2004-05 HERI Faculty Survey

		Oberlin	Peer Group
Q20 IMPORTANCE OF EDUCATION GOALS:			
Develop Ability to Think Critically	Somewhat Important	1.1%	0.9%
	Very Important	12.8%	5.6%
	Essential	86.2%	93.5%
Prepare for Employment	Not Important	8.4%	6.5%
	Somewhat Important	44.2%	48.5%
	Very Important	36.8%	35.8%
	Essential	10.5%	9.3%
Prepare for Graduate Education	Not Important		1.2%
	Somewhat Important	24.2%	24.8%
	Very Important	63.2%	56.3%
	Essential	12.6%	17.6%
Develop Moral Character	Not Important	18.9%	9.3%
	Somewhat Important	41.1%	45.0%
	Very Important	29.5%	33.5%
	Essential	10.5%	12.1%
Provide for Emotional Development	Not Important	24.2%	18.1%
	Somewhat Important	53.7%	50.5%
	Very Important	16.8%	24.9%
	Essential	5.3%	6.5%
Help Develop Personal Values	Not Important	22.1%	11.8%
	Somewhat Important	48.4%	44.4%
	Very Important	23.2%	31.4%
	Essential	6.3%	12.4%
Enhance Self-understanding	Not Important	13.8%	5.0%
	Somewhat Important	39.4%	38.6%
	Very Important	33.0%	35.2%
	Essential	13.8%	21.2%
Instill Commitment to Community Svc	Not Important	30.5%	22.2%
	Somewhat Important	51.6%	48.8%
	Very Important	12.6%	23.1%
	Essential	5.3%	5.9%
Prepare for Responsible Citizenship	Not Important	11.6%	5.6%
	Somewhat Important	41.1%	28.0%
	Very Important	34.7%	42.9%
	Essential	12.6%	23.6%
Enhance Knowledge of Race/Eth Groups	Not Important	23.2%	8.7%
	Somewhat Important	31.6%	33.1%
	Very Important	28.4%	31.6%
	Essential	16.8%	26.6%
Help Master Knowledge in Discipline	Not Important		0.6%
	Somewhat Important	4.2%	7.1%
	Very Important	43.2%	38.7%
	Essential	52.6%	53.6%

2004-05 HERI Faculty Survey		Oberlin	Peer Group
Develop Creative Capacities	Not Important	4.2%	2.8%
	Somewhat Important	23.2%	27.7%
	Very Important	45.3%	40.2%
	Essential	27.4%	29.3%
Instill Appreciation of Liberal Arts	Not Important	3.2%	1.9%
	Somewhat Important	24.5%	19.9%
	Very Important	39.4%	46.0%
	Essential	33.0%	32.3%
Enhance Spiritual Development	Not Important	59.6%	49.2%
	Somewhat Important	26.6%	36.4%
	Very Important	8.5%	11.8%
	Essential	5.3%	2.5%
Promote Ability to Write Effectively	Not Important	3.2%	1.2%
	Somewhat Important	16.8%	5.6%
	Very Important	31.6%	29.1%
	Essential	48.4%	64.1%
Facilitate Search for Meaning/Purpose	Not Important	24.5%	18.8%
	Somewhat Important	44.7%	42.2%
	Very Important	22.3%	26.6%
	Essential	8.5%	12.5%

2004-05 HERI Faculty Survey **Oberlin** **Peer Group**

Q.28 IMPORTANCE OF PRIORITIES:

		Oberlin	Peer Group
Promote Intellectual Development	Medium Priority		1.2%
	High Priority	10.8%	11.5%
	Highest Priority	89.2%	87.2%
Dev Community among Students/Faculty	Low Priority	6.5%	5.0%
	Medium Priority	40.9%	21.2%
	High Priority	40.9%	50.5%
	Highest Priority	11.8%	23.4%
Dev Leadership Ability in Students	Low Priority	11.8%	6.5%
	Medium Priority	38.7%	36.1%
	High Priority	38.7%	37.4%
	Highest Priority	10.8%	19.9%
Teach Students How to Change Society	Low Priority	7.5%	7.8%
	Medium Priority	24.7%	33.3%
	High Priority	37.6%	39.3%
	Highest Priority	30.1%	19.6%
Increase/Maintain Institutional Prestige	Low Priority	4.3%	3.7%
	Medium Priority	22.6%	24.3%
	High Priority	48.4%	38.0%
	Highest Priority	24.7%	34.0%
Hire Faculty "Stars"	Low Priority	32.3%	54.8%
	Medium Priority	40.9%	28.3%
	High Priority	20.4%	12.5%
	Highest Priority	6.5%	4.4%
Recruit More Minority Students	Low Priority	4.3%	2.2%
	Medium Priority	26.1%	17.4%
	High Priority	50.0%	47.0%
	Highest Priority	19.6%	33.3%
Enhance Intitution's National Image	Low Priority	2.2%	2.5%
	Medium Priority	18.3%	18.8%
	High Priority	43.0%	37.3%
	Highest Priority	36.6%	41.4%
Create Multicultrual Environment	Low Priority	2.2%	1.3%
	Medium Priority	21.5%	15.9%
	High Priority	49.5%	44.4%
	Highest Priority	26.9%	38.4%
Mentor New Faculty	Low Priority	7.5%	5.6%
	Medium Priority	47.3%	38.1%
	High Priority	36.6%	41.3%
	Highest Priority	8.6%	15.0%
Promote Gender Equity among Faculty	Low Priority	11.8%	9.1%
	Medium Priority	33.3%	35.6%
	High Priority	37.6%	34.1%
	Highest Priority	17.2%	21.1%

2004-05 HERI Faculty Survey		Oberlin	Peer Group
Resources for Cmty-Based Teaching/Res	Low Priority	27.2%	27.0%
	Medium Priority	51.1%	40.9%
	High Priority	21.7%	22.0%
	Highest Priority		10.1%
Create/Sustain Partnerships with Cmties	Low Priority	23.9%	31.3%
	Medium Priority	48.9%	42.0%
	High Priority	25.0%	19.7%
	Highest Priority	2.2%	6.9%
Pursue Estramural Funding	Low Priority	21.7%	10.6%
	Medium Priority	40.2%	36.0%
	High Priority	34.8%	37.0%
	Highest Priority	3.3%	16.4%
Increase Minorities in Faculty/Admin	Low Priority	8.6%	4.7%
	Medium Priority	36.6%	20.6%
	High Priority	41.9%	45.6%
	Highest Priority	12.9%	29.1%
Increase Women in Faculty/Admin	Low Priority	7.5%	11.9%
	Medium Priority	40.9%	37.3%
	High Priority	44.1%	36.7%
	Highest Priority	7.5%	14.1%

Q.32 METHODS OF INSTRUCTION:		Oberlin	Peer Group
Class Discussions	None	3.2%	1.8%
	Some	14.9%	12.8%
	Most	17.0%	15.3%
	All	64.9%	70.0%
Cmty Svc as part of Coursework	None	79.8%	81.3%
	Some	17.0%	14.4%
	Most	2.1%	3.1%
	All	1.1%	1.2%
Cooperative Learning	None	20.2%	7.4%
	Some	33.0%	32.9%
	Most	22.3%	23.7%
	All	24.5%	36.0%
Essay Mid-terms/Finals	None	24.5%	16.5%
	Some	16.0%	22.3%
	Most	21.3%	20.5%
	All	38.3%	40.7%
Extensive Lecturing	None	16.0%	20.8%
	Some	36.2%	44.6%
	Most	26.6%	22.0%
	All	21.3%	12.5%
Grading on a Curve	None	51.1%	56.1%
	Some	21.3%	17.5%
	Most	13.8%	10.1%
	All	13.8%	16.3%
Group Projects	None	27.7%	13.8%
	Some	36.2%	48.9%
	Most	20.2%	22.2%
	All	16.0%	15.1%
Multiple-Choice Mid-terms/Finals	None	80.9%	82.0%
	Some	18.1%	13.5%
	Most	1.1%	2.1%
	All		2.4%
Multiple Drafts of Written Work	None	31.2%	18.7%
	Some	41.9%	40.2%
	Most	12.9%	22.7%
	All	14.0%	18.4%
On-line Instruction	None	68.1%	74.5%
	Some	24.5%	20.9%
	Most	3.2%	2.2%
	All	4.3%	2.5%

2004-05 HERI Faculty Survey		Oberlin	Peer Group
Readings on Racial/Ethnic Issues	None	55.3%	43.7%
	Some	26.6%	27.2%
	Most	10.6%	13.5%
	All	7.4%	15.6%
Readings on Women/Gender Issues	None	53.2%	38.5%
	Some	24.5%	31.8%
	Most	14.9%	14.4%
	All	7.4%	15.3%
Recitals/Demonstrations	None	57.9%	52.6%
	Some	13.7%	25.5%
	Most	12.6%	14.8%
	All	15.8%	7.1%
Reflective Writing/Journaling	None	56.4%	52.0%
	Some	28.7%	31.8%
	Most	8.5%	9.2%
	All	6.4%	7.0%
Short-answer Mid-terms/Finals	None	40.4%	35.6%
	Some	30.9%	34.0%
	Most	16.0%	16.6%
	All	12.8%	13.8%
Student Evals of Each Other's Work	None	42.6%	40.1%
	Some	39.4%	48.3%
	Most	8.5%	7.0%
	All	9.6%	4.6%
Student Evals of Own Work	None	54.3%	55.5%
	Some	23.4%	36.5%
	Most	8.5%	4.9%
	All	13.8%	3.1%
Student Presentations	None	8.4%	3.1%
	Some	41.1%	38.5%
	Most	29.5%	30.3%
	All	21.1%	28.1%
Student-selected course Topics	None	46.7%	41.3%
	Some	37.0%	45.6%
	Most	9.8%	8.3%
	All	6.5%	4.9%
Teaching Assistants	None	68.1%	57.1%
	Some	30.9%	31.9%
	Most	1.1%	8.0%
	All		3.1%
Term/Research Papers	None	23.4%	10.1%
	Some	41.5%	37.9%
	Most	19.1%	31.8%
	All	16.0%	20.2%