

# Racial/Diversity Related

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: **Racial/Diversity Related**

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

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

- To learn more about cultural diversity

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

- Striving for racial harmony
- Learning more about African and African American (Black) culture/history

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

#### 2014 Construct Reports

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

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

#### 2014 Theme Report

**Theme: Diversity** *these items relate to social attitudes and experiences with diversity.*

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

- Socialized with someone of another racial/ethnic group

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

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

*Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:*

- Knowledge of people from different races/cultures

*How would you describe the racial composition of:*

- The high school you last attended
- The neighborhood where you grew up

*Mark your agreement with each statement:*

- Racial discrimination is no longer a major problem in America
- Same-sex couples should have the right to legal marital status
- Undocumented immigrants should be denied access to public education

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

- Influencing social values
- Helping to promote racial understanding
- Improving my understanding of other countries and cultures

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

- Socialize with someone of another racial/ethnic group
- Have a roommate of different race/ethnicity

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

### Graphical Report (Recent Trends, 2014, Historical Trends)

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

- Socialized with someone of another racial/ethnic group

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

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

*Rate your agreement with each of the following*

- Racial discrimination is no longer a major problem in America
- Colleges should prohibit racist/sexist speech on campus (not asked on 2014 administration)
- Same-sex couples should have the right to legal marital status
- Gays and lesbians should have the legal right to adopt a child (not asked on 2014 administration)
- Affirmative action in college admissions should be abolished (not asked on 2014 administration)

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

- Influencing social values
- Helping to promote racial understanding
- Improving my understanding of other countries and cultures

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

- Socialize with someone of another racial/ethnic group
- Have a roommate of a different race/ethnicity

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

### 2014 Construct Report

**Construct: Institutional Priority** – *Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.*

### 2014 Graphical Report

*During the past two years, have you engaged in any of the following activities?*

- Conducted research or writing focused on:
  - International/global issues
  - Racial or ethnic minorities
  - Women and gender issues
  - Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues

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

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

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

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

- Describe how different perspectives would affect the interpretation of a question or issue in your discipline
- Discuss the ethical or moral implications of a course of action

*In how many of the courses that you teach do you use each of the following?*

- Readings on racial and ethnic issues
- Readings on women and gender issues
- Techniques to create an inclusive classroom environment for diverse students

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

- Enhance students' knowledge of and appreciation for other racial/ethnic groups
- Teach students tolerance and respect for different beliefs
- Encourage students to become agents of social change

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

- A racially/ethnically diverse student body enhances the educational experience of all students

*Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:*

- Racial and ethnic diversity is reflected in the curriculum
- This institution has effective hiring practices and policies that increase faculty diversity
- There is a lot of campus racial conflict here
- Faculty are not prepared to deal with conflict over diversity issues in the classroom

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

- Promote gender diversity in the faculty and administration
- Promote racial and ethnic diversity in the faculty and administration
- Develop an appreciation for multiculturalism

*Indicate how well each of the following describes your college or university:*

- There is respect for the expression of diverse values and beliefs

### Campus Climate Module

*Please indicate the extent to which you agree or disagree with the following statements. This institution:*

- Has campus administrators who regularly speak about the value of diversity
- Lacks strategic diversity goals and plans
- Encourages students to have a public voice and share their ideas openly
- Has a long-standing commitment to diversity
- Respects differences in sexual orientation
- Promotes the appreciation of cultural differences
- Rewards staff and faculty for their participation in diversity efforts
- Promotes the understanding of gender differences
- Has standard reporting procedures for incidents of harassment or discrimination
- Racial and ethnic diversity should be more strongly reflected in the curriculum
- Treats faculty of color fairly
- Treats women faculty fairly
- Treats LGBTQ faculty fairly

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

*Please indicate how often at this institution you have:*

- Had students from underrepresented groups on campus approach me for advice
- Assisted a student with a problem about discrimination
- Witnessed discrimination
- Reported an incident of discrimination to a campus authority
- Reported an incident of sexual harassment to a campus authority
- Been discriminated or excluded from activities because of my:
  - Race/ethnicity
  - Gender
  - Sexual orientation
  - Other identity
- Heard insensitive or disparaging racial remarks from:
  - Faculty
  - Staff
  - Students
- Heard insensitive or disparaging remarks about women from:
  - Faculty
  - Staff
  - Students
- Heard insensitive or disparaging comments about LGBTQ individuals by:
  - Faculty
  - Staff
  - Students

*Please indicate how often anyone you personally know has experienced the following forms of bias/harassment/discrimination at this institution:*

- Verbal comments
- Written comments (e.g., emails, texts, writing on walls)
- Exclusion (e.g., from gatherings, events)
- Offensive visual images or items
- Threats of physical violence
- Sexual assault or violence
- Other physical assaults or injuries
- Anonymous phone calls
- Damage to personal property

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

- Overall sense of community among students
- Racial/ethnic diversity of the faculty
- Racial/ethnic diversity of the student body
- Racial/ethnic diversity of the staff
- Interactions among different racial/ethnic groups
- Atmosphere for political differences
- Atmosphere for religious differences
- Atmosphere for differences in sexual orientation
- Administrative response to incidents of discrimination
- Administrative response to student concerns about exclusion or marginality

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

*Please rate your satisfaction with your department in each area:*

- Collegiality among faculty
- Tolerance of different faculty opinions and beliefs
- Representation of women and racial/ethnic minorities
- Acceptance of differences in sexual orientation
- Degree to which the curriculum addresses diversity in content or pedagogy
- Student respect for my role in the classroom
- Commitment to hiring women and minorities

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

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

- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

*During the current school year, about how often have you had discussions with people from the following groups?*

- People of a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

*How much does your institution emphasize the following?*

- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

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

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

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

- Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc. (new for 2014)

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

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

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

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

- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

*FSSE: In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?*

*NSSE: During the current school year, about how often have you had discussions with people from the following groups?*

- People of a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

*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?*

- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

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

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

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

### Berea-Specific Item (2003, 2007, and 2014 – not asked on 2010 administration)

*To what extent do you agree with the following?*

- My work college experience has helped me learn from many different types of people

### 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?*

- Had serious conversations with students of a different race or ethnicity than your own (2003, 2007, and 2010 - major changes made in 2014)
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (2003, 2007, and 2010 - major changes made in 2014)

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

- Understanding people of other racial and ethnic backgrounds (2003, 2007, and 2010 – major changes made in 2014)

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

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

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

#### *Satisfaction Ratings*

- There is a strong commitment to racial harmony on this campus

### Berea-Specific Items (Spring 2013 Administration Only)

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

#### *Importance/Satisfaction Ratings*

- The student body is racially/ethnically diverse
- The racial/ethnic diversity of the student body contributes to my overall education
- The Woodson Center contributes to my overall education
- The Black Cultural Center contributes to my overall education

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

*Have you ever done the following?*

- Developed friendship(s) with individuals from outside the United States
- Taken a class that included international or global issues
- Studied a foreign language
- Attended international or global events on campus
- Participated in international clubs or activities
- Traveled outside the United States with my family
- Served as a host family for an international student
- Lived outside the United States by myself or with friends
- Traveled outside the United States by myself or with friends
- Participated in a volunteer service outside the United States
- Participated in a study abroad or an exchange program
- Participated in workplace experiences outside the United States

*Please click the button that most accurately reflects your feelings, beliefs, or behaviors related to each item.*

- I am not skillful/skillful at resolving conflicts that involve bias, discrimination, and prejudice

*For each of the items below, please indicate how often you have engaged in each activity either in or out of the classroom and indicate how effectively you do each activity.*

- Work in groups of people who differ from me in terms of education, political orientation, points of view, etc.

## Berea-Specific Exit Survey (includes ACT College Outcomes Survey), Graduating Seniors

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

- This college is equally supportive of racial/ethnic groups

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

- Campus atmosphere of ethnic, political, and religious understanding

### Berea-Specific Items

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

- Strive for racial harmony
- Learning more about African and African American (Black) culture/history

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

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

- Interacting well with people from racial groups or cultures different from my own

**ACT Alumni Outcomes Survey, (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.*

- Getting along with people from various cultures, races, backgrounds, etc.
- Understanding and appreciating culture and ethnic differences between people
- Getting along with people whose attitudes and opinions are different from mine

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

- Cultural/ethnic diversity

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

- Multicultural content of courses
- Campus acceptance of individuals regardless of their sexual orientation

*Indicate the extent to which you agree/disagree with each of the following statements about this school*

- Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.
- The campus was, generally, free from harassment (e.g., sexual, racial, etc.)

**Berea-Specific Items**

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

*My Work Program Experience...*

- Helped me to understand the importance of getting along with people from various cultures, races, backgrounds, etc.
- Helped me to get along with people with different attitudes and opinions

## Historical Survey Data (Prior to 2006)

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

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

- High school you last attended
- Neighborhood where you grew up
- Friends you socialize with in college
- Your informal study groups
- Clubs/Organizations to which you belong
- Place of work

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

- Socialized with someone of another racial or ethnic group

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

- Helping to promote racial understanding
- Improving my understanding of other countries and cultures
- Improving the health of minority communities

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

- I have been singled out because of my race/ethnicity, gender, or sexual orientation
- I have heard faculty express stereotypes about racial/ethnic groups in class
- There is a lot of racial tension on this campus

*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*

- Participated in an academic enrichment/support program for racial/ethnic minority students

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

- Knowledge of people from different races/cultures

### Student Satisfaction Inventory (SSI), All Students: 1998

#### Berea-Specific Items (Spring 1998 Administration Only)

All Students

*Importance/Satisfaction Ratings*

- At Berea, I have had an opportunity to interact with and learn from those with different backgrounds from my own

### [African-American Student Survey, Spring 2003](#)

Included in the link below are the results of a special study that was conducted in Spring 2003 to address what attracts African American students to Berea and helps retain them on a predominantly “white” campus. The African-American student enrollment at Berea College has risen to 17%. Graduation rates for African-American students and other domestic students are nearly identical.

For this study, 142 self-identified African-American students participated which represented about 62% of our enrolled African-American population. This site contains a brief summary of the study, the methods and instruments used, and detailed results. See link:

<http://www.berea.edu/files/2012/08/s.aastudy.pdf>

### [Counseling and Psychological Services Survey, All 2006 Students](#)

*Please indicate the extent to which each of the following is a PERSONAL PROBLEM FOR YOU currently*

- Personal experience with racism
- Discrimination based on race, gender, sexual orientation, etc.
- A suspicion of a learning disability
- Identifying sexual orientation
- Physical handicap or disability
- A diagnosed learning disability

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

*How well did Berea college help you:*

- To learn more about cultural diversity

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

- Comprehending your own distinct cultural background
- Developing an appreciation of experiences of others in terms of race, gender, religion, language, class, cultures, and societies
- Developing respect for the experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies
- Developing an appreciation and Understanding of African and African American (Black) culture/history

*Rate your agreement with the following statements*

- Overall, GST courses have heightened my understanding of cultures

### [ACT Alumni Survey, Graduates two years after graduation](#)

#### Berea-Specific Items

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

- Living in a diverse residential community (International, multi-ethnic, etc.)

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

*Indicate your opinion of the importance of each of the following skills and competencies in your current endeavors/ Indicate the contribution that your experiences at this college made to your growth in each area*

- Interacting well with people from racial groups or cultures different from my own

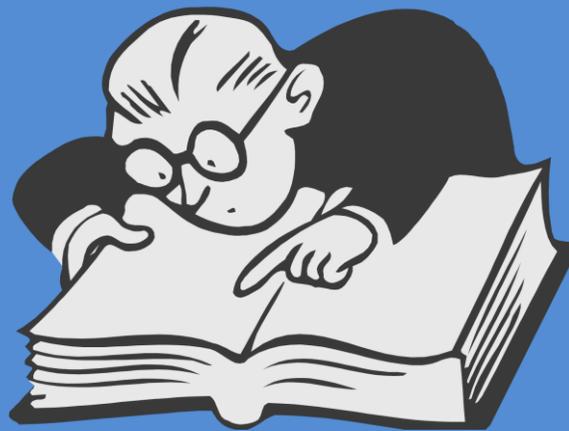
**Berea-Specific Item**

*Agreement Scale*

- My Berea College experience helped me to develop an appreciation of and respect for the experiences of others, especially in terms of race, gender, religion language, class, cultures, and societies.

# Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)



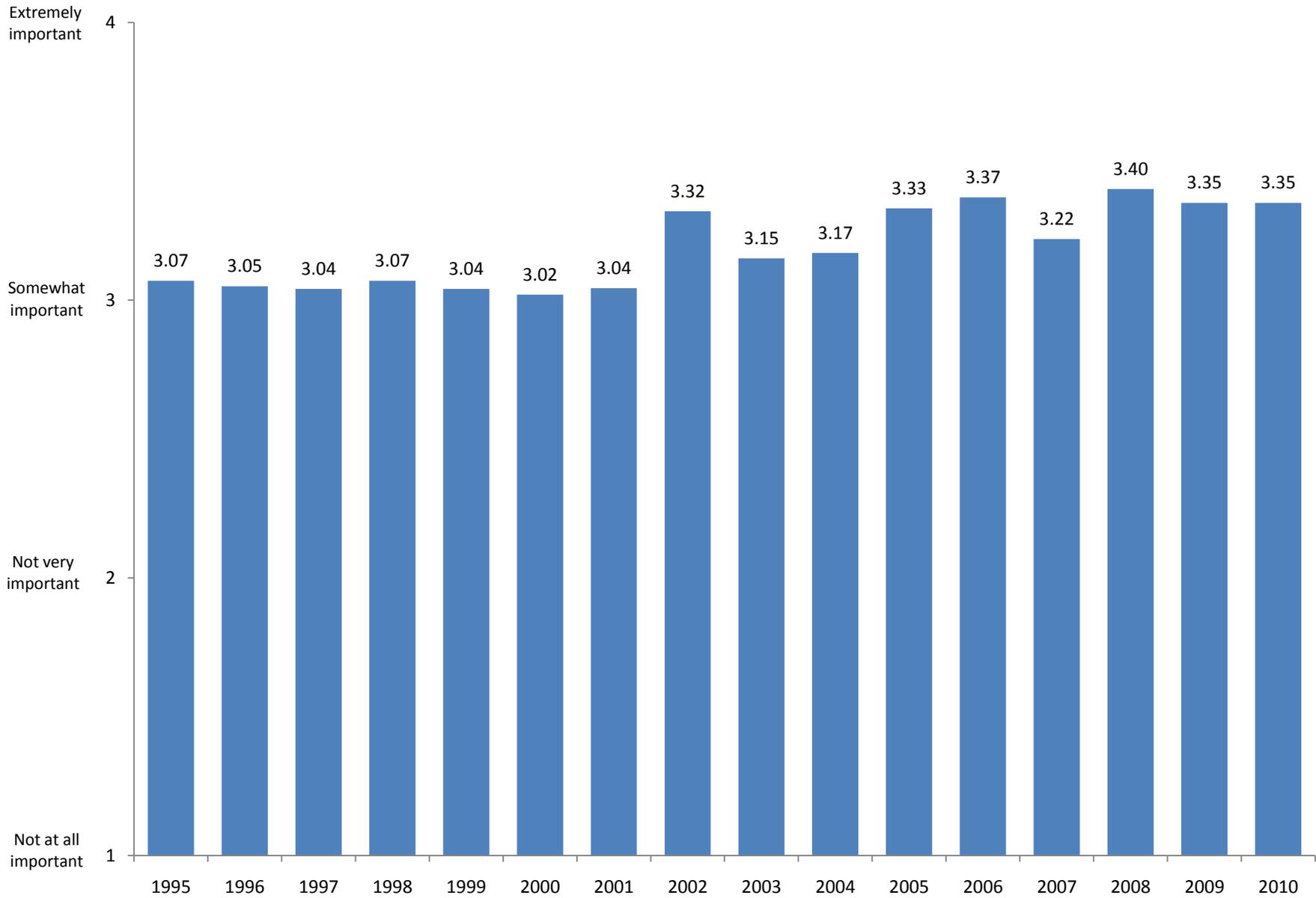
[Click to see survey instruments](#)

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

Average Response Rate of 85%

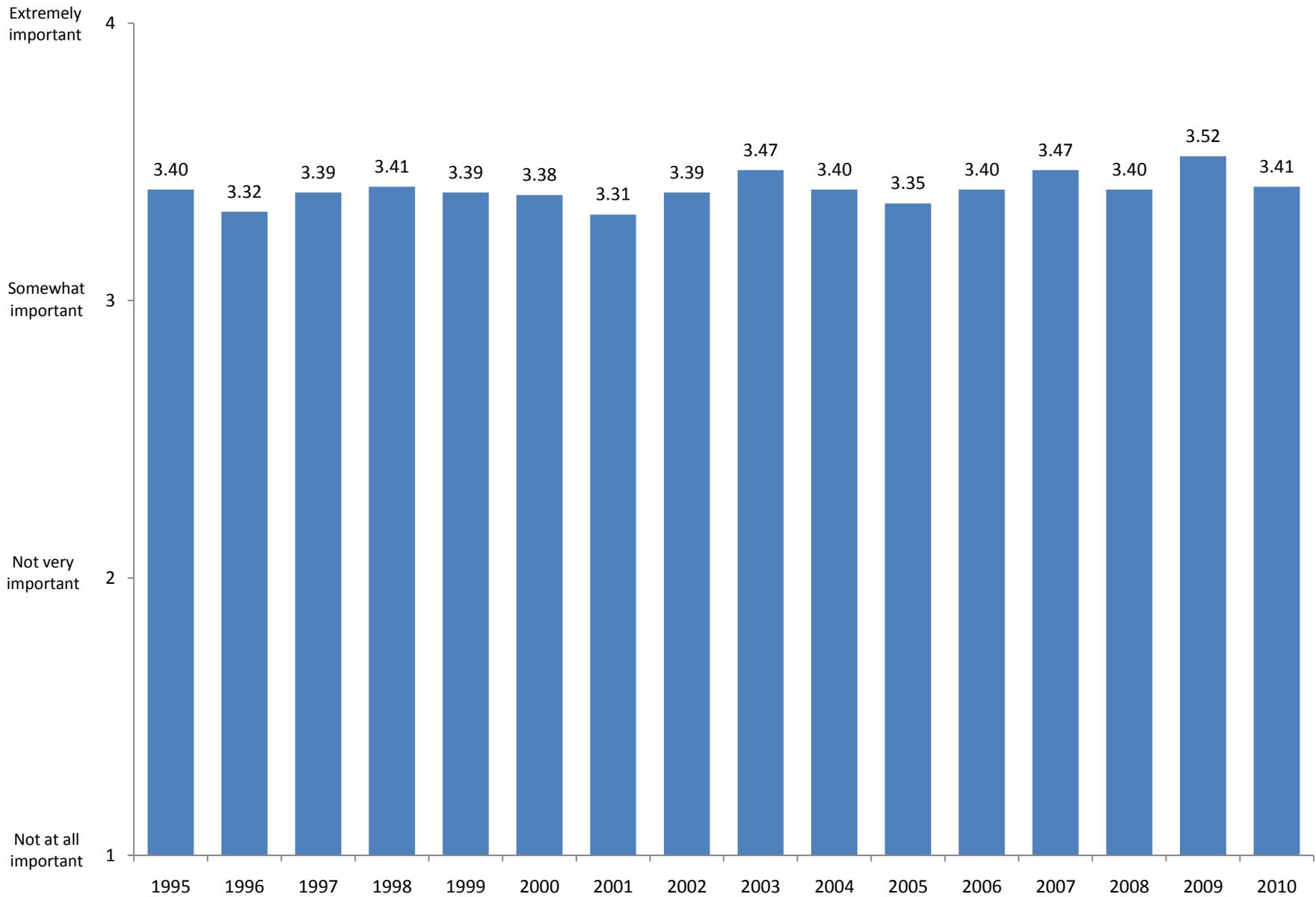
How important to you is it to accomplish each of the following goals?

## To learn more about cultural diversity



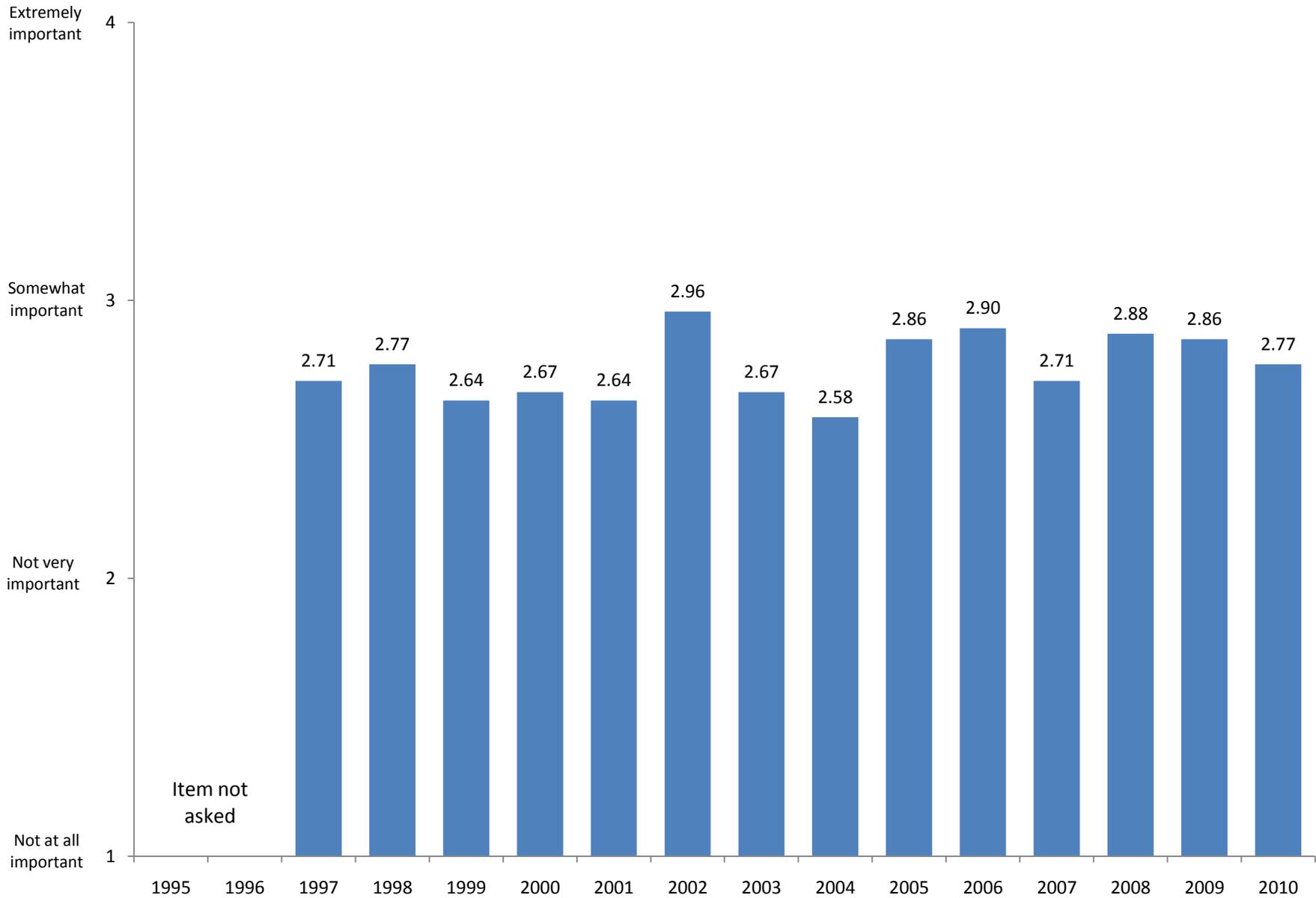
Rate the importance to you of each of the following:

## Striving for racial harmony



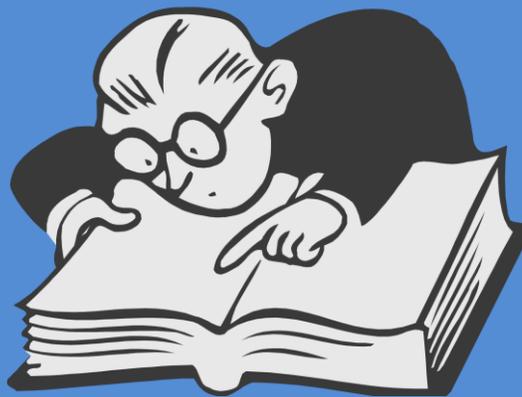
Rate the importance to you of each of the following:

## Learning more about African and African American culture/history



# Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



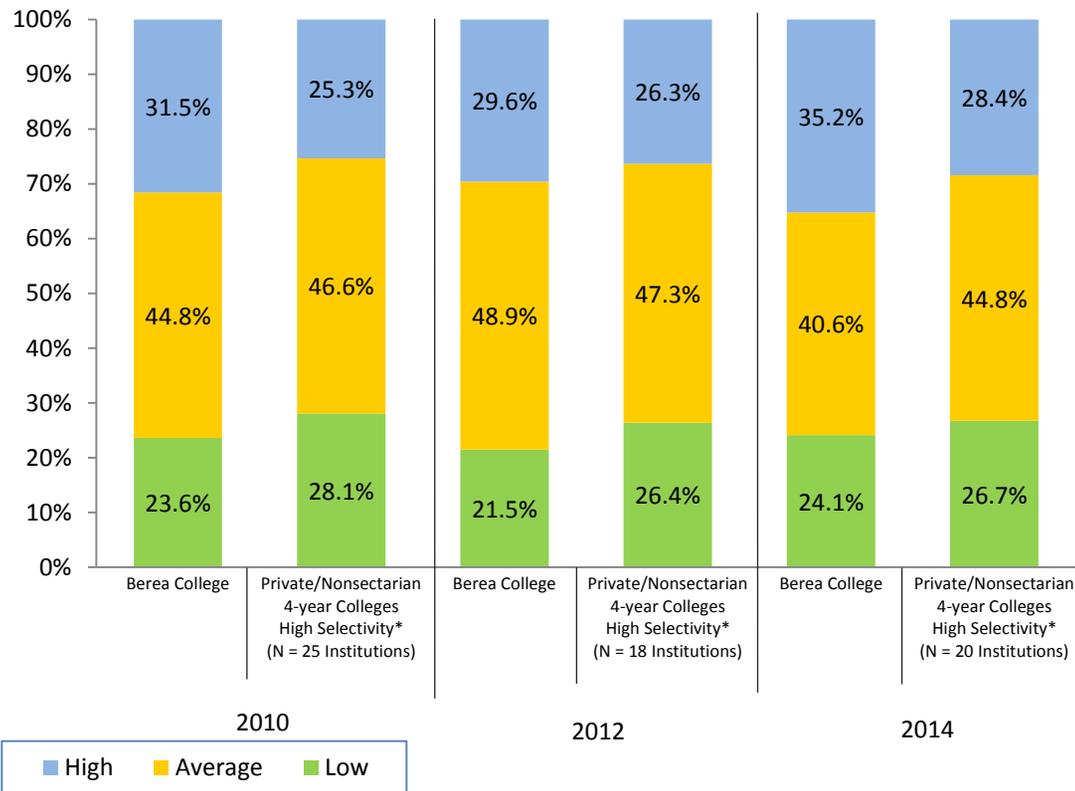
Administered Fall Terms 2002, 2004,  
2006, 2008, 2010, 2012, and 2014

[Click to see survey instruments](#)

Response Rates:			
2002	87.6%	2004	93.2%
2006	85.6%	2008	89.6%
2010	87.0%	2012	76.0%
2014	84.0%		

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

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



Survey items included in the construct, **Pluralistic Orientation**:

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

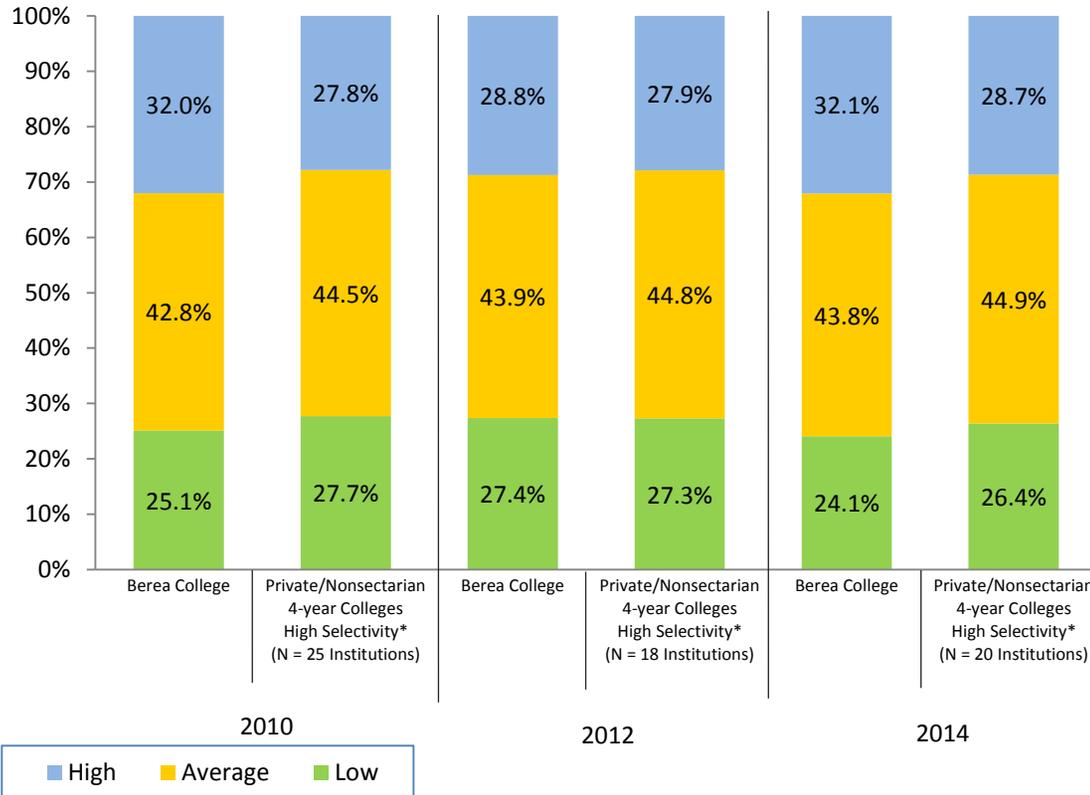
- Ability to work cooperatively with diverse people
- Tolerance of others with different beliefs
- Openness to having my own views challenged
- Ability to discuss and negotiate controversial issues
- Ability to see the world from someone else's perspective

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

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

(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
- Socialize with someone of another racial/ethnic group
- Participate in a study abroad program
- Participate in student government

\*Selectivity is based on median SAT Verbal + 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.

**Theme: Diversity** -- *These items relate to social attitudes and experiences with diversity.*

- For the activities below, indicate which ones you did during the past year.  
(*Frequently = 3, Occasionally = 2, Not at all = 1*)
  1. Socialized with someone of another racial/ethnic group
  
- How would you rate yourself in the following areas:  
(*A Major Strength = 5, Somewhat Strong = 4, Average = 3, Somewhat Weak = 2, A Major Weakness = 1*)
  1. Ability to see the world from someone else's perspective
  2. Tolerance of others with different beliefs
  3. Openess to having my own views challenged
  4. Ability to discuss and negotiate controversial issues
  5. Ability to work cooperatively with diverse people
  
- Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:  
(*A Major Strength = 5, Somewhat Strong = 4, Average = 3, Somewhat Weak = 2, A Major Weakness = 1*)
  1. Knowledge of people from different races/cultures
  

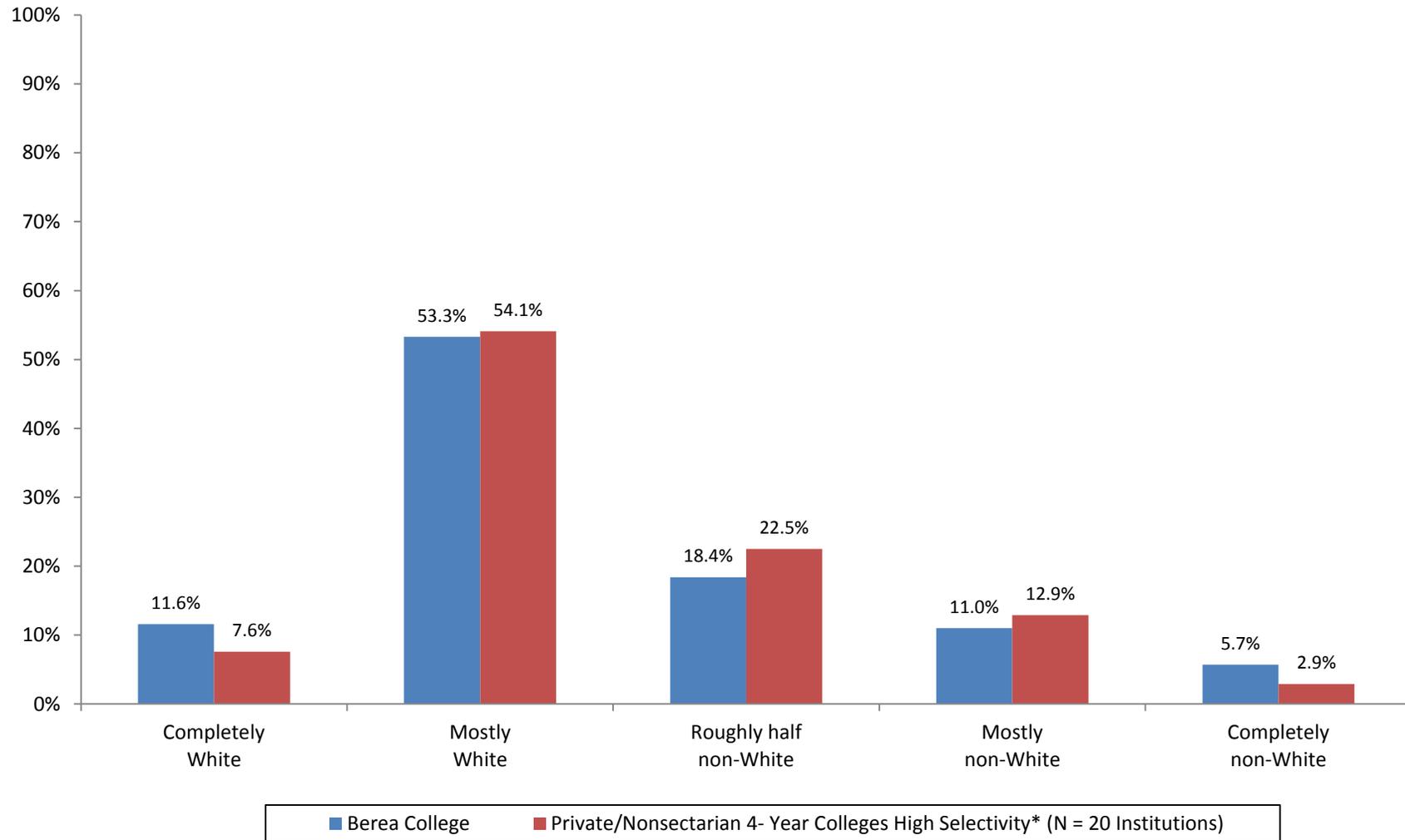
How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up?

- (*Completely non-white, Mostly non-white, Roughly half non-white, Mostly white, Completely white*)
  1. High school I last attended
  2. Neighborhood where I grew up
  
- Mark your agreement with each statement:
  1. Racial discrimination is no longer a major problem in America
  2. Same-sex couples should have the right to legal marital status
  3. Undocumented immigrants should be denied access to public education
  
- Please indicate the importance to you personally of each of the following:  
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
  1. Influencing social values
  2. Helping to promote racial understanding
  3. Improving my understanding of other countries and cultures
  
- What is your best guess as to the chances that you will:
  1. Socialize with someone of another racial/ethnic group
  2. Have a roommate of different race/ethnicity

**THEME: Diversity**

(Based on First-Year Students Only)

*How would you describe the racial composition of the **high school you last attended?***

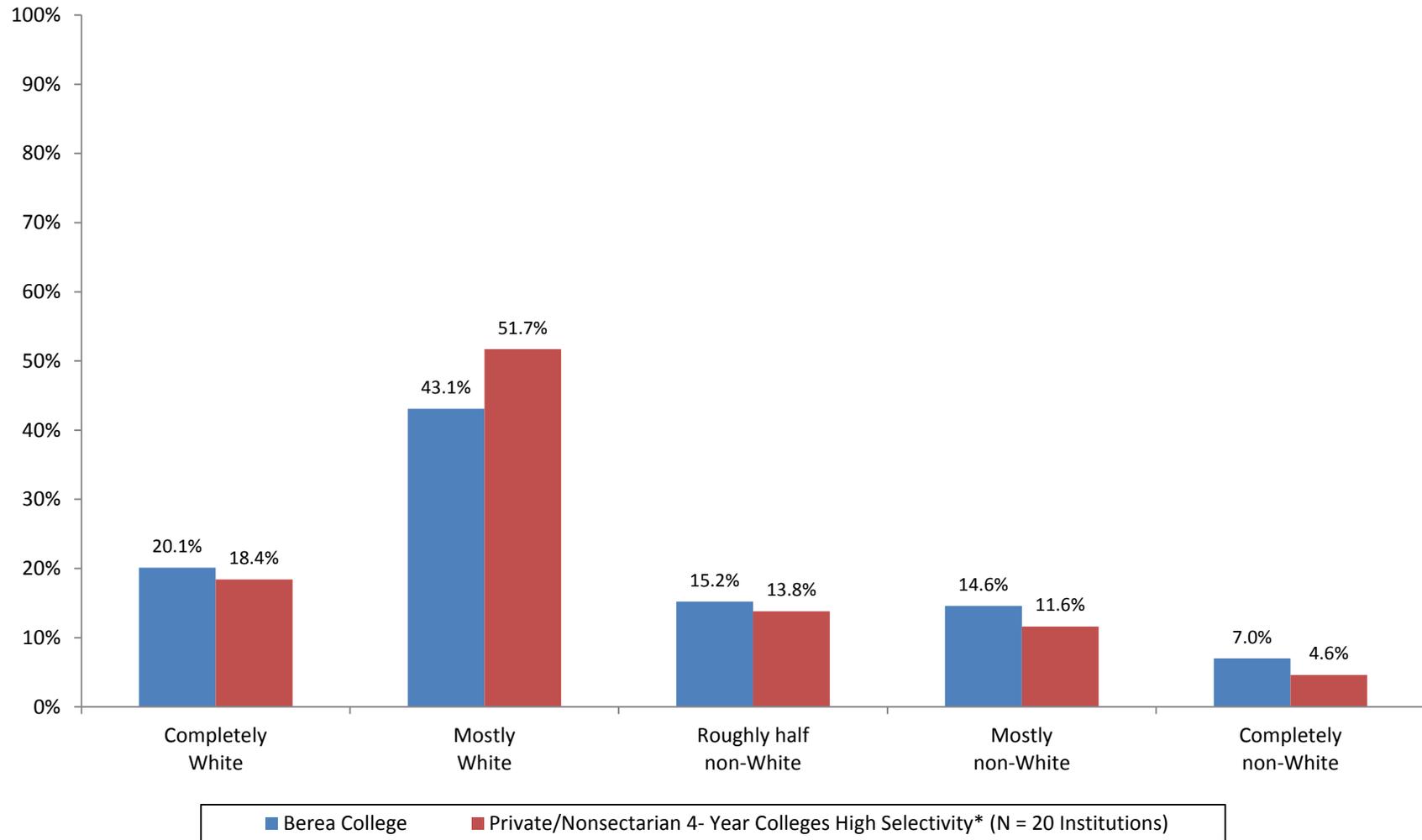


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Diversity**

(Based on First-Year Students Only)

*How would you describe the racial composition of the **neighborhood where you grew up?***

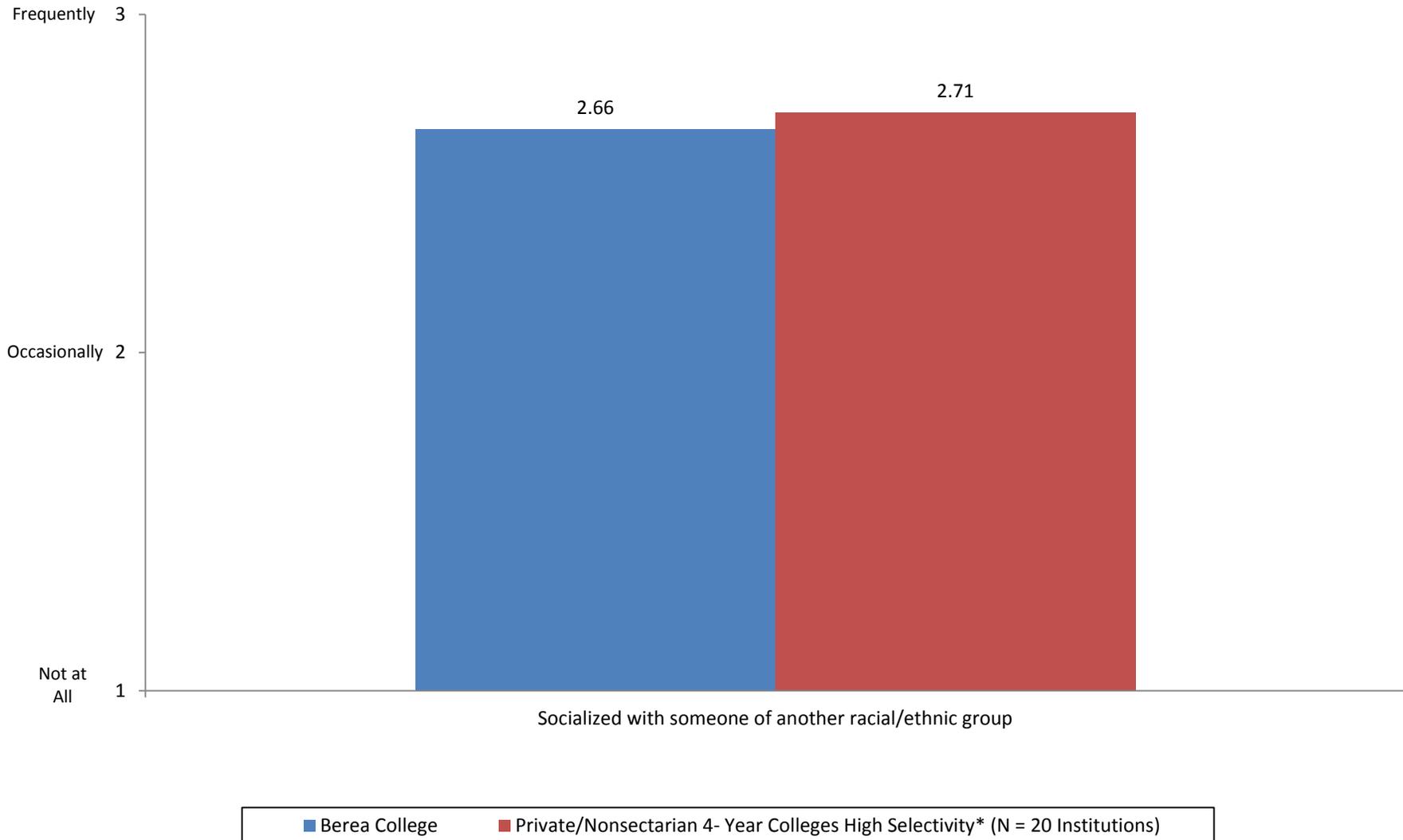


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Diversity**

(Based on First-Year Students Only)

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

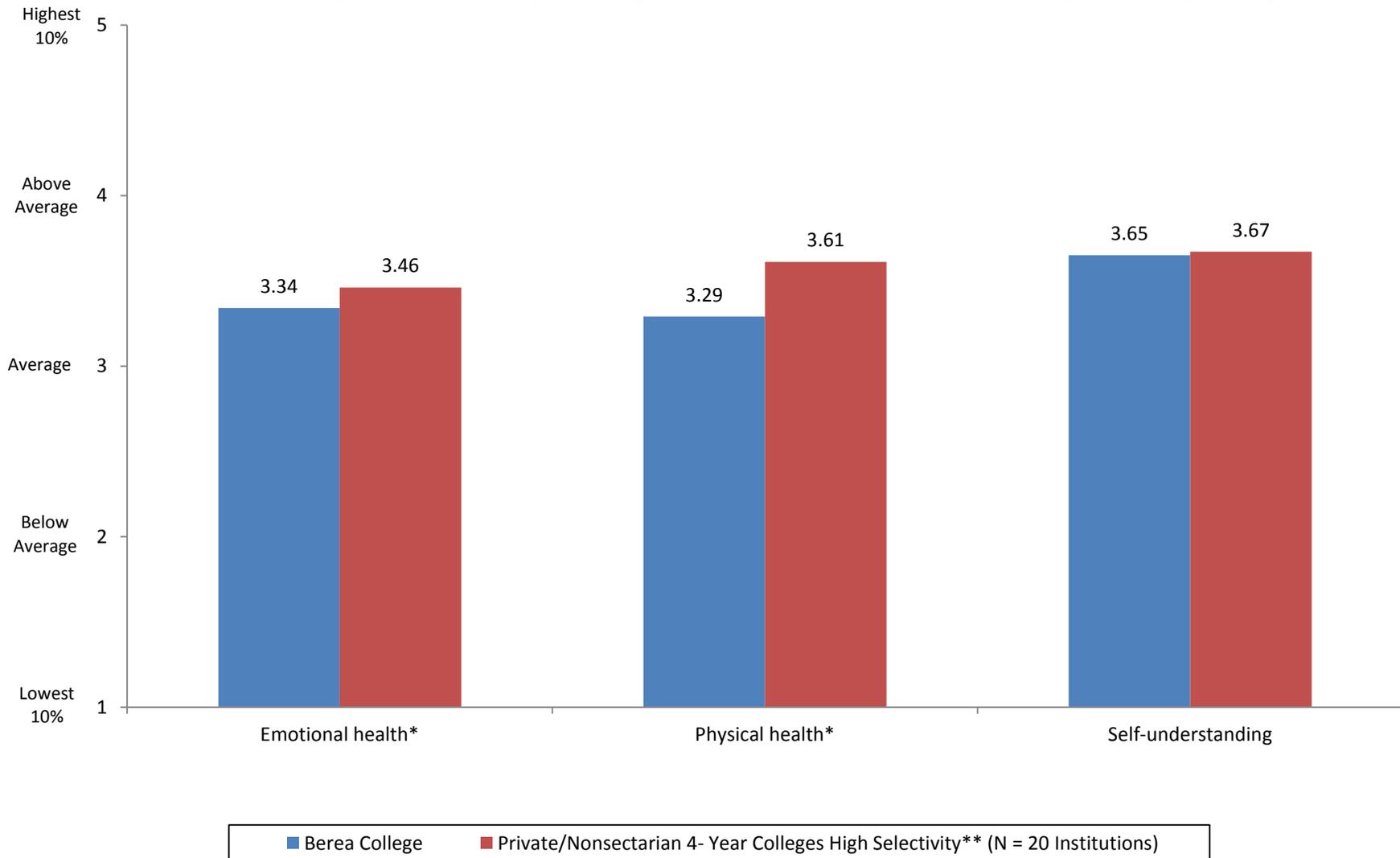


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Health and Wellness**

(Based on First-Year Students Only)

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



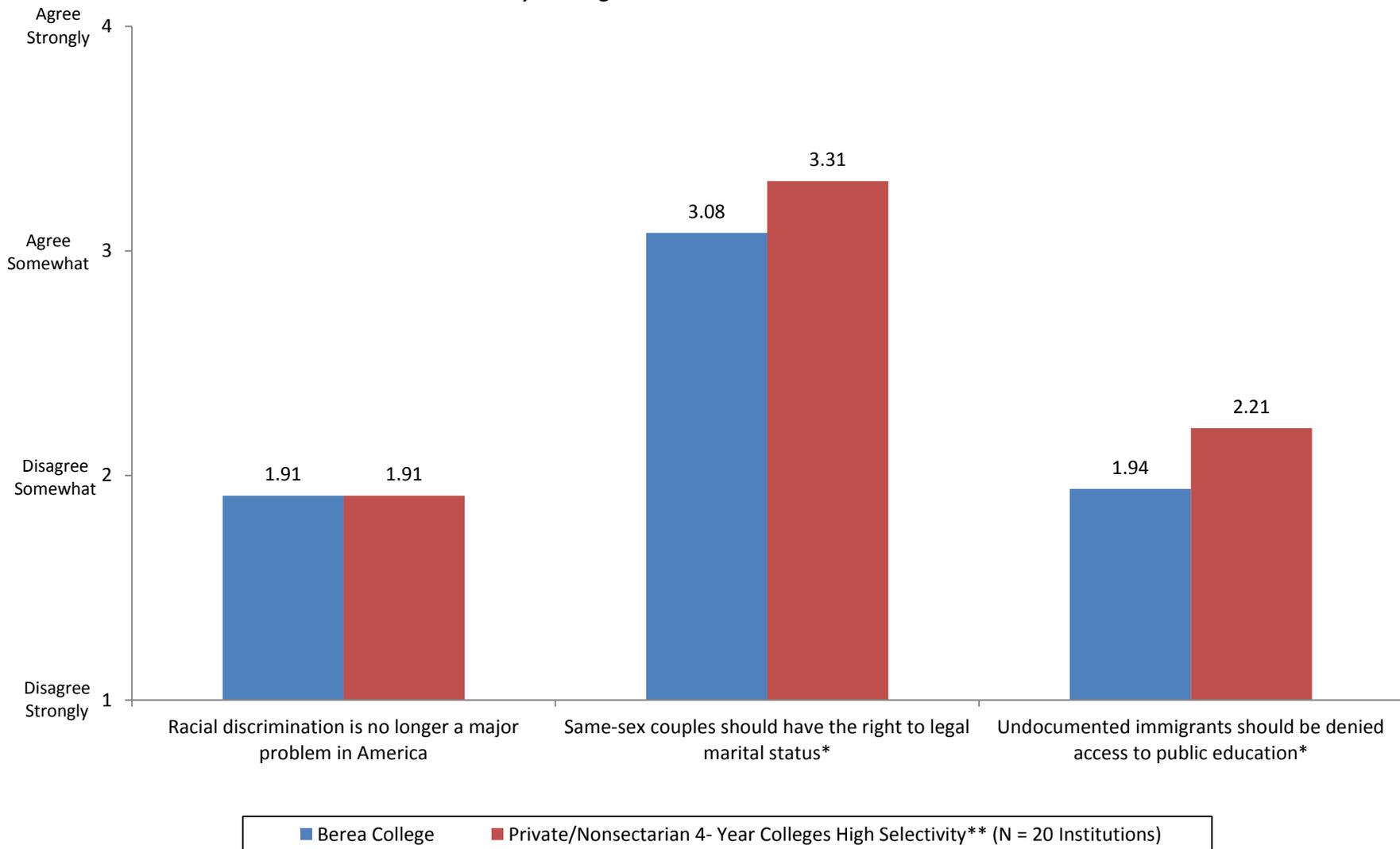
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Diversity**

(Based on First-Year Students Only)

Mark your agreement with each statement:



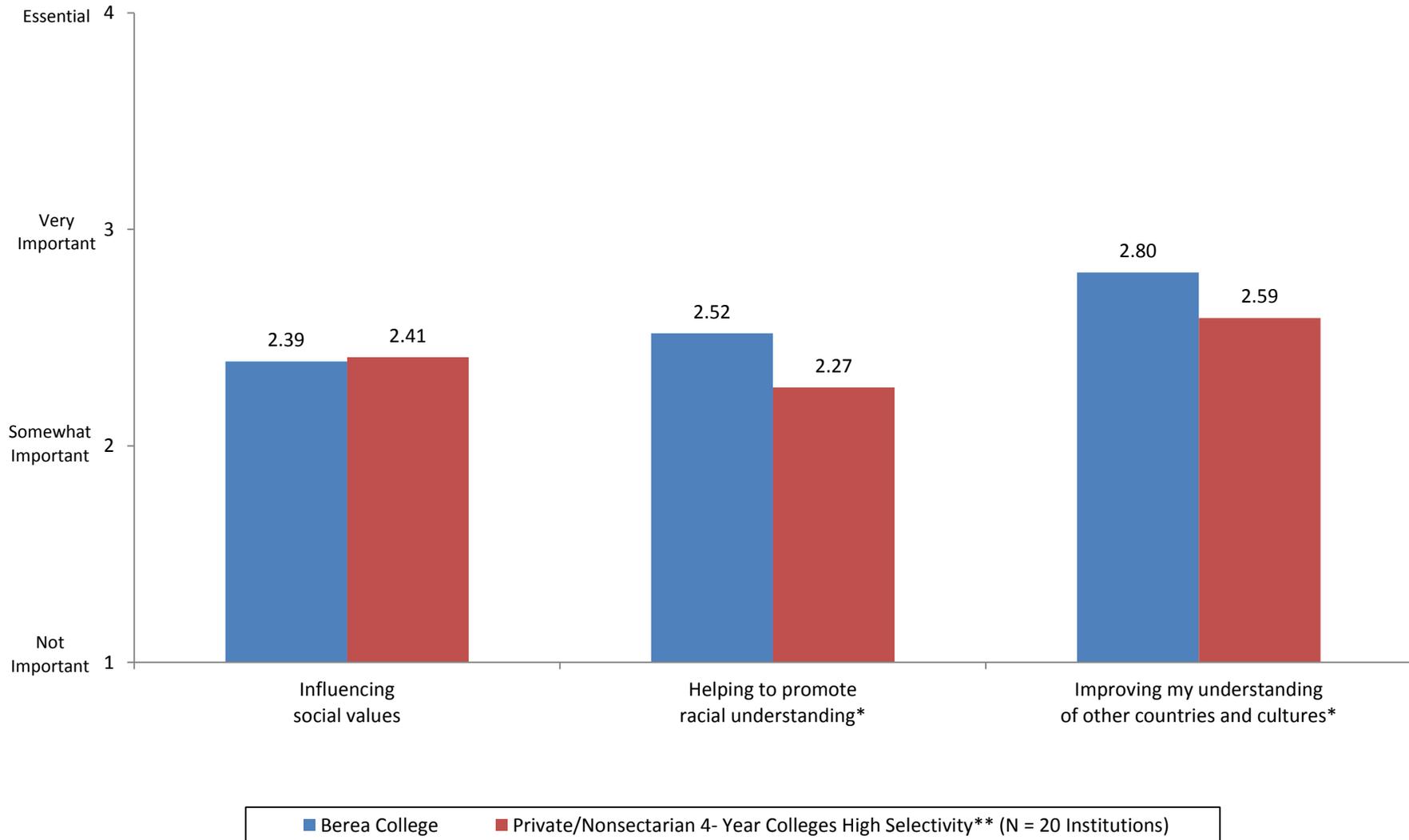
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Diversity**

(Based on First-Year Students Only)

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

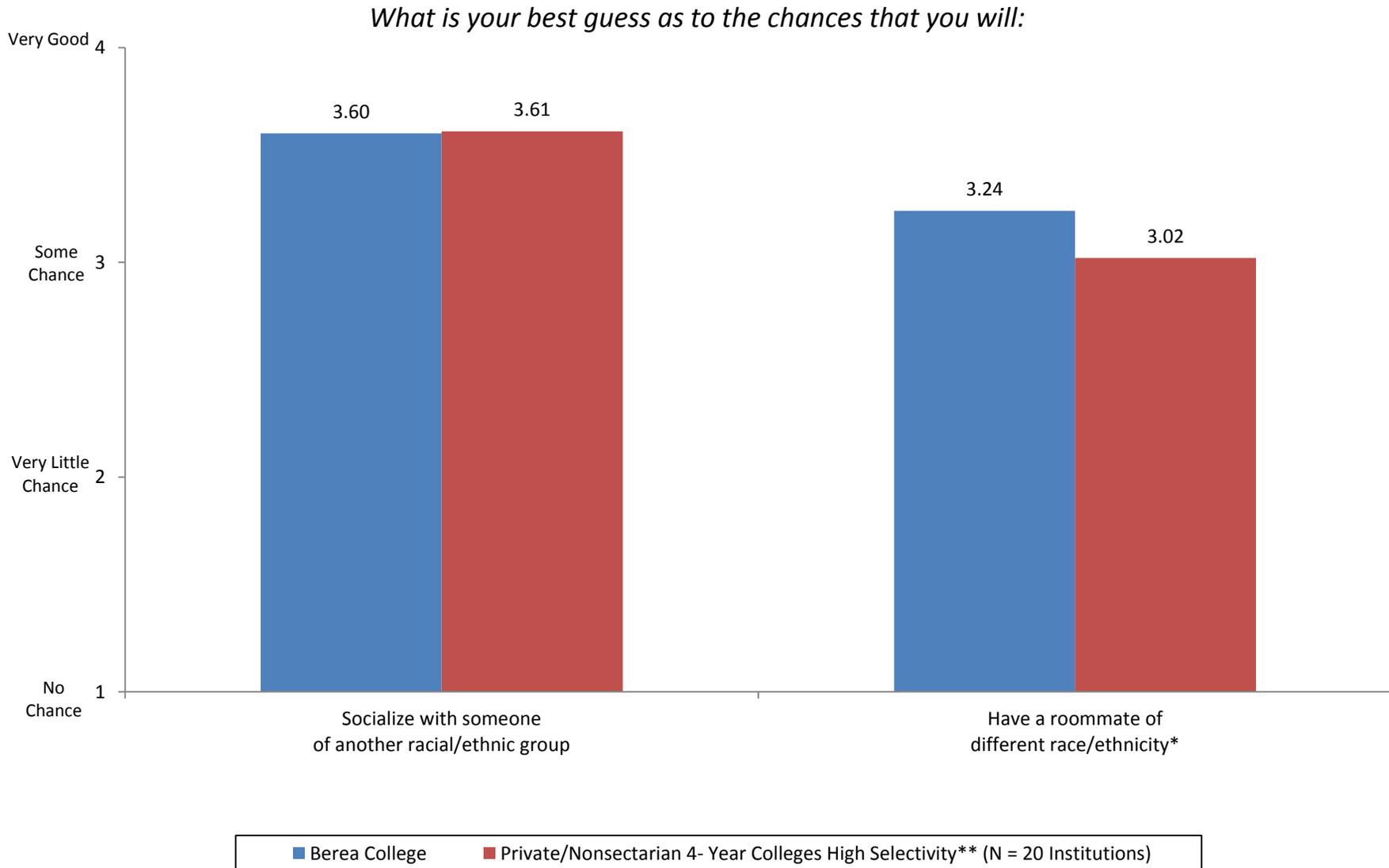


\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Diversity**

(Based on First-Year Students Only)

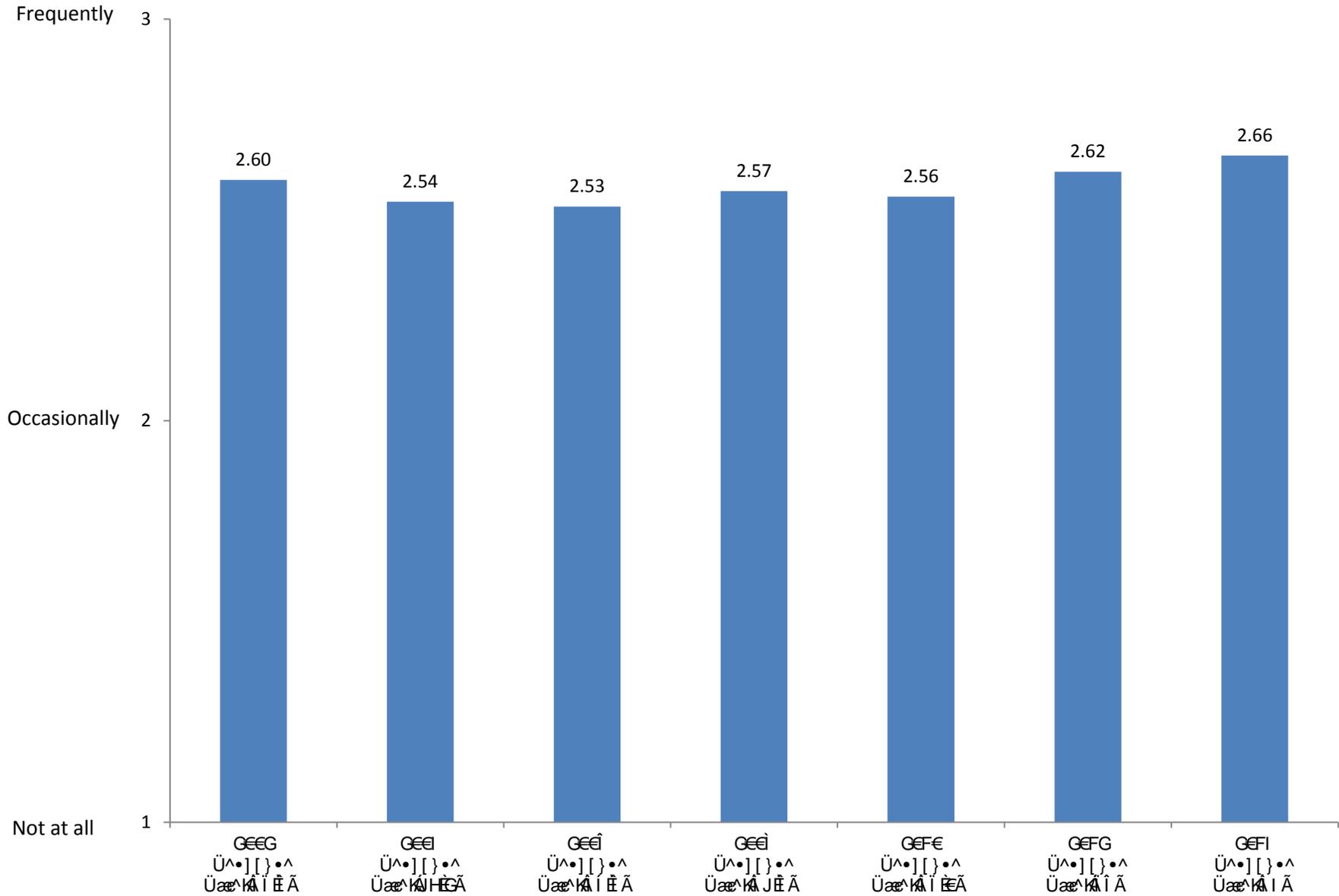


\*Statistically significant at the  $p \leq .05$  level.

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

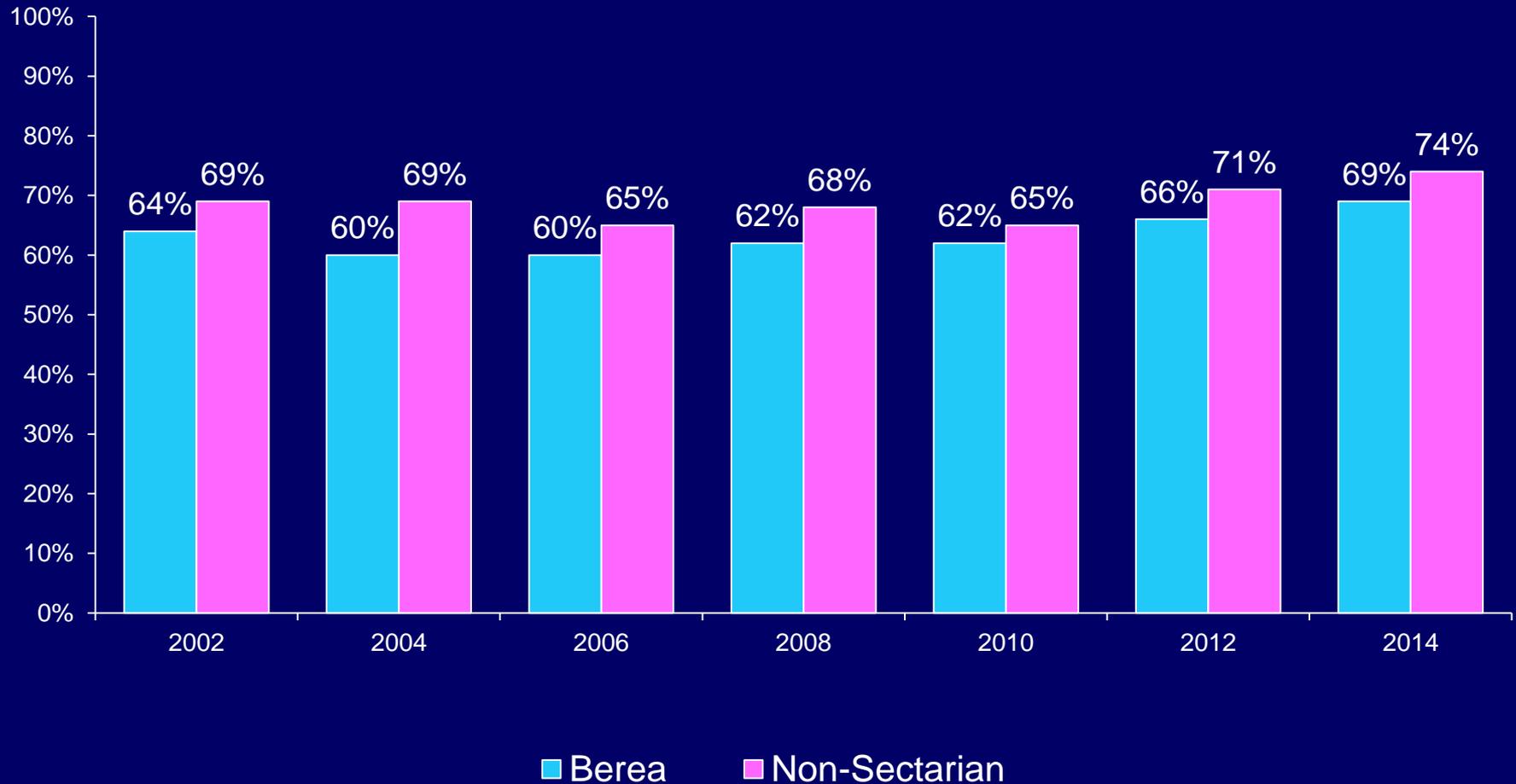
Indicate how often you engaged in the activity below during the past year.

## Socialized with someone of another racial/ethnic group



Source: U.S. Census Bureau, American Community Survey, 2013-2015. Data are based on the 2013-2015 ACS 5-year estimates. The survey asked respondents to indicate how often they engaged in the activity during the past year. The response categories are: 1 = Not at all, 2 = Occasionally, 3 = Frequently. The mean scores are calculated based on the response categories.

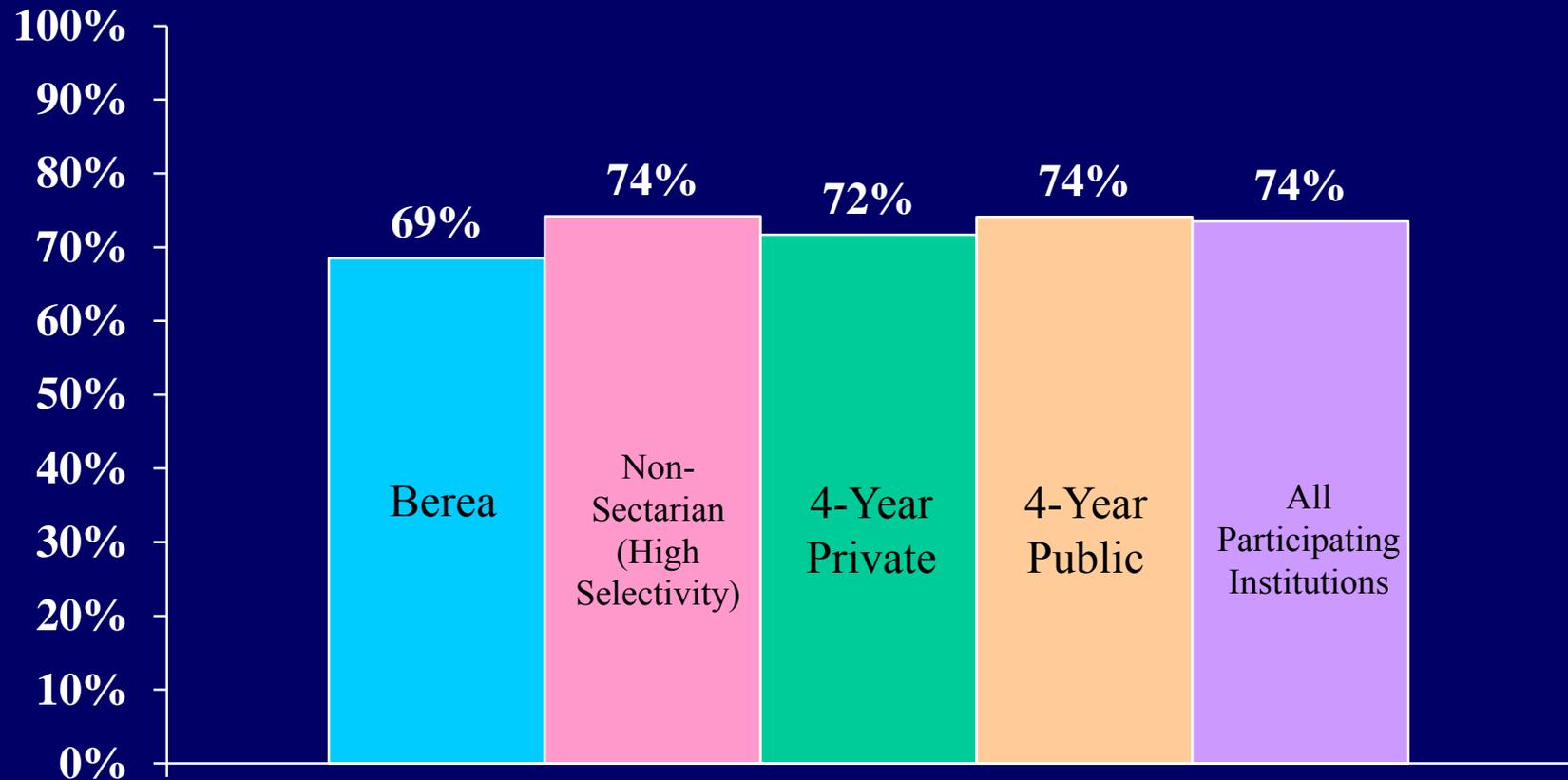
*Percent of students who indicated “frequently”*  
**Socialized with someone of another racial/ethnic group**  
(during the past year)



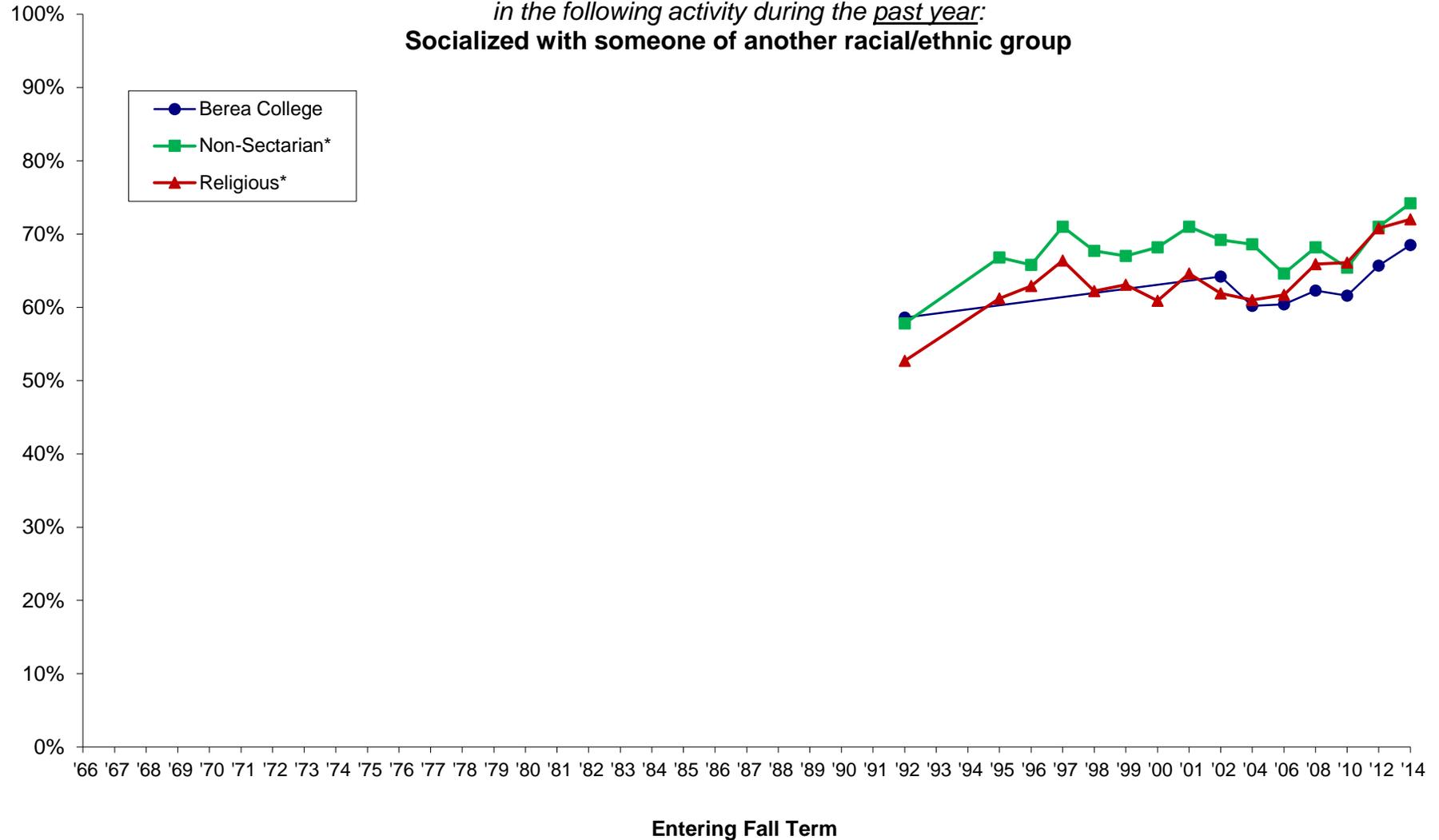
Percent of students who indicated “frequently”

# *Socialized with someone of another racial/ethnic group*

(during the past year)



*Percent of students who indicated that they "frequently" engaged  
in the following activity during the past year:*  
**Socialized with someone of another racial/ethnic group**

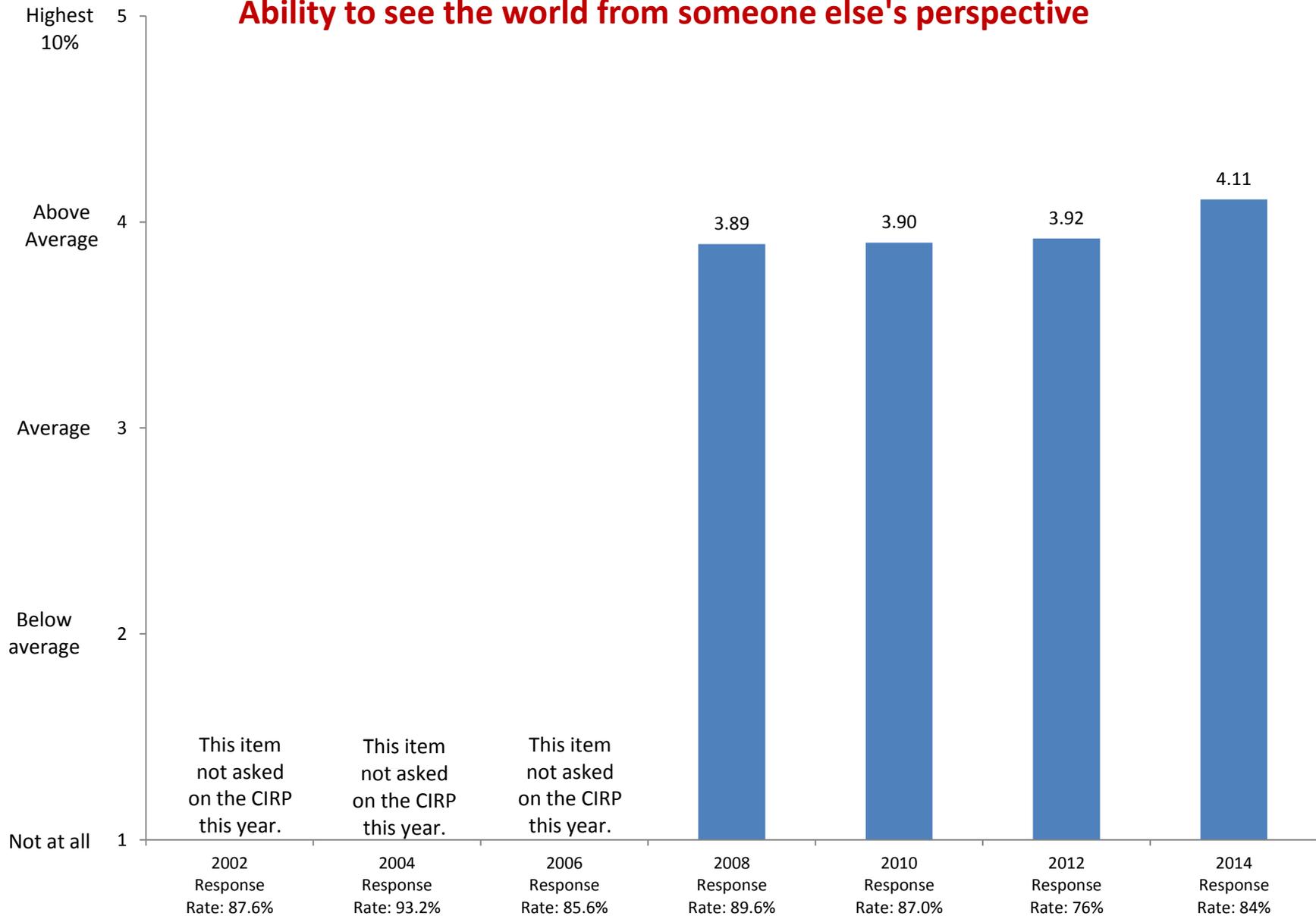


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

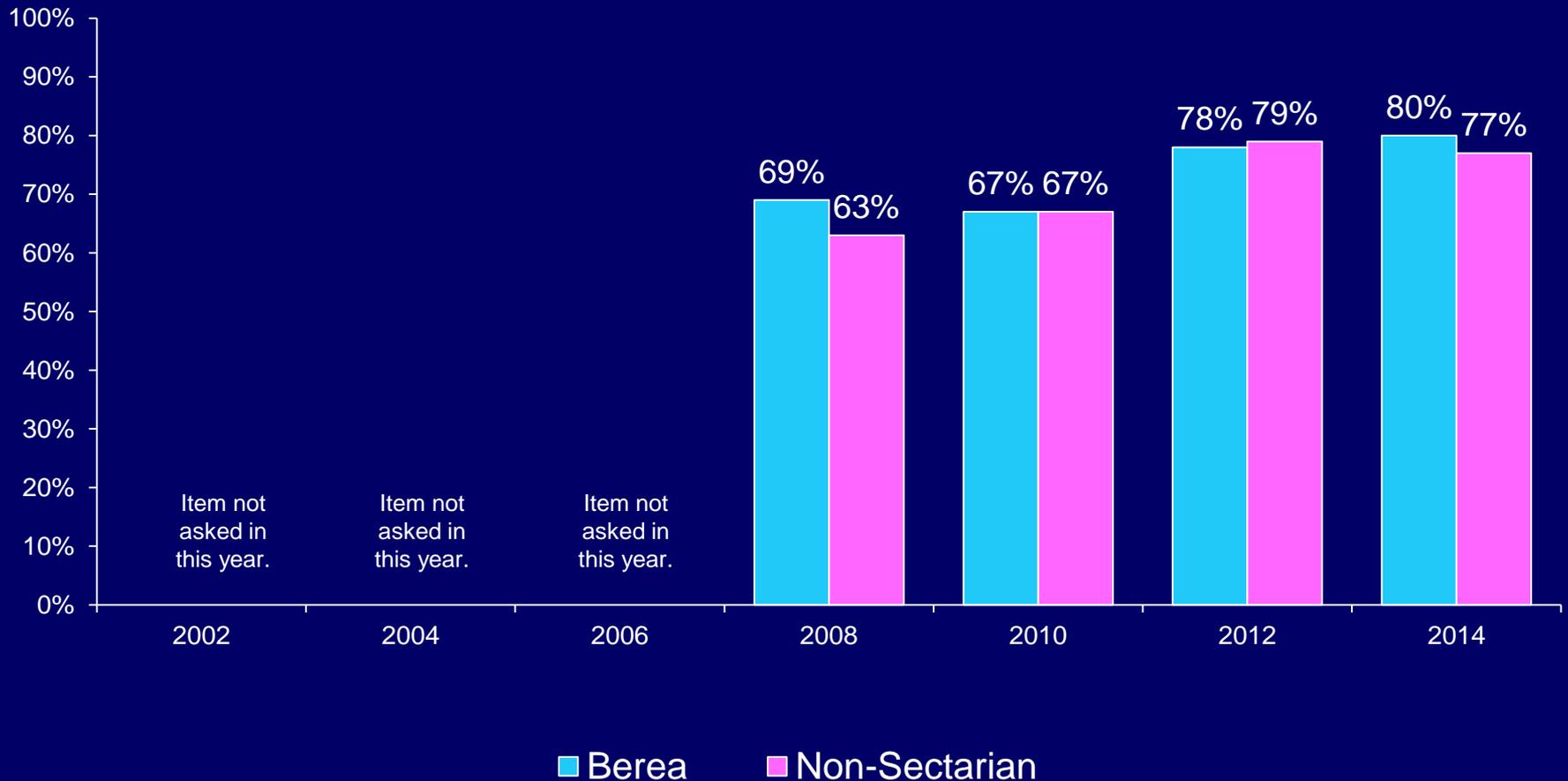
Rate yourself on each of the following traits as a compared with the average person your age.

## Ability to see the world from someone else's perspective



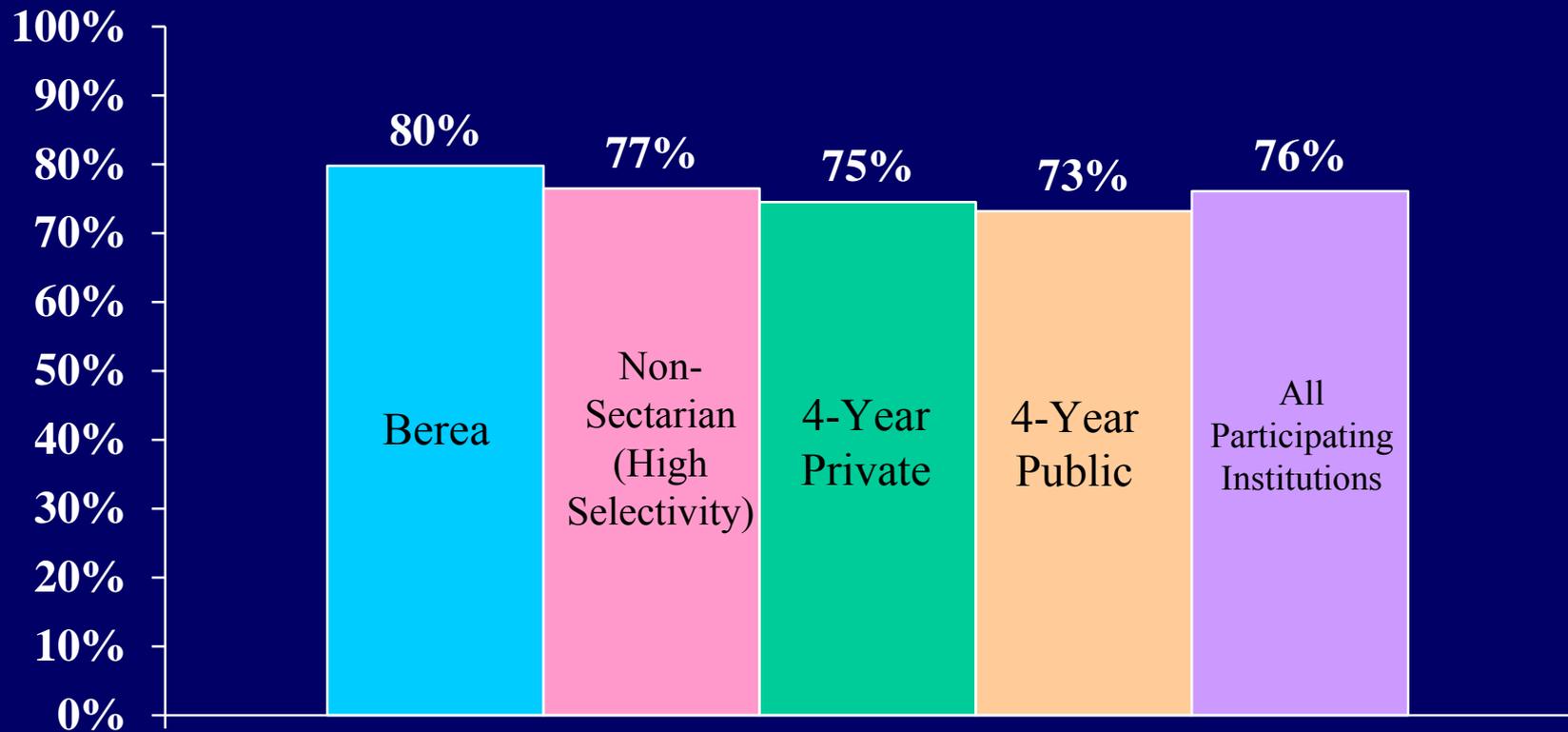
*Percent of students who rated themselves in “a major strength” or “somewhat strong”:*

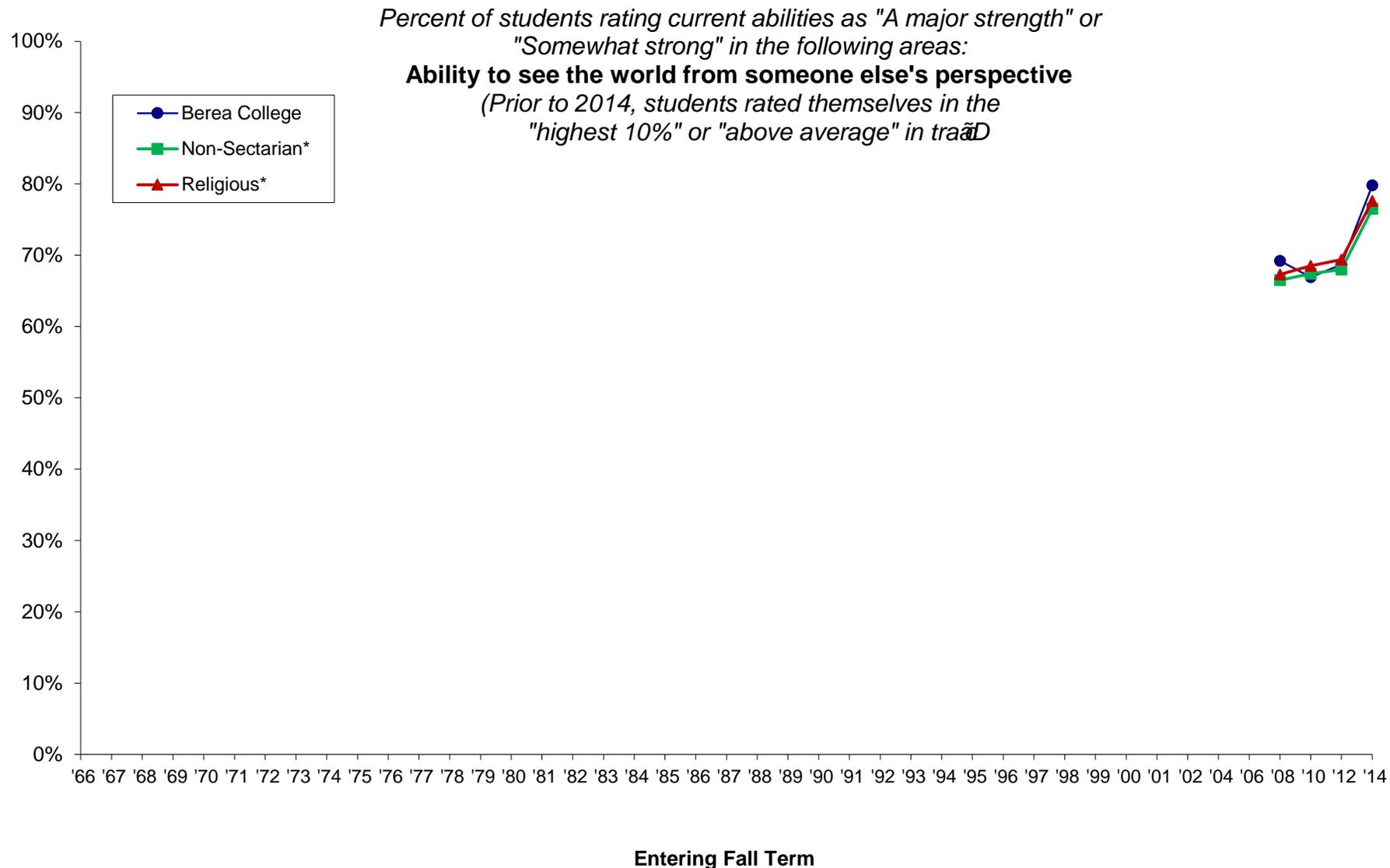
## Ability to see the world from someone else’s perspective



Percentage of students who rated themselves “a major strength” or “somewhat strong” as compared with the average person his/her age in:

*Ability to see the world from someone else’s perspective*



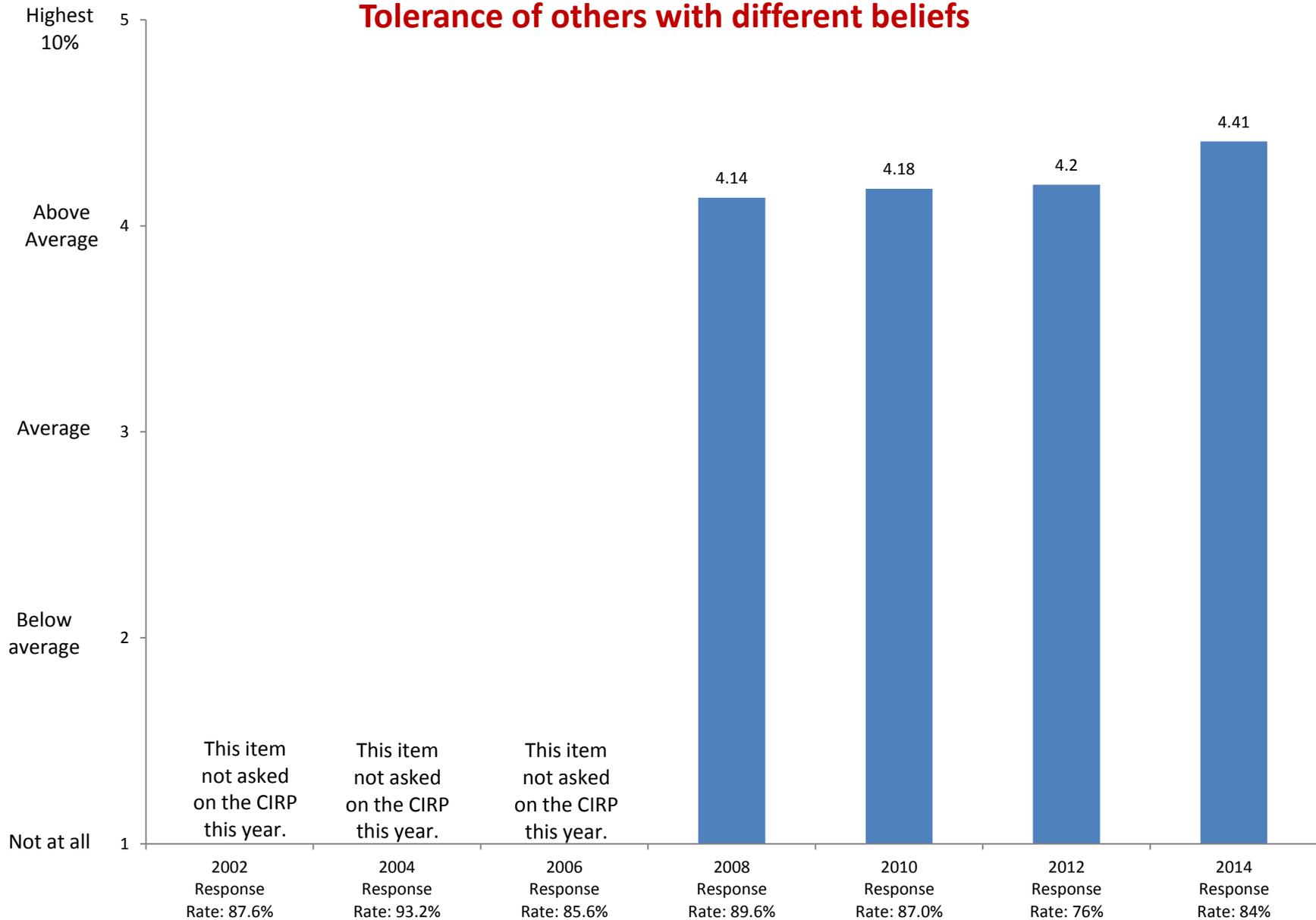


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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 compared with the average person your age.

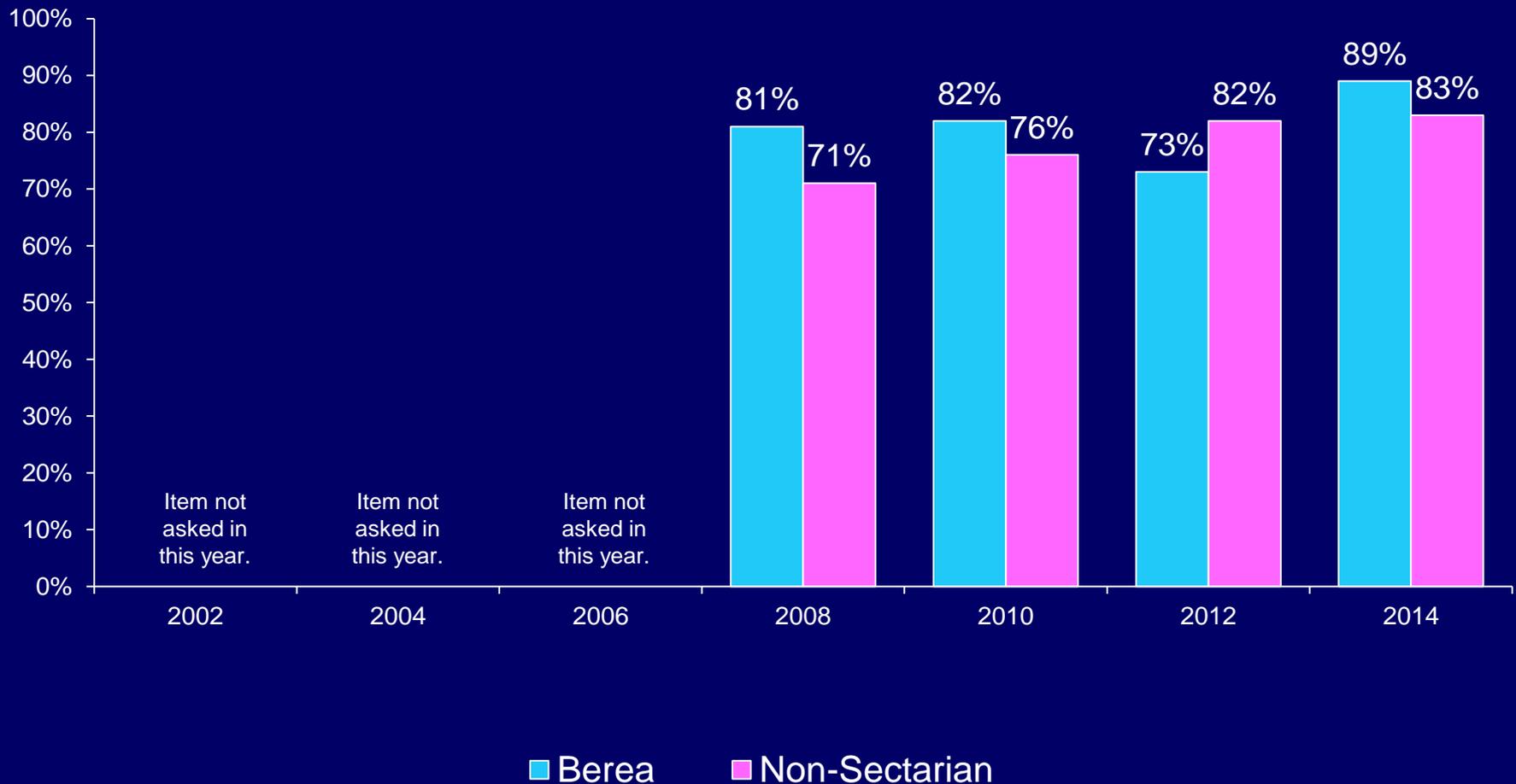
## Tolerance of others with different beliefs



Óæ^âÁ}Áã•É^æâÁ)âÁ^,Áæ)•-!Áçâ^}óææÁ{Á@Á[[^!æç^ÁQ•çç]æÜ^•æ&@U[\*!æÁÇÜDæ{ããâÁÁç^}Áæ|Á^!{•Á!ã\*Á[!æ]æç}Á^^É

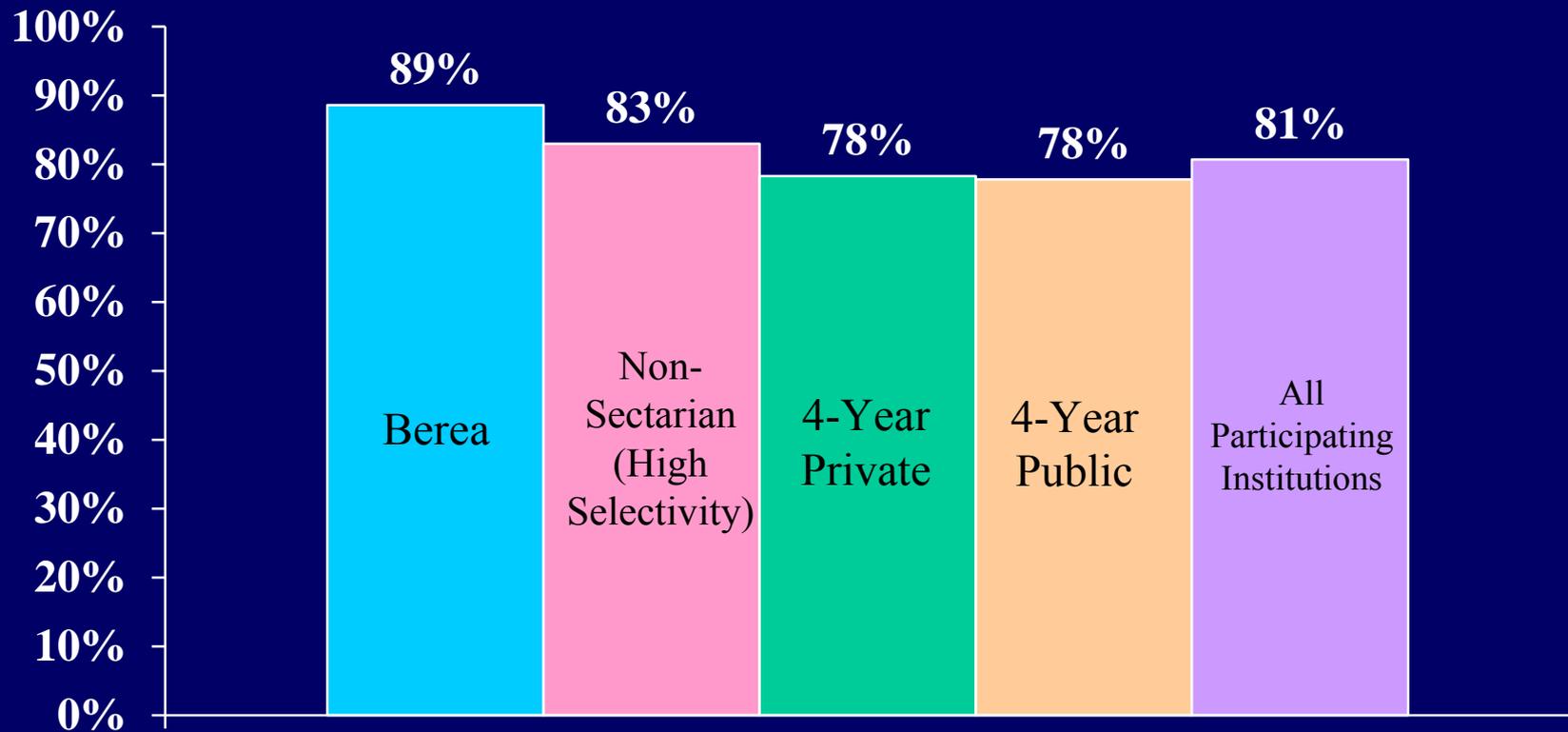
*Percent of students who rated themselves in “a major strength” or “somewhat strong”:*

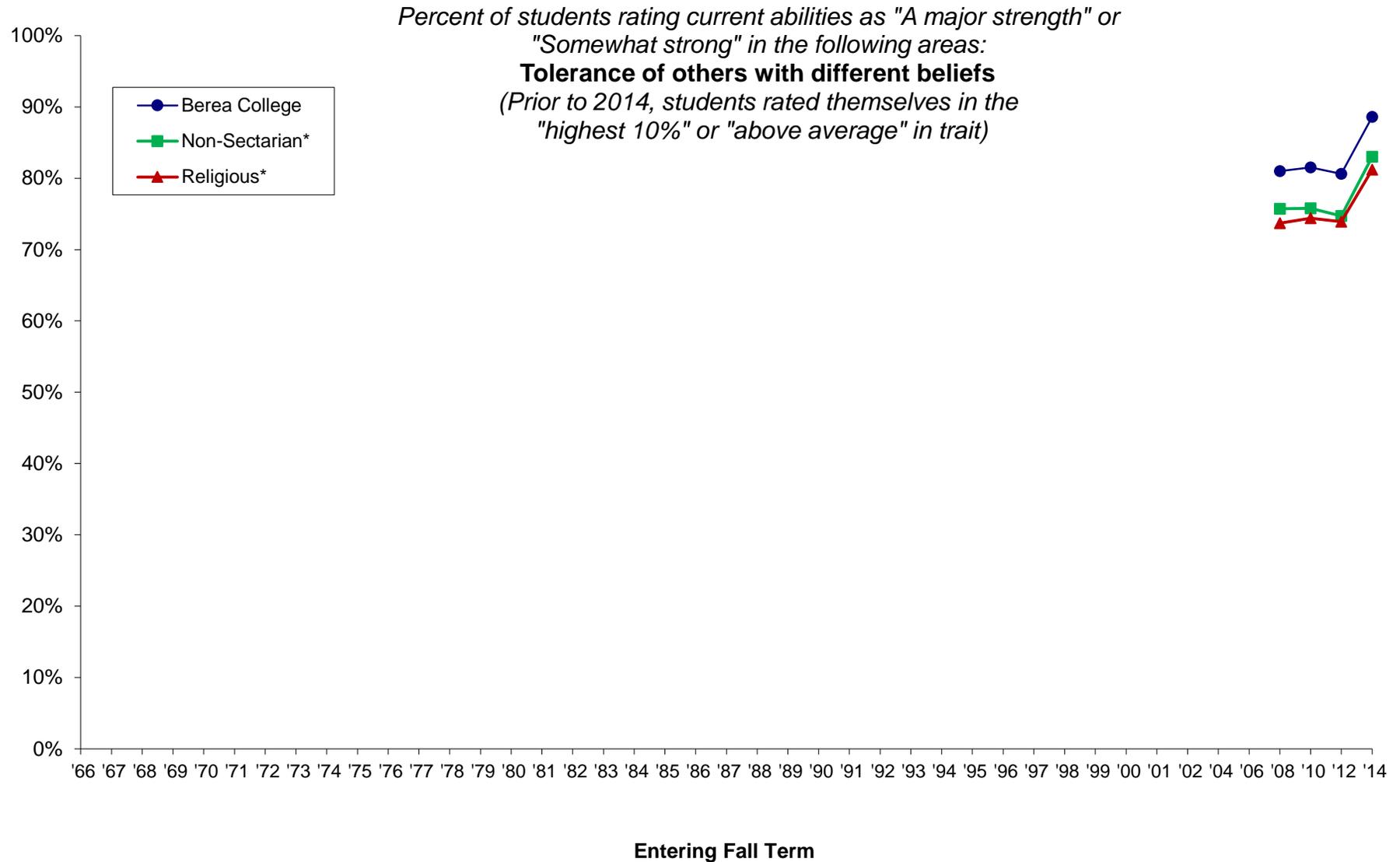
## Tolerance of others with different beliefs



Percentage of students who rated themselves “a major strength” or “somewhat strong” as compared with the average person his/her age in:

## *Tolerance of others with different beliefs*



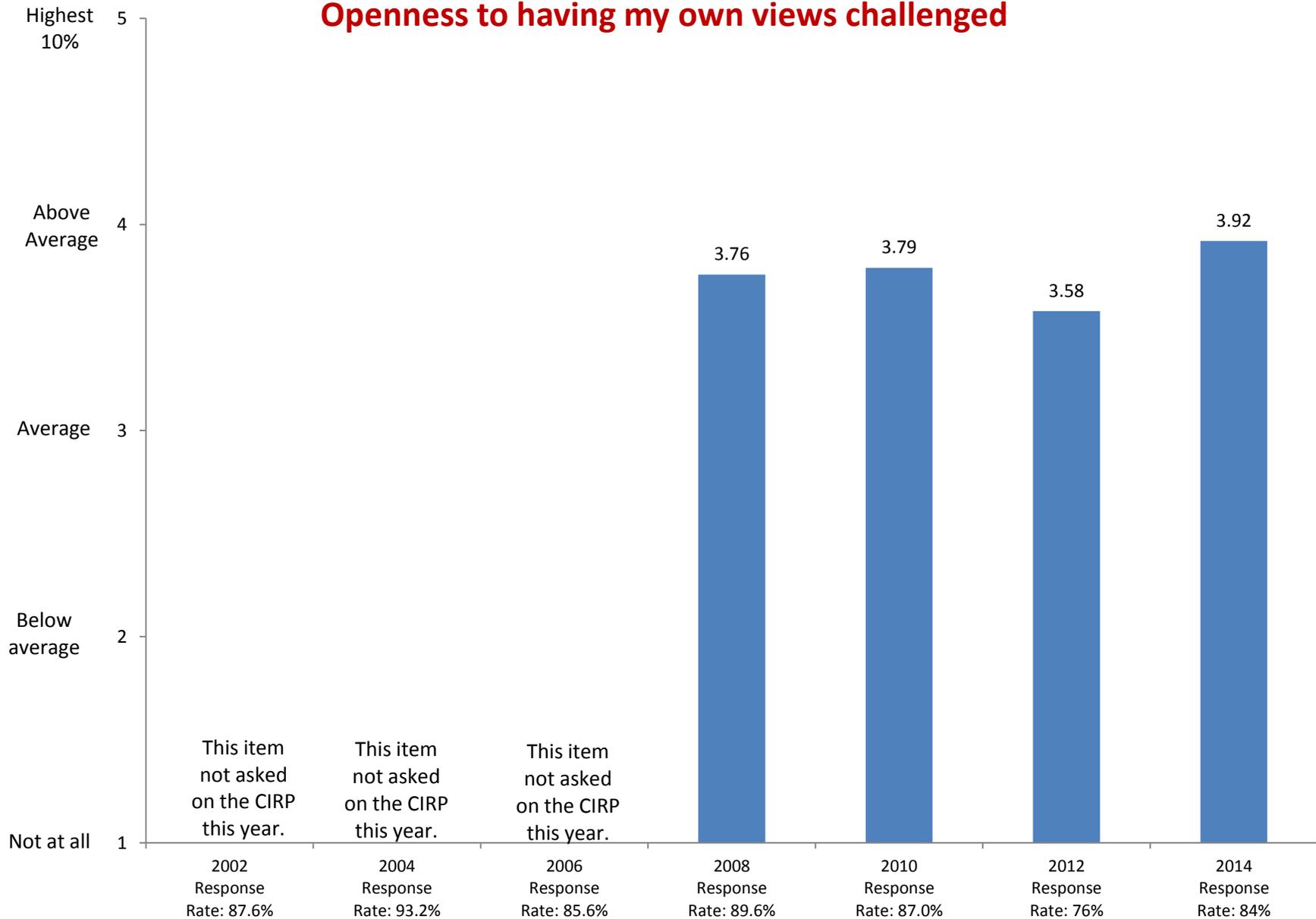


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

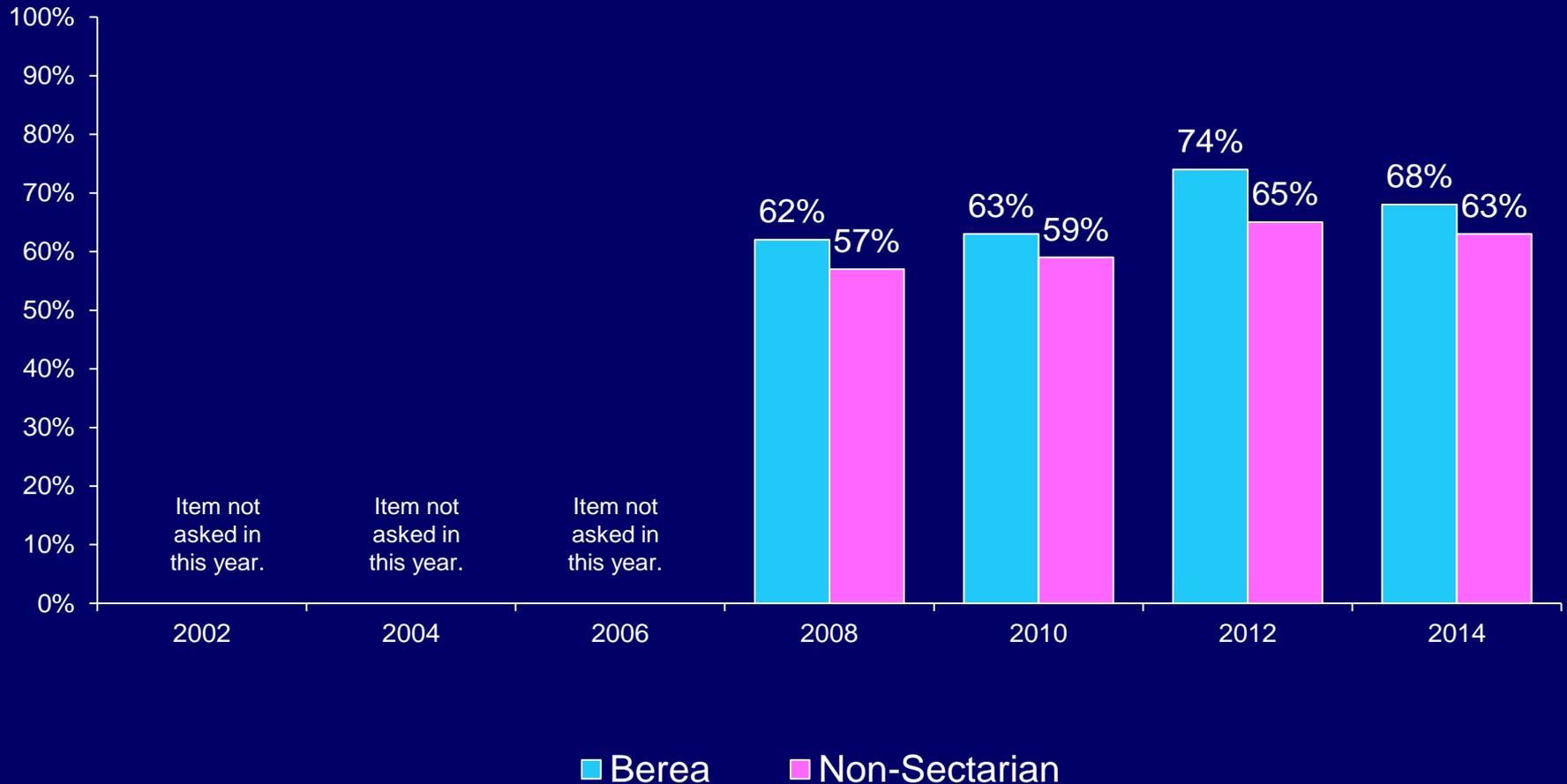
## Openness to having my own views challenged



Óæ^âÁ}Áã•ÉæâÁ)âÁ^,Áæ)•-!Áçâ^}óææÁ{Á@Á[[^!æç^Á•çç]æÛ^•æ&@Û[\*!æÁÇÜÜËæ{ããçâÁÁç^}Áæ|Á^!{•Á!ã\*Á[!æ]æç}Á^^É

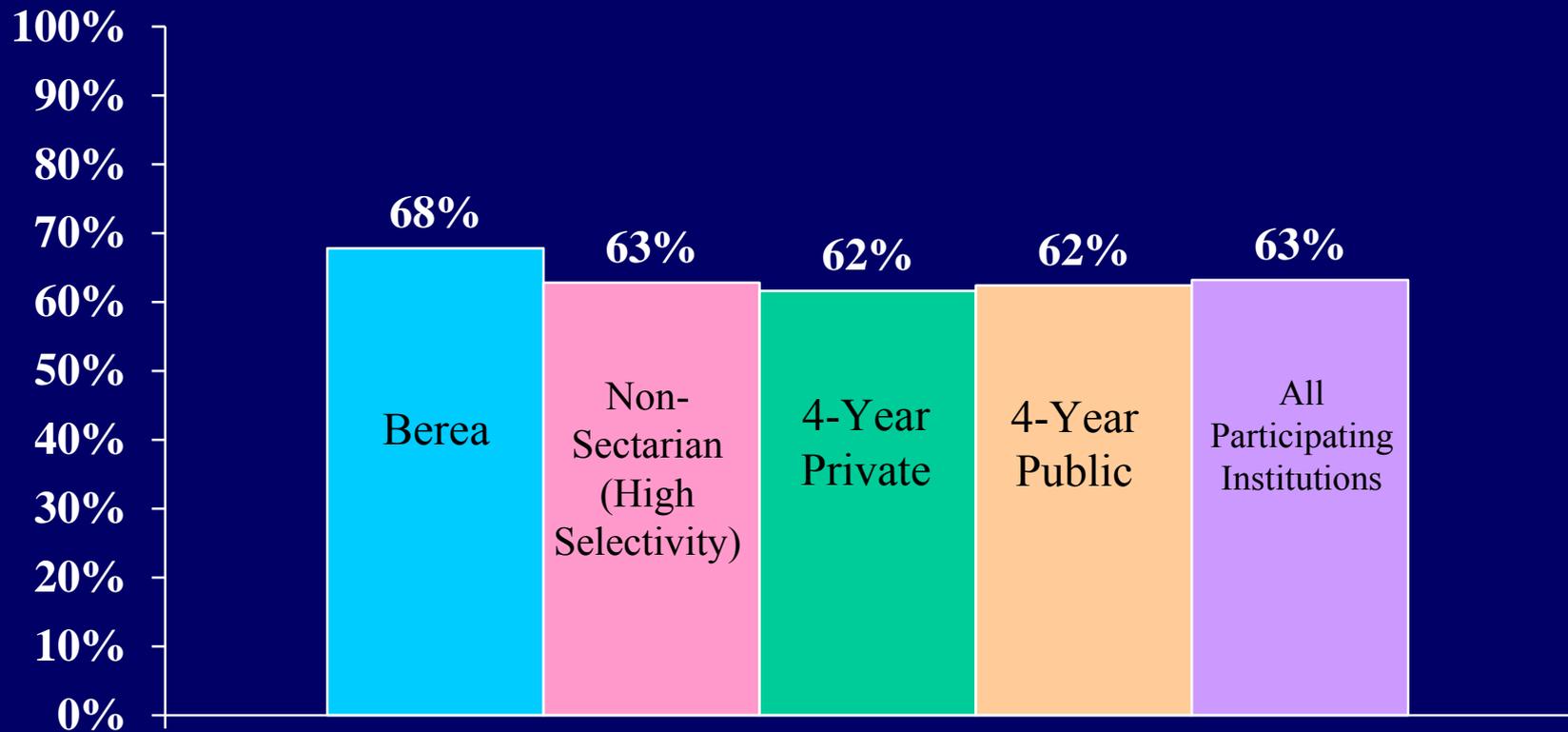
*Percent of students who rated themselves in “a major strength” or “somewhat strong”:*

## Openness to having my own views challenged

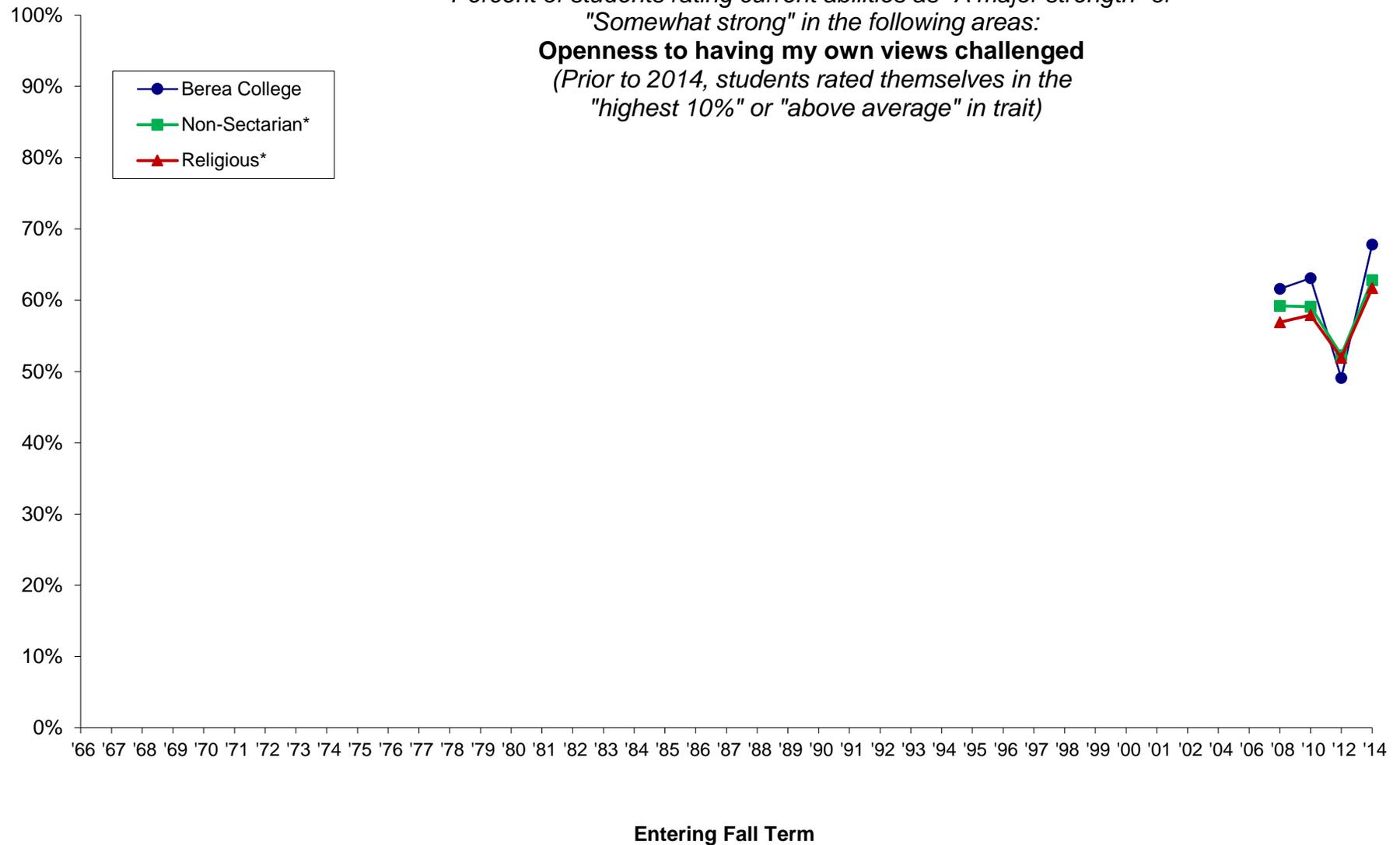


Percentage of students who rated themselves “a major strength” or “somewhat strong” as compared with the average person his/her age in:

*Openness to having my own views challenged*



*Percent of students rating current abilities as "A major strength" or "Somewhat strong" in the following areas:*  
**Openness to having my own views challenged**  
*(Prior to 2014, students rated themselves in the "highest 10%" or "above average" in trait)*

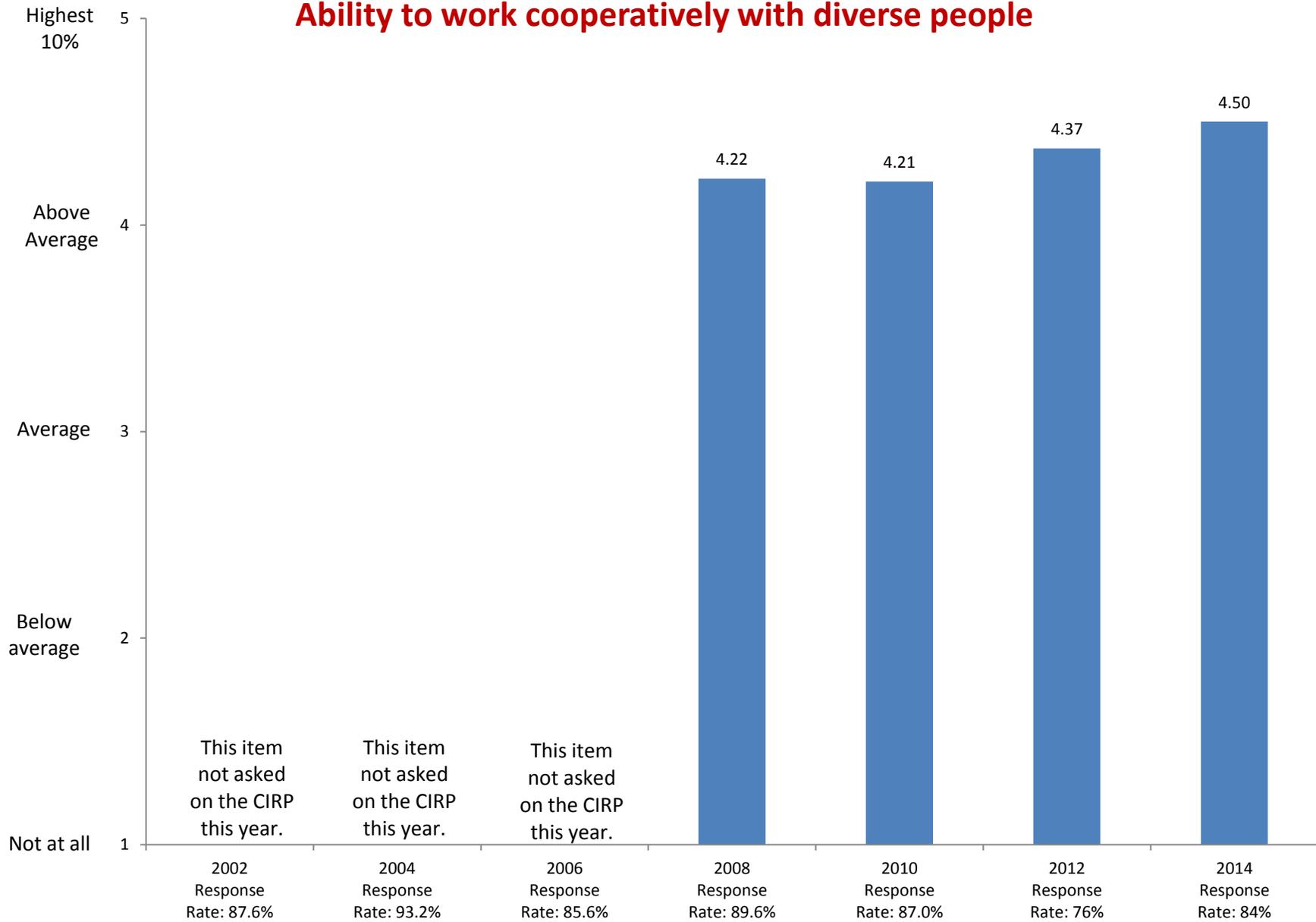


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

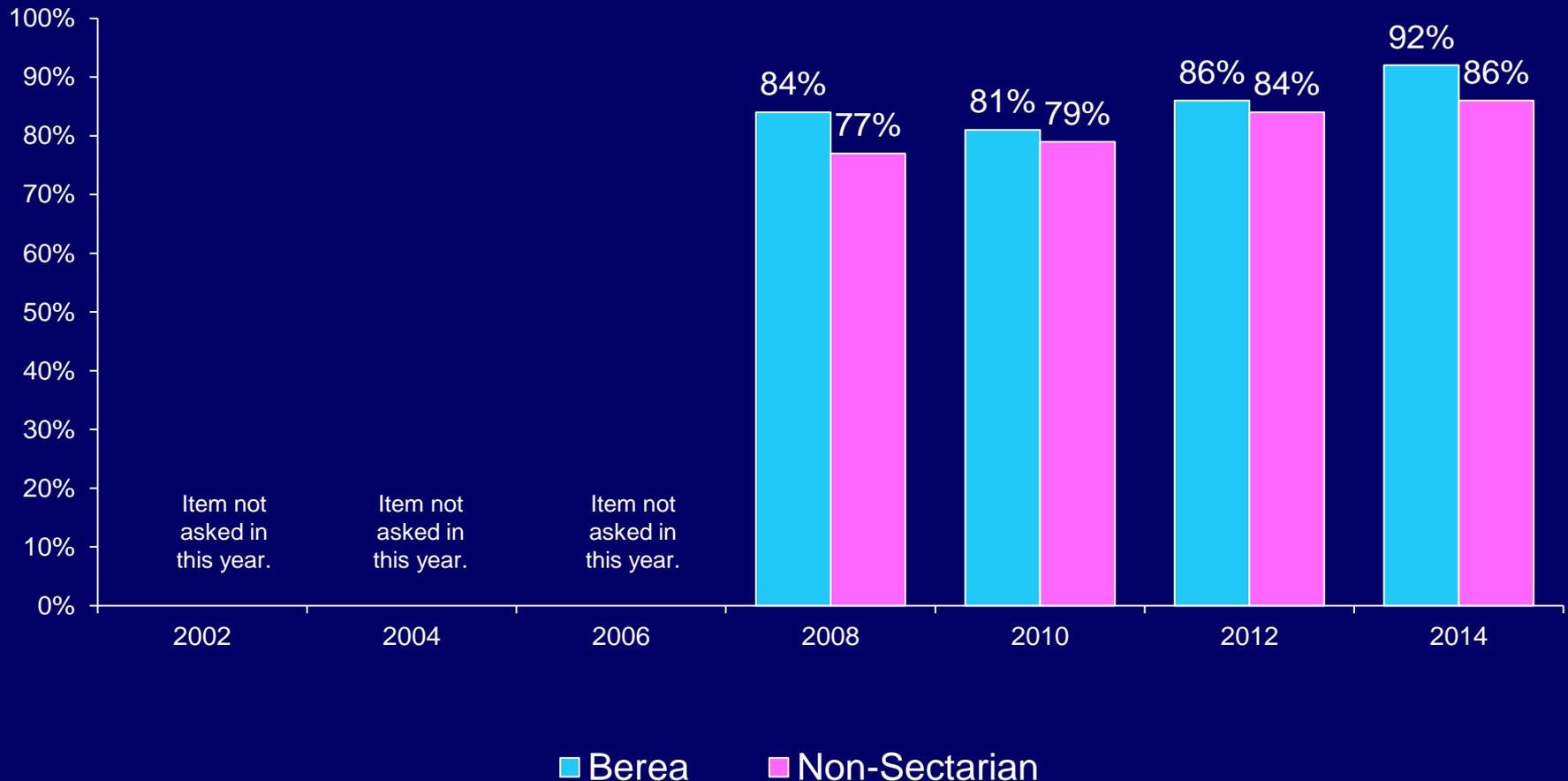
Rate yourself on each of the following traits as compared with the average person your age.

## Ability to work cooperatively with diverse people



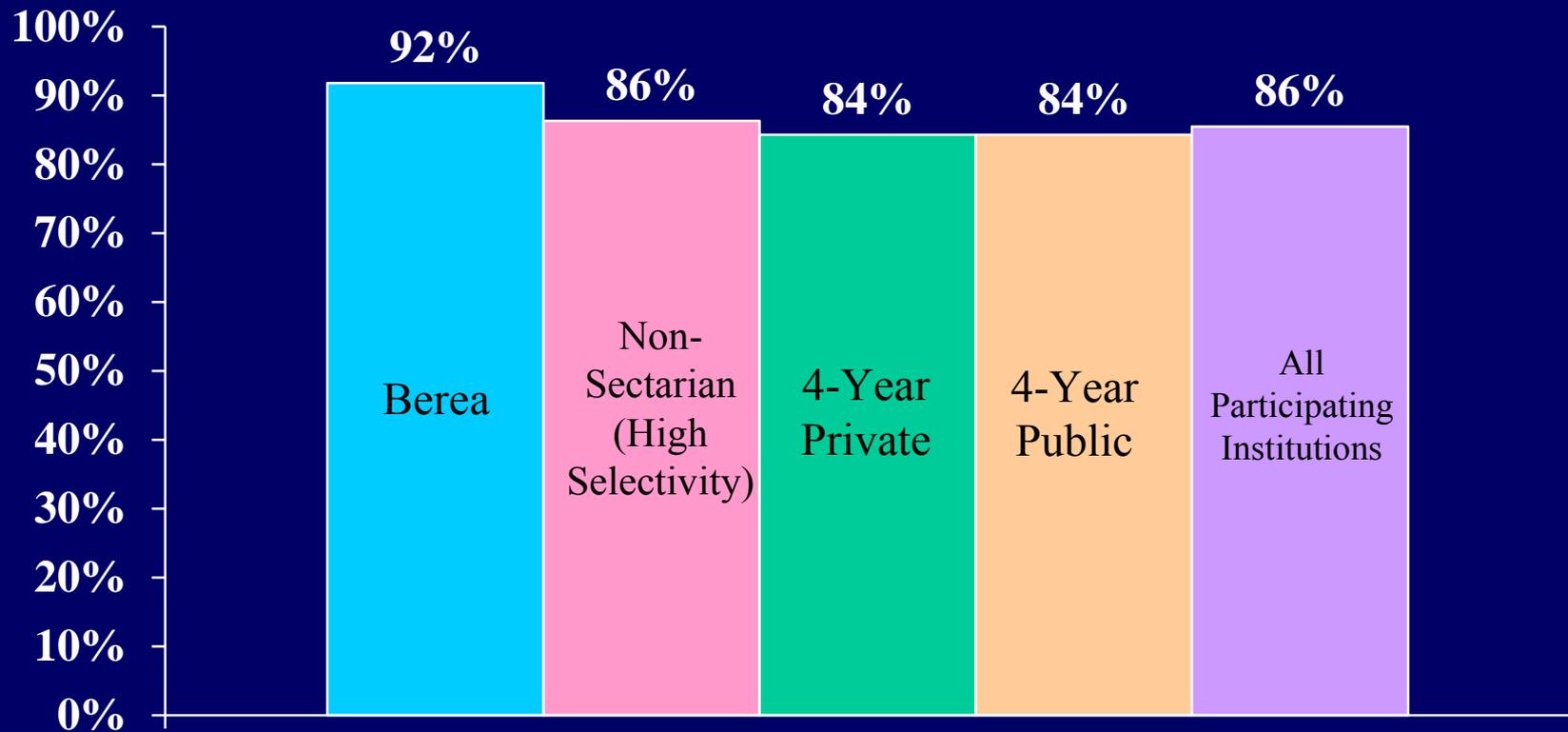
*Percent of students who rated themselves in “a major strength” or “somewhat strong”:*

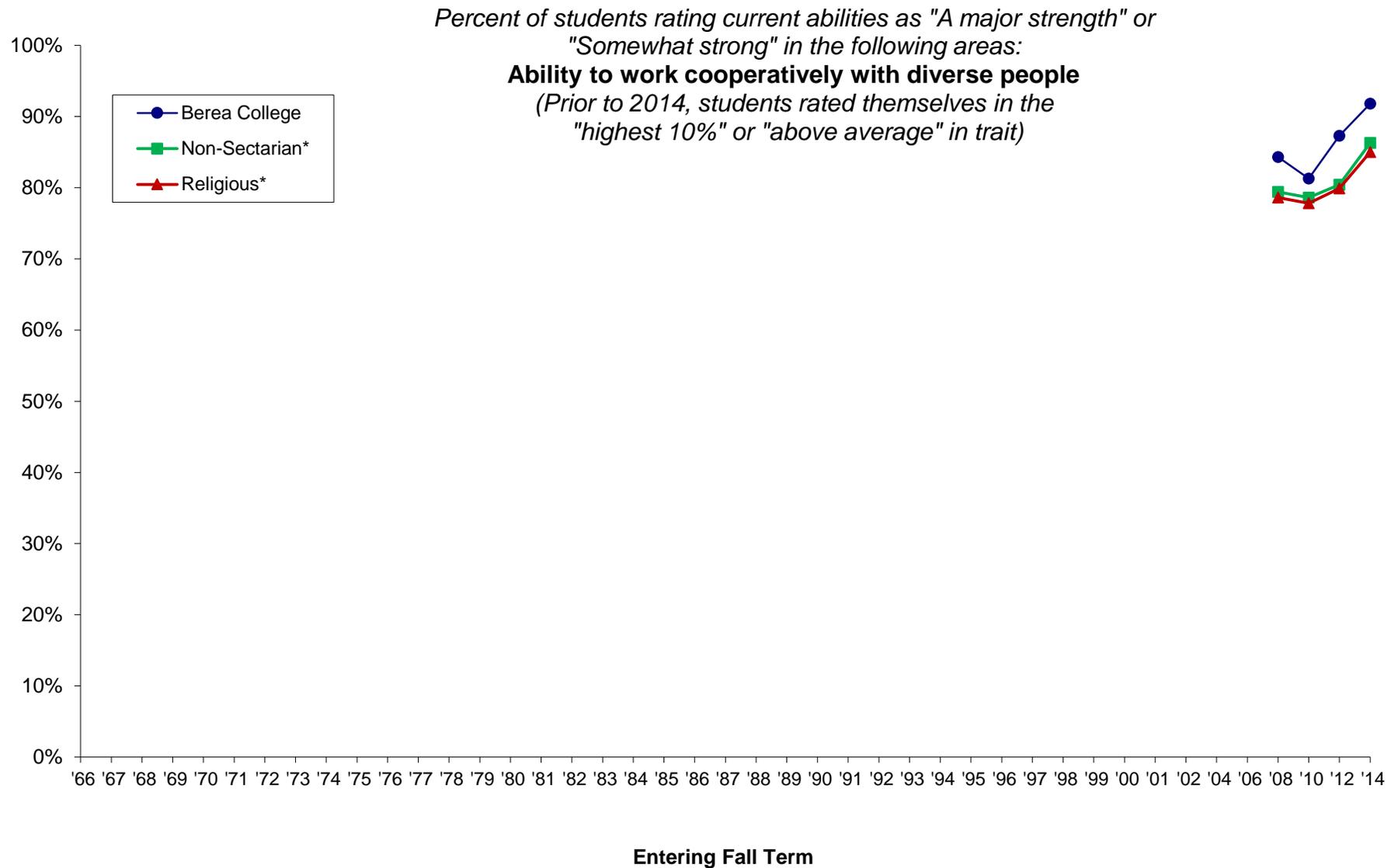
## Ability to work cooperatively with diverse people



Percentage of students who rated themselves in the “a major strength” or “somewhat strong” as compared with the average person his/her age in:

*Ability to work cooperatively with diverse people*



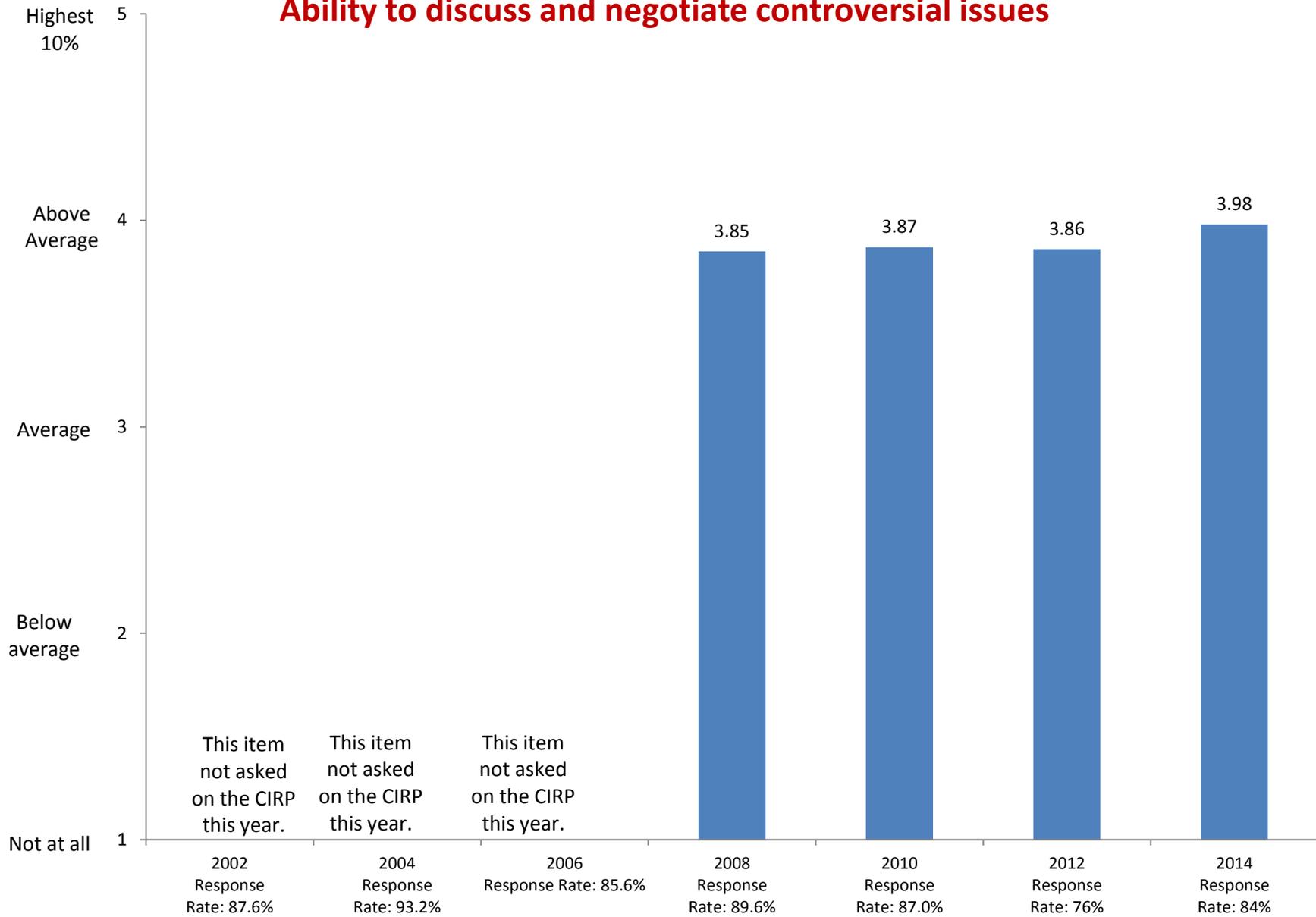


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

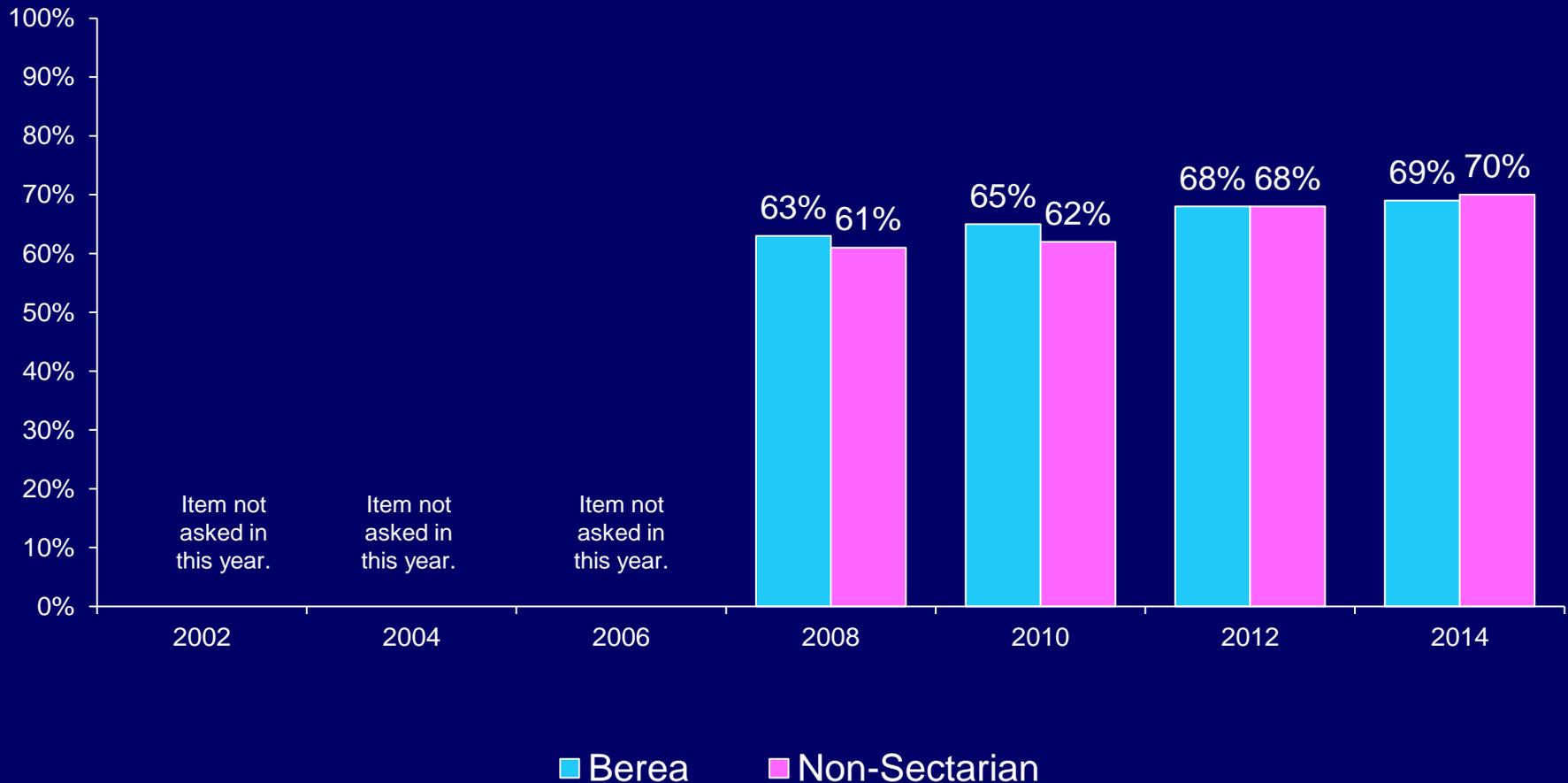
Rate yourself on each of the following traits as a compared with the average person your age.

## Ability to discuss and negotiate controversial issues



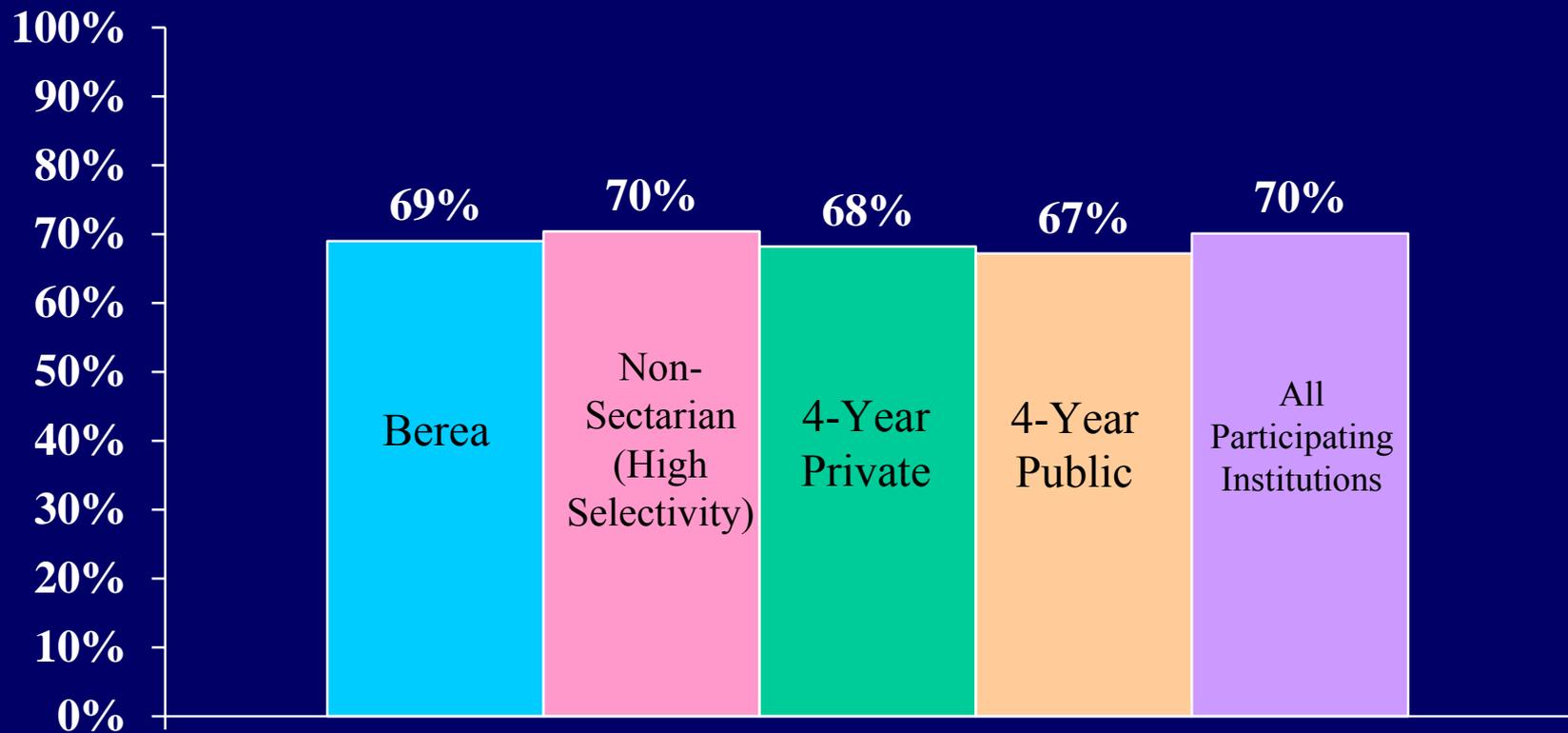
*Percent of students who rated themselves in “a major strength” or “somewhat strong”:*

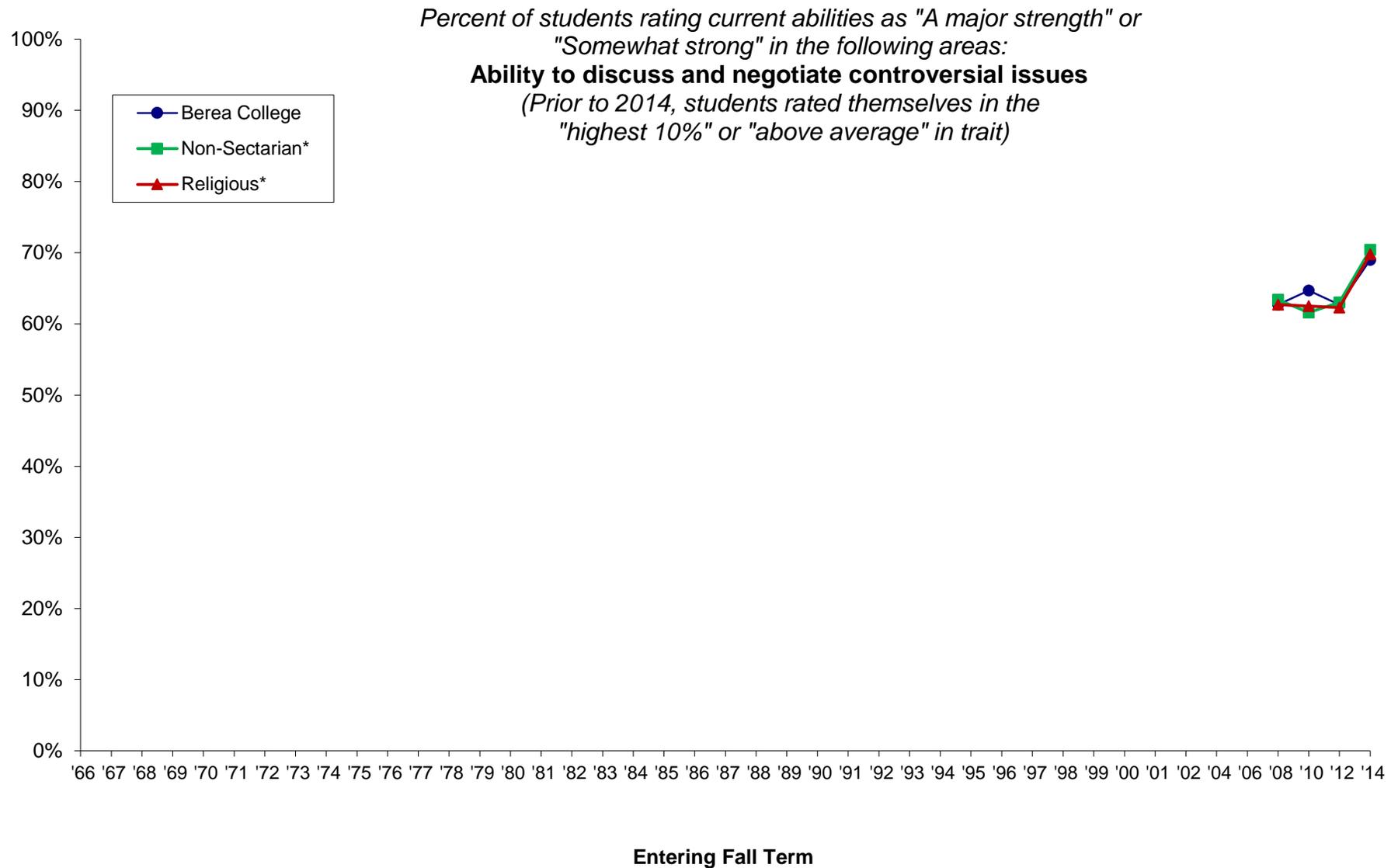
## **Ability to discuss and negotiate controversial issues**



Percentage of students who rated themselves in the “a major strength” or “somewhat strong” as compared with the average person his/her age in:

*Ability to discuss and negotiate controversial issues*



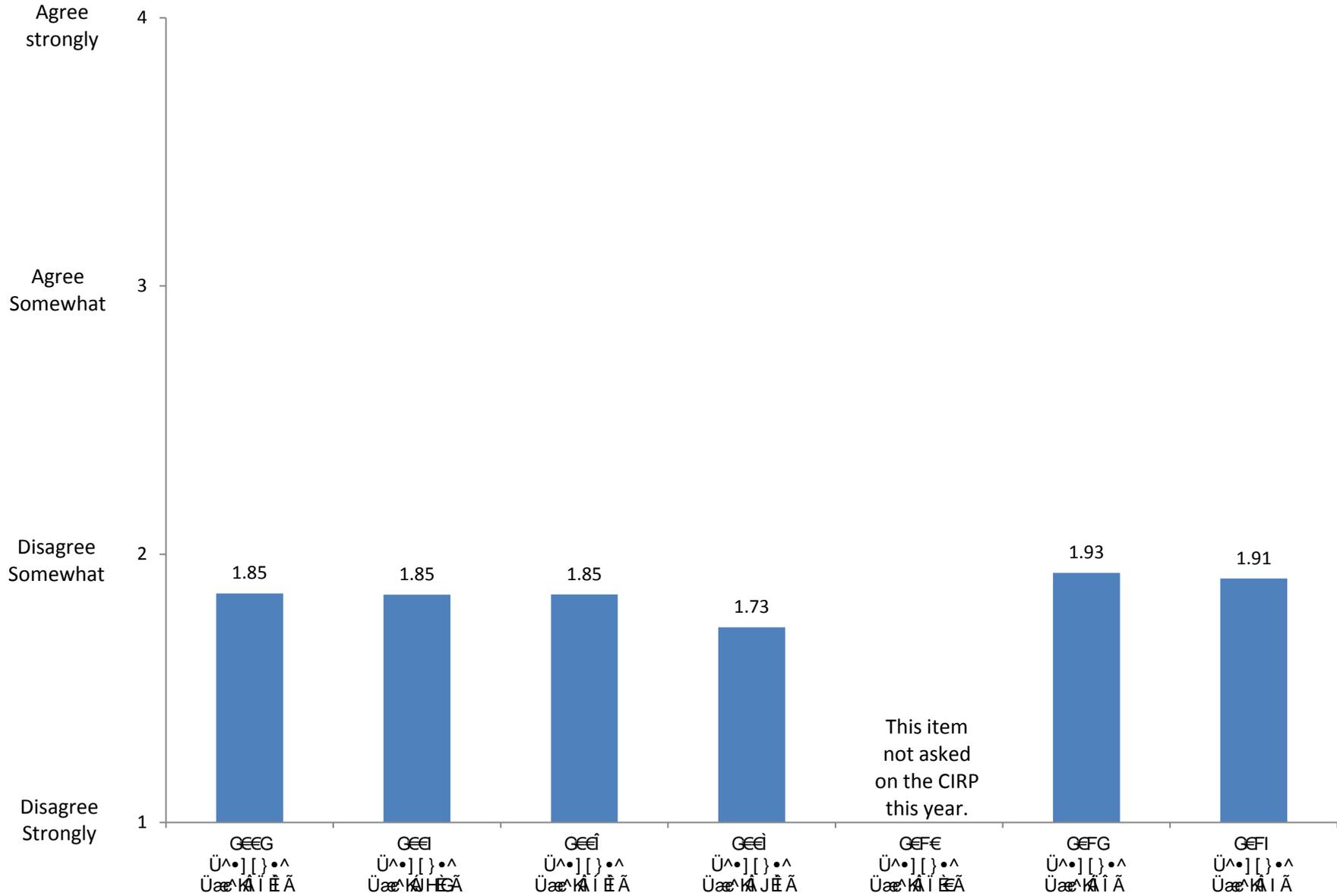


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

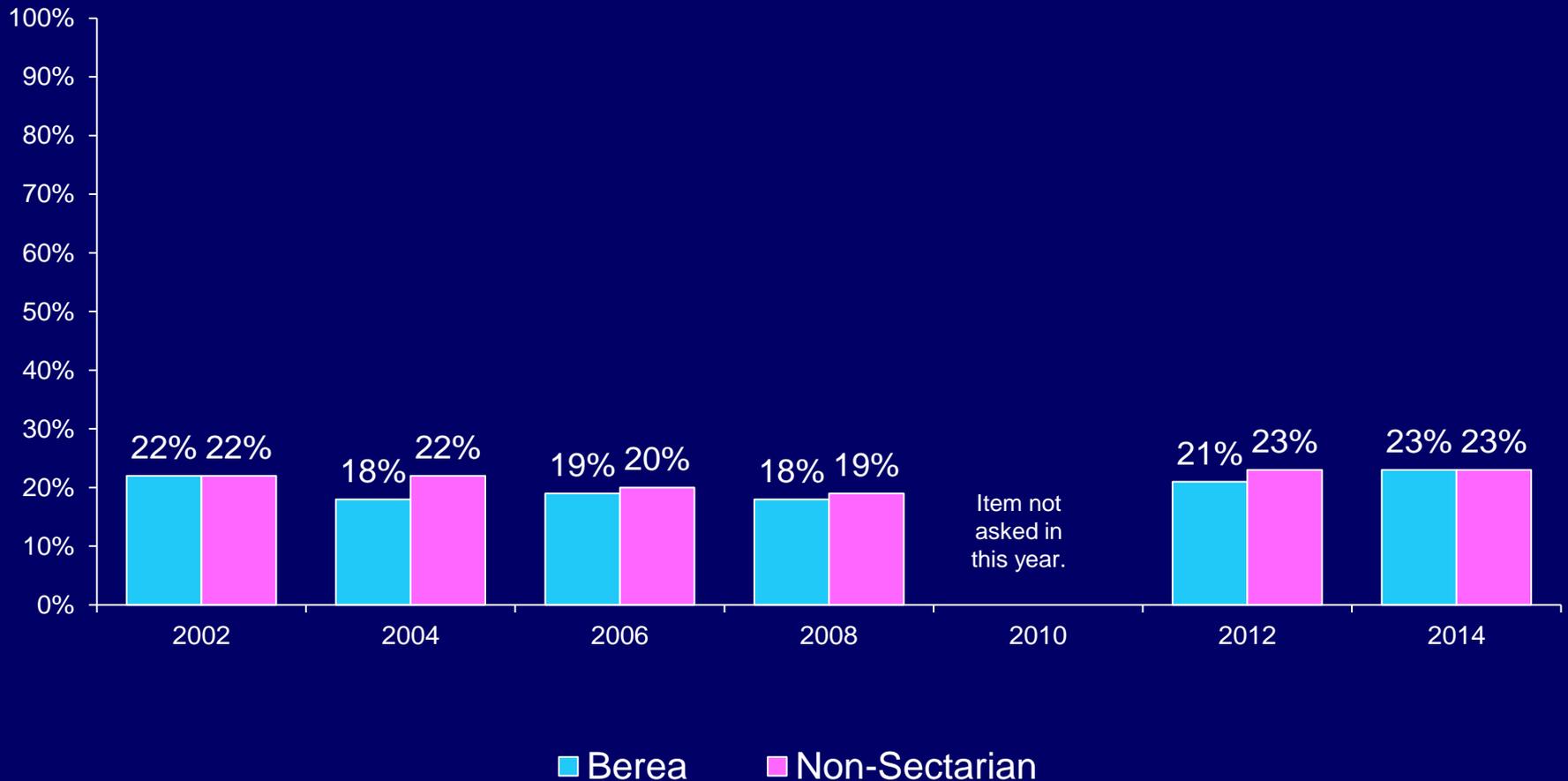
Rate your agreement with each of the following.

## Racial discrimination is no longer a major problem in America



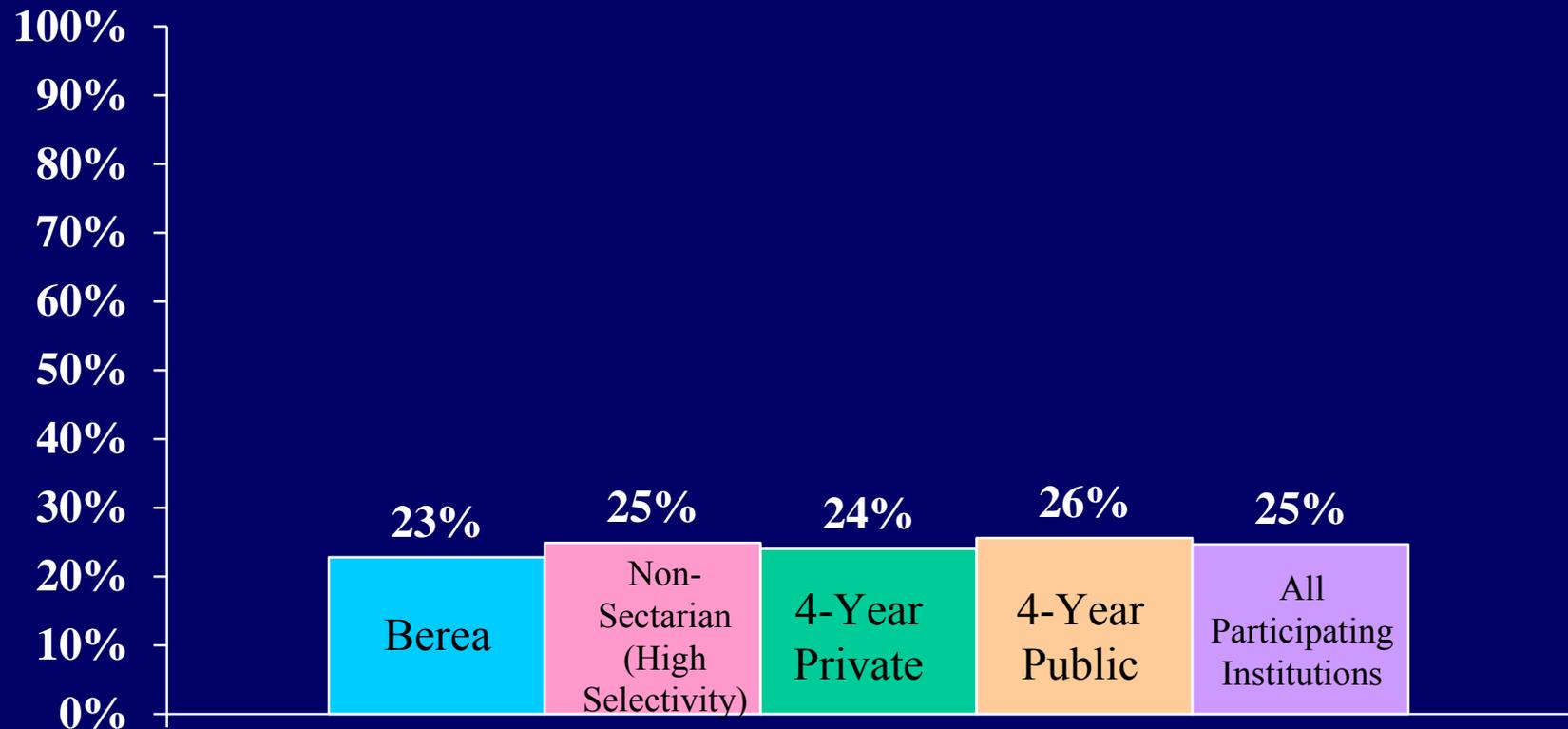
Óæ^âÁ}Áâ•É^æâÁ}âÁ^,Áæ)•-!Áçâ^}óææÁ{Á@Á[[^!æç^Á•çç}æÜ^•æ&Á[•!æÁÇÜÜÁ{áãcâÁÁç^}Áæ|Á^!{•Á!â\*Á[!â}æç}Á^^É

*Percent of students who “agree strongly” or “agree somewhat” that:*  
**Racial discrimination is no longer  
a major problem in America**

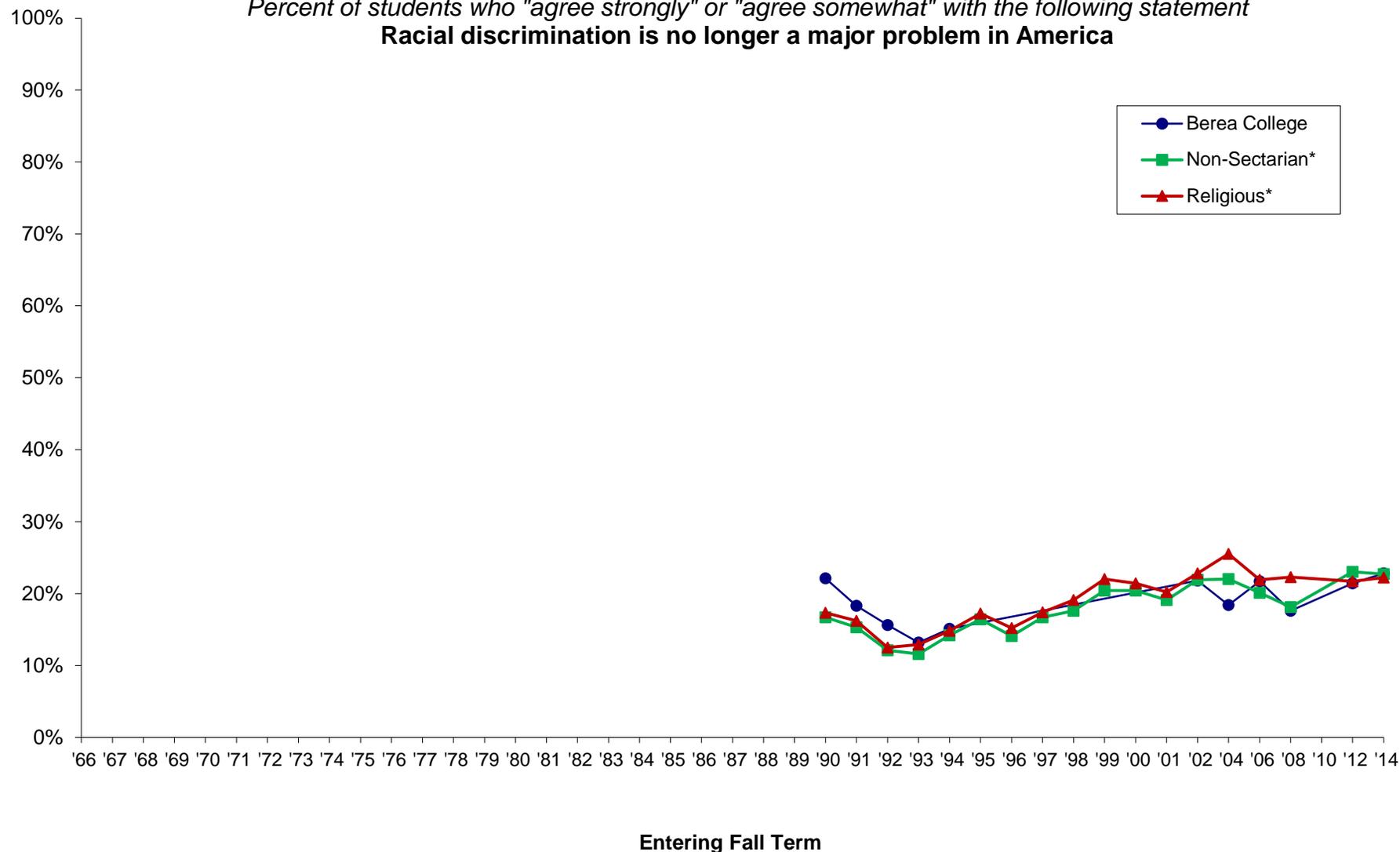


Percent of students who agree “strongly” or “somewhat” that:

*Racial discrimination is no longer a major problem in America*



*Percent of students who "agree strongly" or "agree somewhat" with the following statement*  
**Racial discrimination is no longer a major problem in America**

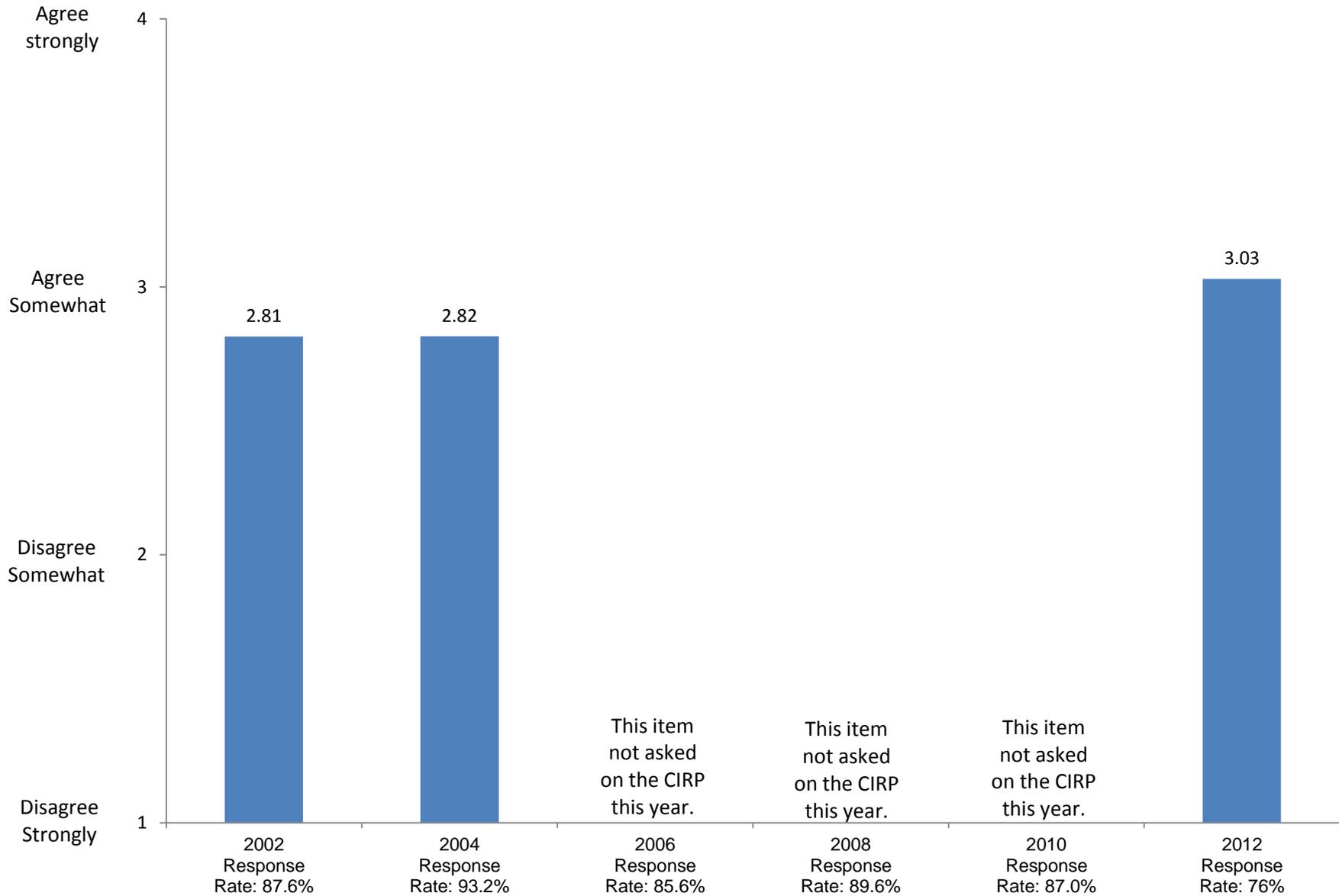


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

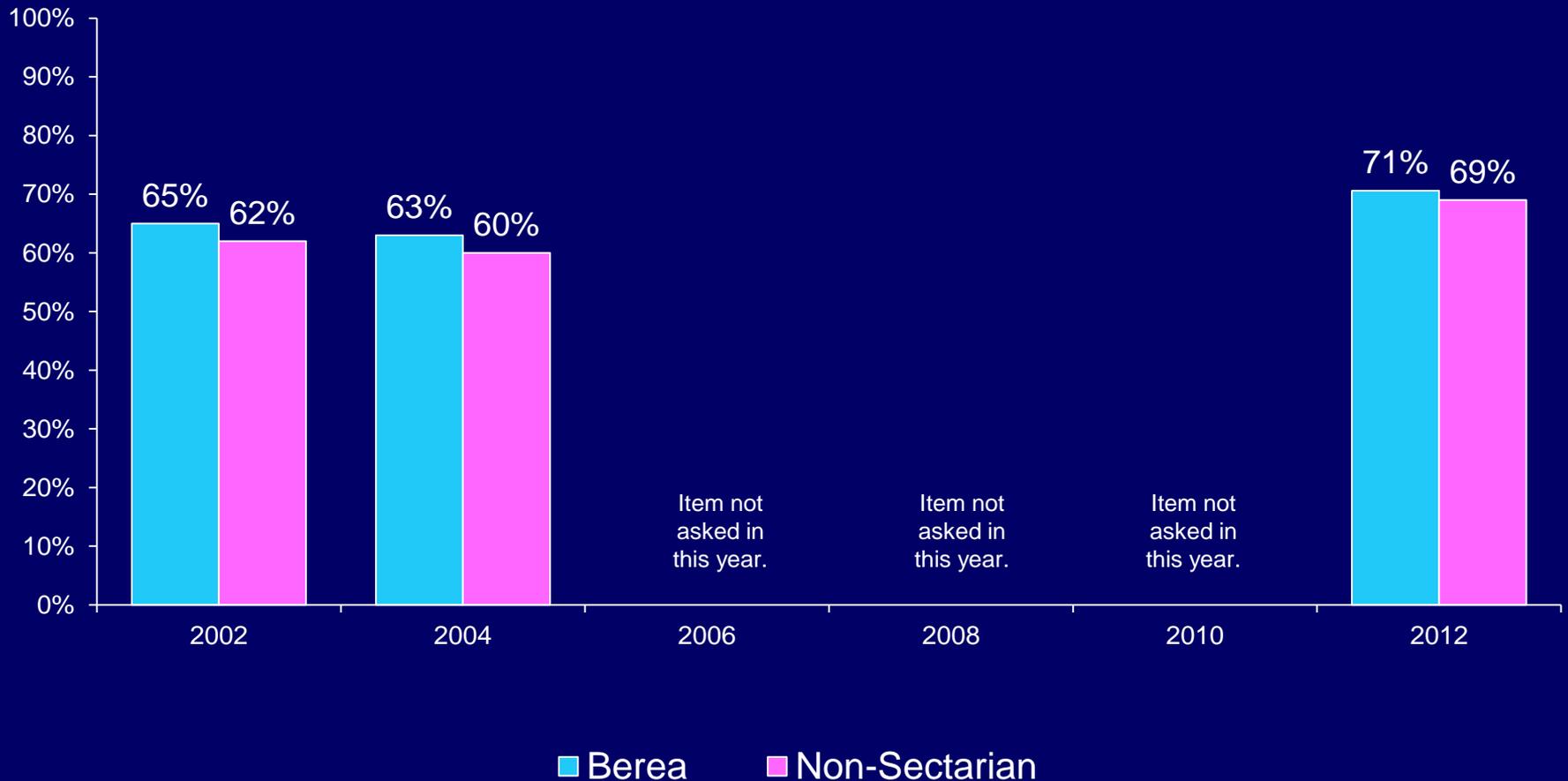
Rate your agreement with each of the following.

## Colleges should prohibit racist/sexist speech on campus



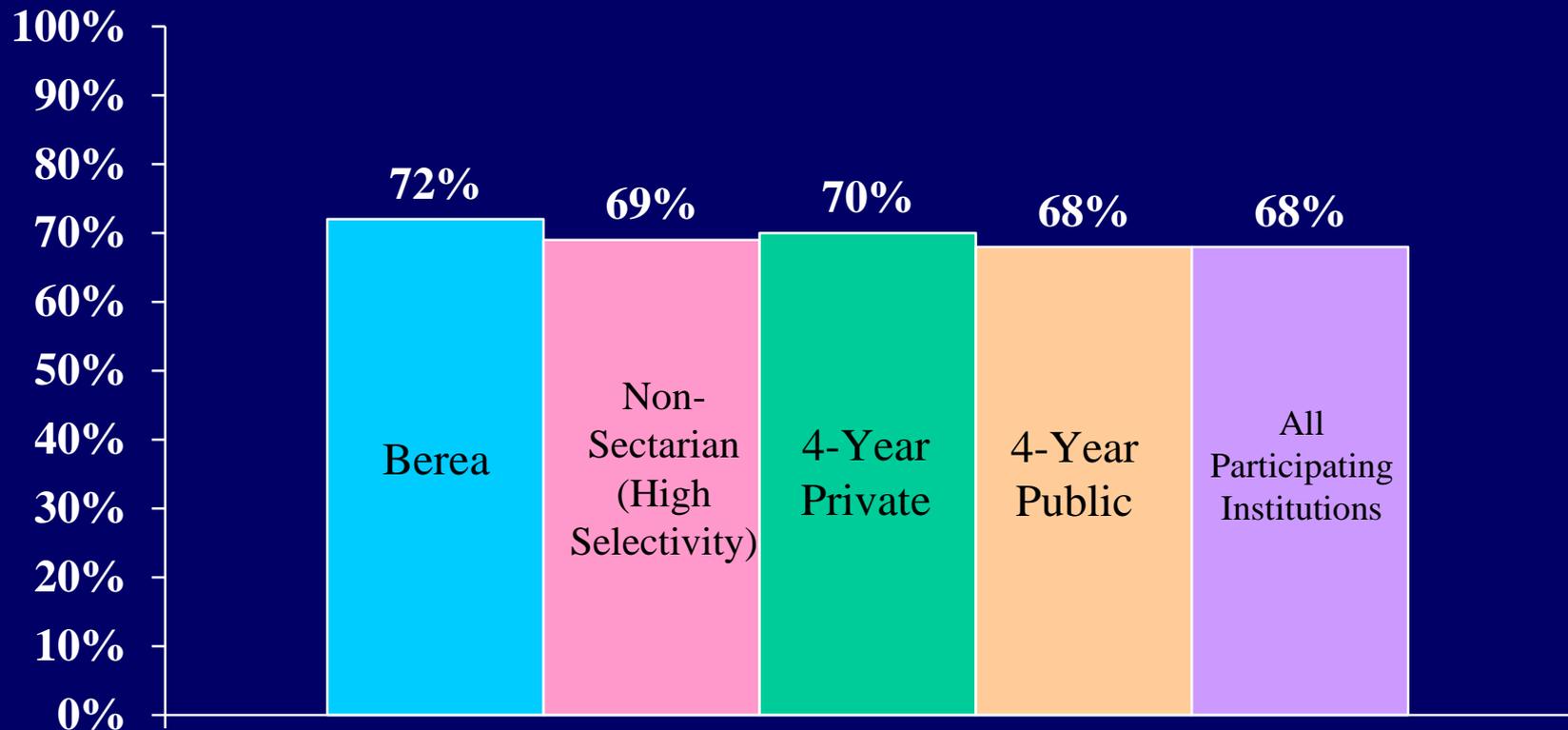
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who “agree strongly” or “agree somewhat” that:*  
**Colleges should prohibit racist/sexist speech on campus**

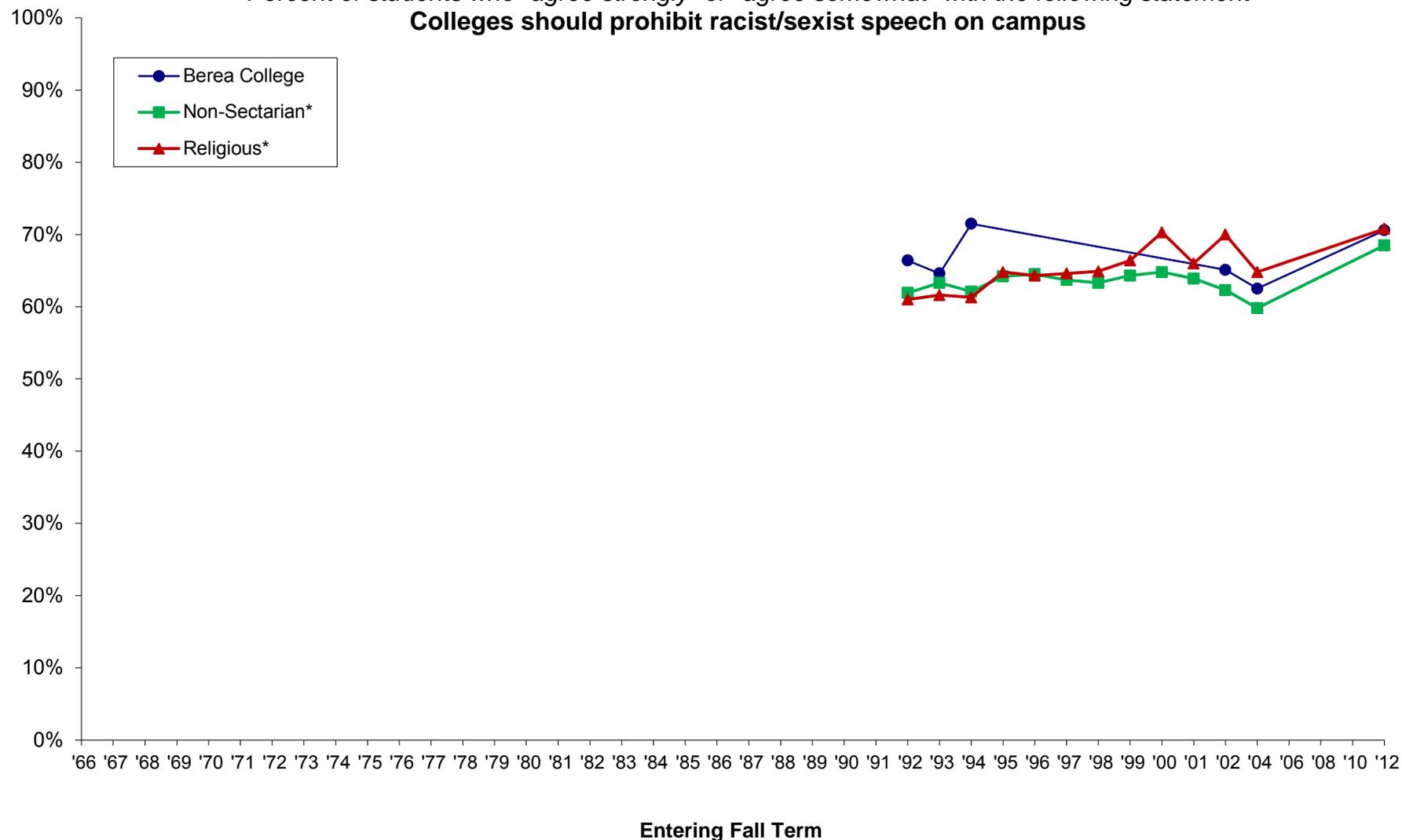


Percent of students who agree “strongly” or “somewhat” that:

*Colleges should prohibit racist/sexist speech on campus*



*Percent of students who "agree strongly" or "agree somewhat" with the following statement*  
**Colleges should prohibit racist/sexist speech on campus**

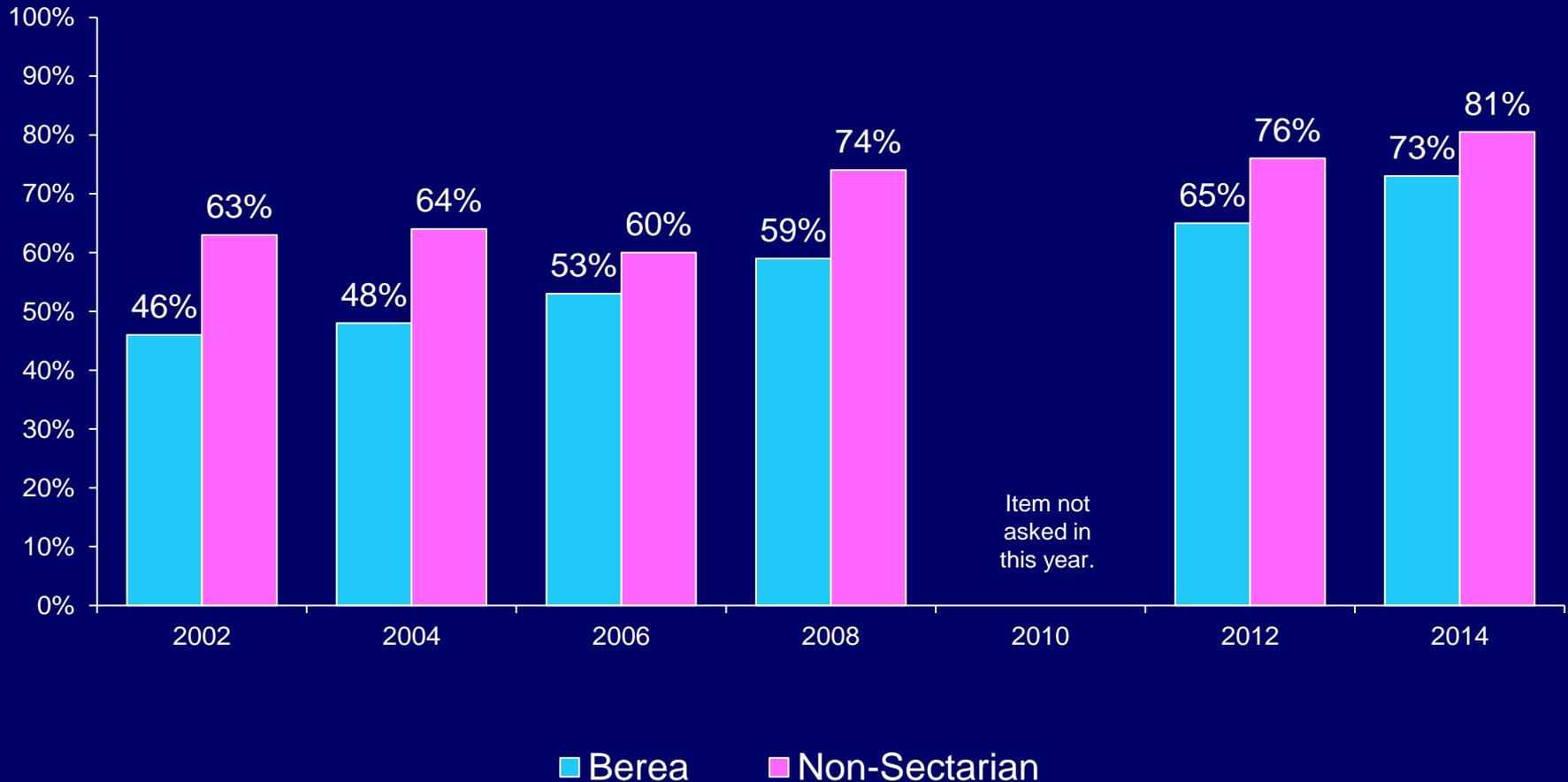


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

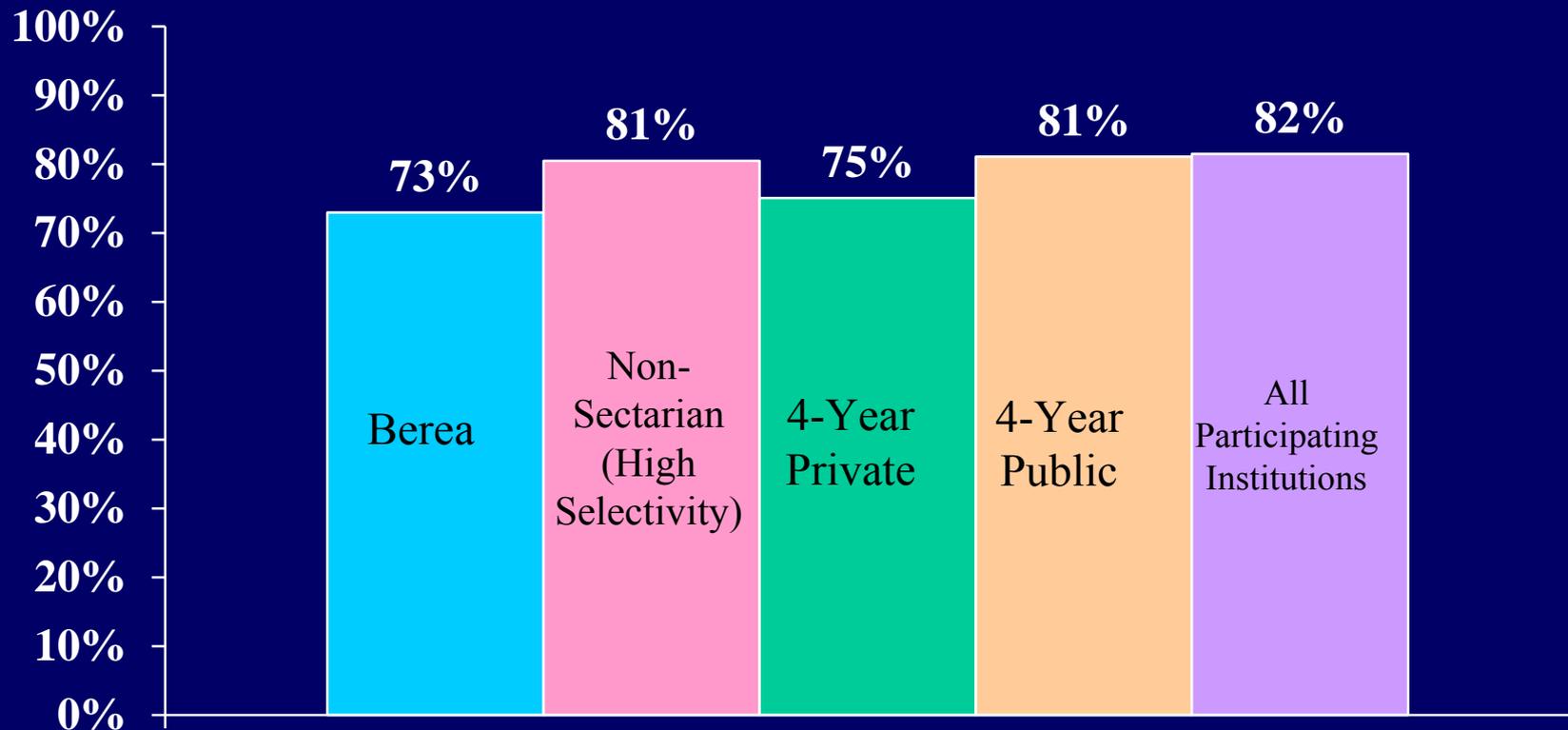


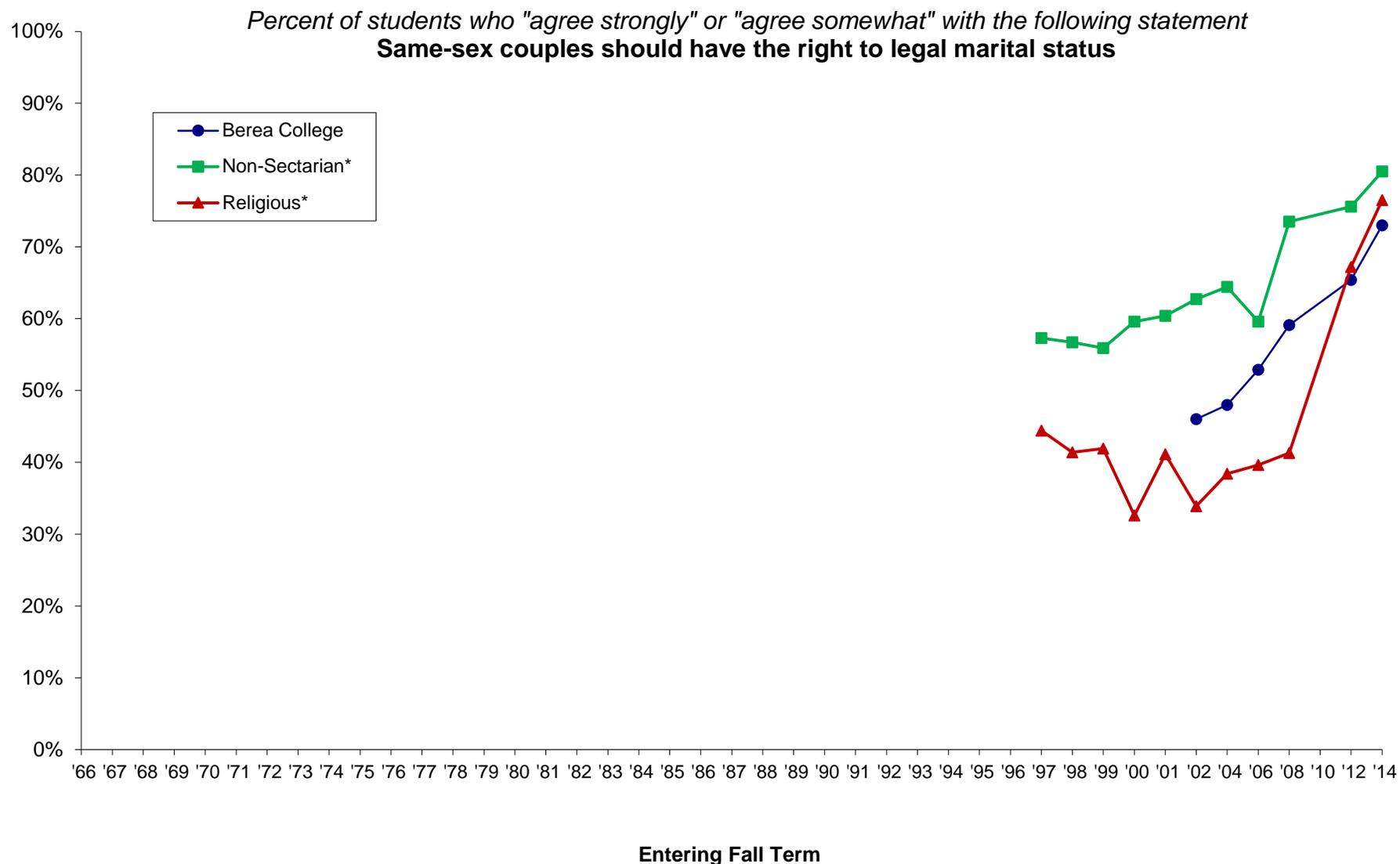
*Percent of students who “agree strongly” or “agree somewhat” that:*  
**Same-sex couples should have the right  
to legal marital status**



Percent of students who agree “strongly” or “somewhat” that:

*Same-sex couples should have the right to legal marital status*



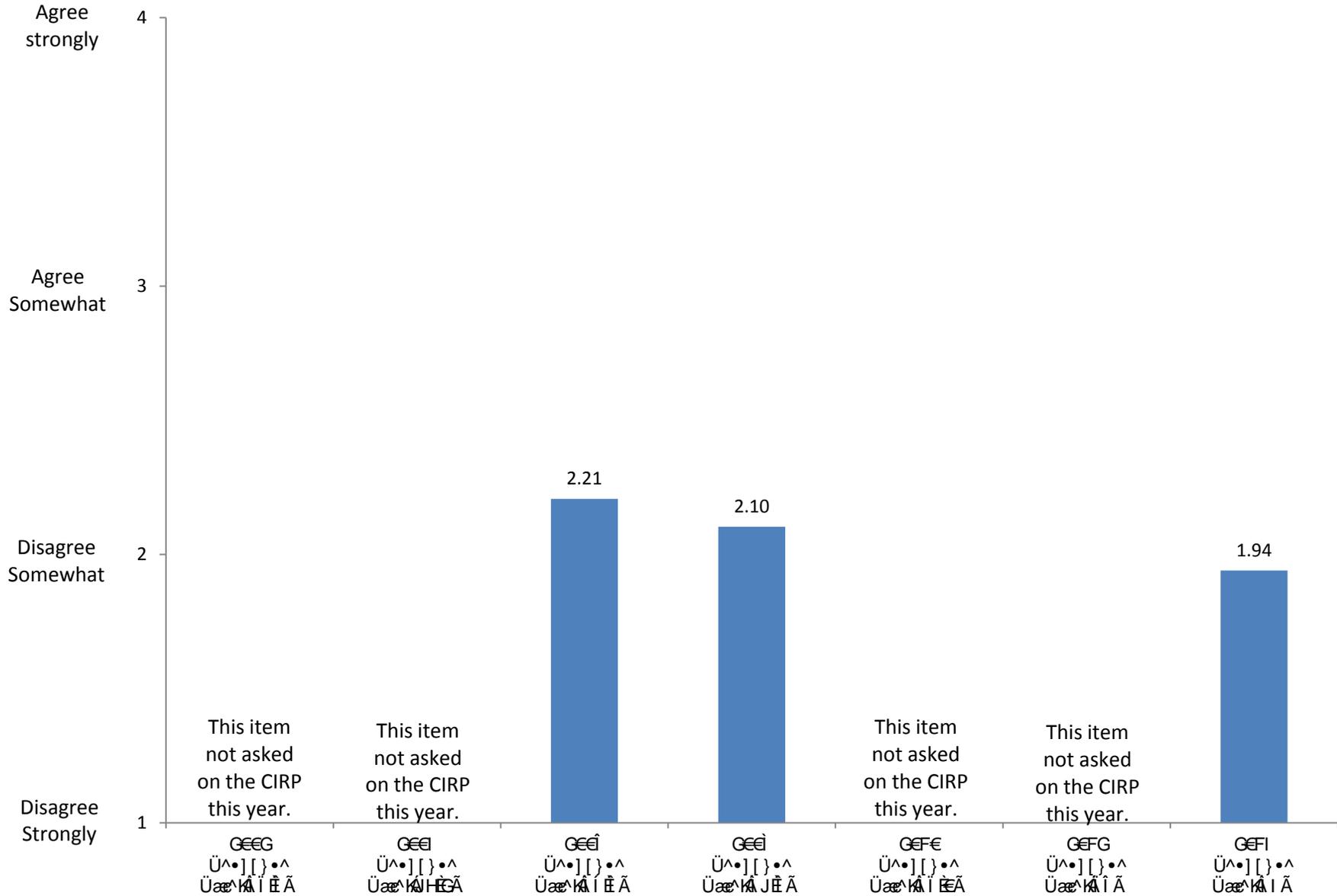


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

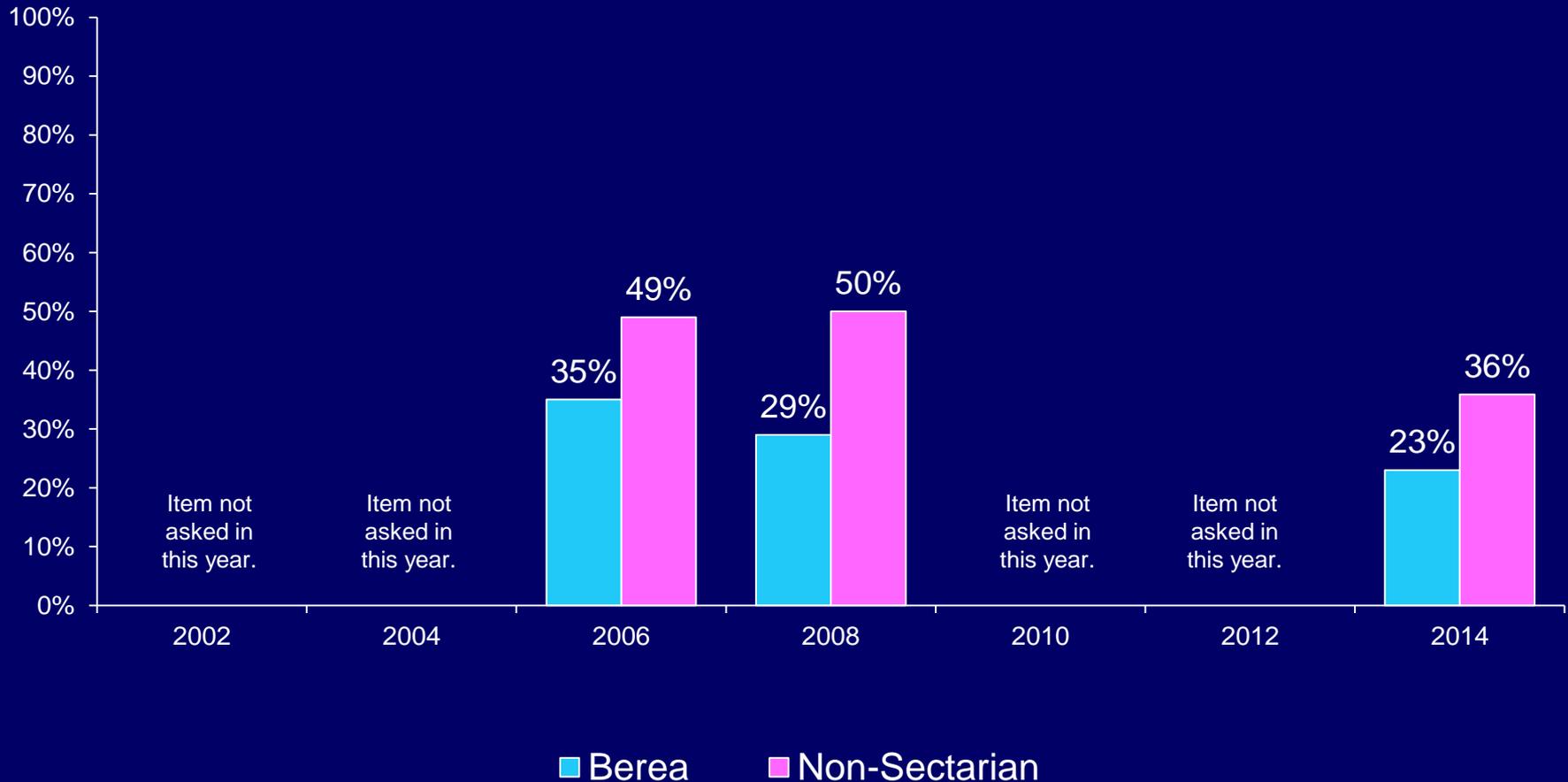
Rate your agreement with each of the following.

## Undocumented immigrants should be denied access to public education



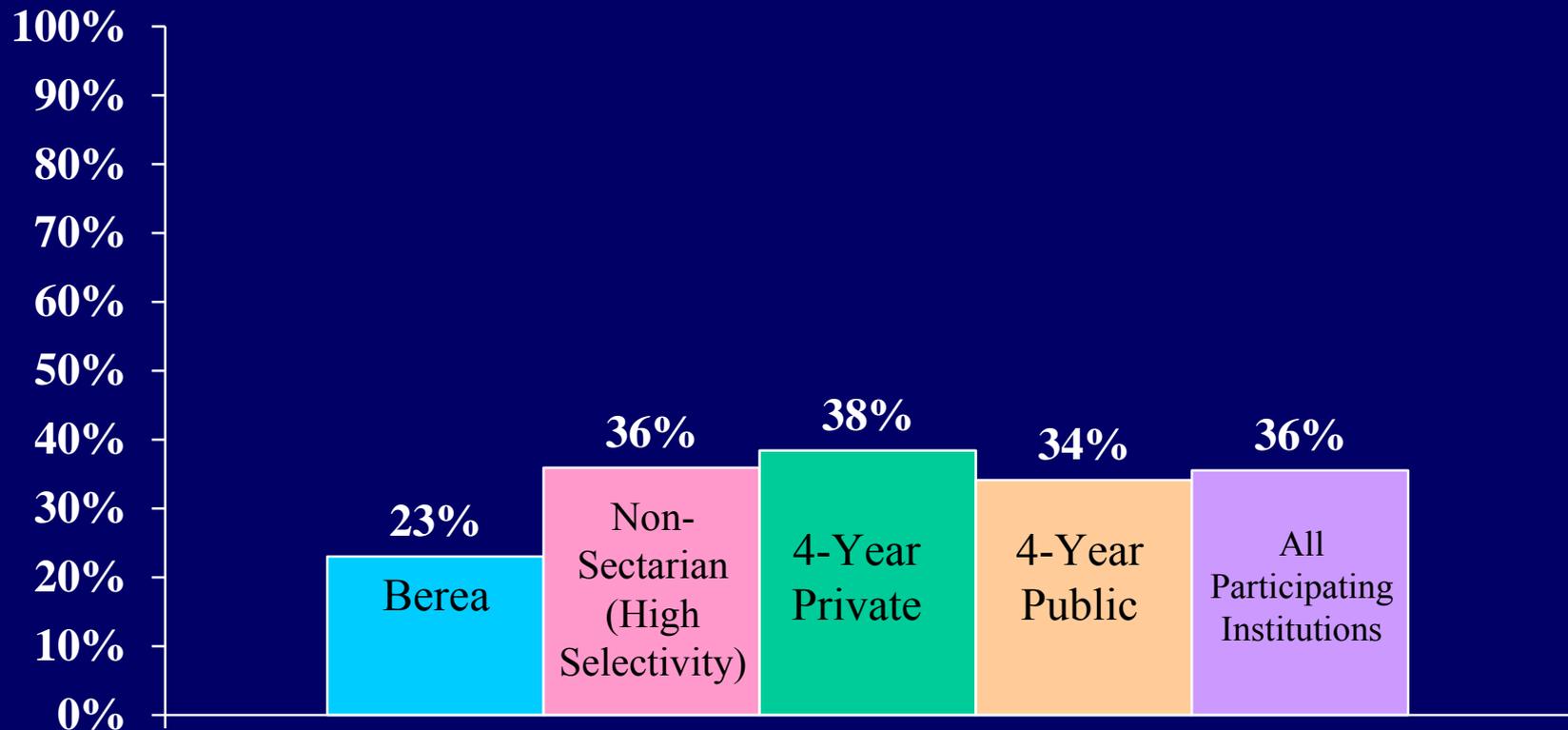
Óæ^âÁ}Áá•É^æâ(é)âÁ^, Á(æ)•-!Áçâ^}óáæá{ Á@Á[[^!æç^Á•çç}æÜ^•æ&@Ú! \*!æ ÁÇÜÜá{ äãáÁ Áç^}Áæ|Á^!{ •Á!â \*Á [!â}æç}Á^^É

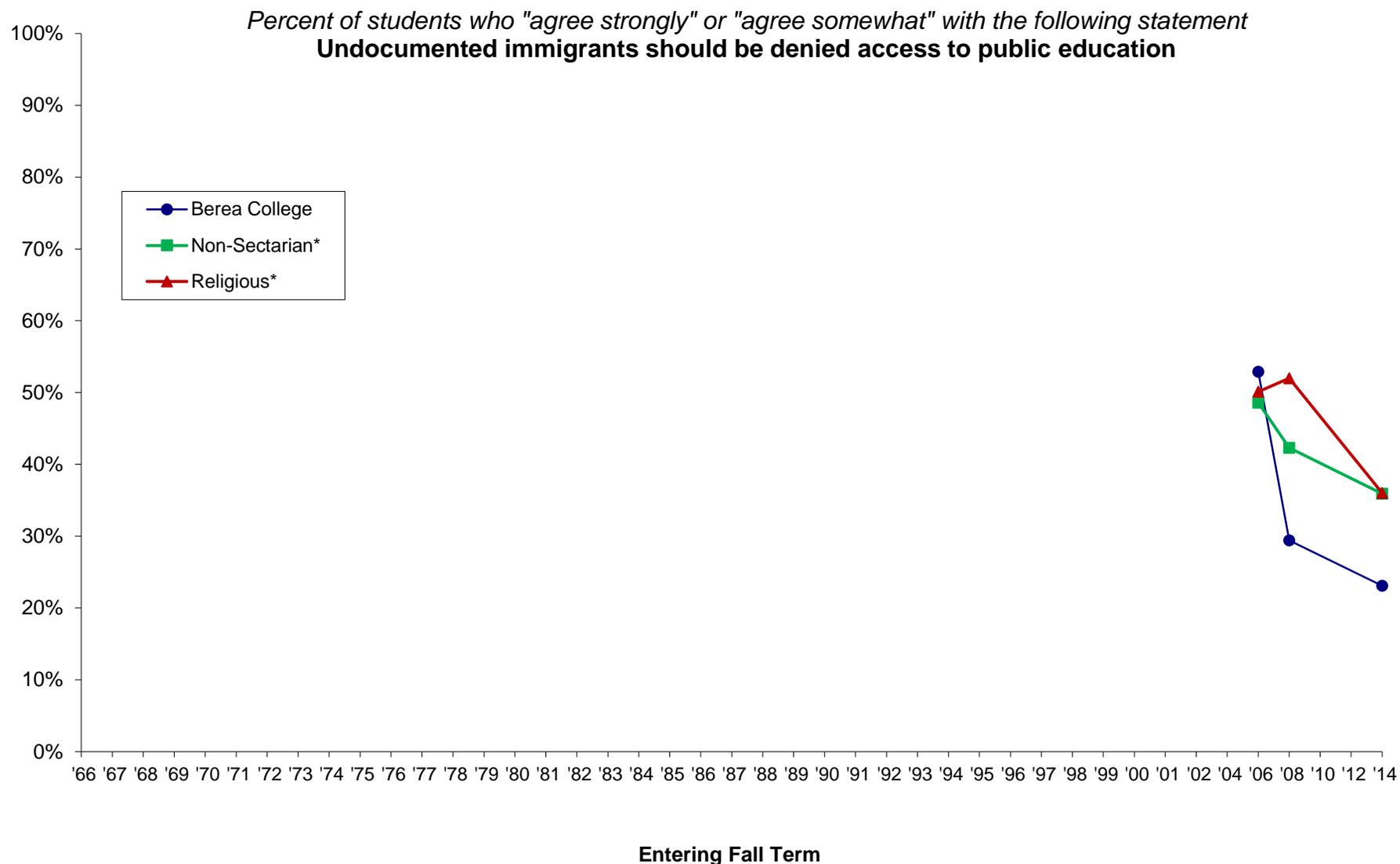
*Percent of students who “agree strongly” or “agree somewhat” that:*  
**Undocumented immigrants should be denied access to public education**



Percent of students who agree “strongly” or “somewhat” that:

*Undocumented immigrants should be denied access to public education*



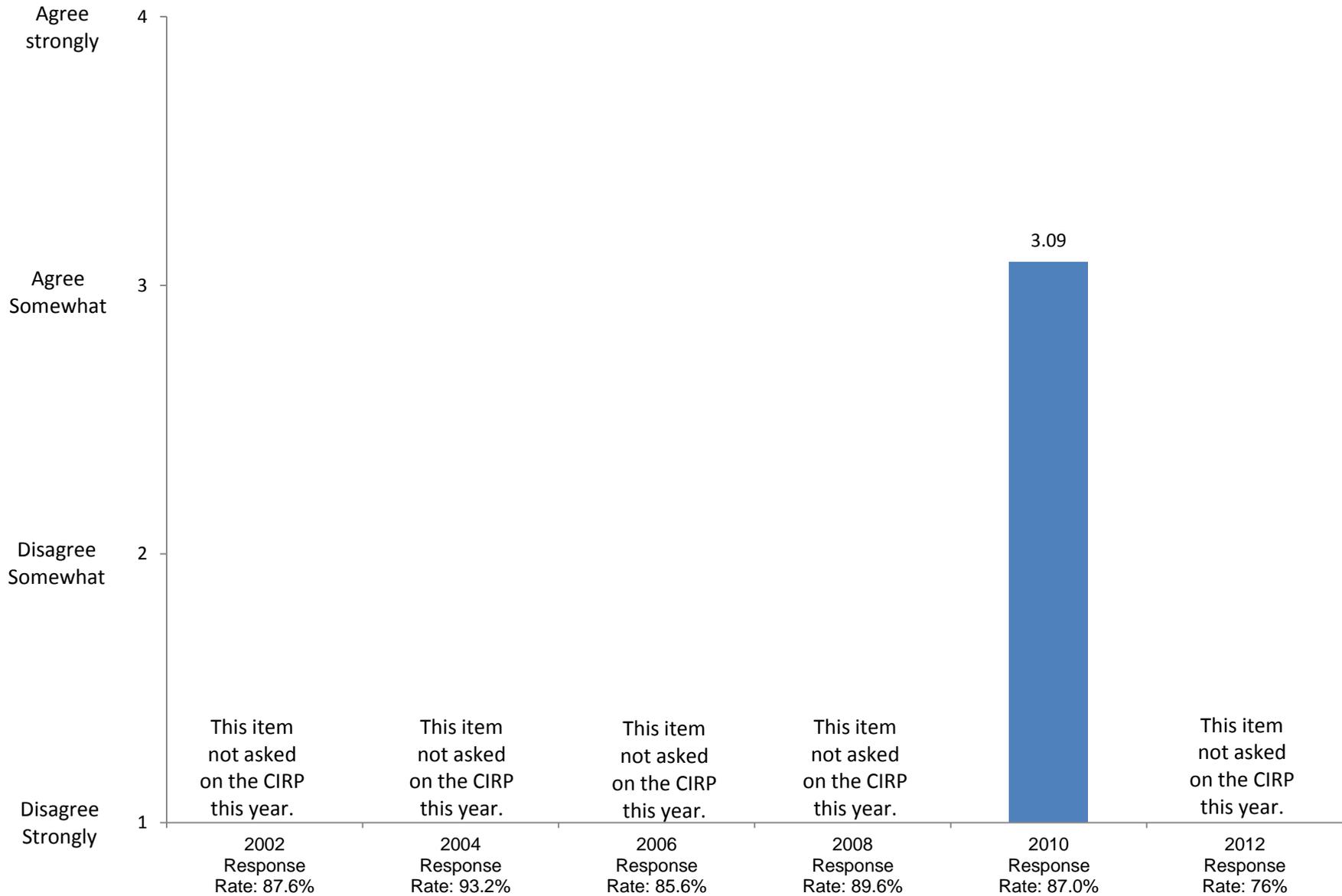


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

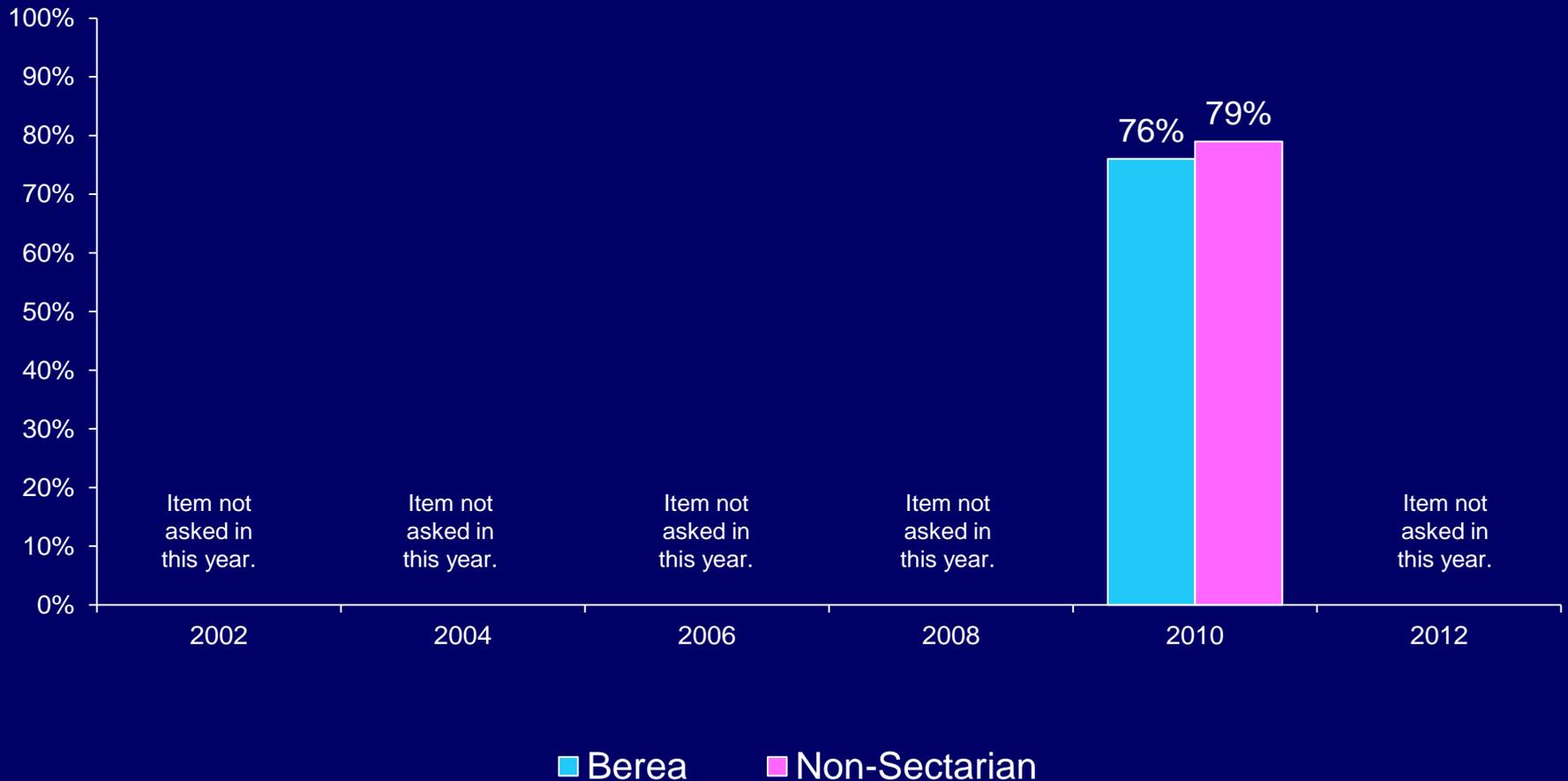
Rate your agreement with each of the following.

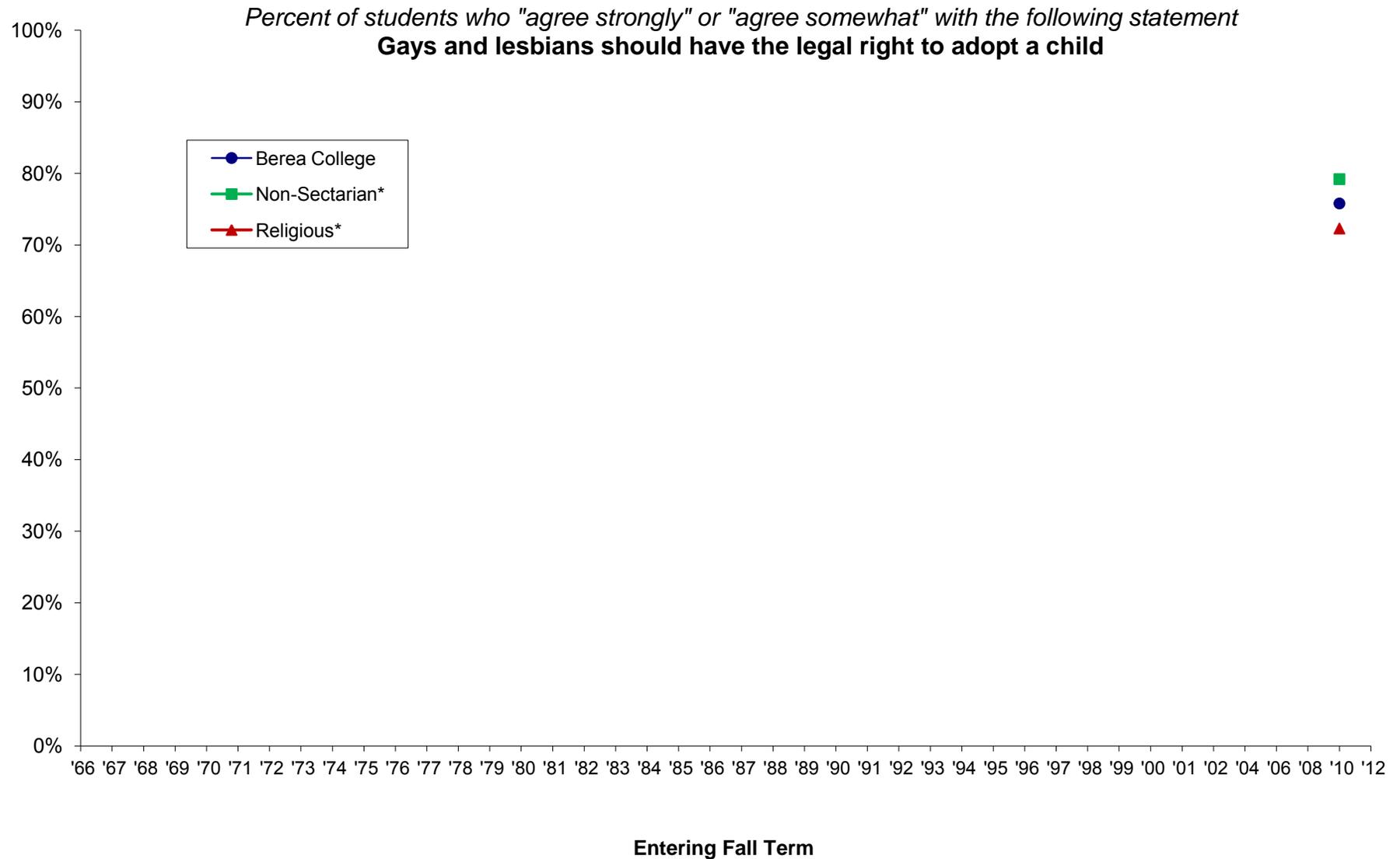
## Gays and lesbians should have the legal right to adopt a child



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 “agree strongly” or “agree somewhat” that:*  
**Gays and lesbians should have the  
legal right to adopt a child**



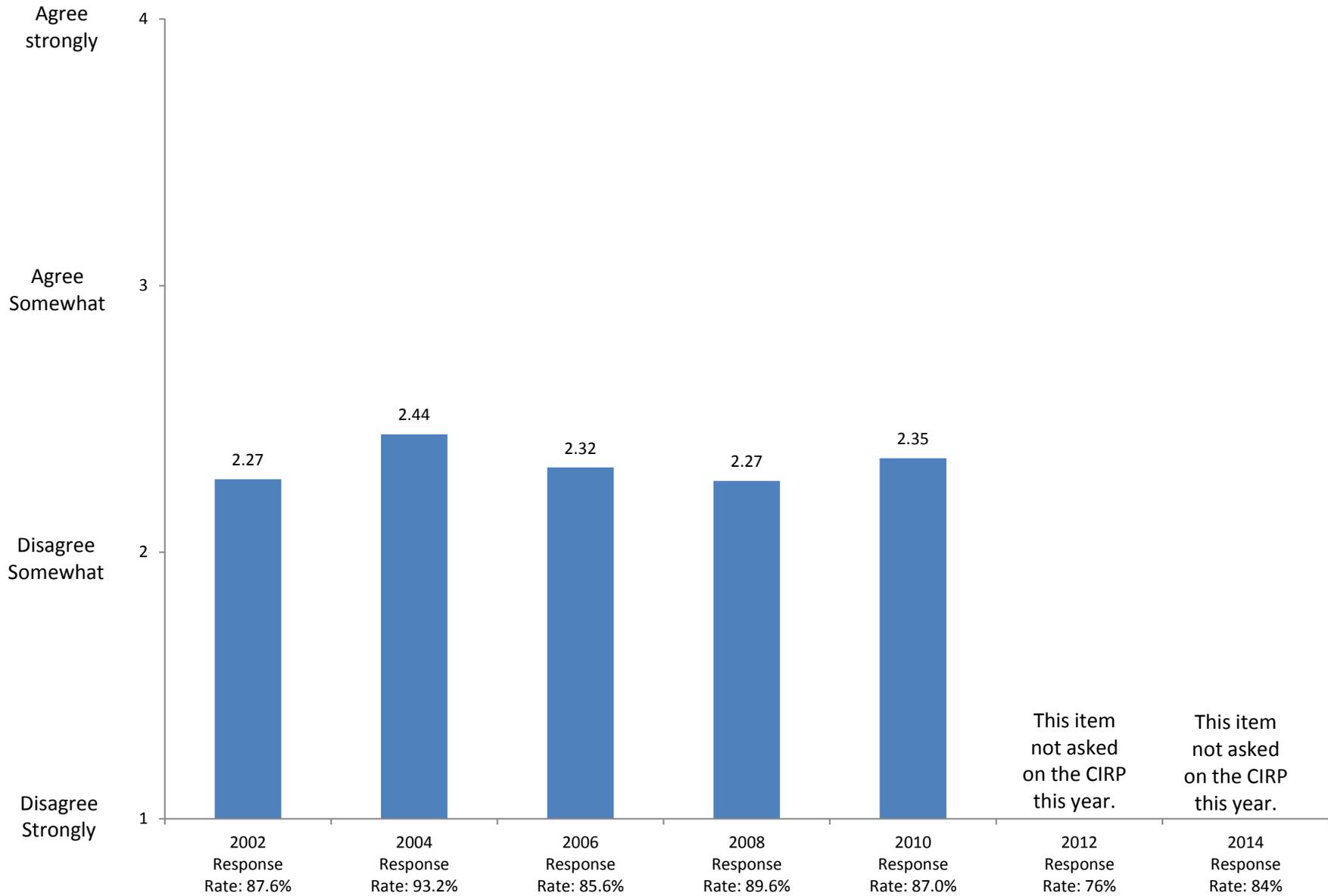


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

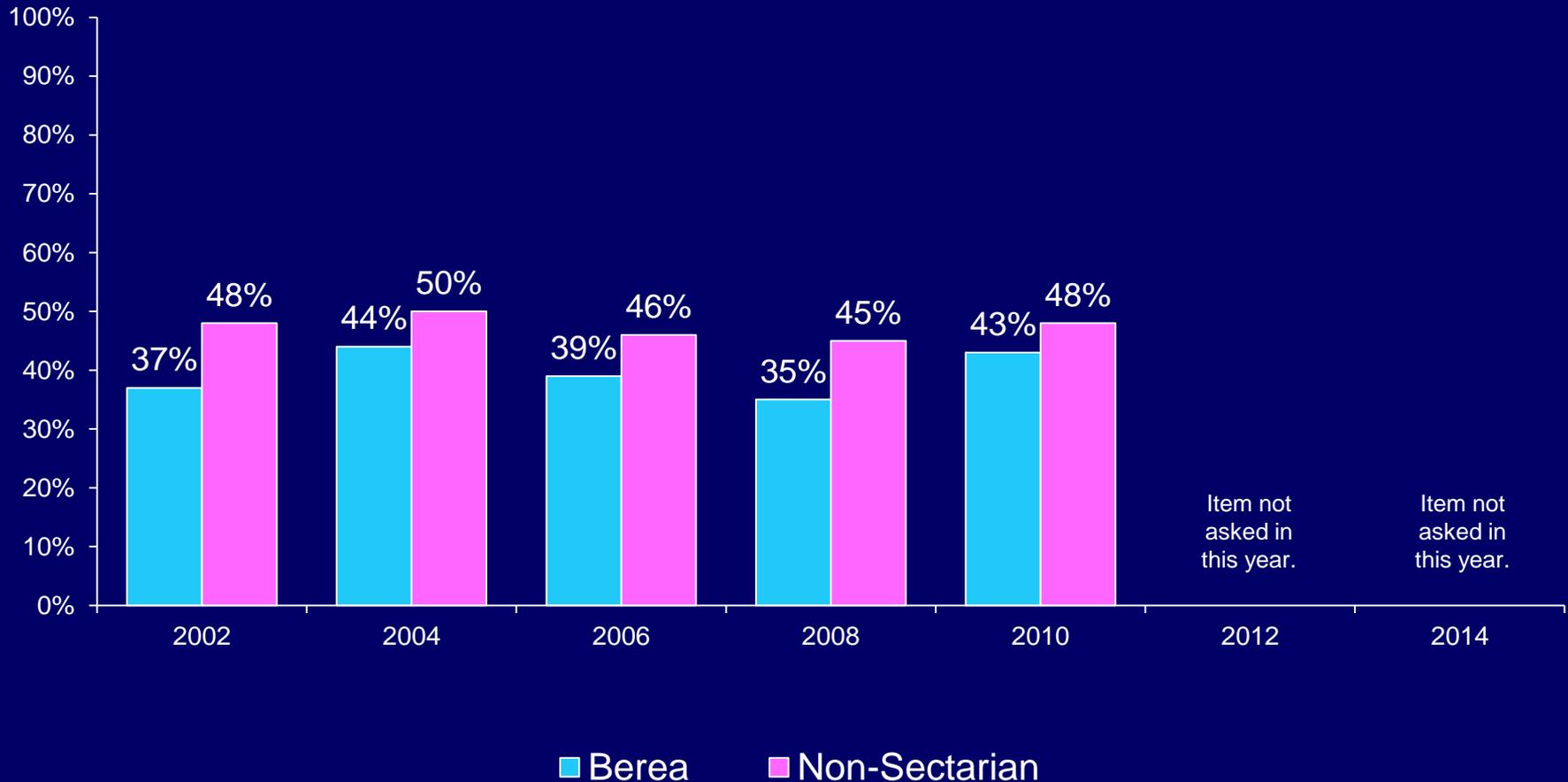
Rate your agreement with each of the following.

## Affirmative action in college admissions should be abolished

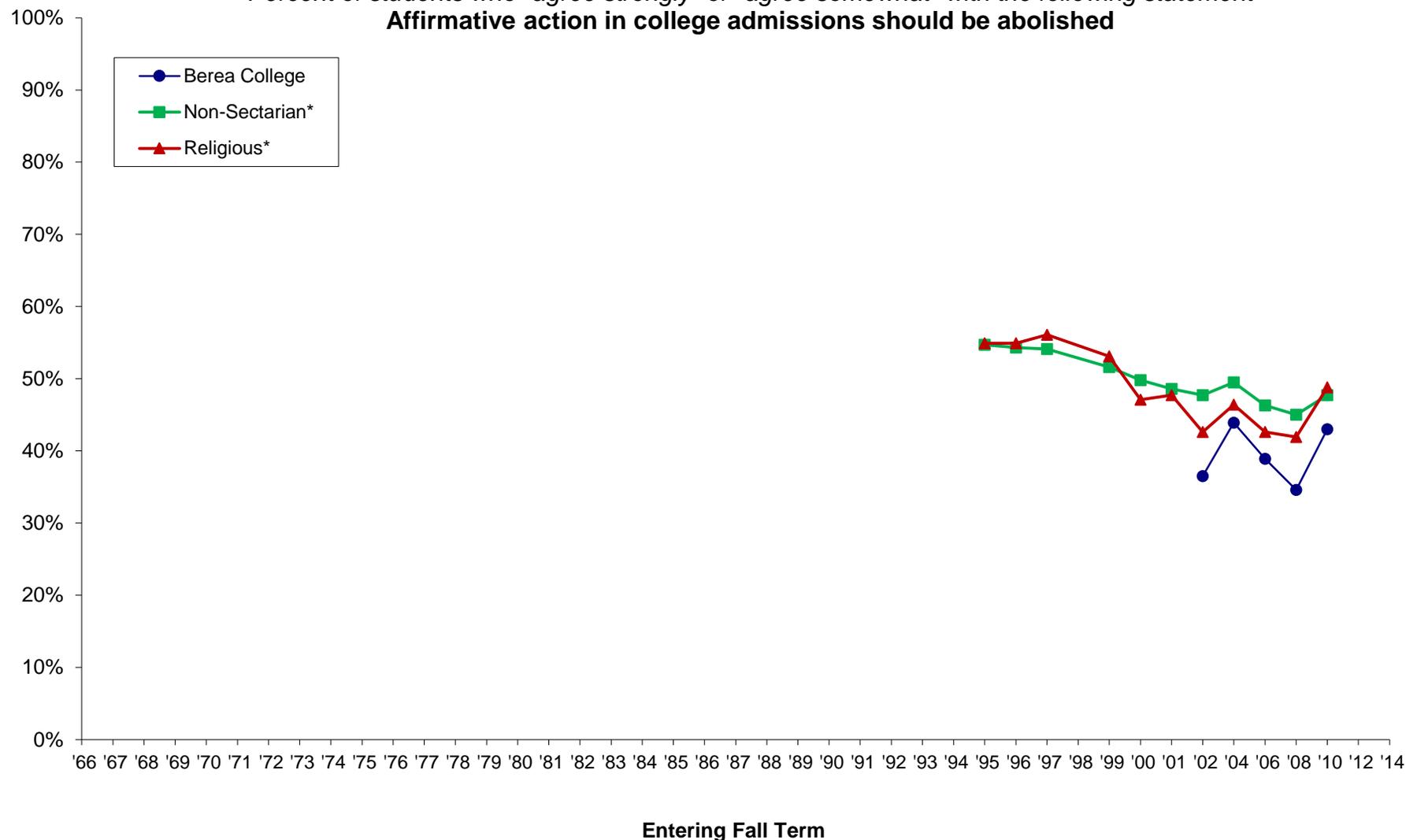


Óæ^âÁ}Áã•É^æâÁ)âÁ^,Áæ)•-!Áçâ^}óáæá{Á@Á[[^!æç^Á•çç]æÛ^•æ&@Û[\*!æÁÇÛÜá{áãáÁÁç^}Áæ|Á^!{•Á^!ã\*Á[!á]æç}Á^^É

*Percent of students who “agree strongly” or “agree somewhat” that:*  
**Affirmative action in college admissions  
should be abolished**



*Percent of students who "agree strongly" or "agree somewhat" with the following statement*  
**Affirmative action in college admissions should be abolished**

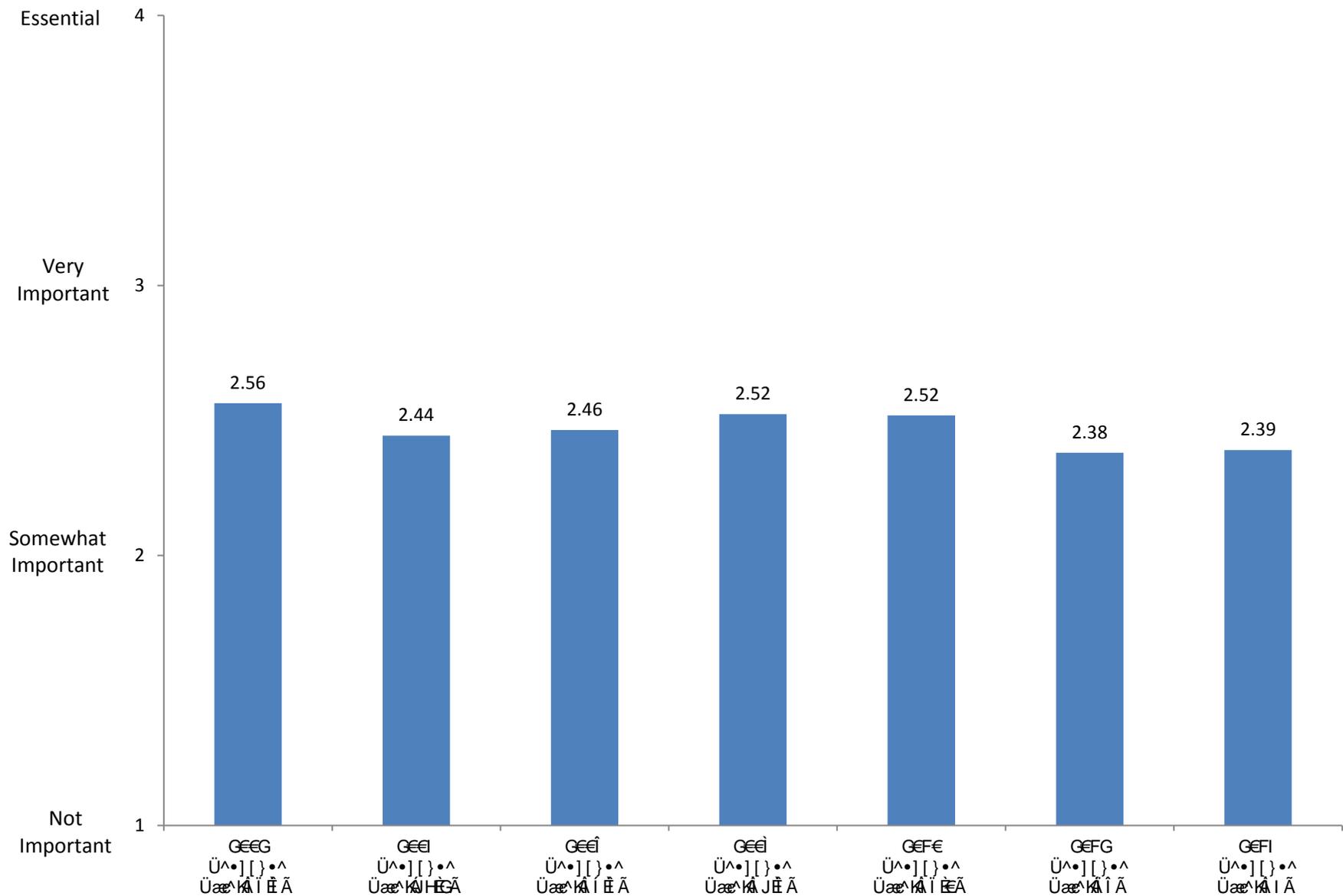


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

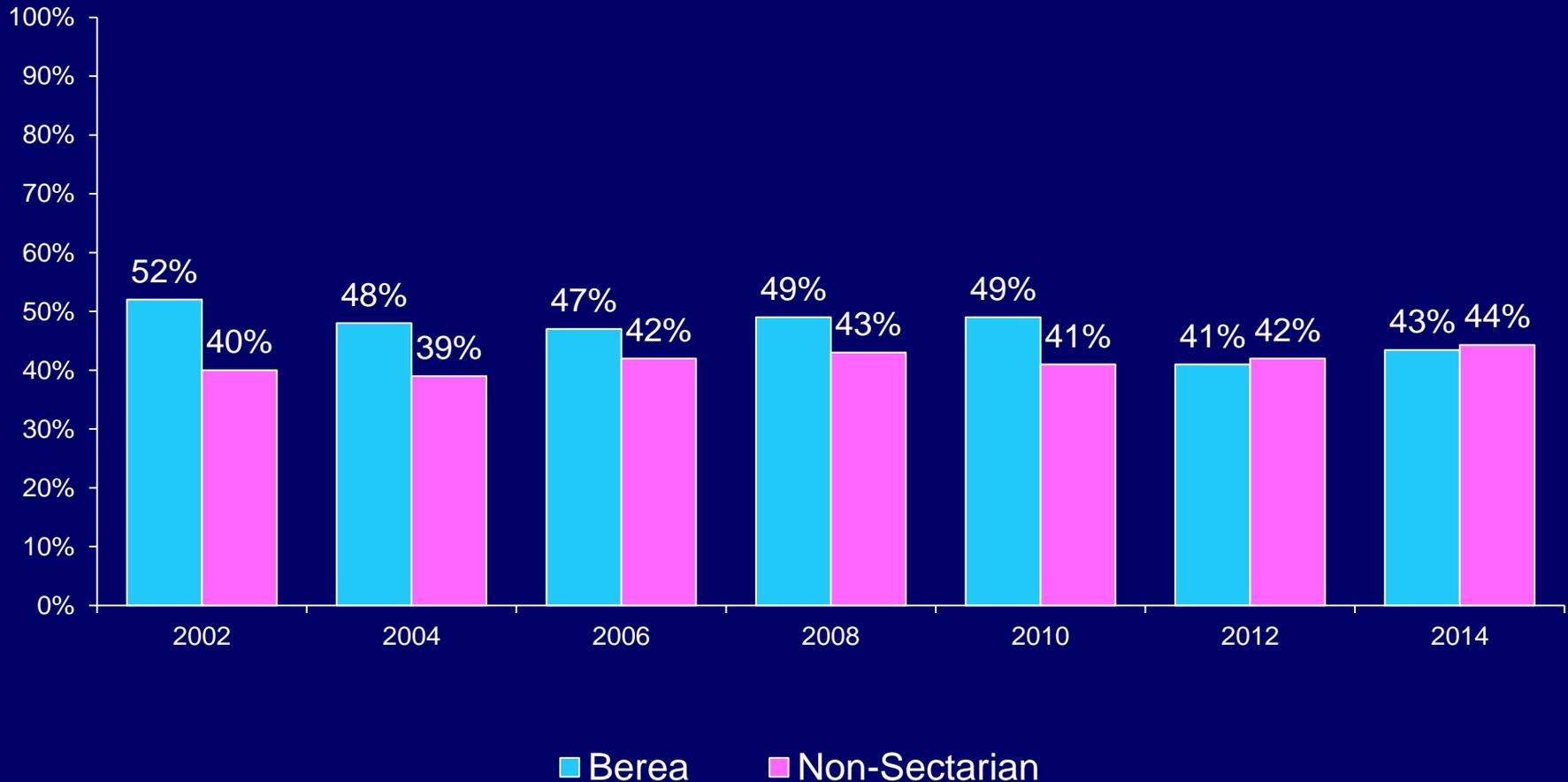
## Influencing social values



Óæ^âÁ}Áã•É^æâÁ}âÁ^, Áæ)•-!Áçâ^}óææÁ{ Á@Á[[^!æç^Á•çç]æÜ^•æ&@Ú! \*!æ ÁÇÜÜDæ{ çãcâÁ Áç^}Áæ|Á^!{ •Á^!ç \*Á [!â}æç}Á^æÉ

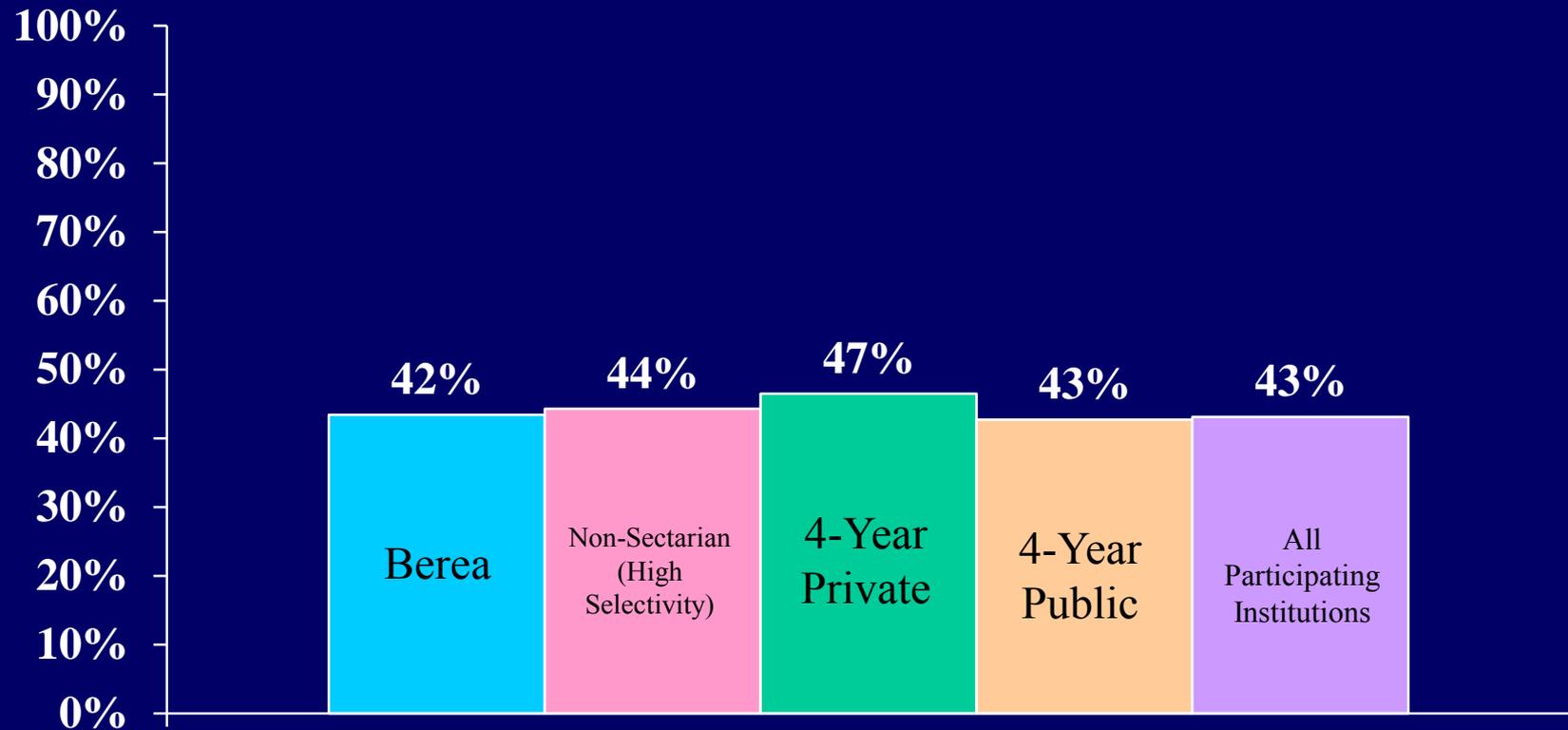
*Percent of students who indicated that the following was  
“essential” or “very important” to him/her personally*

## Influencing social values

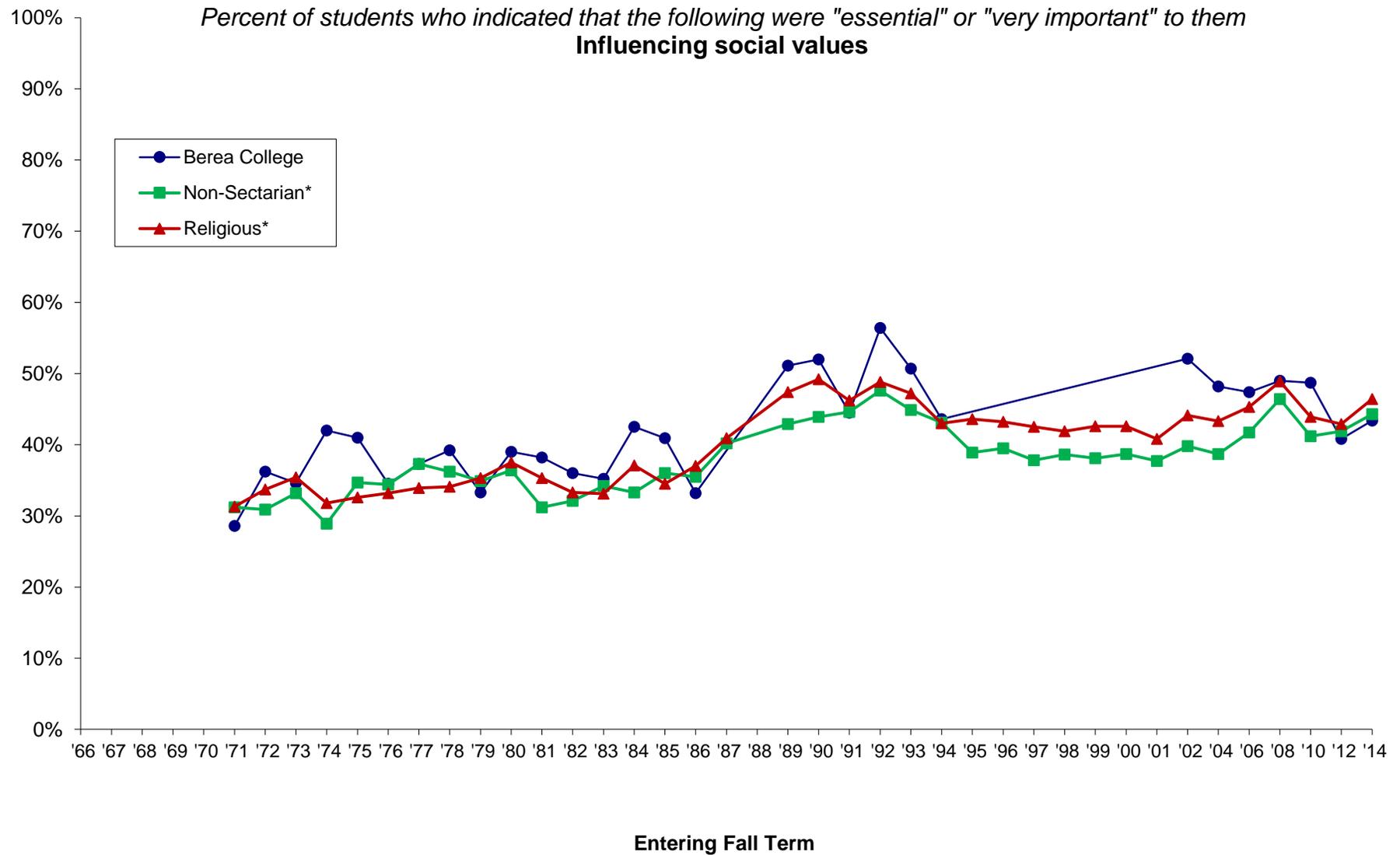


Percent of students who personally consider the following objective to be “essential” or “very important:”

*Influencing social values*



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2014

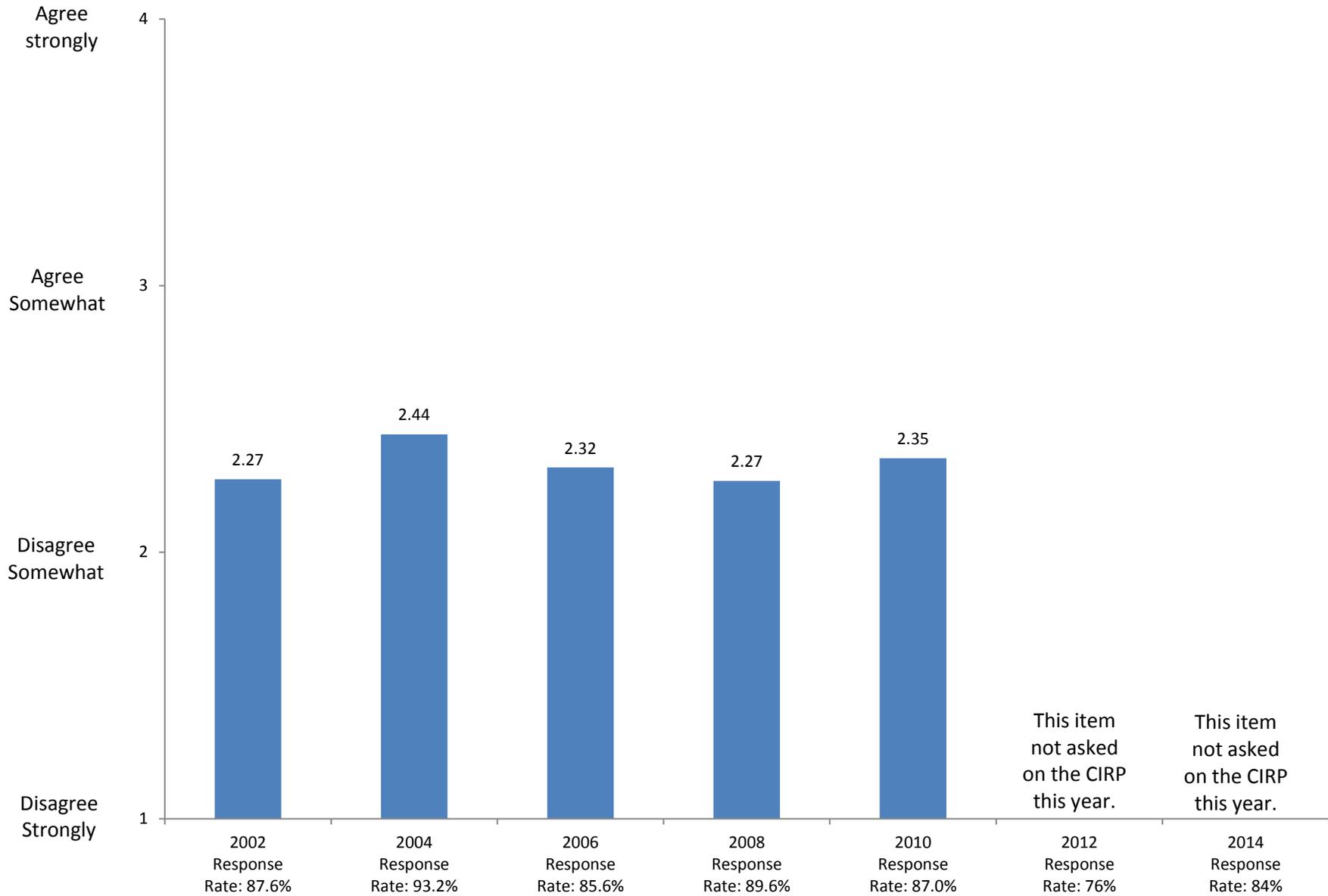


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

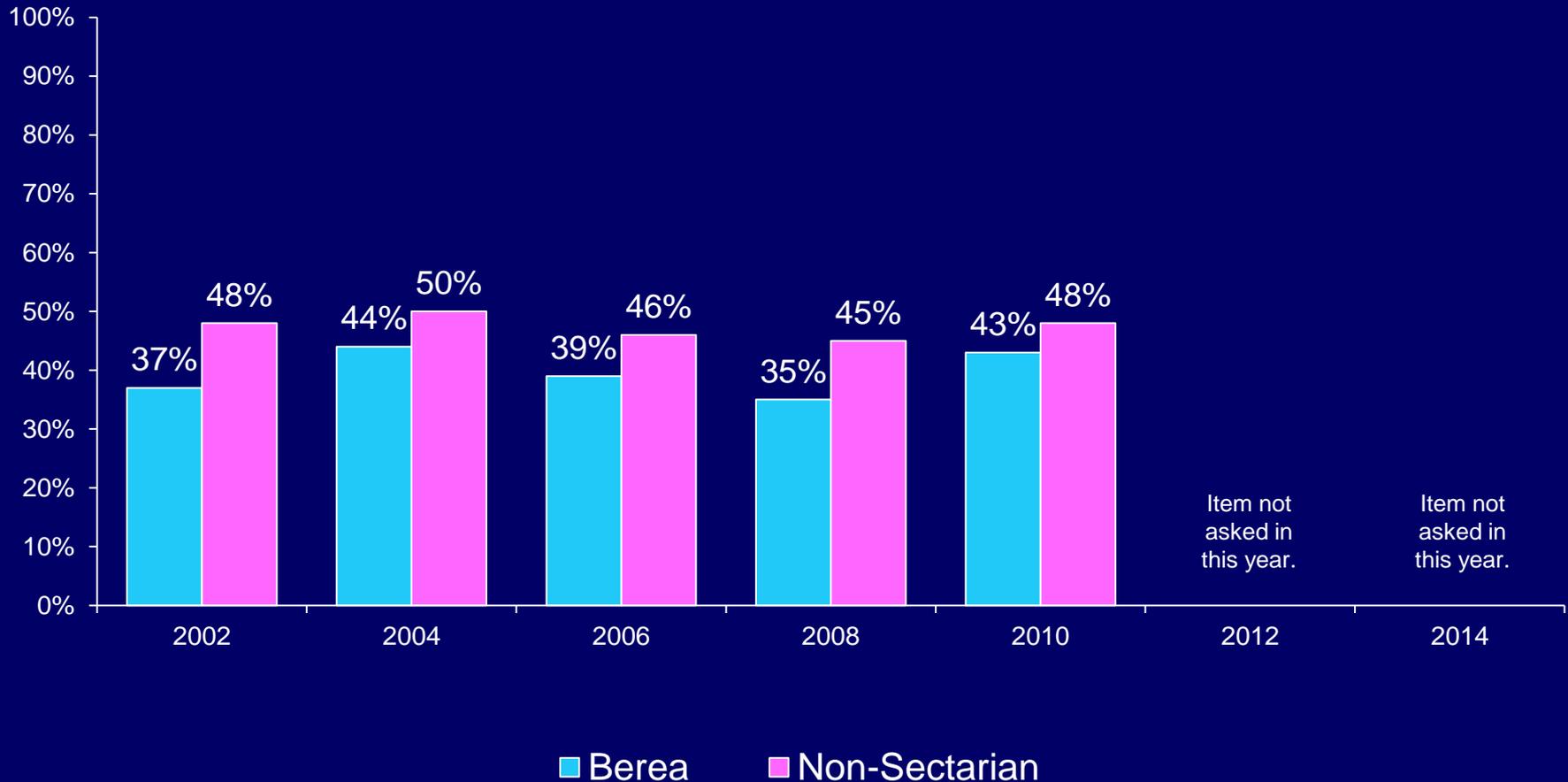
Rate your agreement with each of the following.

## Affirmative action in college admissions should be abolished

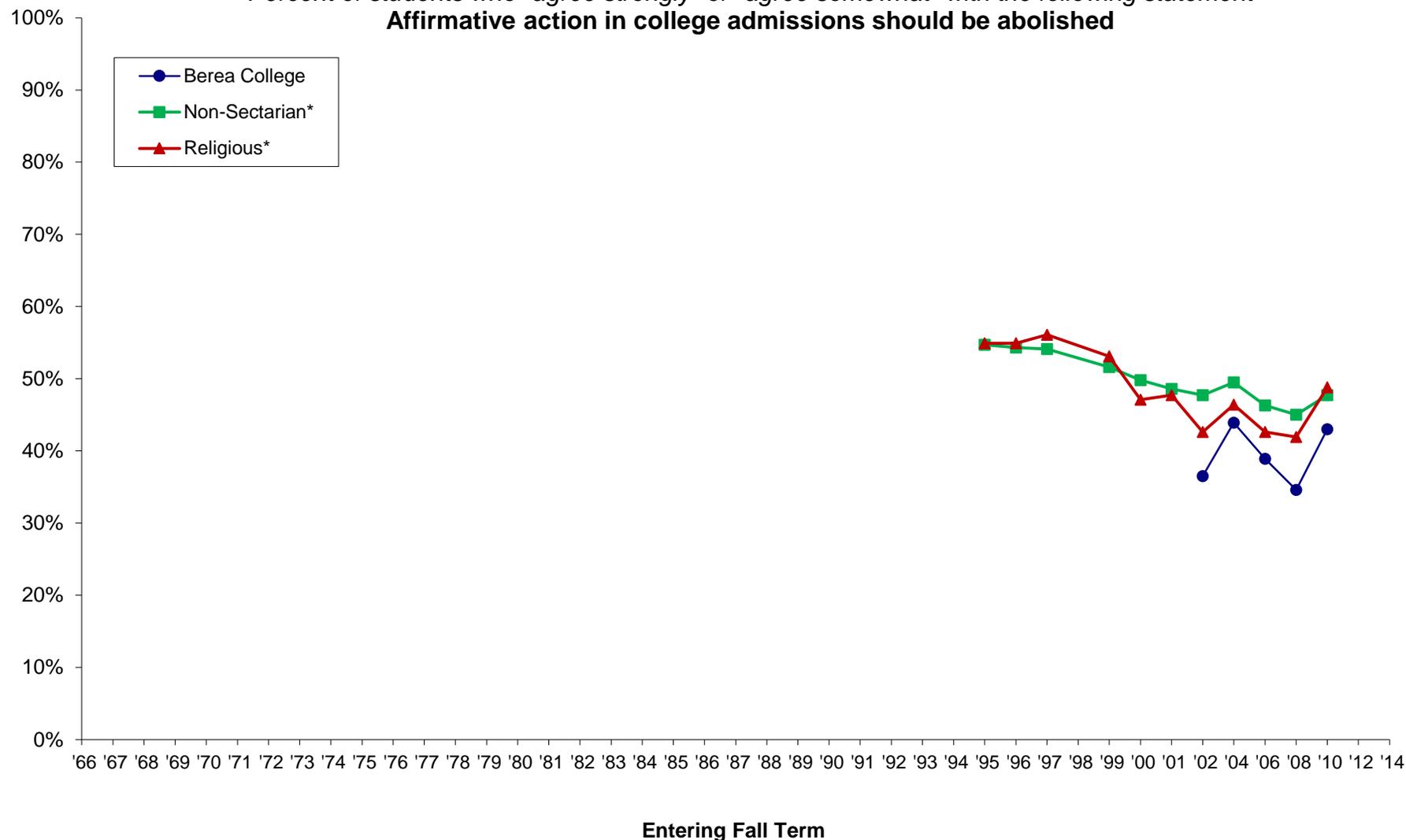


Óæ^âÁ}Áã•É^æâÁ)âÁ^,Áã)•-!Áçâ^}óáæá{Á@Á[[^!æç^Á•çç]æÜ^•æ&@U[\*!æÁÇÜDá{ããáÁÁç^ÁÇ|Á^!{•Á^!ã\*Á[!ã}æç]Á^^É

*Percent of students who “agree strongly” or “agree somewhat” that:*  
**Affirmative action in college admissions  
should be abolished**



*Percent of students who "agree strongly" or "agree somewhat" with the following statement*  
**Affirmative action in college admissions should be abolished**

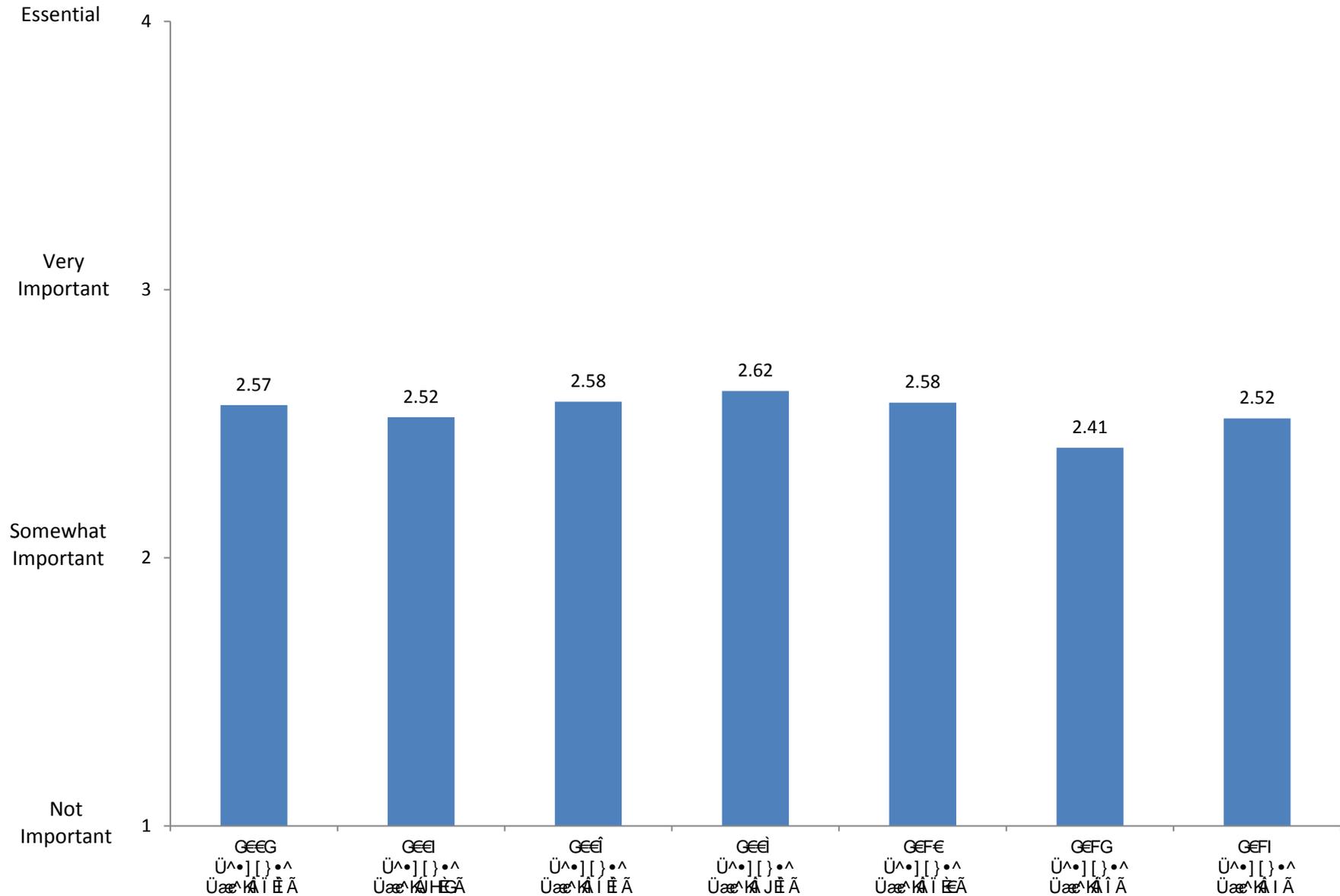


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

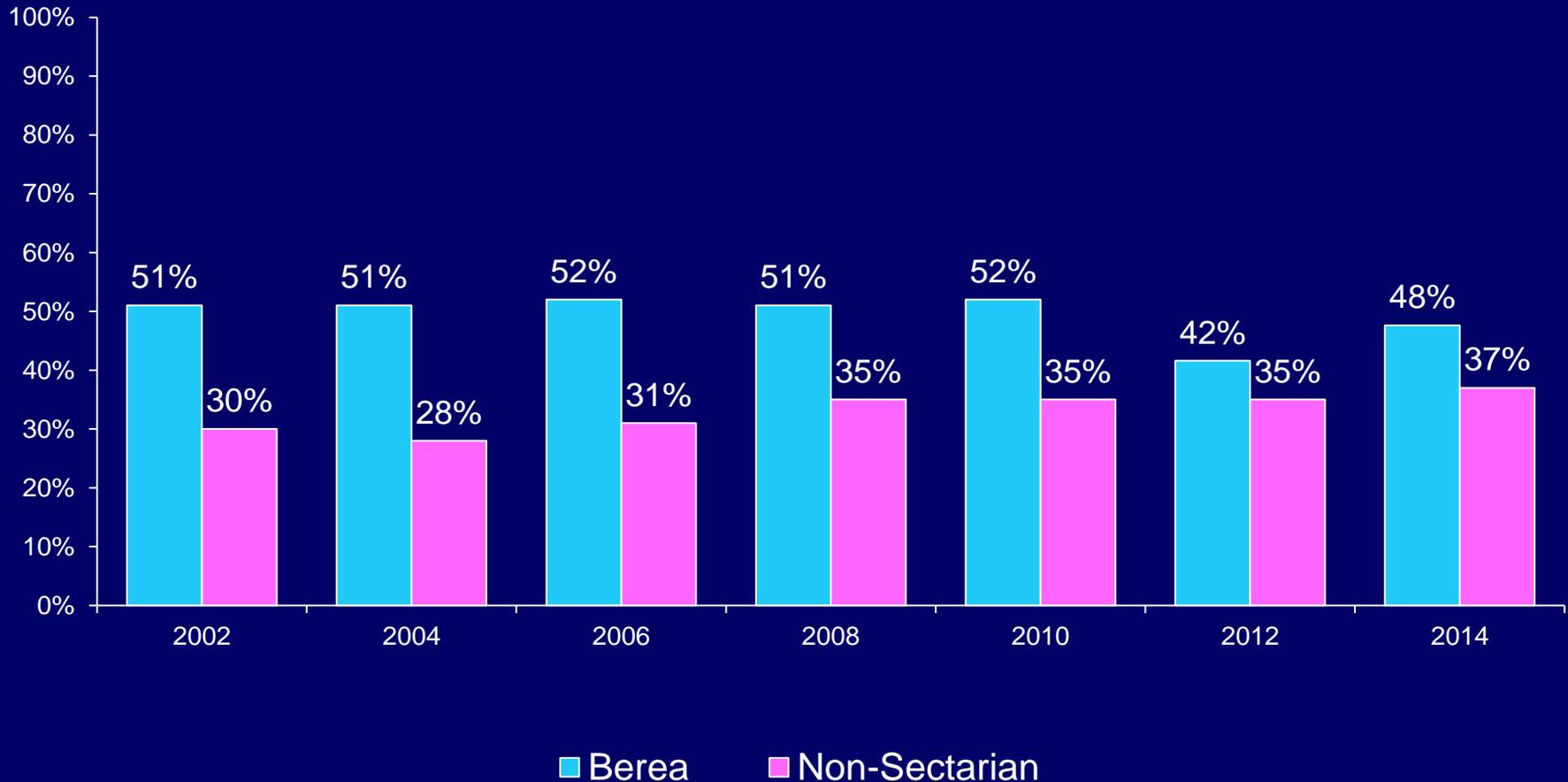
Please indicate the importance to you personally of each of the following:

## Helping to promote racial understanding



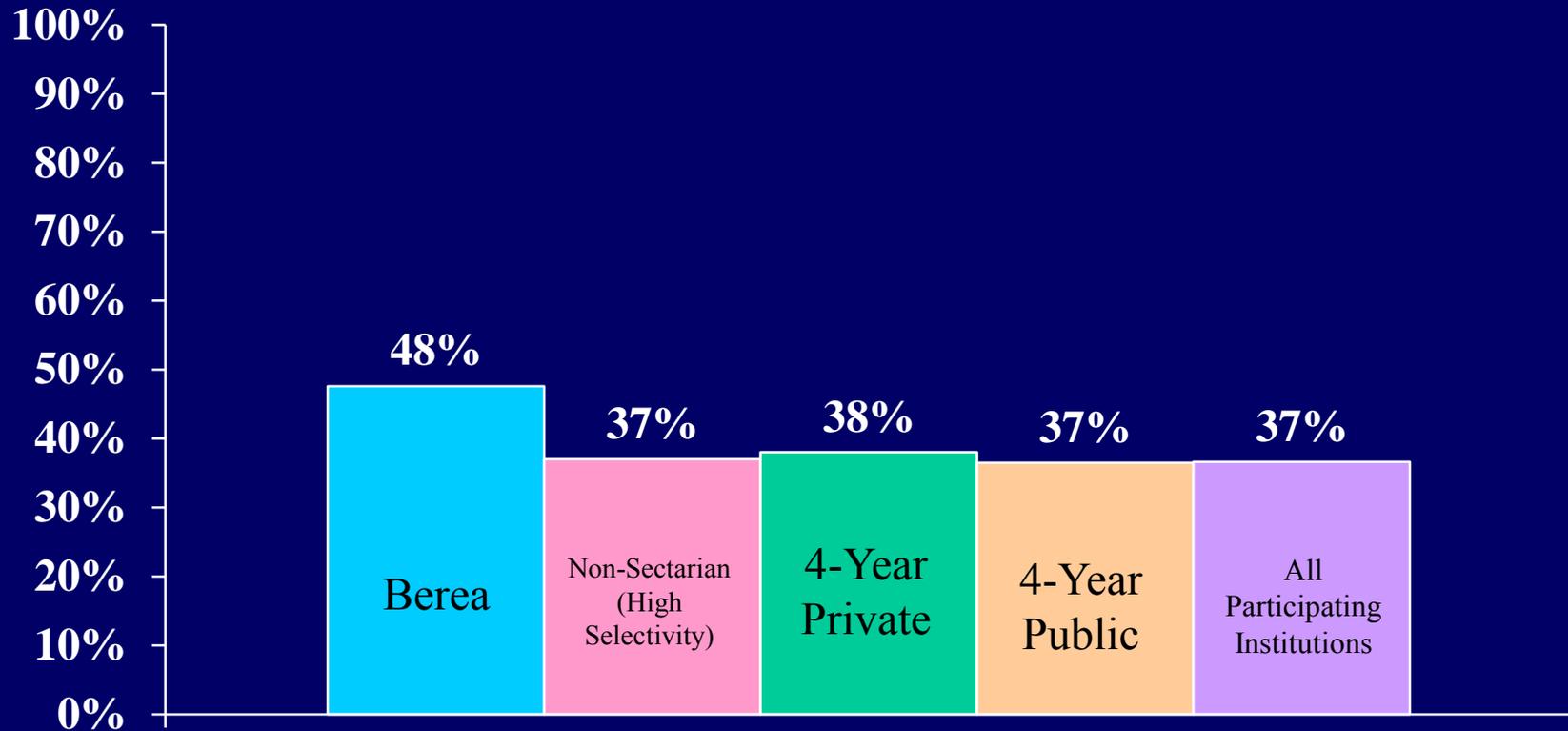
Óæ^âÁ}Áã•É^æâÁ}âÁ^, Áæ)•-!Áçâ^}óææÁ{ Á@Á[[^!æç^Á•çç]æÜ^•æ&@Ú! \*!æ ÁÇÜÜÁ{ çãçâÁ Áç^}Áæ|Á^!{ •Á^!ç \*Á [!â}æç]Á^^É

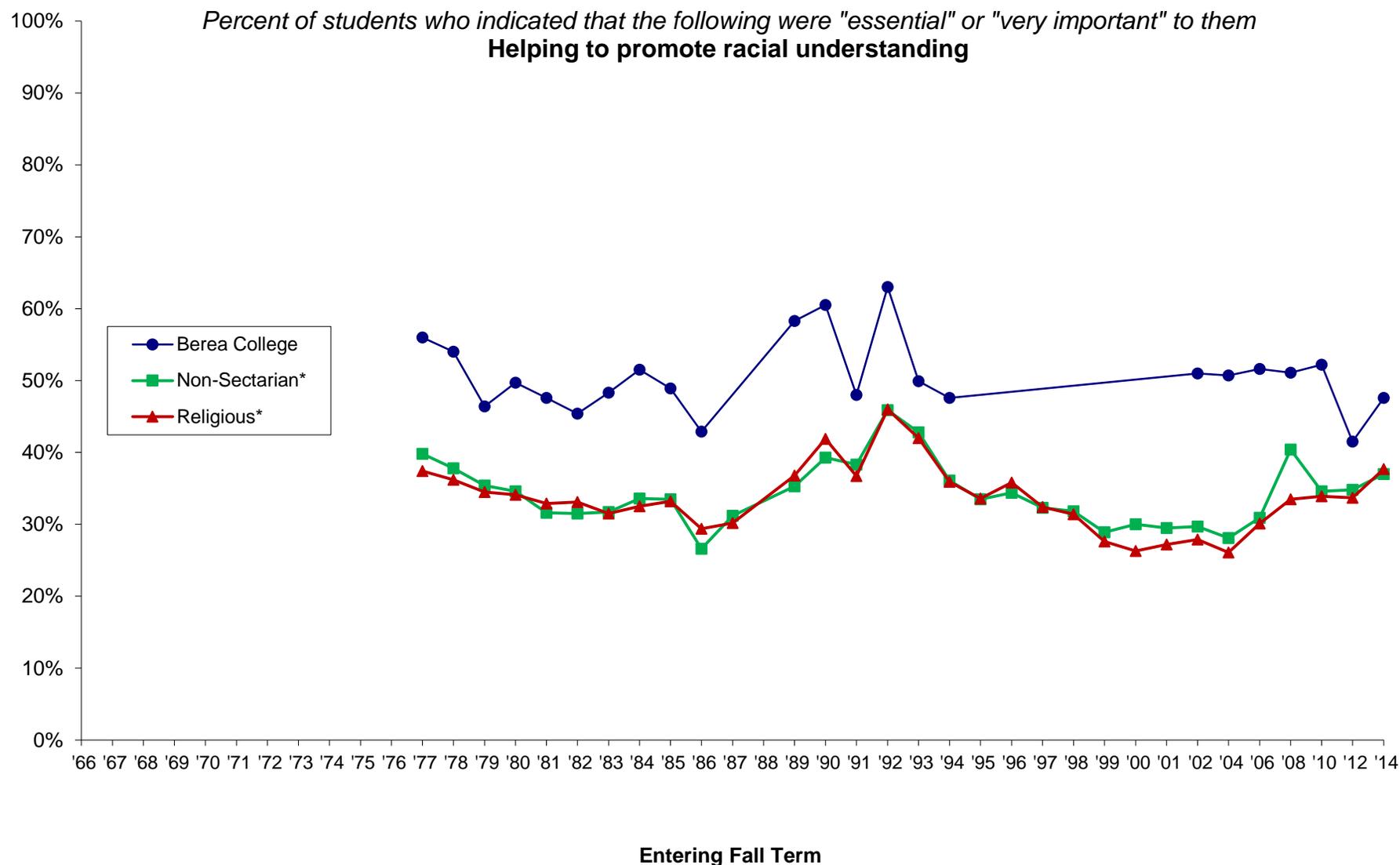
*Percent of students who indicated that the following was  
“essential” or “very important” to him/her personally*  
**Helping to promote racial understanding**



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

*Helping to promote racial understanding*



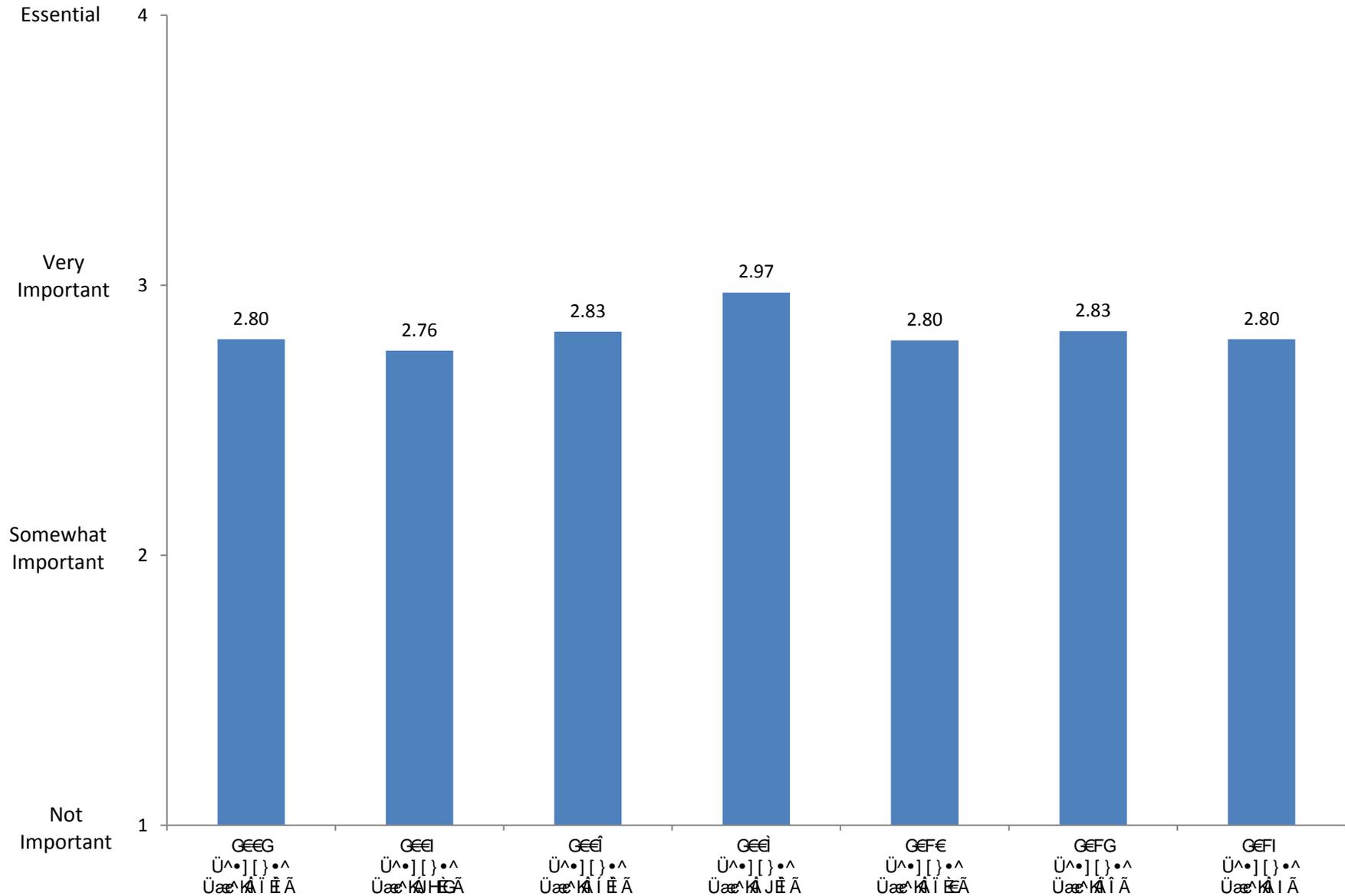


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

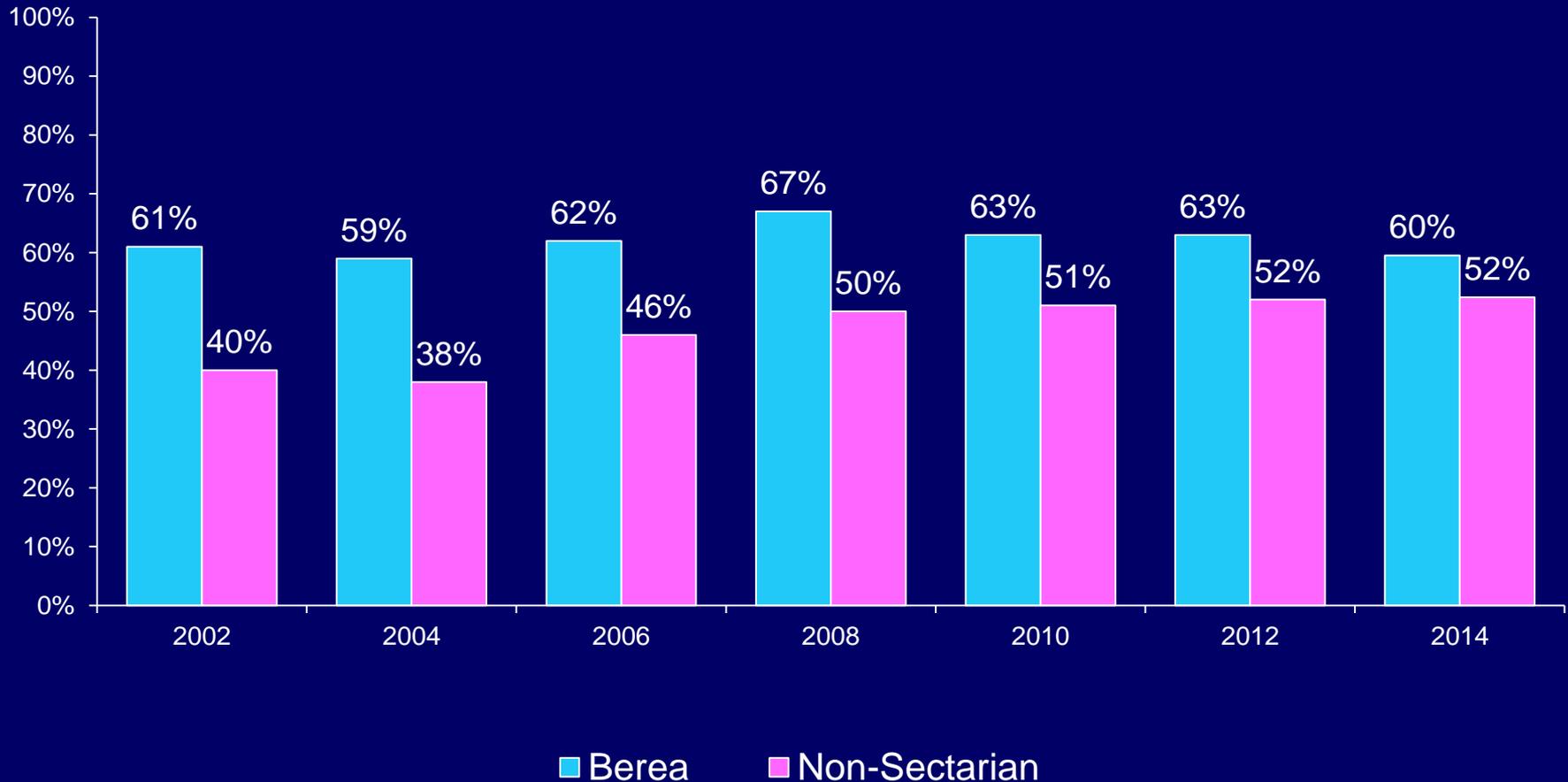
## Improving my understanding of other countries and cultures



Óæ^âÁ}Áã•É^æ^â)âÁ^,Áæ)•-!Áçâ^}óææÁ{Á@Á[[^!æç^Á•çç}æÛ^•æ&@Û!•!æ ÁÇÜÜËæ{ çãçâÁÁç^}Áç|Á^!{•Á^!ç\*Á [!æ}æç}Á^^É

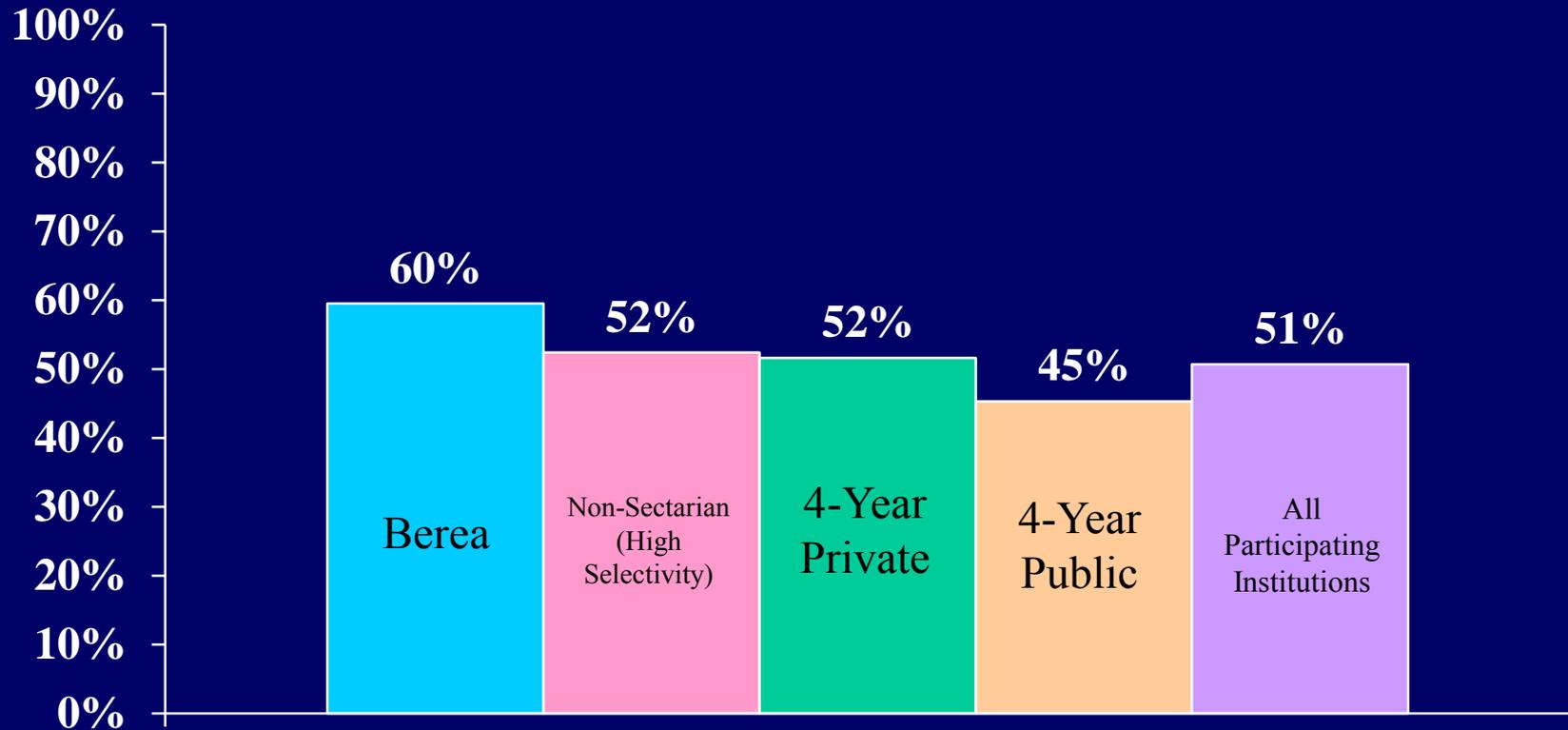
*Percent of students who indicated that the following was  
“essential” or “very important” to him/her personally*

## Improving my understanding of other countries and cultures

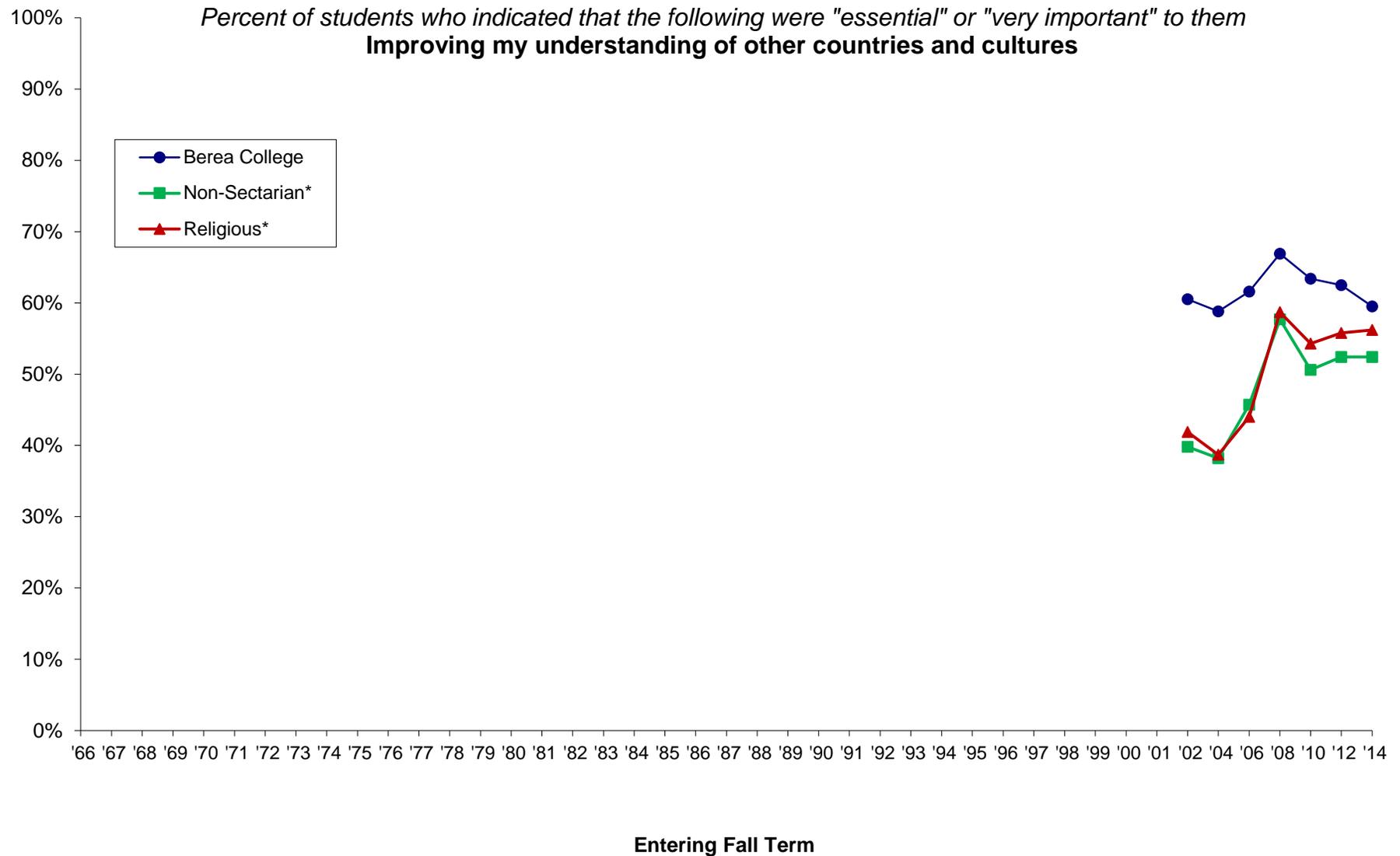


Percent of students who personally consider the following objective to be “essential” or “very important:”

*Improving my understanding of other countries and cultures*



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2014

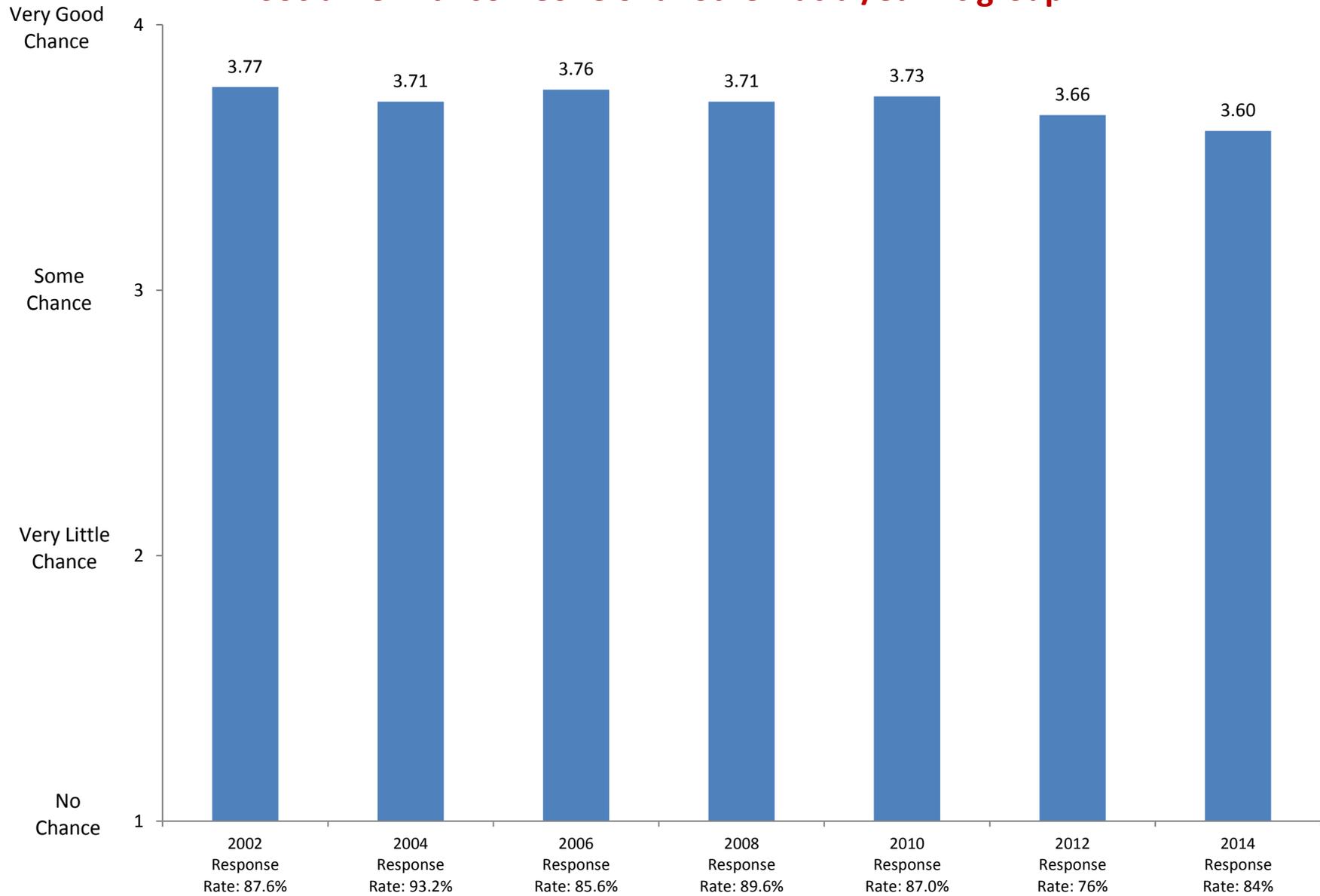


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

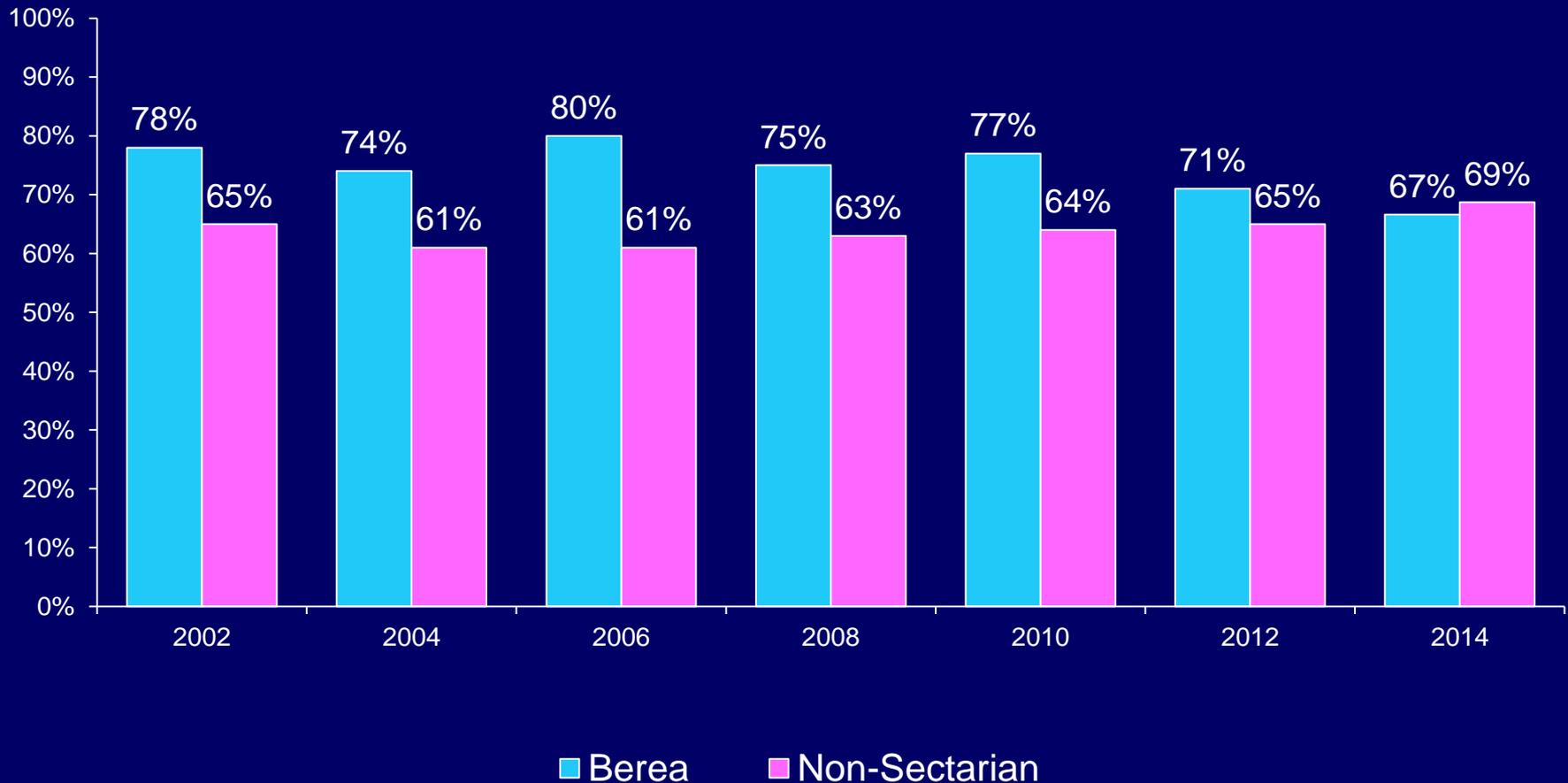
What is your best guess as to the chances that you will:

## Socialize with someone of another racial/ethnic group

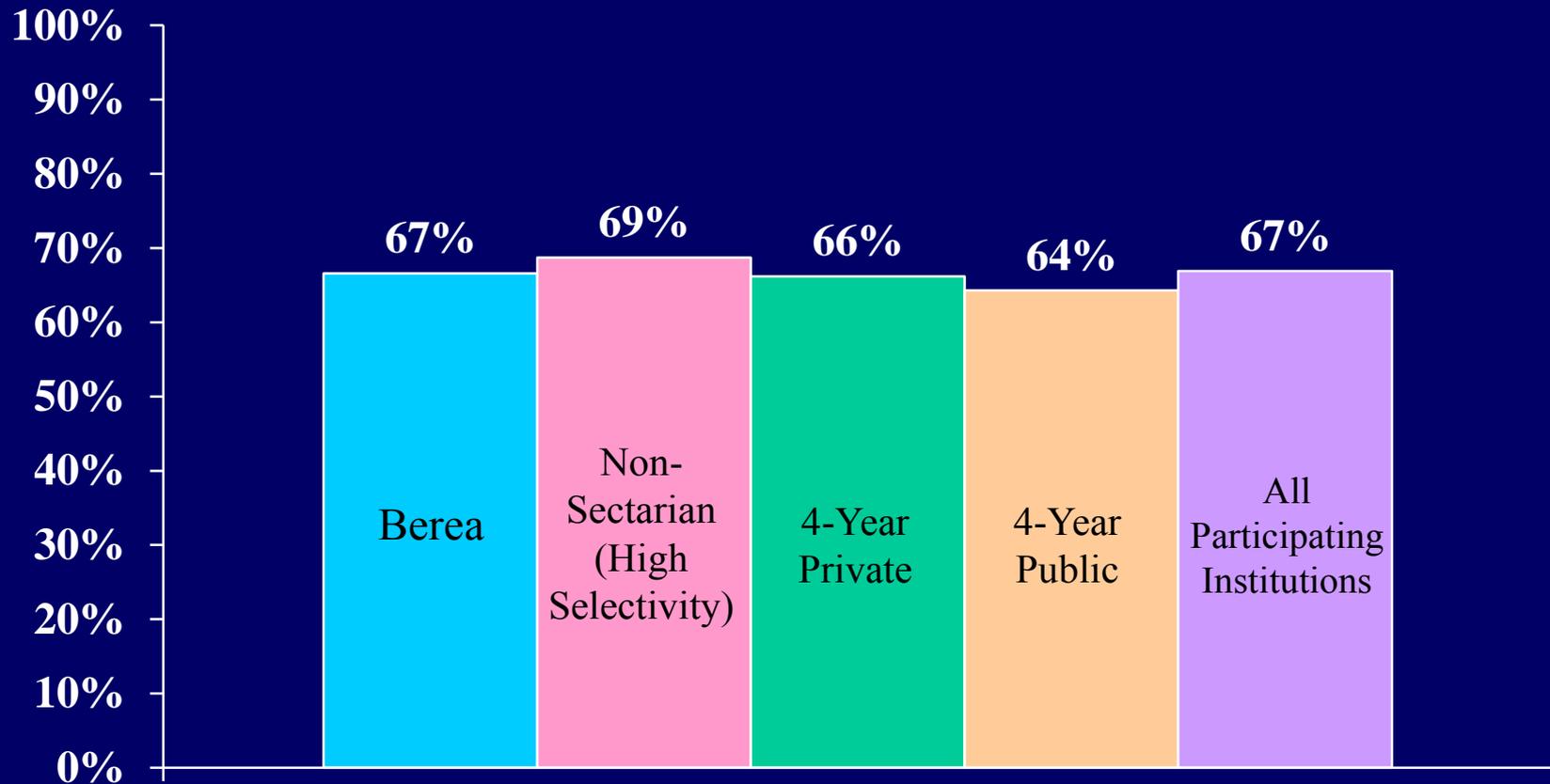


Óæ^âÁ}Áã•É^æâ)âÁ^,Áæ)•-!Áčâ^}óææÁ{Á@Á[[^!æç^ÁQ•cã]æÜ^•^æ&@!|\*!æÁÇÜDæ{ããâÁÁç^}Áæ|Á^!{•Á!ã\*Á  
[!ã}æç]Á^^É

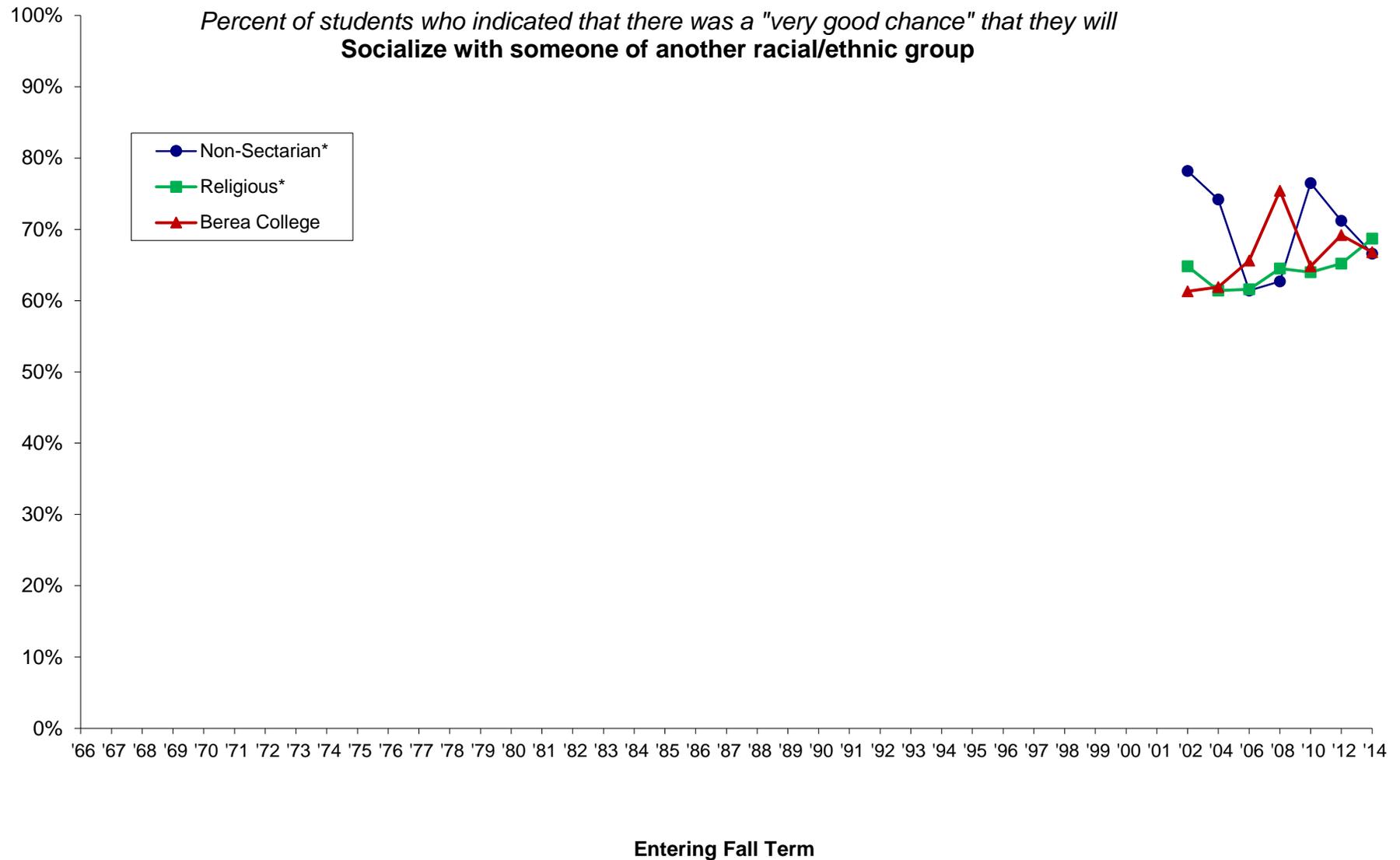
*Percent of students who estimate that chances are “very good” that he/she will:*  
**Socialize with someone of another racial/ethnic group**



Percent of students who estimate that chances are “very good” that he or she will  
*Socialize with someone of another racial/ethnic group*



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2014

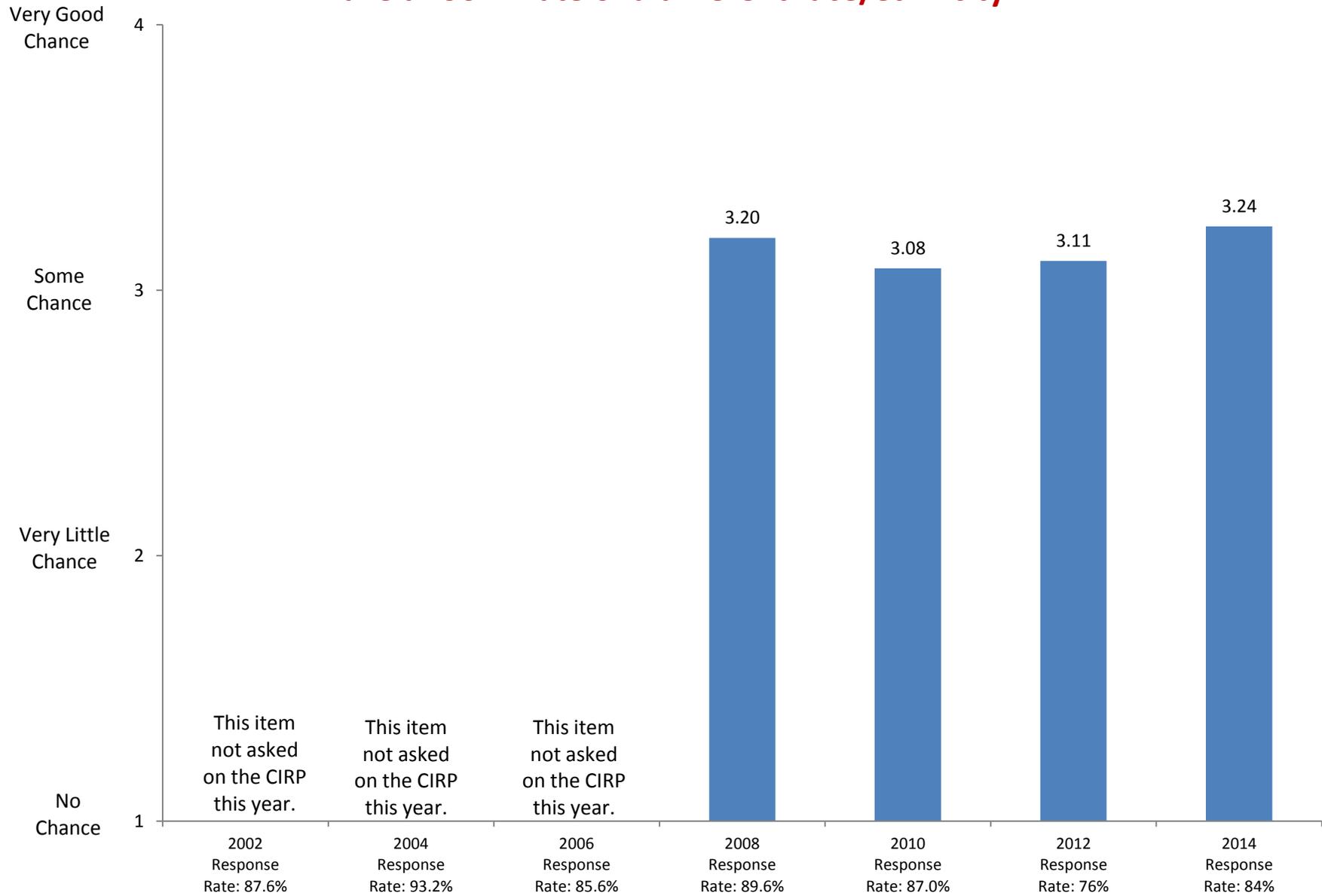


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

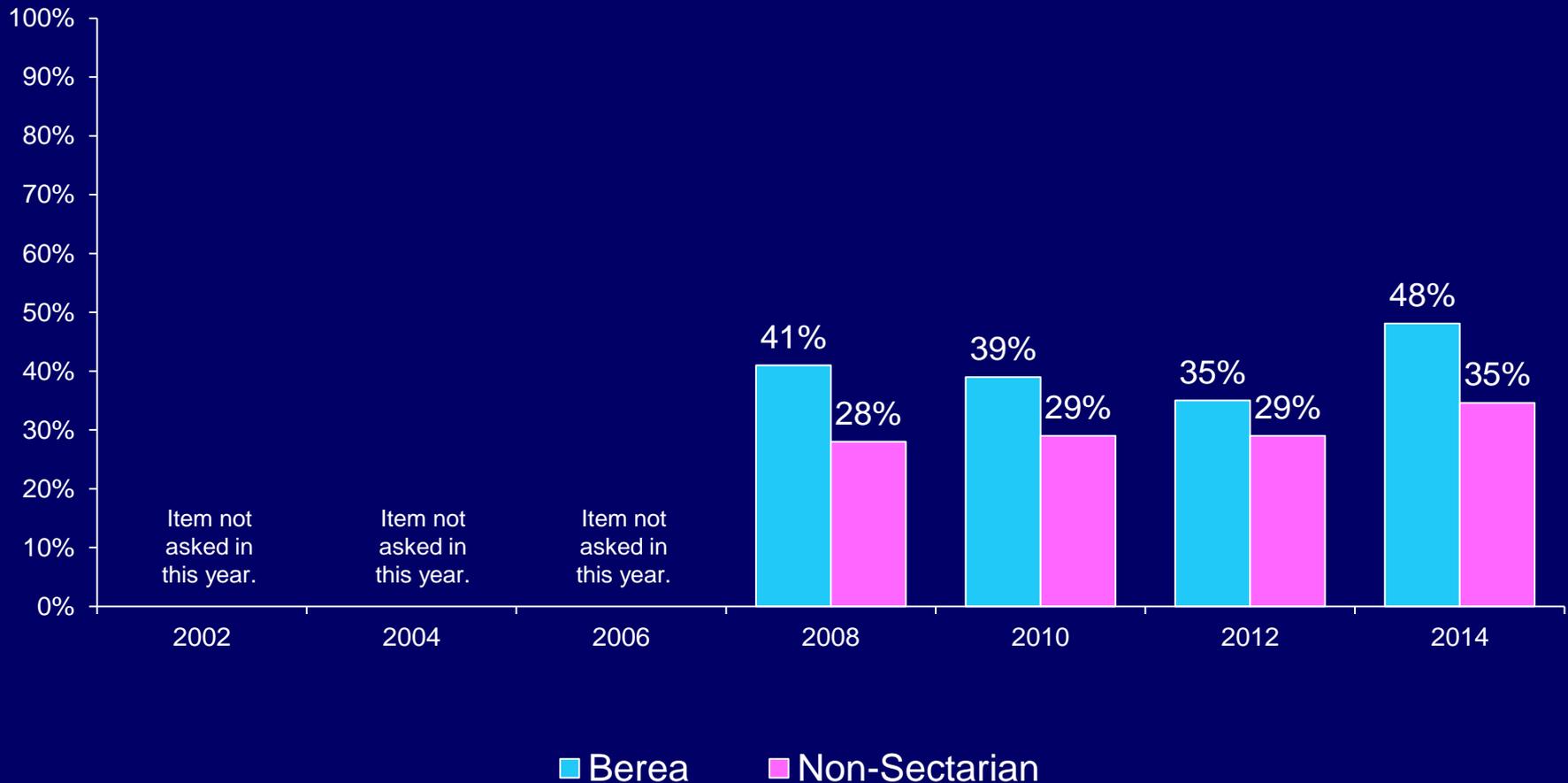
What is your best guess as to the chances that you will:

## Have a roommate of a different race/ethnicity



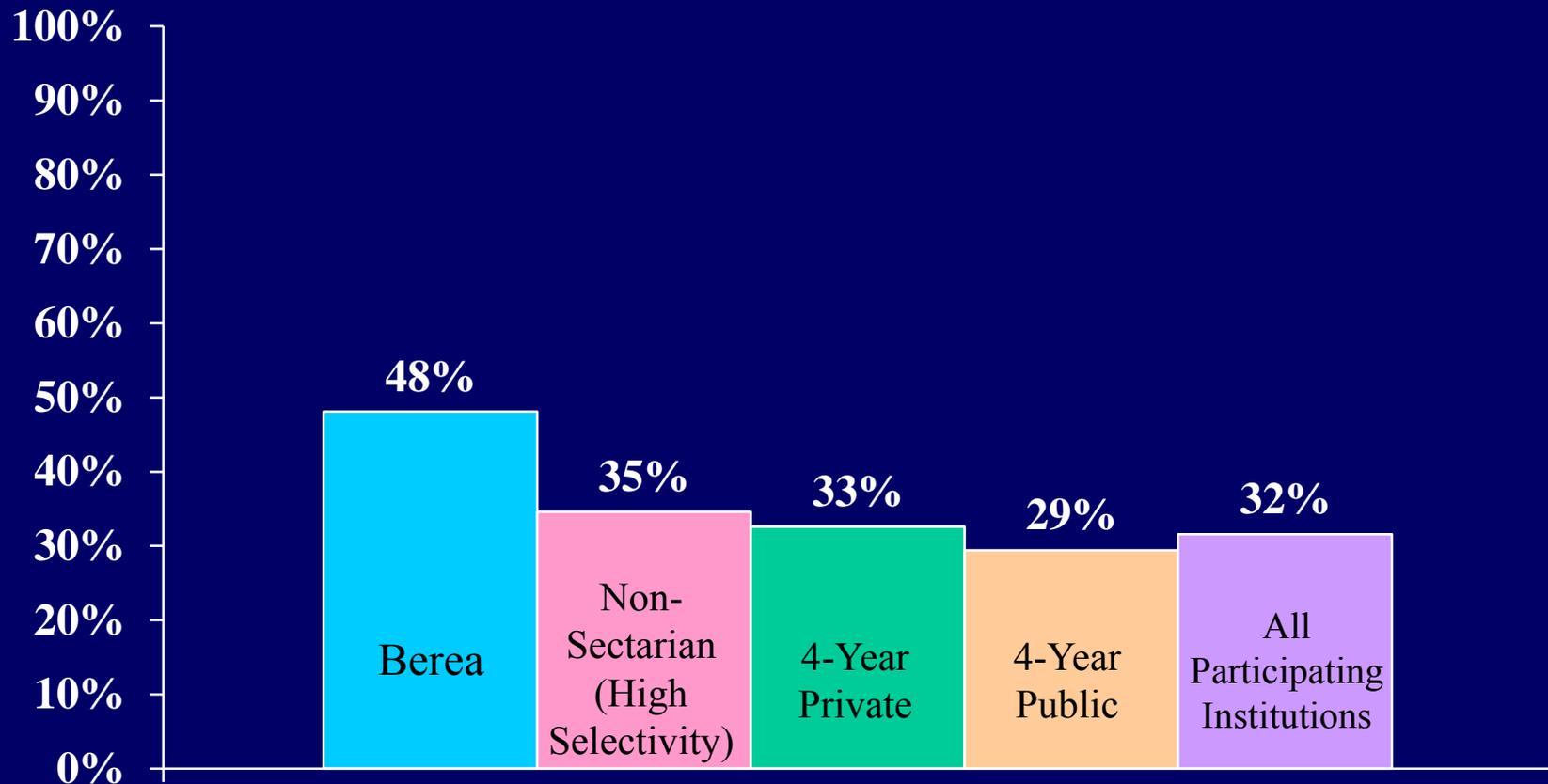
Óæ^âÁ}Áá•É^æ^âÁ}âÁ^,Áæ)•-!Áçâ^}óâæÁ{Á@Á[[^!æç^Á•çç]æÜ^•æ&@U!\*!æÁÇÜDâ{âãâÁÁç^ÁÇ|Á^!{•Á!â\*Á  
[!â}æç]Á^^É

*Percent of students who estimate that chances are “very good” that he/she will:*  
**Have a roommate of a different race/ethnicity**

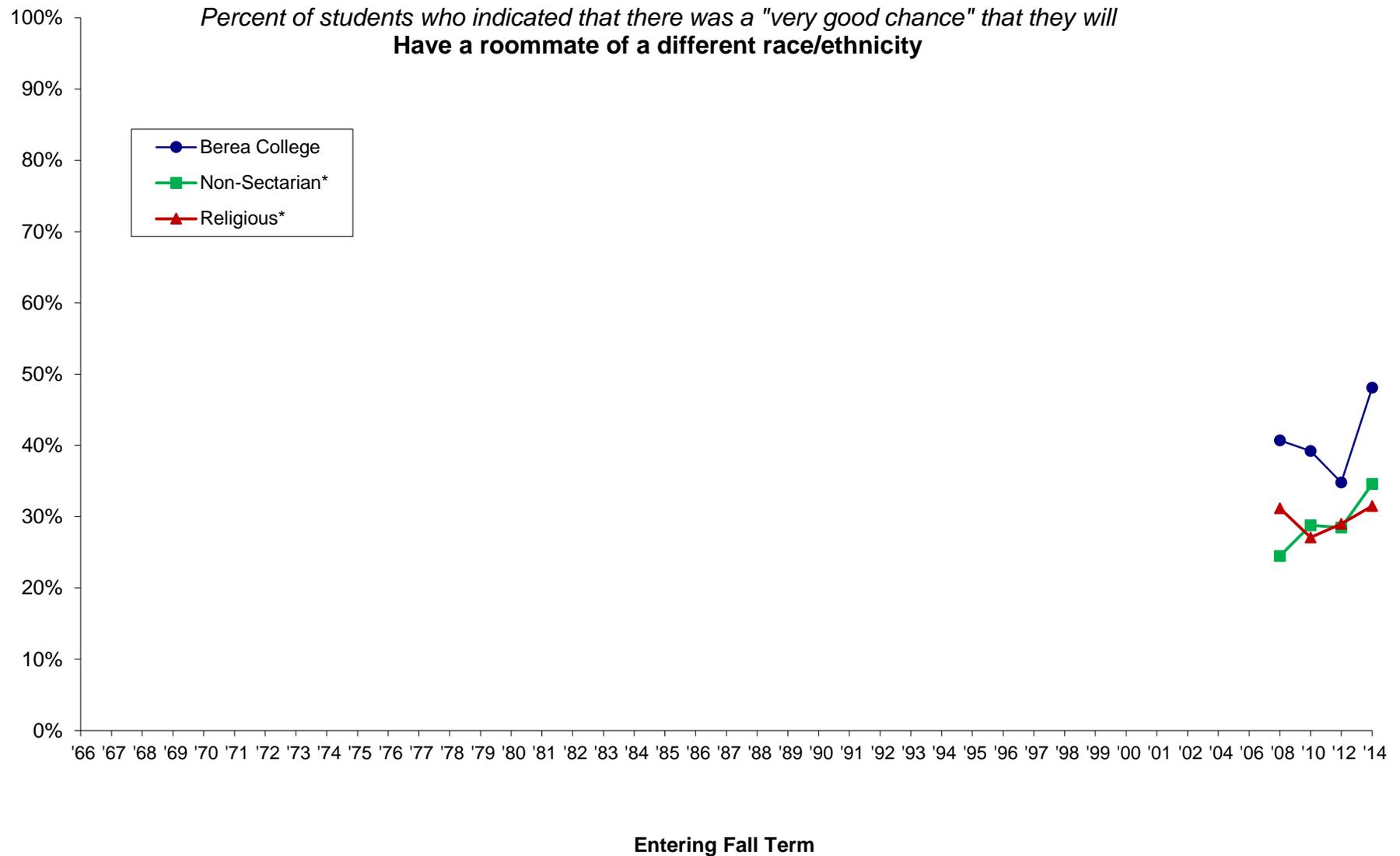


Percent of students who estimate that chances are “very good” that he or she will

*Have a roommate of different race/ethnicity*



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2014



\*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.

# Higher Education Research Institute (HERI) Faculty Survey



Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

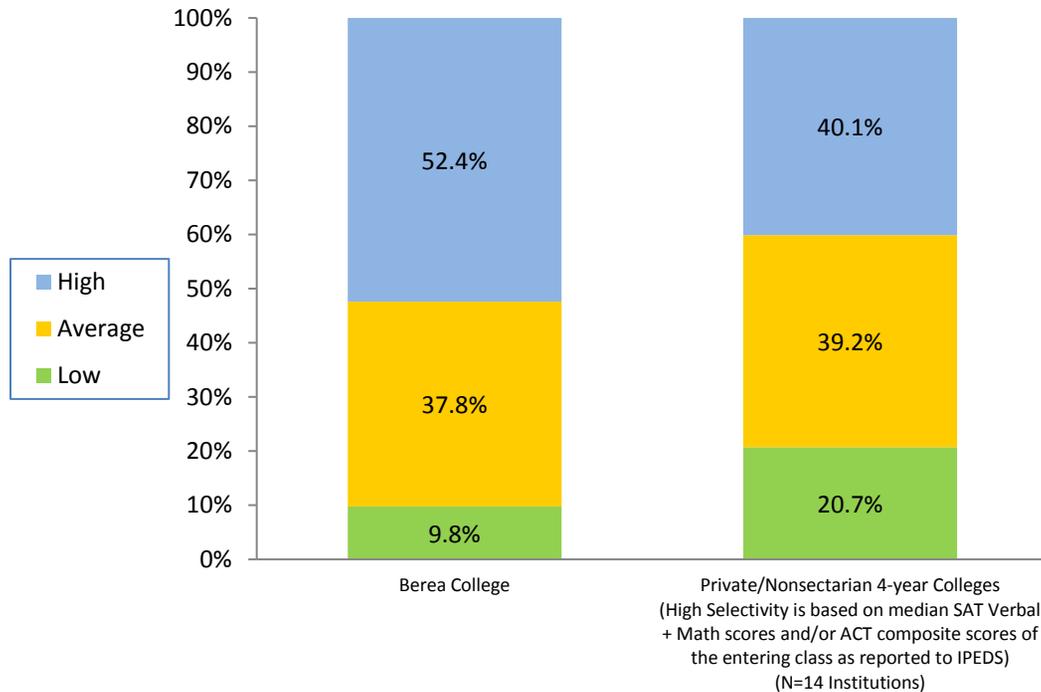
Response Rates:			
1989	65.0%	2004	93.2%
2014	72.2%		

**Construct: Institutional Priority: Commitment to Diversity** - Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Survey items included in the construct,  
**Institutional Priority: Commitment to Diversity:**

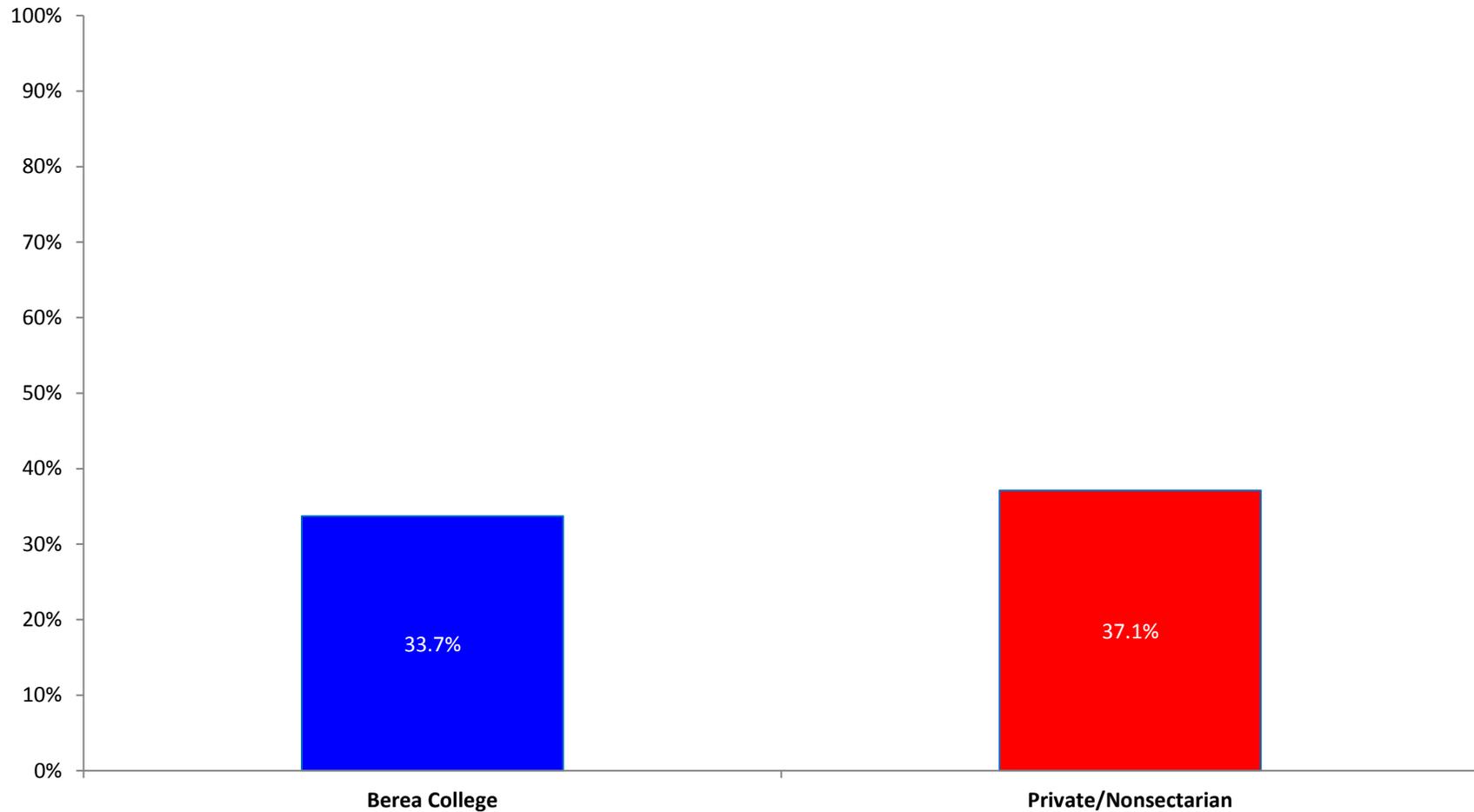
*Indicate how important you believe each priority listed below is at your college or university:  
 (Highest Priority, High Priority, Medium Priority, Low Priority)*

- To promote gender diversity in the faculty and administration
- To promote racial and ethnic diversity in the faculty and administration
- To recruit more minority students (effect size = .74)



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.

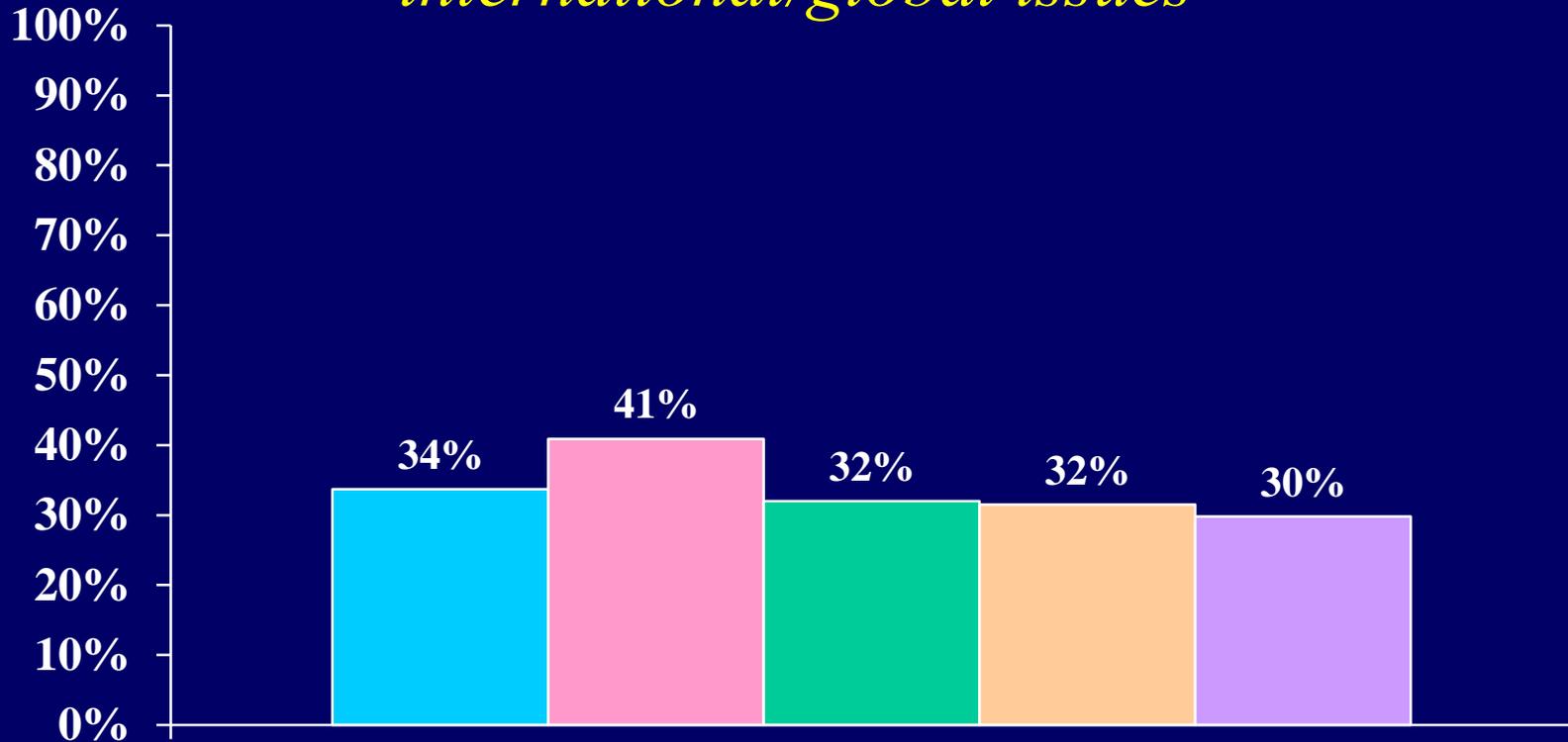
**Conducted research or writing focused on international/global issues**  
(Percentage of faculty responding Yes)



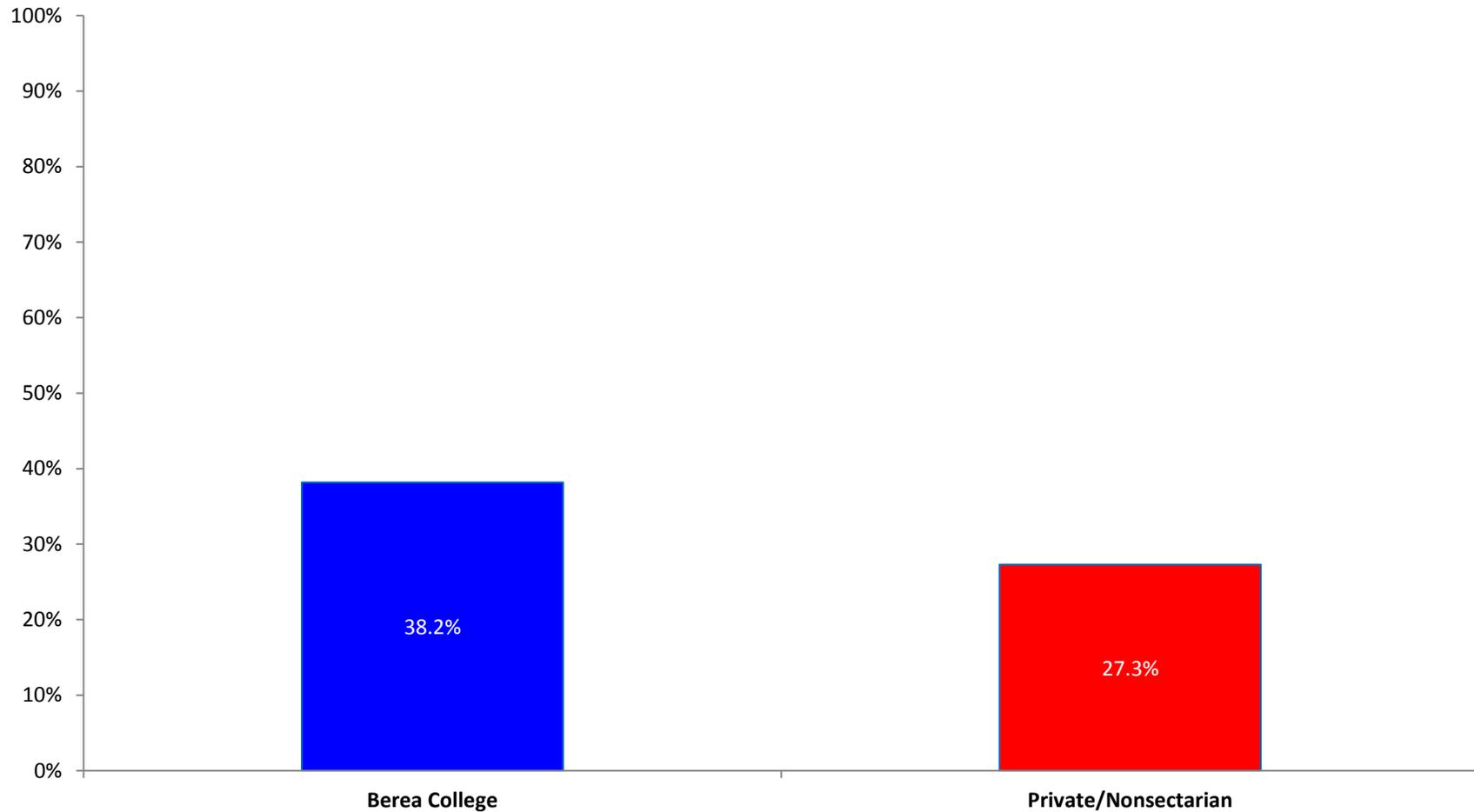
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

*Conducted research or writing focused on:  
international/global issues*

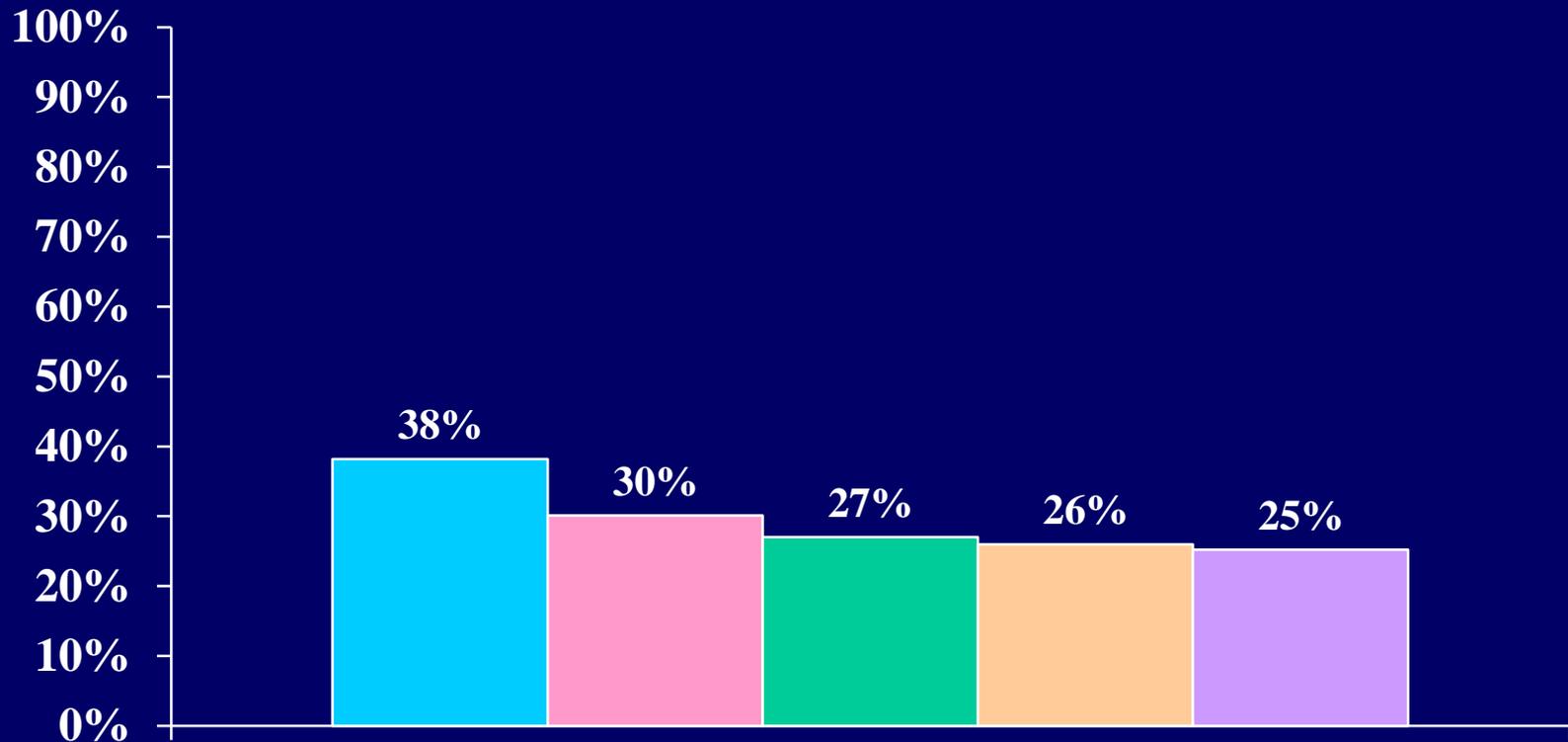


**Conducted research or writing focused on racial or ethnic minorities**  
(Percentage of faculty responding Yes)

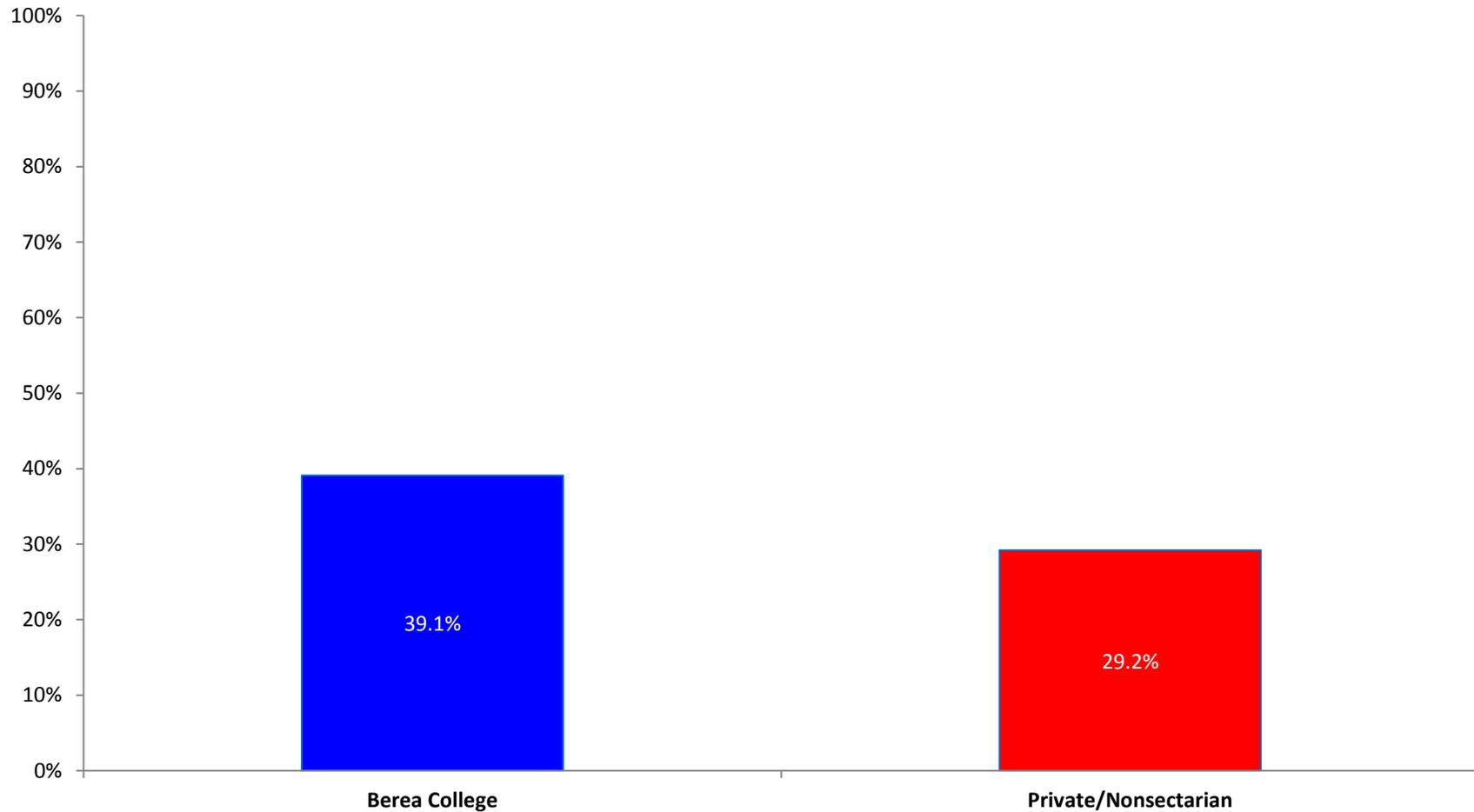


During the past two years, have you engaged in any of the following activities?  
Percent of faculty who indicated “yes”

*Conducted research or writing focused on:  
racial or ethnic minorities*



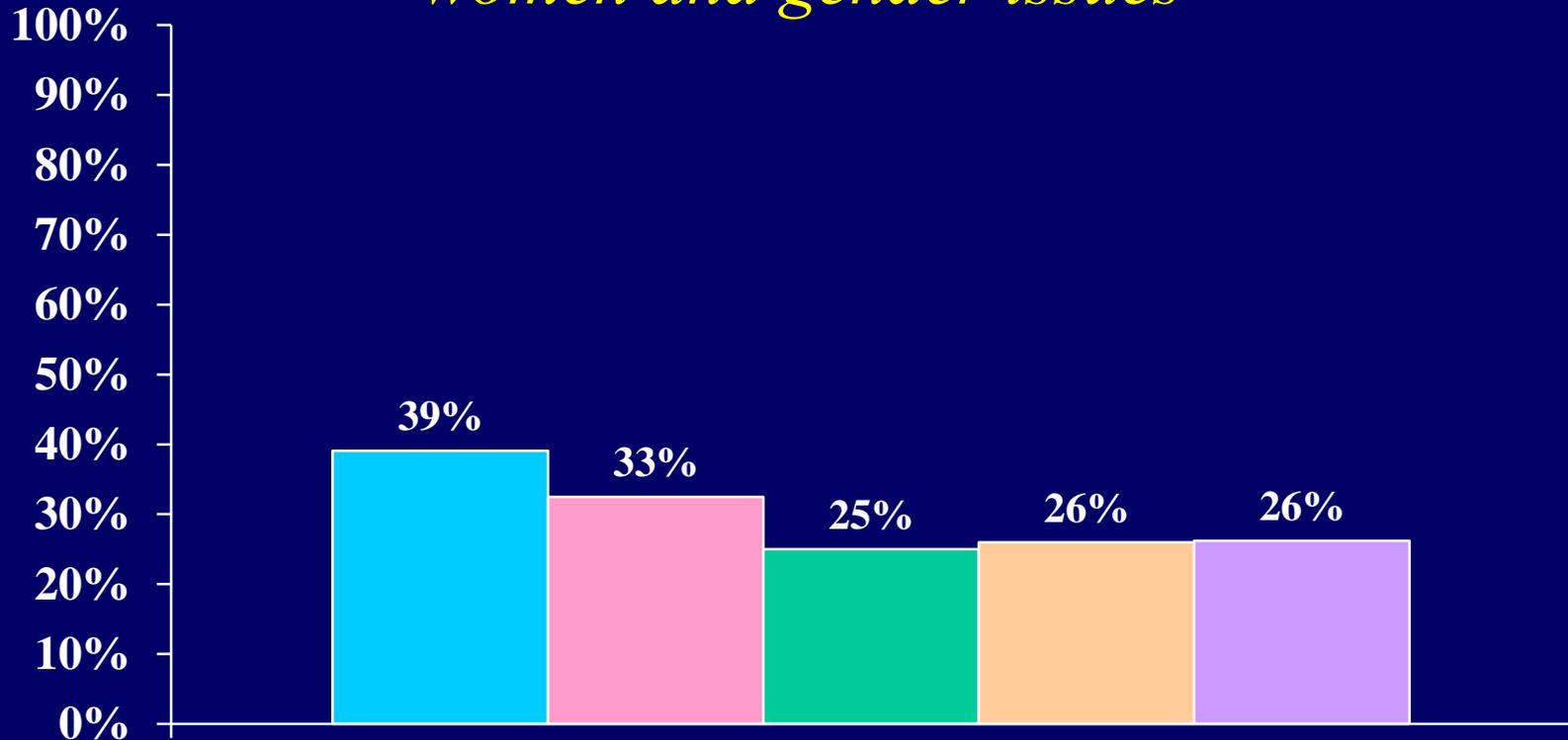
**Conducted research or writing focused on women and gender issues**  
(Percentage of faculty responding Yes)



During the past two years, have you engaged in any of the following activities?

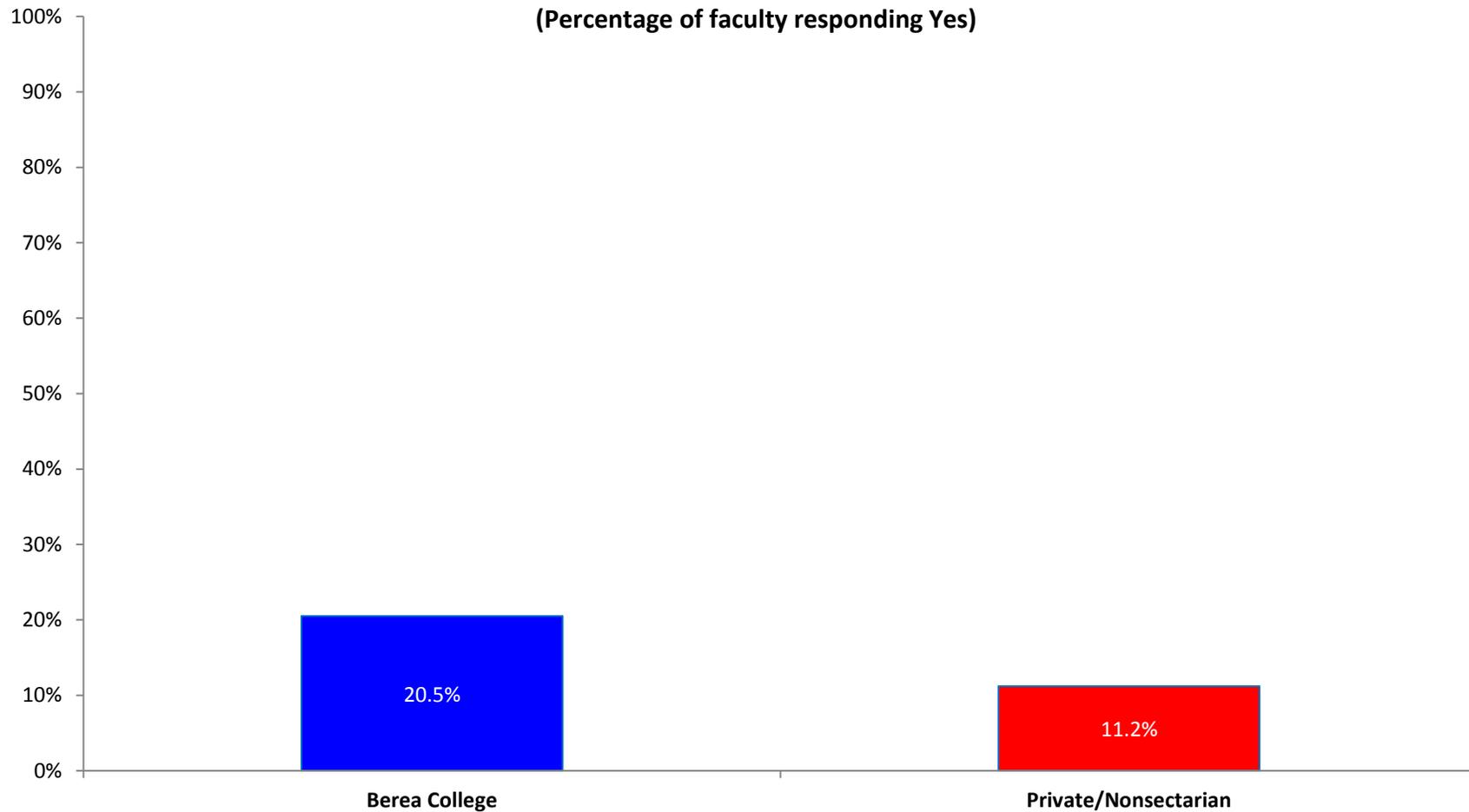
Percent of faculty who indicated “yes”

*Conducted research or writing focused on:  
women and gender issues*



### Conducted research or writing focused on Lesbian, Gay, Bisexual, Transgender, Queer (LGTBQ) issues

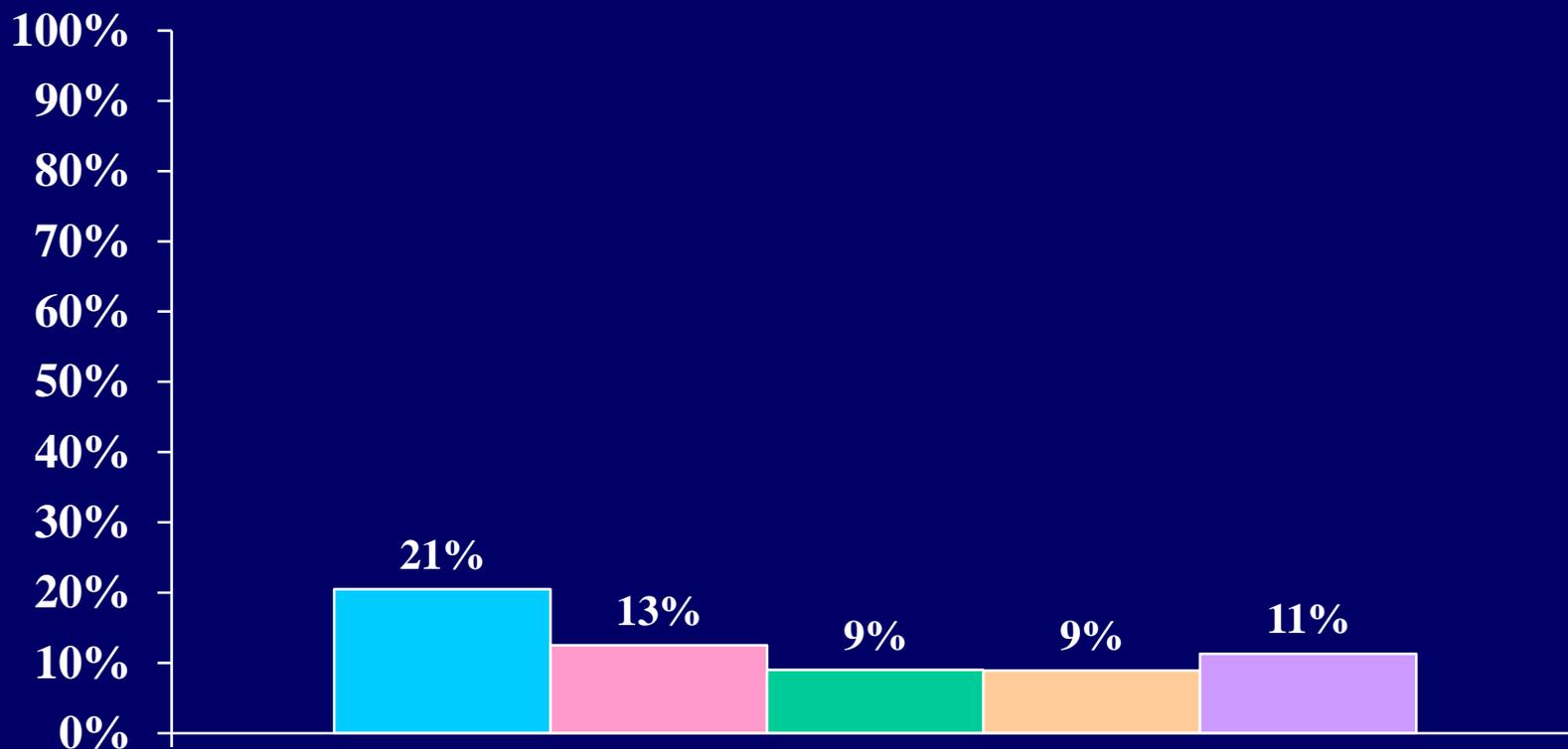
(Percentage of faculty responding Yes)



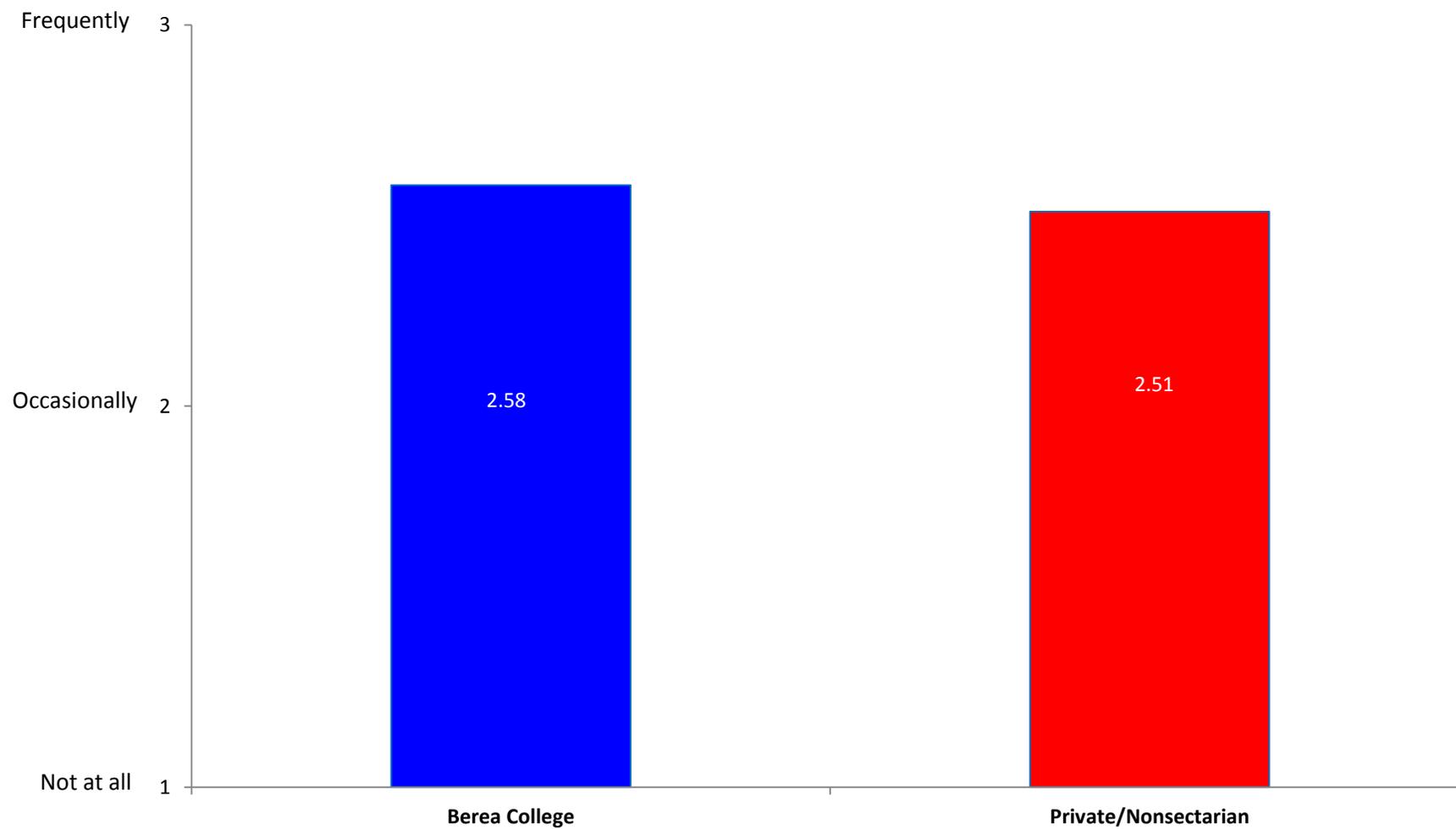
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

*Conducted research or writing focused on:  
Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues*

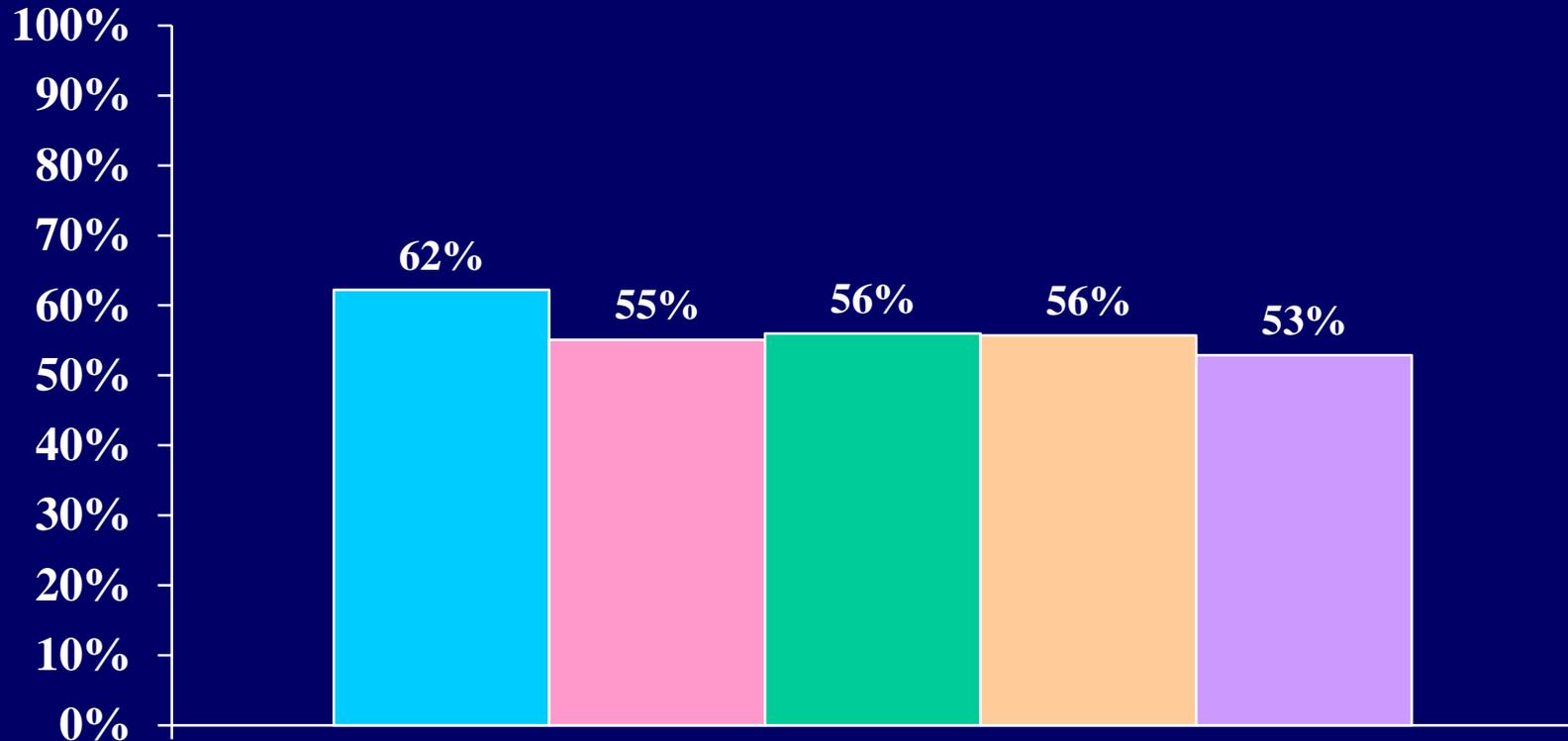


### Use different points of view to make an argument



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

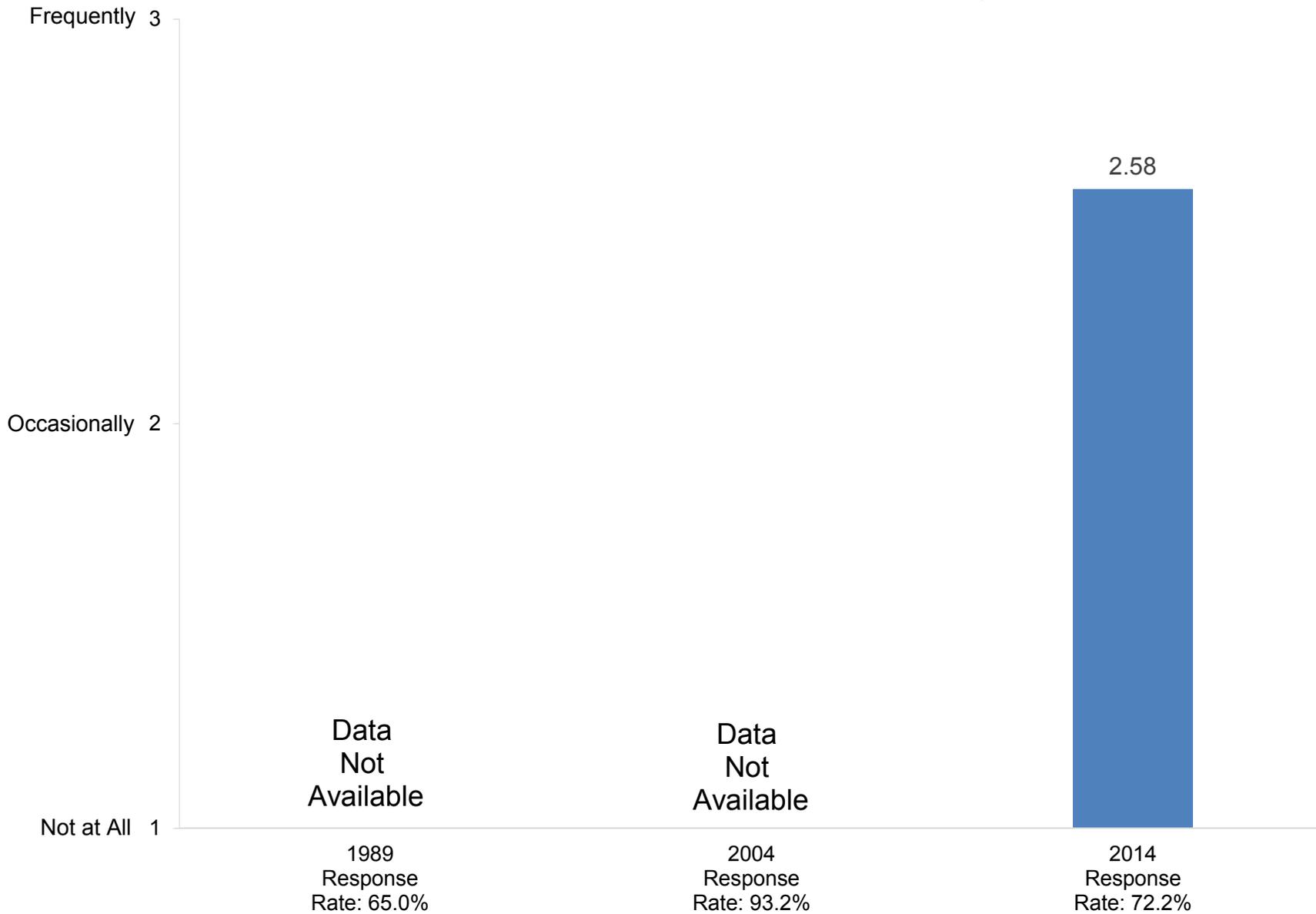
*Use different points of view to make an argument*



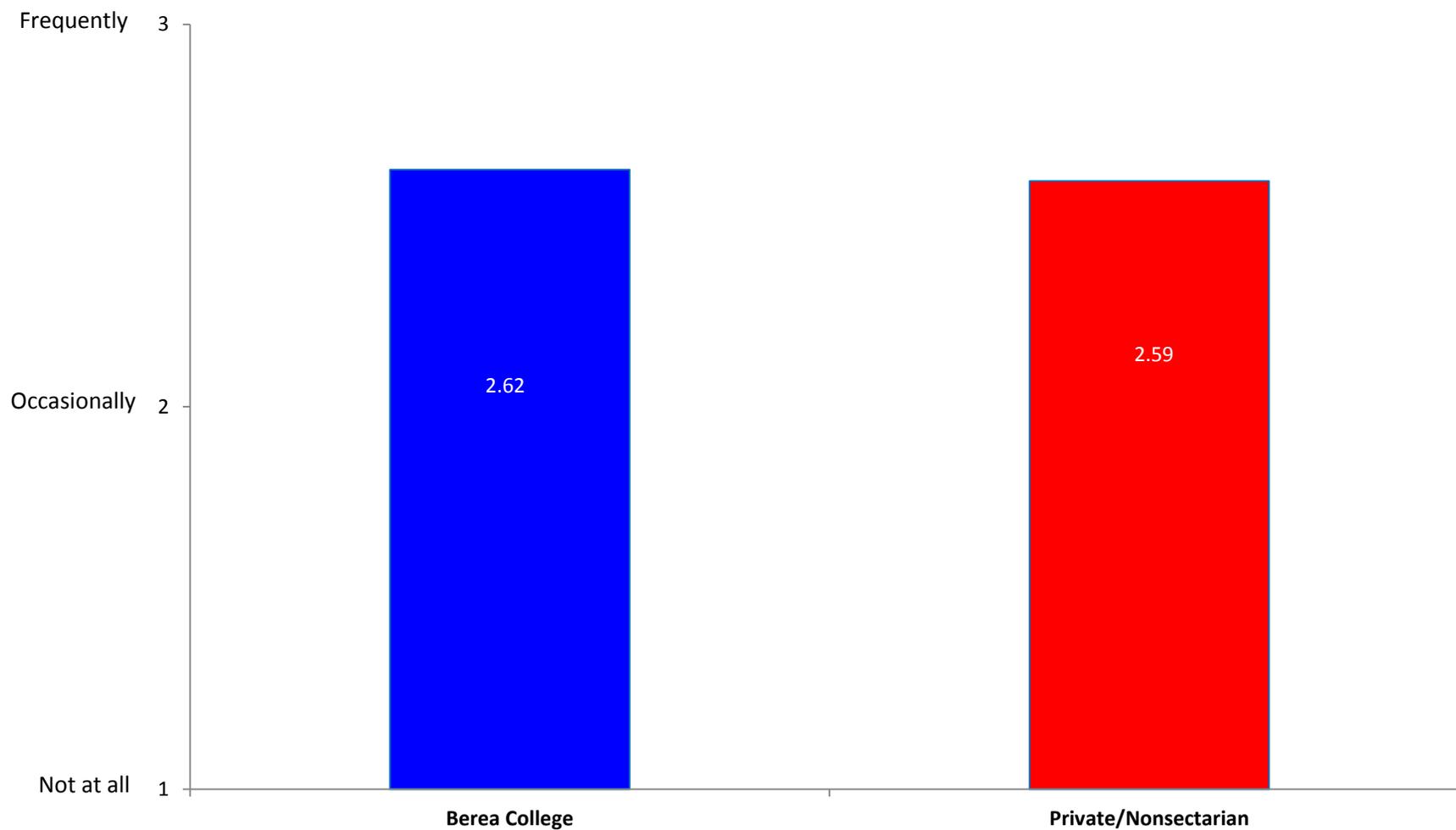
**Higher Education Research Institute (HERI) Faculty Survey**

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

Use different points of view to make an arugment

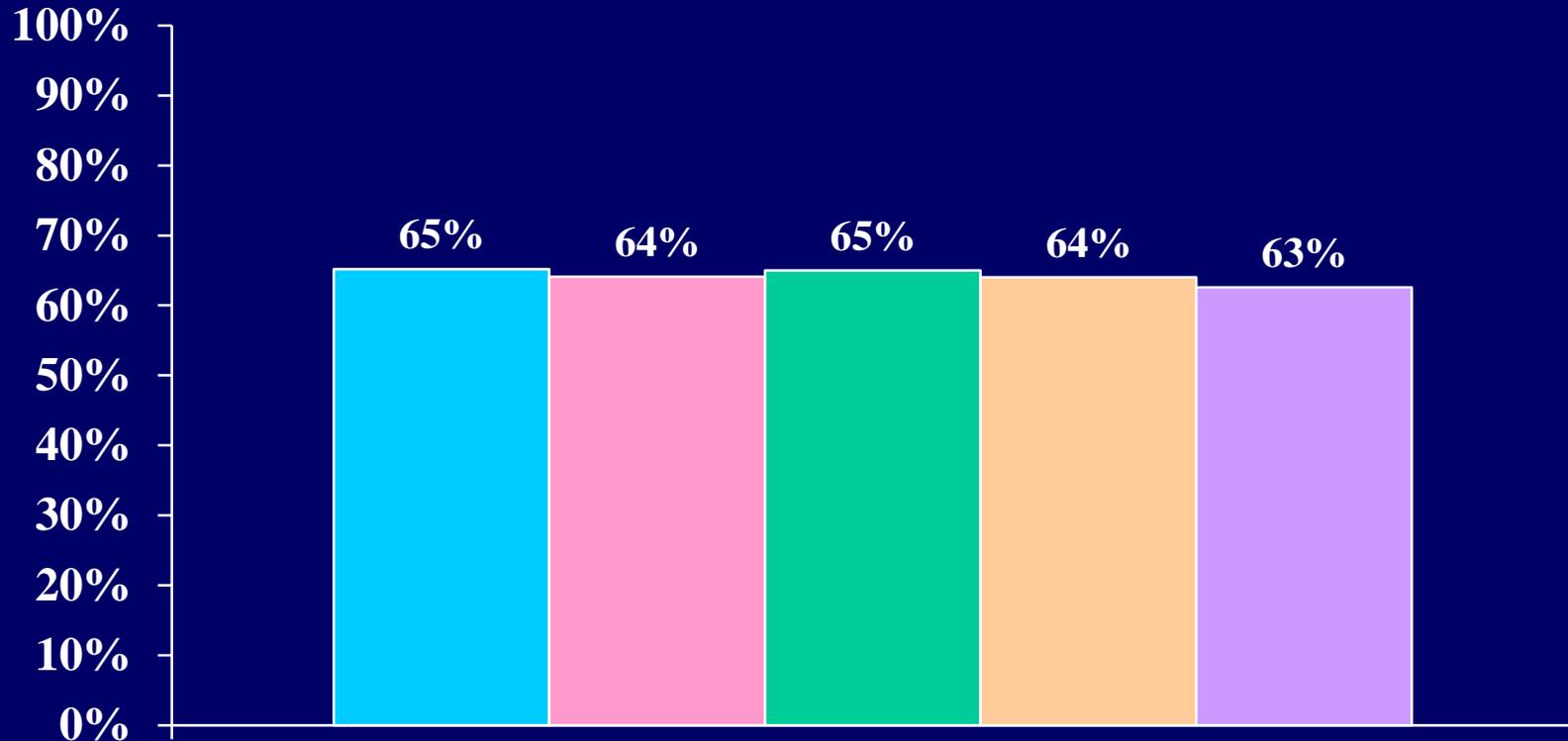


### Critically evaluate their position on an issue



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

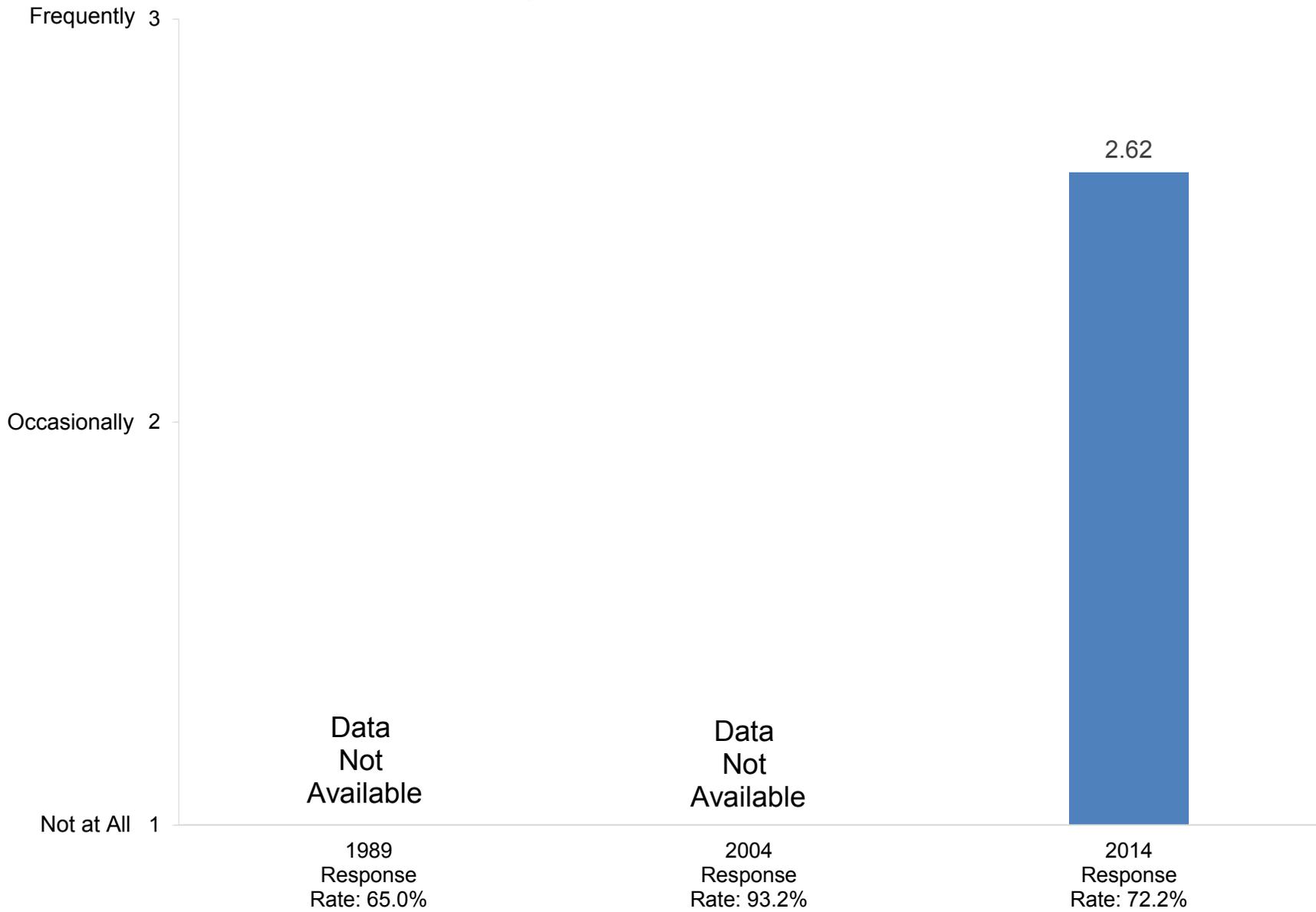
*Critically evaluate their position on an issue*



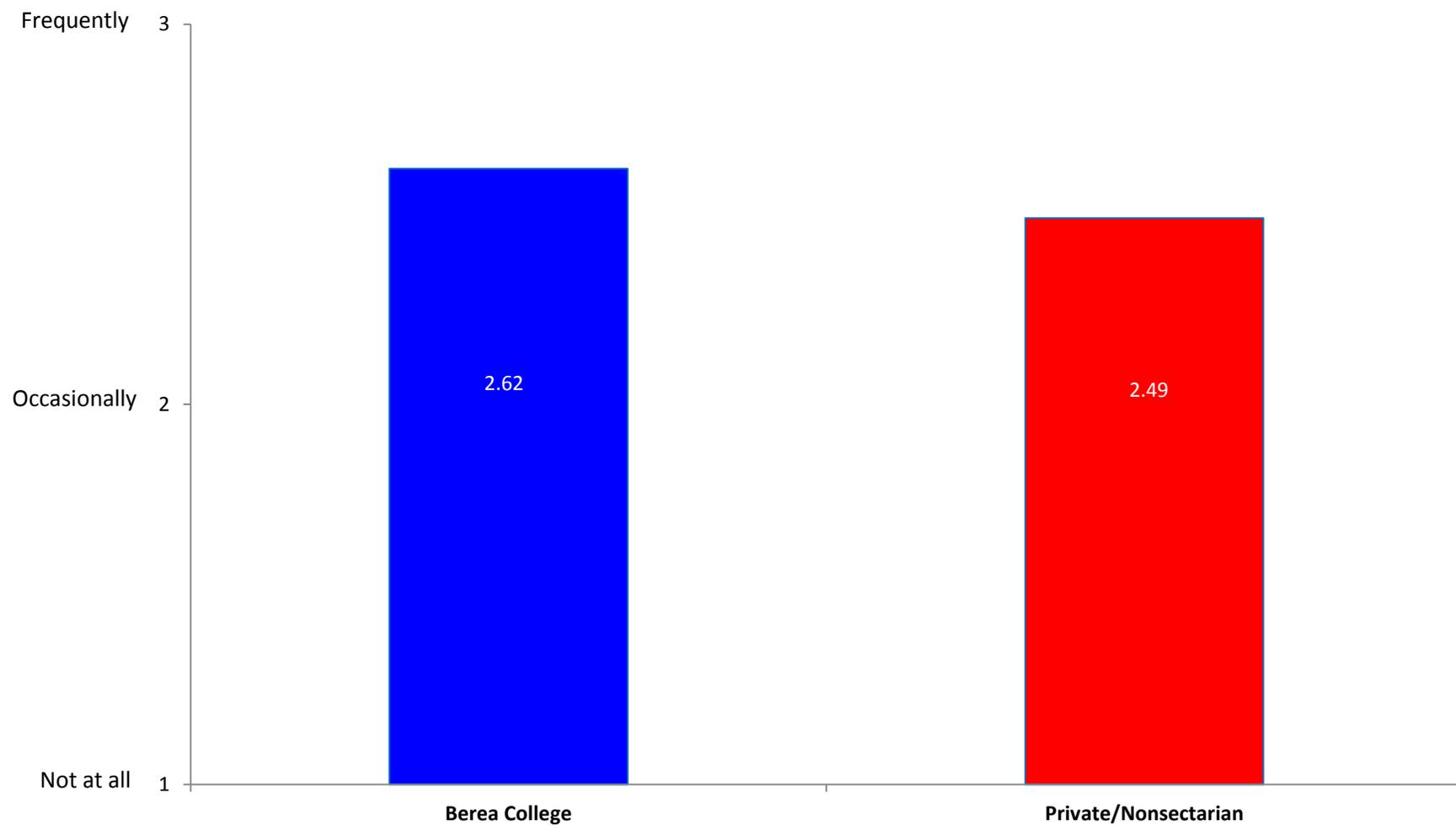
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Critically evaluate their position on an issue**

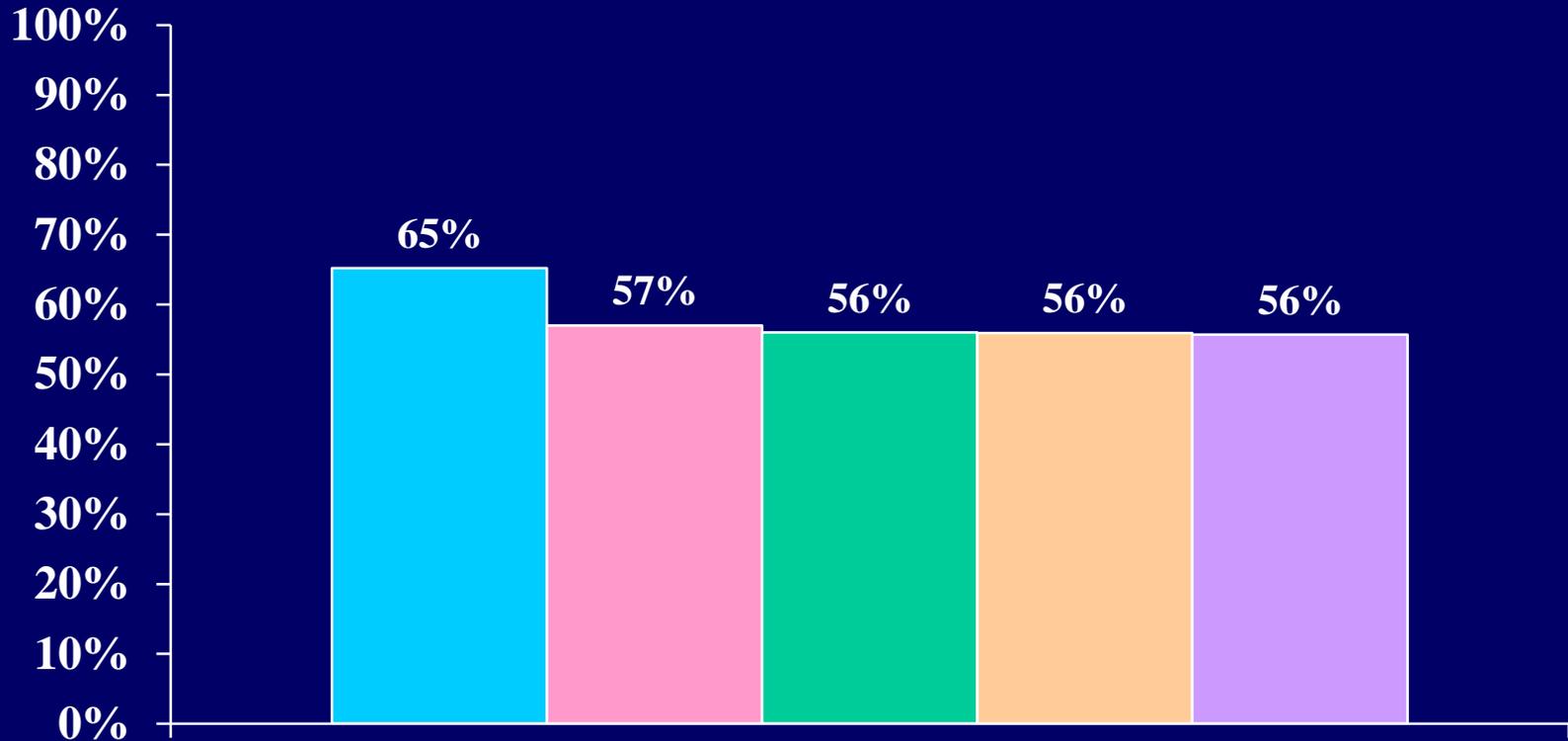


### Recognize the biases that affect their thinking



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

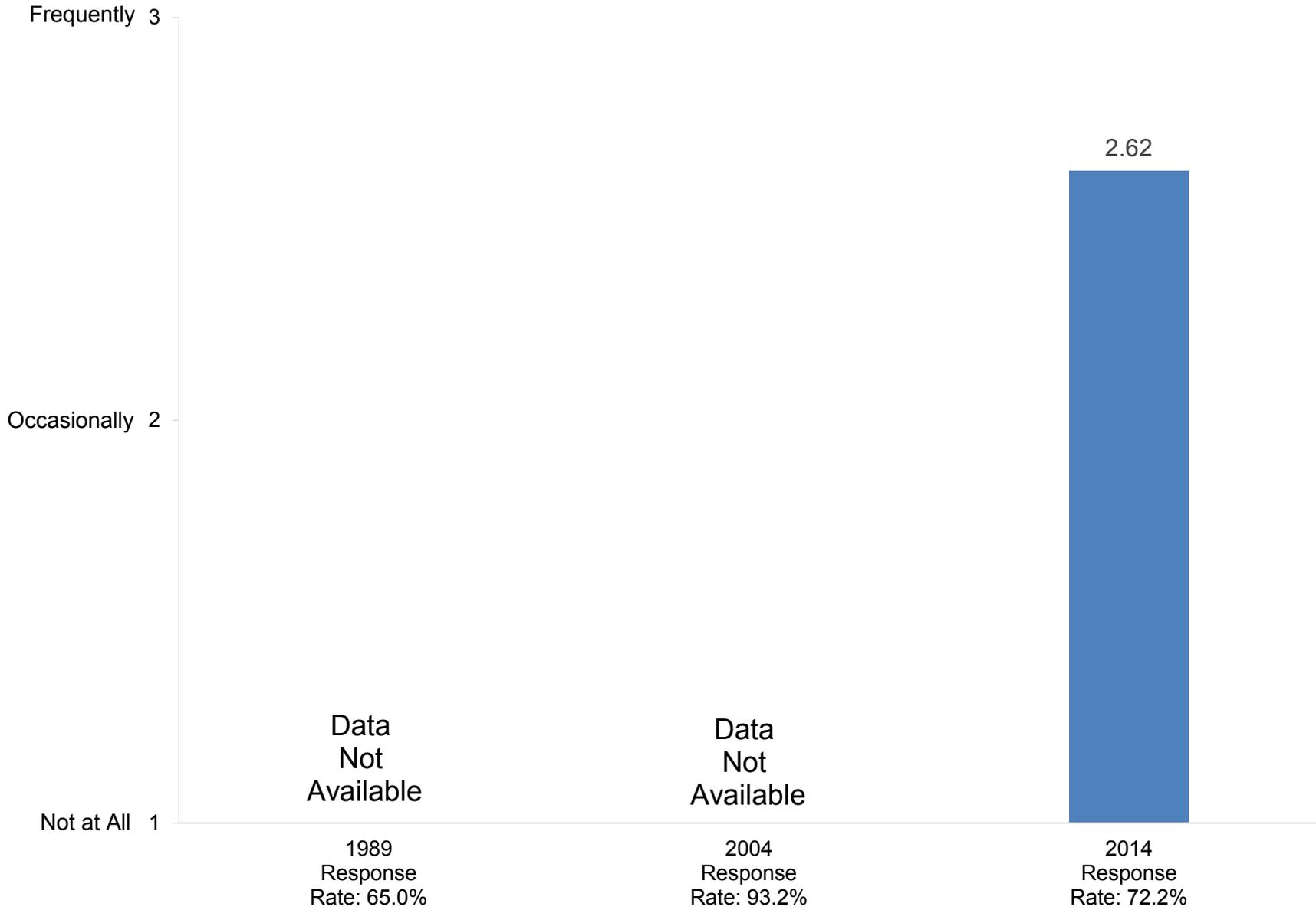
*Recognize the biases that affect their thinking*



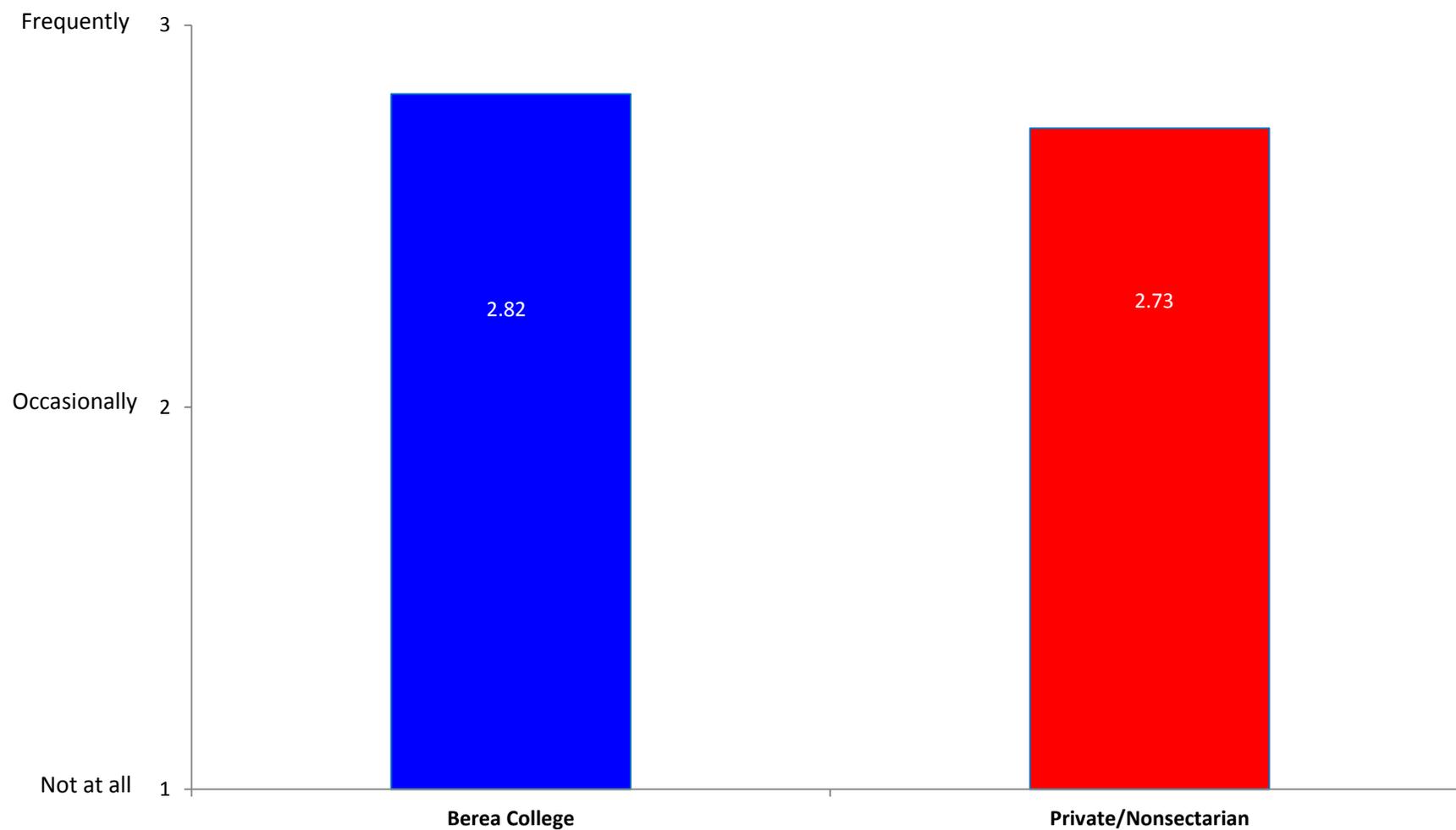
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Recognize the biases that affect their thinking**

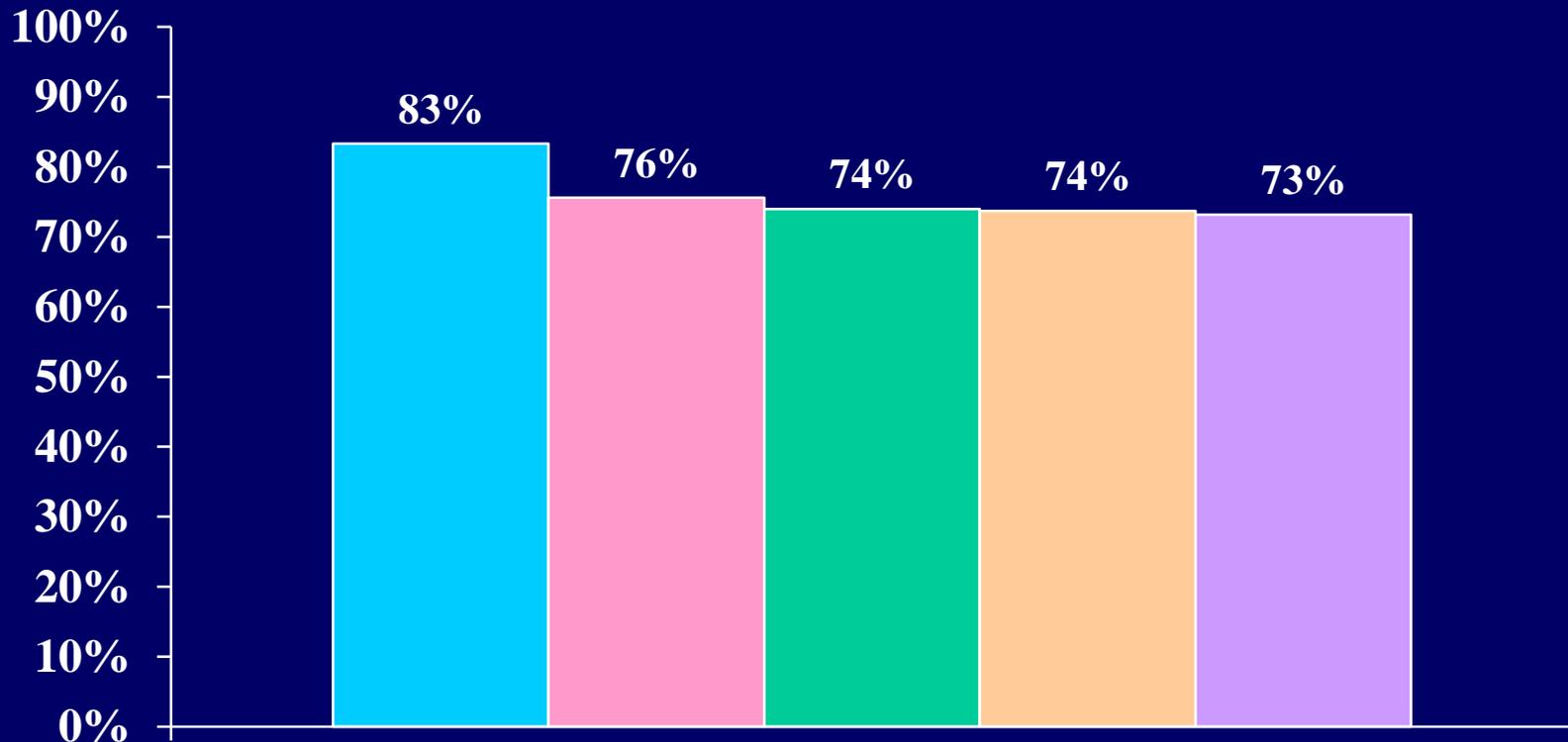


### Think more broadly about an issue



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

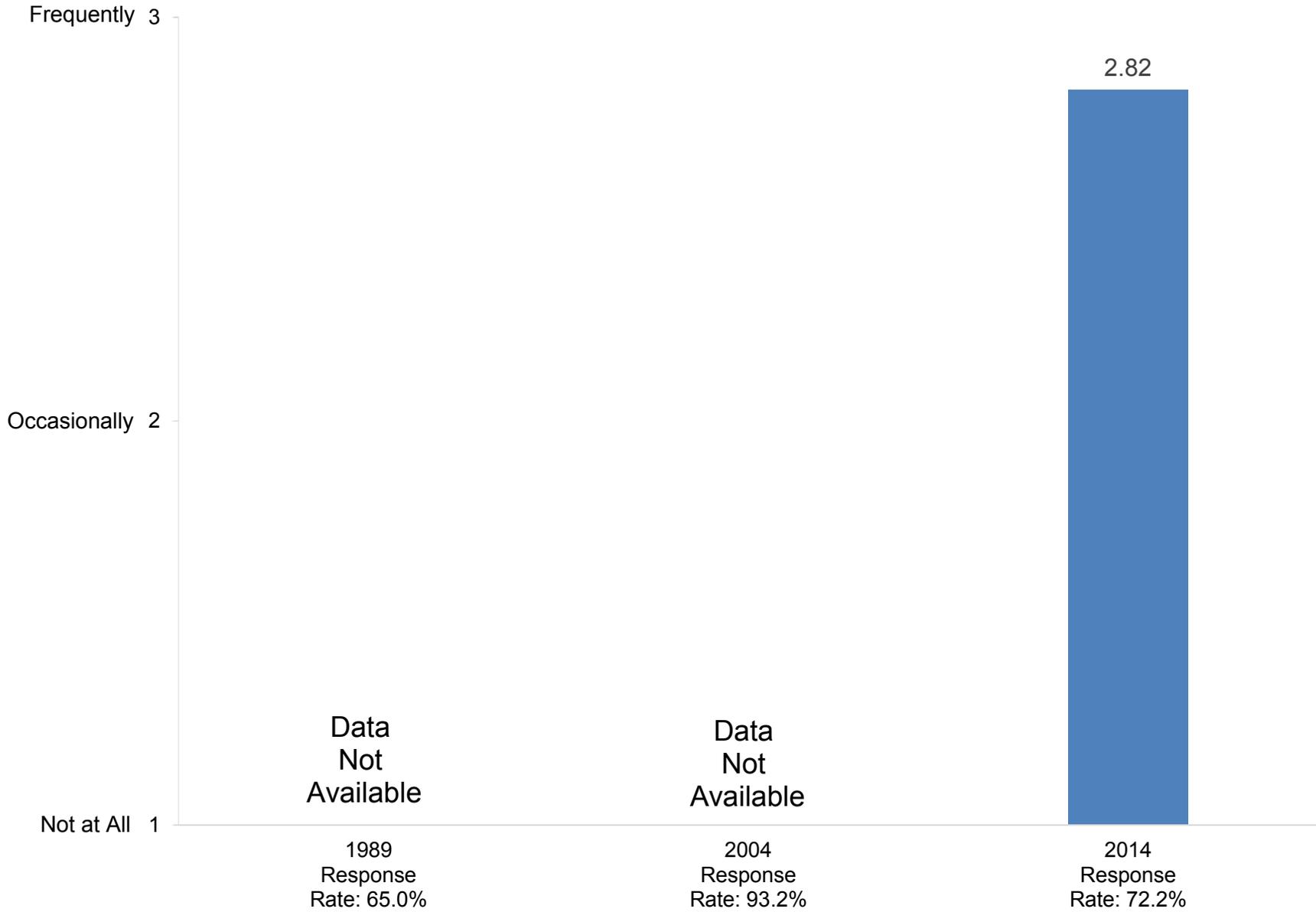
*Think more broadly about an issue*



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

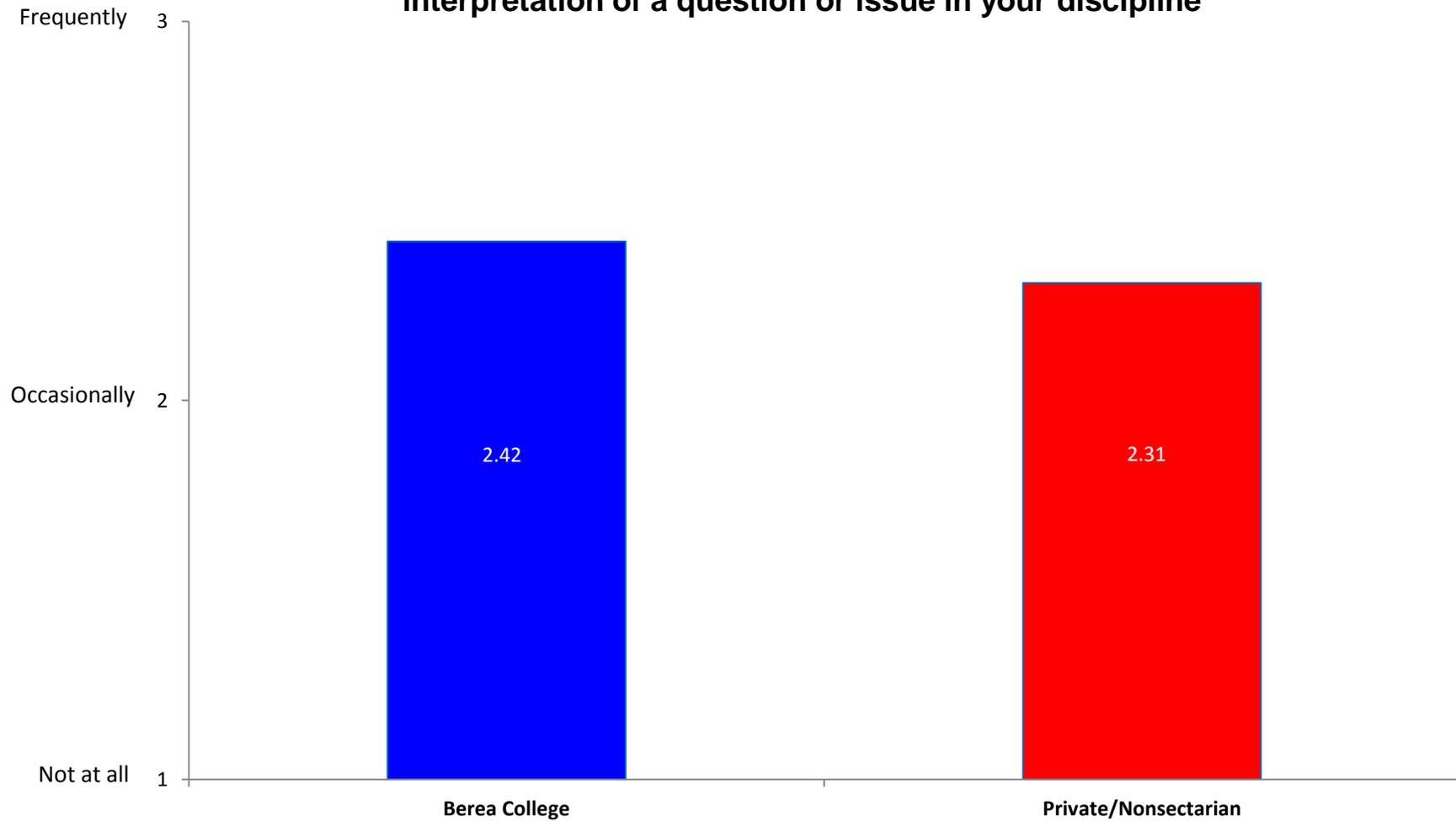
*How often in the past year have you encouraged students to:*

Think more broadly about an issue



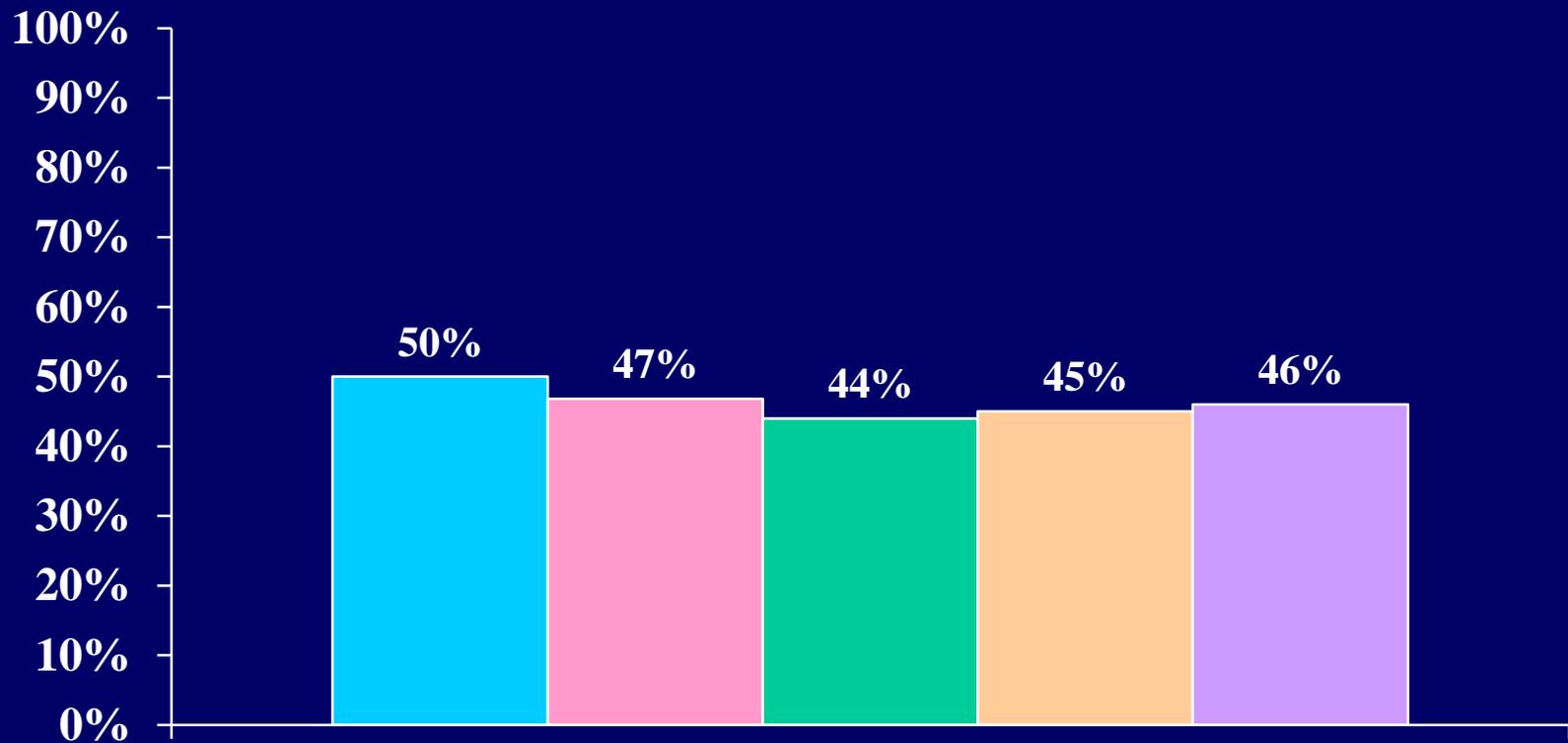
*How frequently have you given at least one assignment that required students to:*

**Describe how different perspectives would affect the interpretation of a question or issue in your discipline**



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

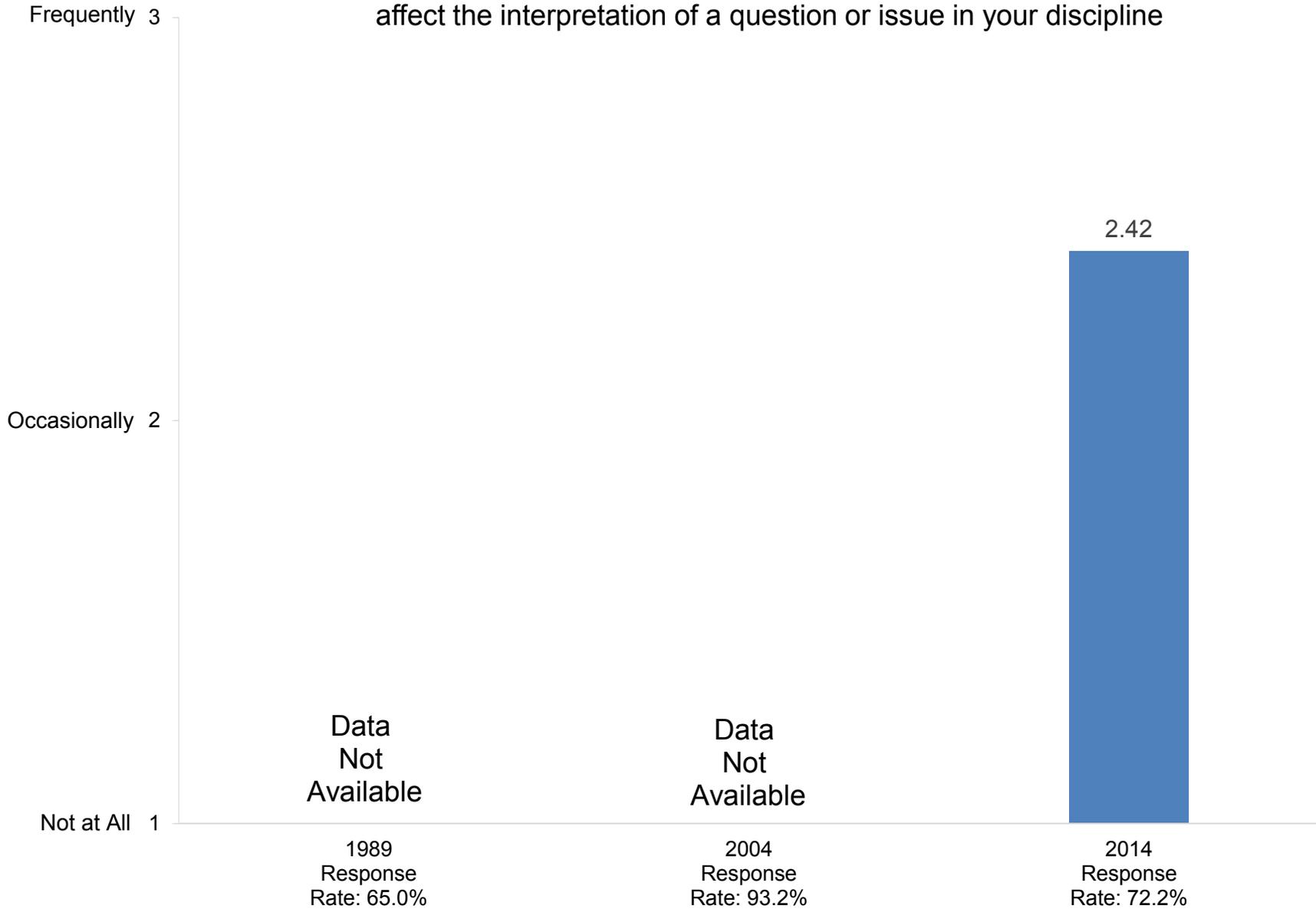
*Describe how different perspectives would affect the interpretation of a question or issue in your discipline*



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

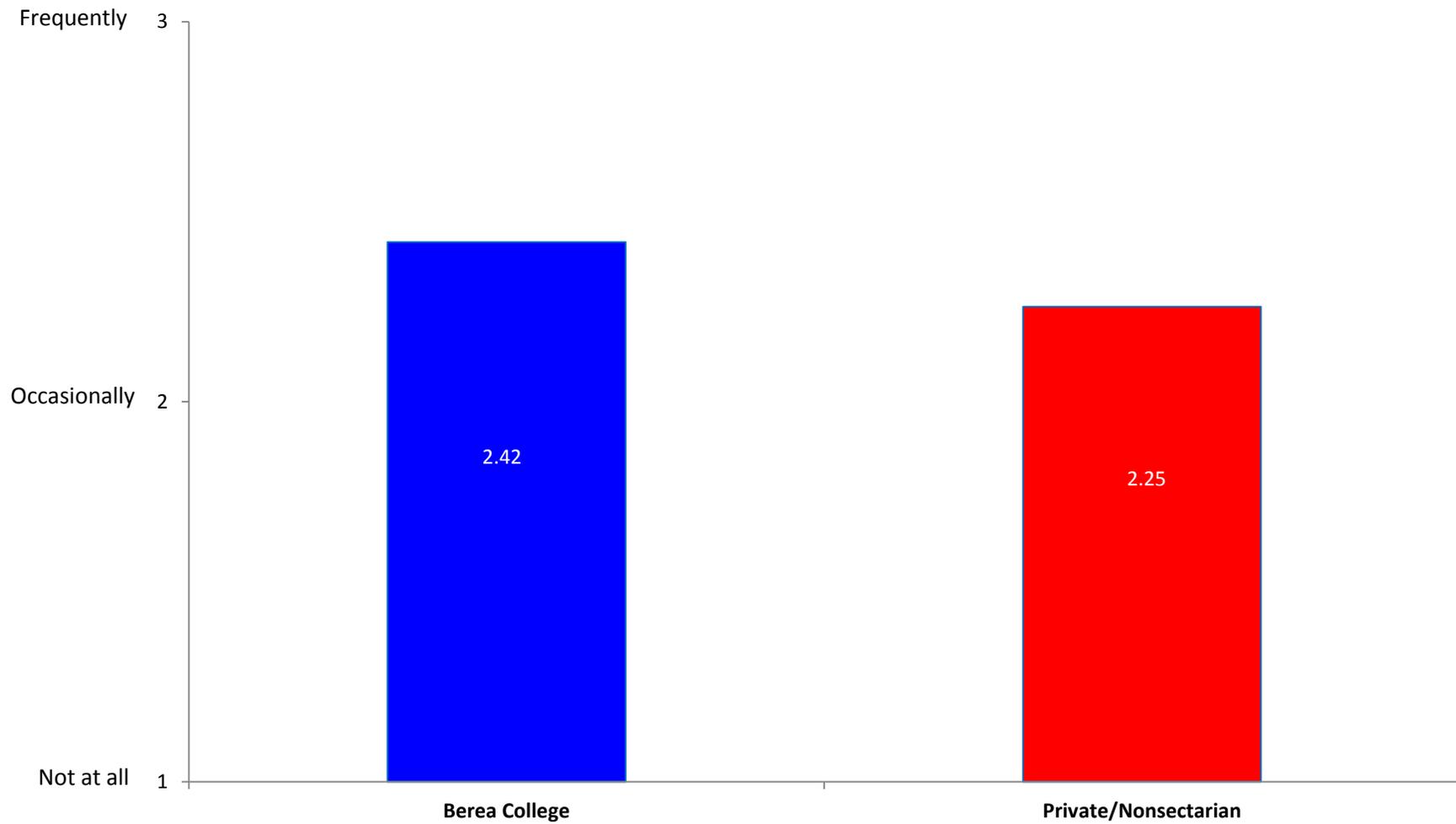
*How frequently in the courses you taught in the past year have you given at least one assignment that required students to:*

**Describe how different perspectives would affect the interpretation of a question or issue in your discipline**



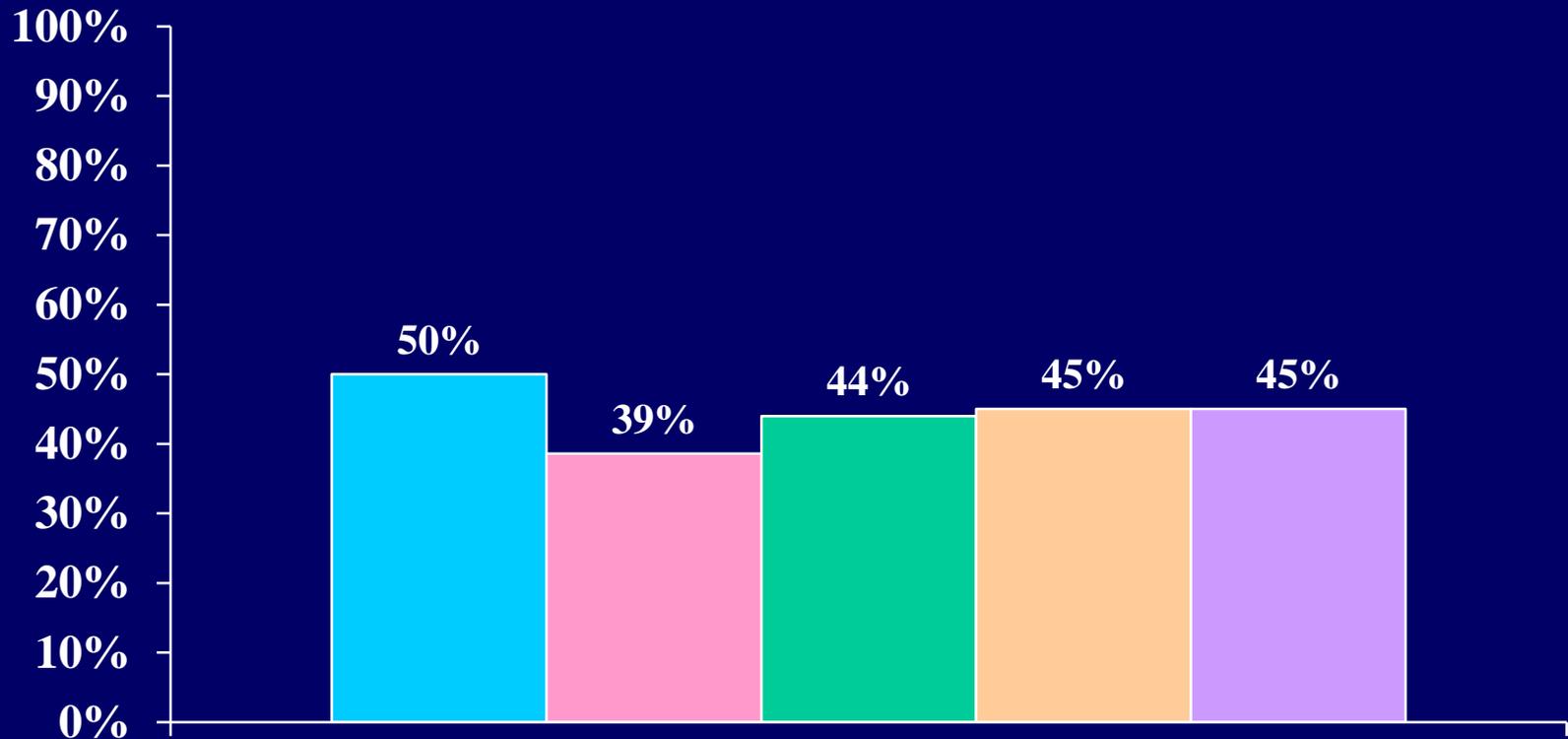
*How frequently have you given at least one assignment that required students to:*

### Discuss the ethical or moral implications of a course of action



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

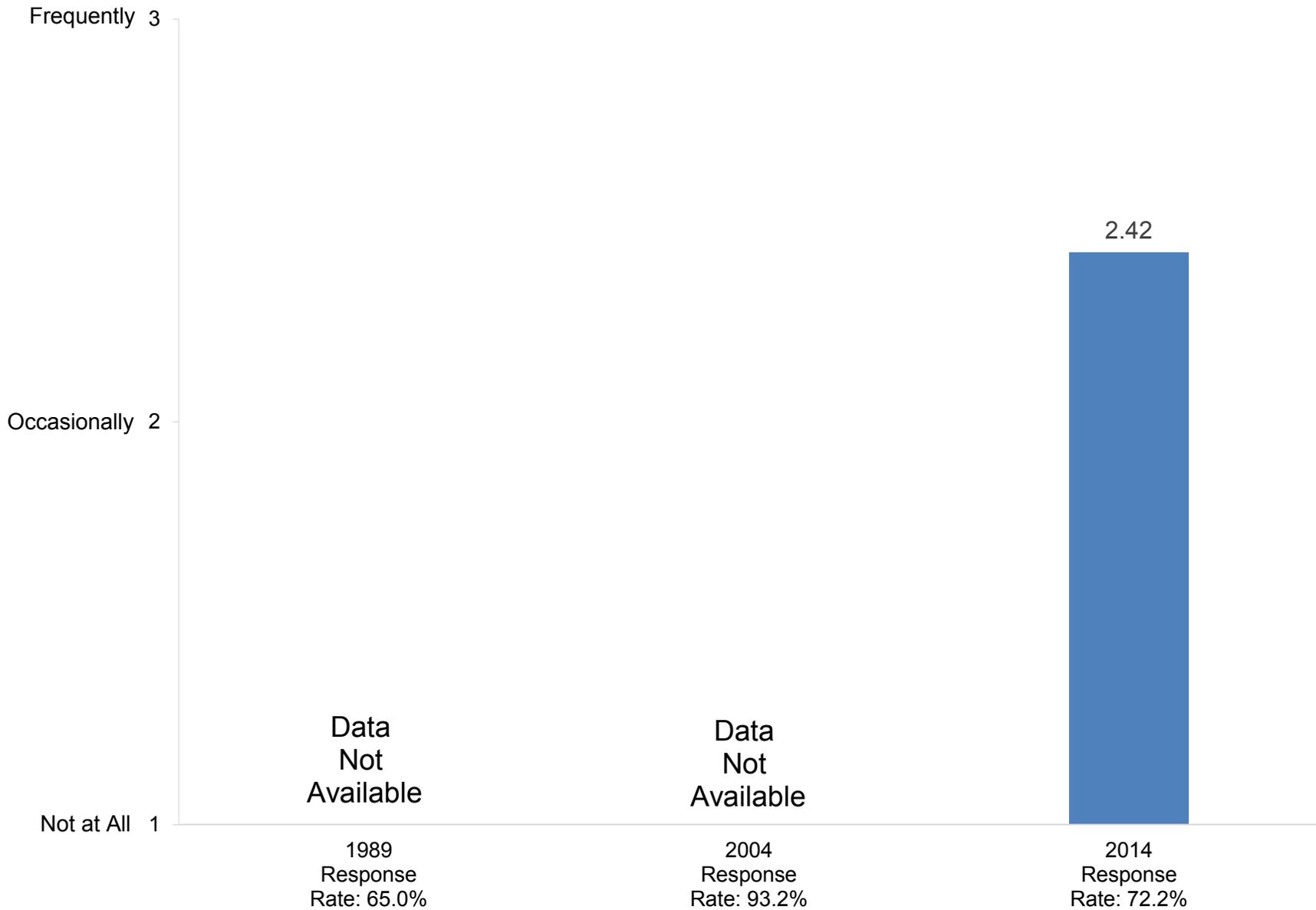
*Discuss the ethical or moral implications of a course of action*



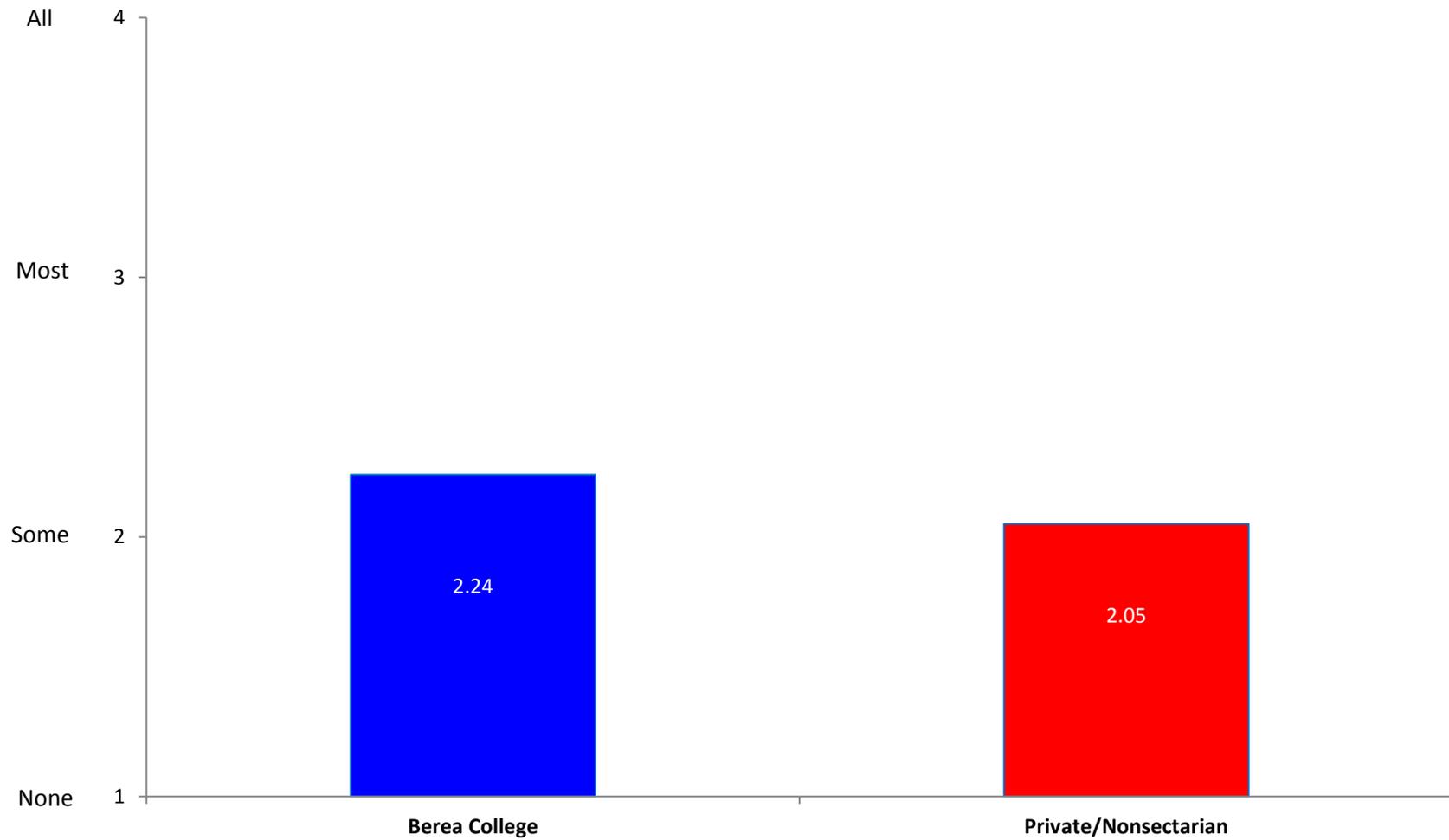
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Discuss the ethical or moral implications of a course of action**



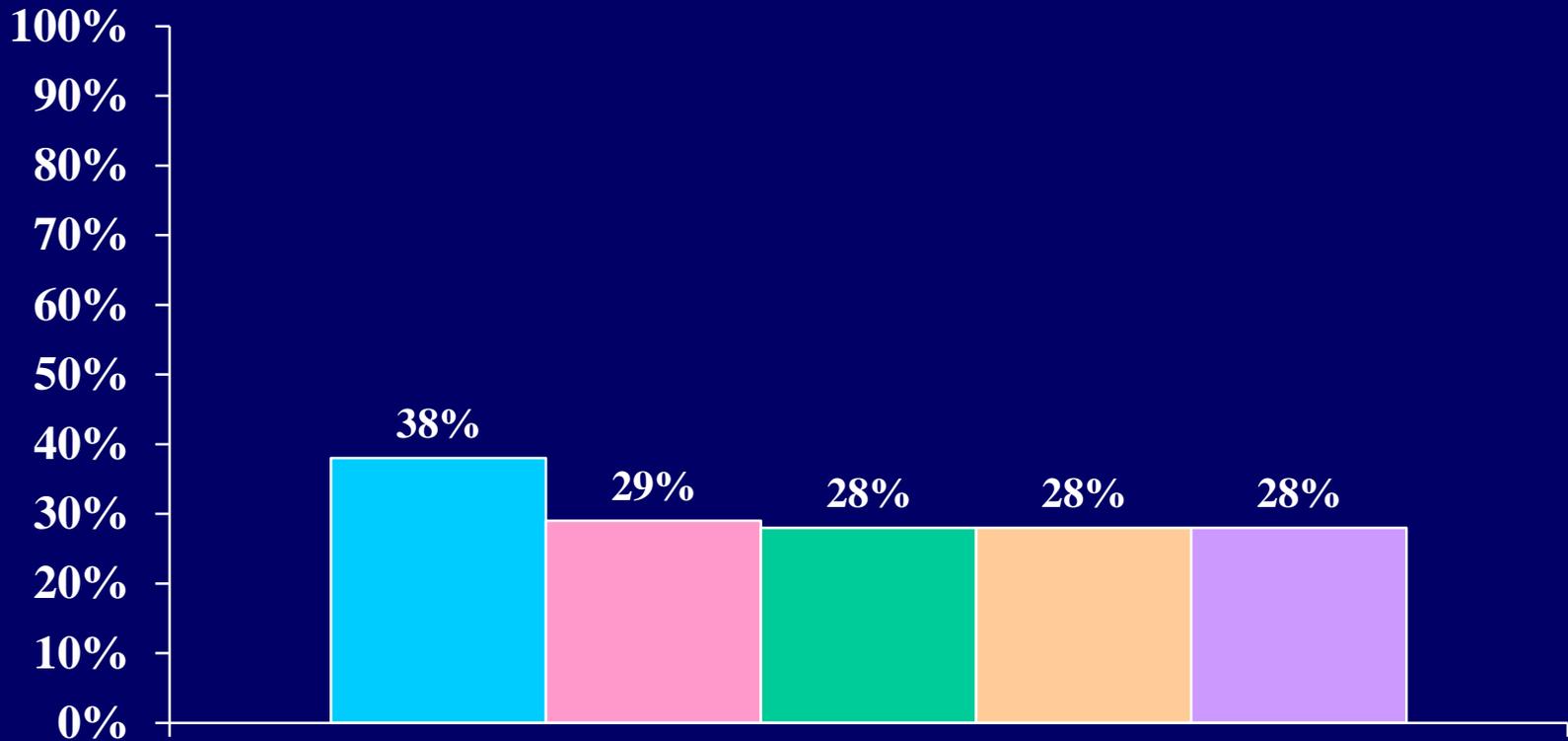
### Readings on racial and ethnic issues



In how many of the courses that you teach do you use each of the following?

Percent of faculty who indicated “all” or “most”

## *Readings on racial and ethnic issues*



 Berea

 Benchmark  
Institutions

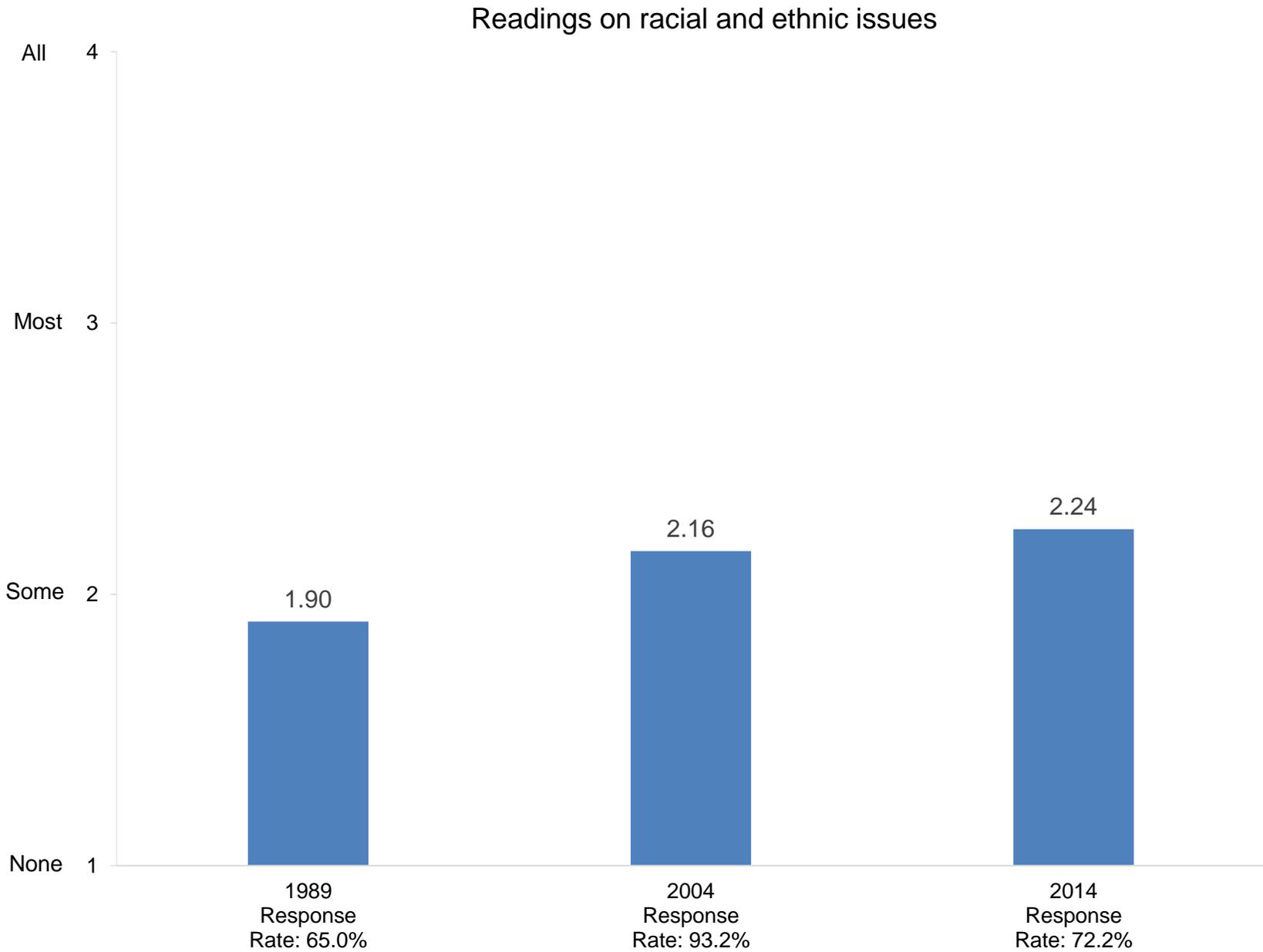
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

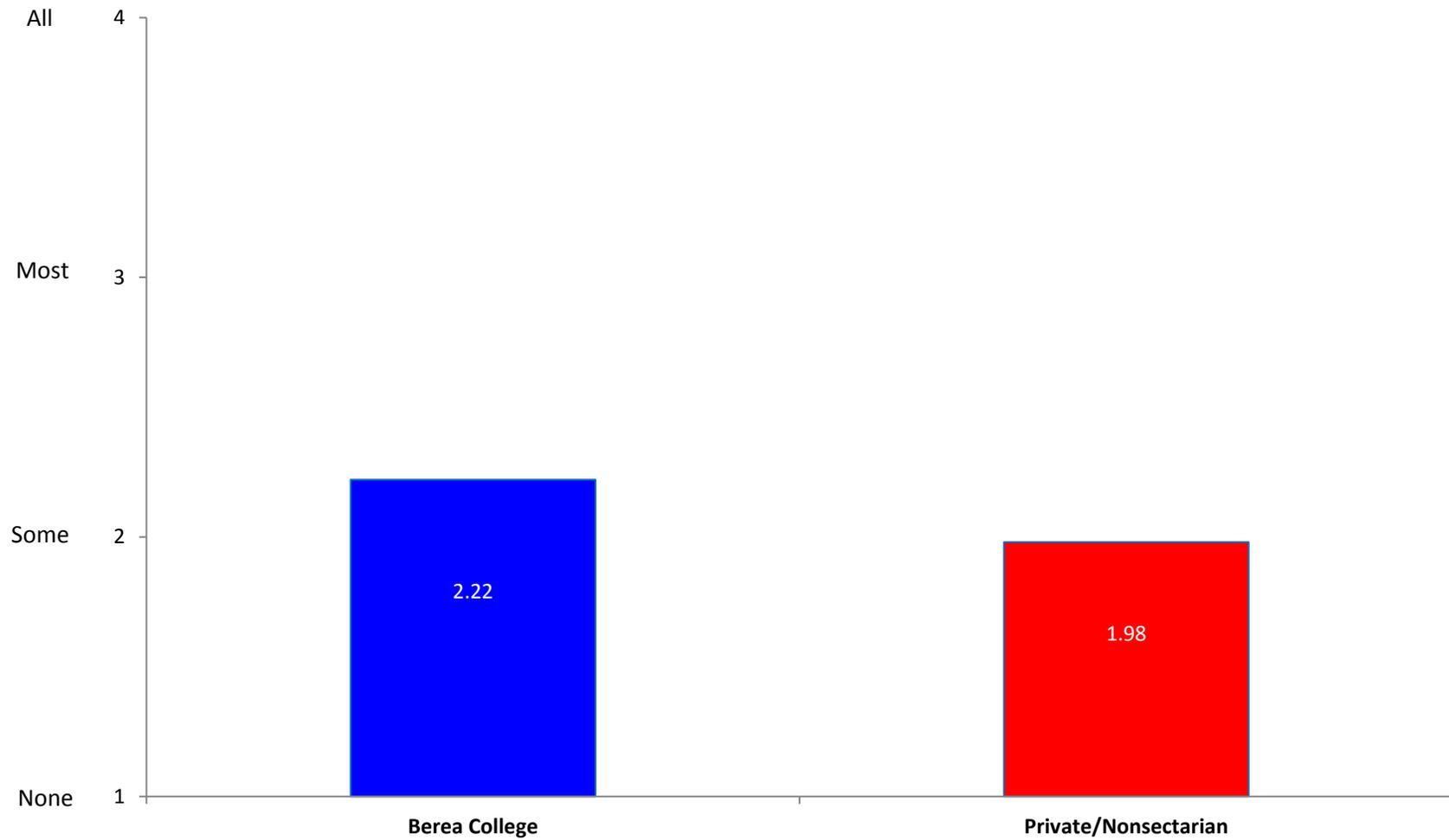
 Publics

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

*In how many of the courses that you teach do you use each of the following?*



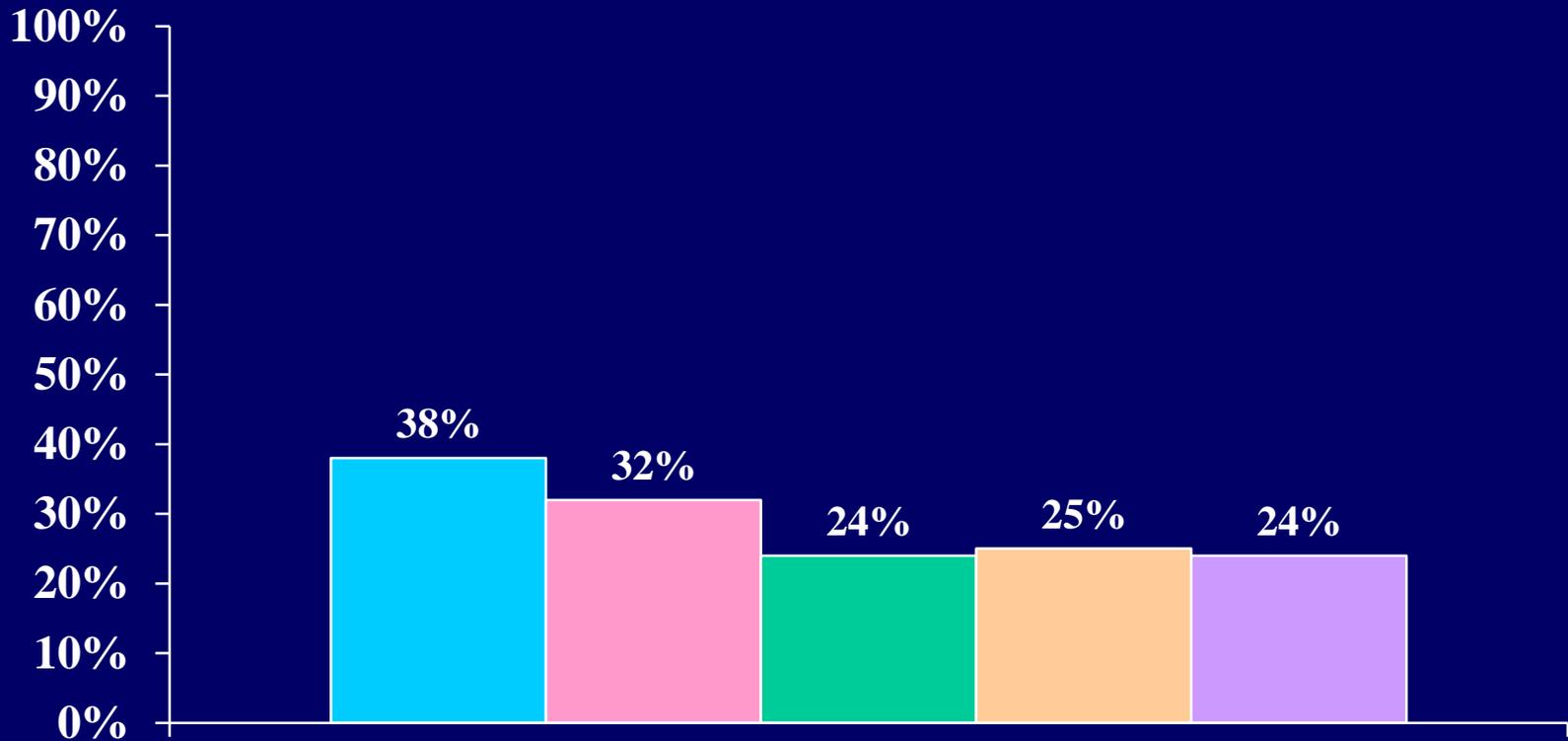
### Readings on women and gender issues



In how many of the courses that you teach do you use each of the following?

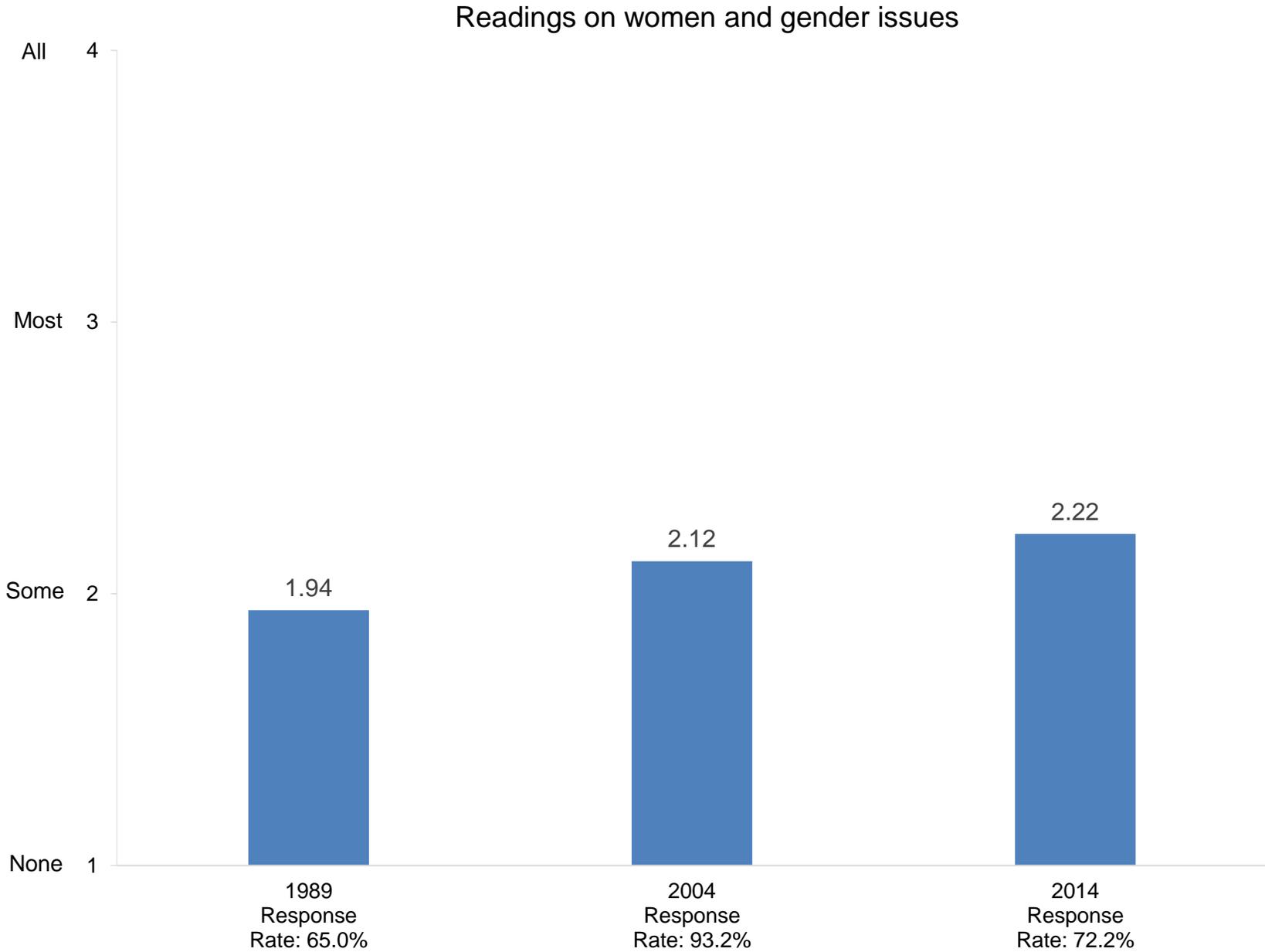
Percent of faculty who indicated “all” or “most”

## *Readings on women and gender issues*

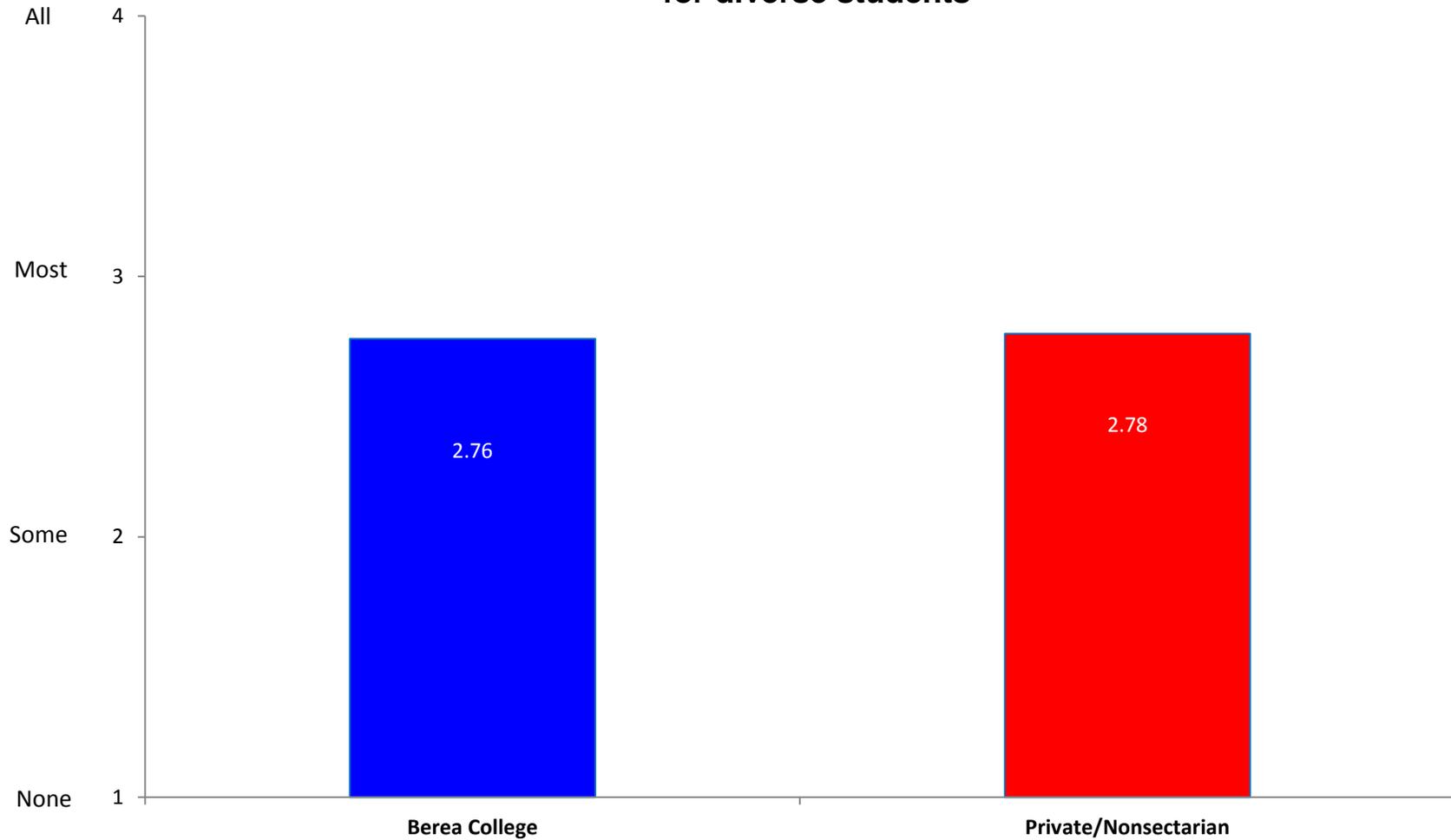


**Higher Education Research Institute (HERI) Faculty Survey**

*In how many of the courses that you teach do you use each of the following?*



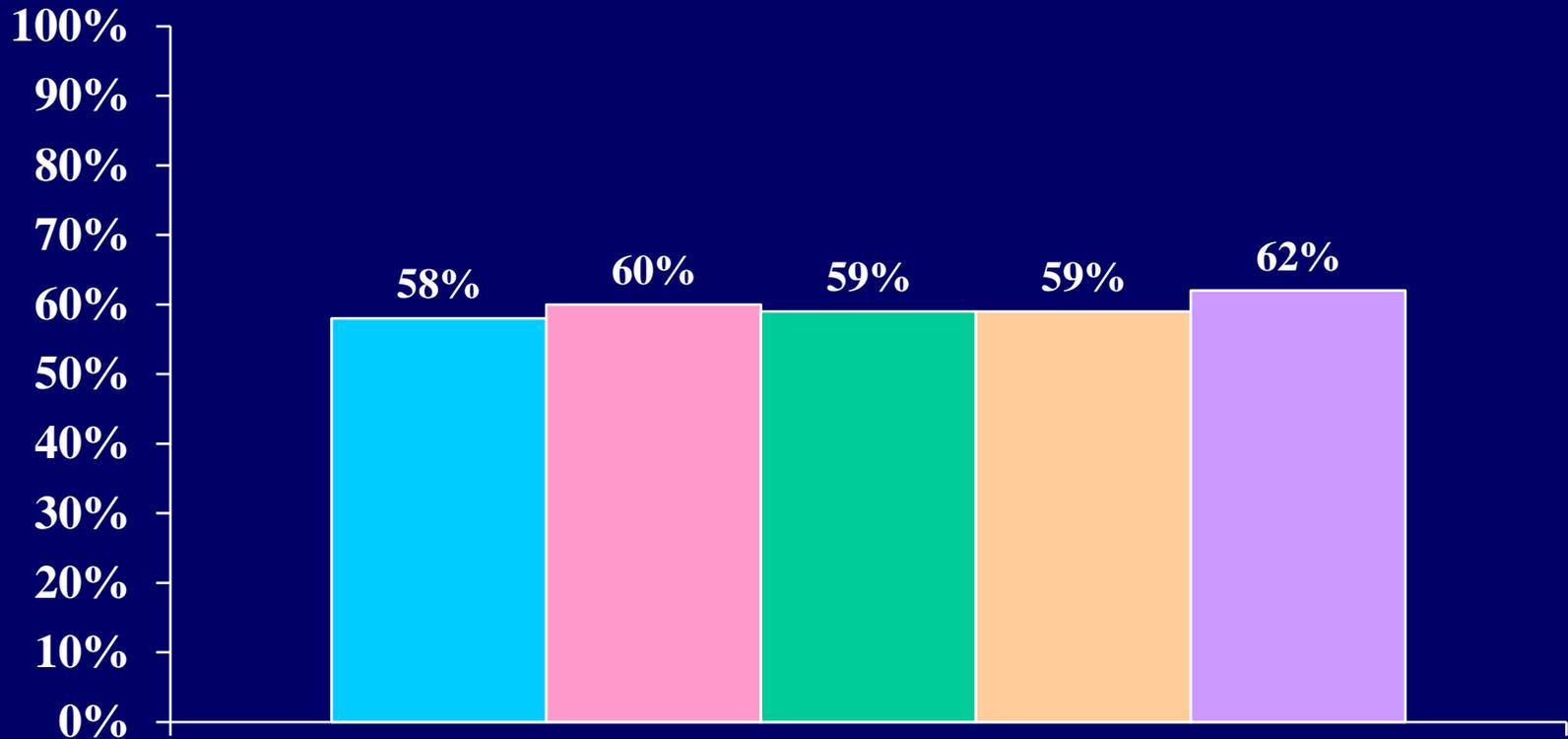
### Techniques to create an inclusive classroom environment for diverse students



In how many of the courses that you teach do you use each of the following?

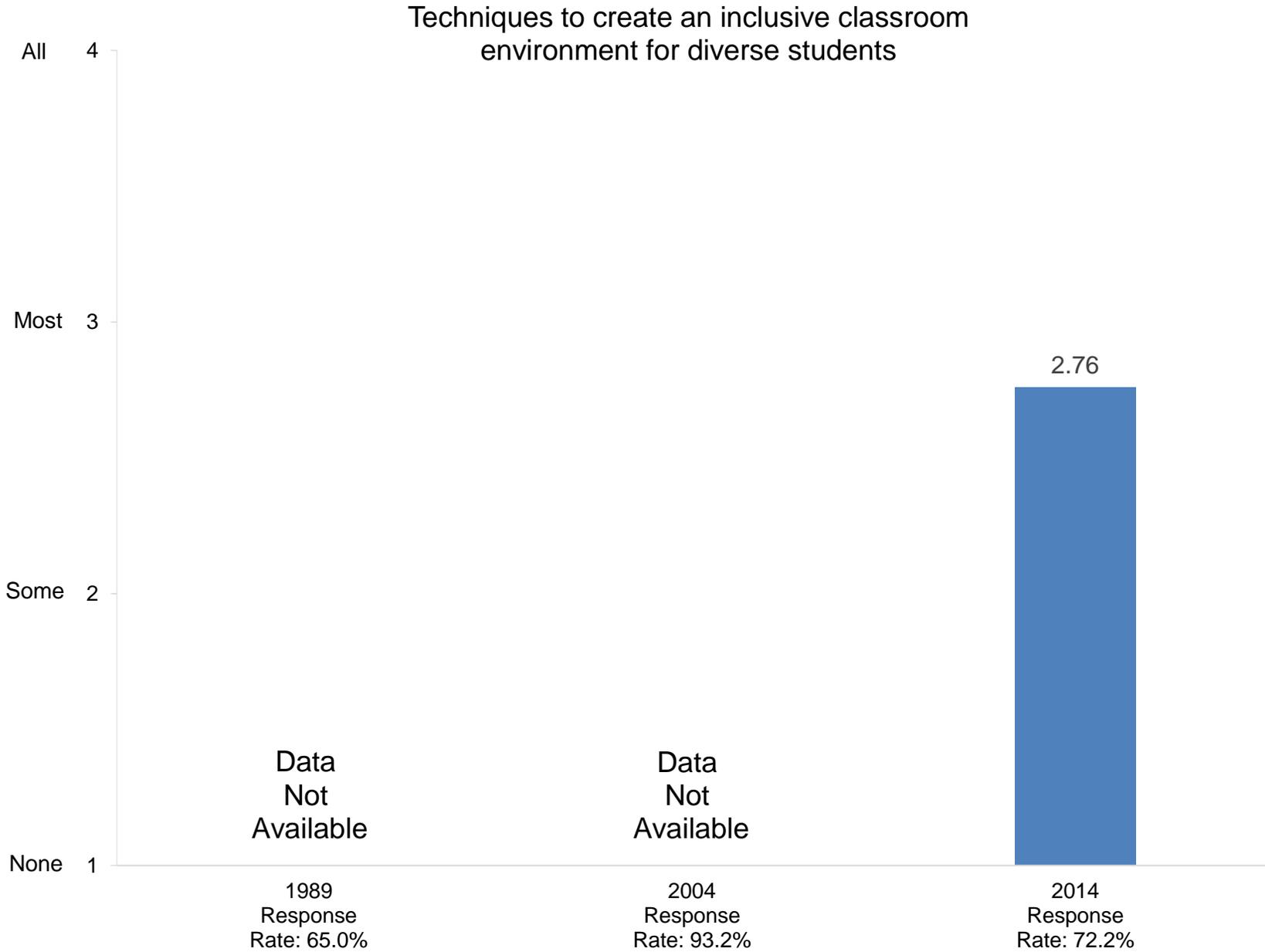
Percent of faculty who indicated “all” or “most”

*Techniques to create an inclusive classroom environment  
for diverse students*



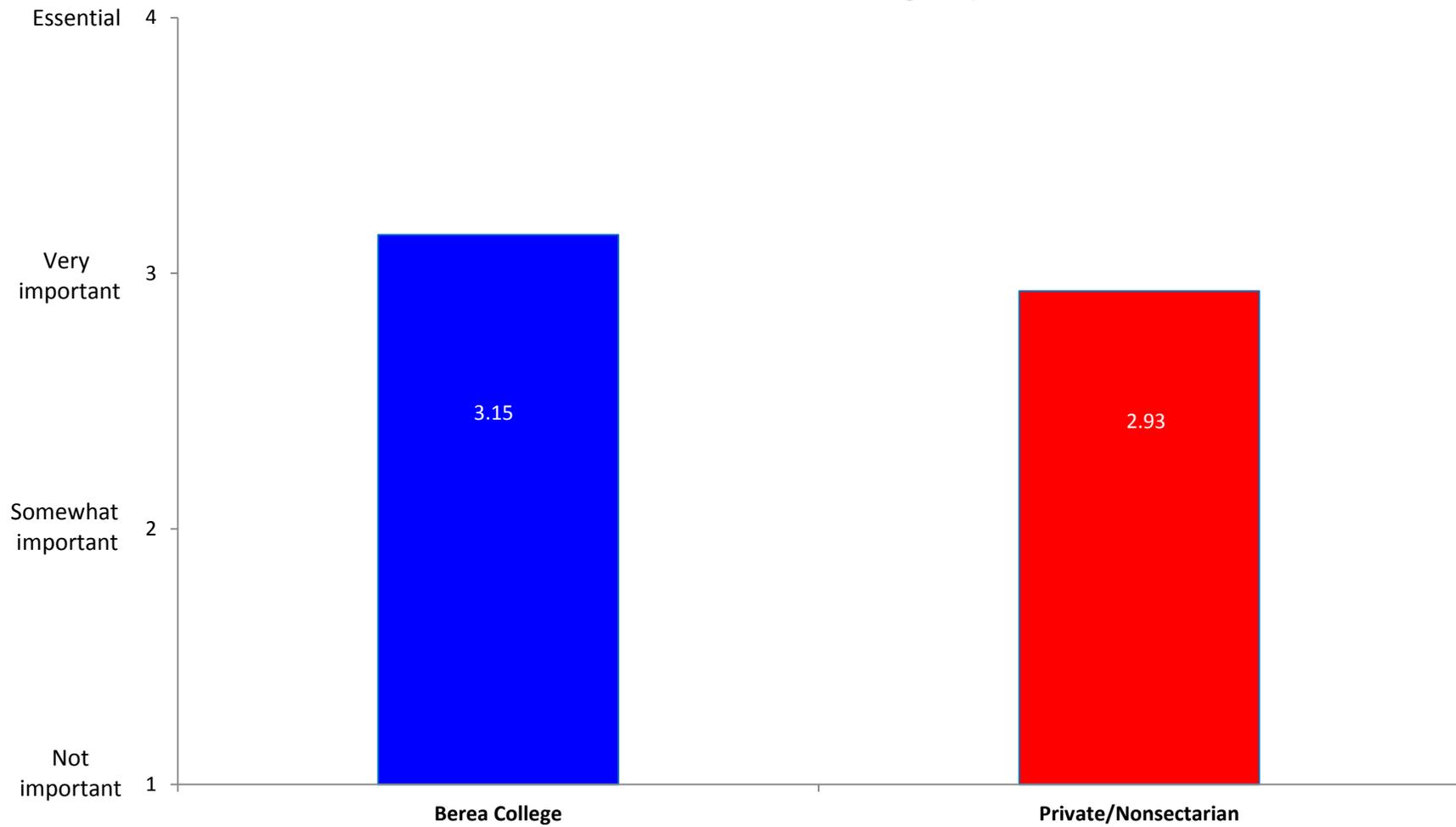
**Higher Education Research Institute (HERI) Faculty Survey**

*In how many of the courses that you teach do you use each of the following?*



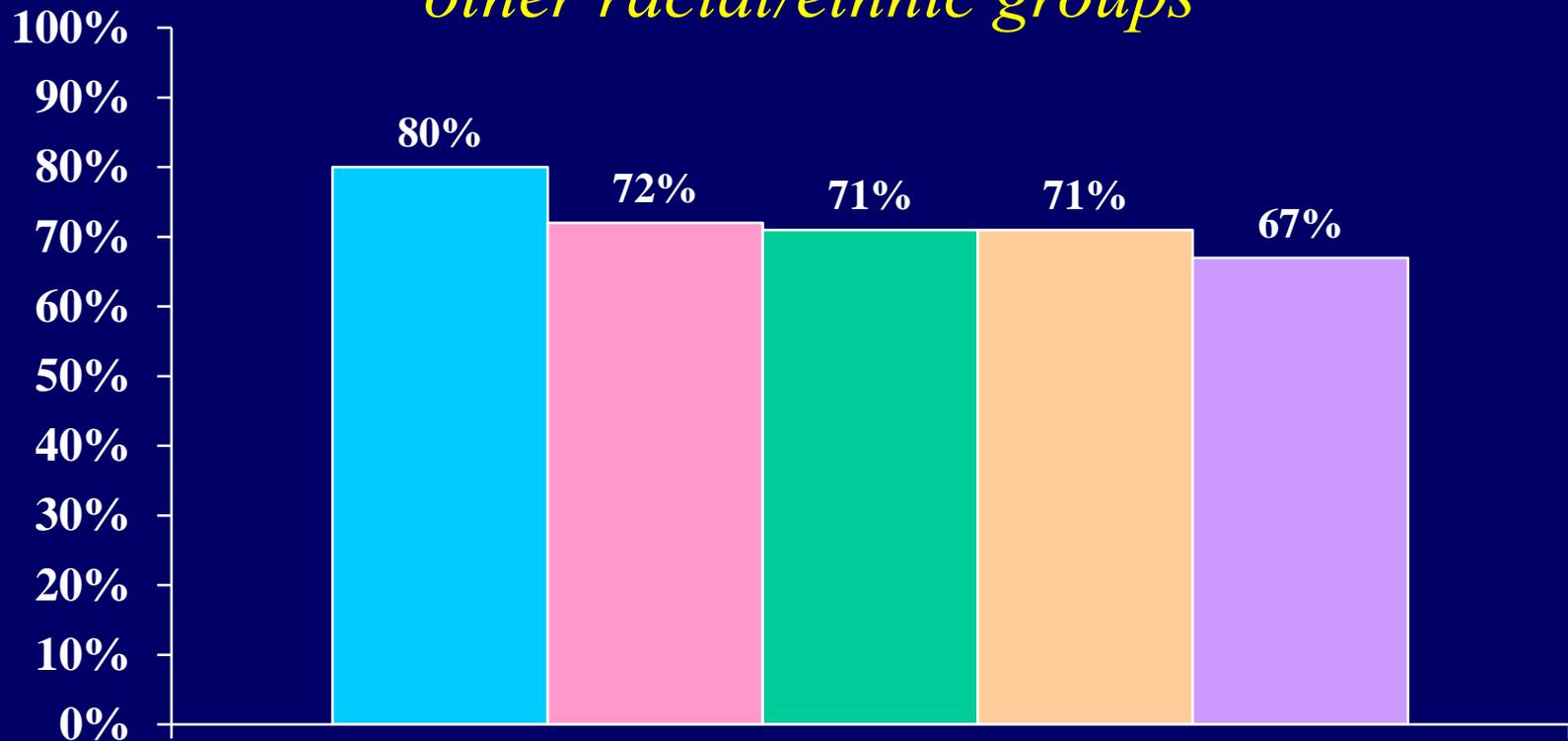
*Indicate the importance to you of the following education goals for students:*

### Enhance students' knowledge of and appreciation for other racial/ethnic groups



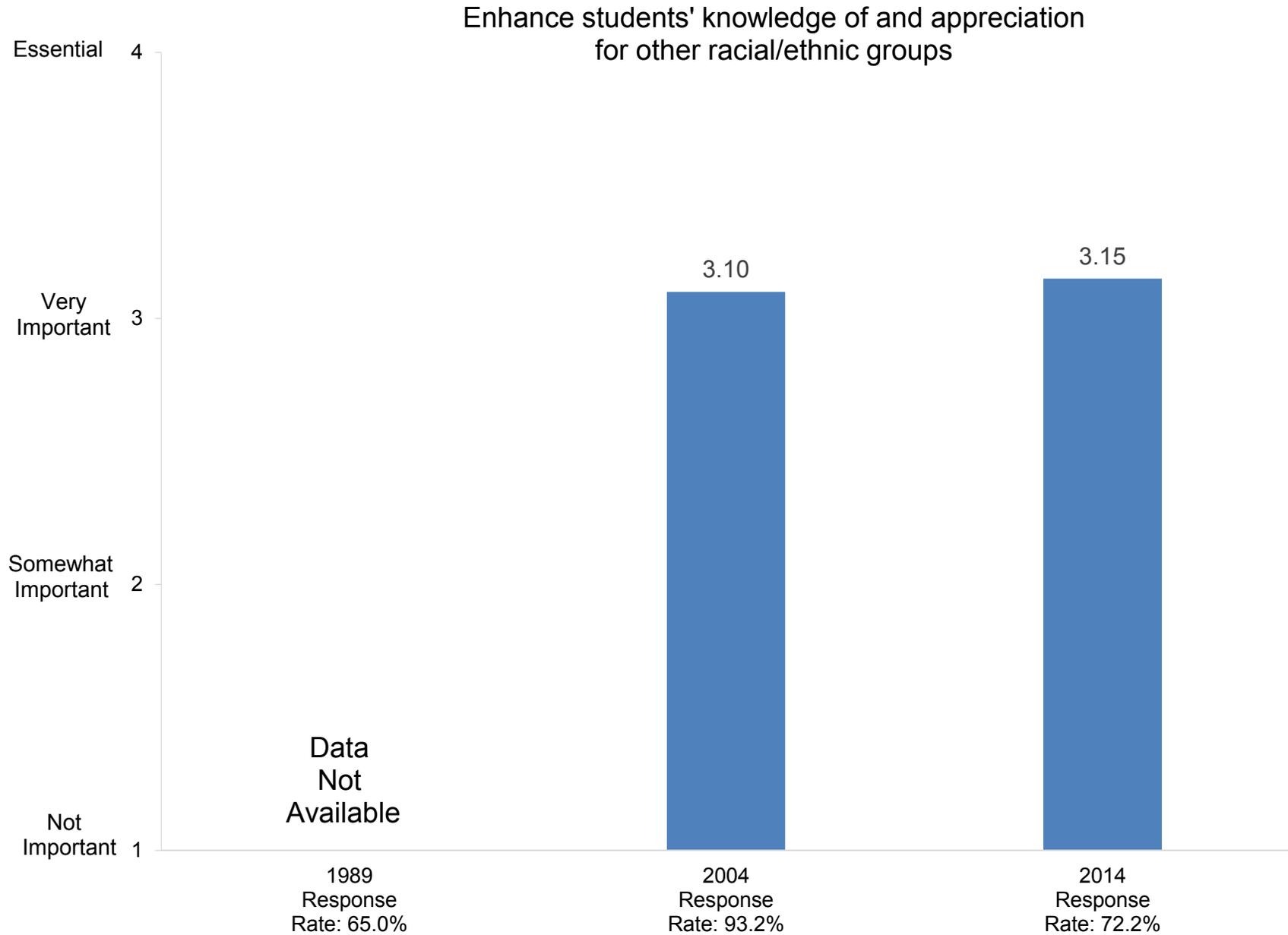
Indicate the importance to you of each of the following education goals  
for undergraduate students:  
Percent of faculty who indicated “essential” or “very important”

*Enhance students’ knowledge of and appreciation for  
other racial/ethnic groups*



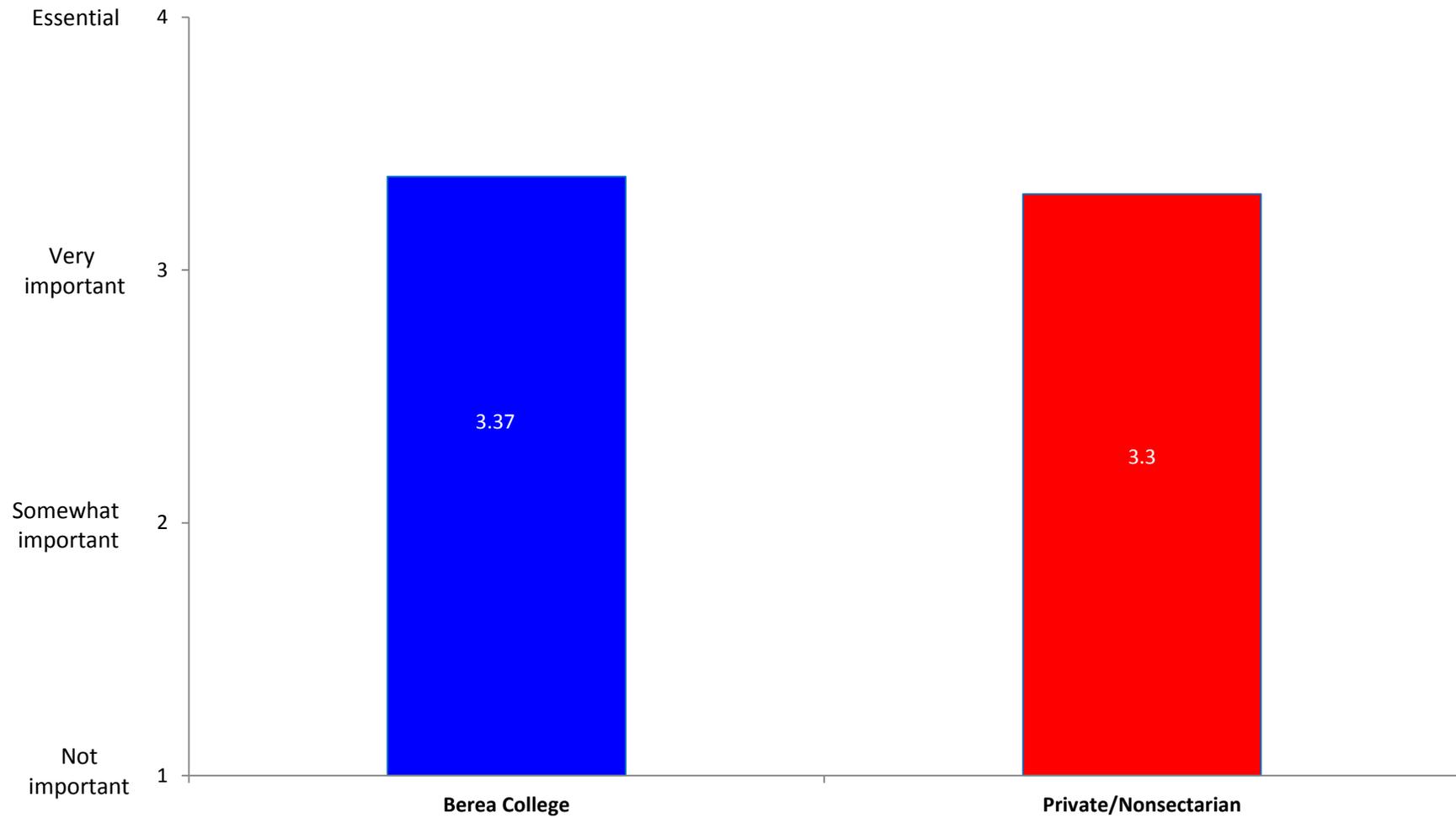
**Higher Education Research Institute (HERI) Faculty Survey**

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



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

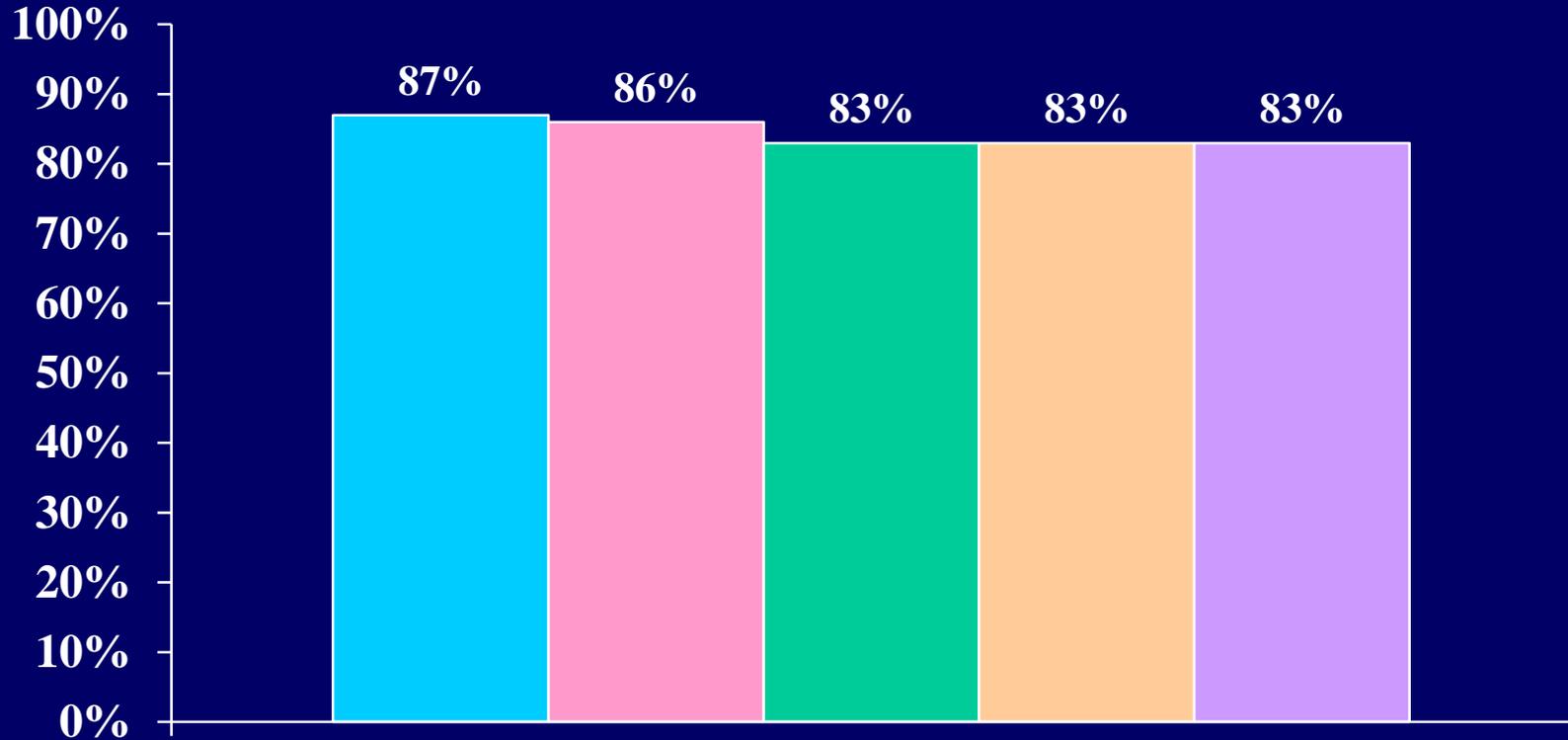
### Teach students tolerance and respect for different beliefs



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

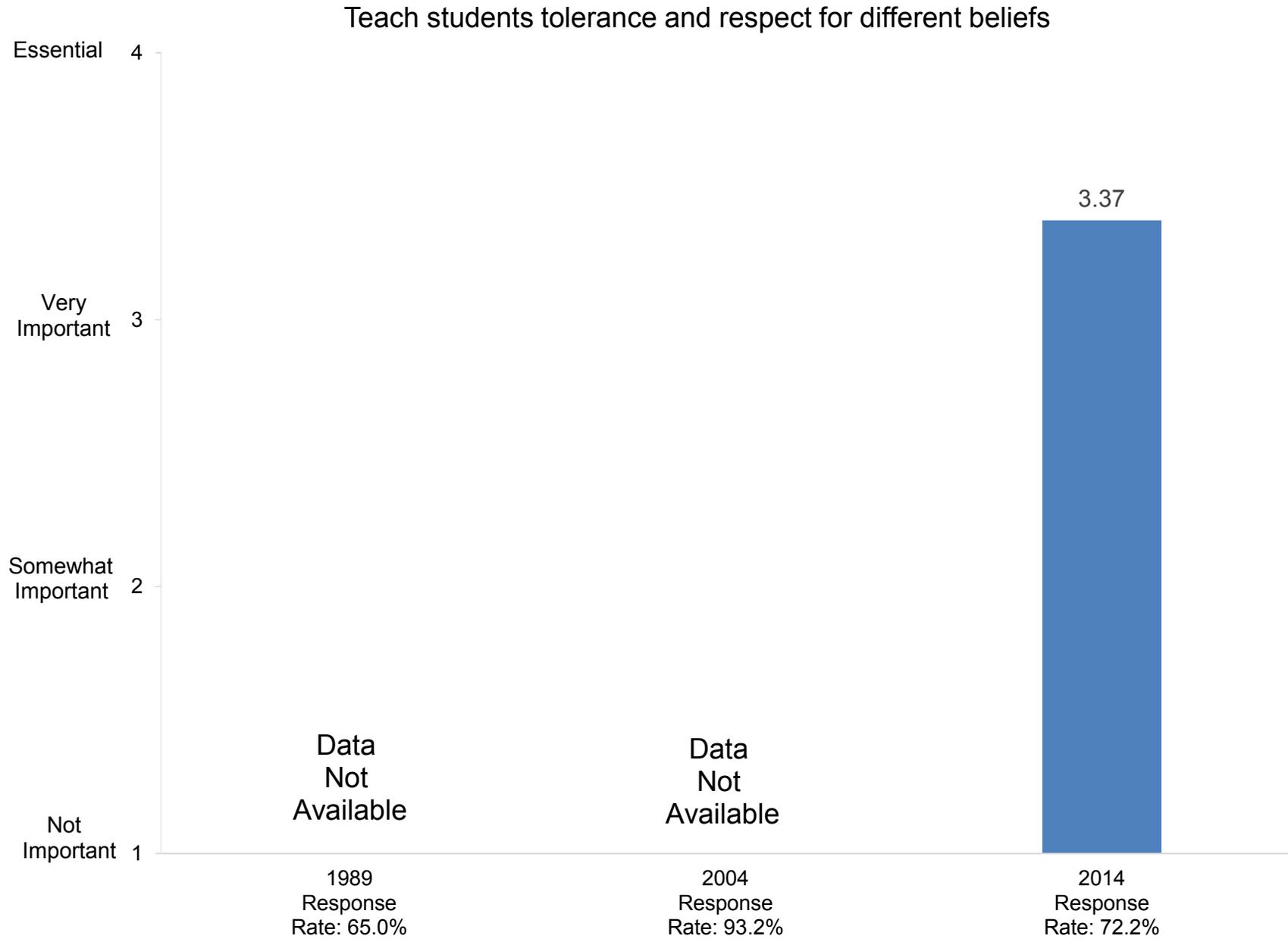
Percent of faculty who indicated “essential” or “very important”

*Teach students tolerance and respect for different beliefs*



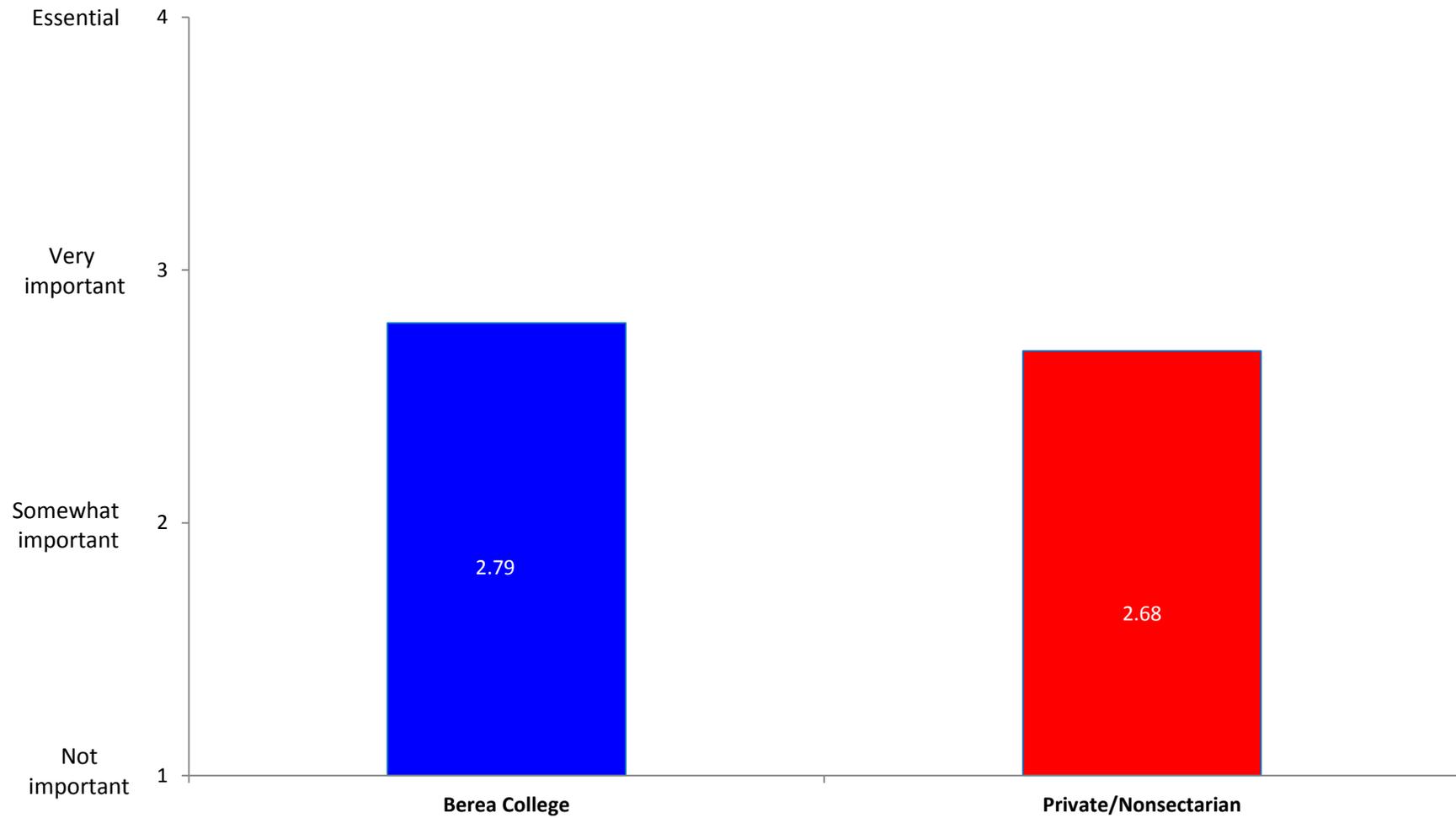
**Higher Education Research Institute (HERI) Faculty Survey**

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



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

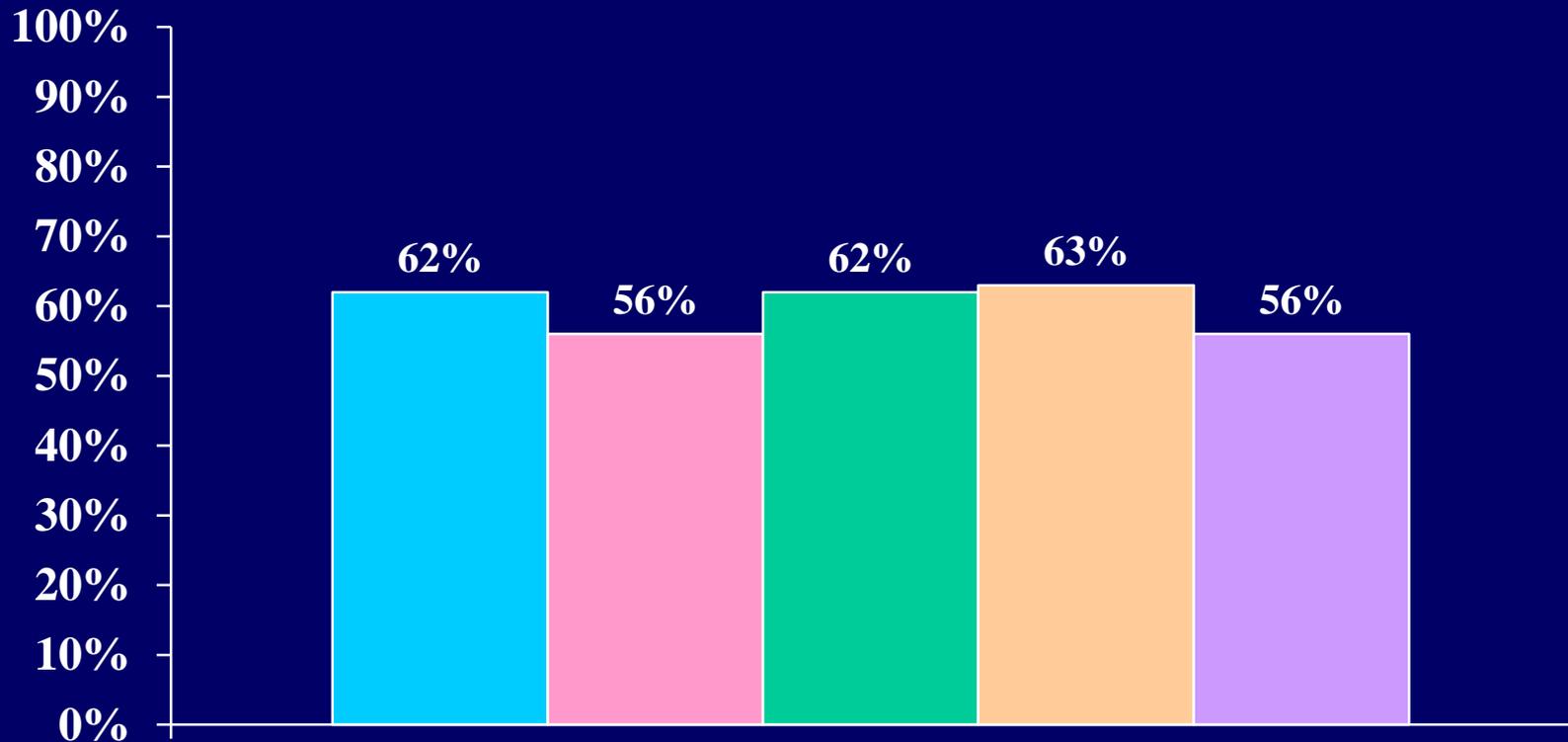
### Encourage students to become agents of social change



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

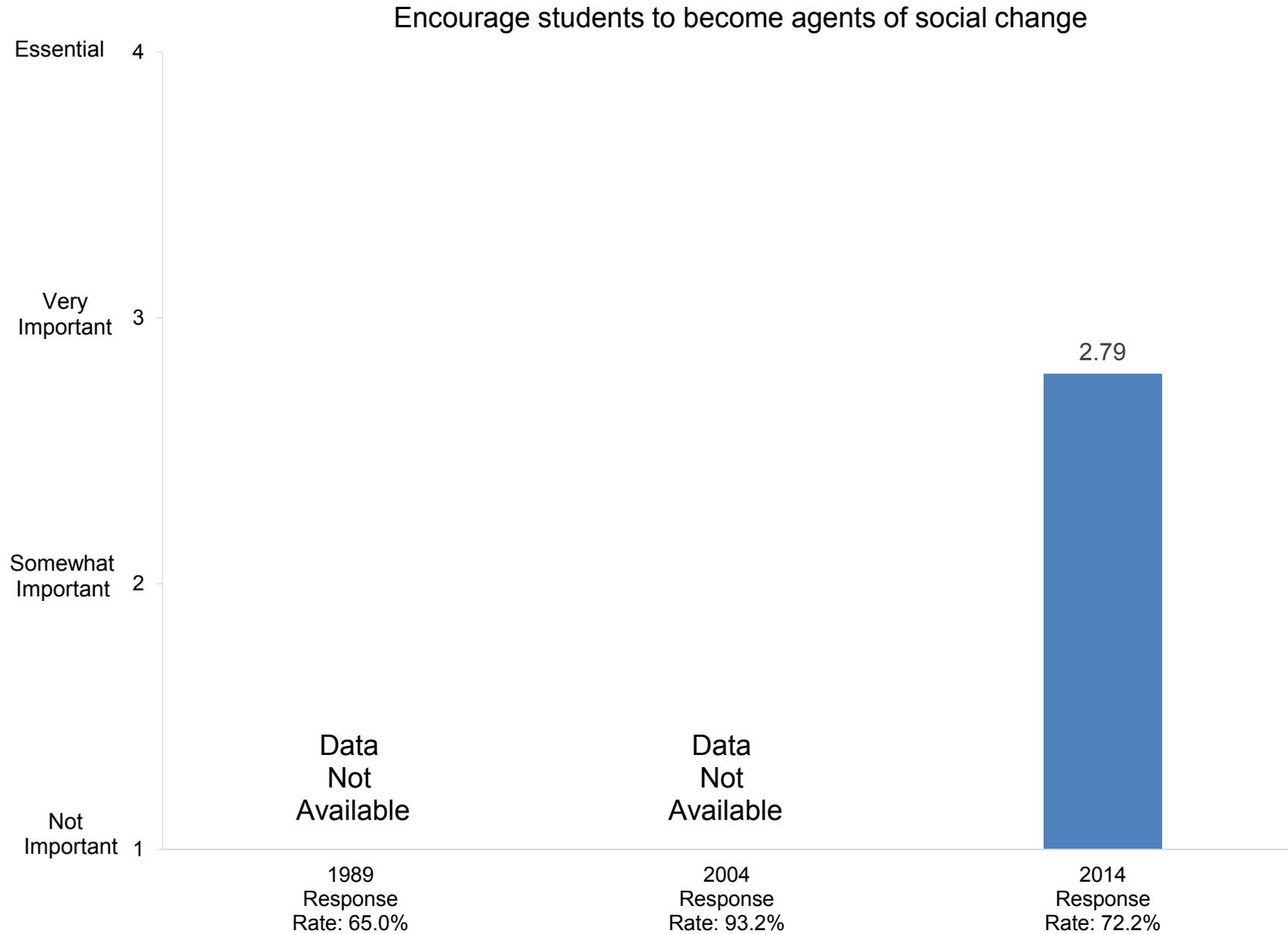
Percent of faculty who indicated “essential” or “very important”

## *Encourage students to become agents of social change*

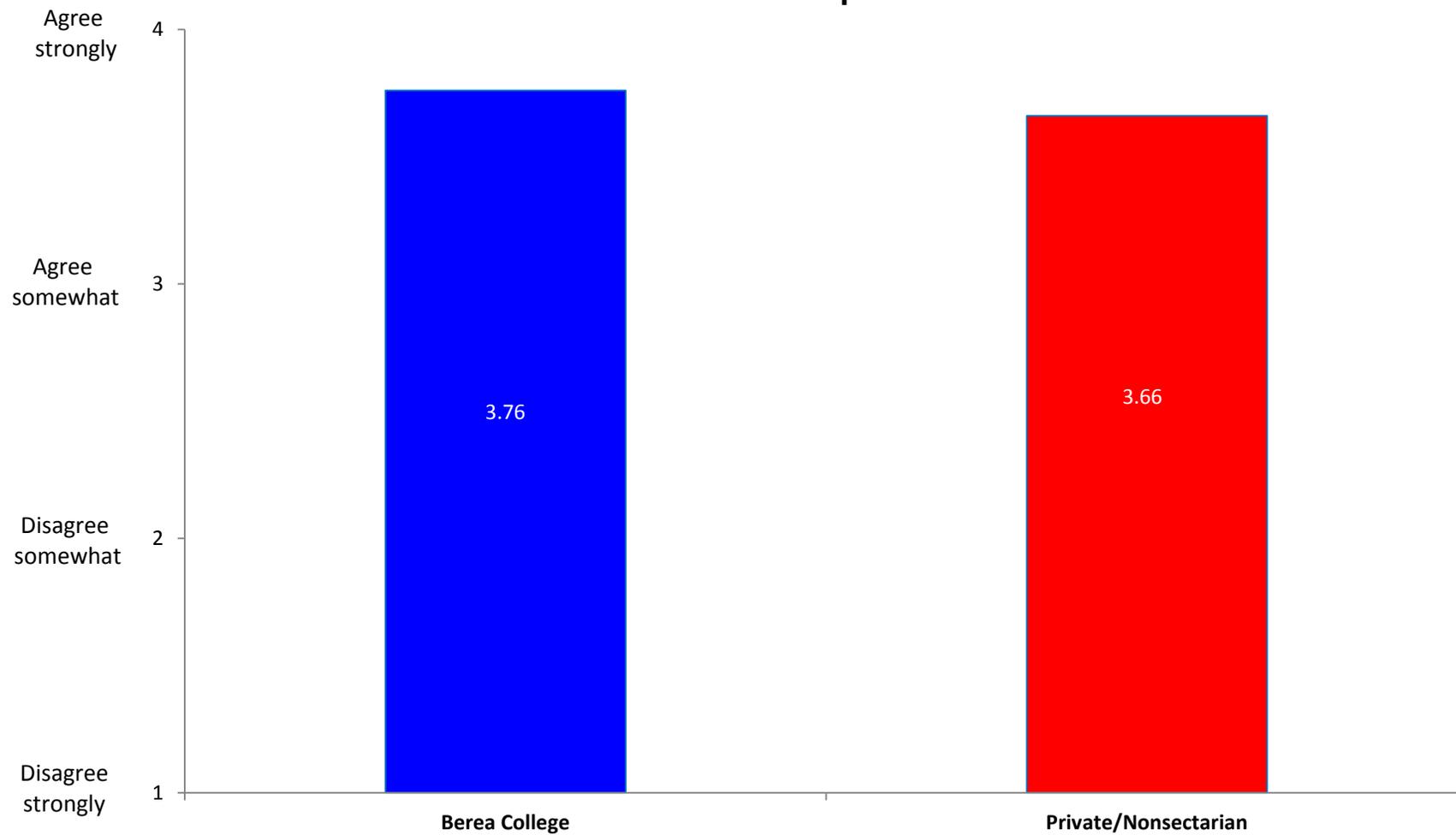


**Higher Education Research Institute (HERI) Faculty Survey**

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



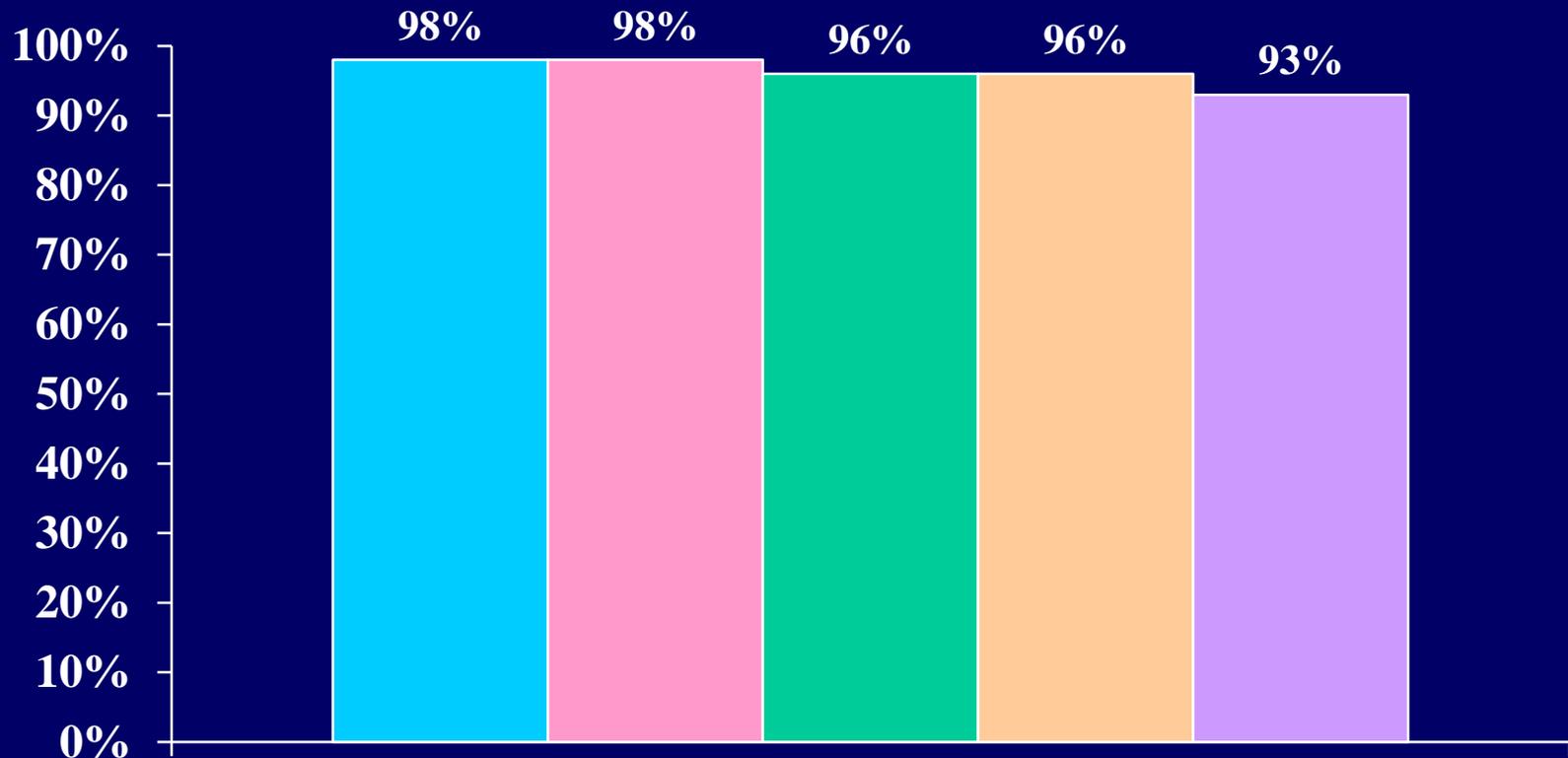
### A racially/ethnically diverse student body enhances the educational experience of all



Please indicate your agreement with each of the following statements.

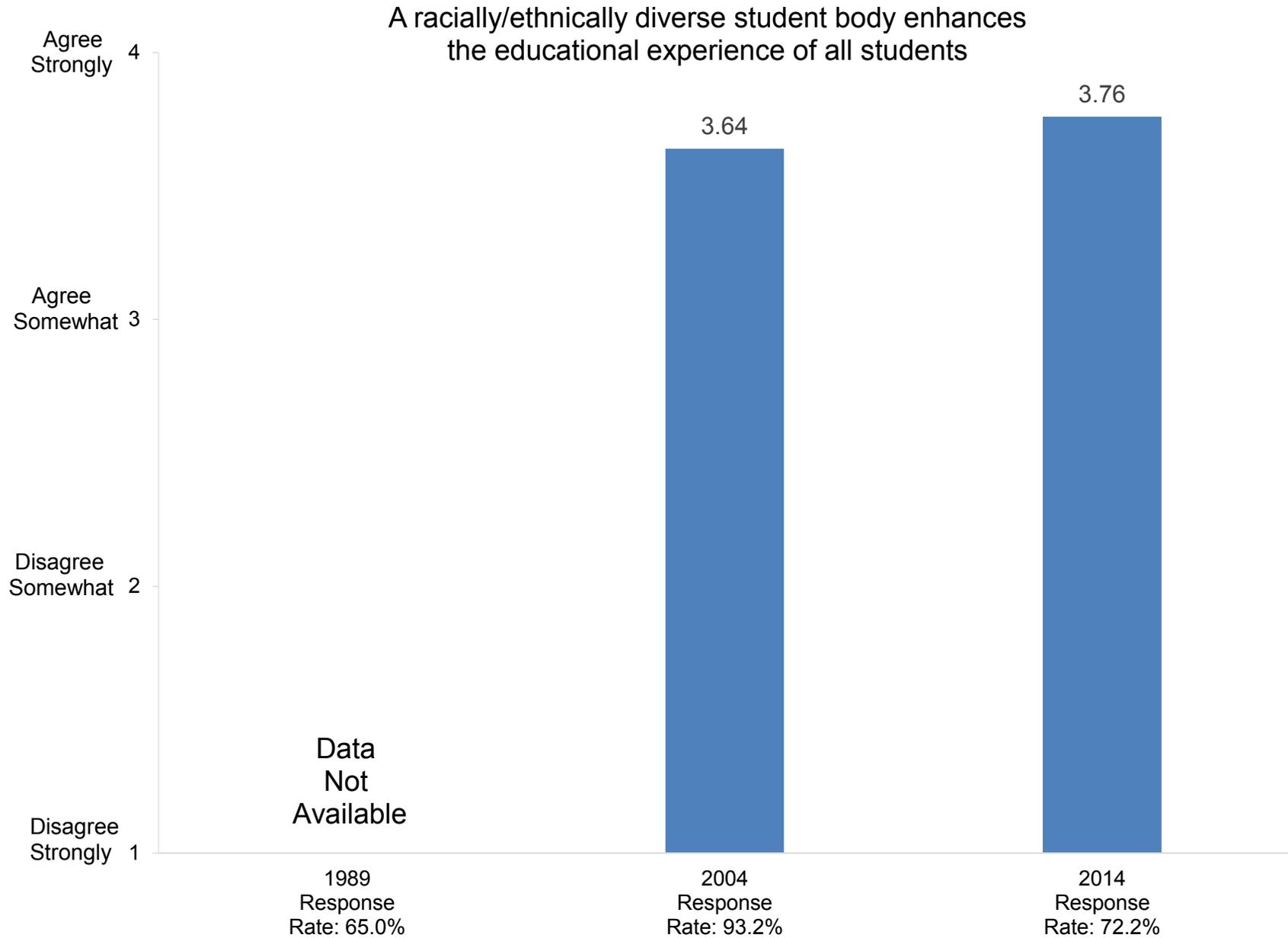
Percent of faculty who indicated “agree strongly” or “agree somewhat”

*A racially/ethnically diverse student body enhances the educational experience of all students*

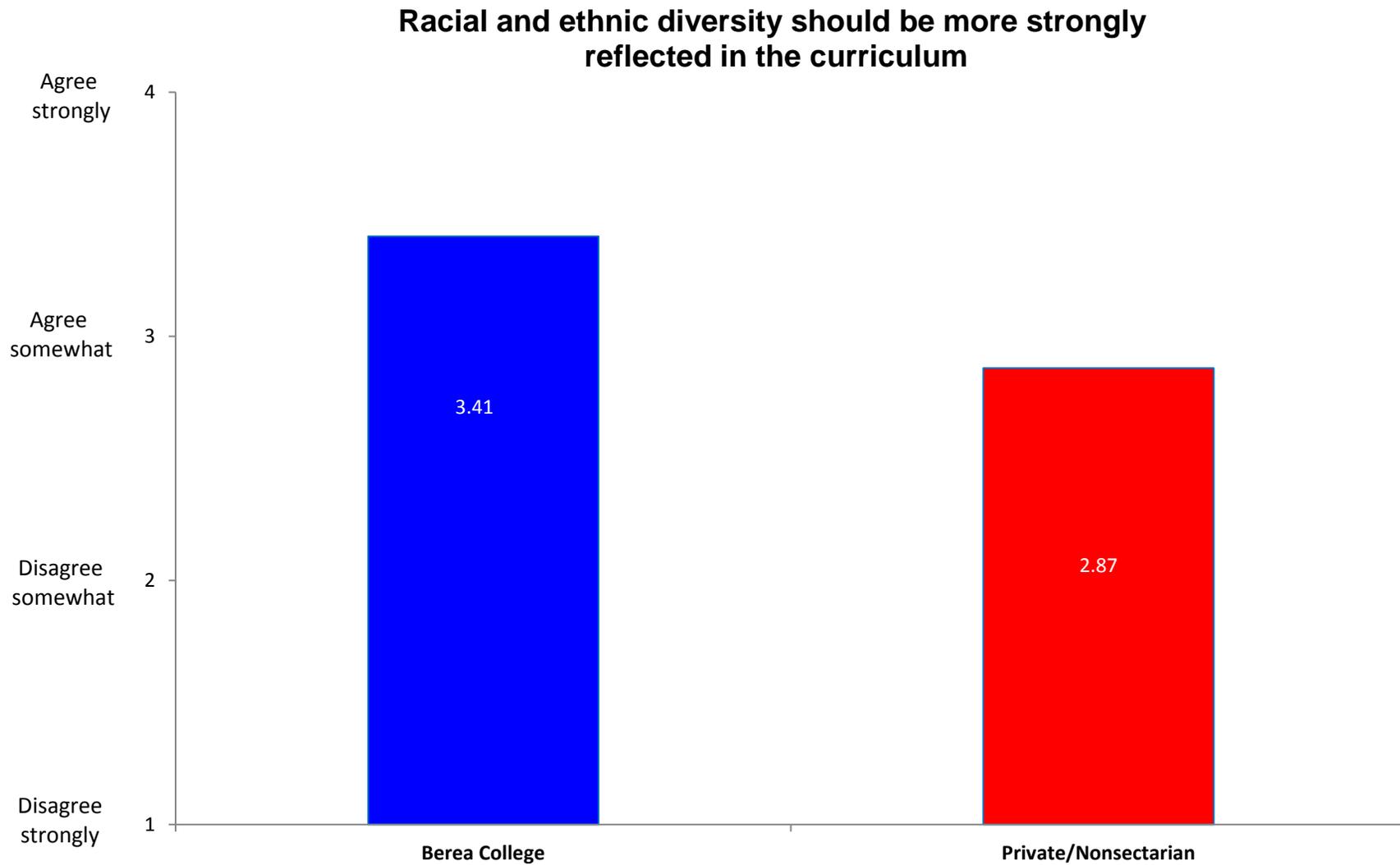


**Higher Education Research Institute (HERI) Faculty Survey**

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



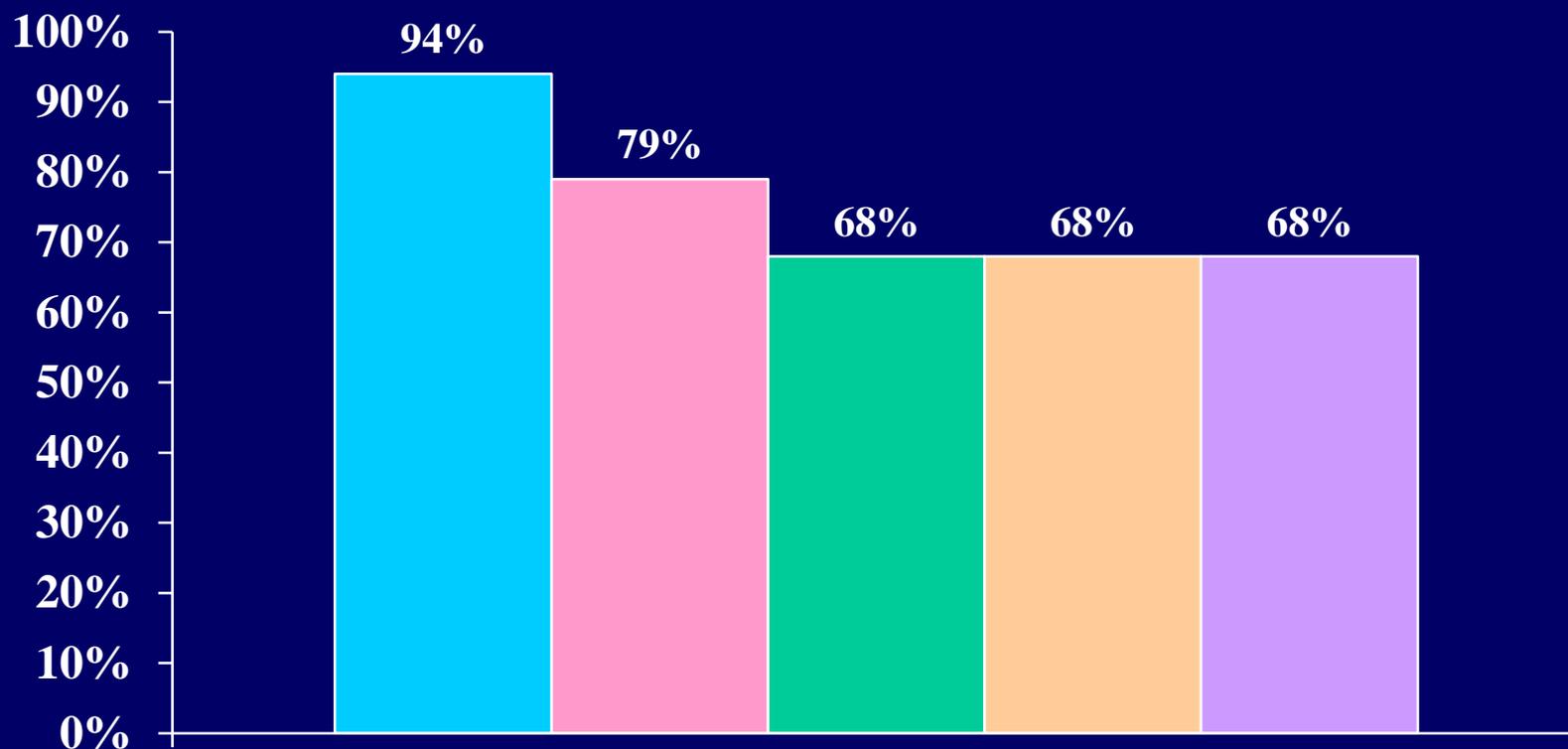
*Below are some statements about your institution. Indicate the extent to which you agree:*



Indicate the extent to which you agree or disagree with each of the following.

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

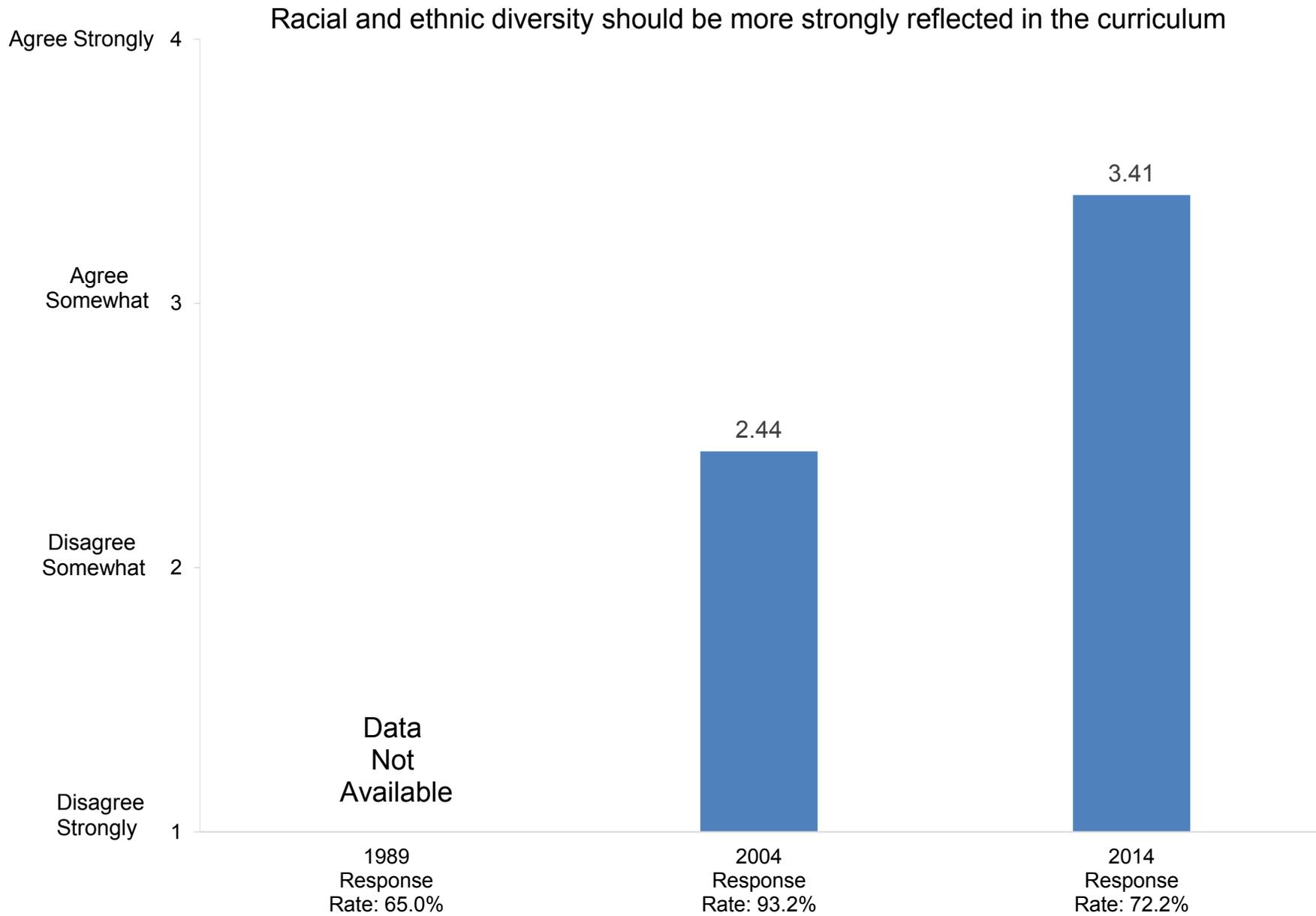
## *Racial and ethnic diversity is reflected in the curriculum*



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

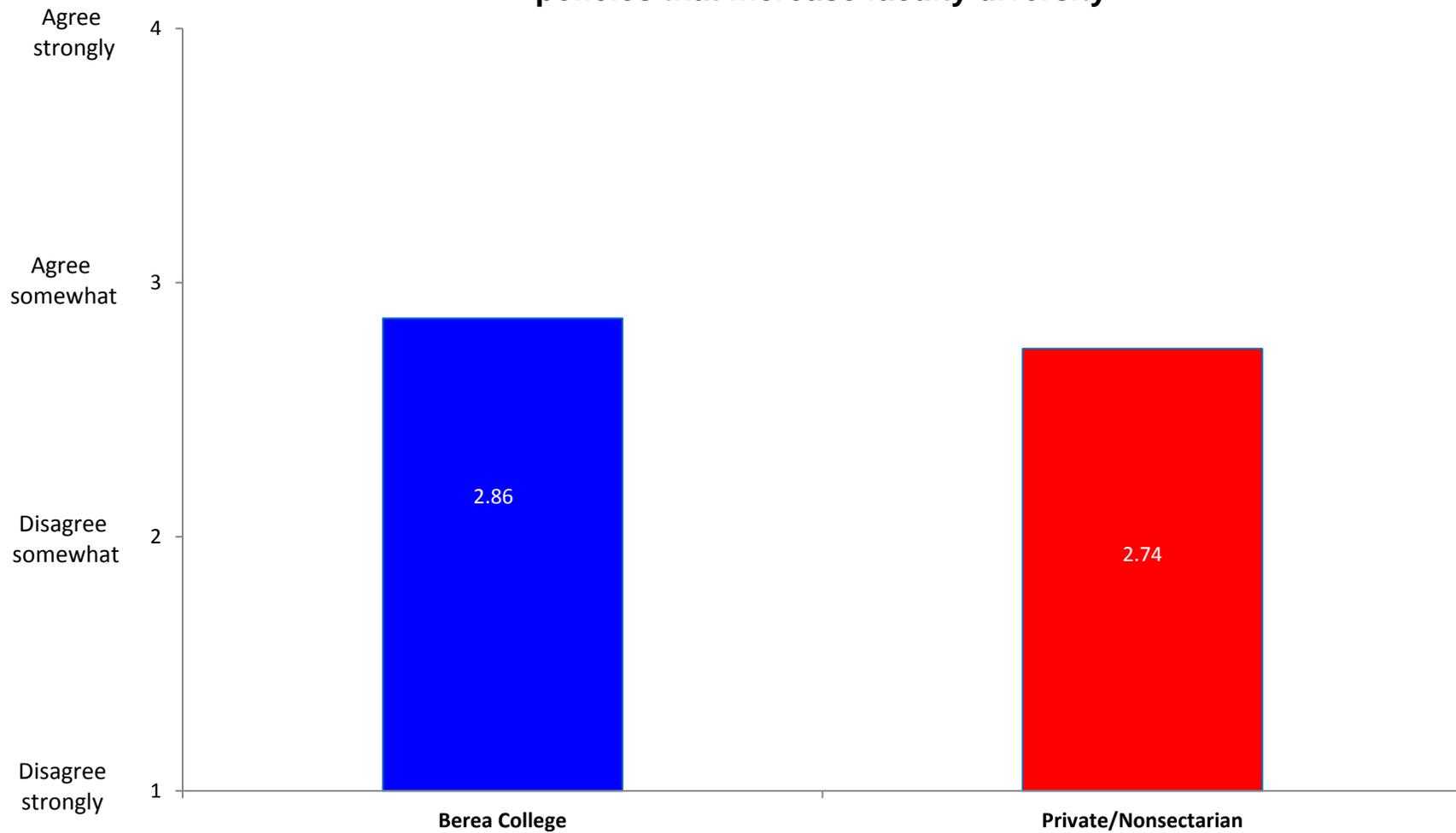
**Higher Education Research Institute (HERI) Faculty Survey**

Indicate the extent to which you agree or disagree with each of the following about your college or university:



*Below are some statements about your institution. Indicate the extent to which you agree:*

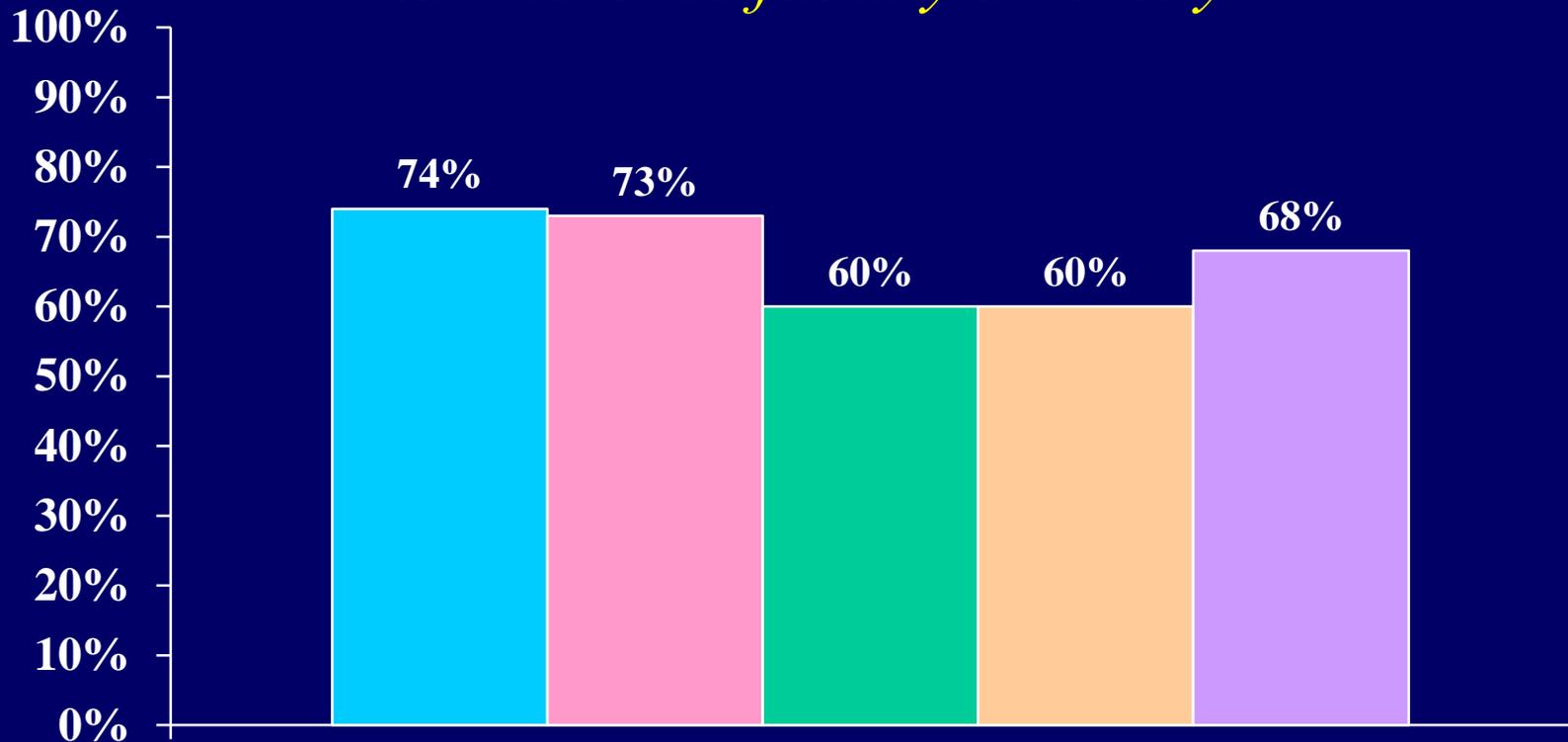
**This institution has effective hiring practices and policies that increase faculty diversity**



Indicate the extent to which you agree or disagree with each of the following.

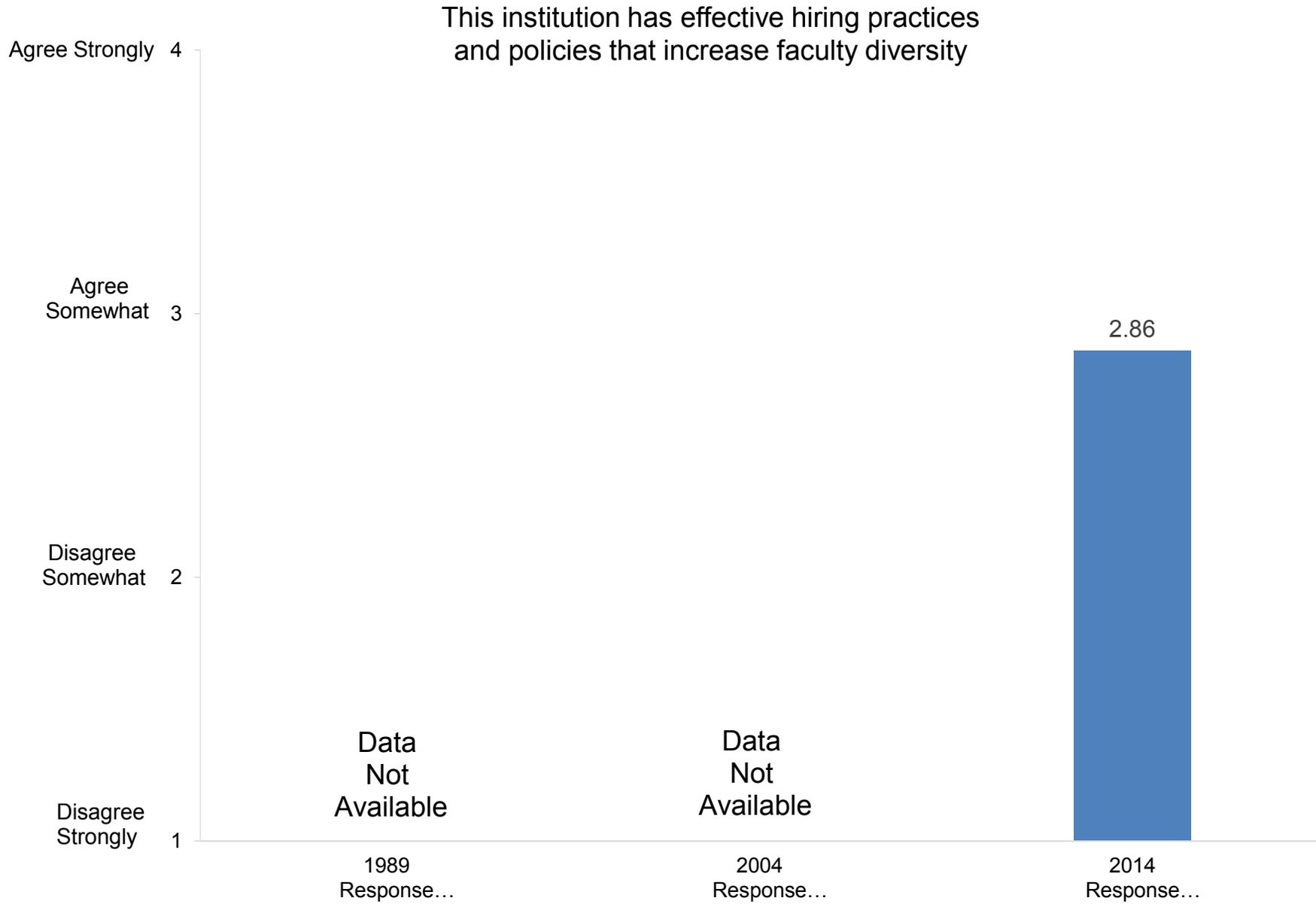
Percent of faculty who “agree strongly” or “agree somewhat”

*This institution has effective hiring practices and policies that increase faculty diversity*



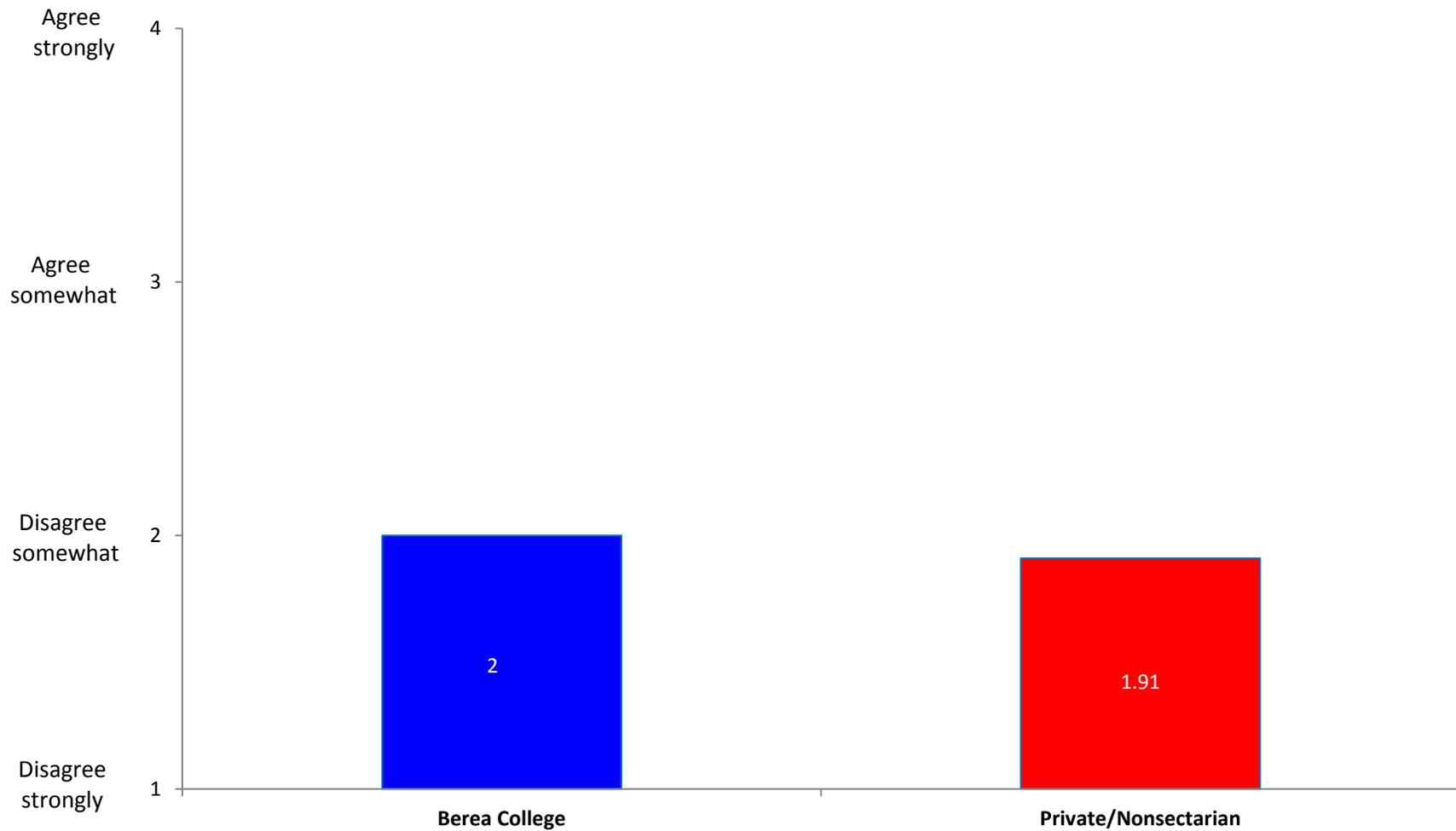
**Higher Education Research Institute (HERI) Faculty Survey**

Indicate the extent to which you agree or disagree with each of the following about your college or university:



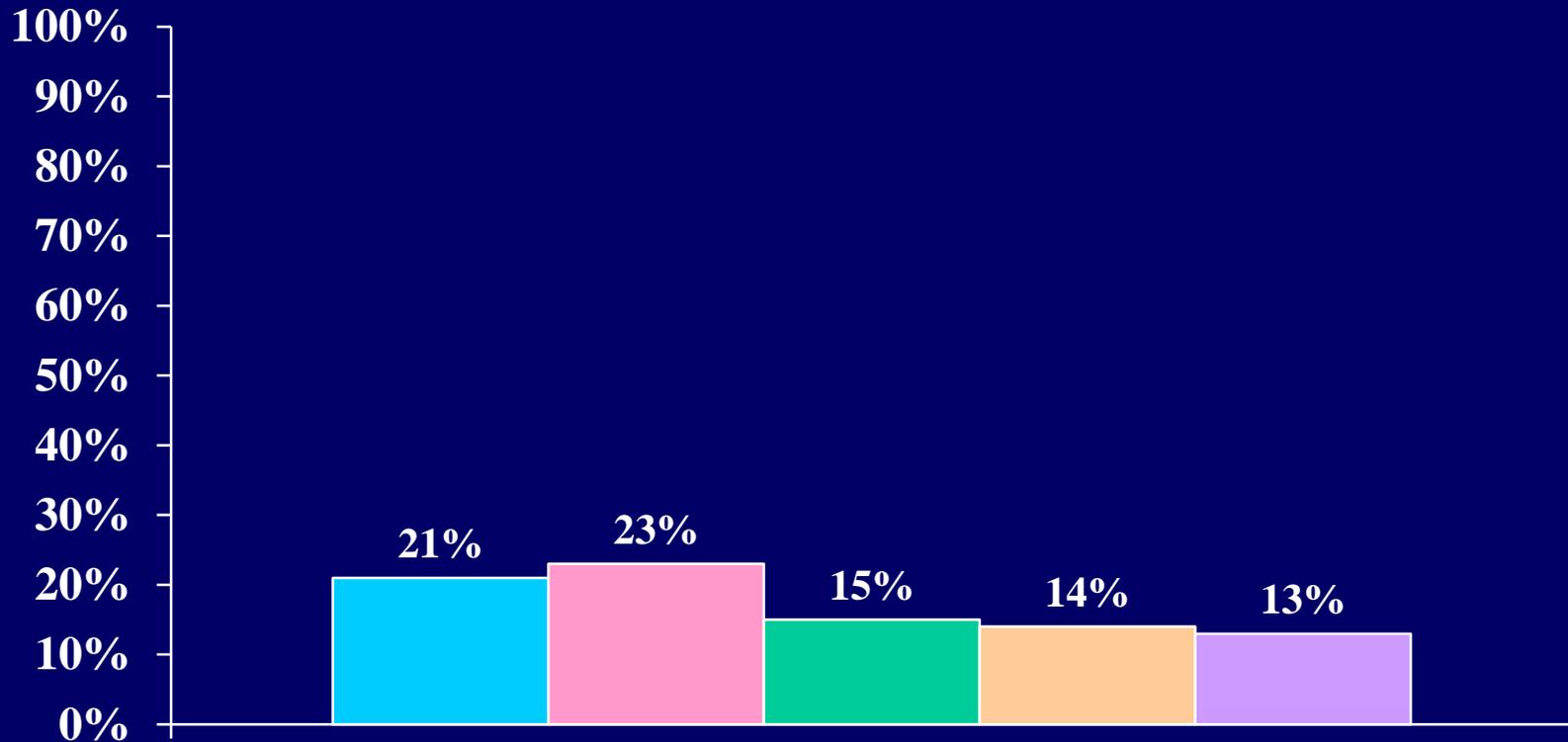
*Below are some statements about your institution. Indicate the extent to which you agree:*

### There is a lot of campus racial conflict here



Indicate the extent to which you agree or disagree with each of the following.  
Percent of faculty who “agree strongly” or “agree somewhat”

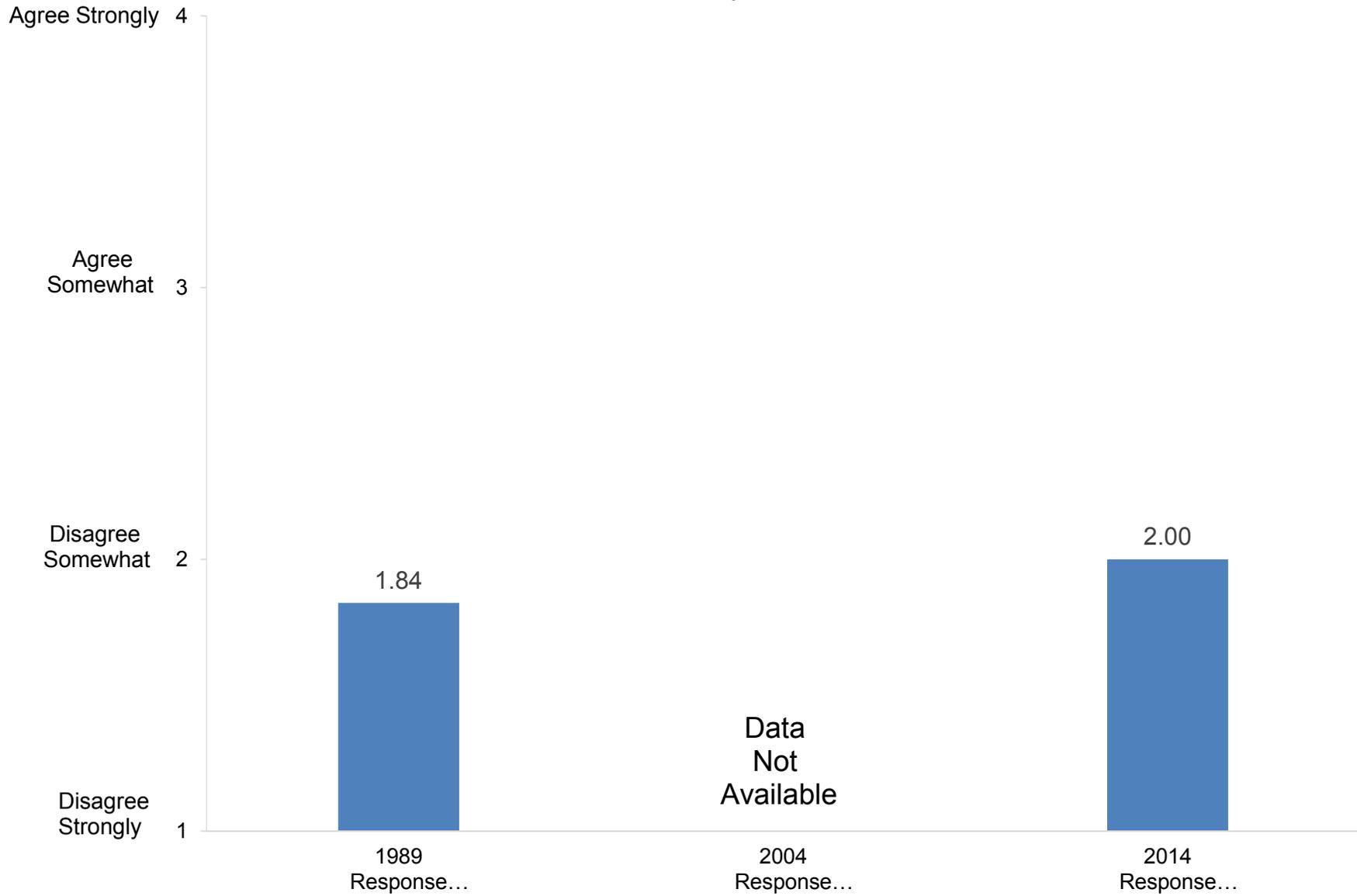
*There is a lot of campus racial conflict here*



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

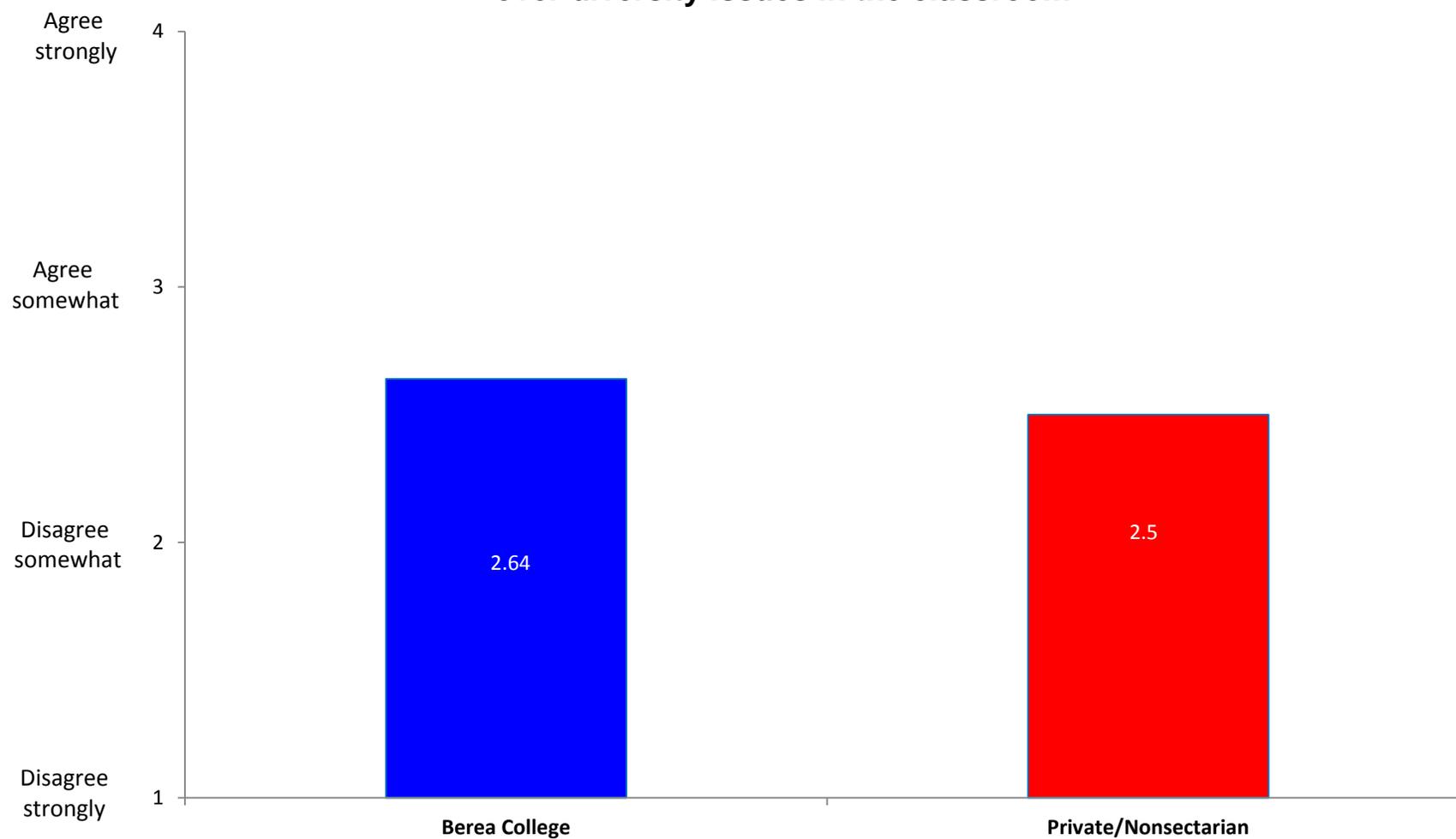
Indicate the extent to which you agree or disagree with each of the following about your college or university:

There is a lot of campus racial conflict here



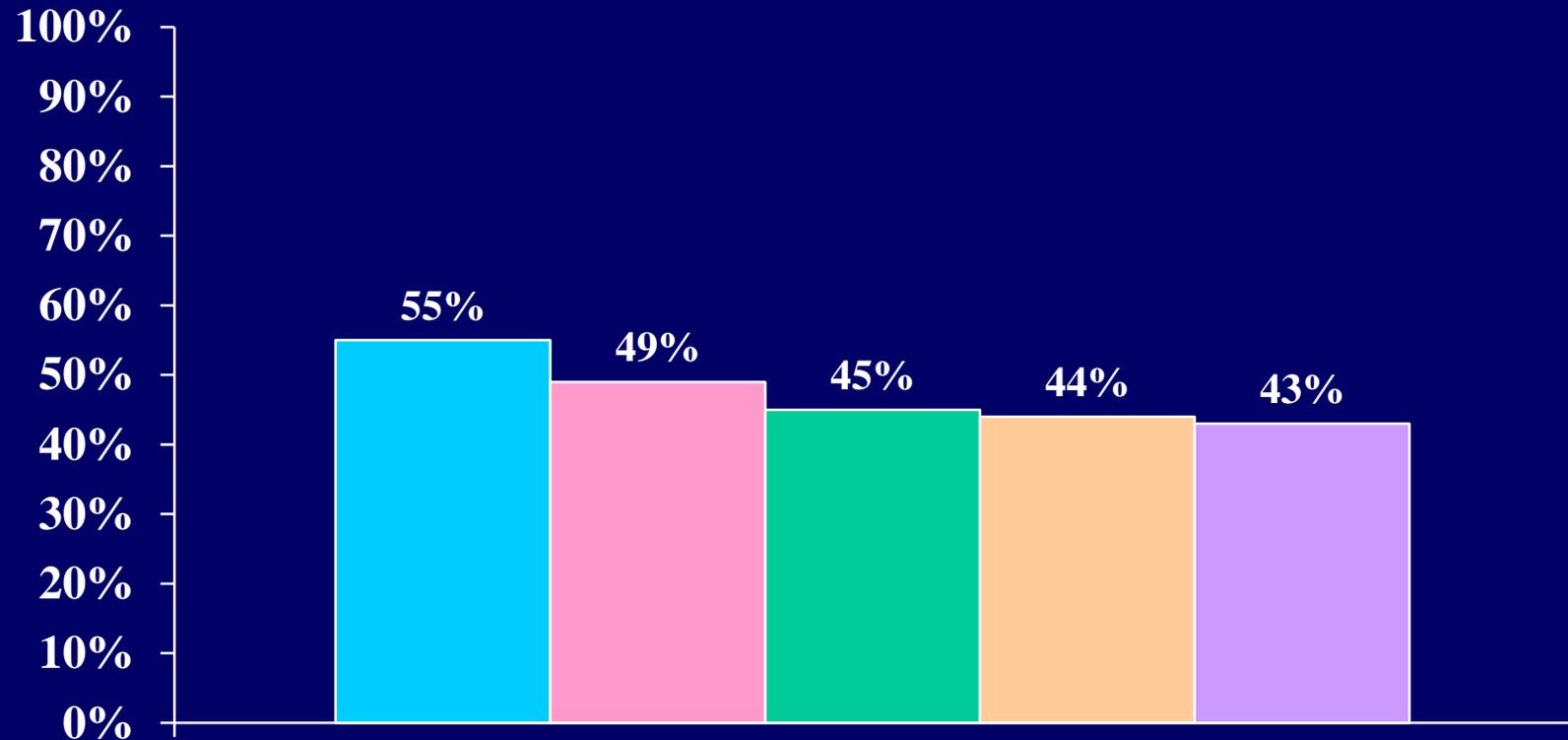
*Below are some statements about your institution. Indicate the extent to which you agree:*

### Faculty are not prepared to deal with conflict over diversity issues in the classroom



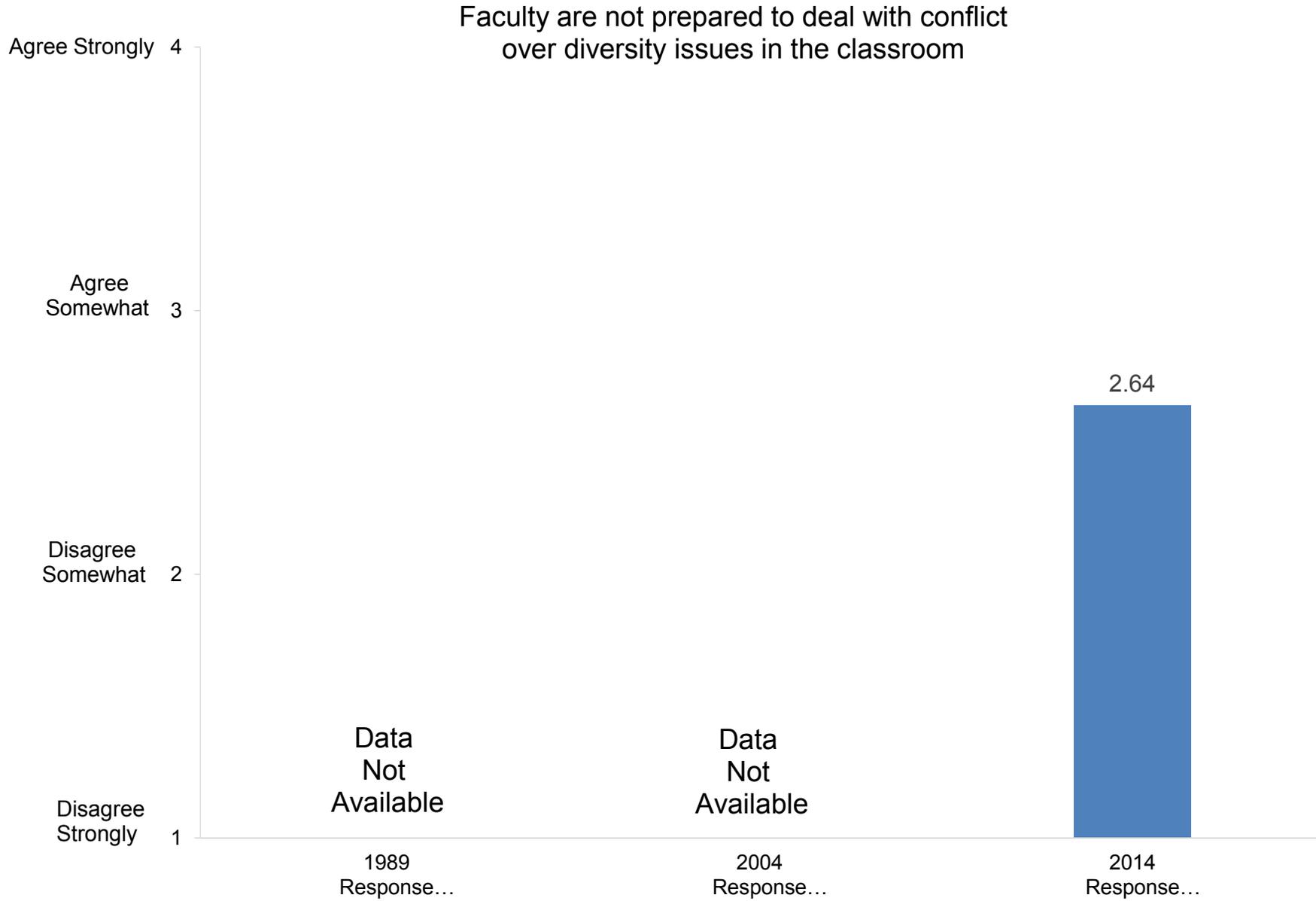
Indicate the extent to which you agree or disagree with each of the following.  
Percent of faculty who “agree strongly” or “agree somewhat”

*Faculty are not prepared to deal with conflict over diversity issues in the classroom*

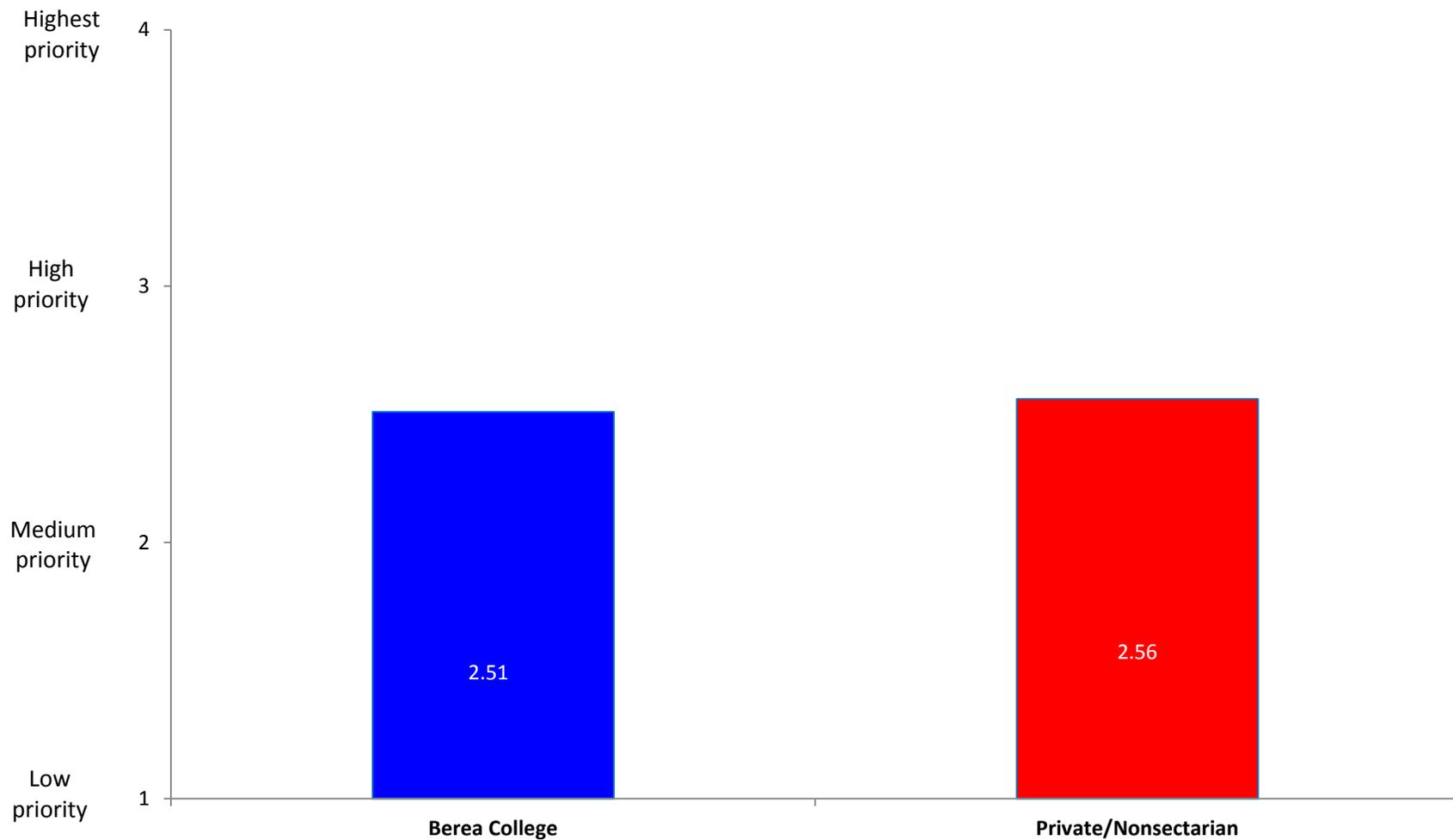


**Higher Education Research Institute (HERI) Faculty Survey**

Indicate the extent to which you agree or disagree with each of the following about your college or university:



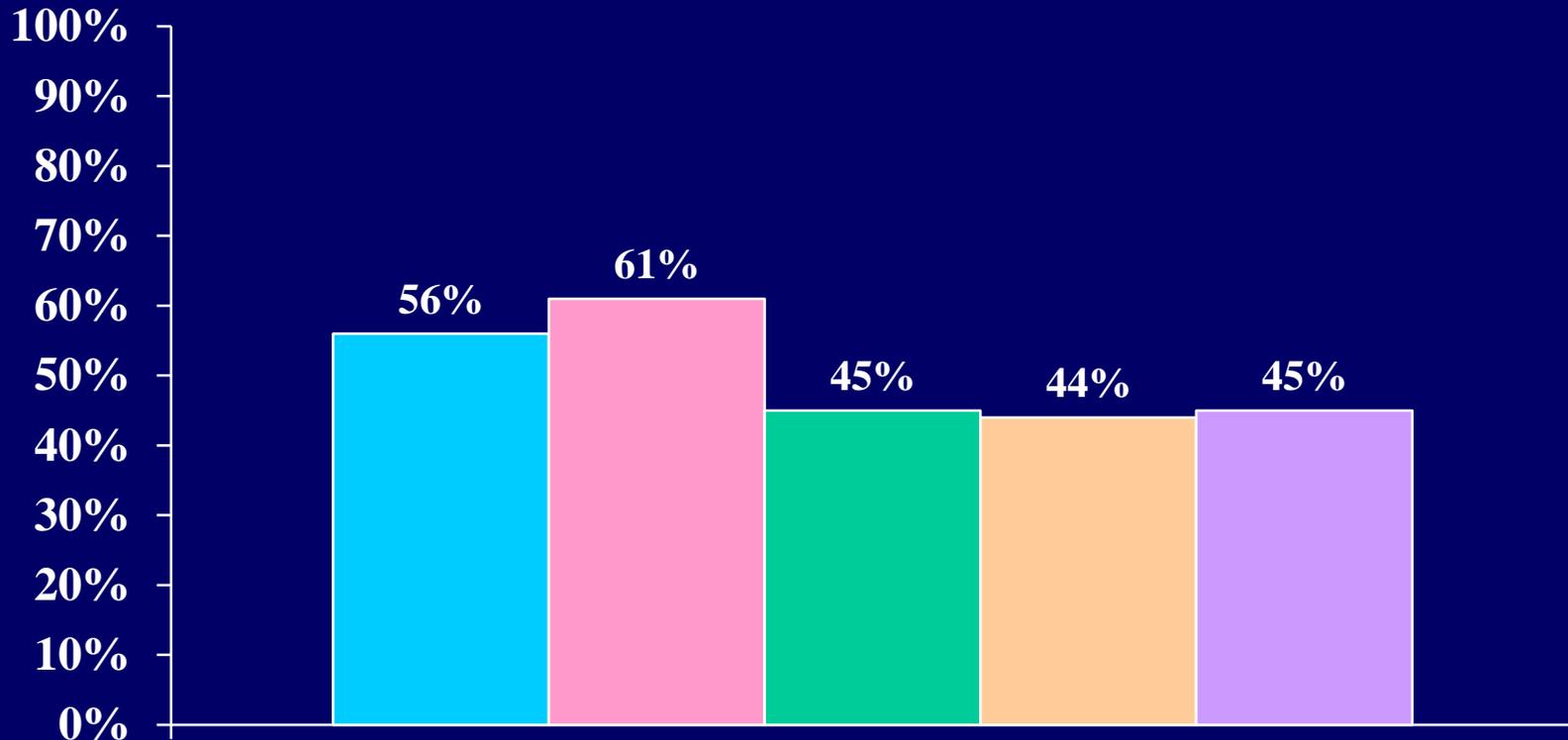
### To promote gender diversity in the faculty and administration



Indicate how important you believe the priority below is at your college.

Percent of faculty who rated “highest priority” or “high priority”

## *Promote gender diversity in the faculty and administration*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

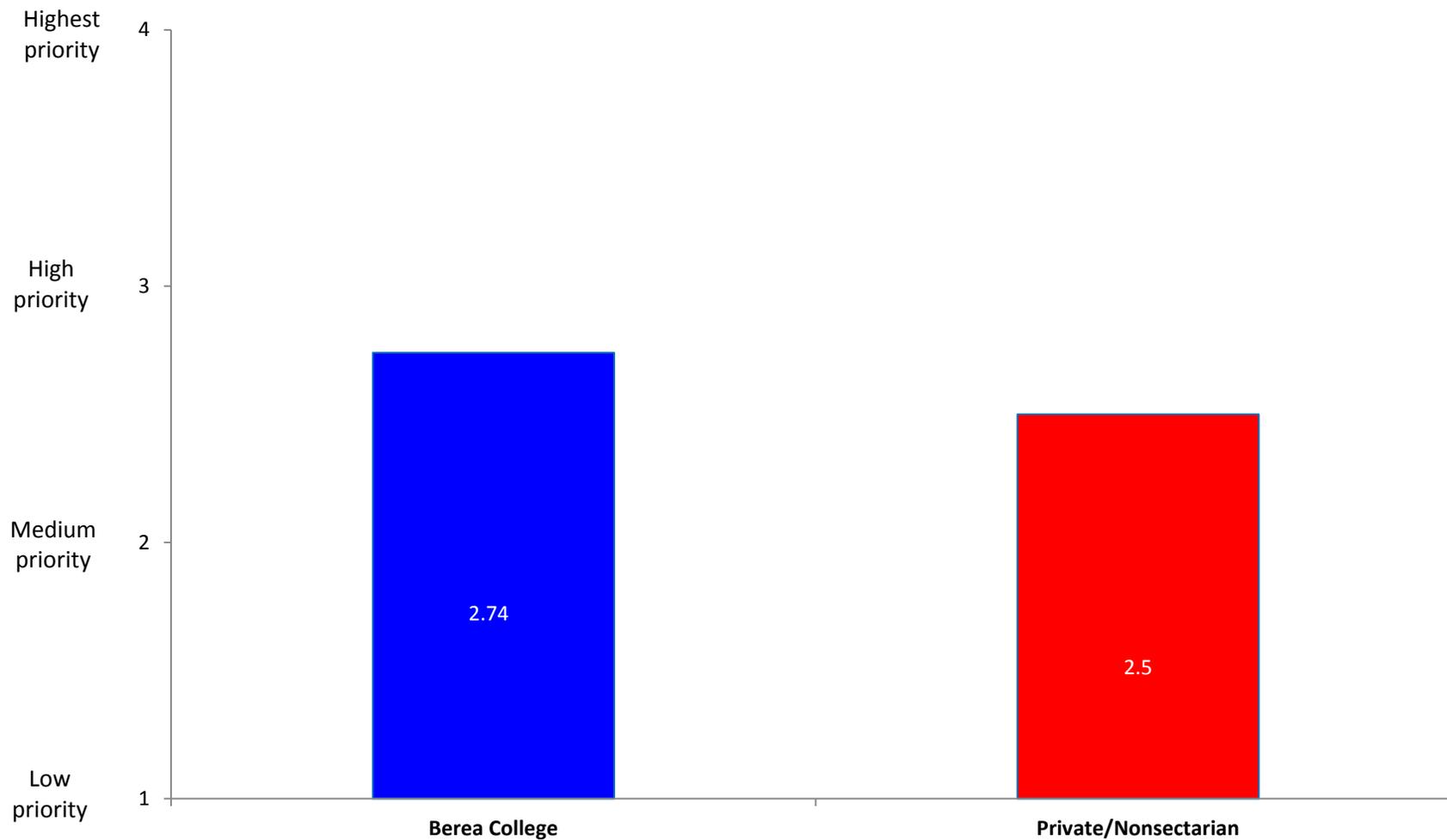
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Promote gender diversity in the faculty and administration**

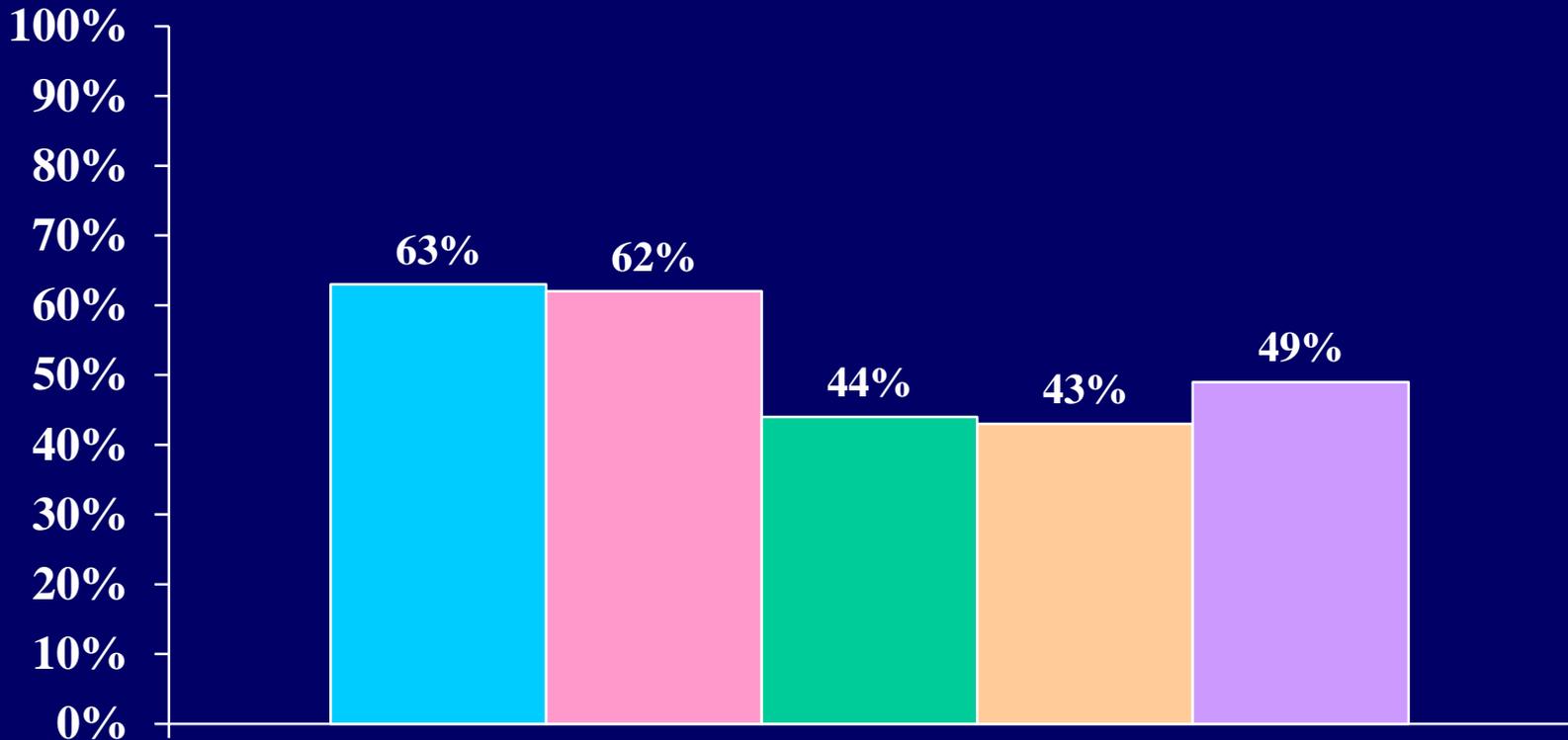


### To promote racial and ethnic diversity in the faculty and administration



Indicate how important you believe the priority below is at your college.  
Percent of faculty who rated “highest priority” or “high priority”

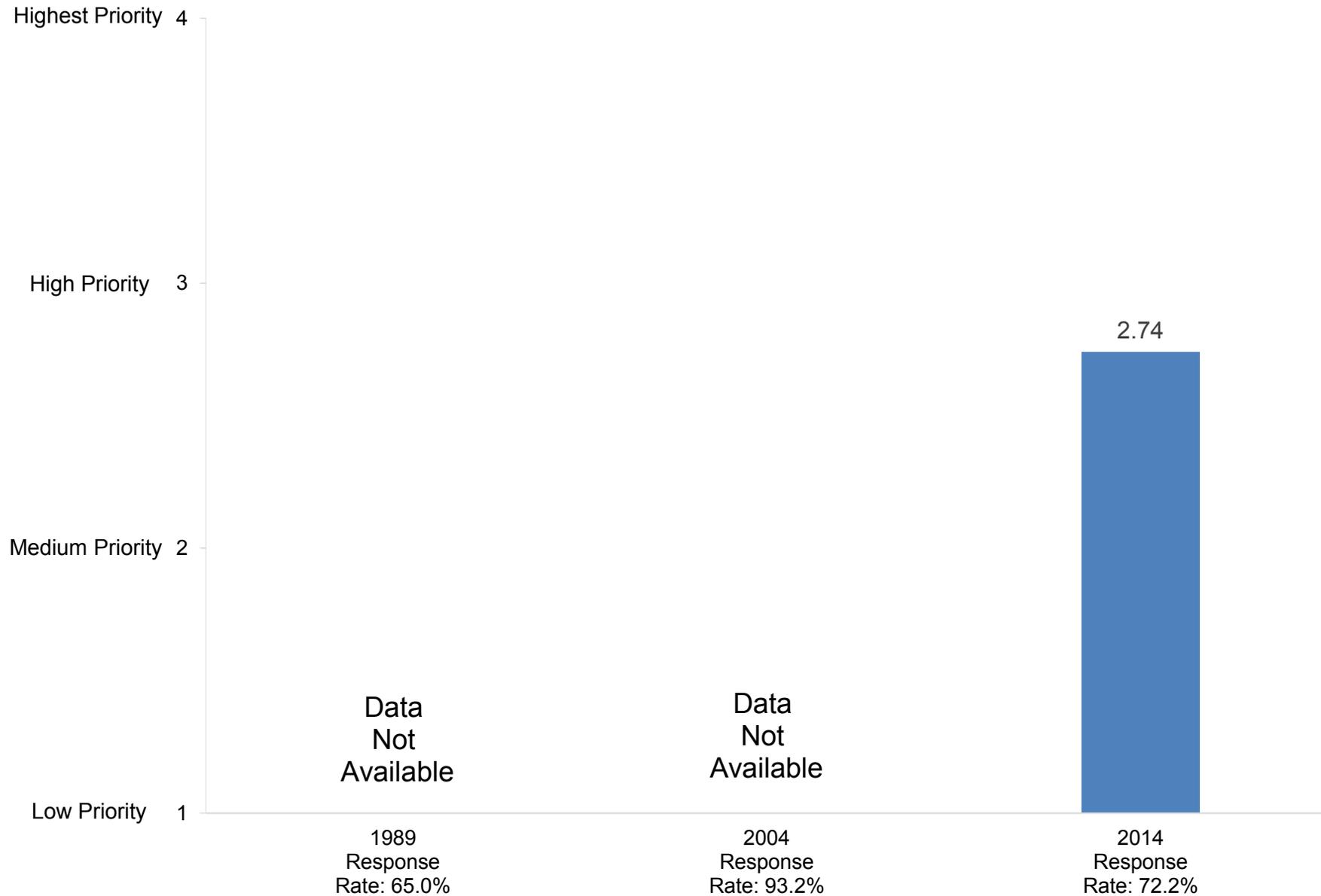
*Promote racial and ethnic diversity in  
the faculty and administration*



## Higher Education Research Institute (HERI) Faculty Survey

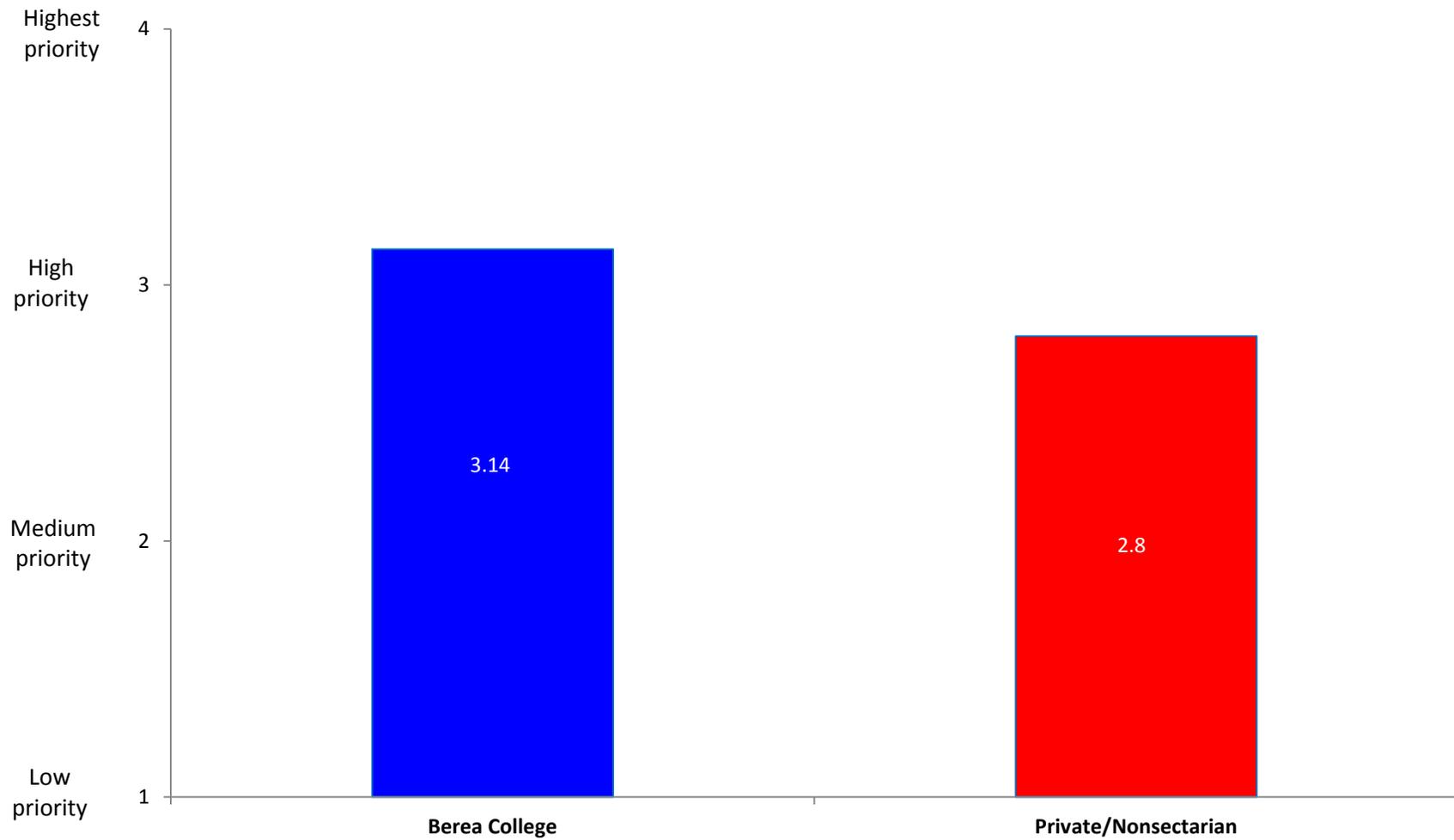
Indicate how important you believe each priority listed below is at your college or university.

### Promote racial and ethnic diversity in the faculty and administration



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

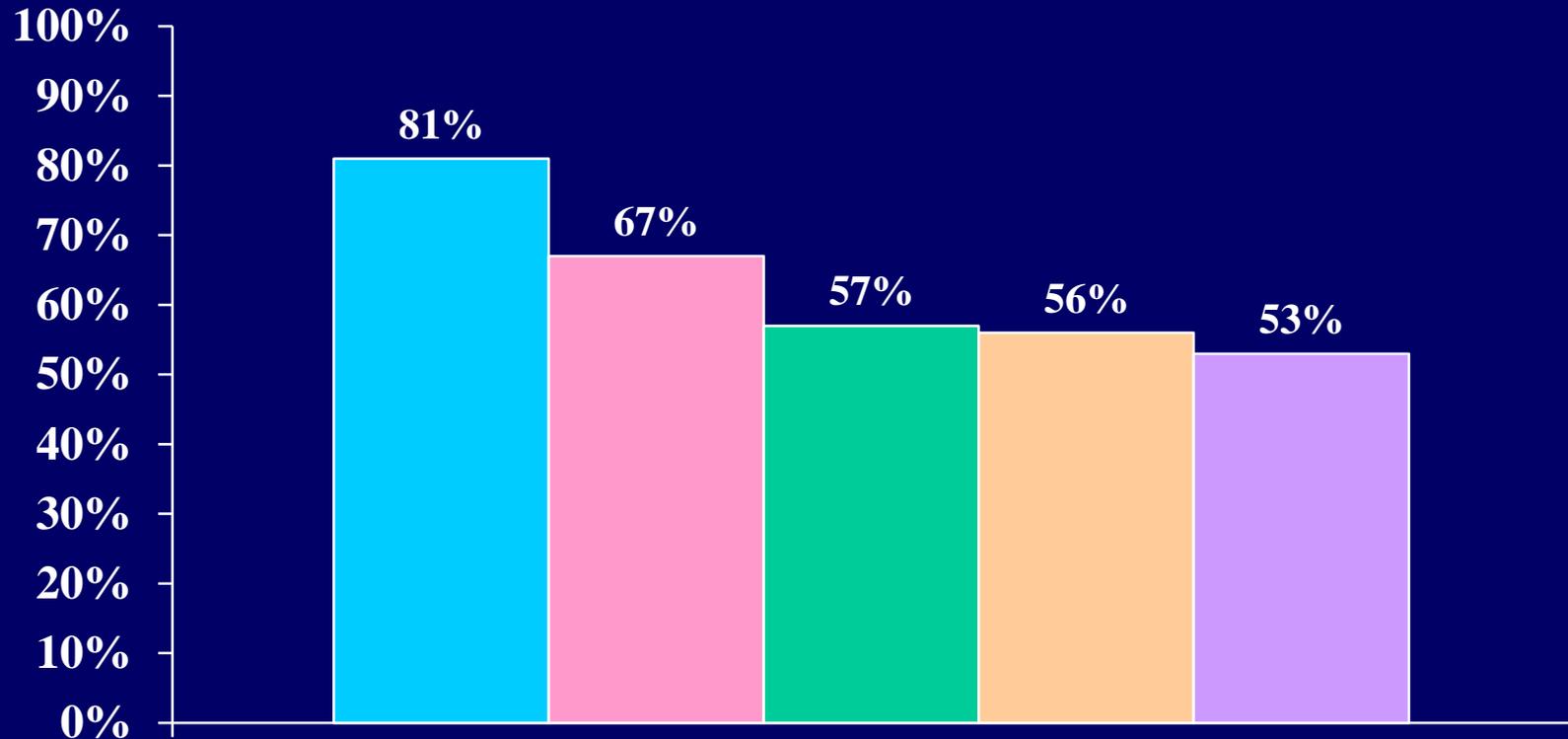
### To develop an appreciation for multiculturalism



Indicate how important you believe the priority below is at your college.

Percent of faculty who rated “highest priority” or “high priority”

## *Develop an appreciation for multiculturalism*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

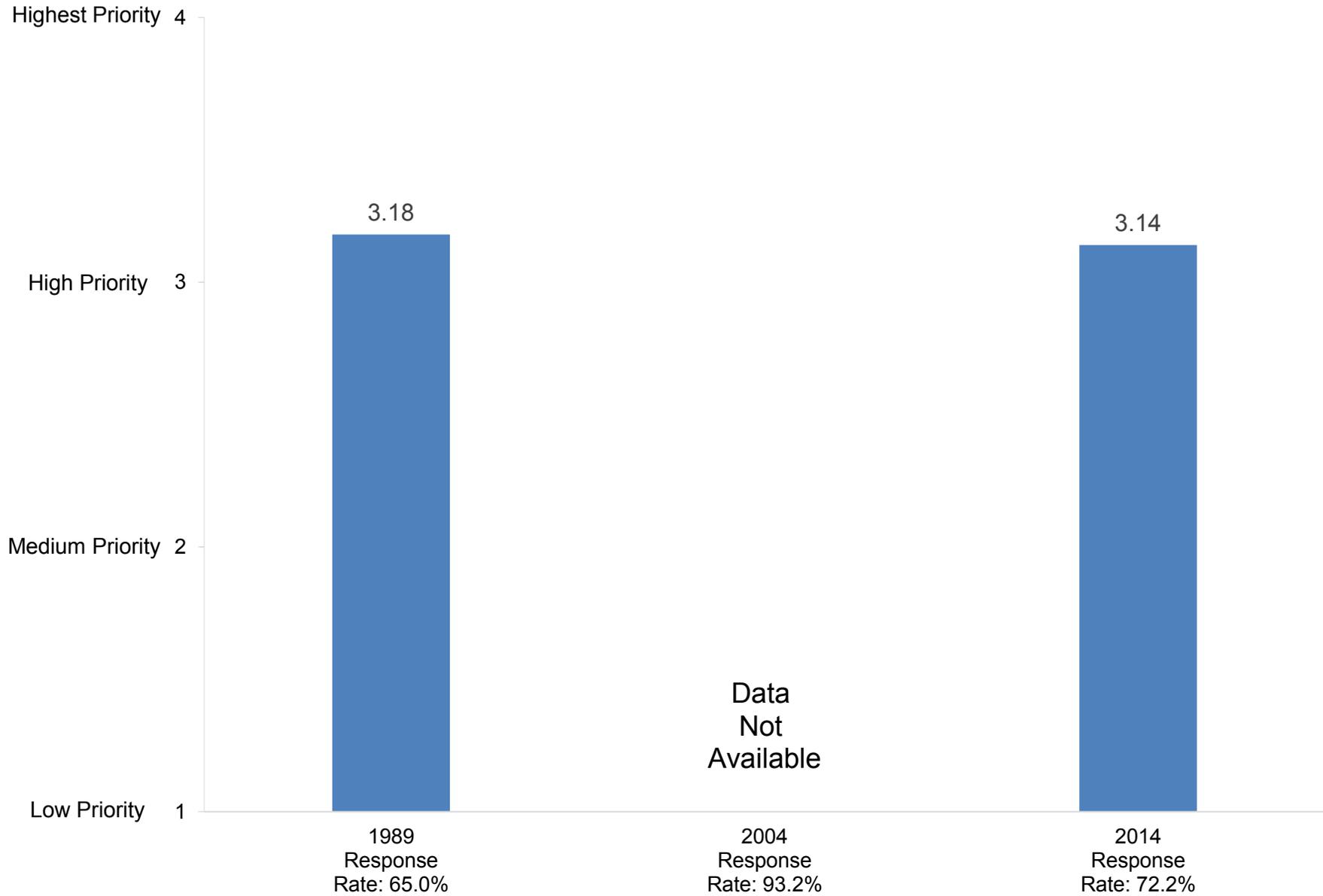
 4-Year  
Private

 Publics

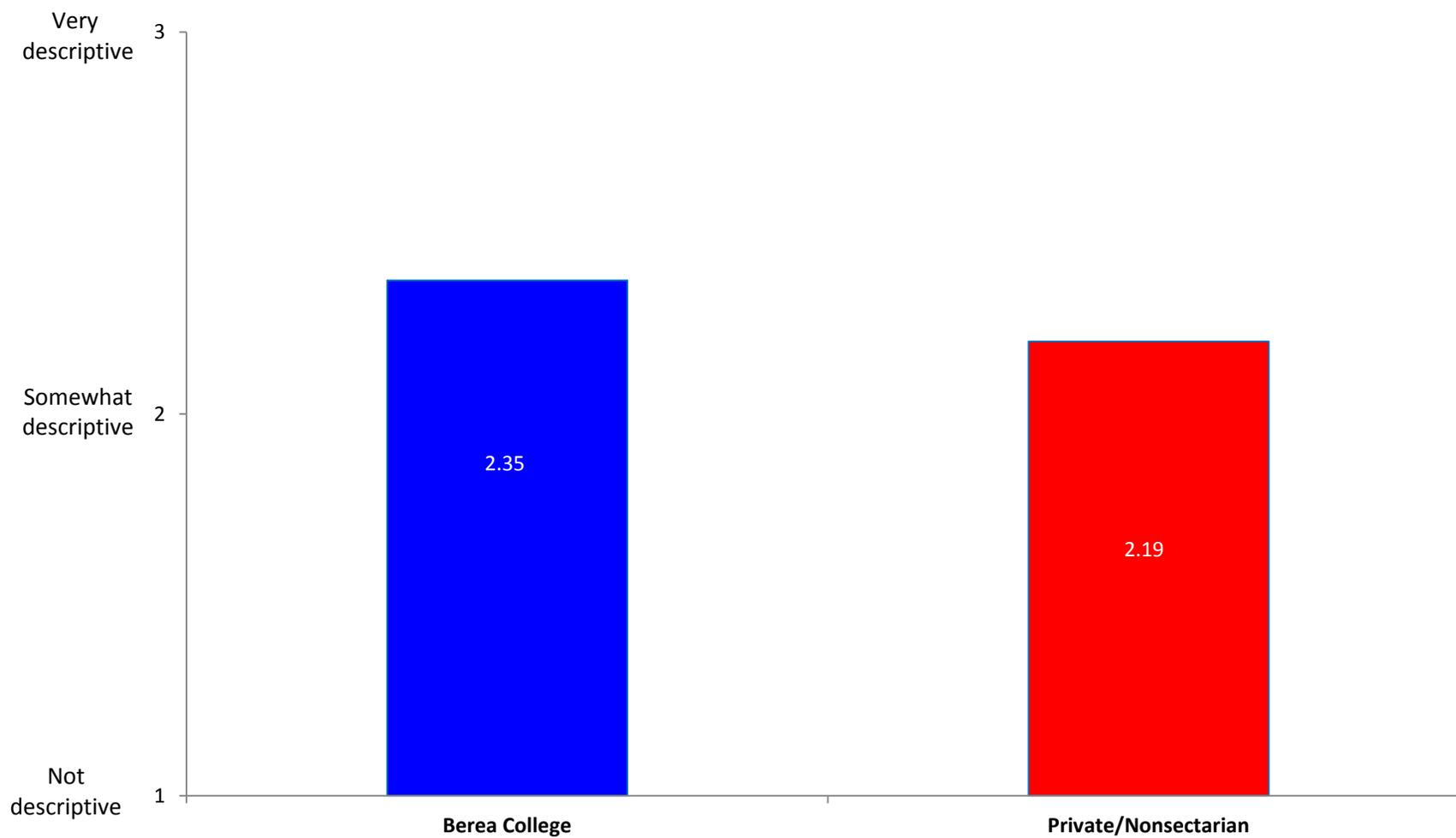
**Higher Education Research Institute (HERI) Faculty Survey**

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

**Develop an appreciation for multiculturalism**



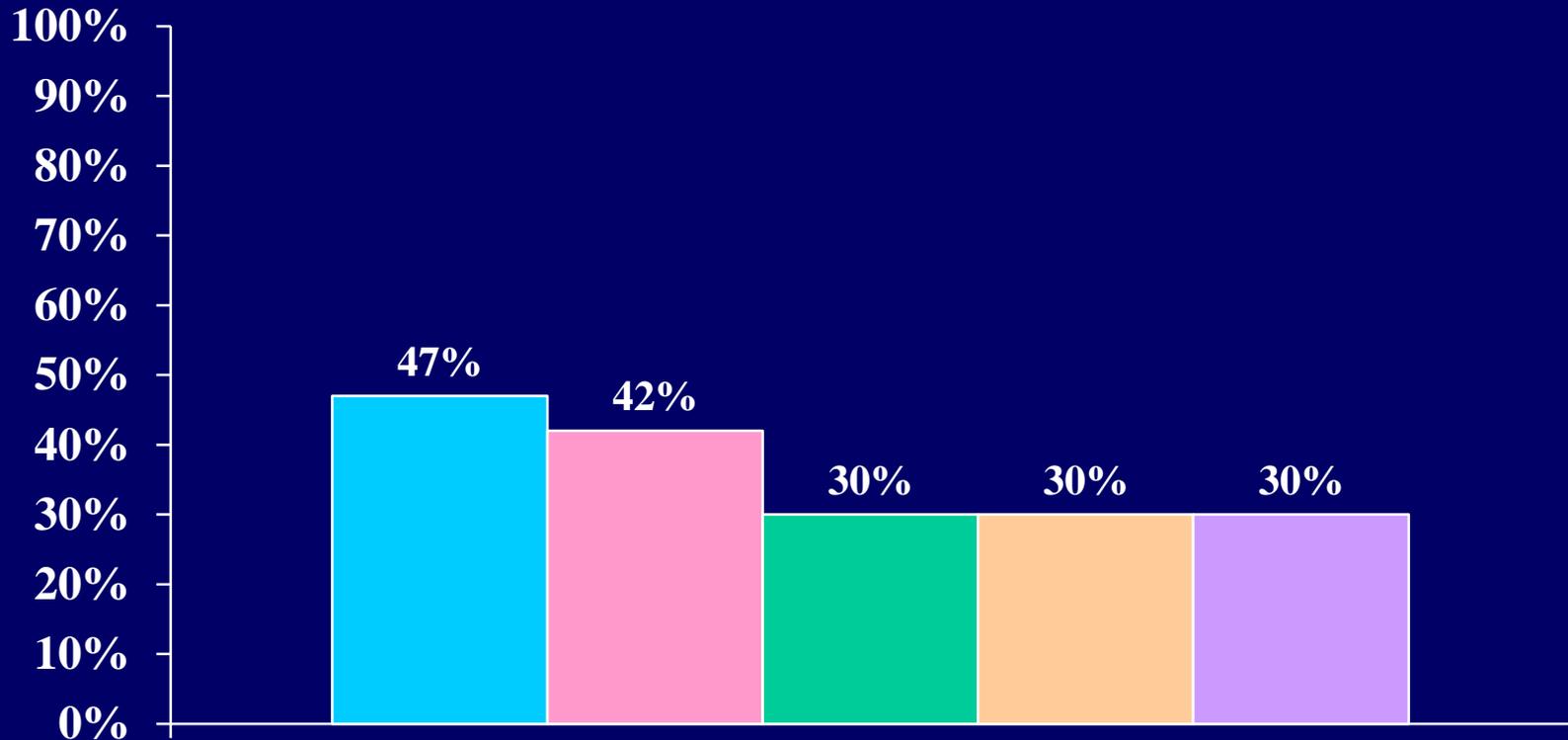
### There is respect for the expression of diverse values and beliefs



Indicate how well each of the following describes your college.

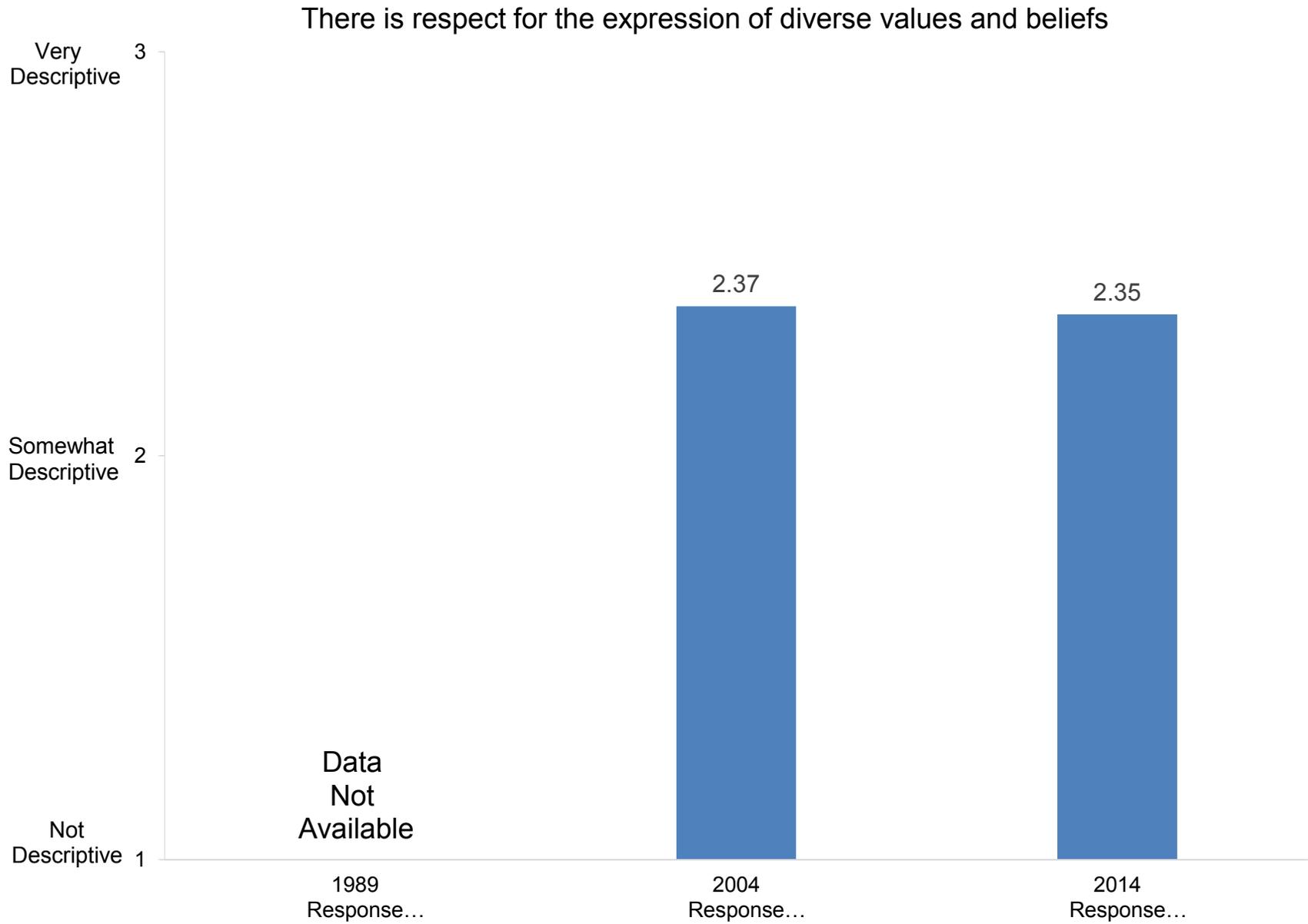
Percent of faculty who rated "Very Descriptive"

*There is respect for the expression of diverse values and beliefs*



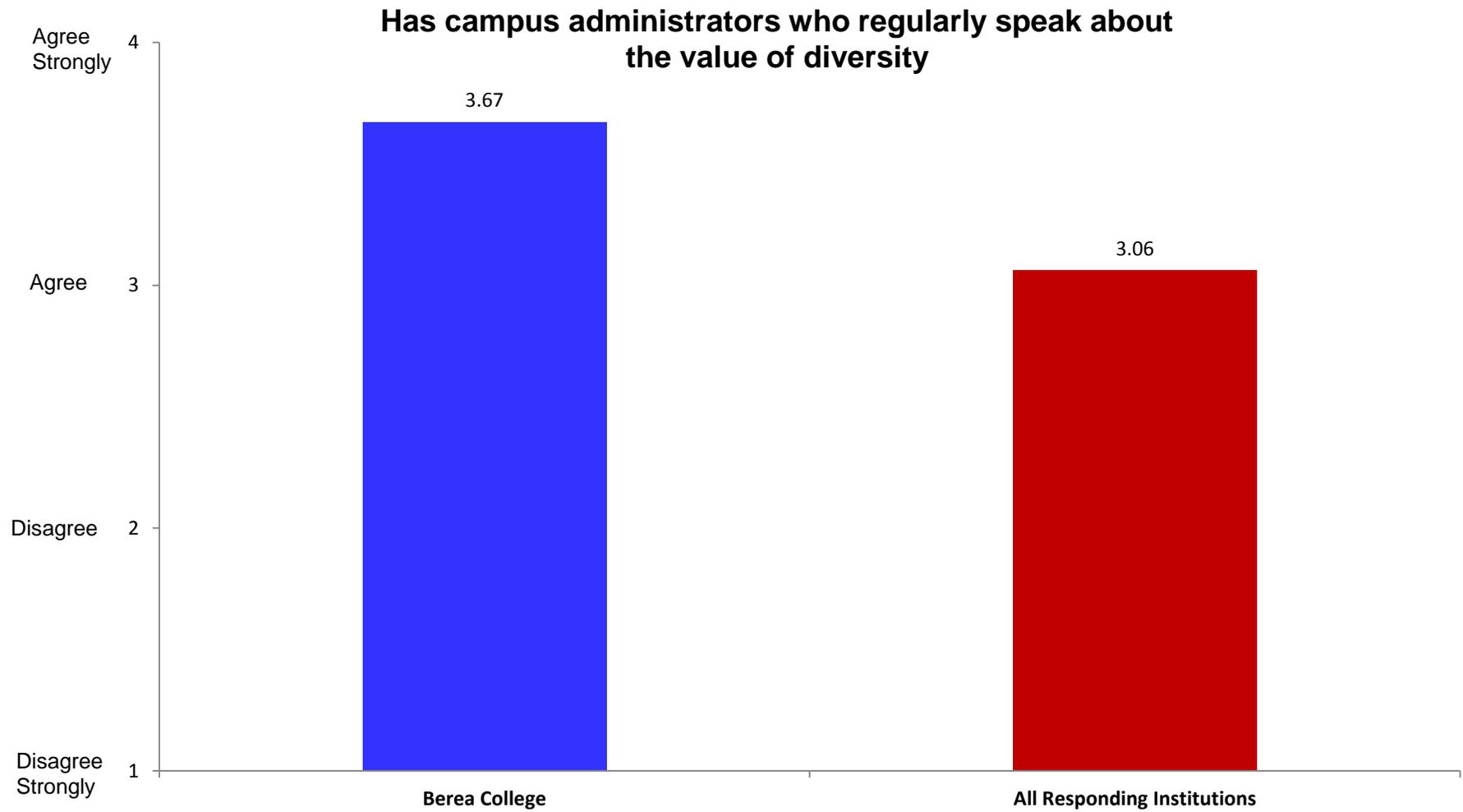
**Higher Education Research Institute (HERI) Faculty Survey**

Indicate how well each of the following describes your college or university:

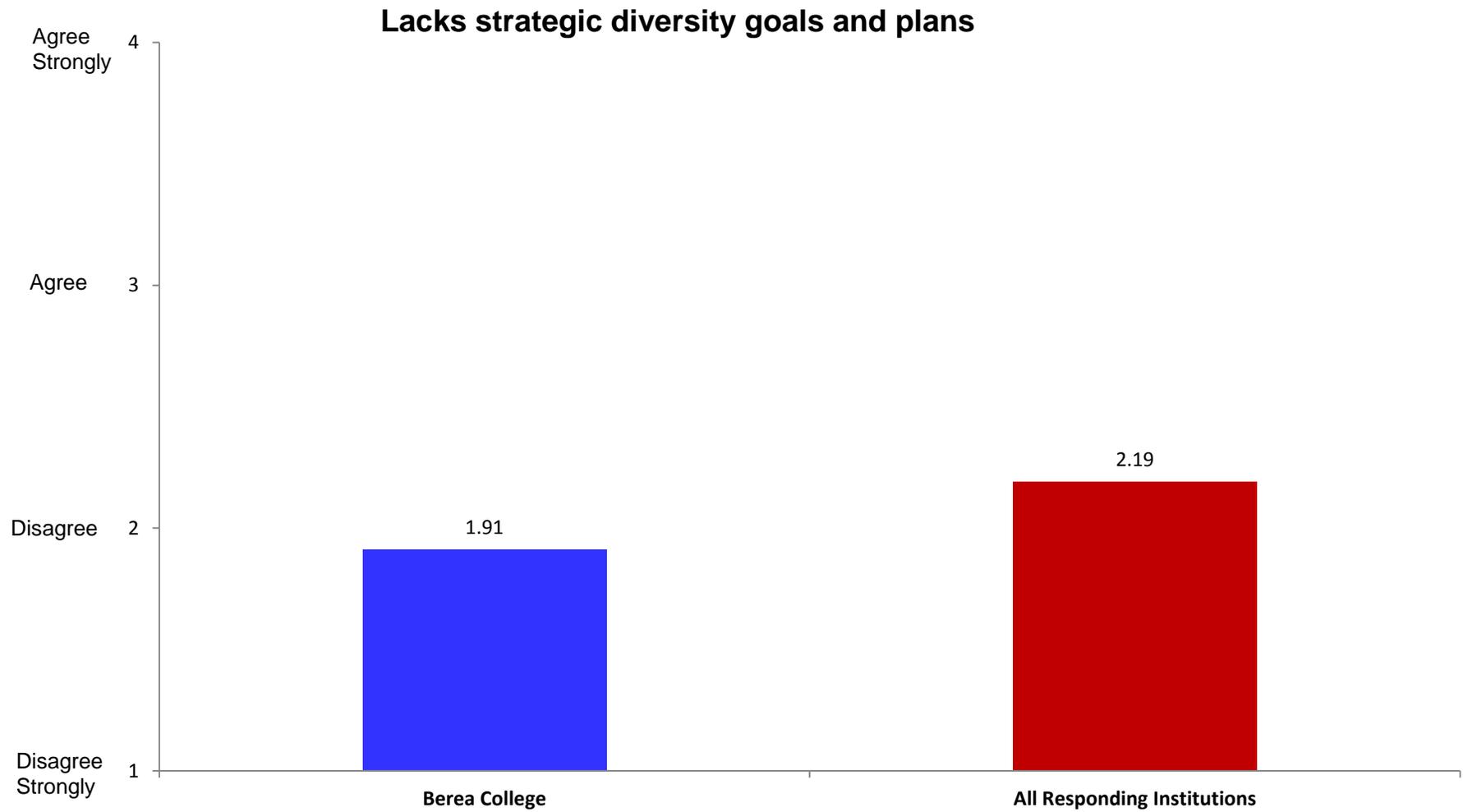


CAMPUS CLIMATE MODULE

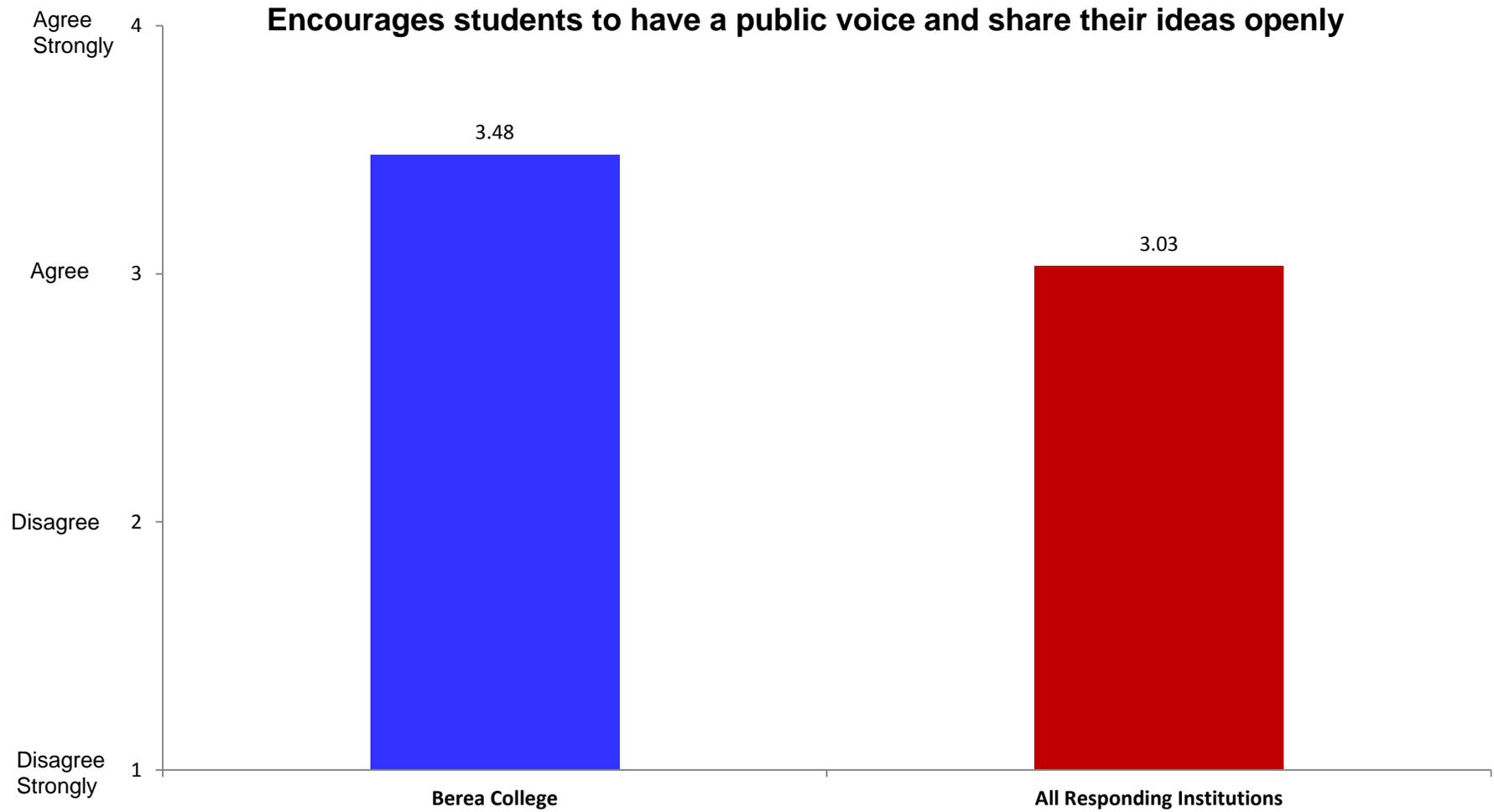
Indicate your agreement with these statements. This institution:



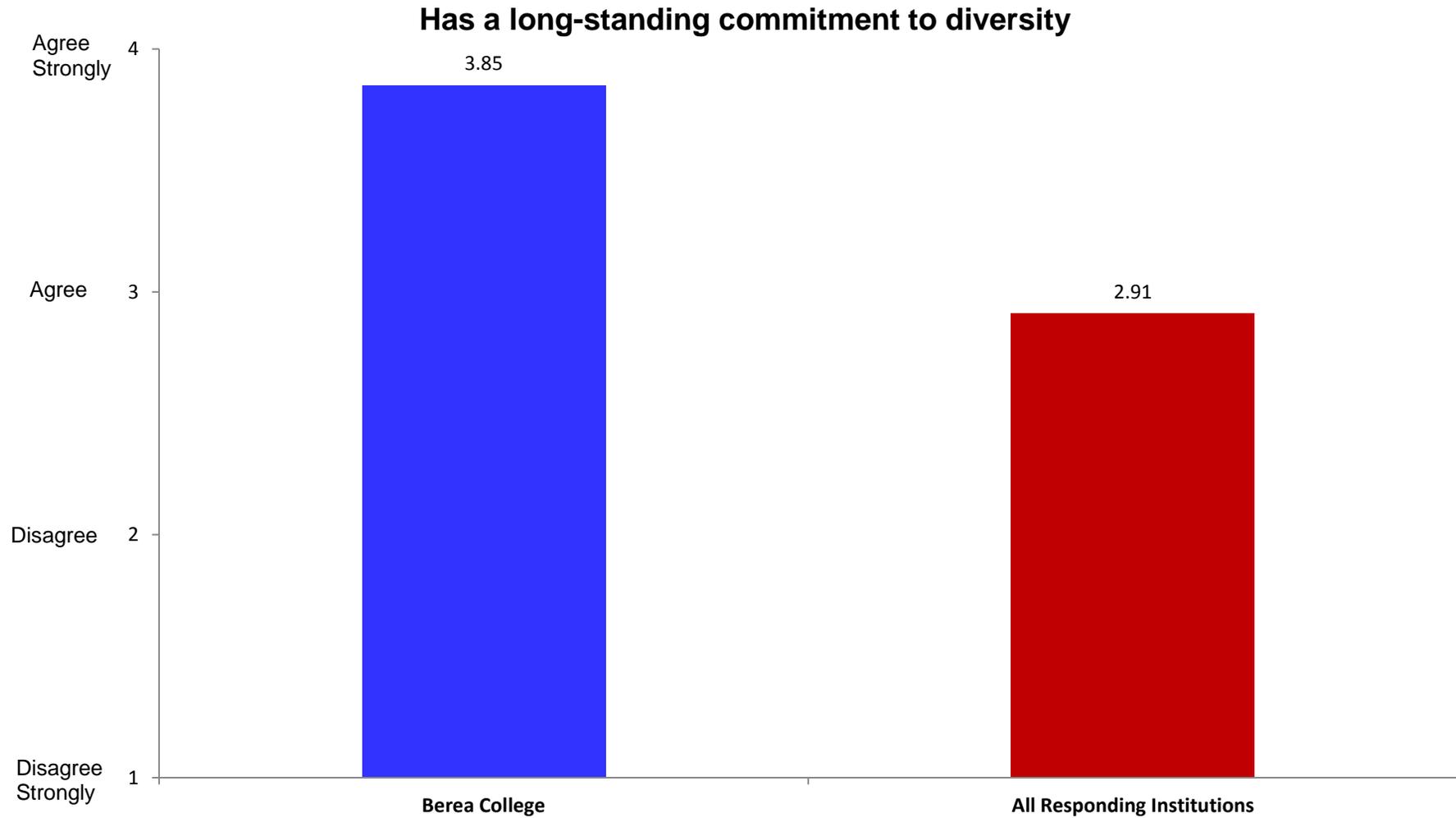
*Indicate your agreement with these statements. This institution:*



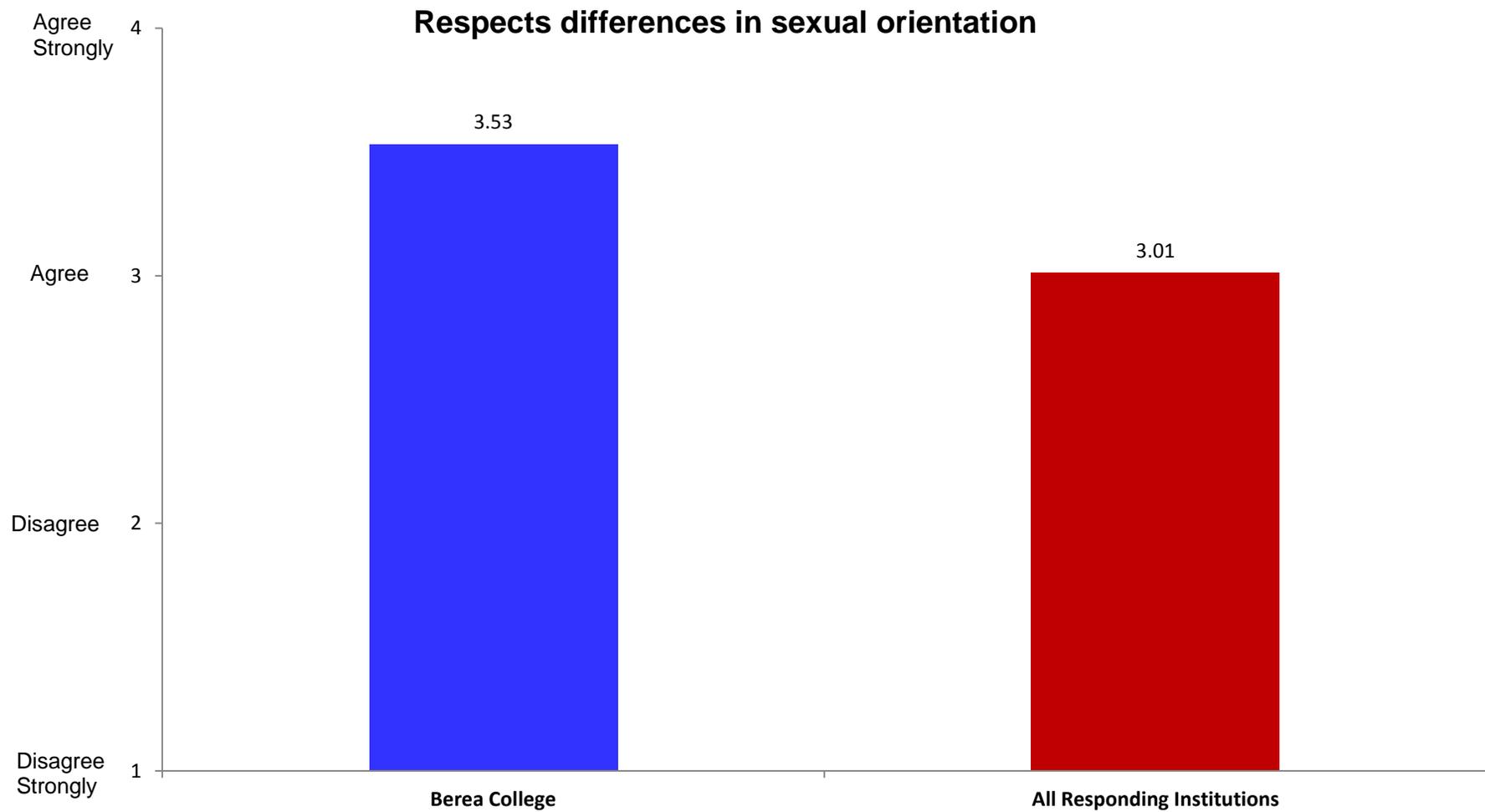
Indicate your agreement with these statements. This institution:



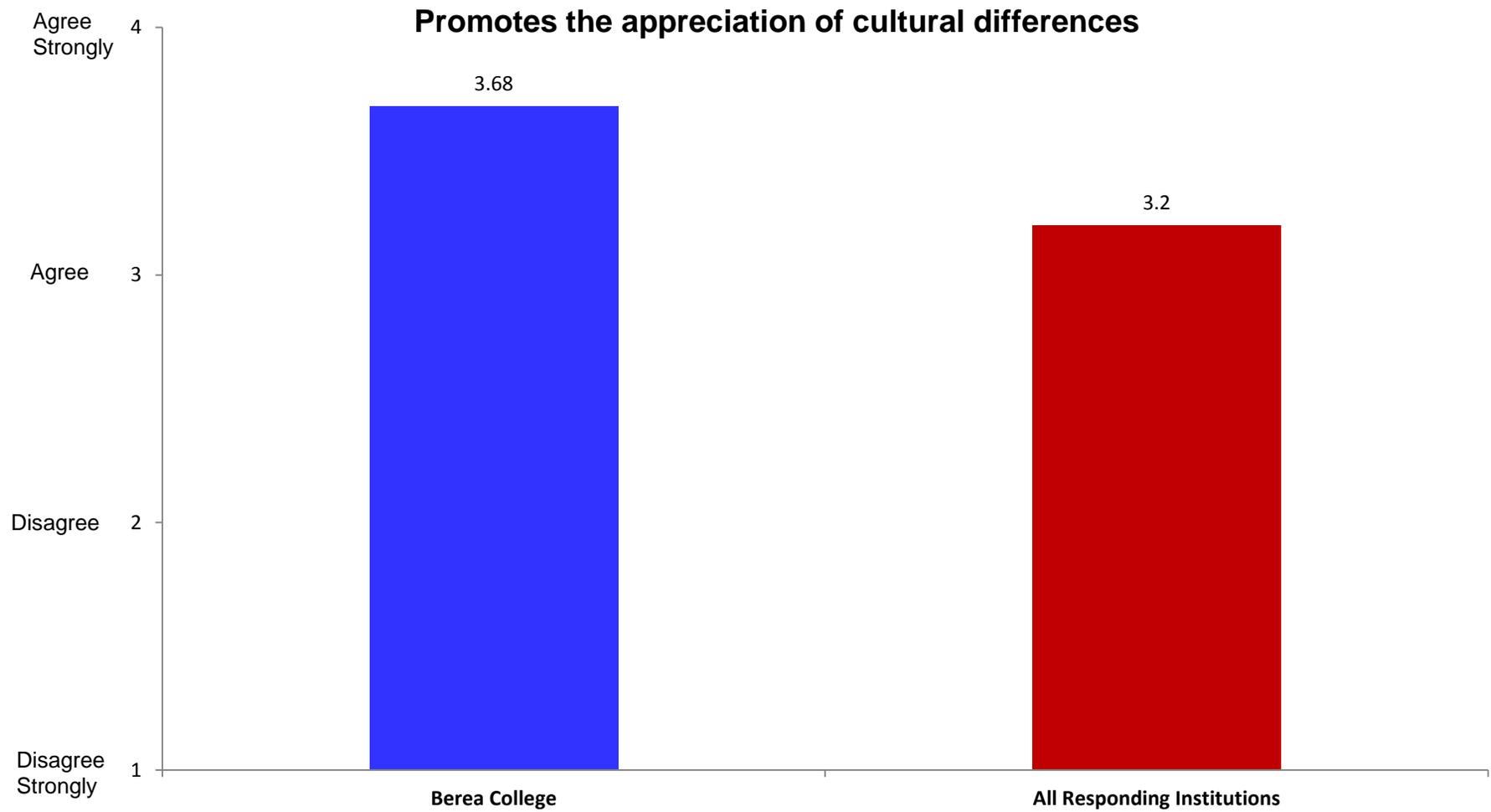
*Indicate your agreement with these statements. This institution:*



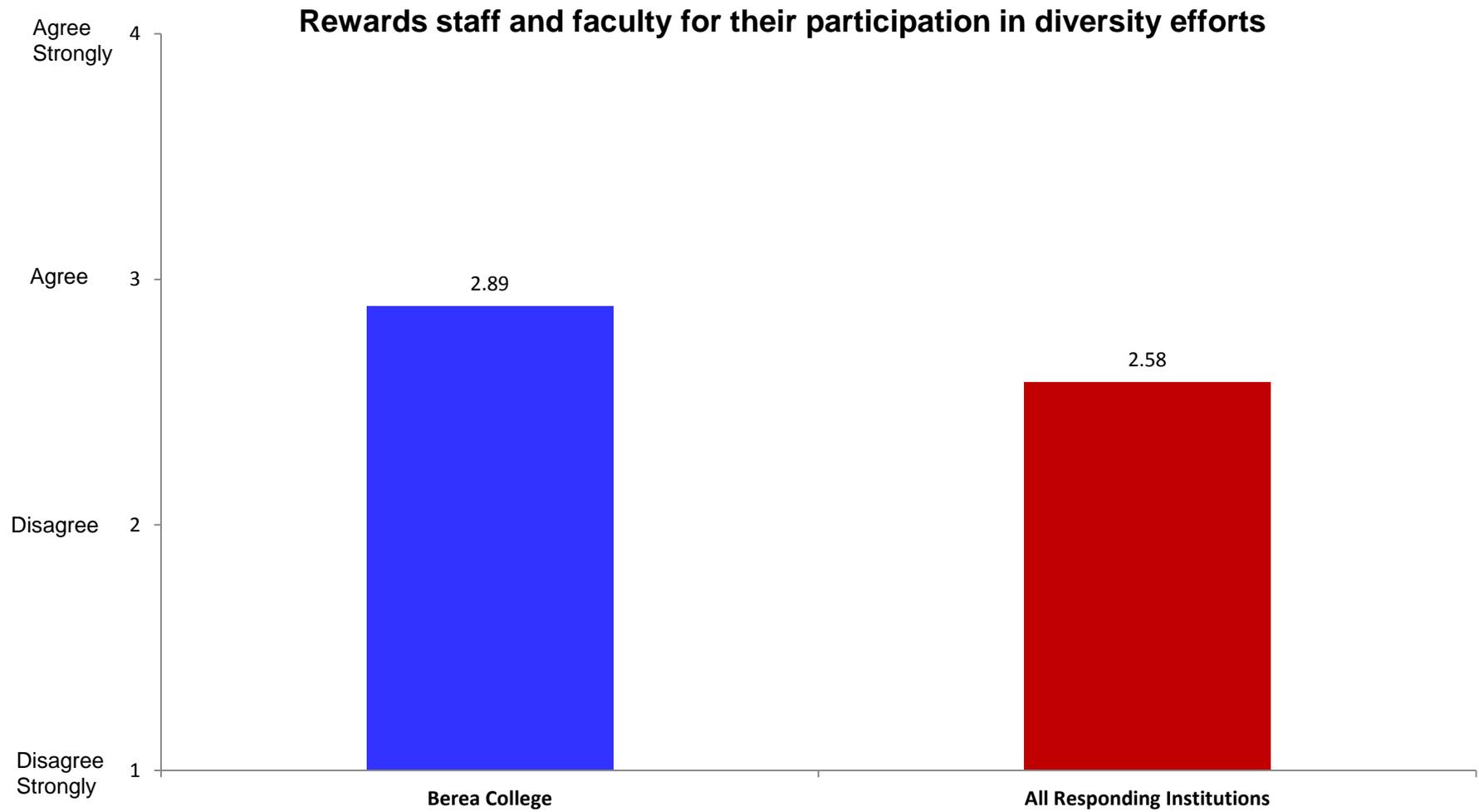
*Indicate your agreement with these statements. This institution:*



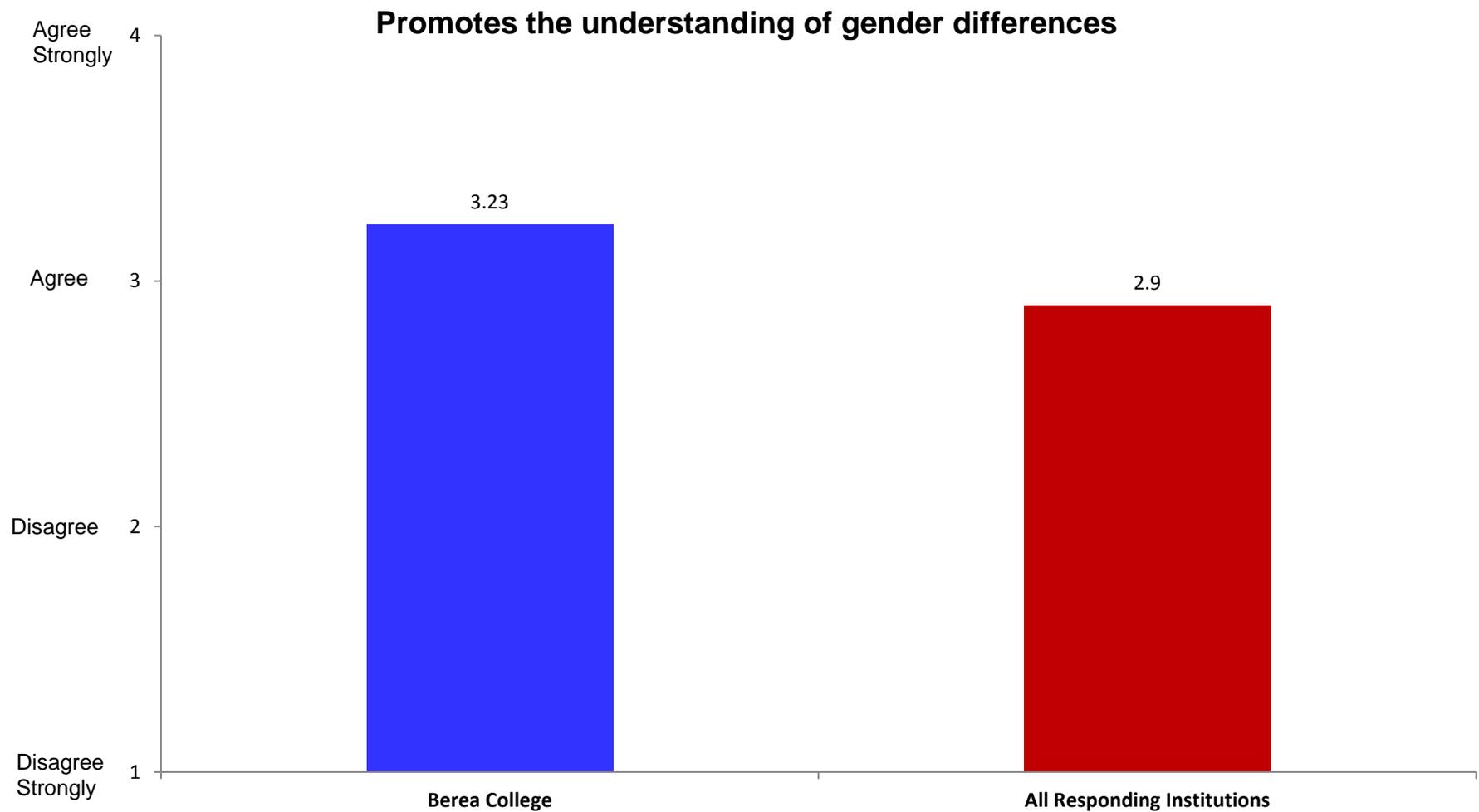
*Indicate your agreement with these statements. This institution:*



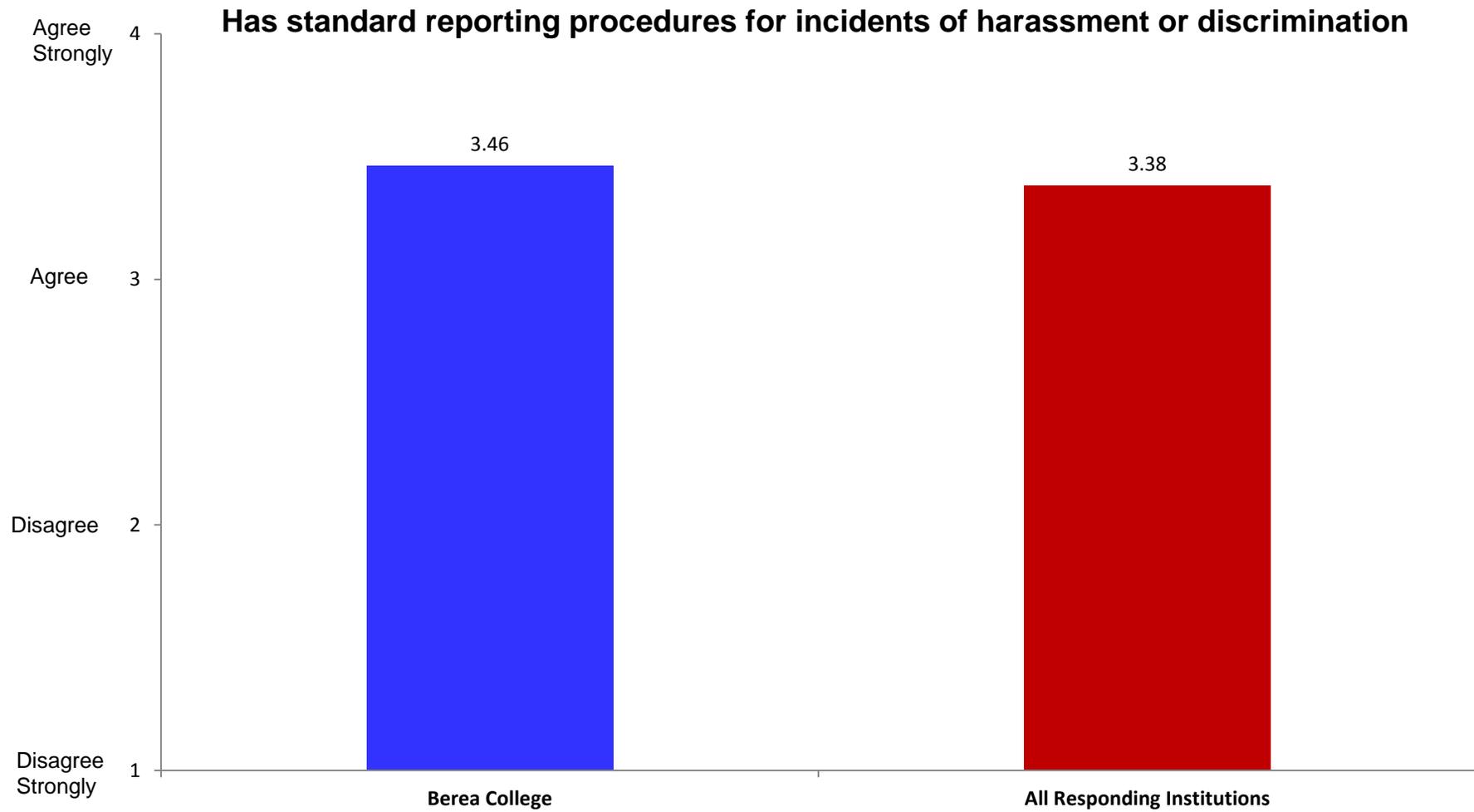
*Indicate your agreement with these statements. This institution:*



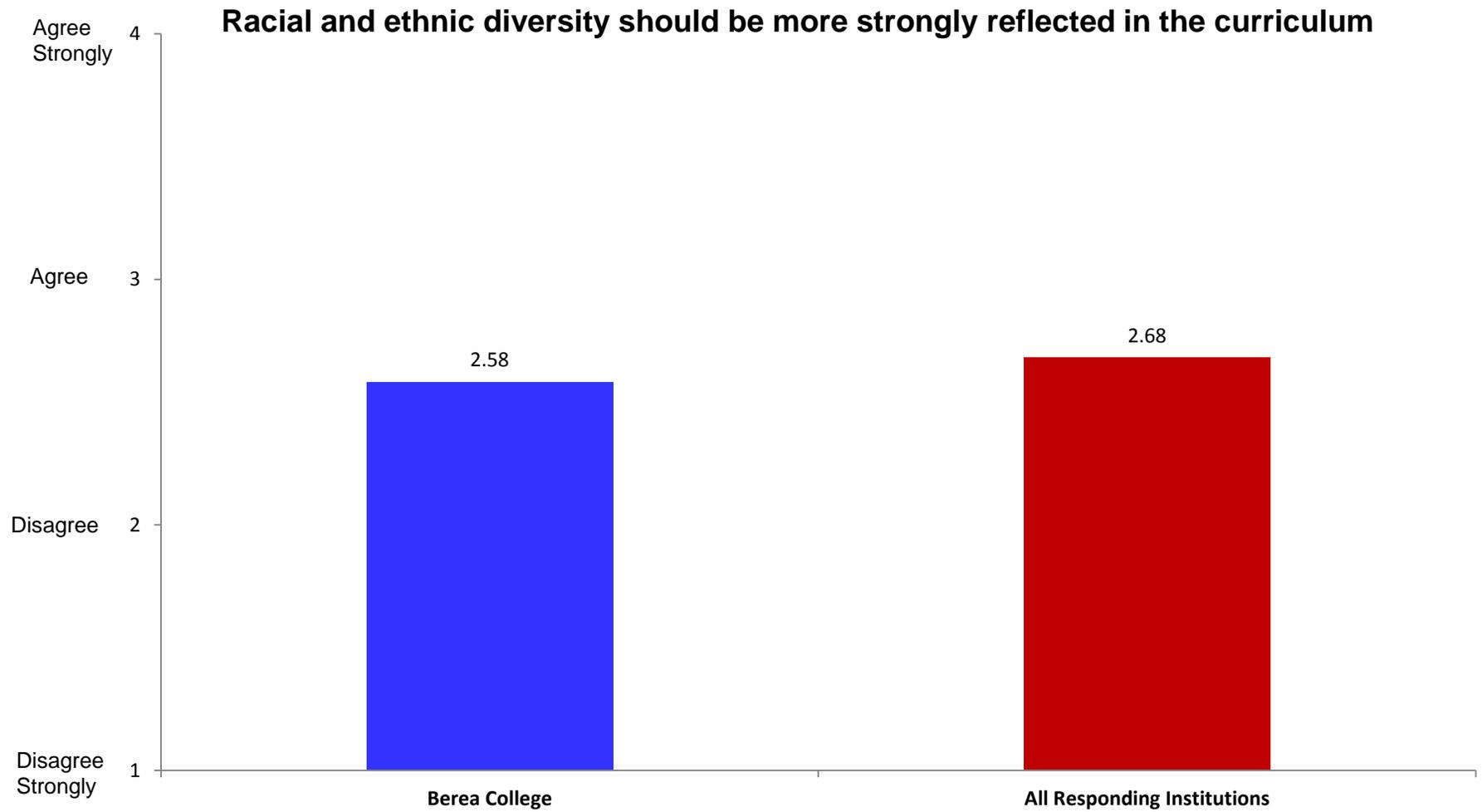
*Indicate your agreement with these statements. This institution:*



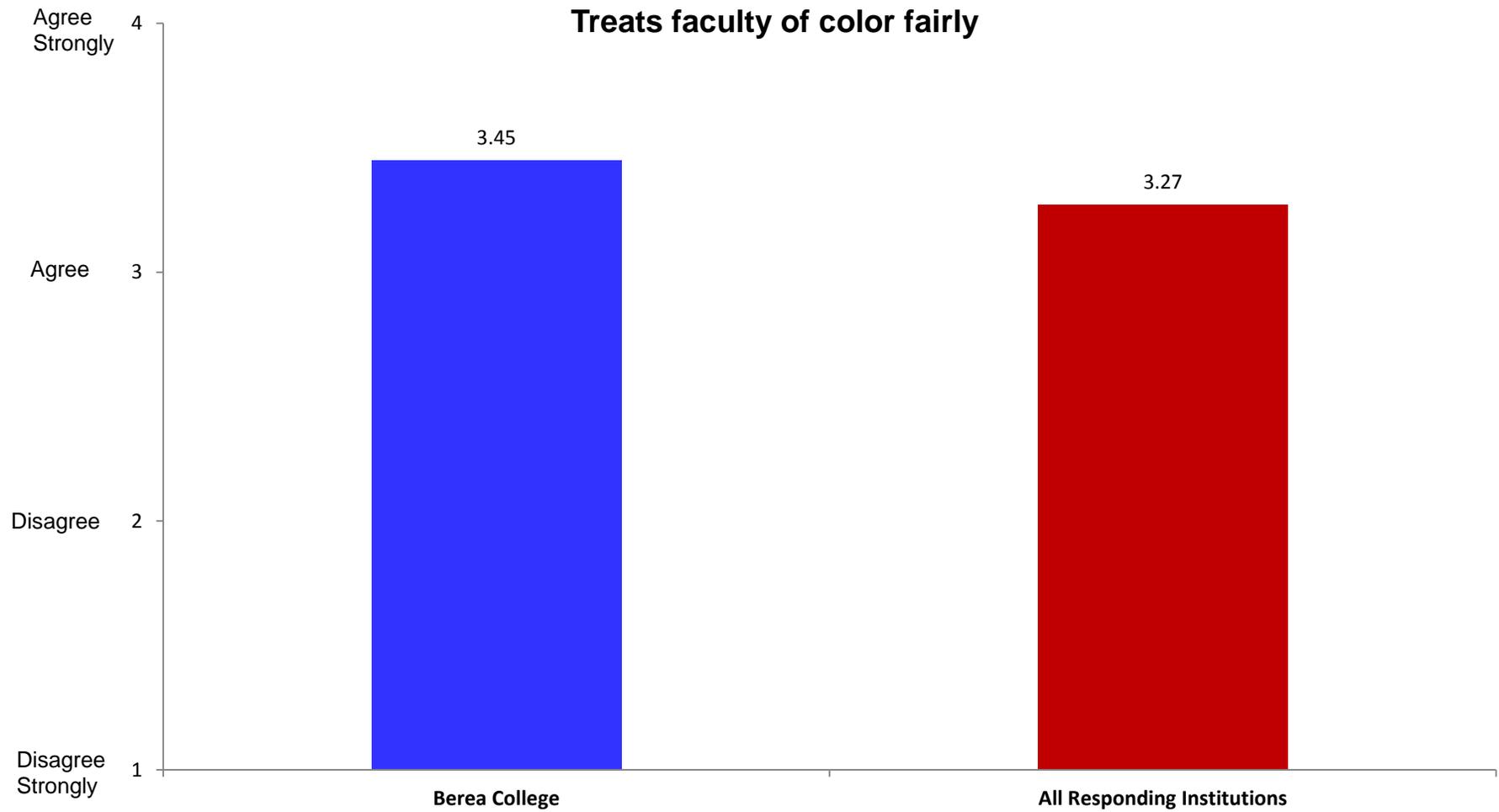
Indicate your agreement with these statements. This institution:



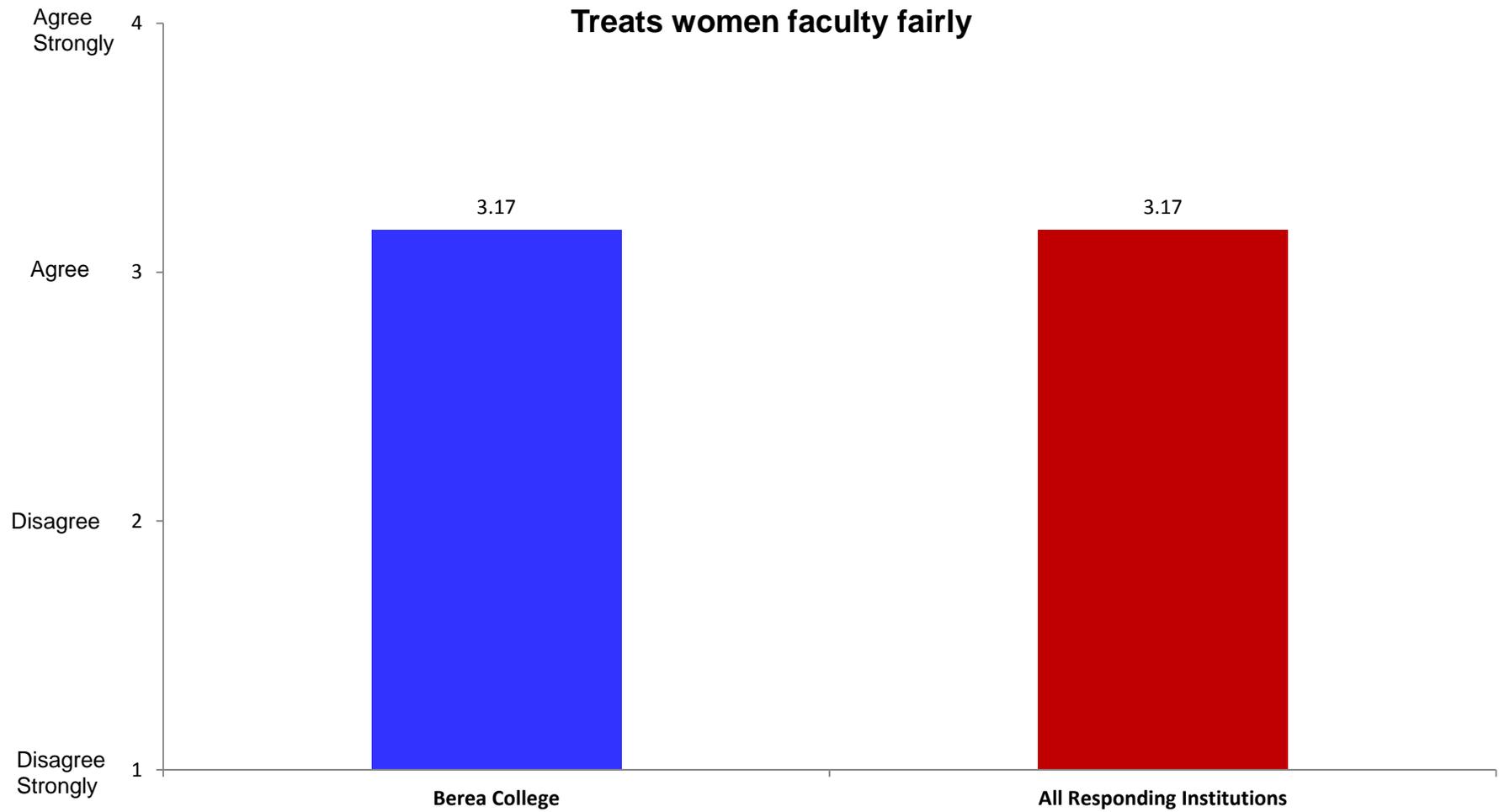
*Indicate your agreement with these statements. This institution:*



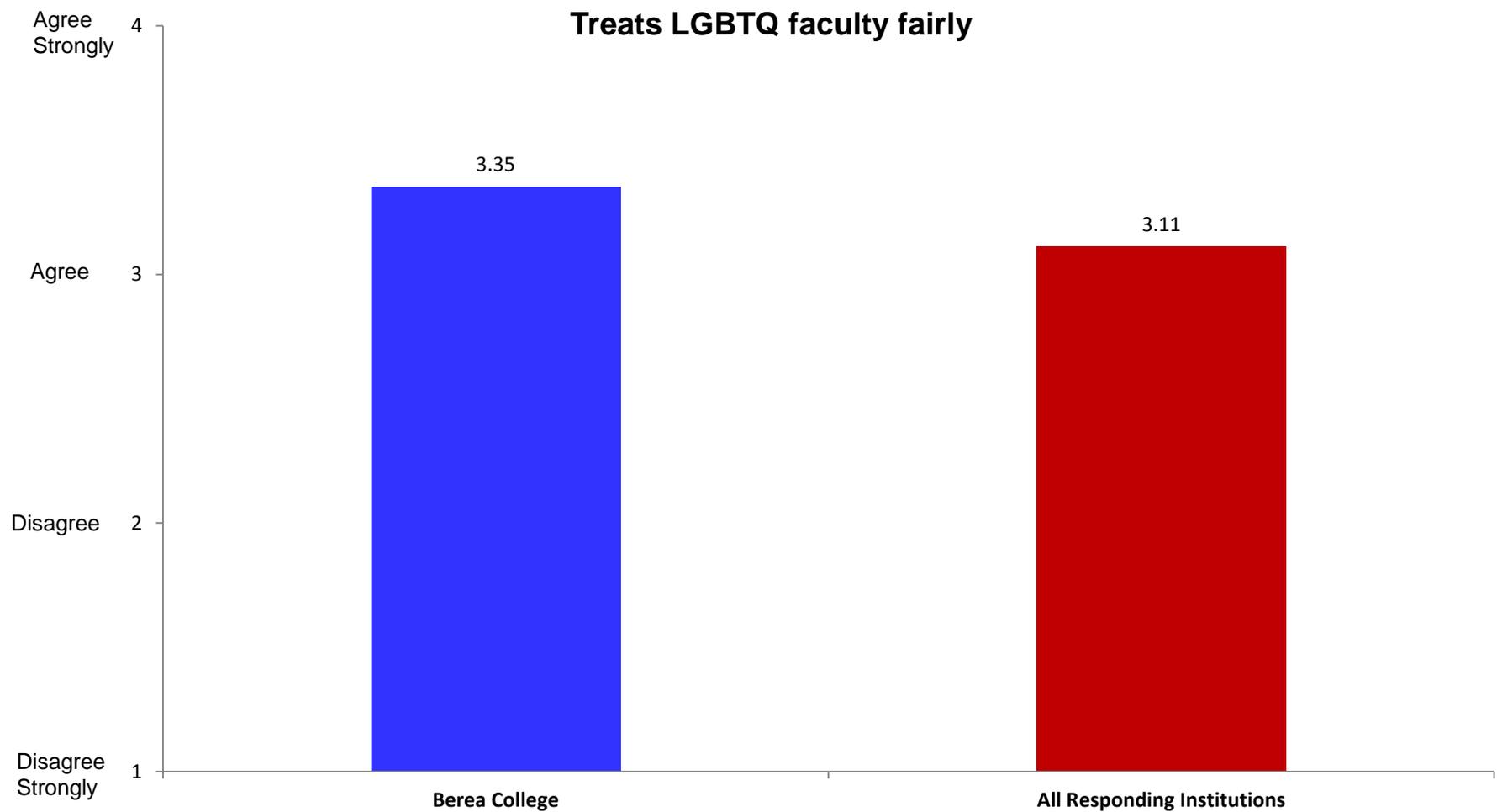
*Indicate your agreement with these statements. This institution:*



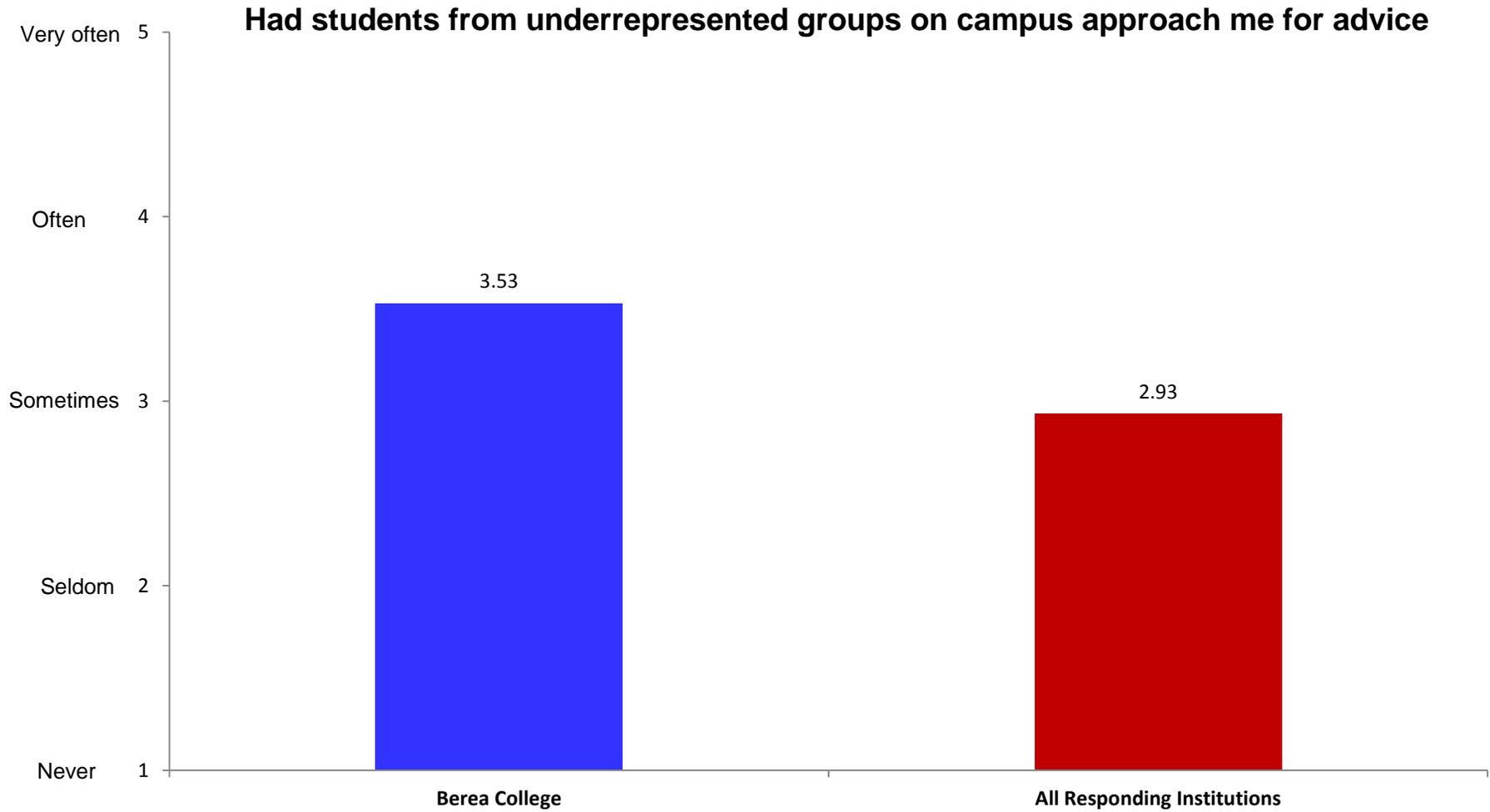
*Indicate your agreement with these statements. This institution:*



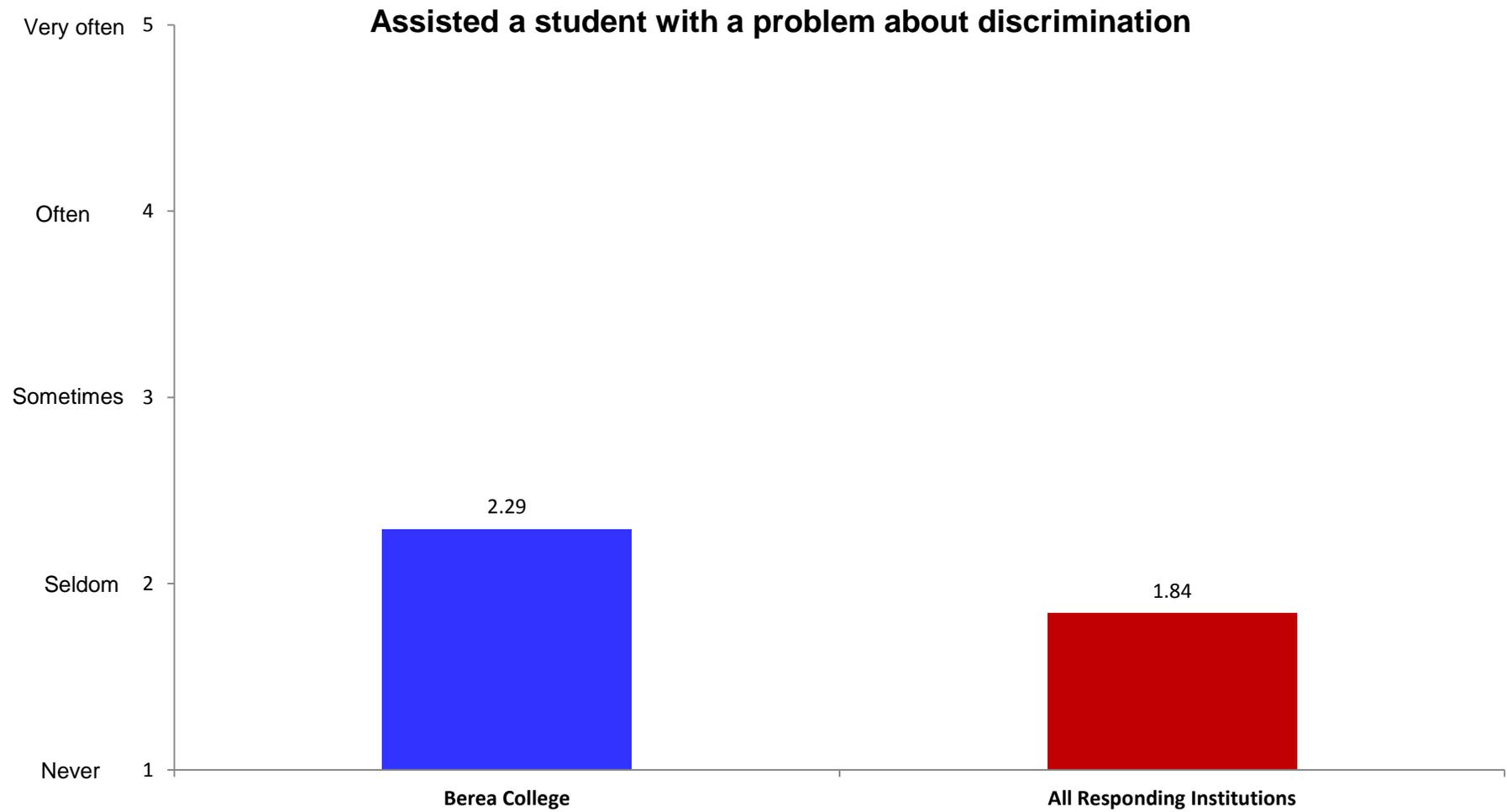
*Indicate your agreement with these statements. This institution:*



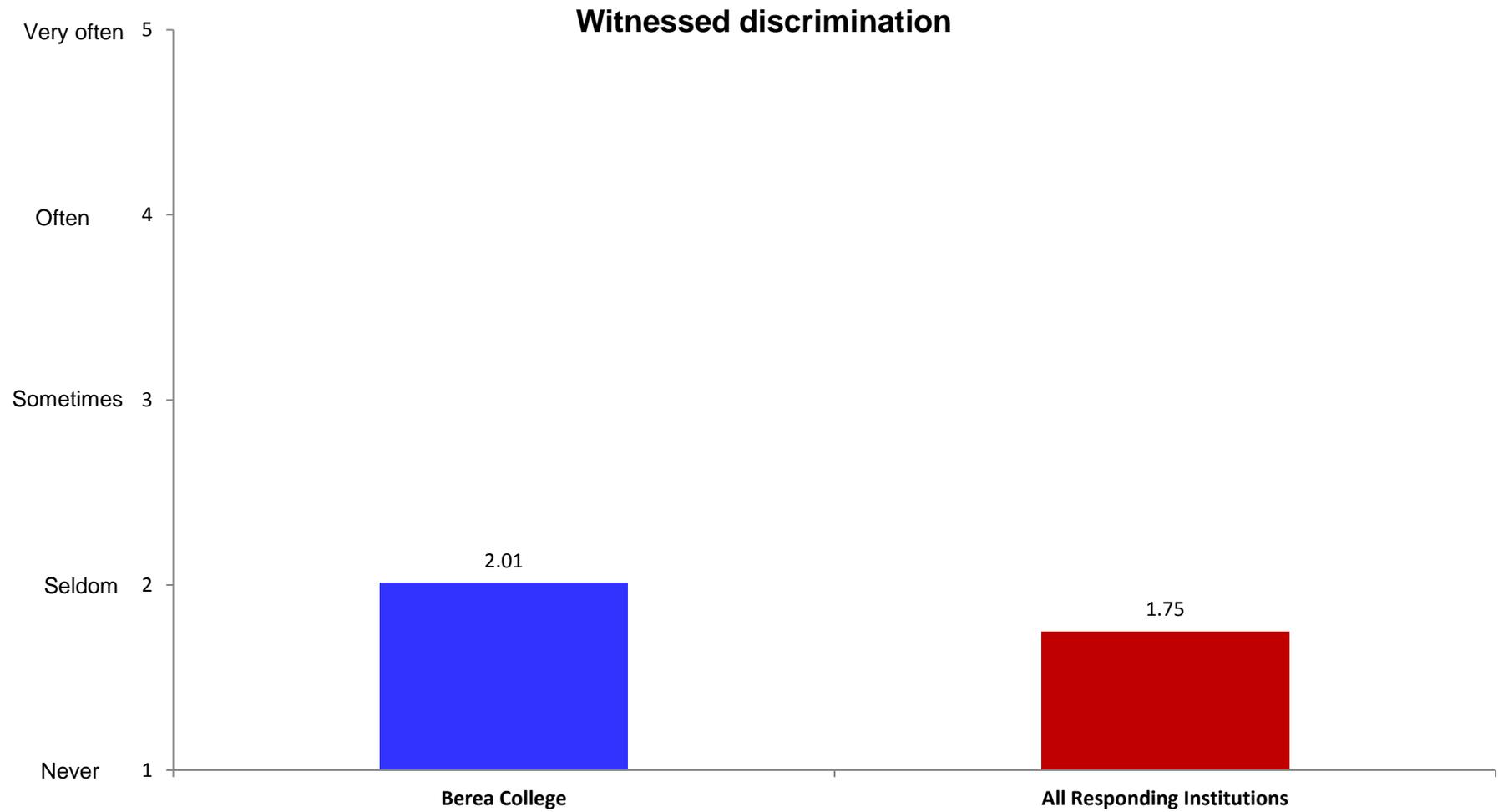
*Please indicate how often at this institution you have:*



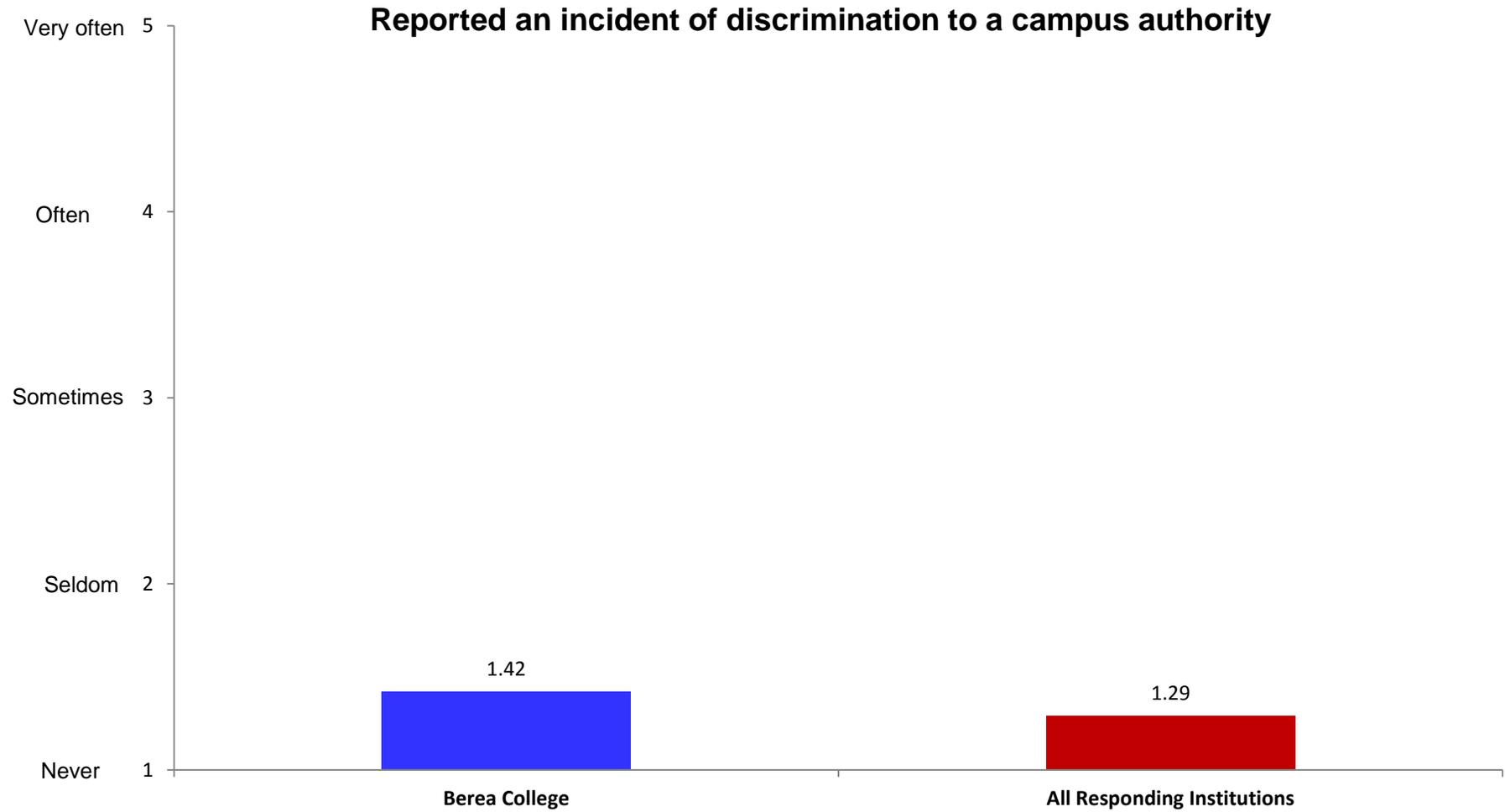
*Please indicate how often at this institution you have:*



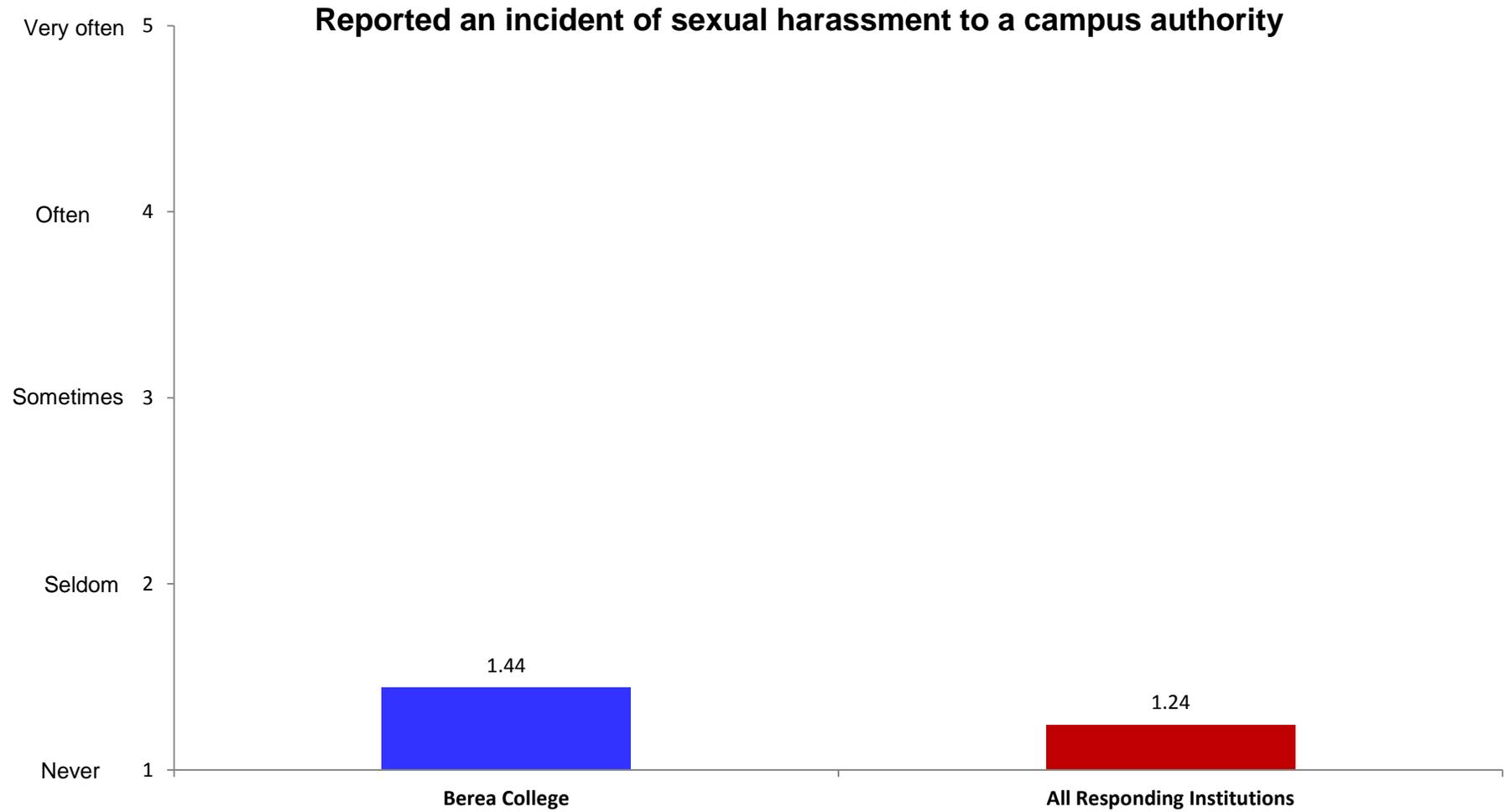
*Please indicate how often at this institution you have:*



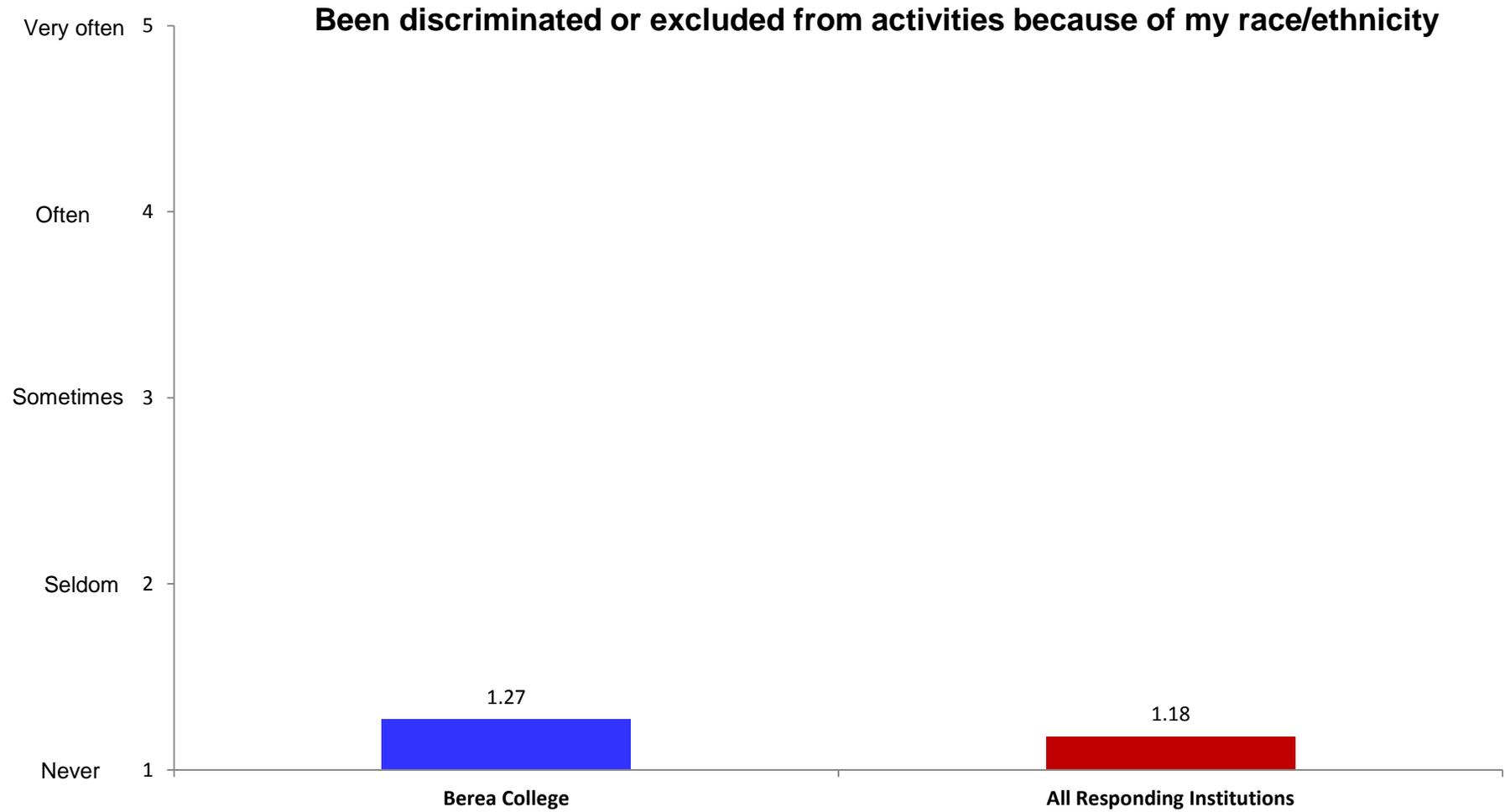
*Please indicate how often at this institution you have:*



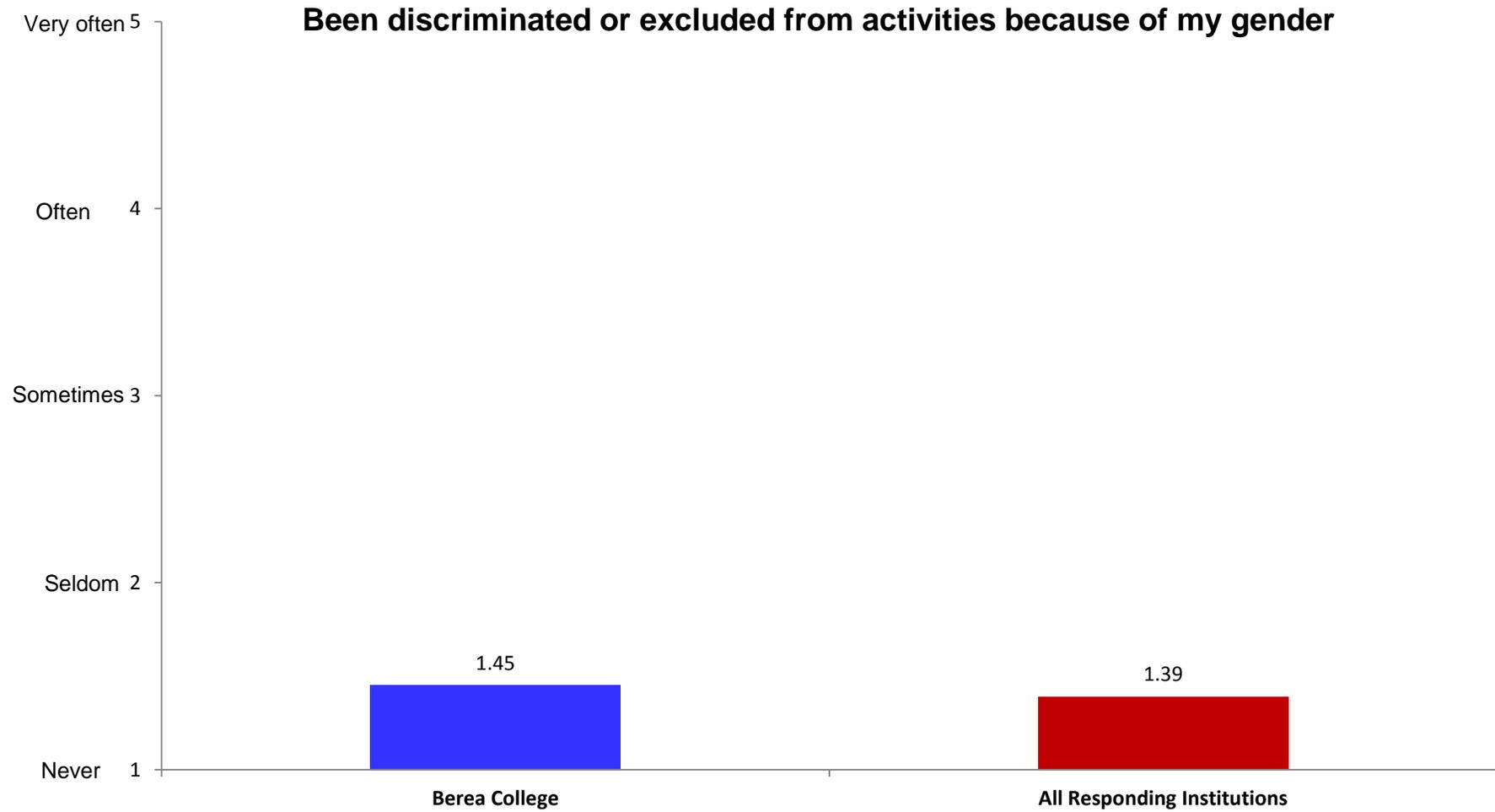
*Please indicate how often at this institution you have:*



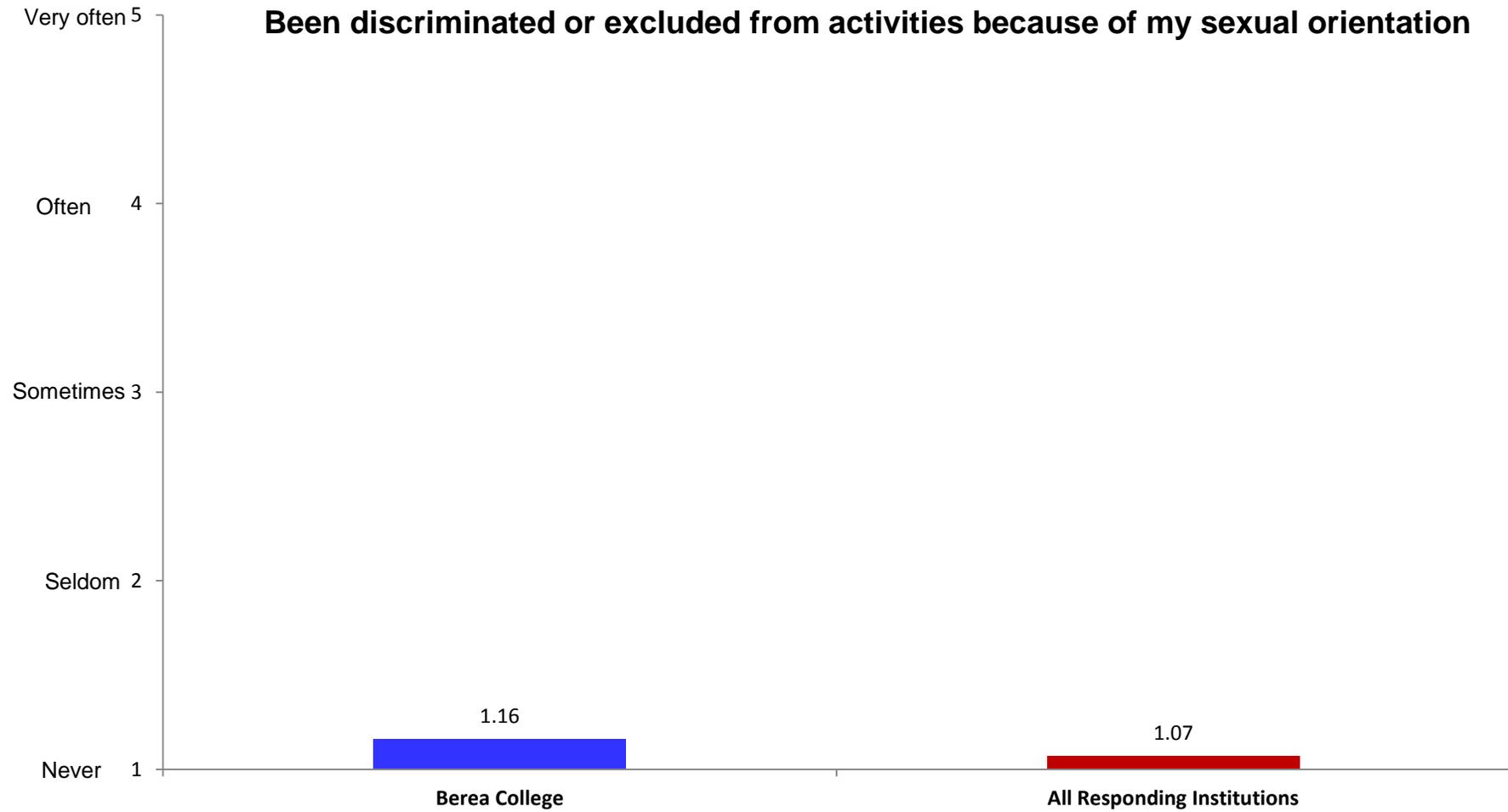
*Please indicate how often at this institution you have:*



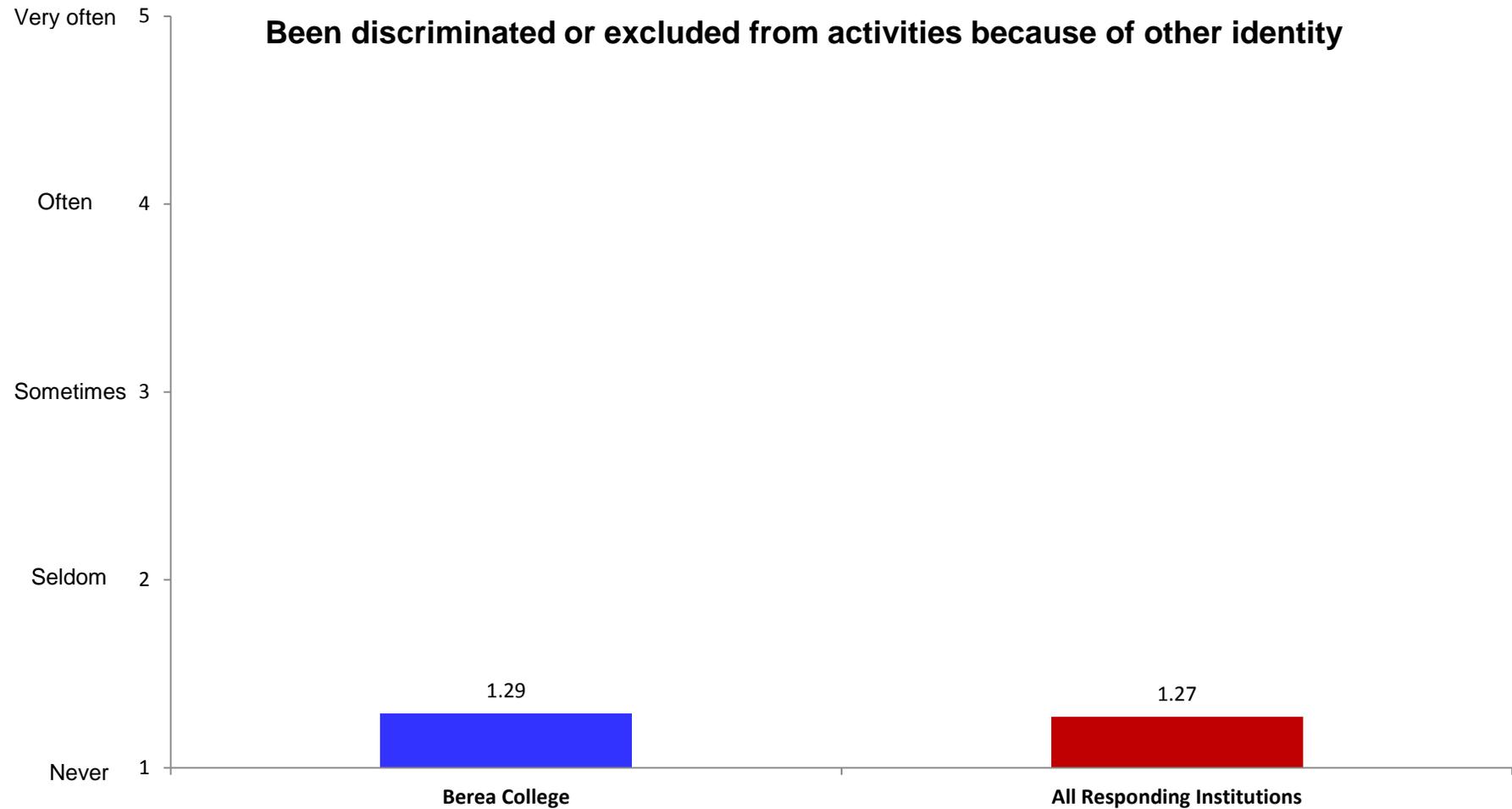
*Please indicate how often at this institution you have:*



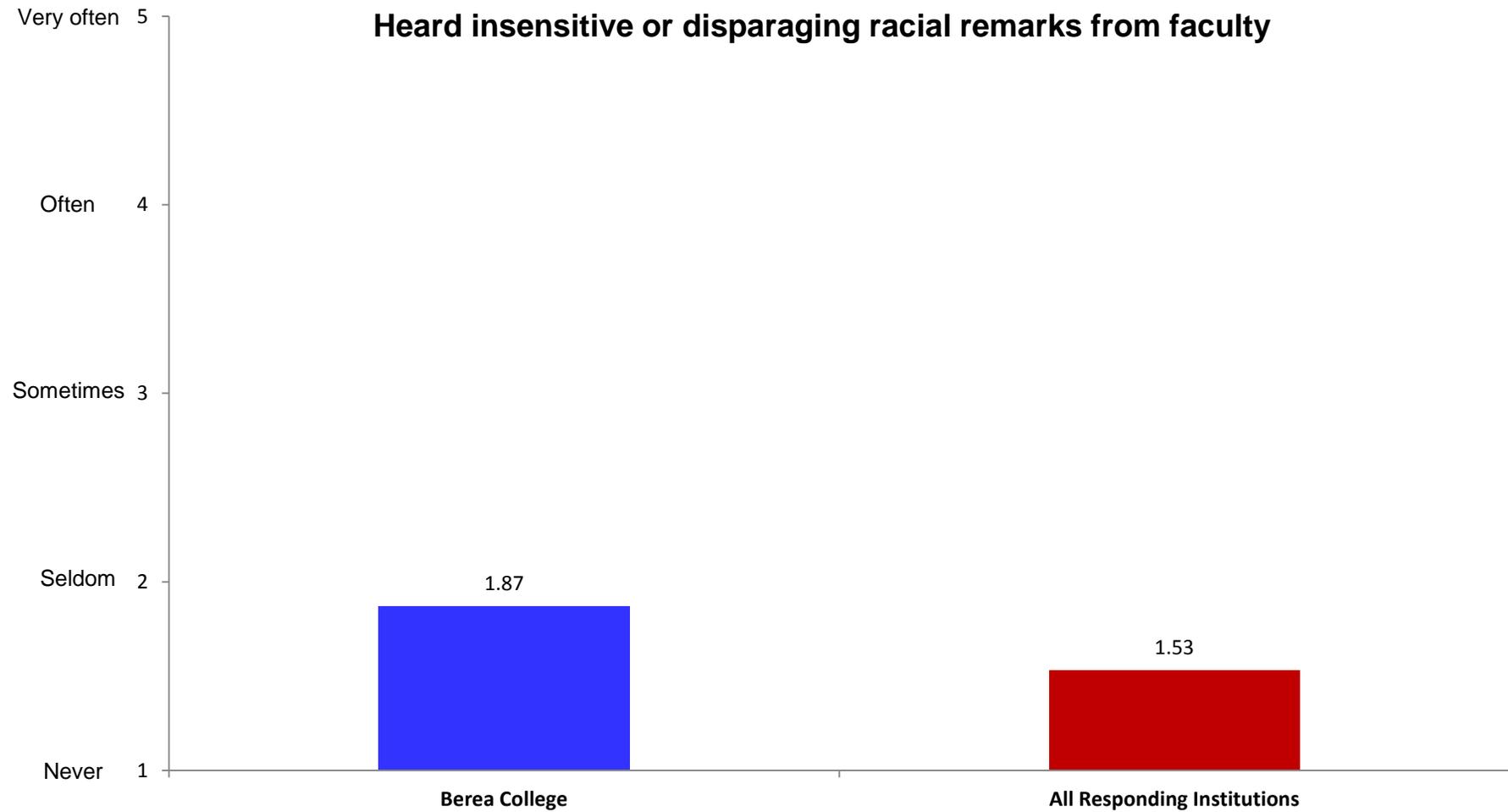
*Please indicate how often at this institution you have:*



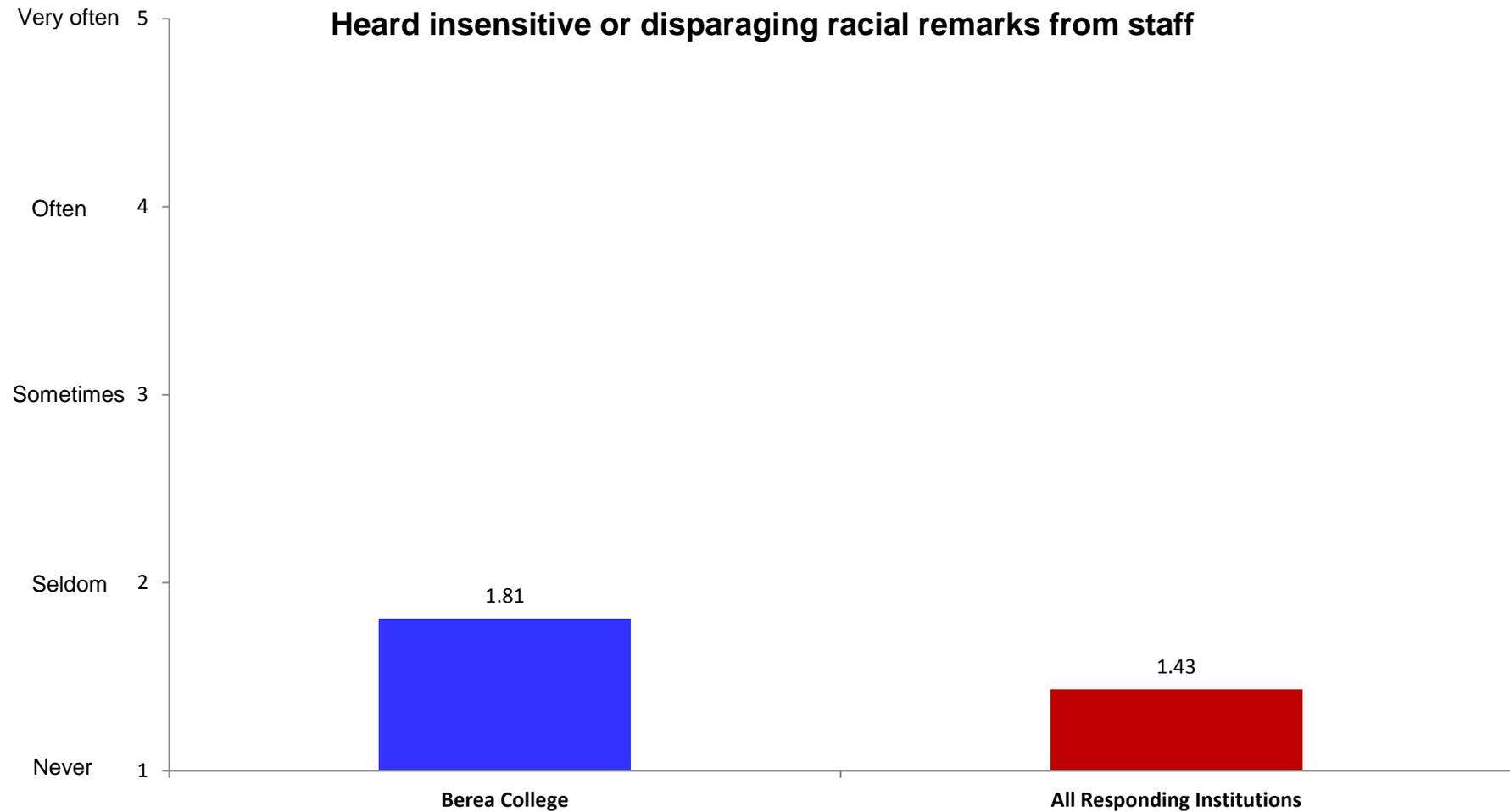
*Please indicate how often at this institution you have:*



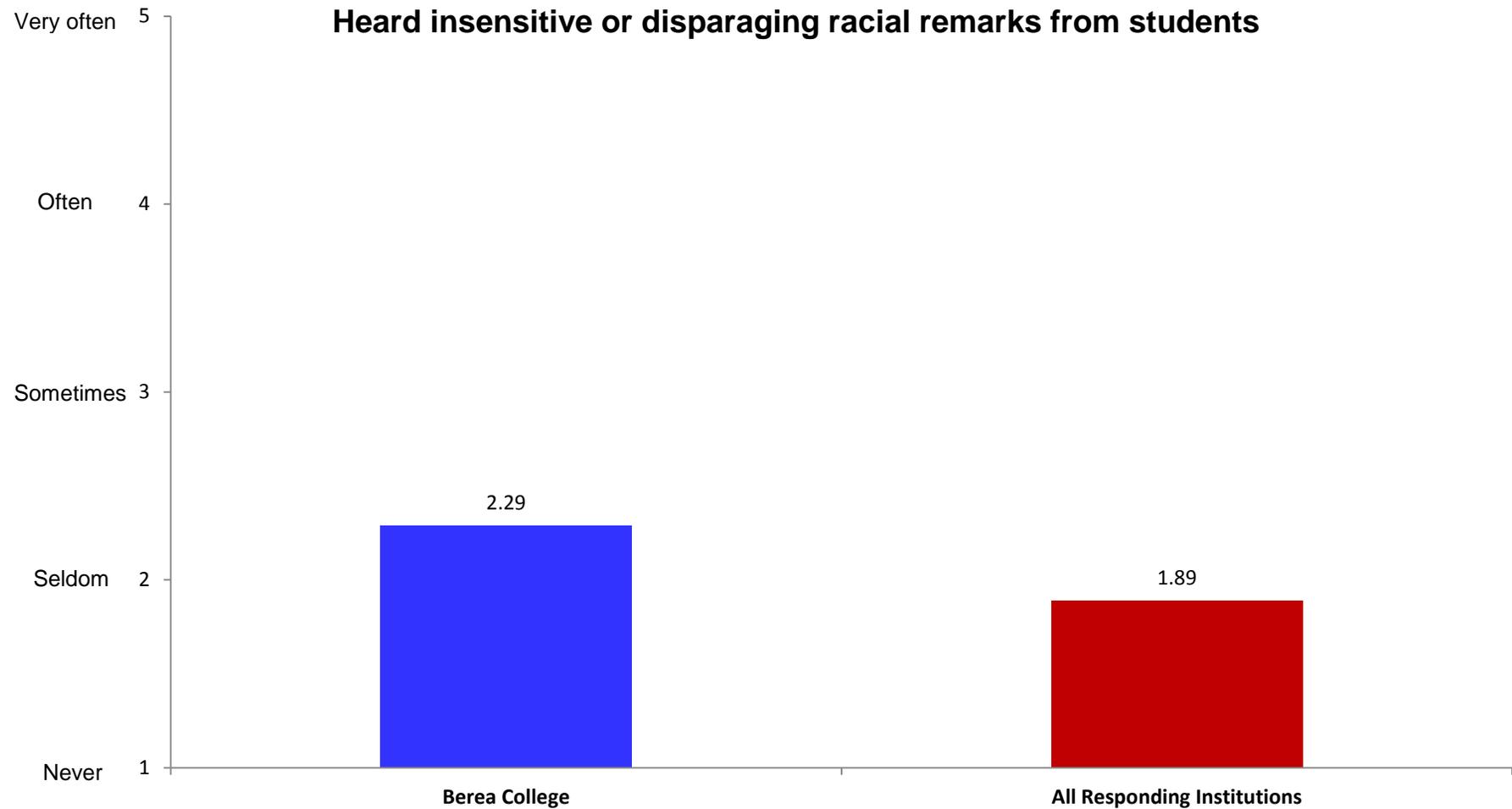
*Please indicate how often at this institution you have:*



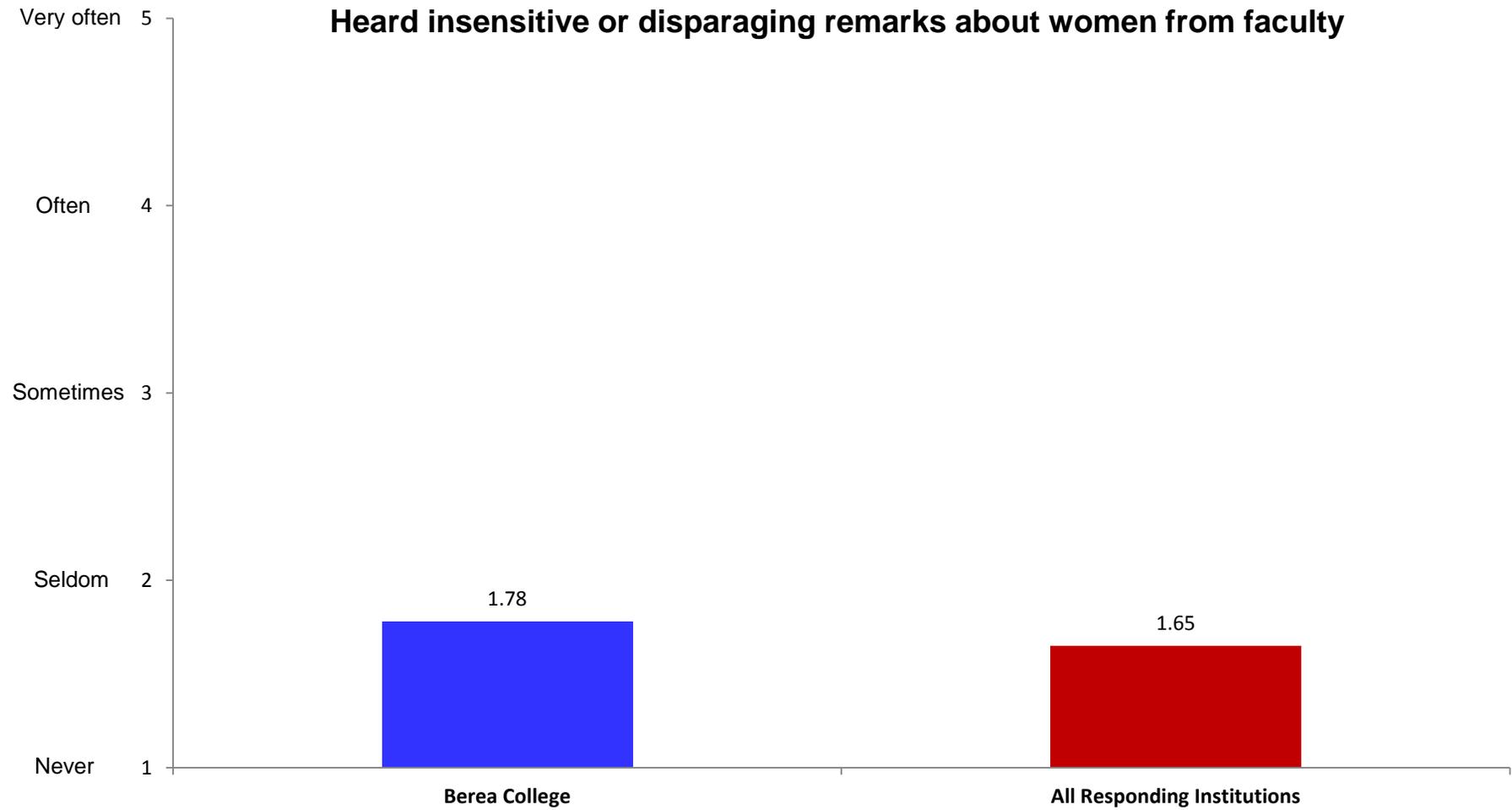
*Please indicate how often at this institution you have:*



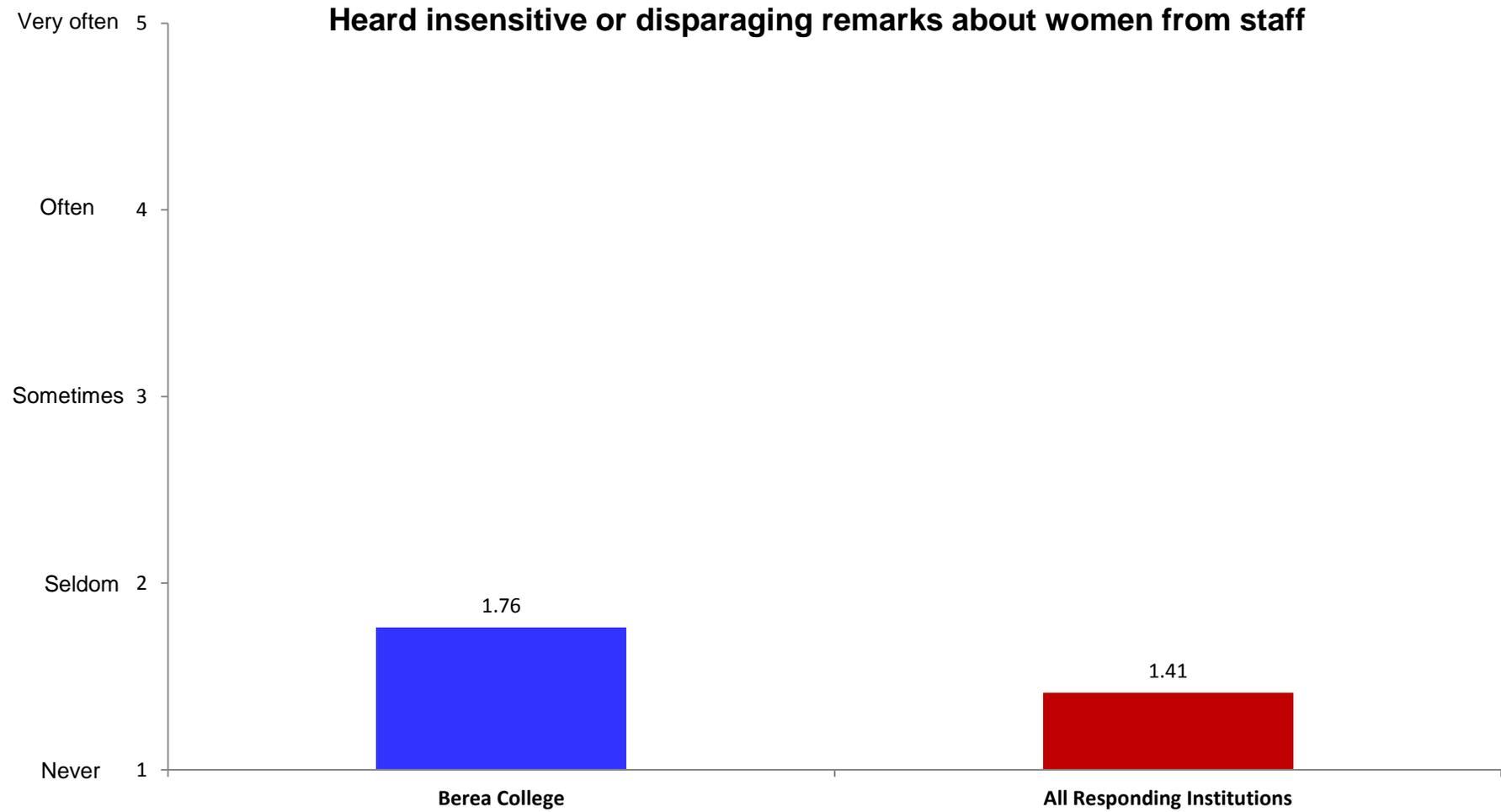
*Please indicate how often at this institution you have:*



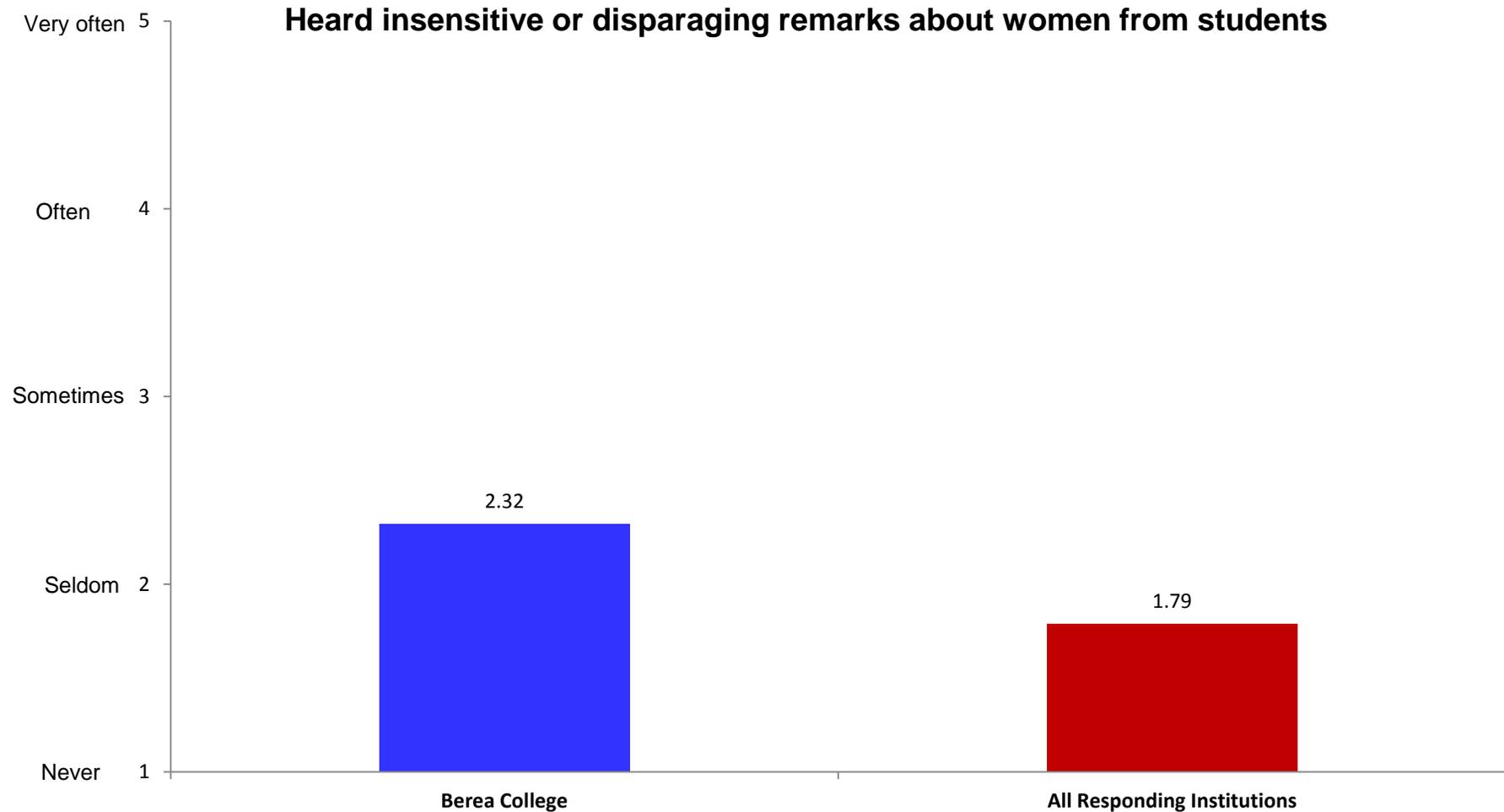
*Please indicate how often at this institution you have:*



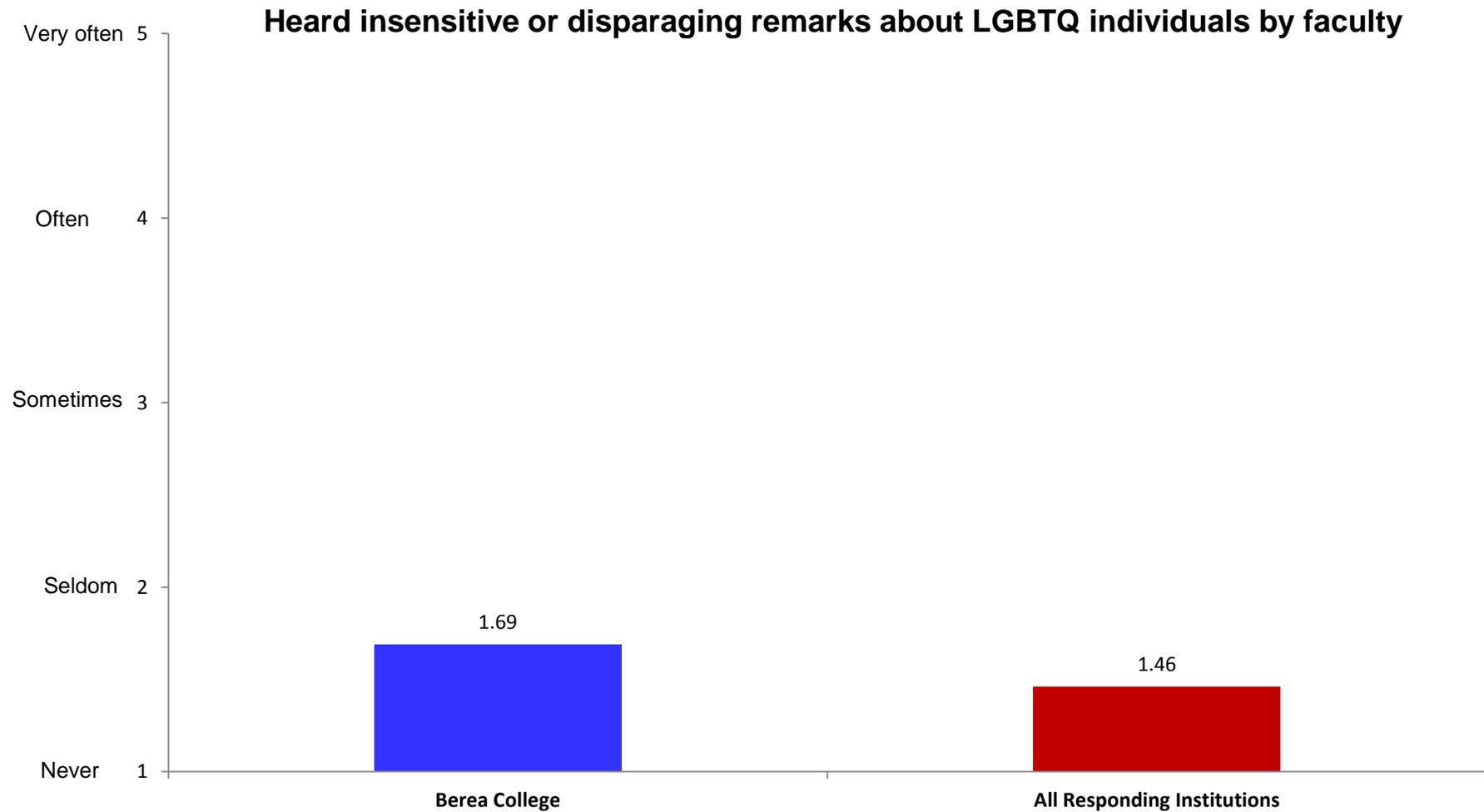
*Please indicate how often at this institution you have:*



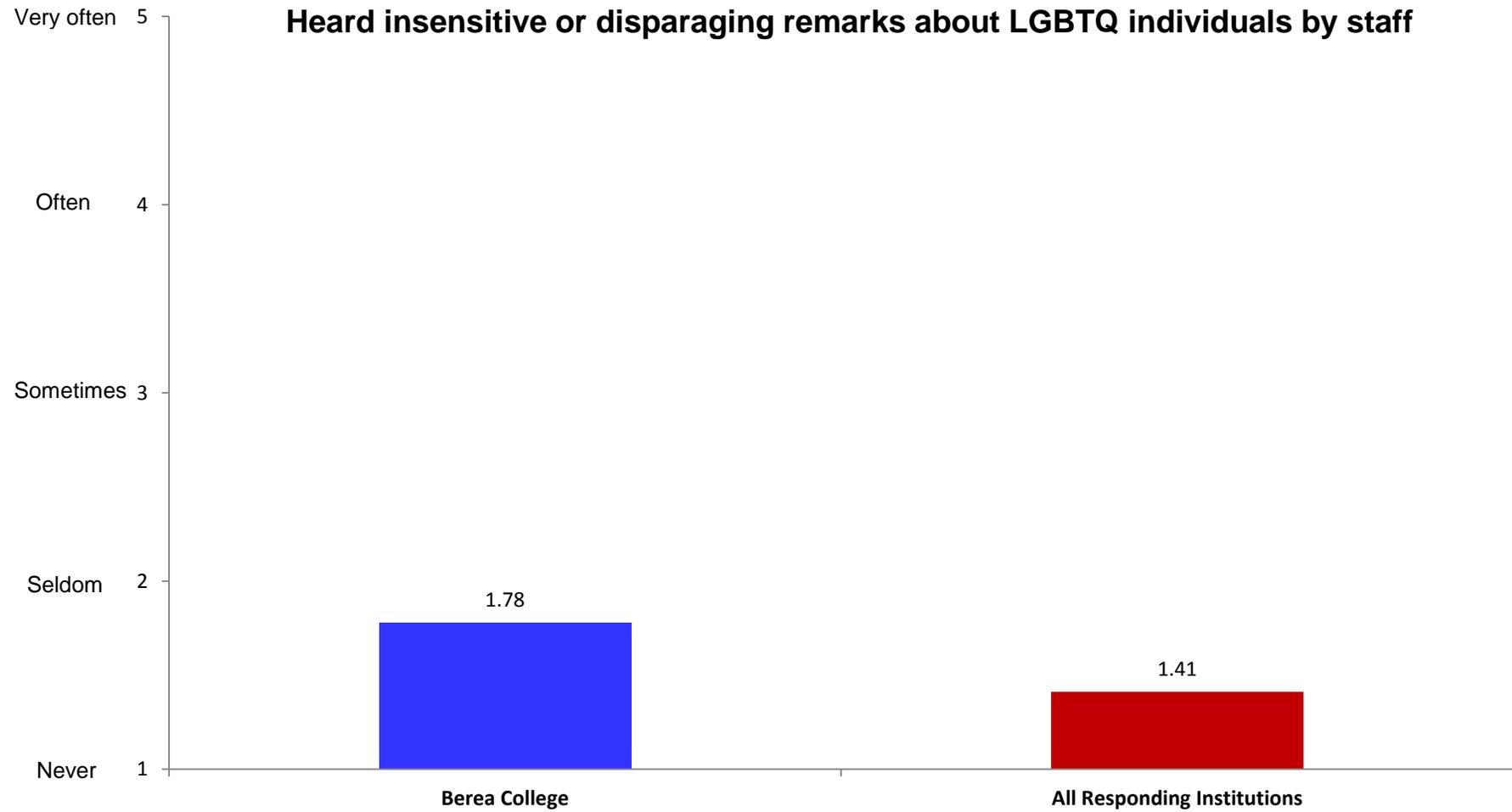
*Please indicate how often at this institution you have:*



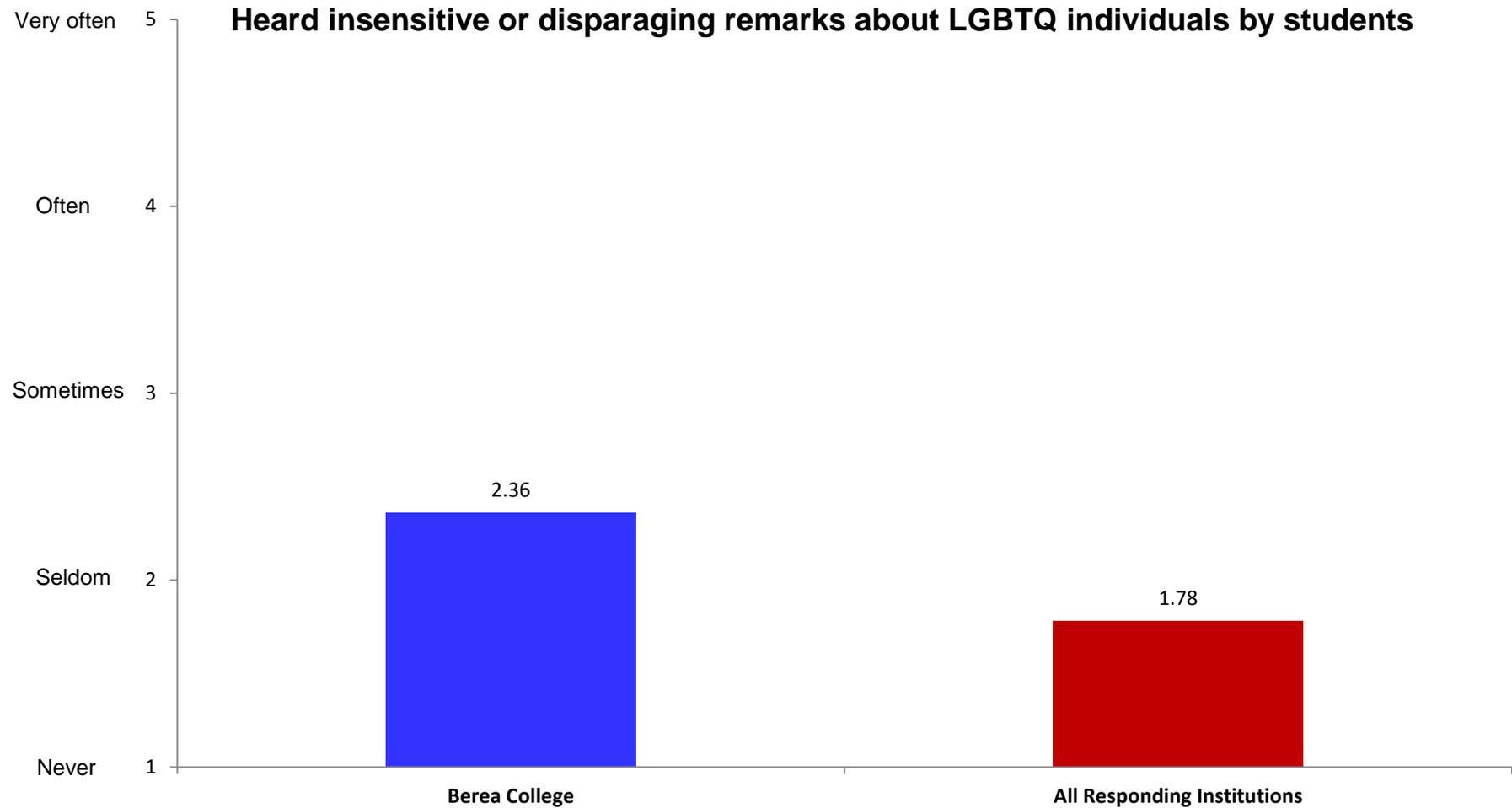
*Please indicate how often at this institution you have:*



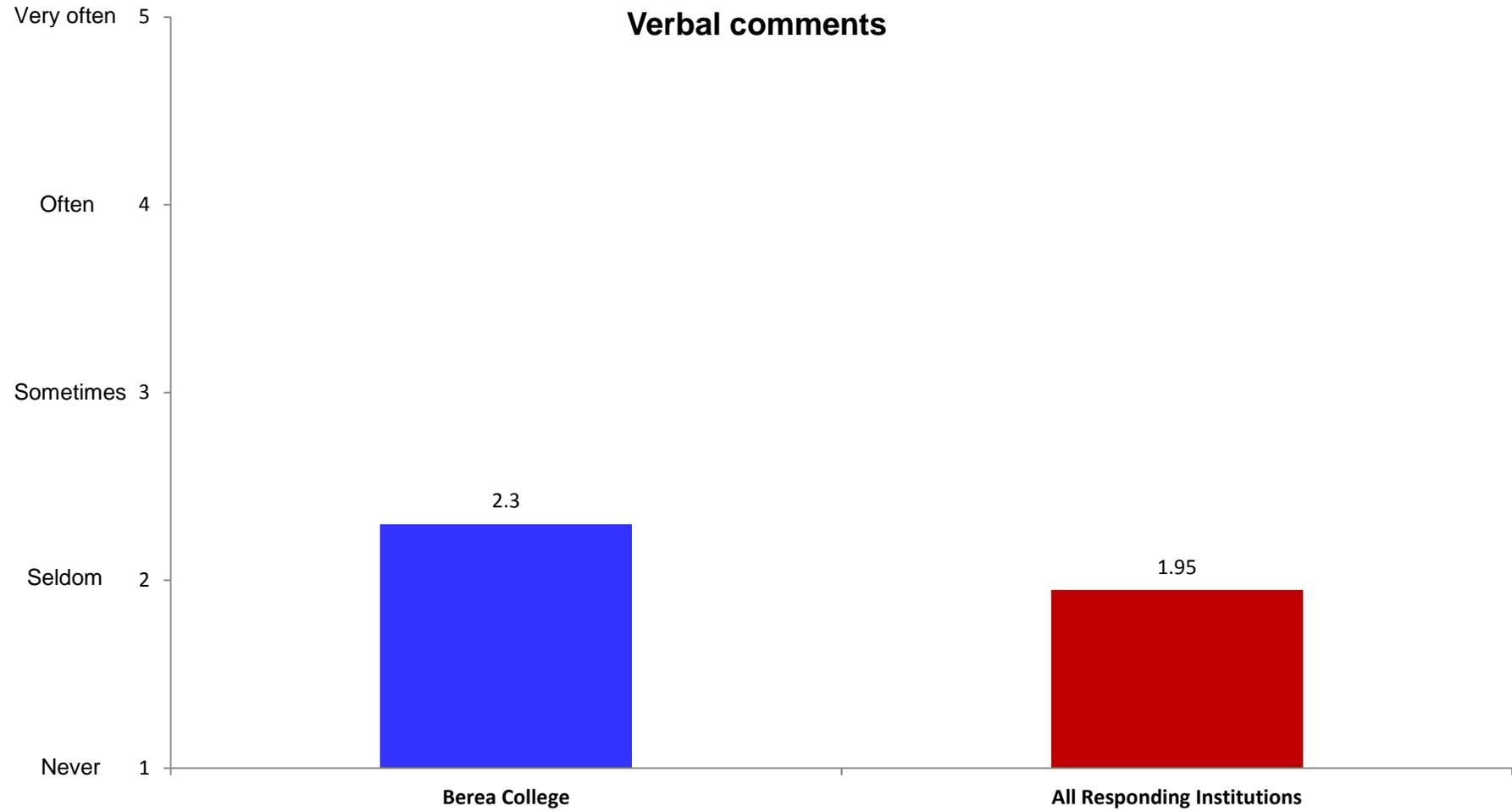
*Please indicate how often at this institution you have:*



*Please indicate how often at this institution you have:*

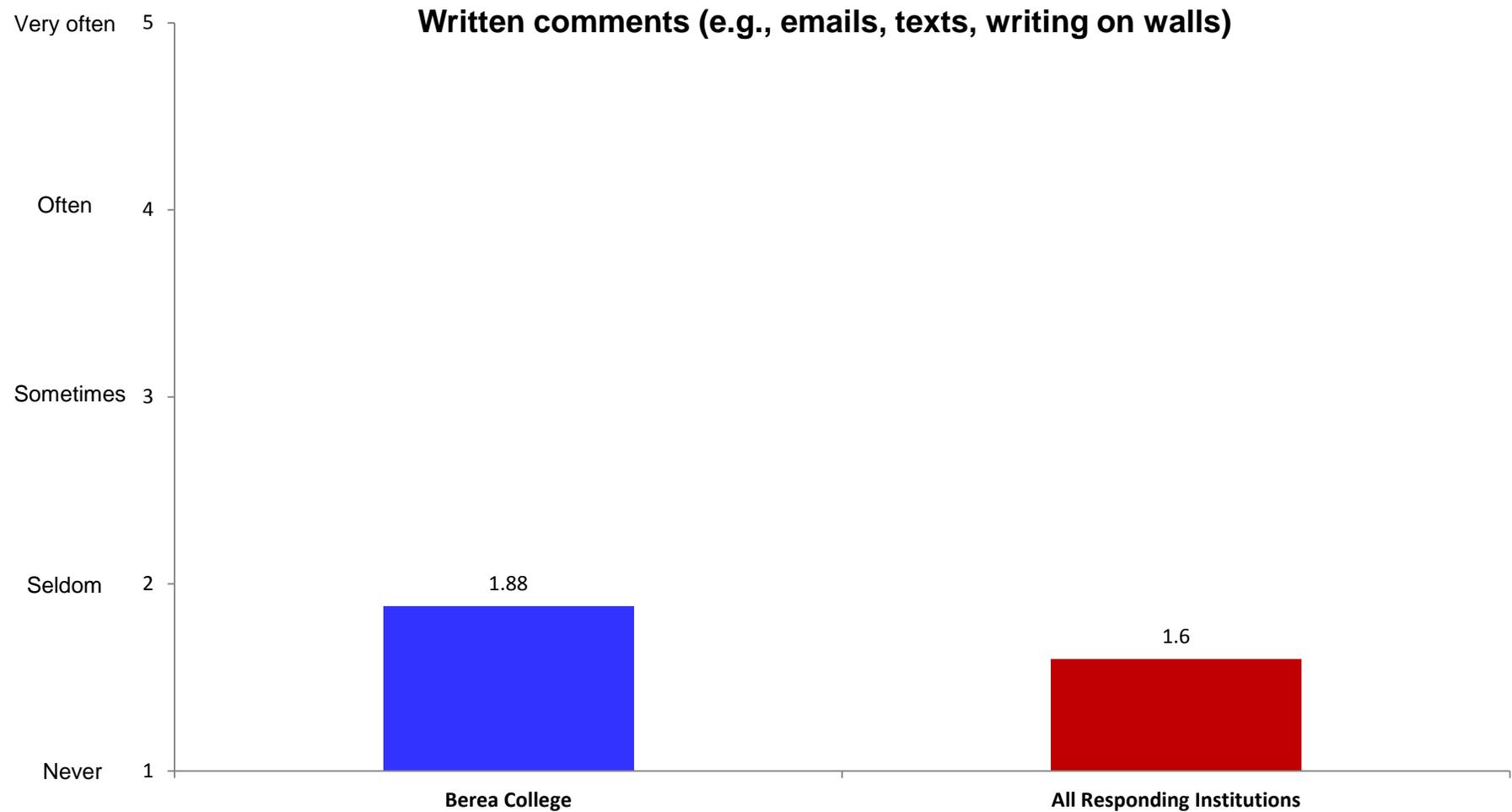


*Indicate how often anyone you know has faced these forms of discrimination:*

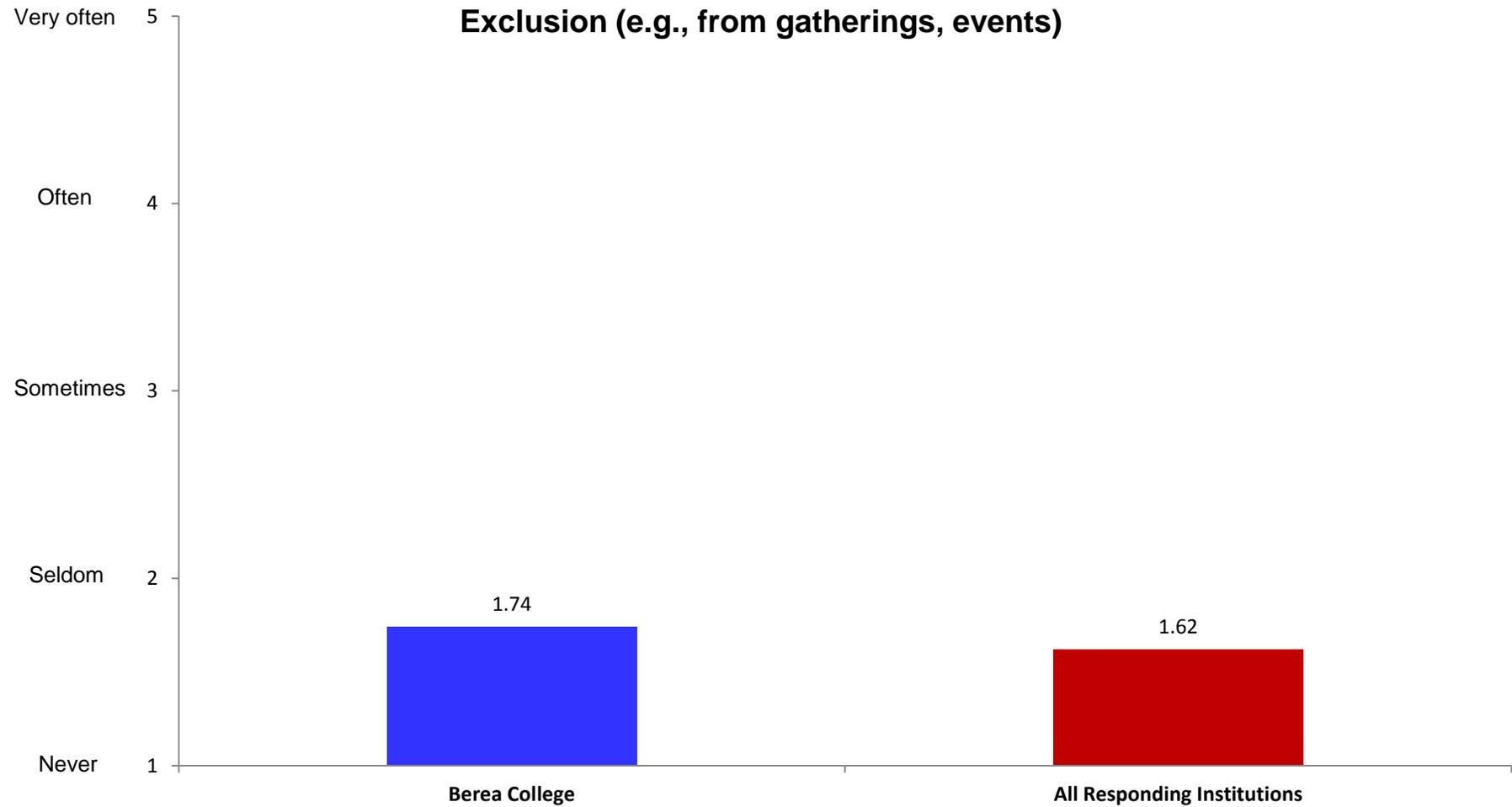


CAMPUS CLIMATE MODULE

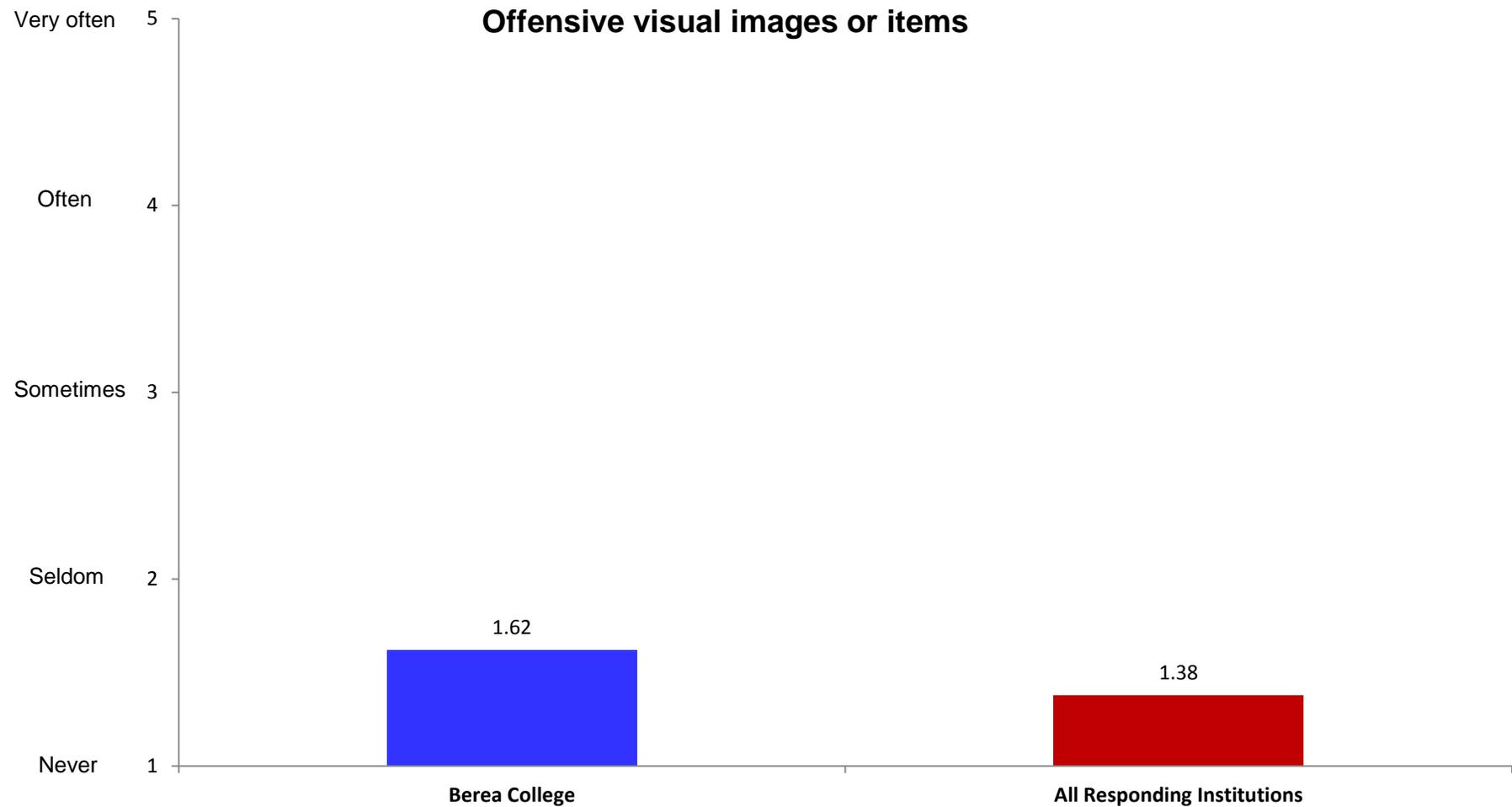
*Indicate how often anyone you know has faced these forms of discrimination:*



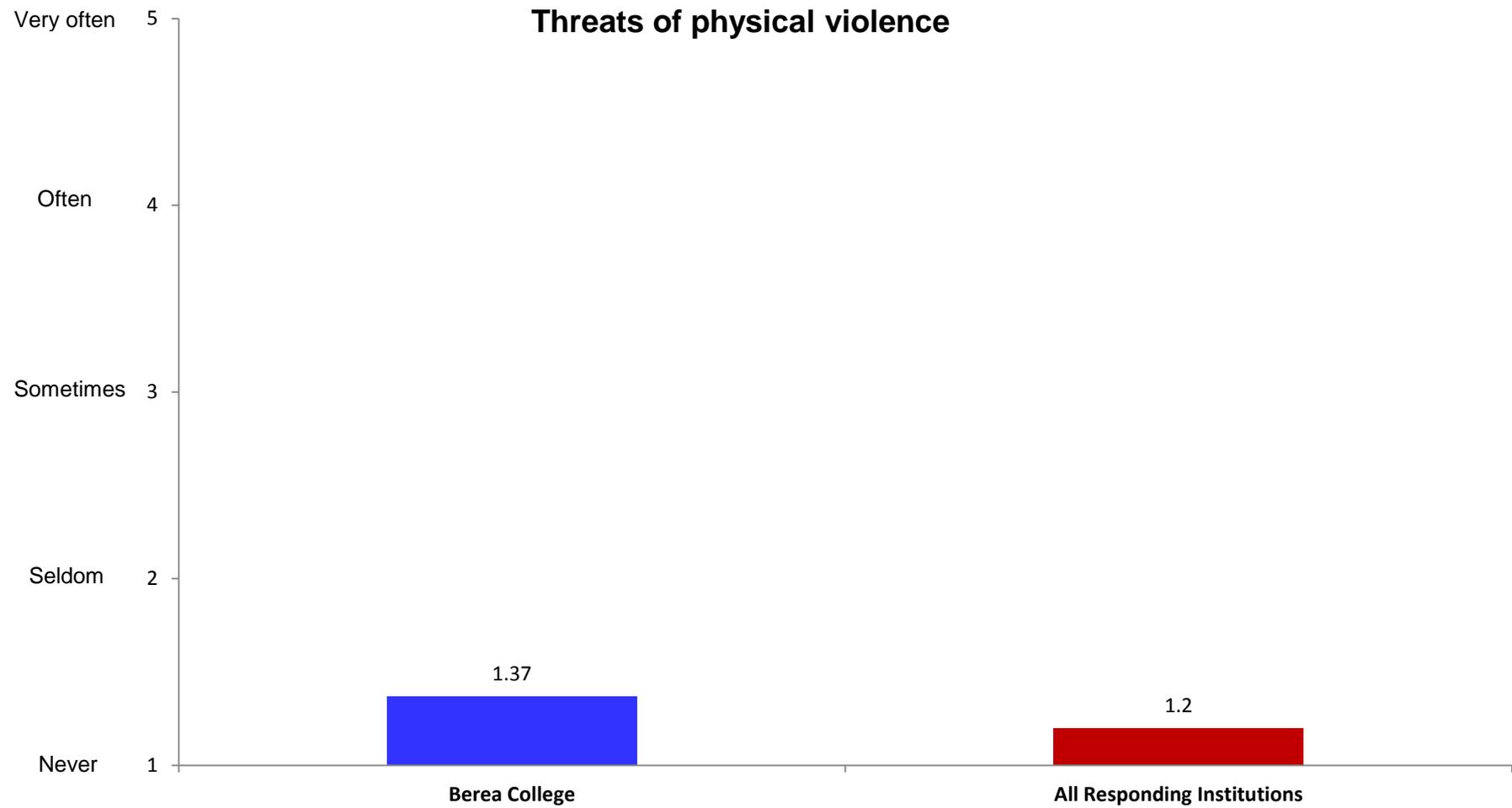
*Indicate how often anyone you know has faced these forms of discrimination:*



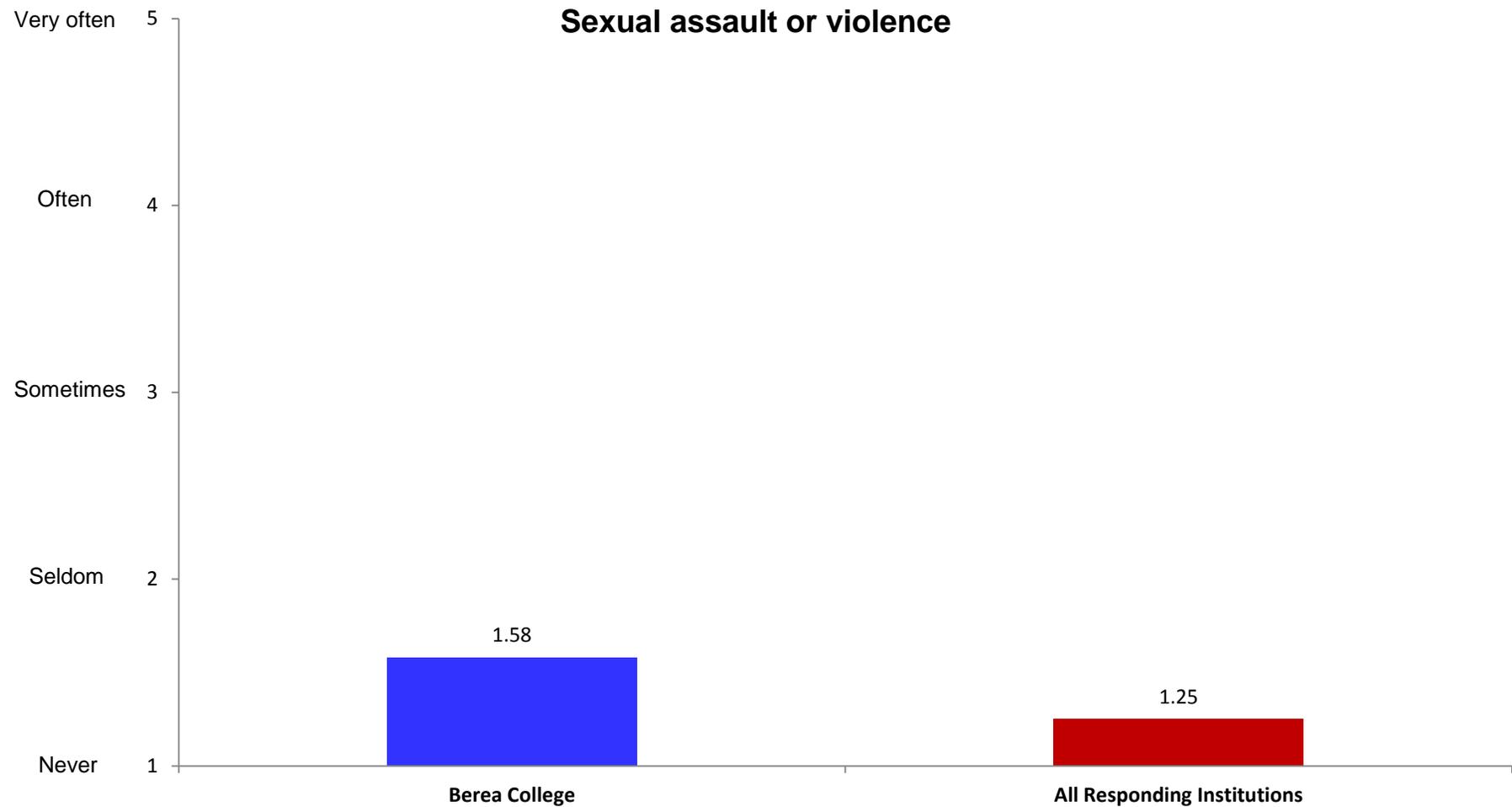
*Indicate how often anyone you know has faced these forms of discrimination:*



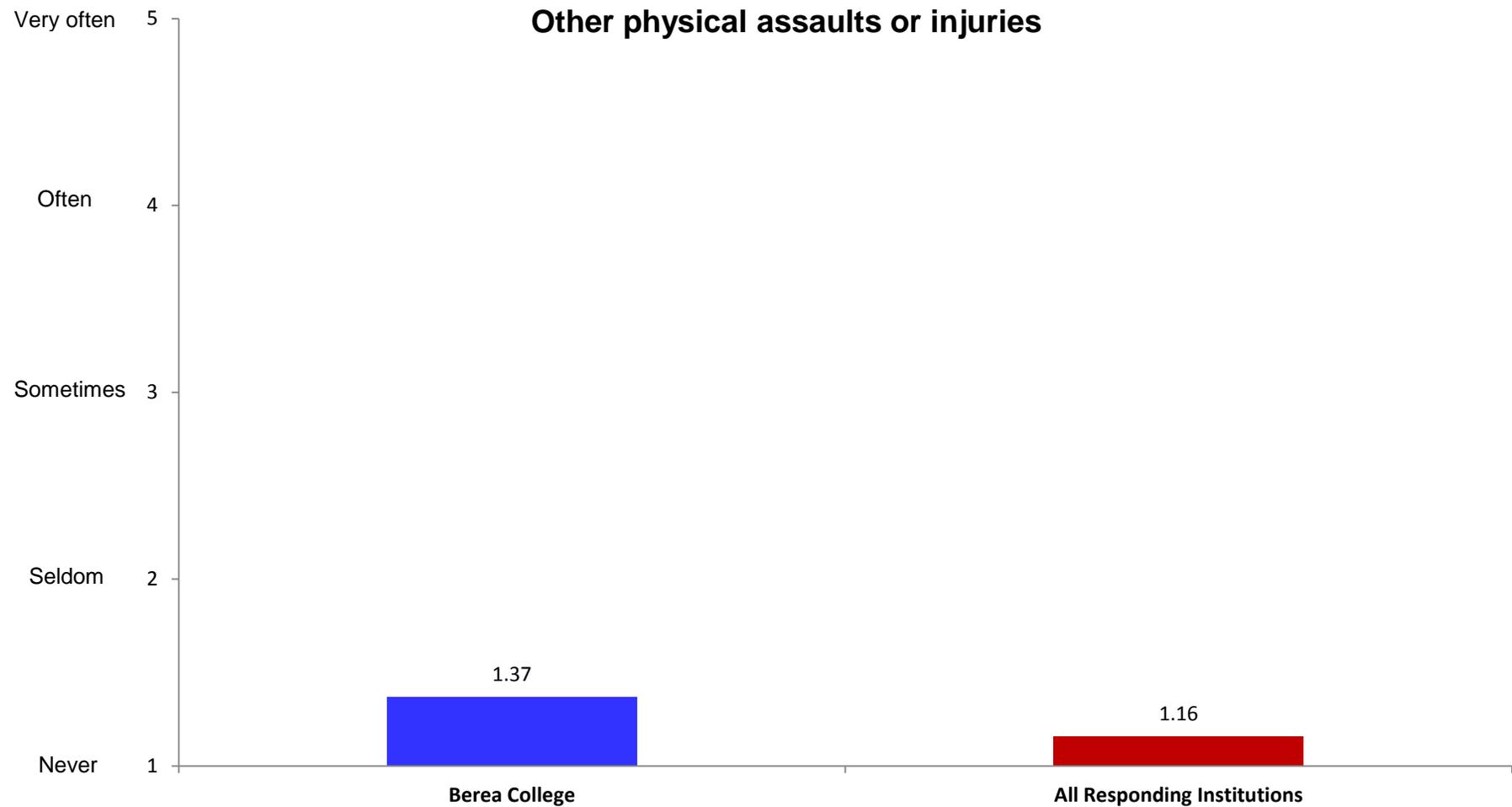
*Indicate how often anyone you know has faced these forms of discrimination:*



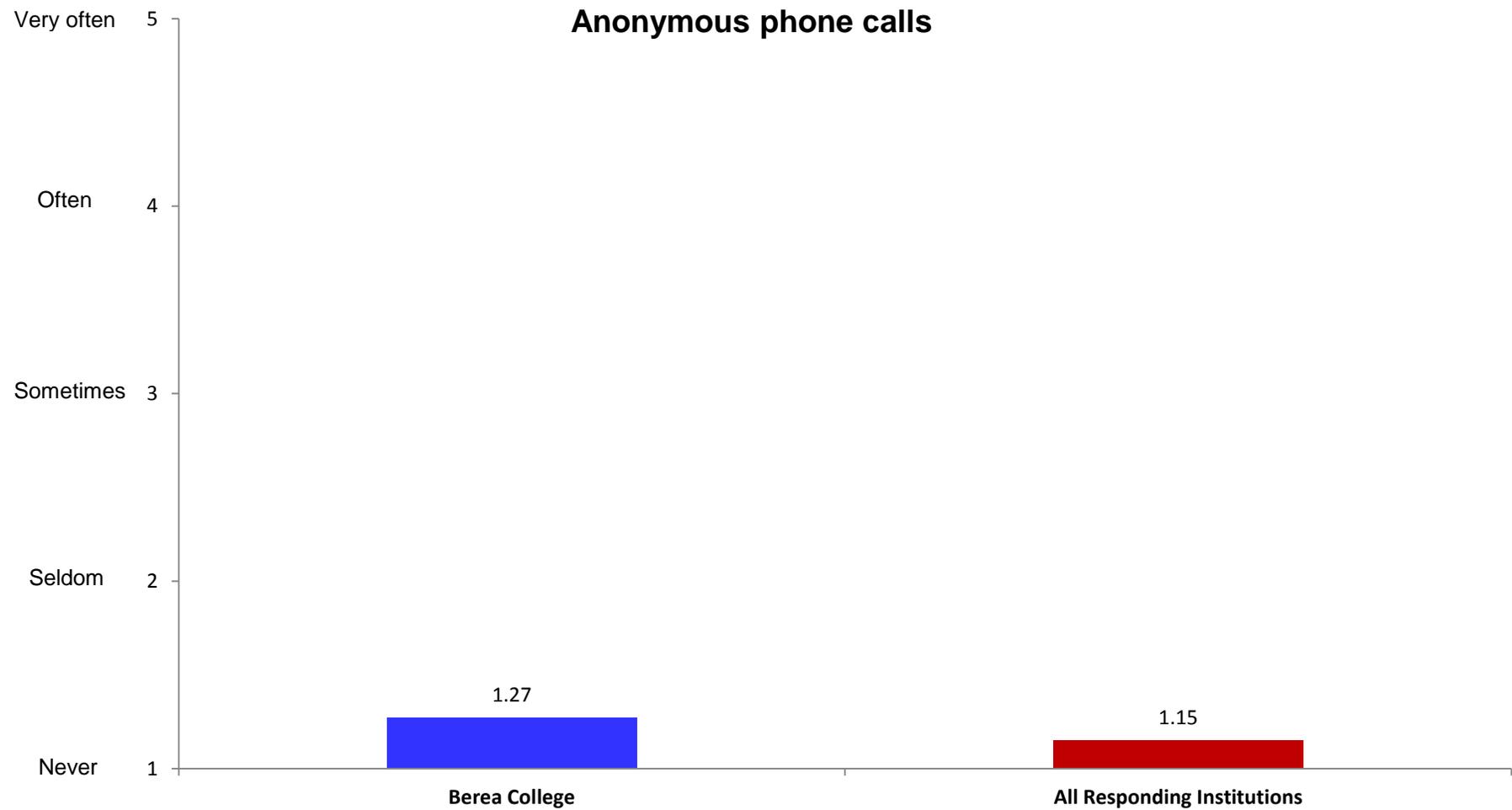
*Indicate how often anyone you know has faced these forms of discrimination:*



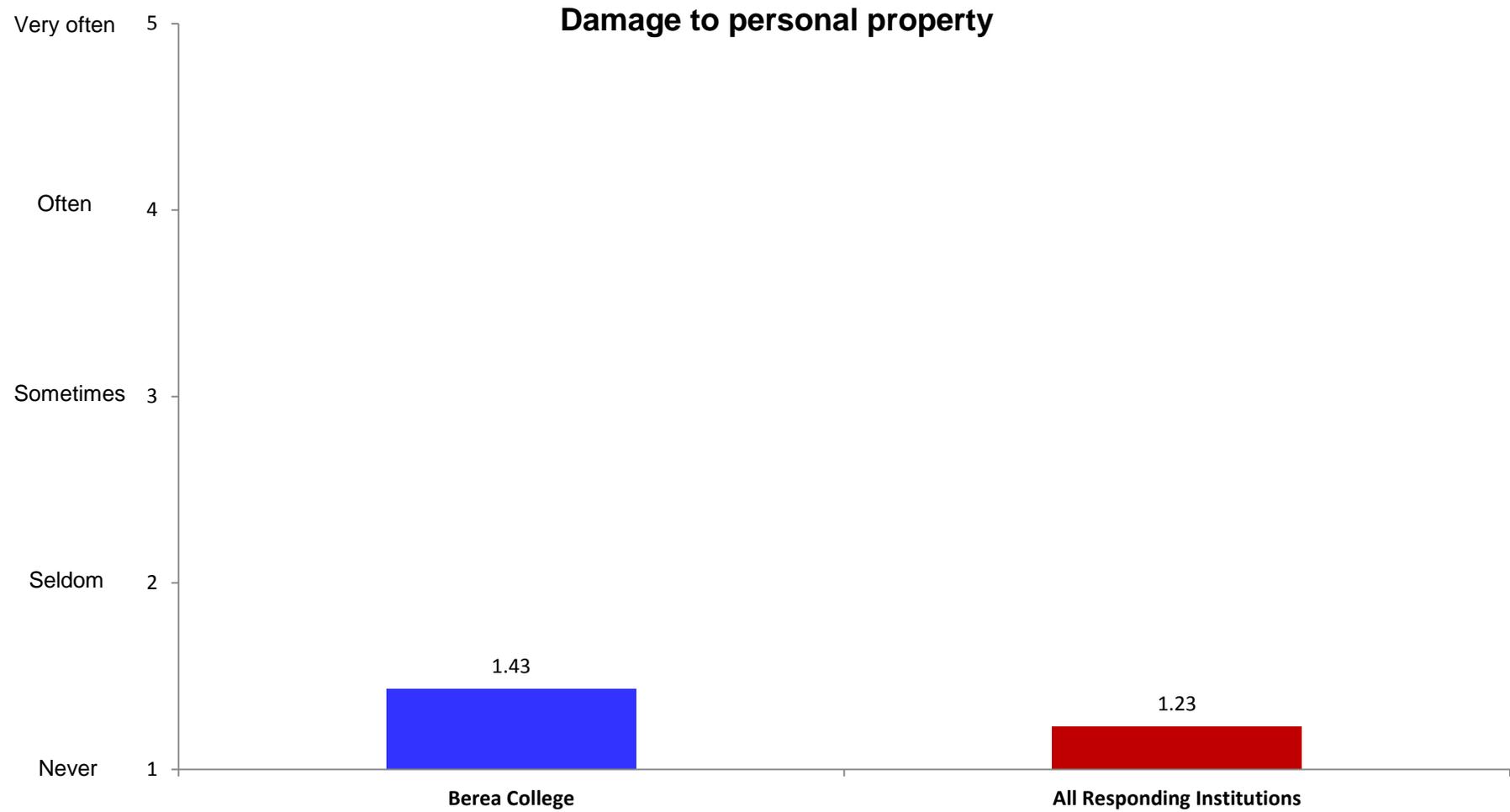
*Indicate how often anyone you know has faced these forms of discrimination:*



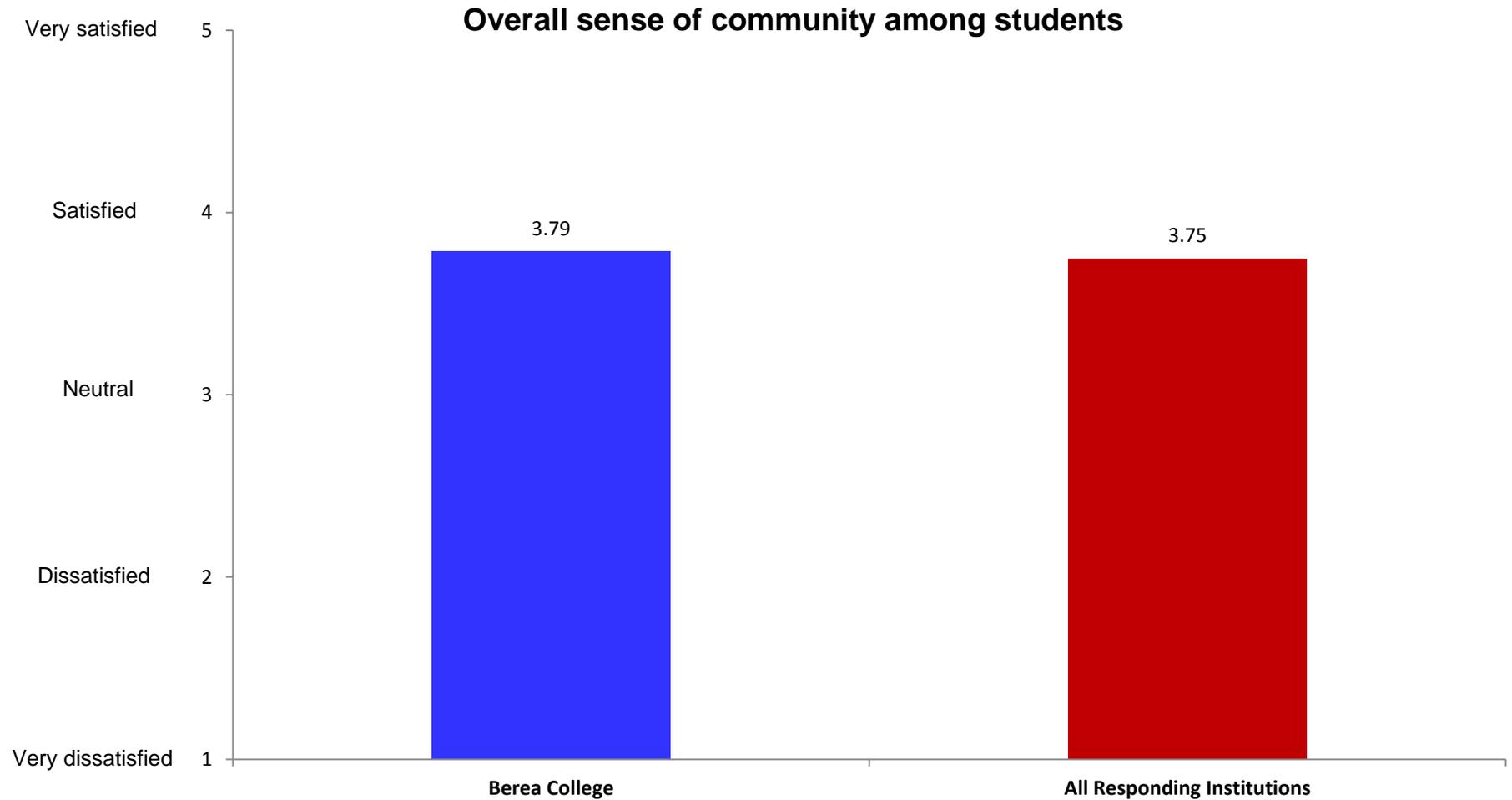
*Indicate how often anyone you know has faced these forms of discrimination:*



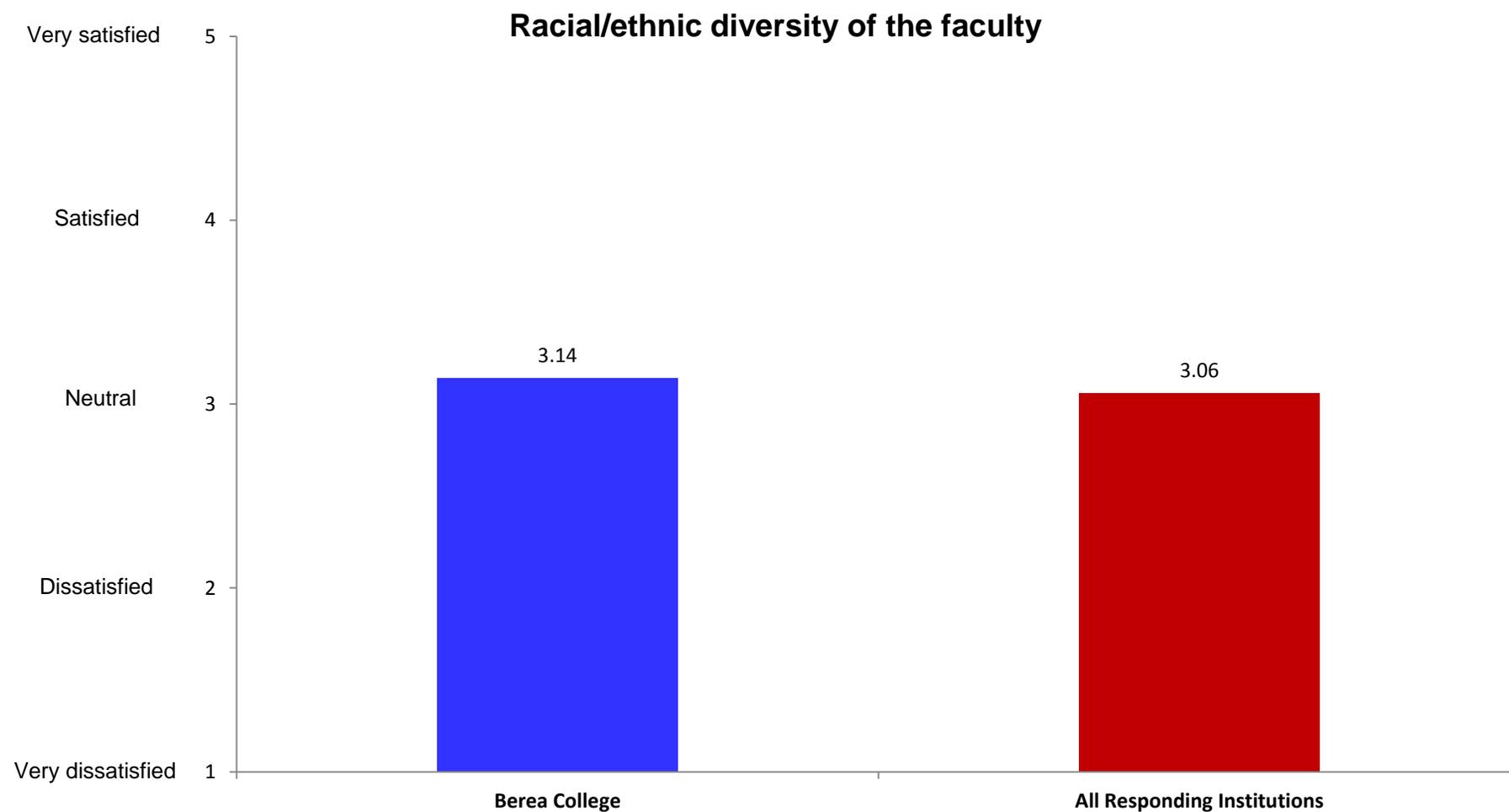
*Indicate how often anyone you know has faced these forms of discrimination:*



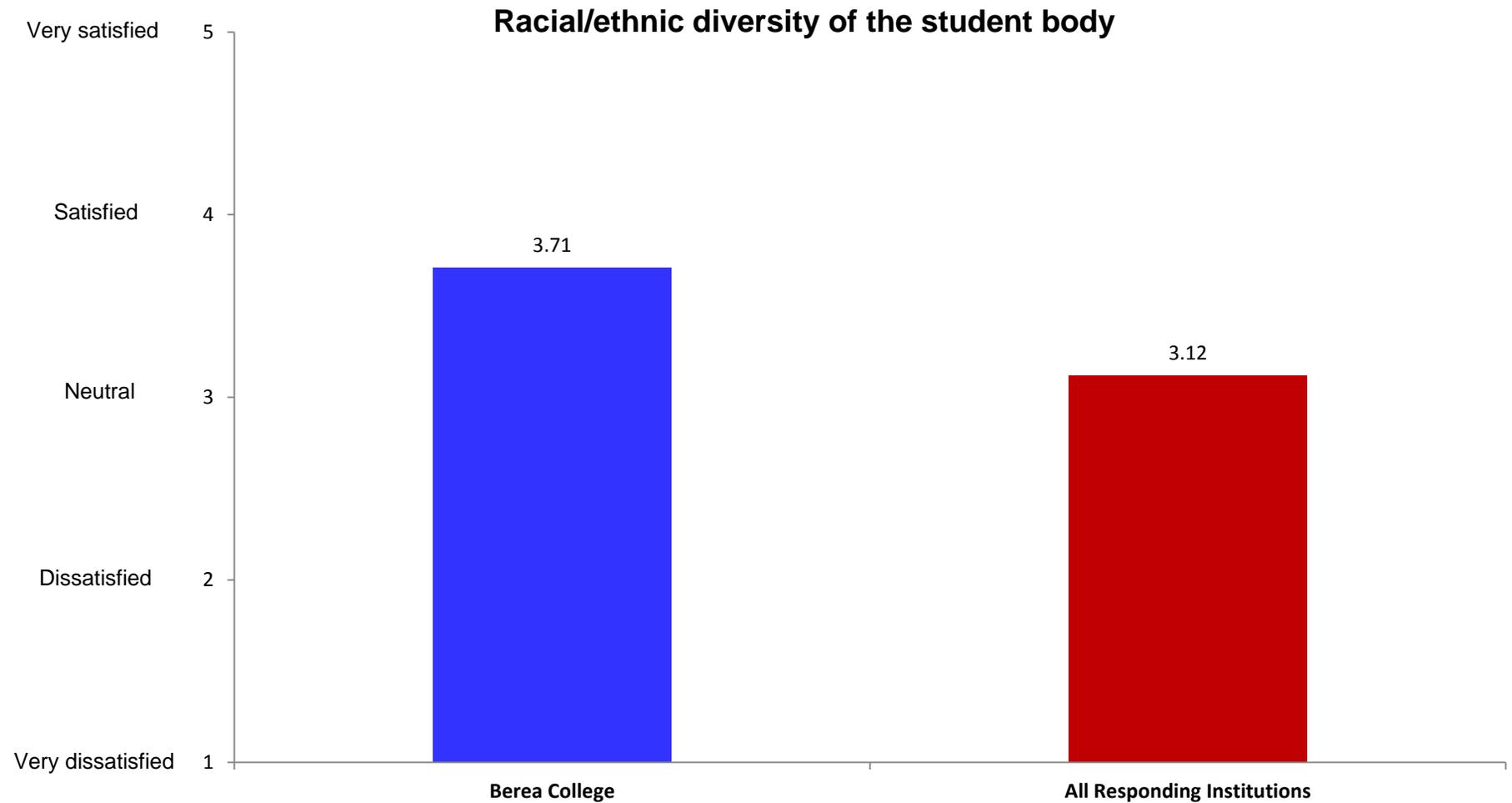
*How satisfied are you with the following aspects of your institution?*



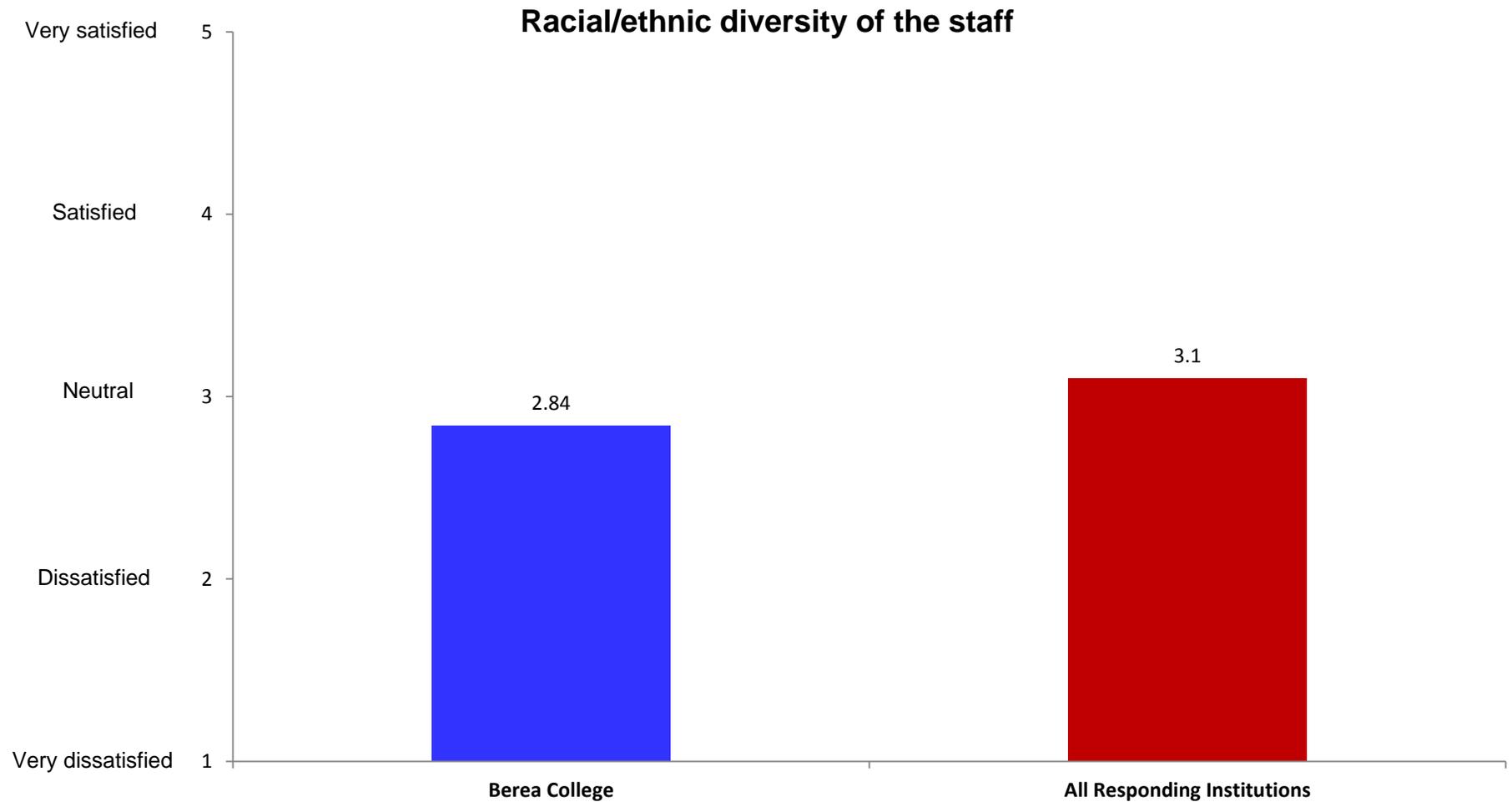
*How satisfied are you with the following aspects of your institution?*



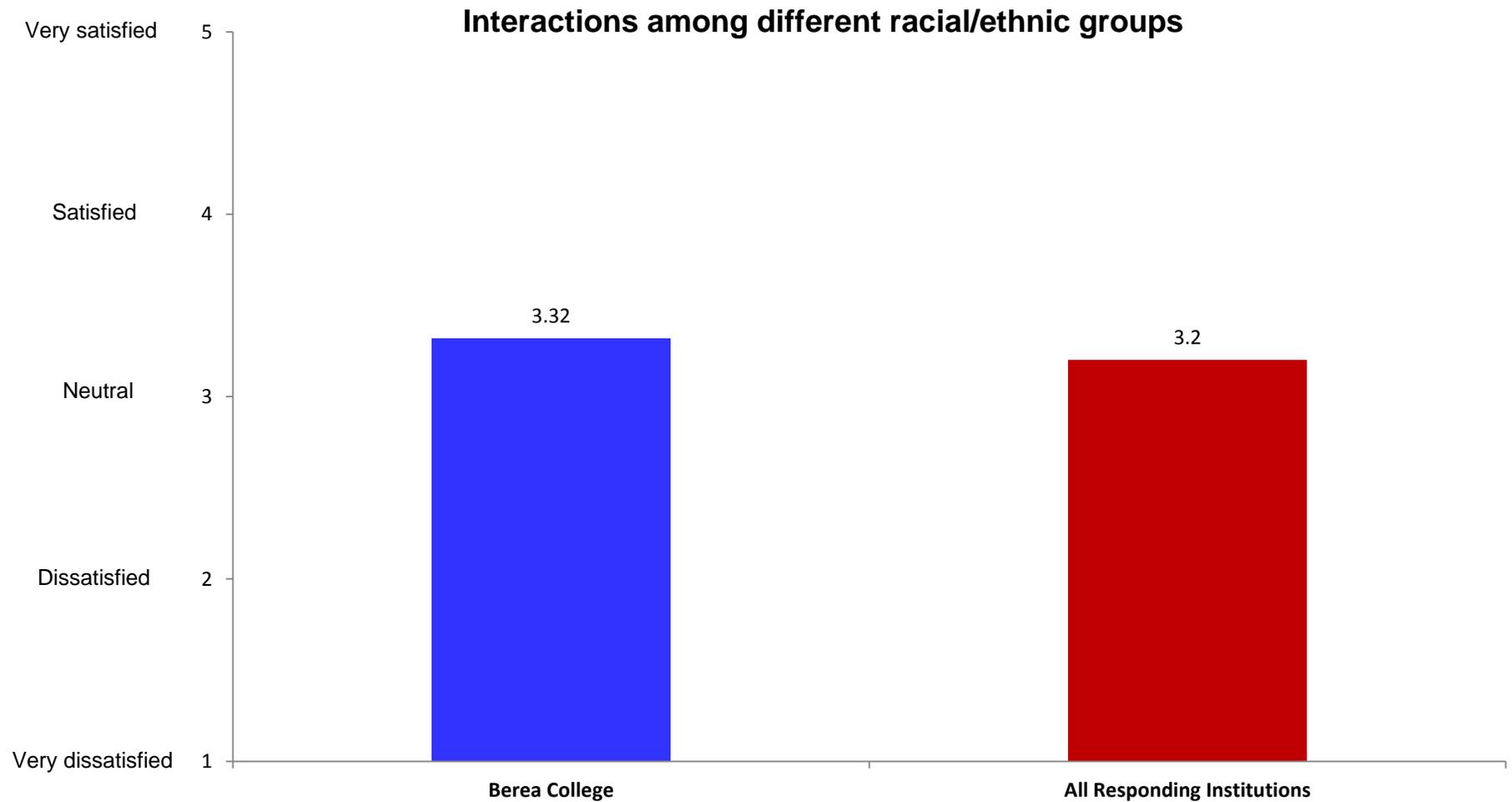
*How satisfied are you with the following aspects of your institution?*



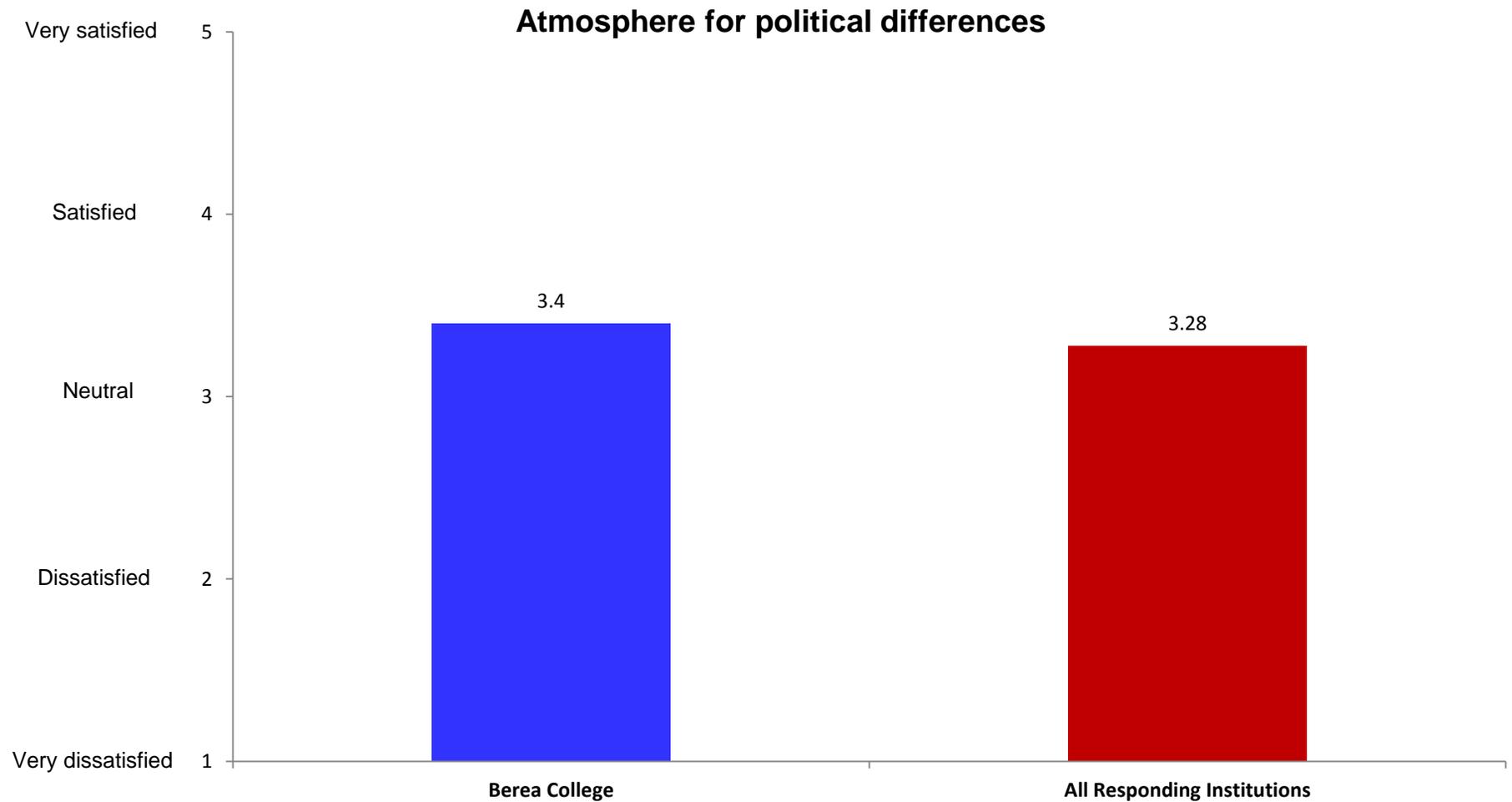
*How satisfied are you with the following aspects of your institution?*



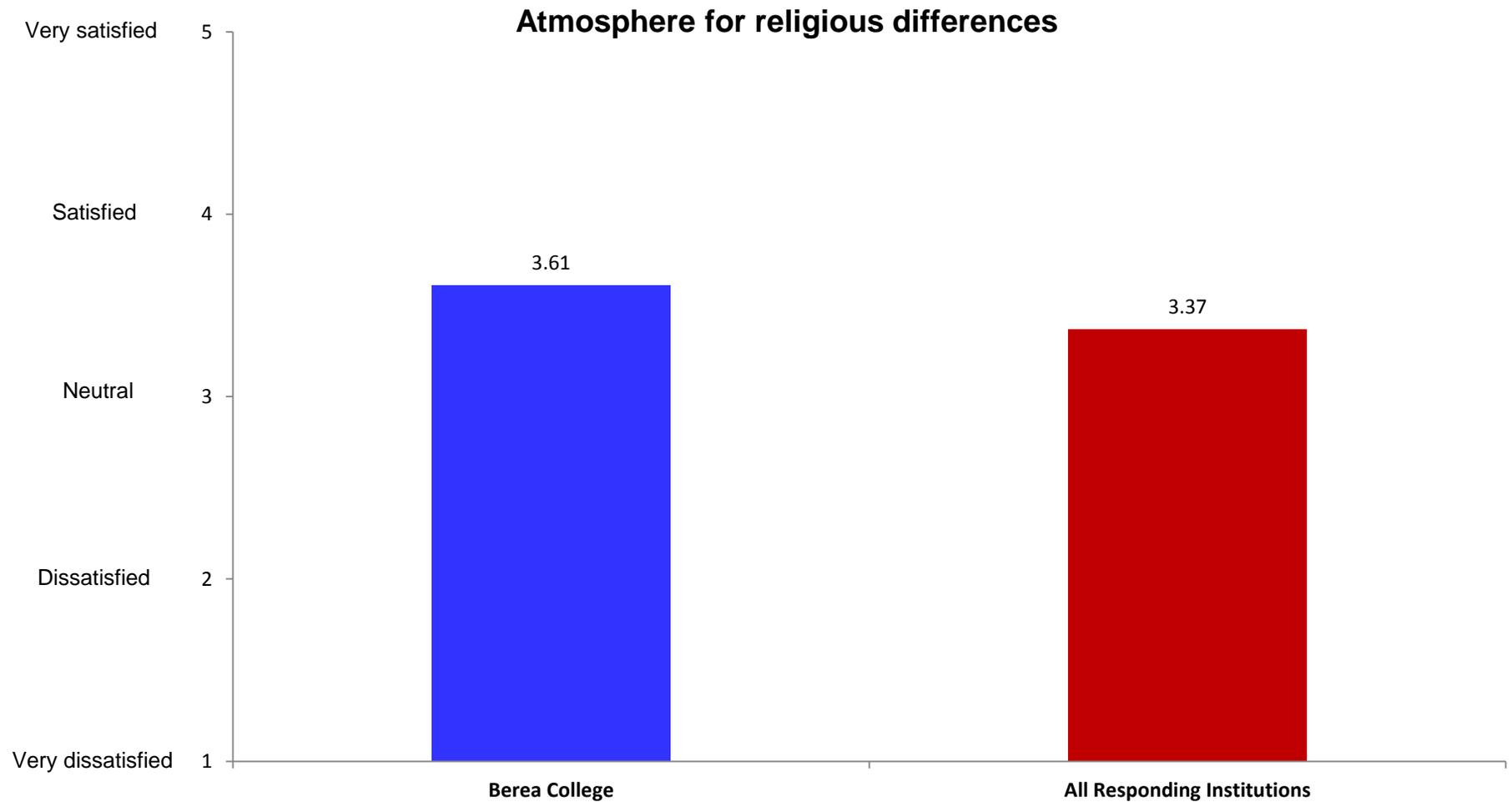
*How satisfied are you with the following aspects of your institution?*



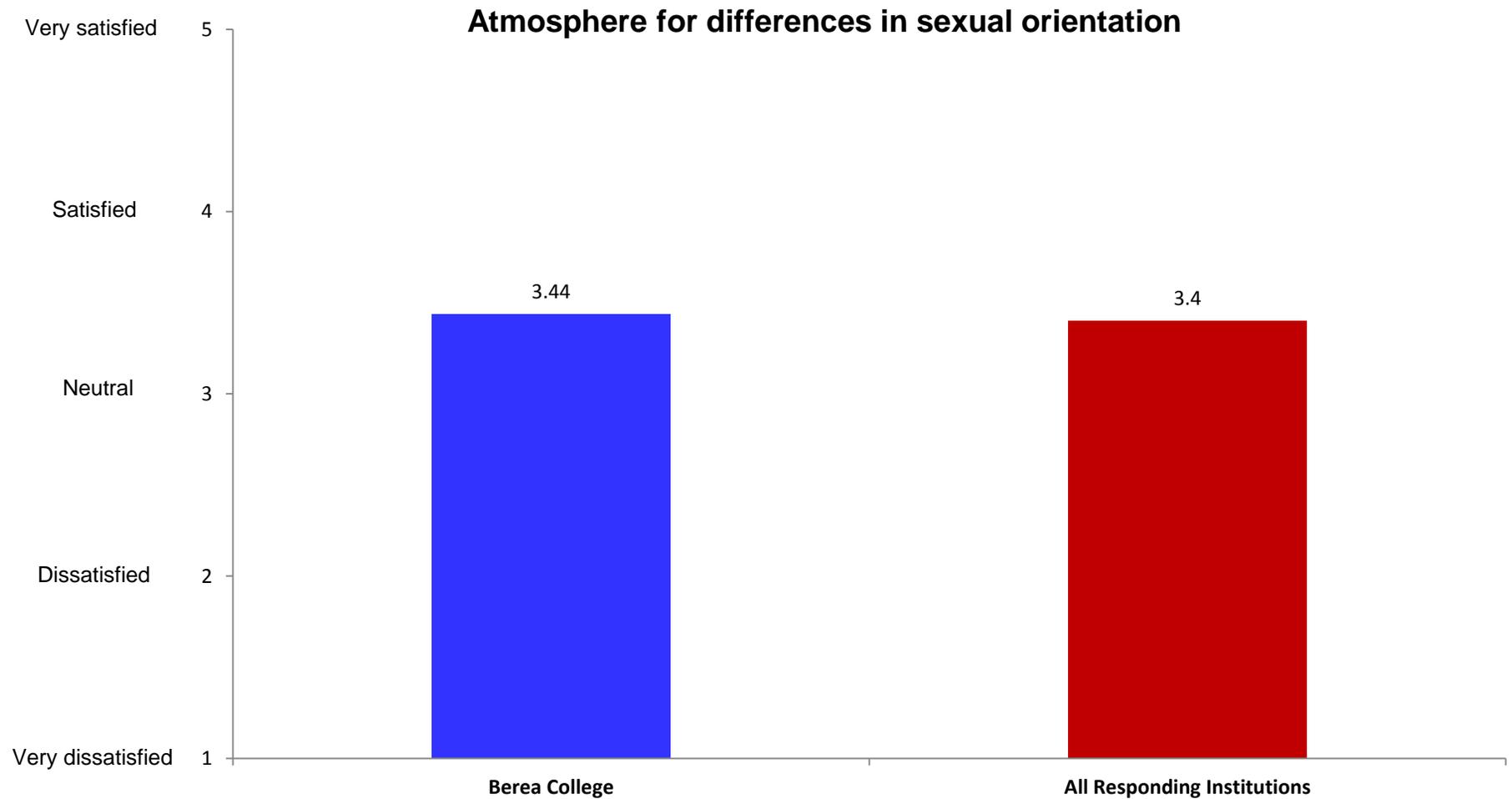
*How satisfied are you with the following aspects of your institution?*



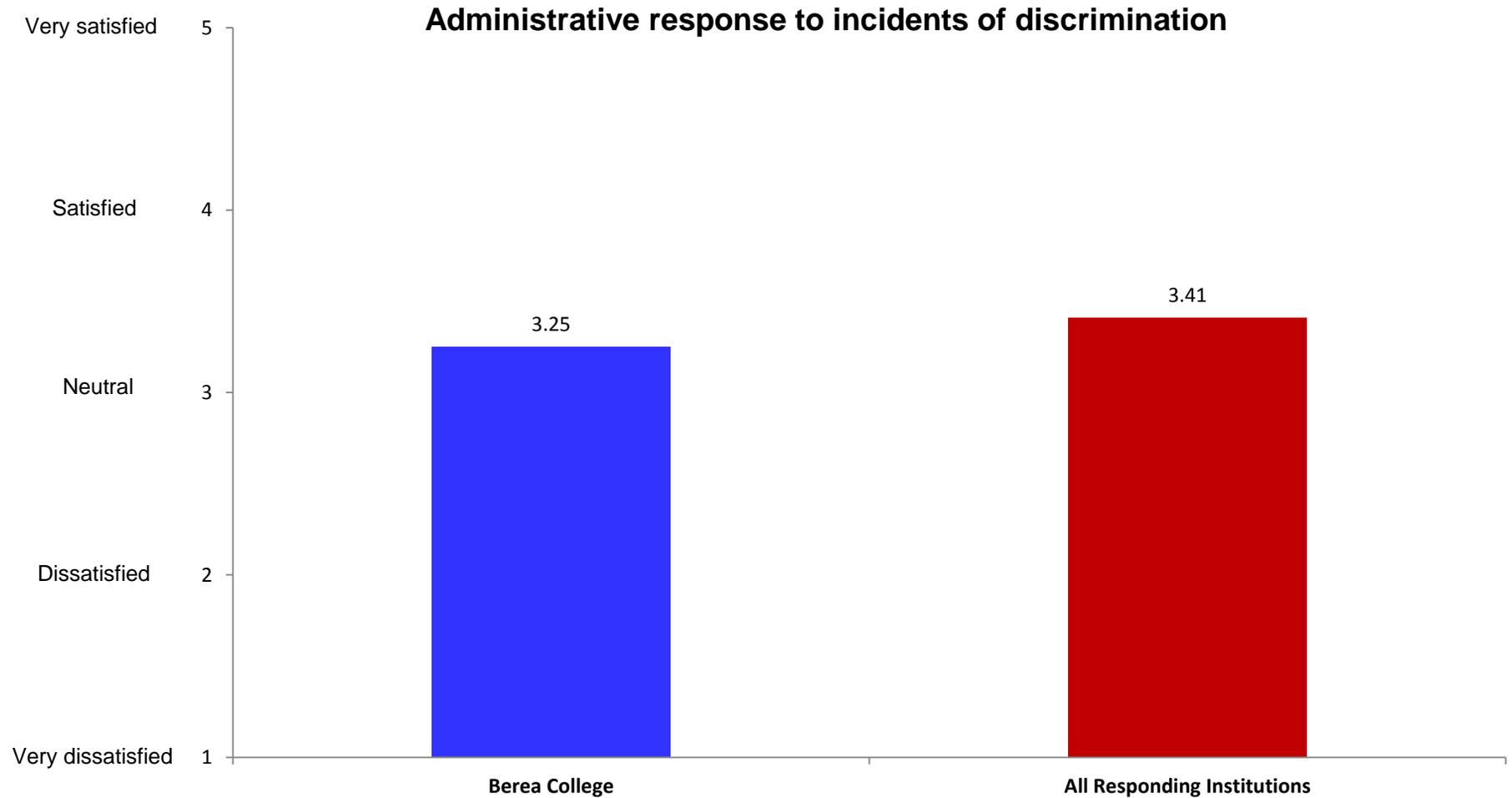
*How satisfied are you with the following aspects of your institution?*



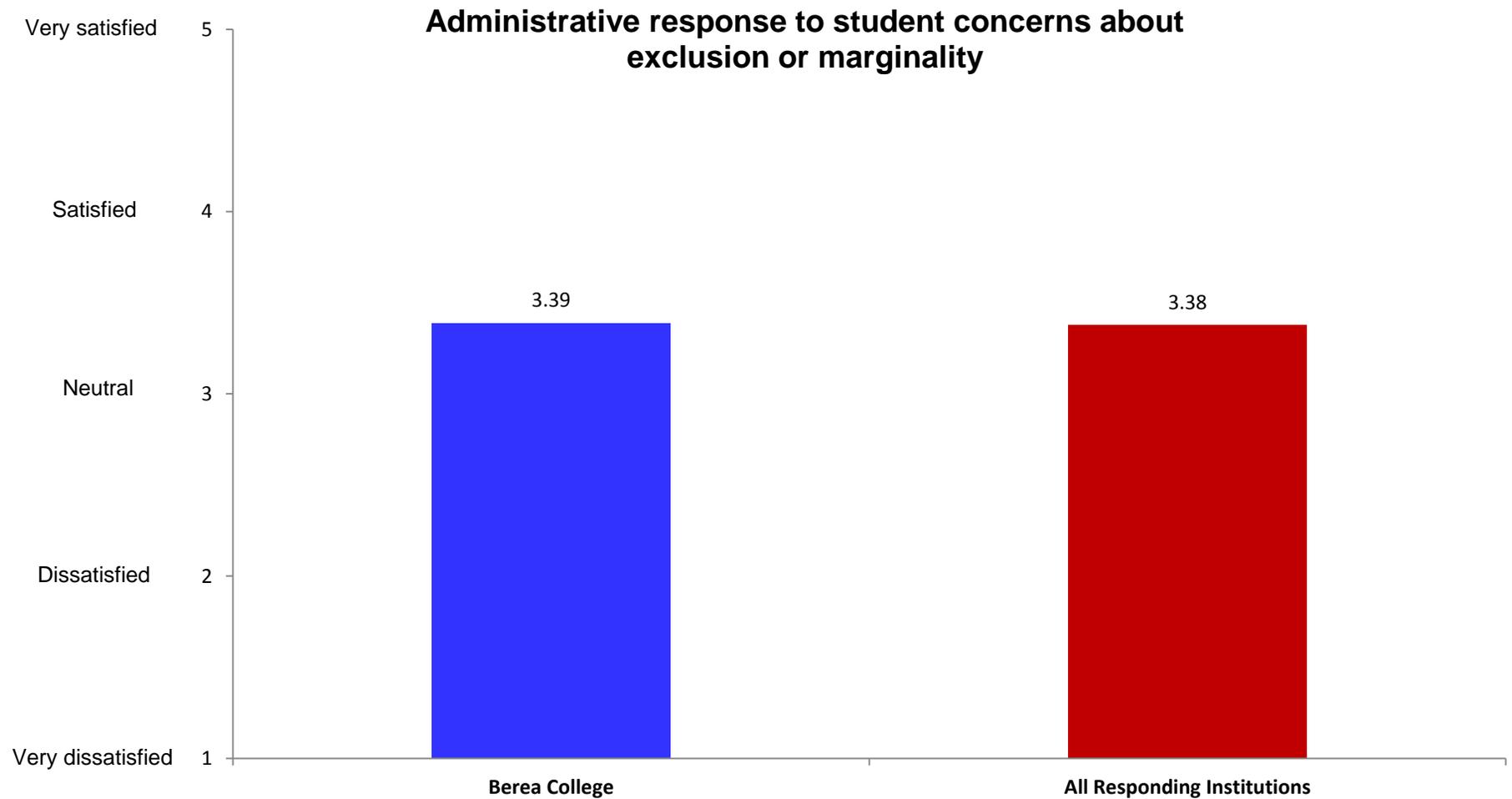
*How satisfied are you with the following aspects of your institution?*



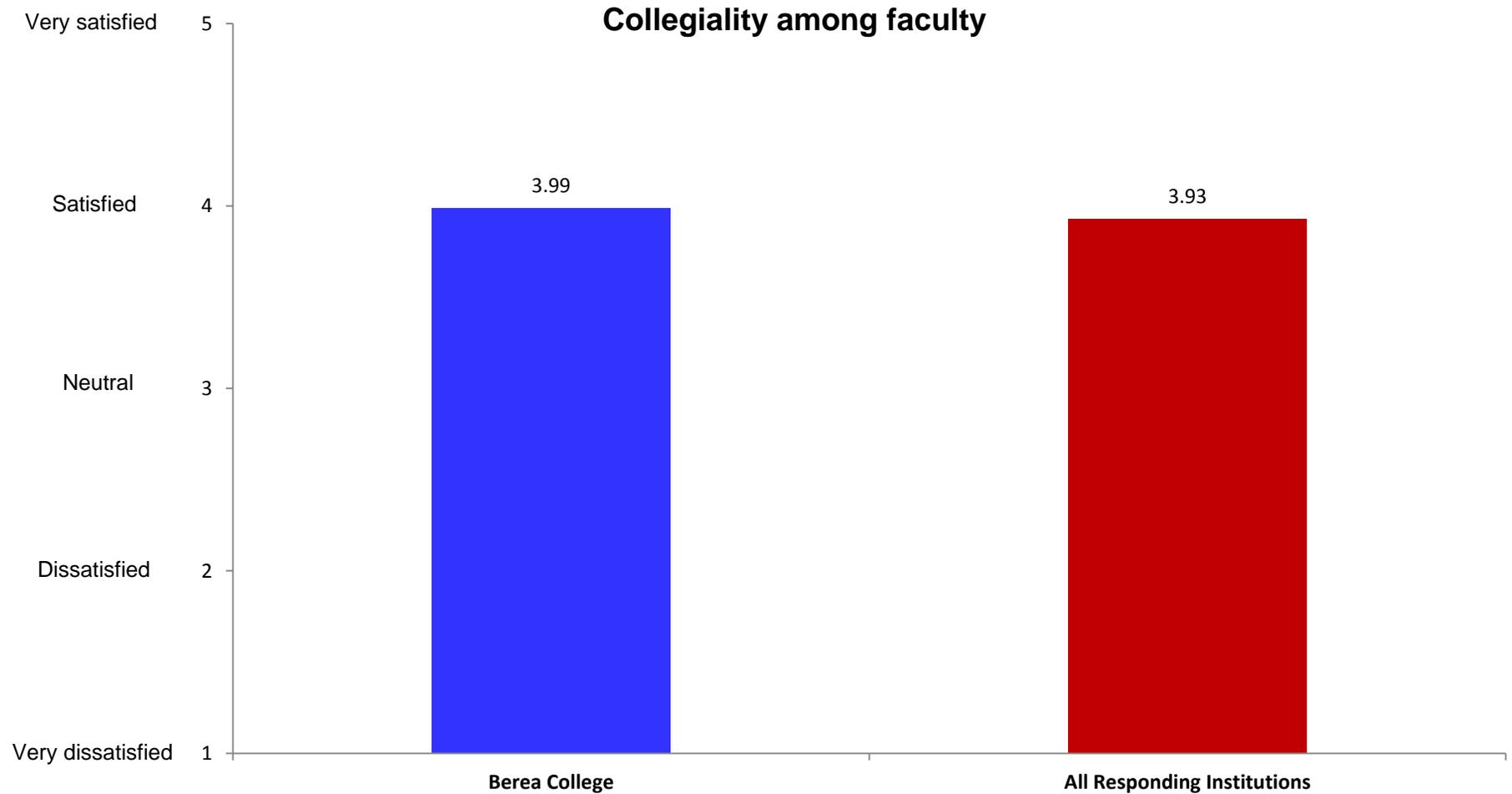
*How satisfied are you with the following aspects of your institution?*



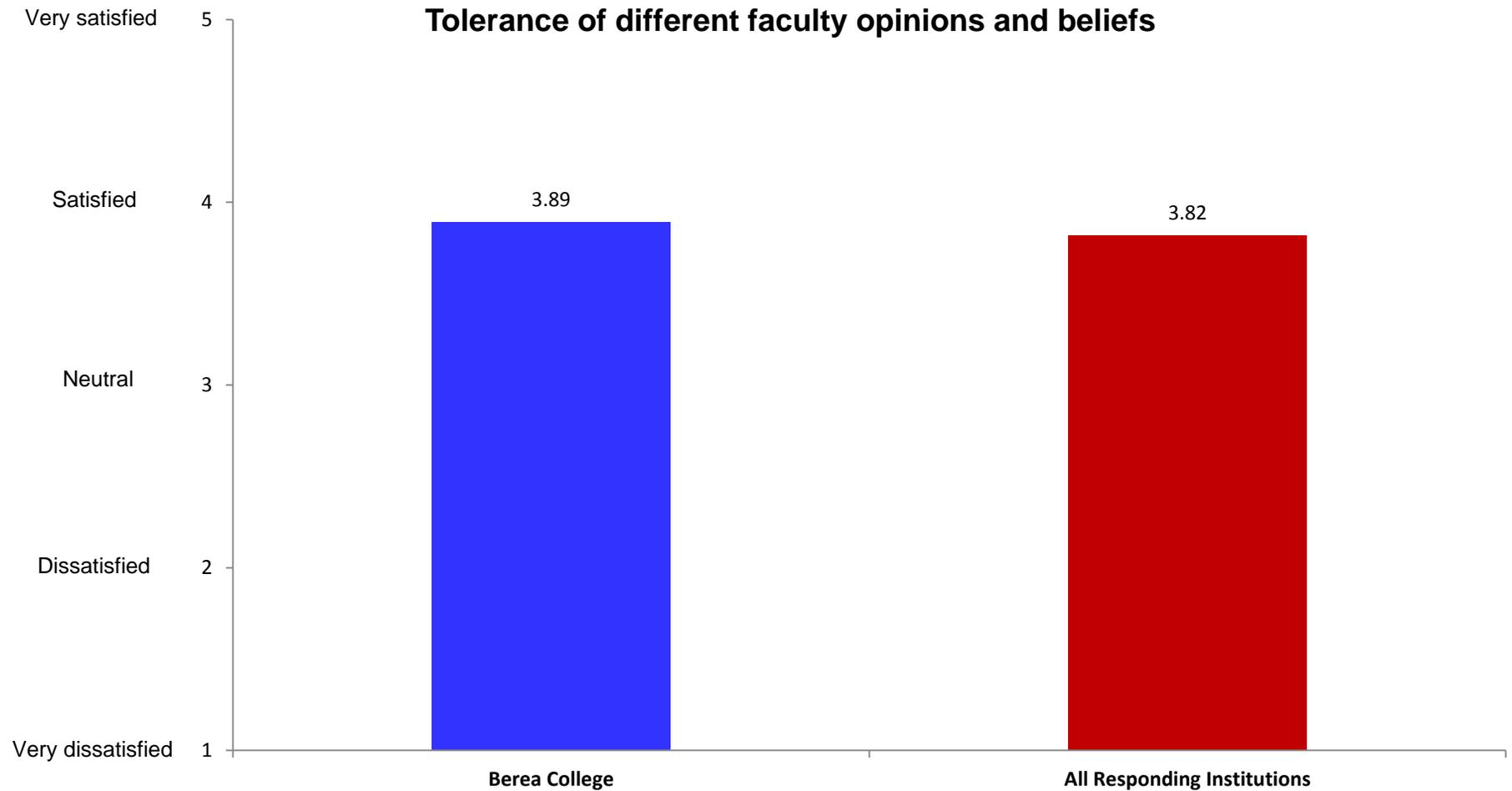
*How satisfied are you with the following aspects of your institution?*



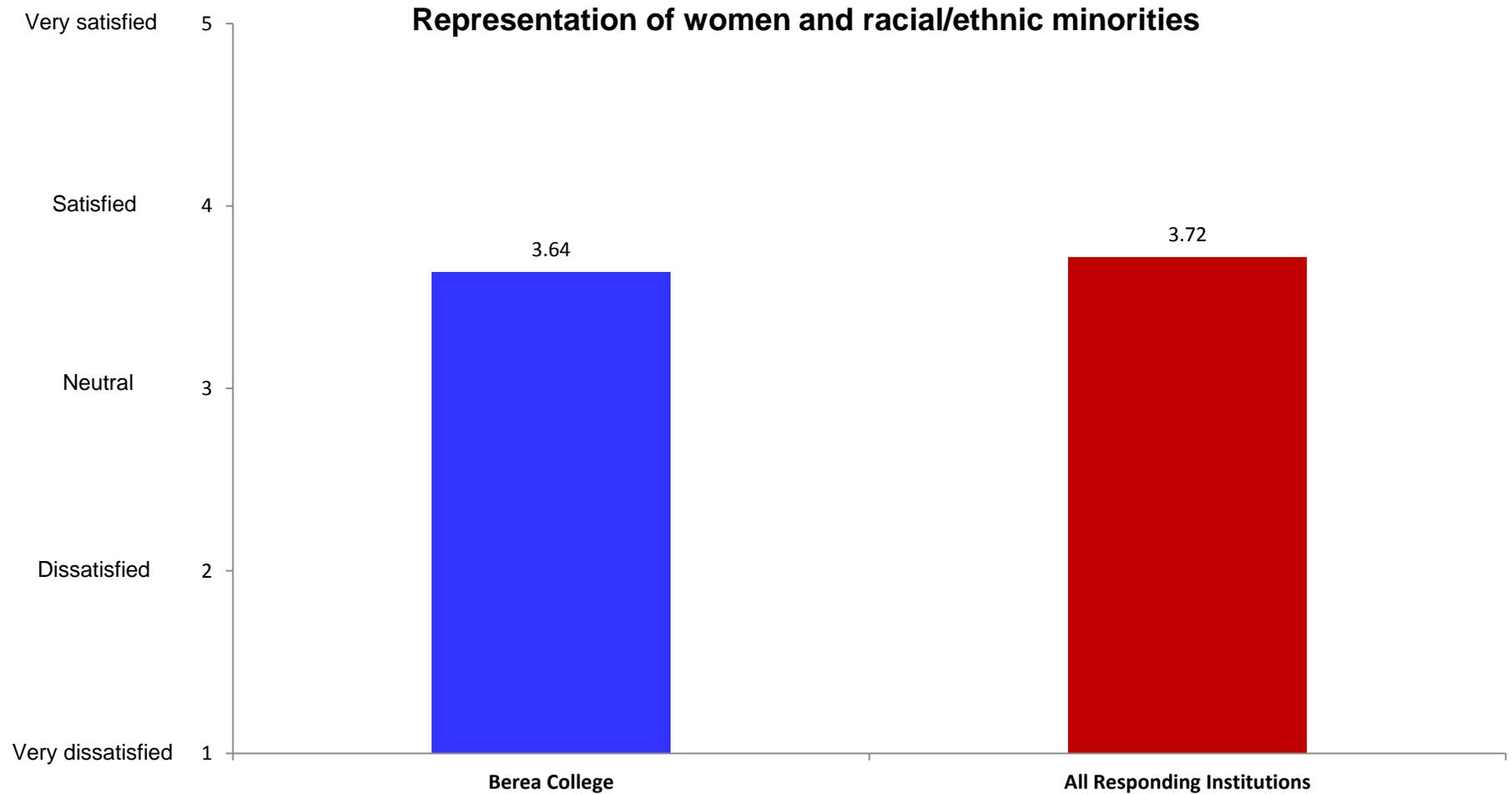
*Please rate your satisfaction with your department in each area:*



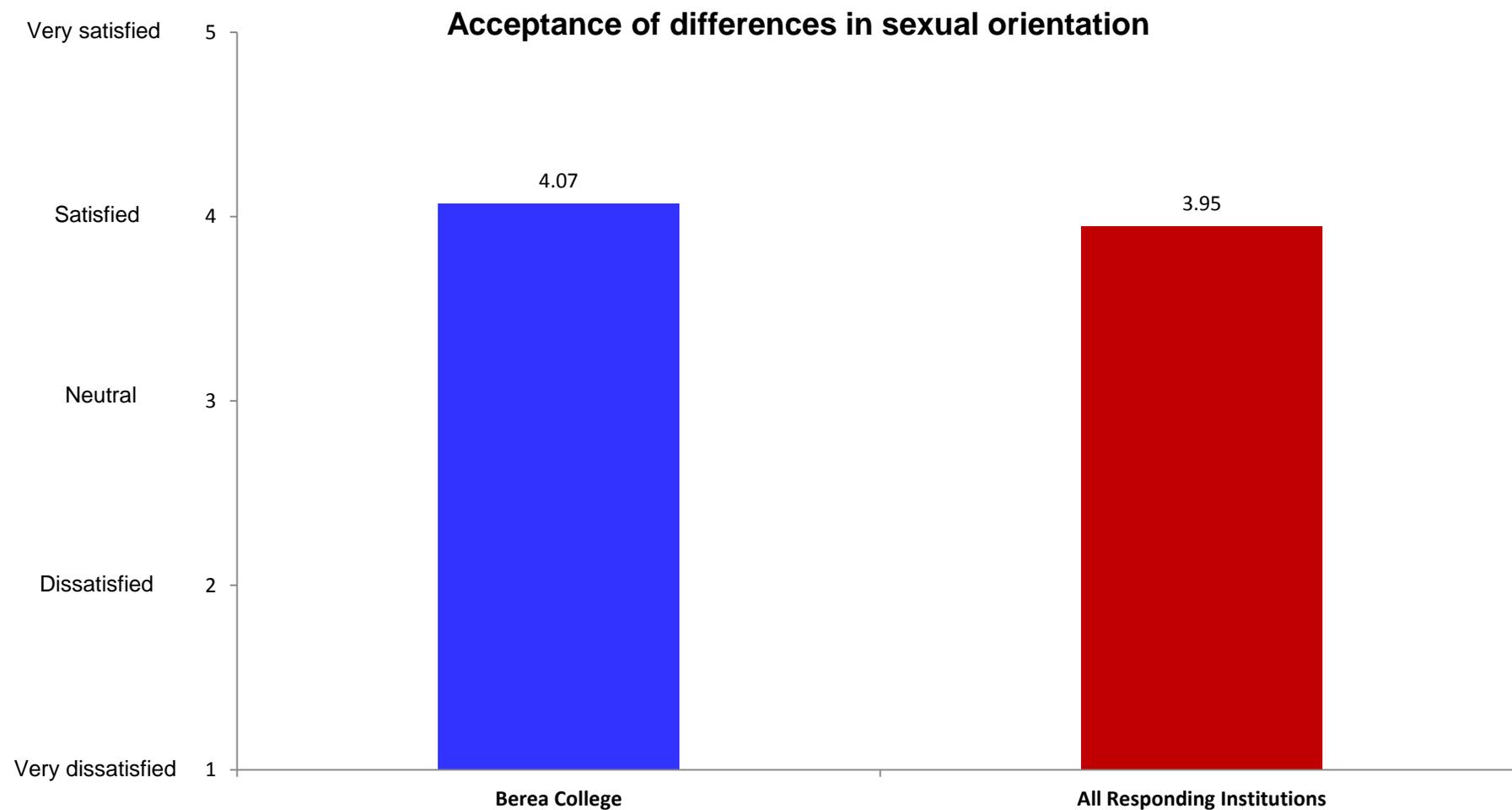
*Please rate your satisfaction with your department in each area:*



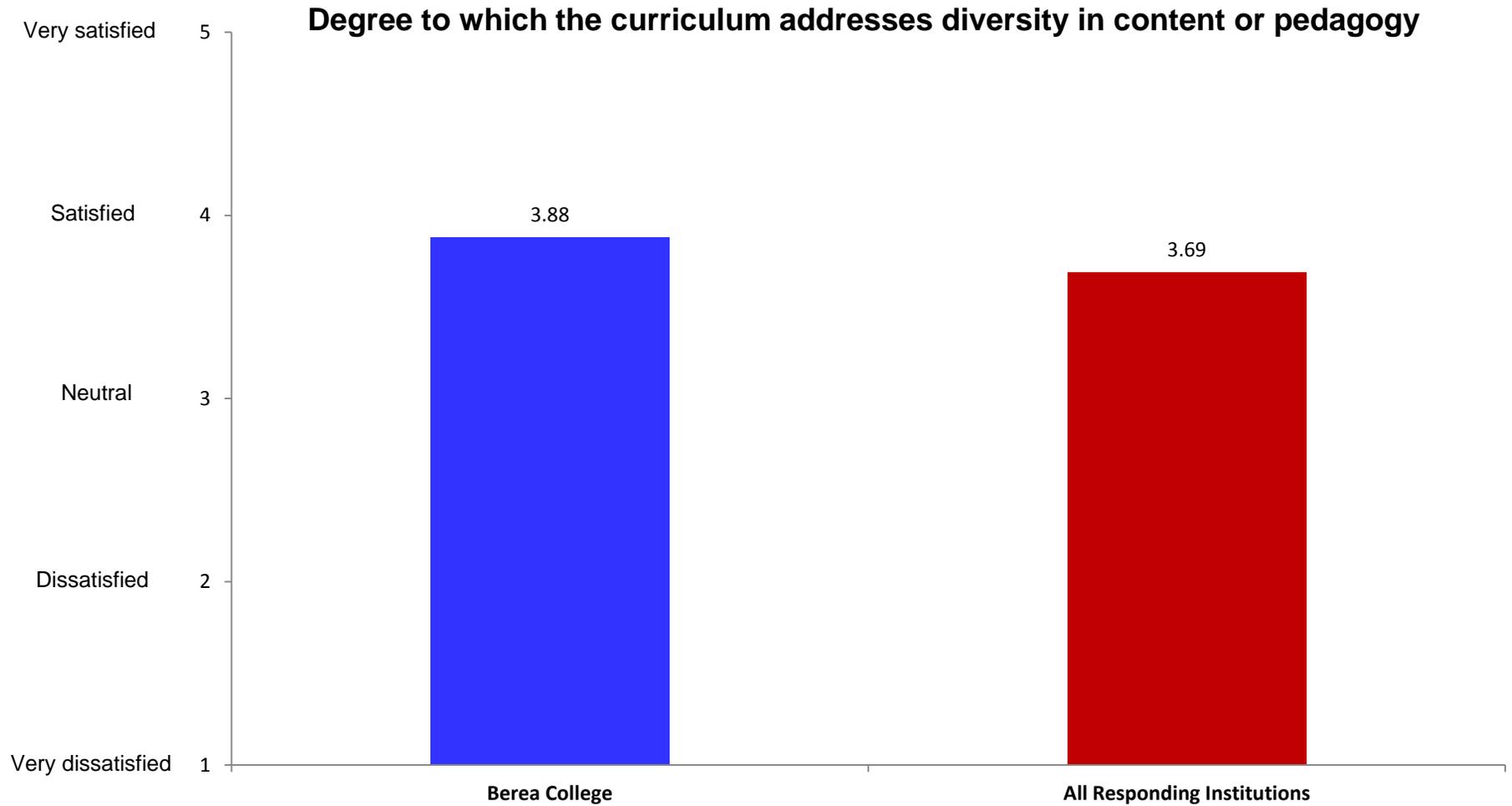
*Please rate your satisfaction with your department in each area:*



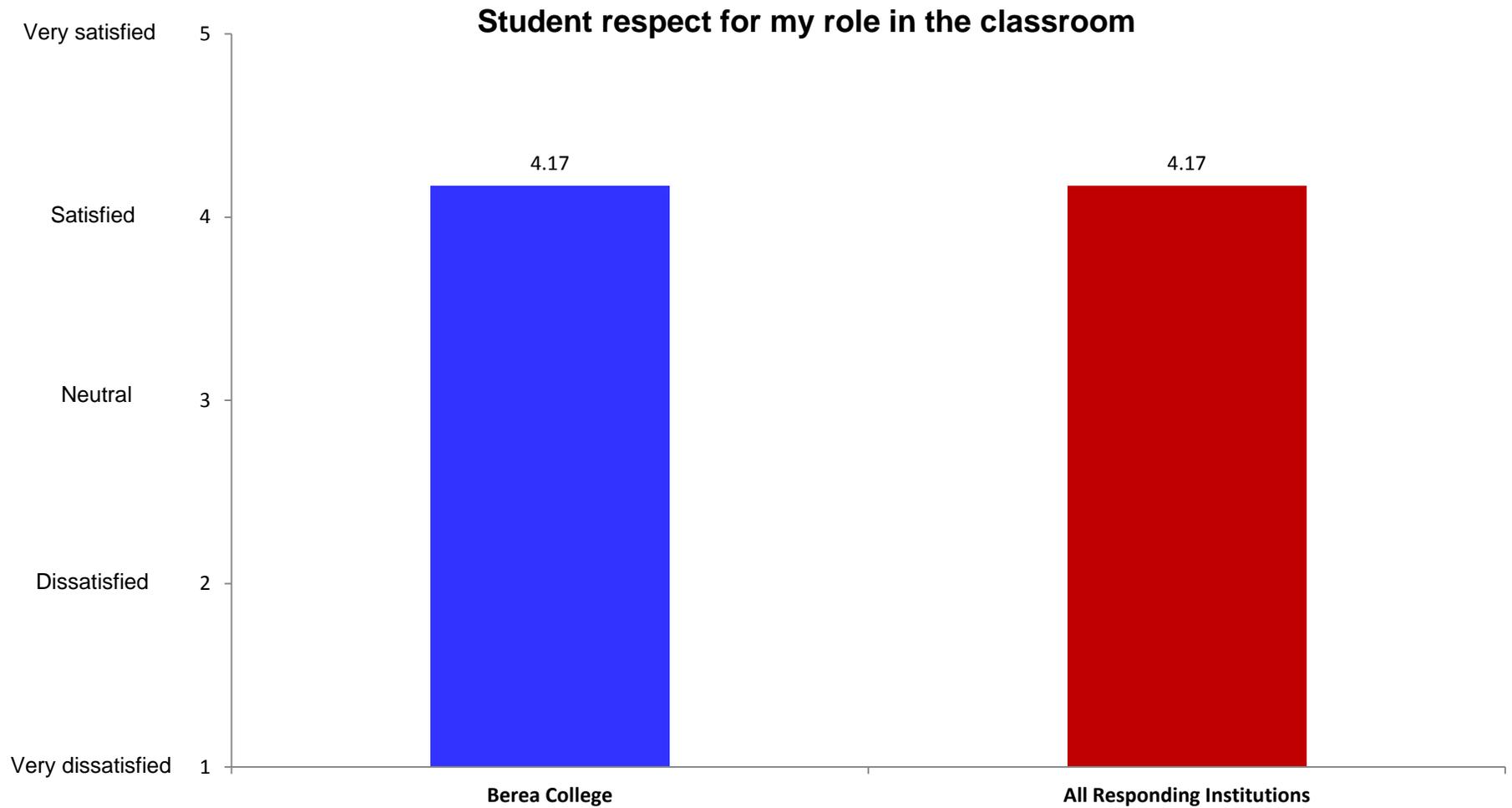
*How satisfied are you with the following aspects of your institution?*



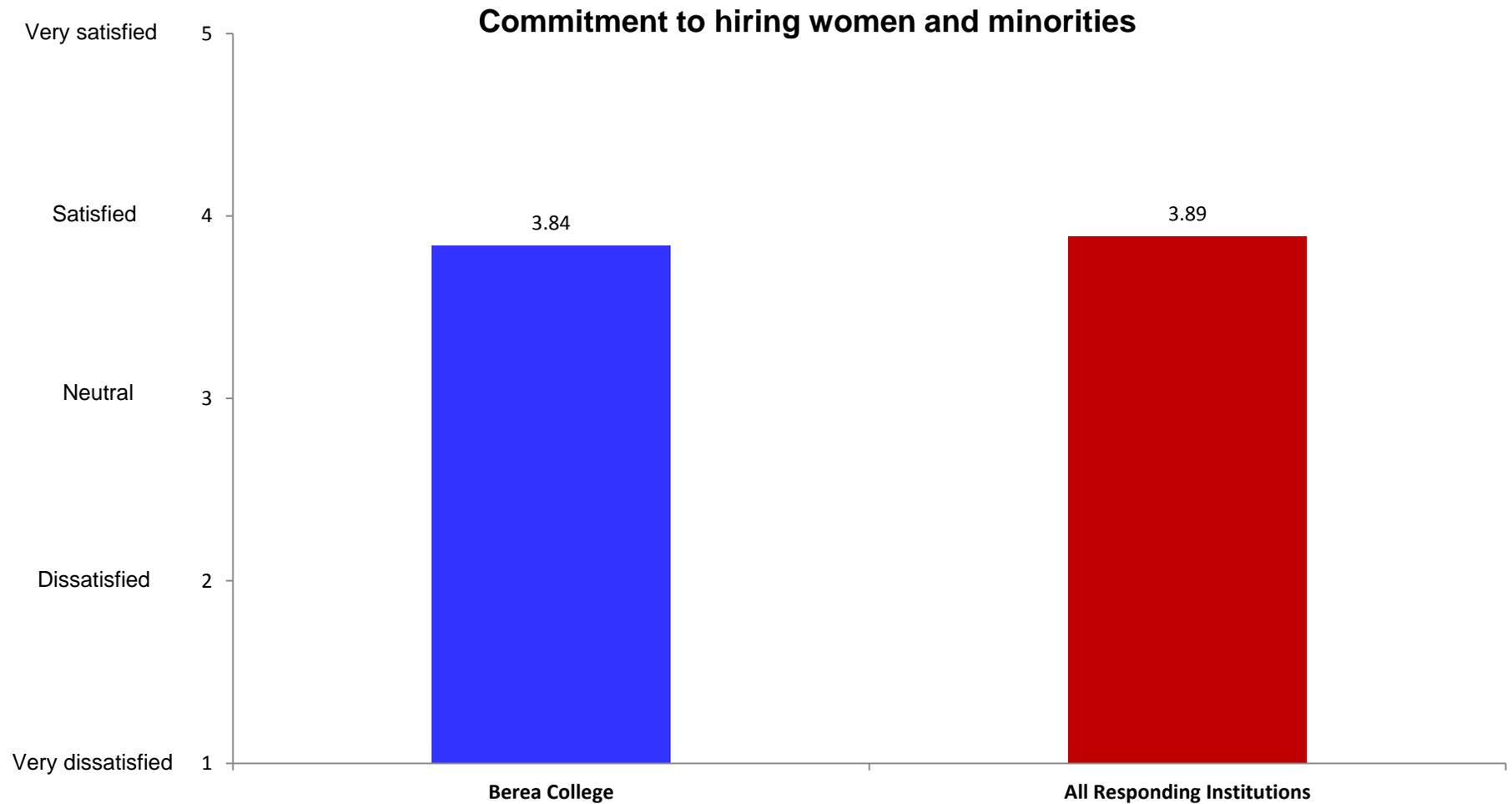
*How satisfied are you with the following aspects of your institution?*



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



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



# National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)

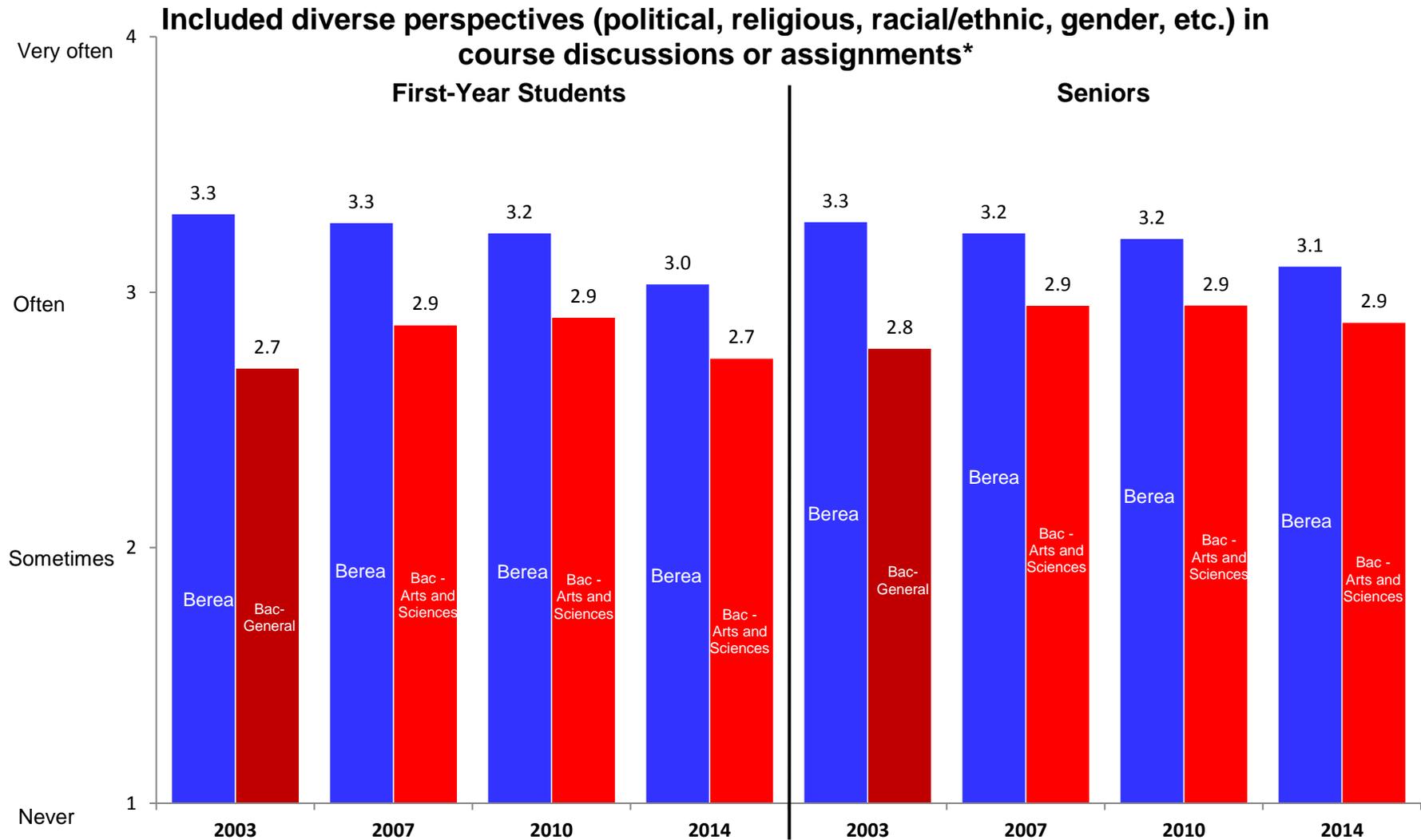


[Click to see survey instruments](#)

## Response Rates:

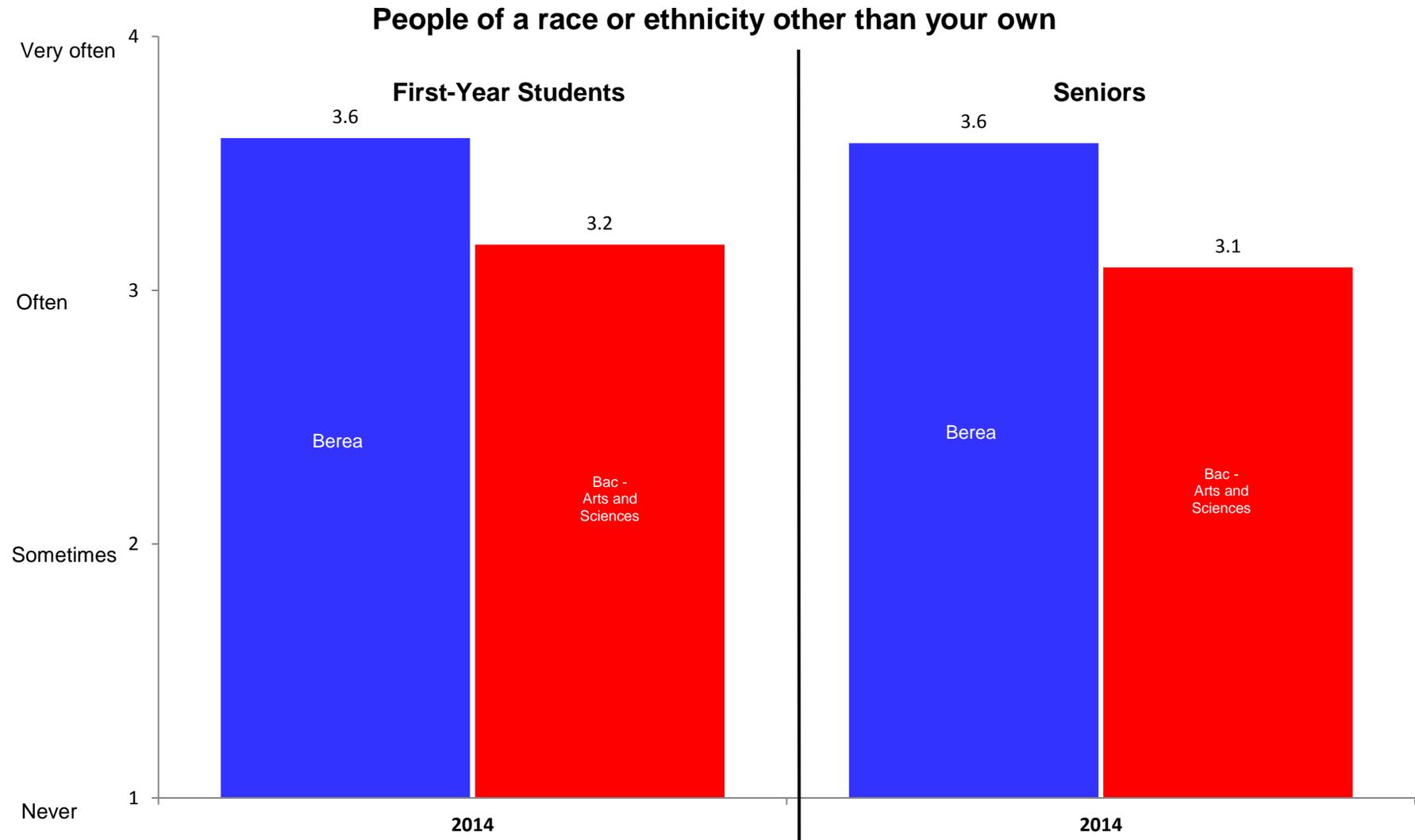
Spring 2003	51%
Spring 2007	79%
Spring 2010	64%
Spring 2014	60%

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



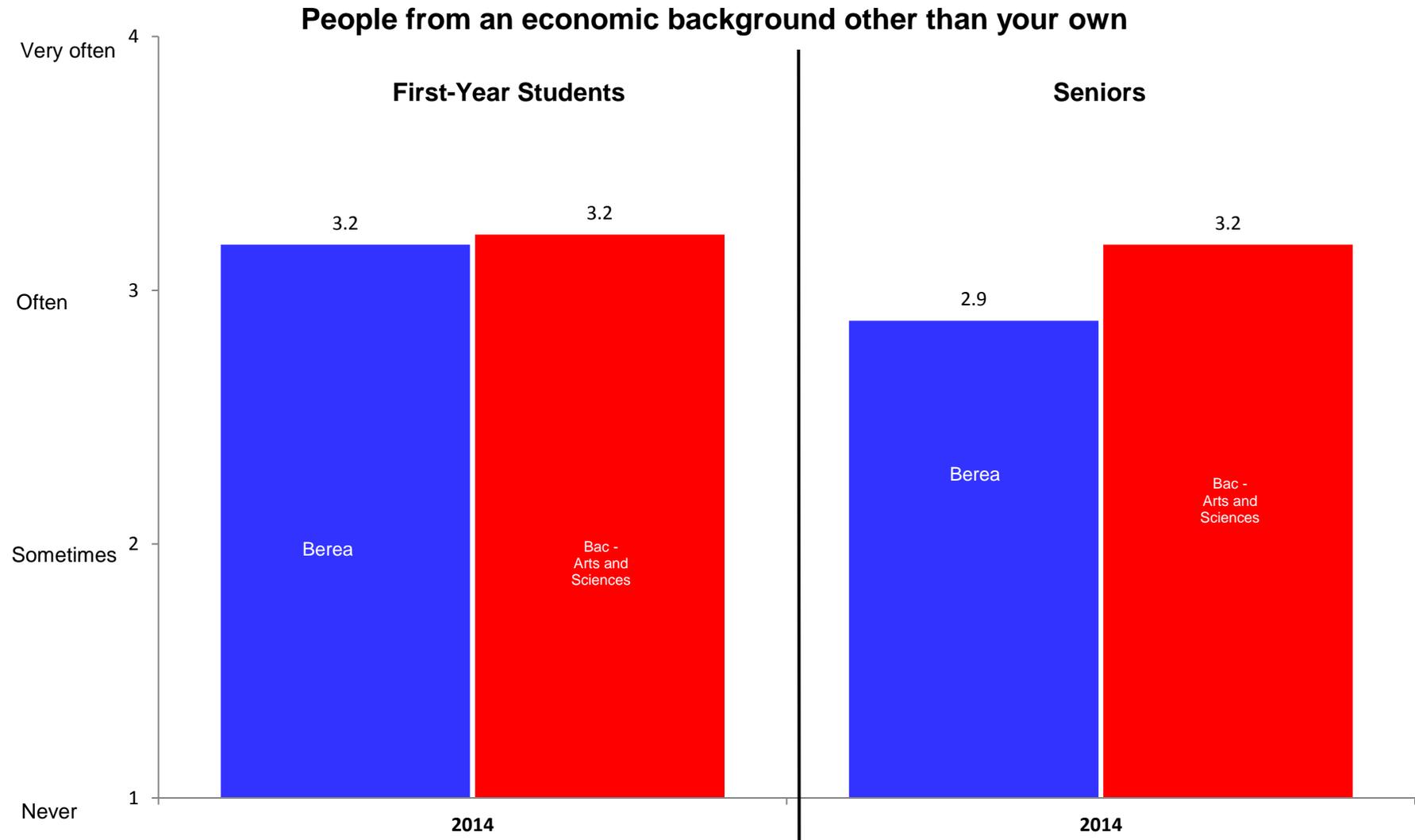
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

*During the current school year, about how often had you had discussions with*



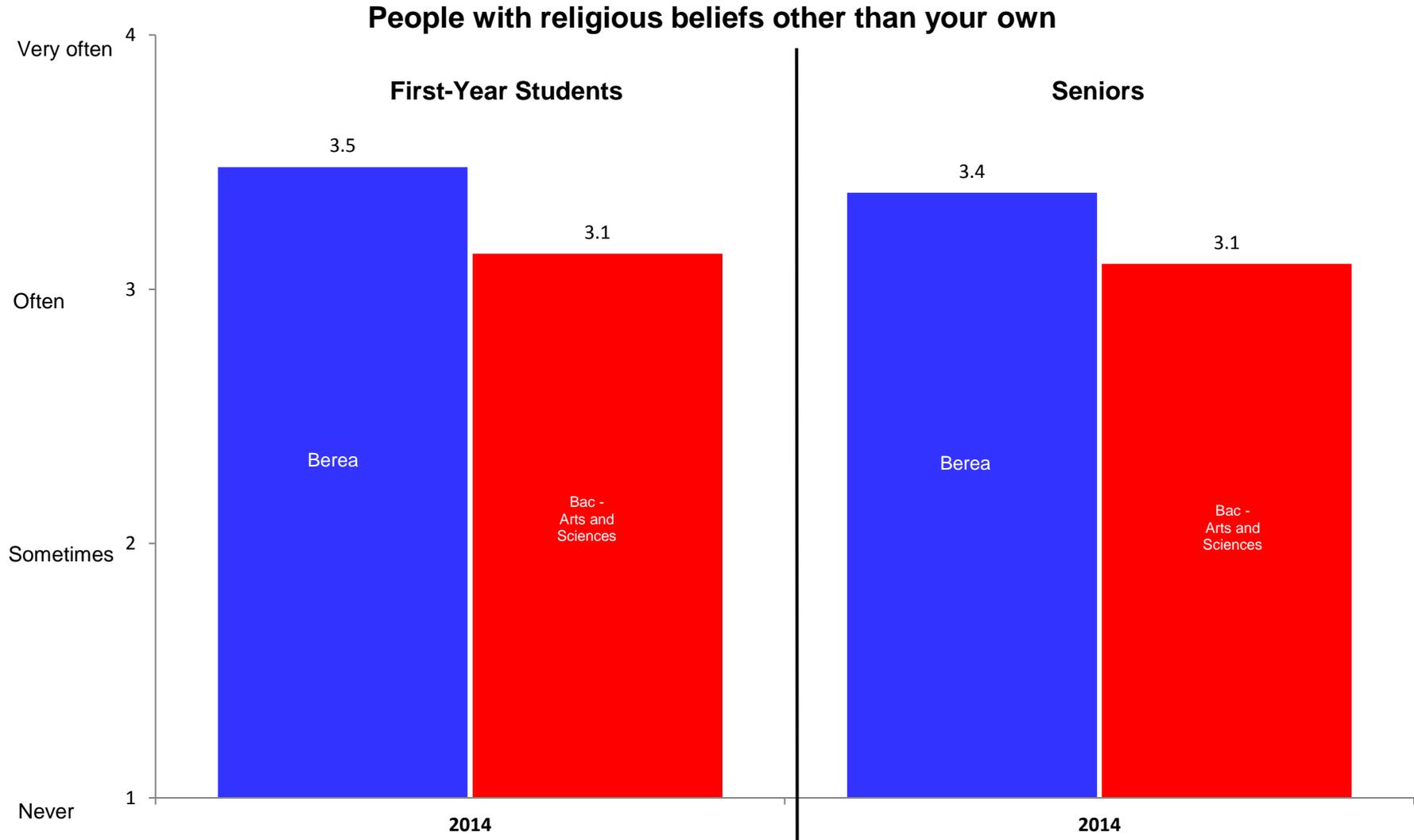
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions 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, about how often had you had discussions with*



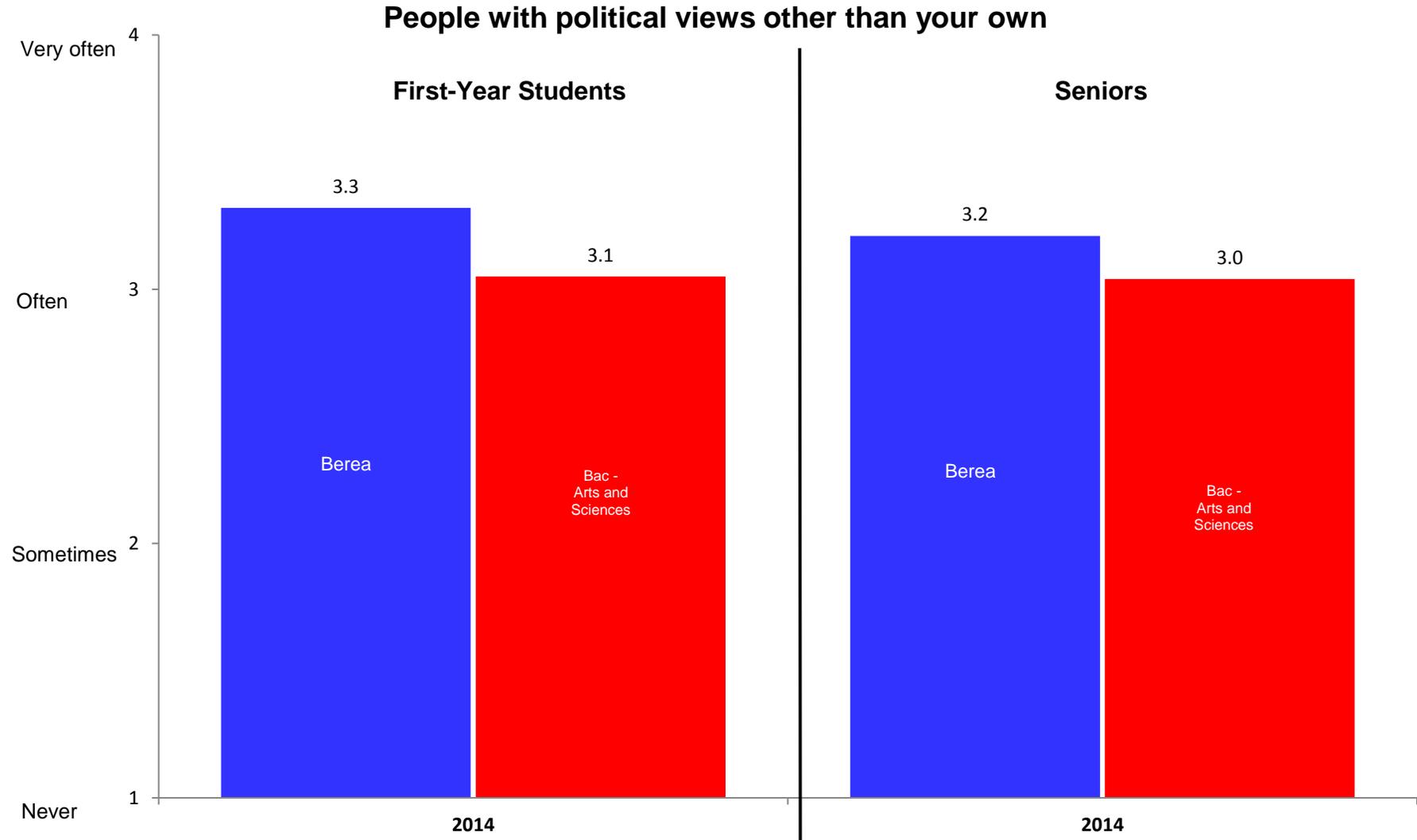
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions 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, about how often had you had discussions with*



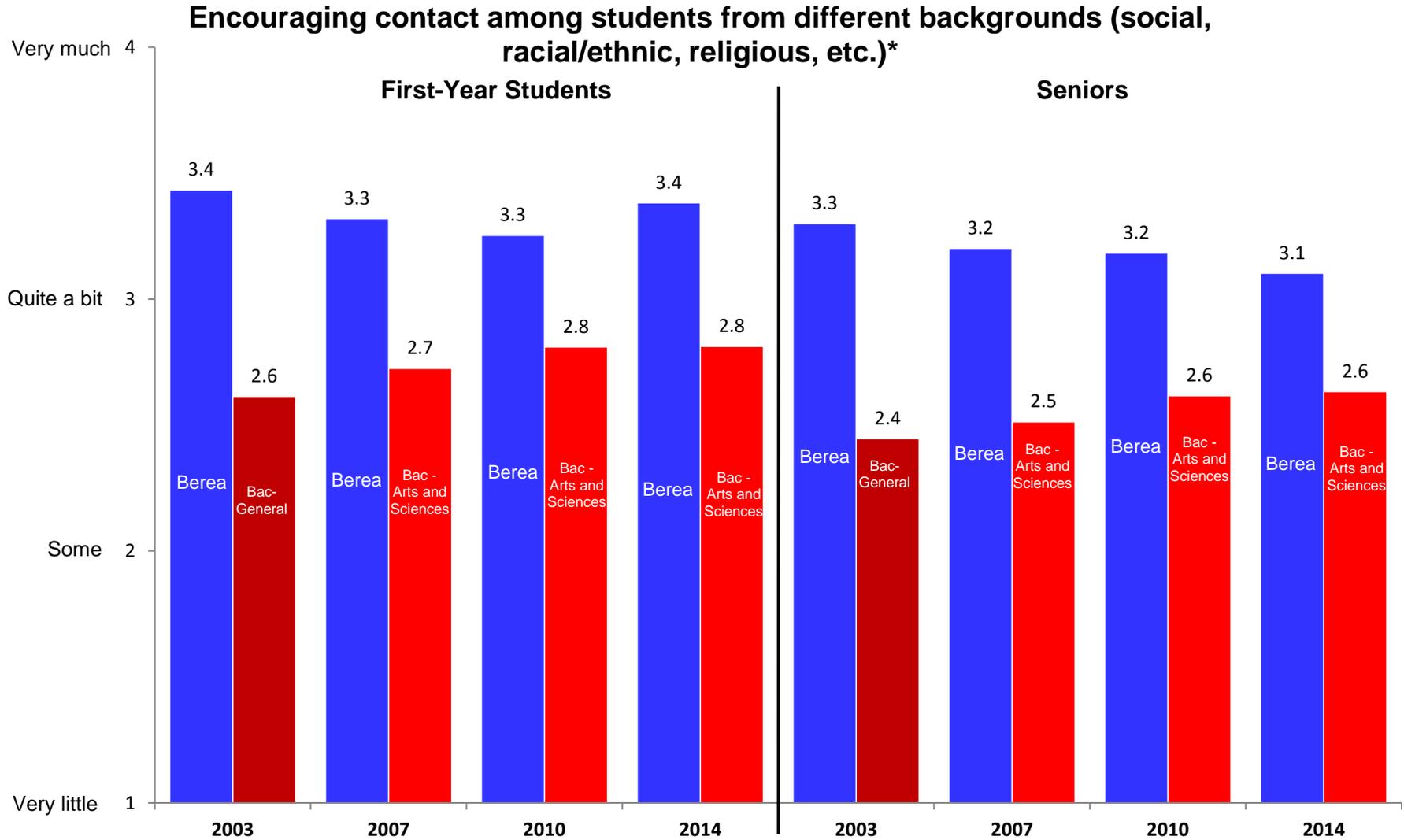
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions 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, about how often had you had discussions with*



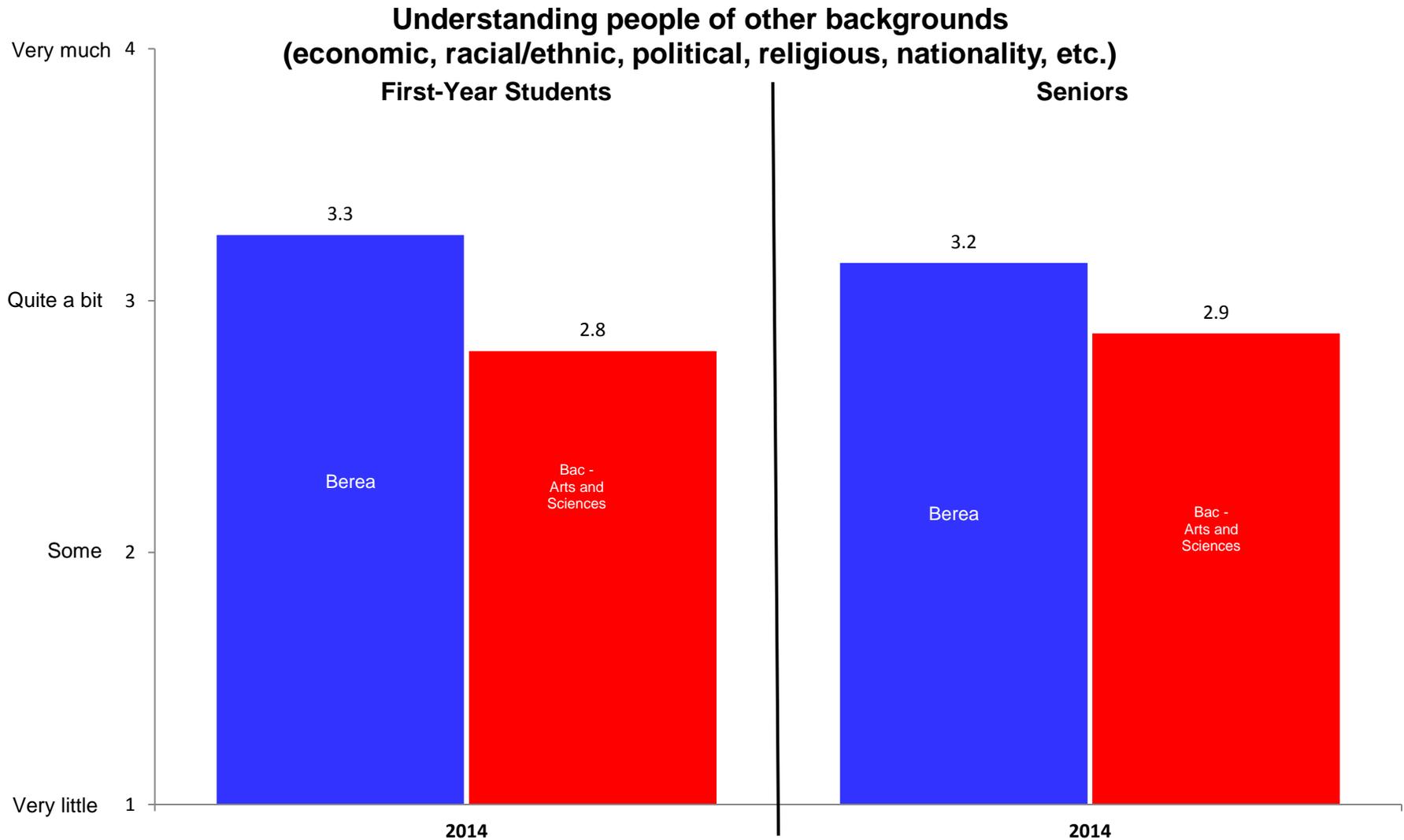
NOTE: Comparison groups are based on Berea's Carnegie classification at the time the survey is administered. Baccalaureate-General are institutions that confer at least half of its degrees in the professional fields. Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions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

*How much does your institution emphasize the following?*



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

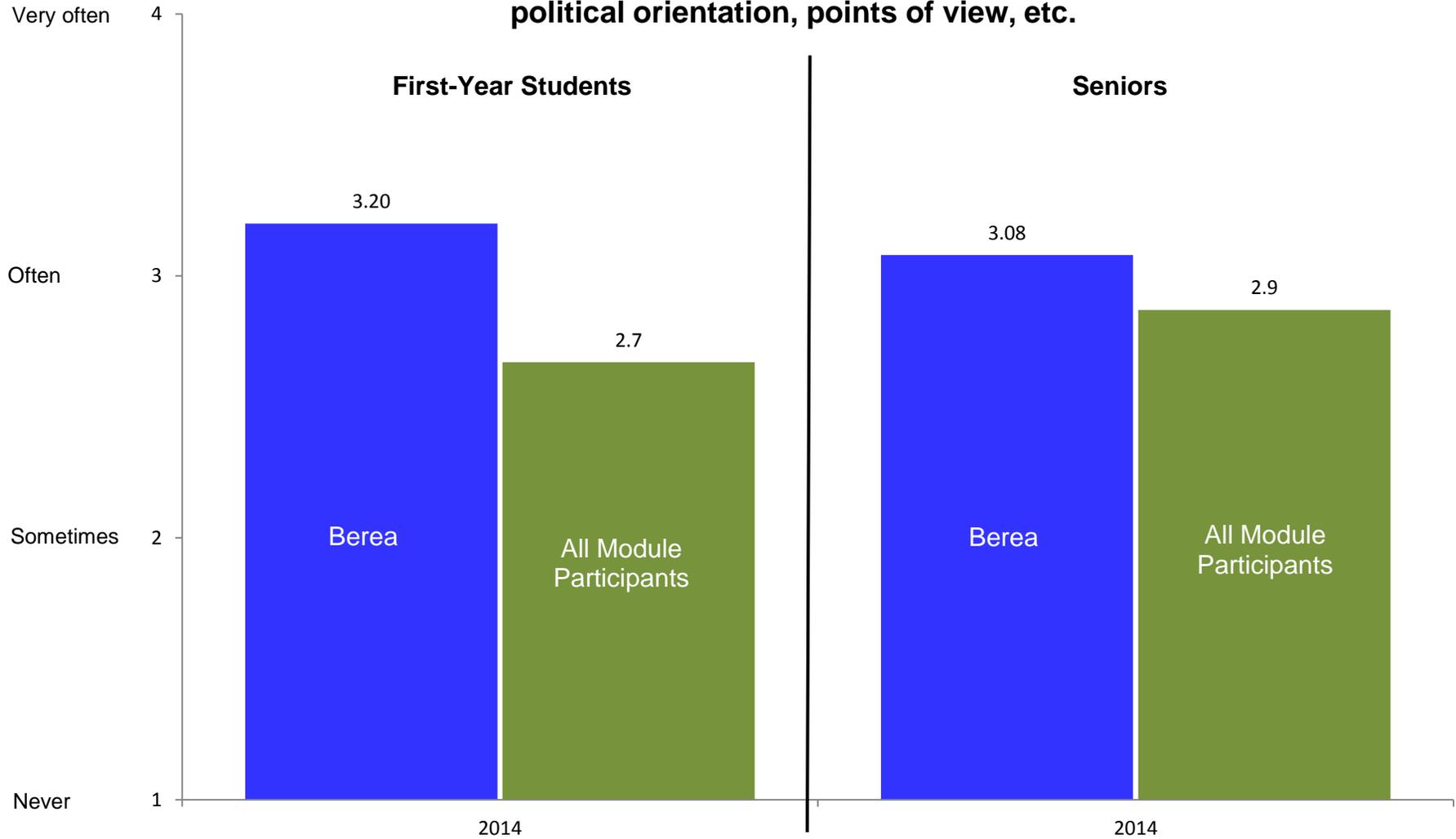
*How much has this institution contributed to your knowledge and development in*



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

*During the current school year, about how often have you written something that:*

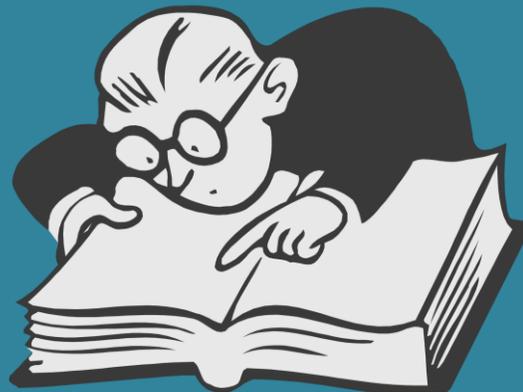
**Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.**



NOTE: Comparison groups for this additional module, Development of Transferable Skills, are based on all module participants in 2014 (N = 136 institutions).

# 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](#)

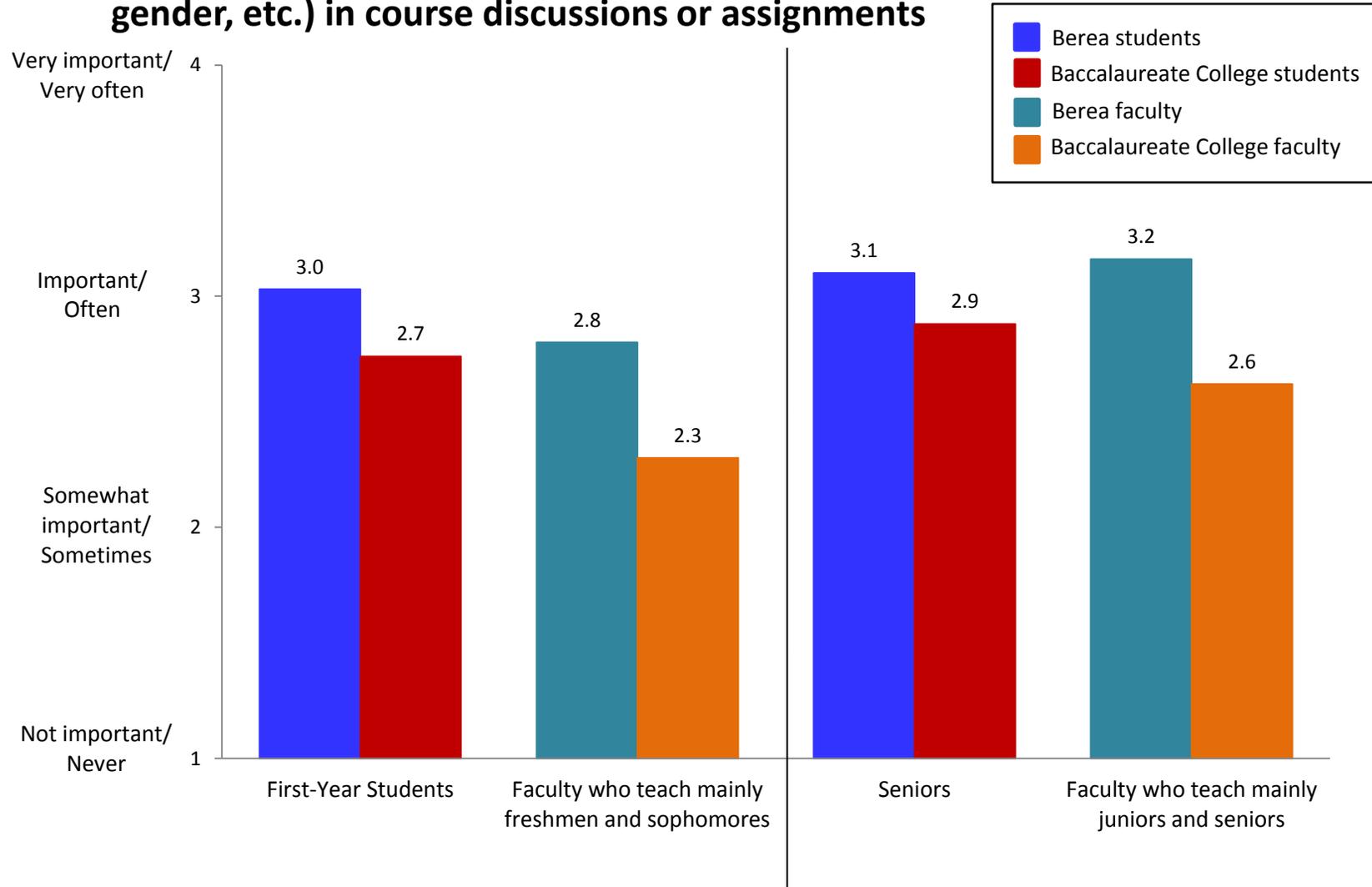
## Response Rates:

Spring 2014 Students	60%
Faculty	56%

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

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

### Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments



Response Rates:

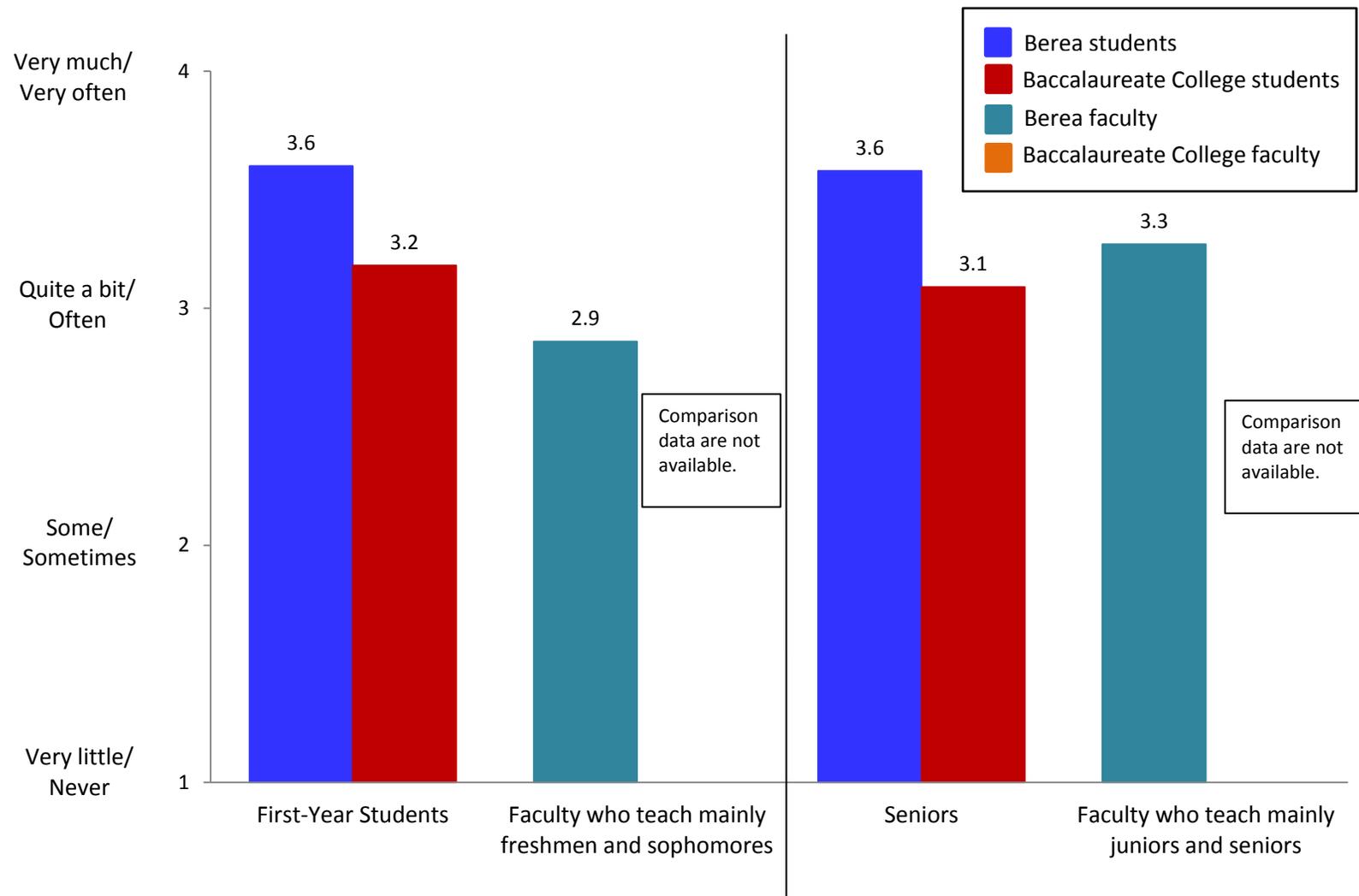
Faculty: 56%

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

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

### People of a race or ethnicity other than their own



Response Rates:

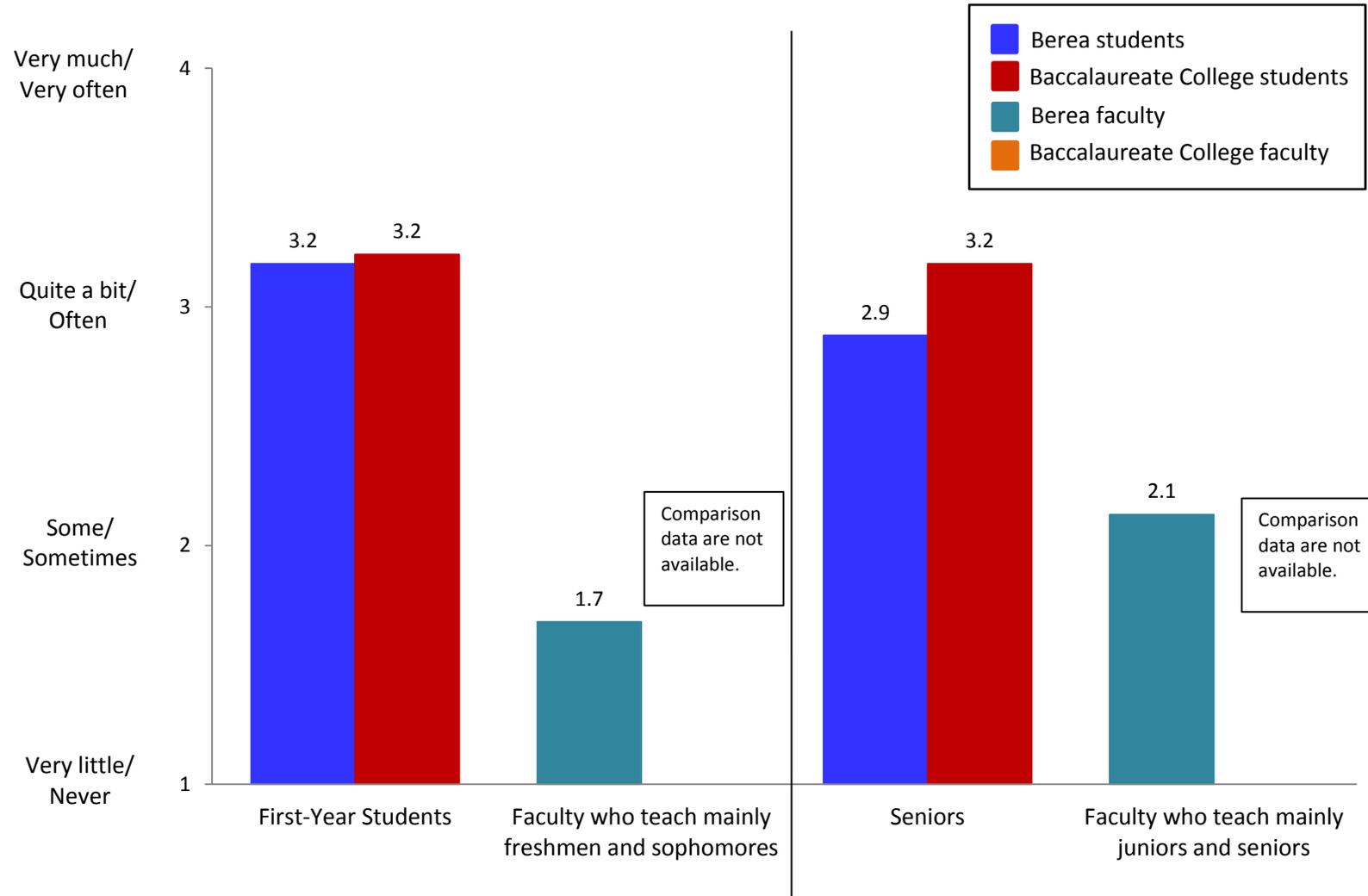
Faculty: 56%

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

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

### People from an economic background other than their own



Response Rates:

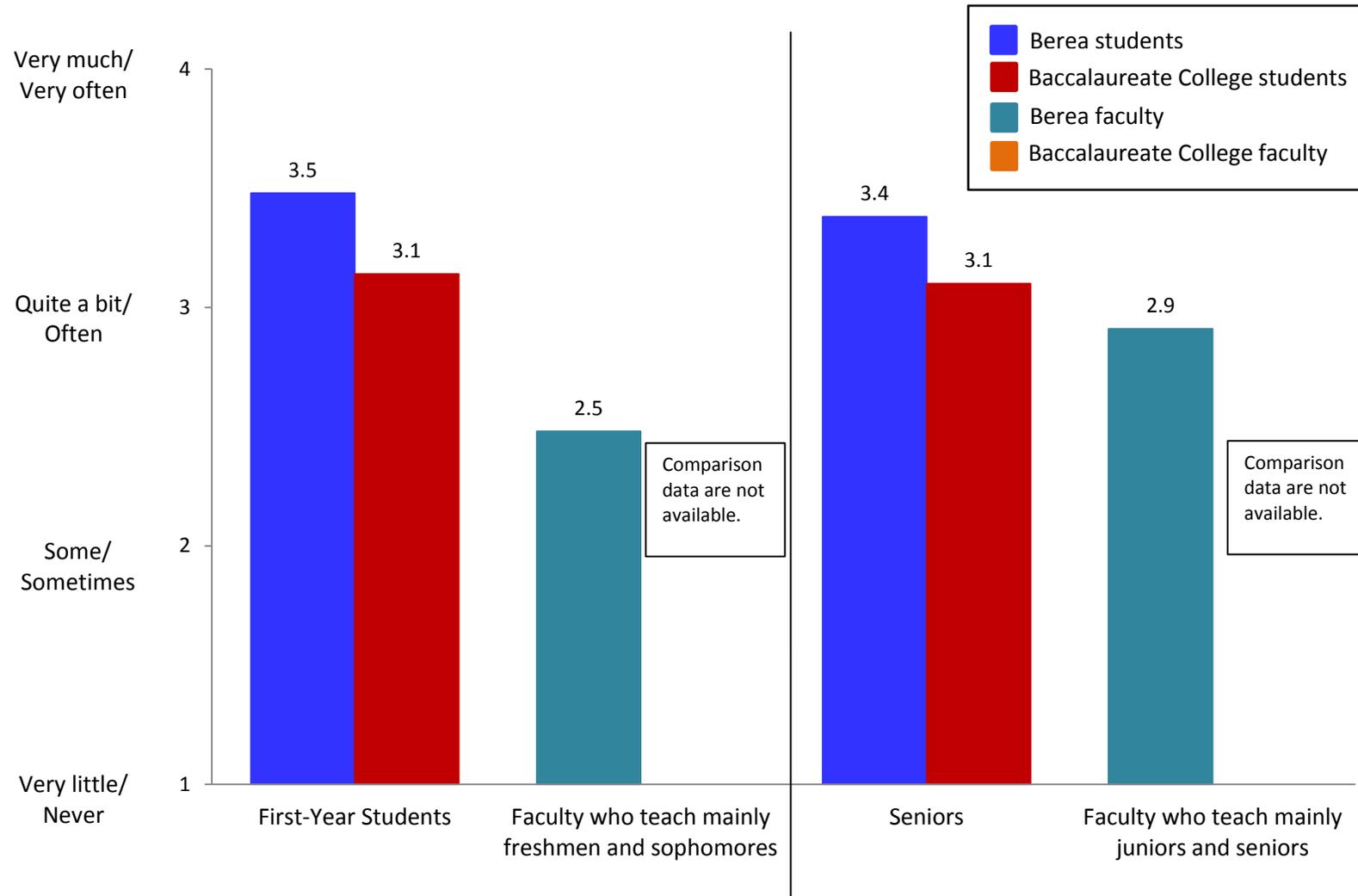
Faculty: 56%

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

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

### People with religious beliefs other than their own



Response Rates:

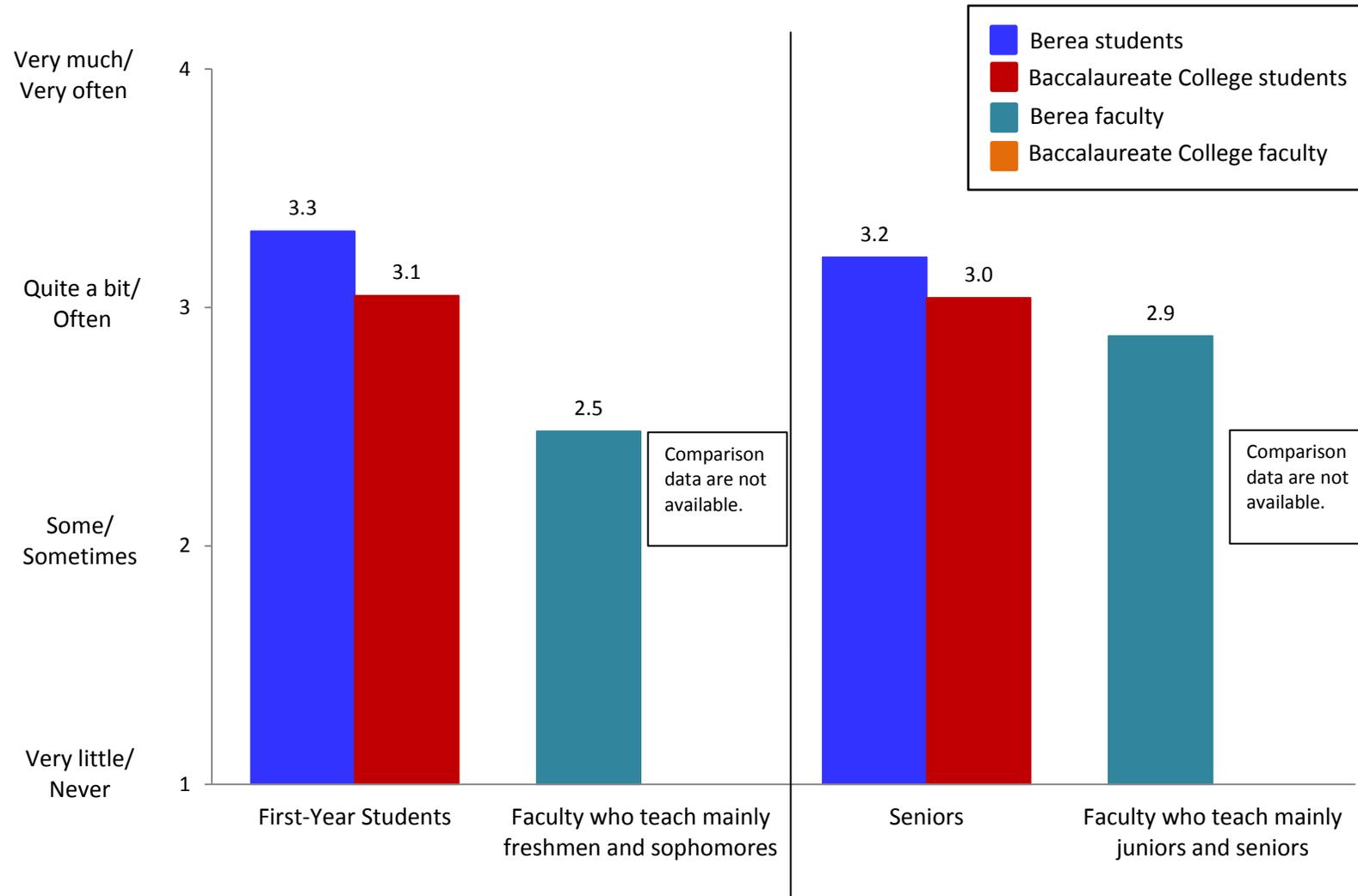
Faculty: 56%

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

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

### People with political views other than their own



Response Rates:

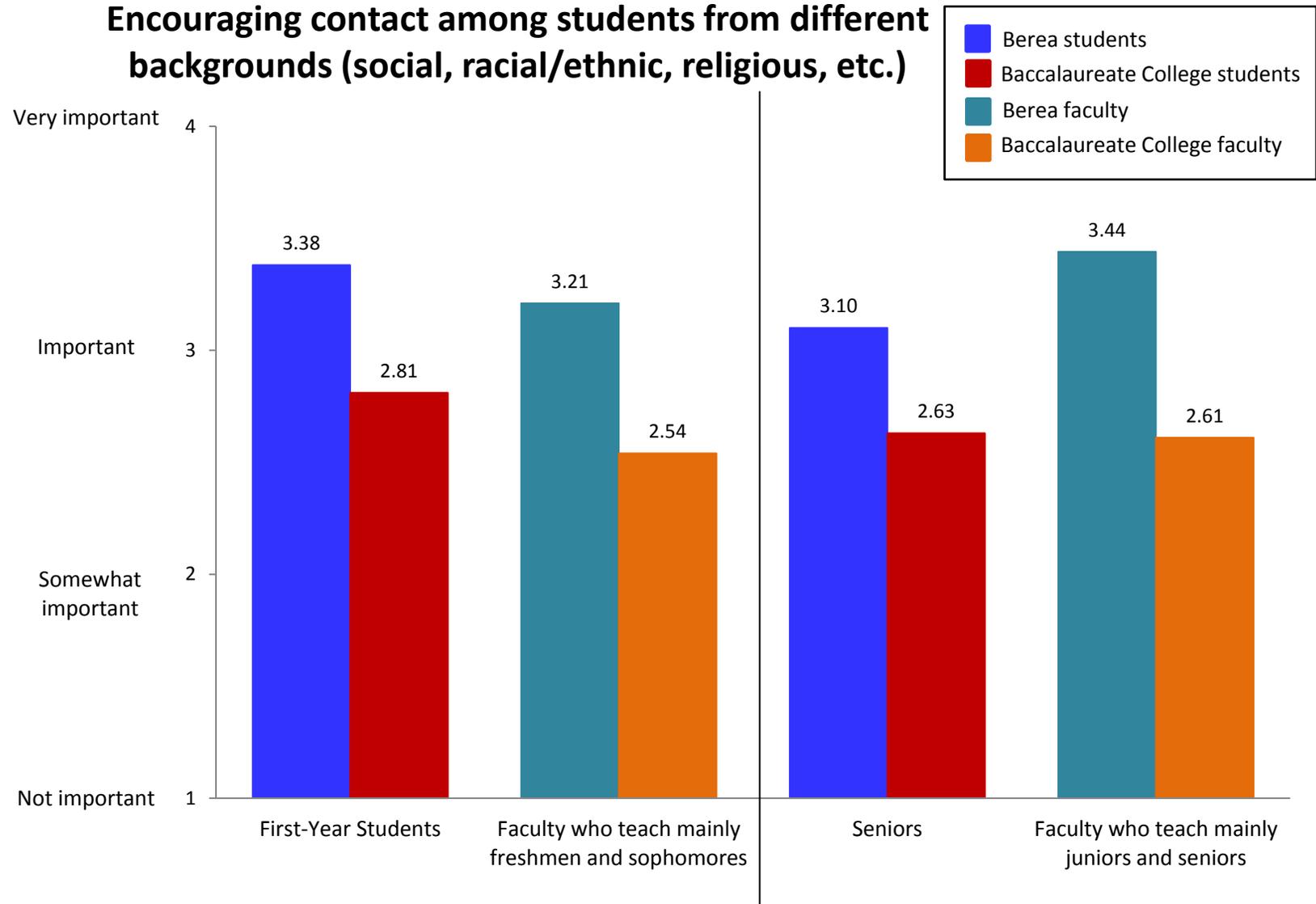
Faculty: 56%

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?

### Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)



Response Rates:

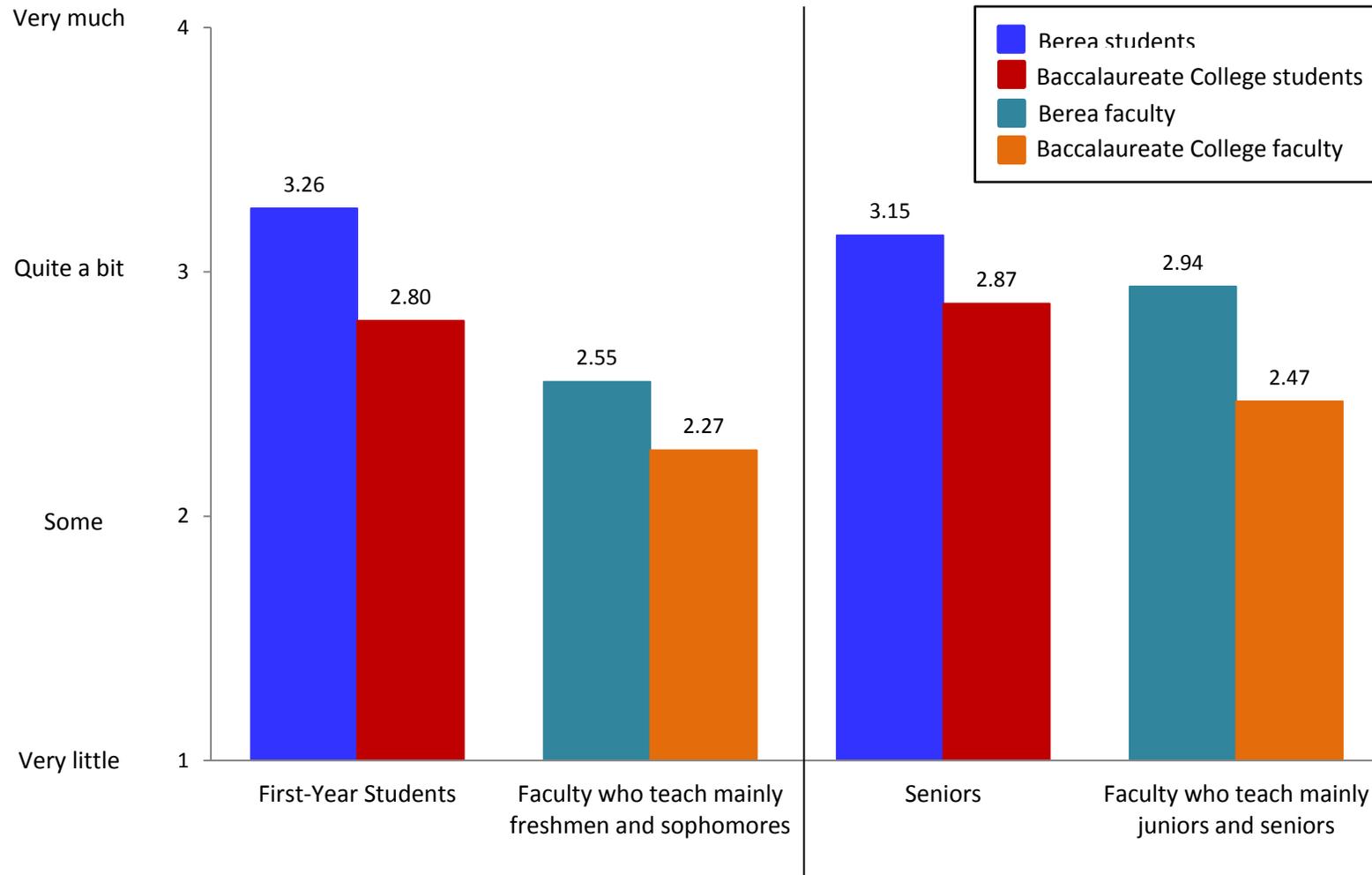
Faculty: 56%

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

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

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

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

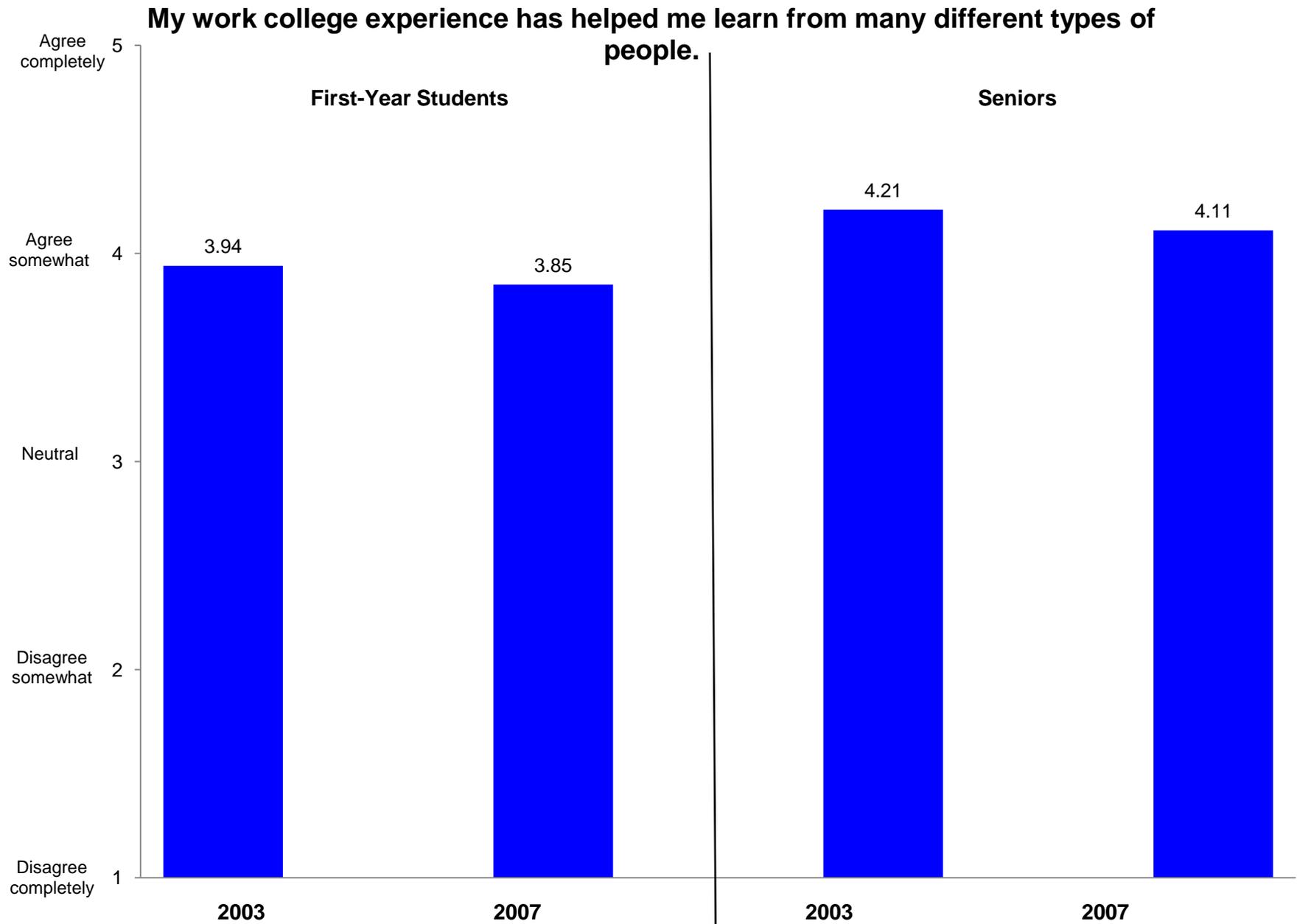


Response Rates:

Faculty: 56%

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

To what extent do you agree with the following statement?



NOTE: Item was added to the NSSE.

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

All Students



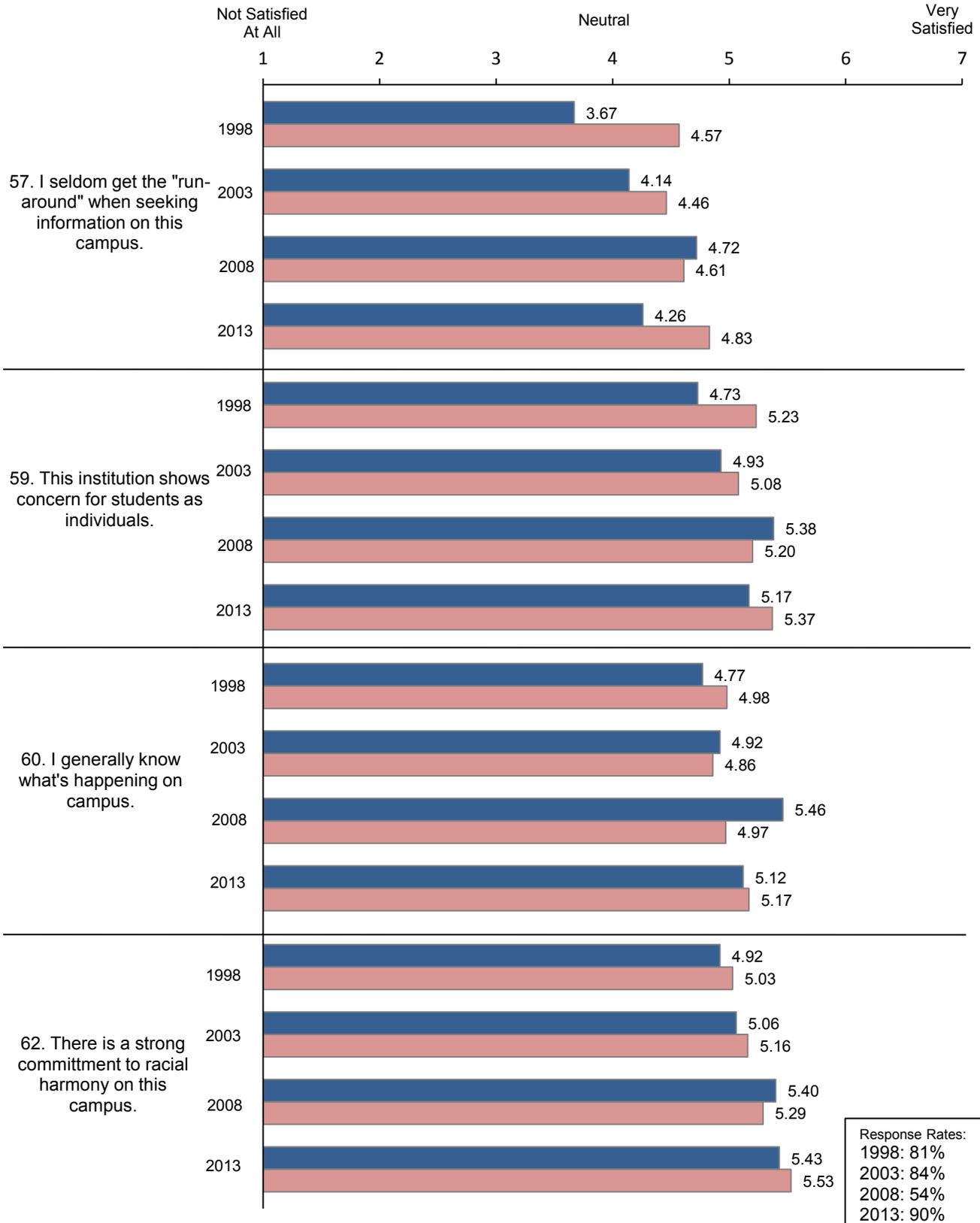
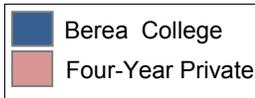
[Click to see survey instruments](#)

Response Rates:

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

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

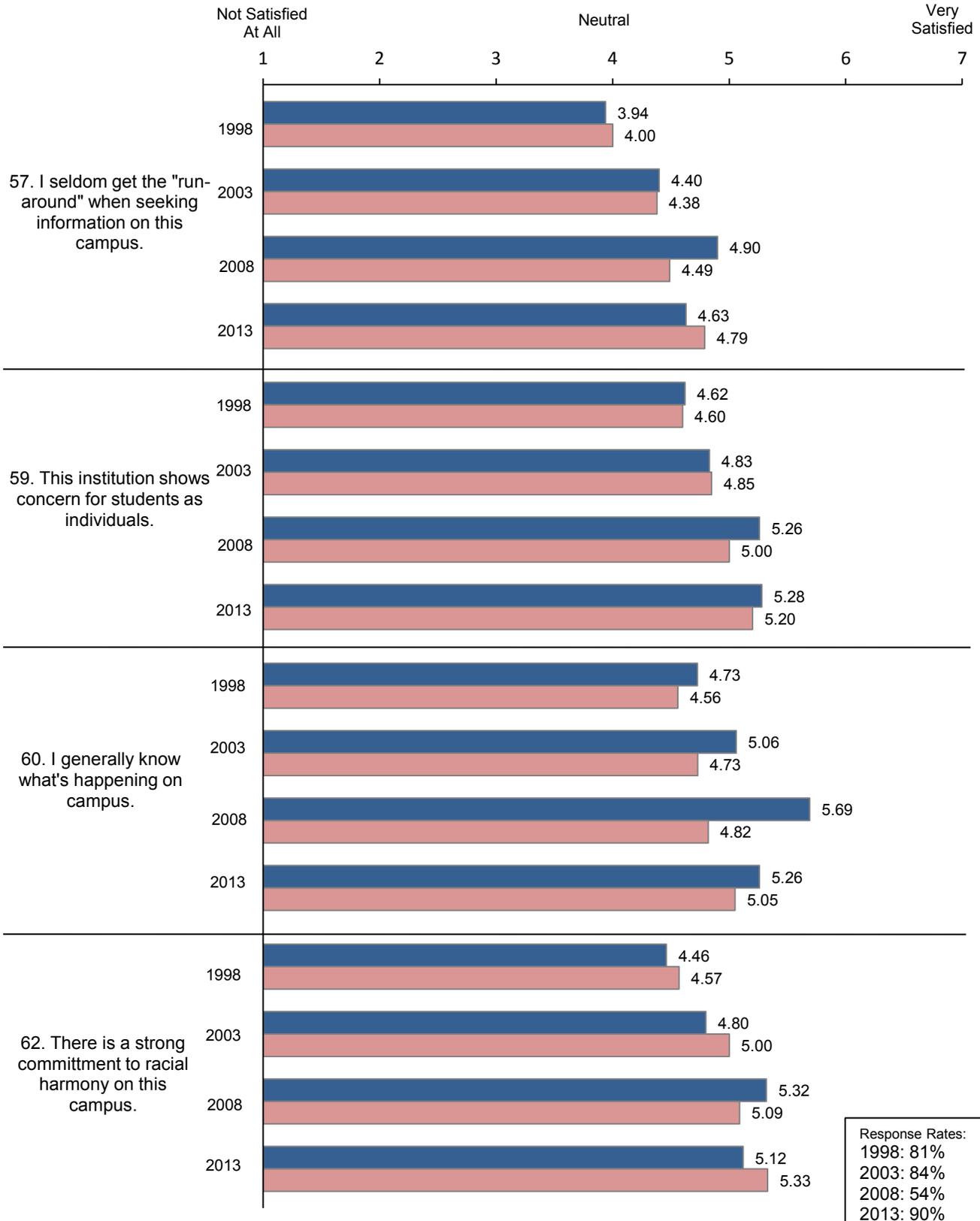
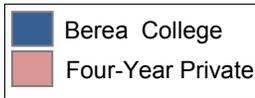
Noel-Levitz Student  
Satisfaction Inventory



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

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

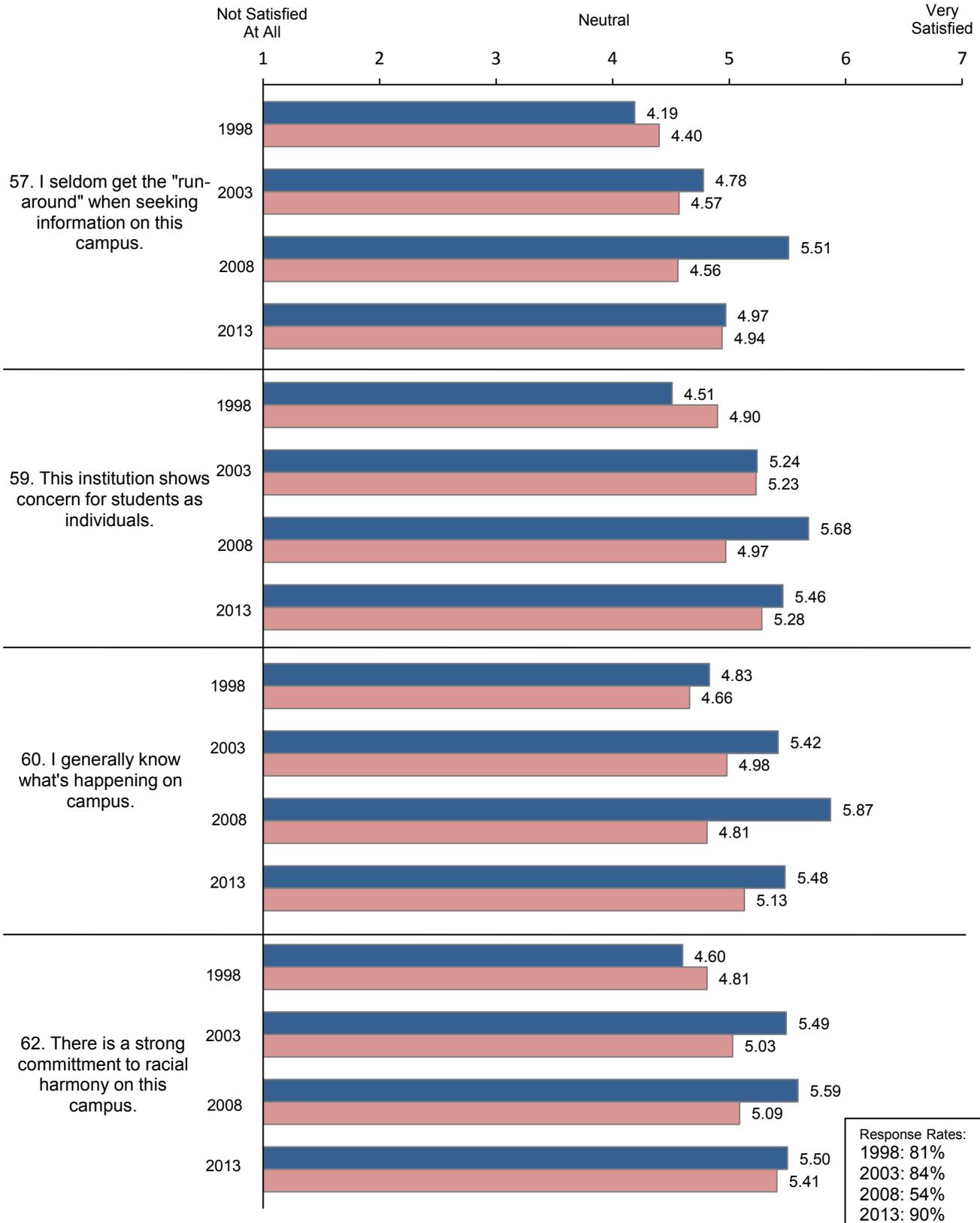
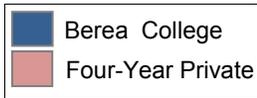
Noel-Levitz Student Satisfaction Inventory



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

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

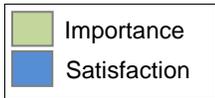
Noel-Levitz Student Satisfaction Inventory



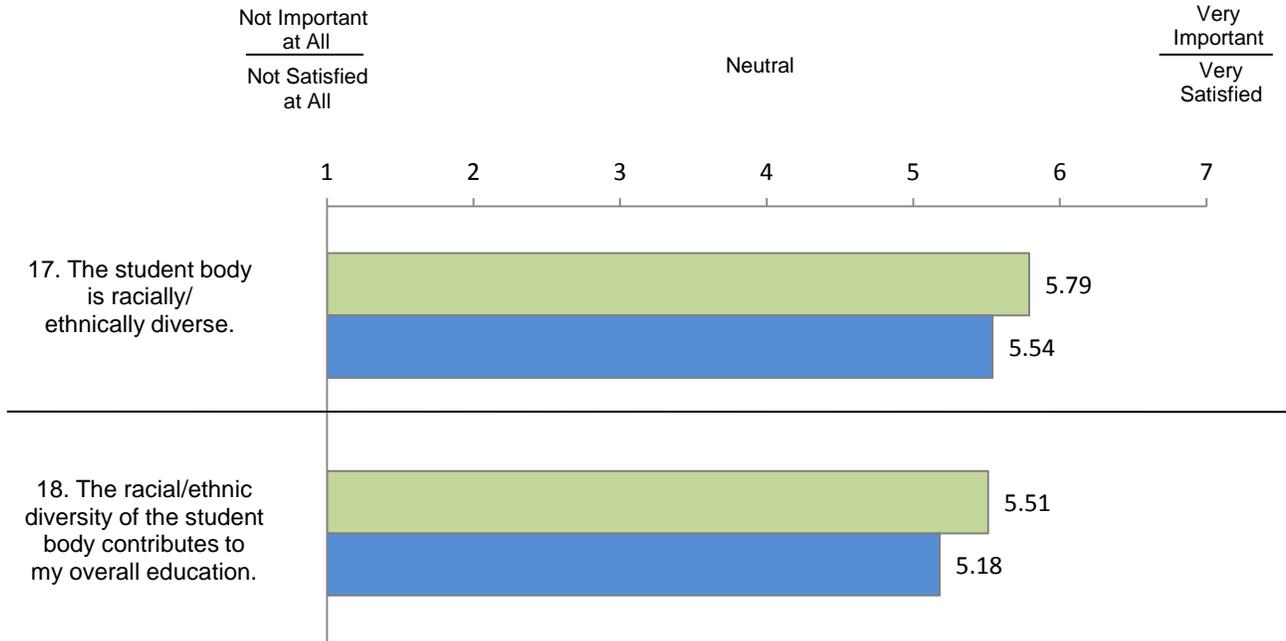
Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%

**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Diversity**

Berea-Specific  
Satisfaction Survey



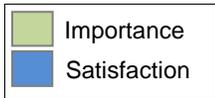
2013 Administration



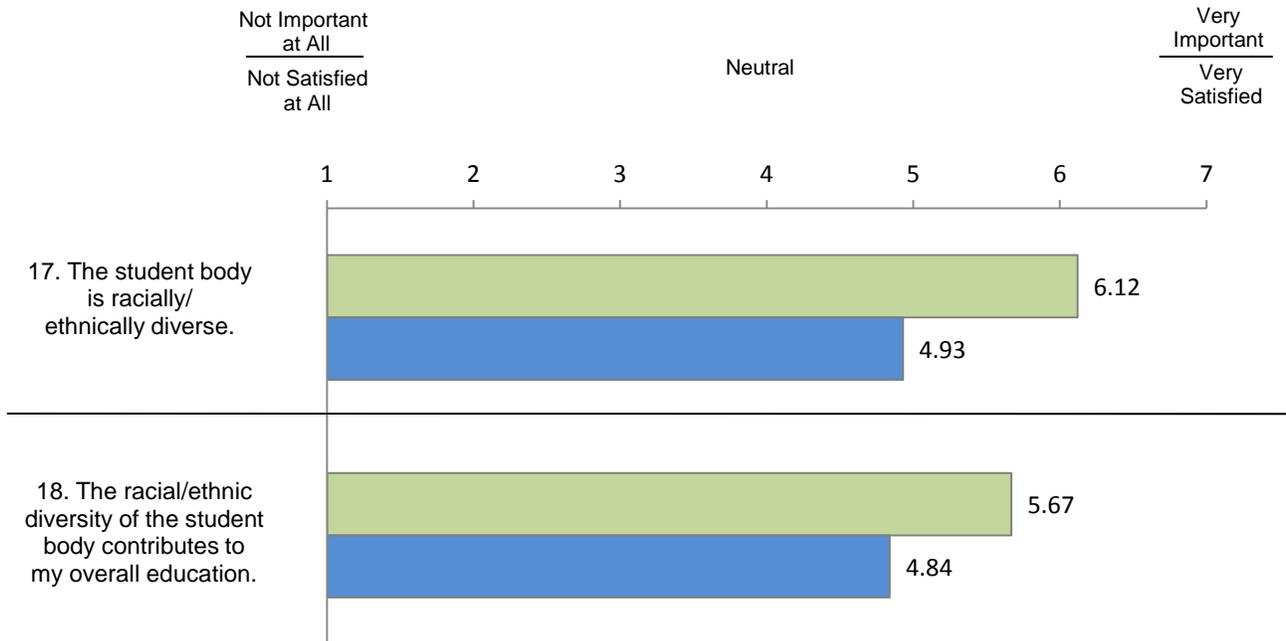
Response Rates:  
2013: 90%

**African-American Students**  
**Importance and Satisfaction Ratings within Item Group:**  
***Diversity***

Berea-Specific  
Satisfaction Survey



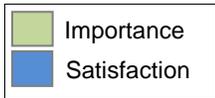
2013 Administration



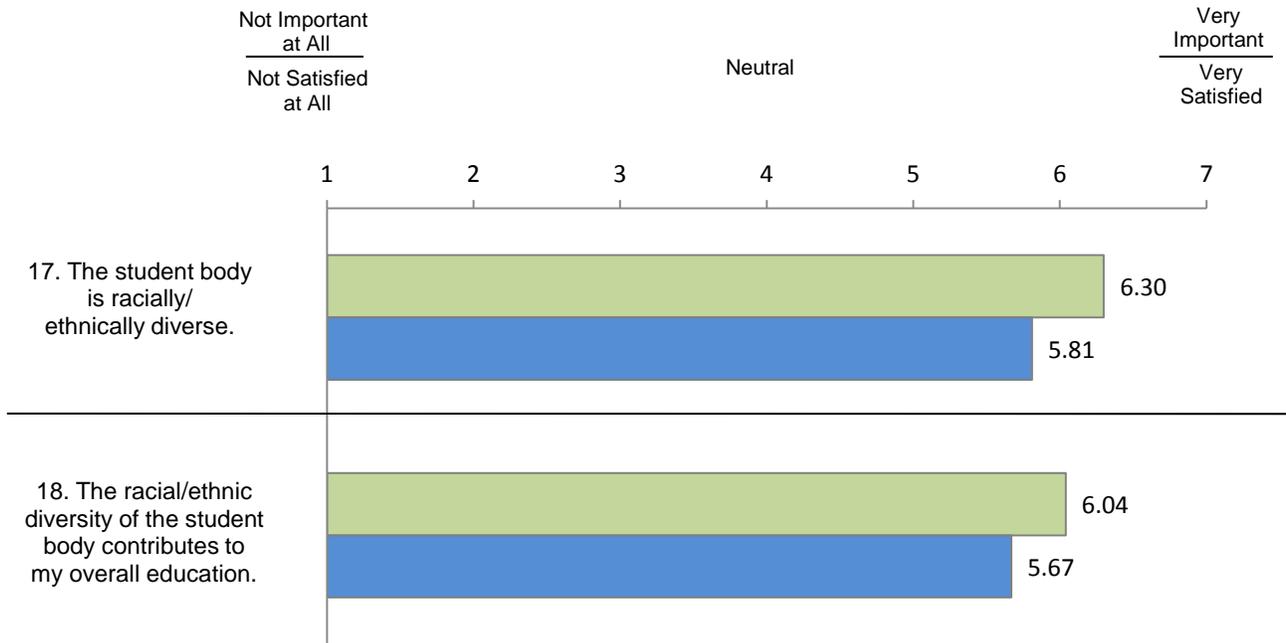
Response Rates:  
2013: 90%

**International Students**  
**Importance and Satisfaction Ratings within Item Group:**  
***Diversity***

Berea-Specific  
Satisfaction Survey



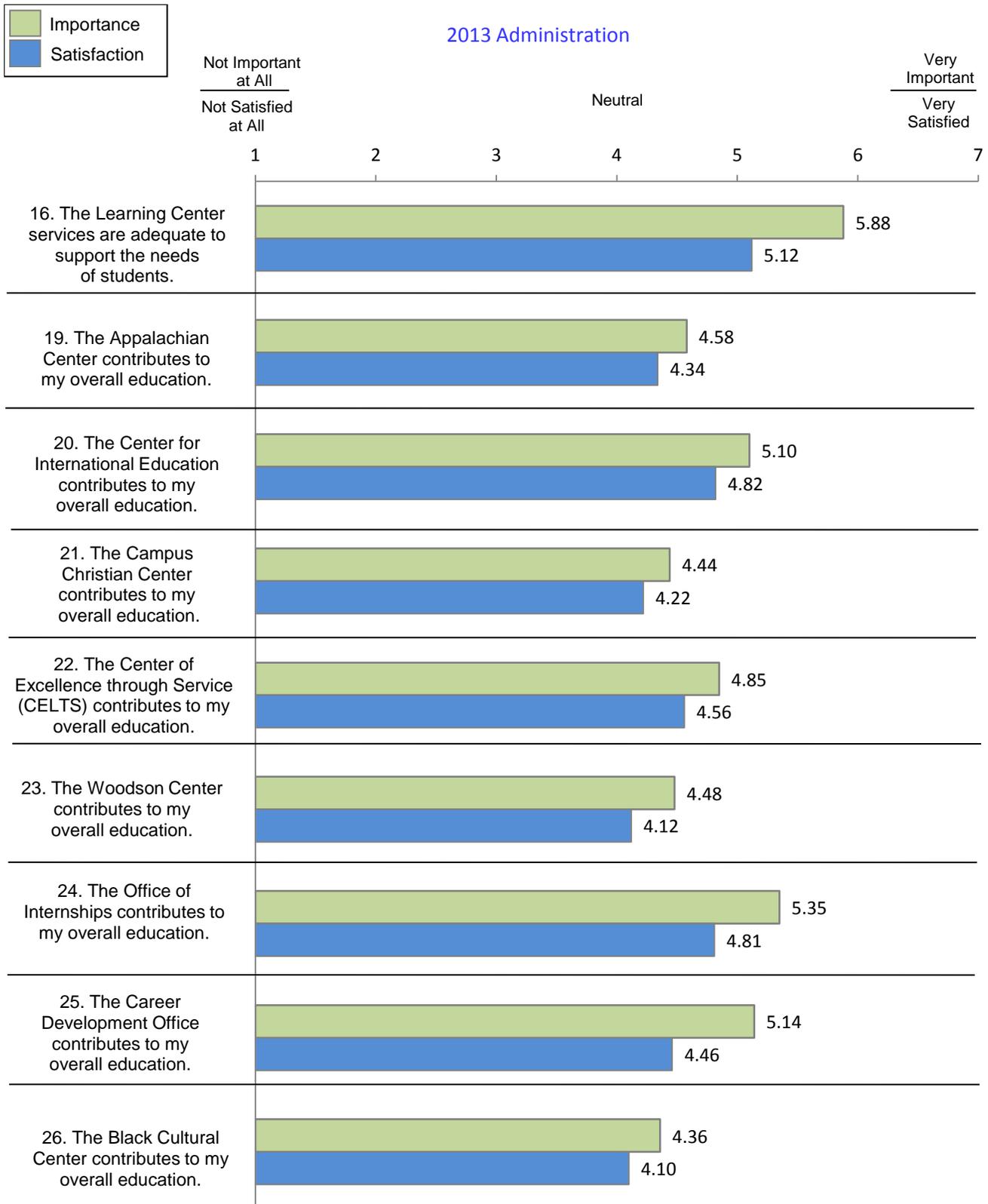
2013 Administration



Response Rates:  
2013: 90%

**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Centers**

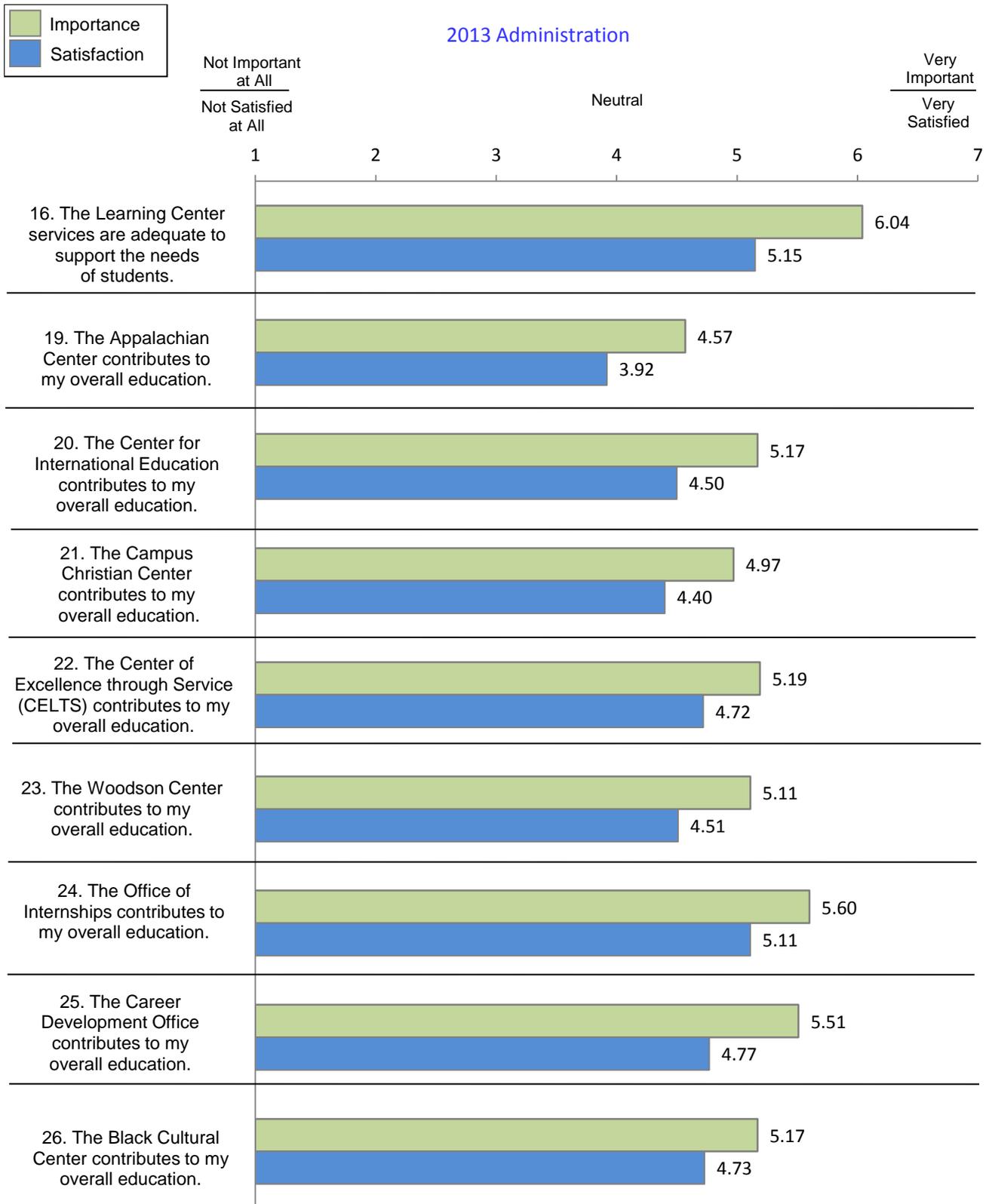
Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%

**African-American Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Centers**

Berea-Specific  
Satisfaction Survey

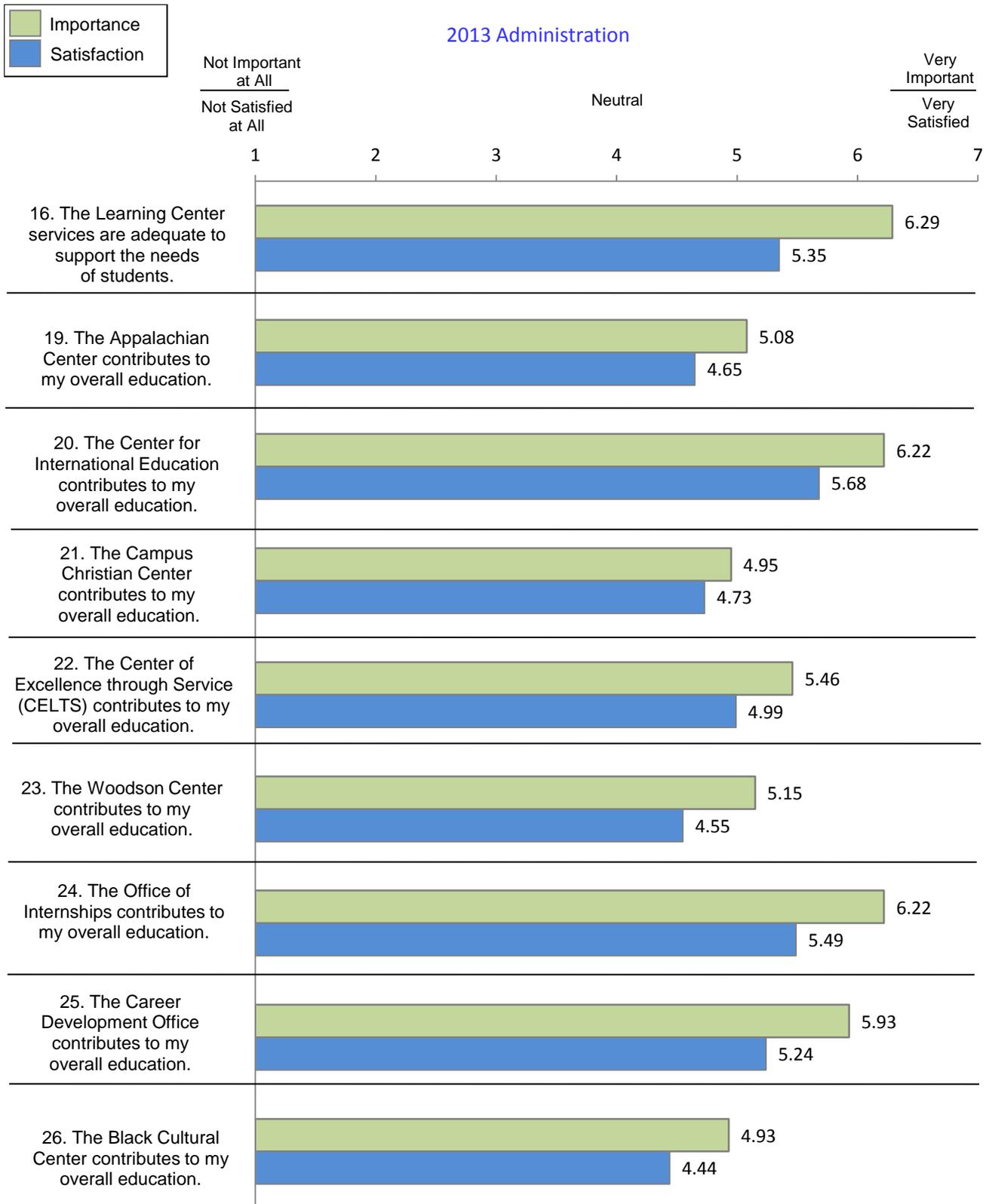


Response Rates:  
2013: 90%

# International Students

## Importance and Satisfaction Ratings within Item Group: Centers

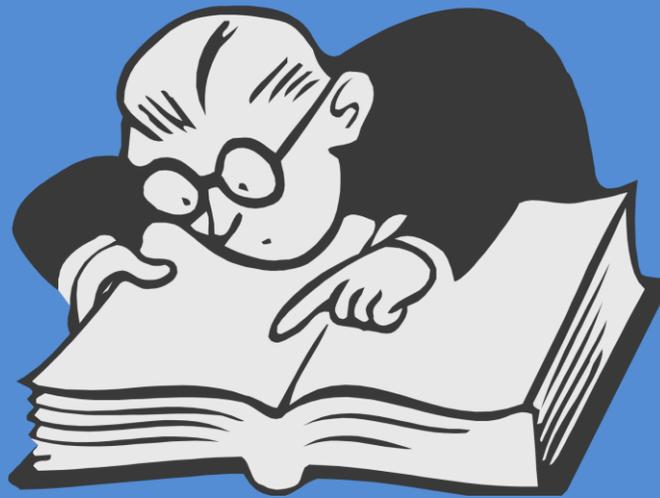
Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%

# 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%)**

*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
<b>Skills to facilitate change on my campus or in the local community.</b>								
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
<b>Skillful at resolving conflicts with people.</b>								
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
<b>Skillful at resolving conflicts that involve bias, discrimination, and prejudice.</b>								
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
<b>Skills to create an environment where Members feel included.</b>								
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

# Graduating Seniors Survey

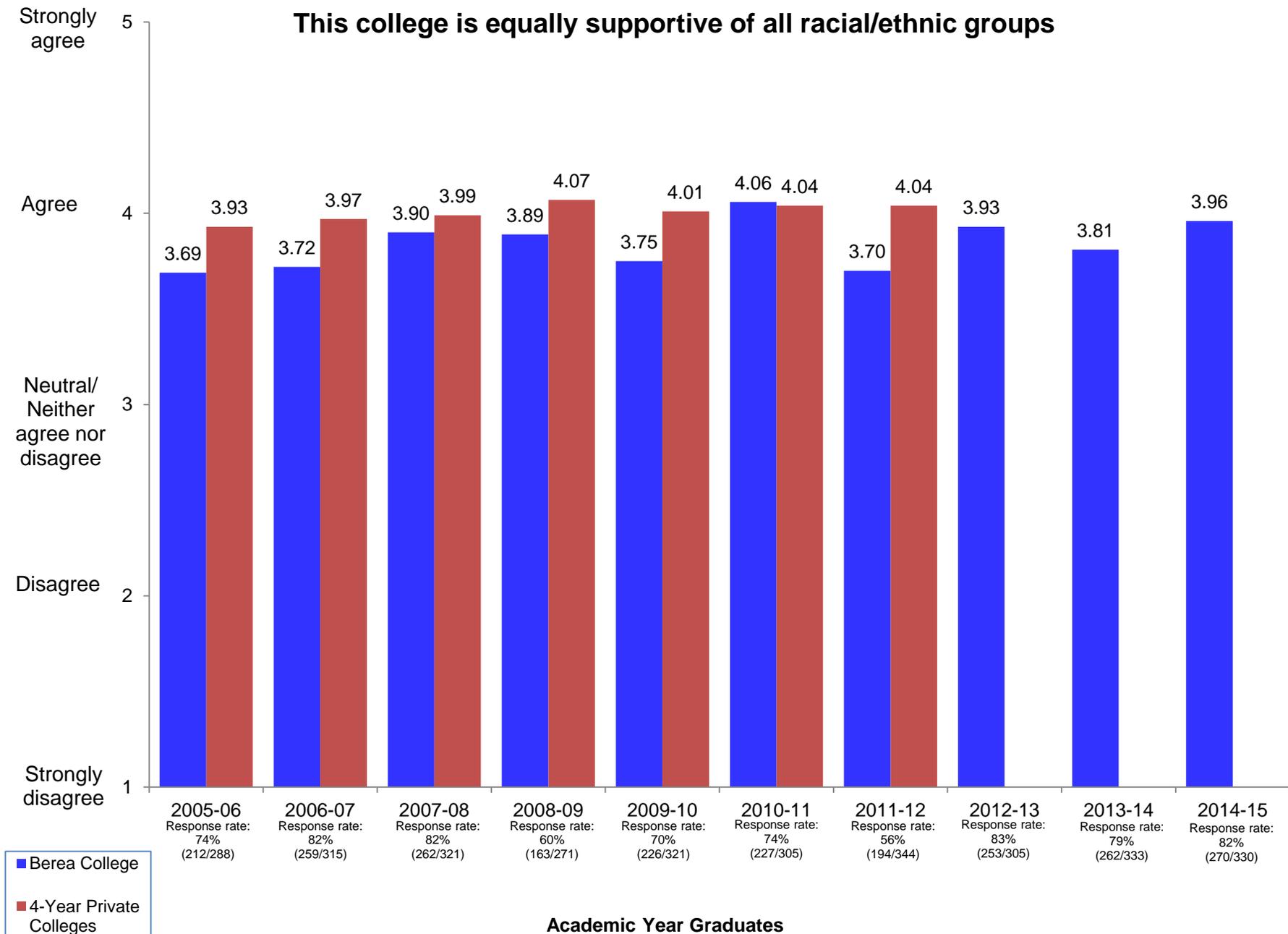


[Click to see survey instruments](#)

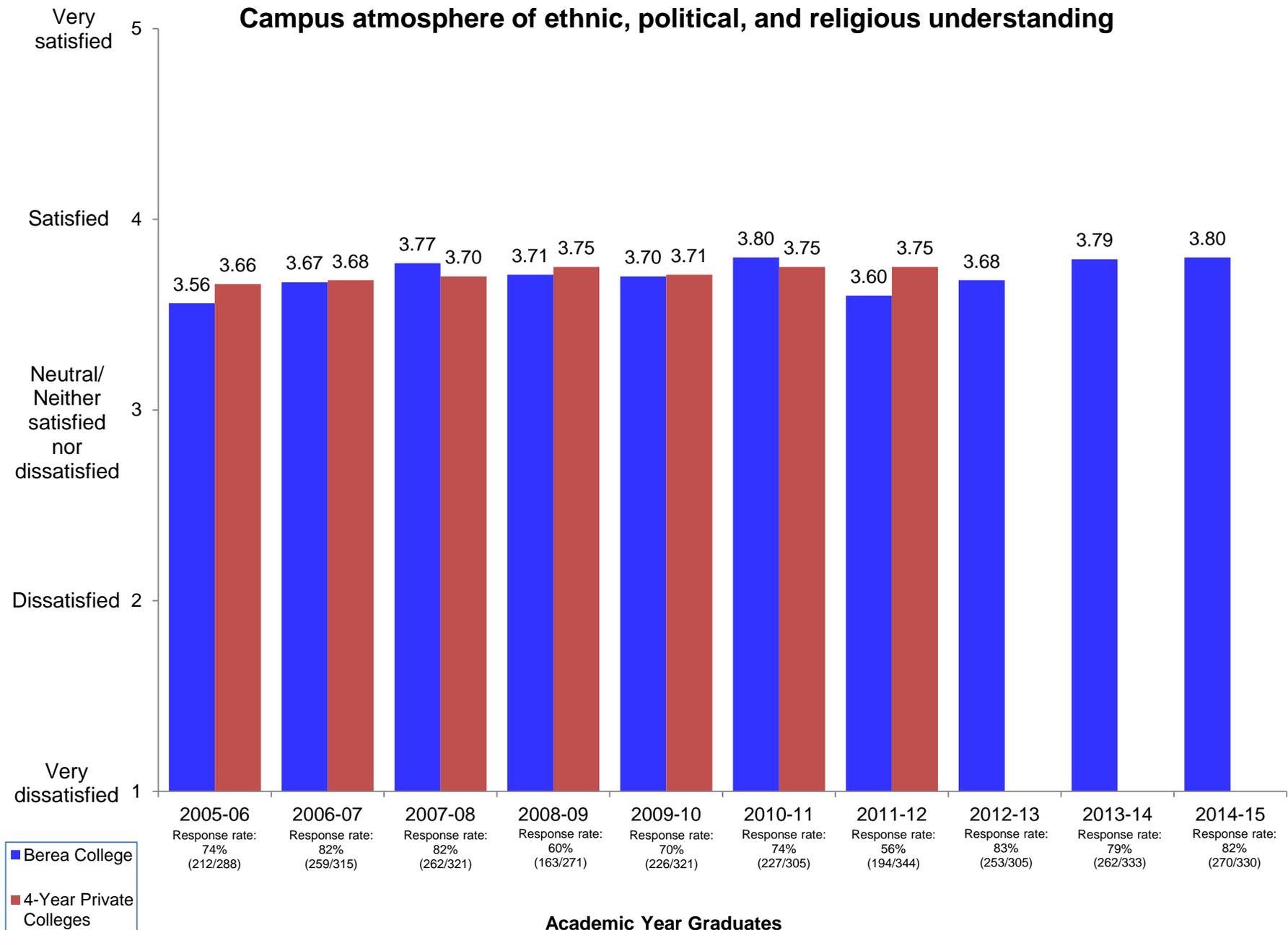
## Response Rates:

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%

NOTE: In 2003-04 through 2011-12, we used the ACT College Outcomes Survey (ACT is no longer offering this service).

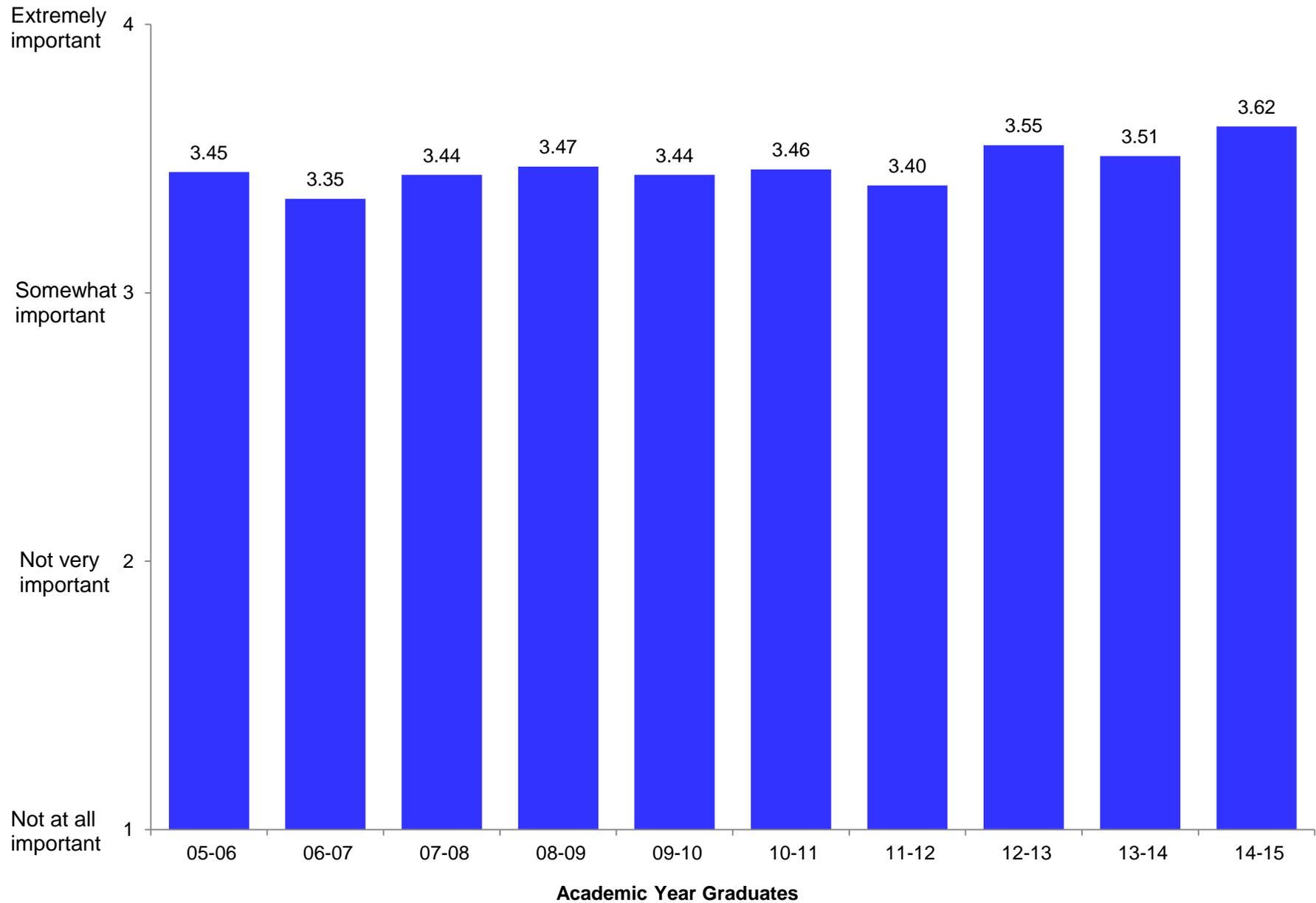


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



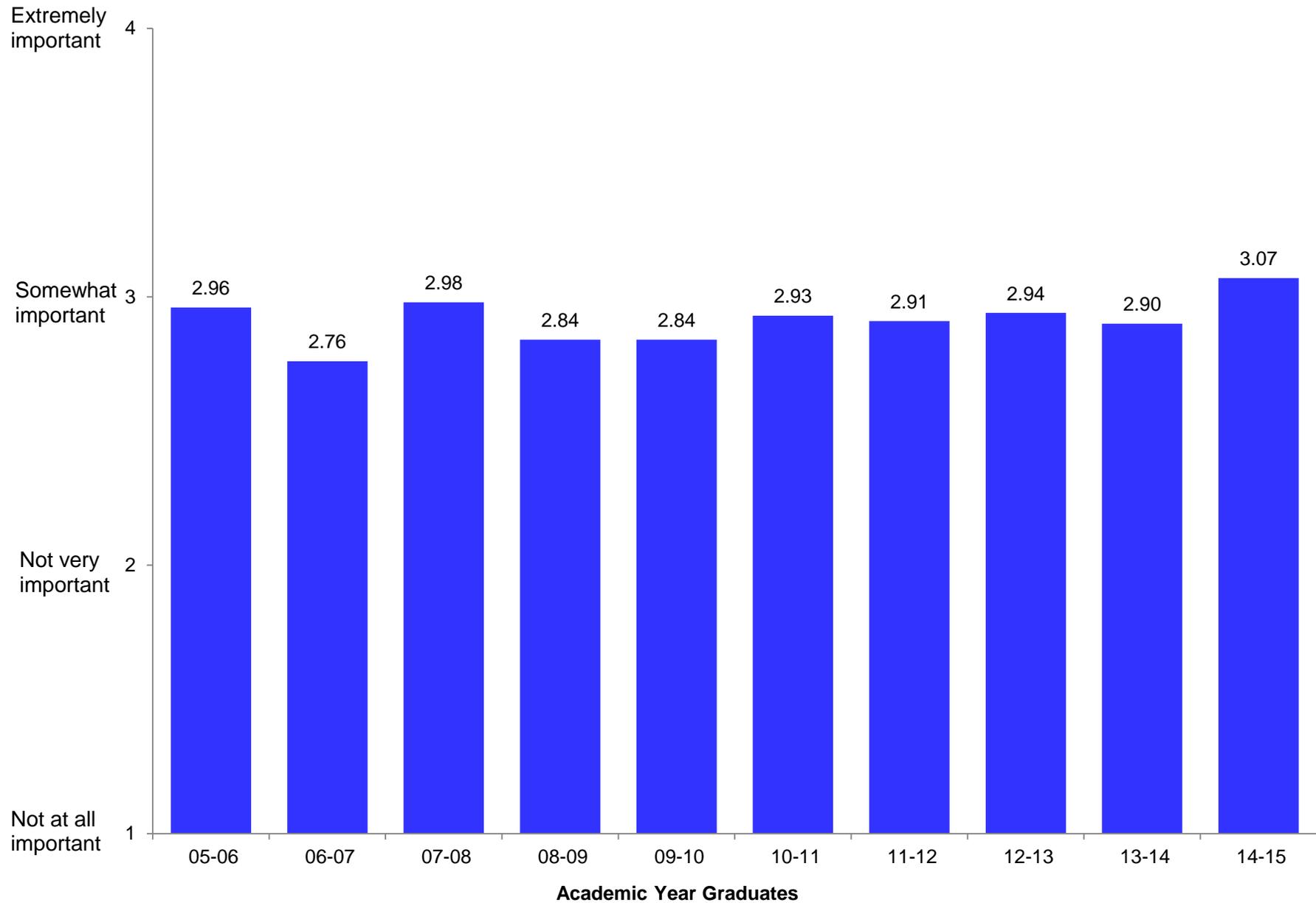
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

### Striving for racial harmony



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

### Learning more about the African and African American (Black) culture/history



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

# Berea-Specific Alumni Survey

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



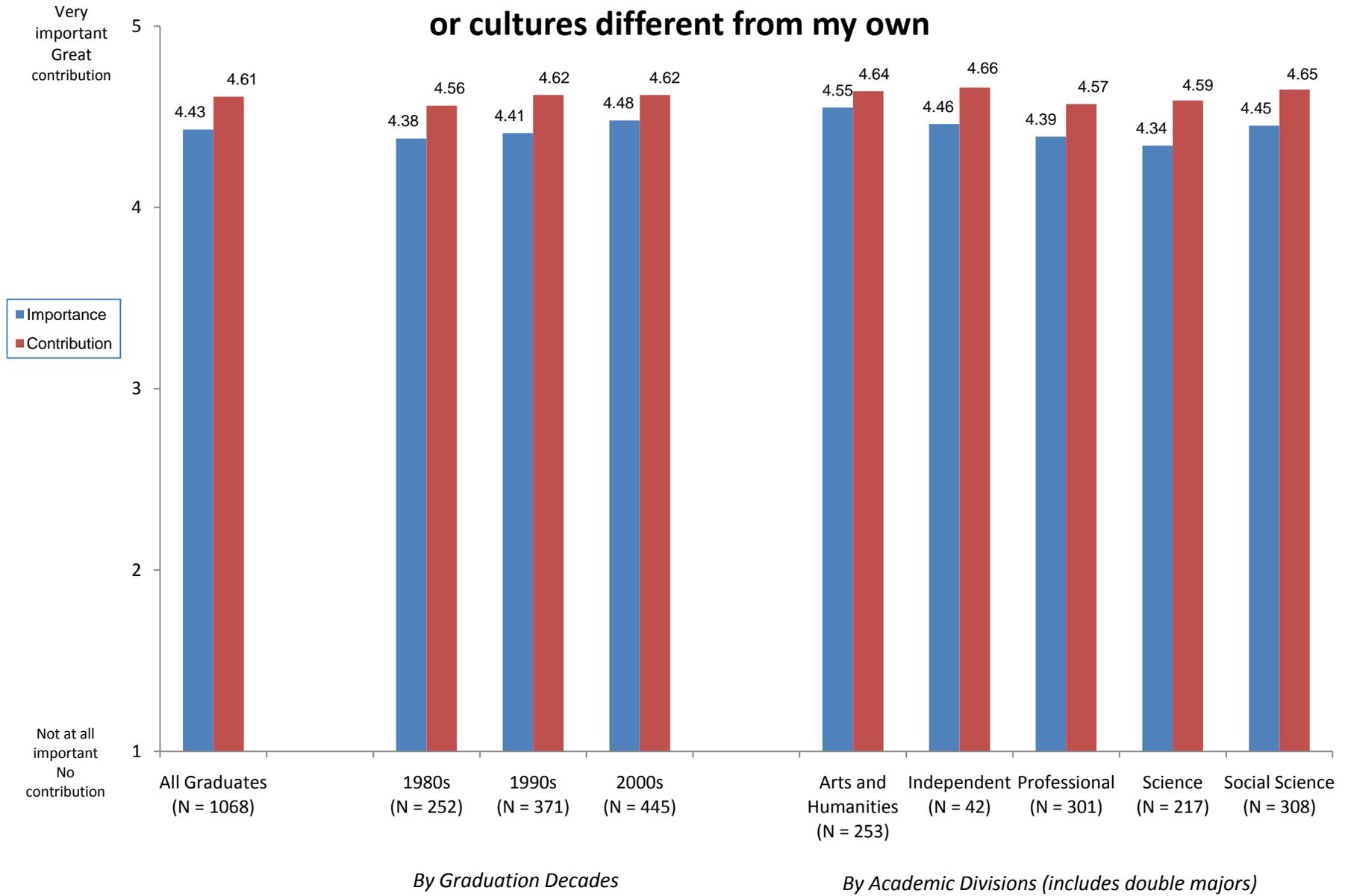
**Response Rate: 25% (1068/ 4342)**

[Click link to see survey instruments](#)

How important is the following to you personally?

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

### Interacting well with people from racial groups or cultures different from my own



# ACT Alumni Outcomes Survey

(Work Colleges Consortium Project  
administered online)

(Graduates from 1992-93 through 2006-07)

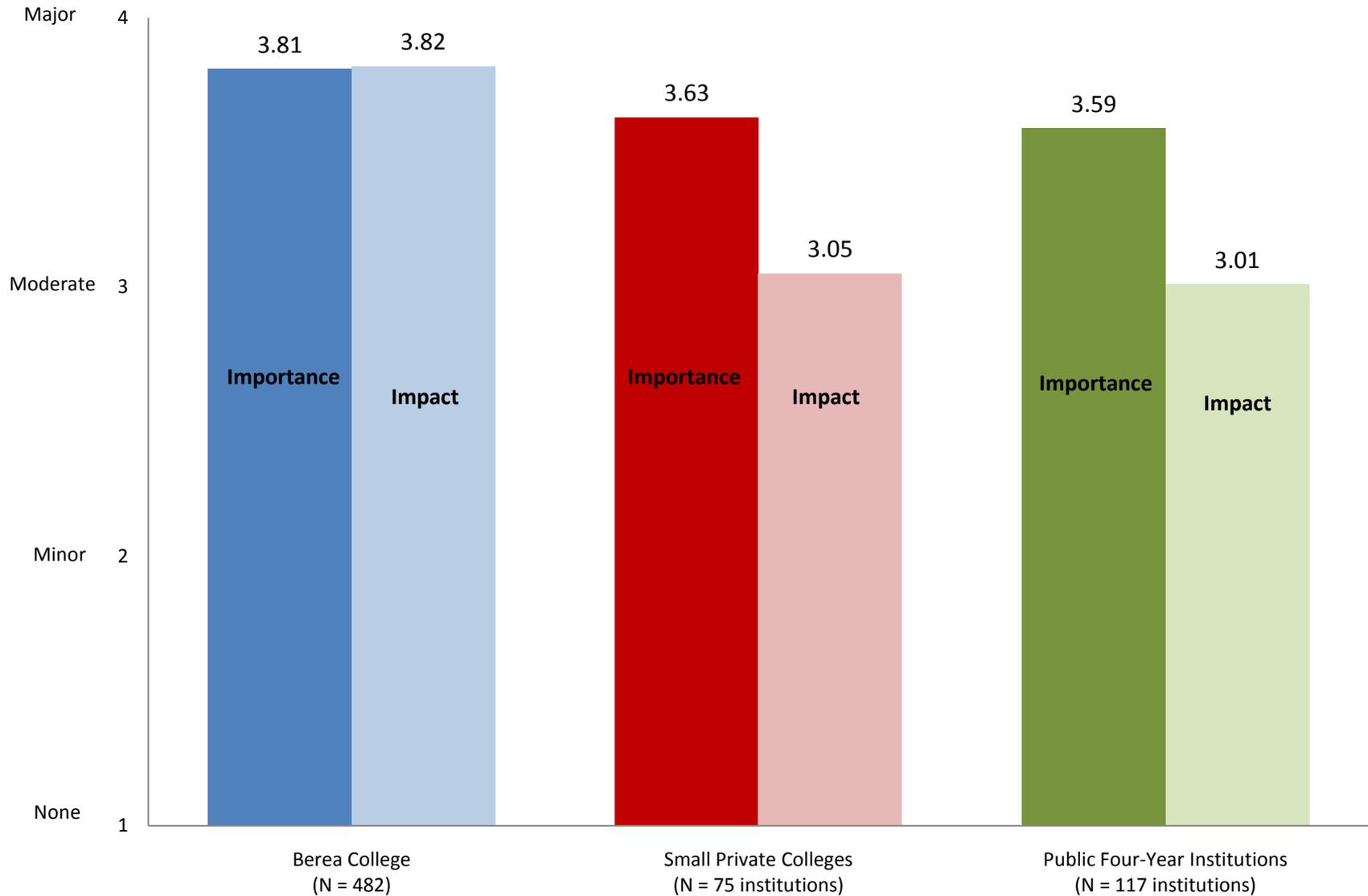


[Click to see survey instrument](#)

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.

### Getting along with people from various cultures, races, backgrounds, etc.



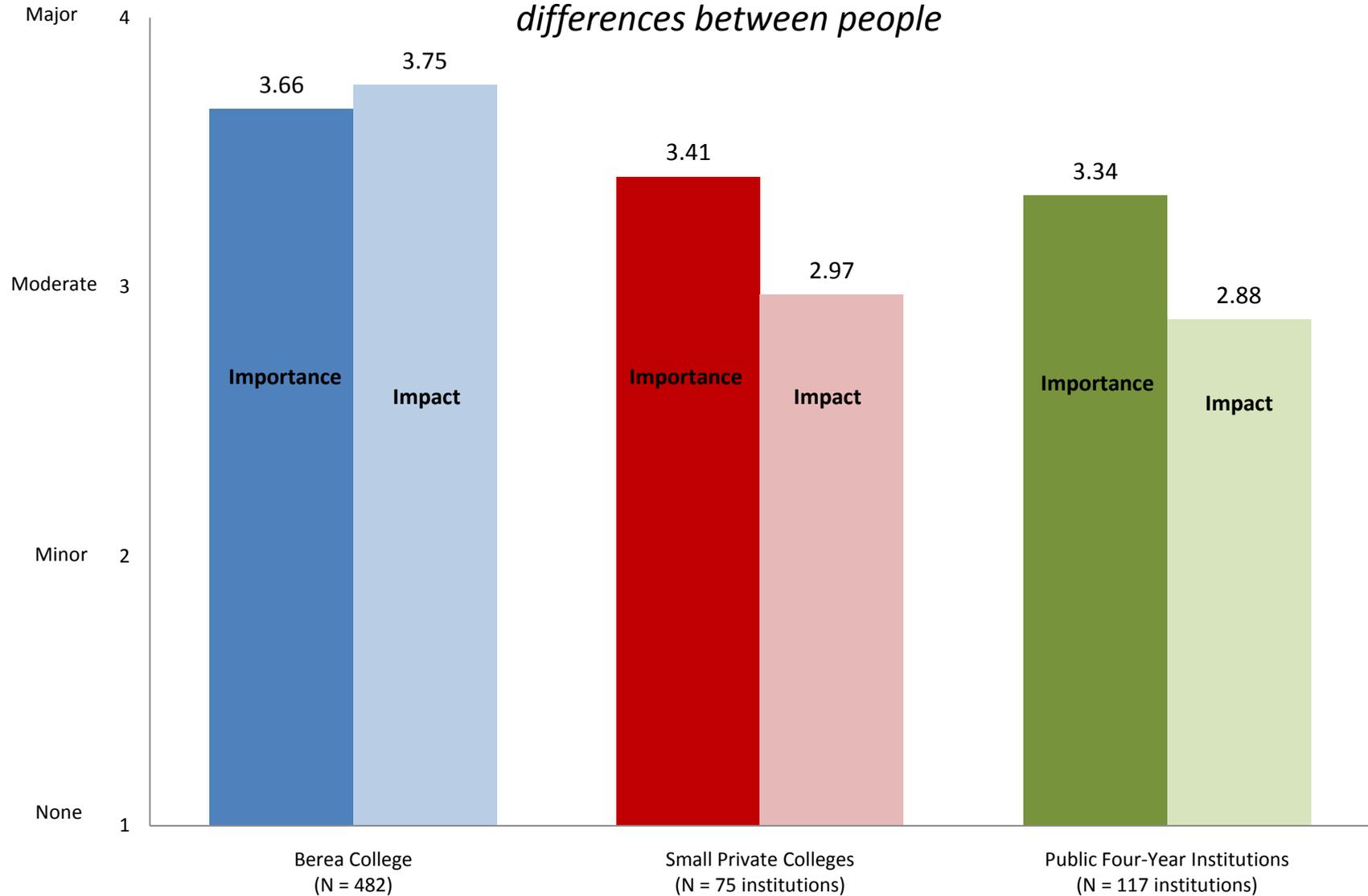
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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

### *Understanding and appreciating cultural and ethnic differences between people*



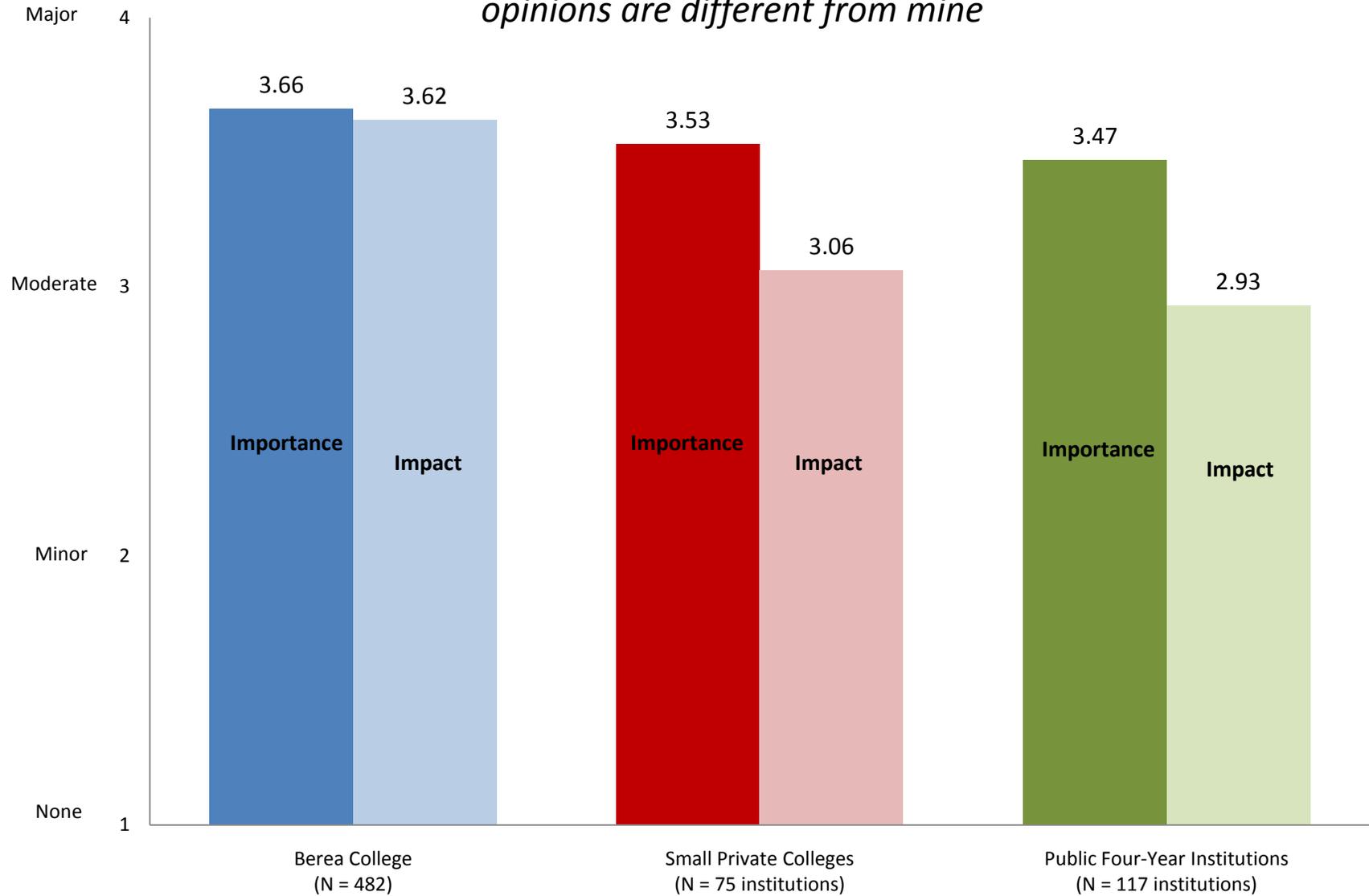
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.*

### *Getting along with people whose attitudes and opinions are different from mine*



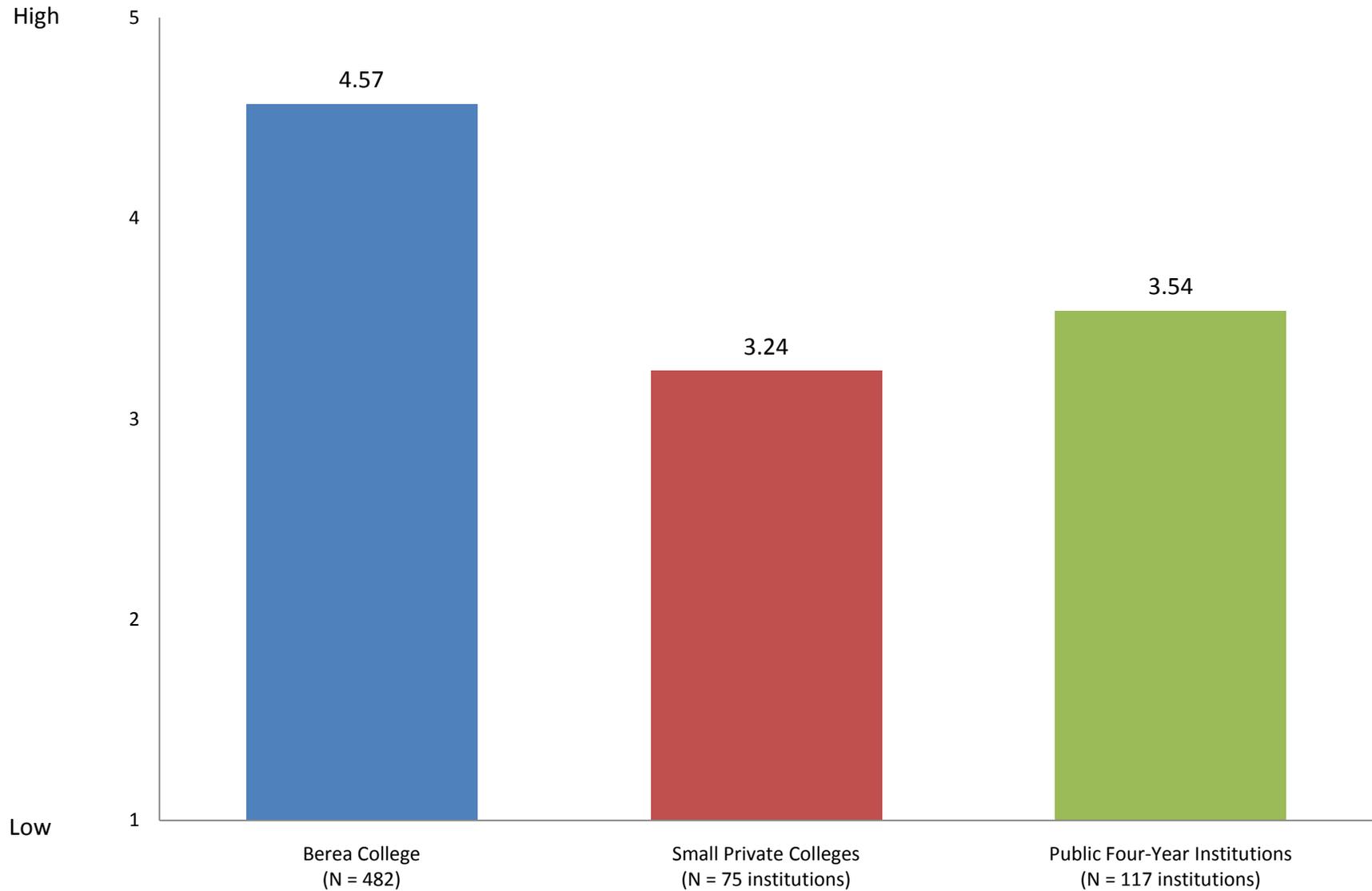
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

### Cultural/ethnic diversity on campus



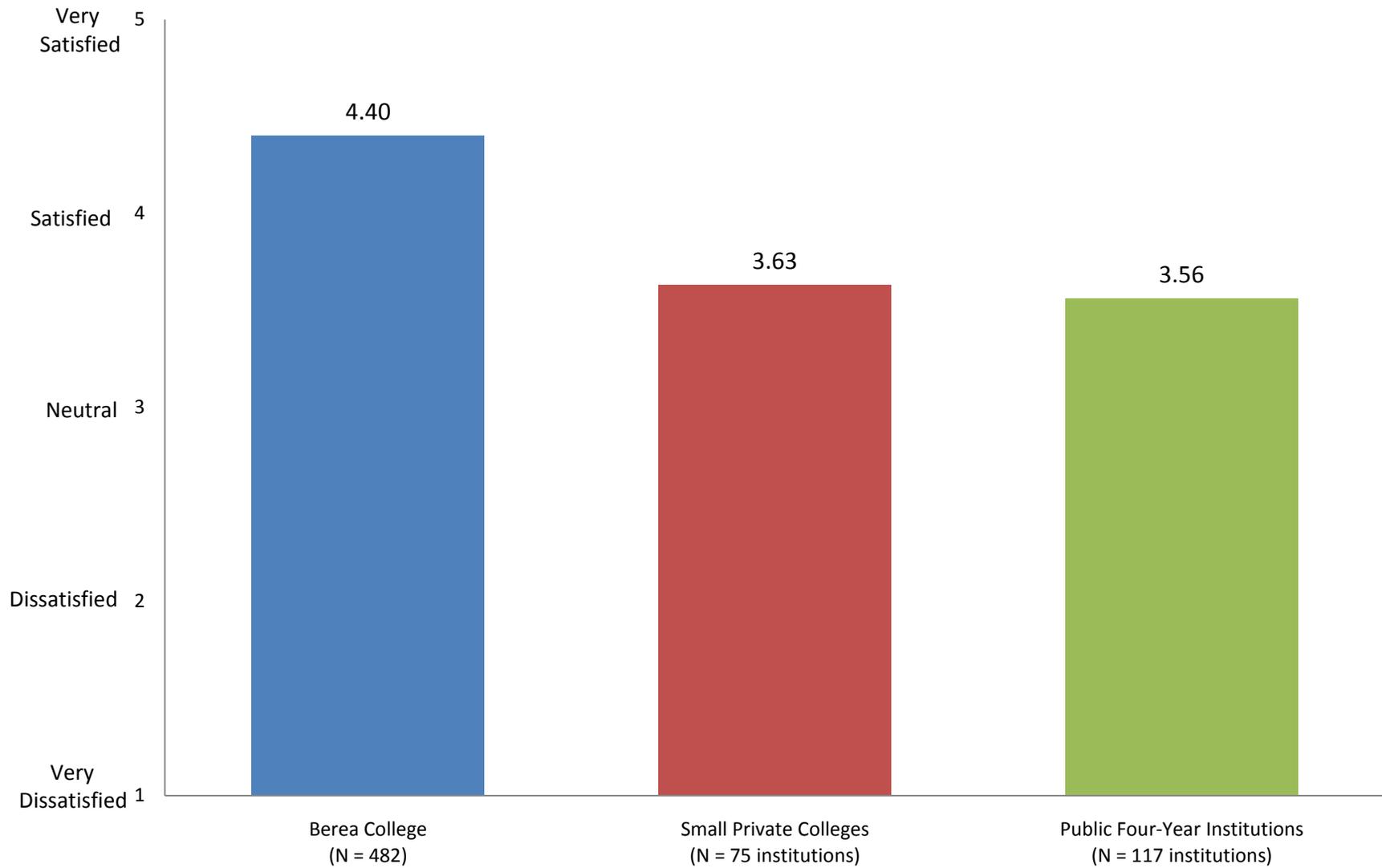
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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

### Multicultural content of courses



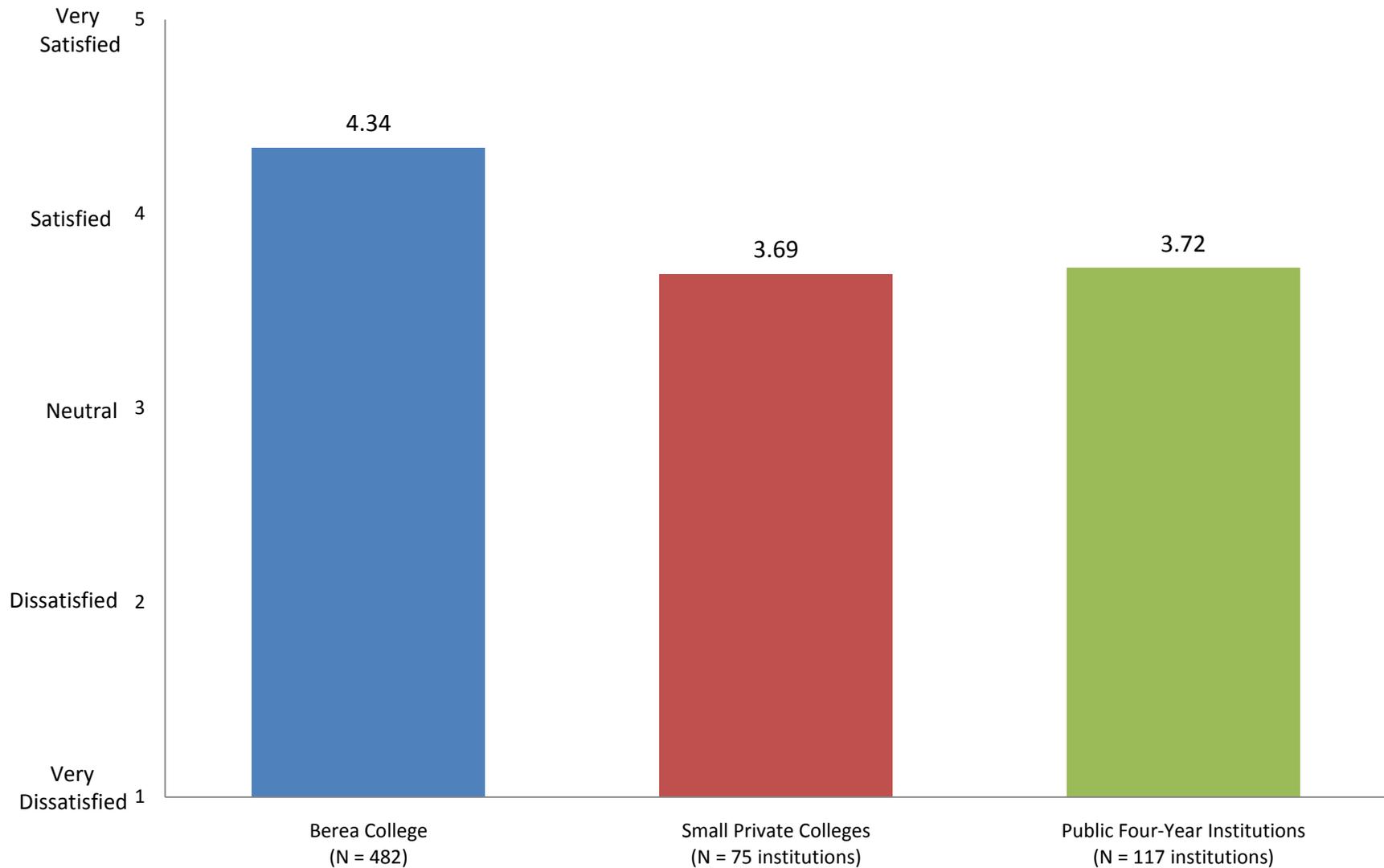
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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*



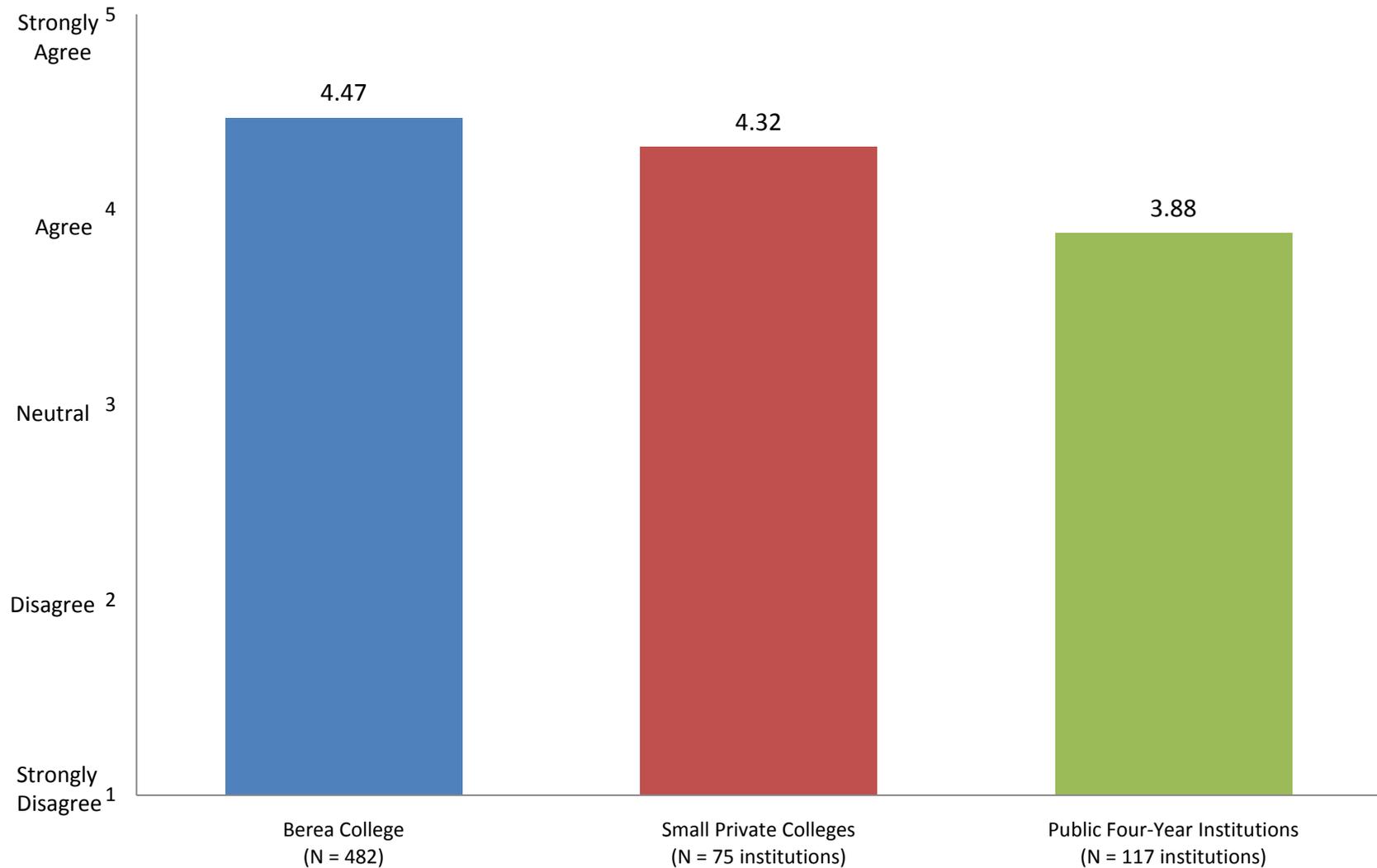
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

Indicate the extent to which you agree/disagree with each of the following statements about this school.

*Overall, there was a campus atmosphere of ethnic, political and religious understanding and acceptance*

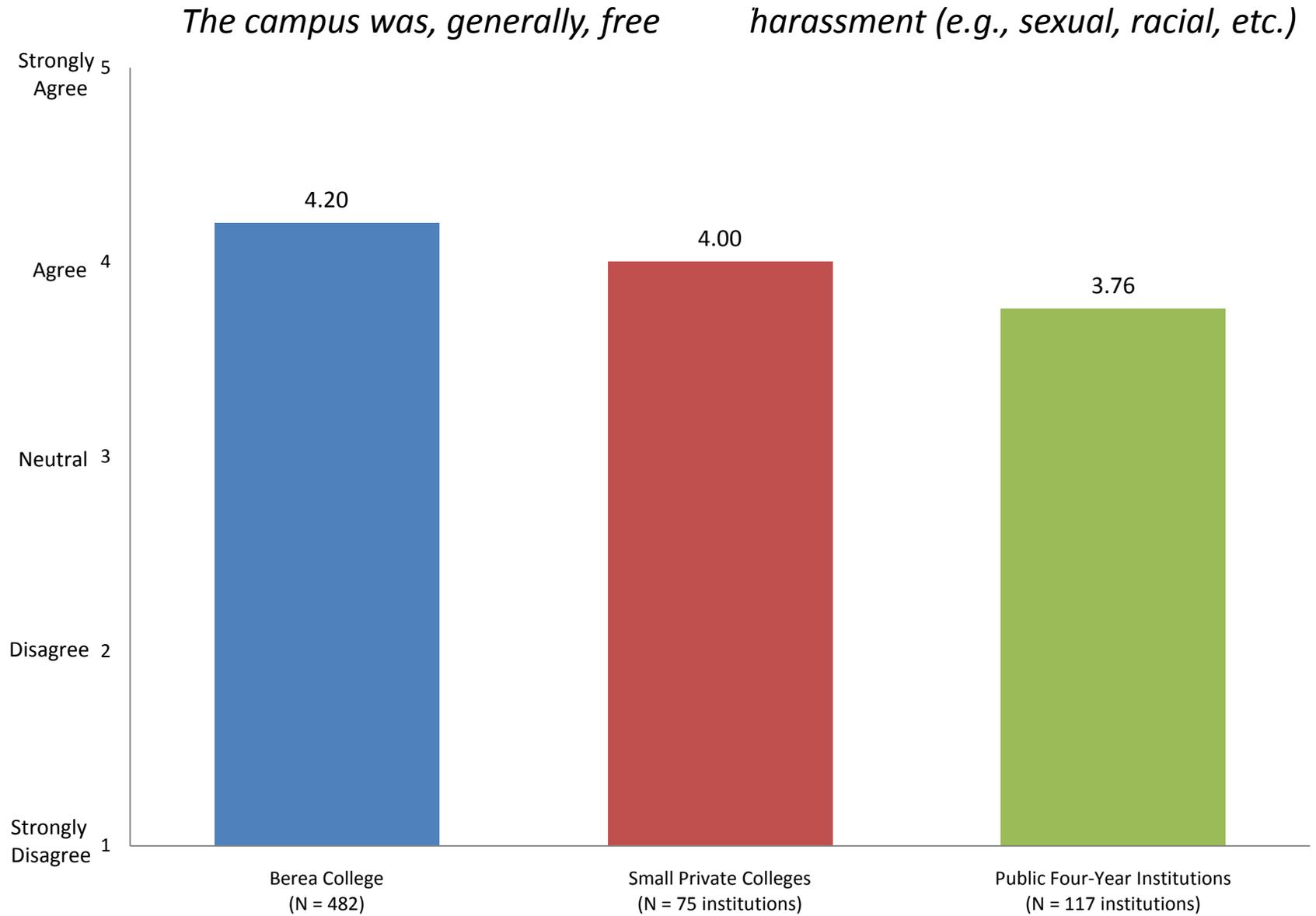


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

Indicate the extent to which you agree/disagree with each of the following statements about this school.



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

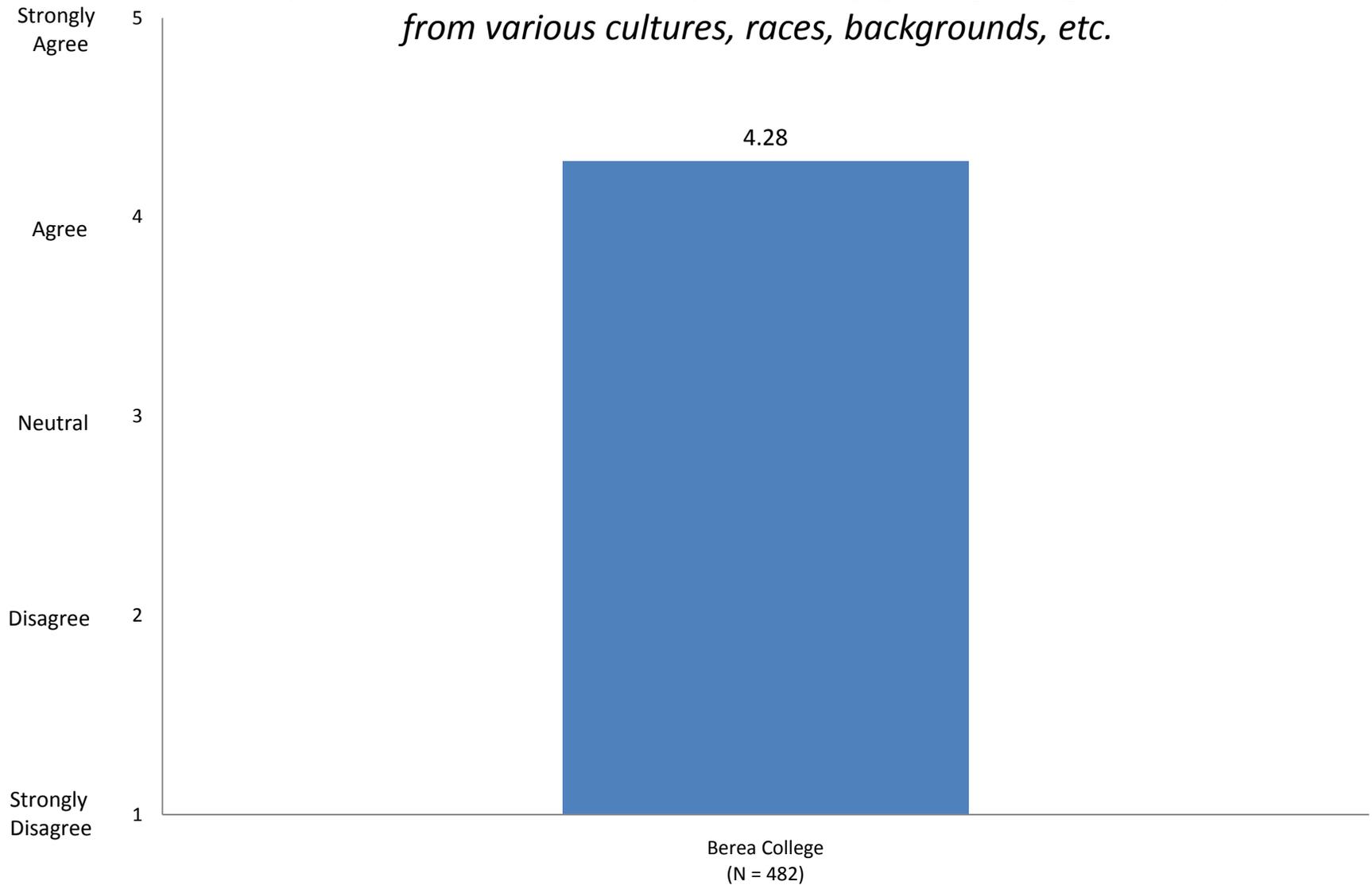
Source: Office of Institutional Research and Assessment, Spring 2011

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 understand the importance of getting along with people from various cultures, races, backgrounds, etc.*



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

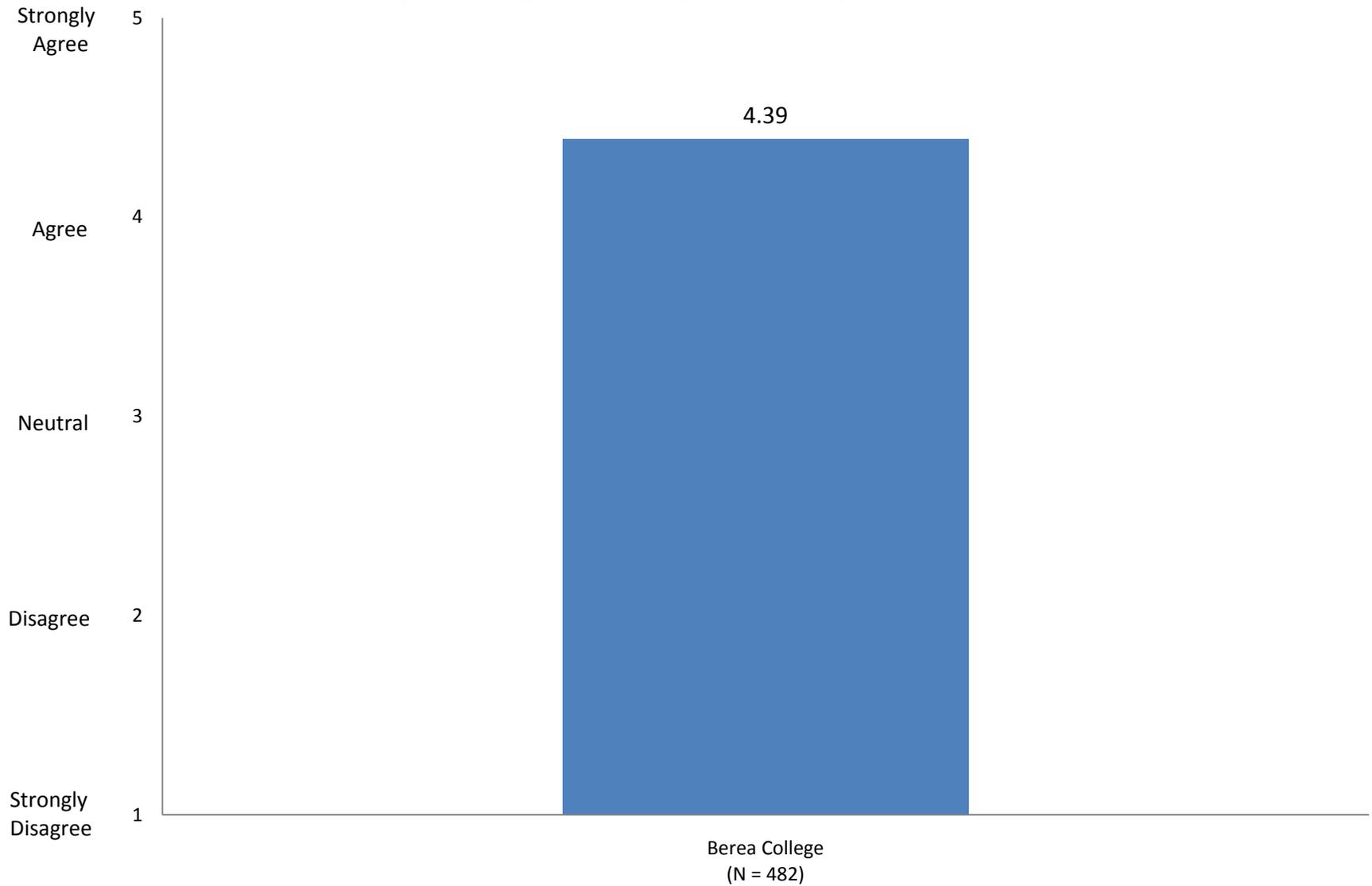
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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

My Work Program Experience...

*helped me to get along with people with different attitudes and opinions.*



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

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

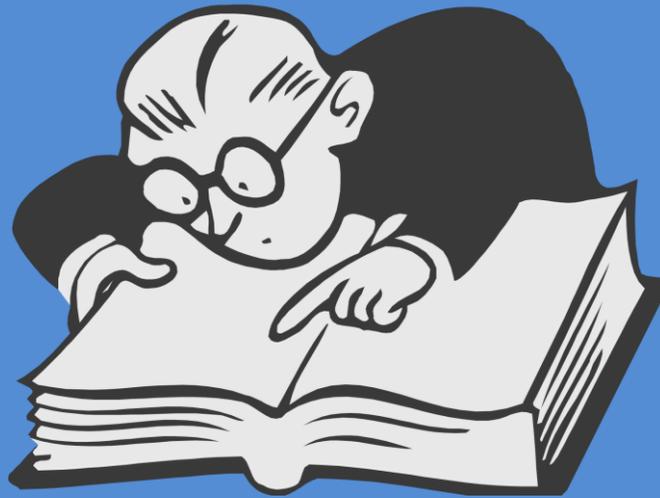
# HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 200\*



# Your First College Year (YFCY)

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

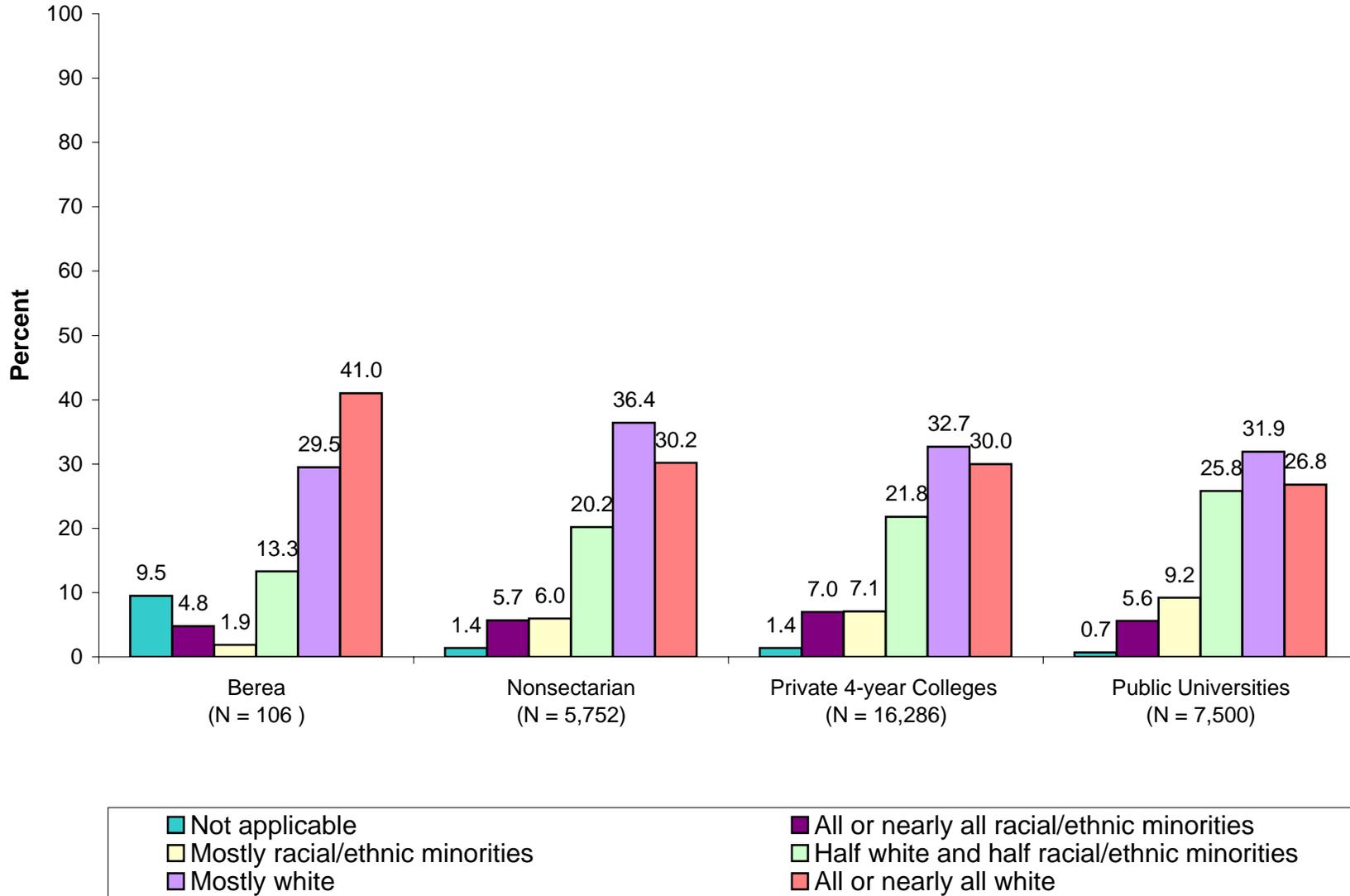


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

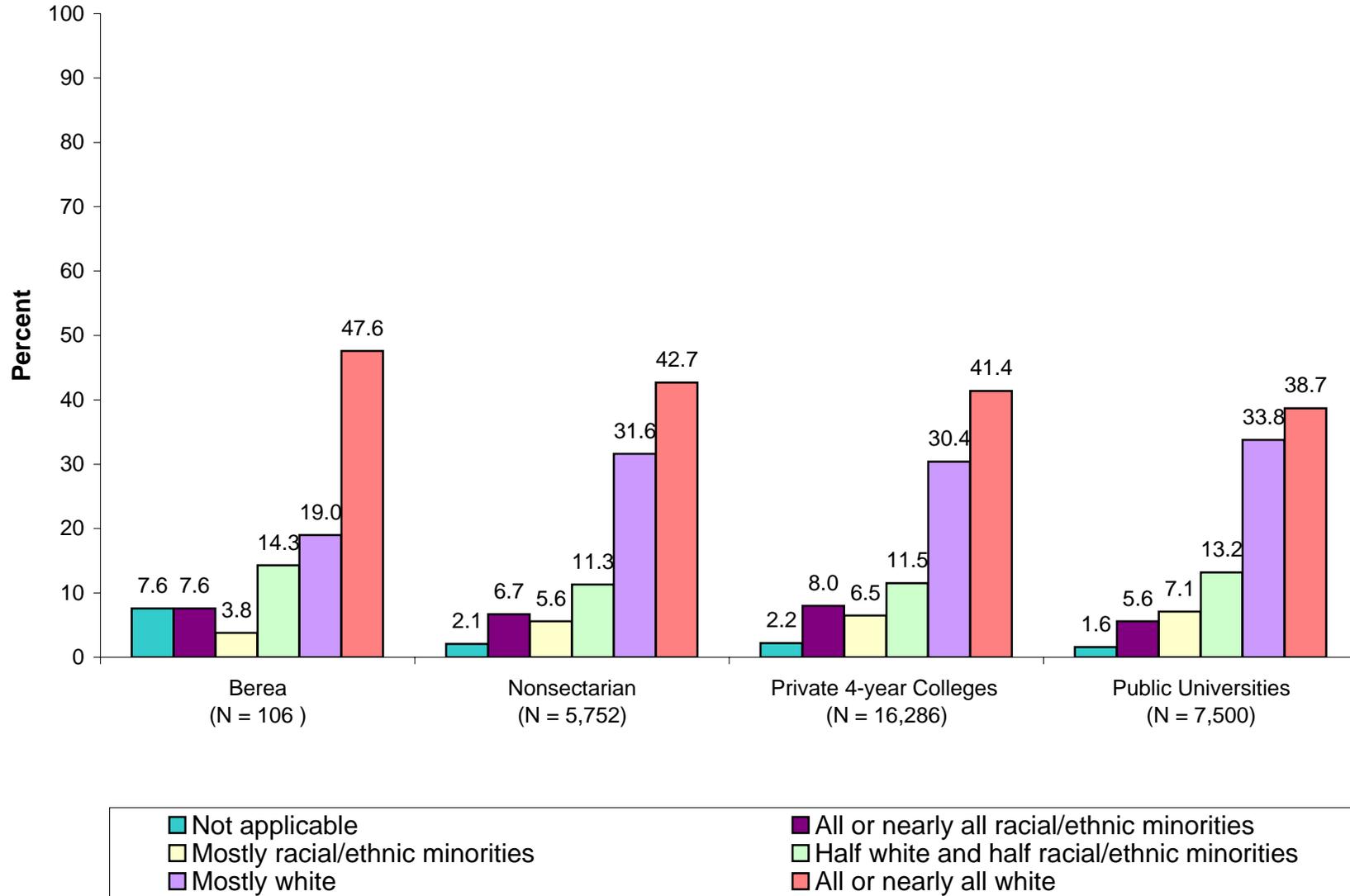
How would you describe the racial/ethnic composition of the following groups?

### High school you last attended



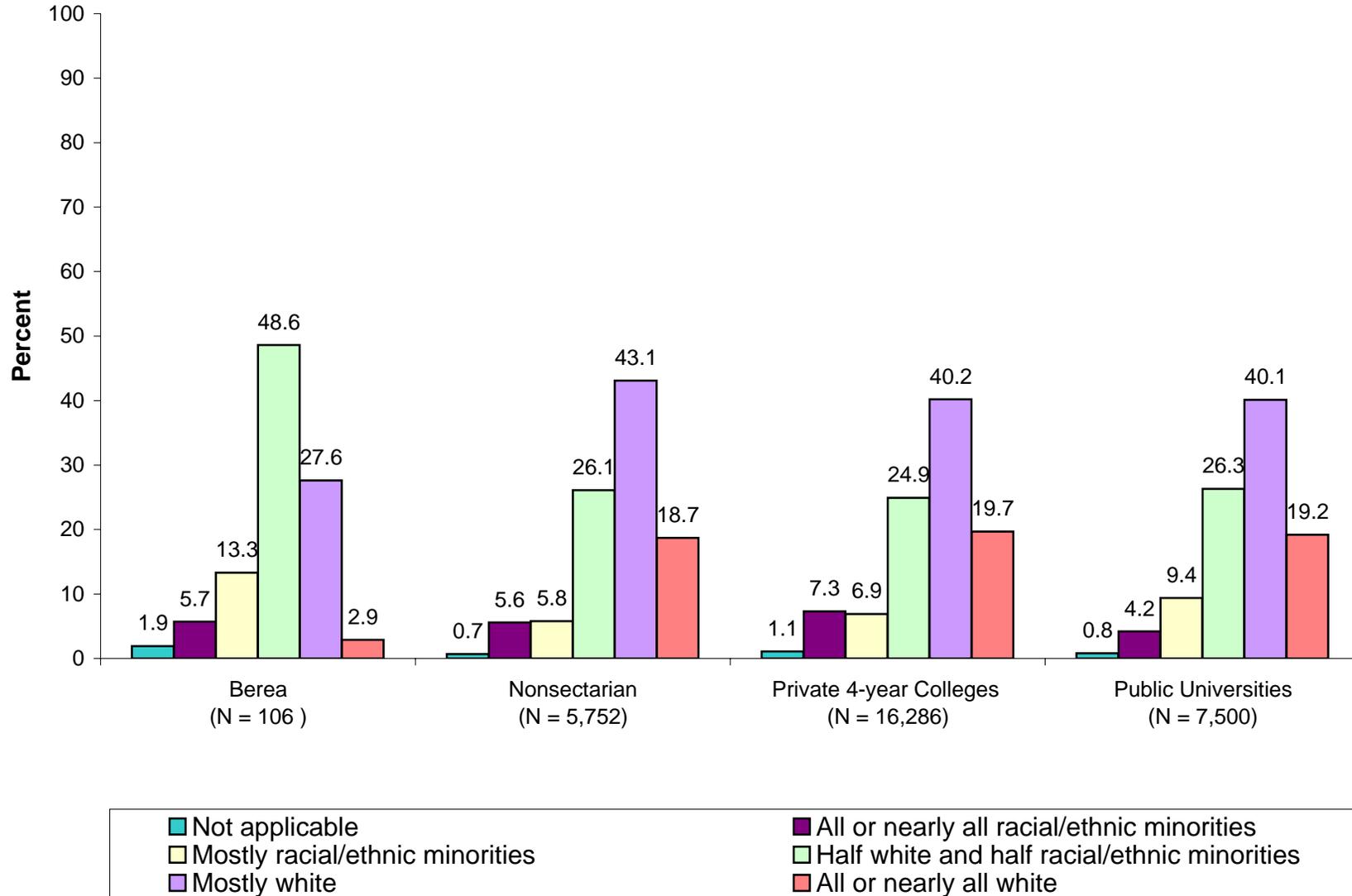
How would you describe the racial/ethnic composition of the following groups?

## Neighborhood where you grew up



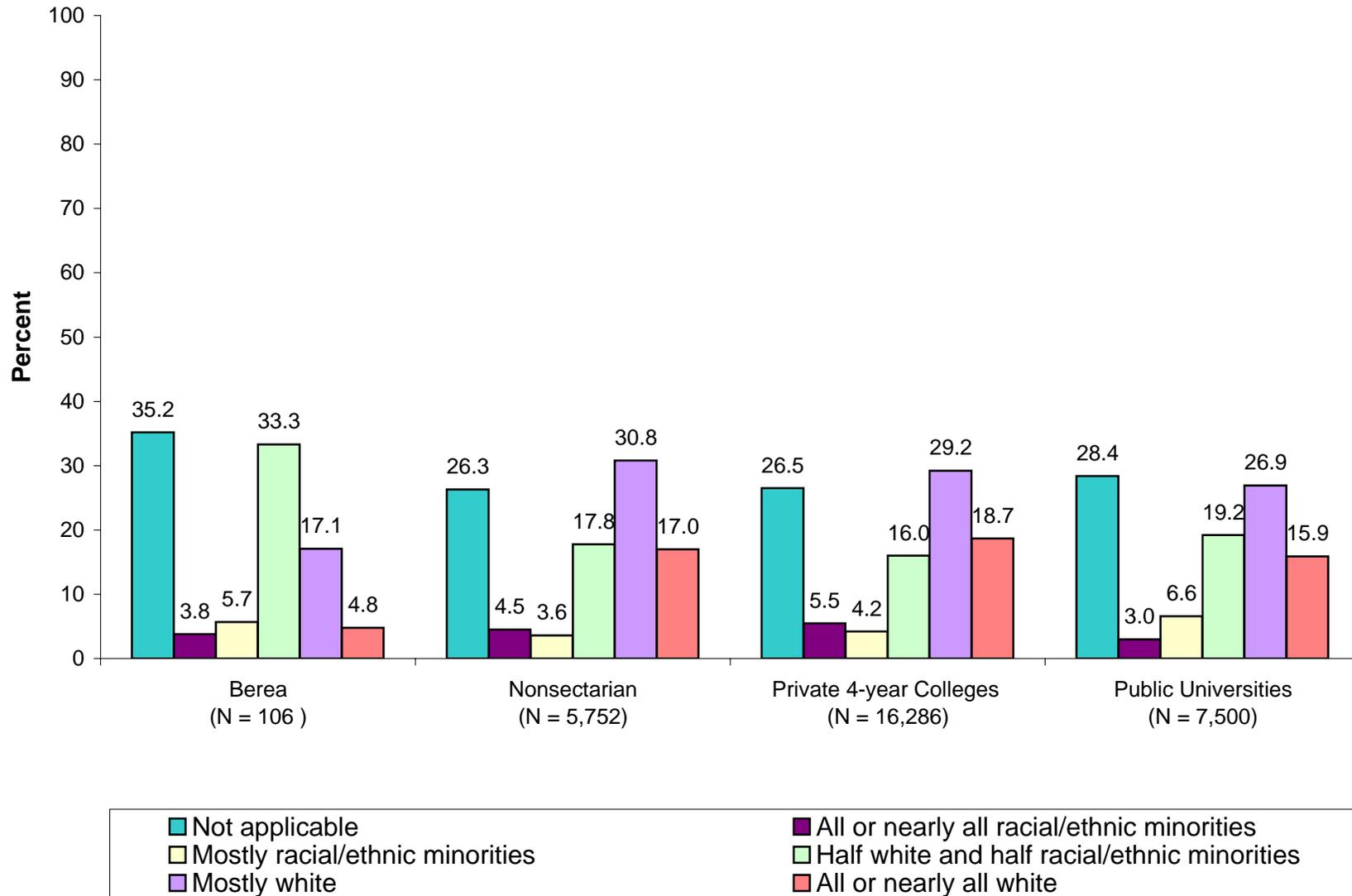
How would you describe the racial/ethnic composition of the following groups?

### Friends you socialize with in college



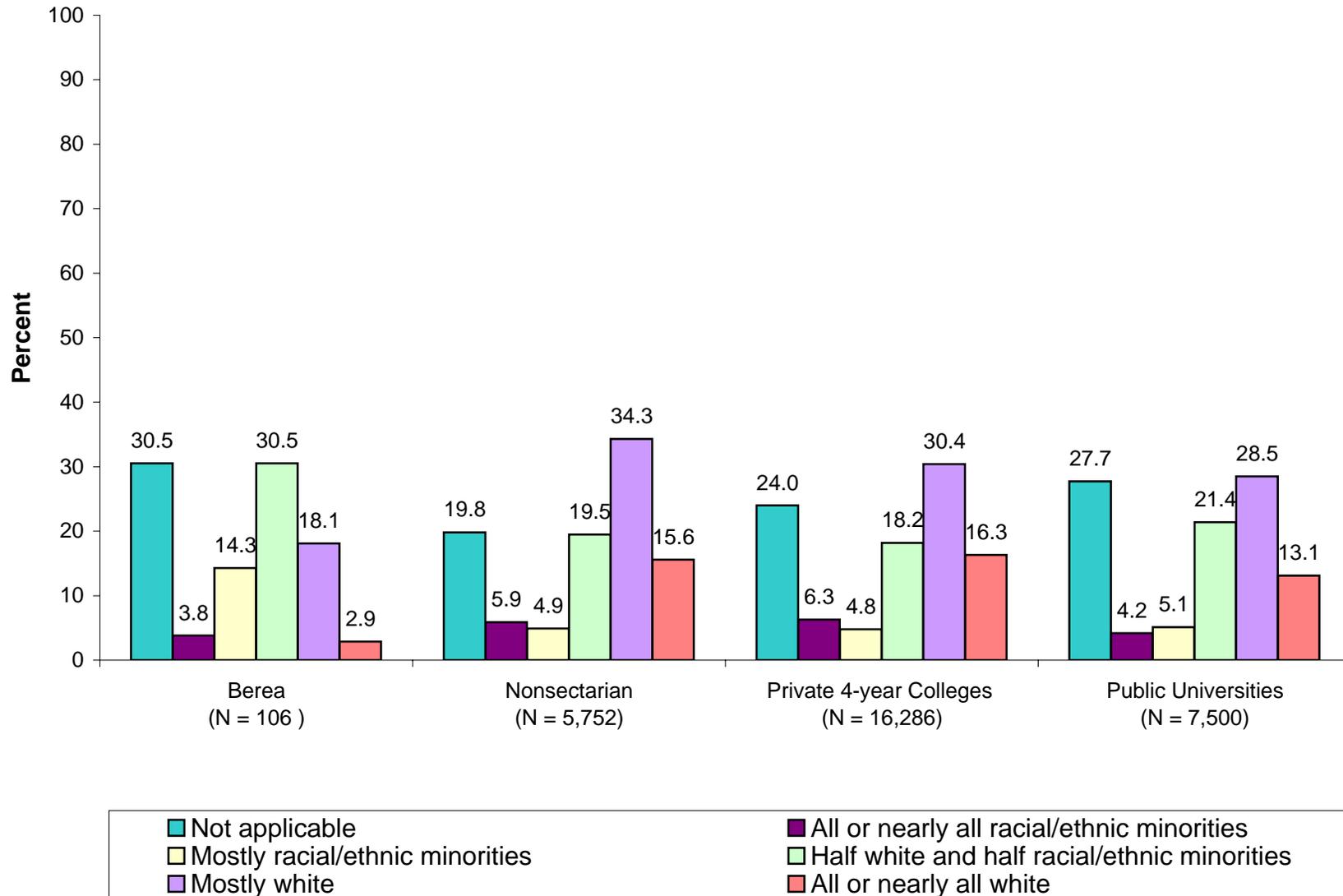
How would you describe the racial/ethnic composition of the following groups?

## Your informal study groups



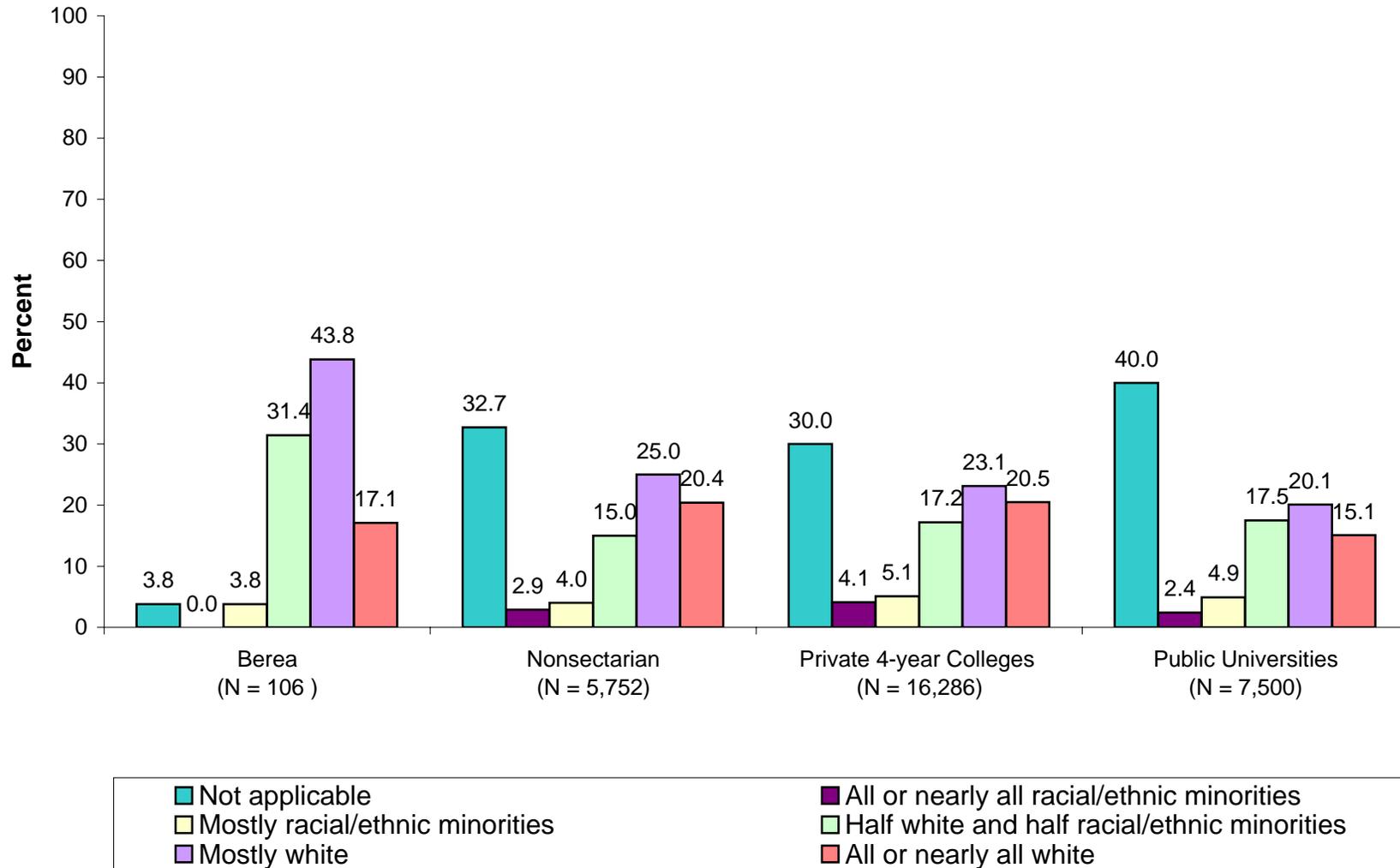
How would you describe the racial/ethnic composition of the following groups?

## Clubs/organizations to which you belong

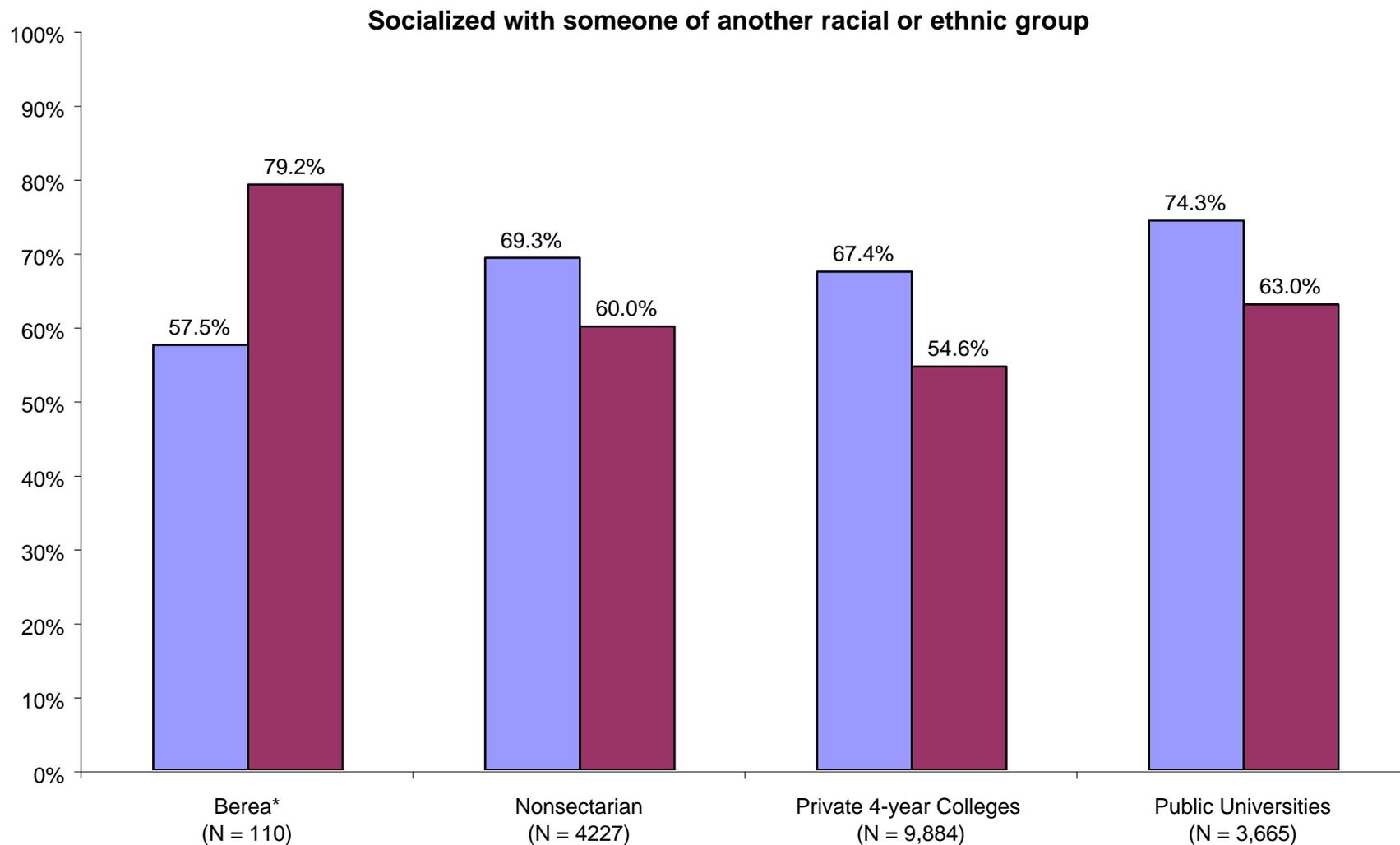


How would you describe the racial/ethnic composition of the following groups?

### Place of work



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.

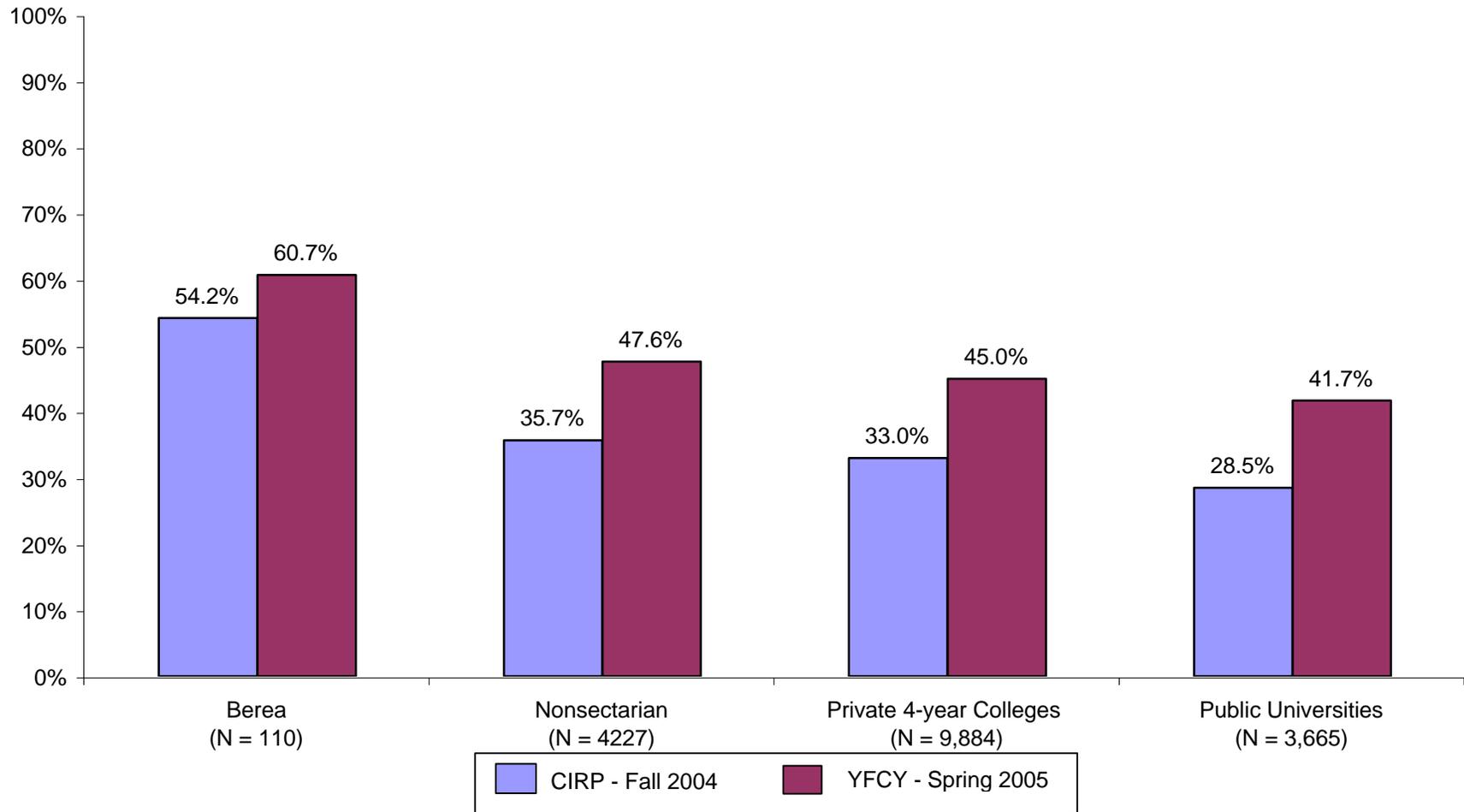


Compiled by the Office of Institutional Research and Assessment, August 2005

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

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

Helping to promote racial understanding



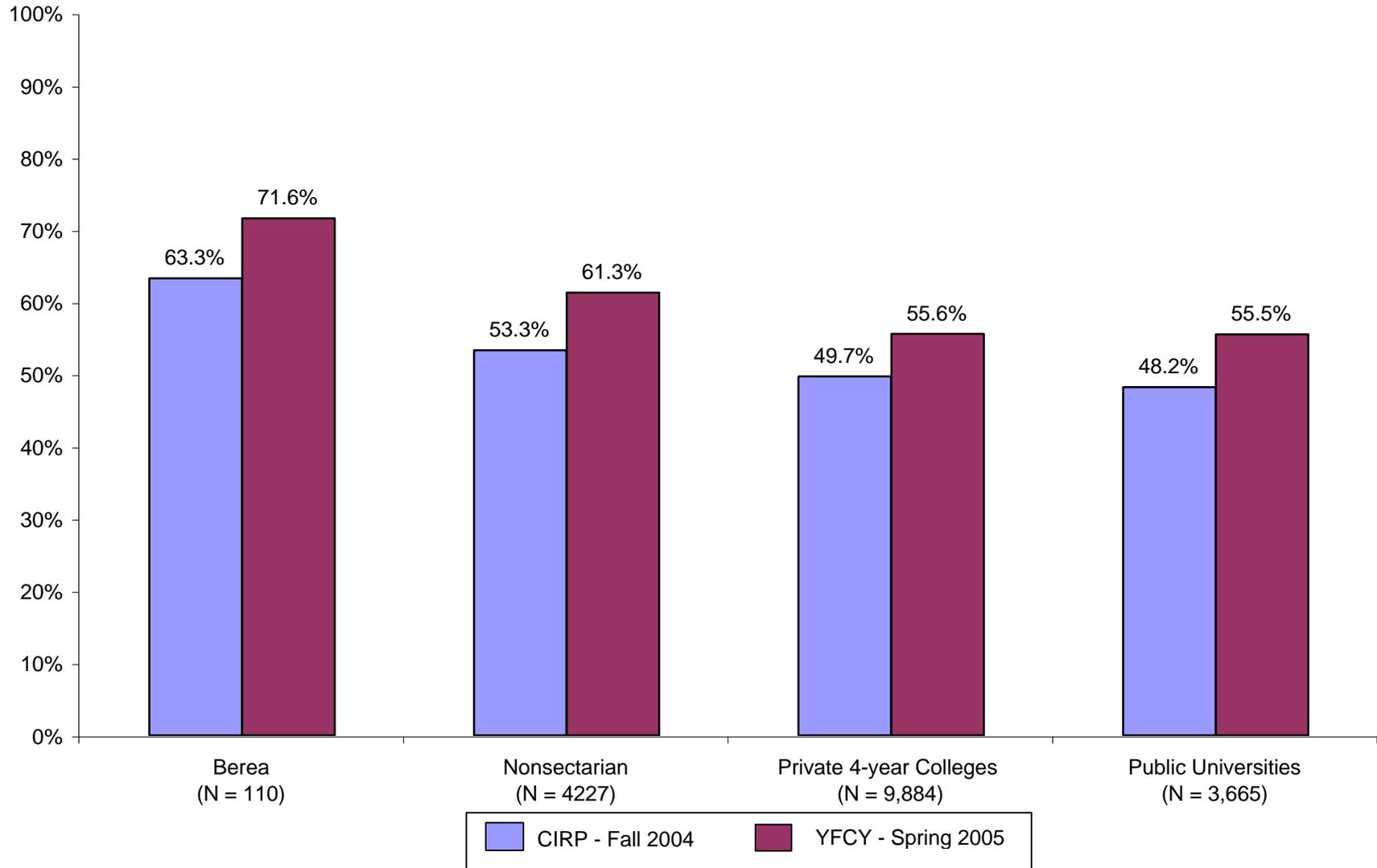
Compiled by the Office of Institutional Research and Assessment, August 2005

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"

Improving my understanding of other countries and cultures



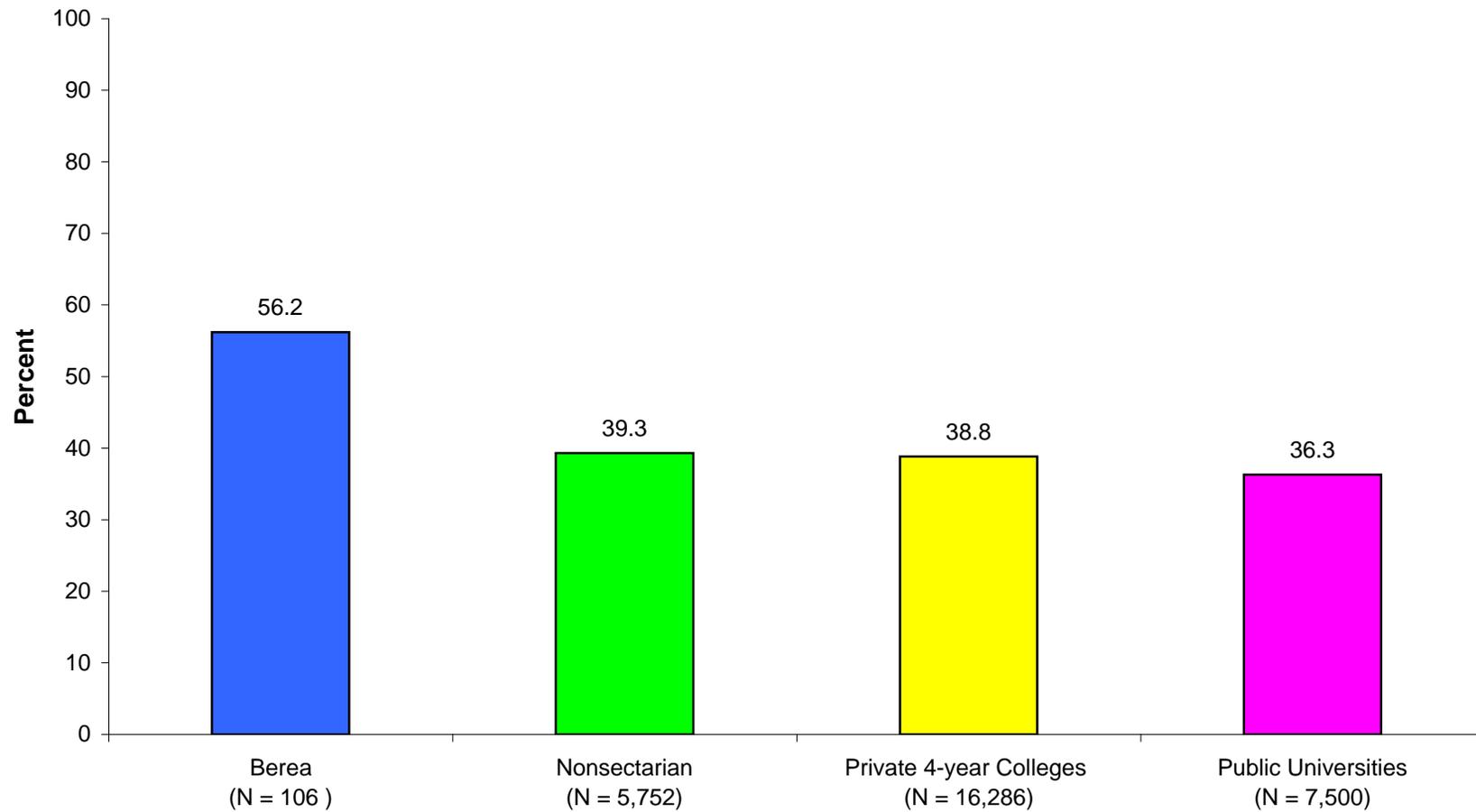
Compiled by the Office of Institutional Research and Assessment, August 2005

CIRP - Cooperative Institutional Research Project (Entering Student Survey)

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

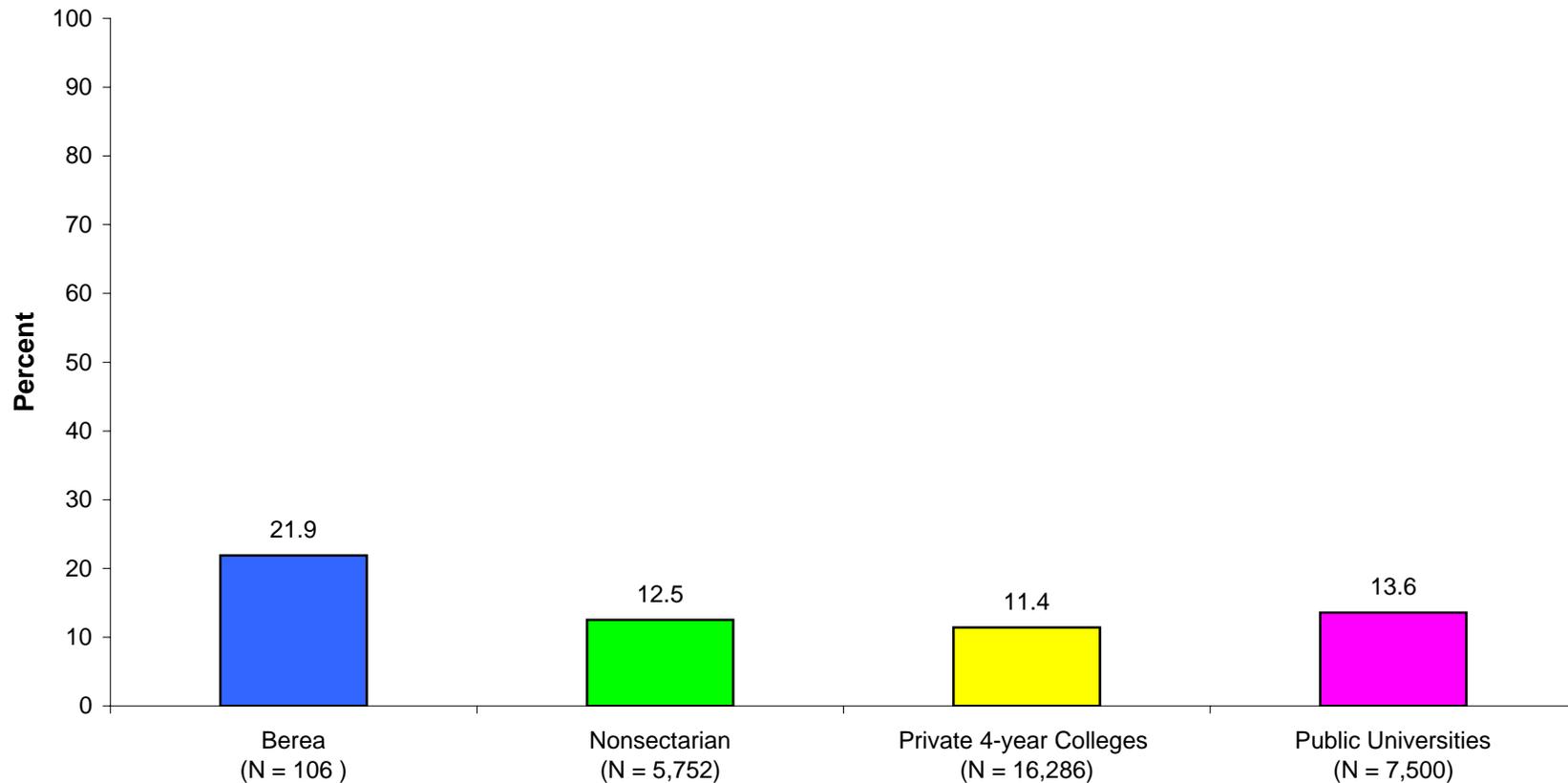
*Percentage of students who indicated the following as "essential" or "very important"*

## Improving the health of minority communities



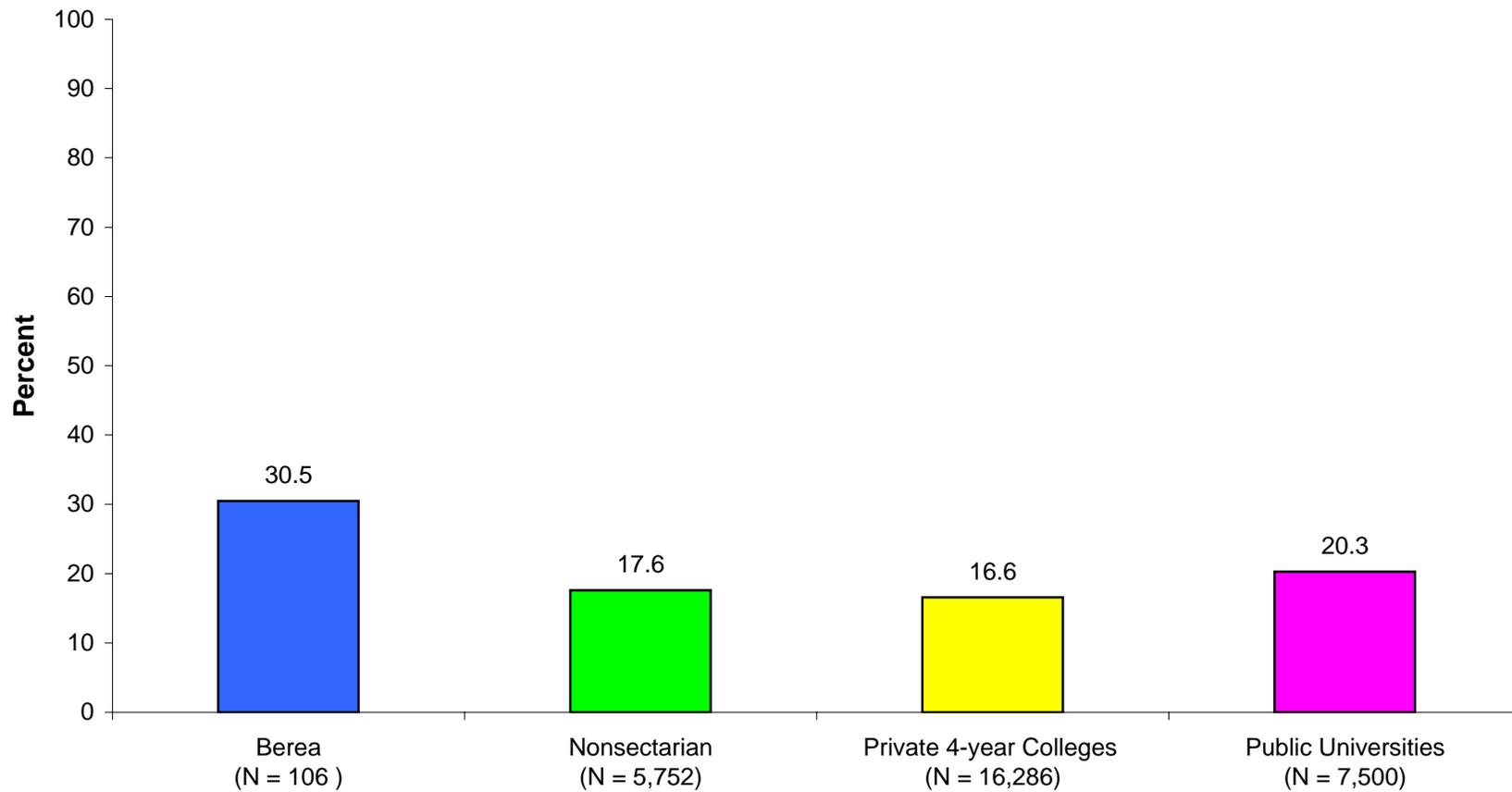
Percentage of students who "agree" or "strongly agree" with the following statements:

### I have been singled out because of my race/ethnicity, gender, or sexual orientation



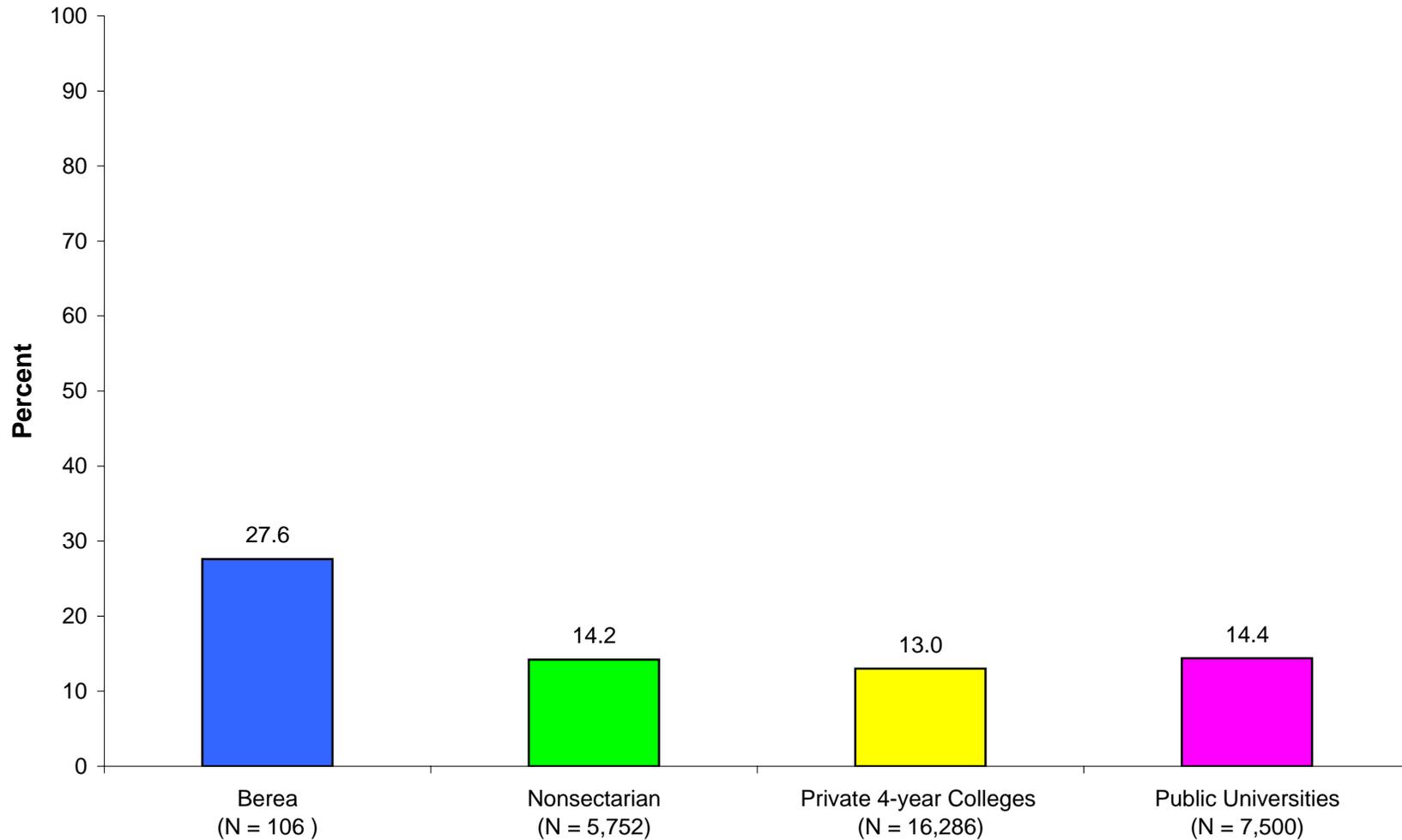
Percentage of students who "agree" or "strongly agree" with the following statements:

### I have heard faculty express stereotypes about racial/ethnic groups in class



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

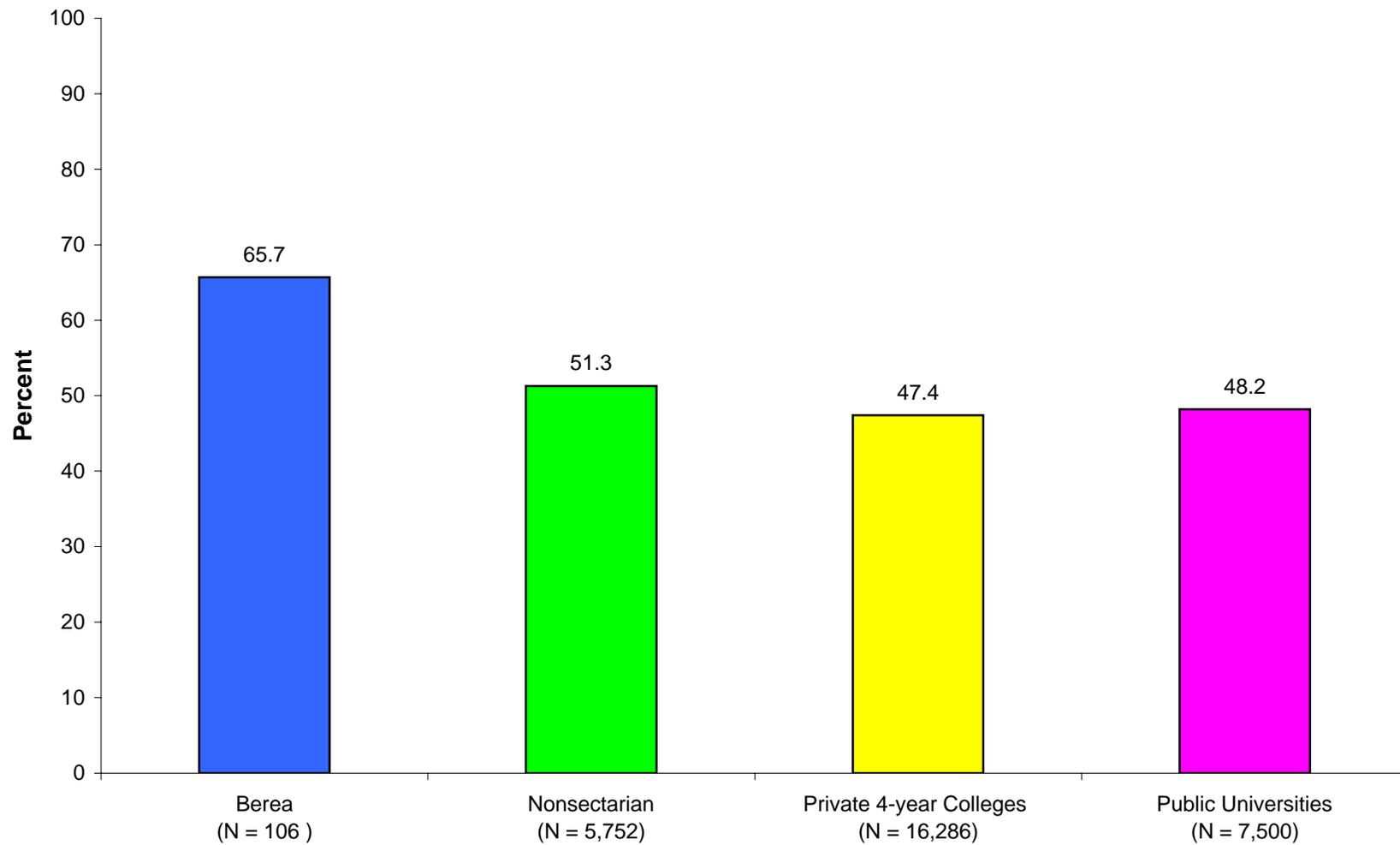
### There is a lot of racial tension on this campus



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:*

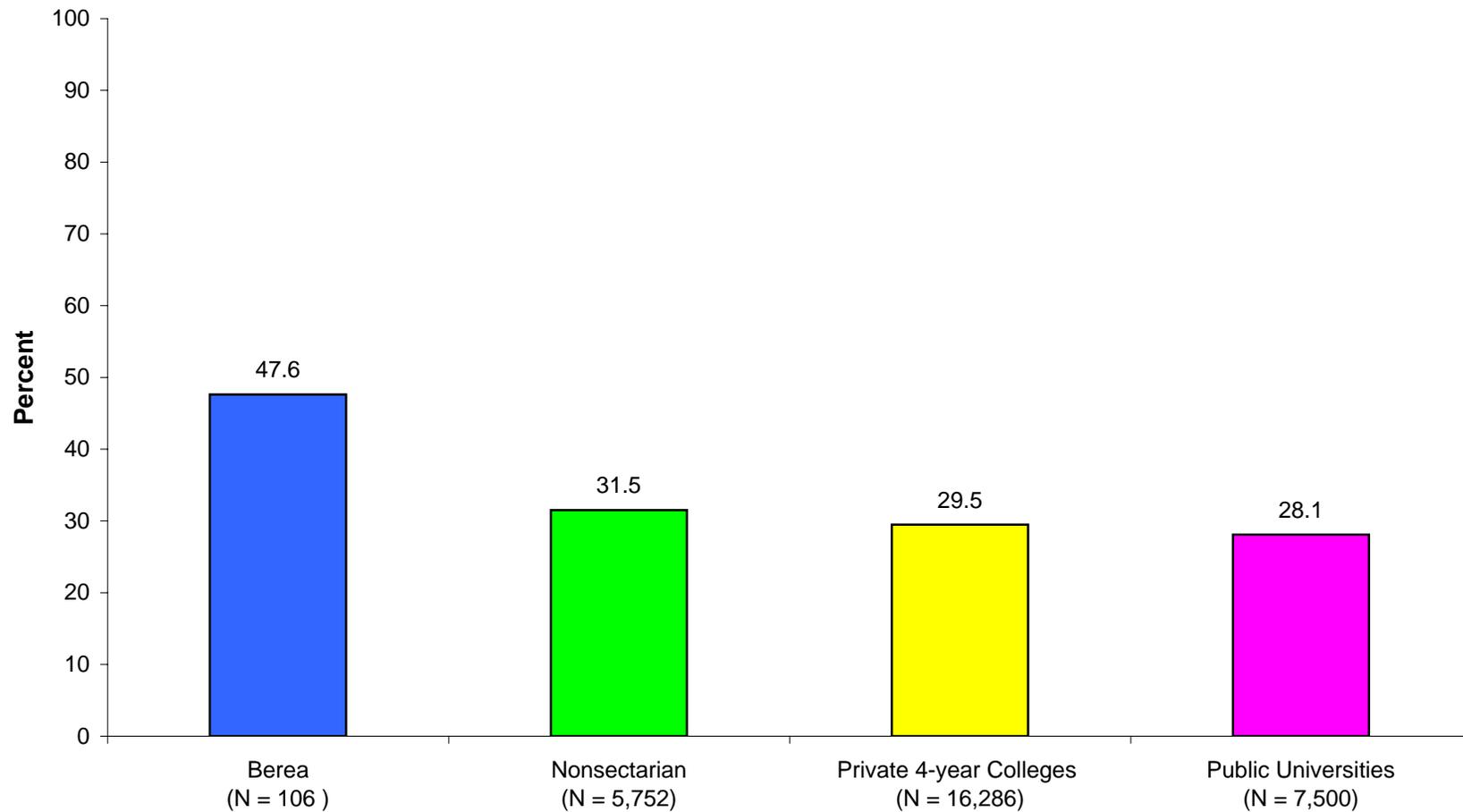
### Dined or shared a meal



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:*

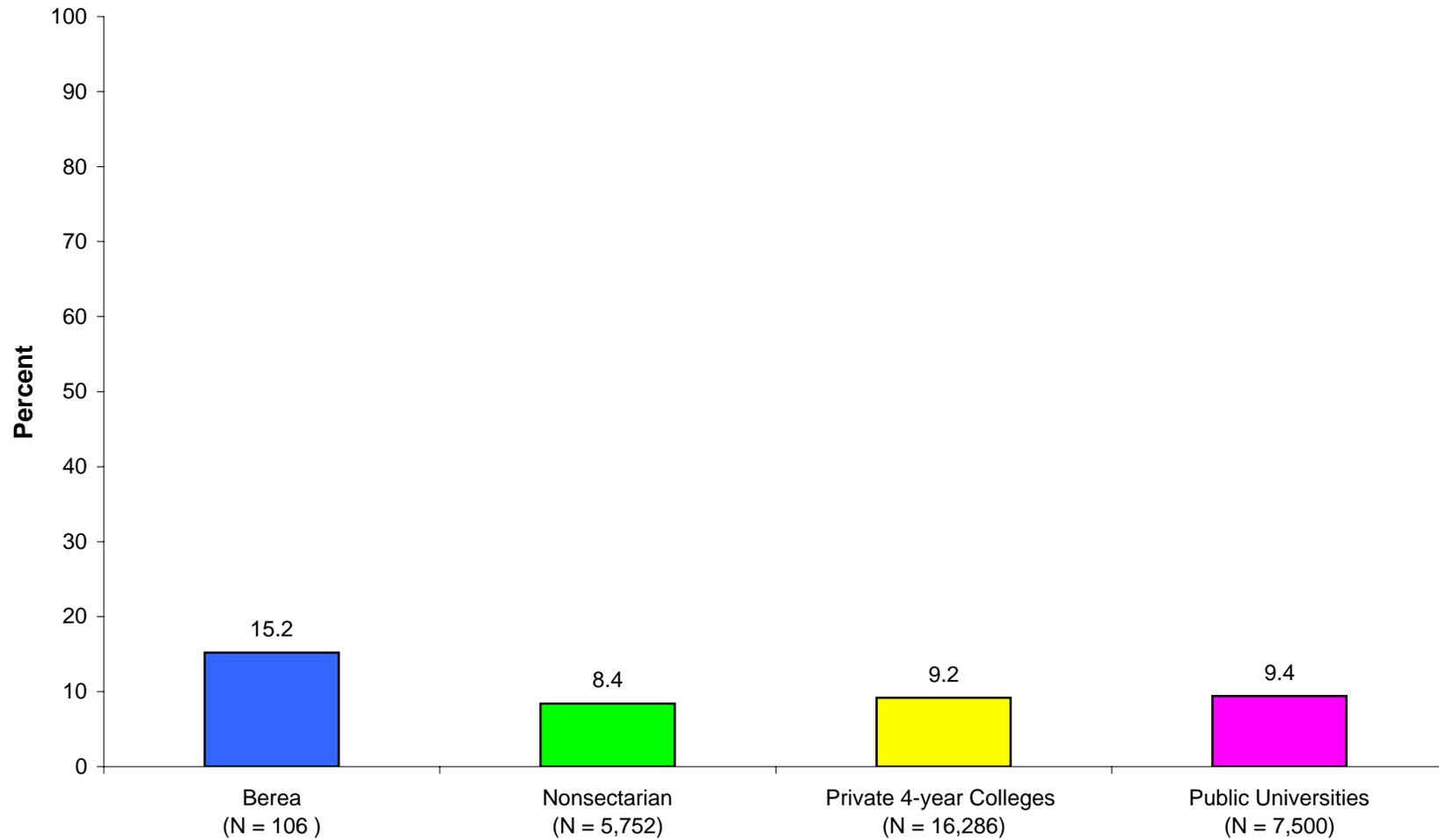
## Had meaningful and honest discussions about race/ethnic relations outside of class



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:*

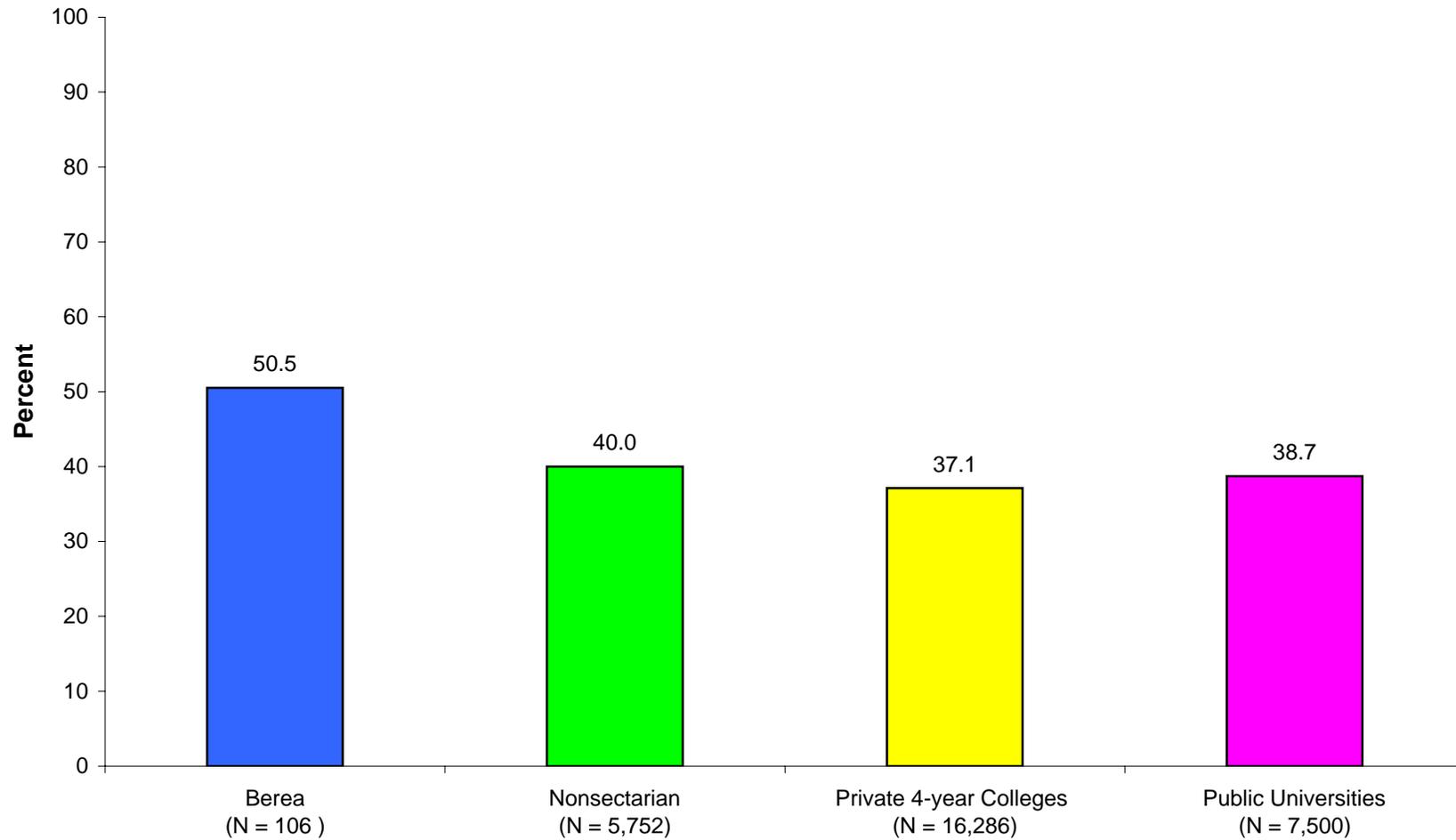
### Had guarded, cautious interactions



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:*

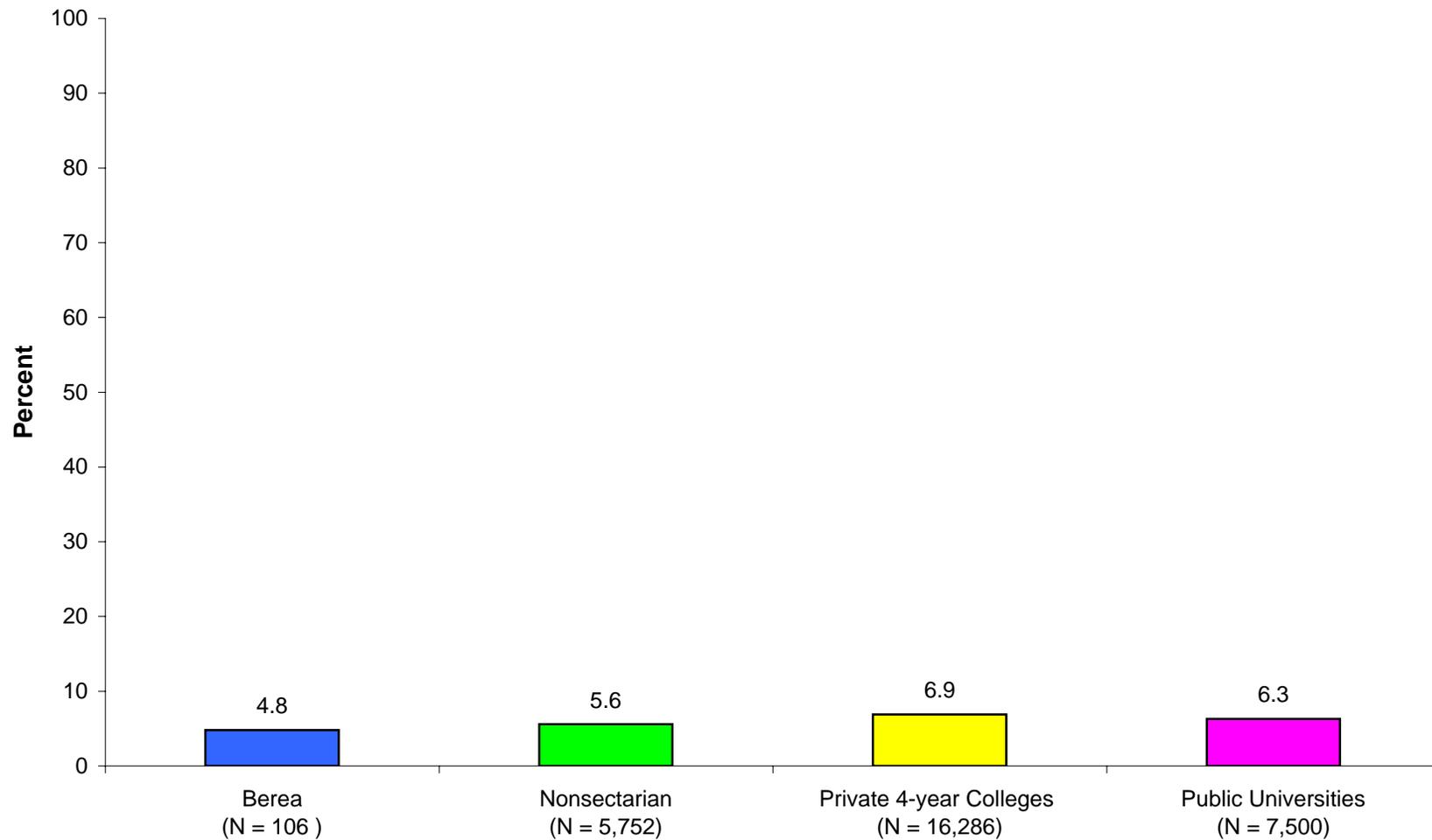
## Shared personal feelings and problems



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:*

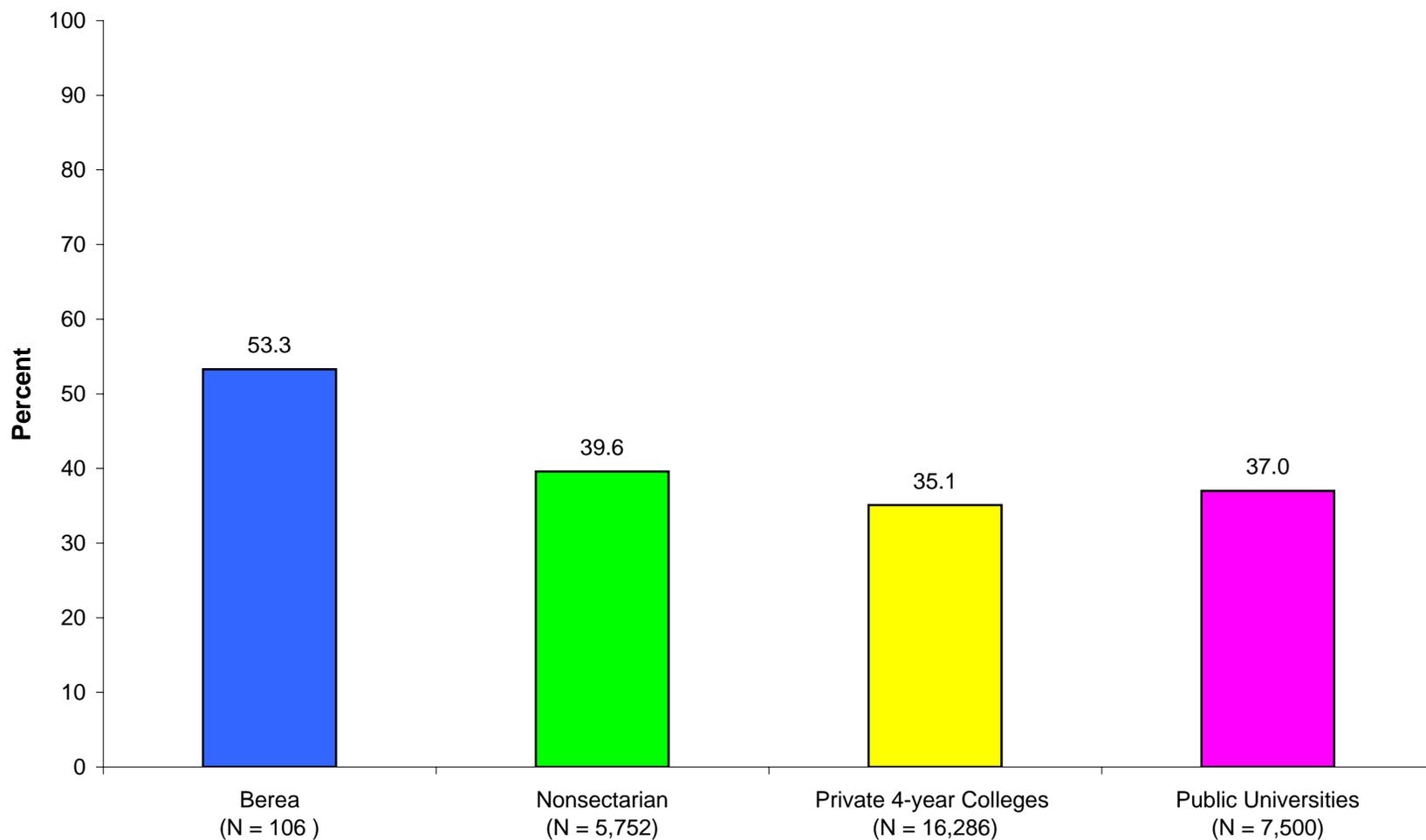
## Had tense, somewhat hostile interactions



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:*

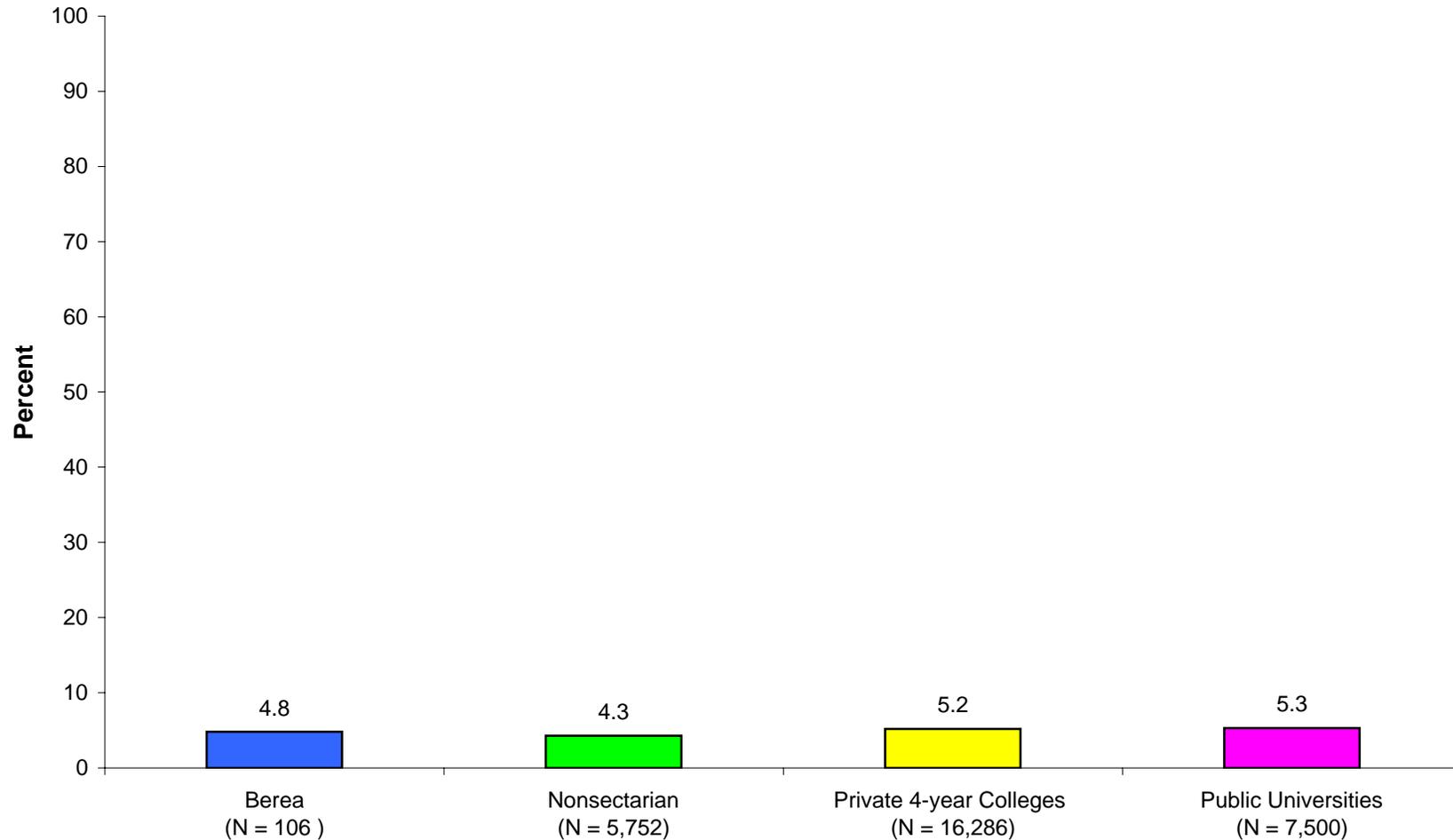
## Had intellectual discussions outside of class



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:*

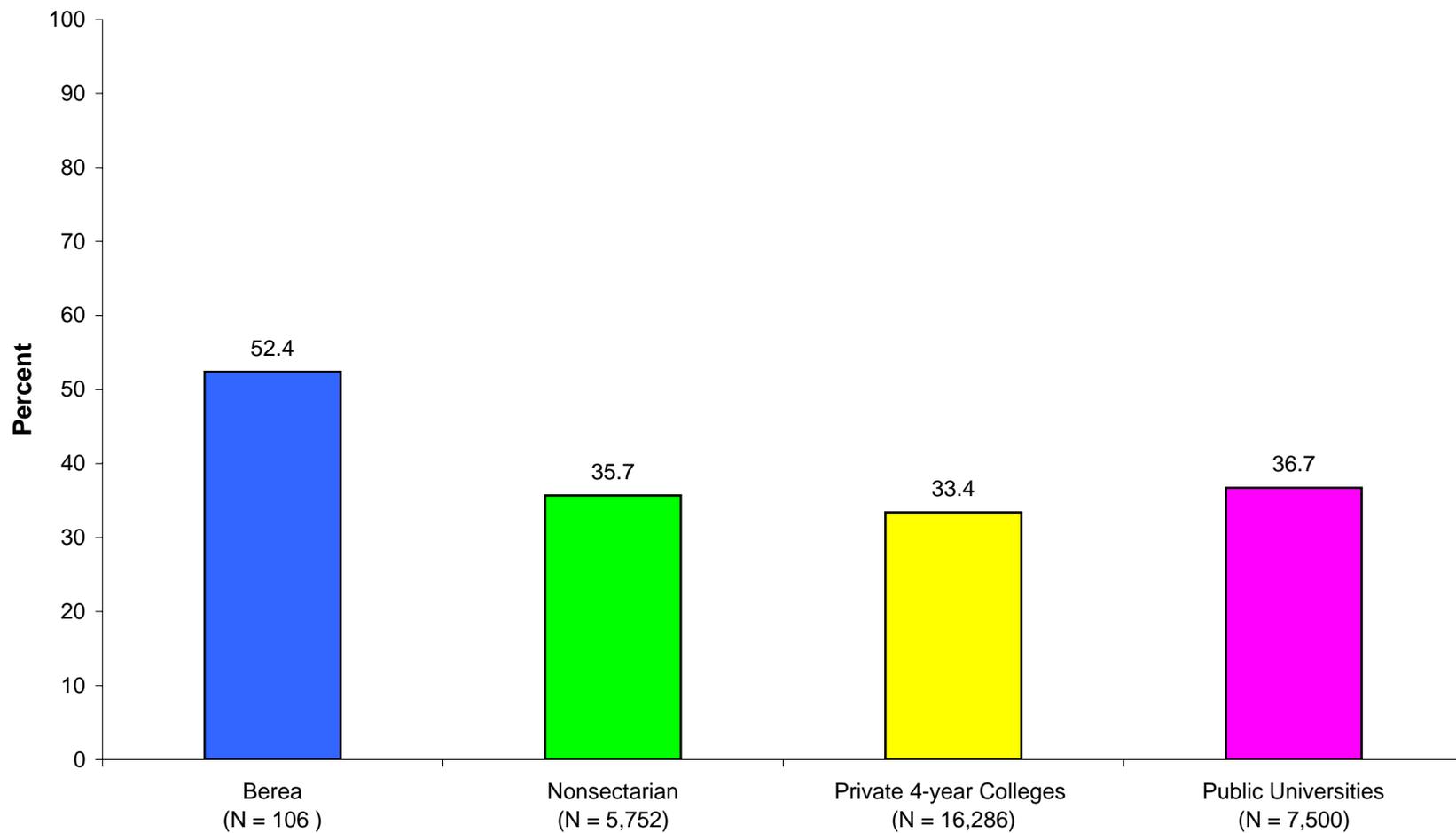
## Felt insulted or threatened because of race/ethnicity



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:*

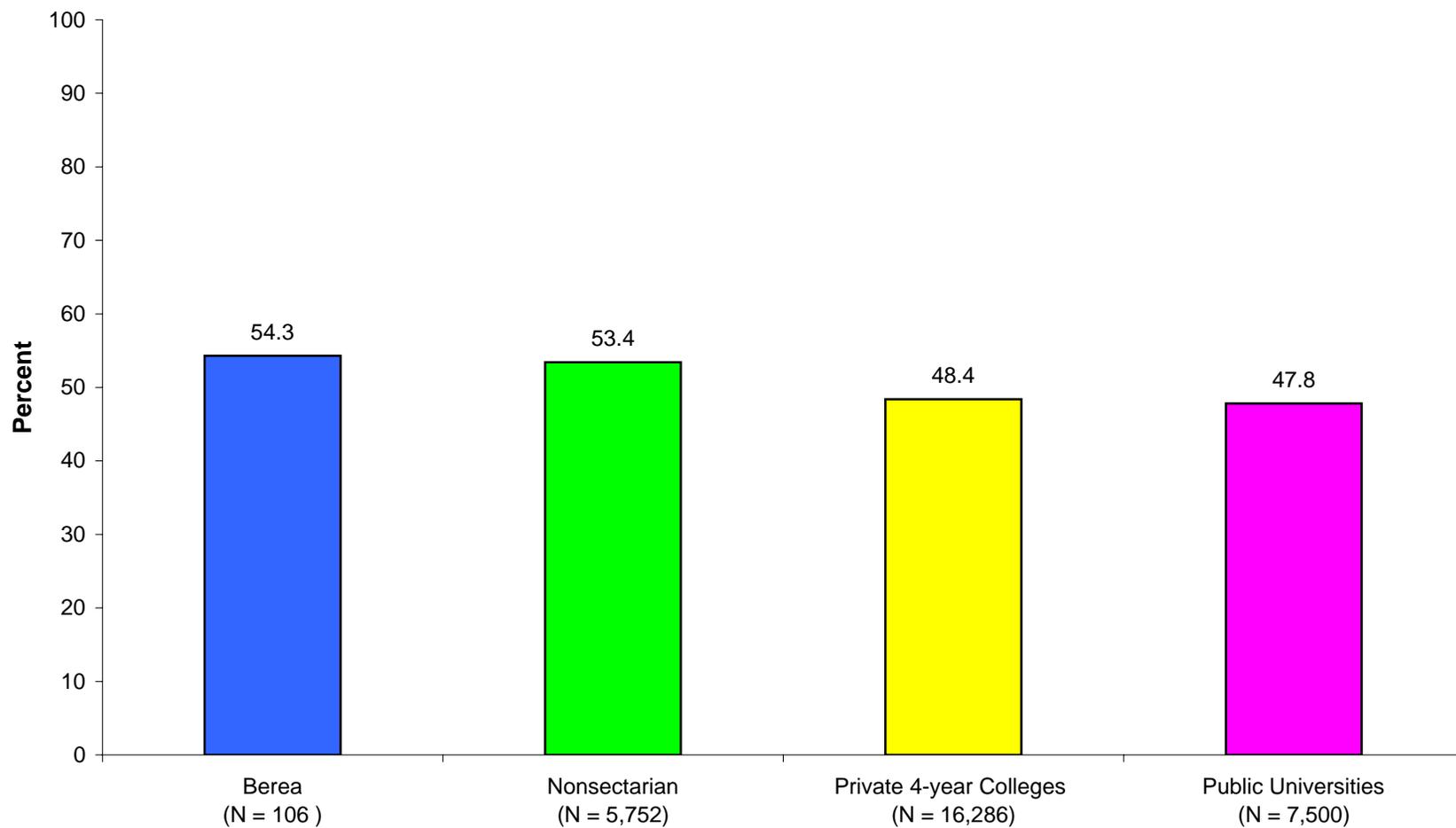
### Studied or prepared for class



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:*

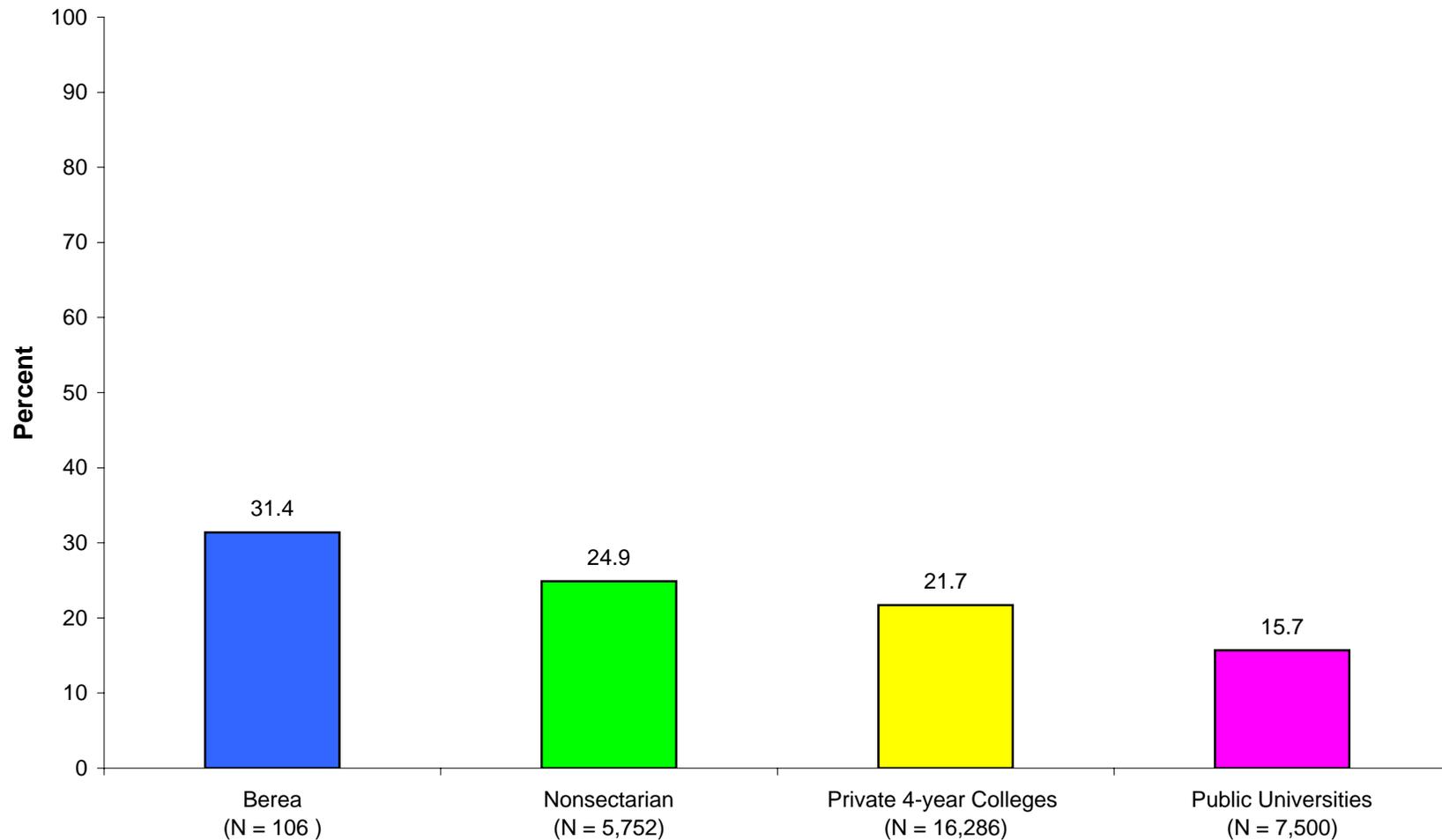
### Socialized or partied



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

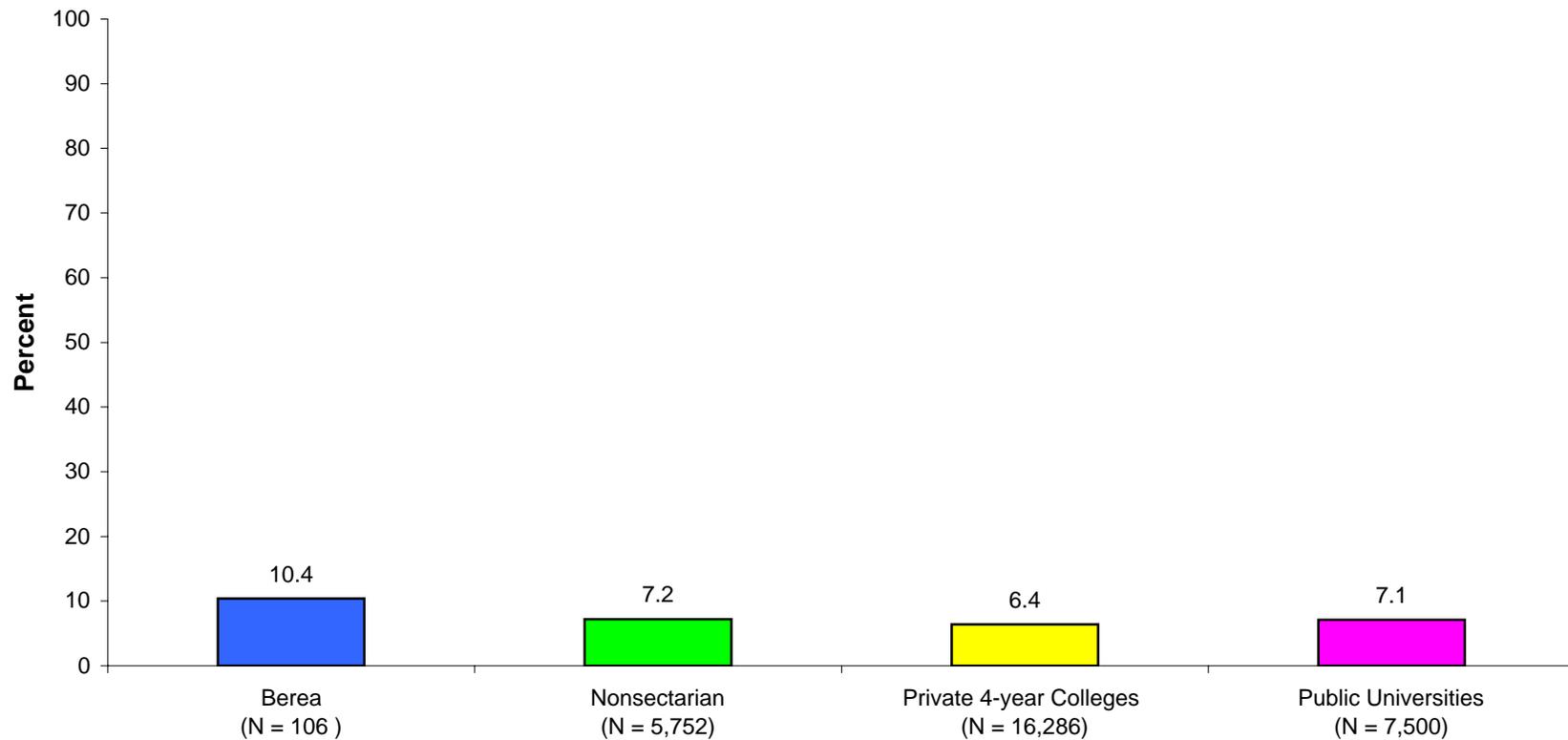
*Percentage of students who "often" or "very often" experience the following with students from a racial/ethnic group other than their own:*

## Attended events sponsored by other racial/ethnic groups



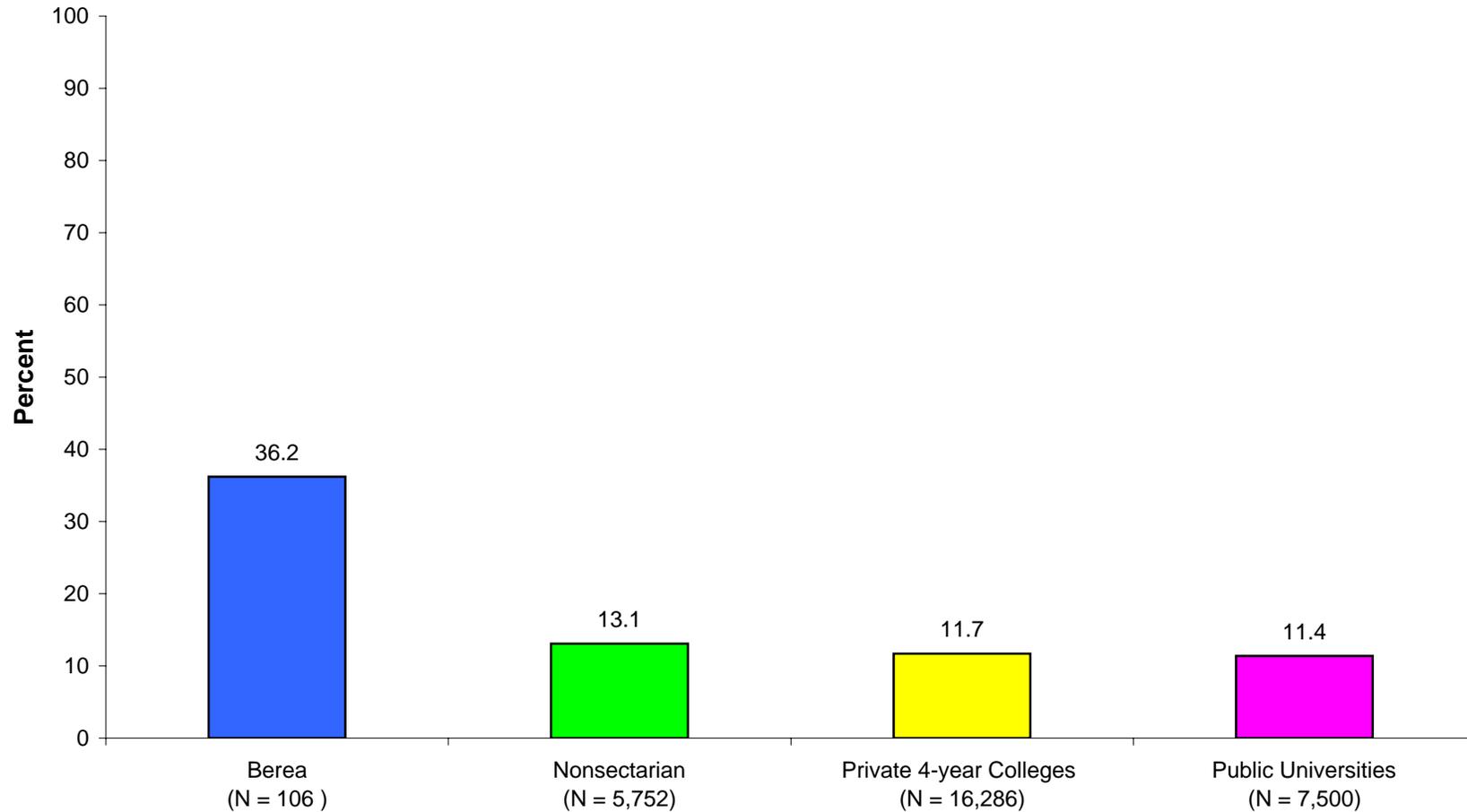
Percentage of students who indicated "yes" to: Since entering this college have you:

### Participated in an academic enrichment/support program for racial/ethnic minority students



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

## Knowledge of people from different races/cultures



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

All Students

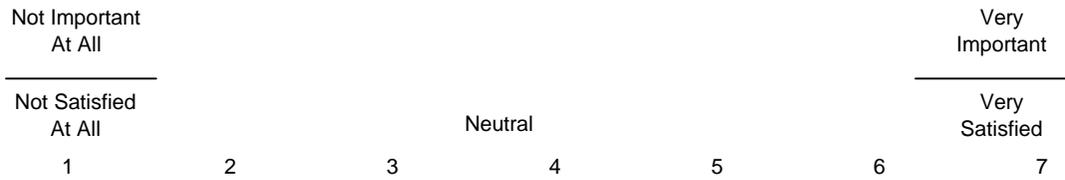
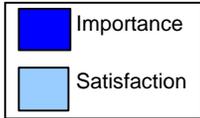


[Click to see survey instruments](#)

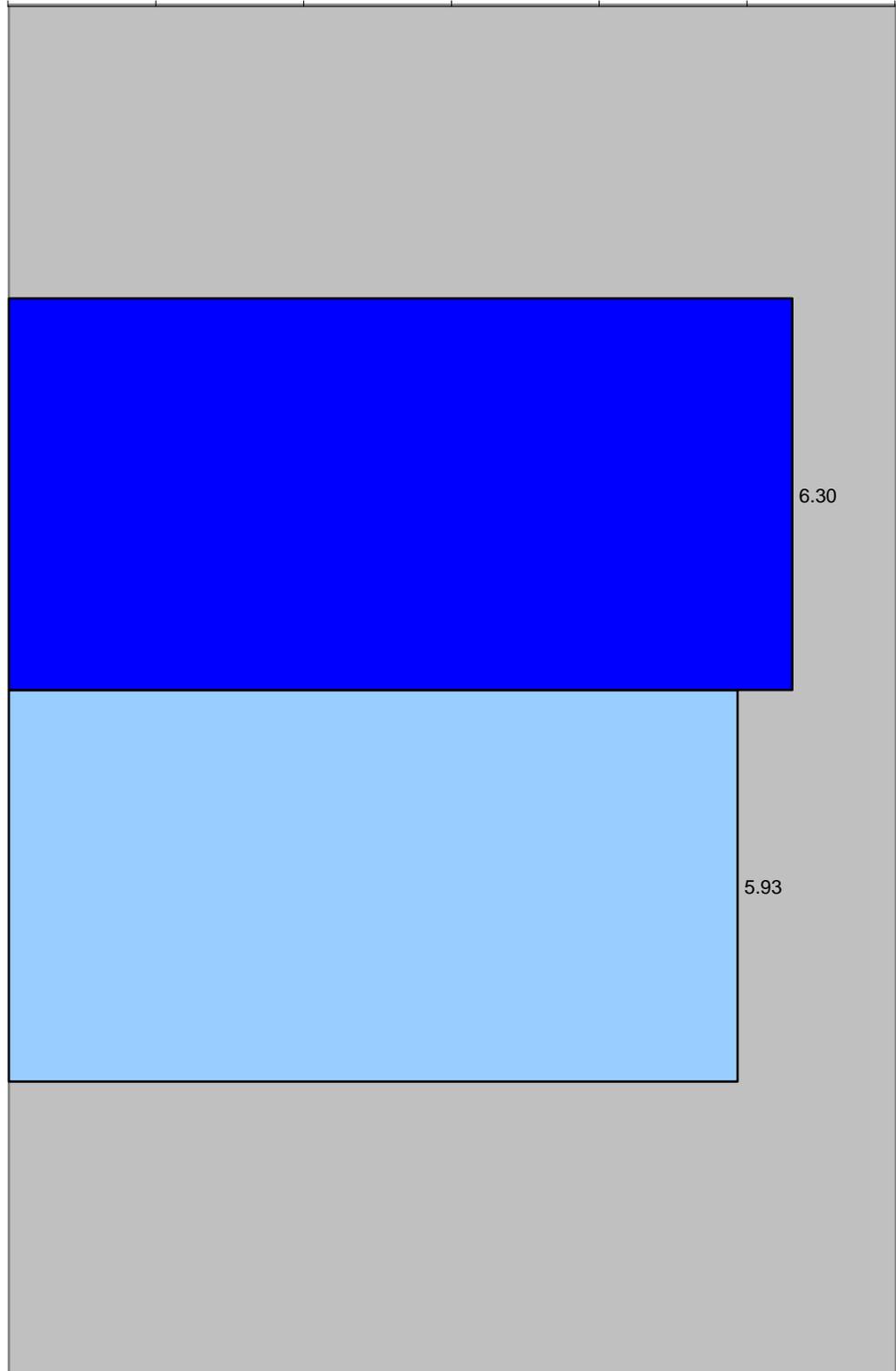
Response Rates:

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

**Spring 1998 Administration**



At Berea I have had an opportunity to interact with and learn from those with different backgrounds from my own.



# African-American Student Study



[Click to see survey instrument](#)

Completed in April 2003

Response Rate: 62% (142/ 229)

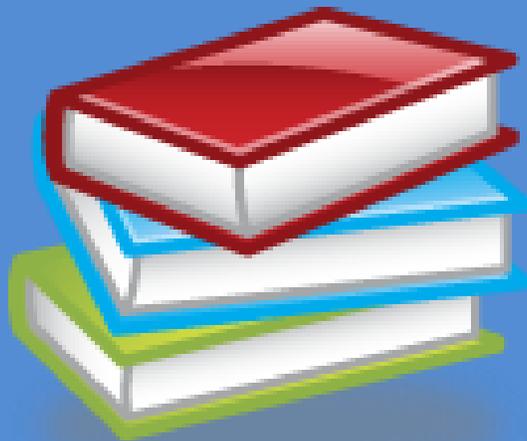
## **African-American Student Survey, Spring 2003**

Included in the link below are the results of a special study that was conducted in Spring 2003 to address what attracts African American students to Berea and helps retain them on a predominantly “white” campus. The African-American student enrollment at Berea College has risen to 17%. Graduation rates for African-American students and other domestic students are nearly identical.

For this study, 142 self-identified African-American students participated which represented about 62% of our enrolled African-American population. This site contains a brief summary of the study, the methods and instruments used, and detailed results. See link:

<http://www.berea.edu/ira/hrgu423412:lu0cuwf{.pdf>

# Counseling and Psychological Services Survey



Completed in Spring 2006

[Click to see survey instrument](#)

Response Rate: 26%

## Counseling and Psychological Services Survey Results

(All comments are verbatim, spelling and grammar errors have not been corrected)

### Demographics and Response Rate:

An initial e-mail invitation was sent to Students on February 7. A reminder went out February 9 and a final thank you/invitation was sent on February 14. These e-mails were supplemented by word-of-mouth encouragement from residence hall staff members. A total of 396 responses were received. This is 26% of the 1,523 degree-seeking students. An additional 26 students logged on and completed only the demographics portion of the survey. These 26 students are not included in the any of the results below.

#### 1. Gender

Male	111	(28%)
Female	285	(72%)

#### 2. Race (Check all that apply)

White	313	(79%)
African-American	48	(12%)
Hispanic	10	(3%)
Asian or Pacific Islander	8	(2%)
American Indian or Alaskan Native	23	(6%)
Other	20	(5%)
Prefer not to Respond	26	(7%)
Missing	1	(<1%)

#### 3. Classification:

Freshman	123	(31%)
Sophomore	103	(26%)
Junior	77	(19%)
Senior	93	(24%)

#### 4. Are you a U.S. Citizen?

Yes	373	(94%)
No	21	(5%)
Missing	2	(1%)

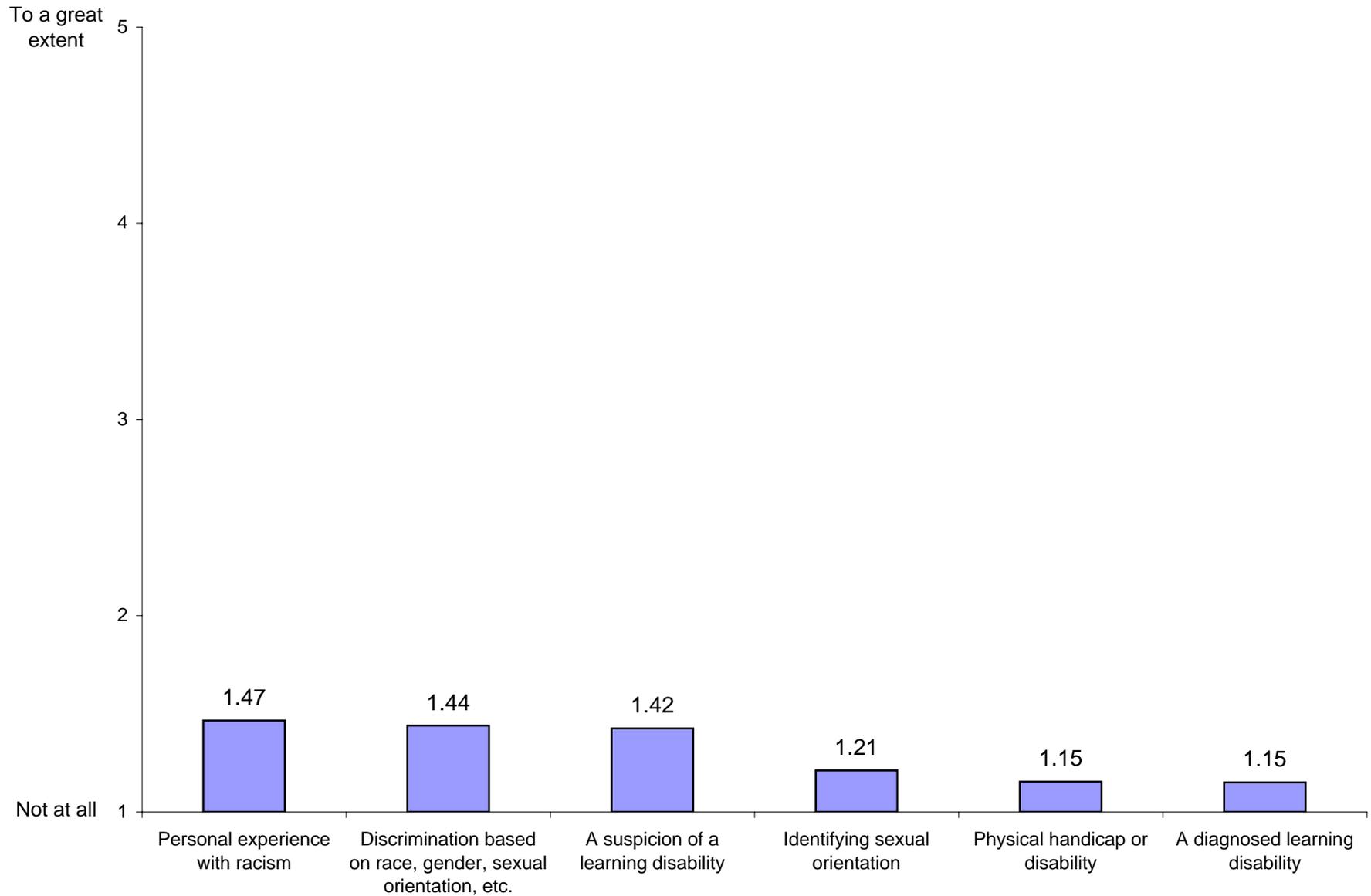
#### 5. What is your approximate college gpa?

3.20	
(30 students indicated "none")	

#### 6. What is your primary major?

Agriculture/Natural Resources	12	(3%)
Art	17	(4%)
Biology	26	(7%)
Business Administration	29	(7%)
Chemistry	6	(2%)
Child and Family Studies	36	(9%)
Economics	2	(1%)
Education Studies	19	(5%)
Elementary Education	8	(2%)
English	15	(4%)
French	1	(<1%)
German	2	(1%)
History	13	(3%)
Independent	9	(2%)
Mathematics	7	(2%)
Music	5	(1%)
Nursing	24	(6%)
Philosophy	4	(1%)
Physical Education	9	(2%)
Political Science	12	(3%)
Psychology	39	(10%)
Religion	9	(2%)
Sociology	17	(4%)
Spanish	7	(2%)
Speech Communication	9	(2%)
Technology/Industrial Arts	17	(4%)
Theatre	6	(2%)
Women's Studies	4	(1%)
Undecided/Undeclared	29	(7%)

Please indicate the extent to which each of the following is a PERSONAL PROBLEM FOR YOU currently:



From the Counseling and Psychological Services Survey, 26% Response Rate (396/1523), February 2006

# Berea-Specific Graduating Senior Survey

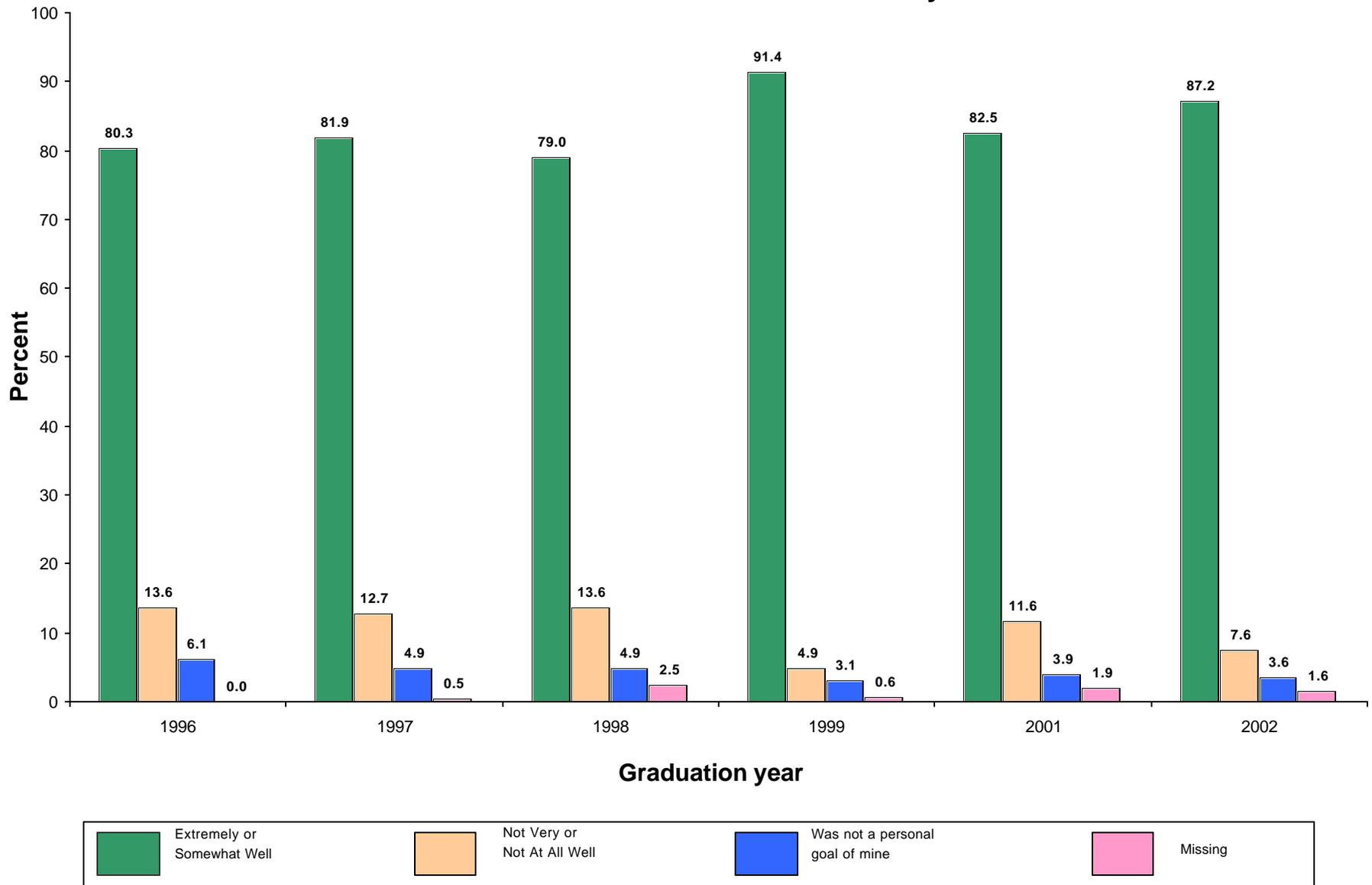


[Click to see survey instruments](#)

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

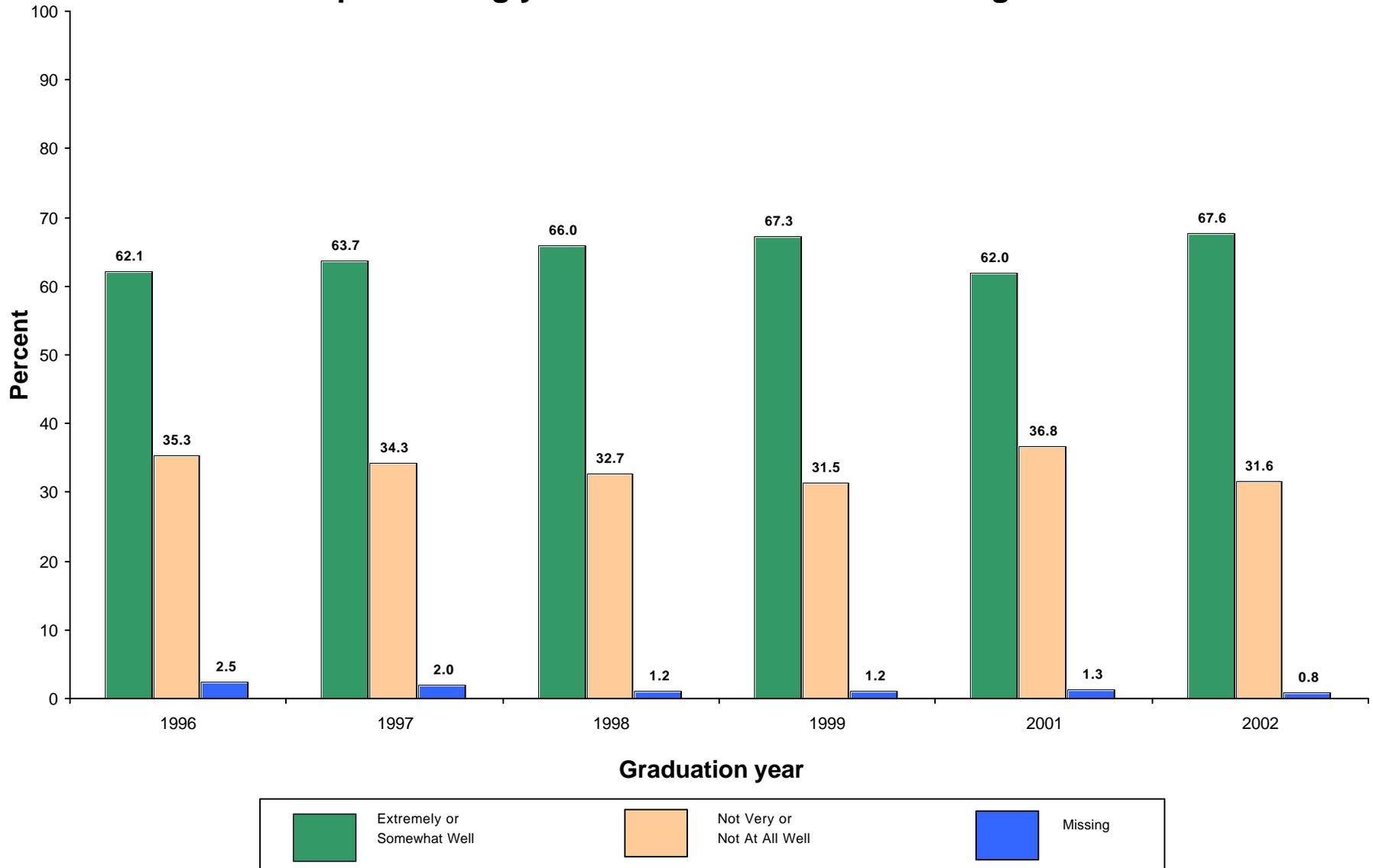
Response Rates: Ranged from 55% to 96%

### To learn more about cultural diversity



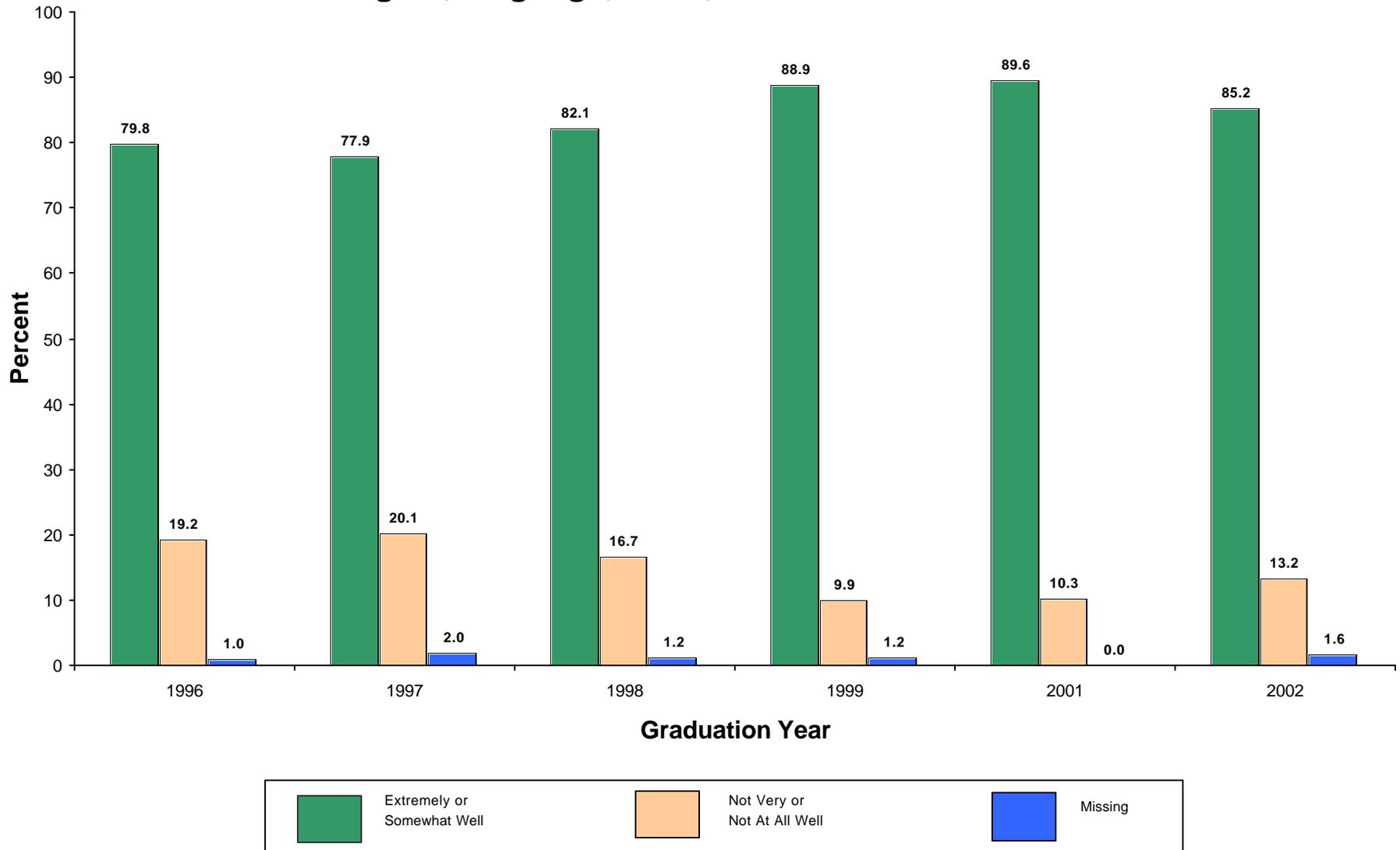
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

### Comprehending your own distinct cultural background



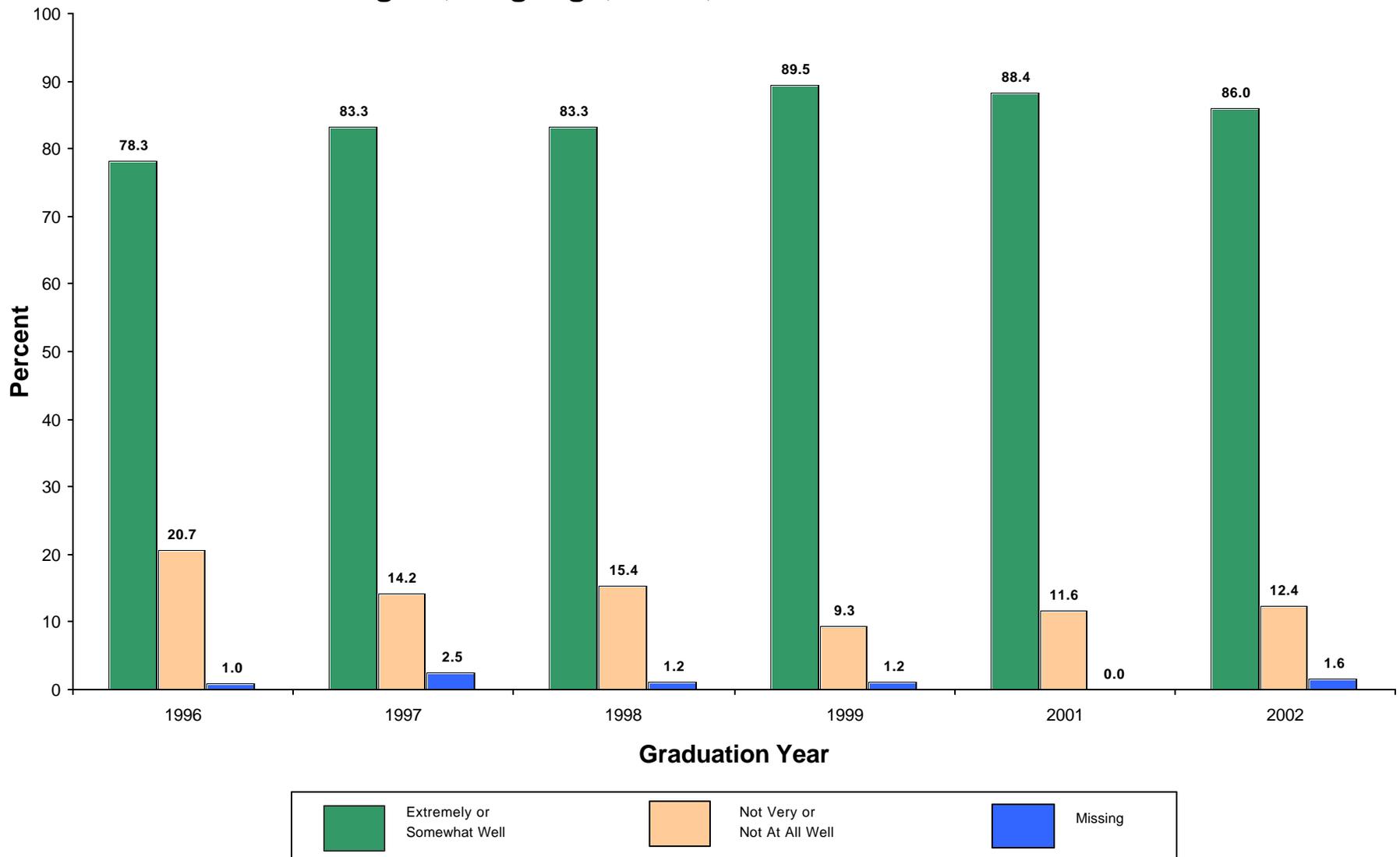
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

### Developing an appreciation of experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies



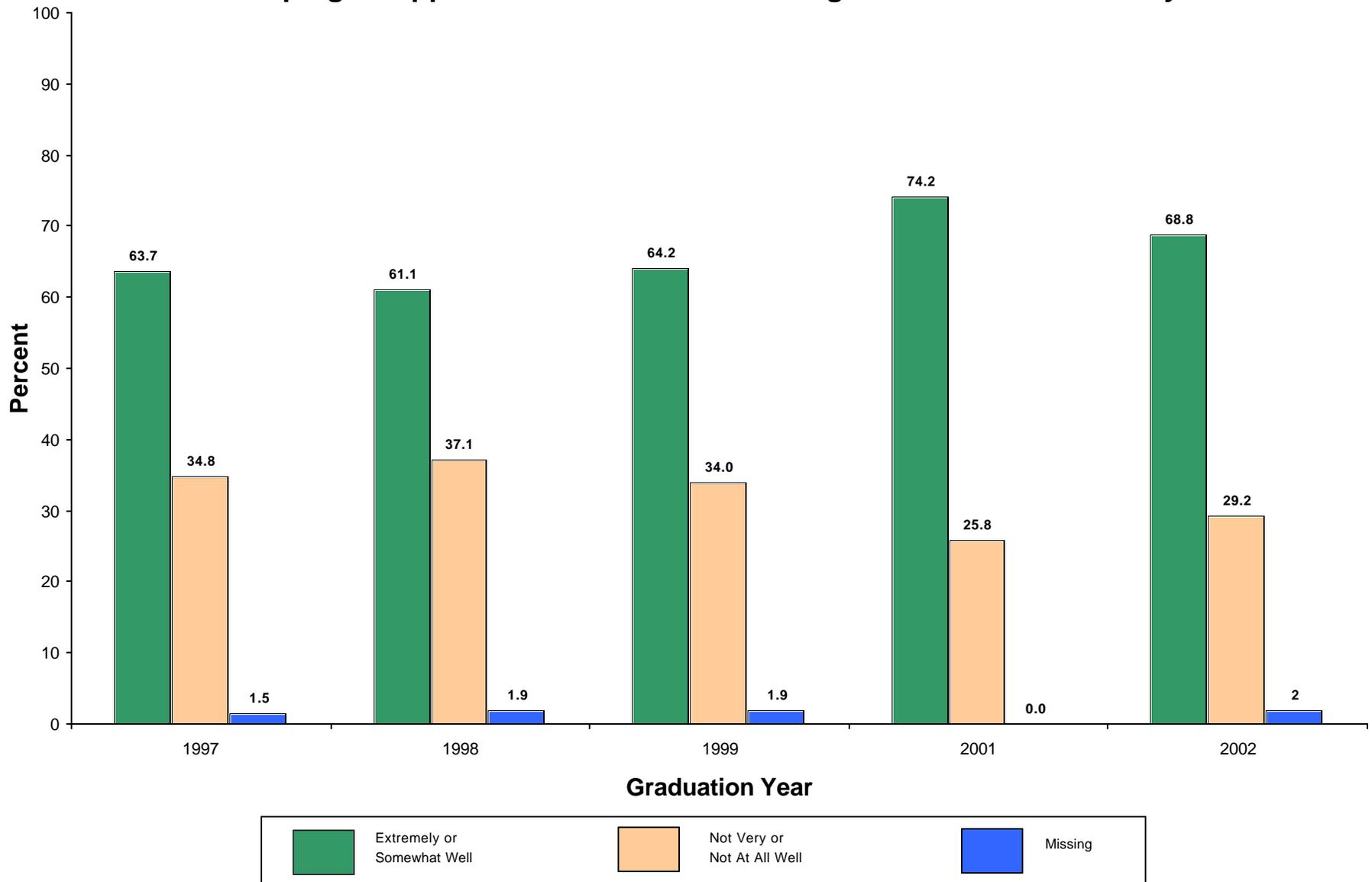
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

### Developing respect for the experiences of others, especially in terms of race, gender, religion, language, class, cultures and societies



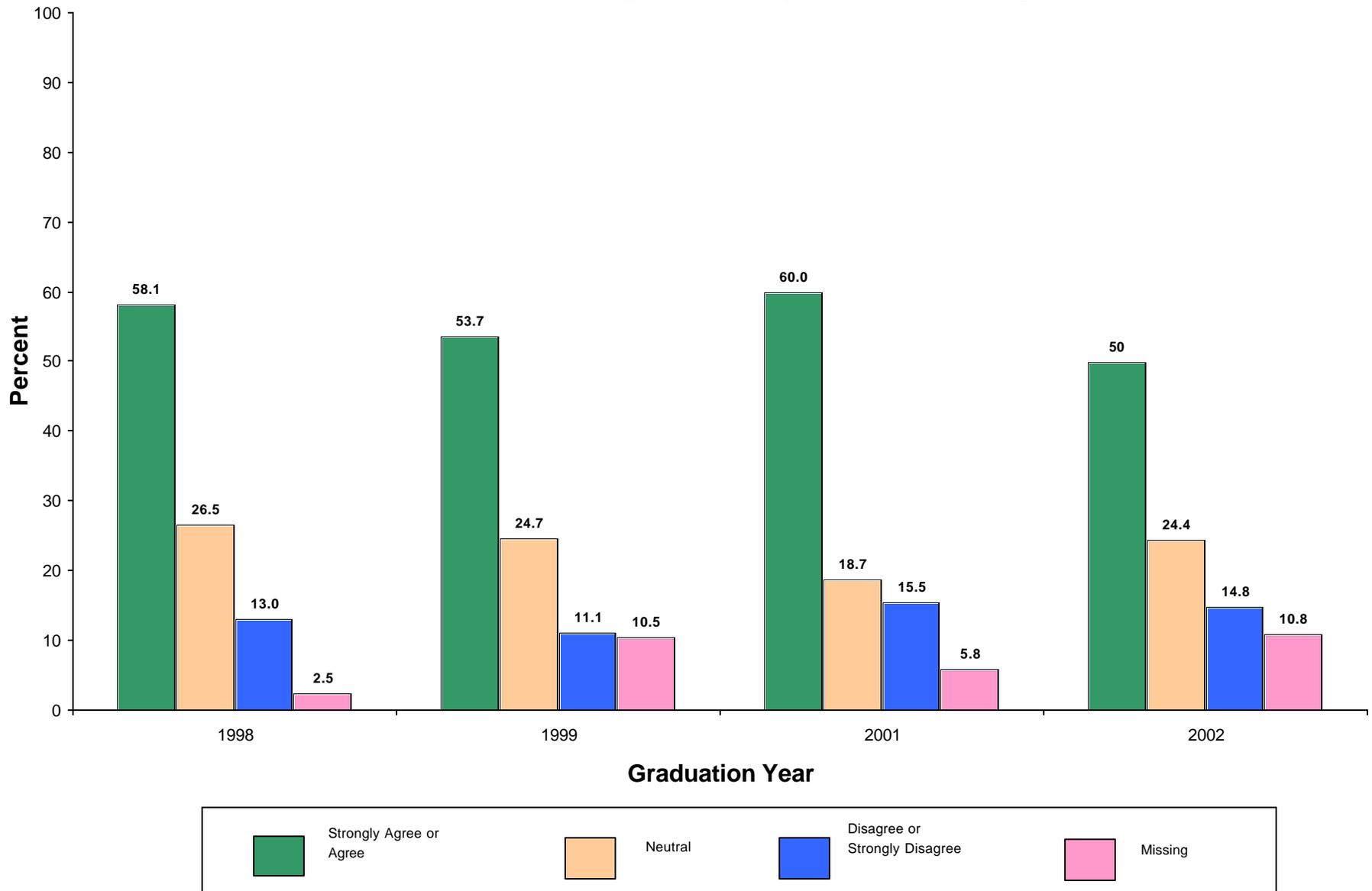
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

### Developing an appreciation and understanding of Black culture/history



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

### Overall, GST courses have heightened my understanding of cultures



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

# ACT Alumni Survey

(Graduates two years after graduation)



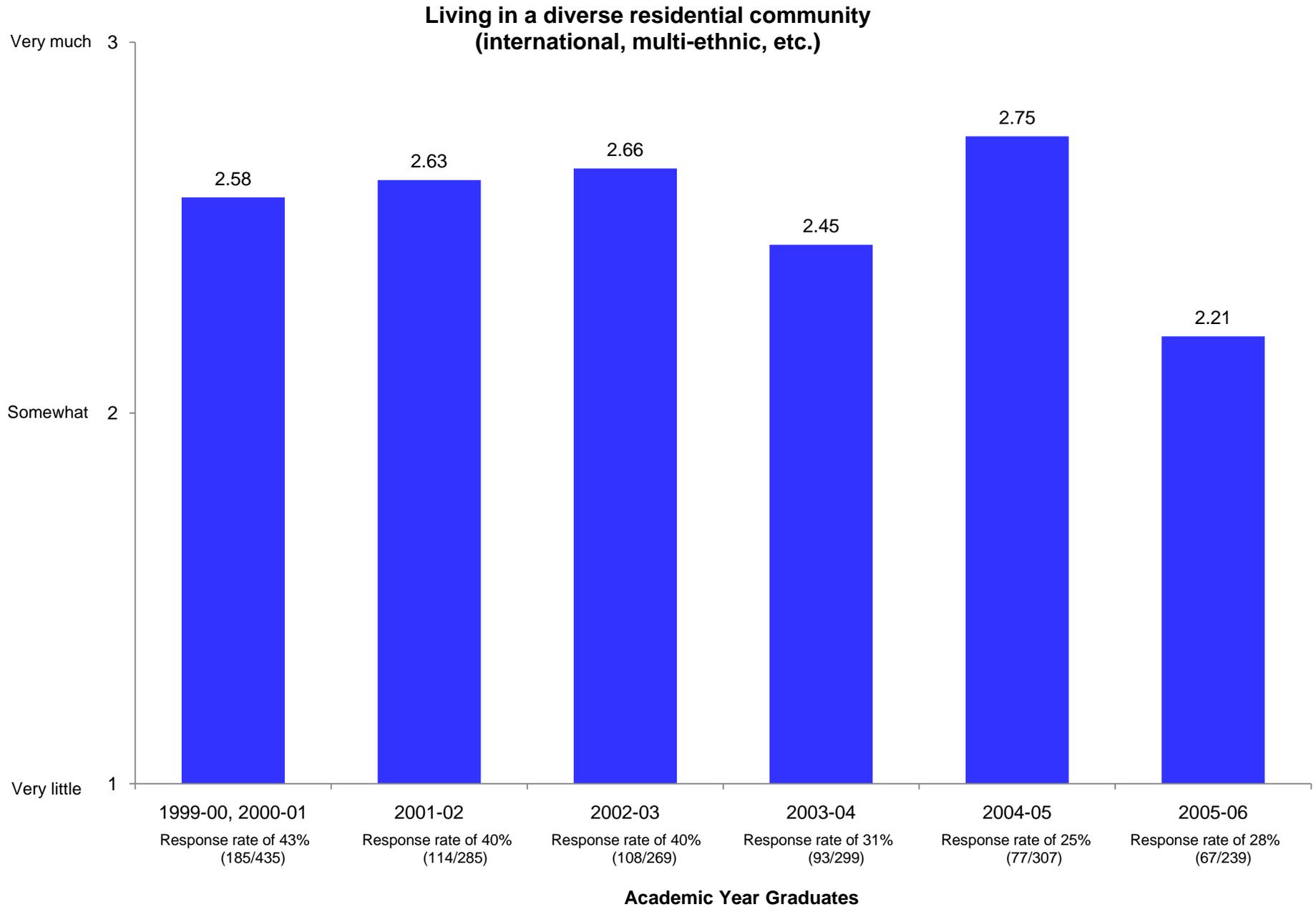
[Click to see survey instruments](#)

## Response Rates:

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

*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)

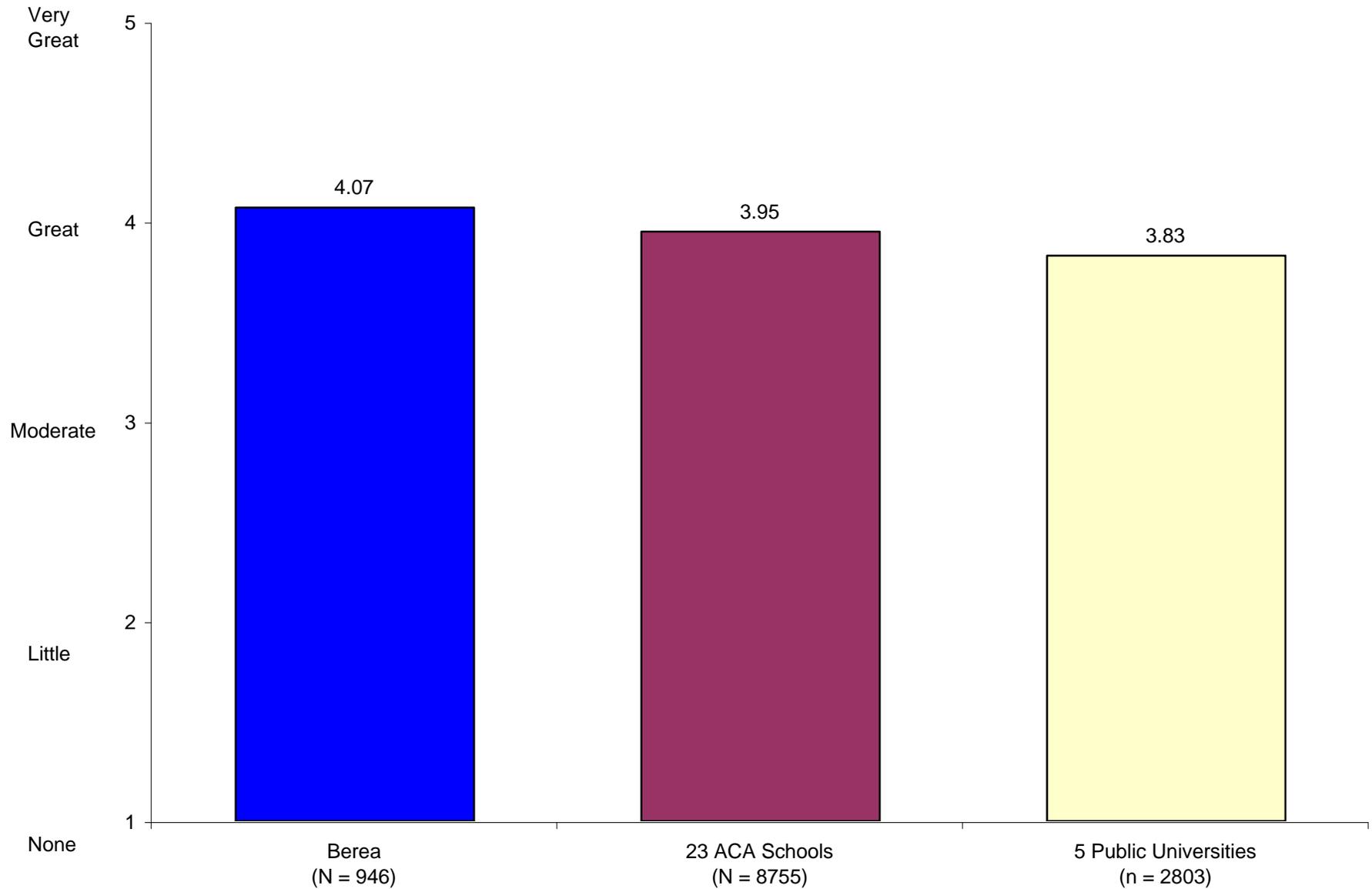


[Click to see survey instruments](#)

Response Rate: 42%

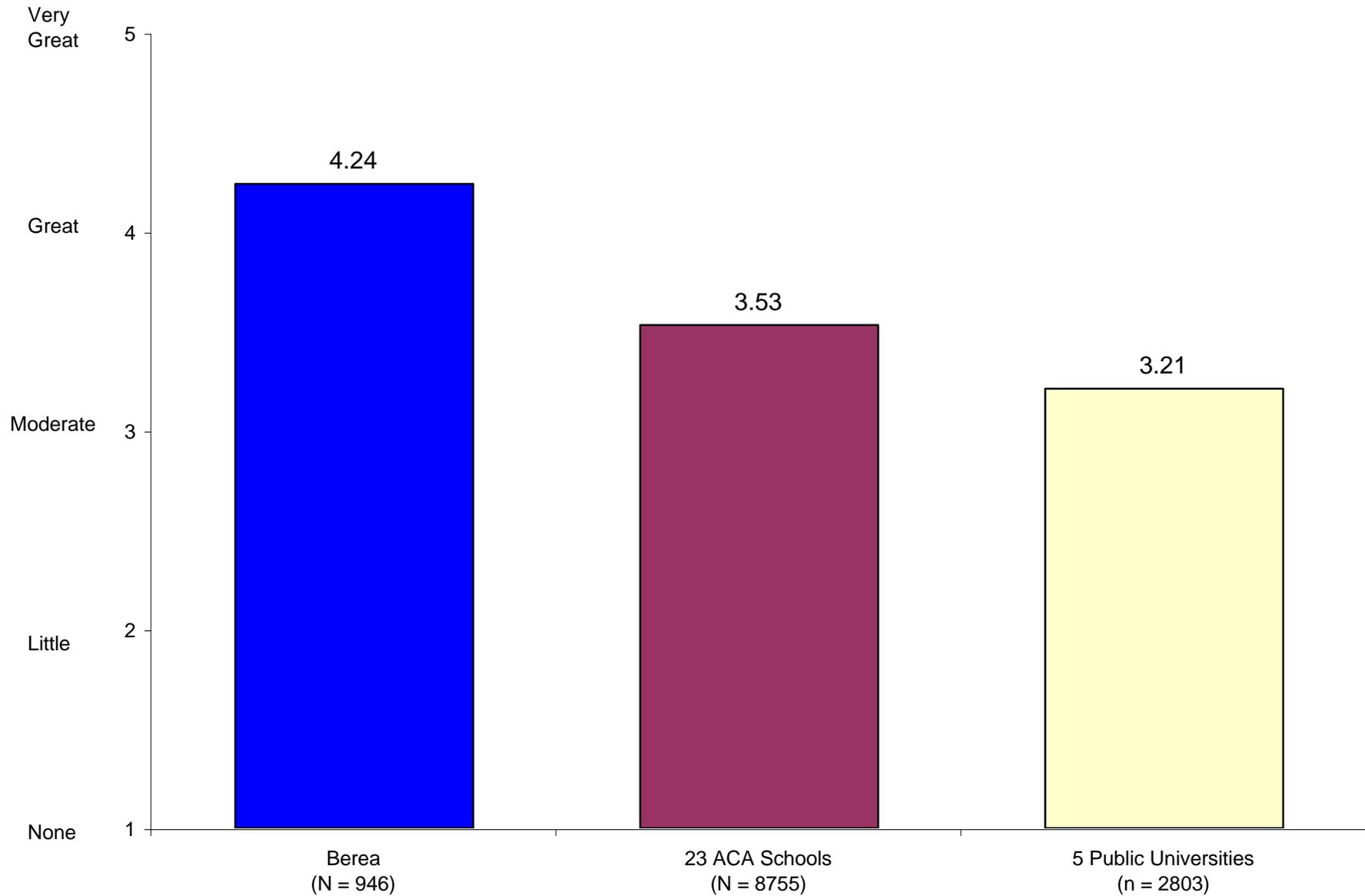
Indicate your opinion of the importance of each of the following skills and competencies in your current endeavors.

**Interacting well with people from racial groups or cultures different from my own**



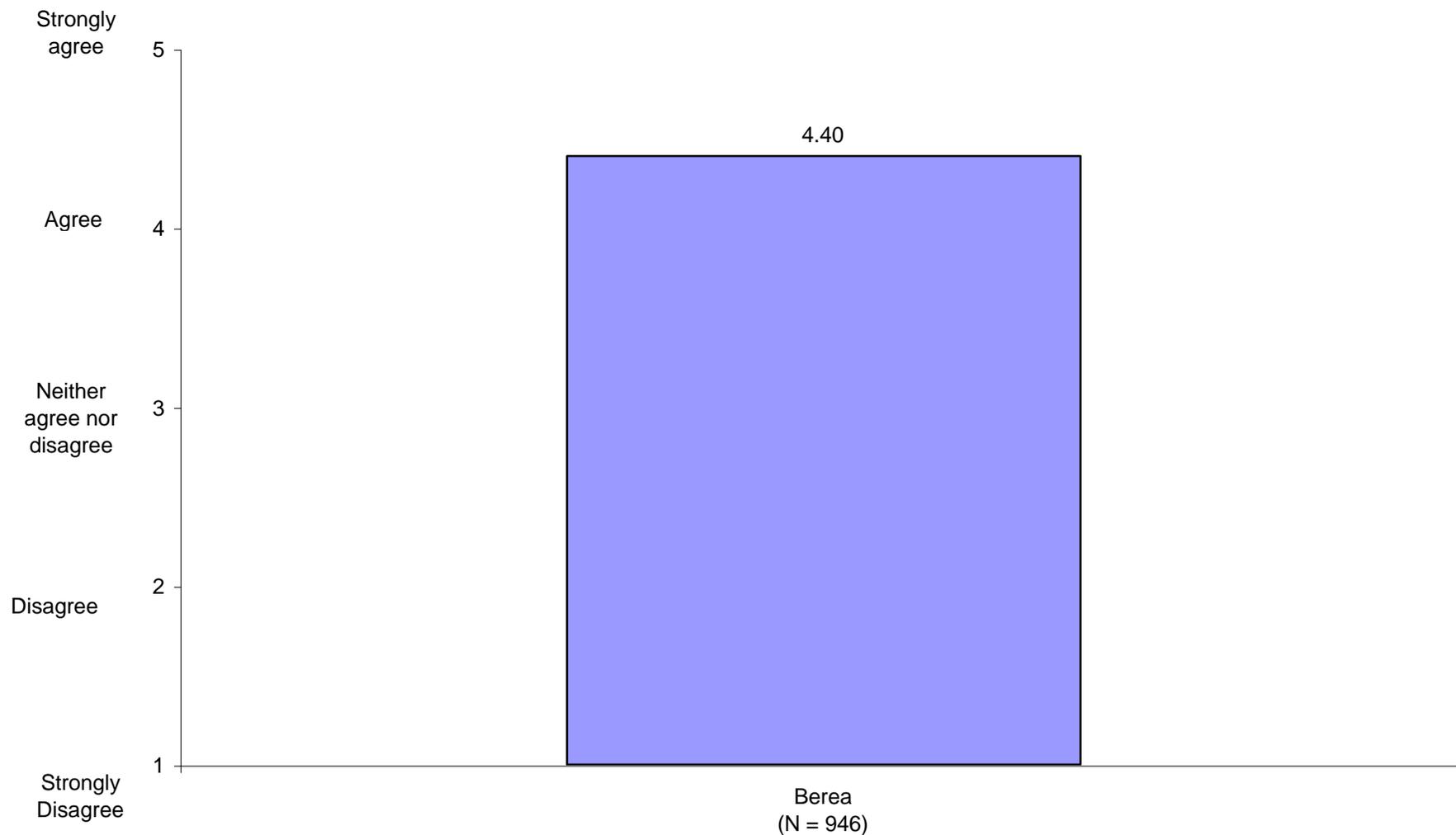
Indicate the contribution that your experiences at this college made to your growth in each area.

**Interacting well with people from racial groups or cultures different from my own**



*Berea-Specific Item*

**My Berea College experience helped me to develop an appreciation of and respect for the experiences of others, especially in terms of race, gender, religion, language, class, cultures, and societies.**



## **African-American Student Survey, Spring 2003**

Included in the link below are the results of a special study that was conducted in Spring 2003 to address what attracts African Americans to Berea and helps retain them on a predominantly "white" campus. The African American student enrollment at Berea College has risen to 17%. Graduation rates for African American students and other domestic students is nearly identical. For this study, 142 self-identified African-American students participated which was 62% of our enrolled African-American population. This site contains a brief summary of the study, the methods and instruments used, and detailed results.

See link: <http://www.berea.edu/ira/surveysstudies.asp#SelectedStudent>