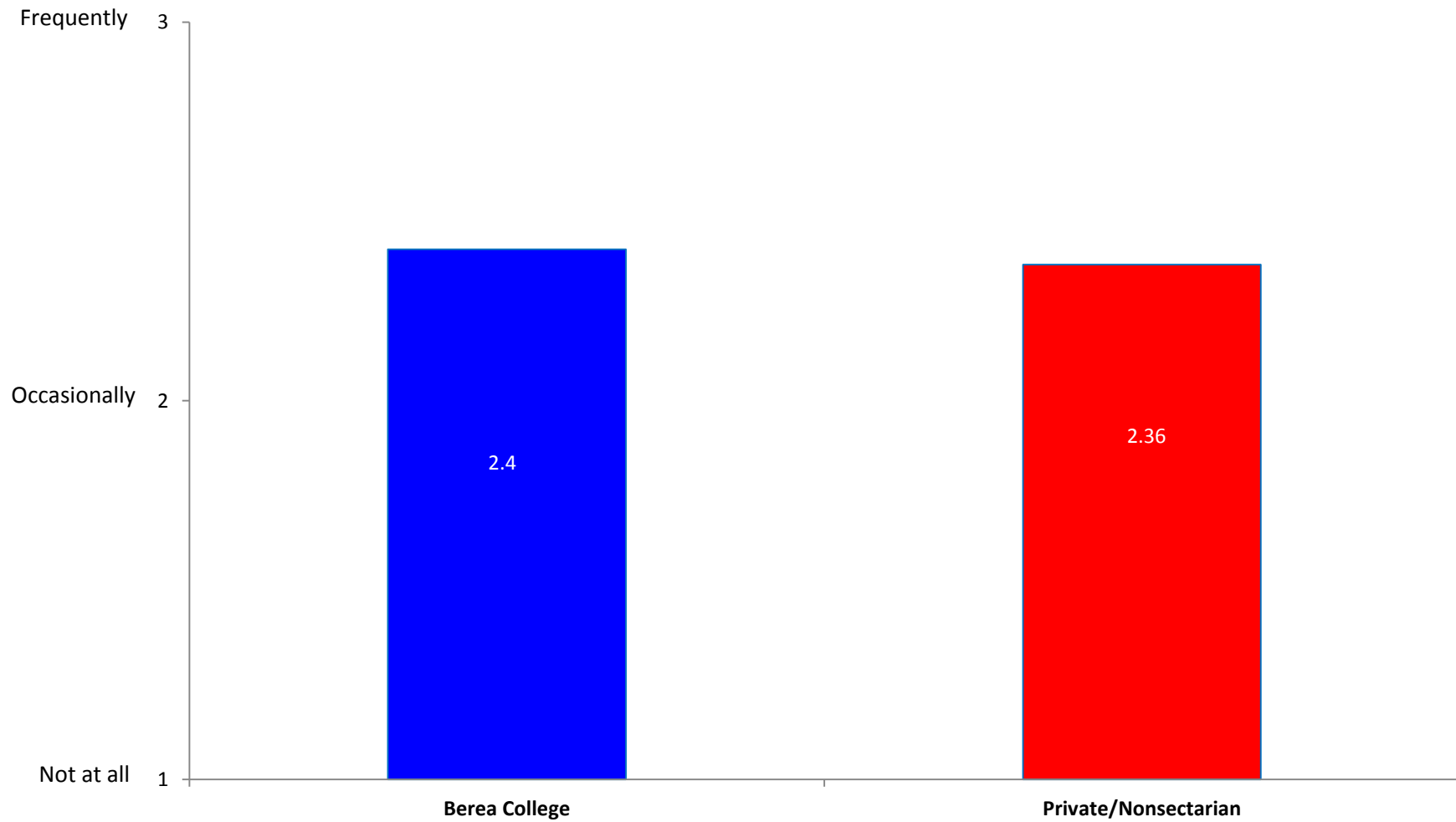
During the past two years, have you taken advantage of any of the following professional development opportunities at this institution?

Percent who responded “yes”	Berea	Benchmark Institutions	Non-Sectarian High Selectivity	4-Year Private	Publics
Paid workshops outside the institution focused on teaching	35%	26%	30%	30%	28%
Paid sabbatical leave	17%	31%	17%	17%	11%
Travel funds paid by the institution	87%	88%	78%	78%	78%
Internal grants for research	32%	52%	35%	34%	36%
Training for administrative leadership	15%	12%	12%	12%	15%
Incentives to develop new courses	19%	29%	24%	26%	26%
Incentives to integrate new technology into your classroom	32%	30%	29%	30%	31%

Responses: Yes, No, Not eligible, Not available

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

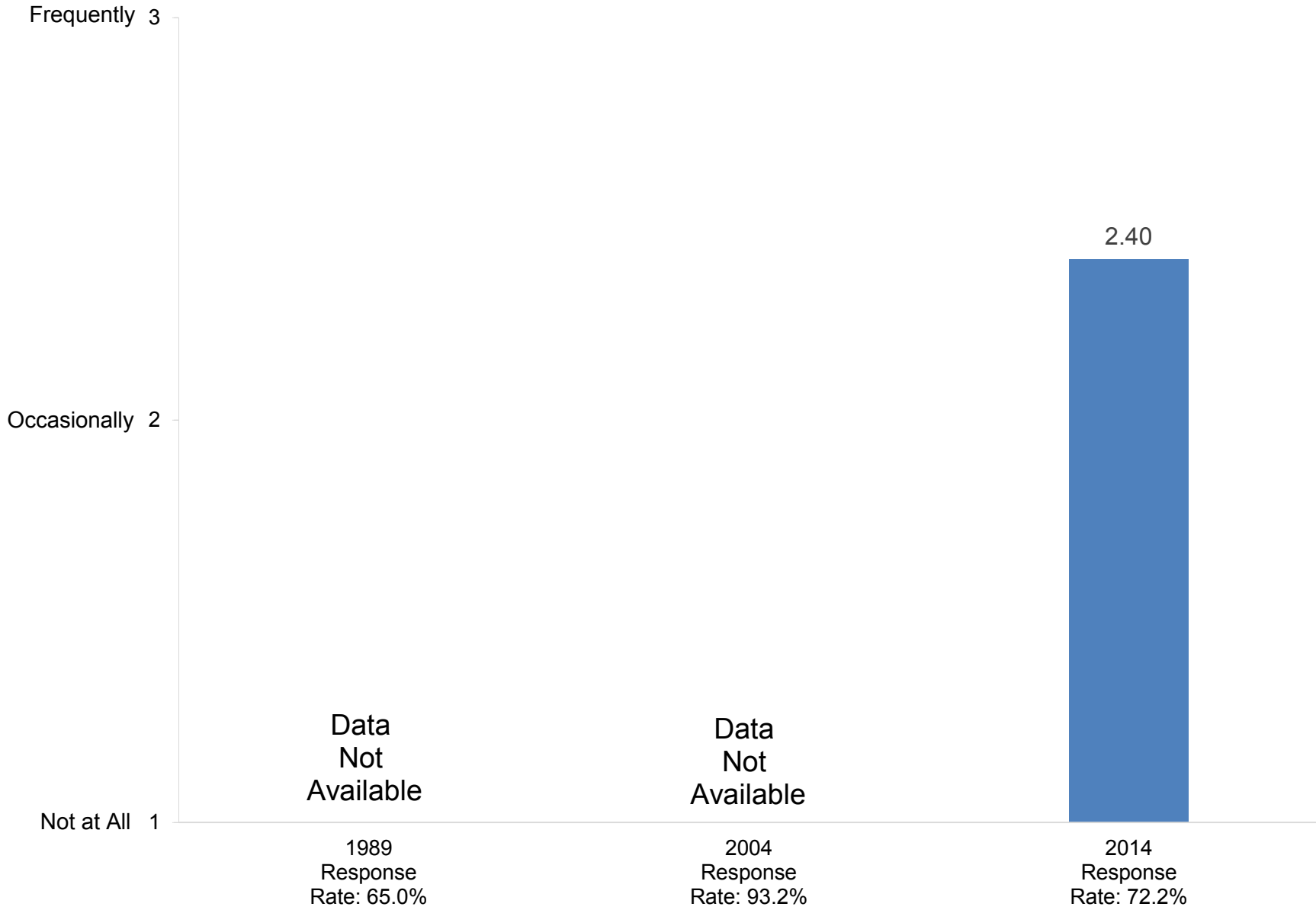
Lead a discussion, activity, or lab



Higher Education Research Institute (HERI) Faculty Survey

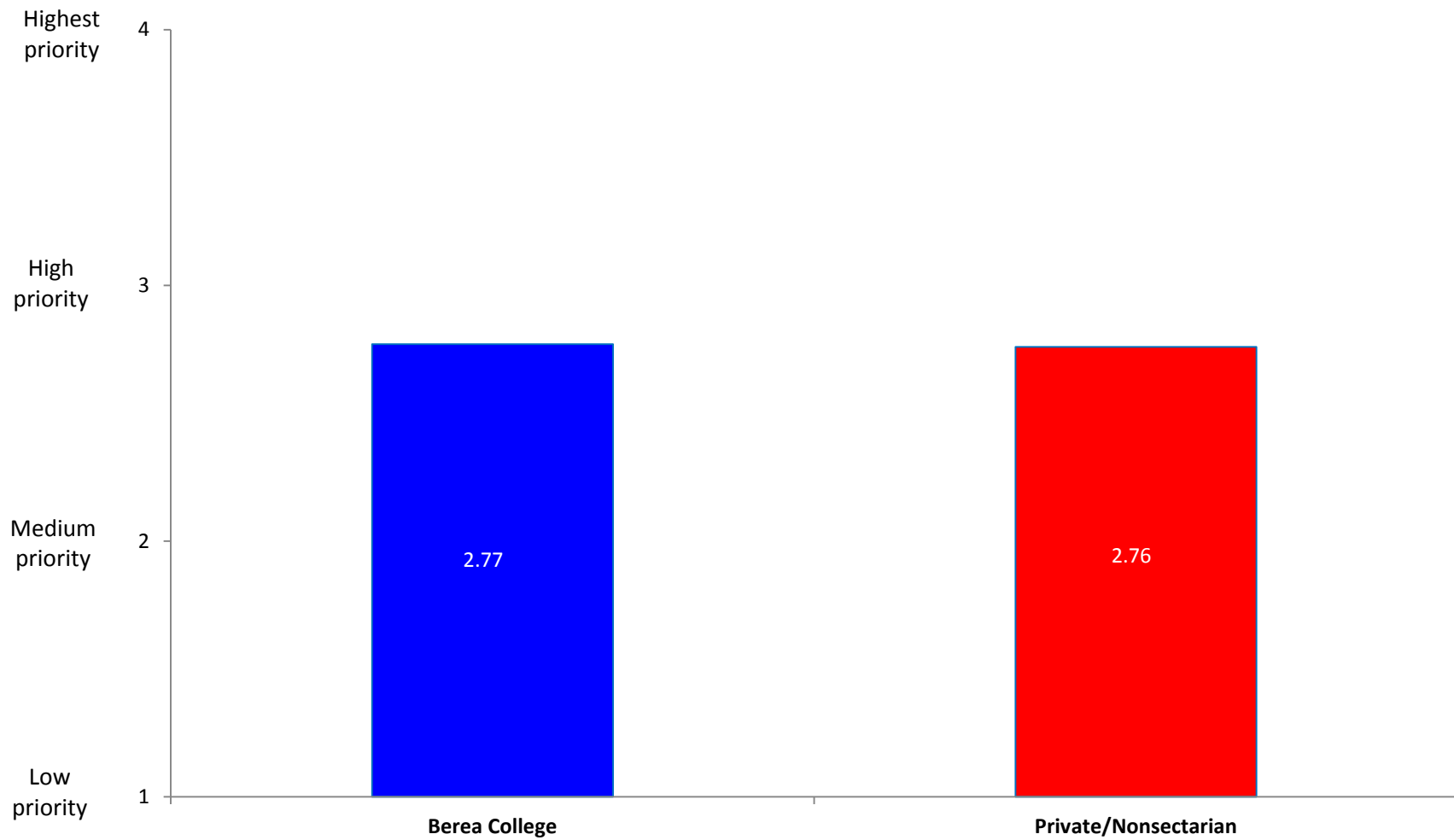
How frequently in the courses you taught in the past year have you given at least one assignment that required students to:

Lead a discussion activity or lab



Indicate how important you believe each priority listed below is at your institution:

To develop leadership ability among students



Indicate how important you believe each priority listed below is at your college or university.

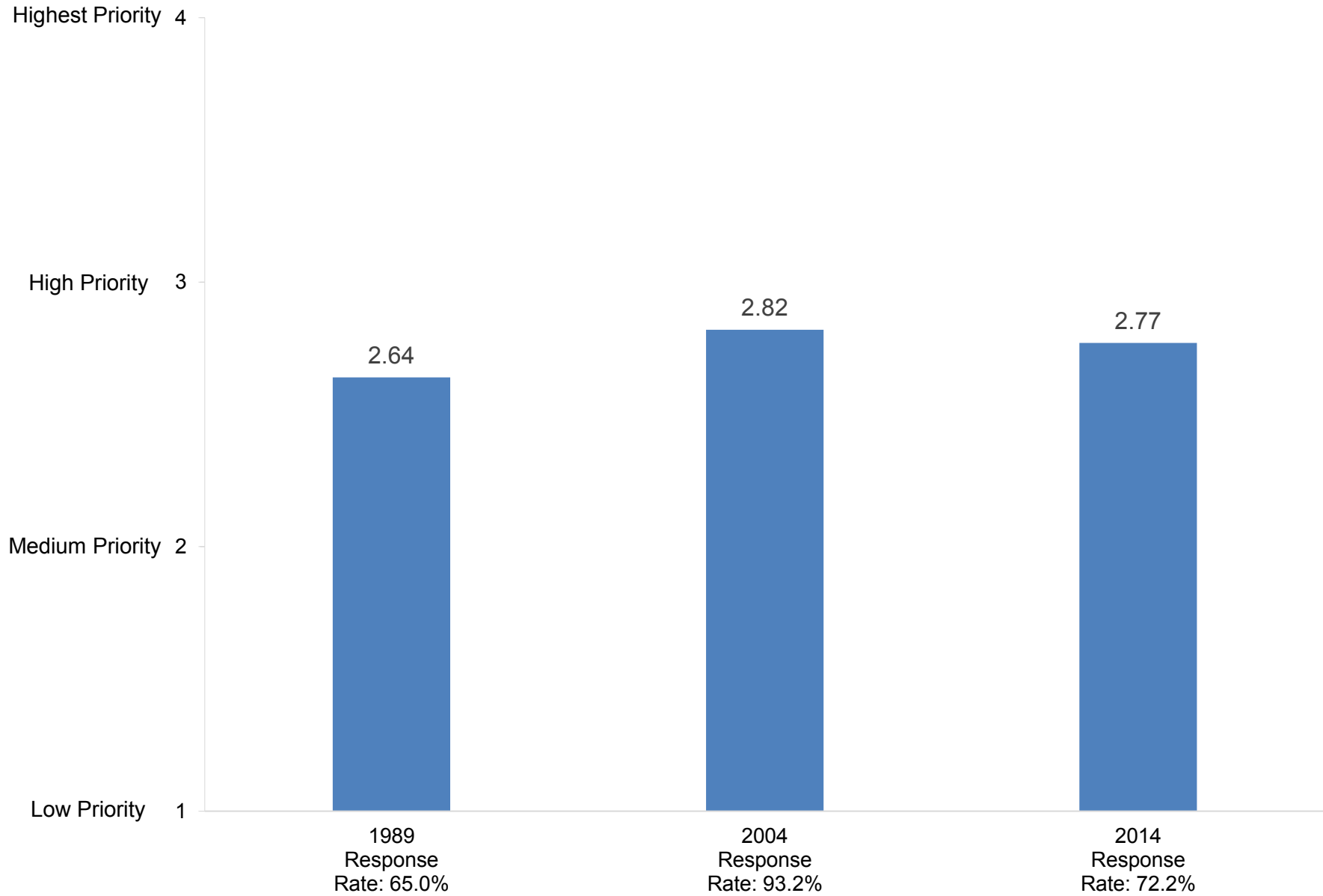
Berea Means Ranked in Descending Order	
Promote the intellectual development of students	3.28
Recruit more minority students	3.21
Develop an appreciation for multiculturalism	3.14
Help students learn how to bring about change in society	3.12
Facilitate student involvement in community service	2.96
Prepare students for the workplace	2.88
Develop a sense of community among students and faculty	2.84
Increase or maintain institutional prestige	2.84
Develop leadership ability among students	2.77
Enhance the institution's national image	2.76
Promote racial and ethnic diversity in the faculty and administration	2.74
Promote gender diversity in the faculty and administration	2.51
Create and sustain partnerships with surrounding communities	2.49
Provide resources for faculty to engage in community-based teaching or research	2.47
Pursue extramural funding	2.28
Hire faculty "stars"	1.57
Strengthen links with the for-profit, corporate sector	1.46

Scale: Highest Priority = 4; High Priority = 3; Medium Priority = 2; Low Priority = 1

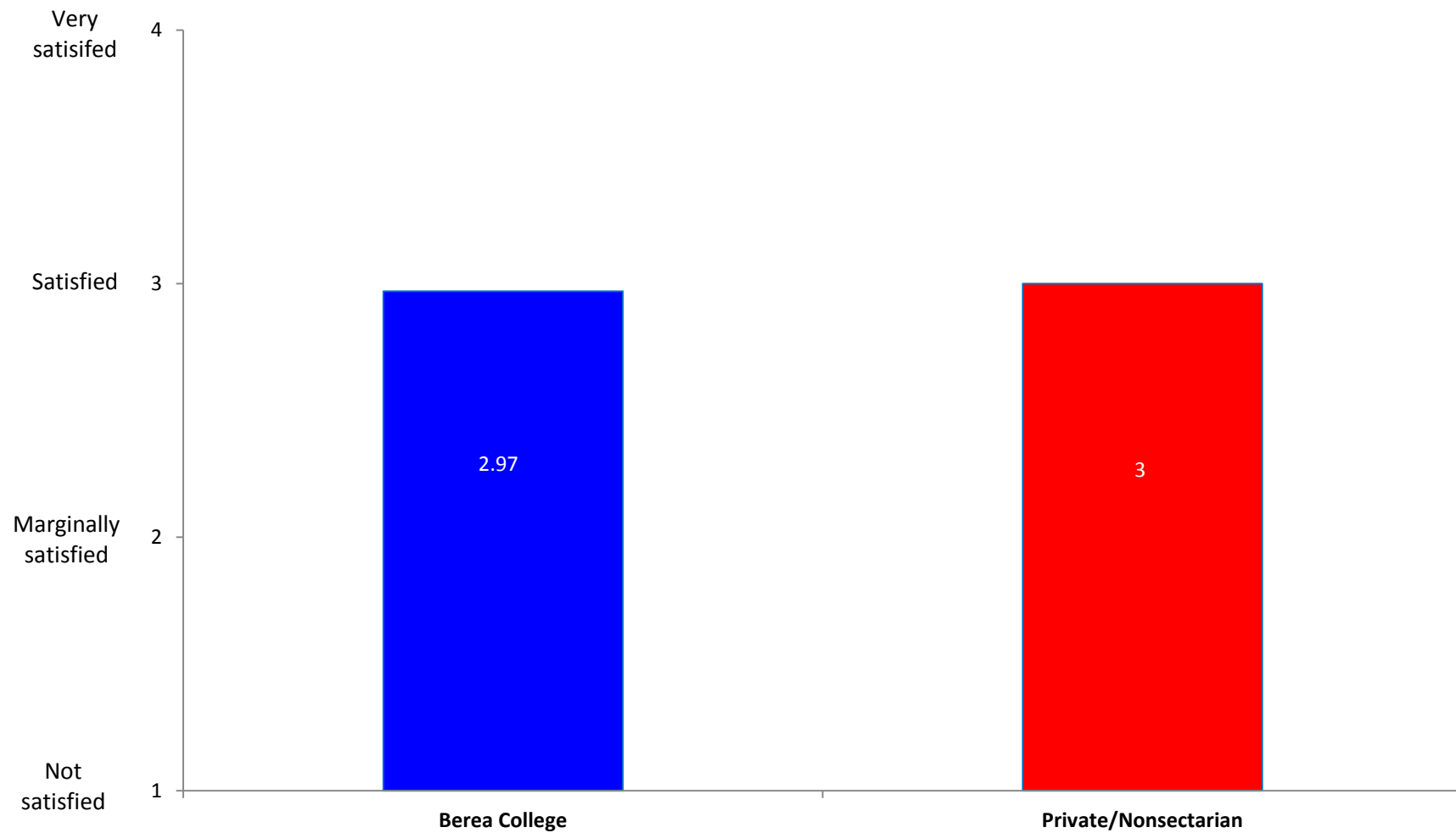
Higher Education Research Institute (HERI) Faculty Survey

Indicate how important you believe each priority listed below is at your college or university.

Develop leadership ability among students



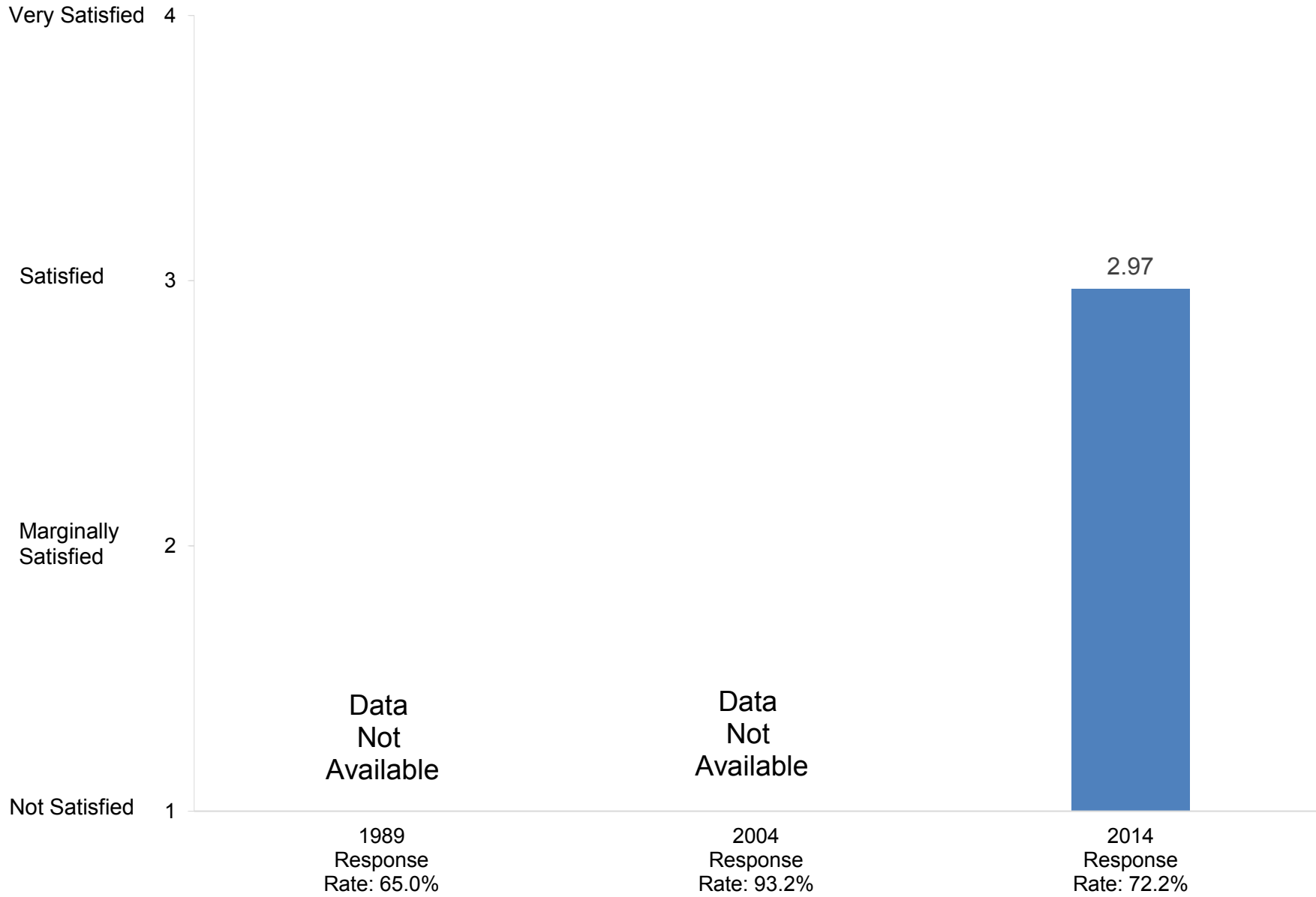
Departmental leadership



Higher Education Research Institute (HERI) Faculty Survey

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

Departmental leadership



National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)

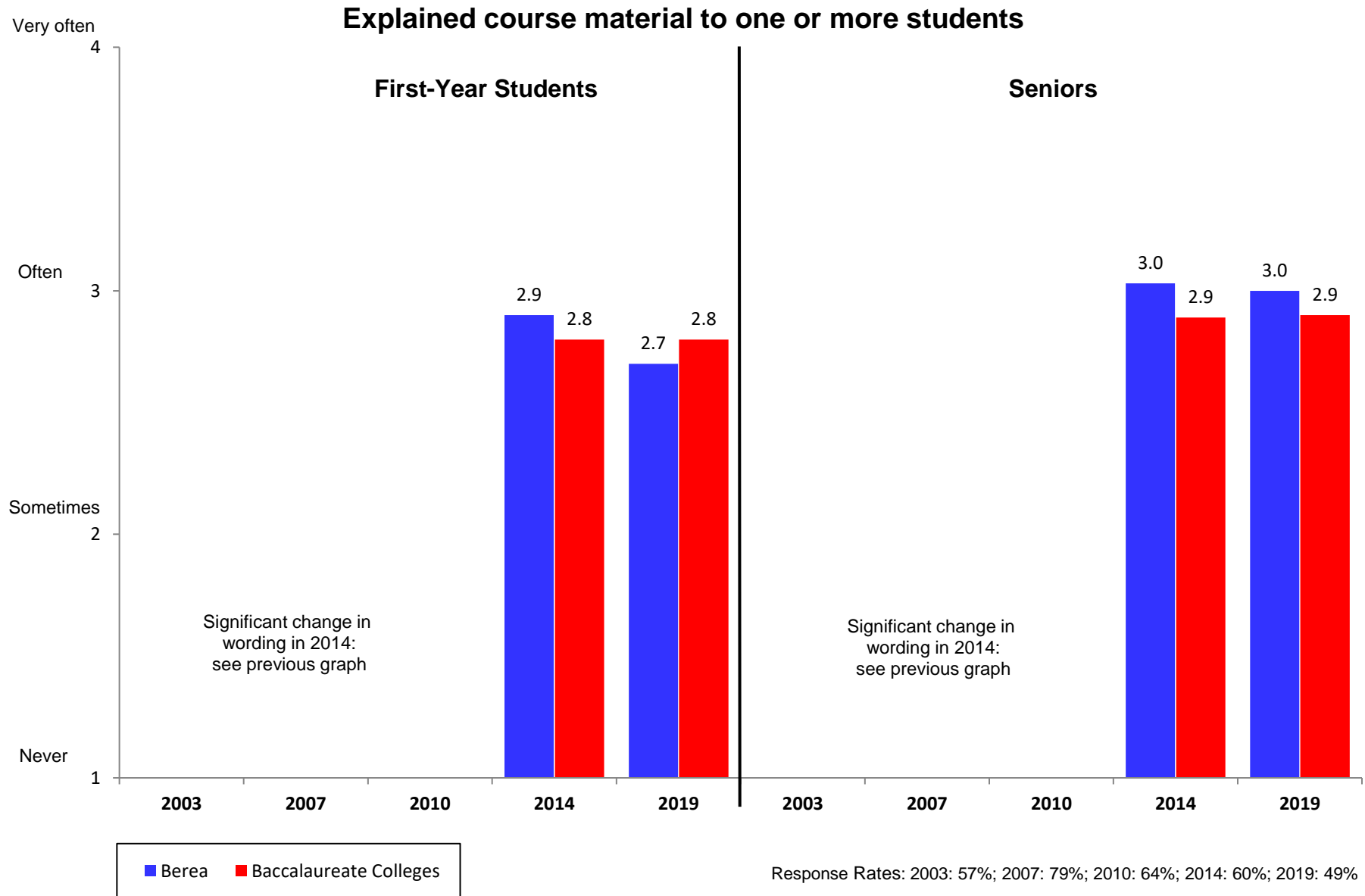


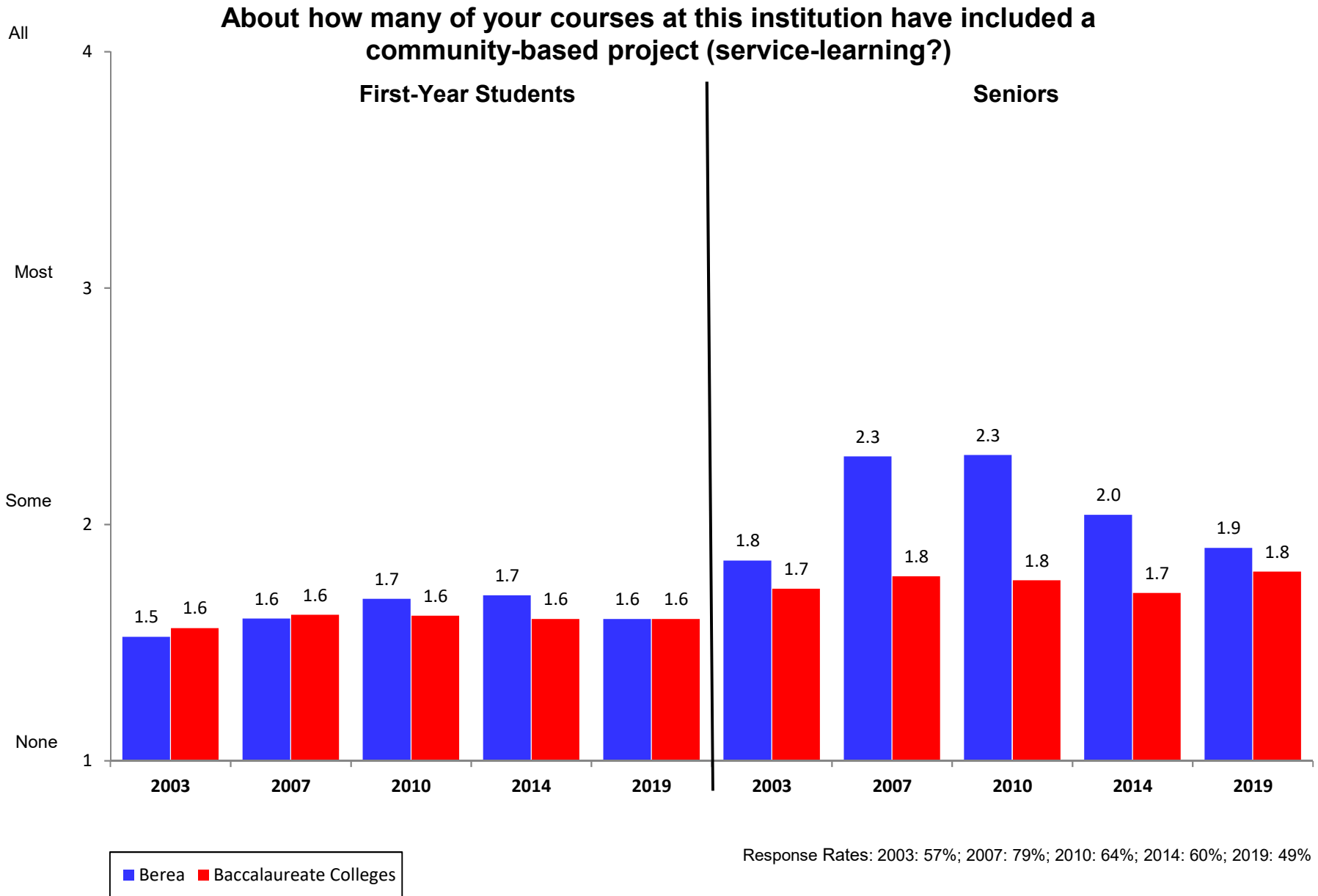
[Click to see survey instruments](#)

Response Rates:

Spring 2003	51%
Spring 2007	79%
Spring 2010	64%
Spring 2014	60%
Spring 2019	49%

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





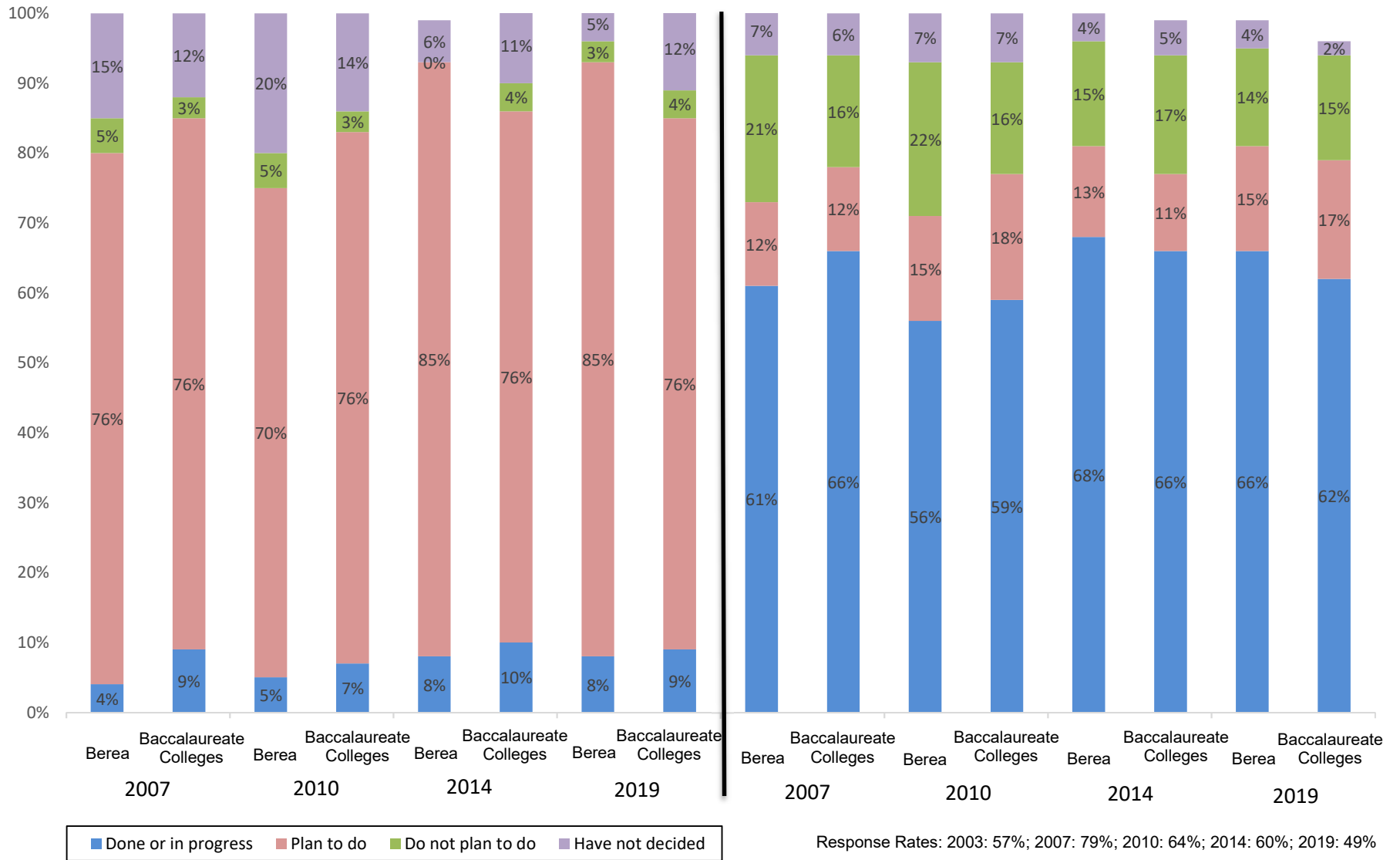
National Survey of Student Engagement (NSSE)

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

Participate in an internship, co-op, field experience, student teaching, or clinical placement

First-Year Students

Seniors



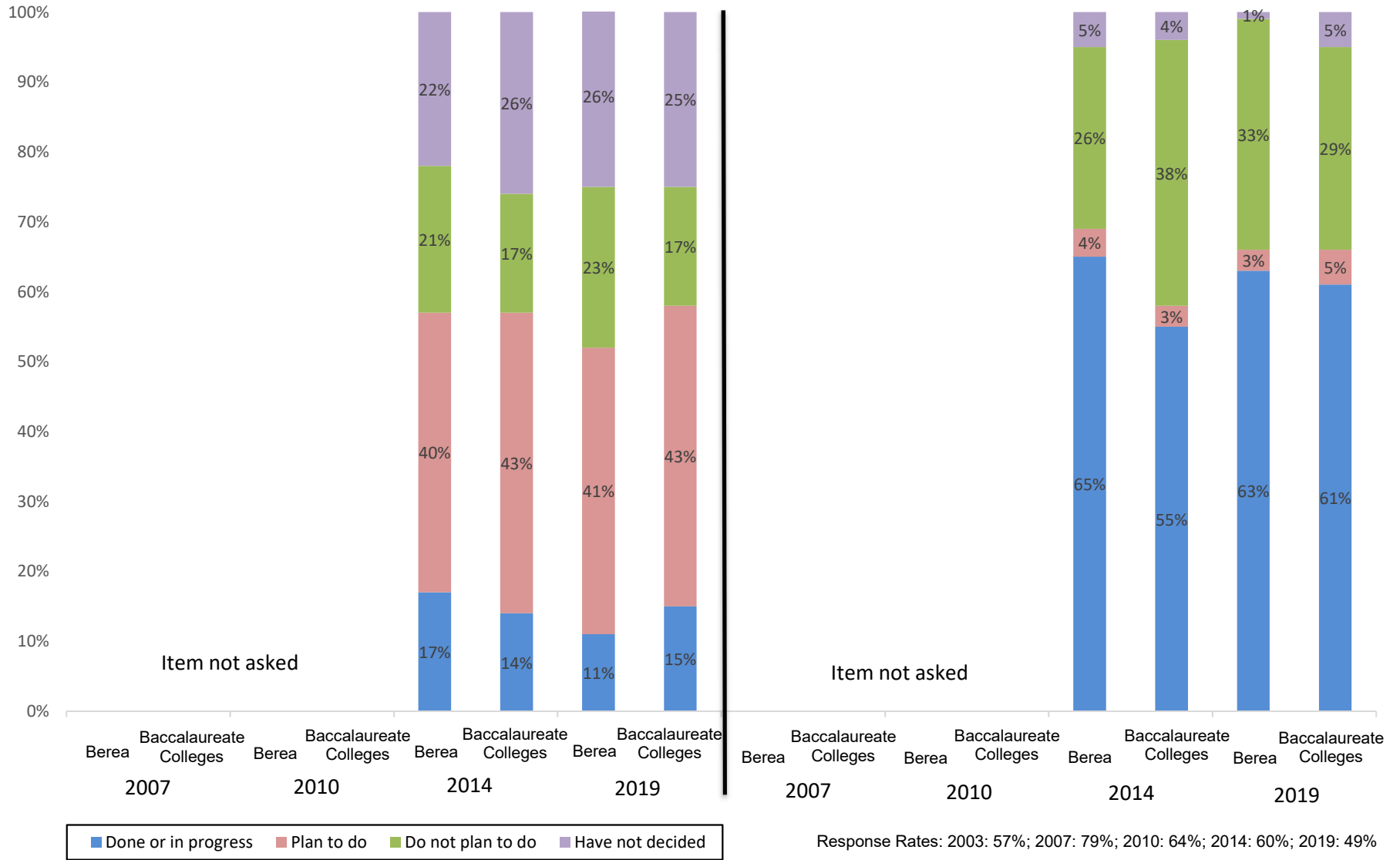
National Survey of Student Engagement (NSSE)

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

Hold a formal leadership role in a student organization or group

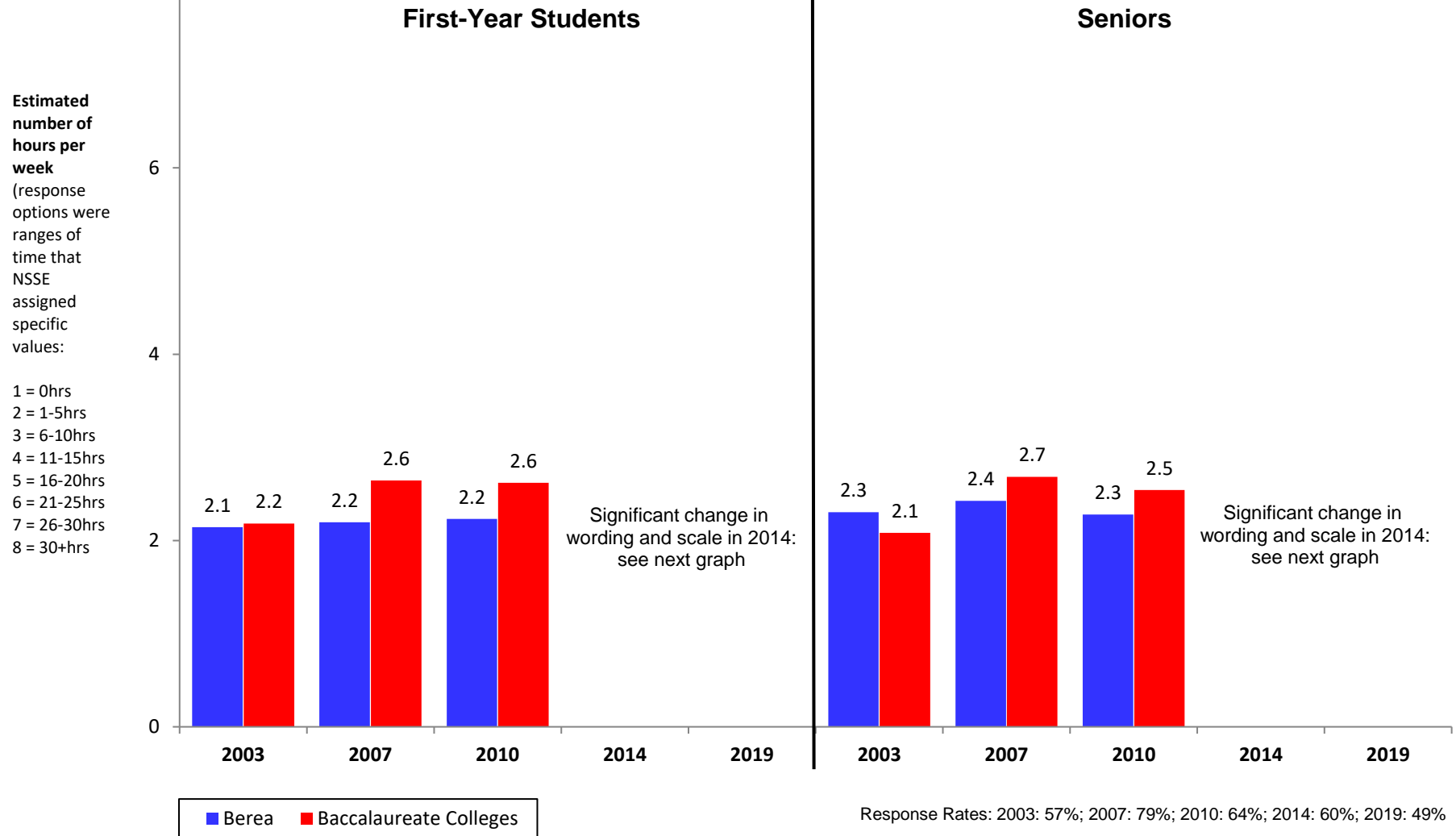
First-Year Students

Seniors



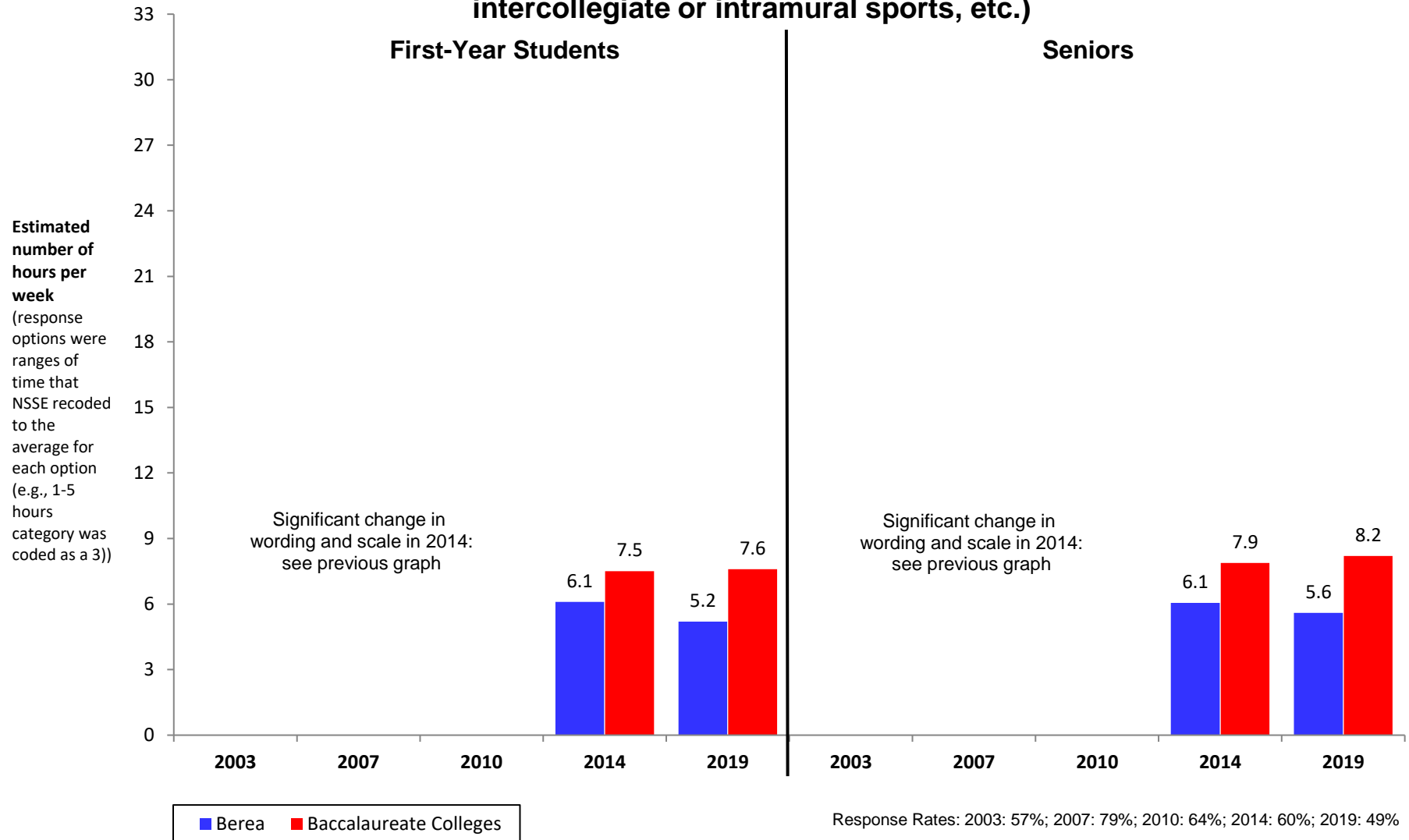
About how many hours do you spend in a typical 7-day week doing the following?

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



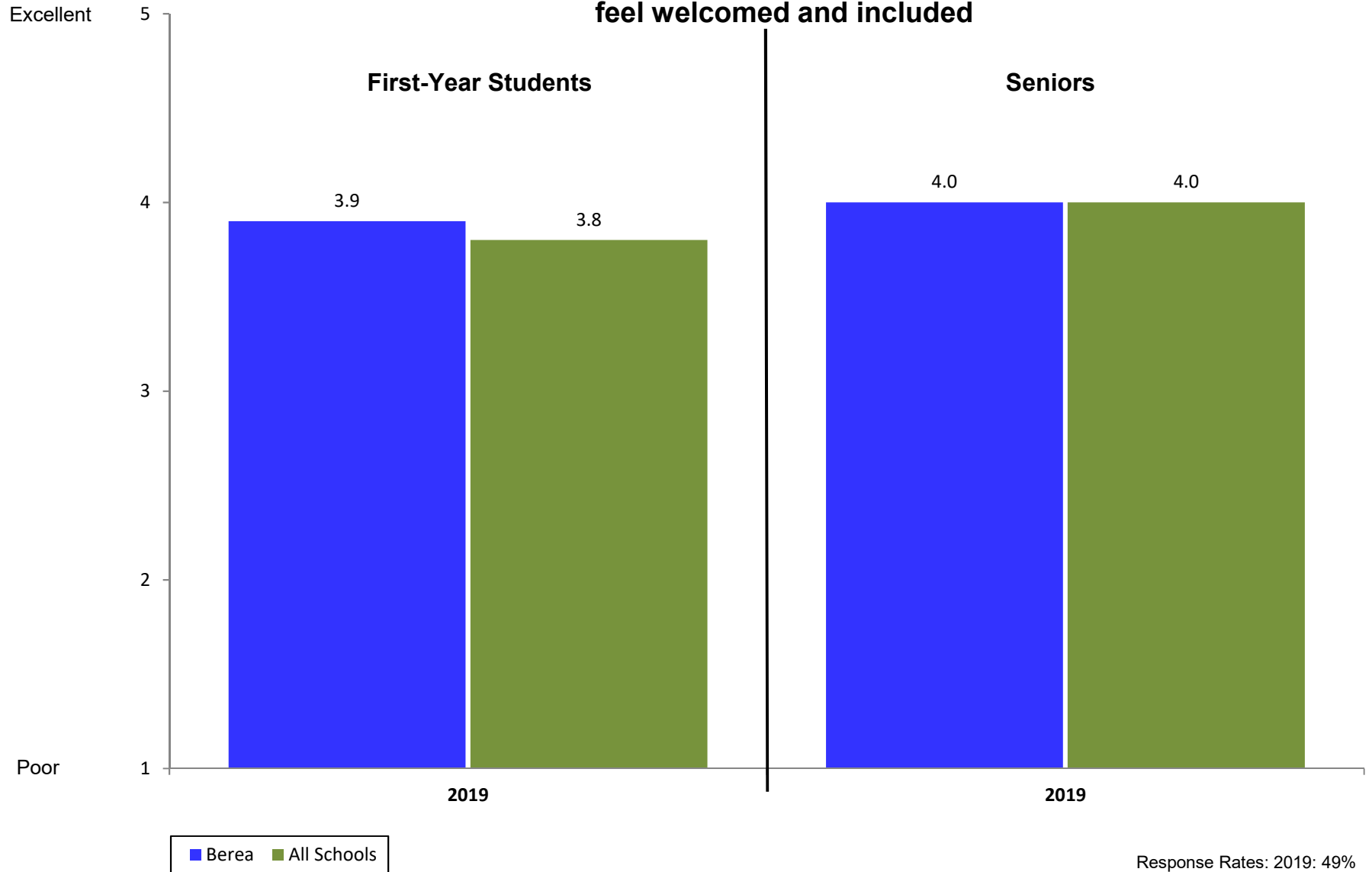
About how many hours do you spend in a typical 7-day week doing the following?

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

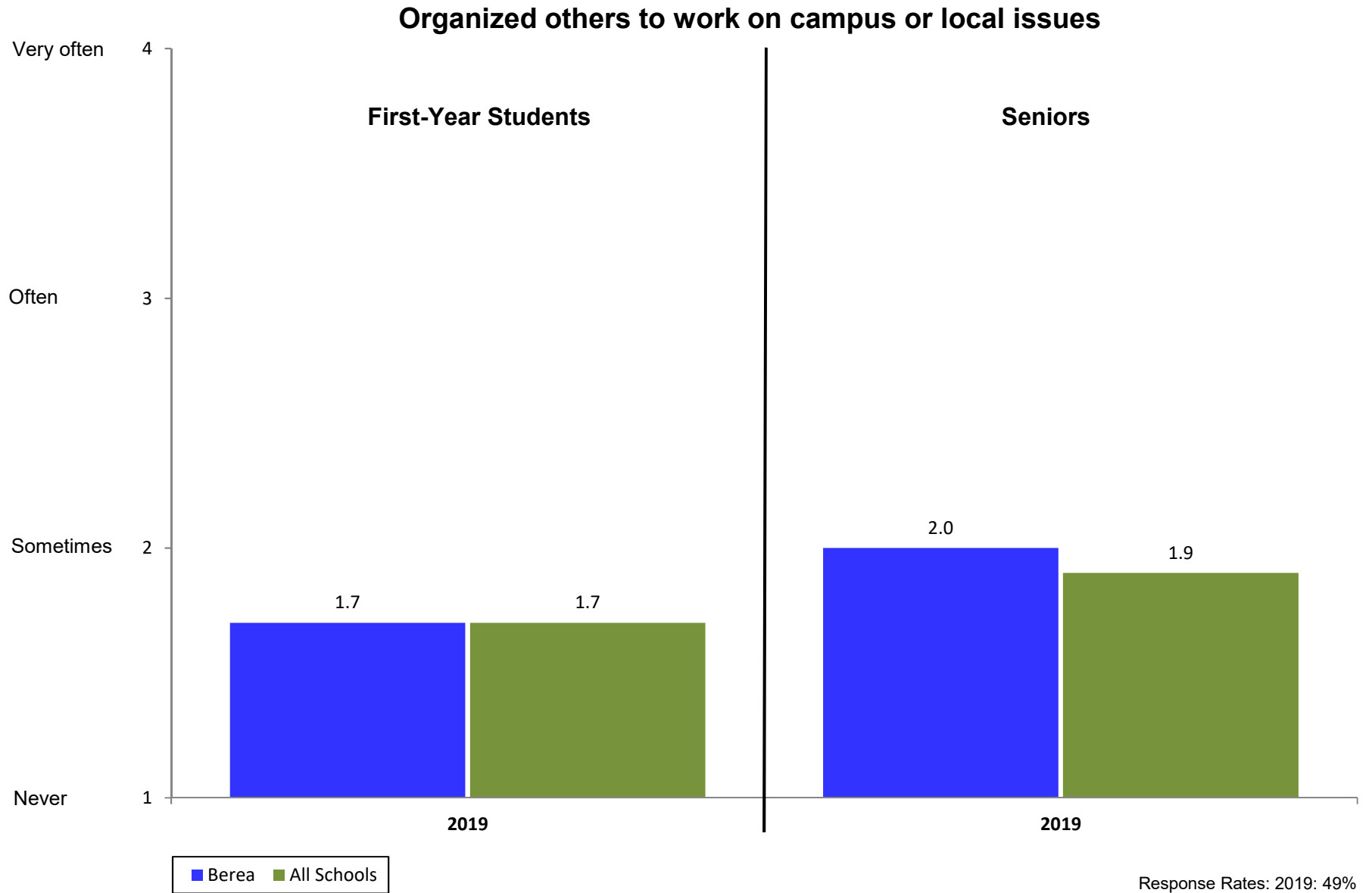


Select the response that best represents your ability to do the following:

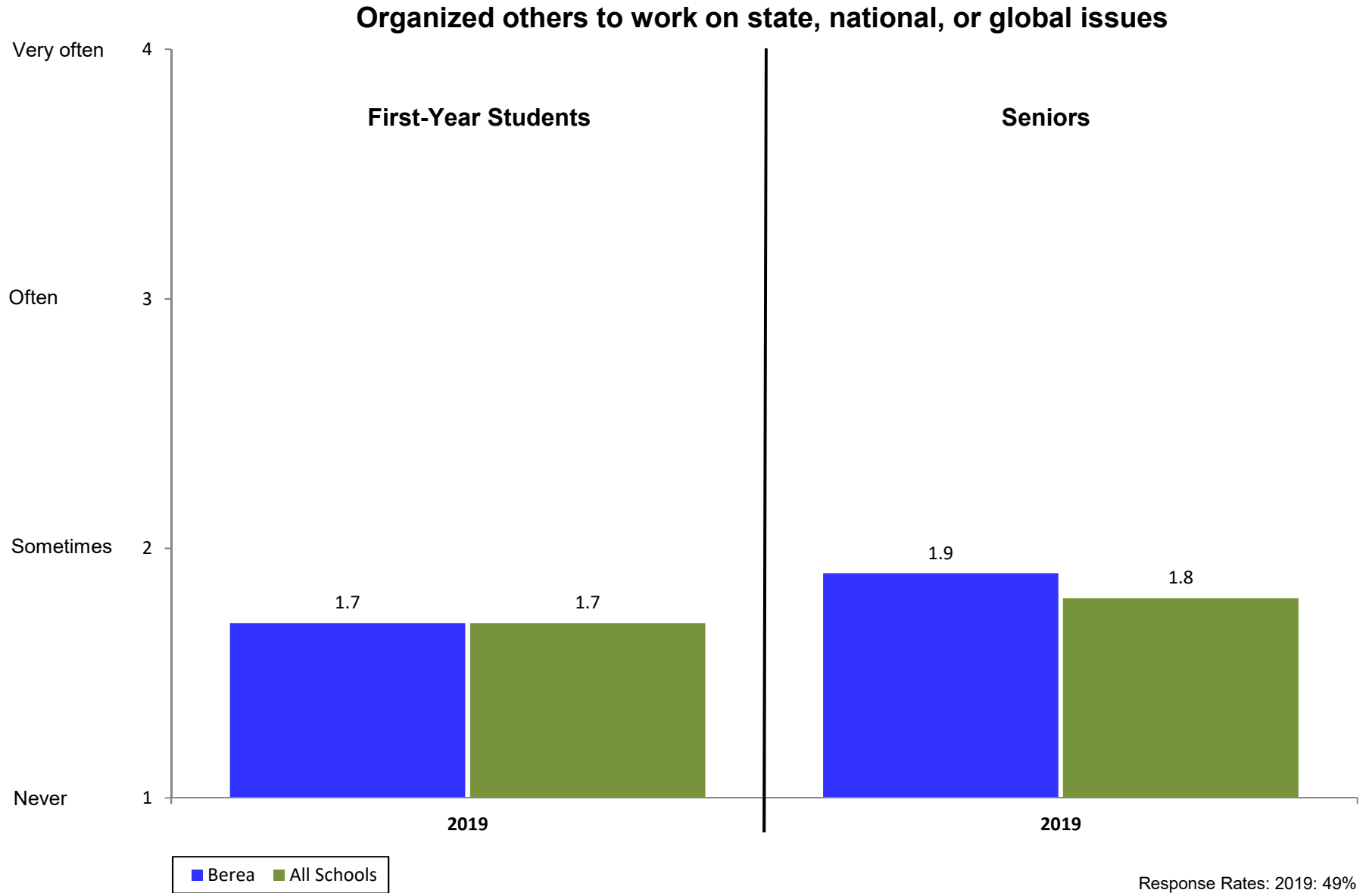
Lead a group in which people from different backgrounds feel welcomed and included



During the current school year, whether course-related or not, about how often have you done the following?



During the current school year, whether course-related or not, about how often have you done the following?



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

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



[Click to see survey instruments](#)

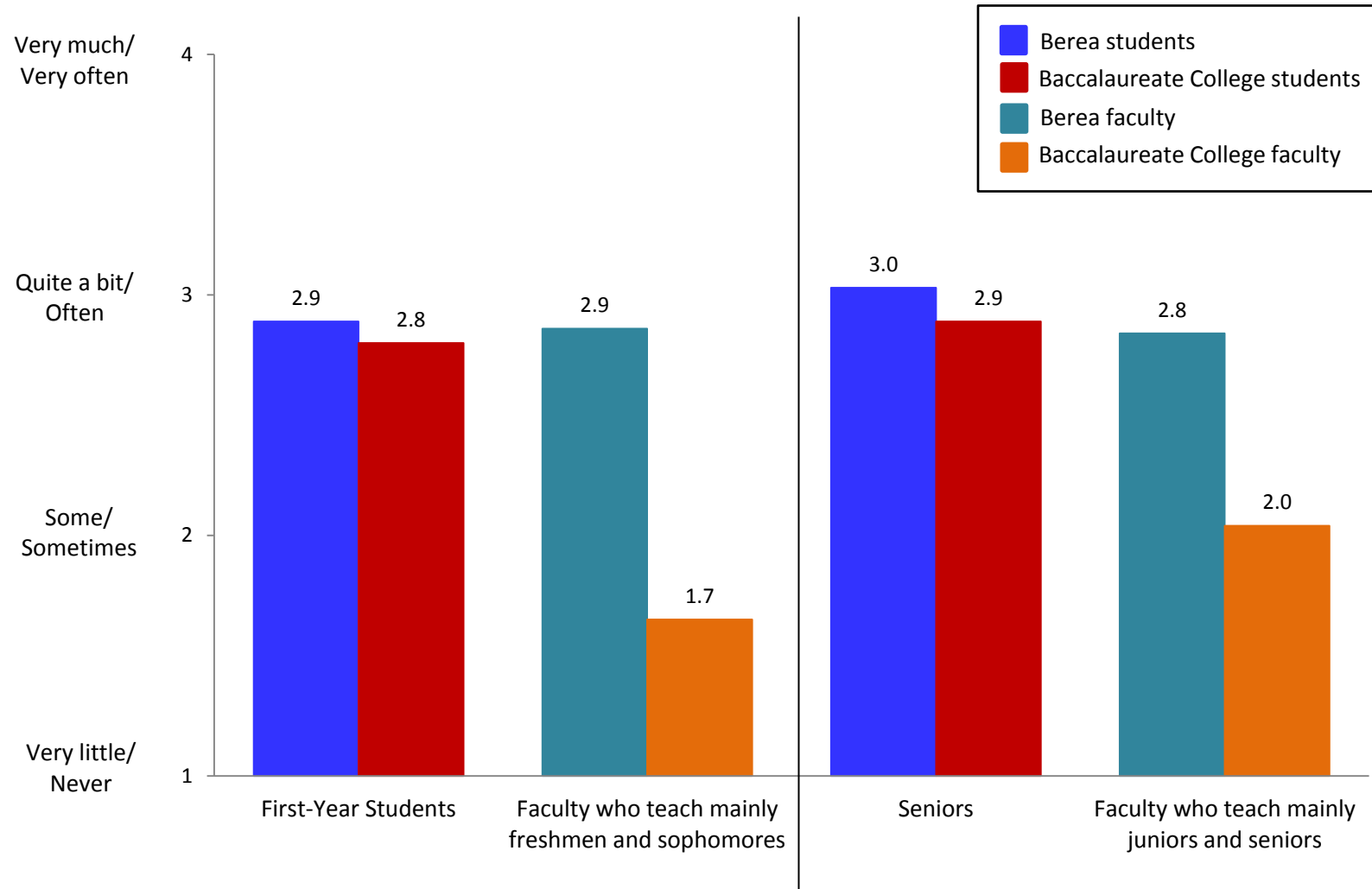
Response Rates:

Spring 2014 Students	60%
Faculty	56%

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

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

Explain course material to other students



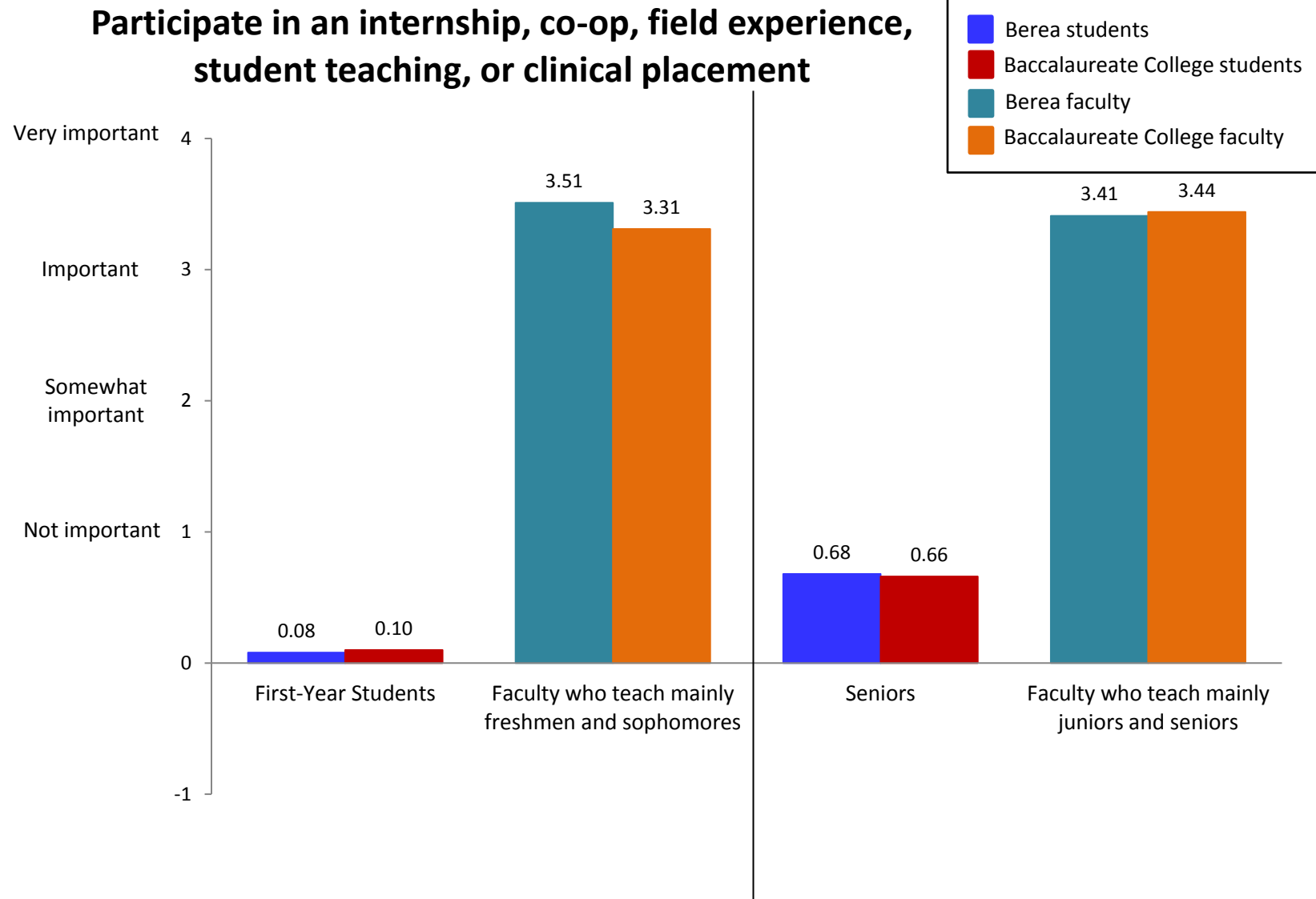
Response Rates:

Faculty: 56%

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

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

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



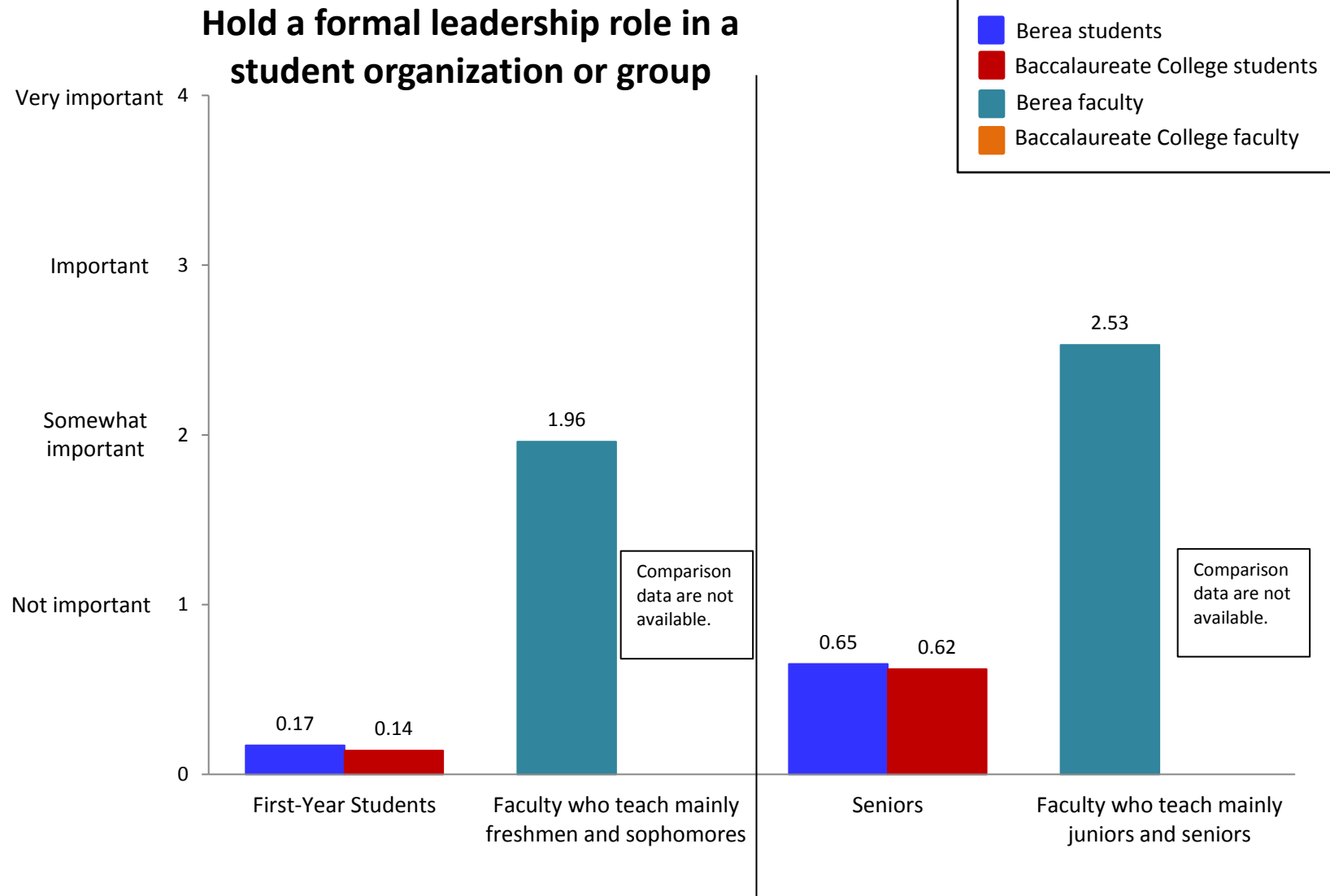
Response Rates:

Faculty: 56%

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

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

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



Response Rates:

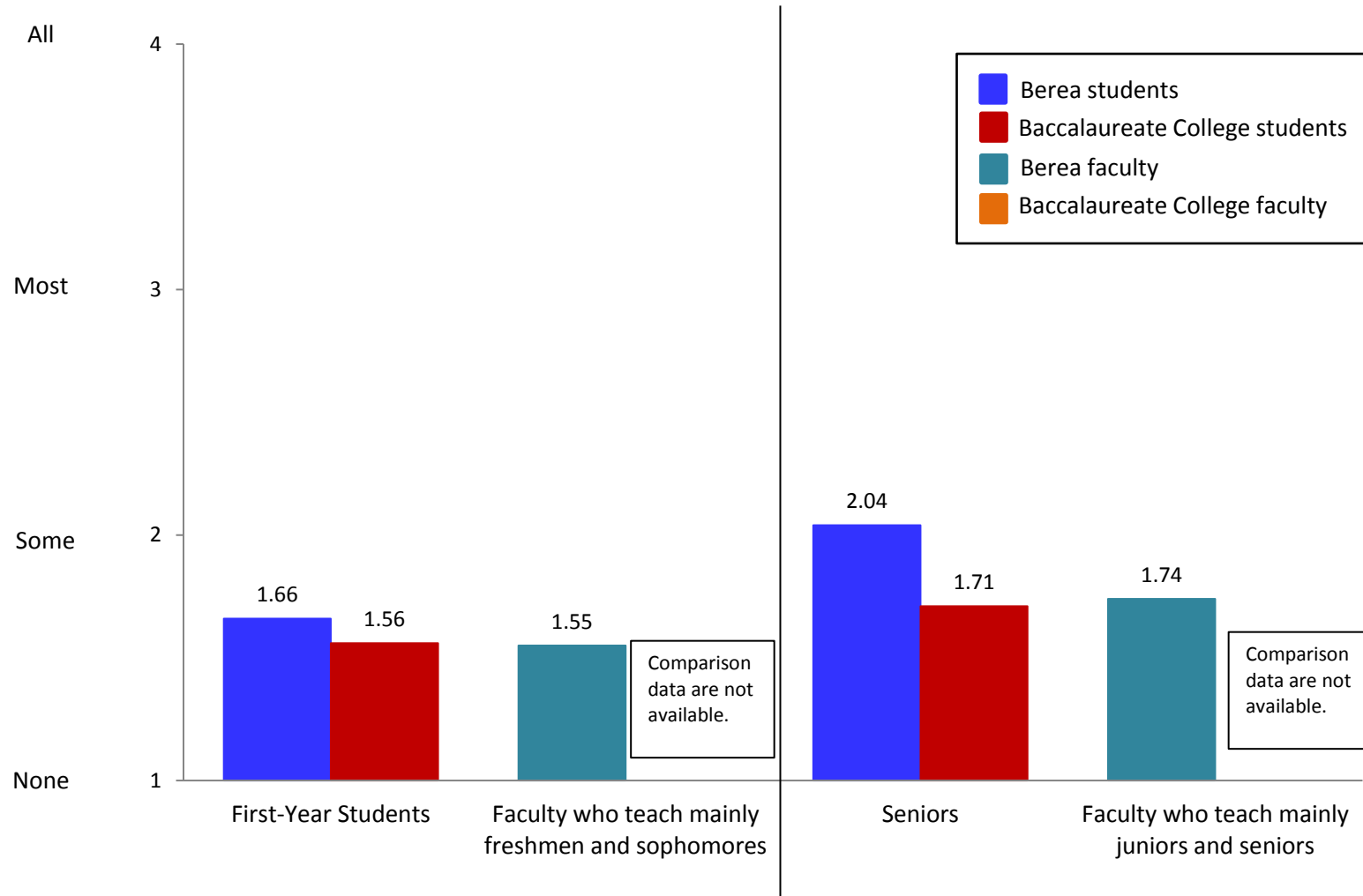
Faculty: 56%

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

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

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

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



Response Rates:

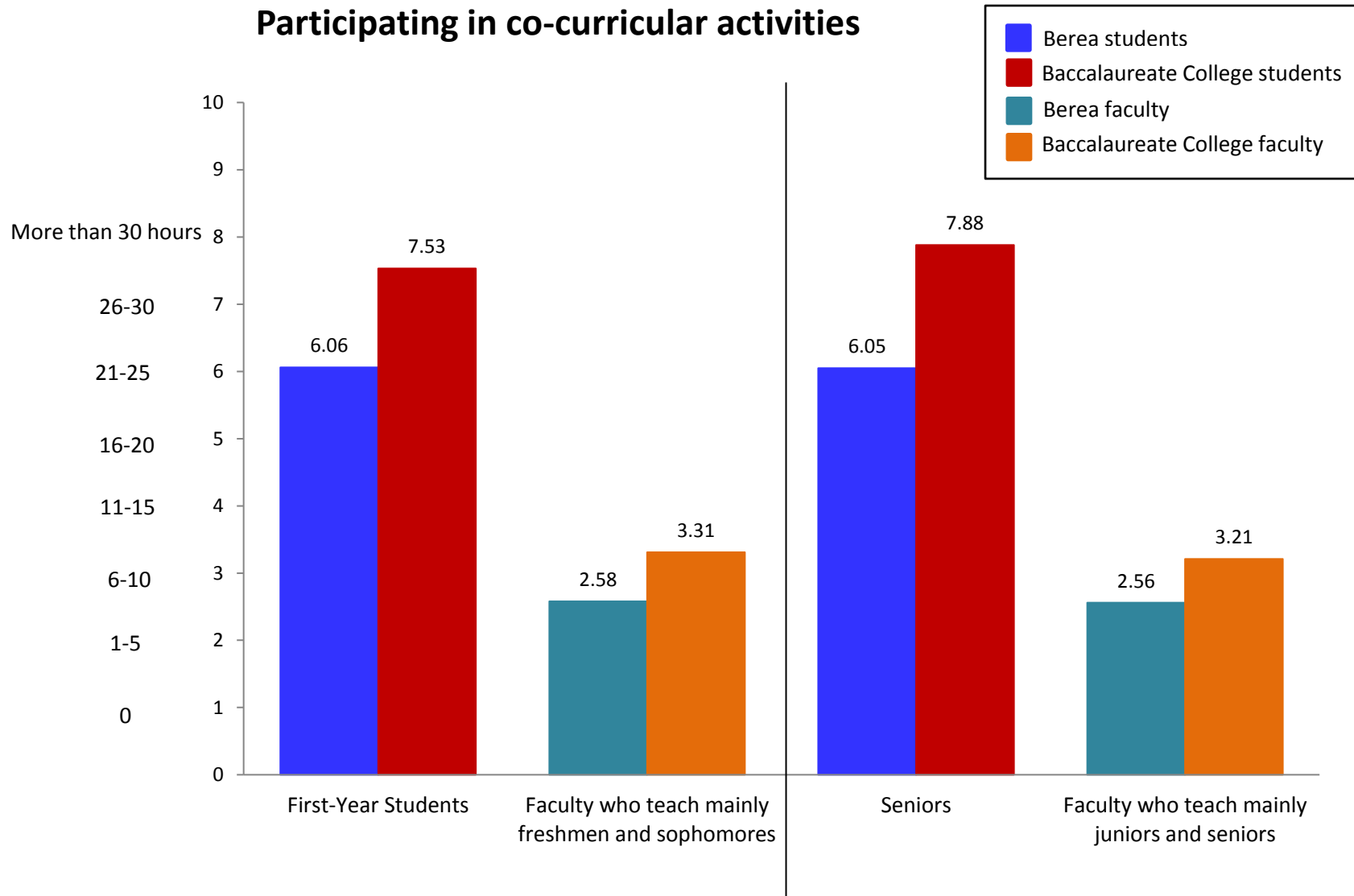
Faculty: 56%

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

FSSE: 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%

Berea-Specific Graduating Seniors Survey



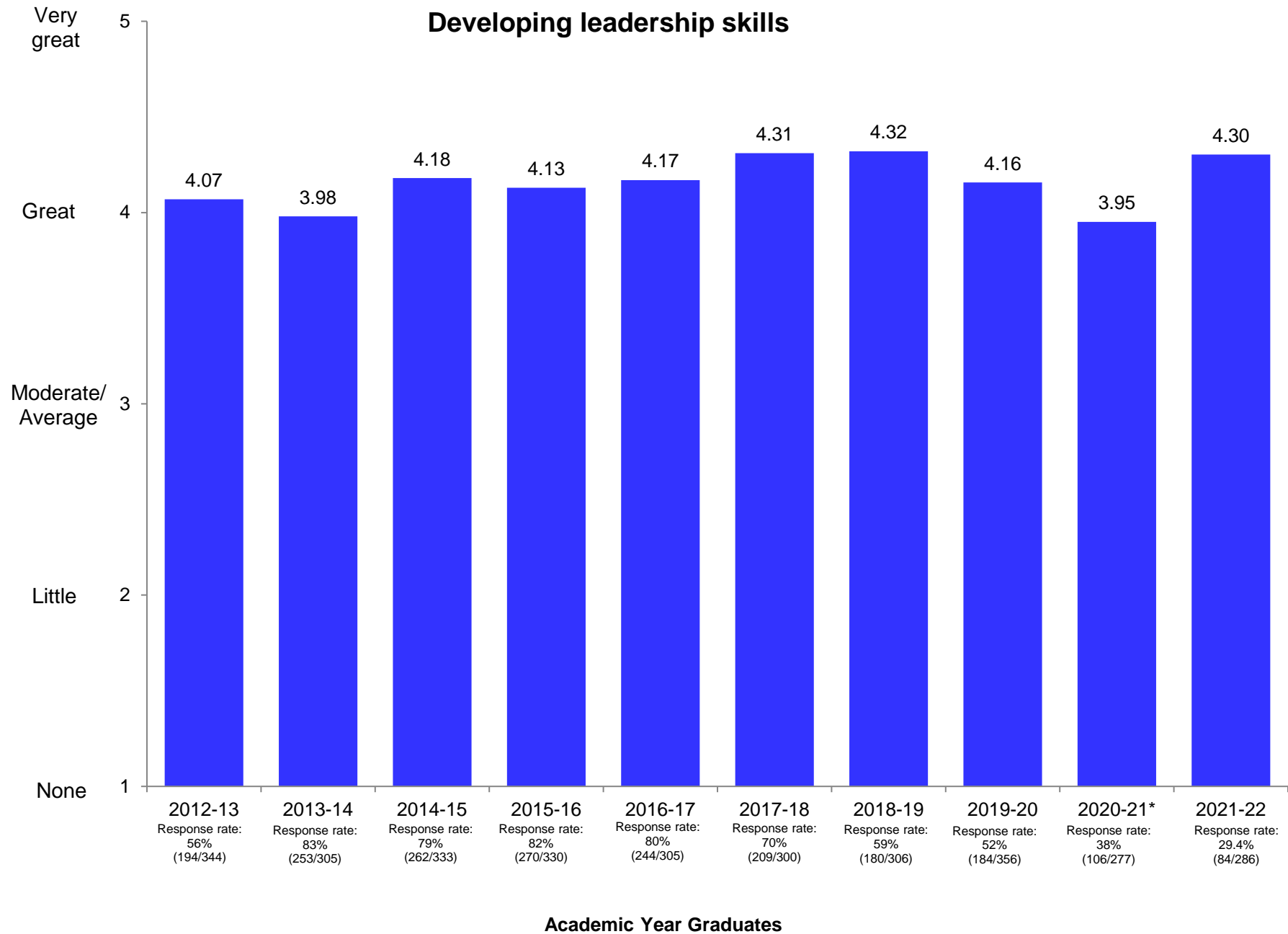
[Choose to see survey instruments](#)

Response Rates:

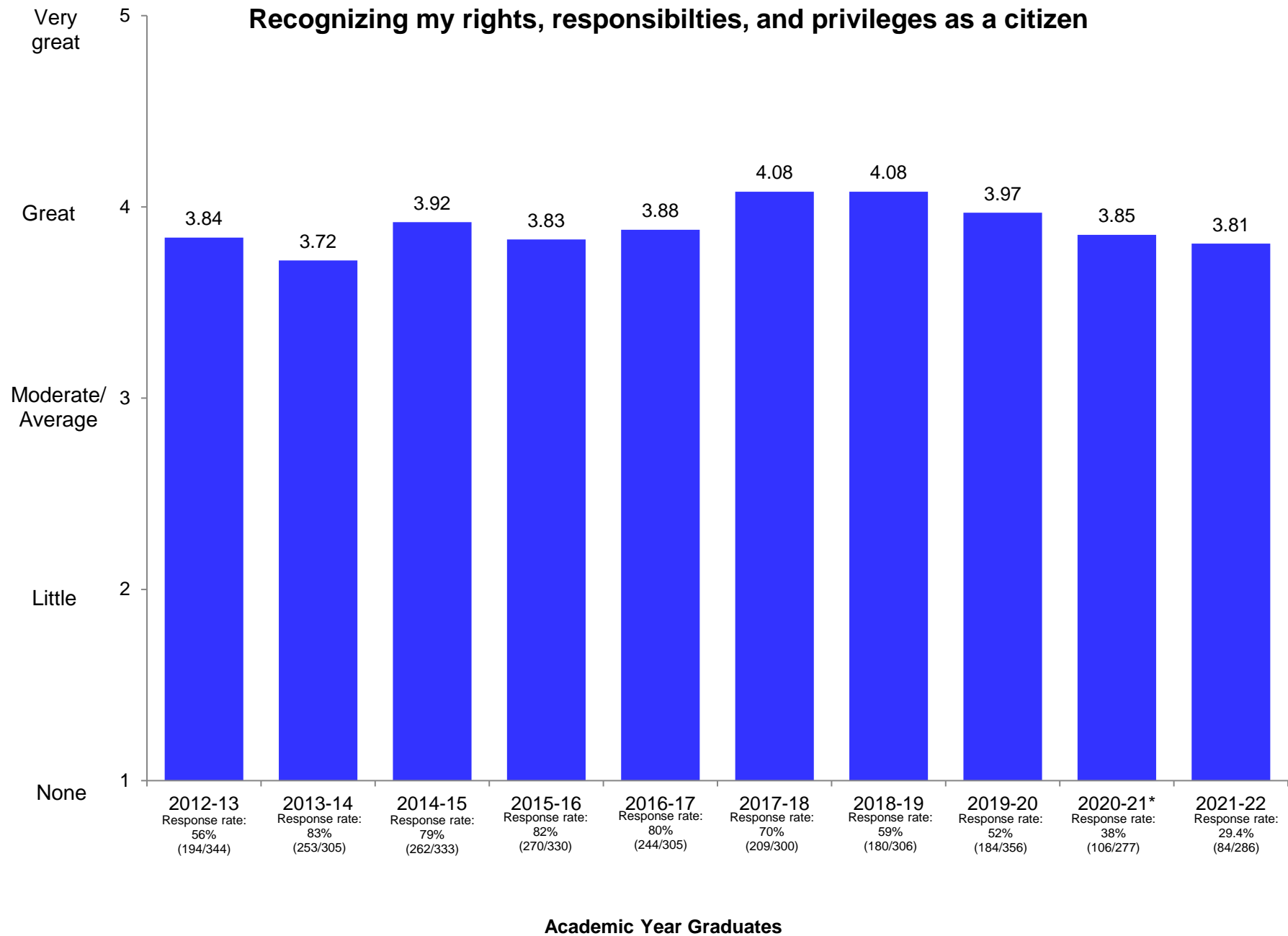
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

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

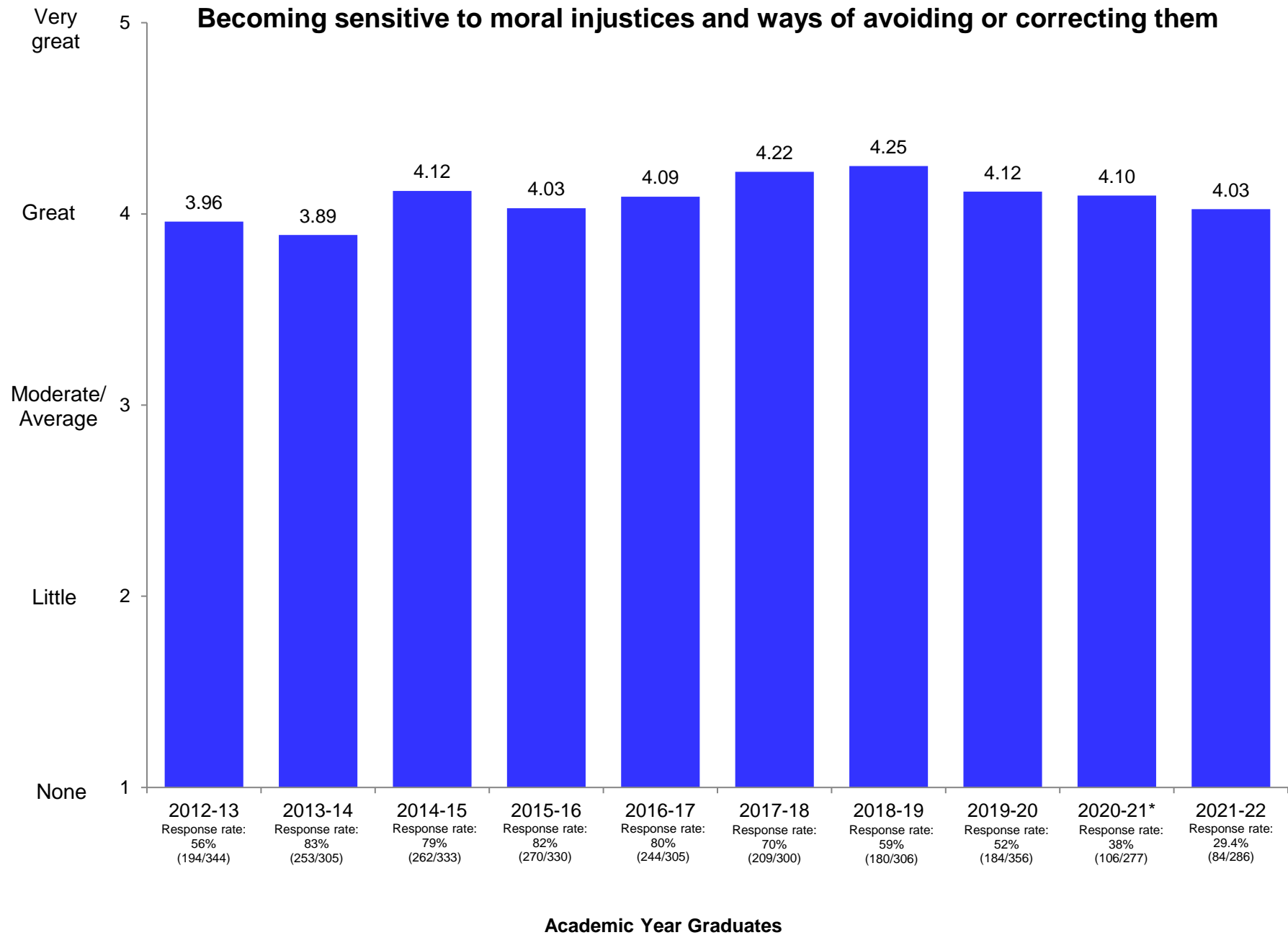
Because of the COVID-19 Pandemic, Berea College looked very different in academic year 2020-21. Students were given the option to return in person (with restrictions) or take classes online. No in-person graduation ceremonies were held. The survey was administered in electronic format only.



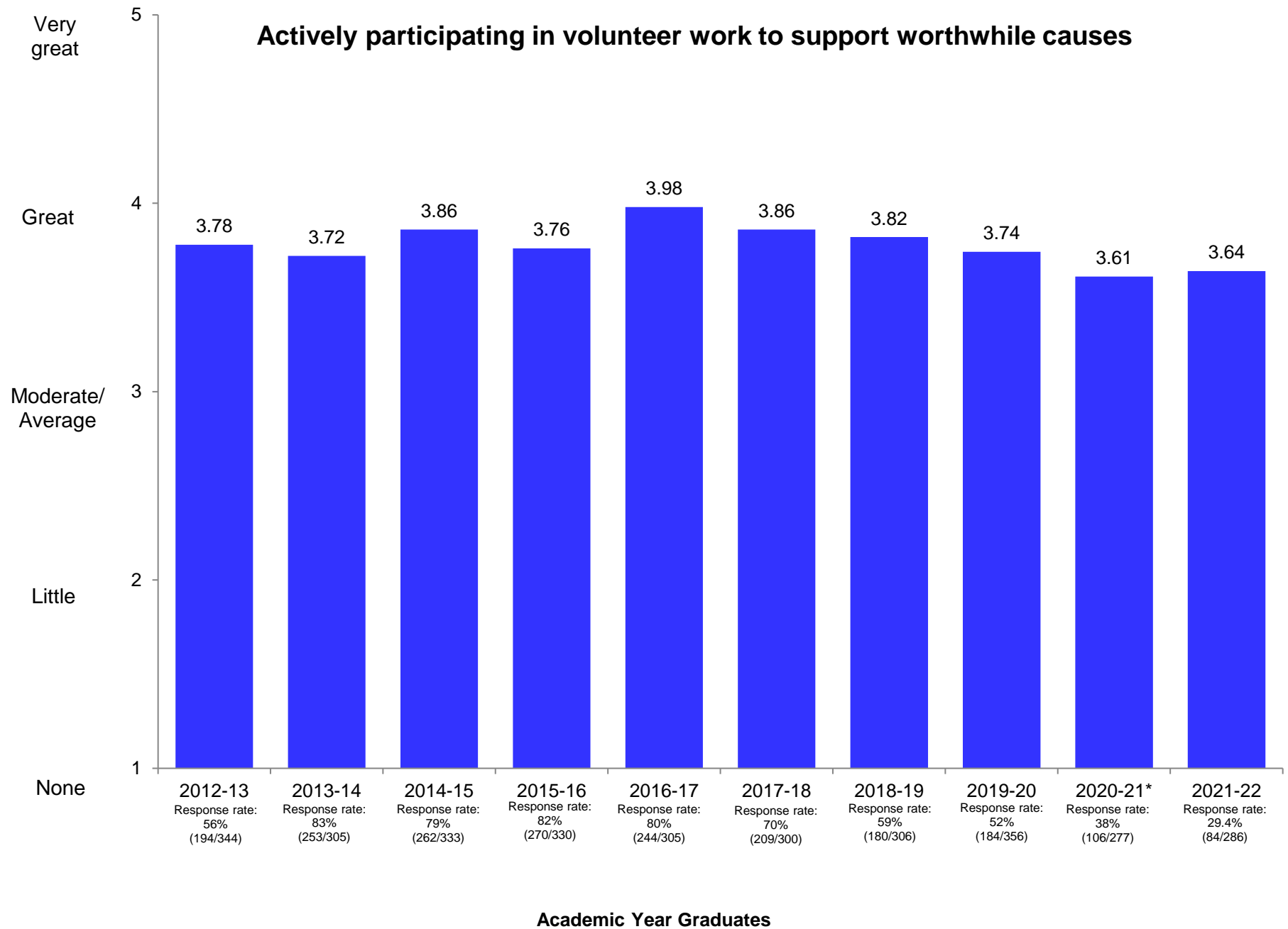
*Due to the COVID-19 Pandemic, survey was administered online.



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



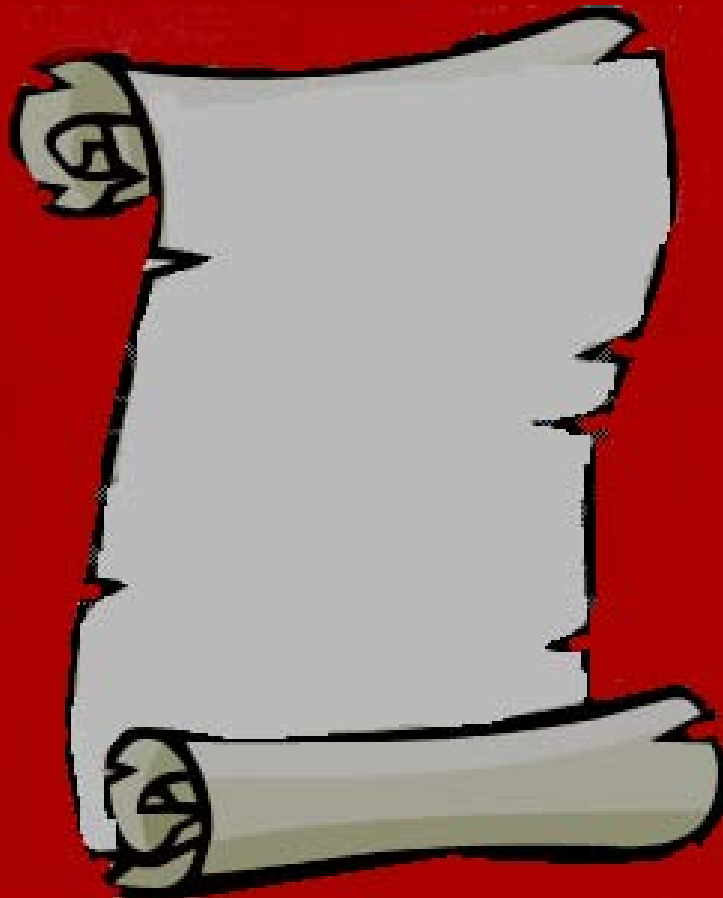
*Due to the COVID-19 Pandemic, survey was administered online.



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

HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 2014



Berea-Specific Entering Survey

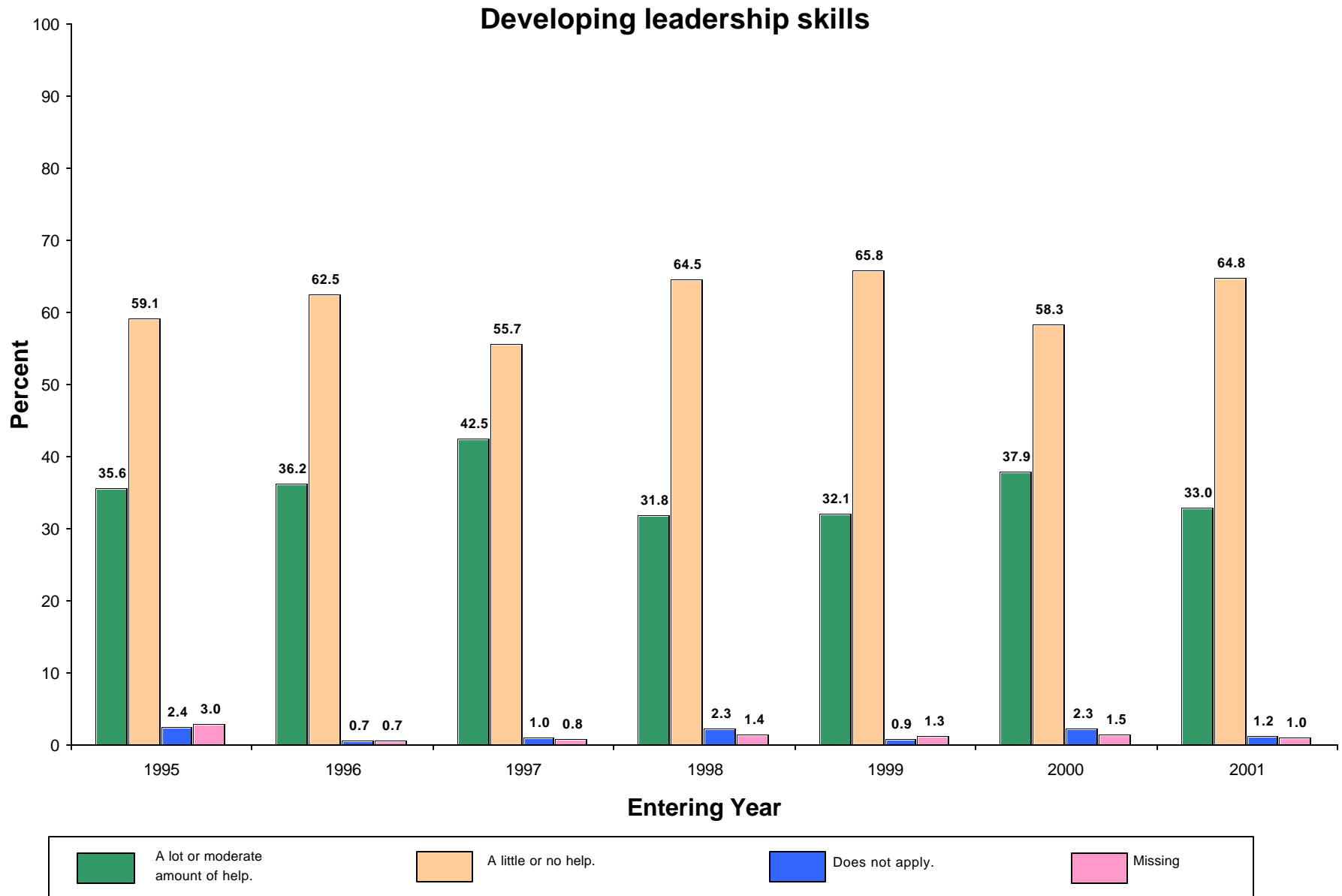
(Fall Term First-Year Students and New Transfers)



[Click to see survey instruments](#)

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

Average Response Rate of 85%



Your First College Year (YFCY)

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

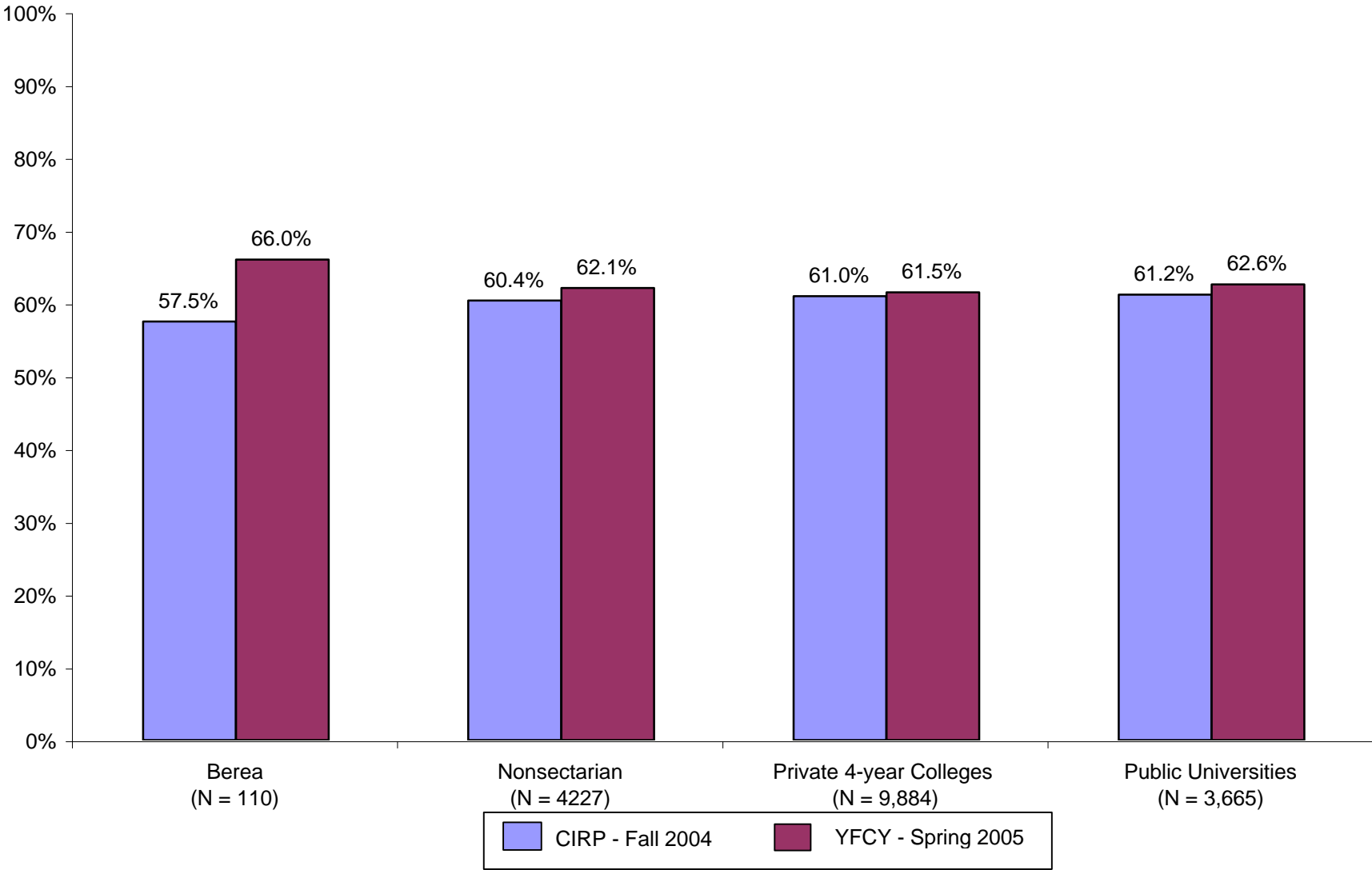


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

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

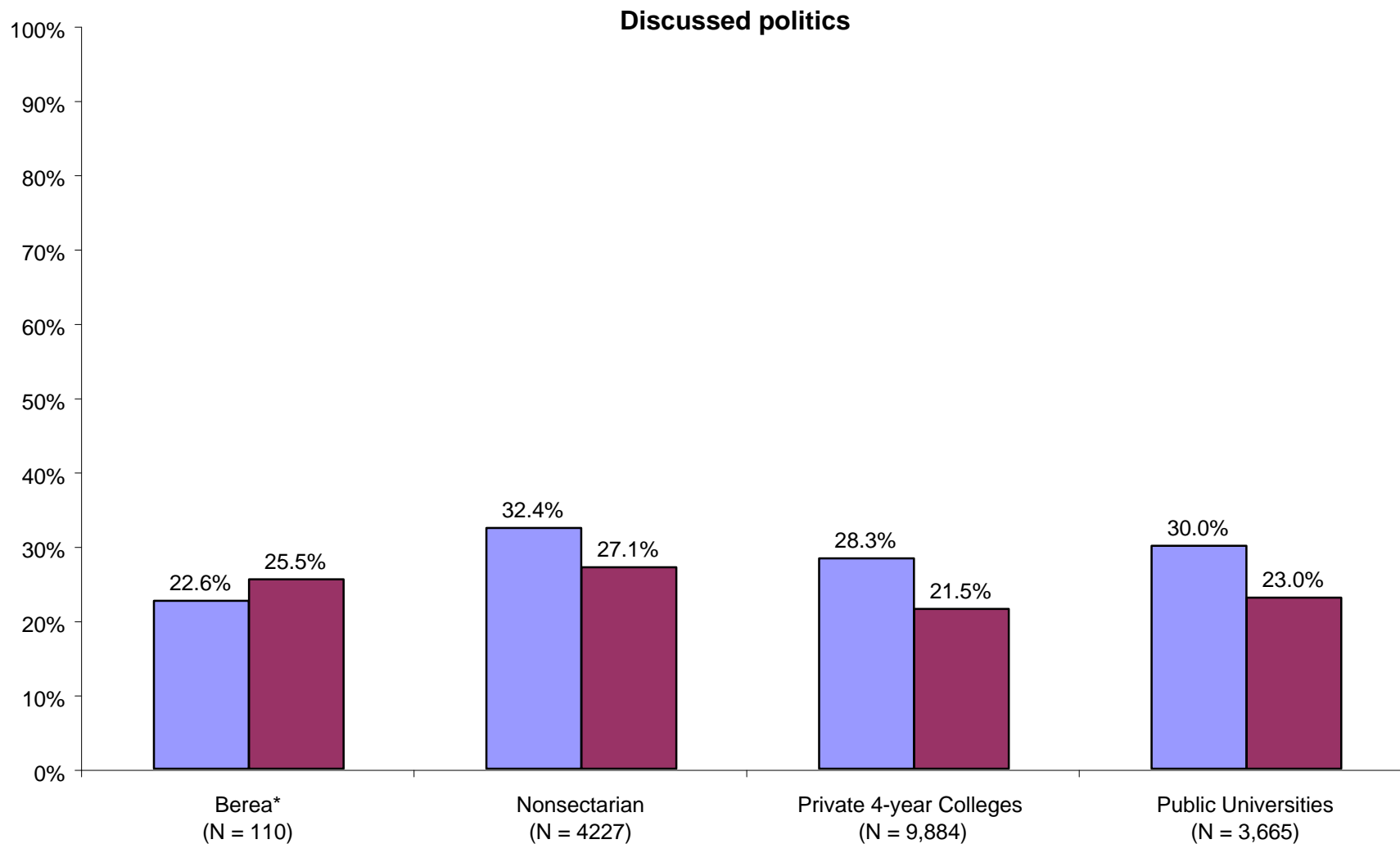
Leadership ability



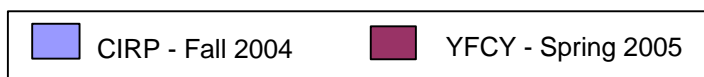
Compiled by the Office of Institutional Research and Assessment, August 2005

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

Percent of Students who Marked "Frequently" or "Occasionally". (Last year of High School/Since Entering College)



*Berea means are statistically significantly different at the P<.05 level.

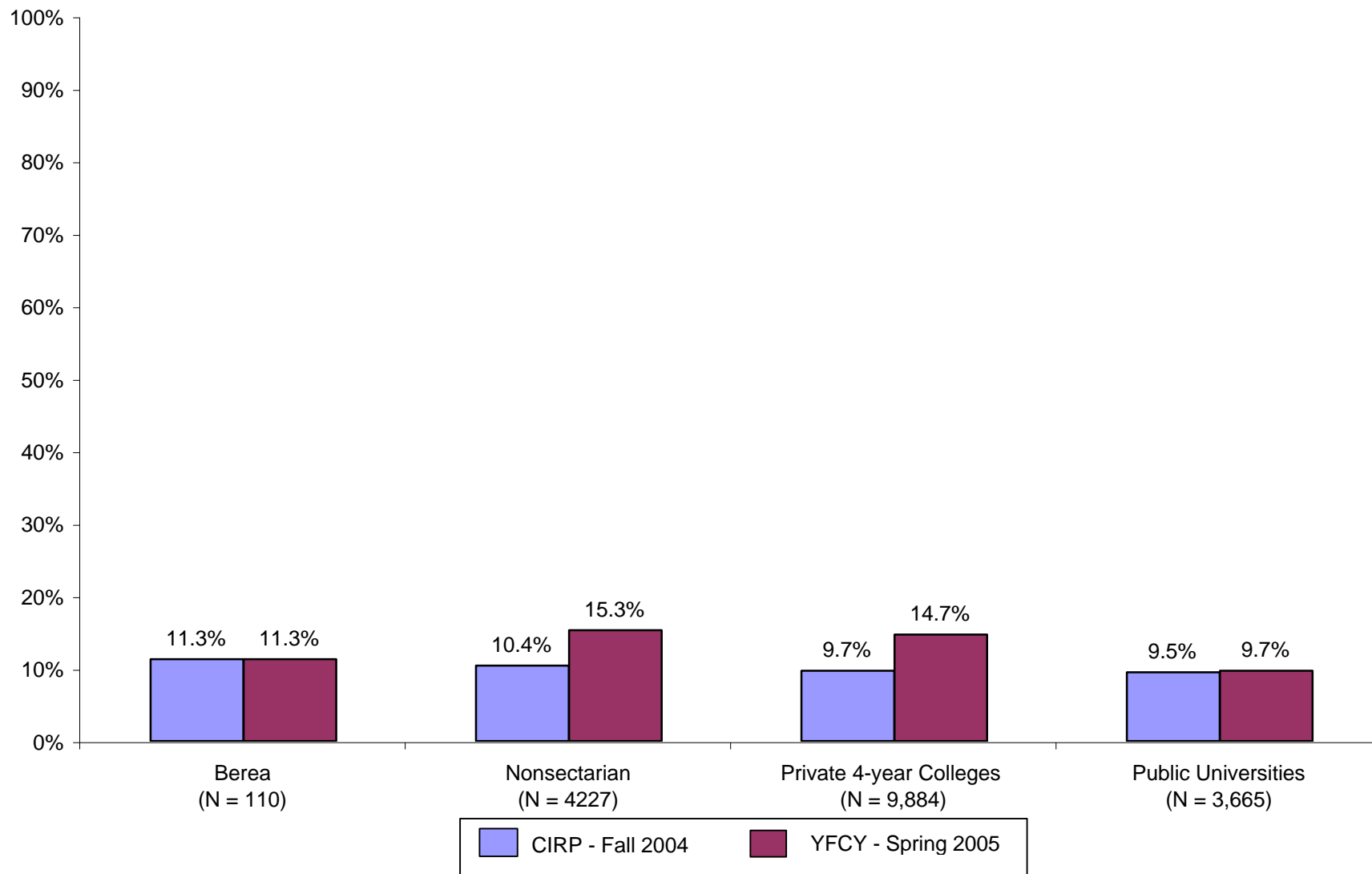


Compiled by the Office of Institutional Research and Assessment, August 2005

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

Percent of Students who Marked "Frequently" or "Occasionally". (Last year of High School/Since Entering College)

Worked on a local, state, or national political campaign



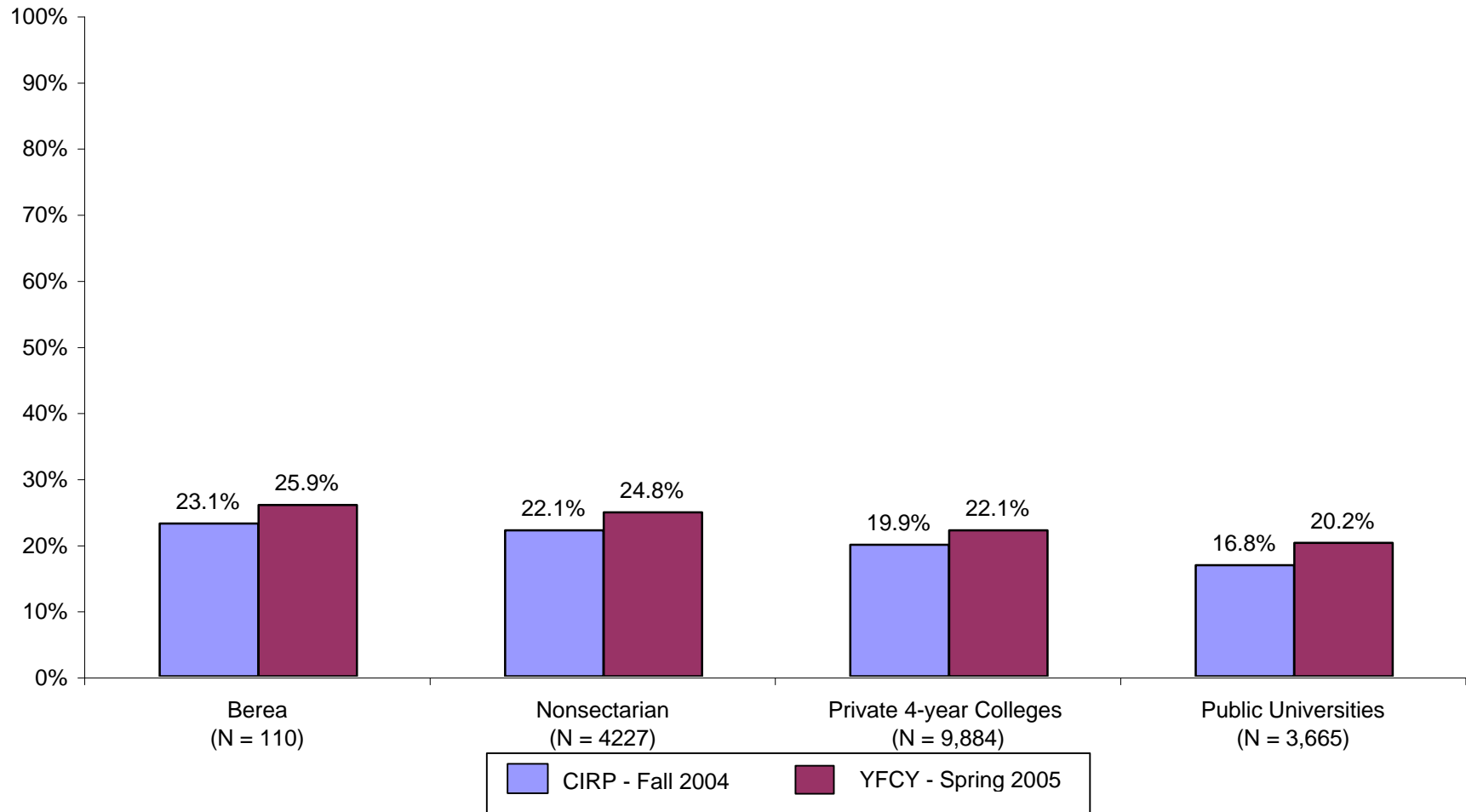
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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

Influencing the political structure



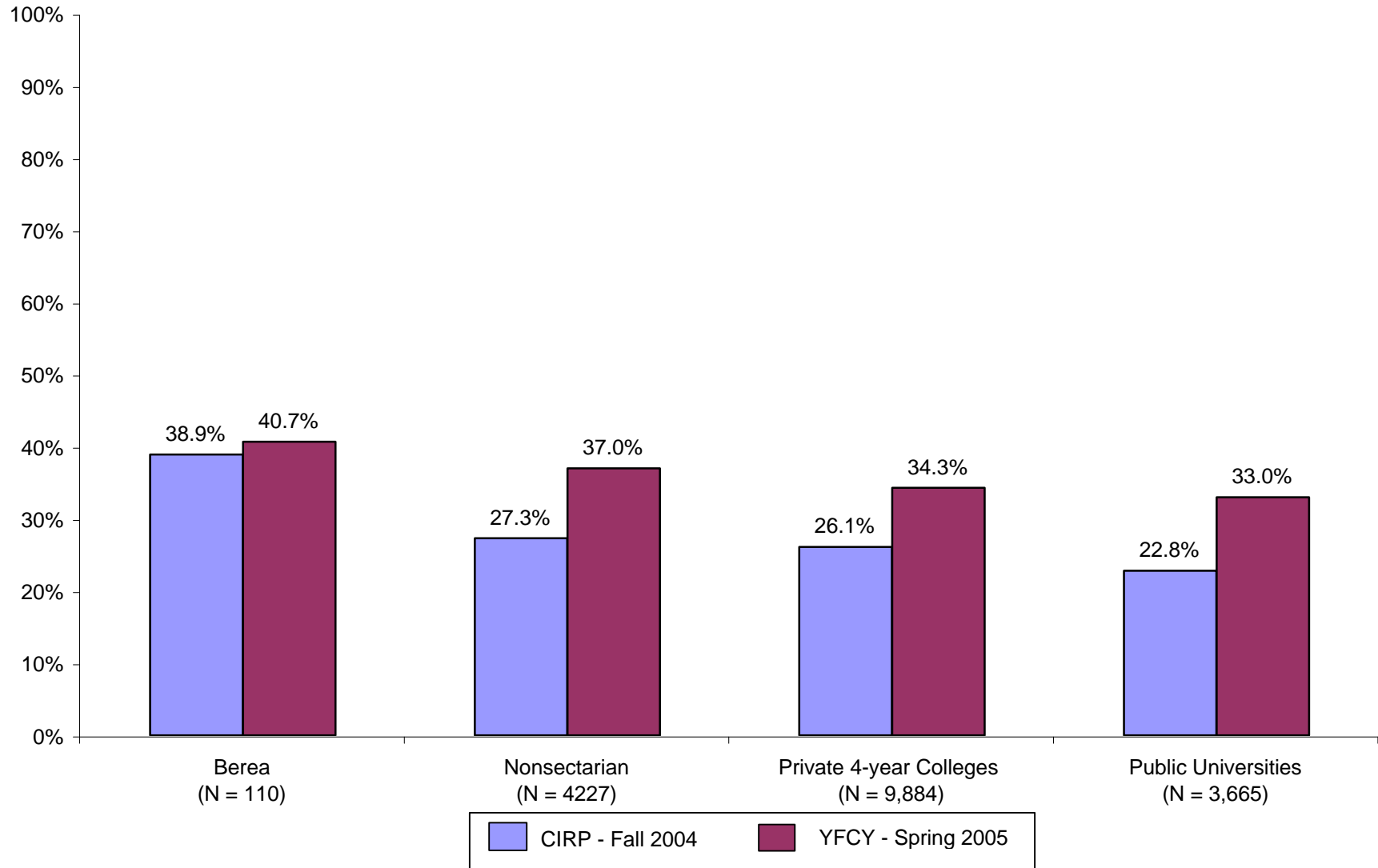
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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

Participating in a community action program



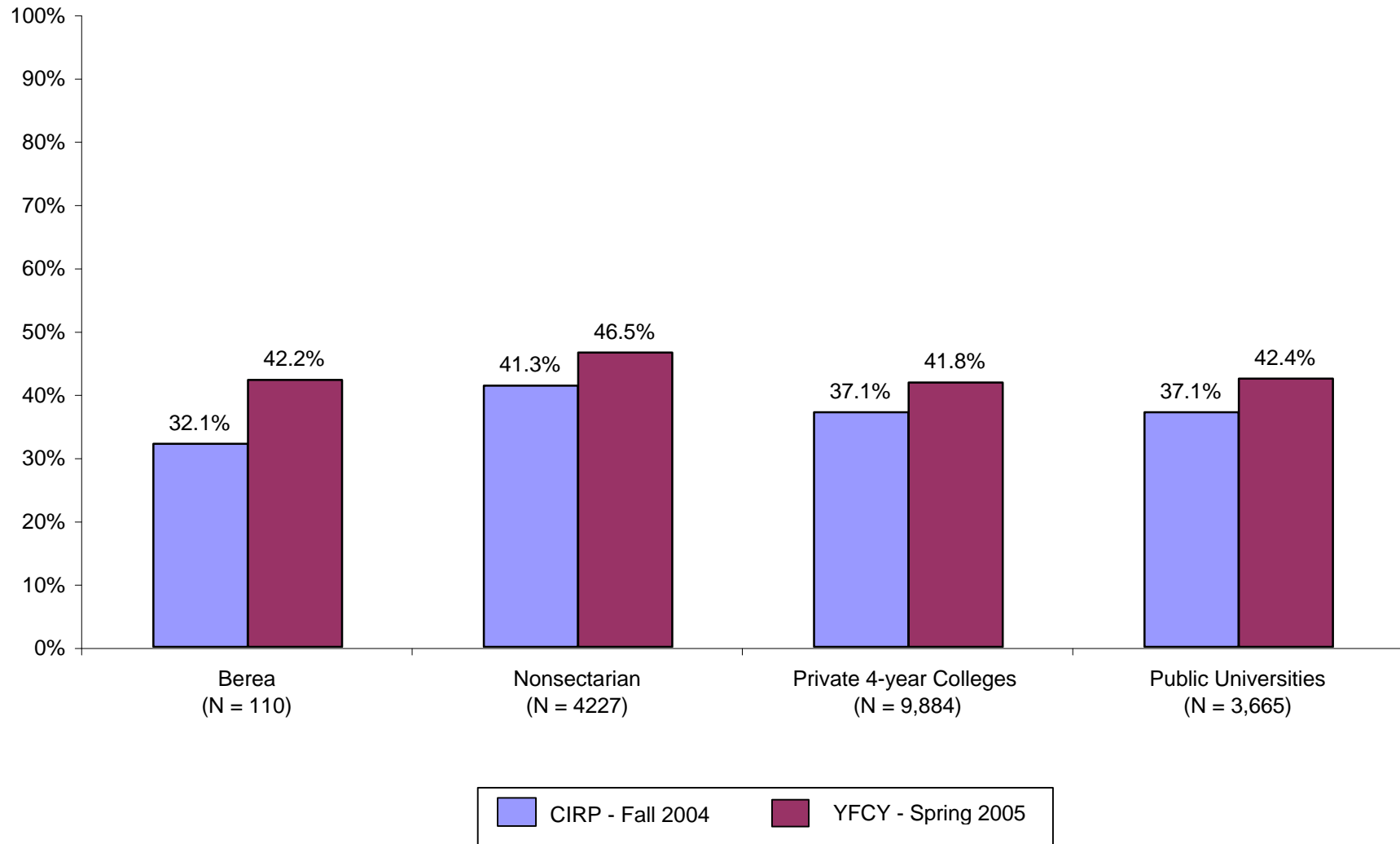
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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

Keeping up to date with political affairs



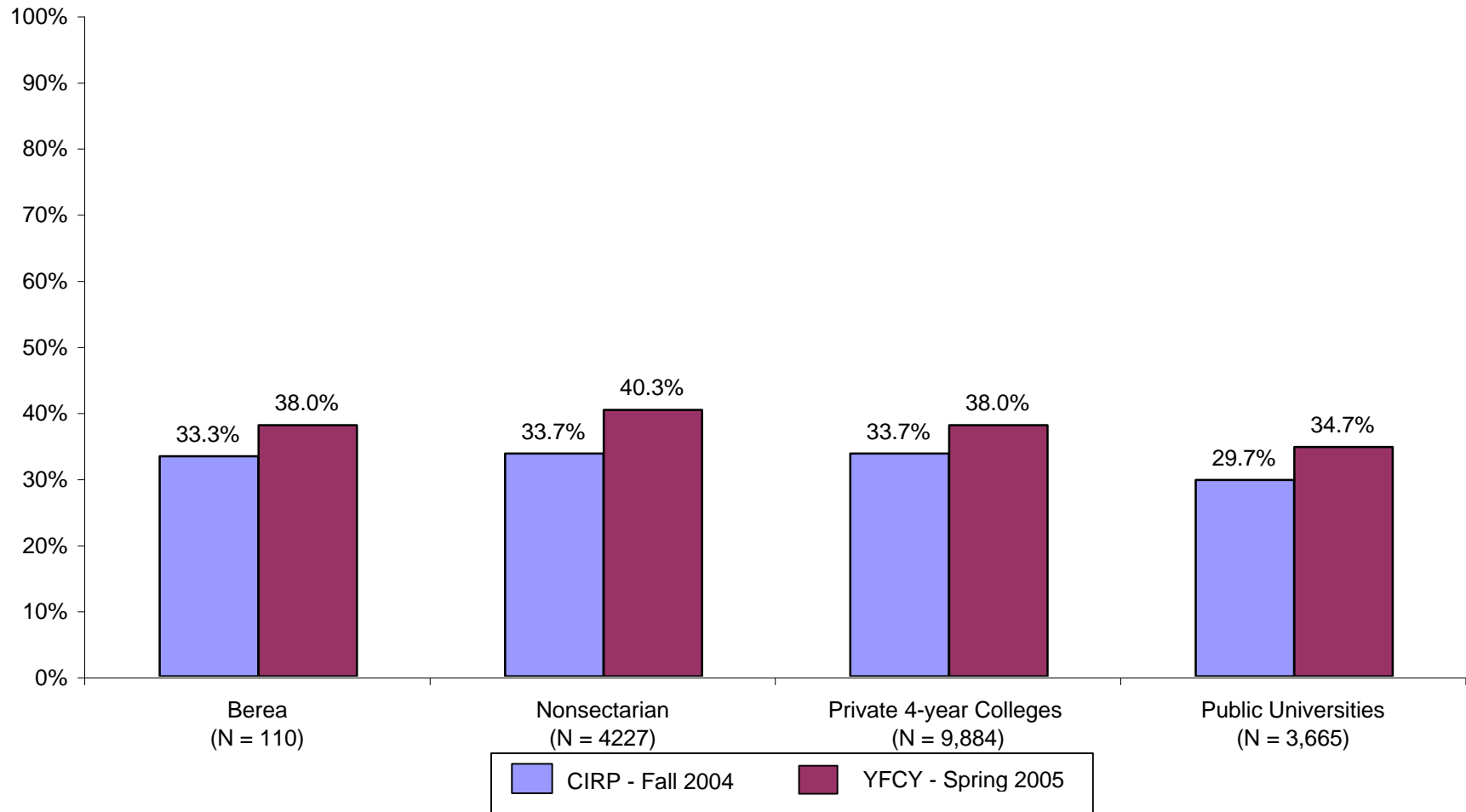
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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

Becoming a community leader



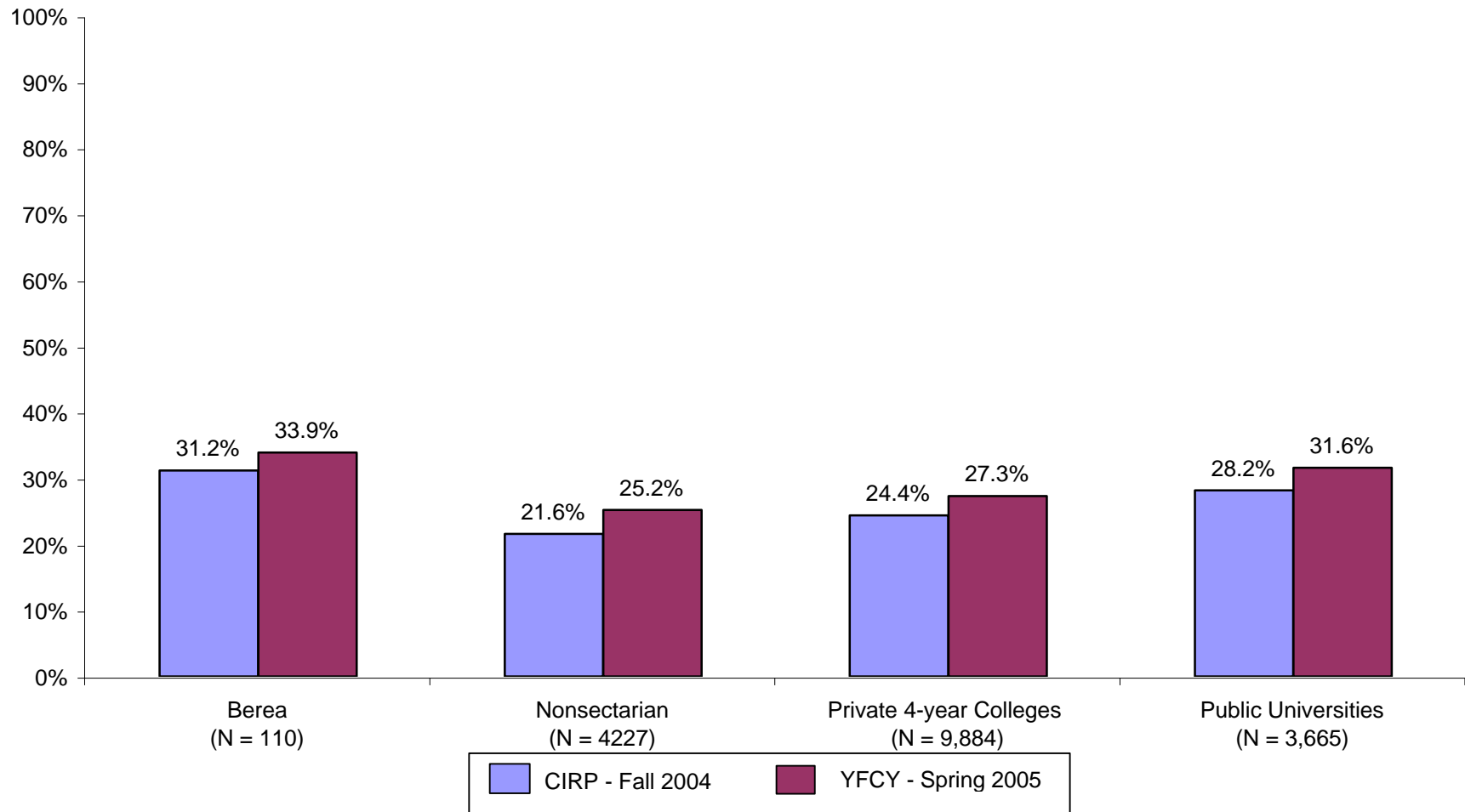
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

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

Working to find a cure for a health problem



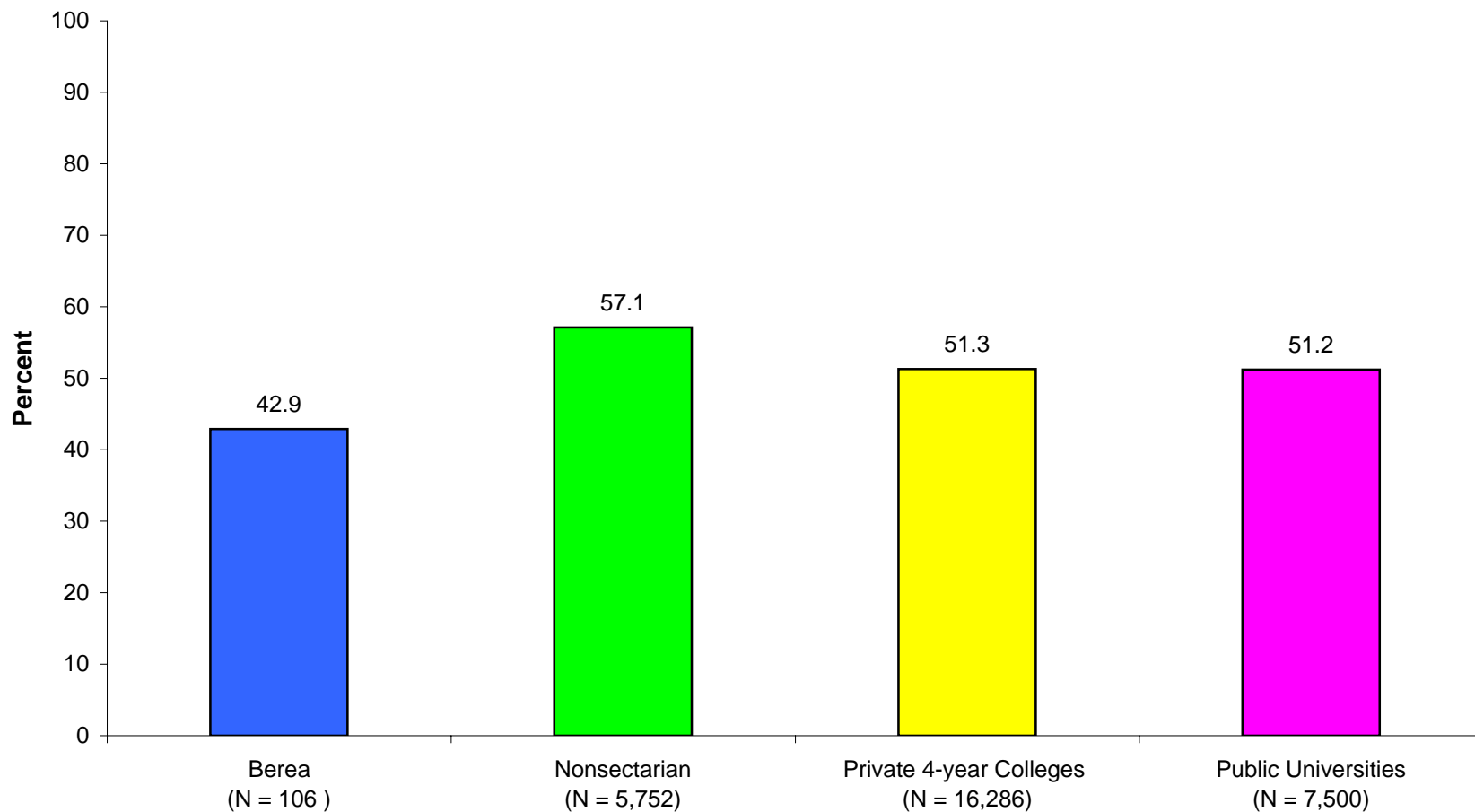
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

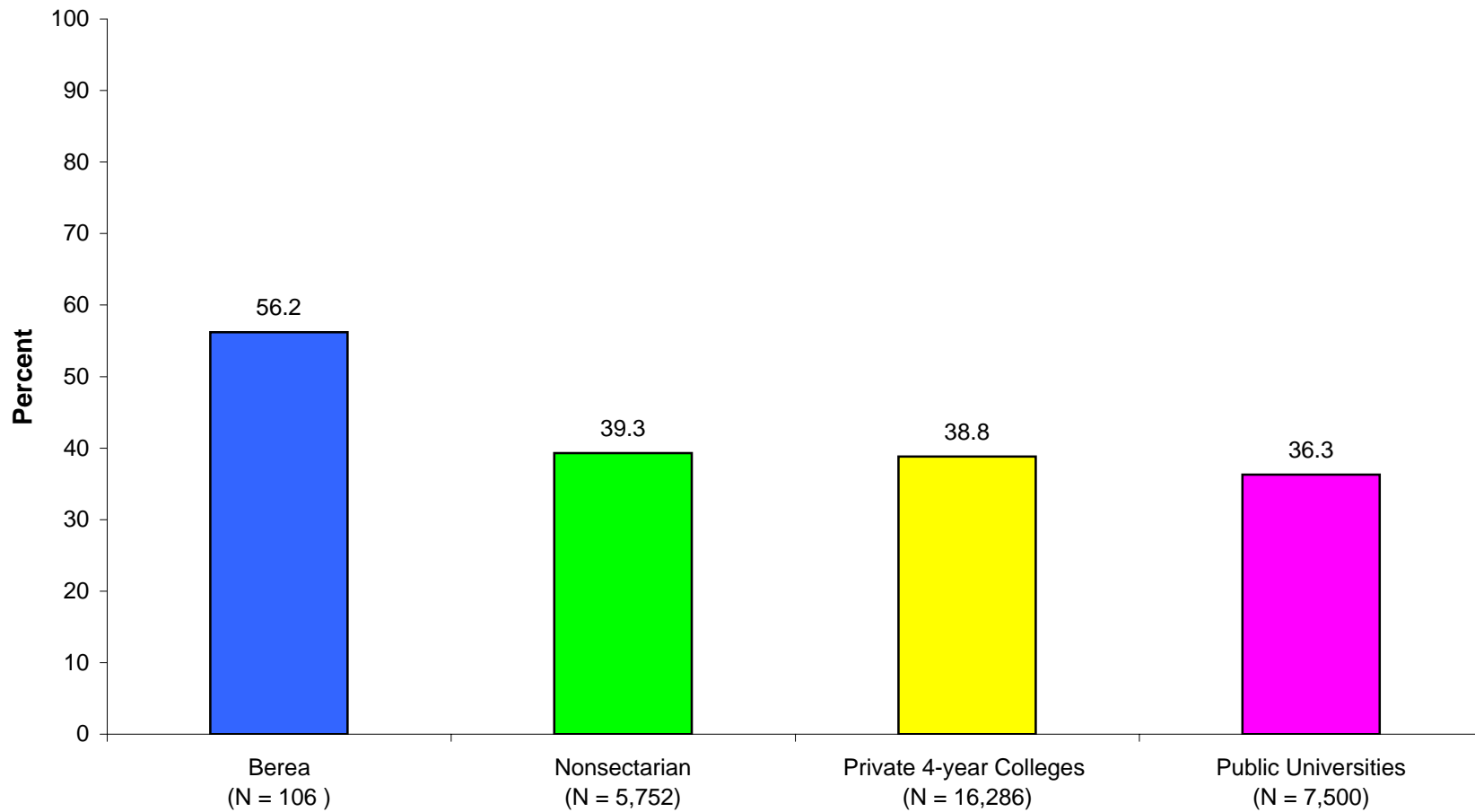
Percentage of students who indicated the following as "essential" or "very important"

Reading a newspaper to be informed of national and global issues



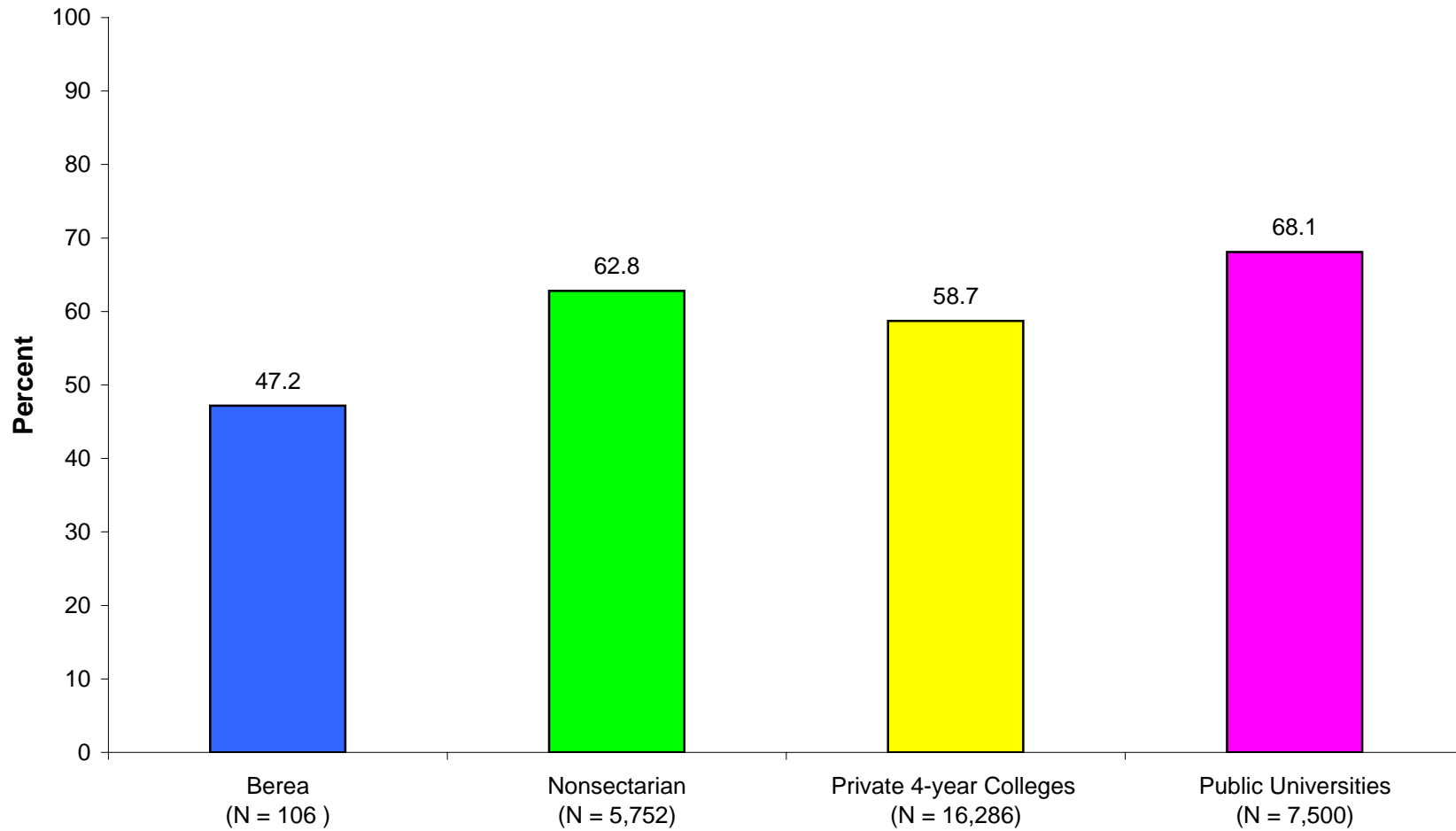
Percentage of students who indicated the following as "essential" or "very important"

Improving the health of minority communities



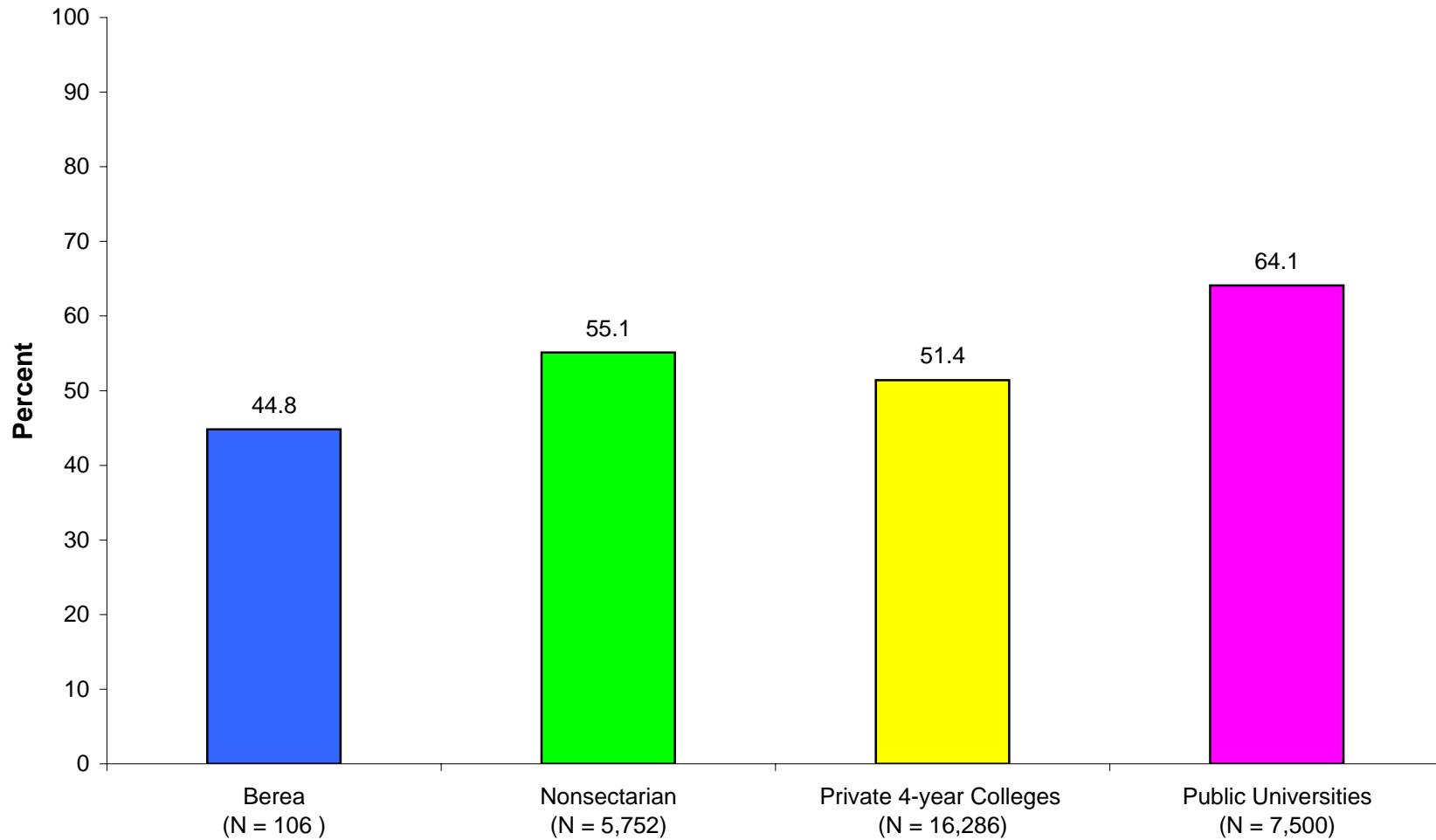
Percentage of students who indicated "yes" to: Since entering this college have you:

Voted in the 2004 presidential election



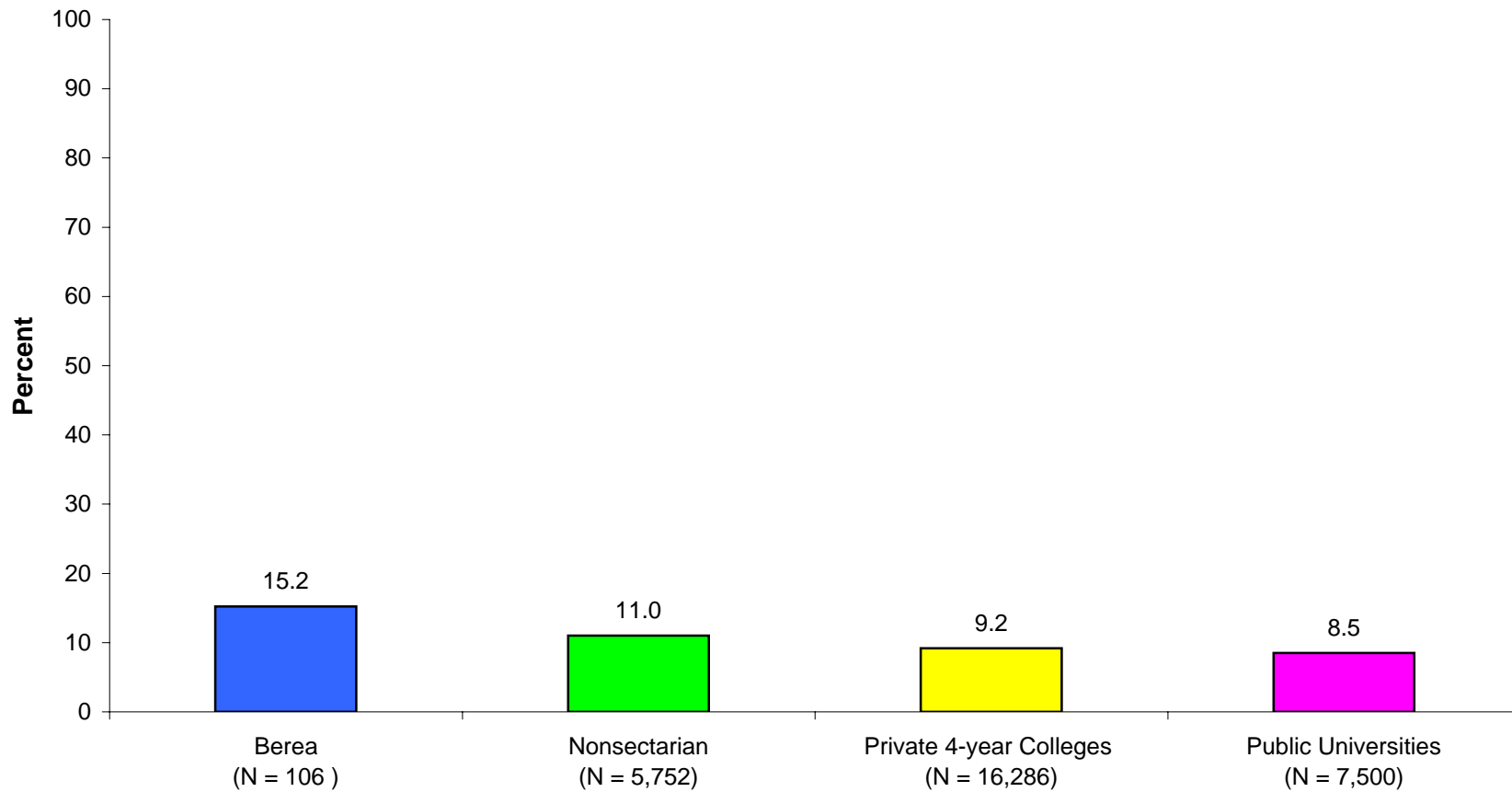
Percent of students indicating "frequently" or "occasionally" since entering this college:

Read a newspaper



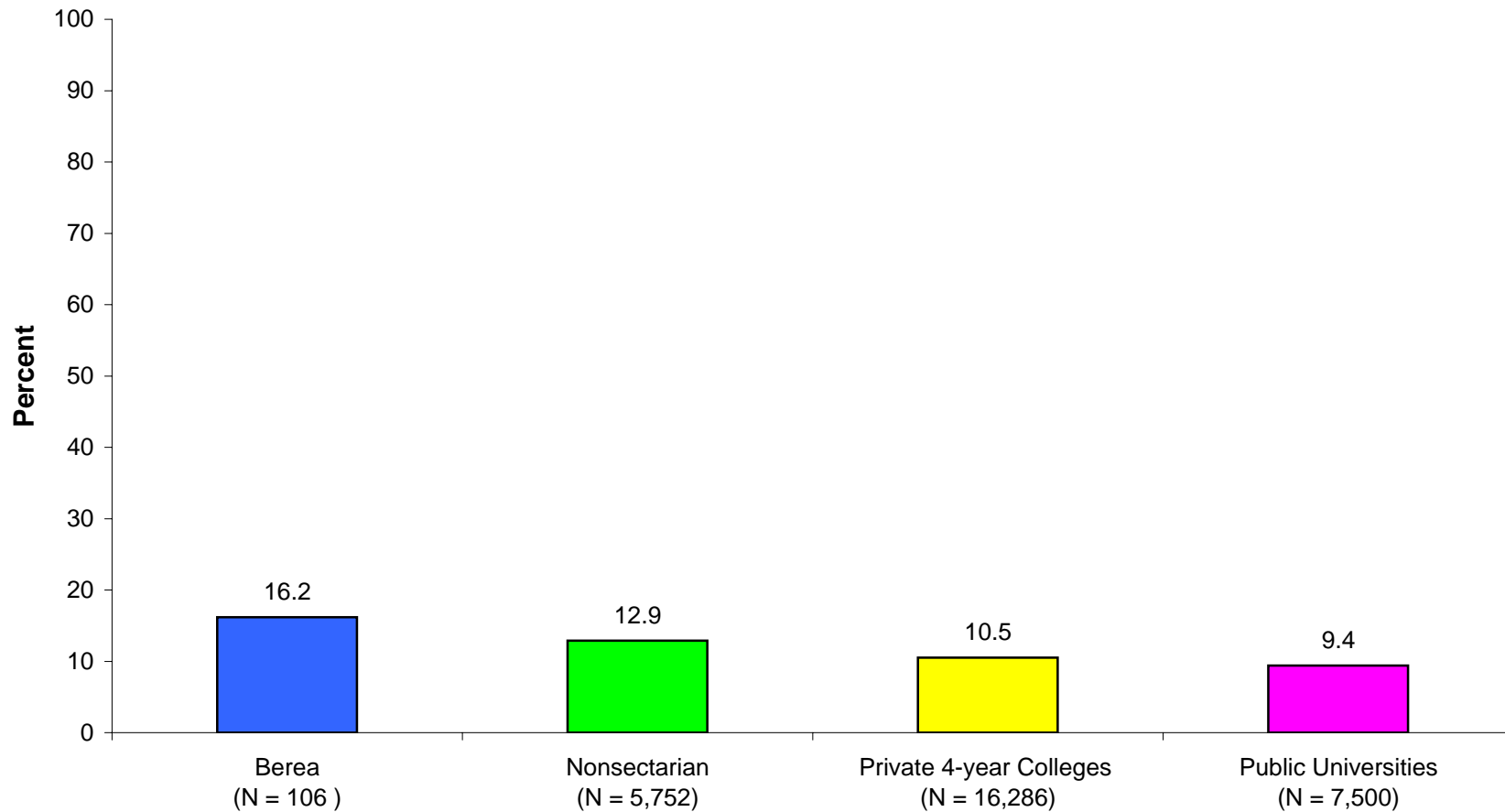
Percent of students noting "much stronger" skills compared with time when entered college:

Understanding of national issues



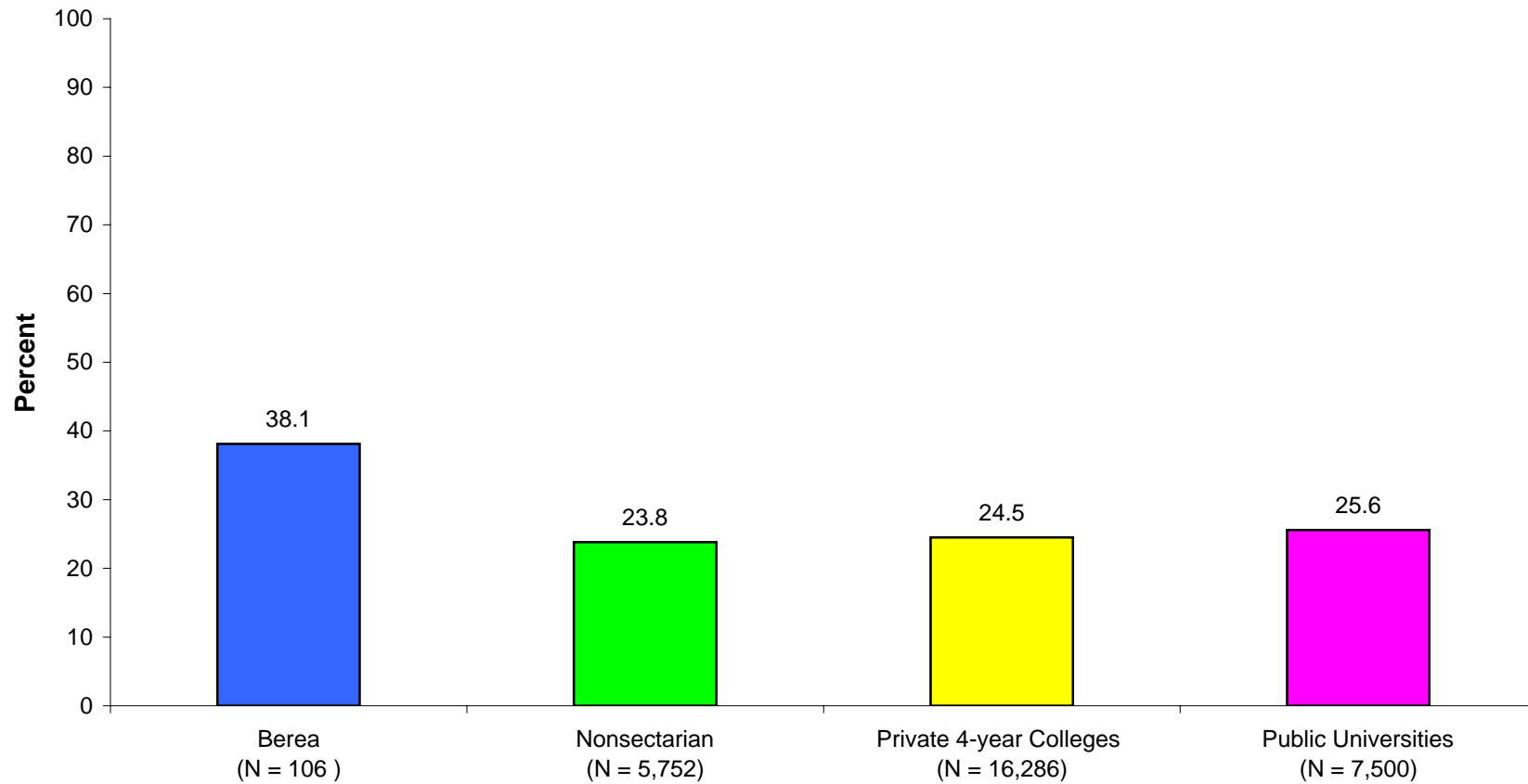
Percent of students noting "much stronger" skills compared with time when entered college:

Understanding of global issues

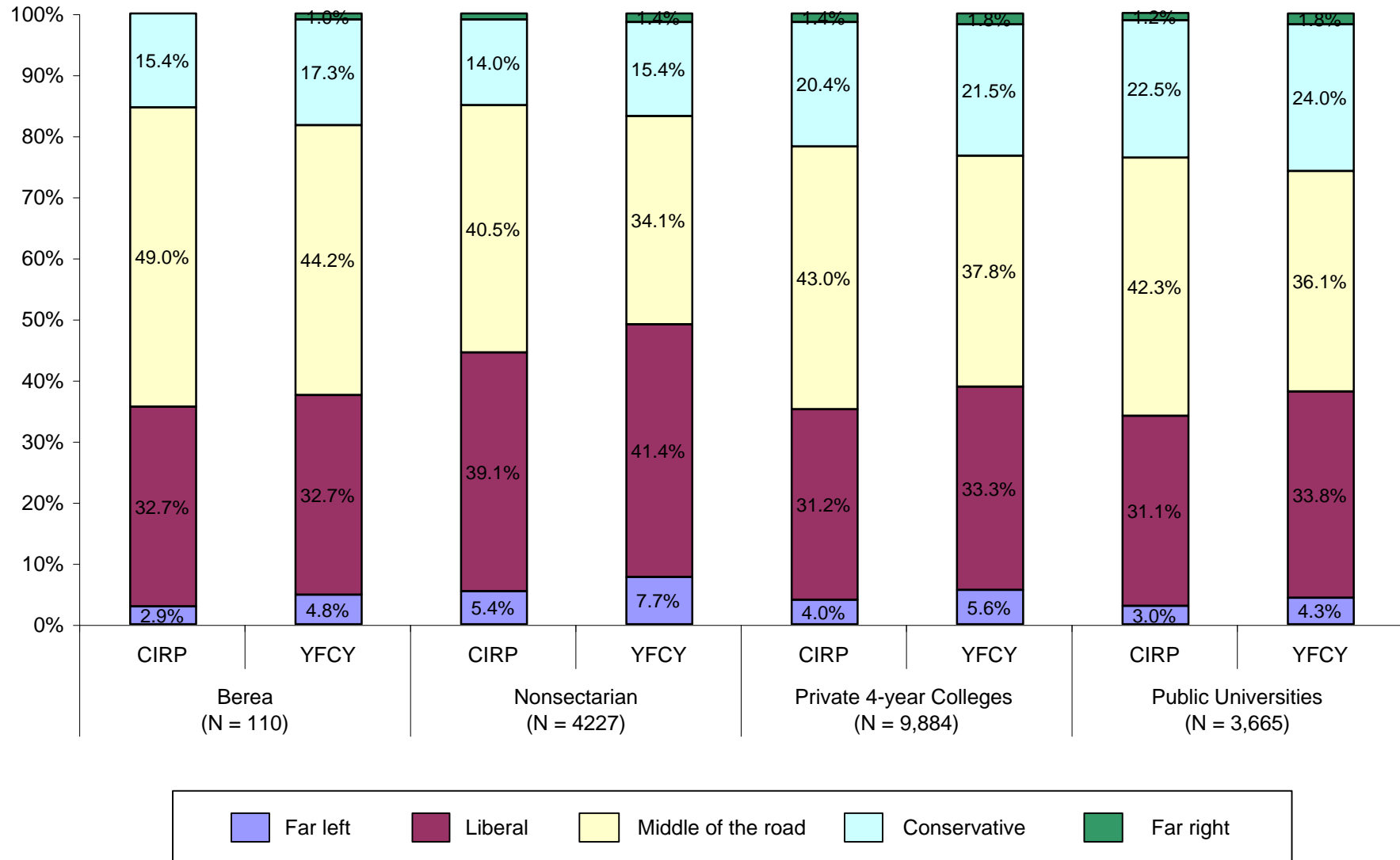


Percent of students noting "much stronger" skills compared with time when entered college:

Ability to make your own decisions



How would you characterize your political views?



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

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



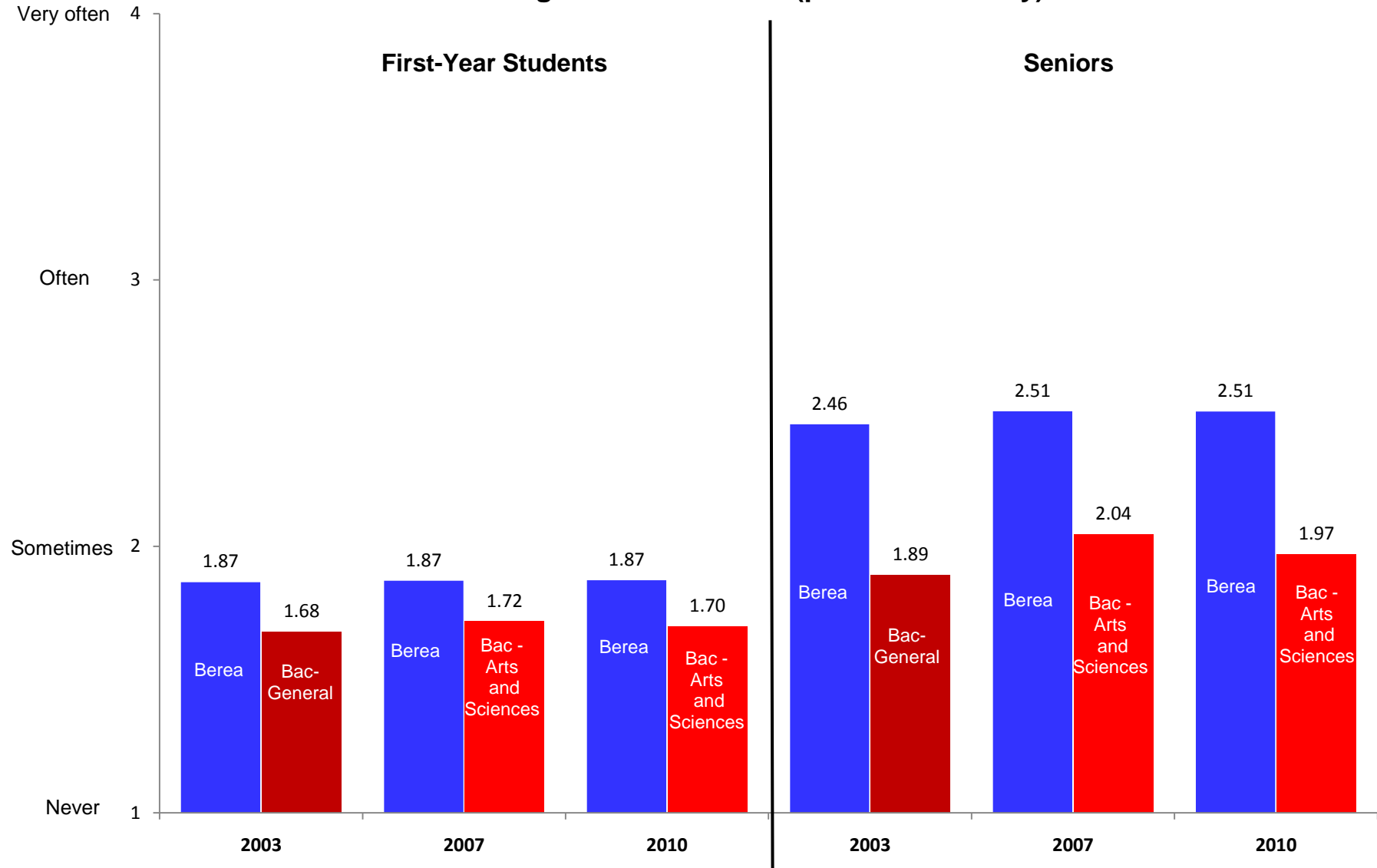
[Click to see survey instruments](#)

Response Rates:

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

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

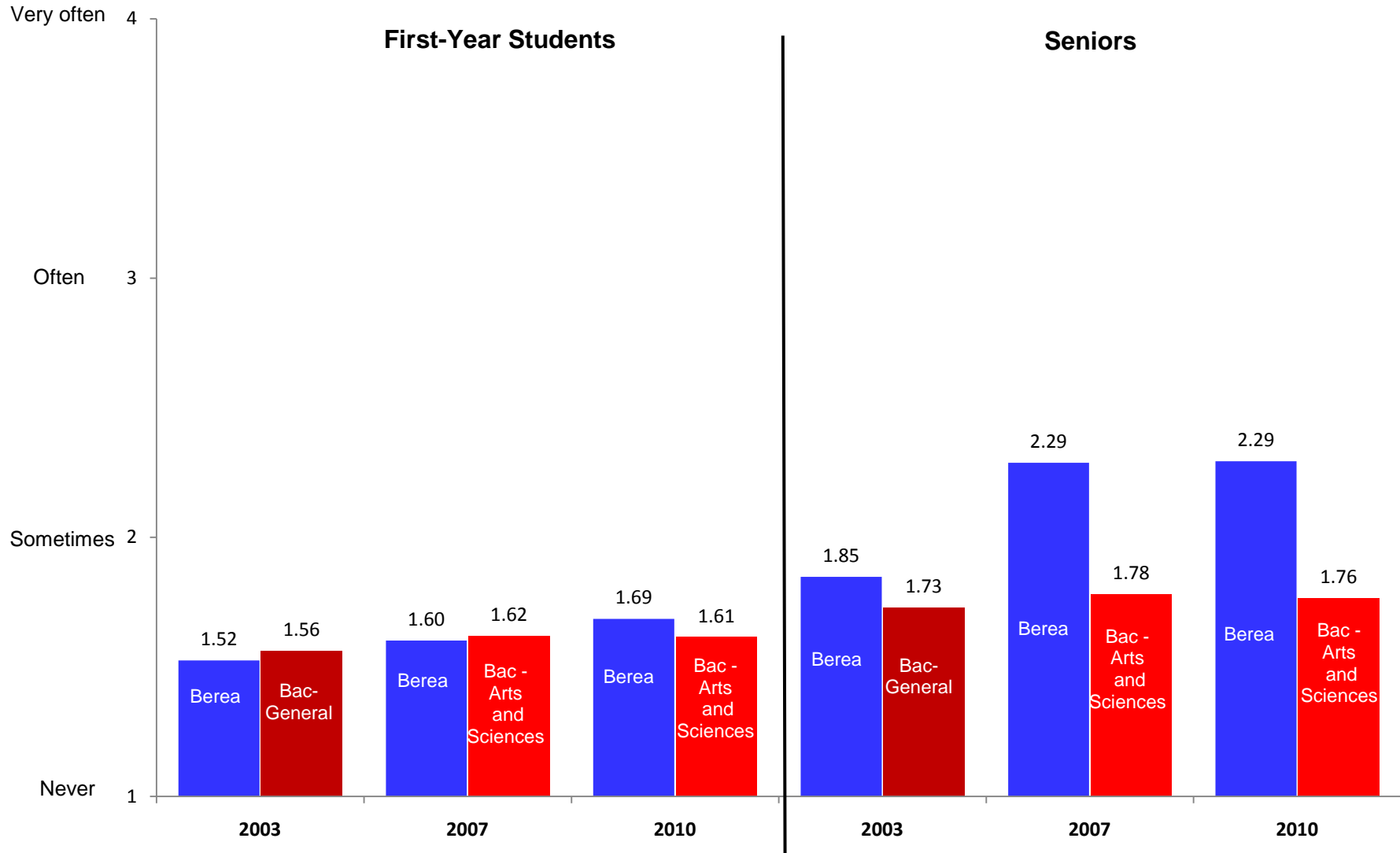
Tutored or taught other students (paid or voluntary)



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

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

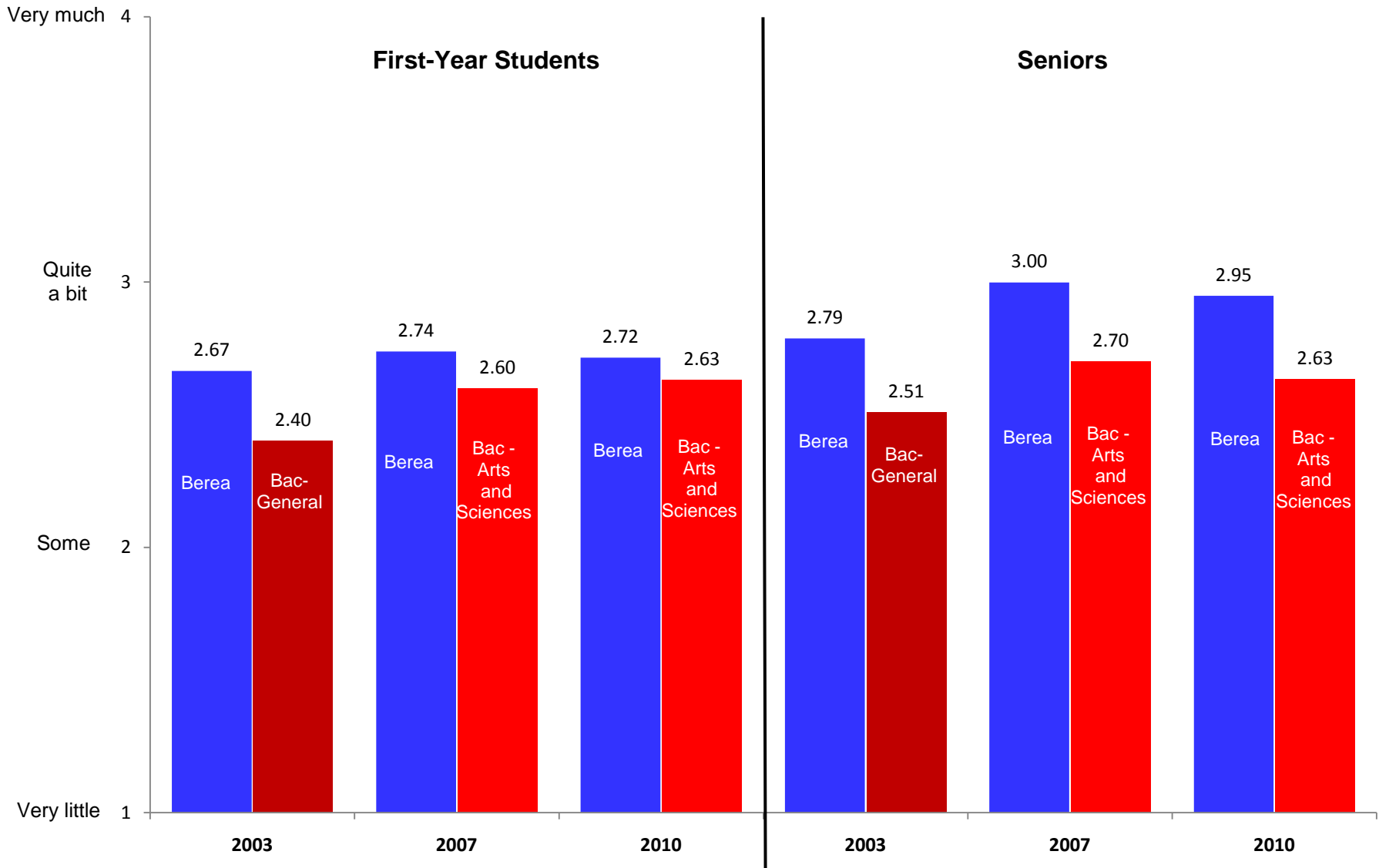
**Participated in a community-based project
 (e.g. service learning) as part of a regular course**



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

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

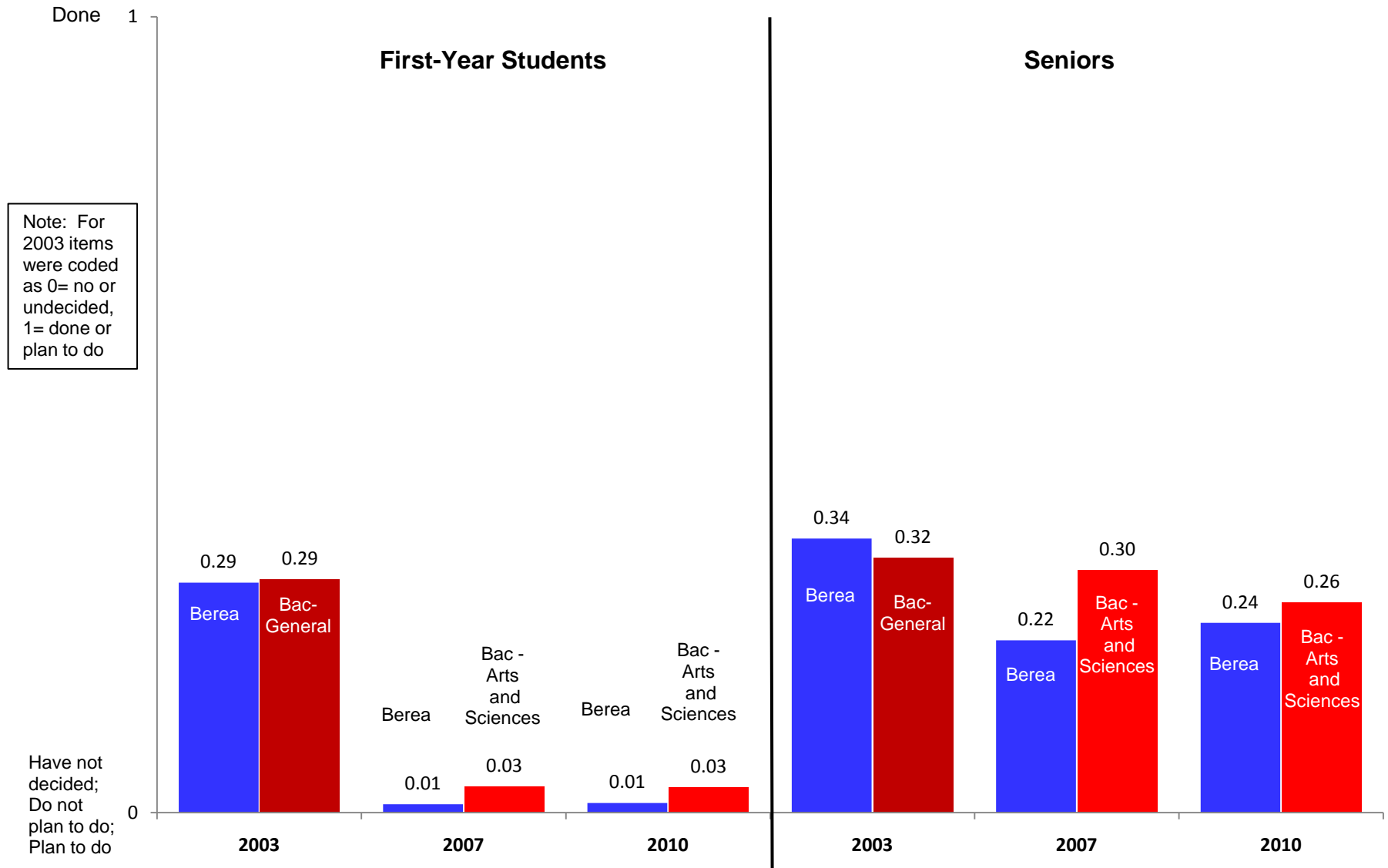
Contributing to the welfare of your community



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

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

Independent study or self-designed major



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

Degrees of Preparation Spring 2009

(First-Year and Senior Students)



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

[Click to see survey instrument](#)

Response Rates:

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

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

Have you ever done the following?

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

The statements in the left and right columns below are intended to represent ends of a scale. Please check the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.

	Do not have/ Am not (1)	(2)	(3)	(4)	(5)	Have/am (6)	No response	Mean
Skills to facilitate change on my campus or in the local community.								
First-Year Students	3 (2%)	9 (5%)	18 (10%)	53 (29%)	48 (26%)	36 (20%)	18 (10%)	4.45
Seniors	7 (4%)	5 (3%)	15 (8%)	34 (17%)	63 (32%)	53 (27%)	21 (11%)	4.69
Skillful at resolving conflicts with people.								
First-Year Students	3 (2%)	1 (1%)	5 (3%)	32 (17%)	67 (36%)	59 (32%)	18 (10%)	5.01
Seniors	5 (3%)	3 (2%)	5 (3%)	36 (18%)	71 (36%)	57 (29%)	21 (11%)	4.90
Skillful at resolving conflicts that involve bias, discrimination, and prejudice.								
First-Year Students	2 (1%)	5 (3%)	18 (10%)	55 (30%)	49 (27%)	38 (21%)	18 (10%)	4.54
Seniors	6 (3%)	9 (5%)	15 (8%)	48 (24%)	61 (31%)	38 (19%)	21 (11%)	4.49
Skills to create an environment where Members feel included.								
First-Year Students	3 (2%)	3 (2%)	8 (4%)	26 (14%)	56 (30%)	70 (38%)	19 (10%)	5.04
Seniors	3 (2%)	0 (0%)	5 (3%)	26 (13%)	66 (33%)	76 (38%)	22 (11%)	5.16

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

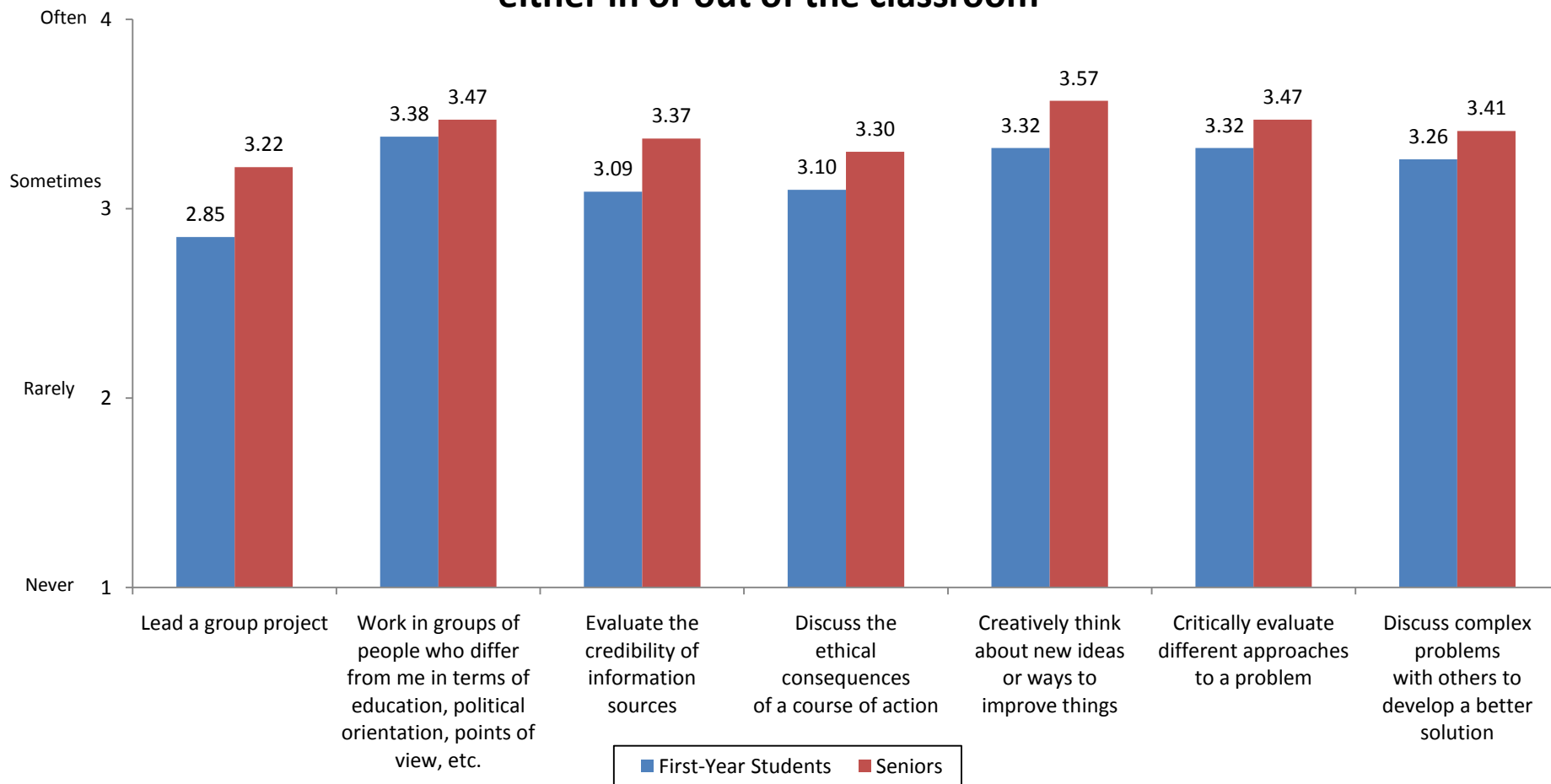
The statements in the left and right columns below are intended to represent ends of a scale. Please check the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.

	{Negative} (1)	(2)	(3)	(4)	(5)	{Positive} (6)	No response	Mean
People should try to make a contribution to their community.								
First-Year Students	0 (0%)	0 (0%)	4 (2%)	9 (5%)	47 (25%)	107 (58%)	18 (10%)	5.54
Seniors	3 (2%)	1 (1%)	1 (1%)	12 (6%)	40 (20%)	120 (61%)	21 (11%)	5.51
People can play an important role in making the world better.								
First-Year Students	0 (0%)	1 (1%)	1 (1%)	19 (10%)	29 (16%)	117 (63%)	18 (10%)	5.56
Seniors	2 (1%)	0 (0%)	2 (1%)	9 (5%)	35 (18%)	129 (65%)	21 (11%)	5.61
By working together, people can influence decisions that affect their community.								
First-Year Students	0 (0%)	1 (1%)	4 (2%)	7 (4%)	37 (20%)	118 (64%)	18 (10%)	5.60
Seniors	2 (1%)	1 (1%)	1 (1%)	7 (4%)	39 (20%)	127 (64%)	21 (11%)	5.60
Communicating with decision makers helps people solve problems facing their community.								
First-Year Students	0 (0%)	0 (0%)	8 (4%)	18 (10%)	42 (23%)	98 (53%)	19 (10%)	5.39
Seniors	2 (1%)	0 (0%)	9 (5%)	22 (11%)	42 (21%)	102 (52%)	21 (11%)	5.31

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

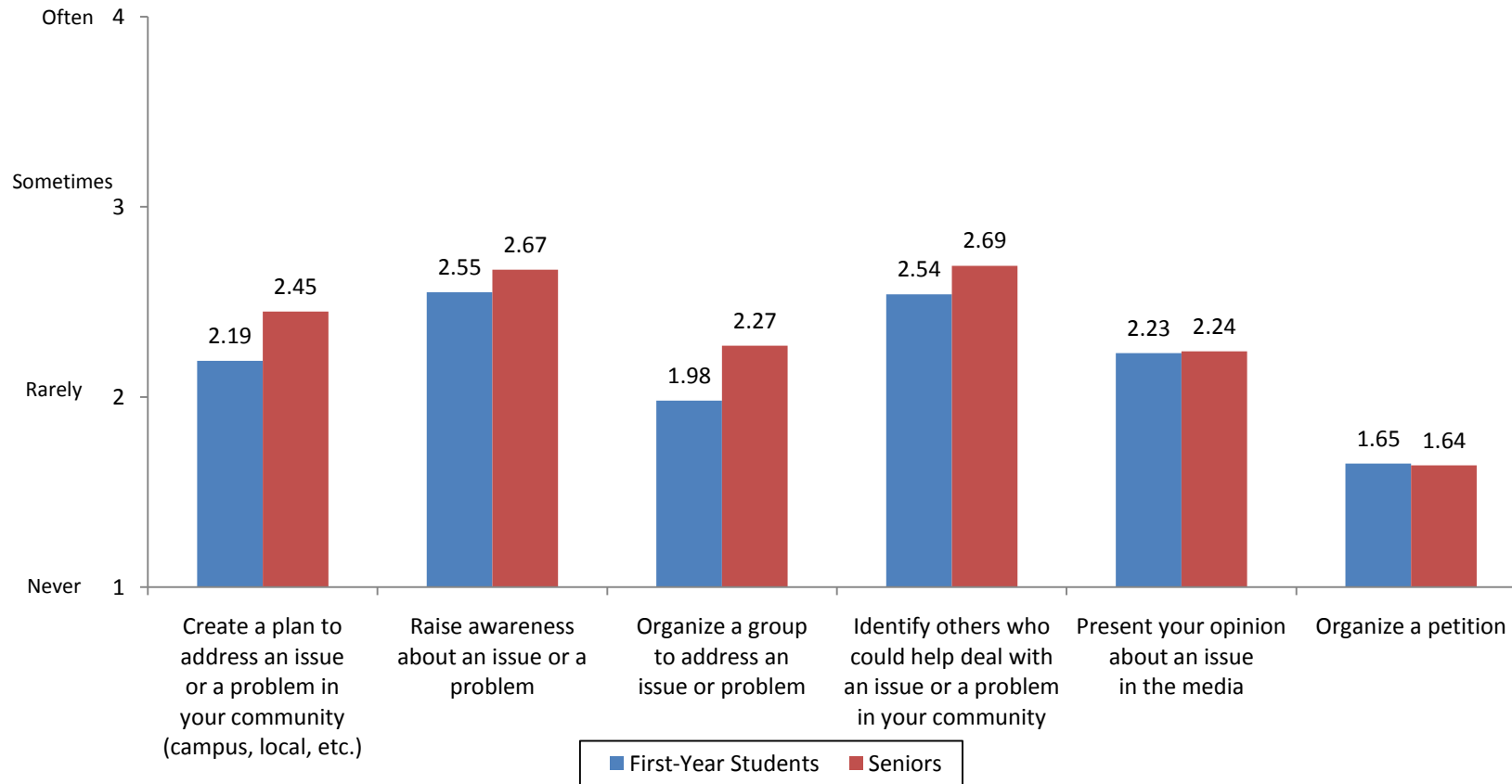
CHART 2 of 2

**How frequently do you engage in each activity
either in or out of the classroom**



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

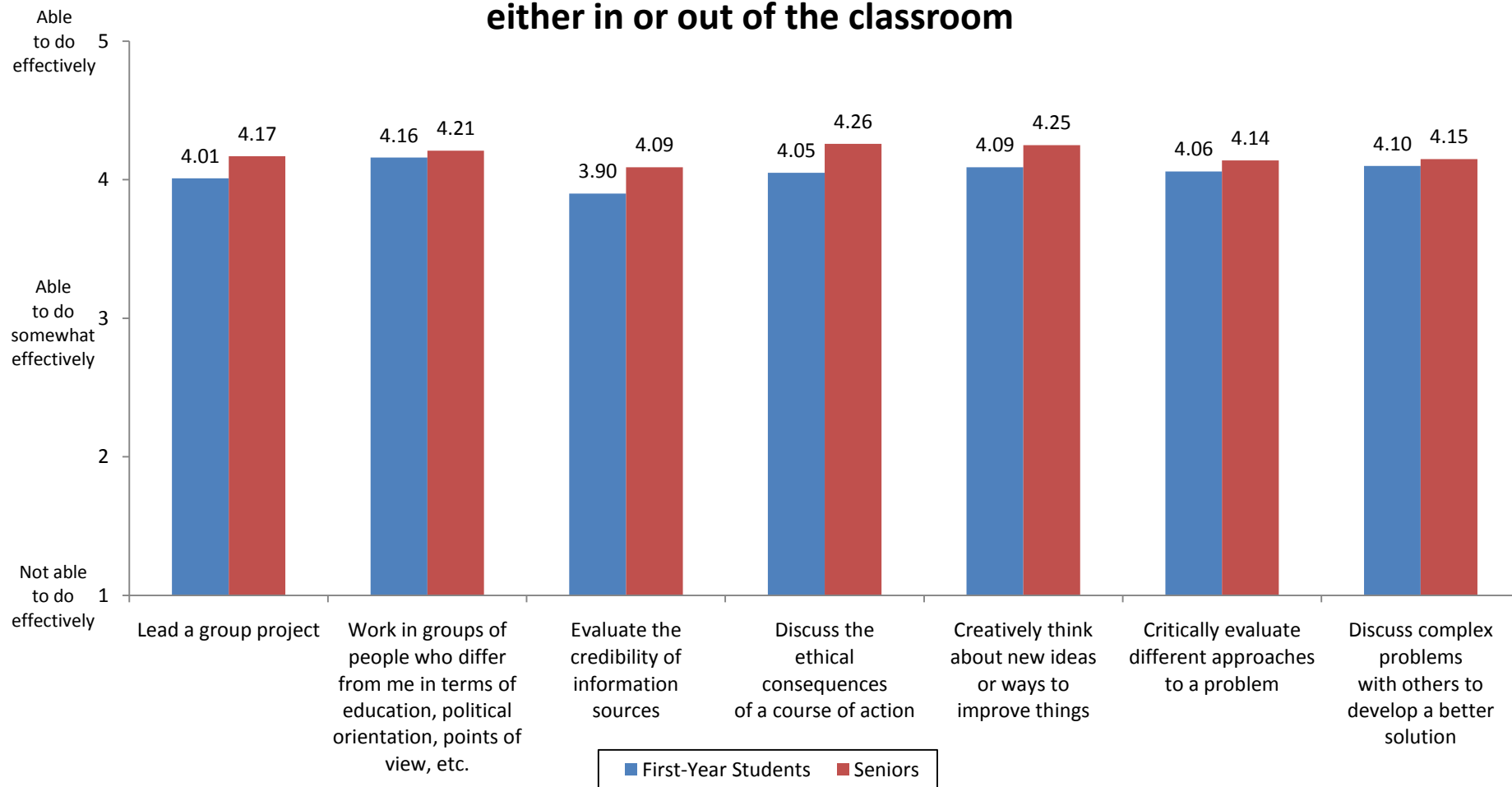
How frequently do you engage in each activity



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

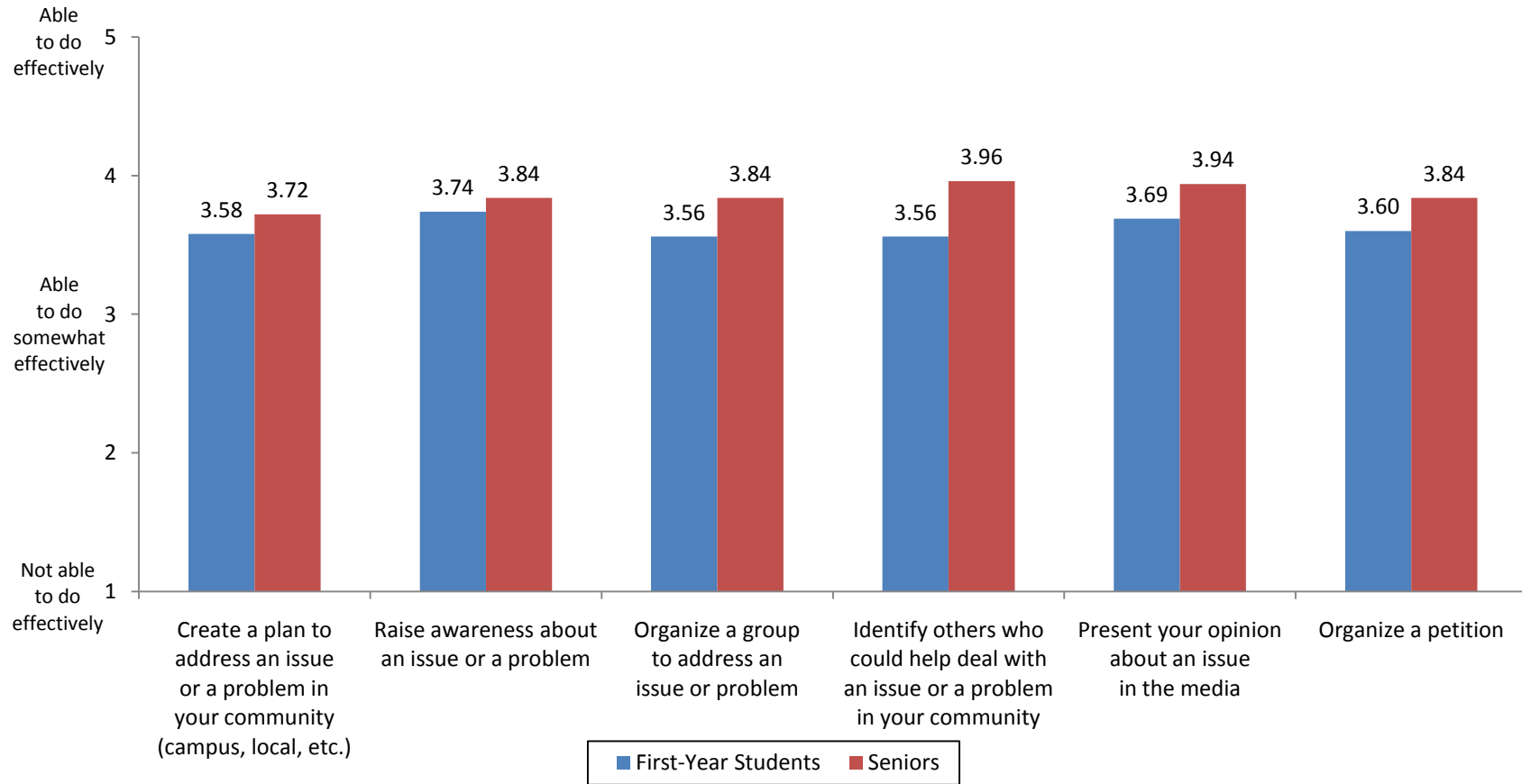
CHART 2 of 2

**How effectively have you done in each activity
either in or out of the classroom**



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

How effectively can you do each activity



ACT Alumni Survey

(Graduates two years after graduation)



[Click to see survey instruments](#)

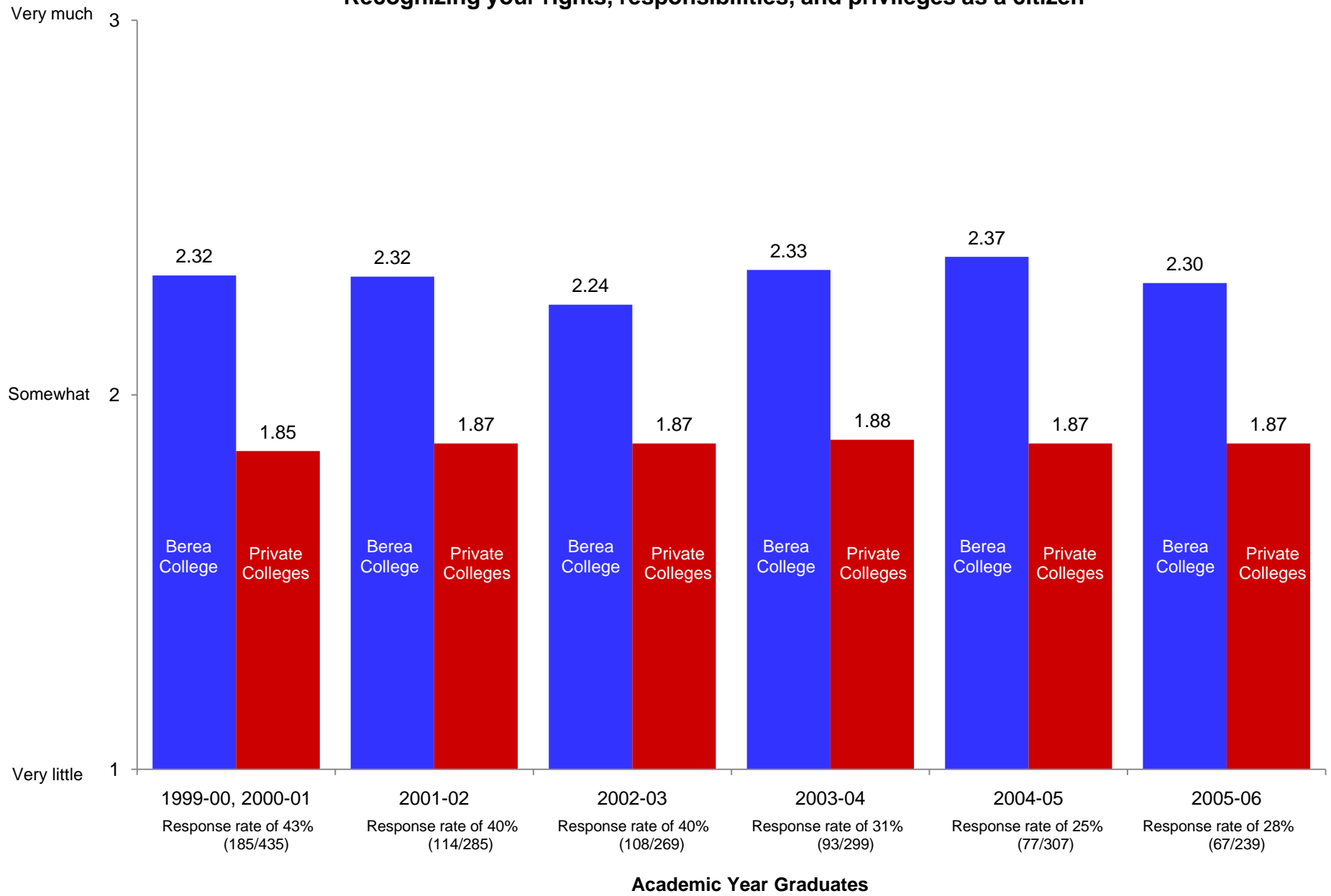
Response Rates:

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)

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

ACT Alumni Survey
Administered to graduates two years after graduation

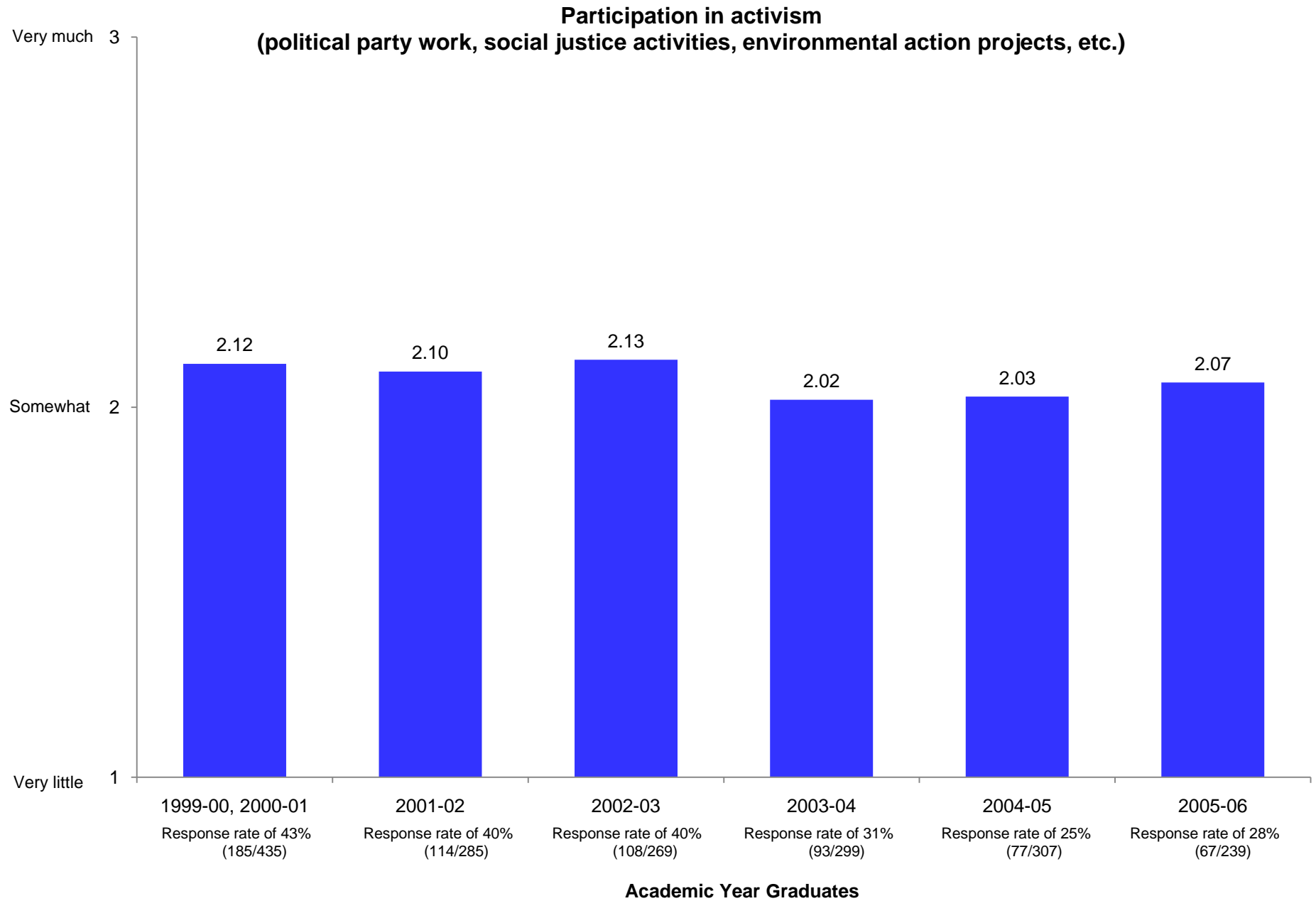
Recognizing your rights, responsibilities, and privileges as a citizen



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

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.

ACA Appalachian Region Alumni Outcomes Survey

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

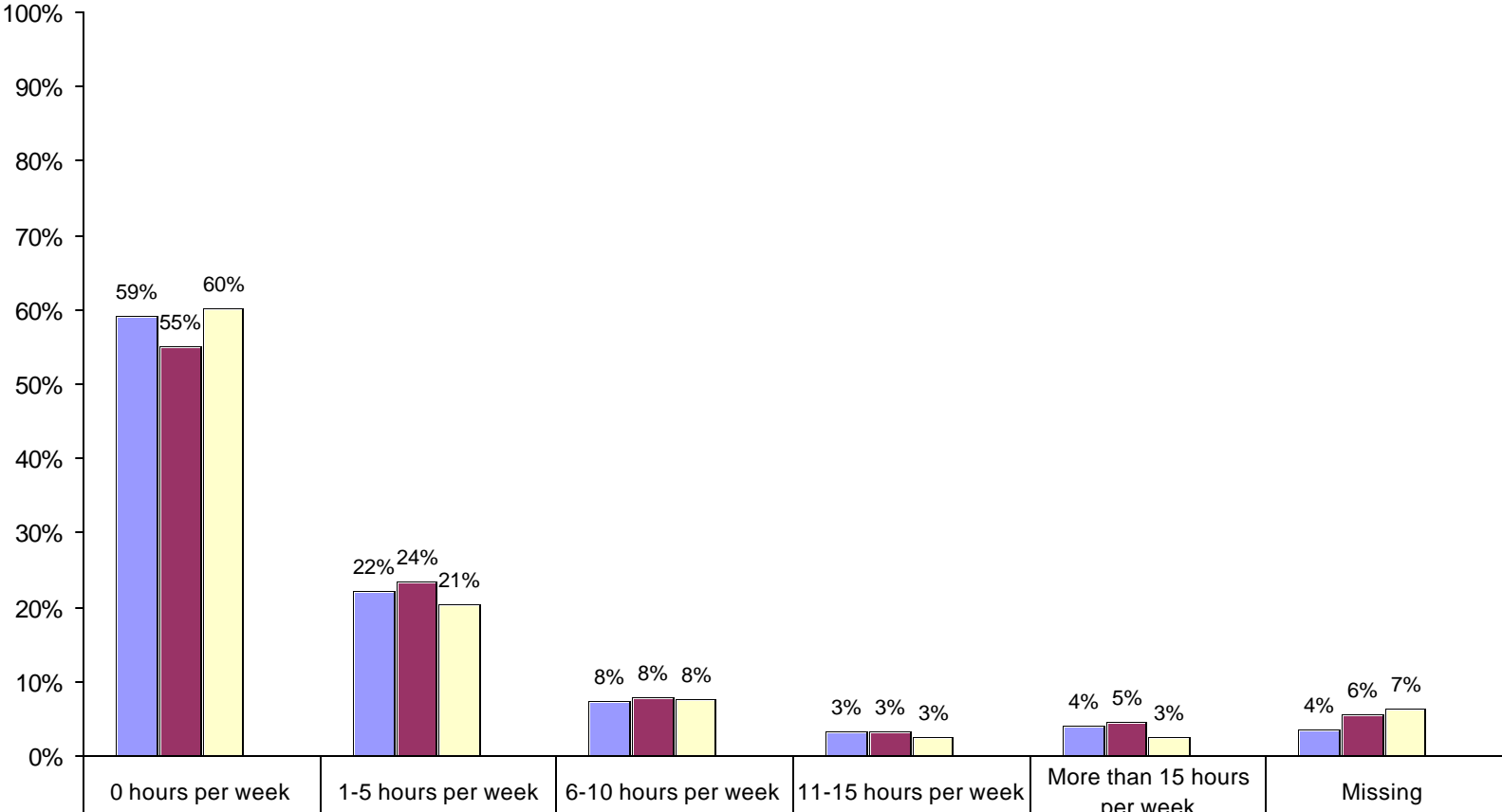


[Click to see survey instruments](#)

Response Rate: 42%

Indicate your level of involvement while attending this institution:

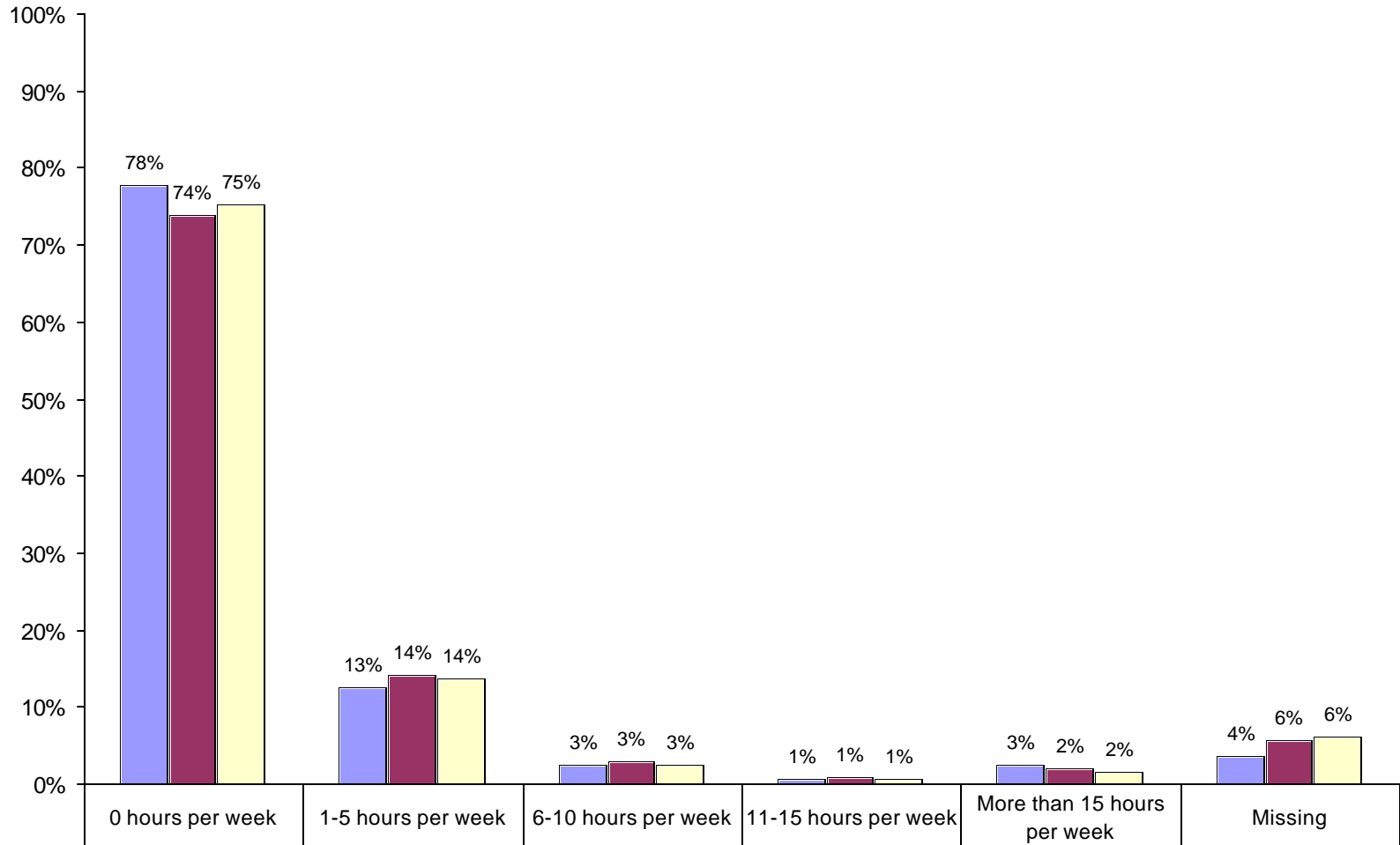
Youth Activities (scouting, athletics, 4-H, etc.)



■ Berea (N = 946)	59.3%	22.2%	7.5%	3.3%	4.1%	3.6%
■ 23 ACA Schools (N = 8755)	55.1%	23.5%	7.9%	3.3%	4.5%	5.7%
■ 5 Public Universities (N = 2803)	60.3%	20.5%	7.7%	2.5%	2.6%	6.5%
■						

Indicate your level of involvement while attending this institution:

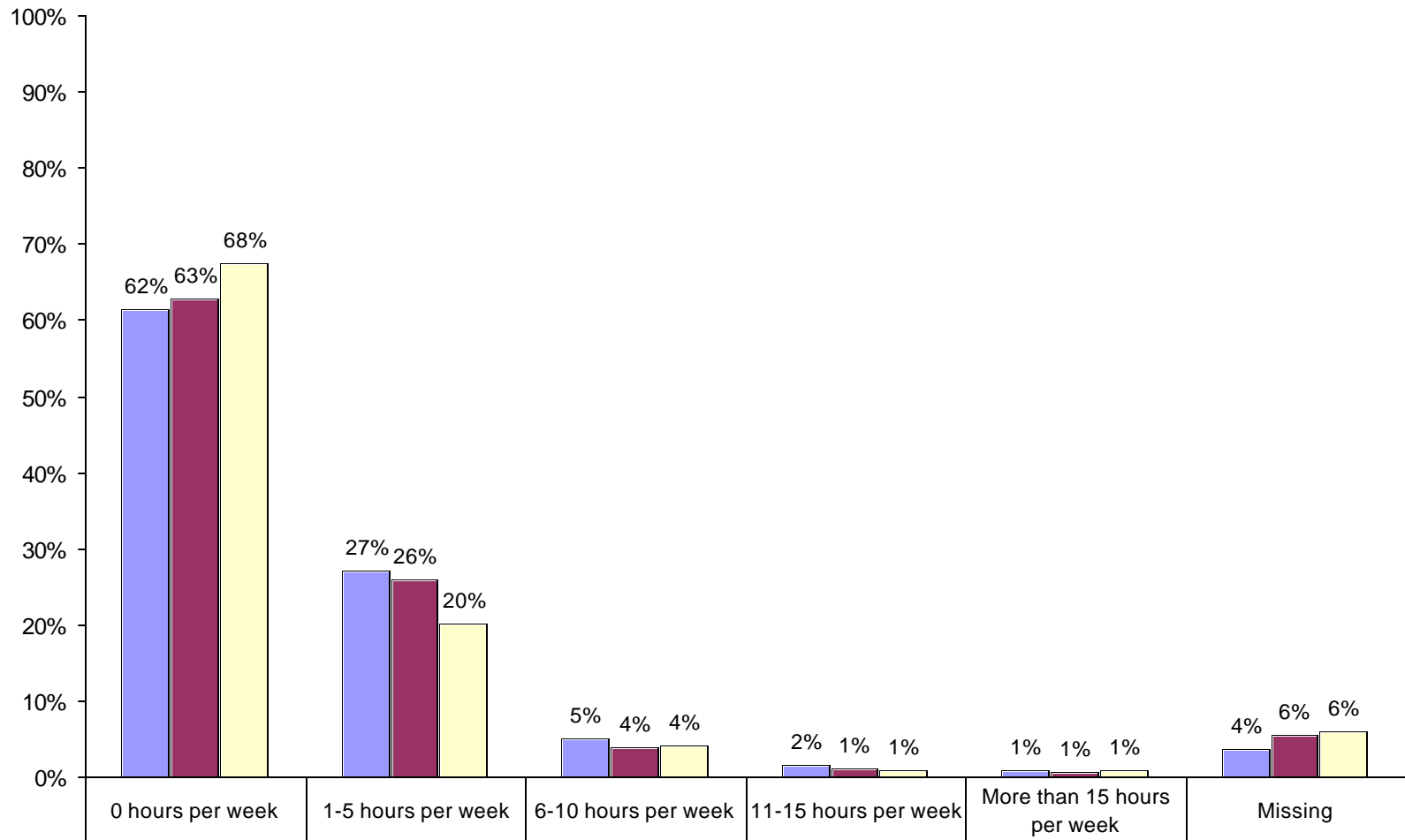
Educational (school board, PTA, etc.)



■ Berea (N = 946)	77.8%	12.6%	2.6%	0.7%	2.6%	3.6%
■ 23 ACA Schools (N = 8755)	74.0%	14.2%	2.9%	1.0%	2.1%	5.8%
■ 5 Public Universities (N = 2803)	75.3%	13.8%	2.5%	0.7%	1.6%	6.1%

Indicate your level of involvement while attending this institution:

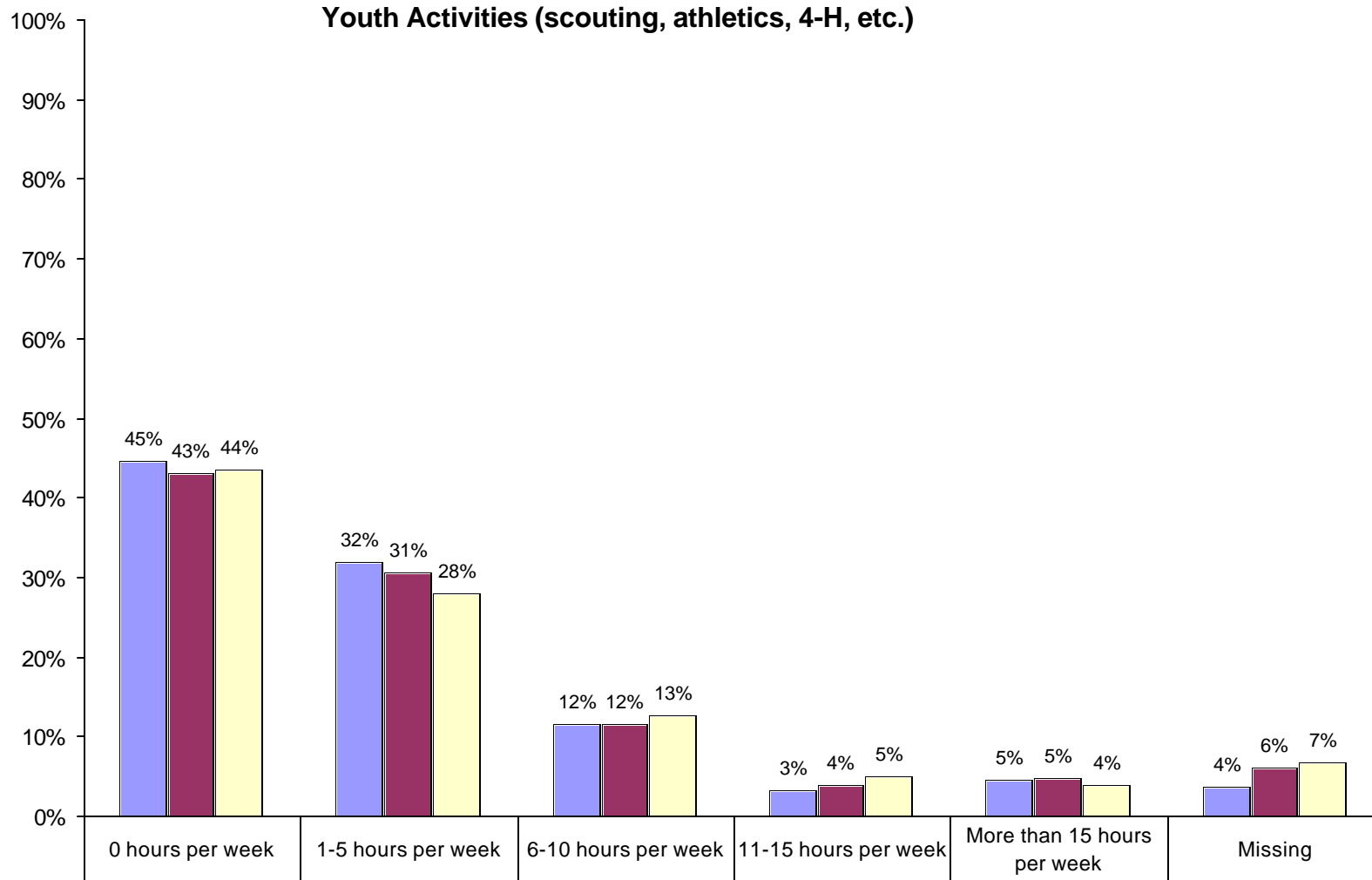
Political or Civic



■ Berea (N = 946)	61.5%	27.2%	5.0%	1.6%	1.0%	3.8%
■ 23 ACA Schools (N = 8755)	62.8%	26.0%	4.0%	1.1%	0.6%	5.5%
■ 5 Public Universities (N = 2803)	67.5%	20.2%	4.2%	1.0%	1.0%	6.0%

Indicate your level of involvement at the current time:

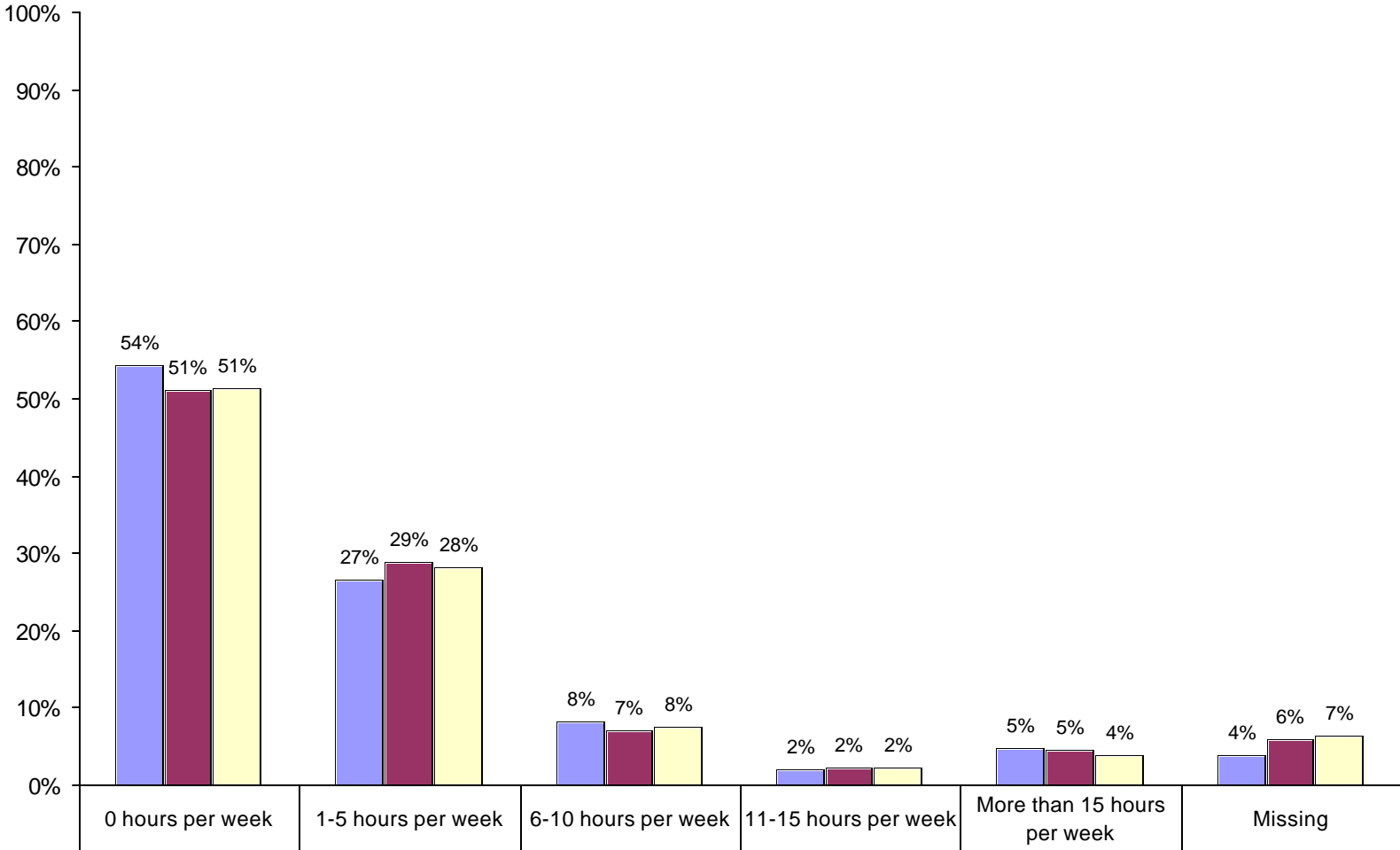
Youth Activities (scouting, athletics, 4-H, etc.)



■ Berea (N = 946)	44.7%	31.9%	11.7%	3.2%	4.7%	3.8%
■ 23 ACA Schools (N = 8755)	43.0%	30.6%	11.5%	4.0%	4.8%	6.1%
■ 5 Public Universities (N = 2803)	43.6%	28.0%	12.6%	5.0%	4.0%	6.8%

Indicate your level of involvement at the current time:

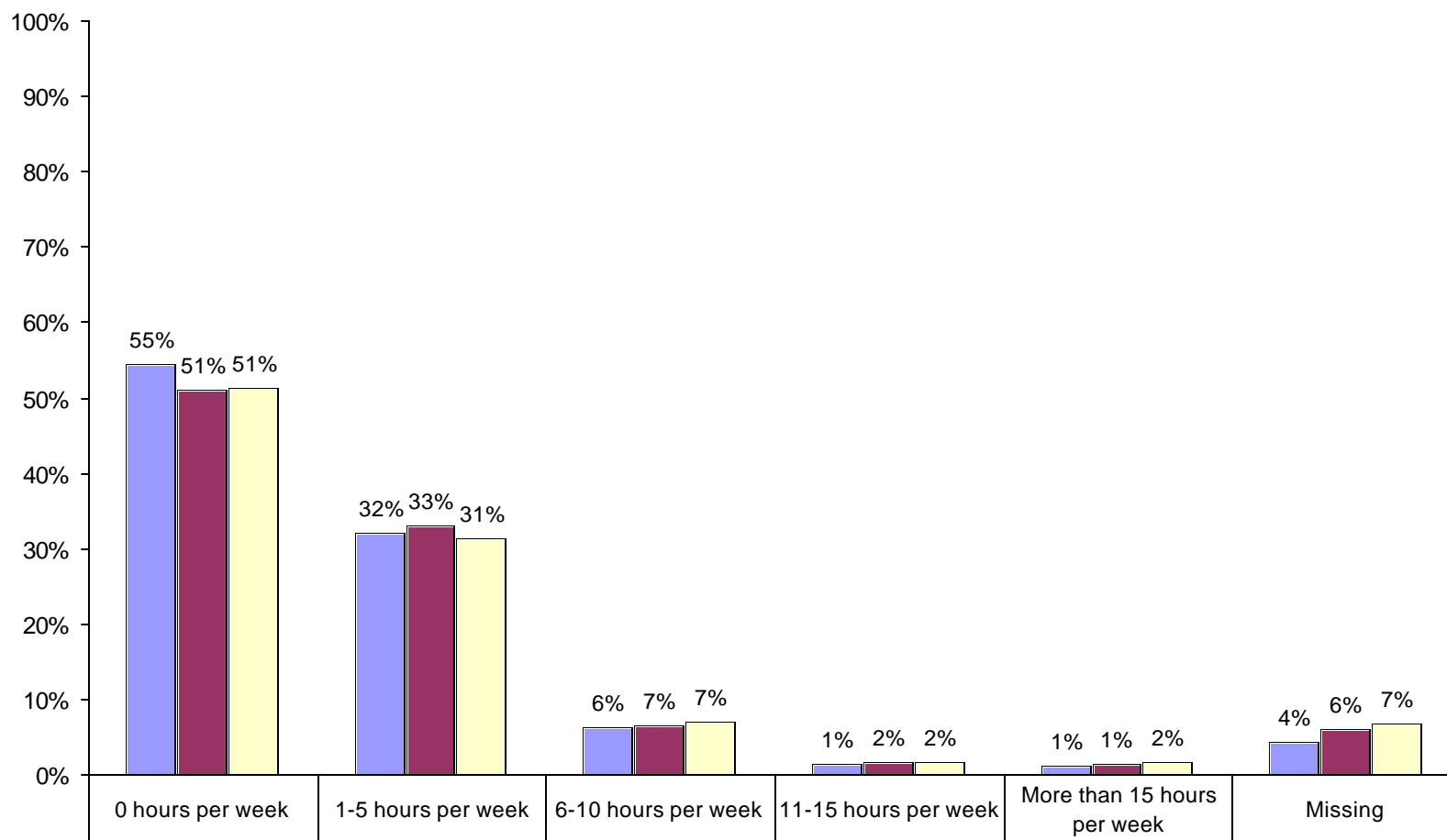
Educational (school board, PTA, etc.)



■ Berea (N = 946)	54.3%	26.7%	8.2%	2.1%	4.8%	3.8%
■ 23 ACA Schools (N = 8755)	51.2%	29.0%	7.0%	2.3%	4.5%	6.0%
■ 5 Public Universities (N = 2803)	51.4%	28.1%	7.6%	2.4%	4.0%	6.5%

Indicate your level of involvement the current time:

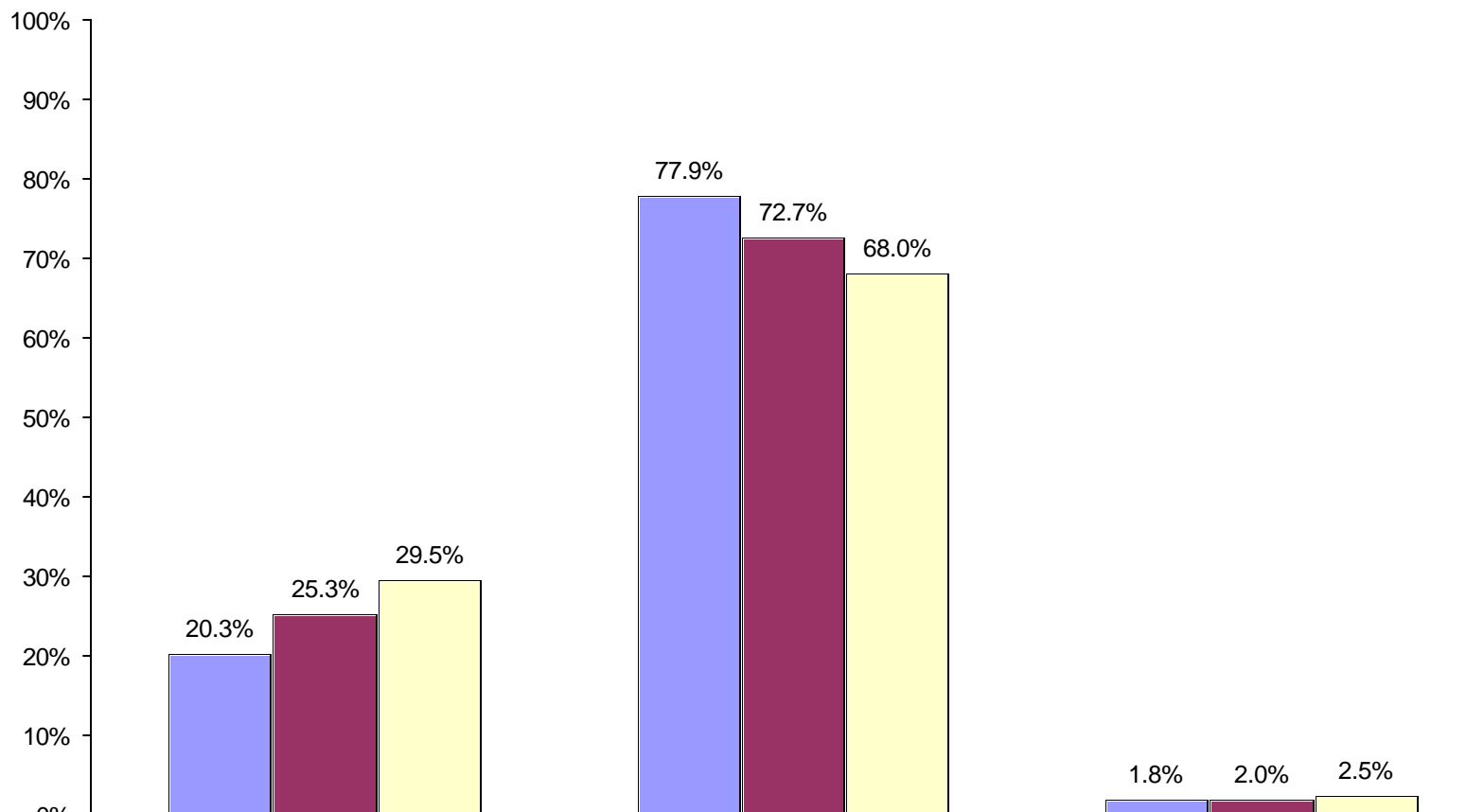
Political or Civic



■ Berea (N = 946)	54.5%	32.1%	6.4%	1.4%	1.2%	4.3%
■ 23 ACA Schools (N = 8755)	51.2%	33.1%	6.5%	1.7%	1.4%	6.1%
□ 5 Public Universities (N = 2803)	51.3%	31.3%	7.1%	1.8%	1.8%	6.7%

Indicate if you have or have not done each of the following:

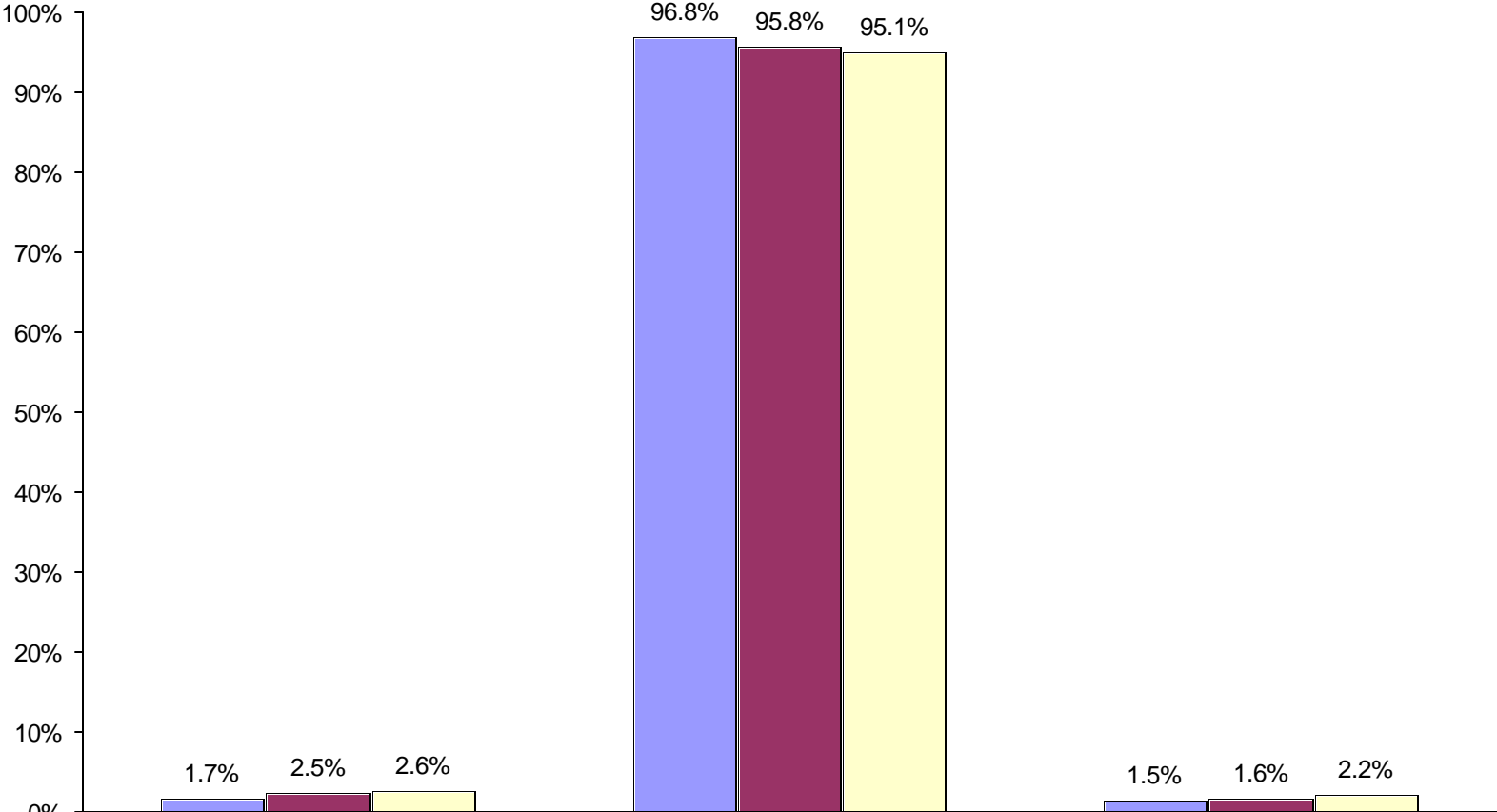
Campaigned for/assisted someone running for political office.



■ Berea (N = 946)	20.3%	77.9%	1.8%
■ 23 ACA Schools (N = 8755)	25.3%	72.7%	2.0%
■ 5 Public Universities (N = 2803)	29.5%	68.0%	2.5%

Indicate if you have or have not done each of the following:

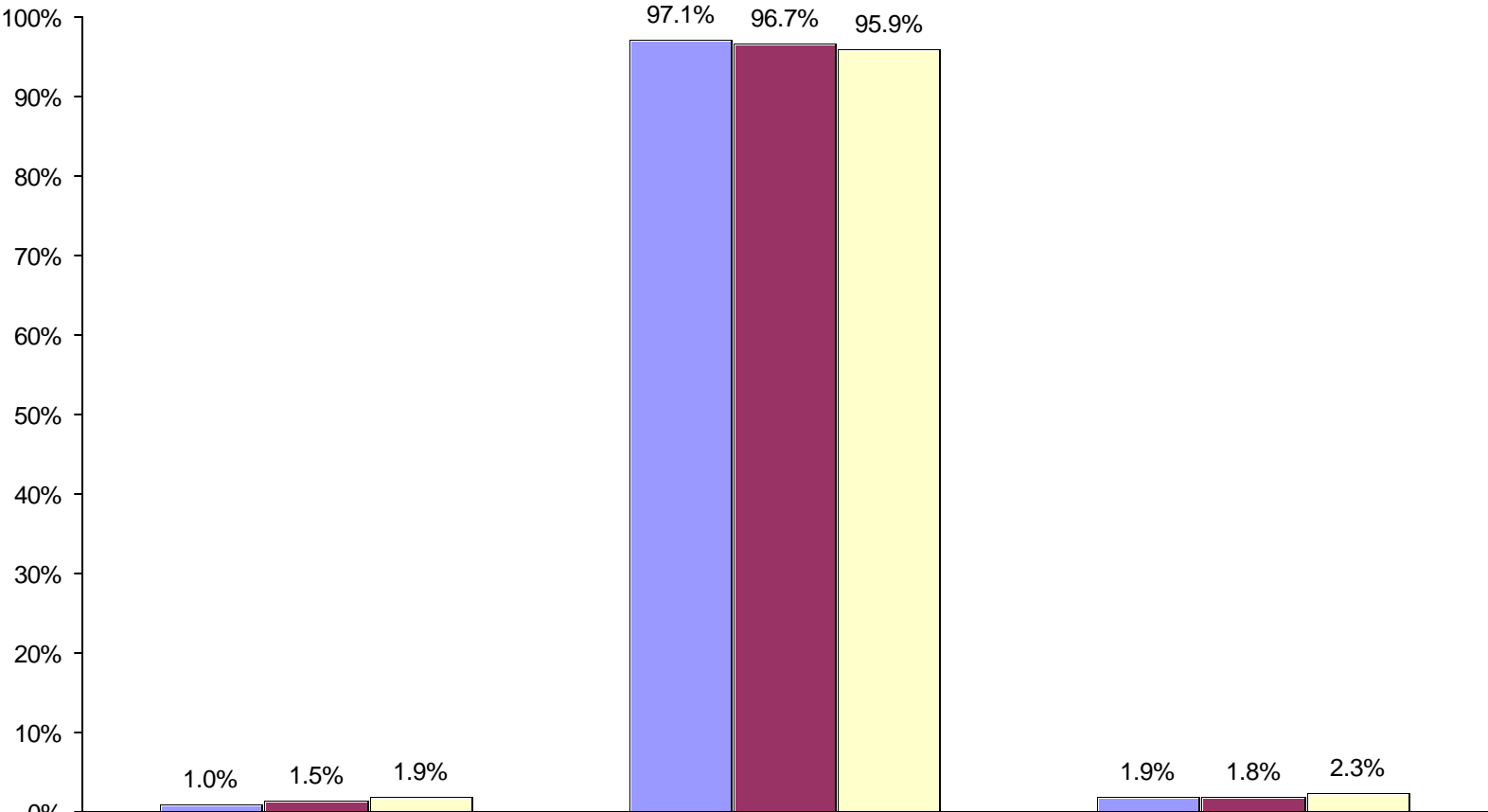
Run for political office



■ Berea (N = 946)	1.7%	96.8%	1.5%
■ 23 ACA Schools (N = 8755)	2.5%	95.8%	1.6%
■ 5 Public Universities (N = 2803)	2.6%	95.1%	2.2%

Indicate if you have or have not done each of the following:

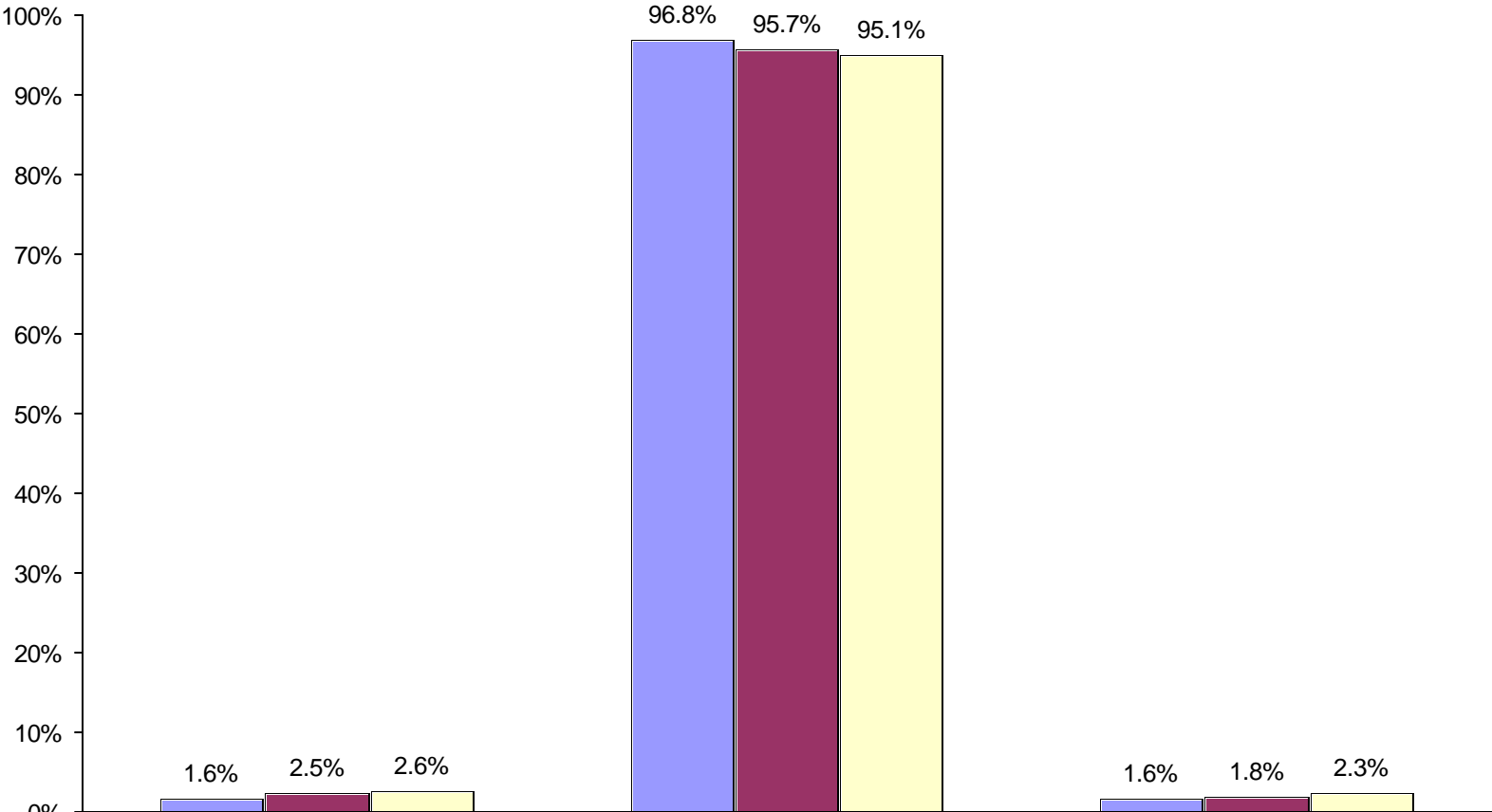
Been elected to political office.



■ Berea (N = 946)	1.0%	97.1%	1.9%
■ 23 ACA Schools (N = 8755)	1.5%	96.7%	1.8%
■ 5 Public Universities (N = 2803)	1.9%	95.9%	2.3%

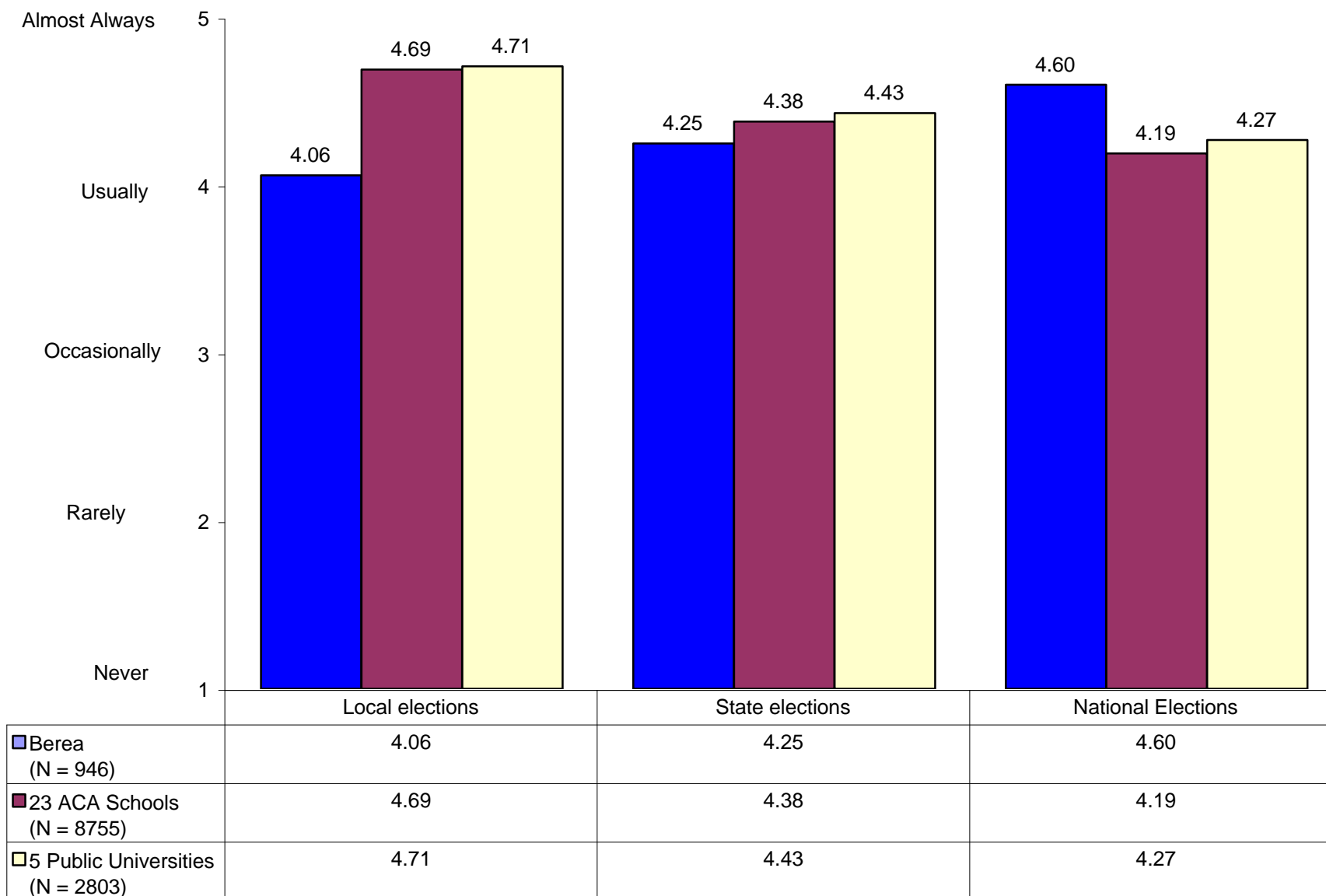
Indicate if you have or have not done each of the following:

Been appointed to political office.



■ Berea (N = 946)	1.6%	96.8%	1.6%
■ 23 ACA Schools (N = 8755)	2.5%	95.7%	1.8%
□ 5 Public Universities (N = 2803)	2.6%	95.1%	2.3%

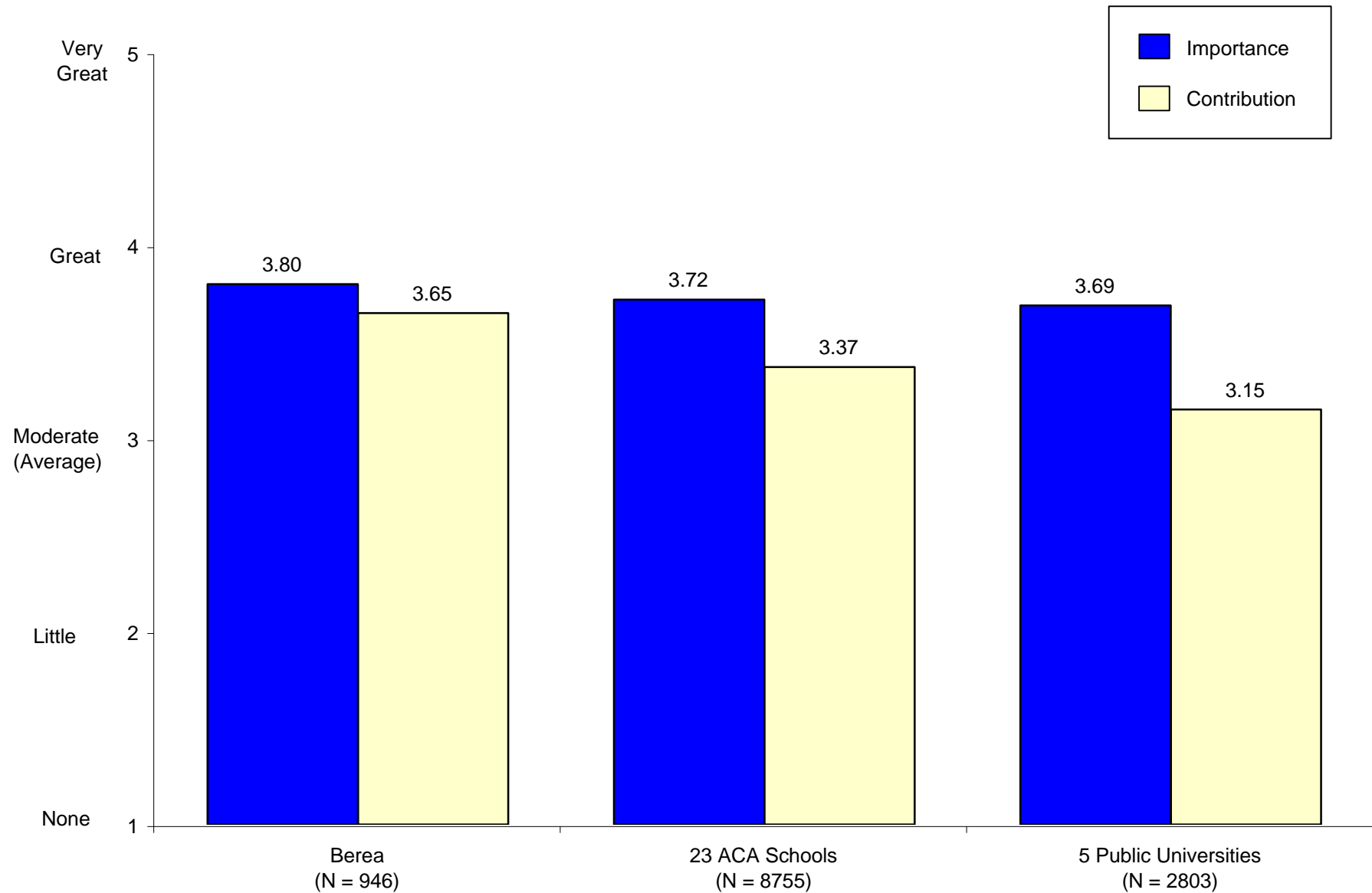
How often do you vote in the following elections?



Importance to your current endeavors.

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

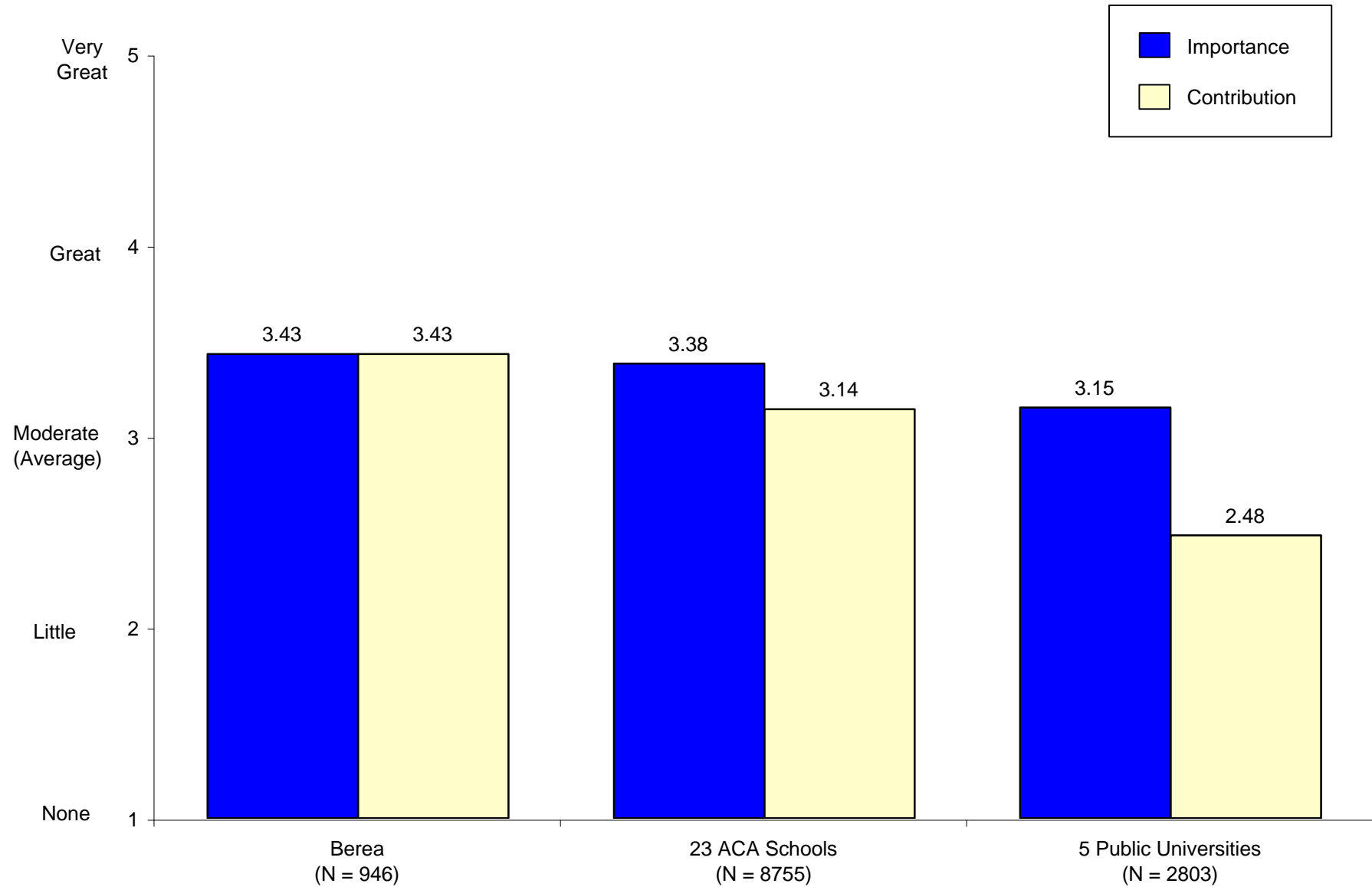
Exercising my rights, responsibilities and privileges as a citizen.



Importance to your current endeavors.

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

Actively participating in volunteer work to support worthwhile causes.



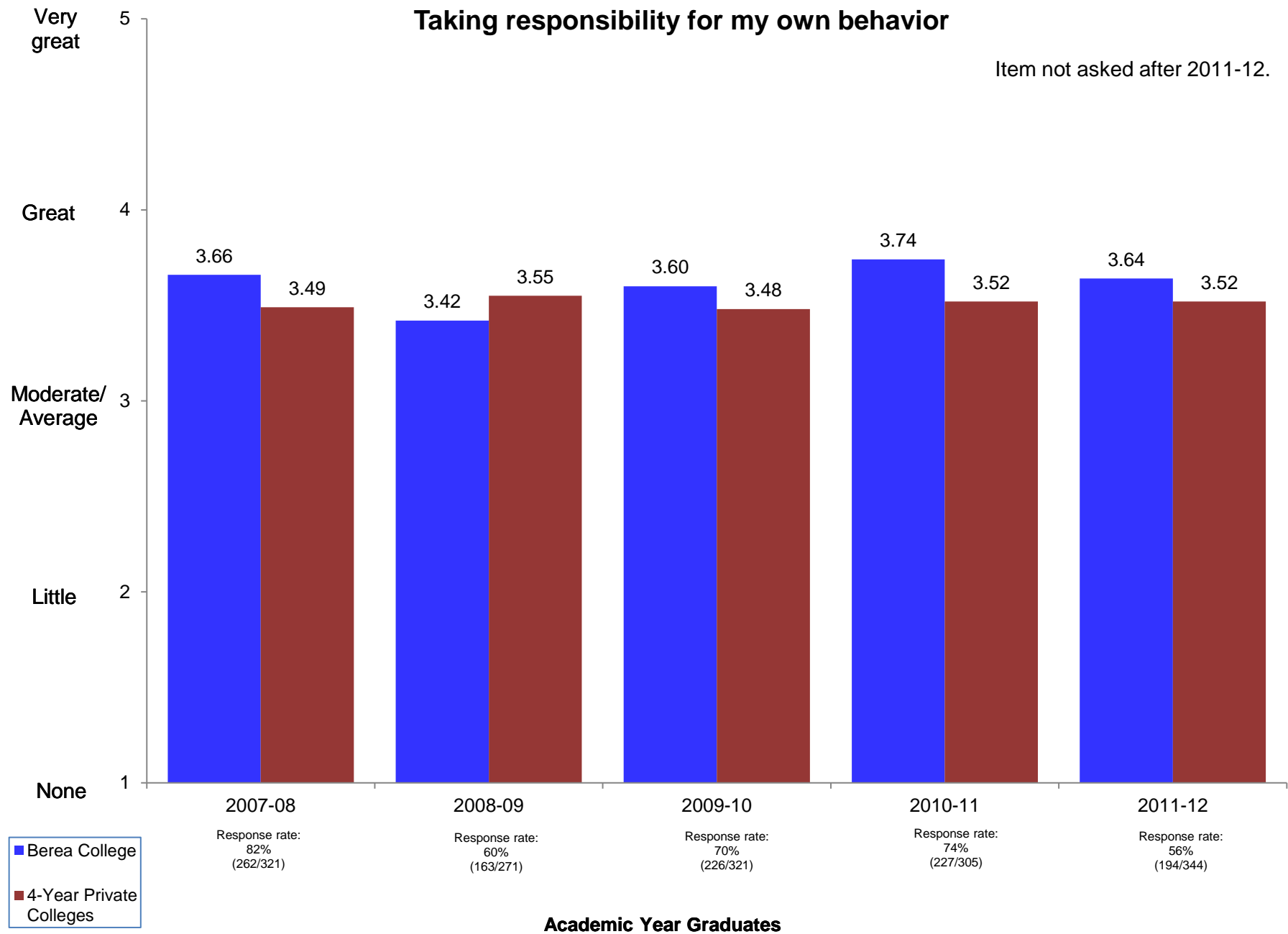
Berea-Specific Graduating Seniors Survey



[Click to see survey instruments](#)

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

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



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

ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

(Graduates from 1992-93 through 2006-07)

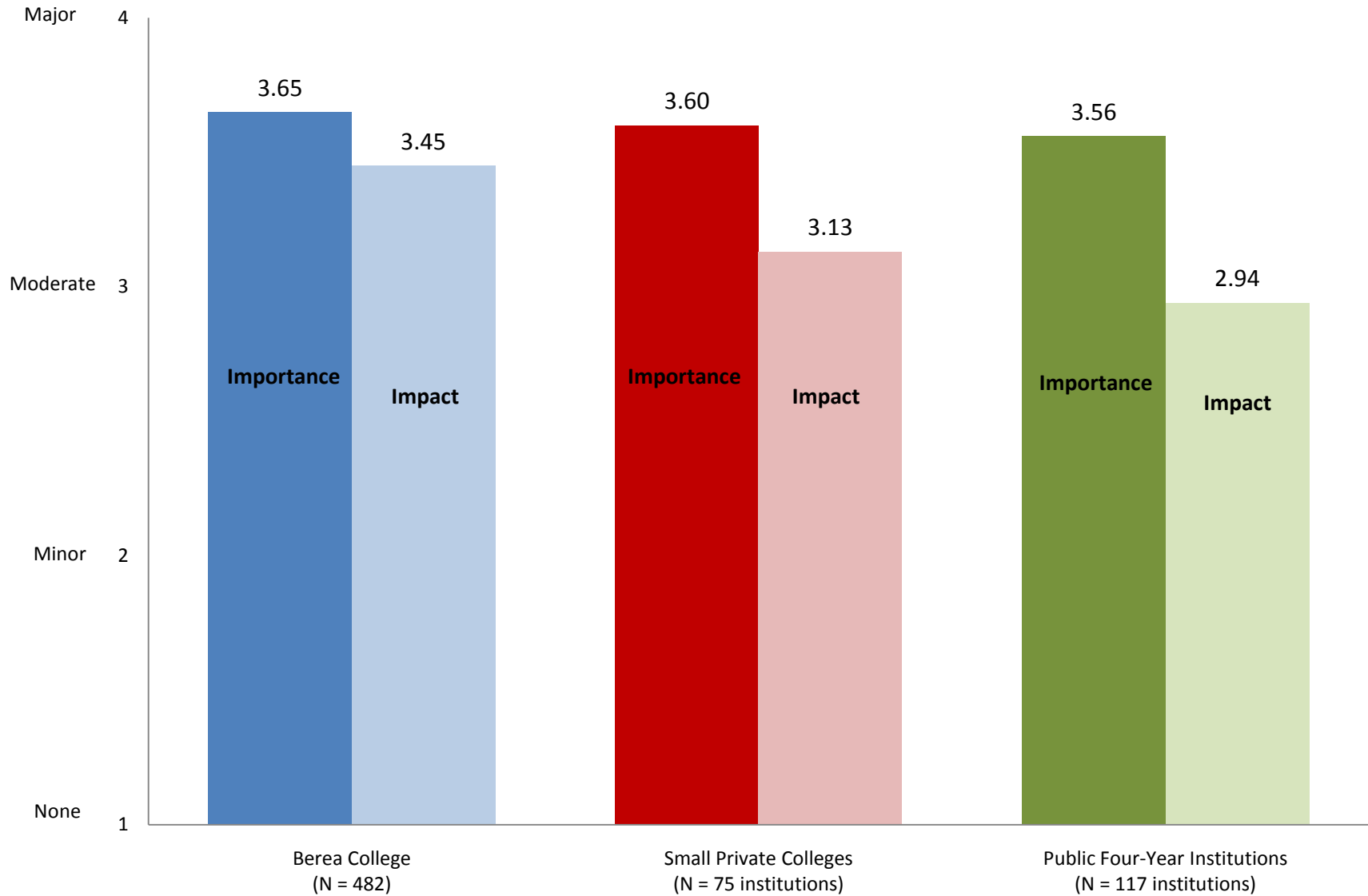


[Click to see survey instrument](#)

Response Rate: 29% (482/1648)

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

Developing and using effective leadership skills



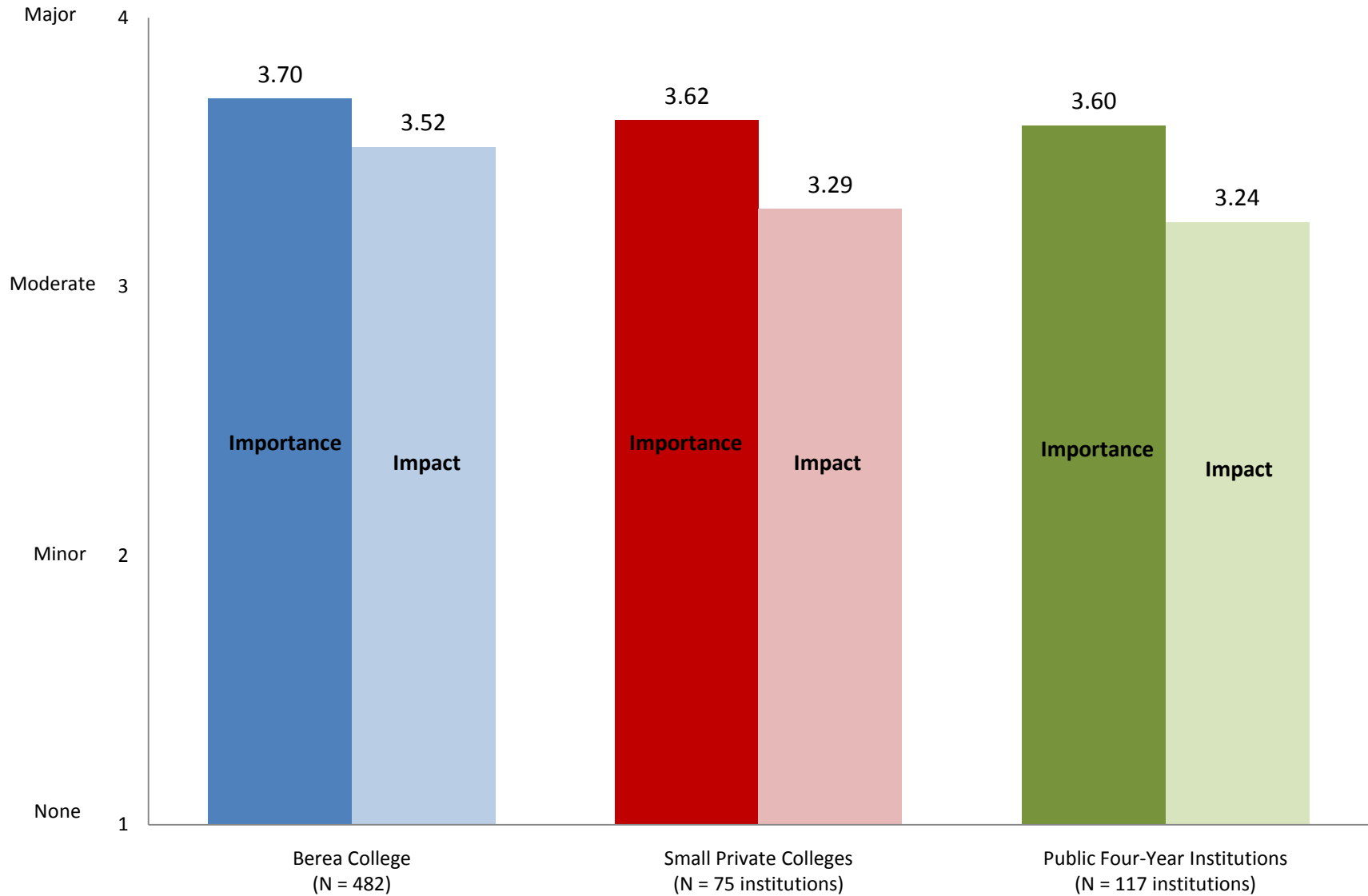
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Working cooperatively in groups; working as a team leader



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

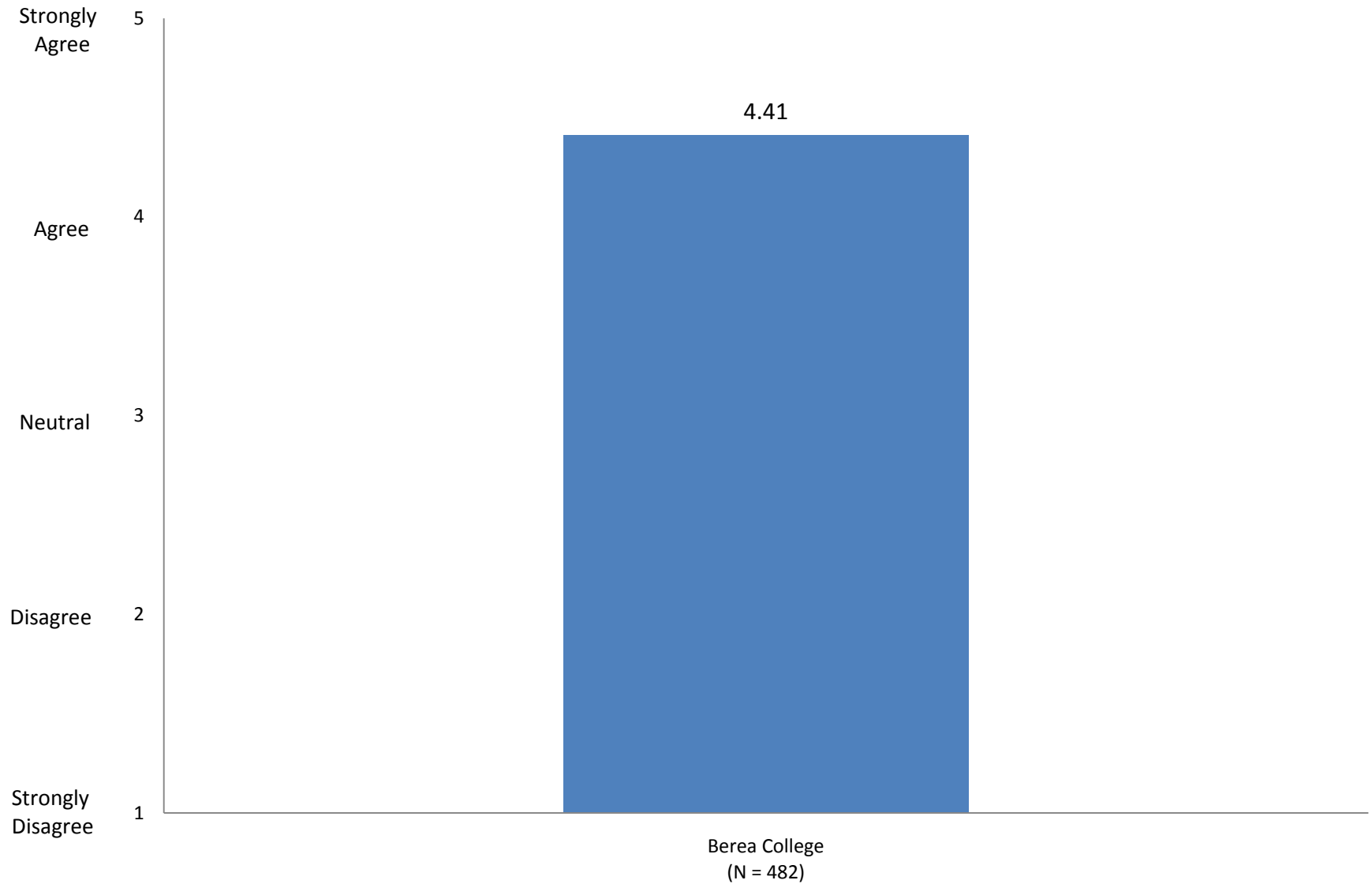
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

My Work Program Experience...

helped me use effective leadership skills.



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

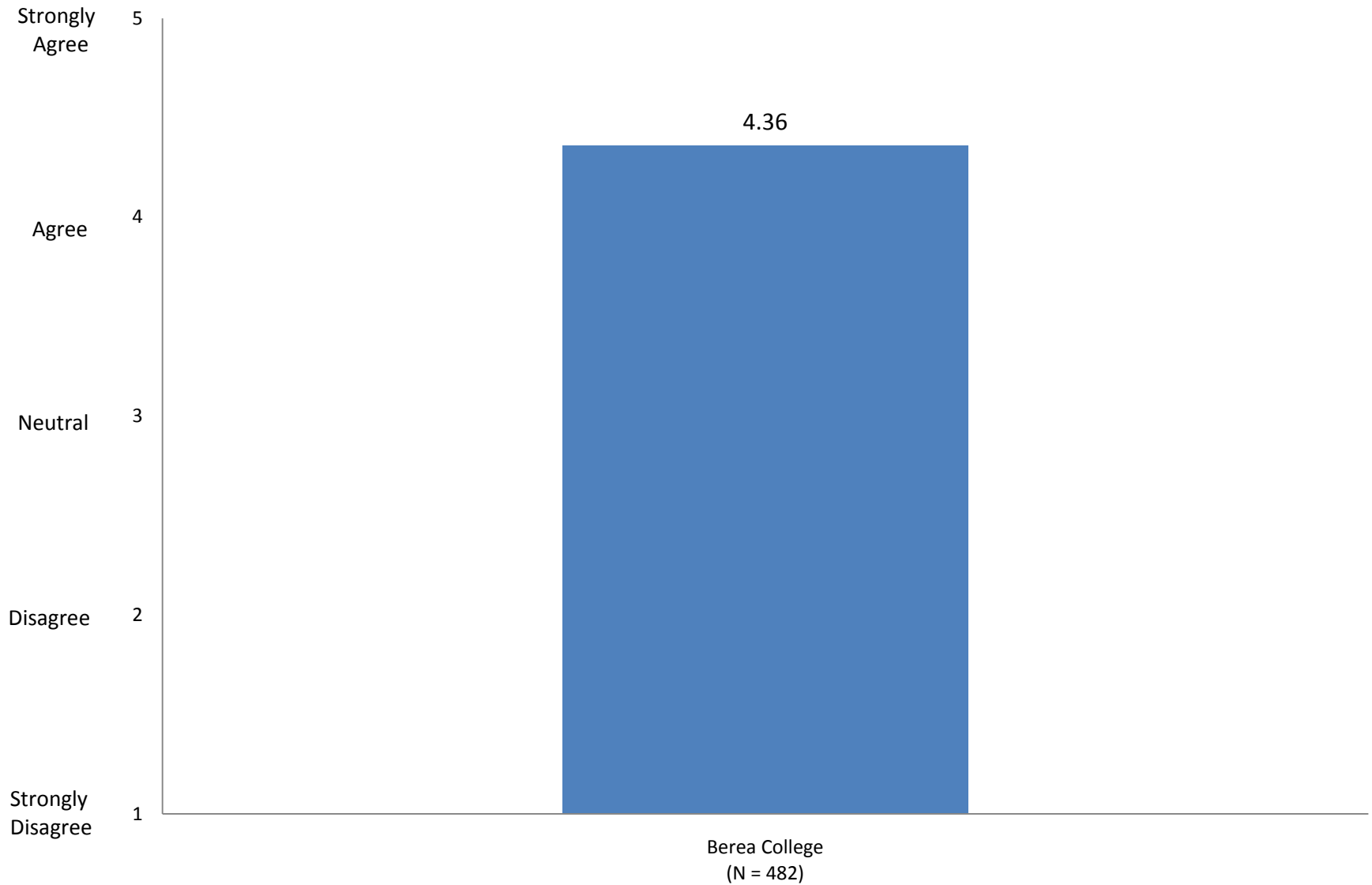
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

My Work Program Experience...

helped me to learn how to work cooperatively in groups/teams.



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%