Academic Division II: Resources, Technology and Commerce Self-Study

Primary Authors: Sam Cole and Jan Pearce

Contributing Authors: Quinn Baptiste, Anthony Caldwell, Clara Chapman, Sean Clark, Jean Rene Cupidon, Nancy Gift, Volker Grzimek, Peter Hackbert, Sarah Hall, Scott Heggen, Matt Jadud, Eric Kinnamon, Gary Mahoney, Mark Mahoney, Nimantha Manamperi, Ed McCormack, Paul McPherson, Alan Mills, Mario Nakazawa, Ian Norris, Richard Olson, Mike Panciera, Maurice Reid, Rob Smith, Paul Smithson, Wayne Tolliver, Caryn Vazzana, Judith Weckman, and Sandy Wells.

Mission: *"The Division of Resources, Technology, and Commerce strives to develop lifelong learners in the liberal arts, who are critical, independent thinkers and problem-solvers, and will be architects of a better, more sustainable future. We will accomplish this by providing students strong and interconnected majors that integrate theoretical and technical disciplinary knowledge with independent and collaborative projects that address real world problems. In this way, we will empower students to engage with a diverse and uncertain world, in practical, compassionate ways, in order to have a positive impact locally and globally."*

Submitted: April, 2015

TABLE OF CONTENTS

INTRODUCTION **4**

SECTION I: DIVISIONAL IDENTITY **6**

SECTION II: STUDENT LEARNING WITHIN THE DIVISION **8**

LEARNING COMMUNITY REPORTS **11**

BRIDGE-OUT: CURRICULUM, INTERNSHIPS, GRADUATE SCHOOL 12

BRIDGE-OUT: ADVISING 15

BRIDGE-OUT: CO-CURRICULAR 18

DIVERSITY & INCLUSION 25

PEDAGOGY 28

TECHNOLOGY FOR TEACHING 32

SECTION III: PROGRAMMATIC AND PROJECT REPORTS **34**

PROGRAMMATIC REPORTS **35**

ANR PROGRAMMATIC REPORT 36

CSC PROGRAMMATIC REPORT 39

ECO/BUS PROGRAMMATIC REPORT 43

EPG PROGRAMMATIC REPORT 59

SENS PROGRAMMATIC REPORT 74

TAD PROGRAMMATIC REPORT 77

DANFORTH TECH. BUILDING REPLACEMENT REPORT 80

CS-LAB REPORT 82

APPENDICES **84**

DIVISION II ALUMNI NEWSLETTER **86**

ALUMNI SURVEY DATA **112**

PROGRAMMATIC ALUMNI SURVEY RESPONSES 113

COMMON QUESTIONS REPORT 353

LEARNING OUTCOMES & GOALS **657**

PAIRED LEARNING GOALS 658

STUDENT LEARNING GOALS 721

STUDENT LEARNING OUTCOMES (SLOS) 734

PROGRAM ASSESSMENT REPORTS **743**

SUPPLEMENTAL MATERIALS **786**

CLUSTERING ANALYSIS FROM 8/19/13 RETREAT 787
CLUSTERING PHOTOS 791
DIV. II RETREAT AND MEETING AGENDAS 816
DIV. II RETREAT MINUTES 823
SELF-STUDY TEAM MEETING AGENDAS 836
SELF-STUDY TEAM MEETING MINUTES 846
ANALYSIS OF ALUMNI SURVEY RESPONSES 867
BUILDING COMMITTEE & BALLINGER MEETING MINUTES ... 873
DIVISION REVIEW PROCESS MATERIALS 894
REPORT OF THE INTERDISCIPLINARY WORK OF DIV. II 904
DIVISION II TWO-YEAR ACADEMIC REPORT, 2013-2014 908

Introduction

In August 2011, Berea College restructured approximately thirty academic departments into six academic divisions. Since academic divisions are relatively new to Berea College, the divisional self-study process is also one that is fairly new. Division II is now only the second division to have completed a divisional self-study, following the Division I Self-Study which was completed in August, 2013.

At the start of the divisional self-study process, we were provided a document entitled, “Berea College Divisional Review Process.” This document is included in the appendices. It provides guidance on the self-study process indicating that,

> "…the purpose of the Divisional Review Process is to provide a vehicle for continual reflection and improvement at the division level and for divisions to develop a culture of collegiality and collaboration that supports the types of interdisciplinary thinking, learning, and action we seek in our faculty."

In this, we believe our divisional self-study has succeeded.

Because the divisional self-study was modelled after the departmental self-study, and in part because of its newness, we expected to encounter challenges of focus and scope. Division I’s Self-Study took shape around a new Division I building which will house all of the members of Division I. Some members of Division II are in the planning process for a new building to replace the Danforth Technology Building, but because this proposed building project neither includes all members of Division II, nor solely members of Division II, the motivating force behind our Division II Self-Study could not reasonably coalesce around our building project. Instead, we chose to focus the majority of our work on identification of shared values and divisional identity, in addition to more programmatically-focused self-reflection.

It was important to us that our divisional self-study be truly divisional, involving all members of the division. It was also important that we not overburden the Division II faculty when adding a divisional self-study to already heavy workloads, which already includes other assessment work at the program level. We balanced these desires while creating a divisional newsletter, writing common questions for an alumni survey, creating and participating in six learning communities, and adopting a divisional mission statement.

Because until Fall 2014, the Berea College calendar had no built-in meeting time for divisions, we formed a self-study leadership team, held longer divisional retreats, and met in smaller divisional learning communities as we reflected on our self-study goals and went through the divisional self-study process.

The Berea College Divisional Review Process mandates that our final divisional self-study report contain the following three sections:

- Section I: on the shared identity of the division.
- Section II: on the functioning of the division in terms of student learning, including opportunities for interdisciplinarity that enhance student learning and resources necessary to positively impact student learning.

- Section III: individual programmatic reports.

We have followed this mandated format, though the majority of the work of our self-study is organized in smaller reports related to Sections II and III.

This document speaks to who we are as a division as we head into the future. In the remainder of this document you will find learning community reports, programmatic and project reports, our alumni newsletter, analysis of alumni survey results, and plenty of data which informed our analyses. We now have a mission statement for out division (in addition to a divisional name), both of which have been approved by divisional faculty. We are also planning the second of two pilot divisional showcases to display work of students in the division.

Section I: Divisional Identity

Division II began working on divisional identity fairly early after academic restructuring. During Fall 2011, the members of Division II decided to identify a name for our division. Over the course of several division meetings, members of the division adopted the divisional name of "Resources, Technology, and Commerce." During the course of this divisional self-study process, we have revisited this name because though the name captures much of our commonality of content focus, we recognize that it fails to express our shared ideals. Hence, members of the division decided that we needed a mission statement which could better express our core shared values.

Development of a Divisional Mission Statement

One way to deepen the understanding of our shared divisional identity was to embark on the discernment needed for the writing of a mission statement. Sifting through data provided to us from the Alumni Survey and Labor Program Reports, along with a few faculty-generated ideas gave us the key ingredients for a divisional mission statement.

During two of our early divisional retreats, we worked with clustering around the four paired learning goals of the College, as well as the Aims of General Education. The results of this clustering work served to inform our mission statement and can be located in the appendices.

During the retreat held on August 19, 2013 before classes were to begin, faculty were asked to brainstorm on three topics:

- Traits they wished to see in Division II alumni;
- Traits they wanted in Division II faculty members;
- Learning goals which spoke most directly to their work.

These ideals were written on post-it notes and clustered together in groups of similarity of concept. Then, faculty members were given stars with which to rank these ideals and goals. Categorical analysis and photos of this exercise have also been included in the appendices. This data emerged as being a fantastic place from which to draw conclusions about divisional identity. In planning a retreat specifically centered around developing a mission statement for the Division, Donna Morgan, Director of the Brushy fork Institute, used this data, along with the other categorical analysis centered around learning goals, to help identify what is valued by the Division as a whole.

At the Monday, August 18, 2014 Division II retreat, Donna Morgan, Director of the Brushy Fork Institute, agreed to facilitate helping us to develop and shape these ideas. By the end of this meeting, several drafts of a mission statement had been produced by subgroups of the division.

A subcommittee, consisting of Ian Norris, Peter Hackbert, and Caryn Vazzana was formed to work over the next few weeks on the refinement and crafting of the mission statement. Materials were put together to allow this committee to have even more divisional information from which to draw. This subcommittee submitted a draft mission statement to the Division for discussion at the September 18th, 2014 Division II Meeting. After a small bit of tweaking, the following mission statement was adopted by the members of the Division:

> *"The Division of Resources, Technology, and Commerce strives to develop lifelong learners in the liberal arts, who are critical, independent thinkers and problem-solvers, and will be architects of a better, more sustainable future. We will accomplish this by providing students strong and interconnected majors that integrate theoretical and technical disciplinary knowledge with independent and collaborative projects that address real world problems. In this way, we will empower students to engage with a diverse and uncertain world, in practical, compassionate ways, in order to have a positive impact locally and globally."*

We are pleased that this mission statement serves to boldly proclaim not only shared content, but also our shared values.

Section II: Student Learning in the Division

Two major components of this second section of the divisional self-study focus on the functioning of the division in terms of reflection on student learning. In particular, we have focused intentionally on opportunities for interdisciplinarity that enhance student learning, as well as the resources necessary to positively impact student learning.

Because in 2013-2014, the College calendar did not offer a time for divisions to meet, we decided that we needed to form a Division II Self-Study Team made up of program chairs and leaders of other important constituencies in the division. The charge of the Self-Study Team was to facilitate decisions about the major components of Section II of this self-study. The first of these major components was an alumni survey and related divisional newsletter. The second of these major components was the creation of six divisional learning communities.

Self-Study Team Meetings

The work of the Division II Self-Study Team began in weekly meetings attended by Program Chairs and Chair-elects, with leaders of other divisional constituencies, namely Dr. Nancy Gift, Dr. Peter Hackbert, Dr. Sarah Hall, Ed McCormack, Dr. Alan Mills, Dr. Mario Nakazawa, and Dr. Mike Panciera along with the Chair of the Division, Dr. Jan Pearce. In later meetings, this team was also sometimes joined by Dr. Mark Mahoney, Building Shepard for the Danforth Technology Replacement Building.

During these meetings, we planned and moved the work of the self-study forward as we took questions back to our divisional constituencies. Much of the time of this team was used in generating the copy and images for a Divisional Alumni E-newsletter, as well as a Divisional Alumni Survey. Both of these steps were recommended and carried out with the help of the Office of Institutional Research and Assessment (OIRA), specifically Judith Weckman and Clara Chapman.

Divisional Newsletter and Alumni Survey

The Office of Institutional Research and Assessment recommended that a divisional newsletter be created to precede the alumni survey. It was hoped that this newsletter would help reconnect with alumni before we embarked upon an extensive alumni survey. The finished newsletter was sent to alumni of our programs, reaching back a large number of years. Each program had control over what information and images to include in their overall section, and a brief introduction was approved by the Self-Study Leadership Team. Programs included a great deal

of interesting information for alumni, as well as some wonderful images representing the respective programs, individual faculty members, and overall work and values of the Division.

An extensive alumni survey followed the newsletter. Under the guidance of the Office of Institutional Research and Assessment, the Self-Study Team developed specific division-wide questions, and each program designed their own questions as well. To help guide this work, the Self-Study Team took a look at surveys given by Division II programs as part of Program Activity Reports and exit interviews, as well as Division I during their self-study. Each program was encouraged to proof their own versions of the survey. After the survey was conducted and data from the survey was received back from OIRA, it was analyzed by faculty, staff, and programs. It was also analyzed as part of a divisional retreat. Even though this survey yielded some useful information which informed our divisional identity work, it was of most value for individual programs. In addition, OIRA experienced distress over the massive amount of work required all at one time.

Student Learning Goals were also revisited and edited during this time period by programs and program chairs. This was done at the urging of Dr. Rob Smith, Director of Assessment. Before this work, some programs in the division did not have learning goals because they had never completed a departmental self-study. As a result of this divisional self-study work, all programs in Division II now have revised student learning goals which have been recently revisited and approved by the members of the program. This has subsequently occurred throughout all divisions.

Divisional Learning Communities

Not long after the conclusion of the Self-Study Team's work on the alumni survey and student learning goals, a divisional retreat was held. During this retreat, faculty were asked to brainstorm areas of shared interest in further and deeper exploration. Clusters were formed and faculty were asked to self-select groups from the topics. In this way, six different divisional learning communities were formed.

These six learning communities focused on the topics of:

- Bridge-Out: Curriculum, Internships, Graduate School
- Bridge-Out: Advising
- Bridge-Out: Co-Curricular
- Diversity and Inclusion
- Pedagogy
- Technology For Teaching

Each of these groups met several times over the course of the summer of 2014 to review literature, do research, discuss readings, and think about ways that the Division could improve in each of these respective areas. Each learning community was responsible for creating a report

based upon their findings and making recommendations. These learning community reports form an important component of this self-study, and are linked above.

Each learning community presented their findings and the entire list of recommendations and initiatives, which is included in the appendices of this document, was presented at the August 21, 2014 Divisional Meeting. Recognizing the need to focus on a small number of initiatives this list was voted on by all faculty in the Division.

As a direct result of these learning communities and that vote, members of the division decided to start a Division II Student Showcase in which students from various courses across the division can come together to exhibit their research and projects.

Division II Student Showcase

We believe that student presentations benefit and enhance student learning in significant ways, so it was decided to hold a regular Division II Student Work Showcase. A divisional showcase was run as a pilot program in the Fall 2014 semester, and occurred for a second time in the Spring 2015 semester. Experiences like this boost student confidence and help to develop professionalism. For some students, this showcase will be a chance to make their own presentational videos for the first time, and these can be added to their professional portfolios after graduation. The division has also discussed the possibility that local industry leaders might be invited to such a future showcase to learn more about student work at Berea and to build connections with students who are nearing graduation.

The second pilot Division II Student Showcase took place on April 16, 2014 from 5:00-6:30 PM in the Carter G. Woodson Center, running concurrently with the GSTR 410 Expo. The whole campus was invited. Students from ANR, CSC, EPG, SENS, and TAD participated.

We plan to access the success and effectiveness of this showcase in 2015-2016, and make improvements and adjustments as needed.

Learning Community Reports

Learning Community Topic: Bridge Out: Curriculum, Internships, Graduate School

Members: Wayne Tolliver

Convener: Wayne Tolliver

Learning Objectives: To become familiar with bridge out issues as they relate to curriculum, internship, and graduate school.

Bibliography:

AACU. "It Takes More than a Major: Employer Priorities for College Learning and Student Success." 11 Apr. 2013. Web. 16 June 2014. http://www.aacu.org/leap/presidentstrust/compact/documents/compact.pdf.

Chan, Andy, and Derry, Tom. "A Roadmap for Transforming the College-To-Career Experience." 1 May 3013. Web. 19 June 2014. http://rethinkingsuccess.wfu.edu/files/2013/05/A-Roadmap-for-Transforming-The-College-to-Career-Experience.pdf.

Grasgreen, Allie. "Private Bridge Programs Expand to Fill College-to-career Gap." *Insidehighered.com*. 20 Feb. 2014. Web. 18 May 2014. http://www.insidehighered.com/news/2014/02/20/private-bridge-programs-expand-fill-college-career-gap#sthash.9Lxo3VXL.dpbs.

Haruch, Steve. "A Graduate Program Works To Diversify The Science World." *NPR*. NPR, 2 Jan. 2014. Web. 6 Aug. 2014. http://www.npr.org/blogs/codeswitch/2013/12/17/251957062/a-graduate-program-works-to-diversify-the-science-world.

Kelly, Rob. "Capstone Courses Prepare Students for Transition to Working World." *Facultyfocus.com*. 2 Jan. 2009. Web. 5 Aug. 2014. http://www.facultyfocus.com/articles/teaching-and-learning/capstone-courses-prepare-students-for-transition-to-working-world/.

Stokes, Peter. "Job Trends." *Insidehighered.com*. 4 Oct. 2013. Web. 16 Apr. 2014.

Westerberg, Charles and Wickersham, Carol. "Internships Have Value, Whether or Not Students Are Paid." *The Chronicle of Higher Education*. 4 Apr. 2011. Web. 17 Apr. 2014. http://chronicle.com/article/Internships-Have-Value/127231/.

Meeting Dates: May 15th, June 11th

Key Learning Outcomes:

As a result of the difficult job market of recent years liberal arts colleges are feeling increased pressure to demonstrate their post graduate value. One of the issues colleges are dealing with is the apparent strong disconnect between career awareness and development and academics. The cropping up of private bridge-out programs, such as Fulbridge, Coursolve, and General Assemble is evidence of the lack of career awareness/preparation. Some colleges (Northland College, St. Lawrence University) are closing the gap between career development and academics by having such programs as a two day career connections "boot camp" between semesters, or other means to connect employers and graduates (Grasgreen 2). Some business schools are having summer programs to teach critical job competencies to non-business majors. Also, career development centers in colleges are changing to move from career counseling to establishing relationships through networking with employers and alumni (Chan 15).

The approach to the disconnect problem seems to be on developing long term comprehensive academically integrated solutions. Identifying critical competencies valued by employers is a key component. The AAC&U LEAP project survey on the critical competencies that employers wanted colleges to "place more emphasis on" including: critical thinking and analytical reasoning, complex problem solving, written and oral communication skills, information literacy, innovation and creativity, teamwork skills in diverse groups, and quantitative reasoning (AACU 4). These competencies are familiar to Berea College faculty, as they are all included in either program goals or the broad learning goals for the College. Finding relevant and effective ways to develop these competencies and integrate them with career development and awareness is the challenge. There is a need to imbed the career development process into the academic experience.

Some approaches used to integrate career awareness and essential skills into the curriculum include: lectures and presentations by professionals from industry, field trips, debates, collaborations with industry on joint problem solving teams, internships, entrepreneurial competitions, networking events, and professional evaluation of course items (AACU 4). Many of these approaches, or variations of them, have been successfully employed by Berea's Division II faculty. Collaborating with industry, whether on joint problem solving, research, or networking appears to have significant potential to aid in the integration of career awareness and academics. Capstone courses are particularly well suited for this type of collaboration.

Internships aid in the integration of academics and career and have proven to have significant value in helping students make the transition from college to career. Cited benefits to interns include academic credit, salaries, and benefits (if paid), practice in disciplinary skills, material for disciplinary reflection, exposure to the habits of professional practice, increased self-awareness, the opportunity to exercise civic responsibility, expansion of social and professional networks, and résumé building (Westberg 2). Also, students with undergraduate internship experience are more likely to get invited for an interview than those without internship experience. Berea's internship program is administered by the Center for Transformative

Learning (CTL). Division II students benefited from participating in 65 internships in 2013 and 60 in 2014.

To also aid in the integration of academics and career awareness, a credit course in career development will be offered in the near future by the Center for Transformative Learning (CTL). The CTL also offers a full array of services, workshops, events, and resources to aid in career development. Some Division II faculty have integrated particular services of the CTL into their courses. These include resume preparation, self-exploration through career assessment, interview and networking skills, job search strategies, career fairs, and online resources (CareerBridge). Divisional faculty and students should be fully aware of and make use of the services of the CTL to further connect academics and career development.

The transition from undergraduate to graduate school is often as challenging as the transition to the workplace. Guidance is needed on relevant undergraduate preparation, including course selection and undergraduate research opportunities. Assistance is needed in graduate program choice, the application process, testing, and funding. Assistance is generally provided through academic advising, mentoring relationships with faculty and information provided by college career development centers. Services of the Berea CTL include workshops and information on graduate school types, choices, factors to consider in decision making, admission testing, preparation on personal statements, and curriculum vitas, sources of funding, and other relevant topics. Networking with faculty who have knowledge of or connections with specific graduate programs to help identify and arrange research opportunities and internships is especially helpful in building the appropriate credentials and selecting the right program.

Recommendations:

1. It is recommended that Division II set as a priority the integration of academics and career awareness and development.
2. It is recommended that Division II encourage and support the development of opportunities for collaboration with industry on joint problem solving, research, and networking.
3. It is recommended that Division II encourage faculty to become fully aware of the services of the CTL and utilize those resources in efforts to integrate academics and career development.

Learning Community Topic: Bridge out: Advising

Members: Nancy Gift, Volker Grzimek, and Paul McPherson

Convener: Nancy Gift

Learning Objectives:

Bibliography:

Bloom, J. "Moving on from college." In V. N. Gordon, W. R. Habley, T. J. Grites, & Associates, *Academic Advising: A Comprehensive Handbook* (pp. 178-188). San Francisco: Josey-Bass.

Gore, P. A., & Metz, A. J. "Advising for career and life planning." In W. H. Virginia Gordon, *Academic Advising: A Comprehensive Handbook* (pp. 103-117). San Francisco: Josey-Bass.

Meeting Dates and Times: Lunch, May 3rd

Key Learning Community Outcomes:

Students enter college with hopes and expectations for their post-graduation employment opportunities. Employers wish for students with a wide range of skills that they have grown during college. Classroom instructors offer students opportunities to learn particular skills; labor positions offer students opportunities to learn accountability and a host of other employable skills; extracurricular activities offer opportunities to learn teamwork and initiative skills. However, the academic advisor's unique task is to help a student see each of these experiences, classes, labor, and extracurricular, as part of a larger whole. The advisor's job is to shine light on the path ahead, to help students be mindful not only of what they must do to graduate, but of how the collegiate opportunities offered help the student plan the journey s/he wishes to take after graduation. In addition, the advisor should challenge the advisee to establish a firm set of short and long term goals and objectives to assist in guiding the student into a fulfilling career that best fits the students' desires.

We in Division II, half-jokingly referred to as the "People Who Do Things," are all keenly aware of some of the jobs and career paths students can seek with the range of skills and knowledge we teach. As doers, we are perhaps likely to need help with the soft skills of listening and guiding which advising requires. However, this Division is home to a number of past winners of our advising award: Martie Kazura (retired), Mike Panciera (retired), Ed McCormack, Wayne

Tolliver, and Paul Smithson, representing 5/22 of the advising awards given since the Paul C. Hager advising award was first given in 1993. Each of these excellent advisors helps contribute to the culture of Division II as a place where students learn not only individual skills, but also a larger perspective of how each of the Division II disciplines fits the needs of the wider world.

While advising includes a range of skills, our learning community focused on the aspect of advising students to facilitate their transition beyond Berea. Berea does have excellent staff in the area of career counseling, and the advisor's job is not to replace these professionals. Career counseling has a particular role for students at a decision point, whether preceding a summer internship or in finding jobs to apply for. In contrast:

> "Career advising is offered in an effort to help students understand the often complex relationships that exist between academic experiences and career fields. Career advising promotes self-exploration, the acquisition of academic and career information, and decision-making." (Gore & Metz, 2008)

Steps in career advising include fostering student self-assessment, career exploration (through O*NET, interviews, and job shadowing), and supporting student decision-making. Through much of this process, the academic advisor is not the source of information, but rather the guide to the process and the resources available at and beyond the college.

One of these resources is our fellow faculty, and one valuable way to help students is to know our colleagues and refer students to each other. This process of connection to resources, referrals to others, and mapping resources does not require that we give answers to student career questions. Instead, we are introducing students to a different sort of library. One researcher refers to the process of building a network of reference people as building a "personal presidential cabinet" (Bloom, 2008). A new advisor might similarly need to consider her/his cabinet of resources to support the advising process.

Key Learning Community Recommendations for Division II:

We recommend that Division II faculty advisors each contribute to a common list of bridge out resources we find useful in offering for students. There should be two tiers of information – one specific to the program and one general to students of the entire division. For example, in SENS, the Orion Grassroots network is a jobs database, and the list might also include contacts in Pittsburgh, Chicago, Peru, Milwaukee, and Louisville – all places where faculty advisors in SENS have connections. In Econ and Business it could be a comprehensive list of online resources (TBA over the summer), connections we will hopefully form thanks to the alumni surveys.

In addition, we would recommend the development of advisory committees for the Division that consists of industry representatives from each discipline. Such a committee would help guide the faculty in providing insights as to the current status of the field as well as aid in the development

or recognition of cross-disciplinary work that would provide students with knowledge and skills relevant to future careers.

Learning Community Topic: Bridge Out: Co-Curricular

Members: Anthony Caldwell, Ed McCormack & Sean Clark

Convener: Sean Clark

Learning Objectives:

1. To review the literature on the roles and importance of co-curricular opportunities for preparing students for jobs and careers after graduation.

2. To identify co-curricular opportunities at Berea College relevant to students with academic majors in Division 2.

3. To determine if we are missing or underutilizing opportunities and generate recommendations for improving the potential role of co-curricular experiences in bridging students out after graduation.

Bibliography:

Andrews, Marilyn. "Why Our Students Need Co-curricular, Not Extra-curricular, Activities." *Theguardian.com*. Guardian News and Media, 22 Jan. 2013. Web. 13 Aug. 2014. http://www.theguardian.com/higher-education-network/blog/2013/jan/22/student-development-university-curriculum-design.

Argues that students should take greater responsibility for their educational development and also that educators should be more strongly promoting the benefits of co-curricular opportunities to prepare students for the future and make them more valuable to potential employers.

Dostis, Melanie. "Degree Alone Not Enough to Prepare Grads for Workforce." *USA Today*. Gannett, 31 Oct. 2013. Web. 13 Aug. 2014. http://www.usatoday.com/story/news/nation/2013/10/31/more-than-a-college-degree/3324303/.

While college degrees are essential for many jobs they are often insufficient by themselves in qualifying individuals for available positions. Employers are finding new graduates to lack skills "in areas such as organization, leadership and personal finance, as well as street smarts."

John Hopkins University. "Parents Advising Handbook." *Co-Curricular Activities, Student Employment, and Community Service*. John Hopkins University, 2014. Web. 13 Aug. 2014. http://web.jhu.edu/parentsadvisinghandbook/experience/other.

Online parent handbook briefly explaining how students can excel and grow outside of classroom experiences, including through student employment and community service.

Grasgreen, Allie. "Private Bridge Programs Expand to Fill College-to-career Gap @insidehighered." *Inside Higher Ed.*, 20 Feb. 2014. Web. 13 Aug. 2014. https://www.insidehighered.com/news/2014/02/20/private-bridge-programs-expand-fill-college-career-gap.

Historically colleges and universities have not focused much effort in transitioning students out of institutions – a problem that is increasingly being recognized with the difficult job market and high unemployment/underemployment rates among recent graduates. It may be that "companies are doing less training and hand holding of the people they bring in." Or that college programs simply are not adequately preparing students the jobs that exist. Now, private companies are stepping in to fill this increasing need that colleges have failed to address. Some colleges are now responding to this competitive threat with such "bridge-out" programs of their own.

National Association of Colleges & Employers. *Job Outlook 2014*. Bethlehem: NACE, 2013. Print. https://www.naceweb.org/surveys/job-outlook.aspx.

- Attributes Employers seek, p. 30, Fig. 39. After the GPA cutoff, which for most industries was 3.0, the top 10 attributes employers looked for in applicants' resumes was, 1) Communication-written, 2) Leadership, 3) Analytical/Quantitative skills, 4) Work Ethic, 5) Teamwork, 6) Problem Solving, 7) Communication-verbal, 8) Initiative, 9) Detail oriented, 10) Computer skills.
- Influence of Attributes, p. 31, Fig. 40. If two candidates were equally qualified for a job, the four attributes that were looked at most often as tiebreaker were 1) Held leadership position, 2) Academic major, 3) High GPA, and 4) Extracurricular activities.
- Importance of Skills/Qualities, P. 32, Fig. 41. When ranked on a 5 point scale, the skills/qualities that employers ranked at a 4.0 or above include, in order of rank, 1) Effective in a team, 2) Make decisions and solve problems, 3) Plan, organize, and prioritize, 4) Communicate verbally with people inside and outside the organization, 5) Obtain and process information, 6) Analyze quantitative data, 7) Technical knowledge related to the job.
- Importance of Relevant Work Experience, P. 33, Fig. 43 and Fig. 44. The overwhelming majority of the employers surveyed (74 percent) preferred to hire someone who had "relevant work experience."

Merisotis, Jamie. "Work-Study Is About Work and Study." *The Huffington Post*. TheHuffingtonPost.com, 19 Sept. 2011. Web. 13 Aug. 2014. http://www.huffingtonpost.com/jamie-merisotis/workstudy-is-about-work-a_b_969017.html.

A Discussion about the value of the Federal Work Study Program. "It operates directly at the interface between employment and education." But there is need to reform the program. "Reframe FWS as a jobs and education program – not a financial aid program…Employment in career-related internships and jobs should be included in the work-study program." Discusses the need to align higher ed. with job markets.

Lederman, Doug. "The Impact of Student Employment @insidehighered." Inside Higher Ed., 08 June 2009. Web. 13 Aug. 2014. https://www.insidehighered.com/news/2009/06/08/work. The author reports on the results of a study by Gary R. Pike based on data from the National Survey of Student Engagement. The study looked at students working greater than vs. less than 20 hours per week, and working on-campus vs. off-campus jobs. “The implication of the results is that creating meaningful work experiences for students on-campus is a key element in an overall strategy designed to foster student achievement and success.”

Sternberg, Robert J. "Giving Employers What They Don't Really Want." *The Chronicle of Higher Education*, 17 June 2013. Web. 13 Aug. 2014. http://m.chronicle.com/article/Giving-Employers-What-They/139877.
Survey results indicate that employers value critical thinking, communication skills, and complex problem solving over a candidate’s particular major. Majors are still important, but these skills are more important. Seventy-five percent of employers want emphasis on five key areas, including critical thinking, complex problem solving, written communication, oral communication, and applying knowledge in real world settings. These skills are best developed “through active learning in settings that encourage dialogue, give and take, real world problem solving and active mentorship.” Put another way, “…employers endorse educational practices that involve students in active, effortful work – practices including collaborative problem solving, internships, senior projects, and community engagement.”

Peter D. Hart Research Associates, Inc. "How Should Colleges Prepare Students to Succeed In Today's Global Economy?" *AACU.org*. Association of American Colleges and Universities, 28 Dec. 2006. Web. 13 Aug. 2014. http://www.aacu.org/leap/documents/Re8097abcombined.pdf.
Most employers and recent college graduates advocate a balance between broad based liberal arts education and some depth of knowledge and skills in a particular field. Colleges need to increase their emphasis on integration and application of skills and knowledge in real world settings and situations. Internship and leadership experiences of on-campus student organizations are very important.

Mayhew, Matthew J., Jeffrey S. Simonoff, William J. Baumol, Batia M. Wiesenfield, and Michael W. Klein. "Exploring Innovative Entrepreneurship and Its Ties to Higher Educational Experiences - Springer." *Research in Higher Education*, 01 Dec. 2012. Web. 13 Aug. 2014. http://link.springer.com/article/10.1007%252Fs11162-012-9258-3.
Frames the education of innovative entrepreneurs at the university level as an intentional process, designed in such a way as to avoid a heavy reliance on the replication and inculcation of in-the-box thinking and standardized ways of approaching the marketplace from a traditional business

perspective; the problem with this ‘‘traditional perspective’’ is that it may impede the development of creative thinking and behavior that is necessary for innovation.”

Storey, Katie. "Bridging the Gap: Linking Co-curricular Activities to Student Learning Outcomes in Community College Students." *The Bulletin.* Association of College Unions International, July 2011. Web. 13 Aug. 2014. http://www.acui.org/publications/bulletin/article.aspx?issue=28136&id=15479.

This study calls for a stronger link between the co-curricular activities and the goals for general education learning outcomes. This may be accomplished with greater conversation between faculty and student leaders of the co-curricular activities.

Meeting Dates and Times:
April 25, 11:00 am
May 13, 11:00 am
Conversations via email in July and August

Key Learning Community Outcomes:

Division II is one that clearly emphasizes technical knowledge and proficiency in its majors – mastery of hard skills that are essential to the various degrees and the students’ abilities to find jobs in their fields after graduation. But employers continue to call attention to the value and importance of soft skills as well. This is because both hard and soft skills are required for getting most work done competently and efficiently – via teamwork; communication; planning, organizing, and prioritizing tasks; obtaining and processing information; and creative problem-solving. Undoubtedly, students do develop these soft skills to a modest degree in the classroom, but there are limits when technical content must also be covered in sufficient depth. There are also limits in the extent to which students can practice the hard skills they learn in their courses within the classroom context. This is where co-curricular opportunities and programming can play an important educational role.

Co-curricular activities and programs are generally understood to be those that are separate from formal academic curricula but to a high degree linked with and complement academics. The distinction between these and extra-curricular is more a matter of degree than a clear delineation but academic professionals usually see co-curricular elements as being intentionally embedded into a student’s learning pathway. Typically, we think of the wide array of clubs and organizations existing on-campuses as the primary co-curricular opportunities for students. But a broader perspective includes participation on committees, volunteering, athletics, workshops, trainings, conferences, seminars, certifications, creative or entrepreneurial projects, and even part-time jobs. Increasingly, co-curricular activities are being emphasized by employers as critical elements of student educational journeys through which students prepare themselves to

succeed after graduation via hard and soft skill development and by distinguishing themselves from others in the job market.

Berea College offers many of the same kinds of co-curricular opportunities to students generally expected at residential colleges and universities. And there is strong staff and financial support for student participation. The labor program, however, is distinctive in requiring all students to work while attending college to foster the development of personal responsibility, initiative, self-reliance, good work habits, time management, leadership, and cooperation – the sorts of soft skills often considered lacking in today's college graduates. To gauge the degree to which student organizations and labor departments offer opportunities to build technical knowledge and practice skills related to academic majors in Division II, we surveyed faculty from the Division during the April 25th retreat. Each was given a list of all current student organizations and a list of all labor departments and asked to identify all that were directly relevant to the majors offered in their academic program.

According to the 12 faculty responses, over half of the 62 student organizations were identified as having relevance to at least one major offered in Division II. The organizations most commonly reported as being relevant were: Agriculture Union, Berea College Outdoor Recreation Club, TEC Club, Berea College ENACTUS, Biology Club, Berea Buddies, Society of Physics Students (SPS), and HEAL. The fact that most organizations received only a single vote suggests either that faculty have widely different understandings of what students in these organizations do or that even within the organizations students may have highly varied experiences depending on their roles and involvement. Among the 130 different labor departments, 94% were identified in the survey as having relevance to at least one major in Division II. Fifty one labor departments were identified by at least three faculty members as being relevant with the following receiving the most votes: Sustainability, Agriculture/College Farms, Community Partnerships: Sustainable Berea, SENS Program, Technology and Applied Design, Farm Store, Community Partnerships: MACED, Ecovillage, Appalachian Center, Forestry, Computer Science, and Woodcraft. The fact that so many departments were seen as being relevant suggests that students can get valuable work experiences even in areas that may appear only peripherally related to their majors. Indeed, comments in the alumni survey results indicate overwhelming appreciation among graduates for the developmental experiences they took away from their labor positions as students.

It is clear from recent national survey findings that that college graduates are often not meeting employer expectations in skills and qualities considered necessary for productivity and innovation. Higher education professionals see a more important role for co-curricular activities emerging as a means for students to develop soft skills, practice hard skills, and customize their own academic experience to distinguish themselves from others and more intentionally pursue the development they need to achieve their goals. Berea College offers a range of co-curricular

opportunities, the most remarkable and noteworthy being the labor program. The results of the alumni survey and the Division II faculty survey indicate that the labor program plays a very important role in student development and that the range of potentially relevant options is wide. The new labor transcript is a more concrete and formal acknowledgement of the program's importance which documents student progress and officially communicates student achievement in a co-curricular endeavor. Involvement in student organizations is likely also important, at least to some, though this wasn't specifically addressed in the alumni surveys. A better understanding of what the various student organizations do would be a valuable first step in attempting to intentionally align them with academic majors so that students can consider them as elements in their personalized educational journey.

Key Learning Community Recommendations for Division II:

1. Systematically identify how particular student organizations and labor departments offer relevant experiential learning opportunities to students in each major so that recommendations by academic advisors and choices by students can be more intentional. Faculty becoming more familiar with the activities of student organizations may also be useful to the organizations by helping them maintain relevancy and student interest.

2. Disseminate to students and faculty this information (from #1) on relevant co-curricular opportunities and their value for more informed decision-making by students and effective advising by faculty. However, ensure that co-curricular decisions remain within the power of students and do not become too prescriptive or rigid, like an academic program.

3. Assess current labor positions to ensure that they are relevant to today's marketplace in the skills required, technology used, and responsibilities assumed. The labor office is in the process of rolling out a new labor program database called the Career Services Office (CSO) System. Faculty members in Division II should become familiar with this system, as it promises to offer significant advantages to students and academic advisors. Students will be able to A) Search positions that link to academic, career, or personal goals; B) Search job openings, send online inquiries, and request job interviews; and C) Update and maintain their labor résumé. The system will allow advisors to assist students in finding positions on-campus that link to their academic, career, or personal interests.

4. Consider encouraging students to maintain portfolios (preferably electronic) to document and share the experiences, skills, and abilities that may not be evident on their academic or labor transcript. This may include written, photographic, or video documentation. Regularly updated résumés can also serve this purpose, albeit with less detail.

5. Students in Division II should be taught at an early stage about the importance of learning and practicing both the hard and soft skills, and about the powerful link between academics and co-curricular activities to integrate these. Perhaps, in collaboration with the Center for Transformative Learning, a formal program could be created so that we could better educate our students early in their time at Berea about how to be intentional in combining these important skills that employers find so attractive. Highlight innovative ways that academic and co-curricular programs are linked on-campus in order to spur new creativity and more effective ways of teaching and learning. This might include presentations, newsletter or magazine articles, short documentary films, or awards. Such efforts should be coordinated campus-wide and possibly administered through the Office of Labor and Student Life and could be good candidates for grant funding.

Learning Community Topic: Diversity & Inclusion

Members: Matt Jadud, Jan Pearce, Quinn Baptiste, and Caryn Vazzana

Convener: Matt Jadud

Learning Objectives:

Phrases like “culturally responsive teaching” or the idea of “multicultural classrooms” mean many different things to many people. Our prompt was intended to challenge us to look hard at the day-to-day work we do in our classrooms, and ask us to reflect on whether we are living up to the challenges that hooks sets before us in her writing, and if not, what we might do about it.

Bibliography

Gay, G. "Preparing for Culturally Responsive Teaching." *Journal of Teacher Education* 53.2 (2002): 106-16. *SagePub*. Web. <http://www.sagepub.com/eis/Gay.pdf>.

Hooks, Bell. "A Revolution of Values: A Multicultural Change” and “Embracing Change: Teaching in a Multicultural World." *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. N. pag. Print.

The prompt was offered as follows:

> While reading chapter 2 of *Teaching to Transgress*, I was struck by the statement "Many professors lacked strategies to deal with antagonisms in the classroom" (hooks, p. 31). Stepping back, and reflecting on these two chapters more broadly, I started to see how cowardly classrooms in the natural (and related) sciences really are: we fail to engage students systematically in the very real human issues that surround our disciplines. This, despite years, if not decades, of research and experience with blatant racism and misogyny within the academy and workplace.
>
> Framed by this challenge and context, my prompt is this: **who are you in the classroom, and are you comfortable with who you are and the discursive learning space you create for your students as it relates to issues of equality within your discipline?** If you are, is that comfort hard-earned on a daily basis, or would hooks claim you're resting? If you're not

comfortable with the level of challenge (or lack thereof) that you put to your students regarding issues of race, gender, and sexuality within your discipline, then what are you going to do about it?

Take 2-3 pages (more if you need) to take a stand. Who are you in the classroom, and if you think you can do better, what will it be?

Meeting Dates and Times: June 13th and 27th from 8-11 AM

Key Learning Community Outcomes:

As Practitioners

As a group, we agreed that this is a space that we feel, individually, ill-prepared to engage fully. For one, we are who we are: in many ways, our lived experience is different from that of our students. Even if we had grown up in circumstances similar to some of our students, and attended Berea as undergraduates, we would still be separated by another lifetime of experience (being roughly twice or more the age of our entering first-years), and it is unlikely we could have grown up in both rural and urban environments, been both white and black, speak both English and Spanish, etc. In a word, we agreed that if we wanted to create a culturally responsive and inclusive classroom environment, it will not happen simply because we mean well and wish to do so. It will take training (so we begin to learn what creates a space in which students from diverse backgrounds are empowered to challenge us and each-other as they grow), reflection (where we consider what we have done), and observation (by peers, because our own eyes cannot capture, in real-time, the complexities of a classroom of 20 students while we are leading and engaging).

Reflection on our Conversation

hooks is writing as a Black radical feminist educational theorist and reformer. This might be a natural mode of discourse for many of our colleagues in the humanities at Berea where *critical*, discursive thinking explores ideas without appealing to scientific or pseudo-scientific attempts to quantify the world being observed and reflected upon. Note that the use of *critical* here is neither used to imply "disapproving," nor as meaning "analytical," although both might be appropriate in their turn. Instead, the word *critical* is used as in critical theory.

As a radical educational theorist and reformer, hooks is not going to reach for the same rhetorical tools, nor to the same literature and body of lived experience, that we as faculty in Division II are going to be familiar with or are necessarily comfortable with. As a result, reading hooks can feel like an exercise in frustration, where many of the cues and signals that we would normally look for in a scholarly text are absent. Further, given our backgrounds in Division II, we lack the

canon of literature that would make it easier for us to read and situate hooks as a scholarly peer, more easily enabling us to assimilate her writing into our own work as scholars.

As a group, we agreed that we need more training so as to better engage our students in multicultural classrooms that engage real, challenging, and sometimes painful topics in their lives.

However, when we began to criticize hooks's work, we were more comfortable using the tools of our own disciplines and hence found her writing… well,... somewhat wanting. The lack of citations, the lack of data… these were identified as problems for hooks, rather than requirements of or even deficiencies of our own. One member of our group asked why we failed to focus on our own deficiencies as we might if we were working from the assumption that hooks was brilliant and, possibly right.

In summary, we found that we were able to immediately identify those aspects of our teaching practice we could improve with regard to diversity in our classrooms. One member of our group suggested that we might not, however, live in the same humble space as many other scholars. That member of our group indicated that instead of finding ourselves wanting, we seemed to expect hooks to speak our language of scholarship. That member of our group also suggested that we might ourselves instead aspire to grow as radical educators and philosophers, and begin to speak hooks's language back to her. Other members of the group were not compelled by that particular aspiration, but all members agreed that formal diversity training would be helpful in a multiplicity of ways.

Key Learning Community Recommendations for Division II:

- We recommend that the members of Division II undertake formal diversity training.

Learning Community Topic: **Pedagogy**

Members: Peter Hackbert, Alan Mills, Mario Nakazawa and Ian Norris

Convener: Alan Mills

Learning Objectives:

This learning community has worked on two major ideas. The first is to design and administer a survey that will ask the faculty of Division II what active learning pedagogy (1) they currently use and (2) which faculty would like learn more about and better integrate into their teaching. Using this information, Leslie Orquist-Ahrens of the Center for Transformative Learning would be asked to organize workshops and other support for faculty development of active learning, strengthening the teaching of the faculty, and creating a better learning environment for students. This survey is still being created but will be ready to be administered at the Division II retreat in August 18th.

Bibliography:

Meeting Dates and Times: Lunch, May 9th

Key Learning Community Outcomes:
The goal of the survey is to inventory the variety of innovative and active teaching techniques that Division II faculty are currently using. We will also assess the extent to which these techniques are being used across courses as well as the extent to which they represent a significant pedagogical component of a typical course (see Figure 1)

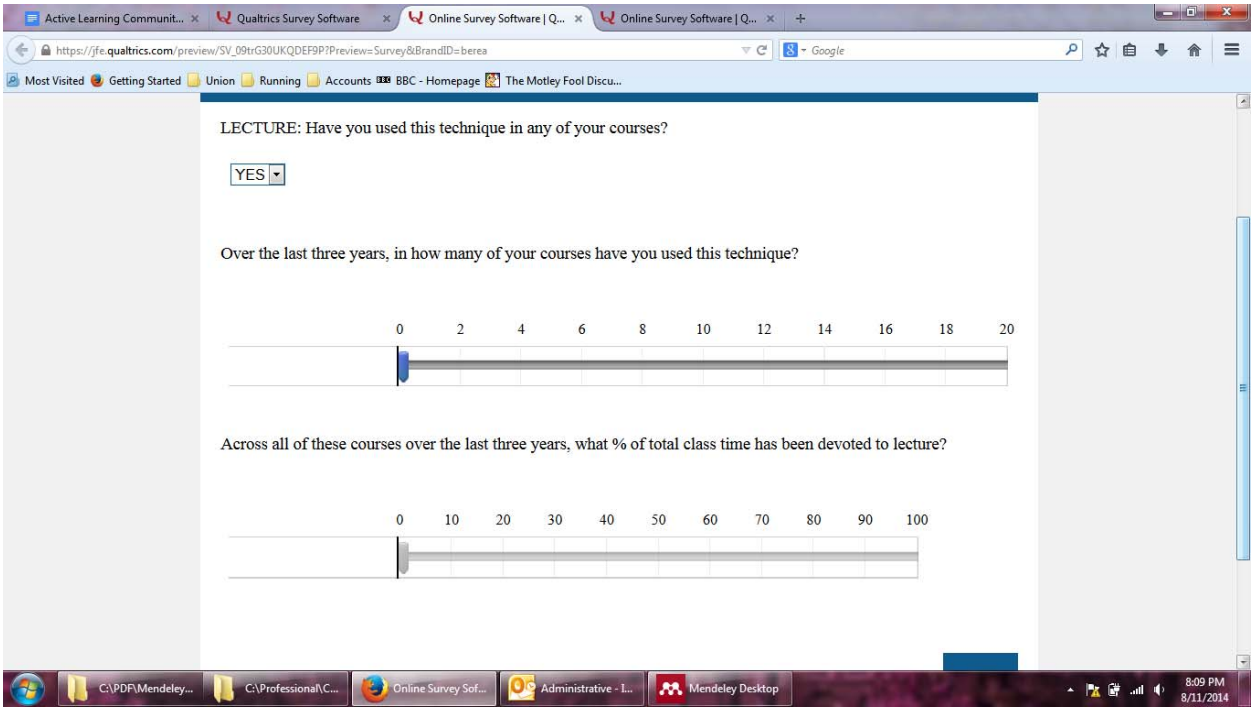


Figure 1: assessment of extent to which technique is used in courses.

Faculty will then be asked to indicate to the extent to which they would be interested in 1) using the technique in future courses; and 2) participating in workshops to learn how to effectively implement the technique in the classroom (Figure 2):

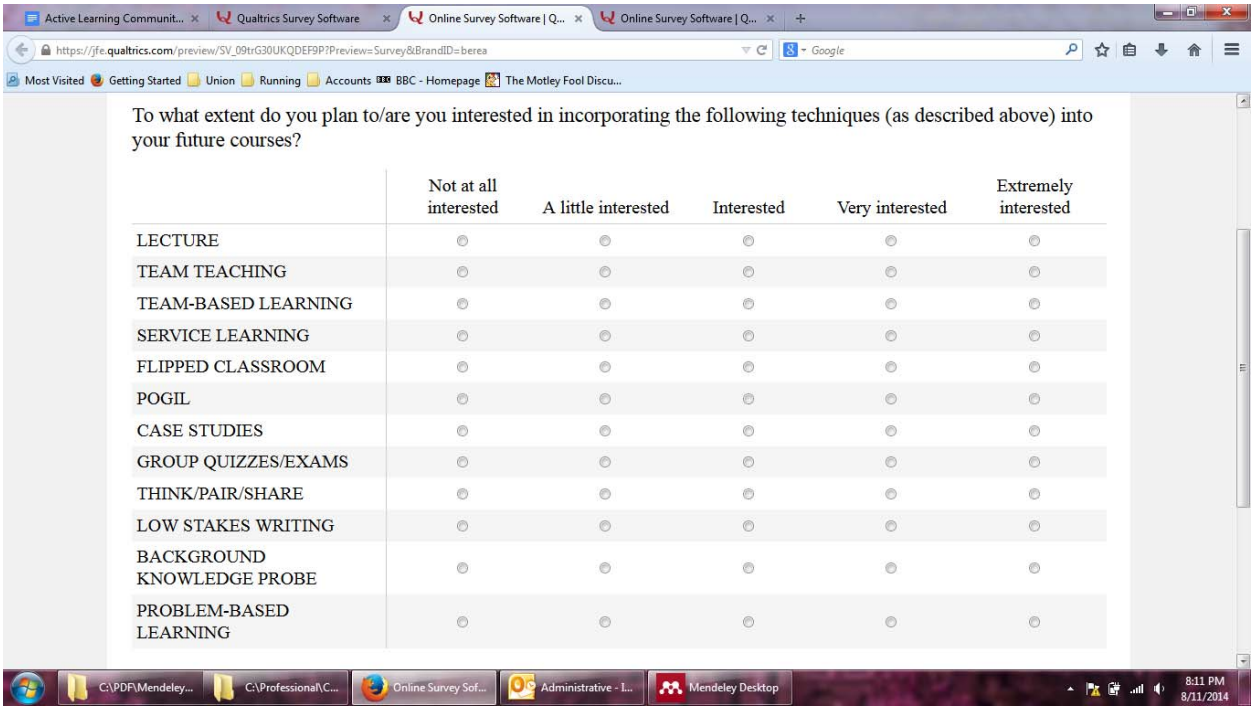


Figure 2. Assessment of interest in using/learning more about the technique.

The survey will also allow us to collect informal and open-ended responses regarding other techniques faculty may be using in the classroom, besides the ones we have selected to query. The data will allow us to work with the CTL and other parties to design workshops to educate the Division about the techniques they are most interested in learning more about. We will present this data to the Division along with data from the HERI survey of faculty engagement, conducted by the Office of Institutional Research and Assessment this spring, which will provide a great deal of additional rich information about the various innovative ways our Division II faculty are teaching in and out of the classroom.

The second idea was about a "bridging out" event for students through a showcase for seniors of majors in Division II, explained more in the next section.

Key Learning Community Recommendations for Division II:

Division II Showcase

This Learning Community proposes investigating the feasibility of a Showcase at the end of a semester for all seniors in Division II to present the results of their discipline-specific senior capstone experiences. This showcase could run similarly to the GSTR410 Expo, but rather than having several volunteer judges evaluate the quality of the work, the instructor who directly supports the seniors' efforts would monitor the projects' quality. The computer science program has, for example, a senior capstone course called CSC493 (Senior Projects) in which after a semester of work, all enrolled students participate in a publicly advertised "poster session" to present their project to the campus.

There are various issues that need to be addressed as programs consider how they would like their seniors to participate in a Showcase. Some questions are curricular, such as how programs prepare and support their seniors to ensure a high level of quality in their projects. Most programs already have senior-level capstone courses where students actively work on and complete their capstone projects, and it may be necessary to modify how their grade is calculated so that this Showcase is integrated into the course. In contrast, it will be difficult to integrate summer internships and research, as it would be unreasonable to require seniors to participate in the Showcase as part of their grade a full semester after they finished. Additionally, internship presentations typically are organized as "talks", and there will need to be some deliberation to decide how the same information can be presented in a poster session.

There are practical considerations as well. The size of the space needed for the showcase is determined by the number of participants and their requirements, which can differ depending on

which programs are involved. CIS majors, for example, would require power and monitors, and TAD majors may need to transport their projects and more space than a simple table to show their projects. The showcase location also needs some deliberation. A public space such as in the Alumni Center has the advantage of visibility to the broader campus community, but coordinating the time and arrangement of all the disciplines is more complicated. There may need to be a process that determines what kind of equipment requests are allowable and reasonable, and perhaps there needs to be staff support that bridges all the programs in Division II in this endeavor.

Learning Community Topic: Technology for Teaching

Members:
Sarah Hall, Mark Mahoney, Gary Mahoney, Maurice Reid

Convener:
Sarah Hall

Learning Objectives:
Summary: This learning community came out of interest in our division being a leader in terms of technologies used in the classroom (a natural fit with the programs within the division, including possible collaboration across programs) as well as a desire to understand what support might be needed down the road for using such technologies in a new Division II building.

Our objectives were:
-To identify the technologies available on campus to help faculty teach classes
-To assess how much those technologies are used by faculty in our division
-To identify any hurdles to using the technologies available
-To identify technologies not available that faculty would like to have

Bibliography:
The following resources are from Lisa Ann Jones (Director of Educational Technology), sent to members of the learning community via e-mail on April 28, 2014:
Berea College. *Educational Technology Homepage*. Berea, 1 August 2014. Web. 2014. http://guides.berea.edu/educationaltechnology.
Capozzoli, Cheryl. *Tools By Subject: Web 2.0 Guru*. 2013. Web. 2014. <http://web20guru.com/tools-by-subject/>.
Jones, Lisa. "Orientation PPT REV." Berea, 25 April 2014. * was intended to be given by Lisa at the Apr 25 Division II retreat (but was not due to illness).

Meeting Dates and Times:
April 25, 2014 (Reading Day retreat) and via e-mail beyond that (July-August 2014).

Key Learning Community Outcomes:
It became clear as members of the learning community looked over the materials above (in the bibliography) that none of us were fully aware of the resources available on campus. We imagine the same is true for many/most faculty at the college, including within our division. It also seemed clear from our initial discussions that support/training was a key piece of being able to use the technologies available, and that it could be a barrier to use. We decided to design a survey to administer to the division faculty to ask what technologies they are using, why they

might not be using others, and any technologies they would like to use that aren't available (or that they don't realize are available).

We contacted Lisa Jones about this, and she informed us that she was planning to do essentially the same kind of survey for the entire college faculty, and within the same time frame we were looking at (late July/early August 2014). We are now in dialog with Lisa about the questions to be asked, including two sets of recommendations we have provided for scaled questions to be used (she had initially suggested 15 open-ended questions, which we as a group feel will limit participation in the survey). Although originally intended to be released on August 11, 2014, the survey is now being worked on by a broader Ed Tech Advisory committee and is likely to come out at the end of August or beginning of September. We have requested a question that would identify which division a faculty member is from so that we can pull out Division II responses to meet our learning community objectives. We will work as a group to analyze the Division's responses, and perhaps compare to the broader College's results, depending on when those results are available (there may not be time to compare more broadly). Based on these findings, we will formulate our recommendations for the Division.

Key Learning Community Recommendations for Division II:

(These will be based on survey results, but are likely to include a presentation/overview of technologies available in a division meeting, and perhaps presentations/discussions about technologies identified in the survey as having broad division application, perhaps by faculty that use them.)

Section III: Programmatic Reports and Reports of Divisional Initiatives

Following the review and analysis of alumni survey data, review of labor program reports, and data from the OIRA, each program in Division II produced a short programmatic report for inclusion in the divisional self-study. Along with these reports, two other initiatives within the Division, the Community Sustainability Laboratory and the Danforth Technology Building Replacement, were also asked to complete reports in the same format. Hence, all of these reports are important components of our divisional Self-Study:

- ANR Program Report
- ECO/BUS Program Report
- EPG Program Report
- CSC Program Report
- TAD Program Report
- SENS Program Report
- CS-Lab Report
- Danforth Technology Building Replacement

We believe these programmatic and divisional initiative reports clearly demonstrate our continual improvement work as we strive to provide strong and interconnected programs that integrate theoretical and technical disciplinary knowledge with independent and collaborative projects that address real world problems.

Respectfully Submitted,

Jan Pearce, Chair Division II

Division II: the Division of Resources, Technology, and Commerce Mission Statement

> *"The Division of Resources, Technology, and Commerce strives to develop lifelong learners in the liberal arts, who are critical, independent thinkers and problem-solvers, and will be architects of a better, more sustainable future. We will accomplish this by providing students strong and interconnected majors that integrate theoretical and technical disciplinary knowledge with independent and collaborative projects that address real world problems. In this way, we will empower students to engage with a diverse and uncertain world, in practical, compassionate ways, in order to have a positive impact locally and globally."*

Programmatic Reports

Division II: ANR Program Report Component of Divisional Self Study

Program Name: Agriculture and Natural Resources (ANR)

Key Programmatic Outcomes from Alumni Survey Data and Most Recent PAR(s):

The ANR program is wrapping up its Programmatic Assessment Report this academic year. We identified the following learning goal to target for the PAR: (That Students should) *Be capable of studying and analyzing agricultural and natural-resource production systems to address particular problems or questions using appropriate scientific methods of planning, data collection, quantitative analysis, and presentation*. We identified three student learning outcomes to go with this learning goal, and have developed a rubric that assesses those outcomes. This year we will be applying parts of the rubric to assignments in ANR 100, ANR 240, and ANR 492. This will help us assess how students are doing (and we are equipping them) throughout their curriculum at the specified learning goal. This learning goal also links with some of the feedback from the alumni survey (see below).

The alumni survey went out to ANR graduates from 1999-Sept 2013. We found the following themes in terms of what our program does well: 1) **the labor program and internships** (within or outside of the program) link with classes and learning goals and provide an opportunity to apply hands-on and problem-solving skills, 2) **the curriculum offers *breadth*** that prepares students for a wide variety of careers, 3) we **prepare students to be lifelong learners** (to think outside the box and know where to seek out information), and 4) we teach students **to present/speak well**. We plan to continue offering opportunities through the labor program (especially through student management teams, as a number of students mentioned those experiences as being especially valuable), although we also acknowledge a slightly downward trend in the percentage of ANR majors that also work within the program. We believe this is due to a number of factors including increased interest in the ANR labor program by students in other majors, desire to gain labor experience outside the program, flexibility in work schedule outside regular business hours (which we can't offer aside from weekends), and others. We believe the breadth that our curriculum offers (which was a change made since the 2007 ANR self-study) has been a positive step for our students, and at the present time no major curriculum revisions are planned. As for teaching our students to be lifelong learners and to speak well, we plan to keep emphases on research projects/experiments/business plans, and to include student presentations in our classes, which are already used in every regularly offered ANR class.

Feedback from the alumni survey helped us to identify the following themes for what students would like or how we can improve: 1) **courses/curriculum could be more challenging/rigorous**, 2) **courses could include more scientific research, writing, and statistics** (or agricultural *science*), 3) we could **offer more specialized/advanced courses**, and

4) we could **offer more guidance on careers in ANR**. We are working to address some of these, although we feel it is important with regards to the first three, to acknowledge that the survey respondents were quite skewed in terms of going to graduate school (the vast majority of our students do not go on to graduate school, whereas 13 of the 41 respondents, or 32% went on to graduate school). In addition, the major was restructured (with the three different degree programs eliminated and consolidated to the B.S. in Agriculture and Natural Resources) after the self-study in 2007 in order to make it more compatible with the number of faculty, student interest, and in order to keep class enrollments at an acceptable level. We do not feel that offering higher level ANR electives is warranted (although we are doing some of that through cross-listed SENS/ANR courses and faculty). We feel that changes in existing courses are helping and can continue to help to address the desire for more scientific research, writing and statistics (by doing experimental labs in classes), as well as providing recommendations for courses outside of ANR during advising that can help provide this information (see advising guide below).

Key Programmatic Recommendations:

1-2. We are **continuing our PAR work to assess the student learning outcomes as they relate to scientific approaches to solving problems** (relates to #2 above). We are also working to **adopt common writing guidelines** that can be used throughout different classes in the program. Common lab report guidelines should help to address #2 above.

3. We are continuing to develop a program entitled “Inspiring and Supporting Achievement in Agriculture and Natural Resources”. This is an **initiative aimed at getting ANR alumni networked with current students and the program**, via the opportunity to donate to an endowed fund that would support: alumni guest speakers in classes, an ANR tutoring program for chemistry courses, an internship symposium, a newsletter to be sent to alumni, and possibly a travel course for students to see different career opportunities. This initiative should help with #4 above.

4. We are developing an **ANR advising guide for students that will suggest appropriate electives or minors** (within and outside of the program) to complement or enhance their learning experience here. This can help to address suggestions #1-4. We are developing lists of courses for students interested in the following aspects of ANR: business, food systems, plant science, animal science- pre-vet, general animal science, and natural resource management.

5. We are **adding a question to all ANR course IEQs to assess the scientific content/basis** of the course.

6. Given the success of ANR students taking part in the labor program, we are all making a concerted effort to **incorporate the operations of the farm/greenhouse/farm store, especially in introductory/early courses** to get more ANR majors interested in the labor program.

Division II: Program Report Component of Divisional Self Study

Program Name: Computer Science

Key Programmatic Outcomes from Alumni Survey Data and Most Recent PAR(s)

The Computer Science program leveraged two sources of assessment for the Division II study: data captured as part of their recently completed Program Assessment Report (PAR) and the information collected through the Division II alumni survey. Both sources of information were and suggested future directions for conversations regarding in-course and curriculum-wide reflection and revision within the program.

The alumni responses indicate that it is very important for CIS graduates to be current in their field, but not at the expense of developing fundamental intellectual abilities that capitalize the full depth of their discipline. Our programmatic assessment leveraged a nationally-recognized rubric for evaluating critical thinking skills, and the results supported the alumni's responses. The PAR results suggested that students graduating with a degree in Computer Science would benefit from a more intentional programmatic focus on problem decomposition and solution design as it pertains to developing solutions to problems in computing.

Both the alumni responses and PAR highlighted our need to continue to focus on one of the most critical skills graduates of computer science must develop over the course of their four years: learning to solve multi-dimensional design challenges like a computer scientist. In the simplest possible form, this suggests the ability to be able to identify and specify the problem given a need, successfully decompose the problem into pieces that are then each solvable in concrete and testable ways. Once these sub-problems have been implemented, the pieces are integrated into the larger design, creating a functional and correct whole that addresses the needs originally identified (and often refined along the way).

What follows is a brief discussion of the data and findings from the alumni survey and the departmental PAR process.

Alumni Survey Analysis

A large number of the alumni liked the CS program mission statement, but a significant number perceived our focus to be on software and commented that it was too narrow. The CS program has included more hardware and systems into the CIS major curriculum, and the program can either (1) consider reformulating the mission statement with a broader perspective or (2) narrow the focus of the courses to match the program's stated mission.

When prompted for what the CS program can do to further the mission, several alumni stated that the CIS majors and CS minors need to engage in more "real-world" problems, particularly within the context of staying current with the rapidly changing technology. The word "internships" appeared many times as one way they can gain that experience. Students in internships would be pushed by the company they are working for to learn new programming languages and other emerging trends in technology, and the networking opportunities during an internship could be extremely beneficial when they try to get a job after graduation.

The formal structure of an internship with a definitive timeframe is advantageous. The CS program has worked hard in recent years to support internships, such as with Amazon, Toyota, and other organizations. The program plans to develop during the 2014-2015 academic year a common set of expectations for all students pursuing CSC295, CSC395, or CSC495, which will provide a structure to the experience so that all students are held to the same standard. The CS program can also investigate how to support more faculty capacity to sponsor larger number of internships, although there are currently severe limits.

Several alumni also suggested that these students could work on side-projects outside of formal course settings (extra-curricular). Contrasted with internships, students working on side-projects currently have little official College acknowledgement of their efforts, and they must have self-initiative in order to be successful. The CS program can investigate how to more officially support extra-curricular side-projects for CIS majors or CS minors. Fortunately, a new faculty member, Scott Heggen, can help make project opportunities within the College through the labour program available to students, and directly work with them and support their success. The CS program has held some discussion about the possibility of sponsoring a computer science club or to create a learning space for CIS majors and CS minors where they can work on their projects.

Finally, the alumni also noted that the students should have a better foundation on computer science concepts, which suggests that the CIS courses, with its previous focus on language specifics, missed the deeper conceptual building that allows students to transfer their knowledge to other areas. There is ongoing investigation in the CS program of how to strengthen students' understanding of computer science fundamentals in the currently offered CS courses.

Program Assessment Report (PAR)

The CSC program developed a rubric that measured the students' ability to accomplish the learning outcome of effective problem decomposition in three dimensions due to their closely interrelated nature. First, the students must be able to precisely define the problem they are trying to solve, thus the "Problem definition" set of expectations. Once they define the problem, they must demonstrate their ability to decompose the larger problem into its components. Finally, the students must demonstrate how they plan to test their implementation of partial solutions to each component in terms of their accuracy in solving the sub-problem and how they relate to each other in solving the overall problem.

This rubric was adapted from the "Critical Thinking Value Rubric" developed by the Association of American Colleges and Universities (AAC&U). The rubric is as follows:

	Capstone 4	**Milestones** 3	**Milestones** 2	**Benchmark** 1
Problem definition	Problem to be considered solved is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Problem to be solved critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Problem to be solved critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Problem to be solved critically is stated without clarification or description.
Ability to Decompose Problem	All subproblems are at the modular, atomic level in which each function only solves a well-fined small problem. All interactions between subproblems are outlined clearly and side-effects are avoided.	Problems are broken down so that significant numbers of subproblems are defined at the atomic level. There are some subproblems that serve mixed purposes without a clear explanation of why. The interaction between functions are explained but there is some vagueness	Subproblems definitions exist, but their operation is not clearly defined. Interaction between the functions that solve the subproblems are not well defined.	The need for breaking problems into pieces is acknowledged, but only a few subproblems are defined at the atomic level. Many subproblems still and address multiple parts of the problem. Only a few of the interaction between subproblems are defined.
Designed the appropriate testing for pieces (unit	Thoroughly (systematically and methodically) tests each function based on all known inputs and possible	Tests each function, but only for a subset of the known inputs and outputs.	Includes testing some of the functions and is missing significant subsets of possible inputs	Includes some unit testing but is testing for irrelevant inputs and outputs.

testing)	outputs.		and output.	

The CSC program faculty applied this rubric to the final reports in *CSC493: Senior Projects*, a regularly offered computer and information science major senior capstone course. In the most recent academic year (2012-2013), 11 of 13 CIS seniors were enrolled in this course to satisfy their senior capstone requirement; two completed internships instead. One student in CSC493 did not submit a final report, so the analysis was for 10 of 13 CIS seniors. However, it still provides a reference point for assessing this learning outcome for our graduating seniors and to start a discussion in how to better integrate this learning objective in the CS courses.

All the students in this course select and design a software project from initial conceptualization to final completion. Most of the projects were self-contained in the course structure, but two were with other departments within Berea College. One student worked on a project as part of their labour position in the labour program, and another developed a web-enabled database system for the Center for Excellence in Learning Through Service (CELTS). All the students submitted weekly reports of increasing sophistication on the progress of their project as they refine their design and create algorithmic solutions

The rubric above was applied to the final report they submitted, which should reflect a culmination of their abilities.

Capstone (4)

One student, C1, demonstrated the learning objective at the capstone level. C1 defined the project very well and decomposed a large portion of the problem to atomic units. However, the interaction between the pieces was still too vague, and even though C1 developed test cases for solutions for each subproblem, there was no test case for the original problem itself.

Milestone (3)

Four students, M1 through M4, demonstrated the learning objectives at the level 3 milestone level.. M4's problem definition was at the capstone level, M1 and M2 defined the problem fairly precisely, but M3's description was more vague. These students all did an adequate job of significantly decomposing the problem, but only one of the four, M3, was able to create atomic sub-problems. However, none of the students clearly defined the interactions between the parts, missing important details. In terms of testing, M1 developed an overall strategy to test all the sub-problems but not the original problem, and M4 created only a minimal number of test cases. In contrast, M2 and M3 developed sophisticated and comprehensive test plans.

Milestone (2)

Three students demonstrated the learning objectives at milestone level 2. They all were able to articulate their project goals, but they lacked significant amount of information necessary to fully define the problem. This lack of specification corresponded with inadequate problem decomposition; either the problems were minimally decomposed or any attempts to define sub-problems were not at a simple enough level to be solvable by an atomic solution. There were only minimal to no test plans developed.

Benchmark (1)

Two students remained at the benchmark level, in which the project they defined already had implemented solutions, or it was so ill-defined that any attempts to decompose it failed.

Key Programmatic Recommendations:

There will be a much stronger emphasis in CSC493 on problem decomposition earlier in the term. After defining their project goals and specifications, the students will be prompted to specify in their reports how to divide their problem into atomic pieces, design software solutions to those pieces, testing each component for correctness, and reintegrating the partial solutions to a final product that solves the defined problem. The students will also engage in class discussions on this topic, and their peers will be prompted to give constructive feedback to help them develop these skills.

Programmatically, the CS faculty plan to integrate more activities and assignments *earlier* in the CIS major that focus on helping students gain proficiency in effective problem decomposition. Testing has been introduced (to a limited extent) in *CSC226: Software Design and Implementation*, a typical CIS major's first exposure to computer programming, and there are plans to expand the role of testing within CSC226 as well as other courses. The CSC Program will also include assignments that motivate students to practice problem decomposition in *CSC236: Data Structures*, the second programming course offered at the College. Many CIS majors take CSC330, a database course that has the effective design of information processing systems as a foundational and pervasive theme throughout the course. Again, the students encounter assignments that focus on problem decomposition, and will be prompted more intentionally in their reports to reflect on how they are developing this skill in their database projects.

Division II: Program Report Component of Divisional Self Study

Program Name: Economics and Business – Business Report

Key Programmatic Outcomes from Alumni Survey Data and Most Recent PAR(s):
Economics and Business has completed a thorough analysis of the Alumni Surveys administered last spring. This report will focus on the Business Administration survey and major.

Pursuant to our request, Clara Chapman prepared our Business Administration report stratifying the results based on alumni graduation date. We chose to focus our analysis on the most recent cohort, from May, 2000 through September, 2013. From a population of 416, we received responses from 76 alumni, representing an 18.3 percent response rate. A source we consulted suggests this corresponds to a confidence level approaching 95 percent that the survey means are within plus or minus 10 percent of the population means.

Our Process
The survey included both open response and scaled response questions. The many open responses were coded by faculty members in the department. About 25 pages of text were generated during this step.

From this initial coding, we distilled the information into a summary of both the open response and scaled response questions. This summary can be seen in the file entitled “Overall Summary of Business Alumni Survey Results.” In our meeting to review this document, it became clear that there were ideas that kept recurring throughout the survey.

As we began to group these recurring ideas into categories, or what we have come to think of as themes, a picture began to emerge for us about the things our alumni believed deserved further attention. We believe these represent areas where we can make improvements that will have the strongest impact on our program. We individually analyzed the “Overall Summary” document, captured what we felt were the most important themes, and made suggestions for possible recommendations from each area of the survey. The results from this effort can be seen in the attached document entitled “Themes and Recommendations.” The results of our summary of the PAR are also included in that document.

What We Learned
The following major categories or themes emerged (in no particular order).

1. The first has to do with the bridge-out, providing more career focus and more hands-on, real world experiences. Items that were mentioned here include internships, the labor program, entrepreneurship, working with local communities and businesses, developing

real projects like launching a business or a product that would require cross-functional interdisciplinary teams working with other programs in Division II, and the like.

2. The second theme can be summed up as greater exposure to technology. Over and over, alumni recommend more integration of spreadsheets and databases. Management information systems, working with big data, and understanding the impact mobile devices and social media have on business were also frequently mentioned.
3. A third theme identified was greater exposure to forecasting and modeling. Forecasting and modeling lie at the intersection of theory and the application of technology described in item 2, above.
4. A fourth theme was Globalization and International Business, also related in many ways to technology.
5. The last theme identified was communication.

The scaled response questions asked students to consider seven broad areas of business; General Content and Knowledge, Decision Making, Using Technology, Carrying out Research, Understanding International Business, Quantitative Reasoning, and Social Responsibility and Corporate Governance (which includes sustainability). Alumni were asked to rate several elements within each of these categories as to 1) importance to their work and 2) how well we prepared them. The areas with the greatest disconnect, where alumni felt the item was more important to their work and they were less well prepared, were the categories of Decision Making, Using Technology, and under the Quantitative Reasoning category, forecasting/modeling.

Results of PAR

The program has designed a model to assess students' ability to use disciplinary tools and techniques (TT) and quantitative methods (QM) that are important to all business students. We have gathered data from five of our core courses for 1 ½ years, and continue to do so. As a result of our assessment efforts faculty members have made modifications to all five of these core courses. Adjustments have been made to the nature and timing of assignments, and to the nature and emphasis of class discussions.

One area of concern is students' ability to understand the decision process. Decision making was also identified in the alumni survey as an area with one of the largest disconnects between importance to their work and level of preparation they received in our program. Faculty members have identified a need to improve students' understanding of:

- The role analysis plays in supporting complex decisions,
- The appropriate TT(s) and/or QM(s) to use to analyze different kinds of decisions,
- How to support decisions with facts, and to use appropriate tables and charts to communicate that support,
- How to present information across time; past, present, and future, and the importance of trend analysis.

Another important opportunity for improvement relates to the “de-compartmentalization” of knowledge, i.e. the integration of knowledge about the various disciplines within business. This should occur, to the extent possible, in all of the 300 level major courses. Faculty members should be more aware of what TTs and QMs are being taught, and where, so that they can call students’ attention to these “opportunities for integration of knowledge” in class discussions and assignments in their own courses.

However, the best opportunity for integration is in the senior capstone Strategic Management course. In this course, students are asked to use their understanding of Marketing, Management, Finance, and Accounting to analyze the external and internal landscapes, and based on their analysis, to develop strategies for success. Toward the end of the term, student teams present their annual reports based on the results of a simulation game. This semester, faculty members from the various disciplines within business will collaborate to develop the rubric that will be used to evaluate these presentations. This rubric will be distributed to the students when the simulation begins, and to faculty members who attend the final presentations. These senior capstone presentations provide an excellent opportunity for all faculty members to assess our overall program, and their own individual contribution to our students’ knowledge and abilities.

Key Program Recommendations:
Based on what we have learned from careful analysis of our alumni survey and our PAR efforts, we offer the following recommendations.

Recommendation 1
The program should work with the CTL to 1) follow up with alumni who indicated in the survey that they knew of internships within their companies, and 2) develop a plan for getting all of our students involved with career planning and learning more about the services offered at the CTL earlier in their academic careers at Berea.

Recommendation 2
Adopt active learning strategies involving collaboration with the community, industry, and other academic disciplines to work on real problems while emphasizing decision making, problem solving, use of technology, and social responsibility.

Recommendation 3
Identify courses where we can enhance our students’ decision making abilities, and the ability to communicate decisions that are supported by evidence and delivered with 1) sound written communication including appropriate use of tables and charts, and with 2) effective oral communication including appropriate use of presentation software.

Recommendation 4

Improve our students exposure to technology by reintroducing a 100-level course in Computer Applications for Business (similar to the old BUS 125 course that we dropped four or five years ago for staffing reasons) to the core requirements. This course should focus mainly on use of spreadsheets, and then databases, followed by other items to be determined like locating and extracting information from external databases, and understanding the role mobile devices, social media, and the internet have on business. A related recommendation is to add a 300-level elective course in Management Information Systems.

Hire a tenure track Management professor to teach Principles of Management, Business Computer Applications, Management Information Systems, and International Management.

Work with Mario Nakazawa to better understand what can be accomplished in the cross listed BUS/CSC 114 – Business Applications and Programming course. Also, work with faculty in the Computer Information Science program, identify courses that would benefit Business students who wish to pursue additional course work in Computer Science.

Recommendation 5
Launch an effort to improve the quality of our Economics and Business TA lab. This effort has already begun. This semester, Anthony Caldwell and Volker Grzimek have taken leadership roles in our labor program and are working with the teaching assistants to develop a policies and procedures manual in which they will articulate best practices for running a TA lab and assisting students.

Recommendation 6
In order to solidify our presence in International Business, add courses in International Marketing and International Management. Consider making these courses required of Marketing and Management students respectively. Alternatively, since there is much overlap in International Marketing and International Management, add a course in International Business, consider requiring it of both Management and Marketing students, and encourage all majors to take the course. This course could possibly be co-taught by a Management and a Marketing instructor, and would be a rigorous upper level course with appropriate prerequisites.

Consider adding a course in International Finance under either the ECO or BUS rubric.

Recommendation 7
It is important that students have the ability to integrate knowledge from across the disciplines within Business in order to manage and make decisions. We plan to have focused discussions to better understand the tools and methods that are being taught, and in what courses, so that we can call attention to opportunities for making connections in our own courses with knowledge students have gained in other courses. It is easy for undergraduates to miss these connections, as

tools and methods are introduced in slightly different ways and/or contexts from course to course. While we assume the connections are there, this is perhaps assuming too much. Focused discussions among faculty members and class visits will help us better communicate to our students the importance of making these connections, and where the opportunities lie to make them.

This semester, faculty members from the various disciplines within business will collaborate to develop the rubric that will be used to evaluate our senior students' final capstone reports and presentations. This rubric will be distributed to the students when the simulation begins so that they know how they will be evaluated. This will ensure that in this important capstone experience, students are required to integrate knowledge across the disciplines within business.

Overall Summary of Business Alumni Survey Results Summary

The following is a summary of the most important aspects of our Business Alumni Survey. Individual faculty members took different sections of the survey and analyzed both the scaled response and the open response questions. Each faculty member produced many pages of text, but then summarized their impressions of the implications this information might have on our decisions. The full text of these individual reports are available, but this document includes the summary paragraphs that faculty members wrote about the sections of the survey they analyzed.

How did your labor experiences at Berea College contribute to your work and life after graduation?

The 151 responses reviewed for this question were all positive, with the most frequent reference relating to the work ethic created/reinforced by the culture of the college. The next most frequent response concerned time management, followed by communication skills and teamwork. It is clear that the labor experiences of the respondents were positive and the value we attribute to the labor program is justified.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

The 146 responses to this question were varied with the most frequent mention of communication and computer science courses (tied with the most frequent direct mentions). The next most frequently requested topic was the Excel spreadsheet program. In the second most frequent cluster were the topics business writing, public speaking, and time management. The third cluster contained investment banking, QuickBooks, and etiquette (business and email). Reclassifying the frequency categories puts communication (communication, business writing, public speaking, business and email etiquette) as the most frequent response followed by computer science and application programs as the second most desired topics.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Of the 147 responses reviewed for this question, the number of positive responses were 10 times (80%) the number of negative responses (8%) with the remainder (12%) undecided. Characteristics that were most frequently mentioned were the work ethic developed at the college, often mentioned with the labor program. The reputation of the college was the most frequent response phrase after labor issues. Work related responses were explicitly mentioned in more than 37% of the responses.

How could the Department have improved your undergraduate experience?– Open Response

In summary, the results of the survey are unsurprising. Students, and perhaps particularly Business Program students, are attending Berea College to improve their chances of obtaining gainful employment upon graduation. They want the curriculum focused in that direction and

want enhanced internship opportunities and career development services. As the College has in place and staffed the Center for Transformative Learning (the "CTL"), Career Development, and Internship Offices, we should share the results of our survey with the College. It may also be beneficial for the Program to invite the CTL over to Business classes so the CTL can discuss with the students the services it provides. Business Program students should also be made aware of their responsibility in the creation of their careers as early as possible in their time at Berea. Additionally, the Business Program could explore courses and curriculum to see if any adjustments need to be made.

Do you know of internship and similar experiences in your company for current business students? – Open Response

In summary, 18 responses (29.5% of respondents) showed at least some interest in assisting with the placement of Berea College students for internships or similar experiences. In the rubric below, the "Respondent Number" is provided for these 18 responses in case the "Respondent Number" can be matched with actual names and contact information by the Office of Institutional Research and Assessment. If names and contact information can be ascertained, it would be helpful for Center for Transformative Learning (the "CTL"), Career Development, and Internship Offices to reach out to these alumni and keep the Business Program and Business Program students informed of any developments and opportunities. Given the relatively high percentage (29.5%) of alumni surveyed that seemed to be willing to help, there are likely many more alumni who would help if Berea College approaches them. Based on other discoveries with this self-study, specifically alumni indicating the desire for more assistance with career development and job placement and greater connections with alumni, the CTL's efforts in this area has the potential for much impact.

Importance to Your Work – How Well Prepared

In this section we asked students to respond to questions in seven separate categories; Knowledge and Content, Decision Making, Using Technology, Carrying out Research, Understanding International Business, Quantitative Reasoning, Social Responsibility of Business, and Corporate Governance. Each of these categories has several individual items related to that category. Students were first asked how important each item was to their professional life, and, second, how well the Economics and Business Program prepared them for that item. The last five categories asked students to respond to an open end question about how we might improve in that category. Summaries of the responses follow:

Knowledge and Content – Scaled Response

Summary: Students were asked about six knowledge and content areas (understanding basic business concepts and how to apply them, knowledge within a concentration area, understanding the relationships among the concentration areas, understanding economics, and connecting the major with the General Education program). Alumni generally felt that all of these are important areas. Only two items had mean ratings below 4.0, including understanding economics concepts at 3.9, and connecting the major to the general education program at 3.6. There were no notable differences between relative importance and how well we prepared them except for the question about connecting the major to the general education program. This received the lowest rating on the question about relative importance at 3.6, but the mean response about how well we

accomplished this was 4.2. So even though they thought it was less important, they also thought we did it well. In conclusion, there is not much evidence here that suggests changes are needed.

Decision Making – Scaled Response

Summary: Alumni were asked about the relative importance and level of preparation for five items. In every case they indicated that they were less prepared than the relative importance of the item. Students felt all five items were very important, with 4.5 being the lowest mean ranking for importance to their work. The individual items, and the spread between how important and how well prepared was as follows:

- Evaluating the quality of information, -.77
- Analyzing and interpreting data, -.76
- Understanding risks and tradeoffs, -.61
- Providing evidence to support decisions, -.54
- Analyzing decisions quantitatively, -.61.

The results of this section would suggest that we could do a better job of preparing our students to make decisions. Though the results do not suggest that we are doing a poor job of preparing students in this area (means for level of preparation hover around 4.0), it is clear that they felt less prepared in these areas compared to their relative importance.

Using Technology – Scaled Response and Open End Question

Summary: The areas of technology that Alumni view as most important are using spreadsheet software, using databases, and using presentation software. Social media applications and programming logic, while still important, were ranked lower. Alumni feel more prepared in the three areas ranked as most important; however, their ranking of preparedness is lower than their ranking of importance, indicating room for improvement. Suggestion for improvement include adding courses in computer applications, increasing exposure and practice in spreadsheet, database, and presentation software applications, focusing more on understanding and developing systems, and greater exposure to social media applications and programs.

Carrying out Research – Scaled Response and Open End Question

Summary: The ability to communicate research was rated very important by 61% of respondents. However, only 46% of respondents indicated they felt very well prepared to communicate research. An examination of mean importance ratings however did not reflect this discrepancy. Mean ratings on both importance and preparedness were above 4 for both this item and locating source material. The ability to design and carry out research was rated slightly less important on average, but students felt even more prepared to do so.

Open-ended responses generally emphasized and reiterated the importance of research to business careers. Across all concentrations, several respondents specifically indicated the importance of communicating research findings. One in particular made the important point that it is important to tailor the message to the audience. Similarly, another respondent indicated that in spite of the importance of rigor it is important to quickly assess the “core informational value” of data. That said, two respondents emphasized the importance of ensuring the quality of source data.

Another common theme was raised by a number of accounting and finance majors—the importance of understanding how to research changing accounting standards and to make informed, critical decisions when clear standards do not exist. One last point of note—two respondents indicated that experience with obtaining information from databases was critical and that they did not necessarily feel well-prepared in this capacity.

Understanding International Business – Scaled Response and Open End Question
Summary: 36% of respondents considered understanding cross-cultural differences very important—highest among all options. Also rated highly were understanding sociodemographic variation (28%) and finance issues (24%). Understanding trade concepts and logistics were not as important (> 3 mean ratings). Understanding cross-cultural variation also received the highest mean rating, 3.63, and showed the largest discrepancy from preparedness, rated 3.32.

The open-ended responses did not shed much additional light on this topic. Many respondents provided interesting details as to the international components of their work. Several students simply noted the lack of coursework in international business and/or recommended a course in the topic. A couple of responses were particularly unique and interesting, though. One student suggested capitalizing on the international student population as an international education resource. Finally, one international student said the following: "It is important to note that students are taught to value their own background and worldviews and that they do not need to throw everything out in the name of diversity and global multiculturalism."

Quantitative Reasoning – Scaled Response and Open End Question
Summary: Respondents generally indicated that QR is very important, particularly understanding Time Value of Money concepts (42%) and forecasting (47%). Examination of mean ratings indicates that while students do think TVM concepts are important (3.82) they also feel well-prepared to understand them (3.99). Preparedness ratings for forecasting, however, were only 3.38 on average, indicating a large discrepancy from importance (3.93). Regression and probability concepts were rated somewhat lower on importance and preparedness (3.0-3.5) but showed little discrepancy.

The importance of forecasting was reiterated in open-ended responses for every concentration, but particularly in accounting. The most specific context in which forecasting is mentioned came from a marketing respondent, who mentioned volume and trend analysis. There is also an emphasis on the importance of decision-making—that one has to go beyond data to make good decisions. In this regard basic critical thinking skills are important. Practically speaking, a couple of respondents suggest concrete skills—greater emphasis on excel and greater attention to data preparation issues. Finally, a couple of respondents made recommendations for active, hands on learning in this context; one very specifically suggested a mock audit.

Social Responsibility and Corporate Governance
Summary: Social responsibility issues and corporate governance skills are viewed as important in the work and careers of alumni. Specifically, ethical responsibility and integrity rank highest in importance followed by corporate governance skills, sustainable value creation and environmental sustainability. Importantly, alumni felt more prepared in the two areas ranked as

most important. Also alumni ranked their level of preparedness higher than their ranking of importance in the areas of sustainable value creation and environmental sustainability.

Alumni suggestions to better prepare students in the areas of social responsibility and corporate governance include adding courses to the curriculum (social responsibility, business ethics, and corporate governance), incorporating social responsibility cases in the capstone course, engaging students in joint community involvement social responsibility projects, and collaborating with environmental studies.

Suggestions for Improvement of the Business/Econ Lab

In summary, most students use the Lab to obtain homework assistance. However, the Lab may be promoted also as a place for collaboration and a place where students may supplement and enhance their course study. If promoted as a course supplement, perhaps students will not view it as only a place for students struggling with the material, but as a method to obtain more from each class. As for improvement, we should emphasize in the hiring process that students expect (and we will demand) caring and patient TAs who are willing to assist (and who are aware of the course material) as soon as the student arrives at the Lab. We may also want to explore another environment for the Lab, such as a meeting place with small desks and chairs or other seating arrangements that encourage collaboration. Additionally, posting biographies of the TAs with the courses they have completed may assist students in directing their questions to a particular TA.

Additional Courses in the Existing Concentrations, New Concentrations, Cutting Edge Innovations in Business, and Cross Disciplinary Collaborations

Summary for 1) additional courses in the concentrations, 2) new concentrations, 3) cutting edge developments in business, and 4) interdisciplinary collaborations.
Summary – 1) There are several areas where a good number of students indicated we could improve our course offerings in the concentrations. The most prevalent in accounting were Governmental and Nonprofit, Excel Modeling and Forecasting, International Accounting and IFRS, and Advanced Tax. In finance we again see forecasting and modeling techniques using Excel and a course in Financial Products, including derivatives. In Marketing, the prevalent response was Social Media. In Management we see frequent mention of Supply Chain/Logistics, and Human Resources. 2) The question about whether we should offer new concentrations was interesting. The most prevalent were Management Information Systems, International Business, and Entrepreneurship. It is interesting to note however that many students indicated that we should not offer any new concentrations, but infuse the existing ones with more depth in technology applications, global business, and communication skills. 3) When asked about the cutting edge innovations that will drive Business in the near future, the overwhelming response was technological innovation. This speaks to the globalization of business, supply chain and logistics, social media, smart phone and other mobile devices, internet and online business, cloud computing, and big data. 4) When asked about cross disciplinary collaborations the responses were almost uniformly aligned around the idea of creating real world opportunities for students to work in cross functional teams to create a business, or work on real world based case studies, & etc. The most important connection for business students was with Computer Information

Science, but many responses also centered on collaborations with CIS/TAD/EPG to do real projects. Also mentioned frequently was to take advantage of cross disciplinary internships.

The picture that emerges is that business, global and otherwise, if driven by new and emerging technologies, and that we would serve our students best by a greater emersion in technology and globalization.

Division II: Program Report Component of Divisional Self Study

Program Name: Economics and Business Program

Key Programmatic Outcomes from Alumni Survey Data and Most Recent PAR(s):

The Economics side of the Economics and Business Program reviewed its data separately and came up with recommendations for the Economics side of the program.

Enrollment Numbers for Economics

In terms of enrollment numbers, the Economics courses taught in the Economics and Business Program saw, as shown in Figure 1, a decreasing trend from Spring 2008 to Spring 2012 which has reversed itself from Fall 2012 to the present. If one looks at average ECO enrollments each term broken down by time periods, (see Table 1), the enrollment drop-off is quite clear, while the recent reversal is even stronger. Thus, the Economics program enrollment now has a higher semester average in the last two years than either previous time period. This data even includes the Fall 2012-Spring 2013 school year when the Economics program only had two full time economists. Clearly the programs enrollment numbers would have been even stronger had that not been the case.

Figure 1: Total enrollment in ECO classes by semester

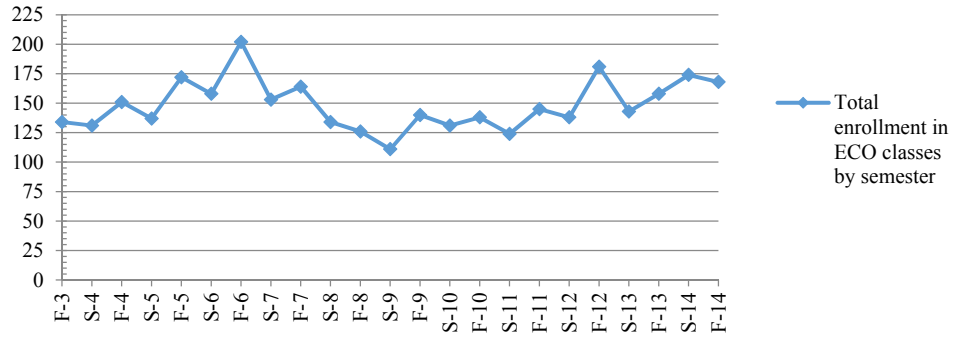


Table 1

Time Period	Average Semester Enrollment ECO courses
Fall 2003 to Fall 2007	155.78
Spring 2008 to Spring 2012	131.89
Fall 2012 to Fall 2014	164.8

Such a big reversal is likely attributable to two factors: a new economics concentration and the hiring of Volker Grzimek. The Economics program added a second concentration in International Politics and Policy (IPP) to the old Economics curriculum which is now called the Methods and Models (MM) concentration. The new concentration aimed to give opportunities for less mathematically inclined Berea students to study economics. The new concentration provides students with a major that, while less mathematically focused, aims to integrate itself with Political Science yielding a more policy oriented version of the Economics major. Of the 22

current students who are declared economics majors, 15 have declared the MM concentration while 7 have declared the IPP concentration. With this new concentration, we have also increased the number of students graduating with an Economics degree. While the number of students graduating with an Economics major fell to zero students in 2010-2011, by spring of 2014 we graduated six economics majors, 4 MM and 2 IPP. One additional MM student finished this summer. Three more Economics majors are scheduled to graduate this December 2014, all with the MM concentration while eight others, 4 MM and 4 IPP, should finish by Spring 2015, giving the program a total of 11 economics majors graduating this year. This is over double our yearly average of majors graduating. The Economics major has gone from a declining major to a growing one within six years.

During this significant enrollment increase, in addition to the IPP concentration, the Economics and Business program was fortunate enough to hire Volker Grzimek as a visiting faculty member. Volker's position was to fill a need teaching Applied Statistics as well as coverage during Scott Steele's appointment as Dean of Curriculum and Student Learning. During his three years at Berea College, Volker has been a robust, positive presence in all aspects of the program, especially in both Principles of Microeconomics and Applied Statistics and select upper level special topics courses. He has connected strongly with the Berea students and has engaged and encouraged them to consider studying economics for their major. The addition of both a more accessible major and an energetic, engaging, committed professor have likely contributed to the increasing enrollments within economics.

Feedback from Alumni Survey (Economics)
Alumni feedback came from an alumni survey in spring 2014. The overall response rate for economics majors was 13.3% (17/128). In addition, 11 (64.7%) of the respondents graduated between 1978 and December 1999, and 6 (35.3%) graduated between January 2000 and Fall of 2013. Given the low response rate and sample size, it is hard to infer much quantitative information from the data. It should also be noted that none of the students who graduated with the new economics concentration are represented in the survey data for this current alumni survey because the new concentration first appeared in Fall 2011 and none of those most recent graduates responded. Our next opportunity for an alumni survey within a self study will focus strongly on evaluating the addition of the new concentration but that cannot be done with our responses to the current alumni survey.

Alumni Survey
The responses of the alumni survey were divided into those who graduated before and after the major curriculum revision in 1999/2000. Overall the department appears to do a good job in preparing the graduates in the areas that they see as important in their professional life. The department improved particularly in the areas of research ability and the training in quantitative analytical skills. A weak area remains in the training of the use of technology.

Alumni cite the shift towards more empirical and applied coursework, as well as Berea College's focus on liberal arts and stringent writing requirement as the major reasons why the **Berea experience helped them understanding problem solving and opening their minds to complexity**. Those same reasons along with the experience of learning in a very diverse

environment are key issues where Alumni feel that the Berea experience gave them an **advantage over their peers** in the professional world.

The **labor program** was cited and applauded for teaching not only workplace skills, but even stronger work ethic and time management skills.

As far as the major was concerned the alumni did not recommend any **additional course offerings**. However, they listed a number of classes they wished they had taken in the liberal arts environment (philosophy, languages, and sociology), business (accounting and finance), or applied fields (computer science, education).

When asked about **areas for improvement**, especially the older alumni (pre-curriculum revision) called for more math training and internship opportunities. The younger alumni urged us not to soften on the math requirements and would also like to see more internship opportunities. Lately, the department has established connections with Vanderbilt University and the University of Chicago to enable its brightest students to experience academic summer research at top-level universities. Economics student have also begun to complete business-type summer internships as well.

Several of the alumni respondents indicated that they might be able to **help with future internship** positions. We will work with Clara Chapman and Ester Livingston to follow up on these exciting new possibilities for internships.

When asked which other **areas outside economics** are important to the work they have done since graduation, mathematics, statistics, and the sub-disciplines of business, particularly finance, are named as the most important ones.

The alumni survey was not conclusive with respect to the **economics lab**, since older alumni could not recall it, and the majority of the younger majors worked there, rather than needed its services. It can be assumed that most economics majors are not among the most frequent users since the TAs are usually charged with helping in ECO101, 102, and 250, which are taken by more non-majors than majors. Those alumni who worked there stated that their labor experience in the lab contributed very much to their current work.

Among the **general skills (non-major specific)** most skills listed are considered very important. The most noticeable difference between older and younger alumni was in the importance of service. Among the older alumni service received the highest possible average ($\overline{x}$=5, n=9), among the younger alumni it received the lowest average ($\overline{x}$=3.83, n=6). Comparing the College's success in preparing the students in a particular skill area with the importance of a skill area, shows that by and large the economic students received the skills they deem important. Areas for improvement indicated by older alumni are personnel management, technology use and professional speaking, while for younger alumni, understanding and application of the field of study showed a perception of being less prepared relative to importance.

As regards their **continued education** since graduation from Berea College, the majority of our economics majors have successfully pursued a graduate education. Of the 17 respondents, 13

students went on to study for a Masters, JD, and/or PhD with 12 students completing a degree. Eleven of the 12 who pursued a Master's degree completed the degree. The Master's programs completed were in a variety of areas: Economics, Agricultural Economics, MBA (finance and accounting), Community Economic Development, Humanities, Public Administration, and City and Regional Planning/Urban Transportation. With respect to PhD studies, four alumni pursued studies in Economics or Agricultural Economics with two having completed the PhD and one still in progress. Finally, two of our students completed J.D.'s. Outside of the alumni survey of the seven graduates of the summer of 2014, three have started an economics Ph.D. program, and one is pursuing an M.A. at Oxford University, UK. Alumni who pursued graduate education were asked to rate how well Berea prepared them for post graduate work. On a 5 point scale, the older alumni gave a rating of 4.22 while younger alumni rated their preparation a 4.8, indicating the program has improved its preparation of students for graduate school. The evidence suggests that the changes to the economics major implemented in Fall 1999 have been successful in terms of graduate student preparation.

Key Programmatic Recommendations:

As the economics program moves forward, we recommend pursuit of the following opportunities in the future:

Staffing issues

Since Fall 2010, the economics side of the Economics and Business program has found itself either short-staffed or staffed almost entirely with temporary/visiting faculty. We request that the College allow us to (1) hire a tenure track position in Macroeconomics and, (2) hire Volker Grzimek as a tenure track employee at the college.

(1) Tenure track Macroeconomics

The Economics and Business Program has requested a tenure track position in macroeconomics several times before. The need for coverage in this area has not changed. In the five years since Cliff Sowell retired after the 2009-2010 school year, we have hired four faculty as visiting professors in this position (going without coverage one year). Bernard Walley and Soma Dasgupta left for tenure track positions after one year at Berea. Nimantha Manaperi also left after one year to take a position at the Central Bank of Sri Lanka, which eventually fell through. He is now in a tenure track position elsewhere, as well. Our most recent hire, Jean Cupidon, was given a two year contract but will likely be on the job market this year just as his predecessors were. Until we are able to hire a tenure track position in macroeconomics, the revolving door in this position will continue. Students in our program are not well served by having inconsistent coverage in this position. The lack of consistency makes scheduling and advising students difficult and eats up institutional resources as we continually need to conduct searches for this position. As was shown earlier, our major is growing in enrollments and students graduated. Many of those students have an interest in macroeconomics which should be met by a macroeconomist who can also connect with our Finance students in Business Administration.

(2) Volker Grzimek

One bright spot in all the turnover within the Economics and Business Program was the hiring of Volker Grzimek in Fall 2011. During Spring 2011 we found ourselves needing to fill the vacancies left by Bernard Walley and Scott Steele. We hired Soma Dasgupta and Volker

Grzimek to teach the courses needed for these two positions. Volker is not a macroeconomist but is gifted at teaching statistics and applied microeconomics. During his time at Berea, Volker has not behaved like a typical visiting professor. He does not have one foot out the door but is committed to support our students both professionally and personally. Beyond his excellence in the classroom which is evidenced by his fantastic IEQs, Volker has contributed to the department in many ways. Last year he helped students start an Economics Club that will engage economics majors as well as other interested students in economics outside the classroom, help students to bridge out to graduate school and foster the general interest in economics. This year Volker's reliable presence will allow Caryn Vazzana to take her sabbatical which was delayed from last year because of uncertain staffing. He will take on a full load of academic advising and an increased load of mentoring senior research projects in order to make this possible. Finally, Volker has contributed in numerous ways to work at the department level and beyond, including conducting independent studies, supervising internships, contributing to PAR reports, providing students with research opportunities, taking up a leadership role in the economics and business labor program, and serving on college wide committees. Without such support the Economics major would likely not be flourishing. The Economics and Business program would like the College to hire Volker in a tenure track position. In addition to his work in our program, Volker's experience allows him to provide support for the Mathematics Program by teaching MAT 104 and Developmental Mathematics. He has also shown that he can provide high quality economics electives, like Health Economics and Game Theory, that are accessible and interesting perspective classes for students across the college. It would be a shame for Berea College to lose a teacher as talented as Volker who can support so many areas effectively.

Finance Concentration

Through advising our students it has become obvious that a popular area of connection for our majors is finance. Most of our economics students take Money and Banking, an economics course required within the Finance Concentration of the Business Administration major. Several take upper level finance courses as pure electives because they wish to pursue work in economics that connects to finance. For students interested in the connection between economics and finance, the other courses supporting this interest are all on the Business Administration side of our program. We would like to provide a way for our Economics majors to be given credit, formally, for completing the Finance concentration as an Economics major. The exact form that this concentration would take needs to be reviewed. In addition to anecdotal evidence from advising, our alumni indicated in the survey that finance is one of the most important areas to the work they have done since graduation. One external reviewer during our last self study also indicated that the Economics major would benefit from connecting more closely to the business side. A Finance concentration available to Economics majors would formalize such a connection.

Entrepreneurship for the Public Good Program Review:
Opportunities for Improvement as Outcomes of the EPG Alumni Survey

Peter H. Hackbert

INTRODUCTION

Twelve years ago, Berea College created the Entrepreneurship for the Public Good (EPG) program with a $7.6 million dollar endowment in response to challenges articulated by the Appalachian Regional Commission (ARC). The belief was then, that the best hope for stabilizing and diversifying Appalachia's economy lies in the creation and expansion of businesses that provide jobs, build local wealth, and contribute broadly to economic and community development. EPG was launched to expand and support entrepreneurial activity as a means for revitalizing Appalachian communities.

The Entrepreneurship for the Public Good (EPG) Program at Berea College created a multi-year learning experience for undergraduate students to practice and implement Entrepreneurial Leadership in rural communities of Central Appalachia. Simply stated, the objective of the program is to teach students from a variety of disciplines about entrepreneurship and develop their leadership skills to equip them to make a positive impact on the Appalachian region…and beyond. The EPG program is based on the experiential learning model influenced by David Kolb. Kolb (1984) expanded upon the "learning by doing" concept based on Confucius' dictum which states: "Tell me and I will forget. Show me and I may remember. Involve me and I will understand."

During the first summer's EPG Institute, the newly admitted cohort of twenty EPG Candidates practice entrepreneurial leadership abilities by pursuing both social and commercial enterprises in Central Appalachia. EPG Candidates return to the program for a second summer to pursue a Directed Field Experience (DFE) over a ten-week period. The DFE allows each student to pursue an entrepreneurial leadership venture of their own design and internships with a variety of organizations. The EPG faculty works with each student to develop a successful DFE and to find a sponsoring individual or organization in the proposed community.

The Entrepreneurship for the Public Good Program in addition to teaching relevant (social) entrepreneurship and innovation concepts, strategies and theories framed around six abilities also provides the opportunity for EPG participants to develop and become (social) entrepreneurs and to learn to see themselves as capable innovators. One major EPG program goal in the last four years and in the near term are twofold: (1) to instill a desire in EPG students to proactively help find solutions to critical social issues, and (2) to instill a belief in EPG students they have the ability to actually make a difference. Drawing upon the social psychology literature, the EPG program improvements have been to help students discover their identity as (social)

entrepreneurs/innovators and to develop the self-efficacy related to impacting the world for the better.

The EPG program objectives in the near term are to be more intentional about the conceptual program approach, classroom experiences, and co-curricular involvement including the selection of internships that lead to self-efficacy. We view (social) entrepreneurship as a process of creating value by combining resources in new ways. These resource combinations are intended primarily to explore and exploit opportunities to create social value by stimulating social change or meeting social needs. When viewed as a process, (social) entrepreneurship involves the offering of services and products, but can also refer to the creation of new organizations. We plan and execute this process through a variety of pedagogical devices that include the opportunity to meet and converse with (social) entrepreneurs in the Appalachian region who devote their efforts – either individually or through the creation of organizations and enterprises – to finding and implementing novel solutions to the Appalachian region's problems, both large and small. What follows is the description of a self-efficacy approach for educating the participants in the EPG program. We highlight pedagogical devices and related content that has been used in the classroom and reported in the Alumni survey.

Self-Efficacy

The premise for the EPG opportunity for improvement focus is on self-efficacy within (social) entrepreneurship education. *S*elf-efficacy theorist (Bandura, 1997) provides the theoretical rationale for our approach and other scholars (Donnellon, Ollila and Middleton, 2014; Ollila & Middleton, 2013) provide investigation, discussion, and recommendations for constructing (social) entrepreneurial identity in entrepreneurship education that will shape the EPG Program in the near term.

Socialization and Identity. Scholars (Aaltio, 2008; Hogg & Terry 2000; Hogg et. al. 1995) have identified the use of narratives, simulations of tacit knowledge of the participants, collective sharing of experiences, exposure to prototypical members of the social category and highlights of the prototypical characteristics of members, and reflecting on those experiences as all self-efficacy formation elements. Therefore, these tactics should be part of the educational process. In class readings, lectures, cases, and biographical assignments we define social categories, and identify prototypical members. These characteristics can be effectively designed to establish the framework by giving example of entrepreneurial self-efficacy by modeling effective strategies and tools that have been used to benefit society. The biography assignment is designed to help students better understand, for example, what make such people "tick." What are they like? How did they become entrepreneurs? What was the defining moment? What made them successful?

Over the last four years the EPG Program has invested in social and professional gatherings that introduce prototypical characteristics, norms, and roles models. Examples include the collaboration with the Algernon Sydney Sullivan Foundation fall and spring social entrepreneurship retreats and the collaboration of the awarding and recognition of social entrepreneurship innovations at the Appalachian IDEAS Network. The Appalachian IDEAS Network is a regional, multi-university, social-entrepreneurial education contest initially led by the University of Kentucky and is now managed by the EPG program. The initiative is designed to equip Appalachian students with knowledge, skills and resources to develop entrepreneurial ventures that address challenges within their local communities. A second professional event includes the adoption of Echo Green's Work on Purpose curriculum that equips students and those in the first decade of their careers to realize their unique way to make a social impact—be it as a nonprofit or social business employee, an artist-activist, an effective board member, a high-impact volunteer, a social entrepreneur, or in any number of other potential roles. Through this program, Echoing Green leverages life and work lessons from its social entrepreneurs. EPG students are introduced and trained as Work on Purpose workshop facilitators executing ten Echoing Green Principles to a) uncover their personal genius and how they can apply it to the issues they care most about; b) develop the boldness and the spirit of risk-taking required to launch a path with purpose; and c) create lives and work with meaning. Fourth, the EPG faculty and staff have assumed responsibility to actively recruit and train interdisciplinary undergraduate students and teams from the Berea College campus to participate in the Collegiate Business Concept Competition, a component of the annual Excellence in Entrepreneurship Awards program by the Center for Rural Development in Somerset, Kentucky. This competition encourages student entrepreneurs to build their skills as the region's next generation of entrepreneurs and business leaders, presented in partnership with Eastern Kentucky University's College of Business and Technology, Kentucky Highlands Investment Cooperative, the Center for Rural Development, and Lindsey Wilson College's Entrepreneurship Center. Finally, the EPG Program continues to strategically align its program to the offerings provided by Ashoka U, an initiative of Ashoka, the world's largest network of social entrepreneurs. Building on Ashoka's vision for a world where *Everyone is a Changemaker*, Ashoka U takes an institutional change approach to impact the education of students. While Berea College is not an official "Changemaker Campus" an Ashoka Fellow has been a Berea College Convocation Speaker, three Berea College students have secured internships either with the Ashoka U exchange or with an Ashoka Fellow in the last four years. EPG faculty and students will continue to attend the Ashoka U exchange annual conference sharing our best practices.

Use of Oral Symbols. The second theme identified in the literature for creating (social) entrepreneurship identities is the use of oral symbols like clichés or conversational means by which to explore the possibilities of incorporating new or otherwise unfamiliar experiences into the nascent entrepreneur's narrative (e.g. Boje & Smith, 2010; Clarke, 2011, and Down & Warren, 2008). In attempting to legitimize the students' innovation they craft oral presentations

highlighting the innovation for community stakeholders. These innovations must convince others of the feasibility of an entrepreneurial idea. The student must depend on their own effectiveness of symbolically employing speech and visual presentations that can be used to secure uncontrollable resources, lower risk, ambition, growth, and economic development in partnership with community stakeholders.

Oral symbols can helps students to identity with (social) entrepreneurship as a social category by helping students form mental representations of what it means to be a member of the category. Echoing Green has completed one of the most exhaustive lists of social entrepreneurial attributes and has introduced these through their Work of Purpose curriculum, one pedagogical device introduced in the first summer of the EPG Program. A second pedagogical device introduced in the fall of 2013 was participation in the Lexington and Louisville Startup Weekend, a 54-hour event where developers, designers, marketers, product managers, and startup enthusiasts assembled together to share ideas, form entrepreneurial teams, build products and prototypes, and launch startups. Modeled after the Lean Method (Blank, 2013) three principles are foundational to the Start-Up Weekend model including a) a framework called the *business model canvas,* is used to diagram how an entrepreneur creates value for a company and its customers; b) *customer development* to test hypotheses on the business model; and c) *agile development,* which eliminates wasted time and resources by developing products iteratively. Dees (1998) defines the entrepreneurial aspects of social entrepreneurs in terms of five behavioral-related characteristics: they serve as social-sector change agents by (1) adopting a mission to create/sustain social values; (2) recognizing the "relentless" pursuit of opportunities consistent that that mission; (3) engaging in continuous innovation and learning; (4) acting boldly despite potential resource limitations; and (5) exhibiting accountability to those being served and for outcomes that are created. These five characteristics can be exhibited by students at the Start-Up Weekend with different talents within different disciplines, skills sets, dispositions, and backgrounds. As EPG students work on Start-Up Weekend teams and familiarize themselves with the prototypical entrepreneurs highlighted in the Work on Purpose Echoing Green Fellows case studies general prototypical models can be emulated, not examples to be followed with exactness, but instead, exposing students to unique entrepreneurial strengths and individual abilities that can be utilized with the entrepreneurship community.

Storytelling. Storytelling is an important part of identity construction undertaken when "individuals…develop, maintain and exhibit both personal and social identities" and demonstrate not only the knowledge, but the development of a self-narrative. Johansson (2004) argues that storytelling is used to illustrate perceived and enacted 'windows of opportunity' involving dialogues, which the entrepreneurs has both with him/herself and with others.

The EPG program has designed events, held twice monthly, called "All Hands" dinners and the second year internship presentations that could and should illustrate the entrepreneurial abilities exhibited while upper-class-persons were "on the job" during the second summer internship

through the stories developed by EPG participants. In these storytelling experiences EPG participants reveal the dialogues, negotiations, and interactions with emerging cohort members as students' struggle to find balance between the needs for belonging to a typical discipline and the social tension that come from having multiple "micro-identities" derived from the multiple social groupings (family, religion, ethnicity, gender, race, and selection of a disciplinary major). These verbal storytelling conversations and discussions allows for collective sharing of experience and reflection on experiences that support the construction of (social) entrepreneurial identity.

Finally, self-efficacy describes "people's beliefs in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives," (Wood & Bandura, 1989:364). An individual with high self-efficacy – that is, a belief in one's ability to effect positive social change – will thus be more likely to engage, persist, and perform well in efforts that create social value. Wood and Bandura (1989) proposed three processes that we view as particularly relevant to the EPG Program by which an individual's self-efficacy is influenced: (1) mastery experiences, (i.e., personal success in past performance); (2) modeling (i.e., vicarious learning by observing others); and (3) social persuasion (i.e., realistic encouragement). We submit that formal education in the university and college setting can be an effective means of harnessing such processes to positively influence student's perceptions of self-efficacy.

EPG expanded its curriculum design in the first 2012 summer program introducing the Business Model You (BMY), a personal business model logic by which students create and deliver something of value to customers and are paid for doing so. The BMY, written by Tim Clark (2013) in collaboration Alexander Osterwalder and Yves Pigneur (Business Model Generation, 2010), replicates the nine building blocks of the Business Model Canvas introduced in the summer one EPG Program. The four-phased BMY methodology guides students through a structured process to produce a one-page model that format both what students do (or want to do), and how students go about doing it; enabling structured conversations around management and strategy by laying out the crucial activities and challenges involved with their initiative and how they relate to each other. The BMY answers: Who are You? What is Your Career Purpose? How do you Calculate Your Business Value? and How to Test Your Model in the Market. In the second summer, students document their internship organization as a business model, visually charting the nine elements describing a firm's value proposition, infrastructure, customers, and finance. The Business Model Canvas assists firms in aligning their activities by illustrating potential trade-offs.

Evidence

The Entrepreneurship for the Public Good Program surveyed EPG graduate participants from 2002 through 2011 to obtain self-efficacy evidence. The Berea College Alumni Office provided information for 104 graduates; (contact information was not known for 4 graduates; 4 had no

contact information; 69 had an e-mail address). An online survey invitation was sent between March and April 2014, with a reminder e-mail sent and a post card with a link sent to those with no email addresses. A response rate of 35.3% (36/102) was achieved.

Empirical data that provides evidence of needed program improvement are routinely generated in the EPG Program as part of the educational enterprise. These reflective statements can be available to be sampled and analyzed to explore the evidence of the continuous improvement process associated with the constructing of self-efficacy. Data come from several sources and interactions that occur as a part of the education design, including: a) EPG student journal entries; b) structured faculty-student team talks during the first summer; c) structured faculty-student talks in the development of the second year internship proposal; d) second summer debriefing events; and e) an Alumni survey. For the purposes of this review, data was selected from sources collected from participants for items a, b, c, and d between 2010 and 2014. As stated above, the Alumni survey provided quantitative data for the period 2002-2011. The Spring Self-Study Report while highly favorable related to the believe that the EPG Program added values to employment, value to graduate school experience, prepared participants for volunteer work with civic groups, helped participants to understand how to solve problems and how to open one's mind to complexity, contributed to the participants' work and life, there were several specific areas for improvement. Six such areas and their associated Alumni responses set the stage for an improvement program based on the Alumni Survey.

TABLE 1 ALUMNI SELF-STUDY REPORT

Rate your agreement with the following statement	Completely agree [5]		[4]		[3]		[2]		Completely disagree [1]		Missing	Mean
My ability to determine how best to spend my time on what is important increased as a result of the EPG Program	14	39%	9	25%	6	17%	1	3%	1	3%	5%	4.10
My ability to exceed expected goals increased as a result of the EPG Program.	16	44%	9	25%	4	11%	0	0%	2	6%	5%	4.19
Through the EPG experience, I have learned to establish and maintain strategic personal and professional resources	18	50%	6	17%	5	14%	1	3%	1	3%	14%	4.26

My ability to pursue tasks and challenges with energy, drive, and a need to finish especially in the face of resistance or setbacks, increased as a result of the EPG Program.	18	50 %	8	22 %	3	8%	0	0%	2	6 %	14%	4.29
My career ambition increased as a result of the EPG Program	17	47 %	8	22 %	4	11 %	2	6%	0	0 %	14%	4.29
My ability to blend people into teams when needed, creating strong morale and spirit, increased as a result of the EPG Program	19	53 %	5	14 %	5	14 %	2	6%	0	0 %	14%	4.32

Sixty-four percent of the EPG Alumni participant respondents completely agreed or agreed that their ability to determine how best to spend their time on what is important increased as a result of the EPG Program. However, in the context of other outcome measures, with a combined score of less the seventy-percent on the completely agreed or agreed statement, this indicator is below EPG Program standard, and thus is an opportunity for improvement. Only sixty-nine percent of the EPG participant respondents completely agreed or agreed that their ability to exceed expected goals increased as a result of the EPG Program. Merely sixty-seven percent of the EPG Alumni completely agreed or agreed that through the EPG experience, they learned to establish and maintain strategic personal and professional resources gained from the EPG Program experience. While seventy-two of the EPG participant respondents completely agreed or agreed that their ability to pursue tasks and challenges with energy, drive, and a need to finish especially in the face of resistance or setbacks increased as a result of the EPG Program the total overall score of 4.29 falls below the EPG Program standard of 4.40. Sixty-nine percent of the EPG participant respondents completely agreed or agreed that their career ambition increased as a result of the EPG Program. Finally, merely sixty-eight percent of the EPG participant respondents completely agreed or agreed that their ability to blend people into teams when needed, creating strong morale and spirit, increased as a result of the EPG Program. These six areas descend below the EPG Program standard and serve as opportunities for improvement.

A second data source for analysis of this review was gathered. The theoretical framework for social entrepreneurship identity construction was used, i.e., data was selectively coded to gain insights into elements of self-efficacy that are naturally occurring in the action-based EPG entrepreneurship education program. The procedure of the analysis followed two steps: in the

initial phase of analysis, the program director and research assistant went through the program transcripts and used open coding to find excerpts where social entrepreneurship identity and self-efficacy was at issue for further analysis as prescribed by Strauss & Corbin (1990). In the next step in the analysis, the accounts were structured into the four themes as one way to display the coding of the descriptive excerpts.

TABLE 2 CODING OF THE DESCRIPTIVE EXCERPTS

Identity construction and self-efficacy themes	**Excerpts**
Socialization and Identity	1, 2, 3, 4, 10, 11, 12
Use of Oral Symbols	1, 5, 7, 10, 11
Storytelling	1, 3, 6, 8, 9,
Self-efficacy	13, 14, 15, 16, 17

The excerpts provided illustrations of social entrepreneurial identity construction and self-efficacy. Within the action-based EPG entrepreneurial education program, students learn which activities are appreciated and associated with an 'entrepreneurial identity' through readings, videos, class discussion, direct observation, feedback from peers and other community stakeholders. The language that students use and the way they interact with the community stakeholders exemplify stories, clichés, and symbols of entrepreneurship and an entrepreneurial role, the entrepreneurial team, and the entrepreneurial venture. The students use language as a means to construct an identity for themselves, which they negotiate with others in narratives in order to build legitimacy and recognition in the role they aspire to. In each excerpt, students produce visual images and narrative as part of their process of creating social innovations.

Excerpt 1, taken from the Alumni survey is an example of social entrepreneurial identity construction though a series of co-curricular events demonstrating the development of a mindset, behavioral actions leading to socialization, and the exposure to prototypical members of social entrepreneurs' ecosystem who have founded and provide resources to social enterprises in the Appalachian region.

> *Excerpt 1 - I had the opportunity to participate in both the Appalachian Ideas Contest (AIC) and Collegiate Business Concept Competition (CBCC). I was awarded with the Best Presentation at AIC, and won the first place at the CBCC. I have come to see how revealing elements of my story and talking about how my life journey fits into my new venture builds my creditability. These experiences gave me the confidence to engage in such activities in my current daily life. I actually just participated in the Start-up Weekend Chicago this past weekend.*

Excerpt 2, taken from the Alumni survey illustrates how a student's perceived internship experience was shaped by the EPG program and the specific contributions of EPG second summer program element in Central Appalachia contributed to her employment.

> *Excerpt 2 - My EPG experience definitely contributed to employment experience. EPG gave me more structured presentation skills, knowledge of developing a business document (via the feasibility plan), and it immersed me within the Appalachian community. Because of these three things I felt more confident in my job interviews, had relevant work experience within a non-profit organization with a social mission via my summer internship at Barter Theatre, and it gave me valuable perspective on the direction I wanted my career to go. In other words, because I was able to see community-center business and organizations and work for one, I made a conscious decision to work for one. That passion for non-profits was able to shine through and I believe it was a key factor in getting the job I have.*

Excerpt 3, taken from the Alumni survey illustrates how a student perceived her career aspiration was shaped by the EPG program elements and how the EPG abilities contributed to her professional identity.

> *Excerpt 3 - I am not currently employed (in between jobs) but I would say that EPG program has been one of the most influential and inspirational experiences of my life. The first year of the EPG challenge built my confidence and leadership skills. Through the second year program, I had the opportunity to participate in my first internship/employment outside of Berea College. This experience gave me a taste of the real world and working environment. Some of the skills that I gained from participating in this two year program include being resourceful, creative, persistent, presentation skills, striving for excellence and team work. Whenever I am stuck at work, I always try to take myself back to the EPG days and use the skills I learned to solve that problem. I sometimes wish that I could have the chance to do it again and re-boot.*

Excerpt 4, taken from the Alumni survey demonstrates how a student perceived his career values were crafted by the EPG program and his national enterprise career trajectory shaped by the EPG program and the specific contributions to supporting youth, and poverty rates.

> *Excerpt 4 - I have been committed to service nationally since graduating from Berea. I have been working at a social enterprise for over 4 years doing amazing work supporting youth, their families, community, and the economy of a city with poverty rates. EPG gave me drive and direction.*

Excerpt 5 taken from the Alumni survey explains how a specific socialization event connected him to a professional social entrepreneurship organization and how these opportunities developed his identity.

> *Excerpt 5 - I was a presenter on Networking in Chicago at the C.E.O. international conference. My team and I won an award for best display. I met a C.E.O. of a youth entrepreneurial organization in Wisconsin and she invited me up to support her with her National Youth Entrepreneurship Conference. I convinced her to allow me to bring two of my EPG teammates and she flew us out to Milwaukee round-trip to support. Afterwards, she invited me to come back for a summer internship. Once I graduated she offered me a position as the Assistant Executive Director. I turned down the position to serve 3 terms in AmeriCorps at my hometown in my community center that developed me as a young leader. I wanted to give back at home before I gave to the world.*

Excerpt 6 taken from the Alumni survey illustrates the value of life lessons gained from prototypical social entrepreneurs, as trainers, at an entrepreneurship event that helped to shape this student's entrepreneurship identity and goals.

> *Excerpt 6 - The Sullivan Foundation retreat was very inspiring because of the opportunity to meet passionate people and to hear their stories. I came away recognizing what they could to make a change for the flaws they saw in society. Going to Sullivan confirmed for me how much it takes to truly make your dreams a reality and being in the same room with leaders contributed to how I approach the goals I want to reach.*

Excerpts 7 taken from the Alumni survey establishes how presentation skills and constructing compelling oral presentation led to serving on the Board of Directors of a social enterprise.

> *Excerpt 7 - I currently serve on the Board of Directors for the KY Association of Mitigation Managers and am President of the PeaceCraft Steering Committee. EPG helped prepare me to give effective presentations, and to tailor my messages to the audience. EPG helped bolster my self-confidence in my abilities to lead and serve my community.*

Excerpt 8 taken from first summer debriefing event illustrates how storytelling can dispel stereotypes and advance the understanding of the contribution of entrepreneurship to the Appalachian region.

> *Excerpt 8 - I learned, despite popular belief, the Appalachian area was not always considered poor and the inaccurate Appalachian image of poor, illiterate, unhappy and drunkard people was shaped by the media, mainly writers, during that time. This learning*

matters because it now gives me a better understanding of the timeline of the Appalachian region and why these stereotypes today actually occur and are not completely true. It also was important because it defused the myth of this stereotype and the significant of regional entrepreneurship for me and now when going to this region for EPG I have a better grasp of their history. In light of this learning when conversations of the Appalachian region arise or when people make inaccurate statements about Appalachian using these stereotypes I will share this information disproving their beliefs. I will also share this information with my family members and other people I know so that these myths do not continue to spread.

Except 9 taken from the first summer debriefing event illustrates how opportunity recognition is applied in the Appalachian community setting.

Excerpt 9 - From the conversation with Ms. Judi Jetson, I learned that knowing the key assets of a region are critical to building the economy. If problems in the economy are identified, the people can concoct ways to improve the community and its economy. On the second day of travel, venturing on my own I found The McDowell Arts Council Association (MACA) where I met the MACA founder. Unlike the artists at the Feather Your Nest Gallery, the MACA the artists have created visuals for the public and thus created new revenues streams for the organizations.

Excerpt 10 taken from a student reflective journal demonstrates the adaptability and flexibility required of entrepreneurs.

Excerpt 10 - I learned that you never want to assume that you have all the facts, know every detail, or take for granted that your assumptions about a person, place, etc. are correct. Part of the entrepreneurial experience is learning to take the unexpected, learn-on-the-fly, and utilize that change to your advantage, rather than being caught off guard any time something unplanned comes up. The personas we developed were our own individual creations, but it was tremendous to get feedback from these experienced individuals that we wouldn't have received had we not gone through the process of developing relationships and inviting them to hear our presentations and discern our work.

Excerpt 11 taken from a student reflective internship journal during the second summer internship illustrates her entrepreneurial abilities and her self-efficacy in acquiring the abilities.

Excerpt 11 - I have learned that my strength is recognizing opportunity and uncertainty. I feel that I have always had this strength this was reinforced by my peer; however EPG helped me fully develop opportunity recognition for this area of work. In the small group

meetings that we have every week, we discuss everything from marketing work, to fund raising. I try to focus my thoughts on ways to highlight all these challenges. My project for the next few weeks, the craft shop, will be a great way to tell how useful Facebook is as a social media tool and resource for the Settlement School. After I upload an item, I will be using Facebook to advertise and ask for feedback regarding the items and how effective utilizing the internet will be for the craft shop tracking the social metrics.

Excerpt 12 taken from a student reflective internship journal during the second summer internship illustrates the significance of opportunity recognition within entrepreneurship.

Excerpt 12 - I actually sat down with Jim, the owner and founder, to determine what three new opportunities that have arisen since I have been at the Ranch. Two of the proposals/opportunities that I have been personally involved with are Father's Day event and trail maintenance. Of these two opportunities, trail maintenance is probably the most important for the Ranch. Having these discussion helped me focus on the new opportunities that can be created in my time in the internship.

Excerpt 13 taken from a student in the Alumni survey summarizes how she understood that EPG added value to her employment within the field of social entrepreneurship.

Excerpt 13 - I am currently the Deputy Director for International relations and fund raising for Adom Foundation Ghana. The only reason I am confident in this job is because of the skills and mobilization of resources which are key elements of the EPG experience. It has been only 2 years since I graduated and in every interview or application that I have engaged in, I always mention the life changing experience with EPG.

Excerpt 14 taken from a student in the Alumni survey illustrates how his entrepreneurship education and communication skills contributed to the securing employment and self-efficacy.

Excerpt 14 - I am employed as an apprentice to artist-blacksmith and designer, Jeff Fetty in Spencer, WV. I feel strongly that my experiences and learning in the EPG program helped me both get this job and are helping me quickly grow to become an important asset to Jeff Fetty Designs. In addition to the physical skills required to forge white-hot steel into graceful works of sculpture, architecture and functional pieces, this job involves a lot of communication between me and Jeff, as well as between us and numerous clients who commission us to create often unique installations. EPG prepared me for the demands of working in a high-flow business.

Excerpt 15 taken from a student in the Alumni survey illustrates how the entrepreneurship education contributed to the securing employment and self-efficacy.

> *Excerpt 15 - …as the Director of the Small Business Center for Haywood County I feel that the EPG program had a direct correlation with my hire. A background of Entrepreneurship was a requirement for the position.*

Excerpt 16 taken from a student in the Alumni survey illustrates how his entrepreneurial mindset contributed to securing employment in public accounting professional development in a growing company.

> *Excerpt 16 - After 5.5 years in public accounting and currently a director of accounting at a growing company, I remain convinced that EPG had a lot to do with my personal and professional growth and ambitions. It wasn't so much the assignments as it was the spirit of the program- the conviction that I can achieve what I set my sights on and the way to plant the seeds for the next milestone in my life and career.*

Excerpt 17 taken from the Alumni survey illustrates the value of life lessons gained from complexity and the uncertainty social entrepreneurs confront as they address and solve social problems.

> *Excerpt 17 - There was not a single day during my time at Berea that I was not faced with problems that needed solving. Many involved overcoming my own weaknesses in the new environment. When I was faced with a three page physics problem, for example, there was a certain neatness I had to conform to in order that I not drown in my own mess. The same went for writing a 25-page research paper. The way I see my capacity to handle complexity and uncertainty is akin to an ability to see through all the garbage. It's a question of efficiency and of applying the correct filters to the correct landscape.*

CONCLUSION

The ability to determine how best to spend one's time on what is important, to exceed expected goals, to learn to establish and maintain strategic personal and professional resources, to pursue tasks and challenges with energy, drive, and a need to finish, especially in the face of resistance and setbacks, to create career ambition and, finally, to blend people into high performing teams when needed, and creating strong morale and spirit are entrepreneurial skills and competencies that can be designed and taught in the EPG Program. When exposed to these elements and when faculty and staff guide an EPG student to transition into an entrepreneurial career, the experience can be a very rewarding. This can also be a very creative activity given the variety of pressures on our Berea College undergraduates. Additional action research needs to be done to investigate the ways in which EPG program elements can contribute to and spark the innovation and ingenuity characteristics of self-efficacy. Structuring course content, class assignments, reflective prompts, internship experiences, and co-curricular activities in ways that urge students to personally identify with entrepreneurship and develop a corresponding sense of self-efficacy can help them become entrepreneurs to combat the growing pervasiveness of the world's social ills.

REFERENCES

Aaltio, I. (2008). Management education as an identity construction: the case of Estonia and its transition economy background. *International Journal of Entrepreneurship and Small Business,* 5 (1), 83-99.

Bandura, A. (1997). Self-efficacy: The Exercise of Control. New York: W.H. Freeman and Company.

Blank, S. (May 2013). Why the lean start-up changes everything, *Harvard Business Review,* *http://hbr.org/2013/05/why-the-lean-start-up-changes-everything/ar/1*.

Boje, D., & Smith, R. (2010). Re-storytelling and visualizing the changing entrepreneurial identities of Bill Gates and Richard Branson, *Culture & Organization,* 16 (4), 307-331.

Clarke, J. (2011). Revitalizing entrepreneurship: how visual symbols are sued in entrepreneurial performance. *Journal of Management Studies,* 48 (6), 1365-1391.

Clark, T. (2013). The Business Model You. Hoboken, NJ: John Wiley & Sons.

Dees, J.G. (1998). The Meaning of Social Entrepreneurship. Stanford, CA: Kauffman Center for Entrepreneurial Leadership. Graduate School of Business, Stanford University.

Donnelloin, A., Ollila, S. & Middleon, K.W. (2014). Constructing entrepreneur identity in entrepreneurship education. *The International Journal of Management Education.* http://dx.doi.org/10.1016/j.ijme.2014.05.004.

Down S., & Warren, L. (2008). Constructing narratives of enterprise: Clichés' and entrepreneurial identify, *International Journal of Entrepreneurial Behavior & Research,* 14 (1), 4-23.

Hogg, M.A. & Terry, D.J. (2000). Social identity and self-categorization processes in organizational contexts, *Academy of Management,* 25: 121-140.

Hogg, M.A. Terry, D.J. & White, K.M. (1995). A tale of two theories: A critical comparison of identity theories with social identity theories, *Social Psychology Quarterly,* 58: 255-269.

Johansson, A.W. (2004). Narrating the entrepreneur. *International Small Business Journal,* 22 (3), 273-293.

Kolb. D. (1984). Experiential Learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.

Ollila, S. & Middleton, K.W. (2013). Exploring entrepreneurial identify construction: The case of an action-based entrepreneurship education. A Paper presented at the Nordic Academy of Management Conference, Iceland, Entrepreneurial Education Track. http://publications.lib.chalmers.se/publication/179509-exploring-entrepreneurial-identity-construction-the-case-of-an-action-based-entrepreneurship-educati.

Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation. Hoboken, NJ: John Wiley & Sons.

Strauss A. & Corbin J.M. (1990). Basics of Qualitative Research: Grounded Theory Procedures and Techniques. Newbury Park, CA: Sage Publications Ltd.

Tajfel, P. & Turner, J.C. (1979). An integrative theory of intergroup conflict, In Austin and Worchel, (Eds.). The Social Psychology of Intergroup Relations: 33-47, Monterey, CA: Brooks/Cole.

Turner, J.C., Hogg, M.A. Oakes, P.J. Reicher, S.D. & Wetherell, M.S. (1987). Rediscovery the Social Group: A Self-Categorization Theory. Oxford: Basil Blackwell.

Wood, R.E., & Bandura, A. (1989). Social cognitive theory in organizational management. *Academy of Management Review*, 14: 361-384.

Division II: Program Report Component of Divisional Self Study

Program Name: SENS

Key Programmatic Outcomes from Alumni Survey Data and Most Recent PAR(s):

Academic Program

In spring of 2014, changes were made to the SENS minor to improve the clarity of the curriculum and to facilitate completion without a set capstone course. My advising experience so far with potential independent majors suggests that students come to SENS with a wide range of career goals, including community development, environmental communications, environmental science, and public health; a standard major would be unlikely to fit the needs of most of our potential majors. In fact, the combination of a non-SENS major with a SENS minor seems to fit most students' career goals. Our alumni survey results support this conclusion. When asked what courses would be useful for a hypothetical SENS major, respondents cite a wide range of topics: social movement building, technology, earth science, policy, education, social justice, communication, biology and others. Further, SENS alums uniformly rated the courses they took outside of SENS as "valuable" or "very valuable", whether these courses were in science, social science (economics, business and policy), or writing. The best path forward for SENS, at this moment, appears to be to remain a minor only, with flexibility to continue to foster the occasional need for a specialized individual major. In addition, maintaining a broad network of cross-listed SENS courses can help students easily see what courses are most likely to be useful in sustainability work.

One of the most clearly successful aspects of the SENS minor is the required experiential learning project. Six of eight labor students responded that their internships and study abroad contributed significantly to their current work with SENS. Further, we know from institutional studies that internships and study abroad (which can count as the SENS minor experiential learning project) are both the sorts of high impact practices that contribute to student success during and after college. Anecdotally, students' jobs after graduation often relate to their internship experiences, and these internship experiences often help provide a needed recommendation for sustainability jobs after graduation.

The fact that SENS may be best kept as a minor does suggest a particular challenge in the area of advising, however. Since many students who hope to do sustainability work in their careers choose a variety of other majors, their primary advisors will remain outside of the sustainability program. While SENS minors are assigned an advisor within the minor, this advisor often has almost no routine contact with the student during the course selection process. The interdisciplinary nature of sustainability work suggests that the 20 required courses outside the student's major could be strategically selected to qualify a student for sustainability career

options. We would like to consider additional advising opportunities for sustainability-motivated students. Even a listserv might be a good way to direct students to important upcoming courses for sustainability work, though meetings (group or individual) might be more appropriate for helping students develop a strategy for their educational (and possibly labor) path through Berea. Finally, the Compton Chair role can continue to help faculty across disciplines understand and appreciate the connections of their disciplines to sustainability as a field.

Labor

SENS House and the Aquaponics facility provide significant opportunities for SENS labor students to learn job skills. Also, even labor students who don't work directly with these facilities may be expected to give tours and share information about the facilities in outreach events (such as the Berea Solar Tour). These tours and outreach opportunities give them a leg up both in communications skills generally and in skills relating directly to the maintenance of technologies such as solar PV and solar thermal panels, cisterns, greywater, greenhouses and aquaponics/hydroponics.

SENS labor also offers opportunities for learning a variety of soft skills. Teamwork is an important part of life in SENS house, in chores, house monitoring, and garden work. Through interaction with Ecovillage residents (compost pickup, gardening education) and the nearby CDL (garden maintenance), SENS labor students relate to a wide age range of neighbors. Survey respondents cited a wide range of skills learned from their SENS labor experience, both practical skills (budgeting, publicity, gardening, wastewater treatment), and social skills (interpersonal skills, leadership, self-discipline, facilitation, publicity, working across disciplines, communication). These communications skills are highly important in the field of sustainability.

The range of possible careers and jobs that might build off the SENS labor experience is widely varied. One survey respondent wished that coursework in communications had been encouraged, since "so very much of the work related to SENS topics is about public education." Another wished for more "website crafting and social media related topics." However, other students expressed wishes to have taken psychology, ecology, Spanish, agriculture, philosophy, biology, and entrepreneurship. In fact, no two respondents mentioned the same wished-for courses, confirming our observation as labor supervisor that excellent sustainability labor students can come from and continue through a wide range of interests and disciplines.

One of the challenges and skills of a SENS labor position, cited by several respondents, is time management. SENS labor students are extremely self-directed in their jobs, with many choosing to work in the evenings and on weekends, and many working at varied times across different weeks. Many (5) labor students, in their labor evaluations, requested more guidance, orientation, or training. We, as SENS labor supervisors, need to work with students during the semester, complete midterm labor evaluations, and work with students to understand final labor

evaluations. We began 2014-2015 by taking advantage of the college day for labor training, and we introduced students to their colleagues working in sustainability under the sustainability coordinator (Joan Pauly) during a shared lunch at SENS house that was prepared by house residents. Further, students this year are giving weekly, written labor reports to their supervisor, which will greatly facilitate the evaluation process at mid-term and final.

Key Programmatic Recommendations:

Academic

- Since minor advising is an unreliable tool for communication, find paths to broadly disseminate information about sustainability-related coursework and careers to faculty and students.
- Continue to work with potential SENS majors through the independent major process.
- Continue inclusion of experiential learning as part of the SENS minor.
- Maintain a broad array of cross-listed courses between SENS and other programs.

Labor

- Continue and increase beginning of term training for SENS labor positions.
- Increase mentoring of labor students surrounding the labor evaluation process.
- Encourage SENS labor students to see their work as part of the larger whole of sustainability work at Berea College.

TAD ALUMNI SURVEY 2013

After reviewing the written comments and data from the 2013 Alumni Survey, it was clear that the TAD Program had a very positive impact on the lives of the majority of its majors. Most respondents indicated that their TAD degree prepared them well for their career path and life in general. One Alumni captured this by writing "I believe your department is doing a fantastic job. When students graduate from Berea with a Technology degree they are well prepared for the future."

An important goal of the TAD program is to insure that graduates become independent lifetime learners. Due to the rapid and ever changing nature of technology, it is important that our graduates leave with this mindset. The written comments and data from the survey indicated that TAD graduates value independent learning and are competent lifelong learners. The following comments from graduates provide support that this is occurring:

- "The groundwork was laid for a lifetime desire to learn new things and put them to practical use."
- "The program led me to have a deep appreciation for independent learning."

When asked about the balance between the "making" of things and the "designing" of things most graduates encouraged the program to strike an even balance. Some respondents were concerned about how many schools have eliminated the making part and strongly encouraged our program to continue the practice of making things as well as designing things. This is reflected in Alumni comments such as:

- "Keep a balance and don't forget the making part."
- "Design process will always be primary, but the ability to follow through on the design will be paramount."

When TAD Alumni were asked about what technology and skills will be most important in coming years, there were a variety of answers. The most frequently given responses focused on automated manufacturing, additive manufacturing and 3D computer assisted design. Other viable topics included plastics, biotechnology, and programming. In addition to these topics, Alumni suggested that TAD majors take courses in entrepreneurship, sustainability, and architecture.

PROGRAM ASSESSMENT REPORT (PARS)

During the 2012-2013 academic year, TAD faculty decided to make the following learning goal the focus of our PAR two year cycle: "Student will be capable of critical thought, problem solving, analysis and synthesis."

TAD 130 (Design and Documentation) and TAD 488 (Senior Research) were selected as the two classes to observe student outcomes and to assess how well the goal was being met. These two classes were chosen because TAD 130 is one of the first classes that TAD majors are encouraged to take, and students should enroll in TAD 488 just prior to graduation. Student drawing portfolios were gathered to evaluate Design and Documentation and observations and video recordings of senior research presentations were used to evaluate the Senior Research class.

When possible all TAD faculty attended the senior research presentations. These activities were video recorded so that faculty could view the presentations when there was a time conflict and also to provide documented evidence for this report. Students in the Design and Documentation class were required to keep a drawing portfolio of their work. These digital portfolios were collected to see how well the students were meeting the goal and to provide documentation for this report.

The student work in TAD 130 showed that students are very capable of understanding how to create drawings using CAD software but need improvement on applying these skills to real world problems and using CAD skills to solve design problems that occur across all classes in the TAD curriculum. The TAD faculty concluded that using CAD software to solve design problems should be as natural for students as using paper and pencils to sketch solutions. To achieve this goal, TAD faculty encouraged students to use CAD skills I appropriate classes and encouraged student to use CAD software on regular basis. TAD faculty added CAD drawing skills to syllabi in appropriate classes and will require students to us CAD software to solve design problems.

After observing the senior research presentations and discussing them, TAD faculty agree that students need to develop a research skill set that they can use throughout their academic careers. In the future, this will be accomplished by providing students with the opportunity to conduct small research projects in several TAD core courses that students would take before enrolling in the Senior Research class.

After reviewing the work completed during year one of the PAR revision process, the TAD faculty agreed to focus and implementing changes to the Design and Documentation class. More emphasis was placed on using CAD software as a design tool rather than just a high tech drawing too. At the conclusion of the academic year TAD faculty saw noticeable improvement in the use of CAD software by students in the TAD 130 class.

At the beginning of the 2014-15 academic year, four TAD faculty volunteered to team teach two sections of TAD 130. Known as the 130 Team, these four faculty are working together to change the focus of TAD 130 (Design and Documentation) from a drawing course to one that requires students to be problem solvers, designers, and makers of useful products.

LABOR EVALUATION REPORT

The TAD Labor Evaluation Report for 2013-14 indicated that the vast majority of students working in the Program have a positive and valuable labor experience. The report reflected that TAD faculty are very diligent in completing the student evaluations and in general, students working in TAD receive very high scores for their efforts.

To improve our labor program the report suggested that students wanted more opportunities to use their writing skills as TA’s. The report also indicated that faculty should include more written comments to explain and expand on extra ordinary student work. As a final recommendation, TAD faculty were encouraged to complete the evaluations earlier in the term to allow for more sharing and feedback on the data and comments.

PROGRAMMATIC RECOMMENDATION

Starting in 2012, the TAD faculty began discussing the goals, student outcomes, and content of the Design and Documentation (TAD 130) course. During this time period, our Program Assessment Reports (PAR) also focused on this course. As a core course that introduced students to computer assisted design and rapid prototyping it was viewed as a course that could have an impact throughout the TAD curriculum.

Since 2012, TAD has made efforts to change this course from a place where students learn how to draw with CAD software, to a place where CAD is used to design, test, iterate and create rapid prototypes and finished products. Currently, we have four faculty members team-teaching two sections of TAD 130. For two hours every Friday this team meets and discusses strategies for the following week. The emphasis of the class is now on using CAD software as a design tool rather than just a drawing tool.

In the future TAD faculty envision using CAD tools and the design process in all appropriate courses throughout the curriculum. For example, students in a Graphic Communication and Design course would use concepts learned in the 130 course to design and produce logos and websites while students in other lab classes would design and iterate projects using CAD software.

Currently the idea that our students can be “designers” as well as “makers” is taking hold in the TAD 130 class. In the future, TAD faculty would like to see this mindset pervasive throughout the curriculum. It is therefore important that the work in the Documentation and Design class continues and that faculty and students continue to explore the balance between “design and making” throughout the TAD curriculum.

Division II: Danforth Academic Building Replacement
Component of Divisional Self Study

Introduction:
During the course of the Division II Self-Study, meeting about the replacement for the Danforth Technology Building began. Divisional programs and individual faculty members were asked if they wanted to participate in the development of the replacement building. Meetings of the committee were held before any of the Ballinger architects came to campus. Each program was also invited to meet one-on-one with the architects and outline their wants and needs for the next iteration of the building, whatever that may look like. Ballinger architects have also held several meetings with members of the Division who are part of this project. Currently, members of programs from Agriculture and Natural Resources, Computer Science, Sustainability and Environmental Science, Technology and Applied Design, as well as Art and Communication have been engaged in this process. Visits to sites to glean more about what we would want in a building will be completed over this coming summer and next fall.

Program Name:
Danforth Academic Building Project
Agriculture and Natural Resources, Computer Science, Sustainability and Environmental Sciences, Technology and Applied Design, and ART (Ceramics and Sculpture)

Key Programmatic Outcomes:
(This portion of the report should be in essay format and no more than 2 pages in length)

The programmatic outcome of this project is to provide a new, flexible, and innovate academic building to replace the existing Danforth Technology Building for the benefit of all programs involved. Key elements of the improved educational space include, but are not limited to the following:

- Electrical
- HVAC
- Efficiency/Sustainability
- Egress
- Lighting
- Security

It is hoped by addressing these elements; educational environment improvements will be provided for faculty, staff, and students, alike. Anticipated educational improvements include, but are not limited to the following:

- Learning Spaces
    - Formal/Informal
    - Laboratory

    - Research
- Technology
    - Information Technology
    - Educational Technology
    - Equipment (lab)
- Research
    - Professional
    - Student
- Labor
- Sustainability

Key Programmatic Recommendations:

At this point in the process, programmatic recommendations are as follows:

- Continue building shepherd/committee communication to involved programs and upper administration
- Continue communication between programs and building shepherd/committee representatives
- Clearly identify square footage for future programmatic needs (educational and research)
- Confirm program involvement as project moves forward
- Identify schools/buildings of interest for reference and/or visitation
- Set up schedule to visiting various schools/buildings to collect data and gather perspective

Community Sustainability Laboratory Project Report (CS-Lab)

The Berea College Community Sustainability Laboratory promotes collaborative problem-solving by students, staff, and faculty from many disciplines in partnership with communities throughout Kentucky and the Appalachian region. CS-Lab develops innovative technologies, buildings, businesses, energy, and food systems to help communities adapt to global economic, energy, and environmental challenges. CS-Lab provides Berea students with experiential education – learning by doing – in a variety of practical skills while contributing to an increase in the resilience and sustainability of Appalachian communities.
www.communitysustainabilitylab.org

CS-Lab has six on-going projects that fulfill its goal of providing experiential learning for Berea students in strategies and techniques for increasing community resilience.

The Sustainable Housing Project develops designs for low-cost, energy-efficient housing for eastern Kentucky.
Project Partners: Habitat for Humanity of Madison & Clark Counties, Technology and Applied Design Program

Project activities have included two internships in which TAD students assisted on a conventional Habitat house build while researching ways to make future houses more energy efficient. Building on this research, the TAD Ecological Architecture class modified a standard Habitat four-bedroom house design to make it more energy efficient (Habitat is currently evaluating this revised design). The student chapter of Habitat and HEAL are currently organizing weekly groups of Berea students to participate in the construction of an energy-efficient Habitat house next to the Ecovillage, giving students an opportunity for service, and to learn some basic construction skills. This build is scheduled for an early March completion. Walls for the house are being built off-site at the Technology & Applied Design facilities.

The Edible Streets Project increases food production within the city of Berea through the establishment of edible street trees and community orchards.
Project Partners: City of Berea, Berea Community Schools, Sustainable Berea, Sustainability and Environmental Studies Program, Agriculture & Natural Resources Program

Students have planted fruit and nut trees along Ellipse Street, at Berea Community Schools, and at East Ridge Community Gardens. Twenty students and community members attended a grafting workshop led by John Strang, UK Extension Fruit specialist, and some of the grafted material was used to establish a tree nursery to produce low-cost stock for future street and orchard plantings. Students in this fall's Urban Agriculture (SENS/ANR 386) course are planning and planting a community orchard in one of Berea's low-income neighborhoods.

The Backyard Bees Project increases the population of pollinators, educates and builds a community of bee keepers, and produces local honey.
Project Partners: Sustainable Berea, Agriculture & Natural Resources Program.

Top bar bee hives were installed at five Berea households and the new beekeepers trained at a series of three public workshops on all aspects of beekeeping. A public showing of *More Than Honey* is scheduled for this fall as the kick-off to signing up a new set of households for next year. The ANR Bees and Beekeeping class used two of the hives in the Backyard Bees project for their lab on top bar hives.

The Ecological Restoration Project contributes to the sustainability of communities in eastern Kentucky through the restoration of degraded landscapes and the resulting increase in ecosystem services and economic opportunities.
Project Partners: Agriculture & Natural Resources Program, Coal Country Beeworks, Green Forests Work.

A pilot ecological restoration field course assisted restoration efforts in eastern Kentucky, northern Kentucky and Maryland (Chesapeake Bay). Work continues on developing a permanent ecological restoration field course to be offered by Sarah Hall (initial offering postponed due to maternity leave), and a classroom-based introduction to ecological restoration to be offered by Richard Olson in spring of 2016. Hall and Olson are developing a restoration field course to be jointly taught in summer 2016 in Alaska (Ecological Restoration in an Era of Climate Change).

Machines for Community Sustainability develops designs for low-cost, locally-buildable machines to support local sustainable economies in Appalachia.
Project Partners: Agriculture & Natural Resources Program, Technology & Applied Design Program, Sustainable Berea.

Three Berea students interned at Open Source Ecology learning approaches to machine design and construction. The TAD Advanced Power, Energy & Technology class designed an irrigation system for the Berea Urban Farm, and designed and built a walk-behind tractor for use on the urban farm.

The Berea Urban Farm Project is designing and demonstrating an urban farm to produce high-quality food in a manner that restores the land, educates youth and adults, increases food security, promotes local economic development, and improves the health and quality of life of the community.
Project Partners: City of Berea, Berea Tourism, Agriculture and Natural Resources Program, Madison County Conservation District, Sustainable Berea.

A 1.4-acre lot in Old Town Berea has been secured for the project. Peter Bane, publisher of the Permaculture Activist led a workshop to develop a conceptual plan for the urban farm. Two decrepit houses on the site have been demolished, cover crops have been planted to restore the soil on one of the home sites, and soil on the entire site was analyzed for lead. A Berea College intern assisted with planning the farm in the summer of 2014, and classes from ANR, SENS, TAD, and CHM have visited and contributed to the development of the farm through student projects. Peter Bane will return in early November to lead the development of a detailed site and operations plan.

Appendices

Division II Alumni Newsletter

A Note about Berea College's New Divisional Structure

In 2011, Berea College reorganized our academic departments into a divisional structure designed to enhance and increase collaboration and interdisciplinarity between departments. We recognize that while some of our world's problems are best addressed from within a discipline, some problems require interdisciplinary solutions.

Organized around resources, technology, and commerce, our division consists of:

- Agriculture and Natural Resources,
- Computer Science
- Economics and Business,
- Entrepreneurship for the Public Good,
- Technology and Applied Design (Formerly Technology and Industrial Arts,) &
- Sustainability and Environmental Studies.

In particular, the divisional structure is intended: to enhance interdisciplinarity, to allow for increased flexibility in faculty hiring, to facilitate new curricula and even new approaches in teaching and learning, and to realize some cost savings.

As an alumni with a deep connection to one or more of these departments, we would like to enlist your help in with a short survey which will help us to look forward both from within the discipline as well as beyond the discipline.

We are sincerely appreciative of your time.

With gratitude,

Jan Pearce, Chair, Division of Resources, Technology and Commerce
Michael Panciera, Chair, Agriculture and Natural Resources
Sarah Hall, Incoming Program Chair, Agriculture and Natural Resources
Mario Nakazawa, Chair, Computer Science
Ed McCormack, Chair, Economics and Business
Peter Hackbert, Director, Entrepreneurship for the Public Good
Alan Mills, Chair, Technology and Applied Design (Technology and Industrial Arts)
Nancy Gift, Chair, Sustainability and Environmental Studies

BEREA COLLEGE

From left to right: Front row: Ed McCormack (ECO/BUS), Jan Pearce (CSC & Division Chair), Mario Nakazawa (CSC), Alan Mills (TAD) Back Row: Samantha Cole (staff support), Michael Panciera (ANR), Sarah Hall (ANR), Nancy Gift (SENS), Peter Hackbert (EPG)

Division II Newsletter
Table of Contents

Introduction Page 1

Agriculture and Natural Resources Page 3

Computer Science Page 7

Economics and Business Page 10

Entrepreneurship for the Public Good Page 13

Sustainability and Environmental Studies Page 16

Technology and Applied Design
(formerly Technology and Industrial Arts) Page 21

Agriculture and Natural Resources

ANR Program & College Farm Update

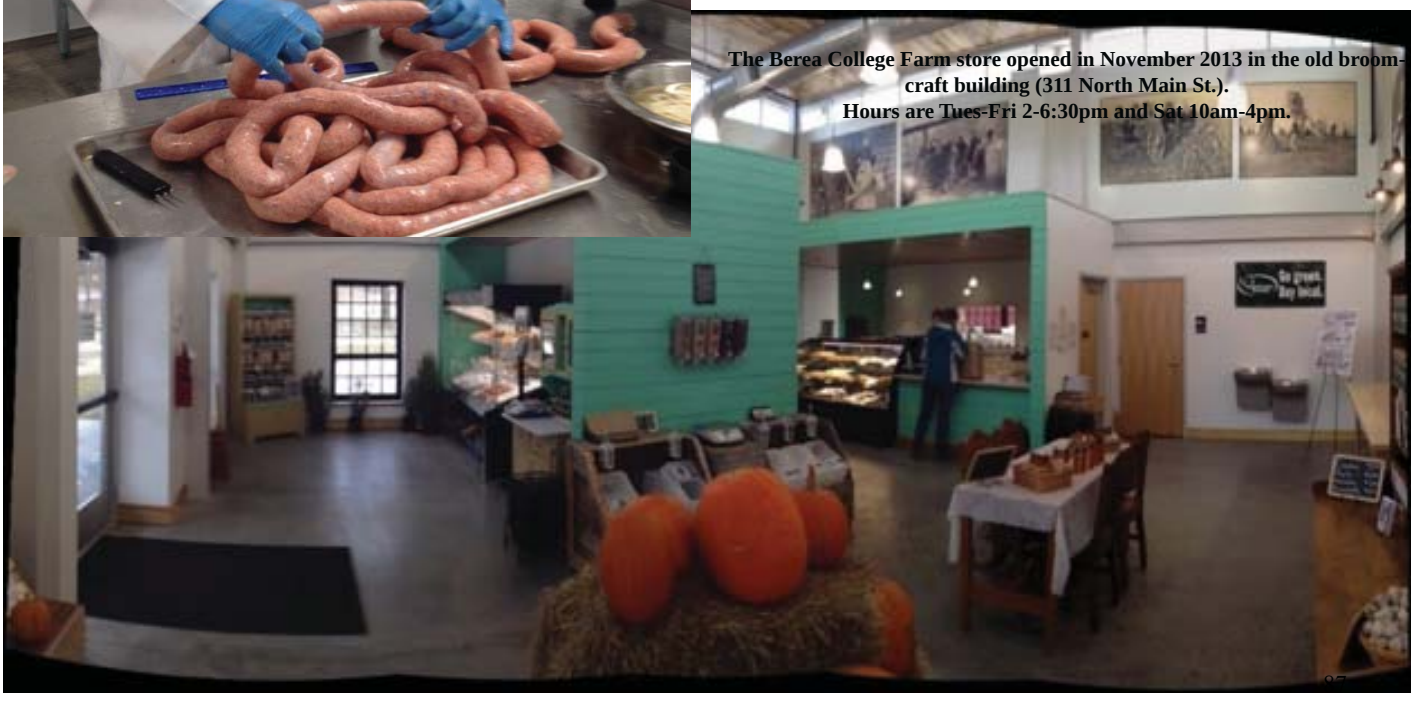
The ANR Program has continued to provide students with a foundation in soil science, plant science, animal science, economics, and ecology and the interrelationships among these disciplines, as well as how to apply these disciplines toward the sustainable management of agriculture and natural resource systems. But there have been some changes- the three separate degree programs (General ANR, Sustainable Systems, and Agribusiness) were dropped following a 2007 Self Study (all majors receive B.S. in Agriculture & Natural Resources), and there have been some personnel changes as well. Read on to learn about new additions to the faculty, as well as exciting directions for the farm which has brought on a new organic farming coordinator, as well as a farm store manager.

ANR student Emily-Grace Sarver-Wolf making bratwurst sausage in the new Farm Store's meat processing room.

To better serve as a relevant laboratory for student learning as well as a model of sustainable agriculture in the region, the College Farm has put a number of new management systems, enterprises, and projects into place in recent years. These have included:

- an expansion of certified organic acreage,
- increasing sales of meats and produce to the college dining hall,
- certification of all livestock enterprises by Animal Welfare Approved,
- a small biodiesel processing system to fuel tractors,
- addition of small poultry and aquaculture enterprises,
- and, most recently, the opening of a campus farm store.

The store offers foods grown, and in some cases processed, by students on the College Farm as well as products from farms and small businesses in the central Appalachian Region and throughout Kentucky. It provides students with the opportunity to gain practical experiences to develop the necessary skills and creative insights for producing value-added products, an important option for improving small-farm viability and fostering stronger and more vibrant local food systems in the region. Sales of the farm's products through the store helps support educational programming. Faculty and staff encourage students to examine the farm's operations from different perspective in classes and through the labor program and explore alternatives for improving it, including producing and selling new products. Keep up with the farm and store at bereacollegefarmstore.com.



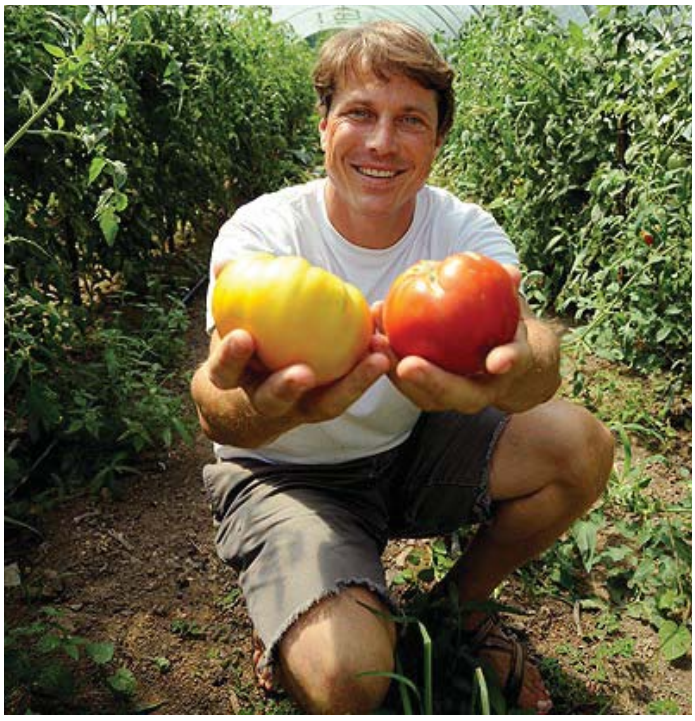
The Berea College Farm store opened in November 2013 in the old broom-craft building (311 North Main St.).
Hours are Tues-Fri 2-6:30pm and Sat 10am-4pm.

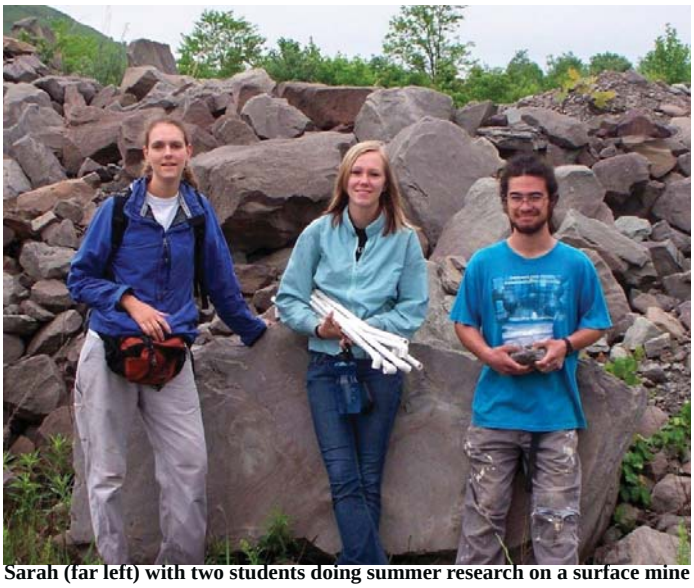
Michael Panciera

Mike (indicated by arrow in picture to the left) began teaching at Berea College in the fall of 1998. Most recently he has taught the introductory agriculture course, forage and row crop management, soil and water conservation, and farm resource management. In the past he has also taught plant science, senior seminar, farm to table, and GSTR 110 (first-year writing course). Mike plans on retiring on the completion of the spring semester of 2014 after dedicating the past 16 years to the students of the college particularly in the Agriculture & Natural Resources Program. Throughout his 16 years in Berea, Mike has seen many valuable changes within the department especially in regards to the college farm and the recent addition of the Farm Store. There has been a much clearer focus on sustainable agriculture and progress in terms of efficient farming to increase profitability. The Farm Store provides a whole new direction for students to experience agriculture from production through the processes that bring products directly to the consumer.

Sean Clark

Sean (right) has been at Berea for 15 years and currently teaches the introductory and senior seminar courses as well as horticulture, bees and beekeeping, farm to table, aquaculture and aquaponics, and a summer course in food and farming in Greece. He also directs the College's educational farm, which opened its own retail store with processing facilities in late 2013 following renovation of the historic Broomcraft Building on campus. His recent scholarly and research activities have included the publication of *Fields of Learning* with Laura Sayre (French National Institute of Agronomic Research, Dijon, France) on student farms by the University Press of Kentucky, a study of two small-scale, value-added grain processing businesses in western North Carolina (Riverbend Malt House and Carolina Ground flour mill), and collaborative work with agricultural engineers at the University of Tehran, Iran, on using Life Cycle Assessment (LCA) methodology to evaluate the environmental impact of different cropping systems. He plans to apply LCA methodology to the College Farm to assess the effects of recent management changes.





Sarah (far left) with two students doing summer research on a surface mine in Pike County, KY.

Sarah Hall

Sarah joined the faculty in 2011, and teaches plant science, soil science, forest and wildlife management, GSTR 110, and special topics (such as "Appalachian Plants & People") within the program. A native of the area, she joined the faculty in 2011 and has received both of her graduate degrees (M.S. in Forestry and Ph.D. in Crop Science, both focused on restoration ecology), from the University of Kentucky. Outside of the classroom, Sarah works with undergraduate students to conduct research on surface mine sites in eastern Kentucky. The goal of such research is to considerably improve current reclamation methods to restore forest to these disturbed ecosystems. Sarah has special interests in plant community ecology, plant-soil interactions, and restoration ecology.

Quinn Baptiste

Quinn (right) started at Berea College in the fall of 2013 and teaches the animal science courses- animal science, animal diseases, and nutritional studies. In the near future he intends on teaching courses on animal reproduction and advanced livestock science. At West Virginia University Quinn received a Master's degree in nutrition and reproduction, and a Doctorate degree in animal and food science with an emphasis on ruminant nutrition. Quinn plans on improving the college farm functions so that it can become even more of a low-input sustainable production system. His primary interest is to investigate strategies that would support nutritional and reproductive management of the animals raised on the farm. Once an effective and sustainable model of production is developed Quinn hopes to share the methods and information with community farmers in order to promote sustainable agriculture within Madison County.

College Farm Staff

The college farm staff (left to right): Bob Harned (farm manager since 1998); Matt Wilson (organic farming coordinator since 2011, ANR graduate in 2009); Janet Meyer (horticulture manager since 2009, ANR graduate in 2005); Bethany Pratt (farm store manager since 2013); Jessa Turner (office and farm marketing manager since 2009, SENS graduate in 2007); and Jamie Rowse (farm assistant manager since 2007).

ANR students and farm manager Bob Harned release Ossabaw Island hogs as part of a heritage hog study conducted in 2012 in collaboration with the Livestock Conservancy and the University of Kentucky.

Horticulture manager Janet Meyer discusses the college's shiitake mushroom production (in what used to be a farrowing house) as part of the Madison County Extension Field Day hosted in 2013.

A Note from Berea's Computer Science Faculty

Hello, Computer Science and Computer and Information Science alumni!

A lot of exciting changes have happened in recent times, and we want to take this opportunity to outline some of them. As many of you know, Berea began offering a Computer and Information Science (CIS) major in 2007, with optional concentrations in "Computer Science," and, "Computational Mathematics." We proposed this change because YOU, our alumni, indicated that we needed a major. At the time, we were closely associated with Mathematics, but after an organizational restructuring in 2010, the Mathematics and Computer Science Department has split into two programs. The Computer Science Program has moved into a division that includes the Agriculture and Natural Resources, Economics and Business, Sustainability and Environmental Studies (SENS), and Technology and Applied Design (formerly TEC) programs as well as the director of the Entrepreneurship for the Public Good (EPG) Program. A new faculty member, Dr. Matt Jadud, was hired in a joint CSC/Technology position to strengthen the hardware component of the CIS major and to further emphasize the connection between these two programs. We also moved our offices to the Danforth Technology Building, the "TEC building," when we realized that the Draper building did not have adequate lab spaces for our hardware-rich courses such as robotics, computer organization, and electronics.

The CSC program is still dynamic and responsive to the ever-changing needs of the careers in computer science. For example, we recently changed our core programming language from C++ to Python, though we will still teach C++ as a systems level language in our upper-level CSC courses. We also have proposed new upper-level CSC courses in networking and programming languages to strengthen the skills that our graduates will leave with in these two areas. We have seen the numbers of students in each of our courses greatly increase, a challenge we accept and try to accommodate to the best of our ability.

We regularly look at our courses and curriculum so that students who graduate with a CIS major or a CS minor find careers that are relevant and fulfilling. Hence, we need help thinking about how to best move into the future, and that is where you, our alumni, are essential.

Left to right: Dr. Matt Jadud, Dr. Jan Pearce, and Dr. Mario Nakazawa

Dr. Jan Pearce, Professor

Division of Resources, Technology and Commerce, Chair

You probably know Dr. Jan Pearce (*above*), who has been at Berea since 1992. As the founder the Computer and Information Science major, she has been delighted to see the tremendous popularity and growth in the major which has facilitated the hiring of two wonderful additional CSC faculty members, Dr. Mario Nakazawa and Dr. Matt Jadud. In recent times, she has been exploring her interests in affective aspects of the high school to college computer science transition as well as in the coordination of teams of mobile robots. Next year, she will be offering a new upper-level CSC course in Networking.

In 2011, Dr. Jan was elected as the inaugural chair of our entire division. She has very mixed feelings about this heightened responsibility, because the well-being of computer science and YOU our wonderful CSC alumni are really her primary concern and true passion. So, she invites you to message her to let her know how and what you are doing—she says that hearing from you will make her happy. In her spare time, Dr. Jan also continues to dance with her performance dance troupe, Lexington Vintage Dance, with whom she has been involved in a number of movies and documentaries in the last few years.

Dr. Mario Nakazawa, Associate Professor
Computer Science Program, Chair
Dr. Mario Nakazawa *(in picture below with students)* has been at Berea College since 2005, and was tenured in 2011. He has had the pleasure of being Program Chair since 2013. His teaching interest includes the entire set of CSC courses offered, even though he has not had the opportunity yet to teach Storytelling or Robotics. His main interests are varied, including (1) artificial intelligence and how it relates to dance, and (2) informatics (the study of how data can be synthesized to create useful information). He proposed an upper-level course in computational intelligence and an introductory business and computer science cross-listed course, which were approved by the faculty in 2011 and 2012, respectively. He has team taught various CSC courses including C++, data structures, and the new Python programming course with Dr. Jan Pearce. He enjoys teaching a yearly ballroom dance class, much to the surprise of the students who have taken his CSC courses. In his limited spare time, he enjoys cooking, hiking, and being with his family.

Dr. Matt Jadud, Assistant Professor
Computer Science and Technology and Applied Design Programs Liaison
Dr. Matt Jadud joined Berea in 2012, having previously served as faculty at Allegheny College and Olin College, a small, 4-year engineering college in the Boston area. His position is joint with the Technology and Applied Design program, where he is primarily responsible for electronics curriculum; in CSC, he brings a breadth of interests. On one hand, his doctoral work explored how novices deal with syntax errors when they are first learning how to program. On the other, he shepherds the ongoing development of an IDE and virtual machine for parallel programming on the Arduino (http://concurrency.cc/), which he uses in his work with environmental sensors and small-scale robotics. He teaches broadly across the curriculum, from our new, introductory course in mobile app development for Android to systems and languages courses at the upper level. When not in the lab, Matt is busy trying to keep up with his five-year-old and one-year-old sons.

Economics & Business Program

Expanded Opportunities
New Division Structure

As you read in the opening email, Berea College has now moved to a new division structure and away from our old departmental structure. So the Economics and Business Department is now called the Economics and Business Program, and is in the "Division of Technology, Commerce, and Resources," along with Agriculture, Technology and Applied Design, Computer Information Science, Sustainability and Environmental Studies, and Entrepreneurship for the Public Good. We still offer our majors, but now we are a part of a larger Division with opportunities for interdisciplinary collaboration, team teaching across disciplines, cross-listed courses, and the like. We would like to hear your thoughts about how we might take advantage of these exciting new opportunities.

Curricular Changes

As a result of our last self-study, completed in 2010, the Economics major has added a new interdisciplinary concentration, International Politics and Policy. There are now two concentrations within the Economics major, IP&P and Methods and Models. The methods and models concentration is essentially our original Economics major that you are familiar with. The Business major still has the same four concentrations, Management, Marketing, Accounting, and Finance. We would like to know from you about how we might improve our existing concentrations, and how we might take advantage of new, perhaps even interdisciplinary concentrations so that we can continue to provide a high quality undergraduate education in Economics and Business relevant to the 21st century.

The Center for Transformative Learning (CTL)

The College has created the CTL, which houses a full time director of the College-wide Internship Program and a full time Director of Career Development. This has made a big difference, both College Wide and for Economics and Business, to build the "Bridge Out" to prepare students for, and help them transition to professional life after Berea. Our ECO/BUS Program works closely with the staff at the CTL to help our majors, and collaborates with CTL on the Cornell Weekend program where current MBA students and alumni of the Johnson School of Business at Cornell come to Berea and mentor students on interview, networking, and resume building skills. Many internship and full time offers have resulted from this collaboration.

Classroom Technology

Practically all of our classrooms are now equipped with overhead projection equipment for laptops, and several classrooms now have smart board technology coupled with multiple display screens. All of our classroom spaces also include wireless internet connection. We have the technology tools and software applications to be very creative about how we deliver instruction and create classroom activities for our students.

E&B Moves Toward More Intentional Assessment
Program Assessment Reports (PAR)

We are now into the second year of our PAR cycle. We have identified some core learning outcomes based on our stated Programmatic goals and objectives, and are in the process of gathering data from our courses from exams, projects, simulations, & etc. to see how well we are achieving our stated goals, and to determine how we might improve our quality. For more information about our stated goals you can visit http://berea.smartcatalogiq.com/en/2013-2014/Catalog/Academics/Academic-Programs-and-Courses/Programs-of-Study/Economics-and-Business

Major Field Test (MFT)

For the last 5 years we have administered the Major Field Test for Economics and Business to our senior Business and Economics majors. This is a national test that is created and managed by the Educational Testing Service (ETS) Company. The Business test is subscribed to by 585 institutions nationwide, ranging from large universities to small liberal arts colleges like Berea. Seventy-eight schools nationally administer the Economics test. The results of the test are encouraging and help us gage how our students compare nationally. For the five years that we have administered the test, in two of the five our Business students ranked in the 85th percentile, and in two of the years ranked in the 91st percentile, an outstanding performance validating the high quality education Business students earn.

Faculty Updates

Retirements

W. George Matton Professor of Economics, Dr. Clifford Sowell retired in 2010. Cliff served as Department Chair from 1985 to 1993, and taught and menotred Berea's Economics and Business students for 29 years. We miss Cliff's professionalism, leadership, wit, and intellect. He was a modest person, but a powerful force in our Department for many years.

Professor Martie Kazura retired in May 2013. Martie came to Berea in 1991 as only the second female faculty member in the Economics and Business Department in it's history. Martie had a love for the Business discipline, especailly Marketing, and for the liberal arts. She passionately mentored and taught our students for 21 years, serving as Department Chair from 1997 to 2002. Martie made significant contributions to our internship program, and to enhancing our students' communication, presentation, and collaborative skills. We will surely miss both Cliff and Martie.

Moved On

W. George Matton Professor of Business, Dr. Trish Isaacs and Dr. Mark Roselli moved on to other exciting opportunities at other institutions. Dr. Isaacs accepted a position in the Accounting Department at Eastern Kentucky University, her Alma Matter. Trish was a dedicated member of our faculty from 1989 to 2011. She was highly respected, not only by the faculty members in our Department, but by her colleagues across the entire campus. She served expertly as our Department Chair for 9 years, leading us through the era of the financial crisis and some of the most difficult times in recent history.

Dr. Roselli left Berea and accepted a deanship at I-Shou University in Vietnam. Mark has a passion for Asian culture and had traveled to and taught study abroad business courses in Asia many times over his career. He had a unique opportunity at I-Shou University to get into a significant education administration position in a newly established international university in Vietnam. Obviously, Drs. Isaacs and Roselli will be missed, and we wish them the best as they move on to these new challenges.

Dr. Scott Steele, Associate Professor of Economics has not left Berea, but has taken a 5 year position as the Dean of Curriculum and Student Learning over in Lincoln Hall. His position includes responsibilities over the areas of General Studies, Advising, and general management of the entire curriculum. He has made significant improvements and launched many innovative initiatives that have benefited the entire College. We look forward to Scott's return upon completion of his generous contribution to the overall quality of the academic program at Berea College.

New Faculty

Since 2011, as a result of all of the retirements and moving on changes, our Program has had an exciting infusion of new talent. We have welcomed six new faculty members to the Economics and Business Program.

Dr. Volker Grzimek, Associate Professor of Economics joined us in Fall of 2011. Volker teaches Microeconomics, Statistics, and other Economics and Mathematics course. He is loved by our students and is gaining broad recognition as an exceptional teacher. His research interests are in policy evaluation and economic and business education. He is currently collaborating with Duke University's Global Health Institute on an evaluation of education related conditional cash transfer program in Tunisia.

Management professors, Drs. Maurice Reid and Eric Kinnamon joined us in Fall of 2012. Dr. Reid accepted the position of Associate Professor of Business and the W. George Matton Professor of

Business Administration. He regularly teaches Strategic Management, Production and Operations Management, and Human Resource Management. Maurice also teaches GSTR 410, Senior Seminar regularly, and has collaborated with colleagues in other programs to teach innovative interdisciplinary courses. His research interests are in the study of quality practices in organizations. Dr. Kinnamon teaches Management and directs our Enactus (a social entrepreneurship outreach organization, formerly SIFE) organization and teaches the Enactus course. Dr. Kinnamon also has offered special topics courses in International Management, Entrepreneurship, Leadership, and regularly teaches the GSTR 210 course, Freshman Seminar II, Identity and Diversity in the U.S. His research interests are in entrepreneurship, cognitive diversity, acculturation and cross-cultural issues.

This year, Fall 2013 saw three additional members join our ranks. Professor Anthony Caldwell (Berea alum, 1997) was hired to replace Dr. Isaacs in the Accounting area. In addition to his B.S. in Business administration from Berea College, Anthony holds a Masters of Accountancy, J.D., and Masters of Laws in Taxation degrees. His excellent education combined with his professional experience as a practicing CPA and Attorney, and his background as a Berea student make him uniquely qualified to teach and mentor our students. Anthony's scholarly interests are in the areas of Entrepreneurship, Electronic Business and Commerce, Business Taxation and Business Structuring.

Ph.D. is in Psychology and he was a tenured member of the faculty at Murray State University in the Psychology Department. But Ian's research interests in Consumer Behavior ultimately led him to a desire to migrate academically to Marketing, and so Ian obtained his MBA and is continuing his professional education and pursuing research interests in the Marketing area. Ian teaches Marketing, Consumer Behavior, Marketing Research, and special topics in Marketing. He is also a regular contributor to our GSTR 410 course. His scholarly interests are consumer judgment and decision-making, emotion and well-being, sustainability and business ethics.

Nimantha Manamperi also came to us last fall from Texas Tech, where he recently completed his Ph.D. in Economics. Nimantha, a native of Sri Lanka, brings a strong educational background in Macroeconomics and Finance. Nimantha teaches Principles of Micro and Macroeconomics, Intermediate Macroeconomics, Money and Banking, and Econometrics. Nimantha is also gaining a broad reputation as an excellent instructor. His research interest are in Monetary Economics, Applied Time Series Econometrics, Economic Growth and Financial Crises.

Special Recognition

In 2010, Professor Ed McCormack was awarded the Paul C. Hager award for Excellence in Advising. Ed has been serving as Economics and Business Program Chair since Dr. Isaacs' departure in 2011. In 2012 Dr. Wayne Tolliver was awarded the Paul C. Hager award for Excellence in Academic Advising, and Ed McCormack was awarded the Seabury Award for Excellence in Teaching.

From left to right: Seated: Ed McCormack, Sam Cole, Maurice Reid, Caryn Vazzana
Standing: Scott Steele, Volker Grzimek, Eric Kinnamon, Anthony Caldwell, Wayne Tolliver, Nimantha Manamperi, and Ian Norris

Entrepreneurship for the Public Good

EPG Sponsors Lean In Women's Group

During the fall and spring semester, a "campus circle," of interdisciplinary undergraduate women have been convening in Stephenson Hall on Wednesday nights for 100 minutes. Campus Circles are small peer groups of 10 to 12 that meet regularly to learn and share together. Formed by Brittany Suits, a Business Administration major, the Lean In Circle is designed to explored why women's progress in achieving leadership roles has stalled, uncover root causes, and offer compelling, commonsense solutions that can empower members to achieve their full potential. The twice monthly sessions are designed to fully maximize their time together, reviews chapters from the Facebook COO Sheryl Sandberg's book, and discuss leadership implications as the senior circle members build a supportive community. Peter H. Hackbert and Lyndsey Mullins are the faculty and staff sponsors.

EPG Members Plan for Spring Semester New Venture Competitions

Each spring collegiate teams within Berea College form to generate idea and new venture models for the array of social and commercial new ventures competitions. These events include the Sullivan Foundation Social Entrepreneurs Challenge (entry deadline February 1, 2014), the Nashville's Social Enterprise Alliance Business for Good Competition (submissions due February 21, 2014), the Collegiate Business Concept Competition (deadline March 7, 2014), and the Appalachian IDEAS Network Showcase (application deadline March 29, 2014).

Murtaza Sharifi, an Economics (Methods and Modeling) major with a minor in Political Science, and an EPG candidate, is the co-founder and vice president of A Villager's Hand (www.avillagershand.com), a fair-trade importer of local crafts from remote villages in Afghanistan, China, and Peru that sells goods in the US. Murtaza is considering competing for in the Sullivan Foundation Social Entrepreneurs Challenge and the Nashville's Social Enterprise Alliance Business for Good Competition.

Luwam Amare, an EPG Fellow, and senior Nursing major from Asmara, Eritrea studied the growth and importance of cancer prevention and methods to decrease morality, morbidity, and cost of cancer treatment. The use of mobile devices, websites, and 3D mammography are identified as significant tools in prevention and cancer screening in developing countries. Asmara, Eritrea with a market base of 10,000 families, serves as the location for a proposed clinic primarily focused on women with implications of health services in Ethiopia and Bangladesh. Luwam's GSTR 410 senior research results confirmed that the Canvas Business Model can be applied to build a sustainable business model for the Eritrea Clinic as an early step to attract local investment. Luwam is considering competing for in the Sullivan Foundation $5,000 Social Entrepreneurs Challenge and the Nashville's Social Enterprise Alliance Business for Good Competition, which awards $50,000.

Nasser Mostafazadeh, an EPG Fellow, is a junior Physical Education major and Business and Economics minor, an American Council on Exercise certified personal trainer, and a National level bodybuilder. He has formed an entrepreneurial team including Jamar Sullivan, Technology and Applied Design major and EPG Candidate, and Wynn-Jones Mbwambo, a EPG Candidate, and a Business Administration Finance major. The working trademarked name,"Hulkpower," was spawned from a Business Law course in spring 2013, with a product line including lifting accessories such as weight-belts, straps, knee wraps, etc. and nutrition supplements. The new venture model is dedicated to promoting fitness, preventing childhood obesity, and establishing a set of guidelines for Appalachian youth through advocacy, education and service.

Nasser participated in a 10 week EPG internship with the North Lexington YMCA and developed a personal training model for them He successfully presented the model to the YMCA's board of director's meeting in fall 2013, and parts of the personal program were implements this winter. In addition, Nasser foresees undertaking public appearances to promote health & fitness, especially obesity and its affects. He conducted motivational speaking for the public good during the summer of 2013. Nasser also worked with summer kid's programs in Lexington to promote health & fitness. He designed and performed a strongest men's competition for the kids and gave a motivational speech to help them understand the value of exercise

and healthy nutrition (See https://www.facebook.com/nasser.mostafazade).

Hulkpower plans to submit a social venture crowdfunding model to the Sullivan Foundation Social Enterprise Challenge (SEC) February 1. 2014. The SEC preliminary round will be held March 21-23, 2014 in Hendersonville, NC. Hulkpower is also considering competing in the $50,000 Nashville's Social Enterprise Alliance Business for Good Competition, the $1,000 Collegiate Business Concept Competition, and the Appalachian IDEAS Network Showcase, which awards up to $5,000. Jamar and Wynn-Jones are planning to attend the Louisville Startup Weekend, February 28 - March 1, 2014.

The Louisville Startup Weekend event follows a basic model: anyone is welcome to pitch their startup idea and receive feedback from their peers. Teams organically form around the top ideas (as determined by popular vote) and then it's a 54 hour frenzy of business model creation, coding, designing, and market validation. The weekends culminate with presentations in front of local entrepreneurial leaders with another opportunity for critical feedback. Nasser will be competing in the 2014 Arnold Classic Bodybuilding, Physique, Figure & Bikini Championships, the world's biggest athletic event and the most prestigious world bodybuilding show on February 28-March 1, 2014 in Columbus, Ohio.

Jonathon Rios, an EPG candidate and Business Administration major attended the Lexington Startup Weekend in November 2013, and as an outcome returned to campus to enroll Business Administration majors Richard Cohran, an EPG Candidate, Faye Berry, an EPG Candidate, and Ali Djire, an EPG Fellow, and Agriculture and Natural Resources major in a social venture model to address a need to engage more first year Appalachian college students in campus organizations and activities to positively affect the school's retention rates. According to College Board, maintenance of retention rates has been critically important to colleges and universities since the 1980s, when rates began decreasing nationally. As a result, many schools decided to use internal approaches such as policies, freshman orientation, and advising sessions to encourage students' involvement in campus activities. This approach has proven to work well, but can be enhanced with today's technology to become even more effective.

The team's initial solution is an application available to mobile devices and computers that will increase student involvement in campus organizations by providing an easily accessible way to organize events and learn about the available organizations on campus. The team is considering competing in the Sullivan Foundation $5,000 Social Entrepreneurs Challenge, the $50,000 Nashville's Social Enterprise Alliance Business for Good Competition, the $1,000 Collegiate Business Concept Competition, and the Appalachian IDEAS Network Showcase, which awards up to $5,000.The team, also is planning on attending are the Louisville Startup Weekend, February 28 - March 1, 2014 to hone communication skills, customer discovery, and customer validation and recruit additional developers and software application developers in preparation for a preliminary Sullivan Foundation Social Entrepreneurs Challenge round held March 21-23, 2014 in Hendersonville, NC.

Entrepreneurship for the Public Good Program
BY THE NUMBERS

10 Years of History & 10 cohorts of students

105 EPG Alumni

17 Eastern Kentucky nascent entrepreneurs coached by EPG students in the Summer Institute

42 Appalachian Community Partners

43 EPG Students on Campus Fall 2012

$7 million EPG Endowment Funds

Inspiring lives of integrity and Service

$5,000 Raised from the Sullivan Foundation to support the Appalachian IDEAS Social Venture Contest

6 Sponsored Berea College Social Entrepreneur Thought Leader Convocations

342 "Likes" on Facebook

8 Years participating in the Appalachian IDEAS Contest

$60,000 Received by Berea College students from the Kentucky Enterprise Fund for early stage "Proof of Concept" proposals

5 Years of working with Hal Rodgers high school scholars

tripadvisor yelp urbanspoon

1,214 Social Media Reviews made by Cohort 9 members in Summer 2012

$63,000 ARC Funds distributed to EPG to support "bridge and gap funding" for Berea College EPG students between Summer I and Summer II Internships

7 Community Partner workshops on social media conducted in 2011

6 Appalachian IDEAS Social Venture Award Winners

$4,000 Won by students in the Appalachian IDEAS Contests

$3,000 Raised from community economic development organizations for early stage community ventures at the "Idea Stage"

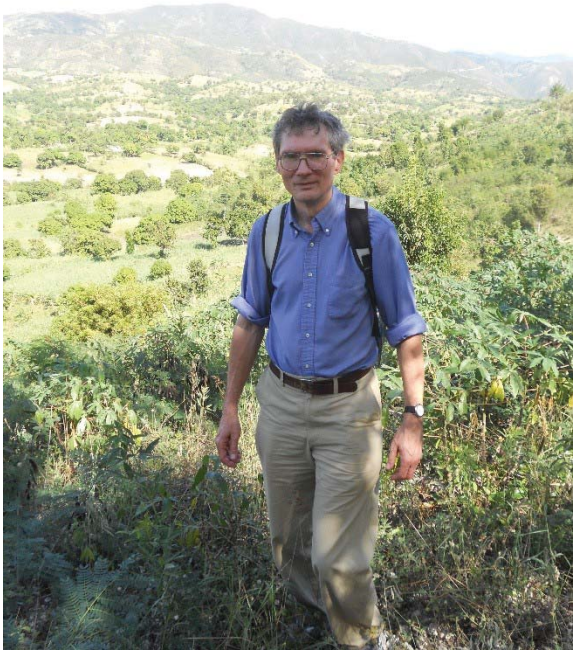
2 **Kentucky Enterprise Fund Recipients**

Sustainability and Environmental Studies

Dr. Nancy Gift

Nancy Gift joined the Berea faculty as Compton Chair of Sustainability and SENS program chair in 2012. A native of Lexington, she moved to Berea from Pittsburgh, where she taught environmental science at Chatham University for seven years. Dr. Gift also served as Acting Director of the Rachel Carson Institute from 2005-2011, and she helped celebrate Rachel Carson's 100th birthday in 2007 by completing the 34.9 mile Rachel Carson Trail Challenge. Dr. Gift has written two books about lawn weeds, *A Weed By Any Other Name* (Beacon, 2009) and *Good Weed, Bad Weed* (St. Lynn's Press, 2011), and she will be a co-author on the next edition of the text book *Environment* (Wiley, 2015). She is married to an evolutionary ecologist, and they have two daughters, 14 and 11, as well as a wide variety of domestic companion animals.

Since arriving at Berea, Dr. Gift has been teaching regular sections of SENS 100, as well as an assortment of other courses including GSTR 110, GSTR 210, Grant writing (ENG 280), Integrated Weed Management (cross listed with ANR), Ecology (cross listed and co-taught in BIO), and an independent study on Green Roofs. She has also taught a faculty teaching workshop on Sustainability, to help infuse sustainability into coursework in other disciplines. She is excited to participate with Sustainable Berea's organic urban farm, and to celebrate the 10th anniversary of the SENS House and Ecovillage.



At the Tet Mon reforestation project, Gros Morne, Haiti.

Dr. Richard Olson

I'm primarily working in three main areas. The first is teaching in the SENS Program on the topics of ecological design, household and community resilience, ecological restoration, and environmental justice. Two labor students work with me to apply ecological design principles to the operation of the SENS Aquaponics Facility where we raise tilapia, catfish, and vegetables.

I'm also Director of the Community Sustainability Laboratory (CS-Lab), which brings students and faculty together with community partners to solve problems and increase community resilience. We have four on-going projects: Edible Streets/Backyard Bees, Machines for Community Sustainability, Sustainable Housing, and Landscape Restoration. Students and faculty from SENS, ANR and TAD are involved along with community partners including Berea Community Schools, Habitat for Humanity, City of Berea, Coal Country Beeworks, and Green Forests Work. Jan Pearce, Bob Fairchild and I are developing a course that will take students to northern Haiti in 2015 to work with community partners in Gros Morne on appropriate technologies such as rocket stoves and water filters, computer applications to assist in teaching English in the schools, and kitchen gardens and agroforestry for local food production.

Finally, I work as Chair of Sustainable Berea to increase the resilience of our city. Our latest project is the conversion of a 1.4 acre lot in Old Town, Berea into the Berea Community Orchard. We hope that this will increase Berea's food security; offer training to youth and adults in care of fruits, nuts and berries; build community; and increase tourism.

Berea faculty member Paul Smithson with PhD candidate Ruby Vega at a cocoa agroforestry study site near Tarapoto, Peru.

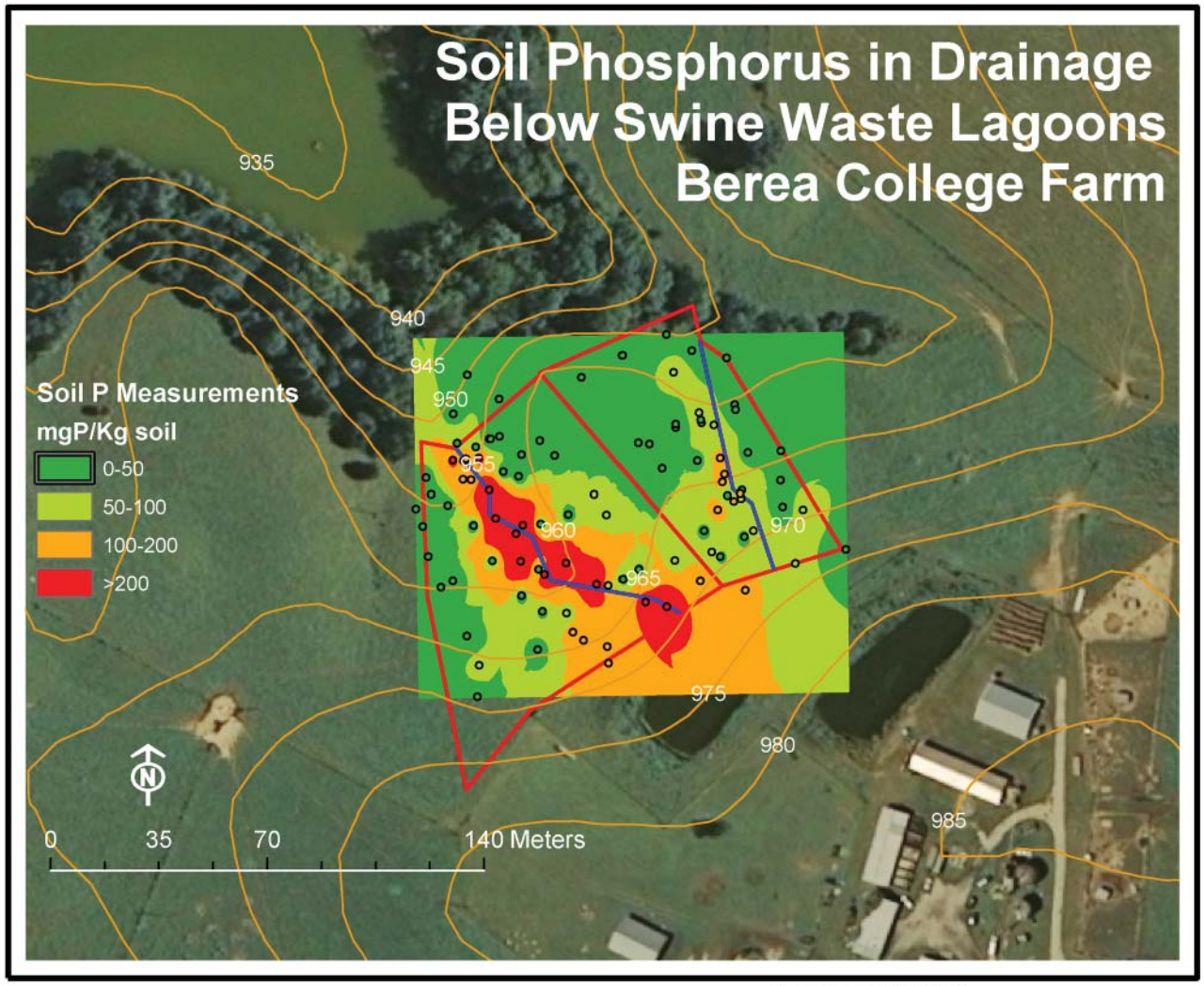
Paul Smithson

Paul Smithson, Associate Professor of Environmental Chemistry and Sustainability at Berea since 2002, studies soil fertility and environmental quality issues in locations as diverse as central Kentucky and the Peruvian Amazon. Smithson recently visited Peru to work with PhD candidate Ruby Vega on her studies in multi-strata agroforestry systems in the upper Amazon basin of Peru. Multi-strata systems involve all layers of the forest from the ground cover, through the understory shrub and tree layers to the upper canopy. Multi-strata systems attempt to mimic natural forest functions while increasing the proportion of income-producing plants, from coffee and cocoa in the understory to Brazil nuts or high-value timber trees in the upper canopy.

Ms. Vega's studies focus on organic forms of phosphorus in the soils under a variety of multi-strata systems, some of which have been in place for a quarter-century or more. Most soils of the Amazon region are severely deficient in phosphorus, and if these agroforestry systems are to produce income sustainably, careful management and recycling of the limited pool of phosphorus is essential. Ms. Vega's work will help to quantify the important phosphorus pools and flows in several different multi-strata agroforestry systems in the upper Amazon basin.

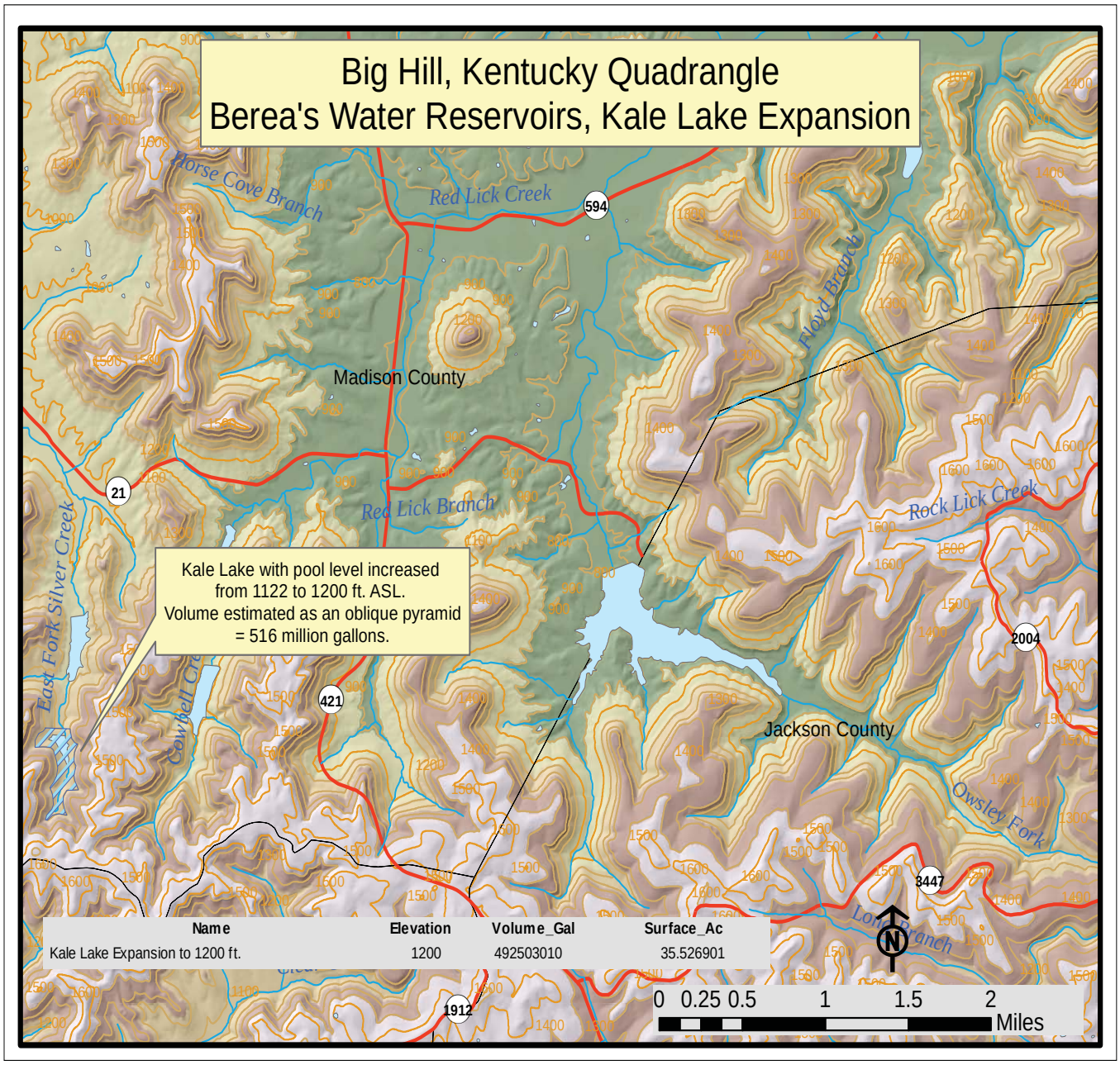
Smithson began working in low-phosphorus soils in East Africa, where for eight years he worked for the International Centre for Research in Agroforestry. While there he experimented with a variety of technologies to enhance the availability of less available forms of phosphorus, including poorly soluble rock phosphates and organic phosphorus. At Berea since 2002, Smithson and nearly 30 of his undergraduate students have studied the opposite problem, an overabundance of available phosphorus causing water quality problems at the College's swine production facility. Based in part on this research, the College Farm discontinued its use of of the confinement hog facility in 2009 and transitioned to a pasture-based production system.

Paul Smithson, Ruby Vega and the head field technician William in a multi-strata agroforestry system with coffee in the understory and high-value tornillo in the canopy near Yurimaguas, Peru.



Shane Ashford '14 (Map)
Sources: Data gathered by Dr. Paul Smithson and his students

Map made by GIS student Philip Shane Ashford, to illustrate over-abundance of soil phosphorous on the College Farm.



Map of Kale Lake Expansion by GIS Student Phillip Shane Ashford.

Technology & Applied Design (Formerly Technology & Industrial Arts)

Dr. Alan Mills

By TAD Students Jarrett Robertson & Josh Park

Born and raised in Dayton, Ohio, Dr. Alan Mills graduated from Miami University in Oxford Ohio, and received his Doctorate from the University of Cincinnati. He has always loved photography and discovered Berea while driving along I-75 during one of his family trips to the Smokey Mountains to take photos. On one of these trips he decided to take the Berea exit and explore the College. He was immediately attracted to the small liberal arts college of Berea and the artisan community located in the town. Now that twenty-four years have passed, Dr. Mills still thoroughly enjoys teaching Graphic Design, Photography and Appalachian Crafts and has really come to appreciate the Appalachian region as a whole. During his career, Dr. Mills has seen many changes take place in the program and expects the changes to continue as new technologies emerge. Dr. Mills states that, "Appalachian Crafts students still use hand tools and traditional machines but in Graphics the emphasis has shifted to web design and video production and everything has gone digital with Photography." In 2012, Dr. Mills became the chair of the Technology and Applied Design Program and sees the future of the TAD program to be ever changing as new technologies continue to evolve.

Dr. Mills is still passionate about nature photography and building furniture out of reclaimed historical lumber, a hobby that originated when he reclaimed some of the now extinct wormy chestnut from Berea College's Contrast House. Dr. Mills states that visual communication continues to inspire him deeply, especially as he shares this passion with Berea students. Still, his other growing interest in historical structures is becoming more evident as he recalled one student who constructed a knife with a handle made from two different species of wood, one from Howard Hall poplar, and another from Contrast House wormy chestnut. At first Dr. Mills thought it was a mistake, but the student later explained that he actually wanted a piece of history from both buildings.

Dr. Gary Mahoney
By TAD students Christopher Gaugen & Layne Callow

After graduating from Berea College in 1982, Dr. Gary Mahoney returned, and has been teaching at the college since 1989. Dr. Mahoney is often found in the woods lab, working with CNC equipment, teaching SCUBA, or meeting with research students in the classrooms of the Danforth Industrial Arts building on campus. Although there have been many changes to the program over the years, Dr. Mahoney finds it difficult to choose the most interesting, although he does mention the curriculum modification as one of the most positive changes. Feedback from students in senior research classes and alumni have helped with these changes and have led to the program's offering of additional advanced classes that give students a greater depth of information. Dr. Mahoney states that Berea's graduates have a good reputation for their well-rounded education due to the fact that professors teach through application. This teaching method–including client-based classes and collaboration with other TAD classes–explains why Berea students compete well with graduates from other institutions. Dr. Mahoney's pride in his students is evident: "Berea is an exceptional place and our students are amazing." One proud moment that he recalls was seeing a particular student in his research class overcome restraints, gain confidence, and create a good design for a product that was later put into production. Dr. Mahoney was also proud to see this student able to start a rewarding career after graduation because of learned responsibility and confidence from classes within Berea's TAD major.

Not only does Dr. Mahoney impact students in his classroom, but also in a more global context. Beginning in 2009, Dr. Mahoney took students on a Berea International Summer Term (BIST) class to Utila, Honduras for scuba diving and exploration of local bird and fish ecosystems. Dr. Mahoney believes that good interactions with the local people of Utila help Berea students develop an International perspective and awareness. In the summer of 2012, he began to implement ways students could give back to the people of Utila through an introduction of alternative energy. A team of Berea College students provided workshops on building, implementing, and maintaining solar panels. In the future, Dr. Mahoney would like to see this partnership go even further to help with other needs that can be eased through technological solutions.

Dr. Mark Mahoney

By TAD Students Sara Gallimore & Dae Clark

Mark Mahoney's love for automobiles and airplanes sparked his interest in the technical and industrial arts at a young age. That love grew into a fascination with alternative energies and the ever-growing plethora of industrial materials. On a cold winter day in Berea, he sat down to discuss some innovative problem solving his students are currently engaged in.

In his Advanced Powers class, Dr. Mahoney and his students are assisting a community effort in sustainable, local nutrition right in Berea. The class is teaming up with the CS lab and Richard Olson who is starting a focused urban garden that produces food to be sold. He explains, "We're really trying to help the local entrepreneur … There will even be a processing center on site if people want to make jelly, that kind of thing. It's a really cool project."

Because the garden consists of 1.4 acres, it isn't feasible to use a combine or rent large equipment to tend the crops. With that in mind, the goal of the class is to design equipment that is cost-efficient and develop a system powered by energy that isn't harmful to the environment. "If we can get away from gas that would be good ...if we can do something with solar electrical power instead of batteries. We're early in the conversation...what things can we propose or actually build for them? There may be a composting system that is automated and self-fed," Dr. Mahoney predicts. His class is also exploring the use of ollas, unglazed ceramic containers planted underground to control irrigation. "You put them in the ground and they actually hold water. Depending on the saturation of the ground, water will go in or out." This is just one of many developing projects in Berea College's TAD program.

"We're trying to be as progressive as possible and yet still maintain a traditional value...There are very few times that you have a wood shop where they're exploring making proper acoustics and mimicking the sounds of guitars and dulcimers while at the same time they're exploring solar photovoltaic tracking systems. There is everything you can imagine in these spaces."

Dr. Matt Jadud

By TAD Students Nick Farr & Chloe Conn

Dr. Matt Jadud teaches both undergraduate courses in Electricity and Electronics and Digital Electronics. He instructs the design of electronic circuits, fabrication of prototypes, and safety for the required components. He says “It’s about understanding the theory and the tools that allow you to measure these electronics.”

Dr. Jadud recently obtained a new powerful piece of equipment: a small computer controlled PCB mill. It is used for cutting circuit boards from copper clad fiberglass that lets students sustainably create high quality circuits. As for other new technologies, he is known for integrating Smart Boards in class, which were funded by the Stabile Foundation. Before coming to Berea, Dr. Jadud taught at Olin College for one year and Allegheny College for four years.

Recently, in the summer of 2013, Matt teamed up with fellow Technology & Applied Design professor, Mark Mahoney, as well as some Computer Science and TAD students in the research of monitoring air quality in households. The team used low cost sensors powered by Arduinos to collect baseline data across a broad spectrum of homes. Currently, he is working with the students in his Digital Electronics course to improve upon the data collection used in this research project.

Paul McPherson

By TAD Students Katie Willhoit & Clare Lutz

Paul McPherson is now in his third year teaching at Berea College. As an alumnus of the College, Paul strives to provide his students with the same opportunities he was afforded. During his time here, Paul has taught a number of different courses including Woods, Quality Control, Ecological Architecture, Alternative Energy Systems, and Design and Documentation.

He is especially passionate about seeking opportunities that allow students to learn more about sustainability; specifically wind and solar power. In addition, Paul strives to find a balance between content based learning and providing students with practical, first-hand experiences that allow them to hone their skills and knowledge, by trying to incorporate more service learning projects into the curriculum. Some major projects that he has taken on in the past three years include working with Save the Children Organization to design furniture for both their Lexington headquarters and their rural literacy program. In addition, he is also interested in implementing more automated manufacturing practices into the program. Paul currently serves as the faculty advisor for the TEC club and is actively pursuing his Ed.D. in Educational Leadership & Policy Studies at Eastern Kentucky University.

Sandy Wells

By TAD students Emily Applegate & Cc Kinnamont

Meet Sandy Wells, known as Miss Sandy by students, the Administrative Assistant for the Technology and Applied Design program. As a Berea College Alumna, Sandy has been working at the College for 34 years, with 27 of them being in the TAD Program. She loves working at Berea College and sees it as a way to give back a little of what Berea has given to her. One reason why she likes being a part of the TAD Program is working with the faculty. She enjoys the camaraderie and all the pranks they pull on each other. While she loves working with the faculty she, "absolutely adores working with the students." They are her "children," and many of them still keep in touch with her years later. Her many kind and thoughtful ways of giving back not only have a positive impact on the College, but the students as well.

TAD Renovations

By TAD student Jesse Anderson

Over the past two years several renovation projects have taken place in the Danforth Technology Building. Three labs have been renovated, including an updated electronics/computer science lab, a combination crafts/construction lab, and a new materials testing lab. These renovations included office expansion, recycled rubber tire flooring, material testing equipment, rewiring of labs, and enhanced presentation technology for better student teacher interaction. These changes have improved and changed the way students learn and the way teachers teach.

Alumni Survey Data

Programmatic Alumni Suvey Reports

1. Did you work in the Agriculture and Natural Resources (ANR) Department/Program while a student at Berea?

Answer	Bar	Response	%
Yes, please list your job(s).		37	79%
No		10	21%
Total		47	

Yes, please list your job(s).
Goat Team manager, farm hand, a little bit of everything
Student Worker at Farm/GH, Feed Mill Team Member, Feed Mill Manager, Goat Team Manager, General Farm Student Manager (Grade 6)
Marketing/Value-Added Foods Manager - ANR Office, Project Manager (Launching Shiitake House)
crops and maintenance
student manager; farm student employee
Value added products and greenhouse
Farm worker, Student Manager
Co-student Manager/Beef Unit
BC Farms, Sheep/Goat Manager
farm hand
Apprentice to student manager, Greenhouse & Gardens
Cattle management
Farm labor and Soils Lab TA
there isn't enough space. I worked on the farm and greenhouse for 4 years.
Crops and maintenance manger
farm, plant rental, greenhouse, gardens...
gardens and green house core team, manager of online store, resident at gardens and greenhouses
Cleaned building, plant rentals, farm and greenhouse as a Freshman. Worked on the farm the remaining time at Berea.
Cattle assistant manager, sheep/goat manager
Greenhouse, Plant Rental Program, Hogs, Sheep
Student Greenhouse Manager
Core team member (goat enterprise), Student manager (greenhouse, office and farm marketing)
Farm Worker, Greenhouse Manager, Compost Manager
Student manager, farm
YES IN THE GREENHOUSE AND GARDENS
Goat manager/ Sheep manager
greenhouse, crops and maintenance
Forestry Department, Grain cleaner
Farm Laborer, Cattle Team, Cattle Manager
farm worker
Most everything, with emphasis on crops and maintenance core team.
Greenhouse
Mill Manager, Sheep/Goat Manager
Student Farmer
pig core team

2. The following are the student learning goals in the Agriculture and Natural Resources (ANR) Program. How well did your labor position in ANR prepare you for meeting each of the following goals? Students completing the ANR BS degree program will:

Question	Very well				Not at all well	Total Responses	Mean
Know and understand scientific facts and principles pertaining to soils, plants, animals, economics, and ecology and have the ability to apply those facts and principles to the management of agriculture and natural resources systems.	14	8	4	1	1	28	4.18
Be conversant in a broad range of subject matters and locate, interpret, critically evaluate, synthesize, and present information through writing and speech.	15	10	1	1	1	28	4.32
Understand agriculture and natural resources within the broader societal contexts of culture, ecology, economics, politics, and history.	11	9	5	3	0	28	4.00
Examine and prepare for career opportunities in agriculture and natural resources, including graduate education.	10	12	2	0	4	28	3.86

3. The following are the student learning goals in the Agriculture and Natural Resources (ANR) Program. How well did your ANR courses prepare you for meeting each of the following goals? Students completing the ANR BS degree program will:

Question	Very well				Not at all well	Total Responses	Mean
Know and understand scientific facts and principles pertaining to soils, plants, animals, economics, and ecology and have the ability to apply those facts and principles to the management of agriculture and natural resources systems.	16	11	3	1	0	31	4.35
Be conversant in a broad range of subject matters and locate, interpret, critically evaluate, synthesize, and present information through writing and speech.	18	11	1	1	0	31	4.48
Understand agriculture and natural resources within the broader societal contexts of culture, ecology, economics, politics, and history.	15	11	5	0	0	31	4.32
Examine and prepare for career opportunities in agriculture and natural resources, including graduate education.	11	14	4	1	1	31	4.06

4. Please comment how the Agriculture and Natural Resources Program could improve on teaching the learning goals above and give specific suggestions.

Text Response
Well, where to begin? I do feel like while I was there, there was quite a bit of bitterness among the faculty. I do not feel like some teachers (Dr. Clark specifically) taught well. There were other teachers in the department that really tried to interact with the students and were quite the asset to the program (Dr. Douglas, Hellwig and Panciera). I don't feel like like the soil science professor was professional or approachable. I learned absolutely nothing in that class. I loved animal science, animal nutrition, plant science, and intro to agriculture, along with advanced livestock systems, repro, etc. So, my suggestion would be to improve the soil science class and have that professor be more approachable. I also think that the farm needs to be better organized, have better paper/computer records on the animals as well as an evaluation of the buildings, fencelines, etc.
It would have been very helpful to have a course focused on forages and grazing since that is a big part of College Farm. Plant physiology should also be incorporated into the program. Also, it would have been helpful to have material in soil and plant sciences that showed how these subjects fit into the bigger farm picture. Students who can connect information from these subjects and apply it to a real life situation are very rare at large universities and this would give Berea students a competitive edge when applying for jobs and graduate school.
I think that they fail to guide students into helpful internships. They also do not give students practical knowledge on todays technology in the form of gps and autostear. There is also a lack of practical experience in these areas. The focus has shift to small family farm production agriculture but students don't have enough knowledge of the financial incentives available or of how the bookkeeping of an agriculturual business works
The program was very good at teaching the social, cultural, and production aspects of agriculture. Being able to apply the classroom knowledge in actual production through the labor program is a big advantage after graduating from the program. However, when going through graduate school, I found that I was far behind many of my graduate school classmates and colleagues in the scientific background that I needed going into the graduate program. It is my opinion that the curriculum was weak in terms of scientific knowledge; especially Agricultural science. I was able to get a more complete and diverse education in terms of production, but did not get the ag science background in the detail that I needed. More emphasis should be put on biology, and chemistry and how these components relate to the agricultural field. More advanced specific subject matter is needed in terms of soil science, soil/plant interaction, animal nutrition, and Agricultural research. The curriculum did a good job of covering the most basic concepts, but needs to be even more specific and advanced in these areas.
More opportunities to conduct research projects including, collection of data, analysis, and scientific writing. More education on understanding scientific literature and biological statistics. Opportunities to attend professional meetings and present research.
the ANR Program does an exceptional job of creating students that understand scientific facts and principles as related to soils, plants, animals and ecology. Students are encouraged to discuss these ideas and come up with their own points of view regularly. Sadly, the department does a poor job of preparing students for graduate education opportunities. The practical education that is gained at Berea is vital to success after college, but needs to be supplemented with examples of production agriculture as well as objective scientific research basics for students that plan on pursuing graduate education.
A strong emphasis should be placed in that we are a global economy. With politics, as well as, an entire world history is involved. Also, current events, new technologies, and diversity in different farm ecology. But most important, not to forget where you came from.
nutrition, cooking, entrepreneurship training, applying these principles in other ecologies than KY
I was very satisfied with my learning experiences except I would have liked a lot more work with equine. I feel that things have changed a lot since I was a student so without knowing how things are done currently, it would be difficult to give suggestions.
The Agriculture and Natural Resources Program could require more biology based classes. They were not required when I was there and I could have used some basic biology.
I think the regular course load for ANR students is not sufficient to prepare students for graduate school. I think more of the higher level science courses are needed for graduate level prep. Some classes which were required were much too easy for me. I would have learned more and been better prepared for graduate school if I had been able to skip the lower level classes and do more of the advanced biology and other science courses instead of using credits for the lower level classes. However, I think what I needed would not apply to most students, because I came Berea College with more life experience and more self-education than the average freshman.
I feel that production agriculture is extremely important and is what drives the world. I realize organic and sustainable production practices are important, however I do feel like students should also understand what traditional agriculture is and how the process functions.
Don't lose sight of the science of agriculture in focusing on the environmental responsibility aspect. They go hand in hand.
I feel like Berea has made great strides towards making their agriculture more relevant to community farmers by growing/raising products that can be marketed locally, however I would have liked more opportunities to network with other programs in affiliated schools to learn other systems such as citrus or aquaculture models in Florida.
more info for career paths. Where am I going to work when I finish with my degree in agriculture? include more "career" info in the classes.
Perhaps offer a few more specialized courses. I feel like my degree was very broad. Not that that's a bad thing at all, but in retrospect, I would have like more advanced and specific plant and soil science classes
Give a survey to incoming ANR freshmen asking what they want to learn. Develop classes that fit into some of their responses. I would have liked more classes that pertained to the natural resource side of the major. Continue hiring great staff! I liked the ANR professors the most!
Offer more classes that are focused on a specific topic. Animal Reproduction is a great example.
Improve the ag economics teaching by working through more real life issues and study less of the textbook.
The ANR Dept. has a very small faculty. Sometimes, if student interests were outside of the expertise of the faculty, it was difficult to gain experience. Having closer ties to local farmers and other institutions (or more distant) partners may help students find additional mentors around their specific interests.
Students who are thinking about graduate school need to have more guidance on scientific writing and laboratory procedures. The department may want to include an upper level course for students who want to persue a M.S./PhD degree with an emphasis on reviewing and understanding journal articles and scientific terminology (Statistics).
The key to a degree in Agriculture & Natural Resources is a diverse set of classes. Students need classes that cover all the basics of the agriculture industry including animal science, plant science, soils, agriculture economics/marketing and others. I have been told time and again the real value of Berea graduates with an ANR degree is their understanding of all facets of agriculture products not just cattle or corn or pigs for example. This is why there are a lot of Berea graduates that end up being hired for Cooperative Extension Service positions. Their diverse knowledge and experience sets them apart.
This program would benefit from having a lab animal portion added to it. This way students could use the labor program to not only get their degree, but also to get certified through AALAS and immediately go into higher paid, high benefit jobs any where in the world. Agriculture jobs that pay well are few and far between, but there are numerous lab animal jobs that use similar skills all over the goal.
I found that the information that stuck the most with me was the hands-on learning. The department does a great job with applying this, and should continue to do so.
I believe Berea prepared me well for going into the workforce. I wanted to get a job as an Extension agent when I graduated but there was a job freeze at the time I graduated from Berea. I decided to go to graduate school at Virginia Tech after graduating from Berea. It was great that I had experience working with livestock and pastures because my graduate research project was mixed grazing goats with cattle on a reclaimed coal mine 3 hours from campus. I had to build the fences and buy for the goats on the project. Working on the farm helped me prepare for the issues I had to deal with caring for the livestock. My job title was graduate teaching assistant so I did a lot of hands-on greenhouse lessons and managed a computer lab for which I felt prepared to do. My challenge in graduate school was preparing a thesis and some of the coursework. Working on a thesis is a challenge for anyone but there were times I felt like I was not prepared to write a thesis. How do you organize a thesis? How should a thesis be written? I did well in my classes there but sometimes I struggled. For example, in soil and plant relationships class, I had a hard time with soil terminology because I had not been exposed before. I knew basic soil fertility concepts but the actual nature of soil I knew little. Statistics, well, you only learn statistics if you work through it. The beauty of a place like Berea is that a student can learn and then apply. I think it is important that this maintained because it is so important to employers that incoming employees have some kind of hands on work experience. Dr. Panciera gave me the opportunity try some things on pasture measurement and budgeting my senior year after I returned from an internship in New Zealand. I tried three different ways to measure pasture and compared them to cutting forage inside a quadrant and then drying in an oven. Dr. P had an electronic meter purchased, I made a plate meter and used a ruler. Dr. P went out helped me how to use these tools, identify pasture plants and how to budget the pasture to feed the cow herd. I did all this because I just wanted to learn how. I had the opportunity to take classes that taught how to prepare business plans and develop farm plans. However, I think if there had been a class where I could have learned to do at least a "mini" thesis it would have helped a lot. There would be sessions where students are taught how to look up scientific journals, correct citation, how to write an introduction, methods and materials, discussion and so on. Deadlines would be established to when each section would be done. I realize this class would be challenging for teacher and student both. I learned some of those things during classes at Berea but it was scattered and not put to one specific goal. Like the class where we had to prepare a business plan, a student picks a small research project (maybe like I did with the pasture measurement) that they have an interest in and then turn in a thesis for credit.
Though we visited many different people with a variety of
Perhaps examining the digital job market within agriculture and natural resources to empower students with resources for where to look for employment.

5. Why did you choose the Agriculture and Natural Resources major?

Text Response
I chose the AGR major because I grew up on a farm and have always wanted to do something in the agriculture field. I wanted to learn how to manage animals, fences, nutrition, reproduction, etc as efficiently as possible. If you are efficient then a lot of times you are profitable. Agriculture is a dying profession.
Because I was very interested in animal agriculture.
It was the most dynamic department on campus! I had the oppotunity to truly own my project and tackle tasks that had no easy answers. The factulty and staff are fantastic!
Because it waz something I was comfortable with my knowledge level in....I feel luke the department does need to challenge the students academically.
I had a farm production background, and wanted to have a career in agriculture. I was interested in pre-vet, Ag education, or Cooperative Extension.
Because it is the science of food & nature! What else would I study!?! It is the most essential science
My passions lie in improving the health and care of the natural world and educating people about the direct relationship between environmental health, plant and animal health, and human health. The ANR Department allowed me to gain significant applied knowledge of environmental sustainability and ecological stewardship.
Simply put, it's because of the love of the land. It's not about money, or materialistic things. It's teaching your kids those values from the farm, just as your parents and grandparents did you.
because i figured knowing how to grow my own food would be the most useful thing that i could do
Because of my interest in animal and plant science, nature, and sustainability.
I wanted to go to vet school. However, I found I loved the agriculture side of it and did not like the animal care as much.
I love agriculture and I value food production above all other jobs I have had.
Love for the Agriculture Industry with a desire to accumulate a wealth of knowledge to become an agriculture professional.
Related to my interests.
I grew up on a loose collection of agriculturally inspired hobbies they may or may not have resembled a farm. I was ambivalent in determining a major and was bullied into it by Carolyn Orr, however I was an adult at the time and take full responsibility for my actions.
Love of animals, loved learning about sustainability
ANR is one of the few fields that allows one to spend a lot of time outside. That was the biggest factor for me in my 18 year old wisdom.
I wanted to work in the outdoors.
I grew up in rural Kentucky on a farm so agriculture was the field I wanted to make my career in.
My greatest desire to learn, work, and serve is fulfilled through ANR.
Because I was looking for a way to gain both scientific knowledge and methods expertise as well as a hands-on opportunity to work in areas of ANR that I had not been exposed to growing up.
I always had a love of animals.
I grew up on a farm and through personal farm experiences as well as 4-H and FFA I had a passion for agriculture and knew I wanted to work in the agriculture industry.
Carolyn Orr said I had to to be a vet.
I chose ANR/SS because I had (have) a deep interest in small-scale sustainable food production.
It was the only major that I found an earnest interest in, a desire to learn more.
My intentions going to college was to become a basketball coach and history teacher. However, I always had an interest in livestock and farming. Growing up we always had a garden, horses, bottle calves and chickens. I took an Animal Science class with Dr. Martin my freshman year and it encouraged me to keep taking agricultural classes. Dr. Panciera peaked my interest in feeding livestock with pasture management.
Because I love agriculture and wanted to learn more. Initially I wanted to teach but I couldn't get the courses I needed at Berea so I looked at other options.
At the time, it was one of, if not the only student managed farm in the country that would allow me to experience agricultures broad horizon first hand. Also it provided an economical model of agriculture to examine and build upon for my future farming endeavors.
It was all I knew about before college and nothing else interested me.

6. Please comment on how well the Agriculture and Natural Resources Program prepared you for your career and mention specific skills/knowledge you were taught that were most helpful.

Text Response
The most helpful classes I took were Nutrition, animal science, advanced livestock systems, reproduction as well as my internships to New Zealand. I also learned what to do better on my own farm as well as learning some of what not to do (there was good and bad). I however do not have a "professional" career in agriculture, I now work at teh Division of Highways as a engineering technician in the Materials department. I do help manage/own a horse farm and I do believe that those classes listed above have helped me.
The ANR program gave me a foundation to jumpstart my career but there were some holes that I needed to fill to be competitive in graduate school. Having more course offerings on a more regular basis would have prevented this. Skills/Knowledge that has proved most valuable: teaching others, communicating, dealing with diversity and change, integrating education into real life, learning to work with limited time and resources, learning to be a mentor to others, taking responsibility for your work and education, and (most importantly) juggling work, education, extra-curricular, and social activities.
The academic program at Berea served me well. I learned a lot, but I was not hugely challenged by it.
It was terrible....I have had SO many outside education experiences that were more helpful ....
The Agricultural and Natural Resources program has greatly prepared me for my career. By learning in the classroom, and renforcing classroom concepts at the Berea College farm through labs and hands on experience, I was better equipped for many challenges in my career. For example, I am able to show producers many of the concepts such as vaccinating cattle, properly managing pastures through rotational grazing, and many more specific practices that I gained experience with through the classroom, in hands on instruction and demonstration, and working on the Berea College farm. In many cases, those experiences have enabled me to excel beyond many of my collegues that did graduate from the Berea College Agriculture program. I was also greatly prepared in communication; specifically writing and presenting about agricultural topics. As an educator, this is a major part of my career. Communication through writing and presenting was greatly emphasised while I was going through the program. While I was going through the program, the instructors also emphasised that it isn't about what you know, but if you know how to continue learning. This focus has probably made the greatest prepration for my career. I feel like I was able to learn a process of continued learning and this understanding has greatly contributed so far in my career.
I took one year of classes at a land grant college. I think the combination of my Berea degree and my year of classes at Clemson was an excellent combination for me. It gave me some technical knowledge and gave me a deep appreciation for the tools of analysis and a whole systems approach I was taught at Berea.
The ANR Program didn't necessarily prepare me for my career. The Program prepared me for a wide variety of careers, though. The Program allowed me to discover what I was passionate about, whether it was farming, consulting, extension, education, research, etc. I was taught how to manage budgets, conduct field level observatory research, manage cropping systems, work with others both in my field of study and others.
As a whole, we were prepared to speak publicly, and speak well. To hold our own in a debate, and not back down when we felt our true convictions. We were all ready to tackle the world through our work experience, as we were 4 years ahead of anyone from most larger colleges and universities. I'm proud of my degree, and use it every single day.
being connected to the seasons & a sense of ecological limitations has been invaluable to living life
I wanted to work with horses and hoped to get more hands on experience in college, and though that was lacking, what I learned in the classroom plus my experience working with livestock prepared me pretty well for my job. I ended up working with the KY Dept of Ag Equine programs (6.5 years) and Rood and Riddle Equine hospital for a few months.
The Agriculture and Natural Resources Program allowed me to learn the broad picture of agriculture. The most important skill I learned was how to seek out knowledge on a particular topic.
Berea taught me to be confident about my intellectual ability and to work with a variety of people. I did learn specific principles about organic agriculture from Berea that I doubt I would have sought out if the gardens had not been under organic management when I was a student.
I am a much better writer and presenter.
Travel experiences, teaching experience, legislative simulation and field experience were all extremely valuable.
Not applicable. I could not find a job in Agriculture/Natural Resources upon graduation, I ended up working in retail.
Hands down the most valuable part of my degree was the "real world" experience of working at the college farm and greenhouse. I think the ag department really did a great job teaching me how to teach myself things and where to find information, but the most important skill is work ethic. In today's work force, that is key.
I do not have a career yet. Can you find me a job (just kidding)? I think the broad understanding of plants, soils, sustainability, water, and crops was most helpful because I still do not know exactly what I will do careerwise. Having a broad spectrum of knowledge makes me feel qualified for a wider spectrum of careers.
My job requires a lot of contact with veternarians so being able to understand their line of work, communication with them is greatly improved.
I was well prepared. The work skills I learned and experienced were very helpful. The knowledge of conservation and sustainable farming were extremely helpful.
Although I have gone on into a different field (public health), the ANR program at Berea has prepared me well to understand scientific methods, literature, and practice in the health field as well. It has also been extremely practical in my work abroad (Haiti, Guyana, India, etc.) where development projects are often multi-sectoral in nature.
The general animal husbandry class and working on the farm made me connect the classroom lecture with real world application.
The ANR program prepared me very well. Like I mentioned before the broad range of classes really set me up to be able to make recommendations to a broad range of farmers and be able to understand the big picture and how various aspects relate to and impact other parts of the operations.
Although the majority of the work force does not want people to think for themselves, I fell that was one of the most important skills Berea taught. I also thought teaching students to look out of the box for answers and giving travel opportunities to other parts of the US and world helped broaded the horizon of many students.
I am currently not working in my field.
The Ag. BS gave me a soild foundation
The experiences I gained from ANR classes and working on the farm has been fruitful to me time and time again in my job as an extension agent. When I came to Berea, I had been around farming but not on a large scale. I felt like I was behind the eight ball compared to my classmates that came from a background where their families depended on farming for more of their income. It was great to learn something in class and then go try it out on the farm. It allowed me to make mistakes, learn from them, and then do better. Having those experiences helped me to later connect with my 4-Hers and producers that worked with as an extension agent. Here are some examples: I learned about forming feed rations in Dr. Neil Douglas's animal nutrition class. I have balanced rations for producers. I learned about pasture management from Dr. Mike Panciera. I convinced some producers to try rotational stocking, stockpile fescue and reseeding clovers from what I learned from Dr. P and working on the farm.
Does not apply to my current job except for learning how to work in all weather conditions and with a diversity of people.
Knowing how to use Microsoft Excel has made starting my own business possible.

7. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
Well, at the College farm there were always problems (people, fences, animals, plants, structural, etc). That was good because a lot of times we were given the opportunity to work on the problem ourselves, we got to learn from our mistakes as well as learning from our supervisors.
The science courses that I complemented my ANR program with helped me learn to break a problem down into manageable pieces.
I think the greatest help toward problem solving that I gained in my experience was learning that enabled me to establish a process for identifying resources, and then using those resources solve problems. My experience also gave me a greater appreciation for diversity. There are many resources that have a different view point, or different advice. Many problems may have differing solutions. There may not be one right answer or outcome. Having a network of individuals and viewpoints to go to can give a much broader perspective, and better allow me to solve problems that I face.
Essay based exams for Dr. P. Also my labor positions where I could apply what I was learning.
The College developed my ability to think on my own about human interactions with the natural world and how those interactions affect the future of global agricultural sustainability. The College allowed me to become an independent, while learning how to listen to, analyze and understand other's points of view.
You've obviously never done any mechanic work with Bob Harned... (Just kidding)
being around folks from such varied backgrounds, healthy discussion and interchange of ideas, group work ensured that
Working on the farm was an extremely valuable experience. We had to deal with problems as they arose and find creative solutions. It was character building.
The Berea experience made me more aware of the world around me. The cultural diversity and the appreication for different types of people really helped me to learn to work well with my peers.
I'm not sure Berea taught me to do that....I think I already knew. Not the ANR program, but the college as a whole helped me understand people better.
Critical thinking was expressed in class work and the farm allowed me to take that knowledge and apply the knowledge to practical work.
Multicultural experience was valuable. Exposure to many areas of agriculture provided a broad range of experience to draw from in real world problem solving.
My college experience at Berea helped make me a better communicator, both in person and on paper.
I loved the exposure to diversity. working on the farm and being active in the Ag program. I got to go to New Zealand and that was mostly paid for. I loved that. Great opportunities there.
I hated them at the time, but I think the general studies courses did more to open my mind than anything.
Labs were great. Find something you want to know and set up an experiment to find out.
My Berea experience taught me how to look at all sides of the situation before forming my opinion on the matter.
By learning and doing in on the farm experiences.
The strong connection and parallel experience in both theory and practice in the Ag. Dept was a great way to be exposed to the existing knowledge, conduct research and experiment, and also remain grounded in very practical applications and considerations. Many insttitutions teach one or the other well, but not both.
The farm experience taught me more than just caring for the animals. As a manager, I had to learn how to deal with different people on the following: skill level, attitutude and work ethic. It also showed the importance of being a leader and good communicator.
Some of the liberal arts classes required in the curriculum helped some. Being at Berea helped me to gain knowledge on different cultures and how to relate to a lot of different types of people.
It let me look at problems from all angles.
I think one of the ways that my BC experience helped me understand how to solve problems and open my mind to complexity was the emphasis on field and lab work. Hands-on experiences are, in my opinion, the most valuable. It is through exposure to the real world that we encounter complexity and must learn to navigate our way from problem to solution.
Daily interaction with peers, professors, homework and the like. That's what has prepared me.
I appreciate my professors in the Ag Department for in addition to course instruction, they often included scenarios in their teaching that someone may experience in farm situations. Often too there would be a problem come up on the farm and we would have to come up with solutions during class or labor meetings. Usually in agriculture, problems often not solved on simple fixes. In my job in Extension, producers may come to me with a problem. I have to ask what they did, what was the weather like, what is the fertility of the soil, did you vaccinate with this, etc. I learned at Berea as well as through life experiences to be able to learn to ask the right questions to help solve problems.

8. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
Working at the farm has helped me better deal with people, I am not generally a people person, but being a manager of the goat team I had the ability to step up and be a boss. I think it helped me quite a bit with leadership.
The most rewarding contribution was to be able to work in and experience all aspects of the farm from breeding the animals till sending them to market and from planting the corn to grinding it into rations. The network of Berea graduates is very strong and Berea students have a great reputation among the academic community so having Berea on my resume has been a great help.
The labor positions I had at Berea contributed a tremendous amount to my education. Having the opportunity to explore projects, launch a shiitake house, and work as a marketer for the ANR department paved the way for my freelance career as a marketing specialist. I've been contracting with small businesses and non-profits to manage web design, content creation, and business planning for 3 years - all thanks to my entrepreneurial experiences at Berea. Certainly some of my entrepreneurial spirit was inherent, but Berea's ANR labor program helped me cultivate that knowledge and put it to great use.
It is the only thing that got me my first job in agriculture .
My labor experience greatly increased what I took with me when I graduated from Berea College. In my career, I still use many examples from my labor experience to demonstrate concepts that I learned while being a part of the program. In addition, I learned much about supervision, delegation, and leadership in my student manager role that has been a great benefit in my work. When I reflect on my Berea experience with former Berea College graduates, it has become clear to me that the labor program was the best part of Berea. I have friendships that were formed and founded through the program, and many of those that I interacted with will probably be life long friends. In addition, that experience brought opportunities in my career. For several job interviews, most of the conversation revolved around my experience at Berea College Farms. This was the case even though I had already been employeed in other organizations, and had attended graduate school.
Greatly! It was a joy for me to be a part of such a hardworking, happy bunch of folks. The collection of people I worked for stand out as the finest bosses/supervisors I have ever worked for!
My labor experiences at Berea College guided me to my future career. They taught me to appreciate the labor of another, regardless of their employer or the fruit of their labor. It took working at the College Farm to realize that I was meant to be there, in that profession.
In one word, hustle. It prepared me for the world. We worked late. Woke up early. Rain, snow, 100 degree heat. It didn't matter. We all pulled our weight, and got the job done. In the years since, nothing else prepared me for life more. I am indebted to you for life.
amazingly, work ethic, creating a work/life balance, giving me work experience
It was great to be able to walk into job interviews fresh out of college with an excellent resume and management experience. I was well prepared to face future challenges. I would not trade my experiences working on the farm for anything.
My labor experiences gave me a taste of real life. I was prepared to go out into the work force when I left Berea.
My experience in the labor program led me to my current job.
The farm was an excellent place for me to set goals for myself which I have expanded into a large part-time farm.
Both were benefitial in preparing for grad school with teaching and field experience.
I feel that they built character - I could, should write a book. I had already developed a spartan work ethic before attending Berea, but once again my work experiences made me a better communicator.
Built good work ethic and team building.
Talked about that above a little. It taught work ethic. That's the most important thing Berea teaches. All the information in the world isn't worth a damn if you won't work. Period.
Finding the right labor position made all the difference for me. Getting to apply learned knowledge from the classroom in a real world setting makes things stick. I think my labor experience set me up for what I am doing right now almost more than my degree did. My supervisors also set good life examples in management and learning oppurtunities.
Growing up on a farm I already had a strong work ethic but being able to work my way through college gave me a sense of pride students at other schools can't experience.
Positively
My experience being a student manager, on core teams, and as a spokes person and representative of the Ag. dept. at Berea and beyond has contributed to my leadership abilities, communication skills (oral and written), and ability to problem-solve and use knowledge from the classroom in the "real world."
I have been employed at 2 Universities in the Animal Science departments. My knowledge and experience pushed me to the top of the applicant list which enabled me to do a job I love.
The labor experience and work on the College Farm was the best part of my Berea experience. Applying what we were learning in class made a huge difference in being able to fully understand problems and develop solutions. I learned a lot about different agriculuture commodities and parts of the industry that I had not been previously exposed to on my family farm through work on the College Farm. The farm helps students be able to develop time management, problem solving and leadership skills among many other things.
I can jump right into anything and figure out how it works.
I enjoyed my labor experiences at Berea College, and I think that our past experiences are an integral part of who we are at any given point in life. Therefore, I think my positive experiences in my labor positions at BC had a positive influence on my life and work in general.
I enjoyed my labor ecperiences, and expecially enjoyed the people with whom I worked with.
The labor experiences at Berea allowed me gain confidence doing a lot of different things through hands-on learning. As a 4-H agent, nearly all of the lessons that I conduct during 4-H clubs are hands-on learning because I believe it is the best way for kids to learn and absorb information. Having worked with farmers and producers, the labor program has allowed me help them try new things or added some creditability to some of the issues that they bring up. For example: I learned to build hi-tensile fences at Berea. I have taught producers how to build this fence. I learned the proper methods of administering vaccinations and castrating livestock while working on the farm. I have trained producers for Beef Quality Assurance and had real life stories to tell so that they could relate to the importance of proper animal care. As cattle manager my senior year, I learned to manage people and delegate jobs. With a public job, it is important to know how to handle people with understanding. I shelled corn, planted orchardgrass, mowed millet/peas, made silage, cleaned hog pens, ground feed, identified weeds, pulled calves, pruned trees, picked peppers and etc. from my experiences at Berea. It has made me well rounded to handle the different questions I get from producers, home owners and 4-H members.
I became even more passionate about working with animals. It has been my goal to own my own farm and now I finally do.
I gained a work ethic from my labor experience at Berea College. Before I had no self control, no endurance, no patience, etc. After working in the "ag" department, I am now able to push myself to get work done throughout the year, regardless of weather, finances, lack of energy, etc. Whenever my co-workers complain about how hard they work, I think back to my labor position and know that they have never worked as hard as I did at Berea. I don't complain.

9. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
I travelled to New Zealand twice while I attended. I absolutely loved it. It was one of the best experiences of my life. I think an internship should be required to all of the students, location does not matter, but I definitely recommend New Zealand. I do recommend a place/country that does things very different from what you are used to (you learn more).
The Georgia Forages Program at the University of Georgia would welcome students to work over the summer as student interns.
MOFGA (maine organic farmers and gardners association), Coastal Enterprise Institite (Portland, Maine), and GMRI (gulf of maine research institute) would be phenomenal places to do an internship.
Cargill does offer many different programs especially to 2nd year. students
The University of Kentucky Cooperative Extension Service has an internship program that could involve students in any Kentucky County. In addition, many UK specialists and researchers offer compensated undergraduate research opportunities. Most county Cooperative Extension Services also have a network of contacts (farmers, government agencies, and community organizations), and could be utilized to line up opportunities for students to gain work, volunteer, or service experiences.
Attending scientific meetings. Extension field days and meetings.
Washington D.C. Congressional internships, Seed Testing and Trade internships, FAO and NGO internships, production agriculture/agribusiness/supply and distribution industry internships.
none
If you have students who want experience with exotic animals (mostly Australian), reptiles, birds, sheep and sheep herding with dogs, and working with the public, I recommend Kentucky Down Under. Myself and two other BC students did a summer internship there in 2002 or 2003 and it was an awesome experience. We fostered a baby kangaroo most of the time we were there and I worked with an award winning border collie to do sheep herding demonstrations. The wages were pretty low but they provided free housing which really helped. KDU is located in Horse Cave, KY. I can also tell you where NOT to send students. Unfortunately things did not end well for me at the KY Dept of Ag. There was a lot of corruption, and young educated people end up doing unfair amounts of work for unequal pay. Long story short I was doing the work of 3 people and didn't get a raise the entire 6.5 years I worked there. I applied for other positions within the dept (including one I had been covering for over a year) and those positions were filled illegally by "political friends" (I'm sure you've heard about the Richie Farmer scandal!). I filed a complaint, my case was turned over to the person who was doing the illegal hiring (and who was now very mad at me) so I was punished for it (lost state vehicle, phone, field work duties), and when the new administration came into office I was again questioned and misled into thinking they wanted to look at my case and help me out. The next day I was given a resignation letter to sign. I would like to take legal action but have been unable to find a lawyer who will take my case. Now I work part time at Whole Foods and spend an incredible amount of time applying for jobs. Things are tough right now. I worry about the new grads entering the workforce.
I work for Morgan County Soil and Water Conservation District. In most counties across the US there is a Soil and Water Conservation District office in conjunction with the Natural Resources Conservation Service. There are great learning opportunities in the Soil and Water offices. Learning about conservation planning and construction. I would be glad to help a student interested in this field.
Farm labor/ farm management/ specific small projects could be supported through Berea internships.
Our organization would be an excellent opportunity if funding was made available by Berea.
NA, I work in healthcare. I think the leeches we use for patient care are grown in North Carolina - that would be an exciting internship for students.
I'm a Trauma ICU nurse now... went back and got a second BS in nursing. I'm also a nurse in the NV Air Force National Guard.
Unfortunately, I know of none.
None
I'm not very familiar with internships the Ky Dept of Agriculture offers but I know they do offer some.
Summer Intenships with Soil Conservation Districts.
Center for a Livable Future at Johns Hopkins University, The Earth Institute at Colombia Univ., UC Davis summer internships
The Center for Envirnomental Farming Systems (CEFS) is always looking for interns.
Cooperative Extension Service summer intern program internships with seed companies, feed dealers, crop consultants
Dr. Stills has said if Berea College has any students wanting an internship, then he will be willing to work with them here at UKY.
I am not aware of any such opportunities at present.
N/A
I did an internship in with the University of Tennessee Extension in Franklin County, TN. This happened only because Berea had the funds to pay for my hours that I worked. Similar experiences are available in extension offices in TN if there is a means to compensate those students wanting those experiences.

10. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
I do, I wish the soil science class was better organized. I do also wish that there was a class that was designed to help students budget/run a farm (whether it be fruits and veggies, or animals). A class where the student came in, decided what type of operation they would like to run, work with the professor to come up with a budget, plan, etc and to see if the business sank or swam.
No, I completed all the courses available to me but I wish there would have been options such as Plant Physiology and a forage/grazing course.
I wish I had taken another business planning course. We really only took one (taught by DrP - was it Farm Resource Management?) but it would have been great to learn about supply chain and operations management. So many farmers these days want to sell, and consumers want to buy, but the value-chain in between is non-existent or dysfunctional. Consequently, I am now pursuing an MBA in Supply Chain Management. I am doing informationals with prospective employers (people I have tried to connect with for years) and have never gotten a response until now: Telling them that I have knowledge in supply chain is opening doors in the agricultural community. It would also have helped to have taken a course in financing or accounting. Basic skills make a HUGE difference, both when seeking a job, but also running a business! Having basic knowledge in keeping the books would set that Berea student far apart from his/her peers competing for the same job. Believe me, it's REALLY hard to find work as a young person so anything that makes you more "useful" is best for the student and best for the College.
More advanced science courses than general chemistry, biology, and Organic I Chemistry, Wildlife Management, More advanced soil/plant science, Community and economic development courses, child and family studies, education and teaching courses, health and human nutritional studies, agricultural statistics, additional courses or opportunities for agricultural research.
Statistics, genetics, plant pathology
Anything dealing with scientific research, statistical analysis, laboratory methodology,
Organic chemistry, anything with current events/politics, and economics outside of the ANR department.
social psychology & agriculture (how does class, race, etc. impact our relationship to food growing & consuming), health & healing focused courses, work/life balance focused topic areas covered, critique of academic/capitalist rat race and how to create a life you love thru entrepreneurship, etc.
My only regret is not going on the New Zealand trip!
Yes I wished I had taken classes on greenhouse growing. It would have been a help in my current work.
Yes, more biology / botany and more econ / business classes would have helped.
All ag graduates should leave knowing how to drive a tractor! I had to learn on the job.
I wish I had taken Spanish on a college level.
I wish I had done both nursing and AG the first go around.
In would love to see some fermentation science courses.
Forestry, logging, landscape plants, carpentry
Water, Geology, and more Forestry
Agricultural Policy/politics, seminar on practical considerations with starting up your own farm/taking over a family farm
A class on Excel and data entry for Statistics. Understanding the basics of a SAS output.
no
It would have been helpful to know about the lab animal field back then, instead of pushing all students to farming or vet school
There are a couple of classes that I am sorry I was not able to take. I missed out on taking field botany, because I could not physically do all the hiking (9 hours a week). I also was not able to take a couple of ecology classes that sounded intersting because I was trying top fit on all my GSTR classes.
Biology Classes
Since it has nearly been 10 years since I graduated Berea, I don't remember some of the courses offered that I did not take. I would have like to have taken the honeybee course but it interfered with another class I had to take. I think now I wished I had taken courses in orchard management and horticulture.
Financial management! It should be a required course for every major.
Accounting.

11. Please comment on how the Agriculture and Natural Resources department/program could have improved your undergraduate experience.

Text Response
Due to there being bitterness among the professors at that time, it made it uncomfortable to be in the building. Tensions were high. Better organization in the classes as well as better organization on the farm would have been helpful.
Having more courses and better integrating the farm work with class work.
Update research resources (predominately in the library). Offer more advanced Agricultural Science courses. Less focus on sustainability, organic, political philosophical, and social aspects of agriculture and more focus on agricultural science, research, science behind production practices.
Not one thing. They did all they could do. More than advising, they were counselors of life.
more women professors! more opportunities to learn about global agriculture
Honestly I was pretty satisfied with my experience.
As mentioned above, I wish I had been able to test out of lower level ANR classes.
They could cease and desist sharing air and the ANR umbrella with Richard Olsen.
not sure.
N/a
More classes to choose from was always a wish. I'd love to see the program expand.
I would liked to have been able to take more classes focusing on production agriculture.
Bot much room for improvement
Although the Ag. students are quite diverse, I think it is important to continue to make known to other students who may not be coming from a farming background or from a environmentalist perspective what the opportunities for work, courses, and experience are in the Dept. It could be a rich opportunity and contribute a lot to the department to continue to bring in a more diverse student body. The farm store seems like a huge opportunity for this!
A quarterly departmental newsletter telling Alumni what is going on in the department, who passed away, address changes, etc would be nice so we can stay in contact with other graduates.
I had a great undergrad experience with the ANR department.
I actually had a pretty great under-grad experience. I did have one class that was a complete waste of my time (SENS 100) which I took as a Junior (I think). The class itself was not bad, but I had already learned everything (and literally done all the labs) in previous classes. No one told me until afterwards that I could have tested out of that class and it never occured to me that I might be able to do that. If Ihad waived that class, I could have taken an upper-level SENS class which would have been far more interesting and a better use of my time. As it was, I mostly just "killed the grades curve" for all the senior SOC and PSY majors who were trying to fulfil their GSTR Natural Science requirement with an "easy" lab class ...
One day, be able to offer more concentrations within the greater ANR major.
I think my undergraduate experience was very positive. I did not realize how much I had done or how busy I really was until I went on to graduate school. Coursework at Berea is more challenging than other schools both in time and expectation. I felt like I was ahead in some subjects I studied in graduate school. As I mentioned before, it would have been good if I had been better prepared to prepare a thesis once I got to graduate school, but my undergraduate experience was top notch and I don't think I could have said that if I had went many other places.

12. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
Yes I do. Berea College taught me to think critically, or outside the box. I think this helps me now because I can now think better and faster than some of my peers. I also find that i work through problems in life differently then my peers, which I think is an advantage.
YES!!! I already knew how to juggle work and class so graduate school has been a breeze. Also, Berea is designed so your education remains broad rather than being limited to one very specific area of study. This certainly helps a graduate integrate, connect, and apply information rather than just cram for an exam.
Berea gave me a huge leg up. Unlike my high school friends, they are neck deep in debt and have graduated without work experience. Most of them either went straight to Grad School (because they failed to find work) or are working minimum wage jobs. Graduating with work experience in my field has made a tremendous difference for my professional career. I am easily 6-7 years ahead of the majority of my peers thanks to those opportunities given to me by the ANR labor department.
The greatest advantage comes from the Berea College farm and farm lab experiences that reinforced the classroom. My experience in the labor program was a very big part of getting a job in a highly competitive class of applicants. Also, my management experience, farm production experience gained in the labor program, writing, and presentation experiences at Berea College. These have advanced me beyond many of my colleagues that didn't have this experience before going into our career. The broadness of my Berea experience (vs. specilized track at a University) have better equipped me for my career as I have much more to draw on than other colleague in my field.
Better communication skills both written and oral. Better able to apply theory to practical agricultural systems. Smaller class sizes makes me more team-oriented rather than in competition with my peers
Beyond any measure, YES. We were already 4 years ahead of our closest peers anywhere else. We were prepared for any public speaking, and could carry a debate without an "uhh", "umm", or "like, so". As Dr. Phil Spears used to say, "It's the Queen's English, it deserves that respect". Unknowingly, we were ready to take on the world. Some of us are still trying to conquer it. One acre at a time. I owe a great deal of my life to Berea, and continue to sing it's praises. I always will. I still use things I learned there everyday in my life, and try to instill those same values, and understanding to my own kids.
yes, work experience
For sure. I think I have a better work ethic than most people I've worked with. I also think that Berea grads gain a lot from the learning, labor and service experiences at Berea.
Yes, Berea set me apart from my current peers because I got hands-on experience that many of them lack. Had I went to another college I might have understood the bookwork of agriculture but no the day to day struggles. The only problem I saw was that Berea gave me a false sense of security in thinking I was some how special compared to other graduates. I found out that was not the case... many people had never heard of Berea and didn't care where I went to school if it was not a state university.
Yes. Berea is well known in the sustainable ag sector. I was sought as an employee and for graduate school because of my status as a Berea graduate.
Yes, I feel the work ethic and the amount of material that was instructed allowed me to have an edge on employees who went to larger universities. The one-on-one interactions with professors was extremely helpful.
I knew how to work. That was a definite advantage!
not in the field i am in now.
Yes, mostly because of the work ethic advantage mentioned above. Employers know Berea grads will work.
In some ways yes because I got a degree and work experience at the same time. In other ways no because the job market has not been an easy path. Also the liberal arts program has thrown some kinks into some applications that ask for completion of specific courses. I feel that I could be more desirable to employeers had I taken more courses that did pertain to my career goals. I often feel that I missed out on really learning a specific field in depth. Also the credit system Berea uses does not match up with the normal credit system which is confusing fo employeers and hard to explain in applications.
Yes, with the work program I can manage my time more effectivily than most people my age.
Yes, I've been ahead of them in the areas of conservation, organic farming, and sustainable ag
Definitely. Since I am working a different field now, which is dominated by people with biomedical backgrounds, being able to think about and address real-world problems with an ANR background has provided very useful and valuable contributions to team discussions and planning on numerous occasions.
Yes- I try to recruit Berea students because they have a good balance of work ethic and classroom knowledge.
Absolutely. See some of my previous answers. My time at Berea set me up for a lifelong career in Extension.
Berea tends to gravitate to highly motivated people. This alone sits the group away from most other canidates. The problem is in most area, the supervisors/ hiring officials aren't motivated and therefore does not want employees like this either.
N/A
Yes I think it did give me an advantage over my peers that started working at the same time I did. I had the work experience and the class work behind me to assist my clientele as an extension agent. Because my course work and labor position allowed me different experiences, I am able to handle questions or problems from my clientele over a broad range of subjects.
I know I worked harder at Berea College than I ever have in my life. I look back and wonder how in the world I managed to do all that I did. I did things in my labor position that my current work peers would never think of doing. Not to put them down or to boost myself up, but they would probably whine and cry if they had to do half of what goes on daily in the "ag" department.

13. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	7	3	9	1	1	21	3.67
2	Internship or similar experience	19	5	5	0	1	30	4.37
3	Independent studies	11	3	9	0	1	24	3.96
4	Faculty directed research	5	6	4	2	1	18	3.67
5	Guidance/help from a teaching assistant	4	5	6	5	3	23	3.09
6	Serving as a departmental/program area teaching assistant	5	2	5	0	0	12	4.00
7	Team initiated study	8	5	6	1	0	20	4.00
8	Labor position related to your major	22	4	2	1	1	30	4.50
9	Other labor position	6	6	3	1	1	17	3.88
10	Course-related international travel	16	0	2	0	0	18	4.78
11	Course-related travel in the United States	12	3	2	1	0	18	4.44
12	Convocation Program	3	4	11	9	1	28	2.96
13	Required general studies courses	4	6	11	4	4	29	3.07
14	Academic conference attendance/presentation	8	6	6	0	0	20	4.10
15	Help/guidance from your academic advisor	13	10	4	0	2	29	4.10

14. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
Have animal and plant (veggies or fruits) specific classes about management, care, repro, etc.
A nutrient management course would be helpful for students in both ANR and SENS. An Ag Economics class would be helpful for students considering agribusiness. A very basic computer science/statistics courses geared towards ANR/SENS students would help prepare them for graduate work. If Tech students worked with ANR students they could probably find ways to make certain farm activites/practices run more smoothly.
Marketing for farmers
Look for students preparing for graduate education after Berea and encourage research, statistical methods, laboratory methods. Introduce them to modern technology that is commonplace in produciton agriculture systems. Encourage them to know software systems for data collection and analysis as well as data presentation.
Anything business. Period. What's the point in growing anything if you can't market it?
I don't get this division though I could see the entrepreneurship for the public good piece being invaluable, computer sciences training on website mgmt including social media and list creation/marking would've been invaluable though I wouldn't have known that 10 years ago.
I feel like there could be some good student activity connections between Ag and EPG... Building community farms, promoting healthy eating programs in schools and in under-served communities...
Conservation Planning and Wildlife Planning would be great courses to offer to students with help from the Tech department, agriculture department, and environmental department.
I think the ANR program would benefit from co-operating with biology and other sciences to do more replicated and published research in addition to cooperation with business, technology, etc. These areas can all overlap, but I'm not sure that most students would find it helpful. They might find it overwhelming instead.
Business models and business plans were extremely helpful. Also, in agriculture, production agriculture research in conjunction with someone like University of Kentucky would be helpful.
I gained a lot of applicable science knowledge from taking electives in the biology department - even though they don't always play nice with Ag majors, they have a lot to offer, as does physics and chemistry.
not sure
More small business classes would have been super helpful. The business end of agriculture is overlooked. Especially how to direct market effectively. You guys may already be doing this for know.
Overwhelming question: pass.
...
business development for Ag. enterprises, incorporating technology (appropriately) into ag. enterprises
Reseach design and analysis
I believe having opportunities to collaborate on research or have some on farm demonstrations would be very useful for students to learn how to develop and complete.
Laboratory Animal Science Program... Please feel free to contact me and I will help with it.
Wow, really there is so many directions with the programs in Div. II that they could cross collaborate. Agriculture needs and uses all of those programs. Technology is booming in agriculture from every new tractor now equipped with GPS to learning the use of UAVs (unmanned aerial vehicles) both production wise and ethically. Entrepreneurship and economics are important if we are going to keep young people on the farm or working in agribusiness.

15. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in agriculture and natural resources	25	1	2	0	0	28	4.82
2	Writing professionally	20	5	3	1	0	29	4.52
3	Speaking professionally	19	7	2	1	0	29	4.52
4	Reading critically	17	7	4	1	0	29	4.38
5	Managing time effectively	26	3	0	0	0	29	4.90
6	Working in a team	21	6	1	1	0	29	4.62
7	Being open to others' ideas, listening effectively	23	6	0	0	0	29	4.79
8	Understanding ethical issues	14	12	2	1	0	29	4.34
9	Having a commitment to service	19	7	1	1	1	29	4.45
10	Being a confident learner	24	5	0	0	0	29	4.83
11	Evaluating the quality of information	20	7	0	0	0	27	4.74
12	Understanding information/data in order to draw conclusions and support decisions	20	7	1	0	0	28	4.68
13	Leading/managing others	22	6	1	0	0	29	4.72
14	Using technology effectively	21	7	0	0	0	28	4.75
15	Designing processes and solutions that solve real problems	19	8	2	0	0	29	4.59
16	Solving problems creatively using multiple perspectives	20	9	0	0	0	29	4.69
17	Staying flexible in the face of changing environments	25	2	1	1	0	29	4.76
18	Accepting personal responsibility	25	4	0	0	0	29	4.86
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	22	4	1	2	0	29	4.59

16. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in agriculture and natural resources	11	6	4	0	0	21	4.33
2	Writing professionally	7	7	7	0	0	21	4.00
3	Speaking professionally	6	10	4	1	0	21	4.00
4	Reading critically	8	9	4	0	0	21	4.19
5	Managing time effectively	13	5	1	2	0	21	4.38
6	Working in a team	14	5	2	0	0	21	4.57
7	Being open to others' ideas, listening effectively	11	10	0	0	0	21	4.52
8	Understanding ethical issues	8	10	3	0	0	21	4.24
9	Having a commitment to service	10	7	3	0	1	21	4.19
10	Being a confident learner	15	5	1	0	0	21	4.67
11	Evaluating the quality of information	8	8	3	1	0	20	4.15
12	Understanding information/data in order to draw conclusions and support decisions	9	9	2	0	0	20	4.35
13	Leading/managing others	9	8	3	1	0	21	4.19
14	Using technology effectively	4	7	6	1	1	19	3.63
15	Designing processes and solutions that solve real problems	7	11	3	0	0	21	4.19
16	Solving problems creatively using multiple perspectives	7	11	2	1	0	21	4.14
17	Staying flexible in the face of changing environments	9	9	1	2	0	21	4.19
18	Accepting personal responsibility	12	5	3	1	0	21	4.33
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	12	7	1	1	0	21	4.43

17. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		20	69%
employed part-time		5	17%
continuing my education full-time		5	17%
continuing my education part-time		3	10%
caring for family/home full-time		7	24%
serving in the military		1	3%
unemployed		1	3%
other, please explain		3	10%
retired		0	0%

other, please explain
self employed
yes, I do both
seasonal employment moving from full to part time

18.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
East Tennessee State University	BSN Nursing	Dec 2007
UNLV	nursing	2012

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
University of Georgia	Crop and Soil Science	May 2014
Southern New Hampshire University	MBA - Supply Chain Management	June 2015
University of Kentucky	Crop Science	May 2014
University of Florida		
University of Kentucky	Crop Science	2008
University of Tennessee	Agriculture Leadership Education and Communication	May 2011
Penn State University	Soil Science	2001
Lincoln Memorial University	MSN Nursing Anesthesia	(Dec 2015)
Johns Hopkins University	Public Health	May 2013
North Carolina State University	Ag & Extension Education	May
University of Kentucky	Crop Science	May 2007
UT Martin	Agriculture and Natural Resources	2011
Virginia Tech	Crop and Soil Environment Science	December 2007

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
Mississippi State University	Agronomy - Plant Breeding	2014
Johns Hopkins Univeristy	Public Health	May 2016

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
Engineering Technician		
Maine School for Real Estate Studies	Real Estate Sales Agent License	March 2014
city college of san francisco	art & psychology	n/a
Berea College	GeoScience	May 2004

Other
Associates
Real Estate
prerequisites for art therapy masters program at Concordia in Montreal
B.S.
workplace training
LATG

19. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		5	31%
4			6	38%
3			2	13%
2			3	19%
1	Not at all well		0	0%
	Total		16	

Statistic	Value
Mean	3.81

20. Please elaborate on your response above.

Text Response
I am currently at teh WV Division of Highways. I have come into this place as an Engineering Technician Trainee. I have gone to 3 classes to be certified. Being at Berea College it helped me to figure out a study plan. I have used this in my current position and have accelerated quickly.
Berea taught me the importance of learning and education, not just passing tests. Also, I learned how to manage time and juggle work, class, and social activites so graduate school has been considerably easier for myself than other students in my department.
I was behind in my knowledge of agricultural science, and statistics.
The education I received at Berea College was outstanding, it just came up short in preparing me for the expectations of graduate coursework. Non-agricultural skills that are built during graduate work, including statistical analysis, field preparation, experimental design, technological processes and laboratory skills were not addressed during my education at Berea.
State schools have a hard time understanding the names of classes and translating them to a graduate program.
As described previously, I did not take enough higher level science classes to feel well-prepared in graduate school. I had to take some undergraduate courses in graduate school to even enter the graduate level classes I took.
I was a much better critical thinker with the ability to present very efficiently.
My masters will be in a field completely unrelated to Agriculture, except the ketamine administration used to anesthetize the farm cats for spays and neuters in my Animal Diseases class.
none
I went from doing just ag to being able to complete an ag related prion disease tissue culture project.
As mentioned before, my undergraduate education was top notch. I believe I was very prepared or more prepared working on some of my graduate courses. There were a few courses I did struggle with but still came out with a good GPA. I did not feel adequately prepared to work on thesis though I did get one completed.

21. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		5	28%
considering continuing my education in the future		5	28%
have no plans at this time to continue my education		8	44%
Total		18	

22. Your current employer:

Text Response
West Virginia Division of HIghways
University of Georgia, Department of Crop and Soil Sciences
Freelance Marketing Specialist
Cargill
University of Kentucky Cooperative Extension Service
Syngenta
Mississippi State University
Laminated Timbers, Inc./Grain farming
Whole Foods Market
Morgan County Soil and Water Conservation District
Berea College
UT Extension - Washington County
Renown regional medical center
Heathen brewing
X
Kentucky Department of Agriculture
USDA-NRCS
North Carolina State University
University of Kentucky
Intelligent Lighting Design
University of Tennessee Extension Giles County
USPS, Antioch Church
Houchens Food Group

23. Your current job title:

Text Response
Engineering Technician Trainee
Graduate Research Assistant
Owner
Process. Technician
Agent for Agriculture and Natural Resources
Research Associate 1
Research Associate II
Sales/Part-time farmer/Husband/Dad
Produce Team Member
Education Coordinator
Assistant Farm Manager
Agriculture Extension Agent
Registered Nurse, BSN
Lead brewer
Carpenter, Landscaper
Equine Inspector
District Conservationist
Research Specialist
Mercer County Cooperative Extension Service Agent for Agriculture & Natural Resources
Lighting Crew Leader
4-H Youth Development Agent
mail carrier, administrative assistant
Cashier

24. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		8	35%
not-for-profit organization (other than educational)		2	9%
for-profit organization or business		9	39%
military		0	0%
other, please describe		4	17%
Total		23	

other, please describe
State Employed
Grocery store :(
government
Gov't

25. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		13	57%
4			3	13%
3			0	0%
2			1	4%
1	Not at all related		6	26%
	Total		23	

Statistic	Value
Mean	3.70

26. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		10	43%
4			7	30%
3			5	22%
2			1	4%
1	Not at all well		0	0%
	Total		23	

Statistic	Value
Mean	4.13

27. Would you be interested in receiving an occasional newsletter from the Agriculture and Natural Resources Program?

Answer	Bar	Response	%
Yes		28	93%
No		2	7%
Total		30	

1. Did you work in the Agriculture and Natural Resources (ANR) Department/Program while a student at Berea?

Answer	Bar	Response	%
Yes, please list your job(s).		1	50%
No		1	50%
Total		2	

Yes, please list your job(s).
Office

2. The following are the student learning goals in the Agriculture and Natural Resources (ANR) Program. How well did your labor position in ANR prepare you for meeting each of the following goals? Students completing the ANR BS degree program will:

Question	Very well				Not at all well	Total Responses	Mean
Know and understand scientific facts and principles pertaining to soils, plants, animals, economics, and ecology and have the ability to apply those facts and principles to the management of agriculture and natural resources systems.	1	0	0	0	0	1	5.00
Be conversant in a broad range of subject matters and locate, interpret, critically evaluate, synthesize, and present information through writing and speech.	1	0	0	0	0	1	5.00
Understand agriculture and natural resources within the broader societal contexts of culture, ecology, economics, politics, and history.	1	0	0	0	0	1	5.00
Examine and prepare for career opportunities in agriculture and natural resources, including graduate education.	1	0	0	0	0	1	5.00

3. The following are the student learning goals in the Agriculture and Natural Resources (ANR) Program. How well did your ANR courses prepare you for meeting each of the following goals? Students completing the ANR BS degree program will:

Question	Very well				Not at all well	Total Responses	Mean
Know and understand scientific facts and principles pertaining to soils, plants, animals, economics, and ecology and have the ability to apply those facts and principles to the management of agriculture and natural resources systems.	1	1	0	0	0	2	4.50
Be conversant in a broad range of subject matters and locate, interpret, critically evaluate, synthesize, and present information through writing and speech.	1	1	0	0	0	2	4.50
Understand agriculture and natural resources within the broader societal contexts of culture, ecology, economics, politics, and history.	2	0	0	0	0	2	5.00
Examine and prepare for career opportunities in agriculture and natural resources, including graduate education.	1	0	1	0	0	2	4.00

4. Please comment how the Agriculture and Natural Resources Program could improve on teaching the learning goals above and give specific suggestions.

Text Response
Perhaps more obvious assistance for finding jobs in the field. It is possible there were more programs available that I was unaware of.
Need to make sure that you incorporate different subjects other than those focusing on agriculture and science based issues. More diversification in subjects. Have interm course on subjects other than agriculture. Ie economics focused on agriculture. Focus on organic farming methods. Large scale organic farming.

5. Why did you choose the Agriculture and Natural Resources major?

Text Response
Veterinary medicine was my goal at the time.
I worked in the ag office. I was a business major, with focus on agriculture. They did not have a agriculture business degree. Do my background of having grown up on a 3000 acre diversified farming operation I knew that agriculture in the seventies and eighties was moving toward more of large scale farming. Farming was moving to large scale farms. Thus the young farmers at the time needed to know more of how to operate a business vs just raising animals and crops. I was reasonable for handling all the framing operations receipts and billing operations. I kept records of income and expenses. I assisted the farm manager as needed. The ag office experience has paid off many times over sine it may have focused on farming issues, the principles learned can be applied to any business or field.

6. Please comment on how well the Agriculture and Natural Resources Program prepared you for your career and mention specific skills/knowledge you were taught that were most helpful.

Text Response
My career is outside my degree's field of expertise. I work in internet marketing.
The items are many. Taught me how to work and communicate with the educational staff not just in the class room but in the daily working of the department. Allowed me to interact with all the vendors the farm did business with. I assisted the professors in their class work as needed. Thus I was exposed to all the different subjects in the agriculture department., not just the courses I took. I got to see how the farming operation operated profit or loss. What type of expenses there were. Was part of conversations on the yearly and on going planning of crops and animals.

7. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
The wide variety of subjects studied helped a lot. At the time it seems ridiculous to take philosophy, history, or other unrelated courses, but over time you come to appreciate the value of a wide spectrum of learning.
I would say to see my above comments.

8. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
Immensely. I worked with the college web team, and using that experience I have moved up in an internet marketing firm to a management position.
Ther is not enough space here to describe the positive experiences my work study had on my life. First and foremost I would not have had two summer jobs I had while in college. I would not have had the job offers and utimitely my career of 21 years with one of the largest poultry producers in the country. The confidence and the personal experiences in my work study all 4 years in the ag department prepared me for all of my careers, all 5 of my carerrs.

9. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
I am cueently in the healthcare field and do not know of any at this time.

10. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
Computer science.
I wish we had had more exposure to computers. Know I would suggest that any leading edge technology be considered for students.

11. Please comment on how the Agriculture and Natural Resources department/program could have improved your undergraduate experience.

Text Response
Overall I had a great experience.
Can not think of any at this time. I was fortunate to major in. Using ss nod work in agriculture office. Allowing me to work more hours my junior and senior year say 30 hours per week or more would have allowed me to do more of the farming business work that other staff had to do.

12. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
No, but only because my degree was wholly unrelated to the field I work in. Also, I work with several very talented Berea College grads.
Yes berea's work program gave me the exposure that others did not have from other institutions. Ther are businesses that know a berea graduate knows how to go to college and also work at the same time. They know how to balance work and life.

13. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	0	0	2	0	0	2	3.00
2	Internship or similar experience	1	0	0	0	1	2	3.00
3	Independent studies	1	0	1	0	0	2	4.00
4	Faculty directed research	1	1	0	0	0	2	4.50
5	Guidance/help from a teaching assistant	1	0	0	0	1	2	3.00
6	Serving as a departmental/program area teaching assistant	0	0	0	0	0	0	0.00
7	Team initiated study	1	0	1	0	0	2	4.00
8	Labor position related to your major	1	0	0	0	0	1	5.00
9	Other labor position	1	0	0	0	0	1	5.00
10	Course-related international travel	0	0	0	0	0	0	0.00
11	Course-related travel in the United States	0	0	0	1	0	1	2.00
12	Convocation Program	0	0	1	1	0	2	2.50
13	Required general studies courses	0	1	1	0	0	2	3.50
14	Academic conference attendance/presentation	0	0	1	1	0	2	2.50
15	Help/guidance from your academic advisor	2	0	0	0	0	2	5.00

14. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
I would say see my pervious comments. I would suggest that someone be in charge of looking ahead say ten years and see where the field is heading. What will it take to compete. Since my time everything is global focused. What will this mean to division II programs? I was fortunate that I had people around me at home and at berea that saw where agriculture was headed and I choose this field. Integration of different programs/course is the key. Who would have thought in the seventies ther would be a personal computer or cell phone by the nineties??? And who would have thought back then how agriculture would use this technology today with each other? Find the people who can foresee the next 10 years and then build courses around this focus and I think you will have a superior program unmatched by anyone.

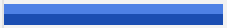
15. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in agriculture and natural resources	1	0	0	0	0	1	5.00
2	Writing professionally	0	1	0	0	0	1	4.00
3	Speaking professionally	1	0	0	0	0	1	5.00
4	Reading critically	1	0	0	0	0	1	5.00
5	Managing time effectively	1	0	0	0	0	1	5.00
6	Working in a team	0	1	0	0	0	1	4.00
7	Being open to others' ideas, listening effectively	1	0	0	0	0	1	5.00
8	Understanding ethical issues	1	0	0	0	0	1	5.00
9	Having a commitment to service	1	0	0	0	0	1	5.00
10	Being a confident learner	1	0	0	0	0	1	5.00
11	Evaluating the quality of information	1	0	0	0	0	1	5.00
12	Understanding information/data in order to draw conclusions and support decisions	1	0	0	0	0	1	5.00
13	Leading/managing others	1	0	0	0	0	1	5.00
14	Using technology effectively	1	0	0	0	0	1	5.00
15	Designing processes and solutions that solve real problems	1	0	0	0	0	1	5.00
16	Solving problems creatively using multiple perspectives	1	0	0	0	0	1	5.00
17	Staying flexible in the face of changing environments	1	0	0	0	0	1	5.00
18	Accepting personal responsibility	1	0	0	0	0	1	5.00
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	1	0	0	0	0	1	5.00

16. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in agriculture and natural resources	0	0	0	0	0	0	0.00
2	Writing professionally	0	0	0	0	0	0	0.00
3	Speaking professionally	0	0	0	0	0	0	0.00
4	Reading critically	0	0	0	0	0	0	0.00
5	Managing time effectively	0	0	0	0	0	0	0.00
6	Working in a team	0	0	0	0	0	0	0.00
7	Being open to others' ideas, listening effectively	0	0	0	0	0	0	0.00
8	Understanding ethical issues	0	0	0	0	0	0	0.00
9	Having a commitment to service	0	0	0	0	0	0	0.00
10	Being a confident learner	0	0	0	0	0	0	0.00
11	Evaluating the quality of information	0	0	0	0	0	0	0.00
12	Understanding information/data in order to draw conclusions and support decisions	0	0	0	0	0	0	0.00
13	Leading/managing others	0	0	0	0	0	0	0.00
14	Using technology effectively	0	0	0	0	0	0	0.00
15	Designing processes and solutions that solve real problems	0	0	0	0	0	0	0.00
16	Solving problems creatively using multiple perspectives	0	0	0	0	0	0	0.00
17	Staying flexible in the face of changing environments	0	0	0	0	0	0	0.00
18	Accepting personal responsibility	0	0	0	0	0	0	0.00
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	0	0	0	0	0	0	0.00

17. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		2	100%
employed part-time		0	0%
continuing my education full-time		0	0%
continuing my education part-time		1	50%
caring for family/home full-time		1	50%
serving in the military		0	0%
unemployed		0	0%
other, please explain		0	0%
retired		0	0%

other, please explain

18.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Other

19. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		0	0%
4			0	0%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		0	

Statistic	Value
Mean	0.00

20. Please elaborate on your response above.

Text Response

21. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		0	0%
considering continuing my education in the future		0	0%
have no plans at this time to continue my education		1	100%
Total		1	

22. Your current employer:

Text Response
Consultwebs.com Inc.
Southern virginia regional medical center

23. Your current job title:

Text Response
Account Manager (Soon changing to Marketing Strategist)
Director of engineering

24. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		0	0%
not-for-profit organization (other than educational)		0	0%
for-profit organization or business		2	100%
military		0	0%
other, please describe		0	0%
Total		2	

other, please describe

25. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		1	50%
4			0	0%
3			0	0%
2			0	0%
1	Not at all related		1	50%
	Total		2	

Statistic	Value
Mean	3.00

26. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		2	100%
4			0	0%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		2	

Statistic	Value
Mean	5.00

27. Would you be interested in receiving an occasional newsletter from the Agriculture and Natural Resources Program?

Answer	Bar	Response	%
Yes		2	100%
No		0	0%
Total		2	

1. How did your labor experiences at Berea college contribute to your work and life after graduation?

Text Response
Basically, it was scary how little I knew when I first got to Berea. Berea College gave me an excellent educational foundation both for Graduate School and in the workforce. Most professional Kentuckians I've encountered have heard of Berea and that's has always been a plus when they learn that I'm a Berea graduate.
I now work at Berea College, in the same department as my student labor position, putting those skills I learned as a student to direct use. If I had went to another college, there's no doubt in my mind that I would have been working many more hours trying to support myself. Limiting the number of hours I worked at BC allowed me to focus on school and on myself for awhile.
Working in an office environment as part of my labor experience at Berea not only helped me to learn how to work in an office environment, it provided me with resume and interview skills that I otherwise would not have had available when applying for jobs after graduation.
I was employed by Berea College upon my graduation within the labor department for which I was assigned. I worked in the department for three years as a student, and it was an easy transition into the role that I was permanently hired.
As a student I worked in purchasing. My supervisor taught me that all work is important. I did orders, researched equipment, and paid for products purchased. These are some of the items I still do in my current job. She also taught me how to deal with difficult situations. When I started I was very shy and would hardly speak. She got me out of that really quickly.
My first labor position did not help, which was security for Seabury Gym. My positions in Student Accounts, Associate Dean for Academic Affairs, Elder Hostel position, and working for the President's wife and New Opportunity School for Women were helpful. Growing up, I really never interacted much with people with status. Being respected by the President's wife and Dean Hager and feeling appreciation for a job well done, made me realize my work was valuable and appreciated. My position in Student Accounts further helped me with my accounting skills and financial controls. My role for Elder Hostel helped me with planning programs, which has transferred into planning events and working on projects.
While I have a regular day job, working as a TA has allowed me to earn extra income as a tutor. It's wonderful to be able to say I had a year teaching and mentoring students!
I feel that the labor experience I gained in Berea was one of the most helpful things on my resume to help land a job. I worked in the APiFinance department for the last four years at Berea and having that work experience on my resume was really a game changer. Most employers in highly competitive markets will not often take the risk of hiring a new graduate with no experience. Having four years of Accounting experience under my belt before applying for my first full time job has a way of pushing your resume to the top of the list.
At the time I didn't think much about the program - it was unique - but it was something I did because I had to. Now that I've been removed from Berea for 5+ years it is something I am very proud of. I was even told, later, after being hired, that my education and labor program experiences really influenced my employer to hire me. Something I didn't see as extraordinary at the time actually made quite the impression on others. I took the labor experience for granted, thinking it was something that every college student goes through. Now that I have a bit of perspective I can see that it instilled a work ethic in me and has made me realize that all the schooling in the world can never make up for hands on experience.
My labor experiences helped fine tune my leadership and teamwork skills as I entered the workforce and has allowed me to become a mentor in the various roles I have held since graduation.
The process as a whole pushes you to grow professionally. The labor program allows students push themselves to move up the labor ladder, a very real world experience. Personally, I was a TA and currently teach high school Business and Marketing coerces, so that experience was, at the very least, an insight to what it is like to work with students on a daily basis.
I was a teaching assistant for my last labor assignment, a role I held for two years. The communication skills (communicating challenging concepts in an intuitive way to younger students) required to be effective in this role have made a positive contribution in my professional life. In my current role, I need to communicate technical and sometimes abstract investment products and themes to non-investment professionals (i.e. strategic marketing partners, sales/distribution, compliance/legal, etc). The communication skills I obtained as a teaching assistant have been a foundation that I have improved upon to be effective in my current role.
The Labor Program allowed me to gain real world experience that not only sounded good to prospective employers, but was truly truly beneficial in expanding my skills and abilities. I still tell folks about my work at the College. I'm proud of my contributions and the entire Labor Program.
From a work standpoint, my labor experience played a huge role in where I am today. I can make a direct connection to every position I have had following graduation due to strong references that came from my labor position(s). Naturally, work plays a huge role in ones life, thus, my labor experiences at BC contributed heavily to the success in both my professional and personal life.
My labor experiences at Berea College helped me get a job directly right out of college. I feel the labor program has given me an advantage in getting hired for a few positions I've held. The labor experience was one of the best aspects of Berea College.
Allowed me to go directly into my chosen field with the USAF
The labor program is so valuable because it teaches work ethic, responsibility, merit and the importance of interacting with others from a customer service and teamwork perspective. I liked that you were held accountable for your job, as you would be in any career. I also appreciated the opportunity to apply for a different labor department or stay put, another decision that faces us in our everyday lives.
My experiences in the office of research and assessment trained me on basic office skills, enforced the idea that the data you get out is only as good as the quality of data put in, and that in small office environments there isn't any room for big drama. My experiences in the Geology Museum and as a TA built a strong foundation for management of others.
My labor experiences at Berea College served as the spring board for my work life after Berea and therefore contributed immensely towards my future my career goals. While working as an Accounts Payable Assistant at the Finance Department at Berea, I gained the necessary communication, accounting and time management skills that have been very valuable me in the course of my internship at Capital Care Inc., where I work as the accounting and Finance Intern. The importance of the above skills and other skills I gained while working as a teaching assistant at the Economics and Business Department at Berea, cannot be overemphasized. At this moment in my life, I have more confidence in myself; I can better communicate; I've developed a team spirit and can succeed in any kind of team. All of these, thanks to my experainces at Berea College.
I believe my labor experiences at Berea improved my leadership and customer service skills that have allowed me to be successful and rise to a leadership level in my organization.
My labor position gave me a strong sense of professionalism and work ethics - both have been extremely helpful since I took a full time work position.
Provided time management skills Provided a way to prioritize Provided a way to teach undergraduate students about setting goals
My labor experience had a significant, positive impact on my life. I entered Berea as a non-traditional student(23 year old divorcee) and I had never been required to work. The challenge of working in the labor program was the impetus I needed to enter the actual labor force. Bev Cook was the most wonderful supervisor and mentor.
My labor experiences greatly impacted my life after Berea as I was able to get a taste of the real world before graduating. I was able to experience what I think I might like or be good at and even just get some things out of my system.
My labor position of RA has helped me when interviewing for positions after graduation. I was able to show that I had experience in leading individuals as well as working with and for a diverse group of individuals.
My labor experience helped me value the importance of good work ethics. These ethics include timeliness, team work, customer service, and critical thinking skills.
~ Time management ~ Multi-tasking ~ Flexibility ~ Customer Service ~ Communication and interaction with clients
My labor assignment was not in business; therefore, it was just to fulfill Berea's commitment. I did support the fact that all students regardless of income, class or financial means were required to work.
My labor experiences impacted and shaped my work and life experiences by providing me not only with the liberty of applying my own creativity and diligence but also launching my professional network that I still utilize today! Obtaining and nurturing knowledge is great, however, skills sets demand change for the medium and long-term and the labor experience made me realize this.
My labor experiences has contributed so much in my work and life after graduation. My labor taught me professionalism in work environment and gave me work experience needed to get my foot in the door. In addition, my labor has helped me transition from being in school to be in working force in real life. I was not used to work for 40 hours per week right after college. However, working for 10-15 hours per week at Berea college and doing a summer internship have helped me with the transition to work full-time.
It was great and learned a lot but some students ended up working overload. I wish there were limit put on supervisors how many hours they could schedule to work.
With the experience I gained coupled with the way I was able to "climb the ladder" into a supervisory position by my senior year, my labor experience propelled me to be successful in my job search after graduation.
During my 4 1/2 years at Berea College, my labor assignments consisted of Resident Assistant and Bellman at Boone Tavern Hotel. As a Resident Assistant, I learned valuable leadership, negotiation, and communication skills. As a Bellman, I learned the value of superior customer service and the importance of hospitality. All of the above mentioned skills are very prevalent in my current position as Risk Manager in charge of Safety for the Louisville Division of Kroger.
I had worked before college, and worked each summer during college, so the labor program didn't teach me many new work skills.
The labor program at Berea helped me gain a better understanding of how to manage time and money. By working on campus I was forced to manage my time and finances much more closely. These skills have proven to be essential life skills.
Because I had a very strong work experience before coming to college, I believe that my college work experience supported and reinforced what I'd already learned. I worked in the fields as a child (picking cotton, field crops) and also worked with our farm animals (feeding, moving from pen to pen) along with getting a part time job at a local grocery store at age 16. I worked after school and during the summers at the grocery store, along with any chores required at home doing farm work. I believe this set the foundation for my work experience at Berea. Berea supported what I'd learned and truly believed -- that I should do a great job - no matter the assignment.
The labor experience at BC was wonderful. I think the opportunity to work at so many different jobs and departments at BC is awesome. It gave me real world work experience I could use to get a job after graduation. It also helped to teach me some good life and work lessons I would not have otherwise learned until after graduation.
I was fortunate enough to find a job with Berea College Student Accounts on campus which related very well on my resume when applying for jobs upon graduation. This definitely provided me an advantage to gain interviews as I heard many potential employers say that many graduates had very little to no applicable job experiences directly out of college.
Tremendously. I got my job after graduation mainly because of my labor experience.
My labor experience at the college was the sole reason I was able to land the job I have now, which I love. I am very grateful for that. Stepping into a managerial role early in my time at Berea helped me become competitive in the work force.
It really helped me in time management and responsibility, and also in building up my resume which was so important as employers look for past experience
My labor position helped in teaching me how to be a professional and the responsability of having a job.
Very impactfull I think learning "how" to work - timecards, shifts, etc.- is something all college students should experience.
My labor assignments were never in the Business areas, so I don't think I gained a lot from my primary labor roles. However, my summer intern really contributed to my work life after graduation. I interned at the Federation of Housing Enterprises during the summer of '98. My career started in the mortgage industry and I am still in banking.
I believe Berea helped to build a better work ethic in me.
Three things from the labor experience at Berea College greatly contribute to my work and life after graduation. First, it is about work ethics. Through the jobs at Berea, I learned how to force myself to show up on time, to plan ahead, and to manage my workload effective to arrive at a satisfactory result. No matter how tough the job is, the attitude is the key to overcome short-term obstacles. Second, it is about teamwork. I was put in a "not-so-cooperative" team at first when even the leader did not care so much about maintaining the team spirit. But then, at the second labor position, I observed how the team worked very well together. Not only the team captain led by example but also each of the teammember realised his or her important role. The end result of an effective was a successful textbook assistant program. Third, it is about communication skills. Thanks to my labor position at the bookstore, I sharpened my client relationship management skills. I learned to treat customer to thrive for the best service possible. Daily oral and written communications to external parties helped me be confident in the job I am working now.
My labor experience taught me how to manage my time, how to lead others, and how to provide customer service. I worked a cashier in the hotel gift shop and was later promoted as the student manager. I also learned other skill such as managing inventory and time records for employees. Those skills provided a strong foundation for my career and life after BC.
The labor experience at Berea College did not contribute to my current work, because it was basic administrative duties or teaching assistant, but it gave me the routine and responsibility of being employed and performing as a student-worker.
The labor helped instill a work ethic that several new to the workforce people do not have. It prepares you by helping keep schedules, arriving on time, responsibility for items other than personal things.
My labor experiences contributed significantly to my career progression after graduation. I especially note my summer internship with the Office of Financial Affairs in internal audit that provided significant exposure and first hand experience to all the roles I had after Berea. Several soft skills were also developed during my tenure at Berea as a result of my labor position.
From a general perspective, my experiences bolstered a work ethic that my parents had already instilled in me. Specifically, my work in the student craft industries business office, from shipping clerk all the way up to student manager, provided me with a practical education in logistics, inventory control, finance and customer relations that I use today in my own business.
Through my labor experience at dining services I was able to develope that into a career! I have now been with the same group for going on 28 years! The job on campus was my first "official" job and so far has been my only one!
Helped teach a greater respect for all levels of workers and apply the skills learned not just professionally but also to daily life tasks
It gave me jobs to list on a resume, versus students who never worked and don't have anything to put on their resume. It gave me confidence, because I had already had a lot of experience working. It gave me some knowledge of myself and my work preferences that might otherwise not have developed yet. The labor experience is excellent!
Taught work ethic and importance of effort
I worked in the agriculture department and met my husband. So that has been the biggest impact. Besides that, though I think the work ethics I learned have been invaluable: Honesty, confidentiality, reliability, thaking the initiative, or pursuing new skills.
It did help to have something on the resume that was related to my field of study.
I can definitely say that my interactions with my fellow employees at Berea have prepared me for the task world. Not only dj I know how to work with people of all kinds, I also know how to juggle multiple responsibilities at once.
Berea was the first place I had to do formal interviews for jobs. It was nerve racking and depressing at times but it helped me Prepare for the real world.
Learning good work ethics and effective communication skills at the work place early on helps mitigate the transitioning period into the workplace.
The various work experiences that I have gained while in college has certainly helped 100% with my job search after graduation. The experiences have given me a 'leg up' and ahead of all other newly graduated college student.
I worked in Accounts Payable for a couple of years so I became familiar with the requirements surrounding this and 1099 compliance, which I have applied to my position in public accounting and as Office Manager for a CPA firm. While working at the Bookstore, I became acquainted with making deposits and preparing check requests, which also helped me to adjust to the Office Manager position I now have.
My labor position allowed me to combine my passion for music and business management/entrepreneurship. During my 4 years at the Boone Tavern, I held a variety of positions that allowed to experience hospitality from different angles. The position that I held last two years was a student manager of music performers that provided me with great experience in HR, marketing, conflict resolution, budgeting, and hands-on management. By working at the hotel, I continuously received valuable guidance from professionals and attended a number of formal and informal trainings. After graduating, I realized that I do not want to have a career in hospitality; However, I have acquired a number of transferable competencies through my labor assignment at the Boone Tavern.
My various positions, while at Berea, helped to build a strong work ethic and a desire to give 100% effort to anything that I undertake.
The experience provided the basic building blocks of accountability and personal responsibility to enter the workforce with the foundational skills to meet basic employer expectations. It also provided me with experience in interacting, communicating and engaging with adults in the workforce prior to taking on significant professional responsibilities.
Very little if any at all
My work experience in the student life office at Berea allowed to me see how an office setting interacts. I saw the connection of doing a team project in class directly relates to being a team member in an office. I was also exposed to some confidential situations just as one may be in a work place. I was depended upon to do my part which left me with a sense of responsibility and pride.
The labor experiences that I had at Berea College were relevant in my sophomore/junior in the financial aid department.
The labor program is a must. It develops a work ethic and a need to balance many parts of your life all at once.
It helps create a good work ethic. You have to mix classroom work with your job and this way it helps you to use your time wisely.
The labor experiences at Berea College really gave me a taste of what it is like to work in the real world. Since my major was Business, having a chance to work in different positions related to Business at school was very helpful. I think this is a great program for students.
Labor experiences are vital to teaching the basic skills necessary to earn a living. The program allowed one to "grow" moving from placement in basic positions (such as food service or Boone Tavern waiter) to choosing an area of interest. My time working in the College Crafts Industries marketing department was great "real world" experience dealing with customers via the phone and providing correct shipment of orders. I have respect for any type of honest work or worker through my Berea experience.
Enhanced my professional interaction with work colleagues. It also greatly improved my employability as employers appreciated my hardwork
My labor experience contributed greatly to my work and life after graduation. My labor experience at Berea College, along with my parents, gave me a work ethic that has helped me to be successful in my career and personal life.
I feel my labor experiences at Berea have had a very positive impact on my work and life. I had the opportunity to work in a number of different fields including Accounts Payable that allowed me to learn about working in different settings.
It helped me develop work ethics, sense of responsibility
My Labor experiences at Berea College greatly contributed to my work and life after graduation. For 3 years I worked in the Computer Center and now I am Senior Technology Consultant for Dean Dorton in Lexington. In my senior year at Berea, I was an RA in Danforth, which required me to take on a leadership role is also used at work life outside of work.
My labor experiences helped build my interpersonal skills between not only co-workers, but also with supervisors.
I gained the knowledge, professionalism, and work ethic needed to succeed in the professional workforce.
It contributed immensely! I was new to the country and to having a real job; so this was a good introduction to what having a job entailed as well balancing work and school priorities. It enabled me to do that again when I recently earned my MBA while having a full time job.
My labor experience was wonderful. As a student for 4 burs years at Instructional Research - it gave me a great foundation to begin training for skills that are very key to my current employment, and instilled in me good work habits.
Help influence and change the lives of others.
The most important thing was to work as a functioning team.
I felt I learned more working at Boone Tavern than I did in the classroom at Berea. Hands on was my best learning style and this helped immensely.
I worked in the same position during my four years at Berea. This gave me the opportunity to work my way up into a supervisor position at Berea which is very similar to the work force after college. I feel that the pay that we received also helped you to learn to budget your money which has had an impact on my life after Berea.
Having work experience both in and out of my career position gave me value to employers and an edge up on the hundreds of competing applicants.
They helped me develop a good work ethic and allowed me to experience giving back to others.
great management experienences, workin with others, helped shaped the type of manager I wanted to be
unlike most students at berea college, who stayed in the same labor position most of their time at Berea College, I moved around and shifted my labor position every semester. I also took different labor position during the summer/spring breaks. I have held over 10 different labor positions; each labor position experience helped me realize what is the kind of work I want to do after college. From my experience, I knew I didn't want to work in facilities management or hotels or crafts or accounting or teaching. I liked working at Office of Institute of Academic Research where I held a position of analysis... And so now after college, I work as a Business Analyst.
My labor experience at the computer center as a programmer really helped me with my career. I understood "real world" problems and issues with developing, implmenting, and supporting industrial software. Also, as an Residence Assistance in the droms helped me deal with a variety of personalities and learn deplomacy skills.
I first started working at Broomcrofts as a new freshman, moved to Hutchins Library, a Teaching Assistant (TA) in accounting, finance, and economics, and eventually as the Student Supervisor in the Department of Economics & Business. These labour experiences were extremely helpful for me as my work as a TA was very pivotal in receiving a graduate assistantship and full tuition for my MBA studies. My experiences taught me that there is indeed dignity in labour and work well-done. Importantly, my very close interactions with my labour supervisors (Prof. McCormack, Prof. Tolliver, Prof. Isaacs, and Prof. Kazura) enhanced my knowledge of business and economics, developed a deep passion for accounting and auditing in particular, and created a mentorship opportunity that guided my career decisions.
The idea/existence of the labor program at Berea College is excellent and helps to cultivate many life and work skills, all of which will certainly be applied to life and work after graduation: 1.-RESPONSIBILITY (realizing that even though "WORK" is literally a "four-letter word," it should not carry with it the negative connotation to which our culture often assigns it). 2.-EXPERIENCE 3.-PEOPLE-SKILLS 4.-ORGANIZATIONAL SKILLS 5.-PROBLEM-SOLVING SKILLS AND PRACTICE 6.-SERVICE (in attitude and practice) and simply overall MATURITY. I book could be written highlighting all of these skills and many others. The labor program at Berea is a crucial part of a learning attitude that is necessary in all aspects of life in general.
My work experience at the fiancé office was very instrumental in Landing me my first job in the accounting field. Due to my experience as ap clerk, I was able to enter the work environment in the ap department and worked my way up to financial analyst. Hence it's my experience from Berea labor program that gave employers a reason to look at my resume.
After graduating from Berea, I moved to Texas to continue with my Master's Degree. At a point in my pursuit of my graduate degree, I worked 3 jobs and still managed to go to school on a full time basis and earn my degree. I strongly feel my labor experience at Berea in a way made it possible for me to cultivate that discipline that allowed me to be able to combine my studies with the three jobs and still make it things happen.
I enjoyed my labor experience and felt it indeed added to my learning. Fortunately, as an business student, I appreciated that my work assignment was in an office where I could apply my skills learned in the classroom. My role enabled me to experience how a professional office operates.
I learned valuable skills as well as ability to prioritize my time between work and school.
My assignment in the VP of Finance's office, assisting with internal audits and general daily business, allowed me to apply what I was learning in the classroom in real-time to a work setting. I learned how to communicate with management in a professional manner and see how the accounting model cycled throughout the year to produce financial statements. This provided me a huge advantage and confidence as I entered the work force after college because I not only had book knowledge but real world experience.
My labor experience at Berea College opened doors professionally and continues to do so. When being interviewed by a staff member at a potential employer who had graduated from college a year before myself, she asked "Did you do all of this while you were a student?" The labor experience at Berea College not only allowed me to learn professional deportment and stronger work ethic, but gave me an experiential edge against competitors for positions.
Keeping students constantly busy, and focused on something more than just academics, has been great preparation for both life and work. In both, you are constantly multitasking, something you definitely learn at Berea College (if you want to stay around and get your degree).
Working at the cafeteria gave me a contact with Marriott and launched my career out of college. I have now held several positions as GM of top branded hotels

This table has more than 100 rows. Click here to view all responses

2. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
Yes, more required computer programming courses would have been a plus.
More accounting and finance courses.
I think I could have used more business writing skills. Not in the form of papers, but letter-writing and marketing-type communications. My work experience has shown that regardless of position held, it is very helpful to be able to "sell" your product in writing. Whether it's selling yourself for a position or a project or a product you are working with. In addition, business writing would be in the form of internal communication (within your work environment) as well as formal writing.
More finance-related courses. My focus was on accounting.
I wish I had taken more of the upper level management courses.
I wish I would have taken more of the Accounting classes. I stopped at Intermediate I as the professor that taught the other accounting classes post Intermediate Accounting I made one of my friends cry.
In respect to the Business department, I feel that the Economics courses helped me the most. They give you a very broad understanding of how life is outside of college, the motivation for the entire economy from government to private business. The perspective is needed if you're going to succeed in your career. Thinking back on it, besides Accounting (which is what I do full time now) I feel statistics was the most helpful. Excel skills and being able to manipulate vast amounts of data into readable conclusions is very important.
I wish I had had the forethought to take more computer/tech classes. Knowing how to do even the simplest of programming is a huge asset to any company at any level.
I wish I would have pursued the Computer Sciences although it was still in it's youth at Berea at the time.
Working in education, it would really help to know conversational Spanish. We have a great number of Spanish speaking students. Most of those students speak fluent English, but their parents often lack the same fluency.
I left Berea insufficient computer programming skills. If I would have known how critical this skill set would be for me, I would have taken at least two programming courses (intro level course and 200 level course) as electives. These skills allow me to work more efficiently and perform higher quality work. I think at least two additional computational math and/or programming course requirements would be very useful for students entering financial services.
I would have liked to have finished the second degree I had initially embarked upon (Technology Management). I would have liked to have had a course with Dr. Spears each year. Bring the real world on!
Business writing - particularly email etiquette. Public speaking.
I think a course on business or technical writing would have been helpful. Communication is huge no matter what industry you find yourself in. I think Berea College students could have been set apart if they had gotten some special certifications. I would have loved to have gotten a project management or leadership certification while I was at Berea College.
I wish I'd taken more Stats courses.
I know so many people have issues with personal finance and putting together a budget. Maybe a life skills class would be beneficial?
Home Ec - seriously, I can run a profitable business, plan events, set a budget and manage teams but I cannot cook beyond the very bare basics and my house, while clean, is not "pretty."
I wish I would have had more in dept courses pertaining to investment banking, given that my concentration was Finance. I feel like there were (1) too few courses for my concentration (2) curriculum was a little shallow in terms of the knowledge structure and a thorough and inept curriculum would have been better, given the demanding and rigorous nature of investment banking and the finance industry (3) Not much was done in the finance concentration regarding company valuation. I would have also loved to learn about fixed income analysis.
Decision Science classes would have helped
Education studies
No, the only thoughts I have had are that I should have also pursued an accounting concentration.
I am happy with the ones I took. However, philosophy and logic might have helped.
Computer classes
I wish there had been more pre-law or LSAT preparation classes.
I wish I would have taken that auditing class. It was not required for my degree, but I've had instances in work where that would have been beneficial to have taken.
I think courses that help students improve their critical thinking skills are always important. Although, my labor experience helped with this skill, I could always have used more courses and experiences that improved this skill.
This is opinion formed since I have begun my professional career. As a manager, I found that recent graduates are lacking some basic skills such as ~ ability to write concisely ~ ability to speak clearly ~ ability to assess situation and initiate appropriate actions ~ ability to analyze and problem-solve ~ ability to follow-up and follow-through with tasks to bring them to logical conclusions Students should be required to take courses to build capacity in the areas listed above in order to graduate. The lack of these skills can be found across the board, including graduates from top schools and with high GPAs. In my experience, courses such as stories, communication, Western Civilization, US history, etc contributed to forming a well-rounded student. Faculties should look into these courses to strengthen focus in the areas listed above.
I wish I had explored Marketing more. I also wished I had pursued an internship opportunity.
More courses with analytical/technical skill set such as Econometrics, Expanded Applied Stats (which Berea already offers), Introduction to professional conferences such as Regional CPA/IMA technical meetings, continuing education workshops, etc. Berea really offers the right mix of courses to best prepare students for what's ahead. Only the technicality level of major courses could be raised.
I wish I had taken the Quibooks course that was offered in short-term of 2009. Some accounting positions require Quikbooks experience. I think having Quikbooks in resume would be an advantage to have. Another course that I wish I had taken is Excel class. I believe the Excel class is very benefiful for students to learn more and have stronger skill in Excel. I did not take the class because my schedule did not fit. Maybe Berea College could offer workshops for students who want to learn more about Quickbooks or Excel.
Maybe entrepreneurship.
There are a few; none that I can pinpoint exactly, but while in school there were several course I was interested in taking for the purpose of growing that conflicted with mandatory courses I needed to graduate.
Personal finance, time management, communication and presentation skills, managing stress, managing your boss, and project management
Marketing, more quantitative courses (probability and statistics).
Both soft and hard skills should be integrated into the business administration curriculum. Productivity programs such as MS Office are ubiquitous in the modern business world. Also presentation, communication, and leadership skills should be developed within the student pool in a more concerted fashion.
As a manager, balancing the workers' life issues with the responsibility of getting the work accomplished.
I wish there had been more real world preparation at BC. I was totally unprepared upon graduation to get a job, create a budget, pay rent, support myself, etc. I had a VERY hard time adjusting to life outside BC.
none that I can think of
A not-for-credit class on excel would have been helpful.
I wish I could have taken a nonprofit management or nonprofit leadership class. I think those topics could have helped me a great deal with my current job.
not really,
I general IT class may be helpful in todays workplace.
I think a course on "managing people" would have been helpful.
Taking some political science coursed would have been helpful. I think a lot of students are nor prepared for how politics can sometimes play a role in business. Political science courses could also be helpful in helping a student to really understand what they stand for.
Computer science courses--programming.
Yes. I wish that I had had time to study more Spanish. Even though the language is not as popular as in the U.S., but here in my country, there is a nich for Spanish (and European language) affluent users. Furthermore, I wish that I could try more of public speaking. The skill is critical, not only through graduate seminar, but also at pitching event to clients.
Leadership, time management, conflict management, and problem-solving. These skills are so valuable in the real-world. Although they are "soft-skills" having these type of schedules set individuals apart in my opinion.
Global marketing.
I suppose an actual class that focused on project completion (not marketing) but taking something new and implementing it or improving on an existing item. This could help improve a students presentation, deductive, and planning skills. More classes that would lead to purchasing or human resource jobs would also help.
The courses offered at berea College were very relevant to my career goals for a Liberal Art school. More focused courses in Accounting would have helped bridge some gaps between me and my peers in the work force. Pursuing a Masters degree and the CPA exams helped narrow any shortcomings.
I believe that I took the classes in my major that were available. However, I wish there had been more accounting classes that I could have taken.
I wish I had taken more human resource classes. I deal with this a lot more than I thought I would.
I wish I had taken more tech classes, wood working specifically. I took Appalachian crafts and found a great deal of enjoyment and stress-relief in creating pieces that were both functional and pretty to look at.
I wish I had taken some finance courses.
Communications
I have been a pastor's wife for about 15 years, so it would have been nice to take some counseling classes. If I had taken a public relations class it would be of some help now.
Teach more Excel. I work in Accounting but still do a fair amount of data analysis. My husband was the one to teach me how to use pivot tables and vlookups. He learned those from a textbook that he bought. He is a Chemical Engineer by training though so it is no wonder his courses did not cover that. There is no excuse, in my opinion, not to teach those in a Business Program. It would have been very helpful if students were given (close to) real- life Excel projects to work through that require advanced Excel skills. Once again, the two functions that are most helpful to me (and a lot of people doing data analysis) are Pivot tables and Vlookup. Those are also hard to learn on your own. Employers also like to see that on the resume. Knowing how to use the sum function does not constitute advanced Excel skills. Current Accounting program skips partnership taxation that is a mojor chunk of CPA exam, but that is not hard to learn from a Becker prep book.
I am now in grad school and for my undergrad I was not required to take business law. I believe this has since changed but I now have to take this course in order to compete my MBA. Otherwise, as an accountant I feel all my classes have applied to my real life work experience.
I'd love top know more about data analysis. I didn't get much use out of the statistics class.
More psychology courses and statistic courses.
Life is all about learning. One does not stop learning just because one is no longer in an academic setting.
A course that covered business writing and business etiquette would have been helpful. For instance, as a public accountant I write many emails and letters to clients that need to be drafted in such a way to explain something, but not always provide a lot of information by being concise. Also, what to do in certain situations, such as manners at business meals, what to discuss and how to discuss it, and how to get meetings back on track when they stray from the intended agenda would be beneficial. Also, what to put in a resume and cover letter and how to conduct an interview could be discussed in this type of course.
I wish I took the course that combines technology applications for business (in particular interested in big data analytics and database management) and the operations management course.
I believe that there needs to be distinct and separate classes in the business management program for leadership, personnel management, asset management, and business logistics.
I think a short-term course in the basics of problem solving (e.g., organizational skills, team leadership skills and how to work acorss organizational boundries) would be very helpful to those that want to go to work in a large, dynamic organization.
I wish I would have learned more about taxes and about investing.
I don't know too much about today's curriculum, but the technical skills from the business applications' class could be expanded in terms of what are companies doing today. It develops some of foundational needs, but there should be an advance section for accounting & finance majors.
I ended up changing careers and went into the education field.
I believe internship in your field of study would help immensely. There is bookwork and then there is real life work experience. My children now say that is the where they learned the most,
I wish there were a class about advanced usage of excel for Business students. There was a basic class about Office (Word, Powerpoint, Excel and Access) that I took, but the class was still very basic. When I started working, I realize that excel is so powerful and necessary when it comes to data and analysis analysis. But the excel skills I've learned in this class was not enough. Also, I wish I had taken more classes in Accounting and Finance.
One course that I regret not taking was a short-term trip that traveled to California and back. That trip would have let me see some additional cultures away from Appalachia and learn how to get to know the group of people who went who I would not have already known.
I wish I had taken more advanced accounting classes. As a business major, advance accounting knowledge is a prerequisite
My accounting courses helped me to prepare for my career as an Interal Auditor. They also helped me prepare for the CPA Exam which I passed on my first try. It would have been nice to have had the opportunity to take more accounting and/or auditing related courses. It would have also been nice if Berea College had been able to offer an Accounting Degree.
I wish that I would have taken a course in Human Resources Management. I currently work in management and feel that having a better understanding of Human Resources would benefit me greatly.
1. Computer science courses, especially excel. I wish we had more finance course, specifically investment banking. I feel like these courses were not taught very well while I was studying, as I still struggle to understand certain concepts in real world.
If I could go back and do it over again, I would take more classes geared toward leadership.
No, I feel that courses I took were sufficient.
Yes, I should have taken the more advanced accounting classes - auditing and non-profit accounting.
I think I probably would have liked more courses on public speaking - Phil Spears class was great in that sense, but it's the only one I really remember that sort of put us out of our comfort zones. Also I would have loved a course on negotiation - when it comes to negotiating my salary or my worth, I am way to humble and could have used some more skills on that!
I think Berea did a great job with the required courses in my major. Also, my electives and liberal arts classes have given me a more reflective and inclusive mindset.
More banking and marketing related courses.
Basics like making a household budget and the importance of saving to look ahead. It's difficult to do this on your own when you first get in the real world.
More international business and small business classes would have helped.
I think classes focused towards management of people as well as more on depth computer courses
Tax law. Marketing for small business owners. Network group strategies.
Auditing.
more marketing type classes.
Computer Science classes. Almost all jobs require some understanding of mysql, and basic understanding of computer programming. Even if it not required in day to day job of the work, but when applying for Job, employers look for that qualification.
I wish I would have taken more Psychology courses. I find in Business understanding people and how they respond to chatnge and different situations is so important to success. that is especially true now in the fast past world we live in. In software more people are going to Agile teams. This requires working well in a team including the team in all of the decisions. So, more focus on behavior and team building would have been great.
Courses in entrepreneurship and small business development, economic development, and rural poverty. These topics were only offered during short-terms but I understand most of them aer now offered during the regular Fall/Spring Terms.
Given my current work and life, I would have been more active about finding additional learning experiences (either via courses or practical hands-on opportunities) with regard to certain agricultural issues and educational communications strategies/techniques. Specifically, I would have looked for opportunities relating to AQUAPONICS (similar to the set-up down in the greenhouse at the SENS facility), ORGANIC practices in crop production on small and large scales, and ENVIRONMENTAL CONSERVATION practices.
I wish I would have taken the audit course and more finance courses
Only one that comes to mind will be Money Management
No. The courses I took were comprehensive and gave me the tools to move forward into getting my master's degree, passing the CPA exam, etc. The various tools needed for success in my career today were provided by my courses at Berea College. My Entrepreneurial course and Intermediate Accounting 1&2 were crucial to my career path. I had many great professors including Ed McCormack, who was tough, and taught me well!
I ended up getting a masters degree in Manufacturing Technology but my business degree is helpful as I manage people. Lean accounting might be a good course
Focus on CPA prep would have been helpful. Learning more about personal investing and retirement planning would have been beneficial. Overall my Business courses gave me a solid foundation for a career in Finance.
None that come to mind.
More management and human resource courses. I graduated in December 1993, so of course technology had barely begun to become the factor it is today, in both work and everyday life.
Wish there would have been an established hospitality program
I wish I would have been able to take more CPA prep courses at the back end of my time at Berea. Also, classes on investment and financial planning areas would have helped both in the business world and personal finance.

This table has more than 100 rows. Click here to view all responses

3. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
Berea, did prepare well and everywhere I've worked I've always had the confidence of a Berea College education to compete with others.
I work at Berea, of course it's best to be an alumni, it's an easy way to connect with co-workers and students.
Absolutely! Berea gave me the ability to multi-task between work, class, homework and play. I learned time management, money management and real-world living before graduation which enabled me to focus more on my job after graduation while my colleages were still learning how to take care of themselves.
Yes, my work ethic and willingness to learn new things and to view and accept challenging work as opportunities. My time at Berea has also exposed me to a very diverse culture and I have learned to respect and interact with individuals of different race and different views.
yes. We were taught the value of a job well done and that all work has dignity. When I started to work they considered me having four years experience. So I didn't start at the very bottom of the ladder.
I believe my experience at Berea gave me an advantage over my work peers as I completed my Bachelor's degree with minimal debt....less than $1K. Berea definitely prepared me very well in obtaining my MBA and MSSF degrees. The education I received at Berea has been a huge blessing in my life and I am so grateful for the opportunity to have studied at Berea.
Berea improved my ability to juggle multiple tasks. The biggest advantage I have over my peers is the lack of student loans. Last year, I bought my own home, something few people my age can reasonably afford.
I believe the work-study program, combined with working an on-campus job that actually relates to your major (which I was lucky enough to have found) gave me a clear advantage of valuable work experience.
Definitely! As stated above - the fact that I went to Berea and a work/study program impressed my employers. Our VIP of Finance (my ultimate boss) has told me, when he looked at my resume, he immediately Googled Berea College. Berea's image is one of integrity, hard workers, and high academic standards, and one, which I believe, ultimately helped me land my current position.
Yes. Ed McCormack's Spreadsheet and Database class in particular has set me apart from my peers many times due to my abilities to work with and manipulate data in the workplace. In addition, just the overall work experience of serving in teams and seeing ideas from different angles has allowed me to excel in roles. Also, the Senior requirement Management and Presentation course gave me experience that my co-workers were not able to compete with if they had not pursued a graduate degree.
More than anything, Berea provided me the opportunity to meet people, work with people, befriend people of all backgrounds. I think it helped me be understanding of different types of people and accepting of the individuality of people.
Generally, I feel that a liberal education I received in a small, residential setting has allowed me to be conscientious of others and aware of the broader impact of my work--i.e. critical thinking. I don't always notice that quality in my peers who come from other academic and personal backgrounds.
Absolutely! The market knows (at least a bit) about the College and our Labor Program. Our reputation remains stellar. I feel that my work ethic (enhanced by my College experience) allows me to produce more than others, day in and day out. I believe the quality of my work stands above many. Also, the financial assistance provided by Berea (graduated debt free) allowed me to complete graduate school in short order. How's that for magic!
I think in some ways, yes. The CEO of our company has stated multiple times that BC alum have an unparalleled work ethic. There is dignity in all labor and it's obvious that our BC alumni employees separate themselves when it comes to jumping in on projects, large and small, and doing everything possible to ensure a quality outcome.
I do think Berea College's labor program really prepared me to be a leader in all my jobs. It gave me work ethic and experience that my peers didn't have.
I work for a Berea College grad that if I had not been a BC grad would not have gotten me the job.
See above - work ethic, working as a team, being held accountable and caring about the work you do!
I think my work ethic, curiousity, and liberal arts background sets me apart in a good way. The biggest challenge for me is that in some business settings, resisting being "single minded" to achieve a goal at whatever cost and asking questions with the intent to understand rather than blindly following the established rules are not always seen as favorable assets.
In some ways Berea College gave me the opportunity to work on campus in various positions that helped me to link theory and practice and prepared me for the challenges that I was going to face after college. This therefore, gave me some confidence, when I left college.
I am not sure I would say I feel an advantage but I definitely can work on the same level as the others with no problems with the education I received from Berea.
Yes, the combination of the labor program and BC Great Commitments have allowed me the ability to both "hit the ground running" in my career and be focused on serving others above myself. These are two skill sets that are a definite advantage in the work force.
Yes, work study provide an advantage over those who do not have work experiences.
The work experience was a great advantage as well as Berea's reputation as an exception college.
I definitely think I have an advantage over my peers because I have been able to experience so much. That exposure lead me to be a lot more comfortable when dealing with things in the post- Berea world.
I don't believe so, other than being able to graduate with less debt than other individuals. I've not interviewed for any positions in which my degree from Berea College or particualr experiences set me above other individuals.
I have always been impressed by those employers that knew about Berea College and our labor program. Those who had not heard of it were always impressed after hearing the wonderful details of my experience. I have always used my Berea experience to my advantage in my discussions during interviews.
As mentioned above, course requirements other than my field of study helped in building capacity in communication, critical thinking, and analytical thought. The labor program provided important skills in interpersonal communication/interaction, time management, and flexibility and adaptability in fast-moving environments.
I feel the component of having many opportunities to express yourself and work together on projects were invaluable experiences.
It did in many ways. Berea made me a better person which not a lot of my peers can say for their undergrad institution. However, that advantage comes from the liberal arts portion of Berea's Education. I am a better writer (due to GSTRs), better volunteer (due to CELTS), better thinker (due to Convos) and all that shaped how to give back. Skill sets can be improved and build upon in many different ways but making someone a better person is challenge on its own.
Berea College has definitely given me an advantage. I have great working and internship experience because of Berea College. I do not have to take additional graduate classes after graduation from Berea College to take a uniform nationwide test because I have enough credit hour from Berea College. In addition, I am more cultured compare from my peers. Berea college has done great job in diversity. Berea college has helped me to become more open-minded and to have interests in other cultures. Furthermore, Cornell weekend has helped me to improve my resume and interview skill.
Yes, the work ethics and balancing academic work with real work.
The ability to balance work and life have been a huge advantage gained from my years at Berea College. Additionally, the networking opportunities are endless. I have been able to connect with someone who had been a part of the Berea College family throughout my career development.
Through the student labor program, we learned the importance of working inclusively, promptness, and exceeding expectations. The labor and convocation requirements helped us learn to be accountable.
No.
The advantages I gained from Berea College were as follows: No student debt, a liberal arts education.
I believe I was hired because of Berea's great reputation.
I think it set me apart in the fact that I had real work experience. Also, BC is known as a very good school so many people were impressed with the fact that I had graduated from BC.
I do believe Berea College game me an advantage over work peers. I think the overall Berea education culture of not being able to miss more that 3 classes (at least, that is my memory) translated over well to work ethic. It's amazing how many co-workers I talked to that never attended classes at the colleges they attended and only attended on test day....they mentioned how difficult the transition was when having to be at work every day. It's something I never thought of until I heard the stories and comments from co-workers. Other advanatage was the internship opporunities Berea obtained. I remember not even searching out for an internship but Berea having one that I was offered and decided to take.....a huge advantage.
The internship requirement was a very positive aspect of my Berea College experience that set me apart.
Yes, and I mostly attribute that with the labor program. I could not have gotten where I am now, without it. I have had managerial experience for several years while my peers at other schools were forced to work retail and/or fast food to pay the bills.
It definitely gave me an advantage because of the past work experience through the labor program (especially if a student works in the desired field).
Yes because I feel like the academic standards were higher. The work portion only helps if you are competing with someone that has never had a job.
Broadly, yes. I think the Berea experience is just so impactful - in ways that current students probably don't understand. Again, I think the labor program is a big part of that...
Yes. Berea really prepared me to be able to work in a team environment, as well as understand that each person has a role to play in the success of a project, or business.
Yes, because of my work ethic I feel I am more conscience of how I direct my efforts on projects & daily responsibilities.
Yes, of course. It is first the work attitude. I am able to manage heavy workload thanks to time management skills learned at Berea. It is about the writing skills that set me apart from other peers. I am about to give concrete and structural report for managers and above level.
YES! I think Berea College students do not have a sense of entitlement and are willing to work hard to achieve their goals and follow their dreams. I also think Berea College students EMBRACE diversity. That includes diverse cultures, thoughts, and welcoming creativity in ideas. Since BC is very diverse, students start out early with knowing that diversity is an advantage and a way of life.
Berea gives you an advantage in the way its set up, that you have to work to earn your degree. You have more responsibilities and you have to make it on your own. In my case, as an international student no one was paying for my education, so I had to make it own my own. That is what sets Berea College apart. In terms of academics its OK compared to other schools.
Yes, basically it introduced me to a multi cultural education that removed walls (preconceived ideas or judments). it also prepared me for working and learning with people from all walks of life. The labor impact of attending Berea also helped because I had multi-taskling skills when I entered the work force.
See comment above. I do not feel disadvantaged in any way compared to my peers. I believe it is an individual effort to take corrective actions in any chosen career if one feels disadvataged in any way as a reult of the Liberal Art focus of berea College. For me, I went on the complete and Masters degree and also the CPA exams to be marketable and aligned with my peers.
Yes. While business decisions involve numbers, they also involve the people who are affected by them. I believe that the liberal arts portion of the curriculum at Berea provided me with a broad range viewpoint and allows me to look beyond just the numbers when making tough decisions.
Yes I do! I learned how to actually work! It gave me some good contacts although I never actually needed them. The professors at berea were very beneficial in preparing me for the real world experience after graduation.
It helped develop my work ethic. Sadly, I've never directly used my degree from Betea. I ended up going to 2 other universities and earned 2 additional bachelor degrees before I ever started a career.
Having work experience I believe gave me an advantage at getting hired right out of college. I'm not sure my actual classroom knowledge gave me any advantage, but I was definitely at least equal with anyone else I encountered.
Work ethic
Right now I work with my husband. So we both graduated from Berea.
N/A
Yes! I felt more prepared with specific accounting skills that I have noticed have been difficult for some of my peers to grasp. I also feel that I manage my time much better than some of my fellow peers as well as come up with multiple results to a single problem.
I feel like Berea helped me stay humble. And i feel this is an excellent quality. I also think Berea' s curriculum was tough and I leaned the discipline needed to stick out tough situations and accomplish the necessary tasks.
It does give an advantage in terms of work experience and being able to apply course materials in workplace earlier than my peers. Engaging in outside-classroom activities such as internships and volunteering in business events help me take initiatives better, expect any unexpected setbacks and find solutions to resolve them.
Please see first question's answer
I think that the labor program provides a boost on an application by providing some experience prior to obtaining a job. I was also able to take a lot of accounting courses through EKU and January term that wouldn't have been offered otherwise.
From my experience in speaking with individuals who have graduated from several different colleges, Berea has given me a very distinct advantage in many areas. I especially recognized the level of education while I was attending graduate studies for an MBA degree. Many of my classes in graduate school used the same texts that I had already used at Berea. Much of the course work in graduate school was the same as when I attended Berea. By far the development of a strong work ethic has been my greatest asset in my various career advancements.
Berea certainly provided a good foundation from the work perspective. However, I will also note that Berea may have been a disadvantage from a social and networking perspective. Berea can be, to an extent, be insular and not as well connected to the business world as many other institutions. Berea clearly has a connection to the NGO sector, as is appropriate given its commitment to service, but increase interation with the business community would be helpful -- speakers, projects, internships, etc.
Absolutely not. And this is a falsehood that many Bereans tell graduates that simply isn't true in the business world (I was in banking for 23 years).
I do feel like being a Berea alumni sets me apart in that there is a different balance of college life as a student there. You learn to juggle the coursework, homework, labor, extra circular, convocations, etc. Many college students do not have as many moving parts of college life.
I think the experiences that I gained from Berea had provided better intrapersonal skills than some of my peers. I was able to relate to a lot of different folks because of the different culture/dynamics of Berea's environment.
The work ethic as mentioned above, plus the value of being part of a team an working for an authentic purpose.
Not sure because I only went to Berea. I do believe what does separates Berea students is our work ethic. We are not scared to get down and dirty but do what it takes to see that the job gets done.
Of course yes. Berea College not only gave me quality education, but also provided me with an exposure to the world's perspective. Having a chance to study, work and learn from students whose backgrounds and experiences are very diverse is wonderful. Also, the labor program is great. I think I appreciate the education and opportunities that Berea College has given me.
Yes. First, Berea has "earned" a great reputation that my employers knew about. Once in the door, I had an opportunity to prove the reputation that Berea students know how to work hard and are creative in problem solving.
Berea college has completely set me several steps ahead of my peers with its work study programme. The work experience gained during my four years features highly on my resume and during interviews. The emphasis on hard working spirit is another thing I will always be grateful of.
Yes. Berea College gave me an opportunity to go to college and succeed despite the fact that my family had limited income and financial means. The Berea College Experience showed me that given a chance, and with a lot of hard work, one can accomplish great things. Many of my work peers did not have the financial challenges that I had in getting a college education. Because of this, I feel that I am more appreciative of what I have and, as such, continue to work harder to be successful.
Yes. I feel that because of the labor program and the technology advances that Berea offered, that I definitely have an advantage over my peers as well as individuals that attended other colleges or universities.
It is hard to tell. In some way, I feel like I became a more well-rounded person, as a result of taking required courses that were not applicable to my major of study.
I do not know if Berea gave me an advantage over my current work peers, but not matter where I someone has heard of Berea College.
Over the years, the one thing that I found helped me stand out from work peers is the reputation of Berea College. In my career I travel and work with executive management and Board of Directors of financial institutions. I typically get a pleasant response and have found that I get a little more respect if my alma mater is brought up in conversation.
Yes, I believe the diversity and hands-on learning Berea offers sets their students apart from other institutions.
Absolutely, I believe Berea instilled values and appreciation in me that I don't see my peers having. Also my passion and hunger for education as a privilege rather than something to be taken for granted.
Just having a Berea College degree itself has opened doors of opportunity for me. The College's labor program and its reputation for a rigorous academic program are widely known and appreciated by employers all over the US.
Berea probably gave me a stronger work ethic.
I look at everything with a different perspective because of my experiences at Berea.
My work ethic was so strong, I was often told by supervisors that I had to curb or tone it down to keep others from looking bad.
Yes. I feel the experienced gained with the labor position at Berea as well as my internship for course credit helped in preparing you to enter the work force and many of the scenarios that we did in class I have used later in the workforce. I went on to get my MBA after Berea and feel the in depth classes that I had at Berea helped greatly in my MBA courses as well.
Yes. I have an entirely different work ethic than others in the industry, and for that my business is growing and clients choose to work with me...because there is no doubt they can count on me.
The diversity of the BC education definitely helped give me a broader basis than others I think.
yes, Berea College sees its student ee as workers and tries to help them learn vs just punching a clock
I will say it is up to the person what they take from Berea College. Berea College was free education and I was able to take more classes than I would take if I had to pay. I could graduate with 3 to 4 classes per semester, but I took 6 classes almost every semester and I took classes from different majors. Taking more classes affected my GPA, but I didn't care about my GPA and was more interested in learning. Now after college, I earn over 100K and I am confident I will earn millions in next few years. So I am highly satisfied with Berea College. But I also have my friend who had very good GPAs and now working at coffee shops and restaurants and stuck at minimum wage. Educations is a tool, but it is upto the person what they do with that tool. Yes I have advantage over my current work peers but thats because I used the knowledge I learned from Berea College to expand my knowledge in my work fields.
Berea College certainly gave me an advantage. The work ethic enables me to stay focused on getting what I need done and to think proactively. Also, my work expereince enabled me to have some "real world" expereince while in college. That made me comfortable in my working life as well.
Absolutely! First of all, Berea College gave me a solid understanding of the functional areas of business management through my studies and labour programme that allowed me to excel both graduate school and my professional career. I developed a passion for caring about other people. I started to develop critical soft skills such as analytical and critical thinking, communications, data analytics, and general IT knowledge at Berea College. Additionally, the diversity of the college community and its emphasis on the equality of all God's peoples has served me extremely well in my professional career as I work with diverse peoples from all over the world. Indeed, it has greatly prepared me in my current work in the United Nations System.
Yes Berea exposed me to work ethics and how to be diverse in the work place
Certainly. The ability to work hard and study at the same time
I do. I currently live in TN and employers here have heard of Berea College. Berea has a reputation of producing solid academic performers and employers like that you had to balance it with also working....getting to timely apply your knowledge in a real life situation.
Yes. Excellent education and strong work ethic.
My labor assignment was a huge benefit as I felt comfortable in the business environment. Also, the strength of the coursework prepared me well. I have met many executives who are aware of Berea College's reputation of a high-quality education and that is an added benefit when interviewing or meeting management.
Berea College gave me a distinct advantage in the internships I was able to complete, as well as my student labor experience that prepared me for the work environment. I also have a more impressive work history because of the responsibilities I carried as a student.
Absolutely, for many of the reasons I state in my response to the first question. I have a far better ability to communicate, both spoken and written, and this has been noticed in my career many times over the years. The organization skills I learned have also been invaluable, as many of my colleagues tend to get buried by the many, varied demands of our jobs.
Yes I learned time management skill working and studies
Yes. I think I was well prepared for the demands in the business world especially with taking the Organizational Behavior and Intermediate Accounting courses that daily held students accountable for their work.
I believe that Berea provided me with the advantage of a high quality education that could be built upon. I know that many in the professional world that know about the college respects Berea College and the quality of students produced.

This table has more than 100 rows. Click here to view all responses

4. Please comment on how the Business department/program could have improved your undergraduate experience.

Text Response
I don't know how it could have done better. Classes were small, professors always accessible and the learning environment was competitive and challenging.
I began with an accounting concentration, and when I took accounting 1, my professor was temporary, I believe she wasn't actually a faculty member but someone who practiced accounting. Anyway, she was very nice, but not a good teacher, and I had major struggles in accounting 2 and ended up changing concentrations. Now I wish that I had stuck it out, but I really hope that other freshman students aren't put in that sort of position. I feel like accounting in particular is a tough subject for most business students, and a strong foundation is important.
I was a graduate many, many years ago... but there was alot of focus put on presentation skills. Although that is still an important trait to be used in today's environment, I believe it's less so than it was many years ago. Technology has brought less face-to-face interactions and more written than before. Use of current technology would also be helpful in how presentations are conducted (not just powerpoint but brainshark and video capabilities).
It was a great experience. The faculty were incredible and very compassionate and caring. They were very focused on the content of the classes and invested in each student.
I think they did an excellent job.
Two areas of improvement would be 1) better opportunities for internships and 2) International Study Abroad opportunities.
I have no complaints about the business department. Only suggestion would be to maybe have a convocation or two where you bring in a renowned economist or business leader to share their tips for success. Each department had speakers at the convocations, but I don't remember going to one with a business/economics focus. There are a lot of great speakers at TED conferences that can make economics very interesting if people are willing to listen.
I think, overall, my experience was pretty good. I think I would have benefited hearing from successful alumni that had came out of the Business dept. OR knowing current demands of the field/what all i can do with a Business degree. And maybe those things were there and I was oblivious or didn't care at the time - but I wish someone would have been more in my face about it.
More technology usage, adopting a little more during my time there would have been beneficial.
My experience was wonderful. Nothing comes to mind.
I think the academic experience could be enhanced to some degree if the required curriculum (at least for finance and accounting concentrations) were expanded to include additional math and computer science courses.
I think a more robust advisory system would have been helpful. I had advisers, but requirements to visit/interface with him/her weren't that strict. I was likely shy somewhat and avoided meeting with them. Some more comprehensive program which helps the student get comfortable with the adviser would be great.
Encouraging (or requiring) students to get into more leadership opportunities. By creating leaders in undergrad programs, they enter the workforce with strong qualities and a broader understanding of leadership - assisting them with advancement opportunities.
My only problem with Berea College's Business department was that it didn't require me or encourage me to do an off campus internship. I think I would have been more ahead in my career and would have been more likely to live further from my hometown if I had done an off campus internship. The international students were not afraid to venture out and do this and I think they were more successful, beacuse of this. Being that a lot of Berea College students come from rural areas, we are not as comfortable about venturing out to big cities. Nor, do we have the means and the connections to do so. An internship program that is done well with everything planned out for Berea College students would have helped some student to go out of their comfort zone.
Sometimes spending so much time beating the students down (Spears) doesn't contribute to a desire to compete harder. I just leads to folks wanting out. I realize the business world doesn't always work that way but in a growing businesses where I have worked the honesty is meshed with a means of improvement.
Offer hands-on problems/simulations and teach students to work through them. Maybe help put together planning timelines, task lists, etc.
More opportunities to network with businesses, and being taught how to network when it is outside of one's normal comfort zone. More classes like Phil Spears'. I have no idea what he's like in his real life, but it was no-nonsense, tough-love in his classes. I've used the lessons learned there in every single job I've held since college. I didn't like it then, but being placed in a work group not of your own choosing helped me more than any other class taken at BC. It taught me to work with people from different backgrounds & personalities and to not dismiss what a person brings to the work table just because I personally find them offensive or immature.
My experience could have been improved through offering of more finance courses in other areas of finance such as fixed income and something related to mortgages. other courses would have been tackled in dept, and I would have been taught how to generate the figures for the financial statements for a merger/buyout situation, rather than given information already prepared. I would have loved to know the information in the red pages in the 10K etc.
More career guidance, making internships mandatory and more connections with local businesses for students.
I think in the 30 years silnce I left Berea many of the improvements have occured through normal advances. I wish my experience could have included built in internship opportunities (make them a reuiremnt for graduation).
Internship opportunities - building relationships with companies' campus coordinators.
Can't think of any right off hand. I have had a wonderful career in higher education. I think Berea College prepared me well
I can't imagine anything to improve my educational experience - Dr. Menefee, Dr. Sowell, Phil Spears and Ed McCormick - their tutelage is greatly responsible for my success in my career.
I loved being a part of the Business department. The things that really helped me were the team building group projects and simulations as well as working with actual businesses in the community for those actual class project. It really gave me more of a sense of accomplishment.
Making the audit class mandatory for accounting emphasis students, if it's not already. I think collaborating with the CSC area and offering IT related classes would help tremendously. The ability to be able to do databases, database queries, SQLs and knowledge and experience with ERP systems could give graduates a leg up on their competition.
I think exposure to executives in different areas of business would have been an excellent experience. It would have assisted me in narrowing my career options as well as, further develop potential options for internships and possible employment. These executives could have been guest lecturers for certain classes. Another means of improving my Business classes would have been the use of current business studies/ scenarios as case studies for group projects.
Enhanced opportunities or requirements for summer internships at corporations at the local level. In a global economy, the department may consider making it a requirement for summer classes or business programs in a foreign country. While the opportunities were there during my time in Berea, it was not a requirement and only a select few participated in these programs. I recommend making it a requirement for Business majors to enroll in summer internships and business program in a foreign country in order to graduate.
Personally, I went through several advisors while at Berea and I really lacked stability in the mentorship area. I was not guided towards graduate school as well, that was something I had to figure out on my own which I did the best I could. With more one-on-one mentoring and small groups, these deficiencies can appropriately be identified and addressed. My first advisor at Berea, Scott Steele was really good at this. We had one-on-one meetings, class reviews, grades reviews, group meetings, cookouts... Unfortunately, I only had him for my first 3 semesters at Berea...
I think it would be useful if the Business department/program to have a social event together. This event could help Econ and Business students and faculties to get to know each other. It's something like freshemen orientation in the quad but in a smaller scale only for ECO and Business majors. Some ideas might be pizza day, game night, or mingle day.
They have done a great job. I do like the idea of providing/finding an intern of all business students.
While I was enrolled there was a lot of turn over in the Business Department. I feel like this affected the way our advisers were able to preform. Although this is something that is not controlled easily- I felt a lack of stability because of it.
Alignment of business majors into related student labor positions on campus and off-campus internships. More opportunities to study abroad.
Like most students who matriculate at Berea, I had led a fairly sheltered life, certainly as it relates to careers and professions. I believe Berea needs to work hard to expose the student body to profession options. I had no idea what a consultant did for a living, or what an investment banker was. I didn't grow up knowing people with jobs like that, and to be honest I couldn't even fathom such careers.
I think additional applications of business principles and practices could have greatly improved my experience. While case studies were commonplace, I think that a more real-world application utilizing innovative methods such as design thinking would help all students better prepare for the jobs of the future.
I do not have any suggestions.
I was very unhappy with my first advisor at BC. I was only 16 years old upon coming to BC and was not sure of my major due to the fact that I had wanted to go to Western to major in photojournalism. I wasn't able to do that because my mother insisted I go to BC and that we could not afford Western. So my advisor told me that I shouldn't be in college if I didn't know what I wanted to major in. He made me feel stupid and was not helpful AT ALL to me. I should have been advised to major in English due to my interests and talents, however I was treated like a child and not helped at all.
I graduated in 2000 and technology on Berea's campus was behind versus the business world, but from what I hear and see on campus now, Berea is very up-to-date with current technology. I had an internship one summer during my time at Berea and believe this was essential for learning what real life work scenarios would be like and to help with an advantage over others.
Having a Marketing concentration was helpful, but I wish I could have had more time to take classes related to Marketing instead of just the business courses themselves. Having Accounting II and Financial MGMT didn't seem too relevant to the Marketing concentration. I can understand needing Accounting, but those other courses seemed to in-depth for marketing.
I think that the business program could be a little more specialized, i wish i had to take more hands on business courses in which we can simulate the real world. Work with actual companies for example
No real specific examples. I think I got as much from it as I could at the time - meaning, in many ways I think "education" is wasted on the young... You don't always know what you need to know when you already "know" everything! And know that I say that as someone who deals with college students today - so it's a somewhat jaded/somewhat not completely serious comment!
I enjoyed my undergraduate experience.
I would like to have seen Accounting as a major. At that time, we only had the option of taking it as an emphasis on a Business Administration degree.
Please give students more opportunity to do group work, especially at finance and accounting course. Ask students to read current news and comment on them. I remember in the Auditing class, Professor Ed asked us to write a weekly one-page report on accounting related issues. It should be expanded to other classes as well. Please arrange more tour/field trip for students to talk to experts in the industry. Inspire them the entrepreneurship spirit, not only through EPG but through interacting with the local communities around Berea and KY.
When I think about my experience in the Business Department my experience in Strategic Management with Dr. Spears will stand out to me. For me, it taught me how to be strong, how to speak up, and it help me become more confidence. It also taught me the importance of Preparation. I understand that his style may not have been pleasing to some individuals, but in the real-world some people care less about style and more about results and outcomes (at least from my experience). I think students need to get a small look outside of the Berea Bubble prior to leaving Berea and that class did that for me. In summary, I think more similar experiences to Strategic Management course would have improved my experience. Maybe a intro class prior to the capstone course.
The classes and classmates were fun. Some professors are excellent and care about their students, but other are not well qualified. I noticed that some professor close to retirement or when they earn their tenure do not care as much. In term of the business courses, it varies on the area of interest of the student, but it was well balanced.
A more diverse approach to obtaining a management degree would have helped. More specified degree in management would help those that are interested in becoming mid to high level managers or entrepreneurs
I will note my position here in bullets. I speak more for accounting graduates for this question: - timely and relevant internship opportunities - more courses directed at preparing for the CPA exams - courses in emerging areas - for e.g IFRS - greater interactions with applicable accounting bodies - AICPA, State board of Accountancy, PCAOB, SEC, etc
As I said before, I wish there had been more accounting classes available to us. Mr. Tolliver was taxed to the fullest and could not teach any more classes than those on the curriculum.
I would have liked to been involved in some internships.
Much better career counseling! I was a terrible business major but no one told me or tried to help me find a better career path. I also felt incredibly unequiped in finding a job after graduation.
It was so long ago, I don't know very well at this point in time. I guess I have two thoughts...I wish taking some finance would have been required. I graduated with a business degree and hadn't taken a single finance class. Secondly, I would have like a more involved advisor who helped me navigate what being a business major would really turn into once out in the real world.
Cis program
My undergraduate experience was good.
N/A
I am so happy with my undergrad experience is very hard for me to say anything that wasn't great. If I had to say anything I think it would be about specific classes, like income tax. I do not think I learned very much in that class. Also economics was not very beneficial. But that may be because I didn't understand many of the concepts.
I felt like I didn't learn much in Statistics and Finance.
Connecting with Alumni more.
more course works on business software usage in concurrent with the subject matter. Example: introduction of using Quicken and Accounting course or how to create P & L with EXCEL
I think for accounting majors that are looking to go into or may be interested in public accounting, you should start telling them sooner in their college career that they should look for a position in a public accounting firm in the fall of your senior year as this is when a lot of firms are hiring for the next fall. Also, mention about preparing a resume to have available early.
I believe there is an over-supply of student employees on campus that leads to ineffective allocation of resources. I think that Berea and Business Department could work on establishing relationships with organizations that would allow more off-campus student labor openings. Off-campus labor positions should enrich work experience for students, provide them with professional network, and reduce student-labor-cost for the college. Business Department could also work on establishing open paid labor positions for student-led organizations like SIFE and Investment Club that can provide invaluable experience for students to receive real-life experience of being decision makers in an environment close to real-life.
By offering stronger or individualized classes in personnel management. I have faced personnel issues in my work career that I was under-prepared to deal with.
I think the business department did an excellent job. I would have probably preferred some additional on-the-job experiences -- but those are hard to find in today's world.
More emphasis on the financials of a business (e.g. understanding a departmental budget). This goes far beyond assets and liabilities that you are taught in Accounting.
I wish I would have learned more about taxes and about investing.
One thing that I would like see the Business department to connect with the Alumni office to develop a stronger alumni network for students to leverage as they begin their professional careers.
My experience was more than 24 years ago. I am sure the program and the expectations have changed. Maybe having an internship at the end of the program in the field of study would have enriched the program and cemented the learning for me.
Would be an advantage to tie the classroom discussion into real work experience. I think it would be best if the professor had experience in real world instead of only being on a professor. Be nice if they had at least 10 years of real world work experience.
I think if the Business department/program could connect students with more job opportunities, it would be better. When I was a student there, I didn't find a lot of job posting or didn't have any job referrals from the department. It was so hard to find a job with almost no help from the Career center or the Business department.
The experience was very good at offering classroom experience that was relevant, two internships that were vital to my career and business club experiences as well. Improvements would be to get those first year students to mentor with upper classmen to know how good it will get. Many first year students are unsure of their degree choice and don't get many opportunities for courses directly related to business until sophomore year (at least that was my experience).
I wish the department made it mandatory that all students did internships before they graduate
I received a BS in Business Administration from Berea College. It would have been nice if Berea College had been able to offer an Accounting Degree.
I would have liked for the Business department to have worked closer with the Labor departments to make sure that all Business students get the chance to work in their field before graduation. I did get the opportunity to do so but it was more by chance than being coached to do so.
Department could have offered more technical courses: such as excel, accounting information systems. The ones that were offered were not taught very well.
I am not really sure how the Business Department could have improved my undergraduate experience. Looking back, I know there were tools available to me that I didn't take advantage of that I wish I would have knowing what I know now. This is not really relevant now, but I do remember always complaining about the Business Lab closing early when that is where the only PC's on campus were located. I would have enjoyed having my own Laptop or a computer that wasn't a MAC
I have no recommendations on ways that the business department/program could have improved my undergraduate experience.
I graduated in 2008, so maybe it has changed since my time, but I think more collaboration with the private sector in Berea would have been helpful. Many projects were focused with helping the non-profits around the area, which is great, but the two sectors are very different.
Maybe having some interaction with real companies; internship opportunities, etc. would have been more beneficial. Also some experience/knowledge on the non-profit industry.
My professor in macro and micro economics was horrible. He was eventually fired. However, this hurt my GPA and my understanding and knowledge in these courses.
More industry specific courses that graduates will likely need.
More classes focused on current day practices and laws in banking and investments.
The one class that I didn't truly appreciate until after graduating and entering the word force was Dr. Speers class where we were required to dress professionally and present cases. I hated doing those in class but looking back that is probably one of the classes that I still remember and use tips and suggestions from. I wish that we would have had more interactive classes like this one.
Having social media marketing available.
More course scheduling options. I had to miss Auditing because of a course conflict with a Minor requirement.
I can't imagine! It was great
Focus less on gpa, marks, scores, etc. Business is the most practical field. Set the courses and programs to teach students and teach students to how to apply their knowledge.
I really enjoyed my Business undergraduate expereince. I went into a new pioneering area of business called "Project Management" in 1988. I was in the only Masters of Project Management degree program in the country at the time. Since it was so new there was no way that Berea could have had any undergrad project management course. However, if I were attening now I would love to get more exposed to project management early.
If possible, make internships as a requirement for the Business Department students.
Perhaps a required semester/term of field practice/service in the final year of study. I am currently in Mexico and the higher education system here incorporates a time period of ~service~ before actually being awarded a diploma. It would be similar to that of a ~residency~ or Internship. The goal here would be to provide each student with real-life work experience related the field of study of that particular student.
Better career fairs and networking with the out Kentucky area
I believe my undergraduate experience was complete .
For me personally, it would have helped if Berea offerred a full Accounting degree, encompassing the required hours to sit for the CPA exam, instead of the Business Admin. degree with an emphasis in Accounting. I also think requiring an international experience would have been helpful. Lastly, pushing summer internship opportunities, and maybe even requiring 1 would have been helpful. I realize it's possible you may currently have the above and I'm simply not aware as I graduated a long time ago.
Back when I went computers were just emerging and Berea used Apple. The business world uses IBM so I had to learn how to use a different operating system. I would guess this is no longer an issue. Assistance with job placement would have been nice.
Overall my experience was great. I was given encouragement, guidance, and assistance whenever needed.
I would have appreciated an opportunity for more alumni connections for employment post Berea.
I think perhaps requiring a summer internship, in a non-Berea College entity/environment, would be helpful. My brother, Steve Jennings (also an alum), did this, and it changed his life and outlook in many ways. I know internships are available, for those who seek them...but perhaps a requirement to do one (not unreasonable for the average four-year graduate, in my opinion) would be beneficial. It's hard to simulate the "real world" in any classroom, or even within the "cocoon" most of us lived in while at Berea.
Nothing
The program probably could have been more intentional helping students tie their career goals with courses they were taking and then helping them with next steps as graduation neared.
It would have been nice to have had access to a tutor or older student majoring in business to assist with homework related questions when the faculty were not present. Perhaps a lab similar to Math or other types of program would be beneficial.
I was supported in the Business Department well. Looking back though, I feel that Business Administration was not the best choice for my personality type
A lot of organization's today have matrix or multiple reporting relationships for employees. Although a Berea student does in fact know how to juggle between many responsibilities, they may need a more clear view of how that "juggle" or prioritization needs to be applied in the business world. The boss who gives your performance rating needs to be your first priority.

This table has more than 100 rows. Click here to view all responses

5. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
I work in a legal office so mostly its law students who are interns.
I can't say I know of any, but, I hope that the internship policies are well communicated to all students. I didn't apply for internships as a student because I knew that I needed to save money in the summer, plus I couldn't afford to live somewhere else if the internship took me away from home. It wasn't until recently that I learned that Berea covers those costs. Don't assume that students know these things.
Unfortunately, Fidelity Investments does not offer the college recruting program now that it did when I was a student, but I would be willing to look into internship opportunities that might exist here.
I am not aware of any at this time.
none
We offer over 50 internships for accounting/finance students. The work is very meaningful to the students as well as the company. We conduct interviews at the IMA Student Conference, which will be held in Indianapolis, IN in November 2014, for accounting/finance internships for students that provide resumes and are chosen for interviews based on the academic performance and other criteria. We also target specific colleges, but unfortunately, Berea is not one of our targeted schools. However, the students could either attend the conference or apply online at www.cummins.com
I'm sorry, I have no recommendation for this. The company I work for is rather small and the corporate office is in Ontario. Any internships are generally given to Canadian students.
I work in the manufacturing field and in cost accounting. There aren't any internships that I'm aware of, but I wish we would try to offer something for engineering students/cost accounting for time studies and process improvements - those things are always valuable but often require more resources than our company has at its disposal.
The healthcare industry in general could always use good interns. From a location standpoint, I know that Louisville and Lexington have multiple insurance companies and large hospital groups that would serve as great experience for a student internship. Healthcare involves a lot of management and numbers, not just patient care.
None.
My firm does employee undergraduate interns. However, securing one of these positions is usually done by the recommendation of executives or key clients.
The key here is to make the process as simple as possible for the prospective intern offering firm. Alumni and students need ready-to-go complete information packets that set out what would be asked of a firm... maybe outlines/summaries of other successful internships, etc. I would love to have a packet to share with prospective firms... then I could give them my dog and pony show and seal the deal for one of our students!
General business, sales, marketing, social media, programming, account management, IT support, etc. We currently offer internship and work study opportunities at Consultwebs.
Unfortunately, I could never get into a company, because I didn't have any connections. When I couldn't get hired into a company, I decided to go back to school for a master's in teaching. I now teach elementary school. I enjoy teaching. Looking back though, I would have stayed in business if I could have gotten a job within a good company.
I work for the USEPA and they have many student jobs available on Craig's List.
We offer airport internships in my current organization that can be general or specialized.
I currently work at a non-profit, a very good fit for my educational background and personal interests. As more corporations and businesses are placing value on being associated with non-profits, I would encourage students to volunteer or intern at local NPs.
My company unfortunately does not offer such internships per se, not any that I know of, perhaps because it's a company in the health care industry. My case seems to be a little out of the ordinary. However, I will be glad to research from the CEO of the company and should there be any positive feedback, I will be glad to relay it.
We have one intern every year at the Marketing Dept from UK, they may be interested in summer interns from Berea as well.
Unfortunately,, my current field is outside business and wouldn't be of much use to BC business majors.
My company is always hiring recent graduates and we have an awesome summer internship program. I have tried to flow some opportunities to the CTL in Berea. I'd be happy to send those to the BUS dept if possible, and I am always happy to chat with anyone who has any questions.
I am a faculty at a small HBCU. However, my students have been pursuing internship through the career service office on campus
I can't really correlate my insurance background to a internship, as a license is required to adjust claims.
There are a plethora of opportunities in the Birmingham area. Berea just needs someone devoted to that cause to explore the possibility.
I don't know of any for current students, but for graduating seniors their is the Navy Financial Management Trainee Program as well as the Navy Acquisition Intern Program which allow for recent graduates to enter Federal employment.
My career has taken me into the field of hospital administration. Most hospitals will accept students in an internship as part of a masters program. Volunteers are always welcomed in hospitals as a means for students to gain knowledge of the career opportunities and options.
I'm not at liberty to speak on behalf of my firm. There are opportunities provided by the firm of which I'm not a part of at the moment. I will he happy to be ont he look out for these opportunities and send information to your department. The Department may want to consider stepping up the mentorship programs to connect recent graduates or students int heir senior year with former alumnis; focusing on areas of interest and personality match.
NA
I am in a controllership position for a Hedge Benefit Fund entity and the need for student internship can be created, however, I have never been approached with a request. Personally, all my undergraduate and graduate internships/professional engagements were something I explored from my own interests. Building my own roads and bridges was hard but such made it so much more valuable and worthwhile.
As I mention earlier, maybe Berea College could offer small workshops regarding Quickbooks, Excel, tax-preparation, and etc.
Unfortunately, I am in higher education that very limited in offering internship.
I am currently employed as the Communications Director for the Girl Scouts of Kentucky's Wilderness Road in Lexington, Kentucky. We offer internships in my department and they are available year round. If a student had the ability to travel to Lexington, we would love to work with Berea College.
Kroger management offers an intern program for seniors for a six-month period. For further details, please contact vance.blade@kroger.com.
Almost all companies with 100 or more professional employees offer internships. If the college can provide funds to support the program, even better, though the funds should be directed to the students to help them offset living expenses. For nearly any company with 100+ employees, the cost of paying interns is nominal.
I do not have any suggestions.
I do not currently know of any.
Ashland Inc / Valvoline offers several internship opportunties over the summer months in many different areas (that may change from year to year depending on needs) and are always posted on monster.com and their career site. I've had a Berea student contact me in the past and I helped to get her an internship with Valvoline. I am always willing to help with opportunities here however I can.
I'm not sure.
I don't know of none as I did EPG internships for the 2 summers I had in Berea. I did my 2nd internship at ConsultWebs in Berea, which was great.
My company, Lockheed Martin, offers an internship program. The downside is it is in Lexington which may not work for BC students.
Since I work at a college, I don't think this would apply... Good luck!
There may be some non-profit community development entities or financial institutions that may be a good start.
At Dollywood, I believe our Marketing and HR departments offer internships.
My current firm does have internship in the Spring for students (typically runs from Jan through Mar). However, it is required that students must know the local language (in addition to English). However, opportunities are out there a lot in the Far East Asia region. I would love to help any students from Berea interested in these emerging countries and to find some opportunities here. Thank you!
I currently work for Brown-Forman Latin America in the marketing department. Here is a small description of Brown-Forman: founded in 1870, is a diversified producer and marketer of fine quality beverage alcohol brands. Headquartered in Louisville, KY, Brown-Forman currently employs about 4,000 people and has offices or facilities in 30 cities across the globe. Starting in the mid-1950s, the company began a series of acquisitions that would place it among the top 10 largest spirits companies in the world, selling its brands in more than 135 countries across the globe. These include many of the most well-known and best-loved wines and spirits brands, including Jack Daniel's, Southern Comfort, Finlandia Vodka, Old Forester, Woodford Reserve, Herradura and el Jimador Tequilas, and Korbel champagnes. For more information about the company, please visit http://www.brown-forman.com. Brown-Forman offers paid internships for undergrad and graduate students in all business areas, marketing (digital, consumer behavior, regions: north america, latin america, asia, europe), finance, economics, etc
There are business level Co-Op positions at Honda Manufacturing that range from purchasing to human resources.
Internship opportunities with the Office of Financial Affairs is a great resume builder. partnering with accounting Firms in the region can also be an added bonus. Dean, Dorton, Allen & Ford are the current auditors of the College. I will suggest leveraging this avenue for opportunities for accounting students.
I would refer you to the Kentucky Bar Association or the deans of the law schools at UK, U of L and NKU to address that situation. Since your students would not compete with law students for positions, there may be some way to accommodate internships for pre-law undergraduate students.
Sodexo does provide some internships but I am not familiar enough with them.
None- I currently work as an RN in NC and am working on finishing my MSN at Duke University.
I just returned from US Peace Corps service in Ecuador two weeks ago. So, I am currently unemployed and unaware of internship possibilities, except with the Peace Corps. Once I have a job again I will likely be aware of such opportunities within my sector.
Summer temp work
I work at the Tuckaseigee Baptist Association. We are responsible for organizing and publicizing Christian events and mission trips. It would be great to have an intern to utilize their skills in these areas.
N/A
I don't know if much. My company is quite small but if Berea contributed financially I can't see why they wouldn't be interested in an intern.
I work for Humana as a Recruiter.They do offer internships but not in all fields of study. I think it would be wonderful if Berea and Humana would partner.
Internships with Millward Brown (under Kantar, WPP)
My CPA firm, J.D. Cloud & Co. L.L.P., in Cincinnati, Ohio periodically hires interns.
Technological internships in computer hardware/software support, digital survey quality data collection and analysis as well as leadership internships.
n/a
I work for a water district and there has been concern over the lack of interest in the field of utilities. We have provided summer interships to local students to help gain interest.
Georgia-Pacific offers many internships, especially within my division for folks that would like to pursue careers in Atlanta in fields such finance, accounting, sales, and marketing. In some of the internships here, there are also some assistance programs that GP offers such as housing and living expenses.
Again, I have changed my career path since graduating from Berea College. I do agree that an internship would be invaluable.
Would APICS class where you have business professionals discussing their unique business problems be of use to the student. I think most students when entering working world are taken aback on how fast things move or how everything ties together. How the different departments work together to solve work issues.
I'm working in the banking industry in Vietnam and I know that banks in Vietnam, both local banks and international banks, would welcome interns who are still in college. If Berea College students would like to explore a chance to work in the banking industry in Vietnam, I'm happy to connect them to my bank to see if there's any position open.
I serve as the Finance Director for the City of Huntington WV. My city of 50,000 struggles to fund internships primarily due to concerns by city council who didn't want to fund interns if employees were being downsized or not getting raises. I could easily use a management intern for each summer if there was partial funding from Berea. My internship at the City of Berea in my Junior year was invaluable to my current job. My internship in the summer before my Senior year led to my first job even before graduation. Opportunities exist for a business/accounting major internship and one for someone interested in environmental studies to work in the Storm Water division of Public Works. We could provide real experiences that would help the student and the city.
N/A
Not aware of any at the time.
There are not currently any internships available through my company although I will speak with our Manager about the possibility. If he is interested we could probably provide a intern position in Production Management, Administrative Assistant, or possibly a General Office Position. We are located in Abingdon, VA. Please let me know if there is interest in any of the potential positions.
I know that Big 4 (Deloitte, E&Y, PwC, KPMG) companies frequently hire summer interns and interns during busy season.
My company in Lexington KY, Dean Dorton, which is an account firm has an excellent internship program that would be great for Berea college business students. I have asked before why we don't have any students from Berea.
The FDIC has an internship program; however, they typically recruit from state schools (typically UK). I have brought this up in conversation with our field office management, but have not been successful in branching out to other schools. The internship is typically for finance/accounting majors, during summer months and/or breaks, and can lead to future employment. It involves bank examinations/audits and requires quite a bit of travel. More information may be available on www.fdic.gov
The CPA firm I work at, Clay & Gascoine, LLC, in Indiana, PA tries to offer an internship through the summer when needed.
I live in Massachusetts and the programs I know of here are for colleges based here, as Boston is a college hub. However, not to say that the financial district may not have programs for students. I recently moved to the non-profit world so that will be a new industry for me to experience and I will definitely be aware of any programs for undergrads if interested.
Being a BC employee I can't think of any that the Labor Program does not cover.
Interships were being offered by Wachovia Securities now Wells Fargo. Also Hilliard Lyons Brokerage home office located in Louisville is an excellent opportunity.
I did an internship in a healthcare facility while I was a student at Berea and that helped in landing me a full time job in healthcare after graduation. Over 18 years later I'm still in the healthcare field and the organization that I'm currently with still allows for internships allowing students to see first hand how things are in the work force.
N/a
I don't know of any.
Help students start companies and fund those ventures..... Remember, that some investment that student wants may not make any sense to most people, but thats because the changes that revolutionize the world are the changes that was least expected.
I am currently the Treasurer for the Board of Directors of the Project Management Institute Educational Foundation(PMIEF). We focus mostly on secondary schools. (pmief.org). The Project Management Institute (PMI) has several thriving chapters in the world. The Lexington, KY chapter is very active and they can guide you to any volunteer opportunities for students in the local area in project management. Also, many chapters have scholarships for students that want to take Project Management degree programs. We (PMIEF) administer the scholarships for these chapters.
My current employer, The International Fund for Agricultural Development (IFAD) as an enhanced internship programme for undergraduate/graduate students. Information about this programme can be found by clicking on: http://intradev:8015/jobiAppointment_types/index.htm
Students should apply to the federal government pathway program on usajobs
Financial/Money Management
I work for Cummins, Inc. (diesel engine company) and I hire 5 summer interns each year and would love to have a Berea student. We have a very structured and supportive program for our interns. The program size at my location in Nashville, TN is approximately 10-15 students. The majority are in accounting or finance roles with 1-3 being in an IT functional role. We also have a great Financial Development program for college hires which is a 2 year rotation where they move into a new finance role within our global company every 6 mos. One of those assignments is in Belgium! They learn a lot about the company quickly and are exposed to a lot. The expectation is also that they are studying and obtaining a certification (CPA, CIA, CMA, etc.) during this time as well.
We currently work with UK's manufacturing department.
None in my area.
Well, guess I should have read ahead! I don't know of any currently, but would be happy to pursue such an endeavor. I work for a college textbook wholesale company, as a marketing representative. Who I work for, and what we do, is less consequential than students seeing our processes, both as a company and myself individually.
Na
None
I work for a University where there are limited internships. The primary is the Athletic program.
Any within local businesses and within different specialties (such as profit and nonprofit organizations)
I think that where ever possible, onsite internships should be found for business students first. Then offsite internships in close business. There are a surprisingly large number of national and international companies in the Fayette/Madison county area that could help broaden the experience.
I am currently employed with State Farm. I work directly with agents to train and consult them on business practices. I have a host of agents that are often looking for interns to help out around their office and learn some of the business.
I currently do not have information on internships
To be honest, there are not many opportunities where I am from. The job market in Harlan, KY is very bleak at the moment. One of my good friends is the Executive Director of Harlan Tourism, so that could possibly be an internship opportuniy for someone with more of a marketing concentration. Their main goal is to market Harlan County. Accounting functions are hired out. The only other opportunities in Harlan are for nonprofit orginizations which would be more heared to CFS majors.
The Bureau of prisons usually has a need for psychologist social workers those are the only interns that I have seen.
Internship at The IRS
I
none that I know of

This table has more than 100 rows. Click here to view all responses

6. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Understanding basic business concepts	101	25	8	2	1	137	4.63
Applying business concepts	91	30	13	3	0	137	4.53
Knowledge within a concentration area	74	31	17	10	3	135	4.21
Understanding basic economics concepts	52	37	27	17	2	135	3.89
Understanding relationships between the functional areas (accounting, finance, management, marketing)	80	33	15	7	2	137	4.33
Connecting learning between the major and the general education program	41	39	37	17	3	137	3.72

7. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Understanding basic business concepts	79	38	9	3	0	129	4.50
Applying business concepts	64	44	15	6	0	129	4.29
Knowledge within a concentration area	48	41	26	11	1	127	3.98
Understanding basic economics concepts	48	47	29	3	0	127	4.10
Understanding relationships between the functional areas (accounting, finance, management, marketing)	55	51	17	5	0	128	4.22
Connecting learning between the major and the general education program	47	57	18	6	0	128	4.13

8. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Evaluating the quality of information	113	16	7	1	0	137	4.76
Analyzing and interpreting data	115	14	4	4	0	137	4.75
Understanding risks and trade-offs in decision-making	96	28	10	2	0	136	4.60
Providing solid evidence to support decisions	107	23	4	2	0	136	4.73
Analyzing decisions quantitatively	91	35	9	2	0	137	4.57

9. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Evaluating the quality of information	51	47	20	8	3	129	4.05
Analyzing and interpreting data	49	45	23	10	2	129	4.00
Understanding risks and trade-offs in decision-making	41	47	24	12	4	128	3.85
Providing solid evidence to support decisions	52	47	16	10	3	128	4.05
Analyzing decisions quantitatively	45	52	19	10	3	129	3.98

10. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Using spreadsheets	106	16	9	4	2	137	4.61
Using databases (including accounting and management information systems, ERP systems, etc.)	78	33	18	5	2	136	4.32
Using presentation software	63	33	27	8	4	135	4.06
Using social media for business applications	43	30	31	15	16	135	3.51
Understanding programming logic	26	35	27	20	27	135	3.10

11. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Using spreadsheets	45	44	20	11	9	129	3.81
Using databases (including accounting and management information systems, ERP systems, etc.)	17	26	39	27	21	130	2.93
Using presentation software	41	27	25	17	19	129	3.42
Using social media for business applications	6	16	23	30	54	129	2.15
Understanding programming logic	8	23	31	26	40	128	2.48

12. Please comment on the most important software programs in your work and your career. How can we better prepare our students in this area?

Text Response
Oracle back office. Exposure not only to Microsoft's software but all the big players in the software field
Excel in-depth, powerpoint to some degree are the biggest.
Excel, Word, Power Point I'm sure these software programs are more heavily used today versus when I was a student. We did have a spreadsheet and database class which was very helpful.
Microsoft office, adobe suite, When I was in school the business department didn't have these programs. I have learned these on my own. We didn't have computers. Had to go to Lincoln Hall where there was a few computers.
Excel, Minitab, Oracle ERP, Oracle Financials (AP, AR, GL, FA)
Excel is an absolute must-know. Including advanced features like pivot tables and vlookup functions. I've also used a lot of proprietary software for analyzing data. Great Plains (for billing), Lawson (for Journal entries), Avalara (for tax collecting), Netsuite (for all of the above combined). Software standards change so much over time that there's really no point in teaching one specific program over another. If you can learn the ins and outs of one system, the skills generally can be transferred to another pretty easily. I've had to learn several different billing systems due to mergers and acquisitions, all of which had pretty much the same functionality. Microsoft office skills transcend all of these programs. Even within each of these programs there's an 'export to' button so you can manipulate the data in excel. That's where the real work is done. If you're unable to do a vlookup or an if then function in excel, you won't make it past intern in my company.
Syteline, microsoft office, citrix I don't know if you can better prepare anyone - i feel like i would have to learn a new system if I left this job. For me it's understanding what i need to happen, financially, and working with the system to achieve that. I do wish I had some background in software - at least to help my department and myself find alternatives to some outdated systems.
Excel and Oracle are huge in the offices I have been in. Access is becoming more relied upon and in general databases that are able to contain larger sets of data. Understanding more about languages such as SQL would be invaluable as students leave college.
On a daily basis I use Bloomberg, FactSet, Barclays POINT and MS Excel. The first three systems operate on functions written in languages similar to Visual Basic. I think introducing students to VBA would enhance a student's ability to manipulate and fully utilizing these systems. Equally important, learning how to write and maintain basic excel macros would be extremely beneficial in compiling, manipulating and analyzing large data sets in an efficient way.
Database development is an area I would have liked to learn more of while in school... perhaps my situation was reflective of course choices made. It seems that in all the positions I've had since Berea, I've always wanted to develop custom databases, but haven't had enough background to do so successfully.
Contact/Client Relationship Management tools (Salesforce, Sugar CRM, etc.) Project Management Softwares (BaseCamp, Teamwork.com, etc.) Email marketing (Mailchimp, Infusionsoft, etc.) Google Docs / Cloud
Students of course need to know the basic MS Office applications. Now days, Google Docs. is used because it's inexpensive/free and one can have access to it from the cloud. Google Docs has word, spreadsheets, and presentation software. It's a little limited now, but they are working to add more features to it all the time. The nice thing about Google Docs.- you can access from iPad and other mobile devices. I would encourage the use of Google Docs. I like to use a presentation software called Prezi. It has the feature to zoom in and out that MS PowerPoint doesn't have. I wish there was some specialitzed software like MS Project Management that I could have been exposed to. I think for today, we need to expose students to business Apps to use and to social media Apps/programs. I would also encourage business students to learn to use video. In the future, I could see a lot of streaming online or online presentations. I had to do a Skypee interview once. Students should practice using Skypee for interview practice and to collaborate with others. You need to keep in mind, that some students will have this knowledge and there are still some that will need to be taught.
Microsoft Office programs and Oracle Database use.
Word, Excel, PowerPoint, Outlook, Google Apps
I use excel and other data management systems daily at work. Being able to create documents and interpret data so that it applies to my work is a critical skill. The ability to analyze data effectively is the #1 skill I'd make sure students possessed before sending them out into the world.
The software that I work with is imanage, which is a document management software. I would say, this is what I have now and this is what I work with at the moment and it might change depending on my next role in another company. To better prepare students as far as software usage is concerned, I think the Economics and Business Department at Berea College should offer software courses that accounting and finance students can take as part of their core courses for graduation. This means, accounting students can be made to take a class for an accounting software and those in the finance concentration be made to take such as class as well. Learning something like Bloomberg (how the terminal is used and how everything operates) is very good, because this adds quality to the resume and helps job seekers stand out. This is just an example.
Access
Learning management systems like Blackboard
Excel, powerpoint and word
Microsoft tools. I was there at a time when computers were just beginning to be utilized. Today, I am sure students have more access to multimedia, social media and technology
I don't have an applicable answer - all insurance companies have independent programs.
The most important software program would definitely be power point and excel. They are universally used at most of the companies that I have worked at since graduation. Students need more real world simulations where they must practice creating and presenting for board members or companies or even peers.
This is a very important area. I was shell shocked, not sure why, when I went to work and used these automated financial systems that did the accounting for me. I didn't need to post JVs and prepare income statements, but I did need a solid understanding of the underlying transactions and why they posted. I also needed an understanding of the software that we used as well as the databases we used to pull financial related data. Exposing students to the different financial systems that are used in major businesses such as ERP systems and giving them a basic understanding of database developments and how to extract the data would be very beneficial.
Software programs that I use regularly in my work are: Excel, Word, and Microsoft Outlook.
Many firms use internal-design web-based databases or softwares. It is important for students to know the basics in order to navigate the specially-designed firm-specific programs.
Definitely having projects whereby students may present a video and then launch it on Youtube, Facebook, Twitter, etc is very important. In addition, providing internships that combine business and social media.
Software programs change continuously, but MS Office Suite specifically Excel is a must.
I just recently graduated but I think Excel, Acess, and Quickbooks are important programs to know. For Access and Quikbooks, students should know general knowledge about how to use the program. For Excel, students should know deeper than general knowledge especially for accounting and finance students. They should know about pivot table in Excel.
Basic computer skills such Word, Excel and power point. I have no issue with the computer skills for business students.
Of course we utilize the Office Suite mostly; educating students on the importance of basic Excel skills is critical. Yes, I use formulas every once and a while (Accounting uses this the most) but being able to set up a spreadsheet so it can successfully be used in a mail merge is a huge problem we see with our interns that are still in school. Performing a mail merge is something that almost none of our interns have done. This is a skill that I use at least twice a week. Not just through Word, but also through Publisher and Excel. The Adobe suite: primarily InDesign and Photoshop-those are the most important for Communications and Marketing and I had little knowledge on these programs before I began in my current position.
Word, Excel, PowerPoint, Outlook, data warehouses, survey tools, Intranets
Can't comment here. I graduated in 1987 -- we didn't have software! In my experience young college graduates, or "digital natives" as I call them all have a superior command of personal computing and technology.
MS Office. Better tutorials covering utilization of software programs followed by application exercises. Real-world application would benefit retention better. Some examples could be; making personal financial management spreadsheets, presentations based on personal experiences, creating and peer-reviewing resumes, etc.
Spreadsheets were not known to me as a student, but were used a lot in my career. I presume classes are available currently, and should be required. Social media and the Internet were not in the picture when I first started work. When I ended my career, they were used extensively and I believe in some form or fashion they will continue and be an integral part of every business. Learning how to create and update web sites/social media sites should be required.
accounting software is extremely important. we did not use this at all when I was there '84 - '88.
Very important are Excel and PowerPoint software and pivot tables along with Access are becoming more and more important with the vast amount of information you have to analyze. I think outside of that, it is really going to depend on the company and the software they use which can be learned if you have some kind of prior exposure.....my company uses SAP. How to better prepare students in this area....have them using excel and powerpoint for data analysis and presentations (utilizing graphs and the best way to present data to simply make their case).
Database software is something that just takes learning. I don't think it is something that can be taught in a classroom setting. I worked with Banner and another information system in my labor position, and that taught me how to use databases.
I work with Wordpress a lot to facilitate website development for the organization I work with. It would have been helpful to have had a website class to help with this. It has become integral to my job.
Excel, office, powerpoint
Excel is the utmost important. Please give students opportunities to work with pivot table, with formula, with graphs and tables. Quickbooks is another niche program. There are other similar softwares like it, thus learning Quickbooks is like the foundation.
Office (excel, word, ppt etc), adobe, SAP. Make sure the right professor is teaching this courses.
Programs.... If more emphasis is placed on the overall usage of excel (v look up, h look up, creating pivot tables) and not only as a place holder then this will prepare students for the work force. Also learning howto tell a story.. sound crazy but if you can identify what you need, explain why you need it and how it is a benefit then selling ideas is easy. Using a story board has been one of the best thing I have learned since graduation.
The most important software programs in my office are specialized programs for transactional work which have no application outside of the industry. Due to the limited applicability, I do no see any real need for the College to instruct anyone on the software programs I use.
Excel, word, PowerPoint I use these on a daily basis. How to prepare students I would suggest more practice using them in real world situations.
I use electronic charting programs such Epic.
Microsoft Word, PowerPoint, Excel, contact databases (usually made specifically for the organization), Outlook Calendar
Grads should now office apps in great detail
I use Microsoft Publisher, Quickbooks, Microsoft excel and Word. It would be nice to have some database knowledge and some non profit accounting skills. I assume they already teach power point skills now, because my daughter is learning that in middle and high school. Web page designs skills would also be helpful.
See my comment on poor teaching of Excel skills earlier in the survey.
EXCEL! also general use of accounting software, even QuickBooks, would be helpful to prepare accounting students for reality.
I use Excel, Word, and PowerPoint daily and feel like Berea did a decent job teaching these programs. But I would have loved to have been taught about some of the big software systems that large companies use to house their company info like Oracle.
Statistics software such as SPSS are useful not just for business careers. Excel, powerpoints, word, and outlook are also essential. I feel that the college did not prepare us well for utilizing powerpoint and excel as effectively as they could be for us.
New programmers do need to truly understand the basic concept of programming logic and not just using 'pre-built' widgets. Yes, those widgets/objects do save time and such, but do these newbies truly understand the basic functionality that the author had intended for?
We use Prosystem Engagement and Tax preparation software and Office. I don't know that learning Engagement (where A&A files are saved) would be helpful because each accounting firm uses a different type of software. Learning advanced tricks in Excel and Word is helpful.
Excel / other spreadsheet software. Students need to learn detail macro usage in everyday business environment situations. Microsoft Access / other database software. Students need to know how to manipulate data sets, develop forms with dropdown menus and specific report capabilities.
Word processing, spreadsheets and presentation software are the basic tools in my job. However, entry level positions in large organizations need to not only be expet in these but also much understand a broader set of information management systes such as ERP systems and accounting systems. SAP familiarity is important, but the system can be learned, and what is even more important is that students understand why they are using the systems -- the concepts, the problems they are trying to solve, efficiencies they are trying to create or the support they are trying to provide -- they can then adapt that to whatever particular systems platoform is used by an employer. Understanding the "why" provides the student with the real skill set to move beyond the entry-level position and suceed.
It was necessary to know all of the Microsoft Office softwares. Better prepare students to be very knowledgeable of Word (especially how to construct a letter).
I use mostly Excel and Word. I also use an inventory database.
Microsoft Excel & Access- using some of the features such as pivot tables, understanding formulas, and building queries/macros help define who can technically do the work vs. someone that will need to be trained.
Technology has changed dramatically since I graduated, but students must proficient in technology and its use to survive in the work force today. I would love to know that Berea has kept up with the demands of our technology-based society.
I graduated in 1982 so many items above I cannot answer since business is so different than 30 years ago. I have used SAP now for 14 years and by knowing this software got me a new job quickly. Does SAP offer classes or material that could be used in the classroom? Does someone locally work with SAP that could show a business class the basics? I like the software and there are many ways to get the same information but would be huge if business students got a taste of this software.
I would say that excel and powerpoint are very important software programs that Business students should master. I really think Berea College should focus on helping the students master these two skills. When I studied there, I could only attend the basic class and the skills I have now are still very basic, compared to what my work requires.
The basic skills I learned in Lotus 1-2-3 are still relevant today in Microsoft Excel and I use them everyday. Keep teaching Office. I push all my employees to get at least basic skills in Office (many employees have no college experience). Social Media occurred well after my graduation. It can be helpful to know and can be used by Business students.
Excel, PowerPoint and word
Using databases and spreadsheets are very important in my work and career. Berea College provided me with a general knowledge of these software programs. Additional courses relating to database and spreadsheet software programs would be good. It would also be good to incorporate these software programs into the accounting and business classes as much as possible.
We use a Warehouse Management System with a Gui Interface and TechGap for purchasing and maintaining physical inventory. When I attended Berea we did not do a lot with automated accounting software. I'm sure that there is already been improvements in that area, but the more automated software they can be exposed to the better prepared they will be.
Microsoft Excel, Microsoft PowerPoint, SAP ERP system. Microsoft Word is also important, but it is not as powerful as MS Excel.
As a technology consultant I work with just about every mainstream software title there is and a lot that most people have never heard of. Of course everyone needs to know Word, Excel, Power Point and Outlook, but don't limit them to just Office. Maybe introduce them to large accounting software packages like Great Plains and all of the other large business software title that are used in the "Real World". I have worked with so many different software titles that I can help clients with software issues that I have never seen before within a few minutes. You don't have to be expert in every software title you use because just knowing a little about several software titles will allow you to quickly and easily learn how to use software you have never used before. I guess what I am saying is teach as many different software titles that you can.
We use internally developed software programs in conjunction with Word, Excel, and occassionally Powerpoint. These programs are extremely important in the work that we do. I do not have any recommendations on ways to better prepare students in this area. I felt I was well prepared based on the training and education I received.
QuickBooks, Ultra Tax (tax preparation software, Excel, and Word. Have accounting students work in QuickBooks and a tax preparation software.
SAP, Microsoft Excel and Access, Power Point. Maybe having more projects that include these softwares in class.
Microsoft Office, BANNER, NOLIJ, BI Query,
Microsoft Excel
All Microsoft applications. Provide students with in depth training of each of these applications.
Excell Word Quicken / quick books .net NUKE Mindbody Outlook Adobe illustrator Adobe photoshop Google plus Facebook Meet up Constant contact Pay anywhere Google marketing
The majority of my work is centered around the Microsoft Office suite. I had basic exposure to these, but didn't go in depth in the more robust features. I use other proprietary accounting software, but it is more specialized and requires specific training.
It wasn't around then!
Software changes very often in real world.... don't prepare students to use a software. Teach them the basics: 1) What is database, how database is linked to software 2) Some idea about computer programming, What is java, python, php, etc. 3) Familiarize with Office type softwares (macubantu/windows/googledoc/ and many more) 4) Familiarize with how to find and read the manuals of any software and learn it (also how to search in google and youtube) 5) Teach them how to use search engine productively (google/bing/wolframalpha/etc)
The mos timportant software programs at my work are project management scheduling software like MS Project. MS Visio for process flow diagrams, excel, word, powerpoint (the final one was not developed in the 1980's, we were still using the overhead and foilsit). also, social media was not a part of my education because it was not really prevelent then. However, we did use the latest technology of that time. I think to prepare students maybe offer a basic project management and/or business process course with MS Project and Visio.
I constantly use advanced features of Microsoft Excel, Word, PowerPoint, and Visio. However, none of these were available during my studies at Berea. Fortunately however, I took a class Lotus 1-2-3 and dBase with Ed McCormack and he insisted using Lotus for our Intermediate Accounting, Managerial Accounting, and Business Planning classes. I greatly benefited from this background throughout my professional career. I also constantly work with other software such as ACL, electronic audit working papers, and Enterprise Resource Planning (ERP) software for financial accounting, payroll, and HR including PeopleSoft, Microsoft Dynamics GP, and Rexcube data warehouse.
Given the effectiveness/usefullness of video-based media, basic or intermediate training in the use of such technologies would be quite helpful.
Solomon and great plain. Oracle
Using presentation software. I am sure lots of changes have been made in this area over the years.
The most important software program I use is Oracle (an ERP system). I also use Microsoft Excel and Power Point daily, along with email. I think Excel and Power Point functionality should be learned at the expert level. Employers expect college hires to be technical and capable of utilizing all the "bells and whistles". I also think it's equally important to understand the high level functionality (data, tables, reporting, queries, infrastructure) of an ERP system. I wouldn't be so specific on the type or Brand of ERP (Oracle, SAP, etc.) as that's specific to the employer. If you teach the high level functionality and structure, they can apply that to any system. Mr. McCormack taught a very applicable course years ago (and may still today). I think back then we were even using Lotus 1-2-3 for the database course.
Microsoft Office products (all), ERP, CAD
Excel has been a constant no matter what industry I have worked in. Having a course beyond the basics might be beneficial to students. I don't know how you could prepare a student for the countless types of accounting systems but even a course on QuickBooks would be a good entry level system.
Microsoft office suite. Students also need the ability to teach themselves technologies in order to better adapt to new work environments.
Most of what I use now is AS/400-based, which was not something I learned much about at Berea. Of course, I also use many fo the Microsoft products....primarily Word and Excel, and occasionally Powerpoint. To be fair, when I graduated, none of this existed, and technology in general was in its infancy. I thought Berea did the best it could at the time I was there.
Spreadsheet
ERP Systems, Microsoft Word, Excel, Outlook, Oracle.
I use Microsoft Office which includes excel, word, outlook, powerpoint. I have had to learn special software related to parking and university management which are not standard. A general knowledge about pc operations is essential.
I assume the software programs I used at Berea were up to date then, but that was 22 years ago. ALot has changed.
I actually feel that my labor assignment more strongly prepared me for using spreadsheets and databases than the major. I was very fortunate in my assignment, it gave me "real" application of those software areas. It helped reduce my learning curve in my work.
The software programs I use the most now are the ones I was exposed to while at Berea. Continue to do the excellent job you are doing!
Excel - Seems to never go away and almost every report I work with still can be uploaded to Excel.
Spreadsheets and presentatio software. I think that a better immersion in enterprise technologies, as well emerging technologies which relate to specific functional areas
Focus more on using spreadsheets. If students can pass the test for PowerPoint they are adequately trained on using the software. Databases need to be covered in theory but they vary too greatly to be able to devote enough time to each of the popular offerings. Microsoft Access is a terrible product and does not prepared students for using other databases.
Besindes the banking software that I use, the main general software that I use every day is Excel and Word. I think, given my use of those in classes, the business department does a great job of preparing students to use them.
By using Excel. I believe Microsoft Excel has many capabilities that will help the future students.
I'll buy beers and then we'll go to the BT for Din Din. I was the original Student Manager at the Boone Tavern. I made up the title and Mr. Hogen got really, really pissed off. I was the first person at Berea College to get a Short Term credit for BARTENING, AKA beverage management through the College. I WAS the BMOC!!

This table has more than 100 rows. Click here to view all responses

13. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Locating and appropriately using source material	63	40	20	6	5	134	4.12
Designing and carrying out original research	53	24	28	21	6	132	3.73
Communicating research findings	73	29	13	12	5	132	4.16

14. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Locating and appropriately using source material	53	42	23	9	1	128	4.07
Designing and carrying out original research	35	51	26	11	4	127	3.80
Communicating research findings	52	40	27	5	3	127	4.05

15. Please comment on the importance of being able to carry out research in your work and your career. How can we better prepare our students in this area?

Text Response
I do legal research as opposed to quantitative and qualitative research so I don't know how it can help current students
I really just need to be able to understand the foundation of how the research was conducted and interpret the findings.
Working in the field of accounting, one must know how to research account transactions. One of the main things I have experienced over the years is having the mindset to do the research and invest the time to track information. This seems to be more of a motivational issue.
Benchmarking is very important regarding process improvements and the latest and greatest IT solutions to business problems.
I'm a tax accountant that was tasked with researching the tax-ability of our services in each state we have Nexus after a merger. Using google to search through each states Department of Revenue site I found everything I was looking for in a matter of a few days. I feel like a case-study where they must use the internet to research something as ambiguous as tax laws by state would be more than enough to prepare them for that kind of research.
One of my main duties is to constantly problem solve - i am always analyzing variances in production reporting and typically need to find a root cause. This examination is usually used to show management an issue and base recommendations off of - so being able to think critically and gather complete information is a must. For me, having strong mathematical skills has helped my critical thinking and research capabilities. Exercises in such could only help prepare students.
Being a "go-getter" is huge. Being able to take a step up and not only have ideas but how and why to implement are ways to move up. In general, Berea prepared students well in this while I was there, but more due to the General Studies program than the Business major. The encouragement for students to go outside their comfort zones, look at things from different angles and to support their thoughts by documentation has been a great tool as I adapted it to my work. More research projects in Business would not be a bad thing, collaborative and individual alike.
This highly important. A large amount of my time is spent analyzing markets and then positioning my firm's products (ETFs and mutual funds) relative to competitors. I distribute/communicate my analysis via emails, conference calls, presentations and marketing collateral pieces. Our clients, sales/distribution force and marketing dept need to have confidence in the soundness of my analysis and the ability to present it in a persuasive way. i generally feel that the Business and Economics dept prepared me well to create, plan and communicate my ideas. One area of improvement could be to require more quantitative rigor and analysis when students write research papers.
I research market data every day and generate reports which can involve multi-million dollar properties... A lot is on the line based on my decision, judgment, etc. Ethics training is key. People need to understand the big picture. Your name is everything.
I think that Berea did a good job of preparing me for research. I believe a do better than my peers putting together a report.
Research is vital to all Business work. You can't form a business case without research analysis.
The internet is a useful tool, but make sure to qualify the research and confirm it is from a reliable source.
I don't do the R&D at my non-profit but understanding the results and being able to communicate them clearly are both very important in my work. If I can't explain the results of a project so that my 7 year old will have a basic understanding of what I'm working on, then I know that I need to keep working on it. With donor development, we break data into different pieces and have to select the bits that will be most interesting and compelling to the person in front of us. That's true for any business and an important skill to have.
My job does not require research in the real sense of the word. I do research, just to obtain information from say other company employees that I work with and not an extensive research. The Department can better prepare students by providing orientation on how to locate various types of information/data on various subjects and this can even be made to be part of a test/exam. This will help students master the process and know where to get what. Without knowing how to conduct proper research and the resources available, it's very difficult if not almost impossible to complete assigned tasks, because students who are future workers will not be able to carryout their functions. A research and methodology class in the business Department will be a good idea.
Research is invaluable to my current work. Providing students with real action research opportunities is essential
My job is all about research. I think networking is key here.
I must conduct research to remain employable. Students must be encouraged to take statistics and research methods for all majors.
I conduct investigations to determine coverage, liability and damages as pertains to insurance claims. Berea's core classes are the optimal preparation as you learn to question and develop an inquisitive mind.
You must know your business. People can sense when a person in genuine. They must know whaht they are talking about effectively. Practice makes perfect. They need more exposure in this arena.
Most of my research is limited to Federal and DOD regulations about policy, very little to do with business or accounting. I can't provide good feedback for this area.
Rating on "carrying out research" is dependent on the career track a recent graduates take. So, the level of importance may be rated higher if the field of work requires it such as market research, building client profile for business opportunities, etc. I know what I want from a potential new hire but unfortunately I'm not competent in the role of a trainer to provide meaningful feedback on how to better prepare students.
This is a time when business and general education could join forces to create a project for students to complete. In general education at Berea College, we spent considerable time doing research, not so much in business.
Auxiliary resource topics make a huge difference! Delivering accessibility to resources is the key. Data resources can be costly but some are free through federal agencies and various websites.
Very important. Required senior year to take Business Research Writing.
I do research daily on the industry that I am in, as well as the organization I am employed for. This is primarily for my own benefit.
A variety of research is used in business, from gathering secondary data - competitive and customer data, articles and statistics, to performing primary research - gathering customer feedback, exploring new market opportunities, to gathering statistics on market dynamics. Being able to formulate a problem / opportunity statement, hypothesis and know how to gather and analyze objective data are all critical in the business environment. Knowing what types of resources are available (i.e., statistics from a variety of government and private sources) would be very helpful. Knowing how to work with vendors on these types of projects also is important to ensure you get the objective, reliable findings. Knowing what you're going to do with the information / how you're going to use it is important to make sure the project / research is meaningful.
Research is a small part of my work. However, I think that teaching students the concept of knowledge management and how to create insight from data would be a good starting point.
Research and reporting on research were vital to my job. The ability to interpret the research was vital too. Practical experience would be the best experience. For example, a class project, where the students were assigned to research a topic unfamiliar to them would be good. The assignment should be twofold -- one would be an independent research project and the other should be a group project. There were many times in my career where I was required to research a topic independently and the outcome of the research was solely my responsibility. There were also times when a coworker and I needed to work together to research and come up with a solution. The importance of working together is the insight the other person brings to the table.
It's not as neat and clear-cut in the business world as school requires you to be. There was a culture shock period where the quality of information was not as important as the ability to condense several things down to their core informational value and rephrase it to be understood easily.
I've only encountered this through writing grants at the federal level.
My career deals mostly with accounting rules and regulations. It is thus important for me to find the appropriate basis for my judgement based on the set rules. Students need to be given assignment with a lot of grey areas and be asked to give their voice with solid legal sources.
Is very important to do quan and qual research to provide recommendations. Berea College teaches this well.
Again, if you can show data and explain what it means (cater to audience) then your story (story board usage) is better.
Research is an absolute necessity in the practice of law. The business law course that the college offered did not really involve the need for legal research as it only explained the reasoning behind the legal principles covered in the class.
I do not do a lot of research per say
In nursing, all care is based on evidence based practice- we have to be able to read and understand current research
Sadly, at my last job research was not pursued very much although at times I thought it should have been in order to make better decisions. I'd say to prepare the students, require them to do a hands on research project in their field. Even in business there are relevant research projects.
Not so much
A class on searching for grants would be nice.
I do not do much research but I suppose if I needed to research something I would be well if getting what I needed.
They need to understand that sharing the right info at the right time may have a huge impact on their career. So they should try hard to stay abreast of their industry news and active in social networking.
Making students carry out research on their own.
I research things all the time in the tax arena and also how to show something in a financial statement, so it's definitely important in my career. Obviously doing more research helps to better you to do research. Doing research for real-life situations is always good.
Provide within each class a specific module geared primarily toward research and data analysis with results reporting.
Conducting research is very important -- presenting it well is critical.
Research is necessary in most business endeavors. Students who understand that proper research takes time and requires obtaining multiple sources will be better prepared.
Student need authentic experiences of research to prepare them. Collaborative Project based learning for college students would be a must.
As you try to address change in the work place you must demonstrate by facts on how your way is better. They don't want to hear generalities they want proof as to how your way is better. Numbers don't lie.
I see that my current job requires a lot of business analysis, number crunching and reporting skills to deliver the message to the Board. It's not necessarily research that I have to do, but more about analyzing the existing numbers to make recommendations to management. I think the Business department should teach students more about how to interpret numbers and the way of thinking logically.
Research skills are helpful. Make sure you keep them practical to everyday managers. Learning new ideas from others requires research skills. Just keep it simple.
business environment is changing each and every day hence the need to track the changes by doing some research to find new ways of improving the industry.
As an internal auditor, being able to plan, carry out research, and communicate your findings is extremely important. Continue to emphasize the importance of this to all Business students.
In my job most of my research comes from watching how the employees behave and react to certain changes. It is very hard to learn how to conduct that type of research in a classroom. I would suggest finding more internships and pushing for more hands on learning through the labor program.
I think Berea College prepares very well to carry out research. It was and is very important in my career.
I really do not have to do a lot of research in my work and career. I do a lot of reading about computer technology, but the research is on how to make the technology work in my environment. I am not really researching anything that is new.
We complete audits/examinations of financial institutions and it is very important to understand what we are reviewing and if additional research is required to support material findings. Outside of the job function, we do not actually complete or perform actual research on specific topics in my current job function. I do not have any recommendations.
Accounting standards and tax law are continuously changing, therefore, it is critical for an accountant to have the ability to search, locate, interpret, and apply these new laws.
More hands on projects. Real life models.
Being an auditor, much research is required before an audit can begin. I have to be able to research and apply the research to an audit plan. I feel like I had great opportunities to research and present at BC, which has immensely helped me.
I work with executives all the time, the most important thing is to be confident and communicate properly. Boost self confidence of students so that they are more presentable. Work at corporate level is not difficult, but they are paid more only because they can: 1) Make decisions 2) Presentable 3) Confident 4) Responsible 5) Strict to their words 6) Reliable
It was an important part of my career when I was in graduate school. Now, I use my research skills to build presentations about emerging concepts such as Agile project management. I also have a strong appreciation for research as an important findings. As part of my work on the PMIEF Board we are conducting significant research on how project management can impact the success of teachers and students in High school classrooms around the world.
Continue to encourage and demand on your students to carry out fact-based research.
In my work/career, research is important and communicating that researched information in an understandable, practical and contextualized manner is often times even more important.
They should in more on the field research instead of online.
Again I graduated from Berea many years ago. I am there have been lots of improvements in this area.
It's important in my role for me to be able to quickly log into an authoritative source, apply my current situation, and ascertain the appropriate accounting treatment for the given complex transaction. I also must review company accounting policies to ensure proper alignment. I think it's important for students to develop this skill. Many times in real life you must find your own answer to complex questions. Providing a scenario problem assignment, pointing students to the tool and allowing them to research and resolve will be a good experience.
Limited use of research at this time but college preparation was sufficient.
Most of my "research" is internal within our company, and I use the CRM tools we have.
No as much research
Used mostly with special cost projects, but not very much on a day to day basis.
Understanding where data comes from is critical in being able to analyze data. Knowing what the data is, helps understand forcasting. My experience at Berea, in both understanding where and knowing what, helped prepare me for the business world.
I have learned to develop a plan and system to figure out every possible way of looking at things that I am researching to find the best answer. In college you just seem to find one way to do something and roll with it. It is important to study the long way around things.
Research is very important in my work. Equally important is the ability to analysis and communicate the research findings clearly in spoken and written communication. I would suggest the students be thoroughly prepared to communicate effectivey writing and verbal communication. Also, interpersonal competences are an asset for career success which must be developed
I do not have to do any outside reserach for my work. Troubleshooting, I may have to dive into our user manuals on occasion, but that is rare.
Research is very important. Most of the time I have found that you often have to do research to find answers on how to do things at work. Sometimes they will train you most of the time it is very important that you are able to do research and find answers from previous data
Once again, beers, my friend, beers are the answer.
Organizational development is needed. It may be there today but not while I attended Berea.
I think I was overly prepared in this area, as my particular job requires a minimal amount. I still think it's important to cover this though.
In my line of work, I have to look at historical data all the time, so being able to conduct research is very important. I think Berea is unique in that sense, because of all the non finance classes that students have to take and many of them require research.
It is very important for me in my work to carry out research whether its via internet, library, meeting with individuals, or first hand experience. Prepare the students by letting them know that research isn't just about what is read in a book or on the internet. You have to do a lot of leg work from meeting people in a specific field to hosting meetings, and focus groups, etc.
Our agency greatly utilizes statistical data to determine funding for various assistance areas (Medicaid, AFDC, SNAP). Federal and state programs in any area are steered by funding, and statistical methods to justify such funding. I believe it's important to stress to students how such statistical data and the decisions determined from it can affect their daily lives.
On a scale from 1-10, my jobs requires a 6 for research skills. As a Financial Controller, my job requires me to be more responsible for internal data (reports, analysis, communicating the findings, make decisions, control the budget) than researching market data.
Keep up with the latest technology
The Internet has both made things easier & harder. There should be a huge groundwork on knowing what sites are legitimate & which are simply advertising. Very hard to judge food your own, these days.
There's a lot of grey in Accounting, so it matters to know where and how to look and dissect information. More research and memo writing should help.
Students are well prepared. I don't do a whole lot of research at work.
I do a lot of legal research at work. Students needs to be familiar with FASB, IRC and etc.
I am constantly having to do research in my field of work and it is extremely important to cite your sources and have reliable resources.
I think it's important to teach the presentation skills required to articulate the research. I didn't really learn that at Berea. I learned that in the US Navy when briefing the Admirals everyone morning in regards to ship movements, etc. I saw this at Los Alamos too. Too often the scientist wanted to only do their research and had no skills in how to brief their information to everyone in the audience. They would thy to convey their research to others of the same education and many times, they lost their control of their audience which translated into loosing their funding source. Knowing how to articulate and change your message so that all levels understand is a of great value. I had an English teacher in high school who always said she would make sure we knew how to speak with proper grammar but she would kick our butts is we spoke that way when we were with your family who might not be so educated. It was a huge life lesson. This teacher and the Navy taught me how to size up and audience and tailor my presentation in real time so that I accomplished my goals.
Research is an important aspect of my profession. I rely on others' research, I don't perform experiments. It's important to understand who the leaders of the industry are and how research influences industry.

16. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Knowledge of international trade concepts (e.g., patterns of trade, trade agreements)	18	22	29	22	41	132	2.65
Understanding international finance issues (e.g., international monetary systems, exchange rates)	25	14	34	24	35	132	2.77
Understanding cross-cultural differences in business contexts (e.g., communication, negotiation)	49	16	33	13	21	132	3.45
Knowledge of socio-demographic characteristics of international communities (e.g., family income and composition, consumer behavior)	35	22	29	19	27	132	3.14
Supply chain and logistics management in international business	21	24	30	18	37	130	2.80

17. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Knowledge of international trade concepts (e.g., patterns of trade, trade agreements)	7	23	45	28	20	123	2.75
Understanding international finance issues (e.g., international monetary systems, exchange rates)	5	27	51	24	15	122	2.86
Understanding cross-cultural differences in business contexts (e.g., communication, negotiation)	14	32	41	22	15	124	3.06
Knowledge of socio-demographic characteristics of international communities (e.g., family income and composition, consumer behavior)	16	29	44	19	16	124	3.08
Supply chain and logistics management in international business	8	28	37	31	19	123	2.80

18. Please comment on the importance of understanding international business in your work and career. How can we better prepare our students in this area?

Text Response
Not applicable
not utilized very much at all.
In today's society, most of us have a vested interest in international business and commerce but may not be aware of it. Many of our retirement plans are invested in international markets. It is important to have a basic understanding of international markets and commerce.
It isn't an important part of my job.
Very important...the world is getting smaller and I work with individuals from all over the world.
I'm a tax accountant for a Canadian company in charge of taxing and collecting for our US based customers. Simply learning about things like Nexus, international tax law etc might help students.
In my personal career I am pretty removed from the international aspects. I personally find it a bit intimidating - but wish I would have been more exposed to it, I guess. I think more exposure, and emphasizing current demands, challenges, and opportunities would better prepare students for international business.
Whether it be a business based course or other I would encourage all students to spend one period of their Berea time abroad. I spent Short Term in Bolivia and it was an eye opening experience I will never forget and has helped in working with those that are from different backgrounds than me, it reinforced the Berea experience.
This is critical. My experience was that the curriculum was very US-focused. I think more emphasis could have been placed on international currency and securities markets, as well as the basic differences between IFRS and GAAP. It's important to have an awareness of the different types of risk premia that exist in international markets, how FX movements impact returns and risk when considered from an investor denominated in another currency, and the issues that must be considered when comparing markets and companies located in different geographies (i.e. IFRS vs GAAP). I think that general awareness and knowledge of these issues would be extremely helpful.
I really don't recall learning much about international business in my studies.
It doesn't really apply to the work I do now.
My work is not related to any kind of international business in any way. Students can be better prepared my taking courses in international business.
N/A
Very important.
International business is important and cross cultural understanding even more so. Encourage student to interact with international students and faculty. Internationalize the campus and curriculum
N/A
I do not deal with international business currently. However, I think that it would be interesting to see some business and econ students spend their mini term or summer in and international business internship.
I don't have any experience in this area.
This is very important if a graduate accepts a job at a multi-national corporation for obvious reasons. As mentioned in previous comments, it is important to make it a requirement for students to complete courses designed to widen knowledge of the world, participate in internships in firms with sufficient diversity (not necessarily racial diversity but more importantly diversity in thought, philosophy and worldviews) and programs in a foreign country. It is important to note that students are taught to value their own background and worldviews and that they do not need to throw everything out in the name of diversity and global multi-culturalism.
This is an area that Business - Berea College can improve upon. When I was attending Berea College, there was a focus on getting along with different cultures, but not so much international business. If you have not done so, creating courses with this component would greatly enhance the opportunities for Berea College students.
The world's getting smaller and smaller, Berea has great understanding of this and does a superb job!
Study abroad or do internship abroad.
N/A
Companies and commerce are becoming more global, and I believe this is becoming more important than it used to be. So many multi-national companies operate globally. Helping students understand the interrelationships of countries' economies, exchange rates, supply chain are some important themes to cover.
While I work in an international business setting, very little of my job involves the business side of things. However, I believe that encouraging students to do international interships would be a great opportunity for learning not only about international business but also, a great life lesson.
Understanding and acknowledging the differences between us is vital. Whether the difference is international or not, it is vital to treating people right and a successful career. Berea's blend of students offers a great opportunity for exposing and experiencing the differences. A typical classroom experience may not expose what needs to be exposed. However, a group work project may provide insight into our differences. I also believe that students who are involved in organized extracurricular activities are greater prepared in this area than students who attend classes only and aren't involved in some sort of group.
I feel this depends on the company you end up working for as well as department. I work for a company that operates globally but in my 14 years of work with them, I have had very little focus on international business. I do think this need will only grow over time though.
It has not been important in my work since graduation.
I haven't had to use this much, but felt that I learned a great deal in my major.
Not really that important in my current role
My firm works a lot with foreign-directly invested parties. Thus, it is critical to have an understanding of international business to be able to communicate well with clients and to build rapport with them. Please include international business news and analysis in course.
I work in a global corporation for a large region (Latin america) so understanding international business is 100% key for my job. I work with over 15 countries and agencies across markets. Berea College does not focus much on international marketing (at least when I was there)
AGin specific classes in purchasing, logistics, etc would help. Also we must assume all busineses are global.
Occasionally I have had the opportunity to represent foreign business interests with dealings in the United States. Advising clients on business issues in the legal field requires that I be able to understand how their business dealings are structured, managed and implemented is necessary to provide legal advice.
Na
In my prior jobs I did not need a knowledge of international business. I recently spent three years in South America so I have a new curiosity about international business. I think understanding it could be helpful in a job or also just in being a better, more broad minded American citizen.
Travel abroad
So far it has not been needed in my career.
I dint really use this in my profession.
I've never needed to know intricate details for international business.
Allow students to think from the perspective of an international firm. Not just as a US firm.
No comment.
The business world in the US is now deeply imbedded within the global economy, much more-so than when I was in college. It is imperative that students be able to utilize the opportunities within the global economy.
We live and work in a global economy. Understanding international business conceccepts, cultures and technical fundamentals is critically important to success fo even small companeis today who must rely on international value chains. This cannot be overemphasized. International business is a fundamental part of my everyday work. I have travelled all over the world and lived outside of the US while working for five years. International experiences, whether social or working, are crticial. Simply to go, see and learn is invaluable. International study-abroad programs for work-study programs provide a completely different view of the world, particularly for those that have not experienced it before.
We do not do anything related to international business.
My current position does not apply to this area.
Where I work my concentration is scheduling and we have people who handle international business. It does help to know the logistics and how vital that is to lead times in quoting dates on product delivery. On time delivery is very important. You have to know how long it takes to make, do you have all the raw materials to make, can you fit this in your schedule, what is the travel time to customer, if export product what is transit time, just many things to take into a account when quoting delivery times to customers.
I don't remember taking any course in college about international business besides the class I took in Japan when I spent a semester there. I didn't think Berea provided the students with any class in this topic. I think there should be some classes about international business.
I have limited experience here. Any teaching of cultural differences is helpful.
Many big corporations are moving their businesses to developing countries to capitalise on cheap labour costs. A better understanding of international business is prerequisite for all business students. While the business department introduced one senior international business course, I would suggest that students should be encouraged to take this course. I wish this course were a prerequisite for a business major.
Understanding international business concepts is becoming more important every day as we move toward an international economy. Anything you can do to make current students aware of this will be helpful to them.
Their is not a premium placed on understanding international business in my career as we do business only in a few states and do not have international customers. I do not feel that I was or am very prepared in this area. I do not remember international business being brought up or stressed during my education.
There was no course on international business. Certain economics and accounting courses just briefly covered international business topic.
This is not part of my career at all
I am currently extremely limited to having the need of understanding international business. International business and international finance issues are constantly discussed within our organization, but based on my current job duties I am not required to further my understanding. No recommendations.
I rarely come across international business transactions. The most complex situation is reporting foreign income on tax returns.
International business has been very important in my career, I worked 8 years for an international company. It would be nice to have had a Global Business course of some sort and more discussion about different cultures.
This doesn't apply to me currently.
In the global market, everything is connected internationally. My team involves people from 5 different country, and we are constantly working with vendor from different countries. Teach communication skills and teach them to be respectful and understanding of others, so that work productively and efficiently.
The most important area of understanding international business for me is understanding cross cultural differences. Being an international student at Berea exposed me to the need to understand cultural differences. Now I work in several teams in both my work and PMIEF comprised of people from all over the world. it is imprtant to be sensitive to how they conduct communications and how to remove bariers and establish strong relationships.
This is critically important as I currently work in an United Nations Agency which is also a multi-national financial institution.
Believe it or not, how business is carried out... (how anything is carried out or practiced) is largely driven by "world-view" (how and why people and other cultures view the world). World-view courses are quite important, especially within the realm of international business. Perhaps there are courses already available but I don't remember having taken any.
I haven't been able to use tht knowledge
This knowledge is very important in my career/current role and an international visit and project would have been beneficial.
Not important to my job function
Little involvement with international business but knowledge of various cultures and beliefs is beneficial in relating to customers.
Hard to comment on this one, as I deal very little in international business. I do understand that, in the big picture, international business does have an effect on all businesses, in terms of banking, interest rates, etc.....but again, hard for me to answer, frankly.
We deal with different nations slightly but it is not currently as important to my area of work.
Has not been necessary during my career.
Continuing to accept international students to Berea contributes to students learning these concepts as much or more than course work.
My company is based out of the US and Canada so international business is not a big part of my job.
Much of what I do does not involve international business per se. Notwithstaning one can say that students should be prepared to meet the demands of a complex and constantly changing global economy.
I work for a local community bank, so there is no international business components of my job. I really don't remember much about international business study at Berea.
Oh well,,.....
I would have enjoyed this as an area of study.
I work for a global company yet use very little of the knowledge I gained at Berea re: international business. In certain fields I'm sure it would be invaluable. Just not mine.
I work for a multinational company with several locations in North America, South America, Asia, Africa, Europe, the Middle East, etc. For me, this is very important. I have traveled to many of those locations for audit and recently was supporting our businesses in Brazil. Although I am located in the U.S., but my team was solely responsible to support Brazil. I think that the department could encourage students to be more involved in the international organizations on campus. Those organizations are a great way to learn about different cultures without having to leave the U.S.
Understanding international finance issues (e.g., international monetary systems, exchange rates) is very important.
International business isn't relevant in my line of work. But I do feel that Berea prepared me in case it didn't involve international business.
That is not a factor in my line of work, except for its general effect on the overall economy and subsequently federal and state funding for various programs. But certainly international business knowledge is crucial to know nowadays.
As i work in the most important telecommunications company on an international scale, it is absolutely imperative that my understanding of international business is at a very high level. My job requires me to deal with different countries which means that my international communications skills, understanding of different practices in different countries, and understanding of international business regulations/laws/culture have to be on their top level. Berea College's professors did a great job teaching me those skills and i remember many discussions that we had about them that weren't in text books but proved to be very very useful.
Somehow make a real connection ... One suggestion, have some small companies (overseas) adopt a class & let there be studies/partnerships in some way. Short-term projects, but that would show first-hand what is being learned in the classroom.
Not much of that during my tenure.
All of our business is based in the US. Students are prepared the best they can be.
I honestly don't deal with any international business in my career.
Everything is international now. Once social media hit the streets, there's no turning back and graduates are going to have to know about international money systems and exchange rates period.
Overseas internships Add a course during short term or make it an integrated part of existing courses
The college has changed in this area since I graduated.

19. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Using time value of money concepts	55	29	21	16	12	133	3.74
Using forecasting models	62	25	15	16	14	132	3.80
Using regression	27	29	30	19	26	131	3.09
Applying probability concepts in decision-making	44	34	24	17	13	132	3.60

20. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Using time value of money concepts	42	43	24	11	4	124	3.87
Using forecasting models	27	32	36	21	9	125	3.38
Using regression	15	31	35	31	12	124	3.05
Applying probability concepts in decision-making	20	40	34	22	9	125	3.32

21. Please comment on the importance of quantitative skills in your work and career. How can we better prepare our students in this area?

Text Response
Legal research only
Quantative skills are valuable, they almost become "common sense" in time. It is important to have such skills in order to make the best decisions possible based on the information and resources available.
Very important. I am currently a Master Black Belt in Six Sigma, and use quantitative skills every day.
Excel excel excel. Can not stress enough how important excel is to this type of skill.
As a cost accountant, I'm constantly looking at numbers, patterns and forecasts. Without quantitative reasoning I would be lost. I was always surprised by how few math credits were required by the Business Dept. My accounting classes were very helpful in terms of learning time value of money and using excel to forecast - but I think I personally excelled in those areas in accounting because I had a solid math background. I think math should be a bigger component in the curriculum.
This is important. I feel TVM, probability and basic descriptive stats (mean, standard dev, confidence intervals, etc) were covered thoroughly, but important analytical issues were ignored. this could be improved by integrating solutions to more practical issues/problems that students will likely face in their jobs--i.e. how to correct for the impacts of outliers in cross sectional and time series data, how to deal with non-normal distributions, etc.
I don't recall learning studying this much at Berea.
I have to bring a quantitative analysis to the meeting or get laughed out of the room. Bring more real world cases to class room. Bring a corporate decision maker into class room to help show where the decision analysis has strengths and weaknesses.
I utilize qualitative and non quantitative skills in my role, and not the kind of quantitative skills one would find in the financial industry. I deal with accounting figures and forecasting and as so I would say, I use such skills fairly. The department can better prepare students, by adding more quantitative course work to the program, or by offering a quantitative exam that must be passed by the time students graduate.
Primarily in budgeting. I'm sure BC continues to do a great job in this preparation.
Quantitative reasoning skills are very important. i have utilized this skill in my career. Continue to encourage students to take a Quantitative Reasoning course I would not have survived as an Institution Research Director if i did not have quantitative skills
Basic accounting was the best preparation.
I hate to keep re-iterating hands on learning, however that is what the students need. They need to experience and learn within a model they can visulaize and touch.
I don't use this much except occasionally for budget submittals. From my aspect I can't offer much feedback.
There are many resources to teach these skills but I revert back to my previous comments; students must build capacity on the basics in analytical thought and problem-solving skills. Absent these basic capabilities, any well -designed courses will be useless.
Quantitative skills are rapidly evolving and becoming more valuable. Practice, practice, practice makes the difference.
With regard to overall organization goals, these are necessary. The problem does not lie in understanding these concepts in ones field or area of expertise but rather how to use these skills when setting goals and completing quarterly evaluations across departments.
Business decisions need to be data based. Students need to know how to make decisions with limited amounts of data. They need to know how to collect and analyze data objectively. They need to know how to understand quantitative analysis, and to decide what type of quantitative analysis they may need. What type of data do they need to make a decision?
My work does not involve much quantitative analysis. However, I firmly believe that real-world application is the best way for students to learn technical skills.
No comment.
I only had one statistics class and it was horribly taught by a teacher who was only there for two semesters. It has been a detriment in my work ability.
I use statistical approaches when collating data reports for my job. My Statistics course really helped me with this.
At my current level, only the time value of money concepts plays critical role. Students need to learn about it to apply not only to work but also in their personal finance matter.
I do volumes and trends forecast to 2020. I do not recall having a class focusing much on this.
Very important. This helps planning for the future and helps the company plan a direction for the future.
Since my income is based on fees per hour worked, the time value of money and the probability of an outcome for a client are essential in advising the client about the costs of my services and the benefits the client could receive.
I used very little quantitative knowledge in order to do my job.
Basic finance but not much more
For me they are very important. Students need more preparation on these skills
I would place more emphasis on forecasting.
Focusing on basic statistics and having students apply to practical situations.
For accounting students, doing a mock audit would be an excellent way to prepare you. There are times when we use time value of money concepts in discounted cash flows to approximate fair value of an investment. Doing homework that reflects actual experience is the best method.
Quantitative skills are now an integral necessity in the global business playing field. Every aspect of the business department should have quantitative skills development provided within specific modules of every class.
not in my lane
Does not apply in my area of work currently.
This to me this is very important. Weighing all the information in front of you and making the best decision. I believe common sense is a big factor. How does your decision affect other departments. Getting everyone on board with your decision and then laying the ground work to making it successful. Not just the idea but seeing it through and getting it right across the whole plant.
I don't remember taking any class about this topic. I think this is a required class for only finance majors. I wish I had taken a course about this. Some concepts mentioned here are unfamiliar to me.
I prepare budgets for a municipality. Forecasting skills using software plus the "art" of reviewing why something is not on target should be taught. Any spreadsheet can note a difference, a skilled person must note why.
I thing the department is doing great by making sure that students take business statistics as a prerequisite.
Very important...continue to make students aware of the importance of these skills.
Quantitative skills are very important in my career because we must decide how much to produce, when to produce, when to ship, and how everything fits into our production schedule while getting the best price on our raw materials as well as making the most profit from our sales. I feel like these concepts were covered very well by the department and have no suggestions on how to improve.
Forecasting models are very important in business world, as each company prepares a model to support many business decisions, preparing a business plan and budgeting process.
All of these concepts are extremely important in my line of work. I felt prepared based on the classes I attended. No recommendations.
It is important to prepare tax projections for our clients. I cannot specifically recall setting up budgets while at Berea, so it would be helpful to have students prepare forecasts.
The time value of money concepts probably had the most influence on my career.
Being able to value assets is an important concept to all auditors. I think this was well covered at BC.
make math classes compulsory. Put more emphasis on statistics and calculus. Calculus may not be important in work but it gives more grasp on working with numbers.
These skills are core to the work I do now. In my role as an Engagement Manager for Digital Celerity I implement an enterprise Project and Portfolio Management tool called Clarity. Companies purchase the tool to get a handle and manage their quanititative information associated with projects and portfolios. They need to compare all of the projects in their portfolio and make judgements about which projects to proceed with and which to put on hold based on time value of money and forecasting. The essence of the tool is the ability to manage all of the forecasting such as resource supply and demand variables in one place.
Quantitative and analytics are critical and must-have skills in my work. I am satisfied that the Berea College programme is well-positioned to nurture these skill
Very important
Important and a 2nd level course offerring would be beneficial.
Use these skills in budget preparation, projections, and variance explanations.
Again, not something I have to deal with very often. I would say this affects my personal finances more, in terms of how I pay attention to these business concepts.
Being able to anticipate changes in the business and forecasting that from a week to week basis has been very important. Being able to recognize trends generally and applying that is important even though not always precise.
What I do does not involve extensive quantitative content. However, the more quantitatively prepared students are the better. I also think it is vital to match quantitative courses with the appropriate technologies, tools, and software programs
Most of these functions are computerized in my job. I am not sure what could be done differently to cover these topics.
Most of these quantitative methods I learned during grad school.
Cantan nor jorie
Include this in the business major. It was not available during my college years.
In my line of work this is mostly irrelevant, however, I do feel it's important. I'm poor at mathematical concepts inherently, but I also did not feel great about the courses that covered this material. My statistics class was a joke. I learned nothing. What little knowledge I did gain in these areas I learned through my electives!
Part of my role is to manage capital for my function. Sometimes we have to do lease versus buy analysis when time value of money concepts is very important.
Time value of money concepts and understanding of various company models is a must in my current role.
Quantitative skills are important in my career because I work in fundraising. We forecast budgets, fundraising goals, etc and decide the best way to reach the goals by the end of the fiscal year. It takes quite a bit of decision making and adjustments throughout the year. I believe that Berea prepared me for this but more projects with respect to this area may be beneficial. If projects were connected to show how a team may have planned to reach a goal and then presented at a later time to show how it could have changed and how you have to decide how to adjust would be a great learning experience.
It is important in my job, and i was well prepared for it by Berea.
Again, I think the more hands-on learning....connecting with real businesses, maybe even studying real company's histories & see first hand the concepts being learned. The more challenges presented, real-life scenarios that have to be studied (& figured out, whether right or wrong) is the way to learn. Maybe have students create their own "fake" business, from the ground up, with real-life difficulties & dilemmas & how to respond/react.
The higher up one goes in my profession, the more important the qualitative becomes. Practice and case studies should help.
Decision making is so important. Forecasting is important when planning our budgets. Students are prepared.
Some of this come with experience because until you do it. Basic course requirements should include this information at the least. No one can prepare a proper budget without forecasting. Learning a some sort of weighted system which includes risk assessments in decision-making should be part of the basic course requirements as well.
This is critical in ensuring data driven decision making. I think emphasizing the use of data in management courses would be good. Also, if there was a way to extend some sort of case study through a few courses that are taken in sequential order, that might help and be a good way to make the learning feel "on the job".
This is my perspective. The college may have been trying to teach these concepts, which I was unable to understand at the time.

22. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Responsibility for environmental sustainability in business	39	33	24	13	21	130	3.43
Understanding sustainable value creation for stakeholders	51	23	25	12	19	130	3.58
Awareness of ethical responsibility and the need for integrity	98	20	6	2	4	130	4.58
Understanding the role of the board of directors and effective corporate governance	68	30	17	7	8	130	4.10

23. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Responsibility for environmental sustainability in business	34	32	20	20	16	122	3.39
Understanding sustainable value creation for stakeholders	32	35	24	18	13	122	3.45
Awareness of ethical responsibility and the need for integrity	69	29	13	8	4	123	4.23
Understanding the role of the board of directors and effective corporate governance	34	39	28	12	9	122	3.63

24. Please comment on the importance of understanding social responsibility and corporate governance skills in your work and career. How can we better prepare our students in this area?

Text Response
Social responsibility was not a hot topic during my time at Berea. This has grown in importance in recent years. It is very important that an individual understands the environmental sustainability can help a business or can bring some very bad publicity. It is the responsiblity of employees to insure an entity operates as socially responsible as possible.
Berea very much cared about the environmental issues and promoted the same.
I think this was one area that I was very well prepared for. These items are all very important at work, but are also not something i dwell too much on - there are accounting standards and SOX rules I follow - but on a day to day basis I'm not thinking about these things - i did, however, find them very interesting to study.
I took a business course on Environmental Public Policy during a January term that really prepared me for these topics. Otherwise, the other course only somewhat covered these topics.
Fortunately, a liberal arts education provides a great foundation for understanding social responsibility and governance skills. As information is so readily accessible for every facet of personal and professional lives, it is more important than ever before to behave ethically.
The position that I have now, does not require me to under the above concepts and as such I'm not required to understand them in a great deal. However, students need to understand the above because it helps not just to give the company a good image in the community, but the business that is done is good business and for the good of all. Courses that already have such topics could be revised so that more content relating to social responsibility etc can be added.
My world is about social responsibility and governance. This was embedded in my BC experience and I assume still is
Understanding social responsibility was not just important, I have had to teach students the importance of understanding social responsibility and governance both in the public and private sectors. Maybe encourage students to take an Ethics course.
Sadly, this was never an issue until the unbridled corporate greed of the '80's. Prior to that phenomenon, parents taught their children to be socially responsible and it was a function of the home- and it should be. Berea can't instill ethical values to an 18 year old, that begins in early childhood.
Case studies and current events classes. Working with real companies!!!
Environmental sustainability and sustainable creation is not a big part of my career, however ethics is. Collaboration with the Environmental studies area may help with increasing the knowledge of this. I felt very well prepared for the ethical responsibility and the need for integrity under the guidance of Professor McCormack.
Students need to understand this role and responsibilities as they get an understanding of business models.
The environment is important but my rating reflects the need for moderation. Students today are already saturated with these messages . I believe this area may have been over-emphasized in schools at the expense of building capacity in areas as a basic as writing and communication. The areas of ethics and integrity can never be emphasized enough.
Berea College is very committed to the environment; however, if you have not already done so, you should incorporate business and the environment together.
It is my experience that a lot of people lack integrity. Learning the traits as well as the do's and don'ts creates professional value.
Especially in my industry (non-profit) these are extremely important skills to utilize. As a student I did not grasp the importance of these areas, although I was prepared on how they were supposed to function.
social responsibility and corporate governance are becoming more important. Companies realize how important it is to give back to their communities and to be environmentally responsible. Help students understand what that means. Many ethical violations have made the need for integrity, understanding governance responsibilities and policies, and individual employee responsibility more important.
The business is a group of employees working together for a common cause. Employees need to know the connection between all employees - bottom to top. I worked with many employees who didn't care who worked for the company beyond their direct supervisor. As a result, many times, decisions or directions coming from HQ were unproductively questioned and criticized. There was no buy in or support of upper management. A focus on the entity as a whole is important for the success of the student and ultimately, for the business/corporation.
This is a hot topic and key within my company. We are required to take numerous courses over year on ethical responsibility and integrity. A successful company really has to have high standards in these areas.
This was an area of culture shock for me. I thought ethics and sustainability would be more important based on the major focus put on it in classwork, but it is not.
I think this area was communicated well with me as a student.
It is about building trust in the economy and society. Students are encouraged to learn through teamwork and research/presentation on such topics.
Brown-Forman is a leader in social responsibility because is a alcohol-beverage company. Berea does not focus much on this topic.
Review real life success and failure. Teach it and make students study it.
Forming business entities is one of my areas of practice and therefore, ethical responsibility, integrity and corporate governance are issues that I address with clients in need of those services.
Sustainable practices have become very hot in my area of business. It has become a major selling point for food service industry. It has grown over the past 5 years and I am starting to see it in more Andorra business models across the board.
In my past jobs social responsibility did not play a large part in the organizations. Corporate governance did play a role and I felt I did not understand it well enough. I was studying it a bit just before moving to South America for three years. I would still like to understand it more so that I might be useful in an organizations corporate governance at some point.
Csr very important but little prep
Students either care or they don't. I would concentrate on teaching skills.
Huge huge huge! I know this is made a big deal at Berea but I honestly feel this can't be discussed enough. This needs to be a part of the curriculum in every close so students know how to apply in any area of work.
Soclal responsibly is the right thing to do so Berea should continue to help teach this important topic. I would've liked a lesson on office politics and how to use it to your advantage appropriately.
N/A
No comment.
Social responsibility is critical if we are to make any headway in moving the global economy forward in a sustainable responsible manner.
Integriy, ethics and governance are all key concepts in today's world. Being well grounded in these aspects of business is very important to really understnad the risk-based decisions made at high levels of global organizations. This is particularly true with the reputational risks continuing to increase.
To help prepare students, ask business people who are well-versed on the subject(s) to speak to the students.
As a water utility, we are very aware of our environmental sustainability. We are led by a Board of Commissioners.
In my current field of employment, knowing my stakeholders is vital and how to use them for support is vital. We don't live in isolation. Students must know,the effects of stakeholders and how to balance in many fields of employment.
Ethics is huge and will only grow with technology today. There are so many ways to cheat or take the easy way instead of the right or moral way. I believe high morals will get you where you want to go. When you can be trusted this goes a long way in helping do things at the plant and people will be more apt to buy into what your trying to accomplish. I think we need to listen to the worker on the floor when making decisions. They have so many good ideas because they live that job each and every day. And when you include them in the decision making process they are more likely to go along and make it successful and sustainable.
This is a very important area in my current job since I have to deal with top managers all time time. Understanding the role of the board of directors and their interests helps me do my job better. I remember taking a management class about this topic and some short videos/films were shown in class, but I think more videos/films should be given in class to help us understand more about this topic.
Corporate governance should continue to be taught but it would be helpful to add not-for-profit corporate governance as well. That skill I have learned through graduate courses but would be helpful in undergraduate work as many students will migrate to careers in the not-for-profit sector.
Many business courses the department offers emphasise the need to better understand social responsibility and corporate governance in the business setting.
Ethics and integrity are at the core of any successful business and/or government organization. You cannot not emphasize enough its importance to current and future students.
Social responsibility from any corporation is very important. It is extremely important for us to be a good corporate citizen and be active in our community in order to build goodwill and maintain a good public image. I would like to see an entire class taught in this area and required for all business majors. We covered it as part of many classes and how it fit but I would love to see it as its own class because I feel it is so important.
To put it simple, this is important to your firm and it is something you have to be aware a make sure you follow.
I use all of these skills daily during my current job duties. Not only did the classes I attend prepare me, but also my moral upbringing by my parents. The areas of ethical responsibility and integrity have pushed me to further my career into becoming a Certified Fraud Examiner.
It is very important as an auditor to understand corporate governance and to be able to evaluate a particular company's structure in developing risks.
Ethics is an integral part of auditing and government employment. I feel like I was well prepared for all of these issues.
Vague question
Environmental Issues were just becoming importnat in the late 1980's. However, Berea was on the forefront at that time. I defeinately got a strong understanding of the social responsibility from Berea. I feel like it is so imprtant to give back to my career field. I have volunteered for a5 years at PMI and now being on the Board of Directors for PMIEF our moto is Project Management for Social Good. The basic understanding of corporate governance skills has been essential in taking the role of Board of Directos at PMIEF. Also, in helping deliver the decision making capabilities for comapneis to help in effective corporate governance.
Absolutely important. My exposure and background, starting from Berea, makes me a credible professional in my work.
This is strongly connected to how people and people groups view the world and the universe. Is there a God, one supreme being? What are the limits of His involvement with us, if any? What are the limits of His authority over us, if any? Social repsonsibility and corporate governance exist within the framework of a world-view or that basic question of: "Why do we do what we do?" Some people call this philosophy, some people call it pshycology and others call it religion. The question might be... "How does Berea College and/or the Business Administration department view these issues?"
Very important in the work place
Important. Project work and targeted internships might help.
Using real examples of failures and successes in this area. These issues vary depending on the industry. For example, the healthcare industry has tremendous government oversight and government reporting that I couldn't learn in a classroom.
Sustainability was just coming into focus as I was winding down my college career. But, I do certainly understand ethics and social responsibility, and not just how it pertains to my business, or business in general. I had four philosophy courses (all taught by Dr. Hoag, ironically) at Berea, and I think all four prepared me very well, in terms of thought processes and what is ethical or not, for my career.
Nearly every business is looking at their environmental responsibility. I think students need to generally be aware of this as they prepare for the business world. They need to understand that creating value for the customer is important but has to be balanced with moral responsibilities to the community and legal responsibilities as well.
Integrity has always been important to know and understand. The sustainability was not a focus during my college years in the early 80's. Today is a different matter and needs to be a part of the curriculum. Corporate govenrnance skills are always important to learn about and understand.
This does not stricty apply as an area of practice in what in do. Needless to say, CSR in today's complex world is a non negotiable. Students should be prepared to understand their roles as custodians or stewards for the public good through effective or good corporate citizenship. Students ought to be prepared to balance the public interest with the economic objectives of the corporations
In both jobs I have had, especially my current bank job, corporate governance is MAJOR important. Your ethical responsibility guides everything you do. I feel like I was adequately prepared on this topic, so I would suggest keep doing what you're doing.
It was the '70's man!!!!
Critical for being a good employee and citizen
I think this is important for everyone to know, not just business students. my course of study did well in this area.
I work for an Agricultural company, so we are always talking about sustainability and value creation for farmers and our owners. It is also very important to maintain good ethics for our Freedom to Operate around the world. In addition, as a Finance person, I am responsible to make sure that the team that I support follow our policies. One way to help student is by offering a course on ethic. One other way if not the best is through the work that they submit, making sure that it is their work and if collaborate with others of use outside sources that they give proper credits to those sources.
Very important for my work because I work with board of trustees, alumni board members, and parent volunteers. I don't know if there is a way to better prepare the students
It would be great to prepare students in effective management techniques.
At Ericsson, we are subject to an audit by a 3rd part to evaluate our credentials in order to become ISO certified. We just finished the audit a couple of weeks ago, and it was done by a company called Intertek. Social responsibility, environmental sustainability and corporate governance were part of the criteria list that we were tested on and passed them all. This was to say that Yes, it is very important to be ready and aware of those material. Berea gave me the concept and my job gave me the application part.
Social responsiblity was treated as a joke in most of my classes- typically the arguement was that increasing shareholder value was more important, rather than seeing it as a tool for building value. But I got the message about ethics loud and clear.
These are separate areas, in my opinion. I think Berea did a fine job with teaching social responsibility (personal); I had no difficulties in the "working world", for I'd already learned to give my best effort & to treat others & the surrounding environment with patience, generosity & forgiveness. To leave what I'd touched so it was a positive impact. Corporate governance wasn't covered in depth, that I remember. Yes, it would be a great help to have a stronger exposure in this.... One suggestion, study real boards @ their actions/decisions over time to see how it impacted/changed the companies.
Foster an environment where students can sit for parts of the CPA exam prior or right after graduation.
I work with the board all the time so pleasing management is very important. It's also important to please our customers and do everything to help them. Having the board meeting in the capstone class was important because that's how a board meeting goes. You look at financials and show where theirs growth.
Working with government officials, we constantly deal with ethical responsibility. I really think Berea should better prepare students in this area of what is acceptable/unacceptable in a business, whether it is gifts given, showing value of your product, etc.
When I graduated no one knew the term environmental sustainability or corporate governance. Today, if you don't know these terms, you are will never succeed. Environmental sustainability goes beyond recycling and this could be a business major on its own. When one has to deal with a State's Environmental Department, then you get environmental sustainability real quick. Until you work for a for-profit corporation, you just don't understand what corporate governance really means. It should be part of all basic coursework. I have had experiences where some board of directors are actively engaged and therefore corporate governance becomes second nature and then there are other times when I never say the board of directors once.
corporate governance is critical to making any major decisions on business paths forward

25. Did you use the Economics/Business lab?

Answer	Bar	Response	%
Yes. How did it help you?		72	57%
No. Why not?		54	43%
Total		126	

Yes. How did it help you?	No. Why not?
Maybe - only sort of remember.	I don't remember if I did or not.
Helped develop computer skills.	wasn't available when I was a student
Studying for the Office exam	Not sure it existed.
I really struggled with economic concepts, I utilized the business lab for this topic.	I never needed help beyond what I could get with my roommate, though I do think the Lab is important for a lot of students.
Direct assistance w/concepts, etc.	I don't think I ever needed much help
I used for the computers for practicing typing.	I don't remember there being one.
Yes i did. It helped me a great deal especially when I had difficulty completing my homework assignments. I must say, the lab was a great resource. Also, as a teaching assistant for the lab, I did not only teach them, but I also learned from them that I needed to seek help if I was having a hard time completing activities.	It was not well advertised.
I struggled with accounting, it was helpful	Not sure
A lot. I was able to pass ideas off on other students and really help me to look at things another way.	If I knew that there was a lab, I chose to study elsewhere
Providing tutors to help me to understand Economic concepts.	Don't remember
I used it several times a week!!! It helped with my homework and realizing what I had missed in class.	Not sure it was there
Yes it helped me with my homework and difficult concepts.	not available back then
Great deal	Don't remember
Tutoring	The environment was not conducive for focused reading and too distracting
At the time I was enrolled, there weren't many other computers that held business software like excel, etc so we had to use the Econ/Bus lab. The need is probably different today.	Was not offered when I was there
Getting one on one help and explanation.	Didn't exist then
With homework problems.	I don't think there was one when I was there. If there was, I didn't know about it.
it helped me understand concepts that I struggled with	i don't remember
Don't recall	We had one?
It was very helpful	Not really there in the late 80's. We studied as a group and helpedeach other with weaknesses.
A lot in understanding the course and homework.	Was not in existence.
yes	I am not sure it was here when I was in school
Very much	I'm not sure why not. I'm actually not even sure I remember what it was.
I passed financial management	Could figure stuff out on my own
skills in spreadsheet software	it was not offered?
if I had questions I could always get answers	It was not my habit
helped with tough homework	no such lab in the 70's
Homework and understanding mathematical mysteries	do not remember there being one
I worked there, but I didn't personally use it because I didn't need it.	Didn't exist when I was there.
Hands-on skills development	Business lab? Is this where Assistants sit to help students with homework? I didn't use it because I didn't have any difficulty doing my homework.
The folks in there were pretty good about discussing business concepts to younger students.	Not invented yet
when I did not fully grasp a concept it would help get up to speed	Was not available
I used the computer lab	Wasn't available
whenever i had any problems with my courses, i visited the business lab for help	I don't recall that one existed when I was there, though I'm probably wrong.
I was able to get quick answers to questions that I had about accounting concepts and homework assignments.	Did not exist as far as I knew
I was a TA	Usually worked with my friends in small groups
It was nice to have someone there to help	didn't have one
I worked there so it provided me a job as well as a place to work with my classmates on assignments.	I worked during the hours most of the time
I used it primarily as a quiet place to do my homework and to exchange ideas with others.	Did not need to
hangout with friends when bored	I don't recall.
Yes,	Just didn't suit my learning style
Use of a computer. :-) Now I'm showing my age.	Don't recall....was this the computer area? If so, yes!
I was able to build relationships with fellow students as well as getting help with coursework.	I don't remember this lab. I graduated in 1983
I did not have a computer (predate laptops).	Didn't need to
Tremendously	I don't think it was required for my major that I remember
It was a great way to get homework help, and a good place for my and my friends to get together and work on homework.	Was not there when I attended
Prepared me for class. Quite helpful	
It helped me with several projects and lab assignments. The TAs were very helpful.	
Received tutoring in economics.	
Knowledge sharing is one of the best ways to learn, and at the lab i always benefited from how everybody else viewed the situation to get a full understanding of whatever i needed to understand.	
Welcomed assists.	
It helped me with homework when I was first starting business classes.	
It helped to finish the work.	
Having a tutor helped me learn particular subjects on a more personal level	
Minimal use	

26. What can we do to improve the Economics/Business lab?

Text Response
Make individuals aware of the Economics/Business lab and how this lab can help them. Utilize the lab as an orientation class might help everyone coming in know about it. May need to do catch up on upper classman and any transfers as well.
Put a bio with a picture of the lab techs at the door. Helps build relationships...
Have specialized software on it and give short lessons on different business Apps.
First, students need to be told that the lab is not a place where answers are given, but a place where tutors guide them as they attempt to complete their assignments, so that some students wouldn't be angry as tutors try to provide explanations, when the students expect just the answers. The lab can be improved by incorporating some of the lab sessions into the curriculum. This will ensure, all students complete activities in or close to the lab and should seek help as need be.
I don't know how it works now.
Don't fix something that isn't broken - it is quite efficient.
I didn't really use it, so I can't offer feedback.
Real scenarios, current business issues for discussion and case studies.
no comments
At the time I attended, the Economics/Business lab was manned primarily by students. If possible, it would be very helpful to have teachers have business hours in the lab.
Staff with students that have great knowledge on the subject.
n/a
No comment.
not sure
I'm not very current on what the Econ/Bus lab entails. But it would be helpful if you could get example ERP systems for students to try out and practice within. Some are pretty complex so something with a tutorial that could get them familiar with the software. I don't think being proficient is needed (nor expected) but what an advantage to have a college student say they have experience with these systems.
Have readily available resources for TAs (simple things like paper, pens, and whiteboard markers) would make it niceer.
No idea - I was a Bus/Hotel Management major, so spent my "outside" the classroom time at the Tavern.
I don't remember ever using it--it has been almost 20 years...
Conduct some other fun activites in the lab rather than just a place to solve homework problem. Do round table discussions of weekly business theme for instance.
They had good TA's.
I know a lab was put in place. Just make sure it has current technology and use real life situations.
No additional comment
Due to my lack of experience, I cannot help with this question.
Na
More computers
Too long ago, don't remember it.
N/A
Someone was always available. I have no suggestions.
Encourage more students to use it and work collaboratively. No one works alone in a silo in the real world.
Food and coffee AND patient TAs
Maybe each person working there could have a sign on their desk that shows all the courses they've taken and what their name is.
Offer elective job scenario case studies where students can input variables in order to learn consequences of certain decisions both on the business and personnel impacts.
do not remember this
Have a professor in there, just to chat with students (maybe once a month). It makes it more personable to see professors outside of class.
Not sure how it is done now but it was usually was to get caught up or to better understand a concept that was covered in class.
The lab should have information about job referrals or teach extra courses about software skills such as advanced excel.
I usually got the help I needed from the business lab
Expand the hours of operation.
I think the Econ/Bus lab was a great place to go and get help and communicate with other Business students. Its a great place to go and be around other like minded individuals who can help and sympathize with homework as well as the pressures of class or life. I do know that I would change much about the lab, possibly have professors drop in from time to time just to socialize and see how everyone is doing.
I can't remember enough to say
No suggestions.
More technology
Keep computers and software up to date so that students are prepared and ready upon graduation
I had no problems with the lab.
1) give free coffee and food. More people will come. 2) Change the layout how table and chairs are arranged. Make many small circles, so that students can study in groups
It was not available in 1984 - 88. Sounds like a great idea!!
More tutors
Better communications/relationships between TAs and professors.
No comment
Make this known and perhaps require a visit to the lab to help guide students and teach them about the opportunity offered them.
At the time I was a student, MS Office was not predominately used. Since then organizations have moved to this as their sole platform. I felt it was helpful to have a separate lab due to not having enough computers in the Computer Sceince lab or TA's available that might know how to assist with certain specific homework. The Econ/Busin lab student on call was able to help with homework (to some degree).
No suggestion at the moment
The only thing that I noticed when I was visiting the lab was that not all tutors/helpers were very knowledgable about the items they were helping on. Sometimes, they would just use a key to help check an answer, but not be able to show how to get to the answer.
First I will have to visit.
Was not available
I did not utilize it, hard to comment
This is hard to comment on as I am sure things are very different from when I left about 13 years ago.
Make sure the students who work there take the job seriously and care about helping others
I think having the TAs and computers there was helpful. Sometimes it turned into a study group with other students from a particular class.
I'm not sure.
One idea that comes to mind is to give students a grade point system where they get a point for every time that they visit the lab in. Towards the end of the semester each professor decides how to translate the points for his class. For example, Ed McCormack might decide that he wants to reward the student who showed his effort by going to the lab the most through an extra point on his exam or grant him an opportunity that students who didn't really use the lab won't have.
I was a TA, so my experience was more about helping other students. Frankly, there was alot of cheating and I felt like students expected me to hand them the answer. But an excellent test of my ethics and integrity!
Not sure if this was what I remember using... If so, we always needed more computers & more printers. This is all probably old news now. Only other suggestion, to always have a TA available, whether on site, or via phone/email to help when students are stuck/need help
See to it that students use it. Give extra credits to those who need it most.
I think it was fine. I even worked as a TA. Just have a flexible schedule for the students and to help them on study for exams is important.
It needs to have a quiete invironment, better prepared assistants -- professors needs to train them better.
Not qualified to answer this one. I just don't remember the lab in the 1979-1983 period.
???

27. Please check which of the following concentrations you had as a Business major.

Answer	Bar	Response	%
Accounting		59	44%
Finance		35	26%
Management		67	50%
Marketing		26	19%

28. The following courses are offered in Accounting: Core, required for all students: Accounting I and Accounting II Required for concentration: Intermediate Accounting I and II, Income Tax, and Managerial Accounting Also offered: Auditing Are there any particular topics or courses in Accounting that you would add that would be beneficial to your career or daily work? Why?

Text Response
Cost Accounting (Process Costing, Total Cost of Ownership Costing, Job Order Costing, Activity Based Costing and etc.) and IFRS.
Managerial Accounting was always my favorite - and probably would have enjoyed more classes in that vein instead of taking Accounting II which was too geared toward GAAP/law. I felt the professors in accounting always pressed that we needed to take the CPA and go audit for PWC. I am so glad I don't do financial auditing for a big firm nor beat myself up about becoming a CPA - there are so many more opportunities that I think weren't emphasized.
If concentrated work in Spreadsheets and Databases are not currently required then they need to be. Government accounting would be beneficial as it has some differences.
I would include a course on the major differences between IFRS and GAAP, and how those differences impact the analysis and comparison of global companies. For example, being aware of different reporting frequencies and financial statement assumptions when comparing valuation ratios of companies in the same industry, but that are domiciled in different markets that use IFRS and GAAP.
I actually chose not to go into accounting when I graduated because of the major business scandals of the late 1990s.
Auditing as it's something we are giving constant attention to in work right now. Any kind of financial systems classes would also be very beneficial, such as ERP systems. Understanding how they work and how the modules interact with each other would be very useful.
No. It was sufficient for what I needed (as in my career is not in accounting or finance)
Intermediate Tax/Business Tax: for quarterly and annual tax return preparation Statistics: for discovering and addressing deficiencies in financial reporting Managerial Accounting II: for expansive accounting decision making skills
No, I think those classes are sufficient for a student in business major with accounting concentration.
Cost Accounting. I would like to get a job in cost accounting and am not sure how to go about this.
All of accounting courses are important as my work as an auditor. Also, please ask students to use more Excel so that they are comfortable at using them.
- Advance auditing - Advance Taxation - Overlaping courses in finance and management
Computerized accounting systems
Non profit accounting methods
I took a non-profit and governmental accounting in grad school and thought it was interesting to compare the two.
More excel skills, specifically things like pivot tables and vlookups.
Business law (I took at EKU), but it is a portion of the CPA exam. An advanced Tax class would have been interesting.
Business Financial Analysis -- Students need to develop their skills in more detailed budgeting and analysis, forecast modeling, and strategic financial planning including all aspects from business start-up financing, operational reporting, expansion financing and economic impact scenario modeling.
Internal controls. Not just auditing but internal controls structures and the purpose to protect the corporation.
Auditing is a good class that is a very good choice
Governmental/Not for Profit Accounting would have been helpful to me. I took it in graduate school.
Income Tax II (a more in-depth look at the federal income tax system), Auditing II, and/or Internal Auditing (This would be a course with emphasize on the role of the Internal Auditor and how it differs from a CPA's role an an independent auditor who is required to render an opinion on the finanancial statements of a business.)
Automated Accounting. Everything today is automated, I feel it is very important for students to study different software.
Accounting information systems, International accounting (IFRS). When working in accounting firm abroad. I work in Kazakhstan. We have projects various international projects, where clients use IFRS, which somewhat differs from US GAAP. Therefore, it is important to provide students with an opportunity to learn IFRS. Also, in order to prepare for CPA exam, business or CPA law is a beneficial course.
Financial Institution Accounting. This is an area that I did not realize exists. Not only are there opportunities with regulators (Kentucky Department of Financial Institutions, Federal Deposit Insurance Corporation, the Federal Reserve, or the OCC), but also many external audit firms perform a number of audit services for financial institutions. Accounting for financial institutions are slightly different since some of the balance sheet and income/expense entries are opposite of what is typically learned in general business accounting, i.e. a loan is an asset and deposit accounts are liabilities.
Auditing and non-profit
No, these all cover my current needs.
Non profit accounting
International Accounting for a minimum understanding of FX rates, cultural differences in business operations, etc. It's a global marketplace and the world is getting smaller everyday. Such knowledge is imperative in larger global companies.
CPA prep course.
Accounting reporting requirements (SOX compliance), CPA prep courses.
I thinkt that my time in accounting, those courses were sufficient to help me get an understanding of that field.
Software use in all area
No, those are sufficient.
I wish we had auditing when I was there. I believe I took everything except the managerial accounting. The auditing is key in my work now.
Business and individual income tax classes.
I moved to marketing once I got out into the real world, but to this day Managerial Account was one of the most valuable classes I've ever taken. I feel like that's the accounting class most general business students need more than Accounting II.
More & more you see scrutiny over reports & earnings, management oversight & integrity & honesty in the business world. There is a fine line between presentation & accountability & there should be a huge push to educate the next generation to lead/contribute & educate/inform with honesty & integrity, without compromise. So in that vein, ... Ethics course added
Advanced Excel and ACL. Auditing OR Income Tax should be required. IFRS.
yes. its a huge part of accounting.
Accounting I and Accounting II still apply for what I do. International accounting which deals with exchange rates would be of value today.
Budgeting, Financial modeling and forecasting

29. The following courses are offered in Finance: Core, required for all students: Financial Management Required for concentration: Investment Analysis, Money and Banking, and Intermediate Corporate Finance Are there any particular topics or courses in Finance that you would add that would be beneficial to your career or daily work? Why?

Text Response
I would include a course on that explores the analytical skills required to select investments in global securities markets--specifically including how currency movements impact returns and risk stats, and the differences between US and international capital markets. I think this is important because a significant percentage of the global fixed income and equity securities issuers are located outside of the US, and the international portion is likely to continue growing. a basic understanding of international markets is important for someone in financial services. Also, from my memory there was little emphasis on fixed income and derivative securities (we used the bodie, kane and marcus book, but skipped most of these readings). i think this is another area that deserves more attention in the curriculum.
A course in critical thinking, such as a psychology course that would help me to be able to reflect and formulate a taught process, while examining all dimensions and also help me to understand the behaviors and processes that cause the markets to move.
I don't really use the Finance concentration in my job, so I can't offer any ideas.
No. It was sufficient for what I needed (as in my career is not in accounting or finance)
NA
Advanced FInance: for understanding the complexities of the finance world Statistics: for discovering and addressing deficiencies in investment accounting and reporting
Excel class should be offered regularly. I think it would be useful and an advantage to be proficient in Excel.
Understanding foreign exchange. I think with the importance of understanding a global economy, understanding foreign currency trading and what arbitrage means can be very helpful to the students that are wanting to work in that field.
Money and banking are important as it helps my current sector now. Financial management is a great one with the foremost important basic concepts of finance.
N/A
None.
A separate course on financial statement analyses would be a great asset for the finance concentration. While there is no direct link to my area, I feel that it is a very technical course that a person in any area of finance will face.
Business Budgeting & Forecasting. I don't know if this embedded into today's Corporate Finance, but companies are shifting to having analysts in roles to where they are leading these types of efforts. Understanding certain tools and best practices will help students better prepare for these types of opportunities.
N/A
Specific courses that prepare students for taking CFA exam are beneficial. For example: Financial instruments, Derivatives, Statistics for finance. When I was taking CFA exam, I felt that I was not at all prepared from college courses.
Computer science classes..... Finance is all done in computers... So understanding of computers and statistics are most important. What's the point of teaching people all the theory and never show them how to apply their knowledge. Create a class where they can apply their knowledge.... Don't hope all students will get internship unless school grantees them the internship. Make it a class.
I am not seeing Statistics on the list, but I know that is a class that was being offered, which I think is very important. Not sure where Organizational Behavior (OB) would fall, but that was e VERY important class. My experience in the corporate world so far is that Finance people do not hide in the back office. They sit at the table and very instrumental in making important decisions.
Advanced Accounting, Understanding forecasting models, Balance sheet analysis, Basics of programming
Maybe a course that would focus on the importance of quarter to quarter forecasting, delivering accurate reports that would affect the forecasting results, and being aware of the importance of financial forecasting. Decisions about future financial information such as your earnings, cost of sales, overhead cost, liabilities and others are very very very important.
No
No.
yes. very crucial for work and life.
Sounds good.
Real world Banking course(s) as noted previously.

30. The following courses are offered in Management: Core, required for all students: Management, and Strategic Management Required for concentration: Human Resource Management and Production and Operations Management Are there any particular topics or courses in Management that you would add that would be beneficial to your career or daily work? Why?

Text Response
Project management. It is an important skill in today's workplace.
I didn't experience it so much at Berea, but for my masters degree, the management courses focused very heavily on managing production of "widgets", but much of the businesses out there specialize in services such as financial services. It would be nice to have a focus on production and operations management of services provided to consumers rather than physical things.
I chose management because it was the closest to what I did. When I was in school we had another concentration.
Six Sigma, Value Stream Mapping and Lean Accounting would be a great additions.
Communications (verbal, non-verbal, and written) Leadership training
Project Management. Project Management can be used in any line of work.
Organizational Theories- I have seen how understanding the basics of organization theory has helped me to succeed in every organization where I have had the opportunity to work.
Organizational Behavior is responsible for my navigation of the corporate world.
These courses do apply to my daily work, however I went into the marketing/communications and information technology industry.
Project Management Leadership Corporate Finance Quality Management
Organizational Behavior
No comment.
Conflict resolution and how to work effectively in a team (and how to lead one). These are skills that the dept seems to assume will be learned in the course of school, but it's not so.
Purchasing and Logistics
We had a class titled "Organizational Behavior" which I suspect is somewhat similar to Human Resource Management. I think that a psychology class might be beneficial as well. Business law is also an essential class in today's business environment.
Na
Project management
Supply Chain mgt
Unsure
N/A
A strong course in leadership development needs to be completely separate from management. Leadership, in my opinion, is an entirely different skill set than that of a manager.
How to properly maintain day-to-day finances (i.e. how to balance a checkbook, how to obtain a car or mortgage loan, credit card use, household budget to live within your means, etc.etc, etc.).
Maybe a class that deals with IT and the many programs that are out there. Need a class that deals with understanding computers and getting the most out of them. In 1982 computers were just coming on so for me I have had to learn with each new program or computer. Kids today have grown up with computers and are farther ahead. Class that would help them to get the most out of computers and get the most out of all the programs on a computer. Excel, pivot table, power point etc. with technology ever changing just keeping abreast of new advances and then keeping up with them.
A course in the multi-generational workforce. I work with persons from 18 to 81 at my job.
while in school, I took a psychology class that was related to human resources and employee relations. That was a great class and I think should be in Business major. also, put more emphasis on statistics. Because managers create statistics and work on decision making most of the time.
Project Management
Offer nonprofit management and grant writing work for those that are interested in the nonprofit field.
Small Business Management, because many of the accounts I deal with are indeed small businesses. It would have helped me understand many things most of us don't think about when it comes to running a business, like tax ramifications, zoning, financing, etc.
not that I'm aware of
I am unsure of whether or not it should be required for the concentration, but I benefited greatly from taking Managerial Accounting. Any student who is seeking a management concentration would be better prepared for taking it.
Leadership.
Once more, need more time to give you a correcta nswer
HR certification
benefits administartion, HR law
A course in how computers can be utilized from a management standpoint. Obviously our culture is always moving towards technology.
I think the courses provided were sufficient.
None I can think of.
No.
Not that I can think of
Managing resources to include both people and funding sources. That' might be included in your Human Resource section but I just don't know. There are two types of operations management. First, an operations manager who runs a large organization and oversees everything from facilities, safety, security, IT cybersecurity, environmental issues, etc. The other operations management category is IT only and when a company looks in that direction they are looking for a programmer who can manage a project or roll-out a new software program. This should be discussed as part of the core.
Statistics
Logic

31. The following courses are offered in Marketing: Core, required for all students: Marketing Required for concentration: Consumer Behavior and Marketing Research Are there any particular topics or courses in Management that you would add that would be beneficial to your career or daily work? Why?

Text Response
Business to Business marketing, since many companies are B2B but it is such a small portion of the Core's textbooks.
My current job has nothing to do with Marketing. I can't help with this.
No
Public relations and communications, because they go hand in hand and are critical for a successful marketing plan.
Advertising. I feel like I did not really get into that. Also sales. All of the jobs I was initially offered outside of college involved sales, including what I do now. This needs to be included specifically!
If it's not already available, a more focused course on marketing of ideas will be useful for all business majors
Creative campaigns - it would have been useful to have a project that included writing blog articles, developing email campaigns, etc. Those are daily work activities in my marketing position.
Nonprofit leadership, nonprofit management, website development
International Marketing, digital marketing
Na
Marketing research
Unsure
I wish I would have learned more about taxes and about investing.
I would add more classes in brand management and advertising.
With marketing i would recommend a class on using Social Media. It will be the number one way to market in the future.
Courses that relate to the management of actual marketing function such as brand management and strategy, retailing, emerging and digital media etc
No.
Social Media in marketing is one that is needed.

32. In addition to the four concentrations (Accounting, Finance, Management, and Marketing) we currently offer, are there other concentrations within Business that you feel would be important to offer? Why?

Text Response
Don't know.
Supply Chain and Logistics and Six Sigma. I believe there is a lot of cost tied up in the Supply Chain processes that get overlooked.
Business Systems. In a world where software automation will replace many peoples jobs, this is the future. We have a lot of very talented Business Systems analysts, and without them our business would fail. It's not just about know how to program and script, it's understanding the impact in the Accounting/Finance department. Knowing how to write a program or a script is one thing, understanding the benefits of what your script can accomplish is entirely different.
No
Project Management
Analytics and Communications
The four concentrations are OK. The curriculum just needs to be more in dept.
Decision Science and Information Systems
No, Better very good at a few things than not so good at too many A good management concentration can help many students get through an MBA or MPA program
Basic Ethics, as so many students are not taught these tenants at home in this day and age.
Entrepreneurship. It is the gateway for a lot of students being socially responsible in starting their own endeavors to make the world a better place. We are the next generation that needs to be planting the seed for the corporations of tomorrow.
Something to do with Financial Systems would be great. A hybrid of Accounting and Computer Sciences would be very beneficial as those two areas are becoming increasingly interconnected.
a component on international business is so important as America is increasingly participating in a global economy.
International Business due to the fact that in order to be successful in today's world, we all need each other.
An Information Technology concentration would be something to consider.
International Business
Decision Sciences. It seems that quants are going to take over the world.
No comment.
no
I see Operations/Supply Chain as an ever growing field in business and it is very specialized and different than the four concentrations Berea has today.
I wish there were a nonprofit major at Berea. I would have fit well within that major and really used that at my job. It's surprising to me that there's not a program at Berea College that really touches that seeing as a majority of students that graduate end up working at a nonprofit.
I think four is enough. It is great at Berea that students can study all four (2-3 concentrations at one time or each concentration a little bit). It is critical though students could link the business knowledge among 4 concentrations to apply at work. No-one needs a pure accountant. They need a professional who can demonstrate the various business expertise.
Nop.
Purchasing and Logistics... it is a must
International business
I cannot think of any other area at this time.
Na
International Business?? It seems to be the way the world is moving...we are becoming more and more intertwined with other countries every year.
Computer information systems
Operations management. My sister would have loved to major in that but it was not offered.
Human resources, it's an important job at every company.
Human Resources - every company (large or small) has to have it so I'm not sure why is not a major.
International Business or Hospitality Management. A lot of students have interest in these fields and have great work opportunities after graduation.
Healthcare management. Baby boomer generation is heading toward the retirement era.
Maybe Tax, but there might not be much interest.
NONE
Offer a course in Business Personnel. There are too many personnel issues that most businesses won't face for various reasons that is making for a very unhappy workforce (in other words, too many people lack job satisfaction and are there just to obtain a paycheck).
For my career in production scheduling I would Production Management was very vital. Logistics to me would be very beneficial.
Information management and Supply chain management are also two good topics that the Business department should consider offering. The world is getting more and more connected with the help of internet, e-commerce, advanced logistics infrastructure, so companies nowadays really try to expand their business to other countries and source its supply from different countries as well. So I think information management and supply chain management are interesting to business students.
Entrepreneurship.
N/A
No.
Human Resources. No matter what concentration you work in you will work directly with the Human Resources department. It is very important to understand HR issues and how it works with the other concentrations.
May be not a separate concentration, but I feel like additional courses may help students better excel in business world. As an alternative may be some Communication courses can be made obligatory for Business students. It is important for professional in business possess excellent communication and interpersonal skills. Possessing good sales skills is also a big advantage, as professionals reach a point in life where selling products and services becomes important in order to progress in career.
Do you offer any Forensics Accounting? This is a growing field.
No
no
Possibly integrating automated accounting systems in some capacity due to the increased focus on automation through technology. The real world application no longer involves t-accounts and paper ledgers. Auditing in particular requires the ability to place an assurance on the security and validity of the accounting data being queried. This may be more along the lines of an IT course offering, but the financial integration is there.
Entrepreneurship classes. Teach them how to create a business, but if students just take a job then they will be able to run/perform in a business better than anybody.
Project Management bacause it has been recognized as a method to bring all of the pieces together to execute an organizations strategy.
None
International Business for the same reasons above. With the amount of foreign students Berea College has, I can only imagine some of the discussions and learning that could take place.
Current concentrations seem sufficient.
International Business, Business Law.
Business and Social Media. I don't believe students understand the impact that social media has on their lives and careers. There is a need for a professional identity. When that is mingled with social media it can negatively impact their careers. The old cliche of "don't mix business with pleasure" is certainly more applicable than ever because of social media.
I think these suffice to the extent that they capture the key forces that shaping business in the 21st century such as globalisation, emerging markets, frontier economies, new business models based on technologies, social enterprise, philantrophy, global suply chains
No, it would be best not to expand the amount of concentrations. Businees students will benefit more from taking classes centered on these areas than they would others.
I don't think any other concentration would be needed. Most jobs i have looked for require one of those majors. If someone was interested in international business, those requests would be so few that I couldnt see a major for that.
Do the 'liberal arts' stuff!!!
Organizational development?
Human Resources should be separated
Nothing I can think of right now.
History of Economics
no
I think the concentrations that are offered are great - it would be hard to add another option and not water down the other areas. I would just add more social media/technology to the marketing piece which you probably already have at this point.
None I can think of.
Information Systems. Constant software installations and upgrades for all industries require project management skills.
Yes. Entrepreneurship: The rate of young investors and entrepreneurs is on the rise, and i believe that Berea is a great place to start from. I know that there entrepreneurship programs available, but a deeper study about the subject would be more helpful to teach the students how to identify and analyze their opportunities and be successful future leaders.
Ethics I still think entrepreneurship should be a big focus, possibly even a concentration
Management Accounting Systems.
No.
corp tax, partnership tax, individual tax, modeling, formulas excel.
International Trade may be one that would be important since a lot of businesses are turning to a global market.
Negotiations. It's part of everything today. Teach the basics of negotiations and there will be no stopping any Berea graduate. This is probably the most important thing I do daily and touches everything in the business world.
Human Resources Fundraising IT
International Business. The world keeps getting smaller. All industries have global influences.

33. Please comment on what you see as the leading, cutting edge innovations that will drive business in the next 10 years.

Text Response
Apps development, writing codes.
The obvious ones are social media, app technology and how it is changing the face of business development and culture within organizations.
I have heard that Bill Gates from Microsoft said the Accounting would be obsolete in so many years. It would be good to dig further into this comment to understand Bill's vision. He is definitely a person in the "know" and also has the funds to make something like this happen. We should start preparing our students for the future of any given subject based on how it may change in the future.
I work for a software company, so maybe I'm biased, but IT is the future. It's been 'the future' for decades, but it's only getting bigger. Software automation will reduce the costs of doing business and companies will have lower and lower overhead. From a marketing perspective data mining is the future. 7 years ago we did a secret shopper survey to gather data on the bookstore. Now metadata and cookies on websites will tell you everything you want to know about your customers if you're willing to pay for it.
In the healthcare business that I am most familiar with, Electronic Medical Records and Health Record Management are only going to get bigger and more important. Having fast and secure access to patient information and financial information are huge in this business so anything that provides security and speed advancements will be beneficial.
cheap and efficient business communications
The ability for nations and corporations to protect intellectual property given the growth of cloud-computing technology and threat of internet hackers. The potential to raise financing via internet crowd-sourcing could democratize the way projects are funded, as well as make capital markets more efficient.
Mobile and Social. Online reviews & reputation. Embracing and evolving with technology.
Social media
Information analysis.
Social media and online communications, international supply/demand and trade
A new paradigm will take effect as far as the digital and computing world is concerned. Humans will become less and less involved in production processes and the line between consumers and producers/entrepreneurs will become blurred.
The continued shrinking of the world by integrating technology to allow for communication and information sharing faster and more efficiently.
Global understanding Multicultural education
I'm hoping a return to an American manufacturing dominance.
The next 10 years will have more of a rise in information tracking via devices. Students need to be prepared to give a powerpoint via the smart phones!
Who knows, things are changing at a rapid pace.
Technology will continue to drive business in the future, this will be the leading innovation.
The focus should increasingly be making the links between our non-technology industries (e.g. agriculture) and the technology sector.
cloud computing
I think technology and social media will play important role in business in the next 10 years. I think in the future, more companies will store their information in a cloud based system and use social media to do marketing, connecting to customers, and updating information.
Entrepreneurship
Development in business strategy especially within the merging of departments (particularly in the non-profit industry) in order to remove departmentalized thinking.
Internet - online shopping Automation / Robotics to drive productivity Logistics / Supply Chain Management
I think business in the US will shift much more towards knowledge management. The technical work has already been shifting to other countries. Knowledge and creativity will be the drivers of the US economy moving forward.
Technology.
"International business" will definitely increase as well as "Innovation/Creative" area within business and "eCommerce .....all of these I believe will become more key within the coming years.
Cloud computing, mobile technology, more automated systems in general.
Innovative Design & Development (in technology and elsewhere), nonprofit development, app design
I think technology will continue to drive business. Mobile device management and diversity, apps and applications to the internet is really driving buinsess. Banks have done a great job over the last 10 years of making banking convenient for consumers and businesses that their lobby traffic has decreased. With being able to make a deposit with your phone to sending check deposit from your computer has really improved business and also helps business operate more efficiently.
The 3D printing technology definitely drives the way things are manufactured. Also, robots are replacing human in various jobs. Even auditors are subject to be replaced by computers as the machines can spot fraud and accounting errors through millions of entries automatically. Students should be well prepared to cope with changes in labor market.
I don't know how to answer this. But Relationships are so important in personal success. Students need to know how to create, develop, and maintain authenic relationships in business to be success (that's my opinion).
Digital is the new thing. Companies are investing heavily on their digital presence and social media.
Purchasing / Logistics / Robotics
- Technology - social media
I am not technologically savvy but the developments in all aspects of computing will be the innovations that I believe fit this description.
As stated sustainability will continue to grow.
technology, environment, social awareness
Proliferation of smartphone and personal access to information at the point of sale and the point of need of the information
Anything that will survive the government interfering so much with our capitalistic businesses.
N/A
Working smarter not harder, allowing work to be done faster and with less errors. I'm not sure what specifics but anything that contributes to efficiency will definitely less the industries world wide
Mobile everything - so everyone including schools needs to get on board.
Programs that analyse the pattern of an individual's decision making and predicts the triggers and cues that cause the individual's decision making.
More companies seem to be using social media in everything.
Large data and ability to scale using IT will drive the business. Business will be also driven by green technologies and renewable energy sources.
Individual preferences are beginning to reemerge as a driving force for business marketing and product development. A turn will have to take place in order for businesses to refocus their main efforts toward meeting these individual preferences on a broad scale. Many tech-companies have recognized this extremely well over the last 10 years. Those are the ones that have thrived.
Globalization and the impacts of international economies, cultures and differing regulatory schemes.
Naturally technology (which in my opinion is a bad thing).
Technology. Being able to use it and to get the most out of what is out there. Being able to apply it and work the hardest for you
I think in the next 10 years, what determines the success of a business is whether the business can adapt quickly to technological innovations. The more advanced in technology the business is, the better that business is going to serve its customers.
Any innovation that lowers the cost of healthcare. it is growing dramatically as our populations age. the cost of a family healthcare plan is not more than our entry level employees earn in a year. Access to care is being increased but no one is pushing cost reduction.
From an African business perspective, cellphone banking/money transfer
The internet and the related innovations surrounding it will have a major impact on business. Many individuals in business and government can already work from home and have connectivity to all of the files and business records that they need to do their jobs. This will only grow as time passes. Also, the move toward a global economy will force businesses in the US to become more competitive and efficient (i.e., do more wil less).
Social Media, E commerce, and what ever the next big thing will drive business in the next 10 years. We are in a fast changing world and future students will have to be even more prepared than every to be adaptive to their ever changing environment.
Internet social media, nano technologies, social responsibility of businesses
Anything to do with Social Media. Like it or not, you must confirm. Anything to do with the cloud. In 10 years, all business will be done in the cloud in one way or another.
Technology and online transactions.
International compatibility
I would say definitely include more courses on social media, business technology, social responsibility, global business, negotiating, and public speaking.
Technology will continue to be the driver. There will continue to be more automation and less manual procedures.
If you look for 10 years then u are disconnected from the real world, and doesn't have a clue about business. Currently, technology changes dramatically and so does business, if you want to plan for 5 years then it is still stretching too much. In next 5 years, businesses will be highly involved in social media, sharing of information. The biggest player will be Big Data. When businesses have lot more information and cannot make any sense out of it. Business will by trying new ways how to make sense out of this large data. If you want to prepare students, PUT the greatest emphasis on Advance Statistics. Statistics will be almost 40 to 50% of business labor position in the future.
From my perspective I see more organizations need to become lightning fast in executing their strategy. So, there are two trends. 1. In poroject management more projects are being run using Agile. This is a especially important in IT organizations. Although the success in IT has started to open the eyes of other areas of business. Agile has been proven to deliver the highest value results with higher quality than traditional IT project management. 2. I also see a trend in more companies embracing Portfolio Management. This is the science of understanding what it will take to execute a strategy in such a fast paced changing world. It is a way to stay discipline while moving so fast. Several companies embrace it as a way to execute their strategy.
Cloud computing
That's a tough question as technology seems to be moving faster and faster all the time. I do think global sharing of ideas and improvements/best practices and the tools to facilitate this sharing will continue to be refined and more widely available. I believe the global trending will continue.
Students need flexibility with technology and techniques. In order to remain relevant, they need to be willing to learn new skills.
The ability to reach, and keep as a customer/buyer/etc, the young adult demographic. It is so easy for them (and really, everyone) to access information now, that the use of social media within business is going to make or break many businesses, in my opinion.
Lean organization, Social network integration, Health care and Benefits Analysis
Technology will continue to be a driving factor for tommorrow. The speed at which it developes is fast and stressful. Management courses should revisit time management skills. We are more accessible and efficent with technology, but we are still human. The faster we produce the more that becomes expected. Students need to learn how to balance this in their careers to be successful. Sustainability will continue to be the political focus that drives the business model of the future.
working in the cloud
Social Media will continue to evolve in the future. Companies are going to become more savvy at figuring out customers personal preferences and then using those to reach out and connect with them to increase awareness for what they are selling.
I think technology willl change the nature of business. It will create new business models, products, and innovations. Globalisation and the rise of the emerging economies will also be another important source of innovations that wil drive business
The cliche and most true answer would just be an overall improvement in technology. I already see how programs are becoming more advanced to where most accounting or any business function can almost be 100% computerized now.
I think teaching students how to think independently do research and being able to develop leadership skills will help students in the future.
eliminating this screwed up tax structure and global ID theft culture. Just think, 3rd world ecos robbing 1st world w/tons of capital!1
IT
smart phones/tablets - offices will soon be obsolete.
In my industry, I would say being able to provide better and more accurate information to farmers based on their individual farms to be able to improve their yield and reduce costs.
Further automation & social networks; understanding of programming & use of social networks will be important
personalized technological devices.
Use of social media and technology in marketing and management, use of ipads for presentations, etc.
Online related businesses like Amazon have changed the landscape of consumer driven business.
Smartphones and data based on-the-go telecommunication technology. As a part of Ericsson's family, i have witnessed a vast growth in this sector in the past years. We are being asked by the operators to design a faster network that would keep their customers satisfied. Everybody wants to be connected to the internet 24/7 to use their social media applications to stay connected with their friends who live down the street, or their loved ones that live thousands of miles away. Now a travelling family member can use his phone skype or facetime to see and talk with everybody on his way back from work or whatever he is that he is doing. For employees, there are applications like team viewer now that allows them to remotely access their desktops from their phones wherever they were. Phone companies are making incredibly smart phones that keep you connected wherever you go, and they need companies like Ericsson to build a reliable and fast technological network system.
Learning to work and lead in virtual teams is going to become really important. Extensive, long-term planning (ex: 10 year strategic plans) will become irrelevant because of the volitility in our operating environments. Instead, real-time big data will drive how businesses relate to their customers.
Definitely technology. Our fast-paced world will get even faster, with more shortcuts. I see too many young people communicating in slang, no matter if it's speaking or writing. There needs to be grass roots push for complete sentences, with descriptive, informative terminology given. Also I believe there will be a greater lapse in interaction with others face to face. There should be a push for the value of in person meetings/communication, even if it takes longer or takes more of an effort. And lastly, the value of every person should be emphasized, no comparison/separation, for everyone has a place in our world to help male it a better place. The trick is to carry this in one hand with technology in the other, balancing & enhancing.
Mergers and acquisitions within many industries. Technology will be at the forefront of these changes. Rising economic forces - Brazil, China, India. It will get easier for many small companies to go global.
Technology and social media are the most important. Computers are needed everyday and social media helps grow the brand and the customers.
very technology driven, connection driven, relationship, people skills, a very demanding environment that not many people can compete. The US economy is not in such a great shape and it relies a lot of business. Business wants fast and smart people -- the competition is great -- greater than in many other countries that makes it very hard for the fresh berea grads.
Social media and technology have increased drastically over the years. Small town businesses are more global thanks to those resources. We need to know how to utilize them.
Social media, teleworking, international monetary systems and how to flow back and forth within regulations easily.
Risk management software capabilities.
I think technology will continue to be a huge innovation that business are still optimizing. It's increasing efficiencies and changing the way we work. If you think about it, malls and stores (like blockbuster, etc.) are closing their doors and we are doing more online purchasing and ordering. It's affecting supply chain management in a totally new way. It's causing more remote working and less overhead costs for maintaining offices. It's changing delivery of education.
Technology
the speed of data transmission, data security, google

34. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	18	21	13	7	4	63	3.67
2	Internship or similar experience	50	18	9	4	1	82	4.37
3	Independent studies	16	11	5	9	3	44	3.64
4	Faculty directed research	4	17	14	4	2	41	3.41
5	Serving as a departmental/program area teaching assistant	20	13	6	6	5	50	3.74
6	Team initiated study	31	32	14	8	2	87	3.94
7	Labor position related to your major	67	19	12	2	3	103	4.41
8	Other labor position	45	24	21	9	1	100	4.03
9	Course-related international travel	20	7	10	2	2	41	4.00
10	Course-related travel in the United States	24	11	7	2	4	48	4.02
11	Convocation Program	28	24	32	19	16	119	3.24
12	Required general studies courses	33	34	34	13	6	120	3.63
13	Academic conference attendance/presentation	21	12	19	5	4	61	3.67
14	Guidance/help from a teaching assistant	24	24	25	9	5	87	3.61
15	Help/guidance from your academic advisor	44	33	22	11	7	117	3.82

35. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
Not sure
It would be good to do a cross disciplinary project for a company...for example, the IT team along with the Accounting / Finance work together to help analyze a software solution for a company. Where I work, I work a lot with Engineers, and learning to speak their language is something I have gained over time. Having a similar environment would help simulate real life. I also believe that have Accounting/Finance/IT overlapped is important. It is possible the reason Bill Gates said Accounting would be obsoleted is related to some type of IT solution. I have to say, setting up a new software solution from the Accounting side is still not easy. I lead seven IT site implementations in one year, and I learned quite quickly, the IT setup process is very complicated, and it is sometimes important to understand that in order to troubleshoot accounting issues.
Computer and Information Science should have multiple classes that fulfill both requirement for business and IT. The two are as interwoven as Agriculture is to Biology. I remember only one class that fulfilled both, and it was a very simple 100 level course on microsoft products. Never went beyond simple things like changing the font in Word or what print preview looks like. A few 400 level courses would really do a lot of good for student coming into the business world.
Computer and Information Science + Economics and Business Econimics and Business + Ag and Natural Resources I think combining these cross-disciplinary areas could lead to some very interesting classes/discussions/team studies
Sounds like we have a broad and exciting mix of potential areas of study, coursework, etc. I hope that scheduling is streamlined to allow students to focus on the courses and not spend too much time trying to navigate the course offering schedules (logistics/timing). Seems like I used to spend quite a bit of time worrying about getting scheduled for the courses I needed/wanted.
Be make an off campus internship a requirement for Business majors!
Entrepreneurship and computer science seem complementary to business studies.
Some computer courses can be made mandatory for accounting and finance majors depending on the content, or another computer course can be offered to meet the needs of finance majors. Other ethical courses can also be offered in the business department.
all of these program areas should be intentionally connected. You need them to be for students to be prepared for their futures.
I really feel that the Business Department and EPG and even the Technology Department need to work together on collaborations. Every business utilizes technology and every mover and motivated shaker needs to know about being a go-getter in a responsible way. Entrepreneurs are tomorrows corporation developers and the business students need to be on board!
Same comments as above regarding current business scenarios for team activities and case studies.
no comments
Projects that would help students understand the interrelationships of these areas in business, demonstrating specific business applications. Field trips to businesses would be enlightening.
No comment.
Internship opportunities that are cross-disciplinary. There are lots of opportunities that could be created for new classes, but they would likely take more resources than the gain they would produce.
The sustainability courses mixed with business courses would be a good idea, I think. That's something that's discussed a lot at my job and could really be useful to learn in college.
International business, IT specialising for business.
I understand that is crucial to understand every aspect of business and have good knowledge, before entering the workforce, but once you get a job in an organization, most of the skills are acquired with the experience in the job. I suggest internships, in class projects with organzations, case studies, shadowing etc.
Na
Because it is impossible to focus on everything or create the perfect option for each student, I think it would be beneficial to offer the students the opportunity to add courses of interest to them to the degree they are pursuing, if they can show a way that the two would work together in the "real world". For example, a business major who has a sincere interest in agricultural business, could add some relevant agricultural coursework to his/her business degree that would enhance his/her skills upon graduation and that could be used for a job in that specific area of business.
Joint csc and business department progrsm in cis
Make all business studnets take two internships. Offer financial support if necessary.
I think study abroad should be required. Cultural intelligence is becoming so important now that companies are becoming more and more internationally involved
I think it's important that students realize that they can get a job in business within all the various programs of study. So informational sessions should be provided explaining the types of jobs and leading companies for each program.
Business-oriented internships in those specific disciplines
how about an inter-disciplinary between nursing and business?
No comment.
Perhaps it is possible to offer more integrated/cross-listed courses. For instance, "Big data/database management with the focus on business applications" which would be cross-listed under Bus and Computer Information.
Cross-Major classes should be offered in each academic program both within Division II and across divisions. Information analysis development and forecasting needs to incorporate data sets from all aspects of Division II and more than likely from the other divisions as well.
The Business Dept. could consider having business majors start a small business related to the college. It would be financed by the College but the students would have to submit to the College Loan Committee a business plan. Once the loan is granted, it would be the students responsibility to staff and grow the business. However, the profit and/or loss would all be to the College.
Encouraging students to take courses throughout the division should be encouraged.
N/A
A cross disciplanary course(s) focusing on the use of databases and spreadsheets in business would be of great benefit between the Economics and Business Program and the Computer and Information Science Program.
Agriculture and Natural Resources Management. CIS as it applies in a business situation (business networking or programing)
I am sorry, I have no idea's.
Technology
As noted above, I feel like automated accounting systems use and security should be addressed. This represents a joint effort between the accounting and technology functions. I have found there is a high demand for this level of expertise, yet it doesn't appear to be taught.
Link computer science to everything.... USA is a knowledge economy, and it is getting more and more dependent on computers in everything. Even farming required computer in corporate environment. LINK COMPUTERS SCIENCE INTO EVERY PROGRAMS, AND MAJOR.
This is a great opportunity to introduce more courses that relate to the two trends: Project and/or Agile Project Management. There programs would be really great for Business. IS combinations. Another area could be Strategic Portfolio Management (How to pull all of the pieces together for a diversified set of project across all of the disciplines in Division II. Also, have some projects that the students can do that they can collaborate to use those project management skills to deliver something of value. I have not heard of the EPG that sounds like an exciting program. I think that they might be interesting in some of the free resources that PMIEF.org has on their website.
Student activities would be a fun way to expose students to the other areas. In my current role, it's very important to be able to collaborate with other functions and find solutions via team efforts. One very real and applicable project which would have helped me would include a team project with Accounting and Computer and Info. Science &/or Technogy and Applied Design working together to resolve a complex scenario or fill an important need.
For me a better knowledge of IT would have been helpful. There are jobs in my organization for people with accounting backgrounds yet work in IT. Encourage students to participate in multiple internships and give them exposure to various industries.
More technology content integrated into business courses, such as programming and database design/use.
No comment
I think will woud applaude the chages in progress. the seem to headed it the the right direction
I think that a collaberation with the EPG program would help. I had an EPG class and it really pushed me to be creative and innovative. I think those qualities are important to any business major.
I'll be in town soon. Have Dean Ramsey, Jennifer Rose or Judge Wilson give me a call and we'll discuss. Have a pleasant Easter Holiday. Bill Maranda = GOOGLE my name to get the stories.
Insurance and business law
this sounds like a good question that I might have provided a thoughtful response to, but this survey is too long and already repetitive. It's taking everything I have to continue.
No comment
Economics and Business needs to overlap with Computer and Information Science.
not sure
As long as there are labor positions, internships, conferences/workshops, research opportunities, etc. available to students in these areas I think there are enough options.
I wasn't aware of this change. It sounds great and very "cutting-edge". All I can add is the idea of cross-disciplinary courses sounds very beneficial in regards to preparing students for after college.
Incorporate diff departments, example epg create business using it for website setup & computer operation setup & security. The business could relate to agriculture in some way with the expertise of that department , & the business & economics dept could provide direction in how to grow the business, marketing, advertising, etc. the group effort would provide much exposure to importance of working together as a whole.
I'd hope for our courses to be more career-focused. Too many graduate without knowing where they'd want to end up. By helping foster that sense earlier, there certainly is more to gain for everyone.
There could be a cross with business and computer science since you need the computers in business.
excell,modeling, public speaking, conferences. To be honest, i might be a little critical to
Sounds pretty good to me. If you are able to truly interact as business major within these programs, then you are already off to a good start.
Practical application is critical. Leadership, decision-making and supervisory experience is critical. I think it would be helpful if there were cross divisional projects that were a part of course work would be great. I recall strategic management course but think cross majors might be really cool if the whole semester was a case study or a real practical application would be great. Sign up the students to really perform work as a crossfunctional team for a business would be excellent.

36. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in your field	93	21	2	1	1	118	4.73
2	Writing professionally	91	21	4	0	2	118	4.69
3	Speaking professionally	97	17	2	1	1	118	4.76
4	Reading critically	86	23	6	2	1	118	4.62
5	Managing time effectively	104	13	1	0	0	118	4.87
6	Working in a team	96	14	5	1	1	117	4.74
7	Being open to others' ideas, listening effectively	99	15	4	0	0	118	4.81
8	Understanding ethical issues	98	13	6	1	0	118	4.76
9	Having a commitment to service	83	16	14	4	1	118	4.49
10	Being a confident learner	88	25	3	1	0	117	4.71
11	Evaluating the quality of information	95	19	4	0	0	118	4.77
12	Understanding information/data in order to draw conclusions and support decisions	100	16	1	1	0	118	4.82
13	Leading/managing others	89	23	3	2	1	118	4.67
14	Using technology effectively	91	23	3	1	0	118	4.73
15	Designing processes and solutions that solve real problems	88	24	4	0	2	118	4.66
16	Solving problems creatively using multiple perspectives	90	21	6	0	1	118	4.69
17	Staying flexible in the face of changing environments	94	15	9	0	0	118	4.72
18	Accepting personal responsibility	100	15	1	1	0	117	4.83
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	95	15	4	3	1	118	4.69

37. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in your field	63	38	10	2	0	113	4.43
2	Writing professionally	62	32	16	2	0	112	4.38
3	Speaking professionally	59	36	11	5	2	113	4.28
4	Reading critically	69	26	14	1	1	111	4.45
5	Managing time effectively	75	21	9	7	1	113	4.43
6	Working in a team	65	33	11	3	0	112	4.43
7	Being open to others' ideas, listening effectively	71	30	11	1	0	113	4.51
8	Understanding ethical issues	67	30	12	4	0	113	4.42
9	Having a commitment to service	77	24	9	0	2	112	4.55
10	Being a confident learner	64	26	18	4	1	113	4.31
11	Evaluating the quality of information	46	47	12	6	3	114	4.11
12	Understanding information/data in order to draw conclusions and support decisions	53	36	14	10	1	114	4.14
13	Leading/managing others	45	34	20	9	5	113	3.93
14	Using technology effectively	32	28	32	13	9	114	3.54
15	Designing processes and solutions that solve real problems	36	34	29	6	9	114	3.72
16	Solving problems creatively using multiple perspectives	46	35	22	8	3	114	3.99
17	Staying flexible in the face of changing environments	49	38	21	4	2	114	4.12
18	Accepting personal responsibility	83	16	10	4	0	113	4.58
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	95	11	5	2	0	113	4.76

38. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		116	91%
employed part-time		5	4%
continuing my education full-time		1	1%
continuing my education part-time		10	8%
caring for family/home full-time		10	8%
serving in the military		1	1%
unemployed		2	2%
other, please explain		9	7%
retired		1	1%

other, please explain
Retired Military
An Intern
I am also currently studying for CPA exam.
Recently unemployed after 2 + years of successfully completed US Peace Corps service
was developing a bus concept-currently transitioning to a regular job
Self employed
Getting as many certifications as possible, and investing on businesses. Currently investing on two ventures
self employed
Seasonal SemiRetir

39.

Default - Second Bachelor's

University/College	Field/Major	Graduation Date, if applicable
Non		
Gandhigram University	Rural Industrial Management	6/1988
Berea College	German	12/87
University of TN	English	
University of Akron	Education License K-8	

Default - Master's

University/College	Field/Major	Graduation Date, if applicable
EKU	MBS	5/17/1994
Xavier University	Business Administration	1999
Morehead State University	MBA	
Indiana University	MBA and MSSF Master of Science in Strategic Finance	May 2002 and May 2006
University of Kentucky	Secondary Education	7/2007
University of Florida - Warrington College of Business	Real Estate & Urban Analysis	April 2005
Eastern Kentucky University	Master's of Arts in Teaching	Dec. 2006
Non		
University of Kentucky	MBA	May 2006
UK	Education Leadership	2007
Fayetteville State and Univerisity of Kentucky	Political Science and Public Administrtion	May 2012 and Aug. 1986
University of Alabama in Birmingham	Health Administration	1985
Dominican University	Library and Information Science	2006
Middle Tennessee State University	MS Accounting	May 2010
Marshall University	GIS & Demography	MS 5/01 , MA 5/1998
Duke University	MBA	6/92
Auburn University	MBA	May 2008
UofL	MBA	09/2015
University of Kentucky	Higher Education Administration	Dec., 1991
University of Alabama at Birmingham	MBA - Finance Concentration	May 2004
Lund University (Sweden)	Accounting & Management Control	6-May-2013
Univ of Tennessee	MBA	completed
Eastern Kentucky University	MBA	December 2012
EKU	MBA	2006
Duke university	Nursing	
eku	mba	1997
Kent State	MBA	12/2009
Southern Polytecnic State University	MBA	December 2015
Marshall University	Human Resources	
Morehead/EKU	MBA/Accounting	NA
University of Kentucky	M.B.A.	1991
McKendree University	MBA	not complete
Mercer University	M.B.A.	December 2010
University of Akron	Principalship K-8	
Ohio University	Public Admin	Summer/Fall 2014
Curry College	Masters of Business Administration	August 2009
King College	MBA	December 2012
Western Carolina	Maste of Project Management	1990
Hood college	Mba	2015
Texas Tech University	MBA	June, 1982
Belmont University, Nashville, TN	Master's in Accounting (MAcc)	May 1999
EKU	Manufacturing Technology	1995
Murray State Univeristy	Masters of Business Administration	December 2013
University of Washington	Education	AUgust 2013
Sullivan university	Business Administration	12/2013
Southern Illinois University Edwardsville	Economics and Finance	August 2003
Union College (KY)	Educational Leadership	2005
Eastern Kentucky University	Masters of Public Administration	May 1999
Kentucky State University	Management Information Systems	2005
EKU	MBA	2010
University of Kentucky	Library Science	2012
Northern Ky University	Education	2002
	Divinity	May 2000

Default - Specialist or other 6-year degree

University/College	Field/Major	Graduation Date, if applicable
University of Kentucky	Educational Leadership	5/2012
Non		
Graduate School of Banking at Louisiana State University	Banking	May 2007
East TN State University	BSN- nursing	
St. Martin's University	Post Bac Teaching Cert	April 2006
University of Louisville	Education	2006

Default - Doctorate (PhD, EdD, etc.)

University/College	Field/Major	Graduation Date, if applicable
Non		
University of Kentucky	Education Policy Studies and Evaluation	May 1999
Viginia Commonwealth University	Public Policy	not completed

Default - Professional (MD, JD, etc.)

University/College	Field/Major	Graduation Date, if applicable
Non		
Middle Tennessee State University	MBA	May 2009
University of Kentucky	Law	May, 1983
University of Kentucky	J.D.	1994
CT, CPT		
	CPA	2006

Default - Other

University/College	Field/Major	Graduation Date, if applicable
Candidate for Designation - Appraisal Institute	Real Estate Valuation	Est. 2016
Community Col of the USAF	Financial Management	Oct 2006
Somerset Community College	Web Design	May 2010
Marshall University		
State of Ohio		August, 1995
Chubb Institute	Data Base Admin	05/2000
Roane State Community College	Criminal Justice	May 2003
Harvard / MIT	Program on Negotiations for Senior Executives	2007
		2010
		2/2010

Other

Six Sigma Black Belt and Master Black Belt
Professional Designation
Associates
Pos-graduate certifications
CPA
Certificate
Undergrad Coursework in Accounting and Real Estate
CPA
Computer Programer
Associate's Degree
CPA

40. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		38	61%
4			18	29%
3			5	8%
2			0	0%
1	Not at all well		1	2%
	Total		62	

Statistic	Value
Mean	4.48

41. Please elaborate on your response above.

Text Response
Berea prepared me very well from a study and learning perspective. I was not as prepared for IT related items (excel and ERP systems).
I found myself a bit naive about the broad spectrum of potential areas of study in my field. The universe is vast.
My academic work at Berea helped me to easily grasp concepts in my Investment Banking course that I had after college.
The first semester of classes were mostly repeats from what we already learned in Berea College so it cam easy.
I had the necessary confidence to work full time and continue my education. Thanks to my Berea Experience.
I had good study skills as a result of going to Berea, especially in balancing work and studies.
Ability to connect my current skills and how they are applied in each environment; in turn, these skills were applied in all academic work completed since graduation from Berea.
The ability to be confident when speaking in groups or in front of the class was an invaluable experience.
Berea taught me to work very hard which made graduate school a breeze.
n/a
At Duke University I jumped in to a very deep pool. I found that my experience at Berea had left me a bit sheltered and somewhat unprepared to compete, particularly in the very competitive area of recruiting and finding a job.
Berea College's culture provides you a foundation of a strong work ethic around education which allowed me to work full-time while obtaining my MBA.
Berea taught me how to think, to learn. I knew how to write, to read critically, etc.
The writing and reading skills, the accounting and finance knowledge, and the work ethics.
Berea academically prepares well students for grad school, not so much for the workforce.
My Berea education enabled me to apply logic, analytical thinking, social awareness and numerous other skills in my post graducate legal education. Without that basis, my law school experience would have been much more difficult.
Berea bs bigger challenge thsn eku mba
N/A
I feel like Berea was much more challenging than my graduate program. And so I feel because of that this my graduate program is much easier to handle, especially working full time.
Graduate school seemed easier than Berea.
My graduate studies classes used many of the same texts and curricula that I had while at Berea.
I believe Berea College was an invaluable experience for me. I have matured and change since graduation. Berea College gave me a foundation to use in my further studies in education.
My educational experience at Berea College helped prepare for the CPA Exam by providing me the knowledge base, confidence, and work ethic required to prepare for and pass the CPA Exam on my first attempt.
I had already taken necessary prerequisites to complete my certifications.
I found Grad school easy compared to Berea. I was able to manage my time well and focus well on my studies. I ended up with a 3.9 GPA.
Although I waited a few years after Berea College to obtain my Master's, I truly feel Berea College gave me a great base for learning more. My study habits, etc. were established at Berea. My accounting knowledge and overall business experiences enabled me to be successful in obtaining my Master's degree.
Although I learned a lot at EKU, the educational experience from Berea allowed me to be successful working part time and going to school full time.
The rigor of Berea College's program prepared me for the rigor of a master's degree.
Did not elect to get my MBA, though the thought has occurred many times over the years.
Helped me in research and study habits. Helped in writing and communicating effectively.
Please, let's go for beers, OK?
I did not have any problem grasping the new concepts in graduate school, which means that the foundation that I had received from Berea was very good.
Berea prepared me for my post academic work by being able to balance work with academics, my dedication to studying and succeeding, and confidence to speak to my professors if I had issues with an assignment.
Berea was a much better learning environment. No comparison really.
Getting my undergrad degree from Berea was substantially harder than getting my MBA and I credit that mostly to the professor in the business dept. There's no blowing off classes or not participating, which is what most of my grad school colleagues were used to, and the transition to grad school was much harder for them. Aside from my elective courses, all of the core MBA classes were just a repeat of what I'd already learned in their corresponding undergrad classes at Berea.
It had been over 20 years since I attended school. Hard to say how much Berea helped me.
Others in class struggled at the level of content and expectation of work while I did not.

42. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		20	24%
considering continuing my education in the future		30	36%
have no plans at this time to continue my education		33	40%
Total		83	

43. Your current employer:

Text Response
State of Kentucky
Berea College
Fidelity Investments
Berea College
Berea College
Cummins Inc.
RLO Training
PointClickCare
CLARCOR AIR FILTRATION
Rotech Healthcare
Jessamine County Schools
State Street Global Advisors
Woodford & Associates
Consultwebs.com, Inc.
New Richmond Exempted Village School District
United States Environmental Protection Agency
Lee County Port Authority
Ronald McDonald House Charities of the Bluegrass
Fazoli's System Management, LLC
KY Department of Education
Gerson Lehrman Group
Elizabeth City State University
Crawford & Company
Virginia College
US Navy
Memorial Hospital West
Booz Allen Hamilton
Banner Personnel (The Chicago Lighthouse/Illinois Tollway)
Virginia Commonwealth University
Girl Scouts of Kentucky's Wilderness Road
The Kroger Company
Winston-Salem Industries for the Blind
Chungdahm Learning
Self Employed
Associates In Eye Care Optical
Ashland Inc. / Valvoline
Self-Employed
Berea College/Grow Appalachia
Sitel
Lockheed Martin
Centre College
National Bank of Commerce
Dollywood
KPMG (Vietnam) Ltd.
Brown-Forman Corporation
Honda Manufacturing of Alabama
Public Company Accounting Oversight Board (PCAOB)
Self
Sodexo campus services
Cone health
sekisui s-lec America
Tuckaseigee Baptist Association
INS Consultants
Park 'N Fly
Humana Inc
Millward Brown Myanmar
J.D. Cloud & Co. L.L.P.
Caterpillar Inc.
Berea College for past 10 years; Chase Bank prior 23 years
Hardin County Water District No. 1 - Fort Knox
Georgia Pacific
Akron Public Schools
Johnsmanville
Vietnam International Bank
City of Huntington WV
Treasury Inspector General for Tax Administration
Misty Mountain Spring Water Company, LLC
Deloitte Kazakhstan
Dean Dorton Allen Ford
Federal Deposit Insurance Corporation
CLAY & GASCOINE LLC
Hebrew Senior Life, affiliate of Harvard
Mountain States Health Alliance
The BodyworRx Clinic
Kentucky Finance and Administration Cabinet
Kentucky Farm Bureau Insurance
University of Minnesota
Digital Celerity
Christ's Covenant Church / To Every Tribe Ministries
Surface transportation board
Cummins, Inc.
Bullard
McLeod Health
Berea College
MBS Textbook Exchange
McKibbon Hotels
Universal Fibers
University Of Tennessee Parking and Transit Services
Ashland Inc
City of Danville
State Farm
The Bank of Harlan
Bureau of Prisons
US Treasury
Self employed paralegal
Kelly Services
Monsanto Company
UBS
Healthcare Services, National Guard
Berea College

This table has more than 100 rows. Click here to view all responses

44. Your current job title:

Text Response
Liability Insurance Coordinator
Senior Product & Services Consultant
Lead Accountant/Bursar
Administrative Assistant and Building Director
Six Sigma Master Black Belt
Marketing Director
Senior Accountant
Cost Accountant
DME Billing and Collections - Special Projects Team Member
Business/Marketing Teacher
Investment Strategist, SPDR ETFs
Associate | State Certified General Real Estate Appraiser
Marketing Director
Third Grade Teacher
Budget Analyst
Coordinator, Customer Support & Marketing
Donor and Website Development
Senior Financial Analyst
Director of Innovation
Recruiting Manager
Associate Professor and Chair of the Faculty Senate
Casualty Adjuster
Enrollment Specialist, Level III
Deputy Comptroller
Associate Administrator
Project Manager
Customer Service Representative
Assistant Director, Graduate and International Admissions
Information Manager
Risk Manager in charge of Safety
Senior Vice President
Head of Faculty Human Resources Development Team
Editor
Human Resources Mgr
National Sales Manager
Director
Marketing, Social Media, & Evaluations Coordinator
HR recruiting coordinator
Procurement Representative
Vice President & Dean of Student Life
Senior Vice President - Director of Community Development
Merchandise Inventory Control Technician
Audit Assistant
Digital Marketing Specialist-Latin America
Senio Staff Engineer (Producion anf Strategic Planning)
Inspections Specialist
Attorney
General manager
Registered nurse
asst mgr it
Administrative Assistant
Senior Accountant
Staff Accountant
Recruiter
Quantitative Research Associate
Lead System Analyst
Office Manager
Chief Ethics and Compliance Officer; Deputy General Counsel
postal clerk
Distribution Specialist
Senior Analyst
Principal
Production Scheduler
Project Manager
Finance Director
Internal Auditor/Analyst
Production Team Leader
Manager
Senior Technology Specialist
Financial Institution Examiner
STAFF ACCOUNTANT
Senior Financial Analyst
Revenue Cycle Senior Manager
Owner, CT, CPT
Auditor III
Agency Manager
Business Analyst, & CEO of a startup
Engagement Manager
Cross Cultural Missionary
Financial analyst
Global Financial Compliance and Controls Director
Manufacturing Engineering Manager
Accountant II
Project Analyst
Marketing Representative
GM Hyatt Place Plantation
Financial and Cost Analyst
Assistant Director
HR Supervisor
Director of Codes Enforcement/ABC Administrator
Agency Field Specialist
Assistant Vice President/Loan Operations
Accountant Tech
Idividual taxpayer Assitant
Custody Evaluator for WV Family Court
Human Resource Supervisor
SG&A and Other Crops Finance Lead
Executive Director, Emerging Markets Salestrading
Mangaer In Training, Specailist
Director of Admissions

This table has more than 100 rows. Click here to view all responses

45. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		22	18%
not-for-profit organization (other than educational)		16	13%
for-profit organization or business		58	48%
military		2	2%
other, please describe		22	18%
Total		120	

other, please describe
Federal Government
County Government
Taft-Hartley and ERISA Not-for-profit Funds
Self Employed
Government Contractor
government
Regulatory
utility
Municipal Government
Federal Government
Federal Government
Government
Cross Cultural Mission Organization
Federal govt
Safety Manufacturing
Government
Local government
US Government
Service
Communications Technology
Publicly-held, holding company

46. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		58	49%
4			36	31%
3			11	9%
2			7	6%
1	Not at all related		6	5%
	Total		118	

Statistic	Value
Mean	4.13

47. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		66	56%
4			40	34%
3			8	7%
2			4	3%
1	Not at all well		0	0%
	Total		118	

Statistic	Value
Mean	4.42

1. How did your labor experiences at Berea college contribute to your work and life after graduation?

Text Response
They made me get a better understanding of what the real world would be like once I graduated.
My labor experiences helped me learn to prioritize my daily, weekly, and monthly tasks around my other commitments and activities at Berea College. I also learned the importance of networking and forming professional relationships.
The work experiences were nice to be able to have added to my resume...the opportunity to work in areas that I had never had the opportunity before was a great experience.
Labor program at Berea helped enhance my thought and framed my attitude as a person. I learned to value my time in exchange for the little pocket money which did help pay for my books and other expenses. The program also prepare me to deal with my work, my contribution to team, how I interact with others. My interpersonal skill did improve.
I believe that the labor program and internship opportunities provided me a broader experience from my peers as I took labor positions that were not directly related to my major which makes for an interesting perspective when interviewing for positions. I spent my four years in the Labor Program in the Center for Excellence in Learning Through Service (CELTS) which does not directly relate to business but this experience is valuable as most employers today are seeking ways to be corporate citizens and socially involved.
Very good, gave me a good work ethic and instilled a sence that all work is important and meaningful.
My labor experience at Berea College was instrumental in building my career after graduation. Because of my labor experience, I was able to find a job immediately after I graduated. Unlike students from other colleges, my resume was relevant and showed hands-on experiences that employers could relate to.

2. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
Money and banking classes and perhaps more marketing courses.
I think it would have helped if there was less emphasis on general education courses and more focus on Accounting and Finance courses as this is what the majority of elite institutions are requiring and what I am competing against: students that took more advanced Accounting and Finance courses.
I wish I had completed French as a major rather than a minor.
I wish I took a basic computer science class during my time at Berea to gain a basic understanding of what computer programing or coding entails.
More science, biology, chemistry. I pursed a career in outdoor recreation, which was not probably typical for my degree.
Even though Berea mandates many GSTR courses, I wish I took more writing classes. I never had any type of writing lessons in high school so I wish I had more formal writing lessons. Writing skills are essential in the work place.

3. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
No.
I think Berea College delivered an advantage in the sense that we were taught best practices to be competitive with those around the country graduating from elite colleges. This included instructing us to read the Wall Street Journal, participate in organizations and activities such as Students In Free Enterprise, and offering unique training and development programs such as Entrepreneurship for the Public Good.
No, not really. BC was just the best "fit" for me and my leaning style(smaller classes).
Yes. Simply put, the ability to value and respect my contribution and others'. I believe I had learned to cope and manage time to deal with school, labor program and volunteer work. My ability to understand others and handle workload and stress is quite good, if not excellent.
Berea College gave me an advantage in 3 areas: 1. Most of my coworkers/current work peers are saddled with significant amounts of loans which they will continue to pay for several years. Graduating from Berea with little to no debt, allowed me to start saving for the future and helping my family financially earlier on than I would have been able to otherwise. 2. Berea provided me the opportunity to meet the 150 credit hour requirement to sit for the CPA exam upon graduation by providing academic credit for internships and allowing me to carry course overloads during the regular semesters. Most of my peers in public accounting could not attain the 150 hour requirement with their undergraduate program alone and had to pursue a master's program in order to meet this requirement. 3. The labor program provided me with opportunities to develop leadership and interpersonal skills that have been useful thus far in my program. For example, as part of the labor program I had to complete performance reviews for my direct reports in addition to getting performance reviews from my supervisors. So I was not entirely new to the process when it came time to go through it at work.
Very good broad liberal education. Instilled critical thinking skills and just a better world view than perhaps a more technical or applied education.
Absolutely! Berea college exposed me to an amazing world. It opened my mind to new ways of thinking, acceptance, tolerance, learning through service. It is not very difficult for me to get along with various groups of people.

4. Please comment on how the Business department/program could have improved your undergraduate experience.

Text Response
It would have improved more had they offered more courses regarding running your own business.
Due to the size of Berea College, it was more difficult to be recruited by top firms than at larger institutions, so any additional opportunity to be approached by big firms would have helped, although my professors did make every effort possible to communicate with the Big Four Accounting Firms, invite them to interview our top students, and do as much as they could to promote us to large firms within the constraints of the size of Berea College.
I wish there had been more classes on management(in general). More in depth computer classes (ex. excel) would have been more beneficial.
I had only one internship. I wish I did more. Maybe an exchange semester to other schools would be good.
There should be a greater collaboration between the business and computer science department to create course offerings that will be beneficial to business students.
Very good overall. Perhaps more minors for this degree.
I really enjoyed my program. My experience was great but perhaps adding more internship opportunities for undergraduates would be beneficial.

5. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
I don't know.
More targeted programs such as Accounting or Finance challenges, programs, and events that would be valuable when recruiters are evaluating candidates from Berea College.
None known
PwC provides internship although the pay is very minimal. Students would need support for housing and food.
I was fortunate to intern at on of the Big 4 public accounting firms during my time at Berea. Such opportunities in public accounting continues to be available to students who have the requisite skills and drive to seek out these positions.
I work for Virginia State Parks which has numerous intern positions for students interested in outdoor recreation or the environment. I would be willing to provide more information if needed.
Idealist.org

6. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Understanding basic business concepts	4	0	2	0	1	7	3.86
Applying business concepts	3	2	1	0	1	7	3.86
Knowledge within a concentration area	4	1	2	0	0	7	4.29
Understanding basic economics concepts	3	1	1	1	1	7	3.57
Understanding relationships between the functional areas (accounting, finance, management, marketing)	3	2	2	0	0	7	4.14
Connecting learning between the major and the general education program	2	2	1	2	0	7	3.57

7. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Understanding basic business concepts	4	1	1	0	0	6	4.50
Applying business concepts	3	1	1	0	0	5	4.40
Knowledge within a concentration area	3	1	1	0	0	5	4.40
Understanding basic economics concepts	2	0	3	0	0	5	3.80
Understanding relationships between the functional areas (accounting, finance, management, marketing)	2	1	2	0	0	5	4.00
Connecting learning between the major and the general education program	1	2	2	0	0	5	3.80

8. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Evaluating the quality of information	7	0	0	0	0	7	5.00
Analyzing and interpreting data	7	0	0	0	0	7	5.00
Understanding risks and trade-offs in decision-making	5	2	0	0	0	7	4.71
Providing solid evidence to support decisions	7	0	0	0	0	7	5.00
Analyzing decisions quantitatively	6	1	0	0	0	7	4.86

9. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Evaluating the quality of information	2	3	1	0	0	6	4.17
Analyzing and interpreting data	3	2	1	0	0	6	4.33
Understanding risks and trade-offs in decision-making	1	4	1	0	0	6	4.00
Providing solid evidence to support decisions	2	2	2	0	0	6	4.00
Analyzing decisions quantitatively	2	2	2	0	0	6	4.00

10. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Using spreadsheets	5	0	1	0	1	7	4.14
Using databases (including accounting and management information systems, ERP systems, etc.)	2	2	2	0	1	7	3.57
Using presentation software	5	0	1	0	1	7	4.14
Using social media for business applications	0	3	1	0	3	7	2.57
Understanding programming logic	0	1	3	0	3	7	2.29

11. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Using spreadsheets	2	0	2	2	0	6	3.33
Using databases (including accounting and management information systems, ERP systems, etc.)	2	0	1	1	1	5	3.20
Using presentation software	3	0	1	1	0	5	4.00
Using social media for business applications	0	1	2	1	1	5	2.60
Understanding programming logic	0	0	3	1	1	5	2.40

12. Please comment on the most important software programs in your work and your career. How can we better prepare our students in this area?

Text Response
Using basic Word and MS Office packages have been the most frequently used programs in my careers so I think Berea gave me some basic principles as to how to deal with these type of programs in the real world.
I think Microsoft Office was the most important software we learned about and the Business program provided a required course to learn the basics of using key applications of the suite. I think more advanced courses for Excel, Access, and PowerPoint could be helpful for future success of graduates.
I seldom have to use anything more than a word document but wish I'd had better, more in depth training in excel.
I'm currently in advisory role. MS office is a must with main focus on Excel and PowerPoint presentation. Creativity in presentation is very important.
The most important program/application I used in Excel. I was fortunate to have taken the Computer Applications for Business course in my sophomore year at Berea. I believe this course should continue to be offered and required of all business students.
Spreadsheets, basic computing skills. I guess teach the fundamentals and provide the needed hardware/software to acomplish this.
Microsoft office Excel, Word and Powerpoint are very crucial in my work place. Every student needs to be proficient in these programs before they leave campus.

13. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Locating and appropriately using source material	4	2	0	0	1	7	4.14
Designing and carrying out original research	2	2	1	0	1	6	3.67
Communicating research findings	3	0	2	0	2	7	3.29

14. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Locating and appropriately using source material	3	1	1	0	0	5	4.40
Designing and carrying out original research	2	2	1	0	0	5	4.20
Communicating research findings	1	2	2	0	0	5	3.80

15. Please comment on the importance of being able to carry out research in your work and your career. How can we better prepare our students in this area?

Text Response
I do some basic research on client matters so knowing how to use research is somewhat important for negotiating and presenting facts to clients. This is an area where I wished I had taken more Marketing courses at Berea because that would have benefited me in the long run as far as running my business.
Research is very important to my career and a lot of the Business coursework required using various research databases and incorporating professional content. I think to better prepare students, the types of data for specific Accounting and Finance classes could be expanded such as researching specific Accounting standards which was required in my graduate program.
So far I have had to do minimal research outside the publications by a few main sectors such as financial service and agriculture. I did a lot more research when I was a student at Berea.
My career requires minimal original or academic research.
Not a componment of my job.
My research experience at Berea was very important in my career and my graduate school work. I was able to become a research assistant in graduate school because of my experience at Berea College. I would have liked to have a solid qualitative and quantitative analysis skills.

16. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Knowledge of international trade concepts (e.g., patterns of trade, trade agreements)	0	2	1	1	3	7	2.29
Understanding international finance issues (e.g., international monetary systems, exchange rates)	2	1	0	1	3	7	2.71
Understanding cross-cultural differences in business contexts (e.g., communication, negotiation)	2	2	1	0	2	7	3.29
Knowledge of socio-demographic characteristics of international communities (e.g., family income and composition, consumer behavior)	1	3	0	1	2	7	3.00
Supply chain and logistics management in international business	1	2	0	1	3	7	2.57

17. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Knowledge of international trade concepts (e.g., patterns of trade, trade agreements)	0	3	1	1	0	5	3.40
Understanding international finance issues (e.g., international monetary systems, exchange rates)	1	2	1	1	0	5	3.60
Understanding cross-cultural differences in business contexts (e.g., communication, negotiation)	0	2	1	2	0	5	3.00
Knowledge of socio-demographic characteristics of international communities (e.g., family income and composition, consumer behavior)	1	2	0	2	0	5	3.40
Supply chain and logistics management in international business	0	1	0	4	0	5	2.40

18. Please comment on the importance of understanding international business in your work and career. How can we better prepare our students in this area?

Text Response
I don't use any of these concepts for running my business. I don't remember getting much in terms of international courses from Berea.
I have not had to rely on as much on understanding international business; however, that is a growing interest in general, so I anticipate I will have to rely on it more in the future. Since there was an emphasis on international students at Berea College, perhaps having them share more about their experiences around the world would be helpful.
More than 70% of my current work involves working with colleagues from different offices and clients outside of my own country and culture. Ability to communicate and convey message formally and informally with these people is very important in my work. Berea has people from all over the world and is a great resource for those who can adapt and learn about others.
Knowledge and an appreciation of international business is important in my current role as we work in teams across several countries to tackle specific issues whether its the launch of a new product or how to finance a transactions across boarders. I felt like I prepared for this through the classes i took through my minor in economics and more broadly working in groups as part of class projects.
Not a major componenet of my job.
Being in the field of international development, I would have benefited more if I had taken more international business classes like international trade, communication, negotiation classes etc.. It would be nice if we had more guest speakers from these fields.

19. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Using time value of money concepts	3	3	0	0	1	7	4.00
Using forecasting models	3	1	1	1	1	7	3.57
Using regression	1	1	1	1	3	7	2.43
Applying probability concepts in decision-making	1	3	1	1	0	6	3.67

20. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Using time value of money concepts	3	0	2	0	0	5	4.20
Using forecasting models	1	1	1	1	1	5	3.00
Using regression	0	1	1	2	1	5	2.40
Applying probability concepts in decision-making	1	2	2	0	0	5	3.80

21. Please comment on the importance of quantitative skills in your work and career. How can we better prepare our students in this area?

Text Response
I do a lot of negotiating with clients so understanding forecasting in terms of sales is important. I believe Berea helped me with some of the classes I took in this area. I believe with the technological advances today, the college should hopefully be investing more with real life practical experiences that can be utilized in the classroom.
Quantitative skills are very important to my career and I think the program provided many opportunities to learn these, especially the time value of money. I think more financial modeling and regression analysis would be helpful.
Financial forecasting and modeling are a must for those who want to work in finance especially in advisory/corporate finance role. Berea finance course can include more case studies.
Somewhat important in decision making.
After I graduated from Berea College, I realized how important it is to have quantitative analysis skills. There were many instances where I took it up on myself to analyze data to evaluate programs at work. I was never confident with my analysis skills. I felt my skills were at the basic level but still benefited the work I did. It would be beneficial to students to learn the most up-to date data analysis software and spend more time learning data interpretation.

22. Importance to work

Question	Very important				Not at all important	Total Responses	Mean
Responsibility for environmental sustainability in business	2	3	0	0	2	7	3.43
Understanding sustainable value creation for stakeholders	2	3	0	0	2	7	3.43
Awareness of ethical responsibility and the need for integrity	3	3	0	0	1	7	4.00
Understanding the role of the board of directors and effective corporate governance	3	1	1	1	1	7	3.57

23. Preparation by major

Question	Very well prepared				Not at all prepared	Total Responses	Mean
Responsibility for environmental sustainability in business	2	2	0	1	0	5	4.00
Understanding sustainable value creation for stakeholders	0	3	1	1	0	5	3.40
Awareness of ethical responsibility and the need for integrity	3	1	0	1	0	5	4.20
Understanding the role of the board of directors and effective corporate governance	1	0	2	2	0	5	3.00

24. Please comment on the importance of understanding social responsibility and corporate governance skills in your work and career. How can we better prepare our students in this area?

Text Response
While I run my business with high standard for ethics and integrity, the college did give us a lot of preparation in understanding the importance of following proper policy and procedures.
Social responsibility and corporate governance are very important to my career and I think a way to help prepare students even more would be to offer additional projects and courses specific to those topics.
My exposure to these concepts were broader in Berea. Cambodia has a lot of SMEs and besides banks, which are more regulated, these companies aren't very paying attention on CSR and corporate governance.
Most employers today are seeking ways to be corporate citizens and socially involved. My employer for example designates one day during the year for every employee to devote to community service. My labor position with CETLS provided allowed me to develop awareness of social issues and how corporate entities can be a part of the solution. I believe the business program and prepare students for social responsibility by requiring at least one service-learning class for each student in the program.
Most of my career has been in international and social development. The business and economics department, labor program and being involved in EPG allowed me to be engaged and participate in community development and social responsibility which are all relevant to my career. I would say continue to incorporate community projects in the courses. More hands-on experiences!!!!

25. Did you use the Economics/Business lab?

Answer	Bar	Response	%
Yes. How did it help you?		5	83%
No. Why not?		1	17%
Total		6	

Yes. How did it help you?	No. Why not?
It did help me.	Not there
I went for help with my courses and also provided help as a TA.	
I worked as a TA for managerial accounting.	
It serves as an avenue to meet with other class mates to try to figure out concepts that I had a hard time understanding on my own.	
Homework and better understanding of business concepts	

26. What can we do to improve the Economics/Business lab?

Text Response
I would hope nowadays, the college is providing students with the means to prepare students with more technological advances to give them an advantage once students graduate and enter the business world.
I think sometimes the scheduling was a little hectic and there were long periods of time where no one showed up for help and others where it was too busy. Perhaps, if this hasn't already been done, a system could be setup to schedule times with TA's to ensure a consistent flow of students seeking assistance.
Encourage students to use it.
No comments here.

27. Please check which of the following concentrations you had as a Business major.

Answer	Bar	Response	%
Accounting		3	43%
Finance		3	43%
Management		4	57%
Marketing		0	0%

28. The following courses are offered in Accounting: Core, required for all students: Accounting I and Accounting II Required for concentration: Intermediate Accounting I and II, Income Tax, and Managerial Accounting Also offered: Auditing Are there any particular topics or courses in Accounting that you would add that would be beneficial to your career or daily work? Why?

Text Response
Advanced Financial Statement Analysis and Financial Reporting for Business Consolidations as these are key topics on the CPA Exam.
Performance management This is a more advanced course to managerial accounting. It deals greatly with reporting for management purpose.
Computer Applications for Business. It is essential for accountants to have an understanding basic softwares like Excel and Powerpoint presentations.

29. The following courses are offered in Finance: Core, required for all students: Financial Management Required for concentration: Investment Analysis, Money and Banking, and Intermediate Corporate Finance Are there any particular topics or courses in Finance that you would add that would be beneficial to your career or daily work? Why?

Text Response
Financial Products and Investment Banking as these are common education requirements for professionals in finance positions.
Courses that deal with company valuation and introduce mergers and acquisitions concept.
None.

30. The following courses are offered in Management: Core, required for all students: Management, and Strategic Management Required for concentration: Human Resource Management and Production and Operations Management Are there any particular topics or courses in Management that you would add that would be beneficial to your career or daily work? Why?

Text Response
No.
My field is somewhat removed from the major. Stastics has been useful as well as basic math, algebra.
My concentration was Economics which is not offered in the selection.

31. The following courses are offered in Marketing: Core, required for all students: Marketing Required for concentration: Consumer Behavior and Marketing Research Are there any particular topics or courses in Management that you would add that would be beneficial to your career or daily work? Why?

Text Response

32. In addition to the four concentrations (Accounting, Finance, Management, and Marketing) we currently offer, are there other concentrations within Business that you feel would be important to offer? Why?

Text Response
No.
Real Estate and Entrepreneurship: these are growing interests in the business community.
None
None.
NO
N/A

33. Please comment on what you see as the leading, cutting edge innovations that will drive business in the next 10 years.

Text Response
Computer and cell phone innovations.
Social media (e.g. new ways to network professionally) and technology (e.g. the Internet of Things).
No comment
I see Big Data or data based decision making as the next frontier in business. Businesses need the clarity that comes from an organizational capability to leverage data in many forms, from many places, through many methods and for a variety of purposes. That is why information technology should be made an essential part of today's business programs.
Transportation, energy, environment.
N/A

34. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	2	2	2	0	0	6	4.00
2	Internship or similar experience	4	0	2	0	0	6	4.33
3	Independent studies	2	1	1	0	0	4	4.25
4	Faculty directed research	1	1	3	1	0	6	3.33
5	Serving as a departmental/program area teaching assistant	2	0	2	1	0	5	3.60
6	Team initiated study	1	2	2	0	0	5	3.80
7	Labor position related to your major	3	1	1	0	0	5	4.40
8	Other labor position	3	1	1	0	0	5	4.40
9	Course-related international travel	2	0	0	0	0	2	5.00
10	Course-related travel in the United States	1	0	2	0	0	3	3.67
11	Convocation Program	2	2	0	0	1	5	3.80
12	Required general studies courses	1	3	0	1	1	6	3.33
13	Academic conference attendance/presentation	2	2	1	0	0	5	4.20
14	Guidance/help from a teaching assistant	1	4	1	0	0	6	4.00
15	Help/guidance from your academic advisor	4	0	1	0	1	6	4.00

35. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
Courses related to how to start your new business.
I think there could be more cross-disciplinary collaboration between Economics and Business and EPG.
Psychology/sociology, pre-calculus and cal, international trade
I believe it is a welcome development that computer science and economics and business now resides in the same division. I think cross disciplinary courses that combines computer programming/applications and business should be explored.
N/A

36. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in your field	4	0	2	0	0	6	4.33
2	Writing professionally	4	1	1	0	0	6	4.50
3	Speaking professionally	4	2	0	0	0	6	4.67
4	Reading critically	3	2	1	0	0	6	4.33
5	Managing time effectively	5	1	0	0	0	6	4.83
6	Working in a team	5	1	0	0	0	6	4.83
7	Being open to others' ideas, listening effectively	5	1	0	0	0	6	4.83
8	Understanding ethical issues	5	1	0	0	0	6	4.83
9	Having a commitment to service	4	2	0	0	0	6	4.67
10	Being a confident learner	6	0	0	0	0	6	5.00
11	Evaluating the quality of information	5	1	0	0	0	6	4.83
12	Understanding information/data in order to draw conclusions and support decisions	5	1	0	0	0	6	4.83
13	Leading/managing others	4	1	1	0	0	6	4.50
14	Using technology effectively	4	1	1	0	0	6	4.50
15	Designing processes and solutions that solve real problems	2	3	0	0	1	6	3.83
16	Solving problems creatively using multiple perspectives	3	3	0	0	0	6	4.50
17	Staying flexible in the face of changing environments	5	1	0	0	0	6	4.83
18	Accepting personal responsibility	5	1	0	0	0	6	4.83
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	5	1	0	0	0	6	4.83

37. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in your field	2	2	1	0	0	5	4.20
2	Writing professionally	0	5	0	0	0	5	4.00
3	Speaking professionally	2	3	0	0	0	5	4.40
4	Reading critically	1	3	1	0	0	5	4.00
5	Managing time effectively	2	2	1	0	0	5	4.20
6	Working in a team	4	1	0	0	0	5	4.80
7	Being open to others' ideas, listening effectively	3	2	0	0	0	5	4.60
8	Understanding ethical issues	3	2	0	0	0	5	4.60
9	Having a commitment to service	3	1	1	0	0	5	4.40
10	Being a confident learner	2	3	0	0	0	5	4.40
11	Evaluating the quality of information	1	4	0	0	0	5	4.20
12	Understanding information/data in order to draw conclusions and support decisions	3	2	0	0	0	5	4.60
13	Leading/managing others	1	3	1	0	0	5	4.00
14	Using technology effectively	0	2	2	1	0	5	3.20
15	Designing processes and solutions that solve real problems	1	3	1	0	0	5	4.00
16	Solving problems creatively using multiple perspectives	1	3	1	0	0	5	4.00
17	Staying flexible in the face of changing environments	2	3	0	0	0	5	4.40
18	Accepting personal responsibility	4	1	0	0	0	5	4.80
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	3	1	1	0	0	5	4.40

38. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		5	83%
employed part-time		0	0%
continuing my education full-time		0	0%
continuing my education part-time		1	17%
caring for family/home full-time		0	0%
serving in the military		0	0%
unemployed		0	0%
other, please explain		1	17%
retired		0	0%

other, please explain
Running a company

39.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
Miami University	MBA in Marketing	2003
University of Missouri - Kansas City	Master of Science in Accounting	7/27/2012
George Mason University	Public Administration	May 2011

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
Certified Public Accountant		

Other
License
Chartered Certified Accountant, UK

40. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		1	33%
4			2	67%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		3	

Statistic	Value
Mean	4.33

41. Please elaborate on your response above.

Text Response
Berea gave me a strong foundation.
Overall the preparation was fantastic, and the Accounting program was top-notch and gave me a huge advantage when I went to sit for the CPA Exam. The only reason I rated lower than extremely well is because some of the sections of the CPA Exam and my graduate coursework required me to learn some content such as reporting for business consolidations in more depth.
My experience at Berea College prepared me on so many levels. Understanding complex materials, writing research papers, group work, presentations and most of all time management.

42. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		1	17%
considering continuing my education in the future		1	17%
have no plans at this time to continue my education		4	67%
Total		6	

43. Your current employer:

Text Response
MJ Staffing Solutions LLC dba Restaurant Business Solutions
State of Tennessee Dept. of Human Services
PricewaterhouseCoopers
Goldman Sachs
Natural Tunnel State Park, Virginia Division of State Parks

44. Your current job title:

Text Response
Principal/Owner
Eligibility Counselor
Manager, Advisory practice
Senior Analyst - Finance
Assistant Park Manager

45. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		0	0%
not-for-profit organization (other than educational)		1	20%
for-profit organization or business		2	40%
military		0	0%
other, please describe		2	40%
Total		5	

other, please describe
Hospitality Recruiting Firm
Social/human services

46. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		3	60%
4			1	20%
3			0	0%
2			0	0%
1	Not at all related		1	20%
	Total		5	

Statistic	Value
Mean	4.00

47. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		3	60%
4			0	0%
3			2	40%
2			0	0%
1	Not at all well		0	0%
	Total		5	

Statistic	Value
Mean	4.20

1. What is your reaction to this mission statement?

Text Response
The section about design and build innovative software stands out to me. I feel that software programming belong more to Computer Science, not that it shouldn't be included, but Computer Information Science I believe should focus more on databases, analytics, and virtualized platforms that are in demand, software engineering is separate.
The word "software" is too limiting. Instead, please consider "technology solutions."
the focus is on software... what about network? What about vision of higher level architecture?
I was in the first years of the program, and things might be drastically different now. With that said, the mission statement uses words like "professional, relevant, today, etc". This would make me think that the program would prepare me for a current job in a competitive software development marketplace. Instead I felt the program was much more for students who wanted to continue their education in research/grad school/etc.
I like it...but you cannot teach passion. If someone has passion for computer science they will do it without being taught or not. So even if someone got a degree from college...doesn't mean they will be sucessful. I am not saying you can't be successful with this mission statement. Hook your students. Find what they are interested in and drag them in. I guess what I am saying is that all you can do is try and teach them the skills they need...its up to them to make themselves successful.
It is halfway there: There is a lot of students who want to study Computer Science without necessarily wanting to design and build software for the society as a career, for example Prof. Jan Pearce does not design and build software for the society as her profession or for a living. Well, maybe she does :) But she doesn't have to.
I like it a lot.
Excellent! However, to specifically limit the mission to "software" seems unnecessary.
I like the mission statement.
I like it.
seriously needs the word ethical in it somewhere, and doubly so with all the hacking going on these days and the word passionate seems odd here, a "passionate" person can be misconstrued as someone prone to strong or erratic emotions, a person/professional who is passionate about their work has focused the strength of those emotions, harnessed them for a greater good
supportive
Maybe it should be broader. Not only software builders, but also other professionals like Professors, researchers or even IT teachers. I am imagining that not all computer science majors will want to be software developers.
I like that it puts an emphasis on innovation and relevance.
It is a great statement on describing what should be the goal of the program and fits well with what I learned while a part of it.
It's fine, but seems a bit specific. Although, it seems that your intention is to use "software development" in the generic sense, I think the focus of your program is to provide the logic behind software development.
Is software the only product?
This is an excellent statement and is reflected by the professors of Berea's CSC program. Every professor within the program was constantly improving and modifying their curriculum to make the program reflect modern CSC principles.
Sounds great
I like it overall. I think hardware will increasingly become part of the technical landscape. As such, it could be beneficial to include some reference to that.
It seems appropriate and well-constructed.
I like it. It's very focused.
Positive, but could employ Berea's commitment to labor as a means to further teach computer science
I like it. I really like having "passionate" included. I constantly find unpassionate programmers in the workplace and it makes life difficult.
Sounds like a good statement to me. Focused on software, more than hardware.
I agree. Passion is definitely necessary in computer science in order to succeed.
It's ok. I would like to see something about imagining or preparing them for tech that isn't created yet.
I think it sounds about right where it needs to be.
I like the mission statement.
it'll get you there. it covers the bases, i think.
This is a great mission statement which relates to the Computer Science program.
The mission statement conveys the actions of the program. While this is great the focus appear to be on software and doesn't represent the future innovative ideas. e.g. 3D printing, robotics, digital media, etc
Passion isn't something that can be taught, you teach those who are passionate. Personally, I'd feel much better at something along the lines of "To teach the passionate professionalism. So that they may design, build, and innovate software which will work for us today and carry us into the future."
I feel this mission statement accurately reflects the goals of the department.
I like "passionate professionals".
The mission statement feels rather cookie-cutter to me. You are teaching students the secrets needed to shape our future world. We are looking down the barrel of a future filled with self-driving cars, quad-copter delivery drones, and asteroid capturing rockets; your students are going to be the ones making it all happen. This statement makes me think about programming actuarial software in a cube-farm. "We are looking for passionate professionals who design and build innovative software..." Sounds like something off of Monster.

2. What one recommendation do you have that would help us better advance this mission?

Text Response
I'm sure quite a bit has changed since I graduated, I might have been the first one to graduate under this program at Berea, but expand curriculum in the program to statistical analysis, more database design, and solution development.
Bring back the Labor program opportunity for students to practice and extend what they learn in the academic classroom. Alternately, provide other extra-curricular opportunities that provide the kind of continuous learning necessary to excel.
I recommend interships for all CS students.
My one recommendation is to round out the curriculum with things that are more than just problem solving. What you're really good at now is running cycle after cycle of C coding problems, building mazes, understanding the pumping lemma, etc. However, I felt disappointed that I went into software development position not fully understanding what an API was, and not having any experience in Visual Studios (which is not apart of the "quickly changing landscape" mentioned below). These are very relevant things that all software developers would know, but if you just continue to advance your understanding of C, then you might miss out on information that could become more relevant and more essential to the first years of a software developers career.
More classes like the senior seminar would help, but earlier. Let students go out and try different things on their own thats not part of the normal languages you teach. When I did the senior seminar I knew I probably wouldn't get it 'done' but I learned alot on my own. Time management.
The mission statement should be along these lines: To offer a unique educational opportunity for students to achieve excellence through a strong foundation in the theory and practice of Computer Science, in order to help them develop into knowledgeable, responsible professionals and lifelong learners, able to innovate, create and implement the latest computing technologies for the betterment of society.
Pick fun or interesting problems to solve. Use languages and libraries popular among hiring businesses. Once students have some fundamentals, give space for creativity. (that's three recommendations, I know)
Internships. Do more to help students get real world experience.
No recommendations.
Make sure that students have opportunities to interact with people practicing in the field, as well as researchers. This could definitely be independent of internship opportunities and could include people coming into lecture, being available for an online q& a, etc.
1) teach ethics in computing 2) teach students how to communicate complex technical information to non-techies well, cannot emphasize this enough!!
engage real world problems that software can solve
More internships and mentorship programs. From experience, it would be beneficial for students to be involved in real life software development or IT experience out of class. If the program can develop connectins with major IT firms who can take the students as interns, they would be better prepared for the job market.
I would suggest focusing less on the discipline of writing software by itself, and more on the ability to solve problems.
Introduce a few other "fun" classes, such as Storytelling Through Alice, that course really helped me see that Computer Science was where I wanted to go
In addition to actual development, much of the business world your students enter may include database work, project management, problem solving, or even support; none of which results in a software product. Consider making the mission statement something more broad to focus on the innovative approach you want your students to take in provide solutions to software issues.
Expand the scope
Team-work and communication are skills required by the CSC field. I have seen many of the CSC professors incorporate these skills into their curriculum; however, I would suggest more presentation opportunities be given throughout the major.
I would recommend an entry level class in debugging. As I began to learn computer science it seemed that we spent a great deal of time learning syntax and using it to build simple programs. I feel it would have been a tremendous help at the start to be given some functional programs with known bugs and learn by seeing it in action (much like a mechanic would learn by working on an old junker rather than starting by building a brand new car up from scratch).
I think in the past it's been mentioned that having exposure to different languages is a bonus. I know the program has recently shifted from just C++ to begin python based. I think that's awesome, but also including exposure to things like .NET, Java, and such popular languages is very beneficial.
Keep in mind that relevance to society is a wonderful concept, but can also be one that is difficult to apply. Help students understand this.
I would, however, change "software" to "technology solutions" as we don't want to limit students to think of themselves as just "programmers." Traditional computing knowledge is quickly evolving from writing software to developing solutions for web, mobile and the internet of things (think of writing codes for chips embedded in TVs or cars).
Give all second year and beyond students the ability to work in the computer science department or in the campus information systems and services as a means to further field-related skills and experience.
Create opportunities for summer internships with small innovative companies.
Not sure.
NA
Go to tech shows to see what is 'new'. Be careful that ur courses are flui to include the latest of technology rather than the 'what we know' of technology. When I was there the internet just came to campus but I didn't have one class that dealt w/ the internet. The classes were 'stuck' & didn't move forward w/ the technology.
Give a strong blend of low and high level languages. High level (like PHP, Python, and Java) languages are used most often. But there can still be a lot of hang-ups by not knowing how memory management works. C and C++ are still VERY important!
I think that internships should be promoted, and that coursework should be project-oriented where possible.
i think that a lot of kids who come through the program are already passionate about computer science. your job is not to kill it. you guys always did well at maintaining a collaborative atmosphere between you and the students and among the students themselves.
See Reaction.
My one recommendation would be to get students involved in other departments throughout the college to explore the areas in which computer science could provide a benefit. Exploring computational biology or business analysis, for example, can demonstrate that computer science can cross disciplines
The rest of the sentence, I would have said: "To teach students to become passionate professionals who design and build innovative software for a better future."
Interview skills must be absolutely receive more attention. Programming interviews are a unique environment which students need to be exposed to before they send out their first resume. They can be absolutely paralyzing for introverted types, and are absolutely unavoidable. Unless you get lucky and find a startup willing to do a working interview (pair-programming on-site, or contract work the success of which is a pre-requisite for hiring) students are likely to have to go through several of these before receiving an offer.

3. How could we better prepare our students to adapt (be flexible) to this quickly changing landscape?

Text Response
Use emerging technologies, and techniques in hands on exercises. If you train for what's popular now, it's obsolete by the time the student enters the workforce. Server side scripting languages weren't covered when I went through, but it is now a requirement.
Incorporate alumni as role models and part of the instruction as contemporary, real-world examples of the pace of change and necessity of adaptation.
join geeky discussion forum, journal clubs. Follow trendy tech. blogs, twitters, etc.
I think they need to have a "developers" mindset. Not just learn one more rung on the "C ladder". So teach them how to look over a new architecture, and new API, and maybe a whole new platform for development or building (think switching from Windows applications to Android development). But I think this is maybe not much of a concern for you guys, kids these days are flexible, they understand that technology changes quickly, and they're used to it. (Plus I think I heard you guys have an Android dev class, which is really awesome). If I could give a second thought to this as well. I took the first HTML class with Mario and enjoyed it. However, I made mention to Mario about CSS (cascading style sheets) in the real world of web development, and Mario wasn't familiar with the concept. This has really stuck out to me as a problem with the program (no offense to Mario of course). The HTML class taught you a few HTML tags, but it doesn't teach you anything about how people in the real world build real web pages today. Instead, I'd love to have seen a class on using CMS (content management systems), such as Wordpress, Joomla, etc. Where students could actually go through the steps of setting up their own CMS system, selecting a theme, and then using some simple (free) debugging tools like FireBug (FireFox extension for doing real-time HTML modifications) to debug and find changes/customizations in their own websites. With this method, students aren't just building a small simple page, they're learning how to build an entire site, and how changes can effect all the pages on that site. Skills like this could have had students making thousands in their spare time before they even graduated, and possibly gave them a jumping off point for a whole career!
Make sure to CONSTANTLY inform students of differently languages that are the equivalent of what you are teaching. Yes we are teaching python but there are others such as c++, ,. Yes we teach PHP but there are also Ruby on Rails, Django, ASP, C, whatever. Look at the differences. Look at job qualifications and explain WHY those are required together. PHP and javascript go together for example. I learned alot of theory at college, which was nice...but it was just that. theory.
You need to grill Computer Science Majors with both "The Theory of Evolution" and The Evolutionary Computing course. Both concepts should be incorporated into the Computer Science program. It is also important to stress the importance of being nifty and nimble. In the market place and in the Computer Science field, it is not the biggest or the strongest that survive, the nifty and the nimble one that is quickest to adapt is the one that survives.
Technologies might evolve quickly but programming fundamentals don't. With an understanding of core concepts, one can pick up new variations with ease. OOP, MVC, etc, have staying power.
Internships. Do more to help students get real world experience.
More experience with web programming such as understanding CSC, Git revision control system (github.com), Basic LTI uses the OAuth protocol capabilities, SQL and SAS databases programing and open source content.
Ensure that they know at least two languages. One proficiently and the other enough to realize how transferable their skills are.
make sure you talk to key people in the field to get their perspective on what skills are needed now and over the next 5 years, then do this again regularly as CS skills go out of date fast, make sure you tailor the program to teach basic concepts (hardware and software) but also how to learn new skills quickly (new computer languages, new hardware, etc.), have students investigate technical forums, professional groups, newsletters, etc ., to show them how to stay abreast of new developments
ensure developers are always aware of evolving customer abilities, attention span for technology and next customer need
A goood way would be to keep in touch with major IT firms. A question to ask would be what are their needs? The courses taught in class should reflect their response.
I would suggest focusing less on the discipline of writing software by itself, and more on the ability to solve problems. Languages change, paradigms change, the fundamentals of computer science stay relevant. Knowing how to think about problems, regardless of landscape is more beneficial.
Show them different types of computer interfaces, i.e. Windows, Mac, Linux. Since I have graduated I have had to work with those three and a few others and I was only prepared for Microsoft. Also show them the multitude of computer languages, I learned C++ and Python while in the course and have since worked with several others I have had to pick up along the way.
Need to make sure you foster passion for exploring new approaches and new technologies.
Internships
I feel that the Computer Science program does equip students with the tools required to be flexible within the real world.
Offer short term challenges to have students design some simple software in unfamiliar languages (possibly older languages, or something that isn't taught regularly). I'm very interested in game design. Since leaving Berea I've heard of other colleges holding a weekend game design challenge where students had a weekend to take a concept and build it into a game. If Berea had an option like this I would have definitely been a part of it. This concept could apply to many other types of software too (ex: Who can build the best "Pizza Store App", etc.)
I think understanding the foundation and core of Computer Science, as it relates to software specifically, is important. The core understanding of these concepts help students have a good base to build from. Just learning python in school isn't enough because a person can do that on their own (http://www.learnpython.org/). Teaching things beyond that scope that someone might not otherwise know how to find is what I find has grown me, the unknown unknowns. The history of computer science is also important. Knowing where you've been, helps know where you're going.
It may be useful to give students an overview of the landscape and how the available technologies and programming languages fit in and relate to each other.
I think what Berea CompSci students should graduate with is a toolkit of computing knowledge. The toolkits should include things that will not change even as the tech world changes, such as Data Structures, Algorithms, UNIX, Object-Oriented Programming, programming best practices, critical thinking, debugging skills, etc. The programming languages will continue to change (from C/C++ to Java or Python or web languages or microcodes) but if students are solid in the fundamentals, adapting to a new language would be very fast.
Encourage senior seminar students to take up a subject that is new to the software industry, such as mobile development.
Focus on training folks to solve the core problems typically addressed. If you teach folks how to think about problems(ie learn to dissect, and attack the problem piece by piece) then they will always have value in the market place.
Developing skills that allow them to adapt to new langagues or systems easily. Not focused on one system, but rather a deeper understanding of how it works.
Teach them to reach tech blogs and stay up to date with new technology. Perhaps assign homework by reading a tech blog for some new thing and use it in their current assignment. Being able to constantly be learning about new things while continuing to do what is required is a great ability.
Have them study or do a project about the 'rise' of the iPhone. Prove to themselves how quick it moves & how they need to be continuously learning something new. They can't sit still & be in this field.
Provide some more emphasis in web development. Software is definitely important, and I believe it should still be the focus. But most jobs available are web development. So, unfortunately, it's fairly easily to get in a situation where you could program a microprocessor, but still have no idea of how the internet works.
Continue with the spirit of a liberal arts education: in particular, focus on the common aspects and best practices of creating successful tools
clue us in to the many different places where a cs person could fit. as far as i can tell, there are a lot a lot a lot of different alleyways down which a cs degree could drag a body, and knowing that there are so many different ways can encourage the people who feel like maybe they've picked the wrong field.
Have a course that teaches a new programming language that is coming along
Focus more on the principles of computer science rather any specifics relating to language, or any particular program. Flexibility is difficult to learn, but if the understand the fundamentals they can apply that knowledge to any situation. Offer classes that teach the students a variety of languages if they want, but the core curriculum should be what wont change no matter what platform you work on.
News articles regarding developments in technology could be incorporated into homework assignments or the first 5 minutes of class.
Use modern/popular languages, frameworks and toolsets. Don't teach kids programming in C++, do it in C# Java or Ruby or Python.
Try exploring the startup world. I have atteneded at least one startup weekend, and it was very

4. What non-computational skills do you wish you had developed as a student?

Text Response
Stronger statistical analysis skills, if it can be tied in with computational skills in one course then it would be a more relevant job skill when looking for entry level positions.
Persuasive public-speaking — good ideas often die when benefits aren't communicated.
People skills. Skills as a project manager. When people reaches mid age and their skills are not competable to younger generations on programming, project management is the way to go. Stay foolish, stay hungry.
There's a few, I wish I knew more about the latest trends in software development life cycles (see the Agile/Scrum process - it's easy to learn/teach). If you couldn't tell from my previous comments, I didn't think that adding onto my C language was that helpful. Towards the 3.5-4th year in your program, I felt like I didn't gain much information that ended up being useful, but I was working my tail off to understand it. Perhaps this was better for the kids who continued in grad school, but for me it was not. I would like to have done more on "this is what a day in the software developers job is like" type things.
How to build a resume and sell myself. Also how to read job qualifications and really question what it means by "x" years experience.
Entrepreneurial skills: Every Undergraduate student ought to own and run a business on the side.
Engineering and Business skills
Experience with computer networking.
No comment.
Statistics and graphic design.
there is much gender bias in this occupation still, awareness of and practice in communicating across gender lines up/down in the management hierarchy would have helped tremendously
more health care related experience from our nursing programs and international programs
Playing the piano.
I learn by myself mostly, through freelance work and other miscellaneous projects. I feel that some other students missed out on some business concepts that I picked up on. Learning to be accountible for the things you build and to the people you work with is something that I've struggled with.
Working with the people you are going to be supporting, whether it is developing new software or working tech support you will have to deal with people and their praises or complaints and it would be good to have this fact shown to students.
The afore-mentioned passion and skill for learning new technologies and solutions.
Business skills
Knowledge of physics and how to incorporate scientific principles within computer programming.
I had a great experience at Berea. I can't think of any non-computational skills that I'm missing.
Communication is a key skill in work life. I, unknowingly, exposed myself to that through my work study in residence life. Knowing the information and being able to clearly communicate that to someone are different things.
I'm not sure how to answer this one.
Design skills, in terms of aesthetics, and communication skills. One problem i see in the workplace is people are good at technical skills, but lack aesthetics (which is important in designing good looking solutions), and lack speaking skills (which are important in explaining and persuading to others).
Basic entrepreneurial skills such as networking, business finance, and branding / graphic design.
A better understanding of business. I should have considered a dual major.
Better networking and business management skills.
They really need to be able to work on a team w/ others. Accountants, marketing, sales, & bps all are together to launch a product. All very different personalities needd to make the sale.
Presentation and communication. There are plenty of situations in class where you present a project. But I don't think that's enough. I've been in situations where I go to my manager and say there's a problem, and this is how I want to fix it with this change to the project. At that point, we launch into an hour-long discussion, and he still doesn't see why it's a problem, and decides to continue down the original path. Two days later the problem becomes clearer, and it's obvious that two days were wasted because of a bad presentation. What is needed is a well thought out methodology for how to go about explaining a problem, and how to resolve it. A sample idea of how to explain a problem could go as follows: 1. We have a problem with . 2. My understanding of the problem is . 3. The evidence that supports it is . 4. The possible solutions are . 5. My best recommendation is . 6. My reason for recommending is . Following a methodology like this avoids the likelihood that you'll rush to your manager about the problem and blurt out what you want to do, only to have him/her back you up to explain something that you've only barely got a grasp, and certainly don't know how to explain.
Communication skills including presenting and working with a team.
lol the humanities was my strong suit, and i ran like an idiot. i wish i'd developed my computational skills better.
Taking more time to further my programming abilities besides the standard course assignments.
Social Skills are the most important skills that are rarely taught. If possible push for outside of class events that put students together so that they pick on some of these skills. You are never done learning how to handle social situations.
I wish I had developed better skills in exploring available options and stepping outside of my own idea of what computer science can accomplish.
Project management skills would have been probably very useful.
The soft-skills required for success in an interview are vital for landing a position in the industry (other than as a co-founding member of a startup). Talking through a non-trivial problem (How would you implement 6 egrees of Kevin Bacon given access to IMDB's database? Design an MMO for me.) and diagraming your solution are vital in an interview. Coding to a solution is one thing, but the interviewers are usually more interested in _how_ you think through the problem. How effective are you at communicating, etc.

5. What advice would you give current Computer and Information Science students (both majors and minors)?

Text Response
I hate to harp on it so much, but numbers & statistics drive the business world, I;m not particularly fond of it, but it's a reality that I accepted too late.
Push yourself in things that don't come easily to be well-rounded, especially in communication skills like empathetic listening and persuasive communication. Weakness in communication will limit your success.
1. Be open minded. 2. Be nice to people with other races. (they'll understand 1 and 2 if they follow through my last advice) 3. Go/move to silican valley if you can.
The best way to answer this is to think of the advise I wish someone had gave me when I was a student a Berea. I wish someone told me that my core CIS classes would not 100% prepare me (this is a naive thought anyway, but I was like 18, right). I wish that someone told me to go out and do internships and the like to gain that real world software development skills that was not being covered by my classes.
Networking. Get out there and branch yourself out. Keep in touch with your friends. You might have a hard time getting a job, but someone else might not. They can help. I have my current job due to a fellow student. They really need to realize that you are teaching them more then just the language. No offense to any of you. Yes, you are teaching them python, but....not...really, if that makes sense. You are teaching them skills that can work in any language. The syntax might be slightly different but deep down its all the same roots. I am not using a single language I learned in almost all my classes at Berea. But from those classes I learned so much that they all helped. Being a TA really helped. It helped me learn how to debug. I learned how to read code almost more then taking the classes did. Good luck.
Look for real world problems and solve them. In the process, make sure you do what you enjoy and love doing and put a price tag on your solutions, that way you will spend your life and your career doing what you love doing and that you are not forced do what you hate doing for your career.
If you are interested by the projects you work on, it won't feel like work.
Have some fun! Build your own computer. Play with software. Build web sites and mobile apps. Get as much real world experience as you can as soon as you can.
If you program something you might as well make it available through the web. Apps and consumer devices need and want to access it.
Take advantage of the opportunities around you. Internships, research, classes you're interested in but that aren't in CIS. Well rounded people are highly sought after in today's market. Get in touch with alums and find out more about what positions entail.
if you're in a CS program it's because you're already good at solving complex problems (kudos to you!!) but do not underestimate how important communication is, so be sure to take courses to develop good communication skills, now and in the future
health care related careers with computer and information science degrees will be in high demand for the next ten years as technology tries to solve the financial health care issues in US.
Believe in what they are doing and keep working hard towards achieving their goal.
We live and work in a rapidly changing environment. Do not rely only on your education to be successful. Berea is an amazing place to learn how to be a thoughtful and creative player in today's society. However, not everything can be learned in a classroom. You should be inspired to learn on your own, too!
The course work may overwhelm you but you can ask questions, do not allow yourself to become irritated working on the same solution without seeing if someone can help you learn.
Be open-minded. You most likely will not start in product development straight out of college, but this will be an opportunity to learn new solutions and fine-tune your problem-solving by seeing other developers in action.
Take business and communications electives
I would suggest that they try to find a focus an area (web programming, firmware development, robotics, etc.) and learn all they can about that area before leaving Berea. The CSC professors are extremely helpful in preparing students for their careers, as long as the students are willing to put effort into their preparation.
The key to good software design is solid understanding of the logic that is driving it. The most important CSC class I ever attended was Fundamentals of Mathematics.
Outside of your major, expose yourself to all different types of disciplines. Especially business, economics, and finance. One day, if you're a software engineer, someone is going to ask you something like this in an interview. They'll say, "We're extending the functionality of our general ledger to include integration with our accounts payable system. We're looking for someone with experience in one or both of those areas to help us complete the project quickly. Is that something you have experience in?" Knowing how to write software isn't enough. You need to understand what you're writing it for.
Consider how you will continue to practice and develop your skills now (before you graduate).
I believe in solving real problems as a powerful way of learning. Students should take a look around them at the problems they see everyday that could be solved technologically, and should attempt to use the most effective technology tools to solve them (instead of just using same methods for every problems). Collaboration is also very important, offline and online. Good technical people always want to work with other good technical people.
Decide whether computer science will serve as a degree to obtain a job post graduation or if it's a stepping stone to post graduate studies. Job seekers need practical, employable skills where as post graduate degree seekers need GRE / entry program exam prep
Learn about "big data" and data mining techniques.
Learn and explore. Take the challenge and implement something that is above and beyond. Doing just what it required all the time, doesn't help you learn to the full potential. (Sometimes other classes make that impossible, but it really helps claim the knowledge as your own).
Start developing as soon as you can, either for the college's web team, or on the side through contract work to build up an experience sheet.
Be really to take the knowledge you have as a basis. You are learning skills to help u w/ the future. You are not learning an end product. You are learning tools.
Don't do computer science half-heartedly. In the current job market, it is one of the best places to get a job, and it is definitely competitive. You need to be able to prove it, on the spot, to a potential employer, and have the references to back you up. If you see it through and do well, the payoff is great!
Try to gain the most authentic experience possible by attending conference, applying for internships, and making connections outside the classroom a priority. I would also advise these students take as may proof-based mathematics courses as possible.
even the best don't make A's. take it easy on yourself and learn to enjoy the challenge.
Ask questions if you don't understand something in a course. I asked lots of questions when I was part of the program.
Computer Science is a great career choice in our day and age, but do not let your career define you. I all to often saw those who would dedicate themselves solely to their next project or would always have the code on the brain. It's always good to take a step back every now and again and enjoy the world that moves so much slower than technology. Be sure to not be defined by solely by the work you do, because no matter how much you work on it one day it too will be replaced or outdated by something else.
Start looking for jobs or schools early. Sometimes even the best students need at least a month to find placement.
Find your moxie
Do internships with companies you are interested in every summer. Most large companies offer some internship or co-op program. These are often well paid experiences in interesting places (Seatle, Austin, San Francisco) and can very easily roll into a full-time position within the company (Oh, Mary? We had her as an intern two summers ago, and she did great work! Go ahead and bring her in for the technical interview, we already know she gels well with the team.). The contacts made during internship can be invaluable in securing a position either at that company or another. Being able to say that you interned with Google, or Microsoft, or Netflix means that you have seen what it is actually like to work for a technology company. Other ways to increase your attractiveness as a candidate: attend start-up weekends, participate in a game-jam, hack on a robot with your friends, pick some open-source software and contribute patches (Github is becoming better than a resume), blog about a new technology you want to learn participate in programming competitions (algorithms ftw!!!).

6. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
Through the labor program, not only did the work environment keep me hopping, but it also kept it fresh by forcing interaction with new people every year. I've never enjoyed my work as much before, or since.
I did a lot of independent studies and I had to overcome obstacles to get them approved.
oh boy. When I came to Berea, I was a typical fresh of the boat guy. I had to learn everything from scratch and pretended I was cool. It was hard but I learned: positive attitude, smile, sweet talk, hard work, be prepare for opportunities, look above/ahead of Appalachian mountains (metaphor), etc.
Berea helped me to become a critical thinker. This has helped me time and time again in my career and personal life.
Various courses made me think of a different view point during most things. I experienced so much during my time there. I noticed how open the place and people were and how...not open some were. So it was an eye opener on some things. There are good and bad experiences with everything.
Critical thinking: I find that Abstract Algebra and Programming in C and C++ solidified a strong foundation for critical thinking.
Great question. Learning and experiences new things showed me connections I didn't see before. Problem solving abilities came from not giving up and leaning on those around you.
My Fundamentals of Math Course help me develop my skills of logic. My experience programing for Berea's Development Department helped me apply logic to business needs using COBOL.
I really enjoyed my Berea College experience with interactions and the availability of my professor.
I think Berea forced me to be more creative in my problem solving. The liberal arts background is something most of my peers don't have and I think that because of that background I think about things differently. I tend to have a more holistic perspective that many people.
I was a math major and loved it all the way. Solving problems and working out the nuances of a math concept that way -- over and over again with each new concept -- gave me something that I've never lost and that was how to hold several lines of inquiry in mind at the same time, brushing each new insight up against them to forward my learning. Heady stuff!
high expectations and high exposure to complex issues
While in Berea, I was a double major and also a played soccer for the school in addition to working at least 20 hour a week. This called for strict time management and dedication. I am finding myself having to juggle a lot of things out of school from work to family life. I'm borrowing a lot from what I leant in Berea as far as time management is concerned. In class, I had always challenging programming assignment that I had to complete. Working through these problems has enabled me to employ the same principles at work i.e. thinking through the problem, coming up with an algorithm before attempting to write the code. In addition to my primary job, I have been able to write software for small businesses at home after work. Balancing all these activities require mental toughness which I like to think I have. If I do, then I no doubt polished it at Berea College.
Overall, I believe that taking classes like theory of computation and algorithms helped a lot with my understanding of problems. Being a TA was very helpful, as being able to see how others are addressing problems is very beneficial.
It helped me learn that sometimes you need to go back to the beginning and get a fresh look at the problem.
The focus was not so much on learning a specific language, but on learning the logic behind object-oriented languages. This was golden!
Confidence building and problem solving
By learning the fundamentals of how computers think, algorithmic logic, and code syntax, I was able to prepare myself to understand principles within my field.
I learned most of my complex thinking from my math classes. The rigor of fully completing proofs required complex thinking.
Berea College overall exposes you to such a generally diverse amount of information. However, in computer science it is important to be able to think abstractly. The concepts that I learned and problems I was challenged with, helped me grow that ability. However, there were many things that I learned that I fully understand until years later.
I think it was important that I was not only presented with opportunities to confront problems and complexity but also the necessary assistance to get me past the sticking points.
To be honest most skills were learnt on the job and through self-learn. I was a Math major and I think that helped my critical thinking a lot.Solving James' riddles for brownie points also helped :)
Some of the assignments for various computer science classes were challenging in terms of the algorithm that was needed. I needed to think creatively and innovatively to come up with the solution.
Berea taught me responsibility. That is the biggest part of fixing a problem. Do something to solve it. Own the problem & fix it.
Too broad for me to answer.
I found computer programming and proof-based mathematics most useful
oh jeez. i learned to think analytically within my major and i discovered that computer science is no different from writing a good essay. break it down as far as it will go, figure out all of the tricks, and then put it back together in an order that makes sense to a reader or a computer.
The experience allowed me to talk to people in my major to learn more about the field and to think about what skills I can bring to the workplace.
Berea College is vastly different from any other that I have ever been to, it requires a different approach and a flexible mind. The classes offered are there to test everything you have learned or believed in thus far. For me, Berea college had to rework everything I thought I knew, but it left me with new thoughts and a new way of seeing the world. Granted, this was my personal experience, and experiences may vary, but I am not sure anyone can survive college without adapting a higher state of mind.
I feel that my experience exploring various interests outside of my major gave me a broader range of perspectives that I could use to complement and to supplement my learning in the computer science department. Because of this, I am able to think from a computer science perspective to solve problems intuitively but I am also able to use other perspectives to analyze problems that may not be as logical.
It gave me a basis to reason about the world.
The breadth of courses I took was helpful in this regard. Having to learn how to synthesize data into papers for other courses, and doing presentations in those classes helped prepare me for solving problems in the corporate world.

7. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
My time in the computer center did more to prepare me for the workforce than the coursework did.
The labor experience was INVALUABLE. I received mentoring and practical experience that equipped me with discipline, persistence, and practical knowledge that was a competitive advantage in my first job after graduation.
1. gained people skills through being a TA. 2. learned to get my knees dirty and stopped being a princess through being a janitor.
It helped teach me how to balance my time, especially considering I was a full time student, and trying to spend hours working during the week.
I TA'ed for the department. It helped quite a bit. Helped me learn how to read code that other wrote which is a bit thing in our work force. I read code more then write my own in most cases.
Provided a broad perspective for a service-oriented mindset.
It really helped my resume and let me get experience in the field I was stepping into.
My job in the computer department helped set me apart from other applicants for my first professional computer job.
I received much needed experience in many different work environments from my multiple labor positions as a student.
My work as a TA taught me how to communicate. Working in the classroom and in math lab helped me to realize how many different ways there were of getting a problem across and how changing just one term could sometimes make the difference between understanding and confusion.
I worked in the math lab tutoring students who were failing in early math classes. That taught me a lot about how to teach from where each student was, how to draw that out so I knew where to begin and could build from there. Techies should teach non-techies until they 1) see the non-techies' humanity and 2) can effectively convey respect, and 3) can provide a solid understanding to the non-techie using the non-techies' language -- then send the techie out into the world and they'll really be able to make a difference!
built responsibility and work ethic
Berea labor program gives anybody who participates in it a head start when they get out of college to get into the job market. For one, you can claim some experience especially when you are applying for a job similar to your labor position at Berea. I was able to claim close to a year of experience when I was applying for an IT position because I one of my labor position was at IS&S at Berea. One is also mentally prepared for work environment i.e. having leant team work, professionalism and time keeping from the labor positions at Berea.
I got a lot of professional experience in my first position. It taught me a few lessons about accountability and collaborating with other departments, which has been very helpful with my career.
Working in the computer department allowed me to work with individuals on there computers and see what the field I was looking to go into would be like.
As a TA, I learned to read someone's understanding of the subject matter being presented. This has been an invaluable skill in training employee on our various platforms.
Value of work and work ethic
Dr. Jan and Dr. Jadud went well beyond the call of duty to help prepare me for the real world. I wouldn't have a successful career if it wasn't for the skills they taught me. The labor program was one of the key aspects of Berea that prepared me for life in general, and I am glad that I was given the opportunity to be a part of the labor program.
My labor experience was a good first step in my career. I believe my career path would have been the same without it, but it did give me some reassurance that I would be successful in the types of jobs I have pursued.
Working in residence life helped grow my communication and organizational skills.
In a meaningful and valuable way that I cannot further specify at present.
It gave me much appreciation for hard labor and those who perform them. I continue to tell stories to people about how I failed at being a janitor and a first-time waiter at Boone Tavern.
Being Student Director of one of the departments on campus really forced me to grow in terms of responsibility and managing individuals.
My job as a FileMaker developer in my first year tremendously helped with my database understanding which has led me to always be one of the developers on the team who is good with databases. My time on the Berea College web team using ASP.NET all 4 years has helped me be the .NET developer I am today.
It taught me no job is too small or unimportant to not be done correctly. All work is honest & should be respected.
It gave me references, experience, and confidence for when I got out of Berea.
I was a math TA, which I continued to do throughout graduate school.
i had a blasty-blast as a lifeguard, and as a peer consultant, i learned how to help others with their writing. the latter has proven to be more valuable to me in terms of my career paths and choices, although lifeguarding was an unforgettable and good experience. i'm not sure what else this question wants.
My labor experience allowed me to add the job to my resume which is great for work experience. It also gave me skills in customer service and working in a timetable.
Berea allowed me skip over the catch22 of needing experience for a job and needing a job for experience. I was able to use the time spent here to go for jobs in my field straight out of college. It was quite boon. In general the information you pick up, the people you meet and the stories you have come for everything you do, and its shows alot for me here. My dnd group consists of people I met working at berea.
Because of my labor experiences, I was able to develop a range of leadership and management skills that have greatly contributed to my work. Additionally, because of the positions that I held, I developed valuable social skills that have enabled me to succeed in general life as well as in work environments.
Well, I did TA for multiple years. That was useful in that I practiced explaining ideas and conecepts.
I worked outside of my major, but the job I got as a result of my labor experience got me into the company in which I eventually landed a firmware job.

8. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
Not related to computer science particularly, or even my professional life at all, but I wish i would have taken a semester abroad just to experience other cultures besides our own.
More business accounting courses focused on real-world cases or problem solving. Alas, the one accounting course I took was so boring, I missed a lot of practical knowledge.
Operating Systems, Numerical Analysis, etc. But that might change my career paths. Then , Java...
I wish that I would have taken more math classes.
I would have done more independent studies. I would have also stayed over the summer expecially if there were classes over the summer. I am not sure if they would have helped though. I took almost every class I could without having to stay an extra year due to taking too many.
Yes, I should have been a Finance Major as well in addition to taking some courses in Accounting.
Not really. I liked the courses I took.
No.
I learned a lot about the web from being in a web design business with some friends while in college. I wish many other students could have had that experience.
Statistics and graphic design courses would have been incredibly useful.
CS was only offered as a minor at the time I was at Berea, would have like a full blown CS major back then!
more nursing programs and studying international health care
I would have loved to have taken more .NET classes (VB.NET, ASP.NET), C# and AJAX. I had to teach myself most of this. I am finding that most of the software positions out in the job market are requiring these languages.
Honestly, I think I took just about every course that was available. I wish that I would have been able to take more mathematics courses. For CS, I would have enjoyed seeing some courses in data mining or other specialized areas.
No
No, but psychology has been more beneficial than I expected. Perhaps some sort of psychology or Human Computer Interaction course would be valuable.
Communications
I wish I took more science and speech-based classes.
Extra focus on database design and an understanding of how systems interact with one another would have been greatly beneficial.
I wish I would have had more exposure to hardware related things. As the "Internet of Things" grows, that's something I enjoy working with. However, I often don't have the knowledge or skills to be able to do things I'd like to.
I would probably have gone deeper into the CS curriculum, if given the chance now to do that then.
I wish I have taken swimming course. It's so expensive to learn in NYC :)
Not really. Networking might have been useful and fun, however it did not fit into the my schedule (for a minor).
I wish perhaps that there were .NET classes instead of a generalized algorithm classes using c++. Just getting exposed to the .NET platform in a classroom setting instead of learning it on my own through my job at the web team might have sped up my learning a bit.
Classes about HTML or other web based programming.
More math. Particularly Linear Algebra. But that's just me.
No.
the app class sounded like a great addition and a great success. even though it was a entry-level course, they learned stuff that is a really, really huge deal right now. i'm not saying that it will remain a huge deal, but i thought you guys nailed that one. i wish i could have taken it.
No idea
Personally, and I think this type of person is attracted by the major, but anti-socialism is not the way to go about life. Berea went a long way to help me break out my shell and get me involved with others. Including the major itself it's the most important skill you can obtain, you have to talk people into giving you the time of day before you can prove yourself with your skills. If you can't can't come off as the kind of person an employer wants, they usually won't waste their time asking to see what you can do.
I wish that I had take the Artificial Intelligence course and also a second course in communications.
Robotics and vision

9. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
The years of experience under my belt working in the labor program was the best preparation for the workforce I could have had.
The liberal arts curriculum and writing skills set me apart from peers who were more technical, but couldn't communicate effectively. I learned how to persuade more effectively at Berea.
I'm a licensed civil engineer. I'm not sure how I became license... pretty much through self-study. What Berea College gave me are soft skills, such as I mentioned earlier, positive attitude, smile, sweet talk, hard work, be prepare for opportunities, look above/ahead of Appalachian mountains (metaphor), etc.
It set me apart. My current work peers all went to larger schools, with proven track records in software engineering (VT, RIT, UMD). I felt as if I hadn't been pushed enough academically, especially because I was able to get a CIS degree with only Pre-Calc. All of my peers took at least Calc 1, if not 2, 3, etc.
Well. I think the major was young when I took it. It helped, but I think more real world experience would have helped more. As the years go on and if the CS major goes in the right direction then it would be better. (I am NOT saying its going in the wrong direction.)
Yes. Berea College's Liberal Arts education molded me into a good critical thinker, a good writer, a good reader and a knowledgeable professional.
I don't know.
Berea's emphasis on writing was helpful.
The Labor Program definitely gave me the much needed experience in many different work environments.
I think the liberal arts background was very useful. I feel like I'm prepared to communicate with a wide range of people on a variety of subjects. I also tend to think about problems more holistically which is often useful. In grad school, I also had a definite advantage since I'd already TAed while being a student. I understood, more than my peers, how to balance those two things.
Not sure how to answer that, I'm in California, one of the peak areas for software development, and mostly I see that quiet, focused, ethically driven motivation missing from my co-workers, so maybe that's what Berea strengthened in me, sure do think of that area as home vs. where I am now!
yes. being prepared to solve complex issues as well as have the ability manage/balance priorities
Yes. I think I'm more all rounded in terms of work, family life and social life. I think I polished most of these skills at Berea College. As I mentioned, I had to wear many hats at Berea and consequently time management was a major component. I find myself being very comfortable doing this at work. I also don't get scared of difficult looking assignment at work because I was able to work independently on tough programming assignment at Berea College.
I think that working in the labor program is helpful, but not a gigantic factor, depending on your position. I think that internships and otherwise working during school was the most beneficial to me.
It helped me learn to never slack off from work and always keep giving it my all
Berea values excellence and hard-work. These values will always supersede entitlement.
Yes work experience and work ethic
Yes, not many colleges would go out of their way to prepare me for a career.
The critical thinking skills I learned at Berea gave me a leg up on the competition in every job I've ever applied for.
Not really in the Computer Science side of things, but overall yes. The forced exposure to so many different things, combined with the labor program gave me opportunities I'm not sure I would have gotten otherwise. When people in the working world see you went to Berea College AND they know what Berea is, you automatically get a leg up over most other schools.
I do. Many of my peers graduate from traditional engineering or compsci background. They have good technical skills but their knowledge seem too focused. Having a broad background from liberal arts allow me to see the big picture and communicate my ideas clearly. I'm also more motivated to improve myself than my peers, something I attribute to the nature of coming from a non-engineering school.
Recently graduated, and haven't been employed yet.
Yes, since I basically have 4 extra years of experience where I had to be driven to succeed at college and my job it gave me more a sense of drive that some of my other current peers do not have.
Yes because of the work ethic. I see people in the work world who don't have pride in their work. They don't get the job done.
I don't really think so. To think that going to Berea College is going to give you an advantage is silly. It certainly has opportunities that can give you an advantage, but that doesn't matter if you don't use them. It is entirely up to the student to give themselves an advantage, and they can do that by using Berea. Don't expect that because you graduated from Berea that it will matter if you didn't use your time wisely.
Not in computer science, but in mathematics
this is a snooty question, but i appreciate it all the same. i sort of do feel like i have an advantage. i feel like, having survived the berea experience, i can survive just about anything. the labor experience is valuable. they always said that it would be, and they are correct.
Not really.
Absolutely. And I contribute this almost 100% to the work study program. Berea is a nice place, but its a general school, you could always go somewhere better to specialize. But what makes berea special is the way in which it allows its students to work for them, giving them a leg up against anyone else once they have graduated. When I graduated, I didnt have 4 year experience as a waiter, or at a fast food joint. I had 4 years of technical experience, giving me what I think is a definite advantage over others.
All of the employees at my office are Berea graduates and the CEO has mentioned over and again that this is because Berea graduates have proven to be very dedicated to their work and are able to rise to any challenge.
Well, not Berea direclty, but working for extended periods on papers had me prepared for working over time.
Not really. Many of my peers come from highly technical schools, I feel like the quality of their focus on algorithms and mathematics really give them the edge when it comes to the hard-skills required by the job. I would say that I am a more well-rounded individual, but definitely had to play catch-up when I encountered the real world.

10. Please comment on how the Computer and Information Science department/program could have improved your undergraduate experience.

Text Response
It was still a young program, mostly independent at the time, but coursework in virtualization would have been massivley beneficial to me.
One phrase: real-world problem solving instead of just principles.
If I have decided join this program earlier, rather than talk to Jan in my Junior year... that would completely change the story. I'm glad CS program exists and students have such an option.
I wish they hadn't been quite as geared towards grad school-minded students. Along with that would have been more real-world, relevant material.
Honestly, The CS program was a very nice program. I wish I could have taken more but I didn't want to spend more time there.
As part of bonus optional work, it is no too much to ask and to encourage motivated Computer Science students to work on innovative research and publish research papers in the professional journals and magazines. Some students in bigger schools do this.
I would have liked to take more CIS courses.
In the mid-1980's, when I was at Berea, there were very few computer courses offered. I would have benefitted from a more rounded set of computer science courses including Data Base Administration, Networking, and computer security.
Computer and Information Science department/program gave me a fundamental structure to start thinking Computer Science but they did not offer a major at the time.
I wish that there'd been more classes for me to take. My Berea courses were much more valuable, and in general better taught, than my grad school classes and I only wish the program had been more developed so that I could have learned more topics in undergrad.
partner with math majors, business majors to build more programs that place students in IT environment to solve issues for local businesses. build the berea college consulting team
Maybe more internship would have improved me further by providing the real work life experience. More collaboration with computer science graduate schools would also be helpful for students who want to go directly to graduate school. Lastly, the option to take .NET classes as I had discussed earlier
I wish there were more chances to do very large projects. I learned a lot from the few I did.
Starting off with an adviser who knew the field would have helped me take the courses over all 4 years and not slam them all into the last 2.5.
More variety of courses offered.
More than just programming
N/A
If a major in CSC had been available at the time that would have been greatly beneficial. Expanded classes in areas outside of specific languages would have been helpful too.
Collaboration with the on campus computer center could have been beneficial. They write software for the college, work on databases, fix computers, improve the network, etc. Non-computer science majors were often filling those roles when I was in school. Not say there's anything wrong with that, but giving students an advantage who are making an effort to get their major in that field so they can go out in the workforce and do that would be nice. It seems that there should be projects the students could work on to help improve the college in that way.
I'm not sure about this one.
I could have been better prepared professionally if there was a Computer Science major when i was there.
I feel like the program was always focused on the academics of computer science and pushing towards masters/ teaching positions. The private industry with programming is where I knew I wanted to go but I felt like I was driven there purely on my own passion rather than the department heading me there.
There was only a cs minor when u was there & there were only a few courses offered. Hopefully u have expanded the catalog since the mid 90's.
Offered a major.
could have taken me on a date. long walk on the beach at midnight. i don't know! the experience is what you make it, and i made mine what it was.
I think if there was more discussion of other languages or concepts like Python, C#, etc. it would help in showing students other languages.
I think the program did quite well. As far as anything else I have said so far the CS program needs to keep its focus on the core of the computer science study. Computer Organization was one of the most memorable courses for me as it mostly dealt with with the ideas and concepts behind the computer and not writing an operating system. This has gone much farther for me in that I understand how thing work and while maybe not necessarily the exact way the code is written I know how it should function. This is far more important than knowing how to code it in one language.
I have benefited from the computer science department in many ways and can not think of any ways in which the experience could have been enhanced further.
The project executoin examples were too simpl
A more solid focus on algorithms and data structures would have helped me immensely. Interviewers focus on tricky questions which are usually made trivial when the correct data-structure and/or algorithm are used. Being able to talk about the applicability of a particular data-structure is an absolute must when preparing for technical interviews. "Insertion is expensive, but lookup is cheap, and that is exactly what we want here, because the data will be instantiated once, but queried millions of times."

11. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
Nothing currently, healthcare IT jobs are declining in our area because of governmental burden on the sector.
Rebuild bridges with alumni who work in related fields and find labor positions that help prepare the students to compete against other students for the internships.
Sorry, I'm not in the field of CS...
My company routinely hires interns, and they pay really well too. Students could go through the Alumni department to maybe find a room for a month or so.
In my current field I don't really know any internships sorry.
Research Analyst - U.S. Equities
I don't know of any currently, but there might be potential for a web developer internship.
None.
I would love to see students getting internships with the tech giants like Google, Amazon, Microsoft and Apple.
Most big tech companies have internships, but they are often aimed at CS majors from places like CMU and Waterloo with heavy engineering emphasis. I think if students are interested in that type of internship, finding something at a smaller company first would be useful.
internships were one of the most important steps to connect classroom to real world. there are many opportunities for internships in my field (health insurance).
I have just started a new job and I'm still getting to know my surroundings. I have seen a few intern positions but they were not computer science positions. However, I'm sure there are going to be similar positions for software which I'm going to keep an eye on and inform the department in case of any opening. Maybe this is something I can influence when I climb the ladder.
I could probably create an summer internship position at the company I work for. Additionally, I could potentially offer work on a freelance basis to students who wish to learn while getting real world experience. --AS
Working at a tech support organization, or somewhere that allows you to work with people away from the college or see how the job is handled in the real world
N/A
Summer full time temp assignments maybe
As far as I am aware, the company I work for doesn't have any available internships for undergraduates currently.
None
I work at Computer Services Inc. (csiweb.com). They service the banking industry and are often looking for interns in their Lexington, Elizabethtown, and Paducah offices (maybe others as well). They attend the UK career fairs looking for students. They are paid internships that can happen year around.
None at present.
I see many opportunities for students to gain practical experience. Students should not limit themselves to corporate environment but should also look for start-ups, online collaborations (check out GitHub repos or open-source software), and should not be afraid to start something themselves. College is the best time to experiment.
None,
There are a number of internships (Not at my current company, but previous companies) where a college student could take on that role for the summer or during the school year. The company would usually post those opportunities on a job board somewhere. These interns would be doing similar work as junior developer would do.
Unfortunately none.
I don't know of any.
i wash dishes at a restaurant in nashville. it's not a place that specializes in bright futures.
I don't know of any.
Never looked into such.
Unfortunately, working for a relatively small company, no internships or other opportunities are offered by my employer. However, I am sure that this will change in the future as the company continues to grow.
Web is still big, so anything that has to do with web and data.
Internships are all over, it is just a matter of looking for them. I think it should really be stressed to students that this is one of the best ways to make contacts with people already in the industry. Wanna work in video games, look for an internship with a game company. Often these are well funded by the company. Look at Summer Of Code or a similar program which students can participate in. These doors often close upon graduation, and not having any experience will make it very difficult to break in to the industry.

12. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	5	10	1	2	1	19	3.84
2	Internship or similar experience	9	3	4	0	1	17	4.12
3	Independent studies	9	2	1	2	3	17	3.71
4	Faculty directed research	4	4	4	0	3	15	3.40
5	Guidance/help from a teaching assistant	7	5	5	1	5	23	3.35
6	Serving as a departmental/program area teaching assistant	9	5	2	0	1	17	4.24
7	Team initiated study	4	6	1	2	3	16	3.38
8	Labor position related to your major	16	6	4	1	1	28	4.25
9	Other labor position	5	7	4	5	4	25	3.16
10	Course-related international travel	5	0	2	1	5	13	2.92
11	Course-related travel in the United States	1	1	1	1	4	8	2.25
12	Convocation Program	3	4	5	2	14	28	2.29
13	Required general studies courses	5	4	13	1	6	29	3.03
14	Academic conference attendance/presentation	1	6	5	2	3	17	3.00
15	Help/guidance from your academic advisor	12	11	1	4	1	29	4.00

13. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
Work with Alumni and College Relations to build a mutually beneficial alumni system.
no comment
I did a "research study" thing as a senior CIS student. I barely remember the topic, because it was just some high level computer science concept. I wrote what was basically a short book about it, and was able to check that requirement off the list. I don't think I gained any usable knowledge through this process. Instead, I would have liked for my CIS professors to have guided me to something like - find a problem (can be very simple problem), then "build an Android application, and then go through three "beta release cycles", where your application is continually tested and evaluated". That would have been a desirable thing for me, and would fit into the CIS mission statement.
Computer Science and Tech. Building your own circuit boards and Robots. That is the most connect that I feel is out of all the division.
Entrepreneurship should not be a separate entity, it should be incorporated into all other programs.
So many possibilities... computing can basically be applied to anything, so I think whatever sparks someone's interest is a good place to stat.
I believe the future is the web. We need programmers with understanding and the capability to connect security and big data with ecommerce, social media, medical industries and/or education environments.
I think that building the ties between Technology & Applied Design and CIS is really important, especially for people who might be interested in hardware. The graphic design classes in TAD may also be useful for CIS students esp. if they are interested in writing apps or being in a position where they don't have a dedicated designer. (A cool option incorporating this would be an introduction to user experience class with focus on both the design of the software and the evaluation of that software.) I think that the ties between Econ, EPG, and CIS could also lead to a course that would help students who are interested in entrepreneurship but may not think of it as such. (Maybe a course where students build and market an app.)
consulting type of program
Maybe more internship opportunities and collaboration with research institutions to enable students to acquire research positions in these institutions.
I think that electronics (TEC/CSC) would be very helpful to current students. I also believe that there could be a data mining or other business intelligence course offered (BUS/CSC). I would have loved to have a project-oriented course in SENS and CSC!
N/A
Business computing program as opposed to a mathematical department based program
Unknown
unsure
I would recommend a course that combine computer science programming knowledge with another area that need serious technology innovation (like agriculture, or environmental studies). Students should try to search for opportunities in those areas to automate or innovate using their technology tool bag.
Perhaps incorporating other areas such as Agriculture and natural resources into computer science as a client for a new program and learning to work with foreign subject matter but understanding the business requirements enough to write an application for it. This is what my job entails on an everyday basis. It is important to be open to new subjects that might seem foreign in the software creation business since software spans a variety of subject matter.
None
woooo good question. the benefits of cross-discipline are necessarily specific, so i can only tell you about the one with which i have had the most contact. "digital humanities" is a big deal right now, and it involves using computer science--exactly the kind of stuff that jan is teaching now--to aid humanities scholars in their research. develop communication between the humanities and CS, because it will be important.
Big data is a fast growing field that requires a lot of collaboration between Business/Economics and Computer Science. I would recommend courses related to big data analysis.
Given that my career has taken me into a specific direction, that is software development, I would see the value having programatic challenges/overlaps with other departments, such as physics or economics.
Game jams with artists and music students. Robotics with the tech department. Startup weekends (product development, pitches, team-work, new-ideas).

14. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Writing professionally	19	4	5	1	1	30	4.30
2	Speaking professionally	19	7	2	1	1	30	4.40
3	Reading critically	18	9	2	0	1	30	4.43
4	Managing time effectively	25	4	1	0	0	30	4.80
5	Working in a team	20	9	0	1	0	30	4.60
6	Being open to others' ideas, listening effectively	23	6	1	0	0	30	4.73
7	Understanding ethical issues	14	11	2	3	0	30	4.20
8	Having a commitment to service	16	7	3	3	1	30	4.13
9	Being a confident learner	22	8	0	0	0	30	4.73
10	Evaluating the quality of information	17	13	0	0	0	30	4.57
11	Understanding information/data in order to draw conclusions and support decisions	24	6	0	0	0	30	4.80
12	Leading/managing others	14	13	3	0	0	30	4.37
13	Using technology effectively	22	8	0	0	0	30	4.73
14	Designing processes and solutions that solve real problems	23	7	0	0	0	30	4.77
15	Solving problems creatively using multiple perspectives	19	10	1	0	0	30	4.60
16	Staying flexible in the face of changing environments	18	11	1	0	0	30	4.57
17	Accepting personal responsibility	23	6	1	0	0	30	4.73
18	Openness to diversity (race, ethnicity, gender, cultural, etc.)	19	7	2	2	0	30	4.43

15. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Writing professionally	16	9	2	1	0	28	4.43
2	Speaking professionally	7	13	7	1	0	28	3.93
3	Reading critically	17	7	4	0	0	28	4.46
4	Managing time effectively	8	12	7	1	0	28	3.96
5	Working in a team	11	13	3	1	0	28	4.21
6	Being open to others' ideas, listening effectively	14	11	2	1	0	28	4.36
7	Understanding ethical issues	12	13	2	1	0	28	4.29
8	Having a commitment to service	13	8	5	2	0	28	4.14
9	Being a confident learner	13	9	5	1	0	28	4.21
10	Evaluating the quality of information	12	9	7	0	0	28	4.18
11	Understanding information/data in order to draw conclusions and support decisions	11	10	6	1	0	28	4.11
12	Leading/managing others	7	7	11	3	0	28	3.64
13	Using technology effectively	10	10	6	2	0	28	4.00
14	Designing processes and solutions that solve real problems	10	11	3	3	1	28	3.93
15	Solving problems creatively using multiple perspectives	10	11	3	3	1	28	3.93
16	Staying flexible in the face of changing environments	11	10	4	3	0	28	4.04
17	Accepting personal responsibility	14	8	4	2	0	28	4.21
18	Openness to diversity (race, ethnicity, gender, cultural, etc.)	21	3	4	0	0	28	4.61

16. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		27	84%
employed part-time		2	6%
continuing my education full-time		0	0%
continuing my education part-time		2	6%
caring for family/home full-time		3	9%
serving in the military		0	0%
unemployed		2	6%
retired		0	0%
other, please explain		3	9%

other, please explain
Start-up business owner
looking for work
and self-employed

17.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
Univercity of Texas	Civil Engineering	Aug 2008
Miami University	Mathematics	August 20, 2004
University of Minnesota	Computer Science	Jan 2011
Miami University, Ohio	Computer Science	08/30/2009
eastern Kentucky University	mba	1997
Oregon State University	Mathematics	March 2012
Baruch College	Business Administration	December 2011
Indiana University	Computer Science	12/2010

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
Wright State University	Computer Science and Computer Engineering	November 2009
University of Minnesota	Computer Science	2014
Purdue University	Mathematics	2009

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
George Washington University	Project Management	1997
Boston University		
Southwest Virginia Community College	Advanced Software Design	May 2008

Other
Master's Certificate
single course in web app development
Workshops, Webinars, Conferences and certifications.
Self-improvement in my discipline
Certificate

18. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		5	36%
4			5	36%
3			4	29%
2			0	0%
1	Not at all well		0	0%
	Total		14	

Statistic	Value
Mean	4.07

19. Please elaborate on your response above.

Text Response
I swiched to a completely different field of study in my graduate study. Berea College prepared me self-study skills.
Taught me some skills. That is about it, I had to learn most of it on the job, including the languages. So overall Berea taught me the ability to read other peoples code as well as some theory.
I had a smooth transition to the Master's and Ph.D. programs.
I knew what was expected of me and how to surpass those expectations.
I was very prepared for the TA aspect and fairly prepared for the coursework. I think the lack of interactivity and the lecture format both threw me a little bit. I feel like I was least prepared for the research. However, I think the development of the CIS program since I graduated may make these answers somewhat obsolete.
Please see earlier response
N/A
Berea bs was more challenging than eku mba
I felt like I was teaching the classes I attended after Berea.
Tough question. I thought that I was well-prepared, yet struggled through most of my post-graduate degree unsure whether I could complete it. I think that it took some time for me to adjust to the intricacies of graduate school and also to figure out how to apply some of the knowledge and skills that Berea helped me develop. Those did eventually help me to successfully complete my M.S. degree, so I would say that my Berea experience was valuable preparation.
I had a huge gap of knowledge entering graduate school. I spent 1 1/2 years at the University of Cincinnati taking graduate courses in the same areas as in Berea, but it was all new information, except the AI course and Automata Theory. When I went to IU, the preparation from UC was very useful. But while at UC, I felt like the preparation from Berea, was so crowded with utterly useless nonesense about the Code of Hamurabi, and early history, which I had already studied in high school, instead of focusing on useful academic information that could help me delve into something specific and useful in the academic arena.

20. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		4	17%
considering continuing my education in the future		12	52%
have no plans at this time to continue my education		7	30%
Total		23	

21. Your current employer:

Text Response
Highlands Physicians Inc.
Self
California Department of Transportation
SafeNet Inc.
Private Company (Big on privacy. Not allowed to disclose.)
ING US
InFaith
Berea College IS&S
small IT firm in Bay Area, serves international manufacturing clients
aetna inc
University of Kentucky
iKeyless, LLC / Car Keys Express
LibSynergy, LLC
Arcadia Publishing
sekisui s-lec america
ARiA LLC
Capitol Insurance
Computer Services Inc
Bloomberg LP
Kentucky.Gov
Volar Video
Shippensburg University
Kay Bob's Grill and Ale
Whirlpool
TEK Systems
Jolly Technologies
ikubINFO
Lexmark International, Inc.

22. Your current job title:

Text Response
Data & Compliance Specialist
Consultant
Transportation Engineer
Test Engineer
Web Developer
Web Application Developer
Field Staff - Missionary
Educational Technology Specialist
Programmer
product development director
Database Analyst
Senior Web/Applications Developer
Network Administrator
Database & Applications Administrator
asst mgr it
Software Engineer
Senior Programmer/Analyst
Software Engineer
Senior Middleware Architect
Software Developer
Web Developer
Assistant Professor of Mathematics
Coordinator, Chairman and Chief Administrator of Preparation Hardware and Service Hardware Sanitation
General Laborer
Consultant
Software Engineer
Expert Software Developer
Firmware Engineer

23. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		3	11%
not-for-profit organization (other than educational)		1	4%
for-profit organization or business		21	75%
military		0	0%
other, please describe		3	11%
Total		28	

other, please describe
government
Library Support
financial

24. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		19	68%
4			3	11%
3			0	0%
2			2	7%
1	Not at all related		4	14%
	Total		28	

Statistic	Value
Mean	4.11

25. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		11	39%
4			7	25%
3			7	25%
2			3	11%
1	Not at all well		0	0%
	Total		28	

Statistic	Value
Mean	3.93

1. What is your reaction to this mission statement?

Text Response

"Software" is a small piece of the Computer and Information Science field. We normally utilize the word "solutions", perhaps evenInformation Technology solutions, to emphasize that the purpose of what we deliver is to solve a business problem wheher you are in the business of a corporation or the business of educating students. In today's world, data, information and knowledge are as important as software.

2. What one recommendation do you have that would help us better advance this mission?

Text Response

Engage the alumni who have made careers in the field. Use us a speakers & advisors, both on matters of academic studies, but also on the use of technology to support the overall mission of Berea.

3. How could we better prepare our students to adapt (be flexible) to this quickly changing landscape?

Text Response

Educate them on how to learn and give them practice in doing so and don't focus solely on specific technical skills that will soon be obsolete.Give them scenarios where they must understand the business issue and design and build a solution to solve the problem. Purposefully leave part of the skill as something they must research and learn on their own after receiving instruction on how to do so.

4. What non-computational skills do you wish you had developed as a student?

Text Response

Business Process analysis and improvement, Data Science and Business Intelligence

5. What advice would you give current Computer and Information Science students (both majors and minors)?

Text Response

Learn how to learn, not just specific technical skills. If you want the higher end jobs in the field, focus on business analysis, project leadership and architecture, not only coding. Seek out interns whenever possible.

6. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response

We were given practical experience during the work study program to analyze a business problem and provide a computer solution to address it.

7. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
Same as above.

8. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
I was able to create a comprehesive set of courses that were quite appropriate. Perhaps enough for a major which was not available at the time.

9. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
Yes, have the work experience was a tremendous advantage.

10. Please comment on how the Computer and Information Science department/program could have improved your undergraduate experience.

Text Response
By connecting the students with corporations for interns. I was able to do this, but the experience was rare.

11. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
Most corporations have paid positions to offer, including my own. Most non-profits have needs that could be fulfilled with funding an intern.

12. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	0	0	1	0	0	1	3.00
2	Internship or similar experience	1	0	0	0	0	1	5.00
3	Independent studies	0	1	0	0	0	1	4.00
4	Faculty directed research	0	0	0	1	0	1	2.00
5	Guidance/help from a teaching assistant	0	0	0	0	0	0	0.00
6	Serving as a departmental/program area teaching assistant	0	1	0	0	0	1	4.00
7	Team initiated study	1	0	0	0	0	1	5.00
8	Labor position related to your major	1	0	0	0	0	1	5.00
9	Other labor position	0	1	0	0	0	1	4.00
10	Course-related international travel	0	0	0	0	0	0	0.00
11	Course-related travel in the United States	0	0	0	0	0	0	0.00
12	Convocation Program	0	0	0	1	0	1	2.00
13	Required general studies courses	0	0	1	0	0	1	3.00
14	Academic conference attendance/presentation	0	0	0	0	0	0	0.00
15	Help/guidance from your academic advisor	0	1	0	0	0	1	4.00

13. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
Cross-functional projects are normal in business. You could design such an activity that requires the contributions from a number of fields. For example, software for a farm to optimize wind produce energy that would be packaged and alrketed for commerical sale, but also packaged for 3rd world distribution through non-profits. A member from each of the fields could be combined to create to deliverable.

14. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Writing professionally	1	0	0	0	0	1	5.00
2	Speaking professionally	1	0	0	0	0	1	5.00
3	Reading critically	1	0	0	0	0	1	5.00
4	Managing time effectively	1	0	0	0	0	1	5.00
5	Working in a team	1	0	0	0	0	1	5.00
6	Being open to others' ideas, listening effectively	1	0	0	0	0	1	5.00
7	Understanding ethical issues	1	0	0	0	0	1	5.00
8	Having a commitment to service	1	0	0	0	0	1	5.00
9	Being a confident learner	1	0	0	0	0	1	5.00
10	Evaluating the quality of information	1	0	0	0	0	1	5.00
11	Understanding information/data in order to draw conclusions and support decisions	1	0	0	0	0	1	5.00
12	Leading/managing others	1	0	0	0	0	1	5.00
13	Using technology effectively	1	0	0	0	0	1	5.00
14	Designing processes and solutions that solve real problems	1	0	0	0	0	1	5.00
15	Solving problems creatively using multiple perspectives	1	0	0	0	0	1	5.00
16	Staying flexible in the face of changing environments	1	0	0	0	0	1	5.00
17	Accepting personal responsibility	1	0	0	0	0	1	5.00
18	Openness to diversity (race, ethnicity, gender, cultural, etc.)	0	1	0	0	0	1	4.00

15. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Writing professionally	1	0	0	0	0	1	5.00
2	Speaking professionally	0	1	0	0	0	1	4.00
3	Reading critically	1	0	0	0	0	1	5.00
4	Managing time effectively	0	0	1	0	0	1	3.00
5	Working in a team	0	1	0	0	0	1	4.00
6	Being open to others' ideas, listening effectively	0	0	0	1	0	1	2.00
7	Understanding ethical issues	0	1	0	0	0	1	4.00
8	Having a commitment to service	1	0	0	0	0	1	5.00
9	Being a confident learner	0	0	0	1	0	1	2.00
10	Evaluating the quality of information	0	0	1	0	0	1	3.00
11	Understanding information/data in order to draw conclusions and support decisions	0	0	1	0	0	1	3.00
12	Leading/managing others	0	0	0	1	0	1	2.00
13	Using technology effectively	1	0	0	0	0	1	5.00
14	Designing processes and solutions that solve real problems	0	0	1	0	0	1	3.00
15	Solving problems creatively using multiple perspectives	0	0	0	1	0	1	2.00
16	Staying flexible in the face of changing environments	1	0	0	0	0	1	5.00
17	Accepting personal responsibility	1	0	0	0	0	1	5.00
18	Openness to diversity (race, ethnicity, gender, cultural, etc.)	0	1	0	0	0	1	4.00

16. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		1	100%
employed part-time		0	0%
continuing my education full-time		0	0%
continuing my education part-time		0	0%
caring for family/home full-time		0	0%
serving in the military		0	0%
unemployed		0	0%
retired		0	0%
other, please explain		0	0%

other, please explain

17.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Other

18. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		0	0%
4			0	0%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		0	

Statistic	Value
Mean	0.00

19. Please elaborate on your response above.

Text Response

20. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		0	0%
considering continuing my education in the future		1	100%
have no plans at this time to continue my education		0	0%
Total		1	

21. Your current employer:

Text Response
Toyota Engineering & Manufacturing North American (guess who?)

22. Your current job title:

Text Response
Vice President - Information Systems / Information Security (CIO)

23. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		0	0%
not-for-profit organization (other than educational)		0	0%
for-profit organization or business		1	100%
military		0	0%
other, please describe		0	0%
Total		1	

other, please describe

24. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		0	0%
4			1	100%
3			0	0%
2			0	0%
1	Not at all related		0	0%
	Total		1	

Statistic	Value
Mean	4.00

25. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		1	100%
4			0	0%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		1	

Statistic	Value
Mean	5.00

1. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
I remember my Econometrics course was my first exposure to empirical analysis. Even though we already had the data, I remember spending hours working on interpreting data, literature reviews, methodology, and understanding the meaning of statistical significance, internal and external validity, and linear regressions. I had a hard time getting it during my senior year of college, but surprisingly when I went through grad school, these ideas stuck to my head much better, and now I have my MPA. Last month, I finished tutoring a sister from my church who was taking a grad school statistics class, and she got an A! It's crazy to think how difficult it was for me to grasp those ideas at the time, but I believe Scott Steele's class laid a foundation for me where I now have a much better understanding of how researchers use empirical analysis to help practicioners make more well-informed decisions. Thanks Scott!
I've always drawn from the principles I learned in economics classes especially in my decision making since. The principles of logic and cost/benefit and game theory have been very applicable in my career as an attorney. I've also fallen back on many of those lessons in making decisions for my own finances and major life decisions. The approach of economics to decision making has been a major asset to me in law practice, especially, because I use those principles to analyze cases and trial strategies in a non-emotional way. Economic principles are very valuable in any arena of negotiating and self-assessment when it is very important to prioritize goals and understand which points can be compromised and which can not.
I believe my courses made me think and analyze more in regards to any topic. We were encouraged to think and explore our ideas.
I think that the liberal arts, research and writing emphasis at Berea College was very helpful in developing analytical skills and thinking about complex problems.
I think instructors at Berea always did a good job of trying to challenge students to apply the things theat we were learning in courses. The ability to engage the faculty and the small class sizes made it possible to relate course work to the real world. As a math major I found my economics courses provided a useful perspective for my more theoretical mathematics courses.
I learned to find practical solutions to almost any problem I encounter: analyse the situation, obtain information, weigh the options, make a decision and go for it. If the situation is complex, break it down to small, manageable components and solve each component as a single problem instead of trying to solve the whole problem as a whole. This requires analytical and organizational skills that I learned at Berea as I had to schedule my classes and labor assignments each semester.
Very few times are problems ever very simple. They often encompass cause/effect relationships that are complicated. I think the liberal arts education at Berea provided a broad exposure to the way we look at things (opens up your eyes). With that said, I think this adds to the ability of students to gain critical thinking skills and how to effectively analyze and debate complex issue.
At Berea College, I majored in Economics and Mathematics. The courses in these two fields helped me obtain a set of quantitative skills that are useful in more problem solving situations. In addition, the labor program as well as the elective courses in the social sciences, my experience getting to know students from all over the world, and my involvement in various student organizations, helped me develop "soft skills" that are also useful in problem solving in complex situations.
Attending Berea College required that you become your own person, responsible for you own actions and results. The faculty and staff were are friendly enough to foster a collegiate group experience, but not so friendly to become a crutch. Likewise, the curriculum, campus and the needs of everyday living provided complexity to grow as a person and learn to plan and provide for yourself.
The classwork at Berea included not just the theory but also various opportunities for hands on experience. The practical applications of concepts learned helped me understand how to solve problems in the real world.
Berea College prepared me to face great challenges in real life through its rigorous and wide range curriculum.
I think the experience went a long way to strengthen my skill sets and personal responsibility. I would give the convocation sytem as an example. I was required to do 10 events per term but more than ten "convos" were offered. They were offered on different times and different days. Because of the variety of times and events I had to manage to attend my required amounts while balancing personal and academic requirements.
As part of Liberal Arts education, Berea College introduced a wide range of subjects from Western philosophy to computer science which helped with critical thinking. Real world problems require critical thinking from many disciplines.
That's a tough question to start off with - just sayin'. Certainly Berea presented a simple boy from Kentucky with what seemed an extraordinarily complex web of academics and social interactions. The courses spanned topics I never imagined myself engaging (e.g. black history, nuclear winter, existentialism, etc.) Add to that a really diverse group of peers and friends and the result is a constant flood of experiences that frankly made life after Berea seem relatively easy.
Berea's liberal arts education and foundation helped me learn how to understand and think through complex problems in a difficult business environment. The numerous research papers written were very helpful in both graduate school and the professional world.

2. How did your labor experiences at Berea College contribute to your work and life after graduation?

Text Response
My labor experience at Berea conditioned me into managing my time and my priorities. I worked as a front desk clerk at the Boone Tavern Hotel where within my first year I became one of the more skilled and dependable clerks, since I already had front desk experience from high school. If, for example, I was called on a Saturday morning by management and asked to come in because another student called out, I would cancel my plans, get dressed, and make it there because I knew showing dependability would reflect well upon me, the hotel, and even the college. I have maintained that habit on my current job where I have been asked to travel across the country to remote sites to train bank associates that were new to our department. No one else from my original team could do it, and I had the flexibility so I traveled back and forth for months until they were trained.
The experience itself provided a great foundation for many things I've done since. I worked as a janitor for two years which was humbling and motivational. I spent two years after that working as a tutor in the old Learning Center and as a TA for Scott Steele. The experience of teaching other students enhanced my own writing and learning skills and helped to build my confidence. The people I worked with at the Learning Center were my closest friends at Berea also and I stay in contact with many of them.
Work is a part of life and it was nice to know that we helped run the school. I think it showed that at Berea hard work is a good thing and prepared us for post Berea. I helped us to managed our lives and schedules.
Keeping track of schedule, showing up on time and working with a variety of people was helpful in my future professional life. I am not sure if any of the specific on-the-job skills translate to what I have been doing since graduation. However, it's always better to have something on your resume than starting with a blank slate.
The labor program is one of the strengths of a Berea College education. For me, the ability to interact with other students in a work environment was very positive and it taught you work ethic, responsibility, etc.
Absolutely, I had so many different labor assignments (I worked 20 hours a week and full time during the summer) so I had a wide range of experience in so many different departments. Each assignment required different approach and each department had its own policy so I learned to work under diverse circumstances with different people and personalities.
My work experience at Berea College were very formative. In that it provided insights into how workplaces actually worked, whether they were professional as in when I was a Teaching Associate (TA), or a Labor Supervisor, or as a Laborer in a production environment Woodcraft. The labor experience provided a hands on opportunity to apply the skills that were being learned in the classroom and added another dimension to your life as a student. The labor program offered students the low-risk opportunity to make mistakes in a safe environment, and to learn lessons from them that helped us to become more mature when we started actual careers after graduation. I feel that Berea's unique labor program offered a good selling point to potential job recruiters coming to campus, and help differentiate me from candidates at other schools. In addition, I think that all the labor positions emphasized the value of work, and that it allowed students some spending money and an additional source of income to help offset the cost of books/room expenses.
It helped me learn how to balance various tasks at the same time. For example, currently I am a graduate student involved in three different research projects while taking a full load of PhD courses. I would not have been able to handle it had I not received the training early on in my student career, to balance between competing tasks (at Berea, coursework, labor position and student activities).
My labor experiences at the post office, teaching associate and fiscal plant helped me understand that most people come from very different backgrounds and life experiences. Labor provide a time for problem solving with diverse persons, but with common goals.
The labor experiences at Berea taught me the strong work ethic that I cherish throughout my career.
I worked in the Agricultural department and in the Economics department as a tutor. Both jobs gave me first hand experience to teach which improved my communication and teaching skills. I often give presentations and respond media inquiries as part of my job. Being a tutor was particularly valuable for me.
One of the goals of the college commitments is to show that there is dignity in all labor. I believe this objective was achieved. The students obviously can't all operate in a supervisory role during their time at Berea. Initially I held jobs that were service oriented or manual in nature. Later I progressed to supervisory roles and increased pay. I learned valuable life lessons from the jobs I held and the reward for hard work. I left with an appreciation for all labor and the vital role that the entire workforce plays in the overall success or failure of any organization. This is a message that I hope I am conveying to my children.
It helped me with 1) balancing work and academic, 2) developing a solid work ethic, and 3) building my confidence.
I was somewhat privileged in my work assignments - book keeping, accounts payable, student manager at the bookstore and at the end a TA. Having gone on directly to graduate school, I don't know that having these positions ever impacted my employment prospects. But having these experiences do help me relate to my own business students who hold similar entry level positions. And though I had had jobs before coming to Berea, the discipline of keeping a job while in school was beneficial.
The incredible number of hours required in the business world demands an unparralleled work ethic. The Berea labor program had instilled that in me because of the number of hours I had to work and the course load I carried to earn two degrees in four years. The labor program also helps you work with others and prepares you for real life work experiences.

3. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
Eh, not really. Maybe a Computer Science course or two would have been helpful, but that means I would have given up a class or two (or extracurricular activity) in order to take them, and I am very pleased with my Berea experience. I wouldn't take anything back.
In hindsight I would have taken more classes in finance because I have developed a personal interest in financial topics since graduation as personal finances have become more important to me as an adult. I've taken the lessons I learned in finance classes at Berea and educated my self beyond that level since, but I would have appreciated a stronger foundation there. Also, a useful foreign language would have been very helpful, especially Spanish.
I think more courses in technology as well as on education.
Graphic Design Conflict Management and Negotiation City and Regional Planning Geographic Information Systems (GIS / ESRI ArcGIS) Public Speaking
Nothing in particular that I can think of...must admit that as I travel some for my current position my lack of fluency in another language is embarassing but this is reflective of an American education.
Maybe French and Spanish, as I live and work in Europe that would have helped at the beginning; however, this is for my own situation. For the current economics students, I think it would be good to have some kind of language (or a mix language and culture) requirement (Spanish or Portuguese; maybe even Chinese) as the world economy is an inter-dependent system. At present, Brasil is becoming a major player beside China.
Two things come to mind; (1) More health/wellness courses because I think as a student we can develop bad lifestyle habits that can have long term negative impacts on our well-being, (2) More accounting course, I could have benefited by taking more undergraduate accounting classes to prepare me for the CPA license exam.
I wished I had taken more courses in Philosophy. Those that I did take helped me improve my writing skills as well as my critical thinking abilities.
There are no particular courses or topics lacking. I took a large number of course, with pretty good breadth of matter.
More Accounting courses to help prepare for the Certified Public Accountant examination would have been good. Also, personal financial management course would always be a good suggestion. But overall, I think I was well prepared by the professors.
I wish I had taken any public speaking clases and clases about jornalism. I am not sure if Berea College offered these clases.
For my personal development I didn't take advantage of the wide array of classes that offered a more in depth knowledge of my Christian Faith. I was an economics major and chose many of my electives along business or economic lines. For my work development I do wish that more real life oreinted classes would have been offered. One of my favorite classes I took was offered only in short term. I do not recall the name of the class but it did simulate real world experience. The class gave a group of students the opportunity to act as a business owner who was trying to expand their operations. We visited a local Tool & Die Company and acted as the business owners or financial officers and had to research, prepare, and present our loan request to a group of local bankers. This may have been one of the hardest and time consuming classes I had while at Berea. At the time I was happy to get the class over. However, after I reflect back this was my favorite class and it did more to prepare me for the real world than any other class. I would have liked to have taken more of these type of classes that placed me in real world experiences and challenged me on a personal level rather than solely on academic achievement. I graduated around 20 years ago so things may have changed since then but I wish more graduates were prepared for basic life finances. I had worked, had a personal checking account, and saved since I was 13 years old. Some students didn't have that background. As a banker I have seen smart, educated, college graduates be sent like sheep to the wolves in real world applications. This is anecdotal evidence on my part but I believe this is getting worse instead of better. It doesn't matter what your degree is or your profession at some point you have to deal with a bank and a banker.
No.
I wish I had stuck with my language study - a lot. And perhaps a sociology class would have complemented Economics more than realized. Otherwise no, I had a nice selection of classes.
None. I took 40 courses in Berea and that was enough. I probably could have traded one course for golf.

4. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
I think being a Berea graduate does separate me from the rest of my work peers. My values seem to be different. I tend to go the extra mile in getting things done compared to my peers. I also have a tendency to show people how to get the answer as opposed to just giving it to them. I believe these are habits I developed during college.
Without a doubt, it has. The quality of Berea's education is on par with any liberal arts school in the country including local schools like Transy or Centre or Georgetown. But with the addition of the labor program that includes everyone Berea students learn an appreciation for work ethic and equanimity that most of those students will not. I also think that Berea's dedication to a "greek" free campus is hugely underrated. The campus environment, and in turn the learning environment, are infinitely benefitted without all the classist and arbitrary divisions created by social fraternities. Also, the contribution of international and diverse U.S. students is remarkable. I learned so much just from being around people from completely different backgrounds.
We valued our hard work and that we had to work to earn our degrees. There were expectations from the students.
I think that studying at Berea College helped develop my research, writing and editing skills. Also in terms of math background, I felt well-prepared for a Master's program in City and Regional Planning. And having taken economics classes at Berea meant I did not have to re-take an economics class in grad school. I find that few people have heard of Berea but those who have heard of it have a very favorable opinion.
I bump into other Berea College graduates and all seem to have something differnet about them. There is a desire to be successful but also they seem to work well with others.
Absolutely, having the labor assignment besides attending classes forced me to think more about organization of my time: how much time to spend on attending classes, how much time to spend on the labor assignment, how much time to spend on studying/ doing home-work; how to organize all these requirements in such a way that I still have time for social activities such as being volunteer for the community.
Yes, I can offer a unique perspective in that of a candidate that was recruited from Berea and landed a successful job placement/career and later as a job recruiter that returned to the campus for interviews. As a job recruiter, I was able to feel comfortable that the Berea students had the right work ethic, professionalism, attitude, and the ability to learn the job well. I never hired anyone that was a dud from Berea College, we had a good track record with getting quality candidates. I think the labor experiences gave the Berea candidates a more polished, more mature appearance against other candidates that often had limited work experience during their college career.
I think Berea College prepared me very well to be placed in a top university in the country to pursue my PhD studies. Most of my peers are very well-prepared, but they come from top universities in the country and worldwide. As far as I know, I am the only student that comes from a relatively small liberal arts college. I do not feel in any way disadvantaged. I think this does speak to Berea College being a top liberal arts college, and its students just as well prepared as students from top universities in the country and worldwide.
Yes. My experience at Berea strengthened by belief that you must work hard and produce. The concept is not novel, but decreasingly shared or lived.
I believe I have an advantage over my current work peers in a couple of areas: 1. Work ethic that was tought through the Labor Program at Berea is beneficial, 2. Financial position -- not having to deal with huge student loans upon graduation is a great benefit.
Berea has a great reputation. I learned from Berea to be self motivated, work well in group seeting and work independelty. These skills have became very handy. I receive little suprvision from my supervisor because she knows that am very dependable, focused, and remain active on on the job.
To a certain degree I do think I had a bit of an advantage over work peers early in my career because of my experience at Berea. Berea wasn't easy. Lots of requirements placed on you outside of academics that help prepare you for life after college. I didn't go to graduate school and entered the workforce directly after college. Comparative speaking I worked harder, longer, smarter, and was promoted quicker than my entry level peers. I moved to Cincinnati to take my first job after college and my direct supervisors had never had a Berea graduate work for them before. After I had worked there a year they hired another recent Berea graduate based soley of their experience with me. Now some of my work ethic was just in my nature but it was fortified by my experience at Berea.
Perhaps to some extent. The liberal arts education provide an analytical framework to solve problems from a multi-disciplinary stand point.
In one way yes. I teach in the business school at a mid-sized university. The breadth of course work I took at Berea allows me to more easily navigate across disciplines than many of my peers.
Yes. Primarily the work ethic and the unassuming intelligence that comes with a Berea education is often underestimated in the business world.

5. Please comment on how the Economics department/program could have improved your undergraduate experience.

Text Response
The only difficulty I had with the Economics program was there didn't seem to be enough internship opportunities. I found an internship working at a small community development center in rural Arkansas, and I really enjoyed it, but it was not directly related to my major. I think the faculty should do more in sharing information with students on what internships they could apply for that directly relates to their major. I am pleased to hear now the college has implemented the CTL to better prepare students for internships and transition into the professional world.
For me, in particular, I would have enjoyed the restructured econ program a little more than the old one. I was more interested in micro-economics, political science, and philosophy. I would have liked a mix of classes more in that direction than towards the statistics direction. I see now how important a stats background is to econ graduate programs but I wasn't all that into it.
Probably not as math based and more focused on practical real work economics for everyday life.
I think that even more emphasis on internships and post-graduation planning would have helped (an overview of various career paths and graduate programs, etc.) For example, I never thought about going into City and Regional Planning until I was out of school for at least a year. It's hard to get a job in your field with an undergraduate in economics.
At the time when I studied at Berea, there were no possibilities for internship. This would have been an excellent learning opportunity for me. The Chemistry majors were able to do a short term (January term) or a summer school in Oak Ridge, TN. It would have been useful for economics majors to be able to participate to a similar program, for example in the local government or the local business -- economics at work.
Overall the department did an excellent job in preparing me for my professional career. I successfully completed my MBA, and obtained my CPA license shortly after graduation and have advanced progressively in my career path over the years. I found Mr. McCormack's short term Business Planning Course to be very beneficial in how it concentrated on critical thinking, presentation skills, computer skills, and teamwork all in-one class. This class was very beneficial when it came to working in a team environment in employment after college. I think a course such as this would serve as a good capstone course to help multiple disciplines/skills together for the graduating senior. The only other course work that I could see as beneficial would have been an Auditing class, I don't think one was offered at the time.
I think the Economics program at Berea is very well designed, at least is was while I was a student (2006-2010). Please do not shift away from the emphasis on math and research - this is very useful for students who plan to pursue graduate studies. Do encourage students to take as many math courses as possible, and if at all possible, double-major with math. Place the best professor to teach Micro, Macro and Econometrics (I especially recommend Dr. Caryn Vazzana). Encourage students to seek research opportunities during the summer at top Economics Departments. Berea College has funding to support students seeking such opportunities and well-known Economists will always appreciate more research assistants. Help students find those opportunities, utilizing also the network of alumni.
The Economics department could have provided opportunities to apply economics, whether by internships, practical courses or mentoring.
No comment
I believe the Economics department has an outstanding curreculum.
I responed to an earlier question that incorporating as much real world experience into the classroom would be very productive. I was an Economics major because I transferred into Berea and due to time constraints wasn't allowed to enter the Business Management program. Economics is a lot of theory and calculus. I have been in banking for 20 years and the economic theory I learned at Berea has helped tremendously in my career. It should be said that not all Economic majors go on to graduate school to become professors or work in investments. Even if a majority do go on to these areas a broader background in real world experiences would be very beneficial. I can't stress enough that this should apply to professors as well as students. After I graduated and had time to reflect I began to realize that there was a difference in the teachings of the professors who had actually worked some in the private sector and those who had not. That is not a disparaging comment but a simple statement of fact.
I am very happy with what I got out of Econ department at Berea.
Despite finishing calc 3 (though unimpressively) I still felt underprepared mathematically when I got to graduate school. Certainly could have benefitted from having had linear algebra as well. And perhaps more stats. As far as the theory courses, they were pretty good. As far as non-academics, nothing at all. Cliff was a great mentor.
More preparation in mathematics would have helped me tremendously and the economics department could be more quantitative in its aproach to teaching the subject.

6. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
I work for Bank of America, and I see opportunities for internships all the time when I look at the employee job postings portal. I don't think it would cost anything, but faculty could encourage students interested in banking to apply for jobs at Bank of America during their senior year.
I work for the Commonwealth of Kentucky, Dept. of Public Advocacy. They have internship programs that students can contact the state about. I don't really know much about them. Personally, I am very interested in mentoring and talking with Berea College Students. Please feel free to forward my email to any student who wants information about law school or law practice. I would love to be more involved with current students and serving as a point of reference for any sort of questions they have about law school.
I think in some instances that taking internships should be more something that students should explore. I think it should be a part of Berea's studies. I also think that living overseas should be something that should be implemented more in the college experience.
Regional Councils of Governments and/or Regional Commissions generally have a variety of projects going on and can use interns (especially interns that come at no cost to them). MACED already accepts Berea College interns. The Ohio-Kentucky-Indiana Regional Council of Governments could be a potential destination. Also larger city and/or county governments might need interns to help with specific projects-from inventory of traffic stops and sidewalks to public outreach, flyers, and GIS mapping. The Appalachian Regional Commission is a very important organization in this region and could provide some internship opportunities (out of Frankfort office). Chambers of Commerce and Economic Development organizations could be another potential opportunity.
We don't have any internships but could possibly assist in the creation of an internship and occassionally have funds that could be used to fund an intern.
I am sorry to say that it would be difficult for me to answer this question as I live and work in Europe. However, should there be such a program, I am prepared to support it. My old graduate school, Clemson University in Clemson, SC did have a co-operation program with a Belgian university (Université catholique de Louvain).
Our agency started an Accounting internship opportunity approximately 7 years ago. We ultimately partnered with a local college and it has been rather successful. However, I did evaluate the opportunity of working with Berea at the time, however there were two challenges (1) The academic calendar for Berea was the traditional semester structure and (2) Housing - a Berea candidate would have to have or be provided with short term housing. In closing, I would be open to re-evaluate our internship opportunity and consider a Berea student (especially if it was a high caliber candidate).
I could talk to faculty in my current Department (Applied Economics, University of Minnesota) and see if they would hire some students for summer research opportunities, if there is interest.
I am an sole practitioner attorney in a small, rural county in Kentucky, but think that, even here, economic studies, forecasts, and suggestions for economic and social improvements are needed. Such studies, forecasts, etc. could be performed by students of economics and done so in a way that is specific to a small area. Most studies disregard small economic areas for larger regional and national concerns. Kentucky needs studies for must smaller geographic areas.
Various Finance departments within companies usually have opportunities for summer internships. Maybe students should scan through the companies' job postings and expand their search to not just the local companies.
I have met many Berea College alumni in goverment jobs, in social services and housing. It might be good to encourage student to obtain internships in goverment agencies.
I am in banking which has evolved a little to be divided into skilled or highly skilled positions. It would be difficult for an intern to come in and learn commercial lending but there is no substitute to learn banking than working on the teller line. Tellers come into contact with all phases of banking through the transactions they run. Profit margins are thin and to incur the cost of an intern who may not eventually work for your organization is prohibitive. That being said if the funds were provided I would support and would advocate for an intern program with our local bank in Berea or the immediate area.
I'm at a university and so nothing - sorry.
Internships and graduate support could be very helpful

7. Importance to work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding economic theory	5	4	4	1	1	15	3.73
2	Understanding how markets work	4	7	1	2	1	15	3.73
3	Connecting learning between the major and the general education program.	5	6	2	1	0	14	4.07
4	Applying economic theory	6	2	2	5	0	15	3.60
5	Carrying out research	8	3	2	0	2	15	4.00
6	Analyzing and interpreting data	13	0	1	0	1	15	4.60
7	Understanding risks and trade-offs in decision-making	10	3	1	1	0	15	4.47
8	Providing solid evidence to support decisions	13	1	0	1	0	15	4.73
9	Analyzing decisions quantitatively	11	3	0	1	0	15	4.60
10	Using technology	11	4	0	0	0	15	4.73

8. Preparation by major

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding economic theory	5	6	4	0	0	15	4.07
2	Understanding how markets work	5	6	4	0	0	15	4.07
3	Connecting learning between the major and the general education program.	8	4	2	0	0	14	4.43
4	Applying economic theory	6	5	3	1	0	15	4.07
5	Carrying out research	4	6	3	1	1	15	3.73
6	Analyzing and interpreting data	7	6	1	0	1	15	4.20
7	Understanding risks and trade-offs in decision-making	6	7	1	1	0	15	4.20
8	Providing solid evidence to support decisions	8	5	1	1	0	15	4.33
9	Analyzing decisions quantitatively	9	4	1	1	0	15	4.40
10	Using technology	5	5	3	2	0	15	3.87

9. Please list the software you use in your work.

Text Response
Excel, Word, SharePoint, Outlook,
Microsoft Office
Microsoft Office
ArcGIS, TransCAD, Microsoft Suite incl. Access, QuantumGIS, Turning Point Technologies, InDesign (learning to use), SketchUp (learning to use), website editing using Wordpress platform, Google Earth
SAS, basic office package
Presently, Windows, MicroSoft Office, OpenOffice, Internet, Outlook In the past: all of the above as well as Lotus Notes, SAP and software especially written for internal/company use only.
Our main concentration is on proficiency in the Microsoft Office Suites (Word, Excel, Powerpoint, Access). We do use a specialized accounting software and some report writing (Oracle, Crystal Report Writer).
Stata; Matlab; Excel.
Apple OSX and its calendar, contacts, word processor, spreadsheet, presentation software, etc. Bankruptcy software for Windows. Evernote. Dictation software.
Microsoft Office suite of products, CorpTax, CCH Research Tools, SAP, Oracle,
Publishing, word, powerpoint, excel, PDF. I learned from Berea College to research information from World Wide Web. This skill has become very important on my job.
Microsoft based office applications. Excel mainly.
SAS, SQL, CART
SPSS, Microsoft Office
Outlook, Microsoft office, RIA Go system for tax preparation

10. Rate the following areas of study outside of economics in terms of how important they are to the work you have done since graduation.

Question	Very important				Not at all important	Total Responses	Mean
Health	3	6	1	3	2	15	3.33
Mathematics	10	3	1	1	0	15	4.47
Agriculture	2	2	1	5	5	15	2.40
Political Science	0	5	5	4	1	15	2.93
Environmental Science	0	5	6	2	2	15	2.93
Finance	6	6	0	2	1	15	3.93
Accounting	6	3	2	2	2	15	3.60
Marketing	4	5	2	3	1	15	3.53
Management	5	4	5	1	0	15	3.87
Computer Science	5	5	0	3	2	15	3.53
Law	4	5	3	0	2	14	3.64
Statistics	6	6	2	0	1	15	4.07
Other, please list.	3	0	0	0	1	4	4.00

Other, please list.
Mapping-ArcGIS
languages

11. Please elaborate on any of the topics you rated above.

Text Response
Statistics help on my job because I do reporting of signing and notarizing activity within my department monthly. Understanding the trends in the data helps me answer questions from the Business Controls team after I submit my results. Finance helps because the department I am in involves mortgage servicing.
I manage an agricultural research center. I deal with a variety of disciplines every day including science, policy, management, mathematics. I think my liberal asrts education prepared me well for the position I am currently holding. I deal with legal contracts, intellectual property, budgeting, personnel, etc.
I also have a degree in Mathematics (with a lot of Computer Science) and Agriculture as well as French Literature and translator. I worked as a project manager for different organizations, among others: UNHCR, an organization for the refugees where knowledge of political situations is a necessity; associations for hospital directors where knowledge of health helped me understand the hospital financial needs; government advisor for the department of economic affairs in Suriname, South America where I was responsible for the export and marketing of agricultural products. I use statistics and languages in order to be able to do my job well
My answers are not necessarily indicative of econ majors as I ran the MBA program here for a long time. Also, you say 'importance to work'. Health hasn't been important to my work directly but certainly indirectly.

12. Did you use the Economics/Business lab?

Answer	Bar	Response	%
Yes. How did it help you?		8	57%
No. Why not?		6	43%
Total		14	

Yes. How did it help you?	No. Why not?
I worked there. I tutored students in introductory macro and microeconomics courses which reminded me of concepts that helped me in my upper-level courses	I must be too old!! Wasn't such a thing that I know of.
I was a tutor there.	it did not exit then
Studying	Do not recall using.
It provide another resource/ way to explain the topics (maybe a student had trouble understanding how a professor was presenting the material...i.e. they could explain it differently)	Didn't have one?
to clear any doubts	Was a tutor
The lab was in the evening which is time-flexible	

13. What can we do to improve the Economics/Business lab?

Text Response
I have no suggestions. The Economics lab is a great resource, and I enjoyed my labor position as an Economics TA during my junior and senior years. Whenever midterms and final exams were coming up, I would email students letting them know I will be going over material in a certain room these days at these times, and I will provide snacks. The classrooms were always nearly full. After the first session, I would tell eveyone when and where the next session was, and ask them to donate whatever they could so I could buy more snacks. This encouraged students to come back because I reached out to them and provided snacks, they invested a little of their money for more snacks/food (we even had pizza once), and they knew they needed more help. I won a labor award my senior year for that. I don't know if any of the TAs do that now, but that helped bring students to the lab!
I didn't use it often so not sure.
I have graduated over 10 years ago. I would imagine the lab has changed a lot. Providing graphic design software access and training would be helpful. Also Google Earth and Quantum GIS (free version of ArcGIS).
I cannot respond to this question as I did not use the Economics/Business lab
Overall, I thought the lab was very beneficial but I remember that the days/hours were a bit limited (especially on the weekends).
Do not recall using.
Have all kind of books about econimics available for students.
Maybe I'm old but I don't remember anything specifically called the Economcs/Business Lab. Doesn't mean I didn't use it and not remember it being called that.
I'm too old for this to apply to me.

14. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	1	3	1	0	0	5	4.00
2	Internship or similar experience	2	1	1	0	0	4	4.25
3	Independent studies	3	3	2	1	0	9	3.89
4	Faculty directed research	4	2	3	1	0	10	3.90
5	Serving as a departmental/program area teaching assistant	9	3	1	0	0	13	4.62
6	Team initiated study	3	3	2	2	0	10	3.70
7	Labor position related to your major	9	3	1	1	0	14	4.43
8	Other labor position	5	5	2	0	0	12	4.25
9	Course-related international travel	1	0	0	2	0	3	3.00
10	Course-related travel in the United States	1	0	0	1	0	2	3.50
11	Convocation Program	3	4	2	4	2	15	3.13
12	Required general studies courses	5	5	2	1	2	15	3.67
13	Academic conference attendance/presentation	3	3	0	0	0	6	4.50
14	Guidance/help from a teaching assistant	2	2	5	1	1	11	3.27
15	Help/guidance from your academic advisor	4	6	0	3	1	14	3.64

15. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
I have no recommendations.
I think the new combined department is a great idea for providing students opportunities to fine tune their major studies.
I think a real world application in college work is useful. Application is the key not just doing the regular classwork and projects that are not applicable to real life
Geography and IT integration--courses in coding and ArcGIS Public Outreach and Communication--courses in graphic design, video editing, social media, public speaking, etc. Economic Development--this could be a specialization under the Economics program
I have no comment at the present moment as I need to understand the system first before offering suggestions. However, I will communicate my ideas with the department at a later stage.
I think that it would be beneficial to leverage a cross disciplinary collaborations between Computer Science and Business on specific team-oriented course work.
For those interested in grad school, research experiences especially in top universities should be made a priority.
Anyone who majors in economics and/ or business and ends working in these areas, he or she is likely to be asked to present his/her analysis, findings, and recomendations. Speaking skills and the ability to work with the media are necessary skills in these fields. Any course that would offer public speaking and principles of journalism will be valuable.
Any program that places the student in a real world setting where they can apply some of what they have learned academically.
Certainly I've become very interested in sustainable economics. It ties together many related disciplines (including some outside of Division 2) and so helps students integrate knowledge. Also there is the opportunity to offer more critical analysis of markets. I was in my 2nd year of teaching as a graduate student before I really understood how markets are thought to function (and a short time longer to realize that really don't). I believe covering this earlier would help the students develop better critical thinking skills.
Graduated a long time ago and do not have an opinion on this topic

16. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in your field	14	0	1	0	0	15	4.87
2	Writing professionally	15	0	0	0	0	15	5.00
3	Speaking professionally	15	0	0	0	0	15	5.00
4	Reading critically	15	0	0	0	0	15	5.00
5	Managing time effectively	15	0	0	0	0	15	5.00
6	Working in a team	11	1	3	0	0	15	4.53
7	Being open to others' ideas, listening effectively	13	2	0	0	0	15	4.87
8	Understanding ethical issues	14	0	0	1	0	15	4.80
9	Having a commitment to service	12	2	0	0	1	15	4.60
10	Being a confident learner	14	1	0	0	0	15	4.93
11	Evaluating the quality of information	14	1	0	0	0	15	4.93
12	Understanding information/data in order to draw conclusions and support decisions	15	0	0	0	0	15	5.00
13	Leading/managing others	7	7	0	1	0	15	4.33
14	Using technology effectively	11	4	0	0	0	15	4.73
15	Designing processes and solutions that solve real problems	11	4	0	0	0	15	4.73
16	Solving problems creatively using multiple perspectives	12	2	1	0	0	15	4.73
17	Staying flexible in the face of changing environments	14	1	0	0	0	15	4.93
18	Accepting personal responsibility	13	2	0	0	0	15	4.87
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	14	0	0	1	0	15	4.80

17. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in your field	7	3	4	0	0	14	4.21
2	Writing professionally	7	7	0	0	0	14	4.50
3	Speaking professionally	4	8	2	0	0	14	4.14
4	Reading critically	7	6	1	0	0	14	4.43
5	Managing time effectively	11	3	0	0	0	14	4.79
6	Working in a team	7	4	2	1	0	14	4.21
7	Being open to others' ideas, listening effectively	8	6	0	0	0	14	4.57
8	Understanding ethical issues	9	4	1	0	0	14	4.57
9	Having a commitment to service	13	1	0	0	0	14	4.93
10	Being a confident learner	11	3	0	0	0	14	4.79
11	Evaluating the quality of information	6	7	1	0	0	14	4.36
12	Understanding information/data in order to draw conclusions and support decisions	6	7	1	0	0	14	4.36
13	Leading/managing others	3	4	6	0	1	14	3.57
14	Using technology effectively	5	6	3	0	0	14	4.14
15	Designing processes and solutions that solve real problems	6	6	2	0	0	14	4.29
16	Solving problems creatively using multiple perspectives	8	6	0	0	0	14	4.57
17	Staying flexible in the face of changing environments	8	5	1	0	0	14	4.50
18	Accepting personal responsibility	10	4	0	0	0	14	4.71
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	12	2	0	0	0	14	4.86

18. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		11	73%
employed part-time		2	13%
continuing my education full-time		1	7%
continuing my education part-time		0	0%
caring for family/home full-time		0	0%
serving in the military		0	0%
unemployed		1	7%
other, please explain		1	7%
retired		0	0%

other, please explain
sick leave

19.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
University of North Carolina at Charlotte	Master of Public Administration	December 2012
Georgia Institute of Technology	City and Regional Planning/Urban Transportation	2009
University of Kentucky	Agricultural Economics	1989
Clemson University	Agricultural Economics	1981
Xavier University	MBA/ Finance	1997
Virginia Tech	Agricultural And Applied Economics	2012
Western Kentucky University	Humanities	1995
University of Texas at Dallas	Masters of Science in Accounting	December 2010
Southern New Hampshire University	Community Economic Development	June 2002
University of Kentucky	Agricultural Economics	
UK	Economics	1989
University of Georgia	Economics/ Accounting	1990 and 1992

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
University of Kentucky	Agricultural Economcs	1995
University of Minnesota	Applied Economics	2016
Purdue University	Agricultural Economics	
UK	Economics	1993

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
University of Kentucky	J.D.	5/2009
The Ohio State University	Law	1998

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
Sorbonne, Paris, France	French Literature	1996
Webster		1995

Other
Certificate
CPA

20. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		6	46%
4			6	46%
3			1	8%
2			0	0%
1	Not at all well		0	0%
	Total		13	

Statistic	Value
Mean	4.38

21. Please elaborate on your response above.

Text Response
The discipline I developed during my time at Berea primarily helped me keep going through graduate school.
I was well-prepared in terms of my skills, but I think I could have used more guidance in terms of identifying appropriate programs that would have been of interest to me.
My economics and mathematics background was strong comparatively with others that I started the program with. I had all the tools needed to be successful in my graduate program.
Since I majored in Mathematics as well as Economica and I took Computer Science courses, I was able to do my econometrics research in my Master's program with little difficulties.
I felt very confident performing graduate level work (actually seemed rather easy).
Though there were several technological advances since Berea college studies (such as students using laptop computers, etc.), I felt very confident in my graduate work -- thanks to being prepared through Berea.
I learned from Berea College how to write professionally. This became very valuable skill.
My math skills were deficient. And though the theory courses were well done, I didn't internalize them sufficiently. Perhaps the strongest indicator of a Berea education is that I scored in the 50th percentile in economics (on the GRE) and the upper 90s on analysis.

22. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		0	0%
considering continuing my education in the future		1	25%
have no plans at this time to continue my education		3	75%
Total		4	

23. Your current employer:

Text Response
Bank of America
Commonwealth of Kentucky
Atlas D Consolidated, Inc and Education First
Land of Sky Regional Council
University of Kentucky
First Tennessee Human Resource Agency
University of Minnesota
Self
Alcatel-Lucent USA
Kentucky Commission on Human Rights
Community Trust Bank
Webster University
KPMG LLP

24. Your current job title:

Text Response
Business Control Analyst
Assistant Public Advocate (Public Defender)
Administrator and Online English Teacher
Regional Transportation Planner, French Broad River MPO
Director
Executive Director
PhD Student; Graduate Research Assistant
Attorney at Law
Tax Director
Field Supervisor
Commercial Lender
Associate Professor of Economics
Partner

25. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		3	23%
not-for-profit organization (other than educational)		2	15%
for-profit organization or business		6	46%
military		0	0%
other, please describe		2	15%
Total		13	

other, please describe
local government
Government

26. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		6	46%
4			3	23%
3			2	15%
2			1	8%
1	Not at all related		1	8%
	Total		13	

Statistic	Value
Mean	3.92

27. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		7	54%
4			2	15%
3			3	23%
2			0	0%
1	Not at all well		1	8%
	Total		13	

Statistic	Value
Mean	4.08

1. If you are employed, do you believe that the Entrepreneurship for the Public Good (EPG) Program added value to your employment? Why or why not?

Text Response
(Currently self-employed.) I definitely felt like the EPG program gave me some new ideas to work with. The concept of crossing your arms the other way is one I use personally as an example to how difficult is it to put yourself in someone else's shoes. The Appalachian side of things, no, none at all. The history and context were somewhat helpful while living in the area, but of very little interest or use afterwards.
Yes I learned about working with others as well as building a book of business. I also learned about working with people of different backgrounds and helping to promote life and business in the Appalachia region.
EPG helped me to improve my communication skills, which are very important for my work. My career goals include working with underprivileged communities. Interacting with rural community members allowed me to better understand the unique challenges they face.
I do believe it has played a role in adding value to my employment. I gained a lot of skills through EPG program. I see it as a high impact program and can help students move from one level to the next in many different circumstances.
Yes, both Business program and EPG added a great value to my employment. EPG taught me how to be resourceful and how to deal with uncertainty.
I am not currently employed (in between jobs) but I would say that EPG program has been one of the most influential and inspirational experiences of my life. The first year of the EPG challenge built my confidence and leadership skills. Through the second year program, I had the opportunity to participate in my first internship/employment outside of Berea College. This experience gave me a taste of the real world and working environment. Some of the skills that I gained from participating in this two year program include being resourceful, creative, persistent, striving for excellence and team work, . Whenever I am stuck at work, I always try to take myself back to the EPG days and use the skills I learned to solve that problem. I sometimes wish that I could have the chance to do it again and re-boot :)Thank you EPG!!!
Not currently employed
Yes, It helped me learn how to be assertive when working with groups. Additionally, the program taught me leadership skills that I still use to this day like how to lead/ facilitate group discussions.
Yes. I gained interpersonal and basic business skills that I use regularly.
Yes, I do. Because, I have learned how to mobilizing the resources which is one of EPG abilities
Yes, the internship and the experiences look good on my resume. It gives me something interesting to talk about with my new, old and future employers.
After 5.5 years in public accounting and currently a director of accounting at a growing company, I remains convinced that EPG had a lot to do with my personal and professional growth and ambitions. It wasn't so much the assignments as it was the spirit of the program - the conviction that I can achieve what I set my sights on and the way to plant the seeds for the next milestone in my life and career.
The internship that I created and completed through EPG my senior year at Berea College directly affected my current employment position and career. The contacts and resources that were created for the internship kept in touch and reached out to me requesting that if interested, work for them. The position is a High School Business and Technology Teacher. EPG absolutely added value to my employment. This program is an eye opener for college students. Even with a bachelors degree many students find themselves clueless as to the next step or even how to start a career. EPG is real work and real life experience that pushes you to make a decision and act now.
Possibly; the internship may have added some company environment-related experience
Not employed.
Most definitely. Epg is great for self employment and for positions requiring creativity, leadership, critical thinking, and resource management
Yes, during my time at EPG I realized that my expectations of others needed to be communicated well and often. I also realized that I often impose high standards on others and if I wanted to be an effective manager in the future I could not do this.
My EPG experience definitely contributed to employment experience. EPG gave me more structured presentation skills, knowledge of developing a business document (via the feasibility plan), and it immersed me within the Appalachian community. Because of these three things I felt more confident in my job interviews, had relevant work experience within a non-profit organization via my summer internship at Barter Theatre, and it gave me valuable perspective on the direction I wanted my career to go. In other words, because I was able to see community-center business and organizations and work for one, I made a conscious decision to work for one. That passion for non-profits was able to shine through and I believe it was a key factor in getting the job I have.
Yes, very much so. The EPG program does more than just prep you for entrepreneurial roles, it teaches you value within an organization. Between both summers, many lessons can be utilized in more ways than just the coursework. EPG and its professors taught me lessons of tough labor but fruitful results. The challenges presented required a significant portion of time yet the value of the lessons were more than worth it.
What I was able to take from The EPG program that has affected how I succeed in my fellowship are the principles that are taught in the program. Although EPG was not the first time I learned about such principals, (engaging complexity and uncertainty; exploring values and ethical structures; facilitating group decisions; recognizing opportunity; mobilizing resources; and, advocating change), I can say that EPG program allowed me to experience each one in a more external rather than internal way. So I can say that more than anything, the 6 core abilities have added value and I keep them in mind and put them to action, which brings value to how I approach things during my fellowship, and life as a whole.
EPG gave me practical tools that non-business majors would not have otherwise have acquired. I use the accounting skills and training in excel daily. I work for a non-profit, and most of my co-workers are seniors. I have been able to develop tools that saved both time and money for the organization.

2. If you have continued your education at the graduate level, do you believe that the EPG Program added value to your graduate school experience? Why or why not?

Text Response
N/A - haven't attended graduate school.
na
I have continued and completed my graduate level studies.This experience was so instrumental in my life at that age because as a young African girl who had just moved to the United States two years before my EPG experience, I needed the push and confidence to know and believe that I can be successful in pursuing my dreams, that I can learn new things, that America is not perfect and through hard work anything is possible.
Yes, it added value to my graduate experience. EPG gave me skills in critical thinking, collaboration, and communicating with people (not affiliated with the program) on projects. The internship provided me experience for my graduate assistantship.
Yes, EPG helped add value to my graduate school experience for the same reasons it has helped me in my job. Another thing that EPG fostered in my was the "self-starter" attitude. I feel like EPG helped me learn how to be responsible for my own projects that we started, and I have carried that with me, and that ability to work without too much supervision is something very important for graduate school. I would say that the second summer really helped with that.
Did not continue to graduate school. Second bachelors degree was enhanced by field experiences in Appalachia.
Yes, I do. Because I have advantages over other students according to my experience and knowledge about entrepreneurship.
Yes, EPG prepared us. It worked on out communication skills.
N/A
n/a
N/A
Yes. The research methods are really valuable.
I did go to grad school and the work ethic I developed through epg helped. Grad programs are less structured and requires the student to turn abstract theory into application which is what epg is all about.
I have recently been accepted to Seattle University's MFA in Arts Leadership program beginning Fall Quarter 2014. It is because of the EPG Program (and my Berea education in general) that I feel prepared for this next step. As artist EPG helped me to recognize that if I am to be successful then placing my pursuits within an entrepreneurial framework was the best bet. Since then I have looked at all of my prospective paths from the viewpoint of an entrepreneur: someone who takes risks, is willing to invest in themselves, and someone who is looking for the best market to be successful in. It hasn't failed me so far.
Yes, I am currently working on my MBA. I reflect on my EPG experience quite often when developing new concepts for discussions, etc.. The thought process skills that you develop throughout the program help with more than just education.
I'm not in Grad School.
The familiarity with Excel and business plans proved useful in both my masters degrees.

3. Have your volunteered with a civic group or social action organization? If so, how did your EPG Program experience prepare you for or contribute to that activity?

Text Response
N/A - haven't volunteered
I did. Going throught he EPG program really opened my eyes to the way a lot of other people live in work in variuous communities. Sometimes people are just thrown a bad lot in life. Its interesteing to see those people grow and devlop by the things that you help to instill in them or even just by showing them another way.
No
After Berea College and EPG experience I continued to work/intern with many development organizations that focused on social, economical and political advancement of society. When I get involved with any organization, I always ask an important question that I leaned from EPG " How can I add value to this organization?" "What can I leave with the organization that will be useful to them in the future"? With that in mind I am always try to make my time with that organization as productive as I can.
Yes, the project working with a community organization gave me experience working with others; collaborating and communicating to reach a shared goal.
I have not.
Yes. I am developing an email campaign for our teacher's union. The intense discussions I engaged in expanded my linguistic skills.
Yes, I volunteered in Economics Association. I am succssful in organizing team and in engaging with new challenges.
I have been volunteering at the Dayton Mediation Center for the past two and a half years. EPG has prepared me in much the same way for everything else - the imperative to make a positive contribution, give back and leave a legacy.
n/a
N/A
Yes. I found that EPG helped me to partcipated activities and speak out.
I'm actually driving from a volunteer event right now. I'm also working with a number of non profits as a board member. Also I'm in the early stages of creating a business plan for a recreation center in Houston Tx
Prior to joining EPG I had been a volunteer for the Cincinnati Red Cross. I have since worked with the local Red Cross chapter but I cannot say that my EPG experience played a significant role in my participation.
I have. EPG places value on social action and ensuring that you understand the importance of giving back to a community. Personally, I had never been exposed to such a wonderful experience before EPG so I am very much appreciative of the program instilling these values within me.
No I have not.
Yes. EPG, exposed me to new groups and allow me to cross-reference models of conducting business. Having confidence in developing business plans has also helped my in developing statewide emergency operation plans for organizations and grant applications.

4. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
Oh, dear. College is expected to solve problems and open your mind to complexity. It's hard to offer a comparison or comment since I didn't attend another college. That it did help me understand "how to solve problems and how to open your mind to complexity" doesn't offer a way of grading this rather abstract concept.
My experience at Berea College just allowed me to see the world differently. At school, we were exposed to lots of scenarios. We were also given a lot of opportunity to explore and convey our ideas in different forums. This oft times sparked healthy debates and just allowed us to test the waters so to speak.
Berea College gave me a well rounded experience as a student. I worked along side many different types of individuals as a student and gained work experience I wouldn't get anywhere else. My educational experience at Berea is something that I know that others are always priviledged to experience. I had wonderful professors who would push me to see and explore different perspectives and ways to solve problems on a local and or global level.
During my life at Berea, i faced some complex situations and i believe the ability to connect to people and being resoursefull are two of those unique traits i took away from EPG.
Berea College experience was the best experience over all. The academic program was rigorous, challenging, and it opened my mind to many new things that I wasn't exposed to while I was growing up in a third world country. The diversity of the school exposed me to new ideas, beliefs and culture. From this experience, I approach every complex problem in life with a critical mind and openness to new ways of solving problems. I appreciate every aspect of the academic and labor program.
- balancing classes, labor assignments, athletics, and clubs/volunteer groups - study abroad opportunities - convocations and programs like peanut butter and gender
Berea College taught me to not run away from things I don't understand. Berea College opened my eyes to many social justice issues and sociological issues that I did not know existed, and at first, it felt complex and boggled my mind. However, there were so many professors and other students that helped me on my path to being quite an open-minded person. I owe Berea College so much for that!
Berea College experience help me to take the challenges and turn its into opportunities.
I am forever grateful for the small class sizes and thus the attention I was both given and able to give to think critically and "interdisciplinarilly".
The diversity of the student population creates a culture in your mind for open mindedness to all things and all people. Change and acceptance becomes a part of who you are far beyond Berea. The small classes and professors that go beyond expectations engage you in complex ways and with complex information. Overall the school does an excellent job at creating a engaging mix of experiences and surroundings that develop every student at a deep psychological level.
Please simplify this question -- answer would require a small essay with thesis statement.
It helped me to think critically.
Quote the contrary, Berea made me appreciate simplicity. That was my culture shock.
Being a student at Berea is primarily about problem solving. It begins with the simple task of getting to college and beginning your undergraduate career. In other ways the work-study I complete withing the Department of Theatre's costume shop prepared me the most. I had to balance school work with the demands of rehearsal and play production. I also was given the opportunity to design for several shows. When you have that much responsibility within a creative field you often times are dealing with trial and error in order to accomplish a particular goal. If I had given up every time rehearsal had gone bad or when I had miss-sewn something or didn't quite hit the mark with a monologue I had been preparing, well...I would not be here today. Theatre performance and production is by nature meant force you to think of better more cost-effective solutions to large complicated problems. And that's not even taking into account the human element: learning to navigate various personality conflicts, work ethics, belief systems, and individual plans-of-action can be pretty complicated fairly quickly. But other the years I have found that my time at Berea was a training ground for the work I do today in which I must interact with the public and internal departments on daily basis.
Berea is like an obstacle course filled with different things that will either throw you off or guide you to where you want to go and it is experienced everyday you're a student there. At any rate, I feel that the diversity, the faculty (who either support you, claim to support you but don't, or support you when great things they didn't believe would happen to you actually becomes reality) courses, my peers, colleagues, and my entire experience there helped me to open my mind to complexity, because of the positives and the negatives, both which allows you to reflect on complexity and think of ways to conquer. Similar to what you would experience where ever you are in life.
Attending a work study college away from home presented a great number of challenges. Berea opened many doors. It was at Berea that I first became aware of the term "Appalachian Studies". It was the first time that the history of my people mattered enough to be in a text book. It was the first time I realized how my family's history fit into a much larger story beyond state or county affiliations. Berea also allows those stories to connect with other similar stories in other distressed regions of the United States and the world.

5. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
It didn't. The only thing I look back on are a few funny anecdotes I can share while networking.
Berea's labor program was very enriching. We got the opportunity to experience how working in the real world truly is. There is a saying that to whom is given, much is required. I truly believe that being given the chance to be in a labor environment such as Berea's, that many were more ready to make the transition to the world outside of Berea to the next level.
My labor experience I must say was a highlight of my time at Berea. My superivisor Bev Penkalski was a very caring individual. She helped me grow as a professional and build on my research skills when I worked under her as a student. I have taken my labor experience and my confidence I gained and applied it to my academic and extra curricular activities while I was a student. It has also contributed to my work life now. I am able to carry the skills I learned and apply them to my work now.
It created good memories.
The labor experience at Berea College exposed me to the office environment. When I left Berea College, I had a resume with not just education but with work experience that could be used in the real world.
They taught me to prioritize my time, work on various projects at the same time, interact with organizations outside of the college "bubble."
The Labor Program at Berea has allowed me look at my resume with pride. I am so grateful that I got to work in the service related department at Berea because I was able to give back to the community. I learned leadership skills while working and also really did embrace the idea of "dignity in labor".
It helps be to work hard while studying.
My labor experiences at Berea have helped me understand the value and discipline of my labor. Before Berea, I had never earned a wage; so it was helpful to develop some work ethics before I get into the "real world".
I saw that my work ethic is in fact not common but outstanding. Employers appreciate and reward the work ethic that Bereans people like myself posses. Hard work and dedication is a theme that is talked about a lot in Berea and this instills that very theme in every student.
Work ethic boosted. Time management skills and scheduling.
It helped me to gain experience in teaching.
I found out what I wanted to do in life due to the labor program. I was the supervising athletic event coordinator. Now with a masters in sport management, I hope to continue to progress my career in athletics and recreation
I got my fist position outside of college solely on the experience I gained from my time in the labor program.
I have mentioned before my time spent in the Berea College Theatre Laboratory costume shop was instrumental in my success. I was very lucky in that I was able to work in the department of my chosen career. I was introduced to the inner workings of how theatre companies operated and I was part of that operation. People depended on me and it was my job to ensure that actors were dressed, their makeup was in order, or if I were the one on stage, that I hit my mark and helped to bring the production to fruition. In my current duties as a museum professional not only do I employ my performance skills but my costuming skills as well. I also have to develop educational programs and teach the public about history and maintain professional relationship with my co-workers and peers in various departments. Berea prepared me for that and I am very grateful.
I worked in the Learning Center and as a Teacher's Assistant for creative writing. They both had to do with English, creativity, and working with others. My labor experiences contribute to my life because I live a life through a creative lens and I believe in teamwork and team building which are all things I encountered at both jobs. Since I planned my job and courses to align with what I hope to do after College as well as the person I'm growing into everyday, I would say that everything worked hand in hand, allowing me to always include what was gained from my work experience into my everyday life.
My first jobs out of college were gained through my labor experience and had very little to do with my academic major.

6. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
I'm on my fourth career right now. On some level I would have loved to take some more computer science classes, but there wasn't much offered during my time there (2000-2004).
I wish that I would have had the opportunity to take and LSAT preparation class to help me in the pre-law arena.
More computer science courses.
advance excell course, access course, technology and formula writing.
More writing classes.
- personal finances - courses on the built environment
I wish I would have taken Statistics. I wish I would have taken more psychology courses. And I wish I would have taken more math classes.
Yes, I wish I would have taken basic programing course like Java or C ++.
Music, Speech and communications and computer science.
International travel as much as possible. Visit different countries and take cultural classes in their country of origin. International internships.
N/A
I am not sure.
Accounting
I should have gotten a second concentration in Management. Managerial skills are needed in the workplace regardless of the fact that I'm not in a supervisory role.
I really wish I had taken at least one Business and Accounting Course as well as courses in Psychology. Understanding human behavior and having the basic skills for operating a business are things that would have definitely made me more marketable. Also being more proficient with Microsoft Applications such as Power Point, Excel, Quickbooks, etc. I have always been a quick study but I have had to work hard to make up for those knowledge gaps.
No
Accounting, economics and hard sciences which are increasingly expected in job postings. Very few jobs in the social sciences are hired off the street. Most are internal candidates.

7. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
After a decade? I don't think so. The college isn't well-known outside the Appalachian area, and after a decade it's much like your high school grade or your SAT score. It's just not as important over time.
I do feel that I had an advantage over my peers in the work arena because a lot of the situations I deal with now working at another institution often arise. I am able to provide ideas from experiences that I incurred at Berea.
I often have to explain where Berea College is and what makes it unique. Some people have a misconception that it is a religious or fine arts institution. Summer internship experience that Berea makes possible did give me an advantage.
I feel that I do have the advantage over some of my peers. My constant use of problem solving and the want to contribute to community, I see as something that was strongly cultivated during my time as a student at Berea College.
No. The only thing is that i was exposes to a lot of diversity and Appalachian culture -- many people did not have that exposure.
Yes, it has. Some of the advantages include exposure to many internship experiences which allowed me to learn and work in an office environment, autonomy in my labor position at Berea which allowed me to become a leader, EPG challenge which has given me confidence and taught me persistence and excellence, diversity of the campus that opened my ways of thinking and the business and economics department which allowed me to have a basic understanding of how systems work are just some of the benefits that sets me apart from my peers at work.
Yes - I didn't just have a regular college job with limited exposure to career skills. I was managing an office and other students. The course work prepared me well for my graduate school courses. I never felt behind or as if I had missed anything.
I do. I think we all learned a particular way of thinking and learned a particular way of working that results in a person who is hard-working, articulate, knows about the world and about the way it works. I know few Berea Graduates who are lazy and have trouble keeping a job once they find it.
Yes, because Berea College gave me how to manage multi tasking jobs. For examples how to balace your work and study.
Absolutely! Berea gave me all the essentials and taught me to think and face challenges from a broader perspective. I would not want my children to have anything other than a liberal arts education.
Absolutely! Berea graduates appreciate work and because of that they will plan and act far more appropriately at a work place or in their profession. When you have a group of people fighting for a job or a career the one that stands out will be the one that works more and goes beyond the average Joe. Berea graduates become that person through their four year stay and forever after.
Yes - travel abroad, self-confidence, earlier work experience benefits.
Yes. I have experience of teaching and researching.
No. The business dep
Since I didn't have to pay back much in school loans I was free to take on the financial burden to return to grad school. Others my age are still paying off undergraduate loans so they are pushing back grad school because they cannot afford it.
I would not say that Berea gave me an "advantage" necessarily. There are always pros and cons of attending any college or university. You will always get out of it what you put into it. I do believe however that Berea, because of the labor program, because of EPG, and because of the dedication of its faculty (within my department in particular) I was uniquely prepared for the working world. Coming from an economically disadvantaged background i knew what it meant to struggle and I knew that I would have to work harder to achieve my goals. Berea, because of its mission to educate the whole person regardless of socioeconomic standing, I was able to get a fantastic education. I was taught to use my skills and make any situation work for me.
i think Berea College gives everyone equal opportunity to do great, however it is up to the student to go the extra mile and secure what they want from the opportunities that are there for them, so no.
Absolutely. I have worked for and attended a total of five colleges. Berea College's academics are for above anything else I have experienced including two masters degrees. Berea students are expected to perform. Berea has expectations that go far beyond academic measures as well. Berea graduates are able to interact with a variety of people and value all of them. Berea graduates also leave with a work ethic that is distinct. Few colleges afford students with the breadth of cultural interaction, and this becomes an asset throughout life. I have had recommenders with no Berea connection who have pointed out my ability to interact with a variety of people (age, income, socioeconomic status).

8. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
I've learned more from traveling than classes, so anything that combined traveling with some meaningful experience would be fair game.
Law offices, schools, etc. There are a plethora of different experiences. Berea just needs someone dedicated to establishing those internships for our students.
KPMG internship programm.
I am currently unemployed but a career/internship website in my field that could be helpful to current students is Idealist.org.
None known
Mississippi Teacher Corps (a teaching program like Teach For America) offers a summer internship for students to work with the teachers in training and work at the summer school.
I know BGV Finance in Cincinnati.
We currently do not have an internship program, but I can think of places we can use interns, especially within such a changing and growing company like ours.
The Public School System is in need of Programmers for the Technology Department and show interest in ANY programmers and taking interns that can help the Director of Technology with creation of resources for students such as mobile applications.
N/A
I think there may be summer research opportunities, but I need to talk with my advisor.
Mo
I have sent e-mails to the Career office in the past with internship details and I have never received a response back. I will continue to send them when they come across my desk at work.
The Cincinnati Museum Center has an entire department dedicated to volunteers and internships. The internships can range from marketing to preservation and collections, to as specific as working within one of the three museums at our facility. I work for the Cincinnati History Museum and our interns have been individuals with direct interest in museum studies, others who are more focused on education outreach, and those who have a general interest in working for/learn more about non-profits. The possibilities are numerous.
I tend to meet a lot of artists so I would say fashion, music, film, and art. As I travel I find that there are many people or organization related to the listed fields that focus on or support social and political issues, or they're things that some students would be interested in because of their passion for the art form the choose to embrace. Any of these experiences abroad would be life changing and a great learning experience.
My non-profit is limited in physical space, but has no shortage of work opportunities serving the needy. Students could serve in our food pantries directly and help with programming. We currently utilize AmeriCorps volunteers.

9. Rate your agreement with the following statements.

Question	Completely agree				Completely disagree	Total Responses	Mean
My ability to work with others to create new strategies, concepts, ideas, products or organizations that meet social needs of any kind was increased by my participation in the EPG program.	11	5	2	0	0	18	4.50
I learned to take personal responsibility for my career development through the EPG Program.	12	2	3	1	0	18	4.39
I gained the skills and abilities from the EPG experience that are transferable from job to job.	10	3	5	0	0	18	4.28
Through the EPG experience, I have learned to establish and maintain strategic personal and professional resources.	8	5	3	1	1	18	4.00
I gained a sense of resiliency and adaptability from participating in the EPG experience.	9	3	4	1	1	18	4.00
My self-image and self-confidence increased as a result of participating in EPG.	10	4	3	0	1	18	4.22
From the EPG experience, I have gained the knowledge and skills to work effectively in teams.	11	3	4	0	0	18	4.39
My confidence in coping with change and acting without complete information increased as a result of the EPG Program.	10	3	3	0	2	18	4.06
My career ambition increased as a result of the EPG Program.	10	3	3	2	0	18	4.17
My empathy and compassion for others in work and non-work areas increased as a result of the EPG Program.	10	3	5	0	0	18	4.28
My ability to generate ideas and be creative increased as a result of the EPG Program.	10	4	3	0	1	18	4.22
My ability to manage all kinds and classes (diversity) of people increased as a result of the EPG Program.	8	3	4	1	1	17	3.94
My ability to set core values increased as a result of the EPG Program.	9	7	1	0	1	18	4.28
My ability to provide the information people need to know to do their jobs and to feel good about being a member of the team increased as a result of the EPG Program.	9	2	6	0	0	17	4.18
My ability to learn quickly when facing problems and address the challenges of unfamiliar tasks increased as a result of the EPG Program.	8	6	2	2	0	18	4.11
My ability not to hold back anything that needs to be said and provide direct “actionable” positive and corrective feedback increased as a result of the EPG Program.	9	4	3	0	1	17	4.18
My ability to pursue tasks and challenges with energy, drive, and a need to finish, especially in the face of resistance or setbacks, increased as a result of the EPG Program.	10	4	2	0	2	18	4.11
My ability to find common ground and solve problems for the common good, encouraging collaboration and candid conversation with peers, increased as a result of the EPG Program.	10	5	3	0	0	18	4.39
My ability to exceed expected goals increased as a result of the EPG Program.	8	4	4	0	2	18	3.89
My ability to deliver effective formal presentations increased as a result of the EPG Program.	12	4	2	0	0	18	4.56
My ability to be effective one-on-one and in small and large groups, commanding attention and managing groups, increased as a result of the EPG experience.	9	7	1	0	1	18	4.28
My ability to determine how best to spend my time on what is important increased as a result of the EPG Program.	6	6	4	1	1	18	3.83
My ability to blend people into teams when needed, creating strong morale and spirit, increased as a result of the EPG Program.	10	2	4	2	0	18	4.11
My ability to write clearly and succinctly in a variety of communication settings and styles to get my message across with the desired effect increased as a result of the EPG Program.	10	5	2	1	0	18	4.33
My ability to be enterprising increased as a result of the EPG Program.	11	4	2	0	1	18	4.33
My overall resourcefulness increased as a result of the EPG Program.	12	3	3	0	0	18	4.50
	5	1	1	0	0	7	4.57

10. Describe any EPG experience or assignments that prepared you particularly well in one or more of the areas listed above. Please indicate the particular course/assignment which was helpful.

Text Response
I really enjoyed the summer that we were able to spend with David Porter and Meta Mendel-Reyes in Tennessee and Virginia. Just being able to go into the different communities and live and assist in making life better and even just learning about life in different regions was awesome. We were able to step outside of our comfort zones and just enter a whole new world of social responsibility.
The EPG assignment I think that helped me greatly was going out in the community and talking to local organizations and businesses when I need to survey the community. When you are reaching out to people in the community it is important to learn how to talk to them and communicate why you are there in the first place. I learned quickly effective communication goes a long way.
My ability to be resourseful has increased. At my work, i am able to pull the resources together to accomplish the task and i think EPG helped me with that.
All of my EPG experiences and assignments were useful and beneficial in my personal and professional life. If I have to name one, I would say writing the various components of the business plan was challenging but the most rewarding at the end when it was finished. Areas in which it helped was- My self-image and self-confidence increased as a result of participating in EPG
Internship - actual job experience Community partnership - teamwork, working with individuals from other groups, communication, marketing, follow-through Business/feasibility plan - budgeting, starting a business
I remember learning about how to lead group discussions. Working in teams when we actually went out into the community and presented an idea was very beneficial to be able to put it all together.
The assignments of participating in a meeting with Berea Chamber of Commerce was helpful to get better understanding of small business development.
My business plan assignment was too comprehensive and impractical. I would have preferred to explore something I could realistically implement, while in college or shortly thereafter. Nonetheless, I am thankful for having gone through the process.
The push that EPG gives students to do public speaking made me the leader that I am today. I love getting up in front of a crowd and take charge. The very first day of the EPG program I was asked by Dr. Hackbert to come up to the front and speak. I was terrified but that was the first day of amazing days as a public speaker. My confidence as a teacher, trainer and professional is much owed to EPG and Dr. Hackbert
The whole curriculum
The ability to be enterprising increased as a direct result of my involvement with EPG. I now see myself as a social entrepreneur, someone that wishes to utilize their particular artistic background to create social change. That was the main thesis for my graduate admissions essay and it must have struck a cord with the department because I was accepted. Also, before EPG I never connected the need to be entrepreneurial with being a successful artist. Often those who do theatre, dance, or film-any art form really, are told that they will have to do it for "free" or "volunteer" their time for a very long time before commercial success becomes a reality. In some cases that is true but it is not the rule by which creative people have to live. Also, because of EPG not only do I now realize how valuable my time is and that I can be commercially successful, but I also have a responsibility to my community. it is not merely enough to make art we must do so with purpose.
Working with Adventure tourism and doing one on one work with people who either had a business but needed more funding or start up businesses really gave me an idea of what should be the core focus when trying to help people come up with great pitches. The same experience taught me that complexity and uncertainty can rise in the best of situations but the most important thing is how to navigate through it all and still get something positive from it.
Generic familiarity with excel and accounting practices such as calculating depreciation for non-business majors.

11. Did you participate in any of the following experiential learning opportunities?

Question	Yes, I participated.	No, I did not participate	Total Responses
Appalachian Ideas Contest	3	15	18
Collegiate Business Concept Competition	2	16	18
Sullivan Foundation Retreat	4	14	18

12. If you participated in any of the above experiences, briefly describe the experience and its contribution to your education.

Text Response
I don't think any of those were around in 2002 during the pilot program.
I became a well-rounded professional. It increased my confidence and i met a lot of people. Most importantly, i had a chance to spend time with Dr. Hackbert and learned a lot from him. He is a very inspiring individual.
Did not
The overall experience help me to be productive person in real world situation.
They were great learning experiences and opportunities to showcase what I know, can learn and can contribute - all crucial to my success so far in my business career.
The Sullivan Foundation retreat was more so inspiring than anything to meet passionate people who did all they could to make a change for a flaw they saw in society. Going there confirmed for me how much it takes to truly make your dreams reality and being in the same room with leaders contributed to how I approach the goals I want to reach.
NA

13. Describe ways in which your EPG experience could have been improved.

Text Response
The internship - a bit of preparation would have been helpful.
I was a part of the initial group of participants. Thus, I just wish it had been more developed and we would have gottent o go more places and do more things.
I had a feeling that people who could write well got better grades, even though they were not as active in team work. Despite the fact that writing skills are very important, EPG experience is more than that.
EPG needs to teach some technical skills that are important in business; such as analizing FS or building spreadsheets.
None. To me it is perfect! I was sad/disappointed to learn that Debbi Brock who was chair of EPG left. She was an amazing professor who transformed our lives!!!
Nothing comes to mind
I would have liked a class or session on conflict-resolution within groups. I feel like I learned a lot about working in groups but it was mostly through trial and error. There is some great trainings out their on conflict resolution and that would be helpful. I wish there would have been more interaction between the first and second summer. Maybe some little EPG summits in each semester to give students a reminder of what they learned in the first summer.
Engaging with Lexington Chamber of Commerce is a good way to improve EPG experience. EPG is engaing with Berea Chamber of Commerce. I recomend expending to Lexington area.
See notes on assignments.
There seemed to be rumors of one of the professors having relations with one of the students. As I recall it was rumors and I never saw anything but more than one student was sure that the professor had some relationship beyond student and professor with the female student. There were two professors that directed that EPG cohort and it was not Dr. Hackbert but the other professor that was doing this inappropriate type of behavior. Again, this was not Dr. Hackbert but the other professor. I also saw the innapropriate behavior especially now as a teacher because I know what is expected of us as professionals and leaders to students and this professor got into a lake with the female students and was horse playing with them and pushing them down in the water which student like behavior not appropriate between a professor and a student. This would be my only complain.
Better structure, better foundation for subsequent internship options
I am not sure.
It was perfect
I think having a section that focused on everyday office skills (Microsoft Office, drafting cover letters/letters of introduction) would have been nice. In many of the non-profit jobs I have applied for they want someone with those skills and cultivating early on in undergrad would have made me more marketable and confident in my skills.
My experience for the most part wasn't a bad one, however there are a few things that I would like to address in regard to the program, along with the few things that I personally feel could have been better.I think that EPG instructors should keep in mind that their students voice is very important and if the program is suppose to help students grow into better human beings, or social entrepreneurs, then those students should never feel like their ideas or plans are not important without constructive criticism that intel a valid reason in regard to the ideas of the student. This is not to say that the students should be coddled, however, there have been more than a couple of students who I referred to the EPG program, come to me after their first summer, not interested in doing the second one because of how they felt they were being talked down to, dismissed, and many other things similar.(Majority were women but some men fall into this as well). No student or group who has an idea should work hard, showing how important a project is, as well as getting the support from the community they plan to do the project in, to not get the support from the Leaders of the program. A group that I was in experienced this and was really disappointed at the lack of support we had after working so hard making connections we were told would be very difficult to make. I think respect is earned and it goes both ways no matter if its a student and Professor encounter. For instance if I feel disrespected, I'm not sure how respectful I can be no matter how much I would like to. Equal respect can go a long way. I think favoritism is inappropriate, especially during the first summer because it can take away from how much the other pupils gain from the program. It does not go unnoticed no matter how subtle you think you may be. I think the success of a program is not measured by the one star pupil but the many. Imagine if everyone felt special and was given the same treatment and support. That would have a grand effect on the program because it speaks volumes when most of your fellows are success stories. This starts in the first summer. The students are a reflection of the program so how they interact, succeed, and thrive when in regard to the program is based on the experience and relationships they have with Leadership. I think that when in regard to conferences there should be more, and that the students should have a hands on part in the conferences they attend. I love that there are Conferences that EPG attends annually but there should be added conferences that fit into the mission of the program but are the students choice based on an unanimous decision. I also think that everyones time should be considered as important. there have been plenty of times where one of my peers would say they reached out to either get a recommendation, or support but received no respond thus leaving them to find someone else to support them. Yet, when something is needed of the fellows, whether its, to fill out a survey, or take out the time to do something for the program, we're expected to drop everything we're doing and oblige. And if we take too much time, we receive messages with such nasty tones. my time is just as valuable as anyone else's, my peers time is just as valuable as anyone else's....if we can make time for EPG instructors, EPG instructors can make time for us and if we can respond to EPG instructors, EPG instructors should find time to respond to us instead of being selective. Because of the many peers who experienced not getting support when they needed it in regard to letters of recommendations and the likes there of, I personally made sure when I really needed support, or someone to do a recommendation, I had other mentors who I knew I could count on to come through for me but it would have been great to know that I could reach out to a program that I was apart of that essentially improved part of who I am today. Lastly, I am truly a big advocate for EPG, but during my final days I was not happy with things that were said to me. For example when I got my fellowship, I would always give credit to my second year internship that I did through EPG. However, the one time I didn't mention the program because I was being interviewed about growing up and musical influences and characteristics about myself that I had prior to the EPG program, I was told not to ask for a recommendation (Which I probably would've been hesitant to do in the future anyway because of what was mentioned earlier in this section) and told not to bite the hand that feeds me. This really stuck to me, considering the fact I tried my best to be an EPG advocate, I recruited people for the program, and many other things that I'm sure have gone unnoticed. Even during my process of application for the fellowship, I was told to have a back up plan. This made me feel like those who are seen as mentors didn't believe I had what it took to be a recipient of the fellowship. Although I didn't let this get to me because of my strength, I would hate for other EPG candidates to feel some of the disappointment and hurt I felt at times. Now this did not detour me from EPG because the things I've learned because of the program have stuck with me more than the unfortunate experiences but that doesn't mean I've forgotten about the negative encounters and how they made me feel and these are the kinds of issues that need to be work shopped in order for progression and continued success of such an amazing program.
The EPG program really struggled with external costs in analysis. In many ways material from an environmental economics course would have bridged the gaps in analysis. Professors were unprepared to respond to student questions about external costs to business practices.

14. Describe how the academic advising in EPG (both formal and informal) helped you contribute to social innovation (in either your employment and/or graduate school experience).

Text Response
Honestly, the advising I received from Debbi Brock post EPG was the most helpful. Through her we were able to found the Berea Entrepreneurs Club and go to some business competitions through Collegiate Entrepreneurs Organization and even be invited to facilitate a conference in Wisconsin for young kids. I still have numerous contacts from those experiences that I am able to draw upon in my current employment.
I had an ok formal academic advising which mostly was focused on what courses i want to take. I belive my informal academic advising was stronger and more honest. It showed me a bigger picture and helped to project in the future of what i should do in 5 years or so.
Create, create, create!
I did not receive much of this
I really saw creative and off the wall thinking from Dr. Hackbert. His presence and conversations with him really showed me what an innovator thinks and acts like. He was always looking at something and seeing the potential, the potential growth, the potential tourism of a place, the potential people needed to make a place better. I try and take that attitude of always looking for the growth points wherever I go. I think always being mindful of keeping that attitude has been helpful in my job.
It helps me to evaluate new ideas while engaging challenges
Not so implemented in my time.
Professor Hackbert was particularly helpful in directing me in academic research.
Challenged me in every way to be a better man
For me I don't really recall very much academic advising that took place outside of the EPG experience. I could just be remembering incorrectly but but David Cooke provided me with the most "advising." But most of our interactions related primarily with my summer internship and best ways to go about doing it and making it a successful experience.
I think that despite some things I'm indifferent about in regard to EPG, there was so much support from EPG staff when in regard to academics and this is because I spent a lot of time there my final year so people would check on me to make sure I was fine. The resources that EPG gives as far as the funding for your DFE and support when it comes to projects associated with the program (and receiving a grade) is great because not only do they have to turn in your markings but they want to make sure you actually do well on your academics because it can be seen as a reflection on the program. Dr. Hackbert is a very smart Director and was very helpful when it came down to time management, helping to contact the right people when I had problems that can make it difficult to finish projects etc. Things that I've learned from him because of our many meetings have influenced how I approach every project that I feel is innovative (or complimentary to the location of a potential project). Because of EPG advising, I make sure to always have a plan B, C, or D and I keep that in mind for planning in general. I think in being advised, the 6 abilities are so imbedded in the program that I was reminded of at least one every time I spoke with an EPG staff which is why I feel so connected to the abilities and how they are simple values to keep in mind but powerful. I encounter at least one ability a day and I am reminded how EPG instilled that in its cohorts and I keep them in mind or bring them up in meetings, working with artists, and my personal life as well.
EPG gave me many tools and insights. Unfortunately, Berea students still face many obstacles beyond Berea. I found myself working entry level jobs as expected, and knowledge unwelcome- especially in today's business climate. Managers are afraid of employees who can figure out financials that aren't released. Many mangers I've worked under do not subscribe to ethical business practices, and are quite hostile when questions are raised. When I participated in EPG program students were encouraged to level all capital resources to get ahead. This was before the economy popped. Students certainly can not take Mitt Romney's money and "just go borrow money from your parents" to start a business. Students were made aware of venture capitalists, but not introduced to any. The version of EPG I participated in failed to connect students with those who have power to make things happen. Students were connected with micro-capital and grassroots ventures which are important, but limited in short term possibilities. The Center for Trans-formative Learning needs connected to the program if they aren't already. The development office likely has connections to enable to students to pursue ambitious projects while still at Berea as well.

15. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	9	2	5	0	1	17	4.06
2	Internship or similar experience	14	0	1	2	1	18	4.33
3	Independent studies	9	2	1	1	1	14	4.21
4	Faculty directed research	5	2	1	0	2	10	3.80
5	Serving as a departmental/program area teaching assistant	6	2	1	1	4	14	3.36
6	Team initiated study	6	3	3	0	1	13	4.00
7	Labor position related to your major	10	4	0	0	1	15	4.47
8	Other labor position	9	1	0	5	2	17	3.59
9	Course-related international travel	11	0	1	0	1	13	4.54
10	Course-related travel in the United States	9	1	2	0	2	14	4.07
11	Convocation Program	8	4	1	0	4	17	3.71
12	Required general studies courses	7	2	3	2	3	17	3.47
13	Academic conference attendance/presentation	7	4	2	0	1	14	4.14
14	Guidance/help from a teaching assistant	6	1	4	3	3	17	3.24
15	Help/guidance from your academic advisor	8	5	1	0	3	17	3.88

16. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
Don't know and don't care.
I just feel that EPG would greatly benefit with working closely with the Economics and Business Sector. Almost every possible career field is influenced by business and economics in some form or fashion. Also those that work in non-profit sectors need to have a keen understanding of for profit sectors and vice versa. The departments really need to work together to help facilitate some real discussions and work experiences that blend the two.
Career advising. Very important. Sincere interest in students' success.
advance excell, legal research,access, technology, public speaking, conflict resolution, leadership.
-Exposure to the real world. Every student should participate in one or more internship experience in their field of interest during their time at Berea. - If possible, travel outside of the U.S, internship or study abroad in their field of interest. -Every student should have the opportunity to participate in a program like EPG.
Courses on the business of sustainability, agriculture and tech/design, and especially how entrepreneurship fits in.
I can't specifically give information on this, I graduated before the centers happened. However, more generally, I think that the more crossover from these great programs in Division 2 into the real world and out in the community the better. It makes it all real and gives students the people handling skills which are most important for success.
A course related to investing in small business development which is very important to Appalachian Region.
I'd hope for our courses to be more career-focused. Too many graduate without knowing where they'd want to end up. By helping foster that sense earlier, there certainly is more to gain for everyone.
Keep making the work challenging. I was almost scared or afraid of doing EPG but I loved the idea of such a challenging class. Something new and different. Keep the bar high and create real work with real people or businesses.
Not sure what this question is asking
I would definitely recommend that EPG students be allowed to take courses or introductory seminars from the following programs: Computer and Information Science, Economics and Business, and Technology and Applied Design. One of the aspects of the EPG program that has shaped my outlook on life the most is the idea that in whatever I do I am an entrepreneur. That is to say I am am in innovator, a risk taker, and a leader. The programs that I have listed above all contain valuable resources and knowledge that only add to the entrepreneurial mindset. In my professional life I have found that the skills attained from working with each of those disciplines make one far more marketable-regardless of desired career outcomes. Also, let it not go without saying that it is incredibly important to relate the lessons obtain from EPG to one's intended major. For example, if an EPG student has an intended arts major then have them explore the various ways that the principle lessons that EPG teaches (service to the community, leadership, and an understanding of Appalachian values) relates to their major. If all they have ever done is paint and they want to be successful, then teach them about independent artists that open their own studies or creative ways they can be content creators who sell their work utilizing technology. EPG has the potential to be a great touchstone or gather place for multiple disciplines. Utilize the differences between the new "Divisions" to strengthen the desired career goals of the EPG fellow.
I don't have a comment for this because I think that Division two did a great job with combining two or more foci when I was a student.
Environmental Economics, Business and Green/Sustainable Technology: This would have been a great short term course under the old 4-1-4 calendar. Students could have learned financing models for green energy and industry trends/data while learning how to construct a device.

17. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in computing	14	1	2	0	0	17	1.29
2	Writing professionally	15	2	0	0	0	17	1.12
3	Speaking professionally	14	3	0	0	0	17	1.18
4	Reading critically	13	3	1	0	0	17	1.29
5	Managing time effectively	14	3	0	0	0	17	1.18
6	Working in a team	14	3	0	0	0	17	1.18
7	Being open to others' ideas, listening effectively	15	2	0	0	0	17	1.12
8	Understanding ethical issues	12	3	2	0	0	17	1.41
9	Having a commitment to service	13	2	1	0	1	17	1.47
10	Being a confident learner	13	2	2	0	0	17	1.35
11	Evaluating the quality of information	16	0	1	0	0	17	1.12
12	Leading/managing others	13	3	1	0	0	17	1.29
13	Designing processes and solutions that solve real problems	12	4	0	0	0	16	1.25
14	Solving problems creatively using multiple perspectives	13	3	1	0	0	17	1.29
15	Staying flexible in the face of changing environments	15	2	0	0	0	17	1.12
16	Understanding ethical issues	13	2	2	0	0	17	1.35
17	Accepting personal responsibility	12	5	0	0	0	17	1.29
18	Having a commitment to service	13	2	1	1	0	17	1.41
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	13	3	1	0	0	17	1.29

18. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in computing	7	4	2	2	0	15	1.93
2	Writing professionally	10	3	1	1	0	15	1.53
3	Speaking professionally	9	4	2	0	0	15	1.53
4	Reading critically	9	4	2	0	0	15	1.53
5	Managing time effectively	6	7	1	1	0	15	1.80
6	Working in a team	12	2	0	1	0	15	1.33
7	Being open to others' ideas, listening effectively	10	3	2	0	0	15	1.47
8	Understanding ethical issues	9	2	3	1	0	15	1.73
9	Having a commitment to service	13	2	0	0	0	15	1.13
10	Being a confident learner	10	2	3	0	0	15	1.53
11	Evaluating the quality of information	6	4	5	0	0	15	1.93
12	Leading/managing others	7	6	1	1	0	15	1.73
13	Designing processes and solutions that solve real problems	6	5	2	0	1	14	1.93
14	Solving problems creatively using multiple perspectives	8	5	2	0	0	15	1.60
15	Staying flexible in the face of changing environments	10	3	1	1	0	15	1.53
16	Understanding ethical issues	7	5	2	1	0	15	1.80
17	Accepting personal responsibility	8	5	2	0	0	15	1.60
18	Having a commitment to service	12	3	0	0	0	15	1.20
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	15	0	0	0	0	15	1.00

19. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		11	61%
employed part-time		1	6%
continuing my education full-time		3	17%
continuing my education part-time		0	0%
caring for family/home full-time		1	6%
serving in the military		0	0%
unemployed		1	6%
retired		0	0%
other, please explain		4	22%

other, please explain
self-employed
caring for family Part-time
Will be continuing my education full-time Fall Quarter 2014
Fellowship

20.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
N/A	N/A	N/A

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
George Mason University	Public Administration	May 2011
University of New Orleans	Urban and Regional Planning	
University of Mississippi	Masters of Education in Curriculum and Instruction	May 2013
California State University Fullerton	International Economics and Finance	May 2015
Long beach state		
University of Mary Washington	MBA	
Seattle University	MFA Arts Leadership	June 2014
N/A	N/A	N/A
Appalachian State University	Political Science	2012

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
N/A	N/A	N/A

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
University of Chicago	Marketing	
N/A	N/A	N/A

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
N/A	N/A	N/A

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
		2/2010
N/A	N/A	N/A
Eastern Kentucky University	Safety, Security and Emergency Management	2013

Other
CPA
CPA
Second Master's

21. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		5	56%
4			4	44%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		9	

Statistic	Value
Mean	4.56

22. Please elaborate on your response above.

Text Response
Berea College experience was the best experience over all. The academic program was rigorous, challenging, and it opened my mind to many new things. As a result, graduate school was not difficult because at Berea I was used to reading complex materials and being able to understand them, long hours of study, lots of writing, working in teams, presentations and self guided courses that required discipline which were all too familiar for me.
Berea College is my first love. Thank you for turning me into a critical thinker and a problem solver
Berea expects students to comprehend material, to turn it in on time, be original in content, and thoughtful. Other institutions I have attended have not enforced the same standards. Faculty at Berea are dedicated to the student more than the advancement of their own career.

23. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		4	40%
considering continuing my education in the future		3	30%
have no plans at this time to continue my education		3	30%
Total		10	

24. Your current employer:

Text Response
Virginia College
Earth Action Alerts Network
Americorps Vista
KPMG
North Panola School District
Osborn International
Dalton Public Schools
Carmax
USDA
Cincinnati Museum Center
Catholic Charities West Virginia

25. Your current job title:

Text Response
Enrollment Specialist, Level III
Program Coordinator
Resource Development Coordinator
Associate
8th Grade English Teacher
Director of Accounting
Teacher of Business Technology
Sales
Procurement Analyst
Program Specialist within the Cincinnati History Museum
Mobile Food Pantry and Outreach Coordinator

26. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		3	25%
not-for-profit organization (other than educational)		4	33%
for-profit organization or business		3	25%
military		0	0%
other, please describe		2	17%
Total		12	

other, please describe
business
Federal Government

27. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		5	42%
4			3	25%
3			2	17%
2			1	8%
1	Not at all related		1	8%
	Total		12	

Statistic	Value
Mean	3.83

28. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		4	33%
4			5	42%
3			3	25%
2			0	0%
1	Not at all well		0	0%
	Total		12	

Statistic	Value
Mean	4.08

1. If you are employed, do you believe that the Entrepreneurship for the Public Good (EPG) Program added value to your employment? Why or why not?

Text Response
I have been committed to service nationally since graduating from Berea. I have been working at a social enterprise for over 4 years doing amazing work supporting youth, their families, community, and the economy of a city with poverty rates. EPG gave me drive and direction.
I am self-employed. Owning and operating two businesses has been a great adventure and very satisfying. I can confidently say that if I had not been in the EPG program I would not have the courage or skills to be a full time entrepreneur and relying solely on my own skills and knowledge for my employment.
Yes I believe that the EPG program has added value to my current employment. Because I get to use my EPG abilities and entrepreneurial mid set to tackle difficult problems and be able to arrive to solutions rapidly.
Yes, because it implemented in me the desire to work hard and enjoy taking on challenges, as well as to proactive which is very important in any job.
Over the past two years I worked in Korea, and now I am in the process of being hired by a private organization. I don't believe that either position has many entrepreneurial qualities, but I believe that the skills I gained from EPG helped me be more confidant in my abilities across the board.
EPG helped prepare me to work with grants. As part of my internship, EPG facilitated my participation in a grant writing workshop. I later shared what I had learned in a presentation to the successive round of EPG students. I am now a grants manager, working with communities statewide to apply for and manage Federal grants that fund projects which contribute to the economic development and resilience of the recipient communities.
The EPG taught me skills that any profession requires. I learned a great deal from the program and believe I am where I am because of it.
I am employed as an apprentice to artist-blacksmith and designer, Jeff Fetty in Spencer, WV. I feel strongly that my experiences and learning in the EPG program helped me both get this job and are helping me quickly grow to become an important asset to Jeff Fetty Designs. In addition to the physical skills required to forge white-hot steel into graceful works of sculpture, architecture and functional pieces, this job involves a lots of communication between me and Jeff, as well as between us and numerous clients who commission us to create often unique installations. EPG prepared me for the demands of working in a high-flow business.
Yes, the EPG program has been a great benefit to my employment. Whether its been in academic or professional pursuits. The EPG program improved my skills and abilities to make me a more marketable individual. In addition, EPG taught me how to work within a team and what it takes to help a place to grow. Basically, it EPG made me into an individual with a number of skills set and therefor securing my employment. No matter the situation.
I really think that it prepared me to be a creative thinker and to be able to work independently.

2. If you have continued your education at the graduate level, do you believe that the EPG Program added value to your graduate school experience? Why or why not?

Text Response
I am applying to MPA programs now. I have intentions on running for political office and effecting change on a legislative level. I believe that organizations are going to have to operate in a social entrepreneurship capacity to survive. Philanthropy and the way grant makers give has been changing over the years. NPO's are expected to have measurable data backed by numbers not just emotion and the ability to generate revenue is sexy to funders. Many will be left behind, many will lose much needed services. My personal opinion.
I have not continued to the graduate level.
I think EPG added value to my continuing education desires and goals because of it intense preparation during the summer both in the classroom and also outside in the field. Many programs specially MBAs and other more practical degrees require these two different set of skills. Most importantly, The EPG programs taught me the ability to work under pressure and set priorities, which are essential in graduate school.
I did obtain a Master's degree and I believe that the experiences I had with EPG made me a better candidate for my program.
My experiences with EPG were the motivation behind my pursuit of a Masters in Public Administration degree. I was a Business major at Berea, but through EPG realized that an MBA was not the path I wanted to take with my career. Although the excellent Business education I received at Berea more than prepared me for the MPA workload, EPG was where I learned the importance of going beyond profit to determine the organizational bottom line.
Yes. EPG program influenced by decision to further my education in Public Health concentrating on Health Services Management. I was able to use the knowledge I gained from EPG to create a business plan for a health center which was part of my Strategic planning course. I was also able to apply what i learned during my practicum with Planned Parenthood where we had to design a marketing plan for health education outreach program.
Yes, the EPG program prepared me for an advance degree. Without the intense two year internship program, there is no way I would have been accepted into a grad program and for that matter make it. Through EPG I was able to understand that I need to look into more than one discipline in order to excel in my chosen field.

3. Have your volunteered with a civic group or social action organization? If so, how did your EPG Program experience prepare you for or contribute to that activity?

Text Response
Yes, I have several civic endeavors going on right now in California and Kentucky. EPG showed me that the world was attainable and the basic principles of service through SE endeavors can be applied nearly anywhere. When I had the opportunity to serve in the Appalachian Mountains and help an undeserved community take stock of their untapped resources and show them how they can earn revenue while building community for years, it was mind blowing. We went from ideation to implementation. I don't waste time with theory and endless conversations. There is too much at stake. We act always. EPG showed me that real change can only happen when we're fearless, plan well, mobilize, educate, train, and act.
Yes, I regularly volunteer with a great variety of organizations because of the great impact the donation of my skills has upon my community.
I participated extensively with Habitat for Humanity and social entrepreneurship organizations. The depth of my experience and relation with these organizations was aided by EPG and that commitment to serve others just like we did in Hyden, KY during my EPG experience.
I haven't but I plan to
I have volunteered for a few positions and I believe that the teamwork skills I gained with EPG contributed towards my success with those organizations,
Yes, I currently serve on the Board of Directors for the KY Association of Mitigation Managers and am President of the PeaceCraft Steering Committee. EPG helped prepare me to give effective presentations, and to tailor my messages to the audience. EPG helped bolster my self-confidence in my abilities to lead and serve.
Currently I am a full time volunteer with a religious organization that works to improve its community in various ways. Through my EPG experience I learned that the work you do isn't measured by the amount you get paid.
Yes. One thing I learned from EPG was how to become a team player and understand the different types of leadership. These have helped in my volunteering experiences.

4. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
Berea has a great deal of diversity. One can not help but to be open.
I worked hard when I was in school and exposed myself to a variety of educational and extracurricular programs as well as developing relationships with individuals from a diverse background. I believe this combination greatly aided in having an open mind, thinking critically and outside the box, thus enabling the problem solving skills used in real life and in the workforce to give a competitive edge.
During my experience at Berea College, I was able to engage in multiple academic subjects that gave me diverse knowledge and capabilities because of the liberal arts nature of the academics study. However, all of the academic subjects were able to be tackled with the same fervor and love of learning that Berea College taught me. Since then, I am open to listen to other's ideas while standing behind my values.
Through encouraging critical thinking in most of my classes as well as teamwork
Berea helped me become a servant leader, and I believe this has greatly contributed towards my problem solving abilities. My experience with diversity of the student body also helped me be open to the complexity of the world and that the same problem may be solved in many complex and different ways.
My Berea experience helped me learn to look at all sides of the issue at hand and not to necessarily accept given information as truth; to analyze and apply solutions from my personal set of values and perspective; and to realize that, just because I understand an issue, not everyone necessarily has the same information with which to work and can perhaps benefit from my sharing my personal thoughts.
Through trial and error. I was thrown into many problems with the tools I needed to get by and then left to decide how I wanted to use them.
There was not a single day during my time at Berea that I was not faced with problems that needed solving. Many involved overcoming my own weaknesses in the new environment. When I was faced with a 3-page physics problem, for example, there was a certain neatness I had to conform to in order that I not drown in my own mess. The same went for writing a 25-page research paper. The way I see my capacity to handle complexity and uncertainty is akin to an ability to see through all the garbage. It's a question of efficiency and of applying the correct filters to the correct landscape.
The courses have challenged me to think critically and be creative. Other than the courses the cultural experience has also taught me to be open minded and learn a lot from other cultures.
Berea help me realize that there is more than one way to approach the problem. My time at Berea is one of the few times in my life where thinking outside the box truly happened and was not just a phrase.
I think a lot of my opinions have really came from my communication courses and postmodern thinking. A lot of times there is not a right or wrong answer to a situation. A person sometimes has to adjust according and go with whatever fits the situation at the moment.

5. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
I am still in youth services and college access. My focus is to serve youth and young adults. Supporting first generation students is my passion.
I absolutely loved the labor program! I believe to have benefitted more than most students from the program and learned valuable management and people skills that catapulted me into great career opportunities.
My experience with the labor program at Berea College helped me to learning discipline and commitment at a very young age. It also taught me balance all parts of life: academics, work, service, and personal time.
they made me a lot more accepting of diversity and change
Certainly, I worked with Brushy Fork Institute and this experience directly contributed towards my desire to work in Applachia.
As an EPG student laborer, I honed my verbal and written communications skills for marketing, public outreach, and general social etiquette. I learned to work with students, faculty, and community members at their particular levels. My labor position strengthened my self-confidence as well.
The labor experience I had at Berea revealed to me the area I want to work for long term.
My experiences in the labor program were very valuable. They taught me how to please my employer and get useful work done, two things that are not always mutually inclusive.
I learned about the ethics and rules of employment such as punctuality, team work, work relationships, responsibility, and accountability and so on.
The benefit of working at Berea allowed me to develop as a leader and to understand the importance of organizing. As former supervisor of RA's. I learned that it is important to understand all facet of the job. Even if its not part of your duties because more than likely, a person will come to you for help, even if its not your job. Moreover, it taught me that not everyone will stay on task and as a result must be consistently reminded and a number of strategies must be implemented in order for everything to be done. More importantly, Berea labor experience taught me to be flexible because nothing is ever set in stone.
I think it taught me how to problem solve, work independently and to work in a team.

6. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
More business courses.
No, I truly believe I was prepared and equipped with the tools I needed and have been quite successful beyond graduation.
I wish I could have taken more computer science course while at Berea and perfect my Chinese language. It would have helped me to be more competitive at work.
Nothing that comes to mind.
No, I can still take courses if I find that I need more education in a particular area, so anything I missed at Berea is still available to me somewhere.
More industrial technology classes, business, and how to budget classes.
While I was driven to perform well in all my classes, the most powerful driving force in my life is my own thurst to learn and understand. In general, I took the minimum number of classes required of me by the college and my major and filled the remainder of my schedule with classes in subjects that I believed would give my current and future existence more meaning and value. For the most part, I am satisfied with my choices, though I wish I'd had more time to work with CELTS. My time spent teaching ESL through the Hispanic Outreach Project was a lot of fun. I also wish I had taken a zoology course.
More business courses. Since I was a Chemistry and Pre-pharmacy student I didn't get a chance to take business courses. I guess that's why I found EPG a bit challenging but it was worth it.
At this stage there is not as I had a well rounded education at Berea. Moreover I switched majors and therefor had to take more courses than originally needed.
I always wanted to re-take the hardest course I ever had at Berea, Psychology. Also, I think that I would honestly enjoy each of my classes more for the simple reason I am not as shy as I used to be.

7. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
Yes, sheer service and commitment to community while being persistent and working hard enough to see goals realized.
Yes, absolutely! I graduated with skills, maturity and a work ethic my peers of the same age were not demonstrating which allowed me to obtain several employment opportunities over even more experienced applicants. Now I am self employed and have great networking skills to maintain an edge in my field at a very young age, comparatively.
I believe so. I have a flexible mid set and comfortable in uncertain situations which sets me apart from my peers at my current job.
Yes it has. the work experience as well as EPG gave me the ability to have a stronger resume compared from my coworkers who graduated from different colleges. I feel more experienced and more ready for the work life
Yes, I believe that my writing skills were superior and my skills with certain computer programs was more developed,
Yes. I was much better prepared for graduate level work than many of my MPA peers. My professors supported me and wrote recommendations for my Research Assistant opportunity, leading to the position that I still hold after 6 years.
I think everyone has something different to bring to the table. Berea was perfect to stretch and grow me but I wouldn't want to compare that to someone else's life and experiences.
I do feel like I have an advantage, but I haven't been around any peers since graduation, so it is hard to articulate that. I attended a small, private liberal arts college for a semester my junior year, and it was only marginally more difficult than high school. All living things grow and strengthen (and sometimes break) iaccording to the intensity of stressors they are exposed to, so I can't imagine that most of my peers are as strong as I am in terms of those aspects of life influenced by our college experiences. That being said, some individuals are going to be strong and do great things regardless of whether they even went to college. in short, there's not a whole lot that sets me apart from anyone else.
The peoples skills and cultural competencies I developed at Berea College have made me unique.
No doubt! Berea has set me far above my peers due to its rigorous academic and work schedule. Without Berea's emphasis on course work, I would not be prepared for grad school. Furthermore, I discovered that I am better equipped at handling situations that are ambiguous, whereas my peers freeze up. It has been quit interesting to see the difference in my education compared to those at another institution.
Yes I do. I honestly think that Berea did a great job preparing me and I honestly feel that I got a GREAT education. Thank you Berea!

8. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
There are organizations and companies all through out the Bay. We have over 3000. Connecting with them is not hard. It becomes a challenge when an opportunity is secured for a student and they elect not to follow through.
I would encourage as many students as possible to work in the EPG program and take advantage of the many programs already available.
In current work there are summer internships mostly for economics research, which is mainly for uprising seniors. I actually hosted two Berea College students during the summer for their internship experience with the Economics Research Center at the University of Chicago.
My current position is still in its initial stages, so I don't know of any internships it could support.
I work with communities statewide that could benefit from an intern in a variety of endeavors: public administration, floodplain management, codes enforcement, public outreach and surveys, and emergency management, to name a few.
N/a
Public Health

9. Rate your agreement with the following statements.

Question	Completely agree				Completely disagree	Total Responses	Mean
My ability to work with others to create new strategies, concepts, ideas, products or organizations that meet social needs of any kind was increased by my participation in the EPG program.	8	3	0	0	0	11	4.73
I learned to take personal responsibility for my career development through the EPG Program.	6	5	0	0	0	11	4.55
I gained the skills and abilities from the EPG experience that are transferable from job to job.	10	1	0	0	0	11	4.91
Through the EPG experience, I have learned to establish and maintain strategic personal and professional resources.	8	1	2	0	0	11	4.55
I gained a sense of resiliency and adaptability from participating in the EPG experience.	7	4	0	0	0	11	4.64
My self-image and self-confidence increased as a result of participating in EPG.	7	3	1	0	0	11	4.55
From the EPG experience, I have gained the knowledge and skills to work effectively in teams.	8	3	0	0	0	11	4.73
My confidence in coping with change and acting without complete information increased as a result of the EPG Program.	9	2	0	0	0	11	4.82
My career ambition increased as a result of the EPG Program.	6	4	1	0	0	11	4.45
My empathy and compassion for others in work and non-work areas increased as a result of the EPG Program.	7	4	0	0	0	11	4.64
My ability to generate ideas and be creative increased as a result of the EPG Program.	9	2	0	0	0	11	4.82
My ability to manage all kinds and classes (diversity) of people increased as a result of the EPG Program.	10	1	0	0	0	11	4.91
My ability to set core values increased as a result of the EPG Program.	9	2	0	0	0	11	4.82
My ability to provide the information people need to know to do their jobs and to feel good about being a member of the team increased as a result of the EPG Program.	8	3	0	0	0	11	4.73
My ability to learn quickly when facing problems and address the challenges of unfamiliar tasks increased as a result of the EPG Program.	8	3	0	0	0	11	4.73
My ability not to hold back anything that needs to be said and provide direct “actionable” positive and corrective feedback increased as a result of the EPG Program.	7	2	2	0	0	11	4.45
My ability to pursue tasks and challenges with energy, drive, and a need to finish, especially in the face of resistance or setbacks, increased as a result of the EPG Program.	7	3	1	0	0	11	4.55
My ability to find common ground and solve problems for the common good, encouraging collaboration and candid conversation with peers, increased as a result of the EPG Program.	7	4	0	0	0	11	4.64
My ability to exceed expected goals increased as a result of the EPG Program.	7	4	0	0	0	11	4.64
My ability to deliver effective formal presentations increased as a result of the EPG Program.	9	1	1	0	0	11	4.73
My ability to be effective one-on-one and in small and large groups, commanding attention and managing groups, increased as a result of the EPG experience.	10	1	0	0	0	11	4.91
My ability to determine how best to spend my time on what is important increased as a result of the EPG Program.	7	3	1	0	0	11	4.55
My ability to blend people into teams when needed, creating strong morale and spirit, increased as a result of the EPG Program.	9	2	0	0	0	11	4.82
My ability to write clearly and succinctly in a variety of communication settings and styles to get my message across with the desired effect increased as a result of the EPG Program.	6	5	0	0	0	11	4.55
My ability to be enterprising increased as a result of the EPG Program.	7	3	1	0	0	11	4.55
My overall resourcefulness increased as a result of the EPG Program.	8	3	0	0	0	11	4.73
	3	1	0	0	0	4	4.75

10. Describe any EPG experience or assignments that prepared you particularly well in one or more of the areas listed above. Please indicate the particular course/assignment which was helpful.

Text Response
Service Opportunity in Jelico TN. My team received the Dingman Award for Service.
I believe the program as a whole makes it possible for me to "completely agree" with all of the statements above. I chose to embrace and dive whole-heartedly into the rigorous EPG program and I have been very satisfied with the results.
One of my most memorable experiences in EPG was to go into the field and do interviews in Hyden, KY. This exercise was an opportunity for me to push my comfort zone. Furthermore, the numerous opportunities to present and pitch gave me an opportunity to asses my skill level and as well learn my flaws and work on them. In addition, putting my thoughts in writing was a great exercise during the EPG classes that helped me understand how I best learn from both academic and practical experiences.
being constantly with my team members taught me how to cope with a different group of people, how to share ideas and to communicate. Also, Dr.Hackbert asked us to develop a social media plan for local businesses, this helped me tremendously in being responsible, networking, and acting professional.
I especially appreciated the internship.
As both an EPG participant and an EPG student employee, I found working with teams to be particularly helpful. Team work can be stressful and difficult, especially if a member is not on board with the task at hand or is not motivated to contribute fully as needed. I learned the importance of stepping up as a leader to accomplish team tasks from EPG team work opportunities, both as a member and a team mentor.
Na
That was 4 years ago, but I remember the Individual Development Summaries were extremely helpful in learning how to communicate succinctly in writing. The Idea Contest and our time in the KRADD counties working with community leaders and ambitious cummunity members was a huge door-opener as far as my ability to work in grough and manage not just my own time, but that of others.
The feasibility plan made me think of a business idea that I would one day will start. It helped me to learn the process of starting a business. I had to be creative and strategic about the plan. The other experience was teaching kids about entrepreneurship in Tennessee. Since it was a group project, I learned about team work.

11. Did you participate in any of the following experiential learning opportunities?

Question	Yes, I participated.	No, I did not participate	Total Responses
Appalachian Ideas Contest	4	7	11
Collegiate Business Concept Competition	3	8	11
Sullivan Foundation Retreat	1	9	10

12. If you participated in any of the above experiences, briefly describe the experience and its contribution to your education.

Text Response
I was a presenter on Net Working in Chicago at the C.E.O. international conference. My team and I won an award for best display. I met a C.E.O. of a youth entrepreneurial organization in Wisconsin and she invited me up to support her with her National Youth Entrepreneurship Conference. I convinced her to allow me to bring to of my EPG teammates and she flew us out to Milwaukee round trip to support. Afterwards, she invited me to come back for a summer internship. Once I graduated she offered me a position as the Assistant Executive Director. I turned down the position to serve 3 terms in Americorp at my hometown in my community center that developed me as a young leader. I wanted to give back at home before I gave to the world.
These programs became available after I had already completed my time in the EPG program and did not participate.
I had the opportunity to participate in both the Appalachian Ideas Contest (AIC) and Collegiate Business Concept Competition (CBCC). I was awarded with the Best Presentation at AIC, and won the first place at the CBCC. These experiences gave the confidence to engage in such activities in my current daily life. I actually just participated in the Start Up Weekend Chicago this past weekend.
I developed an idea generated through EPG classes for a nonprofit organization benefiting children's summer camps and submitted it in a competition at EKU. I also participated on a team that analyzed BC Student Crafts and participated in a business concept competition, but I believe that was through the Business Management class (although several team members were also EPG students). Awards were received for both. The experiences contributed to my presentation confidence and abilities to assess, analyze, and make recommendations for improvements in processes.
N/a
The IDEAS contest taught me that in order to succeed in life, I must learn to pivot and its more than just changing words but ideas. To simply go through and be okay with your product (or self) is not enough. That it is important to learn to evolve and take in what others are doing in order to be successful. If these lessons are ignored, stagnation will occur.

13. Describe ways in which your EPG experience could have been improved.

Text Response
It was good the way it was.
I didn't think EPG was a difficult program. Yes, I worked hard, until I learned to work smart, then it was smooth sailing. The program could have room to become even more rigorous in order to heighten the experience for the students. I believe my favorite component of the program were the activities and adventures and the team building that resulted from those excursions that made the program worthwhile in the moment. I enjoyed the incentive of working hard and being rewarded by playing hard. Incidentally, this is where I learned to work hard and play harder and living by that standard has exponentially impacted my career and growth for the better.
My EPG experience could have been enhanced if it would have had reading and preparation materials ahead of the program to get ready. Perhaps have more interaction with the participants before starting the experience. But overall the EPG experience is a great asset for any student enrolled at Berea College.
I believe the program has altered significantly from my time with it, so I don't believe my comments would be significant.
I don't have any recommendations at this time.
N/a
It far exceeded my expectations.
During the second summer of the fellowship, it would be beneficial to have a skype conference to discuss concerns, issues, or what direction to head in.

14. Describe how the academic advising in EPG (both formal and informal) helped you contribute to social innovation (in either your employment and/or graduate school experience).

Text Response
Debbie Brock was an amazing instructor and impacted my life tremendously.
I am a self employed entrepreneur owning and operating two businessses. There is absolutely no way I woukd be in this position and in this satisfaction of my life and lifestyle wihtout the EPG program. Without the training I received in EPG, I wouldn't have the skills, tools, or confidence to have retired from the workforce at age 23! I love my life, and I did not when I was working in corporate America.
I have had a wonderful relationship both academically and informal with my adviser Peter Hackbert and David Cooke. I consider them part of my family. They were a crucial influence in my success as a student and entrepreneur during college and they continue to be role models. I think that the current process of academic advising is excellent and should continue.
It helped me seek challenges, seek to improve myself, to advance and be proactive!
I have appreciated the contacts I made throughout my EPG experience and I am confident that these individuals greatly assisted in my success with both graduate school and employment.
Debbi Brock was (and still is) a major influence in my continued focus on social innovations. Since graduation, I have worked with Debbi on developing and implementing an online course in Social Entrepreneurship, and she connected me with a State organization that needed some guidance in developing social enterprises.
N/a
Dr. Hackbert was extremely generous with his time, advice and encouragement. His leadership abilities made me want to do excellent work, and ultimately inspired me to pursue the internship for EPG summer 2.
My adviser, Debbie Broke, pushed and challenged me that made me realize that challenges bring the best out me. She also made me realize that I have something to offer to the society. She instilled the passion to take action that will contribute for the greater good of the society and that's why I chose to study Public Health. She still advises and shares information that help me make decisions.

15. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	4	3	3	0	0	10	4.10
2	Internship or similar experience	6	2	1	1	0	10	4.30
3	Independent studies	4	2	0	1	0	7	4.29
4	Faculty directed research	2	5	0	0	0	7	4.29
5	Serving as a departmental/program area teaching assistant	6	2	1	0	0	9	4.56
6	Team initiated study	4	3	2	0	0	9	4.22
7	Labor position related to your major	5	2	1	0	0	8	4.50
8	Other labor position	5	1	3	1	0	10	4.00
9	Course-related international travel	3	1	2	0	0	6	4.17
10	Course-related travel in the United States	4	4	2	0	0	10	4.20
11	Convocation Program	5	2	2	0	1	10	4.00
12	Required general studies courses	4	5	1	0	0	10	4.30
13	Academic conference attendance/presentation	1	4	2	0	0	7	3.86
14	Guidance/help from a teaching assistant	3	3	1	0	1	8	3.88
15	Help/guidance from your academic advisor	4	4	2	0	0	10	4.20

16. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
Classes to help students cope with the fear of doing large asks. Classes on effective ways of utilizing social media to advance and generate revenue to support social causes. Classes integrating elements of policy and service showing how they go hand in hand.
I would recommend the opportunity for different fields like business and computer science to be more integrated. Offering a more flexible curriculum would help get skills from multiple fields. This interdisciplinary approach, I believe would serve greatly to students.
I do not have any specific recommendations at this time.
I am not familiar enough with the current programs to offer suggestions.

17. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in computing	8	0	1	0	0	9	1.22
2	Writing professionally	8	1	1	0	0	10	1.30
3	Speaking professionally	10	0	0	0	0	10	1.00
4	Reading critically	8	2	0	0	0	10	1.20
5	Managing time effectively	8	1	1	0	0	10	1.30
6	Working in a team	10	0	0	0	0	10	1.00
7	Being open to others' ideas, listening effectively	9	1	0	0	0	10	1.10
8	Understanding ethical issues	8	2	0	0	0	10	1.20
9	Having a commitment to service	8	2	0	0	0	10	1.20
10	Being a confident learner	8	2	0	0	0	10	1.20
11	Evaluating the quality of information	8	0	0	1	0	9	1.33
12	Leading/managing others	9	0	0	0	0	9	1.00
13	Designing processes and solutions that solve real problems	7	1	1	0	0	9	1.33
14	Solving problems creatively using multiple perspectives	6	2	1	0	0	9	1.44
15	Staying flexible in the face of changing environments	7	1	0	1	0	9	1.44
16	Understanding ethical issues	6	2	1	0	0	9	1.44
17	Accepting personal responsibility	7	2	0	0	0	9	1.22
18	Having a commitment to service	8	1	0	0	0	9	1.11
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	9	0	0	0	0	9	1.00

18. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in computing	3	2	1	0	0	6	1.67
2	Writing professionally	3	4	0	0	0	7	1.57
3	Speaking professionally	3	3	1	0	0	7	1.71
4	Reading critically	4	3	0	0	0	7	1.43
5	Managing time effectively	4	3	0	0	0	7	1.43
6	Working in a team	4	2	1	0	0	7	1.57
7	Being open to others' ideas, listening effectively	3	3	1	0	0	7	1.71
8	Understanding ethical issues	4	3	0	0	0	7	1.43
9	Having a commitment to service	4	3	0	0	0	7	1.43
10	Being a confident learner	3	4	0	0	0	7	1.57
11	Evaluating the quality of information	5	1	0	0	0	6	1.17
12	Leading/managing others	5	1	0	0	0	6	1.17
13	Designing processes and solutions that solve real problems	2	3	1	0	0	6	1.83
14	Solving problems creatively using multiple perspectives	3	3	0	0	0	6	1.50
15	Staying flexible in the face of changing environments	3	3	0	0	0	6	1.50
16	Understanding ethical issues	3	3	0	0	0	6	1.50
17	Accepting personal responsibility	3	3	0	0	0	6	1.50
18	Having a commitment to service	4	2	0	0	0	6	1.33
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	5	1	0	0	0	6	1.17

19. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		8	80%
employed part-time		0	0%
continuing my education full-time		3	30%
continuing my education part-time		1	10%
caring for family/home full-time		1	10%
serving in the military		0	0%
unemployed		0	0%
retired		0	0%
other, please explain		2	20%

other, please explain
self employed
I have been offered a position and should start working April 21st.

20.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
The University of Chicago	Public Policy and Business	
University of Kentucky	Public Policy	2012
University of KY Martin School	Public Admin/Nonprofit Mgmt	2011
University of Kentuck	Public Health	2012
Eastern Kentucky University	Exercise and Sports Science	

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
	Blacksmithing	

Other
Apprenticeship

21. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		3	75%
4			1	25%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		4	

Statistic	Value
Mean	4.75

22. Please elaborate on your response above.

Text Response
My Berea College experience has prepared me very well in terms of my learning capabilities. In Berea College what I got most out of my education is the drive, critical thinking, and experience to teach myself and continue my education. My level of writing academic papers, documents, proposals, and synthesize documents is very good and at the same level of other major universities like the University of Chicago and others.
My graduate program required use of statistical software and strong writing and presentation skills. I gained all of these skills with Berea programs.
The business and economics courses I completed gave me a definite advantage in managing Master's course work as the BC professors were thorough and held me to high standards of expectation in the tangibles I produced. EPG led me to pursue a public service profession by stressing the importance of finding solutions to societal problems.
To sum it up, Berea is harder than any of the course work that I have taken. In addition, most of my undergraduate classes have already covered the topics that I am currently studying at the Master's level

23. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		3	50%
considering continuing my education in the future		3	50%
have no plans at this time to continue my education		0	0%
Total		6	

24. Your current employer:

Text Response
Juma Ventures
Tina Stevenson
Human Capital and Economic Opportunity Global Working Group
Sitel
Berea College
University of KY
Jesus People USA
Jeff Fetty Designs

25. Your current job title:

Text Response
Youth Development Specialist
Owner
Program Developer
HR recruiting coordinator
Academic Specialist
Project Grants Manager, Hazard Mitigation Grants Program
Assistant Art Director; Barista
Blacksmith's Apprentice

26. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		2	25%
not-for-profit organization (other than educational)		0	0%
for-profit organization or business		4	50%
military		0	0%
other, please describe		2	25%
Total		8	

other, please describe
Social Enterprise College Access
UK is my employer; KYEM contracts my services

27. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		2	25%
4			4	50%
3			0	0%
2			1	13%
1	Not at all related		1	13%
	Total		8	

Statistic	Value
Mean	3.63

28. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		5	63%
4			3	38%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		8	

Statistic	Value
Mean	4.63

1. What were the most valuable courses that you took at Berea College, both in Sustainability and Environmental Studies (SENS) and outside of SENS?

Text Response
SENS 386 Ecological weeds with Nancy Gift! ANR 130 Animal Science with Dr. Douglas!
SENS 100 left a lasting impression, particularly in the study of where my resources come from/go. The SENS class where we went to California to study Ecodesign and began the designs for the SENS house in the Family ecovillage was also great. Outside of SENS, for me personally, the creative writing classes I took were very formative particularly the ones with professor Libby Jones. Other classes in major that were important for me included the senior capstone where we studied existential writers. Third Wave Feminism with Steve Pulsford was an important class for me as was a class I sat in on with Jeff Richey on Religions of China and Japan. Another class I loved was Aboriginal History, a class I took at University of Queensland, Australia. Another class I learned a lot in was Appalachian Women taught by Meta Jones and others. The impact of the many other classes I took outside my major or minor helped contribute to a better world view and richer grasp of social justice. In the same vein, my overall experience at Berea certainly gave me the opportunity to learn about many different cultures and to come to respect each for their uniqueness as well as the similarities.
My short term class on Ecovillages is one of the most memorable classes. It was great to be able to see some of the material we talked about in other courses in action.
I've been out of college for 13 years and I'm honestly having a hard time answering this question. If I looked through my course list, or old college notes, it might spark some memories.

2. In your opinion, how necessary is a SENS minor for doing sustainability work?

Text Response
It works well with ANR major, fits everything together for my field of work. Sustainable agriculture.
I think SENS as a major or minor will become increasingly more valuable as humanity continues its path of a growing population, a drain of natural resources — particularly non-renewable and the negative impacts it has on our environment. Sustainability is a topic that can be applied to nearly any area of study or career. While my career has been primarily in journalism, I have been able to draw on the knowledge I gained from my minor for many scientific stories that I have written. It has been valuable in giving me an edge in hiring as well to be someone who has knowledge about sustainability and an interest in the environment. In addition, SENS helped shape my behavior as a person in society and to think about the impact my actions have on the environment and even on those who supply services and goods.
It definitely gives you a good basis for moving your career in that direction.
I was one of the first two people to graduate with a SENS minor at Berea in May 2001. This field has grown exponentially since then. I believe having the courses to obtain a minor would help you if you planned to do sustainability work. I remember being surprised that, when job searching, no one really seemed to care what you minored in. I would always say I had it, or write it in somewhere on an application...

3. In your opinion, how necessary is a SENS major for doing sustainability work?

Text Response
I'm sure it helps.
A SENS major is an excellent way to transition into doing sustainability work. One reason is that it's a versatile, interdisciplinary degree that provides the groundwork for applying the tools necessary to work toward a sustainable future. What I found so valuable about the SENS program at Berea College is the fact that it provides the opportunity for so many students to actually apply the skills they are learning in a practical way, from projects such as designing the SENS House to designing and maintaining the water treatment plant in the family ecovillage on campus. I also strongly believe that maintaining a SENS program both for majors and minors in the subject is vital for the mission of Berea College. It's been pretty great to see the college embrace ecological design and sustainability in the many renovated buildings on campus and I hope that this is something that will continue into the future. It also helps inform the goal of shaping young adults who will become responsible leaders in their communities in part because it helps all the students on campus have a better understanding of how they use their resources and the impact their actions have on the environment and on others. I would find it incredibly dismaying if Berea considered eliminating this program, so I hope that's not something that is on the table. There are also major ties to the value of environmental studies when it comes to Berea's commitment to Appalachia as a region that has long had a complex relationship with coal. As far as opportunities for having a career in sustainability and environmental studies, I think there are plentiful opportunities as many communities and businesses will (with all hope) continue hiring people who can help lead the effort toward being more sustainable and environmentally conscious. Even big corporations like Walmart have people who initiate programs working toward being better stewards.
A SENS major was not available when I attended Berea.
I would think it would be very necessary if you plan to have a career in sustainability. If I were in college now, and it were offered, I would definitely major in SENS.

4. If we develop a SENS major, what would be useful courses and perspectives to include in that major?

Text Response
Environmental Biology, Earth Science
I don't know what the best courses would be. I think it would be of interest to consider classes about the sustainable future for Appalachia and pursuit of renewable resources. Other classes of interest could include public policy for environmental initiatives, designing landscapes with edible gardens and native plants, a potential summer class could involve marine biology and ecosystems that would be really fun for students. I think including the perspectives of communities who supply goods to U.S. consumers whose lives are a lot tougher than the average American would be of interest as well as those who work in energy (whether it be clean or non-renewable). It's also valuable to include tools and tactics for increasing communication on the subject of the environment, for one not having an us vs. them attitude and secondly tools for organizing communities to work together to become more sustainable. Other classes could involve business and sustainability practices. Studying food systems would be interesting. Also fracking as a topic is a valuable topic and what happens when there are environmental disasters such as the BP oil spill and looking at ways that communities and government policy can help us prepare better.
Green design/architecture would be valuable. Also, a way to make sustainablity an attainable goal for people of all economic status. More classes on how to help people refurbish existing homes to be more sustainable. Community building and development classes. I do believe that it helped me a lot to pair SENS with Sociology because so much of getting people to be aware of why SENS is important is being able assess the situation of different people and give them a reason why they personaally should care and also to make it easier for them to help. A social psychology class on how to get people to change their behaviors. Grant Writing/How to start a Non-Profit
Business - many businesses look for ways to save money. In order to help businesses do this, you would have to be able to crunch some numbers. Education - Even still, educating the public is a huge part of sustainability. Psychology - I'm a part of a "The Partnership for a Geen City's Behavior Change for Sustainability Team" and UofL Psych students are working with us to create proposals for the 4 partners (JCPS, UofL, Metro Govt, JCTC) to change behavior. This is great because the students' proposals are their grade, but it actually benefits the organization. Real world work in college!

5. Are there authors or ideas you have been exposed to since leaving Berea that you think should be part of the SENS coursework?

Text Response
Aldo Leopold, Diane MacEachem, Richard Manning, Linda Veintraub
Michael Pollan is great when it comes to writing about food but that's kind of obvious. Silas House's book he co-authored about communities dealing with coal was informative. Permaculture is certainly a topic that has continued to be of interest as well as community gardens.
Farm City:An education of an Urban Farmer by Novella Carpenter was excellent http://www.growingpower.org/about_us.htm Barbara Kingsolver:Animal, Vegetable, Miracle Landscape architecture
Since I work at the Zoo, climate change and polar bears have been huge factors in the way sustainability relates to me. Robert Buchanan (formerly of Polar Bears International) is a philanthropist that is a great speaker, motivator, and he works hard to get people to do actions that help our planet. Check out www.myActions.org He believes Zoos should be the center of conservation and he works closely with us on this project. I've also had the pleasure of hearing Dr. Andrew Derocher speak about studying polar bears as well as Dr. Steven C. Amstrup speak about climate change and the research projects he has been working on.

6. What non-SENS courses do you wish you had taken, if any?

Text Response
Horticulture-wasn't offered while I was there.
I wish Berea had offered more classes in Islam studies.
More business clases and perhaps a building class
I wish I knew more about energy usage, how to track it... Not sure what kind of course that would fall under. I also wish I would have taken Dendrology. I did take Field Botany, but I wish I knew more about trees!

7. Did you work in a labor position in SENS while at Berea?

Answer	Bar	Response	%
Yes, please list job(s)		2	50%
No		2	50%
Total		4	

Yes, please list job(s)
If you consider the recycling department part of SENS
SENS director in the ecovillage

8. What skills did your labor position in SENS teach you that you find useful in your current work?

Text Response
Recycling is useful in day to day life in many different ways!
How to communicate to people what Sustainability is all about

9. Did your labor position in SENS empower you to help improve sustainability in the world beyond Berea? Please explain.

Text Response
Yes! I try to get everyone on the recycling band wagon!
Yes, it gave me a basis to show people a few different ways that the ideas of sustainability and environmental studies can be put into action.

10. What skills do you wish your SENS labor position had taught you, but didn't?

Text Response
A few more hands on skills. It would have been useful to have some more workshops on gardening, composting and green building so that I felt a bit more like I had a better handle on those thing when people asked about them.

11. Indicate whether you took at course at Berea College that addressed the following topics and rate how valuable it is to your current work.

Question	Very valuable				Not at all valuable	Total Responses	Mean
Technology	0	1	0	0	0	1	4.00
Agriculture	1	0	1	0	0	2	4.00
Business	0	1	0	0	0	1	4.00
Policy making	0	2	0	0	0	2	4.00
Chemistry	0	1	1	1	0	3	3.00
Statistics	0	2	0	0	0	2	4.00
Biology	3	1	0	0	0	4	4.75
Health Science	0	2	1	0	0	3	3.67
Economics	0	1	1	0	1	3	2.67
Geographic Information Systems	0	0	0	0	0	0	0.00
Energy	0	2	0	0	0	2	4.00
Water management	0	1	0	0	0	1	4.00
Land management	1	1	1	0	0	3	4.00
Writing	1	1	0	1	0	3	3.67

12. What skills are most needed for your work to be sustainable?

Text Response
Good soil practices, organic practices.
I don't know what skills specifically outside of having a good understanding of what sustainability is and how to apply it. For me, working in communications, it's most valuable to be able to communicate information on the environment.
My work includes conservation education and so it is not difficult for my work to be sustainable. Being able to communicate well with people of all ages is important. And being able to make connections between what you do and how that impacts others and the planet.

13. What support did you have in your first year that led you to your SENS major/minor?

Text Response
My SENS interest/background stemmed from another school.
For starters the community and particularly friends of mine, namely Stella Lawson, had a keen interest in environmental and social justice. The SENS 100 class was incredibly fun and interesting. The teachers were also so passionate about what they were teaching and I immediately found SENS was valuable information for students of any major to have.
I had a passion for environmental studies so that pretty much directed that decision
My advisor Dr. Rosen told me about the new minor and thought it would be a good fit for me. I'm so happy he did; I'm very proud to have my SENS minor.

14. What kinds of role models do you look for? Did faculty provide that?

Text Response
Absolutely. I feel like the fact that they were very knowledgeable was key but also supportive, respectful of the students' ideas and contributions and also committed to what they taught provided great role model material.
Ones that are open to questions and give support when needed. Yes
I look for people that long to make a difference. I don't think when I was in college I found a role model...But my idea of a role model has changed since then.

15. Did SENS have a "type" of student? Please describe. Did you fit that type?

Text Response
It does. As a single non traditional mom I did not.
Maybe. I was in the program fairly soon after it started but several of us were the type to get involved on campus particularly when it came to environmental and social justice issues but that wasn't everyone. I did fit that type. However, there were others who were Agriculture majors or scientists who may not had the same drive to "change the world" as we did.
I do believe it can be perceived that way, perhaps sometimes getting labled as a "tree hugging hippie". I believe that being "green" is gaining acceptability in a more mainstream way which can be good. I don't know that I fit in any one label.
If my memory serves me correctly, there were a lot of Ag students "farmer" type... I didn't fit that type at all. But I have a feeling the "type" of student has changed over the years. I think the majority of Berea students in general fit the "type" that I might call "earthy." I always wanted to be thought of as that type... :)

16. What are the disciplines of the professionals you interact with on a regular basis?

Text Response
As a small-town news reporter, I interact with people in all different types of professions from government employees and elected officials to teachers and business owners. Other people I talk to work for the Forest Service or are science professors, retired business professionals, housewives, people who run NGOs, doctors, administrators, chefs, students, and just area residents from all different fields.
Education

17. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
I guess it did that by teaching me all different types of subjects and given the opportunity to apply my knowledge in real-world circumstances was valuable. Also having teachers that were supportive and challenging was valuable.
The professors promoted critical thinking for projects and trying to expose us to local and world issues.
That's hard to answer after 13 years...

18. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
I enjoyed my boss and the friends I made within the department.
Super important. It provided a foundation for me to have work experience as a college graduate. I learned valuable organizing and communication skills in my labor positions. Also I learned that I could make a difference. I also had greater opportunity to be a part of the community.
I really enjoyed the work in the Ecovillage and try to continue to promote sustainable principles in my life.
I worked all 4 years in the Reference department of the Library. I was given a lot of responsibility over the years - opener/closer, interlibrary loan, etc. It definitely contributed to my work ethic and knowing the importance of working hard, being good at what you do, and striving to my best - and there are rewards to that!

19. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
I would have liked to take more science classes perhaps and grammar bootcamp perhaps. Other things that would be valuable looking back would be more economics/ statistics although I would have had little interest in those as general topics when I was a student.
Business, technology
I am an educator and I never took any education classes. I honestly don't feel like I needed to, but sometimes I wonder if it would make me look better "on paper"

20. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
Not so much. I was who I am today when I enrolled in Berea College.
I think one of the things that Berea College offers that I will always value is that it opens up up to understanding others and not placing judgement. This is incredibly important in the work that I do as a journalist because I talk with people from all different walks of life and of differing opinions and yet am able to put myself in their shoes and understand their perspective. Also not being riddled with debt is valuable because it allows graduates the opportunity to pursue careers that they want do to and enjoy as opposed to being stuck with something because they need to pay back huge loans.
I am a HUGE Berea College fan. I will always feel that I (and my husband) are set apart from others because we graduated from there. Just the fact that none of us Berea College kids came from an affluent family, we had to work hard to keep up with our labor position and school work... I don't know if it is an advantage, but it's not a disadvantage, and I definitely feel set apart. So proud to be a Berea College graduate!

21. Please comment on how the SENS department/program could have improved your undergraduate experience.

Text Response
I thought it was pretty great as it was.
Since it was so new, it's hard to say... But I now wish I had known the importance of SENS in any career, but I think this is more apparent in 2014.

22. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
I'm sure that anyone who wants to write and submit articles to a local publication or a publication in their field of study could be a possibility. The same would be true for local governments when it comes to their efforts in planning, marketing.
Polar Bears International held Arctic Ambassador Leadership Camps for teens, educators, zoo keepers... I'm not sure if they still do.

23. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	2	1	0	0	0	3	4.67
2	Internship or similar experience	2	1	0	0	0	3	4.67
3	Independent studies	0	0	0	2	0	2	2.00
4	Faculty directed research	0	0	0	1	0	1	2.00
5	Serving as a departmental/program area teaching assistant	0	0	0	0	0	0	0.00
6	Team initiated study	0	0	0	0	0	0	0.00
7	Labor position related to your major	2	0	0	0	0	2	5.00
8	Other labor position	2	0	0	1	0	3	4.00
9	Course-related international travel	1	1	1	0	0	3	4.00
10	Course-related travel in the United States	1	1	0	0	0	2	4.50
11	Convocation Program	1	0	2	1	0	4	3.25
12	Required general studies courses	0	1	2	1	0	4	3.00
13	Academic conference attendance/presentation	1	1	0	1	0	3	3.67
14	Guidance/help from a teaching assistant	0	1	0	1	0	2	3.00
15	Help/guidance from your academic advisor	1	1	1	0	1	4	3.25

24. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
I think the possibilities are endless. Any of the fields using a SENS focus could provide good learning opportunities. One class I took overseas was on global economics, which would be an interesting topic for Economics/ Business and SENS to collaborate on.
Refer back to previous question where I referred to Psychology students working to create change in behavior for sustainability.

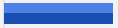
25. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in computing	3	1	0	0	0	4	1.25
2	Writing professionally	2	1	0	1	0	4	2.00
3	Speaking professionally	2	1	0	1	0	4	2.00
4	Reading critically	3	1	0	0	0	4	1.25
5	Managing time effectively	4	0	0	0	0	4	1.00
6	Working in a team	3	0	0	0	1	4	2.00
7	Being open to others' ideas, listening effectively	3	0	0	1	0	4	1.75
8	Understanding ethical issues	3	1	0	0	0	4	1.25
9	Having a commitment to service	2	1	1	0	0	4	1.75
10	Being a confident learner	3	1	0	0	0	4	1.25
11	Evaluating the quality of information	3	1	0	0	0	4	1.25
12	Leading/managing others	1	1	1	1	0	4	2.50
13	Designing processes and solutions that solve real problems	3	0	1	0	0	4	1.50
14	Solving problems creatively using multiple perspectives	2	0	2	0	0	4	2.00
15	Staying flexible in the face of changing environments	4	0	0	0	0	4	1.00
16	Understanding ethical issues	2	1	0	0	0	3	1.33
17	Accepting personal responsibility	4	0	0	0	0	4	1.00
18	Having a commitment to service	3	0	1	0	0	4	1.50
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	4	0	0	0	0	4	1.00

26. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in computing	2	1	1	0	0	4	1.75
2	Writing professionally	1	2	1	0	0	4	2.00
3	Speaking professionally	1	2	1	0	0	4	2.00
4	Reading critically	2	2	0	0	0	4	1.50
5	Managing time effectively	1	3	0	0	0	4	1.75
6	Working in a team	2	1	1	0	0	4	1.75
7	Being open to others' ideas, listening effectively	4	0	0	0	0	4	1.00
8	Understanding ethical issues	3	0	1	0	0	4	1.50
9	Having a commitment to service	3	1	0	0	0	4	1.25
10	Being a confident learner	3	0	1	0	0	4	1.50
11	Evaluating the quality of information	1	3	0	0	0	4	1.75
12	Leading/managing others	1	2	1	0	0	4	2.00
13	Designing processes and solutions that solve real problems	0	3	1	0	0	4	2.25
14	Solving problems creatively using multiple perspectives	0	3	1	0	0	4	2.25
15	Staying flexible in the face of changing environments	0	2	2	0	0	4	2.50
16	Understanding ethical issues	2	1	1	0	0	4	1.75
17	Accepting personal responsibility	2	1	1	0	0	4	1.75
18	Having a commitment to service	3	0	1	0	0	4	1.50
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	3	0	1	0	0	4	1.50

27. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		3	75%
employed part-time		1	25%
continuing my education full-time		0	0%
continuing my education part-time		0	0%
caring for family/home full-time		3	75%
serving in the military		1	25%
unemployed		0	0%
retired		0	0%
other, please explain		0	0%

other, please explain

28.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
University of Louisville	Biology	took some courses, but did not finish

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
KAEE		2005

Other
Certified Environmental Educator

29. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		0	0%
4			0	0%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		0	

Statistic	Value
Mean	0.00

30. Please elaborate on your response above.

Text Response

31. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		0	0%
considering continuing my education in the future		2	50%
have no plans at this time to continue my education		2	50%
Total		4	

32. Your current employer:

Text Response
Growing Warriors, US Coast Guard, Self employed
CNI Newspapers, Inc.
Louisville Zoo

33. Your current job title:

Text Response
Garden Manager, Marine Science Technician, beginner farmer, mom
Staff writer
Educator

34. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		0	0%
not-for-profit organization (other than educational)		2	67%
for-profit organization or business		1	33%
military		0	0%
other, please describe		0	0%
Total		3	

other, please describe

35. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		2	67%
4			1	33%
3			0	0%
2			0	0%
1	Not at all related		0	0%
	Total		3	

Statistic	Value
Mean	4.67

36. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		2	67%
4			1	33%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		3	

Statistic	Value
Mean	4.67

1. What were the most valuable courses that you took at Berea College, both in Sustainability and Environmental Studies (SENS) and outside of SENS?

Text Response
Ecology, Agroforestry, MicroEconomics, Development Economics, Natural Resource Economics, Christianity and Contemporary Culture, all my Spanish Classes
All of the SENS course were indispensable. I took SENS 100, 210, 340, 310, 345, 460. Outside of SENS I enjoyed the arts courses I took but they did nothing for my major. Sociology and African American Studies were helpful in adding perspective.

2. In your opinion, how necessary is a SENS minor for doing sustainability work?

Text Response
The program was a great introduction to thinking about what Sustainability is, and an overview of a very broad field. I think a student could do sustainability work without getting a minor, but the program gives sustainability a strong presence on campus that could lead students from any major to find a niche in the field.
Without the SENS minor foundational work in sustainability you are more apt to be reactionary in approaching sustainability work. A SENS minor will at least give you the background to look at situations critically.

3. In your opinion, how necessary is a SENS major for doing sustainability work?

Text Response
When I graduated the SENS major was still independent. I liked being able to put together my own program of study, but I think I would have benefitted from having a more structured curriculum and progression of advanced courses.
Very important if you want to be a leader/organizer.

4. If we develop a SENS major, what would be useful courses and perspectives to include in that major?

Text Response
GIS !!!! Mastering Excell databases, A strong business focus, entrepreneurship, Permaculture, design, more overlap with Agriculture department
Social justice, sociology, physics, chemistry, technology.

5. Are there authors or ideas you have been exposed to since leaving Berea that you think should be part of the SENS coursework?

Text Response
The Tellus Institute in Boston (development of future scenarios)
n/a

6. What non-SENS courses do you wish you had taken, if any?

Text Response
So many... I work as a Field Manager on an Organic Vegetable Farm and the only Ag classes I took were beekeeping and Agroforestry. I wish I had learned a little something about Aquaponics, Pig Production... However, I have a hard time thinking of which courses I would have given up. I really enjoyed all the General Studies Classes and being able to take courses in all different departments.
n/a

7. Did you work in a labor position in SENS while at Berea?

Answer	Bar	Response	%
Yes, please list job(s)		1	50%
No		1	50%
Total		2	

Yes, please list job(s)
Student SENS House Director

8. What skills did your labor position in SENS teach you that you find useful in your current work?

Text Response
People management, project management

9. Did your labor position in SENS empower you to help improve sustainability in the world beyond Berea? Please explain.

Text Response
It empowered me to teach about sustainability issues.

10. What skills do you wish your SENS labor position had taught you, but didn't?

Text Response
n/a

11. Indicate whether you took at course at Berea College that addressed the following topics and rate how valuable it is to your current work.

Question	Very valuable				Not at all valuable	Total Responses	Mean
Technology	2	0	0	0	0	2	5.00
Agriculture	1	0	0	1	0	2	3.50
Business	1	0	0	0	1	2	3.00
Policy making	0	0	1	0	1	2	2.00
Chemistry	0	1	1	0	0	2	3.50
Statistics	0	0	0	0	1	1	1.00
Biology	1	0	1	0	0	2	4.00
Health Science	1	0	0	1	0	2	3.50
Economics	1	0	0	1	0	2	3.50
Geographic Information Systems	0	0	0	0	1	1	1.00
Energy	1	1	0	0	0	2	4.50
Water management	1	0	0	0	0	1	5.00
Land management	0	0	0	0	1	1	1.00
Writing	2	0	0	0	0	2	5.00

12. What skills are most needed for your work to be sustainable?

Text Response
Business skills, money management
Planning in the short term with an eye on the long term.

13. What support did you have in your first year that led you to your SENS major/minor?

Text Response
My advisor was Jim Dontje and I enjoyed our conversations very much, all of the books on his shelves had interesting titles.
I had Richard Olson plus I started at Berea with that goal in mind.

14. What kinds of role models do you look for? Did faculty provide that?

Text Response
The faculty were very focused on teaching, and also heavily involved in the community. The CELTS program started bring back Alumni to speak at Labor Meetings and that was very inspiring, to see all the ways people applied their experiences in the job market.
Strong mentoring was provided.

15. Did SENS have a "type" of student? Please describe. Did you fit that type?

Text Response
I don't think so there is a "type". SENS is a blend of science & technology, ecology, history/policy, and problem solving. It's working with numbers and stories and design.... I think the program could appeal to range of student with different academic interests and backgrounds.
I don't think there is a type. Backgrounds were varied as were the interests. In general SENS students are ecologically minded, forward thinking, step gently, intentional. I fit that.

16. What are the disciplines of the professionals you interact with on a regular basis?

Text Response
I am a farmer so I interact with other farmers, restaurant chefs, small business people, customers and market managers, lead field trips with school groups, and manage unskilled/ marginally skilled labor crews.
Science educators.

17. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
living in Appalachia with a diverse student body
Berea education fosters critical thinking and encourages you to look at situations from outside view points. That has been invaluable.

18. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
team work, working well with youth
Broadened my perspective and made the big picture my focus.

19. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
technology, map making, managing my own finances, soil science and botany
Something to do with electronics or mechanical systems.

20. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
Not really because I didn't train for my current career at Berea.
It has made me more accepting of others and given me a good foundation in viewing others situations through the lens of socio-economic status.

21. Please comment on how the SENS department/program could have improved your undergraduate experience.

Text Response
n/a

22. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
Science education outreach.

23. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	0	2	0	0	0	2	4.00
2	Internship or similar experience	1	1	0	0	0	2	4.50
3	Independent studies	1	1	0	0	0	2	4.50
4	Faculty directed research	0	0	1	0	0	1	3.00
5	Serving as a departmental/program area teaching assistant	0	0	0	1	0	1	2.00
6	Team initiated study	0	0	0	1	0	1	2.00
7	Labor position related to your major	0	1	0	0	0	1	4.00
8	Other labor position	1	0	0	0	0	1	5.00
9	Course-related international travel	1	0	0	0	0	1	5.00
10	Course-related travel in the United States	1	0	0	0	0	1	5.00
11	Convocation Program	0	1	0	1	0	2	3.00
12	Required general studies courses	0	1	1	0	0	2	3.50
13	Academic conference attendance/presentation	1	0	0	0	0	1	5.00
14	Guidance/help from a teaching assistant	0	0	0	0	0	0	0.00
15	Help/guidance from your academic advisor	1	1	0	0	0	2	4.50

24. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
I wish this had happened when I was at Berea! I love the work I do and I am at a point where I'd like to be self employed. I think business skills are great for SENS majors whether they work as consultants, develop/market appropriate technologies, start a farm or farm-business, or work in the public sector or a corporation: being able to sell your ideas is so important.
n/a

25. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in computing	2	0	0	0	0	2	1.00
2	Writing professionally	2	0	0	0	0	2	1.00
3	Speaking professionally	2	0	0	0	0	2	1.00
4	Reading critically	2	0	0	0	0	2	1.00
5	Managing time effectively	2	0	0	0	0	2	1.00
6	Working in a team	2	0	0	0	0	2	1.00
7	Being open to others' ideas, listening effectively	2	0	0	0	0	2	1.00
8	Understanding ethical issues	1	1	0	0	0	2	1.50
9	Having a commitment to service	1	1	0	0	0	2	1.50
10	Being a confident learner	1	1	0	0	0	2	1.50
11	Evaluating the quality of information	2	0	0	0	0	2	1.00
12	Leading/managing others	2	0	0	0	0	2	1.00
13	Designing processes and solutions that solve real problems	2	0	0	0	0	2	1.00
14	Solving problems creatively using multiple perspectives	1	1	0	0	0	2	1.50
15	Staying flexible in the face of changing environments	2	0	0	0	0	2	1.00
16	Understanding ethical issues	1	1	0	0	0	2	1.50
17	Accepting personal responsibility	2	0	0	0	0	2	1.00
18	Having a commitment to service	1	1	0	0	0	2	1.50
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	0	1	1	0	0	2	2.50

26. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in computing	0	1	1	0	0	2	2.50
2	Writing professionally	2	0	0	0	0	2	1.00
3	Speaking professionally	2	0	0	0	0	2	1.00
4	Reading critically	2	0	0	0	0	2	1.00
5	Managing time effectively	0	2	0	0	0	2	2.00
6	Working in a team	1	1	0	0	0	2	1.50
7	Being open to others' ideas, listening effectively	2	0	0	0	0	2	1.00
8	Understanding ethical issues	2	0	0	0	0	2	1.00
9	Having a commitment to service	2	0	0	0	0	2	1.00
10	Being a confident learner	0	2	0	0	0	2	2.00
11	Evaluating the quality of information	2	0	0	0	0	2	1.00
12	Leading/managing others	0	2	0	0	0	2	2.00
13	Designing processes and solutions that solve real problems	1	1	0	0	0	2	1.50
14	Solving problems creatively using multiple perspectives	1	1	0	0	0	2	1.50
15	Staying flexible in the face of changing environments	0	2	0	0	0	2	2.00
16	Understanding ethical issues	1	1	0	0	0	2	1.50
17	Accepting personal responsibility	1	1	0	0	0	2	1.50
18	Having a commitment to service	1	1	0	0	0	2	1.50
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	2	0	0	0	0	2	1.00

27. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		2	100%
employed part-time		0	0%
continuing my education full-time		0	0%
continuing my education part-time		0	0%
caring for family/home full-time		0	0%
serving in the military		0	0%
unemployed		0	0%
retired		0	0%
other, please explain		0	0%

other, please explain

28.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
Appalachian State University	Appropriate Technology Education	2011

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Other

29. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		1	100%
4			0	0%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		1	

Statistic	Value
Mean	5.00

30. Please elaborate on your response above.

Text Response
My BA work at Berea was much harder than my MS work.

31. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		0	0%
considering continuing my education in the future		0	0%
have no plans at this time to continue my education		1	100%
Total		1	

32. Your current employer:

Text Response
Langwater Farm
Catawba Science Center

33. Your current job title:

Text Response
Field Manager, Crew Leader
Director of Exhibits

34. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		1	50%
not-for-profit organization (other than educational)		0	0%
for-profit organization or business		1	50%
military		0	0%
other, please describe		0	0%
Total		2	

other, please describe

35. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		0	0%
4			1	50%
3			1	50%
2			0	0%
1	Not at all related		0	0%
	Total		2	

Statistic	Value
Mean	3.50

36. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		0	0%
4			2	100%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		2	

Statistic	Value
Mean	4.00

1. How well did the Technology and Industrial Arts Program (TIA), now called the Technology and Applied Design Program (TAD), prepare you for the career path you took?

Text Response
I always tell my friend "I learned a little about A LOT!"...I think it would be great if there were focus areas.
TIA prepare me very well for both of my careers. The first was as a Naval officer and includent numerous opportunities to use my learnings at Berea. I was a Diving and Salvage officer responsible for being a Navy Deep Sea Diver and used my skills from power and transportation, electronics, welding as well as management courses. My primary line duty as communications and operations officer were significantly aided by the electronics courses. After the Navy I was able to use my Berea knowledge in printing over many years in the printing industry. I started my own company and grew it to over 600 employees before taking it public and continued to run it until 4 years ago when I retired.
I wanted to teach Electronics. At the time the instructor that taught electronics was away somewhere. With this in mind I did not get a good basic level of electronics. I did through this course realize that I was burning to learn electronics. I went on to EKU under Dale Patrick and did learn Electronics. I did although get a very good education in all of the other areas. I will always be thankful to Berea for teaching me a love for walnut and cherry furniture! I now have a wood shop and 5-6 tons of walnut and cherry lumber.
In terms of critical thinking capacity and problem solving, the major help develop my skillset to plan and organizine multiple task with ease.
More mathematics and more product design would have been beneficial. I am in education now and have been for over 15 years.
Outstanding (I became a Industrial Arts teacher and later a vocational teacher and district adminstrator)
Very well. I focused on education. Very prepared to enter the class room.
I believe your department is doing a fantastic job. When students graduate Berea with a technology degree they are well prepared for the future.
Very well! I am in my 29th year of teaching High School Technology Education / Engineering using the Project Lead the Way curriculum. My degree was more an emphasis on cabinetry, but, as with many things, it grew with technology. I am also a 6 year veteran of FIRST Robotics (FIRST Team 2988, RoboGenesis - like us on Facebook!)
Keeping in mind that I graduated in 1982 and went on to be a shop teacher and woodworker I would say that the program positioned me very well for my career path. My labor position as a TA in the woods lab was a major part of that preparation.
Very well, I learned the skills needed to present ideas confidently in a group and sound like I know what I'm talking about.
I graduated in 1961 and was one of the first graduating class. My program was designed to teach Industrial Arts in public schools It prepared me well.. Howard Hicks
I was very prepared for the career I entered. I now work as a drafter with Kentucky Utilities and the Electrical and Drafting classes I took at Berea make this job a good fit and easy to do. I am not using all the things I learned in my degree but I think that is the point, to learn more then you actually need for one job, this way you can be a good fit for any job in your field.
I was extremely well prepared. I ended up in education due to Mr. Osolnik's advice.
I feel like the TIA program was very helpful in preparing me for a future career. I have chosen a career that coincides with my field of study and been very successful at meeting those expectations by using the education I received at Berea
It taught me how use AutoCAD, which is the principal design tool I use today working as an interior designer. It was good, that the TIA (TDA) had curriculum based on wider discipline such as business, economics and arts. Being a self-employed, having a basic understanding of economics and business helped me setting up my own business.
Not necessarily relevant to the career path I chose but still had a big impact on how prepared I was to enter the workforce. I appreciated the hand-on course design because it is that application that I learned most from and still apply that concept today.
Although I am not working in a field that directly relates to what the courses of the TIA program covered, I feel that the experiences of those courses and the work study program have helped to make me the person I am today and I feel that those experiences continue to help me to excel in my current career path.
Very well. My career path ended up being outside the core TIA focus, but it didn't matter. The core of TIA helped build a open mind and ability to learn. I use those skills every day!
I learned a broad application of processes and the ability to think critically about them. There was still on the job training required. The HR manager was familiar with Berea and when I remarked that it was a good school, he corrected me saying that it is a great school.
The Industrial Arts program provided the environment that stimulated thought and creativity. I feel this mentality has followed me throughout my career.
The program gave just a touch of many industries to the students however a deep depth would require an advanced step or independent study. The fact that this program gave a broad stroke allows the student to know just enough to understand different industries and carry on intelligent conversations with company executives or their first job interviews.
The TIA program provided me with the ability to critically think and problem solve through the process of elimination. In addition, it provided me with a solid balance of theory to practice with hands on experience.
The hands-on experience I got from Berea has given me the opportunity to be a very successful engineer. It definitely developed leadership skills and problem solving abilities. I had my heart set on industrial design but ended up taking a path into the automotive industry which I am passionate about thanks to Berea.
I feel like I was prepared but there are areas I believe could be improved. For instance the senior seminar could be split over the course of the year with the first half being spent on research and analysis and the second half being spent on execution and presentation skills.
I was an industrial arts major and graduated in 1964. I have went to EKU and got my masters in Ind. ED and found only one short coming, which was in the history of industrial arts/education. The technical classes that I had at Berea prepared me very, very well. At the time there was not an architectural drafting class, which was the only short coming. There were several short cummings in the teacher education program component, which I am not going to elaborate on. I went on to finish my doctorate in industrial education/Technology at the University of Missouri-Columbia. I taught in the public school system for 5 years in Dade county, Florida and then taught 32 years in the Industrial Arts teacher education program and funder the new departmental name - Architectural and Manufacturing Technology. I retired with full professor status. I have never had to play second fiddle to any one or program that I have encountered because of the fine education and excellent instruction I received at Berea.
Because of my experiences using different equipment I was qualified for entry level in several fields, but so far have not attained a single job that required a B.S. Degree. I am now a CNC machine operator, but had to gain CNC experience after college.
Very well.
I am a library director, which is not a field directly related to TIA. However, it has benefited me in areas of process analysis and efficiency (kaizen), graphic design and has given me a good foundation for handling facilities management issues.
I could have used more drafting classes and it would have been helpful if physics and calculus were requirements of the degree.
The TIA program did not specifically prepare me for the career path I ultimately pursued. However, during my immediate employment opportunities following graduation, the TIA program was very helpful.
I think it prepared me well. It gave me a strong core to build on through the canges in Technology.
The program needs to be more technology driven, including calculus based math & physics courses as well business law.
The Technology and Industrial Arts Program was a cornerstone in the foundation that has led to my current career. The skills and knowledge I acquired while attending Berea have been applicable in my career as well as my every day living.
After school it took me about a year to find a job in my manufacturing. The economy didn't help but you really have to understand a changing economy and how your marketing yourself.. I was applying for very technical jobs at first, in which I had no certifications. Positions that used Autodesk packages,which I have a lot of experience in, but just wasn't getting any interviews . So I changed my approach, I found a job working for a windows/doors manufacturing company. This is when classes like woods, metals, powers, and just using different software helped out tremendously. Most of the companies I have worked with have some form of training, so having a liberal arts background I found was definitely a plus.
Adequate
The TIA program adequately prepared me for my professional careers. Having the engaging hands on lab experiences provided opportunities to learn how to take a concept and make it a reality. Learning the iterative design process and the various machines have been extremely beneficial in my professional career.
I have yet to use my Tech degree. My past employment has been eclectic; banking, teaching and public library.
My current path is construction and energy efficiency. Berea's TIA program had very little to do with this when I was there and actually I was more interested in woodworking etc.. However, Berea's overall education has helped me.
I learned a great deal about how to navigate frustrating situations with difficult people because there were multiple situations in which the department thwarted my attempts to build coursework around what saw as contibuting to my success. One example is the electronics class taught by Yaunt. There were multiple demoralizing displays of unprofessional behavior. The most memorable example was one in which nearly every single student failed a test; so he conducted a retake. At the retake, Yaunt made it explicitly clear that every student who showed up to the retake got a 'B' on the test, regardless of their performance on the test. When I disussed with senior leadership in the academic provost office it became apparent that there would be no consequence for this behavior. I didn't have the energy at the time to follow-through with the fully-fledged appeal process; so I decided not to pursue the issue. Needless to say, I learned very little (about electronics) from the electronics class as a result of things like this. However I learned that when confonting a bureaucracy such as this, be prepared to invest significant energy building a case and engaging individuals at all levels of the organization. I also learned that always and in all organizations, there will be someone like Yaunt. Without an individual drive and motivation to work around folks like him, I would not be succesful. Another example is just before graduation, when I had the option of taking either a higher-level Computer Science class or 3D Drafting with AutoCAD (both senior-level courses). Of course the CS class was not at the time part of TIA - so an exception was required. I argued that my career was going to be in a field related to CS; therefore it would not be in my interests to take an advanced drafting course. The department disagreed with me on that point and I took a drafting class that ended up being a significant waste of my time. While the course itself did nothing to add to my success, the experience taught me how difficult it can be to influence others to my point of view; it showed me that weakness in myself so that I could begin developing those skills.
the program allowed me to take a wide variety of technology classes with the hands on experience, which allowed me to understand a many different areas of technology. I revisit the knowledge learned in technology classes everyday in my career path as a Energy Efficiency Project Manager.
Not very well.
I think very well. I believe the broad curriculum that all are required (courses inside the dept. in many different areas) for both education and business tracts is very important. One thing I felt confident in is that if education didn't work out for me (it didn't), I would have some expertise in a number of different industrial areas to fall back on.
I think that it prepared me very well. I am an Eqipment Service Team Leader in the High Pressure Die Cast department at Honda Transmission Manufacturing in Russells Point, Ohio. I use the problem solving skills that I learned in the Tech department virtually everyday.
It did a good job. Because of the knowledge of materials and manufacturing processes, combined with my science background and writing ability from high school, I landed a job with a manufacturing consulting firm after a wonderful stint as a sabbatical replacement at Berea College. That job with the consulting firm put me on the path to a career in economic development for the past 25 years.
Some yes. My industry is not really focused on what I learned from books in the TAD program. (web design). I did have a few classes that dealt with my career but not all of the classes are took are being applied currently.
With the program I had the skills to adapt and be successful in many area of both industrial manufacturing and construction. I currently lead a Quality Control Team overseeing a 200 million dollar deep foundations project.
My career path has diverged significantly from my major, however, I believe that the training I received within the Technology and Industrial Arts program provide me with the critical problem solving and analytic thinking skills that have allowed me to advance within my current field of Information Security.
Not really I got a masters degree in sp ed
It was an ideal bases for my later career.
I have used the skills learned - primarially graphics, small engine repair, minor auto repair, woodworking, and drafting many times over in my years since I graduated in 1985. My career path took more of an administrative path, but having a basic understanding of tools, materials, and processes, and the ability to know and do a little in a broad area has been a very big help to me.
I would say that the program gave me a very basic knowledge of a lot of the things I have encountered during my professional career.
Since graduating, I have been working predominatly in customer service. I worked for Sprint for 6 years before I was laid off in August 2008. I was a Customer Service Team Lead at the time, which basically means i was a supervisor of anywhere between 13 and 26 employees at any given time. I am currently a Customer Service Team Lead at Bristol Virginia Utilities and I supervise 15 employees. I think the management aspect of the major prepared me more than anything else. I do believe had I settled in a larger city I would have been more inclined to seek a job where my drafting and CAD skills were of use.
In the 70's there was no link other than drafting tying construction/building to the IA setup
It has served me well after I entered my professional career and gained experence but it did not prepare me well with specific skills needed to acquire entry level positions. The program did not have enough specific skill courses. I had to gain these after I graduated before I could begin to be qualified for professional positions. Hopefully you have changed the course offerings to be a 30/70 split between overview courses and concentration specific courses. For instance, I was introduced to digital design but not given enough specific skills to enter the field. This specific skill training is even more important in today's economic climate. Employers do not have a place for applicants that have only some of the skills they need; the job market is to tight for this.

2. Do you feel the TIA/TAD program prepared you to continue exploring and learning independently? For example, learning new software without specific training, leveraging texts and other resources to learn new skills, etc.?

Text Response
Yes for sure, I especially like Dr. G Mahoney's attitude of taking initiitiative oustide the classroom, and not being too much focus on the professors they are merely guiding you the rest is up to you.
Yes I do. I had a strong interest in the hardware and software segment. My company excelled in thee e-commerce segment with 12 e-commerce sites with over 20 million custumoers.
Since I finished in 1968 this does not apply to myself. The education at Berea did teach my how much I did not know and kept me trying to learn as much as I could. I taught in Fairfax County Virginia which was most years the richest county in the nation. I did not mean to teach in a urban area like this but as it worked out I learned much more and ended with a very good retirement. I started out in Fredrick County Virginia but soon realized that I would never be able to teach Electronics there.
Yes
Yes. Critical thinking is really important.
Because of the varied subjects I was introduced to , I was able to try new thngs easily.
Yes. Our discipline is ever changing. Most of the professors were encouraging to promote keeping up with new technology. Graduated in 1982.
I think graduates of the TIA/TAD degree they will do well in their field.
Yes. As I noted above, we are current with technology and programs.
There was no software in 1982 but my time at Berea honed my research and decision making skills. I continue studying and learning in technical fields to this day, although these are very different from what I was exposed to in 1980.
That is how I am wired so I don't know if the program helped me with that or if that's why I was in the program. I know that for people with a mind like mine where we learn very well "hands on" it was an excellent program and probably the only way I could get a degree.
Yes the TIA program had a lot of opportunities for me to work on projects and complete tasks on my own. It is very beneficial to be a self-starter when you enter the work force. Learning new software and skills is easier because the variety of skills learned at Berea give you a foundation to continue learning on your own.
Absolutely
Yes, the college experience is just a training ground to continue learning throughout life.
I do continue learning new softwares, taking up some on-line lectures. I am not sure if it's due to TIA program. I don't recall TIA program much encouraging students to take up self-learning.
Definitely. As a tech guy... you never stop learning. And your interest never peaks because technology is steady evolving around us.
This has always been an issue that left me with mixed emotions. I feel that it is great that we are able to touch on so many different aspects of technology. However, as stated, I feel that we only touched on those things. Without the opportunities to engage in the work study program, I feel that there are not many opportunities for one to really focus on or specialize on a specific field of technology. Perhaps I was lazy or did not take advantage of the opportunities, but that is how I interpreted it during my time there.
Yes
I think that this is more individualized. I have always been one to want to pick-up and try different things. The program did have good exposure to different machines, processes, and software. I will say that there was only the base level of interaction with the more advanced features of these. Most of the more advanced machines were not used in projects. I never used AutoCAD in any of my classes (I am not counting inventor). I use this on a daily basis and had to catch up via manuals and tutorials. I do not necessarily attribute this to the program however, in that I have had a lot of computer hardware and software exposure. The one attributable thing that I learned (drilled via Dr. Hudson) was proper process documentation. This is invaluable in the workplace.
The ground work was laid for a lifetime of the desire to learn new things and put them to practical use.
When i was in the program there was almost no computer classes supporting the TIA program. Some students need coaxing and this may only take place if the TA or Professor notice the potential of the student.
I would most definitely agree with the aforementioned statement. Continuous learning was always expressed throughout the program and students were encouraged to be lifelong learners.
Of course, along my professional experience there have been many software and production tools I've had to teach myself in order to fulfill my employers expectations.
Yes! The professors definitely answer your questions with questions that ultimately make you think about things before asking them.
We did not even have computers in those days. There is a great need to have access to good current reference books and software for independent learning within the department. DO NOT forget to teach the language and basics of drafting before the teaching of computer aide drafting!
I learned to solve problems creatively and background in several areas of study which I have built on since college
When Iwent to Berea in the late 60's there was no way other than persistance to stay upwith current trends.
Sort of. I think it built confidence in my ability to do so, especially in hands-on areas. I think that my courswork was weak in presentation skills and research methodology.
I have been able to pick up on any skill required for the positions I have filled.
My broader Berea education prepared me very well for a professional career and independent learning.
Definitely . We were among a very few who developed the modular Technology curriculum in 1986-87 and from then on.
Yes
I have been extremely pleased with the opportunities that my degree and effort at Berea have provided for continued education and learning development.
Yes, I believe coming out of a Liberal Arts school has helped out tremendously. More specifically the TIA program has indeed made me very adept at learning new task and software. Manufacturing is all about seconds and minutes, so being able to learn something quickly puts you ahead of the game.
yes
The program led me to have a deep appreciation for independent learning. I have routinely had to learn new technologies without much guidance.
It has made it easier to keep up with technology.
Learning new software is not one of my favorite things to pursue, I wish this was different. I do not feel that the TIA program i was in pushed this other than the CAD classes.
For me, unstructured exploration was important. I worked as a TA in the metals lab my freshman year and found the TIG welder. Learning about TIG was interesting to me because of my previous experience in high-voltatge experimentation. When asked how to operate the machine, Hudson flatly replied: "Go to the library. Read books about the topic. Come to the machine when you think you have learned how to operate it safely." Sure - that was not the answer I wanted to hear. But it was the answer I needed and the answer that caused me to successfully learn how to operate, repair, and maintain that equipment. This mode of exploration and learning is my default mode, and something I do every day for my work. I'm not sure if this is something I had ingrained already that Hudson just encouraged or if it is something that Hudson helped build in me. Either way I consider it key, and a lot of my conflict at Berea was centered around the TIA faculty actually getting in the way of my development as an engineer, rather than cultivating it.
Yes.
No, there was no "real world" connections
Absolutely. We learned beyond enough to whet our appetite in any number of different areas and since that time, I've learned so much more and developed a number of different interests. I strongly believe that the drive to learn and explore must come from within or else be pricked by a dynamic situation and/or educator, however.
Absolutely, I work around a wide variety of equipment and it is very advantagous to be able to navigate a manual or electrical print in short order.
The program contributed to the broad interests I already had in so many fields of study. I have always liked making connections between multiple learning disciplines, sometimes being surprised, other times, being confirmed in a hunch. However, I still don't do plumbing.
Yes. I am always looking to acquire new skills. This thirst for knowledge came from the TIA/TAD program.
The skills aquireed through the TIA program I was able to be very open to the ever changing job market, and be productive in various types of industries.
I feel strongly that the program helped prepare me to be an independent and continual learner. Within the field of Information Security the technologies and threats are continually evolving. The skills I learned at Berea, and specifically within TIA have prepared me very well for the varying jobs I have help within my professional career.
No it was pre computer Stone Age
Yes. Very much so.
Yes. I remember Dr. Hudson once said that it was not so important to know everyting, but to know how to find answers when questions arise. This principle has been very helpful to me. Independant learning continues to stir me today!
As mentioned in the aforementioned question, the program exposed me to a lot of basic things such as MasterCAM, AutoCAD, Photoshop (?), machine tools, manufacturing techniques, etc. These allowed me to pick up other things on my own very quickly.
A simple answer here would be yes. I have to learn things before my employees do so that I can help them and diagnose problems as well as train them. My time in the TIA Program certainly helped me with effective communication. My time spent writing technical documents has been a big help. I am generally the "go to" person for typing order of operations and how to documents for our department.
Not available in the 70's
My overall Berea College experience has prepared me very well for continuing my learning and I guess I would say that at the time of my graduation in 2000 the Technology department was somewhat helpful in doing this. However, I believe that the best way to help students see how important continuous learning is in today's economic client is to design course work with as much "genuine" learning opportunities as possible. Integrating actual design problems faced in today's technological world and challenging students to learn how to apply knowledge and skills to solve these problems is the essence of genuine learning and the best way to prepare students to enter the job market. Help them even further by integrating a professional level portfolio of applied knowledge and skills and you will have students ready to apply for top technology jobs. When I was at Berea the software programming I did as part of my job assignment is what got me my first job not my degree.

3. The TAD program is aware that adapting to changing conditions is essential. As we collectively look to the future, what technologies, skills, or habits of mind would you say are most important for TAD to be looking at in the coming years?

Text Response
I think programs are important, more so than understand machines. I think concepts like quality control, problem solving, etc are important. I think trying to bring MORE outside people that are working the Applied Design--showing students what they can do with their degree or perhaps have self led projects where students try to work towards a focus area, field, or even profession. For the most part the Dept had self-led opportunities at the ladder half of the semester, they should keep this up.
A class in emerging technologies could be helpful. I took a post grad course at Colombia University that explored and projected future technologies in the operations sector. Very stimulating and challenging.
I also taught Auto-Cadd and would think that this would be my first comment. Do not learn any other drafting program. Industry does not use them! I think that the most important habit to look for in a Berea College student would be that they have a great work habit. I mean 'dig in the dirt', 'push a broom' or what other type of work the student may be asked to do. It is most important that Berea students already know how to work and work hard when the come to Berea!!! I also think that it is important that Berea students believe in God and most always have a smile on their face and a good attitude in their heart!
Training in technical and practical writing skills, ability to tackle complex task.
Computer interface design as well as 3d printing. Also materials ans processes.
You should get the students as much real life experiences as possible.
Not sure. I do not know your current requirements, therefore am not able to make an accurate or relative comment.
The use and understanding of computers in technology is now very important and necessary. At Berea students get this necessary education.
The work ethic is still one of the most important building blocks for any program. After allowing for adaptation to all areas of the world, Berea's Seven Principles cover it all.
I would contend that keeping older skills and values at the forefront be considered - problem solving, tool making, opportunity recognition, group design process, etc.
Learning how to program in an object oriented programming language and algebra has helped me in every aspect of my career. There is something that changes in your brain when taking these types of classes that is very beneficial to any type of problem solving in all aspects of life.
When teaching new skills and ideas always start with the fundamentals! I did not realize how important this was until I left college. Because I learned to draft with a pencil and paper before drafting in a computer program I understand it better than my coworkers. It is also easier for me to combine ideas from reality to paper or into a computer program. Continue to teach students time management with hands on projects that need to be finished on a deadline. I loved all my hands on building classes. Any time you build something, no matter how small, there is a chance to learn.
Obviously all the technologies related to communications. BUT, don't lose touch with the hands-on, problem solving aspects that have made our field, and Berea's program, so unique. Simulations are fine, but there always needs to be a craftsmanship component.
Flexibility in learning, work choices and life are very important, being prepared to be flexible in all of these situations are critical in todays workforce.
To keep updating your knowledge by ; 1. to attend various supplier-provided lectures and lessons. The suppliers and manufactures are the front runner of industry. They have accumulated R&D knowledge. By attending to their lectures you can obtain these knowledge. 2. subscribe to mail magazines and create your own "flipboard" to learn what's up in the industry. 10 years ago, the main information source was subscribing to professional magazines (e.g. interior design magazines). Today, the industry is moving much faster and you can get more updated information through "flipboard" and mail magazines. 3. gain as much hands-on experience as possible. Do not stay behind the computer. Today, your customers have as much access to information as you do through internet. Only difference between you and your customers are knowledge based on experience. I try to visit the project site as often as possible, to learn from subcontractors all the trade secrets. These knowledge is something you don't see on the internet and eventually give you advantaged over competitors.
Biomedical engineering Technology Digital Photography Electronic Engineering Technology Graphic Design However, I think the CADD training yet necessary, I've not seen it be promising for many graduates.
This is hard to answer as well. As you stated in the question, technology is constantly changing. If I did have any suggestions, then it would be to prepare students for change. As any graduate knows, nothing is constant and change is inevitable. Whether it be the change of technology or the change from student to a member of the working class, preparing students for all types of change is great. In my opinion, the biggest thing that students should know is that continuous work and passion is necessary to succeed in today's competitive society.
I believe more focus on computers and information system areas would be greatly beneficial for students entering the workforce.
The major process lacking (in a manufacturing setting) that Berea did not have is that of plastics. When i was leaving we got to play with the rapid prototyping 3D printer and Laser scanner. There were no courses on injection molding or other processes. Secondly, courses in PLC other logic courses would have been a plus. Lastly, (this i probably the most important) there should have been a course in LEAN. Every job can benefit from this. It is a fundamental in any workplace. There should be the basic structure taught in 5S, 8 step / 6 sigma, A3 problem solving etc... I took a company paid course at UK TrueLEAN that was, well I would call it a workplace necessity.
The use of technology is ever changing in this modern world, but don't forget or overlook the basics of collaboration amongst teams, almost to the point of "team education"
3D printing technology. CAD / CAM is very popular. Additive Manufacturing. Consider contacting Greg Jones of amtonline.org
Primarily keeping up with industry standards as well as technological advancements that will impact society. Its vitally important that students maintain a solid understand of how to incorporate technology and maintain the necessary inter/intra-personal skills to interact with a diverse population of individuals.
Can't think of anyone as of right now.
Emphasize on automation in production and mixing more technical skills like programming into the major. Also as a designer I would've have like for the graphic design component to have been more extensive.
I am not sure exactly what TAD and I do not know exactly what TIA and TAD stand for so I hope the comments above helped.
CNC, 3D modeling and printing, rapid prototyping
Innovating thinking techniques, My field of expertise in my later career was consumer satisfaction and product utilization. This became a self taught are with the knowledge of the field agent being papamount inthe satisfaction of the customer.
I think that training on effective use of technology is important. In the public and nonprofit sector, especially, there is tremendous pressure to do more with less. I am constantly evaluating processes to see what can be automated or modified, what can be eliminated, so that my limited staff can be doing meaningful activities and customer service that cannot replaced by technology.
More math and science classes, an analysis class and maybe a required internship.
Technical skills can be developed as needed. Critical thinking / problem-solving along with strong communication skills have been essential to my career growth. The TAD program must incorporate both academic coursework and applied mentorship opportunities to provide students with the skills and experiences necessary to standout and above others.
CAD integration, CIM, Problem solving, Natural Resource and Sanitation Resources and applications (especially water).
Sorry I am unfamiliar
Technology is an ever evolving field and flexibility is a key factor in adapting to the changes that continue to take place. Regardless of the path you choose to follow in life more than likely you will have to deal with people. A customer and service oriented focus is essential and should be implemented into more aspects of the technology field.
The company I work for now is looking to go paperless in the near future on the assembly lines and I see many manufacturing companies will follow. So being able to learn new machines and software packages is vital more now then ever. I believe having a broad range of classes like the TAD program current has is fitting. In addition however, I think it could be helped having the ability to obtain some certifications in Autodesk or what some other software packages. I would be wary about implementing too many computer science classes into the TAD program. Unless you are trying to get into that field, I see no need for any upper level classes. I understand its a fairly new major (started in 2007), but I found it to be extremely lacking compared to TAD program.
Keep learning how to learn.
As more parts are being made using plastics, it may be beneficial to have more equipment that allows students to explore injection molding, vacuum forming and other manufacturing processes associated with plastics. Another field would be automated manufacturing. Industry relies on knowledge and understanding of how automated manufacturing systems work, and needs individuals who have the skills and expertise to work on such systems.
Information technology.
One of the things I did at ASU was to do an independent study of sorts to learn a particular computer software program in my field. I think that independent studies should be encouraged more and push students to seek out what they feel is missing to fill in the blanks.
Cultivate diligent factfinding, reading, technical leadership, influencing others. Senior seminar needs some decent books. I have benefitted from the following: Dale Carnagie (How to Win Friends and Influence People) Bennis and Thomas (Crucibles of Leadership) Malcolm Gladwell (Outliers) In particular, the senior seminar had at the time a presentation, which was graded by the class. The Carnagie book would have been invaluable in preparation for such a task; nothing in my experience had prepared me for the need to be graded by my peers. On a new topic, it's OK for different individuals to have different styles, however, the department needs a coherant approach to learning. For example, the independent learning style I employed that was exceptionally successful under Hudson (and in the real world), was crushed under the willy-nilly judgement of Yaunt and Mahoney. If you as a department truely value independent learning, then you need to be on the same page. If you don't, then make sure everyone agrees on that.
I would have to say technologies in energy efficiency will only expand in the future. This would be a great topic for the future.
The program would better serve the students if it included "lean" methodologies. Most company's are simply trying to figure out how they can survive in a global economy.
Tough question. I think the emerging technologies must be explored. Plastics are not new, but they are such a part of our lives everyday. There was little mention of them in the mid 80's. Likewise, solar and wind power technologies and the understanding of them is growing. How are their outputs delivered? How are these technologies maintained? The society we live today in is much more in tune with our environment, as well. That points to the whole recycling field. The entire field of electronics, phones, personal devices, etc. is huge. How long has it been since you looked to your phone? The future of these is only limited by one's imagination. Should you expect to teach how to build the next big "thing"? Not by any means, but exploring their huge place in our technological world can sure be touched upon. What about their application in remote areas of our world, or those underserved areas? The same goes for such a simple thing as drinking water / wells. Think of the practicality of that and similar areas. I guess it needs to be determined what the overall focus of the department is or will be. Perhaps it can be multiple pronged to focus on a variety of things like this, not just the Tech Edu and Tech Business Mgmt that I recall. I can't end without discussing transportation! A huge part of our society, both in the roads and bridges and autos and trucks that use them. What about drones? Sorry this is so disjointed. . .
A list to answer this question follows. Learn how to work as a team member and to be a team leader. Develop good oral and written communication skills. Be self-initiated, take reasonable risks. Know how to use a variety of computer applications. Volunteer for new assignments. Know that the manufacturing and process technologies will be changing dramatically year after year. Train yourself to draw connections between different technologies and disciplines.
Knowledge into electronics, anything web related, alternative energies, and video.
Definitely design, quality field, and lean manufacturing are area all company's are exploring to promote products and reduce cost.
I suspect it falls within the college of Computer Science, however, the field of Information Security is strong and shows opportunity for continued growth in the future. As long as malevolent forces desire to impact the confidentiality, integrity, and availability of confidential data and computer systems, Information Security practitioners will be needed.
I'm not familiar with what is taught now
The obvious are the new computer based technologies, such as 3D printing and design methods.
Humm...great question. I know it is important to prepare students for their future, not our past. I have not kept current on many new technologies, but I know the field is changing rapidly. But I also know (and value) the basic skills of knowing how to troubleshoot problems, critically analyze processes, and use basic tools and equipment.
Spatial dimensioning via laser tracking. More attention to blueprint and schematic reading. CNC machine tools, programming and setup.
Certainly presentations and technical writings should continue. Regarding technology, I think advanced study of making things more efficient or alternate fuels would be good, as that seems to be where the world is going. I would really like to see a computer programming/networking program in the TAD program. I think that belongs in the technology department. Studies of wireless systems, solar technology, and advanced robotics would be a good idea.
n/a
In my professional experience, the emerging additive and subtractive manufacturing market is the new "Industrial Revolution". Based in 3D design this field will gradually replace not only the traditional design flow but will cross over almost every manufacturing market. A student with specific skills in AutoDesk Inventor or Solid Works can apply these skills to working in the CNC field or in the medical field designing knee or hip replacements. As the 3D printing field grows it will replace traditional machining just as CNC machining has replaced traditional manufacturing processes. The technology is growing rapidly and students who do not understand the conceptual base for these technologies, the software design aspect of the processes involved and the specific skills involved in additive and subtractive manufacturing will not have a place in our technological world. Add to this our increasing dependance on robotic material processing and handling and it should be clear that students graduating from Berea with a TAD degree should be software programmers, 3D designers and technicians able not only to understand the flow of information from concept to design to finished product but also doers who can operate machines and make things!

4. There is a complex balance between applied skill (making things) and design process (identification of a problem through the design and implementation of a solution). How did you experience that balance as a major in TIA/TAD, and where do you see that balance lying in the future?

Text Response
I think most classes were set up half in half..and obviously making things there is problem solving in that. I think some of the projects at the beginning were a bit elementary sometimes. I think if you throw Berea College into challenging situations that their passionate about, and see the important context to, they will suceed.
I found that the skill sets that I had learned in class as well as summer work (steel mills, river boats and teaching woodworking in a summer camp all combined to make me a creative thinker as well as a very mechanically inclined manager. A balance is critical in building effective leaders and managers.
I think that Tom Edison's: best saying should be put above the door as the students come into the education/shop labs areas. It goes something like this: He said that his success was 5% inspiration & 95% perspiration!
I experience the process in advanced woodworking group project. The same concept, engaging students in group (TEAM) projects should be include more abundantly throughout the major. Student must learn how to work well in teams and understand the importance of each individual contribution to the team.
Critical thinking skills will allow people to adapt to changing tech
I see Berea as a place where students must learn how to pass on the skills even though the skills are becoming more technical.
In any project there are three necessary parts. That is to design the project, to build or construct the project, and to finish the project. In your department all three are well taught and understood.
We looked at design in the most basic ways in 1984 (the year I graduated). I went to North Carolina State University for a year after Berea and took Design classes in my graduate work. I continued on that line after getting the job here at Clarke County High School (VA). Project Lead the Way's basic class is Introduction to Engineering Design, which stresses the desgin principles and process.
I was an older, non-traditional student when I came in 1979 and had been living in a remote area of the WV hills for years on very little money and a great deal of hard work. Situation recognition and solution development was what I did every day. Consequently I approached the IA curriculm and experience very differently than most younger, traditional students. I would say that I used the situation as as a laboratory to hone skills and attitudes I brought with me to campus.
I have used many of the skills that I learned in my design class, and it has helped me think outside the box many times and I only had one "design" specific class. I would think that it would be a good thing to have more aspects of design and imagination taught in the program.
My professors were always very helpful in talking through project ideas and looking over designs. Having a student make a design on paper forces them to think the design through and may help them see faults. Also the teacher's assistants play a big role in this as they become a sounding board for students to talk about projects and issues that come up during projects. While I personally didn't enjoy group projects as much as individual ones it teaches a different form of time management and team work. When you work with a team you identify each member's strengths and weaknesses. The group can then assign tasks specific to each person's strengths. This skill will help you in the real world when dealing with deadlines and working with coworkers of varying strengths. In the future I hope that the projects still include design plans and that the professors and teachers assistants are still a listening ear for students to work through design issues. Teachers and assistants should never give the student the answer but instead should ask them questions in an effort to help the student figure the problem out on their own. I had a wonderful experience with all my teachers and assistance and hope that they are all still doing such a good job.
I thought there was a good balance between the two. Hopefully the "making" part won't be diminished in the future, at least not at Berea.
Applied skills are critical in knowing how to design things, so that must always be a percentage of ones skill set, but most jobs are looking for designers that can tell someone that is fabricating or making the product what to do. So a strong balance between the two must be maintained but probably weighted toward design.
I remember, the only time I felt when applied skill was combined with problem solving was during the short program on my senior year, when I had a project of designing and creating a piece of furniture that can be manufactured and marketed by a real cabinet maker company. I wish there were more of similar opportunities. When designing a real marketable product, you have to think the cost-profit balance, material source, leadtime, manufacturing cost, manufacturing process. These are real-life situation and a chance to apply your textbook knowledge in a real world setting. Unfortunately when I was a TIA student, there wasn't a clear guidance to how TIA skills can be applied in the real world situations, and more focused on making things than problem solving. I think it's very important for TAD to decide what kind students they want to create; craftsman (making things) or a problem solver. Frankly speaking, you don't need a college education to become a master craftsman. I think TDA should more focus on creating students who know how to identify a problem and who can systematically solve the problem.
The design was always the more complex to think about and to implement. Once all thoughts were considered, a step by step process was put into place to "make it". So the applied portion can be taught. In the real world... that would look like your general laberors on the production floor. The design process people were more of your engineers who are constantly looking to improve and make a product better. In the future, I see more and more majors coming to terms with the Design process more than the applied.
I agree that there is an extremely complex balance between applied skill and the design process. I felt that there were times that we were given the opportunity to experience both sides of the balance, but at times we were only able to experience one of the two sides. As stated in a previous answer, perhaps that may have had to do with my own personal ambitions and work habits, but that is my personal recollection. I feel that the balance will always exist and preparing students to adequately balance those two things is of utmost importance.
I thoroughly enjoyed that aspect of TIA. It helped keep me engaged in learning. I think it is important for TAD to continue using that balance.
This is the very best part of this program for me. I loved that this major challenged us to design a process start to finish and actually implement it. Not just theory. I liked that you had individual and team oriented projects. I also liked that you have full creativity over most projects. The fundamental piece that was lacking for me was that there was no foundation(s) for problem solving established.
The thrill of seeing a "project" come to life after the thought processes have been defined are certainly worth the effort. This same sense of completion is present in everyday life challenges and achievements. I think the balance still holds true today as it did 35 years ago. Take a problem or project, reason thru the "how to" process and then apply it to practicality - it worked then and still works today for me and the challenges I encounter on a daily basis.
I would suggest to investigate software that can predict component structure integrity. Designing a component is one aspect but designing a component that offers best strength, longevity, best weight to strength ratio and minimal scrap is best. Special software exists to determine if the design offers the best of all items listed above. Understanding geometric tolerances is key to processing and part quality - these areas were not part of the TIA program and should be incorporated.
This was one of the aspects of the program that I enjoyed the most. It is vitally important that students have a healthy balance of experiential learning to accompany what they learn in the textbooks. This balance will be even more important in the future.
All the lab projects allowed me to understand that balance, especially when it comes to a functional design. I have met many engineers that design without understanding how things are made, what tools are required and if certain specs are feasible during production. You can have very good students who "make thinks" and students very good at "designing" however, the combination is what allows lean processes and effective designs.
heavily intertwined
I felt the focus was on the applied skill, not design. I think the balance needs to move towards production management, quality assurance, and CNC applications and programming.
That would take far too long to discuss in this format.
Honestly, as a student, I was much more interested in the making things end of the spectrum, and focused my attention and class selection accordingly. That is what interested me and that is what was FUN. In retrospect, I wish I had focused more on the design process and problem solving, because that is the part that I am actually applying to my professional life now. I also think that being able to articulate and convincingly present concepts to groups and funders is critical.
Applied skills I saw everywhere, woods class, graphics communications, metals. Design processes were experienced in the drafting courses and woods classes where you had a product to design and then actually create the item. They were balanced well through out the courses.
By using the problem solving or design process to adress the problem, examining the needed manipulative skills required and sequencing the manipulative operations. As a student we did very little except in the Processes class and the advance Cabinet Making. More is done as a TA.
The basics of applied skill and design process were definitely a part of the program while I attended Berea. I felt there was a good balance between the two.
Having the intro Tech classes like 110 etc.. was key in just introducing how a small process can actually work. The different phases in which you must go through and just getting feedback was important. I felt it was a good balance depending on what classes you were able to take and how much time you put into them. The mid level classes were there to kinda test you and see if you were actually learning and implementing the overall design. If not, what you made was lacking cause you skipped a step or you assumed something. Which is good making mistakes and learning from them. Understanding and implementing the process I felt like was something upper level classes did very well. I feel like is more important then just the outcome of the whatever you make in your seminar class. Most likely whatever you make is not going to be in production or is not cost effective but just the process of how you got there is crucial endeavor. The balance I felt was very proportional in regards in how I thought the TAD program was designed and should be in the future.
We as students went through a design process before a construction process.
The best experience was through service learning projects, as this provided a live client and was not merely busy work. Knowing that my design may be used by an existing company added to the experience and determination to have a quality product.
I have yet to "make things", but problem solving and identifying problems have been more useful in my varied career choices. As most US manufacturing is going offshore, physically making products is less important than design, implementation, and problem identification/solving.
I experienced this balance in most every class I took in the TIA program , from the canoe I built, to the manufactured woods product we produced, my CNC machinery course, etc... this is very very very important to have a good balance of design to implementation. It may even be a good idea for classes of this sort to build on each other, ie. the first semester you focus on design, making mock-ups, researching the potential possibilities, and the second semester implementing, marketing etc..
For me, success meant navigating around the blockers that were inherant in the coursework and department , so this question isn't even on my radar. My design and applied skill compass was formed from self-taught skills that encompass the following: 1.) Discovering interesting problems to solve. 2.) Dive deep into the problem space to learn how it works at a fundemental level. 3.) Modify existing systems or build new ones to solve the business problem at hand. How do you get that into coursework? I have no idea. My success has occured in spite of the structure that was present at the time so I don't have many good ideas.
I think all students need the knowledge of designing a project or a product and also the knowledge of implementing the project or building a product. This two areas combine to make a great project manager. I experienced this while at Berea in many different classes. I designed a wooden recliner table via AutoCadd and once satisfied with the design built the table. This helped me understand the entire process.
I was not prepared for the problem solving skill that most company's need. Being able to identify and solve problems is a must in today's world. That skill applies to all levels of industry
Oops, I guess I got ahead of myself on the last question. I agree it is a very delicate balance. This challenge is huge. I've had co-workers that are great thinkers. They could diagram out how to do or build or solve any number of problems. They have a natural ability to break things down into sizeable, doable chunks. However, teaching to a final product is difficult if all you're doing is thinking. My favorite thing about Berea in general was getting busy "doing" whatever it was that was before me. I hope the department never strays from the 2+ hour labs where "doing" occurs. It's there that a student finds out how important the strengths of material A are versus material B. How important the speed of a cutting tool is and how any cutting tool needs to be sharp. Yes, this can be learned watching a video easier than by reading it in a book, but you can't smell a burn on a video. You don't choke from the smoke or know when it's time to add a cutting fluid. Really showing my age here, IAR 110 & 111 (Strengths of Materials I & II???) were perhaps intended to work through the design process, but they could have really been improved. They were a great entry level course into many different areas, but I think if they're still being used or something similar to them, there should be a "test out" option for a student that comes to BC with a strong background in HS or after. The next step could be applying the basic knowledge learned in that lab to design and solve problems using the things learned previously.
I think that both are very important and my strengths lie more in the applied skills. I recognize that I do not necessarily have a good aptitude for the design process. I think students should be encouraged to take advantage of co-op or internship opportunities to see what happens in the "real world" situations of creating counter measures for problems in the industrial world.
Absolutely. The doing of making things helps one understand the nuances of applying the theory of finding solutions through design. The strength of one with a TAD degree is that they are the interpreter between the theoretical design engineer with little practical knowledge of the limitations of tools and processes and the line worker. Design is about finding solutions to problems within certain real -world constraints. For several years I have been working with some architecture professors on designing modular structure for manufacture in existing manufacturing plants. The 2 professors whose designs and insights are closest to being buildable are both very practically minded. One is an adjunct professor working with contractors daily and the other runs his own design build firm where he does much of the hammer swinging himself.
I feel that a good balance of applied skills and design processes. I personally like the design processes more and I tended to drift toward though. With the mix of classes needed to complete the TIA major both of these objectives were meet. I do not see the relationship between applied skills and design processes changing much in the future. I feel that the industry is reflected by what was being taught accurately.
I was able to look at process as a whole and not get tunnel vision on one aspect of an issue.
I appreciated the balance within my major. It would be incomplete to address design process without addressing the applied skills, likewise the applied skills without the design process would only prepare us to be laborers. I certainly utilize both aspects of my training, however, at this stage in my career I am more dependent on design process. I hope that you find a way to maintain a good balance in the future.
We were well taught in that idk being in a different field
It was not a major portion of the program at that time. But the broad based nature of the program enabled me to adapt well to problem solving and finding solutions to situations that I encountered during my career.
Both are critically important. Projects help us learn skills and processes that will be used for a life time. Troubleshooting problem issues and and figuring out answers are equally important to development. If you strive for balance, that is a good thing and maybe the best place to be.
I think this is at the very heart of a tech major. My most beneficial experiences came from learning through this balance, making something and seeing a flaw that had to be corrected quickly. This balance is probably one of the most important things that can be taught/learned. I encounter this daily and have to make corrections using critical thinking.
Some of us are born fabricators. Some of us are born visionaries. I think you could take the "mock factory" study a step further by trying to somehow identify those folks and have a research/development group that designs something, down to materials needed, and then a build team that fabricates the parts and assembles the finished product. It could be a big joint project with almost every department involved. CAD classes could design, electronics could build the circuits, metals could fabricate the metal parts, and the wood shop could fabricate the plastic parts with the injection mold or other process. I'm going off memory of what was there when I was.
I would say other than the a specific construction or construction management course, the other course did use the applied skill and problem solving tasking as a part of the course. I know Berea is well know for the Arts and Crafts but it is not necessary a heavily needed skill in the workforce. It is limited by the # of companies that requires that skill. Me being in construction on the other hand sees many ways skills learned could be used, cad, management, accounting, on site management, scheduling, development, and inspecting. Also you could note that the skills also are similiar but not the same for commercial work as it is residental.
In todays, technology based job market there are great opportunities for people who can both understand technology and use the technology to solve problems. You have to have both skills to be highly qualified today. Look at the most sought after professionals today and you will see that they have both of these qualifications. If you only have one or the other there are still jobs but they are less frequent and more dependent on the economic conditions of the time of application. In other words, if a student can prove that they can both do and understand (be confident thinkers) a forward thinking company will always find a place for them but if they just have conceptual knowledge or a specific skill without a knowledge of the design process they are more dependent on how they fit into the company they are applying to.

5. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
Learning how to sketch and idea out and communicate ideas, communicate in groups, and actually do projects from start to finish.
Both the work program and the hands on course work help me to solve numerous problems over the years.
I have never stopped learning because of the inspiration that Berea gave me!
The core courses provided the broadening and expansion of my thinking. Studying some of the great thinkers in history laid the foundation and provided the platform to think outside the box. To move beyond obstacles to finding solution. As did many of my major courses.
Berra help me learn how to learn which is the purpose of being edicated
Because again of the many skills we were introduced too, problem solving became second nature.
Upon on entering Berea in 1978, freshmen took the course called Issues and Values. One of the first studies focused on a liberal arts education vs non-liberal arts. One of the articles read said the non-liberal arts school focused more on less and less while a liberal arts education placed emphasis on reviewing all areas. We were encouraged to bring a clean slate - tabula rosa to a problem. The overall Berea experience complemented the departments teachings.
There is an answer to everything. To understand the challenge and to descide on a solution is necessary. Solving a challenge takes information and guidance. One gets that at Berea.
I was a 6 year Navy veteran and I worked in industry for a year when I enrolled at Berea, so it reinforced what I had already experienced in the Navy and workforce
Exposure to so many different kinds of people and mind sets was transformative. Furniture design and construction is a far more intellectually intense process than most people realize.
Being forced to take Algebra was a big part of it. Design helped that as well. I wish there had been more of that. I also think at least one object oriented programming course would help greatly.
Working through projects on deadlines helped me overcome complexities and solve problems.
Very well, I think. I went to graduate schools in New Jersey and Ohio, and I was confident that I was as well prepared as any of my classmates
I feel like I have always been gifted by our creator with problem solving abilities, Berea helped me focus them and to think more analytically about solving problems.
While a student, I had opportunities to meet people with different cultural backgrounds. I learned the right answer is different for everybody and the importance point is how to provide a solution that meets the majority demand. Through general education courses, I learned to be more tolerant to others. After graduation, I have lived in two different countries and worked with people from different cultures and languages. Berea college really taught me how to communicate with people from difference countries, not offending them while making your point, and to respect the difference.
I learned how to think. how to prioritze. And how to set SMART goals.
The Berea College experience is on that I will truly never forget and will always treasure. It was during those years that I finally started to realize my potential and find myself. Being exposed to the diversity of issues surrounding Berea college and it's mission, opened my eyes to more innovative solutions to problems. It is through that creative thinking that I have been able to succeed and advance to where I am today.
I often refer to my job as a problem solving role. As a Technology Consultant, I am always looking for ways to solve client's technology problems. As mentioned earlier, I believe the TIA program helped me keep an open mind and taught me the ability to learn new things.
The problem solving as stated before could have been better as far as establishing a method. It did present challenges both academic and non-academic. Both of these are good things as to teach one about the world. Hell, the convos were great for mind opening experiences despite being forced to go to them. There could have been less mind-numbing gstrs or the option to test out of them. The one thing ventured that I really took away from it was the diversity of people and ideas.
Dr. Hudson told me as a freshman, (a freshman who needed answers in multiple choice - pick one) "my mind was my only limitation, with the education I was being offered at Berea, I could do anything and accomplish anything I wanted to do. Those words stuck with me and the advice given proved to be true time and time again throughout my career.
Allowing the student to create a product using wood, steel, electrical components is very beneficial. Group projects are very beneficial as all students have different talents, interests, abilities and even tolerances (mental, physical limits). Group projects in business classes where a product is designed, made, sold and accounting performed is very beneficial.
Berea College has a very welcoming environment and engage students in activities that provides them exposure and pulls them out of their comfort zones. The labor program and convocations are two great pieces that allow students to develop an open mind.
Starting off with analyzing the problem depending on the situation, my experience, my knowledge, my attitude in order to determine the best solution.
It taught me to always keep an open mind and to look at all points and views when solving problems. It also gave me a good technical and good teaching preparation skills.
Knowkignthe value of both time and money I was able to incorporate my Berea experience into a daily evolution of needs versus results, as well as perceived need versus real need.
See responses to previous questions. The broad and diverse liberal arts curriculum at Berea, coupled with the work program, was invaluable for my graduate studies and career choices.
It gave me the basic core.
Berea's diverse community was vital in my understanding of multicultural views and aided in my ability to solve problems or deal with complex situations.
Thinking outside the box. I know its a cliche but its very true. Knowing that there can be multiple solutions to every problem and being ok that you may might not have the best resolution in solving it.
Hard to say since I was a U.S.Navy veteran when I was a Berea student.
Through the design process, I was able to learn a great deal about how to solve problems based on design constraints. Thinking outside the box to help develop solutions to complex problems has been extremely beneficial.
The Tech program appealed to my OCD and has allowed me to expand on my problem solving abilities.
Everything we did we needed to research new ideas.
Balancing the needs of different courses with competing priorities helped refine my ability to manage ambiguity. Managing embiguity is a critical need in my engineering and technical leadership roles. Developing ideas in the form of papers and presentation helped develop my written communications skills; also critical to my success. Most of the valuable experience happened outside the Technology department.
It allowed me to understand there are many different ways to diagnose a problem and implement a solution and no matter the complexity, there are always solutions and ways to tackle the problem.
I don't feel that I was prepared
I think well. I was told in one class that "Everyone makes mistakes, they're expected. It's how you recover from them that really matters. That's what I'm looking for." That has been huge in my life. I too often expect myself to do things perfectly. It isn't possible. I think students at Berea are given lots of opportunities to succeed or fail when solving problems. There certainly are adequate outlets to give things a try. I think exposure to many diverse people and things helps to understand the complexity of our world. Sadly, I was never "in" a depressed area of Appalachia until years after I had left Berea. I think that had that happened early on while I was at Berea, it would have had a huge impact on how I spent my time there and the things I was involved in. What Bereans do to help our world after we leave the "cocoon" is really the scorecard on how well we learned there, correct? I think the mission of Berea is wonderful, but without experiencing those or the areas it was initially intended for, what to aim for can sometime be blurry - or worse yet, not come into focus as perhaps it should.
As I approached graduation I came to the realization that I was gaining some body of knowledge, but more importantly, problem solving skills and these skills would serve me very well in my life and career. I also found that the more I learned, the more I realized I had to learn.
Effective time management is a fundamental aspect of modern life. Knowing how to identify and prioritize tasks that comprise large project is key to being an effective time manager. That Berea College requires all students to work at least 10 hrs./ wk in addition to carrying a full load of classes and whatever extracurricular activities they choose, puts the onus on students to learn to make the right choices at the right time in order to receive rewards (good grades or work promotions) and avoid bad consequences. This balancing act teaches responsibility and prepares the student for real life after graduation whether in family life or at the work place. One experience that tested my problem solving ability was when I decided to apply for course credit for an Outward Bound short term experience. No one had done this before so I was blazing a trail. Long-distance communication with Outward Bound HQ was by letters and pre-arranged high cost long-distance calls. At nearly every turn, the College administration threw a hurdle my way but with the help of one staff member and some guidance from a faculty member and lots of determination on my part, the course was approved as an experiential learning course. The effort to secure course credit was like taking one additional full credit class and was a constant distraction. But it taught me how important tenacity and developing partnerships are to solving apparently intractable problems. In my work life today, I am constantly working to overcome the status quo. A good idea coupled with persistence and the support of the right partners is what makes the greatest difference. Also, many times, some priorities seem to have equal weight. For instance, a student taking 4 classes of equal credits has grades of C, B, A and A. One of the A's is not in his major but the C is. The overall GPA for the semester is B. The student realizes that bringing up the C to a B is essential but the A in the non-major course which he thoroughly enjoys is not as important to the overall transcript so he chooses to take time from the non-major course to apply to the major course with a C. The overall GPA will be the same but the quality will be different. For some, even this simple prioritization problem is a complicated thought process. Berea provides a safe environment for students to test similar problems. Success in these small things empowers graduates to tackle greater challenges.
Being around a diverse community helps make students very open minded. Berea students are encouraged to push the boundaries and use their problem solving skills daily.
Berea allowed its students the freedom to explore different methods in problem solving, and not always follow the mainstream approach. No two problems are resell the same, so being open minded to possibilities and approaches are key in today's work environment.
Yes
The college experience put me in new and different situations with which I had to cope. Also the personal interaction and working with different people contributed tremendously.
Unfortunately during my Berea days I did not have the maturity to glean as much from this training as I should have had. Overall though, the collective experience was very positive in my life.
Berea College laid the groundwork, the work experience I have had in the past 10 years have built upon that. Life is problems. I am able to solve the technical problems I encounter at work with confident aplomb.
I learned diversity and how to effectively communicate with a wide variety of people.
Working in Construction was more of a on the job learning, moved from a coordinator position to manager.
By challenging me to get out of my box and grow with challenging academics.

6. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
My experience on the Farm has really influences many of my personal and future work prospects where the TID program didn't have room for...
The labor program made me realize that all work should be approached the same way. It helped me in relations with my subordinates as a CEO when I would explain to them that I had worked as a janitor and in woodcraft. That knew that I could relate to what they had to do every day.
You stop the labor program and Berea will stop producing top notch individuals. I should have been forced to work at the IA Department more than I did. I knew more guys that were sent home because they did not show up for their labor assignment than were sent home because of grades. If a person is a lazy in their labor assignment then they will be lazy for their employer also!
Develop work ethic, dignity of labor. Encouraged me to do my best at every job.
It really was not that helpful
Learning how to function in the work place was one of the great skills I learned at Berea.
I was fortunate to be a T/A in the power lab for two years under Dr. Hudson. Great hands on experience. The labor experience outside of the I.A Department was not beneficial.
The labor required at Berea College may be the most important aspect of learning and solving problems. Working for and with people one gets extremely good experiences that last a life time.
Right up my alley - I still stress a strong work ethic in my classes and life.
I worked under a faculty member who was a mediocre teacher and consequently his TA's were in high demand. Sink or swim. I swam. People count on you to perform under pressure in a tight time frame. No better training for teaching and life.
Helped give me a good work ethic and it gave me good experience that put me ahead of others in getting my first job outside of college.
My labor experience taught me how to work in a work force of various personalities. While I had jobs prior to attending Berea it was helpful to add more work experience to my resume upon leaving college and starting a carrier.
well, for one thing, it's how I got involved in media.....AVS, and Ms. Gibson. My minor in my degree at Ohio State was Cinema, and I taught video production at the university level.
The labor experience at Berea is probably the most important part of the educational process at Berea. It teaches time management, fiscal responsibility, work place social skills as well as the need to earn your own way rather than depending on handouts from others.
As a college graduate, you otherwise won't have an opportunity to work as a janitor :) Really, by having experience working as a so-called "low ranking jobs", you appreciate and respect these workers much more than your peers who never worked as one of them. Being someone with protestant background, I kind of like the Berea college's labor program, which makes you experience low-ranking jobs. It's kind of socialistic. Of course I hated it when I was a student, but now looking back, I think having that experience make you view the world more in perspective.
I credit the labor program for more than half of my experience as it pertains to life. It's just more application in it than theory.
The labor experiences at Berea College taught me the importance of commitment. I have been working my entire life, from the time I was legally able until now, so the Berea labor program was actually a bit of a break from it all for me, but it was during that time that I was able to really apply myself to something that I was interested in and passionate about. Those experiences have taught me to be more assertive and become a successful leader at and outside of my current place of work.
My labor position at the Computer Center had a huge impact on my career path. I view my career path as being more influenced by my labor position than my major. However my major has helped me build the skills to be successful in my career. I am not just saying this for this survey. I tell this story all the time!
For sure it led me to deal with personell issues both faculty and staff and learn how bureaucracy works. Not a bad thing, sometimes you loose. I tried to get as much out of this as possible. I worked at the ISS, graphics lab and for Dan Brewer. I wish I had more time working for Mr. Brewer. There is a whole shop to utilize and always more projects that require critical thinking, plus it sounds great on a resume; The dept of Scientific Instrumentation and Electronic Repair. All in all it was great experience that required time management, supervision, the ability to work with others and supervision. I will say I think that I wish everyone would have gotten as much technical expirence as I did.
I worked as a production worked for woodcraft, a janitor for the Nursing and Frost buildings, as a mechanic in motor pool and a maintenance worker in the electrical department at the physical plant. all of my work assignments at Berea were rewarding and offered the opportunity for advancement. The experiences in the labor department have been priceless for me thru the years and lessons learned have truly been monumental. The cliché "there is dignity in labor" is proven true many times in the course of my career and is as true today as it was in 1975.
Excellent. Self satisfaction that you paid for your own education and was able to use your talents to benefit the school. Students should always be honored for their efforts beyond the norm.
The labor program was much more that a paycheck and a way to work my way through college. The labor program allowed me to gain essential skills that I still use today in my current role. It is not uncommon for me to share my experiences in the labor program with those I come into contact with. Very beneficial part of the Berea experience!
The labor experience at Berea forged a responsible, thoughtful and punctual professional.
It taught me an appreciation for good hard work and how to be a productive and resposible employee. GREAT experiences.
I grew up expecting to contribute and my Berea Labor efforts furthered that expectaton.
My labor experiences afforded me leadership opportunities and training that directly affected future career prospects. As a hall coordinator, I supervised other student staff. I was told afterward that this was a direct factor in my being hired in my first professional position. In general, simply having work experience puts Berea College grads ahead of others. Personally, when I am hiring, I am reluctant to hire a college graduate with no work experience.
My labor experience as a drafting TA contributed greatly to my career path showing that I could work with others, resolve issues with software, and learn any software put in front of me.
While at Berea, I had the opportunity to work for the News Bureau where I was fortunate to have the opportunity to develop and refine my writing skills. This was one of the most valuable experiences that have contributed to my personal and professional life.
They gave me the real applications in the different areas.
The balance between labor and studies is always a tough one but with Berea's work/study program it bestowed a sense of responsibility and ownership on you as an individual.
I believe it was a bigger step into entering the "real world". No one person can fully prepare you for what comes after college but I think alum can adapt faster and easier.
I had worked all my pre-Berea life so there was no change. I knew that work was required to achieve a goal.
The labor program allowed me to develop an understanding for a work/life balance. It allowed me to hone skills that I now carry into personal hobbies
My labor assignments were all administrative and helped me with organization and problem solving at work and in life.
I had a good work ethic before I went to college, I started almost 7 years after high school. however, I saw many of the students develop good work habits in their Berea College experiences. I would also say in general Berea college did change my life in that I now tackle more things independently than i used to.
I continually pursued interesting challenges within the Berea College labor program, and it gave me the latitude to start building my career before even completing college. I was working 20 hours a week doing interesting engineering work at the computer center before I graduated. At times, my choices got me in trouble (working 20 hours per week caught the ire of the labor department more than once), but I always accepted that as a useful trade off and the "right" kinds of problems to have.
it instilled in me that a great work ethic will take you far in life. It is very desirable to employers.
Certainly supported my ability to pay for college.
I LOVED THE LABOR PROGRAM AT BEREA. I took lots of pride in my work and received many compliments from both my superiors and those I was serving. My college experience would not have been . . . notable(!) without the Labor program. Let's face it, the labor I did wasn't glamorous, but it was necessary. That taught me a big lesson. PLEASE NEVER STOP GRADING your student laborers. I encourage you to ADD those "labor ratings" to the transcripts, even! Imagine how cool that would be. "Let's see, Ms. Smith. . . I read where as a Fr. you worked in Food Service and had Outstanding ratings! This tells me a lot about you..." Change that to dorm janitor, tour guide, library staff, etc. That would be awesome! Back to the question. Berea students must be driven - otherwise they simply wouldn't make it. I think the labor program reemphasizes this. I've often thought back, if I could do THAT, I can do THIS! Perhaps I'm telling a secret on myself that I shouldn't let you know. . . but I'm a huge fan of the Facebook page of The College of the Ozarks. Please check it out sometime. I LOVE IT THAT THEY'RE PROUD OF THEIR LABOR AND SHOUTIN' ALL ABOUT IT. Sure, it may come across as a little "rah, rah", but I believe in this day and age pride in one's work is lacking and I for one, enjoy reading about people working hard!
I feel that I understood the value of hard work before I came to Berea, but my time working at Berea certainly reinforced that idea. I take great pride in my work and I have fond memories of working in Woodcraft for 3 years during my time at Berea.
I arrived at Berea with a work ethic and savings propensity stronger than most of the other students at my first job. However, when I became a T.A. the spring semester of my freshman year, I learned then that teaching was what I wanted to do. As a T.A. I at first helped students with specific problems so they could complete their assignments. in following years, I was teaching lessons, grading as well as helping students during class and lab time. From this experience, I learned that I wanted to be in a profession that helped people. The labor program also taught the value of my time and how important it was to prioritize my precious hours (see the above response). I also learned the importance of being a contributing part of a collegial atmosphere fostered in the I.A. (TAD) department. As such, while anyone might have been able to do my job, I was the one doing the job and my supervisor expected the most from me. I realized the privileged position I had so was sure not to let him down. I soon learned to really enjoy my job and saw it as a teaching opportunity for me even as I was teaching others. Summer employment at the College provided me enough to cover my summer off-campus living expenses and one semester's tuition and room an board at the full rate Berea charged. Earnings for my labor were scant but sufficient for me to cover all my books, fees and personal needs throughout both semesters with enough left over to have a modest savings account. Too many people do not see how vital work is to our being human. The book of Genesis makes it clear that God made people to work. There is dignity in nearly every type of labor. Berea has a unique opportunity to catch young adults attending the College to teach them this fact, especially if the College can fully integrate the labor experience into every aspect of student life.
My daily is greatly influenced by my labor experiences at Berea. I have the job that I do now because of my time with the webteam of Berea College. Skills that I picked up there i use everyday at my current job.
Well it challenged me to become a leader and gave me the responsablity to compleat task.
It was good for me
Tremendous contribution.
They helped prepare me for service of others. They helped resource me in specific areas related to my labor assignment - computers and photography.
I worked in the metal shop. I started off my professional career as a CNC machine technician. I now make tooling for military applications, and as I said before; my experience in the tech department established the foundation for what i know now.
I was always a hard worker, so I was a good candidate for the work study. That prepares people for time accountability and work performance.
Learned to maintain the core value that you are expected to be on time and have responsiblities that other people are expecting of the job you have even at Berea.
It was one of the most important experiences I gained at Berea!

7. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
More Applie Quality Assurance, more general programs where you can design ideas, website design, and opportunities to really understand the field that I am most likely going in.
Business Law, entrepreneurship.
1. Two Bible courses rather than just the one! 2. Everybody needs a good background in Electronics. In the state of Virginia if you have a Industrial Arts degree that qualifies you to teach Electronics even if you have never had a course in the area! 3. Probably one of the best courses that I took at Berea was Human Growth & Development! This course taught me a lot about my three sons as babies through their totally growing up period. 4. I wish that someone would have educated me in the many federal programs that I might have run into. I was hurt in what was to be known as a 'Crazy Money' attack from behind that ripped my right shoulder out from the bone! Five years later I had to retire because of this attack! I now sleep until 12-Noon because of the medication that have to take which includes two kinds of Morphine! 'Crazy Money' was created by the Democratic Congress before 1990. It was Established with these words, "so that white Principals cannot expel Black students at a great rate"! All that A black student has to do would be to claim that they have bad head aches up to include shooting two Virginia teachers in the back! This happened in the six months after I was hurt on November 5, 1993. The most punishment that they receive was ten days out of school and then back in school. I mentioned 'they' they were three African women in their twenties. They were lying about their age to get the $1,000/month in three different payments. They were in Section 8 housing. Oh did I mention they were illegal aliens and that I did not know them!
Additional course work in area concentration.
Edication and communication
I wished we had better course offerings in design and architectural technology.
Creative problem solving. This was a course offered at the graduate level at EKU.
More leadership roles and maybe more electronics and machine technology.
Of course, but those were a matter of the times and available technology - would that we could see into the future!
More metals technology. Tool making. Green woodworking.
Programming.
I wish I could have taken every technology and industrial arts course offered haha, but that's not practical. No I got to take all the courses I really wanted/needed.
Electricity/Electronics.....somehow I missed them. I think I opted for weaving.....not nearly as useful in my career, but an enjoyable course.
Not that I can think of.
Advanced business and accounting courses.
Unsure if there are courses. However, I wished I had been prepped more for what to expect after Berea. What are the options I have. Grad School Work Maybe have an internship
This is an interesting question. To be honest, I am not sure if there are many things that I would have changed. However, I feel that I might have been more involved in more extra curricular events and clubs. It was not until my senior year that I really began to get more involved and it was truly the best year of my Berea experience.
LEAN manufacturing Problem solving techniques 8 Step, 6 sigma etc... Plastic Fundamentals
Not really, applying myself a bit more would have certainly helped, taking advantage of all the cultural opportunities would have been beneficial.
Dave Ramsey - Money Management. Being a good steward of Gods blessings provided to you both physically and monetarily.
The curriculum at Berea College was sufficient and provided me with a well rounded point of view.
Yes, more management courses.
An architectural drafting and design course in the department.
No really.
Management/business. Not fun, but proved to be something I had to go back and learn independently.
Calculus and Physics.
More digital electronics, but in the late seventies is was evolving.
At this point in my walk with Christ and in life I always wished I would've taken more advantage of the Theology and Religion classes that Berea had to offer.
I wish I had gotten some certifications in some of the software packages I knew very well
I think learning more about automated manufacturing would have been a significant help.
Should have done a double major in Tech and Bus. Also, really wanted to do BS in Environmental Engineering, but the minor was only available my last year. Sad.
I see a lot of movement in the sustainable construction and energy efficiency world. I wish that I had taken more classes on these topics.
I expressed this in a previous answer.
I would have liked to have taken a cooking course because i'm not a good cook. I would have also liked to learned more about HVAC.
No
I'm lacking in areas, no doubt. My science background is laughable. I know it would take a HUGE effort, but how crazy would it be if after the completion of one's sophomore year (and declaration of major) each student's transcripts were pored over in the most critical fashion to look for obvious area(s) that might be lacking? Include high school transcripts, too. The reason I say this is that I ended up taking a GST called Science Core (for non-science majors) and it was a disservice. Certainly, faculty were put in a difficult position to third and fourth year students who had to HAVE that class to graduate. And obviously, the Course of Study is meant to include all things to create a rounded, complete curriculum for a certain major, but throwing Core Science at someone was practically useless. I learned much more in Ag 101, quite frankly...
I wish that I had taken more business or management classes.
Had it been available, I wish I could have taken a computer application course. When I entered college, the only computer system on campus I was aware of was the PRIME dinosaur. It was most clumsy and slow, the antithesis of "user friendly". When I entered graduated school, Apple II e's were all the rage storing 64K of memory on 5.25" floppy disks. If it had been available, I would have enjoyed a course in statistical analysis and quality assurance applied to manufacturing processes. Instead, I took a mandatory theoretical statistics class and tried to imagine its application to manufacturing processes, an area of great interest to me. Finally, since we live in the information age, I have often contended that all the information in the world is near useless if one does not know where to find it. Thus, I wish that a library science class to teach students a standardized system for organizing personal documents, school documents etc., and now all our electronic documents were available. Today at work, I have thousands of files and while I do my best to organize them so I can retrieve them easily, I fail miserable. I need help with developing a systematic information filing system. If such I system were built on a library science foundation, I think that would help me the most because my work is so cross-disciplinary.
more computer science classes
I think if the course were designed in a way they would be applied to outside world such as business, management, teaching etc.... They would see the benefit to their future career as to what future employers expect from new graduates.
Basic finance
I was well prepared to learn what I needed.
I would like to have learned more about metals...machinging and welding. Somehow I managed to get through with only a brief introduction to this and I wish I knew more.
None that I can think of. Maybe another advance TEC course.
I had originally wanted a Computer Science major, but it was not offered at Berea at the time. I'm certain that has changed. I would have loved more exposure to Computer Science as well as Networking and even long range wireless applications.
Business
For me if I could have combined more tech courses with fine art courses this would have benefited me greatly.

8. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
Yes! I think all the group projects, hands on experience, labor context, one one one with professors..etc etc.
Yes, I was not afraid to try anything because I usually had some knowledge of whatever the topic was because of the diverse coursework in Industrial Tech.
Yes very definitely! Many of the IA majors that were my age and younger were ignorant of their subject. The main thing that I could mention would be that they had very low morals!
Yes, through the experience of the work program. I learned the importance of following directives as an apprentice and the responsibility of leadership in being a student manager. I knew when to take the intiative to lead and when to follow.
Exposure to new ideas and critical thinking
I think Berea better prepared me for the world. Because we all came from low income families we needed the leg up to compete with our work peers.
Not really. If anything, made me less able to compete in positions requiring greater technical expertise.
Yes I do. When I began teaching I seemed to be more experienced in several areas than most teachers I worked with. In technology one needs to be knowlegable with several subjects. In most cases few teachers were experienced in very few subjects.
Yes - the coziness of Berea helped us share much that larger schools overlook. Also, again due to the small size, I had a very close working relation with my teachers.
My Berea College experience clearly set me apart from other recent grads of other schools moving into the job market in 1982. Work ethic, communication skills, frugality. Walking the walk.
Yes, because I wax given hands on experience and a safe place to "fail" so that I knew how to overcome those obstacles.
YES! Coming from Berea I am a self-starter and a go getter. Also when you tell your employer that you did a work/study program it shows you take things more seriously and are a hard worker.
I believe so. I value the dignity if work, and I'm also glad I graduated without crippling debt.
Yes, I believe the work experience was the big factor between myself and my peers when I started my career path.
Perhaps I was more eager to learn in my first job. But it's hard to say where it's because of Berea experience or it's just me. I think effect of education webs away after few years of working. 10 years after graduation, it matters more what you achieved in your career than what education you had.
Definitely. The work program really ingrained a sense of culture. And also, I felt financially advantaged after being financially disadvantaged before Berea. Because now upon graduating, I have minimal school loan debt to pay back. Huge advantage. Lets not forget that.
I am not sure if I have any advantages over any of my current colleagues, but I do know that it if weren't for Berea college that I would not be in my current place of work.
Yes. That problem solving skill, the ability to learn, and the interest to explore new things have helped me surpass many peers over the last 16 years.
Yes and no. I learn from them and they from me. The broad application of applied technical knowledge i developed has helped me in getting things accomplished especially with the maintenance and tool shop departments.
The work ethic obtained thru the labor department was and still is an advantage in the workplace, The low professor / student ratio certainly sets Berea students apart from other students at other colleges. The ability to reason through a given problem is almost always a differentiator.
Most definitely. Of the several Berea grads that are currently at my place of business our reputation was directly related to our dependable work ethic.
Berea College most definitely provided me an advantage over my peers. It's often challenging to put into words but all that Berea offers gives its graduates a competitive advantage.
Of course, first as a human being who values very single opportunities and career related the hands-on experience I mentioned before.
I have had a better general education and technical background than most people I have come into contact in my teaching experience.
Yes. See answer for labor experiences. The liberal arts/general studies curriculum developed critical thinking and an empathic worldview.
I work with engineers from UK so I feel like they received overall a better education, mainly because of the math and science. I do feel I am more well rounded and can adapt to new technology and ideas better.
Yes. See above -- broad and diverse liberal arts curriculum coupled with work program
The work program gave me experience to deal with the problems in teaching.
In my experience, every time a perspective employer would notice I graduated from Berea it would usually provoke a conversation about the college. Opening such conversations usually allowed me to explain my skill set in a manner that was productive in an interview setting.
Yes. I work with handle tools, wood, glass, CNN machines and I learned all those from Berea.
No.
In many respects, I feel that Berea brainwashed us. We were told that a BC education would virtually secure us a position. While past and potential employers are exceedingly impressed with my BC education, I am often found to be too educated! Graduate school (MSU and UK) were a joke compared to my BC education. If you can succeed at Berea, you can make it anywhere.
Yes and no...
See above, written communications.
Yes becasue Berea is so well respected and the work ethic it teaches students is hard to duplicate just anywhere.
Just a degree from Berea certainly helped me.
Absolutely. Two things: breadth of knowledge base regarding our world in general and work ethic. Huge advantage. Easiest question you've asked, by far! First, BC forces one to BE AWARE of the world around them. By this, you're obviously learning - and I found that BC was critically concerned with relationships within our world. And second, I loved the labor program and probably learned more about myself - what I was capable of accomplishing, than even what the mastery of the tasks entailed that I was doing. Perhaps that should be stressed. The Labor Program - Learn what YOU'RE CAPABLE OF ACCOMPLISHING!
I generally have a broader worldview than most of the people I work with and I can sometimes see the "bigger picture" more readily.
Berea College certainly has name recognition in the places I have traveled. It is noted for its work study program and a reputation for having good academic rigor. The College afforded me many opportunities to travel with the Berea College Country Dancers, then a major fund raising group for the College. With them, I learned the importance of team work because every person had to be prepared to perform on cue and do their best and the whole group depended upon everyone doing their part. I also learned the ways of people different from me and how to communicate with them and work together. My horizons were broadened with the travel and my leadership skills were tested during the years I was a member. Back then, the travel I experienced was rather unusual. Today, it's common for students to travel multiple times overseas alone or in a group so such experiences today are not so distinctive.
Yes. I am always trying to push the boundaries of my industries and the drive I acquired at Berea is to contribute for that.
Again being able to change and adapt is critical, and Berea Students do this well.
Liberal arts gave an appreciation to the arts etc
Not really. But I was not at a disadvantage.
Not necessarily. But I did benefit from the training received and it came at a point in my life when I needed to grow and mature.
Perhaps. The independent nature of the projects in the higher level courses allowed one to dive deeply into a particular area of study that may give them an edge on students of a different curriculum.
I don't know that it gave me an advantage over my work peers. I think Berea may have been at a changing point when I was attending. Had I taken the opportunity, I am certain that Berea would have given me an advantage at a graduate school given how broad my major was.
I can't think of any at this time.

9. Please comment on how the Technology and Applied Design (TAD) department/program area could have improved your undergraduate experience.

Text Response
Stronger and clearere curriculum, better enviroment to feel inspiried and innovative, I think sometimes students in TAD program get a lot of slack, I think more should be demanded from their work ethic, tardiness, application.
I am certain that the curriculum has changed dramatically since I graduated in 1971.
Electronics and Woodworking. My woodworking program was OK if you have an idea & a drawing of some kind. The instructions were to go get your lumber and get started! Everybody in my class had Woodworking courses while in high school except me. I was set beside instructor for three weeks and work to maintain the tools. This should have been done before we got there! Now I was three weeks behind in the class to start. I did not finish my project and got a C in the class. I bet that I am the only one that is still doing some woodworking. I now walk with two canes.
Through an off-campus internship
Interacting with practicing engineers and designers, internships
I became a teacher and was well prepared to work in the classroom however I felt that I needed more course work in my major.
Very well rounded. No additional comments.
I believe students need more time in the lab doing various experiences.
None other than to keep growing and stay current.
No suggested improvements that would have bearing on sucha a drastically different curriculum.
By requiring less liberal arts classes.
I had a wonderful experience as a TIA student. I can't think of anything that would have made my experience better.
An internship would have been a good experience.....especially during the summers
I thought it was sufficient; possibly more creative writing and applied mathematics would have been beneficial.
Please see the previous question on making things and problem solving balance.
Partner with nearby businesses that we could apply what we are learning while we are learning it.
As stated in a previous answer, there aren't many things that I would change, but if I had to say one thing, then I would say that having the ability to really focus on a particular aspect of technology rather than just simply touching on each aspect shortly would have been great.
I am pleased with the experiences I received in the TIA program. I would not trade them for anything!
More internships with local companies. Drop the senior seminar and do more resume development and interview preparation. Also open use of more complex equipment in general programs.
I am sorry, but I feel the challenges presented and solutions offered were exactly the right thing for me at the time. Of course, there were no PC computers, cell phones, tablets, smart devices of any type. Now that they are available, I think each of these technologies need to be incorporated, but as I stated earlier, don't forget the basics of interaction - the team concept is very valuable - even in the modern technical world we live in today.
More math, trig, calculus. AutoCad. CAD CAM. Drafting but having hands on building experience.
I thoroughly enjoyed my experience in TIA department. I had caring faculty and staff who were always expressed a genuine concern about my wellbeing and success. The only thing that I would recommend is keeping the program current and up to date with progress occurring in the industry. This particular area changes quickly and often times it is challenging for graduates to find jobs. I would suggest adding more program options if possible.
It was perfect!
Department was not specifically divided this way when I was there.
I think the classes and coursework could have been harder. It was pretty easy to slide by in some courses and still come away with a good grade. I worked hard in areas that held my interest, but wish I had been pushed harder in others.
There could have been more direction with which classes and electives to take. Too many options to choose from without knowing what I would actually benefit from in the 'real world'. As much as I loved my advanced woods course I would have been better off taking advanced metals, advanced electronics, or a quality course.
By teaming more wit industry and offering more internships/apprenticeships in the various fields.
I was pleased with the program overall but I feel more cross-departmental studies in business, finance and accounting would be beneficial.
There were a lot of things I didn't take fully advantage of. But it would have been to see what other Alumni were doing after Berea
I think more collaboration between programs and active learning experiences would have been of great benefit.
Had Environmental Engineering as a BS before my last year.
I think so more business management courses, or public speaking...
See previous answers; but to summarize: * Functional accountability * Keep students insulated from your internal political interests * Embrace ownership and sound leadership principles
I had a great experience and honestly cant think of anything that would have made it better.
Real world problem solving opportunities would have better prepared me for what was to come.
I find this question difficult. I loved walking into that building. Every single day. (sadly, I wish it could have a facelift like so many other departments on campus, though!) The faculty made you feel at home. There's a lot to be said about the learning environment. I would assume and hope today's faculty make the students want to enter the front doors every day. If not, yikes. You're going to have a retention problem. Consider that all of this answer is in BOLD. I feel that strong about it!
My undergraduate experience in the Tech department was generally very good. I struggled in some of my general studies classes and usually found the Tech department a relief from the rest of my studies.
I would have enjoyed a class in quality assurance methods. I also think TAD would have served its students better if it had developed a strong relationship with industry to make coop placements possible. That said, I am also a strong believer that requiring the student to do the heavy lifting to achieve what he or she wants makes for a stronger person, some students may be a little timid and at least need an introduction. When I contacted local industry for a research project, I cold called and there was no prior connection to the College. Contacting plant managers as complete strangers was a little unnerving. So, if TAD does not have a formal internship or coop program in place now, it is missing an opportunity for itself and the students it serves.
More classes focused on the web. Maybe even some e-commerce classes. I was a business management focued TIA student. Being able to understand how to start a business online would have been interesting.
I think if there were more road trips to business, students would have a better idea of all the paths the TIA degree could lead.
It was a shotgun approach a little bit of everything that was at times lacking in depth
The program fit well into the overall Berea environment which made it more of a total experience.
Another trip or two to Arizona to take photographs.
I think a more in depth study of one particular field would have been good. An overview the first year of each department and then choose a major of study based on how interested you were in any given field.
NA.. This field as drastically changed in the 30+ years. My information is noted on the basis of me not utilizing my teaching degree. Even with the teaching degree, the courses offered are not the ones we specialized in during my time. The same I'm sure can be said of the Technology side.
By being more up to date and intentional with how they designed their course work.

10. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
MACED was a great opportunity for people looking to do work with non-profits, Kelly Mehler School of Woodworking, AMAZON may be a good resource
I have now been retired for 4 years and most of my active contacts are retired or have moved on to other areas.
Send the students in the Woodworking area to intern with the Ag Woodworking Shop way up in the mountains. I do not remember were it was. The Grad-students at EKU were sent to this place. It had oak floors that you could eat off! This shop looked like one of the TV shows woodshop organization.
None
None at my current position
Berea needs to work better with Industry to get students in the shops and on the work floors.
With the influence of Toyota, Central Ky is loaded with manufacturing and related support disciplines. The department has a gold mine of potential to create internships. As a former Human Resources professional, work with those manufacturers to determine needs along with opportunities.
More leadership and more responsibility roles.
None are available through my workplace other than volunteerism and mentorship. Being a teacher I think volunteer oportunities with organizations like Habitat for Humanity and FIRST Robotics exposes students to good practices and great networking opportunities.
Food production, small scale, tools.
I don't know of any.
LG&E and KU Co-op and Intern Program Page Content The LG&E and KU Co-op and Intern Program is designed to provide opportunities for college students to experience and learn about our business. Students are provided opportunities to enhance their educational and technical knowledge and to develop competencies that prepare them for the business world. As a Co-op or Intern with LG&E and KU Energy, students have a variety of developmental benefits as part of our program: •Mentoring – an internal Company mentor is assigned to each Co-op/Intern for their entire assignment period •Feedback – each Co-op/Intern will be provided extensive feedback from their assigned manager on their performance in each assignment •Rotations – "next assignment" interests are considered and rotational opportunities are explored to give Co-op/Interns diverse exposure to the Company •Networking – opportunities are provided to enable Co-op/Interns the opportunity to meet peers and engineers with the Company •Recognition - throughout the Co-op/Intern's experience there will be events and opportunities to recognize the value they bring to the Company •PE Licensing Certification – The Company will reimburse Co-op/Interns in their last assignment for their FE Exam expense if the test is passed and they have positive reviews through their assignments If you are interested in hiring a co-op or intern, contact Andrea Diebold, Sr. Recruiting and Staffing Specialist, at (502) 627-2236.
Retired now, so I'm a little out of touch with those opportunities.
My company as well as many others offer intern positions in the manufacturing field occasionally and it would be a good thing if Berea was connected to the local factories to know when those positions are available. It would not be much of a cost to the college and would be beneficial to the student; both monetary and educationally.
Since I currently live in Europe, there is no direct internship chance. However, I know that universities across Europe are enrolled a half-year exchange program where students can go and study in a university in a different country. Ok, it's more a party time to be honest :) but at the same time, it's an excellent opportunity to build your human network which can help you in the future. Very often people stay in touch through facebook and some real work relationship can develop from the friendship gained during the exchange program. I think networking is important. One reason many people want to study at Harvard is to gain access to their alumni network. I think Berea college can also provide its students wide networking opportunities through exchange programs.
I am an insurance agent. I'm sure we could use someone to help administratively, to help our marketing and advertising efforts, help in sales as an agent, and also in risk management.
As I am currently living overseas and have been for the past five years, I am a product of the study abroad program. It was those experiences that fueled my desire to come back to the country where I studied. Traveling has become a great passion of mine and I think if it is possible, then every student should at least consider studying abroad while at Berea, even if for a short term.
I currently am employed by Montaplast of NA. I know they offer internships to local students, but I am unfamiliar with their process if our HR has one. Sorry, though I would be glad to ask.
I am retired from industry now and run a small part-time computer repair business. It could be very enlightening to encourage students to start a part-time business. The business would be best served if done in a "volunteer" mode, but would provide experience in building, maintaining and possibly "passing" (selling) the business to another individual.
Summer internships are available at our business. Machine tools may be available.
I think it would be good to develop partnerships with companies like the Department of Transportation, Ford, Toyota, NACCO, Hitachi, KI, ACIPCo (Birmingham, AL), and various engineering and design firms through the state.
None
0
I can't think of any directly related to TAD that are consistently available, though there might be opportunities for one-off projects. Public libraries are chronically underfunded and there are many smaller ones who would welcome help with space planning and building-related projects.
none
To be completely honest, I am unfamiliar with the internship program at my current company.
In my experience window/door manufactures are a good way to join the industrial. Most of them start you off training on the assembly line, which leads into management. My company isn't currently hiring but I would be willing to talk to anyone wanting to take that path.
N/A
My last position was as a public librarian, which I detested with every fiber of my being, and I wouldn't recommend anyone intern with my former employer.
We are currently trying to disseminate the internship idea. But there are many internships in my field. Southface Institute in Geargia has many.
I don't know of any internships.
None that I can think of
Wow. Tough one. This will take some work. It will need the right preceptors and a set of expectations or goals to be accomplished by the student. These things are out there, but I think many times there just needs to be a prompting for them to be created. I think the best results would occur if a person in a larger metropolitan area could "scour" the area over a period of time to set up such a program. Obviously, this would be much easier if you're looking in Lexington, Louisville, Nashville, Knoxville, Cincinnati, Indianapolis sized cities and a housing arrangement is available to a student. Here's where you need a retired graduate of the program to take this thing and run with it in their metro area. I could imagine 2 students spending 5 or 6 weeks at two different places and then swapping places half way through the summer. Optimally, over a year's time, two more could be added for the next summer. In several years time, some strong preceptors would emerge and students could have some options as to what situations they could choose to be in. I think it's a great idea. Perhaps overdue, even.
Honda has many co-op opportunities in a variety of areas from accounting and human resources to engineering positions. The Honda career website is an excellent place to start. http://corporate.honda.com/careers/
My employer is part of a nontraditional business lending and economic development network. Members of the network occasionally take on interns. MACED in Berea is the most consistent to accept Berea College interns.
none.
Being most if work in my field is in Federal Sites, gaining security clearance to sites is often challenging.
N/a
I would have to check that out.
More industry field trips such as Dr. Hudson's trip to Detroit to visit Rousch Racing.
I'm not really sure. Perhaps the design of our electrical grid or fiber optic services that we offer. I know our engineers use CAD to design systems for the utilities and fiber optic services we offer.
In our area, possibly the Eastman company. You could check with a past alumni member (Jerry Hale, 1973?). I know he has retired from Eastman and serves Berea College on one of there committees...

11. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	11	9	3	2	2	27	3.93
2	Internship or similar experience	15	1	3	2	0	21	4.38
3	Independent studies	15	6	7	2	1	31	4.03
4	Faculty directed research	11	4	7	2	2	26	3.77
5	Guidance/help from a teaching assistant	11	15	2	6	4	38	3.61
6	Serving as a departmental/program area teaching assistant	16	7	2	0	1	26	4.42
7	Team initiated study	18	16	6	1	1	42	4.17
8	Labor position related to your major	29	4	7	1	4	45	4.18
9	Other labor position	27	3	7	3	5	45	3.98
10	Course-related international travel	4	5	4	2	3	18	3.28
11	Course-related travel in the United States	5	7	3	1	3	19	3.53
12	Convocation Program	13	10	9	6	7	45	3.36
13	Required general studies courses	15	13	8	8	4	48	3.56
14	Academic conference attendance/presentation	11	5	6	3	3	28	3.64
15	Help/guidance from your academic advisor	17	13	7	6	5	48	3.65

12. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
Technology courses outside the industrial field, collaboration with other departments.
The courses included in the majors in Division II should make a well rounded and effective graduate.
Surly the IA Department is or should be working with the Computer Department. The last two years that I taught the shop course was gutted and made into a Computer/Pneumatic/Hydrulics lab with 36-stations. There was not any woodworking, metal working or any of the other areas that you might think of! We were told about 1988 that if within the next few years that if we were still teaching things like leatherworking that we would be fired. This was hard on me for leatherwork was one of mine and the students favorites! I knew two guys that were fired for this very reason. They had tenure! The most fun I ever had in teaching was a regional robotics contest on A Saturday morning. We came in forth and the students and the crowd roared like it was a state finalist wrestling contest!
Collaboration between Computer and Information Science Technology and Applied Design should be enhanced. Adding coursework that spans across the majors
Based only on your discription, It would be critical to custom design all common course offerings to meet each program needs.
Since we are now in a global society, economics, etc some type of emphasis should be placed on this if not already.
I would like to see more field trips and hands on experiences. There are many great artists and industrial areas near this area that could greatly help in learning. As an example: A field trip to a framing factory would assist in the construction of a house.
I believe TAD should work more with computer and information sciences because when the general populous hears Technology, computers is immediately what they think of. a student that has experience from both worlds has unlimited potential in our current work field.
No coment.
Biomedical Sciences Also offer the required certifications associated with certain majors like... A+, Network+, & CCNA
As an individual that is living and working outside of the United States. To be exact, I am currently living in South Korea. I would recommend that the students be exposed to the technologies that exist here or other technologically advanced countries. I think that having an awareness of the degree of technological advances around the globe will help students to gain an upper hand when competing for employment in the future and will also guide them in finding a path for their futures. Of course, just knowing more about your particular field of study is useful.
I think some cross-disciplinary options could be very helpful to TAD. Like I mentioned earlier, Technology and Information Systems are critical to all businesses. More explore to these concepts could help students prepare for future careers.
Take ad many science and mathematics courses as electives. Also if Dr. J. Pierce is still there take her excell/programing class (csc 205?). Take as many courses that will challenge you and not the easiest path. I would also recommend psychology. If there were a specific course in IO psychology take that.
I would like to know more about this division before I could comment with the best recommendation. It appears that all of these require "hands-on" training or experiences for the ultimate retention. Division II sounds like a great opportunity to bring in outside sources, agencies, departments which can contribute both speakers to suggested areas of training / study focus.
Business courses should be mandatory not electives.
I have no current information or knowledge about the current program
One of the biggest and somewhat surprising benificial outcomes from my education came from my art studies. In art courses, projects are critiqued in groups by both students and instructors, analyzing the strengths and weaknesses of the process and product. The focus is on the piece, how it is percieved, its function, etc. The process of regularly presenting a product, receiving critical feedback, and giving feedback to others developed skills (and a thick skin) that has been HUGELY benifical in my professional career. This could be incorporated somehow into TAD curriculum. Lisa Kriner is particularly strong in this area.
Applied Engineering
More cross-disciplinary courses such as TAD and Economics and Business or CIS would be beneficial in many "real" world environments.
More internships.
not sure at this time, but it seems that maybe a student could be required to take a course in each of the disciplines to round out their studies...
I would like to see a data-driven, measurable approach to making program changes. Where is the data?
no recommendations
All students should be required to take lean methodologies studies
I definitely think there is some great benefit in collaboration. Everything is so interconnected. I do know that without TAD, the Ag profession goes nowhere. Without advertising, finance, marketing, etc., problems occur. I could almost envision a senior capstone project where a student spends so many hours independently in another department gleaning from their resources to complete a project or proposal, etc. Perhaps it's a group process, equally represented by students from the different departments. Competition is always fun versus the Aggies, but imagine if the Division combined forces to compete against other divisions? Tech and Ag are more similar than they are different, and I'm sure other programs can state the same.
With the rapidly changing global economy, I think every student should be required to take a course in entrepreneurship. The person who stays in a job longer than 5 years will be the exception. Also, federal legislation is redefining what full time employment means (30 hours vs.. 37.5) so an increasing number of people are having to piece together a livelihood that more than likely will require making a job instead of taking one.
video, web design, e-commerce
Not sure
I would have to give that more time than I have for this survey.
Study abroad. It should be compulsory.
I think the biggest possibility to students would be real world internships in their department of study, or at minimum, a good real world example where it is incorporated with the work study.
A program designed to cross over between fine arts and 3D manufacturing design will be very beneficial to students. I believe you will see a combining of the two skills in the future 3D design career field.

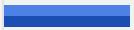
13. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in computing	41	8	0	1	0	50	4.78
2	Writing professionally	38	10	2	1	0	51	4.67
3	Speaking professionally	41	8	1	1	0	51	4.75
4	Reading critically	34	13	3	1	0	51	4.57
5	Managing time effectively	44	5	0	1	0	50	4.84
6	Working in a team	40	10	0	1	0	51	4.75
7	Being open to others' ideas, listening effectively	41	7	2	1	0	51	4.73
8	Understanding ethical issues	34	7	8	2	0	51	4.43
9	Having a commitment to service	32	10	7	2	0	51	4.41
10	Being a confident learner	40	6	3	2	0	51	4.65
11	Evaluating the quality of information	38	11	1	1	0	51	4.69
12	Leading/managing others	35	10	5	1	0	51	4.55
13	Designing processes and solutions that solve real problems	41	5	4	1	0	51	4.69
14	Solving problems creatively using multiple perspectives	41	7	2	1	0	51	4.73
15	Staying flexible in the face of changing environments	41	7	1	2	0	51	4.71
16	Understanding ethical issues	29	11	6	4	0	50	4.30
17	Accepting personal responsibility	44	5	1	1	0	51	4.80
18	Having a commitment to service	34	7	5	5	0	51	4.37
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	31	10	6	4	0	51	4.33

14. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in computing	12	10	8	4	12	46	3.13
2	Writing professionally	17	20	6	1	1	45	4.13
3	Speaking professionally	16	16	9	3	1	45	3.96
4	Reading critically	15	16	9	4	1	45	3.89
5	Managing time effectively	22	13	6	2	2	45	4.13
6	Working in a team	18	18	5	3	1	45	4.09
7	Being open to others' ideas, listening effectively	26	12	3	3	1	45	4.31
8	Understanding ethical issues	19	14	7	3	2	45	4.00
9	Having a commitment to service	23	14	7	1	0	45	4.31
10	Being a confident learner	25	14	4	2	0	45	4.38
11	Evaluating the quality of information	16	17	8	3	0	44	4.05
12	Leading/managing others	11	19	10	3	2	45	3.76
13	Designing processes and solutions that solve real problems	20	15	6	3	1	45	4.11
14	Solving problems creatively using multiple perspectives	20	16	5	4	0	45	4.16
15	Staying flexible in the face of changing environments	18	13	10	3	1	45	3.98
16	Understanding ethical issues	17	13	9	3	2	44	3.91
17	Accepting personal responsibility	27	13	1	3	1	45	4.38
18	Having a commitment to service	25	11	8	1	0	45	4.33
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	29	10	5	1	0	45	4.49

15. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		37	71%
employed part-time		2	4%
continuing my education full-time		1	2%
continuing my education part-time		4	8%
caring for family/home full-time		9	17%
serving in the military		1	2%
unemployed		1	2%
retired		15	29%
other, please explain		6	12%

other, please explain
Working on a non-profit as well as pursuing my own company in the Arts
Not currently employed in a field related to this major
still very interested in learning
own a computer repair business
termination
Working overseas.

16.

Default - Second Bachelor's

University/College	Field/Major	Graduation Date, if applicable
Vilnius art academy	Architecture	June 2012
Keystone College	Education	2005

Default - Master's

University/College	Field/Major	Graduation Date, if applicable
EKU	Tochnolgy	1969
University of Alabama Birmingham	Public Administration	2008
Instructional effectiveness	Anation	
Univ south Florida	Industrial Tech	1984
Shenandoah University	Education	1997
WVU	Legal Studies	2002
Appalachian State University	Industrial Arts Education	August 1965
The College of New Jersey	Technology Education/MEd	
Ashford University	Education (Culturally Diverse Learners)	January, 2013
University of Louisville	M.Ed	2007
EKU		
Appalachian State University	Printing Production Management	December 1987
UNC Greensboro	Library and Info Studies	May 2008
Eastern Michigan University	Information Systems	1990
Eastern KY University	Wood tech edu	1981
Purdue University	Engineering Technology	2011
MOREHEAD STATE UNIV	INDUSTRIAL TECHNOLOGY	2008
Appalachian State Univ.	Building Science	May 2008
Appalachian State University	Industrial Education/Technology	1989
Ball State University	Industrial Technology Ed. and Mgt.	Aug. 1986
Columbia International University	Christian Education	1990

Default - Specialist or other 6-year degree

University/College	Field/Major	Graduation Date, if applicable
Seminary		2009
Specialist at Kent State		
Eastern KY University	M. S. Counseling, M. S. Administration	
Walden University	Educational Leadership	2010

Default - Doctorate (PhD, EdD, etc.)

University/College	Field/Major	Graduation Date, if applicable
The Ohio State University	Technology Education/Ph.D	
Spalding University	E.Ed	Target graduation date May 2015
University of Missouri-Columbia		
U. of Missouri, Ph.D.	Technical Education	1975
Eastern Kentucky University	Educational Leadership	2016
Walden University	EdD in Educational Administration	2015

Default - Professional (MD, JD, etc.)

University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other

University/College	Field/Major	Graduation Date, if applicable
Many upgrade courses		
KY, OH, TN	Property Casualty Life Health	2010
UNIVERSITY OF KENTUCKY	LIBRARY SCIENCE	HALF DONE. WON'T FINISH.
NASCAR Technical Institute	Automotive Technology with NASCAR	September 2007

Other
Licensed Ins Agent
general work related courses
work towards masters in leadership field that school dropped, work towards Technology masters but had to leave program as I had heart trouble and there were no internet courses. GA Southern was three hours away. 28/30 credits total. Technology and Industrial Arts were always fields in jeaporady of losing funding which delayed my committment.
MASTER'S
Technical Degree
Certified Economic Developer (CEcD is to Econ. Dev. as a CPA is to accounting)

17. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

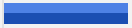
#	Answer	Bar	Response	%
5	Extremely well		16	53%
4			10	33%
3			4	13%
2			0	0%
1	Not at all well		0	0%
	Total		30	

Statistic	Value
Mean	4.40

18. Please elaborate on your response above.

Text Response
Several courses taken in specialized management PG .
I learned to be prepared, work hard and to get assignments in on time. Berea also helped further center my moral barometer! I continued to take courses up until I could not go any more.
Because of the preparation I received from Berea, I graduated in the top 15% of my class
Berea could offer more on the history of Vocational education
Work, with a sense of respect and learning, until the job is completed. Do your responsibility well.
There was a 20 year interlude between my Bs and MS.
I always felt I was as well prepared, or better prepared, than any of my classmates... general ed, professional courses, etc.
I did not complete post graduate work but I have taken post graduate classes I felt I was well prepared for them through my experience at Berea.
Of course, I completed my master's degree and am currently working in a totally different field from what I studied at Berea, but the experiences of all courses contributed to my success in my master's degree program.
Generally good, but my research/presentation skills could have been stronger.
Courses in Religious and Historical Perspective and Dr.Holloway's Senior English classes prepared me for the research and writing.
Masters level study seemed easy compared to Berea.
Graduate school was a joke compared to Berea. The stuff I turned in at MSU and UK I would NEVER have turned in at BC, as it wouldn't have been accepted. Also, I recycled several of my BC papers for MSU and UK.
I felt like the assignments in grad school often required less work and critical thinking than did those I had at Berea. I felt I had a superior preparation compared to my classmates who attended "State U", also. Coming from the liberal arts background, I just always felt confident in what I was writing or researching in grad school. It certainly seemed to "come easier" to me than I thought it would. I was shocked how much my GPA increased at grad school!
Berea built on a foundation of critical thinking and problem solving that served me extremely well in the NASCAR setting. I had confidence in myself and was generally viewed as a leader in my classes. That confidence was based on skills I aquired at BC.
Berea College laid a pretty good foundation, but marriage and life experience really prepared me more for serious study and life long learning.
I actually started the master's program but dropped out, couldn't find an interest or how it would help me in the future with the career path.
I have taken masters courses that were not at the level of some of my undergratuate courses at Berea.

19. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		3	11%
considering continuing my education in the future		8	29%
have no plans at this time to continue my education		17	61%
Total		28	

20. Your current employer:

Text Response
Self-employed
Berea College
Art institutes
Jersey Baptist Church
Clarke County Public Schools
Berea College
KY Personnel Cabinet
Kentucky Utilities
The Okonite Company
self-employed
Nationwide Insurance
Kyungil University, Daegu, South Korea
Dean Dorton Allen Ford, PLLC
Montaplast of NA
Okuma America Corporation, Charlotte, North Carolina
University of Louisville
Corporacion Maresa
Polk County Government
Link-Belt Construction Equipment Co.
University of Michigan
SNF Chemtall
Selfemployed
United Parcel Service
Jeld-Wen Doors
Berea College
Community Housing Partners- Energy Solutions Research and Training
Amazon.com
Commonwealth Of Kentucky
UK
Allen County Engineer
Honda Transmission Manufacturing, Russels Point, Ohio
Kentucky Highlands Investment Corporation
Thoroughbred Diesel
Bauer Foundations
RCE International
Boeing
BVU Authority
Self David Hammonds Construction Co, LLC
Blue Ridge School District

21. Your current job title:

Text Response
Photographer/Cofounder of Non Profit
Associate Director of Admissions
Instructor
Grow Pastor
Technology Education Department Head/Instructor and FIRST Robotics Mentor
Director-Grow Appalachia: director-Berea College Appalachian Fund
Systems Engineer IT
Facility Records Tech I
Senior Mfg. Engineer
interior designer / architect
Senior Account Rep (Agent)
English Language Instructor/Visiting Professor
Director of Technology Consulting
Industrial Engineer
Inside Sales Specialist
Director, Minority Teacher Recruitment Project
Kaizen Manager
Library Director
CAD Administrator
Director
Forklift operator
Safety Consultant
Maintenance Supervisor
Group Manager
Assistant Professor
Director of Training
Senior Systems Engineer
Energy Savings Performance Contract (ESPC) Project Manager
Intructor
Bridge Technician
Equipment Service Team Leader
Development Director
Web Designer
CQC Mgr
Facilitator of Christian Schools in Spain
Tooling Mechanic
Customer Service Team Leader
Owner
Technology Teacher

22. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		11	28%
not-for-profit organization (other than educational)		4	10%
for-profit organization or business		18	46%
military		0	0%
other, please describe		6	15%
Total		39	

other, please describe
Accounting & Business Consulting
Government
Consultant
State
County government

23. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		14	36%
4			8	21%
3			8	21%
2			4	10%
1	Not at all related		5	13%
	Total		39	

Statistic	Value
Mean	3.56

24. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		19	49%
4			13	33%
3			3	8%
2			0	0%
1	Not at all well		4	10%
	Total		39	

Statistic	Value
Mean	4.10

1. How well did the Technology and Industrial Arts Program (TIA), now called the Technology and Applied Design Program (TAD), prepare you for the career path you took?

Text Response
It was great. Within 6 weeks I had a teaching job and have recently retired after teaching 31 years.
Being in the department helped me to decide that I did not want to teach or go into manufacturing. I did not know what I wanted when I got there and unfortunately, I did not have a much better clue when I graduated. Of course, my primary goal was to be the first in my family to graduate.
I've had a number of careers since graduation. These included optical design, teaching, administration and cabinetmaking. Overall, a positive approach to problem-solving, instilled by IA faculty, has been a 'prime-motivator' throughout my careers. I find myself using some 'sayings' by Dr. Hudson in my current position at Xavier University.
It was a good start, but did not addequately prepare me for employment in an industrial environment.

2. Do you feel the TIA/TAD program prepared you to continue exploring and learning independently? For example, learning new software without specific training, leveraging texts and other resources to learn new skills, etc.?

Text Response
Very much so. I have been able to continue learning and keep up with new technologies well enough to keep my students in Exploring Technology systems ahead of the game.
Berea in general did that for me. I really stayed away from my department as much as possible.
Absolutely!
Yes

3. The TAD program is aware that adapting to changing conditions is essential. As we collectively look to the future, what technologies, skills, or habits of mind would you say are most important for TAD to be looking at in the coming years?

Text Response
When I was there, Dr. Hudson was one of my teachers. He stressed problem solving over the actual subject so that we could all continue exploring and learning ourselves. That has served me well for years.
The first course in IA was People, Materials and Processes and I really wanted to learn more about the people part. I have continued my education in that direction and believe that the more I learn about people in the workforce the better I am able to accomplish the work.
The method of approach to problem-solving should remain as I remember it. The flexibility it instilled in my thinking will serve future IA graduates well. It is important to keep on the forefront of instruction involving both cutting-edge and emerging technologies. I know that the volume of new information may seem like drinking from a fire hose so discernment as to what constitutes a trend and what is a short-lived technology is the responsibility of faculty.
computer aided design and manufacturning

4. There is a complex balance between applied skill (making things) and design process (identification of a problem through the design and implementation of a solution). How did you experience that balance as a major in TIA/TAD, and where do you see that balance lying in the future?

Text Response
I was very pleased with the balance between the two and hope that it will continue on as before.
We did few problem solving tasks and the majority of those were individually based assignments. During the years I was in the program, the emphasize was on making things not problem solving.
I recall a thought process in myself something like, "How do I make this piece fit?" or "I need to get that machine to operate?" The challenge for instructors is to get students like me to see a bigger picture, beyond completion of the task at hand. Thinking back, I recall some of my professors were better at this than others. Avoid 'falling in love' with a particular technology or process. A wise person once said, "If all you have is a hammer, then all of your problems look like nails".

5. How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Text Response
Very well.
Berea was very forgiving to me. Unfortunately, I was not a good problem solver during my time there. It was only later that I developed an open mind and learned to deal effectively with complexity. I have many at Berea to thank for that.
Compared to working with people, Machines are easy. Aside from my major, I worked for the Physics department and was active in the Music Department. The approach to a problem cannot be pre-programed. This I learned largely by observing the way, for instance, Dr. Hall would approach an issue, compared to Smith T. Powell (Physics) or compared to John Courter (Music). Even now, I lean toward the problem-solving approach used by any number of my professors.
helped me learn to break complex problem down into smaller, more manageable components.

6. How did your labor experiences at Berea College contribute to your work and life in general?

Text Response
I worked in the Blacksmith shop, so along with learning a new skill, I also learned good work ethics.
Working at the blacksmith shop saved me. Charlie was the best supervisor I could have ever had. He gave me the keys and told me not to get myself killed.
Hugely. I didn't always see it at the time, but being able to function in many roles (security, TA, building resident, observatory operator) reinforced my self-image as comfortably multi-faceted and has helped me to avoid prejudging others.
not directly, but helped to instill a strong work ethic

7. Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Text Response
No.
I wish I'd had a career advisor. I had no clue what I was doing at college except trying desperately not to get kicked out. My problem was I didn't know what I didn't know. The best course I did manage to take my final semester was production management, that has been most helpful. And I will forever regret not getting into children's literature class, "Kitty Lit"
I would have liked more courses in music. Multidisciplinary courses, combining science and culture would have been nice. I groaned at taking "Issues and Values" and "Man in the Arts" at the time but I recall those courses of study more than most.
education

8. Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Text Response
Yes, several people in the county were Alumni of Berea and they knew what a good and rounded education I had.
Everyday I think about the opportunity Berea gave me to get an education. The day I graduated high school, I was homeless and on my own. The advantage was being welcomed as a member of a community and given meaningful work to do. I have not seen anything about the service commitment in this survey but I will tell you that it is what kept me engaged. In addition to my labor position, I was given an obligation to be of service to one of the elders who lived on campus. The women who entrusted her to me will never know how much that meant to be included as a part of community.
Every college graduate likes to think his/her college or university is special. At a gathering, when the conversation drifts toward college experiences, people seem to be impressed the most by mention of either an ivy league school - or Berea College. There is a danger here. Berea should lean less on the message of cost (or the lack of) of attending and more on the quality of her graduates, less on outside grants awarded to the institution and more on value, and values added to students
Yes

9. Please comment on how the Technology and Applied Design (TAD) department/program area could have improved your undergraduate experience.

Text Response
No way I can think of.
The department did not seem to have a lot of life in it. What I realize is I wanted to be in the science department and no one in IA took that desire seriously or ignored it to get their own departmental work accomplished. I hope that practice is no longer allowed to exist.
I remember a conservative approach to new technologies and methods. I hope that's changed.
I think there should have been more emphasis on communication and public speaking.

10. What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Text Response
???
None that I know of unfortunately.
I am presently in charge of a secondary teacher preparation program. If this isn't already being done by Berea's Education Department, identifying and implementing effective and alternative paths to the accreditation of teachers might be worth exploring.
none

11. Rate how the following experiential activities contributed to your current work.

#	Question	Contributed very much				Did not contribute at all	Total Responses	Mean
1	Service learning course that incorporates a required service component with a community partner	1	0	0	0	0	1	5.00
2	Internship or similar experience	2	0	0	0	0	2	5.00
3	Independent studies	0	1	1	0	0	2	3.50
4	Faculty directed research	1	0	1	0	1	3	3.00
5	Guidance/help from a teaching assistant	1	1	2	0	0	4	3.75
6	Serving as a departmental/program area teaching assistant	2	0	0	0	0	2	5.00
7	Team initiated study	1	0	1	0	0	2	4.00
8	Labor position related to your major	2	1	0	0	1	4	3.75
9	Other labor position	1	2	1	0	0	4	4.00
10	Course-related international travel	0	0	0	0	0	0	0.00
11	Course-related travel in the United States	1	0	0	0	0	1	5.00
12	Convocation Program	1	2	1	0	0	4	4.00
13	Required general studies courses	2	1	1	0	0	4	4.25
14	Academic conference attendance/presentation	0	1	0	0	0	1	4.00
15	Help/guidance from your academic advisor	0	2	0	2	0	4	3.00

12. About the current academic program at Berea College: Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies, Technology and Applied Design, and Entrepreneurship for the Public Good (EPG). Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question. What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Text Response
Find the best practices in the country in all types of things that need to get fixed like homelessness and find ways to become a part of that year after year.
I appreciate the trend toward interdisciplinary study at Berea. More of that would serve my present employer well. The key is getting people outside their 'comfort zone'. Literature majors should be involved in industrial design. Physics majors should participate in concerts. Math majors should act on stage. You see, what's important isn't necessarily how much the student enjoys the process. What's important is how the process changes the student.
no input

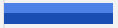
13. Importance to life/work

#	Question	Very important				Not at all important	Total Responses	Mean
1	Understanding and applying basic concepts in computing	4	0	0	0	0	4	5.00
2	Writing professionally	2	1	1	0	0	4	4.25
3	Speaking professionally	3	1	0	0	0	4	4.75
4	Reading critically	3	1	0	0	0	4	4.75
5	Managing time effectively	4	0	0	0	0	4	5.00
6	Working in a team	4	0	0	0	0	4	5.00
7	Being open to others' ideas, listening effectively	3	1	0	0	0	4	4.75
8	Understanding ethical issues	3	1	0	0	0	4	4.75
9	Having a commitment to service	3	0	0	1	0	4	4.25
10	Being a confident learner	3	1	0	0	0	4	4.75
11	Evaluating the quality of information	3	1	0	0	0	4	4.75
12	Leading/managing others	3	0	1	0	0	4	4.50
13	Designing processes and solutions that solve real problems	4	0	0	0	0	4	5.00
14	Solving problems creatively using multiple perspectives	4	0	0	0	0	4	5.00
15	Staying flexible in the face of changing environments	3	1	0	0	0	4	4.75
16	Understanding ethical issues	3	0	1	0	0	4	4.50
17	Accepting personal responsibility	3	0	1	0	0	4	4.50
18	Having a commitment to service	3	0	0	1	0	4	4.25
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	3	0	0	1	0	4	4.25

14. Preparation by Berea College

#	Question	Very well prepared				Not at all prepared	Total Responses	Mean
1	Understanding and applying basic concepts in computing	0	1	1	1	1	4	2.50
2	Writing professionally	1	2	1	0	0	4	4.00
3	Speaking professionally	2	1	1	0	0	4	4.25
4	Reading critically	1	2	1	0	0	4	4.00
5	Managing time effectively	2	0	2	0	0	4	4.00
6	Working in a team	2	1	1	0	0	4	4.25
7	Being open to others' ideas, listening effectively	3	1	0	0	0	4	4.75
8	Understanding ethical issues	3	1	0	0	0	4	4.75
9	Having a commitment to service	4	0	0	0	0	4	5.00
10	Being a confident learner	2	0	1	1	0	4	3.75
11	Evaluating the quality of information	1	2	1	0	0	4	4.00
12	Leading/managing others	1	1	1	1	0	4	3.50
13	Designing processes and solutions that solve real problems	0	2	1	0	0	3	3.67
14	Solving problems creatively using multiple perspectives	2	1	1	0	0	4	4.25
15	Staying flexible in the face of changing environments	1	2	1	0	0	4	4.00
16	Understanding ethical issues	3	1	0	0	0	4	4.75
17	Accepting personal responsibility	2	2	0	0	0	4	4.50
18	Having a commitment to service	1	2	1	0	0	4	4.00
19	Openness to diversity (race, ethnicity, gender, cultural, etc.)	2	2	0	0	0	4	4.50

15. Please check all that currently apply to you:

Answer	Bar	Response	%
employed full-time		3	75%
employed part-time		1	25%
continuing my education full-time		0	0%
continuing my education part-time		0	0%
caring for family/home full-time		1	25%
serving in the military		0	0%
unemployed		0	0%
retired		1	25%
other, please explain		1	25%

other, please explain
sef-employed part-time

16.

Default - Second Bachelor's		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Master's		
University/College	Field/Major	Graduation Date, if applicable
Grand Canyon University	Education/Technology	2004
Webster University	Human Resources Development	Jul 1987
Xavier University	Educational Administration	1993

Default - Specialist or other 6-year degree		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Doctorate (PhD, EdD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Professional (MD, JD, etc.)		
University/College	Field/Major	Graduation Date, if applicable
-	-	-

Default - Other		
University/College	Field/Major	Graduation Date, if applicable
Tarrant County Community College	Automated Systems Tech	Spring '96

Other
Teaching License
AAS

17. If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

#	Answer	Bar	Response	%
5	Extremely well		2	67%
4			1	33%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		3	

Statistic	Value
Mean	4.67

18. Please elaborate on your response above.

Text Response
I have been certified as a Senior Professional in Human Resources (SPHR no longer current), Chemical Dependency Professional CDP, Associate Safety Professional ASP, testing this summer for Certified Safety Professional CSP.
Overall my experience was extremely good. I would now suggest a greater reliance on self-directed research and critical thinking skills and it's application to all aspects of living. I would suggest that you read Carl Sagan's "The Demon-Haunted World" (1996)

19. If you have not continued your education, indicate which is most likely.

Answer	Bar	Response	%
definitely plan to continue my education in the future		0	0%
considering continuing my education in the future		0	0%
have no plans at this time to continue my education		1	100%
Total		1	

20. Your current employer:

Text Response
1. Downtown Emergency Service Center 2. King County 3. Electrical Systems Solutions, LLC
Xavier University
Heritage Home Group

21. Your current job title:

Text Response
1. Chemical Dependency Professional 2. Chemical Dependency Screener 3. Project Manager
Director of Secondary Education
CNC Programmer

22. Which of the following best describes your current employer?

Answer	Bar	Response	%
educational organization		1	33%
not-for-profit organization (other than educational)		0	0%
for-profit organization or business		1	33%
military		0	0%
other, please describe		1	33%
Total		3	

other, please describe
1-2 NFP 3. for profit

23. How related is your current job to your major at Berea College?

#	Answer	Bar	Response	%
5	Very related		1	33%
4			2	67%
3			0	0%
2			0	0%
1	Not at all related		0	0%
	Total		3	

Statistic	Value
Mean	4.33

24. How did your overall Berea College educational experience prepare you for your current job?

#	Answer	Bar	Response	%
5	Very well		1	33%
4			2	67%
3			0	0%
2			0	0%
1	Not at all well		0	0%
	Total		3	

Statistic	Value
Mean	4.33

Division II Self-Study Report:
Common Questions Across Programs

Administered in Spring 2014 to Graduates from Spring 1961 through September 2013

Compiled by the Office of Institutional Research and Assessment

Survey Process and Response Rates:

As part of the self-study process, the programs in Division II decided to survey graduates from 1961 through 2013 (individual programs surveyed different years of graduates).

An online survey invitation was sent on March 26. A reminder e-mail was sent April 3 with a final reminder sent April 11. For those who had not answered online and those for whom no e-mail address was known, a post card with a link was sent on April 8.

The denominator of the response rate does not include graduates whose post card was returned or those who asked to be removed from the mailing list; it does include the bounced e-mails (because they were sent a post card) and partial responses.

		Contact Information							
Program	Graduates Surveyed	Number of Graduates	None avail-able	Deceased	Requested no contact	Had an e-mail address	Response Rate		
ANR	May 1999 through September 2013	175	6	1	0	115	41	151	27.2%
BUS	February 1978 through September 2013	1,473	166	27	0	877	154	1,251	12.3%
CIS (includes minors)	Spring 1986 through September 2013	180	9	2	0	145	37	171	21.6%
ECO	February 1978 through September 2013	170	22	4	0	101	17	128	13.3%
EPG	Participants from 2002 through 2011	104	4	0	0	69	36	102	35.3%
SENS Minors	May 2001 through May 2013	35	2	0	0	15	7	33	21.2%
SENS Labor	Labor Students	26	0	0	0	21	9	25	36.0%
TEC.TAD	Spring 1961 through September 2013	824	72	20	4	437	74	709	10.4%
Division II		**2,987**	**281**	**54**	**4**	**1,780**	**375**	**2,570**	**14.6%**

The following describes how the individual program reports were separated. This overall Division II report is only coded by gender.

Program	Structured Items separated by:	Comments separated by:
ANR	May 1999 through December 2004; May 2005 through December 2008; May 2009 through September 2013	Graduation year categories (gender coded)
BUS	May 1978 through December 1990; May 1991 through December 1999; May 2000 through September 2013	Graduation year categories and concentration (gender and international/minority/white coded)
CIS	May 1986 through May 2007; September 2007 through December 2013	Decades (80s/90s; 2000s; 2010s) and Independent Majors/Majors/Minors (gender coded)
ECO	February 1978 through December 1999; February 2000 through September 2013	Graduation year categories (gender and Economics advanced degree/working in field coded)
EPG	none	Gender coded
SENS	none	Gender coded
SENS Labor	none	Gender coded
TEC.TAD	Spring 1961 through May 1990; September 1990 through May 2011; September 2011 through May 2013	Graduation year categories (gender and minority/white coded)

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 1 - I'm not sure Berea taught me to do that....I think I already knew. Not the ANR program, but the college as a whole helped me understand people better.

Respondent 2 - being around folks from such varied backgrounds, healthy discussion and interchange of ideas, group work ensured that

Respondent 5 - You've obviously never done any mechanic work with Bob Harned... (Just kidding)

Respondent 6 - Multicultural experience was valuable. Exposure to many areas of agriculture provided a broad range of experience to draw from in real world problem solving.

Respondent 7 - By learning and doing in on the farm experiences. / /

Respondent 9 - The farm experience taught me more than just caring for the animals. As a manager, I had to learn how to deal with different people on the following: skill level, attitutude and work ethic. It also showed the importance of being a leader and good communicator.

Respondent 10 - Working on the farm was an extremely valuable experience. We had to deal with problems as they arose and find creative solutions. It was character building.

Respondent 11 - It let me look at problems from all angles.

Respondent 12 - I would say to see my above comments.

Respondent 13 - Very well I learned that you have to learn things for yourself that it will never be spoofed to you

Respondent 14 - My college experience at Berea helped make me a better communicator, both in person and on paper.

Respondent 19 - Some of the liberal arts classes required in the curriculum helped some. Being at Berea helped me to gain knowledge on different cultures and how to relate to a lot of different types of people.

Respondent 20 - I appreciate my professors in the Ag Department for in addition to course instruction, they often included scenarios in their teaching that someone may experience in farm situations. Often too there would be a problem come up on the farm and we would have to come up with solutions during class or labor meetings. Usually in agriculture, problems often not solved on simple fixes. In my job in Extension, producers may come to me with a problem. I have to ask what they did, what was the weather like, what is the fertility of the soil, did you vaccinate with this, etc. I learned at Berea as well as through life experiences to be able to learn to ask the right questions to help solve problems.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 21 - I think one of the ways that my BC experience helped me understand how to solve problems and open my mind to complexity was the emphasis on field and lab work. Hands-on experiences are, in my opinion, the most valuable. It is through exposure to the real world that we encounter complexity and must learn to navigate our way from problem to solution.

Respondent 22 - I hated them at the time, but I think the general studies courses did more to open my mind than anything.

Respondent 23 - The strong connection and parallel experience in both theory and practice in the Ag. Dept was a great way to be exposed to the existing knowledge, conduct research and experiment, and also remain grounded in very practical applications and considerations. Many insttitutions teach one or the other well, but not both.

Respondent 24 - The wide variety of subjects studied helped a lot. At the time it seems ridiculous to take philosophy, history, or other unrelated courses, but over time you come to appreciate the value of a wide spectrum of learning.

Respondent 25 - The College developed my ability to think on my own about human interactions with the natural world and how those interactions affect the future of global agricultural sustainability. The College allowed me to become an independent, while learning how to listen to, analyze and understand other's points of view.

Respondent 26 - Critical thinking was expressed in class work and the farm allowed me to take that knowledge and apply the knowledge to practical work.

Respondent 27 - The Berea experience made me more aware of the world around me. The cultural diversity and the appreication for different types of people really helped me to learn to work well with my peers.

Respondent 28 - I loved the exposure to diversity. working on the farm and being active in the Ag program. I got to go to New Zealand and that was mostly paid for. I loved that. Great opportunities there.

Respondent 29 - Essay based exams for Dr. P. Also my labor positions where I could apply what I was learning.

Respondent 31 - My Berea experience taught me how to look at all sides of the situation before forming my opinion on the matter.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 32 - Daily interaction with peers, professors, homework and the like. That's what has prepared me.

Respondent 33 - Well, at the College farm there were always problems (people, fences, animals, plants, structural, etc). That was good because a lot of times we were given the opportunity to work on the problem ourselves, we got to learn from our mistakes as well as learning from our supervisors.

Respondent 34 - I learned too look from different perspectives

Respondent 35 - Labs were great. Find something you want to know and set up an experiment to find out.

Respondent 37 - The science courses that I complemented my ANR program with helped me learn to break a problem down into manageable pieces.

Respondent 38 - I think the greatest help toward problem solving that I gained in my experience was learning that enabled me to establish a process for identifying resources, and then using those resources solve problems. My experience also gave me a greater appreciation for diversity. There are many resources that have a different view point, or different advice. Many problems may have differing solutions. There may not be one right answer or outcome. Having a network of individuals and viewpoints to go to can give a much broader perspective, and better allow me to solve problems that I face.

Business Administration (February 1978 – September 2013)

Item not asked of Business Administration graduates.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 1 - I did a lot of independent studies and I had to overcome obstacles to get them approved.

Respondent 2 - My Fundamentals of Math Course help me develop my skills of logic. / My experience programing for Berea's Development Department helped me apply logic to business needs using COBOL.

Respondent 3 - We were given practical experience during the work study program to analyze a business problem and provide a computer solution to address it.

Respondent 4 - Confidence building and problem solving

Respondent 5 - Berea taught me responsibility. That is the biggest part of fixing a problem. Do something to solve it. Own the problem & fix it.

Respondent 6 - The focus was not so much on learning a specific language, but on learning the logic behind object-oriented languages. This was golden!

Respondent 7 - I think Berea forced me to be more creative in my problem solving. The liberal arts background is something most of my peers don't have and I think that because of that background I think about things differently. I tend to have a more holistic perspective that many people.

Respondent 8 - Great question. Learning and experiences new things showed me connections I didn't see before. Problem solving abilities came from not giving up and leaning on those around you.

Respondent 9 - Berea College overall exposes you to such a generally diverse amount of information. However, in computer science it is important to be able to think abstractly. The concepts that I learned and problems I was challenged with, helped me grow that ability. However, there were many things that I learned that I fully understand until years later.

Respondent 10 - It gave me a basis to reason about the world.

Respondent 11 - Some of the assignments for various computer science classes were challenging in terms of the algorithm that was needed. I needed to think creatively and innovatively to come up with the solution.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 12 - While in Berea, I was a double major and also a played soccer for the school in addition to working at least 20 hour a week. This called for strict time management and dedication. I am finding myself having to juggle a lot of things out of school from work to family life. I'm borrowing a lot from what I leant in Berea as far as time management is concerned. In class, I had always challenging programming assignment that I had to complete. Working through these problems has enabled me to employ the same principles at work i.e. thinking through the problem, coming up with an algorithm before attempting to write the code. / / In addition to my primary job, I have been able to write software for small businesses at home after work. Balancing all these activities require mental toughness which I like to think I have. If I do, then I no doubt polished it at Berea College. /

Respondent 13 - Through the labor program, not only did the work environment keep me hopping, but it also kept it fresh by forcing interaction with new people every year. I've never enjoyed my work as much before, or since.

Respondent 15 - Berea helped me to become a critical thinker. This has helped me time and time again in my career and personal life.

Respondent 17 - I really enjoyed my Berea College experience with interactions and the availability of my professor.

Respondent 18 - I was a math major and loved it all the way. Solving problems and working out the nuances of a math concept that way -- over and over again with each new concept -- gave me something that I've never lost and that was how to hold several lines of inquiry in mind at the same time, brushing each new insight up against them to forward my learning. Heady stuff!

Respondent 19 - I found computer programming and proof-based mathematics most useful

Respondent 20 - Critical thinking: I find that Abstract Algebra and Programming in C and C++ solidified a strong foundation for critical thinking.

Respondent 21 - I learned most of my complex thinking from my math classes. The rigor of fully completing proofs required complex thinking.

Respondent 22 - high expectations and high exposure to complex issues

Respondent 23 - To be honest most skills were learnt on the job and through self-learn. I was a Math major and I think that helped my critical thinking a lot.Solving James' riddles for brownie points also helped :)

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 25 - oh boy. When I came to Berea, I was a typical fresh of the boat guy. I had to learn everything from scratch and pretended I was cool. It was hard but I learned: positive attitude, smile, sweet talk, hard work, be prepare for opportunities, look above/ahead of Appalachian mountains (metaphor), etc.

Respondent 26 - I think it was important that I was not only presented with opportunities to confront problems and complexity but also the necessary assistance to get me past the sticking points.

Respondent 27 - It helped me learn that sometimes you need to go back to the beginning and get a fresh look at the problem.

Respondent 28 - The breadth of courses I took was helpful in this regard. Having to learn how to synthesize data into papers for other courses, and doing presentations in those classes helped prepare me for solving problems in the corporate world.

Respondent 29 - Berea College is vastly different from any other that I have ever been to, it requires a different approach and a flexible mind. The classes offered are there to test everything you have learned or believed in thus far. For me, Berea college had to rework everything I thought I knew, but it left me with new thoughts and a new way of seeing the world. Granted, this was my personal experience, and experiences may vary, but I am not sure anyone can survive college without adapting a higher state of mind.

Respondent 30 - The experience allowed me to talk to people in my major to learn more about the field and to think about what skills I can bring to the workplace.

Respondent 31 - Various courses made me think of a different view point during most things. I experienced so much during my time there. / / I noticed how open the place and people were and how...not open some were. So it was an eye opener on some things. There are good and bad experiences with everything.

Respondent 32 - Too broad for me to answer.

Respondent 33 - Overall, I believe that taking classes like theory of computation and algorithms helped a lot with my understanding of problems. Being a TA was very helpful, as being able to see how others are addressing problems is very beneficial.

Respondent 34 - By learning the fundamentals of how computers think, algorithmic logic, and code syntax, I was able to prepare myself to understand principles within my field.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 35 - I feel that my experience exploring various interests outside of my major gave me a broader range of perspectives that I could use to complement and to supplement my learning in the computer science department. Because of this, I am able to think from a computer science perspective to solve problems intuitively but I am also able to use other perspectives to analyze problems that may not be as logical.

Respondent 36 - oh jeez. i learned to think analytically within my major and i discovered that computer science is no different from writing a good essay. break it down as far as it will go, figure out all of the tricks, and then put it back together in an order that makes sense to a reader or a computer.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Economics (February 1978 – September 2013)

Respondent 1 - I learned to find practical solutions to almost any problem I encounter: analyse the situation, obtain information, weigh the options, make a decision and go for it. If the situation is complex, break it down to small, manageable components and solve each component as a single problem instead of trying to solve the whole problem as a whole. This requires analytical and organizational skills that I learned at Berea as I had to schedule my classes and labor assignments each semester.

Respondent 2 - Berea's liberal arts education and foundation helped me learn how to understand and think through complex problems in a difficult business environment. The numerous research papers written were very helpful in both graduate school and the professional world.

Respondent 3 - I think instructors at Berea always did a good job of trying to challenge students to apply the things theat we were learning in courses. The ability to engage the faculty and the small class sizes made it possible to relate course work to the real world. As a math major I found my economics courses provided a useful perspective for my more theoretical mathematics courses.

Respondent 4 - As part of Liberal Arts education, Berea College introduced a wide range of subjects from Western philosophy to computer science which helped with critical thinking. Real world problems require critical thinking from many disciplines.

Respondent 5 - That's a tough question to start off with - just sayin'. Certainly Berea presented a simple boy from Kentucky with what seemed an extraordinarily complex web of academics and social interactions. The courses spanned topics I never imagined myself engaging (e.g. black history, nuclear winter, existentialism, etc.) Add to that a really diverse group of peers and friends and the result is a constant flood of experiences that frankly made life after Berea seem relatively easy.

Respondent 6 - Very few times are problems ever very simple. They often encompass cause/effect relationships that are complicated. I think the liberal arts education at Berea provided a broad exposure to the way we look at things (opens up your eyes). With that said, I think this adds to the ability of students to gain critical thinking skills and how to effectively analyze and debate complex issue.

Respondent 7 - Berea College prepared me to face great challenges in real life through its rigorous and wide range curriculum.

Respondent 8 - The classwork at Berea included not just the theory but also various opportunities for hands on experience. The practical applications of concepts learned helped me understand how to solve problems in the real world.

Respondent 9 - Very much. I enjoyed every moment of my college and I believe my professors did an amazing job

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Economics (February 1978 – September 2013), continued:

Respondent 10 - I think the experience went a long way to strengthen my skill sets and personal responsibility. I would give the convocation sytem as an example. I was required to do 10 events per term but more than ten "convos" were offered. They were offered on different times and different days. Because of the variety of times and events I had to manage to attend my required amounts while balancing personal and academic requirements.

Respondent 11 - Attending Berea College required that you become your own person, responsible for you own actions and results. The faculty and staff were are friendly enough to foster a collegiate group experience, but not so friendly to become a crutch. Likewise, the curriculum, campus and the needs of everyday living provided complexity to grow as a person and learn to plan and provide for yourself.

Respondent 12 - At Berea College, I majored in Economics and Mathematics. The courses in these two fields helped me obtain a set of quantitative skills that are useful in more problem solving situations. In addition, the labor program as well as the elective courses in the social sciences, my experience getting to know students from all over the world, and my involvement in various student organizations, helped me develop "soft skills" that are also useful in problem solving in complex situations.

Respondent 13 - I remember my Econometrics course was my first exposure to empirical analysis. Even though we already had the data, I remember spending hours working on interpreting data, literature reviews, methodology, and understanding the meaning of statistical significance, internal and external validity, and linear regressions. I had a hard time getting it during my senior year of college, but surprisingly when I went through grad school, these ideas stuck to my head much better, and now I have my MPA. Last month, I finished tutoring a sister from my church who was taking a grad school statistics class, and she got an A! It's crazy to think how difficult it was for me to grasp those ideas at the time, but I believe Scott Steele's class laid a foundation for me where I now have a much better understanding of how researchers use empirical analysis to help practicioners make more well-informed decisions. Thanks Scott!

Respondent 14 - I think that the liberal arts, research and writing emphasis at Berea College was very helpful in developing analytical skills and thinking about complex problems.

Respondent 15 - It allowed me to be able to organize my problems to know how to begin to deal with them.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Economics (February 1978 – September 2013), continued:

Respondent 16 - I've always drawn from the principles I learned in economics classes especially in my decision making since. The principles of logic and cost/benefit and game theory have been very applicable in my career as an attorney. I've also fallen back on many of those lessons in making decisions for my own finances and major life decisions. The approach of economics to decision making has been a major asset to me in law practice, especially, because I use those principles to analyze cases and trial strategies in a non-emotional way. Economic principles are very valuable in any arena of negotiating and self-assessment when it is very important to prioritize goals and understand which points can be compromised and which can not.

Respondent 17 - I believe my courses made me think and analyze more in regards to any topic. We were encouraged to think and explore our ideas.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

EPG (Participants from 2002 – 2011)

Respondent 1 - Berea provided a well rounded education, that introduced students to insightful methods of thought. Each course allowed me to explore new subject matter and with it develop personally.

Respondent 2 - It helped me to think critically.

Respondent 3 - Berea College experience help me to take the challenges and turn its into opportunities.

Respondent 4 - Please simplify this question -- answer would require a small essay with thesis statement.

Respondent 6 - My experience at Berea College just allowed me to see the world differently. At school, we were exposed to lots of scenarios. We were also given a lot of opportunity to explore and convey our ideas in different forums. This oft times sparked healthy debates and just allowed us to test the waters so to speak.

Respondent 7 - I am forever grateful for the small class sizes and thus the attention I was both given and able to give to think critically and "interdisciplinarilly".

Respondent 8 - There was not a single day during my time at Berea that I was not faced with problems that needed solving. Many involved overcoming my own weaknesses in the new environment. / / When I was faced with a 3-page physics problem, for example, there was a certain neatness I had to conform to in order that I not drown in my own mess. The same went for writing a 25-page research paper. The way I see my capacity to handle complexity and uncertainty is akin to an ability to see through all the garbage. It's a question of efficiency and of applying the correct filters to the correct landscape.

Respondent 10 - Through encouraging critical thinking in most of my classes as well as teamwork

Respondent 11 - During my life at Berea, i faced some complex situations and i believe the ability to connect to people and being resoursefull are two of those unique traits i took away from EPG.

Respondent 12 - During my experience at Berea College, I was able to engage in multiple academic subjects that gave me diverse knowledge and capabilities because of the liberal arts nature of the academics study. However, all of the academic subjects were able to be tackled with the same fervor and love of learning that Berea College taught me. Since then, I am open to listen to other's ideas while standing behind my values.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 13 - The diversity of the student population creates a culture in your mind for open mindedness to all things and all people. Change and acceptance becomes a part of who you are far beyond Berea. The small classes and professors that go beyond expectations engage you in complex ways and with complex information. Overall the school does an excellent job at creating a engaging mix of experiences and surroundings that develop every student at a deep psychological level.

Respondent 14 - Oh, dear. College is expected to solve problems and open your mind to complexity. It's hard to offer a comparison or comment since I didn't attend another college. That it did help me understand "how to solve problems and how to open your mind to complexity" doesn't offer a way of grading this rather abstract concept.

Respondent 15 - I think a lot of my opinions have really came from my communication courses and postmodern thinking. A lot of times there is not a right or wrong answer to a situation. A person sometimes has to adjust according and go with whatever fits the situation at the moment.

Respondent 16 - I worked hard when I was in school and exposed myself to a variety of educational and extracurricular programs as well as developing relationships with individuals from a diverse background. I believe this combination greatly aided in having an open mind, thinking critically and outside the box, thus enabling the problem solving skills used in real life and in the workforce to give a competitive edge.

Respondent 17 - One has to face challanges with a clear mind -one step at a time. Always document progresses, plans and ideas.

Respondent 18 - Berea is like an obstacle course filled with different things that will either throw you off or guide you to where you want to go and it is experienced everyday you're a student there. At any rate, I feel that the diversity, the faculty (who either support you, claim to support you but don't, or support you when great things they didn't believe would happen to you actually becomes reality) courses, my peers, colleagues, and my entire experience there helped me to open my mind to complexity, because of the positives and the negatives, both which allows you to reflect on complexity and think of ways to conquer. Similar to what you would experience where ever you are in life.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 20 - Being a student at Berea is primarily about problem solving. It begins with the simple task of getting to college and beginning your undergraduate career. In other ways the work-study I complete withing the Department of Theatre's costume shop prepared me the most. I had to balance school work with the demands of rehearsal and play production. I also was given the opportunity to design for several shows. When you have that much responsibility within a creative field you often times are dealing with trial and error in order to accomplish a particular goal. If I had given up every time rehearsal had gone bad or when I had miss-sewn something or didn't quite hit the mark with a monologue I had been preparing, well...I would not be here today. Theatre performance and production is by nature meant force you to think of better more cost-effective solutions to large complicated problems. And that's not even taking into account the human element: learning to navigate various personality conflicts, work ethics, belief systems, and individual plans-of-action can be pretty complicated fairly quickly. But other the years I have found that my time at Berea was a training ground for the work I do today in which I must interact with the public and internal departments on daily basis.

Respondent 22 - Berea College taught me to not run away from things I don't understand. Berea College opened my eyes to many social justice issues and sociological issues that I did not know existed, and at first, it felt complex and boggled my mind. However, there were so many professors and other students that helped me on my path to being quite an open-minded person. I owe Berea College so much for that!

Respondent 23 - The courses have challenged me to think critically and be creative. Other than the courses the cultural experience has also taught me to be open minded and learn a lot from other cultures.

Respondent 24 - Berea College experience was the best experience over all. The academic program was rigorous, challenging, and it opened my mind to many new things that I wasn't exposed to while I was growing up in a third world country. The diversity of the school exposed me to new ideas, beliefs and culture. From this experience, I approach every complex problem in life with a critical mind and openness to new ways of solving problems. I appreciate every aspect of the academic and labor program.

Respondent 25 - Berea College gave me a well rounded experience as a student. I worked along side many different types of individuals as a student and gained work experience I wouldn't get anywhere else. My educational experience at Berea is something that I know that others are always priviledged to experience. I had wonderful professors who would push me to see and explore different perspectives and ways to solve problems on a local and or global level.

Respondent 26 - Quote the contrary, Berea made me appreciate simplicity. That was my culture shock.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 27 - Through trial and error. I was thrown into many problems with the tools I needed to get by and then left to decide how I wanted to use them.

Respondent 29 - Berea help me realize that there is more than one way to approach the problem. My time at Berea is one of the few times in my life where thinking outside the box truly happened and was not just a phrase.

Respondent 30 - My Berea experience helped me learn to look at all sides of the issue at hand and not to necessarily accept given information as truth; to analyze and apply solutions from my personal set of values and perspective; and to realize that, just because I understand an issue, not everyone necessarily has the same information with which to work and can perhaps benefit from my sharing my personal thoughts.

Respondent 31 - Attending a work study college away from home presented a great number of challenges. Berea opened many doors. It was at Berea that I first became aware of the term "Appalachian Studies". It was the first time that the history of my people mattered enough to be in a text book. It was the first time I realized how my family's history fit into a much larger story beyond state or county affiliations. Berea also allows those stories to connect with other similar stories in other distressed regions of the United States and the world.

Respondent 33 - Berea helped me become a servant leader, and I believe this has greatly contributed towards my problem solving abilities. My experience with diversity of the student body also helped me be open to the complexity of the world and that the same problem may be solved in many complex and different ways.

Respondent 34 - - balancing classes, labor assignments, athletics, and clubs/volunteer groups / - study abroad opportunities / - convocations and programs like peanut butter and gender /

Respondent 36 - Berea has a great deal of diversity. One can not help but to be open.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

SENS Minors (May 2001 – May 2013)

Respondent 1 - living in Appalachia with a diverse student body

Respondent 2 - The professors promoted critical thinking for projects and trying to expose us to local and world issues.

Respondent 3 - I guess it did that by teaching me all different types of subjects and given the opportunity to apply my knowledge in real-world circumstances was valuable. Also having teachers that were supportive and challenging was valuable.

Respondent 5 - That's hard to answer after 13 years...

Respondent 7 - Berea education fosters critical thinking and encourages you to look at situations from outside view points. That has been invaluable.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

SENS Labor Students

Respondent 1 - My experience taught me critical thinking and analysis skills.

Respondent 2 - mostly just being around such different folks and having the time/space to discuss things, it was inspiring

Respondent 3 - Berea College is Sink or Swim, you either pull through and do it yourself, or you don't.

Respondent 4 - BC helped me understand the many sides to every issue and to help come to a consensus with many.

Respondent 6 - My Berea College experience challenged my assumptions and showed me hoe complicated issues in the world are. I wish I had gotten more exposure to the nonprofit world as a student. Now that I have that experience, I see how many organizations are going about working for change.

Respondent 7 - I came to Berea with problem solving ability that was polished through my days at Berea and still a work in progress. I was opened to complexity by every topic I pursued. One only has to look to see complexity.

Respondent 8 - Simply the fact that I had to be able to juggle responsbilities between taking classes and doing work, while also keeping myself sane, already gave me an opportunity to solve problems that I may have encountered. I think going to college in general, if taken seriously, should give students a way to understand how to solve problems. The same goes to opening my mind to complexity. One example, for me, would be to learn about the Appalachian region and the various issues that are intertwined in this area; whether it is coal, low socioeconomic status, racism, etc. I think that is something that is unique to Berea College in particular.

Respondent 9 - It regularly asked me to look at difficult and real world problems through reading, discussing, and writing. Just the process of problem solving on a regular basis developed my ability to feel confident in my thought process.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - The core courses provided the broadening and expansion of my thinking. Studying some of the great thinkers in history laid the foundation and provided the platform to think outside the box. To move beyond obstacles to finding solution. As did many of my major courses.

Respondent 2 - I don't feel that I was prepared

Respondent 4 - The college experience put me in new and different situations with which I had to cope. Also the personal interaction and working with different people contributed tremendously.

Respondent 5 - Very well.

Respondent 6 - I think well. I was told in one class that "Everyone makes mistakes, they're expected. It's how you recover from them that really matters. That's what I'm looking for." That has been huge in my life. I too often expect myself to do things perfectly. It isn't possible. I think students at Berea are given lots of opportunities to succeed or fail when solving problems. There certainly are adequate outlets to give things a try. / / I think exposure to many diverse people and things helps to understand the complexity of our world. Sadly, I was never "in" a depressed area of Appalachia until years after I had left Berea. I think that had that happened early on while I was at Berea, it would have had a huge impact on how I spent my time there and the things I was involved in. What Bereans do to help our world after we leave the "cocoon" is really the scorecard on how well we learned there, correct? I think the mission of Berea is wonderful, but without experiencing those or the areas it was initially intended for, what to aim for can sometime be blurry - or worse yet, not come into focus as perhaps it should.

Respondent 7 - Exposure to so many different kinds of people and mind sets was transformative. Furniture design and construction is a far more intellectually intense process than most people realize.

Respondent 8 - It gave me the basic core.

Respondent 9 - Because again of the many skills we were introduced too, problem solving became second nature.

Respondent 10 - Upon on entering Berea in 1978, freshmen took the course called Issues and Values. One of the first studies focused on a liberal arts education vs non-liberal arts. One of the articles read said the non-liberal arts school focused more on less and less while a liberal arts education placed emphasis on reviewing all areas. We were encouraged to bring a clean slate - tabula rosa to a problem. The overall Berea experience complemented the departments teachings.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 11 - Dr. Hudson told me as a freshman, (a freshman who needed answers in multiple choice - pick one) "my mind was my only limitation, with the education I was being offered at Berea, I could do anything and accomplish anything I wanted to do. Those words stuck with me and the advice given proved to be true time and time again throughout my career.

Respondent 12 - See responses to previous questions. The broad and diverse liberal arts curriculum at Berea, coupled with the work program, was invaluable for my graduate studies and career choices.

Respondent 13 - It taught me to always keep an open mind and to look at all points and views when solving problems. It also gave me a good technical and good teaching preparation skills.

Respondent 16 - Working in Construction was more of a on the job learning, moved from a coordinator position to manager.

Respondent 17 - There is an answer to everything. To understand the challenge and to descide on a solution is necessary. Solving a challenge takes information and guidance. One gets that at Berea.

Respondent 18 - I have never stopped learning because of the inspiration that Berea gave me!

Respondent 19 - Allowing the student to create a product using wood, steel, electrical components is very beneficial. Group projects are very beneficial as all students have different talents, interests, abilities and even tolerances (mental, physical limits). Group projects in business classes where a product is designed, made, sold and accounting performed is very beneficial.

Respondent 20 - Hard to say since I was a U.S.Navy veteran when I was a Berea student.

Respondent 21 - helped me learn to break complex problem down into smaller, more manageable components.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 22 - Effective time management is a fundamental aspect of modern life. Knowing how to identify and prioritize tasks that comprise large project is key to being an effective time manager. That Berea College requires all students to work at least 10 hrs./ wk in addition to carrying a full load of classes and whatever extracurricular activities they choose, puts the onus on students to learn to make the right choices at the right time in order to receive rewards (good grades or work promotions) and avoid bad consequences. This balancing act teaches responsibility and prepares the student for real life after graduation whether in family life or at the work place. / / One experience that tested my problem solving ability was when I decided to apply for course credit for an Outward Bound short term experience. No one had done this before so I was blazing a trail. Long-distance communication with Outward Bound HQ was by letters and pre-arranged high cost long-distance calls. At nearly every turn, the College administration threw a hurdle my way but with the help of one staff member and some guidance from a faculty member and lots of determination on my part, the course was approved as an experiential learning course. The effort to secure course credit was like taking one additional full credit class and was a constant distraction. But it taught me how important tenacity and developing partnerships are to solving apparently intractable problems. In my work life today, I am constantly working to overcome the status quo. A good idea coupled with persistence and the support of the right partners is what makes the greatest difference. / / Also, many times, some priorities seem to have equal weight. For instance, a student taking 4 classes of equal credits has grades of C, B, A and A. One of the A's is not in his major but the C is. The overall GPA for the semester is B. The student realizes that bringing up the C to a B is essential but the A in the non-major course which he thoroughly enjoys is not as important to the overall transcript so he chooses to take time from the non-major course to apply to the major course with a C. The overall GPA will be the same but the quality will be different. For some, even this simple prioritization problem is a complicated thought process. Berea provides a safe environment for students to test similar problems. Success in these small things empowers graduates to tackle greater challenges.

Respondent 23 - Yes

Respondent 24 - Very well, I think. I went to graduate schools in New Jersey and Ohio, and I was confident that I was as well prepared as any of my classmates

Respondent 25 - I was a 6 year Navy veteran and I worked in industry for a year when I enrolled at Berea, so it reinforced what I had already experienced in the Navy and workforce

Respondent 26 - Both the work program and the hands on course work help me to solve numerous problems over the years.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 27 - Compared to working with people, Machines are easy. Aside from my major, I worked for the Physics department and was active in the Music Department. The approach to a problem cannot be pre-programed. This I learned largely by observing the way, for instance, Dr. Hall would approach an issue, compared to Smith T. Powell (Physics) or compared to John Courter (Music). Even now, I lean toward the problem-solving approach used by any number of my professors.

Respondent 28 - Unfortunately during my Berea days I did not have the maturity to glean as much from this training as I should have had. Overall though, the collective experience was very positive in my life.

Respondent 29 - Berea was very forgiving to me. Unfortunately, I was not a good problem solver during my time there. It was only later that I developed an open mind and learned to deal effectively with complexity. I have many at Berea to thank for that.

Respondent 32 - Knowkignthe value of both time and money I was able to incorporate my Berea experience into a daily evolution of needs versus results, as well as perceived need versus real need.

Respondent 36 - Starting off with analyzing the problem depending on the situation, my experience, my knowledge, my attitude in order to determine the best solution.

Respondent 37 - Berea College has a very welcoming environment and engage students in activities that provides them exposure and pulls them out of their comfort zones. The labor program and convocations are two great pieces that allow students to develop an open mind.

Respondent 39 - I learned how to think. how to prioritze. And how to set SMART goals.

Respondent 40 - The Berea College experience is on that I will truly never forget and will always treasure. It was during those years that I finally started to realize my potential and find myself. Being exposed to the diversity of issues surrounding Berea college and it's mission, opened my eyes to more innovative solutions to problems. It is through that creative thinking that I have been able to succeed and advance to where I am today.

Respondent 41 - I don't know.

Respondent 42 - Thinking outside the box. I know its a cliche but its very true. Knowing that there can be multiple solutions to every problem and being ok that you may might not have the best resolution in solving it.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 43 - While a student, I had opportunities to meet people with different cultural backgrounds. I learned the right answer is different for everybody and the importance point is how to provide a solution that meets the majority demand. Through general education courses, I learned to be more tolerant to others. After graduation, I have lived in two different countries and worked with people from different cultures and languages. Berea college really taught me how to communicate with people from difference countries, not offending them while making your point, and to respect the difference.

Respondent 44 - Berea allowed its students the freedom to explore different methods in problem solving, and not always follow the mainstream approach. No two problems are resell the same, so being open minded to possibilities and approaches are key in today's work environment.

Respondent 45 - Everything we did we needed to research new ideas.

Respondent 46 - Being forced to take Algebra was a big part of it. Design helped that as well. I wish there had been more of that. I also think at least one object oriented programming course would help greatly.

Respondent 47 - Through the design process, I was able to learn a great deal about how to solve problems based on design constraints. Thinking outside the box to help develop solutions to complex problems has been extremely beneficial.

Respondent 48 - As I approached graduation I came to the realization that I was gaining some body of knowledge, but more importantly, problem solving skills and these skills would serve me very well in my life and career. I also found that the more I learned, the more I realized I had to learn.

Respondent 49 - Berea College laid the groundwork, the work experience I have had in the past 10 years have built upon that. Life is problems. I am able to solve the technical problems I encounter at work with confident aplomb.

Respondent 51 - Balancing the needs of different courses with competing priorities helped refine my ability to manage ambiguity. Managing embiguity is a critical need in my engineering and technical leadership roles. Developing ideas in the form of papers and presentation helped develop my written communications skills; also critical to my success. Most of the valuable experience happened outside the Technology department.

Respondent 52 - It allowed me to understand there are many different ways to diagnose a problem and implement a solution and no matter the complexity, there are always solutions and ways to tackle the problem.

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 53 - It did because it is a different way of life

Respondent 55 - The Tech program appealed to my OCD and has allowed me to expand on my problem solving abilities.

Respondent 56 - Most of the tech classes were designed to have you implement the problem solving process. To evaluate the pro's and con's when desiging or builiding a project

Respondent 60 - The problem solving as stated before could have been better as far as establishing a method. It did present challenges both academic and non-academic. Both of these are good things as to teach one about the world. Hell, the convos were great for mind opening experiences despite being forced to go to them. There could have been less mind-numbing gstrs or the option to test out of them. The one thing ventured that I really took away from it was the diversity of people and ideas.

Respondent 61 - I often refer to my job as a problem solving role. As a Technology Consultant, I am always looking for ways to solve client's technology problems. As mentioned earlier, I believe the TIA program helped me keep an open mind and taught me the ability to learn new things.

Respondent 63 - By challenging me to get out of my box and grow with challenging academics.

Respondent 64 - I feel like I have always been gifted by our creator with problem solving abilities, Berea helped me focus them and to think more analytically about solving problems.

Respondent 65 - Berra help me learn how to learn which is the purpose of being edicated

Respondent 66 - Berea's diverse community was vital in my understanding of multicultural views and aided in my ability to solve problems or deal with complex situations.

Respondent 68 - I learned diversity and how to effectively communicate with a wide variety of people.

Respondent 70 - Working through projects on deadlines helped me overcome complexities and solve problems.

Respondent 73 - Being around a diverse community helps make students very open minded. Berea students are encouraged to push the boundaries and use their problem solving skills daily.

Respondent 74 - Learning how to sketch and idea out and communicate ideas, communicate in groups, and actually do projects from start to finish.

How did your labor experiences at Berea College contribute to your work and life in general?

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 1 - My experience in the labor program led me to my current job.

Respondent 2 - amazingly, work ethic, creating a work/life balance, giving me work experience

Respondent 4 - I became even more passionate about working with animals. It has been my goal to own my own farm and now I finally do.

Respondent 5 - In one word, hustle. It prepared me for the world. We worked late. Woke up early. Rain, snow, 100 degree heat. It didn't matter. We all pulled our weight, and got the job done. In the years since, nothing else prepared me for life more. I am indebted to you for life.

Respondent 6 - Both were benefitial in preparing for grad school with teaching and field experience.

Respondent 7 - Positively

Respondent 9 - I have been employed at 2 Universities in the Animal Science departments. My knowledge and experience pushed me to the top of the applicant list which enabled me to do a job I love.

Respondent 10 - It was great to be able to walk into job interviews fresh out of college with an excellent resume and management experience. I was well prepared to face future challenges. I would not trade my experiences working on the farm for anything.

Respondent 11 - I can jump right into anything and figure out how it works.

Respondent 12 - Ther is not enough space here to describe the positive experiences my work study had on my life. First and foremost I would not have had two summer jobs I had while in college. I would not have had the job offers and utimitely my career of 21 years with one of the largest poultry producers in the country. The confidence and the personal experiences in my work study all 4 years in the ag department prepared me for all of my careers, all 5 of my carerrs.

Respondent 13 - Positively

Respondent 14 - I feel that they built character - I could, should write a book. I had already developed a spartan work ethic before attending Berea, but once again my work experiences made me a better communicator.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 19 - The labor experience and work on the College Farm was the best part of my Berea experience. Applying what we were learning in class made a huge difference in being able to fully understand problems and develop solutions. I learned a lot about different agriculuture commodities and parts of the industry that I had not been previously exposed to on my family farm through work on the College Farm. The farm helps students be able to develop time management, problem solving and leadership skills among many other things.

Respondent 20 - The labor experiences at Berea allowed me gain confidence doing a lot of different things through hands-on learning. As a 4-H agent, nearly all of the lessons that I conduct during 4-H clubs are hands-on learning because I believe it is the best way for kids to learn and absorb information. Having worked with farmers and producers, the labor program has allowed me help them try new things or added some creditability to some of the issues that they bring up. / / For example: / / I learned to build hi-tensile fences at Berea. I have taught producers how to build this fence. / / I learned the proper methods of administering vaccinations and castrating livestock while working on the farm. I have trained producers for Beef Quality Assurance and had real life stories to tell so that they could relate to the importance of proper animal care. / / As cattle manager my senior year, I learned to manage people and delegate jobs. With a public job, it is important to know how to handle people with understanding. / / I shelled corn, planted orchardgrass, mowed millet/peas, made silage, cleaned hog pens, ground feed, identified weeds, pulled calves, pruned trees, picked peppers and etc. from my experiences at Berea. It has made me well rounded to handle the different questions I get from producers, home owners and 4-H members.

Respondent 21 - I enjoyed my labor experiences at Berea College, and I think that our past experiences are an integral part of who we are at any given point in life. Therefore, I think my positive experiences in my labor positions at BC had a positive influence on my life and work in general.

Respondent 22 - Talked about that above a little. It taught work ethic. That's the most important thing Berea teaches. All the information in the world isn't worth a damn if you won't work. Period.

Respondent 23 - My experience being a student manager, on core teams, and as a spokes person and representative of the Ag. dept. at Berea and beyond has contributed to my leadership abilities, communication skills (oral and written), and ability to problem-solve and use knowledge from the classroom in the "real world."

Respondent 24 - Immensely. I worked with the college web team, and using that experience I have moved up in an internet marketing firm to a management position.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 25 - My labor experiences at Berea College guided me to my future career. They taught me to appreciate the labor of another, regardless of their employer or the fruit of their labor. It took working at the College Farm to realize that I was meant to be there, in that profession.

Respondent 26 - The farm was an excellent place for me to set goals for myself which I have expanded into a large part-time farm.

Respondent 27 - My labor experiences gave me a taste of real life. I was prepared to go out into the work force when I left Berea.

Respondent 28 - Built good work ethic and team building.

Respondent 29 - Greatly! It was a joy for me to be a part of such a hardworking, happy bunch of folks. The collection of people I worked for stand out as the finest bosses/supervisors I have ever worked for!

Respondent 31 - Growing up on a farm I already had a strong work ethic but being able to work my way through college gave me a sense of pride students at other schools can't experience.

Respondent 32 - I enjoyed my labor ecperiences, and expecially enjoyed the people with whom I worked with.

Respondent 33 - Working at the farm has helped me better deal with people, I am not generally a people person, but being a manager of the goat team I had the ability to step up and be a boss. I think it helped me quite a bit with leadership.

Respondent 34 - My labor experience has proven to be one of the most beneficial aspects from Berea in relation to practiacal knowledge and skill for the everyday person.

Respondent 35 - Finding the right labor position made all the difference for me. Getting to apply learned knowledge from the classroom in a real world setting makes things stick. I think my labor experience set me up for what I am doing right now almost more than my degree did. My supervisors also set good life examples in management and learning oppurtunities.

Respondent 36 - I gained a work ethic from my labor experience at Berea College. Before I had no self control, no endurance, no patience, etc. After working in the "ag" department, I am now able to push myself to get work done throughout the year, regardless of weather, finances, lack of energy, etc. / Whenever my co-workers complain about how hard they work, I think back to my labor position and know that they have never worked as hard as I did at Berea. I don't complain.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 37 - The most rewarding contribution was to be able to work in and experience all aspects of the farm from breeding the animals till sending them to market and from planting the corn to grinding it into rations. The network of Berea graduates is very strong and Berea students have a great reputation among the academic community so having Berea on my resume has been a great help.

Respondent 38 - My labor experience greatly increased what I took with me when I graduated from Berea College. In my career, I still use many examples from my labor experience to demonstrate concepts that I learned while being a part of the program. In addition, I learned much about supervision, delegation, and leadership in my student manager role that has been a great benefit in my work. When I reflect on my Berea experience with former Berea College graduates, it has become clear to me that the labor program was the best part of Berea. I have friendships that were formed and founded through the program, and many of those that I interacted with will probably be life long friends. In addition, that experience brought opportunities in my career. For several job interviews, most of the conversation revolved around my experience at Berea College Farms. This was the case even though I had already been employeed in other organizations, and had attended graduate school.

Respondent 40 - It is the only thing that got me my first job in agriculture .

Respondent 41 - The labor positions I had at Berea contributed a tremendous amount to my education. Having the opportunity to explore projects, launch a shiitake house, and work as a marketer for the ANR department paved the way for my freelance career as a marketing specialist. I've been contracting with small businesses and non-profits to manage web design, content creation, and business planning for 3 years - all thanks to my entrepreneurial experiences at Berea. / / Certainly some of my entrepreneurial spirit was inherent, but Berea's ANR labor program helped me cultivate that knowledge and put it to great use.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013)

Respondent 1 - After graduating from Berea, I moved to Texas to continue with my Master's Degree. At a point in my pursuit of my graduate degree, I worked 3 jobs and still managed to go to school on a full time basis and earn my degree. I strongly feel my labor experience at Berea in a way made it possible for me to cultivate that discipline that allowed me to be able to combine my studies with the three jobs and still make it things happen.

Respondent 2 - The various work experiences that I have gained while in college has certainly helped 100% with my job search after graduation. The experiences have given me a 'leg up' and ahead of all other newly graduated college student.

Respondent 3 - Provided time management skills / Provided a way to prioritize / Provided a way to teach undergraduate students about setting goals

Respondent 4 - My labor experience at the computer center as a programmer really helped me with my career. I understood "real world" problems and issues with developing, implmenting, and supporting industrial software. Also, as an Residence Assistance in the droms helped me deal with a variety of personalities and learn deplomacy skills.

Respondent 5 - Very little if any at all

Respondent 6 - During my 4 1/2 years at Berea College, my labor assignments consisted of Resident Assistant and Bellman at Boone Tavern Hotel. As a Resident Assistant, I learned valuable leadership, negotiation, and communication skills. As a Bellman, I learned the value of superior customer service and the importance of hospitality. All of the above mentioned skills are very prevalent in my current position as Risk Manager in charge of Safety for the Louisville Division of Kroger.

Respondent 7 - My labor experience helped me value the importance of good work ethics. These ethics include timeliness, team work, customer service, and critical thinking skills.

Respondent 8 - My labor experiences at Berea were very key to my future success. Not a day goes by that I don't utilize something I learned while at Berea.

Respondent 9 - The labor program experiences made all of the difference. I learned much with the coursework of my major, and with the many interesting (and other) electives I took. But when I was asked by my friend, Steve Jenkins, to do the business management of the student newspaper, The Pinnacle, it was the start of something great. Those great things started immediately through, arguably, the best issues of the newspaper. And, for me and others I work with, it paved the way for great careers.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 10 - The labor experience at BC was wonderful. I think the opportunity to work at so many different jobs and departments at BC is awesome. It gave me real world work experience I could use to get a job after graduation. It also helped to teach me some good life and work lessons I would not have otherwise learned until after graduation.

Respondent 11 - The experience provided the basic building blocks of accountability and personal responsibility to enter the workforce with the foundational skills to meet basic employer expectations. It also provided me with experience in interacting, communicating and engaging with adults in the workforce prior to taking on signficant professional responsibilities.

Respondent 12 - My labor assignments were great. My work experience set me apart from other candidates; employers said it made the difference. I was a more confident applicant and employee due to my experience.

Respondent 13 - Allowed me to go directly into my chosen field with the USAF

Respondent 14 - Taught work ethic and importance of effort

Respondent 15 - My various positions, while at Berea, helped to build a strong work ethic and a desire to give 100% effort to anything that I undertake.

Respondent 16 - I had worked before college, and worked each summer during college, so the labor program didn't teach me many new work skills.

Respondent 17 - It helps create a good work ethic. You have to mix classroom work with your job and this way it helps you to use your time wisely.

Respondent 18 - Strongly. The labor experience taught me teamwork, dedication and instilled a desire to always do and give my best in all endeavors whether it be work or life. There is not a day that goes by that I don't think back to my time at Berea or the labor experiences I had. I remember one experience at Boone Tavern in a mix up with rooms that one student made. As a supervisor that day, I remember having to let that student fix his mistake without stepping in and it taught me how to not micro-manage a person or situation. I pull from that experience all the time when I start to forget!

Respondent 19 - I believe my labor experiences at Berea improved my leadership and customer service skills that have allowed me to be successful and rise to a leadership level in my organization.

Respondent 20 - I felt I learned more working at Boone Tavern than I did in the classroom at Berea. Hands on was my best learning style and this helped immensely.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 21 - Very good, gave me a good work ethic and instilled a sence that all work is important and meaningful.

Respondent 22 - Very impactful! I think learning "how" to work - timecards, shifts, etc.- is something all college students should experience.

Respondent 23 - As a student I worked in purchasing. My supervisor taught me that all work is important. I did orders, researched equipment, and paid for products purchased. These are some of the items I still do in my current job. She also taught me how to deal with difficult situations. When I started I was very shy and would hardly speak. She got me out of that really quickly.

Respondent 24 - Very much. I worked in the library at Berea and I am now a librarian. I've worked in libraries my entire career.

Respondent 25 - It contributed greatly to my success by providing work related experiance. Also, over the years many unaffiliated with Berea have made admirable comments about this particular program and understand it is a requirement of students at Berea. They are impressed and appreciative of this program.

Respondent 26 - My labor experience had a significant, positive impact on my life. I entered Berea as a non-traditional student(23 year old divorcee) and I had never been required to work. The challenge of working in the labor program was the impetus I needed to enter the actual labor force. Bev Cook was the most wonderful supervisor and mentor.

Respondent 27 - Because I had a very strong work experience before coming to college, I believe that my college work experience supported and reinforced what I'd already learned. I worked in the fields as a child (picking cotton, field crops) and also worked with our farm animals (feeding, moving from pen to pen) along with getting a part time job at a local grocery store at age 16. I worked after school and during the summers at the grocery store, along with any chores required at home doing farm work. I believe this set the foundation for my work experience at Berea. Berea supported what I'd learned and truly believed -- that I should do a great job - no matter the assignment.

Respondent 30 - This will take much. much more than a few minutes. I will send details at a later date. / / Just an FYI, I write short stories on the net. Just 'GOOGLE" my name, Bill Maranda (All 'A's in maranda) / / Have a Happ[y Friday and a pleasant Valley Sunday!! / / Bill

Respondent 31 - From a general perspective, my experiences bolstered a work ethic that my parents had already instilled in me. Specifically, my work in the student craft industries business office, from shipping clerk all the way up to student manager, provided me with a practical education in logistics, inventory control, finance and customer relations that I use today in my own business.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 33 - The labor experience helped me in putting together presentations for assigned projects.

Respondent 36 - My labor experience was wonderful. As a student for 4 fours years at Instructional Research - it gave me a great foundation to begin training for skills that are very key to my current employment, and instilled in me good work habits.

Respondent 39 - Business Administration/Education degree. Have just completed 30 years as a Business Education/CTE teacher. /

Respondent 40 - I first started working at Broomcrafts as a new freshman, moved to Hutchins Library, a Teaching Assistant (TA) in accounting, finance, and economics, and eventually as the Student Supervisor in the Department of Economics & Business. These labour experiences were extremely helpful for me as my work as a TA was very pivotal in receiving a graduate assistantship and full tuition for my MBA studies. My experiences taught me that there is indeed dignity in labour and work well-done. Importantly, my very close interactions with my labour supervisors (Prof. McCormack, Prof. Tolliver, Prof. Isaacs, and Prof. Kazura) enhanced my knowledge of business and economics, developed a deep passion for accounting and auditing in particular, and created a mentorship opportunity that guided my career decisions. /

Respondent 41 - Helped me understand basics of accounting, how to effectively work in a team and how to cope with different management styles.

Respondent 42 - It was great and learned a lot but some students ended up working overload. I wish there were limit put on supervisors how many hours they could schedule to work.

Respondent 43 - They made me get a better understanding of what the real world would be like once I graduated.

Respondent 44 - Basically, it was scary how little I knew when I first got to Berea. Berea College gave me an excellent educational foundation both for Graduate School and in the workforce. Most professional Kentuckians I've encountered have heard of Berea and that's has always been a plus when they learn that I'm a Berea graduate.

Respondent 45 - In general, it helped me with developing a work ethic (being on time, showing up when scheduled, etc). It also helped me develop leadership skills once I reached my junior and senior years.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 46 - My labor experience at Berea College specificially in the Human Resources office assisted me tremendously after graduation. It assisted me or taught me required job skills such as organization, time management, communication, professionalism, and confidentiality. The biggest contribution my labor experience had was my supervisor at the time, Reba Snavely, recommended me for a fellowship program in Masters of Public Administration at EKU. It was the best thing that could have happened to me after graduation. I juggled graduate school full time and working in the Black Cultural Center full time.

Respondent 47 - My labor assignment was not in business; therefore, it was just to fulfill Berea's commitment. I did support the fact that all students regardless of income, class or financial means were required to work.

Respondent 48 - My labor assignments were never in the Business arean, so I don't think I gained a lot from my primary labor roles. However, my summer intern really contributed to my work life after graduation. I interned at the Federation of Housing Enterprises during the summer of '98. My career started in the mortgage industry and I am still in banking.

Respondent 49 - The labor helped instill a work ethic that several new to the workforce people do not have. It prepares you by helping keep schedules, arriving on time, responsibility for items other than personal things.

Respondent 52 - My Labor experiences at Berea College greatly contributed to my work and life after graduation. For 3 years I worked in the Computer Center and now I am Senior Technology Consultant for Dean Dorton in Lexington. In my senior year at Berea, I was an RA in Danforth, which required me to take on a leadership role is also used at work life outside of work.

Respondent 53 - The labor experience at Berea College helped me to get ready for the "real" world. While at Berea I was able to balance school, work, and athletics. I am very thankful for my classroom education at Berea College, but I am also thankful for what I learned outside the classroom as well. I was fortunate enough to work in the Woods Penniman Gym with Mary Beth Bevins as my supervisor. I loved every minute of it and feel truly fortunate to have had that position while there.

Respondent 54 - I worked in the same position during my four years at Berea. This gave me the opportunity to work my way up into a supervisor position at Berea which is very similar to the work force after college. I feel that the pay that we received also helped you to learn to budget your money which has had an impact on my life after Berea.

Respondent 55 - Only positives. Supervisors appreciated my work & made it known. I learned the value of honest labor & to always do the right thing, even if it wasn't asked of me, or seen by others.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 57 - My assignment in the VP of Finance's office, assisting with internal audits and general daily business, allowed me to apply what I was learning in the classroom in real-time to a work setting. I learned how to communicate with management in a professional manner and see how the accounting model cycled throughout the year to produce financial statements. This provided me a huge advantage and confidence as I entered the work force after college because I not only had book knowledge but real world experience.

Respondent 58 - My labor experience contributed greatly to my work and life after graduation. My labor experience at Berea College, along with my parents, gave me a work ethic that has helped me to be successful in my career and personal life.

Respondent 59 - I was employed by Berea College upon my graduation within the labor department for which I was assigned. I worked in the department for three years as a student, and it was an easy transition into the role that I was permanently hired.

Respondent 60 - I worked in the agriculture department and met my husband. So that has been the biggest impact. Besides that, though I think the work ethics I learned have been invaluable: Honesty, confidentiality, reliability, thaking the initiative, or pursuing new skills.

Respondent 61 - I enjoyed my labor experience and felt it indeed added to my learning. Fortunately, as an business student, I appreciated that my work assignment was in an office where I could apply my skills learned in the classroom. My role enabled me to experience how a professional office operates.

Respondent 63 - I believe Berea helped to build a better work ethic in me.

Respondent 64 - My first labor position did not help, which was security for Seabury Gym. My positions in Student Accounts, Associate Dean for Academic Affairs, Elder Hostel position, and working for the President's wife and New Opportunity School for Women were helpful. Growing up, I really never interacted much with people with status. Being respected by the President's wife and Dean Hager and feeling appreciation for a job well done, made me realize my work was valuable and appreciated. My position in Student Accounts further helped me with my accounting skills and financial controls. My role for Elder Hostel helped me with planning programs, which has transferred into planning events and working on projects.

Respondent 65 - Labor experiences are vital to teaching the basic skills necessary to earn a living. The program allowed one to "grow" moving from placement in basic positions (such as food service or Boone Tavern waiter) to choosing an area of interest. My time working in the College Crafts Industries marketing department was great "real world" experience dealing with customers via the phone and providing correct shipment of orders. I have respect for any type of honest work or worker through my Berea experience.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 66 - I learned valuable skills as well as ability to prioritize my time between work and school.

Respondent 67 - Through my labor experience at dining services I was able to develope that into a career! I have now been with the same group for going on 28 years! The job on campus was my first "official" job and so far has been my only one!

Respondent 68 - My labor experiences gave me an opportunity to gain real-life business and customer-service skills.

Respondent 69 - Keeping students constantly busy, and focused on something more than just academics, has been great preparation for both life and work. In both, you are constantly multitasking, something you definitely learn at Berea College (if you want to stay around and get your degree).

Respondent 70 - The idea/existence of the labor program at Berea College is excellent and helps to cultivate many life and work skills, all of which will certainly be applied to life and work after graduation: 1.-RESPONSIBILITY (realizing that even though ¨WORK¨ is literally a ¨four-letter word,¨ it should not carry with it the negative connotation to which our culture often assigns it). 2.-EXPERIENCE 3.-PEOPLE-SKILLS 4.-ORGANIZATIONAL SKILLS 5.-PROBLEM-SOLVING SKILLS AND PRACTICE 6.-SERVICE (in attitude and practice) and simply overall MATURITY. I book could be written highlighting all of these skills and many others. The labor program at Berea is a crucial part of a learning attitude that is necessary in all aspects of life in general.

Respondent 71 - It gave me jobs to list on a resume, versus students who never worked and don't have anything to put on their resume. It gave me confidence, because I had already had a lot of experience working. It gave me some knowledge of myself and my work preferences that might otherwise not have developed yet. The labor experience is excellent!

Respondent 72 - The labor program is a must. It develops a work ethic and a need to balance many parts of your life all at once.

Respondent 73 - great management experierences, workin with others, helped shaped the type of manager I wanted to be

Respondent 74 - The work experiences were nice to be able to have added to my resume...the opportunity to work in areas that I had never had the opportunity before was a great experience.

Respondent 75 - My work experience directly related to what I currently do. Working in the Intramural Dept. at Berea, I assisted in planning, communicating, and organizing sporting events. Currently, I do similar work on a state level.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 76 - Working in an office environment as part of my labor experience at Berea not only helped me to learn how to work in an office environment, it provided me with resume and interview skills that I otherwise would not have had available when applying for jobs after graduation.

Respondent 77 - My labor assignments at the College Store and at Boone Tavern truly prepared me as far as working with the public. In addition, I met some of the most wonderful people through my labor experience, including supervisors who showed me what effective management looks like.

Respondent 78 - I worked at several places during my time at Berea. For me, my jobs were relevant but I had also worked during high school so the experience of school/work was not foreign to me. Honestly, I really feel the experiences were good, but as those things go, 20 years later, at least in my life, I am doing something totally different than what I had done while at Berea.

Respondent 79 - I feel that my labor experiences at Berea contributed greatly to my work/life after graduation

Respondent 80 - Working at the cafeteria gave me a contact with Marriott and launched my career out of college. I have now held several positions as GM of top branded hotels

Respondent 81 - Helped build work ethic

Respondent 82 - The work experience was certainly valuable as a trademark of Berea's education and set me up as a hard worker in the eyes of prospective employers. At the very least, of which there is much more to it than this, but the conversation about Berea and the work program certainly stuck in the minds of my interviewers. That is an obvious bonus to getting the job that I wanted.

Respondent 83 - Help influence and change the lives of others.

Respondent 84 - The most important thing was to work as a functioning team.

Respondent 85 - The BC labor program offered me the opportunity to be part of a great team of peers and experienced BC staff that worked together to solve problems and help / maintain the livelihood of the college. It also provided me with

Respondent 86 - It did help to have something on the resume that was related to my field of study.

Respondent 87 - My labor experiences contributed significantly to my career progression after graduation. I especially note my summer internship with the Office of Financial Affairs in internal audit that provided significant exposure and first hand experience to all the roles I had after Berea. Several soft skills were also developed during my tenure at Berea as a result of my labor position.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 88 - It contributed immensely! I was new to the country and to having a real job; so this was a good introduction to what having a job entailed as well balancing work and school priorities. It enabled me to do that again when I recently earned my MBA while having a full time job.

Respondent 89 - My labor experiences impacted and shaped my work and life experiences by providing me not only with the liberty of applying my own creativity and diligence but also launching my professional network that I still utilize today! Obtaining and nurturing knowledge is great, however, skills sets demand change for the medium and long-term and the labor experience made me realize this.

Respondent 90 - Labor program at Berea helped enhance my thought and framed my attitude as a person. I learned to value my time in exchange for the little pocket money which did help pay for my books and other expenses. The program also prepare me to deal with my work, my contribution to team, how I interact with others. My interpersonal skill did improve.

Respondent 91 - It helped me develop work ethics, sense of responsibility

Respondent 92 - It helped juggle multiple responsibilities, which is very important in the corporate world and in life in general. As a math Tutor, it helped me to keep my skills current.

Respondent 93 - My labor experiences at Berea have helped me understand the value and discipline of my labor. Before Berea, I had never / earned a wage; so it was helpful to develop some work ethics before I get into the "real world".

Respondent 94 - I believe that the labor program and internship opportunities provided me a broader experience from my peers as I took labor positions that were not directly related to my major which makes for an interesting perspective when interviewing for positions. I spent my four years in the Labor Program in the Center for Excellence in Learning Through Service (CELTS) which does not directly relate to business but this experience is valuable as most employers today are seeking ways to be corporate citizens and socially involved.

Respondent 95 - I got lucky due to the fact that i worked with MACED and it is a unique organization. However, over my three years of working there, i did not pick up much technical skills. However, it was a great life experience and people were great. That experience contrubuted to my memories.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 96 - Three things from the labor experience at Berea College greatly contribute to my work and life after graduation. / / First, it is about work ethics. Through the jobs at Berea, I learned how to force myself to show up on time, to plan ahead, and to manage my workload effective to arrive at a satisfactory result. No matter how tough the job is, the attitude is the key to overcome short-term obstacles. / / Second, it is about teamwork. I was put in a "not-so-cooperative" team at first when even the leader did not care so much about maintaining the team spirit. But then, at the second labor position, I observed how the team worked very well together. Not only the team captain led by example but also each of the teammember realised his or her important role. The end result of an effective was a successful textbook assistant program. / / Third, it is about communication skills. Thanks to my labor position at the bookstore, I sharpened my client relationship management skills. I learned to treat customer to thrive for the best service possible. Daily oral and written communications to external parties helped me be confident in the job I am working now.

Respondent 97 - ~ Time management / ~ Multi-tasking / ~ Flexibility / ~ Customer Service / ~ Communication and interaction with clients

Respondent 99 - My labor experience at Berea contributed to the below points: / A. Dedication to my job. In Berea, if you don't perform well in your labor program you will be put on probation then expelled. Same thing for being a professional, you have to be very dedicated to your job or you will face consequences. / B. Time Management. The labor program allowed me to develop my time management skills as we all had to work alongside with our studies. / C. Setting Priorities straight. If i were not enrolled in a labor program, i would've had a lot more time to waste. This program taught me set my priorities straight - Studies, work, and then personal time.

Respondent 100 - Enhanced my professional interaction with work colleagues. It also greatly improved my employability as employers appreciated my hardwork

Respondent 101 - My labor experiences at Berea College served as the spring board for my work life after Berea and therefore contributed immensely towards my future my career goals. While working as an Accounts Payable Assistant at the Finance Department at Berea, I gained the necessary communication, accounting and time management skills that have been very valuable me in the course of my internship at Capital Care Inc., where I work as the accounting and Finance Intern. The importance of the above skills and other skills I gained while working as a teaching assistant at the Economics and Business Department at Berea, cannot be overemphasized. At this moment in my life, I have more confidence in myself; I can better communicate; I've developed a team spirit and can succeed in any kind of team. All of these, thanks to my expereinces at Berea College.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 102 - My labor position allowed me to combine my passion for music and business management/entrepreneurship. During my 4 years at the Boone Tavern, I held a variety of positions that allowed to experience hospitality from different angles. The position that I held last two years was a student manager of music performers that provided me with great experience in HR, marketing, conflict resolution, budgeting, and hands-on management. By working at the hotel, I continuously received valuable guidance from professionals and attended a number of formal and informal trainings. After graduating, I realized that I do not want to have a career in hospitality; However, I have acquired a number of transferable competencies through my labor assignment at the Boone Tavern.

Respondent 103 - Learning good work ethics and effective communication skills at the work place early on helps mitigate the transitioning period into the workplace.

Respondent 104 - unlike most students at berea college, who stayed in the same labor position most of their time at Berea College, I moved around and shifted my labor position every semester. I also took different labor position during the summer/spring breaks. I have held over 10 different labor positions; each labor position experience helped me realize what is the kind of work I want to do after college. / / From my experience, I knew I didn't want to work in facilities management or hotels or crafts or accounting or teaching. I liked working at Office of Institute of Academic Research where I held a position of analysis... And so now after college, I work as a Business Analyst.

Respondent 105 - My labor position gave me a strong sense of professionalism and work ethics - both have been extremely helpful since I took a full time work position.

Respondent 106 - My labor experience at Berea College was instrumental in building my career after graduation. Because of my labor experience, I was able to find a job immediately after I graduated. Unlike students from other colleges, my resume was relevant and showed hands-on experiences that employers could relate to.

Respondent 107 - The labor experience at Berea College did not contribute to my current work, because it was basic administrative duties or teaching assistant, but it gave me the routine and responsibility of being employed and performing as a student-worker.

Respondent 108 - It really helped me in time management and responsibility, and also in building up my resume which was so important as employers look for past experience

Respondent 109 - The labor exeriences at Berea College made a tremendous contribution to my work and ife after graduation. For instance, I was able to utilize the skills that I had gained on the from my labor position, in an accounting position which I had latter on gained. My employers then were pleased to find that I had the right mix of skills which they were looking for at the time.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 110 - The labor experiences at Berea College really gave me a taste of what it is like to work in the real world. Since my major was Business, having a chance to work in different positions related to Business at school was very helpful. I think this is a great program for students.

Respondent 111 - I was an office clerk. The clerical duties listed on my resume helped get my foot in the door for some entry level positions.

Respondent 112 - The work requirement taught me time management skills valuable work experience in my chosen field.

Respondent 113 - My work experience at the fiancé office was very instrumental in Landing me my first job in the accounting field. Due to my experience as ap clerk, I was able to enter the work environment in the ap department and worked my way up to financial analyst. Hence it's my experience from Berea labor program that gave employers a reason to look at my resume .

Respondent 114 - My labor experiences helped me learn to prioritize my daily, weekly, and monthly tasks around my other commitments and activities at Berea College. I also learned the importance of networking and forming professional relationships.

Respondent 115 - My labor experiences has contributed so much in my work and life after graduation. My labor taught me profesionalism in work environment and gave me work experience needed to get my foot in the door. In addition, my labor has helped me transition from being in school to be in working force in real life. I was not used to work for 40 hours per week right after college. However, working for 10-15 hours per week at Berea college and doing a summer internship have helped me with the transition to work full-time.

Respondent 116 - The labor experiences that I had at Berea College were relevant in my sophomore/junior in the financial aid department.

Respondent 117 - Very well. I was telling a coworker today about Brea college and how working 10 hours a week and managing school work helped me organize and prioritize things of importance.

Respondent 118 - The labor program at Berea helped me gain a better understanding of how to manage time and money. By working on campus I was forced to manage my time and finances much more closely. These skills have proven to be essential life skills.

Respondent 119 - My labor experience taught me how to manage my time, how to lead others, and how to provide customer service. I worked a cashier in the hotel gift shop and was later promoted as the student manager. I also learned other skill such as managing inventory and time records for employees. Those skills provided a strong foundation for my career and life after BC.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 120 - My labor experiences greatly impacted my life after Berea as I was able to get a taste of the real world before graduating. I was able to experience what I think I might like or be good at and even just get some things out of my system.

Respondent 121 - They helped me develop a good work ethic and allowed me to experience giving back to others.

Respondent 122 - I'm still employed by the company where I did my summer internship. Berea College let me do my work study hours there my senior year and that directly lead to my first job out of school.

Respondent 123 - I gained the knowledge, professionalism, and work ethic needed to succeed in the professional workforce.

Respondent 124 - Having a labor position as well as being a full time student has helped me balance personal and professional priorities.

Respondent 125 - I feel my labor experiences at Berea have had a very positive impact on my work and life. I had the opportunity to work in a number of different fields including Accounts Payable that allowed me to learn about working in different settings.

Respondent 126 - My experiences in the office of research and assessment trained me on basic office skills, enforced the idea that the data you get out is only as good as the quality of data put in, and that in small office environments there isn't any room for big drama. / / My experiences in the Geology Museum and as a TA built a strong foundation for management of others.

Respondent 127 - My labor experiences helped build my interpersonal skills between not only co-workers, but also with supervisors.

Respondent 128 - I held two positions in the Labor Program during my time at Berea: Weaving and the Economics and Business Lab. One of the great lessons of the Labor Program was that it wasn't optional--you had a responsibility to show up and do your job. I think that is a great basic lesson for college students: you may make a personal decision to skip some classes, but as an employee you are responsible to show up. I think it helps prepare them for daily responsibilities of life. I appreciated my experience as a TA in the Business Lab. Learning how to tutor other students effectively has been helpful in my career since then, as I have had to teach auditing methodology to new hires on my audit teams.

Respondent 129 - My labor experiences helped fine tune my leadership and teamwork skills as I entered the workforce and has allowed me to become a mentor in the various roles I have held since graduation.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 130 - At the time I didn't think much about the program - it was unique - but it was something I did because I had to. Now that I've been removed from Berea for 5+ years it is something I am very proud of. I was even told, later, after being hired, that my education and labor program experiences really influenced my employer to hire me. Something I didn't see as extraordinary at the time actually made quite the impression on others. I took the labor experience for granted, thinking it was something that every college student goes through. Now that I have a bit of perspective I can see that it instilled a work ethic in me and has made me realize that all the schooling in the world can never make up for hands on experience.

Respondent 131 - I was fortunate enough to find a job with Berea College Student Accounts on campus which related very well on my resume when applying for jobs upon graduation. This definitely provided me an advantage to gain interviews as I heard many potential employers say that many graduates had very little to no applicable job experiences directly out of college.

Respondent 132 - My labor experience at Berea College greatly contributed to my work and life after graduation. Prior to starting at Berea, I thought that I wanted to do engineering. However, once I started my job at Student Payroll and worked with the amazing Andrea Davis, I decided to change my major. I changed my major to Business Admin with a concentration in Accounting. That has led to both of my jobs after Berea.

Respondent 133 - I can definitely say that my interactions with my fellow employees at Berea have prepared me for the task world. Not only dj I know how to work with people of all kinds, I also know how to juggle multiple responsibilities at once.

Respondent 134 - My labor position of RA has helped me when interviewing for postions after graduation. I was able to show that I had experience in leading individuals as well as working with and for a diverse group of individuals.

Respondent 135 - I worked in Accounts Payable for a couple of years so I became familiar with the requirements surrounding this and 1099 compliance, which I have applied to my position in public accounting and as Office Manager for a CPA firm. While working at the Bookstore, I became acquainted with making deposits and preparing check requests, which also helped me to adjust to the Office Manager position I now have.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 136 - I was a teaching assistant for my last labor assignment, a role I held for two years. The communication skills (communicating challenging concepts in an intuitive way to younger students) required to be effective in this role have made a positive contribution in my professional life. In my current role, I need to communicate technical and sometimes abstract investment products and themes to non-investment professionals (i.e. strategic marketing partners, sales/distribution, compliance/legal, etc). The communication skills I obtained as a teaching assistant have been a foundation that I have improved upon to be effective in my current role.

Respondent 137 - The Labor Program allowed me to gain real world experience that not only sounded good to prospective employers, but was truly truly beneficial in expanding my skills and abilities. I still tell folks about my work at the College. I'm proud of my contributions and the entire Labor Program.

Respondent 138 - I feel that the labor experience I gained in Berea was one of the most helpful things on my resume to help land a job. I worked in the AP/Finance department for the last four years at Berea and having that work experience on my resume was really a game changer. Most employers in highly competitive markets will not often take the risk of hiring a new graduate with no experience. Having four years of Accounting experience under my belt before applying for my first full time job has a way of pushing your resume to the top of the list.

Respondent 139 - Helped me greatly, specifically in leadership and interacting with individuals in leadership roles. Interactions with Trustees, the President, and others in leaderships roles helpes me develop strong interpersonal skills that allowed me to progress quickly in my career and move into senior management roles.

Respondent 140 - The labor was amazing. It's what got me my job! The job recommendation impressed my boss so much that I was hired the day after I interviewed. It made me the hard worker I am today.

Respondent 141 - From a work standpoint, my labor experience played a huge role in where I am today. I can make a direct connection to every position I have had following graduation due to strong references that came from my labor position(s). Naturally, work plays a huge role in ones life, thus, my labor experiences at BC contributed heavily to the success in both my professional and personal life.

Respondent 142 - My labor experiences at Berea College helped me get a job directly right out of college. I feel the labor program has given me an advantage in getting hired for a few positions I've held. The labor experience was one of the best aspects of Berea College.

Respondent 143 - I worked as a manager through the labor department for 3 of my 4 years. This gave me years of experience with a difficult to manage group - college freshman. If you can manage that, you can manage anything.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 144 - Having work experience both in and out of my career position gave me value to employers and an edge up on the hundreds of competing applicants.

Respondent 145 - My labor position helped in teaching me how to be a professional and the responsability of having a job.

Respondent 146 - With the experience I gained coupled with the way I was able to "climb the ladder" into a supervisory position by my senior year, my labor experience propelled me to be successful in my job search after graduation.

Respondent 147 - My labor experience at Berea College opened doors professionally and continues to do so. When being interviewed by a staff member at a potential employer who had graduated from college a year before myself, she asked "Did you do all of this while you were a student?" / The labor experience at Berea College not only allowed me to learn professional deportment and stronger work ethic, but gave me an experiential edge against competitors for positions.

Respondent 148 - I benefited greatly from the labor program because I was able to graduate with two years of managerial experience.

Respondent 149 - It gave me valuable management experience. I learned a great deal about managing people.

Respondent 151 - It gave me experience in a good field that I can move up quickly.

Respondent 152 - Berea was the first place I had to do formal interviews for jobs. It was nerve racking and depressing at times but it helped me Prepare for the real world.

Respondent 153 - I am glad that I took advantage of the fact there were multiple labor experiences to participate in. My work at the Appalachian Center contributed to my knowledge that I still use today in my current work experiences. It also help start my interest in music and journalism, which I continue to do even today as freelance work.

Respondent 154 - Tremendously. I got my job after graduation mainly because of my labor experience.

Respondent 155 - While I have a regular day job, working as a TA has allowed me to earn extra income as a tutor. It's wonderful to be able to say I had a year teaching and mentoring students! /

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 156 - My labor experience has contributed to my life in two ways: / / First - I was able to work several different positions at the Boone Tavern as both a waiter and manager. I learned to work with the public and see what it took to run a good hospitality business. I also learned how to manage people to get the job done everyday that i worked. / / Second - i learned good time management skills and the ability to multi task and schedule effectively. The added hours of working on campus along with my course load helped pave the way for working a more demanding schedule after graduation.

Respondent 157 - The labor program is so valuable because it teaches work ethic, responsibility, merit and the importance of interacting with others from a customer service and teamwork perspective. I liked that you were held accountable for your job, as you would be in any career. I also appreciated the opportunity to apply for a different labor department or stay put, another decision that faces us in our everyday lives.

Respondent 158 - My work experience in the student life office at Berea allowed to me see how an office setting interacts. I saw the connection of doing a team project in class directly relates to being a team member in an office. I was also exposed to some confidential situations just as one may be in a work place. I was depended upon to do my part which left me with a sense of responsbility and pride.

Respondent 159 - The process as a whole pushes you to grow professionally. The labor program allows students push themselves to move up the labor ladder, a very real world experience. Personally, I was a TA and currently teach high school Business and Marketing coerces, so that experience was, at the very least, an insight to what it is like to work with students on a daily basis.

Respondent 160 - The greatest thing I took from my Labor position was developing my communication skills in a professional manner. In the Alumni Office, we dealt with Alums, Trustees and many others face to face and over the phone. Both of these are crucial to my current job.

Respondent 161 - Helped teach a greater respect for all levels of workers and apply the skills learned not just professionally but also to daily life tasks

Respondent 162 - I now work at Berea College, in the same department as my student labor position, putting those skills I learned as a student to direct use. If I had went to another college, there's no doubt in my mind that I would have been working many more hours trying to support myself. Limiting the number of hours I worked at BC allowed me to focus on school and on myself for awhile.

Respondent 163 - My labor experience at the college was the sole reason I was able to land the job I have now, which I love. I am very grateful for that. Stepping into a managerial role early in my time at Berea helped me become competitive in the work force.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 1 - The labor experience was INVALUABLE. I received mentoring and practical experience that equipped me with discipline, persistence, and practical knowledge that was a competitive advantage in my first job after graduation.

Respondent 2 - My job in the computer department helped set me apart from other applicants for my first professional computer job.

Respondent 3 - Same as above.

Respondent 4 - Value of work and work ethic

Respondent 5 - It taught me no job is too small or unimportant to not be done correctly. All work is honest & should be respected.

Respondent 6 - As a TA, I learned to read someone's understanding of the subject matter being presented. This has been an invaluable skill in training employee on our various platforms.

Respondent 7 - My work as a TA taught me how to communicate. Working in the classroom and in math lab helped me to realize how many different ways there were of getting a problem across and how changing just one term could sometimes make the difference between understanding and confusion.

Respondent 8 - It really helped my resume and let me get experience in the field I was stepping into.

Respondent 9 - Working in residence life helped grow my communication and organizational skills.

Respondent 10 - Well, I did TA for multiple years. That was useful in that I practiced explaining ideas and conecepts.

Respondent 11 - My job as a FileMaker developer in my first year tremendously helped with my database understanding which has led me to always be one of the developers on the team who is good with databases. My time on the Berea College web team using ASP.NET all 4 years has helped me be the .NET developer I am today.

Respondent 12 - Berea labor program gives anybody who participates in it a head start when they get out of college to get into the job market. For one, you can claim some experience especially when you are applying for a job similar to your labor position at Berea. I was able to claim close to a year of experience when I was applying for an IT position because I one of my labor position was at IS&S at Berea. One is also mentally prepared for work environment i.e. having leant team work, professionalism and time keeping from the labor positions at Berea.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 13 - My time in the computer center did more to prepare me for the workforce than the coursework did.

Respondent 15 - It helped teach me how to balance my time, especially considering I was a full time student, and trying to spend hours working during the week.

Respondent 17 - I received much needed experience in many different work environments from my multiple labor positions as a student.

Respondent 18 - I worked in the math lab tutoring students who were failing in early math classes. That taught me a lot about how to teach from where each student was, how to draw that out so I knew where to begin and could build from there. Techies should teach non-techies until they 1) see the non-techies' humanity and 2) can effectively convey respect, and 3) can provide a solid understanding to the non-techie using the non-techies' language -- then send the techie out into the world and they'll really be able to make a difference!

Respondent 19 - I was a math TA, which I continued to do throughout graduate school.

Respondent 20 - Provided a broad perspective for a service-oriented mindset.

Respondent 21 - My labor experience was a good first step in my career. I believe my career path would have been the same without it, but it did give me some reassurance that I would be successful in the types of jobs I have pursued.

Respondent 22 - built responsibility and work ethic

Respondent 23 - It gave me much appreciation for hard labor and those who perform them. I continue to tell stories to people about how I failed at being a janitor and a first-time waiter at Boone Tavern.

Respondent 25 - 1. gained people skills through being a TA. / 2. learned to get my knees dirty and stopped being a princess through being a janitor.

Respondent 26 - In a meaningful and valuable way that I cannot further specify at present.

Respondent 27 - Working in the computer department allowed me to work with individuals on there computers and see what the field I was looking to go into would be like.

Respondent 28 - I worked outside of my major, but the job I got as a result of my labor experience got me into the company in which I eventually landed a firmware job.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 29 - Berea allowed me skip over the catch22 of needing experience for a job and needing a job for experience. I was able to use the time spent here to go for jobs in my field straight out of college. It was quite boon. In general the information you pick up, the people you meet and the stories you have come for everything you do, and its shows alot for me here. My dnd group consists of people I met working at berea.

Respondent 30 - My labor experience allowed me to add the job to my resume which is great for work experience. It also gave me skills in customer service and working in a timetable.

Respondent 31 - I TA'ed for the department. It helped quite a bit. Helped me learn how to read code that other wrote which is a bit thing in our work force. I read code more then write my own in most cases.

Respondent 32 - It gave me references, experience, and confidence for when I got out of Berea.

Respondent 33 - I got a lot of professional experience in my first position. It taught me a few lessons about accountability and collaborating with other departments, which has been very helpful with my career.

Respondent 34 - Dr. Jan and Dr. Jadud went well beyond the call of duty to help prepare me for the real world. I wouldn't have a successful career if it wasn't for the skills they taught me. The labor program was one of the key aspects of Berea that prepared me for life in general, and I am glad that I was given the opportunity to be a part of the labor program.

Respondent 35 - Because of my labor experiences, I was able to develop a range of leadership and management skills that have greatly contributed to my work. Additionally, because of the positions that I held, I developed valuable social skills that have enabled me to succeed in general life as well as in work environments.

Respondent 36 - i had a blasty-blast as a lifeguard, and as a peer consultant, i learned how to help others with their writing. the latter has proven to be more valuable to me in terms of my career paths and choices, although lifeguarding was an unforgettable and good experience. i'm not sure what else this question wants.

Respondent 37 - Being Student Director of one of the departments on campus really forced me to grow in terms of responsibility and managing individuals.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Economics (February 1978 – September 2013)

Respondent 1 - Absolutely, I had so many different labor assignments (I worked 20 hours a week and full time during the summer) so I had a wide range of experience in so many different departments. Each assignment required different approach and each department had its own policy so I learned to work under diverse circumstances with different people and personalities.

Respondent 2 - The incredible number of hours required in the business world demands an unparralleled work ethic. The Berea labor program had instilled that in me because of the number of hours I had to work and the course load I carried to earn two degrees in four years. The labor program also helps you work with others and prepares you for real life work experiences.

Respondent 3 - The labor program is one of the strengths of a Berea College education. For me, the ability to interact with other students in a work environment was very positive and it taught you work ethic, responsibility, etc.

Respondent 4 - It helped me with 1) balancing work and academic, 2) developing a solid work ethic, and 3) building my confidence.

Respondent 5 - I was somewhat privileged in my work assignments - book keeping, accounts payable, student manager at the bookstore and at the end a TA. Having gone on directly to graduate school, I don't know that having these positions ever impacted my employment prospects. But having these experiences do help me relate to my own business students who hold similar entry level positions. And though I had had jobs before coming to Berea, the discipline of keeping a job while in school was beneficial.

Respondent 6 - My work experience at Berea College were very formative. In that it provided insights into how workplaces actually worked, whether they were professional as in when I was a Teaching Associate (TA), or a Labor Supervisor, or as a Laborer in a production environment Woodcraft. The labor experience provided a hands on opportunity to apply the skills that were being learned in the classroom and added another dimension to your life as a student. The labor program offered students the low-risk opportunity to make mistakes in a safe environment, and to learn lessons from them that helped us to become more mature when we started actual careers after graduation. I feel that Berea's unique labor program offered a good selling point to potential job recruiters coming to campus, and help differentiate me from candidates at other schools. In addition, I think that all the labor positions emphasized the value of work, and that it allowed students some spending money and an additional source of income to help offset the cost of books/room expenses.

Respondent 7 - I worked in the Agricultural department and in the Economics department as a tutor. Both jobs gave me first hand experience to teach which improved my communication and teaching skills. I often give presentations and respond media inquiries as part of my job. Being a tutor was particularly valuable for me.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Economics (February 1978 – September 2013), continued:

Respondent 8 - The labor experiences at Berea taught me the strong work ethic that I cherish throughout my career.

Respondent 9 - Really well since I had no prior work experience, it was a good exposure to getting started out in the world.

Respondent 10 - One of the goals of the college commitments is to show that there is dignity in all labor. I believe this objective was achieved. The students obviously can't all operate in a supervisory role during their time at Berea. Initially I held jobs that were service oriented or manual in nature. Later I progressed to supervisory roles and increased pay. I learned valuable life lessons from the jobs I held and the reward for hard work. I left with an appreciation for all labor and the vital role that the entire workforce plays in the overall success or failure of any organization. This is a message that I hope I am conveying to my children.

Respondent 11 - My labor experiences at the post office, teaching associate and fiscal plant helped me understand that most people come from very different backgrounds and life experiences. Labor provide a time for problem solving with diverse persons, but with common goals.

Respondent 12 - It helped me learn how to balance various tasks at the same time. For example, currently I am a graduate student involved in three different research projects while taking a full load of PhD courses. I would not have been able to handle it had I not received the training early on in my student career, to balance between competing tasks (at Berea, coursework, labor position and student activities).

Respondent 13 - My labor experience at Berea conditioned me into managing my time and my priorities. I worked as a front desk clerk at the Boone Tavern Hotel where within my first year I became one of the more skilled and dependable clerks, since I already had front desk experience from high school. If, for example, I was called on a Saturday morning by management and asked to come in because another student called out, I would cancel my plans, get dressed, and make it there because I knew showing dependability would reflect well upon me, the hotel, and even the college. I have maintained that habit on my current job where I have been asked to travel across the country to remote sites to train bank associates that were new to our department. No one else from my original team could do it, and I had the flexibility so I traveled back and forth for months until they were trained.

Respondent 14 - Keeping track of schedule, showing up on time and working with a variety of people was helpful in my future professional life. I am not sure if any of the specific on-the-job skills translate to what I have been doing since graduation. However, it's always better to have something on your resume than starting with a blank slate.

How did your labor experiences at Berea College contribute to your work and life after graduation?, continued:

Economics (February 1978 – September 2013), continued:

Respondent 15 - I had never worked a "real job" prior to Berea College. It gave me the desire to do my very best at every task. I am a perfectionist and it all started at Berea!

Respondent 16 - The experience itself provided a great foundation for many things I've done since. I worked as a janitor for two years which was humbling and motivational. I spent two years after that working as a tutor in the old Learning Center and as a TA for Scott Steele. The experience of teaching other students enhanced my own writing and learning skills and helped to build my confidence. The people I worked with at the Learning Center were my closest friends at Berea also and I stay in contact with many of them.

Respondent 17 - Work is a part of life and it was nice to know that we helped run the school. I think it showed that at Berea hard work is a good thing and prepared us for post Berea. I helped us to managed our lives and schedules.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

EPG (Participants from 2002 – 2011)

Respondent 1 - Working while obtaining my education provided me with an excellent work ethic. Something that has served me well in every employment position I have obtained since graduation.

Respondent 2 - It helped me to gain experience in teaching.

Respondent 3 - It helps be to work hard while studying.

Respondent 4 - Work ethic boosted. Time management skills and scheduling.

Respondent 6 - Berea's labor program was very enriching. We got the opportunity to experience how working in the real world truly is. There is a saying that to whom is given, much is required. I truly believe that being given the chance to be in a labor environment such as Berea's, that many were more ready to make the transition to the world outside of Berea to the next level.

Respondent 7 - My labor experiences at Berea have helped me understand the value and discipline of my labor. Before Berea, I had never earned a wage; so it was helpful to develop some work ethics before I get into the "real world".

Respondent 8 - My experiences in the labor program were very valuable. They taught me how to please my employer and get useful work done, two things that are not always mutually inclusive.

Respondent 10 - they made me a lot more accepting of diversity and change

Respondent 11 - It created good memories.

Respondent 12 - My experience with the labor program at Berea College helped me to learning discipline and commitment at a very young age. It also taught me balance all parts of life: academics, work, service, and personal time.

Respondent 13 - I saw that my work ethic is in fact not common but outstanding. Employers appreciate and reward the work ethic that Bereans people like myself posses. Hard work and dedication is a theme that is talked about a lot in Berea and this instills that very theme in every student.

Respondent 14 - It didn't. The only thing I look back on are a few funny anecdotes I can share while networking.

Respondent 15 - I think it taught me how to problem solve, work independently and to work in a team.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 16 - I absolutely loved the labor program! I believe to have benefitted more than most students from the program and learned valuable management and people skills that catapulted me into great career opportunities.

Respondent 17 - THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND HOW IT HELPS IMPROVE RELATIONSHIPS IN THE WORK PLACE.

Respondent 18 - I worked in the Learning Center and as a Teacher's Assistant for creative writing. They both had to do with English, creativity, and working with others. My labor experiences contribute to my life because I live a life through a creative lens and I believe in teamwork and team building which are all things I encountered at both jobs. Since I planned my job and courses to align with what I hope to do after College as well as the person I'm growing into everyday, I would say that everything worked hand in hand, allowing me to always include what was gained from my work experience into my everyday life.

Respondent 20 - I have mentioned before my time spent in the Berea College Theatre Laboratory costume shop was instrumental in my success. I was very lucky in that I was able to work in the department of my chosen career. I was introduced to the inner workings of how theatre companies operated and I was part of that operation. People depended on me and it was my job to ensure that actors were dressed, their makeup was in order, or if I were the one on stage, that I hit my mark and helped to bring the production to fruition. In my current duties as a museum professional not only do I employ my performance skills but my costuming skills as well. I also have to develop educational programs and teach the public about history and maintain professional relationship with my co-workers and peers in various departments. Berea prepared me for that and I am very grateful.

Respondent 22 - The Labor Program at Berea has allowed me look at my resume with pride. I am so grateful that I got to work in the service related department at Berea because I was able to give back to the community. I learned leadership skills while working and also really did embrace the idea of "dignity in labor".

Respondent 23 - I learned about the ethics and rules of employment such as punctuality, team work, work relationships, responsibility, and accountability and so on.

Respondent 24 - The labor experience at Berea College exposed me to the office environment. When I left Berea College, I had a resume with not just education but with work experience that could be used in the real world.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 25 - My labor experience I must say was a highlight of my time at Berea. My superivisor Bev Penkalski was a very caring individual. She helped me grow as a professional and build on my research skills when I worked under her as a student. I have taken my labor experience and my confidence I gained and applied it to my academic and extra curricular activities while I was a student. It has also contributed to my work life now. I am able to carry the skills I learned and apply them to my work now.

Respondent 26 - I found out what I wanted to do in life due to the labor program. I was the supervising athletic event coordinator. Now with a masters in sport management, I hope to continue to progress my career in athletics and recreation

Respondent 27 - The labor experience I had at Berea revealed to me the area I want to work for long term.

Respondent 28 - I got my fist position outside of college solely on the experience I gained from my time in the labor program.

Respondent 29 - The benefit of working at Berea allowed me to develop as a leader and to understand the importance of organizing. As former supervisor of RA's. I learned that it is important to understand all facet of the job. Even if its not part of your duties because more than likely, a person will come to you for help, even if its not your job. Moreover, it taught me that not everyone will stay on task and as a result must be consistently reminded and a number of strategies must be implemented in order for everything to be done. More importantly, Berea labor experience taught me to be flexible because nothing is ever set in stone.

Respondent 30 - As an EPG student laborer, I honed my verbal and written communications skills for marketing, public outreach, and general social etiquette. I learned to work with students, faculty, and community members at their particular levels. My labor position strengthened my self-confidence as well.

Respondent 31 - My first jobs out of college were gained through my labor experience and had very little to do with my academic major.

Respondent 33 - Certainly, I worked with Brushy Fork Institute and this experience directly contributed towards my desire to work in Applachia.

Respondent 34 - They taught me to prioritize my time, work on various projects at the same time, interact with organizations outside of the college "bubble."

Respondent 36 - I am still in youth services and college access. My focus is to serve youth and young adults. Supporting first generation students is my passion.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

SENS Minors (May 2001 – May 2013)

Respondent 1 - team work, working well with youth

Respondent 2 - I really enjoyed the work in the Ecovillage and try to continue to promote sustainable principles in my life.

Respondent 3 - Super important. It provided a foundation for me to have work experience as a college graduate. I learned valuable organizing and communication skills in my labor positions. Also I learned that I could make a difference. I also had greater opportunity to be a part of the community.

Respondent 4 - I enjoyed my boss and the friends I made within the department.

Respondent 5 - I worked all 4 years in the Reference department of the Library. I was given a lot of responsibility over the years - opener/closer, interlibrary loan, etc. It definitely contributed to my work ethic and knowing the importance of working hard, being good at what you do, and striving to my best - and there are rewards to that!

Respondent 7 - Broadened my perspective and made the big picture my focus.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

SENS Labor Students

Respondent 1 - My labor experiences shaped my work ethic. They also enabled me to graduate with a resume which put me ahead of my peers.

Respondent 2 - great work experience especially around knowing that it's possible to shape work around desire to make change

Respondent 4 - Yes. I helped me balance many things, which have been important to my success today.

Respondent 6 - My labor experience gave me great time management skills as well as an opportunity to gain skills in simple living. I am forever more conscious of my personal ecological footprint.

Respondent 7 - They were positive experiences.

Respondent 8 - All of my labor experiences have always been relating to community service directly or indirectly. Since such work is what I aspire to do in the future, my labor experiences have given me a chance to explore various roles that I could be involved with in the future. I also was often able to learn, much like learning inside a classroom, from my various labor positions, while also applying some of the knowledget that I got in classrooms. As far as contributing to life in general, it gave me a chance to learn how to manage my responsibilities better.

Respondent 9 - It allowed for some deep and meaningful friendships to develop, fostered my work ethic, and helped me to feel like I had been productive and self reliant while going to school. It also built up my resume for my entrance into the work world.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - Develop work ethic, dignity of labor. Encouraged me to do my best at every job.

Respondent 2 - Certainly supported my ability to pay for college.

Respondent 4 - Tremendous contribution.

Respondent 5 - I worked in the Blacksmith shop, so along with learning a new skill, I also learned good work ethics.

Respondent 6 - I LOVED THE LABOR PROGRAM AT BEREA. I took lots of pride in my work and received many compliments from both my superiors and those I was serving. My college experience would not have been . . . notable(!) without the Labor program. / / Let's face it, the labor I did wasn't glamorous, but it was necessary. That taught me a big lesson. PLEASE NEVER STOP GRADING your student laborers. I encourage you to ADD those "labor ratings" to the transcripts, even! Imagine how cool that would be. "Let's see, Ms. Smith. . . I read where as a Fr. you worked in Food Service and had Outstanding ratings! This tells me a lot about you..." Change that to dorm janitor, tour guide, library staff, etc. That would be awesome! / / Back to the question. Berea students must be driven - otherwise they simply wouldn't make it. I think the labor program reemphasizes this. I've often thought back, if I could do THAT, I can do THIS! / / Perhaps I'm telling a secret on myself that I shouldn't let you know. . . but I'm a huge fan of the Facebook page of The College of the Ozarks. Please check it out sometime. I LOVE IT THAT THEY'RE PROUD OF THEIR LABOR AND SHOUTIN' ALL ABOUT IT. Sure, it may come across as a little "rah, rah", but I believe in this day and age pride in one's work is lacking and I for one, enjoy reading about people working hard!

Respondent 7 - I worked under a faculty member who was a mediocre teacher and consequently his TA's were in high demand. Sink or swim. I swam. People count on you to perform under pressure in a tight time frame. No better training for teaching and life.

Respondent 8 - They gave me the real applications in the different areas.

Respondent 9 - Learning how to function in the work place was one of the great skills I learned at Berea.

Respondent 10 - I was fortunate to be a T/A in the power lab for two years under Dr. Hudson. Great hands on experience. The labor experience outside of the I.A Department was not beneficial.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 11 - I worked as a production worked for woodcraft, a janitor for the Nursing and Frost buildings, as a mechanic in motor pool and a maintenance worker in the electrical department at the physical plant. all of my work assignments at Berea were rewarding and offered the opportunity for advancement. The experiences in the labor department have been priceless for me thru the years and lessons learned have truly been monumental. The cliché "there is dignity in labor" is proven true many times in the course of my career and is as true today as it was in 1975.

Respondent 12 - While at Berea, I had the opportunity to work for the News Bureau where I was fortunate to have the opportunity to develop and refine my writing skills. This was one of the most valuable experiences that have contributed to my personal and professional life.

Respondent 13 - It taught me an appreciation for good hard work and how to be a productive and resposible employee. GREAT experiences.

Respondent 16 - Learned to maintain the core value that you are expected to be on time and have responsiblities that other people are expecting of the job you have even at Berea.

Respondent 17 - The labor required at Berea College may be the most important aspect of learning and solving problems. Working for and with people one gets extremely good experiences that last a life time.

Respondent 18 - You stop the labor program and Berea will stop producing top notch individuals. / / I should have been forced to work at the IA Department more than I did. / / I knew more guys that were sent home because they did not show up for their labor assignment than were sent home because of grades. If a person is a lazy in their labor assignment then they will be lazy for their employer also!

Respondent 19 - Excellent. Self satisfaction that you paid for your own education and was able to use your talents to benefit the school. Students should always be honored for their efforts beyond the norm.

Respondent 20 - I had worked all my pre-Berea life so there was no change. I knew that work was required to achieve a goal.

Respondent 21 - not directly, but helped to instill a strong work ethic

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 22 - I arrived at Berea with a work ethic and savings propensity stronger than most of the other students at my first job. However, when I became a T.A. the spring semester of my freshman year, I learned then that teaching was what I wanted to do. As a T.A. I at first helped students with specific problems so they could complete their assignments. in following years, I was teaching lessons, grading as well as helping students during class and lab time. From this experience, I learned that I wanted to be in a profession that helped people. The labor program also taught the value of my time and how important it was to prioritize my precious hours (see the above response). I also learned the importance of being a contributing part of a collegial atmosphere fostered in the I.A. (TAD) department. As such, while anyone might have been able to do my job, I was the one doing the job and my supervisor expected the most from me. I realized the privileged position I had so was sure not to let him down. I soon learned to really enjoy my job and saw it as a teaching opportunity for me even as I was teaching others. Summer employment at the College provided me enough to cover my summer off-campus living expenses and one semester's tuition and room an board at the full rate Berea charged. Earnings for my labor were scant but sufficient for me to cover all my books, fees and personal needs throughout both semesters with enough left over to have a modest savings account. Too many people do not see how vital work is to our being human. The book of Genesis makes it clear that God made people to work. There is dignity in nearly every type of labor. Berea has a unique opportunity to catch young adults attending the College to teach them this fact, especially if the College can fully integrate the labor experience into every aspect of student life.

Respondent 23 - It was good for me

Respondent 24 - well, for one thing, it's how I got involved in media.....AVS, and Ms. Gibson. My minor in my degree at Ohio State was Cinema, and I taught video production at the university level.

Respondent 25 - Right up my alley - I still stress a strong work ethic in my classes and life.

Respondent 26 - The labor program made me realize that all work should be approached the same way. It helped me in relations with my subordinates as a CEO when I would explain to them that I had worked as a janitor and in woodcraft. That knew that I could relate to what they had to do every day.

Respondent 27 - Hugely. I didn't always see it at the time, but being able to function in many roles (security, TA, building resident, observatory operator) reinforced my self-image as comfortably multi-faceted and has helped me to avoid prejudging others.

Respondent 28 - They helped prepare me for service of others. They helped resource me in specific areas related to my labor assignment - computers and photography.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 29 - Working at the blacksmith shop saved me. Charlie was the best supervisor I could have ever had. He gave me the keys and told me not to get myself killed.

Respondent 32 - I grew up expecting to contribute and my Berea Labor efforts furthered that expectaton.

Respondent 34 - I was able to learn what it takes to earn and keep a job. I didn't like my freshman year job, so the job search skills had to be in tact. I value the simple things like this because a lot of my colleagues don't know how to properly prepare for meetings, interviews, or how to properly conduct themselves in those meetings.

Respondent 36 - The labor experience at Berea forged a responsible, thoughtful and punctual professional.

Respondent 37 - The labor program was much more that a paycheck and a way to work my way through college. The labor program allowed me to gain essential skills that I still use today in my current role. It is not uncommon for me to share my experiences in the labor program with those I come into contact with. Very beneficial part of the Berea experience!

Respondent 39 - I credit the labor program for more than half of my experience as it pertains to life. It's just more application in it than theory.

Respondent 40 - The labor experiences at Berea College taught me the importance of commitment. I have been working my entire life, from the time I was legally able until now, so the Berea labor program was actually a bit of a break from it all for me, but it was during that time that I was able to really apply myself to something that I was interested in and passionate about. Those experiences have taught me to be more assertive and become a successful leader at and outside of my current place of work.

Respondent 41 - The money.

Respondent 42 - I believe it was a bigger step into entering the "real world". No one person can fully prepare you for what comes after college but I think alum can adapt faster and easier.

Respondent 43 - As a college graduate, you otherwise won't have an opportunity to work as a janitor :) / Really, by having experience working as a so-called "low ranking jobs", you appreciate and respect these workers much more than your peers who never worked as one of them. / Being someone with protestant background, I kind of like the Berea college's labor program, which makes you experience low-ranking jobs. It's kind of socialistic. Of course I hated it when I was a student, but now looking back, I think having that experience make you view the world more in perspective.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 44 - Well it challenged me to become a leader and gave me the responsablity to compleat task.

Respondent 45 - I had a good work ethic before I went to college, I started almost 7 years after high school. however, I saw many of the students develop good work habits in their Berea College experiences. I would also say in general Berea college did change my life in that I now tackle more things independently than i used to.

Respondent 46 - Helped give me a good work ethic and it gave me good experience that put me ahead of others in getting my first job outside of college.

Respondent 47 - The labor program allowed me to develop an understanding for a work/life balance. It allowed me to hone skills that I now carry into personal hobbies

Respondent 48 - I feel that I understood the value of hard work before I came to Berea, but my time working at Berea certainly reinforced that idea. I take great pride in my work and I have fond memories of working in Woodcraft for 3 years during my time at Berea.

Respondent 49 - I worked in the metal shop. I started off my professional career as a CNC machine technician. I now make tooling for military applications, and as I said before; my experience in the tech department established the foundation for what i know now.

Respondent 50 - My labor experiences afforded me leadership opportunities and training that directly affected future career prospects. As a hall coordinator, I supervised other student staff. I was told afterward that this was a direct factor in my being hired in my first professional position. In general, simply having work experience puts Berea College grads ahead of others. Personally, when I am hiring, I am reluctant to hire a college graduate with no work experience.

Respondent 51 - I continually pursued interesting challenges within the Berea College labor program, and it gave me the latitude to start building my career before even completing college. I was working 20 hours a week doing interesting engineering work at the computer center before I graduated. At times, my choices got me in trouble (working 20 hours per week caught the ire of the labor department more than once), but I always accepted that as a useful trade off and the "right" kinds of problems to have.

Respondent 52 - it instilled in me that a great work ethic will take you far in life. It is very desirable to employers.

Respondent 53 - it was beneficial because you learn many different aspects of life and interact with other people

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 55 - My labor assignments were all administrative and helped me with organization and problem solving at work and in life.

Respondent 56 - They gave me another source of income while searching for a job.

Respondent 60 - For sure it led me to deal with personell issues both faculty and staff and learn how bureaucracy works. Not a bad thing, sometimes you loose. I tried to get as much out of this as possible. I worked at the ISS, graphics lab and for Dan Brewer. I wish I had more time working for Mr. Brewer. There is a whole shop to utilize and always more projects that require critical thinking, plus it sounds great on a resume; The dept of Scientific Instrumentation and Electronic Repair. All in all it was great experience that required time management, supervision, the ability to work with others and supervision. I will say I think that I wish everyone would have gotten as much technical expirence as I did.

Respondent 61 - My labor position at the Computer Center had a huge impact on my career path. I view my career path as being more influenced by my labor position than my major. However my major has helped me build the skills to be successful in my career. I am not just saying this for this survey. I tell this story all the time!

Respondent 63 - It was one of the most important experiences I gained at Berea!

Respondent 64 - The labor experience at Berea is probably the most important part of the educational process at Berea. It teaches time management, fiscal responsibility, work place social skills as well as the need to earn your own way rather than depending on handouts from others.

Respondent 65 - It really was not that helpful

Respondent 66 - The balance between labor and studies is always a tough one but with Berea's work/study program it bestowed a sense of responsibility and ownership on you as an individual.

Respondent 67 - My labor experience as a drafting TA contributed greatly to my career path showing that I could work with others, resolve issues with software, and learn any software put in front of me.

Respondent 68 - I was always a hard worker, so I was a good candidate for the work study. That prepares people for time accountability and work performance.

Respondent 70 - My labor experience taught me how to work in a work force of various personalities. While I had jobs prior to attending Berea it was helpful to add more work experience to my resume upon leaving college and starting a carrier.

How did your labor experiences at Berea College contribute to your work and life in general?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 73 - My daily is greatly influenced by my labor experiences at Berea. I have the job that I do now because of my time with the webteam of Berea College. Skills that I picked up there i use everyday at my current job.

Respondent 74 - My experience on the Farm has really influences many of my personal and future work prospects where the TID program didn't have room for...

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 1 - Yes, more biology / botany and more econ / business classes would have helped.

Respondent 2 - social psychology & agriculture (how does class, race, etc. impact our relationship to food growing & consuming), health & healing focused courses, work/life balance focused topic areas covered, critique of academic/capitalist rat race and how to create a life you love thru entrepreneurship, etc.

Respondent 4 - Financial management! It should be a required course for every major.

Respondent 5 - Organic chemistry, anything with current events/politics, and economics outside of the ANR department.

Respondent 6 - All ag graduates should leave knowing how to drive a tractor! I had to learn on the job.

Respondent 7 - Water, Geology, and more Forestry

Respondent 9 - A class on Excel and data entry for Statistics. Understanding the basics of a SAS output.

Respondent 10 - My only regret is not going on the New Zealand trip!

Respondent 11 - It would have been helpful to know about the lab animal field back then, instead of pushing all students to farming or vet school

Respondent 12 - I wish we had had more exposure to computers. Know I would suggest that any leading edge technology be considered for students.

Respondent 13 - No

Respondent 14 - I wish I had taken Spanish on a college level.

Respondent 19 - no

Respondent 20 - Since it has nearly been 10 years since I graduated Berea, I don't remember some of the courses offered that I did not take. I would have like to have taken the honeybee course but it interfered with another class I had to take. I think now I wished I had taken courses in orchard management and horticulture.

Respondent 21 - There are a couple of classes that I am sorry I was not able to take. I missed out on taking field botany, because I could not physically do all the hiking (9 hours a week). I also was not able to take a couple of ecology classes that sounded intersting because I was trying top fit on all my GSTR classes.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continue:

Respondent 22 - In would love to see some fermentation science courses.

Respondent 23 - Agricultural Policy/politics, seminar on practical considerations with starting up your own farm/taking over a family farm

Respondent 24 - Computer science.

Respondent 25 - Anything dealing with scientific research, statistical analysis, laboratory methodology,

Respondent 27 - Yes I wished I had taken classes on greenhouse growing. It would have been a help in my current work.

Respondent 28 - I wish I had done both nursing and AG the first go around.

Respondent 29 - Statistics, genetics, plant pathology

Respondent 32 - Biology Classes

Respondent 33 - I do, I wish the soil science class was better organized. I do also wish that there was a class that was designed to help students budget/run a farm (whether it be fruits and veggies, or animals). A class where the student came in, decided what type of operation they would like to run, work with the professor to come up with a budget, plan, etc and to see if the business sank or swam.

Respondent 34 - Dendrology, field botany

Respondent 35 - Forestry, logging, landscape plants, carpentry

Respondent 36 - Accounting.

Respondent 37 - No, I completed all the courses available to me but I wish there would have been options such as Plant Physiology and a forage/grazing course.

Respondent 38 - More advanced science courses than general chemistry, biology, and Organic I Chemistry, Wildlife Management, More advanced soil/plant science, Community and economic development courses, child and family studies, education and teaching courses, health and human nutritional studies, agricultural statistics, additional courses or opportunities for agricultural research.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continue:

Respondent 41 - I wish I had taken another business planning course. We really only took one (taught by DrP - was it Farm Resource Management?) but it would have been great to learn about supply chain and operations management. / / So many farmers these days want to sell, and consumers want to buy, but the value-chain in between is non-existent or dysfunctional. Consequently, I am now pursuing an MBA in Supply Chain Management. I am doing informationals with prospective employers (people I have tried to connect with for years) and have never gotten a response until now: Telling them that I have knowledge in supply chain is opening doors in the agricultural community. / / It would also have helped to have taken a course in financing or accounting. Basic skills make a HUGE difference, both when seeking a job, but also running a business! Having basic knowledge in keeping the books would set that Berea student far apart from his/her peers competing for the same job. Believe me, it's REALLY hard to find work as a young person so anything that makes you more "useful" is best for the student and best for the College.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013)

Respondent 1 - Only one that comes to mind will be Money Management

Respondent 2 - Life is all about learning. One does not stop learning just because one is no longer in an academic setting.

Respondent 3 - I am happy with the ones I took. However, philosophy and logic might have helped.

Respondent 4 - I wish I would have taken more Psychology courses. I find in Business understanding people and how they respond to chatnge and different situations is so important to success. that is especially true now in the fast past world we live in. In software more people are going to Agile teams. This requires working well in a team including the team in all of the decisions. So, more focus on behavior and team building would have been great.

Respondent 6 - Personal finance, time management, communication and presentation skills, managing stress, managing your boss, and project management

Respondent 7 - I think courses that help students improve their critical thinking skills are always important. Although, my labor experience helped with this skill, I could always have used more courses and experiences that improved this skill.

Respondent 8 - While I don't have a specific course I know there were more things I could have taken that would have helped me.

Respondent 9 - Spanish

Respondent 10 - I wish there had been more real world preparation at BC. I was totally unprepared upon graduation to get a job, create a budget, pay rent, support myself, etc. I had a VERY hard time adjusting to life outside BC.

Respondent 11 - I think a short-term course in the basics of problem solving (e.g., organizational skills, team leadership skills and how to work acorss organizational boundries) would be very helpful to those that want to go to work in a large, dynamic organization.

Respondent 12 - Computer technology was only beginning in the 70s. I wish I could have been trained in code. It's my understanding IT is a growing field at Berea. My other interest was fashion design/merchandising and it was not available.

Respondent 13 - I wish I'd taken more Stats courses.

Respondent 14 - Communications

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 15 - I believe that there needs to be distinct and separate classes in the business management program for leadership, personnel management, asset management, and business logistics.

Respondent 16 - Marketing, more quantitative courses (probability and statistics).

Respondent 17 - I believe internship in your field of study would help immensely. There is bookwork and then there is real life work experience. My children now say that is the where they learned the most,

Respondent 18 - Yes, I wish I had taken a course on investing. Coming from a poor family where it was hand to mouth, I never realized the importance of investing in stocks, bonds, mutual funds and it's been hard to gain that experience in a comfortable way. I feel that if I could have learned that foundation at an earlier age, I would be better positioned now. Every business major should include some type of project management course and learn the associate software (i.e., Microsoft Project or Primavera). Project management principals are used everyday and I didn't have a clue about any of this until I got in the workforce. A time management course would also be great. Some of us are really good at this but if there was a course (I have no clue if one even exists) that could teach each graduates how to multi-task then the world would really be at their finger tips.

Respondent 19 - Education studies

Respondent 20 - More international business and small business classes would have helped.

Respondent 21 - More science, biology, chemistry. I pursed a career in outdoor recreation, which was not probably typical for my degree.

Respondent 22 - I think a course on "managing people" would have been helpful.

Respondent 23 - I wish I had taken more of the upper level management courses.

Respondent 24 - I wanted to take more accounting courses but they were not available at the time.

Respondent 25 - While the studies were focused upon buisness management and financial concepts I do wish there had been some additional classes offered that focused upon personnel financial management . Since many Berea students come from poverished backgrounds such a course could be beneficial and help them reduce personal financial mistakes as they become more successful.

Respondent 26 - Computer classes

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 27 - As a manager, balancing the workers' life issues with the responsibility of getting the work accomplished.

Respondent 30 - Basket weaving

Respondent 31 - I believe that I took the classes in my major that were available. However, I wish there had been more accounting classes that I could have taken.

Respondent 33 - More computer or It courses which in 1980 were limited offerings anyway. Decision making courses with cases studies for making decisions in a ethical/ financial way.

Respondent 36 - I think Berea did a great job with the required courses in my major. Also, my electives and liberal arts classes have given me a more reflective and inclusive mindset.

Respondent 39 - Business courses helped me with my career path and life.

Respondent 40 - Courses in entrepreneurship and small business development, economic development, and rural poverty. These topics were only offered during short-terms but I understand most of them aer now offered during the regular Fall/Spring Terms.

Respondent 41 - Advanced Accounting, Financial valuations, Basics of Programming

Respondent 42 - Maybe entrepreneurship.

Respondent 43 - Money and banking classes and perhaps more marketing courses.

Respondent 44 - Yes, more required computer programming courses would have been a plus.

Respondent 45 - I wish I would have been able to take more CPA prep courses at the back end of my time at Berea. Also, classes on investment and financial planning areas would have helped both in the business world and personal finance.

Respondent 46 - No - I took all the courses that I wanted to take especially organizational development.

Respondent 47 - I wish I had explored Marketing more. I also wished I had pursued an internship opportunity.

Respondent 48 - Taking some political science coursed would have been helpful. I think a lot of students are nor prepared for how politics can sometimes play a role in business. Political science courses could also be helpful in helping a student to really understand what they stand for.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 49 - I suppose an actual class that focused on project completion (not marketing) but taking something new and implementing it or improving on an existing item. This could help improve a students presentation, deductive, and planning skills. / More classes that would lead to purchasing or human resource jobs would also help.

Respondent 52 - If I could go back and do it over again, I would take more classes geared toward leadership.

Respondent 53 - No.

Respondent 54 - I think classes focused towards management of people as well as more on depth computer courses

Respondent 55 - entrepreneurship. I see now what value that knowledge would be.... Really wish that was mandatory for all students!

Respondent 57 - Focus on CPA prep would have been helpful. Learning more about personal investing and retirement planning would have been beneficial. Overall my Business courses gave me a solid foundation for a career in Finance.

Respondent 58 - My accounting courses helped me to prepare for my career as an Interal Auditor. They also helped me prepare for the CPA Exam which I passed on my first try. It would have been nice to have had the opportunity to take more accounting and/or auditing related courses. It would have also been nice if Berea College had been able to offer an Accounting Degree.

Respondent 59 - More finance-related courses. My focus was on accounting.

Respondent 60 - I have been a pastor's wife for about 15 years, so it would have been nice to take some counseling classes. / / If I had taken a public relations class it would be of some help now.

Respondent 61 - No. The courses I took were comprehensive and gave me the tools to move forward into getting my master's degree, passing the CPA exam, etc. The various tools needed for success in my career today were provided by my courses at Berea College. My Entrepreneurial course and Intermediate Accounting 1&2 were crucial to my career path. I had many great professors including Ed McCormack, who was tough, and taught me well!

Respondent 63 - Computer science courses--programming.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 64 - I wish I would have taken more of the Accounting classes. I stopped at Intermediate I as the professor that taught the other accounting classes post Intermediate Accounting I made one of my friends cry.

Respondent 65 - One course that I regret not taking was a short-term trip that traveled to California and back. That trip would have let me see some additional cultures away from Appalachia and learn how to get to know the group of people who went who I would not have already known.

Respondent 66 - I ended up getting a masters degree in Manufacturing Technology but my business degree is helpful as I manage people. Lean accounting might be a good course

Respondent 67 - I wish I had taken more human resource classes. I deal with this a lot more than I thought I would.

Respondent 68 - As of 1996, I feel like I received a very comprehensive education, so no.

Respondent 69 - More management and human resource courses. I graduated in December 1993, so of course technology had barely begun to become the factor it is today, in both work and everyday life.

Respondent 70 - Given my current work and life, I would have been more active about finding additional learning experiences (either via courses or practical hands-on opportunities) with regard to certain agricultural issues and educational communications strategies/technicques. / / Specifically, I would have looked for opportunities relating to AQUAPONICS (similar to the set-up down in the greenhouse at the SENS facility), ORGANIC practices in crop production on small and large scales, and ENVIRONMENTAL CONSERVATION practices.

Respondent 71 - I wish I had taken some finance courses.

Respondent 72 - I ended up changing careers and went into the education field.

Respondent 73 - more marketing type classes.

Respondent 75 - I wish I had taken more statistics courses. The push in all industries is to make data-driven decisions.

Respondent 76 - I think I could have used more business writing skills. Not in the form of papers, but letter-writing and marketing-type communications. My work experience has shown that regardless of position held, it is very helpful to be able to "sell" your product in writing. Whether it's selling yourself for a position or a project or a product you are working with. In addition, business writing would be in the form of internal communication (within your work environment) as well as formal writing.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 77 - As a Hotel Management major I was required to take Textiles and Food courses, which I was not very interested in. I would have rather taken more Business or Economic courses instead.

Respondent 78 - None I can think of at the time

Respondent 79 - there are no additional courses or topic areas that I wish I had taken in addition to the courses I took.

Respondent 80 - Wish there would have been an established hospitality program

Respondent 82 - I myself think that every student should have a gen-ed of personal finance, not just business students! Every student, regardless of major, needs training on how to do well with money as an adult, especially those who come from financially challenged backgrounds. In those cases, they will have no training, help, or insight whatsoever unless it comes from Berea. Set them up to do better financially, regardless of their future incomes. / / For myself, in business, I wish I could have taken more accounting but also more all-around business classes. Using short-term as practical actual business scenarios with exposure to the career as it really is would be very valuable perspective. Students might be encouraged in the career, or equally as beneficial, they may be shown how they might do better at something else for their livelihood. In my personal experience, I was so intent on proving I could accomplish the challenge despite the obstacles that were set in my path for failure, that I failed to realize that maybe i shouldn't even be pursuing the business career because it wasn't the right fit for me.

Respondent 83 - More banking and marketing related courses.

Respondent 84 - Basics like making a household budget and the importance of saving to look ahead. It's difficult to do this on your own when you first get in the real world.

Respondent 86 - Teach more Excel. I work in Accounting but still do a fair amount of data analysis. My husband was the one to teach me how to use pivot tables and vlookups. He learned those from a textbook that he bought. He is a Chemical Engineer by training though so it is no wonder his courses did not cover that. There is no excuse, in my opinion, not to teach those in a Business Program. / / It would have been very helpful if students were given (close to) real-life Excel projects to work through that require advanced Excel skills. Once again, the two functions that are most helpful to me (and a lot of people doing data analysis) are Pivot tables and Vlookup. Those are also hard to learn on your own. Employers also like to see that on the resume. Knowing how to use the sum function does not constitute advanced Excel skills. / / Current Accounting program skips partnership taxation that is a mojor chunk of CPA exam, but that is not hard to learn from a Becker prep book.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 87 - The courses offered at berea College were very relevant to my career goals for a Liberal Art school. More focused courses in Accounting would have helped bridge some gaps between me and my peers in the work force. Pursuing a Masters degree and the CPA exams helped narrow any shortcomings.

Respondent 88 - I think I probably would have liked more courses on public speaking - Phil Spears class was great in that sense, but it's the only one I really remember that sort of put us out of our comfort zones. Also I would have loved a course on negotiation - when it comes to negotiating my salary or my worth, I am way to humble and could have used some more skills on that!

Respondent 89 - More courses with analytical/technical skill set such as Econometrics, Expanded Applied Stats (which Berea already offers), Introduction to professional conferences such as Regional CPA/IMA technical meetings, continuing education workshops, etc. Berea really offers the right mix of courses to best prepare students for what's ahead. Only the technicality level of major courses could be raised.

Respondent 90 - I wish I had completed French as a major rather than a minor.

Respondent 91 - 1. Computer science courses, especially excel. / I wish we had more finance course, specifically investment banking. I feel like these courses were not taught very well while I was studying, as I still struggle to understand certain concepts in real world.

Respondent 92 - Not really, but in the corporate world, "presence" is very important. It is very important to know how to articulate your thoughts and get everyone to listen and acknowledge what you are saying. The OB class was a very good class, which I hope is still being offered. I think about my experiences in that class a lot throughout my career, whether it was as an Auditor giving feedback to upper management or in my current role as a Finance Lead helping management make important financial decisions.

Respondent 93 - Music, Speech and communications and computer science.

Respondent 94 - I wish I took a basic computer science class during my time at Berea to gain a basic understanding of what computer programing or coding entails.

Respondent 95 - Computer Science, Public Speaking, Excell Spreadsheet and Formulas.

Respondent 96 - Yes. I wish that I had had time to study more Spanish. Even though the language is not as popular as in the U.S., but here in my country, there is a nich for Spanish (and European language) affluent users. / / Furthermore, I wish that I could try more of public speaking. The skill is critical, not only through graduate seminar, but also at pitching event to clients.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 97 - This is opinion formed since I have begun my professional career. As a manager, I found that recent graduates are lacking some basic skills such as / ~ ability to write concisely / ~ ability to speak clearly / ~ ability to assess situation and initiate appropriate actions / ~ ability to analyze and problem-solve / ~ ability to follow-up and follow-through with tasks to bring them to logical conclusions / / Students should be required to take courses to build capacity in the areas listed above in order to graduate. The lack of these skills can be found across the board, including graduates from top schools and with high GPAs. In my epxerience, courses such as stories, communication, Western Civilization, US history, etc contributed to forming a well-rounded student. Faculties should look into these courses to strengthen focus in the areas listed above.

Respondent 98 - Decision Science classes would have helped

Respondent 99 - No. The courses i had were very fulfilling.

Respondent 100 - I wish I had taken more advanced accounting classes. As a business major, advance accounting knowledge is a prerequisite

Respondent 101 - I wish I would have had more in dept courses pertaining to investment banking, given that my concentration was Finance. I feel like there were (1) too few courses for my concentration (2) curriculum was a little shallow in terms of the knowledge structure and a thorough and inept curriculum would have been better, given the demanding and rigorous nature of investment banking and the finance industry (3) Not much was done in the finance concentration regarding company valuation. I would have also loved to learn about fixed income analysis.

Respondent 102 - I wish I took the course that combines technology applications for business (in particular interested in big data analytics and database management) and the operations management course.

Respondent 103 - More psychology courses and statistic courses.

Respondent 104 - Computer Science classes. Almost all jobs require some understanding of mysql, and basic understanding of computer programming. Even if it not required in day to day job of the work, but when applying for Job, employers look for that qualification.

Respondent 105 - No, the only thoughts I have had are that I should have also pursued an accounting concentration.

Respondent 106 - Even though Berea mandates many GSTR courses, I wish I took more writing classes. I never had any type of writing lessons in high school so I wish I had more formal writing lessons. Writing skills are essential in the work place.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 107 - Global marketing.

Respondent 108 - not really,

Respondent 109 - I wish I had taken more techology oriented course particulary those technologies which are useful in data analytics. I find that these course types are highy sought after in the market

Respondent 110 - I wish there were a class about advanced usage of excel for Business students. There was a basic class about Office (Word, Powerpoint, Excel and Access) that I took, but the class was still very basic. When I started working, I realize that excel is so powerful and necessary when it comes to data and analysis analysis. But the excel skills I've learned in this class was not enough. Also, I wish I had taken more classes in Accounting and Finance.

Respondent 111 - I wish I would have taken QuickBooks.

Respondent 112 - I wish the accounting emphasis components was focused more towards the CPA Exam.

Respondent 113 - I wish I would have taken the audit course and more finance courses

Respondent 114 - I think it would have helped if there was less emphasis on general education courses and more focus on Accounting and Finance courses as this is what the majority of elite institutions are requiring and what I am competing against: students that took more advanced Accounting and Finance courses.

Respondent 115 - I wish I had taken the Quibooks course that was offered in short-term of 2009. Some accounting positions require Quikbooks experience. I think having Quikbooks in resume would be an advantage to have. / / Another course that I wish I had taken is Excel class. I believe the Excel class is very benefitful for students to learn more and have stronger skill in Excel. I did not take the class because my schedule did not fit. / / Maybe Berea College could offer workshops for students who want to learn more about Quickbooks or Excel.

Respondent 116 - I don't know too much about today's curriculum, but the technical skills from the business applications' class could be expanded in terms of what are companies doing today. It develops some of foundational needs, but there should be an advance section for accounting & finance majors.

Respondent 117 - Not really. One interesting topic of late is leadership.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 118 - Both soft and hard skills should be integrated into the business administration curriculum. Productivity programs such as MS Office are ubiquitous in the modern business world. Also presentation, communication, and leadership skills should be developed within the student pool in a more concerted fashion.

Respondent 119 - Leadership, time management, conflict management, and problem-solving. These skills are so valuable in the real-world. Although they are "soft-skills" having these type of schedules set indivduals apart in my opinion.

Respondent 120 - I wish there had been more pre-law or LSAT preparation classes.

Respondent 121 - Auditing.

Respondent 123 - Yes, I should have taken the more advanced accounting classes - auditing and non-profit accounting.

Respondent 124 - I think more emphasis on leadership and how different business functions contribute to overall business success would be helpful. Also think it would be helpful to learn more about different business types (non-profit or publicly traded companies and also more on different types of businesses ... sole proprieter, LLC, subsidaries, etc.)

Respondent 125 - I wish that I would have taken a course in Human Resources Management. I currently work in management and feel that having a better understanding of Human Resources would benefit me greatly.

Respondent 126 - Home Ec - seriously, I can run a profitable business, plan events, set a budget and manage teams but I cannot cook beyond the very bare basics and my house, while clean, is not "pretty."

Respondent 127 - No, I feel that courses I took were sufficient.

Respondent 128 - In general, I would have taken more electives outside of my major, but nothing specific comes to mind. Perhaps some personal financial literacy classes, that would include budgeting, etc.

Respondent 129 - I wish I would have pursued the Computer Sciences although it was still in it's youth at Berea at the time.

Respondent 130 - I wish I had had the forethought to take more computer/tech classes. Knowing how to do even the simplest of programming is a huge asset to any company at any level.

Respondent 131 - none that I can think of

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 132 - The biggest thing that I regret about my time at Berea is I wish I would have taken more advantage of the business department's partnerships with various companies that arranged for summer internships. At the time, I was told that I would regret not taking a bigger step and doing a major internship, and they was right. I did an internship in my local community, which was great, but I think other opportunities would have helped advance my career better.

Respondent 133 - I am now in grad school and for my undergrad I was not required to take business law. I believe this has since changed but I now have to take this course in order to compete my MBA. Otherwise, as an accountant I feel all my classes have applied to my real life work experience.

Respondent 134 - I wish I would have taken that auditing class. It was not required for my degree, but I've had instances in work where that would have been beneficial to have taken.

Respondent 135 - A course that covered business writing and business etiquette would have been helpful. For instance, as a public accountant I write many emails and letters to clients that need to be drafted in such a way to explain something, but not always provide a lot of information by being concise. Also, what to do in certain situations, such as manners at business meals, what to discuss and how to discuss it, and how to get meetings back on track when they stray from the intended agenda would be beneficial. Also, what to put in a resume and cover letter and how to conduct an interview could be discussed in this type of course.

Respondent 136 - I left Berea insufficient computer programming skills. If I would have known how critical this skill set would be for me, I would have taken at least two programming courses (intro level course and 200 level course) as electives. These skills allow me to work more efficiently and perform higher quality work. I think at least two additional computational math and/or programming course requirements would be very useful for students entering financial services.

Respondent 137 - I would have liked to have finished the second degree I had initially embarked upon (Technology Management). / / I would have liked to have had a course with Dr. Spears each year. Bring the real world on!

Respondent 138 - In respect to the Business department, I feel that the Economics courses helped me the most. They give you a very broad understanding of how life is outside of college, the motivation for the entire economy from government to private business. The perspective is needed if you're going to succeed in your career. Thinking back on it, besides Accounting (which is what I do full time now) I feel statistics was the most helpful. Excel skills and being able to manipulate vast amounts of data into readable conclusions is very important.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 139 - I think a more comprehensive banking course related to how lenders and bankers review lending relationships and make lending decisions would have been helpful. This type of course would assist potential entreprenuers as well as individuals interested in working in the commercial banking sector.

Respondent 140 - No but I encourage the students to do internships.

Respondent 141 - Business writing - particularly email etiquette. / Public speaking.

Respondent 142 - I think a course on business or technical writing would have been helpful. Communication is huge no matter what industry you find yourself in. I think Berea College students could have been set apart if they had gotten some special certifications. I would have loved to have gotten a project management or leadership certification while I was at Berea College.

Respondent 143 - I studied business management but work in human resources. I regret not taking more specific human resources classes. The business management curriculum did help me prepare across the board though.

Respondent 144 - Tax law. / Marketing for small business owners. / Network group strategies.

Respondent 145 - I general IT class may be helpful in todays workplace.

Respondent 146 - There are a few; none that I can pinpoint exactly, but while in school there were several course I was interested in taking for the purpose of growing that conflicted with mandatory courses I needed to graduate.

Respondent 147 - None that come to mind.

Respondent 148 - I wish that I would have completed concentrations in finance and accounting, instead of management. I believe the more specialized knowledge would have benefitted me in finding employment post graduation.

Respondent 149 - I am not sure how helpful they would have been. But I wish I had taken psychology and computer science.

Respondent 151 - Finance to open up more doors. And a marketing major or minor

Respondent 152 - I'd love top know more about data analysis. I didn't get much use out of the statistics class.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 153 - I really wish that I would have taken spanish. At the time, I thought I would never need it. However, after living in Lexington and Versailles there was a great need for it to communicate. There are also many more job opportunities with higher pay for those that are bilingual.

Respondent 154 - A not-for-credit class on excel would have been helpful.

Respondent 156 - I had a pretty good idea of the things that i would need to focus on based on my skill set. I think i did a pretty good job of taking advantage of classes in those areas while at Berea.

Respondent 157 - I know so many people have issues with personal finance and putting together a budget. Maybe a life skills class would be beneficial?

Respondent 158 - I wish I would have learned more about taxes and about investing. /

Respondent 159 - Working in education, it would really help to know conversational Spanish. We have a great number of Spanish speaking students. Most of those students speak fluent English, but their parents often lack the same fluency.

Respondent 160 - 10+ years later and I really can't think of any class that I wish I would have had that would have helped me in my work or life. I still reflect on many of my classes in and out of the Business Adm Program.

Respondent 161 - I wish I had taken more tech classes, wood working specifically. I took Appalachian crafts and found a great deal of enjoyment and stress-relief in creating pieces that were both functional and pretty to look at.

Respondent 162 - More accounting and finance courses.

Respondent 163 - I wish I could have taken a nonprofit management or nonprofit leadership class. I think those topics could have helped me a great deal with my current job.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 1 - More business accounting courses focused on real-world cases or problem solving. Alas, the one accounting course I took was so boring, I missed a lot of practical knowledge.

Respondent 2 - No.

Respondent 3 - I was able to create a comprehesive set of courses that were quite appropriate. Perhaps enough for a major which was not available at the time.

Respondent 4 - Communications

Respondent 5 - Classes about HTML or other web based programming.

Respondent 6 - No, but psychology has been more beneficial than I expected. Perhaps some sort of psychology or Human Computer Interaction course would be valuable.

Respondent 7 - Statistics and graphic design courses would have been incredibly useful.

Respondent 8 - Not really. I liked the courses I took.

Respondent 9 - I wish I would have had more exposure to hardware related things. As the "Internet of Things" grows, that's something I enjoy working with. However, I often don't have the knowledge or skills to be able to do things I'd like to.

Respondent 10 - Robotics and vision

Respondent 11 - I wish perhaps that there were .NET classes instead of a generalized algorithm classes using c++. Just getting exposed to the .NET platform in a classroom setting instead of learning it on my own through my job at the web team might have sped up my learning a bit.

Respondent 12 - I would have loved to have taken more .NET classes (VB.NET, ASP.NET), C# and AJAX. I had to teach myself most of this. I am finding that most of the software positions out in the job market are requiring these languages.

Respondent 13 - Not related to computer science particularly, or even my professional life at all, but I wish i would have taken a semester abroad just to experience other cultures besides our own.

Respondent 15 - I wish that I would have taken more math classes.

Respondent 17 - I learned a lot about the web from being in a web design business with some friends while in college. I wish many other students could have had that experience. /

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 18 - CS was only offered as a minor at the time I was at Berea, would have like a full blown CS major back then!

Respondent 19 - No.

Respondent 20 - Yes, I should have been a Finance Major as well in addition to taking some courses in Accounting.

Respondent 21 - Extra focus on database design and an understanding of how systems interact with one another would have been greatly beneficial.

Respondent 22 - more nursing programs and studying international health care

Respondent 23 - I wish I have taken swimming course. It's so expensive to learn in NYC :)

Respondent 25 - Operating Systems, Numerical Analysis, etc. But that might change my career paths. Then , Java...

Respondent 26 - I would probably have gone deeper into the CS curriculum, if given the chance now to do that then.

Respondent 27 - No

Respondent 29 - Personally, and I think this type of person is attracted by the major, but anti-socialism is not the way to go about life. Berea went a long way to help me break out my shell and get me involved with others. Including the major itself it's the most important skill you can obtain, you have to talk people into giving you the time of day before you can prove yourself with your skills. If you can't can't come off as the kind of person an employer wants, they usually won't waste their time asking to see what you can do.

Respondent 30 - No idea

Respondent 31 - I would have done more independent studies. I would have also stayed over the summer expecially if there were classes over the summer. / / I am not sure if they would have helped though. I took almost every class I could without having to stay an extra year due to taking too many.

Respondent 32 - More math. Particularly Linear Algebra. But that's just me.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 33 - Honestly, I think I took just about every course that was available. I wish that I would have been able to take more mathematics courses. For CS, I would have enjoyed seeing some courses in data mining or other specialized areas.

Respondent 34 - I wish I took more science and speech-based classes.

Respondent 35 - I wish that I had take the Artificial Intelligence course and also a second course in communications.

Respondent 36 - the app class sounded like a great addition and a great success. even though it was a entry-level course, they learned stuff that is a really, really huge deal right now. i'm not saying that it will remain a huge deal, but i thought you guys nailed that one. i wish i could have taken it.

Respondent 37 - Not really. Networking might have been useful and fun, however it did not fit into the my schedule (for a minor).

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Economics (February 1978 – September 2013)

Respondent 1 - I am sorry to say that it would be difficult for me to answer this question as I live and work in Europe. However, should there be such a program, I am prepared to support it. My old graduate school, Clemson University in Clemson, SC did have a co-operation program with a Belgian university (Université catholique de Louvain).

Respondent 2 - Internships and graduate support could be very helpful

Respondent 3 - We don't have any internships but could possibly assist in the creation of an internship and occassionally have funds that could be used to fund an intern.

Respondent 5 - I'm at a university and so nothing - sorry.

Respondent 6 - Our agency started an Accounting internship opportunity approximately 7 years ago. We ultimately partnered with a local college and it has been rather successful. However, I did evaluate the opportunity of working with Berea at the time, however there were two challenges (1) The academic calendar for Berea was the traditional semester structure and (2) Housing - a Berea candidate would have to have or be provided with short term housing. In closing, I would be open to re-evaluate our internship opportunity and consider a Berea student (especially if it was a high caliber candidate).

Respondent 7 - I have met many Berea College alumni in goverment jobs, in social services and housing. It might be good to encourage student to obtain internships in goverment agencies.

Respondent 8 - Various Finance departments within companies usually have opportunities for summer internships. Maybe students should scan through the companies' job postings and expand their search to not just the local companies.

Respondent 9 - I highly encourage this in finance and in IT

Respondent 10 - I am in banking which has evolved a little to be divided into skilled or highly skilled positions. It would be difficult for an intern to come in and learn commercial lending but there is no substitute to learn banking than working on the teller line. Tellers come into contact with all phases of banking through the transactions they run. Profit margins are thin and to incur the cost of an intern who may not eventually work for your organization is prohibitive. That being said if the funds were provided I would support and would advocate for an intern program with our local bank in Berea or the immediate area.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Economics (February 1978 – September 2013), continued:

Respondent 11 - I am an sole practitioner attorney in a small, rural county in Kentucky, but think that, even here, economic studies, forecasts, and suggestions for economic and social improvements are needed. Such studies, forecasts, etc. could be performed by students of economics and done so in a way that is specific to a small area. Most studies disregard small economic areas for larger regional and national concerns. Kentucky needs studies for must smaller geographic areas.

Respondent 12 - I could talk to faculty in my current Department (Applied Economics, University of Minnesota) and see if they would hire some students for summer research opportunities, if there is interest.

Respondent 13 - I work for Bank of America, and I see opportunities for internships all the time when I look at the employee job postings portal. I don't think it would cost anything, but faculty could encourage students interested in banking to apply for jobs at Bank of America during their senior year.

Respondent 14 - Regional Councils of Governments and/or Regional Commissions generally have a variety of projects going on and can use interns (especially interns that come at no cost to them). MACED already accepts Berea College interns. The Ohio-Kentucky-Indiana Regional Council of Governments could be a potential destination. Also larger city and/or county governments might need interns to help with specific projects-from inventory of traffic stops and sidewalks to public outreach, flyers, and GIS mapping. The Appalachian Regional Commission is a very important organization in this region and could provide some internship opportunities (out of Frankfort office). Chambers of Commerce and Economic Development organizations could be another potential opportunity.

Respondent 15 - We have had EKU students work at our office in the past. There haven't been any lately but it wouldn't hurt to ask.

Respondent 16 - I work for the Commonwealth of Kentucky, Dept. of Public Advocacy. They have internship programs that students can contact the state about. I don't really know much about them. / / Personally, I am very interested in mentoring and talking with Berea College Students. Please feel free to forward my email to any student who wants information about law school or law practice. I would love to be more involved with current students and serving as a point of reference for any sort of questions they have about law school.

Respondent 17 - I think in some instances that taking internships should be more something that students should explore. I think it should be a part of Berea's studies. I also think that living overseas should be something that should be implemented more in the college experience.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

EPG (Participants from 2002 – 2011)

Respondent 1 - Graphic Design

Respondent 2 - I am not sure.

Respondent 3 - Yes, I wish I would have taken basic programing course like Java or C ++.

Respondent 4 - N/A

Respondent 6 - I wish that I would have had the opportunity to take and LSAT preparation class to help me in the pre-law arena.

Respondent 7 - Music, Speech and communications and computer science.

Respondent 8 - While I was driven to perform well in all my classes, the most powerful driving force in my life is my own thurst to learn and understand. In general, I took the minimum number of classes required of me by the college and my major and filled the remainder of my schedule with classes in subjects that I believed would give my current and future existence more meaning and value. For the most part, I am satisfied with my choices, though I wish I'd had more time to work with CELTS. My time spent teaching ESL through the Hispanic Outreach Project was a lot of fun. I also wish I had taken a zoology course.

Respondent 11 - advance excell course, access course, technology and formula writing.

Respondent 12 - I wish I could have taken more computer science course while at Berea and perfect my Chinese language. It would have helped me to be more competitive at work.

Respondent 13 - International travel as much as possible. Visit different countries and take cultural classes in their country of origin. International internships.

Respondent 14 - I'm on my fourth career right now. On some level I would have loved to take some more computer science classes, but there wasn't much offered during my time there (2000-2004).

Respondent 15 - I always wanted to re-take the hardest course I ever had at Berea, Psychology. Also, I think that I would honestly enjoy each of my classes more for the simple reason I am not as shy as I used to be.

Respondent 16 - No, I truly believe I was prepared and equipped with the tools I needed and have been quite successful beyond graduation.

Respondent 17 - ACCOUNTING

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 18 - No

Respondent 19 - More computer science courses.

Respondent 20 - I really wish I had taken at least one Business and Accounting Course as well as courses in Psychology. Understanding human behavior and having the basic skills for operating a business are things that would have definitely made me more marketable. Also being more proficient with Microsoft Applications such as Power Point, Excel, Quickbooks, etc. I have always been a quick study but I have had to work hard to make up for those knowledge gaps.

Respondent 23 - More business courses. Since I was a Chemistry and Pre-pharmacy student I didn't get a chance to take business courses. I guess that's why I found EPG a bit challenging but it was worth it.

Respondent 24 - More writing classes.

Respondent 26 - Accounting

Respondent 27 - More industrial technology classes, business, and how to budget classes.

Respondent 28 - I should have gotten a second concentration in Management. Managerial skills are needed in the workplace regardless of the fact that I'm not in a supervisory role.

Respondent 29 - At this stage there is not as I had a well rounded education at Berea. Moreover I switched majors and therefor had to take more courses than originally needed.

Respondent 30 - No, I can still take courses if I find that I need more education in a particular area, so anything I missed at Berea is still available to me somewhere.

Respondent 31 - Accounting, economics and hard sciences which are increasingly expected in job postings. Very few jobs in the social sciences are hired off the street. Most are internal candidates.

Respondent 33 - Nothing that comes to mind.

Respondent 34 - personal finances / - courses on the built environment

Respondent 36 - More business courses.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

SENS Minors (May 2001 – May 2013)

Respondent 1 - technology, map making, managing my own finances, soil science and botany

Respondent 2 - Business, technology

Respondent 3 - I would have liked to take more science classes perhaps and grammar bootcamp perhaps. Other things that would be valuable looking back would be more economics/ statistics although I would have had little interest in those as general topics when I was a student.

Respondent 5 - I am an educator and I never took any education classes. I honestly don't feel like I needed to, but sometimes I wonder if it would make me look better "on paper"

Respondent 7 - Something to do with electronics or mechanical systems.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

SENS Labor Students

Respondent 1 - Spanish Language Courses

Respondent 2 - website construction, writing for the internet, social enterprise

Respondent 3 - More technology classes

Respondent 4 - More science, but mostly math would have been helpful.

Respondent 5 - No, I am very satisfied with my experience at Berae

Respondent 6 - Again, I wish I would have taken courses in communication. Also, I think a course or two in economics or political science would have been a good addition for me.

Respondent 7 - As I mentioned earlier, I would have loved to have taken more classes, probably each and everyone in the college catalog! But I pushed myself at Berea and didn't have any additional capacity for more coursework.

Respondent 8 - This would be similar to what I have listed earlier. Something along the line of hydrology or water science would have helped me.

Respondent 9 - More courses that were directly skill related (i.e. GIS)

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - Additional course work in area concentration.

Respondent 2 - No

Respondent 4 - I was well prepared to learn what I needed.

Respondent 5 - No.

Respondent 6 - I'm lacking in areas, no doubt. My science background is laughable. I know it would take a HUGE effort, but how crazy would it be if after the completion of one's sophomore year (and declaration of major) each student's transcripts were pored over in the most critical fashion to look for obvious area(s) that might be lacking? Include high school transcripts, too. The reason I say this is that I ended up taking a GST called Science Core (for non-science majors) and it was a disservice. Certainly, faculty were put in a difficult position to third and fourth year students who had to HAVE that class to graduate. And obviously, the Course of Study is meant to include all things to create a rounded, complete curriculum for a certain major, but throwing Core Science at someone was practically useless. I learned much more in Ag 101, quite frankly...

Respondent 7 - More metals technology. / Tool making. / Green woodworking.

Respondent 8 - More digital electronics, but in the late seventies is was evolving.

Respondent 9 - I wished we had better course offerings in design and architectural technology.

Respondent 10 - Creative problem solving. This was a course offered at the graduate level at EKU.

Respondent 11 - Not really, applying myself a bit more would have certainly helped, taking advantage of all the cultural opportunities would have been beneficial.

Respondent 13 - An architectural drafting and design course in the department.

Respondent 16 - Business

Respondent 17 - More leadership roles and maybe more electronics and machine technology.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 18 - 1. Two Bible courses rather than just the one! / / 2. Everybody needs a good background in Electronics. In the state of Virginia if you have a Industrial Arts degree that qualifies you to teach Electronics even if you have never had a course in the area! / / 3. Probably one of the best courses that I took at Berea was Human Growth & Development! This course taught me a lot about my three sons as babies through their totally growing up period. / / 4. I wish that someone would have educated me in the many federal programs that I might have run into. / / I was hurt in what was to be known as a 'Crazy Money' attack from behind that ripped my right shoulder out from the bone! Five years later I had to retire because of this attack! I now sleep until 12-Noon because of the medication that have to take which includes two kinds of Morphine! 'Crazy Money' was created by the Democratic Congress before 1990. It was Established with these words, "so that white Principals cannot expel Black students at a great rate"! All that A black student has to do would be to claim that they have bad head aches up to include shooting two Virginia teachers in the back! This happened in the six months after I was hurt on November 5, 1993. The most punishment that they receive was ten days out of school and then back in school. I mentioned 'they' they were three African women in their twenties. They were lying about their age to get the $1,000/month in three different payments. They were in Section 8 housing. Oh did I mention they were illegal aliens and that I did not know them!

Respondent 19 - Dave Ramsey - Money Management. Being a good steward of Gods blessings provided to you both physically and monetarily.

Respondent 21 - education

Respondent 22 - Had it been available, I wish I could have taken a computer application course. When I entered college, the only computer system on campus I was aware of was the PRIME dinosaur. It was most clumsy and slow, the antithesis of "user friendly". When I entered graduated school, Apple II e's were all the rage storing 64K of memory on 5.25" floppy disks. / / If it had been available, I would have enjoyed a course in statistical analysis and quality assurance applied to manufacturing processes. Instead, I took a mandatory theoretical statistics class and tried to imagine its application to manufacturing processes, an area of great interest to me. Finally, since we live in the information age, I have often contended that all the information in the world is near useless if one does not know where to find it. Thus, I wish that a library science class to teach students a standardized system for organizing personal documents, school documents etc., and now all our electronic documents were available. Today at work, I have thousands of files and while I do my best to organize them so I can retrieve them easily, I fail miserable. I need help with developing a systematic information filing system. If such I system were built on a library science foundation, I think that would help me the most because my work is so cross-disciplinary.

Respondent 23 - Basic finance

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 24 - Electricity/Electronics.....somehow I missed them. I think I opted for weaving.....not nearly as useful in my career, but an enjoyable course.

Respondent 25 - Of course, but those were a matter of the times and available technology - would that we could see into the future!

Respondent 26 - Business Law, entrepreneurship.

Respondent 27 - I would have liked more courses in music. / / Multidisciplinary courses, combining science and culture would have been nice. I groaned at taking "Issues and Values" and "Man in the Arts" at the time but I recall those courses of study more than most.

Respondent 28 - I would like to have learned more about metals...machinging and welding. Somehow I managed to get through with only a brief introduction to this and I wish I knew more.

Respondent 29 - I wish I'd had a career advisor. I had no clue what I was doing at college except trying desperately not to get kicked out. / / My problem was I didn't know what I didn't know. / / The best course I did manage to take my final semester was production management, that has been most helpful. And I will forever regret not getting into children's literature class, "Kitty Lit"

Respondent 32 - No really.

Respondent 34 - No

Respondent 36 - Yes, more management courses.

Respondent 37 - The curriculum at Berea College was sufficient and provided me with a well rounded point of view.

Respondent 39 - Unsure if there are courses. However, I wished I had been prepped more for what to expect after Berea. What are the options I have. / Grad School / Work / / Maybe have an internship

Respondent 40 - This is an interesting question. To be honest, I am not sure if there are many things that I would have changed. However, I feel that I might have been more involved in more extra curricular events and clubs. It was not until my senior year that I really began to get more involved and it was truly the best year of my Berea experience.

Respondent 41 - No.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 42 - I wish I had gotten some certifications in some of the software packages I knew very well

Respondent 43 - Advanced business and accounting courses.

Respondent 44 - I think if the course were designed in a way they would be applied to outside world such as business, management, teaching etc.... They would see the benefit to their future career as to what future employers expect from new graduates.

Respondent 45 - I see a lot of movement in the sustainable construction and energy efficiency world. I wish that I had taken more classes on these topics.

Respondent 46 - Programming.

Respondent 47 - I think learning more about automated manufacturing would have been a significant help.

Respondent 48 - I wish that I had taken more business or management classes.

Respondent 49 - None that I can think of. Maybe another advance TEC course.

Respondent 50 - Management/business. Not fun, but proved to be something I had to go back and learn independently.

Respondent 51 - I expressed this in a previous answer.

Respondent 52 - I would have liked to have taken a cooking course because i'm not a good cook. I would have also liked to learned more about HVAC.

Respondent 53 - No /

Respondent 55 - Should have done a double major in Tech and Bus. Also, really wanted to do BS in Environmental Engineering, but the minor was only available my last year. Sad.

Respondent 56 - I wish I could have gotten into enviromental classes to go along with my tech classes

Respondent 60 - LEAN manufacturing / Problem solving techniques 8 Step, 6 sigma etc... / Plastic Fundamentals /

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 63 - For me if I could have combined more tech courses with fine art courses this would have benefited me greatly.

Respondent 64 - Not that I can think of.

Respondent 65 - Edication and communication

Respondent 66 - At this point in my walk with Christ and in life I always wished I would've taken more advantage of the Theology and Religion classes that Berea had to offer.

Respondent 67 - Calculus and Physics.

Respondent 68 - I had originally wanted a Computer Science major, but it was not offered at Berea at the time. I'm certain that has changed. I would have loved more exposure to Computer Science as well as Networking and even long range wireless applications.

Respondent 70 - I wish I could have taken every technology and industrial arts course offered haha, but that's not practical. No I got to take all the courses I really wanted/needed.

Respondent 73 - more computer science classes

Respondent 74 - More Applie Quality Assurance, more general programs where you can design ideas, website design, and opportunities to really understand the field that I am most likely going in.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 1 - Yes. Berea is well known in the sustainable ag sector. I was sought as an employee and for graduate school because of my status as a Berea graduate.

Respondent 2 - yes, work experience

Respondent 5 - Beyond any measure, YES. We were already 4 years ahead of our closest peers anywhere else. We were prepared for any public speaking, and could carry a debate without an "uhh", "umm", or "like, so". As Dr. Phil Spears used to say, "It's the Queen's English, it deserves that respect". Unknowingly, we were ready to take on the world. Some of us are still trying to conquer it. One acre at a time. I owe a great deal of my life to Berea, and continue to sing it's praises. I always will. I still use things I learned there everyday in my life, and try to instill those same values, and understanding to my own kids.

Respondent 6 - I knew how to work. That was a definite advantage!

Respondent 7 - Yes, I've been ahead of them in the areas of conservation, organic farming, and sustainable ag

Respondent 9 - Yes- I try to recruit Berea students because they have a good balance of work ethic and classroom knowledge.

Respondent 10 - For sure. I think I have a better work ethic than most people I've worked with. I also think that Berea grads gain a lot from the learning, labor and service experiences at Berea.

Respondent 11 - Berea tends to gravitate to highly motivated people. This alone sits the group away from most other canidates. The problem is in most area, the supervisors/ hiring officials aren't motivated and therefore does not want employees like this either.

Respondent 12 - Yes berea's work program gave me the exposure that others did not have from other institutions. Ther are businesses that know a berea graduate knows how to go to college and also work at the same time. They know how to balance work and life.

Respondent 13 - No

Respondent 19 - Absolutely. See some of my previous answers. My time at Berea set me up for a lifelong career in Extension.

Respondent 20 - Yes I think it did give me an advantage over my peers that started working at the same time I did. I had the work experience and the class work behind me to assist my clientele as an extension agent. Because my course work and labor position allowed me different experiences, I am able to handle questions or problems from my clientele over a broad range of subjects.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 21 - N/A

Respondent 22 - Yes, mostly because of the work ethic advantage mentioned above. Employers know Berea grads will work.

Respondent 23 - Definitely. Since I am working a different field now, which is dominated by people with biomedical backgrounds, being able to think about and address real-world problems with an ANR background has provided very useful and valuable contributions to team discussions and planning on numerous occasions.

Respondent 24 - No, but only because my degree was wholly unrelated to the field I work in. Also, I work with several very talented Berea College grads.

Respondent 26 - Yes, / I feel the work ethic and the amount of material that was instructed allowed me to have an edge on employees who went to larger universities. The one-on-one interactions with professors was extremely helpful.

Respondent 27 - Yes, Berea set me apart from my current peers because I got hands-on experience that many of them lack. Had I went to another college I might have understood the bookwork of agriculture but no the day to day struggles. The only problem I saw was that Berea gave me a false sense of security in thinking I was some how special compared to other graduates. I found out that was not the case... many people had never heard of Berea and didn't care where I went to school if it was not a state university.

Respondent 28 - not in the field i am in now.

Respondent 29 - Better communication skills both written and oral. Better able to apply theory to practical agricultural systems. Smaller class sizes makes me more team-oriented rather than in competition with my peers

Respondent 31 - Yes, with the work program I can manage my time more effectivily than most people my age.

Respondent 33 - Yes I do. Berea College taught me to think critically, or outside the box. I think this helps me now because I can now think better and faster than some of my peers. I also find that i work through problems in life differently then my peers, which I think is an advantage. /

Respondent 34 - Not right now

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 35 - In some ways yes because I got a degree and work experience at the same time. In other ways no because the job market has not been an easy path. Also the liberal arts program has thrown some kinks into some applications that ask for completion of specific courses. I feel that I could be more desirable to employeers had I taken more courses that did pertain to my career goals. I often feel that I missed out on really learning a specific field in depth. Also the credit system Berea uses does not match up with the normal credit system which is confusing fo employeers and hard to explain in applications.

Respondent 36 - I know I worked harder at Berea College than I ever have in my life. I look back and wonder how in the world I managed to do all that I did. I did things in my labor position that my current work peers would never think of doing. Not to put them down or to boost myself up, but they would probably whine and cry if they had to do half of what goes on daily in the "ag" department.

Respondent 37 - YES!!! I already knew how to juggle work and class so graduate school has been a breeze. Also, Berea is designed so your education remains broad rather than being limited to one very specific area of study. This certainly helps a graduate integrate, connect, and apply information rather than just cram for an exam.

Respondent 38 - The greatest advantage comes from the Berea College farm and farm lab experiences that reinforced the classroom. My experience in the labor program was a very big part of getting a job in a highly competitive class of applicants. Also, my management experience, farm production experience gained in the labor program, writing, and presentation experiences at Berea College. These have advanced me beyond many of my colleagues that didn't have this experience before going into our career. The broadness of my Berea experience (vs. specilized track at a University) have better equipped me for my career as I have much more to draw on than other colleague in my field.

Respondent 41 - Berea gave me a huge leg up. Unlike my high school friends, they are neck deep in debt and have graduated without work experience. Most of them either went straight to Grad School (because they failed to find work) or are working minimum wage jobs. / / Graduating with work experience in my field has made a tremendous difference for my professional career. I am easily 6-7 years ahead of the majority of my peers thanks to those opportunities given to me by the ANR labor department.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013)

Respondent 1 - Certainly. The ability to work hard and study at the same time

Respondent 2 - Please see first question's answer

Respondent 3 - Yes, work study provide an advantage over those who do not have work experiences.

Respondent 4 - Berea College certainly gave me an advantage. The work ethic enables me to stay focused on getting what I need done and to think proactively. Also, my work expereince enabled me to have some "real world" expereince while in college. That made me comfortable in my working life as well.

Respondent 5 - Absolutely not. And this is a falsehood that many Bereans tell graduates that simply isn't true in the business world (I was in banking for 23 years).

Respondent 6 - Through the student labor program, we learned the importance of working inclusively, promptness, and exceeding expectations. The labor and convocation requirements helped us learn to be accountable.

Respondent 7 - I have always been impressed by those employers that knew about Berea College and our labor program. Those who had not heard of it were always impressed after hearing the wonderful details of my experience. I have always used my Berea experience to my advantage in my discussions during interviews.

Respondent 8 - Yes it did. I learned so many lessons at Berea that I still benefit from today. It gave me a different appreciation for my job and my work ethics than many of my work peers.

Respondent 9 - Yes, through the diversity of the offerings, and through the reputation of Berea College, itself.

Respondent 10 - I think it set me apart in the fact that I had real work experience. Also, BC is known as a very good school so many people were impressed with the fact that I had graduated from BC.

Respondent 11 - Berea certainly provided a good foundation from the work perspective. However, I will also note that Berea may have been a disadvantage from a social and networking perspective. Berea can be, to an extent, be insular and not as well connected to the business world as many other institutions. Berea clearly has a connection to the NGO sector, as is appropriate given its commitment to service, but increase interation with the business community would be helpful -- speakers, projects, internships, etc.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 12 - Having actual work experience set me apart from other job applicants. My skills were continuing to develop - but I had more to offer. The liberal arts program & Berea experience developed me as a person.

Respondent 13 - I work for a Berea College grad that if I had not been a BC grad would not have gotten me the job.

Respondent 14 - Work ethic

Respondent 15 - From my experience in speaking with individuals who have graduated from several different colleges, Berea has given me a very distinct advantage in many areas. I especially recognized the level of education while I was attending graduate studies for an MBA degree. Many of my classes in graduate school used the same texts that I had already used at Berea. Much of the course work in graduate school was the same as when I attended Berea. By far the development of a strong work ethic has been my greatest asset in my various career advancements.

Respondent 16 - No.

Respondent 17 - Not sure because I only went to Berea. I do believe what does separates Berea students is our work ethic. We are not scared to get down and dirty but do what it takes to see that the job gets done.

Respondent 18 - Absolutely. I work harder than my peers, I'm more of a go-getter. Most importantly, I'm not afraid of risks or failing. It's part of the cycle and Berea gave us that experience in a structured way. After the first year, each student was allowed to look for a different labor experience and that taught taking responsibility for one's actions. Once you are touched by Berea College, you are different from everyone else and you realize what a better person you are. Berea College, not only instills the right values and morals, but teaches you what dignity is in both your professional and private life. A true Berea graduate knows the responsibility that comes with that type of trust and education and pays it forward threw their actions and choices in life.

Respondent 19 - Yes, the combination of the labor program and BC Great Commitments have allowed me the ability to both "hit the ground running" in my career and be focused on serving others above myself. These are two skill sets that are a defiinite advantage in the work force.

Respondent 20 - My work ethic was so strong, I was often told by supervisors that I had to curb or tone it down to keep others from looking bad.

Respondent 21 - Very good broad liberal education. Instilled critical thinking skills and just a better world view than perhaps a more technical or applied education.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 22 - Broadly, yes. I think the Berea experience is just so impactful - in ways that current students probably don't understand. Again, I think the labor program is a big part of that...

Respondent 23 - yes. We were taught the value of a job well done and that all work has dignity. When I started to work they considered me having four years experience. So I didn't start at the very bottom of the ladder.

Respondent 24 - The work/study program helped me to know how to function in a work environment. I have also found that Berea's reputation is good.

Respondent 25 - I believe that Berea provided me with the advantage of a high quality education that could be built upon. I know that many in the professional world that know about the college respects Berea College and the quality of students produced.

Respondent 26 - The work experience was a great advantage as well as Berea's reputation as an exception college.

Respondent 27 - I believe I was hired because of Berea's great reputation.

Respondent 30 - Once again, this is far, fra more than a few minutes. Read my short stories and if you like I will send the the "unpublished" business nuace stories.

Respondent 31 - Yes. While business decisions involve numbers, they also involve the people who are affected by them. I believe that the liberal arts portion of the curriculum at Berea provided me with a broad range viewpoint and allows me to look beyond just the numbers when making tough decisions.

Respondent 33 - I thick I have more drive and a better work ethic. I do not get content and aspire to grow in my career field at all times.

Respondent 36 - Just having a Berea College degree itself has opened doors of opportunity for me. The College's labor program and its reputation for a rigorous academic program are widely known and appreciated by employers all over the US.

Respondent 39 - I feel the work experience was excellent. Great work ethic skills and the ability to move into all areas of life and work.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 40 - Absolutely! First of all, Berea College gave me a solid understanding of the functional areas of business management through my studies and labour programme that allowed me to excel both graduate school and my professional career. I developed a passion for caring about other people. I started to develop critical soft skills such as analytical and critical thinking, communications, data analytics, and general IT knowledge at Berea College. Additionally, the diversity of the college community and its emphasis on the equality of all God's peoples has served me extremely well in my professional career as I work with diverse peoples from all over the world. Indeed, it has greatly prepared me in my current work in the United Nations System.

Respondent 41 - Berea taught me great work ethic and that made me stand out from my colleagues.

Respondent 42 - Yes, the work ethics and balancing academic work with real work.

Respondent 43 - No.

Respondent 44 - Berea, did prepare well and everywhere I've worked I've always had the confidence of a Berea College education to compete with others.

Respondent 45 - Yes. I think I was well prepared for the demands in the business world especially with taking the Organizational Behavior and Intermediate Accounting courses that daily held students accountable for their work.

Respondent 46 - Yes. Berea taught me how to budget very little money. The school also taught me how to manage time with work and academics.

Respondent 47 - I feel the component of having many opportunities to express yourself and work together on projects were invaluable experiences.

Respondent 48 - Yes. Berea really prepared me to be able to work in a team environment, as well as understand that each person has a role to play in the success of a project, or business.

Respondent 49 - Yes, basically it introduced me to a multi cultural education that removed walls (preconceived ideas or judments). it also prepared me for working and learning with people from all walks of life. / / The labor impact of attending Berea also helped because I had multi-taskiing skills when I entered the work force.

Respondent 52 - I do not know if Berea gave me an advantage over my current work peers, but not matter where I someone has heard of Berea College.

Respondent 53 - I think Berea College helped prepare me more than other colleges prepare their students. At Berea everyone is more independent and not afraid to step up to a challenge. I think other colleges, especially larger colleges, stifle that atmosphere for students.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 54 - Yes. I feel the experienced gained with the labor position at Berea as well as my internship for course credit helped in preparing you to enter the work force and many of the scenarios that we did in class I have used later in the workforce. I went on to get my MBA after Berea and feel the in depth classes that I had at Berea helped greatly in my MBA courses as well.

Respondent 55 - Not sure I'd say "advantage", but certainly I see myself as different from the mainstream. Can't say that is only berea's influence, for it's a combination of many experiences. I can say that I value honesty & integrity (berea helped to lay that foundation in me) that often goes against the "norm" in our society today. berea helped me to become strong in my character & that has helped me to stay true to myself.

Respondent 57 - My labor assignment was a huge benefit as I felt comfortable in the business environment. Also, the strength of the coursework prepared me well. I have met many executives who are aware of Berea College's reputation of a high-quality education and that is an added benefit when interviewing or meeting management.

Respondent 58 - Yes. Berea College gave me an opportunity to go to college and succeed despite the fact that my family had limited income and financial means. The Berea College Experience showed me that given a chance, and with a lot of hard work, one can accomplish great things. Many of my work peers did not have the financial challenges that I had in getting a college education. Because of this, I feel that I am more appreciative of what I have and, as such, continue to work harder to be successful.

Respondent 59 - Yes, my work ethic and willingness to learn new things and to view and accept challenging work as opportunities. My time at Berea has also exposed me to a very diverse culture and I have learned to respect and interact with individuals of different race and different views.

Respondent 60 - Right now I work with my husband. So we both graduated from Berea.

Respondent 61 - I do. I currently live in TN and employers here have heard of Berea College. Berea has a reputation of producing solid academic performers and employers like that you had to balance it with also working....getting to timely apply your knowledge in a real life situation.

Respondent 63 - Yes, because of my work ethic I feel I am more conscience of how I direct my efforts on projects & daily responsibilities.

Respondent 64 - I believe my experience at Berea gave me an advantage over my work peers as I completed my Bachelor's degree with minimal debt....less than $1K. Berea definitely prepared me very well in obtaining my MBA and MSSF degrees. The education I received at Berea has been a huge blessing in my life and I am so grateful for the opportunity to have studied at Berea.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 65 - Yes. First, Berea has "earned" a great reputation that my employers knew about. Once in the door, I had an opportunity to prove the reputation that Berea students know how to work hard and are creative in problem solving.

Respondent 66 - Yes. Excellent education and strong work ethic.

Respondent 67 - Yes I do! I learned how to actually work! It gave me some good contacts although I never actually needed them. The professors at berea were very benificial in preparing me for the real world experience after graduation.

Respondent 68 - I believe the small classroom setting and outstanding faculty were definitely an advantage over big-box schools.

Respondent 69 - Absolutely, for many of the reasons I state in my response to the first question. I have a far better ability to communicate, both spoken and written, and this has been noticed in my career many times over the years. The organization skills I learned have also been invaluable, as many of my colleagues tend to get buried by the many, varied demands of our jobs.

Respondent 71 - Having work experience I believe gave me an advantage at getting hired right out of college. I'm not sure my actual classroom knowledge gave me any advantage, but I was definitely at least equal with anyone else I encountered.

Respondent 72 - The work ethic as mentioned above, plus the value of being part of a team an working for an authentic purpose.

Respondent 73 - yes, Berea College sees its student ee as workers and tries to help them learn vs just punching a clock

Respondent 74 - No, not really. BC was just the best "fit" for me and my leaning style(smaller classes).

Respondent 75 - Yes. One of the college's commitments has a statement that all work has dignity. I think of that phrase on a regular basis. It guides how I work with others all positions.

Respondent 76 - Absolutely! Berea gave me the ability to multi-task between work, class, homework and play. I learned time management, money management and real-world living before graduation which enabled me to focus more on my job after graduation while my colleages were still learning how to take care of themselves.

Respondent 77 - That's difficult to say. However I will say that often in interviews for various jobs, the fact that I went to Berea and took part in the labor requirement made quite an impression.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 78 - Not neccesarily. Sometimes I think that a voc/tech education would have put me in the workforce quicker, but I would not trade the education I recieved. /

Respondent 79 - Yes, my experience at Berea helped me with application of knowledge, wisdom, discernment, and work ethic. It also showed me how even if I am not strong in a particular area (statistics), I need to have a working knowledge of it.

Respondent 80 - Yes I learned time management skill working and studies

Respondent 81 - It's been 15 years since I graduated. I cannot support this argument.

Respondent 82 - I do think my improved communication skills from all the classes boosted my conversational and written skills in a dramatic way, often better than my peers, but at least a major improvement for me personally. You as the reader here, may not be impressed.... But let me tell ya, I'm much improved!

Respondent 83 - Berea probably gave me a stronger work ethic.

Respondent 84 - I look at everything with a different perspective because of my experiences at Berea.

Respondent 86 - N/A

Respondent 87 - See comment above. I do not feel disadvantaged in any way compared to my peers. I believe it is an individual effort to take corrective actions in any chosen career if one feels disadvataged in any way as a reult of the Liberal Art focus of berea College. For me, i went on the complete and Masters degree and also the CPA exams to be marketable and aligned with my peers.

Respondent 88 - Absolutely, I believe Berea instilled values and appreciation in me that I don't see my peers having. Also my passion and hunger for education as a privilege rather than something to be taken for granted.

Respondent 89 - It did in many ways. Berea made me a better person which not a lot of my peers can say for their undergrad institution. However, that advantage comes from the liberal arts portion of Berea's Education. I am a better writer (due to GSTRs), better volunteer (due to CELTS), better thinker (due to Convos) and all that shaped how to give back. Skill sets can be improved and build upon in many different ways but making someone a better person is challenge on its own.

Respondent 90 - Yes. Simply put, the ability to value and respect my contribution and others'. I believe I had learned to cope and manage time to deal with school, labor program and volunteer work. My ability to understand others and handle workload and stress is quite good, if not excellent.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 91 - It is hard to tell. In some way, I feel like I became a more well-rounded person, as a result of taking required courses that were not applicable to my major of study.

Respondent 92 - If anything I would say being able to juggle multiple things. Not everyone goes through school having to juggle work and study and at Berea, you have no choice but to do it, which is a good thing. It helps prepare you for the real world, which is a lot tougher.

Respondent 93 - Absolutely! Berea gave me all the essentials and taught me to think and face challenges from a broader perspective. I would / not want my children to have anything other than a liberal arts education.

Respondent 94 - Berea College gave me an advantage in 3 areas: / / 1. Most of my coworkers/current work peers are saddled with significant amounts of loans which they will continue to pay for several years. Graduating from Berea with little to no debt, allowed me to start saving for the future and helping my family financially earlier on than I would have been able to otherwise. / / 2. Berea provided me the opportunity to meet the 150 credit hour requirement to sit for the CPA exam upon graduation by providing academic credit for internships and allowing me to carry course overloads during the regular semesters. Most of my peers in public accounting could not attain the 150 hour requirement with their undergraduate program alone and had to pursue a master's program in order to meet this requirement. / / 3. The labor program provided me with opportunities to develop leadership and interpersonal skills that have been useful thus far in my program. For example, as part of the labor program I had to complete performance reviews for my direct reports in addition to getting performance reviews from my supervisors. So I was not entirely new to the process when it came time to go through it at work. /

Respondent 95 - Not in my professional life. However, i was exposed to the Appalachian values and many people in my work place did not have that.

Respondent 96 - Yes, of course. It is first the work attitude. I am able to manage heavy workload thanks to time management skills learned at Berea. It is about the writing skills that set me apart from other peers. I am about to give concrete and structural report for managers and above level.

Respondent 97 - As mentioned above, course requirements other than my field of study helped in building capacity in communication, critical thinking, and analytical thought. The labor program provided important skills in interpersonal communication/interaction, time management, and flexibility and adaptability in fast-moving environments.

Respondent 98 - I am not sure I would say I feel an advantage but I definitely can work on the same level as the others with no problems with the education I received from Berea.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 99 - Yes. The advantage that Berea College gave me can be seen and felt throug the way i carry myself every single day, whether at work or in my personal life. I learned in Berea that people are truly equal to each other, and everybody deserves an opportunity to do what their potential allows them to. I try to push my coworkers all the time as i also try to find more challenges for fresh employees at my company to help them understand their potential and give them the same opportunity that Berea gave me, which is to grow my abilities to be ready for the greater opportunity to come.

Respondent 100 - Berea college has completely set me several steps ahead of my peers with its work study programme. The work experience gained during my four years features highly on my resume and during interviews. The emphasis on hard working spirit is another thing I will always be grateful of.

Respondent 101 - In some ways Berea College gave me the opportunity to work on campus in various positions that helped me to link theory and practice and prepared me for the challenges that I was going to face after college. This therefore, gave me some confidence, when I left college.

Respondent 103 - It does give an advantage in terms of work experience and being able to apply course materials in workplace earlier than my peers. Engaging in outside-classroom activities such as internships and volunteering in business events help me take initiatives better, expect any unexpected setbacks and find solutions to resolve them.

Respondent 104 - I will say it is up to the person what they take from Berea College. Berea College was free education and I was able to take more classes than I would take if I had to pay. I could graduate with 3 to 4 classes per semester, but I took 6 classes almost every semester and I took classes from different majors. / / Taking more classes affected my GPA, but I didn't care about my GPA and was more interested in learning. Now after college, I earn over 100K and I am confident I will earn millions in next few years. So I am highly satisfied with Berea College. But I also have my friend who had very good GPAs and now working at coffee shops and restaurants and stuck at minimum wage. / / Educations is a tool, but it is upto the person what they do with that tool. Yes I have advantage over my current work peers but thats because I used the knowledge I learned from Berea College to expand my knowledge in my work fields.

Respondent 106 - Absolutely! Berea college exposed me to an amazing world. It opened my mind to new ways of thinking, acceptance, tolerance, learning through service. It is not very difficult for me to get along with various groups of people.

Respondent 107 - Berea gives you an advantage in the way its set up, that you have to work to earn your degree. You have more responsibilities and you have to make it on your own. In my case, as an international student no one was paying for my education, so I had to make it own my own. That is what sets Berea College apart. In terms of academics its OK compared to other schools.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 108 - it definitely gave me an advantage because of the past work experience through the labor program (especially if a student works in the desired field).

Respondent 109 - I think the Berea difference is in the values that the model delivers. You can tell a Berea apart by what drives them: this passion to use their skills and education to make a difference in difference in the world. Many institutions merely provide you with skills without a governing sense of purpose for you education

Respondent 110 - Of course yes. Berea College not only gave me qualify education, but also provided me with an exposure to the world's perspective. Having a chance to study, work and learn from students whose backgrounds and experiences are very diverse is wonderful. Also, the labor program is great. I think I appreciate the education and opportunities that Berea College has given me.

Respondent 111 - Honestly no.

Respondent 112 - I believe a Liberal Arts College produces a more well-rounded individuals and that is more beneficial to the work place. I believe the work-study requirement allowed me to graduate with some beneficial work experience but not enough to have a significant advantage over my peers.

Respondent 113 - Yes Berea exposed me to work ethics and how to be diverse in the work place

Respondent 114 - I think Berea College delivered an advantage in the sense that we were taught best practices to be competitive with those around the country graduating from elite colleges. This included instructing us to read the Wall Street Journal, participate in organizations and activities such as Students In Free Enterprise, and offering unique training and development programs such as Entrepreneurship for the Public Good.

Respondent 115 - Berea College has definitely given me an advantage. I have great working and internship experience because of Berea College. I do not have to take additional graduate classes after graduation from Berea College to take a uniform nationwide test because I have enough credit hour from Berea College. / / In addition, I am more cultured compare from my peers. Berea college has done great job in diversity. Berea college has helped me to become more open-minded and to have interests in other cultures. / / Furthermore, Cornell weekend has helped me to improve my resume and interview skill.

Respondent 116 - I think the experiences that I gained from Berea had provided better intrapersonal skills than some of my peers. I was able to relate to a lot of different folks because of the different culture/dynamics of Berea's environment.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 117 - Yes I believe Berea college set me apart from my coworkers/peers. When I say I graduated from Berea college you see people's eyebrows raise it has a certain level of respect that comes with the name.

Respondent 118 - The advantages I gained from Berea College were as follows: No student debt, a liberal arts education.

Respondent 119 - YES! I think Berea College students do not have a sense of entitlement and are willing to work hard to achieve their goals and follow their dreams. I also think Berea College students EMBRACE diversity. That includes diverse cultures, thoughts, and welcoming creativity in ideas. Since BC is very diverse, students start out early with knowing that diversity is an advantage and a way of life.

Respondent 120 - I definitely think I have an advantage over my peers because I have been able to experience so much. That exposure lead me to be a lot more comfortable when dealing with things in the post- Berea world.

Respondent 121 - The diversity of the BC education definitely helped give me a broader basis than others I think.

Respondent 122 - I feel that I was better prepared than my peers to balance work with the rest of my life. I was also better prepared to be held accountable because my professors demanded much more in terms of completing work, attending classes, etc.

Respondent 123 - Yes, I believe the diversity and hands-on learning Berea offers sets their students apart from other institutions.

Respondent 124 - I can't speak for what it's like to go to a state school and I did not go to get a masters but many of my friends that went to get a masters said that it was a breeze compared to Berea's undergrad. I do think that there is a recognizable work ethic that employers recognize in Berea grads.

Respondent 125 - Yes. I feel that because of the labor program and the technology advances that Berea offered, that I definitely have an advantage over my peers as well as individuals that attended other colleges or universities.

Respondent 126 - I think my work ethic, curiousity, and liberal arts background sets me apart in a good way. The biggest challenge for me is that in some business settings, resisting being "single minded" to achieve a goal at whatever cost and asking questions with the intent to understand rather than blindly following the established rules are not always seen as favorable assets.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 127 - Over the years, the one thing that I found helped me stand out from work peers is the reputation of Berea College. In my career I travel and work with executive management and Board of Directors of financial institutions. I typically get a pleasant response and have found that I get a little more respect if my alma mater is brought up in conversation.

Respondent 129 - Yes. Ed McCormack's Spreadsheet and Database class in particular has set me apart from my peers many times due to my abilities to work with and manipulate data in the workplace. In addition, just the overall work experience of serving in teams and seeing ideas from different angles has allowed me to excel in roles. Also, the Senior requirement Management and Presentation course gave me experience that my co-workers were not able to compete with if they had not pursued a graduate degree.

Respondent 130 - Definitely! As stated above - the fact that I went to Berea and a work/study program impressed my employers. Our VIP of Finance (my ultimate boss) has told me, when he looked at my resume, he immediately Googled Berea College. Berea's image is one of integrity, hard workers, and high academic standards, and one, which I believe, ultimately helped me land my current position.

Respondent 131 - I do believe Berea College game me an advantage over work peers. I think the overall Berea education culture of not being able to miss more that 3 classes (at least, that is my memory) translated over well to work ethic. It's amazing how many co-workers I talked to that never attended classes at the colleges they attended and only attended on test day....they mentioned how difficult the transition was when having to be at work every day. It's something I never thought of until I heard the stories and comments from co-workers. Other advanatage was the internship opporunities Berea obtained. I remember not even searching out for an internship but Berea having one that I was offered and decided to take.....a huge advantage.

Respondent 132 - I do believe it gave me an advantage. Both jobs I have had after Berea, were in an office setting. My job at Berea helped me to understand how to work in an office environment and what type of professionalism I needed to exhibit. The opportunities I have been given are because I had a "heads up" on other recent graduates with no work experience.

Respondent 133 - Yes! I felt more prepared with specific accounting skills that I have noticed have been difficult for some of my peers to grasp. I also feel that I manage my time much better than some of my fellow peers as well as come up with multiple results to a single problem.

Respondent 134 - I don't believe so, other than being able to graduate with less debt than other individuals. I've not interviewed for any positions in which my degree from Berea College or particualr experiences set me above other individuals.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 135 - I think that the labor program provides a boost on an application by providing some experience prior to obtaining a job. I was also able to take a lot of accounting courses through EKU and January term that wouldn't have been offered otherwise.

Respondent 136 - Generally, I feel that a liberal education I received in a small, residential setting has allowed me to be conscientious of others and aware of the broader impact of my work--i.e. critical thinking. I don't always notice that quality in my peers who come from other academic and personal backgrounds.

Respondent 137 - Absolutely! The market knows (at least a bit) about the College and our Labor Program. Our reputation remains stellar. / / I feel that my work ethic (enhanced by my College experience) allows me to produce more than others, day in and day out. I believe the quality of my work stands above many. / / Also, the financial assistance provided by Berea (graduated debt free) allowed me to complete graduate school in short order. How's that for magic!

Respondent 138 - I believe the work-study program, combined with working an on-campus job that actually relates to your major (which I was lucky enough to have found) gave me a clear advantage of valuable work experience.

Respondent 139 - Yes. Strong educational reputation and I fealt my specific workload and the professors in accounting, finance, and economics providing exceptional abilities to teach principles and advanced mechanics in these areas.

Respondent 140 - Yes because I had the course knowledge and mainly the work experience for four years. Employers look at that. I've been with my employer for almost 3 years and it was because of Berea.

Respondent 141 - I think in some ways, yes. / / The CEO of our company has stated multiple times that BC alum have an unparalleled work ethic. There is dignity in all labor and it's obvious that our BC alumni employees separate themselves when it comes to jumping in on projects, large and small, and doing everything possible to ensure a quality outcome.

Respondent 142 - I do think Berea College's labor program really prepared me to be a leader in all my jobs. It gave me work ethic and experience that my peers didn't have.

Respondent 143 - Absolutely. The labor program allowed me to graduate with years of experience in my field. The diversity helped with my ability to communicate and relate to those form different backgrounds.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 144 - Yes. I have an entirely different work ethic than others in the industry, and for that my business is growing and clients choose to work with me...because there is no doubt they can count on me.

Respondent 145 - Yes because I feel like the academic standards were higher. The work portion only helps if you are competing with someone that has never had a job.

Respondent 146 - The ability to balance work and life have been a huge advantage gained from my years at Berea College. Additionally, the networking opportunities are endless. I have been able to connect with someone who had been a part of the Berea College family throughout my career development.

Respondent 147 - Berea College gave me a distinct advantage in the internships I was able to complete, as well as my student labor experience that prepared me for the work environment. I also have a more impressive work history because of the responsibilities I carried as a student.

Respondent 148 - The high expectations that Berea has of its students helps to prepare students for stressful workloads that they may encounter in the future.

Respondent 149 - Yes. I tend to produce better work. I am accustomed to harder work. I feel I am more well rounded.

Respondent 151 - Yes if I would have taken an internship I would definitely be a head of many of my peers.

Respondent 152 - I feel like Berea helped me stay humble. And i feel this is an excellent quality. I also think Berea' s curriculum was tough and I leaned the discipline needed to stick out tough situations and accomplish the necessary tasks.

Respondent 153 - Every job interview or supervisor that I have talked with over the years have said they are always impressed with Berea College graduates. They know that when the student has graduated, they are ready for the work force for many reasons. One being the work experience because they are job ready. Another is the critical thinking skills and the ability to work in teams to accomplish a goal. One employer told me that they value a degree from Berea College more because of the hard work ethic of those that attend, whether it is in the classroom, on the job, on the field, or in personal life.

Respondent 154 - The internship requirement was a very positive aspect of my Berea College experience that set me apart.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 155 - Berea improved my ability to juggle multiple tasks. / The biggest advantage I have over my peers is the lack of student loans. Last year, I bought my own home, something few people my age can reasonably afford.

Respondent 156 - The types of students that Berea accepts in enrollment provides a diverse and intelligent group to work with in classes. When students reach their more demanding classes they are surrounded by the best versions of themselves. This environment pushes you to work and challenge the way that you think. At the end of the day most of the people that compete with at work did not experience this and i feel I have a leg up on them.

Respondent 157 - See above - work ethic, working as a team, being held accountable and caring about the work you do!

Respondent 158 - I do feel like being a Berea alumni sets me apart in that there is a different balance of college life as a student there. You learn to juggle the coursework, homework, labor, extra cirrcular, convocations, etc. Many college students do not have as many moving parts of college life.

Respondent 159 - More than anything, Berea provided me the opportunity to meet people, work with people, befriend people of all backgrounds. I think it helped me be understanding of different types of people and accepting of the individuality of people.

Respondent 160 - I think there is a well rounded, work ethic, global perspective that Berea graduates get that not all college grads leave with.

Respondent 161 - It helped develop my work ethic. Sadly, I've never directly used my degree from Betea. I ended up going to 2 other universities and earned 2 additional bachelor degrees before I ever started a career.

Respondent 162 - I work at Berea, of course it's best to be an alumni, it's an easy way to connect with co-workers and students.

Respondent 163 - Yes, and I mostly attribute that with the labor program. I could not have gotten where I am now, without it. I have had managerial experience for several years while my peers at other schools were forced to work retail and/or fast food to pay the bills.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 1 - The liberal arts curriculum and writing skills set me apart from peers who were more technical, but couldn't communicate effectively. I learned how to persuade more effectively at Berea.

Respondent 2 - Berea's emphasis on writing was helpful.

Respondent 3 - Yes, have the work experience was a tremendous advantage.

Respondent 4 - Yes work experience and work ethic

Respondent 5 - Yes because of the work ethic. I see people in the work world who don't have pride in their work. They don't get the job done.

Respondent 6 - Berea values excellence and hard-work. These values will always supersede entitlement.

Respondent 7 - I think the liberal arts background was very useful. I feel like I'm prepared to communicate with a wide range of people on a variety of subjects. I also tend to think about problems more holistically which is often useful. / In grad school, I also had a definite advantage since I'd already TAed while being a student. I understood, more than my peers, how to balance those two things.

Respondent 8 - I don't know.

Respondent 9 - Not really in the Computer Science side of things, but overall yes. The forced exposure to so many different things, combined with the labor program gave me opportunities I'm not sure I would have gotten otherwise. When people in the working world see you went to Berea College AND they know what Berea is, you automatically get a leg up over most other schools.

Respondent 10 - Well, not Berea direclty, but working for extended periods on papers had me prepared for working over time.

Respondent 11 - Yes, since I basically have 4 extra years of experience where I had to be driven to succeed at college and my job it gave me more a sense of drive that some of my other current peers do not have.

Respondent 12 - Yes. I think I'm more all rounded in terms of work, family life and social life. I think I polished most of these skills at Berea College. As I mentioned, I had to wear many hats at Berea and consequently time management was a major component. I find myself being very comfortable doing this at work. I also don't get scared of difficult looking assignment at work because I was able to work independently on tough programming assignment at Berea College.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 13 - The years of experience under my belt working in the labor program was the best preparation for the workforce I could have had.

Respondent 15 - It set me apart. My current work peers all went to larger schools, with proven track records in software engineering (VT, RIT, UMD). I felt as if I hadn't been pushed enough academically, especially because I was able to get a CIS degree with only Pre-Calc. All of my peers took at least Calc 1, if not 2, 3, etc.

Respondent 17 - The Labor Program definitely gave me the much needed experience in many different work environments.

Respondent 18 - Not sure how to answer that, I'm in California, one of the peak areas for software development, and mostly I see that quiet, focused, ethically driven motivation missing from my co-workers, so maybe that's what Berea strengthened in me, sure do think of that area as home vs. where I am now!

Respondent 19 - Not in computer science, but in mathematics

Respondent 20 - Yes. Berea College's Liberal Arts education molded me into a good critical thinker, a good writer, a good reader and a knowledgeable professional.

Respondent 21 - The critical thinking skills I learned at Berea gave me a leg up on the competition in every job I've ever applied for.

Respondent 22 - yes. being prepared to solve complex issues as well as have the ability manage/balance priorities

Respondent 23 - I do. Many of my peers graduate from traditional engineering or compsci background. They have good technical skills but their knowledge seem too focused. Having a broad background from liberal arts allow me to see the big picture and communicate my ideas clearly. I'm also more motivated to improve myself than my peers, something I attribute to the nature of coming from a non-engineering school.

Respondent 25 - I'm a licensed civil engineer. I'm not sure how I became license... pretty much through self-study. What Berea College gave me are soft skills, such as I mentioned earlier, positive attitude, smile, sweet talk, hard work, be prepare for opportunities, look above/ahead of Appalachian mountains (metaphor), etc.

Respondent 27 - It helped me learn to never slack off from work and always keep giving it my all

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 28 - Not really. Many of my peers come from highly technical schools, I feel like the quality of their focus on algorithms and mathematics really give them the edge when it comes to the hard-skills required by the job. I would say that I am a more well-rounded individual, but definitely had to play catch-up when I encountered the real world.

Respondent 29 - Absolutely. And I contribute this almost 100% to the work study program. Berea is a nice place, but its a general school, you could always go somewhere better to specialize. But what makes berea special is the way in which it allows its students to work for them, giving them a leg up against anyone else once they have graduated. When I graduated, I didnt have 4 year experience as a waiter, or at a fast food joint. I had 4 years of technical experience, giving me what I think is a definite advantage over others.

Respondent 30 - Not really.

Respondent 31 - Well. I think the major was young when I took it. It helped, but I think more real world experience would have helped more. As the years go on and if the CS major goes in the right direction then it would be better. (I am NOT saying its going in the wrong direction.)

Respondent 32 - I don't really think so. To think that going to Berea College is going to give you an advantage is silly. It certainly has opportunities that can give you an advantage, but that doesn't matter if you don't use them. It is entirely up to the student to give themselves an advantage, and they can do that by using Berea. Don't expect that because you graduated from Berea that it will matter if you didn't use your time wisely.

Respondent 33 - I think that working in the labor program is helpful, but not a gigantic factor, depending on your position. I think that internships and otherwise working during school was the most beneficial to me.

Respondent 34 - Yes, not many colleges would go out of their way to prepare me for a career.

Respondent 35 - All of the employees at my office are Berea graduates and the CEO has mentioned over and again that this is because Berea graduates have proven to be very dedicated to their work and are able to rise to any challenge.

Respondent 36 - this is a snooty question, but i appreciate it all the same. i sort of do feel like i have an advantage. i feel like, having survived the berea experience, i can survive just about anything. the labor experience is valuable. they always said that it would be, and they are correct.

Respondent 37 - Recently graduated, and haven't been employed yet.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Economics (February 1978 – September 2013)

Respondent 1 - Absolutely, having the labor assignment besides attending classes forced me to think more about organization of my time: how much time to spend on attending classes, how much time to spend on the labor assignment, how much time to spend on studying/ doing home-work; how to organize all these requirements in such a way that I still have time for social activities such as being volunteer for the community.

Respondent 2 - Yes. Primarily the work ethic and the unassuming intelligence that comes with a Berea education is often underestimated in the business world.

Respondent 3 - I bump into other Berea College graduates and all seem to have something differnet about them. There is a desire to be successful but also they seem to work well with others.

Respondent 4 - Perhaps to some extent. The liberal arts education provide an analytical framework to solve problems from a multi-disciplinary stand point.

Respondent 5 - In one way yes. I teach in the business school at a mid-sized university. The breadth of course work I took at Berea allows me to more easily navigate across disciplines than many of my peers.

Respondent 6 - Yes, I can offer a unique perspective in that of a candidate that was recruited from Berea and landed a successful job placement/career and later as a job recruiter that returned to the campus for interviews. As a job recruiter, I was able to feel comfortable that the Berea students had the right work ethic, professionalism, attitude, and the ability to learn the job well. I never hired anyone that was a dud from Berea College, we had a good track record with getting quality candidates. I think the labor experiences gave the Berea candidates a more polished, more mature appearance against other candidates that often had limited work experience during their college career.

Respondent 7 - Berea has a great reputation. I learned from Berea to be self motivated, work well in group seeting and work independelty. These skills have became very handy. I receive little suprvision from my supervisor because she knows that am very dependable, focused, and remain active on on the job.

Respondent 8 - I believe I have an advantage over my current work peers in a couple of areas: / 1. Work ethic that was tought through the Labor Program at Berea is beneficial, / 2. Financial position -- not having to deal with huge student loans upon graduation is a great benefit.

Respondent 9 - Yes

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Economics (February 1978 – September 2013), continued:

Respondent 10 - To a certain degree I do think I had a bit of an advantage over work peers early in my career because of my experience at Berea. Berea wasn't easy. Lots of requirements placed on you outside of academics that help prepare you for life after college. I didn't go to graduate school and entered the workforce directly after college. Comparative speaking I worked harder, longer, smarter, and was promoted quicker than my entry level peers. I moved to Cincinnati to take my first job after college and my direct supervisors had never had a Berea graduate work for them before. After I had worked there a year they hired another recent Berea graduate based soley of their experience with me. Now some of my work ethic was just in my nature but it was fortified by my experience at Berea.

Respondent 11 - Yes. My experience at Berea strengthened by belief that you must work hard and produce. The concept is not novel, but decreasingly shared or lived.

Respondent 12 - I think Berea College prepared me very well to be placed in a top university in the country to pursue my PhD studies. Most of my peers are very well-prepared, but they come from top universities in the country and worldwide. As far as I know, I am the only student that comes from a relatively small liberal arts college. I do not feel in any way disadvantaged. I think this does speak to Berea College being a top liberal arts college, and its students just as well prepared as students from top universities in the country and worldwide.

Respondent 13 - I think being a Berea graduate does separate me from the rest of my work peers. My values seem to be different. I tend to go the extra mile in getting things done compared to my peers. I also have a tendency to show people how to get the answer as opposed to just giving it to them. I believe these are habits I developed during college.

Respondent 14 - I think that studying at Berea College helped develop my research, writing and editing skills. Also in terms of math background, I felt well-prepared for a Master's program in City and Regional Planning. And having taken economics classes at Berea meant I did not have to re-take an economics class in grad school. I find that few people have heard of Berea but those who have heard of it have a very favorable opinion.

Respondent 15 - Yes. The hard work that I had to put into my classes I put into my current job. I can tell the different work ethics some my coworkers have.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Economics (February 1978 – September 2013), continued:

Respondent 16 - Without a doubt, it has. The quality of Berea's education is on par with any liberal arts school in the country including local schools like Transy or Centre or Georgetown. But with the addition of the labor program that includes everyone Berea students learn an appreciation for work ethic and equanimity that most of those students will not. I also think that Berea's dedication to a "greek" free campus is hugely underrated. The campus environment, and in turn the learning environment, are infinitely benefitted without all the classist and arbitrary divisions created by social fraternities. Also, the contribution of international and diverse U.S. students is remarkable. I learned so much just from being around people from completely different backgrounds.

Respondent 17 - We valued our hard work and that we had to work to earn our degrees. There were expectations from the students.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

EPG (Participants from 2002 – 2011)

Respondent 1 - Yes, my critical thinking skills, work ethic, networking abilities, and experiences have shaped me into an excellent candidate to assist small business start ups in my community.

Respondent 2 - Yes. I have experience of teaching and researching.

Respondent 3 - Yes, because Berea College gave me how to manage multi tasking jobs. For examples how to balace your work and study.

Respondent 4 - Yes - travel abroad, self-confidence, earlier work experience benefits.

Respondent 6 - I do feel that I had an advantage over my peers in the work arena because a lot of the situations I deal with now working at another institution often arise. I am able to provide ideas from experiences that I incurred at Berea.

Respondent 7 - Absolutely! Berea gave me all the essentials and taught me to think and face challenges from a broader perspective. I would not want my children to have anything other than a liberal arts education.

Respondent 8 - I do feel like I have an advantage, but I haven't been around any peers since graduation, so it is hard to articulate that. / / I attended a small, private liberal arts college for a semester my junior year, and it was only marginally more difficult than high school. All living things grow and strengthen (and sometimes break) iaccording to the intensity of stressors they are exposed to, so I can't imagine that most of my peers are as strong as I am in terms of those aspects of life influenced by our college experiences. That being said, some individuals are going to be strong and do great things regardless of whether they even went to college. in short, there's not a whole lot that sets me apart from anyone else.

Respondent 10 - Yes it has. the work experience as well as EPG gave me the ability to have a stronger resume compared from my coworkers who graduated from different colleges. I feel more experienced and more ready for the work life

Respondent 11 - No. The only thing is that i was exposes to a lot of diversity and Appalachian culture -- many people did not have that exposure.

Respondent 12 - I believe so. I have a flexible mid set and comfortable in uncertain situations which sets me apart from my peers at my current job.

Respondent 13 - Absolutely! Berea graduates appreciate work and because of that they will plan and act far more appropriately at a work place or in their profession. When you have a group of people fighting for a job or a career the one that stands out will be the one that works more and goes beyond the average Joe. Berea graduates become that person through their four year stay and forever after.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 14 - After a decade? I don't think so. The college isn't well-known outside the Appalachian area, and after a decade it's much like your high school grade or your SAT score. It's just not as important over time.

Respondent 15 - Yes I do. I honestly think that Berea did a great job preparing me and I honestly feel that I got a GREAT education. Thank you Berea!

Respondent 16 - Yes, absolutely! I graduated with skills, maturity and a work ethic my peers of the same age were not demonstrating which allowed me to obtain several employment opportunities over even more experienced applicants. Now I am self employed and have great networking skills to maintain an edge in my field at a very young age, comparatively.

Respondent 17 - The ability to know that regardless of the person you are working with, treat them with love, tolerance, and respect. Be a game changer. Leave a place different and better than you found it. You can always make am difference in this world.

Respondent 18 - i think Berea College gives everyone equal opportunity to do great, however it is up to the student to go the extra mile and secure what they want from the opportunities that are there for them, so no.

Respondent 19 - I often have to explain where Berea College is and what makes it unique. Some people have a misconception that it is a religious or fine arts institution. Summer internship experience that Berea makes possible did give me an advantage. /

Respondent 20 - I would not say that Berea gave me an "advantage" necessarily. There are always pros and cons of attending any college or university. You will always get out of it what you put into it. I do believe however that Berea, because of the labor program, because of EPG, and because of the dedication of its faculty (within my department in particular) I was uniquely prepared for the working world. Coming from an economically disadvantaged background i knew what it meant to struggle and I knew that I would have to work harder to achieve my goals. Berea, because of its mission to educate the whole person regardless of socioeconomic standing, I was able to get a fantastic education. I was taught to use my skills and make any situation work for me.

Respondent 22 - I do. I think we all learned a particular way of thinking and learned a particular way of working that results in a person who is hard-working, articulate, knows about the world and about the way it works. I know few Berea Graduates who are lazy and have trouble keeping a job once they find it.

Respondent 23 - The peoples skills and cultural competencies I developed at Berea College have made me unique.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 24 - Yes, it has. Some of the advantages include exposure to many internship experiences which allowed me to learn and work in an office environment, autonomy in my labor position at Berea which allowed me to become a leader, EPG challenge which has given me confidence and taught me persistence and excellence, diversity of the campus that opened my ways of thinking and the business and economics department which allowed me to have a basic understanding of how systems work are just some of the benefits that sets me apart from my peers at work.

Respondent 25 - I feel that I do have the advantage over some of my peers. My constant use of problem solving and the want to contribute to community, I see as something that was strongly cultivated during my time as a student at Berea College.

Respondent 26 - No. The business dep

Respondent 27 - I think everyone has something different to bring to the table. Berea was perfect to stretch and grow me but I wouldn't want to compare that to someone else's life and experiences.

Respondent 28 - Since I didn't have to pay back much in school loans I was free to take on the financial burden to return to grad school. Others my age are still paying off undergraduate loans so they are pushing back grad school because they cannot afford it.

Respondent 29 - No doubt! Berea has set me far above my peers due to its rigorous academic and work schedule. Without Berea's emphasis on course work, I would not be prepared for grad school. Furthermore, I discovered that I am better equipped at handling situations that are ambiguous, whereas my peers freeze up. It has been quit interesting to see the difference in my education compared to those at another institution.

Respondent 30 - Yes. I was much better prepared for graduate level work than many of my MPA peers. My professors supported me and wrote recommendations for my Research Assistant opportunity, leading to the position that I still hold after 6 years.

Respondent 31 - Absolutely. I have worked for and attended a total of five colleges. Berea College's academics are for above anything else I have experienced including two masters degrees. Berea students are expected to perform. Berea has expectations that go far beyond academic measures as well. Berea graduates are able to interact with a variety of people and value all of them. Berea graduates also leave with a work ethic that is distinct. Few colleges afford students with the breadth of cultural interaction, and this becomes an asset throughout life. I have had recommenders with no Berea connection who have pointed out my ability to interact with a variety of people (age, income, socioeconomic status).

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 33 - Yes, I believe that my writing skills were superior and my skills with certain computer programs was more developed,

Respondent 34 - Yes - I didn't just have a regular college job with limited exposure to career skills. I was managing an office and other students. The course work prepared me well for my graduate school courses. I never felt behind or as if I had missed anything.

Respondent 36 - Yes, sheer service and commitment to community while being persistent and working hard enough to see goals realized.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

SENS Minors (May 2001 – May 2013)

Respondent 1 - Not really because I didn't train for my current career at Berea.

Respondent 3 - I think one of the things that Berea College offers that I will always value is that it opens up up to understanding others and not placing judgement. This is incredibly important in the work that I do as a journalist because I talk with people from all different walks of life and of differing opinions and yet am able to put myself in their shoes and understand their perspective. / Also not being riddled with debt is valuable because it allows graduates the opportunity to pursue careers that they want do to and enjoy as opposed to being stuck with something because they need to pay back huge loans.

Respondent 4 - Not so much. I was who I am today when I enrolled in Berea College.

Respondent 5 - I am a HUGE Berea College fan. I will always feel that I (and my husband) are set apart from others because we graduated from there. Just the fact that none of us Berea College kids came from an affluent family, we had to work hard to keep up with our labor position and school work... I don't know if it is an advantage, but it's not a disadvantage, and I definitely feel set apart. So proud to be a Berea College graduate!

Respondent 7 - It has made me more accepting of others and given me a good foundation in viewing others situations through the lens of socio-economic status.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

SENS Labor Students

Respondent 1 - Yes, Berea College instilled in me a great work ethic and a value for service. Not everyone has this mind-set.

Respondent 2 - yes, absolutely, i hit the ground knowing how to work effectively and efficiently and had a much clearer sense of my passion

Respondent 3 - I have learned respect, compliance, and engagement with my peers from being at Berea.

Respondent 4 - Yes, in the sense that I was more used to balancing a lot of things - work, labor, etc.

Respondent 5 - Absolutely. Work ethic. TIme management. Self-discipline. All skills I cultivated at Berea.

Respondent 6 - Absolutely! My experience at Berea made me a good candidate for the AmeriCorps positions I held after graduation, which led me to other really great relevant positions. My point being that I do think having work experience relevant to my studies helped advance my career by putting me ahead of peers without that experiences. / / Also, as part of my job now, I conduct hiring searches. I see a lot of resumes for our summer internships that only show relevant coursework. These are not the students I hire for our organization.

Respondent 7 - I can't say. In many cases I feel an advantage over my peers but I can't separate my experience at Berea from my upbringing or from my personality.

Respondent 8 - I believe so; in the sense that I am already used to do work on top of being a student. Such experience is, apparently, not common for my peers. Another example would be the fact that I went to a college that helps students who come from low socioeconomic background. It helped me to stay humble and work hard because for Berea College students, great education is not something to be taken for granted.

Respondent 9 - / No. Not really. Except maybe the work program.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - Yes, through the experience of the work program. I learned the importance of following directives as an apprentice and the responsibility of leadership in being a student manager. I knew when to take the intiative to lead and when to follow.

Respondent 2 - Just a degree from Berea certainly helped me.

Respondent 4 - Not really. But I was not at a disadvantage.

Respondent 5 - Yes, several people in the county were Alumni of Berea and they knew what a good and rounded education I had.

Respondent 6 - Absolutely. Two things: breadth of knowledge base regarding our world in general and work ethic. Huge advantage. Easiest question you've asked, by far! / / First, BC forces one to BE AWARE of the world around them. By this, you're obviously learning - and I found that BC was critically concerned with relationships within our world. / / And second, I loved the labor program and probably learned more about myself - what I was capable of accomplishing, than even what the mastery of the tasks entailed that I was doing. Perhaps that should be stressed. The Labor Program - Learn what YOU'RE CAPABLE OF ACCOMPLISHING!

Respondent 7 - My Berea College experience clearly set me apart from other recent grads of other schools moving into the job market in 1982. / Work ethic, communication skills, frugality. Walking the walk.

Respondent 8 - The work program gave me experience to deal with the problems in teaching.

Respondent 9 - I think Berea better prepared me for the world. Because we all came from low income families we needed the leg up to compete / with our work peers.

Respondent 10 - Not really. If anything, made me less able to compete in positions requiring greater technical expertise.

Respondent 11 - The work ethic obtained thru the labor department was and still is an advantage in the workplace, The low professor / student ratio certainly sets Berea students apart from other students at other colleges. The ability to reason through a given problem is almost always a differentiator.

Respondent 12 - Yes. See above -- broad and diverse liberal arts curriculum coupled with work program

Respondent 13 - I have had a better general education and technical background than most people I have come into contact in my teaching experience.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 16 - I can't think of any at this time.

Respondent 17 - Yes I do. When I began teaching I seemed to be more experienced in several areas than most teachers I worked with. In technology one needs to be knowlegable with several subjects. In most cases few teachers were experienced in very few subjects.

Respondent 18 - Yes very definitely! Many of the IA majors that were my age and younger were ignorant of their subject. The main thing that I could mention would be that they had very low morals!

Respondent 19 - Most definitely. Of the several Berea grads that are currently at my place of business our reputation was directly related to our dependable work ethic.

Respondent 21 - Yes

Respondent 22 - Berea College certainly has name recognition in the places I have traveled. It is noted for its work study program and a reputation for having good academic rigor. The College afforded me many opportunities to travel with the Berea College Country Dancers, then a major fund raising group for the College. With them, I learned the importance of team work because every person had to be prepared to perform on cue and do their best and the whole group depended upon everyone doing their part. I also learned the ways of people different from me and how to communicate with them and work together. My horizons were broadened with the travel and my leadership skills were tested during the years I was a member. Back then, the travel I experienced was rather unusual. Today, it's common for students to travel multiple times overseas alone or in a group so such experiences today are not so distinctive.

Respondent 23 - Liberal arts gave an appreciation to the arts etc

Respondent 24 - I believe so. I value the dignity if work, and I'm also glad I graduated without crippling debt.

Respondent 25 - Yes - the coziness of Berea helped us share much that larger schools overlook. Also, again due to the small size, I had a very close working relation with my teachers.

Respondent 26 - Yes, I was not afraid to try anything because I usually had some knowledge of whatever the topic was because of the diverse coursework in Industrial Tech.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 27 - Every college graduate likes to think his/her college or university is special. At a gathering, when the conversation drifts toward college experiences, people seem to be impressed the most by mention of either an ivy league school - or Berea College. / / There is a danger here. Berea should lean less on the message of cost (or the lack of) of attending and more on the quality of her graduates, less on outside grants awarded to the institution and more on value, and values added to students

Respondent 28 - Not necessarially. But I did benefit from the training received and it came at a point in my life when I needed to grow and mature.

Respondent 29 - Everyday I think about the opportunity Berea gave me to get an education. The day I graduated high school, I was homeless and on my own. The advantage was being welcomed as a member of a community and given meaningful work to do. I have not seen anything about the service commitment in this survey but I will tell you that it is what kept me engaged. In addition to my labor position, I was given an obligation to be of service to one of the elders who lived on campus. The women who entrusted her to me will never know how much that meant to be included as a part of community.

Respondent 34 - Yes. Berea showed me that preparing for something will put you ahead of the rest. Also that studying and mastering your craft will always make you better than the rest.

Respondent 36 - Of course, first as a human being who values very single opportunities and career related the hands-on experience I mentioned before.

Respondent 37 - Berea College most definitely provided me an advantage over my peers. It's often challenging to put into words but all that Berea offers gives its graduates a competitive advantage.

Respondent 39 - Definitely. The work program really ingrained a sense of culture. And also, I felt financially advantaged after being financially disadvantaged before Berea. Because now upon graduating, I have minimal school loan debt to pay back. Huge advantage. Lets not forget that.

Respondent 40 - I am not sure if I have any advantages over any of my current colleagues, but I do know that it if weren't for Berea college that I would not be in my current place of work.

Respondent 41 - Not one bit.

Respondent 42 - Yes. I work with handle tools, wood, glass, CNN machines and I learned all those from Berea.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 43 - Perhaps I was more eager to learn in my first job. But it's hard to say where it's because of Berea experience or it's just me. I think effect of education webs away after few years of working. 10 years after graduation, it matters more what you achieved in your career than what education you had.

Respondent 44 - Again being able to change and adapt is critical, and Berea Students do this well.

Respondent 45 - Yes and no...

Respondent 46 - Yes, because I wax given hands on experience and a safe place to "fail" so that I knew how to overcome those obstacles.

Respondent 47 - No.

Respondent 48 - I generally have a broader worldview than most of the people I work with and I can sometimes see the "bigger picture" more readily.

Respondent 49 - Perhaps. The independent nature of the projects in the higher level courses allowed one to dive deeply into a particular area of study that may give them an edge on students of a different curriculum.

Respondent 50 - Yes. See answer for labor experiences. The liberal arts/general studies curriculum developed critical thinking and an empathic worldview.

Respondent 51 - See above, written communications.

Respondent 52 - Yes becasue Berea is so well respected and the work ethic it teaches students is hard to duplicate just anywhere.

Respondent 53 - Yes because it teaches you the basics of work ethics which is essential in life

Respondent 55 - In many respects, I feel that Berea brainwashed us. We were told that a BC education would virtually secure us a position. While past and potential employers are exceedingly impressed with my BC education, I am often found to be too educated! Graduate school (MSU and UK) were a joke compared to my BC education. If you can succeed at Berea, you can make it anywhere.

Respondent 56 - Yes. Berea Colleges name got me in the door and allowed me to prove myself

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 60 - Yes and no. I learn from them and they from me. The broad application of applied technical knowledge i developed has helped me in getting things accomplished especially with the maintenance and tool shop departments.

Respondent 61 - Yes. That problem solving skill, the ability to learn, and the interest to explore new things have helped me surpass many peers over the last 16 years.

Respondent 64 - Yes, I believe the work experience was the big factor between myself and my peers when I started my career path.

Respondent 65 - Exposure to new ideas and critical thinking

Respondent 66 - In my experience, every time a perspective employer would notice I graduated from Berea it would usually provoke a conversation about the college. Opening such conversations usually allowed me to explain my skill set in a manner that was productive in an interview setting.

Respondent 67 - I work with engineers from UK so I feel like they received overall a better education, mainly because of the math and science. I do feel I am more well rounded and can adapt to new technology and ideas better.

Respondent 68 - I don't know that it gave me an advantage over my work peers. I think Berea may have been at a changing point when I was attending. Had I taken the opportunity, I am certain that Berea would have given me an advantage at a graduate school given how broad my major was.

Respondent 70 - YES! Coming from Berea I am a self-starter and a go getter. Also when you tell your employer that you did a work/study program it shows you take things more seriously and are a hard worker.

Respondent 73 - Yes. I am always trying to push the boundaries of my industries and the drive I acquired at Berea is to contribute for that.

Respondent 74 - Yes! I think all the group projects, hands on experience, labor context, one one one with professors..etc etc.

Please comment on how the XXX department/program could have improved your undergraduate experience.

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 1 - As mentioned above, I wish I had been able to test out of lower level ANR classes.

Respondent 2 - more women professors! more opportunities to learn about global agriculture

Respondent 5 - Not one thing. They did all they could do. More than advising, they were counselors of life.

Respondent 7 - Bot much room for improvement

Respondent 9 - A quarterly departmental newsletter telling Alumni what is going on in the department, who passed away, address changes, etc would be nice so we can stay in contact with other graduates.

Respondent 10 - Honestly I was pretty satisfied with my experience.

Respondent 12 - Can not think of any at this time. I was fortunate to major in. Using ss nod work in agriculture office. Allowing me to work more hours my junior and senior year say 30 hours per week or more would have allowed me to do more of the farming business work that other staff had to do.

Respondent 13 - Career guidance job placement

Respondent 14 - They could cease and desist sharing air and the ANR umbrella with Richard Olsen.

Respondent 19 - I had a great undergrad experience with the ANR department.

Respondent 20 - I think my undergraduate experience was very positive. I did not realize how much I had done or how busy I really was until I went on to graduate school. Coursework at Berea is more challenging than other schools both in time and expectation. I felt like I was ahead in some subjects I studied in graduate school. As I mentioned before, it would have been good if I had been better prepared to prepare a thesis once I got to graduate school, but my undergraduate experience was top notch and I don't think I could have said that if I had went many other places.

Respondent 21 - I actually had a pretty great under-grad experience. I did have one class that was a complete waste of my time (SENS 100) which I took as a Junior (I think). The class itself was not bad, but I had already learned everything (and literally done all the labs) in previous classes. No one told me until afterwards that I could have tested out of that class and it never occured to me that I might be able to do that. If Ihad waived that class, I could have taken an upper-level SENS class which would have been far more interesting and a better use of my time. As it was, I mostly just "killed the grades curve" for all the senior SOC and PSY majors who were trying to fulfil their GSTR Natural Science requirement with an "easy" lab class ...

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 22 - N/a

Respondent 23 - Although the Ag. students are quite diverse, I think it is important to continue to make known to other students who may not be coming from a farming background or from a environmentalist perspective what the opportunities for work, courses, and experience are in the Dept. It could be a rich opportunity and contribute a lot to the department to continue to bring in a more diverse student body. The farm store seems like a huge opportunity for this!

Respondent 24 - Overall I had a great experience.

Respondent 28 - not sure.

Respondent 31 - I would liked to have been able to take more classes focusing on production agriculture.

Respondent 32 - One day, be able to offer more concentrations within the greater ANR major.

Respondent 33 - Due to there being bitterness among the professors at that time, it made it uncomfortable to be in the building. Tensions were high. Better organization in the classes as well as better organization on the farm would have been helpful.

Respondent 34 - More forestry related classes would have been nice /

Respondent 35 - More classes to choose from was always a wish. I'd love to see the program expand.

Respondent 37 - Having more courses and better integrating the farm work with class work.

Respondent 38 - Update research resources (predominately in the library). Offer more advanced Agricultural Science courses. Less focus on sustainability, organic, political philosophical, and social aspects of agriculture and more focus on agricultural science, research, science behind production practices.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013)

Respondent 1 - I believe my undergraduate experience was complete .

Respondent 2 - more course works on business software usage in concurrent with the subject matter. Example: introduction of using Quicken and Accounting course or how to create P & L with EXCEL

Respondent 3 - Can't think of any right off hand. I have had a wonderful career in higher education. I think Berea College prepared me well

Respondent 4 - I really enjoyed my Business undergraduate expereince. I went into a new pioneering area of business called "Project Management" in 1988. I was in the only Masters of Project Management degree program in the country at the time. Since it was so new there was no way that Berea could have had any undergrad project management course. However, if I were attening now I would love to get more exposed to project management early.

Respondent 5 - More emphasis on the financials of a business (e.g. understanding a departmental budget). This goes far beyond assets and liabilities that you are taught in Accounting.

Respondent 6 - Alignment of business majors into related student labor positions on campus and off-campus internships. More opportunities to study abroad.

Respondent 7 - I think exposure to executives in different areas of business would have been an excellent experience. It would have assisted me in narrowing my career options as well as, further develop potential options for internships and possible employment. These executives could have been guest lecturers for certain classes. / / Another means of improving my Business classes would have been the use of current business studies/ scenarios as case studies for group projects.

Respondent 8 - They did a great job, I could have done better with the time I had allotted to me.

Respondent 9 - Done a better job of screening out an instructor like Glen Pate, who made the income tax course a nightmare. And he was rewarded for his incompetence by being later dismissed.

Respondent 10 - I was very unhappy with my first advisor at BC. I was only 16 years old upon coming to BC and was not sure of my major due to the fact that I had wanted to go to Western to major in photojournalism. I wasn't able to do that because my mother insisted I go to BC and that we could not afford Western. / So my advisor told me that I shouldn't be in college if I didn't know what I wanted to major in. He made me feel stupid and was not helpful AT ALL to me. I should have been advised to major in English due to my interests and talents, however I was treated like a child and not helped at all.

Respondent 11 - I think the business department did an excellent job. I would have probably perferred some additional on-the-job experiences -- but those are hard to find in today's world.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 12 - The busiess program has evolved with the changing business environment. It was very basic in the 70s. IT is critical for business today.

Respondent 13 - Sometimes spending so much time beating the students down (Spears) doesn't contribute to a desire to compete harder. I just leads to folks wanting out. I realize the business world doesn't always work that way but in a growing businesses where I have worked the honesty is meshed with a means of improvement.

Respondent 14 - Cis program

Respondent 15 - By offering stronger or individualized classes in personnel management. I have faced personnel issues in my work career that I was under-prepared to deal with.

Respondent 16 - Like most students who matriculate at Berea, I had led a fairly sheltered life, certainly as it relates to careers and professions. I believe Berea needs to work hard to expose the student body to profession options. I had no idea what a consultant did for a living, or what an investment banker was. I didn't grow up knowing people with jobs like that, and to be honest I couldn't even fathom such careers.

Respondent 17 - Would be an advantage to tie the classroom discussion into real work experience. I think it would be best if the professor had experience in real world instead of only being on a professor. Be nice if they had at least 10 years of real world work experience.

Respondent 18 - Not really sure. While I was at Berea, I was too busy trying to get everything done in preparation for the goal of graduating. I don't remember going to the Business department for help or support and maybe that is something that I should have done. When I needed help with a subject (Accounting II) it was the teacher's assistant (TA) that stepped forward. It's been along time since I've been a student at Berea so I don't really know how the Business department operates today but I think having access to professionals who could help with career counseling in regards to selection of a major would be very beneficial today. Getting a Business Administration degree is still great but knowing that there are probably a million "more" ways to use it in the workforce with new and different job titles and how to translate that knowledge into a career path post Berea would be really beneficial.

Respondent 19 - I think in the 30 years siince I left Berea many of the improvements have occured through normal advances. I wish my experience could have included built in internship opportunities (make them a reuiremnt for graduation).

Respondent 21 - Very good overall. Perhaps more minors for this degree.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 22 - No real specific examples. I think I got as much from it as I could at the time - meaning, in many ways I think "education" is wasted on the young... You don't always know what you need to know when you already "know" everything! / / And know that I say that as someone who deals with college students today - so it's a somewhat jaded/somewhat not completely serious comment!

Respondent 23 - I think they did an excellent job.

Respondent 24 - The economics classes were not taught well. I didn't learn much from them.

Respondent 25 - It would have been nice to have had access to a tutor or older student majoring in business to assist with homework related questions when the faculty were not present. Perhaps a lab similar to Math or other types of program would be beneficial.

Respondent 26 - I can't imagine anything to improve my educational experience - Dr. Menefee, Dr. Sowell, Phil Spears and Ed McCormick - their tutelage is greatly responsible for my success in my career.

Respondent 27 - I do not have any suggestions.

Respondent 30 - Please see previous response.

Respondent 31 - As I said before, I wish there had been more accounting classes available to us. Mr. Tolliver was taxed to the fullest and could not teach any more classes than those on the curriculum.

Respondent 33 - acentuate more the need for computer/ it and the importance of a masters/ MBA or other to recieve faster opportunities for promotions with in a company.

Respondent 36 - My professor in maco and micro economics was horrible. He was eventually fired. However, this hurt my GPA and my understanding and knowledge in these courses.

Respondent 39 - I enjoyed my time at Berea and the professors were great.

Respondent 40 - If possible, make internships as a requirement for the Business Department students.

Respondent 41 - More preparation for life in the corporate world -- more classes like organizational behaviour. Surviving in today's corporate world means that one has to have a thick skin and not take anything personally.

Respondent 42 - They have done a great job. I do like the idea of providing/finding an intern of all business students.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 43 - It would have improved more had they offered more courses regarding running your own business.

Respondent 44 - I don't know how it could have done better. Classes were small, professors always accessible and the learning environment was competitive and challenging.

Respondent 45 - The program probably could have been more intentional helping students tie their career goals with courses they were taking and then helping them with next steps as graduation neared.

Respondent 46 - The faculty in the Business Dept. did an awesome job with my undergraduate experience and helping me go to the next level.

Respondent 48 - I enjoyed my undergraduate experience.

Respondent 49 - A more diverse approach to obtaining a management degree would have helped. More specified degree in management would help those that are interested in becoming mid to high level managers or entrepreneurs

Respondent 52 - I am not really sure how the Business Department could have improved my undergraduate experience. Looking back, I know there were tools available to me that I didn't take advantage of that I wish I would have knowing what I know now. This is not really relevant now, but I do remember always complaining about the Business Lab closing early when that is where the only PC's on campus were located. I would have enjoyed having my own Laptop or a computer that wasn't a MAC

Respondent 53 - I was very pleased with the education that I received and with all the professors at Berea College, but especially those in the Business department. I never had a professor at Berea that made me feel like they didn't have time for me. All of them were always very helpful.

Respondent 54 - The one class that I didn't truly appreciate until after graduating and entering the word force was Dr. Speers class where we were required to dress professionally and present cases. I hated doing those in class but looking back that is probably one of the classes that I still remember and use tips and suggestions from. I wish that we would have had more interactive classes like this one.

Respondent 55 - One suggestion.... Possibly connect some sort of internship with a local business, where you can see firsthand how it is to really call your own shots. I think the earlier exposure to entrepreneurs would/could make a huge impact on the direction graduates make.

Respondent 57 - Overall my experience was great. I was given encouragement, guidance, and assistance whenever needed.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 58 - I received a BS in Business Administration from Berea College. It would have been nice if Berea College had been able to offer an Accounting Degree.

Respondent 59 - It was a great experience. The faculty were incredible and very compassionate and caring. They were very focused on the content of the classes and invested in each student.

Respondent 60 - My undergraduate experience was good.

Respondent 61 - For me personally, it would have helped if Berea offerred a full Accounting degree, encompassing the required hours to sit for the CPA exam, instead of the Business Admin. degree with an emphasis in Accounting. I also think requiring an international experience would have been helpful. Lastly, pushing summer internship opportunities, and maybe even requiring 1 would have been helpful. I realize it's possible you may currently have the above and I'm simply not aware as I graduated a long time ago.

Respondent 63 - I would like to have seen Accounting as a major. At that time, we only had the option of taking it as an emphasis on a Business Administration degree.
Respondent 64 - Two areas of improvement would be 1) better opportunities for internships and 2) International Study Abroad opportunities.

Respondent 65 - The experience was very good at offering classroom experience that was relevant, two internships that were vital to my career and business club experiences as well. Improvements would be to get those first year students to mentor with upper classmen to know how good it will get. Many first year students are unsure of their degree choice and don't get many opportunities for courses directly related to business until sophomore year (at least that was my experience).

Respondent 66 - Back when I went computers were just emerging and Berea used Apple. The business world uses IBM so I had to learn how to use a different operating system. I would guess this is no longer an issue. Assistance with job placement would have been nice.

Respondent 67 - I would have liked to been involved in some internships.

Respondent 69 - I think perhaps requiring a summer internship, in a non-Berea College entity/environment, would be helpful. My brother, Steve Jennings (also an alum), did this, and it changed his life and outlook in many ways. I know internships are available, for those who seek them....but perhaps a requirement to do one (not unreasonable for the average four-year graduate, in my opinion) would be beneficial. It's hard to simulate the "real world" in any classroom, or even within the "cocoon" most of us lived in while at Berea.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 70 - Perhaps a required semester/term of field practice/service in the final year of study. I am currently in Mexico and the higher education system here incorporates a time period of ¨service¨ before actually being awarded a diploma. It would be similar to that of a ¨residency¨or ïnternship. The goal here would be to provide each student with real-life work experience related the field of study of that particular student.

Respondent 71 - It was so long ago, I don't know very well at this point in time. I guess I have two thoughts...I wish taking some finance would have been required. I graduated with a business degree and hadn't taken a single finance class. Secondly, I would have like a more involved advisor who helped me navigate what being a business major would really turn into once out in the real world.

Respondent 72 - My experience was more than 24 years ago. I am sure the program and the expectations have changed. Maybe having an internship at the end of,the program in the field,of study would have enriched the program and cemented the learning for me.

Respondent 73 - I can't imagine! It was great

Respondent 74 - I wish there had been more classes on management(in general). More in depth computer classes (ex. excel) would have been more beneficial.

Respondent 75 - Phil Spears was my advisor. He was not interested in me or my education. Other graduates talk about how they were mentored by their advisor, taken under their wing and nurtured. I didn't get that from him.

Respondent 76 - I was a graduate many, many years ago.... but there was alot of focus put on presentation skills. Although that is still an important trait to be used in today's environment, I believe it's less so than it was many years ago. Technology has brought less face-to-face interactions and more written than before. Use of current technology would also be helpful in how presentations are conducted (not just powerpoint but brainshark and video capabilities).

Respondent 77 - Possibly somehow incorporating "field trips" to actual businesses to see their business model in action.

Respondent 78 - I was supported in the Business Department well. Looking back though, I feel that Business Administration was not the best choice for my personality type

Respondent 79 - A lot of organization's today have matrix or multiple reporting relationships for employees. Although a Berea student does in fact know how to juggle between many responsibilities, they may need a more clear view of how that "juggle" or prioritization needs to be applied in the business world. The boss who gives your performance rating needs to be your first priority.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 80 - Nothing

Respondent 81 - More support in finding internships

Respondent 82 - I really think real life applications that help students understand what they are getting into in-truth is valuable. Not just exciting field trips or picture perfect cute scenarios, I'm talking the real data and month/qtr/year-end crunch where they can see how their role fits in to the organization.

Respondent 83 - More industry specific courses that graduates will likely need.

Respondent 84 - More classes focused on current day practices and laws in banking and investments.

Respondent 86 - N/A

Respondent 87 - I will note my position here in bullets. I speak more for accounting graduates for this question: / / - timely and relevant internship opportunities / - more courses directed at preparing for the CPA exams / - courses in emerging areas - for e.g IFRS / - greater interactions with applicable accounting bodies - AICPA, State board of Accountancy, PCAOB, SEC, etc

Respondent 88 - Maybe having some interaction with real companies; internship opportunities, etc. would have been more beneficial. Also some experience/knowledge on the non-profit industry.

Respondent 89 - Personally, I went through several advisors while at Berea and I really lacked stability in the mentorship area. I was not guided towards graduate school as well, that was something I had to figure out on my own which I did the best I could. With more one-on-one mentoring and small groups, these deficiencies can appropriately be identified and addressed. My first advisor at Berea, Scott Steele was really good at this. We had one-on-one meetings, class reviews, grades reviews, group meetings, cookouts... Unfortunately, I only had him for my first 3 semesters at Berea...

Respondent 90 - I had only one internship. I wish I did more. Maybe an exchange semester to other schools would be good.

Respondent 91 - Department could have offered more technical courses: such as excel, accounting information systems. / The ones that were offered were not taught very well.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 92 - Berea college is a fine institution and it is evident in the success that its students have known in the real world. Looking back, if there were one thing that I wish the Business department had done more was to give the students in the department more opportunities to give presentation. I am not sure about every companies out there, but I have worked for two large companies and I have had to give presentations to management or participate in meetings where I am expected to contribute something even at a very early state in my career. I remember about six months after I started my career after graduate school, I had to stand in front of a group of non finance people with a lot more experience than me to train them on basic finance topics that would help do their job better.

Respondent 93 - Instead of a double-concentration, I would have probably taken advantage of a dual-degree cross-departmental program.

Respondent 94 - There should be a greater collaboration between the business and computer science department to create course offerings that will be beneficial to business students.

Respondent 95 - Most importantly, i wish Business Department and Career Development Department were able to guarantee a job after the graduation. I got lucky and i got a job, but i saw my Berea college peers struggling so much after the college and i could not belive that it is possible to struggle so much trying to find a job, a place you like, and still make some money. Business Department needs to partner with companies, other career fairs from other bigger schools so that students could find a job. Also, the business department should bring more alumni so that they could speak and let the students know what it is like after college. I personally, come from a different country, and many of my friends got a job through connection, or they were working and studing, but Berea students do not have so many connections due to the social-economical structure and the college needs to help the students, since this is the part of its mission - to help the less priviliged. Berea college needs to connect students. In addition, i think that Cornell weekend is a great opportunity -- they helped me to improve my resume tremendously.

Respondent 96 - Please give students more opportunity to do group work, especially at finance and accounting course. Ask students to read current news and comment on them. I remember in the Auditing class, Professor Ed asked us to write a weekly one-page report on accounting related issues. It should be expanded to other classes as well. / / Please arrange more tour/field trip for students to talk to experts in the industry. Inspire them the entrepreneurship spirit, not only through EPG but through interacting with the local communities around Berea and KY. /

Respondent 97 - Enhanced opportunities or requirements for summer internships at corporations at the local level. In a global economy, the department may consider making it a requirement for summer classes or business programs in a foreign country. While the opportunities were there during my time in Berea, it was not a requirement and only a select few participated in these programs. I recommend making it a requirement for Business majors to enroll in summer internships and business program in a foreign country in order to graduate.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 98 - More career guidance, making internships mandatory and more connections with local businesses for students.

Respondent 99 - The Business department did a great job during the entire year that i was there. I salute each and every professor that i had and would like to let them know that i learned much more than i even thought i did; they didn't only teach me about academics, but they also showed me how to be a successful and a better rounded individual on the major aspects of life. / /

Respondent 100 - I wish the department made it mandatory that all students did internships before they graduate

Respondent 101 - My experience could have been improved through offering of more finance courses in other areas of finance such as fixed income and something related to mortgages. other courses would have been tackled in dept, and I would have been taught how to generate the figures for the financial statements for a merger/buyout situation, rather than given information already prepared. I would have loved to know the information in the red pages in the 10K etc.

Respondent 102 - I believe there is an over-supply of student employees on campus that leads to ineffective allocation of resources. I think that Berea and Business Department could work on establishing relationships with organizations that would allow more off-campus student labor openings. Off-campus labor positions should enrich work experience for students, provide them with professional network, and reduce student-labor-cost for the college. Business Department could also work on establishing open paid labor positions for student-led organizations like SIFE and Investment Club that can provide invaluable experience for students to receive real-life experience of being decision makers in an environment close to real-life.

Respondent 103 - Connecting with Alumni more.

Respondent 104 - Focus less on gpa, marks, scores, etc. Business is the most practical field. Set the courses and programs to teach students and teach students to how to apply their knowledge.

Respondent 105 - Internship opportunities - building relationships with companies' campus coordinators.

Respondent 106 - I really enjoyed my program. My experience was great but perhaps adding more internship opportunities for undergraduates would be beneficial.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 107 - The classes and classmates were fun. Some professors are excellent and care about their students, but other are not well qualified. I noticed that some professor close to retirement or when they earn their tenure do not care as much. In term of the business courses, it varies on the area of interest of the student, but it was well balanced.

Respondent 108 - I think that the business program could be a little more specialized, i wish i had to take more hands on business courses in which we can simulate the real world. Work with actual companies for example

Respondent 109 - I think I had the idea undergraduate experience ! i keep telling friends and family that my Berea experience remains one of my most transfomative experiences

Respondent 110 - I think if the Business department/program could connect students with more job opportunities, it would be better. When I was a student there, I didn't find a lot of job posting or didn't have any job referrals from the department. It was so hard to find a job with almost no help from the Career center or the Business department.

Respondent 111 - I believe the business department was very helpful. Students need to be encouraged more to do internships though. Students are taught all the necessary information about business. Being able to apply that information or knowledge is what is lacking.

Respondent 112 - I believe that the College along with the Business Department could work to create more on-campus jobs relating to the business field.

Respondent 113 - Better career fairs and networking with the out Kentucky area

Respondent 114 - Due to the size of Berea College, it was more difficult to be recruited by top firms than at larger institutions, so any additional opportunity to be approached by big firms would have helped, although my professors did make every effort possible to communicate with the Big Four Accounting Firms, invite them to interview our top students, and do as much as they could to promote us to large firms within the constraints of the size of Berea College.

Respondent 115 - I think it would be useful if the Business department/program to have a social event together. This event could help Econ and Business students and faculties to get to know each other. It's something like freshemen orientation in the quad but in a smaller scale only for ECO and Business majors. Some ideas might be pizza day, game night, or mingle day.

Respondent 116 - One thing that I would like see the Business department to connect with the Alumni office to develop a stronger alumni network for students to leverage as they begin their professional careers.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 117 - Phil Spears class was excellent. When I present information I can see I have a comfort level far greater than most people do.

Respondent 118 - I think additional applications of business principles and practices could have greatly improved my experience. While case studies were commonplace, I think that a more real-world application utilizing innovative methods such as design thinking would help all students better prepare for the jobs of the future.

Respondent 119 - When I think about my experience in the Business Department my experience in Strategic Management with Dr. Spears will stand out to me. For me, it taught me how to be strong, how to speak up, and it help me become more confidence. It also taught me the importance of Preparation. I understand that his style may not have been pleasing to some individuals, but in the real-world some people care less about style and more about results and outcomes (at least from my experience). I think students need to get a small look outside of the Berea Bubble prior to leaving Berea and that class did that for me. / / In summary, I think more similar expriences to Strategic Management course would have improved my experience. Maybe a intro class prior to the capstone course.

Respondent 121 - More course scheduling options. I had to miss Auditing because of a course conflict with a Minor requirement.

Respondent 123 - I graduated in 2008, so maybe it has changed since my time, but I think more collaboration with the private sector in Berea would have been helpful. Many projects were focused with helping the non-profits around the area, which is great, but the two sectors are very different.

Respondent 124 - I am very grateful with my experience at Berea College and the Business department. I think continuing the emphasis on internships is critical to on the job success. I would encourage Berea staff to encourage students to do internships earlier than the last two years of undergrad. This is particularly helpful if Berea students move to large cities like DC or NY, etc. I work for a non-profit in DC and often see undergrads that are not in their last year of school taking internships. The job market in these cities is tough and the more practical experience, the better!

Respondent 125 - I would have liked for the Business department to have worked closer with the Labor departments to make sure that all Business students get the chance to work in their field before graduation. I did get the opportunity to do so but it was more by chance than being coached to do so.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 126 - More opportunities to network with businesses, and being taught how to network when it is outside of one's normal comfort zone. / / More classes like Phil Spears'. I have no idea what he's like in his real life, but it was no-nonsense, tough-love in his classes. I've used the lessons learned there in every single job I've held since college. I didn't like it then, but being placed in a work group not of your own choosing helped me more than any other class taken at BC. It taught me to work with people from different backgrounds & personalities and to not dismiss what a person brings to the work table just because I personally find them offensive or immature. / /

Respondent 127 - I have no recommendations on ways that the business department/program could have improved my undergraduate experience.

Respondent 128 - I completed the two introduction economics courses, for Macroeconomics and Microeconomics. While fascinating, I do not believe that the macroecomics models we were taught were particulary helpful in understanding global economic trends. I'd have appreciated an introduction to Austrian economics. However, maybe that is something that would have been covered in the more advanced economics courses, which I did not take.

Respondent 129 - More technology usage, adopting a little more during my time there would have been beneficial.

Respondent 130 - I think, overall, my experience was pretty good. I think I would have benefited hearing from successful alumni that had came out of the Business dept. OR knowing current demands of the field/what all i can do with a Business degree. And maybe those things were there and I was oblivious or didn't care at the time - but i wish someone would have been more in my face about it.

Respondent 131 - I graduated in 2000 and technology on Berea's campus was behind versus the business world, but from what I hear and see on campus now, Berea is very up-to-date with current technology. I had an internship one summer during my time at Berea and believe this was essential for learning what real life work scenarios would be like and to help with an advantage over others.

Respondent 132 - I feel like the accounting major at Berea was by far the most difficult major, compared to my friends at the time. I think it definitely pushed me to be my best, even when my best was not all As. I think that the expectations from my business professors made me a better student and worker while at Berea. I applied those expectations to all areas of my life.

Respondent 133 - I am so happy with my undergrad experience is very hard for me to say anything that wasn't great. If I had to say anything I think it would be about specific classes, like income tax. I do not think I learned very much in that class. Also economics was not very beneficial. But that may be because I didn't understand many of the concepts.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 134 - Making the audit class mandatory for accounting emphasis students, if it's not already. I think collaborating with the CSC area and offering IT related classes would help tremendously. The ability to be able to do databases, database queries, SQLs and knowledge and experience with ERP systems could give graduates a leg up on their competition.

Respondent 135 - I think for accounting majors that are looking to go into or may be interested in public accounting, you should start telling them sooner in their college career that they should look for a position in a public accounting firm in the fall of your senior year as this is when a lot of firms are hiring for the next fall. Also, mention about preparing a resume to have available early.

Respondent 136 - I think the academic experience could be enhanced to some degree if the required curriculum (at least for finance and accounting concentrations) were expanded to include additional math and computer science courses.

Respondent 137 - I think a more robust advisory system would have been helpful. I had advisers, but requirements to visit/interface with him/her weren't that strict. I was likely shy somewhat and avoided meeting with them. Some more comprehensive program which helps the student get comfortable with the adviser would be great.

Respondent 138 - I have no complaints about the business department. Only suggestion would be to maybe have a convocation or two where you bring in a renowned economist or business leader to share their tips for success. Each department had speakers at the convocations, but I don't remember going to one with a business/economics focus. There are a lot of great speakers at TED conferences that can make economics very interesting if people are willing to listen.

Respondent 139 - Comprehensive banking course(s) as noted above.

Respondent 140 - I think internships or job shadowing would be helpful so they can see what people do in the business field in different positions. What is the daily work like for an accountant or hr manager? It would give the students the chance to see that and see if it's something they want to do.

Respondent 141 - Encouraging (or requiring) students to get into more leadership opportunities. By creating leaders in undergrad programs, they enter the workforce with strong qualities and a broader understanding of leadership - assisting them with advancement opportunities. / /

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 142 - My only problem with Berea College's Business department was that it didn't require me or encourage me to do an off campus internship. I think I would have been more ahead in my career and would have been more likely to live further from my hometown if I had done an off campus internship. The international students were not afraid to venture out and do this and I think they were more successful, beacuse of this. Being that a lot of Berea College students come from rural areas, we are not as comfortable about venturing out to big cities. Nor, do we have the means and the connections to do so. An internship program that is done well with everything planned out for Berea College students would have helped some student to go out of their comfort zone.

Respondent 143 - I think more focused, specific courses should be offered. For example, I took both business law and human resource management, but I never studied HIPPA, USSERA, income tax, wage laws or worker's compensation administration. All of this has been used on a regular basis in my role as HR supervisor but I had to learn on the job. This may be a result of me not studying HR specifically, but I don't recall courses being offered that covered this. I definitely should have taken an advanced excel course. Put more emphasis on excel. Excel is amazing. Excel is important. Require a class on excel specifically. The generic computer apps class was a joke. No one needs to know how to compose an email, make a powerpoint or create a word document. We know that from high school. Focus on excel.

Respondent 144 - Having social media marketing available.

Respondent 146 - While I was enrolled there was a lot of turn over in the Business Department. I feel like this affected the way our advisers were able to preform. Although this is something that is not controlled easily-I felt a lack of stability because of it.

Respondent 147 - I would have appreciated an opportunity for more alumni connections for employment post Berea.

Respondent 148 - Many of the upper level business classes are only offered once every three semesters. If these classes were offered more often it would allow students greater oppurtunites to pursue a double concentration. I understand this would likely place an increased financial burden upon the college, but it would produce more prepared and attractive graduates for the workforce.

Respondent 149 - I wish there had been more real life examples in the classroom.

Respondent 151 - Possibly require taking an internship

Respondent 152 - I felt like I didn't learn much in Statistics and Finance.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 153 - I think the one thing that I am very thankful is that the Business department had tutors to help when needed in classes. I would have loved for the department to have had Alumni to come in once a month and speak about different industries. The speaker could answer questions about that particular job market, offer advice, and be a contact with the company.

Respondent 157 - Offer hands-on problems/simulations and teach students to work through them. Maybe help put together planning timelines, task lists, etc.

Respondent 158 - I wish I would have learned more about taxes and about investing.

Respondent 159 - My experience was wonderful. Nothing comes to mind.

Respondent 160 - There is not one thing I would change. It was a great mix of classes, presentations and overall learning. The faculty at that time (only two or three are still teaching) were approachable, communicators and above all, cared about my success.

Respondent 161 - Much better career counseling! I was a terrible business major but no one told me or tried to help me find a better career path. I also felt incredibly unequiped in finding a job after graduation.

Respondent 162 - I began with an accounting concentration, and when I took accounting 1, my professor was temporary, I believe she wasn't actually a faculty member but someone who practiced accounting. Anyway, she was very nice, but not a good teacher, and I had major struggles in accounting 2 and ended up changing concentrations. Now I wish that I had stuck it out, but I really hope that other freshman students aren't put in that sort of position. I feel like accounting in particular is a tough subject for most business students, and a strong foundation is important.

Respondent 163 - Having a Marketing concentration was helpful, but I wish I could have had more time to take classes related to Marketing instead of just the business courses themselves. Having Accounting II and Financial MGMT didn't seem too relevant to the Marketing concentration. I can understand needing Accounting, but those other courses seemed to in-depth for marketing.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 1 - One phrase: real-world problem solving instead of just principles.

Respondent 2 - In the mid-1980's, when I was at Berea, there were very few computer courses offered. I would have benefitted from a more rounded set of computer science courses including Data Base Administration, Networking, and computer security.

Respondent 3 - By connecting the students with corporations for interns. I was able to do this, but the experience was rare.

Respondent 4 - More than just programming

Respondent 5 - There was only a cs minor when u was there & there were only a few courses offered. Hopefully u have expanded the catalog since the mid 90's.

Respondent 6 - More variety of courses offered.

Respondent 7 - I wish that there'd been more classes for me to take. My Berea courses were much more valuable, and in general better taught, than my grad school classes and I only wish the program had been more developed so that I could have learned more topics in undergrad.

Respondent 8 - I would have liked to take more CIS courses.

Respondent 9 - Collaboration with the on campus computer center could have been beneficial. They write software for the college, work on databases, fix computers, improve the network, etc. Non-computer science majors were often filling those roles when I was in school. Not say there's anything wrong with that, but giving students an advantage who are making an effort to get their major in that field so they can go out in the workforce and do that would be nice. It seems that there should be projects the students could work on to help improve the college in that way.

Respondent 10 - The project executoin examples were too simpl

Respondent 11 - I feel like the program was always focused on the academics of computer science and pushing towards masters/ teaching positions. The private industry with programming is where I knew I wanted to go but I felt like I was driven there purely on my own passion rather than the department heading me there.

Respondent 12 - Maybe more internship would have improved me further by providing the real work life experience. More collaboration with computer science graduate schools would also be helpful for students who want to go directly to graduate school. Lastly, the option to take .NET classes as I had discussed earlier

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 13 - It was still a young program, mostly independent at the time, but coursework in virtualization would have been massivley beneficial to me.

Respondent 15 - I wish they hadn't been quite as geared towards grad school-minded students. Along with that would have been more real-world, relevant material.

Respondent 17 - Computer and Information Science department/program gave me a fundamental structure to start thinking Computer Science but they did not offer a major at the time.

Respondent 19 - Offered a major.

Respondent 20 - As part of bonus optional work, it is no too much to ask and to encourage motivated Computer Science students to work on innovative research and publish research papers in the professional journals and magazines. Some students in bigger schools do this.

Respondent 21 - If a major in CSC had been available at the time that would have been greatly beneficial. Expanded classes in areas outside of specific languages would have been helpful too.

Respondent 22 - partner with math majors, business majors to build more programs that place students in IT environment to solve issues for local businesses. build the berea college consulting team

Respondent 23 - I could have been better prepared professionally if there was a Computer Science major when i was there.

Respondent 25 - If I have decided join this program earlier, rather than talk to Jan in my Junior year... that would completely change the story. I'm glad CS program exists and students have such an option.

Respondent 26 - I'm not sure about this one.

Respondent 27 - Starting off with an adviser who knew the field would have helped me take the courses over all 4 years and not slam them all into the last 2.5.

Respondent 28 - A more solid focus on algorithms and data structures would have helped me immensely. Interviewers focus on tricky questions which are usually made trivial when the correct data-structure and/or algorithm are used. Being able to talk about the applicability of a particular data-structure is an absolute must when preparing for technical interviews. / / "Insertion is expensive, but lookup is cheap, and that is exactly what we want here, because the data will be instantiated once, but queried millions of times."

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 29 - I think the program did quite well. As far as anything else I have said so far the CS program needs to keep its focus on the core of the computer science study. Computer Organization was one of the most memorable courses for me as it mostly dealt with with the ideas and concepts behind the computer and not writing an operating system. This has gone much farther for me in that I understand how thing work and while maybe not necessarily the exact way the code is written I know how it should function. This is far more important than knowing how to code it in one language.

Respondent 30 - I think if there was more discussion of other languages or concepts like Python, C#, etc. it would help in showing students other languages.

Respondent 31 - Honestly, The CS program was a very nice program. I wish I could have taken more but I didn't want to spend more time there.

Respondent 33 - I wish there were more chances to do very large projects. I learned a lot from the few I did.

Respondent 34 - N/A

Respondent 35 - I have benefited from the computer science department in many ways and can not think of any ways in which the experience could have been enhanced further.

Respondent 36 - could have taken me on a date. long walk on the beach at midnight. i don't know! the experience is what you make it, and i made mine what it was.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Economics (February 1978 – September 2013)

Respondent 1 - At the time when I studied at Berea, there were no possibilities for internship. This would have been an excellent learning opportunity for me. The Chemistry majors were able to do a short term (January term) or a summer school in Oak Ridge, TN. It would have been useful for economics majors to be able to participate to a similar program, for example in the local government or the local business -- economics at work.

Respondent 2 - More preparation in mathematics would have helped me tremendously and the economics department could be more quantitative in its aproach to teaching the subject.

Respondent 4 - I am very happy with what I got out of Econ department at Berea.

Respondent 5 - Despite finishing calc 3 (though unimpressively) I still felt underprepared mathematically when I got to graduate school. Certainly could have benefitted from having had linear algebra as well. And perhaps more stats. As far as the theory courses, they were pretty good. As far as non-academics, nothing at all. Cliff was a great mentor.

Respondent 6 - Overall the department did an excellent job in preparing me for my professional career. I successfully completed my MBA, and obtained my CPA license shortly after graduation and have advanced progressively in my career path over the years. I found Mr. McCormack's short term Business Planning Course to be very beneficial in how it concentrated on critical thinking, presentation skills, computer skills, and teamwork all in-one class. This class was very beneficial when it came to working in a team environment in employment after college. I think a course such as this would serve as a good capstone course to help multiple disciplines/skills together for the graduating senior. The only other course work that I could see as beneficial would have been an Auditing class, I don't think one was offered at the time.

Respondent 7 - I believe the Economics department has an outstanding curreculum.

Respondent 8 - No comment

Respondent 9 - Very well

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Economics (February 1978 – September 2013), continued:

Respondent 10 - I responed to an earlier question that incorporating as much real world experience into the classroom would be very productive. I was an Economics major because I transferred into Berea and due to time constraints wasn't allowed to enter the Business Management program. Economics is a lot of theory and calculus. I have been in banking for 20 years and the economic theory I learned at Berea has helped tremendously in my career. It should be said that not all Economic majors go on to graduate school to become professors or work in investments. Even if a majority do go on to these areas a broader background in real world experiences would be very beneficial. I can't stress enough that this should apply to professors as well as students. After I graduated and had time to reflect I began to realize that there was a difference in the teachings of the professors who had actually worked some in the private sector and those who had not. That is not a disparaging comment but a simple statement of fact.

Respondent 11 - The Economics department could have provided opportunities to apply economics, whether by internships, practical courses or mentoring.

Respondent 12 - I think the Economics program at Berea is very well designed, at least is was while I was a student (2006-2010). Please do not shift away from the emphasis on math and research - this is very useful for students who plan to pursue graduate studies. Do encourage students to take as many math courses as possible, and if at all possible, double-major with math. Place the best professor to teach Micro, Macro and Econometrics (I especially recommend Dr. Caryn Vazzana). Encourage students to seek research opportunities during the summer at top Economics Departments. Berea College has funding to support students seeking such opportunities and well-known Economists will always appreciate more research assistants. Help students find those opportunities, utilizing also the network of alumni.

Respondent 13 - The only difficulty I had with the Economics program was there didn't seem to be enough internship opportunities. I found an internship working at a small community development center in rural Arkansas, and I really enjoyed it, but it was not directly related to my major. I think the faculty should do more in sharing information with students on what internships they could apply for that directly relates to their major. I am pleased to hear now the college has implemented the CTL to better prepare students for internships and transition into the professional world.

Respondent 14 - I think that even more emphasis on internships and post-graduation planning would have helped (an overview of various career paths and graduate programs, etc.) For example, I never thought about going into City and Regional Planning until I was out of school for at least a year. It's hard to get a job in your field with an undergraduate in economics. /

Respondent 15 - I wish I would have had an advisor from that department from the start. I wasn't moving in the right direction and took some classes I didn't need. I wish they could have been more beneficial classes.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Economics (February 1978 – September 2013), continued:

Respondent 16 - For me, in particular, I would have enjoyed the restructured econ program a little more than the old one. I was more interested in micro-economics, political science, and philosophy. I would have liked a mix of classes more in that direction than towards the statistics direction. I see now how important a stats background is to econ graduate programs but I wasn't all that into it.

Respondent 17 - Probably not as math based and more focused on practical real work economics for everyday life.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

EPG (Participants from 2002 – 2011)

This item was not asked of EPG Participants.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

SENS Minors (May 2001 – May 2013)

Respondent 3 - I thought it was pretty great as it was.

Respondent 5 - Since it was so new, it's hard to say... But I now wish I had known the importance of SENS in any career, but I think this is more apparent in 2014.

Respondent 7 - n/a

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

SENS Labor Students

This item was not asked of SENS labor students.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - Through an off-campus internship

Respondent 2 - Real world problem solving opportunities would have better prepared me for what was to come.

Respondent 4 - The program fit well into the overall Berea environment which made it more of a total experience.

Respondent 5 - No way I can think of.

Respondent 6 - I find this question difficult. I loved walking into that building. Every single day. (sadly, I wish it could have a facelift like so many other departments on campus, though!) The faculty made you feel at home. There's a lot to be said about the learning environment. I would assume and hope today's faculty make the students want to enter the front doors every day. If not, yikes. You're going to have a retention problem. Consider that all of this answer is in BOLD. I feel that strong about it!

Respondent 7 - No suggested improvements that would have bearing on sucha a drastically different curriculum.

Respondent 8 - By teaming more wit industry and offering more internships/apprenticeships in the various fields.

Respondent 9 - I became a teacher and was well prepared to work in the classroom however I felt that I needed more course work in my major.

Respondent 10 - Very well rounded. No additional comments.

Respondent 11 - I am sorry, but I feel the challenges presented and solutions offered were exactly the right thing for me at the time. Of course, there were no PC computers, cell phones, tablets, smart devices of any type. Now that they are available, I think each of these technologies need to be incorporated, but as I stated earlier, don't forget the basics of interaction - the team concept is very valuable - even in the modern technical world we live in today.

Respondent 13 - Department was not specifically divided this way when I was there.

Respondent 16 - NA.. This field as drastically changed in the 30+ years. My information is noted on the basis of me not utilizing my teaching degree. Even with the teaching degree, the courses offered are not the ones we specialized in during my time. The same I'm sure can be said of the Technology side.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 17 - I believe students need more time in the lab doing various experiences.

Respondent 18 - Electronics and Woodworking. / / My woodworking program was OK if you have an idea & a drawing of some kind. The instructions were to go get your lumber and get started! Everybody in my class had Woodworking courses while in high school except me. I was set beside instructor for three weeks and work to maintain the tools. This should have been done before we got there! Now I was three weeks behind in the class to start. I did not finish my project and got a C in the class. I bet that I am the only one that is still doing some woodworking. I now walk with two canes.

Respondent 19 - More math, trig, calculus. AutoCad. CAD CAM. Drafting but having hands on building experience.

Respondent 21 - I think there should have been more emphasis on communication and public speaking.

Respondent 22 - I would have enjoyed a class in quality assurance methods. I also think TAD would have served its students better if it had developed a strong relationship with industry to make coop placements possible. That said, I am also a strong believer that requiring the student to do the heavy lifting to achieve what he or she wants makes for a stronger person, some students may be a little timid and at least need an introduction. When I contacted local industry for a research project, I cold called and there was no prior connection to the College. Contacting plant managers as complete strangers was a little unnerving. So, if TAD does not have a formal internship or coop program in place now, it is missing an opportunity for itself and the students it serves.

Respondent 23 - It was a shotgun approach a little bit of everything that was at times lacking in depth

Respondent 24 - An internship would have been a good experience.....especially during the summers

Respondent 25 - None other than to keep growing and stay current.

Respondent 26 - I am certain that the curriculum has changed dramatically since I graduated in 1971.

Respondent 27 - I remember a conservative approach to new technologies and methods. I hope that's changed.

Respondent 29 - The department did not seem to have a lot of life in it. What I realize is I wanted to be in the science department and no one in IA took that desire seriously or ignored it to get their own departmental work accomplished. I hope that practice is no longer allowed to exist.

Respondent 36 - It was perfect!

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 37 - I thoroughly enjoyed my experience in TIA department. I had caring faculty and staff who were always expressed a genuine concern about my wellbeing and success. / / The only thing that I would recommend is keeping the program current and up to date with progress occurring in the industry. This particular area changes quickly and often times it is challenging for graduates to find jobs. I would suggest adding more program options if possible.

Respondent 39 - Partner with nearby businesses that we could apply what we are learning while we are learning it.

Respondent 40 - As stated in a previous answer, there aren't many things that I would change, but if I had to say one thing, then I would say that having the ability to really focus on a particular aspect of technology rather than just simply touching on each aspect shortly would have been great.

Respondent 41 - More graphic design and video production classes but I suppose those could fall under different majors.

Respondent 42 - There were a lot of things I didn't take fully advantage of. But it would have been to see what other Alumni were doing after Berea

Respondent 43 - Please see the previous question on making things and problem solving balance.

Respondent 44 - I think if there were more road trips to business, students would have a better idea of all the paths the TIA degree could lead.

Respondent 45 - I think so more business management courses, or public speaking...

Respondent 46 - By requiring less liberal arts classes.

Respondent 47 - I think more collaboration between programs and active learning experiences would have been of great benefit.

Respondent 48 - My undergraduate experience in the Tech department was generally very good. I struggled in some of my general studies classes and usually found the Tech department a relief from the rest of my studies.

Respondent 49 - Another trip or two to Arizona to take photographs.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 50 - I think the classes and coursework could have been harder. It was pretty easy to slide by in some courses and still come away with a good grade. I worked hard in areas that held my interest, but wish I had been pushed harder in others.

Respondent 51 - See previous answers; but to summarize: / / * Functional accountability / * Keep students insulated from your internal political interests / * Embrace ownership and sound leadership principles

Respondent 52 - I had a great experience and honestly cant think of anything that would have made it better.

Respondent 55 - Had Environmental Engineering as a BS before my last year.

Respondent 60 - More internships with local companies. Drop the senior seminar and do more resume development and interview preparation. Also open use of more complex equipment in general programs.

Respondent 61 - I am pleased with the experiences I received in the TIA program. I would not trade them for anything!

Respondent 63 - By being more up to date and intentional with how they designed their course work.

Respondent 64 - I thought it was sufficient; possibly more creative writing and applied mathematics would have been beneficial.

Respondent 65 - Interacting with practicing engineers and designers, internships

Respondent 66 - I was pleased with the program overall but I feel more cross-departmental studies in business, finance and accounting would be beneficial.

Respondent 67 - There could have been more direction with which classes and electives to take. Too many options to choose from without knowing what I would actually benefit from in the 'real world'. As much as I loved my advanced woods course I would have been better off taking advanced metals, advanced electronics, or a quality course.

Respondent 68 - I think a more in depth study of one particular field would have been good. An overview the first year of each department and then choose a major of study based on how interested you were in any given field.

Please comment on how the XXX department/program could have improved your undergraduate experience., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 70 - I had a wonderful experience as a TIA student. I can't think of anything that would have made my experience better.

Respondent 73 - More classes focused on the web. Maybe even some e-commerce classes. I was a business management focued TIA student. Being able to understand how to start a business online would have been interesting.

Respondent 74 - Stronger and clearere curriculum, better enviroment to feel inspiried and innovative, I think sometimes students in TAD program get a lot of slack, I think more should be demanded from their work ethic, tardiness, application.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 1 - Farm labor/ farm management/ specific small projects could be supported through Berea internships.

Respondent 2 - none

Respondent 7 - Summer Intenships with Soil Conservation Districts.

Respondent 9 - The Center for Envirnomental Farming Systems (CEFS) is always looking for interns.

Respondent 10 - If you have students who want experience with exotic animals (mostly Australian), reptiles, birds, sheep and sheep herding with dogs, and working with the public, I recommend Kentucky Down Under. Myself and two other BC students did a summer internship there in 2002 or 2003 and it was an awesome experience. We fostered a baby kangaroo most of the time we were there and I worked with an award winning border collie to do sheep herding demonstrations. The wages were pretty low but they provided free housing which really helped. KDU is located in Horse Cave, KY. / / I can also tell you where NOT to send students. Unfortunately things did not end well for me at the KY Dept of Ag. There was a lot of corruption, and young educated people end up doing unfair amounts of work for unequal pay. Long story short I was doing the work of 3 people and didn't get a raise the entire 6.5 years I worked there. I applied for other positions within the dept (including one I had been covering for over a year) and those positions were filled illegally by "political friends" (I'm sure you've heard about the Richie Farmer scandal!). I filed a complaint, my case was turned over to the person who was doing the illegal hiring (and who was now very mad at me) so I was punished for it (lost state vehicle, phone, field work duties), and when the new administration came into office I was again questioned and misled into thinking they wanted to look at my case and help me out. The next day I was given a resignation letter to sign. I would like to take legal action but have been unable to find a lawyer who will take my case. Now I work part time at Whole Foods and spend an incredible amount of time applying for jobs. Things are tough right now. I worry about the new grads entering the workforce.

Respondent 11 - Dr. Stills has said if Berea College has any students wanting an internship, then he will be willing to work with them here at UKY.

Respondent 12 - I am cueently in the healthcare field and do not know of any at this time.

Respondent 13 - None currently

Respondent 14 - NA, I work in healthcare. I think the leeches we use for patient care are grown in North Carolina - that would be an exciting internship for students.

Respondent 19 - Cooperative Extension Service summer intern program / internships with seed companies, feed dealers, crop consultants /

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 20 - I did an internship in with the University of Tennessee Extension in Franklin County, TN. This happened only because Berea had the funds to pay for my hours that I worked. Similar experiences are available in extension offices in TN if there is a means to compensate those students wanting those experiences.

Respondent 21 - I am not aware of any such opportunities at present.

Respondent 22 - Unfortunately, I know of none.

Respondent 23 - Center for a Livable Future at Johns Hopkins University, The Earth Institute at Colombia Univ., UC Davis summer internships

Respondent 25 - Washington D.C. Congressional internships, Seed Testing and Trade internships, FAO and NGO internships, production agriculture/agribusiness/supply and distribution industry internships.

Respondent 26 - Our organization would be an excellent opportunity if funding was made available by Berea.

Respondent 27 - I work for Morgan County Soil and Water Conservation District. In most counties across the US there is a Soil and Water Conservation District office in conjunction with the Natural Resources Conservation Service. There are great learning opportunities in the Soil and Water offices. Learning about conservation planning and construction. I would be glad to help a student interested in this field.

Respondent 28 - I'm a Trauma ICU nurse now... went back and got a second BS in nursing. I'm also a nurse in the NV Air Force National Guard.

Respondent 29 - Attending scientific meetings. Extension field days and meetings.

Respondent 31 - I'm not very familiar with internships the Ky Dept of Agriculture offers but I know they do offer some.

Respondent 32 - N/A

Respondent 33 - I travelled to New Zealand twice while I attended. I absolutely loved it. It was one of the best experiences of my life. I think an internship should be required to all of the students, location does not matter, but I definitely recommend New Zealand. I do recommend a place/country that does things very different from what you are used to (you learn more).

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 35 - None

Respondent 37 - The Georgia Forages Program at the University of Georgia would welcome students to work over the summer as student interns.

Respondent 38 - The University of Kentucky Cooperative Extension Service has an internship program that could involve students in any Kentucky County. In addition, many UK specialists and researchers offer compensated undergraduate research opportunities. Most county Cooperative Extension Services also have a network of contacts (farmers, government agencies, and community organizations), and could be utilized to line up opportunities for students to gain work, volunteer, or service experiences.

Respondent 40 - Cargill does offer many different programs especially to 2nd year. students

Respondent 41 - MOFGA (maine organic farmers and gardners association), Coastal Enterprise Institite (Portland, Maine), and GMRI (gulf of maine research institute) would be phenomenal places to do an internship.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013)

Respondent 1 - Financial/Money Management

Respondent 3 - I am a faculty at a small HBCU. However, my students have been pursuing internship through the career service office on campus

Respondent 4 - I am currently the Treasurer for the Boardof Directors of the Project Management Institute Educational Foundation(PMIEF). We focus mostly on secondary schools. (pmief.org). The Project Management Institute (PMI) has several thriving chapters in the world. The Lexington, KY chapter is very active and they can guide you to any volunteer opportunities for students in the local area in project management. Also, many chapters have scholarships for students that want to take Project Management degree programs. We (PMIEF) adminster the sholarships for these chapters.

Respondent 5 - n/a

Respondent 6 - Kroger management offers an intern program for seniors for a six-month period. For further details, please contact vance.blade@kroger.com.

Respondent 7 - My career has taken me into the field of hospital administration. Most hospitals will accept students in an internship as part of a masters program. Volunteers are always welcomed in hospitals as a means for students to gain knowledge of the career opportunities and options.

Respondent 9 - http://corporate.ford.com/careers/careers-students-and-recent-grads/careers-ford-college-graduate-programs?&ccode=US

Respondent 10 - I do not currently know of any.

Respondent 12 - I

Respondent 13 - I work for the USEPA and they have many student jobs available on Craig's List.

Respondent 14 - Summer temp work

Respondent 15 - Technological internships in computer hardware/software support, digital survey quality data collection and analysis as well as leadership internships.

Respondent 16 - Almost all companies with 100 or more professional employees offer internships. If the college can provide funds to support the program, even better, though the funds should be directed to the students to help them offset living expenses. For nearly any company with 100+ employees, the cost of paying interns is nominal.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 17 - Would APICS class where you have business professionals discussing their unique business problems be of use to the student. I think most students when entering working world are taken aback on how fast things move or how everything ties together. How the different departments work together to solve work issues.

Respondent 18 - In my current company none. Previously, I worked at Los Alamos National Laboratory and they have a great summer program for students of all majors. It's pretty easy to apply for summer work and if Berea could help the student with funds to travel to and from NM that would be a big help. There is student housing but it's limited so actually helping in make some of those arrangements could be helpful too. Having a very small team in the Business Department who could handle those types of details would be huge to a student who has never been out of Appalachia.

Respondent 19 - Unfortunately,, my current fiield is outside business and wouldn't be of much use to BC business majors.

Respondent 21 - I work for Virginia State Parks which has numerous intern positions for students interested in outdoor recreation or the environment. I would be willing to provide more information if needed.

Respondent 22 - Since I work at a college, I don't think this would apply... Good luck!

Respondent 23 - none

Respondent 24 - We have used interns in our archival department.

Respondent 25 - I work for a University where there are limited internships. The primary is the Athletic program.

Respondent 26 - I can't really correlate my insurance background to a internship, as a license is required to adjust claims.

Respondent 27 - I do not have any suggestions.

Respondent 30 - Internshipd at The IRS

Respondent 31 - I would refer you to the Kentucky Bar Association or the deans of the law schools at UK, U of L and NKU to address that situation. Since your students would not compete with law students for positions, there may be some way to accommodate internships for pre-law undergraduate students.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 33 - Possible internships with mutiple divisions in PPG. I finterested I could pursue for you in my division PPG architectural finishes?

Respondent 36 - Being a BC employee I can't think of any that the Labor Program does not cover.

Respondent 39 - I am still teaching so the education courses and student teaching are the main tools a student needs.

Respondent 40 - My current employer, The International Fund for Agricultural Development (IFAD) as an enhanced internship programme for undergraduate/graduate students. Information about this programme can be found by clicking on: http://intradev:8015/job/Appointment_types/index.htm /

Respondent 41 - My company has an extensive internship program for students. Selection is done by HR department. It is a highly competitive selection process but I would be happy to prepare students for the interviews if they get selected based on the CV.

Respondent 42 - Unfortunately, I am in higher education that very limited in offering internship.

Respondent 43 - I don't know.

Respondent 44 - I work in a legal office so mostly its law students who are interns.

Respondent 45 - None

Respondent 46 - I could use a summer intern in my current office if the college could support it. I work for a private 3 year old - 12th grade school in Atlanta. I am the Director of Alumni Relations and Special Events within the Development Office.

Respondent 47 - NA

Respondent 48 - There may be some non-profit community development entities or financial institutions that may be a good start.

Respondent 49 - There are business level Co-Op positions at Honda Manufacturing that range from purchasing to human resources.

Respondent 52 - My company in Lexington KY, Dean Dorton, which is an account firm has an excellent internship program that would be great for Berea college business students. I have asked before why we don't have any students from Berea.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 53 - I am not aware of any.

Respondent 54 - I did an internship in a healthcare facility while I was a student at Berea and that helped in landing me a full time job in healthcare after graduation. Over 18 years later I'm still in the healthcare field and the organization that I'm currently with still allows for internships allowing students to see first hand how things are in the work force.

Respondent 55 - Nothing at this time.

Respondent 57 - None in my area.

Respondent 58 - Not aware of any at the time.

Respondent 59 - I am not aware of any at this time.

Respondent 60 - I work at the Tuckaseigee Baptist Association. We are responsible for organizing and publicizing Christian events and mission trips. It would be great to have an intern to utilize their skills in these areas.

Respondent 61 - I work for Cummins, Inc. (diesel engine company) and I hire 5 summer interns each year and would love to have a Berea student. We have a very structured and supportive program for our interns. The program size at my location in Nashville, TN is approximately 10-15 students. The majority are in accounting or finance roles with 1-3 being in an IT functional role. / / We also have a great Financial Development program for college hires which is a 2 year rotation where they move into a new finance role within our global company every 6 mos. One of those assignments is in Belgium! They learn a lot about the company quickly and are exposed to a lot. The expectation is also that they are studying and obtaining a certification (CPA, CIA, CMA, etc.) during this time as well.

Respondent 63 - At Dollywood, I believe our Marketing and HR departments offer internships.

Respondent 64 - We offer over 50 internships for accounting/finance students. The work is very meaningful to the students as well as the company. We conduct interviews at the IMA Student Conference, which will be held in Indianapolis, IN in November 2014, for accounting/finance internships for students that provide resumes and are chosen for interviews based on the academic performance and other criteria. We also target specific colleges, but unfortunately, Berea is not one of our targeted schools. However, the students could either attend the conference or apply online at www.cummins.com

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 65 - I serve as the Finance Director for the City of Huntington WV. My city of 50,000 struggles to fund internships primarily due to concerns by city council who didn't want to fund interns if employees were being downsized or not getting raises. I could easily use a management intern for each summer if there was partial funding from Berea. My internship at the City of Berea in my Junior year was invaluable to my current job. My internship in the summer before my Senior year led to my first job even before graduation. Opportunities exist for a business/accounting major internship and one for someone interested in environmental studies to work in the Storm Water division of Public Works. We could provide real experiences that would help the student and the city.

Respondent 66 - We currently work with UK's manufacturing department.

Respondent 67 - Sodexo does provide some internships but I am not familiar enough with them.

Respondent 68 - I think it would be a tremendous asset to get business students involved at the internship level with Berea/Richmond/Lexington-based businesses in order to add greater context to the academic subjects. This could include: sales, marketing, accounting, merchandising, etc.

Respondent 69 - Well, guess I should have read ahead! I don't know of any currently, but would be happy to pursue such an endeavor. I work for a college textbook wholesale company, as a marketing representative. Who I work for, and what we do, is less consequential than students seeing our processes, both as a company and myself individually.

Respondent 71 - I just returned from US Peace Corps service in Ecuador two weeks ago. So, I am currently unemployed and unaware of internship possibilities, except with the Peace Corps. Once I have a job again I will likely be aware of such opportunities within my sector.

Respondent 72 - Again, I have changed my career path since graduating from Berea College. I do agree that an internship would be invaluable.

Respondent 74 - None known

Respondent 75 - I wish the focus on international studies was as prevalent when I was there as it is now.

Respondent 76 - Unfortunately, Fidelity Investments does not offer the college recruting program now that it did when I was a student, but I would be willing to look into internship opportunities that might exist here.

Respondent 77 - I work for the TN Dept of Human Services, I'm afraid I'm not aware of any internships with our department, however I do know they are offered with the TN Dept of Children Services in social worker capacities.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 78 - Any within local businesses and within different specialties (such as profit and nonprofit organizations)

Respondent 79 - I think that where ever possible, onsite internships should be found for business students first. Then off site internships in close business. There are a surprisingly large number of national and international companies in the Fayette/Madison county area that could help broaden the experience.

Respondent 80 - Na

Respondent 81 - Most companies I have worked for have offered internships

Respondent 82 - With new relocation from Chicago, to Paducah, and lack of accounting opportunities locally, I'm hard-pressed for suggestions. However, I currently work in a lumberyard accounting department where an opportunity might be possible here, if I presented it well to the owner. That would have to be investigated.

Respondent 84 - Interships were being offered by Wachovia Securities now Wells Fargo. Also Hilliard Lyons Brokerage home office located in Louisville is an excellent opportunity.

Respondent 86 - N/A

Respondent 87 - Internship opportunities with the Office of Financial Affairs is a great resume builder. partnering with accounting Firms in the region can also be an added bonus. Dean, Dorton, Allen & Ford are the current auditors of the College. I will suggest leveraging this avenue for opportunities for accounting students.

Respondent 88 - I live in Massachusetts and the programs I know of here are for colleges based here, as Boston is a college hub. However, not to say that the financial district may not have programs for students. I recently moved to the non-profit world so that will be a new industry for me to experience and I will definitely be aware of any programs for undergrads if interested.

Respondent 89 - I am in a controllership position for a Hedge Benefit Fund entity and the need for student internship can be created, however, I have never been approached with a request. Personally, all my undergraduate and graduate internships/professional engagements were something I explored from my own interests. Building my own roads and bridges was hard but such made it so much more valuable and worthwhile.

Respondent 90 - PwC provides internship although the pay is very minimal. Students would need support for housing and food.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 91 - I know that Big 4 (Deloitte, E&Y, PwC, KPMG) companies frequently hire summer interns and interns during busy season.

Respondent 92 - My company has an internship program, but they have a list of specific schools that they recruit from. I have thought about contacting the person who is leading that program and ask if they would be willing to look at Berea because of its unique history, but I have not done so yet.

Respondent 93 - We currently do not have an internship program, but I can think of a very many things we can use interns for within our changing / and growing organization and based on where we currently stand. Our company is in the middle of going public, becoming SOX compliant, etc.; so there's plenty of real-life work to go around. I can't think of very many constraints if our SG&A number will not be hit. Of course, my bosses' opinions might differ, especially that we both just joined, and I am not certain I can properly attend to an intern in the next couple of months or so.

Respondent 94 - I was fortunate to intern at on of the Big 4 public accounting firms during my time at Berea. Such opportunities in public accounting continues to be available to students who have the requisite skills and drive to seek out these positions.

Respondent 95 - KPMG intership program.

Respondent 96 - My current firm does have internship in the Spring for students (typically runs from Jan through Mar). However, it is required that students must know the local language (in addition to English). However, opportunities are out there a lot in the Far East Asia region. I would love to help any students from Berea interested in these emerging countries and to find some opportunities here. / / Thank you!

Respondent 97 - I'm not at liberty to speak on behalf of my firm. There are opportunities provided by the firm of which I'm not a part of at the moment. I will he happy to be ont he look out for these opportunities and send information to your department. The Department may want to consider stepping up the mentorship programs to connect recent graduates or students int heir senior year with former alumnis; focusing on areas of interest and personality match.

Respondent 98 - We have one intern every year at the Marketing Dept from UK, they may be interested in summer interns from Berea as well.

Respondent 99 - My company, Ericsson, is a leading multinational with branches all over the world. I am sure that there are plenty of opportunities available. What i can personally support with is providing finance students who are from my side of the world with internships in my department and under my mentorship.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 100 - N/A

Respondent 101 - My company unfortunately does not offer such internships per se, not any that I know of, perhaps because it's a company in the health care industry. My case seems to be a little out of the ordinary. However, I will be glad to research from the CEO of the company and should there be any positive feedback, I will be glad to relay it.

Respondent 103 - Internships with Millward Brown (under Kantar, WPP)

Respondent 104 - Help students start companies and fund those ventures..... Remember, that some investment that student wants may not make any sense to most people, but thats because the changes that revolutionize the world are the changes that was least expected.

Respondent 105 - My company is always hiring recent graduates and we have an awesome summer internship program. I have tried to flow some opportunities to the CTL in Berea. I'd be happy to send those to the BUS dept if possible, and I am always happy to chat with anyone who has any questions.

Respondent 106 - Idealist.org

Respondent 107 - I currently work for Brown-Forman Latin America in the marketing department. Here is a small description of Brown-Forman: founded in 1870, is a diversified producer and marketer of fine quality beverage alcohol brands. Headquartered in Louisville, KY, Brown-Forman currently employs about 4,000 people and has offices or facilities in 30 cities across the globe. Starting in the mid-1950s, the company began a series of acquisitions that would place it among the top 10 largest spirits companies in the world, selling its brands in more than 135 countries across the globe. These include many of the most well-known and best-loved wines and spirits brands, including Jack Daniel's, Southern Comfort, Finlandia Vodka, Old Forester, Woodford Reserve, Herradura and el Jimador Tequilas, and Korbel champagnes. For more information about the company, please visit http://www.brown-forman.com. / / Brown-Forman offers paid internships for undergrad and graduate students in all business areas, marketing (digital, consumer behavior, regions: north america, latin america, asia, europe), finance, economics, etc

Respondent 108 - i don't know of none as I did EPG internships for the 2 summers I had in Berea. I did my 2nd internship at ConsultWebs in Berea, which was great.

Respondent 109 - I currently do not have information on internships

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 110 - I'm working in the banking industry in Vietnam and I know that banks in Vietnam, both local banks and international banks, would welcome interns who are still in college. If Berea College students would like to explore a chance to work in the banking industry in Vietnam, I'm happy to connect them to my bank to see if there's any position open.

Respondent 111 - I do not know of any internships at this present time.

Respondent 112 - None

Respondent 113 - Students should apply to the federal government pathway program on usajobs

Respondent 114 - More targeted programs such as Accounting or Finance challenges, programs, and events that would be valuable when recruiters are evaluating candidates from Berea College.

Respondent 115 - As I mention earlier, maybe Berea College could offer small workshops regarding Quickbooks, Excel, tax-preparation, and etc.

Respondent 116 - Georgia-Pacific offers many internships, especially within my division for folks that would like to pursue careers in Atlanta in fields such finance, accounting, sales, and marketing. In some of the internships here, there are also some assistance programs that GP offers such as housing and living expenses.

Respondent 117 - The Bureau of prisons usually has a need for psychologist social workers those are the only interns that I have seen.

Respondent 120 - There are a plethora of opportunities in the Birmingham area. Berea just needs someone devoted to that cause to explore the possibility.

Respondent 121 - I don't know of any.

Respondent 123 - The CPA firm I work at, Clay & Gascoine, LLC, in Indiana, PA tries to offer an internship through the summer when needed.

Respondent 124 - Save the Children has a great summer internship program for students particularly in Washington DC and Westport CT.

Respondent 125 - There are not currently any internships available through my company although I will speak with our Manager about the possibility. If he is interested we could probably provide a intern position in Production Management, Administrative Assistant, or possibly a General Office Position. We are located in Abingdon, VA. Please let me know if there is interest in any of the potential positions.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 126 - I currently work at a non-profit, a very good fit for my educational background and personal interests. As more corporations and businesses are placing value on being associated with non-profits, I would encourage students to volunteer or intern at local NPs.

Respondent 127 - The FDIC has an internship program; however, they typically recruit from state schools (typically UK). I have brought this up in conversation with our field office management, but have not been successful in branching out to other schools. The internship is typically for finance/accounting majors, during summer months and/or breaks, and can lead to future employment. It involves bank examinations/audits and requires quite a bit of travel. More information may be available on www.fdic.gov

Respondent 128 - None at this time.

Respondent 129 - The healthcare industry in general could always use good interns. From a location standpoint, I know that Louisville and Lexington have multiple insurance companies and large hospital groups that would serve as great experience for a student internship. Healthcare involves a lot of management and numbers, not just patient care.

Respondent 130 - I work in the manufacturing field and in cost accounting. There aren't any internships that I'm aware of, but I wish we would try to offer something for engineering students/cost accounting for time studies and process improvements - those things are always valuable but often require more resources than our company has at its disposal.

Respondent 131 - Ashland Inc / Valvoline offers several internship opportunties over the summer months in many different areas (that may change from year to year depending on needs) and are always posted on monster.com and their career site. I've had a Berea student contact me in the past and I helped to get her an internship with Valvoline. I am always willing to help with opportunities here however I can.

Respondent 132 - To be honest, there are not many opportunities where I am from. The job market in Harlan, KY is very bleak at the moment. One of my good friends is the Executive Director of Harlan Tourism, so that could possibly be an internship opportuniy for someone with more of a marketing concentration. Their main goal is to market Harlan County. Accounting functions are hired out. The only other opportunities in Harlan are for nonprofit orginizations which would be more heared to CFS majors.

Respondent 133 - I don't know if much. My company is quite small but if Berea contributed financially I can't see why they wouldn't be interested in an intern.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 134 - I don't know of any for current students, but for graduating seniors their is the Navy Financial Management Trainee Program as well as the Navy Acquisition Intern Program which allow for recent graduates to enter Federal employment.

Respondent 135 - My CPA firm, J.D. Cloud & Co. L.L.P., in Cincinnati, Ohio periodically hires interns.

Respondent 136 - My firm does employee undergraduate interns. However, securing one of these positions is usually done by the recommendation of executives or key clients.

Respondent 137 - The key here is to make the process as simple as possible for the prospective intern offering firm. Alumni and students need ready-to-go complete information packets that set out what would be asked of a firm... maybe outlines/summaries of other successful internships, etc. I would love to have a packet to share with prospective firms... then I could give them my dog and pony show and seal the deal for one of our students!

Respondent 138 - I'm sorry, I have no recommendation for this. The company I work for is rather small and the corporate office is in Ontario. Any internships are generally given to Canadian students.

Respondent 139 - The banking sector has numerous opportunities for internships but I would encourage individuals to seek out a smaller banking organization as they would get access to significantly more areas of banking.

Respondent 140 - We don't have any to offer. I did one at Charlotte Motor Speedway in Charlotte NC.

Respondent 141 - General business, sales, marketing, social media, programming, account management, IT support, etc. We currently offer internship and work study opportunities at Consultwebs.

Respondent 142 - Unfortunately, I could never get into a company, because I didn't have any connections. When I couldn't get hired into a company, I decided to go back to school for a master's in teaching. I now teach elementary school. I enjoy teaching. Looking back though, I would have stayed in business if I could have gotten a job within a good company.

Respondent 143 - none that I know of

Respondent 144 - N/a

Respondent 145 - My company, Lockheed Martin, offers an internship program. The downside is it is in Lexington which may not work for BC students.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 146 - I am currently employed as the Communications Director for the Girl Scouts of Kentucky's Wilderness Road in Lexington, Kentucky. We offer internships in my department and they are available year round. If a student had the ability to travel to Lexington, we would love to work with Berea College.

Respondent 149 - None at the moment

Respondent 151 - Not sure maybe one focusing human resource

Respondent 152 - I work for Humana as a Recruiter.They do offer internships but not in all fields of study. I think it would be wonderful if Berea and Humana would partner.

Respondent 153 - In Nashville, multiple organizations and businesses in the music industry have internships. From the Country Music Association, to various publicists and companies.

Respondent 156 - I am currently employed with State Farm. I work directly with agents to train and consult them on business practices. I have a host of agents that are often looking for interns to help out around their office and learn some of the business.

Respondent 157 - We offer airport internships in my current organization that can be general or specialized.

Respondent 158 - I work for a water district and there has been concern over the lack of interest in the field of utilities. We have provided summer interships to local students to help gain interest.

Respondent 159 - None.

Respondent 160 - I could possibly see the opportunity for an internship in the marketing area of Business.

Respondent 161 - None-I currently work as an RN in NC and am working on finishing my MSN at Duke University.

Respondent 162 - I can't say I know of any, but, I hope that the internship policies are well communicated to all students. I didn't apply for internships as a student because I knew that I needed to save money in the summer, plus I couldn't afford to live somewhere else if the internship took me away from home. It wasn't until recently that I learned that Berea covers those costs. Don't assume that students know these things.

Respondent 163 - I'm not sure.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 1 - Rebuild bridges with alumni who work in related fields and find labor positions that help prepare the students to compete against other students for the internships.

Respondent 2 - None.

Respondent 3 - Most corporations have paid positions to offer, including my own. Most non-profits have needs that could be fulfilled with funding an intern.

Respondent 4 - Summer full time temp assignments maybe

Respondent 5 - Unfortunately none.

Respondent 6 - N/A

Respondent 7 - Most big tech companies have internships, but they are often aimed at CS majors from places like CMU and Waterloo with heavy engineering emphasis. I think if students are interested in that type of internship, finding something at a smaller company first would be useful.

Respondent 8 - I don't know of any currently, but there might be potential for a web developer internship.

Respondent 9 - I work at Computer Services Inc. (csiweb.com). They service the banking industry and are often looking for interns in their Lexington, Elizabethtown, and Paducah offices (maybe others as well). They attend the UK career fairs looking for students. They are paid internships that can happen year around.

Respondent 10 - Web is still big, so anything that has to do with web and data.

Respondent 11 - There are a number of internships (Not at my current company, but previous companies) where a college student could take on that role for the summer or during the school year. The company would usually post those opportunities on a job board somewhere. These interns would be doing similar work as junior developer would do.

Respondent 12 - I have just started a new job and I'm still getting to know my surroundings. I have seen a few intern positions but they were not computer science positions. However, I'm sure there are going to be similar positions for software which I'm going to keep an eye on and inform the department in case of any opening. Maybe this is something I can influence when I climb the ladder.

Respondent 13 - Nothing currently, healthcare IT jobs are declining in our area because of governmental burden on the sector.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 15 - My company routinely hires interns, and they pay really well too. Students could go through the Alumni department to maybe find a room for a month or so.

Respondent 17 - I would love to see students getting internships with the tech giants like Google, Amazon, Microsoft and Apple.

Respondent 19 - I don't know of any.

Respondent 20 - Research Analyst - U.S. Equities

Respondent 21 - None

Respondent 22 - internships were one of the most important steps to connect classroom to real world. there are many opportunities for internships in my field (health insurance).

Respondent 23 - I see many opportunities for students to gain practical experience. Students should not limit themselves to corporate environment but should also look for start-ups, online collaborations (check out GitHub repos or open-source software), and should not be afraid to start something themselves. College is the best time to experiment.

Respondent 25 - Sorry, I'm not in the field of CS...

Respondent 26 - None at present.

Respondent 27 - Working at a tech support organization, or somewhere that allows you to work with people away from the college or see how the job is handled in the real world

Respondent 28 - Internships are all over, it is just a matter of looking for them. I think it should really be stressed to students that this is one of the best ways to make contacts with people already in the industry. Wanna work in video games, look for an internship with a game company. Often these are well funded by the company. Look at Summer Of Code or a similar program which students can participate in. These doors often close upon graduation, and not having any experience will make it very difficult to break in to the industry.

Respondent 29 - Never looked into such.

Respondent 30 - I don't know of any.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 31 - In my current field I don't really know any internships sorry.

Respondent 33 - I could probably create an summer internship position at the company I work for. Additionally, I could potentially offer work on a freelance basis to students who wish to learn while getting real world experience. / / --AS

Respondent 34 - As far as I am aware, the company I work for doesn't have any available internships for undergraduates currently.

Respondent 35 - Unfortunately, working for a relatively small company, no internships or other opportunities are offered by my employer. However, I am sure that this will change in the future as the company continues to grow.

Respondent 36 - i wash dishes at a restaurant in nashville. it's not a place that specializes in bright futures.

Respondent 37 - None,

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Economics (February 1978 – September 2013)

Respondent 1 - I am sorry to say that it would be difficult for me to answer this question as I live and work in Europe. However, should there be such a program, I am prepared to support it. My old graduate school, Clemson University in Clemson, SC did have a co-operation program with a Belgian university (Université catholique de Louvain).

Respondent 2 - Internships and graduate support could be very helpful

Respondent 3 - We don't have any internships but could possibly assist in the creation of an internship and occassionally have funds that could be used to fund an intern.

Respondent 5 - I'm at a university and so nothing - sorry.

Respondent 6 - Our agency started an Accounting internship opportunity approximately 7 years ago. We ultimately partnered with a local college and it has been rather successful. However, I did evaluate the opportunity of working with Berea at the time, however there were two challenges (1) The academic calendar for Berea was the traditional semester structure and (2) Housing - a Berea candidate would have to have or be provided with short term housing. In closing, I would be open to re-evaluate our internship opportunity and consider a Berea student (especially if it was a high caliber candidate).

Respondent 7 - I have met many Berea College alumni in goverment jobs, in social services and housing. It might be good to encourage student to obtain internships in goverment agencies.

Respondent 8 - Various Finance departments within companies usually have opportunities for summer internships. Maybe students should scan through the companies' job postings and expand their search to not just the local companies.

Respondent 9 - I highly encourage this in finance and in IT

Respondent 10 - I am in banking which has evolved a little to be divided into skilled or highly skilled positions. It would be difficult for an intern to come in and learn commercial lending but there is no substitute to learn banking than working on the teller line. Tellers come into contact with all phases of banking through the transactions they run. Profit margins are thin and to incur the cost of an intern who may not eventually work for your organization is prohibitive. That being said if the funds were provided I would support and would advocate for an intern program with our local bank in Berea or the immediate area.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Economics (February 1978 – September 2013), continued:

Respondent 11 - I am an sole practitioner attorney in a small, rural county in Kentucky, but think that, even here, economic studies, forecasts, and suggestions for economic and social improvements are needed. Such studies, forecasts, etc. could be performed by students of economics and done so in a way that is specific to a small area. Most studies disregard small economic areas for larger regional and national concerns. Kentucky needs studies for must smaller geographic areas.

Respondent 12 - I could talk to faculty in my current Department (Applied Economics, University of Minnesota) and see if they would hire some students for summer research opportunities, if there is interest.

Respondent 13 - I work for Bank of America, and I see opportunities for internships all the time when I look at the employee job postings portal. I don't think it would cost anything, but faculty could encourage students interested in banking to apply for jobs at Bank of America during their senior year.

Respondent 14 - Regional Councils of Governments and/or Regional Commissions generally have a variety of projects going on and can use interns (especially interns that come at no cost to them). MACED already accepts Berea College interns. The Ohio-Kentucky-Indiana Regional Council of Governments could be a potential destination. Also larger city and/or county governments might need interns to help with specific projects-from inventory of traffic stops and sidewalks to public outreach, flyers, and GIS mapping. The Appalachian Regional Commission is a very important organization in this region and could provide some internship opportunities (out of Frankfort office). Chambers of Commerce and Economic Development organizations could be another potential opportunity.

Respondent 15 - We have had EKU students work at our office in the past. There haven't been any lately but it wouldn't hurt to ask.

Respondent 16 - I work for the Commonwealth of Kentucky, Dept. of Public Advocacy. They have internship programs that students can contact the state about. I don't really know much about them. / / Personally, I am very interested in mentoring and talking with Berea College Students. Please feel free to forward my email to any student who wants information about law school or law practice. I would love to be more involved with current students and serving as a point of reference for any sort of questions they have about law school.

Respondent 17 - I think in some instances that taking internships should be more something that students should explore. I think it should be a part of Berea's studies. I also think that living overseas should be something that should be implemented more in the college experience.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

EPG (Participants from 2002 – 2011)

Respondent 1 - I have access to a wealth of small businesses in varying fields. I would love to connect Berea interns with our local business owners.

Respondent 2 - I think there may be summer research opportunities, but I need to talk with my advisor.

Respondent 3 - I know BGV Finance in Cincinnati.

Respondent 4 - N/A

Respondent 6 - Law offices, schools, etc. There are a plethora of different experiences. Berea just needs someone dedicated to establishing those internships for our students.

Respondent 7 - We currently do not have an internship program, but I can think of places we can use interns, especially within such a changing and growing company like ours.

Respondent 11 - KPMG internship programm.

Respondent 12 - In current work there are summer internships mostly for economics research, which is mainly for uprising seniors. I actually hosted two Berea College students during the summer for their internship experience with the Economics Research Center at the University of Chicago.

Respondent 13 - The Public School System is in need of Programmers for the Technology Department and show interest in ANY programmers and taking interns that can help the Director of Technology with creation of resources for students such as mobile applications.

Respondent 14 - I've learned more from traveling than classes, so anything that combined traveling with some meaningful experience would be fair game.

Respondent 16 - I would encourage as many students as possible to work in the EPG program and take advantage of the many programs already available.

Respondent 17 - More study abroad inreniships for the second summer of EPG.

Respondent 18 - I tend to meet a lot of artists so I would say fashion, music, film, and art. As I travel I find that there are many people or organization related to the listed fields that focus on or support social and political issues, or they're things that some students would be interested in because of their passion for the art form the choose to embrace. Any of these experiences abroad would be life changing and a great learning experience.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 20 - The Cincinnati Museum Center has an entire department dedicated to volunteers and internships. The internships can range from marketing to preservation and collections, to as specific as working within one of the three museums at our facility. I work for the Cincinnati History Museum and our interns have been individuals with direct interest in museum studies, others who are more focused on education outreach, and those who have a general interest in working for/learn more about non-profits. The possibilities are numerous.

Respondent 22 - Mississippi Teacher Corps (a teaching program like Teach For America) offers a summer internship for students to work with the teachers in training and work at the summer school. / /

Respondent 23 - Public Health

Respondent 24 - I am currently unemployed but a career/internship website in my field that could be helpful to current students is Idealist.org.

Respondent 26 - Mo

Respondent 27 - N/a

Respondent 28 - I have sent e-mails to the Career office in the past with internship details and I have never received a response back. I will continue to send them when they come across my desk at work.

Respondent 30 - I work with communities statewide that could benefit from an intern in a variety of endeavors: public administration, floodplain management, codes enforcement, public outreach and surveys, and emergency management, to name a few.

Respondent 31 - My non-profit is limited in physical space, but has no shortage of work opportunities serving the needy. Students could serve in our food pantries directly and help with programming. We currently utilize AmeriCorps volunteers.

Respondent 33 - My current position is still in its initial stages, so I don't know of any internships it could support.

Respondent 34 - None known

Respondent 36 - There are organizations and companies all through out the Bay. We have over 3000. Connecting with them is not hard. It becomes a challenge when an opportunity is secured for a student and they elect not to follow through.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

SENS Minors (May 2001 – May 2013)

Respondent 3 - I'm sure that anyone who wants to write and submit articles to a local publication or a publication in their field of study could be a possibility. The same would be true for local governments when it comes to their efforts in planning, marketing.

Respondent 5 - Polar Bears International held Arctic Ambassador Leadership Camps for teens, educators, zoo keepers... I'm not sure if they still do.

Respondent 7 - Science education outreach.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

SENS Labor Students

Respondent 1 - I know that the public library I work at could host an intern for summer reading.

Respondent 2 - resiliency training

Respondent 3 - N/A

Respondent 4 - International study would be most important, also internships with technology & software in particular, since most jobs will be in those fields.

Respondent 6 - In my organization: Energy programs intern, carbon offsets marketing intern, nonprofit operations intern. / / Regionally, I know a lot of smaller environmental and/or social justice organizations would relish qualified interns financially supported by Berea College.

Respondent 7 - BIohabitats does offer internships in our Santa Fe and other offices. I can forward resumes to the correct people if you have students who are interested.

Respondent 8 - I think Berea College and the students themselves have been quite creative in terms of finding internships or similar experiences. If any, maybe increasing the monetary support would be more helpful.

Respondent 9 - Right now I can't think of anything.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - None

Respondent 2 - None that I can think of

Respondent 4 - I would have to check that out.

Respondent 5 - ???

Respondent 6 - Wow. Tough one. This will take some work. It will need the right preceptors and a set of expectations or goals to be accomplished by the student. These things are out there, but I think many times there just needs to be a prompting for them to be created. I think the best results would occur if a person in a larger metropolitan area could "scour" the area over a period of time to set up such a program. Obviously, this would be much easier if you're looking in Lexington, Louisville, Nashville, Knoxville, Cincinnati, Indianapolis sized cities and a housing arrangement is available to a student. Here's where you need a retired graduate of the program to take this thing and run with it in their metro area. I could imagine 2 students spending 5 or 6 weeks at two different places and then swapping places half way through the summer. Optimally, over a year's time, two more could be added for the next summer. In several years time, some strong preceptors would emerge and students could have some options as to what situations they could choose to be in. I think it's a great idea. Perhaps overdue, even.

Respondent 7 - Food production, small scale, tools.

Respondent 8 - none

Respondent 9 - Berea needs to work better with Industry to get students in the shops and on the work floors.

Respondent 10 - With the influence of Toyota, Central Ky is loaded with manufacturing and related support disciplines. The department has a gold mine of potential to create internships. As a former Human Resources professional, work with those manufacturers to determine needs along with opportunities.

Respondent 11 - I am retired from industry now and run a small part-time computer repair business. It could be very enlightening to encourage students to start a part-time business. The business would be best served if done in a "volunteer" mode, but would provide experience in building, maintaining and possibly "passing" (selling) the business to another individual.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 16 - In our area, possibly the Eastman company. You could check with a past alumni member (Jerry Hale, 1973?). I know he has retired from Eastman and serves Berea College on one of there committees...

Respondent 17 - More leadership and more responsibility roles.

Respondent 18 - Send the students in the Woodworking area to intern with the Ag Woodworking Shop way up in the mountains. I do not remember were it was. The Grad-students at EKU were sent to this place. It had oak floors that you could eat off! This shop looked like one of the TV shows woodshop organization.

Respondent 19 - Summer internships are available at our business. Machine tools may be available.

Respondent 21 - none

Respondent 22 - My employer is part of a nontraditional business lending and economic development network. Members of the network occasionally take on interns. MACED in Berea is the most consistent to accept Berea College interns.

Respondent 23 - N/a

Respondent 24 - Retired now, so I'm a little out of touch with those opportunities.

Respondent 25 - None are available through my workplace other than volunteerism and mentorship. Being a teacher I think volunteer oportunities with organizations like Habitat for Humanity and FIRST Robotics exposes students to good practices and great networking opportunities.

Respondent 26 - I have now been retired for 4 years and most of my active contacts are retired or have moved on to other areas.

Respondent 27 - I am presently in charge of a secondary teacher preparation program. If this isn't already being done by Berea's Education Department, identifying and implementing effective and alternative paths to the accreditation of teachers might be worth exploring.

Respondent 29 - None that I know of unfortunately.

Respondent 36 - None

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 37 - I think it would be good to develop partnerships with companies like the Department of Transportation, Ford, Toyota, NACCO, Hitachi, KI, ACIPCo (Birmingham, AL), and various engineering and design firms through the state.

Respondent 39 - I am an insurance agent. I'm sure we could use someone to help administratively, to help our marketing and advertising efforts, help in sales as an agent, and also in risk management.

Respondent 40 - As I am currently living overseas and have been for the past five years, I am a product of the study abroad program. It was those experiences that fueled my desire to come back to the country where I studied. Traveling has become a great passion of mine and I think if it is possible, then every student should at least consider studying abroad while at Berea, even if for a short term.

Respondent 41 - None.

Respondent 42 - In my experience window/door manufactures are a good way to join the industrial. Most of them start you off training on the assembly line, which leads into management. My company isn't currently hiring but I would be willing to talk to anyone wanting to take that path.

Respondent 43 - Since I currently live in Europe, there is no direct internship chance. However, I know that universities across Europe are enrolled a half-year exchange program where students can go and study in a university in a different country. Ok, it's more a party time to be honest :) but at the same time, it's an excellent opportunity to build your human network which can help you in the future. Very often people stay in touch through facebook and some real work relationship can develop from the friendship gained during the exchange program. / I think networking is important. One reason many people want to study at Harvard is to gain access to their alumni network. / I think Berea college can also provide its students wide networking opportunities through exchange programs.

Respondent 44 - Being most if work in my field is in Federal Sites, gaining security clearance to sites is often challenging.

Respondent 45 - We are currently trying to disseminate the internship idea. But there are many internships in my field. Southface Institute in Geargia has many.

Respondent 46 - I don't know of any.

Respondent 47 - N/A

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 48 - Honda has many co-op opportunities in a variety of areas from accounting and human resources to engineering positions. / The Honda career website is an excellent place to start. / http://corporate.honda.com/careers/

Respondent 49 - More industry field trips such as Dr. Hudson's trip to Detroit to visit Rousch Racing.

Respondent 50 - I can't think of any directly related to TAD that are consistently available, though there might be opportunities for one-off projects. Public libraries are chronically underfunded and there are many smaller ones who would welcome help with space planning and building-related projects.

Respondent 52 - I don't know of any internships.

Respondent 55 - My last position was as a public librarian, which I detested with every fiber of my being, and I wouldn't recommend anyone intern with my former employer.

Respondent 56 - non at the moment

Respondent 60 - I currently am employed by Montaplast of NA. I know they offer internships to local students, but I am unfamiliar with their process if our HR has one. Sorry, though I would be glad to ask.

Respondent 64 - My company as well as many others offer intern positions in the manufacturing field occasionally and it would be a good thing if Berea was connected to the local factories to know when those positions are available. It would not be much of a cost to the college and would be beneficial to the student; both monetary and educationally.

Respondent 65 - None at my current position

Respondent 66 - To be completely honest, I am unfamiliar with the internship program at my current company.

Respondent 68 - I'm not really sure. Perhaps the design of our electrical grid or fiber optic services that we offer. I know our engineers use CAD to design systems for the utilities and fiber optic services we offer.

What internships or similar experiences do you know of in your field/organization/ company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 70 - LG&E and KU Co-op and Intern Program / Page Content / The LG&E and KU Co-op and Intern Program is designed to provide opportunities for college students to experience and learn about our business. Students are provided opportunities to enhance their educational and technical knowledge and to develop competencies that prepare them for the business world. / As a Co-op or Intern with LG&E and KU Energy, students have a variety of developmental benefits as part of our program: / / •Mentoring – an internal Company mentor is assigned to each Co-op/Intern for their entire assignment period / / •Feedback – each Co-op/Intern will be provided extensive feedback from their assigned manager on their performance in each assignment / / •Rotations – "next assignment" interests are considered and rotational opportunities are explored to give Co-op/Interns diverse exposure to the Company / / •Networking – opportunities are provided to enable Co-op/Interns the opportunity to meet peers and engineers with the Company / / •Recognition - throughout the Co-op/Intern's experience there will be events and opportunities to recognize the value they bring to the Company / / •PE Licensing Certification – The Company will reimburse Co-op/Interns in their last assignment for their FE Exam expense if the test is passed and they have positive reviews through their assignments / / If you are interested in hiring a co-op or intern, contact Andrea Diebold, Sr. Recruiting and Staffing Specialist, at (502) 627-2236.

Respondent 73 - none.

Respondent 74 - MACED was a great opportunity for people looking to do work with non-profits, Kelly Mehler School of Woodworking, AMAZON may be a good resource

About the current academic program at Berea College:

Academic restructuring occurred at the College in the fall of 2011. Academic departments were combined into six Divisions. The rationale for restructuring was to increase interaction between faculty members and promote an increase in interdisciplinary work (classes, research, etc.) Academic departments are now known as "Programs" but the majors affiliated with these programs were retained. Division II now consists of Agriculture and Natural Resources, Computer and Information Science, Economics and Business, Sustainability and Environmental Studies,Technology and Applied Design, and Entrepreneurship for the Public Good (EPG).

Those of us working in Division II are thinking about how to improve the educational experience of our students. We are interested in your thoughts as well. Please comment on the following question.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 1 - I think the ANR program would benefit from co-operating with biology and other sciences to do more replicated and published research in addition to cooperation with business, technology, etc. These areas can all overlap, but I'm not sure that most students would find it helpful. They might find it overwhelming instead. /

Respondent 2 - I don't get this division though I could see the entrepreneurship for the public good piece being invaluable, computer sciences training on website mgmt including social media and list creation/marking would've been invaluable though I wouldn't have known that 10 years ago.

Respondent 5 - Anything business. Period. What's the point in growing anything if you can't market it?

Respondent 7 - ...

Respondent 9 - Reseach design and analysis

Respondent 10 - I feel like there could be some good student activity connections between Ag and EPG... Building community farms, promoting healthy eating programs in schools and in under-served communities...

Respondent 11 - Laboratory Animal Science Program... Please feel free to contact me and I will help with it.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 12 - I would say see my pervious comments. I would suggest that someone be in charge of looking ahead say ten years and see where the field is heading. What will it take to compete. Since my time everything is global focused. What will this mean to division II programs? I was fortunate that I had people around me at home and at berea that saw where agriculture was headed and I choose this field. Integration of different programs/course is the key. Who would have thought in the seventies ther would be a personal computer or cell phone by the nineties??? And who would have thought back then how agriculture would use this technology today with each other? Find the people who can foresee the next 10 years and then build courses around this focus and I think you will have a superior program unmatched by anyone.

Respondent 14 - I gained a lot of applicable science knowledge from taking electives in the biology department - even though they don't always play nice with Ag majors, they have a lot to offer, as does physics and chemistry.

Respondent 19 - I believe having opportunities to collaborate on research or have some on farm demonstrations would be very useful for students to learn how to develop and complete.

Respondent 20 - Wow, really there is so many directions with the programs in Div. II that they could cross collaborate. Agriculture needs and uses all of those programs. Technology is booming in agriculture from every new tractor now equipped with GPS to learning the use of UAVs (unmanned aerial vehicles) both production wise and ethically. Entrepreneurship and economics are important if we are going to keep young people on the farm or working in agribusiness.

Respondent 22 - More small business classes would have been super helpful. The business end of agriculture is overlooked. Especially how to direct market effectively. You guys may already be doing this for know.

Respondent 23 - business development for Ag. enterprises, incorporating technology (appropriately) into ag. enterprises

Respondent 25 - Look for students preparing for graduate education after Berea and encourage research, statistical methods, laboratory methods. Introduce them to modern technology that is commonplace in produciton agriculture systems. Encourage them to know software systems for data collection and analysis as well as data presentation.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 26 - Business models and business plans were extremely helpful. Also, in agriculture, production agriculture research in conjunction with someone like University of Kentucky would be helpful.

Respondent 27 - Conservation Planning and Wildlife Planning would be great courses to offer to students with help from the Tech department, agriculture department, and environmental department.

Respondent 28 - not sure /

Respondent 29 - Marketing for farmers

Respondent 33 - Have animal and plant (veggies or fruits) specific classes about management, care, repro, etc. /

Respondent 35 - Overwhelming question: pass.

Respondent 37 - A nutrient management course would be helpful for students in both ANR and SENS. An Ag Economics class would be helpful for students considering agribusiness. A very basic computer science/statistics courses geared towards ANR/SENS students would help prepare them for graduate work. If Tech students worked with ANR students they could probably find ways to make certain farm activites/practices run more smoothly.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Business Administration (February 1978 – September 2013)

Respondent 2 - how about an inter-disciplinary between nursing and business?

Respondent 4 - This is a great opportunity to introduce more courses that relate to the two trends: Project and/or Agile Project Management. There programs would be really great for Business. IS combinations. Another area could be Strategic Portfolio Management (How to pull all of the pieces together for a diversified set of project across all of the disciplines in Division II. Also, have some projects that the students can do that they can collaborate to use those project management skills to deliver something of value. I have not heard of the EPG that sounds like an exciting program. I think that they might be interesting in some of the free resources that PMIEF.org has on their website.

Respondent 5 - The Business Dept. could consider having business majors start a small business related to the college. It would be financed by the College but the students would have to submit to the College Loan Committee a business plan. Once the loan is granted, it would be the students responsibility to staff and grow the business. However, the profit and/or loss would all be to the College.

Respondent 6 - Projects that would help students understand the interrelationships of these areas in business, demonstrating specific business applications. Field trips to businesses would be enlightening.

Respondent 7 - Same comments as above regarding current business scenarios for team activities and case studies.

Respondent 9 - Sorry, don't feel qualified to answer this to any degree of help to you, based on what you've told me.

Respondent 12 - Insurance and business law

Respondent 14 - Joint csc and business department progrsm in cis

Respondent 15 - Cross-Major classes should be offered in each academic program both within Division II and across divisions. Information analysis development and forecasting needs to incorporate data sets from all aspects of Division II and more than likely from the other divisions as well.

Respondent 18 - Sounds pretty good to me. If you are able to truly interact as business major within these programs, then you are already off to a good start.

Respondent 19 - all of these program areas should be intentionally connected. You need them to be for students to be prepared for their futures.

Respondent 27 - No comment.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 30 - I'll be in town soon. Have Dean Ramsey, Jennifer Rose or Judge Wilson give me a call and we'll discuss. Have a pleasant Easter Holiday. Bill Maranda = GOOGLE my name to get the stories.

Respondent 41 - Economics and Business needs to overlap with Computer and Information Science.

Respondent 43 - Courses related to how to start your new business.

Respondent 44 - Not sure

Respondent 45 - No comment

Respondent 46 - As long as there are labor positions, internships, conferences/workshops, research opportunities, etc. available to students in these areas I think there are enough options.

Respondent 52 - I am sorry, I have no idea's.

Respondent 55 - Incorporate diff departments, example epg create business using it for website setup & computer operation setup & security. The business could relate to agriculture in some way with the expertise of that department , & the business & economics dept could provide direction in how to grow the business, marketing, advertising, etc. the group effort would provide much exposure to importance of working together as a whole.

Respondent 57 - For me a better knowledge of IT would have been helpful. There are jobs in my organization for people with accounting backgrounds yet work in IT. / Encourage students to participate in multiple internships and give them exposure to various industries.

Respondent 58 - A cross disciplanary course(s) focusing on the use of databases and spreadsheets in business would be of great benefit between the Economics and Business Program and the Computer and Information Science Program.

Respondent 61 - Student activities would be a fun way to expose students to the other areas. In my current role, it's very important to be able to collaborate with other functions and find solutions via team efforts. One very real and applicable project which would have helped me would include a team project with Accounting and Computer and Info. Science &/or Technogy and Applied Design working together to resolve a complex scenario or fill an important need.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 64 - It would be good to do a cross disciplinary project for a company...for example, the IT team along with the Accounting / Finance work together to help analyze a software solution for a company. Where I work, I work a lot with Engineers, and learning to speak their language is something I have gained over time. Having a similar environment would help simulate real life. I also believe that have Accounting/Finance/IT overlapped is important. It is possible the reason Bill Gates said Accounting would be obsoleted is related to some type of IT solution. I have to say, setting up a new software solution from the Accounting side is still not easy. I lead seven IT site implementations in one year, and I learned quite quickly, the IT setup process is very complicated, and it is sometimes important to understand that in order to troubleshoot accounting issues.

Respondent 65 - Encouraging students to take courses throughout the division should be encouraged.

Respondent 67 - Na

Respondent 71 - Because it is impossible to focus on everything or create the perfect option for each student, I think it would be beneficial to offer the students the opportunity to add courses of interest to them to the degree they are pursuing, if they can show a way that the two would work together in the "real world". For example, a business major who has a sincere interest in agricultural business, could add some relevant agricultural coursework to his/her business degree that would enhance his/her skills upon graduation and that could be used for a job in that specific area of business.

Respondent 77 - I wasn't aware of this change. It sounds great and very "cutting-edge". All I can add is the idea of cross-disciplinary courses sounds very beneficial in regards to preparing students for after college.

Respondent 86 - Make all business studnets take two internships. Offer financial support if necessary.

Respondent 90 - Psychology/sociology, pre-calculus and cal, international trade

Respondent 92 - No comment

Respondent 93 - I'd hope for our courses to be more career-focused. Too many graduate without knowing where they'd want to end up. By helping foster that sense earlier, there certainly is more to gain for everyone.

Respondent 94 - I believe it is a welcome development that computer science and economics and business now resides in the same division. I think cross disciplinary courses that combines computer programming/applications and business should be explored.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 95 - excell,modeling, public speaking, conferences. To be honest, i might be a little critical to

Respondent 96 - International business, IT specialising for business.

Respondent 97 - no comments

Respondent 100 - N/A

Respondent 101 - Some computer courses can be made mandatory for accounting and finance majors depending on the content, or another computer course can be offered to meet the needs of finance majors. Other ethical courses can also be offered in the business department.

Respondent 102 - Perhaps it is possible to offer more integrated/cross-listed courses. For instance, "Big data/database management with the focus on business applications" which would be cross-listed under Bus and Computer Information.

Respondent 103 - Business-oriented internships in those specific disciplines

Respondent 104 - Link computer science to everything.... USA is a knowledge economy, and it is getting more and more dependent on computers in everything. Even farming required computer in corporate environment. / / LINK COMPUTERS SCIENCE INTO EVERY PROGRAMS, AND MAJOR.

Respondent 106 - N/A

Respondent 107 - I understand that is crucial to understand every aspect of business and have good knowledge, before entering the workforce, but once you get a job in an organization, most of the skills are acquired with the experience in the job. I suggest internships, in class projects with organzations, case studies, shadowing etc.

Respondent 109 - I think will woud applaude the chages in progress. the seem to headed it the the right direction

Respondent 114 - I think there could be more cross-disciplinary collaboration between Economics and Business and EPG.

Respondent 120 - I really feel that the Business Department and EPG and even the Technology Department need to work together on collaborations. Every business utilizes technology and every mover and motivated shaker needs to know about being a go-getter in a responsible way. Entrepreneurs are tomorrows corporation developers and the business students need to be on board!

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 124 - Practical application is critical. Leadership, decision-making and supervisory experience is critical. I think it would be helpful if there were cross divisional projects that were a part of course work would be great. I recall strategic management course but think cross majors might be really cool if the whole semester was a case study or a real practical application would be great. Sign up the students to really perform work as a crossfunctional team for a business would be excellent.

Respondent 125 - Agriculture and Natural Resources Management. CIS as it applies in a business situation (business networking or programing)

Respondent 127 - Technology

Respondent 130 - Computer and Information Science + Economics and Business / Econimics and Business + Ag and Natural Resources / / I think combining these cross-disciplinary areas could lead to some very interesting classes/discussions/team studies

Respondent 132 - I think that a collaberation with the EPG program would help. I had an EPG class and it really pushed me to be creative and innovative. I think those qualities are important to any business major.
Respondent 133 - I think study abroad should be required. Cultural intelligence is becoming so important now that companies are becoming more and more internationally involved

Respondent 135 - No comment.

Respondent 137 - Sounds like we have a broad and exciting mix of potential areas of study, coursework, etc. I hope that scheduling is streamlined to allow students to focus on the courses and not spend too much time trying to navigate the course offering schedules (logistics/timing). Seems like I used to spend quite a bit of time worrying about getting scheduled for the courses I needed/wanted.

Respondent 138 - Computer and Information Science should have multiple classes that fulfill both requirement for business and IT. The two are as interwoven as Agriculture is to Biology. I remember only one class that fulfilled both, and it was a very simple 100 level course on microsoft products. Never went beyond simple things like changing the font in Word or what print preview looks like. A few 400 level courses would really do a lot of good for student coming into the business world.

Respondent 140 - There could be a cross with business and computer science since you need the computers in business.

Respondent 142 - Be make an off campus internship a requirement for Business majors!

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 143 - this sounds like a good question that I might have provided a thoughtful response to, but this survey is too long and already repetitive. It's taking everything I have to continue.

Respondent 147 - More technology content integrated into business courses, such as programming and database design/use.

Respondent 149 - not sure

Respondent 152 - I think it's important that students realize that they can get a job in business within all the various programs of study. So informational sessions should be provided explaining the types of jobs and leading companies for each program.

Respondent 154 - Internship opportunities that are cross-disciplinary. There are lots of opportunities that could be created for new classes, but they would likely take more resources than the gain they would produce.

Respondent 157 - Entrepreneurship and computer science seem complementary to business studies.

Respondent 163 - The sustainability courses mixed with business courses would be a good idea, I think. That's something that's discussed a lot at my job and could really be useful to learn in college.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 1 - Work with Alumni and College Relations to build a mutually beneficial alumni system.

Respondent 3 - Cross-functional projects are normal in business. You could design such an activity that requires the contributions from a number of fields. For example, software for a farm to optimize wind produce energy that would be packaged and alrketed for commerical sale, but also packaged for 3rd world distribution through non-profits. A member from each of the fields could be combined to create to deliverable.

Respondent 4 - Business computing program as opposed to a mathematical department based program

Respondent 6 - N/A

Respondent 7 - I think that building the ties between Technology & Applied Design and CIS is really important, especially for people who might be interested in hardware. The graphic design classes in TAD may also be useful for CIS students esp. if they are interested in writing apps or being in a position where they don't have a dedicated designer. (A cool option incorporating this would be an introduction to user experience class with focus on both the design of the software and the evaluation of that software.) I think that the ties between Econ, EPG, and CIS could also lead to a course that would help students who are interested in entrepreneurship but may not think of it as such. (Maybe a course where students build and market an app.)

Respondent 8 - So many possibilities... computing can basically be applied to anything, so I think whatever sparks someone's interest is a good place to stat.

Respondent 9 - unsure

Respondent 10 - Given that my career has taken me into a specific direction, that is software development, I would see the value having programatic challenges/overlaps with other departments, such as physics or economics.

Respondent 11 - Perhaps incorporating other areas such as Agriculture and natural resources into computer science as a client for a new program and learning to work with foreign subject matter but understanding the business requirements enough to write an application for it. This is what my job entails on an everyday basis. It is important to be open to new subjects that might seem foreign in the software creation business since software spans a variety of subject matter.

Respondent 12 - Maybe more internship opportunities and collaboration with research institutions to enable students to acquire research positions in these institutions.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 15 - I did a "research study" thing as a senior CIS student. I barely remember the topic, because it was just some high level computer science concept. I wrote what was basically a short book about it, and was able to check that requirement off the list. I don't think I gained any usable knowledge through this process. Instead, I would have liked for my CIS professors to have guided me to something like - find a problem (can be very simple problem), then "build an Android application, and then go through three "beta release cycles", where your application is continually tested and evaluated". That would have been a desirable thing for me, and would fit into the CIS mission statement.

Respondent 17 - I believe the future is the web. We need programmers with understanding and the capability to connect security and big data with ecommerce, social media, medical industries and/or education environments.

Respondent 19 - None

Respondent 20 - Entrepreneurship should not be a separate entity, it should be incorporated into all other programs.

Respondent 21 - Unknown

Respondent 22 - consulting type of program

Respondent 23 - I would recommend a course that combine computer science programming knowledge with another area that need serious technology innovation (like agriculture, or environmental studies). Students should try to search for opportunities in those areas to automate or innovate using their technology tool bag.

Respondent 25 - no comment

Respondent 28 - Game jams with artists and music students. Robotics with the tech department. Startup weekends (product development, pitches, team-work, new-ideas).

Respondent 31 - Computer Science and Tech. Building your own circuit boards and Robots. That is the most connect that I feel is out of all the division.

Respondent 33 - I think that electronics (TEC/CSC) would be very helpful to current students. I also believe that there could be a data mining or other business intelligence course offered (BUS/CSC). / / I would have loved to have a project-oriented course in SENS and CSC!

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 35 - Big data is a fast growing field that requires a lot of collaboration between Business/Economics and Computer Science. I would recommend courses related to big data analysis.

Respondent 36 - woooo good question. the benefits of cross-discipline are necessarily specific, so i can only tell you about the one with which i have had the most contact. "digital humanities" is a big deal right now, and it involves using computer science--exactly the kind of stuff that jan is teaching now--to aid humanities scholars in their research. develop communication between the humanities and CS, because it will be important.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Economics (February 1978 – September 2013)

Respondent 1 - I have no comment at the present moment as I need to understand the system first before offering suggestions. However, I will communicate my ideas with the department at a later stage.

Respondent 2 - Graduated a long time ago and do not have an opinion on this topic

Respondent 5 - Certainly I've become very interested in sustainable economics. It ties together many related disciplines (including some outside of Division 2) and so helps students integrate knowledge. Also there is the opportunity to offer more critical analysis of markets. I was in my 2nd year of teaching as a graduate student before I really understood how markets are thought to function (and a short time longer to realize that really don't). I believe covering this earlier would help the students develop better critical thinking skills.

Respondent 6 - I think that it would be beneficial to leverage a cross disciplinary collaborations between Computer Science and Business on specific team-oriented course work.

Respondent 7 - Anyone who majors in economics and/ or business and ends working in these areas, he or she is likely to be asked to present his/her analysis, findings, and recomendations. Speaking skills and the ability to work with the media are necessary skills in these fields. Any course that would offer public speaking and principles of journalism will be valuable.

Respondent 10 - Any program that places the student in a real world setting where they can apply some of what they have learned academically.

Respondent 12 - For those interested in grad school, research experiences especially in top universities should be made a priority.

Respondent 13 - I have no recommendations.

Respondent 14 - Geography and IT integration--courses in coding and ArcGIS / Public Outreach and Communication--courses in graphic design, video editing, social media, public speaking, etc. / Economic Development--this could be a specialization under the Economics program

Respondent 16 - I think the new combined department is a great idea for providing students opportunities to fine tune their major studies.

Respondent 17 - I think a real world application in college work is useful. Application is the key not just doing the regular classwork and projects that are not applicable to real life

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

EPG (Participants from 2002 – 2011)

Respondent 3 - A course related to investing in small business development which is very important to Appalachian Region.

Respondent 6 - I just feel that EPG would greatly benefit with working closely with the Economics and Business Sector. Almost every possible career field is influenced by business and economics in some form or fashion. Also those that work in non-profit sectors need to have a keen understanding of for profit sectors and vice versa. The departments really need to work together to help facilitate some real discussions and work experiences that blend the two.

Respondent 7 - I'd hope for our courses to be more career-focused. Too many graduate without knowing where they'd want to end up. By helping foster that sense earlier, there certainly is more to gain for everyone.

Respondent 11 - advance excell, legal research,access, technology, public speaking, conflict resolution, leadership.

Respondent 12 - I would recommend the opportunity for different fields like business and computer science to be more integrated. Offering a more flexible curriculum would help get skills from multiple fields. This interdisciplinary approach, I believe would serve greatly to students.

Respondent 13 - Keep making the work challenging. I was almost scared or afraid of doing EPG but I loved the idea of such a challenging class. Something new and different. Keep the bar high and create real work with real people or businesses.

Respondent 14 - Don't know and don't care.

Respondent 18 - I don't have a comment for this because I think that Division two did a great job with combining two or more foci when I was a student.

Respondent 19 - Career advising. Very important. Sincere interest in students' success.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 20 - I would definitely recommend that EPG students be allowed to take courses or introductory seminars from the following programs: Computer and Information Science, Economics and Business, and Technology and Applied Design. One of the aspects of the EPG program that has shaped my outlook on life the most is the idea that in whatever I do I am an entrepreneur. That is to say I am am in innovator, a risk taker, and a leader. The programs that I have listed above all contain valuable resources and knowledge that only add to the entrepreneurial mindset. In my professional life I have found that the skills attained from working with each of those disciplines make one far more marketable-regardless of desired career outcomes. / / Also, let it not go without saying that it is incredibly important to relate the lessons obtain from EPG to one's intended major. For example, if an EPG student has an intended arts major then have them explore the various ways that the principle lessons that EPG teaches (service to the community, leadership, and an understanding of Appalachian values) relates to their major. If all they have ever done is paint and they want to be successful, then teach them about independent artists that open their own studies or creative ways they can be content creators who sell their work utilizing technology. EPG has the potential to be a great touchstone or gather place for multiple disciplines. Utilize the differences between the new "Divisions" to strengthen the desired career goals of the EPG fellow.

Respondent 22 - I can't specifically give information on this, I graduated before the centers happened. However, more generally, I think that the more crossover from these great programs in Division 2 into the real world and out in the community the better. It makes it all real and gives students the people handling skills which are most important for success.

Respondent 24 - -Exposure to the real world. Every student should participate in one or more internship experience in their field of interest during their time at Berea. / - If possible, travel outside of the U.S, internship or study abroad in their field of interest. /

Respondent 26 - Not sure what this question is asking

Respondent 30 - I am not familiar enough with the current programs to offer suggestions.

Respondent 31 - Environmental Economics, / Business and Green/Sustainable Technology: This would have been a great short term course under the old 4-1-4 calendar. Students could have learned financing models for green energy and industry trends/data while learning how to construct a device.

Respondent 33 - I do not have any specific recommendations at this time.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 34 - Courses on the business of sustainability, agriculture and tech/design, and especially how entrepreneurship fits in.

Respondent 36 - Classes to help students cope with the fear of doing large asks. / / Classes on effective ways of utilizing social media to advance and generate revenue to support social causes. / / Classes integrating elements of policy and service showing how they go hand in hand

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

SENS Minors (May 2001 – May 2013)

Respondent 1 - I wish this had happened when I was at Berea! / / I love the work I do and I am at a point where I'd like to be self employed. I think business skills are great for SENS majors whether they work as consultants, develop/market appropriate technologies, start a farm or farm-business, or work in the public sector or a corporation: being able to sell your ideas is so important.

Respondent 3 - I think the possibilities are endless. Any of the fields using a SENS focus could provide good learning opportunities. One class I took overseas was on global economics, which would be an interesting topic for Economics/ Business and SENS to collaborate on.

Respondent 5 - Refer back to previous question where I referred to Psychology students working to create change in behavior for sustainability.

Respondent 7 - n/a

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

SENS Labor Students

Respondent 1 - A partnership between all of those program would be great. Computer and information science with Technology and applied design could design whole systems. EPG and SENS could design businesses with a green flair.

Respondent 2 - I don't really get this part, but entrepreneurship for the public good & technology related to the internet would've all be helpful. Cooking, nutrition, health & healing, resiliency training, social psychology and the environment

Respondent 4 - More studies in the geosciences would be essential for an improved SENS/Science program at BC.

Respondent 5 - Better working relationship with Biology and SENS.

Respondent 6 - I think SENS sutdents would benefit from connecting their work to any of the following campus programs: African American Studies, Appalachian Studies, Communication courses. Additionally, I'd love to see a course or two related to nonprofit management, as many SENS students work in that field.

Respondent 7 - I can't comment on specifics, but cross-disciplinary courses would be beneficial to incoming students.

Respondent 8 - I could not think of anything specific at this point.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - Collaboration between Computer and Information Science Technology and Applied Design should be enhanced. Adding coursework that spans across the majors

Respondent 2 - All students should be required to take lean methodologies studies

Respondent 4 - I would have to give that more time than I have for this survey.

Respondent 6 - I definitely think there is some great benefit in collaboration. Everything is so interconnected. I do know that without TAD, the Ag profession goes nowhere. Without advertising, finance, marketing, etc., problems occur. I could almost envision a senior capstone project where a student spends so many hours independently in another department gleaning from their resources to complete a project or proposal, etc. Perhaps it's a group process, equally represented by students from the different departments. / / Competition is always fun versus the Aggies, but imagine if the Division combined forces to compete against other divisions? Tech and Ag are more similar than they are different, and I'm sure other programs can state the same.

Respondent 9 - Based only on your discription, It would be critical to custom design all common course offerings to meet each program needs.

Respondent 10 - Since we are now in a global society, economics, etc some type of emphasis should be placed on this if not already.

Respondent 13 - I have no current information or knowledge about the current program

Respondent 17 - I would like to see more field trips and hands on experiences. There are many great artists and industrial areas near this area that could greatly help in learning. As an example: A field trip to a framing factory would assist in the construction of a house.

Respondent 18 - Surly the IA Department is or should be working with the Computer Department. The last two years that I taught the shop course was gutted and made into a Computer/Pneumatic/Hydrulics lab with 36-stations. There was not any woodworking, metal working or any of the other areas that you might think of! We were told about 1988 that if within the next few years that if we were still teaching things like leatherworking that we would be fired. This was hard on me for leatherwork was one of mine and the students favorites! I knew two guys that were fired for this very reason. They had tenure! The most fun I ever had in teaching was a regional robotics contest on A Saturday morning. We came in forth and the students and the crowd roared like it was a state finalist wrestling contest!

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 19 - I would like to know more about this division before I could comment with the best recommendation. It appears that all of these require "hands-on" training or experiences for the ultimate retention. Division II sounds like a great opportunity to bring in outside sources, agencies, departments which can contribute both speakers to suggested areas of training / study focus.

Respondent 20 - More internships.

Respondent 21 - no input

Respondent 22 - With the rapidly changing global economy, I think every student should be required to take a course in entrepreneurship. The person who stays in a job longer than 5 years will be the exception. Also, federal legislation is redefining what full time employment means (30 hours vs.. 37.5) so an increasing number of people are having to piece together a livelihood that more than likely will require making a job instead of taking one.

Respondent 26 - The courses included in the majors in Division II should make a well rounded and effective graduate.

Respondent 27 - I appreciate the trend toward interdisciplinary study at Berea. More of that would serve my present employer well. / / The key is getting people outside their 'comfort zone'. Literature majors should be involved in industrial design. Physics majors should participate in concerts. Math majors should act on stage. / / You see, what's important isn't necessarily how much the student enjoys the process. What's important is how the process changes the student.

Respondent 29 - Find the best practices in the country in all types of things that need to get fixed like homelessness and find ways to become a part of that year after year.

Respondent 36 - Business courses should be mandatory not electives.

Respondent 39 - Biomedical Sciences / Also offer the required certifications associated with certain majors like... / A+, Network+, & CCNA

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 40 - As an individual that is living and working outside of the United States. To be exact, I am currently living in South Korea. I would recommend that the students be exposed to the technologies that exist here or other technologically advanced countries. I think that having an awareness of the degree of technological advances around the globe will help students to gain an upper hand when competing for employment in the future and will also guide them in finding a path for their futures. Of course, just knowing more about your particular field of study is useful.

Respondent 41 - A TV broadcasting/ new media type program.

Respondent 44 - Not sure

Respondent 45 - not sure at this time, but it seems that maybe a student could be required to take a course in each of the disciplines to round out their studies...

Respondent 46 - I believe TAD should work more with computer and information sciences because when the general populous hears Technology, computers is immediately what they think of. a student that has experience from both worlds has unlimited potential in our current work field.

Respondent 49 - Study abroad. It should be compulsory.

Respondent 50 - One of the biggest and somewhat surprising benificial outcomes from my education came from my art studies. In art courses, projects are critiqued in groups by both students and instructors, analyzing the strengths and weaknesses of the process and product. The focus is on the piece, how it is percieved, its function, etc. The process of regularly presenting a product, receiving critical feedback, and giving feedback to others developed skills (and a thick skin) that has been HUGELY benifical in my professional career. This could be incorporated somehow into TAD curriculum. Lisa Kriner is particularly strong in this area.

Respondent 51 - I would like to see a data-driven, measurable approach to making program changes. Where is the data? /

Respondent 52 - no recommendations

Respondent 60 - Take ad many science and mathematics courses as electives. Also if Dr. J. Pierce is still there take her excell/programing class (csc 205?). Take as many courses that will challenge you and not the easiest path. I would also recommend psychology. If there were a specific course in IO psychology take that.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 61 - I think some cross-disciplinary options could be very helpful to TAD. Like I mentioned earlier, Technology and Information Systems are critical to all businesses. More explore to these concepts could help students prepare for future careers.

Respondent 63 - A program designed to cross over between fine arts and 3D manufacturing design will be very beneficial to students. I believe you will see a combining of the two skills in the future 3D design career field.

Respondent 66 - More cross-disciplinary courses such as TAD and Economics and Business or CIS would be beneficial in many "real" world environments.

Respondent 67 - Applied Engineering

Respondent 68 - I think the biggest possibility to students would be real world internships in their department of study, or at minimum, a good real world example where it is incorporated with the work study.

Respondent 70 - No coment.

Respondent 73 - video, web design, e-commerce

Respondent 74 - Technology courses outside the industrial field, collaboration with other departments.

Please answer the following about any continuing education that has occurred since your graduation from Berea College.

Second Bachelor's

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 14 - University/College: East Tennessee State University; Field/Major: BSN Nursing; Graduation Date, if applicable: Dec 2007

Respondent 28 - University/College: UNLV; Field/Major: nursing; Graduation Date, if applicable: 2012

Business Administration (February 1978 – September 2013)

Respondent 42 - University/College: Gandhigram University; Field/Major: Rural Industrial Management; Graduation Date, if applicable: June 1988

Respondent 72 - University/College: University of Akron; Field/Major: Education License K-8; Graduation Date, if applicable:

Respondent 161 - University/College: University of TN; Field/Major: English; Graduation Date, if applicable:

Computer and Information Science (Spring 1986 – September 2013)

There were no responses.

Economics (February 1978 – September 2013)

There were no responses.

EPG (Participants from 2002 – 2011)

There were no responses.

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Second Bachelor's, continued:

SENS Minors (May 2001 – May 2013)

There were no responses.

SENS Labor Students

There were no responses.

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 41 - University/College: University of Montevallo; Field/Major: Mass Communication Briadcasting; Graduation Date, if applicable: Dec. 2012

Respondent 43 - University/College: Vilnius art academy; Field/Major: Architecture; Graduation Date, if applicable: June 2012

Respondent 63 - University/College: Keystone College; Field/Major: Education; Graduation Date, if applicable: 2005

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 6 - University/College: Penn State University; Field/Major: Soil Science; Graduation Date, if applicable:2001

Respondent 9 - University/College: North Carolina State University; Field/Major: Ag & Extension Education; Graduation Date, if applicable:May

Respondent 11 - University/College: UT Martin; Field/Major: Agriculture and Natural Resources; Graduation Date, if applicable:2011

Respondent 14 - University/College: Lincoln Memorial University; Field/Major: MSN Nursing Anesthesia; Graduation Date, if applicable:(Dec 2015)

Respondent 19 - University/College: University of Kentucky; Field/Major: Crop Science; Graduation Date, if applicable: May 2007

Respondent 20 - University/College: Virginia Tech; Field/Major: Crop and Soil Environment Science; Graduation Date, if applicable: December 2007

Respondent 23 - University/College: Johns Hopkins University; Field/Major: Public Health; Graduation Date, if applicable: May 2013

Respondent 25 - University/College: University of Kentucky; Field/Major: Crop Science; Graduation Date, if applicable:2008

Respondent 26 - University/College: University of Tennessee; Field/Major: Agriculture Leadership Education and Communication; Graduation Date, if applicable: May 2011

Respondent 29 - University/College: University of Florida; Field/Major: ; Graduation Date, if applicable:

Respondent 37 - University/College: University of Georgia; Field/Major: Crop and Soil Science; Graduation Date, if applicable: May 2014

Respondent 38 - University/College: University of Kentucky; Field/Major: Crop Science; Graduation Date, if applicable: May 2014

Respondent 41 - University/College: Southern New Hampshire University; Field/Major: MBA - Supply Chain Management; Graduation Date, if applicable: June 2015

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

Business Administration (February 1978 – September 2013)

Respondent 1 - University/College: Texas Tech University; Field/Major: MBA; Graduation Date, if applicable: June, 1982

Respondent 3 - University/College: Fayetteville State and Univerisity of Kentucky; Field/Major: Political Science and Public Administrtion; Graduation Date, if applicable: May 2012 and Aug. 1986

Respondent 4 - University/College: Western Carolina; Field/Major: Maste of Project Management; Graduation Date, if applicable: 1990

Respondent 7 - University/College: University of Alabama in Birmingham; Field/Major: Health Administration; Graduation Date, if applicable: 1985

Respondent 11 - University/College: University of Kentucky; Field/Major: M.B.A.; Graduation Date, if applicable: 1991

Respondent 14 - University/College: eku; Field/Major: mba; Graduation Date, if applicable: 1997

Respondent 15 - University/College: Morehead/EKU; Field/Major: MBA/Accounting; Graduation Date, if applicable: NA

Respondent 16 - University/College: Duke University; Field/Major: MBA; Graduation Date, if applicable: June 1992

Respondent 19 - University/College: UK; Field/Major: Education Leadership; Graduation Date, if applicable: 2007

Respondent 22 - University/College: University of Kentucky; Field/Major: Higher Education Administration; Graduation Date, if applicable: Dec., 1991

Respondent 24 - University/College: University of Kentucky; Field/Major: Library Science; Graduation Date, if applicable: 2012

Respondent 42 - University/College: Marshall University; Field/Major: GIS & Demography; Graduation Date, if applicable: MS 5/01 , MA 5/1998

Respondent 43 - University/College: Miami University; Field/Major: MBA in Marketing; Graduation Date, if applicable: 2003

Respondent 44 - University/College: EKU; Field/Major: MBS; Graduation Date, if applicable: 5/17/1994

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 45 - University/College: ; Field/Major: Divinity; Graduation Date, if applicable: May 2000

Respondent 46 - University/College: Eastern Kentucky University; Field/Major: Masters of Public Administration; Graduation Date, if applicable: May 1999

Respondent 47 - University/College: Dominican University; Field/Major: Library and Information Science; Graduation Date, if applicable: 2006

Respondent 48 - University/College: University of Alabama at Birmingham; Field/Major: MBA - Finance Concentration; Graduation Date, if applicable: May 2004

Respondent 54 - University/College: King College; Field/Major: MBA; Graduation Date, if applicable: December 12

Respondent 56 - University/College: Kentucky State University; Field/Major: Management Information Systems; Graduation Date, if applicable: 2005

Respondent 59 - University/College: Morehead State University; Field/Major: MBA; Graduation Date, if applicable:

Respondent 61 - University/College: Belmont University, Nashville, TN; Field/Major: Master's in Accounting (MAcc); Graduation Date, if applicable: May 99

Respondent 64 - University/College: Indiana University; Field/Major: MBA and MSSF Master of Science in Strategic Finance; Graduation Date, if applicable: May 2002 and May 2006

Respondent 65 - University/College: Ohio University; Field/Major: Public Admin; Graduation Date, if applicable: Summer/Fall 2014

Respondent 66 - University/College: EKU; Field/Major: Manufacturing Technology; Graduation Date, if applicable: 1995

Respondent 72 - University/College: University of Akron; Field/Major: Principalship K-8; Graduation Date, if applicable:

Respondent 75 - University/College: Northern Ky University; Field/Major: Education; Graduation Date, if applicable: 2002

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 76 - University/College: Xavier University; Field/Major: Business Administration; Graduation Date, if applicable: 1999

Respondent 78 - University/College: University of Washington ; Field/Major: Education; Graduation Date, if applicable: August 13

Respondent 86 - University/College: Kent State; Field/Major: MBA; Graduation Date, if applicable: December 09

Respondent 87 - University/College: EKU; Field/Major: MBA; Graduation Date, if applicable: 2006

Respondent 88 - University/College: Curry College; Field/Major: Masters of Business Administration; Graduation Date, if applicable: August 09

Respondent 89 - University/College: Middle Tennessee State University; Field/Major: MS Accounting; Graduation Date, if applicable: May 10

Respondent 92 - University/College: Southern Illinois University Edwardsville; Field/Major: Economics and Finance; Graduation Date, if applicable: August 03

Respondent 96 - University/College: Lund University (Sweden); Field/Major: Accounting & Management Control; Graduation Date, if applicable: May 6, 2013

Respondent 98 - University/College: University of Kentucky; Field/Major: MBA; Graduation Date, if applicable: May 06

Respondent 101 - University/College: Non; Field/Major: ; Graduation Date, if applicable:

Respondent 106 - University/College: George Mason University ; Field/Major: Public Administration; Graduation Date, if applicable: May 11

Respondent 107 - University/College: Eastern Kentucky University; Field/Major: MBA; Graduation Date, if applicable: Dec 12

Respondent 108 - University/College: UofL; Field/Major: MBA; Graduation Date, if applicable: Sep 15

Respondent 113 - University/College: Hood college; Field/Major: Mba; Graduation Date, if applicable: 2015

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 114 - University/College: University of Missouri - Kansas City; Field/Major: Master of Science in Accounting; Graduation Date, if applicable: 7/27/2012

Respondent 116 - University/College: Mercer University; Field/Major: M.B.A.; Graduation Date, if applicable: Dec 10

Respondent 117 - University/College: Sullivan university ; Field/Major: Business Administration ; Graduation Date, if applicable: Dec 13

Respondent 119 - University/College: Univ of Tennessee; Field/Major: MBA; Graduation Date, if applicable: completed

Respondent 122 - University/College: EKU; Field/Major: MBA; Graduation Date, if applicable: 2010

Respondent 131 - University/College: Auburn University; Field/Major: MBA; Graduation Date, if applicable: May 08

Respondent 133 - University/College: Southern Polytecnic State University; Field/Major: MBA; Graduation Date, if applicable: Dec 15

Respondent 137 - University/College: University of Florida - Warrington College of Business; Field/Major: Real Estate & Urban Analysis; Graduation Date, if applicable: April 05

Respondent 142 - University/College: Eastern Kentucky University; Field/Major: Master's of Arts in Teaching; Graduation Date, if applicable: Dec. 2006

Respondent 147 - University/College: Murray State Univeristy; Field/Major: Masters of Business Administration; Graduation Date, if applicable: Dec 13

Respondent 152 - University/College: Marshall University; Field/Major: Human Resources; Graduation Date, if applicable:

Respondent 158 - University/College: McKendree University; Field/Major: MBA; Graduation Date, if applicable: not complete

Respondent 159 - University/College: University of Kentucky; Field/Major: Secondary Education; Graduation Date, if applicable: Jul 07

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 160 - University/College: Union College (KY); Field/Major: Educational Leadership; Graduation Date, if applicable: 2005

Respondent 161 - University/College: Duke university; Field/Major: Nursing ; Graduation Date, if applicable:

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 4 - University/College: eastern Kentucky University; Field/Major: mba; Graduation Date, if applicable: 1997

Respondent 7 - University/College: University of Minnesota; Field/Major: Computer Science; Graduation Date, if applicable: Jan 11

Respondent 10 - University/College: Indiana University; Field/Major: Computer Science; Graduation Date, if applicable: Dec 10

Respondent 12 - University/College: Miami University, Ohio; Field/Major: Computer Science; Graduation Date, if applicable: 8/30/2009

Respondent 20 - University/College: Miami University; Field/Major: Mathematics; Graduation Date, if applicable: 8/20/04

Respondent 23 - University/College: Baruch College; Field/Major: Business Administration; Graduation Date, if applicable: Dec 11

Respondent 25 - University/College: Univercity of Texas; Field/Major: Civil Engineering; Graduation Date, if applicable: Aug 08

Respondent 26 - University/College: Oregon State University; Field/Major: Mathematics; Graduation Date, if applicable: Mar 12

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

Economics (February 1978 – September 2013)

Respondent 1 - University/College: Clemson University; Field/Major: Agricultural Economics; Graduation Date, if applicable: 1981

Respondent 2 - University/College: University of Georgia; Field/Major: Economics/ Accounting; Graduation Date, if applicable: 1990 and 1992

Respondent 3 - University/College: University of Kentucky; Field/Major: Agricultural Economics; Graduation Date, if applicable: 1989

Respondent 4 - University/College: University of Kentucky; Field/Major: Agricultural Economics; Graduation Date, if applicable:

Respondent 5 - University/College: UK; Field/Major: Economics; Graduation Date, if applicable: 1989

Respondent 6 - University/College: Xavier University; Field/Major: MBA/ Finance; Graduation Date, if applicable: 1997

Respondent 7 - University/College: Southern New Hampshire University; Field/Major: Community Economic Development; Graduation Date, if applicable: Jun 02

Respondent 8 - University/College: University of Texas at Dallas; Field/Major: Masters of Science in Accounting; Graduation Date, if applicable: Dec 10

Respondent 11 - University/College: Western Kentucky University; Field/Major: Humanities; Graduation Date, if applicable: 1995

Respondent 12 - University/College: Virginia Tech; Field/Major: Agricultural And Applied Economics; Graduation Date, if applicable: 2012

Respondent 13 - University/College: University of North Carolina at Charlotte; Field/Major: Master of Public Administration; Graduation Date, if applicable: Dec 12

Respondent 14 - University/College: Georgia Institute of Technology; Field/Major: City and Regional Planning/Urban Transportation; Graduation Date, if applicable: 2009

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

EPG (Participants from 2002 – 2011)

Respondent 3 - University/College: California State University Fullerton; Field/Major: International Economics and Finance; Graduation Date, if applicable: May 15

Respondent 12 - University/College: The University of Chicago; Field/Major: Public Policy and Business; Graduation Date, if applicable:

Respondent 20 - University/College: Seattle University; Field/Major: MFA Arts Leadership; Graduation Date, if applicable: June 14

Respondent 22 - University/College: University of Mississippi; Field/Major: Masters of Education in Curriculum and Instruction; Graduation Date, if applicable: May 13

Respondent 23 - University/College: University of Kentuck; Field/Major: Public Health; Graduation Date, if applicable: 2012

Respondent 24 - University/College: George Mason University ; Field/Major: Public Administration; Graduation Date, if applicable: May 11

Respondent 26 - University/College: Long beach state; Field/Major: ; Graduation Date, if applicable:

Respondent 28 - University/College: University of Mary Washington; Field/Major: MBA; Graduation Date, if applicable:

Respondent 29 - University/College: Eastern Kentucky University ; Field/Major: Exercise and Sports Science ; Graduation Date, if applicable:

Respondent 30 - University/College: University of KY Martin School; Field/Major: Public Admin/Nonprofit Mgmt; Graduation Date, if applicable: 2011

Respondent 31 - University/College: Appalachian State University; Field/Major: Political Science; Graduation Date, if applicable: 2012

Respondent 33 - University/College: University of Kentucky; Field/Major: Public Policy; Graduation Date, if applicable: 2012

Respondent 34 - University/College: University of New Orleans; Field/Major: Urban and Regional Planning; Graduation Date, if applicable:

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

SENS Minors (May 2001 – May 2013)

Respondent 5 - University/College: University of Louisville; Field/Major: Biology; Graduation Date, if applicable: took some courses, but did not finish

Respondent 7 - University/College: Appalachian State University; Field/Major: Appropriate Technology Education; Graduation Date, if applicable: 2011

SENS Labor Students

Respondent 1 - University/College: Kent State University; Field/Major: Library and Information Science; Graduation Date, if applicable: Aug 06

Respondent 4 - University/College: CUNY; Field/Major: Science Education; Graduation Date, if applicable: 2007

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - University/College: University of Alabama Birmingham; Field/Major: Public Administration; Graduation Date, if applicable: 2008

Respondent 5 - University/College: Grand Canyon University; Field/Major: Education/Technology; Graduation Date, if applicable: 2004

Respondent 6 - University/College: Appalachian State University; Field/Major: Industrial Education/Technology; Graduation Date, if applicable: 1989

Respondent 7 - University/College: WVU; Field/Major: Legal Studies; Graduation Date, if applicable: 2002

Respondent 9 - University/College: Univ south Florida; Field/Major: Industrial Tech; Graduation Date, if applicable: 1984

Respondent 12 - University/College: Eastern Michigan University; Field/Major: Information Systems; Graduation Date, if applicable: 1990

Respondent 13 - University/College: EKU; Field/Major: ; Graduation Date, if applicable:

Respondent 14 - University/College: Appalachian State University; Field/Major: Industrial Arts Education; Graduation Date, if applicable: August 1965

Respondent 18 - University/College: EKU; Field/Major: Tochnolgy ; Graduation Date, if applicable: 1969

Respondent 22 - University/College: Ball State University; Field/Major: Industrial Technology Ed. and Mgt.; Graduation Date, if applicable: Aug. 1986

Respondent 24 - University/College: The College of New Jersey; Field/Major: Technology Education/MEd; Graduation Date, if applicable:

Respondent 25 - University/College: Shenandoah University; Field/Major: Education; Graduation Date, if applicable: 1997

Respondent 27 - University/College: Xavier University; Field/Major: Educational Administration; Graduation Date, if applicable: 1993

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Master's, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 28 - University/College: Columbia International University; Field/Major: Christian Education; Graduation Date, if applicable: 1990

Respondent 29 - University/College: Webster University; Field/Major: Human Resources Development; Graduation Date, if applicable: July 1987

Respondent 30 - University/College: Eastern KY University; Field/Major: Wood tech edu; Graduation Date, if applicable: 1981

Respondent 32 - University/College: Appalachian State University; Field/Major: Printing Production Management; Graduation Date, if applicable: December 1987

Respondent 37 - University/College: University of Louisville; Field/Major: M.Ed; Graduation Date, if applicable: 2007

Respondent 40 - University/College: Ashford University; Field/Major: Education (Culturally Diverse Learners); Graduation Date, if applicable: January, 2013

Respondent 45 - University/College: Appalachian State Univ.; Field/Major: Building Science; Graduation Date, if applicable: May 2008

Respondent 47 - University/College: Purdue University; Field/Major: Engineering Technology; Graduation Date, if applicable: 2011

Respondent 50 - University/College: UNC Greensboro; Field/Major: Library and Info Studies; Graduation Date, if applicable: May 2008

Respondent 53 - University/College: Columbia Souther University; Field/Major: Occupational Health & Safety; Graduation Date, if applicable: February 2010

Respondent 55 - University/College: MOREHEAD STATE UNIV; Field/Major: INDUSTRIAL TECHNOLOGY; Graduation Date, if applicable: 2008

Respondent 56 - University/College: Lincoln Memorial University; Field/Major: Education Administration; Graduation Date, if applicable: 1996

Respondent 65 - University/College: Instructional effectiveness; Field/Major: Anation; Graduation Date, if applicable:

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Specialist or other 6-year degree

Agriculture and Natural Resources (May 1999 – September 2013)

There were no responses.

Business Administration (February 1978 – September 2013)

Respondent 48 - University/College: Graduate School of Banking at Louisiana State University; Field/Major: Banking; Graduation Date, if applicable: May 07

Respondent 75 - University/College: University of Louisville; Field/Major: Education; Graduation Date, if applicable: 2006

Respondent 78 - University/College: St. Martin's University; Field/Major: Post Bac Teaching Cert; Graduation Date, if applicable: April 06

Respondent 159 - University/College: University of Kentucky; Field/Major: Educational Leadership; Graduation Date, if applicable: May 12

Respondent 161 - University/College: East TN State University; Field/Major: BSN- nursing; Graduation Date, if applicable:

Computer and Information Science (Spring 1986 – September 2013)

There were no responses.

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Specialist or other 6-year degree, continued:

Economics (February 1978 – September 2013)

There were no responses.

EPG (Participants from 2002 – 2011)

There were no responses.

SENS Minors (May 2001 – May 2013)

There were no responses.

SENS Labor Students

There were no responses.

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 10 - University/College: Seminary; Field/Major: ; Graduation Date, if applicable: 2009

Respondent 17 - University/College: Specialist at Kent State; Field/Major: ; Graduation Date, if applicable:

Respondent 28 - University/College: Walden University; Field/Major: Educational Leadership; Graduation Date, if applicable: 2010

Respondent 30 - University/College: Eastern KY University; Field/Major: M. S. Counseling, M. S. Administration ; Graduation Date, if applicable:

Respondent 56 - University/College: Lincoln Memorial University; Field/Major: Education Specialist; Graduation Date, if applicable: 2000

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Doctorate (PhD, EdD, etc.)

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 23 - University/College: Johns Hopkins Univeristy; Field/Major: Public Health; Graduation Date, if applicable: May 2016

Respondent 25 - University/College: Mississippi State University; Field/Major: Agronomy - Plant Breeding; Graduation Date, if applicable: 2014

Business Administration (February 1978 – September 2013)

Respondent 3 - University/College: University of Kentucky; Field/Major: Education Policy Studies and Evaluation; Graduation Date, if applicable: May 99

Respondent 42 - University/College: Viginia Commonwealth University; Field/Major: Public Policy; Graduation Date, if applicable: not completed

Computer and Information Science (Spring 1986 – September 2013)

Respondent 7 - University/College: University of Minnesota; Field/Major: Computer Science ; Graduation Date, if applicable: 2014

Respondent 19 - University/College: Purdue University; Field/Major: Mathematics; Graduation Date, if applicable: 2009

Respondent 20 - University/College: Wright State University; Field/Major: Computer Science and Computer Engineering; Graduation Date, if applicable: Nov 09

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Doctorate (PhD, EdD, etc.), continued:

Economics (February 1978 – September 2013)

Respondent 3 - University/College: University of Kentucky; Field/Major: Agricultural Economcs; Graduation Date, if applicable: 1995

Respondent 4 - University/College: Purdue University; Field/Major: Agricultural Economics; Graduation Date, if applicable:

Respondent 5 - University/College: UK; Field/Major: Economics; Graduation Date, if applicable: 1993

Respondent 12 - University/College: University of Minnesota; Field/Major: Applied Economics; Graduation Date, if applicable: 2016

EPG (Participants from 2002 – 2011)

Respondent 2 - University/College: University of Chicago; Field/Major: Marketing; Graduation Date, if applicable:

SENS Minors (May 2001 – May 2013)

There were no responses.

SENS Labor Students

Respondent 8 - University/College: Oregon State University; Field/Major: Environmental Chemistry; Graduation Date, if applicable:

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Doctorate (PhD, EdD, etc.), continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 13 - University/College: University of Missouri-Columbia; Field/Major: ; Graduation Date, if applicable:

Respondent 20 - University/College: U. of Missouri, Ph.D.; Field/Major: Technical Education; Graduation Date, if applicable: 1975

Respondent 24 - University/College: The Ohio State University; Field/Major: Technology Education/Ph.D; Graduation Date, if applicable:

Respondent 28 - University/College: Walden University; Field/Major: EdD in Educational Administration; Graduation Date, if applicable: 2015

Respondent 37 - University/College: Spalding University; Field/Major: E.Ed; Graduation Date, if applicable: Target graduation date May 2015

Respondent 47 - University/College: Eastern Kentucky University; Field/Major: Educational Leadership; Graduation Date, if applicable: 2016

Respondent 53 - University/College: Trident University International; Field/Major: Educationbal Leadership; Graduation Date, if applicable: 2016

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Professional (MD, JD, etc.)

Agriculture and Natural Resources (May 1999 – September 2013)

There were no responses.

Business Administration (February 1978 – September 2013)

Respondent 11 - University/College: University of Kentucky; Field/Major: J.D.; Graduation Date, if applicable: 1994

Respondent 31 - University/College: University of Kentucky; Field/Major: Law; Graduation Date, if applicable: May, 1983

Respondent 87 - University/College: ; Field/Major: CPA; Graduation Date, if applicable: 2006

Respondent 89 - University/College: Middle Tennessee State University; Field/Major: MBA; Graduation Date, if applicable: May 09

Respondent 144 - University/College: CT, CPT; Field/Major: ; Graduation Date, if applicable:

Computer and Information Science (Spring 1986 – September 2013)

There were no responses.

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Professional (MD, JD, etc.), continued:

Economics (February 1978 – September 2013)

Respondent 11 - University/College: The Ohio State University; Field/Major: Law; Graduation Date, if applicable: 1998

Respondent 16 - University/College: University of Kentucky; Field/Major: J.D.; Graduation Date, if applicable: May 09

EPG (Participants from 2002 – 2011)

There were no responses.

SENS Minors (May 2001 – May 2013)

There were no responses.

SENS Labor Students

Respondent 5 - University/College: Edward Via College of Osteopathic Medicine; Field/Major: DO, Rural Medicine; Graduation Date, if applicable: May 14

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

There were no responses.

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Other

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 2 - University/College: city college of san francisco; Field/Major: art & psychology; Graduation Date, if applicable: n/a; prerequisites for art therapy masters program at Concordia in Montreal

Respondent 7 - workplace training

Respondent 11 - LATG

Respondent 14 - University/College: Berea College; Field/Major: GeoScience; Graduation Date, if applicable: May 2004; B.S.

Respondent 33 - University/College: Engineering Technician ; Field/Major: ; Graduation Date, if applicable: ; Associates

Respondent 41 - University/College: Maine School for Real Estate Studies; Field/Major: Real Estate Sales Agent License; Graduation Date, if applicable: March 2014; Real Estate

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Other, continued:

Business Administration (February 1978 – September 2013)

Respondent 10 - University/College: Somerset Community College; Field/Major: Web Design; Graduation Date, if applicable: May 10; Certificate

Respondent 13 - University/College: Community Col of the USAF; Field/Major: Financial Management; Graduation Date, if applicable: Oct 06; Associates

Respondent 18 - University/College: Harvard / MIT; Field/Major: Program on Negotiations for Senior Executives; Graduation Date, if applicable: 2007;

Respondent 30 - University/College: Chubb Institute; Field/Major: Data Base Admin; Graduation Date, if applicable: May 00; Computer Programer

Respondent 58 - University/College: State of Ohio; Field/Major: ; Graduation Date, if applicable: August, 1995; CPA

Respondent 64 - Six Sigma Black Belt and Master Black Belt

Respondent 65 - University/College: Marshall University; Field/Major: ; Graduation Date, if applicable: ; Undergrad Coursework in Accounting and Real Estate

Respondent 77 - University/College: Roane State Community College; Field/Major: Criminal Justice; Graduation Date, if applicable: May 03; Associate's Degree

Respondent 89 - Graduation Date, if applicable: 2010; CPA

Respondent 90 - Chartered Certified Accountant, UK

Respondent 93 - Graduation Date, if applicable: Feb 10; CPA

Respondent 97 - Pos-graduate certifications

Respondent 114 -License

Respondent 137 - University/College: Candidate for Designation - Appraisal Institute; Field/Major: Real Estate Valuation; Graduation Date, if applicable: Est. 2016; Professional Designation

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Other, continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 1 - University/College: George Washington University; Field/Major: Project Management; Graduation Date, if applicable: 1997; Master's Certificate

Respondent 8 - single course in web app development

Respondent 17 - Workshops, Webinars, Conferences and certifications.

Respondent 21 - University/College: Southwest Virginia Community College; Field/Major: Advanced Software Design; Graduation Date, if applicable: May 08; Certificate

Respondent 33 - Self-improvement in my discipline

Economics (February 1978 – September 2013)

Respondent 1 - University/College: Sorbonne, Paris, France; Field/Major: French Literature; Graduation Date, if applicable: 1996; Certificate

Respondent 5 - University/College: Webster; Field/Major: ; Graduation Date, if applicable: 1995;

Respondent 6 - CPA

Respondent 15 - University/College: EKU; Field/Major: Accounting; Graduation Date, if applicable: May 13; Certificate

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Other, continued:

EPG (Participants from 2002 – 2011)

Respondent 7 - Graduation Date, if applicable: Feb 10 ; CPA

Respondent 8 - Field/Major: Blacksmithing; Apprenticeship

Respondent 11 - CPA

Respondent 31 - University/College: Eastern Kentucky University; Field/Major: Safety, Security and Emergency Management; Graduation Date, if applicable: 2013 ; Second Master's

SENS Minors (May 2001 – May 2013)

Respondent 5 - University/College: KAEE; Field/Major: ; Graduation Date, if applicable: 2005; Certified Environmental Educator

SENS Labor Students

Respondent 2 - University/College: city college of san francisco; Field/Major: art & psychology; Graduation Date, if applicable: ; prerequisites for art therapy masters program at Concordia in Montreal

Respondent 6 - I took a few courses relevant to the jobs I've held since graduation. Including: grant writing, and intro to law.

Please answer the following about any continuing education that has occurred since your graduation from Berea College., continued:

Other, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 8 - work towards masters in leadership field that school dropped, work towards Technology masters but had to leave program as I had heart trouble and there were no internet courses. GA Southern was three hours away. 28/30 credits total. Technology and Industrial Arts were always fields in jeaporady of losing funding which delayed my committment.

Respondent 11 - general work related courses

Respondent 18 - University/College: Many upgrade courses; Field/Major: ; Graduation Date, if applicable:

Respondent 21 - University/College: Tarrant County Community College; Field/Major: Automated Systems Tech; Graduation Date, if applicable: Spring '96 (AAS)

Respondent 22 - Certified Economic Developer (CEcD is to Econ. Dev. as a CPA is to accounting)

Respondent 27 - Teaching License

Respondent 39 - University/College: KY, OH, TN; Field/Major: Property Casualty Life Health; Graduation Date, if applicable: 2010 (Licensed Ins Agent)

Respondent 48 - University/College: NASCAR Technical Institute; Field/Major: Automotive Technology with NASCAR; Graduation Date, if applicable: September 2007 (Technical Degree)

Respondent 55 - University/College: UNIVERSITY OF KENTUCKY; Field/Major: LIBRARY SCIENCE; Graduation Date, if applicable: HALF DONE. WON'T FINISH. (MASTER'S)

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response.

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 1 - 2; As described previously, I did not take enough higher level science classes to feel well-prepared in graduate school. I had to take some undergraduate courses in graduate school to even enter the graduate level classes I took.

Respondent 11 - 5; I went from doing just ag to being able to complete an ag related prion disease tissue culture project.

Respondent 14 - 3; My masters will be in a field completely unrelated to Agriculture, except the ketamine administration used to anesthetize the farm cats for spays and neuters in my Animal Diseases class.

Respondent 20 - 4; As mentioned before, my undergraduate education was top notch. I believe I was very prepared or more prepared working on some of my graduate courses. There were a few courses I did struggle with but still came out with a good GPA. I did not feel adequately prepared to work on thesis though I did get one completed.

Respondent 25 - 2; The education I received at Berea College was outstanding, it just came up short in preparing me for the expectations of graduate coursework. Non-agricultural skills that are built during graduate work, including statistical analysis, field preparation, experimental design, technological processes and laboratory skills were not addressed during my education at Berea.

Respondent 26 - 4; I was a much better critical thinker with the ability to present very efficiently.

Respondent 27 - 4; State schools have a hard time understanding the names of classes and translating them to a graduate program.

Respondent 33 - 4; I am currently at teh WV Division of Highways. I have come into this place as an Engineering Technician Trainee. I have gone to 3 classes to be certified. Being at Berea College it helped me to figure out a study plan. I have used this in my current position and have accelerated quickly.

Respondent 37 - 5; Berea taught me the importance of learning and education, not just passing tests. Also, I learned how to manage time and juggle work, class, and social activites so graduate school has been considerably easier for myself than other students in my department.

Respondent 38 - 3; I was behind in my knowledge of agricultural science, and statistics.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response., continued:

Business Administration (February 1978 – September 2013)

Respondent 3 - 5; I had the necessary confidence to work full time and continue my education. / Thanks to my Berea Experience.

Respondent 4 - 5; I found Grad school easy compared to Berea. I was able to manage my time well and focus well on my studies. I ended up with a 3.9 GPA.

Respondent 6 - ; n/a

Respondent 7 - 5; I had good study skills as a result of going to Berea, especially in balancing work and studies.

Respondent 14 - 5; Berea bs bigger challenge thsn eku mba

Respondent 15 - 5; My graduate studies classes used many of the same texts and curricula that I had while at Berea.

Respondent 16 - 3; At Duke University I jumped in to a very deep pool. I found that my experience at Berea had left me a bit sheltered and somewhat unprepared to compete, particularly in the very competitive area of recruiting and finding a job.

Respondent 22 - 5; Berea taught me how to think, to learn. I knew how to write, to read critically, etc.

Respondent 24 - 3; It had been over 20 years since I attended school. Hard to say how much Berea helped me.

Respondent 30 - 5; Please, let's go for beers, OK?

Respondent 31 - 5; My Berea education enabled me to apply logic, analytical thinking, social awareness and numerous other skills in my post graducate legal education. Without that basis, my law school experience would have been much more difficult.

Respondent 43 - 4; Berea gave me a strong foundation.

Respondent 45 - 4; Helped me in research and study habits. Helped in writing and communicating effectively.

Respondent 46 - 5; Berea prepared me for my post academic work by being able to balance work with academics, my dedication to studying and succeeding, and confidence to speak to my professors if I had issues with an assignment.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 47 - 5; The ability to be confident when speaking in groups or in front of the class was an invaluable experience.

Respondent 58 - 5; My educational experience at Berea College helped prepare for the CPA Exam by providing me the knowledge base, confidence, and work ethic required to prepare for and pass the CPA Exam on my first attempt.

Respondent 61 - 5; Although I waited a few years after Berea College to obtain my Master's, I truly feel Berea College gave me a great base for learning more. My study habits, etc. were established at Berea. My accounting knowledge and overall business experiences enabled me to be successful in obtaining my Master's degree.

Respondent 64 - 4; Berea prepared me very well from a study and learning perspective. I was not as prepared for IT related items (excel and ERP systems).

Respondent 66 - 5; Although I learned a lot at EKU, the educational experience from Berea allowed me to be successful working part time and going to school full time.

Respondent 69 - ; Did not elect to get my MBA, though the thought has occurred many times over the years.

Respondent 72 - 3; I believe Berea College was an invaluable experience for me. I have matured and change since graduation. Berea College gave me a foundation to use in my further studies in education.

Respondent 75 - 5; Others in class struggled at the level of content and expectation of work while I did not.

Respondent 77 - 5; Berea was a much better learning environment. No comparison really.

Respondent 86 - 4; N/A

Respondent 89 - 5; Berea taught me to work very hard which made graduate school a breeze.

Respondent 92 - 5; I did not have any problem grasping the new concepts in graduate school, which means that the foundation that I had received from Berea was very good.

Respondent 96 - 4; The writing and reading skills, the accounting and finance knowledge, and the work ethics.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response., continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 97 - 4; Ability to connect my current skills and how they are applied in each environment; in turn, these skills were applied in all academic work completed since graduation from Berea.

Respondent 98 - 5; The first semester of classes were mostly repeats from what we already learned in Berea College so it cam easy.

Respondent 101 - 4; My academic work at Berea helped me to easily grasp concepts in my Investment Banking course that I had after college.

Respondent 107 - 4; Berea academically prepares well students for grad school, not so much for the workforce.

Respondent 114 - 4; Overall the preparation was fantastic, and the Accounting program was top-notch and gave me a huge advantage when I went to sit for the CPA Exam. The only reason I rated lower than extremely well is because some of the sections of the CPA Exam and my graduate coursework required me to learn some content such as reporting for business consolidations in more depth.

Respondent 122 - 5; Getting my undergrad degree from Berea was substantially harder than getting my MBA and I credit that mostly to the professor in the business dept. There's no blowing off classes or not participating, which is what most of my grad school colleagues were used to, and the transition to grad school was much harder for them. Aside from my elective courses, all of the core MBA classes were just a repeat of what I'd already learned in their corresponding undergrad classes at Berea.

Respondent 131 - 5; Berea College's culture provides you a foundation of a strong work ethic around education which allowed me to work full-time while obtaining my MBA.

Respondent 133 - 5; I feel like Berea was much more challenging than my graduate program. And so I feel because of that this my graduate program is much easier to handle, especially working full time.

Respondent 137 - 4; I found myself a bit naive about the broad spectrum of potential areas of study in my field. The universe is vast.

Respondent 144 - 4; I had already taken necessary prerequisites to complete my certifications.

Respondent 147 - 5; The rigor of Berea College's program prepared me for the rigor of a master's degree.

Respondent 152 - 5; Graduate school seemed easier than Berea.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response., continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 4 - 5; Berea bs was more challenging than eku mba

Respondent 6 - ; N/A

Respondent 7 - 4; I was very prepared for the TA aspect and fairly prepared for the coursework. I think the lack of interactivity and the lecture format both threw me a little bit. I feel like I was least prepared for the research. However, I think the development of the CIS program since I graduated may make these answers somewhat obsolete.

Respondent 8 - 5; I knew what was expected of me and how to surpass those expectations.

Respondent 10 - 3; I had a huge gap of knowledge entering graduate school. I spent 1 1/2 years at the University of Cincinnati taking graduate courses in the same areas as in Berea, but it was all new information, except the AI course and Automata Theory. When I went to IU, the preparation from UC was very useful. But while at UC, I felt like the preparation from Berea, was so crowded with utterly useless nonesense about the Code of Hamurabi, and early history, which I had already studied in high school, instead of focusing on useful academic information that could help me delve into something specific and useful in the academic arena.

Respondent 12 - 4; Please see earlier response

Respondent 20 - 5; I had a smooth transition to the Master's and Ph.D. programs.

Respondent 21 - 5; I felt like I was teaching the classes I attended after Berea.

Respondent 25 - 3; I swiched to a completely different field of study in my graduate study. Berea College prepared me self-study skills.

Respondent 26 - 4; Tough question. I thought that I was well-prepared, yet struggled through most of my post-graduate degree unsure whether I could complete it. I think that it took some time for me to adjust to the intricacies of graduate school and also to figure out how to apply some of the knowledge and skills that Berea helped me develop. Those did eventually help me to successfully complete my M.S. degree, so I would say that my Berea experience was valuable preparation.

Respondent 31 - 3; Taught me some skills. That is about it, I had to learn most of it on the job, including the languages. So overall Berea taught me the ability to read other peoples code as well as some theory.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response., continued:

Economics (February 1978 – September 2013)

Respondent 1 - 4; Since I majored in Mathematics as well as Economica and I took Computer Science courses, I was able to do my econometrics research in my Master's program with little difficulties.

Respondent 3 - 5; My economics and mathematics background was strong comparatively with others that I started the program with. I had all the tools needed to be successful in my graduate program.

Respondent 5 - 3; My math skills were deficient. And though the theory courses were well done, I didn't internalize them sufficiently. Perhaps the strongest indicator of a Berea education is that I scored in the 50th percentile in economics (on the GRE) and the upper 90s on analysis.

Respondent 6 - 5; I felt very confident performing graduate level work (actually seemed rather easy).

Respondent 7 - 4; I learned from Berea College how to write professionally. This became very valuable skill. /

Respondent 8 - 5; Though there were several technological advances since Berea college studies (such as students using laptop computers, etc.), I felt very confident in my graduate work -- thanks to being prepared through Berea.

Respondent 13 - 5; The discipline I developed during my time at Berea primarily helped me keep going through graduate school.

Respondent 14 - 4; I was well-prepared in terms of my skills, but I think I could have used more guidance in terms of identifying appropriate programs that would have been of interest to me.

Respondent 15 - 5; I knew how to study and how to apply myself. I had the desire to do well because I had that desire carry over from Berea.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response., continued:

EPG (Participants from 2002 – 2011)

Respondent 12 - 4; My Berea College experience has prepared me very well in terms of my learning capabilities. In Berea College what I got most out of my education is the drive, critical thinking, and experience to teach myself and continue my education. My level of writing academic papers, documents, proposals, and synthesize documents is very good and at the same level of other major universities like the University of Chicago and others.

Respondent 24 - 5; Berea College experience was the best experience over all. The academic program was rigorous, challenging, and it opened my mind to many new things. As a result, graduate school was not difficult because at Berea I was used to reading complex materials and being able to understand them, long hours of study, lots of writing, working in teams, presentations and self guided courses that required discipline which were all too familiar for me.

Respondent 26 - 5; Berea College is my first love. Thank you for turning me into a critical thinker and a problem solver

Respondent 29 - 5; To sum it up, Berea is harder than any of the course work that I have taken. In addition, most of my undergraduate classes have already covered the topics that I am currently studying at the Master's level

Respondent 30 - 5; The business and economics courses I completed gave me a definite advantage in managing Master's course work as the BC professors were thorough and held me to high standards of expectation in the tangibles I produced. EPG led me to pursue a public service profession by stressing the importance of finding solutions to societal problems.

Respondent 31 - 5; Berea expects students to comprehend material, to turn it in on time, be original in content, and thoughtful. Other institutions I have attended have not enforced the same standards. Faculty at Berea are dedicated to the student more than the advancement of their own career.

Respondent 33 - 5; My graduate program required use of statistical software and strong writing and presentation skills. I gained all of these skills with Berea programs.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response., continued:

SENS Minors (May 2001 – May 2013)

Respondent 7 - 5; My BA work at Berea was much harder than my MS work.

SENS Labor Students

Respondent 1 - 5: Prepared for work load and juggling a TA position with a full-time class load.

Respondent 4 - 5: My masters GPA was very high and classes were not difficult.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - 5; Because of the preparation I received from Berea, I graduated in the top 15% of my class

Respondent 6 - 5; I felt like the assignments in grad school often required less work and critical thinking than did those I had at Berea. I felt I had a superior preparation compared to my classmates who attended "State U", also. Coming from the liberal arts background, I just always felt confident in what I was writing or researching in grad school. It certainly seemed to "come easier" to me than I thought it would. I was shocked how much my GPA increased at grad school!

Respondent 7 - 4; There was a 20 year interlude between my Bs and MS.

Respondent 8 - 4; Courses in Religious and Historical Perspective and Dr.Holloway's Senior English classes prepared me for the research and writing.

Respondent 9 - 3; Berea could offer more on the history of Vocational education

Respondent 16 - 4; I actually started the master's program but dropped out, couldn't find an interest or how it would help me in the future with the career path.

Respondent 17 - 5; Work, with a sense of respect and learning, until the job is completed. Do your responsibility well.

Respondent 18 - 5; I learned to be prepared, work hard and to get assignments in on time. Berea also helped further center my moral barometer! I continued to take courses up until I could not go any more.

Respondent 24 - 5; I always felt I was as well prepared, or better prepared, than any of my classmates... general ed, professional courses, etc.

Respondent 26 - 4; Several courses taken in specialized management PG .

Respondent 27 - 4; Overall my experience was extremely good. I would now suggest a greater reliance on self-directed research and critical thinking skills and it's application to all aspects of living. I would suggest that you read Carl Sagan's "The Demon-Haunted World" (1996)

Respondent 28 - 4; Berea College laid a pretty good foundation, but marriage and life experience really prepared me more for serious study and life long learning.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it? Please elaborate on your response., continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 29 - 5; I have been certified as a Senior Professional in Human Resources (SPHR no longer current), Chemical Dependency Professional CDP, Associate Safety Professional ASP, testing this summer for Certified Safety Professional CSP.

Respondent 30 - 5; Masters level study seemed easy compared to Berea.

Respondent 40 - 4; Of course, I completed my master's degree and am currently working in a totally different field from what I studied at Berea, but the experiences of all courses contributed to my success in my master's degree program.

Respondent 41 - 3; Meh.

Respondent 48 - 5; Berea built on a foundation of critical thinking and problem solving that served me extremely well in the NASCAR setting. I had confidence in myself and was generally viewed as a leader in my classes. That confidence was based on skills I aquired at BC.

Respondent 50 - 4; Generally good, but my research/presentation skills could have been stronger.

Respondent 55 - 5; Graduate school was a joke compared to Berea. The stuff I turned in at MSU and UK I would NEVER have turned in at BC, as it wouldn't have been accepted. Also, I recycled several of my BC papers for MSU and UK.

Respondent 56 - 5; After taking classes at Berea, my masters and eds was no problem 4.0 I was use to going into a class and being expected to do what was asked. Writing papers in the post graduate areas was no prolem after completeing my classes at Berea.

Respondent 63 - 5; I have taken masters courses that were not at the level of some of my undergratuate courses at Berea.

Respondent 64 - ; I did not complete post graduate work but I have taken post graduate classes I felt I was well prepared for them through my experience at Berea.

The following items are based on those graduates who indicated "employed full-time" and/or "employed part-time."

Your current employer/Your current job title

Agriculture and Natural Resources (May 1999 – September 2013)

Respondent 1 - Current employer: Berea College; Current job title: Assistant Farm Manager

Respondent 4 - Current employer: USPS, Antioch Church; Current job title: mail carrier, administrative assistant

Respondent 5 - Current employer: Laminated Timbers, Inc./Grain farming; Current job title: Sales/Part-time farmer/Husband/Dad

Respondent 7 - Current employer: USDA-NRCS; Current job title: District Conservationist

Respondent 9 - Current employer: North Carolina State University; Current job title: Research Specialist

Respondent 10 - Current employer: Whole Foods Market; Current job title: Produce Team Member

Respondent 12 - Current employer: Southern virginia regional medical center ; Current job title: Director of engineering

Respondent 19 - Current employer: University of Kentucky; Current job title: Mercer County Cooperative Extension Service Agent for Agriculture & Natural Resources

Respondent 20 - Current employer: University of Tennessee Extension Giles County; Current job title: 4-H Youth Development Agent

Respondent 22 - Current employer: Heathen brewing ; Current job title: Lead brewer

Respondent 24 - Current employer: Consultwebs.com Inc.; Current job title: Account Manager (Soon changing to Marketing Strategist)

Respondent 25 - Current employer: Mississippi State University; Current job title: Research Associate II

Respondent 26 - Current employer: UT Extension - Washington County; Current job title: Agriculture Extension Agent

Respondent 27 - Current employer: Morgan County Soil and Water Conservation District; Current job title: Education Coordinator

Respondent 28 - Current employer: Renown regional medical center; Current job title: Registered Nurse, BSN

Your current employer/Your current job title, continued:

Agriculture and Natural Resources (May 1999 – September 2013), continued:

Respondent 29 - Current employer: Syngenta; Current job title: Research Associate 1

Respondent 31 - Current employer: Kentucky Department of Agriculture; Current job title: Equine Inspector

Respondent 32 - Current employer: Intelligent Lighting Design; Current job title: Lighting Crew Leader

Respondent 33 - Current employer: West Virginia Division of HIghways; Current job title: Engineering Technician Trainee

Respondent 35 - Current employer: X; Current job title: Carpenter, Landscaper

Respondent 36 - Current employer: Houchens Food Group; Current job title: Cashier

Respondent 37 - Current employer: University of Georgia, Department of Crop and Soil Sciences; Current job title: Graduate Research Assistant

Respondent 38 - Current employer: University of Kentucky Cooperative Extension Service; Current job title: Agent for Agriculture and Natural Resources

Respondent 40 - Current employer: Cargill; Current job title: Process. Technician

Respondent 41 - Current employer: Freelance Marketing Specialist; Current job title: Owner

Your current employer/Your current job title, continued:

Business Administration (February 1978 – September 2013)

Respondent 2 - Current Employer/job title: ; Lead System Analyst

Respondent 3 - Current Employer/job title: Elizabeth City State University; Associate Professor and Chair of the Faculty Senate

Respondent 4 - Current Employer/job title: Digital Celerity; Engagement Manager

Respondent 5 - Current Employer/job title: Berea College for past 10 years; Chase Bank prior 23 years; postal clerk

Respondent 6 - Current Employer/job title: The Kroger Company; Risk Manager in charge of Safety

Respondent 7 - Current Employer/job title: Memorial Hospital West; Associate Administrator

Respondent 8 - Current Employer/job title: City of Danville; Director of Codes Enforcement/ABC Administrator

Respondent 9 - Current Employer/job title: Stuart Powell Ford, Inc. - Danville KY; Community Managaer

Respondent 10 - Current Employer/job title: Associates In Eye Care Optical; Human Resources Mgr

Respondent 11 - Current Employer/job title: Caterpillar Inc.; Chief Ethics and Compliance Officer; Deputy General Counsel

Respondent 12 - Current Employer/job title: Self employed paralegal; Custody Evaluator for WV Family Court

Respondent 13 - Current Employer/job title: United States Environmental Protection Agency; Budget Analyst

Respondent 14 - Current Employer/job title: sekisui s-lec America; asst mgr it

Respondent 16 - Current Employer/job title: Winston-Salem Industries for the Blind; Senior Vice President

Respondent 17 - Current Employer/job title: Johnsmanville; Production Scheduler

Respondent 18 - Current Employer/job title: Self Employed; Management Consultant

Respondent 19 - Current Employer/job title: KY Department of Education; Director of Innovation

Your current employer/Your current job title, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 21 - Current Employer/job title: Natural Tunnel State Park, Virginia Division of State Parks; Assistant Park Manager

Respondent 22 - Current Employer/job title: Centre College; Vice President & Dean of Student Life

Respondent 23 - Current Employer/job title: Berea College; Administrative Assistant and Building Director

Respondent 24 - Current Employer/job title: New Albany-Floyd County Public Library; Librarian

Respondent 25 - Current Employer/job title: University Of Tennessee Parking and Transit Services; Assistant Director

Respondent 26 - Current Employer/job title: Crawford & Company; Casualty Adjuster

Respondent 27 - Current Employer/job title: Self Employed; Editor

Respondent 28 - Current Employer/job title: Unicon Financial Services, Inc.; President and CEO

Respondent 30 - Current Employer/job title: US Treasury; Idividual taxpayer Assitant

Respondent 31 - Current Employer/job title: Self; Attorney

Respondent 41 - Current Employer/job title: UBS; Executive Director, Emerging Markets Salestrading

Respondent 42 - Current Employer/job title: Virginia Commonwealth University; Assistant Director, Graduate and International Admissions

Respondent 43 - Current Employer/job title: MJ Staffing Solutions LLC dba Restaurant Business Solutions; Principal/Owner

Respondent 44 - Current Employer/job title: State of Kentucky; Liability Insurance Coordinator

Respondent 45 - Current Employer/job title: Universal Fibers; Financial and Cost Analyst

Respondent 46 - Current Employer/job title: Holy Innocents' Episcopal School; Director of Alumni Relations and Special Events

Respondent 47 - Current Employer/job title: Banner Personnel (The Chicago Lighthouse/Illinois Tollway); Customer Service Representative

Your current employer/Your current job title, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 48 - Current Employer/job title: National Bank of Commerce; Senior Vice President - Director of Community Development

Respondent 49 - Current Employer/job title: Honda Manufacturing of Alabama; Senio Staff Engineer (Producion anf Strategic Planning)

Respondent 52 - Current Employer/job title: Dean Dorton Allen Ford; Senior Technology Specialist

Respondent 53 - Current Employer/job title: KENTUCKY HIGHLANDS INVESTMENT CORPORATION; INVESTMENT ANALYST

Respondent 54 - Current Employer/job title: Mountain States Health Alliance; Revenue Cycle Senior Manager

Respondent 55 - Current Employer/job title: Alleghany corp; Administration

Respondent 56 - Current Employer/job title: State Government; Regional Manager

Respondent 57 - Current Employer/job title: McLeod Health; Accountant II

Respondent 58 - Current Employer/job title: Treasury Inspector General for Tax Administration; Internal Auditor/Analyst

Respondent 59 - Current Employer/job title: Berea College; Lead Accountant/Bursar

Respondent 60 - Current Employer/job title: Tuckaseigee Baptist Association; Administrative Assistant

Respondent 61 - Current Employer/job title: Cummins, Inc.; Global Financial Compliance and Controls Director

Respondent 63 - Current Employer/job title: Dollywood; Merchandise Inventory Control Technician

Respondent 64 - Current Employer/job title: Cummins Inc.; Six Sigma Master Black Belt

Respondent 65 - Current Employer/job title: City of Huntington WV; Finance Director

Respondent 66 - Current Employer/job title: Bullard; Manufacturing Engineering Manager

Respondent 67 - Current Employer/job title: Sodexo campus services; General manager

Respondent 69 - Current Employer/job title: MBS Textbook Exchange; Marketing Representative

Your current employer/Your current job title, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 70 - Current Employer/job title: Christ´s Covenant Church / To Every Tribe Ministries; Cross Cultural Missionary

Respondent 72 - Current Employer/job title: Akron Public Schools; Principal

Respondent 73 - Current Employer/job title: Kentucky Farm Bureau Insurance; Agency Manager

Respondent 74 - Current Employer/job title: State of Tennessee Dept. of Human Services; Eligibility Counselor

Respondent 75 - Current Employer/job title: Kentucky Department of Education; Policy Advisor

Respondent 76 - Current Employer/job title: Fidelity Investments; Senior Product & Services Consultant

Respondent 77 - Current Employer/job title: Tennessee Department of Human Services; Eligibility Counselor

Respondent 79 - Current Employer/job title: Ashland Inc; HR Supervisor

Respondent 80 - Current Employer/job title: McKibbon Hotels; GM Hyatt Place Plantation

Respondent 86 - Current Employer/job title: INS Consultants; Senior Accountant

Respondent 87 - Current Employer/job title: Public Company Accounting Oversight Board (PCAOB); Inspections Specialist

Respondent 88 - Current Employer/job title: Hebrew Senior Life, affiliate of Harvard; Senior Financial Analyst

Respondent 90 - Current Employer/job title: PricewaterhouseCoopers; Manager, Advisory practice

Respondent 91 - Current Employer/job title: Deloitte Kazakhstan; Manager

Respondent 92 - Current Employer/job title: Monsanto Company; SG&A and Other Crops Finance Lead

Respondent 93 - Current Employer/job title: Osborn International; Director of Accounting

Respondent 94 - Current Employer/job title: Goldman Sachs; Senior Analyst - Finance

Respondent 96 - Current Employer/job title: KPMG (Vietnam) Ltd.; Audit Assistant

Your current employer/Your current job title, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 97 - Current Employer/job title: Booz Allen Hamilton; Project Manager

Respondent 98 - Current Employer/job title: Fazoli's System Management, LLC; Senior Financial Analyst

Respondent 99 - Current Employer/job title: Ericsson; Financial Controller

Respondent 103 - Current Employer/job title: Millward Brown Myanmar; Quantitative Research Associate

Respondent 104 - Current Employer/job title: University of Minnesota; Business Analyst, & CEO of a startup

Respondent 105 - Current Employer/job title: Gerson Lehrman Group; Recruiting Manager

Respondent 107 - Current Employer/job title: Brown-Forman Corporation; Digital Marketing Specialist-Latin America

Respondent 108 - Current Employer/job title: Sitel; HR recruiting coordinator

Respondent 110 - Current Employer/job title: Vietnam International Bank; Project Manager

Respondent 113 - Current Employer/job title: Surface transportation board; Financial analyst

Respondent 116 - Current Employer/job title: Georgia Pacific; Senior Analyst

Respondent 117 - Current Employer/job title: Bureau of Prisons; Accountant Tech

Respondent 118 - Current Employer/job title: Chungdahm Learning; Head of Faculty Human Resources Development Team

Respondent 120 - Current Employer/job title: Virginia College; Enrollment Specialist, Level III

Respondent 121 - Current Employer/job title: Kentucky Finance and Administration Cabinet; Auditor III

Respondent 122 - Current Employer/job title: Fahe; VP of Strategic Partnerships

Respondent 123 - Current Employer/job title: CLAY & GASCOINE LLC; STAFF ACCOUNTANT

Respondent 124 - Current Employer/job title: Save the Children; Associate Director, Strategic Operations

Respondent 125 - Current Employer/job title: Misty Mountain Spring Water Company, LLC; Production Team Leader

Your current employer/Your current job title, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 126 - Current Employer/job title: Ronald McDonald House Charities of the Bluegrass; Donor and Website Development

Respondent 127 - Current Employer/job title: Federal Deposit Insurance Corporation; Financial Institution Examiner

Respondent 128 - Current Employer/job title: Harding, Shymanski & Co. P.S.C.; Supervisor

Respondent 129 - Current Employer/job title: Rotech Healthcare; DME Billing and Collections - Special Projects Team Member

Respondent 130 - Current Employer/job title: CLARCOR AIR FILTRATION; Cost Accountant

Respondent 131 - Current Employer/job title: Ashland Inc. / Valvoline; National Sales Manager

Respondent 132 - Current Employer/job title: The Bank of Harlan; Assistant Vice President/Loan Operations

Respondent 133 - Current Employer/job title: Park 'N Fly; Staff Accountant

Respondent 134 - Current Employer/job title: US Navy; Deputy Comptroller

Respondent 135 - Current Employer/job title: J.D. Cloud & Co. L.L.P.; Office Manager

Respondent 136 - Current Employer/job title: State Street Global Advisors; Investment Strategist, SPDR ETFs

Respondent 137 - Current Employer/job title: Woodford & Associates; Associate | State Certified General Real Estate Appraiser

Respondent 138 - Current Employer/job title: PointClickCare; Senior Accountant

Respondent 140 - Current Employer/job title: Archbold Equipment Company; Payroll Administrator/Account

Respondent 141 - Current Employer/job title: Consultwebs.com, Inc. ; Marketing Director

Respondent 142 - Current Employer/job title: New Richmond Exempted Village School District; Third Grade Teacher

Respondent 143 - Current Employer/job title: Kelly Services; Human Resource Supervisor

Your current employer/Your current job title, continued:

Business Administration (February 1978 – September 2013), continued:

Respondent 144 - Current Employer/job title: The BodywoRx Clinic; Owner, CT, CPT

Respondent 145 - Current Employer/job title: Lockheed Martin; Procurement Representative

Respondent 146 - Current Employer/job title: Girl Scouts of Kentucky's Wilderness Road; Information Manager

Respondent 147 - Current Employer/job title: Berea College; Project Analyst

Respondent 149 - Current Employer/job title: Healthcare Services, National Guard; Mangaer In Training, Specailist

Respondent 152 - Current Employer/job title: Humana Inc; Recruiter

Respondent 154 - Current Employer/job title: Self-Employed; Director

Respondent 155 - Current Employer/job title: RLO Training; Marketing Director

Respondent 156 - Current Employer/job title: State Farm; Agency Field Specialist

Respondent 157 - Current Employer/job title: Lee County Port Authority; Coordinator, Customer Support & Marketing

Respondent 158 - Current Employer/job title: Hardin County Water District No. 1 - Fort Knox; Distribution Specialist

Respondent 159 - Current Employer/job title: Jessamine County Schools; Business/Marketing Teacher

Respondent 160 - Current Employer/job title: Berea College; Director of Admissions

Respondent 161 - Current Employer/job title: Cone health; Registered nurse

Respondent 162 - Current Employer/job title: Berea College;

Respondent 163 - Current Employer/job title: Berea College/Grow Appalachia; Marketing, Social Media, & Evaluations Coordinator

Your current employer/Your current job title, continued:

Computer and Information Science (Spring 1986 – September 2013)

Respondent 1 - Current employer/current job title: Self; Consultant

Respondent 2 - Current employer/current job title: InFaith; Field Staff - Missionary

Respondent 3 - Current employer/current job title: Toyota Engineering & Manufacturing North American (guess who?); Vice President - Information Systems / Information Security (CIO)

Respondent 4 - Current employer/current job title: sekisui s-lec america; asst mgr it

Respondent 6 - Current employer/current job title: Arcadia Publishing; Database & Applications Administrator

Respondent 8 - Current employer/current job title: ING US; Web Application Developer

Respondent 9 - Current employer/current job title: Computer Services Inc; Software Engineer

Respondent 10 - Current employer/current job title: ikubINFO; Expert Software Developer

Respondent 11 - Current employer/current job title: Kentucky.Gov; Software Developer

Respondent 12 - Current employer/current job title: University of Kentucky; Database Analyst

Respondent 13 - Current employer/current job title: Highlands Physicians Inc.; Data & Compliance Specialist

Respondent 15 - Current employer/current job title: SafeNet Inc.; Test Engineer

Respondent 17 - Current employer/current job title: Berea College IS&S; Educational Technology Specialist

Respondent 18 - Current employer/current job title: small IT firm in Bay Area, serves international manufacturing clients; Programmer

Respondent 19 - Current employer/current job title: Shippensburg University; Assistant Professor of Mathematics

Respondent 21 - Current employer/current job title: Capitol Insurance; Senior Programmer/Analyst

Respondent 22 - Current employer/current job title: aetna inc; product development director

Respondent 23 - Current employer/current job title: Bloomberg LP; Senior Middleware Architect

Your current employer/Your current job title, continued:

Computer and Information Science (Spring 1986 – September 2013), continued:

Respondent 25 - Current employer/current job title: California Department of Transportation; Transportation Engineer

Respondent 27 - Current employer/current job title: LibSynergy, LLC; Network Administrator

Respondent 28 - Current employer/current job title: Lexmark International, Inc.; Firmware Engineer

Respondent 29 - Current employer/current job title: TEK Systems; Consultant

Respondent 30 - Current employer/current job title: Whirlpool; General Laborer

Respondent 31 - Current employer/current job title: Private Company (Big on privacy. Not allowed to disclose.); Web Developer

Respondent 32 - Current employer/current job title: Volar Video; Web Developer

Respondent 33 - Current employer/current job title: iKeyless, LLC / Car Keys Express; Senior Web/Applications Developer

Respondent 34 - Current employer/current job title: ARiA LLC; Software Engineer

Respondent 35 - Current employer/current job title: Jolly Technologies; Software Engineer

Respondent 36 - Current employer/current job title: Kay Bob's Grill and Ale; Coordinator, Chairman and Chief Administrator of Preparation Hardware and Service Hardware Sanitation

Your current employer/Your current job title, continued:

Economics (February 1978 – September 2013)

Respondent 2 - Current employer/job title: KPMG LLP; Partner

Respondent 3 - Current employer/job title: University of Kentucky; Director

Respondent 5 - Current employer/job title: Webster University; Associate Professor of Economics

Respondent 6 - Current employer/job title: First Tennessee Human Resource Agency; Executive Director

Respondent 7 - Current employer/job title: Kentucky Commission on Human Rights; Field Supervisor

Respondent 8 - Current employer/job title: Alcatel-Lucent USA; Tax Director

Respondent 10 - Current employer/job title: Community Trust Bank; Commercial Lender

Respondent 11 - Current employer/job title: Self; Attorney at Law

Respondent 12 - Current employer/job title: University of Minnesota; PhD Student; Graduate Research Assistant

Respondent 13 - Current employer/job title: Bank of America; Business Control Analyst

Respondent 14 - Current employer/job title: Land of Sky Regional Council; Regional Transportation Planner, French Broad River MPO

Respondent 15 - Current employer/job title: Sammy K. Lee PSC; Staff Accountant

Respondent 16 - Current employer/job title: Commonwealth of Kentucky; Assistant Public Advocate (Public Defender)

Respondent 17 - Current employer/job title: Atlas D Consolidated, Inc and Education First; Administrator and Online English Teacher

Your current employer/Your current job title, continued:

EPG (Participants from 2002 – 2011)

Respondent 6 - Current employer/current job title: Virginia College; Enrollment Specialist, Level III

Respondent 7 - Current employer/current job title: Osborn International; Director of Accounting

Respondent 8 - Current employer/current job title: Jeff Fetty Designs; Blacksmith's Apprentice

Respondent 10 - Current employer/current job title: Sitel; HR recruiting coordinator

Respondent 11 - Current employer/current job title: KPMG; Associate

Respondent 12 - Current employer/current job title: Human Capital and Economic Opportunity Global Working Group; Program Developer

Respondent 13 - Current employer/current job title: Dalton Public Schools; Teacher of Business Technology

Respondent 16 - Current employer/current job title: Tina Stevenson; Owner

Respondent 19 - Current employer/current job title: Earth Action Alerts Network; Program Coordinator

Respondent 20 - Current employer/current job title: Cincinnati Museum Center; Program Specialist within the Cincinnati History Museum

Respondent 22 - Current employer/current job title: North Panola School District; 8th Grade English Teacher

Respondent 25 - Current employer/current job title: Americorps Vista; Resource Development Coordinator

Respondent 26 - Current employer/current job title: Carmax; Sales

Respondent 27 - Current employer/current job title: Jesus People USA; Assistant Art Director; Barista

Respondent 28 - Current employer/current job title: USDA; Procurement Analyst

Respondent 30 - Current employer/current job title: University of KY; Project Grants Manager, Hazard Mitigation Grants Program

Respondent 31 - Current employer/current job title: Catholic Charities West Virginia; Mobile Food Pantry and Outreach Coordinator

Your current employer/Your current job title, continued:

EPG (Participants from 2002 – 2011), continued:

Respondent 33 - Current employer/current job title: Berea College; Academic Specialist

Respondent 36 - Current employer/current job title: Juma Ventures; Youth Development Specialist

Your current employer/Your current job title, continued:

SENS Minors (May 2001 – May 2013)

Respondent 1 - Current employer: Langwater Farm; Current job title: Field Manager, Crew Leader

Respondent 3 - Current employer: CNI Newspapers, Inc.; Current job title: Staff writer

Respondent 4 - Current employer: Growing Warriors, US Coast Guard, Self employed; Current job title: Garden Manager, Marine Science Technician, beginner farmer, mom

Respondent 5 - Current employer: Louisville Zoo; Current job title: Educator

Respondent 7 - Current employer: Catawba Science Center; Current job title: Director of Exhibits

SENS Labor Students

Respondent 1 - Current employer: Anna Local Schools; Current job title: School Librarian

Respondent 3 - Current employer: Intelligent Lighting Design; Current job title: Lighting Crew Leader

Respondent 4 - Current employer: NYC Dept of Ed; Current job title: Teacher

Respondent 6 - Current employer: Mountain Association for Community Economic Development; Current job title: Operations and HR Director

Respondent 7 - Current employer: Biohabitats; Current job title: Senior Engineering Technician

Your current employer/Your current job title, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013)

Respondent 1 - Current employer: Berea College; Current job title: Associate Director of Admissions

Respondent 2 - Current employer: UK; Current job title: Intructor

Respondent 3 - Current employer: Selfemployed; Current job title: Safety Consultant

Respondent 6 - Current employer: Allen County Engineer; Current job title: Bridge Technician

Respondent 7 - Current employer: Berea College; Current job title: Director-Grow Appalachia: director-Berea College Appalachian Fund

Respondent 8 - Current employer: SNF Chemtall; Current job title: Forklift operator

Respondent 10 - Current employer: Jersey Baptist Church; Current job title: Grow Pastor

Respondent 12 - Current employer: University of Michigan; Current job title: Director

Respondent 16 - Current employer: Self David Hammonds Construction Co, LLC; Current job title: Owner

Respondent 19 - Current employer: Okuma America Corporation, Charlotte, North Carolina; Current job title: Inside Sales Specialist

Respondent 21 - Current employer: Heritage Home Group; Current job title: CNC Programmer

Respondent 22 - Current employer: Kentucky Highlands Investment Corporation; Current job title: Development Director

Respondent 25 - Current employer: Clarke County Public Schools; Current job title: Technology Education Department Head/Instructor and FIRST Robotics Mentor

Respondent 27 - Current employer: Xavier University; Current job title: Director of Secondary Education

Respondent 28 - Current employer: RCE International; Current job title: Facilitator of Christian Schools in Spain

Respondent 29 - Current employer: 1. Downtown Emergency Service Center 2. King County 3. Electrical Systems Solutions, LLC; Current job title: 1. Chemical Dependency Professional 2. Chemical Dependency Screener 3. Project Manager

Your current employer/Your current job title, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 36 - Current employer: Corporacion Maresa; Current job title: Kaizen Manager

Respondent 37 - Current employer: University of Louisville; Current job title: Director, Minority Teacher Recruitment Project

Respondent 39 - Current employer: Nationwide Insurance; Current job title: Senior Account Rep (Agent)

Respondent 40 - Current employer: Kyungil University, Daegu, South Korea; Current job title: English Language Instructor/Visiting Professor

Respondent 41 - Current employer: Publix; Current job title: Grocery Clerk

Respondent 42 - Current employer: Jeld-Wen Doors; Current job title: Group Manager

Respondent 43 - Current employer: self-employed; Current job title: interior designer / architect

Respondent 44 - Current employer: Bauer Foundations; Current job title: CQC Mgr

Respondent 45 - Current employer: Community Housing Partners- Energy Solutions Research and Training; Current job title: Director of Training

Respondent 46 - Current employer: KY Personnel Cabinet; Current job title: Systems Engineer IT

Respondent 47 - Current employer: Berea College; Current job title: Assistant Professor

Respondent 48 - Current employer: Honda Transmission Manufacturing, Russels Point, Ohio; Current job title: Equipment Service Team Leader

Respondent 49 - Current employer: Boeing; Current job title: Tooling Mechanic

Respondent 50 - Current employer: Polk County Government; Current job title: Library Director

Respondent 51 - Current employer: Amazon.com; Current job title: Senior Systems Engineer

Respondent 52 - Current employer: Commonwealth Of Kentucky; Current job title: Energy Savings Performance Contract (ESPC) Project Manager

Respondent 53 - Current employer: Enterprise Products; Current job title: Safety / Process Safety Management Cooordinator

Your current employer/Your current job title, continued:

Technology and Applied Design/Industrial Arts (Spring 1961 – September 2013), continued:

Respondent 56 - Current employer: Lee Couty Public Schools; Current job title: Administrator

Respondent 60 - Current employer: Montaplast of NA; Current job title: Industrial Engineer

Respondent 61 - Current employer: Dean Dorton Allen Ford, PLLC; Current job title: Director of Technology Consulting

Respondent 63 - Current employer: Blue Ridge School District; Current job title: Technology Teacher

Respondent 64 - Current employer: The Okonite Company; Current job title: Senior Mfg. Engineer

Respondent 65 - Current employer: Art institutes; Current job title: Instructor

Respondent 66 - Current employer: United Parcel Service; Current job title: Maintenance Supervisor

Respondent 67 - Current employer: Link-Belt Construction Equipment Co.; Current job title: CAD Administrator

Respondent 68 - Current employer: BVU Authority ; Current job title: Customer Service Team Leader

Respondent 70 - Current employer: Kentucky Utilities; Current job title: Facility Records Tech I

Respondent 73 - Current employer: Thoroughbred Diesel; Current job title: Web Designer

Respondent 74 - Current employer: Self-employed; Current job title: Photographer/Cofounder of Non Profit

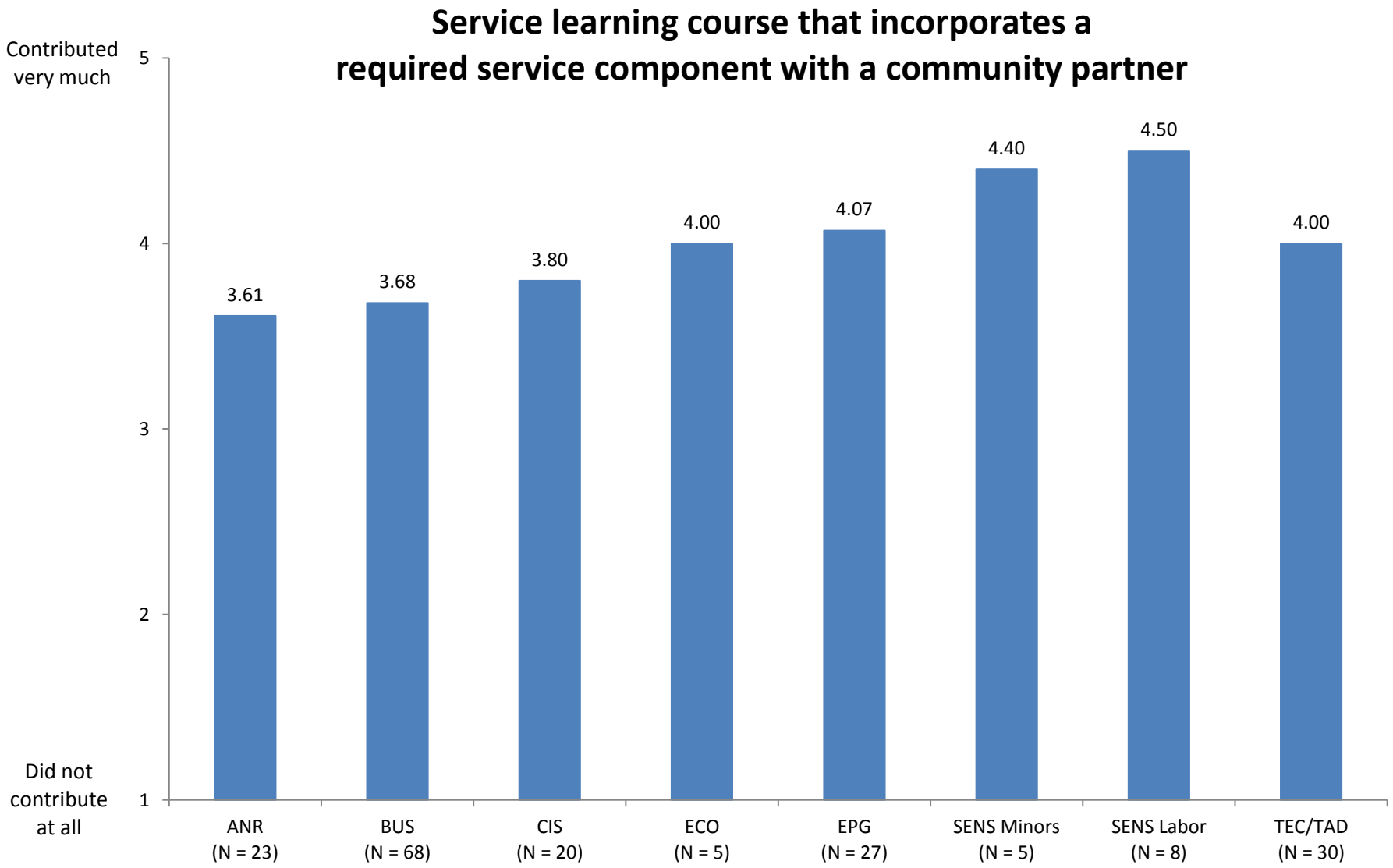
Please check all that currently apply to you. (Percentages will not add to 100% because respondents could choose more than one response.)

	ANR (N = 41)		BUS (N = 154)		CIS (N = 37)		ECO (N = 17)		EPG (N = 36)		SENS Minors (N = 7)		SENS labor (N = 9)		TAD (N = 74)	
Employed full-time	22	53.7%	121	79.1%	28	75.7%	12	70.6%	19	52.8%	5	71.4%	4	44.4%	43	58.1%
Employed part-time	5	12.2%	5	3.3%	2	5.4%	2	11.8%	1	2.8%	1	14.3%	1	11.1%	3	4.1%
Continuing my education full-time	5	12.2%	1	0.7%	0	0.0%	1	5.9%	6	16.7%	0	0.0%	2	22.2%	1	1.4%
Continuing my education part-time	4	9.8%	11	7.2%	2	5.4%	0	0.0%	1	2.8%	0	0.0%	2	22.2%	5	6.8%
Caring for family/home full-time	8	19.5%	10	6.5%	3	8.1%	0	0.0%	2	5.6%	3	42.9%	0	0.0%	10	13.5%
Serving in the military	1	2.4%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	1	1.4%
Unemployed	1	2.4%	2	1.3%	2	5.4%	1	5.9%	1	2.8%	0	0.0%	0	0.0%	1	1.4%
Retired	0	0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	21.6%
Other, please explain	3	7.3%	10	6.5%	3	8.1%	1	5.9%	6	16.7%	0	0.0%	3	33.3%	7	9.5%

If you have not continued your education, indicate which is most likely (based on graduates who responded to this item).

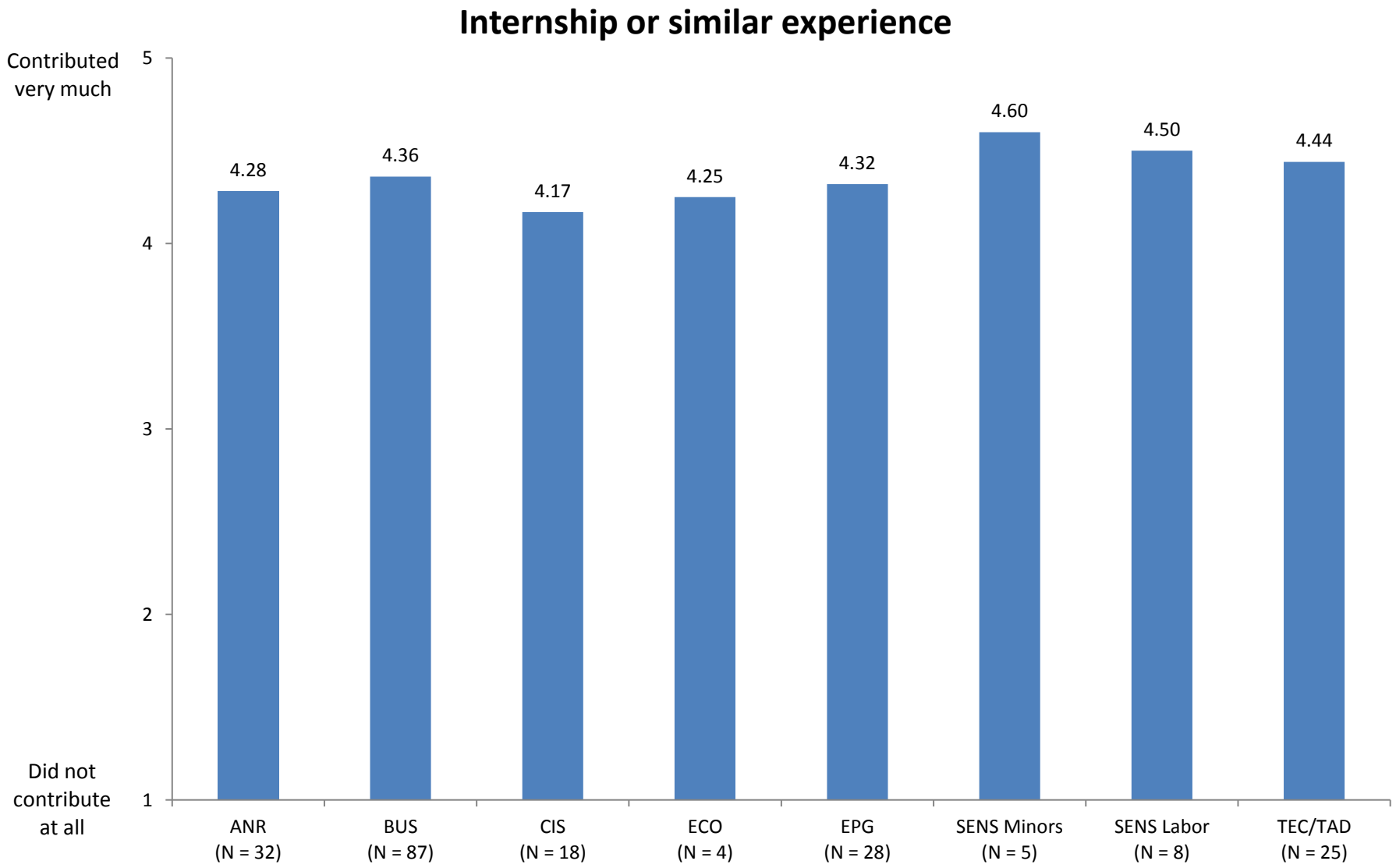
	ANR		BUS		CIS		ECO		EPG		SENS (Minors)		SENS (labor)		TAD	
definitely plan to continue my education in the future	5	26.3%	21	23.6%	4	16.7%	0	0.0%	7	43.8%	0	0.0%	3	60.0%	4	12.9%
considering continuing my education in the future	5	26.3%	30	33.7%	13	54.2%	1	25.0%	6	37.5%	2	40.0%	0	0.0%	9	29.0%
have no plans at this time to continue my education	9	47.4%	38	42.7%	7	29.2%	3	75.0%	3	18.8%	3	60.0%	2	40.0%	18	58.1%
TOTAL	**19**	**100.0%**	**89**	**100.0%**	**24**	**100.0%**	**4**	**100.0%**	**16**	**100.0%**	**5**	**100.0%**	**5**	**100.0%**	**31**	**100.0%**

Rate how the following experiential activities contributed to your current work.



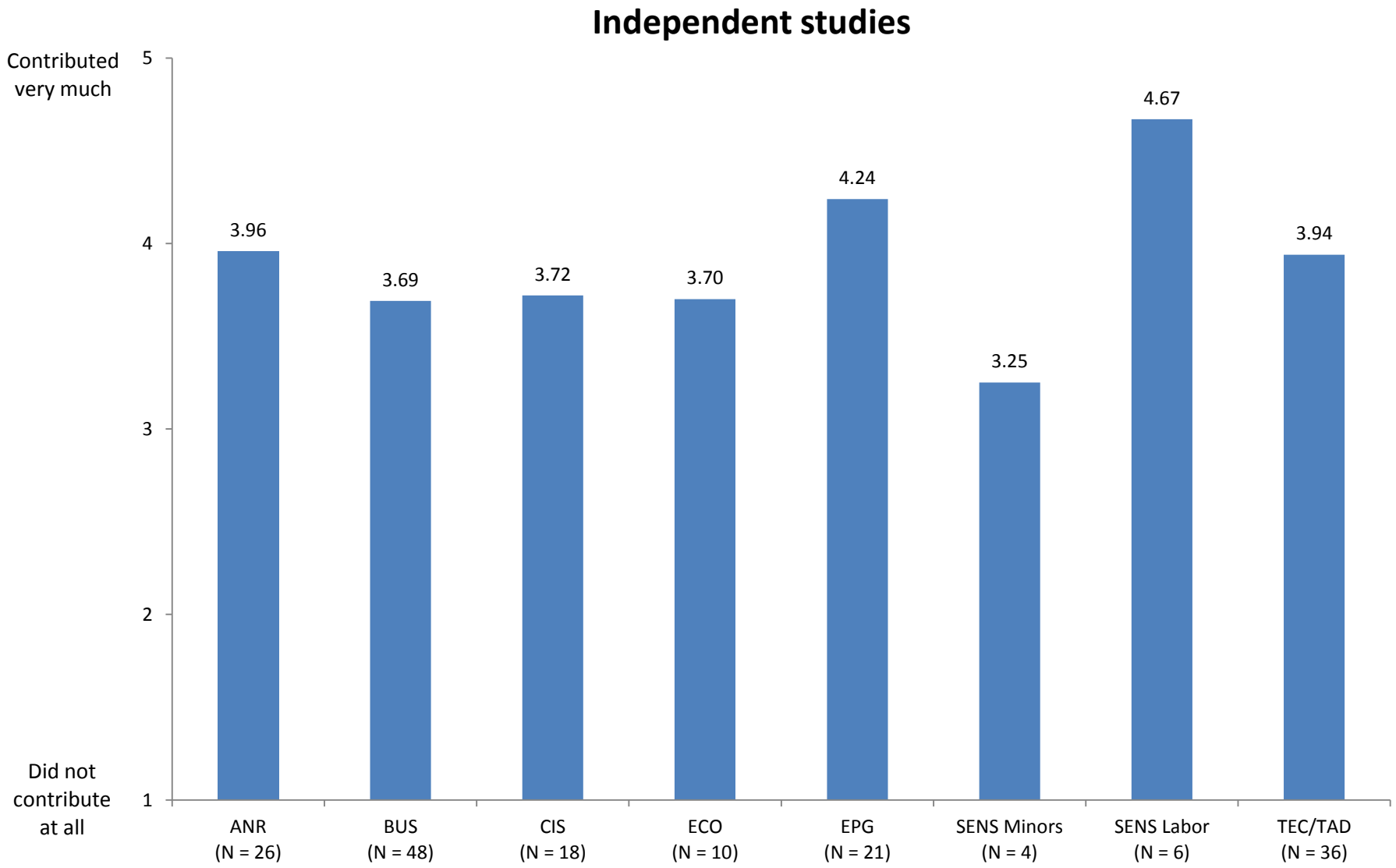
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



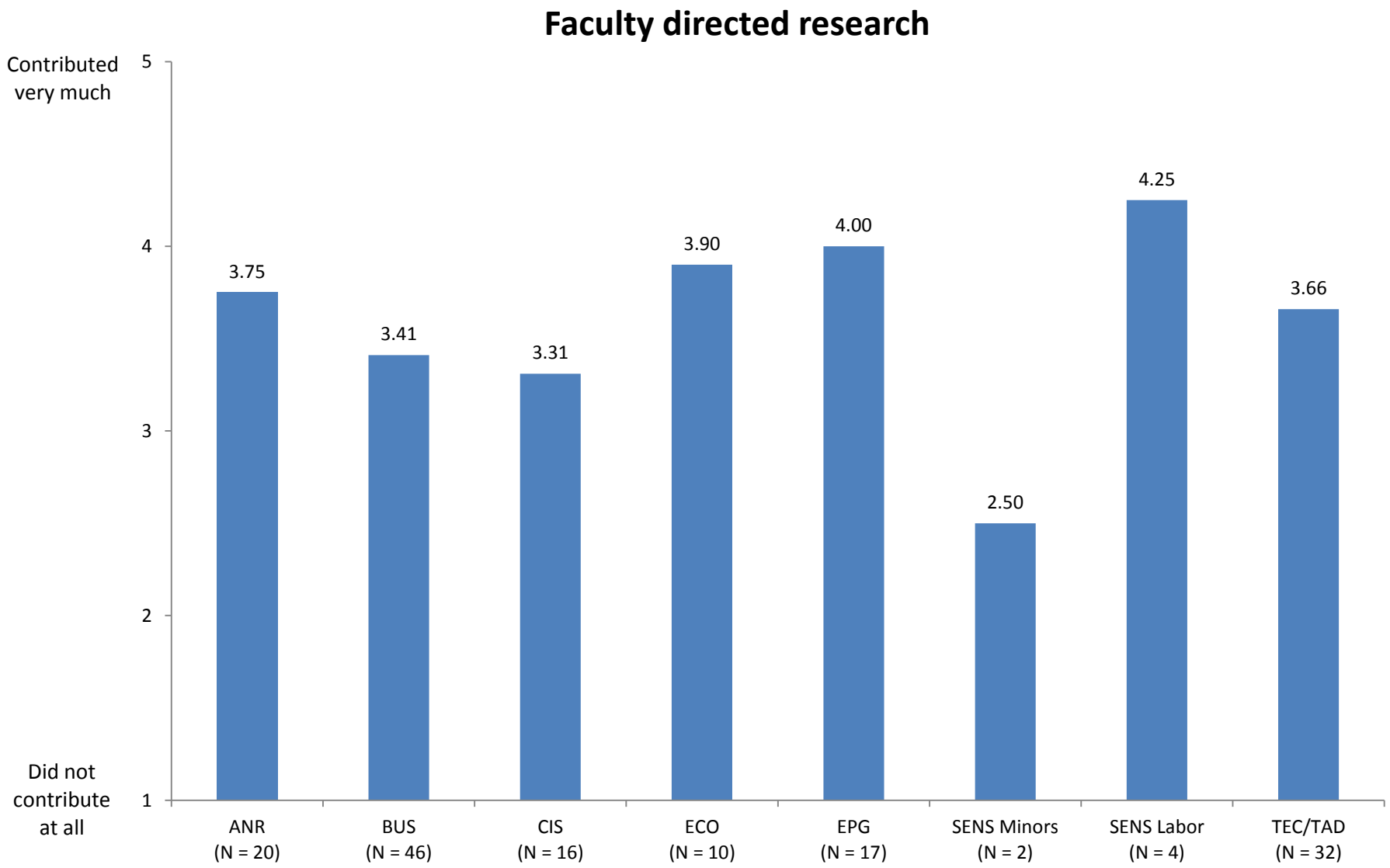
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



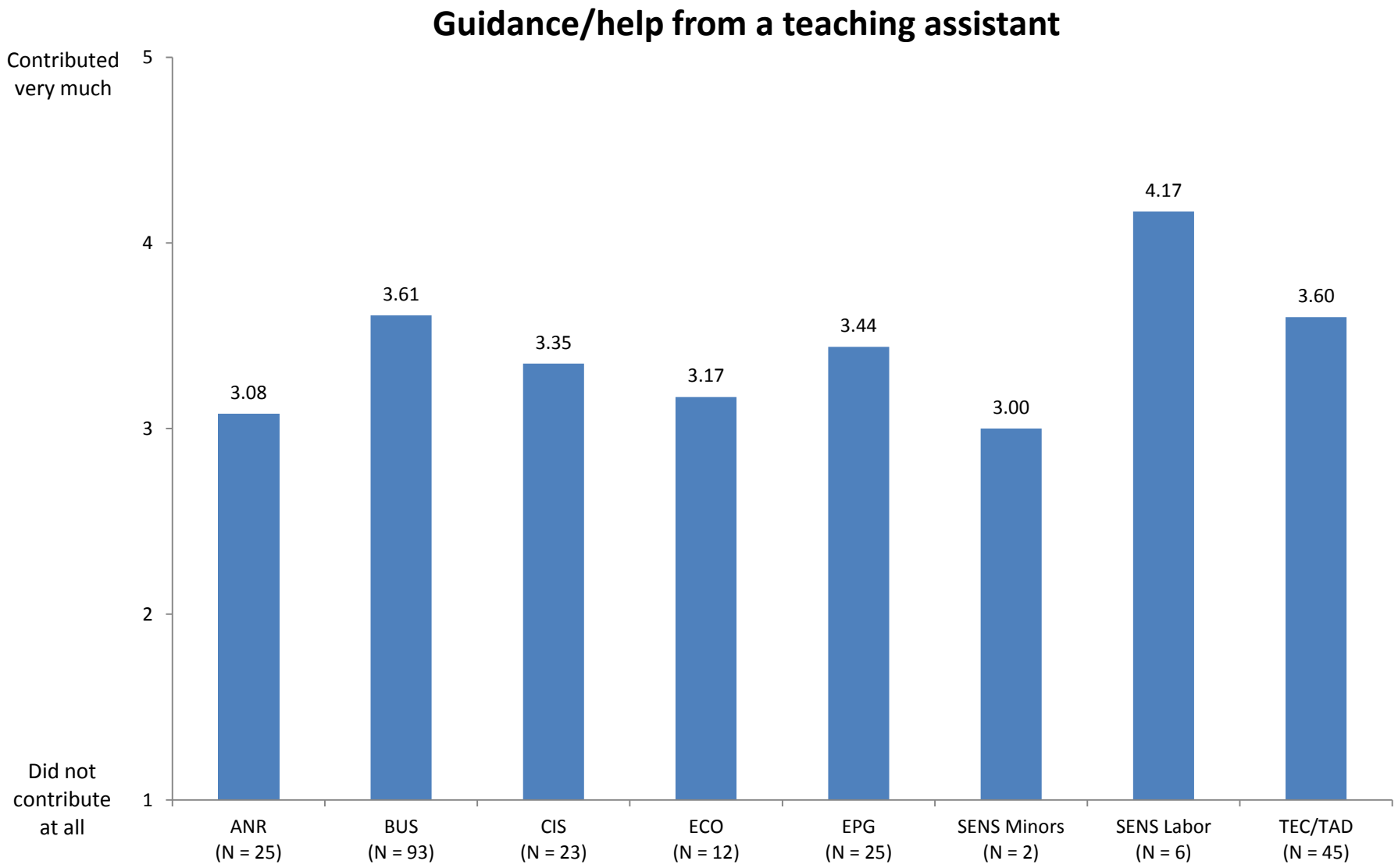
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



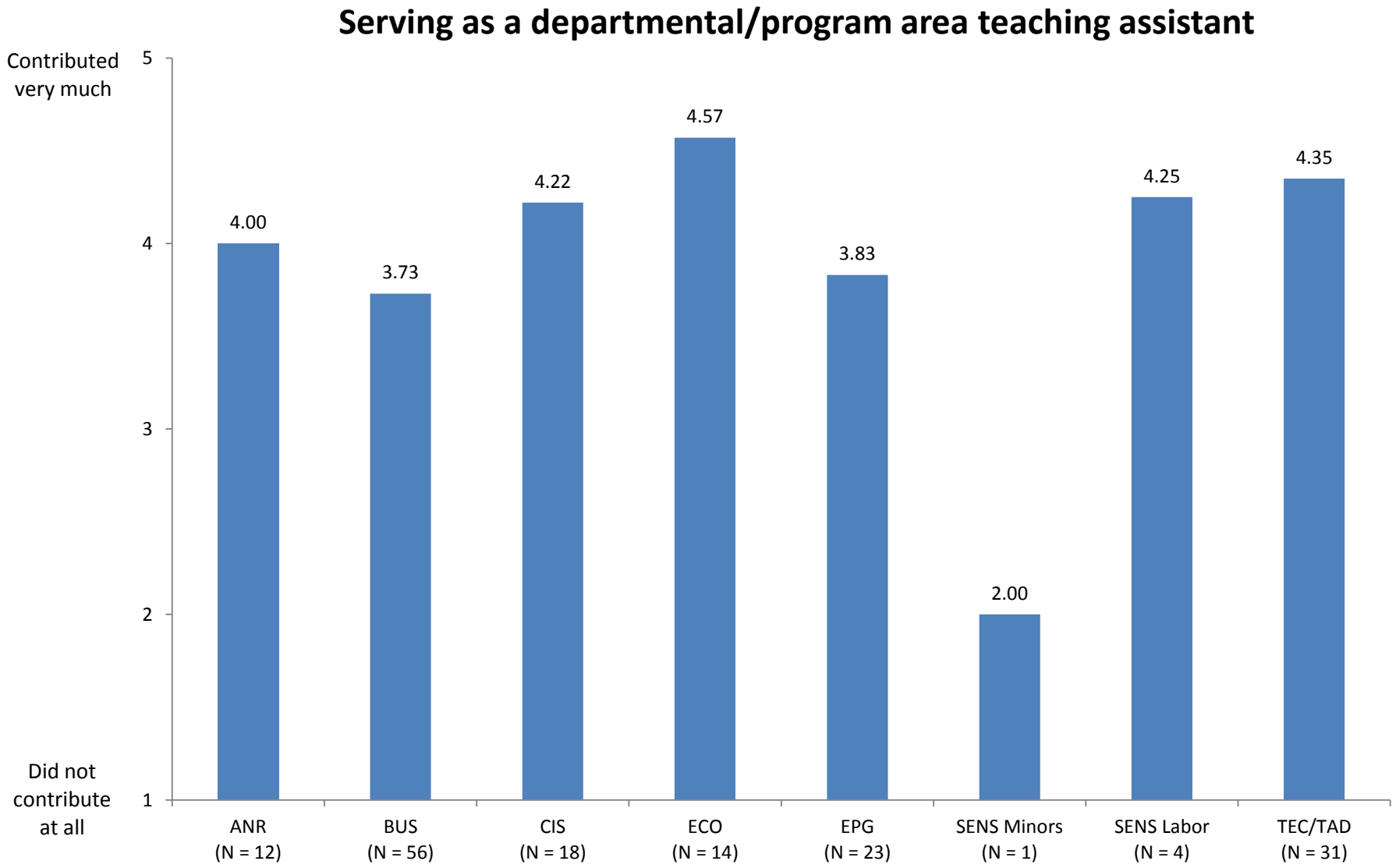
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



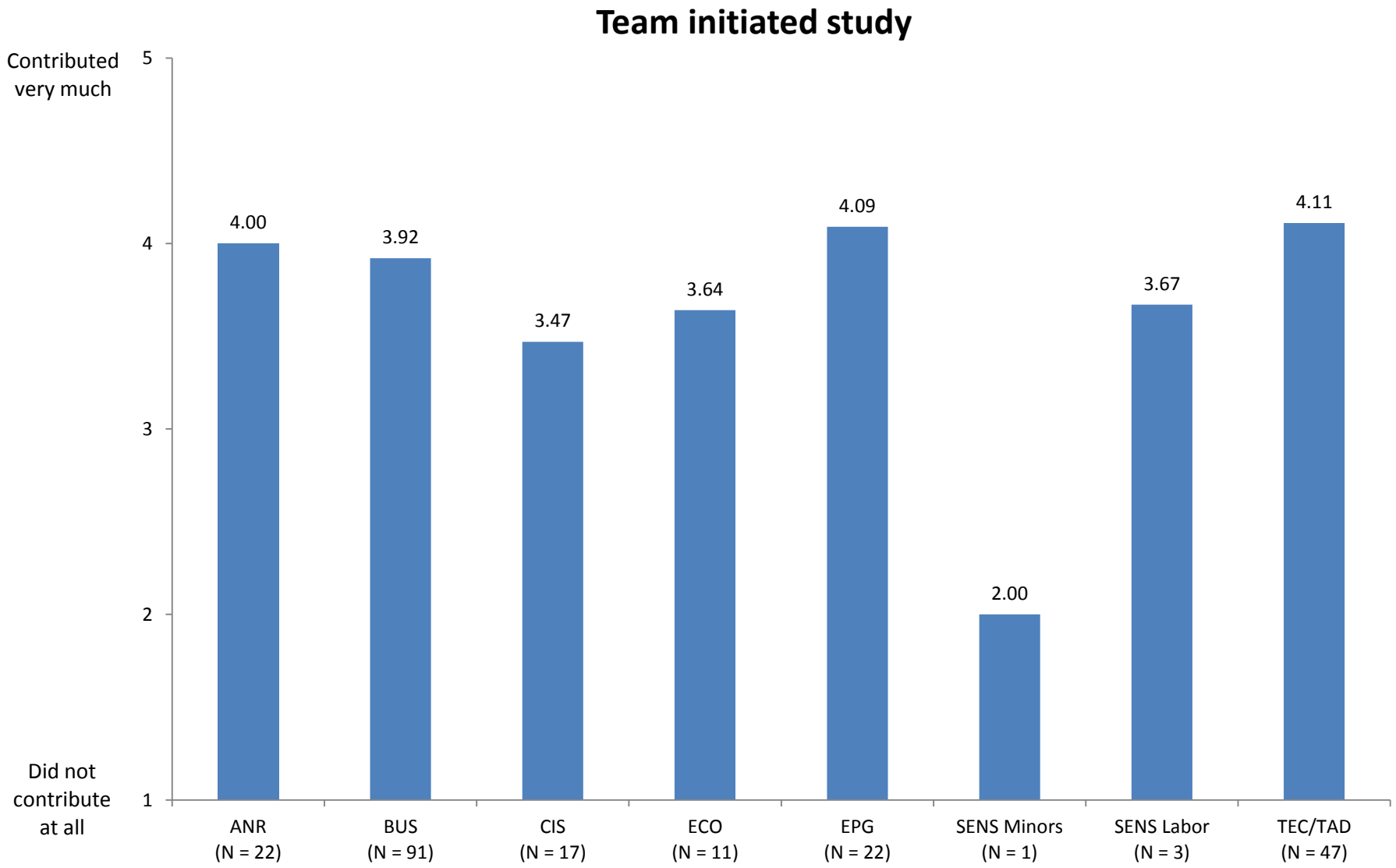
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



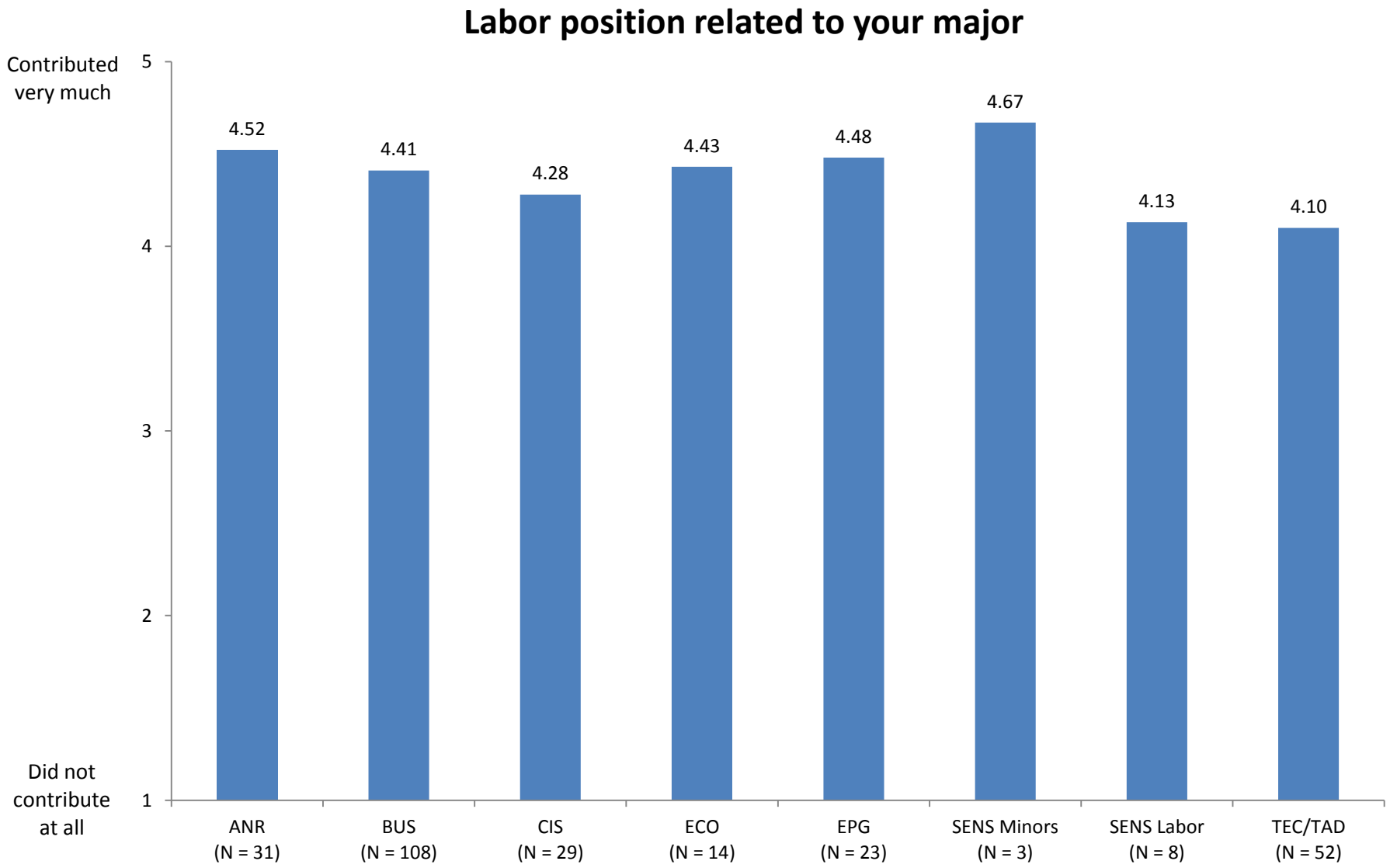
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



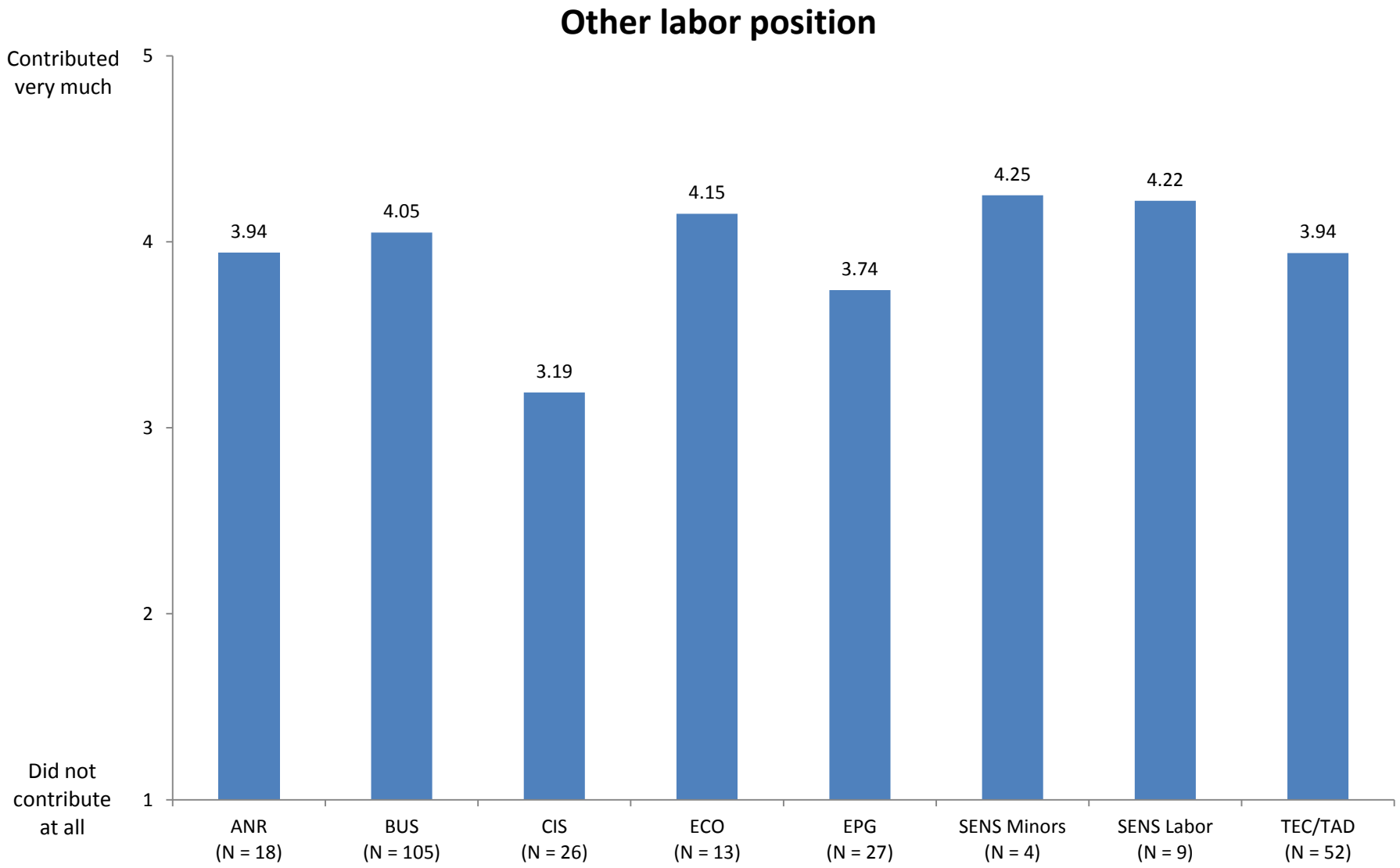
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

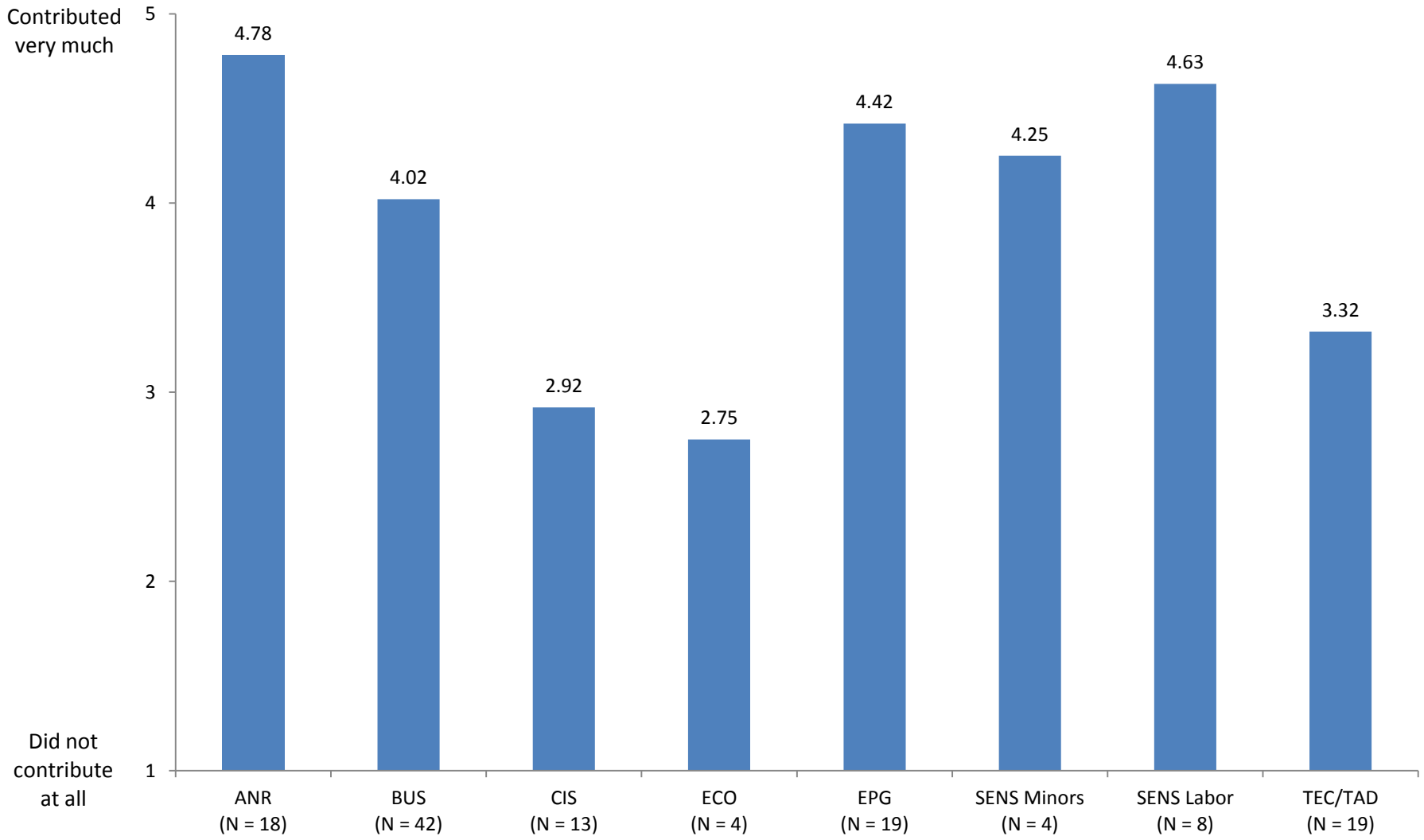
Rate how the following experiential activities contributed to your current work.



NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.

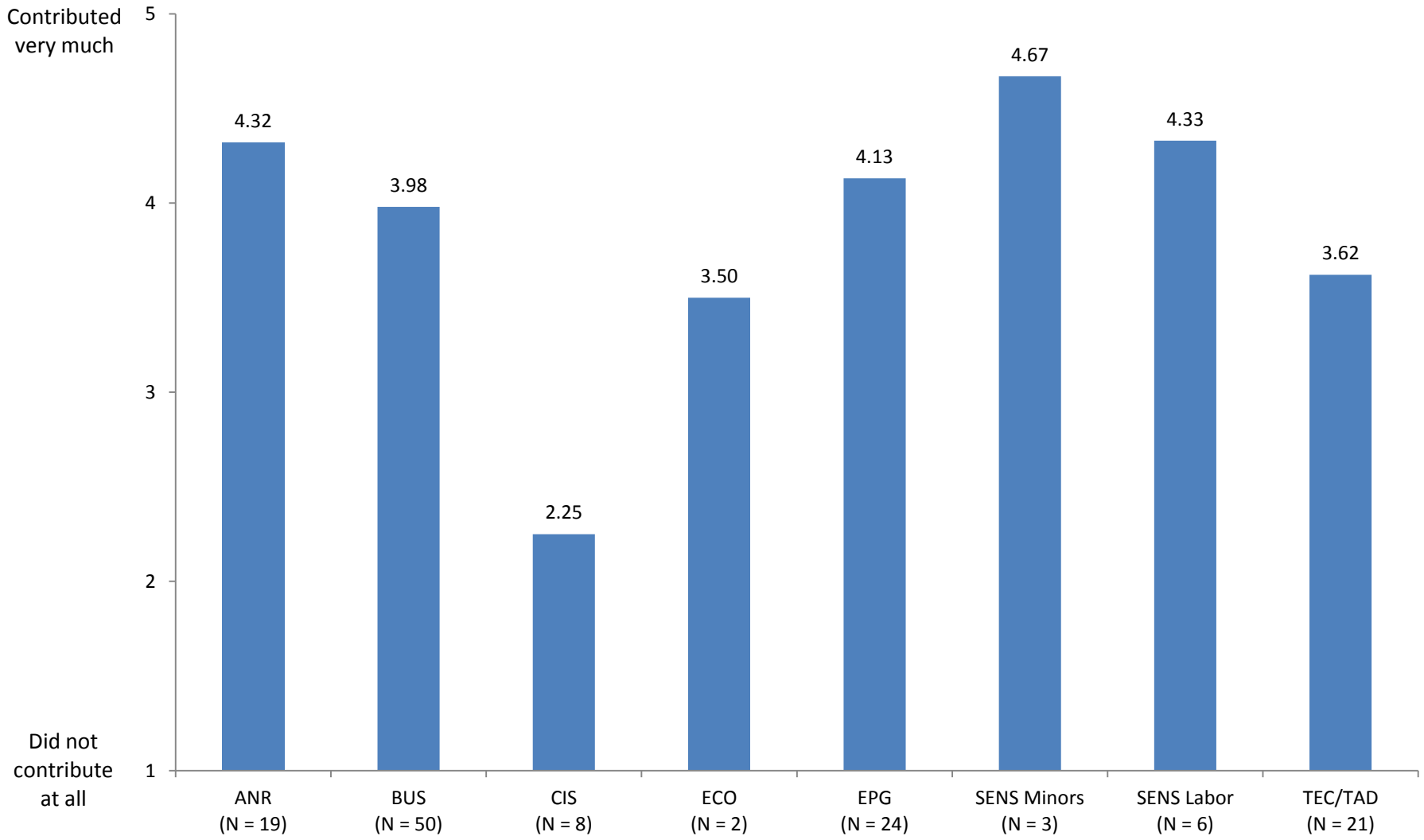
Course-related international travel



NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

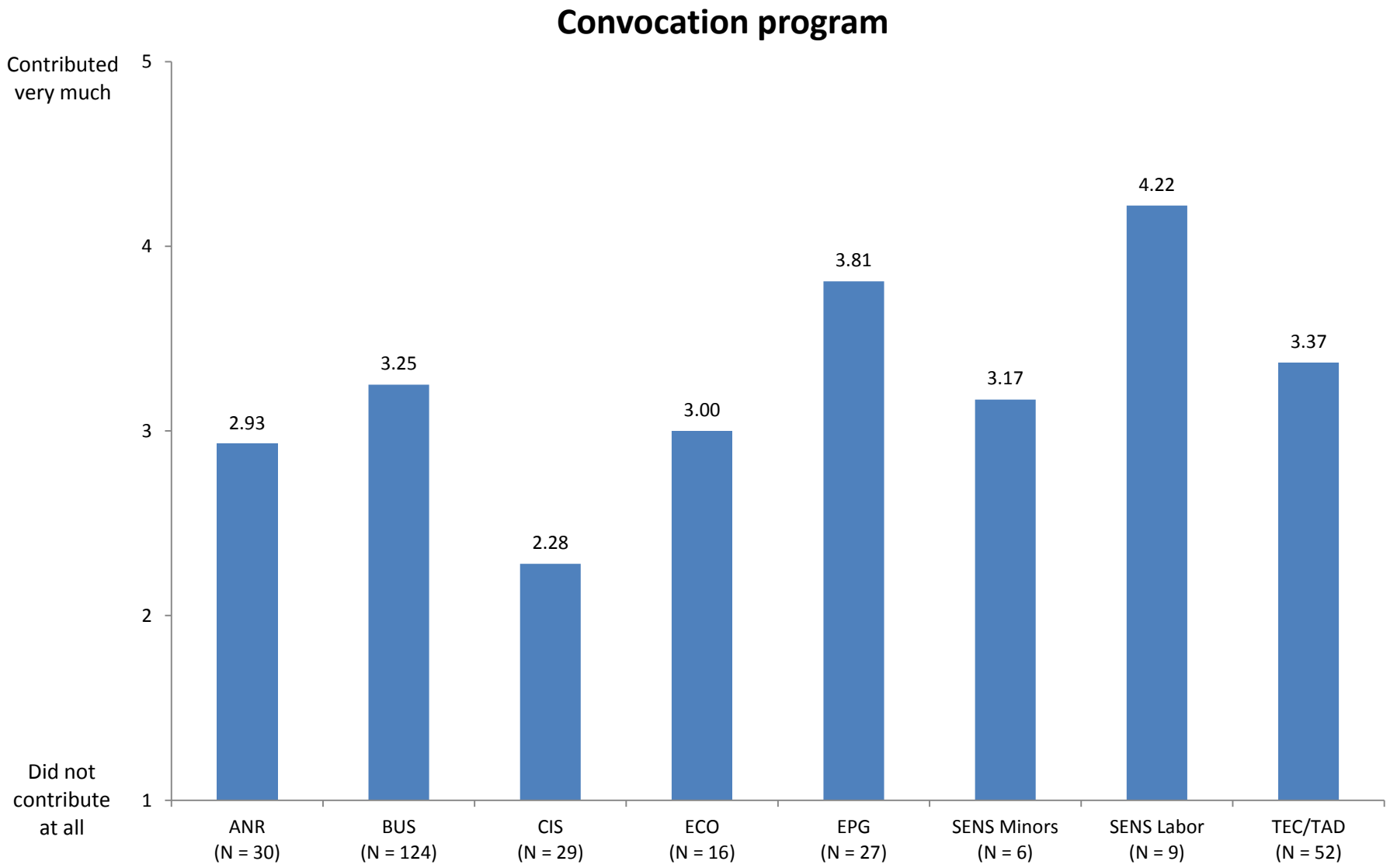
Rate how the following experiential activities contributed to your current work.

Course-related travel in the United States



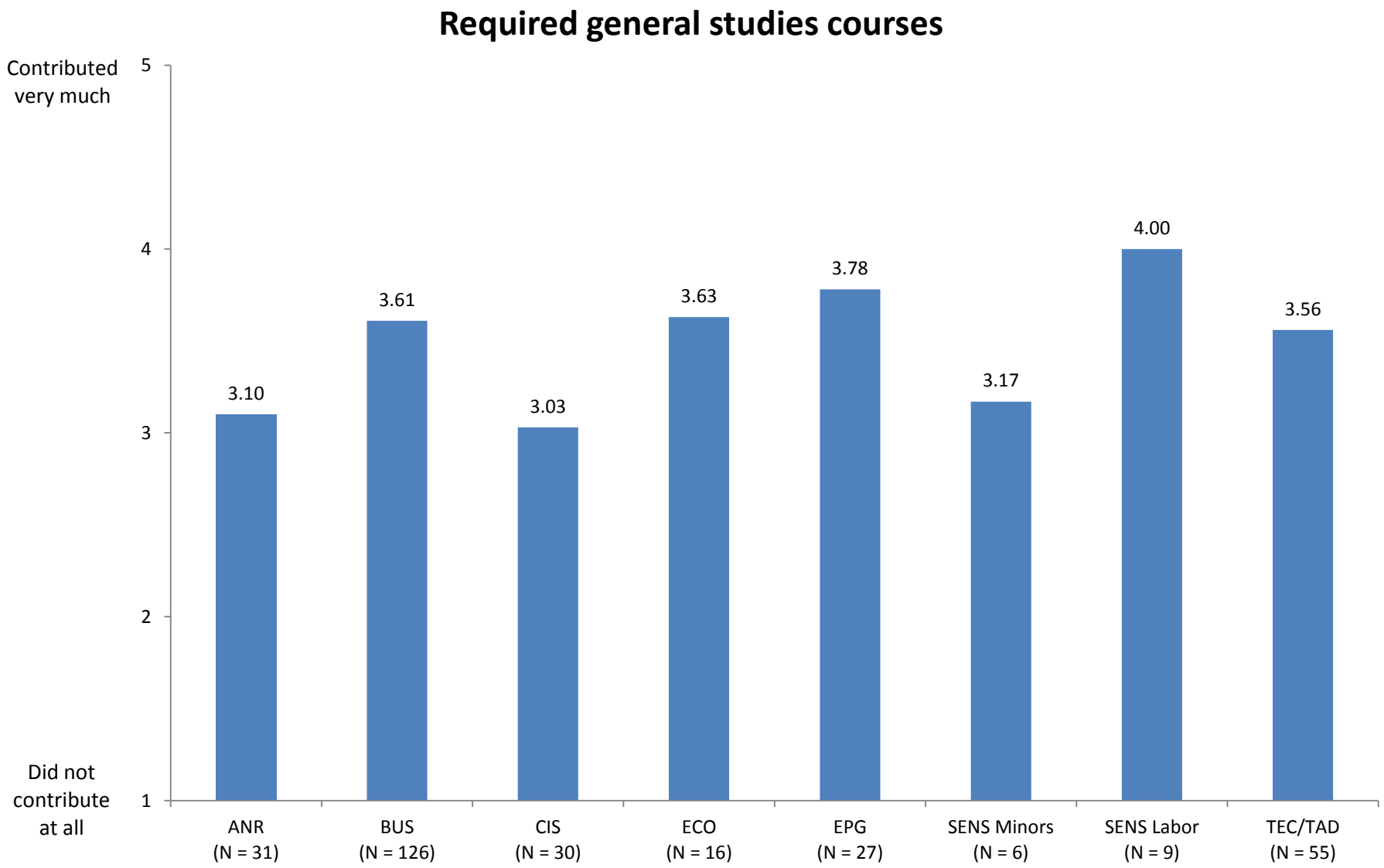
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



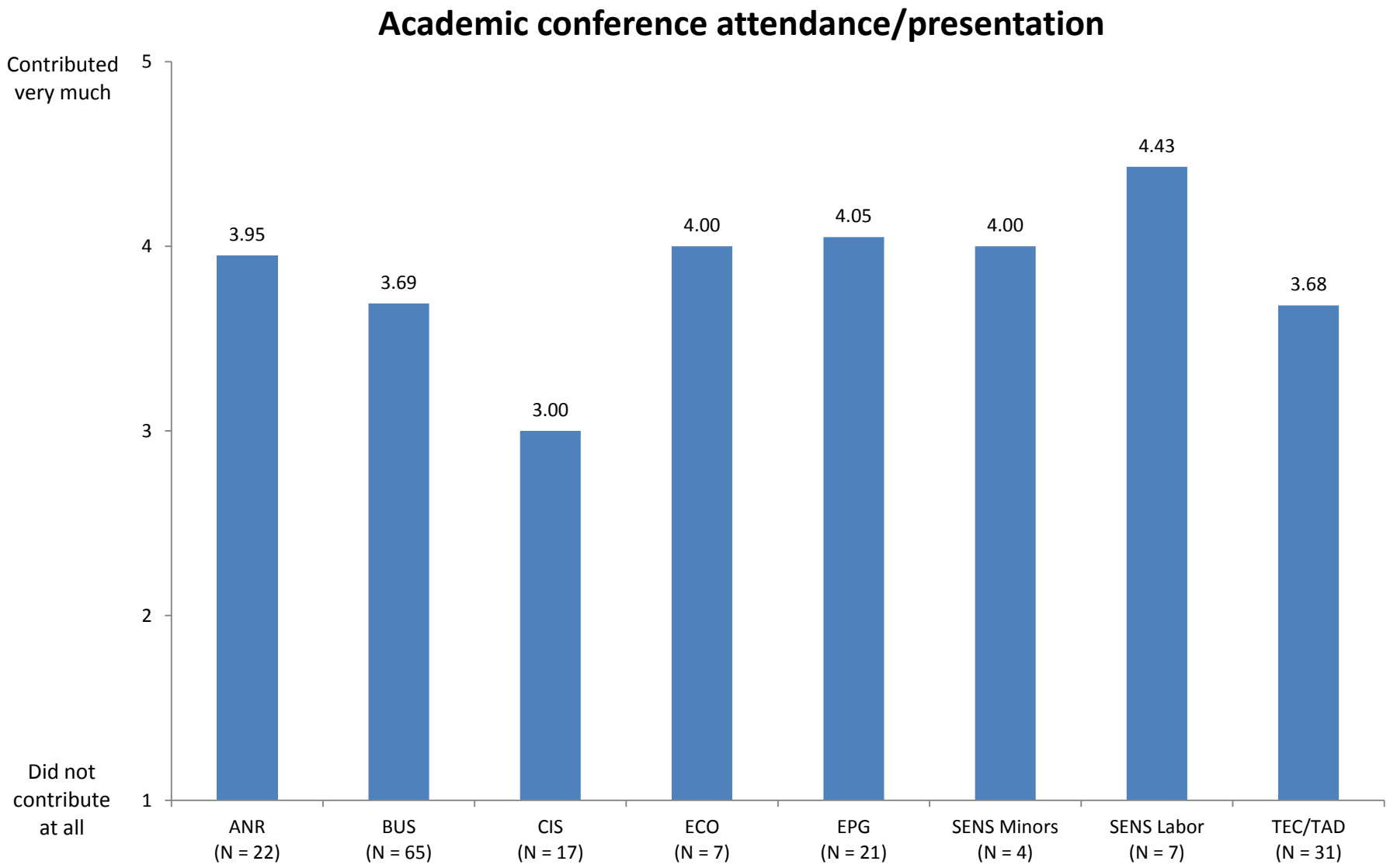
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



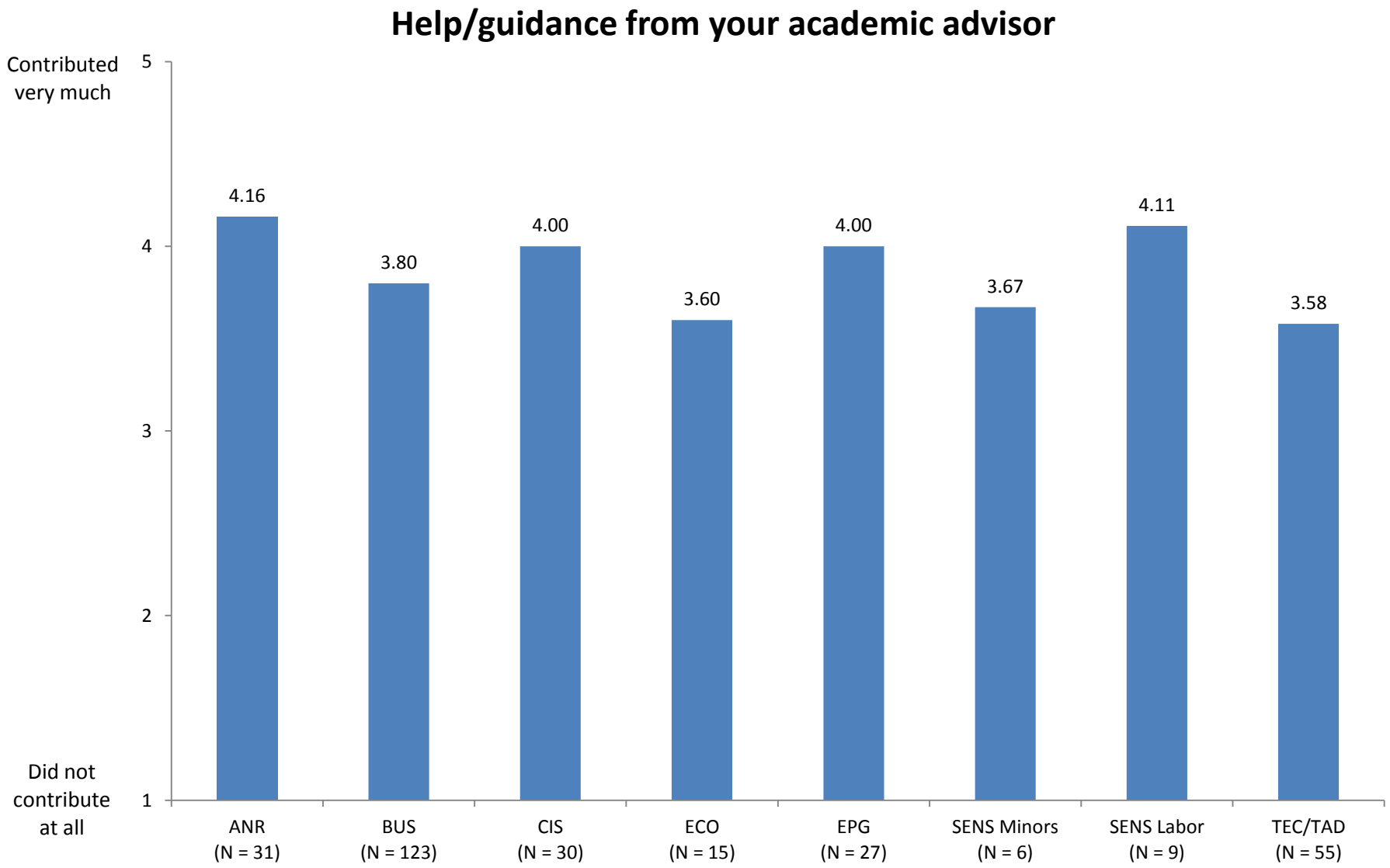
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



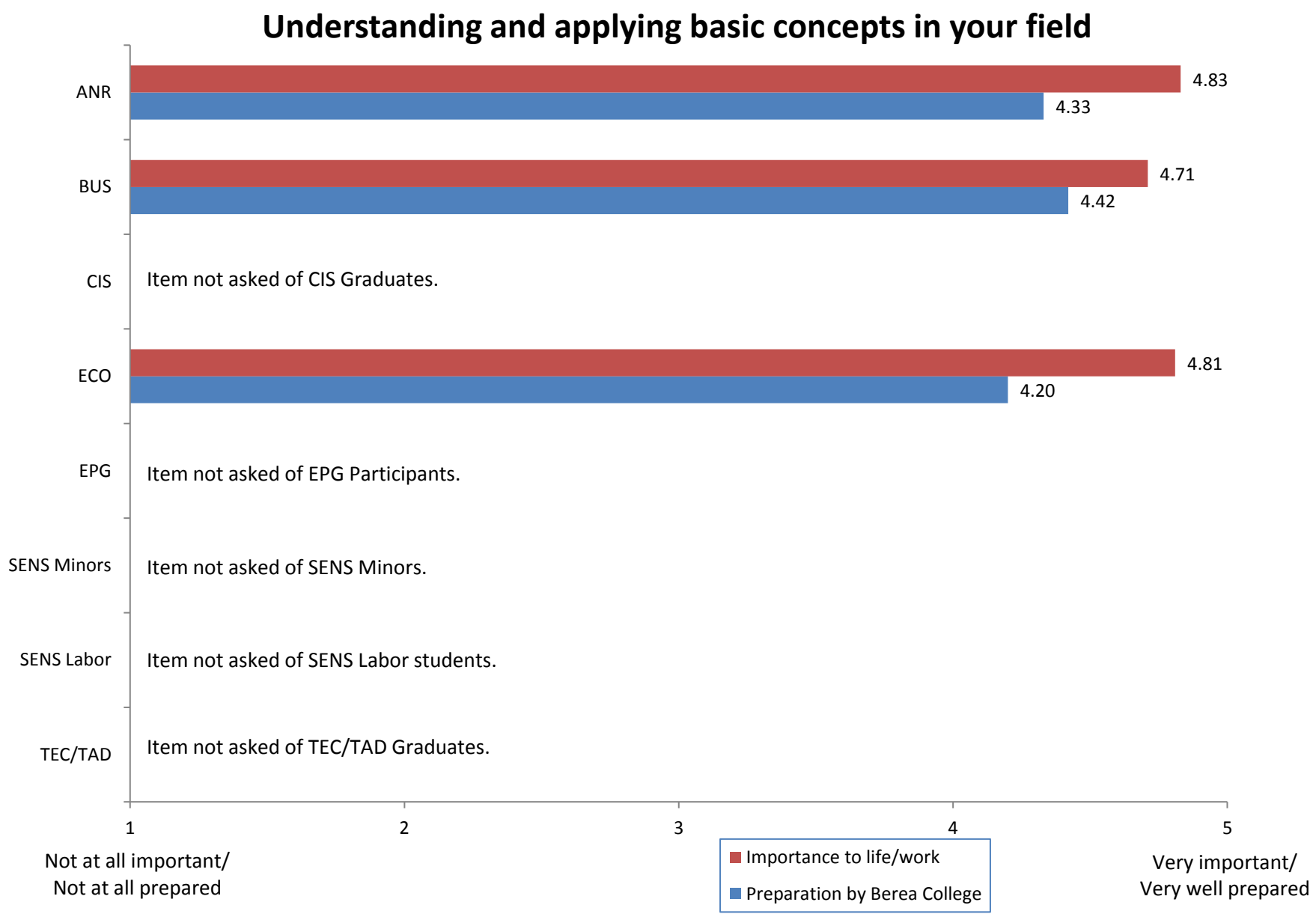
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate how the following experiential activities contributed to your current work.



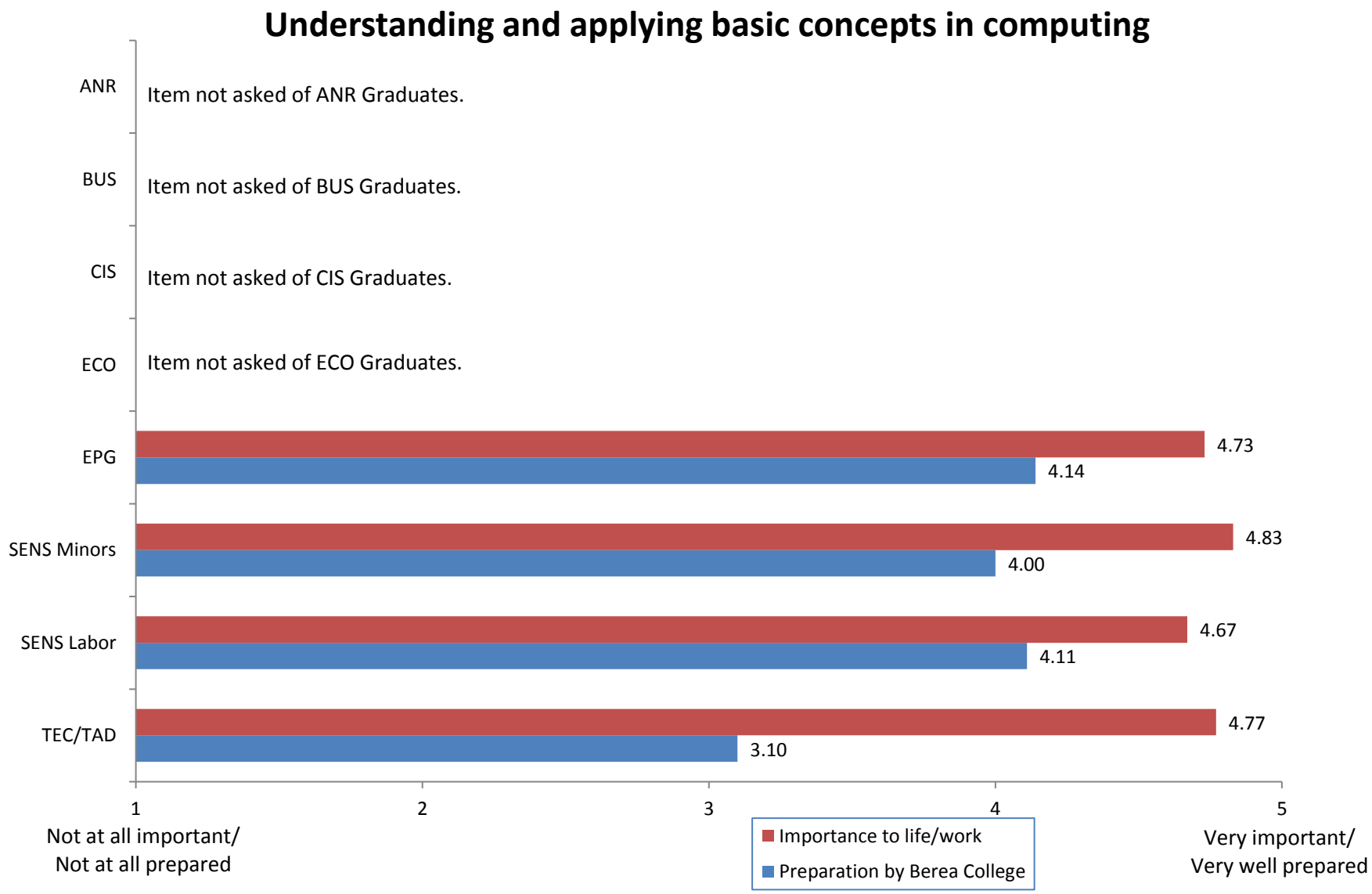
NOTE: The Ns do not include respondents who indicated "I did not participate in this activity" or who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



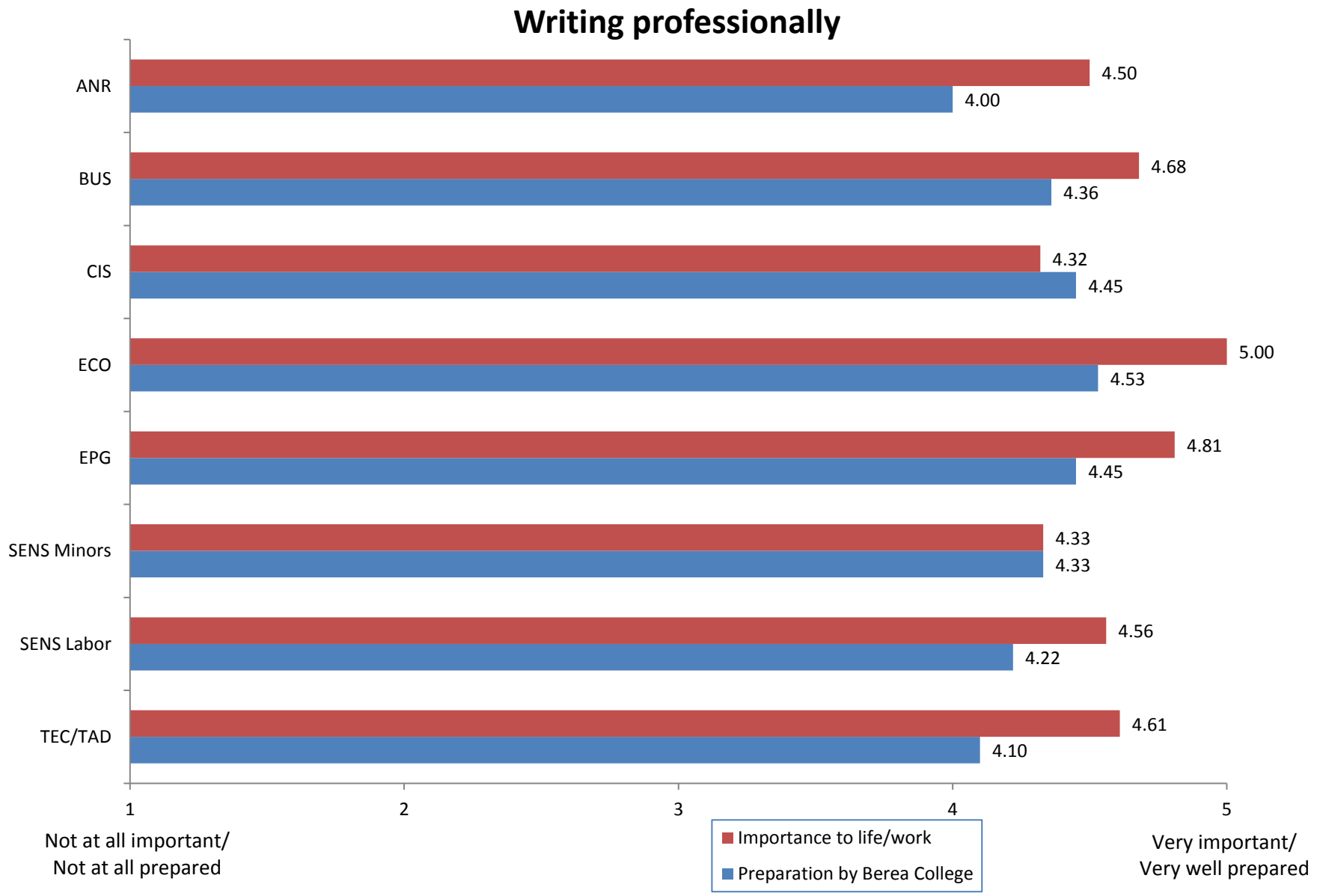
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



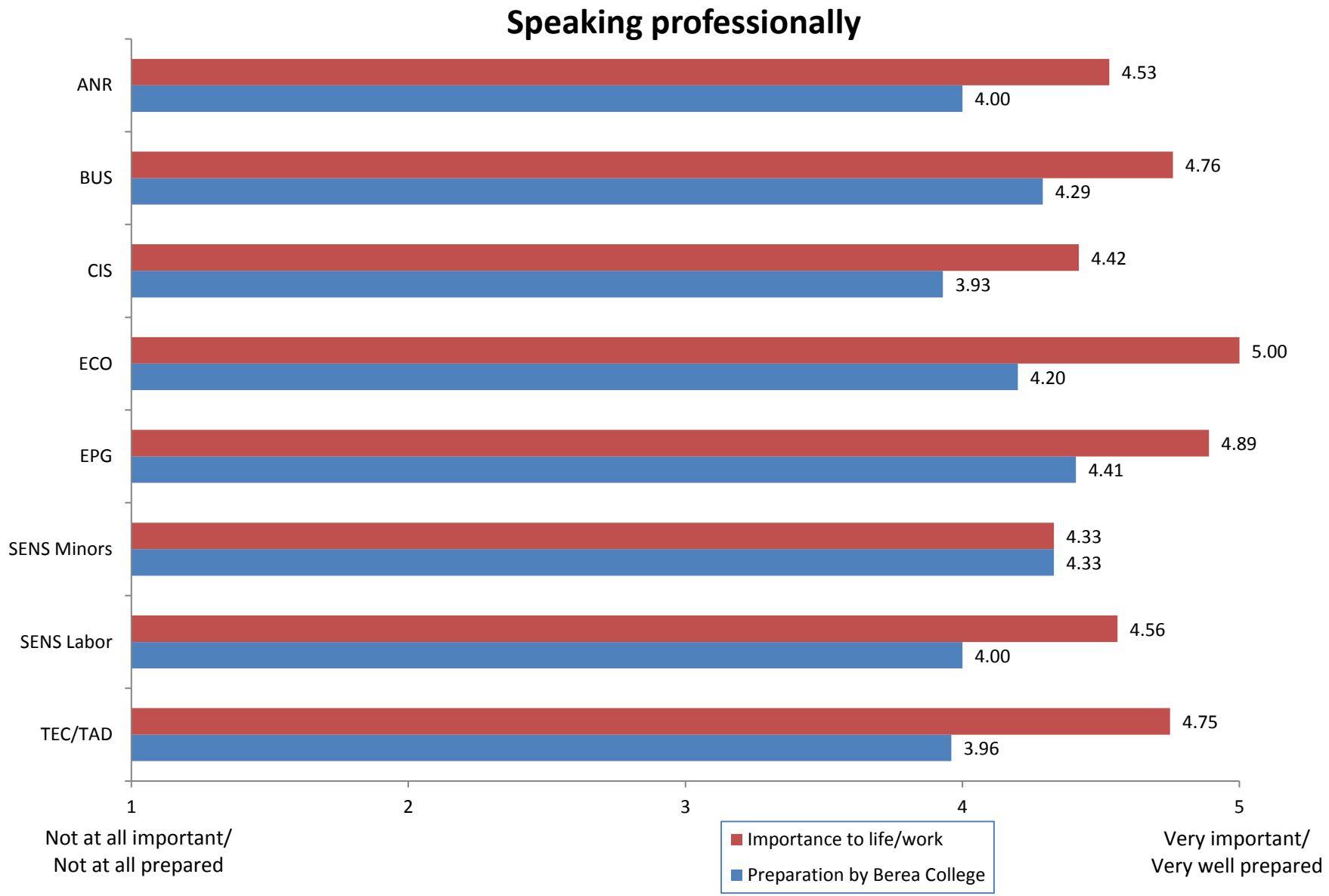
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



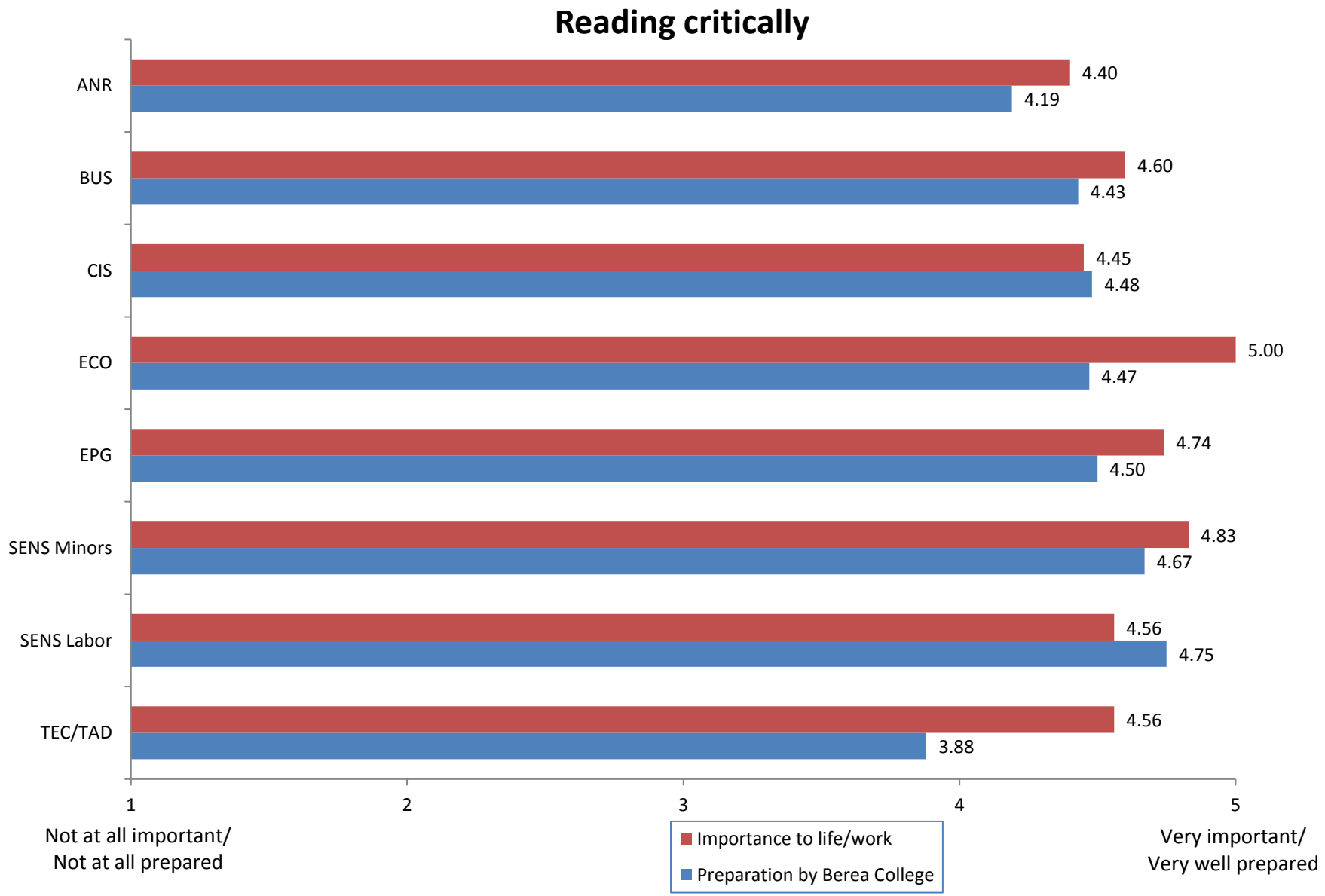
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



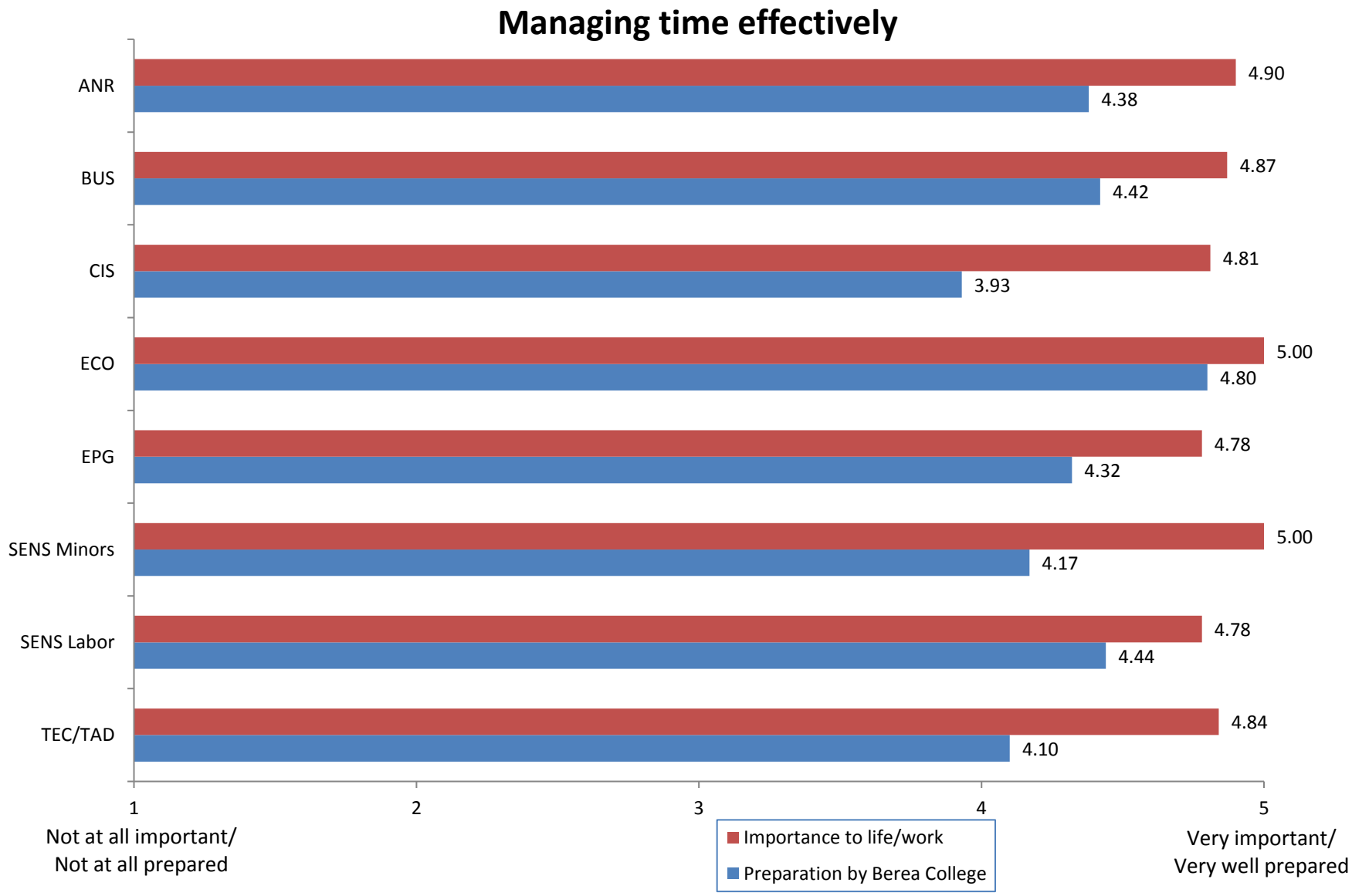
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



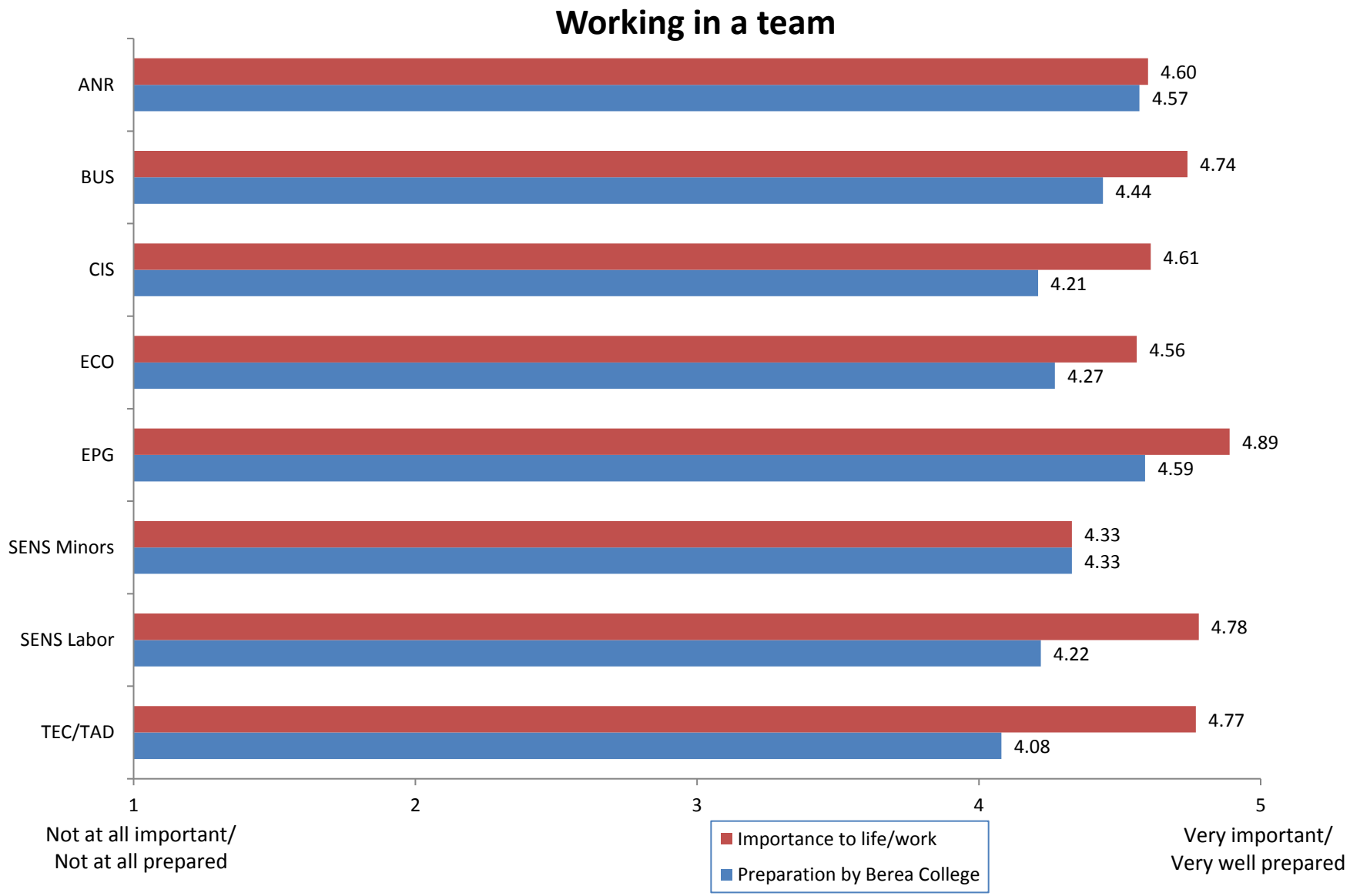
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



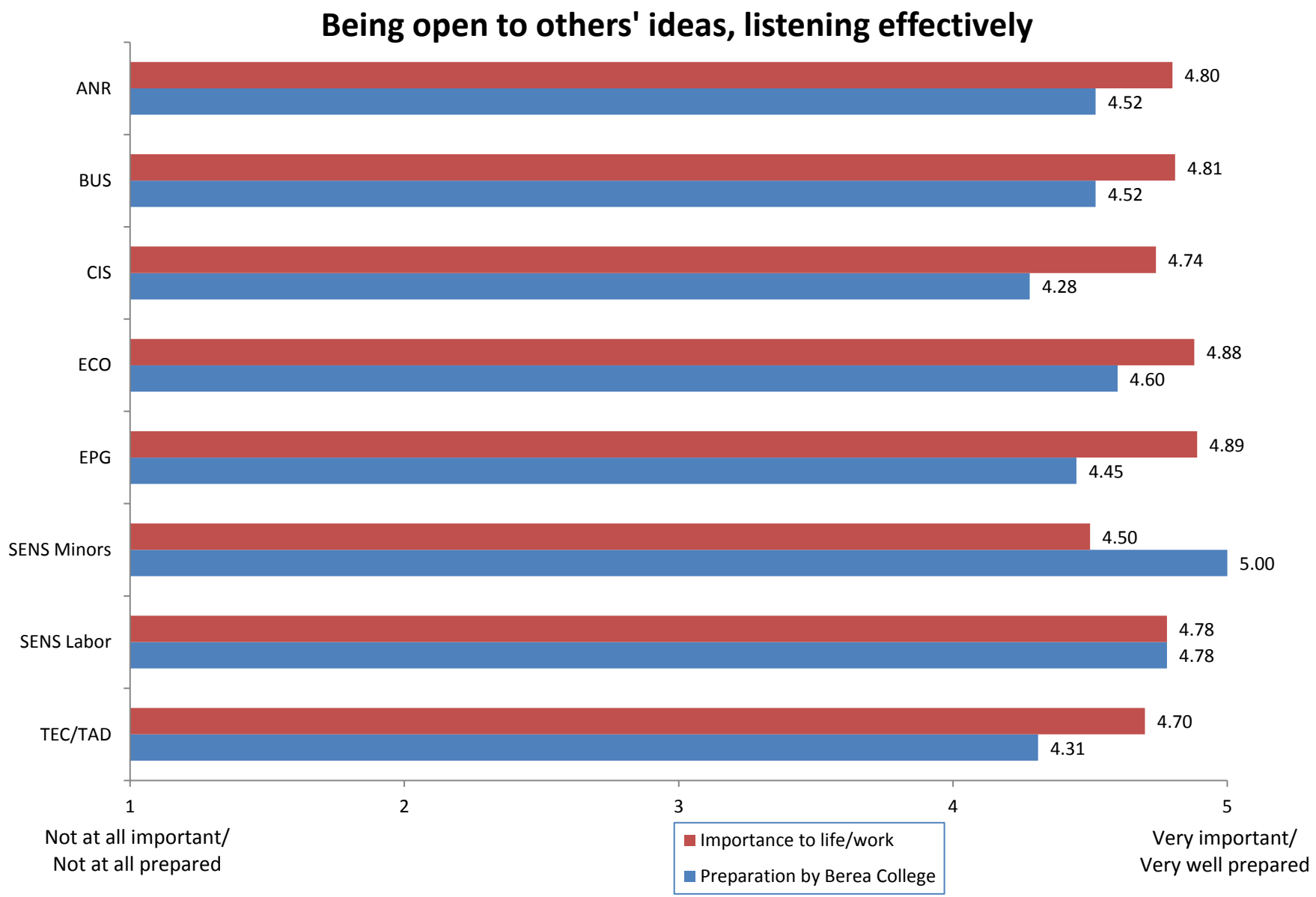
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



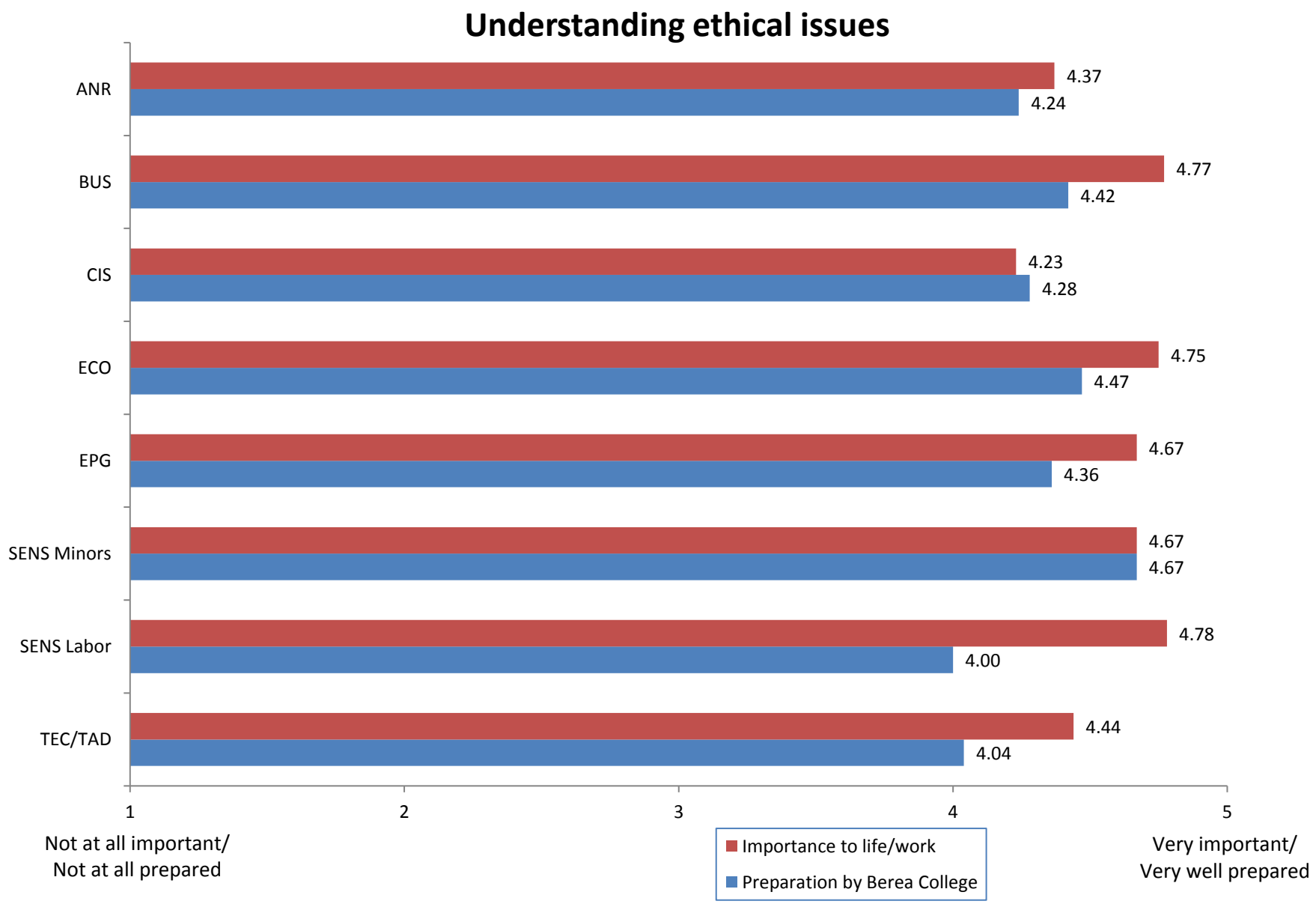
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



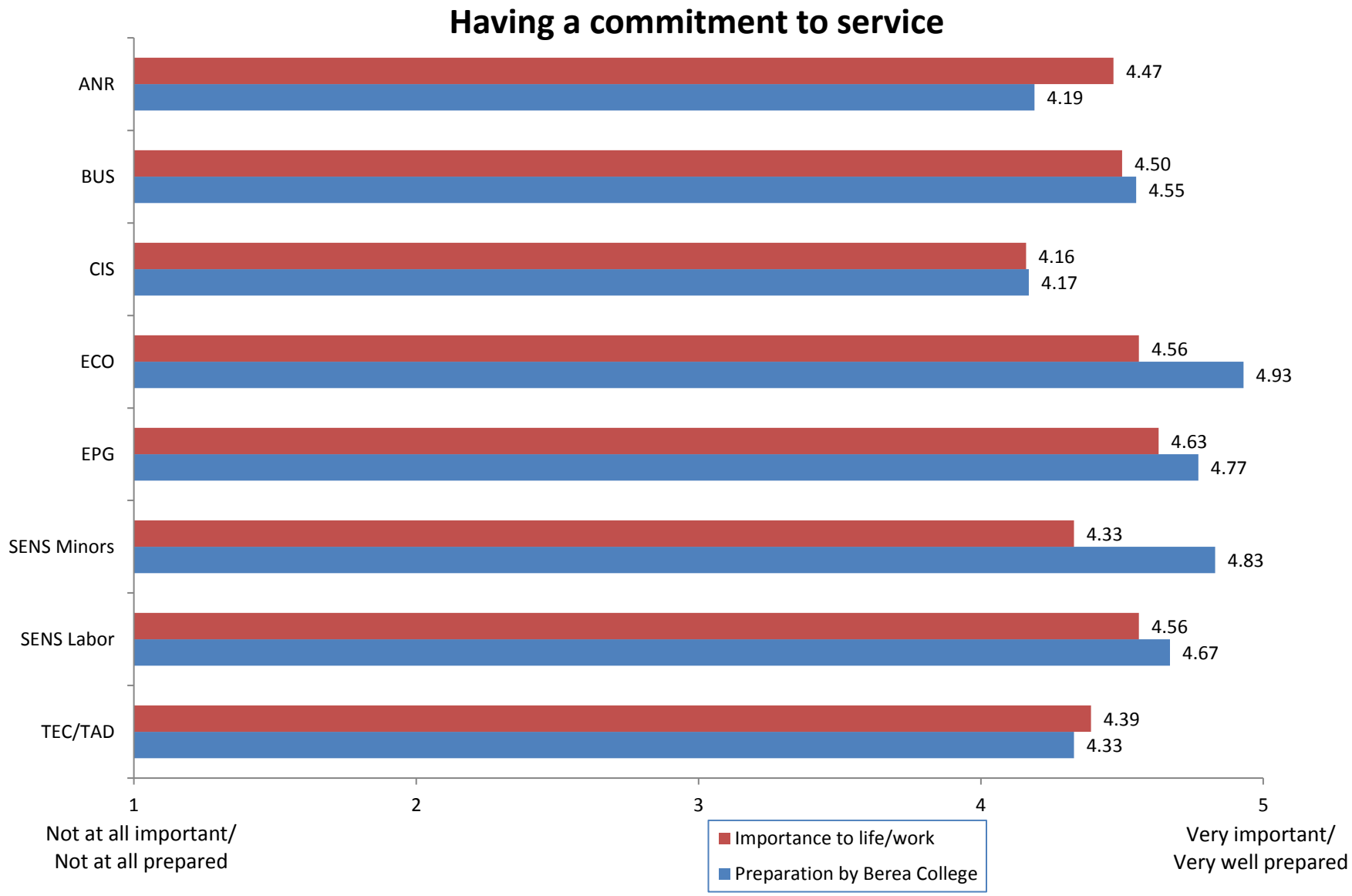
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



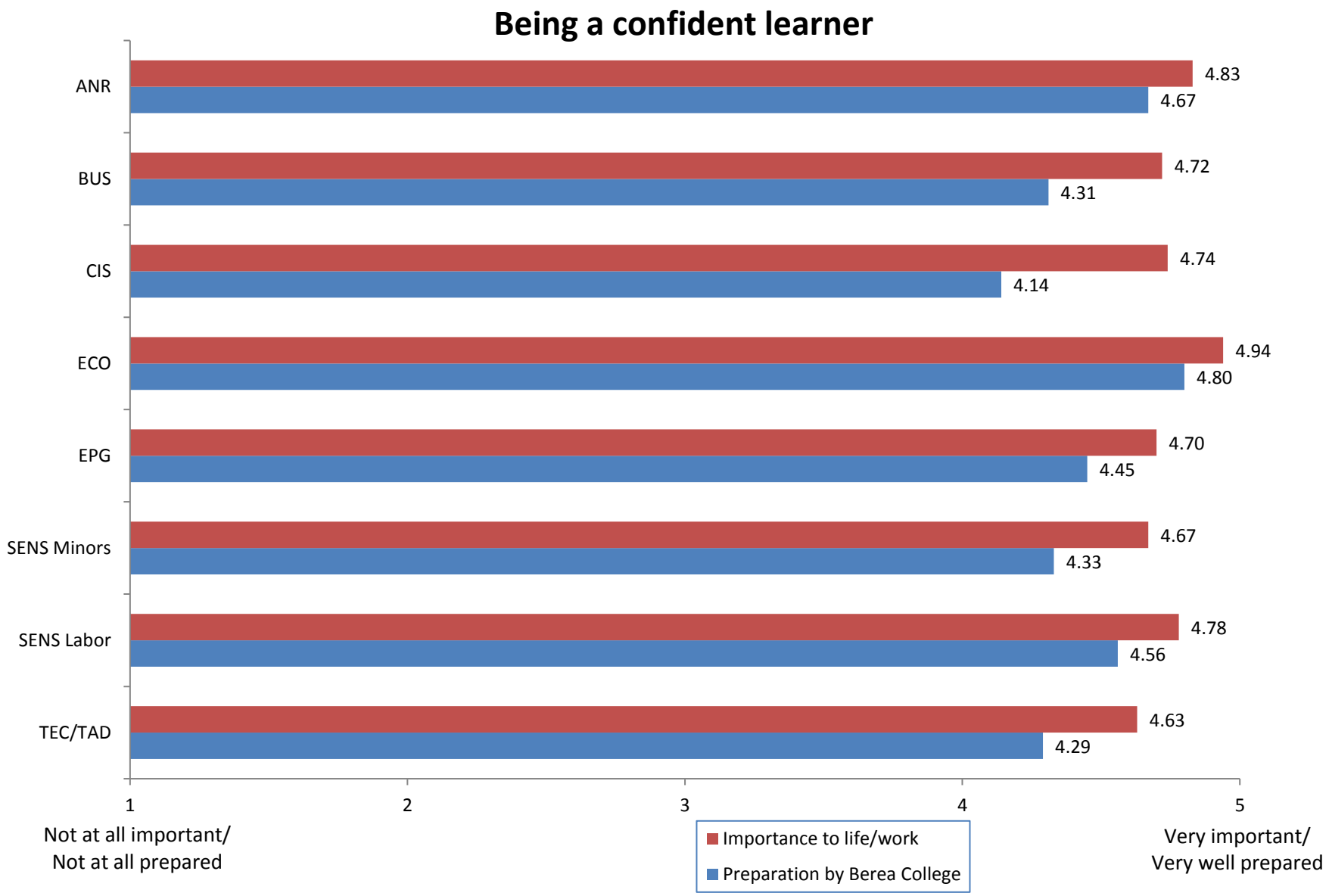
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



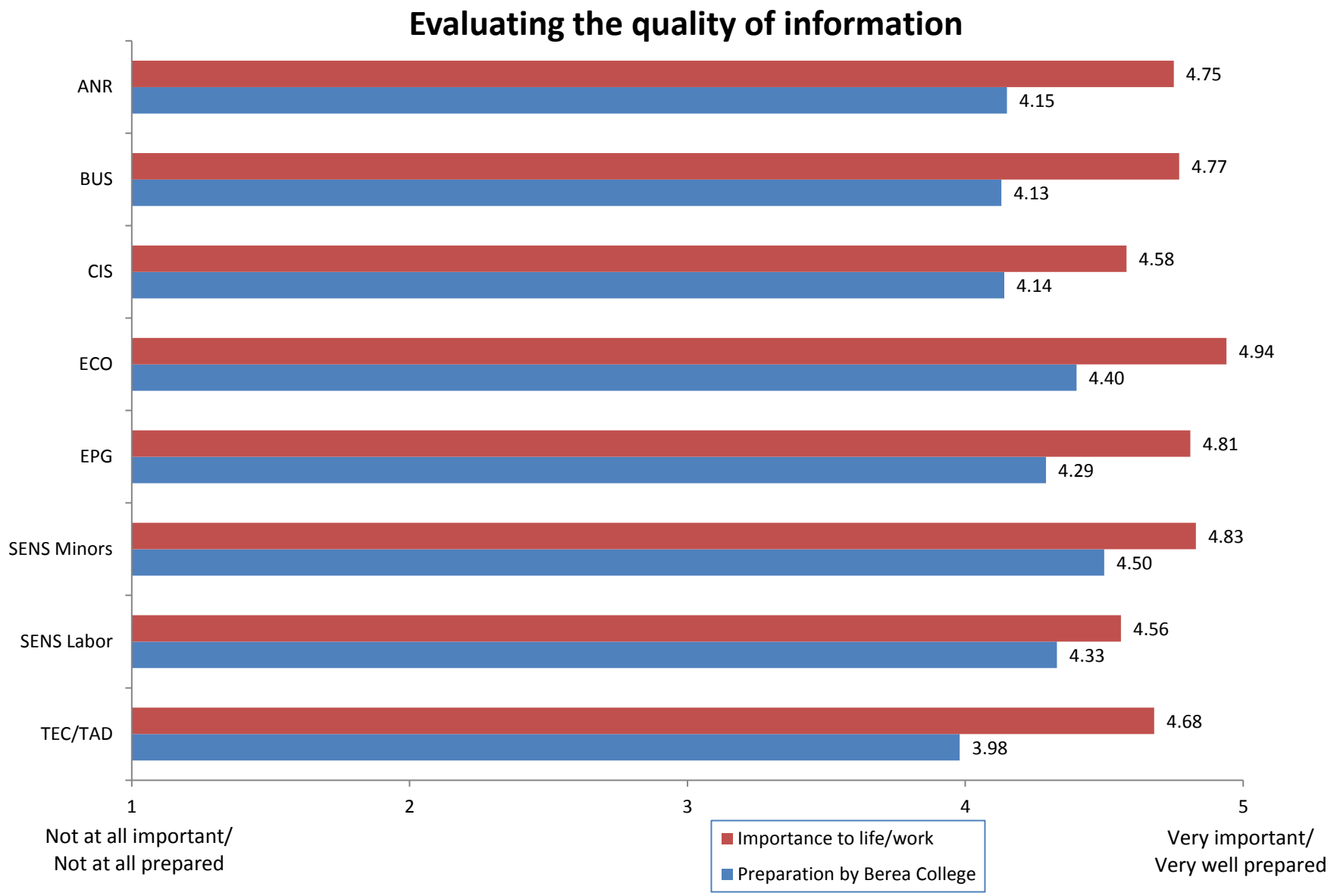
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



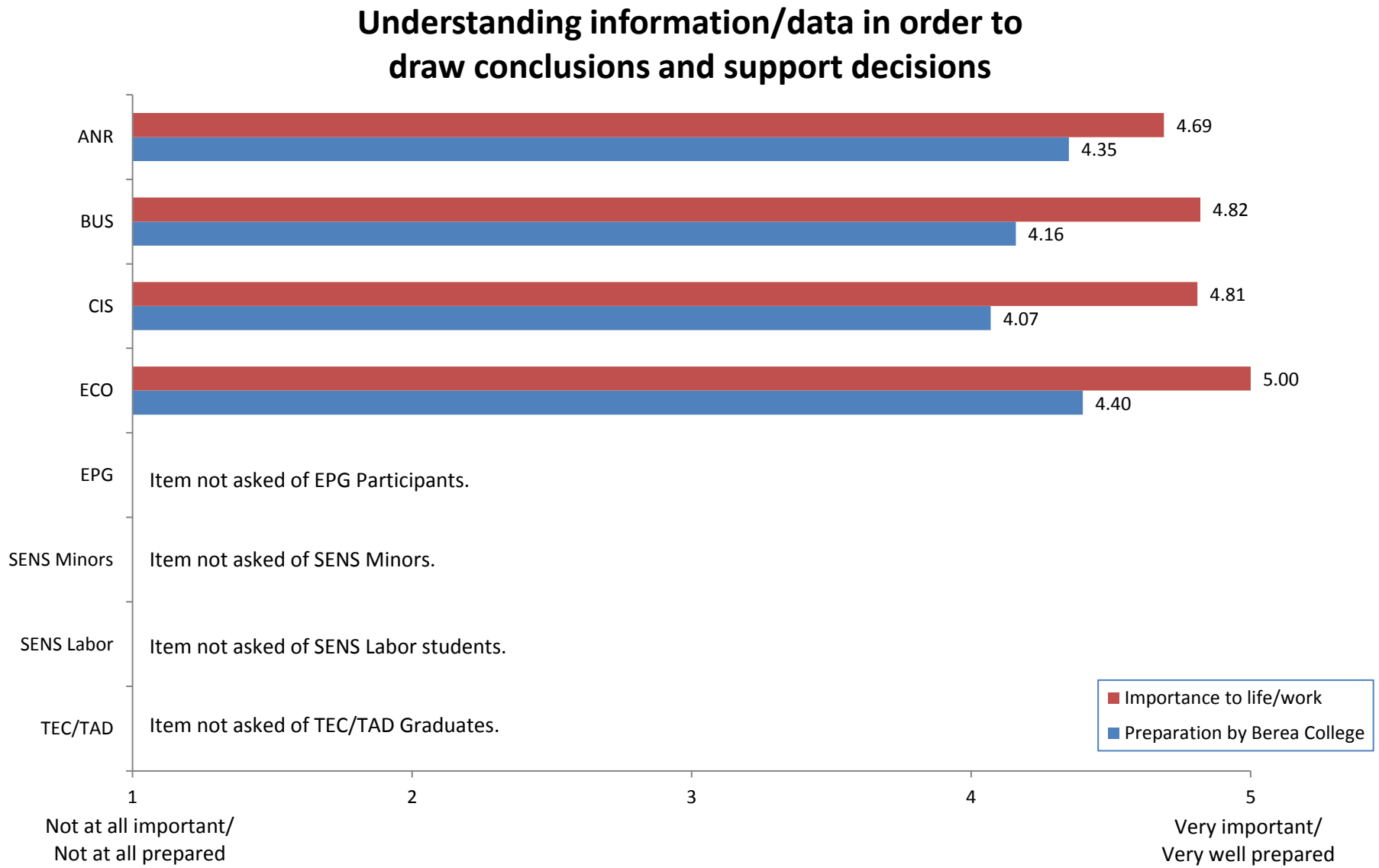
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



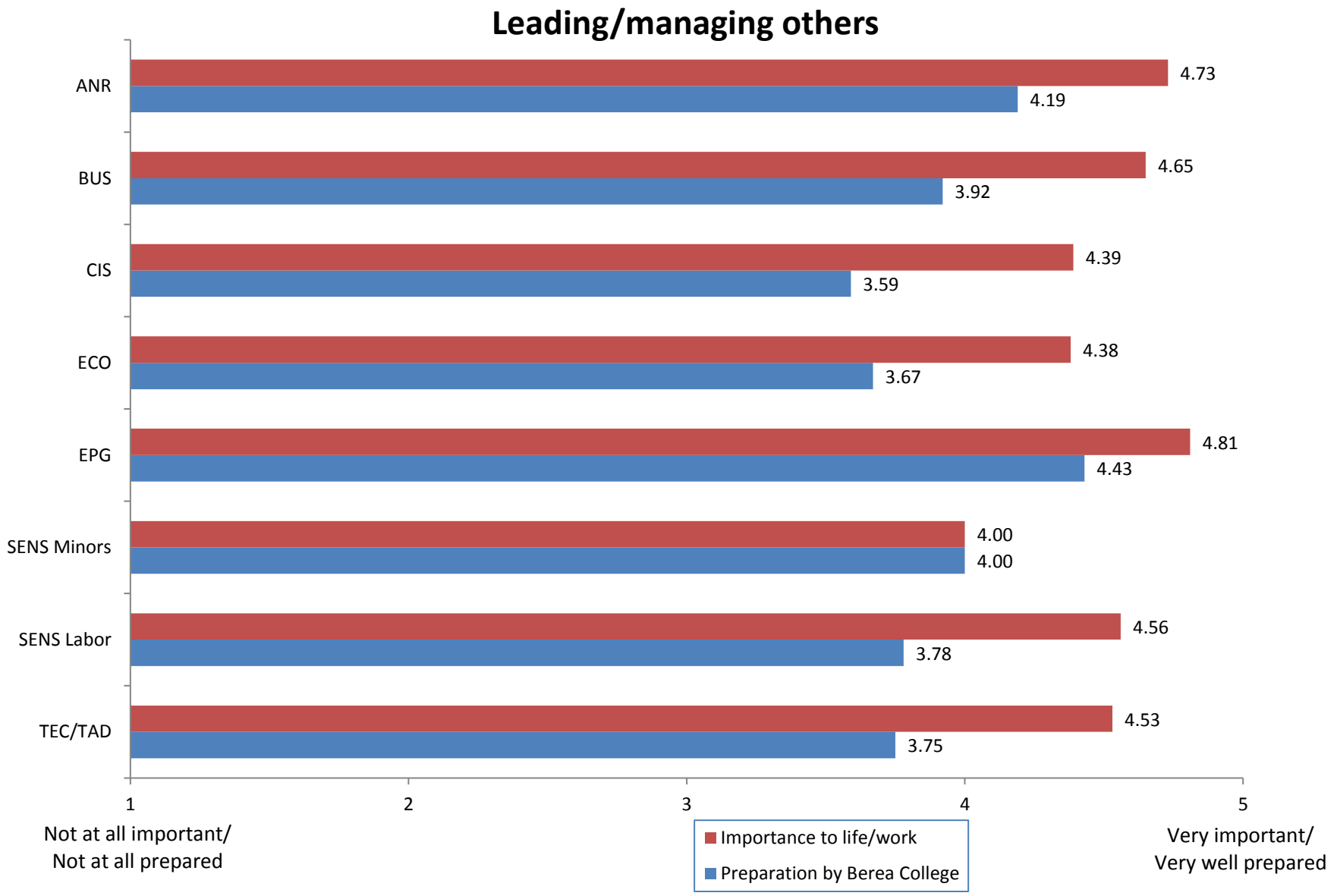
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



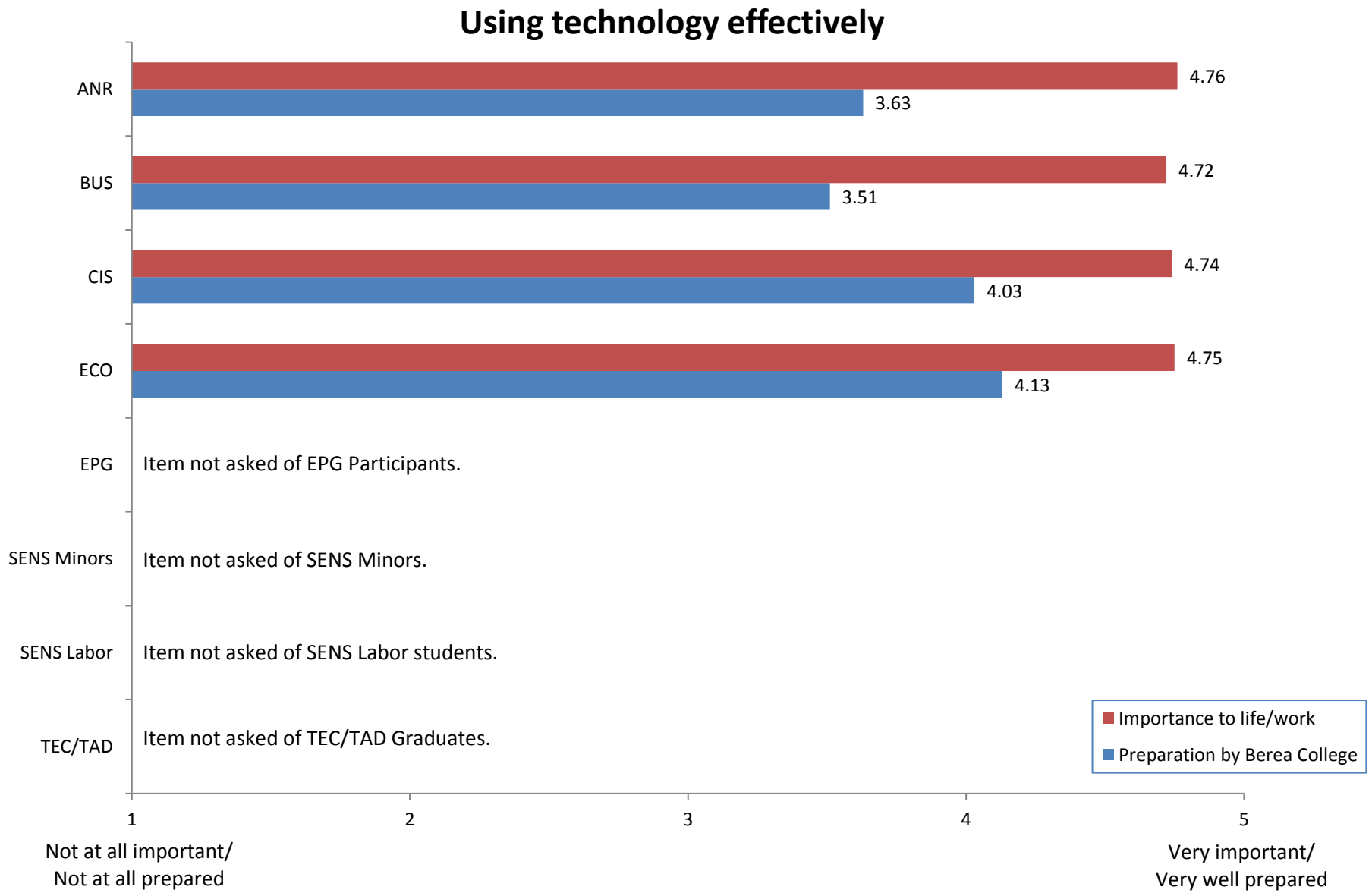
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



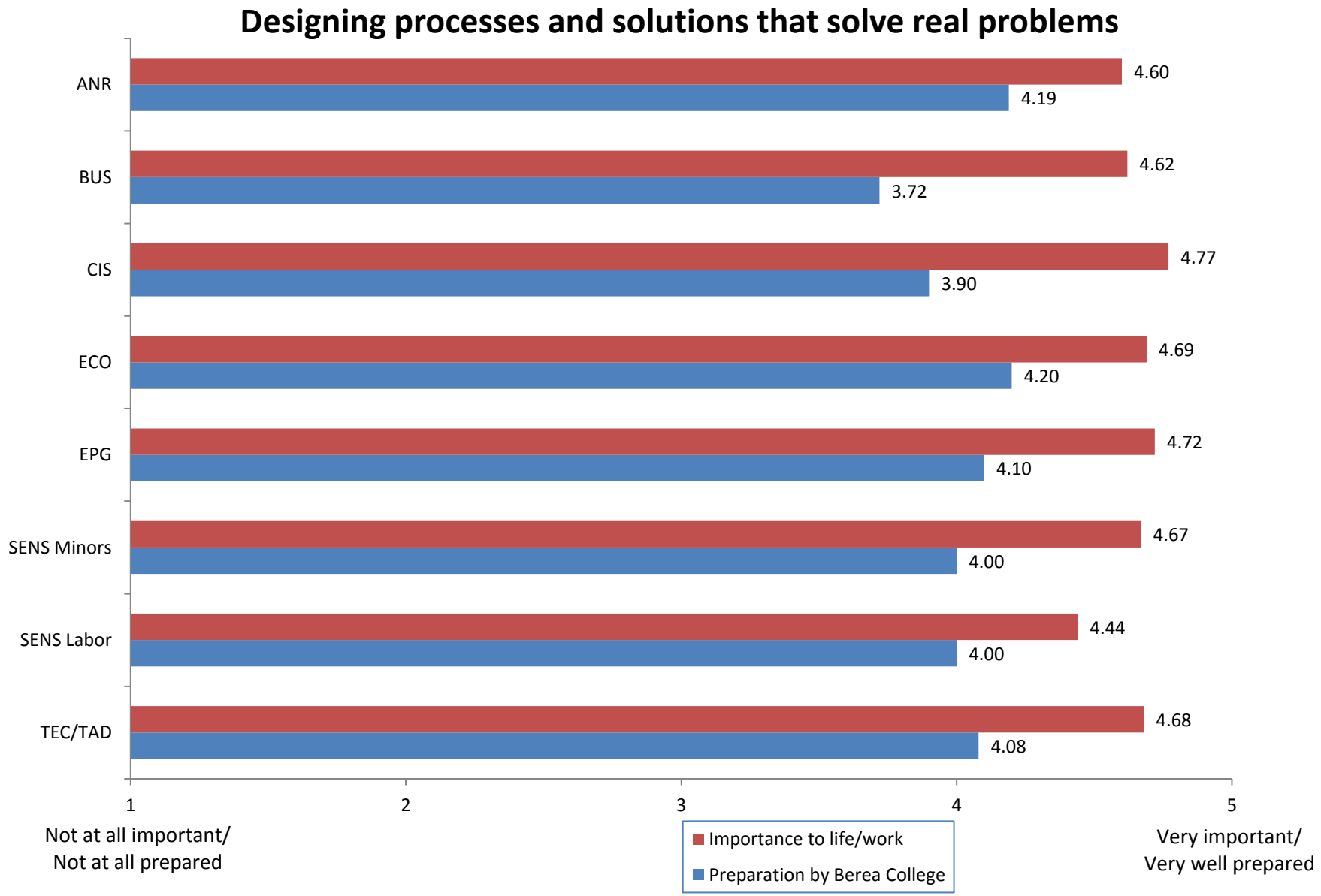
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



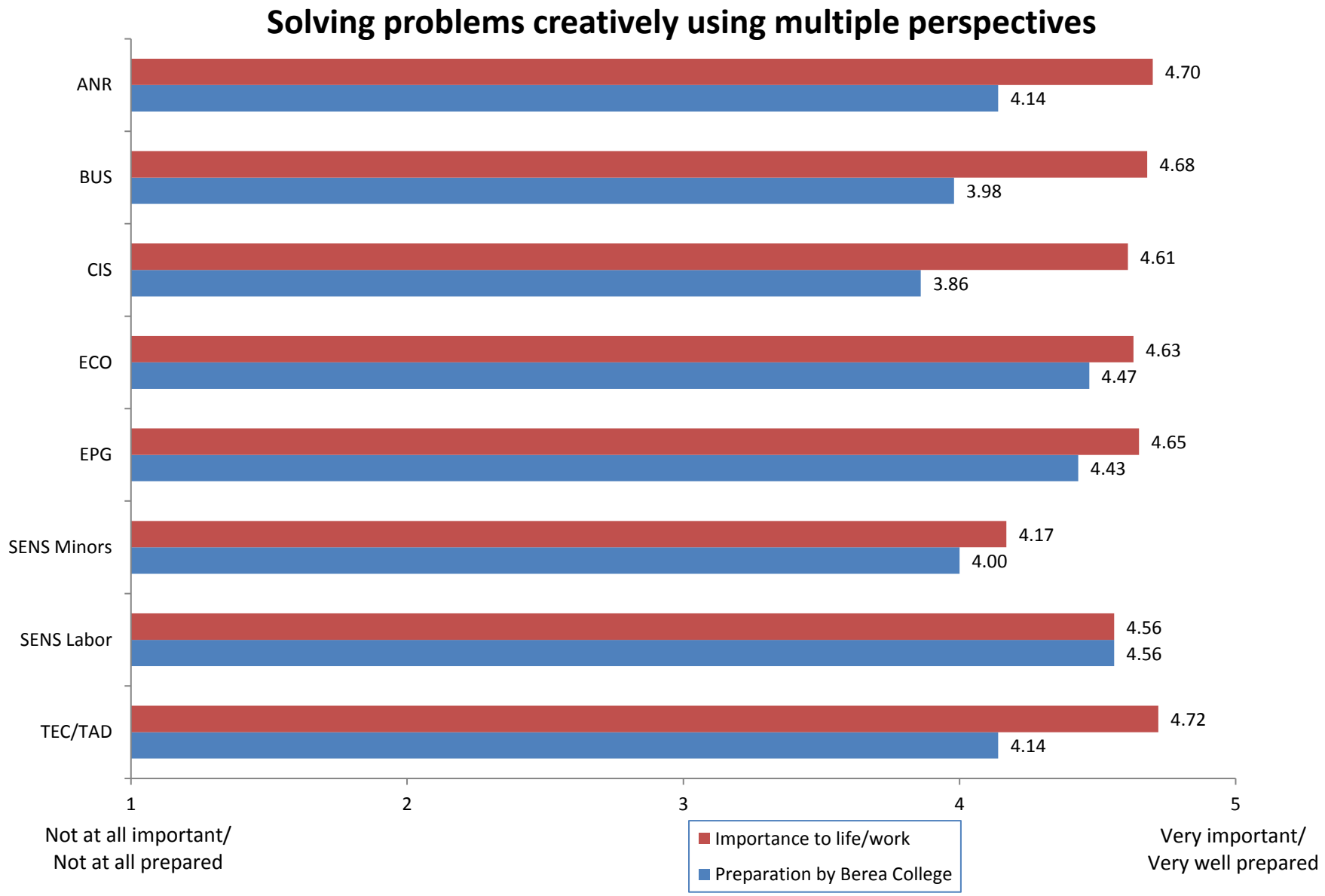
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



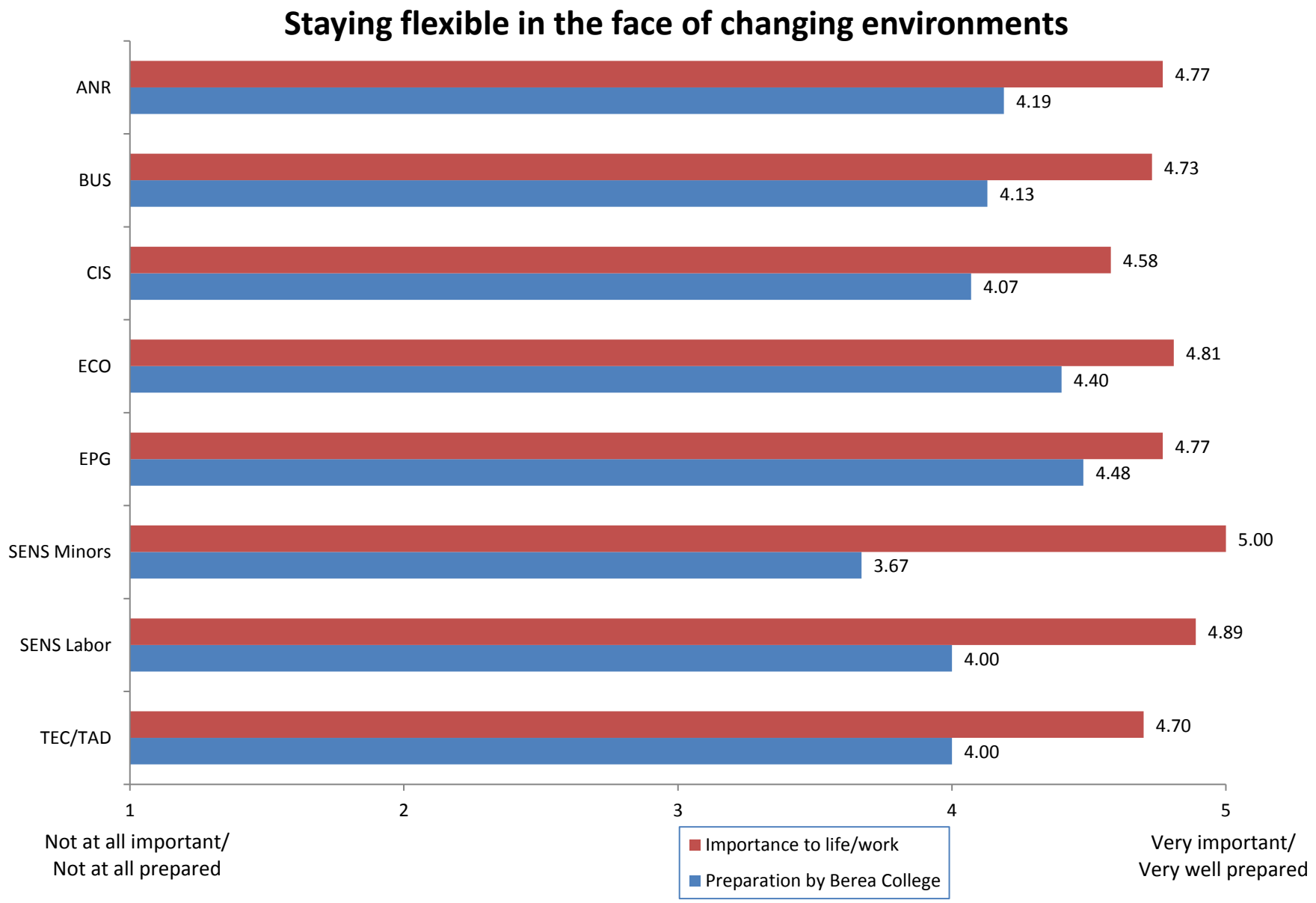
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



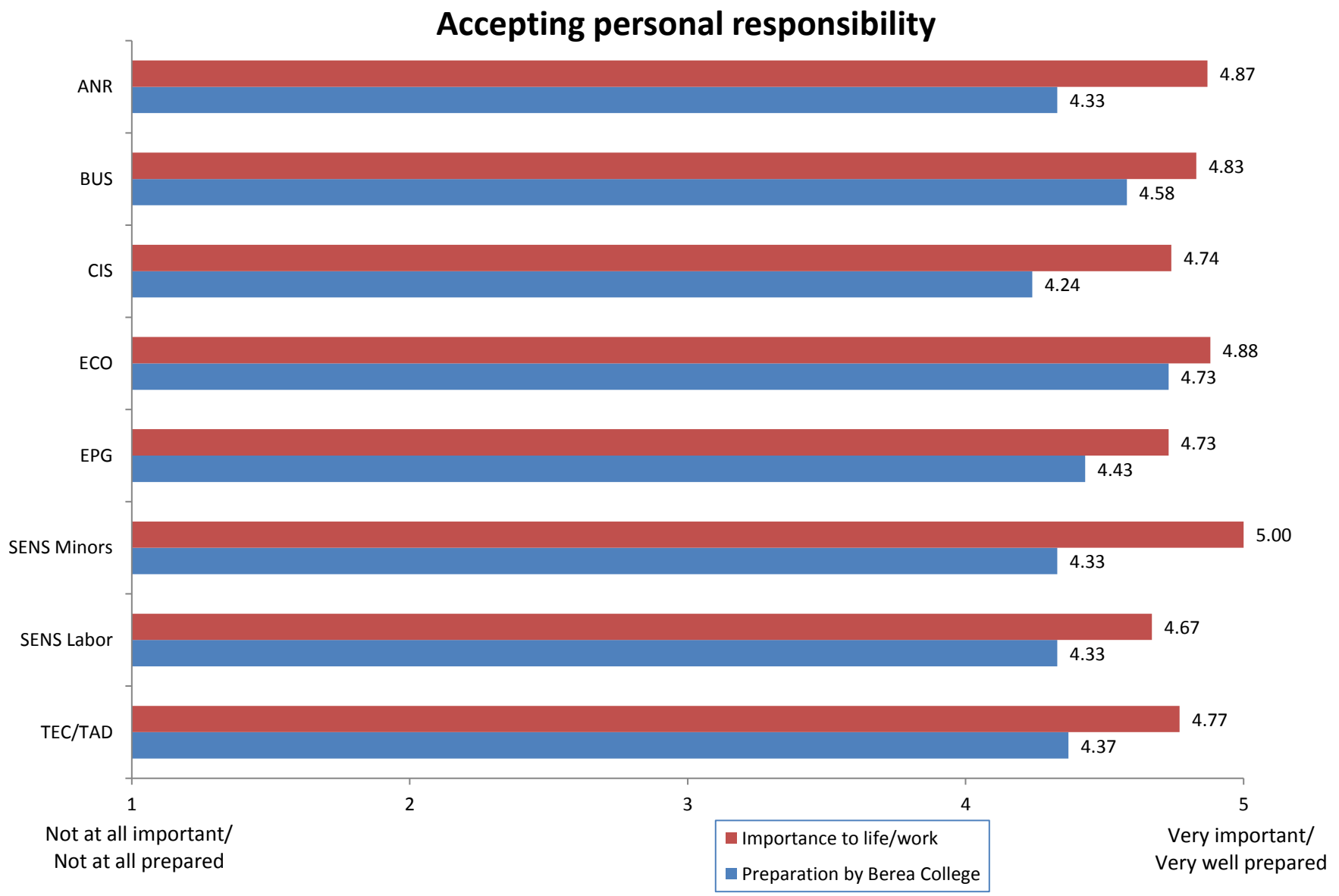
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



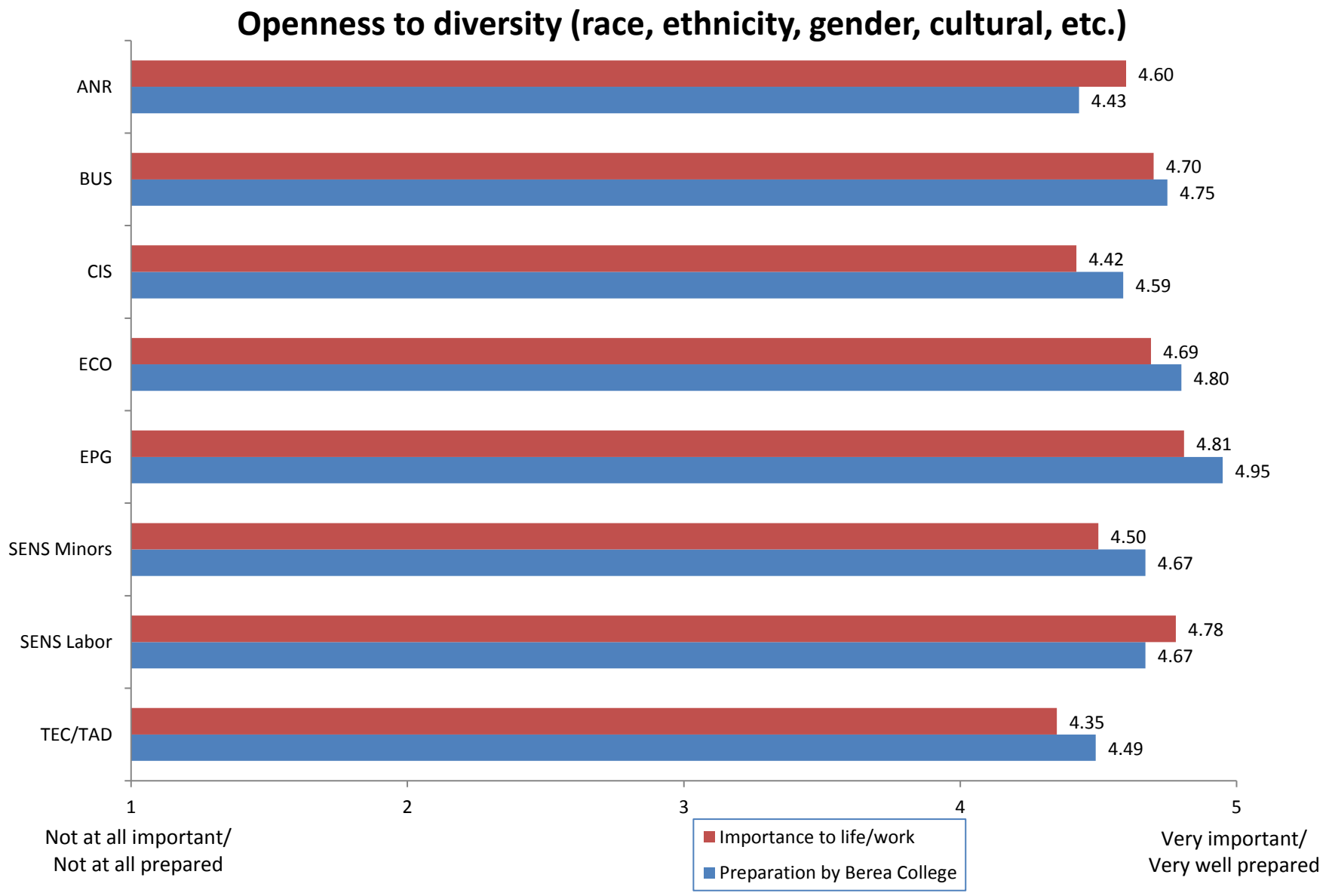
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



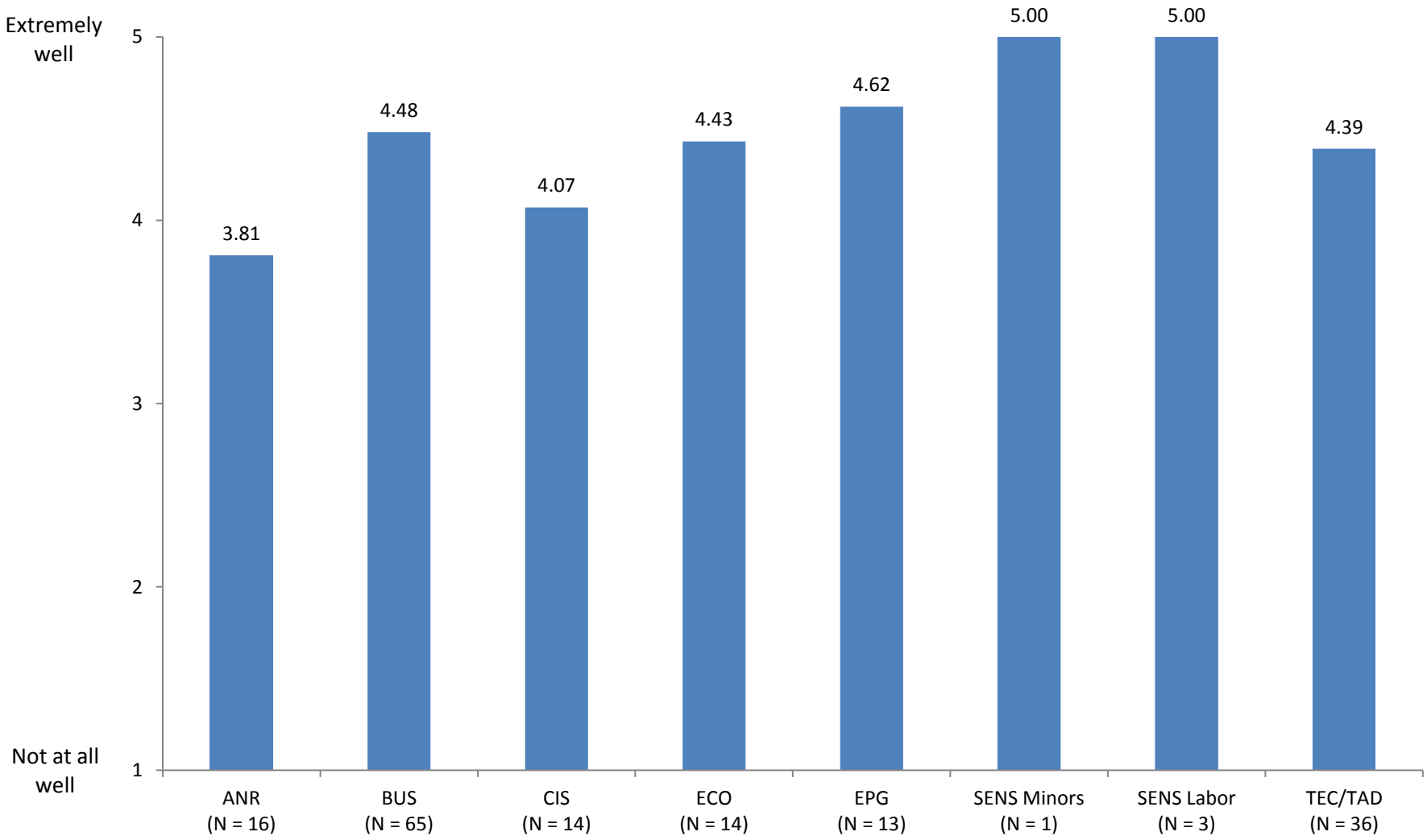
NOTE: Does not include respondents who did not answer the item.

Rate the importance of the following areas to your life/work and how well the college prepared you for each.



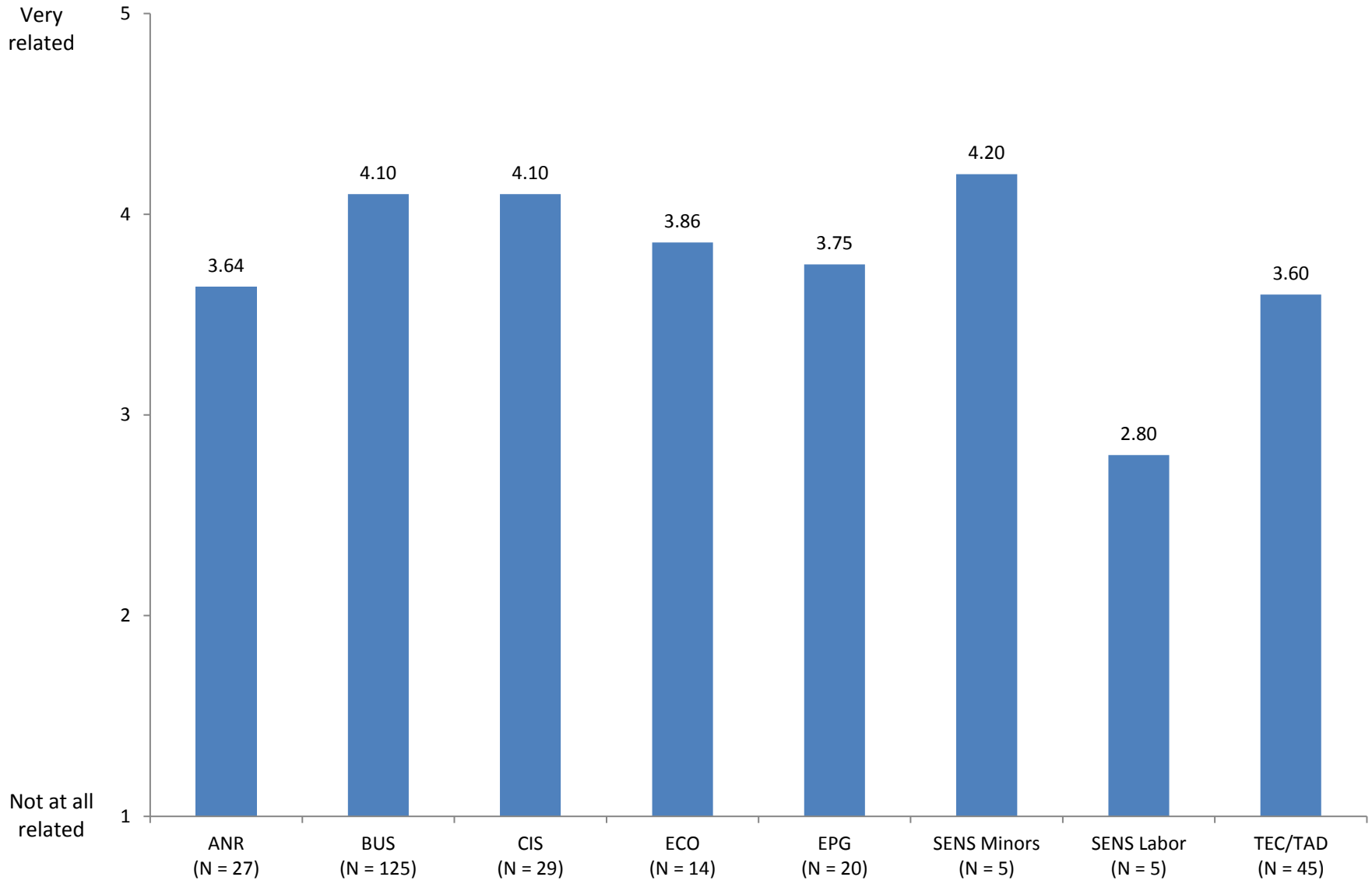
NOTE: Does not include respondents who did not answer the item.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?



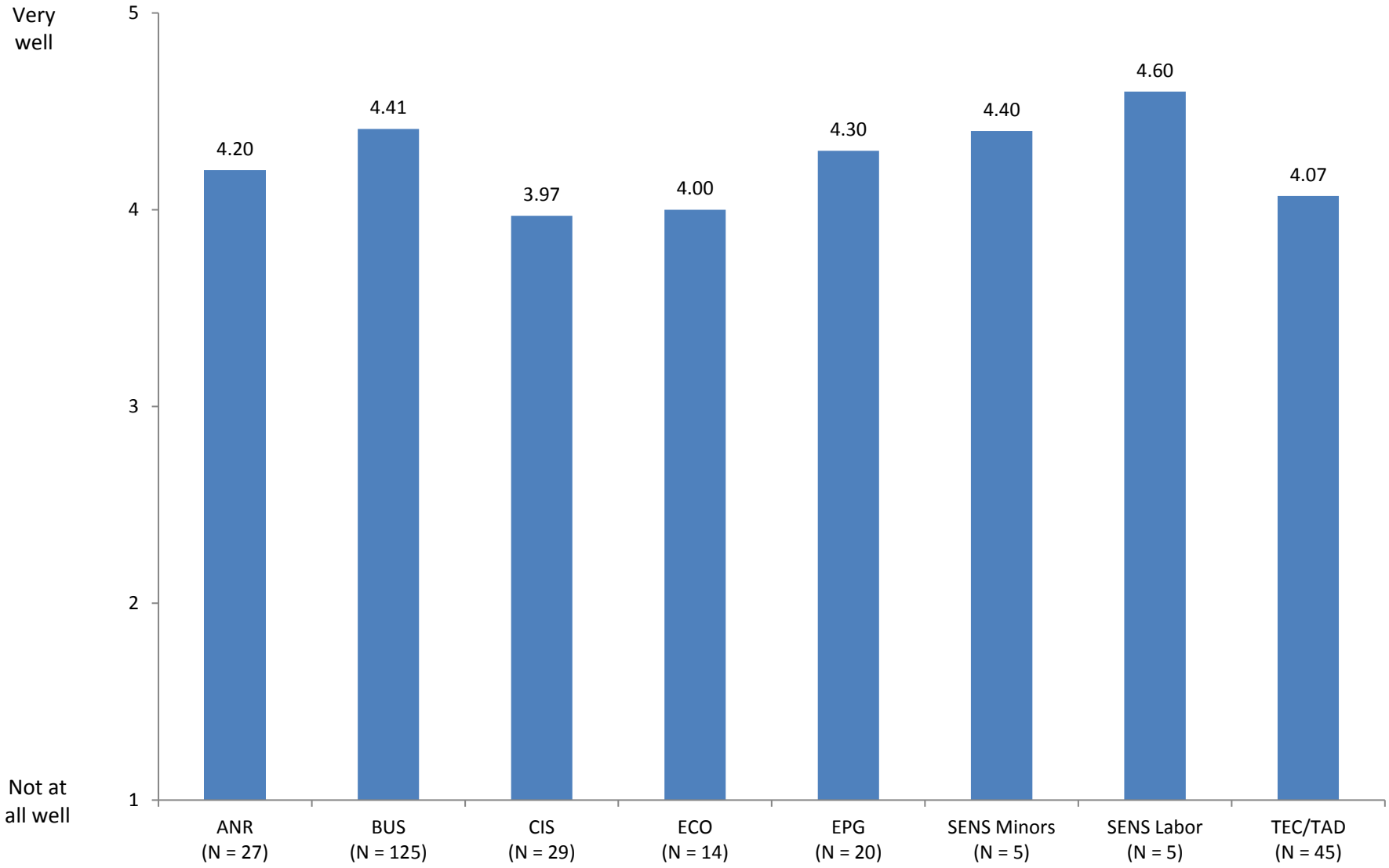
NOTE: Does not include respondents who did not answer the item.

How related is your overall job to your major at Berea College?



NOTE: Based on graduates who indicated that they were employed either full-time or part-time.

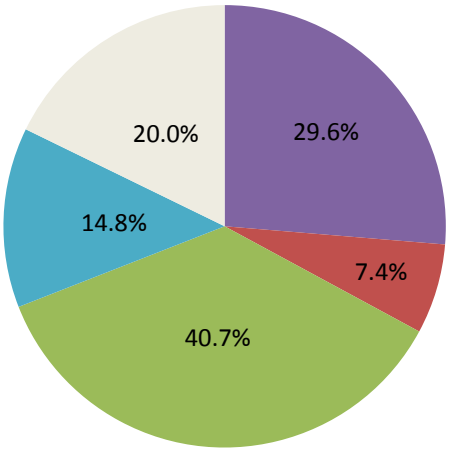
How did your overall Berea College educational experience prepare you for your current job?



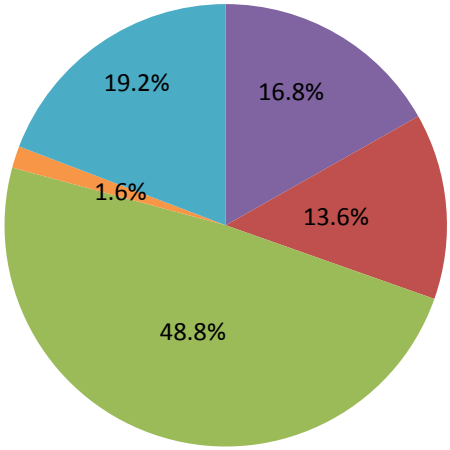
NOTE: Based on graduates who indicated that they were employed either full-time or part-time.

Which of the following best describes your current employer?

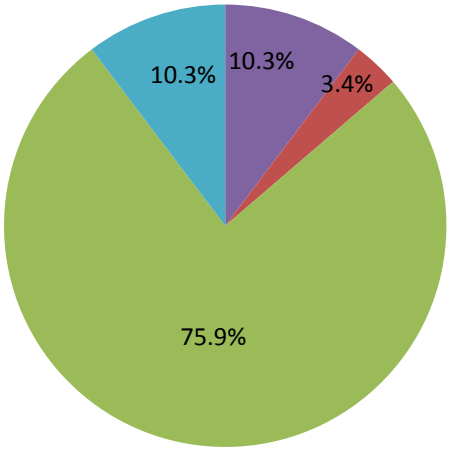
ANR (N = 27)



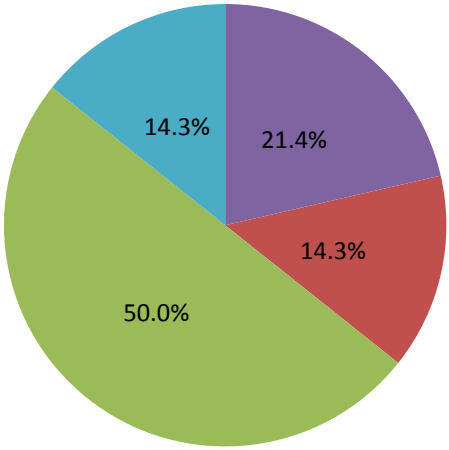
BUS (N = 125)



CIS (N = 29)



ECO (N = 14)

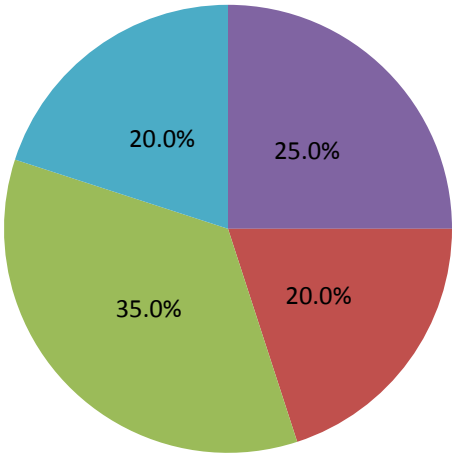


- Educational organization
- Not-for-profit organization (other than educational)
- For-profit organization or business
- Military
- Other, please describe
- Missing

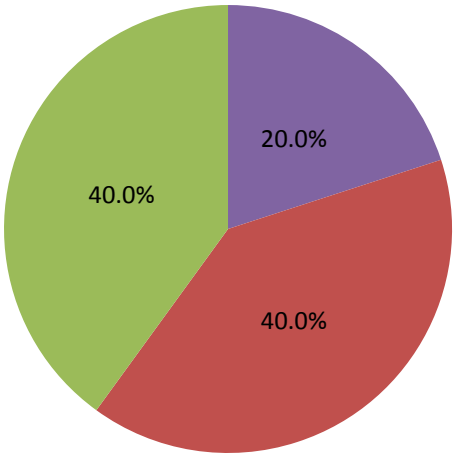
NOTE: Based on graduates who indicated that they were employed either full-time or part-time.

Which of the following best describes your current employer?

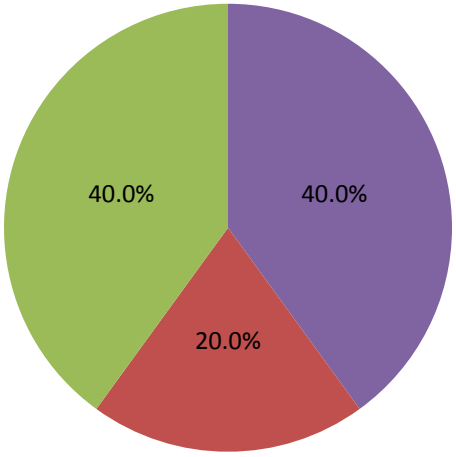
EPG (N = 20)



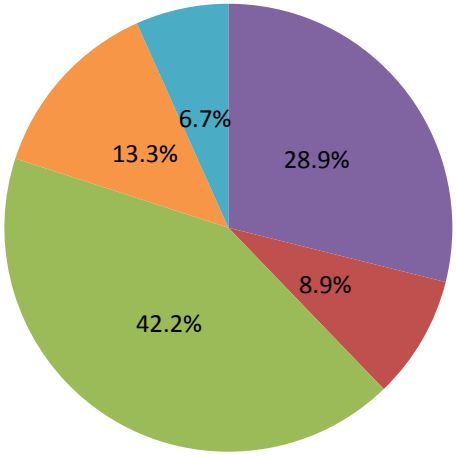
SENS Minors (N = 5)

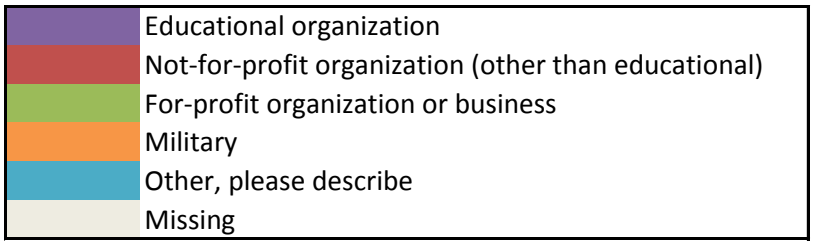


SENS Labor (N = 5)



TEC/TAD (N = 45)





NOTE: Based on graduates who indicated that they were employed either full-time or part-time.

Learning Outcomes & Goals

Paired Learning Goals

Learning Goals Template

CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.

E&B Goal -View problems from Multiple Perspectives - Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Objectives:

- Approach an issue or problem from multiple perspectives, including interdisciplinary and global perspectives as well as issues of diversity.
- Develop an understanding of the regional, national and international environment within which firms operate.
- Embrace and understand the value of diverse perspectives, including those from different cultures.
- Understand the role of culture, politics and governments in economics and business.

Opportunities:

1) Difficulties of developing a global set of accounting and auditing standards, Intermediate Acct. and Auditing
2) Understanding the global nature of businesses in Accounting II project and Managerial Accounting
3) In Management, cross culture issues are brought up in the text, lecture, and class discussion on cases. In each activity a different level of understanding is expected from the student. From 1) understanding the text, 2) explaining in class discussion, and 3) applying in case examples.

Student Observations:

1. Student comments will go here for college wide goals for which the program provides opportunities.

AGE 3.1 – help students deepen their capacities for moral reflection, spiritual development, and responsible action

E&B Goal – Responsibility - The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional

responsibility. Students will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

E&B Objectives:

- Ethical reflection and consciousness.
- Awareness of personal responsibility and personal accountability for individual action.
- Commitment to serve the common good.
- An ability to understand and act with integrity in all situations, and objectivity in professional work.
- Personal integrity and a high level of honesty in all academic and professional work.
- The ability to explore and understand the ethical and legal elements of a decision.
- Appreciation for the importance of sustainability, including their personal responsibility as global citizens.

Opportunities:

1) Need for preparing information accurately and objectively, with integrity and a high ethical standards, Accounting II, Intermediate Accounting, Auditing, Managerial Accounting
2) Each course has a underlying theme of developing reason skills
3) In Management, moral reflection and responsible action is brought up in the text, lecture, and simulation. It is an underlying theme that goes though all material, not just the designated chapter. For each activity a different level of understanding is expected from the student. From 1) understanding from the text (dedicate chapter and concept weaved thought the text), 2) explain in class discussion (hypothetical options are given to the students to discuss), and finally 3) applying the knowledge in the simulation (three major decisions are in the simulation that need to be address).

Student Observations:

1)

Berea College Divisional Review Process College-wide Aims and Goals

College-wide Paired Learning Goals

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.	**CLG 2.1** – We seek to understand the working of our natural environment and the consequences of human interventions.	**CLG 3.1** – We must first seek to comprehend our distinct backgrounds as well as our common American culture.	**CLG 4.1** – We seek to educate our students and staff to be independent thinkers and doers.
CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.	**CLG 2.2** – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.	**CLG 3.2** – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.	**CLG 4.2** – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

Aims of General Education

KNOWLEDGE	SKILLS	HABITS OF MIND	LEARNING EXPERIENCES
1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing	**2.1** – help students develop the abilities to read and listen effectively	**3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action	**4.1** – help students become independent learners through discussion and lecture
1.2 – help students understand religion, particularly Christianity, in its many expressions	**2.2** – help students write and speak effectively, with integrity and style	**3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture	**4.2** – help students become independent learners through student-initiated learning
1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region	**2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively	**3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives	**4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)
1.4 – help students understand the natural environment and our relationship to it	**2.4** – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge & understanding	**3.4** – help students think and act in ways that promote peace with justice	**4.4** – help students become independent learners through collaborative learning
1.5 – help students understand the roles of science and technology in the contemporary world	**2.5** – help students develop the abilities to work effectively both independently and collaboratively	**3.5** – help students develop habits leading to lifetime health and fitness	
1.6 – help students understand U.S. and global issues and perspectives	**2.6** – help students develop the abilities to resolve conflicts nonviolently		

ANR Goals (from 2007 Self Study)

Students graduating with a degree in ANR will:

1. Know and understand scientific facts and principles pertaining to soils, plants, animals, economics, and ecology and have the ability to apply those facts and principles to the management of agriculture and natural resources systems (***breadth and depth*** *of knowledge, problem solving, quantitative reasoning*).

2. Be conversant in a broad range of subject matters and locate, interpret, critically evaluate, synthesize, and present information through writing and speech (***communication***).

3. Understand agriculture and natural resources within the broader societal contexts of culture, ecology, economics, politics, and history (***liberal arts context***).

4. Examine and prepare for career opportunities in agriculture and natural resources, including graduate education (***career***).

Learning Goal	CLG x.x – Text for this college-wide learning goal	CLG x.x -
Relevant ANR goals- ***delete the goals that aren't relevant***	• breadth & depth • communication • liberal arts context • career	
Opportunities	• *List specific examples from program, ie:* • *Courses (list rubric & title)* • *Labor, etc.*	
(Sarah)	**CLG 1.1 - We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives**	**CLG 1.2 - We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good**
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
(Mike)	**CLG 2.1 - We seek to understand the working of our natural environment and the consequences of human interventions.**	**CLG 2.2 - We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.**
ANR Goals	• breadth & depth	• breadth & depth

	• communication • liberal arts context • career	• communication • liberal arts context • career
Opportunities		
(Sean)	CLG 3.1 - We must first seek to comprehend our distinct backgrounds as well as our common American culture.	CLG 3.2 - Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
(Quinn)	CLG 4.1 - We seek to educate our students and staff to be independent thinkers and doers.	CLG 4.2 - We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		

Aim of GE	x.x – Text for this aim of general ed.	x.x -
Aims of GE – Knowledge (Sarah)	1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing (Knowledge)	1.2 – help students understand religion, particularly Christianity, in its many expressions (Knowledge)
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities	• *List specific examples from program, ie:* • *Courses (list rubric & title)* • *Labor, etc.*	
	1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region	1.4- help students understand the natural environment and our relationship to it
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
	1.5- help students understand the roles of science and technology in the contemporary world	1.6- help students understand U.S. and global issues and perspectives
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
Aims of GE-Skills (Mike)	2.1- help students develop the abilities to read and listen effectively	2.2- help students write and speak effectively, with integrity and style
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
	2.3- help students develop the abilities to think critically and creatively, and reason quantitatively	2.4- help students develop the abilities to construct research strategies and employ appropriate

		technologies as means to deepen one's knowledge & understanding
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
	2.5- help students develop the abilities to work effectively both independently and collaboratively	2.6- help students develop the abilities to resolve conflicts nonviolently
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
Aims of GE-Habits of Mind (Sean)	3.1- help students deepen their capacities for moral reflection, spiritual development, and responsible action	3.2- help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
	3.3- help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives	3.4- help students think and act in ways that promote peace with justice
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
	3.5- help students develop habits leading to lifetime health and fitness	
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
Aims of GE-Learning Experiences (Quinn)	4.1- help students become independent learners through discussion and lecture	4.2- help students become independent learners through student-initiated learning

ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		
	4.3- help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)	4.4 – help students become independent learners through collaborative learning
ANR Goals	• breadth & depth • communication • liberal arts context • career	• breadth & depth • communication • liberal arts context • career
Opportunities		

CIS Program Learning Objectives	CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.	CLG 2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.	CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.
Students think critically and creatively to solve local or global problems. In particular, successful students should be adept at formulating, analyzing,			
Students have internalized the software design and development process, and it has become a “habit of mind” which they can apply in new situations.			
Students are ready to be successful practitioners in both applied and theoretical areas. Namely, they understand the fundamental concepts and theories of			
Students learn to work effectively individually, in pairs, small groups, and larger teams.			
Students are able to apply their organizational and skills in their disciplinary practice.			
Students communicate effectively in a range of media with audiences whose background range from technical to non-technical.	Somewhat		
Students feel empowered to engage enthusiastically with new ideas and the heretofore unknown.			
Students have developed strategies for continued learning in a rapidly changing discipline.			
Students are positive contributors to society, consider the ethical and social impacts of technology, and take action to improve the world.	Somewhat		
They are prepared to pursue advanced studies in the field and/or to assume professional responsibilities.			
	2 **CLG 1.1**	0 **CLG 2.1**	0 **CLG 3.1**

Aims of General Edu

	1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing (Knowledge)	**1.2** – help students understand religion, particularly Christianity, in its many expressions (Knowledge)	**1.3** – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region (Knowledge)
Students think critically and creatively to solve local or global problems. In particular, successful students should be adept at formulating, analyzing,			
Students have internalized the software design and development process, and it has become a "habit of mind" which they can apply in new situations.			
Students are ready to be successful practitioners in both applied and theoretical areas. Namely, they understand the fundamental concepts and theories of			
Students learn to work effectively individually, in pairs, small groups, and larger teams.			
Students are able to apply their organizational and skills in their disciplinary practice.			
Students communicate effectively in a range of media with audiences whose background range from technical to non-technical.			
Students feel empowered to engage enthusiastically with new ideas and the heretofore unknown.	Possibly, if the unknown cross disciplines		
Students have developed strategies for continued learning in a rapidly changing discipline.	Possibly, if the computer science discipline intersects with others in new ways.		
Students are positive contributors to society, consider the ethical and social impacts of technology, and take action to improve the world.	Yes		
They are prepared to pursue advanced studies in the field and/or to assume professional responsibilities.	Likely that students will encounter computer in manu different interdisciplanary		
	4	0	0
	1.1	**1.2**	**1.3**

Courses

Aims of General Education - Habits

	3.1 – help students deepen their capacities for moral reflection, spiritual development, and responsible action (Habits of Mind)	**3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture (Habits of Mind)	**3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives (Habits of Mind)
Students think critically and creatively to solve local or global problems. In particular, successful students should be adept at formulating, analyzing,			Yes
Students have internalized the software design and development process, and it has become a "habit of mind" which they can apply in new situations.			
Students are ready to be successful practitioners in both applied and theoretical areas. Namely, they understand the fundamental concepts and theories of			
Students learn to work effectively individually, in pairs, small groups, and larger teams.			
Students are able to apply their organizational and skills in their disciplinary practice.			
Students communicate effectively in a range of media with audiences whose background range from technical to non-technical.			
Students feel empowered to engage enthusiastically with new ideas and the heretofore unknown.			
Students have developed strategies for continued learning in a rapidly changing discipline.			
Students are positive contributors to society, consider the ethical and social impacts of technology, and take action to improve the world.			
They are prepared to pursue advanced studies in the field and/or to assume professional responsibilities.			
	0 3.1	0 **3.2**	1 **3.3**

Courses

College-wide Paired Learning Goals

CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.	CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.	CLG 2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.	CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.	CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.
Somewhat		Somewhat		
Somewhat				Somewhat
				Somewhat
		Somewhat		
	Somewhat			Somewhat
2	1	2	0	3
CLG 3.1	**CLG 1.2**	**CLG 2.2**	**CLG 3.2**	**CLG 4.2**

ucation - Knowledge

1.4 – help students understand the natural environment and our relationship to it (Knowledge)	**1.5** – help students understand the roles of science and technology in the contemporary world (Knowledge)	**1.6** – help students understand U.S. and global issues and perspectives (Knowledge)	**2.1** – help students develop the abilities to read and listen effectively (Skills)	**2.2** – help students write and speak effectively, with integrity and style (Skills)
	Yes	Yes		
	Somewhat		Effective design comes from effective listening	
				Effective programming involves clear communication in written code.
			Effective group work arises from active listening and appreciating each other's skills.	
	Somewhat			Yes
	Engaging can mean to reach the boundaries of what is known, defining role of technology. Also,		Depends on what we mean by engage. In design, reading and listening are critical in	If the engagement includes programmamatic solution that will be used by others, writing is
	By learning new technologies in new contexts, the role of these technologies are more		New knowledge in computer science is acquired by reading.	
	Yes, the ethics of technology requires an understanding of technology in the		Ethical and positive contribution to society requires active listening.	
	Advanced studies require deep undestanding of the role to technology.\		Preparation in advanced studies requires effective reading and listening skills	Computer scientists must be able to write readable programs and design spcifications.
0	7	1	6	4
1.4	**1.5**	**1.6**	**2.1**	**2.2**

3.4 – help students think and act in ways that promote peace with justice (Habits of Mind)	**3.5** – help students develop habits leading to lifetime health and fitness (Habits of Mind)	**4.1** – help students become independent learners through discussion and lecture (Learning Experiences)	**4.2** – help students become independent learners through student-initiated learning (Learning Experiences)	**4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.) (Learning Experiences)
0 **3.4**	0 **3.5**	0 **4.1**	0 **4.2**	0 **4.3**

2.3 – help students develop the abilities to think critically and creatively, and reason quantitatively (Skills)	**2.4** – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding (Skills)	**2.5** – help students develop the abilities to work effectively both independently and collaboratively (Skills)	**2.6** – help students develop the abilities to resolve conflicts nonviolently (Skills)
Somewhat	Yes		
Effective design comes from being able to think creatively and critically	Yes	Effective design comes from collaboration.	
	Yes		
		Collaboration is the foundation of effective research.	Group work involves resolving conflicts if necessary.
	Yes		
Engagement requires critical and creative thinking to solve unknown problems.	Unknown ideas lie at the code of research.	Modern practices in computer science require collaboration.	
Continued learning in working with new problems require creative and critical reasoning.		Collaborative learning is effective in computer science.	
Being positive contributors requires creative and critical thinking.		Collaboration is key for positive contributions to society.	Ethical considerations on computer science widens students understanding of the role of technology to
	Advanced studies implies developing new knowledge and understanding of	Advanced studies require collaborative learning	
5	6	6	2
2.3	**2.4**	**2.5**	**2.6**

4.4 – help students become independent learners through collaborative learning (Learning Experiences)
0 **4.4**

Economics and Business Goals Mapping

In our recent Economics and Business Program self-study we articulated five broadly stated learning goals. Within each goal, we listed a more specific set of objectives. For the Division II self-study, the E&B Program faculty have revisited and studied our own goals and objectives, and the College Wide Paired Learning Goals and Aims of General Education. In this document we present the College Wide Paired Learning Goals (CLG) and Aims of General Education (AGE) and mapped our own broadly stated goals to each CLG and AGE where applicable, then listed (only) our E&B objectives that fit the CLG/AGE. We then provide examples of how our students are provided opportunities within our program to learn and demonstrate competence for the CLG/AGE. Lastly, we provide students' perceptions of how we provide them opportunities to learn and demonstrate competence for CLG/AGE.

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.

E&B Program Goal - View Problems and Issues from Multiple Perspectives - Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Program Objective:

- Approach an issue or problem from multiple perspectives, including interdisciplinary and global perspectives as well as issues of diversity.

Opportunities Business:

Develop intellectual ability:

1. -A structured curriculum is offered with increasing degrees of complexity.
2. -Multiple learning platforms are utilized – classroom (lecture, debate, discussion), technology based, experiential (internships, research, independent studies, etc.).

Develop ability to address complex problems from multiple perspectives:

1. Students are exposure to the interdisciplinary nature of the functional areas of business.
2. The contribution of economics to the development of problem solving structures is recognized.
3. Multidimensional case studies and simulations are utilized.
4. Internship opportunities are available.
5. Analysis of current real world business topics (cultural, political, and economic) is emphasized in many courses.

Opportunities Economics:

1. All Econ courses heavily borrow from multiple disciplines
    - Math is integral to all upper level courses
    - International Politics and Policy concentration is closely linked with Political Science and to a lesser degree with History.

- Many of our courses connect with other disciplines
  - Micro with agriculture
  - Health econ with health sciences
  - IPE with political science and history
  - Econometrics with statistics

Student Perceptions :

1) Overall, our Econ. Program helps me with this goal; the new concentration particularly enhances my "multi-disciplinary" learning (interlocking especially ECON, HIS, MAT, and PSC).

CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.

E&B Program Goal – Responsibility - The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional responsibility. Students will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

E&B Program Objectives - Students should develop:

- Ethical reflection and consciousness.
- Awareness of personal responsibility and personal accountability for individual action.
- Commitment to serve the common good.
- An ability to understand and act with integrity in all situations, and objectivity in professional work.

Opportunities Business:

Develop capacity for moral and spiritual development:

1. Focus on moral aspect of case issues
2. Focus on moral aspects of current business issues
3. Focus on corporate social responsibility in several courses

Develop commitment to service:

1. Nonprofit focus of certain courses and internships
2. Labor positions within the Program serve other students
3. Enactus provides an excellent opportunity for meaningful student initiated community service while partnering with outside community groups and organizations.

Opportunities Economics:

1. Econ is not just about efficiency or profits, but also stresses equity and equality and as well as social welfare as potentially desirable outcomes and furthermore includes

altruism in addition to selfish behavior Where do we do this—Social welfare in International, consumer and producer surplus in principles and intermediate micro

Student Responses:

1. We learn continuously about commitment to service for common good through corporate responsibility and how it is a pivotal part of a company's success.
2. We learn of the varying ways in which a company can execute the corporate social responsibility.

CLG 2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.

E&B Goal - View Problems and Issues from Multiple Perspectives: Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Objectives:

1. Develop an understanding of the regional, national and international environment within which firms operate.
2. Acquire a long-term perspective to create sustainable business solutions.

E&B Goal—Responsibility: The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional responsibility. Students will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

E&B Objectives

- Awareness of personal responsibility and personal accountability for individual action.
- Appreciation for the importance of sustainability, including their personal responsibility as global citizens.

Opportunities Business:

1. In the management courses students are given assignments requiring the analysis and assessment of the business environment and identifying strategies and tactics that would allow them to achieve the goals and objectives of a business. Included in the analysis is the research required on the industry and business to formulate effective options.
2. In the macroeconomics course students are instructed on how to assess current economic conditions and forecast future business/economic cycles.
3. In the marketing course assignments are given that require an understanding of actions that can be taken to change human behavior, both perception and purchasing.

4. In the management courses students are required to integrate the aggregate set of business, economic and financial tools to diagnose a business problem, and identify one or multiple solution approaches. These approaches often require understanding different perspectives of a problem.
5. In the management and marketing courses there are specific sections describing the ethical dilemmas a manager is likely to encounter and various tools to employ to resolve the dilemma. The use of these tools are incorporated into the assignments evaluated in the grading of the course.
6. Appreciation for the importance of sustainability, including personal responsibility as global citizens is incorporated into the management and marketing courses.

Opportunities Economics:

1) Environmental Economics is all about this--the effect of environmental policy and regulations and their consequences. The topic also gets picked up in microeconomics

Student Perceptions:

1. Basic econ principles of scarcity and natural resources explain that every choice has consequences.
2. Understanding ethical business practices both internally and with external factors such as environment.

CLG 2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.

E&B Goal - View Problems and Issues from Multiple Perspectives: Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Objectives:

- Acquire a long-term perspective to create sustainable business solutions.

E&B Goal - Decision Making: Students will be able to determine relevant criteria for decision making with an understanding of the risks and tradeoffs involved in the process and in the outcome. Decisions should be supported by appropriate information and analysis.

E&B Objectives:

- Think critically and creatively.
- Understand tradeoffs – e.g. cost benefit, ROI, and opportunity cost.

Opportunities Business:

1. Analyze marketing cases in Marketing through SWOT analyses and recommend effective marketing solutions

2. In the capstone course students are required to consider different perspectives of problem identification to assist in understanding root cause.
3. In the upper level business core classes' students are encouraged to think creatively in determining solutions to the problems identified through a thorough analysis of the environment and circumstances that led to the creation of the problem.

Opportunities Economics:

1. Cost benefit analysis which is taught some in Micro Principles and more in Health Econ

Student Perceptions:

1) "International Economics" and "Issues in Growth & Development"
2) There hasn't been anything we have done that really respects the value of service. There should be a more practical application of our economic skills in some NGO.
3) The emphasis on Technology could be improved. In addition to using software in certain courses, maybe a collateral course that is IT related for Economics majors, e.g. Intro to programming could add much to this.

CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture

E&B Goal – No specific fit

E&B Learning Objective: No specific fit

CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.

E&B Goal -View problems from Multiple Perspectives - Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Objectives:

- Approach an issue or problem from multiple perspectives, including interdisciplinary and global perspectives as well as issues of diversity.
- Develop an understanding of the regional, national and international environment within which firms operate.
- Embrace and understand the value of diverse perspectives, including those from different cultures.
- Understand the role of culture, politics and governments in economics and business.

Opportunities Business:

1. Difficulties of developing a global set of accounting and auditing standards, Intermediate Acct. and Auditing
2. Understanding the global nature of businesses in Accounting II project and Managerial Accounting
3. In Management, cross culture issues are brought up in the text, lecture, and class discussion on cases. In each activity a different level of understanding is expected from the student. From 1) understanding the text, 2) explaining in class discussion, and 3) applying in case examples.

Opportunities Economics:

1. New Economics of immigration class contributes here.
2. Global Macroeconomics is all about providing the students the required knowledge to think as global economists.
3. Also present in IPE, Int. Trade, Growth and Development

Student Perceptions:

1. "International Economics" and "Issues in Growth & Development"
2. Classes like Int. Trade or IPE do that.
3. International perspectives on business are often brought into the classroom in various ways. (In my experience, especially in marketing courses.)
4. Business is global. An underlying business foundation is communication, especially intercultural communication. Part of our degree requirements extend to course surrounding this topic, though I would like to see more emphasis on communications/psychology/sociology courses.

CLG 4.1 We seek to educate our students and staff to be independent thinkers and doers.

E&B Program Goal - Decision Making - Students will be able to determine relevant criteria for decision making with an understanding of the risks and tradeoffs involved in the process and in the outcome. Decisions should be supported by appropriate information and analysis.

E&B Program Objectives:
Students should be able to**:**

- Think critically and creatively.
- Analyze situations, synthesize information, reason quantitatively, and formulate reasoned and responsible solutions.

Opportunities Business:

1. Courses are designed to develop tools for analysis.
2. Many topics are taught in a decision making context.

Opportunities Economics:

1. Across all economics courses—that is what cost benefit analysis gives them--the ability to weigh the decisions for themselves and come to conclusions for what they think and how they should act. Encouraging students to question assumptions and investigate whether the results depend on them.

Student Responses:

1. By empowering students through business and entrepreneurship to bring about change in the world.
2. The business program pushes students to decide on what is ethical (bus. law), creatively think & implement plans (marketing), and develop research (consumer behavior).
3. Economics—overall our program helps with this goal.

CLG 4.2 We encourage all of our students and staff to understand the interdependence of all people and the need for collaborative and cooperation within a shared learning environment.

E&B Program Goal - Responsibility - The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional responsibility. Students will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

E&B Program Objectives - Students should develop**:**

- Ability to work independently and to work successfully in groups

Opportunities Business:

1. Team based assignments are common in many courses.
2. The expertise of our diverse student population is recognized and utilized.

Opportunities Economics:

1. opportunities in many elective classes to be a discussion leader –ECO 360, ECO 347, Economics of Immigration
2. wto negotiation in ECO 360 is learning completely based on their group interaction and ability to cooperate and negotiate.
3. Group project which provides the members of the group with a common final grade motivates the students to be prudent and collaborative with their group members. Also to share ideas with other groups—done in ECO 350, ECO 360, etc.

Student Responses:

1. These goals are accomplished by a combination of independent work and group collaboration. Many BUS courses require extensive group projects that we often do not select ourselves – growing moments. The departmental courses do a good job of finding balance between measured group performance & individual performance (Group oriented: BUS 240, 315, 363).

2. I think the Business Program exemplifies these goals because not only do our professors teach us the importance of bettering ourselves and being self-sufficient, but also that it's

important that we work together to solve problems and achieve goals. Both of these will be important in the real world, so I think it's great they're instilling it in us now.

3. Economics—Overall our program helps with this goal.

AGE 1.1 – Help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing

E&B Program Goal - View Problems and Issues from Multiple Perspectives:

Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Program Objective - Students should be able to:

- Approach an issue or problem from multiple perspectives, including interdisciplinary and global perspectives as well as issues of diversity.

Opportunities Business:

1. Courses based on multiple issue cases are offered.
2. Simulations are utilized in several courses.
3. Presentations (focus on non-business discipline skills –writing , speaking, communicating)
4. Interdisciplinary courses are offered. (mgt. etc)

Opportunities Economics:

1) All Econ courses heavily borrow from multiple disciplines
    - Math is integral to all upper level courses
    - International Politics and Policy concentration is closely linked with PoliSci and to a lesser degree with History.
    - Many of our courses connect with other disciplines
        - Micro with agriculture
        - Health econ with health sciences
        - IPE with political science and history
        - Econometrics with statistics

Student Perceptions:

1. Overall, our Econ. Program helps me with this goal; the new concentration particularly enhances my "multi-disciplinary" learning (interlocking especially ECON, HIS, MAT, and PSC).

2. “Issues in Growth & Development”, “Stats”, & “Int’l. Economics”

AGE 1.2 - Help students understand religion, particularly Christianity, in its many expressions (Knowledge)

E&B Goal – No specific fit

E&B Objectives – No specific fit

Opportunities:

1. Internships are offered with a nonprofit, service emphasis
2. Ethical dimensions of business cases and current real-world examples from business are analyzed.

AGE 1.3 - Help students understand Berea College’s historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region (Knowledge)

E&B Goal – View Problems and Issues from Multiple Perspectives - Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Objectives

- Develop an understanding of the regional, national and international environment within which firms operate.
- Embrace and understand the value of diverse perspectives, including those from different cultures.
- Understand the role of culture, politics and governments in economics and business.

Opportunities Business:

1. Internships are offered.
2. Service projects through SIFE are available.
3. Students experience a classroom environment that is sensitive to racial, gender and regional issues.

AGE 1.4 – Help students understand the natural environment and our relationship to it (Knowledge)

E&B Goal - The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional responsibility. Students

will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

E&B Program Objective:

- Appreciation for the importance of sustainability, including their personal responsibility as global citizens.

Opportunities Business:

1. The social responsibility aspects of the corporate mission are emphasized.
2. Students are introduced to social investing.

Opportunities Economics:

1) Environmental Economics is all about this--the effect of environmental policy and regulations and their consequences. The topic also gets picked up in microeconomics

AGE 1.5 - Help students understand the roles of science and technology in the contemporary world (Knowledge)

E&B Program Goal - Students will be able to understand and apply disciplinary theories and principles using the specialized language of economics and business. Students will have a fundamental understanding of how markets work and of their importance. Using appropriate technology and quantitative methods, students will be able to clearly state problems and engage in the research process.

E&B Program Objective:

- Appropriately use technology across many contexts, understanding the role of and potential for technology.

Opportunities Business:

1. The proper use of technology in problem solving is emphasized in most courses.

Opportunities Economics:

1. Cost benefit analysis which is taught some in Micro Principles and more in Health Econ

Student Responses:

1. Technology is crucial in business and we learn the need to stay current. One of the courses that was highly beneficial in my education of such technologies was BUS 180 wherein I learned Excel capabilities extensively, Word too.
2. Overall our program helps with this goal.

AGE 1.6 - Help students understand U.S. and global issues and perspectives (Knowledge)

E&B Goal - Students will be able to understand and apply disciplinary theories and principles using the specialized language of economics and business. Students will have a fundamental

understanding of how markets work and of their importance. Using appropriate technology and quantitative methods, students will be able to clearly state problems and engage in the research process.

E&B Program Objective:

- Think across time.
- Understand local, regional, national, and international markets.
- Connect and integrate learning across disciplines and functional areas.
- Connect learning within the major, between the major and general education program and between the major, and the student experiences beyond college.

Opportunities Business:

1. Many courses focus on developing an understanding of U.S. and global markets.
2. Courses are offered that develop and an understanding of economic systems.

Opportunities Economics:

1. Especially International Trade, International Political Economy, Economic Development as well as parts of Macro and also some less regularly offered classes like Environmental Economics, Econ of Immigration, Health, Growth

Student Responses:

1. Discussions and analysis of world political, cultural, economic, and other factors that directly or indirectly impact the business world.
2. Several courses have suggested strongly, if not required, the reading of current global issues. One of my favorite things about some professors is the incorporation of global topics to the relevancy of our courses, which happens often. The Business world is very connected and thus it is very important to understand current issues.
3. Overall our program helps with this goal.
4. Economics is full of global issues. Dev. Econ. is a class that focuses on this. Do we help the world develop & how? Environmental Econ.: Do we help build the ice wall in Japan? Micro. interest rates, trade, policies.

AGE 2.1 – help students develop the abilities to read and listen effectively (Skills)

E&B Goal - Communication: Students will be able to write and speak clearly and persuasively in the various modes required by the disciplines, and to support their positions. Careful reading and effective listening are required skills in economics and business. Students pursuing these disciplines will develop the ability to independently acquire knowledge from and critique various media including text, oral presentations, and media sources.

E&B Objectives:

1. Have strong written, listening, and oral communications skills.
2. Receive and deliver information appropriately.

Opportunities Business:

1. Students write strategic marketing plans and written case analyses in Marketing. Students present strategic marketing plans to the class at the end of the semester.
2. Selecting and analyzing the appropriate data to make good decisions in the simulations students participate in in the management and finance courses.
3. Students' present case analysis and simulation results in the Capstone course.
4. Accounting and finance courses require students to construct knowledge through active reading of technical language, make connections between reading and lectures, and then apply knowledge to solve problems.

Opportunities Economics:

1. Economics—admit tickets—ECO 360, Economics of Immigration
2. Economics—reading quizzes—ECO 347, ECO 302
3. Economics—test on lecture/readings—all classes
4. Economics—article summaries—ECO 347

Student Perceptions:

1. General business assignments, long term & short term, require reading comprehension & listening skills in class to make connections to the readings = So important. This is an important habit to develop.

AGE 2.2 – help students write and speak effectively, with integrity and style (Skills)

E&B Goal - Communication: Students will be able to write and speak clearly and persuasively in the various modes required by the disciplines, and to support their positions. Careful reading and effective listening are required skills in economics and business. Students pursuing these disciplines will develop the ability to independently acquire knowledge from and critique various media including text, oral presentations, and media sources.

E&B Objectives:

- Receive and deliver information appropriately.
- Have strong written, listening, and oral communications skills.
- Give persuasive oral and written arguments.
- Develop professional oral and written communication skills.
- Utilize technology, including internet resources, spreadsheets, and databases, to communicate business concepts.

Opportunities Business:

1. Students' present case analysis and simulation results in the Capstone and other core business courses.
2. Students' written and orally presented case analysis and simulation results in the Capstone and other core business courses.
3. Internships have a rigorous requirement for deep reflection in the journal, a research paper that connects current literature to the internship, and a presentation that concisely summarizes the learning experience.

Opportunities Economics:

1. oral presentations of problems in intermediate micro-
2. Economics--many electives have paper component—ECO 360, ECO 347, Econ of Immigration
3. GSTR 310/410 literature review, research paper, formal presentation.
4. ECO 350—empirical paper and presentation

Student Perceptions:

1. All courses I've taken so far.
2. Presentations often require formal attire and extensive preparation, as do the accompanying reports.
3. The many business presentations help extensively here. We are provided critical and helpful feedback as well as required to wear proper attire.

AGE 2.3 – help students develop the abilities to think critically and creatively, and reason quantitatively (Skills)

E&B Goal - Decision Making: Students will be able to determine relevant criteria for decision making with an understanding of the risks and tradeoffs involved in the process and in the outcome. Decisions should be supported by appropriate information and analysis.

E&B Objectives:

- Analyze the appropriateness of the data and information, as well as tools and techniques used for decision making.
- Think critically and creatively.
- Analyze situations, synthesize information, reason quantitatively, and formulate reasoned and responsible solutions.
- Consider an ethical framework for decisions.
- Develop models, utilizing appropriate technology.
- Understand tradeoffs – e.g. cost benefit, ROI, and opportunity cost.
- Understand risk and its appropriate incorporation into the decision process.
- Make decisions in a wide variety of contexts, including individual and team decision making.
- To support opinions with sound knowledge and appropriate research, and to document the basis for conclusions and sources of information appropriately.
- Criticize debate and explain actions.

Opportunities Business:

1. Understanding and application of discipline specific tools and techniques are demonstrated in all the core business courses.
2. Selection and application of appropriate tools is required in the capstone courses for both business and economics.

3. All accounting and finance courses require the application of critical thinking and quantitative reasoning throughout.

Opportunities Economics:

1. Intermediate Micro is all over this in terms of problem solving and using quantitative methods.
2. ECO 250 and Econometrics also is all about this--do their own empirical project.
3. Quantitative reasoning is at the heart of most every econ class

Student Perceptions:

1. All courses I've taken so far.
2. One must have critical thinking skills in most of the econ. classes. Most classes are quantitative in one way or another.
3. Stats help in reasoning, quantitatively. The math requirement helps in this aim as well!
4. I believe this can be seen in classes like accounting 1 & 2, and financial management. Students are required to use quantitative skills and reason to solve problems.
5. All have been large contributors and dynamics concerning group work. These have been well incorporated. Particularly, usage of appropriate technologies and learning about their application abilities

AGE 2.4 – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding (Skills)

E&B Goal - Understand and Apply: Students will be able to understand and apply disciplinary theories and principles using the specialized language of economics and business. Students will have a fundamental understanding of how markets work and of their importance. Using appropriate technology and quantitative methods, students will be able to clearly state problems and engage in the research process.

E&B Objectives:

- Understand research process and methods.
- Select and use appropriate functional area tools and techniques, including proper use of quantitative methods, as well as mathematical and statistical tools.
- Evaluate quality of information and use it effectively.
- Understand research process and methods.
- Understand different kinds of literature including scholarly, authoritative, and popular press.
- Appropriately use technology across many contexts, understanding the role of and potential for technology.
- Engage in life-long thinking, learning, and research.

Opportunities Business:

1. Preparing strategic marketing plans in Marketing

2. Selecting, collecting and analyzing the appropriate data to make good decisions in the simulations students participate in in the management and finance courses.
3. Internships require students to research scholarly and other types of literature as they reflect in their journals and build their annotated bibliography, culminating in a final research paper. Appropriate use of technology is required throughout, and students develop their ability to use technology while conducting research and preparing written presentations (in journal and paper).
4. Intermediate Accounting II requires students to learn how to use the FASB Codification database to research U.S. GAAP, use the IFRS literature to research International Accounting Standards, compare the two, and give a Power Point presentation.

Opportunities Economics:

1. Several classes (ECO250, 332, 347 etc..) require research papers
2. ECO310/410 brings it all together and exposes students to a rigor closer to what they can expect in graduate school
3. ECO 250 and ECO 350 require the use of excel and stata for quantitative analysis
4. ECO 350 teaches the process of conducting an empirical project and takes students through the entire research process.

Student Perceptions:

1. "Issues in Growth & Development", "Stats", "Research in Economics", & "Int'l. Economics"
2. Working with state in Econometrics fulfills this aim.
3. ECO 310 + 410 help develop our research skills.
4. Students in the business program are required research projects, especially in classes like consumer behavior & money and banking. Accounting 2 also requires a research project in which real world information is used to analyze a corporation against the industry.

AGE 2.5 – help students develop the abilities to work effectively both independently and collaboratively (Skills)

E&B Goal - Decision Making: Students will be able to determine relevant criteria for decision making with an understanding of the risks and tradeoffs involved in the process and in the outcome. Decisions should be supported by appropriate information and analysis.

E&B Objectives:

1. Make decisions in a wide variety of contexts, including individual and team decision making.

E&B Goal - Communication: Students will be able to write and speak clearly and persuasively in the various modes required by the disciplines, and to support their positions. Careful reading and effective listening are required skills in economics and business. Students pursuing these disciplines will develop the ability to independently acquire knowledge from and critique various media including text, oral presentations, and media sources.

E&B Objectives:

2. Engage with other learners to communicate concepts and issues while working successfully in a team environment.

Opportunities Business:

1. Students work on strategic marketing plans in teams throughout the semester in Marketing.
2. Team assignments are a part of the management and marketing course work load, requiring collaborative efforts. Teams are established to be heterogeneous by concentration, major, geographic origin and when possible, discipline.
3. In all the business core courses, decisions are made in a wide variety of contexts, including individual and team decision making.
4. Through case analysis and presentation, students are required to write and present their methods and results of the decisions made for the assignment; this is a key part of each of the management core courses.

Opportunities Economics:

1. ECO 310/410--independent work
2. ECO 360--WTO negotiation in teams
3. ECO 350--empirical project in teams.
4. Some group work in other economics classes

Student Perceptions:

1. All have been large contributors and dynamics concerning group work. These have been well incorporated. Particularly, usage of appropriate technologies and learning about their application abilities

2. Team and small group projects ensure we gain experience and recognize the importance of working collaboratively with others. Individual independence is also cultivated through the program.
3. Group projects that are required in the majority of business courses force students to learn to collaborate and effectively work as a group.

AGE 2.6 – help students develop the abilities to resolve conflicts nonviolently (Skills)

E&B Goal - View Problems and Issues from Multiple Perspectives: Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Objectives:

- Approach an issue or problem from multiple perspectives, including interdisciplinary and global perspectives as well as issues of diversity.

- Embrace and understand the value of diverse perspectives, including those from different cultures.
- Understand the role of value judgments.
- Understand the role of culture, politics and governments in economics and business.

E&B Goal - Responsibility: The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional responsibility. Students will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

E&B Objectives:

- Personal maturity, leadership ability, and a strong work ethic.
- Commitment to professional competence and continuous learning.
- An ability to understand and act with integrity in all situations, and objectivity in professional work
- Personal integrity and a high level of honesty in all academic and professional work.

Opportunities Business:

1. Students conduct an external analysis of the macroenvironment in cases analyses in Marketing.
2. External and internal analysis is required in both management courses.
3. In the capstone course students are required to support their arguments in their written assignments and defend their analysis in presentations to their classmates.

Opportunities Economics:

1) WTO negotiation in ECO 360
2) Parts of Game theory

Student Perceptions:

1. Give students understanding of methods to resolve conflicts in a business/competitive setting

AGE 3.1 – help students deepen their capacities for moral reflection, spiritual development, and responsible action

E&B Goal – Responsibility - The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional responsibility. Students will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

E&B Objectives:

- Ethical reflection and consciousness.

- Awareness of personal responsibility and personal accountability for individual action.
- Commitment to serve the common good.
- An ability to understand and act with integrity in all situations, and objectivity in professional work.
- Personal integrity and a high level of honesty in all academic and professional work.
- The ability to explore and understand the ethical and legal elements of a decision.
- Appreciation for the importance of sustainability, including their personal responsibility as global citizens.

Opportunities Business:

1. Need for preparing information accurately and objectively, with integrity and a high ethical standards, Accounting II, Intermediate Accounting, Auditing, Managerial Accounting
2. Each course has a underlying theme of developing reason skills
3. In Management, moral reflection and responsible action is brought up in the text, lecture, and simulation. It is an underlying theme that goes though all material, not just the designated chapter. For each activity a different level of understanding is expected from the student. From 1) understanding from the text (dedicate chapter and concept weaved thought the text), 2) explain in class discussion (hypothetical options are given to the students to discuss), and finally 3) applying the knowledge in the simulation (three major decisions are in the simulation that need to be address).

Opportunities Economics

1. responsible action--across all of economic analysis--making good decisions--cost benefit analysis--weighing of decisions. Esp. in the individual behavior based micro courses.

AGE 3.2 – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture

E&B Goal – View Problems and Issues from Multiple Perspectives - Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Objectives:

- Approach an issue or problem from multiple perspectives, including interdisciplinary and global perspectives as well as issues of diversity.
- Embrace and understand the value of diverse perspectives, including those from different cultures.
- Understand the role of value judgments.

Opportunities Business:

1. Common to many if not all classes at Berea, our classrooms are places where everyone's input is encouraged and respected, regardless of race, gender, class, religion, sexuality, language, and culture.
2. In Management, the course text book, special class lecture, a customer created exercise, this theme is reiterated (where appropriate) thought out the course, and follow up on teams to display their understanding.

Opportunities Economics:

1. Economics of Immigration and Economic Development

AGE 3.3 – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives

E&B Goal – View Problems and Issues from Multiple Perspectives – Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

E&B Objectives:

- Approach an issue or problem from multiple perspectives, including interdisciplinary and global perspectives as well as issues of diversity.
- Embrace and understand the value of diverse perspectives, including those from different cultures.
- Test an analysis by looking at alternate points of view or disciplinary approaches to provide contrasts in the analysis.
- Acquire a long-term perspective to create sustainable business solutions.

E&B Goal – Decision Making - Students will be able to determine relevant criteria for decision making with an understanding of the risks and tradeoffs involved in the process and in the outcome. Decisions should be supported by appropriate information and analysis.

E&B Objectives:

- Analyze situations, synthesize information, reason quantitatively, and formulate reasoned and responsible solutions.
- Understand tradeoffs – e.g. cost benefit, ROI, and opportunity cost.
- Understand risk and its appropriate incorporation into the decision process.
- Criticize debate and explain actions.

Opportunities Business:

1. Course simulation offers opportunities for the students to be able to apply decision making, using a rational decision model.

2. Enactus works with community partners, thus student and partner must establish the connection of content to real world activity. Additionally, the projects are not set in stone, so alternatives can be created and evaluated and students must ultimately decide on the best direction for the project.
3. Course simulation offers opportunities for the students to be able to evaluate if a connection is there, if so, how they would like to address it; furthermore, individuals are encourage to take the 'other persons' perspective to understand.
4. In the Enactus course and the Enactus campus organization, students work with community partners. The student and partner must establish the connection of content to real world activity. Additionally, the projects are not set in stone, so alternatives can be created and evaluated. Students are encouraged to discern the partner's motivations, and what they would like to see done, with the ultimate goal of aligning the goals of both students and the community partner to create a win-win solution.
5. In the Auditing class, students are required to subscribe to the Wall Street Journal, identify relevant articles and prepare a written summary, and then provide the class with brief recap of the article and lead a short discussion.

Student Perceptions:

1. In some courses, students are encouraged to engage relevant contemporary news articles, documents, etc. and relate them to course topics.

AGE 3.4 – help students think and act in ways that promote peace with justice

E&B Goal – Responsibility - The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional responsibility. Students will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

E&B Objectives:

- Ethical reflection and consciousness.
- Commitment to serve the common good.
- An ability to understand and act with integrity in all situations, and objectivity in professional work.
- Understanding of the purposes for and methods of academic work in promoting personal development.

Opportunities Business:

1. In Management, the simulation offers opportunities for the students to be able to evaluate and act on decisions that relate to peace and social justice. Individuals are encouraged to take a stakeholder perspective.

AGE 3.5 – help students develop habits leading to lifetime health and fitness

E&B Goal – No specific fit

E&B Objective – No specific fit

Opportunities Economics:

1. Health economics

AGE 4.1 – help students become independent learners through discussion and lecture (Learning Experiences)

E&B Goal – No specific fit

E&B Objectives – No specific fit

Opportunities Business:

1. In the core management and marketing courses current events are used to connect theory and application. These concepts are then incorporated into class assignments.
2. In the capstone course students are required to support their arguments in their written assignments and defend their analysis in presentations to their classmates.
3. In the capstone course students are required to support their arguments in their written assignments and defend their analysis in presentations to their classmates.
4. Team assignments made in the management core courses require the use of collaboration and teamwork in order to produce a comprehensive response to the assignment. These assignments can require the acquisition and use of new knowledge, which the team must acquire. The team must recognize the contribution of other information sources and are required to rate the contributions of all team members in the activities necessary to complete the assignment.
5. In the core management and marketing courses current events are used to connect theory and application. These concepts are then incorporated into class assignments.

Opportunities Economics:

1. Across all economics classes—all have lecture/discussion that student are held responsible for and evaluated with respect to.

Student Perceptions:

1. Economics—All courses I've taken so far.
2. Economics—Homework and assignments do a good job of making students become independent learners. However, they should not be overloaded.
3. Much of the time learning really occurs outside of the classroom. In Imed. Eco. this is definitely the case. In Macro, often times the professor encouraged us to talk about political events and views on thing when we were looking at models in class.
4. Pretty much every econ. class, especially the policy application ones.

AGE 4.2 – help students become independent learners through student-initiated learning (Learning Experiences)

E&B Goal – No specific fit

E&B Objectives: - No specific fit

Opportunities Business:

1. Team assignments made in the management core courses require the use of collaboration and teamwork in order to produce a comprehensive response to the assignment. These assignments can require the acquisition and use of new knowledge, which the team must acquire. The team must recognize the contribution of other information sources and are required to rate the contributions of all team members in the activities necessary to complete the assignment.
2. Through case assignments and simulation performance in the management courses, students are able to demonstrate their creativity in conducting the analysis and coming to a viable solution, acceptable to all stakeholders in the environment.

Opportunities Economics:

1. Most faculty offers independent studies

Student Perceptions:

1. Economics—My study-abroad approved by the dept.
2. Economics—Independent courses are listed as an option. I wonder though how often this kind of learning happens. I suggest that students should be more encouraged to pursue this option, and during course selection advisors can deliberately suggest, encourage, or remind students to pursue this option.

AGE 4.3 – help students become independent learners through experiential learning

E&B Goal – No specific fit

E&B Objective – No specific fit

Opportunities Business:

1. Highly developed internship program averaging 20 plus interns per year. At least half of our graduates do at least one internship while at Berea. We hold our student interns to a high academic standard.
2. Enactus is a terrific opportunity for students to work and learn independently while carrying out projects that benefit the community and empower their target audience.
3. Enactus focuses on live projects that develop skills and insights that students can use in their work in other courses.

Opportunities Economics:

1. Internship program—connections with U of Chicago and Vanderbilt
2. Encouragement of advisees to do international travel

Student Perceptions:

1. Economics—My study-abroad approved by the dept.
2. Economics—International internship should be approved for international students wishing to broaden their understanding. I had an opportunity but with no funding I found it difficult to learn more. Funds should be provided for everyone and not restricted for reasons that seem unfair and unjust.
3. Economics—Support to do internships as course credit, including linking students to research opportunities at other universities.
4. Economics—Support for travel to engage off-campus learning opportunities.
5. Economics—The internships fulfill that.
6. The Business Program, through internships and in-class activities, offers "hands-on" learning and opportunities for direct experience.

AGE 4.4 – help students become independent learners through collaborative learning

E&B Goal – Decision Making - Students will be able to determine relevant criteria for decision making with an understanding of the risks and tradeoffs involved in the process and in the outcome. Decisions should be supported by appropriate information and analysis.

E&B Objectives:

- Think critically and creatively.
- Make decisions in a wide variety of contexts, including individual and team decision making.
- To support opinions with sound knowledge and appropriate research, and to document the basis for conclusions and sources of information appropriately.

Opportunities Business:

1. Many of our courses require students to work collaboratively in teams to address multidimensional problems, and propose reasoned decisions that are supported by research and the appropriate application of disciplinary tools. Those courses include Accounting II, Management, Strategic Management, and Management. This is especially prevalent in the Management and Strategic Management courses where teams address issues that are either dynamic simulation based or case analysis based.

Opportunities Economics:

1. ECO 310/410--independent work
2. ECO 360--WTO negotiation in teams
3. ECO 350--empirical project in teams.
4. Some group work in other economics classes

The Entrepreneurship for the Public good Program

Program Review

Integration with the Berea College College-Wide Aims and Goals

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.

EPG has adopted a three stage "Ability-based" model for teaching and measuring student progress in the six abilities of an entrepreneurial leader. One of the Abilities – *Engaging Uncertainty and Ambiguity* – communicates a direct application of this college-wide aim: *An EPG Fellow, whether within Appalachia or elsewhere, recognizes the complexities and uncertainties that shape contemporary society, and s/he can act effectively while facing such uncertainty and complexity.* This Ability is measured repetitively during and at the conclusion of the first summer experience and again at the conclusion of the second summer internship at a Foundation and Application Level, an Analysis and Integration Level and/or at the Insight and Perception Level.

CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.

EPG has adopted a three stage "ability-based model for teaching and measuring student progress in the six abilities on an entrepreneurial leader. One of the Abilities – Exploring Values and Ethical Structures – communicates a direct application of this college-wide aim: *An EPG Fellow, whether within Appalachia or elsewhere, can uncover contemporary community values and the ethical structures built on such values.* This Ability as are all Abilities are measured repetitively during and at the conclusion of the first summer experience in session with community partners and again at the conclusion of the second summer internship in campus-wide public sessions with college-wide faculty, staff and students at a Foundation and Application Level, an Analysis and Integration Level and/or at the Insight and Perception Level.

CLG 2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.

EPG has adopted a three stage "ability-based model for teaching and measuring student progress in the six abilities on an entrepreneurial leader. One of the Abilities – *Mobilizing Resources, and environmental capital as one resource* - communicates a direct application of the natural environment as one of seven resources entrepreneurial leadership must recognize. This Ability is aligned with college-wide aim. *An EPG Fellow, whether within Appalachia or elsewhere, identifies the physical capital, human capital, social capital, financial capital, environmental*

capital, political capital, and technological capital needed to pursue a community opportunity, and designs a plan for reorienting or increasing these resources. At the Foundation and Application Level the students are asked to identify and describe the capital resources required to convert an idea into an opportunity within a community. Students are challenged to develop as part of a team of peers, an opportunity that includes operating structures, revenue models, and resource requirements needed to sustain that opportunity as a venture.

CLG 2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.

EPG has adopted a three stage "ability-based model for teaching and measuring student progress in the six abilities on an entrepreneurial leader. One of the Abilities – *Mobilizing Resources and specifically technological resources* - communicates a direct application of the natural environment as one of seven resources entrepreneurial leadership must recognize. This Ability is aligned with college-wide aim. *At the Insight and Perception Level students are asked to explain how the student connects their EPG experience to a future career aspiration that s/he values and cares about most and can the student differentiate her/his personal idea process from the process of recognizing an opportunity and pursuing a venture in a community.*

CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.

EPG has embraced a learning model in the first summer institute where each student compares and contrasts their home communities (counties) applying the indicators within the Atlas of Rural and Small Towns in America along four broad categories and 60 statistical indicators: demographic, political, socioeconomic and employment.

CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.

The EPG Program consciously and intentionally selects student participants that represent the global communities on campus and domestic and international cultures represented in the Berea College student body. Course content and program learning activities as designed to include studies of and application of best practices and novel social innovation solutions in both a domestic and in international communities.

CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.

The EPG Program has adopted a portfolio approach to assembling and assessing artifacts that demonstrate independent thinking and action. This college-wide aim is best expressed within the context of the *Advocating Change Ability* when each EPG student repeatedly within Appalachia or elsewhere, uses oral, written, and visual communication in various settings to persuade others to adopt a needed change. At the Foundation and Applications Level each student speaks, writes,

and films concise and compelling messages that create desire for change in an audience and at the Insight and Perception Level each student distinguishes her/his effectiveness in using various communication forms and evaluates the impact of their personal messages on those who make decisions in a community.

CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

EPG has adopted a three stage "ability-based model for teaching and measuring student progress in the six abilities on an entrepreneurial leader. One of the Abilities – *Facilitating Group Decisions - communicates a direct application of the collaborative mutual support required within Appalachia or elsewhere, focusing on the ideas of individuals in communities, and assists those individual and others to translate some of those ideas into opportunities.* This Ability is aligned with college-wide aim.

SENS Learning Goals and Objectives Matched with College Goals and Objectives

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.

SENS Goal:

- Understand complexity and the need to examine the world through multiple lenses and perspectives

SENS Objectives:

- Demonstrate ability to examine the world through multiple lenses and perspectives

Student Opportunities: interdisciplinary coursework, internship experience in sustainability

Student Observations:

CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.

SENS Goal:

- Acquire practical skills for increasing community resilience
- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

SENS Objectives:

- Demonstrate skills in community resilience
- Demonstrate stewardship skills through course projects
- Demonstrate comprehension of moral imperative to stewardship through written papers.

Student Opportunities: labor positions in student garden, household life in SENS house, class projects in Resilient communities and resilient households, write papers on ethics and sustainability

Student Observations:

CLG 2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.

SENS Goal:

- Comprehend the fundamentals of ecological design – the purposeful integration of human actions with the structures and functions of the natural world – and the importance of knowledge of place in successful ecological design.

SENS Objectives:

- Demonstrate skills in natural sciences through successful coursework.

Student Opportunities: Coursework in Group I (Natural Sciences), SENS 310 (Ecology)

Student Observations:

CLG 2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.

SENS Goal:

- Learn the basic principles of exponential growth and the implications for life on a finite planet
- Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.

SENS Objectives:

- Demonstrate ability to solve quantitative problems in population growth.
- Demonstrate ability to understand relationship of spatial data to sustainability problems.

Student Opportunities: Problem set in SENS 100, SENS 320 (GIS)

Student Observations:

CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.

SENS Goal:

- Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.

SENS Objectives:

- Demonstrated understanding of environmental justice issues and particular threats to sustainability in varied global locations.

Student Opportunities: Environmental justice course, topics in SENS 100, Internship opportunities

Student Observations:

CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.

SENS Goal:

- Understand complexity and the need to examine the world through multiple lenses and perspectives

SENS Objectives:

- Demonstrate ability to view environmental challenges from multiple stakeholder perspectives.

Student Opportunities: Coursework in Group II (Economic and Social Justice), projects in Sustainable Appalachian Communities (SENS 215) and Environmental Justice (SENS 225), internship opportunities (Kentucky Environmental Foundation, Kentuckians for the Commonwealth, Pine Ridge Reservation)

Student Observations:

CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.

SENS Goal:

- Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.
- Comprehend the fundamentals of ecological design – the purposeful integration of human actions with the structures and functions of the natural world – and the importance of knowledge of place in successful ecological design.
- Master practical skills for increasing household resilience in one or more areas including food, energy, water, shelter, health.
- Acquire practical skills for increasing community resilience

SENS Objectives:

- Demonstrate problem-solving skills in social, economic and environmental challenges.

Student Opportunities: Internship, Writing in SENS 100, 215, 225

Student Observations:

CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

- SENS Goal: Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.

SENS Objectives:

- Demonstrate ability to view environmental challenges from multiple stakeholder perspectives.

Student Opportunities: Environmental justice course, topics in SENS 100, Internship opportunities

Student Observations:

KNOWLEDGE

AGE 1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing

SENS Goal:

- Understand the biophysical underpinnings of the human economy
- Learn the basic principles of exponential growth and the implications for life on a finite planet
- Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.
- Comprehend the fundamentals of ecological design – the purposeful integration of human actions with the structures and functions of the natural world – and the importance of knowledge of place in successful ecological design.

- Understand complexity and the need to examine the world through multiple lenses and perspectives
- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

SENS Objectives:

- Demonstrate ability to examine the world through multiple lenses and perspectives

Student Opportunities: Group I and Group II coursework.

Student Observations:

AGE 1.2 – help students understand religion, particularly Christianity, in its many expressions

SENS Goal:

- Understand complexity and the need to examine the world through multiple lenses and perspectives

SENS Objectives:

- Demonstrate ability to discuss the meaning of stewardship from diverse religious perspectives

Student Opportunities: Coursework possible in Group II?

Student Observations:

AGE 1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region

- SENS Goal:
- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.
-

SENS Objectives:

- Demonstrate ability to view environmental challenges from multiple stakeholder perspectives.

Student Opportunities: SENS 215, SENS 225

Student Observations:

AGE 1.4 – help students understand the natural environment and our relationship to it

SENS Goal:

- Understand the biophysical underpinnings of the human economy
- Learn the basic principles of exponential growth and the implications for life on a finite planet
- Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.
- Comprehend the fundamentals of ecological design – the purposeful integration of human actions with the structures and functions of the natural world – and the importance of knowledge of place in successful ecological design.
- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

SENS Objectives:

- Demonstrate skills in natural sciences through successful coursework.

Student Opportunities: Group I coursework, SENS 310 (Ecology), internship

Student Observations:

AGE 1.5 – help students understand the roles of science and technology in the contemporary world

- SENS Goal: Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.
- Comprehend the fundamentals of ecological design – the purposeful integration of human actions with the structures and functions of the natural world – and the importance of knowledge of place in successful ecological design.

SENS Objectives:

- Demonstrate ability to use appropriate sustainable technologies.

Student Opportunities: labor work in SENS house (solar systems), coursework in Group I and SENS 320

Student Observations:

AGE 1.6 – help students understand U.S. and global issues and perspectives

SENS Goal:

- Understand complexity and the need to examine the world through multiple lenses and perspectives
- Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.
- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

SENS Objectives:

- Demonstrate ability to examine the world through multiple lenses and perspectives

Student Opportunities: SENS 225, Group II coursework, Study abroad or Internship

Student Observations:

SKILLS

2.1 – help students develop the abilities to read and listen effectively

- SENS Goal: Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.

SENS Objectives:

- Demonstrated ability to communicate and persuade regarding sustainability challenges.

Student Opportunities: Readings in SENS 100 and varied upper level coursework.

Student Observations:

2.2 – help students write and speak effectively, with integrity and style

- SENS Goal: Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.

SENS Objectives:

- Demonstrated ability to communicate and persuade regarding sustainability challenges.

Student Opportunities: SENS 100, SENS 215, 225, SENS 340

Student Observations:

2.3 – help students develop the abilities to think critically and creatively, and reason quantitatively

SENS Goal:

- Understand complexity and the need to examine the world through multiple lenses and perspectives
- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.
- Understand the biophysical underpinnings of the human economy
- Learn the basic principles of exponential growth and the implications for life on a finite planet
- Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.

SENS Objectives:

- Demonstrate ability to solve quantitative problems in population growth.
- Demonstrate ability to understand relationship of spatial data to sustainability problems.

Student Opportunities: SENS 100 problem set on population growth, SENS 320

Student Observations:

2.4 – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge & understanding

SENS Goal:

- Understand the biophysical underpinnings of the human economy
- Learn the basic principles of exponential growth and the implications for life on a finite planet
- Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.
- Comprehend the fundamentals of ecological design – the purposeful integration of human actions with the structures and functions of the natural world – and the importance of knowledge of place in successful ecological design.

SENS Objectives:

- Demonstrate ability to use appropriate sustainable technologies.
- Demonstrate knowledge of range of appropriate technologies to solve variety of sustainability challenges.

Student Opportunities: SENS 100, SENS 320, SENS 340

Student Observations:

2.5 – help students develop the abilities to work effectively both independently and collaboratively

SENS Goal:

- Master practical skills for increasing household resilience in one or more areas including food, energy, water, shelter, health.
- Acquire practical skills for increasing community resilience

SENS Objectives:

- Demonstrated ability to communicate and persuade regarding sustainability challenges.
- Team building skills and effective participation in environmental problem solving.

Student Opportunities: SENS labor and house life, Group work in courses, SENS 215, 225

Student Observations:

2.6 – help students develop the abilities to resolve conflicts nonviolently

- SENS Goal: Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

SENS Objectives:

- Demonstrate writing and teamwork skills needed to promote good environmental stewardship.

Student Opportunities: SENS 215, 225, some Group II selections, SENS labor

Student Observations:

HABITS OF MIND

AGE 3.1 – help students deepen their capacities for moral reflection, spiritual development, and responsible action

SENS Goal:

- Acquire practical skills for increasing community resilience
- Understand complexity and the need to examine the world through multiple lenses and perspectives
- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

SENS Objectives:

- Demonstrate skills for increased community resilience
- Demonstrated ability to communicate and persuade regarding sustainability challenges.

Student Opportunities: SENS labor positions, internships, SENS 215

Student Observations:

3.2 – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture

SENS Goal:

- Understand complexity and the need to examine the world through multiple lenses and perspectives

SENS Objectives:

- Demonstrate ability to view environmental challenges from multiple stakeholder perspectives.

Student Opportunities: SENS 215, 225, SENS labor, internship

Student Observations:

3.3 – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives

SENS Goal:

- Understand complexity and the need to examine the world through multiple lenses and perspectives
- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

SENS Objectives:

- Demonstrate ability to view environmental challenges from multiple stakeholder perspectives.

Student Opportunities: SENS 100, varied upper level courses

Student Observations:

3.4 – help students think and act in ways that promote peace with justice

SENS Goal:

- Acquire practical skills for increasing community resilience
- Understand complexity and the need to examine the world through multiple lenses and perspectives
- Learn the basic principles of exponential growth and the implications for life on a finite planet

SENS Objectives:

- Demonstrate ability to view environmental challenges from multiple stakeholder perspectives.

Student Opportunities: SENS 225

Student Observations:

3.5 – help students develop habits leading to lifetime health and fitness

- SENS Goal: Acquire practical skills for increasing community resilience

SENS Objectives:

- Demonstrated understanding of relationship between health and sustainability

Student Opportunities: SENS labor and internships

Student Observations:

LEARNING EXPERIENCES

4.1 – help students become independent learners through discussion and lecture

SENS Goal:

- Acquire practical skills for increasing community resilience
- Understand complexity and the need to examine the world through multiple lenses and perspectives

SENS Objectives:

- Demonstrate problem-solving skills in social, economic and environmental challenges.

Student Opportunities: SENS labor and internships

Student Observations:

4.2 – help students become independent learners through student-initiated learning

SENS Goal:

- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

SENS Objectives:

- Demonstrate problem-solving skills in social, economic and environmental challenges.

Student Opportunities: independent studies, internships, independent major

Student Observations:

4.3 – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)

SENS Goal:

- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

SENS Objectives:

- Demonstrate problem-solving skills in social, economic and environmental challenges.

Student Opportunities: internship, labor, study abroad, SENS 320

Student Observations:

4.4 – help students become independent learners through collaborative learning

SENS Goal:

- Acquire practical skills for increasing community resilience

SENS Objectives:

- Demonstrate problem-solving skills in social, economic and environmental challenges.

Student Opportunities: SENS 345 projects, SENS labor, group projects in various courses

Student Observations:

Technology & Applied Design
Paired College-wide Aims and Goals

College-wide Paired Learning Goals

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.

- Develop a desire for life-long learning and inquiry into the development of technology and its effect on the global community.
- Be capable of critical thought, problem solving, analysis and synthesis.
- Be able to connect learning across disciplines.

CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.

- Be prepared to live thoughtfully in our natural and human made environments.
- Develop awareness of personal responsibility for individual action, ethical consciousness and a commitment to service.

CLG 2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.

- Develop an understanding of technology and its impact on humans and our natural world.
- Be prepared to live thoughtfully in our natural and human made environments.

CLG 2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.

- Develop an understanding of technology and its impact on humans and our natural world.
- Be prepared to live thoughtfully in our natural and human made environments.

CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.

- Develop a desire for life-long learning and inquiry into the development of technology and its effect on the global community.

CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.

- Develop a desire for life-long learning and inquiry into the development of technology and its effect on the global community.

CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.

- Develop the ability to think independently with a thorough understanding of the importance of human collaboration and cooperation.

CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

- Develop the ability to think independently with a thorough understanding of the importance of human collaboration and cooperation.
- Gain knowledge and understanding of the world of work and develop entry level skills, knowledge and attitudes.

Aims of General Education

KNOWLEDGE

1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing

- Develop an understanding of technology and its impact on humans and our natural world.

1.2 – help students understand religion, particularly Christianity, in its many expressions

- Be prepared to live thoughtfully in our natural and human made environments.
- Develop awareness of personal responsibility for individual action, ethical consciousness and a commitment to service.

1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region

- Develop awareness of personal responsibility for individual action, ethical consciousness and a commitment to service.

1.4 – help students understand the natural environment and our relationship to it

- Develop an understanding of technology and its impact on humans and our natural world.
- Be prepared to live thoughtfully in our natural and human made environments.

1.5 – help students understand the roles of science and technology in the contemporary world

- Develop an understanding of technology and its impact on humans and our natural world.
- Be prepared to live thoughtfully in our natural and human made environments.

1.6 – help students understand U.S. and global issues and perspectives

- Develop a desire for life-long learning and inquiry into the development of technology and its effect on the global community.

SKILLS

2.1 – help students develop the abilities to read and listen effectively

- Develop a desire for life-long learning and inquiry into the development of technology and its effect on the global community.

2.2 – help students write and speak effectively, with integrity and style

- Develop a desire for life-long learning and inquiry into the development of technology and its effect on the global community.
- Gain knowledge and understanding of the world of work and develop entry level skills, knowledge and attitudes.
- Be able to connect learning across disciplines.

2.3 – help students develop the abilities to think critically and creatively, and reason quantitatively

- Be capable of critical thought, problem solving, analysis and synthesis.

2.4 – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge & understanding

- Be capable of critical thought, problem solving, analysis and synthesis.
- Gain knowledge and understanding of the world of work and develop entry level skills, knowledge and attitudes.

2.5 – help students develop the abilities to work effectively both independently and collaboratively

- Develop the ability to think independently with a thorough understanding of the importance of human collaboration and cooperation.

2.6 – help students develop the abilities to resolve conflicts nonviolently

- Gain knowledge and understanding of the world of work and develop entry level skills, knowledge and attitudes.

HABITS OF MIND

3.1 – help students deepen their capacities for moral reflection, spiritual development, and responsible action

- Be prepared to live thoughtfully in our natural and human made environments.
- Develop awareness of personal responsibility for individual action, ethical consciousness and a commitment to service.

3.2 – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture

- Gain knowledge and understanding of the world of work and develop entry level skills, knowledge and attitudes.
- Develop awareness of personal responsibility for individual action, ethical consciousness and a commitment to service.

3.3 – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives

- Be capable of critical thought, problem solving, analysis and synthesis.
- Develop the ability to think independently with a thorough understanding of the importance of human collaboration and cooperation.

3.4 – help students think and act in ways that promote peace with justice

- Develop awareness of personal responsibility for individual action, ethical consciousness and a commitment to service.
- Be prepared to live thoughtfully in our natural and human made environments.

3.5 – help students develop habits leading to lifetime health and fitness

LEARNING EXPERIENCES

4.1 – help students become independent learners through discussion and lecture

- Be capable of critical thought, problem solving, analysis and synthesis.
- Develop the ability to think independently with a thorough understanding of the importance of human collaboration and cooperation.

4.2 – help students become independent learners through student-initiated learning

- Be capable of critical thought, problem solving, analysis and synthesis.
- Develop the ability to think independently with a thorough understanding of the importance of human collaboration and cooperation.

4.3 – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)

- Be capable of critical thought, problem solving, analysis and synthesis.
- Develop the ability to think independently with a thorough understanding of the importance of human collaboration and cooperation.

4.4 – help students become independent learners through collaborative learning

- Be capable of critical thought, problem solving, analysis and synthesis.
- Develop the ability to think independently with a thorough understanding of the importance of human collaboration and cooperation.

Student Learning Goals

Agriculture & Natural Resources
Learning Goals and Student Learning Outcomes

From 2008 Self Study:

Department Goals

The faculty members of the Berea College ANR Department, through a process of discussion and consensus, have generated four broad learning goals for all students successfully completing the requirements for a BS degree. These learning goals reflect the needs of the students and the changing trends and opportunities that students will encounter after graduation. In order to ensure that all students meet these learning goals the faculty also developed a list of goals that the ANR Department must achieve.

Students graduating with a degree in ANR will:

1. Know and understand scientific facts and principles pertaining to soils, plants, animals, economics, and ecology and have the ability to apply those facts and principles to the management of agriculture and natural resources systems (*breadth and depth of knowledge, problem solving, quantitative reasoning*).

2. Be conversant in a broad range of subject matters and locate, interpret, critically evaluate, synthesize, and present information through writing and speech (*communication*).

3. Understand agriculture and natural resources within the broader societal contexts of culture, ecology, economics, politics, and history (*liberal arts context*).

4. Examine and prepare for career opportunities in agriculture and natural resources, including graduate education (*career*).

The ANR Department will:

1. Design and refine the department curriculum to ensure that students have the opportunity to develop the knowledge and skills necessary to achieve their career goals in agriculture and natural resource professions.
2. Maintain and develop the College Farm as a laboratory to provide students with practical learning experience.
3. Develop College Farm enterprises as examples of sustainable agricultural production in the region.

4. Encourage the professional development of faculty and staff so that they may keep abreast of developments and changes in their fields of expertise.

5. Encourage the development of values in its faculty, staff, and students, through rational and ethical thought, encompassing stewardship, teamwork, service, leadership, and intellectual curiosity.

6. Encourage students to undertake experiential learning opportunities including internships, national and international travel, and work experiences.

Computer Science
Learning Goals and Student Learning Outcomes

In addition to satisfying the Aims of General Education, the **Computer Science Program** seeks to assist students in meeting the following learning goals and associated student learning outcomes:

Learning Goal 1: Students think critically and creatively to solve local or global problems. In particular, successful students should be adept at formulating, analyzing, decomposing, and solving problems computationally. They have internalized the software design and development process, and it has become a "habit of mind" which they can apply in new situations.

Learning Outcome 1.1: Show innovation and creativity in their approach to problem-solving and design.
Learning Outcome 1.2: Identify tasks that are well-suited to be solved computationally.
Learning Outcome 1.3: Apply software design and development process to novel situations.
Learning Outcome 1.4: Analyze and decompose novel problems into components appropriate to the design of an algorithmic solution.
Learning Outcome 1.5: implement reasonably efficient computational solutions.
Learning Outcome 1.6: Implement, test, and debug computational solutions utilizing different computer platforms.

Learning Goal 2: Students are ready to be successful practitioners in both applied and theoretical areas. Namely, they understand the fundamental concepts and theories of the discipline of computer science as specified by professional organizations such as the Association for Computing Machinery (ACM) and can apply them.

Learning Outcome 2.1: Employ in-depth principles of design to at least one important area of application.
Learning Outcome 2.2: Demonstrate facility with one widely used programming language and at least two other languages, at least one of which is a systems language such as C or C++.
Learning Outcome 2.3: Articulate and apply theoretical and mathematical foundations of computer science, such as algorithm efficiency and computational complexity.
Learning Outcome 2.4: Demonstrate knowledge of the relationship between computer architectures and software systems or operating systems, the software

that manages computer hardware resources and provides common services for computer programs.

Learning Goal 3: Appreciate the importance of effective communication and collaboration with both technical and non-technical constituents.

Learning Outcome 3.1: Demonstrate ability to work effectively individually, in pairs, small groups, and larger teams.

Learning Outcome 3.2: Communicate effectively in a range of media with audiences whose background range from technical to non-technical.

Learning Outcome 3.3: Write understandable technical documents that describe the specification, design, and implementation of computational projects.

Learning Outcome 3.4: Effectively elicit technical requirements from clients.

Learning Goal 4: Express potential for lifelong learning and good citizenry

Learning Outcome 4.1: Develop strategies for continued learning in computer science in a rapidly changing discipline.

Learning Outcome 4.2: Read and assimilate technical material independently from textbooks, articles, and other level-appropriate sources.

Learning Outcome 4.3: Consider the ethical and social impacts of technology to become positive contributors to society.

Learning Outcome 4.4: Be prepared to pursue advanced studies in the field and/or to assume professional responsibilities.

Economics & Business
Departmental Goals and Objectives

Mission

Our mission is to provide inclusive educational opportunities that develop competencies necessary for meaningful contribution to the professional and academic fields of economics and business. These opportunities are provided in a continuous learning environment for faculty and students. Departmental goals are based on and supplement the College's Common Learning Goals, Great Commitments, and Aims of General Education. *[For the online version, each of these three items will be linked to the documents on the web; for the paper version, we will have footnotes.]*

Goals

The goal of the Economics and Business Department is to provide students with a course of study that will help them understand and apply the theories and principles of economics and business. Students will learn to view problems and issues from multiple perspectives, apply analytic reasoning and decision making skills, and communicate effectively. Faculty and students will examine contemporary economic and business issues within a framework of ethical reflection and personal responsibility.

Understand and Apply

Students will be able to understand and apply disciplinary theories and principles using the specialized language of economics and business. Students will have a fundamental understanding of how markets work and of their importance. Using appropriate technology and quantitative methods, students will be able to clearly state problems and engage in the research process.

View Problems and Issues from Multiple Perspectives

Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.

Decision Making

Students will be able to determine relevant criteria for decision making with an understanding of the risks and tradeoffs involved in the process and in the outcome. Decisions should be supported by appropriate information and analysis.

Communication

Students will be able to write and speak clearly and persuasively in the various modes required by the disciplines, and to support their positions. Careful reading and effective listening are required skills in economics and business. Students pursuing these disciplines will develop the ability to independently acquire knowledge from and critique various media including text, oral presentations, and media sources.

Responsibility

The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional responsibility. Students will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

Objectives

Understand and Apply
Students should be able to:

1. Develop an understanding of the theories of the discipline and the ability to appropriately apply them.
2. Demonstrate technical competency in functional areas.
3. Select and use appropriate functional area tools and techniques, including proper use of quantitative methods, as well as mathematical and statistical tools.
4. Evaluate quality of information and use it effectively.
5. Use the specialized language of economics and business.
6. Understand research process and methods.
7. Understand different kinds of literature including scholarly, authoritative, and popular press.
8. Appropriately use technology across many contexts, understanding the role of and potential for technology.
9. Think across time.
10. Understand local, regional, national, and international markets.
11. Connect and integrate learning across disciplines and functional areas.
12. Connect learning within the major, between the major and general education program and between the major, and the student experiences beyond college.
13. Engage in life-long thinking, learning, and research.

View Problems and Issues from Multiple Perspectives
Students should be able to:

1. Approach an issue or problem from multiple perspectives, including interdisciplinary and global perspectives as well as issues of diversity.
2. Develop an understanding of the regional, national and international environment within which firms operate.
3. Embrace and understand the value of diverse perspectives, including those from different cultures.
4. Test an analysis by looking at alternate points of view or disciplinary approaches to provide contrasts in the analysis.
5. Understand the role of value judgments.
6. Understand the role of culture, politics and governments in economics and business.
7. Acquire a long-term perspective to create sustainable business solutions.

Decision Making
Students should be able to:

1. Analyze the appropriateness of the data and information, as well as tools and techniques used for decision making.
2. Think critically and creatively.
3. Analyze situations, synthesize information, reason quantitatively, and formulate reasoned and responsible solutions.
4. Consider an ethical framework for decisions.
5. Develop models, utilizing appropriate technology.
6. Understand tradeoffs – e.g. cost benefit, ROI, and opportunity cost.
7. Understand risk and its appropriate incorporation into the decision process.
8. Make decisions in a wide variety of contexts, including individual and team decision making.
9. To support opinions with sound knowledge and appropriate research, and to document the basis for conclusions and sources of information appropriately.
10. Criticize debate and explain actions.

Communication
Students should be able to:

1. Receive and deliver information appropriately.
2. Have strong written, listening, and oral communications skills.
3. Give persuasive oral and written arguments.
4. Understand appropriate documentation and support for conclusions.
5. Develop professional oral and written communication skills.
6. Utilize technology, including internet resources, spreadsheets, and databases, to communicate business concepts.
7. Formulate a clear idea and share it in a form appropriate to the audience.

8. Engage with other learners to communicate concepts and issues while working successfully in a team environment.

Responsibility

Students should develop:

1. Ethical reflection and consciousness.
2. Awareness of personal responsibility and personal accountability for individual action.
3. Commitment to serve the common good.
4. Personal maturity, leadership ability, and a strong work ethic.
5. Commitment to professional competence and continuous learning.
6. An ability to understand and act with integrity in all situations, and objectivity in professional work.
7. Understanding of the purposes for and methods of academic work in promoting personal development.
8. Personal integrity and a high level of honesty in all academic and professional work.
9. The ability to explore and understand the ethical and legal elements of a decision.
10. Ability to work independently and to work successfully in groups.
11. Appreciation for the importance of sustainability, including their personal responsibility as global citizens.

Entrepreneurship for the Public Good Program Student Learning Outcomes

The Entrepreneurship for the Public Good (EPG) Program maintains six (6) key learning outcomes for each student to achieve while passing through the Institute. These outcomes are based on the development of specific "abilities" related to each student's eventual real world practice of the cycle of "Entrepreneurial Leadership." The EPG Program defines Entrepreneurial Leadership as follows:

> *A process wherein one person or a group of people recognize an opportunity for change in a community and seek(s) to implement that change despite the presence of risk, ambiguity, or uncertainty. This process requires considering the cultural impact of the change, engaging other community members in discussing the change, advocating effectively for the change, and gathering the resources necessary to implement that change. While the process attempts to launch a viable enterprise in a community, it also seeks to build a legacy of community leadership support for ongoing entrepreneurial efforts.*

The EPG Program believes that a student will be empowered to practice Entrepreneurial Leadership if s/he can learn and develop the following six abilities:

Engaging Complexity and Uncertainty - *An EPG Fellow, whether within Appalachia or elsewhere, recognizes the complexities and uncertainties that shape contemporary society, and s/he can act effectively while facing such uncertainty and complexity.*

Exploring Values and Ethical Structure - *An EPG Fellow, whether within Appalachia or elsewhere, can uncover contemporary community values and the ethical structures built on such values.*

Facilitating Group Decisions- *An EPG Fellow, whether within Appalachia or elsewhere, focuses the ideas of individuals in communities, and assists in translating some of those ideas into opportunities.*

Recognizing Opportunity- *An EPG Fellow, whether within Appalachia or elsewhere, works systematically with community members to identify opportunities for change in that community.*

Mobilizing Resources - *An EPG Fellow, whether within Appalachia or elsewhere, identifies the physical capital, human capital, social capital, financial capital, environmental capital, political capital, and technological capital needed to pursue a community opportunity, and designs a plan for reorienting or increasing these resources.*

Advocating Change - *An EPG Fellow, whether within Appalachia or elsewhere, uses oral, written, and visual communication in various settings to persuade others to adopt a needed change.*

Beyond these general statements of ability-based learning goals ("Six Abilities"), the EPG Program has defined three levels of development for each learning goal: "Foundation &

Application”; “Analysis & Integration”; and, “Insight & Perception”. As a student enters each new Summer Institute and engages with the materials and the experiences of that course of study, the student, her/his peers, and the instructor uses the development levels – phrased as self-assessment questions – to track her/his progress in achieving various dimensions of each ability.

Sustainability and Environmental Studies
Desired Student Learning Outcomes

SENS students will:

- Understand the biophysical underpinnings of the human economy
- Learn the basic principles of exponential growth and the implications for life on a finite planet
- Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.
- Comprehend the fundamentals of ecological design – the purposeful integration of human actions with the structures and functions of the natural world – and the importance of knowledge of place in successful ecological design.
- Master practical skills for increasing household resilience in one or more areas including food, energy, water, shelter, health.
- Acquire practical skills for increasing community resilience
- Understand complexity and the need to examine the world through multiple lenses and perspectives
- Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

Technology & Applied Design Department Mission Statement & Student Learning Goals

The mission of the Department of Technology and Industrial Arts is to provide educational opportunities which maximize the potential of the individuals served. This is accomplished through the development of a comprehensive background in technology which emphasizes critical thinking and problem solving directed toward meaningful contributions to society, employers, and graduate schools. These opportunities are provided in a continuous learning environment for faculty and students. The departmental mission is based upon the College's Great Commitments, the aims of General Education and established broad learning goals.

DEPARTMENTAL GOALS

Careful examination of departmental goals and objectives is important both for process and product. The examination should be an occasion for departmental faculty, in consultation with the Provost and other colleagues, to think together about what the department is doing currently and what it ought to be doing in the future. Much deliberation will undoubtedly center on the major program offered by the department, but ample attention should also be given to the department's role in the College as a whole, with particular emphasis on what the department contributes to the achievement of institutional purposes as stated in the Great Commitments and the paired learning goals in Being and Becoming. Consideration should be given to the goals of students taking courses within the department. In regard to general education the department should seek to articulate its responsibility to students, both its own majors and others. Through full consideration of these matters the faculty should try to arrive at (a) a common understanding of what the department aims to achieve and (b) a statement of goals and objectives specific enough to serve as a guide for the future and a basis for assessing departmental effectiveness. Wherever suitable the statement would do well to focus on desired student outcomes.

Learning Goals

1. Develop an understanding of technology and its impact on humans and our natural world.
2. Be prepared to live thoughtfully in our natural and human made environments.
3. Develop a desire for life-long learning and inquiry into the development of technology and its effect on the global community.
4. Develop awareness of personal responsibility for individual action, ethical consciousness and a commitment to service.
5. Be capable of critical thought, problem solving, analysis and synthesis.
6. Develop the ability to think independently with a thorough understanding of the importance of human collaboration and cooperation.
7. Be able to connect learning across disciplines.
8. Gain knowledge and understanding of the world of work and develop entry level skills, knowledge and attitudes.

Goals of the Department

1. Provide a high quality education through course work for technology majors, students from other majors, and students in the general education program of Berea College.
2. Promote human development by assisting individuals in gaining independence through guidance and nurturing.
3. Be progressive, diverse, dynamic and committed to providing a high quality education to the students enabling them to adapt and succeed in an ever-changing world.
4. Serve the Appalachian region through course work, both credit and non-credit, and by providing facilities, consulting and technical assistance in support of the local and regional communities.
5. Provide meaningful educational opportunities for students through the labor program.
6. Gather, evaluate, produce and distribute information in a way that benefits the students, the College and the community it serves.
7. Prudently conduct operations and to make every effort to remain current and relevant to serve the needs of its constituents.
8. Support and contribute to its profession through and consistent with the commitments of Berea College.

Student Learning Outcomes (SLOs)

1. Higher-order learning **goals** should be broad and aspirational in nature. They do not need to be measureable or observable, but they must focus on the student and what he or she is expected to learn as a result of having successfully completed your program. For example, a good learning goal might be *"Learn and develop basic math concepts, dependent upon level of current understanding."*
2. Student learning **outcomes**, on the other hand, should generally be specific and measureable/observable. These should focus on specific skills, knowledge, and/or attitudes that are expected to result from a student having successfully completed your program. For example, a good student learning outcome might be "Students will demonstrate a conceptual understanding of algebra, a non-rote approach to math, and the ability to apply math in a variety of fields."

Agriculture and Natural Resources

In addition to satisfying the Aims of General Education, the **Agriculture and Natural Resources Program** seeks to assist students in meeting the following learning goals and associated student learning outcomes:

Learning Goal 1: Knowledge Base of Agriculture and Natural Resources

Learning Outcome 1.1: Know and understand scientific facts and principles pertaining to soils, plants, animals, economics, and ecology.
Learning Outcome 1.2: Have the ability to apply those facts and principles to the management of agriculture and natural resources systems.
Learning Outcome 1.3: Understand agriculture and natural resources within the broader societal contexts of culture, ecology, economics, politics, and history, as well as from different perspectives.

Learning Goal 2: Analysis, Study, and Research in Agriculture and Natural Resources

Learning Outcome 2.1: Be capable of studying and analyzing agricultural and natural-resource production systems to address ~~particular~~ problems or questions using appropriate scientific methods of planning, data collection, quantitative analysis, and, presentation.
Learning Outcome 2.2: Be conversant in a broad range of subject matters including plant science, animal science, soil science, and farm resource management.
Learning Outcome 2.3: Be able to locate, interpret, critically evaluate, synthesize, and present information through writing
Learning Outcome 2.4: Be able to locate, interpret, critically evaluate, synthesize, and present information through speech

Learning Goal 3: Applications of Skills and Knowledge in Agriculture and Natural Resources

Learning Outcome 3.1: Be able to apply appropriate technology ~~Know how to use commercial-scale field equipment and tools~~ for managing farms.
Learning Outcome 3.2: Be able to apply appropriate technology ~~Know how to use commercial-scale field equipment and tools~~ for managing other natural-resources systems.
Learning Outcome 3.3: Examine and prepare for career opportunities in agriculture and natural resources, including graduate education.

Computer Science
Learning Goals and Student Learning Outcomes

In addition to satisfying the Aims of General Education, the **Computer Science Program** seeks to assist students in meeting the following learning goals and associated student learning outcomes:

Learning Goal 1: Students think critically and creatively to solve local or global problems. In particular, successful students should be adept at formulating, analyzing, decomposing, and solving problems computationally. They have internalized the software design and development process, and it has become a "habit of mind" which they can apply in new situations.

Learning Outcome 1.1: Show innovation and creativity in their approach to problem-solving and design.
Learning Outcome 1.2: Identify tasks that are well-suited to be solved computationally.
Learning Outcome 1.3: Apply software design and development process to novel situations.
Learning Outcome 1.4: Analyze and decompose novel problems into components appropriate to the design of an algorithmic solution.
Learning Outcome 1.5: implement reasonably efficient computational solutions.
Learning Outcome 1.6: Implement, test, and debug computational solutions utilizing different computer platforms.

Learning Goal 2: Students are ready to be successful practitioners in both applied and theoretical areas. Namely, they understand the fundamental concepts and theories of the discipline of computer science as specified by professional organizations such as the Association for Computing Machinery (ACM) and can apply them.

Learning Outcome 2.1: Employ in-depth principles of design to at least one important area of application.
Learning Outcome 2.2: Demonstrate facility with one widely used programming language and at least two other languages, at least one of which is a systems language such as C or C++.
Learning Outcome 2.3: Articulate and apply theoretical and mathematical foundations of computer science, such as algorithm efficiency and computational complexity.
Learning Outcome 2.4: Demonstrate knowledge of the relationship between computer architectures and software systems or operating systems, the software that manages computer hardware resources and provides common services for computer programs.

Learning Goal 3: Appreciate the importance of effective communication and collaboration with both technical and non-technical constituents.

Learning Outcome 3.1: Demonstrate ability to work effectively individually, in pairs, small groups, and larger teams.

Learning Outcome 3.2: Communicate effectively in a range of media with audiences whose background range from technical to non-technical.

Learning Outcome 3.3: Write understandable technical documents that describe the specification, design, and implementation of computational projects.

Learning Outcome 3.4: Effectively elicit technical requirements from clients.

Learning Goal 4: Express potential for lifelong learning and good citizenry

Learning Outcome 4.1: Develop strategies for continued learning in computer science in a rapidly changing discipline.

Learning Outcome 4.2: Read and assimilate technical material independently from textbooks, articles, and other level-appropriate sources.

Learning Outcome 4.3: Consider the ethical and social impacts of technology to become positive contributors to society.

Learning Outcome 4.4: Be prepared to pursue advanced studies in the field and/or to assume professional responsibilities.

In addition to satisfying the Aims of General Education, the **Economics and Business Program** seeks to assist students in meeting the following learning goals and associated student learning outcomes:

Learning Goal 1: **Students will be able to understand and apply disciplinary theories and principles using the specialized language of economics and business. Students will have a fundamental understanding of how markets work and of their importance. Using appropriate technology and quantitative methods, students will be able to clearly state problems and engage in the research process.**

Learning Outcome 1.1: Develop an understanding of the theories of the discipline and the ability to appropriately apply them.
Learning Outcome 1.2: Demonstrate technical competency in functional areas.
Learning Outcome 1.3: Select and use appropriate functional area tools and techniques, including proper use of quantitative methods, as well as mathematical and statistical tools.
Learning Outcome 1.4: Evaluate quality of information and use it effectively.
Learning Outcome 1.5: Use the specialized language of economics and business.
Learning Outcome 1.6: Understand research process and methods.
Learning Outcome 1.7: Understand different kinds of literature including scholarly, authoritative, and popular press.
Learning Outcome 1.8: Appropriately use technology across many contexts and understand the role of/potential for technology.
Learning Outcome 1.9: Think across time.
Learning Outcome 1.10: Understand local, regional, national, and international markets.
Learning Outcome 1.11: Connect and integrate learning across disciplines and functional areas.
Learning Outcome 1.12: Connect learning within the major, between the major and general education program and between the major, and the student experiences beyond college.
Learning Outcome 1.13: Engage in life-long thinking, learning, and research.

Learning Goal 2: **Students will be able to view problems from a variety of perspectives. Students studying business and economics will be asked to think in multidisciplinary terms and consider alternative points of view when examining issues and designing solutions. The department provides a diverse learning environment fostering communication and exchange between individuals of widely differing backgrounds.**

Learning Outcome 2.1: Approach an issue or problem from multiple perspectives, including interdisciplinary and global perspectives as well as issues of diversity.
Learning Outcome 2.2: Develop an understanding of the regional, national and international environment within which firms operate.
Learning Outcome 2.3: Embrace and understand the value of diverse perspectives, including those from different cultures.
Learning Outcome 2.4: Test an analysis by looking at alternate points of view or disciplinary approaches to provide contrasts in the analysis.
Learning Outcome 2.5: Understand the role of value judgments.

Learning Outcome 2.6: Understand the role of culture, politics and governments in economics and business.

Learning Outcome 2.7: Acquire a long-term perspective to create sustainable business solutions.

Learning Goal 3: **Students will be able to determine relevant criteria for decision making with an understanding of the risks and tradeoffs involved in the process and in the outcome. Decisions should be supported by appropriate information and analysis.**

Learning Outcome 3.1: Analyze the appropriateness of the data and information, as well as tools and techniques used for decision making.

Learning Outcome 3.2: Think critically and creatively.

Learning Outcome 3.3: Analyze situations, synthesize information, reason quantitatively, and formulate reasoned and responsible solutions.

Learning Outcome 3.4: Consider an ethical framework for decisions.

Learning Outcome 3.5: Develop models, utilizing appropriate technology.

Learning Outcome 3.6: Understand tradeoffs – e.g. cost benefit, ROI, and opportunity cost.

Learning Outcome 3.7: Understand risk and its appropriate incorporation into the decision process.

Learning Outcome 3.8: Make decisions in a wide variety of contexts, including individual and team decision making.

Learning Outcome 3.9: To support opinions with sound knowledge and appropriate research, and to document the basis for conclusions and sources of information appropriately.

Learning Outcome 3.10: Criticize debate and explain actions.

Learning Goal 4: **Students will be able to write and speak clearly and persuasively in the various modes required by the disciplines, and to support their positions. Careful reading and effective listening are required skills in economics and business. Students pursuing these disciplines will develop the ability to independently acquire knowledge from and critique various media including text, oral presentations, and media sources.**

Learning Outcome 4.1: Receive and deliver information appropriately.

Learning Outcome 4.2: Have strong written, listening, and oral communications skills.

Learning Outcome 4.3: Give persuasive oral and written arguments.

Learning Outcome 4.4: Understand appropriate documentation and support for conclusions.

Learning Outcome 4.5: Develop professional oral and written communication skills.

Learning Outcome 4.6: Utilize technology, including internet resources, spreadsheets, and databases, to communicate business concepts.

Learning Outcome 4.7: Formulate a clear idea and share it in a form appropriate to the audience.

Learning Outcome 4.8: Engage with other learners to communicate concepts and issues while working successfully in a team environment.

Learning Goal 5: **The Economics and Business Department promotes accountability for individual actions. Students will develop a sense of personal and professional**

responsibility. Students will be aware of the many ethical dilemmas in economics and business and develop strategies for evaluating these dilemmas, focusing on solutions that promote the common good.

Learning Outcome 5.1: Ethical reflection and consciousness.

Learning Outcome 5.2: Awareness of personal responsibility and personal accountability for individual action.

Learning Outcome 5.3: Commitment to serve the common good.

Learning Outcome 5.4: Personal maturity, leadership ability, and a strong work ethic.

Learning Outcome 5.5: Commitment to professional competence and continuous learning.

Learning Outcome 5.6: An ability to understand and act with integrity in all situations, and objectivity in professional work.

Learning Outcome 5.7: Understanding of the purposes for and methods of academic work in promoting personal development.

Learning Outcome 5.8: Personal integrity and a high level of honesty in all academic and professional work.

Learning Outcome 5.9: The ability to explore and understand the ethical and legal elements of a decision.

Learning Outcome 5.10: Ability to work independently and to work successfully in groups.

Learning Outcome 5.11: Appreciation for the importance of sustainability, including their personal responsibility as global citizens.

Sustainability and Environmental Studies

In addition to satisfying the Aims of General Education, the **Sustainability and Environmental Studies Program** seeks to assist students in meeting the following learning goals and associated student learning outcomes:

Learning Goal 1. To Better Understand Ecology, Sustainability, and Ecological Design.

Learning Outcome 1.1:	Understand the biophysical underpinnings of the human economy.
Learning Outcome 1.2:	Learn the basic principles of exponential growth and the implications for life on a finite planet.
Learning Outcome 1.3:	Obtain a thorough knowledge of the primary threats to economic and social sustainability including peak oil, climate change, population growth, environmental degradation, and social anarchy.
Learning Outcome 1.4:	Comprehend the fundamentals of ecological design–the purposeful integration of human actions with the structures and functions of the natural world–and the importance of knowledge of place in successful ecological design.
Learning Outcome 1.5:	Effectively communicate, orally and in writing, about topics, skills, and challenges in Sustainability and Environmental Studies.

Learning Goal 2: Acquisition of Practical Skills

Learning Outcome 2.1:	Master practical skills for increasing household resilience in one or more areas including food, energy, water, shelter, health.
Learning Outcome 2.2:	Acquire practical skills for increasing community resilience.

Learning Goal 3: Thinking Broadly and About the Future

Learning Outcome 3.1:	Understand complexity and the need to examine the world through multiple lenses and perspectives.
Learning Outcome 3.2:	Appreciate the moral imperative of serving as good stewards of a world that they have borrowed from future generations.

Technology and Applied Design
(Revised Version)

In addition to satisfying the Aims of General Education, the **Technology and Applied Design Program** seeks to assist students in meeting the following learning goals and associated student learning outcomes:

Learning Goal 1: Develop Understanding and skills within the Discipline and throughout the Liberal Arts.

- 1.1: Demonstrate critical thought, problem solving, analysis and synthesis
- 1.2: Demonstrate a desire for life-long learning and inquiry
- 1.3: Connect learning in technology and applied design across all disciplines
- 1.4: Demonstrate learning by addressing real world problems and challenges.

Learning Goal 2: Develop a Contemporary, Global Understanding of Technology and Applied Design

- 2.1: Demonstrate knowledge and understanding of the world of work
- 2.2: Demonstrate appropriate skills and knowledge toward specific application(s) of technology and applied design
- 2.3: Demonstrate an understanding the of impact of technology and applied design has on humans and our natural world

Learning Goal 3: Preparation for Responsible Engagement

- 3.1: Demonstrate an awareness for individual action, ethical consciousness and a commitment to service.
- 3.2: Exhibit preparedness to live thoughtfully in our natural and human made environments.
- 3.3: Demonstrate understanding of the importance of human collaboration and cooperation

Program Assessment Reports (PARs)

Two-Year Program Assessment Report

Rationale and Instructions:

The purpose of the Program Assessment Report (PAR) is three-fold. First, the PAR serves as a tool by which programs systematically and empirically review how effectively their students are learning what they expect them to learn. This includes:

1. a clear articulation of learning goals and specific measureable and/or observable student learning outcomes (SLOs) for each goal;
2. how those learning goals contribute to students' achievement of the common learning goals of the institution and the aims of general education; and
3. the sources of evidence that can be used to determine whether or not those learning goals are, in fact, being achieved at the desired levels.

As a result, programs, divisions, and the institution as a whole are able to build a dynamic culture of evidence which allows us to celebrate our successes and improve where needed.

Second, the PAR serves as a vehicle by which programs communicate with their students, their faculty colleagues, and the institution about their successes and challenges in promoting student learning within their program. More importantly, such communication and transparency should naturally lead to ongoing discussions and opportunities to learn from one another about how best to promote and improve student learning within our programs and across the institution.

Third, the PAR supports our institutional commitment and responsibilities to our outside accrediting body (SACs). According to section 3.3.1 of the Principles of Accreditation adopted by SACs (2010):

> *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)*
>
> *3.3.1.1 educational programs, to include student learning outcomes (pg. 25)*

Thus, not only do we have a professional responsibility to our students, our programs, and each other to ensure that our students are achieving the goals we set, but we also have a responsibility to live up to the standards set by our outside accrediting body. The PAR should be thought of as a tool that helps hold us accountable to those beyond our campus walls and ensure that we live up to these standards.

To facilitate these goals, the PAR is to be completed over a two-year time span. Year one is designed to allow ample opportunity for thoughtful discussions and clarification about the program's specific learning goals and how effectively students are able to attain those goals. One to three key learning goals (and their associated SLOs) are then selected as the focus of the PAR. Once the learning goals and SLOs are identified, the program engages in a systematic and comprehensive gathering of the evidence pertaining to these goals and SLOs, followed by careful and reflective interpretation and communication of the findings based on the evidence gathered. Year one culminates with a plan of action that best addresses the findings.

Year two, by contrast, is designed to allow programs an opportunity to use what they learned in year one and put their action plans into place. The remainder of year two is then spent carefully reassessing the impact of those changes on student learning as measured by the relevant SLOs. In other words, year two will allow programs to "close the loop" in their efforts to improve the effectiveness of the program and better serve the learning needs of their students.

Fig. 1: Berea's two-year program assessment cycle

Year 1(a) – Initial Assessment (Due: 12/16/11)

- **Computer & Information Science Program** -

Assessment Period: **AY 2012-2013** Prepared & Submitted by: **M. Jadud, M. Nakazawa, J. Pearce**

Select no more than two or three Learning Goals on which your PAR will focus.

Learning Goal #1:

Students are adept at formulating, analyzing, decomposing, and solving problems computationally.

List two or three measureable and/or observable ***Student Learning Outcomes (SLOs)*** by which this Learning Goal will be assessed as having been met.

SLO 1a:

Students understand what constitutes a task which they are able to solve with code.

SLO 1b:

Students are able to effectively analyze a problem which is new to them and to decompose the problem into smaller components appropriate to the design of an algorithmic solution.

SLO 1c:

Click here to enter text.

Please provide a brief narrative/reason for why the program is selecting **Learning Goal #1** for assessment.

The Computer and Information Science (CIS) Major was created in response to the last departmental self-study of the former Department of Mathematics and Computer Science. The CIS Major began in 2006, and no explicit learning goals beyond those developed for the Computer Science (CS) Minor had been formally adopted. Thus, as part of this Program Assessment process, the program faculty developed a set of programmatic goals and learning objectives organized into four goal categories: critical thinking; disciplinary understanding; communication and collaboration; and life-long learning and good citizenry.

Learning Goal #1 corresponds to a portion of the first programmatic goal under the critical thinking category of learning. When computer science teaching assistants were asked during a labor meeting in Spring 2011 what were the most important skills to master as a CIS major, they responded that the ability to formulate, analyze, and decompose problems into computationally solvable pieces was critical to efficacy in computer science and also in wider applications of critical thought. After research of programmatic learning goals as expressed by the ACM, other institutions, and much deliberation, Berea's program faculty also came to the same conclusion.

Which, if any, of the following Common Learning Goals outlined in Berea's Strategic Plan ("Being and Becoming") are also addressed by **Learning Goal #1** (check all that apply)?

- ☐ **CLG 1.1** – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.
- ☐ **CLG 1.2** – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.
- ☐ **CLG 2.1** – We seek to understand the working of our natural environment and the consequences of human interventions.
- ☒ **CLG 2.2** – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.
- ☐ **CLG 3.1** – We must first seek to comprehend our distinct backgrounds as well as our common American culture.
- ☐ **CLG 3.2** – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.
- ☒ **CLG 4.1** – We seek to educate our students and staff to be independent thinkers and doers.
- ☐ **CLG 4.2** – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

Which, if any, of the following Aims of General Education at Berea College are also addressed by **Learning Goal #1** (check all that apply)?

- ☐ **1.1** – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing (Knowledge)
- ☐ **1.2** – help students understand religion, particularly Christianity, in its many expressions (Knowledge)
- ☐ **1.3** – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region (Knowledge)
- ☐ **1.4** – help students understand the natural environment and our relationship to it (Knowledge)
- ☒ **1.5** – help students understand the roles of science and technology in the contemporary world (Knowledge)
- ☐ **1.6** – help students understand U.S. and global issues and perspectives (Knowledge)
- ☒ **2.1** – help students develop the abilities to read and listen effectively (Skills)
- ☒ **2.2** – help students write and speak effectively, with integrity and style (Skills)
- ☒ **2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively (Skills)
- ☐ **2.4** – help students develop the abilities to develop research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding (Skills)
- ☐ **2.5** – help students develop the abilities to work effectively both independently and collaboratively (Skills)
- ☐ **2.6** – help students develop the abilities to resolve conflicts nonviolently (Skills)
- ☐ **3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action (Habits of Mind)
- ☐ **3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture (Habits of Mind)
- ☒ **3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives (Habits of Mind)
- ☐ **3.4** – help students think and act in ways that promote peace with justice (Habits of Mind)
- ☐ **3.5** – help students develop habits leading to lifetime health and fitness (Habits of Mind)
- ☒ **4.1** – help students become independent learners through discussion and lecture (Learning Experiences)
- ☐ **4.2** – help students become independent learners through student-initiated learning (Learning Experiences)
- ☒ **4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.) (Learning Experiences)
- ☒ **4.4** – help students become independent learners through collaborative learning (Learning Experiences)

What opportunities do students have for achieving **Learning Goal #1**?

The majority of the in-class and outside of class activities in most program courses work towards acheiving this goal.

Please indicate all of the types of evidence that ***will be*** gathered for assessing **Learning Goal #1**.

- ☒ Senior capstone projects
- ☐ Student research papers
- ☒ Student presentations (in-class)
- ☒ Student presentations (public)
- ☒ Course exams
- ☐ Standardized exams
- ☐ Student reflective writing
- ☐ Alumni surveys
- ☐ Student grades
- ☒ Course-based assignments (rubric)
- ☒ Course-based assignments (non-rubric)
- ☐ Portfolios/e-portfolios
- ☒ Faculty conversations
- ☐ Follow-up using institutional records on students

Please list/describe any additional sources of evidence not listed above that will be used to assess **Learning Goal #1**.

A senior exit survey of all CIS Majors and CS Minors

Learning Goal #2:

Students are ready to be successful practitioners in both applied and theoretical areas in computer science.

List two or three measureable and/or observable ***Student Learning Outcomes (SLOs)*** by which this Learning Goal will be assessed as having been met.

SLO 2a:

Students have a solid knowledge of one widely used programming language and are familiar with at least two other languages, at least one of which is a systems language such as C or C++.

SLO 2b:

Students have gained understanding of a computer's interaction with hardware.

SLO 2c:

Click here to enter text.

Please provide a brief narrative/reason for why the program is selecting **Learning Goal #2** for assessment.

Learning Goal #2 corresponds to a portion of the second programmatic goal of the CIS Major under the disciplinary understanding category of learning.

The program faculty did not initially plan to work on assessing this learning goal. In carrying out our senior exit survey to collect data for assessing Learning Goal #1, however, it became apparent that a majority of our senior CIS majors and CS minors believe we were not achieving this goal as well as we might. When prompted "As we think about the CIS Program, what would

you recommend we change?" and "As we think about the CIS Program, what would you recommend we add?", a majority of students recommended improvements in the learning of programming languages, and more than one student commented that the program lacked intentionality in connecting how their knowledge of software interacts with computer hardware.

Which, if any, of the following Common Learning Goals outlined in Berea's Strategic Plan ("Being and Becoming") are also addressed by **Learning Goal #2** (check all that apply)?

- ☐ **CLG 1.1** – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.
- ☐ **CLG 1.2** – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.
- ☐ **CLG 2.1** – We seek to understand the working of our natural environment and the consequences of human interventions.
- ☐ **CLG 2.2** – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.
- ☐ **CLG 3.1** – We must first seek to comprehend our distinct backgrounds as well as our common American culture.
- ☐ **CLG 3.2** – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.
- ☒ **CLG 4.1** – We seek to educate our students and staff to be independent thinkers and doers.
- ☒ **CLG 4.2** – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

Which, if any, of the following Aims of General Education at Berea College are also addressed by **Learning Goal #2** (check all that apply)?

- ☐ **1.1** – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing (Knowledge)
- ☐ **1.2** – help students understand religion, particularly Christianity, in its many expressions (Knowledge)
- ☐ **1.3** – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region (Knowledge)
- ☐ **2.1** – help students develop the abilities to read and listen effectively (Skills)
- ☒ **2.2** – help students write and speak effectively, with integrity and style (Skills)
- ☐ **2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively (Skills)
- ☐ **3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action (Habits of Mind)
- ☐ **3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture (Habits of Mind)
- ☐ **3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives (Habits of Mind)
- ☐ **4.1** – help students become independent learners through discussion and lecture (Learning Experiences)
- ☒ **4.2** – help students become independent learners through student-initiated learning (Learning Experiences)
- ☐ **4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.) (Learning Experiences)

- ☐ **1.4** – help students understand the natural environment and our relationship to it (Knowledge)
- ☒ **2.4** – help students develop the abilities to develop research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding (Skills)
- ☐ **3.4** – help students think and act in ways that promote peace with justice (Habits of Mind)
- ☐ **4.4** – help students become independent learners through collaborative learning (Learning Experiences)
- ☒ **1.5** – help students understand the roles of science and technology in the contemporary world (Knowledge)
- ☐ **2.5** – help students develop the abilities to work effectively both independently and collaboratively (Skills)
- ☐ **3.5** – help students develop habits leading to lifetime health and fitness (Habits of Mind)
- ☐ **1.6** – help students understand U.S. and global issues and perspectives (Knowledge)
- ☐ **2.6** – help students develop the abilities to resolve conflicts nonviolently (Skills)

What opportunities do students have for achieving **Learning Goal #2**?

In terms of program language learning, our core programming language is C++, which is used in the two core courses, CSC 226, Software Development and CSC 236, Data Structures. Many of our CSC courses employ other programming languages, including all of the 100-level CSC courses, which are prerequisite to CSC 226 and many of the upper level CSC courses.

In terms of understanding of the computer's interaction with hardware, there are two courses required by the major: TAD 265, Electricity and Electronics, and CSC 435, Computer Organization.

Please indicate all of the types of evidence that ***will be*** gathered for assessing **Learning Goal #2**.

- ☐ Senior capstone projects
- ☐ Student research papers
- ☐ Student presentations (in-class)
- ☐ Student presentations (public)
- ☐ Course exams
- ☐ Standardized exams
- ☐ Student reflective writing
- ☒ Alumni surveys
- ☐ Student grades
- ☐ Course-based assignments (rubric)
- ☐ Course-based assignments (non-rubric)
- ☐ Portfolios/e-portfolios
- ☒ Faculty conversations
- ☐ Follow-up using institutional records on students

Please list/describe any additional sources of evidence not listed above that will be used to assess **Learning Goal #2**.

A senior exit survey of all senior CIS majors and CS Minors

Learning Goal #3:

Click here to enter text.

List two or three measureable and/or observable ***Student Learning Outcomes (SLOs)*** by which this Learning Goal will be assessed as having been met.

SLO 3a:

Click here to enter text.

SLO 3b:

Click here to enter text.

SLO 3c:

Click here to enter text.

Please provide a brief narrative/reason for why the program is selecting **Learning Goal #3** for assessment.

Click here to enter text.

Which, if any, of the following Common Learning Goals outlined in Berea's Strategic Plan ("Being and Becoming") are also addressed by **Learning Goal #3** (check all that apply)?

- ☐ **CLG 1.1** – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.
- ☐ **CLG 1.2** – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.
- ☐ **CLG 2.1** – We seek to understand the working of our natural environment and the consequences of human interventions.
- ☐ **CLG 2.2** – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.
- ☐ **CLG 3.1** – We must first seek to comprehend our distinct backgrounds as well as our common American culture.
- ☐ **CLG 3.2** – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.
- ☐ **CLG 4.1** – We seek to educate our students and staff to be independent thinkers and doers.
- ☐ **CLG 4.2** – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

Which, if any, of the following Aims of General Education at Berea College are also addressed by **Learning Goal #3** (check all that apply)?

- ☐ **1.1** – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing (Knowledge)
- ☐ **1.2** – help students understand religion, particularly Christianity, in its many expressions (Knowledge)
- ☐ **2.1** – help students develop the abilities to read and listen effectively (Skills)
- ☐ **2.2** – help students write and speak effectively, with integrity and style (Skills)
- ☐ **3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action (Habits of Mind)
- ☐ **3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture (Habits of Mind)
- ☐ **4.1** – help students become independent learners through discussion and lecture (Learning Experiences)
- ☐ **4.2** – help students become independent learners through student-initiated learning (Learning Experiences)

- ☐ **1.3** – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region (Knowledge)
- ☐ **1.4** – help students understand the natural environment and our relationship to it (Knowledge)
- ☐ **1.5** – help students understand the roles of science and technology in the contemporary world (Knowledge)
- ☐ **1.6** – help students understand U.S. and global issues and perspectives (Knowledge)
- ☐ **2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively (Skills)
- ☐ **2.4** – help students develop the abilities to develop research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding (Skills)
- ☐ **2.5** – help students develop the abilities to work effectively both independently and collaboratively (Skills)
- ☐ **2.6** – help students develop the abilities to resolve conflicts nonviolently (Skills)
- ☐ **3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives (Habits of Mind)
- ☐ **3.4** – help students think and act in ways that promote peace with justice (Habits of Mind)
- ☐ **3.5** – help students develop habits leading to lifetime health and fitness (Habits of Mind)
- ☐ **4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.) (Learning Experiences)
- ☐ **4.4** – help students become independent learners through collaborative learning (Learning Experiences)

What opportunities do students have for achieving **Learning Goal #3**?

Click here to enter text.

Please indicate all of the types of evidence that ***will be*** gathered for assessing **Learning Goal #3**.

- ☐ Senior capstone projects
- ☐ Student research papers
- ☐ Student presentations (in-class)
- ☐ Student presentations (public)
- ☐ Course exams
- ☐ Standardized exams
- ☐ Student reflective writing
- ☐ Alumni surveys
- ☐ Student grades
- ☐ Course-based assignments (rubric)
- ☐ Course-based assignments (non-rubric)
- ☐ Portfolios/e-portfolios
- ☐ Faculty conversations
- ☐ Follow-up using institutional records on students

Please list/describe any additional sources of evidence not listed above that will be used to assess **Learning Goal #3**.

Click here to enter text.

Year 1(b) – Evidence Gathering and Action Planning (Due: 4/20/12)

- Computer & Information Science Program -

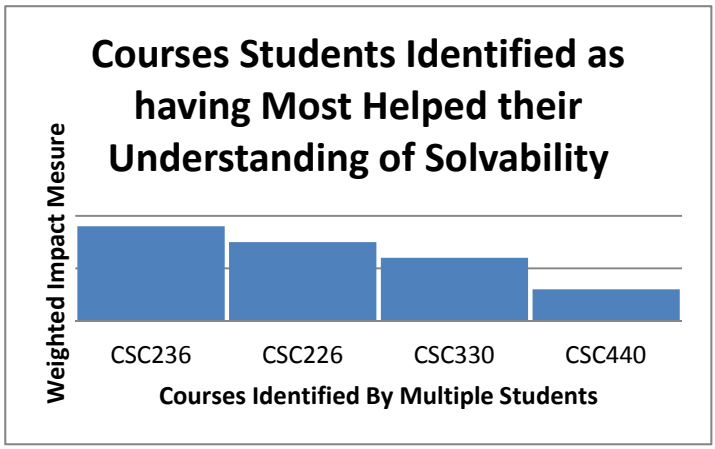
Assessment Period: **AY 2012-2013** Prepared & Submitted by: **M. Jadud, M. Nakazawa, J. Pearce**

Report on Learning Goal #1:

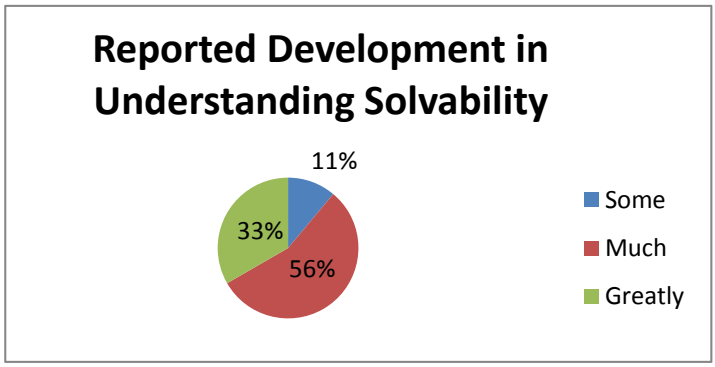
Please provide a brief narrative describing the evidence found for **Learning Goal #1**.

We held a Computer Science Program retreat on Tuesday, June 18, 2013. A significant portion of the agenda was analysis of the evidence of the data gathered for the PAR, including the exit interviews conducted with all of the graduating seniors who were CIS majors or CS minors.

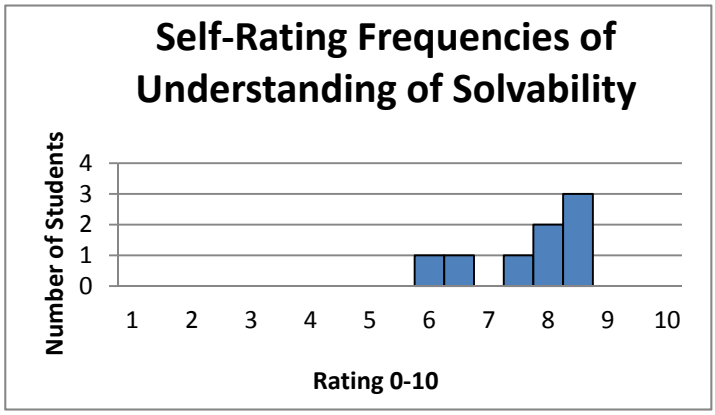
One set of questions on this survey related to how students develop understanding of what constitutes a task which they are able to solve with code.



a. When asked what opportunities the CIS Program has provided which have most directly supported student understanding of what constitutes a task which someone can solve with code, students listed courses and also emphasized which courses were most helpful in this regard. Many courses were identified by a single student. Two students indicated that they believed that all of the courses have had this impact. A third student indicated, "a lot of them."



However, four courses stood out in their significance to students. CSC 226 and CSC 236 were specifically identified by six and seven students respectively with half or more of these students indicating that the effect was strong for them. Four students singled out CSC 330, and all four indicated the impact was strong. Two students singled out CSC 440 and both indicated a strong effect.



b. All of our CIS majors and CS minors report that their understanding of what constitutes a task which someone can solve with code has

developed for them over their time at Berea, and the vast majority report that this has increased either much or greatly.

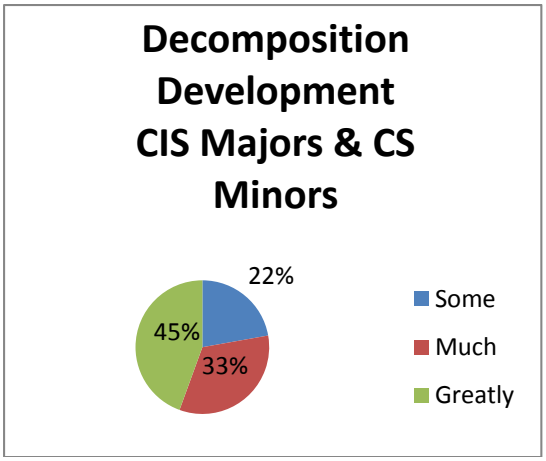
c. When our CIS majors and CS minors were asked to rate their understanding of what constitutes a task which someone can solve with code on a scale of 0 (none) to 10 (expert), the answers ranged from 6 to 8.5 with a mean of 7.7 and a standard deviation of 0.9.

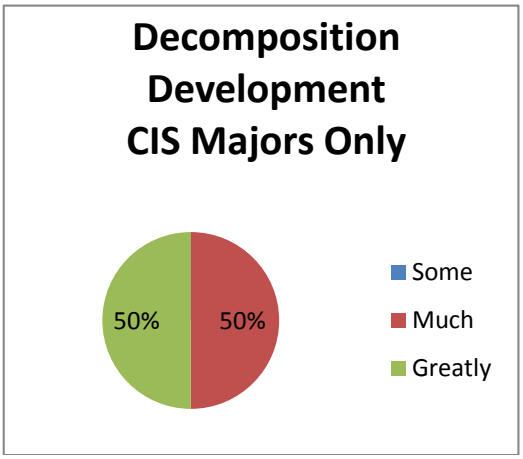
Another set of questions on the exit interview related to how students learn to effectively analyze a problem and to decompose a problem into smaller components appropriate to the design of an algorithmic solution.

a. When asked what opportunities the CIS Program has provided which most directly have supported student development of the ability to decompose a problem, students again identified most of the courses in the curriculum, and one also identified the ACM Programming contest. The following courses were identified by two students: CSC493, CSC440, CSC435, CSC325, and CSC126. In addition to the ACM Contest, at least one student identified the following courses: CSC 186 (Better Apps), CSC111, and CSC 330.

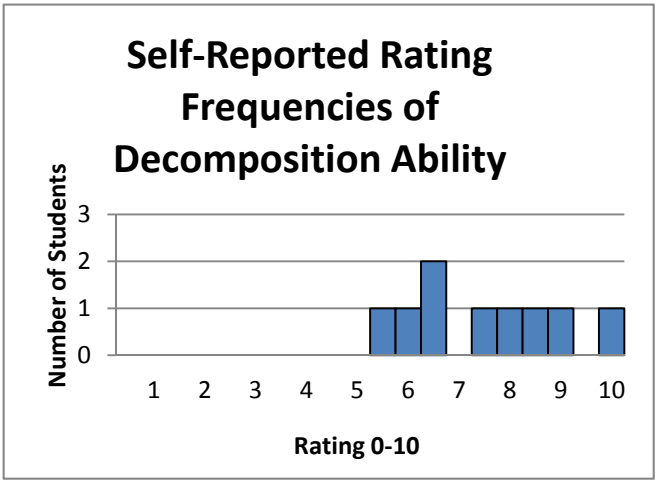
   Again, CSC 226 and CSC 236 stood out as significant since seven students specifically identified each of them as helping them to develop the ability to decompose a problem.

b. All of the CIS Majors and CS Minors reported that their ability developed over their time at Berea. However, the amount of development which was reported to have occurred differed for CIS Majors and CS Minors. Development was reported to be less by two of the CS Minors, which is unsurprising since they have had fewer development opportunities.





c. Students were asked to rate their ability to decompose a problem into smaller components appropriate to the design of an algorithmic solution on a scale of 0 (none) to 10 (expert). Student responses ranged from 5.5 to 10 with a mean of 7.5 and a standard deviation of 1.4.



Though other gathered evidence may receive further analysis, it seems that in aggregate, students believe that Learning Goal #1 is being effectively achieved.

Discussions at our program retreat and analysis of our other evidence, led faculty to hypothesize that more intentional use of reporting and presentations throughout our curriculum might serve to improve both understanding of solvability and skill at problem decomposition, especially for the students with who bring weaker backgrounds to the major or minor.

What specific actions are planned in response to the evidence found for **Learning Goal #1**?

Program faculty agreed to be more systematic in the use of reporting, presentations, and projects in our core courses and in our upper-level CSC courses. We discussed the possibility of developing program-wide expectations for each of these activities, but we ultimately chose not to develop a set of program-wide expectations because of the differences in developmental level and also course paradigm. Instead, faculty decided to integrate these activities throughout as appropriate for the given course context. Related to this, the faculty discussed alternative ways of organizing content to maximize learning. These were productive discussions which the faculty hope will bring small but significant improvements to Learning Objective #1.

Program faculty intend to support the learning of all levels of students in our program, including those who bring weaker backgrounds. In the future, we are interested in determining whether there is a correlation between the student's self-reported understanding of solvability or problem decomposition skill with either GPA in CSC courses or with GPA overall.

How and when will the program assess whether the proposed action(s) is/are effective at improving students' attainment of **Learning Goal #1**?

The program faculty plan to discuss and assess the impact of these changes during program meetings in late fall and early spring of the upcoming 2013-14 academic year.

Report on Learning Goal #2:

Please provide a brief narrative describing the evidence found for **Learning Goal #2**.

A number of students commented in senior exit interviews conducted by Dr. Pearce on the need for more learning of computer programming in the curriculum. In addition, she noted that

a number of students made suggestions for curricular improvements which are in keeping with the curricular standards set by our primary disciplinary organizations.

When a category analysis was conducted on these exit interviews, several issues stood out. Most significantly, more than half of the students interviewed expressed a desire for additional programming language learning, whether it was multiple languages or for a course on the principles of programming languages. Another significant desire expressed by multiple students included a deeper understanding of hardware. Multiple students also questioned the relevance of TAD 130, Design and Documentation and a desire for more mobile application learning, more focus on learning principles of software engineering, and more work with graphics/GUIs.

The current CIS major utilizes only C++ in the core, which is a systems programming language widely considered difficult to learn. Faculty wondered if utilizing a different language instead at early points in the curriculum before a systems language might be more empowering for students. Then if a systems language were taught in upper-level courses after students had become better prepared for deeper understanding of a more difficult language, the shift of language might better help students achieve Learning Objective #2 in more depth.

Thus, to get more information, Dr. Pearce conducted a survey of alumni through Google Plus with the prompt, “we are considering changing the main language from C++ to Python, and then teaching C++ later in the sequence. Thoughts?” The Google Plus platform provided a rich venue for responses and discussions of options among the graduates with some comments approval of others via “+1s”. Overall, the alumni response to the notion of changing CSC 226 to Python was positive, tempered with the important acknowledgement that teaching how to programming using of C++ in later courses was critically important. Alumni added that perhaps adding C++ in an appropriate task in CSC 236 might prove a good way to introduce students to the idea that a programming language is a tool, and that not every programming language is the right tool for a particular task. Interestingly, multiple alumni also recommended adding a programming languages course, even though this topic was not raised!

Finally, Dr. Jadud reported at the 2013 program retreat that he had found his use of Python in CSC 435, Computer Organization to be effective. The Python language offers bindings to other languages which makes other languages accessible. Python also offers significant advantages including the accessibility of graphics and web development which are not so readily available in a systems language like C++, and which were curricular improvements recommended in the senior survey.

What specific actions are planned in response to the evidence found for **Learning Goal #2**?

It became apparent in conducting our senior exit interviews related to our Program Learning Goals that some students have recognized missing key areas of content as significant areas of weakness, particularly related to Learning Objective #2. We decided to address these areas of weakness by reviewing and modifying the current structure of the Computer and Information Science (CIS) major core curriculum, improve sequencing in CSC and TAD courses, and provide more variety in programming languages used in our courses. Finally, we will detail how we are attempting to address the unreasonably high enrollments in these courses which overshadows all these changes.

The core CIS Major curriculum currently consists of CSC 226, CSC 236, TAD 130, TAD 265, CSC 435, and a choice of capstone. This PAR process, has afforded the program faculty the opportunity to consider the place of each of these courses in the core, to re-envision each of these courses to better serve our learning objectives, and in some cases to rethink how we might best achieve the learning goals which lead to their place in the core.

TAD 130 (Design and Documentation) was originally included in the core of the CIS Major so that CIS students would learn effective design and documentation practices that we could leverage in our CSC courses. Unfortunately, it is also required by the Technology and Applied Design (TAD) major, which creates a significant bottleneck in both programs. TAD 130 often closes due to high demand and enrollment pressures before sophomores can register, and CIS majors have already been taught these concepts in CSC courses by the time they are able to enroll in TAD 130 by their junior or senior years. The TAD and CSC disciplines also differ somewhat significantly in what constitutes effective documentation, prompting comments in CIS exit interviews that the students fail to see the relevancy of the TAD 130 course in the CIS major. Thus, the CSC program faculty decided to move TAD 130 from the core to one of the distribution options for the CIS Major. CIS Program faculty see this as a positive change because they are already teaching good documentation practices in both 200-level courses and because this change makes possible additional structure at the 300-400 level which program faculty have realized is necessary to assure attainment of the learning goals recommended by our primary external disciplinary organization, the ACM.

In addition to easing registration pressures, dropping TAD 130 from the core requirements of the CIS major, will have the positive effect of creating more flexibility for students. In considering this change, program faculty needed to decide upon how to better integrate the important ideas of documenting and reporting into our curriculum. We realized that a restructuring of the upper-level courses in the CIS major might offer significant advantages of making certain that students encounter key areas of learning while still offering students choice in the major. As reported above, program faculty also agreed to be more systematic in the use of reporting, presentations, and projects in our core courses and in our upper-level CSC courses.

Following the recent joint TAD/CSC hire, TAD 265 (Electricity and Electronics) now serves the CIS Major core quite well. It now provides a much more deliberate connection between computer science and hardware, a core area missing from the CIS major. This connection is further strengthened by content changes in CSC 435, a hardware-based core upper-level course that has TAD 265 as a prerequisite. However, the sequencing and enrollment issues similar to TAD 130 are much worse for TAD 265. This course is required by both the TAD and CIS majors, so CIS majors typically are unable to enroll in TAD 265 until perhaps their sophomore or junior year. However, CSC 435 is offered in alternate years due to current staffing levels, so there is a chance that a student can miss the opportunity window to take TAD 265 in time. This situation was tolerable when the number of students in CSC 435 was low, but the recent rise in the enrollments of CSC courses in general (more detail below) exacerbated this problem.

The program faculty chose in Fall 2013 to drop TAD 265 as a prerequisite of CSC 435 to alleviate the enrollment pressure, but in retrospect we have decided that dropping the prerequisite was probably a mistake. Our current staffing levels unfortunately preclude us from keeping CSC 435 in the core if we want to reinstate the prerequisite. This realization opened up some creative brainstorming that led to rethinking the upper level of the CIS major in order that we be more strategic in how we assure that all students encounter the important upper level content areas.

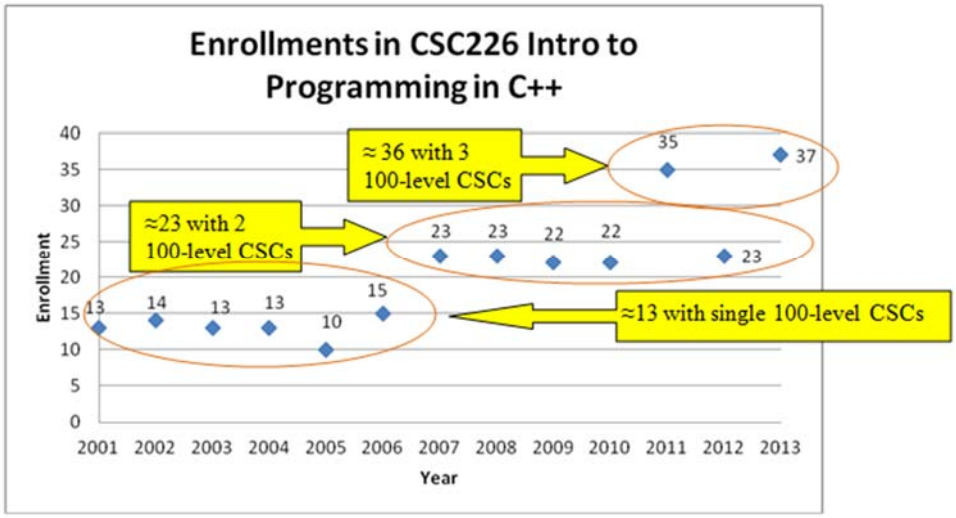
Program faculty also addressed comments of our seniors from our exit interviews that we increase the variety of programming languages CIS majors use in the CSC courses and that the courses are "more mobile". CSC 125 (Introduction to Internet Programming) is a course that has been put on hold and will not be offered next year or in the foreseeable future, partially due to teaching load constraints and partially due to changes in the external context of the Internet.

The change to Python as a core language opens up opportunities for web development in the context of certain Python-based web frameworks, so the program faculty agreed we could discuss the future of CSC125 at a later date. For the moment, this change allows us to add a 100-level mobile app development course to the curriculum. Such a course was offered last spring under the special topics rubric, and it was highly successful.

Program faculty agreed that Berea should have a programming languages course and a software engineering course, both standard courses in the set of CIS set of offerings at other liberal arts colleges. We believe that making the changes to the CIS major detailed above should open up space to add these courses and staff them on an alternate year cycle. However, there is still the problem of high enrollments in CSC 226 and CSC 236.

CSC 226 is the first core course in our major and our minor. Students encounter their first programming language in their choice of a 100-level CSC course, so in CSC 226, they learn their second programming language. But because students have several choices of 100-level course, CSC 226 is the first language course which all CIS majors and CS minors enroll in. The majority of the time, this course has been offered by a single instructor, so it is reasonable to study the effect of class size on the student perception of their learning of programming language principles without worries about the conflating effect of a change of instructor or of pedagogy.

For years CSC 226 enrolled about 13 students each Spring, but in 2006 enrollments in CSC 226 began growing due to growing along with the demand for additional 100-level CSC courses.



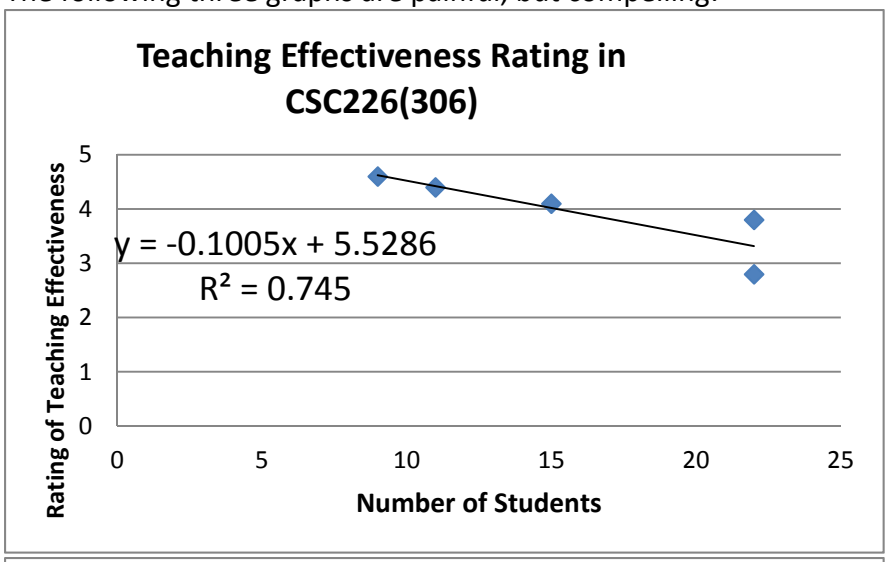
Our analysis of the data shows that this increase in enrollment in CSC 226 had a negative effect on the student perception of their language learning. When we consider IEQs for CSC 226 Introduction to Programming through C++ from 2005 and earlier (when it was numbered CSC

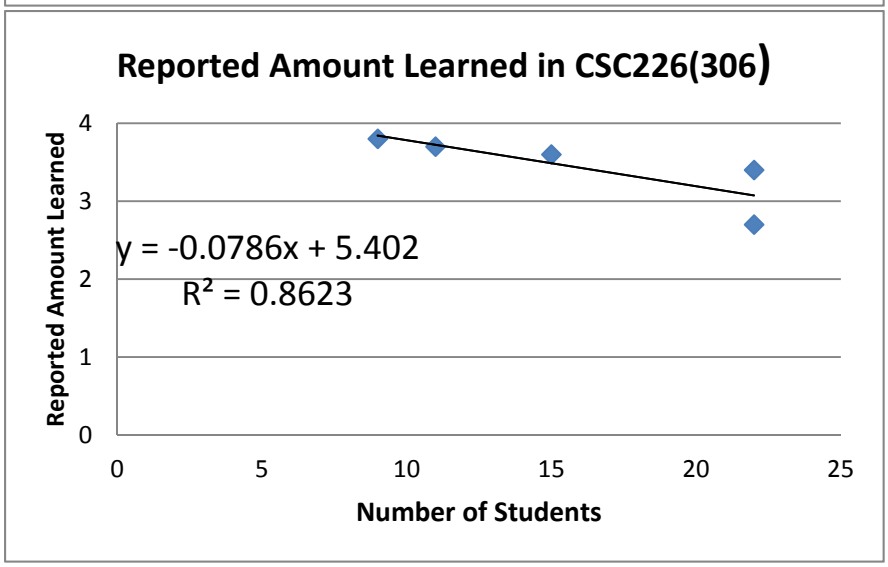
306), they are very positive. We see students commenting that they worked very hard, learned a great deal, and felt well-supported.

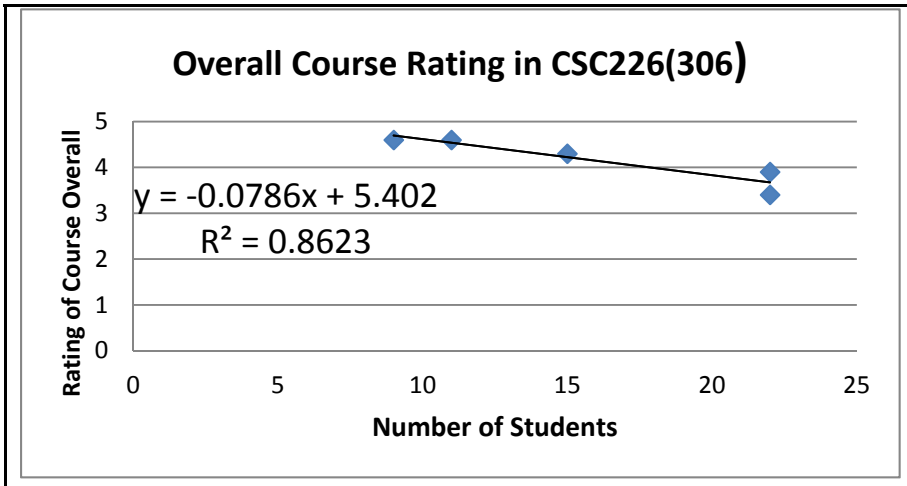
We have selected the terms of data for our analysis to be as clean of other effects at possible. In particular, we have selected consecutive years of data when the course was taught by a single instructor, used the same "active learning" pedagogy, was not team-taught, and had not yet incorporated pair-programming. Looking carefully at these IEQ numbers using curve-fitting on this selected data, we find disturbing patterns which show a negative correlation between class size student's perception of their learning in our core language course.

In layman's terms, beyond a certain size, as the CSC 226 class size grew, students reported that they had learned less. Increased class size meant that the instructor spent less time in class with each student. The "guide at the side" is not going to be very helpful when he or she is on the other side of the room.

The following three graphs are painful, but compelling:







Explaining between 74.5% and 86% of the IEQ changes, these graphs show incredibly strong correlations. Anonymous student IEQ comments serves as additional evidence for this interpretation, students in the larger classes felt less supported than students in the smaller classes. As the enrollment numbers went up, the students report that the instructor was less effective, they were learning less, and the course was less effective.
We suppose it should have been obvious to us. After all, we cap GSTR courses at 15 for the same reason—we don't believe that the course can be taught well with too many students.

We have found this negative correlation effect documented in the literature as well. Using a direct empirical study, Boyer et al found "smaller classes with integrated laboratories improve both learning and retention, as well as satisfaction of the students."[1] They go on to ground their empirical findings firmly in findings from the field of educational psychology.

In response to the increasing enrollments, in 2011, we incorporated both team-teaching to add more support and also added pair-programming based upon the research reported in "Pair Programming Improves Student Retention, Confidence, and Program Quality.[2]" In addition, in 2014, we plan to change core languages from C++ to Python in CSC 226 and CSC 236 and to introduce C or C++ in TAD 265 and for some assignments in CSC 236.

Pair programming is a highly structured technique with which arose in the software industry and has been slowly filtering into educational settings, particularly at large institutions. In the software industry, the technique produces code which is virtually error-free. Because as much as 90% of software development time is in the testing and debugging phase, advocates of pair programming see it as more efficient and studies have demonstrated this to be so in industry. Academia has been fairly slow to adopt pair programming as a collaborative teaching method perhaps due to fears that unequal partnerships might lead to a lack of learning for one of the partners. But, recent research is showing this not to be the case.

[1] Kristy Elizabeth Boyer, Rachael S. Dwight, Carolyn S. Miller, C. Dianne Raubenheimer, Matthias F. Stallmann, and Mladen A. Vouk. "A case for smaller class size with integrated lab for introductory computer science". In *Proceedings of the 38th SIGCSE technical symposium on Computer science education (SIGCSE '07)*. ACM, New York, NY, USA, 341-345.
[2] Charlie McDowell, Linda Werner, Heather E. Bullock, and Julian Fernald. "Pair programming improves student retention, confidence, and program quality". Communications of the ACM 49, 8 (August 2006), 90-95.

McDowell et al found that pair teams studied in an educational setting "significantly outperform individual programmers in terms of program functionality and readability, to report greater satisfaction with the problem-solving process, to have greater confidence in their solutions, and to be more likely to complete a programming assignment." Furthermore, they found that "students who paired in the introductory programming course were more likely to attempt the subsequent programming class and more likely to pass it than those who learned to program independently." This was of particular significance in their study because students in the subsequent course were required to complete all of their programming assignments individually. Thus, their study demonstrates that pair programming can serve to increase learning.

Thus, since 2011, we have tried to make two significant changes in CSC 226, we have incorporated pair-programming and have worked to keep the CSC 226 class size smaller, either through team-teaching or by the offering of multiple sections when staffing has allowed. The effect of these changes require further analysis.

Unfortunately, as detailed above, faculty agree that enrollments in CSC 226, CSC 236, and CSC 435 are all still too large and are demonstrating additional growth. The offerings of CSC 226 and CSC 435 last Spring had 36 and 28 students respectively. This Fall's single section offering of CSC 236 has 29 students enrolled, with at least one more student expected to add. As demonstrated by our analysis in CSC 226, such large enrollments offer poor environments for student learning for many reasons, but particularly because of the need for program faculty to be able to give students individual attention. We agree that students would be better served if we could offer two sections of each of these courses, but current staffing levels make this impossible. This was a significant factor in our decision to drop CSC 435 from the core of our major, consider re-adding the TAD 265 prerequisite to CSC 435, and to restructure the upper-level of the CIS major in an attempt to level our demand for the 300 and 400 level CSC courses.

We also decided to create grouping in the upper level of the CIS major in line with our Programmatic Learning Goals. Program faculty plan to propose a reconfiguration of the CIS Major in which all majors take at least one theoretical foundations course, at least one course which focuses on the hardware/software interface, and at least one course from an applications area. We believe that this change will have the additional advantage of adding flexibility to the upper-level of the CIS major, so that a student who has a course conflict or wishes to spend a term abroad should be better able to complete the CIS major than is currently the case.

How and when will the program assess whether the proposed action(s) is/are effective at improving students' attainment of **Learning Goal #2**?

We have surveyed students on pair-programming in two of our CSC 226 offerings, so we can begin analysis of the addition of pair-programming iin CSC 226, this coming year.

We will change the language in CSC 226 from C++ to Python in Spring 2014 and will submit curricular changes to the Academic Program Council in Fall 2013. Assuming the changes are approved by APC and the faculty, they will not be implemented until Fall 2014. As these structural changes are incorporated, we will begin gathering data during each of the first offerings, but the earliest we can realistically begin a full assessment analysis will be the following year.

Report on Learning Goal #3:

Please provide a brief narrative describing the evidence found for **Learning Goal #3**.

Click here to enter text.

What specific actions are planned in response to the evidence found for **Learning Goal #3**?

Click here to enter text.

How and when will the program assess whether the proposed action(s) is/are effective at improving students' attainment of **Learning Goal #3**?

Click here to enter text.

Year 2 – Implementation and Evaluation (Due: 4/15/13)

- **Choose a program...** -

Assessment Period: **Choose timeframe...** Prepared & Submitted by: Click here to enter text.

Report on Learning Goal #1:

Provide a narrative of the specific actions taken, if any, in response to the findings in year 1 regarding **Learning Goal #1**.

Click here to enter text.

Describe the impact of those actions taken in support of **Learning Goal #1** (include specific evidence gathered to support your observations).

Click here to enter text.

What follow-up actions regarding **Learning Goal #1** are needed**,** if any, and when will they be taken?

Click here to enter text.

Report on Learning Goal #2:

Provide a narrative of the specific actions taken, if any, in response to the findings in year 1 regarding **Learning Goal #2**.

Click here to enter text.

Describe the impact(s) of those actions taken in support of **Learning Goal #2** (include specific evidence gathered to support your observations).

Click here to enter text.

What follow-up actions regarding **Learning Goal #1** are needed**,** if any, and when will they be taken?

Click here to enter text.

Report on Learning Goal #3:

Provide a narrative of the specific actions taken, if any, in response to the findings in year 1 regarding **Learning Goal #3**.

Click here to enter text.

Describe the impact(s) of those actions taken in support of **Learning Goal #3** (include specific evidence gathered to support your observations).

Click here to enter text.

What follow-up actions regarding **Learning Goal #1** are needed**,** if any, and when will they be taken?

Click here to enter text.

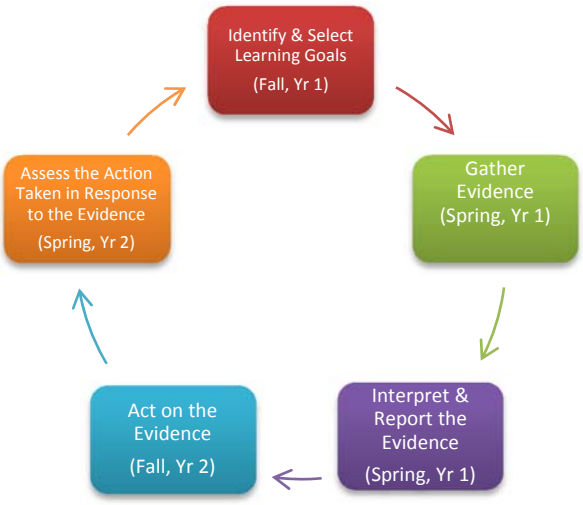
Two-Year Program Assessment Report

Goals & Rationale: Berea College's academic structure allows students to pursue study in one (or more) of 32 distinct programs of study. While each academic program is unique in many ways, all academic programs share the common underlying goal of promoting and improving student learning. To this end, program-level assessment at Berea College emphasizes the ongoing and intentional assessment of specific student learning outcomes (SLOs) as a critical part of every academic program's professional responsibility.

The specific purpose of program-level assessment at Berea College is three-fold. First, program-level assessment of student learning outcomes serves as a tool by which programs systematically review how effectively their students are learning what faculty expect them to learn. This process includes:

1. a clear articulation of broad learning goals and specific measureable and/or observable SLOs for each goal (i.e., What is it that our students should be able to do or know as a result of successfully completing our program?);
2. identifying the sources of evidence useful for determining whether or not those learning goals are, in fact, being achieved at the desired levels (What opportunities do students have for learning the things we want them to learn?);
3. collecting and analyzing both direct and indirect evidence of student learning;
4. using this evidence to plan for and implement changes to the program that will improve student learning; and
5. collecting and analyzing evidence of the impact on student learning that the implemented change(s) is/are having.

Fig. 2: Berea's two-year program-level SLO assessment cycle



As a result of this process, programs are better able to identify strengths and gaps in their curriculum while promote a dynamic culture of evidence. In turn, this culture of evidence allows us all to celebrate our successes and continually improve our efforts where needed. Additionally, programs who engage in regular assessment of SLOs are better equipped to make a strong evidence-based argument for institutional resources that support student learning.

Second, good program-level assessment efforts that clearly document SLOs also help programs communicate with their students, their faculty colleagues, and the institution about their successes and challenges in promoting student learning within their program. More importantly, such communication and transparency should naturally lead to ongoing discussions and opportunities to learn from one another about how best to promote and improve student learning within our programs and across the institution. In essence, programs who engage in regular and intentional assessment of SLOs provide a form of faculty/professional development that leads to more effective pedagogies and a stronger curriculum overall.

Third, the program assessment supports our institutional commitment and responsibilities to our outside accrediting agency (Southern Association of Colleges and Schools; SACS). According to section 3.3.1 of the Principles of Accreditation adopted by SACS (2010):

> *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)*
>
> *3.3.1.1 educational programs, to include student learning outcomes (pg. 25)*

Thus, not only do we have a professional responsibility to our students, our programs, and each other to ensure that our students are achieving the goals we set, but we also have a responsibility to live up to the standards set by our outside accrediting body. Program assessment should be thought of as a process that hold us accountable to those beyond our campus walls and ensure that we live up to these standards

Process & Expected Timeline: Program-level assessment of learning goals and associated SLOs is carried out over a perpetual two-year cycle, culminating in a final Program Assessment Report (PAR) that documents not only the results of the initial assessment of specific goals/SLOs, but also any actions that arise as a result of the initial assessment and the follow-up assessment of those actions. The PAR is to be completed and submitted in three stages. Stage one involves identifying and laying the groundwork for the rest of the process. In this stage, program coordinators, in consultation with the other members of the program, are expected to identify and clarify 1) one or two targeted learning goals and their associated SLOs to be assessed, 2) a brief rationale for why each particular learning goal is being selected, 3) what opportunities exist for students to achieve the learning goal/SLOs, 4) the types of evidence that can/will be collected to assess the SLO(s), and 5) a brief plan for how the evidence will be collected and analyzed in the following semester.

Stage two [part 1(b)] of the process involves the entire program (led by the Program Coordinator or designee) engaging in a systematic and comprehensive gathering of evidence identified in the first stage [part 1(a)], followed by careful and reflective analysis and interpretation of the evidence gathered. Based on this analysis and interpretation, stage two (year one) culminates in a specific evidence-based plan of action that will lead to improvement(s) in student learning. If the evidence suggests that student learning is already optimal for a given SLO, the action plan will simply state how the Program intends to maintain this optimal level of student learning.

In summary, year one is designed to allow ample opportunity for thoughtful discussions and clarification about the program's specific learning outcomes and how effectively students are demonstrating their attainment of these outcomes. Year two, by contrast, is designed to allow programs an opportunity to enact their plans for improvement. Once the specifics of the plan are put into place, the remainder of year two is then spent carefully assessing, analyzing, and interpreting the impact of those actions on student learning (as measured by the relevant learning goal/SLO). In other words, year two will allow programs to "close the loop" in their efforts to improve the effectiveness of the program and better serve the learning needs of their students.

Part 1(a) – Initial Assessment

- **Economics & Business Administration Program** -

Assessment Cycle: **AY 2012-2014** Prepared & Submitted by: **Members-Economics and Business**

Select one or two Learning Goals on which your PAR will focus.

Learning Goal #1:

Students will gain an understanding of the theories of the disciplines and how those theories are translated into real-world applications in the fields of economics and business.

List two or three measureable and/or observable *Student Learning Outcomes (SLOs)* by which this Learning Goal will be assessed as having been met.

SLO 1a:

Demonstrate the ability to use quantitative methods to solve economics and business problems and make decisions.

SLO 1b:

Appropriately apply tools and techniques to solve business and economic problems and make decisions.

SLO 1c:

Click here to enter text.

Please provide a brief narrative/reason for why the program is selecting Learning Goal #1 for assessment.

Students will be able to understand and apply disciplinary theories and principles using the specialized language of economics and business. Using appropriate quantitative methods, students will be able to solve problems. Applying theories of the discipline in appropriate ways prepares our students for professional work in the disciplines and is the foundation of responsible decision making.

What opportunities do students have for achieving Learning Goal #1?

Students can develop their comprehension and ability to understand and apply the theories and tools of the discipline through their performance in core and elective courses, completion of course projects, assignments and exams, internships, research activities, the Labor Program, and co-curricular activities.

Please indicate all of the types of evidence that *will be* gathered for assessing Learning Goal #1.

- ☐ Senior capstone projects
- ☐ Student research papers
- ☐ Student presentations (in-class)
- ☐ Student presentations (public)
- ☒ Course exams
- ☒ Standardized exams
- ☐ Student reflective writing
- ☐ Alumni surveys
- ☒ Student grades
- ☒ Course-based assignments (rubric)
- ☐ Course-based assignments (non-rubric)
- ☐ Portfolios/e-portfolios
- ☒ Faculty conversations
- ☐ Follow-up using institutional records on students

Please list/describe any additional sources of evidence not listed above that will be used to assess Learning Goal #1.

None at this time.

Briefly describe your Program's plan to collect and evaluate this evidence for Learning Goal #1.

We have been collecting benchmark data from the Major Field Test in Economics and Business for the last three years, and will continue to require our students to take this exam prior to graduation. This exam enables us to measure progress in all the major areas within business and economics. We plan to request the assistance of the office of Institutional Research and Assessment in reviewing this data.

Courses will be evaluated to determine where opportunities exist for students to demonstrate their ability to use quantitative methods and apply disciplinary tools and techniques. We will develop rubrics to measure, and faculty will have conversations about students' progress in the courses identified.

Learning Goal #2:

Click here to enter text.

List two or three measureable and/or observable *Student Learning Outcomes (SLOs)* by which this Learning Goal will be assessed as having been met.

SLO 2a:

Click here to enter text.

SLO 2b:

Click here to enter text.

SLO 2c:

Click here to enter text.

Please provide a brief narrative/reason for why the program is selecting Learning Goal #2 for assessment.

Click here to enter text.

What opportunities do students have for achieving Learning Goal #2?

Click here to enter text.

Please indicate all of the types of evidence that *will be* gathered for assessing Learning Goal #2.

- ☐ Senior capstone projects
- ☐ Student research papers
- ☐ Student presentations (in-class)
- ☐ Student presentations (public)
- ☐ Course exams
- ☐ Standardized exams
- ☐ Student reflective writing
- ☐ Alumni surveys
- ☐ Student grades
- ☐ Course-based assignments (rubric)
- ☐ Course-based assignments (non-rubric)
- ☐ Portfolios/e-portfolios
- ☐ Faculty conversations
- ☐ Follow-up using institutional records on students

Please list/describe any additional sources of evidence not listed above that will be used to assess Learning Goal #2.

Click here to enter text.

Briefly describe your Program's plan to collect and evaluate this evidence for Learning Goal #2.

Click here to enter text.

Part 1(b) – Evidence Gathering and Action Planning

- **Choose a program...** -

Assessment Period: **AY 2012-2014** Prepared & Submitted by: Click here to enter text.

Report on Learning Goal #1:

Please provide a brief narrative describing the evidence found for Learning Goal #1.

Data was gathered in five core courses from exams and course projects about our students' ability to use disciplinary tools and techniques (TT) and quantitative methods (QM) to make decisions and solve problems. Data was collected in the individual courses using rubrics, where student success was measured on a 1 – 5 scale, with 5 being highest. The results of these were summarized in a spreadsheet which contains an inventory of TT and QM important for all Business Administrative measures (for details of Part 1(b) 1. see "Embedded Course Assessment – Projects and Exams" folder attachment). This was a phased implementation with the five courses representing phase one. In phase two we will incorporate the remainder of our core courses into the process.

The data were examined by participating faculty members which allowed them to assess, on average, strengths and areas that need improvement.

The program also administered the Major Field Test for Business and Economics again last year and we will continue to do so. The results of those tests over the last several years are summarized in the "Berea Results and National Comparative Data – Percentile Rankings" file attached.

Members had extensive conversations about the results of students' work in their final project in the senior capstone course, Strategic Management. A summary of those conversations is in the "BUS 475 simulation assessment – Faculty Conversations" file attachment.

What specific actions are planned in response to the evidence found for Learning Goal #1?

Participating members all plan to continue to collect these data during fall and spring terms this year. In addition, all members gained insights and made plans on how to address the areas that need improvement. Several different strategies were developed. Some examples follow:

- Holding evening workshops, open to all business and economics majors, to help students become more proficient using Word and Excel,
- Developing strategies to help "decompartmentalize" the knowledge they gain in their Finance, Accounting, Management, and Quantitative courses, and to do this earlier in their program experience (prior to the capstone experience)…more activities will be developed to require integration of knowledge,
- Adjusting the timing of assignments, and paying more careful attention to how assignments are made in relation to the TT and QM to be assessed,
- Encourage more program faculty members to attend the final presentations in the Management and Strategy-capstone course so they can gage students' ability to identify, use, and integrate TT and QM,

- Make minor adjustments to courses so that TT and QM are couched in the context of supporting better decision making
    - To better understand the role analysis plays in supporting complex decisions
    - To be able to identify the appropriate TTs and QMs for different kinds of decisions
    - To know "why" certain TTs and QMs are appropriate under various circumstances
- Even greater use of examples from the current business environment in order to establish the relevance of the TTs and QMs students are learning to use and integrate.

Note: For details of individual faculty members' responses to Part 1(b) 2. see "Part 1(b) Worksheet" folder.

How and when will the program assess whether the proposed action(s) is/are effective at improving students' attainment of Learning Goal #1?

We will continue to collect and analyze these data during fall and spring terms and study the trends.

Report on Learning Goal #2:

Please provide a brief narrative describing the evidence found for Learning Goal #2.

Click here to enter text.

What specific actions are planned in response to the evidence found for Learning Goal #2?

Click here to enter text.

How and when will the program assess whether the proposed action(s) is/are effective at improving students' attainment of Learning Goal #2?

Click here to enter text.

Part 2 – Implementation and Evaluation

- **Choose a program...** -

Assessment Period: **AY 2012-2014** Prepared & Submitted by: Click here to enter text.

Report on Learning Goal #1:

Provide a narrative of the specific actions taken, if any, in response to the findings in year 1 regarding Learning Goal #1.

Click here to enter text.

Describe the impact of those actions taken in support of Learning Goal #1 (include specific evidence gathered to support your observations).

Click here to enter text.

What follow-up actions regarding Learning Goal #1 are needed, if any, and when will they be taken?

Click here to enter text.

Report on Learning Goal #2:

Provide a narrative of the specific actions taken, if any, in response to the findings in year 1 regarding Learning Goal #2.

Click here to enter text.

Describe the impact(s) of those actions taken in support of Learning Goal #2 (include specific evidence gathered to support your observations).

Click here to enter text.

What follow-up actions regarding Learning Goal #1 are needed, if any, and when will they be taken?

Click here to enter text.

Two-Year Program Assessment Report

Rationale and Instructions:

The purpose of the Program Assessment Report (PAR) is three-fold. First, the PAR serves as a tool by which programs systematically and empirically review how effectively their students are learning what they expect them to learn. This includes:

1. a clear articulation of learning goals and specific measureable and/or observable student learning outcomes (SLOs) for each goal;
2. how those learning goals contribute to students' achievement of the common learning goals of the institution and the aims of general education; and
3. the sources of evidence that can be used to determine whether or not those learning goals are, in fact, being achieved at the desired levels.

As a result, programs, divisions, and the institution as a whole are able to build a dynamic culture of evidence which allows us to celebrate our successes and improve where needed.

Second, the PAR serves as a vehicle by which programs communicate with their students, their faculty colleagues, and the institution about their successes and challenges in promoting student learning within their program. More importantly, such communication and transparency should naturally lead to ongoing discussions and opportunities to learn from one another about how best to promote and improve student learning within our programs and across the institution.

Third, the PAR supports our institutional commitment and responsibilities to our outside accrediting body (SACs). According to section 3.3.1 of the Principles of Accreditation adopted by SACs (2010):

> *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)*
>
> *3.3.1.1 educational programs, to include student learning outcomes (pg. 25)*

Thus, not only do we have a professional responsibility to our students, our programs, and each other to ensure that our students are achieving the goals we set, but we also have a responsibility to live up to the standards set by our outside accrediting body. The PAR should be thought of as a tool that helps hold us accountable to those beyond our campus walls and ensure that we live up to these standards.

To facilitate these goals, the PAR is to be completed over a two-year time span. Year one is designed to allow ample opportunity for thoughtful discussions and clarification about the program's specific learning goals and how effectively students are able to attain those goals. One to three key learning goals (and their associated SLOs) are then selected as the focus of the PAR. Once the learning goals and SLOs are identified, the program engages in a systematic and comprehensive gathering of the evidence pertaining to these goals and SLOs, followed by careful and reflective interpretation and communication of the findings based on the evidence gathered. Year one culminates with a plan of action that best addresses the findings.

Year two, by contrast, is designed to allow programs an opportunity to use what they learned in year one and put their action plans into place. The remainder of year two is then spent carefully reassessing the impact of those changes on student learning as measured by the relevant SLOs. In other words, year two will allow programs to "close the loop" in their efforts to improve the effectiveness of the program and better serve the learning needs of their students.

Fig. 1: Berea's two-year program assessment cycle

Year 1(a) – Initial Assessment (Due: 12/16/11)

- **Sustainability & Environmental Studies Program** -

Assessment Period: **AY 2012-2013** Prepared & Submitted by: **Richard Olson**

Select no more than two or three Learning Goals on which your PAR will focus.

Learning Goal #1:

A basic understanding of the primary threats to economic and social sustainability including peak oil, climate change, population growth, and environmental degradation.

List two or three measureable and/or observable ***Student Learning Outcomes (SLOs)*** by which this Learning Goal will be assessed as having been met.

SLO 1a:

Correct answers to common final exam questions on peak oil, climate change, population growth, and environmental degradation.

SLO 1b:

Attitudes and behaviors, demonstrated in course presentations and research papers, appropriate for improving sustainability.

SLO 1c:

Click here to enter text.

Please provide a brief narrative/reason for why the program is selecting **Learning Goal #1** for assessment.

The U.S. and global economies and their associated social structures are in the process of an accelerating collapse. An understanding of the trends and mechanisms of this collapse is an essential first step for our students to become active participants in promoting mitigating policies at the national and global scale, and to prepare their households and communities to withstand the shocks that are coming.

Which, if any, of the following Common Learning Goals outlined in Berea's Strategic Plan ("Being and Becoming") are also addressed by **Learning Goal #1** (check all that apply)?

☒ **CLG 1.1** – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.	☒ **CLG 2.1** – We seek to understand the working of our natural environment and the consequences of human interventions.	☐ **CLG 3.1** – We must first seek to comprehend our distinct backgrounds as well as our common American culture.	☒ **CLG 4.1** – We seek to educate our students and staff to be independent thinkers and doers.
☒ **CLG 1.2** – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a	☒ **CLG 2.2** – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.	☒ **CLG 3.2** – Because we live in an interdependent global community, we must actively seek to learn	☒ **CLG 4.2** – We encourage all of our students and staff to understand the interdependence of all people and the need for

commitment to service for the common or public good.

from cultures around the world.

collaboration and cooperation within a shared learning community.

Which, if any, of the following Aims of General Education at Berea College are also addressed by **Learning Goal #1** (check all that apply)?

- ☒ **1.1** – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing (Knowledge)
- ☐ **1.2** – help students understand religion, particularly Christianity, in its many expressions (Knowledge)
- ☐ **1.3** – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region (Knowledge)
- ☒ **1.4** – help students understand the natural environment and our relationship to it (Knowledge)
- ☒ **1.5** – help students understand the roles of science and technology in the contemporary world (Knowledge)
- ☒ **1.6** – help students understand U.S. and global issues and perspectives (Knowledge)
- ☒ **2.1** – help students develop the abilities to read and listen effectively (Skills)
- ☒ **2.2** – help students write and speak effectively, with integrity and style (Skills)
- ☒ **2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively (Skills)
- ☐ **2.4** – help students develop the abilities to develop research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding (Skills)
- ☒ **2.5** – help students develop the abilities to work effectively both independently and collaboratively (Skills)
- ☐ **2.6** – help students develop the abilities to resolve conflicts nonviolently (Skills)
- ☒ **3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action (Habits of Mind)
- ☐ **3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture (Habits of Mind)
- ☒ **3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives (Habits of Mind)
- ☒ **3.4** – help students think and act in ways that promote peace with justice (Habits of Mind)
- ☐ **3.5** – help students develop habits leading to lifetime health and fitness (Habits of Mind)
- ☒ **4.1** – help students become independent learners through discussion and lecture (Learning Experiences)
- ☐ **4.2** – help students become independent learners through student-initiated learning (Learning Experiences)
- ☒ **4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.) (Learning Experiences)
- ☐ **4.4** – help students become independent learners through collaborative learning (Learning Experiences)

What opportunities do students have for achieving **Learning Goal #1**?

SENS 100 is offered every fall and spring term, often more than one section. SENS and other programs including the convocation series offer public presentations each term on many of the key issues related to global sustainability and collapse. There is an extensive literature on these issues available to students, and the media covers them to a lesser extent. Courses in other programs including sociology, peace and social justice, and agriculture and natural resources address some issues to some extent.

Please indicate all of the types of evidence that ***will be*** gathered for assessing **Learning Goal #1**.

- ☐ Senior capstone projects
- ☒ Course exams
- ☐ Student grades
- ☐ Portfolios/e-portfolios
- ☒ Student research papers
- ☐ Standardized exams
- ☒ Course-based assignments (rubric)
- ☒ Faculty conversations
- ☒ Student presentations (in-class)
- ☒ Student reflective writing
- ☒ Course-based assignments (non-rubric)
- ☐ Follow-up using institutional records on students
- ☐ Student presentations (public)
- ☐ Alumni surveys

Please list/describe any additional sources of evidence not listed above that will be used to assess **Learning Goal #1**.

Click here to enter text.

Learning Goal #2:

Master practical skills for increasing household resilience in one or more areas including food, energy, water, shelter, and health.

List two or three measureable and/or observable ***Student Learning Outcomes (SLOs)*** by which this Learning Goal will be assessed as having been met.

SLO 2a:

Demonstration of ability (in upper level SENS courses) to communicate in writing and orally about sustainable life skills (relating to food, energy, water, shelter, health).

SLO 2b:

Demonstration of household resilience practical skills involved in a SENS labor position, such as Edible Landscape Manager or Ecological Design Resident.

SLO 2c:

Participation in three or more re-skilling or resilient household workshops presented by SENS House, HEAL or Sustainable Berea.

Please provide a brief narrative/reason for why the program is selecting **Learning Goal #2** for assessment.

In the face of current and future environmental crises, Berea graduates will need to organize their households to operate effectively with much reduced inputs of energy and materials, and to provide more of the basic necessities themselves.

Which, if any, of the following Common Learning Goals outlined in Berea's Strategic Plan ("Being and Becoming") are also addressed by **Learning Goal #2** (check all that apply)?

- [x] **CLG 1.1** – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.
- [ ] **CLG 1.2** – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.
- [x] **CLG 2.1** – We seek to understand the working of our natural environment and the consequences of human interventions.
- [ ] **CLG 2.2** – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.
- [ ] **CLG 3.1** – We must first seek to comprehend our distinct backgrounds as well as our common American culture.
- [ ] **CLG 3.2** – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.
- [x] **CLG 4.1** – We seek to educate our students and staff to be independent thinkers and doers.
- [ ] **CLG 4.2** – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

Which, if any, of the following Aims of General Education at Berea College are also addressed by **Learning Goal #2** (check all that apply)?

- [x] **1.1** – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing (Knowledge)
- [ ] **1.2** – help students understand religion, particularly Christianity, in its many expressions (Knowledge)
- [ ] **1.3** – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region (Knowledge)
- [x] **1.4** – help students understand the natural environment and our relationship to it (Knowledge)
- [ ] **1.5** – help students understand the roles of science and technology in the contemporary world (Knowledge)
- [x] **2.1** – help students develop the abilities to read and listen effectively (Skills)
- [x] **2.2** – help students write and speak effectively, with integrity and style (Skills)
- [x] **2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively (Skills)
- [x] **2.4** – help students develop the abilities to develop research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding (Skills)
- [x] **2.5** – help students develop the abilities to work effectively both independently and collaboratively (Skills)
- [ ] **3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action (Habits of Mind)
- [ ] **3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture (Habits of Mind)
- [ ] **3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives (Habits of Mind)
- [ ] **3.4** – help students think and act in ways that promote peace with justice (Habits of Mind)
- [ ] **3.5** – help students develop habits leading to lifetime health and fitness (Habits of Mind)
- [x] **4.1** – help students become independent learners through discussion and lecture (Learning Experiences)
- [x] **4.2** – help students become independent learners through student-initiated learning (Learning Experiences)
- [x] **4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.) (Learning Experiences)
- [ ] **4.4** – help students become independent learners through collaborative learning (Learning Experiences)

☐ **1.6** – help students understand U.S. and global issues and perspectives (Knowledge)

☐ **2.6** – help students develop the abilities to resolve conflicts nonviolently (Skills)

What opportunities do students have for achieving **Learning Goal #2**?

A variety of SENS, ANR, TAD and health program courses focus on practical skills. SENS and ANR labor positions give hands-on experience with food production, household energy conservation, and other skills. Workshops offered by SENS, HEAL, and various Berea non-profits. Internships with organizations doing real work with household energy efficiency, renewable energy, gardening, and other aspects of household resilience.

Please indicate all of the types of evidence that ***will be*** gathered for assessing **Learning Goal #2**.

- ☒ Senior capstone projects
- ☐ Student research papers
- ☒ Student presentations (in-class)
- ☒ Student presentations (public)
- ☒ Course exams
- ☐ Standardized exams
- ☐ Student reflective writing
- ☐ Alumni surveys
- ☐ Student grades
- ☒ Course-based assignments (rubric)
- ☐ Course-based assignments (non-rubric)
- ☐ Portfolios/e-portfolios
- ☒ Faculty conversations
- ☐ Follow-up using institutional records on students

Please list/describe any additional sources of evidence not listed above that will be used to assess **Learning Goal #2**.

Click here to enter text.

Learning Goal #3:

Click here to enter text.

List two or three measureable and/or observable ***Student Learning Outcomes (SLOs)*** by which this Learning Goal will be assessed as having been met.

SLO 3a:

Click here to enter text.

SLO 3b:

Click here to enter text.

SLO 3c:

Click here to enter text.

Please provide a brief narrative/reason for why the program is selecting **Learning Goal #3** for assessment.

Click here to enter text.

Which, if any, of the following Common Learning Goals outlined in Berea's Strategic Plan ("Being and Becoming") are also addressed by **Learning Goal #3** (check all that apply)?

- ☐ **CLG 1.1** – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.
- ☐ **CLG 1.2** – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.
- ☐ **CLG 2.1** – We seek to understand the working of our natural environment and the consequences of human interventions.
- ☐ **CLG 2.2** – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.
- ☐ **CLG 3.1** – We must first seek to comprehend our distinct backgrounds as well as our common American culture.
- ☐ **CLG 3.2** – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.
- ☐ **CLG 4.1** – We seek to educate our students and staff to be independent thinkers and doers.
- ☐ **CLG 4.2** – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

Which, if any, of the following Aims of General Education at Berea College are also addressed by **Learning Goal #3** (check all that apply)?

- ☐ **1.1** – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing (Knowledge)
- ☐ **1.2** – help students understand religion, particularly Christianity, in its many expressions (Knowledge)
- ☐ **1.3** – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region (Knowledge)
- ☐ **1.4** – help students understand the natural environment and our relationship to it (Knowledge)
- ☒ **2.1** – help students develop the abilities to read and listen effectively (Skills)
- ☐ **2.2** – help students write and speak effectively, with integrity and style (Skills)
- ☐ **2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively (Skills)
- ☐ **2.4** – help students develop the abilities to develop research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding (Skills)
- ☐ **3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action (Habits of Mind)
- ☐ **3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture (Habits of Mind)
- ☐ **3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives (Habits of Mind)
- ☐ **3.4** – help students think and act in ways that promote peace with justice (Habits of Mind)
- ☒ **4.1** – help students become independent learners through discussion and lecture (Learning Experiences)
- ☐ **4.2** – help students become independent learners through student-initiated learning (Learning Experiences)
- ☐ **4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.) (Learning Experiences)
- ☐ **4.4** – help students become independent learners through collaborative learning (Learning Experiences)

- ☐ **1.5** – help students understand the roles of science and technology in the contemporary world (Knowledge)
- ☐ **1.6** – help students understand U.S. and global issues and perspectives (Knowledge)
- ☐ **2.5** – help students develop the abilities to work effectively both independently and collaboratively (Skills)
- ☐ **2.6** – help students develop the abilities to resolve conflicts nonviolently (Skills)
- ☐ **3.5** – help students develop habits leading to lifetime health and fitness (Habits of Mind)

What opportunities do students have for achieving **Learning Goal #3**?

Click here to enter text.

Please indicate all of the types of evidence that ***will be*** gathered for assessing **Learning Goal #3**.

- ☐ Senior capstone projects
- ☐ Student research papers
- ☐ Student presentations (in-class)
- ☐ Student presentations (public)
- ☐ Course exams
- ☐ Standardized exams
- ☐ Student reflective writing
- ☐ Alumni surveys
- ☐ Student grades
- ☐ Course-based assignments (rubric)
- ☐ Course-based assignments (non-rubric)
- ☐ Portfolios/e-portfolios
- ☐ Faculty conversations
- ☐ Follow-up using institutional records on students

Please list/describe any additional sources of evidence not listed above that will be used to assess **Learning Goal #3**.

Click here to enter text.

Year 1(b) – Evidence Gathering and Action Planning (Due: 4/20/12)

- **Choose a program...** -

Assessment Period: **AY 2012-2013** Prepared & Submitted by: **Nancy Gift**

Report on Learning Goal #1:

Please provide a brief narrative describing the evidence found for **Learning Goal #1**.

In two sections of SENS 100, we asked students to rate, using a Likert Scale (1=least important; 5=most important) the urgency and importance of climate change as a global problem. Ratings were collected at the beginning and end of the semester. Due to differences in student demographics, student responses were kept separate by instructor.

At the beginning of the semester in the first section, the average student ranking of climate change as a problem was 4.17; at the end of the semester, the ranking was 4.58 (N=19). In the second section, student rankings of the importance of climate change rose from 4.71 to 4.91 (N=13) over the same period.

What specific actions are planned in response to the evidence found for **Learning Goal #1**?

We will continue collecting beginning of semester evidence of student attitudes, since students choosing to take Sustainability as a course are likely to already have some belief in the importance of climate change as an issue. We also plan to collect additional evidence about how well empowered students feel to actually affect the issue with their behavior, since feeling that climate change is an urgent issue does not mean that students necessarily understand how to improve the situation. However, we do believe that the increase in the rating in each section demonstrates that the course content does increase students' motivation to understand the climate change problem. At this point, I think what the assessment demonstrates is that we need more concrete and specific evidence about how students see themselves solving global sustainability problems.

How and when will the program assess whether the proposed action(s) is/are effective at improving students' attainment of **Learning Goal #1**?

As one measure of the ability to connect personal action with global sustainability challenges, students in one section of SENS 100 will be assigned to write to their government representatives supporting sustainability legislation. These letters will be assessed for their connection to course readings and effectiveness at communicating solutions to sustainability problems.

Report on Learning Goal #2:

Please provide a brief narrative describing the evidence found for **Learning Goal #2**.

Final course projects in an upper level SENS course (386; Special Topics on Resilient Households) were evaluated during a public presentation at Sustainable Berea. This course is precisely relevant to learning goal #2. While individual performances were not distinguishable from one another in these group projects, the projects themselves demonstrate students'

ability to "master practical skills for increasing household resilience in one or more areas including food, energy, water, shelter, and health." Four groups were evaluated, with three showing a significant contribution to solving the problem of food resilience (composting, distributing varieties of a staple crop [potato], edible fruit trees planted in neighborhoods), and one addressing broader community skills (skill-sharing network). Although faculty assessing the student work expressed some concern with the ability to maintain projects within communities over the long run.

What specific actions are planned in response to the evidence found for **Learning Goal #2**?

Arguably, community sustainability in food, energy, water, shelter and health are best addressed through specific individual courses. Other upper level courses will be evaluated as well, with an eye to understanding how well sustainability courses help students to understand solutions to the full range of sustainability problems.

How and when will the program assess whether the proposed action(s) is/are effective at improving students' attainment of **Learning Goal #2**?

Students' ability to address sustainable shelter will be evaluated in 2013-14 through assessment of final projects in SENS 345 (Sustainable Architecture).

Report on Learning Goal #3:

Please provide a brief narrative describing the evidence found for **Learning Goal #3**.

Click here to enter text.

What specific actions are planned in response to the evidence found for **Learning Goal #3**?

Click here to enter text.

How and when will the program assess whether the proposed action(s) is/are effective at improving students' attainment of **Learning Goal #3**?

Click here to enter text.

Year 2 – Implementation and Evaluation (Due: 4/15/13)

- **Choose a program...** -

Assessment Period: **Choose timeframe...** Prepared & Submitted by: Click here to enter text.

Report on Learning Goal #1:

Provide a narrative of the specific actions taken, if any, in response to the findings in year 1 regarding **Learning Goal #1**.

Click here to enter text.

Describe the impact of those actions taken in support of **Learning Goal #1** (include specific evidence gathered to support your observations).

Click here to enter text.

What follow-up actions regarding **Learning Goal #1** are needed**,** if any, and when will they be taken?

Click here to enter text.

Report on Learning Goal #2:

Provide a narrative of the specific actions taken, if any, in response to the findings in year 1 regarding **Learning Goal #2**.

Click here to enter text.

Describe the impact(s) of those actions taken in support of **Learning Goal #2** (include specific evidence gathered to support your observations).

Click here to enter text.

What follow-up actions regarding **Learning Goal #1** are needed**,** if any, and when will they be taken?

Click here to enter text.

Report on Learning Goal #3:

Provide a narrative of the specific actions taken, if any, in response to the findings in year 1 regarding **Learning Goal #3**.

Click here to enter text.

Describe the impact(s) of those actions taken in support of **Learning Goal #3** (include specific evidence gathered to support your observations).

Click here to enter text.

What follow-up actions regarding **Learning Goal #1** are needed**,** if any, and when will they be taken?

Click here to enter text.

PAR Report on Learning Goal #1

Part 1(b)- Evidence Gathering and Action Planning

Learning Goal #1- Students will be capable of critical thought, problem solving, analysis and synthesis.

TAD 130(Engineering Graphics) and TAD 488(Senior Capstone) were selected as the two classes to observe student outcomes to assess how well Goal #1 is being met. These two classes were chosen because TAD 130 is one of the first classes that TAD majors are encouraged to take and students should enroll in TAD 488 just prior to graduation. Student drawing portfolios were gathered to evaluate Engineering Graphics and observations and video recordings of senior research presentations were used to evaluate the Senior Seminar class.

When possible all TAD faculty attended the senior research presentations. These activities were video recorded so that faculty could view the presentations when there was a time conflict and also to provide documented evidence for this report. Students in the Engineering Graphics class were required to keep a drawing portfolio of their work. These digital portfolios were collected and evaluated to see how well students are meeting goal #1 and to provide documentation for this report.

The student work in TAD 130 showed that students are very capable of understanding how to create drawings using CAD software but need improvement on applying these skills to real world problems and using CAD skills to solve design problems that occur across all classes in the TAD curriculum. The TAD faculty concluded that using CAD software to solve design problems should be as natural for students as using paper and pencils to sketch solutions.

To achieve this goal, TAD faculty will encourage students to use CAD skills in appropriate classes and encourage students to use open CAD software on a regular basis. TAD faculty will add CAD drawing skills to syllabi in appropriate classes and require that students to use CAD software to solve design problems.

After observing the senior research presentations and discussing them, TAD faculty have agreed that students need to develop a research skill set that they can use throughout their academic careers. In the future this will be accomplished by providing students with the opportunity to conduct small research projects in several TAD core courses that students would take before enrolling in the Capstone class. TAD faculty also agreed that we should consider examining the possibility of raising the level of expectations and requirements for students desiring to major in our program.

The program will evaluate these actions at the end of the Spring 2014 term. Drawing portfolios and senior research presentations will again be used to evaluate the success of these new changes.

PAR YEAR TWO

After reviewing the work completed during year one of the PAR review process, the Technology and Applied Design faculty agreed to focus on implementing changes to the Computer Aided Design (CAD) component of our curriculum for year two.

TAD faculty would like to make using CAD software as natural for students as using paper and pencils to sketch design solutions. To achieve this goal, TAD faculty will look at ways to use CAD skills in all appropriate classes and encourage students to use CAD software on a regular basis.

Supplemental Materials

Clustering Exercises and Categorical Analysis from 08/19/2013 Retreat

Divisional Review Process College-Wide Goals Voting Activity

Aims of General Education (What Do We Do?)

	Knowledge		Skills
Interdisciplinary ways of knowing (.1)	2	**Read and listen effectively (.1)**	0
Understanding religion (.2)	0	**Write and speak effectively (.2)**	1
Understanding Berea's commitments (.3)	0	**Critical and creative thinking/quantitative reasoning (.3)**	13
Understanding the earth/human interaction with it (.4)	6	**Research Strategies/using tech to learn (.4)**	3
Understanding Science and Tech (.5)	4	**Working along and with others (.5)**	4
Understanding global issues/perspectives (.6)	6	**Conflict resolution (.6)**	0
Total from Category:	18		21

	Habits of Mind		Learning Experiences
Moral reflection, spiritual development, and action (.1)	0	**Discussion & lecture (.1)**	5
Appreciating diversity (.2)	2	**student-initiated learning (.2)**	2
Thinking from multiple perspectives.(3)	7	**experiential learning (.3)**	14
Promote peace and justice (.4)	0	**collaborative learning (.4)**	6
Lifetime health & fitness (.5)	0	**0.5**	N/A
0.6	N/A	**0.6**	N/A
Totals from Category:	9		27

Paired Learning Goals (What Do We Do?)

	Goal 1: Community Involvement		Goal 2: Understanding the Earth and Interaction with It
Lifelong Learners/Critical Thinkers (.1)	13	**Natural Environment & Human Interaction (.1)**	9
Moral/Spiritual Dev. and Service (.2)	1	**Benefits & Limitations of Science and Technology (.2)**	5
Totals from Category:	14		14

	Goal 3: Global Citizens		Goal 4: Independence & Dependence
Understand our individual & American Culture (.1)	1	**Independent thinkers (.1)**	7
Learning from other cultures (.2)	3	**Need for collaboration & cooperation (.2)**	5
	4		12

Alumni Post-It Activity

Confidence/Leadership	Global Citizens	Creative Problem Solvers/Critical Thinkers	Work Ethic	Environmentally Aware
32	30	18	17	16

Intellectual Curiosity	Open Mindedness	Prepared	Berea Pride	Self-Awareness	Employment
15	11	9	9	8	5

What Would We Like to Gain from Self-Study?

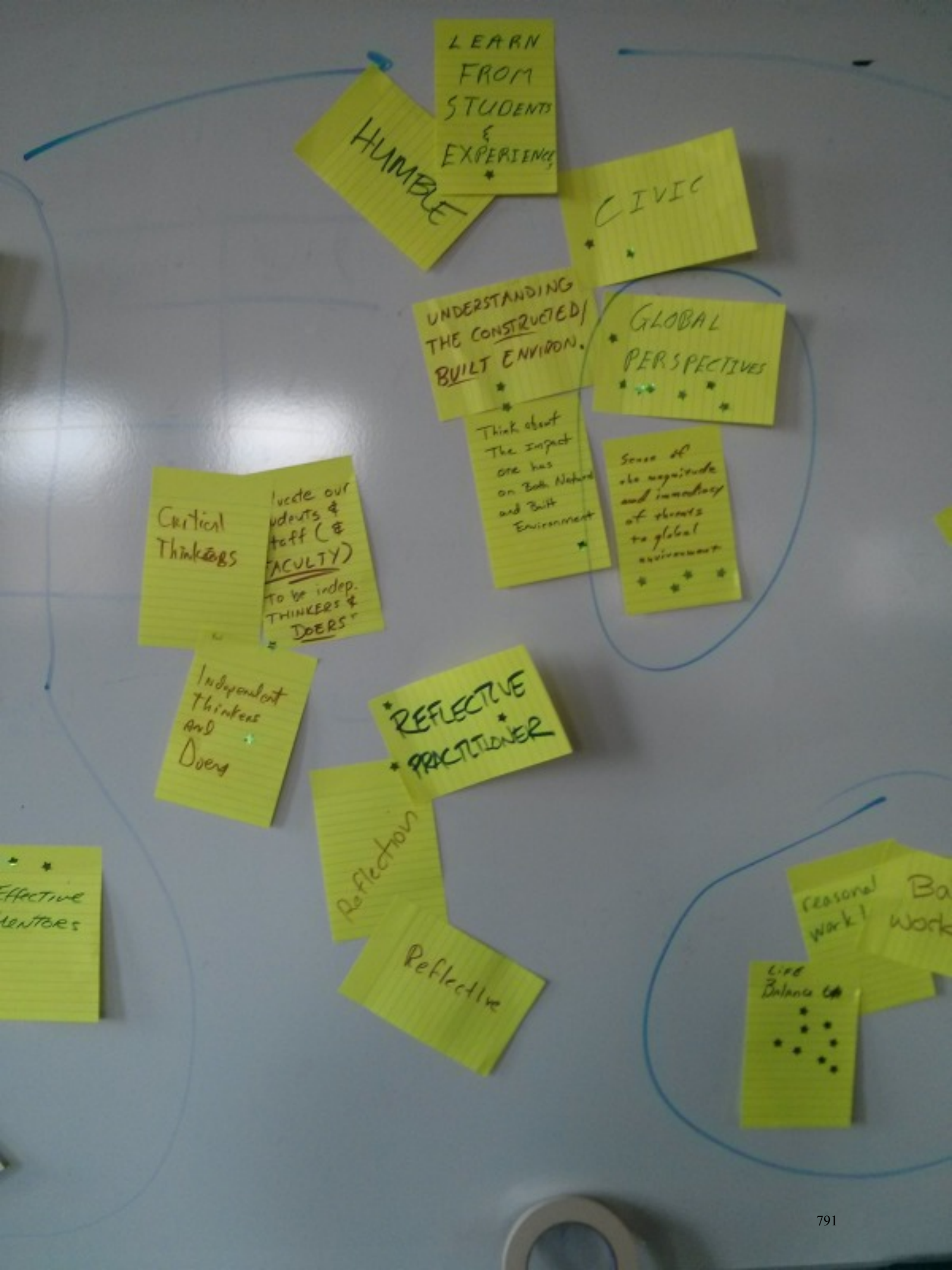
Many different points were expressed by various faculty members, including:

- More collaboration, and more support for interdisciplinary work, both in and across divisions. Support systems to keep conversations going, more team taught courses, a list of action items, as well as overcoming physical barriers through face-to-face meetings, were all suggestions about how to make these collaborations more likely to happen.
- More of a divisional identity, including helping those within the division to become more familiar with the work going on within their academic division, as well as divisional learning goals and mission statement.
- More information about divisional alumni, including if they are a net asset to the planet, what happens to them if they seek employment, as opposed to grad school, and how are they global citizens because of their experiences in Division II.

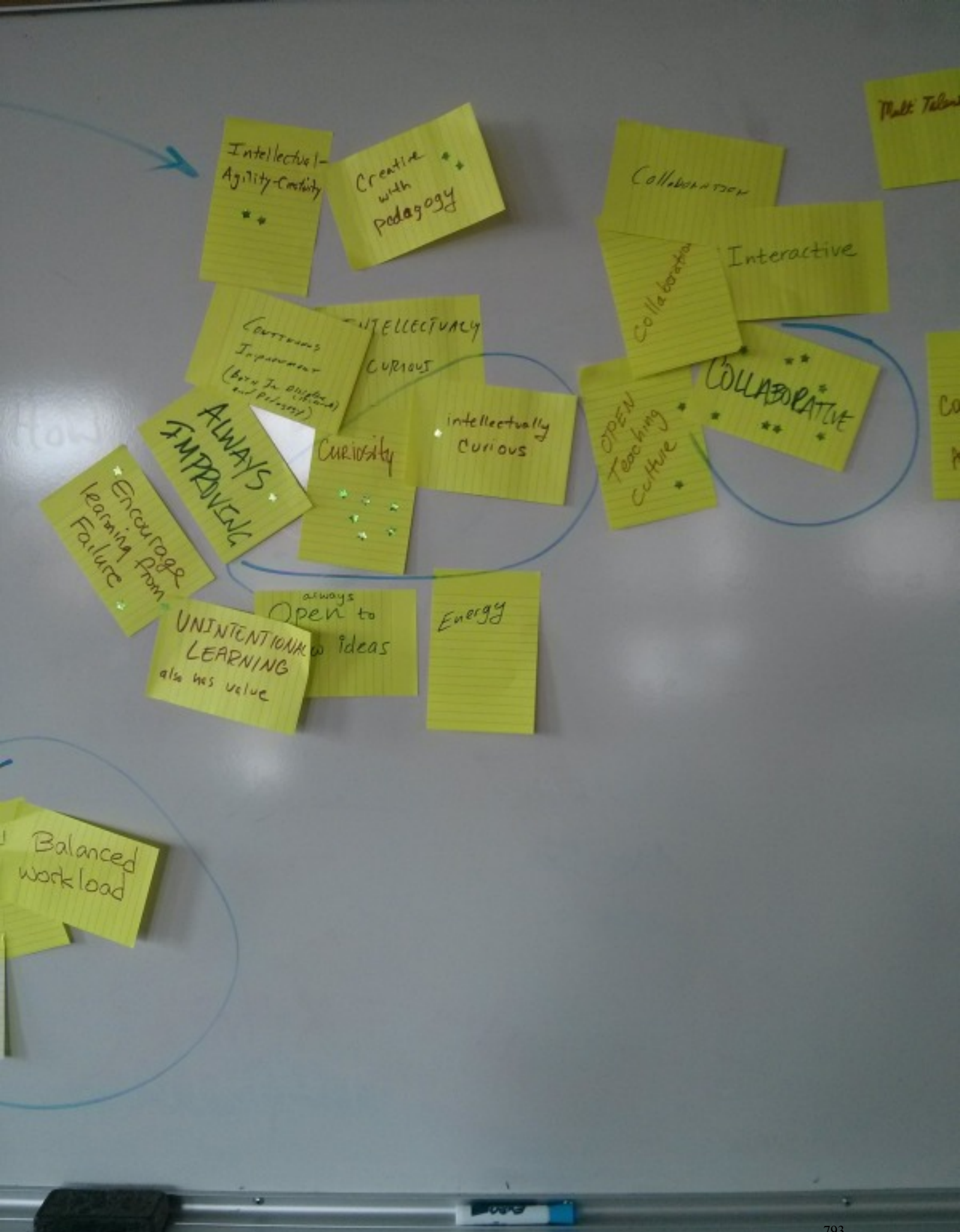
Comments from Dean Berry about the Self-Study Process

Most importantly, Dr. Berry felt that this process should be written for Division II, and should be helpful to Division II. Some things it should help to do are strengthen divisional identity (which will strengthen programs, not hinder them), help to think about problems and possible solutions, and to think about collaboration and physical spaces. He also mentioned that bridge-out data for Berea is currently weak, as an institution. Simplicity, and the need to not reach as deep as a PAR for this study was reiterated. He encouraged the Division to think about the 6 flexible suggestions from Lincoln, and to use the help of both Rob Smith and himself during this process.

Clustering Activity Photos

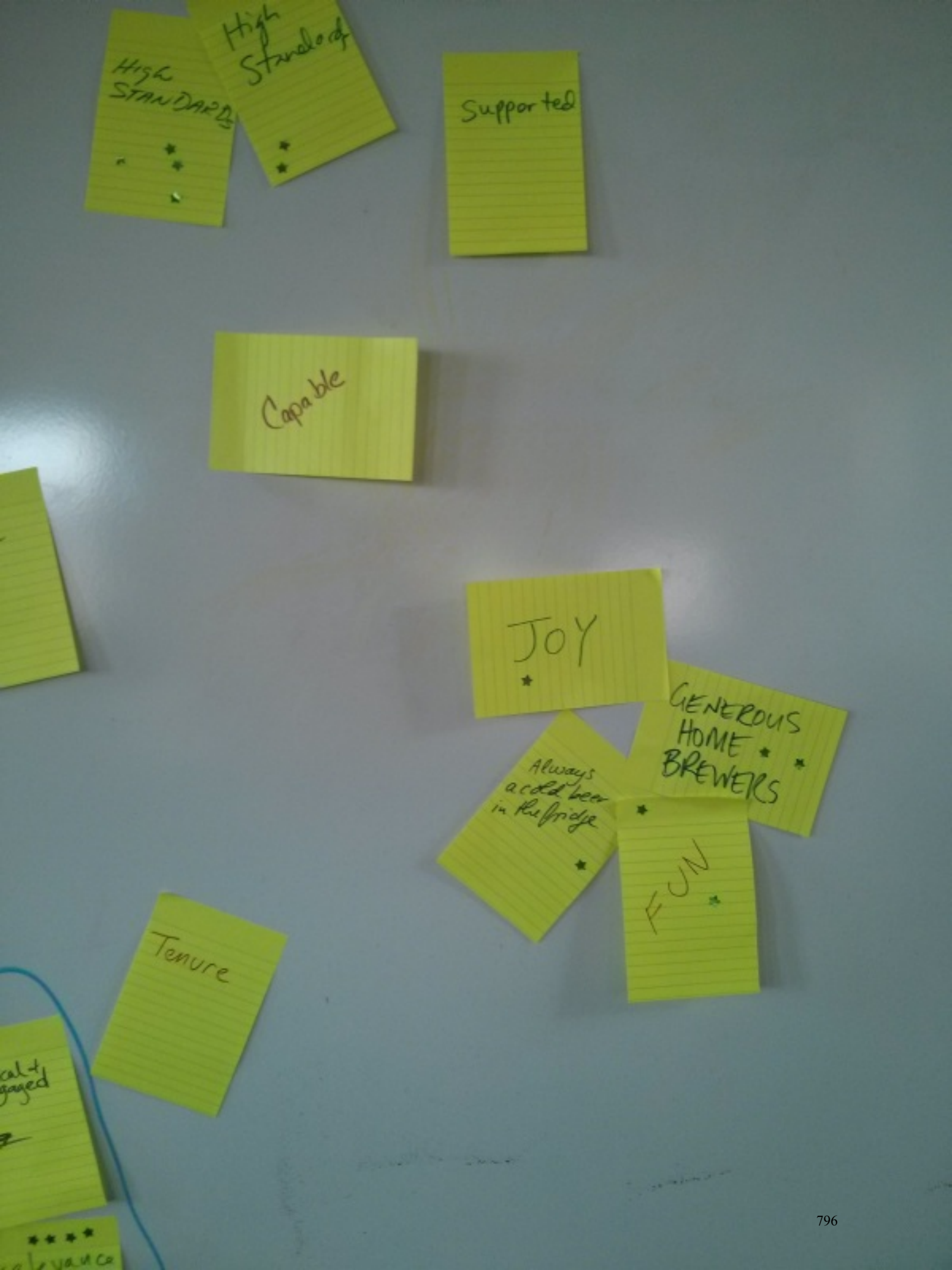

LEARN FROM STUDENTS & EXPERIENCE
HUMBLE
CIVIC
UNDERSTANDING THE CONSTRUCTED/ BUILT ENVIRON.
GLOBAL PERSPECTIVES
Think about The Impact one has on Both Natural and Built Environment
Sense of the magnitude and immediacy of threats to global environment
Critical Thinkers
Incite our students & staff (& FACULTY) To be indep. THINKERS & DOERS
Independent Thinkers And Doers
REFLECTIVE PRACTITIONER
Reflection
Reflective
reasonal work
Life Balance

CIVIC
GLOBAL PERSPECTIVES
Sense of the magnitude and immediacy of threats to global environment
Intellectual-Agility-Curiosity
Creativity with pedagogy
Continuous Improvement
INTELLECTUALLY CURIOUS
ALWAYS IMPROVING
Curiosity
intellectually curious
Encourage learning from Failure
always Open to Ideas
UNINTENTIONAL LEARNING also has value
Energy
reasonal work
Balanced workload
Life Balance


Intellectual-Agility-Creativity
Creative with pedagogy
Collaboration
Interactive
Collaboration
Continuous Improvement
INTELLECTUALLY CURIOUS
ALWAYS IMPROVING
Curiosity
intellectually curious
OPEN Teaching culture
COLLABORATIVE
Encourage learning from Failure
UNINTENTIONAL LEARNING also has value
always Open to ideas
Energy
Balanced workload

Multi Talented
Multi Disciplinary
Collaboration
Interactive
CREATIVE
Interested in many disciplines
Collaboration
OPEN Teaching Culture
COLLABORATIVE
Courage to ask tough questions
INNOVATIVE
INTELLECTUAL ENTREPRENESS
BOLD
MORE PROCESS DIAGRAMS
Engaged in translating teaching into real outcomes of real importance
DEVELOP FULL POTENTIAL
INVESTED
Encourage Practical Application of Material
practical + engaged
relevance of Work

Multi Disciplinary
CREATIVE
Interested in many disciplines
Capable
INTELLECTUAL OPENNESS
BOLD
MORE PROCESS DIAGRAMS
Tenure
DEVELOP FULL POTENTIAL
INVESTED
Encourage Practical Application of Material
practical + engaged
relevance of Work


High Standards
Supported
Capable
JOY
GENEROUS HOME BREWERS
Always a cold beer in the fridge
FUN
Tenure

Berea College Divisional Review Process College-wide Aims and Goals

College-wide Paired Learning Goals

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.

CLG 2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.

CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.

CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.

CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.

CLG 2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.

CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.

CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

IAN. ERIC, PETER

Aims of General Education

KNOWLEDGE

1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing

1.2 – help students understand religion, particularly Christianity, in its many expressions

1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region

1.4 – help students understand the natural environment and our relationship to it

1.5 – help students understand the roles of science and technology in the contemporary world

1.6 – help students understand U.S. and global issues and perspectives

SKILLS

2.1 – help students develop the abilities to read and listen effectively

2.2 – help students write and speak effectively, with integrity and style

2.3 – help students develop the abilities to think critically and creatively, and reason quantitatively

2.4 – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge & understanding

2.5 – help students develop the abilities to work effectively both independently and collaboratively

2.6 – help students develop the abilities to resolve conflicts nonviolently

HABITS OF MIND

3.1 – help students deepen their capacities for moral reflection, spiritual development, and responsible action

3.2 – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture

3.3 – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives

3.4 – help students think and act in ways that promote peace with justice

3.5 – help students develop habits leading to lifetime health and fitness

LEARNING EXPERIENCES

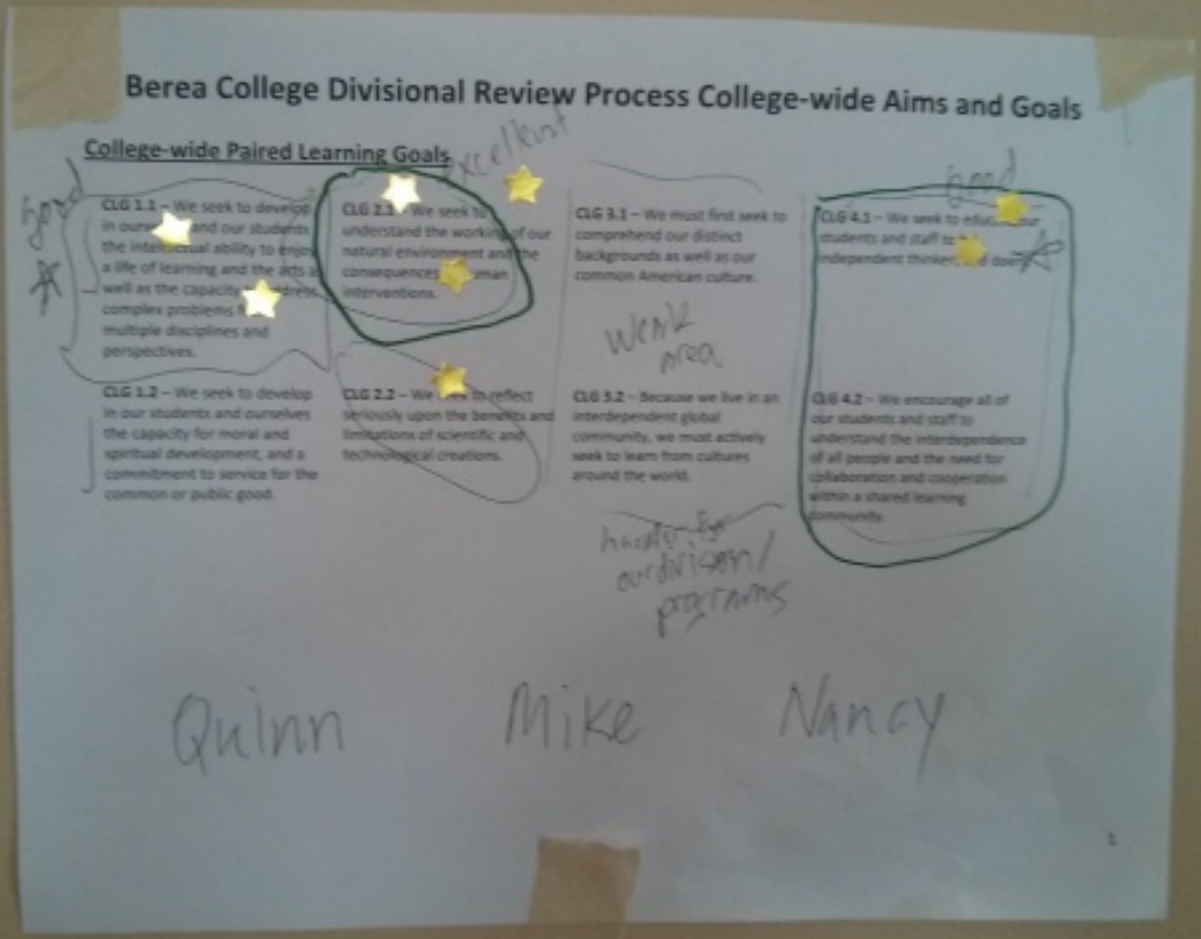
4.1 – help students become independent learners through discussion and lecture

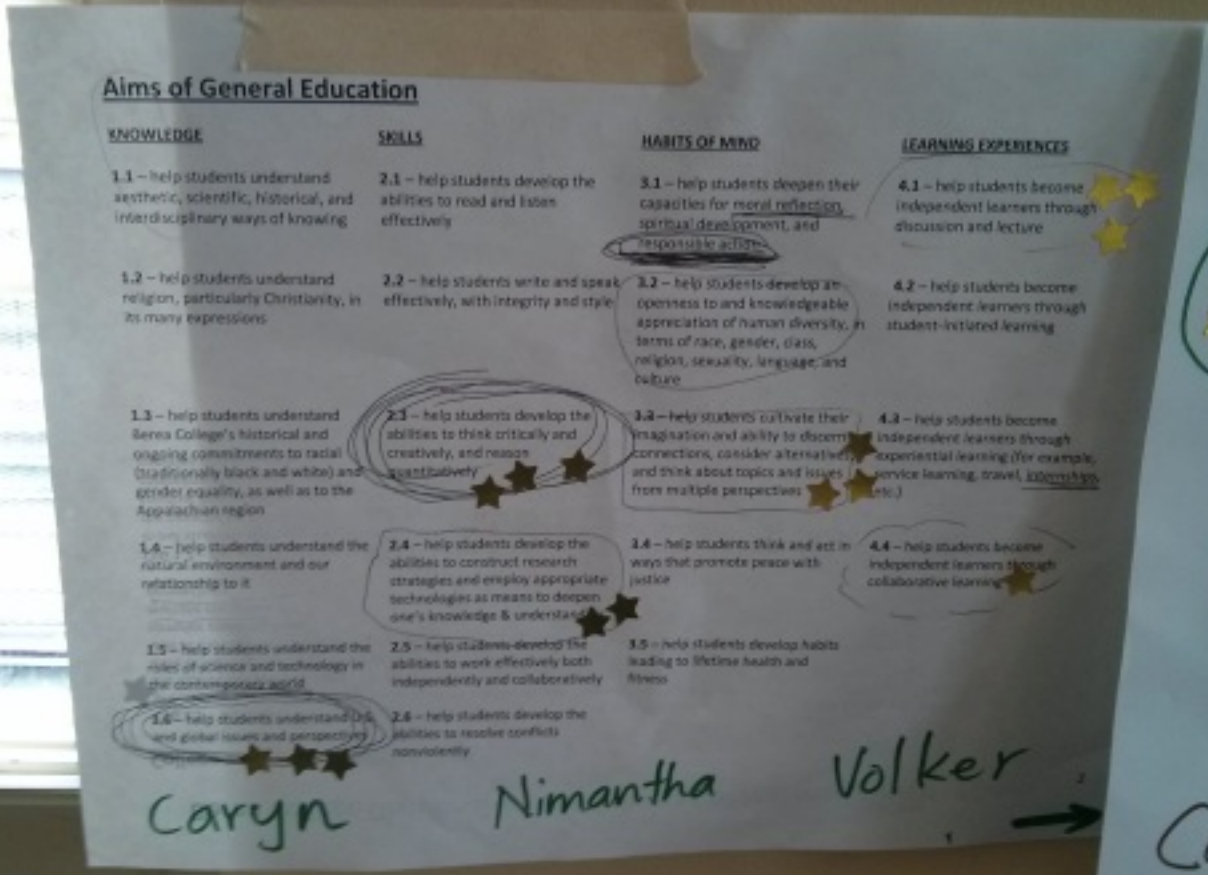
4.2 – help students become independent learners through student-initiated learning

4.3 – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)

4.4 – help students become independent learners through collaborative learning

PETER, ERIC, IAN


Berea College Divisional Review Process College-wide Aims and Goals
College-wide Paired Learning Goals
good
excellent
CLG 1.1 – We seek to develop in our [illegible] and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.
CLG 2.1 – We seek to understand the workings of our natural environment and the consequences of human interventions.
CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.
good
CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.
weak area
CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.
CLG 2.2 – We [illegible] to reflect seriously upon the benefits and limitations of scientific and technological creations.
CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.
CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.
Quinn
Mike
Nancy



Aims of General Education

KNOWLEDGE

1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing

1.2 – help students understand religion, particularly Christianity, in its many expressions

1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region

1.4 – help students understand the natural environment and our relationship to it

1.5 – help students understand the roles of science and technology in the contemporary world

1.6 – help students understand U.S. and global issues and perspectives

SKILLS

2.1 – help students develop the abilities to read and listen effectively

2.2 – help students write and speak effectively, with integrity and style

2.3 – help students develop the abilities to think critically and creatively, and reason quantitatively

2.4 – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge & understanding

2.5 – help students develop the abilities to work effectively both independently and collaboratively

2.6 – help students develop the abilities to resolve conflicts nonviolently

HABITS OF MIND

3.1 – help students deepen their capacities for moral reflection, spiritual development, and responsible actions

3.2 – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture

3.3 – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives

3.4 – help students think and act in ways that promote peace with justice

3.5 – help students develop habits leading to lifetime health and fitness

LEARNING EXPERIENCES

4.1 – help students become independent learners through discussion and lecture

4.2 – help students become independent learners through student-initiated learning

4.3 – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)

4.4 – help students become independent learners through collaborative learning

Caryn Nimantha Volker

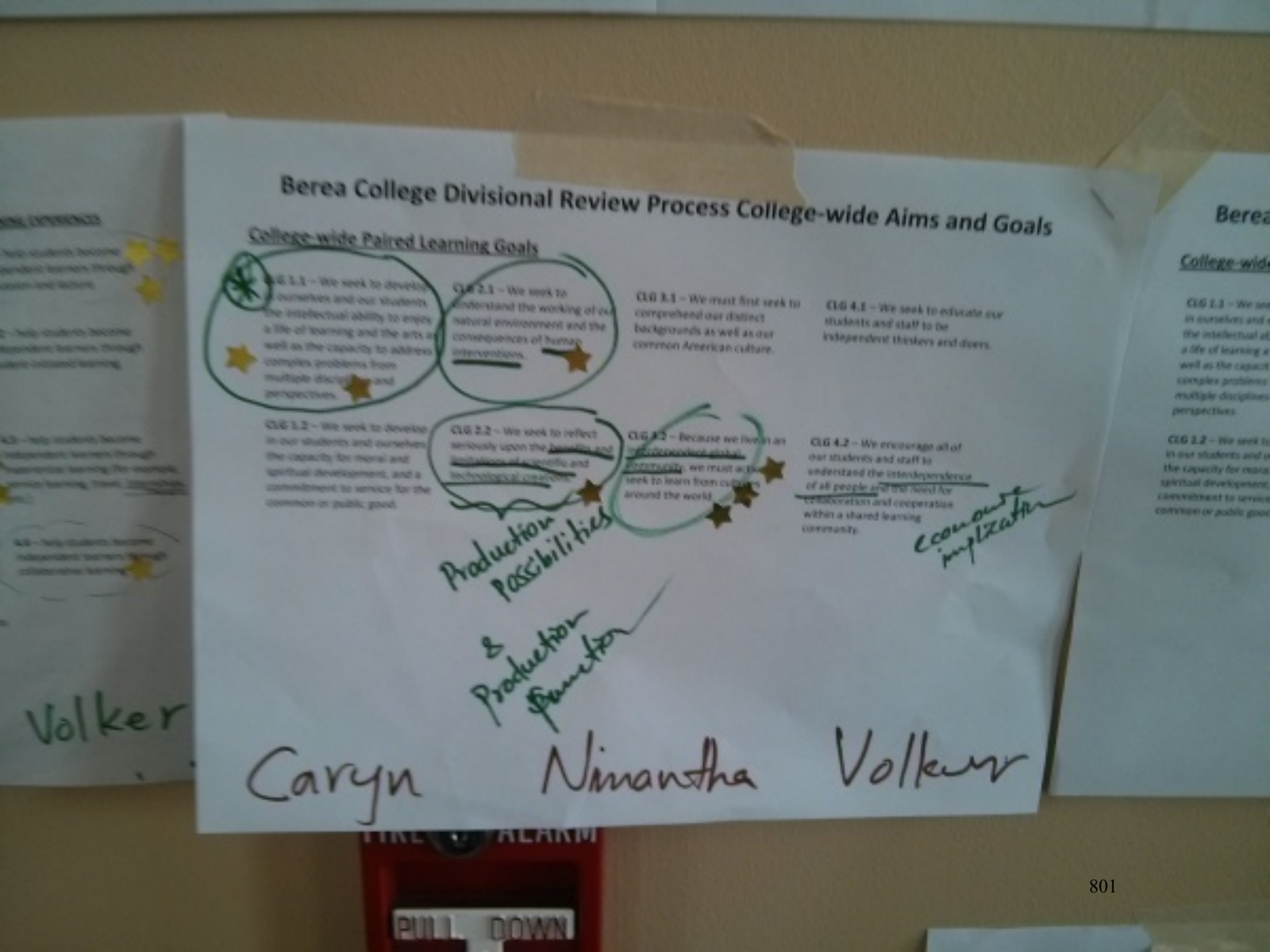
Berea Coll

College-wide Paire

CLG 1.1 – We seek to develo… ourselves and our studen… the intellectual ability to eng… a life of learning and the arts … well as the capacity to address … complex problems from … multiple disciplines and … perspectives

CLG 1.2 – We seek to develop … in our students and ourselves … the capacity for moral and … spiritual development, and a … commitment to service for the … common or public good.

Caryn


Berea College Divisional Review Process College-wide Aims and Goals
College-wide Paired Learning Goals
CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.
CLG 2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.
CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.
CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.
CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.
CLG 2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creativity.
CLG 3.2 – Because we live in an interconnected global community, we must actively seek to learn from cultures around the world.
CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.
Production possibilities
& Production frontier
economic implication
Caryn Nimantha Volker
Volker
PULL DOWN

Berea College Divisional Review Process College-wide Aims and Goals

College-wide Paired Learning Goals

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.

CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.

CLG 2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.

CLG 2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.

CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.

CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.

CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.

CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

CALDWELL, McCORMACK, REID

Berea College Divisional Review Process College-wide Aims and Goals

College-wide Paired Learning Goals

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.

CLG 2.1 – We seek to understand the working of our natural environment and the consequences of human interventions.

CLG 3.1 – We must first seek to comprehend our distinct backgrounds as well as our common American culture.

CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.

CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.

CLG 2.2 – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.

CLG 3.2 – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.

CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

RANK ORDER

FIRST 1.1
SECOND 2.1
THIRD 4.1
FOURTH 3.1
FIFTH/SIXTH 1.2 TIED W/ 3.2

1

Aims of General Education

KNOWLEDGE

1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing

1.2 – help students understand religion, particularly Christianity, in its many expressions

1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region

1.4 – help students understand the natural environment and our relationship to it

1.5 – help students understand the roles of science and technology in the contemporary world

1.6 – help students understand U.S. and global issues and perspectives

SKILLS

2.1 – help students develop the abilities to read and listen effectively

2.2 – help students write and speak effectively, with integrity and style

2.3 – help students develop the abilities to think critically and creatively, and reason quantitatively

2.4 – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge & understanding

2.5 – help students develop the abilities to work effectively both independently and collaboratively

2.6 – help students develop the abilities to resolve conflicts nonviolently

HABITS OF MIND

3.1 – help students deepen their capacities for moral reflection, spiritual development, and responsible action

3.2 – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture

3.3 – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives

3.4 – help students think and act in ways that promote peace with justice

3.5 – help students develop habits leading to lifetime health and fitness

LEARNING EXPERIENCES

4.1 – help students become independent learners through discussion and lecture

4.2 – help students become independent learners through student-initiated learning

4.3 – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)

4.4 – help students become independent learners through collaborative learning

Aims of General Education

KNOWLEDGE	SKILLS	HABITS OF MIND	LEARNING EXPERIENCES
1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing	**2.1** – help students develop the abilities to read and listen effectively	**3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action	**4.1** – help students become independent learners through discussion and lecture
1.2 – help students understand religion, particularly Christianity, in its many expressions	**2.2** – help students write and speak effectively, with integrity and style	**3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture	**4.2** – help students become independent learners through student-initiated learning
1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region	**2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively	**3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives	**4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)
1.4 – help students understand the natural environment and our relationship to it	**2.4** – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge & understanding	**3.4** – help students think and act in ways that promote peace with justice	**4.4** – help students become independent learners through collaborative learning
1.5 – help students understand the roles of science and technology in the contemporary world	**2.5** – help students develop the abilities to work effectively both independently and collaboratively	**3.5** – help students develop habits leading to lifetime health and fitness	
1.6 – help students understand U.S. and global issues and perspectives	**2.6** – help students develop the abilities to resolve conflicts nonviolently		

GOAL

Jan Matt Mario

2

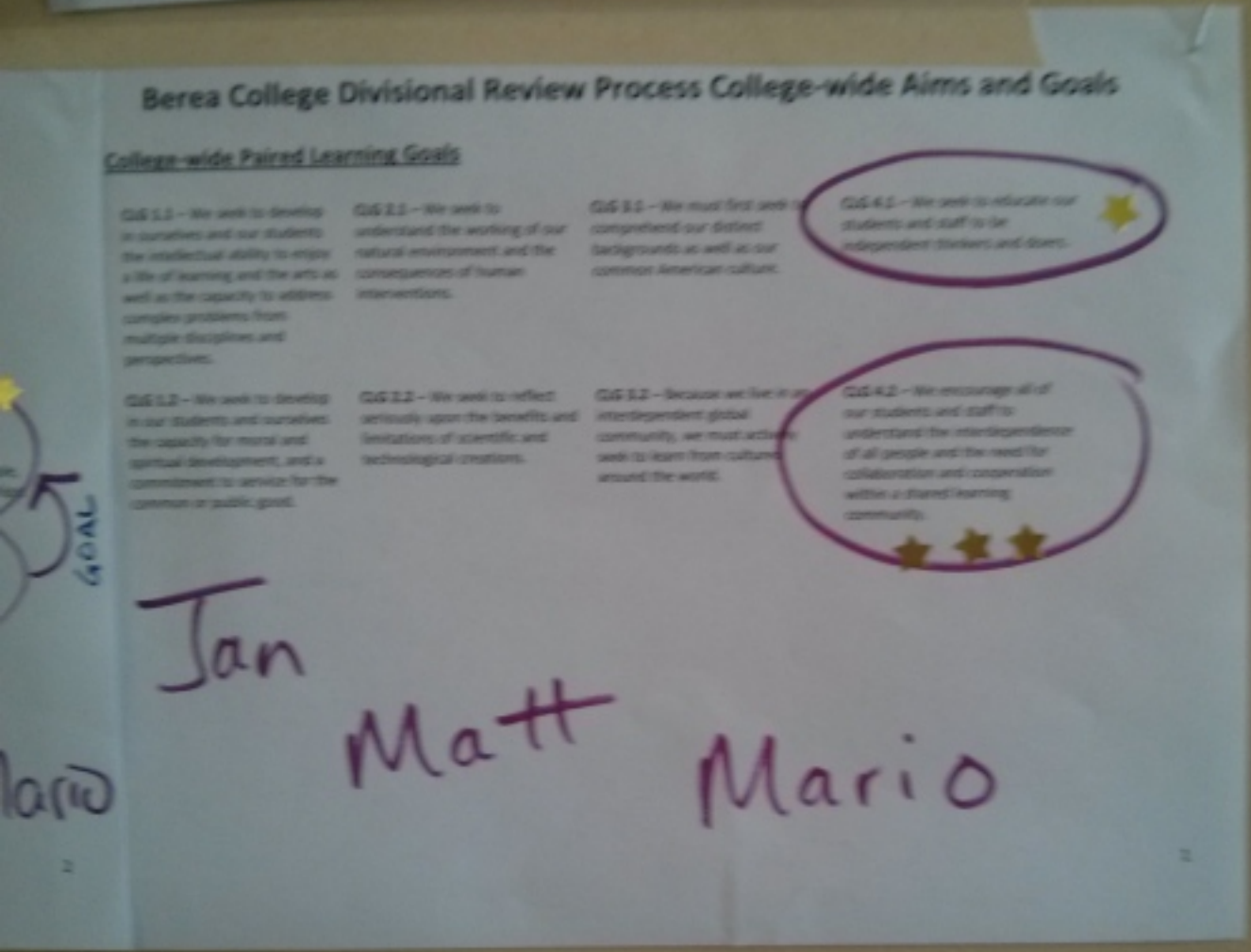
Berea College D

College-wide Paired Lear

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.

CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.

Jan

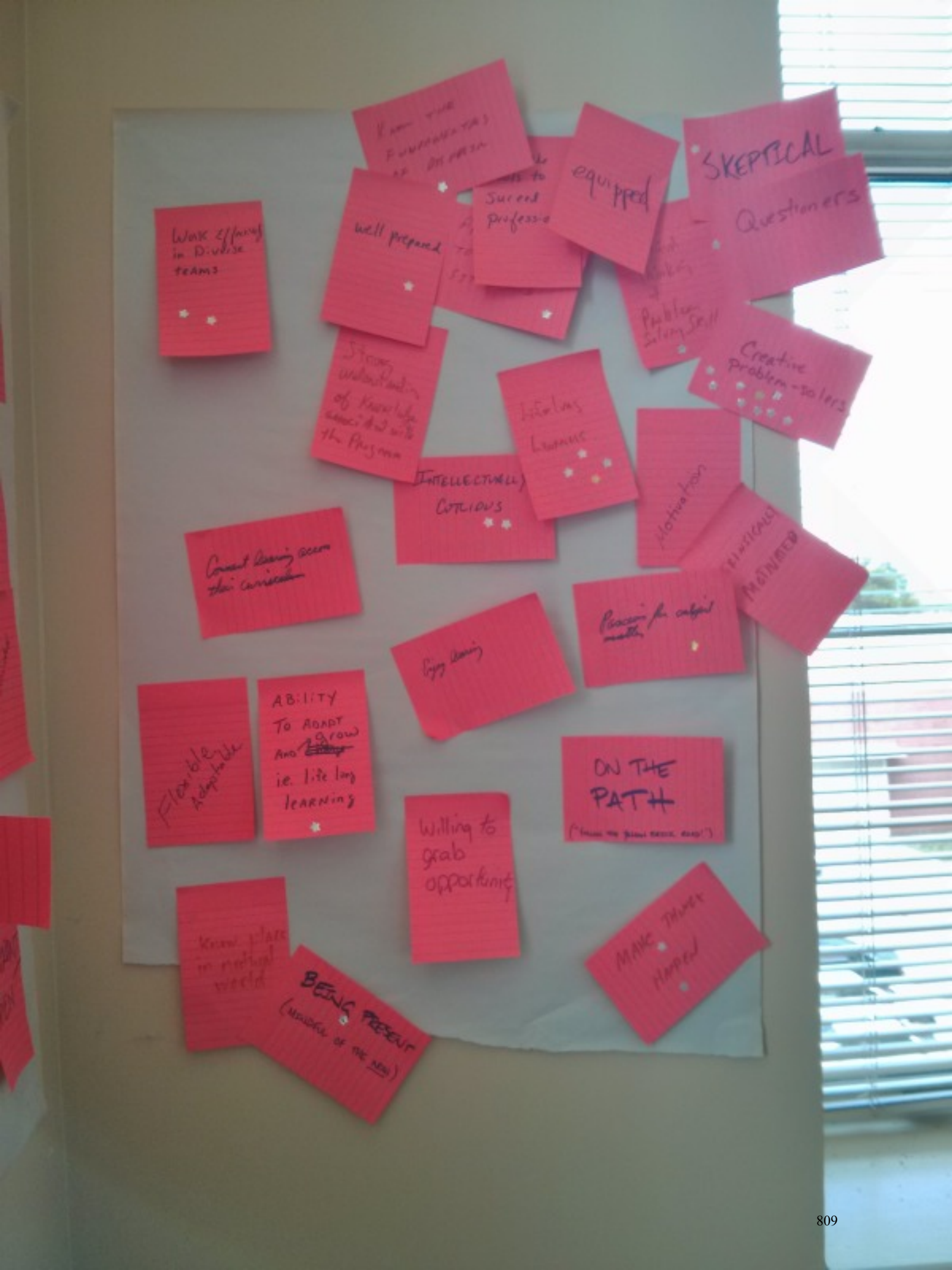

Berea College Divisional Review Process College-wide Aims and Goals
College-wide Paired Learning Goals
CLG 4.1 – We seek to educate our students and staff to be independent thinkers and doers.
CLG 4.2 – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.
Jan
Matt
Mario

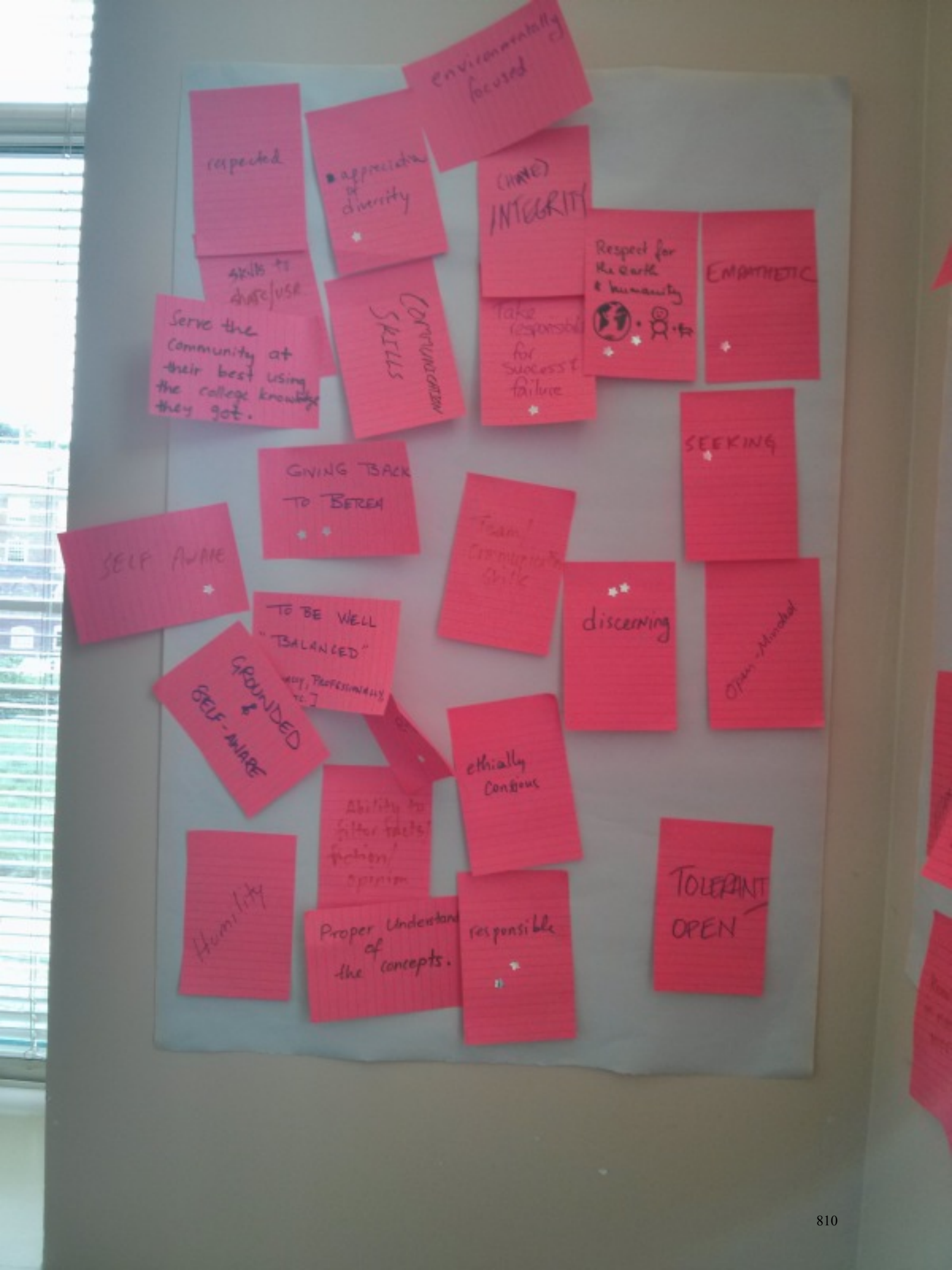
Aims of General Education

KNOWLEDGE	SKILLS	HABITS OF MIND	LEARNING EXPERIENCES
1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing	**2.1** – help students develop the abilities to read and listen effectively	**3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action	**4.1** – help students become independent learners through discussion and lecture
1.2 – help students understand religion, particularly Christianity, in its many expressions	**2.2** – help students write and speak effectively, with integrity and style	**3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture	**4.2** – help students become independent learners through student-initiated learning
1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region	**2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively	**3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives	**4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)
1.4 – help students understand the natural environment and our relationship to it	**2.4** – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge & understanding	**3.4** – help students think and act in ways that promote peace with justice	**4.4** – help students become independent learners through collaborative learning
1.5 – help students understand the roles of science and technology in the contemporary world	**2.5** – help students develop the abilities to work effectively both independently and collaboratively	**3.5** – help students develop habits leading to lifetime health and fitness	
1.6 – help students understand U.S. and global issues and perspectives	**2.6** – help students develop the abilities to resolve conflicts nonviolently		

Aims of General Education

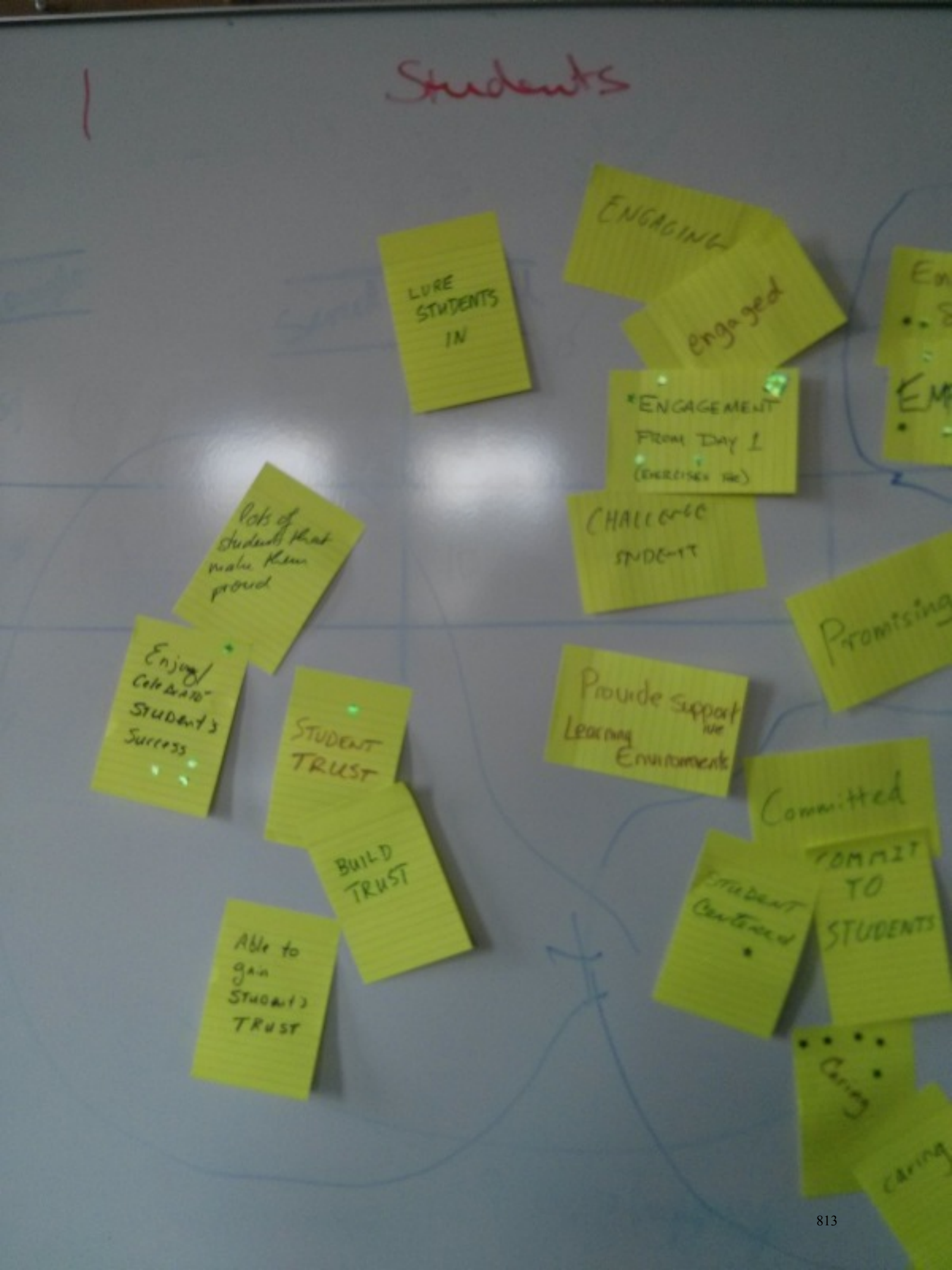
KNOWLEDGE	SKILLS	HABITS OF MIND	LEARNING EXPERIENCES
1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing	**2.1** – help students develop the abilities to read and listen effectively	**3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action	**4.1** – help students become independent learners through discussion and lecture
1.2 – help students understand religion, particularly Christianity, in its many expressions	**2.2** – help students write and speak effectively, with integrity and style	**3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture	**4.2** – help students become independent learners through student-initiated learning
1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region	**2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively	**3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives	**4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.)
1.4 – help students understand the natural environment and our relationship to it	**2.4** – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge & understanding	**3.4** – help students think and act in ways that promote peace with justice	**4.4** – help students become independent learners through collaborative learning
1.5 – help students understand the roles of science and technology in the contemporary world	**2.5** – help students develop the abilities to work effectively both independently and collaboratively	**3.5** – help students develop habits leading to lifetime health and fitness	
1.6 – help students understand U.S. and global issues and perspectives	**2.6** – help students develop the abilities to resolve conflicts nonviolently		


Work Effectively in Diverse teams
well prepared
Succeed professio
equipped
SKEPTICAL
Questioners
Problem Solving Skill
Creative Problem-solers
Strong understanding of knowledge associated with the Program
Lifelong Learners
INTELLECTUALLY CUTLIDUS
Motivation
Comment learning across their curriculum
Passion for subject matter
Gigy learning
Flexible Adaptable
ABILITY TO ADAPT AND grow
i.e. life long learning
ON THE PATH
Willing to grab opportunity
Know place in natural world
BEING PRESENT
(MINDFUL OF THE NEW)
MAKE THINGS HAPPEN


respected
appreciation of diversity
Environmentally focused
(HAVE) INTEGRITY
Respect for the earth & humanity
EMPATHETIC
Skills to share/use
Serve the community at their best using the college knowledge they got.
COMMUNICATION SKILLS
Take responsibility for success & failure
SEEKING
GIVING BACK TO BEREA
SELF AWARE
TO BE WELL "BALANCED"
discerning
Open-Minded
GROUNDED & SELF-AWARE
ethically conscious
Humility
Proper Understanding of the concepts.
responsible
TOLERANT
OPEN

feel empowered
leaders
SENSE OF APPRECIATION
Make a Difference
CONFIDENCE
UNAFRAID
"HABITS" OF ACTION
A SENSE OF THE ABILITY TO BE PROFESSIONAL
WORK ETHIC
Health
Serve the World regardless of the boundaries.
EMPLOYMENT OF THEIR CHOICE
Love
Civil courage
Give Back
Be a good citizen.
Friends for Live
Make More
Money
Friends
Inventions
Profits.
Prudent to the Society
global perspective
Global Awareness
Peace

LURE STUDENTS IN
ENGAGING
Engaged
*ENGAGEMENT FROM DAY 1
(EXERCISES FOR)
CHALLENGE STUDENTS
Promising
Provide Supportive Learning Environments
Committed
COMMIT TO STUDENTS
STUDENT Centered
Caring
caring
Lots of students that make them proud
Enjoy/ Celebrate STUDENT's Success
STUDENT TRUST
BUILD TRUST
Able to gain STUDENT's TRUST


Students
LURE STUDENTS IN
ENGAGING
engaged
*ENGAGEMENT FROM DAY 1
CHALLENGE STUDENT
Lots of students that make them proud
Enjoy/ Celebrate Student's Success
STUDENT TRUST
BUILD TRUST
Able to gain Student's TRUST
Provide Supportive Learning Environments
Promising
Committed
COMMIT TO STUDENTS
Caring
caring

ENGAGING
engaged
Empower Students
EMPOWERING
ENGAGEMENT FROM DAY 1
Promising
Provide Supportive Learning Environments
Critical Thinkers
Committed
COMMIT TO STUDENTS
STUDENT Centered
Effective Mentors
Caring
caring
Reflection

Division II Retreat and Meeting Agendas

Retreat Agenda
Berea College Division of Resources, Technology, and Commerce (Division II)
Monday, August 19, 2012
9:00 am – 2:00 pm
Bruce 226 on the 2nd of the Bruce-Trades Building

Primary Retreat Goals:

- Begin to ascertain shared division-wide goals
- Learn more about the professors and programs in our division
- Identify what we most wish to focus on in our divisional self-study

Advance work:

- Read the provided attachments
- Reflect on words and/or phrases which you want to be true of: 1) all Division II alumni 2) all Division II professors

---

8:30 – 9:00	Coffee, Tea and Snacks—Catered by Berea Coffee & Tea
9:00 – 9:30	Welcome, introductions, and overview of retreat agenda and purpose with Rob Smith, Director of Academic Assessment
9:30 – 9:45	Small group discussions of advance readings
9:45 – 10:00	Pair and share a story which exemplifies a specific story which made you feel proud to be a professor
9:30 – 9:45	Post-it exercises— Phrases on what we hope for all Division II professors
9:45 – 10:15	Organization and discussion of post-it items
10:15 – 10:30	break
10:30 – 11:00	Learn more about other professors and other programs through structured ideation on possible team-taught interdisciplinary courses or interdisciplinary undergraduate research teams
11:00 – 11:15	Sharing of ideation highlights (or ideation insanity, as the case may be ☺)
11:15 – 11:30	Reflection on College-wide learning goals and which of these you feel particularly well-suited to address.
11:30 – 12:00	Small + large group discussions of College-wide learning goals, for which our division seems well-suited
12:00 – 1:00	Lunch—Catered by Main Street Café
1:00 – 1:15	Post-it exercises— Phrases on what we hope for all Division II alumni
1:15 – 1:30	Organization of post-it items
1:30 – 2:00	Discussion of our future steps for our divisional self-study with Chad Berry, Academic Vice-President and Dean of the Faculty

Division II Mini-Retreat
10:30 AM-2:30 PM, Monday, January 6th, 2014
Stephenson Hall, Room 226

The following guests will be joining us to assist with portions of our work:

- Clara Chapman, Assistant Director, Institutional Research and Assessment
- Matthew Saderholm, Division I Building Shepard; Program Chair & Associate Professor of Chemistry
- Derek Singleton, Vice President for Operations and Sustainability
- Rob Smith, Director of Academic Assessment & Associate Professor of Psychology
- Judith Weckman, Director, Institutional Research and Assessment

I. 10:30 Discussion of Goals for the Day – *Jan*
II. 10:45 Brainstorming Program and Divisional Component of Self-Study Survey – *Judith & Clara*
    - What important feedback do we wish to solicit from our various constituents?
III. 11:30 Report and Input on Analysis of Program and College Wide Learning Goals – *Mario*
IV. 12:00 Working Luncheon: Refining Programmatic Questions
V. 1:00 Discussion of Danforth Replacement – *Derek & Matt Saderholm*
VI. 2:00 Retreat Wrap-Up – *Jan*

Division II Retreat Agenda

9:00 AM-2:30 PM, Thursday, March 20th, 2014

Stephenson Hall, Room 226

I. 8:30-9:00 Informal Gathering with Coffee, Tea, and Pastries
II. 9:00-9:20: Goals for the Day with Jan Pearce
III. 9:20-9:40: Making Our Divisional Self-Study Divisional in Nature
IV. 9:40-10:00: Brainstorming: Learning Community Topics
V. 10:00-10:30: Clustering and Discernment
VI. 10:30-10:45: Lyle Roelofs and Chad Berry will be joining us
VII. 10:45-11:00 Short Break
VIII. 11:00-11:15 Logo Discussion
IX. 11:15-12:00 Group Division and Group Discussion of Interest Areas
X. 12:00-1:00: Working Lunch in Learning Community Groups
XI. 1:00-1:30: Building Updates
XII. 1:30-2:00: Retreat Wrap-Up

Division II Retreat Agenda

10:00 AM-2:30 PM, Friday, April 25th, 2014

Stephenson Hall, Room 226

I. 10:00-10:15: Discussion of Goals for the Day and Updates on Divisional Business with Jan Pearce and Mark Mahoney

II. 10:15-10:30: Exploration of Education Technology Options with Lisa Ann Jones

III. 10:30-Noon: Discussion of Preliminary Survey Results with Rob Smith, Clara Chapman, and Judith Weckman. Dean Berry will join us at 11:30.

IV. Noon-1:00: Working Lunch in Programs to Continue Discussion of Survey Results

V. 1:00-1:15: Discussion of Learning Group Outcomes with Jan Pearce

VI. 1:15-2:30: Time to Work in Learning Communities

Berea College Division II
Planning Meeting/Mission Statement Development
August 18, 2014
Room 226, Stephenson Hall

A mission statement explains why an entity exists and is an expression of the intention to make a difference in a person place or thing.

Objectives for this meeting

- Get updates on Division and Programs
- Discuss finalizing self-study and determine next steps
- Discuss and prioritize elements of a mission statement and assign a writing committee

Ground rules for work together

- Combine advocacy with inquiry
- Share all relevant information
- Explain your reasoning and intent
- Look beyond positions to define interests
- Test assumptions and inferences
- Agree on what important words mean

8:00 Gather for Coffee, Tea and Pastries

8:30 Welcome, Goals for the Day, Introductions

9:15 Divisional and Programmatic Updates

9:45 Self-Study Finalization

10:00 Break

10:15 Defining Elements for a Division II Mission Statement

10:45 Small Working Groups. On Mission Statements

11:15 Reports from Working Groups

11:45 Brief Discussion on Elements

12:00 Lunch—catered in (Dr. Chad Berry, Dr. Rob Smith and Lisa Jones will join us.)
Learning Community Reports

1:00 Considering the Mission in the Context of Learning Communities

1:30 Reports from Learning Communities

1:45 Next Steps

2: 00 Adjourn

Division II: Resources, Technology, and Commerce Meeting Agenda
3:45-4:30 pm Thursday, September 18, 2014
Stephenson Hall, Room 226

I. Approval of Minutes from August 21, 2014 Meeting
II. Discussion of Mission Statement and Motto Process and Drafts (See below)
III. Updates on Divisional Initiative (Div. II Senior Showcase. Possible dates of: Dec. 2nd or 3rd)
IV. Updates on Divisional Logo Design
V. Discussion of Mentoring Team Best Practices
VI. Reminders about Programmatic/Project Reports (Due date: Sept. 29th; 5:00 PM)
VII. Other Divisional Business

Draft Mission Statement: The Division of Resources Technology and Commerce strives to develop liberal, lifelong learners, who are critical, independent thinkers and problem-solvers, and will be architects of a better, more sustainable future. We will accomplish this by providing students strong and interconnected majors that integrate theoretical and technical disciplinary knowledge with independent and collaborative projects that address real world problems. In this way, we will empower students to engage with a diverse and uncertain world, in practical, compassionate ways, in order to have a positive impact locally and globally.

Draft Motto: Actualized Idealism

Division II Retreat Minutes

Div. II Retreat Notes

08/19/2013

Discussion of Divisional Self-Study Process by Rob Smith:

- It is hoped that this process will help everyone to see what is working and what is not to meet the needs of faculty and students.
- The basis for this process is trying to implement a process that assures continual improvement and reflection.
- Hopefully results in a living, breathing document.
- This process is to help uncover strengths, as well as addressing weaknesses.
- Only Division 1 has completed this process. They used their self-study to look at their new building, including how it will effect collaboration and divisional identity.
- Think about this divisional identity, the divisional relationship with the college, how the division contributes to the mission, and how it contributes to gen. ed. goals.
- Rob can help with any questions that arise.
- Feel free to ask questions about how the college support faculty, resource-wise.
- You can use this study to help plan your "road map," forward.
- This is a 1 year process, which might occur once every 5 years.
- The report goes to the divisional counsel for other feedback, as well as to Rob, himself. This process will help divisional chairs to share plans.
- How much program assessment plays into this self-study is up to the division. Divisional self-study is not meant to replicate program studies.
- Keep it simply by looking at guiding questions provided by Lincoln. Keep the focus narrow, but make sure it helps the division.

Results from Post-It Exercises about Division II Professors

Overall, the following points seem to be most important to Division II Professors:

- Balanced workload
- Collaboration
- Intellectual curiosity
- Global perspective
- Environmental focus
- Work that is relevant for both faculty and students

Divisional Review Process College-Wide Goals Voting Activity

See Google Docs Spreadsheet for rankings

- ECO group: understanding world issues, and how that relates to class material (1.2) is important to this group and something they are good at.
- TAD group: thought they did almost everything well. They feel they do applied technology best.

- CSC group: felt well-suited when it comes to collaborative learning. 4.3 is a goal for them, as they transition from collaborative learning to contextual learning. Would like to change the language in their mission statement to make it much more active and "unsafe," just like some college goals.
- ANR/SENS groups: both reported that they feel they do a very good job at experiential learning.
- The BUS group composed of Peter, Eric, and Ian said they felt they were the best at 4.3. Wanted to highlight how they all helped students to become independent thinkers in collaboration.
- The BUS group composed of Maurice, Ed, and Anthony decided to rank order the importance of these goals. They felt 1.1 was the most important. When it came to gen. ed. goals, 2.3 had the strongest voting when deciding what they could do to make more of a difference with helping students.

Alumni Post-It Activity Results

Most important qualities of alumni are, as follows:

- Creative problem solving
- Work ethic & having what it takes to be successful, as far as gaining employment
- Leadership and confidence
- Sustainability

What We Hope From the Self-Study Process:

- A plan or framework to give to the administration to help them better understand how to increase interdisiplinarity while helping to better formalize the overall process.
- Exploration of how physical barriers hinder collaboration because they put-up physical barriers, and how to navigate this.
- Define a Division II mission statement, and develop a broad set of learning goals that help to describe how the liberal arts manifests itself in Div. II. Perhaps look at collaborations across campus.
- Not just a document, but a list of action items, as well.
- Identify support structures to help conversations of collaboration (and more) continue.
- More follow-up or data when it comes to the 70% of graduates who do not go to graduate school.
- To see how programmatic goals and divisional goals differ, as well as how those two quantifiable processes differ from one another.
- To help newer faculty members become more familiar with the division.
- Strengthened programs through process.
- A way to measure, evaluate, or access if Division II graduates are net-assets to the planet.
- To help us to ask the question, "What influence over the physical world do we want Division II to have"?

Chad's Comments on Process

- The audience for a divisional self-study is the division itself, the divisional counsel, and Chad.
- Divisional identity compliments and never supersedes, but strengthens, program identity.
- Spaces and places: how we can have physical spaces that are appealing, can bring us together, and help us with collaboration.
- Use the self-study as an exercise in solution and problem discernment. Try, with Dean support, to find and implement solutions.
- Bridge-out data: bridge-in and bridge through data and information are there, but bridge-out data and information is weak. At Berea, we need more contacts in the outside world. Graduate school numbers are not the only indicator of success.
- Faculty, the divisional counsel, the students and majors of the area, and more should care about this process because this is about their programs, majors, students, etc.
- Make the self-study process meaningful to Division II. Lincoln will provide 6 suggestions.
- This study process is not as deep as a program study.
- PARs are great to help you to achieve this self-study.
- Use Rob Smith during this process.
- Let Chad know how he can support Division II throughout this process.

Next Division II meeting date: Thursday, August 22nd, 2013, from 3-4 PM in Bruce 226.

Division II Retreat
Meeting Minutes
March 20, 2014
9:00 AM-2:30 PM
Stephenson Hall, Room 226

Present: Jan Pearce, Mario Nakazawa, Mark Mahoney, Michael Panciera, Ed McCormack, Nancy Gift, Sarah Hall, Peter Hackbert, Ian Norris, Sean Clark, Quinn Baptiste, Matt Jadud, Alan Mills, Paul McPherson, Gary Mahoney, Eric Kinnamon, Maurice Reid, Anthony Caldwell, Volker Grzimek, Caryn Vazzana, Nimantha Manamperi, Wayne Tolliver, Jan Pearce, and Sam Cole. For parts of the retreat we were also joined by Rob Smith, Judith Weckman, Derrick Singleton, Chad Berry, and Lyle Roelofs.

I. Updates on Divisional Business

- The meeting began with updates on the following searches:
    - ANR Agronomy Search: Hired Mary Parr
    - Art/TAD Cross-Disciplinary Position: Skype interviews, had 2 campus visits for top candidates. Committee will make decision soon.
    - CSC/Labor: Through recruiting, managed to get good files, have Skype interviews, and were planning for campus visits for top candidates.

II. Goals of the Day with Jan/Making Our Self-Study Divisional in Nature

- Surveys should be sent, soon, alumni contact info has been updated, and newsletter has been produced.
- Since this process is still being shaped, and has only been done by one other division, some questions were raised by Jan and Judith about the one-year expected timeline. This seemed a bit much, especially if the product of this process was to actually be divisional. Because of this, Jan asked for an extension of time from Chad.
- Jan wants to spend time working on the report, making it divisional in nature. She would like faculty to research things they are interested in.
- The proposed plan was that each person could choose a learning community to join, and each learning community would research, explore, and learn about 1 topic.
- Time during the afternoon of this retreat would be spent to work in/on these communities, and time is set aside to do the same on Reading Day.
- Chad promised an extension, and small stipends to continue this work over the summer and fall.
- Jan planned on us coming together 1-2 days in the summer, then again in the fall before classes to outline the process and share.

III. Brainstorming Learning Community Topics

- Jan opened the floor to comments from others about the process self-study more divisional in nature, and to ask others what they were interested in.

- Topics of interest included
    - Technology,
    - pedagogy,
    - learning and educational spaces,
    - team-based learning,
    - bridge-out information,
    - the ties between academics and labor,
    - educational equipment and methods of delivery,
    - retention of minorities and women through small behavior modification,
    - internships,
    - Outreach to community and students.

- Judith also presented the original Self-Study Guidelines, approved in the 1990s, which, interestingly enough, also listed nearly all these things as important topics to consider while putting together a self-study. A copy of this document were given to everyone at the retreat.

V. Clustering and Discernment/Group Division and Discussion of Interest Areas

- Each of the communities that emerge from this process would decide how they would work together, and would produce 1-2 pages about their topic and what they had learned. We would then bring those things together as a Division and write the self-study.
- After debate, clustering, brainstorming, voting, and negotiation, these groups were eventually formed:

Technology & Learning

- Gary Mahoney
- Sarah Hall
- Mark Mahoney
- Maurice Reid

Pedagogy

- Peter Hackbert
- Mario Nakazawa
- Alan Mills
- Ian Norris

Diversity & Inclusion

- Caryn Vazzana
- Quinn Baptiste
- Matt Jadud
- Jan Pearce

Bridge-Out

- Advising
    - Nancy Gift
    - Volker Grzimek
    - Paul McPherson
- Academic
    - Eric Kinnamon
    - Wayne Tolliver
    - Nimantha Manamperi
- Co-Curricular
    - Sean Clark
    - Anthony Caldwell
    - Ed McCormack
- Jan does not imagine that too much time will be spent on this over the summer. Groups should feel free to collaborate with other groups/people both in and outside the division.

VI. Comments by Lyle and Chad

- At this point, comments were given by Lyle Roelofs. Overall, Lyle seemed very excited to be working with such a dynamic group that represented the "other side," of liberal arts post-secondary education, and feels that this divisional has certainly taught him a lot.
- Chad Berry also provided comments on the Self Study structure, as well. He encouraged us to think about guiding questions during this process, try to make this process forward looking in nature, aspire for breadth, try to make the final product divisional, and to think about how we can help students through this process.

VII. Working Lunch in Learning Community Groups

- Time was spent working in Learning Communities. At the end of the session, Jan asked each group to give a short report.
    - Co-Curricular: Read about co-curricular programs. Consult James and Ester.
    - Advising: Read book
    - Pedagogy: Discussed meeting during the summer
    - Internships: Will do some more research.
    - Diversity: Explore how knowing ourselves and thereby better understanding others works in a teaching context. Identify challenges and discuss. Consult Kennaria and Leslie. Write a paper and give a final presentation.
    - Technology & Learning: Determine what available on-campus, what is being used. Will talk to Lisa Jones to figure this out. What is available outside and what might we also want? Will also look to pedagogy. Will talk to Judith after survey. Will also talk to Leslie.

VIII. Logo Discussion

- Paul passed out logo designs and asked faculty members to write comments on them if they had not done so, already, in the Google Docs spreadsheet.

XI. Building Updates

- There will be a 3-week gap between the initial meeting with Ballinger and the conceptual design. Other than that, there were no real updates. Funding for a conceptual design has been approved. Study about road should be approved, soon.
- April 28th will be the first meeting with Ballinger (during Finals Week). Derrick asked if he could know, in a week or so, if that date would work for people.
- Mark want to think about who will be in the building. He will be sending out a survey to collect data about renovation, moving to a new building, etc.
- Not everyone in Division may fit in one building, or they may not want to be in one building. Mark wants to consider those who do want that, and he also wants to take in the opinions of others. Anyone can be part of the process.
- Groups need to have discussions about shared spaces. Teaching tools may also play a role in spaces.

X. Retreat Wrap-Up

- Jan reminded everyone that we would have more time on Reading Day to think about these things.
- Learning Communities were encouraged to think about next steps, and if they were done, they were dismissed.

Division II Mini Retreat
Meeting Minutes
April 25, 2014
10:00 AM-2:30 PM
Stephenson Hall, Room 226

Attendance: Jan Pearce, Sam Cole, Ian Norris, Sean Clark, Nancy Gift, Paul McPherson, Volker Grzimek, Maurice Reid, Eric Kinnamon, Wayne Tolliver, Matt Jadud, Mario Nakazawa, Alan Mills, Gary Mahoney, Mark Mahoney, Quinn Baptiste, and Sarah Hall. Anthony Caldwell, Rob Smith, Clara Chapman, Judith Weckman, Sandy Wells, Susan Vaughn, and Chad Berry joined us for various parts of the day.

I. Discussion of Goals for the Day and Updates on Divisional Business with Jan Pearce and Mark Mahoney

- Jan gave a welcome to everyone and thanks for being there.
- Due to unforeseen circumstances, Lisa Ann Jones cannot be here during this retreat. She will visit us during the fall retreat.
- The Self-Study is well underway in the division. Survey results are coming in from all programs. There seems to be a good response rate on surveys.
- SACS will take place in the fall. Both building things and self-study deadlines must be done in fall.
- Jan discussed the list of deadlines and times to meet that Sam put together. Will use October 23rd meeting to bring self-study together to turn-in to Chad. Hopefully, there will be no reason to have a meeting in fall on Reading Day. We will only do that if needed.
- Only thing needed from Learning Communities are names of conveners, and dates of planned meetings. Other than that, this retreat time was meant to be used for working in groups. In the morning, Learning Community work will take place. In the afternoon, survey data work in programs will take place.
- Mark presented a Ballinger presentation from the last conference call both he and Jan had with the architects. The Division I and Division II buildings may be close, but they will not be the same building.
- SENS, ECO/BUS, ART, TAD, ANR, and CSC have all agreed to be involved.
- Next week, you may want to prepare estimates of square footage of space. Ballinger will want this information. Also be sure to tell them what you are missing in your space, what you need, what you don't like, etc.
- By the end of the summer (mid-August), Ballinger hopes to create a mass model.
- At that point, we will better know who will be involved in the building. Discernment should be up to each of the programs.
- Mark can lengthen the timeline by letting Ballinger know more time is needed if that is the case.
- The timeline for this building is uncertain. It could be years. 5-10 years is a good estimate. This project will only begin after the completion of the science building.
- Science building will be quite large.

- Matt Jadud made the comment that this process seemed rushed. Nancy Gift echoed that concern.
- Mark will work on visiting other similar buildings this summer. Such visits are an important part of the process.
- Concerns were raised by Maurice about the increase of current student population in existing classrooms. Jan said she believed the initiative to increase the student population was currently on hold.
- In the coming weeks, lots of information will be needed from all parties who are involved. But there will be plenty of time to revise things later on.
- Mark will be looking to put together a Moodle site on the building.
- At this time, Mark simply wants input from as many people as possible. The New Building Committee is open to people joining or leaving.
- Nancy asked a question about whether or not an extended timeline would cost The College more. Mark confirmed this. Savings in cost is why the Div. I and Div. II projects are being semi-combined in campus visits.

II. Discussion of Learning Community Outcomes

- At this point, Jan took a few moments to go over what she would like turned in, as a document, from each learning community. Sam passed out a draft of this. Jan did her best to scale this task to something reasonable and simpler.

III. Time to Work in Learning Communities

The following conveners and meeting dates were given by each of the teams:

<u>Pedagogy</u>

Convener: Alan Mills

Meeting Date(s): Lunch on May 9th. Will work out other dates, then. Plans on meeting once per month at least, and twice, if needed.

<u>Diversity & Inclusion</u>

Convener: Matt Jadud

Meeting Date(s): June 13th and 27th from 8-10 AM

<u>Bridge-out: Academic</u>

Convener: Wayne Tolliver

Meeting Date(s): May 15th & June 11th. Will meet more, if needed.

<u>Bridge-out: Advising</u>

Convener: Nancy Gift

Meeting Date(s): Lunch on May 3rd.

Educational Technology

Convener: Sarah Hall

Meeting Date(s): Will meet on May 27th

Bridge-out: Co-Curricular

Convener: Sean Clark

Meeting Date(s): No dates given

IV. Discussion of Preliminary Survey Results with Rob Smith, Clara Chapman, and Judith Weckman

- Rob suggested that programs take these results and try to connect them back to program goals from the last PAR. Is student feedback hitting these target marks? If not, where does your program seem to be lacking? Where can you improve?
- Judith says feedback is really good. Lots of variety in who has completed the survey, which is good. A lot of emails and postcards have bounced-back. Hopefully, in the future, this will be less of a problem. Be sure to update alumni info when and if possible.
- Wayne asked if the response rate for the survey was known. Clara has not yet calculated response rates. Jan believes that they are very good, so far.
- Jan commented that it would be nice to give some of this data back to students. For example, the advice students had for other students in the same program since graduating. This sort of information could be very valuable to share with current students.
- Time was given to programs to discuss their initial survey results.

Meeting was adjourned at 2:30 PM

Division II: Resources, Technology, & Commerce
Meeting Minutes
September 18th, 2014
3:45 PM-4:30 PM
Stephenson Hall, Room 226

Attendance: Jan Pearce, Sam Cole, Caryn Vazzana, Scott Heggen, Ian Norris, Sean Clark, Nancy Gift, Maurice Reid, Dan Feinberg, Wayne Tolliver, Matt Jadud, Mario Nakazawa, Mark Mahoney, Mary Parr, Sarah Hall, Jean Rene Cupidon, Ed McCormack, and Anthony Caldwell.

I. Approval of Minutes:

- Minutes were approved as read.

II. Discussion of Draft Mission Statement and Motto

- The following mission statement, developed by Caryn Vazzana, Ian Norris, and Peter Hackbert following the last retreat led by Donna Morgan, was presented to the Division:

The Division of Resources Technology and Commerce strives to develop liberal, lifelong learners, who are critical, independent thinkers and problem-solvers, and will be architects of a better, more sustainable, future. We will accomplish this by providing students strong and interconnected majors that integrate theoretical and technical disciplinary knowledge with independent and collaborative projects that address real world problems. In this way, we will empower students to engage with a diverse and uncertain world, in practical, compassionate ways, in order to have a positive impact locally and globally.

- There was a question about the use of the word "liberal," and its meaning to an outside audience.
- The concern about the use of the word "liberal," resulted in the Mission Statement being edited to read thusly:

The Division of Resources, Technology, and Commerce strives to develop lifelong learners in the liberal arts, who are critical, independent thinkers and problem-solvers, and who will be architects of a better, more sustainable future. We will accomplish this by providing students strong and interconnected majors that integrate theoretical and technical disciplinary knowledge with independent and collaborative projects that address real world problems. In this way, we will empower students to engage with a diverse and uncertain world, in practical, compassionate ways, in order to have a positive impact locally and globally.

- The following Motto was presented to the Division: "Actualized Idealism"
- Although there was discussion of this motto, the members of the division decided to not adopt it.

III. Updates on Divisional Initiative (Div. II Senior Showcase. Possible dates of: Dec. 2nd or 3rd)

- The Div. II Senior Showcase won as the Learning Community initiative that Div. II should work on as part of self-study. Fall would be used as a test run for this. More students/programs can participate in the spring.
- This showcase of posters, projects, and presentations (on computers) will take place on December 3rd, outside the Carter G. Woodson Center in the Alumni Building.

IV. Updates on Divisional Logo Design

- Students in Dan and Alan's Graphic Communications courses are working on a Division II Logo. Jan has provided students in these classes with some materials to work with. Dan expects to have updates about this in the coming weeks.

V. Mentoring Team Best Practices

- Jan asked Div. II faculty members who were experiencing mentoring teams to give suggestions about ways to improve mentoring team practices. Here were some suggestions:
    - Perhaps assigning people to be on such teams at the Divisional level, as choosing mentoring team members is difficult to do when you know very few people on-campus from being new.
    - Having a pool of willing mentoring team participants. Or suggestions submitted by program.
    - Clarifying who is mentoring and who is evaluating on these teams.
    - Allowing mentoring team members to let untenured and/or faculty being reviewed come to their classes to observe more experienced faculty members at work. Perhaps mentoring team members can do these by providing untenured faculty members a schedule of their classes.

VI. Reminders about Programmatic/Project Reports (Due date: Sept. 29th; 5:00 PM)

VII. Other Divisional Business

- Ian Norris will be sending out a Learning Community survey in the coming few days about pedagogy and teaching methods in the Division. It should take less than 10 minutes to complete.
- Mark Mahoney provided a building update. At the end of next week, all independent program information will be compiled. Ballinger will be back on-campus in early Oct. A variation of COM might be joining the building.
- Finance search update: Advertised. Applications are coming in. Some recruitment is planned.
- TAD search update: Finalized announcement. Needs to be approved. A recruiting trip is also planned.

Self-Study Team Meeting Agendas

Division II Self Study Team

08:00-08:50 am Monday, September 23, 2013

Draper Room 120

I. Discussion of primary purpose for this committee
II. Discussion of Self-Study Process
    A. Moodle site and how it can facilitate process
    B. Report Section I: divisional identity and history
    C. Report Section II: on the following five questions:
        1. college-wide learning goals and which our division and our programs within are particularly well-suited to address
        2. opportunities (e.g., courses, undergraduate research, study abroad, internships, service learning, independent studies, etc.) for students to master the college-wide learning goals
        3. opportunities for interdisciplinarity within and beyond the division
        4. available resources (e.g., faculty, technology, budgets, spaces, equipment, etc.) for support of the Division's shared learning goals
        5. plans for improvement
    D. Report Section III: concurrent process of curriculum or program review
    E. Self-Study goals to accomplish by our next meeting
III. Brief updates on other divisional business
    A. Position requests
    B. Curricular matters

Division II Self Study Team

Noon-12:50 PM, Wednesday October 16, 2013

Danforth Technology Building, Room 112A

I. Rebecca Parrish, Coordinator of Campus Visits and Events
II. Approval of Minutes of Last Self-Study Meeting
III. Discussion of Goals Matching Progress
    A. Discussion of process for goals matching
IV. Discussion of the Next Steps in Self-Study Process
V. Discussion of Proposed Calendar Change (see email below from Scott Steele)
VI. Discussion of Student Interview Questions for Pre-Tenure Process
VII. Updates on Other Divisional Business
    A. Position requests
    B. Curricular matters

Division II Self Study Team

8:00-8:50 AM, Wednesday, November 6, 2013

Economics & Business Conference Room, Draper, Room 120

I. Approval of Minutes from last Self-Study Team Meeting
II. Discussion of Alumni Surveys for Use Within Self-Study
    a. Possible programmatic questions to share
    b. Discussion of divisional questions
III. Discussion of Get Together (Possible 4-5 PM on Friday, November 22nd??)
IV. Discussion of Student Interview Questions for Pre-Tenure Process
V. Updates on Other Divisional Business
    a. Position requests
    b. Curricular changes
    c. Calendar changes

Reminder: Next Self-Study Meeting will be Thursday, 21st, Noon-12:50 PM

Division II Self Study Team

Noon-12:50 PM, Thursday, November 21, 2013

Danforth Technology Building, Room 112A

I. Discussion of feedback from Alumni with Clara Chapman, Assistant Director and Labor Supervisor, Office of Institutional Research
   a. Discussion of Questions for Divisional Survey
   b. Division-wide questions ideas
   c. How far will each program reach back for data?
   d. Questions from all faculty for feedback
   e. Newsletter from each program

II. Discussion of Analysis of Data from Retreat and Summary of Notes

III. Divisional Meetings/Retreats
   a. Divisional Get-Together This Weekend
   b. Discussion of Possible Mini-retreats
      i. Monday, December 9th;
      ii. Monday, January 6th;
      iii. Friday, April 25th
      iv. Cancellation of Thursday class in Spring?

IV. Other Divisional Updates
   a. Search updates

Division II Self-Study Team

11:00-Noon, Thursday, January 16, 2014

Danforth Technology Building, Room 112A

I. Approval of Minutes

II. Discussion of Self-Study Timeline
   a. Newsletter
      i. Photos & Text
   b. Meetings with Judith
   c. Survey Instrument
   d. Self-Study Materials (Division Data Report; Labor Survey)
   e. Programmatic Revisiting of Programmatic Goals & Learning Objectives
   f. Self-Study Meeting Schedule

III. Division II Building
   a. Discernment Process
   b. Mark Mahoney, Building Shepherd

Division II Self-Study Team

11:00-Noon, Thursday, February 13, 2014

Danforth Technology Building, Room 112A

I. Approval of Minutes
II. Update on Process from Judith Weckman
    a. New Draft of Newsletter
    b. Common Questions
    c. Ordering of Alumni Survey
    d. Alumni Contact Information Updates
    e. Launching of Alumni Survey
    f. Current Student Survey
III. Update from Mark on New Building Process
IV. Other Divisional Updates/Business

Division II Self Study Meeting

11:00 AM-11:50 PM, Thursday, February 27th, 2014

Danforth Technology Building, Room 112A

I. Approval of Minutes
II. Finalization of Alumni Surveys
    a. Newsletter Finalization
    b. Finalization of Surveys
    c. Update on Alumni Contact Information
III. Feedback from Current Students?
IV. Follow-up on Self-Study Timeline, Following Jan's Meeting with the Dean
V. Building Discussion with Mark Mahoney and Derrick Singleton
VI. Next Meeting Time Confirmation: Thursday, March 13th, 2014 from 11:00-11:50 AM
VII. Other Divisional Business/Updates

Division II Self-Study Team Meeting
8:00-8:50 AM, Thursday, March 13th, 2014
TAD, Room 112A

I. Approval of Minutes of Last Self-Study Meeting
II. Updates on Building Funding, Design, etc. with Derrick Singleton
III. Discussion of Building Survey Tool with Mark Mahoney
IV. Finalization of Survey Tools
    a. Newsletter
    b. Alumni Surveys
    c. Faculty Emails
    d. Alumni Contact Information
V. Discussion of May 20th Retreat Agenda Draft
VI. Reminder Regarding Process for Edits to Schedule of Classes

Reminder: Div. II classes are cancelled next Thursday, March 20th for the Div. II Mini-Retreat

Summary of Division II Retreat Notes

Rob Smith's Advice on the Self-Study Process:

Rob Smith talked to members of the division about the upcoming Divisional self-study process. The basis for this process is trying to implement a process that assures continual improvement and reflection by faculty and divisions. The goal, here, is a living, breathing document that is useful to the Division. Only Division I has completed this process, so far, and where this study goes is really up to faculty of Division II. It is hoped that divisions think about divisional identity, a divisional mission, and how that divisional mission contributes to the overall mission of the college. Try to keep this report simple. Rob also offered his help at any point in the process.

Post-It Exercise about Division II Faculty

Intellectual Curiosity	Concern for Students	Engagement	Global Perspective	Collaboration
40	33	30	19	15

Balanced Workload	Reflective	Happiness/Joy	High Standards
14	10	10	9

Self-Study Meeting Minutes

Shortened Div. II Meeting Notes
09/23/2013

Thoughts on Meeting this Coming Thursday:

- People seem to think that meeting this coming Thursday from 3:00-3:50 PM, as a division, even though it is the only time we can meet this semester, would be fairly pointless without a clear-cut goal for the meeting.
- Instead of a meeting this Thursday, Mike suggested that faculty meet from 4-5 PM on Friday afternoon, then perhaps socialize, after. Most seemed to think this was a good idea, so Jan asked all program coordinators to take this idea back to their programs, bring it up in a meeting to see how well that would work for them all, and then decide as a divisional group.

Thoughts about what to do for program coordinators before next self-study team meeting on October 16th:

- Have finished mapping college-wide goals with program goals using Ed's template.
- Establish learning goals and objectives for the program, if that has not already been done. Or, at least, work on them. (Mike also made note here that you could, in theory, shortcut this task by just listing student opportunities, and having the learning goals/objectives grow out of them.)
- Bring up Mike's suggestion for a meeting time (see above) in a programmatic meeting to see how well that would work for them all, and then decide as a divisional group.
- Program coordinators should send in their PAR learning goals to Sam before Oct. 16th. (I will contact them tomorrow or today to get that ball rolling)
- Each program should be thinking of 1-2 questions for majors or minors or independent studies.

Things for Jan to Do:

- Look for learning goals and objectives from Richard to give to Nancy
- Help Richard tweak his Div. II document to make it more inclusive so it can be posted to the Moodle self-study page for others to see.

Things for Sam to Do:

- Send reminders out to self-study team leaders about what each of them is to do before Oct. 16th. (Map college-wide goals; establish learning goals/obj. if not already done; bring-up Mike's suggestion for a meeting; thinking of 1-2 questions for majors/minors or ind. Study students.)
- Ask for PARs from program coordinators.

Division II Self-Study Team
Meeting Minutes
October 16, 2013
Noon-12:50 PM
TAD 112A

Next meeting: Wednesday, November 6, 2013, 8:00-8:50 AM, Location: Draper 120 (ECO/BUS Conference Room)

Present: Nancy Gift, Jan Pearce, Mario Nakazawa, Peter Hackbert, Ed McCormack, Sarah Hall, Alan Mills, and Sam Cole

1. Approval of Minutes from Last Self-Study Meeting (September 23rd, 2013)
   - The only change made to the minutes was by Ed McCormack, previous to the meeting. Sam had already edited the document to reflect this one change at the time of the meeting.
   - The meeting minutes were approved as sent with no further changes.
2. Rebecca Parish, Coordinator of Campus Visits and Events
   - Rebecca is currently taking time out of her schedule to meet everyone on-campus. She is responsible for setting up class visits and meetings with professors for viable Berea College student candidates who are currently visiting campus.
   - Rebecca gave all faculty present at the meeting a handout with quotes from students about their campus visit. Overwhelmingly, class visits and meeting professors has a lot to do with them selecting Berea as the school they decide to attend.
   - Usually, as part of the interview process, students will visit campus at least once. They will experience a video session, parent session, their interview to complete their application, and a campus tour. Sometimes, Rebecca offers selected students (only viable candidates) the chance to sit-in on a class or meet with a professor.
   - In order to do this, they try to pair the student with a class that they have expressed interest in that works in their schedule.
   - Rebecca asks that you let her know about classes that would be good to send students to, when they could come, exams dates, and etc. ahead of time.
   - Alan asked if a course description sent to Rebecca would also be helpful. She said it would be. She is also mostly looking for entry level classes for these visits.
   - This process is useful because it can provide faculty feedback about a potential student, whether good or bad, at a very quick rate. Rebecca passed out an example of the faculty feedback form, which is optional, but wonderful to have if you feel particularly strong about a candidate, one way or the other. She said she would also email this form to everyone.
   - With Berea requiring an interview for all applicants to complete their application, all manner of students come to campus for visits. However, since Berea is the

most competitive school in the state, and one of the most competitive in the region, Rebecca only offers this sort of thing to viable candidates.

- Alan asked if visits from high school students are arranged through campus visits. Rebecca said yes, they do. She also said that you should feel free to tell visiting high school groups to contact Rebecca. Visiting high school classes are great for Berea.

3. Discussion of Goals Matching Progress

- ECO/BUS: There are a few more student responses set to be plugged-in, but other than that, the program is finished with this task.
- CSC: Right now, the program has an Excel spreadsheet to map-out courses and paired learning goals. Mario has also worked with this data to put it into graph form. He would be happy to share his template with others to use.
- TAD: The TAD program had a question about what information was wanted, other than goals and student opportunities. Jan answered his question by saying that was the whole task.
- SENS: Nancy got the basics as a starting-off point from Sam. She felt that SENS needed more distinction between learning goals and learning objectives.
- Jan commented that CSC, TAD, and others also needed this kind of clarification, so Nancy is in no way behind anyone else as far as the task goes.
- Jan here informed that group that she had asked Chad for a bit of payment for each of the self-study team members because she might need to call upon them to do other tasks, and it would perhaps take some time over the summer. Chad agreed to give a little money, but Jan is going to try to use everyone's time wisely with this task.

a. Discussion of process for goals matching

- Ed asked if anyone had found out anything helpful in this process, so far.
- Mario said he felt it has been helpful for finding out strengths of the program, as well as what the program does and does not do.
- Ed feels that this task will help later with assessment because of all the data collected.
- Alan said TAD had found it helpful because they had discovered that their students do a lot of writing and presentations. However, they did not have a goal to cover that task.
- Nancy said she had found something similar in SENS.
- Alan mentioned that TAD would probably meet this summer to work on developing further goals and objectives.
- Ed mentioned that ECO/BUS had spent a lot of time with that in their program.
- Sarah said that she found many of the things in these learning goals and objectives were up for individual interpretation. It depends upon how widely you define certain terms. She felt that the process she did in ANR for this task is not as complete as it could have been because everyone did not look at everything, and she found that some goals and objectives could, "stretch," to fit others.

- Ed said he recently found himself deleting all thing things you could "stretch," to fit because he felt that leaving these things in the document actually weakened it, overall.
- At this point, Alan said that the TAD faculty had asked about accountability and the next steps.
- Mario said that the next step might be syllabi examination for courses.

4. Discussion of the Next Steps in Self-Study Process
   - Nancy feels that the next step is to gather all the data together and chart it out.
   - Ed reminded everyone of the 3 parts of the self-study, including divisional identity, bringing everything together from the data collected, and then programmatic things.
   - Jan said that we are one of the only divisions with an official name, but we also need to figure out who we are and to discern shared values.
   - Nancy felt this process would also be helpful to figure out if we really are what we thought we were before we collected data.
   - Jan thought we should try to collect all data together, at this point.
   - Mario felt we should start to develop a list of divisional questions to ask alumni.
   - Jan asked faculty to look at the alumni survey questions from Div. I's self-study, as well as CSC exit interview questions. ECO/BUS also has examples of recent alumni surveys they sent to each of their majors (these were not passed-out at the meeting, but are on the Moodle site).
   - Mario asked if OIRA would work with the division to help refine questions and gather info. Jan said they would.
   - She also mentioned that since this will be so much data, we want to be sure that we ask targeted questions.
   - Jan talked about the CSC exit interview questions by saying that they have not changed much since they were first written, but she felt that asking certain open-ended questions was very helpful. Div. I did not seem to do this, that often, on their alumni survey, unless it concerned their physical space, which was their main focus.
   - Ed asked what we would want to find out from such a survey, and what it would mean.
   - Mario commented that he felt that question number 7 on the Div. I alumni survey was very good, and he felt there was potential there to ass that on our own divisional alumni survey.
   - Peter said that he felt that students at Berea did not think in divisions. In looking at the Div. I alumni survey, he felt that many students who would be asked those types of questions would be clueless as to what they were asking, which would set students apart from the actual convo.
   - Nancy recommended adding labor students to the survey, as it might be helpful in looking at both majors and employment/jobs.

- Ed asked about using this as a programmatic tool with 1 or 2 divisional questions plugged in. Jan agreed that this seemed like a good idea.
- Ed also asked it that would make it any harder or easier to combine the results as a division.
- Jan said no. We can just do 2-3 divisional questions that are worded the same, in these programmatic surveys, and we collect the data from those 2-3 questions. She also felt that labor and majors, not really divisions, were important to students.
- Jan asked others to start developing programmatic questions, and invited others to share their progress as they get started on this. She can send around questions like what Ed's group developed for their last programmatic study. She feels that we might want to keep this short, as too many questions might be a mistake.
- Start to think about alumni and student labor questions.

V. Discussion of Proposed Calendar Change by Scott Steele

- This whole project started as a way to attempt to solve scheduling issues at Berea. Scott hoped that the simulated block structure he provided in email would help people to get their heads around this new type of schedule. He hoped, at some point, people could even tell the registrar that they meet at block "X," and the registrar will know exactly what you mean, helping to eliminate errors of course meeting times in the schedule.
- Unlike the past, this would result in moving classes to a standard 70 minutes per class, with classes meeting three times, weekly. This should help with both scheduling and accreditation, as well as to see what everyone on-campus is doing, when. He just wanted to know if it would be possible to do this, at this point.
- Sarah mentioned that she felt it was good to accommodate for long blocks for labs, since quite a lot of ANR courses meet in that set-up.
- Scott said that some adjustments could be made to this schedule, based upon needs, wants, etc. When Mario brought up a possible objection that the sciences could make about setting up back-to-back labs, Scott invited others to help him think about further objections that could come up.
- Both TAD and CSC said they were more than fine with this set-up.
- Ed asked about how ECO/BUS classes often met, in the past, 4 days per week for 50 minutes sessions. He asked if this would change. Scott said, yes, these classes would become classes that met 3 times, weekly, for 70 minutes per session.
- Many commented that Tuesdays after often very difficult to schedule around/in. A block schedule should help to solve room issues, scheduling issues with students, etc.
- Both MAT and Ed often teach classes that meet for 1 hour and 20 minutes 3 days per week. Could he still do that? What about MAT?
- Scott said that this schedule would constrain classes to three 70 minute sessions per week.

- Jan explained that MAT does this because they wanted to think about helping to maximize their student's learning experience in such classes, but she think that MAT would be more than happy to go to the 70 minute sessions that meet three times, weekly.
- Scott mentioned that is a course or professor had to get more time with students, they could perhaps add another short block (50 minutes) once in the week.
- Mario and Jan are already working on rearranging some courses for CSC to fit this schedule. They could perhaps use something like a single lab block for their senior projects course.
- Sarah asked about 2 hour labs in courses.
- Scott mentioned that both ANR and Physics have 2 hour labs, which will need to be thought about in this new schedule. CHM will use standard blocks, but let out after using only 50 minutes of labs.
- It was wondered if this would help to schedule around conflicts for students, as well as for courses within and outside programs.
- Scott mentioned that this would be the tricky part of the changeover. What he has done is just a preliminary translation of this schedule as a first pass. To schedule inside and outside your program will take communication and cooperation with others.

Meeting was adjourned at 12:55 PM

Division II Self-Study Team
Meeting Minutes
Wednesday, November 6, 2013
08:00-08:50 AM
Draper 120

I. Approval of Minutes from Last Self-Study Meeting

- Minutes were approved as sent.

II. Discussion of Alumni Surveys for Use Within Self Study

a. Possible Programmatic questions to share

Each Program and Their Alumni Surveys:

- ECO/BUS: Would like to work more on this. Asks about skills, knowledge, learning goals and objectives for program, usefulness and helpfulness of courses, and which to get rid of. Mostly, they ask these questions about core courses. Sent surveys via e mail and paper. More response from email. Also had individual faculty follow-up with students they sent the survey to through phone calls. Got 38 % response rate.
- CSC: Meant to discuss this several times. Mario has written an introductory statement about both the major and the program. They plan to use a retailored exit survey.
- ANR: How program prepared students through both skills and knowledge. They also ask about the labor program, ranking of courses, and suggestions. (Very broad. Nancy observed a survey like this could be sent to entire division.)
- TAD: Revolves around curricular matters, which is not too narrowly focused.

How to Contact Students:

- Through alumni office on-campus. Email and cell phones, as well as social networking, are good tools. Paper and mail are not, so much.

How Far Back to Survey Students:

- This issue was discussed and it was decided that this decision may be one that should be made from program to program. This does not have to be the same for everyone. Jan suggested that this issue be brought up before each program before the next Self-Study Meeting.
- Jan also thought she would invite either/or Judith Weckman or Clara Chapman to the next meeting to talk about this topic.

b. Discussion of Divisional Questions

What Would We Like to Get Out of These Surveys?

- To think about paired learning goals and general education goals and to ask about important ones, not all.
- Finding weaknesses
- Learning about how to improve areas where things are being done, but not enough
- Help in thinking about course creation
- Seeing what alumni actually see as valuable
- Hopefully, we could see more about divisional identity and strengths, then look at goals, then reexamine learning goals to see where everything falls within that framework.
- Before next meeting, Jan also think she should revisit what work was done at the retreat, try to compile that with Sam, and send it out via email because the above suggestion (made by Mike) is a good one.

What to Include Divisionally On Surveys

- Mention of Divisional structure should not be made, and will most likely just confuse students. Instead, you may just want to say it is a programmatic self-study.
- Ask about groupings, say we are working on connections, then list programs and an "other," blank and ask students to make connections and ask about possible collaborative courses. You could possibly see patterns through a question like this. (1 or 2 of these).
- Questions should be pretty generic.

III. Discussion of Get-Together from 4-5 PM (with optional socializing after) on Friday, November 22nd, 2013

- Everyone thought this was a good idea, and almost everyone said they could attend. Nancy volunteered to host. Significant others and/or family members could join at 5 PM, after about an hour of work on divisional things. It is expected that around 18-20 people will attend. Jan and Nancy will help to plan this and put together an agenda.

IV. Discussion of Student Interview Questions for Pre-Tenure Process

- At this moment, everyone seems to be fine with the idea of doing interviews along the way for both the pre-tenure and tenure processes, as well as having mentoring teams help divisional chair to do interviews. The information collected here helps Jan in writing letters for each non-tenured faculty member. Consistency is good, here.

What These Questions Need

- Some would be interesting in seeing a form similar to what MAT/CSC used in the past, which separated classes.
- More revision of these questions are needed, mostly striking questions, including the one that asks the same as the professionalism question.
- Add a question asking student to reflect on if faculty have actually achieved their main goals and objectives in courses, or something there about.

- Something about organization of the newer faculty member.
- Question about faculty member strategies to help student development.
- Jan will add a question or two to Ed's edits and circulate for a future discussion.

What Samples of Students Need

- Students, advisees, and labor students should all be interviewed for this process.
- Look at grades, if possible, to see who might give valuable feedback.
- Input from the faculty members themselves. Ask them who some good students to interview for this process would be.

V. Updates on Other Divisional Business

a. Position requests: Due on Dec. 1st

- Jan expects Chad to OK a hiring of another CSC faculty member to help teach 4 courses per year and to supervise labor students to help with IT needs (3 yr. hire).
- After IEQs, ANR may ask for tenure tract for Quinn in spring. Sam will help to schedule student interviews for Sarah and Mike around the beginning of next term.
- Chad should have conversation soon with Nimantha about conversion.

b. Curricular changes: Due to APC Nov. 15th

- Big curricular changes in CSC, including restructuring the major, are expected.

c. Calendar changes

- Suggested to change Mountain Day to back where it was, instead of how it was this year.
- Divisional Council is working to help institute block scheduling to make scheduling classes, labor, etc. easier. SACS rules say all courses must meet 4 hours per week. (This will be checked with SACS this coming Friday.) Everyone seemed fine with the proposal Scott sent out, and many would find this change helpful.

VI. Other Business

- Peter asked about Moodle usage. He feels this technology is great, but it would be better if faculty were properly trained to use it right, as were TAs for faculty.
- Jan suggested that, although Moodle is useful in ways, faculty should perhaps, sometimes look at using a webpage and/or set-up in conjunction with Moodle. This

allows courses to be fairly open, but grades and assignments (on Moodle) to be closed.

Meeting was adjourned at 8:55 AM.

Next Meeting: Thursday, November 21st from Noon-12:50 in TAD 112A.

Division II Self-Study Team
Meeting Minutes
Thursday, November 21, 2013
Noon-12:50 PM
TAD 112A

I. Discussion of feedback from Alumni with Clara Chapman

- Clara attended this meeting to help us think about what to ask of alumni, and how to think institutionally. The Office of Institutional Research (OIR), will help to send out surveys, gather data, etc.
- Clara suggested giving alumni context for the new divisional structure. It is also important to recognize labor, and to think about institutional initiatives.
- Each program should use student labor to do a newsletter about what is currently happening with them. This might help alumni to better understand the structure. Such a newsletter will consist of an intro for the division, and then around one page per program.
- OIR can reach alumni up to 20 years. They stretched back 10 years for Div. I. They could do a different length of time for different programs, but if you keep the questions more general, they can apply almost everyone.
- Think about the types of questions to ask. More open-ended questions mean that you will have to sort through that data. What type of information you want should shape what questions you do and do not ask.
- Clara feels that 3-5 overall divisional questions is a good number to shoot for. She also thought that a survey should be able to be completed in 15-20 minutes, (6-7 pages).
- OIR can provide information about when alumni graduated. If you want to know information about employment, grad schools, degrees, etc., you will have to ask them those things.
- If you would like to know personal information about each individual, you would have to disclose that to those who answer the survey. This survey can be done confidentially, with only OIR knowing that info, or programs can know, as well. You can even have people opt-in in order to see their information if they give permission.
- The whole survey process will take about 2 months once questions are finalized. The Self-Study Team decided to have the survey sent out to alumni by the first week in February, if possible.
- Both paper & email surveys will be sent. First, an email, then a paper copy as follow-up.
- It was decided to send a letter to each person, coming from the chair of the program and/or senior faculty members, asking them to complete the survey. Simply write the letter, along with who it is coming from, and give that info to Clara.

- It is OK to ask about skills learned, but do not get down to course level with this survey.
- Jan asked everyone to go back to their programs and think about divisional questions and feedback tools. Jan set-up a Google Docs spreadsheet for the use of faculty in generating ideas for questions. OIR can then take what is generated and edit.
- Hopefully, divisional questions will be generated through overlap of programmatic questions.
- Go-over the alumni information that both the OIR and alumni provide and make any corrections needed. Email addresses are helpful.
- As this is the last Self-Study meeting of the term, Jan will ask Clara to join us again early in spring.

II. Divisional Meetings/Retreats

- The Division will have mini-retreats this coming spring semester on the following days:
    - Monday, January 6th (before classes start). Time and location: TBA.
    - Friday, April 25th (Reading Day). Time and location: TBA.
    - One other Thursday in the spring where classes will be cancelled. Location, time, and exact date: TBA.
    - (After this meeting, Jan sent out an email that confirmed these dates and times, choose a Thursday in spring, as well as some timeframes.)

III. Other Divisional Updates

- Curricular Changes:
    - Forestry Resource Management minor. APC pushed-back, but proposal is being worked on.
    - CSC restructuring of major
    - Minor changes form ECO/BUS
- Searches:
    - Agronomy Search
    - ART/TAD Joint Search
    - Upcoming CSC/Labor search.
- Other Self-Study Updates:
    - Mario is working on gathering data and mapping data form programs, so far.

Division II Self-Study Team
Meeting Minutes
January 16, 2014
11:00 AM-Noon
Danforth Technology Building, Room 112A

Next meeting: January 30th, 2014 from 11:00-Noon in TAD112A
Present: Nancy Gift, Jan Pearce, Mario Nakazawa, Ed McCormack, Sarah Hall, Mike Panciera, Alan Mills, Judith Weckman, and Sam Cole. Mark Mahoney also attended the end of the meeting

I. Minutes Approval: The minutes from the November 21st, 2013 Self-Study meeting were approved as read.

II. Discussion of Self-Study Timeline

- Components of the Self-Study and their deadlines include:
  - Newsletter for each program with text & photos: Need as soon as possible. Work on this in program meetings. Try to highlight new faculty, and what senior faculty have been up-to. Pictures are important. Send draft to Sam by January 28th, and she will have a rough draft of document put together by the next Self-Study Meeting. Should be done sometime in Mid-February, along with survey. Will be a clickable PDF.
  - Email from senior faculty to be sent to alumni: Draft and send-in to Judith. This email will have common divisional information and disclosure information in it, which she will help with. Keep it short with attachments and link. Judith will send example email of this to Jan, and Jan will circulate it. Need by end of January.
  - What you want to ask of students for your program- think about things that can already be gathered through Academic Areas of Interest data (2 weeks before Labor Day on February 18th), as well as what things you want to know about students. Some data, like migration of majors, etc. is already being tracked.)
  - What students you want to ask these questions- may be different for each program. (Send email to both Judith and Clara in next few days to let them know this.)
  - Meetings with Judith- At the time of this meeting were nearly done, and should be done by next self-study meeting for everyone.
  - Survey Instrument (for both programs and division)- Judith has list of common divisional questions. Trying to get programmatic questions through meetings. This needs to be ready to be sent-out by Mid-February, as well.
  - Self-Study Materials (no deadline, just for consideration. Included here were the Divisional Data Report, a new one of which should be out, soon, as well as the recent labor survey. Labor is now considered an educational area.)

- Re-visitation of Programmatic Goals & Learning Objectives (Do this at programmatic meetings, soon. Leslie, Rob Smith, and Judith are working on a PAR/Self-Study workshop in May during which programs can revisit/work on this sort of thing.
- Divisional Mission Statement (suggested by Mark Mahoney as part of building process)
- Discussion of Divisional Building- Mark needs to learn who wants to be in the building. This exploration must happen this semester because it can impact Div. I's building process. Mark will bring a draft of a building survey for all Div. staff, faculty, etc. to next Self-Study meeting. Get mission and vision statements from programs to form divisional mission and vision, which is more than just name and data (all we currently have).
    - Some of this work (like programmatic re-visitation of goals, and compiling of self-study etc.) may have to be done over the summer. Jan has asked Chad for stipend for everyone. Will for Mark, too.
    - The soft deadline for this report is the end of summer. On paper, the beginning of summer is given, which is not reasonable.

III. Division II Building

- Mark has talked to Matt Saderholm in Div. I. He has also been talking to the ceramics and sculpture/art folks about ceramics and sculpture.
    - Process:
        - Have program chairs ask their programs what they think/feel about this issue.
        - Mark will send out survey to those interested and discuss results with program chairs
        - Seek survey support from Judith Weckman. Also, be sure to coordinate sending this survey out in-view of other faculty surveys being sent-out this semester.
        - Jan would like to work with Mark on this survey, too.
        - Mission/vision statement (see above)
        - Learn who wants to be involved in building process, who should be, and what needs to be done this summer
        - Seek funding for visits to other sites in the summer
        - Visit other sites this summer (Mark and others who want to)

Meeting dismissed after setting next meeting time at Noon.

Division II Self Study Team
Meeting Minutes
February 13, 2014
11:00 AM-Noon
Danforth Technology Building, 112A

Next Meeting: TBA

Present: Jan Pearce, Mario Nakazawa, Mark Mahoney, Michael Panciera, Ed McCormack, Nancy Gift, Sarah Hall, Peter Hackbert, Judith Weckman, and Sam Cole

I. Approval of Minutes: The approval of the last minutes of the Self-Study Team Meeting was moved by Mario, and seconded by Nancy. Minutes approved.

II. Update on Process from Judith

- Clara has been injured, recently, so Judith asked that everyone understand she is not too sure about the timeline of the survey, at this point.
- Survey Feedback Update:
    - Needs feedback from TAD, and CSC
    - ECO/BUS, ANR, SENS, and EPG have been working with Judith
    - Before final approval, Judith will print out all the surveys, lay them out in her office, and invite everyone over to look at what they have, so far.
    - CSC needs to provide alumni feedback on lists. ANR and ECO/BUS have been working on theirs, and Sam can pull them at any time.
    - Cover emails with common language are needed. Sam volunteered to draft a common email that could be personalized by programs.
    - Common questions have remained about labor and internships. When it comes to these questions, however, everyone needs to make sure that they have not left out something critical from the common questions while editing. This has only been done if a program asked Judith to edit something out from these common questions. It can be put back in.
    - A few edits were made to the survey in the meeting, including
        - Moving demographics questions to the end
        - Reframing the high impact learning activities question about a TA to be receiving assistance from a TA in your program, and keeping the question about having a labor position related to your major (that captures TAs).
        - It was asked if advising could be added to the high-impact learning activities list. It could be, or could be added on programmatic side.
        - Try to insert logic for the employer/job title, etc. person so if a person selects that they are at home caring for loved ones, or unemployed, they do not see this section.
        - Edit the question about how Berea has effected you in your job/career to just ask alumni how Berea has effected them in their life.

        - Better headings for longer sections were suggested.
        - Starting with program specific questions to help students feel like they have a connection to the survey.
    - Judith admitted there were still ordering issues to the surveys, and that would take some time to iron out.
    - A Facebook link to this survey can be posted to get some alumni that the alumni contact lists may have missed.
    - It was suggested that alumni without emails could be sent a postcard with a link to the survey, or asking them for their email address.
    - The topic of surveying current students came up. Judith said that this was very easy because they has email addresses for all these students, so this could be done nearly anytime. However, she reminded everyone that survey traffic on-campus was high. She asked that surveys sent to current students be focused, and direct. We should also be careful that we do not sabotage the response rates of other surveys.
    - It was suggested that faculty could perhaps as some questions of students during advisee sessions. Nancy, who only has minors in the SENS program, could send an email.

III. Updates from Mark on New Building Process

- The survey for the new Div. II building will be coming out, soon. So far, Mark has received very few comments about the draft handed out at the last meeting. To get comments, he may just send out the survey link for people to look at, soon. Once edits have been made, that will be sent to everyone in the Division. Please let Mark know about any changes that should be made to the survey.
- In 2 weeks, Mark, Matt Saderholm, Dean Berry, and (perhaps) James Blackburn-Lynch will be going to look at a new Science Engineering building at a school.
- Mark has been looking at schools with programs comparable to Berea. So far, he has not really been able to find a true comparison school. Because of this, he asked everyone to send links to programs that programs has used in previous self-studies to compare themselves to. Even a short list of schools themselves would be helpful. This would help Mark edit school names, and look at people who are doing well in particular areas.
- Jan mentioned she would like to visit the NKU Informatics Building
- The timeline for the building, currently, is that at the end of the term, Mark has an idea about who is interested in being in the building, and who is involved in the next step of the planning process

IV. Other Divisional Updates/Business: No new business or other updates were presented at this meeting.

Meeting was adjourned at Noon.

Division II Self-Study Team
Meeting Minutes
February 27, 2014
11:00-11:50 AM
TAD 112A

Next meeting: Thursday, March 13th, 2014 from 11:00-11:50 AM, TAD 112A
Present: Nancy Gift, Jan Pearce, Mario Nakazawa, Peter Hackbert, Ed McCormack, Sarah Hall, Alan Mills, Derrick Singleton, Mark Mahoney, and Sam Cole

I. Search Updates

- ANR: Sarah announced the hiring of Mary Parr at the end of the Agronomy search.
- Art-TAD: Alan let everyone know that there was a fine pool of candidates for this search. After Skype interviews, 2 on-campus interviews will take place after Spring Break. Both candidates are very appealing to both programs.
- CSC/Labor: Mario let everyone know that they have decided to invite 4 candidates for Skype interviews. The candidate who is hired for this position will help with info infrastructure, and teach 2/3rds of the time.

II. Follow-up on Self-Study Timeline Following Jan's Meeting with the Dean

- Jan and Judith have been stressed about the self-study timeline. Despite good work from chairs, neither of them felt that there was time to do everything needed to prevent the self-study from being program centered. After a meeting between Jan and The Dean, Chad agreed to delay the deadline until mid-fall, and to give the faculty money to support this endeavor. Jan would like to think about how to use this time and money make the Self-Study more divisional.
- This was the devised loose plan:
    - Use March 20th retreat to break into about 4 "study groups," around topics that seem interesting to faculty and are brainstormed at this retreat. After groups will take their topics, write, think about them, and share during summer time. Two suggested ones were Theory & Practice, and Learning Spaces.
    - Use several half-day retreats in the summer (with food provided) to move work forward. Perhaps meet later in the week after commencement. Meetings should be with everyone in Division. Use this time to do visioning forward with junior faculty so self-study will have greater impact.
    - Take the idea of this back to program and ask them to identify a two to three and a half day period when everyone could meet.
    - Samantha Cole can set-up a Doodle poll, to see which week(s) people prefer.
    - Meet again a half-day before classes start for fall.

III. Where we are with Surveys and Alumni Info

- SENS: Almost ready to launch survey. Feels good about work being done on student info. 10th Anniversary Celebration of the SENS House work has helped with alumni info.

- EPG: Almost ready to launch survey.
- ECO/BUS: Almost ready to launch survey. Done with alumni info (except Ed). Judith added some of their latest changes to their survey about grad school to other program surveys.
- TAD: Almost ready to launch survey. Done with alumni info.
- ANR: Almost ready to launch survey.
- CSC: Needs break to do alumni info. Mario would like to meet with Judith about survey. Want more text in newsletter. Need a few more weeks.

III. Feedback from Current Students

- Think about whether and how you want to collect information from current majors and labor students. Exit interviews (like those done in ANR, CSC, and SENS) could help with that. Take this back to program and ask.

IV. Bookstore Discussion with Derrick Singleton

- The bookstore struggling to sell textbooks (sales have fallen 40% since 2009), the need for students at Berea to stretch their money (mark-up on used books very high), as well as more students using online services to purchase books has led to think about virtualizing the bookstore through Akademos.
- Akademos allows students to rent books, purchase new or used books from sellers on the Market Place, or buy EBooks. The site looks much like Amazon.
- Sellers can be limited to only those with high ratings. Auto sub can send textbooks that have been delayed in delivery to students. Students can use financial aid vouchers. Choices for their textbooks can be limited to the classes they are enrolled in.
- Book adoption can be done here. Can add notes, syllabi, too. Site has a faculty adoption tool where you can see what texts other colleges are using, as well as price. You can create your own class pack and let students print it. Copyright is taken care of, and you can preview cost.

V. Building Update

- Building planning money has been approved by Trustees. Architect will be Ballinger, who is working on Science building. Talks about space and programming can begin in about 3 weeks. Right now, this will just be a concept with pictures, etc.

Meeting was adjourned at 11:55 AM

Division II Self Study Team
Meeting Minutes
March 13, 2014
8:00-8:50 AM
Danforth Technology Building, 112A

Next Meeting: Div. II Retreat, Thursday, March 20th, 2014

Present: Jan Pearce, Mario Nakazawa, Mark Mahoney, Michael Panciera, Ed McCormack, Nancy Gift, Sarah Hall, Peter Hackbert, Derrick Singleton, and Sam Cole

I. Finalization of Survey Tools

A. Faculty Emails

- This email will come from a designated senior faculty member in each program. Keep it short. Jan distributed a version for editing. She asked that they only add very little to this draft, and said that editing it down was OK. A few edits were made to this email during the meeting.

B. Alumni Surveys

- Jan plans to change the intro to the survey to text like that in newsletter.
- Sam agreed to ask Judith to add her to survey to clear responses for faculty.
- ANR, SENS, ECO/BUS, and EPG felt done with surveys. TAD and CSC wanted to look over surveys once more.
- Jan hopes to gain more commonality in addition to Divisional questions.
- A question was asked about how often alumni got surveyed. The last time most were surveyed was during programmatic self-studies, unless Judith has surveyed them since.
- Faculty were asked to let Judith know about any changes needed to be made to their surveys ASAP.

C. Alumni Contact Information

- TAD, EPG, SENS, and ANR were good with their alumni info. CSC and ECO/BUS felt they needed 1 more chance to look over theirs.
- A question was asked about alumni who may have been involved in more than 1 program. Whose cover email do they get? How does the survey work? Jan will take these questions to her meeting with Judith on Monday.

II. Discussion of March 20th Retreat Agenda Draft

- During this time, the goal is to make the self-study more divisional, and less programmatic. Only one part of the self-study should be programmatic.

- This retreat would include brainstorming about learning communities for faculty to organize themselves and thoughts around. Examples of possible topics: learning spaces, sustainability, community engagement, etc.
- Faculty members were asked to comment on logos created by Paul's students before the retreat. During this retreat, we will provide students with written feedback on revisions.
- Other edits were made to this agenda, and written in the notes by Sam. These were later corrected.

III. Updates on Building Funding, Design, etc. with Derrick Singleton

- No real updates on funding. Money for a building conceptual plan has been approved.
- The College is working with Div. I to lay out schematics. This will take 4-4.5 months.
- The architects will split a week on-campus between Divisions I & II from April-May.
- Since location will be a challenge for this building, hopefully, working with both Divisions at the same time will alleviate that.
- Road funding from the District has been approved to start a study about moving the road. State approval is needed.

IV. Discussion of Building Survey Tool with Mark Mahoney

- Mark put together a building survey for people to comment on before distributing it to faculty in Div. II and those who have expressed interest.
- The visit to a Science/Engineering building in San Antonio generated a lot of ideas for Mark. He noticed good things and bad things about the design, like flexible spaces, research space for faculty, informal spaces, engineering labs, and wasted space.
- To get to this structure, each program in the building identified a mission, then the building identified a mission. This led to things like visible introductory classes, a building that seems like a community, and a design meant to increase faculty foot traffic.
- Mark would like to get the survey out soon, and will send links to everyone.
- Jan asked faculty to make changes on the paper version and return them.

V. Reminder Regarding Process for Edits to Schedule of Classes

- With fall schedule of classes, email Scott and Wanda, directly, for large changes. Small changes can be sent to Amanda Leger.
- Spring changes go to Sam/Jan. Changes needed before Tuesday.
- Please check both schedules carefully.

Meeting was adjourned at 8:50 AM.

Analysis of Alumni Survey Responses

Analysis of Alumni Responses to Key Divisional Questions

How did your Berea College experience help you understand how to solve problems and how to open your mind to complexity?

There were lots of different ways that the BC experience gave Div. II alumni the skills needed to solve problems, and also open their minds to the complex world around them. Some of the most useful ways the Division does this, across programs, is through real world experience gained through things like labor positions, internships, or cross-disciplinary experiences. Unsurprisingly, alumni also felt that exposure to new topics, subjects, opinions, and people greatly contributed to their ability to be more accepting and better solve issues. The skills of general problem solving through trial and error (experience), analysis, and critical thinking were also often sited.

How did your labor experiences at Berea College contribute to your work and life in general?

Division II alumni were often very much in praise of the labor program. Some of them felt it helped to better build their practical skills for their future employers, like work ethic, confidence, and time management skills. Labor positions in Div. II may be especially valuable to students because they allow for applying skills learned in the classroom, as well as learning real world skills outside of the classroom. Some were thankful that Labor allowed them to work teaching, leading, or managing others for the first time. Through these opportunities (both inside and outside their majors) Div. II alumni were allowed to network, work with others, learn team building skills, and connect with fellow laborers. They also learned the dignity of all labor, no matter the position level. By far, one of the biggest reasons students are thankful for the labor program is because it allowed them to build their resumes and gain useful job experience while in college. Many even said that their labor positions had, in some way, helped them to acquire their current and/or entry level positions right outside of college.

Are there particular courses or topic areas that you wish you would have taken that would have helped you in your work or life?

As Div. II spans a number of disciplines, you would imagine that the different topics that alumni wished they would have engaged more while here at Berea would be very diverse. Surprisingly, however, there were quite a few respondents who mentioned the same topics and/or coursework over and over. The courses mentioned were largely those that would teach some sort of practical skill that could be put to work by alumni personally, or professionally. A large majority wished that there would have been a class that helped to teach them skills to better themselves, like a course that showed students how to budget, communicate with others, learn basic business skills, and/or teach them to cook and clean. Plenty had recognized the important role that technology

plays in the current workforce since graduating Berea, and wish they would have taken more TAD or CSC courses to boost these skills. Others wish they would have boosted their professional and/or creative writing skills. Some regretted never participating in an internship, which could have helped to gain real-world skills and a possible position, later. Business courses, like accounting and management courses, were both mentioned by alumni in all disciplines. Other topics that came up included psychology and foreign languages.

Do you think Berea College gave you an advantage over your current work peers and/or set you apart in some way from them? If so, please explain.

When asked if Berea gave an advantage to Div. II alumni, the answer was a mixed bag. The majority answered in the affirmative, however. The reasons they typically gave for their advantage included the work ethic and experience they developed here, along with the labor program experience. A few mentioned that the reputation of Berea itself had helped them in one capacity or another. Time management between academics and labor, as well as managing finances on a small budget were all given as ways alumni felt they had a "leg-up". Those who had went on to graduate studies said that the rigorous academic environment had helped them. The College's commitment to diversity was yet another reason many saw their BC experience as valuable. Those that said they felt Berea had not given them an advantage sometimes elaborated as to why they felt that way, as well, although the majority did not give a specific reason. Those who did most often said it was because they felt other students gained more focused and/or technical education elsewhere, and because their current field was not related to what they studied while being a student here.

Please comment on how the XXX department/program could have improved your undergraduate experience:

The three biggest ways that students from every Division II program said their experience here could have been enhanced were that of more internships, expansion of the curriculum, and more help with career planning. Faculty and staff from Div. II could therefore better support and tout the benefits of internship programs. The Center for Transformative Learning could be a great place to refer students (as well as more thoughtful academic advising) when it comes to preparing them for careers after Berea. Faculty could also refer students to these resources early in their careers.

What internships or similar experiences do you know of in your field/organization/company that could be offered to current students, assuming Berea College could provide funds to support the endeavor?

Most Div. II alumni would be willing to connect with or take on BC students in their firms, were able to make internship recommendations, and/or already have program established where students could apply for internships. Examples of some of the programs/opportunities mentioned took place in the sectors of nonprofits, for-profits, governmental agencies, and even institutions. Fields where students could get involved ranged from healthcare to entertainment. The main task for us, here, would be to update, keep up with, and disseminate this information to faculty, staff, and students who could best utilize it.

What specific possibilities (new programs, new curriculum, research, cross-disciplinary courses, student activities, etc.) resulting from cross disciplinary collaborations inside and outside of Division II would you recommend be offered to current students?

For some alumni, the divisional structure was a bit overwhelming. Many simply did not have any recommendations, or stated they would need more time and/or information to be able to pin down what cross disciplinary collaborations inside and outside the Division should be offered to students. Many simply stated that they felt all cross disciplinary work was helpful to all students because the skills they learned while pushing themselves out of their academic comfort zone often came in handy during their careers. Perhaps the most interesting thing, here, was that Div. II alumni believed that very beneficial collaborations are ones that are already being done by the Division, or are being worked on. These included the connections between Computer Science, Entrepreneurship, and Sustainability & Environmental Studies to all programs, and the number of possibilities between ANR & TAD.

If you have completed post graduate academic work, how well did your overall Berea College educational experience prepare you for it?

Despite the fact that not all Div. II alumni had went on to get advanced degrees, many had continued their education after their graduation from Berea. Most often their education after Berea included things like certification, licensure, or further studies to help build practical skills. Of those who did go on to get advanced degrees, the most were in larger programs, like BUS, ECO, EPG, and TAD. Div. II alumni who continued their education often found that Berea laid a very good foundation for them to continue their studies, even if their studies were not directly related to the degree that they received while here. In some cases, a few even mentioned that their Berea education felt more challenging/valuable than their more advanced degrees.

Current Employers of Div. II Alumni

Who employs Div. II students after graduation? In a Division where practical skills are so important, it should be no surprise that most students are, in turn, hired by for profits. Many are also self-employed. The other large employers for Division II alumni are in the educational

sector, or the governmental sector. Most interestingly, post-secondary education is where many alums seem to land. And quite at least one student from each of these programs has ended up working for Berea College, as well. Out of almost every group of alumni surveyed, the majority of graduates in nearly every program were currently full-time employed.

Which experiential activities contributed to your current work?

As one might imagine in an academic disciplinary grouping such as Division II, experiential activities are very important to alumni. When asked to give feedback on these experiences, alumni rated their importance to their current work. Labor was, by far, the most important. Internships came in a close second. Service Learning was the third most important. Lastly, students said that travel experiences both inside and outside the US were another important contributor.

Most important skills for Div. II Alumni for current jobs:

Plenty of skills in Division II are taught from faculty to student, from supervisor to student, and from student to student. As part of the alumni survey, alumni were asked to rate the most important skills in their current work. Time management dominated this question in almost every program. Most students said that balancing class time, labor, sports, and other extra curricular activities and interests at Berea greatly improved this skill for them. Next students said they had found that speaking was very important. More could possibly be done (even as part of the showcase) to better improve this important skill. Being open to others is an area that is very important to Div. II alumni, and something that BC as a whole seems to do quite well with. Even Div. II alumni made clear in another section of this survey that the Division, as a whole does a great job of this. This may be, in part, due to the importance of diversity here on-campus. Flexibility was the last most important skill in current work for Divisional alumni. Again, more could be done to improve on this skill.

How well did your BC education prepare you for graduate education?

As far as those who sought further education, alumni from the Division were largely a mixed bag. Few went on the get a second BA. However, in certain areas, like TAD, BUS, ECO, and EPG, pursuit of Masters Degrees was quite popular. Many (mostly female students) went on to get a Master's degree in their field in BUS. The same could be said about EPG. In ECO, mostly men pursued these sorts of degrees. The same was true for TAD. CSC has mostly male students pursue graduate degrees, but only a small number continue their education after Berea. What is not surprising is that plenty of Div. II alumni went on to receive some further skill, training, or license after their graduation from Berea. For most students this was either employment related, or in another "practical" field of study.

Most students who went on to pursue further education agreed that their Berea education had helped them in some way, even if it was as basic as lying a good foundation for future study and time management habits. Quite a few even commented that their Berea experience was more challenging than their grad school one. There were only two programs where students said they may have felt their education was lacking: CSC and ANR. Students in both these groups sometimes felt that others who had went to larger more research driven institution where more math and science was required to earn their degree were better prepared for grad school courses in their respective areas.

Building Committee and Ballinger Meeting Notes

Unofficial Div. II Building Committee
Meeting Minutes
Monday, May 19th, 2014
3:00-4:00 PM
TAD 108A

Attendance: Mark Mahoney, Paul McPherson, Jan Pearce, Mario Nakazawa, Nancy Gift, Ray Gonzalez, Sarah Hall, Ian Norris, and Sam Cole

- Mark started out by saying that the goal of the meeting was to get everyone on the same page in preparation for the upcoming campus visit from Ballinger. In this way, everyone can be well represented.
- Ballinger provided Mark with information about each of the buildings that they had received from facilities. Mark asked for corrections to this information. He had already been making some corrections on his own. Sarah agreed to help Mark correct some of this information for ANR.
- E/B, although they are not interested in moving, would, according to Ian Norris, like to have a presences in the building. Ian also asked for guidance as to what their overall role should be in building planning. Jan suggested planning for an educational space within the new building.
- Jan also made it clear that Ballinger was is only here to work on the new building project. Other smaller projects that are approved by Derrick may also be done, but only if approved by Derrick, and based on priority.
- Mark also asked the group about the association that the Div. II building would like to have with the Div. I building, as well as the rest of campus.
- Mario asked Mark if he knew how many levels the new building would have.
- Mark was not sure. Currently, Danforth is home to a lot of wasted square footage. This square footage could be used as Ed. space, storage, or hangout space for students. Mark thought it made sense that the new building should have 1 big lab for heavy equipment, and other smaller labs for focused tasks.
- Sarah said she felt ANR would like to move into new building. The fact that Goldthwait may be partially reused (as mentioned by Derrick) was a reassurance to many in that program.
- Mark gave a brief overview of the building Moodle site, which everyone on the committee has access to. There, you can find examples of interesting learning spaces. Feel free to add or delete your own, here. The idea is to pull things of interest from each and incorporate into our plans for programs and spaces. Resources, documents from Ballinger, etc. are also there.
- This week, Ballinger wants to know about square footage (is it correct), programmatic opinions about spaces, etc. Mark would also like to know that sites are considered viable, as they would like to know that, too.

- Sites suggested and comments on each included:
    - Crafts/ANR Building: For this space to work, crafts would have to move, first, and ANR would move temporarily. Road (if moved) would also bisect this building. Would possibly allow us to capitalize on TAD relationship with Crafts.
    - Green Space by Seabury Lot: Easy road access. Could serve as a gateway for campus. If we went here, the process of moving the tennis courts would be pretty fast.
    - Green space by Farm Store: Cut-off and far from the rest of campus. Too far from the Liberal Arts programs.
    - Current Visitors' Center: Also far from campus. Might be a good space for Crafts.
    - Old Science Building: The best place for the Div. II programs would, most likely, not be in The Quad. There is also a very different set-up between science labs and labs such as found in Div. II classes.
    - Other space, farther out than Blue Ridge was also mentioned, at first.
    - The Green Space in front of the Kentucky-Talcott dorm was also mentioned.
    - Many of the above ideas depend upon where 521 ends up going. As of right now, the future of that project is unsure, especially since the hospital is now going to build elsewhere and move. But, this means that lot will revert back to College property after a new hospital is completed (a process that could take years).
- Mario thought the idea of a walkway/welcome area between Div. I and Div. II buildings would be nice.
- Mark mentioned The Gateway Project, a building project in the works to set campus apart from the rest of town, in a way.
- SENS thought their involvement in the building would be, according to Nancy, to have 1 person in central campus, and another person in the new building.
- The concern was raised that moving temporarily could mean that we could move once, something could happen financially, and we could possibly get left behind in the temporary location without a new building in the plans. However, because Anne Ray Charitable Trust money must be spent each year, or the institution could get into trouble, a capital project looks appealing to help spend those funds, quickly.

Meeting was adjourned at 4:13 PM.

Div. II, Workshop II with Ballinger will take place on Thursday, May 22nd, 2014 from 2:30-5:00 PM in Lincoln 201.

Ballinger Div. II: Workshop II
Meeting Minutes
May 29, 2014
02:30-5:00 PM
Lincoln, Room 201

Attendance: Jeff French, Craig Spangler, Kathryn Lyons, and Mark Chadwick from Ballinger. Paul McPherson, Mark Mahoney, Sarah Hall, Ray Gonzalez, Richard Dodd, Wayne Orr, Derrick Singleton, Sam Cole, Susan Vaughn, and Chad Berry were in attendance from the campus.

- Ballinger has done a quick assessment of site options for Div. II. Some will work, others will not. The main thing that Ballinger is still currently concerned with is if (or how) the Div. II building will impact the Div. I building.
- Mark will talk about future meetings, if time is left. Kathryn was asked to go over findings for each of the programs, etc. from the last set of meetings.
- First, Kathryn presented on a bubble diagram that illustrated the sizes of programs. She hopes this will give everyone a sense of the numbers of faculty, graduates, and square footage for each of the programs. This will be the benchmark points that all future projections for square footage will be made from. At this time, she needed more info for art (which Ray sent to her directly before the meeting). TAD appeared to be largest, by far. Kathryn also presented a chart of this data. The current net square footage was around 56,253. With all the added spaces that people wanted, it seems that the building will have to be at least 90,000 square foot.
- Factors influencing the draft model:
    - Right number of square footage for student safety.
    - Lab support- storage, prep spaces, project areas, etc.
    - Most programs need more project space and facilities for both faculty and students.
    - Dedicated spaces for storage, contained shops, specialized equipment and instruments, ceramics specialty room.
    - Consistency in faculty offices. Future hire offices and expansions. Touchdown sites for staff with off-site offices, etc.
    - Gathering spaces. Study rooms, interior and exterior workspace.

From this point, on Kathryn gave the presentation contained in the slides from the Ballinger group. She went program by program, reading off her findings. It was not until the end of the TAD program presentation that any sort of discussion resumed.

- Chad asked Mark Mahoney if the woods lab works for the TAD program. Mark told him that the lab both does and does not work.
- Mark said that he feels the square footage in the TAD building needs to be used better. The current lack of flexibility, electricity, and ventilation limits usage of space.
- Ideally, the new building would keep the work being done inside the building visible to the outside world. Mark hopes that it will still feel like an educational space, not a factory, or the student crafts shop.

- Ray asked a question about the use of the term “maker space,” which had come up in the presentation for several Div. II programs. He asked what the vision of the space would be.
- Mark elaborated by saying that the TAD program envisioned a space with low risk equipment which his easy to use. It would help to increase the accessibility of the learning that is going on in the building. People could explore different machinery and get interested in the various programs in the space. It could work as a recruitment area, an area to bring donors, etc.
- Derrick asked Mark if he was aware of what SCOTS is currently doing on the square. He felt that placing a maker space in TAD would be a doubling of efforts, here. SCOTS does the same thing on the College Square, and is even funded by an outside source.
- Mark said that he know about the SCOTS space, but the new building space would not have someone working in it all day. Instead, it would be a fab lab open to TAs, students, and community members during certain hours. Paul remarked that TAs could manage this space themselves. Mark felt there was a possibility for a collaborative effort, here, between SCOTS and TAD, but it was not a duplication. TAD wants to get students in local schools back into Berea. This could help to engage people. TAD already houses the Westervelt Program, and this could be an extension of that. Perhaps this space could even lower the risk to students, too. Originally, TAD has something like this, but it is now a classroom space used by CSC (Tech Lab).
- One of the architects asked Mark what he meant when he said that the space needed to look educational and not industrial.
- Mark said that he felt the outside of the building currently makes it look like a factory. It is not welcoming to students. The building has to welcome students to get them to want to come into or visit the building. The outside should make them feel safe and should also fit with the rest of the College.
- Craig also asked Mark if he had seen any spaces that seemed to resonate with that idea.
- Mark commented that a lot of the places they had visited, so far, have been engineering programs. Some seem sterile, or even hide production spaces away from viewers. Mark feels that the TAD program would like to see a building that was less overwhelming, but lets people know that they are welcome.
- Chad remarked that he feels fab labs are often places where presidents sometimes go to take donors, trustees, etc. But once they get there, they often have to do something contrived. In that way, a fab lab would not really be practical. It is not always quite a right fit. An example of this is the fab lab at Trinity.
- At this point, Craig began the presentation of the various site options. Since the building might have a large footprint, finding a suitable site may be a challenge. The footprint could be from 28,000 to 33,000 sq. feet.

Here, Kathryn continued with her presentation and wrapped it up with the findings from Art. These are also in the slideshow provided from Ballinger.

- When asked about the change in space for Art (there was a very big growth), Ray told the3 group that more space was really needed for a kiln room, due to safety concerns,

as well as function. A separate glaze formulation lab apart from the classroom (like is commonplace in ceramic programs, elsewhere), should also be considered because of dust concerns.

- Kathryn also remarked that there were some questions about the ART space, really, so the numbers could change. For example, for current space, storage space was not included because Kathryn did not know the exact numbers.
- She also said that sculpture was currently in a very small space, and this impacted growth, as well.
- Kathryn observed that by utilizing more shared space, the total number of square foot projected for the future building could be reduced. Research space was also a huge area of growth because no one, currently, has any, really. As a first draft program, though, it could be tightened up. What is presented to The Board needs to seem viable from the top, down.
- Craig also remarked that, yes, more tailoring could be done to deflate the balloon. This can be done by considering shared spaces, budget, and by being creative with spaces. Once the estimate has been leveled off, then they can think of feasibility. A doubling in size is not really unusual. At this point, we could talk about not just a new building, but also tuning up the existing building. How could we rethink things? How do we think things out within that to renew facilities in these programs?
- Derrick commented that the college probably could not afford all that space.
- Mark reminded everyone that the efficiency factor will be different for this new building. The architects commented that they agreed, but would have to test that.
- The architects also commented that with a one-level building, the cost per square foot is lower, and the net to gross is higher. That does not happen on a multi-level building.
- Derrick and Mark agreed that they had already talked about this, as well as the master plan, during their last Trustees meeting, and their last meeting together. The potential overall cost could be effected by the design. Perhaps a lite industrial look could still look good with campus.
- Size of the building must be managed. A pancake like structure (with a large footprint, or ground floor) might be easier to build on a grade, and can be cheaper, but it may be hard to find a site. As it is right now, some spaces must remain the same. Others can shrink. Still others must grow. The envelope can be reduced. Programs should investigate space and collaboration overlaps to facilitate sharing conversations.
- Mark commented that he felt that the flexibility of spaces were key to shared spaces. He also feel that some expansions (but not many) could be planned for in the future. In some ways, he felt that a freight elevator could work for materials transport, although an elevator would be expensive.
- Craig urged others to think about how programs could make the building simpler when building. The cost can constrain a project, and means that you need to get as much program as possible out of your budget.

At this point, the presentation on site options began.

- Based upon the Master Plan, there are a few sites that the architects have decided to explore. An unexpected option was the Main St. site that Chad mentioned at the last meeting. At this point, the predesign study for the Div. I building has been complete.
- There are a few scenarios for a Div. II building near the Div. I building.
    - The underground building connected with Div. II. This idea was not liked by the building committee. It also may not work because you need so much space. With this design, there would be no real room for a courtyard.
    - If the road moves, and you push the Div. I building down further, there is still an issue. If you push the Div. II building down, then you are further from the rest of campus, and there is also no quad in relation to KY-Talcott.
    - Some ideas about the exterior are that it could look like a Victorian Industrial structure. Or that it could mirror the warehouse look of the Farm Store, nearby.
    - Another option was to put buildings on each side of the Farm Store. But because of problems with high tension lines, this would not work. But the architects would like to try to avoid putting buildings seemingly everywhere and make them related to one another. There were a few variations on this theme.
    - The last option was to put the building in town, where the current Visitor's Center is. In this scenario, Crafts would be where Estill St. once was. ANR would not move with the other programs if this happened. The more that Craig thought about this site, the more he favored it. It would allow for interesting town/gown overlap. There would be a real visual interest, there. It also seems like a cool thing for visitors to campus to see. However, the space is very tight.
    - There would also be added pressure on the architects, here, because the building would reside in such a sensitive context. They mentioned that they would be interested to know what some of these students in the various programs would think of this site.
    - Options (not yet explored) to work with the small space here would be to build the building up, or to disengage programs.
    - In total, 5 sites were presented (as illustrated by the presentation).
    - Option 4 would only work in the building for Div. II was moved more to the North.
- Craig asked Mark about the progress that was made on Monday during the Unofficial Building Committee Meeting. Mark said that the committee had talked about how that they did not want to be too far from the rest of campus because of alienation from the rest of the liberal arts. People want to be part of campus. The topics of phase construction, as well as using the Goldthwaite/Crafts option were also discussed.
- Mark also commented that option 5 seemed interesting, when prompted. Sarah was asked if the people currently in Goldthwaite would be OK with staying in that building. She said that she felt people would be OK with it, but that there is a lot of issues with that building. For example, ANR would like storage for equipment and the vehicles used to take students to and from the farm.

- The parking lot just behind Seabury (near the tennis courts) was also mentioned as an option during that meeting on Monday. However, it is a slew area that needs remediation. Remediation could make the process much more expensive. The track area may also not be suitable to build on because it was once a sediment pond.
- The in-town location may be hard for moving equipment, as well as road access. Sound may also be an issue. The issue of student safety when and if working late at night was often raised by Ray. Security issues could be another problem in that spot when machinery is visible. The architects posited that they could do things to make the area more secure. Mark also said he felt it would be a great spot for security, really, because it is well lit and surrounded by people all the time. Wayne Orr pointed out that this building would also be very close to residential halls, as well. He also mentioned that the College would see that location as taking out valuable retail space. The architects argued that the retail space could be incorporated.
- Mark believes this option is worth a test, if nothing else. It could be reasonable.
- The option of a subterranean building was brought up again. Mark, Ray, Paul, and Sarah all voiced the building committee's opposition of this. Several reasons were given. Among them were:
    - It's not identifiable as a building when you cannot see it.
    - There could be the issue of leaks.
    - People won't come too it.
    - The idea seems too out there for Berea's campus.
    - Later in this meeting, it was revealed that this sort of building would be very expensive.
- The architects gave a few reasons that they thought a subterranean building might be good. These included:
    - A non-building solves the issue of having a large floor plate.
    - It would solve all architectural issues for the façade of the building.
    - It could offer a green roof.
- By far, the most risk for an architect would be inside of town.
- Crafts/Goldthwaite would not really be a viable option.
- Old Science Hall would not work, either, because it will be renovated into a new space.
- A split-level building with access from Campus Drive could work. The price might be less, here, as well. Plus, it is more central to campus. It would, however, be on the other side of Campus Drive. Ballinger could take a look at this option. Cost should also be considered in this option, as well. This could still run into the brown field. If not for that, this site would be perfect, really.
- The option of knocking down the Danforth Building and rebuilding was brought up. But this would up the cost of the building even more.
- The front corner site (far in front of Farm Store) may also be good, but perhaps not for an academic building.
- Perhaps with the Wellness Center, Athletic building, and Div. I building more that way, people would be more willing to come to that side of campus. Mark also admitted it would be nice to have a large field outside to do experiments in.
- The option of putting it where facilities currently is was also discussed. However, that still seemed really far from the rest of campus, and across the road.

Ballinger: Division II Workshop 1
Meeting Minutes
Wednesday, April 30th, 2014
03:00-05:00 PM
Lincoln Hall, Room 201

Attendance: Jeff French, Craig Spangler, Kathryn Lyons, and Mark Chadwick from Ballinger. Jan Pearce, Paul McPherson, Mario Nakazawa, Alan Mills, Mark Mahoney, Sarah Hall, Ray Gonzalez, Richard Dodd, Wayne Orr, Derrick Singleton, Sam Cole, Sandy Wells, and Chad Berry were in attendance from the campus.

- Introductions of all present were given.
- Jeff set forth the goals of the meeting by saying that this meeting would be in order to find out more about needs for a building that would house some Division II programs (and at least portion of ART program). Ballinger would also like to know what current problems are, how to solve them, and brainstorm about a site. From this information, a program would be developed for building.
- Two questions were asked:
    - What would be the connection, if any, this building should have with the Division I building?
    - Would it be possible to house Danforth in another place, temporarily, if the Danforth site was decided to be perfect and there was the need to tear down the building and rebuild?
- Kathryn elaborated on goals of current visit. These include getting to know programs, pedagogies in each program, relationships between each program across campus and in division, the current space each has been allotted, and what is missing. So far, the architects had met with TAD, E/B, and CSC. Visits had been scheduled with everyone. It seemed no space was really entirely missing. Informal interaction space for students was mentioned as a need.
- Jeff mentioned that concerns raised about Danforth included lack of control of air temperature, access, power use, humidity, etc. There is also not much collaboration space.
- Jeff began the discussion of planning the building by talking about high impact learning spaces:
    - Blended learning spaces can include private, physical face-to-face, formal, informal, and virtual.
    - Ballinger has designed social spaces, interactive displays, spaces with flexible furniture, etc.
    - Labs and classrooms should be flexible. Alan talked about how, in time, things may have to change. It would be simpler if all of it were flexible.
    - Ray mentioned that the nature of the skill itself (like ceramics) could change in time.
    - The need for more storage was mentioned by Jeff. He understood that the current TAD space was constrained by power. He also knew that some spaces would need exhaust, etc. Jeff asked if, currently, any spaces constrained teachers or student interaction.

    - Mark mentioned group work challenges.
    - Mark Chadwick said that he was impressed with the luxury of space in the Danforth building. That luxury of space had allowed TAD to remain productive in that building for so long.
    - Mark Mahoney mentioned that, in recent years, the Danforth building had went through lots of changes. These changes allowed spaces to be more flexible. They also used for use of newer technologies in classrooms.
    - Jan mentioned that the space sometimes constrained even making things more flexible. One example was the MAC lab. This lab, being shaped as a perfect square, offered no good viewing angles for some students.
    - Jeff said that the Division should see the new building as an opportunity to improve on these issues. He mentioned that by making multi-function spaces that can be used by everyone, or even other people, spaces lie dormant for much less than very specialized spaces do. He encouraged everyone to think about how to utilize spaces/time better to be able to build less.
    - Jan stressed the importance of not just flexibility of space, but also of data. Wired connections may be needed in the new space. Current limitations slow wireless connections down. This means that students often cannot use software in the cloud.
    - Sarah Hall expressed frustration with outlet placement in the Goldthwait space.
    - Ray stressed flexibility of storage space. All programs need large storage spaces, here. Often, large amounts of materials must be transported from one space to another.
    - Mark Chadwick asked about storage processes. Would people want a centralized space? Should it be close to their programs? How are all materials kept track of? Are materials used between programs? If so, how do you manage that?
- Here, Jeff turned the group's attention to interdisciplinary and collaborative learning. What relationships have been established, and what opportunities do you see? This is a real trend in learning facilities, recently.
    - Alan mentioned that CSC and TAD already share a faculty member. Next year, ART and TAD will share a faculty member, too. He wondered where the offices and studio space of the ART/TAD faculty member would be.
    - Mark Mahoney wondered if it would actually be beneficial to jumble colleagues. This would allow faculty members to have more relationships with those outside their areas. Perhaps you could place offices away from classrooms. Outdoor learning spaces had also been mentioned, at one point.
    - Alan said he would like to see community space for others, perhaps a kitchen with chairs.
- Jeff asked how the Div. II building would relate to Div. I and the broader campus. With it being apparent that interaction with others is wanted and needed, the architects must be careful about not being too arrogant about how they try to determine the behavior of others.
    - Jan mentioned that there seems to be a split between programs where cleanliness is needed, and cleanliness is not really needed.

    - Jeff said this could possibly drive how they think about noise, vibrations, spaces together, etc.
    - Mario mentioned he would like the ability to pull others aside in the space because you have run into them. He would also like to see more visibility.
    - Jeff agreed that visual transparency is a great idea. Others can see you, you can see others, the environment, and interaction happens more spontaneously. He also remarked that, upon entering Danforth, seeing all the labs immediately was a very cool concept, but you could not see them from outside.
    - Mark Chadwick mentioned the idea of multidisciplinary design space.
    - Mark Mahoney thought it would be good to expose students to the work of others through shared lab space & projects. Mark mentioned he thought it would be cool to have smaller scaled versions of large scale research projects set-up for others to see.
    - Ray said that, as an artist, he needs not just collaborative space, but also critique space. He thinks this critique space could be collaborative in nature. It could help build community.
- Jeff turned the group's attention to the need to support labor and community outreach. What was needed for labor? What community/campus outreach do programs do?
    - Sarah Hall said that farm labor students would need a shower, a place to change, and a building with good vehicle access. Right now, the biggest ANR classroom in Goldthwait is too small for weekly labor meetings. It needs to hold about 50 students, plus around 10 faculty & staff members.
    - Alan mentioned the Westervelt, which is a community outreach class which is housed in Danforth. Traditionally, this class has been centered on crafts. In the future, it might be focused more on fabrication.
    - Mark thought it would be nice for TAD TAs to have places to store their things while working. Jumpsuits might also be nice.
    - Goldthwait also has no room for TAs to lead study sessions. These are held in the library, currently.
    - Ray expressed the need for a separate meeting/classroom space.
    - Usually, labor meetings are well below 100 people, unless TAD/CSC has a joint labor meeting. When they have their labor appreciation gathering, they have well over that number. This gathering takes place in the main lobby and hall of the TAD building.
    - The breakfasts for both ANR and TAD gather large crowds. Both of these are forced out into the common spaces.
    - Jeff suggested that by thinking about how we currently use space, then perhaps using things like partitions or other objects/features to help with the division of space, we could solve the sporadic need for very large spaces.
- Jeff moved on to the topic of sustainability goals. He asked the group how we could possibly achieve such things.
    - Alan mentioned he would like to see local, renewable materials (like wood) used.
    - Mark Mahoney suggested the use of natural and indirect lighting. He also thought that some system to reduce waste in storage would be a good idea.

    - Kathryn said she was interested to see how programs had use sustainability characteristics in educational ways. What were some other ways that could be done in a new building?
    - Mario talked about the possibility of sensing. Students could build sensors to help with energy use.
    - Mark Mahoney said he felt any green initiative should be seen and interacted with.
    - With a very active focus on pedagogy, and a deep interest in sustainability throughout the division, Jan said that she felt we could turn such projects into hand-on learning experiences.
    - Sarah Hall suggested salvaging or reusing materials or sites. Perhaps even from Science Building.
- Jeff gave a brief outline of the timeline. By Oct. 2014, Ballinger hoped to have the project scope, quality, and cost for board. This would include:
    - Square footage
    - Site building systems
    - Program and systems synergies with Div. I
    - Building floor plate and site plan alternatives
    - Cost (construction/project)
    - Design & constructions timeframe
    - Conceptual plan (not so specific)
    - Whether or not 2 moves would be needed
- Jeff asked for some brief brainstorming about sites. He also wanted to know about any connection the Div. I and II buildings would have, as well as influences.
    - A major campus pathway was suggested as a new site.
    - Mark Mahoney said that he felt there were lots of possibilities. Even more if 595 was moved and a secondary quad became a reality. He thought a connection with the division I building would be nice.
    - Paul McPherson suggested using the green space next to the farm store as a site.
    - Mario commented that the current campus set-up means that most traffic stops at the Seabury Center.
    - Craig observed that all programs seem to have the real need for road access. He wondered what current road access was like for programs.
    - Both Paul and Mark Mahoney commented that it was very bad. Material delivery is hard. Some machines, etc. that should be on the ground floor to gain access to are not.
    - Sarah asked about the fate of the old buildings once they are vacant.
    - Richard Dodd told the group that they could be used for temporary space if a two move renovation was settled upon. However, these sorts of moves can cost more and be more difficult.
    - On one hand, Jeff believe that a double move for a few years would be worth it if we thought the current site of one of the buildings was perfect. On the other hand, many of the buildings currently on-campus may not be ideal for many of the Div. II programs.
    - Sarah wondered what would happen with old buildings and locations.

    - Derrick Singleton informed the group that they may be used as conference space, for a campus union, dorms, or as a place to house Public Safety.
    - Mark Chadwick let the group know that some sites have limitations due to slope (like the current science building site).
    - Jeff mentioned that the new (or temporary) space may need vertical transportation. Or a grade. The footprint of the building may be very large. But not everything has to be on the first floor.
- Mark Chadwick explained that over the course of the summer, before October, there would be 4 more workshops with Division II.
    - Jeff mentioned that this meant some people may have to be available for a few meetings throughout the summer. Ballinger would also need to know who would be in the building by October.
    - Mark Mahoney expressed concern about this deadline. He felt (and thought that others were also under the impression) that they would get more time to discuss whether or not a move would be right for particular programs. However, he has let everyone know they could change their minds, as needed.
- Jeff said that, mostly, this meeting was to help Ballinger determine anything that was urgent to know that might change Div. I Building plans. Ballinger could start planning without knowing a whole lot of information. He thought that perhaps the most challenging part of that project would be identifying a likely site.
    - Ray said he felt that perhaps the Seabury Parking Lot area might work as a site. He also expressed concern about having 2 ART/TAD faculty members who may have to travel back and forth across campus quite often.
    - Derrick informed the group that there may be a potential location in Crafts, if 595 moves. Hafer-Gibson might be possible, too. Hall Science could be, too. The green space beyond the farm store is another area that might work. Blue Ridge or KY-Talcott space might also be future possibilities.
    - Jan thought Campus Drive might be a good location. She also asked if the grade behind Seabury could be used as a connector to the larger campus.
    - Chad said the Visitors' Center current location might be another future option.
    - In the next convo, Ballinger would get into master plan options for sites. A better understanding of square footage would allow them to have a better understanding of possible sites.

Meeting was adjourned at 5:00 PM

Unofficial Div. II Building Committee
Meeting Minutes
Monday, May 19th, 2014
3:00-4:00 PM
TAD 108A

Attendance: Mark Mahoney, Paul McPherson, Jan Pearce, Mario Nakazawa, Nancy Gift, Ray Gonzalez, Sarah Hall, Ian Norris, and Sam Cole

- Mark started out by saying that the goal of the meeting was to get everyone on the same page in preparation for the upcoming campus visit from Ballinger. In this way, everyone can be well represented.
- Ballinger provided Mark with information about each of the buildings that they had received from facilities. Mark asked for corrections to this information. He had already been making some corrections on his own. Sarah agreed to help Mark correct some of this information for ANR.
- E/B, although they are not interested in moving, would, according to Ian Norris, like to have a presences in the building. Ian also asked for guidance as to what their overall role should be in building planning. Jan suggested planning for an educational space within the new building.
- Jan also made it clear that Ballinger was is only here to work on the new building project. Other smaller projects that are approved by Derrick may also be done, but only if approved by Derrick, and based on priority.
- Mark also asked the group about the association that the Div. II building would like to have with the Div. I building, as well as the rest of campus.
- Mario asked Mark if he knew how many levels the new building would have.
- Mark was not sure. Currently, Danforth is home to a lot of wasted square footage. This square footage could be used as Ed. space, storage, or hangout space for students. Mark thought it made sense that the new building should have 1 big lab for heavy equipment, and other smaller labs for focused tasks.
- Sarah said she felt ANR would like to move into new building. The fact that Goldthwait may be partially reused (as mentioned by Derrick) was a reassurance to many in that program.
- Mark gave a brief overview of the building Moodle site, which everyone on the committee has access to. There, you can find examples of interesting learning spaces. Feel free to add or delete your own, here. The idea is to pull things of interest from each and incorporate into our plans for programs and spaces. Resources, documents from Ballinger, etc. are also there.
- This week, Ballinger wants to know about square footage (is it correct), programmatic opinions about spaces, etc. Mark would also like to know that sites are considered viable, as they would like to know that, too.

- Sites suggested and comments on each included:
    - Crafts/ANR Building: For this space to work, crafts would have to move, first, and ANR would move temporarily. Road (if moved) would also bisect this building. Would possibly allow us to capitalize on TAD relationship with Crafts.
    - Green Space by Seabury Lot: Easy road access. Could serve as a gateway for campus. If we went here, the process of moving the tennis courts would be pretty fast.
    - Green space by Farm Store: Cut-off and far from the rest of campus. Too far from the Liberal Arts programs.
    - Current Visitors' Center: Also far from campus. Might be a good space for Crafts.
    - Old Science Building: The best place for the Div. II programs would, most likely, not be in The Quad. There is also a very different set-up between science labs and labs such as found in Div. II classes.
    - Other space, farther out than Blue Ridge was also mentioned, at first.
    - The Green Space in front of the Kentucky-Talcott dorm was also mentioned.
    - Many of the above ideas depend upon where 521 ends up going. As of right now, the future of that project is unsure, especially since the hospital is now going to build elsewhere and move. But, this means that lot will revert back to College property after a new hospital is completed (a process that could take years).
- Mario thought the idea of a walkway/welcome area between Div. I and Div. II buildings would be nice.
- Mark mentioned The Gateway Project, a building project in the works to set campus apart from the rest of town, in a way.
- SENS thought their involvement in the building would be, according to Nancy, to have 1 person in central campus, and another person in the new building.
- The concern was raised that moving temporarily could mean that we could move once, something could happen financially, and we could possibly get left behind in the temporary location without a new building in the plans. However, because Anne Ray Charitable Trust money must be spent each year, or the institution could get into trouble, a capital project looks appealing to help spend those funds, quickly.

Meeting was adjourned at 4:13 PM.

Div. II, Workshop II with Ballinger will take place on Thursday, May 22nd, 2014 from 2:30-5:00 PM in Lincoln 201.

Ballinger Div. II: Workshop II
Meeting Minutes
May 29, 2014
02:30-5:00 PM
Lincoln, Room 201

Attendance: Jeff French, Craig Spangler, Kathryn Lyons, and Mark Chadwick from Ballinger. Paul McPherson, Mark Mahoney, Sarah Hall, Ray Gonzalez, Richard Dodd, Wayne Orr, Derrick Singleton, Sam Cole, Susan Vaughn, and Chad Berry were in attendance from the campus.

- Ballinger has done a quick assessment of site options for Div. II. Some will work, others will not. The main thing that Ballinger is still currently concerned with is if (or how) the Div. II building will impact the Div. I building.
- Mark will talk about future meetings, if time is left. Kathryn was asked to go over findings for each of the programs, etc. from the last set of meetings.
- First, Kathryn presented on a bubble diagram that illustrated the sizes of programs. She hopes this will give everyone a sense of the numbers of faculty, graduates, and square footage for each of the programs. This will be the benchmark points that all future projections for square footage will be made from. At this time, she needed more info for art (which Ray sent to her directly before the meeting). TAD appeared to be largest, by far. Kathryn also presented a chart of this data. The current net square footage was around 56,253. With all the added spaces that people wanted, it seems that the building will have to be at least 90,000 square foot.
- Factors influencing the draft model:
    - Right number of square footage for student safety.
    - Lab support- storage, prep spaces, project areas, etc.
    - Most programs need more project space and facilities for both faculty and students.
    - Dedicated spaces for storage, contained shops, specialized equipment and instruments, ceramics specialty room.
    - Consistency in faculty offices. Future hire offices and expansions. Touchdown sites for staff with off-site offices, etc.
    - Gathering spaces. Study rooms, interior and exterior workspace.

From this point, on Kathryn gave the presentation contained in the slides from the Ballinger group. She went program by program, reading off her findings. It was not until the end of the TAD program presentation that any sort of discussion resumed.

- Chad asked Mark Mahoney if the woods lab works for the TAD program. Mark told him that the lab both does and does not work.
- Mark said that he feels the square footage in the TAD building needs to be used better. The current lack of flexibility, electricity, and ventilation limits usage of space.
- Ideally, the new building would keep the work being done inside the building visible to the outside world. Mark hopes that it will still feel like an educational space, not a factory, or the student crafts shop.

- Ray asked a question about the use of the term “maker space,” which had come up in the presentation for several Div. II programs. He asked what the vision of the space would be.
- Mark elaborated by saying that the TAD program envisioned a space with low risk equipment which his easy to use. It would help to increase the accessibility of the learning that is going on in the building. People could explore different machinery and get interested in the various programs in the space. It could work as a recruitment area, an area to bring donors, etc.
- Derrick asked Mark if he was aware of what SCOTS is currently doing on the square. He felt that placing a maker space in TAD would be a doubling of efforts, here. SCOTS does the same thing on the College Square, and is even funded by an outside source.
- Mark said that he know about the SCOTS space, but the new building space would not have someone working in it all day. Instead, it would be a fab lab open to TAs, students, and community members during certain hours. Paul remarked that TAs could manage this space themselves. Mark felt there was a possibility for a collaborative effort, here, between SCOTS and TAD, but it was not a duplication. TAD wants to get students in local schools back into Berea. This could help to engage people. TAD already houses the Westervelt Program, and this could be an extension of that. Perhaps this space could even lower the risk to students, too. Originally, TAD has something like this, but it is now a classroom space used by CSC (Tech Lab).
- One of the architects asked Mark what he meant when he said that the space needed to look educational and not industrial.
- Mark said that he felt the outside of the building currently makes it look like a factory. It is not welcoming to students. The building has to welcome students to get them to want to come into or visit the building. The outside should make them feel safe and should also fit with the rest of the College.
- Craig also asked Mark if he had seen any spaces that seemed to resonate with that idea.
- Mark commented that a lot of the places they had visited, so far, have been engineering programs. Some seem sterile, or even hide production spaces away from viewers. Mark feels that the TAD program would like to see a building that was less overwhelming, but lets people know that they are welcome.
- Chad remarked that he feels fab labs are often places where presidents sometimes go to take donors, trustees, etc. But once they get there, they often have to do something contrived. In that way, a fab lab would not really be practical. It is not always quite a right fit. An example of this is the fab lab at Trinity.
- At this point, Craig began the presentation of the various site options. Since the building might have a large footprint, finding a suitable site may be a challenge. The footprint could be from 28,000 to 33,000 sq. feet.

Here, Kathryn continued with her presentation and wrapped it up with the findings from Art. These are also in the slideshow provided from Ballinger.

- When asked about the change in space for Art (there was a very big growth), Ray told the3 group that more space was really needed for a kiln room, due to safety concerns,

as well as function. A separate glaze formulation lab apart from the classroom (like is commonplace in ceramic programs, elsewhere), should also be considered because of dust concerns.

- Kathryn also remarked that there were some questions about the ART space, really, so the numbers could change. For example, for current space, storage space was not included because Kathryn did not know the exact numbers.
- She also said that sculpture was currently in a very small space, and this impacted growth, as well.
- Kathryn observed that by utilizing more shared space, the total number of square foot projected for the future building could be reduced. Research space was also a huge area of growth because no one, currently, has any, really. As a first draft program, though, it could be tightened up. What is presented to The Board needs to seem viable from the top, down.
- Craig also remarked that, yes, more tailoring could be done to deflate the balloon. This can be done by considering shared spaces, budget, and by being creative with spaces. Once the estimate has been leveled off, then they can think of feasibility. A doubling in size is not really unusual. At this point, we could talk about not just a new building, but also tuning up the existing building. How could we rethink things? How do we think things out within that to renew facilities in these programs?
- Derrick commented that the college probably could not afford all that space.
- Mark reminded everyone that the efficiency factor will be different for this new building. The architects commented that they agreed, but would have to test that.
- The architects also commented that with a one-level building, the cost per square foot is lower, and the net to gross is higher. That does not happen on a multi-level building.
- Derrick and Mark agreed that they had already talked about this, as well as the master plan, during their last Trustees meeting, and their last meeting together. The potential overall cost could be effected by the design. Perhaps a lite industrial look could still look good with campus.
- Size of the building must be managed. A pancake like structure (with a large footprint, or ground floor) might be easier to build on a grade, and can be cheaper, but it may be hard to find a site. As it is right now, some spaces must remain the same. Others can shrink. Still others must grow. The envelope can be reduced. Programs should investigate space and collaboration overlaps to facilitate sharing conversations.
- Mark commented that he felt that the flexibility of spaces were key to shared spaces. He also feel that some expansions (but not many) could be planned for in the future. In some ways, he felt that a freight elevator could work for materials transport, although an elevator would be expensive.
- Craig urged others to think about how programs could make the building simpler when building. The cost can constrain a project, and means that you need to get as much program as possible out of your budget.

At this point, the presentation on site options began.

- Based upon the Master Plan, there are a few sites that the architects have decided to explore. An unexpected option was the Main St. site that Chad mentioned at the last meeting. At this point, the predesign study for the Div. I building has been complete.
- There are a few scenarios for a Div. II building near the Div. I building.
    - The underground building connected with Div. II. This idea was not liked by the building committee. It also may not work because you need so much space. With this design, there would be no real room for a courtyard.
    - If the road moves, and you push the Div. I building down further, there is still an issue. If you push the Div. II building down, then you are further from the rest of campus, and there is also no quad in relation to KY-Talcott.
    - Some ideas about the exterior are that it could look like a Victorian Industrial structure. Or that it could mirror the warehouse look of the Farm Store, nearby.
    - Another option was to put buildings on each side of the Farm Store. But because of problems with high tension lines, this would not work. But the architects would like to try to avoid putting buildings seemingly everywhere and make them related to one another. There were a few variations on this theme.
    - The last option was to put the building in town, where the current Visitor's Center is. In this scenario, Crafts would be where Estill St. once was. ANR would not move with the other programs if this happened. The more that Craig thought about this site, the more he favored it. It would allow for interesting town/gown overlap. There would be a real visual interest, there. It also seems like a cool thing for visitors to campus to see. However, the space is very tight.
    - There would also be added pressure on the architects, here, because the building would reside in such a sensitive context. They mentioned that they would be interested to know what some of these students in the various programs would think of this site.
    - Options (not yet explored) to work with the small space here would be to build the building up, or to disengage programs.
    - In total, 5 sites were presented (as illustrated by the presentation).
    - Option 4 would only work in the building for Div. II was moved more to the North.
- Craig asked Mark about the progress that was made on Monday during the Unofficial Building Committee Meeting. Mark said that the committee had talked about how that they did not want to be too far from the rest of campus because of alienation from the rest of the liberal arts. People want to be part of campus. The topics of phase construction, as well as using the Goldthwaite/Crafts option were also discussed.
- Mark also commented that option 5 seemed interesting, when prompted. Sarah was asked if the people currently in Goldthwaite would be OK with staying in that building. She said that she felt people would be OK with it, but that there is a lot of issues with that building. For example, ANR would like storage for equipment and the vehicles used to take students to and from the farm.

- The parking lot just behind Seabury (near the tennis courts) was also mentioned as an option during that meeting on Monday. However, it is a slew area that needs remediation. Remediation could make the process much more expensive. The track area may also not be suitable to build on because it was once a sediment pond.
- The in-town location may be hard for moving equipment, as well as road access. Sound may also be an issue. The issue of student safety when and if working late at night was often raised by Ray. Security issues could be another problem in that spot when machinery is visible. The architects posited that they could do things to make the area more secure. Mark also said he felt it would be a great spot for security, really, because it is well lit and surrounded by people all the time. Wayne Orr pointed out that this building would also be very close to residential halls, as well. He also mentioned that the College would see that location as taking out valuable retail space. The architects argued that the retail space could be incorporated.
- Mark believes this option is worth a test, if nothing else. It could be reasonable.
- The option of a subterranean building was brought up again. Mark, Ray, Paul, and Sarah all voiced the building committee's opposition of this. Several reasons were given. Among them were:
    - It's not identifiable as a building when you cannot see it.
    - There could be the issue of leaks.
    - People won't come too it.
    - The idea seems too out there for Berea's campus.
    - Later in this meeting, it was revealed that this sort of building would be very expensive.
- The architects gave a few reasons that they thought a subterranean building might be good. These included:
    - A non-building solves the issue of having a large floor plate.
    - It would solve all architectural issues for the façade of the building.
    - It could offer a green roof.
- By far, the most risk for an architect would be inside of town.
- Crafts/Goldthwaite would not really be a viable option.
- Old Science Hall would not work, either, because it will be renovated into a new space.
- A split-level building with access from Campus Drive could work. The price might be less, here, as well. Plus, it is more central to campus. It would, however, be on the other side of Campus Drive. Ballinger could take a look at this option. Cost should also be considered in this option, as well. This could still run into the brown field. If not for that, this site would be perfect, really.
- The option of knocking down the Danforth Building and rebuilding was brought up. But this would up the cost of the building even more.
- The front corner site (far in front of Farm Store) may also be good, but perhaps not for an academic building.
- Perhaps with the Wellness Center, Athletic building, and Div. I building more that way, people would be more willing to come to that side of campus. Mark also admitted it would be nice to have a large field outside to do experiments in.
- The option of putting it where facilities currently is was also discussed. However, that still seemed really far from the rest of campus, and across the road.

- Derrick reminded everyone that on the Master Plan, Blue Ridge dorm goes away at some point. Perhaps this building could be located across the street from Crafts in the future.
- Susan Vaughn asked about possibly having the building more behind Alumni, entering by Scaffold Cane, around where the soccer fields currently are. It's not an isolated spot. However, people may not like this because it could ruin the view. It also seems off the beaten path, and is way away from the Div. I building.

Takeaways

- Ballinger will continue the dialogue about the Div. II Building as long as it impacts the Div. I building.
- Site/Building options 4 & 5 should be taken to the Building Committee to get their opinions.
- If possible, Wayne Orr will get a few coring samples from under the parking lot behind Seabury, as well, perhaps, from around the tennis court. This would help us to have a better idea if those sites would be viable or not. Derrick mentioned, however, that coring samples were a bit like throwing a dart, and were not always right.
- The Trustees have seen all these options, except for #5.
- At this point, the Unofficial Building Committee would just like to know more about the viable options. If compromise is needed, that could happen.

Meeting was dismissed at 4:54 PM.

Division Review Process Materials

Berea College Divisional Review Process

Berea's recent efforts to restructure our academic programs have left us with a dramatically different institutional landscape. Among the several goals of this restructuring was the increased opportunity for interdisciplinarity.

- Divisional structures allow for interdisciplinary thinking, learning, and action to greatly enhance student learning by incorporating a broader range of issues important to liberal education that prepare our students to be responsible global citizens of the 21st century.

- The purpose of the Divisional Review Process is to provide a vehicle for continual reflection and improvement at the division level and for divisions to develop a culture of collegiality and collaboration that supports the types of interdisciplinary thinking, learning, and action we seek in our faculty.

- Each division accomplishes this process over a one year period (occurring every six years) and culminates in a final report submitted to the Division Council (or its designee) by the end of the academic year in which it is begun.

- During the Divisional Review process, individual programs within the division may elect to engage in a comprehensive review of their curriculum and or programmatic identity and needs to be included as part of the final report from the Divisional Review.

- The final report would be completed in three sections.

    - The first section asks divisions to provide a brief statement about the common or shared identity of the division, including relevant information about each program's contribution to this identity.
    - The second section, or body, of the report then focuses on the actual functioning of the division in terms of student learning, including opportunities for interdisciplinarity that enhance student learning and resources necessary to positively impact student learning.
    - The third and final section of the report provides a space for individual programs to conduct and report on their curriculum and program review efforts.

- As part of the process, Division Chairs and individual programs within the division are encouraged to seek out and utilize external reviewers where feasible.

- Divisions should keep the four paired learning goals of the College, as well as the Aims of General Education, at the forefront of their thinking, identifying areas or ways in which their programs contribute to those goals or how such contributions might be improved.

College-wide Paired Learning Goals

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.	**CLG 2.1** – We seek to understand the working of our natural environment and the consequences of human interventions.	**CLG 3.1** – We must first seek to comprehend our distinct backgrounds as well as our common American culture.	**CLG 4.1** – We seek to educate our students and staff to be independent thinkers and doers.
CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.	**CLG 2.2** – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.	**CLG 3.2** – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.	**CLG 4.2** – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

Aims of General Education

1.1 – help students understand aesthetic, scientific, historical, and interdisciplinary ways of knowing (Knowledge)	**2.1** – help students develop the abilities to read and listen effectively (Skills)	**3.1** – help students deepen their capacities for moral reflection, spiritual development, and responsible action (Habits of Mind)	**4.1** – help students become independent learners through discussion and lecture (Learning Experiences)
1.2 – help students understand religion, particularly Christianity, in its many expressions (Knowledge)	**2.2** – help students write and speak effectively, with integrity and style (Skills)	**3.2** – help students develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture (Habits of Mind)	**4.2** – help students become independent learners through student-initiated learning (Learning Experiences)

1.3 – help students understand Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region (Knowledge)	**2.3** – help students develop the abilities to think critically and creatively, and reason quantitatively (Skills)	**3.3** – help students cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives (Habits of Mind)	**4.3** – help students become independent learners through experiential learning (for example, service learning, travel, internships, etc.) (Learning Experiences)
1.4 – help students understand the natural environment and our relationship to it (Knowledge)	**2.4** – help students develop the abilities to construct research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding (Skills)	**3.4** – help students think and act in ways that promote peace with justice (Habits of Mind)	**4.4** – help students become independent learners through collaborative learning (Learning Experiences)
1.5 – help students understand the roles of science and technology in the contemporary world (Knowledge)	**2.5** – help students develop the abilities to work effectively both independently and collaboratively (Skills)	**3.5** – help students develop habits leading to lifetime health and fitness (Habits of Mind)	
1.6 – help students understand U.S. and global issues and perspectives (Knowledge)	**2.6** – help students develop the abilities to resolve conflicts nonviolently (Skills)		

- Section one of the Divisional Report is structured around or guided by the question of divisional identity and history.
    - Question 1: How would the division describe its current identity around which all programs within the Division have coalesced?
        - What previous work has been done by individual programs to improve or strengthen their identity and its impact on student learning?
        - What future work could be done to strengthen or clarify the division's identity, including how that identity is reflected in and impacts student learning?

- Section two of the report is structured/guided by a framework of 5 broad questions and can/should be used to address any issues/initiatives relevant to that Division (e.g., sustainability, health, pedagogical and technology initiatives, diversity, etc.).

    - Question 1: What college-wide learning goals (e.g., the four paired learning goals as well as the Aims of General Education) is the Division, as a whole, particularly well-suited to address, and in what various ways do the individual programs and curriculum within the division currently support or contribute to these learning goals?
        - What future opportunities are there for individual programs within the division to contribute to and/or support these shared learning goals and purposes?
        - What challenges are there to realizing these opportunities more fully?

    - Question 2: What opportunities (e.g., courses, undergraduate research, study abroad, internships, service learning, independent studies, etc.) are currently available in the division for students to master the college-wide learning goals embraced by the division and the individual programs within the division?
        - What challenges are there to realizing these opportunities more fully?
        - How can these opportunities be strengthened or enhanced in the future?

    - Question 3: What opportunities for interdisciplinarity (e.g., scholarship, shared learning spaces, team taught courses, community outreach, shared curriculum, faculty development, etc.) have arisen within the division?
        - What challenges are there to realizing these opportunities more fully?
        - What future opportunities for interdisciplinarity are on the horizon?

    - Question 4: In what ways are the division's currently available resources (e.g., faculty, technology, budgets, spaces, equipment, etc.) able to support the Division's shared learning goals?
        - What resources are still needed to better support the division's shared learning goals?

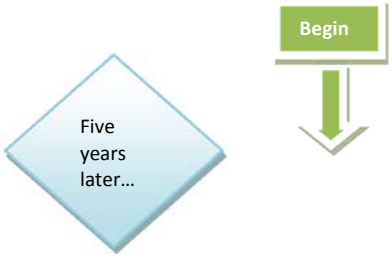
    - Question 5: What areas and specific plans for improvement have been identified by the division and how will those plans be implemented before the next review?

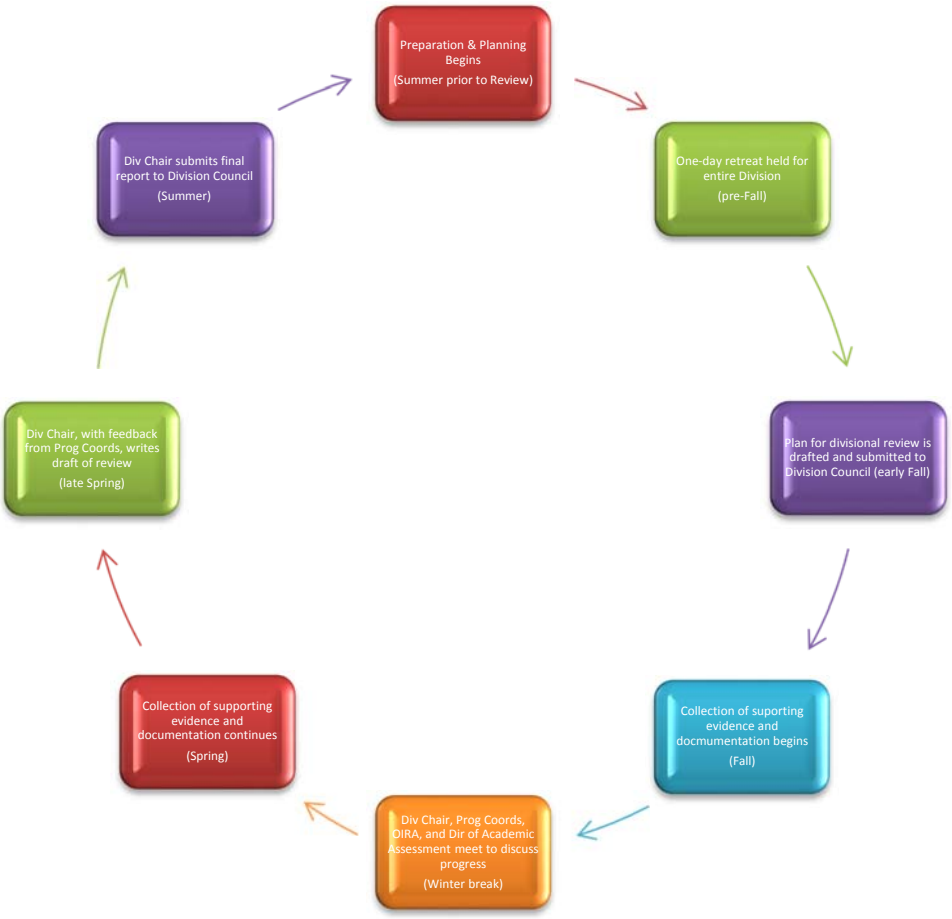
- The final section of the report is reserved for individual programs who wish to engage in a concurrent process of curriculum or program review in the broader context of the Divisional Review Process.
    - Question 1: What are the areas of strength and weakness within a program (and/or its curriculum) as each pertains to supporting and enhancing student learning?
        - What changes or improvements has the program already undertaken to enhance or improve student learning?
        - What significant opportunities or challenges lie ahead for the program to enhance or improve student learning?

- With assistance from OIRA and the Director of Academic Assessment, divisions are expected to use multiple sources of evidence to support their review including but not limited to:

    - curriculum review (e.g., new courses added or deleted, course enrollments, etc.);
    - review of national reports or trends in the literature;
    - locally developed surveys and questionnaires;
    - results from PARs; and
    - alumni surveys.

Fig. 1: Berea's one-year Divisional review process.




Preparation & Planning Begins
(Summer prior to Review)
One-day retreat held for entire Division
(pre-Fall)
Plan for divisional review is drafted and submitted to Division Council (early Fall)
Collection of suporting evidence and docmumentation begins
(Fall)
Div Chair, Prog Coords, OIRA, and Dir of Academic Assessment meet to discuss progress
(Winter break)
Collection of supporting evidence and documentation continues
(Spring)
Div Chair, with feedback from Prog Coords, writes draft of review
(late Spring)
Div Chair submits final report to Division Council
(Summer)

Outline of the Process

Summer prior to review

- The Division Chairperson (DC) is provided with Divisional Data Report compiled by OIRA
- DC and Program Coordinators (PCs) consult with each other and, if appropriate, make plans for inviting external reviewers
- The dashboard is pre-populated with relevant data

Fall

- One-day Fall retreat is held for all members of Division (prior to start of classes).
- DC and PCs consult with one another to draft a one-page description of what the division hopes to address through the review process and how it intends to do so
- DC submits to division council his or her one-page description
- DC and PCs consult with OIRA and the Director of Academic Assessment regarding types of support they anticipate needing/wanting
- Upon approval by the Division Council, collection of supporting evidence and documentation begins

Winter break

- DC, PCs, OIRA, and Dir. of Academic Assessment meet to discuss progress of review process

Spring

- Collection of supporting evidence and documentation continues
- External reviewers provide feedback to DC and appropriate PCs
- All data reports are updated
- DC shares draft of review with PCs and solicits feedback to incorporate and revise

Summer

- DC submits final Divisional Review Report to the Division Council

Fig. 2: Shared Learning Goals of the Division

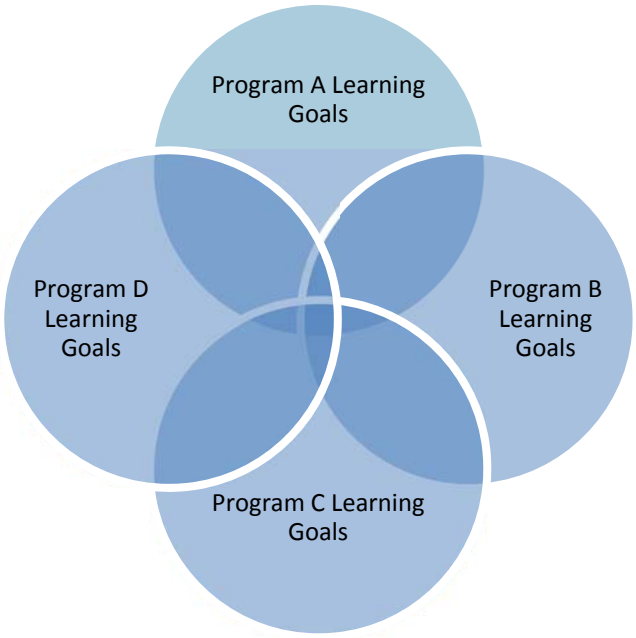
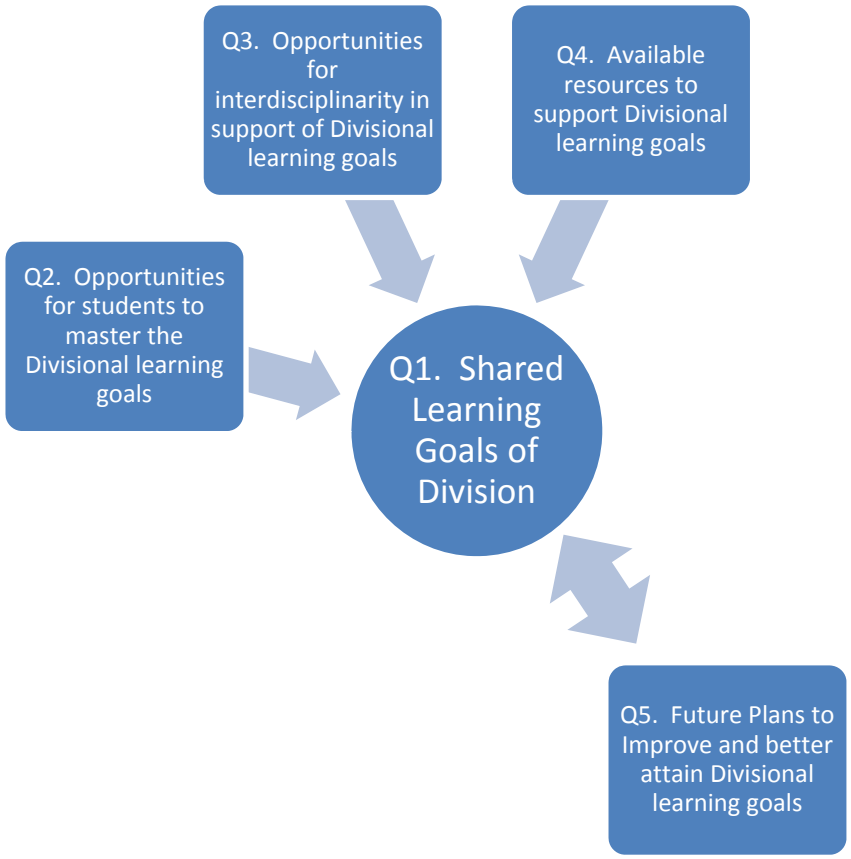


Fig. 3: Overview of Division Review Process



Berea College Divisional Review Process College-wide Aims and Goals

College-wide Paired Learning Goals

CLG 1.1 – We seek to develop in ourselves and our students the intellectual ability to enjoy a life of learning and the arts as well as the capacity to address complex problems from multiple disciplines and perspectives.	**CLG 2.1** – We seek to understand the working of our natural environment and the consequences of human interventions.	**CLG 3.1** – We must first seek to comprehend our distinct backgrounds as well as our common American culture.	**CLG 4.1** – We seek to educate our students and staff to be independent thinkers and doers.
CLG 1.2 – We seek to develop in our students and ourselves the capacity for moral and spiritual development, and a commitment to service for the common or public good.	**CLG 2.2** – We seek to reflect seriously upon the benefits and limitations of scientific and technological creations.	**CLG 3.2** – Because we live in an interdependent global community, we must actively seek to learn from cultures around the world.	**CLG 4.2** – We encourage all of our students and staff to understand the interdependence of all people and the need for collaboration and cooperation within a shared learning community.

Report of the Interdisciplinary work of Division II, Written February 23, 2012

Report of the Interdisciplinary work of Division II
February 23, 2012
by Jan Pearce, Chair Division II

Meetings and Gatherings

As a division, we have now had two meetings and a social gathering. In addition, the division chair has met one-one with each of the program coordinators on numerous occasions and has had Mellon-funded working lunches with about half of the faculty in the division.

The division meetings which took place on October 13, 2011 and January 12, 2012 have been used to choose a name for our division (Resources, Technology, and Commerce), to share news of the division, and to carry out the curricular and other business of the division. The attendance at these meetings has been near perfect. Feedback is that these meetings have been productive and useful. The division II luncheon at Chad and Lisa Berry's home was both well attended much appreciated.

Agriculture and Sustainability

Unrelated to the sustainability and environmental studies program, the agriculture and natural resources program could well be considered a national leader in sustainable agriculture.

In addition, for many years, there have been strong connections between the Agriculture and Natural Resources program and the Sustainability and Environmental Studies. These have continued into the restructuring primarily in the area of local foods and the area of hydroponics. In the speaker series that Richard Olson organized in Fall 2011 with Community Sustainability Laboratory money, one of the speakers was working with local food initiatives in the Detroit area. Sean Clark and Richard Olson will be team teaching a cross-listed ANR/SENS course called Aquaculture and Aquaponics during the upcoming summer I session.

Business and Technology

The Business and Technology programs have enjoyed longtime collaborations. The B.S. Degree with a Major in Technology and Industrial Arts: Industrial Technology Management is typically the second most popular major at Berea College and consists of three required BUS or ECO courses in addition to the required TEC courses.

This year, Technology has completely renovated their curriculum based upon the results of their recent self-study. The collaboration with Business will continue in the future through the newly proposed B.S. Degree with Major in Technology and Applied Design with a Technology Management Concentration and has been expanded with a newly proposed B.S. Degree with Major in Technology and Applied Design with an Artisan Studies Concentration.

Computer Science and Business

Last summer, Mario Nakazawa worked with Ed McCormack worked together to develop a new cross-listed business and computer science course, Computer Applications and Programming. This was partially a response to the unmet need by Business majors who wish to expand their understanding of technology in their discipline and partially to develop an additional entry level computer science course which is useful in a business setting. Thus, this course deliberately serves both kinds of students and acknowledges the strong connection between computer science and business. Two years ago the Economics and Business Department found it necessary to eliminate its own course in Business Computer Applications. This was done in an attempt to reduce the size of its required curriculum and number of course offerings. The department replaced the course by requiring its students to complete a self-study program and to test their proficiency with a competency exam. Unfortunately, this approach was deemed ineffective. Further, graduates interviewed as part of the departmental self-study indicated the need for a continued, and even enhanced course work in information technology. This course meets that need and is being offered with this Spring as a special topics offering. The course filled to capacity before the end of the enrollment period, so is being proposed as a regular cross-listed offering in BUS and CSC.

Computer Science and Technology

The computer science and technology programs have had curricular connections for a number of years, and these connections have been further strengthened in the restructuring process. Last year Mark Mahoney and Jan Pearce worked with Dreama Gentry to write and submit a National Science Foundation grant in the area of outreach in robotics to middle school children.

The Technology major includes computer science courses in as choices in the major distribution choices. The Computer and Information Science Major requires includes two required Technology courses in the five course core as well as a large number in the major distribution choices.

Prior to the 2008, financial crisis, the Technology Program had five regular faculty members. Retirements and other personnel departures reduced the number of regular faculty, and last year two tenure track Technology positions were approved. One of these positions was a position in Technology Design and the other is a cross-disciplinary position in Technology and Computer Science.

The collaboration with Computer Science has been expanded in the future through all of the concentrations in the newly proposed B.S. Degree with Major in Technology and Applied Design.

Sustainability and Technology

Several faculty members in Technology have long-standing interest in alternative energy development and applications. Gary Mahoney is interested in solar installations and in parabolic trough-style active solar research. Mark Mahoney is interested in alternative fuel vehicles. Paul McPherson is interested in power generation using Savonius-style windmills.

This year several new connections were made with the sustainability and environmental studies program.

Jason Coomes, formally the holder of the Compton Chair in Ecological Design, made a lateral move changing his programmatic affiliation from Sustainability to Technology. In doing this he relinquished the Compton Chair, was appointed into the open tenure-track design position in technology, and made a contractual agreement to

continue to teach at least two courses per year in ecological design, courses which will be cross-listed with SENS. This affords the technology program the opportunity to incorporate far more sustainable design throughout their curriculum and also introduces far more students to notions of ecological design.

In addition, the Technology program has been working with Richard Olson on an exciting initiative funded by the Community Sustainability Laboratory which has brought one of the staff-members from MIT's D-Lab to Berea. D-Lab works at the intersection of technology innovation and international development, exploring development, design and social entrepreneurship in economically depressed areas of the third world. Active work on this initiative is moving in the direction of a collaboration with the D-Lab staff and the Technology faculty to bring D-Lab type outreach to Appalachia. Peter Hackbert of Berea's Entrepreneurship for the Public Good Program is also actively involved in this exciting outreach initiative.

Workload Issues

On the negative side, even with reassigned time and excellent support from the AVP and Dean of the Faculty, the division chair is finding the workload to be unsustainable, primarily due to the extraordinarily high number of searches in Economics and Business, and the loss of her staff support.

The following are the division II searches which she has actively been involved in this year:

- One-year search to replace a full-time professor of Accounting (followed by adjuncting this position by part-time staff when the hire's health failed)
- Sabbatical replacement position in computer science
- Entry-level tenure-track position in Management
- Mid-career endowed chair position: The Matton Chair in Business (Management)
- Mid-career endowed chair position: The Compton Chair in Sustainability
- Entry-level tenure-track position in Computer Science/Technology
- Entry-level tenure-track position in Macroeconomics

And outside of division II she has been involved in searches related to the work of the division chairs or her profession:

- Director of the Center for Transformative Learning
- Educational Technology Director

The work of the searches is in addition to the expected classroom visits, faculty mentoring, and general division management, including addressing personnel issues, which are expected in this position.

This workload should become more manageable if the searches are successful and one major personnel problem can be addressed.

Division II
Two-year Academic Report, 2013-2014

Division II
Data Report

Compiled by the
Office of Institutional Research and Assessment

Academic Year 2013-14

Campus Wide Data

Graduates by Major

Most Recent Years (0 - 5 Years Ago)

Academic Years 2008-2009 through 2012-2013

	All Students		By Gender				By Cohort Type					
			Male		Female		African-American		Other Domestic		International	
	N	%	N	%	N	%	N	%	N	%	N	%
African and African American Studies	15	1.0%	5	0.8%	10	1.1%	14	5.6%	1	0.1%	0	0.0%
Agriculture and Natural Resources	52	3.4%	24	3.9%	28	3.0%	0	0.0%	52	4.6%	0	0.0%
Applied Science and Mathematics**	3	0.2%	2	0.3%	1	0.1%	1	0.4%	1	0.1%	1	0.6%
Art (3)	66	4.3%	18	2.9%	48	5.2%	4	1.6%	60	5.3%	2	1.3%
Asian Studies	19	1.2%	11	1.8%	8	0.9%	2	0.8%	17	1.5%	0	0.0%
Biology (1)	102	6.6%	27	4.4%	75	8.0%	20	8.0%	75	6.6%	7	4.5%
Business Administration	128	8.3%	65	10.6%	63	6.8%	16	6.4%	72	6.3%	40	25.6%
Chemistry	38	2.5%	18	2.9%	20	2.1%	4	1.6%	23	2.0%	11	7.1%
Child and Family Studies (7)	101	6.5%	11	1.8%	90	9.7%	18	7.2%	81	7.1%	2	1.3%
Communication*	63	4.1%	26	4.2%	37	4.0%	23	9.2%	38	3.3%	2	1.3%
Computer and Information Science	31	2.0%	30	4.9%	1	0.1%	0	0.0%	25	2.2%	6	3.8%
Economics	19	1.2%	9	1.5%	10	1.1%	1	0.4%	4	0.4%	14	9.0%
Education Studies	96	6.2%	20	3.3%	76	8.2%	20	8.0%	73	6.4%	3	1.9%
General	38	2.5%	11	1.8%	27	2.9%	11	4.4%	25	2.2%	2	1.3%
Elementary Education	47	3.0%	4	0.7%	43	4.6%	8	3.2%	38	3.3%	1	0.6%
Middle Grades Education	11	0.7%	5	0.8%	6	0.6%	1	0.4%	10	0.9%	0	0.0%
English (9)	80	5.2%	27	4.4%	53	5.7%	10	4.0%	70	6.1%	0	0.0%
Foreign Languages	51	3.3%	10	1.6%	41	4.4%	6	2.4%	41	3.6%	4	2.6%
French	6	0.4%	0	0.0%	6	0.6%	0	0.0%	5	0.4%	1	0.6%
German (1)	14	0.9%	5	0.8%	9	1.0%	1	0.4%	10	0.9%	3	1.9%
Spanish (1)	31	2.0%	5	0.8%	26	2.8%	5	2.0%	26	2.3%	0	0.0%
History (4)	53	3.4%	26	4.2%	27	2.9%	5	2.0%	48	4.2%	0	0.0%
Independent	66	4.3%	21	3.4%	45	4.8%	6	2.4%	56	4.9%	4	2.6%
Mathematics (2)	42	2.7%	27	4.4%	15	1.6%	2	0.8%	18	1.6%	22	14.1%
Music (7)	36	2.3%	18	2.9%	18	1.9%	5	2.0%	30	2.6%	1	0.6%
Nursing	60	3.9%	8	1.3%	52	5.6%	8	3.2%	41	3.6%	11	7.1%
Philosophy	18	1.2%	12	2.0%	6	0.6%	3	1.2%	15	1.3%	0	0.0%
Physical Education and Health (6)	56	3.6%	28	4.6%	28	3.0%	13	5.2%	42	3.7%	1	0.6%
Physics	16	1.0%	14	2.3%	2	0.2%	2	0.8%	7	0.6%	7	4.5%
Political Science	37	2.4%	22	3.6%	15	1.6%	5	2.0%	25	2.2%	7	4.5%
Psychology	77	5.0%	18	2.9%	59	6.3%	9	3.6%	61	5.4%	7	4.5%
Religion	16	1.0%	12	2.0%	4	0.4%	1	0.4%	15	1.3%	0	0.0%
Sociology (1)	39	2.5%	7	1.1%	32	3.4%	8	3.2%	30	2.6%	1	0.6%
Technology and Applied Design* (4)	100	6.5%	79	12.9%	21	2.3%	23	9.2%	75	6.6%	2	1.3%
Theatre	45	2.9%	17	2.8%	28	3.0%	15	6.0%	29	2.5%	1	0.6%
Women's and Gender Studies*	19	1.2%	0	0.0%	19	2.0%	5	2.0%	14	1.2%	0	0.0%
TOTAL	1,544	100.0%	612	100.0%	932	100.0%	249	100.0%	1,139	100.0%	156	100.0%

*Major names changed: in 2011-12 "Speech Communication" became "Communication"; "Women's Studies" became "Women's and Gender Studies"; in 2012-13: "Technology and Industrial Arts" became "Technology and Applied Design."

**New major as of Academic Year 2010-11.

NOTES: These are duplicative headcounts that include double degrees and double majors. There were 1,418 graduates during this time.
The numbers in parentheses indicate the number of majors with an education certification.

Independent Majors Awarded to Graduates

Most Recent Years (0 - 5 Years Ago)

Academic Years 2008-2009 through 2012-2013

Grouped by Like Majors:

	All Students	by Gender		by Cohort Type		
		Men	Women	African Americans	Other Domestic	International
Appalachian Studies	5	1	4	0	5	0
Children Related						
Child Care Management	1	0	1	0	1	0
Classical Civilizations	6	5	1	0	6	0
Classical Studies	2	1	1	0	2	0
Community and Human Services	1	0	1	0	1	0
Computer Science Related						
Computer and Information Science	1	1	0	0	1	0
Instructional Technology	1	1	0	0	1	0
Dance Education	1	0	1	1	0	0
Film and Theatre Studies	1	1	0	0	1	0
Gerontology Studies	1	0	1	0	1	0
Graphic Design	2	2	0	0	2	0
Health Related						
Creative Expressions in Health Studies	1	0	1	1	0	0
Health Promotion	1	0	1	0	1	0
Health Sciences	1	0	1	0	1	0
Health Studies	5	0	5	2	2	1
Pre-Dietetics and Nutrition	1	0	1	0	1	0
Public Health	1	0	1	0	1	0
Public Health Studies	1	0	1	0	1	0
International Relations	1	0	1	0	0	1
International Studies	4	1	3	0	3	1
Middle Grades Education with Certification in Science	1	1	0	0	1	0
Neuroscience	1	1	0	0	1	0
Outdoor Related						
Outdoor Recreation	1	0	1	0	1	0
Wilderness Leadership and Emergency Care	1	0	1	0	1	0
Peace and Social Justice Studies	16	2	14	2	13	1
Sustainability and Environmental Studies Related						
Ecological Architecture	1	0	1	0	1	0
Ecological Building Design	1	1	0	0	1	0
Ecological Design	1	1	0	0	1	0
Environmental Studies	1	0	1	0	1	0
SENS and Building Design	2	1	1	0	2	0
Sustainable Agricultural and Industrial Managemer	1	1	0	0	1	0
Sustainable Community Development	1	0	1	0	1	0
Grand Total for Independent Majors	**66**	**21**	**45**	**6**	**56**	**4**

Graduates by Major

Previous Years (6 - 10 Years Ago)

Academic Years 2003-2004 through 2007-2008

	All Students		By Gender				By Cohort Type					
			Male		Female		African-American		Other Domestic		International	
	N	%	N	%	N	%	N	%	N	%	N	%
African and African American Studies*	5	0.3%	2	0.3%	3	0.3%	4	1.5%	1	0.1%	0	0.0%
Agriculture and Natural Resources	56	3.4%	27	4.2%	29	2.8%	2	0.7%	54	4.4%	0	0.0%
Art (4)	50	3.0%	15	2.3%	35	3.4%	1	0.4%	49	4.0%	0	0.0%
Asian Studies**	1	0.1%	1	0.2%	0	0.0%	1	0.4%	0	0.0%	0	0.0%
Biology	112	6.7%	41	6.3%	71	7.0%	15	5.6%	81	6.5%	16	10.1%
Business Administration	183	11.0%	89	13.7%	94	9.2%	42	15.6%	106	8.5%	35	22.0%
Chemistry	51	3.1%	26	4.0%	25	2.5%	5	1.9%	32	2.6%	14	8.8%
Child and Family Studies (14)	124	7.4%	12	1.8%	112	11.0%	39	14.5%	84	6.8%	1	0.6%
Computer and Information Science**	3	0.2%	3	0.5%	0	0.0%	0	0.0%	3	0.2%	0	0.0%
Economics	26	1.6%	17	2.6%	9	0.9%	1	0.4%	5	0.4%	20	12.6%
Education Studies	92	5.5%	19	2.9%	73	7.2%	14	5.2%	76	6.1%	2	1.3%
General	45	2.7%	15	2.3%	30	2.9%	10	3.7%	33	2.7%	2	1.3%
Elementary Education	43	2.6%	2	0.3%	41	4.0%	4	1.5%	39	3.1%	0	0.0%
Middle Grades Education	4	0.2%	2	0.3%	2	0.2%	0	0.0%	4	0.3%	0	0.0%
English (8)	79	4.7%	20	3.1%	59	5.8%	10	3.7%	68	5.5%	1	0.6%
Foreign Languages	56	3.4%	14	2.2%	42	4.1%	1	0.4%	45	3.6%	10	6.3%
Classical Languages	4	0.2%	1	0.2%	3	0.3%	0	0.0%	3	0.2%	1	0.6%
French	9	0.5%	4	0.6%	5	0.5%	0	0.0%	7	0.6%	2	1.3%
German (1)	13	0.8%	3	0.5%	10	1.0%	1	0.4%	8	0.6%	4	2.5%
Spanish (2)	30	1.8%	6	0.9%	24	2.4%	0	0.0%	27	2.2%	3	1.9%
History (5)	43	2.6%	21	3.2%	22	2.2%	6	2.2%	37	3.0%	0	0.0%
Independent	83	5.0%	39	6.0%	44	4.3%	8	3.0%	72	5.8%	3	1.9%
Mathematics (1)	52	3.1%	35	5.4%	17	1.7%	1	0.4%	28	2.3%	23	14.5%
Music (3)	37	2.2%	15	2.3%	22	2.2%	7	2.6%	26	2.1%	4	2.5%
Nursing	67	4.0%	7	1.1%	60	5.9%	14	5.2%	49	4.0%	4	2.5%
Philosophy	26	1.6%	19	2.9%	7	0.7%	2	0.7%	23	1.9%	1	0.6%
Physical Education (9)	46	2.8%	21	3.2%	25	2.5%	9	3.3%	36	2.9%	1	0.6%
Physics	9	0.5%	6	0.9%	3	0.3%	0	0.0%	4	0.3%	5	3.1%
Political Science	39	2.3%	17	2.6%	22	2.2%	7	2.6%	24	1.9%	8	5.0%
Psychology	98	5.9%	27	4.2%	71	7.0%	20	7.4%	73	5.9%	5	3.1%
Religion	28	1.7%	13	2.0%	15	1.5%	3	1.1%	25	2.0%	0	0.0%
Sociology (4)	57	3.4%	10	1.5%	47	4.6%	15	5.6%	40	3.2%	2	1.3%
Speech Communication	71	4.3%	26	4.0%	45	4.4%	17	6.3%	53	4.3%	1	0.6%
Technology and Industrial Arts (6)	119	7.1%	91	14.0%	28	2.8%	16	5.9%	101	8.1%	2	1.3%
Theatre	37	2.2%	17	2.6%	20	2.0%	8	3.0%	28	2.3%	1	0.6%
Women's Studies	18	1.1%	0	0.0%	18	1.8%	1	0.4%	17	1.4%	0	0.0%
TOTAL	1,668	100.0%	650	100.0%	1,018	100.0%	269	100.0%	1,240	100.0%	159	100.0%

*New major as of Academic Year 2006-2007.
**New major as of Academic Year 2007-2008.

NOTES: These are duplicative headcounts that include double degrees and double majors. There were 1,548 graduates during this time.
The numbers in parentheses indicate the number of majors with an education certification.

Compiled by the Office of Institutional Research and Assessment, September 2013

Independent Majors Awarded to Graduates

Previous Years (6 - 10 Years Ago)

Academic Years 2003-2004 through 2007-2008

Grouped by Like Majors:

	All Students	by Gender		by Cohort Type		
		Men	Women	African Americans	Other Domestic	International
American Studies	1	1	0	0	1	0
Animal Behavior	1	0	1	0	1	0
Appalachian Studies	4	3	1	0	4	0
Arts Administration	1	0	1	0	1	0
Asian Studies Related (became a regular major 2007-08)						
Asian Studies	21	13	8	2	19	0
East Asian Studies	1	1	0	0	1	0
Japanese Studies	1	0	1	0	1	0
Black Studies (became a regular major 2006-07)	4	1	3	4	0	0
Children Related						
Child Education and Promotion	1	0	1	1	0	0
Child Health Studies	1	0	1	0	1	0
Maternal and Child Health	1	0	1	0	1	0
Classical Civilization	2	1	1	0	2	0
Classical Studies	2	2	0	0	2	0
Computer Science Related (became a regular major 2007-08)						
Computer and Information Technology	1	1	0	0	0	1
Computer Information Science	1	1	0	0	0	1
Computer Science	6	3	3	0	5	1
Computer/Information Science	2	2	0	0	2	0
General Studies	1	1	0	0	1	0
Geoscience	6	4	2	0	6	0
Graphic Communication	1	1	0	0	1	0
Health Related						
Community Health	1	0	1	0	1	0
Global Health	1	0	1	0	1	0
Health Studies	1	0	1	0	1	0
Human Development Studies	1	0	1	0	1	0
Humanities	1	0	1	0	1	0
International Political Economy	1	0	1	0	1	0
International Studies	1	0	1	0	1	0
Media, Administration and Design	1	0	1	0	1	0
Neuroscience	1	0	1	0	1	0
Nutrition and Consumer Sciences	1	0	1	0	1	0
Outdoor Related						
Outdoor Education	1	0	1	0	1	0
Outdoor Recreation and Education	1	0	1	0	1	0
Peace and Social Justice Studies	2	0	2	0	2	0
Performing Arts Administration	1	1	0	1	0	0
Sustainability and Environmental Studies Related						
Design for Sustainable Dev	1	1	0	0	1	0
Ecological Design	2	0	2	0	2	0
Sustainability and Environmental Studies	1	0	1	0	1	0
Sustainable Building Design	1	0	1	0	1	0
Sustainable Development	1	1	0	0	1	0
Sustainable Environmental Studies with a Focus on Ecological Design	2	0	2	0	2	0
Theatre Management	1	1	0	0	1	0
Grand Total for Independent Majors	**83**	**39**	**44**	**8**	**72**	**3**

Compiled by the Office of Institutional Research and Assessment, September 2013

Average Grades for Fall Term 2012 and Spring Term 2013
By Division, Rubric, Course Level, and GSTR Course

BY DIVISION (all rubrics within each division)	Average Grades
Division 1	2.78
Division 2	3.05
Division 3	3.29
Division 4	3.44
Division 5	2.97
Division 6	3.25
GST and GSTR Courses	2.88

BY RUBRIC	Average Grades
African and African American Studies	3.02
Agriculture and Natural Resources	3.09
Appalachian Studies	3.05
Art History	2.91
Art	3.25
Asian Studies	3.22
Biology	2.67
Business Administration	2.90
Chemistry	2.68
Child and Family Studies	3.08
Chinese	3.12
Communication	3.34
Computer and Information Science	3.32
Economics	2.97
Education Studies	3.54
English	3.05
French	3.13
German	2.92
General Studies	3.32
General Studies - Required	2.80
Hebrew	3.67
History	2.80

BY RUBRIC	Average Grades
Health	2.76
Japanese	3.32
Latin	2.57
Mathematics	2.81
Music - Applied	3.74
Music	3.55
Nursing	3.00
Peace and Social Justice Studies	3.21
Philosophy	2.70
Physical Education (PED)	3.59
Physical Education (PEH)	3.20
Physics	2.82
Political Science	2.61
Psychology	3.11
Religion	2.99
Sociology	2.97
Spanish	2.73
Sustainability and Environmental Studies	2.80
Technology and Applied Design	3.21
Theatre	3.12
Women's and Gender Studies	2.86

NOTES: "Average grades" is calculated by averaging all individual course section average grades.
All courses with at least one student enrolled are included.
Includes all courses regardless of level credit.

Compiled by the Office of Institutional Research and Assessment.

Average Grades for Fall Term 2012 and Spring Term 2013
By Division, Rubric, Course Level, and GSTR Course

By Course Level

	Average Grades	Range
100 Level	3.13	1.23 - 4.00
200 Level	3.07	1.35 - 4.00
300 Level	3.20	1.57 - 4.00
400 Level	3.34	1.00 - 4.00

BY GSTR Course

	Average Grades	Range
110	2.77	1.86 - 3.71
210	2.67	1.44 - 3.74
310	2.80	2.27 - 3.34
332	2.81	2.52 - 3.16
410	3.10	2.51 - 3.55

NOTES: "Average grades" is calculated by averaging all individual course section average grades.
All courses with at least one student enrolled are included.
Includes all courses regardless of level credit.

Compiled by the Office of Institutional Research and Assessment.

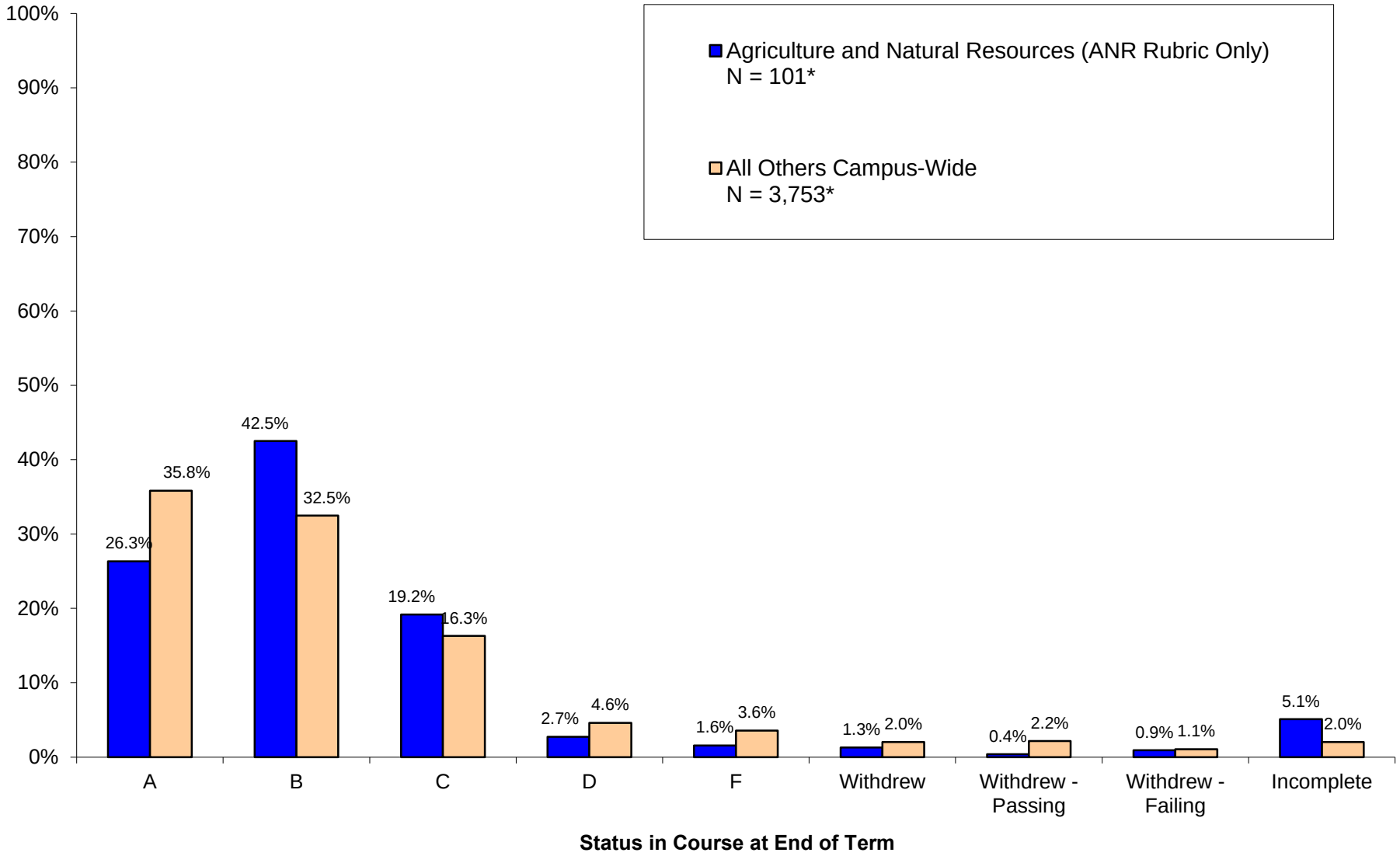
Division II
Program Data

Compiled by the
Office of Institutional Research and Assessment

Academic Year 2013-14

Agriculture and Natural Resources

Grade Distribution for Academic Years 2010-11, 2011-12, and 2012-13 Compiled

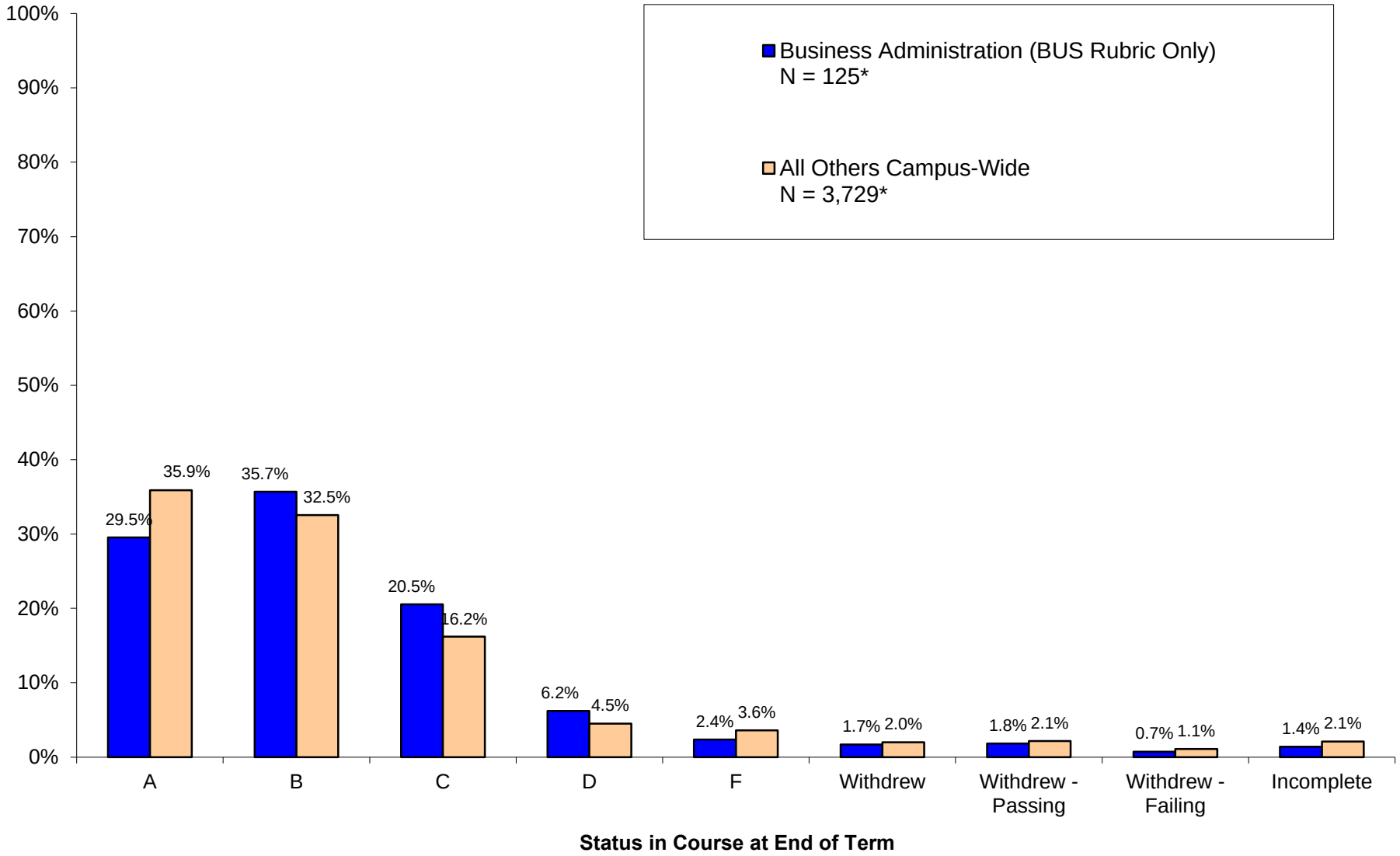


*Includes all *for-credit* courses (including internships, etc).

NOTE: Graph is based on static reports at the end of each term; therefore, grades of "I" are still included even if the grade has since been changed. Grades from cross-listed courses are included in the graphs only under the course rubric for which the student was enrolled.

Business

Grade Distribution for Academic Years 2010-11, 2011-12, and 2012-13 Compiled

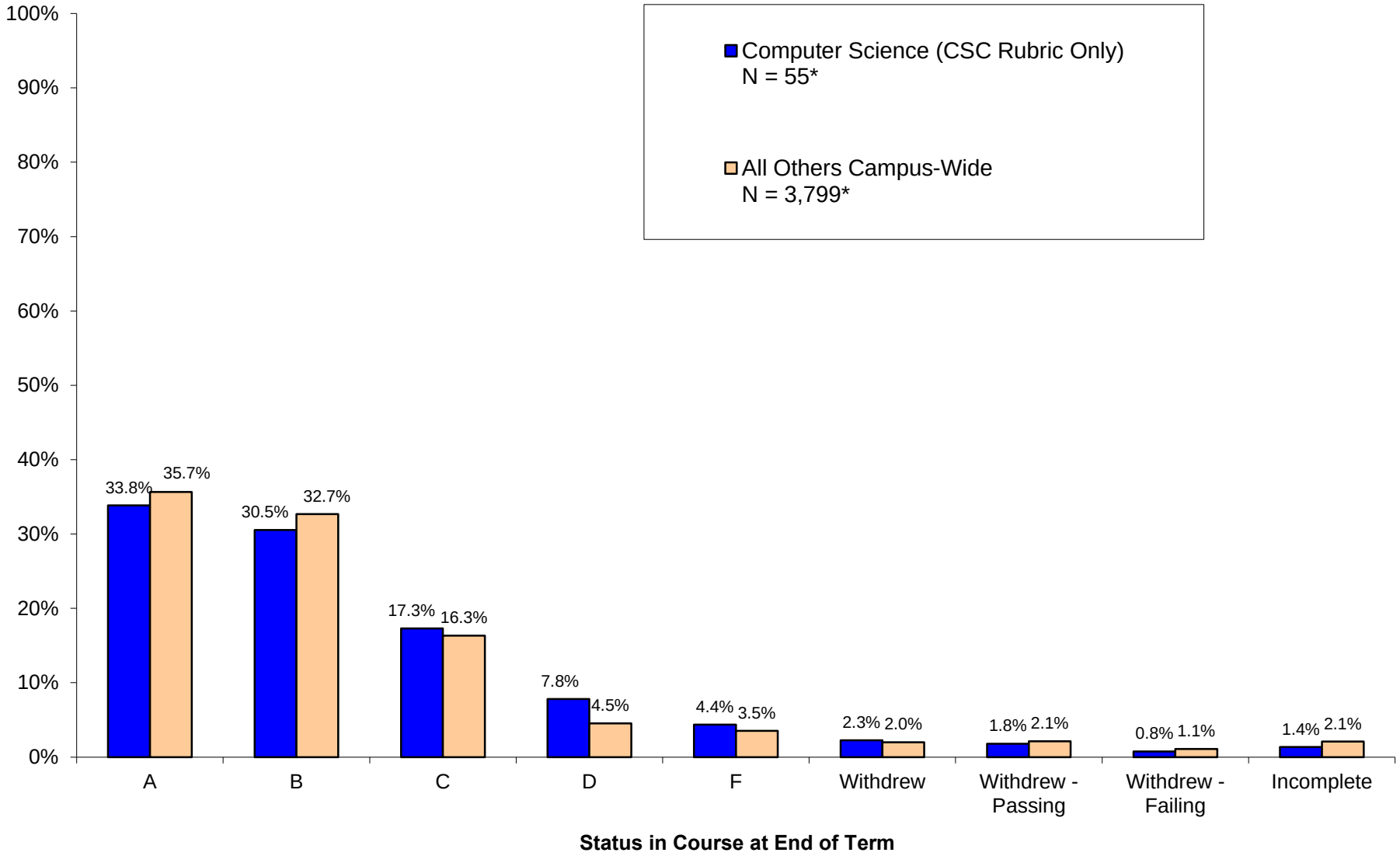


*Includes all *for-credit* courses (including internships, etc).

NOTE: Graph is based on static reports at the end of each term; therefore, grades of "I" are still included even if the grade has since been changed. Grades from cross-listed courses are included in the graphs only under the course rubric for which the student was enrolled.

Computer Science

Grade Distribution for Academic Years 2010-11, 2011-12, and 2012-13 Compiled

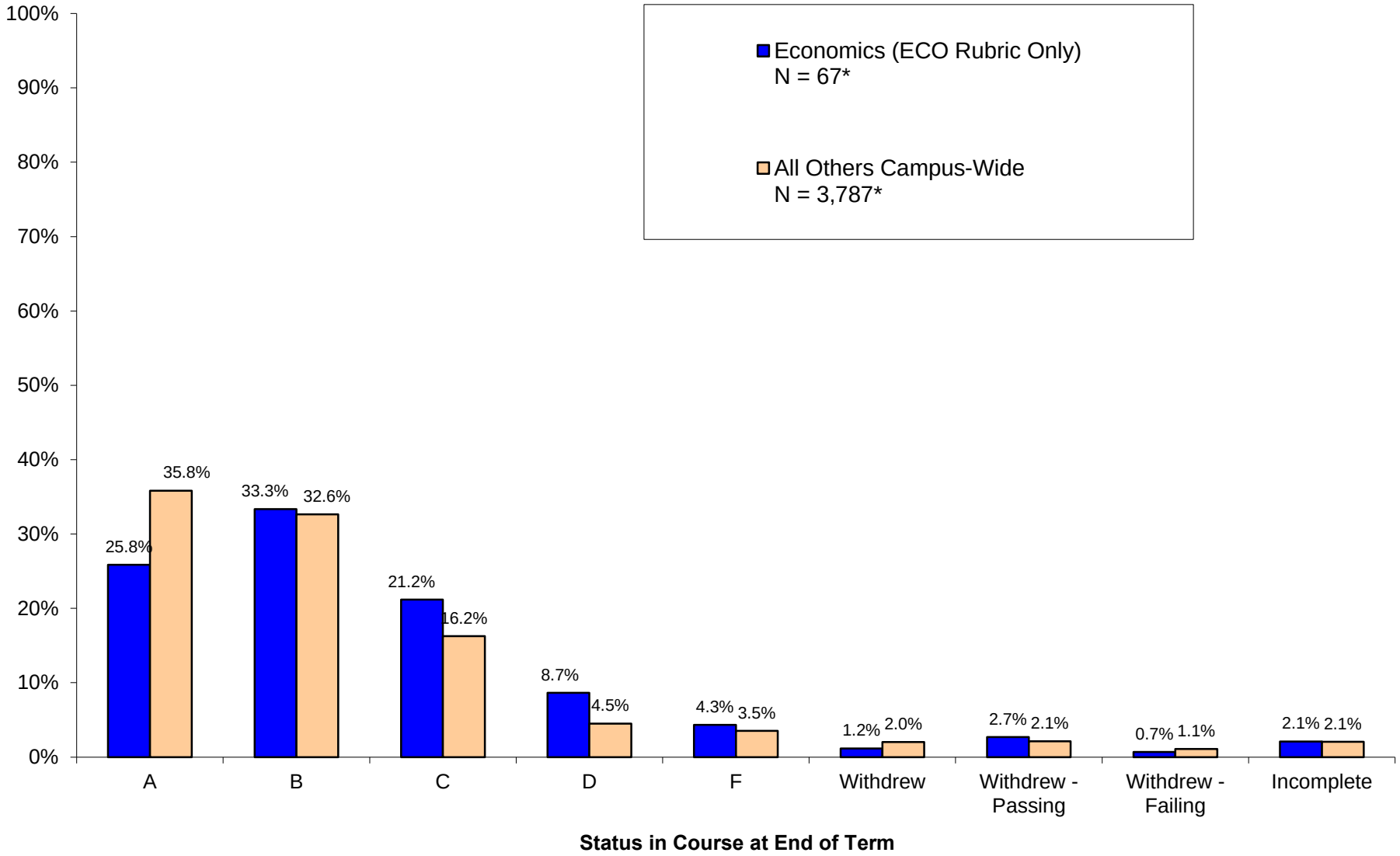


*Includes all *for-credit* courses (including internships, etc).

NOTE: Graph is based on static reports at the end of each term; therefore, grades of "I" are still included even if the grade has since been changed. Grades from cross-listed courses are included in the graphs only under the course rubric for which the student was enrolled.

Economics

Grade Distribution for Academic Years 2010-11, 2011-12, and 2012-13 Compiled

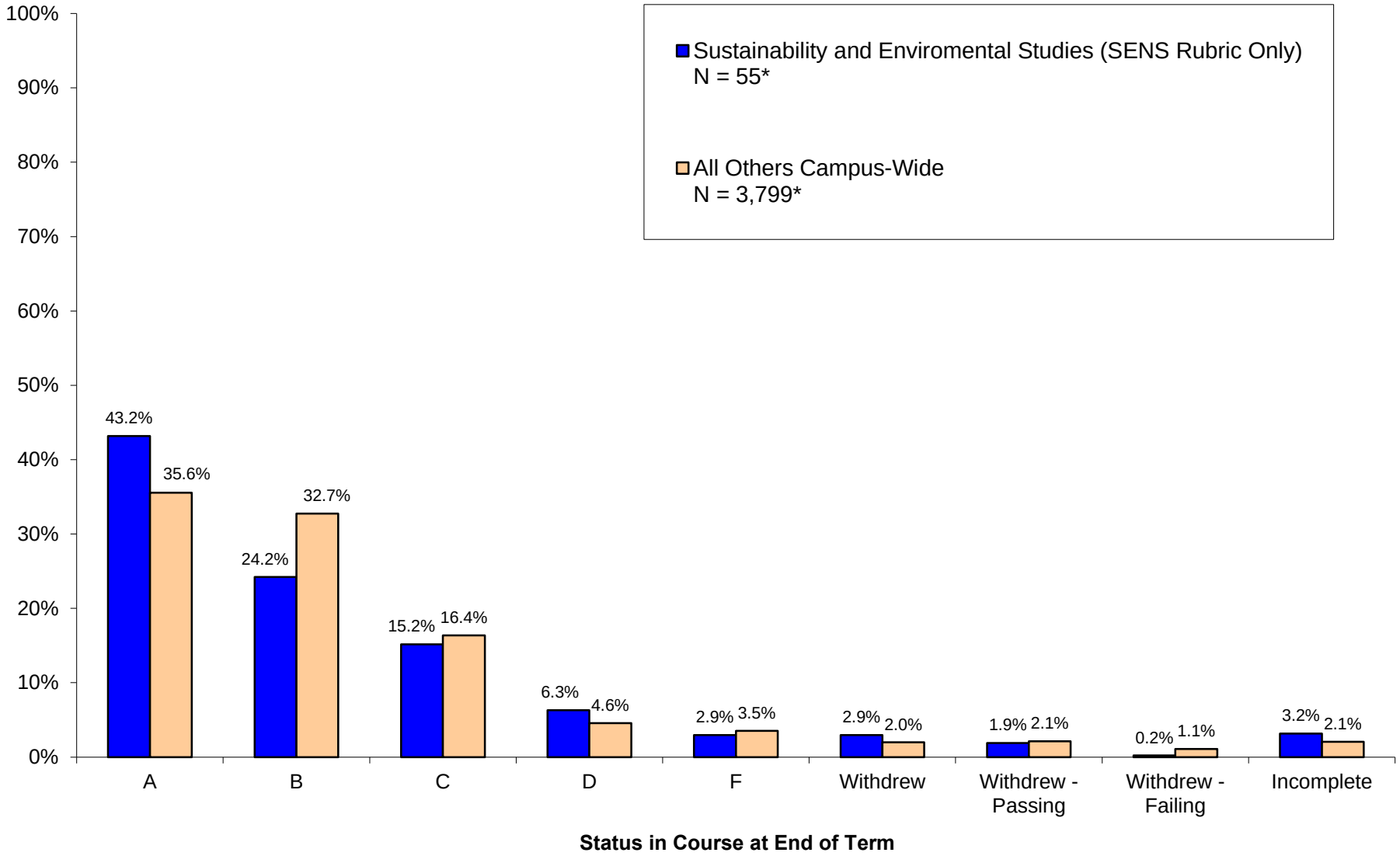


*Includes all *for-credit* courses (including internships, etc).

NOTE: Graph is based on static reports at the end of each term; therefore, grades of "I" are still included even if the grade has since been changed. Grades from cross-listed courses are included in the graphs only under the course rubric for which the student was enrolled.

Sustainability and Environmental Studies

Grade Distribution for Academic Years 2010-11, 2011-12, and 2012-13 Compiled

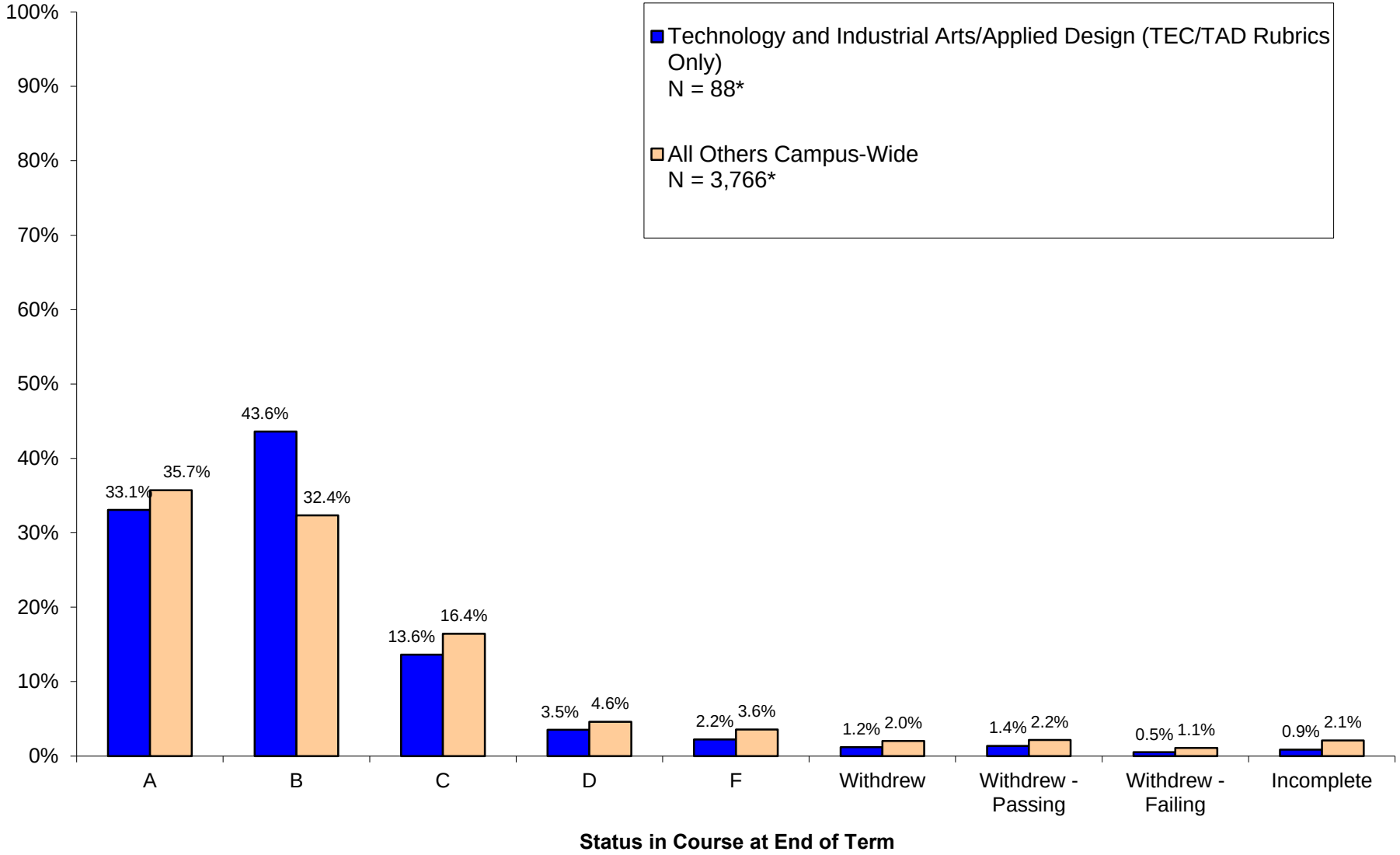


*Includes all *for-credit* courses (including internships, etc).

NOTE: Graph is based on static reports at the end of each term; therefore, grades of "I" are still included even if the grade has since been changed. Grades from cross-listed courses are included in the graphs only under the course rubric for which the student was enrolled.

Technology and Industrial Arts/Applied Design

Grade Distribution for Academic Years 2010-11, 2011-12, and 2012-13 Compiled



*Includes all *for-credit* courses (including internships, etc).

NOTE: Graph is based on static reports at the end of each term; therefore, grades of "I" are still included even if the grade has since been changed. Grades from cross-listed courses are included in the graphs only under the course rubric for which the student was enrolled.

Grade Distribution Report by Instructor: DIVISION 2
Academic Year 2012-2013

NOTE: This report is a static report that captures data at the end of the term; therefore, grades of "I" are still included in this report even if the grade has since been changed. Cross-listed grades are listed only under the course rubric for which the student was enrolled.

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Clark, Sean (Agriculture and Natural Resources Program)																						
Fall 2012	ANR265	Bees and Beekeeping	1.00	0	1	1	1	6	3	0	1	0	0	0	0	0	1	0	0	0	13	3.01
	ANR386	Farm to Table: Food Value	1.00	0	0	4	7	7	0	0	0	0	0	0	0	0	2	0	0	0	18	3.27
	ANR492	Senior Seminar	0.50	0	0	1	1	3	3	2	4	1	0	0	0	0	0	0	0	0	15	2.56
8-Week Summer 2013	ANR495SC	Micro-Livestock Productio	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495SC	Active Learning Experienc	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495SC	Agriculture Internship	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
First 4-Week Summer 2013	ANR495SC	Bee Research & Prod Devel	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
		2012-2013 Sean Clark Total		**0**	**1**	**6**	**9**	**16**	**6**	**2**	**5**	**1**	**0**	**0**	**0**	**0**	**3**	**0**	**0**	**4**	**46**	**2.97**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Coomes, Jason (Technology and Applied Design Program)																						
Fall 2012	SENS345	Ecological Architecture (	1.00	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	2.50
	TAD100	Intro to Tec and App Desi	1.00	0	3	1	1	0	2	1	2	0	0	0	0	1	1	2	1	0	11	2.79
	TAD345	Ecological Architecture (	1.00	0	3	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	5	3.52
Spring 2013	TAD115	Construction Technology	1.00	2	5	0	1	1	2	1	0	0	0	0	0	0	0	0	0	0	12	3.50
	TAD118	History of Technology	1.00	0	13	2	0	3	1	0	0	0	0	0	0	0	0	0	0	0	19	3.74
	TAD498JC	Resilient Houshold App. T	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
		2012-2013 Jason Coomes Total		**2**	**26**	**3**	**3**	**4**	**5**	**3**	**2**	**0**	**0**	**1**	**0**	**1**	**1**	**2**	**1**	**0**	**50**	**3.41**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Fern, Richard (Economics and Business Program)																						
Spring 2013	BUS323	Income Tax	1.00	0	2	0	0	2	0	0	3	0	0	3	0	0	0	0	0	0	10	2.30
		2012-2013 Richard Fern Total		**0**	**2**	**0**	**0**	**2**	**0**	**0**	**3**	**0**	**0**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**10**	**2.30**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Gadd, Susan (Economics and Business Program)																						
Fall 2012	BUS326	Intermediate Accounting I	1.00	0	3	0	0	6	0	0	1	2	0	0	0	0	0	0	0	0	12	2.95
Spring 2013	BUS120B	Accounting I	1.00	0	4	0	0	17	0	0	5	0	0	2	0	1	0	0	0	0	29	2.72
		2012-2013 Susan Gadd Total		**0**	**7**	**0**	**0**	**23**	**0**	**0**	**6**	**2**	**0**	**2**	**0**	**1**	**0**	**0**	**0**	**0**	**41**	**2.79**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

* Includes DIVISION 2 totals

Grade Distribution Report by Instructor: DIVISION 2
Academic Year 2012-2013

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Gift, Nancy (Sustainability and Environmental Studies Program)																						
Fall 2012	SENS100B	Intro-Sustainability & En	1.00	2	3	4	3	2	2	1	0	0	0	0	0	1	2	0	1	0	18	3.24
Spring 2013	GSTR210W	Writing Sem II:Ident&Dive	1.00	0	2	2	0	1	0	1	1	0	0	0	0	2	0	0	0	0	9	2.52
	SENS100B	Intro-Sustainability & En	1.00	0	3	2	2	5	2	0	0	1	0	0	0	1	1	0	0	0	16	3.01
8-Week	SENS395N	Solar Agricultural Tech	1.00	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3.70
Summer	SENS395N	Environmental Justice	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
		2012-2013 Nancy Gift Total		**2**	**9**	**9**	**5**	**8**	**4**	**2**	**1**	**1**	**0**	**0**	**0**	**4**	**3**	**0**	**1**	**0**	**45**	**3.04**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Grzimek, Volker (Economics and Business Program)																						
Fall 2012	ECO102A	Principles of Microeconom	1.00	0	2	2	8	0	2	4	2	1	1	3	0	1	1	0	1	0	26	2.55
	ECO102B	Principles of Microeconom	1.00	0	5	0	3	3	7	4	3	0	2	1	0	0	0	0	0	0	28	2.74
	ECO250	Applied Statistics	1.00	0	6	0	2	1	0	3	1	2	0	1	0	1	0	1	0	0	17	2.76
	ECO410B	Research in Economics II	0.50	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
Spring 2013	ECO102A	Principles of Microeconom	1.00	0	2	6	5	4	4	3	2	2	1	1	0	0	0	0	0	0	30	2.87
	ECO102B	Principles of Microeconom	1.00	0	5	5	2	1	3	1	4	2	1	0	0	0	0	0	0	0	24	2.97
	ECO250	Applied Statistics	1.00	1	5	6	1	5	5	1	2	1	0	1	0	0	0	0	0	0	28	3.11
	ECO390BV	Intro to Econometrics	1.00	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	3.35
Second 4-Week Summer 2013	ECO395VG	Economics Internship	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
		2012-2013 Volker Grzimek Total		**1**	**27**	**19**	**21**	**14**	**22**	**16**	**14**	**8**	**5**	**7**	**0**	**2**	**1**	**1**	**1**	**1**	**156**	**2.85**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Hackbert, Peter (General Studies Program)																						
Fall 2012	GSTR110Q	Writing Sem I:Critical Th	1.00	0	2	1	1	2	0	5	0	0	0	1	1	2	0	0	0	0	15	2.28
	GSTR410D	Sem-Contemporary Global I	1.00	0	2	3	1	2	2	1	2	0	0	0	0	0	2	1	0	0	13	3.08
8-Week	APS286	Entreprenurial Experience	1.00	0	3	1	5	4	3	4	0	0	0	0	0	0	0	0	0	0	20	3.08
Summer	GST386	Entreprenurial Experience	1.00	0	3	1	5	4	3	4	0	0	0	0	0	0	0	0	0	0	20	3.08
		2012-2013 Peter Hackbert Total		**0**	**10**	**6**	**12**	**12**	**8**	**14**	**2**	**0**	**0**	**1**	**1**	**2**	**2**	**1**	**0**	**0**	**68**	**2.90**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

* Includes DIVISION 2 totals

Grade Distribution Report by Instructor: DIVISION 2
Academic Year 2012-2013

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Hall, Sarah (Agriculture and Natural Resources Program)																						
Fall 2012	ANR240A	Soil Science	1.00	0	2	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	7	2.90
	ANR240B	Soil Science	1.00	0	2	6	0	3	0	0	2	1	0	0	0	0	0	0	1	0	14	3.21
	ANR360	Forest & Wildlife Managem	1.00	0	5	1	2	0	2	1	0	0	0	0	0	0	0	0	0	0	11	3.45
Spring 2013	ANR130A	Plant Science	1.00	0	5	1	1	4	3	0	0	0	0	0	0	0	0	1	0	0	14	3.36
	ANR130B	Plant Science	1.00	0	5	2	0	2	1	0	0	0	0	0	0	0	0	0	0	0	10	3.61
	ANR498SH	Forest Dynamics	1.00	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3.30
	GST101A3	Strat for Acad Succ - 1st	0.25	0	1	1	0	2	0	0	2	2	0	0	2	3	1	0	2	0	13	1.73
8-Week Summer 2013	ANR395SH	Grow Appalachia Internshi	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR395SH	Soil Bio & Eco Restoratio	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495SH	Ecological Restoration	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495SH	Mussel and Fish Surveys	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495SH	Agriculture Internship	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
		2012-2013 Sarah Hall Total		**0**	**20**	**12**	**5**	**11**	**6**	**2**	**5**	**3**	**0**	**1**	**2**	**3**	**1**	**1**	**3**	**5**	**70**	**3.03**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Jadud, Matthew (Computer and Information Science Program)																						
Fall 2012	TAD265A	Electricity and Electroni	1.00	0	10	3	3	3	0	0	1	0	0	0	0	0	1	0	0	0	20	3.60
Spring 2013	CSC186	Better Apps for a Better	1.00	0	2	3	3	17	2	0	11	0	0	0	0	0	1	0	0	0	38	2.83
	CSC397AM	Advanced Android Developm	1.00	0	2	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	11	3.65
	CSC435	Computer Organization	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
	CSC435	Computer Organization	1.00	0	17	0	3	2	0	0	3	0	1	0	0	1	0	0	0	0	27	3.38
	TAD265	Electricity and Electroni	1.00	1	11	3	0	6	2	0	0	0	0	0	0	0	0	0	0	0	23	3.59
8-Week Summer 2013	CSC395MJ	Secure Info Systems	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
Second 4-Week Summer 2013	CSC286MJ	Prog. Languages/Interpret	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
		2012-2013 Matthew Jadud Total		**1**	**44**	**15**	**12**	**28**	**4**	**0**	**15**	**0**	**1**	**0**	**0**	**1**	**2**	**0**	**0**	**1**	**121**	**3.32**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Kazura, Martie (Economics and Business Program)																						
Fall 2012	BUS240	Business Law	1.00	0	1	2	2	4	1	1	8	4	0	0	0	0	0	0	0	0	23	2.51
	BUS363	Marketing	1.00	0	6	1	1	7	1	2	1	0	0	0	0	0	0	0	0	0	19	3.23
	BUS367	Marketing Research	1.00	0	0	4	2	6	0	0	0	0	0	0	0	0	0	1	0	0	12	3.28
Spring 2013	BUS240	Business Law	1.00	0	1	3	3	3	7	1	3	1	2	0	0	0	0	0	0	0	24	2.73
	BUS257	Consumer Behavior	1.00	1	1	3	5	3	1	1	2	0	3	0	0	2	0	0	1	0	22	2.61
	BUS363	Marketing	1.00	1	1	2	4	4	5	0	0	4	0	0	0	0	1	0	0	0	21	2.90
		2012-2013 Martie Kazura Total		**2**	**10**	**15**	**17**	**27**	**15**	**5**	**14**	**9**	**5**	**0**	**0**	**2**	**1**	**1**	**1**	**0**	**121**	**2.83**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

* Includes DIVISION 2 totals

Grade Distribution Report by Instructor: DIVISION 2
Academic Year 2012-2013

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Kinnamon, Eric (Economics and Business Program)																						
Fall 2012	BUS315A	Management	1.00	0	7	0	0	6	0	0	1	0	0	1	0	0	0	0	0	0	15	3.27
	BUS315B	Management	1.00	0	3	0	0	11	0	0	3	0	0	0	0	0	1	0	0	0	17	3.00
	BUS386A	International Management	1.00	0	3	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	5	3.40
Spring 2013	BUS286EK	Leadership	1.00	0	5	0	0	8	0	0	1	0	0	0	0	1	0	1	0	0	15	3.07
	BUS315	Management	1.00	0	6	0	0	6	0	0	5	0	0	0	0	0	1	1	0	0	17	3.06
	GSTR210L	Writing Sem II:Ident&Dive	1.00	0	8	0	0	1	0	0	3	0	0	0	0	1	0	0	1	0	13	3.15
		2012-2013 Eric Kinnamon Total		**0**	**32**	**0**	**0**	**33**	**0**	**0**	**14**	**0**	**0**	**1**	**0**	**2**	**2**	**3**	**1**	**0**	**82**	**3.12**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Mahoney, Gary (Technology and Applied Design Program)																						
Spring 2013	PED286GM	Scuba	0.25	0	6	7	4	1	0	0	0	0	0	0	0	0	0	0	0	0	18	3.67
	TAD340	Studio in Woods	1.00	0	0	2	3	0	0	0	1	0	0	0	1	0	0	0	0	1	7	2.86
	TAD455	Comp Integrated Manufactu	1.00	0	0	3	2	4	0	0	0	2	0	2	0	1	0	0	0	0	14	2.51
	TAD488	Research in Technology	1.00	0	6	2	0	5	1	0	1	0	0	2	0	5	0	0	0	0	22	2.41
First 4-Week Summer 2013	SENS226	Coral Reef Ecosystems	1.00	0	13	8	0	0	1	0	0	0	0	0	0	0	0	0	0	0	22	3.83
		2012-2013 Gary Mahoney Total		**0**	**25**	**22**	**9**	**10**	**2**	**0**	**2**	**2**	**0**	**4**	**1**	**6**	**0**	**0**	**0**	**1**	**83**	**3.12**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Mahoney, Mark (Technology and Applied Design Program)																						
Fall 2012	TAD130	Design and Documentation	1.00	0	0	2	4	3	4	2	3	0	0	0	0	0	1	0	1	0	18	2.83
	TAD245	Materials/Processing/Test	1.00	0	0	4	5	0	1	3	3	0	0	0	0	0	0	0	0	0	16	2.93
	TAD275	Power and Energy Technolo	1.00	0	0	5	1	0	2	2	2	1	0	0	0	1	0	1	0	0	14	2.68
Spring 2013	GSTR332G	Scientific Knowledge& Inq	1.00	0	0	5	2	2	4	1	0	0	0	0	0	0	0	0	0	0	14	3.16
	TAD245	Materials/Processing/Test	1.00	0	0	0	2	2	5	0	0	1	1	0	0	2	0	0	0	0	13	2.24
	TAD275	Power and Energy Technolo	1.00	0	1	1	5	4	4	1	3	1	0	0	0	0	0	0	0	1	20	2.85
8-Week Summer 2013	TAD395MM	Ecological Machine Design	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
		2012-2013 Mark Mahoney Total		**0**	**2**	**17**	**19**	**11**	**20**	**9**	**11**	**3**	**1**	**0**	**0**	**3**	**1**	**1**	**1**	**1**	**96**	**2.81**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

* Includes DIVISION 2 totals

Grade Distribution Report by Instructor: DIVISION 2
Academic Year 2012-2013

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
McCormack, Ed (Economics and Business Program)																						
Fall 2012	BUS110C	SIFE: Motivation	0.25	0	10	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	10	4.00
	BUS120A	Accounting I	1.00	0	7	1	0	6	0	0	4	0	0	1	0	1	0	2	1	0	20	2.94
	BUS130	Accounting II	1.00	0	3	0	0	4	1	0	7	0	1	2	0	2	1	0	0	0	20	2.20
	BUS437	Introduction to Auditing	1.00	1	2	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	7	3.14
Spring 2013	BUS110D	SIFE: Assessment	0.25	0	7	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	7	4.00
	BUS130	Accounting II	1.00	0	5	2	2	6	1	0	5	0	1	4	0	0	0	0	1	1	26	2.69
	BUS327	Intermediate Accounting I	1.00	0	1	0	0	2	0	2	1	0	0	1	0	1	0	0	0	0	8	2.20
8-Week Summer 2013	BUS395EM	Homelessness Causes/Solut	1.00	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3.70
		2012-2013 Ed McCormack Total		**1**	**35**	**4**	**2**	**20**	**2**	**2**	**19**	**0**	**2**	**8**	**0**	**4**	**2**	**3**	**2**	**1**	**99**	**2.87**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
McPherson, Paul (Technology and Applied Design Program)																						
Fall 2012	TAD140	Design Prod. in Woods	1.00	0	6	4	4	1	2	2	1	0	0	0	0	0	1	1	0	0	20	3.35
	TAD330	Comp Aided Drafting & Des	1.00	0	4	0	0	2	1	0	0	0	0	0	1	0	0	1	0	0	8	3.18
	TAD352	Quality Control	1.00	0	1	2	3	0	3	1	1	0	0	1	0	0	0	0	0	0	12	2.89
Spring 2013	TAD130	Design and Documentation	1.00	0	4	2	3	4	1	1	0	0	0	1	0	1	0	0	0	0	17	3.02
	TAD140	Design Prod. in Woods	1.00	0	7	5	1	6	1	0	0	1	0	0	0	0	1	0	0	0	21	3.44
	TAD180	Graphic Com and Design	1.00	0	4	9	3	2	2	0	0	1	0	0	0	0	0	0	0	0	21	3.44
	TAD397A	Media Design for Nonprofi	1.00	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4.00
8-Week Summer 2013	TAD395PM	Sustnble Construct Mthds	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
	TAD395PM	Sustnble Constructn Mthds	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
	TAD498PM	Quality Training for Indu	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
Second 4-Week Summer	SENS126	Alternative Energy System	1.00	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	3.50
	TAD126	Alternative Energy System	1.00	0	2	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	4	3.33
		2012-2013 Paul McPherson Total		**0**	**34**	**22**	**15**	**16**	**10**	**4**	**3**	**2**	**0**	**2**	**1**	**1**	**3**	**2**	**0**	**0**	**110**	**3.30**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Mills, Alan (Technology and Applied Design Program)																						
Fall 2012	APS213	Appalachian Crafts (TAD)	1.00	0	2	1	0	4	1	0	0	0	0	0	0	0	0	1	0	0	8	3.30
	TAD180	Graphic Com and Design	1.00	0	2	8	3	4	2	1	0	0	0	0	0	0	1	0	0	0	20	3.36
	TAD213	Appalachian Crafts (APS)	1.00	0	1	1	0	4	0	1	0	0	0	0	0	0	0	0	0	0	7	3.14
	TAD382	Advanced Graphics	1.00	0	4	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	6	3.77
Spring 2013	APS213	Appalachian Crafts (TAD)	1.00	0	3	3	0	3	0	0	1	0	0	0	0	0	0	0	0	0	10	3.41
	TAD202	Photography	1.00	0	5	4	0	9	2	0	1	0	0	0	0	0	0	1	0	1	21	3.30
	TAD213	Appalachian Crafts (APS)	1.00	0	4	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	7	3.77
8-Week Summer 2013	TAD495AM	Studio & Fashion Photogra	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
		2012-2013 Alan Mills Total		**0**	**21**	**19**	**5**	**25**	**5**	**2**	**2**	**0**	**0**	**0**	**0**	**0**	**1**	**2**	**0**	**2**	**79**	**3.39**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

* Includes DIVISION 2 totals

Grade Distribution Report by Instructor: DIVISION 2
Academic Year 2012-2013

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Olson, Richard (Sustainability and Environmental Studies and Agriculture and Natural Resources Programs)																						
Fall 2012	APS215	Sustainable Appal Comm (S	1.00	0	0	0	2	0	0	0	0	2	0	0	1	0	0	0	0	0	5	2.14
	SENS100A	Intro-Sustainability & En	1.00	0	3	1	2	1	0	1	2	1	0	1	1	0	3	0	0	0	13	2.69
	SENS215	Sustainable Appal Comm (A	1.00	0	4	0	0	0	0	0	0	2	0	0	0	0	1	0	0	0	6	3.23
	SENS386	Integraded Eco. Household	1.00	0	6	3	0	1	0	0	0	0	0	0	0	0	1	0	0	0	10	3.81
Spring 2013	PSJ225	Envr Justice(AFR/APS/SENS	1.00	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3.65
	SENS225	Envr Justice(AFR/WGS/PSJ/	1.00	0	4	5	2	1	0	0	1	2	0	0	0	0	1	0	0	0	15	3.30
	SENS340	Intro to Ecological Desig	1.00	0	0	1	2	3	0	0	1	0	0	1	0	0	0	0	0	0	8	2.79
First 4-Week Summer	SENS200	Intro Eco. Restoration (A	1.00	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	4.00
	SENS395R	Community Organizing	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
		2012-2013 Richard Olson Total		**0**	**23**	**10**	**9**	**6**	**0**	**1**	**4**	**7**	**0**	**2**	**2**	**0**	**6**	**0**	**0**	**1**	**64**	**3.16**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Panciera, Michael (Agriculturle and Natural Resources Program)																						
Fall 2012	ANR100	Intr to Agr & Natural Res	0.50	0	2	1	7	5	0	2	0	0	0	0	0	2	0	0	1	0	19	2.86
	ANR375	Farm Resource Management	1.00	0	1	0	5	7	2	1	0	0	0	0	0	0	1	0	0	0	16	3.08
Spring 2013	ANR100	Intr to Agr & Natural Res	0.50	1	4	3	1	4	2	1	0	1	1	0	0	0	0	0	0	0	18	3.17
	ANR330	Forage and Row Crop Produ	1.00	0	1	2	2	0	2	1	3	1	0	0	1	0	0	0	0	0	13	2.62
	ANR375	Farm Resource Management	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
	ANR386	Farm Sfty Plan Policy Tra	0.50	0	2	2	0	1	1	0	0	1	1	0	0	0	0	0	0	0	8	3.01
8-Week Summer 2013	ANR395MP	ANR Internship	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR395MP	ANR Internship	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR395MP	Sm Animal Vet Procedures	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR494MP	Labor/Field Learning Expe	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495MP	Agriculture Internship	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495MP	Wilderness Guiding	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495MP	Agriculture Internship	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495MP	National Park Service	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ANR495MP	Making/Mktg Meat Products	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
Second 4-Week Summer 2013	ANR395MP	Micro-Livestock Productio	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
		2012-2013 Michael Panciera Total		**1**	**11**	**8**	**15**	**17**	**7**	**5**	**3**	**3**	**2**	**0**	**1**	**2**	**1**	**0**	**1**	**10**	**75**	**2.97**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

* Includes DIVISION 2 totals

Grade Distribution Report by Instructor: DIVISION 2
Academic Year 2012-2013

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Pearce, Jan (Computer and Information Science Program)																						
Fall 2012	CSC111	Storytelling-Comp Animati	1.00	3	2	3	0	7	0	1	1	2	0	2	0	0	0	2	0	0	21	2.94
	CSC126A	Intro to Robotics	1.00	2	2	4	1	1	4	1	2	0	1	1	0	0	0	0	1	0	19	2.97
	CSC126B	Intro to Robotics	1.00	0	3	3	4	3	1	2	2	0	0	0	1	0	0	0	0	0	19	3.02
	CSC236	Data Structures	1.00	1	6	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	13	3.21
	CSC286	Intro to Prog w/ Java	1.00	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
	CSC386	Computer Security & Foren	1.00	2	3	1	1	1	1	0	2	3	1	1	0	0	0	2	0	0	16	2.76
	CSC397	Advanced Robotics	1.00	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4.00
	CSC493	Senior Projects	0.50	0	3	2	0	0	0	0	0	0	0	0	1	1	1	0	0	0	7	2.87
Spring 2013	CSC226	Intro to Programming w/ C	1.00	0	6	3	5	3	4	5	3	3	1	0	0	0	1	0	0	2	33	2.89
	CSC236	Data Structures	1.00	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3.70
	CSC397AJ	Graphics and Game Engines	1.00	1	3	2	2	0	1	0	0	0	0	0	0	0	1	0	0	0	9	3.63
	PED228	Social and Folk Dance	0.25	6	8	2	2	2	1	0	1	0	0	0	0	0	0	1	0	0	22	3.67
8-Week	CSC395JP	IT Web Development	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
Summer	CSC493	Senior Projects	0.50	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2.30
2013	CSC495JP	Financial App. Developmen	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
		2012-2013 Jan Pearce Total		**16**	**38**	**22**	**16**	**18**	**12**	**10**	**12**	**8**	**3**	**5**	**3**	**1**	**3**	**5**	**1**	**4**	**164**	**3.10**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Pradhan, Gyan (Economics and Business Program)																						
Fall 2012	ECO301	Intermediate Macroeconomi	1.00	1	3	0	1	5	1	0	0	0	0	0	0	1	0	0	0	0	12	3.08
		2012-2013 Gyan Pradhan Total		**1**	**3**	**0**	**1**	**5**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**12**	**3.08**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Reid, Maurice (Economics and Business Program)																						
Fall 2012	BUS345	Human Resources Managemen	1.00	0	2	1	2	3	2	0	2	1	0	0	0	0	0	0	0	0	13	2.95
	BUS475	Strategic Management	1.00	0	1	1	3	1	0	1	0	0	0	0	0	0	0	0	0	0	7	3.27
Spring 2013	BUS364	Production & Operations M	1.00	1	1	1	1	2	0	0	1	0	1	3	1	0	1	0	0	0	12	2.33
	BUS475	Strategic Management	1.00	0	0	0	1	4	3	0	3	0	0	0	0	0	0	0	0	0	11	2.67
	GSTR410F	Sem-Contemporary Global I	1.00	0	2	0	2	1	3	5	1	0	0	1	0	1	0	0	0	1	16	2.51
		2012-2013 Maurice Reid Total		**1**	**6**	**3**	**9**	**11**	**8**	**6**	**7**	**1**	**1**	**4**	**1**	**1**	**1**	**0**	**0**	**1**	**59**	**2.69**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Smithson, Paul (Sustainability and Environmental Studies Program; See also Division I - Chemistry Program)																						
Fall 2012	CHM311	Analytical Chemistry	1.00	0	3	2	0	7	3	3	3	1	0	1	0	0	0	0	1	0	23	2.79
	CHM3701	Advanced Lab I	0.50	0	2	1	1	4	1	0	1	1	0	0	0	0	0	0	0	0	11	3.04
	SENS320	Intro-Geographical Info S	1.00	1	3	0	0	0	0	1	0	0	1	1	1	1	1	1	0	0	9	2.37
Spring 2013	CHM134	Accelerated Environmental	1.00	0	2	0	0	2	0	0	1	1	0	3	0	2	0	1	0	1	11	1.88
	SENS100A	Intro-Sustainability & En	1.00	1	0	0	0	1	0	0	6	1	0	1	0	2	0	0	0	0	12	1.81
		2012-2013 Paul Smithson Total		**2**	**10**	**3**	**1**	**14**	**4**	**4**	**11**	**4**	**1**	**6**	**1**	**5**	**1**	**2**	**1**	**1**	**66**	**2.44**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

* Includes DIVISION 2 totals

Grade Distribution Report by Instructor: DIVISION 2
Academic Year 2012-2013

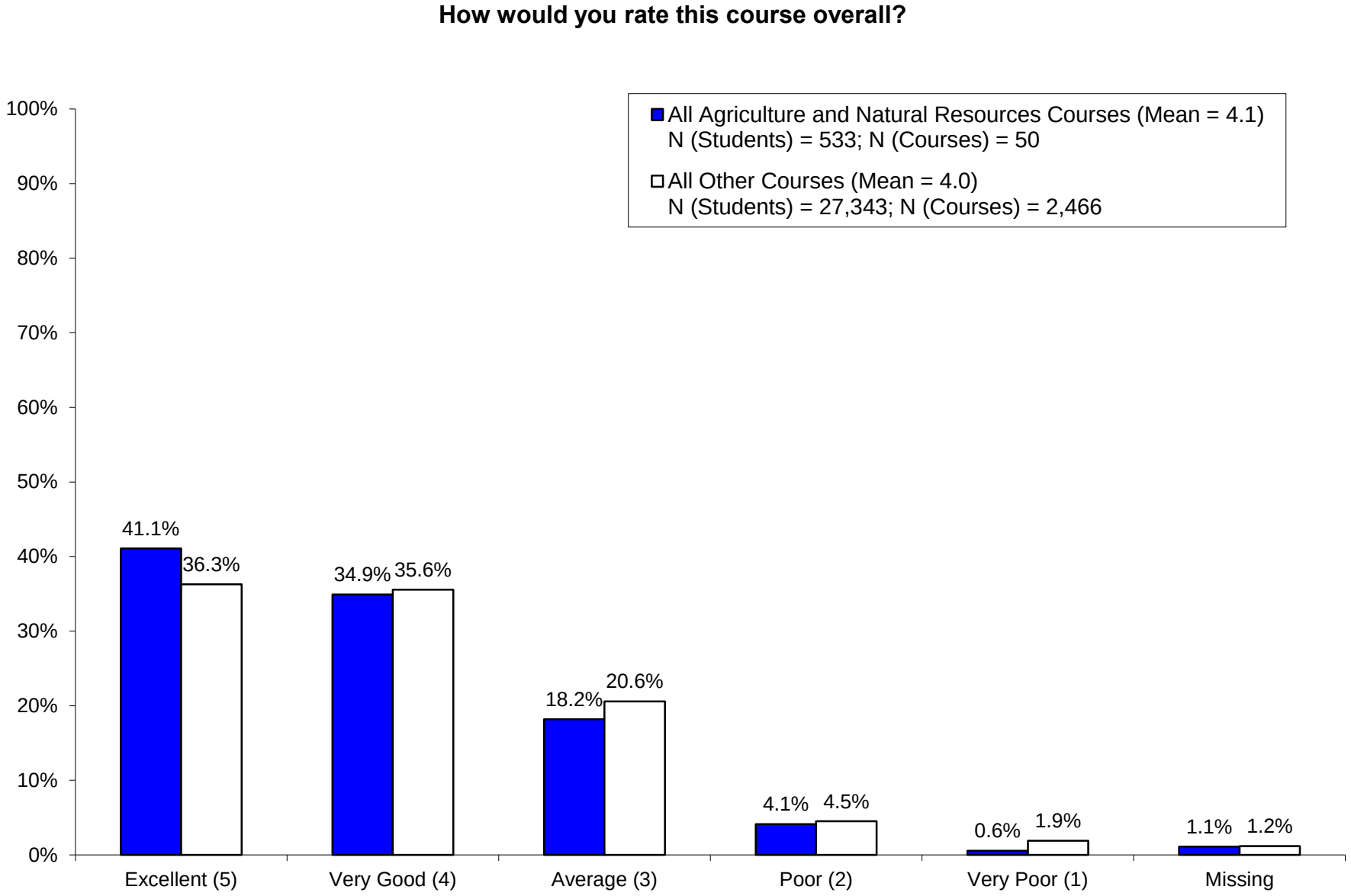
AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Steele, Scott (Economics and Business Program)																						
Fall 2012	ECO410C	Research in Economics II	0.50	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	3	2.90
Spring 2013	ECO310	Research in Economics I	0.50	0	4	2	0	0	0	0	0	0	0	0	0	0	0	1	0	2	6	3.90
		2012-2013 Scott Steele Total		**0**	**5**	**2**	**0**	**1**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**2**	**9**	**3.57**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Tolliver, Wayne (Economics and Business Program)																						
Fall 2012	BUS120B	Accounting I	1.00	0	5	2	0	10	1	0	9	1	0	0	0	0	0	0	0	0	28	2.85
	BUS366	Financial Management	1.00	0	2	1	0	2	2	0	6	0	1	0	0	1	0	0	0	0	15	2.43
	BUS395	SBA 504 Bus Expan Financi	1.00	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	3.00
	ECO332	Money and Banking	1.00	0	4	0	2	7	0	0	2	1	0	0	0	0	0	1	0	0	16	3.08
Spring 2013	BUS120A	Accounting I	1.00	1	3	1	0	10	1	1	8	2	0	3	0	1	0	0	0	0	31	2.49
	BUS366	Financial Management	1.00	0	2	0	0	1	2	0	1	1	0	2	0	0	0	0	0	0	9	2.46
	BUS368	Intermediate Corporate Fi	1.00	0	1	1	1	4	0	0	0	0	0	0	0	0	0	0	0	0	7	3.29
		2012-2013 Wayne Tolliver Total		**1**	**17**	**5**	**3**	**35**	**6**	**1**	**26**	**5**	**1**	**5**	**0**	**2**	**0**	**1**	**0**	**0**	**107**	**2.72**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

AY/Instructor		Course and Title	Credit	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	WP	WF	I	Total Grades	GPA
Vazzana, Caryn (Economics and Business Program)																						
Fall 2012	ECO101A	Principles of Macroeconom	1.00	0	3	7	1	2	2	6	3	0	2	2	1	1	0	1	0	0	30	2.59
	ECO101B	Principles of Macroeconom	1.00	0	5	0	3	2	3	3	5	0	2	1	1	1	1	2	0	0	26	2.51
	ECO360	Int'l Political Economy	1.00	0	2	3	1	2	0	1	0	0	1	0	0	0	0	2	0	0	10	3.20
	ECO410A	Research in Economics II	0.50	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2.70
	ECO498CV	Mathematical Econ	1.00	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4.00
Spring 2013	ECO101	Principles of Macroeconom	1.00	0	1	0	3	7	4	2	3	0	3	1	1	4	0	0	1	0	29	2.13
	ECO302	Intermediate Microeconomi	1.00	0	1	2	0	0	3	0	2	0	0	0	0	0	0	2	0	1	8	2.94
	ECO347	International Economics	1.00	0	1	1	1	1	0	0	0	1	0	0	1	1	1	1	0	1	7	2.34
	ECO410	Research in Economics II	0.50	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2.70
8-Week	BUS395CV	Event Coordination	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
Summer	ECO395CV	Management Consulting	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
2013	ECO395CV	Applied Research in Econo	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ECO495CV	Research in Human Dev	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
	ECO495CV	Health Econ Research	1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	n/a
		2012-2013 Caryn Vazzana Total		**0**	**14**	**13**	**9**	**14**	**14**	**12**	**13**	**1**	**8**	**4**	**4**	**7**	**2**	**8**	**1**	**7**	**113**	**2.53**
		Campus-Wide AY 2012-2013 Total*		**496**	**3329**	**1699**	**1341**	**2285**	**1094**	**624**	**1121**	**429**	**175**	**374**	**115**	**495**	**299**	**286**	**150**	**161**	**13577**	**3.01**

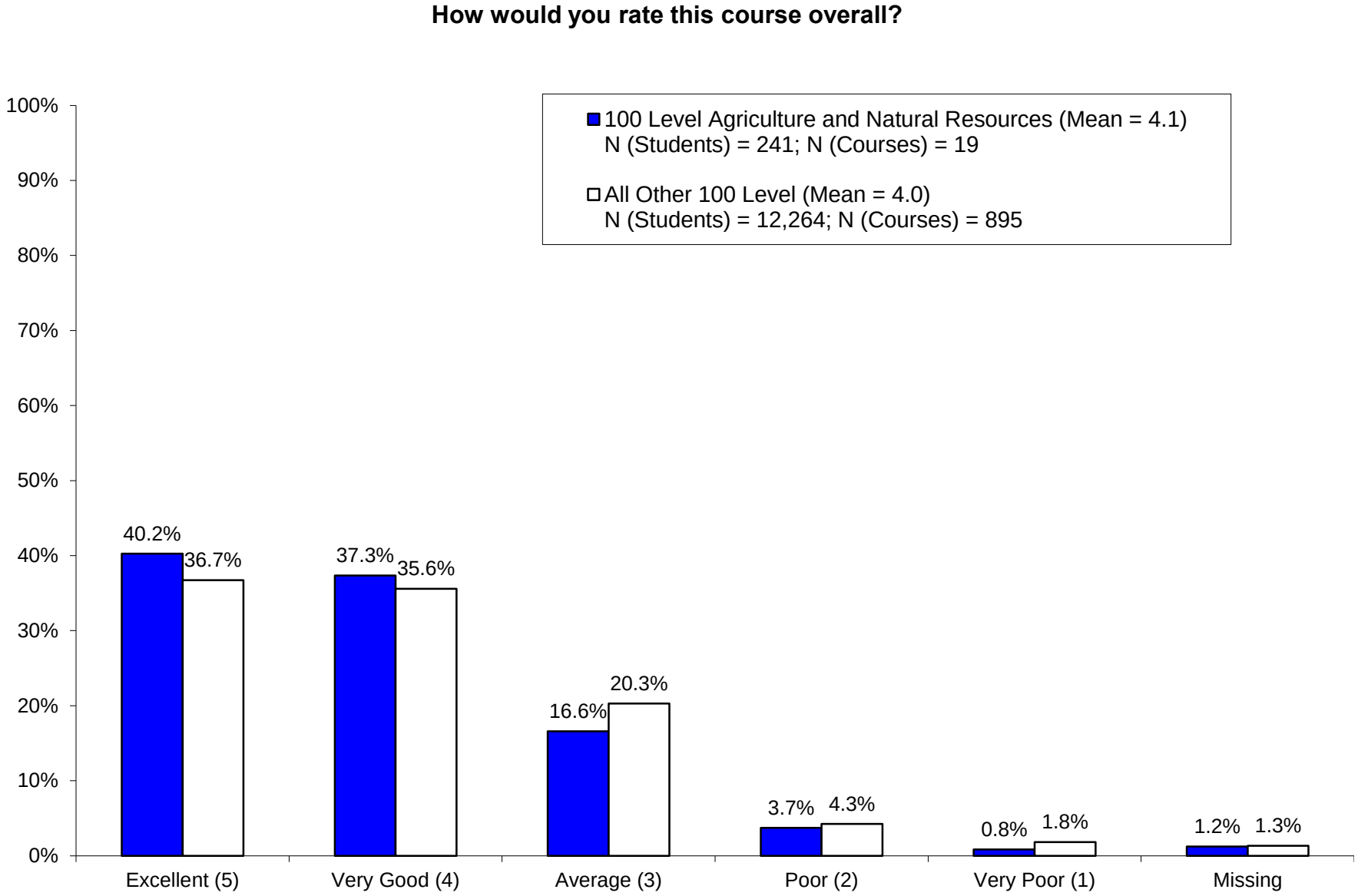
* Includes DIVISION 2 totals

IEQ Results: All Agriculture and Natural Resources Courses compared to All Other Courses



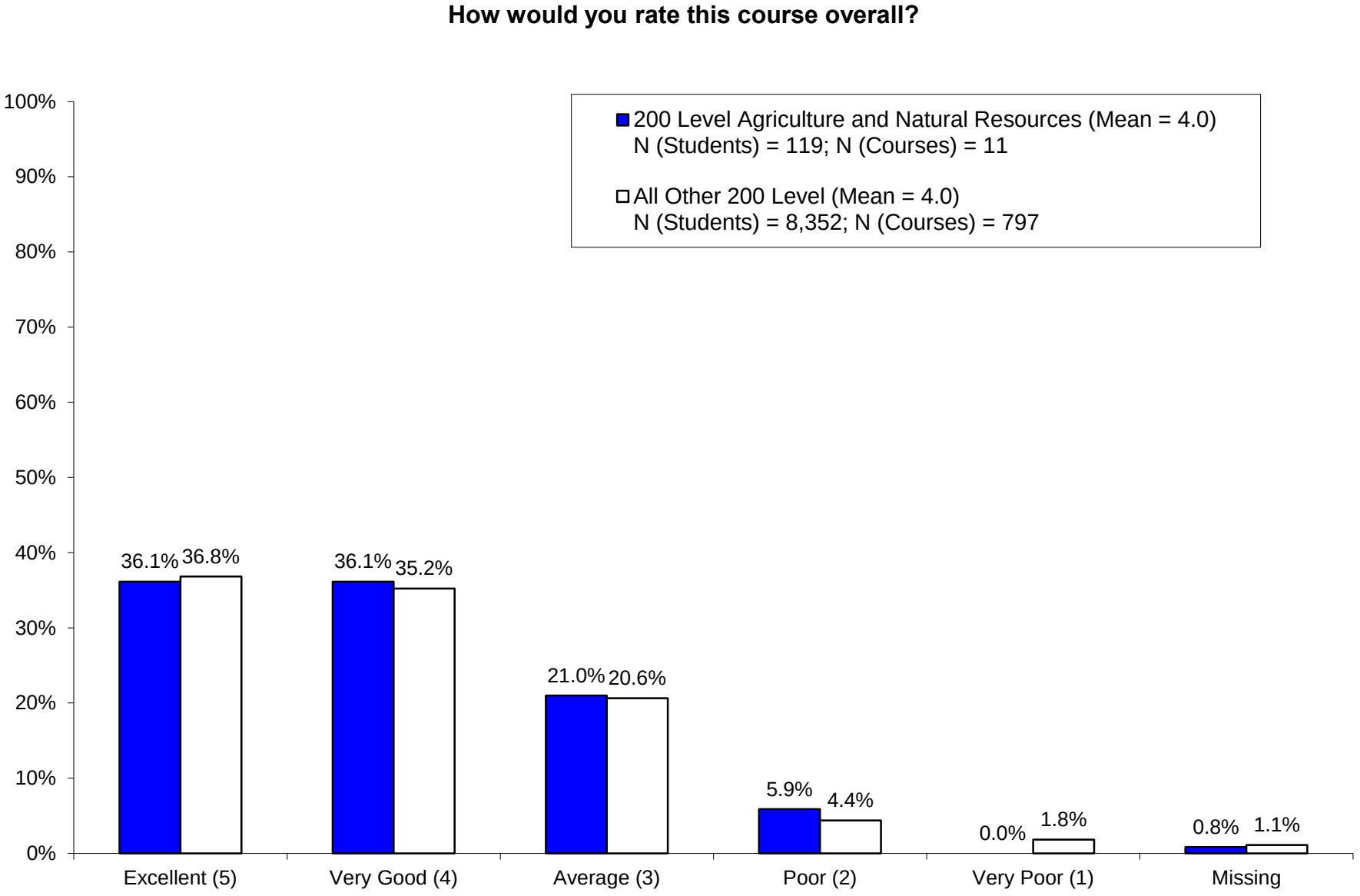
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 100 Level Agriculture and Natural Resources Courses compared to All Other 100 Level Courses



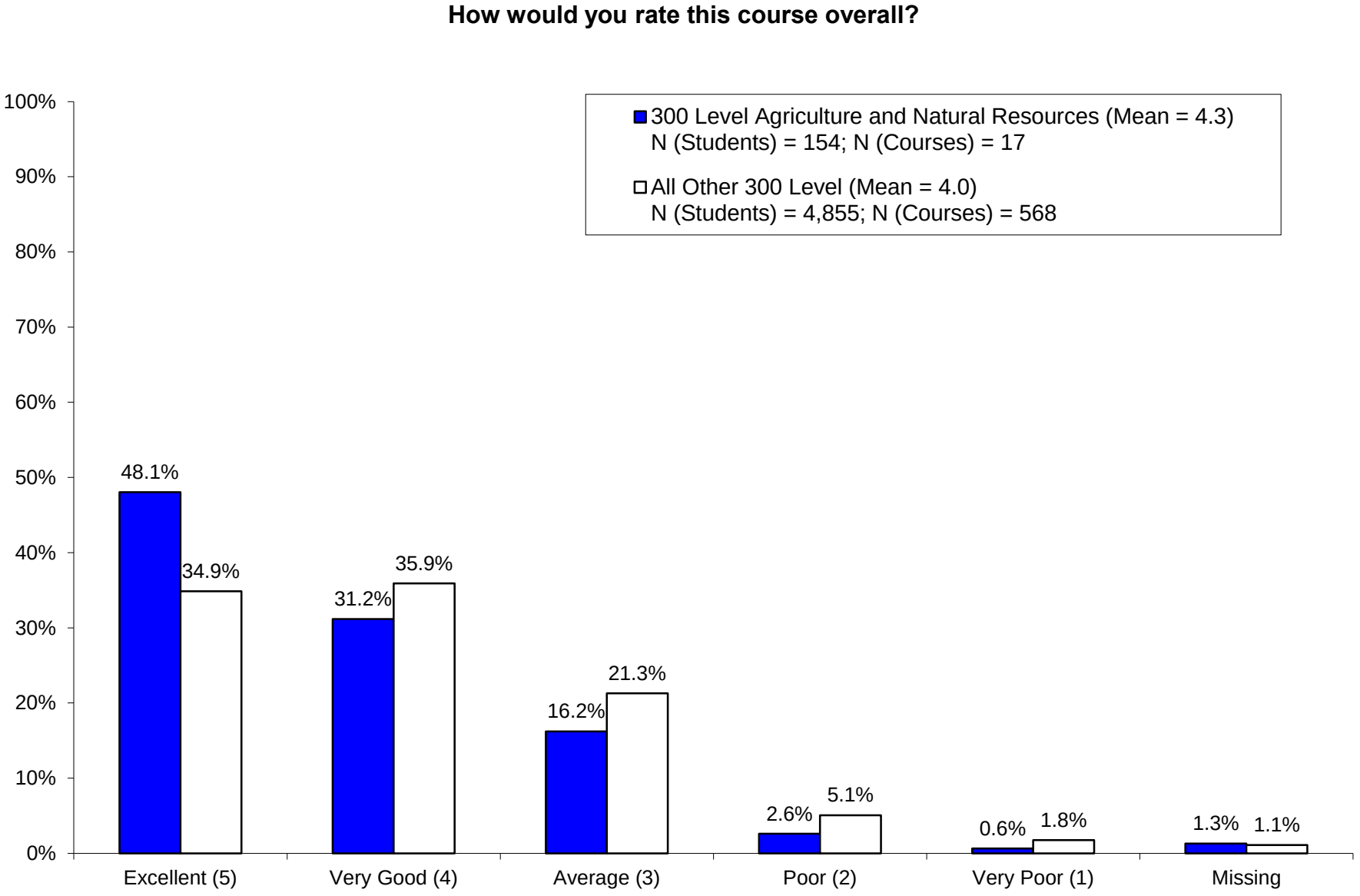
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 200 Level Agricultre and Natural Resources Courses compared to All Other 200 Level Courses



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

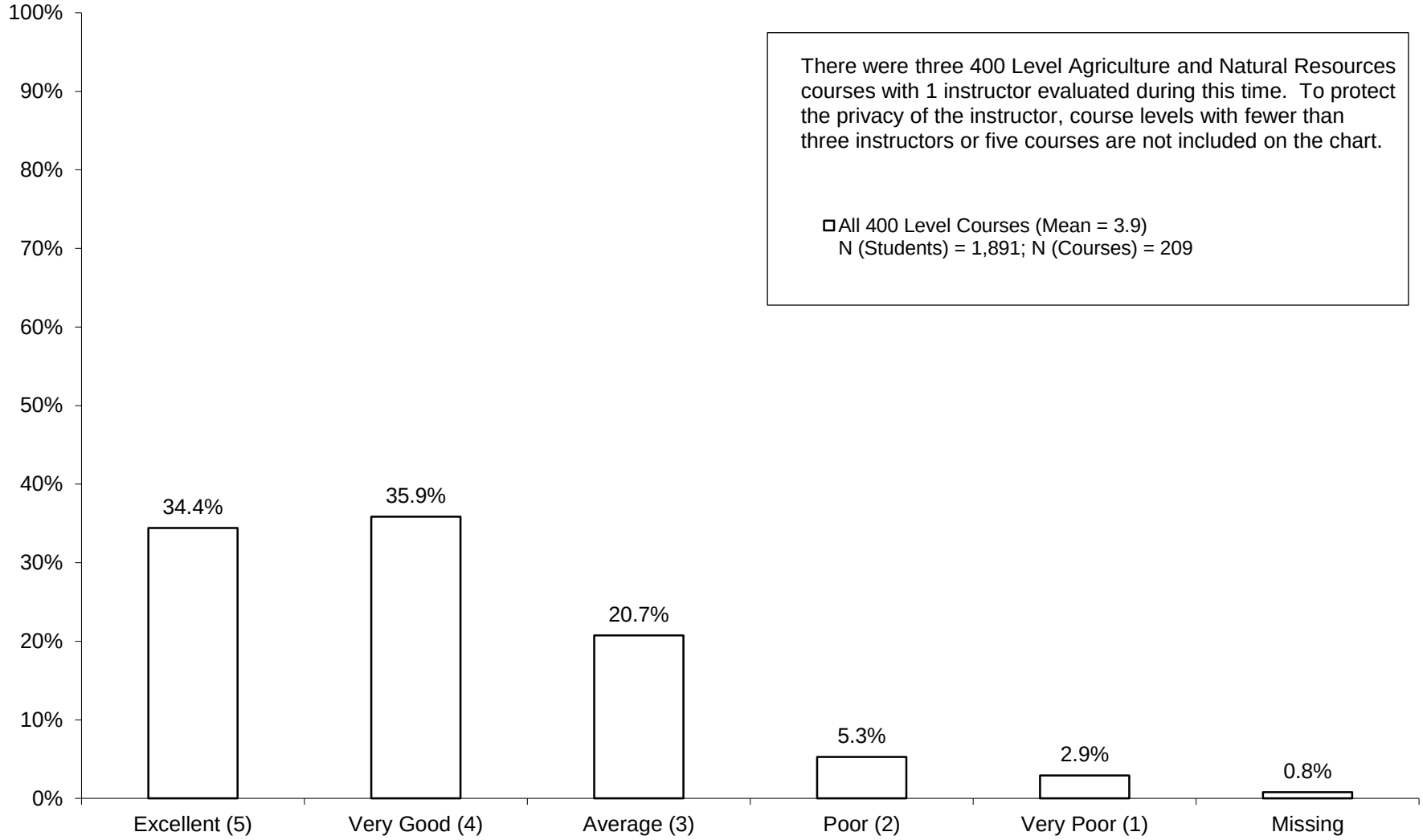
IEQ Results: All 300 Level Agriculture and Natural Resources Courses compared to All Other 300 Level Courses



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

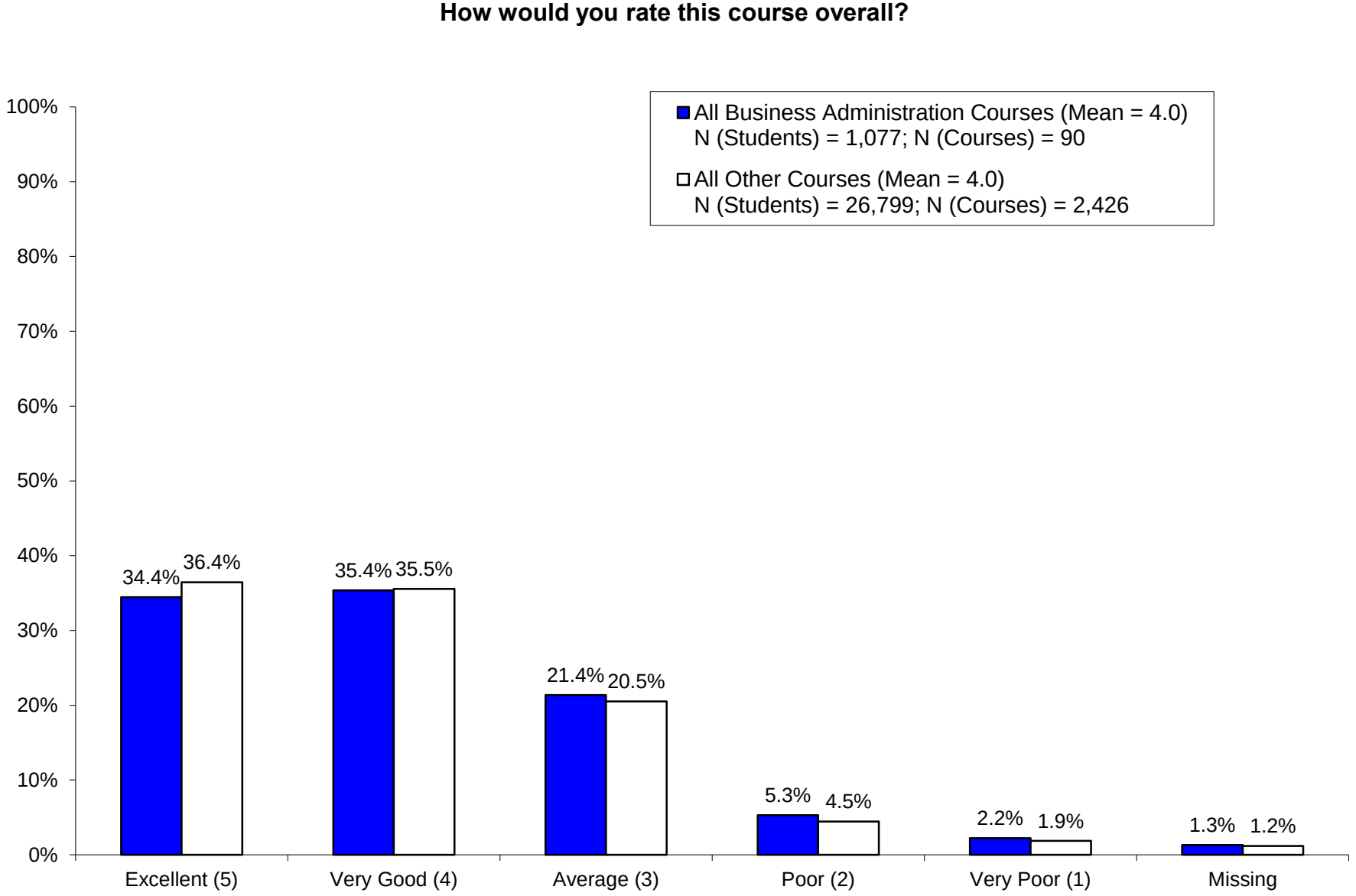
IEQ Results by Level: All 400 Level Courses

How would you rate this course overall?



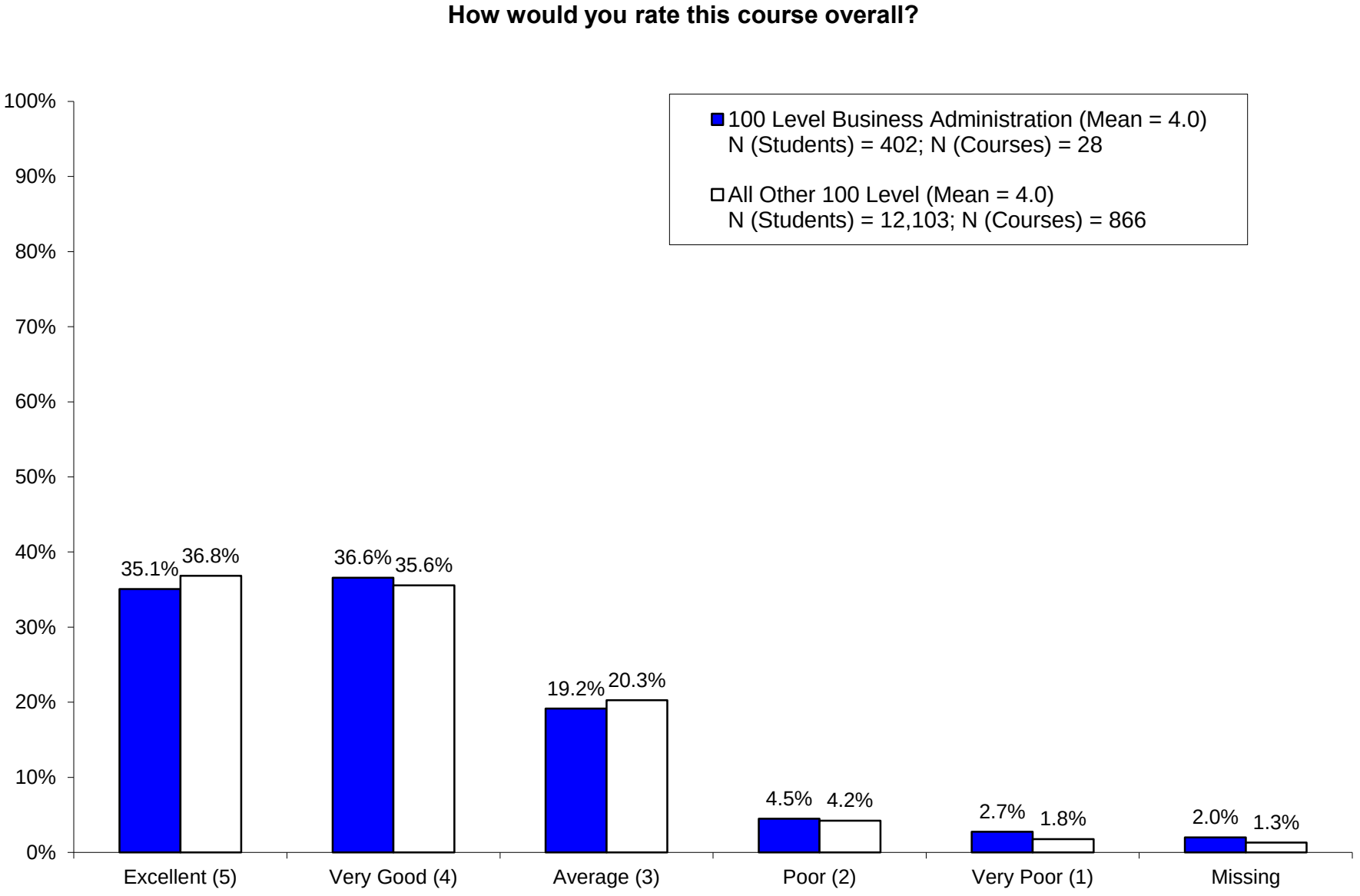
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All Business Administration Courses compared to All Other Courses



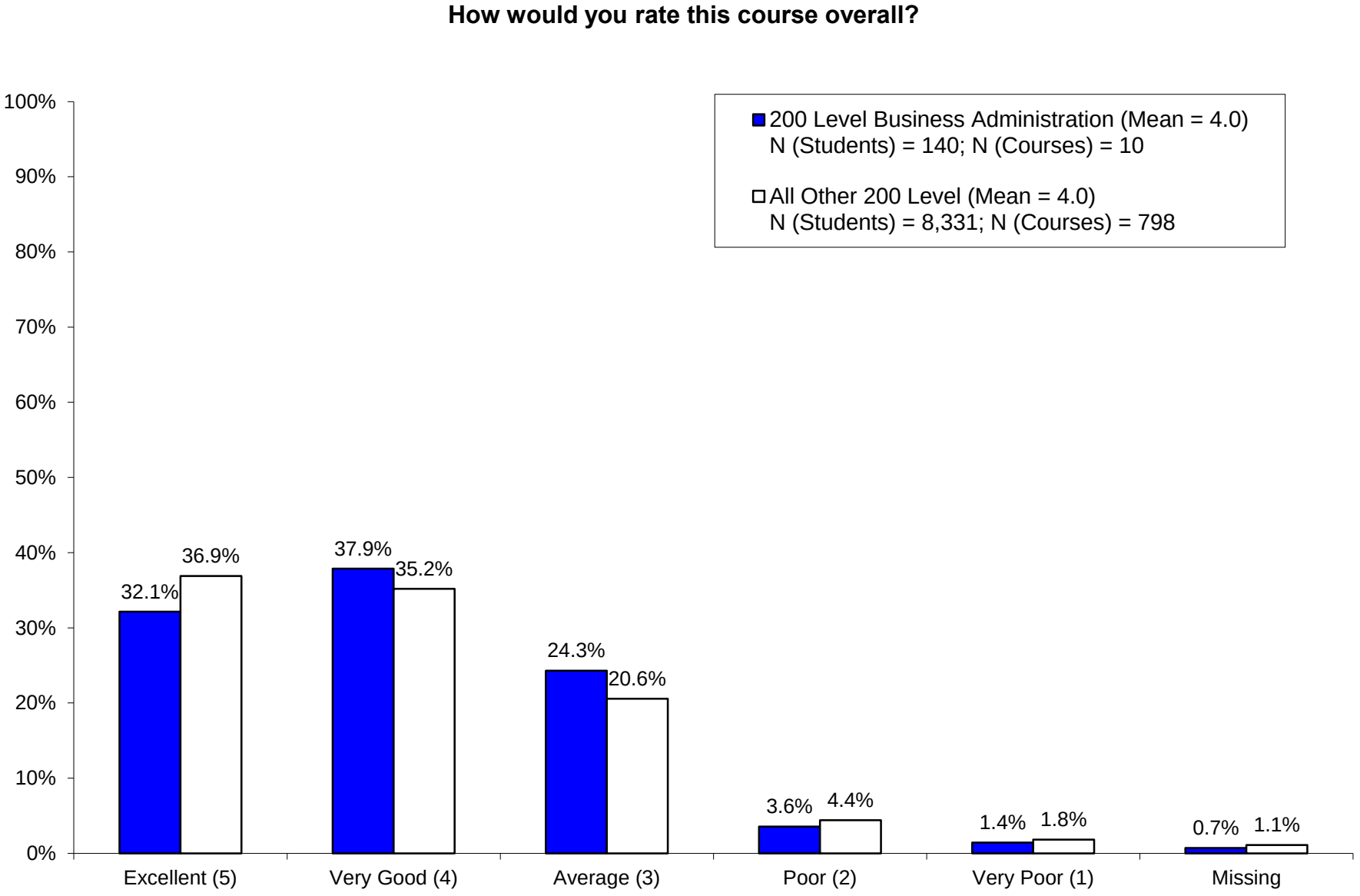
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 100 Level Business Administration Courses compared to All Other 100 Level Courses



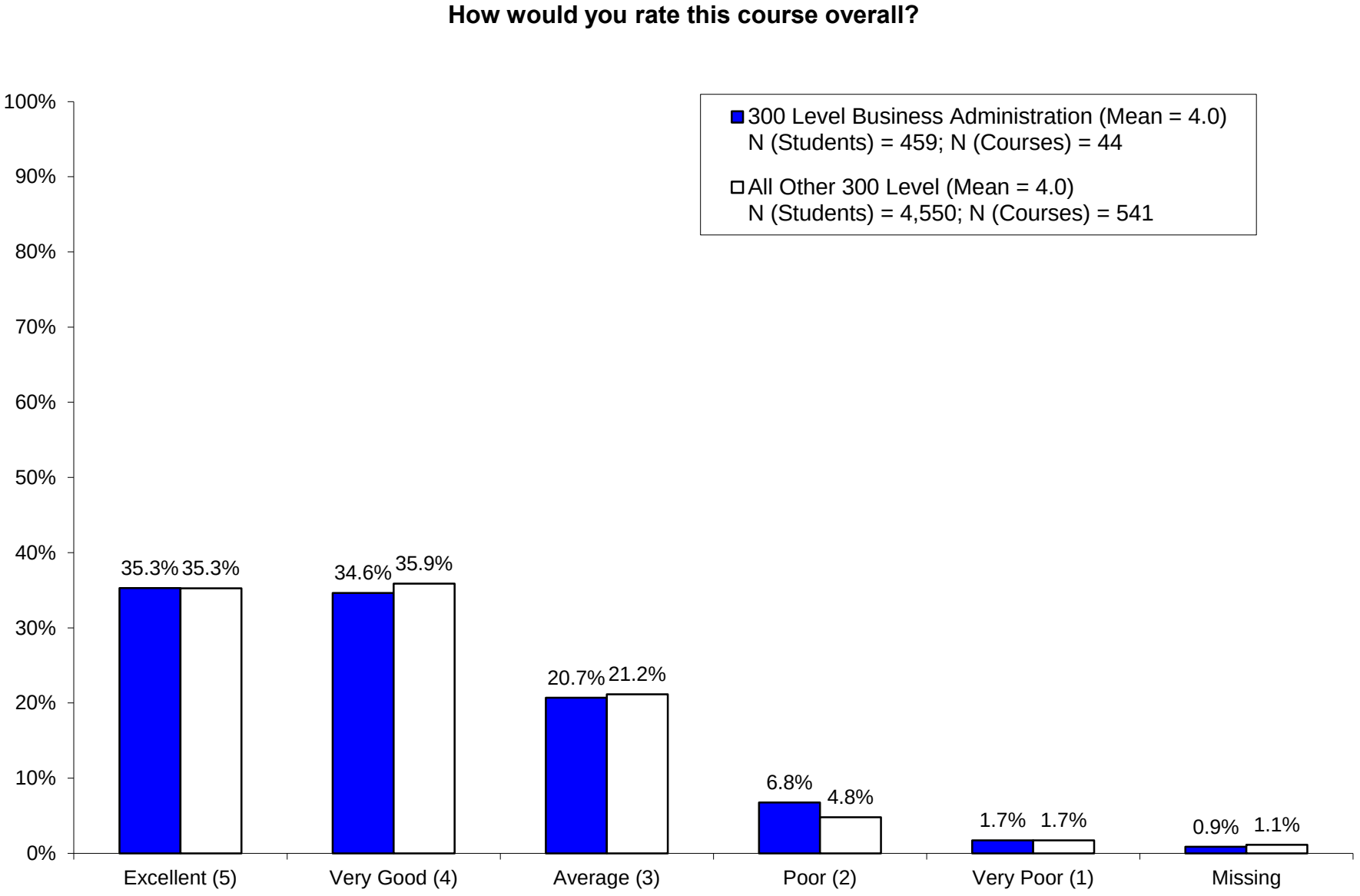
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 200 Level Business Administration Courses compared to All Other 200 Level Courses



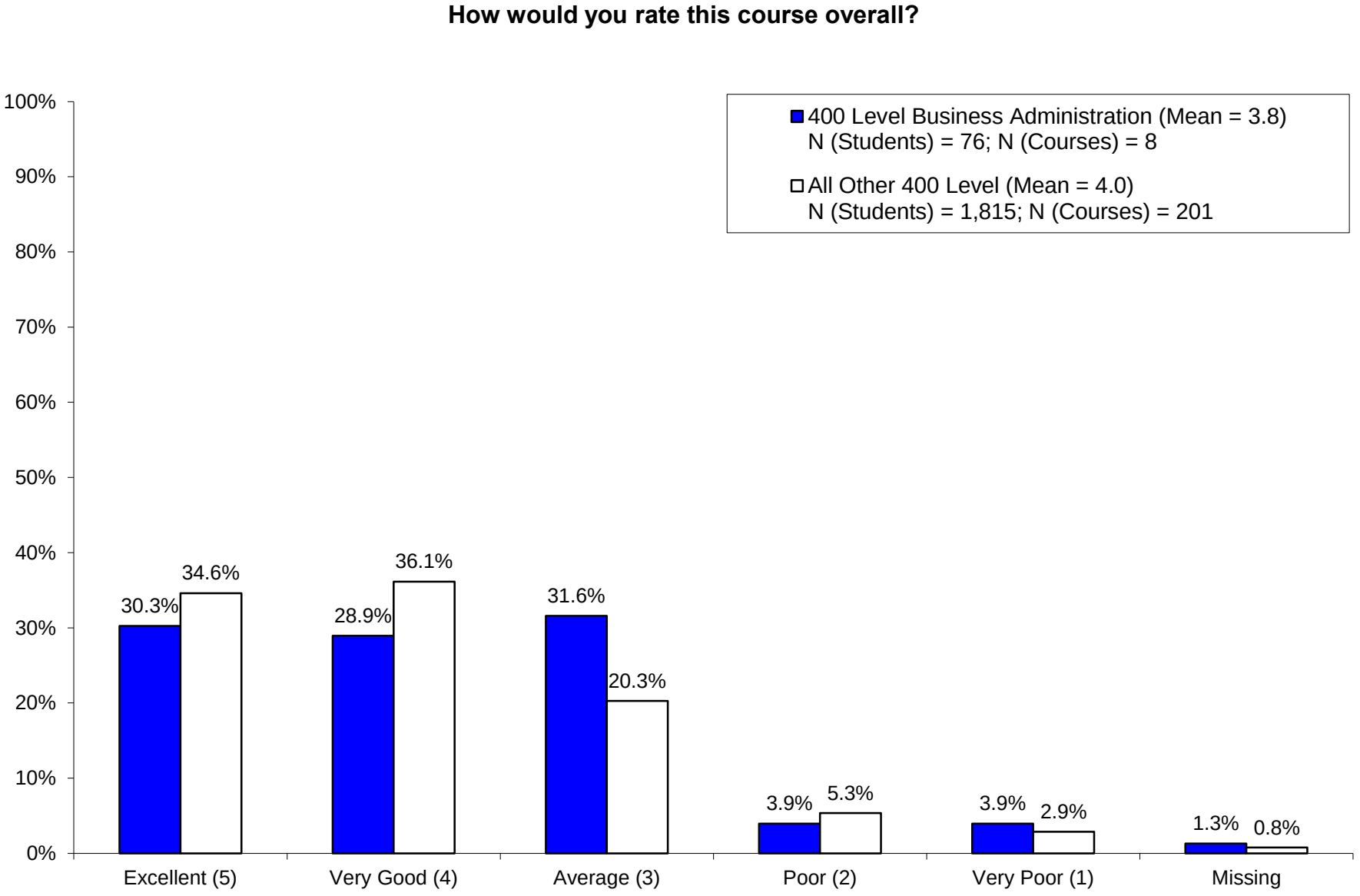
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 300 Level Business Administration Courses compared to All Other 300 Level Courses



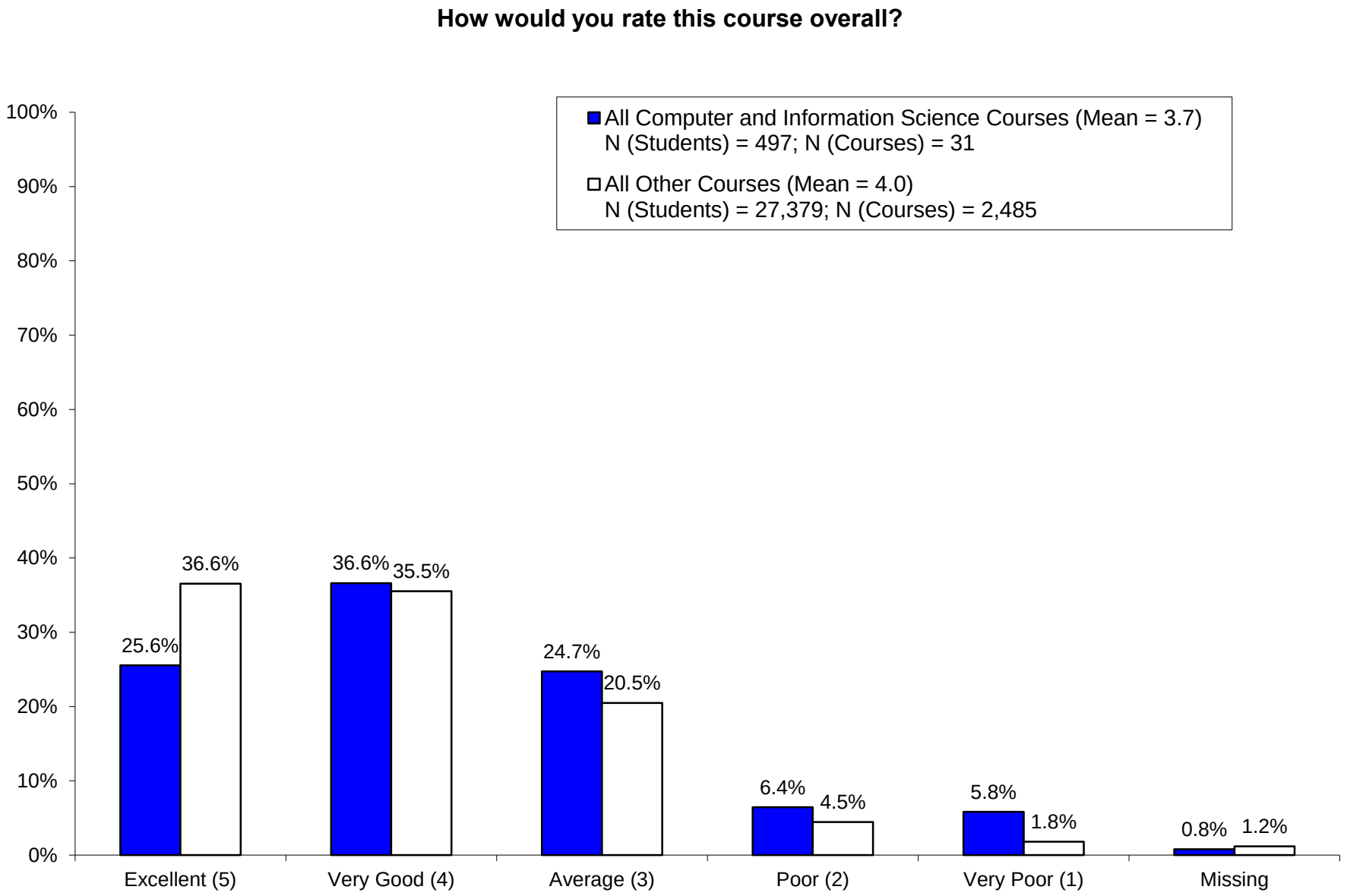
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 400 Level Business Administration Courses compared to All Other 400 Level Courses



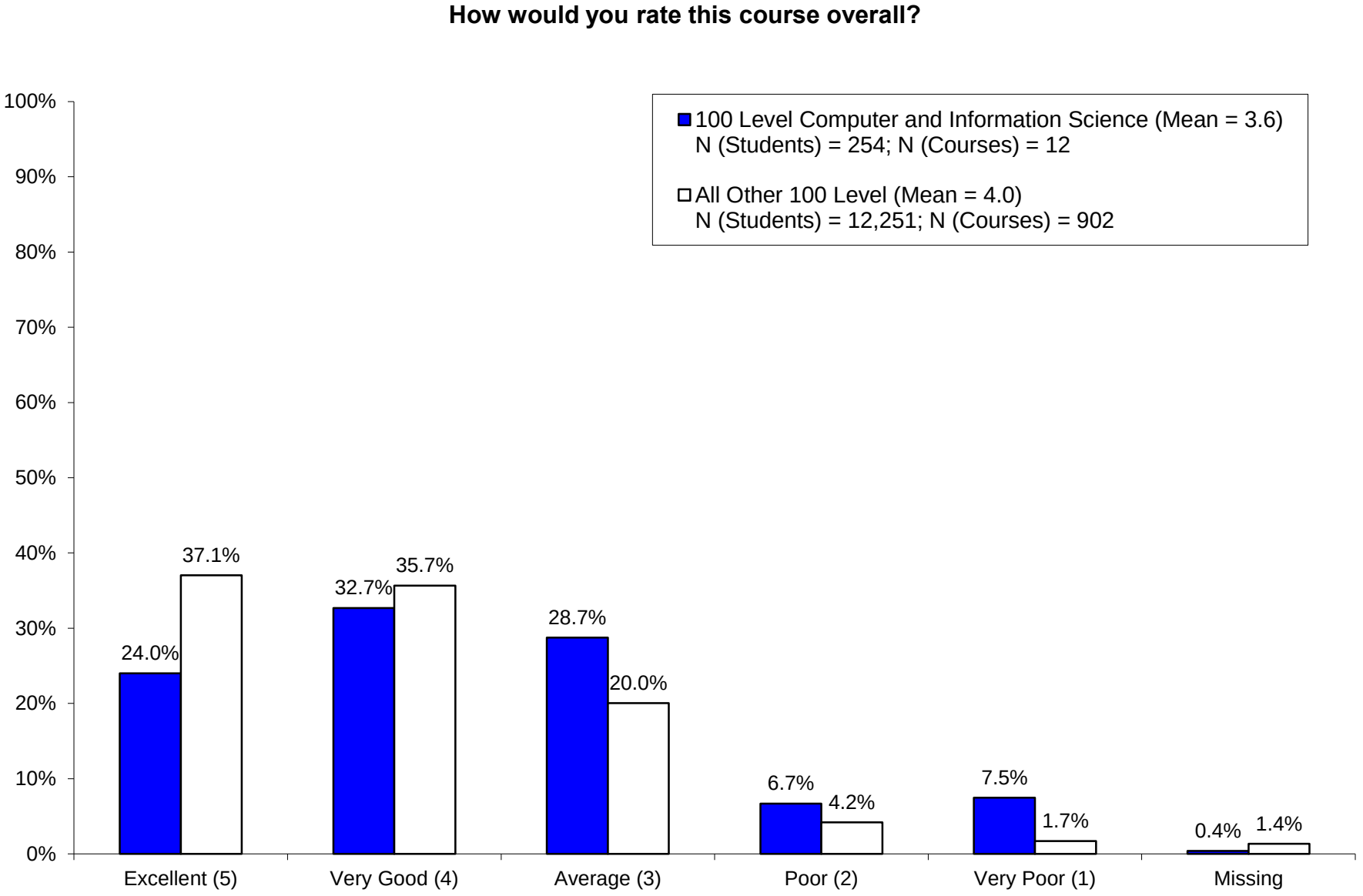
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All Computer and Information Science Courses compared to All Other Courses



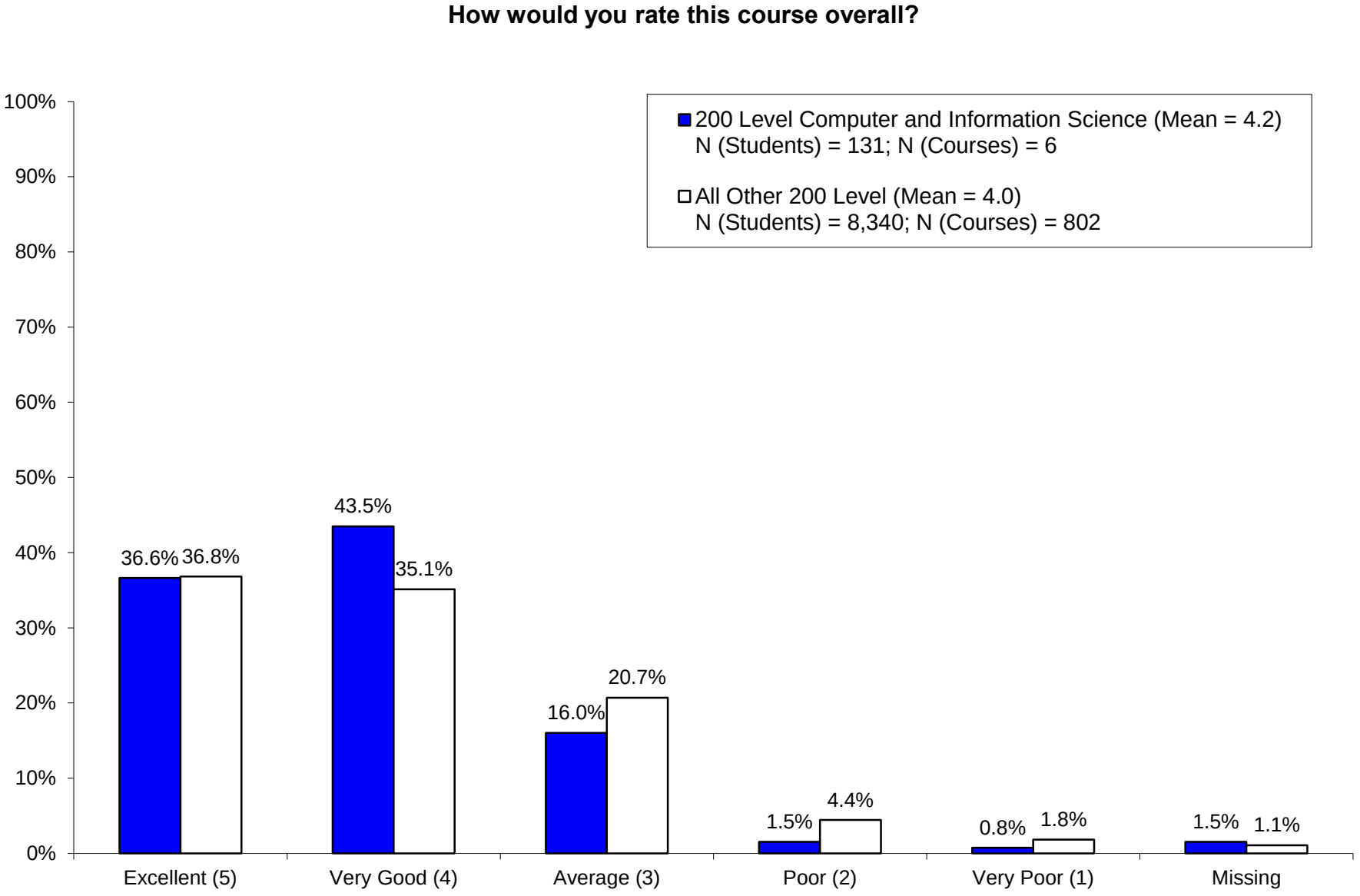
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 100 Level Computer ans Information Science Courses compared to All Other 100 Level Courses



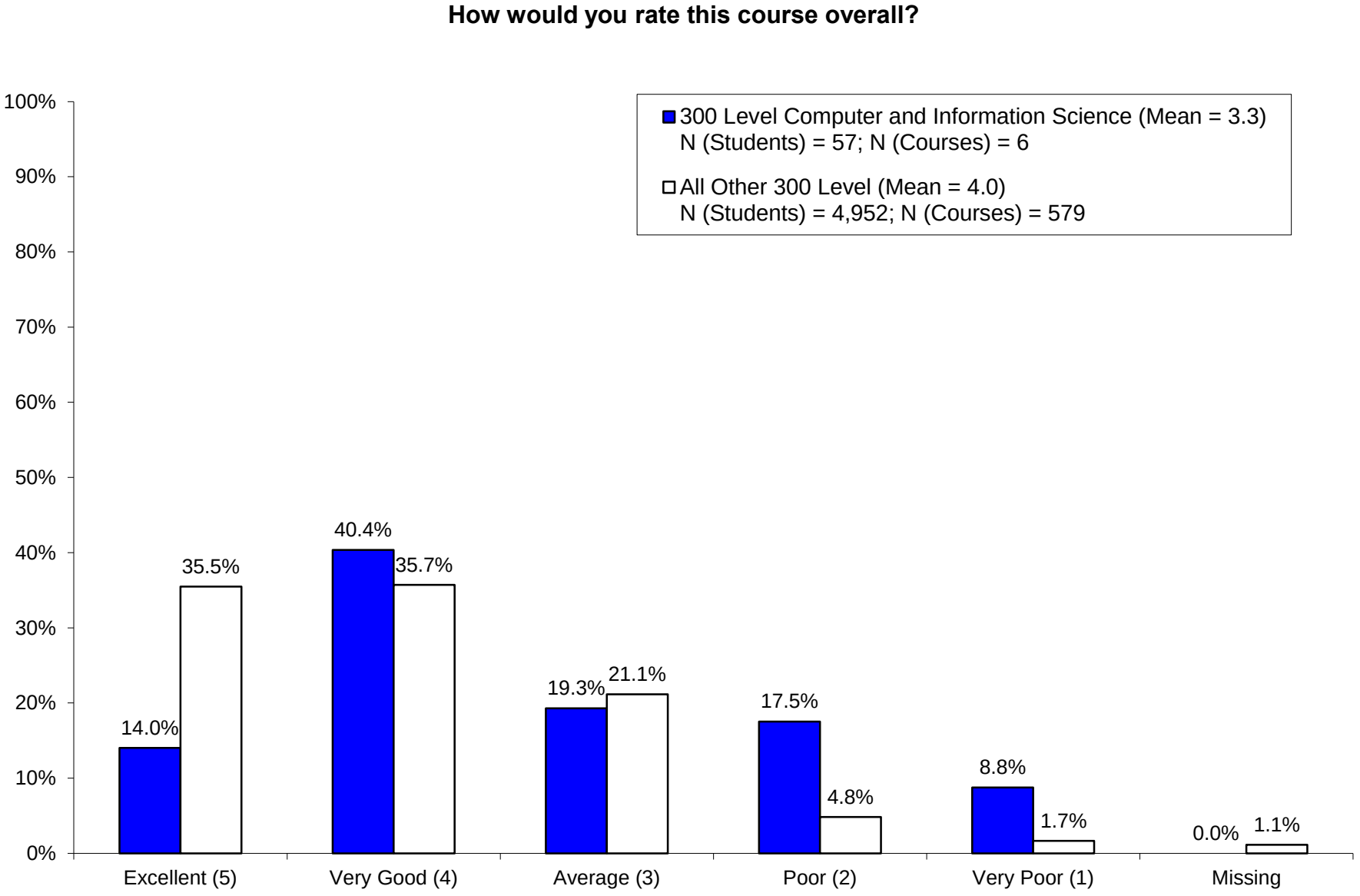
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 200 Level Computer and Information Science Courses compared to All Other 200 Level Courses



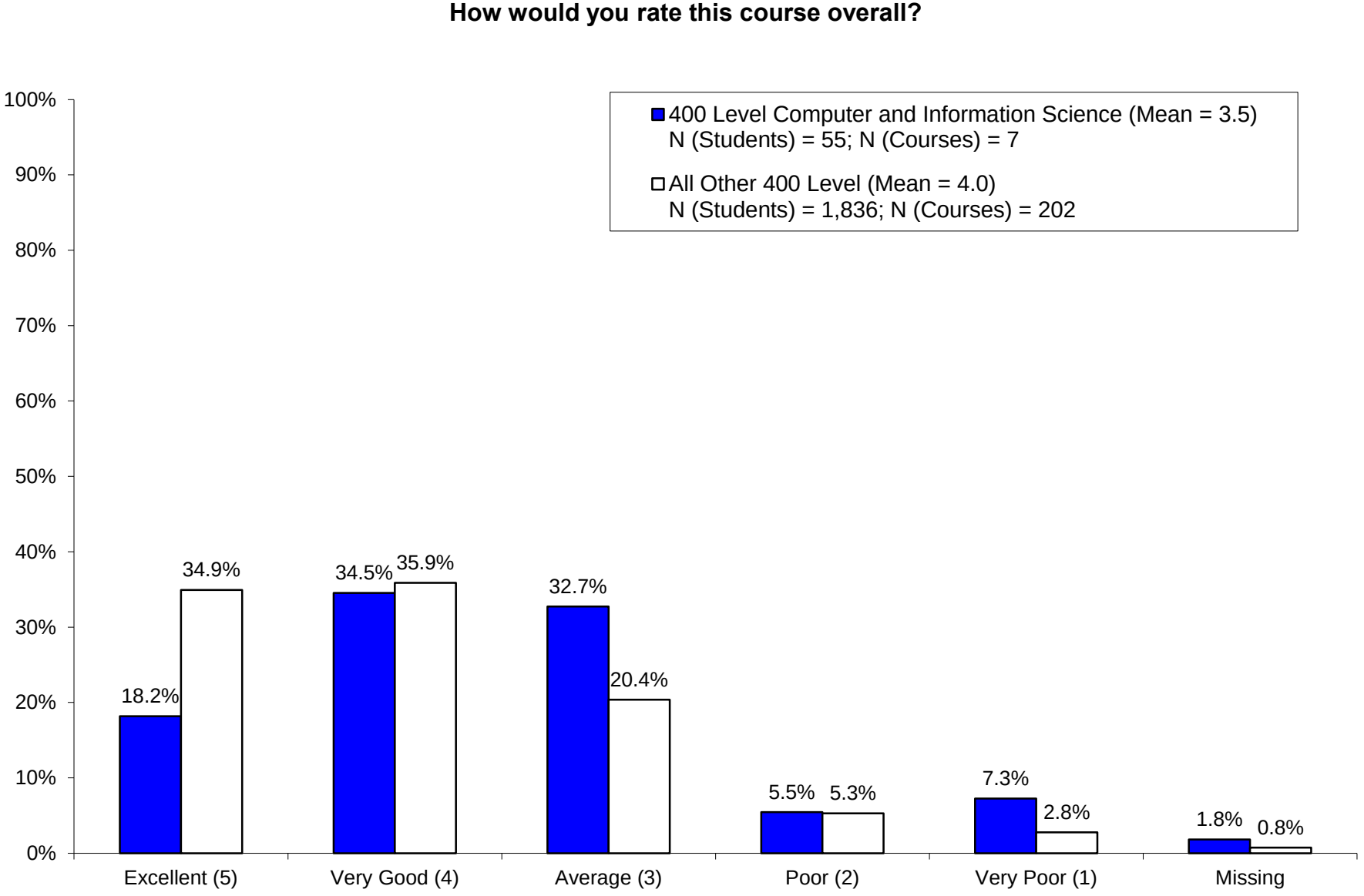
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 300 Level Computer and Information Science Courses compared to All Other 300 Level Courses



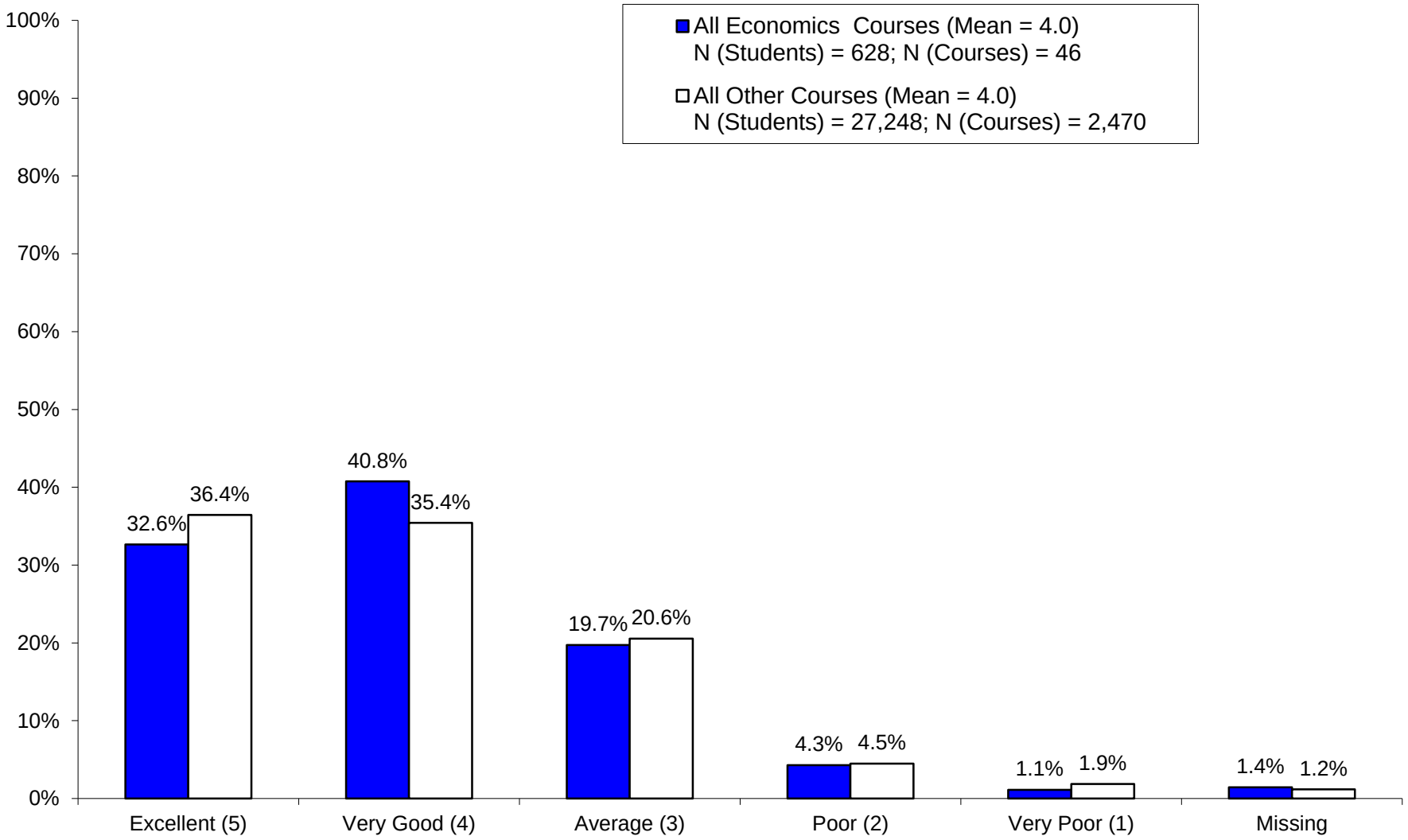
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 400 Level Computer and Information Science Courses compared to All Other 400 Level Courses



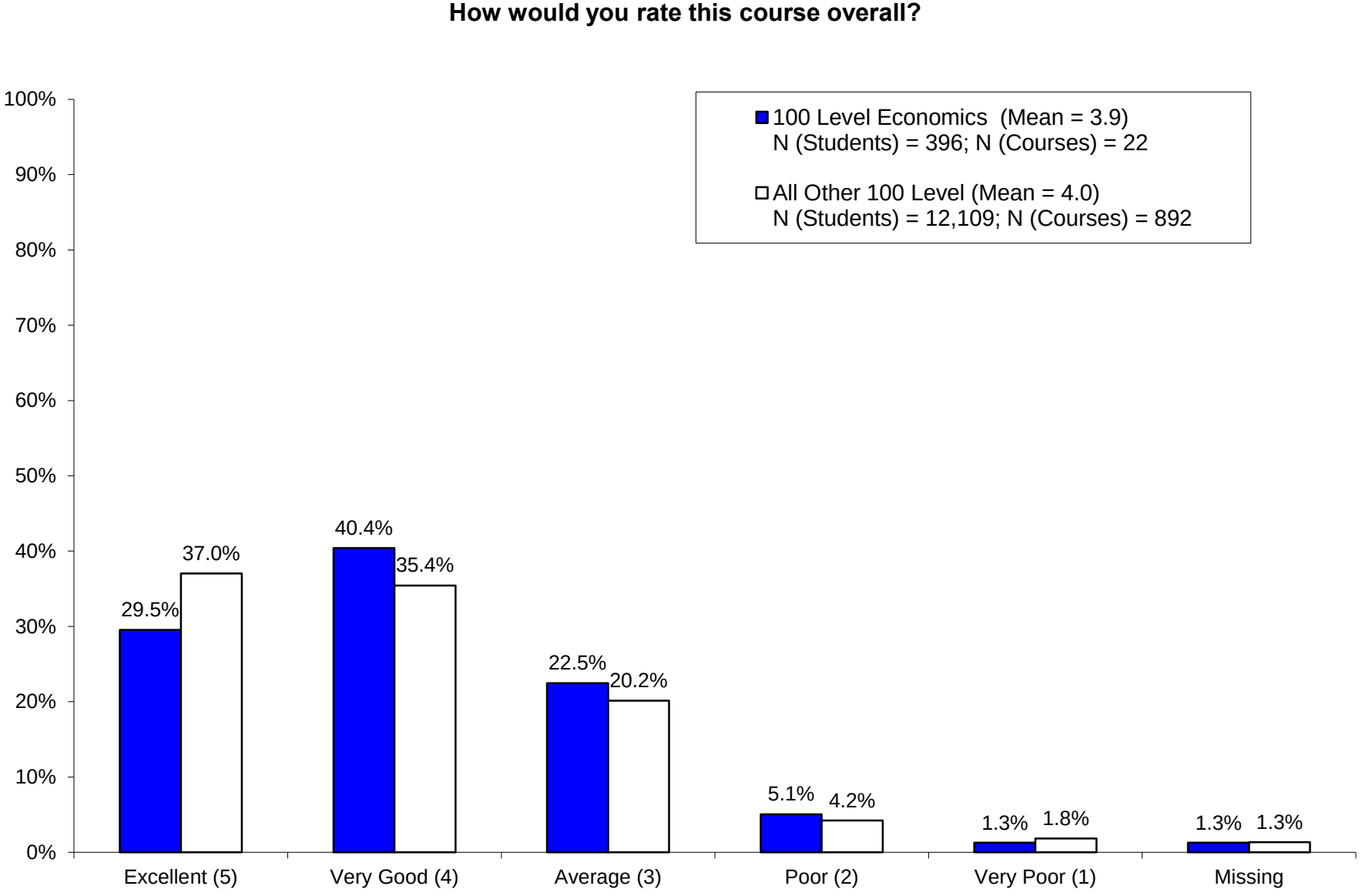
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All Economics Courses compared to All Other Courses



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

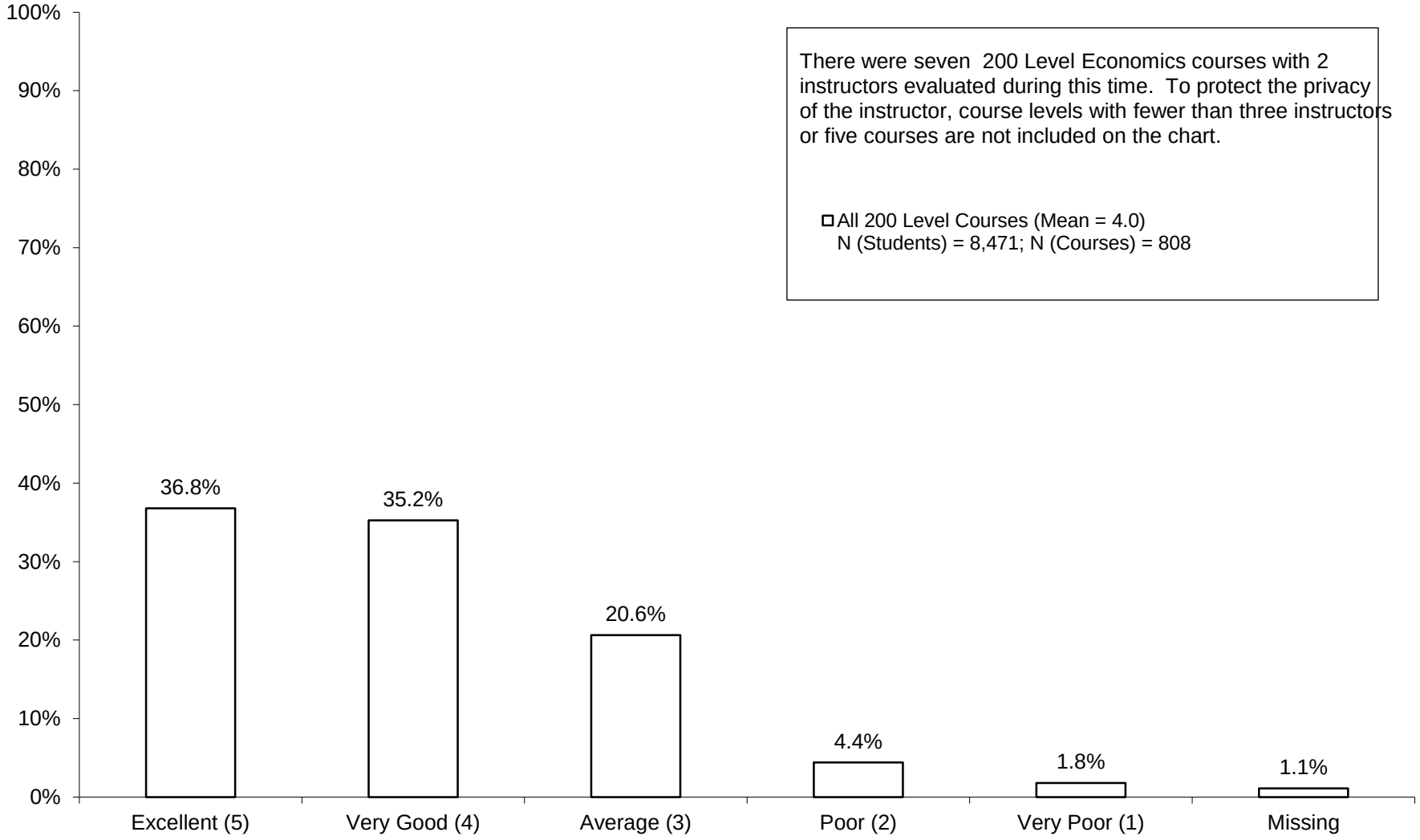
IEQ Results: All 100 Level Economics Courses compared to All Other 100 Level Courses



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

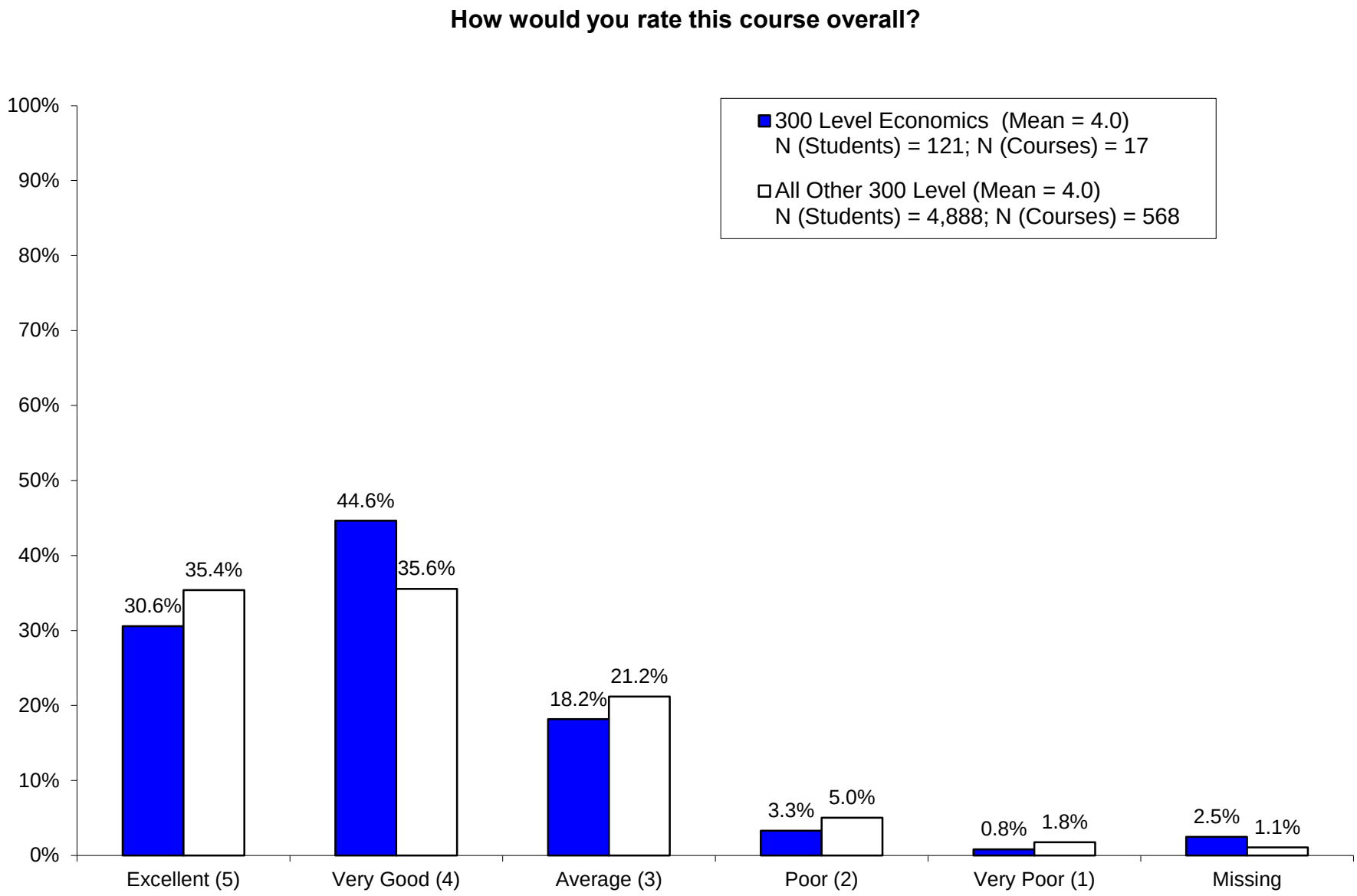
IEQ Results by Level: All 200 Level Courses

How would you rate this course overall?



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

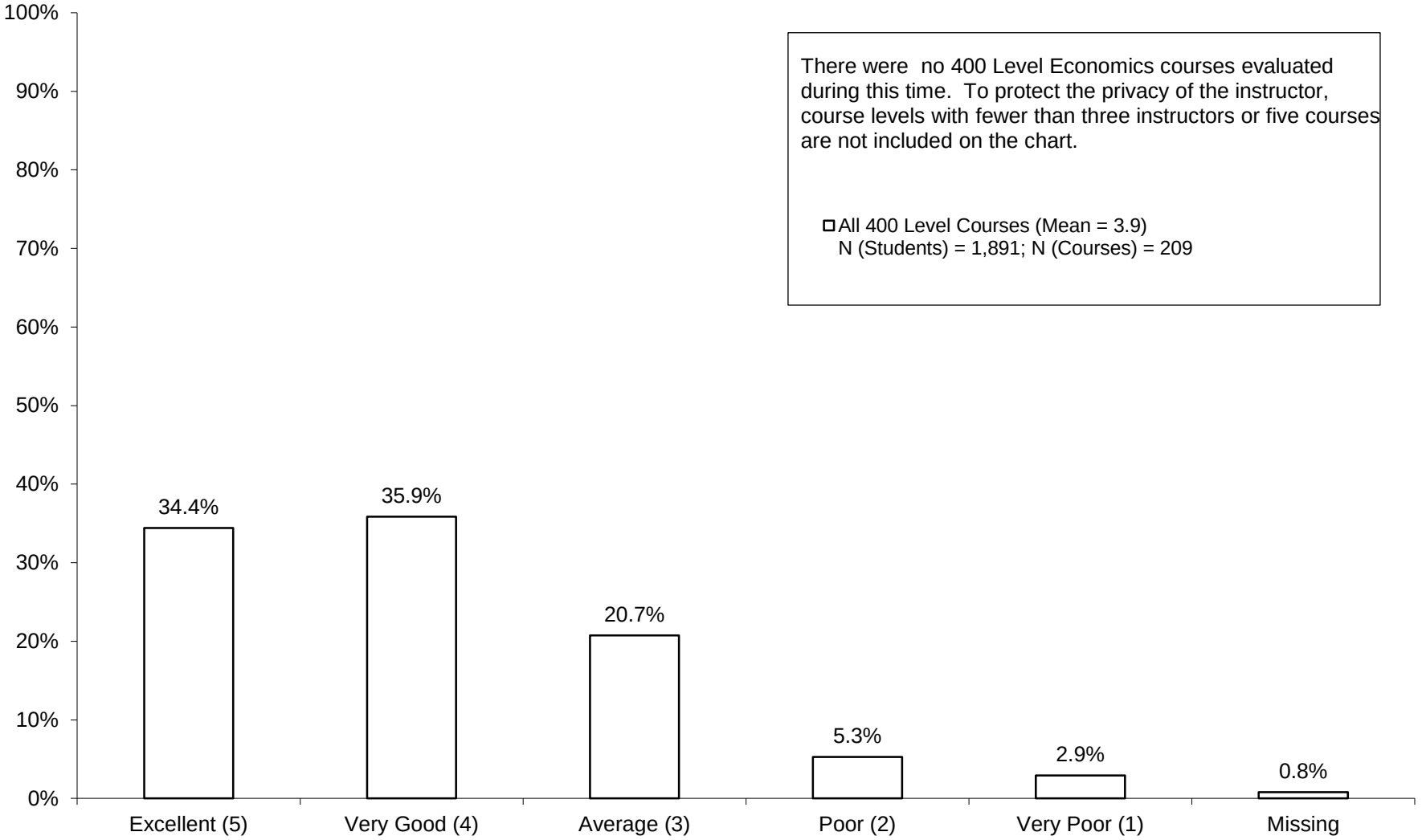
IEQ Results: All 300 Level Economics Courses compared to All Other 300 Level Courses



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

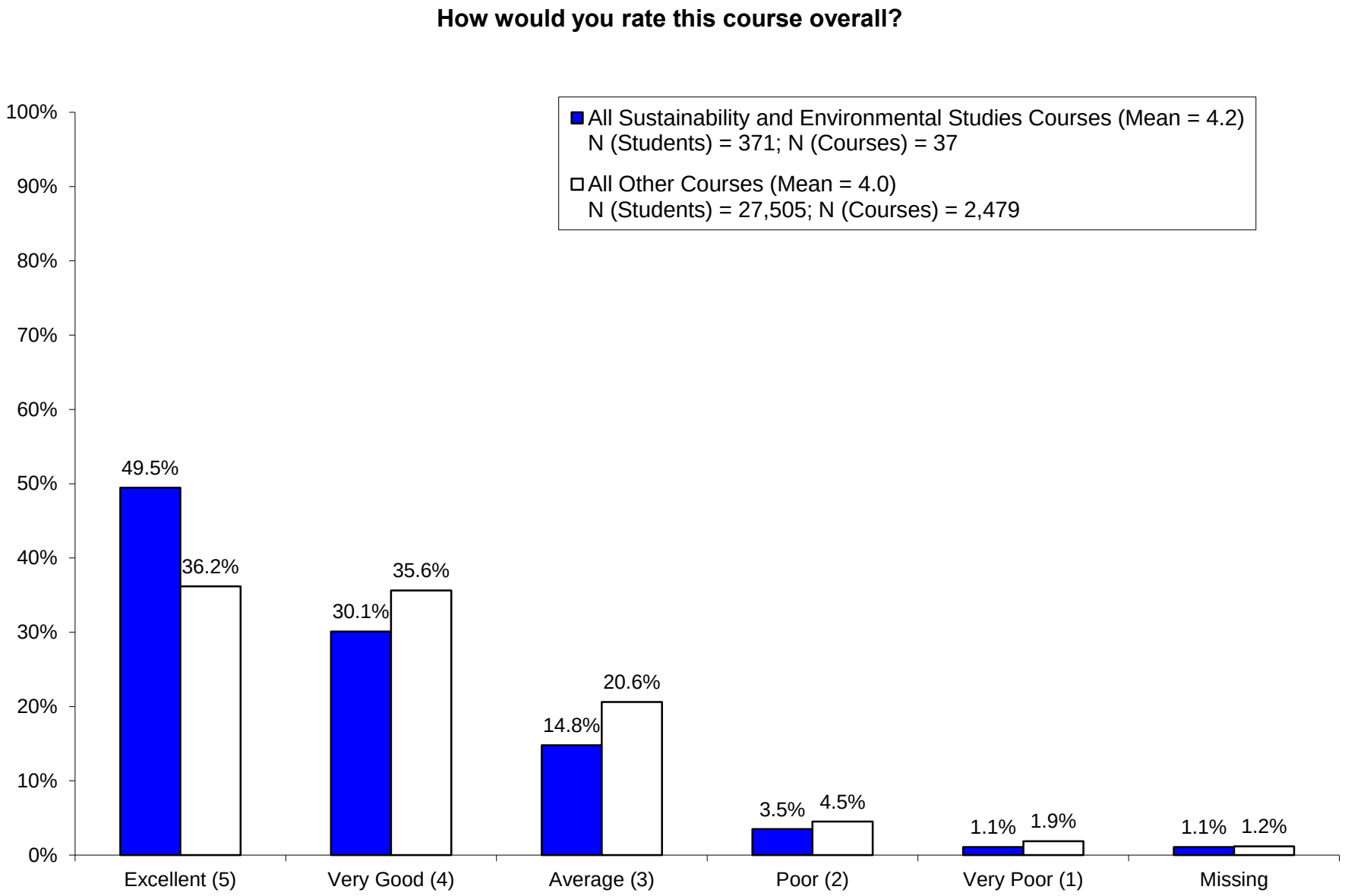
IEQ Results by Level: All 400 Level Courses

How would you rate this course overall?



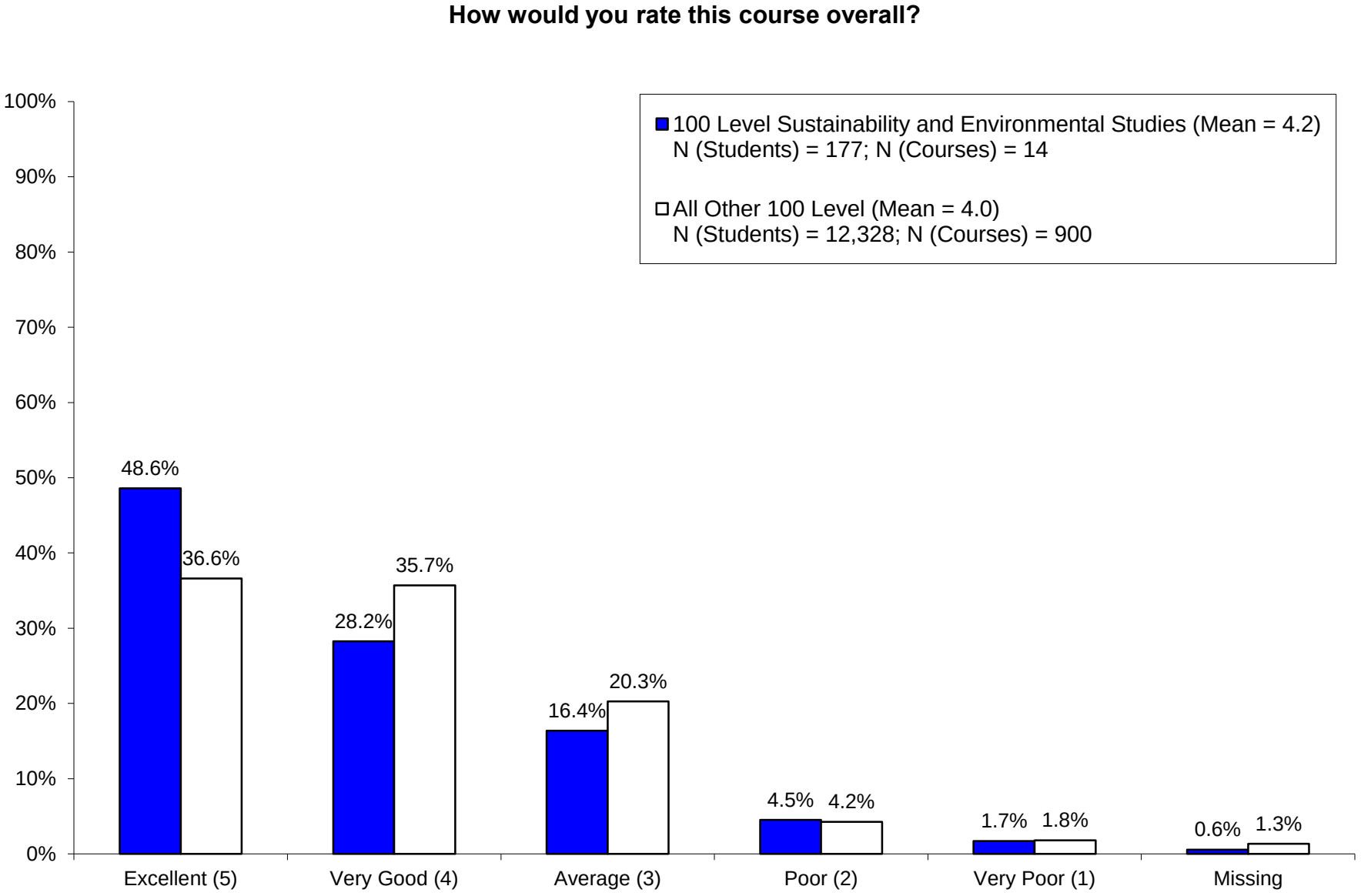
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All Sustainability and Environmental Studies Courses compared to All Other Courses



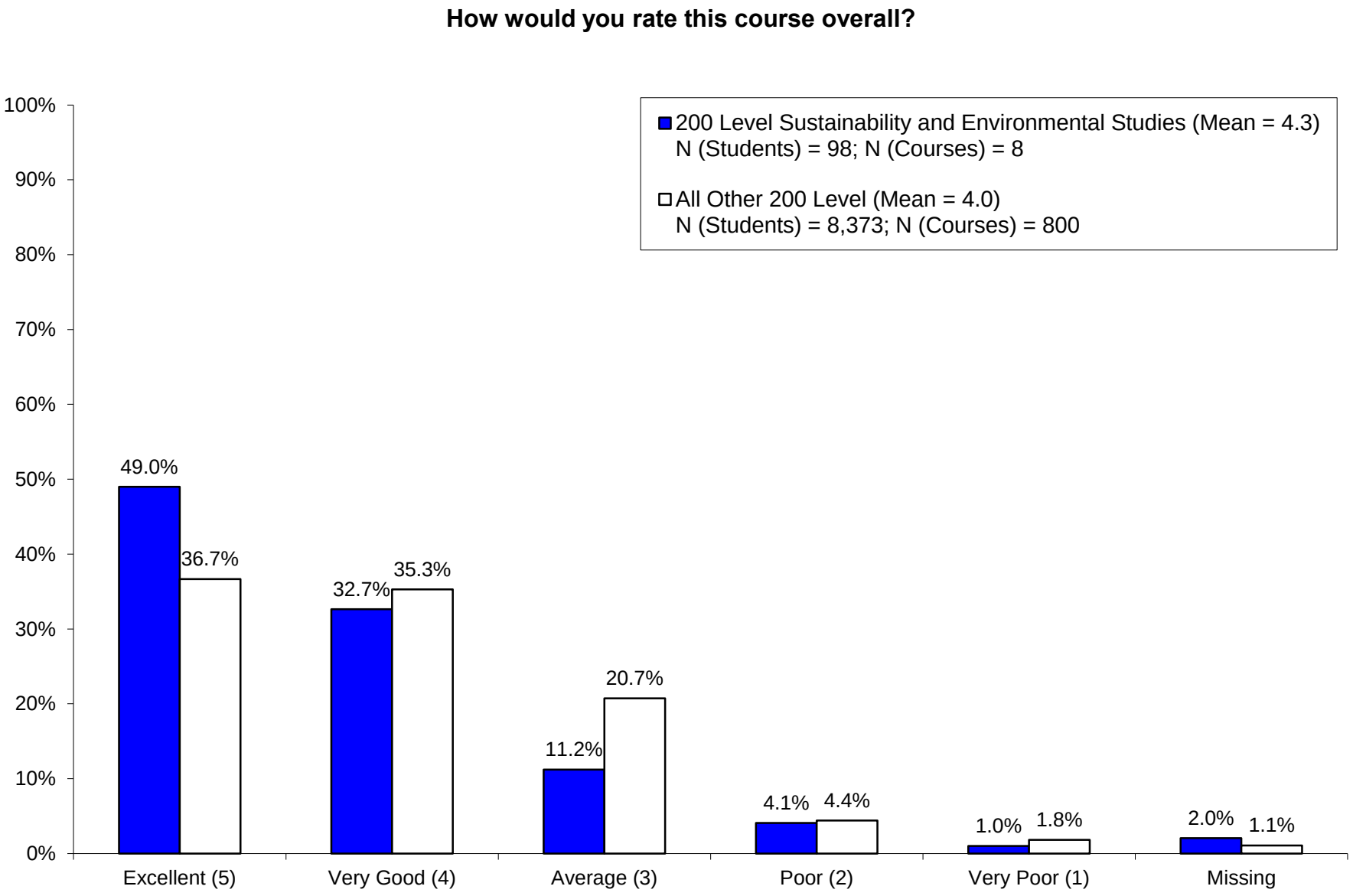
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 100 Level Sustainability and Environmental Studies Courses compared to All Other 100 Level Courses



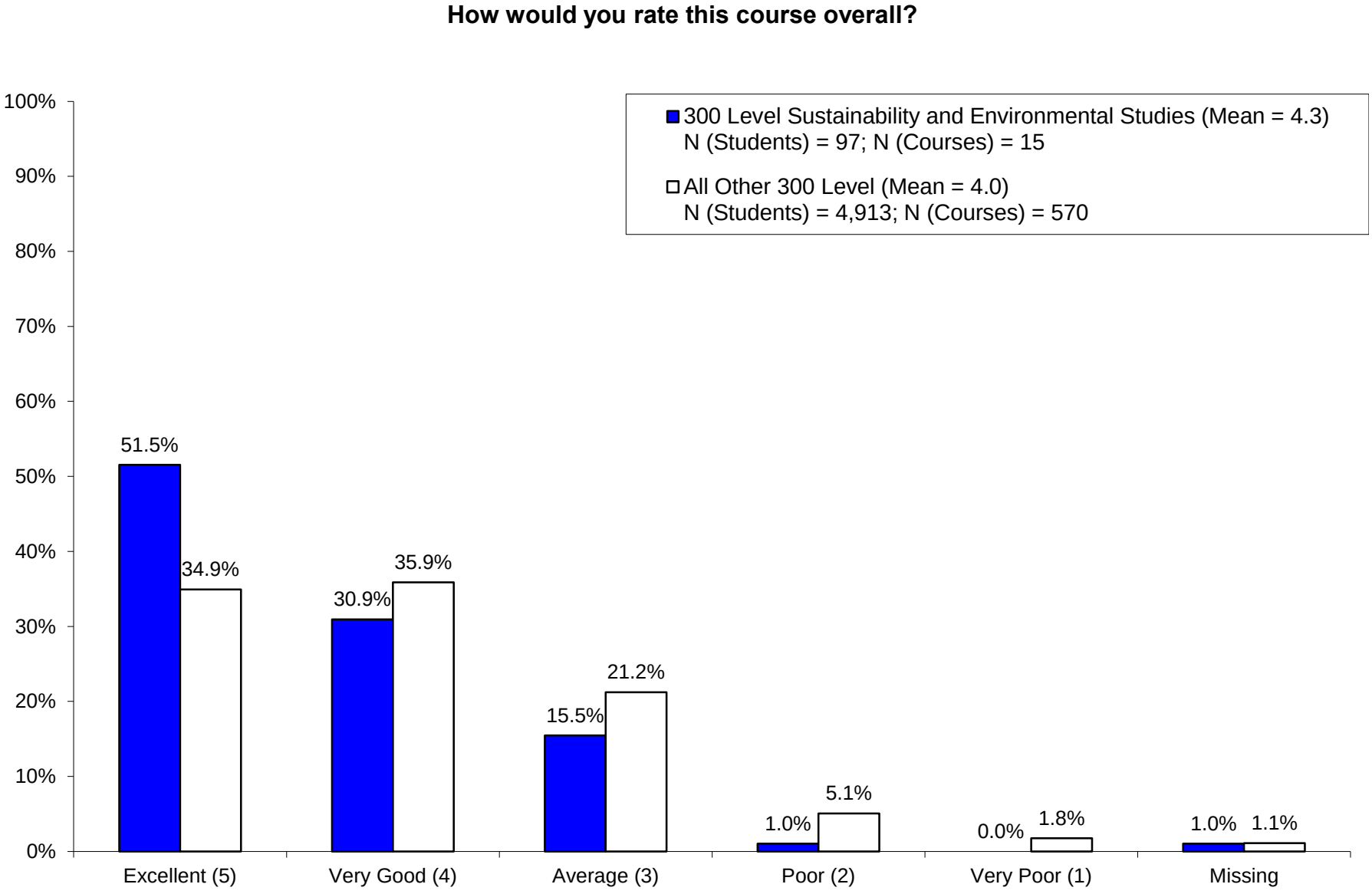
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 200 Level Sustainability and Environmental Studies Courses compared to All Other 200 Level Courses



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

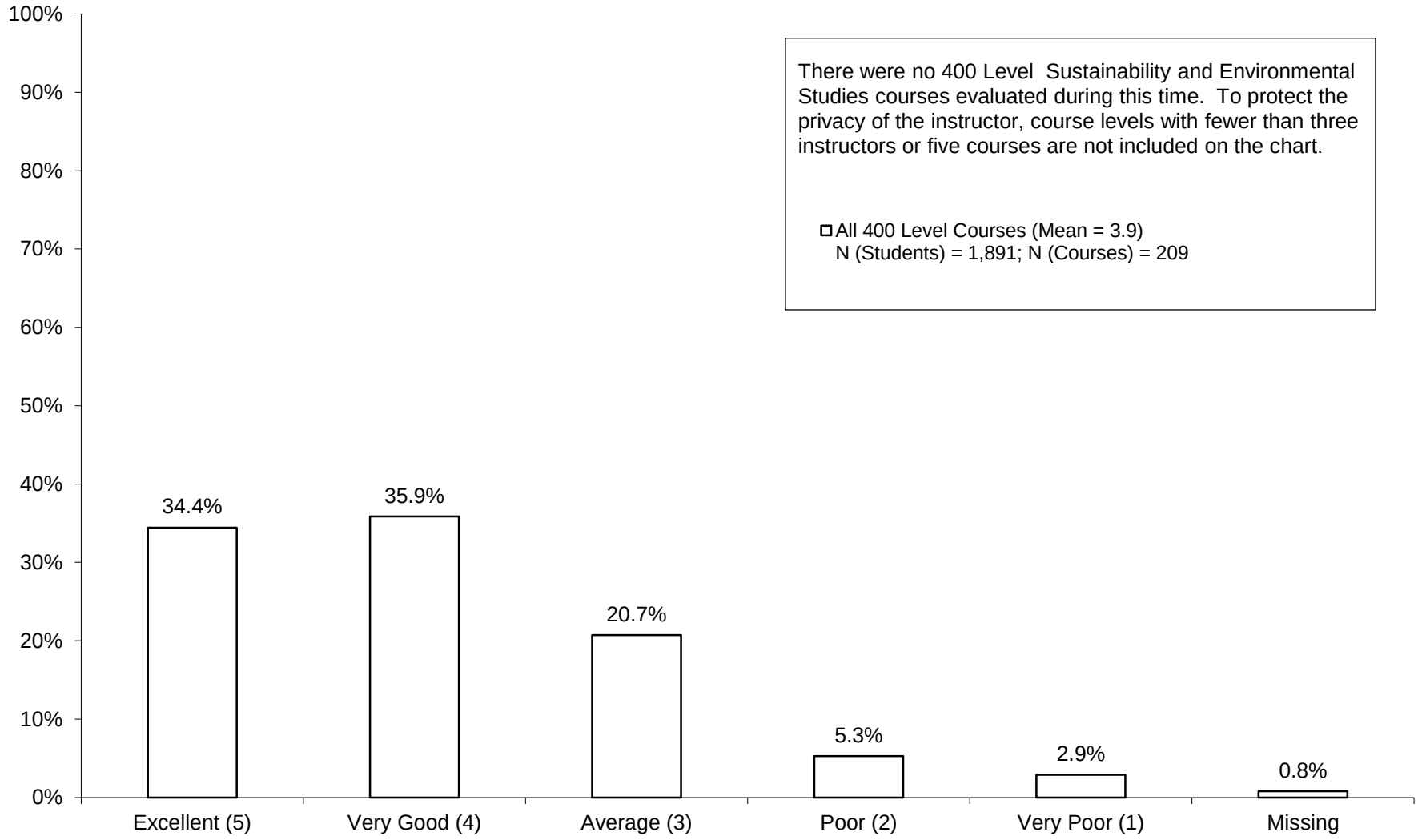
IEQ Results: All 300 Level Sustainability and Environmental Studies Courses compared to All Other 300 Level Courses



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

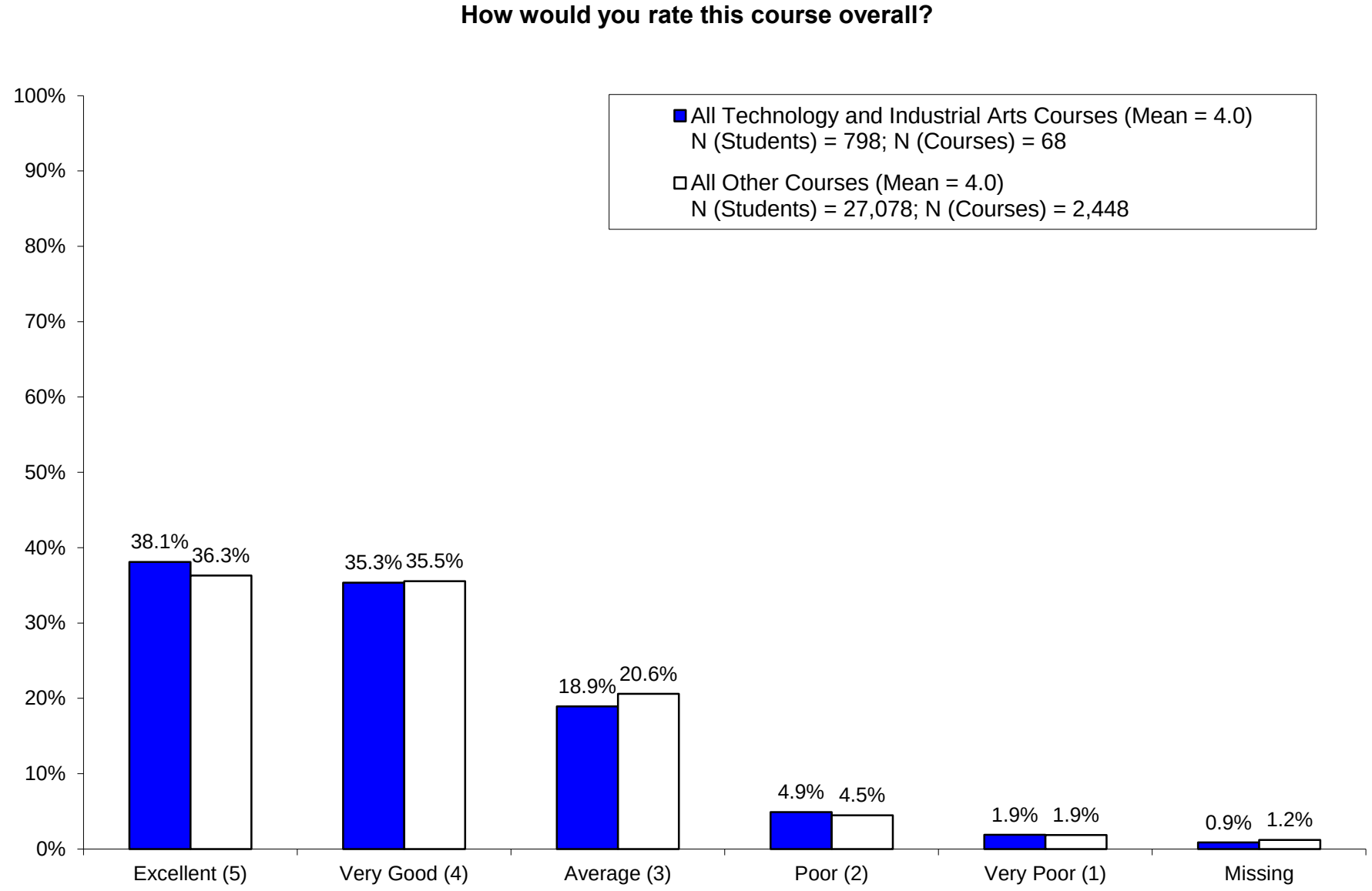
IEQ Results by Level: All 400 Level Courses

How would you rate this course overall?



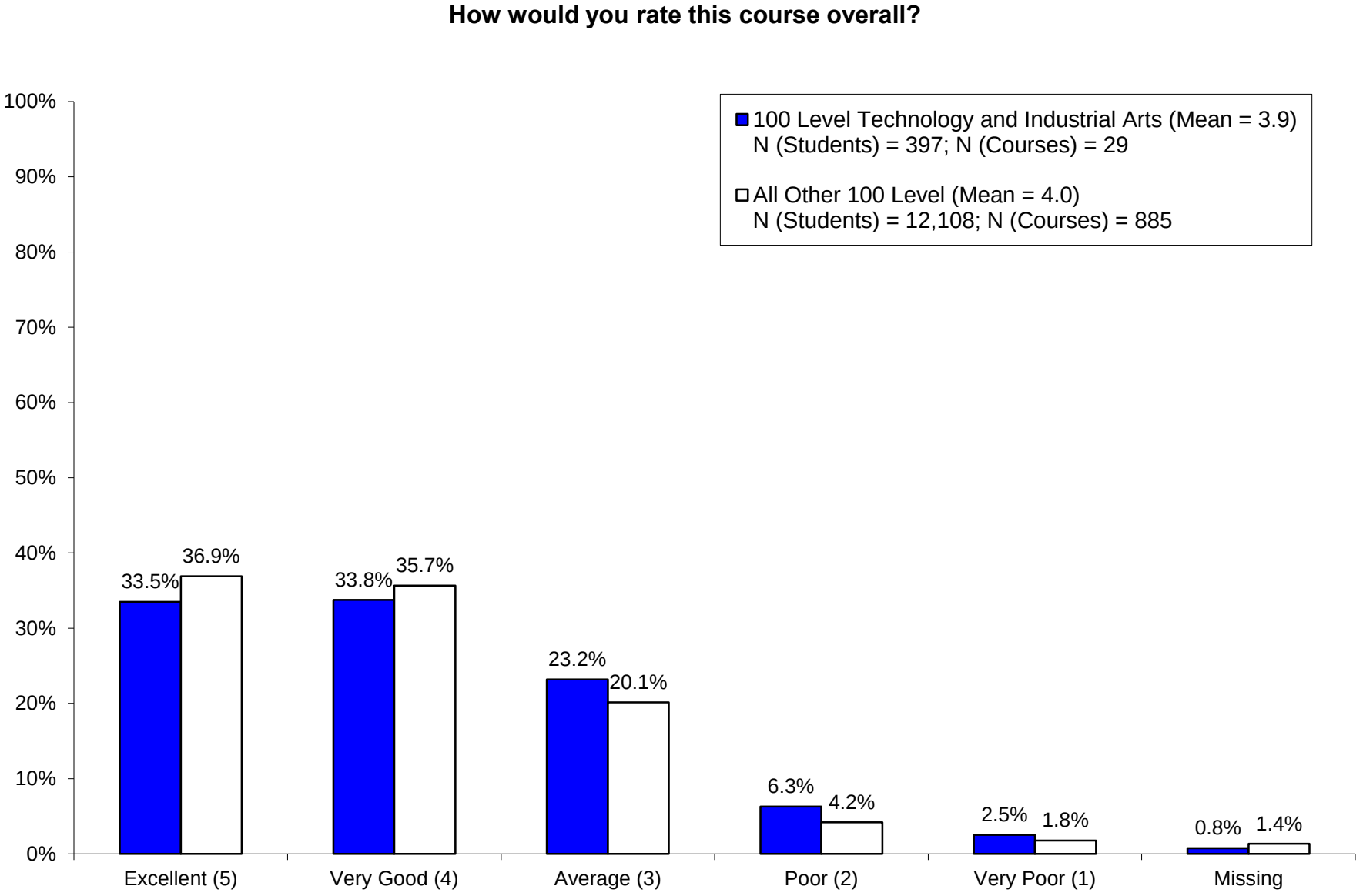
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All Technology and Industrial Arts Courses compared to All Other Courses



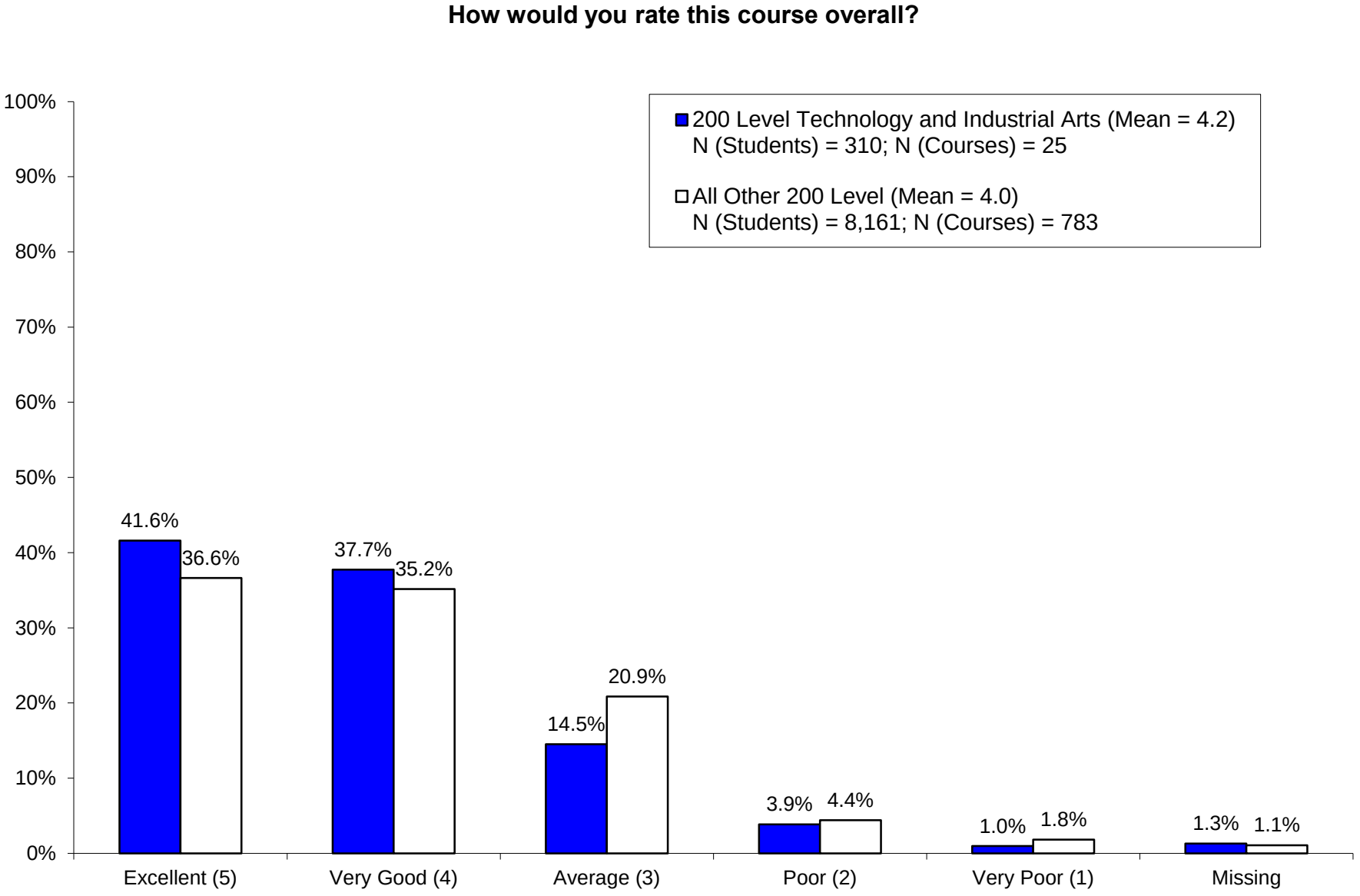
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 100 Level Technology and Industrial Arts Courses compared to All Other 100 Level Courses



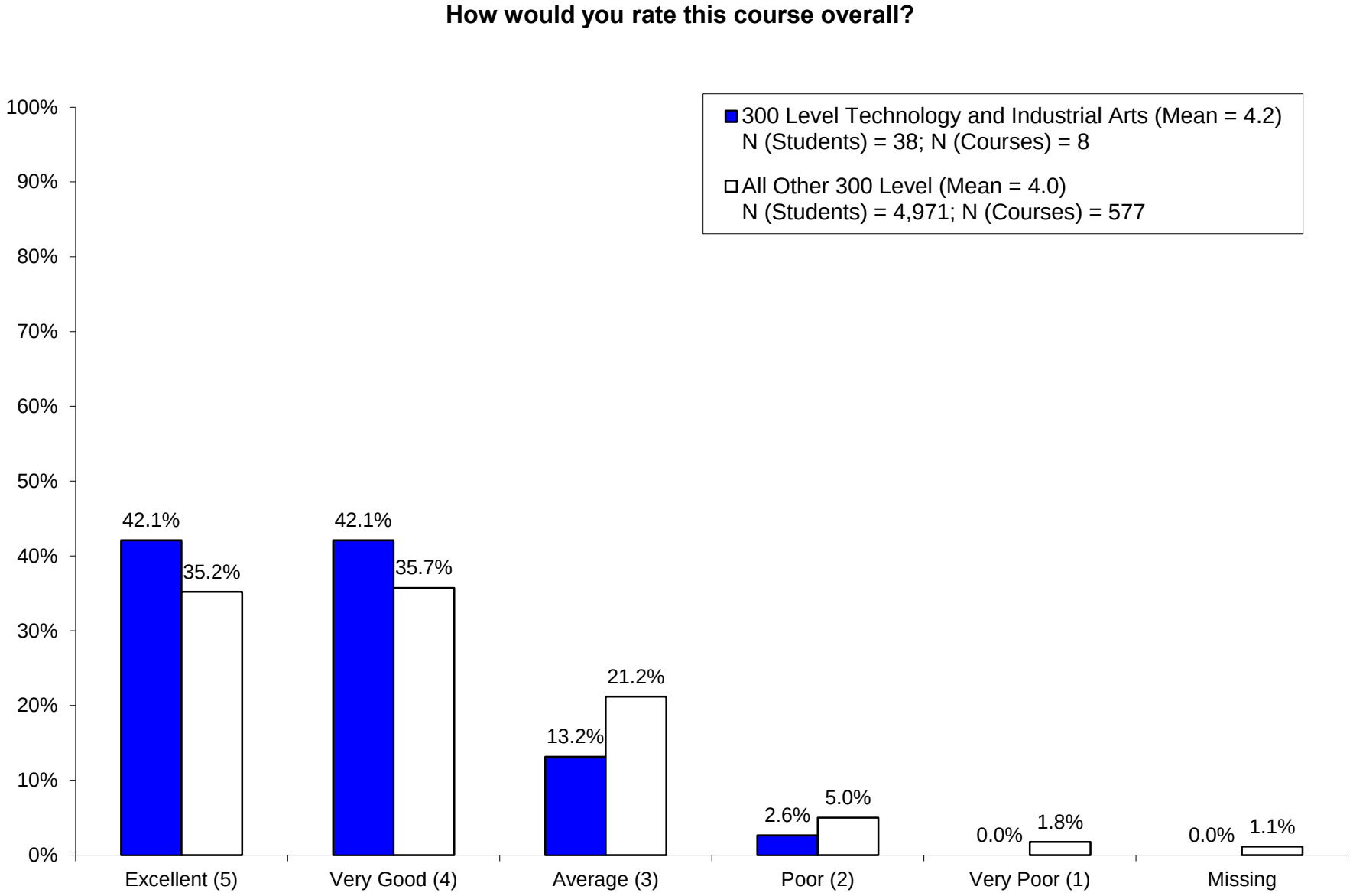
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 200 Level Technology and Industrial Arts Courses compared to All Other 200 Level Courses



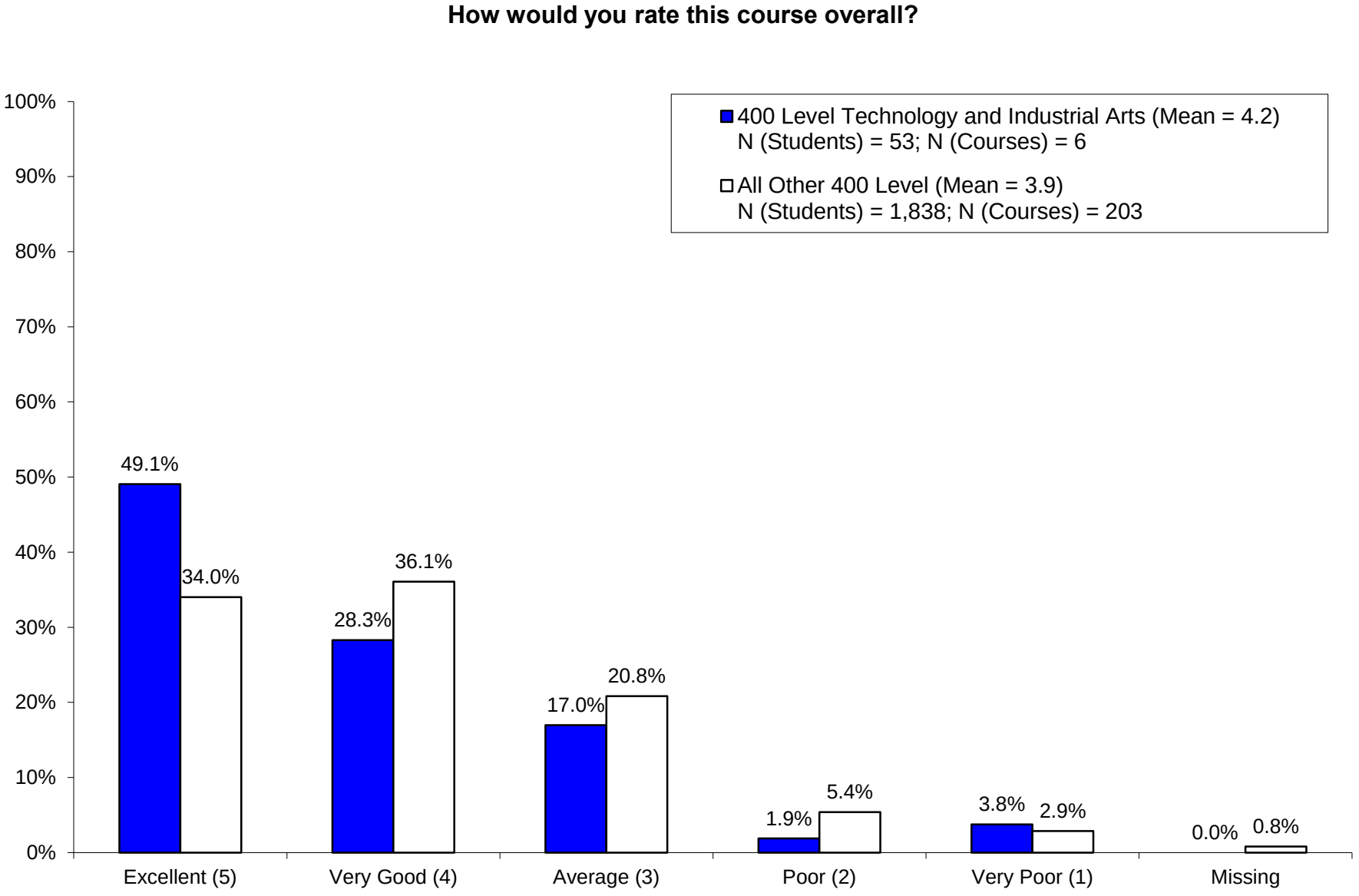
Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 300 Level Technology and Industrial Arts Courses compared to All Other 300 Level Courses



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

IEQ Results: All 400 Level Technology and Industrial Arts Courses compared to All Other 400 Level Courses



Based on Fall Term 2010 through Summer Term 2013 courses (Includes Summer Terms).

GRE Scores for Agriculture and Natural Resources Majors*
Test Dates from December 2012 through January 2014

Name		Concentration, if applicable	Second Major, if applicable	Minor, if applicable	Second Minor, if applicable	Graduation Date	GRE Verbal	GRE Quantitative	GRE Writing Assessment	GRE Test Date
Brown	Alicia					2/1/2010	163	148	3.5	4/19/2013

*Only includes the scores of those graduates/students who requested that their scores be sent to Berea College.

GRE Scores for Business Majors
Test Dates from December 2012 through January 2014

There were no scores reported to Berea for this major. A graduate/student must request that their scores be sent to Berea College.

GRE Scores for Computer and Information Science Majors*
Test Dates from December 2012 through January 2014

Name		Concentration, if applicable	Second Major, if applicable	Minor, if applicable	Second Minor, if applicable	Graduation Date	GRE Verbal	GRE Quantitative	GRE Writing Assessment	GRE Test Date
Rigg	Travis	Computer Science				currently enrolled	161	155	4	10/16/2013
Tolley	William	General		Philosophy		currently enrolled	156	152	5	11/15/2013

*Only includes the scores of those graduates/students who requested that their scores be sent to Berea College.

GRE Scores for Economics Majors*
Test Dates from December 2012 through January 2014

Name		Concentration, if applicable	Second Major, if applicable	Minor, if applicable	Second Minor, if applicable	Graduation Date	GRE Verbal	GRE Quantitative	GRE Writing Assessment	GRE Test Date
Chinawa	Emmanuel	Internal Politics and Policy	Theatre			12/19/2012	153	153	3	1/17/2013
Dent	Keith	Methods and Models	Mathematics	Business Administration		currently enrolled	165	170	4.5	11/13/2013
Juantuah	Kwadwo		Mathematics	Computer Science	Business Administration	5/23/2010	157	160	4.5	5/25/2013
Lonsky	Jakub	Methods and Models	Mathematics			currently enrolled	156	160	4.5	12/5/2013
Lonsky	Jakub	Methods and Models	Mathematics			currently enrolled	156	168	4	1/2/2014
Traykov	Kiril		Mathematics	German		2/1/2007	161	161	4	4/17/2013
Vaughn	Cody	Methods and Models	Mathematics			currently enrolled	157	164	4	10/16/2013

*Only includes the scores of those graduates/students who requested that their scores be sent to Berea College.

GRE Scores for Independent SENS-Related Majors*
Test Dates from December 2012 through January 2014

Name		Concentration, if applicable	Second Major, if applicable	Minor, if applicable	Second Minor, if applicable	Graduation Date	GRE Verbal	GRE Quantitative	GRE Writing Assessment	GRE Test Date
Hall	Nathan	Sustainable Agricultural and Industrial Management				2/1/2010	163	152	4	12/13/2013
Hall	Nathan	Sustainable Agricultural and Industrial Management				2/1/2010	170	155	4	1/5/2014

*Only includes the scores of those graduates/students who requested that their scores be sent to Berea College.

GRE Scores for Technology and Applied Design (Technology and Industrial Arts) Majors*
Test Dates from December 2012 through January 2014

Name		Concentration, if applicable	Second Major, if applicable	Minor, if applicable	Second Minor, if applicable	Graduation Date	GRE Verbal	GRE Quantitative	GRE Writing Assessment	GRE Test Date
Callan	Brendan	Management				5/5/2013	159	150	3.5	1/12/2013

*Only includes the scores of those graduates/students who requested that their scores be sent to Berea College.

Fall 2013 Program Advising List

Agriculture and Natural Resources

*Number of Advisees**

	Primary	Secondary (second major)	Minor
Clark, Michael	7	0	3
Hall, Sarah	15	0	2
Olson, Richard**	1	0	6
Panciera, Michael	42	0	2
TOTAL	65	0	13

*Includes all advisees regardless of major.
**See also SENS; all advisees are included above.

NOTE: If a faculty member is not listed, then they had no official advisees during Fall 2013.

Source: Data as recorded in Banner

Fall 2013 Program Advising List

Business Administration and Economics

*Number of Advisees**

	Primary	Secondary (second major)	Minor
Kazura, Martie	0	0	2
Kinnamon, Eric	17	0	3
McCormack, G	34	3	14
Reid, Maurice	20	4	6
Steele, Scott	21	0	0
Tolliver, Robert	8	1	6
Vazzana, Caryn	27	1	2
TOTAL	127	9	33

*Includes all advisees regardless of major.

NOTE: If a faculty member is not listed, then they had no official advisees during Fall 2013.

Source: Data as recorded in Banner

Fall 2013 Program Advising List

Computer and Information Science

*Number of Advisees**

	Primary	Secondary (second major)	Minor
Jadud, Matthew	3	0	0
Nakazawa, Mario	21	0	1
Pearce, Janice	37	5	3
TOTAL	61	5	4

*Includes all advisees regardless of major.

NOTE: If a faculty member is not listed, then they had no official advisees during Fall 2013.

Source: Data as recorded in Banner

Fall 2013 Program Advising List

Sustainability and Environmental Studies (SENS)

*Number of Advisees**

	Primary	Secondary (second major)	Independent Major	Minor
Olson, Richard[1]	1	0	0	6
Gift, Nancy	14	0	2	5
Smithson, Paul[2]	7	1	0	3
TOTAL	22	1	2	14

*Includes all advisees regardless of major.

[1]See also Agriculture and Natural Resources; all advisees are included above.

[2]See also Chemistry; all advisees are included above.

NOTE: If a faculty member is not listed, then they had no official advisees during Fall 2013.

Source: Data as recorded in Banner

Fall 2013 Program Advising List

Technology and Applied Design

*Number of Advisees**

	Primary	Secondary (second major)	Minor
Coomes, William	2	0	0
Mahoney, Gary	14	0	0
Mahoney, Mark	23	0	0
McPherson, Paul	9	0	0
Mills, Alan	16	0	0
TOTAL	64	0	0

*Includes all advisees regardless of major.

NOTE: If a faculty member is not listed, then they had no official advisees during Fall 2013.

Source: Data as recorded in Banner

Division II Graduates' Survey Results

Compiled by the
Office of Institutional Research and Assessment

Academic Year 2013-14

Complete Structured Results: Divisional, Campus-Wide, Private, and National Comparisons

Frequency Comparisons: 2012-13 Graduating Seniors

Agriculture and Natural Resources
Graduates (N = 14)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Achievements and Goals:

Indicate your plans for next year (Check all that apply).

		Work full-time	Work part-time	Attend graduate/ professional school	Other, please list
Agriculture and Natural Resources	N	8	4	1	5
	%	57.1%	28.6%	7.1%	35.7%
Division Two	N	44	5	7	6
	%	81.5%	9.3%	13.0%	11.1%
Berea	N	168	56	67	29
	%	66.4%	22.1%	26.5%	11.5%
4-Year Private	N	Not available; it is a Berea-Specific item.			
	%				
All Participating Institutions	N	Not available; it is a Berea-Specific item.			
	%				

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

*Highest goal you **now** intend to pursue **in your lifetime**. (In 2013, "What is the highest degree you intend to obtain?")*

		High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Other, please list	Missing
Agriculture and Natural Resources	N	Options not given in 2013.					4	3	5	2
	%						28.6%	21.4%	35.7%	14.3%
Division Two	N	Options not given in 2013.					28	6	13	7
	%						51.9%	11.1%	24.1%	13.0%
Berea	N	Options not given in 2013.					126	73	34	20
	%						49.8%	28.9%	13.4%	7.9%
4-Year Private	N	44	47	40	247	2780	8438	4731	Option not available	4055
	%	0.2%	0.2%	0.2%	1.2%	13.6%	41.4%	23.2%		19.9%
All Participating Institutions	N	75	123	152	1026	5689	11595	6074	Option not available	6441
	%	0.2%	0.4%	0.5%	3.3%	18.2%	37.2%	19.5%		20.7%

The response rate for ANR majors was 93.3% (14/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources
Graduates (N = 14)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Highest Educational Attainment of Parents or Guardians

Father

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational /technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Missing
Agriculture and Natural Resources	N	2	4	3	2	1	2	0	0	0
	%	14.3%	28.6%	21.4%	14.3%	7.1%	14.3%	0.0%	0.0%	0.0%
Division Two	N	10	16	6	4	1	10	4	1	2
	%	18.5%	29.6%	11.1%	7.4%	1.9%	18.5%	7.4%	1.9%	3.7%
Berea	N	30	74	29	30	9	40	18	10	13
	%	11.9%	29.2%	11.5%	11.9%	3.6%	15.8%	7.1%	4.0%	5.1%
4-Year Private	N	1988	5002	2522	1072	878	3411	1768	808	2933
	%	9.8%	24.5%	12.4%	5.3%	4.3%	16.7%	8.7%	4.0%	14.4%
All Participating Institutions	N	3987	7543	3688	1616	1368	4716	2380	1000	4877
	%	12.8%	24.2%	11.8%	5.2%	4.4%	15.1%	7.6%	3.2%	15.6%

Mother

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational /technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Missing
Agriculture and Natural Resources	N	1	3	3	1	2	4	0	0	0
	%	7.1%	21.4%	21.4%	7.1%	14.3%	28.6%	0.0%	0.0%	0.0%
Division Two	N	7	13	10	4	5	12	1	0	2
	%	13.0%	24.1%	18.5%	7.4%	9.3%	22.2%	1.9%	0.0%	3.7%
Berea	N	18	62	46	24	28	48	18	3	6
	%	7.1%	24.5%	18.2%	9.5%	11.1%	19.0%	7.1%	1.2%	2.4%
4-Year Private	N	1528	4976	2833	1084	1667	3415	1824	277	2778
	%	7.5%	24.4%	13.9%	5.3%	8.2%	16.8%	8.9%	1.4%	13.6%
All Participating Institutions	N	3275	7567	4133	1638	2484	4697	2410	372	4599
	%	10.5%	24.3%	13.3%	5.3%	8.0%	15.1%	7.7%	1.2%	14.8%

The response rate for ANR majors was 93.3% (14/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources
Graduates (N = 14)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following Career Development and Internship items were added to the survey this year.

What are your plans after graduation? (Check all that apply).

		Begin work (have already secured a position)	Seek employment	Continue my education	Travel	Other, please explain
Agriculture and Natural Resources	N	2	8	3	2	5
	%	14.3%	57.1%	21.4%	14.3%	35.7%
Division Two	N	10	34	11	8	6
	%	18.5%	63.0%	20.4%	14.8%	11.1%
Berea	N	57	135	96	43	24
	%	22.5%	53.4%	37.9%	17.0%	9.5%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The following questions are based only on the respondents who indicated "begin work."

Is your job…?

		Full-Time	Part-Time	Missing
Agriculture and Natural Resources	N	1	1	0
	%	50.0%	50.0%	0.0%
Division Two	N	8	2	0
	%	80.0%	20.0%	0.0%
Berea	N	37	19	1
	%	64.9%	33.3%	1.8%

What type of employment?

		Internship (post-grad, non-credit)	Self-Employed	Military Service	Other, please explain	Missing
Agriculture and Natural Resources	N	0	0	0	2	0
	%	0.0%	0.0%	0.0%	100.0%	0.0%
Division Two	N	1	0	0	4	5
	%	10.0%	0.0%	0.0%	40.0%	50.0%
Berea	N	8	8	0	21	20
	%	14.0%	14.0%	0.0%	36.8%	35.1%

Which of the following best describes your employer?

		Educational organization	Not-for-profit organization	For-profit organization	Military	Other, please describe	Missing
Agriculture and Natural Resources	N	1	0	1	0	0	0
	%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%
Division Two	N	2	1	6	0	1	0
	%	20.0%	10.0%	60.0%	0.0%	10.0%	0.0%
Berea	N	20	7	25	0	4	1
	%	35.1%	12.3%	43.9%	0.0%	7.0%	1.8%

The response rate for ANR majors was 93.3% (14/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources
Graduates (N = 14)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The response rate for ANR majors was 93.3% (14/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources
Graduates (N = 14)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

How did you find your full-time job? (Check all that apply.)

	Agriculture and Natural Resources		Division Two		Berea	
	N	%	N	%	N	%
Berea College Career Fair	0	0	0	0.0%	1	1.8%
AIKCU Career Fair (held in Lexington in the Spring)	0	0.0%	1	10.0%	3	5.3%
CareerBridge System	0	0.0%	0	0.0%	0	0.0%
On-Campus Recruiting	0	0.0%	0	0.0%	2	3.5%
Berea Alumni	0	0.0%	1	10.0%	2	3.5%
Faculty/Staff	0	0.0%	2	20.0%	10	17.5%
Family/Friends	0	0.0%	0	0.0%	11	19.3%
Direct Application to Organization	0	0.0%	2	20.0%	11	19.3%
Social Media	0	0.0%	0	0.0%	0	0.0%
Internet Postings	0	0.0%	3	30.0%	12	21.1%
Other, please describe	2	100.0%	2	20.0%	12	21.1%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

How closely related is your job to what you want to do?

		Closely related (3)	Somewhat related (2)	Not at all related (1)	Mean
Agriculture and Natural Resources	N	1	0	0	3.00
	%	100.0%	0.0%	0.0%	
Division Two	N	1	3	4	1.63
	%	12.5%	37.5%	50.0%	
Berea	N	11	21	21	1.81
	%	20.8%	39.6%	39.6%	

The following questions are based only on the respondents who indicated "continuing education."

What kind of continuing education will you be doing?

		Post Bacca-laureate Program	Graduate/ Professional School	Certification Program
Agriculture and Natural Resources	N	0	3	1
	%	0.0%	100.0%	33.3%
Division Two	N	1	8	3
	%	9.1%	72.7%	27.3%
Berea	N	10	96	17
	%	10.4%	100.0%	17.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for ANR majors was 93.3% (14/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

The following questions are based only on all respondents.

How many full-time employment offers have you received?

		None	1 - 2	3 - 4	5 or more	Missing
Agriculture and Natural Resources	N	9	4	1	0	0
	%	64.3%	28.6%	7.1%	0.0%	0.0%
Division Two	N	27	18	4	1	4
	%	50.0%	33.3%	7.4%	1.9%	7.4%
Berea	N	141	63	8	1	40
	%	55.7%	24.9%	3.2%	0.4%	15.8%

What Career Development services did you use at the Office of Career Development/Center for Transformative Learning (either in Fairchild, Draper, or Bruce/Trades)? (Check all that apply.)

	Agriculture and Natural		Division Two		Berea	
	N	%	N	%	N	%
Career counseling	0	0	10	18.5%	31	12.3%
Career assessments	0	0.0%	3	5.6%	11	4.3%
Resume/CV review	2	14.3%	24	44.4%	86	34.0%
Cover letter writing	1	7.1%	9	16.7%	37	14.6%
Job search assistance	0	0.0%	8	14.8%	26	10.3%
Interviewing skills	1	7.1%	18	33.3%	48	19.0%
Career fairs	3	21.4%	16	29.6%	67	26.5%
Agriculture and Natural Resources selection	2	14.3%	5	9.3%	17	6.7%
Network strategies	0	0.0%	7	13.0%	15	5.9%
On-campus recruiting (met with recruiters)	0	0.0%	3	5.6%	12	4.7%
Graduate school assistance	0	0.0%	3	5.6%	35	13.8%
Professionalism	0	0.0%	6	11.1%	25	9.9%
Student-Alumni Engagement Programs	0	0.0%	1	1.9%	5	2.0%
Career library	2	14.3%	5	9.3%	13	5.1%
Professional clothes closet	3	21.4%	11	20.4%	39	15.4%
Classroom presentations	1	7.1%	13	24.1%	40	15.8%
Workshops	3	21.4%	7	13.0%	39	15.4%
Other, please describe	3	21.4%	3	5.6%	20	7.9%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for ANR majors was 93.3% (14/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

If Berea were to offer a Career Development course that covered topics such as Choosing a Agriculture and Natural Resources, Job Search Skills, Career Assessments, Resume and Cover Letter Writing: would you be

		Yes, if it was a 0.25 credi	Yes, if it was a 0.50 credit	Yes, if it was a 1.00 credit	No	Not sure
Agriculture and Natural Resources	N	2	1	3	2	6
	%	14.3%	7.1%	21.4%	14.3%	42.9%
Division Two	N	9	15	12	7	12
	%	16.7%	27.8%	22.2%	13.0%	22.2%
Berea	N	44	66	60	30	43
	%	17.4%	26.1%	23.7%	11.9%	17.0%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

Did you use any Career Development Funding (either through the Office of Career Development or the Office of Internships)?

		Yes	No	Missing
Agriculture and Natural Resources	N	7	7	0
	%	50.0%	50.0%	0.0%
Division Two	N	20	30	4
	%	37.0%	55.6%	7.4%
Berea	N	94	123	36
	%	37.2%	48.6%	14.2%

For what did you receive Career Development funding? (Check all that apply.) **Based on the respondents that indicated that they received funding.**

	Agriculture and Natural		Division Two		Berea	
	N	%	N	%	N	%
Graduate school application	0	0	2	10.0%	21	22.3%
Graduate school travel	0	0.0%	1	5.0%	9	9.6%
Graduate school test fees	1	14.3%	4	20.0%	27	28.7%
Professional clothing	2	28.6%	6	30.0%	37	39.4%
Job interview travel	0	0.0%	2	10.0%	4	4.3%
Professional development travel (excluding Discovery Funds)	0	0.0%	0	0.0%	5	5.3%
Discovery Funds	1	14.3%	3	15.0%	28	29.8%
Internship funding	5	71.4%	11	55.0%	34	36.2%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for ANR majors was 93.3% (14/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources
Graduates (N = 14)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Did you participate in an academic internship or an off-campus undergraduate research internship?

		Yes	No	Missing
Agriculture and Natural Resources	N	11	3	0
	%	78.6%	21.4%	0.0%
Division Two	N	23	26	5
	%	42.6%	48.1%	9.3%
Berea	N	89	115	49
	%	35.2%	45.5%	19.4%

The following questions are based only on the respondents who indicated that they completed an internship.

How many internships did you complete?

		1	2	3 or more	Missing
Agriculture and Natural Resources	N	9	2	0	0
	%	81.8%	18.2%	0.0%	0.0%
Division Two	N	19	3	0	1
	%	82.6%	13.0%	0.0%	4.3%
Berea	N	61	19	3	6
	%	68.5%	21.3%	3.4%	6.7%

Did you receive funding from Berea College for any of your internship experiences?

		Yes	No	Missing
Agriculture and Natural Resources	N	10	1	0
	%	90.9%	9.1%	0.0%
Division Two	N	19	3	1
	%	82.6%	13.0%	4.3%
Berea	N	60	24	5
	%	67.4%	27.0%	5.6%

Did any of the internships result in a job offer, either with the organization or by referral to another organization?

		Yes	No	Missing
Agriculture and Natural Resources	N	1	10	0
	%	9.1%	90.9%	0.0%
Division Two	N	5	16	2
	%	21.7%	69.6%	8.7%
Berea	N	21	57	11
	%	23.6%	64.0%	12.4%

The response rate for ANR majors was 93.3% (14/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources
Graduates (N = 14)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following question is based only on the respondents who indicated that they did NOT complete an internship.

	Agriculture and Natural		Division Two		Berea	
	N	%	N	%	N	%
Took classes during the summer	1	33.3%	14	53.8%	64	55.7%
Had responsibilities at home	1	33.3%	10	38.5%	46	40.0%
Participated in other forms of experiential learning (student teaching, nursing clinicals, etc.).	2	66.7%	4	15.4%	32	27.8%
Did not know about internships	0	0.0%	2	7.7%	13	11.3%
Did not think it was important	0	0.0%	3	11.5%	19	16.5%
Other, please explain	1	33.3%	7	26.9%	56	48.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for ANR majors was 93.3% (14/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Business Administration
Graduates (N = 17)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Achievements and Goals:

Indicate your plans for next year (Check all that apply).

		Work full-time	Work part-time	Attend graduate/ professional school	Other, please list
Business Administration	N	16	0	2	1
	%	94.1%	0.0%	11.8%	5.9%
Division Two	N	44	5	7	6
	%	81.5%	9.3%	13.0%	11.1%
Berea	N	168	56	67	29
	%	66.4%	22.1%	26.5%	11.5%
4-Year Private	N	Not available; it is a Berea-Specific item.			
	%				
All Participating Institutions	N	Not available; it is a Berea-Specific item.			
	%				

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

*Highest goal you **now** intend to pursue **in your lifetime**. (In 2013, "What is the highest degree you intend to obtain?")*

		High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Other, please list	Missing
Business Administration	N	Options not given in 2013.					10	1	3	3
	%						58.8%	5.9%	17.6%	17.6%
Division Two	N	Options not given in 2013.					28	6	13	7
	%						51.9%	11.1%	24.1%	13.0%
Berea	N	Options not given in 2013.					126	73	34	20
	%						49.8%	28.9%	13.4%	7.9%
4-Year Private	N	44	47	40	247	2780	8438	4731	Option not available	4055
	%	0.2%	0.2%	0.2%	1.2%	13.6%	41.4%	23.2%		19.9%
All Participating Institutions	N	75	123	152	1026	5689	11595	6074	Option not available	6441
	%	0.2%	0.4%	0.5%	3.3%	18.2%	37.2%	19.5%		20.7%

The response rate for BUS majors was 81% (17/21), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Business Administration
Graduates (N = 17)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Highest Educational Attainment of Parents or Guardians

Father

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational /technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Missing
Business Administration	N	4	7	0	2	0	2	1	0	1
	%	23.5%	41.2%	0.0%	11.8%	0.0%	11.8%	5.9%	0.0%	5.9%
Division Two	N	10	16	6	4	1	10	4	1	2
	%	18.5%	29.6%	11.1%	7.4%	1.9%	18.5%	7.4%	1.9%	3.7%
Berea	N	30	74	29	30	9	40	18	10	13
	%	11.9%	29.2%	11.5%	11.9%	3.6%	15.8%	7.1%	4.0%	5.1%
4-Year Private	N	1988	5002	2522	1072	878	3411	1768	808	2933
	%	9.8%	24.5%	12.4%	5.3%	4.3%	16.7%	8.7%	4.0%	14.4%
All Participating Institutions	N	3987	7543	3688	1616	1368	4716	2380	1000	4877
	%	12.8%	24.2%	11.8%	5.2%	4.4%	15.1%	7.6%	3.2%	15.6%

Mother

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational /technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Missing
Business Administration	N	3	5	2	1	1	3	0	0	2
	%	17.6%	29.4%	11.8%	5.9%	5.9%	17.6%	0.0%	0.0%	11.8%
Division Two	N	7	13	10	4	5	12	1	0	2
	%	13.0%	24.1%	18.5%	7.4%	9.3%	22.2%	1.9%	0.0%	3.7%
Berea	N	18	62	46	24	28	48	18	3	6
	%	7.1%	24.5%	18.2%	9.5%	11.1%	19.0%	7.1%	1.2%	2.4%
4-Year Private	N	1528	4976	2833	1084	1667	3415	1824	277	2778
	%	7.5%	24.4%	13.9%	5.3%	8.2%	16.8%	8.9%	1.4%	13.6%
All Participating Institutions	N	3275	7567	4133	1638	2484	4697	2410	372	4599
	%	10.5%	24.3%	13.3%	5.3%	8.0%	15.1%	7.7%	1.2%	14.8%

The response rate for BUS majors was 81% (17/21), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Business Administration
Graduates (N = 17)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following Career Development and Internship items were added to the survey this year.

What are your plans after graduation? (Check all that apply).

		Begin work (have already secured a position)	Seek employment	Continue my education	Travel	Other, please explain
Business Administration	N	3	12	2	3	1
	%	17.6%	70.6%	11.8%	17.6%	5.9%
Division Two	N	10	34	11	8	6
	%	18.5%	63.0%	20.4%	14.8%	11.1%
Berea	N	57	135	96	43	24
	%	22.5%	53.4%	37.9%	17.0%	9.5%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The following questions are based only on the respondents who indicated "begin work."

Is your job…?

		Full-Time	Part-Time	Missing
Business Administration	N	2	1	0
	%	66.7%	33.3%	0.0%
Division Two	N	8	2	0
	%	80.0%	20.0%	0.0%
Berea	N	37	19	1
	%	64.9%	33.3%	1.8%

What type of employment?

		Internship (post-grad, non-credit)	Self-Employed	Military Service	Other, please explain	Missing
Business Administration	N	0	0	0	2	1
	%	0.0%	0.0%	0.0%	66.7%	33.3%
Division Two	N	1	0	0	4	5
	%	10.0%	0.0%	0.0%	40.0%	50.0%
Berea	N	8	8	0	21	20
	%	14.0%	14.0%	0.0%	36.8%	35.1%

Which of the following best describes your employer?

		Educational organization	Not-for-profit organization	For-profit organization	Military	Other, please describe	Missing
Business Administration	N	0	1	2	0	0	0
	%	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%
Division Two	N	2	1	6	0	1	0
	%	20.0%	10.0%	60.0%	0.0%	10.0%	0.0%
Berea	N	20	7	25	0	4	1
	%	35.1%	12.3%	43.9%	0.0%	7.0%	1.8%

The response rate for BUS majors was 81% (17/21), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Business Administration
Graduates (N = 17)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

How did you find your full-time job? (Check all that apply.)

	Business Administration		Division Two		Berea	
	N	%	N	%	N	%
Berea College Career Fair	0	0	0	0.0%	1	1.8%
AIKCU Career Fair (held in Lexington in the Spring)	1	33.3%	1	10.0%	3	5.3%
CareerBridge System	0	0.0%	0	0.0%	0	0.0%
On-Campus Recruiting	0	0.0%	0	0.0%	2	3.5%
Berea Alumni	0	0.0%	1	10.0%	2	3.5%
Faculty/Staff	0	0.0%	2	20.0%	10	17.5%
Family/Friends	0	0.0%	0	0.0%	11	19.3%
Direct Application to Organization	1	33.3%	2	20.0%	11	19.3%
Social Media	0	0.0%	0	0.0%	0	0.0%
Internet Postings	1	33.3%	3	30.0%	12	21.1%
Other, please describe	0	0.0%	2	20.0%	12	21.1%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

How closely related is your job to what you want to do?

		Closely related (3)	Somewhat related (2)	Not at all related (1)	Mean
Business Administration	N	0	2	1	1.67
	%	0.0%	66.7%	33.3%	
Division Two	N	1	3	4	1.63
	%	12.5%	37.5%	50.0%	
Berea	N	11	21	21	1.81
	%	20.8%	39.6%	39.6%	

The following questions are based only on the respondents who indicated "continuing education."

What kind of continuing education will you be doing?

		Post Bacca-laureate Program	Graduate/ Professional School	Certification Program
Business Administration	N	1	1	0
	%	50.0%	50.0%	0.0%
Division Two	N	1	8	3
	%	9.1%	72.7%	27.3%
Berea	N	10	96	17
	%	10.4%	100.0%	17.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for BUS majors was 81% (17/21), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Business Administration
Graduates (N = 17)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following questions are based only on all respondents.

How many full-time employment offers have you received?

		None	1 - 2	3 - 4	5 or more	Missing
Business Administration	N	8	7	0	0	2
	%	47.1%	41.2%	0.0%	0.0%	11.8%
Division Two	N	27	18	4	1	4
	%	50.0%	33.3%	7.4%	1.9%	7.4%
Berea	N	141	63	8	1	40
	%	55.7%	24.9%	3.2%	0.4%	15.8%

What Career Development services did you use at the Office of Career Development/Center for Transformative Learning (either in Fairchild, Draper, or Bruce/Trades)? (Check all that apply.)

	Business Administration		Division Two		Berea	
	N	%	N	%	N	%
Career counseling	5	29.4%	10	18.5%	31	12.3%
Career assessments	2	11.8%	3	5.6%	11	4.3%
Resume/CV review	8	47.1%	24	44.4%	86	34.0%
Cover letter writing	3	17.6%	9	16.7%	37	14.6%
Job search assistance	4	23.5%	8	14.8%	26	10.3%
Interviewing skills	7	41.2%	18	33.3%	48	19.0%
Career fairs	7	41.2%	16	29.6%	67	26.5%
Business Administration selection	1	5.9%	5	9.3%	17	6.7%
Network strategies	4	23.5%	7	13.0%	15	5.9%
On-campus recruiting (met with recruiters)	2	11.8%	3	5.6%	12	4.7%
Graduate school assistance	2	11.8%	3	5.6%	35	13.8%
Professionalism	2	11.8%	6	11.1%	25	9.9%
Student-Alumni Engagement Programs	0	0.0%	1	1.9%	5	2.0%
Career library	1	5.9%	5	9.3%	13	5.1%
Professional clothes closet	3	17.6%	11	20.4%	39	15.4%
Classroom presentations	7	41.2%	13	24.1%	40	15.8%
Workshops	4	23.5%	7	13.0%	39	15.4%
Other, please describe	0	0.0%	3	5.6%	20	7.9%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for BUS majors was 81% (17/21), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Business Administration
Graduates (N = 17)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

If Berea were to offer a Career Development course that covered topics such as Choosing a Business Administration, Job Search Skills, Career Assessments, Resume and Cover Letter Writing: would you be interested

		Yes, if it was a 0.25 credi	Yes, if it was a 0.50 credit	Yes, if it was a 1.00 credit	No	Not sure
Business Administration	N	2	7	3	2	2
	%	11.8%	41.2%	17.6%	11.8%	11.8%
Division Two	N	9	15	12	7	12
	%	16.7%	27.8%	22.2%	13.0%	22.2%
Berea	N	44	66	60	30	43
	%	17.4%	26.1%	23.7%	11.9%	17.0%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

Did you use any Career Development Funding (either through the Office of Career Development or the Office of Internships)?

		Yes	No	Missing
Business Administration	N	9	7	1
	%	52.9%	41.2%	5.9%
Division Two	N	20	30	4
	%	37.0%	55.6%	7.4%
Berea	N	94	123	36
	%	37.2%	48.6%	14.2%

For what did you receive Career Development funding? (Check all that apply.) **Based on the respondents that indicated that they received funding.**

	Business Administration		Division Two		Berea	
	N	%	N	%	N	%
Graduate school application	2	22.2%	2	10.0%	21	22.3%
Graduate school travel	1	11.1%	1	5.0%	9	9.6%
Graduate school test fees	1	11.1%	4	20.0%	27	28.7%
Professional clothing	3	33.3%	6	30.0%	37	39.4%
Job interview travel	1	11.1%	2	10.0%	4	4.3%
Professional development travel (excluding Discovery Funds)	0	0.0%	0	0.0%	5	5.3%
Discovery Funds	1	11.1%	3	15.0%	28	29.8%
Internship funding	5	55.6%	11	55.0%	34	36.2%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for BUS majors was 81% (17/21), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Did you participate in an academic internship or an off-campus undergraduate research internship?

		Yes	No	Missing
Business Administration	N	7	8	2
	%	41.2%	47.1%	11.8%
Division Two	N	23	26	5
	%	42.6%	48.1%	9.3%
Berea	N	89	115	49
	%	35.2%	45.5%	19.4%

The following questions are based only on the respondents who indicated that they completed an internship.

How many internships did you complete?

		1	2	3 or more	Missing
Business Administration	N	6	0	0	1
	%	85.7%	0.0%	0.0%	14.3%
Division Two	N	19	3	0	1
	%	82.6%	13.0%	0.0%	4.3%
Berea	N	61	19	3	6
	%	68.5%	21.3%	3.4%	6.7%

Did you receive funding from Berea College for any of your internship experiences?

		Yes	No	Missing
Business Administration	N	6	0	1
	%	85.7%	0.0%	14.3%
Division Two	N	19	3	1
	%	82.6%	13.0%	4.3%
Berea	N	60	24	5
	%	67.4%	27.0%	5.6%

Did any of the internships result in a job offer, either with the organization or by referral to another organization?

		Yes	No	Missing
Business Administration	N	2	4	1
	%	28.6%	57.1%	14.3%
Division Two	N	5	16	2
	%	21.7%	69.6%	8.7%
Berea	N	21	57	11
	%	23.6%	64.0%	12.4%

The response rate for BUS majors was 81% (17/21), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Business Administration
Graduates (N = 17)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following question is based only on the respondents who indicated that they did NOT complete an internship.

	Business Administration		Division Two		Berea	
	N	%	N	%	N	%
Took classes during the summer	4	50.0%	14	53.8%	64	55.7%
Had responsibilities at home	4	50.0%	10	38.5%	46	40.0%
Participated in other forms of experiential learning (student teaching, nursing clinicals, etc.).	2	25.0%	4	15.4%	32	27.8%
Did not know about internships	0	0.0%	2	7.7%	13	11.3%
Did not think it was important	1	12.5%	3	11.5%	19	16.5%
Other, please explain	3	37.5%	7	26.9%	56	48.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for BUS majors was 81% (17/21), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Computer Information Science
Graduates (N = 7)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Achievements and Goals:

Indicate your plans for next year (Check all that apply).

		Work full-time	Work part-time	Attend graduate/ professional school	Other, please list
Computer and Information Science	N	7	0	0	0
	%	100.0%	0.0%	0.0%	0.0%
Division Two	N	44	5	7	6
	%	81.5%	9.3%	13.0%	11.1%
Berea	N	168	56	67	29
	%	66.4%	22.1%	26.5%	11.5%
4-Year Private	N	Not available; it is a Berea-Specific item.			
	%				
All Participating Institutions	N	Not available; it is a Berea-Specific item.			
	%				

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

*Highest goal you **now** intend to pursue **in your lifetime**. (In 2013, "What is the highest degree you intend to obtain?")*

		High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Other, please list	Missing
Computer and Information Science	N	Options not given in 2013.					5	0	2	0
	%						71.4%	0.0%	28.6%	0.0%
Division Two	N	Options not given in 2013.					28	6	13	7
	%						51.9%	11.1%	24.1%	13.0%
Berea	N	Options not given in 2013.					126	73	34	20
	%						49.8%	28.9%	13.4%	7.9%
4-Year Private	N	44	47	40	247	2780	8438	4731	Option not available	4055
	%	0.2%	0.2%	0.2%	1.2%	13.6%	41.4%	23.2%		19.9%
All Participating Institutions	N	75	123	152	1026	5689	11595	6074	Option not available	6441
	%	0.2%	0.4%	0.5%	3.3%	18.2%	37.2%	19.5%		20.7%

The response rate for CIS majors was 100% (7/7), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Computer Information Science
Graduates (N = 7)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Highest Educational Attainment of Parents or Guardians

Father

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Missing
Computer and Information Science	N	1	3	0	0	0	0	2	1	0
	%	14.3%	42.9%	0.0%	0.0%	0.0%	0.0%	28.6%	14.3%	0.0%
Division Two	N	10	16	6	4	1	10	4	1	2
	%	18.5%	29.6%	11.1%	7.4%	1.9%	18.5%	7.4%	1.9%	3.7%
Berea	N	30	74	29	30	9	40	18	10	13
	%	11.9%	29.2%	11.5%	11.9%	3.6%	15.8%	7.1%	4.0%	5.1%
4-Year Private	N	1988	5002	2522	1072	878	3411	1768	808	2933
	%	9.8%	24.5%	12.4%	5.3%	4.3%	16.7%	8.7%	4.0%	14.4%
All Participating Institutions	N	3987	7543	3688	1616	1368	4716	2380	1000	4877
	%	12.8%	24.2%	11.8%	5.2%	4.4%	15.1%	7.6%	3.2%	15.6%

Mother

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Missing
Computer and Information Science	N	2	1	2	0	0	2	0	0	0
	%	28.6%	14.3%	28.6%	0.0%	0.0%	28.6%	0.0%	0.0%	0.0%
Division Two	N	7	13	10	4	5	12	1	0	2
	%	13.0%	24.1%	18.5%	7.4%	9.3%	22.2%	1.9%	0.0%	3.7%
Berea	N	18	62	46	24	28	48	18	3	6
	%	7.1%	24.5%	18.2%	9.5%	11.1%	19.0%	7.1%	1.2%	2.4%
4-Year Private	N	1528	4976	2833	1084	1667	3415	1824	277	2778
	%	7.5%	24.4%	13.9%	5.3%	8.2%	16.8%	8.9%	1.4%	13.6%
All Participating Institutions	N	3275	7567	4133	1638	2484	4697	2410	372	4599
	%	10.5%	24.3%	13.3%	5.3%	8.0%	15.1%	7.7%	1.2%	14.8%

The response rate for CIS majors was 100% (7/7), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Computer Information Science
Graduates (N = 7)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following Career Development and Internship items were added to the survey this year.

What are your plans after graduation? (Check all that apply).

		Begin work (have already secured a position)	Seek employment	Continue my education	Travel	Other, please explain
Computer and Information Science	N	0	7	1	0	0
	%	0.0%	100.0%	14.3%	0.0%	0.0%
Division Two	N	10	34	11	8	6
	%	18.5%	63.0%	20.4%	14.8%	11.1%
Berea	N	57	135	96	43	24
	%	22.5%	53.4%	37.9%	17.0%	9.5%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The following questions are based only on the respondents who indicated "begin work."

Is your job…?

		Full-Time	Part-Time	Missing
Computer and Information Science	N			
	%	n/a	n/a	n/a
Division Two	N	8	2	0
	%	80.0%	20.0%	0.0%
Berea	N	37	19	1
	%	64.9%	33.3%	1.8%

What type of employment?

		Internship (post-grad, non-credit)	Self-Employed	Military Service	Other, please explain	Missing
Computer and Information Science	N					
	%	n/a	n/a	n/a	n/a	n/a
Division Two	N	1	0	0	4	5
	%	10.0%	0.0%	0.0%	40.0%	50.0%
Berea	N	8	8	0	21	20
	%	14.0%	14.0%	0.0%	36.8%	35.1%

Which of the following best describes your employer?

		Educational organization	Not-for-profit organization	For-profit organization	Military	Other, please describe	Missing
Computer and Information Science	N						
	%	n/a	n/a	n/a	n/a	n/a	n/a
Division Two	N	2	1	6	0	1	0
	%	20.0%	10.0%	60.0%	0.0%	10.0%	0.0%
Berea	N	20	7	25	0	4	1
	%	35.1%	12.3%	43.9%	0.0%	7.0%	1.8%

The response rate for CIS majors was 100% (7/7), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Computer Information Science
Graduates (N = 7)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

How did you find your full-time job? (Check all that apply.)

	Computer & Information Science		Division Two		Berea	
	N	%	N	%	N	%
Berea College Career Fair	0	0.0%	0	0.0%	1	1.8%
AIKCU Career Fair (held in Lexington in the Spring)	0	0.0%	1	10.0%	3	5.3%
CareerBridge System	0	0.0%	0	0.0%	0	0.0%
On-Campus Recruiting	0	0.0%	0	0.0%	2	3.5%
Berea Alumni	0	0.0%	1	10.0%	2	3.5%
Faculty/Staff	0	0.0%	2	20.0%	10	17.5%
Family/Friends	0	0.0%	0	0.0%	11	19.3%
Direct Application to Organization	0	0.0%	2	20.0%	11	19.3%
Social Media	0	0.0%	0	0.0%	0	0.0%
Internet Postings	0	0.0%	3	30.0%	12	21.1%
Other, please describe	0	0.0%	2	20.0%	12	21.1%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

How closely related is your job to what you want to do?

		Closely related (3)	Somewhat related (2)	Not at all related (1)	Mean
Computer and Information Science	N				
	%	n/a	n/a	n/a	n/a
Division Two	N	1	3	4	1.63
	%	12.5%	37.5%	50.0%	
Berea	N	11	21	21	1.81
	%	20.8%	39.6%	39.6%	

The following questions are based only on the respondents who indicated "continuing education."

What kind of continuing education will you be doing?

		Post Bacca-laureate Program	Graduate/ Professional School	Certification Program
Computer and Information Science	N	0	1	0
	%	0.0%	100.0%	0.0%
Division Two	N	1	8	3
	%	9.1%	72.7%	27.3%
Berea	N	10	96	17
	%	10.4%	100.0%	17.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for CIS majors was 100% (7/7), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Computer Information Science
Graduates (N = 7)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following questions are based only on all respondents.

How many full-time employment offers have you received?

		None	1 - 2	3 - 4	5 or more	Missing
Computer and Information Science	N	3	4	0	0	0
	%	42.9%	57.1%	0.0%	0.0%	0.0%
Division Two	N	27	18	4	1	4
	%	50.0%	33.3%	7.4%	1.9%	7.4%
Berea	N	141	63	8	1	40
	%	55.7%	24.9%	3.2%	0.4%	15.8%

What Career Development services did you use at the Office of Career Development/Center for Transformative Learning (either in Fairchild, Draper, or Bruce/Trades)? (Check all that apply.)

	Computer & Information		Division Two		Berea	
	N	%	N	%	N	%
Career counseling	1	14.3%	10	18.5%	31	12.3%
Career assessments	0	0.0%	3	5.6%	11	4.3%
Resume/CV review	4	57.1%	24	44.4%	86	34.0%
Cover letter writing	2	28.6%	9	16.7%	37	14.6%
Job search assistance	2	28.6%	8	14.8%	26	10.3%
Interviewing skills	3	42.9%	18	33.3%	48	19.0%
Career fairs	2	28.6%	16	29.6%	67	26.5%
Computer & Information Science selection	1	14.3%	5	9.3%	17	6.7%
Network strategies	1	14.3%	7	13.0%	15	5.9%
On-campus recruiting (met with recruiters)	0	0.0%	3	5.6%	12	4.7%
Graduate school assistance	0	0.0%	3	5.6%	35	13.8%
Professionalism	1	14.3%	6	11.1%	25	9.9%
Student-Alumni Engagement Programs	0	0.0%	1	1.9%	5	2.0%
Career library	1	14.3%	5	9.3%	13	5.1%
Professional clothes closet	1	14.3%	11	20.4%	39	15.4%
Classroom presentations	1	14.3%	13	24.1%	40	15.8%
Workshops	0	0.0%	7	13.0%	39	15.4%
Other, please describe	0	0.0%	3	5.6%	20	7.9%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for CIS majors was 100% (7/7), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Computer Information Science
Graduates (N = 7)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

If Berea were to offer a Career Development course that covered topics such as Choosing a Computer & Information Science, Job Search Skills, Career Assessments, Resume and Cover Letter Writing: would you be interested in taking

		Yes, if it was a 0.25 credi	Yes, if it was a 0.50 credit	Yes, if it was a 1.00 credit	No	Not sure
Computer and Information Science	N	2	1	0	2	2
	%	28.6%	14.3%	0.0%	28.6%	28.6%
Division Two	N	9	15	12	7	12
	%	16.7%	27.8%	22.2%	13.0%	22.2%
Berea	N	44	66	60	30	43
	%	17.4%	26.1%	23.7%	11.9%	17.0%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

Did you use any Career Development Funding (either through the Office of Career Development or the Office of Internships)?

		Yes	No	Missing
Computer and Information Science	N	1	6	0
	%	14.3%	85.7%	0.0%
Division Two	N	20	30	4
	%	37.0%	55.6%	7.4%
Berea	N	94	123	36
	%	37.2%	48.6%	14.2%

For what did you receive Career Development funding? (Check all that apply.) **Based on the respondents that indicated that they received funding.**

	Computer & Information Science		Division Two		Berea	
	N	%	N	%	N	%
Graduate school application	0	0	2	10.0%	21	22.3%
Graduate school travel	0	0.0%	1	5.0%	9	9.6%
Graduate school test fees	0	0.0%	4	20.0%	27	28.7%
Professional clothing	0	0.0%	6	30.0%	37	39.4%
Job interview travel	0	0.0%	2	10.0%	4	4.3%
Professional development travel (excluding Discovery Funds)	0	0.0%	0	0.0%	5	5.3%
Discovery Funds	0	0.0%	3	15.0%	28	29.8%
Internship funding	1	100.0%	11	55.0%	34	36.2%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for CIS majors was 100% (7/7), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Did you participate in an academic internship or an off-campus undergraduate research internship?

		Yes	No	Missing
Computer and Information Science	N	1	6	0
	%	14.3%	85.7%	0.0%
Division Two	N	23	26	5
	%	42.6%	48.1%	9.3%
Berea	N	89	115	49
	%	35.2%	45.5%	19.4%

The following questions are based only on the respondents who indicated that they completed an internship.

How many internships did you complete?

		1	2	3 or more	Missing
Computer and Information Science	N	1	0	0	0
	%	100.0%	0.0%	0.0%	0.0%
Division Two	N	19	3	0	1
	%	82.6%	13.0%	0.0%	4.3%
Berea	N	61	19	3	6
	%	68.5%	21.3%	3.4%	6.7%

Did you receive funding from Berea College for any of your internship experiences?

		Yes	No	Missing
Computer and Information Science	N	1	0	0
	%	100.0%	0.0%	0.0%
Division Two	N	19	3	1
	%	82.6%	13.0%	4.3%
Berea	N	60	24	5
	%	67.4%	27.0%	5.6%

Did any of the internships result in a job offer, either with the organization or by referral to another organization?

		Yes	No	Missing
Computer and Information Science	N	0	0	1
	%	0.0%	0.0%	100.0%
Division Two	N	5	16	2
	%	21.7%	69.6%	8.7%
Berea	N	21	57	11
	%	23.6%	64.0%	12.4%

The response rate for CIS majors was 100% (7/7), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Computer Information Science
Graduates (N = 7)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following question is based only on the respondents who indicated that they did NOT complete an internship.

	Computer & Information		Division Two		Berea	
	N	%	N	%	N	%
Took classes during the summer	3	50.0%	14	53.8%	64	55.7%
Had responsibilities at home	2	33.3%	10	38.5%	46	40.0%
Participated in other forms of experiential learning (student teaching, nursing clinicals, etc.).	0	0.0%	4	15.4%	32	27.8%
Did not know about internships	0	0.0%	2	7.7%	13	11.3%
Did not think it was important	0	0.0%	3	11.5%	19	16.5%
Other, please explain	2	33.3%	7	26.9%	56	48.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for CIS majors was 100% (7/7), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Achievements and Goals:

Indicate your plans for next year (Check all that apply).

		Work full-time	Work part-time	Attend graduate/ professional school	Other, please list
Economics	N	1	0	0	0
	%	25.0%	0.0%	0.0%	0.0%
Division Two	N	44	5	7	6
	%	81.5%	9.3%	13.0%	11.1%
Berea	N	168	56	67	29
	%	66.4%	22.1%	26.5%	11.5%
4-Year Private	N	Not available; it is a Berea-Specific item.			
	%				
All Participating Institutions	N	Not available; it is a Berea-Specific item.			
	%				

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

*Highest goal you **now** intend to pursue **in your lifetime**. (In 2013, "What is the highest degree you intend to obtain?")*

		High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Other, please list	Missing
Economics	N	Options not given in 2013.					1	0	0	0
	%						100.0%	0.0%	0.0%	0.0%
Division Two	N	Options not given in 2013.					28	6	13	7
	%						51.9%	11.1%	24.1%	13.0%
Berea	N	Options not given in 2013.					126	73	34	20
	%						49.8%	28.9%	13.4%	7.9%
4-Year Private	N	44	47	40	247	2780	8438	4731	Option not available	4055
	%	0.2%	0.2%	0.2%	1.2%	13.6%	41.4%	23.2%		19.9%
All Participating Institutions	N	75	123	152	1026	5689	11595	6074	Option not available	6441
	%	0.2%	0.4%	0.5%	3.3%	18.2%	37.2%	19.5%		20.7%

The response rate for ECO majors was 200% (4/2), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Highest Educational Attainment of Parents or Guardians

Father

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Missing
Economics	N	0	0	0	0	0	1	0	0	0
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Division Two	N	10	16	6	4	1	10	4	1	2
	%	18.5%	29.6%	11.1%	7.4%	1.9%	18.5%	7.4%	1.9%	3.7%
Berea	N	30	74	29	30	9	40	18	10	13
	%	11.9%	29.2%	11.5%	11.9%	3.6%	15.8%	7.1%	4.0%	5.1%
4-Year Private	N	1988	5002	2522	1072	878	3411	1768	808	2933
	%	9.8%	24.5%	12.4%	5.3%	4.3%	16.7%	8.7%	4.0%	14.4%
All Participating Institutions	N	3987	7543	3688	1616	1368	4716	2380	1000	4877
	%	12.8%	24.2%	11.8%	5.2%	4.4%	15.1%	7.6%	3.2%	15.6%

Mother

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate/Professional degree (PhD, MD, EdD, JD)	Missing
Economics	N	0	0	0	0	0	1	0	0	0
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Division Two	N	7	13	10	4	5	12	1	0	2
	%	13.0%	24.1%	18.5%	7.4%	9.3%	22.2%	1.9%	0.0%	3.7%
Berea	N	18	62	46	24	28	48	18	3	6
	%	7.1%	24.5%	18.2%	9.5%	11.1%	19.0%	7.1%	1.2%	2.4%
4-Year Private	N	1528	4976	2833	1084	1667	3415	1824	277	2778
	%	7.5%	24.4%	13.9%	5.3%	8.2%	16.8%	8.9%	1.4%	13.6%
All Participating Institutions	N	3275	7567	4133	1638	2484	4697	2410	372	4599
	%	10.5%	24.3%	13.3%	5.3%	8.0%	15.1%	7.7%	1.2%	14.8%

The response rate for ECO majors was 200% (4/2), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

The following Career Development and Internship items were added to the survey this year.

What are your plans after graduation? (Check all that apply).

		Begin work (have already secured a position)	Seek employment	Continue my education	Travel	Other, please explain
Economics	N	1	0	0	0	0
	%	25.0%	0.0%	0.0%	0.0%	0.0%
Division Two	N	10	34	11	8	6
	%	18.5%	63.0%	20.4%	14.8%	11.1%
Berea	N	57	135	96	43	24
	%	22.5%	53.4%	37.9%	17.0%	9.5%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The following questions are based only on the respondents who indicated "begin work."

Is your job…?

		Full-Time	Part-Time	Missing
Economics	N	1	0	0
	%	100.0%	0.0%	0.0%
Division Two	N	8	2	0
	%	80.0%	20.0%	0.0%
Berea	N	37	19	1
	%	64.9%	33.3%	1.8%

What type of employment?

		Internship (post-grad, non-credit)	Self-Employed	Military Service	Other, please explain	Missing
Economics	N	0	0	0	0	1
	%	0.0%	0.0%	0.0%	0.0%	100.0%
Division Two	N	1	0	0	4	5
	%	10.0%	0.0%	0.0%	40.0%	50.0%
Berea	N	8	8	0	21	20
	%	14.0%	14.0%	0.0%	36.8%	35.1%

Which of the following best describes your employer?

		Educational organization	Not-for-profit organization	For-profit organization	Military	Other, please describe	Missing
Economics	N	0	0	1	0	0	0
	%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Division Two	N	2	1	6	0	1	0
	%	20.0%	10.0%	60.0%	0.0%	10.0%	0.0%
Berea	N	20	7	25	0	4	1
	%	35.1%	12.3%	43.9%	0.0%	7.0%	1.8%

The response rate for ECO majors was 200% (4/2), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Economics Graduates (N = 4)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

How did you find your full-time job? (Check all that apply.)

	Economics		Division Two		Berea	
	N	%	N	%	N	%
Berea College Career Fair	0	0	0	0.0%	1	1.8%
AIKCU Career Fair (held in Lexington in the Spring)	0	0.0%	1	10.0%	3	5.3%
CareerBridge System	0	0.0%	0	0.0%	0	0.0%
On-Campus Recruiting	0	0.0%	0	0.0%	2	3.5%
Berea Alumni	0	0.0%	1	10.0%	2	3.5%
Faculty/Staff	0	0.0%	2	20.0%	10	17.5%
Family/Friends	0	0.0%	0	0.0%	11	19.3%
Direct Application to Organization	1	100.0%	2	20.0%	11	19.3%
Social Media	0	0.0%	0	0.0%	0	0.0%
Internet Postings	0	0.0%	3	30.0%	12	21.1%
Other, please describe	0	0.0%	2	20.0%	12	21.1%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

How closely related is your job to what you want to do?

		Closely related (3)	Somewhat related (2)	Not at all related (1)	Mean
Economics	N	0	0	1	1.00
	%	0.0%	0.0%	100.0%	
Division Two	N	1	3	4	1.63
	%	12.5%	37.5%	50.0%	
Berea	N	11	21	21	1.81
	%	20.8%	39.6%	39.6%	

The following questions are based only on the respondents who indicated "continuing education."

What kind of continuing education will you be doing?

		Post Bacca-laureate Program	Graduate/ Professional School	Certification Program
Economics	N			
	%	n/a	n/a	n/a
Division Two	N	1	8	3
	%	9.1%	72.7%	27.3%
Berea	N	10	96	17
	%	10.4%	100.0%	17.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for ECO majors was 200% (4/2), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

The following questions are based only on all respondents.

How many full-time employment offers have you received?

		None	1 - 2	3 - 4	5 or more	Missing
Economics	N	0	1	0	0	0
	%	0.0%	100.0%	0.0%	0.0%	0.0%
Division Two	N	27	18	4	1	4
	%	50.0%	33.3%	7.4%	1.9%	7.4%
Berea	N	141	63	8	1	40
	%	55.7%	24.9%	3.2%	0.4%	15.8%

What Career Development services did you use at the Office of Career Development/Center for Transformative Learning (either in Fairchild, Draper, or Bruce/Trades)? (Check all that apply.)

	Economics		Division Two		Berea	
	N	%	N	%	N	%
Career counseling	0	0	10	18.5%	31	12.3%
Career assessments	0	0.0%	3	5.6%	11	4.3%
Resume/CV review	1	100.0%	24	44.4%	86	34.0%
Cover letter writing	0	0.0%	9	16.7%	37	14.6%
Job search assistance	0	0.0%	8	14.8%	26	10.3%
Interviewing skills	0	0.0%	18	33.3%	48	19.0%
Career fairs	0	0.0%	16	29.6%	67	26.5%
Economics selection	0	0.0%	5	9.3%	17	6.7%
Network strategies	0	0.0%	7	13.0%	15	5.9%
On-campus recruiting (met with recruiters)	0	0.0%	3	5.6%	12	4.7%
Graduate school assistance	0	0.0%	3	5.6%	35	13.8%
Professionalism	0	0.0%	6	11.1%	25	9.9%
Student-Alumni Engagement Programs	0	0.0%	1	1.9%	5	2.0%
Career library	0	0.0%	5	9.3%	13	5.1%
Professional clothes closet	0	0.0%	11	20.4%	39	15.4%
Classroom presentations	0	0.0%	13	24.1%	40	15.8%
Workshops	0	0.0%	7	13.0%	39	15.4%
Other, please describe	0	0.0%	3	5.6%	20	7.9%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for ECO majors was 200% (4/2), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

If Berea were to offer a Career Development course that covered topics such as Choosing a Economics, Job Search Skills, Career Assessments, Resume and Cover Letter Writing: would you be interested in taking it?

		Yes, if it was a 0.25 credi	Yes, if it was a 0.50 credit	Yes, if it was a 1.00 credit	No	Not sure
Economics	N	0	1	0	0	0
	%	0.0%	100.0%	0.0%	0.0%	0.0%
Division Two	N	9	15	12	7	12
	%	16.7%	27.8%	22.2%	13.0%	22.2%
Berea	N	44	66	60	30	43
	%	17.4%	26.1%	23.7%	11.9%	17.0%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

Did you use any Career Development Funding (either through the Office of Career Development or the Office of Internships)?

		Yes	No	Missing
Economics	N	1	0	0
	%	100.0%	0.0%	0.0%
Division Two	N	20	30	4
	%	37.0%	55.6%	7.4%
Berea	N	94	123	36
	%	37.2%	48.6%	14.2%

For what did you receive Career Development funding? (Check all that apply.) **Based on the respondents that indicated that they received funding.**

	Economics		Division Two		Berea	
	N	%	N	%	N	%
Graduate school application	0	0	2	10.0%	21	22.3%
Graduate school travel	0	0.0%	1	5.0%	9	9.6%
Graduate school test fees	0	0.0%	4	20.0%	27	28.7%
Professional clothing	0	0.0%	6	30.0%	37	39.4%
Job interview travel	0	0.0%	2	10.0%	4	4.3%
Professional development travel (excluding Discovery Funds)	0	0.0%	0	0.0%	5	5.3%
Discovery Funds	1	100.0%	3	15.0%	28	29.8%
Internship funding	0	0.0%	11	55.0%	34	36.2%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for ECO majors was 200% (4/2), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Did you participate in an academic internship or an off-campus undergraduate research internship?

		Yes	No	Missing
Economics	N	1	0	0
	%	100.0%	0.0%	0.0%
Division Two	N	23	26	5
	%	42.6%	48.1%	9.3%
Berea	N	89	115	49
	%	35.2%	45.5%	19.4%

The following questions are based only on the respondents who indicated that they completed an internship.

How many internships did you complete?

		1	2	3 or more	Missing
Economics	N	0	1	0	0
	%	0.0%	100.0%	0.0%	0.0%
Division Two	N	19	3	0	1
	%	82.6%	13.0%	0.0%	4.3%
Berea	N	61	19	3	6
	%	68.5%	21.3%	3.4%	6.7%

Did you receive funding from Berea College for any of your internship experiences?

		Yes	No	Missing
Economics	N	1	0	0
	%	100.0%	0.0%	0.0%
Division Two	N	19	3	1
	%	82.6%	13.0%	4.3%
Berea	N	60	24	5
	%	67.4%	27.0%	5.6%

Did any of the internships result in a job offer, either with the organization or by referral to another organization?

		Yes	No	Missing
Economics	N	1	0	0
	%	100.0%	0.0%	0.0%
Division Two	N	5	16	2
	%	21.7%	69.6%	8.7%
Berea	N	21	57	11
	%	23.6%	64.0%	12.4%

The response rate for ECO majors was 200% (4/2), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

The following question is based only on the respondents who indicated that they did NOT complete an internship.

	Economics		Division Two		Berea	
	N	%	N	%	N	%
Took classes during the summer	n/a		14	53.8%	64	55.7%
Had responsibilities at home	n/a		10	38.5%	46	40.0%
Participated in other forms of experiential learning (student teaching, nursing clinicals, etc.).	n/a		4	15.4%	32	27.8%
Did not know about internships	n/a		2	7.7%	13	11.3%
Did not think it was important	n/a		3	11.5%	19	16.5%
Other, please explain	n/a		7	26.9%	56	48.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for ECO majors was 200% (4/2), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Techology Industrial Arts
Graduates (N = 12)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Achievements and Goals:

Indicate your plans for next year (Check all that apply).

		Work full-time	Work part-time	Attend graduate/ professional school	Other, please list
Technology and Industrial Arts	N	10	1	3	0
	%	83.3%	8.3%	25.0%	0.0%
Division Two	N	44	5	7	6
	%	81.5%	9.3%	13.0%	11.1%
Berea	N	168	56	67	29
	%	66.4%	22.1%	26.5%	11.5%
4-Year Private	N	Not available; it is a Berea-Specific item.			
	%				
All Participating Institutions	N	Not available; it is a Berea-Specific item.			
	%				

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

*Highest goal you **now** intend to pursue **in your lifetime**. (In 2013, "What is the highest degree you intend to obtain?")*

		High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Other, please list	Missing
Technology and Industrial Arts	N	Options not given in 2013.					7	1	2	2
	%						58.3%	8.3%	16.7%	16.7%
Division Two	N	Options not given in 2013.					28	6	13	7
	%						51.9%	11.1%	24.1%	13.0%
Berea	N	Options not given in 2013.					126	73	34	20
	%						49.8%	28.9%	13.4%	7.9%
4-Year Private	N	44	47	40	247	2780	8438	4731	Option not available	4055
	%	0.2%	0.2%	0.2%	1.2%	13.6%	41.4%	23.2%		19.9%
All Participating Institutions	N	75	123	152	1026	5689	11595	6074	Option not available	6441
	%	0.2%	0.4%	0.5%	3.3%	18.2%	37.2%	19.5%		20.7%

The response rate for TEC/TAD majors was 80% (12/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Techology Industrial Arts
Graduates (N = 12)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Highest Educational Attainment of Parents or Guardians

Father

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational/ technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Missing
Technology and Industrial Arts	N	2	2	2	0	0	4	1	0	1
	%	16.7%	16.7%	16.7%	0.0%	0.0%	33.3%	8.3%	0.0%	8.3%
Division Two	N	10	16	6	4	1	10	4	1	2
	%	18.5%	29.6%	11.1%	7.4%	1.9%	18.5%	7.4%	1.9%	3.7%
Berea	N	30	74	29	30	9	40	18	10	13
	%	11.9%	29.2%	11.5%	11.9%	3.6%	15.8%	7.1%	4.0%	5.1%
4-Year Private	N	1988	5002	2522	1072	878	3411	1768	808	2933
	%	9.8%	24.5%	12.4%	5.3%	4.3%	16.7%	8.7%	4.0%	14.4%
All Participating Institutions	N	3987	7543	3688	1616	1368	4716	2380	1000	4877
	%	12.8%	24.2%	11.8%	5.2%	4.4%	15.1%	7.6%	3.2%	15.6%

Mother

		Some high school or less	High school diploma or GED certificate	Some college, no degree or certificate	Vocational/technical degree or certificate	Associate degree	Bachelor's degree	Master's degree	Doctorate Professional degree (PhD, MD, EdD, JD)	Missing
Technology and Industrial Arts	N	0	4	3	2	2	1	0	0	0
	%	0.0%	33.3%	25.0%	16.7%	16.7%	8.3%	0.0%	0.0%	0.0%
Division Two	N	7	13	10	4	5	12	1	2	0
	%	13.0%	24.1%	18.5%	7.4%	9.3%	22.2%	1.9%	3.7%	0.0%
Berea	N	18	62	46	24	28	48	18	3	6
	%	7.1%	24.5%	18.2%	9.5%	11.1%	19.0%	7.1%	1.2%	2.4%
4-Year Private	N	1528	4976	2833	1084	1667	3415	1824	277	2778
	%	7.5%	24.4%	13.9%	5.3%	8.2%	16.8%	8.9%	1.4%	13.6%
All Participating Institutions	N	3275	7567	4133	1638	2484	4697	2410	372	4599
	%	10.5%	24.3%	13.3%	5.3%	8.0%	15.1%	7.7%	1.2%	14.8%

The response rate for TEC/TAD majors was 80% (12/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Techology Industrial Arts
Graduates (N = 12)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following Career Development and Internship items were added to the survey this year.

What are your plans after graduation? (Check all that apply).

		Begin work (have already secured a position)	Seek employment	Continue my education	Travel	Other, please explain
Technology and Industrial Arts	N	3	7	5	1	0
	%	25.0%	58.3%	41.7%	8.3%	0.0%
Division Two	N	10	34	11	8	6
	%	18.5%	63.0%	20.4%	14.8%	11.1%
Berea	N	57	135	96	43	24
	%	22.5%	53.4%	37.9%	17.0%	9.5%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The following questions are based only on the respondents who indicated "begin work."

Is your job…?

		Full-Time	Part-Time	Missing
Technology and Industrial Arts	N	3	0	0
	%	100.0%	0.0%	0.0%
Division Two	N	8	2	0
	%	80.0%	20.0%	0.0%
Berea	N	37	19	1
	%	64.9%	33.3%	1.8%

What type of employment?

		Internship (post-grad, non-credit)	Self-Employed	Military Service	Other, please explain	Missing
Technology and Industrial Arts	N	1	0	0	0	2
	%	33.3%	0.0%	0.0%	0.0%	66.7%
Division Two	N	1	0	0	4	5
	%	10.0%	0.0%	0.0%	40.0%	50.0%
Berea	N	8	8	0	21	20
	%	14.0%	14.0%	0.0%	36.8%	35.1%

Which of the following best describes your employer?

		Educational organization	Not-for-profit organization	For-profit organization	Military	Other, please describe	Missing
Technology and Industrial Arts	N	1	0	2	0	0	0
	%	33.3%	0.0%	66.7%	0.0%	0.0%	0.0%
Division Two	N	2	1	6	0	1	0
	%	20.0%	10.0%	60.0%	0.0%	10.0%	0.0%
Berea	N	20	7	25	0	4	1
	%	35.1%	12.3%	43.9%	0.0%	7.0%	1.8%

The response rate for TEC/TAD majors was 80% (12/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Techology Industrial Arts
Graduates (N = 12)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

How did you find your full-time job? (Check all that apply.)

	Technology and Industrial Arts		Division Two		Berea	
	N	%	N	%	N	%
Berea College Career Fair	0	0.0%	0	0.0%	1	1.8%
AIKCU Career Fair (held in Lexington in the Spring)	0	0.0%	1	10.0%	3	5.3%
CareerBridge System	0	0.0%	0	0.0%	0	0.0%
On-Campus Recruiting	0	0.0%	0	0.0%	2	3.5%
Berea Alumni	1	33.3%	1	10.0%	2	3.5%
Faculty/Staff	1	33.3%	2	20.0%	10	17.5%
Family/Friends	0	0.0%	0	0.0%	11	19.3%
Direct Application to Organization	0	0.0%	2	20.0%	11	19.3%
Social Media	0	0.0%	0	0.0%	0	0.0%
Internet Postings	2	66.7%	3	30.0%	12	21.1%
Other, please describe	0	0.0%	2	20.0%	12	21.1%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

How closely related is your job to what you want to do?

		Closely related (3)	Somewhat related (2)	Not at all related (1)	Mean
Technology and Industrial Arts	N	0	1	2	1.33
	%	0.0%	33.3%	66.7%	
Division Two	N	1	3	4	1.63
	%	12.5%	37.5%	50.0%	
Berea	N	11	21	21	1.81
	%	20.8%	39.6%	39.6%	

The following questions are based only on the respondents who indicated "continuing education."

What kind of continuing education will you be doing?

		Post Bacca-laureate Program	Graduate/ Professional School	Certification Program
Technology and Industrial Arts	N	0	3	2
	%	0.0%	60.0%	40.0%
Division Two	N	1	8	3
	%	9.1%	72.7%	27.3%
Berea	N	10	96	17
	%	10.4%	100.0%	17.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for TEC/TAD majors was 80% (12/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Techology Industrial Arts
Graduates (N = 12)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following questions are based only on all respondents.

How many full-time employment offers have you received?

		None	1 - 2	3 - 4	5 or more	Missing
Technology and Industrial Arts	N	6	2	2	1	1
	%	50.0%	16.7%	16.7%	8.3%	8.3%
Division Two	N	27	18	4	1	4
	%	50.0%	33.3%	7.4%	1.9%	7.4%
Berea	N	141	63	8	1	40
	%	55.7%	24.9%	3.2%	0.4%	15.8%

What Career Development services did you use at the Office of Career Development/Center for Transformative Learning (either in Fairchild, Draper, or Bruce/Trades)? (Check all that apply.)

	Technology and Industrial		Division Two		Berea	
	N	%	N	%	N	%
Career counseling	3	25.0%	10	18.5%	31	12.3%
Career assessments	1	8.3%	3	5.6%	11	4.3%
Resume/CV review	7	58.3%	24	44.4%	86	34.0%
Cover letter writing	2	16.7%	9	16.7%	37	14.6%
Job search assistance	1	8.3%	8	14.8%	26	10.3%
Interviewing skills	6	50.0%	18	33.3%	48	19.0%
Career fairs	4	33.3%	16	29.6%	67	26.5%
Technology and Industrial Arts selection	1	8.3%	5	9.3%	17	6.7%
Network strategies	2	16.7%	7	13.0%	15	5.9%
On-campus recruiting (met with recruiters)	1	8.3%	3	5.6%	12	4.7%
Graduate school assistance	1	8.3%	3	5.6%	35	13.8%
Professionalism	3	25.0%	6	11.1%	25	9.9%
Student-Alumni Engagement Programs	1	8.3%	1	1.9%	5	2.0%
Career library	1	8.3%	5	9.3%	13	5.1%
Professional clothes closet	4	33.3%	11	20.4%	39	15.4%
Classroom presentations	4	33.3%	13	24.1%	40	15.8%
Workshops	0	0.0%	7	13.0%	39	15.4%
Other, please describe	0	0.0%	3	5.6%	20	7.9%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for TEC/TAD majors was 80% (12/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Techology Industrial Arts
Graduates (N = 12)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

If Berea were to offer a Career Development course that covered topics such as Choosing a Technology and Industrial Arts, Job Search Skills, Career Assessments, Resume and Cover Letter Writing: would you be interested in

		Yes, if it was a 0.25 credit	Yes, if it was a 0.50 credit	Yes, if it was a 1.00 credit	No	Not sure
Technology and Industrial Arts	N	3	4	6	1	1
	%	25.0%	33.3%	50.0%	8.3%	8.3%
Division Two	N	9	15	12	7	12
	%	16.7%	27.8%	22.2%	13.0%	22.2%
Berea	N	44	66	60	30	43
	%	17.4%	26.1%	23.7%	11.9%	17.0%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

Did you use any Career Development Funding (either through the Office of Career Development or the Office of Internships)?

		Yes	No	Missing
Technology and Industrial Arts	N	2	8	2
	%	16.7%	66.7%	16.7%
Division Two	N	20	30	4
	%	37.0%	55.6%	7.4%
Berea	N	94	123	36
	%	37.2%	48.6%	14.2%

For what did you receive Career Development funding? (Check all that apply.) **Based on the respondents that indicated that they received funding.**

	Technology and Industrial		Division Two		Berea	
	N	%	N	%	N	%
Graduate school application	0	0.0%	2	10.0%	21	22.3%
Graduate school travel	0	0.0%	1	5.0%	9	9.6%
Graduate school test fees	2	100.0%	4	20.0%	27	28.7%
Professional clothing	1	50.0%	6	30.0%	37	39.4%
Job interview travel	1	50.0%	2	10.0%	4	4.3%
Professional development travel (excluding Discovery Funds)	0	0.0%	0	0.0%	5	5.3%
Discovery Funds	0	0.0%	3	15.0%	28	29.8%
Internship funding	0	0.0%	11	55.0%	34	36.2%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for TEC/TAD majors was 80% (12/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Techology Industrial Arts
Graduates (N = 12)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

The following question is based only on the respondents who indicated that they did NOT complete an internship.

	Technology and Industrial		Division Two		Berea	
	N	%	N	%	N	%
Took classes during the summer	6	75.0%	14	53.8%	64	55.7%
Had responsibilities at home	3	37.5%	10	38.5%	46	40.0%
Participated in other forms of experiential learning (student teaching, nursing clinicals, etc.).	0	0.0%	4	15.4%	32	27.8%
Did not know about internships	2	25.0%	2	7.7%	13	11.3%
Did not think it was important	1	12.5%	3	11.5%	19	16.5%
Other, please explain	1	12.5%	7	26.9%	56	48.7%

NOTE: Percentages will not add to 100% because respondents could choose more than one response.

The response rate for TEC/TAD majors was 80% (12/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Techology Industrial Arts
Graduates (N = 12)
Division Two Graduates (N = 54)

College Outcomes Survey
2012-2013 Graduating Seniors ONLY

Administered at
Graduation Rehearsal

Did you participate in an academic internship or an off-campus undergraduate research internship?

		Yes	No	Missing
Technology and Industrial Arts	N	2	8	2
	%	16.7%	66.7%	16.7%
Division Two	N	23	26	5
	%	42.6%	48.1%	9.3%
Berea	N	89	115	49
	%	35.2%	45.5%	19.4%

The following questions are based only on the respondents who indicated that they completed an internship.

How many internships did you complete?

		1	2	3 or more	Missing
Technology and Industrial Arts	N	2	0	0	0
	%	100.0%	0.0%	0.0%	0.0%
Division Two	N	19	3	0	1
	%	82.6%	13.0%	0.0%	4.3%
Berea	N	61	19	3	6
	%	68.5%	21.3%	3.4%	6.7%

Did you receive funding from Berea College for any of your internship experiences?

		Yes	No	Missing
Technology and Industrial Arts	N	0	2	0
	%	0.0%	100.0%	0.0%
Division Two	N	19	3	1
	%	82.6%	13.0%	4.3%
Berea	N	60	24	5
	%	67.4%	27.0%	5.6%

Did any of the internships result in a job offer, either with the organization or by referral to another organization?

		Yes	No	Missing
Technology and Industrial Arts	N	1	1	0
	%	50.0%	50.0%	0.0%
Division Two	N	5	16	2
	%	21.7%	69.6%	8.7%
Berea	N	21	57	11
	%	23.6%	64.0%	12.4%

The response rate for TEC/TAD majors was 80% (12/15), Division Two was 90.0% (54/60) and an overall response rate of 83% (253/305) was achieved for the 2012-13 graduating seniors.

Source: Office of Institutional Research and Assessment.

Complete Structured Results: Divisional, Campus-Wide, Private, and National Comparisons

Mean Trend Data:
All Graduating Seniors
2002-03 through 2011-12

Agriculture and Natural Resources Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at
Graduation Rehearsal

*How much **progress** have you made at this college toward attainment of the following outcome (regardless of its importance to you)?*

	Agriculture and Natural Resources										2012-13			
	2003-04 (N = 11)	2004-05 (N = 19)	2005-06 (N = 6)	2006-07 (N = 8)	2007-08 (N = 7)	2008-09 (N = 7)	2009-10 (N = 8)	2010-11 (N = 9)	2011-12 (N = 5)	2012-13 (N = 14)	Division Two	Berea	4-Year Private	All Participating Institutions
Drawing conclusions after weighing evidence, facts, and ideas.	4.33	3.74	4.20	3.83	4.29	4.14	3.63	4.00	3.80	3.79	3.94	4.11	3.89	3.82
Developing problem-solving skills.	4.33	3.79	4.00	3.86	3.86	4.29	3.50	4.00	3.60	3.79	4.06	4.15	3.90	3.85
Learning to think and reason.	4.33	3.89	4.40	4.14	4.14	4.29	3.25	4.13	3.60	3.93	4.02	4.19	4.00	3.96
Locating, screening, and organizing information.	4.22	3.74	4.40	4.29	3.86	3.86	3.75	4.22	3.00	4.21	3.98	4.07	3.79	3.74
Thinking objectively about beliefs, attitudes, and values.	3.78	4.05	3.80	4.00	4.14	4.00	4.00	4.00	3.40	3.79	3.85	4.17	3.87	3.83
Developing my creativity; generating original ideas and products.	3.75	3.79	4.00	3.57	4.00	4.14	3.25	3.89	3.40	3.36	3.65	3.91	3.72	3.67
Improving my writing skills.	4.11	3.84	3.80	3.86	3.71	4.29	3.00	3.78	3.40	4.14	3.85	4.09	3.75	3.71
Reading with greater speed and better comprehension.	3.56	3.53	3.40	3.29	3.29	3.71	2.75	3.22	3.00	3.29	3.62	3.72	3.48	3.47
Speaking more effectively.	3.78	3.89	4.40	4.14	3.86	4.00	2.75	3.56	3.80	3.79	4.00	4.11	3.77	3.72
Further developing my study skills.	3.78	3.79	3.60	3.43	3.00	3.43	3.13	3.67	3.20	3.07	3.67	3.88	3.66	3.66
Listening to and understanding what others say.	3.89	3.74	4.20	3.71	3.43	4.00	3.38	3.89	3.40	3.57	3.88	4.10	3.87	3.84
Learning to formulate and re-shape my lifetime goals.	3.89	3.89	3.80	3.43	3.43	3.86	3.13	4.22	3.40	3.21	3.73	3.96	3.76	3.73
Developing openness to new ideas and practices.	4.00	3.95	4.20	3.83	3.71	4.00	3.38	4.00	3.20	3.71	3.81	4.13	3.86	3.83
Acquiring knowledge and skills needed for a career.	4.22	3.79	4.40	4.33	4.00	3.86	3.75	4.14	3.60	3.86	3.87	4.02	4.05	4.00
Becoming competent in my major.	4.56	3.84	4.00	4.33	3.86	4.00	3.75	4.25	3.80	3.93	4.08	4.22	4.11	4.01
Appreciating the fine arts, music, literature, and the humanities.	3.67	3.74	3.80	3.14	3.57	3.86	3.25	3.57	2.80	3.07	3.40	3.90	3.42	3.37
Broadening my intellectual interests.	4.11	3.84	4.40	3.57	3.86	4.14	3.25	3.71	2.80	3.50	3.81	4.13	3.74	3.69
Discovering productive and rewarding uses of my talents and leisure time.	4.00	3.37	4.00	3.43	3.71	3.71	3.00	3.14	2.40	3.50	3.54	3.76	3.47	3.42
Learning principles for improving physical and mental health.	3.22	3.58	3.80	3.43	3.71	4.14	3.63	3.25	3.00	2.92	3.58	3.83	3.45	3.44
Developing effective job-seeking skills (e.g. interviewing, resume construction).	3.89	3.47	4.00	3.71	3.43	3.57	3.00	2.88	3.20	3.71	3.77	3.79	3.49	3.43
Learning about career options.	3.67	3.47	3.60	3.83	3.29	3.43	3.25	3.38	2.80	3.43	3.60	3.68	3.53	3.50
Applying scientific knowledge and skills.	4.22	3.74	4.20	3.33	3.57	4.29	3.50	4.00	3.60	3.71	3.67	3.80	3.45	3.44
Learning principles for conserving and improving the global environment.	4.00	3.84	4.40	3.33	3.86	4.43	3.88	4.13	3.40	3.86	3.83	3.86	3.15	3.13
Effectively using technology (e.g. computers, high-tech equipment).	3.44	3.63	4.20	4.00	3.71	3.86	3.13	3.50	3.40	3.36	3.90	3.81	3.72	3.69
Learning about the role of science and technology in society.	4.00	3.47	4.00	3.50	3.43	4.00	3.50	3.75	2.60	3.64	3.87	3.73	3.38	3.37
Understanding and applying math concepts and statistical reasoning.	3.33	3.06	3.80	3.00	3.14	3.29	3.00	3.25	2.60	3.07	3.65	3.53	3.35	3.36

Scale: (5=Very Much, 4=Much, 3=Moderate/Average, 2=Little, 1=None)

The overall response rate for Agriculture and Natural Resources majors is 84.0% (105/125) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

Required courses outside my area of specialization helped me…

	Agriculture and Natural Resources										2012-13			
	2003-04 (N = 11)	2004-05 (N = 19)	2005-06 (N = 6)	2006-07 (N = 8)	2007-08 (N = 7)	2008-09 (N = 7)	2009-10 (N = 8)	2010-11 (N = 9)	2011-12 (N = 5)	2012-13 (N = 14)	Division Two	Berea	4-Year Private	All Participating Institutions
Think about my major in the context of a larger world view.	3.38	4.25	4.00	3.86	3.86	4.00	3.50	4.22	2.60	3.43	3.56	3.80	3.72	3.75
Develop as a "whole person."	4.00	4.40	4.20	3.57	3.71	4.57	2.88	3.67	2.80	3.79	3.80	3.90	3.83	3.84
Appreciate great works of literature, philosophy, and art.	3.63	4.35	3.20	3.57	3.43	4.29	2.88	2.89	2.40	3.36	3.60	3.71	3.53	3.54
Broaden my awareness of diversity among people, their values and cultures.	3.88	4.53	4.20	4.14	3.71	4.43	3.38	3.67	3.20	3.86	3.96	4.05	3.86	3.88
Increase my knowledge of the earth and its physical and biological resources	3.75	4.13	4.00	3.71	3.86	4.43	3.00	3.33	2.75	3.79	3.78	3.76	3.50	3.54
Build a framework to organize my learning within and across areas of study.	4.00	4.19	3.80	3.67	4.00	4.29	2.88	3.67	3.00	3.36	3.71	3.86	3.71	3.73
Become a more independent and self-directed learner.	4.00	4.13	4.00	3.33	3.57	4.50	2.75	3.89	2.80	3.50	3.83	3.97	3.87	3.91

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree,2=Disagree, 1=Strongly Disagree)

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

	Agriculture and Natural Resources										2012-13			
	2003-04 (N = 11)	2004-05 (N = 19)	2005-06 (N = 6)	2006-07 (N = 8)	2007-08 (N = 7)	2008-09 (N = 7)	2009-10 (N = 8)	2010-11 (N = 9)	2011-12 (N = 5)	2012-13 (N = 14)	Division Two	Berea	4-Year Private	All Participating Institutions
This college has helped me meet the goals I came here to achieve	4.44	3.79	4.20	4.33	3.71	4.14	4.00	4.00	3.20	4.21	4.32	4.33	4.15	4.14
If choosing a college again I would choose this one.	4.33	3.84	3.80	4.29	4.14	4.57	4.25	3.78	3.20	4.21	4.02	4.13	3.78	3.82
My experiences here have equipped me to deal with possible career changes.	4.00	3.95	4.20	4.00	3.86	4.14	3.00	4.00	3.60	4.00	4.00	4.14	3.82	3.82
I would recommend this college to others.	4.11	4.00	4.00	4.33	4.14	4.57	3.75	4.22	3.20	4.07	4.15	4.35	4.01	4.05
This college is equally supportive of women and men.	3.89	3.58	4.20	3.83	3.86	4.14	3.88	4.11	2.60	3.71	4.17	4.19	4.14	4.13
My experiences here have helped motivate me to make something of my life.	4.00	3.84	4.00	3.67	3.86	4.29	2.88	3.89	3.60	4.36	4.15	4.28	4.05	4.05
This college is equally supportive of all racial/ethnic groups.	3.67	3.58	4.00	3.83	3.57	4.14	3.38	3.78	2.40	3.86	3.91	3.93	4.04	4.10
I am proud of my accomplishments at this college.	4.33	4.21	4.00	4.67	3.86	4.43	4.25	4.22	4.40	4.29	4.32	4.44	4.31	4.29
This college welcomes and uses feedback from students to improve the college.	3.33	3.74	3.40	3.50	3.57	3.86	2.75	3.78	2.80	3.79	3.64	3.80	3.67	3.75

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree;
Other options: Not applicable to me)

The overall response rate for Agriculture and Natural Resources majors is 84.0% (105/125) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

*The extent of the **college's contribution** (i.e., your college experiences both in and out of class) to your growth (regardless of the extent of your personal growth in a given area).*

	Agriculture and Natural Resources										2012-13			
	2003-04 (N = 11)	2004-05 (N = 19)	2005-06 (N = 6)	2006-07 (N = 8)	2007-08 (N = 7)	2008-09 (N = 7)	2009-10 (N = 8)	2010-11 (N = 9)	2011-12 (N = 5)	2012-13 (N = 14)	Division Two	Berea	4-Year Private	All Participating Institutions
Becoming an effective team or group member.	4.00	3.53	4.20	3.50	3.86	4.14	3.00	3.56	3.40	3.77	4.02	3.94	3.68	3.62
Becoming more willing to consider opposing points of view.	4.22	3.47	4.20	3.57	3.86	3.86	3.25	3.75	3.20	4.08	3.98	4.09	3.65	3.62
Interacting well with people from cultures other than my own.	4.44	3.84	4.20	3.50	3.86	4.43	2.88	4.00	3.40	3.85	4.02	4.24	3.66	3.66
Improving my ability to relate to others.	4.00	3.58	3.80	3.17	3.57	3.86	2.88	3.56	3.60	n/a	n/a	n/a	3.65	3.63
Preparing to cope with changes as they occur (e.g. in career,	3.78	3.42	3.80	3.17	3.57	4.00	3.38	3.44	2.80	3.62	3.81	3.97	3.49	3.48
Developing leadership skills.	4.11	3.37	4.20	3.67	3.71	4.00	3.00	4.00	3.40	3.77	3.90	4.07	3.70	3.64
Actively participating in volunteer work to support worthwhile causes.	3.22	3.21	3.80	2.83	3.71	3.29	2.71	3.67	2.80	3.15	3.49	3.78	3.24	3.19
Learning to be adaptable, tolerant, and willing to negotiate.	3.56	3.32	4.00	3.33	3.86	3.86	2.88	3.89	3.40	n/a	n/a	n/a	3.53	3.50
Seeking and conveying the spirit of truth.	3.56	3.17	3.60	3.00	3.67	4.00	2.38	3.63	2.40	n/a	n/a	n/a	3.41	3.38
Becoming more aware of global and international issues/events.	3.75	3.42	3.60	3.67	4.14	4.60	4.25	3.89	2.80	3.46	3.83	3.88	3.43	3.40
Preparing myself to participate effectively in the electoral process.	4.00	3.06	3.60	3.00	3.43	4.40	2.25	3.00	2.00	n/a	n/a	n/a	3.08	3.08
Becoming more aware of local and national political and social issues.	3.78	3.33	3.80	3.67	3.71	3.86	3.14	3.22	2.20	n/a	n/a	n/a	3.26	3.25
Gaining insight into human nature throught the study of literature, history, & the arts.	4.11	3.28	3.60	3.83	3.57	4.00	2.88	3.44	2.60	2.85	3.48	3.81	3.46	3.43
Recognizing my rights, responsibilities, and privileges as a citizen.	3.56	3.21	3.60	3.00	3.71	3.67	2.63	3.22	2.00	3.38	3.67	3.84	3.33	3.34
Becoming sensitive to moral injustices and ways of avoiding or correcting them.	3.56	3.32	4.00	3.40	3.86	3.67	3.50	3.33	2.40	3.23	3.65	3.96	3.41	3.39
Understanding religious values that differ from my own.	3.78	3.33	4.00	3.83	3.71	3.57	2.75	3.63	2.20	3.31	3.88	3.92	3.36	3.34
Taking responsibility for my own behavior.	3.33	3.22	3.80	3.50	3.57	3.29	2.38	3.38	2.60	n/a	n/a	n/a	3.52	3.52
Learning how to become a more responsible family member.	2.78	2.94	3.60	3.29	3.71	2.80	1.75	2.88	1.75	n/a	n/a	n/a	3.17	3.19
Clarifying my personal values.	3.44	3.39	3.80	3.00	3.29	3.29	2.63	3.00	2.60	n/a	n/a	n/a	3.40	3.37
Developing a sense of purpose, value, and meaning for my life.	3.33	3.21	3.60	3.00	3.57	3.33	2.75	3.44	2.60	3.23	3.77	3.87	3.48	3.46
Learning how to manage finances (personal, family, or business).	3.00	3.37	3.60	2.83	3.43	3.71	2.13	3.13	2.40	3.46	3.50	3.49	3.14	3.12
Dealing fairly with a wide range of people.	3.44	3.68	4.00	3.40	4.00	4.00	3.25	4.00	3.20	n/a	n/a	n/a	3.63	3.61
Developing moral principles to guide my actions and decisions.	2.89	3.18	3.40	3.00	3.71	3.14	2.75	3.56	3.20	n/a	n/a	n/a	3.39	3.37
Acquiring appropriate social skills for use in various situations.	3.56	3.50	4.00	3.57	3.43	3.83	2.75	3.33	3.20	n/a	n/a	n/a	3.59	3.57
Becoming academically competent.	4.00	3.79	4.20	3.50	3.86	4.33	3.38	3.78	3.60	3.92	3.90	4.13	3.90	3.85
Developing productive work relationships with both men and women.	3.78	3.72	4.00	3.67	3.43	3.86	3.00	3.44	3.00	n/a	n/a	n/a	3.62	3.57
Increasing my intellectual curiosity.	4.11	3.68	4.20	3.83	3.57	3.83	2.88	3.89	3.00	n/a	n/a	n/a	3.82	3.78
Setting long-term or "life" goals.	3.67	3.32	3.80	3.57	3.29	3.86	2.38	3.67	2.80	n/a	n/a	n/a	3.62	3.61
Constructively expressing both emotions and ideas.	3.33	3.47	3.40	3.33	3.71	3.86	2.38	3.33	2.20	n/a	n/a	n/a	3.46	3.44
Understanding myself, my talents, and my interests.	3.56	3.58	3.80	3.14	3.57	3.83	2.75	3.33	2.40	n/a	n/a	n/a	3.55	3.52
Developing self-confidence.	3.33	3.63	4.00	3.83	3.71	3.83	2.75	3.67	2.40	3.85	3.85	3.97	3.58	3.57
Becoming more willing to change and learn new things.	3.67	3.72	4.20	3.50	3.57	4.00	3.25	3.78	2.80	3.69	4.00	4.07	3.67	3.66
Developing my religious values.	3.33	2.94	3.60	2.80	3.14	3.57	2.13	2.88	2.20	2.92	3.22	3.50	3.08	3.01
Improving my abilities to stay with projects until they are finished.	3.44	3.42	4.00	3.00	3.57	3.83	2.38	3.78	2.40	n/a	n/a	n/a	3.68	3.65
Becoming a more effective member in a multicultural society.	3.44	3.47	4.00	3.57	3.14	4.00	2.88	3.22	2.60	n/a	n/a	n/a	3.51	3.49
Acquiring a well-rounded General Education.	4.11	3.79	4.20	3.83	3.86	4.14	3.50	4.00	3.00	4.00	3.98	4.18	3.94	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate/Average, 2=Little, 1=None; Other options: Not applicable)

The overall response rate for Agriculture and Natural Resources majors is 84.0% (105/125) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

Indicate your level of satisfaction with each of the following:	Agriculture and Natural Resources										2012-13			
	2003-04 (N = 11)	2004-05 (N = 19)	2005-06 (N = 6)	2006-07 (N = 8)	2007-08 (N = 7)	2008-09 (N = 7)	2009-10 (N = 8)	2010-11 (N = 9)	2011-12 (N = 5)	2012-13 (N = 14)	Division Two	Berea	4-Year Private	All Participating Institutions
Faculty respect for students.	3.44	4.31	3.83	3.67	4.00	3.71	3.50	4.56	3.20	3.71	3.92	4.02	4.10	4.10
Quality of instruction.	4.11	4.76	4.17	4.17	4.00	4.29	3.75	4.22	3.20	3.71	3.90	4.06	4.00	4.01
Availability of faculty for office appointments.	4.22	4.88	3.83	4.17	4.14	3.86	3.88	4.33	3.00	4.07	3.96	4.02	4.03	4.01
Concern for me as an individual.	4.00	4.69	4.17	3.86	4.14	4.00	3.63	4.22	3.60	5.79	4.47	4.16	3.95	3.93
Informal contact with faculty in non-academic settings.	3.78	4.56	4.00	3.83	3.86	4.14	3.38	4.22	2.75	3.92	3.94	3.96	3.87	3.85
Quality of my program of study.	3.89	4.64	3.83	4.67	4.00	4.00	3.50	4.33	3.20	3.21	3.74	4.05	4.10	4.07
Quality of academic advising.	3.33	4.55	3.67	3.83	3.71	4.29	2.88	3.89	4.00	4.14	3.92	4.02	3.85	3.86
My sense of belonging on this campus.	3.44	4.67	3.67	3.67	3.86	4.00	3.38	4.00	3.00	3.57	3.69	3.85	3.82	3.84
Class size.	4.22	4.92	4.33	4.17	4.43	4.57	4.63	4.22	3.60	n/a	n/a	n/a	4.21	4.18
Flexible degree requirements.	3.38	4.57	3.67	3.67	4.00	4.14	3.63	4.57	3.00	3.14	3.63	3.57	3.73	3.77
Services for victims of crime and harassment.	2.60	3.17	3.25	3.33	2.80	3.50	2.83	3.40	2.00	3.13	3.26	3.25	3.51	3.56
Student mental health services.	3.57	3.53	3.20	3.75	3.50	3.25	3.33	3.60	3.00	3.50	3.59	3.52	3.57	3.61
Residence hall services and programs.	3.00	3.59	3.67	3.20	3.14	3.00	3.14	3.13	3.50	3.08	3.19	3.33	3.40	3.49
Veterans services.	3.75	3.05	3.25	3.33	3.33	3.67	2.67	3.60	4.00	n/a	n/a	n/a	3.48	3.52
Language development services for students whose first language is NOT English.	3.50	2.83	3.25	3.33	3.00	3.67	2.67	3.40	n/a	n/a	n/a	n/a	3.52	3.58
Student health/wellness services.	3.33	3.75	3.00	3.60	3.50	3.00	3.25	3.56	2.60	3.14	3.54	3.52	3.60	3.64
Campus AIDS education program.	3.00	2.82	2.80	3.50	3.00	3.60	2.60	3.17	2.67	n/a	n/a	n/a	3.38	3.43
Freedom from harassment on campus.	3.63	3.88	3.00	4.20	3.00	3.67	3.38	4.17	3.00	3.38	3.60	3.62	3.75	3.79
Personal security/safety on campus.	3.75	4.00	3.50	4.00	3.33	3.57	3.38	4.00	2.60	3.64	3.71	3.70	3.77	3.82
College response to nontraditional students (e.g. older, part-time)	3.33	3.61	3.33	4.00	3.67	4.50	3.86	3.71	2.50	3.25	3.51	3.67	3.86	3.91
Rules governing student conduct.	2.67	4.18	3.00	3.00	3.14	3.83	3.25	3.38	2.80	3.00	3.17	3.40	3.67	3.73
College response to students with special needs (e.g. disabled, handicapped).	3.00	3.13	3.17	3.60	3.60	3.50	4.00	4.00	3.50	3.80	3.75	3.66	3.79	3.83
Campus atmosphere of ethnic, political, and religious understanding.	2.89	4.13	3.50	3.80	3.86	4.00	3.13	3.78	3.00	3.46	3.68	3.68	3.75	3.80
College social activities.	3.00	4.19	3.50	3.60	3.57	3.83	3.38	3.44	3.75	3.62	3.65	3.57	3.65	3.70
Opportunities for involvement in campus activities.	4.00	4.38	4.00	3.80	4.00	3.86	3.50	3.78	3.75	3.92	3.84	3.83	3.77	3.79
Recreational and intramural programs.	3.56	4.31	3.67	3.40	3.50	3.57	4.33	3.67	5.00	3.82	3.91	3.82	3.69	3.67
Career planning services.	3.78	4.18	3.50	3.50	3.60	4.20	3.00	3.67	2.40	3.46	3.74	3.66	3.62	3.65
Practical work experiences offered in areas related to my major.	4.56	4.86	4.00	4.33	4.43	4.29	3.63	4.44	3.60	4.14	4.00	3.80	3.58	3.59
Job placement services (e.g. opportunities to link with employers).	3.44	4.18	3.33	3.33	3.83	4.60	3.00	3.43	2.67	3.23	3.36	3.42	3.46	3.49
Personal counseling services (e.g. resolving personal problems).	3.43	3.59	3.40	3.17	4.50	4.25	4.40	4.00	3.33	3.60	3.65	3.66	3.64	3.66
New student orientation services.	3.38	4.33	3.83	3.33	3.57	4.14	3.25	3.63	3.50	3.64	3.70	3.86	3.78	3.81
Financial aid services	3.67	4.31	3.00	2.50	3.43	4.14	3.75	3.56	3.00	3.46	3.61	3.74	3.62	3.70
New student placement in reading//writing, math courses.	3.50	4.44	3.40	3.40	4.20	3.83	3.33	3.63	3.50	n/a	n/a	n/a	3.63	3.68
Student access to computer facilities and services.	3.89	5.00	4.00	4.17	4.43	4.57	4.00	4.11	3.60	3.79	4.02	4.09	3.97	4.01
Developmental, remedial, & tutorial services, including writing labs & math labs.	3.50	4.19	3.67	3.60	4.20	4.50	3.14	3.80	3.00	3.83	3.78	3.92	3.81	3.87
Library/learning resources center services.	3.67	4.86	3.67	3.20	3.86	4.80	3.71	4.22	2.75	3.92	4.00	4.11	3.93	3.99
Transfer of course credits from other colleges to this college.	3.14	3.47	3.60	2.75	3.43	3.60	3.80	3.71	1.00	3.55	3.46	3.44	3.75	3.79
Variety of courses offered.	3.22	4.24	4.00	4.00	4.29	4.17	3.63	4.00	2.40	3.43	3.65	3.78	3.69	3.75
This college in general.	3.78	4.80	4.33	4.17	4.14	4.50	4.00	4.44	3.40	3.79	3.96	4.17	4.04	4.07

Scale: (5=Very Satisfied, 4=Satisfied, 3=Neutral/Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied; Other options: No rating possible, Not applicable, Not able to judge)

The overall response rate for Agriculture and Natural Resources majors is 84.0% (105/125) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Agriculture and Natural Resources Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at
Graduation Rehearsal

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

	Agriculture and Natural Resources										2012-13			
	2003-04 (N = 11)	2004-05 (N = 19)	2005-06 (N = 6)	2006-07 (N = 8)	2007-08 (N = 7)	2008-09 (N = 7)	2009-10 (N = 8)	2010-11 (N = 9)	2011-12 (N = 5)	2012-13 (N = 14)	Division Two	Berea	4-Year Private	All Participating Institutions
Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)	4.11	3.89	4.33	4.00	4.14	4.00	4.00	4.22	3.60	4.29	4.30	4.41	4.11	4.07
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	3.89	3.63	4.33	3.50	3.86	4.00	3.25	3.67	3.40	3.86	4.15	4.21	3.91	3.88
Social growth (understanding others and their views, adapting successfully to a variety of social situations)	3.78	3.74	4.00	4.00	3.86	4.14	3.00	3.44	3.00	4.00	4.00	4.17	3.85	3.83
Preparation for further study	4.11	3.95	4.33	3.67	4.29	3.71	3.75	3.78	3.00	3.64	3.70	4.07	3.94	3.95
Preparation for career	4.00	3.74	4.33	4.00	4.43	3.50	3.13	3.67	3.00	3.71	3.85	3.98	3.96	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate, 2=Little, 1=None)

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

	Agriculture and Natural Resources										2012-13		2006-07
	2003-04 (N = 11)	2004-05 (N = 19)	2005-06 (N = 6)	2006-07 (N = 8)	2007-08 (N = 7)	2008-09 (N = 7)	2009-10 (N = 8)	2010-11 (N = 9)	2011-12 (N = 5)	2012-13 (N = 14)	Division Two	Berea	Berea
Getting a good education	4.00	4.00	4.00	3.80	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.85
Finding a fulfilling career	3.89	3.84	4.00	3.80	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.74
Making a lot of money	2.00	2.53	2.67	2.40	2.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.75
Serving humankind	3.44	3.53	2.83	3.00	3.57	3.83	3.13	3.75	2.80	3.38	3.36	3.58	n/a
Protecting the natural world	3.56	3.58	3.17	2.80	3.71	3.67	3.50	3.88	3.00	3.69	3.34	3.39	n/a
Solving environmental problems	3.33	3.32	3.20	2.60	3.57	3.67	3.38	3.75	3.50	3.31	3.14	3.24	n/a
Developing a strong spiritual self	3.67	3.42	3.60	3.25	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.41
Gaining knowledge and skills necessary to maintain a healthy lifestyle, including physical fitness	3.00	3.37	3.60	3.40	3.57	3.83	3.13	3.75	3.20	3.38	3.42	3.53	n/a
Learning more about the arts	2.33	3.00	2.50	2.20	3.00						n/a	n/a	3.06
Developing a desire for life-long learning	3.44	3.37	3.60	3.00	3.43	3.50	3.63	3.25	3.40	3.23	3.37	3.60	n/a
Striving for racial harmony	3.00	3.22	3.20	2.40	3.14	3.50	2.88	3.38	3.25	3.46	3.35	3.52	n/a
Developing friendships	3.56	3.84	3.80	3.20	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.61
Having a mate	3.22	3.68	3.80	3.80	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.45
Having children	3.00	3.42	3.60	3.60	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Traveling to new places	3.67	3.32	3.20	2.60	3.29	3.50	3.25	3.57	2.75	2.85	3.18	3.46	n/a
Learning more about the Appalachian culture/history	3.11	3.11	3.00	2.80	3.00	3.50	2.50	3.25	2.40	3.15	2.63	2.79	n/a
Learning more about the African and African American culture/history	2.78	2.71	2.50	2.20	2.57	3.00	2.13	2.88	2.40	2.77	2.64	2.87	n/a
Learning more about the women's culture/history	2.75	2.83	2.50	2.20	2.71	3.00	2.13	2.88	2.60	2.69	2.72	2.92	n/a
Being a responsible citizen of the world	3.22	3.61	4.00	3.40	3.43	4.00	2.88	3.63	2.40	3.46	3.38	3.55	n/a
Working for social change	3.11	3.06	3.20	2.60	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Finding work that is challenging and that stimulates personal growth	3.78	3.68	3.60	3.40	3.57	3.83	3.50	3.86	3.60	3.38	3.52	3.64	n/a
Volunteering service to my community	3.33	3.21	3.40	3.00	3.57	3.50	2.63	3.63	2.00	3.23	3.28	3.43	n/a

Scale: (4=Extremely Important, 3=Somewhat Important, 2=Not Very Important, 1=Not at all important:
Other options: I don't know at this time)

The overall response rate for Agriculture and Natural Resources majors is 84.0% (105/125) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Business Administration Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

*How much **progress** have you made at this college toward attainment of the following outcome (regardless of its importance to you)?*

	Business Administration										2012-13			
	2003-04 (N = 36)	2004-05 (N = 26)	2005-06 (N = 22)	2006-07 (N = 28)	2007-08 (N = 31)	2008-09 (N = 15)	2009-10 (N = 13)	2010-11 (N = 17)	2011-12 (N = 28)	2012-13 (N = 17)	Division Two	Berea	4-Year Private	All Participating Institutions
Drawing conclusions after weighing evidence, facts, and ideas.	3.97	4.24	3.89	3.54	3.90	4.07	4.31	3.94	4.18	4.00	3.94	4.11	3.89	3.82
Developing problem-solving skills.	3.94	4.29	4.05	3.73	3.97	4.13	4.38	4.12	4.39	4.13	4.06	4.15	3.90	3.85
Learning to think and reason.	3.85	4.24	4.05	3.96	4.16	4.33	4.15	4.12	4.25	4.06	4.02	4.19	4.00	3.96
Locating, screening, and organizing information.	4.00	4.19	3.85	3.73	3.77	4.27	4.15	3.88	4.11	3.81	3.98	4.07	3.79	3.74
Thinking objectively about beliefs, attitudes, and values.	4.06	4.20	4.00	3.58	3.81	4.20	4.15	4.24	4.18	3.88	3.85	4.17	3.87	3.83
Developing my creativity; generating original ideas and products.	3.91	3.92	3.45	3.23	3.84	3.80	4.00	4.06	3.93	3.75	3.65	3.91	3.72	3.67
Improving my writing skills.	3.62	4.12	3.75	3.62	3.83	4.33	3.92	3.76	4.18	3.63	3.85	4.09	3.75	3.71
Reading with greater speed and better comprehension.	3.32	3.81	3.40	3.15	3.39	4.07	3.54	3.53	3.96	3.50	3.62	3.72	3.48	3.47
Speaking more effectively.	4.32	4.38	3.90	3.80	4.03	4.20	3.85	3.94	4.25	4.00	4.00	4.11	3.77	3.72
Further developing my study skills.	3.47	3.62	3.70	3.24	3.87	3.87	4.23	4.12	4.04	4.13	3.67	3.88	3.66	3.66
Listening to and understanding what others say.	3.91	4.08	4.00	3.50	3.97	4.07	3.77	4.00	4.29	4.06	3.88	4.10	3.87	3.84
Learning to formulate and re-shape my lifetime goals.	3.50	3.92	3.45	3.27	3.90	3.93	3.92	4.35	4.21	3.81	3.73	3.96	3.76	3.73
Developing openness to new ideas and practices.	3.76	4.16	3.80	3.46	4.23	4.00	4.38	4.35	4.25	3.94	3.81	4.13	3.86	3.83
Acquiring knowledge and skills needed for a career.	4.11	4.40	3.76	3.85	3.97	4.20	4.23	4.13	4.32	3.88	3.87	4.02	4.05	4.00
Becoming competent in my major.	4.23	4.24	3.86	3.85	4.10	4.40	4.15	3.94	4.39	4.06	4.08	4.22	4.11	4.01
Appreciating the fine arts, music, literature, and the humanities.	3.69	3.76	3.52	3.58	3.67	3.73	3.85	3.56	3.61	3.38	3.40	3.90	3.42	3.37
Broadening my intellectual interests.	3.63	3.84	3.65	3.69	4.00	3.87	3.92	3.81	4.07	3.94	3.81	4.13	3.74	3.69
Discovering productive and rewarding uses of my talents and leisure time.	3.26	3.54	3.43	3.27	3.58	4.00	3.92	4.00	4.14	3.19	3.54	3.76	3.47	3.42
Learning principles for improving physical and mental health.	3.26	3.58	3.62	3.19	3.58	3.80	3.92	3.75	3.96	3.88	3.58	3.83	3.45	3.44
Developing effective job-seeking skills (e.g. interviewing, resume construction).	3.71	3.76	3.48	3.23	3.87	4.07	3.77	4.25	4.18	4.00	3.77	3.79	3.49	3.43
Learning about career options.	3.60	3.80	3.43	3.08	3.84	3.93	3.77	3.75	4.00	3.69	3.60	3.68	3.53	3.50
Applying scientific knowledge and skills.	3.40	3.25	3.38	3.15	3.61	3.60	3.54	3.63	3.75	3.31	3.67	3.80	3.45	3.44
Learning principles for conserving and improving the global environment.	3.17	3.48	3.57	3.62	3.94	4.07	3.85	3.94	4.00	3.56	3.83	3.86	3.15	3.13
Effectively using technology (e.g. computers, high-tech equipment).	4.11	4.16	4.24	3.85	4.10	4.20	4.38	4.13	4.29	3.94	3.90	3.81	3.72	3.69
Learning about the role of science and technology in society.	3.60	3.36	3.48	3.08	3.61	3.73	3.69	3.75	4.07	3.81	3.87	3.73	3.38	3.37
Understanding and applying math concepts and statistical reasoning.	3.49	3.54	3.29	3.31	3.77	3.71	3.46	3.81	3.93	3.80	3.65	3.53	3.35	3.36

Scale: (5=Very Much, 4=Much, 3=Moderate/Average, 2=Little, 1=None)

The overall response rate for Business Administration majors is 70.6% (252/357) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Business Administration Graduates

College Outcomes Survey to Graduating Seniors
2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

Required courses outside my area of specialization helped me…

	Business Administration										2012-13			
	2003-04 (N = 36)	2004-05 (N = 26)	2005-06 (N = 22)	2006-07 (N = 28)	2007-08 (N = 31)	2008-09 (N = 15)	2009-10 (N = 13)	2010-11 (N = 17)	2011-12 (N = 28)	2012-13 (N = 17)	Division Two	Berea	4-Year Private	All Participating Institutions
Think about my major in the context of a larger world view.	3.00	4.26	3.33	3.31	3.90	3.43	3.83	3.88	3.86	3.50	3.56	3.80	3.72	3.75
Develop as a "whole person."	3.49	4.19	3.43	3.35	3.93	3.79	3.67	3.82	4.11	3.67	3.80	3.90	3.83	3.84
Appreciate great works of literature, philosophy, and art.	3.29	4.12	3.19	3.35	3.90	3.40	3.92	3.24	3.57	3.69	3.60	3.71	3.53	3.54
Broaden my awareness of diversity among people, their values and cultures.	3.71	4.50	3.76	3.73	4.23	4.43	4.00	4.18	4.04	3.88	3.96	4.05	3.86	3.88
Increase my knowledge of the earth and its physical and biological resources	3.37	4.25	3.52	3.42	3.87	3.29	4.00	3.53	3.75	3.67	3.78	3.76	3.50	3.54
Build a framework to organize my learning within and across areas of study.	3.31	4.26	3.67	3.60	3.62	3.50	3.83	3.59	4.15	4.00	3.71	3.86	3.71	3.73
Become a more independent and self-directed learner.	3.40	3.94	3.50	3.48	4.03	3.71	3.83	3.82	4.25	4.13	3.83	3.97	3.87	3.91

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree,2=Disagree, 1=Strongly Disagree)

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

	Business Administration										2012-13			
	2003-04 (N = 36)	2004-05 (N = 26)	2005-06 (N = 22)	2006-07 (N = 28)	2007-08 (N = 31)	2008-09 (N = 15)	2009-10 (N = 13)	2010-11 (N = 17)	2011-12 (N = 28)	2012-13 (N = 17)	Division Two	Berea	4-Year Private	All Participating Institutions
This college has helped me meet the goals I came here to achieve	4.11	4.44	4.10	4.04	4.13	4.31	4.31	4.41	4.26	4.31	4.32	4.33	4.15	4.14
If choosing a college again I would choose this one.	4.03	4.13	4.10	3.61	3.90	4.07	4.00	4.35	4.07	4.06	4.02	4.13	3.78	3.82
My experiences here have equipped me to deal with possible career changes.	3.77	4.04	3.67	3.79	3.97	4.29	4.15	4.29	4.07	4.07	4.00	4.14	3.82	3.82
I would recommend this college to others.	4.09	4.25	4.05	3.89	4.43	4.50	4.31	4.35	4.07	4.25	4.15	4.35	4.01	4.05
This college is equally supportive of women and men.	3.97	4.40	4.10	3.68	4.30	4.43	4.23	4.53	4.11	4.50	4.17	4.19	4.14	4.13
My experiences here have helped motivate me to make something of my life.	4.00	4.16	4.19	3.71	4.30	4.21	4.15	4.12	4.37	4.06	4.15	4.28	4.05	4.05
This college is equally supportive of all racial/ethnic groups.	3.60	4.16	3.86	3.21	4.14	3.93	4.38	4.35	4.00	3.81	3.91	3.93	4.04	4.10
I am proud of my accomplishments at this college.	4.51	4.44	4.14	4.07	4.30	4.50	4.46	4.71	4.63	4.31	4.32	4.44	4.31	4.29
This college welcomes and uses feedback from students to improve the college.	3.60	3.80	3.85	3.33	3.67	4.00	4.08	4.06	4.00	3.81	3.64	3.80	3.67	3.75

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree;
Other options: Not applicable to me)

The overall response rate for Business Administration majors is 70.6% (252/357) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Business Administration Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at
Graduation Rehearsal

*The extent of the **college's contribution** (i.e., your college experiences both in and out of class) to your growth (regardless of the extent of your personal growth in a given area).*

	Business Administration										2012-13			
	2003-04 (N = 36)	2004-05 (N = 26)	2005-06 (N = 22)	2006-07 (N = 28)	2007-08 (N = 31)	2008-09 (N = 15)	2009-10 (N = 13)	2010-11 (N = 17)	2011-12 (N = 28)	2012-13 (N = 17)	Division Two	Berea	4-Year Private	All Participating Institutions
Becoming an effective team or group member.	3.94	4.54	4.19	3.85	4.16	4.13	4.00	3.94	4.21	4.13	4.02	3.94	3.68	3.62
Becoming more willing to consider opposing points of view.	3.66	4.35	4.10	3.63	4.10	4.00	4.23	3.76	4.00	3.94	3.98	4.09	3.65	3.62
Interacting well with people from cultures other than my own.	4.00	4.24	4.29	3.81	4.19	4.33	4.38	4.18	4.39	3.94	4.02	4.24	3.66	3.66
Improving my ability to relate to others.	3.71	4.00	3.81	3.56	3.74	4.00	4.00	3.76	4.14		n/a	n/a	3.65	3.63
Preparing to cope with changes as they occur (e.g. in career,	3.17	3.65	3.62	3.12	3.67	3.93	4.25	3.71	3.89	3.69	3.81	3.97	3.49	3.48
Developing leadership skills.	3.83	4.27	3.95	3.59	3.87	4.07	3.85	4.00	4.18	4.00	3.90	4.07	3.70	3.64
Actively participating in volunteer work to support worthwhile causes.	3.44	3.65	3.24	3.19	3.53	4.07	3.54	3.63	3.81	3.56	3.49	3.78	3.24	3.19
Learning to be adaptable, tolerant, and willing to negotiate.	3.62	3.96	3.67	3.41	4.00	4.13	3.92	3.76	4.18	n/a	n/a	n/a	3.53	3.50
Seeking and conveying the spirit of truth.	3.21	3.70	3.48	3.16	3.40	3.71	4.00	3.35	3.77	n/a	n/a	n/a	3.41	3.38
Becoming more aware of global and international issues/events.	3.48	3.92	3.86	3.77	4.00	4.13	4.00	3.82	3.93	3.88	3.83	3.88	3.43	3.40
Preparing myself to participate effectively in the electoral process.	2.94	3.38	3.38	2.92	3.23	3.64	3.36	3.00	3.42	n/a	n/a	n/a	3.08	3.08
Becoming more aware of local and national political and social issues.	3.18	3.61	3.52	3.04	3.48	3.67	3.62	3.41	3.59	n/a	n/a	n/a	3.26	3.25
Gaining insight into human nature throught the study of literature, history, & the arts.	3.39	3.74	3.29	3.50	3.87	3.73	3.58	3.12	3.96	3.63	3.48	3.81	3.46	3.43
Recognizing my rights, responsibilities, and privileges as a citizen.	3.00	3.68	3.35	3.31	3.69	3.71	3.46	3.12	3.78	3.56	3.67	3.84	3.33	3.34
Becoming sensitive to moral injustices and ways of avoiding or correcting them.	3.44	3.71	3.60	3.56	3.87	3.93	4.00	3.47	3.89	3.56	3.65	3.96	3.41	3.39
Understanding religious values that differ from my own.	3.88	3.75	3.81	3.41	3.97	4.40	4.08	3.76	4.21	3.94	3.88	3.92	3.36	3.34
Taking responsibility for my own behavior.	3.50	3.85	3.60	3.12	3.87	3.87	4.08	3.82	3.89	n/a	n/a	n/a	3.52	3.52
Learning how to become a more responsible family member.	2.88	3.38	3.25	2.92	3.32	3.21	3.50	3.29	3.52	n/a	n/a	n/a	3.17	3.19
Clarifying my personal values.	3.06	3.67	3.70	3.35	3.87	3.50	3.62	3.29	3.29	n/a	n/a	n/a	3.40	3.37
Developing a sense of purpose, value, and meaning for my life.	3.23	3.71	3.57	3.15	4.00	3.60	3.69	3.94	3.29	4.06	3.77	3.87	3.48	3.46
Learning how to manage finances (personal, family, or business).	3.00	3.68	3.35	3.52	4.00	4.27	3.62	4.18	3.79	3.69	3.50	3.49	3.14	3.12
Dealing fairly with a wide range of people.	3.82	4.29	3.71	3.50	4.10	4.07	4.00	4.06	4.14	n/a	n/a	n/a	3.63	3.61
Developing moral principles to guide my actions and decisions.	3.34	3.68	3.57	3.27	3.74	3.53	3.69	3.65	3.50	n/a	n/a	n/a	3.39	3.37
Acquiring appropriate social skills for use in various situations.	3.60	3.76	3.71	3.54	3.58	4.13	3.92	3.71	3.93	n/a	n/a	n/a	3.59	3.57
Becoming academically competent.	3.94	4.20	3.90	3.63	3.94	4.33	4.00	4.12	4.25	3.94	3.90	4.13	3.90	3.85
Developing productive work relationships with both men and women.	3.71	4.21	3.71	3.56	3.81	4.13	4.00	4.00	4.21	n/a	n/a	n/a	3.62	3.57
Increasing my intellectual curiosity.	3.56	3.88	3.86	3.42	3.94	4.20	4.15	3.94	4.18	n/a	n/a	n/a	3.82	3.78
Setting long-term or "life" goals.	3.31	3.96	3.52	3.04	3.73	3.53	3.77	4.00	3.61	n/a	n/a	n/a	3.62	3.61
Constructively expressing both emotions and ideas.	3.39	3.96	3.52	3.19	3.45	3.73	3.58	3.59	3.75	n/a	n/a	n/a	3.46	3.44
Understanding myself, my talents, and my interests.	3.53	3.92	3.43	3.12	3.90	3.80	3.75	3.76	3.79	n/a	n/a	n/a	3.55	3.52
Developing self-confidence.	3.65	4.08	3.60	3.46	3.80	4.00	3.92	3.94	3.86	3.94	3.85	3.97	3.58	3.57
Becoming more willing to change and learn new things.	3.56	4.20	3.75	3.38	3.97	3.93	4.27	4.12	3.93	3.94	4.00	4.07	3.67	3.66
Developing my religious values.	3.20	3.29	3.14	2.92	3.52	3.31	3.27	3.35	3.19	3.56	3.22	3.50	3.08	3.01
Improving my abilities to stay with projects until they are finished.	3.63	3.96	3.86	3.67	3.71	4.00	4.00	4.00	4.25	n/a	n/a	n/a	3.68	3.65
Becoming a more effective member in a multicultural society.	3.76	4.09	3.76	3.73	4.06	4.07	3.92	3.76	3.96	n/a	n/a	n/a	3.51	3.49
Acquiring a well-rounded General Education.	4.09	4.29	4.10	3.67	4.29	4.13	4.00	4.18	4.43	3.88	3.98	4.18	3.94	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate/Average, 2=Little, 1=None; Other options: Not applicable)

The overall response rate for Business Administration majors is 70.6% (252/357) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Business Administration Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

Indicate your level of satisfaction with each of the following:	Business Administration										2012-13			
	2003-04 (N = 36)	2004-05 (N = 26)	2005-06 (N = 22)	2006-07 (N = 28)	2007-08 (N = 31)	2008-09 (N = 15)	2009-10 (N = 13)	2010-11 (N = 17)	2011-12 (N = 28)	2012-13 (N = 17)	Division Two	Berea	4-Year Private	All Participating Institutions
Faculty respect for students.	4.06	4.61	3.76	3.68	4.17	4.43	4.38	4.18	4.14	4.13	3.92	4.02	4.10	4.10
Quality of instruction.	3.81	4.56	3.76	3.68	4.10	4.21	4.15	4.24	3.96	4.00	3.90	4.06	4.00	4.01
Availability of faculty for office appointments.	4.08	4.64	3.86	3.96	4.30	4.57	4.54	4.35	4.37	4.06	3.96	4.02	4.03	4.01
Concern for me as an individual.	3.92	4.50	3.81	3.64	4.13	4.29	4.15	4.06	4.18	4.06	4.47	4.16	3.95	3.93
Informal contact with faculty in non-academic settings.	3.81	4.67	3.52	3.63	3.93	4.15	4.15	4.24	4.07	4.00	3.94	3.96	3.87	3.85
Quality of my program of study.	3.89	4.60	3.67	3.46	3.87	4.21	4.08	4.35	4.29	4.06	3.74	4.05	4.10	4.07
Quality of academic advising.	3.86	4.53	3.70	3.57	3.97	3.86	4.38	4.06	4.18	4.19	3.92	4.02	3.85	3.86
My sense of belonging on this campus.	3.94	4.47	3.52	3.46	4.03	4.14	3.92	4.18	3.96	4.06	3.69	3.85	3.82	3.84
Class size.	4.53	4.62	4.24	4.32	4.23	4.36	4.46	4.41	4.61	n/a	n/a	n/a	4.21	4.18
Flexible degree requirements.	3.86	4.41	3.29	3.41	3.93	3.79	3.92	4.00	3.86	4.00	3.63	3.57	3.73	3.77
Services for victims of crime and harassment.	3.40	3.17	2.76	3.41	3.53	3.56	3.82	3.67	3.67	3.67	3.26	3.25	3.51	3.56
Student mental health services.	3.71	3.24	3.06	3.74	3.56	3.56	3.92	4.15	3.70	3.79	3.59	3.52	3.57	3.61
Residence hall services and programs.	3.42	3.82	3.22	3.52	3.57	3.46	3.31	3.69	3.81	3.60	3.19	3.33	3.40	3.49
Veterans services.	3.50	2.71	3.00	3.38	3.71	3.83	3.70	3.75	3.93	n/a	n/a	n/a	3.48	3.52
Language development services for students whose first language is NOT English.	3.59	2.91	3.00	3.60	3.93	3.71	3.73	3.50	3.94	n/a	n/a	n/a	3.52	3.58
Student health/wellness services.	3.54	4.10	3.20	3.41	3.26	3.64	3.69	3.71	3.81	4.00	3.54	3.52	3.60	3.64
Campus AIDS education program.	3.21	3.18	2.75	3.17	3.30	3.64	3.77	3.45	4.00			n/a	3.38	3.43
Freedom from harassment on campus.	3.69	3.95	3.06	4.00	3.38	4.00	3.85	3.43	3.85	3.67	3.60	3.62	3.75	3.79
Personal security/safety on campus.	3.71	4.40	3.30	3.81	3.38	3.93	3.92	3.59	4.07	3.94	3.71	3.70	3.77	3.82
College response to nontraditional students (e.g. older, part-time)	3.66	3.88	3.29	3.90	3.78	3.75	3.91	3.85	4.05	3.83	3.51	3.67	3.86	3.91
Rules governing student conduct.	3.06	4.35	3.19	3.08	3.34	3.50	3.62	3.82	3.74	3.29	3.17	3.40	3.67	3.73
College response to students with special needs (e.g. disabled, handicapped).	3.53	3.57	3.58	3.80	3.74	3.60	3.83	3.92	3.81	3.73	3.75	3.66	3.79	3.83
Campus atmosphere of ethnic, political, and religious understanding.	3.74	4.60	3.50	3.73	4.03	4.17	4.08	3.82	3.79	3.88	3.68	3.68	3.75	3.80
College social activities.	3.56	4.10	3.42	3.38	3.75	3.64	3.77	3.80	3.96	3.73	3.65	3.57	3.65	3.70
Opportunities for involvement in campus activities.	3.97	4.38	3.84	3.70	3.76	4.00	4.08	4.06	4.18	3.94	3.84	3.83	3.77	3.79
Recreational and intramural programs.	4.09	4.00	3.74	3.80	3.75	3.64	3.85	3.86	4.15	4.00	3.91	3.82	3.69	3.67
Career planning services.	3.23	4.25	3.43	2.89	3.52	3.21	3.54	3.47	4.04	3.94	3.74	3.66	3.62	3.65
Practical work experiences offered in areas related to my major.	3.53	4.00	3.67	3.41	3.67	3.69	4.15	4.12	4.15	4.13	4.00	3.80	3.58	3.59
Job placement services (e.g. opportunities to link with employers).	2.97	3.84	3.35	2.67	3.19	3.00	3.15	3.59	3.58	3.47	3.36	3.42	3.46	3.49
Personal counseling services (e.g. resolving personal problems).	3.59	3.47	3.63	3.70	3.54	3.50	3.85	3.79	3.90	3.57	3.65	3.66	3.64	3.66
New student orientation services.	3.94	4.41	3.80	4.12	3.77	3.85	4.08	4.00	4.18	3.88	3.70	3.86	3.78	3.81
Financial aid services	3.69	4.17	3.40	3.82	3.48	3.92	4.08	3.94	3.70	3.87	3.61	3.74	3.62	3.70
New student placement in reading//writing, math courses.	3.67	3.88	3.43	3.93	3.50	3.67	3.92	4.06	3.81	n/a	n/a	n/a	3.63	3.68
Student access to computer facilities and services.	4.44	4.78	4.10	4.50	4.38	4.00	4.08	4.41	4.36	4.19	4.02	4.09	3.97	4.01
Developmental, remedial, & tutorial services, including writing labs & math labs.	4.03	4.27	3.79	4.13	3.96	3.92	4.46	4.06	4.19	3.54	3.78	3.92	3.81	3.87
Library/learning resources center services.	4.06	4.72	4.10	4.11	4.20	4.00	3.92	4.47	4.25	3.93	4.00	4.11	3.93	3.99
Transfer of course credits from other colleges to this college.	3.18	3.33	2.94	3.50	3.65	3.44	3.75	4.00	3.60	3.62	3.46	3.44	3.75	3.79
Variety of courses offered.	3.43	4.24	3.48	3.46	3.73	3.86	3.31	4.00	3.79	3.75	3.65	3.78	3.69	3.75
This college in general.	4.03	4.75	4.10	3.89	4.17	4.07	4.31	4.41	4.18	4.00	3.96	4.17	4.04	4.07

Scale: (5=Very Satisfied, 4=Satisfied, 3=Neutral/Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied; Other options: No rating possible, Not applicable, Not able to judge)

The overall response rate for Business Administration majors is 70.6% (252/357) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Business Administration Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at
Graduation Rehearsal

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

	Business Administration										2012-13			
	2003-04 (N = 36)	2004-05 (N = 26)	2005-06 (N = 22)	2006-07 (N = 28)	2007-08 (N = 31)	2008-09 (N = 15)	2009-10 (N = 13)	2010-11 (N = 17)	2011-12 (N = 28)	2012-13 (N = 17)	Division Two	Berea	4-Year Private	All Participating Institutions
Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)	4.00	4.38	4.10	3.89	4.23	4.50	4.46	4.41	4.43	4.19	4.30	4.41	4.11	4.07
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	3.77	4.12	4.00	3.68	4.03	4.21	4.31	4.29	4.14	4.13	4.15	4.21	3.91	3.88
Social growth (understanding others and their views, adapting successfully to a variety of social situations)	3.97	3.96	3.71	3.79	4.13	4.36	4.15	4.29	4.25	3.94	4.00	4.17	3.85	3.83
Preparation for further study	3.86	4.12	3.90	3.71	4.10	4.14	4.46	4.24	4.21	3.75	3.70	4.07	3.94	3.95
Preparation for career	3.66	4.04	3.76	3.71	3.94	4.21	4.62	4.35	4.07	3.88	3.85	3.98	3.96	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate, 2=Little, 1=None)

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

	Business Administration										2012-13		2006-07
	2003-04 (N = 36)	2004-05 (N = 26)	2005-06 (N = 22)	2006-07 (N = 28)	2007-08 (N = 31)	2008-09 (N = 15)	2009-10 (N = 13)	2010-11 (N = 17)	2011-12 (N = 28)	2012-13 (N = 17)	Division Two	Berea	Berea
Getting a good education	3.91	3.87	3.80	3.81	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.85
Finding a fulfilling career	3.91	3.74	3.85	3.73	3.67	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.74
Making a lot of money	2.94	3.17	3.40	2.96	2.67	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.75
Serving humankind	2.94	3.19	3.35	3.35	3.26	3.27	3.31	3.57	3.55	3.25	3.36	3.58	n/a
Protecting the natural world	2.56	2.96	3.15	3.04	3.30	3.36	3.67	2.93	3.24	3.06	3.34	3.39	n/a
Solving environmental problems	2.56	2.77	3.20	2.77	3.26	3.36	3.42	3.07	3.23	2.81	3.14	3.24	n/a
Developing a strong spiritual self	3.52	3.50	3.53	3.28	2.67	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.41
Gaining knowledge and skills necessary to maintain a healthy lifestyle, including physical fitness	3.38	3.32	3.55	3.31	3.50	3.18	3.62	3.33	3.39	3.63	3.42	3.53	n/a
Learning more about the arts	2.65	2.68	2.75	2.58	3.33						n/a	n/a	3.06
Developing a desire for life-long learning	3.24	2.96	3.25	2.92	3.44	3.20	3.46	3.27	3.45	3.44	3.37	3.60	n/a
Striving for racial harmony	3.03	3.05	3.26	3.00	3.38	3.45	3.38	3.20	3.35	3.31	3.35	3.52	n/a
Developing friendships	3.56	3.41	3.45	3.48	3.33	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.61
Having a mate	3.53	3.36	3.65	3.28	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.45
Having children	3.34	2.95	3.32	3.08	3.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Traveling to new places	3.41	3.22	3.30	3.44	3.48	3.45	3.62	3.20	3.42	3.38	3.18	3.46	n/a
Learning more about the Appalachian culture/history	2.35	2.23	2.60	2.56	2.67	2.64	2.54	2.80	2.87	2.44	2.63	2.79	n/a
Learning more about the African and African American culture/history	2.71	2.86	2.80	2.52	2.78	2.91	2.85	2.60	2.71	2.44	2.64	2.87	n/a
Learning more about the women's culture/history	2.56	2.74	2.85	2.48	2.65	2.82	2.69	2.73	2.83	2.56	2.72	2.92	n/a
Being a responsible citizen of the world	3.21	3.35	3.50	3.33	3.37	3.45	3.54	3.40	3.39	3.50	3.38	3.55	n/a
Working for social change	2.97	2.86	3.00	3.20	3.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Finding work that is challenging and that stimulates personal growth	3.62	3.36	3.65	3.52	3.56	3.45	3.77	3.47	3.48	3.50	3.52	3.64	n/a
Volunteering service to my community	3.18	3.26	3.45	3.16	3.26	3.09	3.23	3.20	3.50	3.44	3.28	3.43	n/a

Scale: (4=Extremely Important, 3=Somewhat Important, 2=Not Very Important, 1=Not at all important:
Other options: I don't know at this time)

The overall response rate for Business Administration majors is 70.6% (252/357) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Computer and Information Science Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

*How much **progress** have you made at this college toward attainment of the following outcome (regardless of its importance to you)?*

	Computer & Information Science										2012-13			
	2003-04 (N = 0)	2004-05 (N = 2)	2005-06 (N = 2)	2006-07 (N = 2)	2007-08 (N = 3)	2008-09 (N = 2)	2009-10 (N = 7)	2010-11 (N = 6)	2011-12 (N = 4)	2012-13 (N = 7)	Division Two	Berea	4-Year Private	All Participating Institutions
Drawing conclusions after weighing evidence, facts, and ideas.	n/a	4.00	4.50	4.00	4.00	4.00	3.71	4.50	4.25	3.43	3.94	4.11	3.89	3.82
Developing problem-solving skills.	n/a	4.00	4.50	4.50	4.00	4.00	3.71	3.83	5.00	4.14	4.06	4.15	3.90	3.85
Learning to think and reason.	n/a	4.00	4.50	4.50	4.00	3.00	3.86	4.33	4.50	3.86	4.02	4.19	4.00	3.96
Locating, screening, and organizing information.	n/a	3.00	4.50	4.50	3.50	2.50	3.57	4.00	4.50	3.86	3.98	4.07	3.79	3.74
Thinking objectively about beliefs, attitudes, and values.	n/a	4.00	5.00	4.50	4.00	2.50	3.57	4.17	4.75	3.71	3.85	4.17	3.87	3.83
Developing my creativity; generating original ideas and products.	n/a	4.00	3.50	3.50	4.00	3.00	3.57	4.00	4.50	3.43	3.65	3.91	3.72	3.67
Improving my writing skills.	n/a	3.00	4.00	3.50	4.00	3.50	3.57	3.83	4.25	3.57	3.85	4.09	3.75	3.71
Reading with greater speed and better comprehension.	n/a	3.00	3.50	3.50	4.00	4.00	2.43	3.33	3.75	3.43	3.62	3.72	3.48	3.47
Speaking more effectively.	n/a	3.50	3.00	4.00	4.00	4.50	3.29	4.00	4.75	4.00	4.00	4.11	3.77	3.72
Further developing my study skills.	n/a	2.50	3.50	3.50	3.00	4.00	2.57	3.83	3.75	3.43	3.67	3.88	3.66	3.66
Listening to and understanding what others say.	n/a	3.50	5.00	3.50	4.00	4.00	3.43	4.00	4.00	3.71	3.88	4.10	3.87	3.84
Learning to formulate and re-shape my lifetime goals.	n/a	4.50	3.50	3.50	4.00	3.00	2.57	4.00	3.50	3.57	3.73	3.96	3.76	3.73
Developing openness to new ideas and practices.	n/a	4.50	3.50	4.50	4.50	2.50	3.57	4.17	4.25	3.71	3.81	4.13	3.86	3.83
Acquiring knowledge and skills needed for a career.	n/a	4.00	3.50	4.50	4.00	2.50	3.14	4.33	4.00	4.00	3.87	4.02	4.05	4.00
Becoming competent in my major.	n/a	4.50	4.50	4.50	3.50	3.00	3.57	4.17	4.50	4.29	4.08	4.22	4.11	4.01
Appreciating the fine arts, music, literature, and the humanities.	n/a	5.00	3.50	3.50	4.50	3.50	3.14	3.33	3.25	3.43	3.40	3.90	3.42	3.37
Broadening my intellectual interests.	n/a	5.00	3.50	4.50	4.50	3.50	3.71	3.67	4.00	3.57	3.81	4.13	3.74	3.69
Discovering productive and rewarding uses of my talents and leisure time.	n/a	3.50	3.00	4.00	4.00	4.00	2.86	3.33	3.00	3.86	3.54	3.76	3.47	3.42
Learning principles for improving physical and mental health.	n/a	4.00	3.50	3.50	3.50	4.00	2.71	4.00	3.00	3.71	3.58	3.83	3.45	3.44
Developing effective job-seeking skills (e.g. interviewing, resume construction).	n/a	3.50	3.50	4.50	3.50	3.50	2.71	3.50	4.50	3.71	3.77	3.79	3.49	3.43
Learning about career options.	n/a	3.50	3.00	4.50	3.00	3.00	2.43	3.33	4.25	3.71	3.60	3.68	3.53	3.50
Applying scientific knowledge and skills.	n/a	3.50	4.00	4.00	3.50	3.00	3.29	3.67	3.75	3.57	3.67	3.80	3.45	3.44
Learning principles for conserving and improving the global environment.	n/a	4.00	2.00	3.50	4.00	3.00	3.43	3.33	3.75	3.57	3.83	3.86	3.15	3.13
Effectively using technology (e.g. computers, high-tech equipment).	n/a	5.00	5.00	4.50	4.50	3.50	4.14	4.17	4.50	4.00	3.90	3.81	3.72	3.69
Learning about the role of science and technology in society.	n/a	3.00	4.50	3.50	4.00	4.00	3.57	4.00	4.00	3.86	3.87	3.73	3.38	3.37
Understanding and applying math concepts and statistical reasoning.	n/a	5.00	5.00	3.50	4.00	4.00	3.71	3.67	4.50	4.00	3.65	3.53	3.35	3.36

Scale: (5=Very Much, 4=Much, 3=Moderate/Average, 2=Little, 1=None)

The overall response rate for Computer and Information Science majors is 77.8% (35/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Computer and Information Science Graduates

College Outcomes Survey to Graduating Seniors
2003-04 through 2012-13 Trend Data

Administered at
Graduation Rehearsal

Required courses outside my area of specialization helped me…

	Computer & Information Science										2012-13			
	2003-04 (N = 0)	2004-05 (N = 2)	2005-06 (N = 2)	2006-07 (N = 2)	2007-08 (N = 3)	2008-09 (N = 2)	2009-10 (N = 7)	2010-11 (N = 6)	2011-12 (N = 4)	2012-13 (N = 7)	Division Two	Berea	4-Year Private	All Participating Institutions
Think about my major in the context of a larger world view.	n/a	4.50	2.50	3.00	3.33	4.00	3.43	3.83	3.50	3.00	3.56	3.80	3.72	3.75
Develop as a "whole person."	n/a	5.00	4.00	3.00	3.00	4.00	3.43	3.67	3.25	3.57	3.80	3.90	3.83	3.84
Appreciate great works of literature, philosophy, and art.	n/a	5.00	4.00	3.00	3.67	4.00	3.43	3.50	3.50	3.43	3.60	3.71	3.53	3.54
Broaden my awareness of diversity among people, their values and cultures.	n/a	5.00	4.00	3.00	3.33	4.00	3.50	3.67	3.50	3.71	3.96	4.05	3.86	3.88
Increase my knowledge of the earth and its physical and biological resources	n/a	4.50	2.00	3.00	3.00	4.00	3.57	3.67	3.75	3.57	3.78	3.76	3.50	3.54
Build a framework to organize my learning within and across areas of study.	n/a	5.00	1.00	3.00	3.00	4.00	3.57	3.67	4.25	3.57	3.71	3.86	3.71	3.73
Become a more independent and self-directed learner.	n/a	5.00	1.50	3.50	3.33	4.00	3.17	3.67	3.75	3.57	3.83	3.97	3.87	3.91

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree,2=Disagree, 1=Strongly Disagree)

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

	Computer & Information Science										2012-13			
	2003-04 (N = 0)	2004-05 (N = 2)	2005-06 (N = 2)	2006-07 (N = 2)	2007-08 (N = 3)	2008-09 (N = 2)	2009-10 (N = 7)	2010-11 (N = 6)	2011-12 (N = 4)	2012-13 (N = 7)	Division Two	Berea	4-Year Private	All Participating Institutions
This college has helped me meet the goals I came here to achieve	n/a	4.50	4.50	4.00	3.67	4.00	4.14	3.83	4.25	4.57	4.32	4.33	4.15	4.14
If choosing a college again I would choose this one.	n/a	5.00	4.50	4.00	3.67	4.50	4.14	4.17	4.00	3.57	4.02	4.13	3.78	3.82
My experiences here have equipped me to deal with possible career changes.	n/a	4.50	3.00	4.00	4.00	4.50	4.00	3.83	4.50	3.86	4.00	4.14	3.82	3.82
I would recommend this college to others.	n/a	5.00	4.50	4.00	3.67	4.00	4.43	4.17	4.00	4.14	4.15	4.35	4.01	4.05
This college is equally supportive of women and men.	n/a	4.50	3.50	4.00	3.67	4.50	3.71	3.50	3.75	3.71	4.17	4.19	4.14	4.13
My experiences here have helped motivate me to make something of my life.	n/a	5.00	1.00	4.50	4.33	4.00	3.71	3.83	4.00	4.00	4.15	4.28	4.05	4.05
This college is equally supportive of all racial/ethnic groups.	n/a	4.50	3.50	4.00	3.67	4.50	3.71	3.67	3.25	4.14	3.91	3.93	4.04	4.10
I am proud of my accomplishments at this college.	n/a	5.00	4.50	4.50	4.67	4.50	4.29	4.33	4.00	4.29	4.32	4.44	4.31	4.29
This college welcomes and uses feedback from students to improve the college.	n/a	4.50	3.00	4.00	3.67	4.00	3.14	4.17	3.50	3.57	3.64	3.80	3.67	3.75

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree;
Other options: Not applicable to me)

The overall response rate for Computer and Information Science majors is 77.8% (35/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Computer and Information Science Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

*The extent of the **college's contribution** (i.e., your college experiences both in and out of class) to your growth (regardless of the extent of your personal growth in a given area).*

	Computer & Information Science										2012-13			
	2003-04 (N = 0)	2004-05 (N = 2)	2005-06 (N = 2)	2006-07 (N = 2)	2007-08 (N = 3)	2008-09 (N = 2)	2009-10 (N = 7)	2010-11 (N = 6)	2011-12 (N = 4)	2012-13 (N = 7)	Division Two	Berea	4-Year Private	All Participating Institutions
Becoming an effective team or group member.	n/a	3.50	3.50	4.50	3.00	4.50	3.14	3.83	4.25	4.14	4.02	3.94	3.68	3.62
Becoming more willing to consider opposing points of view.	n/a	4.00	3.00	4.50	3.00	4.00	3.00	4.17	3.50	3.71	3.98	4.09	3.65	3.62
Interacting well with people from cultures other than my own.	n/a	4.50	3.00	4.50	3.00	5.00	2.86	3.50	3.50	4.00	4.02	4.24	3.66	3.66
Improving my ability to relate to others.	n/a	3.50	3.50	4.50	2.50	4.00	3.00	3.67	3.25		n/a	n/a	3.65	3.63
Preparing to cope with changes as they occur (e.g. in career,	n/a	3.00	1.50	4.50	3.00	3.50	2.29	3.50	3.75	4.00	3.81	3.97	3.49	3.48
Developing leadership skills.	n/a	4.00	4.00	4.50	2.50	3.00	2.86	3.83	4.00	4.14	3.90	4.07	3.70	3.64
Actively participating in volunteer work to support worthwhile causes.	n/a	4.00	3.00	3.50	1.00	3.00	1.86	4.33	3.00	3.14	3.49	3.78	3.24	3.19
Learning to be adaptable, tolerant, and willing to negotiate.	n/a	4.00	4.50	4.50	2.00	3.50	3.00	3.80	5.00	n/a	n/a	n/a	3.53	3.50
Seeking and conveying the spirit of truth.	n/a	4.00	3.00	3.50	3.00	2.50	3.00	3.50	3.67	n/a	n/a	n/a	3.41	3.38
Becoming more aware of global and international issues/events.	n/a	4.00	2.00	3.50	4.50	2.50	2.83	3.80	3.25	3.86	3.83	3.88	3.43	3.40
Preparing myself to participate effectively in the electoral process.	n/a	3.00	1.00	3.50	3.00	2.50	3.00	4.00	4.00	n/a	n/a	n/a	3.08	3.08
Becoming more aware of local and national political and social issues.	n/a	3.50	1.50	3.50	3.50	2.50	3.60	3.60	2.75	n/a	n/a	n/a	3.26	3.25
Gaining insight into human nature throught the study of literature, history, & the arts.	n/a	4.50	4.50	3.50	4.50	2.00	3.00	3.60	3.25	3.71	3.48	3.81	3.46	3.43
Recognizing my rights, responsibilities, and privileges as a citizen.	n/a	3.00	2.50	3.50	3.00	2.50	2.67	3.67	3.25	4.00	3.67	3.84	3.33	3.34
Becoming sensitive to moral injustices and ways of avoiding or correcting them.	n/a	4.50	1.00	3.50	3.50	3.00	2.57	3.67	3.00	3.57	3.65	3.96	3.41	3.39
Understanding religious values that differ from my own.	n/a	4.50	3.00	4.00	3.50	2.50	3.29	3.67	3.50	3.57	3.88	3.92	3.36	3.34
Taking responsibility for my own behavior.	n/a	2.50	3.00	4.00	3.00	3.00	2.57	3.67	3.00	n/a	n/a	n/a	3.52	3.52
Learning how to become a more responsible family member.	n/a	1.00	2.00	4.00	3.00	2.50	2.20	3.50	3.67	n/a	n/a	n/a	3.17	3.19
Clarifying my personal values.	n/a	4.00	3.00	3.50	2.50	4.00	2.50	3.83	3.75	n/a	n/a	n/a	3.40	3.37
Developing a sense of purpose, value, and meaning for my life.	n/a	4.00	1.50	4.00	3.50	4.00	2.50	3.50	3.50	4.00	3.77	3.87	3.48	3.46
Learning how to manage finances (personal, family, or business).	n/a	1.50	2.00	3.50	4.00	3.00	2.29	3.80	3.00	3.29	3.50	3.49	3.14	3.12
Dealing fairly with a wide range of people.	n/a	4.00	3.50	4.00	3.50	3.00	2.86	3.83	3.50	n/a	n/a	n/a	3.63	3.61
Developing moral principles to guide my actions and decisions.	n/a	3.00	1.50	3.50	4.00	3.00	2.14	3.83	3.00	n/a	n/a	n/a	3.39	3.37
Acquiring appropriate social skills for use in various situations.	n/a	2.50	3.00	4.00	3.00	4.00	2.83	3.67	3.75	n/a	n/a	n/a	3.59	3.57
Becoming academically competent.	n/a	4.50	4.00	3.50	3.00	2.00	3.43	4.17	4.25	3.71	3.90	4.13	3.90	3.85
Developing productive work relationships with both men and women.	n/a	4.00	3.50	4.00	2.50	3.00	2.83	3.50	4.25	n/a	n/a	n/a	3.62	3.57
Increasing my intellectual curiosity.	n/a	4.50	4.00	4.00	4.00	4.00	3.00	3.83	4.00	n/a	n/a	n/a	3.82	3.78
Setting long-term or "life" goals.	n/a	3.00	2.50	3.50	3.00	3.00	2.17	4.00	3.67	n/a	n/a	n/a	3.62	3.61
Constructively expressing both emotions and ideas.	n/a	3.50	2.50	3.50	3.00	5.00	2.20	3.83	3.25	n/a	n/a	n/a	3.46	3.44
Understanding myself, my talents, and my interests.	n/a	4.00	3.50	3.50	2.50	4.00	3.00	4.00	3.75	n/a	n/a	n/a	3.55	3.52
Developing self-confidence.	n/a	4.00	1.00	4.00	2.50	4.00	3.00	3.67	3.50	3.71	3.85	3.97	3.58	3.57
Becoming more willing to change and learn new things.	n/a	3.50	1.50	3.50	3.50	5.00	3.00	3.67	3.50	4.00	4.00	4.07	3.67	3.66
Developing my religious values.	n/a	3.00	3.50	3.50	3.00	3.00	2.20	3.40	3.00	2.00	3.22	3.50	3.08	3.01
Improving my abilities to stay with projects until they are finished.	n/a	3.00	4.50	4.00	2.50	4.00	2.86	3.83	3.25	n/a	n/a	n/a	3.68	3.65
Becoming a more effective member in a multicultural society.	n/a	4.00	3.50	3.50	2.50	5.00	2.14	3.67	3.33	n/a	n/a	n/a	3.51	3.49
Acquiring a well-rounded General Education.	n/a	5.00	4.50	3.50	3.00	4.00	3.71	4.20	3.50	3.86	3.98	4.18	3.94	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate/Average, 2=Little, 1=None; Other options: Not applicable)

The overall response rate for Computer and Information Science majors is 77.8% (35/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Computer and Information Science Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

Indicate your level of satisfaction with each of the following:	Computer & Information Science										2012-13			
	2003-04 (N = 0)	2004-05 (N = 2)	2005-06 (N = 2)	2006-07 (N = 2)	2007-08 (N = 3)	2008-09 (N = 2)	2009-10 (N = 7)	2010-11 (N = 6)	2011-12 (N = 4)	2012-13 (N = 7)	Division Two	Berea	4-Year Private	All Participating Institutions
Faculty respect for students.	n/a	5.00	5.00	4.00	4.00	4.00	4.14	4.33	3.75	4.29	3.92	4.02	4.10	4.10
Quality of instruction.	n/a	5.00	4.50	4.00	3.67	4.00	4.14	3.83	4.25	4.14	3.90	4.06	4.00	4.01
Availability of faculty for office appointments.	n/a	5.00	5.00	4.00	3.67	4.00	4.43	4.00	4.00	3.71	3.96	4.02	4.03	4.01
Concern for me as an individual.	n/a	n/a	5.00	3.50	4.00	4.00	3.71	4.17	3.75	4.00	4.47	4.16	3.95	3.93
Informal contact with faculty in non-academic settings.	n/a	n/a	3.50	3.50	4.00	4.00	4.29	4.00	4.25	3.86	3.94	3.96	3.87	3.85
Quality of my program of study.	n/a	5.00	4.00	3.00	4.33	4.00	3.86	3.67	4.00	4.00	3.74	4.05	4.10	4.07
Quality of academic advising.	n/a	4.00	5.00	3.00	4.67	4.00	3.86	4.33	4.25	3.86	3.92	4.02	3.85	3.86
My sense of belonging on this campus.	n/a	4.50	4.50	3.00	4.00	4.00	4.14	4.17	3.75	3.71	3.69	3.85	3.82	3.84
Class size.	n/a	5.00	5.00	4.00	4.00	4.00	4.43	4.40	4.25	n/a	n/a	n/a	4.21	4.18
Flexible degree requirements.	n/a	5.00	4.50	4.00	4.67	4.00	3.71	3.67	3.50	3.86	3.63	3.57	3.73	3.77
Services for victims of crime and harassment.	n/a	1.00	4.00	4.00	3.50	4.00	2.00	3.25	3.50	3.20	3.26	3.25	3.51	3.56
Student mental health services.	n/a	1.00	n/a	4.00	3.50	4.00	2.40	3.40	4.00	3.50	3.59	3.52	3.57	3.61
Residence hall services and programs.	n/a	4.50	4.00	4.00	3.00	4.00	2.71	3.50	3.67	2.71	3.19	3.33	3.40	3.49
Veterans services.	n/a	1.00	n/a	3.50	3.00	4.00	3.00	4.00	4.00	n/a	n/a	n/a	3.48	3.52
Language development services for students whose first language is NOT English.	n/a	1.00	4.00	4.00	3.50	4.00	3.00	4.00	4.00	n/a	n/a	n/a	3.52	3.58
Student health/wellness services.	n/a	3.50	3.50	3.50	3.67	4.00	3.00	4.20	3.25	3.29	3.54	3.52	3.60	3.64
Campus AIDS education program.	n/a	2.00	n/a	3.00	3.00	4.00	3.00	3.75	4.00	n/a	n/a	n/a	3.38	3.43
Freedom from harassment on campus.	n/a	5.00	4.00	3.50	3.00	4.00	2.50	3.40	3.50	3.60	3.60	3.62	3.75	3.79
Personal security/safety on campus.	n/a	5.00	3.50	4.00	3.67	1.00	3.00	3.83	2.50	4.00	3.71	3.70	3.77	3.82
College response to nontraditional students (e.g. older, part-time)	n/a	1.00	5.00	4.00	3.33	4.00	2.67	4.00	4.50	3.50	3.51	3.67	3.86	3.91
Rules governing student conduct.	n/a	3.00	4.00	3.00	2.67	4.00	2.71	3.60	4.00	2.83	3.17	3.40	3.67	3.73
College response to students with special needs (e.g. disabled, handicapped).	n/a	3.00	5.00	4.00	3.67	4.00	3.00	4.25	4.50	3.60	3.75	3.66	3.79	3.83
Campus atmosphere of ethnic, political, and religious understanding.	n/a	5.00	3.00	3.00	4.00	4.00	3.86	3.80	3.25	3.14	3.68	3.68	3.75	3.80
College social activities.	n/a	5.00	4.50	3.00	3.00	4.00	3.29	3.60	2.67	3.43	3.65	3.57	3.65	3.70
Opportunities for involvement in campus activities.	n/a	5.00	4.00	3.50	3.67	4.00	3.57	4.25	3.50	3.43	3.84	3.83	3.77	3.79
Recreational and intramural programs.	n/a	3.00	4.00	4.00	3.33	4.00	3.40	4.33	4.00	3.60	3.91	3.82	3.69	3.67
Career planning services.	n/a	3.00	5.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00	3.74	3.66	3.62	3.65
Practical work experiences offered in areas related to my major.	n/a	n/a	4.00	4.00	4.00	4.00	4.00	4.25	3.67	4.00	4.00	3.80	3.58	3.59
Job placement services (e.g. opportunities to link with employers).	n/a	5.00	4.00	2.50	4.00	4.00	2.60	4.50	4.00	3.33	3.36	3.42	3.46	3.49
Personal counseling services (e.g. resolving personal problems).	n/a	3.00	4.00	4.00	3.50	4.00	2.60	4.25	4.00	4.17	3.65	3.66	3.64	3.66
New student orientation services.	n/a	5.00	5.00	4.00	4.00	4.00	3.43	3.80	3.67	3.43	3.70	3.86	3.78	3.81
Financial aid services	n/a	4.00	5.00	3.00	3.33	4.00	3.14	4.20	3.50	3.43	3.61	3.74	3.62	3.70
New student placement in reading//writing, math courses.	n/a	5.00	4.50	3.50	4.00	4.00	3.71	4.00	4.67	n/a	n/a	n/a	3.63	3.68
Student access to computer facilities and services.	n/a		5.00	5.00	4.00	4.00	4.43	4.00	4.00	4.14	4.02	4.09	3.97	4.01
Developmental, remedial, & tutorial services, including writing labs & math labs.	n/a	5.00	5.00	4.00	4.33	4.00	4.17	4.25	4.33	4.00	3.78	3.92	3.81	3.87
Library/learning resources center services.	n/a	5.00	5.00	4.00	4.00	4.00	4.14	4.00	4.00	3.83	4.00	4.11	3.93	3.99
Transfer of course credits from other colleges to this college.	n/a	3.00	5.00	4.00	4.00	4.00	3.33	4.33	3.25	3.57	3.46	3.44	3.75	3.79
Variety of courses offered.	n/a	5.00	4.50	3.00	4.50	4.00	3.43	3.80	4.00	3.86	3.65	3.78	3.69	3.75
This college in general.	n/a	5.00	5.00	4.00	4.00	4.00	4.00	4.20	4.25	4.29	3.96	4.17	4.04	4.07

Scale: (5=Very Satisfied, 4=Satisfied, 3=Neutral/Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied; Other options: No rating possible, Not applicable, Not able to judge)

The overall response rate for Computer and Information Science majors is 77.8% (35/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Computer and Information Science Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

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

	Computer & Information Science										2012-13			
	2003-04 (N = 0)	2004-05 (N = 2)	2005-06 (N = 2)	2006-07 (N = 2)	2007-08 (N = 3)	2008-09 (N = 2)	2009-10 (N = 7)	2010-11 (N = 6)	2011-12 (N = 4)	2012-13 (N = 7)	Division Two	Berea	4-Year Private	All Participating Institutions
Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)	n/a	4.00	4.50	4.00	4.67	4.50	4.00	4.00	4.00	4.14	4.30	4.41	4.11	4.07
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	n/a	4.00	4.00	4.00	3.67	4.50	3.71	4.00	3.33	4.00	4.15	4.21	3.91	3.88
Social growth (understanding others and their views, adapting successfully to a variety of social situations)	n/a	4.00	3.50	4.50	4.00	4.50	3.29	4.33	3.00	3.71	4.00	4.17	3.85	3.83
Preparation for further study	n/a	4.00	4.50	4.00	4.67	4.50	3.29	3.50	4.00	3.57	3.70	4.07	3.94	3.95
Preparation for career	n/a	4.00	3.50	3.50	4.00	4.50	3.86	4.17	3.67	3.86	3.85	3.98	3.96	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate, 2=Little, 1=None)

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

	Computer & Information Science										2012-13		2006-07
	2003-04 (N = 0)	2004-05 (N = 2)	2005-06 (N = 2)	2006-07 (N = 2)	2007-08 (N = 3)	2008-09 (N = 2)	2009-10 (N = 7)	2010-11 (N = 6)	2011-12 (N = 4)	2012-13 (N = 7)	Division Two	Berea	Berea
Getting a good education	n/a	4.00	4.00	4.00	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.85
Finding a fulfilling career	n/a	4.00	4.00	4.00	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.74
Making a lot of money	n/a	2.00	3.00	4.00	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.75
Serving humankind	n/a	3.50	3.00	3.50	3.00	4.00	3.29	3.00	3.00	3.14	3.36	3.58	n/a
Protecting the natural world	n/a	2.50	3.00	3.00	3.33	4.00	3.14	3.20	3.25	3.00	3.34	3.39	n/a
Solving environmental problems	n/a	2.50	3.00	3.00	3.00	4.00	3.14	3.20	2.75	3.00	3.14	3.24	n/a
Developing a strong spiritual self	n/a	3.50	4.00	3.50	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.41
Gaining knowledge and skills necessary to maintain a healthy lifestyle, including physical fitness	n/a	3.50	4.00	3.50	3.33	4.00	3.43	3.40	2.75	3.29	3.42	3.53	n/a
Learning more about the arts	n/a	4.00	1.00	3.00	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.06
Developing a desire for life-long learning	n/a	3.50	4.00	3.50	3.67	4.00	3.71	3.40	3.50	3.29	3.37	3.60	n/a
Striving for racial harmony	n/a	3.50	2.00	2.50	3.33	4.00	3.33	3.20	2.75	3.17	3.35	3.52	n/a
Developing friendships	n/a	4.00	4.00	3.50	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.61
Having a mate	n/a	4.00	4.00	3.50	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.45
Having children	n/a	4.00	3.00	3.50	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Traveling to new places	n/a	4.00	4.00	4.00	4.00	4.00	3.29	2.80	3.50	3.29	3.18	3.46	n/a
Learning more about the Appalachian culture/history	n/a	2.00	2.00	3.50	3.33	4.00	2.33	2.60	2.75	2.14	2.63	2.79	n/a
Learning more about the African and African American culture/history	n/a	2.00	2.00	2.50	3.00	4.00	2.17	2.60	2.25	2.14	2.64	2.87	n/a
Learning more about the women's culture/history	n/a	3.00	2.00	2.50	3.00	4.00	2.40	2.60	2.50	2.57	2.72	2.92	n/a
Being a responsible citizen of the world	n/a	4.00	3.00	3.50	3.33	4.00	3.14	3.20	3.00	3.29	3.38	3.55	n/a
Working for social change	n/a	3.00	2.00	2.50	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Finding work that is challenging and that stimulates personal growth	n/a	4.00	4.00	4.00	3.67	4.00	3.71	3.40	2.75	3.71	3.52	3.64	n/a
Volunteering service to my community	n/a	3.00	3.00	2.50	2.67	4.00	3.00	2.80	3.00	3.14	3.28	3.43	n/a

Scale: (4=Extremely Important, 3=Somewhat Important, 2=Not Very Important, 1=Not at all important:
Other options: I don't know at this time)

The overall response rate for Computer and Information Science majors is 77.8% (35/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Economics Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at
Graduation Rehearsal

*How much **progress** have you made at this college toward attainment of the following outcome (regardless of its importance to you)?*

	Economics										2012-13			
	2003-04 (N = 0)	2004-05 (N = 3)	2005-06 (N = 4)	2006-07 (N = 5)	2007-08 (N = 5)	2008-09 (N = 2)	2009-10 (N = 4)	2010-11 (N = 0)	2011-12 (N = 2)	2012-13 (N = 4)	Division Two	Berea	4-Year Private	All Participating Institutions
Drawing conclusions after weighing evidence, facts, and ideas.	n/a	4.33	4.00	4.50	4.00	4.50	3.25	n/a	5.00	4.00	3.94	4.11	3.89	3.82
Developing problem-solving skills.	n/a	4.67	4.00	4.50	4.00	5.00	3.75	n/a	5.00	4.00	4.06	4.15	3.90	3.85
Learning to think and reason.	n/a	4.33	4.25	4.25	4.20	4.00	4.00	n/a	5.00	4.00	4.02	4.19	4.00	3.96
Locating, screening, and organizing information.	n/a	4.67	3.75	4.00	4.20	4.50	4.00	n/a	5.00	4.00	3.98	4.07	3.79	3.74
Thinking objectively about beliefs, attitudes, and values.	n/a	4.67	4.50	4.25	4.60	4.50	4.50	n/a	5.00	4.00	3.85	4.17	3.87	3.83
Developing my creativity; generating original ideas and products.	n/a	4.00	4.00	4.25	4.00	4.50	3.75	n/a	5.00	4.00	3.65	3.91	3.72	3.67
Improving my writing skills.	n/a	4.33	4.00	4.50	4.20	5.00	4.75	n/a	4.50	4.00	3.85	4.09	3.75	3.71
Reading with greater speed and better comprehension.	n/a	4.00	3.75	3.50	3.60	5.00	3.75	n/a	5.00	4.00	3.62	3.72	3.48	3.47
Speaking more effectively.	n/a	4.67	4.25	3.50	4.20	5.00	4.00	n/a	5.00	4.00	4.00	4.11	3.77	3.72
Further developing my study skills.	n/a	4.67	3.75	3.25	3.40	4.50	3.50	n/a	5.00	4.00	3.67	3.88	3.66	3.66
Listening to and understanding what others say.	n/a	4.67	4.00	3.50	4.00	5.00	4.00	n/a	5.00	4.00	3.88	4.10	3.87	3.84
Learning to formulate and re-shape my lifetime goals.	n/a	4.33	4.25	3.75	4.20	4.50	3.25	n/a	5.00	4.00	3.73	3.96	3.76	3.73
Developing openness to new ideas and practices.	n/a	4.67	4.50	4.00	4.20	4.50	4.00	n/a	5.00	4.00	3.81	4.13	3.86	3.83
Acquiring knowledge and skills needed for a career.	n/a	4.67	3.75	3.75	3.60	4.50	3.75	n/a	5.00	4.00	3.87	4.02	4.05	4.00
Becoming competent in my major.	n/a	4.67	3.50	3.50	3.80	4.00	3.75	n/a	5.00	4.00	4.08	4.22	4.11	4.01
Appreciating the fine arts, music, literature, and the humanities.	n/a	4.33	3.50	4.25	3.60	4.50	3.00	n/a	5.00	4.00	3.40	3.90	3.42	3.37
Broadening my intellectual interests.	n/a	4.67	4.00	3.75	3.60	5.00	4.00	n/a	5.00	4.00	3.81	4.13	3.74	3.69
Discovering productive and rewarding uses of my talents and leisure time.	n/a	3.67	3.75	3.75	3.80	4.50	3.50	n/a	5.00	4.00	3.54	3.76	3.47	3.42
Learning principles for improving physical and mental health.	n/a	4.00	3.75	3.50	3.80	5.00	3.00	n/a	5.00	4.00	3.58	3.83	3.45	3.44
Developing effective job-seeking skills (e.g. interviewing, resume construction).	n/a	4.33	4.25	2.75	3.80	3.00	3.75	n/a	5.00	4.00	3.77	3.79	3.49	3.43
Learning about career options.	n/a	4.33	4.25	3.00	3.40	3.00	3.75	n/a	5.00	4.00	3.60	3.68	3.53	3.50
Applying scientific knowledge and skills.	n/a	4.00	3.75	3.00	4.00	4.50	3.50	n/a	5.00	4.00	3.67	3.80	3.45	3.44
Learning principles for conserving and improving the global environment.	n/a	4.00	4.25	3.00	3.80	4.50	3.50	n/a	5.00	4.00	3.83	3.86	3.15	3.13
Effectively using technology (e.g. computers, high-tech equipment).	n/a	4.33	4.50	3.00	4.40	5.00	3.75	n/a	5.00	4.00	3.90	3.81	3.72	3.69
Learning about the role of science and technology in society.	n/a	4.33	4.00	3.25	3.80	5.00	3.75	n/a	5.00	4.00	3.87	3.73	3.38	3.37
Understanding and applying math concepts and statistical reasoning.	n/a	4.00	4.00	4.00	4.60	4.50	4.25	n/a	5.00	4.00	3.65	3.53	3.35	3.36

Scale: (5=Very Much, 4=Much, 3=Moderate/Average, 2=Little, 1=None)

The overall response rate for Economics majors is 68.9% (31/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

College Outcomes Survey to Graduating Seniors
2003-04 through 2012-13 Trend Data

Required courses outside my area of specialization helped me…

	Economics										2012-13			
	2003-04 (N = 0)	2004-05 (N = 3)	2005-06 (N = 4)	2006-07 (N = 5)	2007-08 (N = 5)	2008-09 (N = 2)	2009-10 (N = 4)	2010-11 (N = 0)	2011-12 (N = 2)	2012-13 (N = 4)	Division Two	Berea	4-Year Private	All Participating Institutions
Think about my major in the context of a larger world view.	n/a	4.50	3.75	4.50	4.40	5.00	4.25	n/a	5.00	4.00	3.56	3.80	3.72	3.75
Develop as a "whole person."	n/a	4.00	3.50	3.75	4.20	5.00	4.25	n/a	5.00	4.00	3.80	3.90	3.83	3.84
Appreciate great works of literature, philosophy, and art.	n/a	5.00	3.75	3.75	4.40	4.50	3.50	n/a	5.00	4.00	3.60	3.71	3.53	3.54
Broaden my awareness of diversity among people, their values and cultures.	n/a	5.00	3.50	4.25	4.40	4.50	4.00	n/a	5.00	4.00	3.96	4.05	3.86	3.88
Increase my knowledge of the earth and its physical and biological resources	n/a	4.50	4.00	3.25	4.20	4.50	3.50	n/a	5.00	4.00	3.78	3.76	3.50	3.54
Build a framework to organize my learning within and across areas of study.	n/a	4.50	3.75	3.75	4.20	5.00	3.75	n/a	5.00	4.00	3.71	3.86	3.71	3.73
Become a more independent and self-directed learner.	n/a	4.00	3.75	3.25	4.40	5.00	4.50	n/a	5.00	4.00	3.83	3.97	3.87	3.91

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree,2=Disagree, 1=Strongly Disagree)

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

	Economics										2012-13			
	2003-04 (N = 0)	2004-05 (N = 3)	2005-06 (N = 4)	2006-07 (N = 5)	2007-08 (N = 5)	2008-09 (N = 2)	2009-10 (N = 4)	2010-11 (N = 0)	2011-12 (N = 2)	2012-13 (N = 4)	Division Two	Berea	4-Year Private	All Participating Institutions
This college has helped me meet the goals I came here to achieve	n/a	5.00	4.00	4.00	4.40	4.50	4.25	n/a	5.00	5.00	4.32	4.33	4.15	4.14
If choosing a college again I would choose this one.	n/a	4.67	3.75	3.25	4.00	4.00	3.67	n/a	5.00	5.00	4.02	4.13	3.78	3.82
My experiences here have equipped me to deal with possible career changes.	n/a	4.00	4.00	4.00	4.00	4.50	3.50	n/a	5.00	4.00	4.00	4.14	3.82	3.82
I would recommend this college to others.	n/a	5.00	4.00	4.00	4.40	4.00	3.75	n/a	5.00	4.00	4.15	4.35	4.01	4.05
This college is equally supportive of women and men.	n/a	4.33	4.00	4.75	4.40	5.00	3.75	n/a	5.00	5.00	4.17	4.19	4.14	4.13
My experiences here have helped motivate me to make something of my life.	n/a	4.33	3.75	4.00	4.40	5.00	4.25	n/a	5.00	5.00	4.15	4.28	4.05	4.05
This college is equally supportive of all racial/ethnic groups.	n/a	5.00	3.75	4.00	4.40	5.00	4.00	n/a	5.00	5.00	3.91	3.93	4.04	4.10
I am proud of my accomplishments at this college.	n/a	5.00	3.25	4.00	4.40	4.00	4.25	n/a	5.00	5.00	4.32	4.44	4.31	4.29
This college welcomes and uses feedback from students to improve the college.	n/a	4.33	3.75	3.75	3.80	4.00	3.75	n/a	5.00	5.00	3.64	3.80	3.67	3.75

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree;
Other options: Not applicable to me)

The overall response rate for Economics majors is 68.9% (31/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Economics Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

*The extent of the **college's contribution** (i.e., your college experiences both in and out of class) to your growth (regardless of the extent of your personal growth in a given area).*

	Economics										2012-13			
	2003-04 (N = 0)	2004-05 (N = 3)	2005-06 (N = 4)	2006-07 (N = 5)	2007-08 (N = 5)	2008-09 (N = 2)	2009-10 (N = 4)	2010-11 (N = 0)	2011-12 (N = 2)	2012-13 (N = 4)	Division Two	Berea	4-Year Private	All Participating Institutions
Becoming an effective team or group member.	n/a	4.67	3.75	4.40	4.00	3.50	3.25	n/a	5.00	4.00	4.02	3.94	3.68	3.62
Becoming more willing to consider opposing points of view.	n/a	4.33	3.25	4.00	4.50	3.50	3.50	n/a	5.00	4.00	3.98	4.09	3.65	3.62
Interacting well with people from cultures other than my own.	n/a	4.67	3.75	4.50	4.75	5.00	4.00	n/a	5.00	4.00	4.02	4.24	3.66	3.66
Improving my ability to relate to others.	n/a	4.00	3.25	3.75	4.75	5.00	4.00	n/a	5.00	n/a	n/a	n/a	3.65	3.63
Preparing to cope with changes as they occur (e.g. in career,	n/a	3.67	3.25	3.75	4.50	4.50	3.25	n/a	5.00	4.00	3.81	3.97	3.49	3.48
Developing leadership skills.	n/a	4.67	3.25	3.25	4.00	4.00	3.75	n/a	5.00	4.00	3.90	4.07	3.70	3.64
Actively participating in volunteer work to support worthwhile causes.	n/a	4.33	3.75	2.50	3.75	4.50	3.75	n/a	5.00	4.00	3.49	3.78	3.24	3.19
Learning to be adaptable, tolerant, and willing to negotiate.	n/a	4.33	3.75	3.50	4.50	5.00	3.50	n/a	5.00	n/a	n/a	n/a	3.53	3.50
Seeking and conveying the spirit of truth.	n/a	4.33	3.50	4.33	4.25	4.00	3.50	n/a	5.00	n/a	n/a	n/a	3.41	3.38
Becoming more aware of global and international issues/events.	n/a	4.33	2.50	4.00	4.00	5.00	3.50	n/a	5.00	4.00	3.83	3.88	3.43	3.40
Preparing myself to participate effectively in the electoral process.	n/a	3.67	2.75	3.33	3.00	3.50	3.00	n/a	5.00	n/a	n/a	n/a	3.08	3.08
Becoming more aware of local and national political and social issues.	n/a	4.33	3.00	3.00	3.25	4.00	3.25	n/a	5.00	n/a	n/a	n/a	3.26	3.25
Gaining insight into human nature throught the study of literature, history, & the arts.	n/a	4.67	3.50	4.00	3.75	5.00	3.50	n/a	5.00	4.00	3.48	3.81	3.46	3.43
Recognizing my rights, responsibilities, and privileges as a citizen.	n/a	5.00	3.25	3.75	4.00	3.50	2.75	n/a	5.00	4.00	3.67	3.84	3.33	3.34
Becoming sensitive to moral injustices and ways of avoiding or correcting them.	n/a	5.00	3.75	4.00	4.25	5.00	3.75	n/a	5.00	4.00	3.65	3.96	3.41	3.39
Understanding religious values that differ from my own.	n/a	4.33	3.75	3.75	4.75	5.00	3.75	n/a	5.00	4.00	3.88	3.92	3.36	3.34
Taking responsibility for my own behavior.	n/a	4.33	3.50	3.50	4.75	5.00	3.75	n/a	5.00	n/a	n/a	n/a	3.52	3.52
Learning how to become a more responsible family member.	n/a	4.33	3.25	3.33	4.25	5.00	3.50	n/a	5.00	n/a	n/a	n/a	3.17	3.19
Clarifying my personal values.	n/a	4.33	3.25	4.25	3.75	4.00	2.75	n/a	5.00	n/a	n/a	n/a	3.40	3.37
Developing a sense of purpose, value, and meaning for my life.	n/a	4.33	3.25	3.60	3.25	4.00	2.75	n/a	5.00	4.00	3.77	3.87	3.48	3.46
Learning how to manage finances (personal, family, or business).	n/a	4.67	3.25	3.60	3.50	4.50	3.00	n/a	4.50	4.00	3.50	3.49	3.14	3.12
Dealing fairly with a wide range of people.	n/a	4.67	3.75	4.00	4.00	5.00	3.75	n/a	5.00	n/a	n/a	n/a	3.63	3.61
Developing moral principles to guide my actions and decisions.	n/a	4.33	3.50	4.33	4.00	4.50	3.25	n/a	5.00	n/a	n/a	n/a	3.39	3.37
Acquiring appropriate social skills for use in various situations.	n/a	4.33	3.75	4.33	4.25	4.50	3.50	n/a	5.00	n/a	n/a	n/a	3.59	3.57
Becoming academically competent.	n/a	4.67	3.50	4.00	4.25	4.00	3.75	n/a	5.00	4.00	3.90	4.13	3.90	3.85
Developing productive work relationships with both men and women.	n/a	4.67	3.25	4.20	4.25	5.00	4.00	n/a	5.00	n/a	n/a	n/a	3.62	3.57
Increasing my intellectual curiosity.	n/a	4.33	4.00	4.00	4.00	4.00	3.50	n/a	5.00	n/a	n/a	n/a	3.82	3.78
Setting long-term or "life" goals.	n/a	4.33	3.75	3.40	4.00	5.00	3.50	n/a	5.00	n/a	n/a	n/a	3.62	3.61
Constructively expressing both emotions and ideas.	n/a	4.00	3.75	4.60	4.00	5.00	3.25	n/a	5.00	n/a	n/a	n/a	3.46	3.44
Understanding myself, my talents, and my interests.	n/a	4.00	3.50	4.00	4.00	4.00	3.25	n/a	5.00	n/a	n/a	n/a	3.55	3.52
Developing self-confidence.	n/a	4.33	3.50	4.25	4.25	4.50	3.50	n/a	5.00	4.00	3.85	3.97	3.58	3.57
Becoming more willing to change and learn new things.	n/a	4.33	3.50	4.00	3.50	4.50	3.75	n/a	5.00	4.00	4.00	4.07	3.67	3.66
Developing my religious values.	n/a	4.33	3.25	4.25	3.75	2.00	3.50	n/a	5.00	4.00	3.22	3.50	3.08	3.01
Improving my abilities to stay with projects until they are finished.	n/a	4.67	3.50	3.75	3.50	5.00	3.50	n/a	5.00	n/a	n/a	n/a	3.68	3.65
Becoming a more effective member in a multicultural society.	n/a	4.33	3.50	4.40	4.00	4.50	3.75	n/a	5.00	n/a	n/a	n/a	3.51	3.49
Acquiring a well-rounded General Education.	n/a	4.67	3.00	3.80	3.75	4.50	3.75	n/a	5.00	4.00	3.98	4.18	3.94	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate/Average, 2=Little, 1=None; Other options: Not applicable)

The overall response rate for Economics majors is 68.9% (31/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Economics Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

Indicate your level of satisfaction with each of the following:	Economics										2012-13			
	2003-04 (N = 0)	2004-05 (N = 3)	2005-06 (N = 4)	2006-07 (N = 5)	2007-08 (N = 5)	2008-09 (N = 2)	2009-10 (N = 4)	2010-11 (N = 0)	2011-12 (N = 2)	2012-13 (N = 4)	Division Two	Berea	4-Year Private	All Participating Institutions
Faculty respect for students.	n/a	5.00	3.75	3.75	4.80	4.00	4.25	n/a	3.50	4.00	3.92	4.02	4.10	4.10
Quality of instruction.	n/a	5.00	3.50	3.25	4.20	4.00	4.00	n/a	3.50	4.00	3.90	4.06	4.00	4.01
Availability of faculty for office appointments.	n/a	n/a	3.75	4.25	4.60	5.00	4.25	n/a	3.50	4.00	3.96	4.02	4.03	4.01
Concern for me as an individual.	n/a	4.50	3.50	4.25	4.60	3.50	4.25	n/a	3.50	4.00	4.47	4.16	3.95	3.93
Informal contact with faculty in non-academic settings.	n/a	5.00	3.50	4.25	4.60	4.00	4.25	n/a	3.50	4.00	3.94	3.96	3.87	3.85
Quality of my program of study.	n/a	n/a	3.00	3.25	4.00	4.00	3.75	n/a	3.50	4.00	3.74	4.05	4.10	4.07
Quality of academic advising.	n/a	n/a	3.00	3.25	3.80	5.00	3.50	n/a	3.50	4.00	3.92	4.02	3.85	3.86
My sense of belonging on this campus.	n/a	n/a	3.00	2.75	4.40	4.50	4.25	n/a	3.50	4.00	3.69	3.85	3.82	3.84
Class size.	n/a	5.00	3.50	4.00	4.50	5.00	4.25	n/a	3.50	n/a	n/a	n/a	4.21	4.18
Flexible degree requirements.	n/a	4.00	3.00	3.75	4.20	4.50	4.00	n/a	3.50	4.00	3.63	3.57	3.73	3.77
Services for victims of crime and harassment.	n/a	1.00	3.67	4.50	3.75	5.00	2.75	n/a	3.00	4.00	3.26	3.25	3.51	3.56
Student mental health services.	n/a	2.33	3.50	5.00	4.67	4.00	3.00	n/a	3.50	4.00	3.59	3.52	3.57	3.61
Residence hall services and programs.	n/a	3.00	3.75	3.00	3.00	3.50	3.00	n/a	3.50	4.00	3.19	3.33	3.40	3.49
Veterans services.	n/a	3.00	3.67	4.00	4.00	n/a	3.00	n/a	3.50	n/a	n/a	n/a	3.48	3.52
Language development services for students whose first language is NOT English.	n/a	3.00	3.75	3.67	4.00	5.00	3.00	n/a	3.50	n/a	n/a	n/a	3.52	3.58
Student health/wellness services.	n/a	4.00	3.50	3.75	4.00	4.00	3.00	n/a	3.50	4.00	3.54	3.52	3.60	3.64
Campus AIDS education program.	n/a	4.33	3.33	3.67	4.50		3.00	n/a	3.50			n/a	3.38	3.43
Freedom from harassment on campus.	n/a	4.50	3.33	4.00	4.00	5.00	3.25	n/a	3.50	4.00	3.60	3.62	3.75	3.79
Personal security/safety on campus.	n/a	4.50	3.25	4.33	3.50	5.00	2.75	n/a	3.50	4.00	3.71	3.70	3.77	3.82
College response to nontraditional students (e.g. older, part-time)	n/a	2.00	2.75	4.67	4.00	5.00	3.00	n/a	3.50	4.00	3.51	3.67	3.86	3.91
Rules governing student conduct.	n/a	4.00	3.00	3.00	3.00	4.00	2.75	n/a	3.50	4.00	3.17	3.40	3.67	3.73
College response to students with special needs (e.g. disabled, handicapped).	n/a	4.00	3.67	4.00	4.00	5.00	3.33	n/a	3.50	4.00	3.75	3.66	3.79	3.83
Campus atmosphere of ethnic, political, and religious understanding.	n/a	4.00	3.50	3.75	3.75	4.50	3.00	n/a	3.50	4.00	3.68	3.68	3.75	3.80
College social activities.	n/a	4.50	3.75	2.25	3.40	5.00	3.25	n/a	3.50	4.00	3.65	3.57	3.65	3.70
Opportunities for involvement in campus activities.	n/a	4.50	3.50	4.25	4.25	4.50	3.50	n/a	3.50	4.00	3.84	3.83	3.77	3.79
Recreational and intramural programs.	n/a	2.50	3.50	4.33	4.00	4.50	3.75	n/a	3.50	4.00	3.91	3.82	3.69	3.67
Career planning services.	n/a	3.00	3.25	2.50	3.00	3.00	2.50	n/a	3.50	4.00	3.74	3.66	3.62	3.65
Practical work experiences offered in areas related to my major.	n/a	4.00	2.75	3.00	3.75	4.00	3.50	n/a	3.50	4.00	4.00	3.80	3.58	3.59
Job placement services (e.g. opportunities to link with employers).	n/a	2.50	2.75	2.75	3.00	3.50	3.00	n/a	3.50	4.00	3.36	3.42	3.46	3.49
Personal counseling services (e.g. resolving personal problems).	n/a	4.50	3.33	4.00	4.00	3.50	3.00	n/a	3.50	4.00	3.65	3.66	3.64	3.66
New student orientation services.	n/a	4.00	3.75	5.00	4.50	4.00	3.50	n/a	3.50	4.00	3.70	3.86	3.78	3.81
Financial aid services	n/a	4.50	3.75	4.25	4.00	5.00	3.75	n/a	3.50	4.00	3.61	3.74	3.62	3.70
New student placement in reading//writing, math courses.	n/a	3.00	3.75	4.50	4.40	5.00	3.50	n/a	3.50		n/a	n/a	3.63	3.68
Student access to computer facilities and services.	n/a	5.00	4.00	4.50	4.80	5.00	3.50	n/a	3.50	4.00	4.02	4.09	3.97	4.01
Developmental, remedial, & tutorial services, including writing labs & math labs.	n/a	5.00	3.75	5.00	4.60	5.00	3.67	n/a	3.50	4.00	3.78	3.92	3.81	3.87
Library/learning resources center services.	n/a	4.00	3.50	4.75	4.40	4.50	3.33	n/a	3.50	4.00	4.00	4.11	3.93	3.99
Transfer of course credits from other colleges to this college.	n/a	3.00	3.33	4.50	3.00	5.00	3.00	n/a	3.50	4.00	3.46	3.44	3.75	3.79
Variety of courses offered.	n/a	5.00	3.25	3.25	3.40	4.50	3.00	n/a	3.50	4.00	3.65	3.78	3.69	3.75
This college in general.	n/a	4.00	3.00	3.50	4.60	4.50	3.25	n/a	3.50	4.00	3.96	4.17	4.04	4.07

Scale: (5=Very Satisfied, 4=Satisfied, 3=Neutral/Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied; Other options: No rating possible, Not applicable, Not able to judge)

The overall response rate for Economics majors is 68.9% (31/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Economics Graduates

College Outcomes Survey to Graduating Seniors
2003-04 through 2012-13 Trend Data

Administered at
Graduation Rehearsal

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

	Economics										2012-13			
	2003-04 (N = 0)	2004-05 (N = 3)	2005-06 (N = 4)	2006-07 (N = 5)	2007-08 (N = 5)	2008-09 (N = 2)	2009-10 (N = 4)	2010-11 (N = 0)	2011-12 (N = 2)	2012-13 (N = 4)	Division Two	Berea	4-Year Private	All Participating Institutions
Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)	n/a	4.67	4.00	3.75	4.40	4.00	4.00	n/a	5.00	5.00	4.30	4.41	4.11	4.07
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	n/a	4.33	4.25	4.25	4.20	4.50	3.25	n/a	5.00	5.00	4.15	4.21	3.91	3.88
Social growth (understanding others and their views, adapting successfully to a variety of social situations)	n/a	4.67	4.25	4.25	4.00	4.50	4.00	n/a	5.00	5.00	4.00	4.17	3.85	3.83
Preparation for further study	n/a	4.67	3.75	4.00	4.40	4.00	3.75	n/a	5.00	4.00	3.70	4.07	3.94	3.95
Preparation for career	n/a	4.33	3.75	3.75	4.20	4.00	2.75	n/a	5.00	4.00	3.85	3.98	3.96	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate, 2=Little, 1=None)

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

	Economics										2012-13		2006-07
	2003-04 (N = 0)	2004-05 (N = 3)	2005-06 (N = 4)	2006-07 (N = 5)	2007-08 (N = 5)	2008-09 (N = 2)	2009-10 (N = 4)	2010-11 (N = 0)	2011-12 (N = 2)	2012-13 (N = 4)	Division Two	Berea	Berea
Getting a good education	n/a	4.00	3.00	3.75	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.85
Finding a fulfilling career	n/a	4.00	3.33	4.00	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.74
Making a lot of money	n/a	3.50	3.33	3.00	3.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.75
Serving humankind	n/a	4.00	3.00	3.00	3.80	4.00	3.00	n/a	4.00	4.00	3.36	3.58	n/a
Protecting the natural world	n/a	3.00	3.50	2.67	3.60	4.00	2.67	n/a	4.00	3.00	3.34	3.39	n/a
Solving environmental problems	n/a	2.50	3.00	2.25	3.40	3.50	2.67	n/a	4.00	3.00	3.14	3.24	n/a
Developing a strong spiritual self	n/a	4.00	3.00	2.00	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.41
Gaining knowledge and skills necessary to maintain a healthy lifestyle, including physical fitness	n/a	3.50	3.67	3.00	3.80	4.00	3.33	n/a	4.00	4.00	3.42	3.53	n/a
Learning more about the arts	n/a	3.50	2.67	2.50	3.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.06
Developing a desire for life-long learning	n/a	4.00	3.67	3.33	3.80	3.50	3.67	n/a	4.00	4.00	3.37	3.60	n/a
Striving for racial harmony	n/a	4.00	3.33	2.75	3.80	3.50	3.00	n/a	4.00	4.00	3.35	3.52	n/a
Developing friendships	n/a	3.50	3.00	3.50	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.61
Having a mate	n/a	3.50	3.67	3.00	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.45
Having children	n/a	4.00	3.33	3.00	3.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Traveling to new places	n/a	4.00	2.33	3.50	3.80	4.00	3.67	n/a	4.00	4.00	3.18	3.46	n/a
Learning more about the Appalachian culture/history	n/a	3.00	2.00	2.00	2.60	2.50	1.67	n/a	4.00	3.00	2.63	2.79	n/a
Learning more about the African and African American culture/history	n/a	3.00	2.33	2.00	2.60	3.50	2.00	n/a	2.50	3.00	2.64	2.87	n/a
Learning more about the women's culture/history	n/a	3.50	3.33	2.75	2.60	3.50	1.67	n/a	2.50	3.00	2.72	2.92	n/a
Being a responsible citizen of the world	n/a	4.00	3.67	3.33	3.60	4.00	3.00	n/a	2.50	3.00	3.38	3.55	n/a
Working for social change	n/a	4.00	3.33	3.25	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Finding work that is challenging and that stimulates personal growth	n/a	3.50	4.00	3.67	3.80	4.00	3.67	n/a	2.50	4.00	3.52	3.64	n/a
Volunteering service to my community	n/a	4.00	3.00	2.50	3.60	3.50	3.33	n/a	2.50	4.00	3.28	3.43	n/a

Scale: (4=Extremely Important, 3=Somewhat Important, 2=Not Very Important, 1=Not at all important:
Other options: I don't know at this time)

The overall response rate for Economics majors is 68.9% (31/45) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Technology and Industrial Arts Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at
Graduation Rehearsal

*How much **progress** have you made at this college toward attainment of the following outcome (regardless of its importance to you)?*

	Technology and Industrial Arts										2012-13			
	2003-04 (N = 19)	2004-05 (N = 20)	2005-06 (N = 11)	2006-07 (N = 26)	2007-08 (N = 17)	2008-09 (N = 18)	2009-10 (N = 18)	2010-11 (N = 13)	2011-12 (N = 7)	2012-13 (N = 12)	Division Two	Berea	4-Year Private	All Participating Institutions
Drawing conclusions after weighing evidence, facts, and ideas.	3.82	4.05	4.09	3.96	3.76	4.28	4.17	4.08	4.14	4.25	3.94	4.11	3.89	3.82
Developing problem-solving skills.	4.29	4.20	3.82	4.04	3.82	4.22	4.28	4.25	4.14	4.17	4.06	4.15	3.90	3.85
Learning to think and reason.	4.18	4.20	3.91	4.12	3.71	4.18	4.28	4.33	4.29	4.08	4.02	4.19	4.00	3.96
Locating, screening, and organizing information.	3.88	4.15	3.82	3.64	3.76	3.83	3.78	3.92	4.14	3.92	3.98	4.07	3.79	3.74
Thinking objectively about beliefs, attitudes, and values.	3.88	4.05	4.00	4.16	3.71	4.22	4.00	4.17	4.00	3.75	3.85	4.17	3.87	3.83
Developing my creativity; generating original ideas and products.	4.00	4.05	4.00	3.84	3.71	4.33	3.94	4.17	3.86	3.83	3.65	3.91	3.72	3.67
Improving my writing skills.	3.94	3.85	3.91	3.64	3.18	3.61	3.78	4.08	3.86	3.75	3.85	4.09	3.75	3.71
Reading with greater speed and better comprehension.	3.76	3.70	3.36	3.48	3.35	3.39	3.24	4.00	3.86	4.00	3.62	3.72	3.48	3.47
Speaking more effectively.	4.12	4.15	4.27	3.79	3.47	4.00	3.83	3.83	4.00	4.08	4.00	4.11	3.77	3.72
Further developing my study skills.	4.12	4.05	3.82	3.75	3.06	3.50	3.67	4.00	4.00	3.67	3.67	3.88	3.66	3.66
Listening to and understanding what others say.	4.06	4.15	4.09	3.84	3.53	4.00	3.72	4.08	4.14	3.92	3.88	4.10	3.87	3.84
Learning to formulate and re-shape my lifetime goals.	4.06	3.65	3.91	3.64	3.35	4.00	3.61	4.08	4.00	4.09	3.73	3.96	3.76	3.73
Developing openness to new ideas and practices.	4.06	3.95	4.00	3.88	3.59	4.29	4.00	4.17	4.00	3.67	3.81	4.13	3.86	3.83
Acquiring knowledge and skills needed for a career.	4.33	4.05	4.09	4.04	3.76	4.28	4.22	4.33	4.29	3.83	3.87	4.02	4.05	4.00
Becoming competent in my major.	4.06	4.15	4.09	4.25	3.82	4.22	4.28	4.17	4.29	4.25	4.08	4.22	4.11	4.01
Appreciating the fine arts, music, literature, and the humanities.	3.67	3.90	3.82	3.67	3.47	3.89	3.61	4.08	4.14	3.67	3.40	3.90	3.42	3.37
Broadening my intellectual interests.	3.94	4.05	4.18	3.75	3.59	3.83	4.00	4.33	3.57	4.00	3.81	4.13	3.74	3.69
Discovering productive and rewarding uses of my talents and leisure time.	3.83	4.05	3.91	3.88	3.41	3.89	3.72	4.00	3.86	3.75	3.54	3.76	3.47	3.42
Learning principles for improving physical and mental health.	3.78	3.80	3.91	3.67	3.35	3.89	3.72	3.92	3.86	3.91	3.58	3.83	3.45	3.44
Developing effective job-seeking skills (e.g. interviewing, resume construction).	3.83	4.15	3.91	3.92	3.35	4.28	3.78	4.17	4.29	3.58	3.77	3.79	3.49	3.43
Learning about career options.	3.67	4.20	3.91	3.75	3.41	4.00	3.67	4.08	4.00	3.58	3.60	3.68	3.53	3.50
Applying scientific knowledge and skills.	3.94	3.90	3.73	3.79	3.53	3.61	3.94	4.00	4.00	4.08	3.67	3.80	3.45	3.44
Learning principles for conserving and improving the global environment.	3.56	3.75	3.82	3.58	3.71	4.28	4.11	4.17	4.33	4.17	3.83	3.86	3.15	3.13
Effectively using technology (e.g. computers, high-tech equipment).	4.33	4.20	4.09	4.25	4.06	4.50	4.39	4.17	4.14	4.42	3.90	3.81	3.72	3.69
Learning about the role of science and technology in society.	4.11	4.30	4.36	4.08	3.76	4.22	4.11	4.25	4.14	4.17	3.87	3.73	3.38	3.37
Understanding and applying math concepts and statistical reasoning.	3.83	3.58	4.09	3.61	2.94	3.78	3.67	4.17	4.00	3.83	3.65	3.53	3.35	3.36

Scale: (5=Very Much, 4=Much, 3=Moderate/Average, 2=Little, 1=None)

The overall response rate for Technology and Industrial Arts majors is 70.3% (182/259) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Technology and Industrial Arts Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

Required courses outside my area of specialization helped me…

	Technology and Industrial Arts										2012-13			
	2003-04 (N = 19)	2004-05 (N = 20)	2005-06 (N = 11)	2006-07 (N = 26)	2007-08 (N = 17)	2008-09 (N = 18)	2009-10 (N = 18)	2010-11 (N = 13)	2011-12 (N = 7)	2012-13 (N = 12)	Division Two	Berea	4-Year Private	All Participating Institutions
Think about my major in the context of a larger world view.	3.89	4.65	3.27	3.52	3.19	3.61	3.50	4.33	3.43	3.92	3.56	3.80	3.72	3.75
Develop as a "whole person."	3.63	4.50	3.36	3.72	3.38	3.56	3.61	4.27	3.29	4.08	3.80	3.90	3.83	3.84
Appreciate great works of literature, philosophy, and art.	3.42	4.50	3.27	3.28	3.25	2.94	3.72	4.09	3.00	3.75	3.60	3.71	3.53	3.54
Broaden my awareness of diversity among people, their values and cultures.	3.84	4.64	3.55	3.80	3.56	4.06	3.83	4.36	3.43	4.18	3.96	4.05	3.86	3.88
Increase my knowledge of the earth and its physical and biological resources	3.47	4.50	3.18	3.54	3.38	3.61	3.89	4.27	3.43	4.09	3.78	3.76	3.50	3.54
Build a framework to organize my learning within and across areas of study.	3.61	4.47	3.36	3.72	3.25	3.50	3.83	4.18	3.57	3.67	3.71	3.86	3.71	3.73
Become a more independent and self-directed learner.	3.79	4.75	3.55	3.96	3.44	3.67	3.67	4.36	3.57	3.83	3.83	3.97	3.87	3.91

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree,2=Disagree, 1=Strongly Disagree)

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

	Technology and Industrial Arts										2012-13			
	2003-04 (N = 19)	2004-05 (N = 20)	2005-06 (N = 11)	2006-07 (N = 26)	2007-08 (N = 17)	2008-09 (N = 18)	2009-10 (N = 18)	2010-11 (N = 13)	2011-12 (N = 7)	2012-13 (N = 12)	Division Two	Berea	4-Year Private	All Participating Institutions
This college has helped me meet the goals I came here to achieve	4.32	4.35	3.64	4.08	3.41	4.06	4.17	4.09	4.29	4.25	4.32	4.33	4.15	4.14
If choosing a college again I would choose this one.	3.89	4.30	3.45	3.96	3.41	3.67	3.67	4.00	4.14	3.75	4.02	4.13	3.78	3.82
My experiences here have equipped me to deal with possible career changes.	3.68	4.45	3.64	4.00	3.75	4.00	3.89	4.09	4.57	3.92	4.00	4.14	3.82	3.82
I would recommend this college to others.	3.89	4.40	3.64	4.04	3.71	3.89	4.06	3.91	4.29	3.92	4.15	4.35	4.01	4.05
This college is equally supportive of women and men.	4.00	4.30	3.45	4.00	3.76	4.00	3.94	4.09	3.83	4.25	4.17	4.19	4.14	4.13
My experiences here have helped motivate me to make something of my life.	3.79	4.10	3.64	4.20	3.47	4.11	3.78	4.00	4.29	3.92	4.15	4.28	4.05	4.05
This college is equally supportive of all racial/ethnic groups.	3.95	4.15	3.18	3.76	3.82	4.11	3.83	4.18	3.33	3.67	3.91	3.93	4.04	4.10
I am proud of my accomplishments at this college.	4.21	4.40	4.27	4.48	4.06	4.06	4.33	4.09	4.43	4.33	4.32	4.44	4.31	4.29
This college welcomes and uses feedback from students to improve the college.	3.84	4.20	3.45	3.48	3.06	3.61	4.06	3.73	3.67	3.33	3.64	3.80	3.67	3.75

Scale: (5=Strongly Agree, 4=Agree, 3=Neutral/Neither Agree nor Disagree, 2=Disagree, 1=Strongly Disagree;
Other options: Not applicable to me)

The overall response rate for Technology and Industrial Arts majors is 70.3% (182/259) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Technology and Industrial Arts Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

*The extent of the **college's contribution** (i.e., your college experiences both in and out of class) to your growth (regardless of the extent of your personal growth in a given area).*

	Technology and Industrial Arts										2012-13			
	2003-04 (N = 19)	2004-05 (N = 20)	2005-06 (N = 11)	2006-07 (N = 26)	2007-08 (N = 17)	2008-09 (N = 18)	2009-10 (N = 18)	2010-11 (N = 13)	2011-12 (N = 7)	2012-13 (N = 12)	Division Two	Berea	4-Year Private	All Participating Institutions
Becoming an effective team or group member.	4.06	4.05	3.91	3.88	3.19	4.17	3.82	4.33	3.86	4.25	4.02	3.94	3.68	3.62
Becoming more willing to consider opposing points of view.	4.18	3.63	3.82	3.76	3.47	3.83	3.94	4.33	3.71	4.17	3.98	4.09	3.65	3.62
Interacting well with people from cultures other than my own.	4.12	4.11	3.82	3.92	3.80	4.39	4.18	4.42	3.86	4.17	4.02	4.24	3.66	3.66
Improving my ability to relate to others.	3.82	3.79	4.00	3.88	3.20	3.89	3.71	3.92	3.71	n/a	n/a	n/a	3.65	3.63
Preparing to cope with changes as they occur (e.g. in career,	3.41	3.47	4.00	3.67	2.87	3.50	3.76	4.25	3.71	4.00	3.81	3.97	3.49	3.48
Developing leadership skills.	4.18	3.89	3.73	3.84	3.00	4.00	4.06	4.33	3.86	3.67	3.90	4.07	3.70	3.64
Actively participating in volunteer work to support worthwhile causes.	3.71	3.44	3.55	3.54	2.71	3.44	3.41	3.92	3.86	3.82	3.49	3.78	3.24	3.19
Learning to be adaptable, tolerant, and willing to negotiate.	3.71	3.63	4.00	3.56	3.33	3.82	3.65	4.08	3.57	n/a	n/a	n/a	3.53	3.50
Seeking and conveying the spirit of truth.	3.44	3.58	3.64	3.64	3.15	3.44	3.27	3.92	3.67	n/a	n/a	n/a	3.41	3.38
Becoming more aware of global and international issues/events.	3.71	3.61	3.91	3.68	3.33	3.72	3.76	4.25	3.86	3.92	3.83	3.88	3.43	3.40
Preparing myself to participate effectively in the electoral process.	3.59	3.22	3.73	3.17	2.64	3.50	3.43	3.73	3.43	n/a	n/a	n/a	3.08	3.08
Becoming more aware of local and national political and social issues.	3.88	3.42	4.00	3.28	2.87	3.47	3.60	3.92	3.71	n/a	n/a	n/a	3.26	3.25
Gaining insight into human nature throught the study of literature, history, & the arts.	4.00	3.68	3.45	3.68	3.07	3.56	3.53	3.92	3.57	3.83	3.48	3.81	3.46	3.43
Recognizing my rights, responsibilities, and privileges as a citizen.	3.82	3.50	3.82	3.64	3.00	3.33	3.71	3.75	3.57	4.00	3.67	3.84	3.33	3.34
Becoming sensitive to moral injustices and ways of avoiding or correcting them.	3.88	3.68	3.64	3.68	3.13	3.56	3.59	3.67	4.00	4.17	3.65	3.96	3.41	3.39
Understanding religious values that differ from my own.	4.06	3.84	3.82	3.56	3.33	3.88	3.82	3.58	3.71	4.33	3.88	3.92	3.36	3.34
Taking responsibility for my own behavior.	3.76	3.56	3.91	3.72	3.29	3.94	3.53	3.82	3.71	n/a	n/a	n/a	3.52	3.52
Learning how to become a more responsible family member.	3.33	3.28	3.36	3.29	2.85	3.59	3.24	3.67	3.71	n/a	n/a	n/a	3.17	3.19
Clarifying my personal values.	3.59	3.33	3.45	3.32	3.27	3.50	3.41	4.25	3.43	n/a	n/a	n/a	3.40	3.37
Developing a sense of purpose, value, and meaning for my life.	3.41	3.47	3.45	3.25	3.07	3.56	3.56	4.17	3.57	3.83	3.77	3.87	3.48	3.46
Learning how to manage finances (personal, family, or business).	3.59	3.50	3.36	3.36	3.00	3.41	3.41	4.00	3.57	3.50	3.50	3.49	3.14	3.12
Dealing fairly with a wide range of people.	3.71	3.95	3.91	3.96	3.40	3.83	3.88	4.17	3.71	n/a	n/a	n/a	3.63	3.61
Developing moral principles to guide my actions and decisions.	3.44	3.47	3.55	3.32	3.00	3.50	3.71	3.83	3.43	n/a	n/a	n/a	3.39	3.37
Acquiring appropriate social skills for use in various situations.	3.82	3.95	3.73	3.76	3.21	3.71	3.50	4.42	3.86	n/a	n/a	n/a	3.59	3.57
Becoming academically competent.	4.24	4.11	3.82	3.88	3.27	3.75	3.94	4.50	3.86	3.83	3.90	4.13	3.90	3.85
Developing productive work relationships with both men and women.	3.65	4.26	3.91	3.72	3.47	4.18	3.69	4.33	3.86	n/a	n/a	n/a	3.62	3.57
Increasing my intellectual curiosity.	4.00	3.95	4.00	3.72	3.13	3.76	4.06	4.42	4.14	n/a	n/a	n/a	3.82	3.78
Setting long-term or "life" goals.	3.76	3.42	3.91	3.56	3.21	3.75	3.53	4.25	3.86	n/a	n/a	n/a	3.62	3.61
Constructively expressing both emotions and ideas.	3.94	3.63	3.82	3.52	3.07	3.35	3.44	4.17	3.86	n/a	n/a	n/a	3.46	3.44
Understanding myself, my talents, and my interests.	3.76	3.53	3.82	3.64	3.14	3.63	3.82	4.17	3.57	n/a	n/a	n/a	3.55	3.52
Developing self-confidence.	3.76	3.68	3.64	3.44	2.93	3.53	3.59	4.42	3.57	3.67	3.85	3.97	3.58	3.57
Becoming more willing to change and learn new things.	4.00	3.68	3.64	3.68	3.20	3.71	3.88	4.25	3.86	4.27	4.00	4.07	3.67	3.66
Developing my religious values.	3.29	2.89	3.36	3.04	3.00	3.06	3.25	3.91	3.57	3.50	3.22	3.50	3.08	3.01
Improving my abilities to stay with projects until they are finished.	3.76	3.72	3.91	3.64	3.27	3.69	4.06	4.08	3.86	n/a	n/a	n/a	3.68	3.65
Becoming a more effective member in a multicultural society.	3.94	3.83	3.73	3.72	3.27	3.94	4.24	4.50	4.00	n/a	n/a	n/a	3.51	3.49
Acquiring a well-rounded General Education.	4.38	4.28	4.00	3.96	3.44	4.12	4.18	4.45	4.14	4.08	3.98	4.18	3.94	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate/Average, 2=Little, 1=None; Other options: Not applicable)

The overall response rate for Technology and Industrial Arts majors is 70.3% (182/259) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Technology and Industrial Arts Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at Graduation Rehearsal

Indicate your level of satisfaction with each of the following:	Technology and Industrial Arts										2012-13			
	2003-04 (N = 19)	2004-05 (N = 20)	2005-06 (N = 11)	2006-07 (N = 26)	2007-08 (N = 17)	2008-09 (N = 18)	2009-10 (N = 18)	2010-11 (N = 13)	2011-12 (N = 7)	2012-13 (N = 12)	Division Two	Berea	4-Year Private	All Participating Institutions
Faculty respect for students.	3.63	5.00	3.55	4.00	3.80	4.33	3.88	4.50	4.14	3.82	3.92	4.02	4.10	4.10
Quality of instruction.	3.79	5.00	3.91	3.88	3.87	3.89	4.12	4.42	4.43	3.80	3.90	4.06	4.00	4.01
Availability of faculty for office appointments.	3.89	4.64	3.82	4.04	3.60	4.39	4.18	4.15	4.50	3.64	3.96	4.02	4.03	4.01
Concern for me as an individual.	3.79	4.58	3.64	3.92	3.31	4.06	4.00	4.31	4.33	3.91	4.47	4.16	3.95	3.93
Informal contact with faculty in non-academic settings.	3.89	4.58	3.73	3.56	3.87	4.06	3.94	4.15	4.00	4.00	3.94	3.96	3.87	3.85
Quality of my program of study.	3.89	4.67	3.91	4.00	3.80	4.22	4.24	4.38	4.50	3.80	3.74	4.05	4.10	4.07
Quality of academic advising.	3.58	4.38	3.27	3.84	3.33	3.89	3.65	4.08	4.33	3.36	3.92	4.02	3.85	3.86
My sense of belonging on this campus.	3.74	4.78	3.64	3.68	3.60	4.06	3.71	4.23	4.33	3.18	3.69	3.85	3.82	3.84
Class size.	3.79	4.90	4.27	4.36	4.47	4.47	4.47	4.38	4.33	n/a	n/a	n/a	4.21	4.18
Flexible degree requirements.	3.68	4.44	3.27	3.48	3.33	3.61	3.65	3.69	3.50	3.36	3.63	3.57	3.73	3.77
Services for victims of crime and harassment.	3.44	3.41	3.80	3.42	3.18	3.38	3.15	3.45	2.71	3.00	3.26	3.25	3.51	3.56
Student mental health services.	3.50	3.47	3.60	3.63	3.50	3.33	3.42	3.69	3.00	3.55	3.59	3.52	3.57	3.61
Residence hall services and programs.	3.50	4.27	3.20	3.70	3.27	3.69	3.24	3.42	3.00	3.20	3.19	3.33	3.40	3.49
Veterans services.	3.11	2.78	3.33	3.31	3.13	3.13	3.63	3.75	3.40	n/a	n/a	n/a	3.48	3.52
Language development services for students whose first language is NOT English.	3.29	3.33	3.44	3.80	3.63	3.56	3.86	3.78	3.75	n/a	n/a	n/a	3.52	3.58
Student health/wellness services.	3.16	4.46	3.27	3.26	3.54	3.59	3.69	3.83	3.00	3.45	3.54	3.52	3.60	3.64
Campus AIDS education program.	3.17	3.11	3.40	3.18	3.20	3.54	3.40	3.82	3.17	n/a	n/a	n/a	3.38	3.43
Freedom from harassment on campus.	3.58	4.20	3.80	3.52	3.08	3.47	3.71	3.83	2.67	3.73	3.60	3.62	3.75	3.79
Personal security/safety on campus.	3.53	4.85	4.00	3.48	3.20	3.56	3.47	4.08	3.00	3.30	3.71	3.70	3.77	3.82
College response to nontraditional students (e.g. older, part-time)	3.37	4.33	3.80	3.91	3.67	3.92	4.08	3.58	3.17	3.40	3.51	3.67	3.86	3.91
Rules governing student conduct.	3.32	4.31	3.00	3.17	2.80	3.17	3.35	3.31	2.83	3.30	3.17	3.40	3.67	3.73
College response to students with special needs (e.g. disabled, handicapped).	3.32	3.71	4.10	3.60	3.40	3.67	4.00	3.58	2.86	3.91	3.75	3.66	3.79	3.83
Campus atmosphere of ethnic, political, and religious understanding.	3.53	4.73	3.60	3.72	3.67	3.82	3.94	3.85	2.71	4.00	3.68	3.68	3.75	3.80
College social activities.	3.32	4.62	3.27	3.58	3.53	3.83	3.53	3.92	3.00	3.82	3.65	3.57	3.65	3.70
Opportunities for involvement in campus activities.	3.68	4.67	3.73	3.71	3.67	4.00	3.94	4.08	3.57	3.91	3.84	3.83	3.77	3.79
Recreational and intramural programs.	3.95	4.75	3.70	3.96	3.69	4.06	3.94	4.08	4.00	4.09	3.91	3.82	3.69	3.67
Career planning services.	3.72	4.82	3.82	3.96	3.31	3.69	3.38	4.00	4.00	3.73	3.74	3.66	3.62	3.65
Practical work experiences offered in areas related to my major.	3.79	4.50	4.00	3.79	3.53	3.82	3.88	4.08	3.86	3.73	4.00	3.80	3.58	3.59
Job placement services (e.g. opportunities to link with employers).	3.33	4.44	3.91	3.87	3.46	3.72	3.20	3.58	3.67	3.60	3.36	3.42	3.46	3.49
Personal counseling services (e.g. resolving personal problems).	3.37	3.40	4.00	3.94	3.67	3.79	3.77	3.83	3.17	3.70	3.65	3.66	3.64	3.66
New student orientation services.	3.63	4.79	3.36	3.78	3.47	3.94	3.59	3.69	3.43	3.70	3.70	3.86	3.78	3.81
Financial aid services	3.72	4.71	3.55	3.43	3.57	3.72	3.12	3.62	3.33	3.64	3.61	3.74	3.62	3.70
New student placement in reading//writing, math courses.	3.59	4.63	3.20	3.57	3.57	3.87	3.87	3.62	3.29	n/a	n/a	n/a	3.63	3.68
Student access to computer facilities and services.	4.05	5.00	4.18	4.08	4.00	4.22	4.00	4.15	3.57	4.27	4.02	4.09	3.97	4.01
Developmental, remedial, & tutorial services, including writing labs & math labs.	3.89	4.36	3.55	3.78	3.85	4.15	3.77	3.82	3.43	4.00	3.78	3.92	3.81	3.87
Library/learning resources center services.	3.78	4.83	3.45	4.12	4.00	4.11	3.94	4.08	3.71	4.18	4.00	4.11	3.93	3.99
Transfer of course credits from other colleges to this college.	3.24	3.06	3.09	2.94	2.85	2.88	3.62	3.89	3.00	3.00	3.46	3.44	3.75	3.79
Variety of courses offered.	3.58	4.54	3.82	3.83	3.00	3.50	3.47	3.58	3.43	3.55	3.65	3.78	3.69	3.75
This college in general.	3.84	4.70	3.73	3.88	3.60	4.06	3.94	4.15	4.14	3.82	3.96	4.17	4.04	4.07

Scale: (5=Very Satisfied, 4=Satisfied, 3=Neutral/Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied; Other options: No rating possible, Not applicable, Not able to judge)

The overall response rate for Technology and Industrial Arts majors is 70.3% (182/259) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.

Technology and Industrial Arts Graduates

College Outcomes Survey to Graduating Seniors

2003-04 through 2012-13 Trend Data

Administered at
Graduation Rehearsal

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

	Technology and Industrial Arts										2012-13			
	2003-04 (N = 19)	2004-05 (N = 20)	2005-06 (N = 11)	2006-07 (N = 26)	2007-08 (N = 17)	2008-09 (N = 18)	2009-10 (N = 18)	2010-11 (N = 13)	2011-12 (N = 7)	2012-13 (N = 12)	Division Two	Berea	4-Year Private	All Participating Institutions
Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)	3.95	4.35	4.18	4.20	3.71	4.33	4.24	4.38	4.71	4.50	4.30	4.41	4.11	4.07
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	3.89	4.10	4.00	3.84	3.18	4.28	4.06	4.00	4.57	4.42	4.15	4.21	3.91	3.88
Social growth (understanding others and their views, adapting successfully to a variety of social situations)	3.89	4.15	3.82	3.88	3.35	4.17	3.94	4.08	4.43	3.92	4.00	4.17	3.85	3.83
Preparation for further study	3.74	4.20	3.91	3.88	3.18	4.06	3.94	4.23	4.29	3.92	3.70	4.07	3.94	3.95
Preparation for career	3.68	4.35	4.18	4.00	3.06	4.22	3.82	4.15	4.57	4.08	3.85	3.98	3.96	3.93

Scale: (5=Very Great, 4=Great, 3=Moderate, 2=Little, 1=None)

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

	Technology and Industrial Arts										2012-13		2006-07
	2003-04 (N = 19)	2004-05 (N = 20)	2005-06 (N = 11)	2006-07 (N = 26)	2007-08 (N = 17)	2008-09 (N = 18)	2009-10 (N = 18)	2010-11 (N = 13)	2011-12 (N = 7)	2012-13 (N = 12)	Division Two	Berea	Berea
Getting a good education	3.69	3.79	3.63	3.80	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.85
Finding a fulfilling career	3.76	3.79	3.50	3.60	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.74
Making a lot of money	3.06	3.06	2.88	2.72	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.75
Serving humankind	3.24	3.37	3.25	3.12	3.29	3.27	3.47	3.55	3.43	3.45	3.36	3.58	n/a
Protecting the natural world	3.28	3.26	3.00	3.08	3.50	3.47	3.59	3.64	3.00	3.55	3.34	3.39	n/a
Solving environmental problems	2.88	3.06	2.88	2.88	3.36	3.40	3.41	3.45	2.86	3.45	3.14	3.24	n/a
Developing a strong spiritual self	3.53	3.53	3.50	3.33	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.41
Gaining knowledge and skills necessary to maintain a healthy lifestyle, including physical fitness	3.33	3.42	3.71	3.48	3.13	3.40	3.41	3.55	3.57	3.18	3.42	3.53	n/a
Learning more about the arts	2.82	2.89	3.29	2.72	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.06
Developing a desire for life-long learning	3.06	3.42	3.71	3.52	3.29	3.13	3.47	3.64	3.57	3.30	3.37	3.60	n/a
Striving for racial harmony	3.29	3.26	3.86	2.92	3.20	3.27	3.31	3.27	3.14	3.18	3.35	3.52	n/a
Developing friendships	3.53	3.79	3.71	3.52	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.61
Having a mate	3.65	3.42	3.43	3.52	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.45
Having children	3.41	3.53	3.14	3.52	3.50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Traveling to new places	3.17	3.26	3.57	3.20	3.27	3.67	3.41	3.27	3.14	3.00	3.18	3.46	n/a
Learning more about the Appalachian culture/history	2.71	2.95	3.29	2.64	2.71	2.57	2.82	2.91	2.86	2.50	2.63	2.79	n/a
Learning more about the African and African American culture/history	3.06	2.84	3.00	2.40	2.79	2.67	2.53	3.09	2.71	2.91	2.64	2.87	n/a
Learning more about the women's culture/history	2.88	2.84	3.00	2.44	2.79	2.60	2.59	2.91	2.57	2.91	2.72	2.92	n/a
Being a responsible citizen of the world	3.29	3.53	3.43	3.12	3.43	3.47	3.65	3.55	3.29	3.18	3.38	3.55	n/a
Working for social change	2.88	3.21	3.57	2.96	4.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.30
Finding work that is challenging and that stimulates personal growth	3.65	3.58	3.50	3.48	3.43	3.71	3.71	3.64	3.57	3.45	3.52	3.64	n/a
Volunteering service to my community	3.29	3.47	3.13	3.00	3.29	3.21	3.06	3.36	3.43	3.00	3.28	3.43	n/a

Scale: (4=Extremely Important, 3=Somewhat Important, 2=Not Very Important, 1=Not at all important:
Other options: I don't know at this time)

The overall response rate for Technology and Industrial Arts majors is 70.3% (182/259) and an average 10-year overall response rate of 74% was achieved.

Source: Office of Institutional Research and Assessment.