

# **Noel-Levitz Student Satisfaction Inventory and Berea-Specific Student Satisfaction Survey Structured Items Report**

**Response Rate: 90% (1267/1411)**

**Administered in Spring 2013 (February 18 – March 8)**

**Compiled by the Office of Institutional Research and Assessment**



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Dear Reader,

This binder contains the structured item results of the student satisfaction survey administered in the spring of 2013 compared to results from 1998, 2003, and 2008. We used a combination of a national instrument, the Noel-Levitz Student Satisfaction Inventory, and our own set of questions collected from various offices and programs across campus. The survey was administered in paper form through the labor program. The response rate this year was 90%. After each administration of the survey, the results have been reviewed and action plans for improvement created.

In the binder pocket, you will find a Guide to the Report to help you find results organized by the various subgroups of students. Also, we have included sets of sticky notes and flags/tags so that you can mark results of special interest.

The responses to open-ended comments are available in a PDF. Please contact us with any requests, questions, or ideas.

Judith Weckman, Director  
Clara Chapman, Assistant Director

## Noel-Levitz Student Satisfaction Inventory and Berea-Specific Student Satisfaction Survey

The **blue** text below indicates a tabbed section in the results. Please note that the results are generally organized starting with All Students followed by the various subgroups.

### Instruments/Communications

- Initial E-mail to Labor Supervisors Announcing Project
- Letter to Supervisors Sent With Packet of Surveys
- Student Instructions
- E-mail Follow-Up Communications to Labor Supervisors
- National Noel-Levitz Survey Instrument
- Berea-Specific Survey Instrument

### Noel-Levitz Student Satisfaction Inventory

- **Strengths and Challenges**
  - All Students (includes National Comparisons)
    - by Gender
  - By Classification
    - Freshmen
    - Sophomores
    - Juniors
    - Seniors
  - African-American Students (includes National Comparisons)
    - by Gender
  - All Other Domestic Students
    - by Gender
  - International Students (includes National Comparisons)
    - by Gender
  - White Male Students from At-Risk and Distressed Appalachian Counties
  - By Selected Student Groups (No Means included)

NOTE: Strengths and challenges are determined within each group by using the items' means for the importance and satisfaction ratings and performance gaps (importance minus satisfaction).

- A high priority strength is "at or above the median in importance and at or above the top quartile of satisfaction."
- A low priority strength is "below the median in importance and at or above the top quartile of satisfaction."
- A high priority challenge is "at or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps."
- A low priority challenge is "below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps."

Noel-Levitz Student Satisfaction Inventory and Berea-Specific Student Satisfaction Survey

- **Satisfaction Ratings by Item Group, All Years (1998, 2003, 2008, and 2013) with National Comparisons**
  - All Students, African-American Students, and International Students
    - Academic Advising
    - Campus Climate
    - Campus Life
    - Campus Support Services
    - Concern for the Individual
    - Instructional Effectiveness
    - Recruitment and Financial Aid
    - Registration Effectiveness
    - Safety and Security
    - Service Excellence
    - Student Centeredness
  
- **Satisfaction Ratings Within Item Groups, All Years (1998, 2003, 2008, and 2013) with National Comparisons**
  - All Students, African-American Students, and International Students
    - Academic Advising
      - My academic advisor is approachable.
      - My academic advisor is concerned about my success as an individual.
      - My academic advisor helps me set goals to work toward.
      - My academic advisor is knowledgeable about requirements in my major.
      - Major requirements are clear and reasonable.
    - Campus Climate
      - Most students feel a sense of belonging here.
      - The campus staff are caring and helpful.
      - Faculty care about me as an individual.
      - The campus is safe and secure for all students.
      - Administrators are approachable to students.
      - It is an enjoyable experience to be a student on this campus.
      - I feel a sense of pride about my campus.
      - There is a commitment to academic excellence on this campus.
      - Students are made to feel welcome on this campus.
      - This institution has a good reputation within the community.
      - I seldom get the “run-around” when seeking information on this campus.
      - This institution shows concern for students as individuals.
      - I generally know what’s happening on campus.
      - There is a strong commitment to racial harmony on this campus.
      - Tuition paid is a worthwhile investment.
      - Freedom of expression is protected on campus.
      - Channels for expressing student complaints are readily available.
    - Campus Life
      - A variety of intramural activities are offered.
      - Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
      - The intercollegiate athletic programs contribute to a strong sense of school spirit.
      - Residence hall staff are concerned about me as an individual.
      - Males and females have equal opportunities to participate in intercollegiate athletics.
      - There is an adequate selection of food available in the cafeteria.
      - Residence hall regulations are reasonable.
      - There are a sufficient number of weekend activities for students.
      - I can easily get involved in campus organizations.

Noel-Levitz Student Satisfaction Inventory and Berea-Specific Student Satisfaction Survey

- Campus Life, continued:
  - The student center is a comfortable place for students to spend their leisure time.
  - The student handbook provides helpful information about campus life.
  - Student disciplinary procedures are fair.
  - New student orientation services help students adjust to college.
  - Freedom of expression is protected on campus.
  - Student activities fees are put to good use.
- Campus Support Services
  - Library staff are helpful and approachable.
  - Library resources and services are adequate.
  - Computer labs are adequate and accessible.
  - Tutoring services are readily available.
  - Academic support services adequately meet the needs of students.
  - There are adequate services to help me decide upon a career.
  - Bookstore staff are helpful.
- Concern for the Individual
  - Faculty care about me as an individual.
  - My academic advisor is concerned about my success as an individual.
  - Counseling staff care about students as individuals.
  - Faculty are fair and unbiased in their treatment of individual students.
  - Residence hall staff are concerned about me as an individual.
  - This institution shows concern for students as individuals.
- Instructional Effectiveness
  - Faculty care about me as an individual.
  - The content of the courses within my major is valuable.
  - The instruction in my major field is excellent.
  - Faculty are fair and unbiased in their treatment of individual students.
  - I am able to experience intellectual growth here.
  - There is a commitment to academic excellence on this campus.
  - Faculty provide timely feedback about student progress in a course.
  - Faculty take into consideration student differences as they teach a course.
  - The quality of instruction I receive in most of my classes is excellent.
  - Adjunct faculty are competent as classroom instructors.
  - Faculty are usually available after class and during office hours.
  - Nearly all of the faculty are knowledgeable in their field.
  - There is a good variety of courses provided on this campus.
  - Graduate teaching assistants are competent as classroom instructors.
- Recruitment and Financial Aid
  - Admissions staff are knowledgeable.
  - Financial aid counselors are helpful.
  - Financial aid awards are announced to students in time to be helpful in college planning.
  - Adequate financial aid is available for most students.
  - Admissions counselors respond to prospective students' unique needs and requests.
  - Admissions counselors accurately portray the campus in their recruiting practices.
- Registration Effectiveness
  - Billing policies are reasonable.
  - The business office is open during hours which are convenient for most students.
  - The personnel involved in registration are helpful.
  - I am able to register for classes I need with few conflicts.
  - Class change (drop/add) policies are reasonable.

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- Safety and Security
      - The campus is safe and secure for all students.
      - The amount of student parking space on campus is adequate.
      - Parking lots are well-lighted and secure.
      - Security staff respond quickly in emergencies.
    - Service Excellence
      - The campus staff are caring and helpful.
      - Library staff are helpful and approachable.
      - The staff in the health services area are competent.
      - Counseling staff care about students as individuals.
      - The personnel involved in registration are helpful.
      - I seldom get the “run-around” when seeking information on this campus.
      - I generally know what’s happening on campus.
      - Channels for expressing student complaints are readily available.
    - Student Centeredness
      - Most students feel a sense of belonging here.
      - The campus staff are caring and helpful.
      - Administrators are approachable to students.
      - It is an enjoyable experience to be a student on this campus.
      - Students are made to feel welcome on this campus.
      - This institution shows concern for students as individuals.
  - **General Questions, All Years (1998, 2003, 2008, and 2013) with National Comparisons**
    - All Students, African-American Students, and International Students
      - How satisfied are you that this campus demonstrates a commitment to meeting the needs of..?
        - Part-time students
        - Evening students
        - Older, returning students
        - Under-represented populations
        - Commuters
        - Students with disabilities
      - How important were each of the following factors in your decision to enroll here?
        - Cost
        - Financial aid
        - Academic reputation
        - Size of institution
        - Opportunity to play sports
        - Recommendations from family/friends
        - Geographic setting
        - Campus appearance
        - Personalized attention prior to enrollment
      - So far, how has your college experience met you expectations?
      - Rate your overall satisfaction with your experience here thus far?
      - All in all, if you had it to do over again, would you enroll here?
  - **Spring 2013 compared to Spring 2008 Administration (Strengths and Challenges Coded)**
    - Items Organized by Item Group
      - All Students
      - African-American Students
      - International Students
    - Items in Survey Order
      - All Students

**Noel-Levitz Student Satisfaction Inventory and Berea-Specific Student Satisfaction Survey**

- **Spring 2013 Administration: Items in Survey Order with Strengths and Challenges Coded (2013: Cohort Type by Gender)**
  - By Cohort Type by Gender
- **Significant Differences by Item Group between All Administrations (1998, 2003, 2008, and 2013) (Item Group Diff. – All Administrations)**
- **Percentage Frequency Distributions and Means**

Noel-Levitz Student Satisfaction Inventory and Berea-Specific Student Satisfaction Survey

**Berea-Specific Student Satisfaction Survey**

- **Strengths and Challenges**
  - All Students
    - by Gender
  - By Classification
    - Freshmen
    - Sophomores
    - Juniors
    - Seniors
  - African-American Students
    - by Gender
  - All Other Domestic Students
    - by Gender
  - International Students
    - by Gender
  - White Male Students from At-Risk and Distressed Appalachian Counties
  - By Selected Student Groups (No Means included)
  
- **Importance/Satisfaction Ratings by Item Group for Spring 2013 Administration (Importance/Satisfaction by Item Group)**
  - All Students, African-American Students, and International Students
    - Academic Advising
    - Academic Program
    - Centers
    - Center for Transformative Learning (CTL)
    - Diversity
    - Faculty
    - General Studies Program
    - Labor Program
    - Library
    - Residential/Campus Life
    - Service
    - Miscellaneous
  
- **Importance/Satisfaction Ratings within Item Groups, All Years (1998, 2003, 2008, and 2013 when applicable) (Imp/Sat Ratings in Item Group)**
  - All Students, African American Students, International Students
    - Academic Advising
      - My academic advisor has helped me plan for getting into graduate school.
      - My academic advisor has helped my plan for a future career.
      - My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.)
      - My academic advisor helped me make the transition from high school to college.
      - Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
    - Academic Program
      - The range of major programs available at Berea is adequate.
      - The academic program provides me with adequate opportunities to explore personal interests.
    - Centers
      - The Learning Center services are adequate to support the needs of students.
      - The Appalachian Center contributes to my overall education.
      - The Center for International Education contributes to my overall education.
      - The Campus Christian Center contributes to my overall education.
      - The Center of Excellence through Service (CELTS) contributes to my overall education.



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- Centers, continued:
  - The Woodson Center contributes to my overall education.
  - The Office of Internships contributes to my overall education.
  - The Career Development Office contributes to my overall education.
  - The Black Cultural Center contributes to my overall education.
- Center for Transformative Learning (CTL)
  - There are sufficient services on campus to help me prepare for a future career.
  - The Learning Center services are adequate to support the needs of students.
  - The Office of Internships contributes to my overall education.
  - The Career Development Office contributes to my overall education.
- Diversity
  - The student body is racially/ethnically diverse.
  - The racial/ethnic diversity of the student body contributes to my overall education.
- Faculty
  - Faculty are concerned about individual student learning.
  - My personal relationships with others at the College contribute to my overall education.
  - Faculty members provide feedback that helps me know what to do to improve my performance.
- General Studies Program
  - Convocations have enriched my education at the College.
  - Having my GSTR110 instructor as my advisor helped me succeed in my first year.
  - GSTR courses have helped me develop my writing skills.
  - GSTR courses have helped me develop my critical thinking skills.
  - GSTR courses have helped me develop my quantitative reasoning skills.
- Labor Program
  - The Labor Program has been a valuable part of my overall education.
  - My labor supervisor encourages me to incorporate wellness/health practices into my everyday life.
  - I understand the goals and expectations of the Labor Program.
  - My labor supervisor is helping me understand the relationship between work and my overall education.
- Library
  - I feel comfortable seeking assistance from librarians and student workers at the library.
  - I can identify, find, and use relevant and appropriate sources of information at the library.
  - Contacting the library via e-mail or phone is a helpful service.
  - When the library is not open, I know I can use Ask-a-Librarian.
  - The library has adequate spaces for quiet individual study.
- Residential/Campus Life
  - There is sufficient study space on campus.
  - I have made friends at Berea College.
  - My personal relationships with others at the College contribute to my overall education.
  - There is a feeling of community in my residence hall.
  - There is a feeling of community in the Ecovillage.
  - There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).
  - I feel safe on campus.
- Service
  - There are adequate opportunities for me to provide community and other service.
  - The Center for Excellence through Service (CELTS) contributes to my overall education.

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- Miscellaneous
      - I believe the College has initiated adequate environmental/sustainability practices.
      - My use of the Internet and other technology contributes to my overall education.
- **Importance/Satisfaction Ratings Organized by Item Group for Spring 2013 Administration with Strengths and Challenges coded (Item Groups with Strengths/Challenges)**
  - All Students
  - African-American Students
  - International Students
- **Items in Survey Order for Spring 2013 Administration with Strengths and Challenges coded (Items in Order with Strengths/Challenges)**
  - All Students
  - By Cohort Type by Gender
- **Agreement Items: Rate your level of agreement with the following statements.**
  - All Students, African American Students, International Students
    - Items with a lower mean as a more desirable outcome:
      - I have trouble forming relationships with peers.
      - Technology activities for entertainment are interfering with my relationships with others.
      - I have trouble forming relationships with faculty.
      - I spend too much time on technology (texting, gaming, Internet, etc.).
    - Items with a higher mean as a more desirable outcome:
      - My mental health is good.
      - My spiritual health is good.
      - My physical health is good.
      - My emotional health is good.
      - I am managing stress well.
- **Percentage Frequency Distributions and Means**

# *Instruments/Communications*

**To:** .....

**Subject:** LABOR SUPERVISORS! - Allow Time During Work - Student Satisfaction Survey

Dear Labor Supervisor,

Between February 18 and March 8, we are asking all labor supervisors to administer a student satisfaction survey (aimed at a wide variety of services and programs) to labor students. We administer this survey to all enrolled students every five years and we have found that we get the best response rates when we do it through the Labor Program. We use a national survey in combination with one we have constructed specifically for Berea students.

Next week you will receive the actual paper survey instruments and instructions for their administration in your CPO. Please read over the materials carefully. We ask that you allow students up to an hour during their work time to complete the survey.

If you are interested in the previous results of this survey and trends, click on the following link: <http://www.berea.edu/ira/files/2012/08/satisfactionreport2008.pdf>

Thank you for your help with this important project. We have learned much from previous survey data and made many positive changes as a result.

Judith Weckman, Director  
Office of Institutional Research and Assessment

David Tipton, Dean of Labor  
Labor Program Office

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February 11, 2013

Dear Labor Supervisor,

You recently received an e-mail from Judith Weckman and David Tipton (February 7) regarding the administration of the student satisfaction surveys to your **primary labor students**. Included in this packet are:

- letter to each student including instructions
- two survey forms for each student (one is a nationally-used student satisfaction questionnaire which will allow us to compare our results to other institutions; the other is a questionnaire developed specifically for Berea College.)
- #2 pencil to be used when completing the survey

It is essential that students understand the importance of this project and know that their responses will remain confidential. Please discuss this with your labor students and encourage them to take this activity seriously.

**Administration of the surveys should be between February 18 and March 8.  
Here's what you need to do:**

1. Designate a student to collect all of your labor team's surveys, seal the return envelope, and deliver it to the Office of Institutional Research and Assessment in room 310 Lincoln Hall or to CPO 2177. Please do not collect the surveys yourself. The questionnaires include items related to labor. We have assured the students of complete confidentiality. If you have only one labor student, allow that student to place his/her completed forms in the envelope and seal it.
2. Read over the instructions with your students and ask if there are any questions. **Their B# should be included on the national survey and the "B" should be bubbled in as a zero. Also, the student's name and B# should be marked on the Berea-Specific survey as well.** If a student chooses not to complete the forms, that is acceptable. We ask that the student simply fill in his/her name and write a brief note (one sentence) of explanation on the Berea-Specific form. We will be following up with students who have not completed (or not returned an explanation) by re-contacting you.

If you have any questions, need more forms, or have any problems, please call our office at extension 3790.

Thank you for your help with this important project. We should have the results of the survey to share by the beginning of the Fall Term.

Clara Chapman  
Assistant Director, Institutional Research and Assessment

February 18, 2013

Dear Student:

We ask that you complete the attached "Student Satisfaction Inventory" *and* the "Berea-Specific Student Satisfaction Survey" using labor time to do so. If this is not possible in your labor position, please complete the surveys this week at your convenience. When you have completed the forms, please give them to the student in your area who has been designated to collect the surveys. *Your labor supervisor will not see any of your responses to this survey.*

We administer this survey to all enrolled students every five years. This will be the fourth administration of the survey. The purpose of this project is for us to gain valuable perspectives on the many programs and services the College offers. We are very interested in your experiences as a student and how we might improve what we do to serve your needs.

We ask that you report your B number and name where it is asked for on the survey forms. We ask for these only so that we may do future research that tells us such things as "What kind of ratings did a student who graduated (or did not graduate) give in regard to various issues?" The Office of Institutional Research and Assessment will keep all responses completely confidential. Your individual responses will never be shared.

Please follow the instructions on both parts of the survey. If you have any questions, ask your labor supervisor or call the Office of Institutional Research and Assessment at ext. 3790.

If for any reason you feel that you cannot complete this survey, please fill in your name and B number on the Berea-Specific Student Satisfaction Survey and write a brief note explaining why you prefer not to respond. Your decision not to participate is perfectly acceptable. We will be following up with non-respondents so it is important to return either a completed survey or one with an explanation for non-completion.

Thank you very much for your help with this important project.

Judith Weckman, Director of the Office of Institutional Research and Assessment

*Please refer to the back of this page for specific instructions.*

## INSTRUCTIONS:

- Use a #2 pencil to complete the surveys. One has been provided for you.
- Items 74 to 83 on the first survey form (the National Survey) are blank and require no response.
- Please report your B# on the back of the national survey (labeled as the “numeric identifier” between items 114 and 115). **Bubble in the “B” as a zero.**
- Use the following academic major codes for Item 115 on the national survey:

African and African American Studies	0001	Independent	0018
Agriculture and Natural Resources	0002	Mathematics	0019
Applied Science and Mathematics	0003	Music	0020
Art	0004	Nursing	0021
Asian Studies	0005	Philosophy	0022
Biology	0006	Physical Education	0023
Business Administration	0007	Physics	0024
Chemistry	0008	Political Science	0025
Child and Family Studies	0009	Psychology	0026
Communication	0010	Religion	0027
Computer and Information Science	0011	Sociology	0028
Economics	0012	Spanish	0029
Education Studies	0013	Technology and Applied Design	0030
English	0014	Theatre	0031
French	0015	Women’s and Gender Studies	0032
German	0016		
History	0017	Undecided/Undeclared	0033

- Please include your name and B# in the space provided on the Berea-Specific survey.
- When finished with both surveys, please give them to the student whom your labor supervisor designated to collect and return them.

If you have any questions, please ask your labor supervisor or call the Office of Institutional Research and Assessment at ext. 3790. You can also e-mail questions to the Assistant Director, Clara Chapman, at [chapmanc@berea.edu](mailto:chapmanc@berea.edu).

### E-mail follow-ups during SSI Administration

Sent: March 4, 2013 (from student workers) to **departments with no surveys received**

Subject: Still Need your Student Satisfaction Surveys

We are in the third week of survey administration and have not yet received the surveys from your department (*department name*). If you have already administered them, you might want to check with **the** student who was supposed to return them to us and make sure he/she has done so. The surveys could be stuck in the bottom of a backpack (it happens).

We want to make sure that you are planning to administer the surveys within the next week to your students. We hope to have all completed surveys in our office before spring break begins (March 8 @ 5:00 p.m.).

If you or your students have any questions, please contact Clara Chapman at ext. 3790. If you need more surveys, please call us at ext. 3790.

Thank you,

Student Research Assistant  
Office of Institutional Research and Assessment

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Sent: March 5, 2013 (from Assistant Director) to **departments with some surveys received**

Subject: Student Satisfaction Surveys – Follow-Up – Still missing a few from your department

Thank you for your help in the administration of these surveys. We are in the third week of survey administration. We have received some of the surveys from your department (*department name*), but are still **missing** the surveys from the following students: *{list of students missing}*

Please let me know what the status is of the survey completion for these students. Also, if the student has withdrawn, please let me know that as well. We hope to have all completed surveys in our office before spring break begins (March 8 @ 5:00 p.m.).

If you or your students have any questions, please contact me at ext. 3790. If you need more surveys, please call us at ext. 3790.

Thank you,

Clara  
Assistant Director, Institutional Research and Assessment



Sent: March 7, 2013 (from Assistant Director) to **all departments that had some or all surveys still out**

Subject: Student Satisfaction Survey Administration – PLEASE RESPOND

Thank you for your help in the administration of these surveys. Sixty-three percent (63%) of the student body has responded at this time, but we have not yet received all the surveys from your area (*department name*).

This week, you have received an e-mail from our office regarding missing surveys.

**Please respond to this e-mail and let me know what the status is of the survey completion for these students.** Also, if a student has withdrawn, please let me know that as well. We hope to have all completed surveys in our office before spring break begins (March 8 @ 5:00 p.m.).

If you or your students have any questions, please contact me at ext. 3790. If you need more surveys, please call us at ext. 3790.

Thank you,

Clara  
Assistant Director, Institutional Research and Assessment

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Sent: March 13, 2013 (from Assistant Director) to **departments with non-responders**

Subject: Student Satisfaction Surveys – Missing Responses

Dear Labor Supervisor,

We are in the final stages of the administration of the Student Satisfaction surveys.

Please note that some students and supervisors have confused this survey with the Labor Experience Evaluation (LEE). The LEE is an online assessment instrument that is required for registration. **The Student Satisfaction Survey is in paper form. We sent (to your CPO) a packet of surveys for your primary labor students (including detailed instructions) in mid-February.**

Because you were asked to give labor time/pay to students for the completion of this survey, I want you to know that there are still some surveys missing from your department (*department name*). See the list of non-responders below. Please follow up with any of your students who have not responded. We will count as a response a signed, but not completed survey (we do not force students to fill them out; however, we do need a record of this).

*{list of non-responders}*

**We have extended the deadline for completion to Friday, March 22.**

If you or your students have any questions, please contact me at ext. 3790. If you need more surveys, please call us at ext. 3790.

Thank you,  
Clara  
Assistant Director, Institutional Research and Assessment

Sent: March 26, 2013 (from Director) to **all labor supervisors**

Subject: Thank you, Labor Supervisors!

Dear Labor Supervisors,

Thank you for your efforts in making the Student Satisfaction Survey project a success. We have close to a 90% response rate from our students (we will continue to accept surveys throughout this week; please deliver to 310 Lincoln Hall).

We administer this survey every five years and use the results to improve our services and programs across the entire College. Many changes have occurred because of the feedback we have received from students. The results will be summarized and reported to the entire campus by early fall.

Thanks again for your help!

Judith

Judith Weckman, Director  
Office of Institutional Research and Assessment  
CPO 2177  
Berea College  
Berea, KY 40403

859-985-3791







### Importance to me . . .

- 1 - not important at all
- 2 - not very important
- 3 - somewhat unimportant
- 4 - neutral
- 5 - somewhat important
- 6 - important
- 7 - very important
- does not apply

### . . . My level of satisfaction

- not available/not used
- very satisfied - 7
- satisfied - 6
- somewhat satisfied - 5
- neutral - 4
- somewhat dissatisfied - 3
- not very satisfied - 2
- not satisfied at all - 1

Importance to me . . .		. . . My level of satisfaction
1 2 3 4 5 6 7	21. The amount of student parking space on campus is adequate.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	22. Counseling staff care about students as individuals.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	1 2 3 4 5 6 7
1 2 3 4 5 6 7	24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	25. Faculty are fair and unbiased in their treatment of individual students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	26. Computer labs are adequate and accessible.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	27. The personnel involved in registration are helpful.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	28. Parking lots are well-lighted and secure.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	29. It is an enjoyable experience to be a student on this campus.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	30. Residence hall staff are concerned about me as an individual.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	31. Males and females have equal opportunities to participate in intercollegiate athletics.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	32. Tutoring services are readily available.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	33. My academic advisor is knowledgeable about requirements in my major.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	34. I am able to register for classes I need with few conflicts.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	35. The assessment and course placement procedures are reasonable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	36. Security staff respond quickly in emergencies.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	37. I feel a sense of pride about my campus.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	38. There is an adequate selection of food available in the cafeteria.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	39. I am able to experience intellectual growth here.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	40. Residence hall regulations are reasonable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	41. There is a commitment to academic excellence on this campus.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	42. There are a sufficient number of weekend activities for students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	43. Admissions counselors respond to prospective students' unique needs and requests.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	44. Academic support services adequately meet the needs of students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	45. Students are made to feel welcome on this campus.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	46. I can easily get involved in campus organizations.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	47. Faculty provide timely feedback about student progress in a course.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	48. Admissions counselors accurately portray the campus in their recruiting practices.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	49. There are adequate services to help me decide upon a career.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	50. Class change (drop/add) policies are reasonable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	51. This institution has a good reputation within the community.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	52. The student center is a comfortable place for students to spend their leisure time.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	53. Faculty take into consideration student differences as they teach a course.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	54. Bookstore staff are helpful.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	55. Major requirements are clear and reasonable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	56. The student handbook provides helpful information about campus life.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	57. I seldom get the "run-around" when seeking information on this campus.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	58. The quality of instruction I receive in most of my classes is excellent.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	59. This institution shows concern for students as individuals.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	60. I generally know what's happening on campus.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	61. Adjunct faculty are competent as classroom instructors.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	62. There is a strong commitment to racial harmony on this campus.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	63. Student disciplinary procedures are fair.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	64. New student orientation services help students adjust to college.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	65. Faculty are usually available after class and during office hours.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	66. Tuition paid is a worthwhile investment.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	67. Freedom of expression is protected on campus.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	68. Nearly all of the faculty are knowledgeable in their field.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	69. There is a good variety of courses provided on this campus.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	70. Graduate teaching assistants are competent as classroom instructors.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	71. Channels for expressing student complaints are readily available.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	72. On the whole, the campus is well-maintained.	1 2 3 4 5 6 7
1 2 3 4 5 6 7	73. Student activities fees are put to good use.	1 2 3 4 5 6 7



Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 74 - 83 is provided as a response area for those additional questions. Continue on to item 84 when you have completed this section.

Importance to me ...							... My level of satisfaction								
1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	does not apply	not available/not used	very satisfied - 7	satisfied - 6	somewhat satisfied - 5	neutral - 4	somewhat dissatisfied - 3	not very satisfied - 2	not satisfied at all - 1
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	74. (If items 74-83 not available, skip to item 84.)	74.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	75.	75.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	76.	76.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	77.	77.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	78.	78.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	79.	79.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	80.	80.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	81.	81.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	82.	82.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	83.	83.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
<b>How satisfied are you that this campus demonstrates a commitment to meeting the needs of:</b>															
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	84. Part-time students?	84.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	85. Evening students?	85.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	86. Older, returning learners?	86.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	87. Under-represented populations?	87.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	88. Commuters?	88.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	89. Students with disabilities?	89.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
<b>How important were each of the following factors in your decision to enroll here?</b>															
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	90. Cost							
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	91. Financial aid							
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	92. Academic reputation							
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	93. Size of institution							
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	94. Opportunity to play sports							
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	95. Recommendations from family/friends							
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	96. Geographic setting							
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	97. Campus appearance							
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	●	98. Personalized attention prior to enrollment							

Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

- |   |   |  |
|---|---|--|
| <p>99. So far, how has your college experience met your expectations?</p> <p>① Much worse than I expected</p> <p>② Quite a bit worse than I expected</p> <p>③ Worse than I expected</p> <p>④ About what I expected</p> <p>⑤ Better than I expected</p> <p>⑥ Quite a bit better than I expected</p> <p>⑦ Much better than I expected</p> | <p>100. Rate your overall satisfaction with your experience here thus far.</p> <p>① Not satisfied at all</p> <p>② Not very satisfied</p> <p>③ Somewhat dissatisfied</p> <p>④ Neutral</p> <p>⑤ Somewhat satisfied</p> <p>⑥ Satisfied</p> <p>⑦ Very satisfied</p> | <p>101. All in all, if you had it to do over again, would you enroll here?</p> <p>① Definitely not</p> <p>② Probably not</p> <p>③ Maybe not</p> <p>④ I don't know</p> <p>⑤ Maybe yes</p> <p>⑥ Probably yes</p> <p>⑦ Definitely yes</p> |
|---|---|--|

CONTINUE TO THE NEXT PAGE



Choose the one response that best describes you and darken the corresponding oval for each of the items below.

**102. Gender:**

- ① Female
- ② Male

**103. Age:**

- ① 18 and under
- ② 19 to 24
- ③ 25 to 34
- ④ 35 to 44
- ⑤ 45 and over

**104. Ethnicity/Race:**

- ① African-American
- ② American Indian or Alaskan Native
- ③ Asian or Pacific Islander
- ④ Caucasian/White
- ⑤ Hispanic
- ⑥ Other
- ⑦ Prefer not to respond

**105. Current Enrollment Status:**

- ① Day
- ② Evening
- ③ Weekend

**106. Current Class Load:**

- ① Full-time
- ② Part-time

**107. Class Level:**

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Senior
- ⑤ Special Student
- ⑥ Graduate/Professional
- ⑦ Other

**108. Current GPA:**

- ① No credits earned
- ② 1.99 or below
- ③ 2.0 - 2.49
- ④ 2.5 - 2.99
- ⑤ 3.0 - 3.49
- ⑥ 3.5 or above

**109. Educational Goal:**

- ① Associate degree
- ② Bachelor's degree
- ③ Master's degree
- ④ Doctorate or professional degree
- ⑤ Certification (initial or renewal)
- ⑥ Self-improvement/pleasure
- ⑦ Job-related training
- ⑧ Other

**110. Employment:**

- ① Full-time off campus
- ② Part-time off campus
- ③ Full-time on campus
- ④ Part-time on campus
- ⑤ Not employed

**111. Current Residence:**

- ① Residence hall
- ② Fraternity / Sorority
- ③ Own house
- ④ Rent room or apartment off campus
- ⑤ Parent's home
- ⑥ Other

**112. Residence Classification:**

- ① In-state
- ② Out-of-state
- ③ International (not U.S. citizen)

**113. Disabilities:**

- Physical disability or a diagnosed learning disability?
- ① Yes
  - ② No

**114. When I entered this institution, it was my:**

- ① 1st choice
- ② 2nd choice
- ③ 3rd choice or lower

Your numeric identifier may be requested for research purposes. Your response is voluntary.

Numeric identifier, if requested by your institution:

Write the requested number in the spaces of the box provided. Completely darken the corresponding oval.

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**115. Major:**

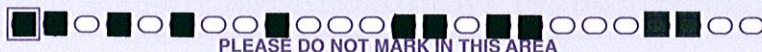
Fill in major code from list provided by your institution.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**116. Item requested by your institution:**

- ①
- ②
- ③
- ④
- ⑤
- ⑥

Thank you for taking the time to complete this inventory.  
Please do not fold.



3256619

Name: \_\_\_\_\_

## Berea-Specific Student Satisfaction Survey

B#: \_\_\_\_\_

Circle your responses directly on the survey.

### Importance to me....

### ...My level of satisfaction

1 - not important at all								Each item below describes an expectation about your experiences at Berea. On the <i>left</i> , tell us how <u>important</u> it is for Berea to meet this expectation. On the <i>right</i> , tell us how <u>satisfied</u> you are that Berea has met this expectation.	not available/not used							
2 - not very important									very satisfied - 7							
3 - somewhat unimportant									satisfied - 6							
4 - neutral									somewhat satisfied - 5							
5 - somewhat important									neutral - 4							
6 - important									somewhat dissatisfied - 3							
7 - very important									not very satisfied - 2							
does not apply									not satisfied at all - 1							
1	2	3	4	5	6	7	dna	1. The range of major programs available at Berea is adequate.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	2. The academic program provides me with adequate opportunities to explore personal interests.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	3. My academic advisor has helped me plan for getting into graduate school.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	4. My academic advisor has helped me plan for a future career.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	5. My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	6. Convocations have enriched my education at the College.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	7. The Labor Program has been a valuable part of my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	8. My labor supervisor encourages me to incorporate wellness/health practices into my everyday life.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	9. My academic advisor helped me make the transition from high school to college.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	11. GSTR courses have helped me develop my writing skills.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	12. GSTR courses have helped me develop my critical thinking skills.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	13. GSTR courses have helped me develop my quantitative reasoning skills.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	14. There is sufficient study space on the campus.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	15. There are sufficient services on campus to help me prepare for a future career.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	16. The Learning Center services are adequate to support the needs of students.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	17. The student body is racially/ethnically diverse.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	18. The racial/ethnic diversity of the student body contributes to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	19. The Appalachian Center contributes to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	20. The Center for International Education contributes to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	21. The Campus Christian Center contributes to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	22. The Center for Excellence through Service (CELTS) contributes to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	23. The Woodson Center contributes to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	24. The Office of Internships contributes to my overall education.	1	2	3	4	5	6	7	n/a

## Berea-Specific Student Satisfaction Survey

### Importance to me....

### ...My level of satisfaction

Importance to me....							...My level of satisfaction									
1 - not important at all							Each item below describes an expectation about your experiences at Berea. On the <i>left</i> , tell us how <u>important</u> it is for Berea to meet this expectation. On the <i>right</i> , tell us how <u>satisfied</u> you are that Berea has met this expectation.	not available/not used								
2 - not very important								very satisfied - 7								
3 - somewhat unimportant								satisfied - 6								
4 - neutral								somewhat satisfied - 5								
5 - somewhat important								neutral - 4								
6 - important								somewhat dissatisfied - 3								
7 - very important								not very satisfied - 2								
does not apply							not satisfied at all - 1									
1	2	3	4	5	6	7	dna	25. The Career Development Office contributes to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	26. The Black Cultural Center contributes to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	27. Faculty are concerned about individual student learning.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	28. I have made friends at Berea College.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	29. My personal relationships with others at the College contribute to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	30. There is a feeling of community in my residence hall.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	31. There is a feeling of community in the Ecovillage.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	32. There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	33. I understand the goals and expectations of the Labor Program.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	34. I feel safe on campus.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	35. Faculty members provide feedback that helps me know what to do to improve my performance.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	36. I believe the College has initiated adequate environmental/sustainability practices.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	37. There are adequate opportunities for me to provide community and other service.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	38. My use of the Internet and other technology contributes to my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	39. My labor supervisor is helping me understand the relationship between work and my overall education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	40. I feel comfortable seeking assistance from librarians and student workers at the library.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	41. I can identify, find, and use relevant and appropriate sources of information at the library.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	42. Contacting the library via e-mail or phone is a helpful service.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	43. When the library is not open, I know I can use Ask-a-Librarian.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	dna	44. The library has adequate spaces for quiet individual study.	1	2	3	4	5	6	7	n/a



## Berea-Specific Student Satisfaction Survey

Rate your level of agreement with the following statements.

1 - strongly disagree					
2 - disagree					
3 - neutral					
4 - agree					
5 - strongly agree					
1	2	3	4	5	1. I spend too much time on technology (texting, gaming, Internet, etc.).
1	2	3	4	5	2. Technology activities for entertainment are interfering with my relationships with others.
1	2	3	4	5	3. I have trouble forming relationships with peers.
1	2	3	4	5	4. I have trouble forming relationships with faculty.
1	2	3	4	5	5. I am managing stress well.
1	2	3	4	5	6. My physical health is good.
1	2	3	4	5	7. My mental health is good.
1	2	3	4	5	8. My spiritual health is good.
1	2	3	4	5	9. My emotional health is good.

Have you ever thought about leaving the College before graduation? Yes \_\_\_\_\_ No \_\_\_\_\_

Please explain your answer.

## Berea-Specific Student Satisfaction Survey

Relate one or more experiences or connections to others you have made at the College that have been positive and made you feel like a part of the campus community.

Sustainability refers to the capacity of individuals, communities, and societies to coexist in a manner that maintains social justice, environmental integrity, and economic well-being today and for future generations. Can you provide specific examples of the college's commitment to sustainability as implemented and practiced in your specific work area/labor position and how you participated?

*Thanks for your input.*

*Noel-Levitz (National)  
Student Satisfaction Inventory (SSI)*

# *Strengths/Challenges*

# Strengths and Challenges Berea and Four-Year Private Institutions All Students (N = 1,262)

2013 Noel Levitz Student  
Satisfaction Inventory

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- I am able to register for classes I need with few conflicts.\*
- Security staff respond quickly in emergencies.\*
- Faculty are fair and unbiased in their treatment of individual students.\*
- **It is an enjoyable experience to be a student on this campus.**
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.) \* (Lower Priority for National)
- Faculty provide timely feedback about student progress in a course.\*
- The staff in the health services area are competent.\* (Lower Priority for National)
- Financial aid counselors are helpful.\*
- There is an adequate selection of food available in the cafeteria.\* (Lower Priority for National)
- Faculty take into consideration student differences as they teach a course.\* (Lower Priority for National)
- Billing policies are reasonable.\* (Lower Priority for National)
- I seldom get the 'run-around' when seeking information on this campus.\* (Lower Priority for National)
- Residence hall regulations are reasonable.\* (Lower Priority for National)

- The content of the courses within my major is valuable.\*
- The instruction in my major field is excellent.\*
- My academic advisor is knowledgeable about requirements in my major.\*
- **Adequate financial aid is available for most students. (Challenge for National)**
- **Tuition paid is a worthwhile investment. (Challenge for National)**
- Nearly all of the faculty are knowledgeable in their field.\*
- I am able to experience intellectual growth here.\*
- My academic advisor is approachable.\*
- The quality of the instruction I receive in most of my classes is excellent.\*
- **My academic advisor is concerned about my success as an individual.**
- There is a commitment to academic excellence on this campus.\*
- Faculty are usually available after class and during office hours.\*
- The campus staff are caring and helpful.\*
- On the whole, the campus is well-maintained.\*
- Library resources and services are adequate.\* (Lower Priority for National)
- **Faculty care about me as an individual.**

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

Very Satisfied

**LOWER PRIORITY**

- Admissions counselors accurately portray the campus in their recruiting practices.\*
- Channels for expressing student complaints are readily available.\*
- Student activities fees are put to good use.\*
- **The business office is open during hours which are convenient for most students.**
- Parking lots are well-lighted and secure.\*
- The amount of student parking space on campus is adequate.\*
- Residence hall staff are concerned about me as an individual.\*
- The student center is a comfortable place for students to spend their leisure time.\*
- There are a sufficient number of weekend activities for students.\*
- The intercollegiate athletic programs contribute to a strong sense of school spirit.\*

- This institution has a good reputation within the community.\* (Higher Priority for National)
- Tutoring services are readily available.\*
- Library staff are helpful and approachable.\*

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Lists are rank ordered by importance. Seven-point scales were used. \*Strengths or challenges for Four-Year Private Colleges and Universities. **Items highlighted in yellow are unique to Berea.**

# Strengths and Challenges

Men: N = 510  
Women: N = 751

2013 Noel Levitz Student  
Satisfaction Inventory

## All Students by Gender

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- Billing policies are reasonable.
- Faculty are fair and unbiased in their treatment of individual students.
- Faculty provide timely feedback about student progress in a course.
- Financial aid counselors are helpful.
- I am able to register for classes I need with few conflicts.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
- Security staff respond quickly in emergencies.
- The staff in the health services area are competent.
- There is an adequate selection of food available in the cafeteria.
- *Financial aid awards are announced to students in time to be helpful in college planning.*
- *Faculty take into consideration student differences as they teach a course.*
- *Residence hall regulations are reasonable. (lower priority for men)*
- *I seldom get the 'run-around' when seeking information on this campus. (lower priority for women)*
- *It is an enjoyable experience to be a student on this campus.*
- *There is a good variety of courses provided on this campus.*

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Very Dissatisfied

- Adequate financial aid is available for most students.
- Faculty are usually available after class and during office hours.
- I am able to experience intellectual growth here.
- Library resources and services are adequate.
- My academic advisor is approachable.
- My academic advisor is concerned about my success as an individual.
- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- The campus staff are caring and helpful.
- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- The quality of instruction I receive in most of my classes is excellent.
- There is a commitment to academic excellence on this campus.
- Tuition paid is a worthwhile investment.
- *On the whole, the campus is well-maintained.*
- *Students are made to feel welcome on this campus.*
- *Freedom of expression is protected on campus.*
- *Faculty care about me as an individual.*
- *The campus is safe and secure for all students.*

At or above the median in importance and at or above the top quartile of satisfaction.

Very Satisfied

LOWER PRIORITY

- Admissions counselors accurately portray the campus in their recruiting practices.
- Channels for expressing student complaints are readily available.
- Parking lots are well-lighted and secure.
- Student activities fees are put to good use.
- The amount of student parking space on campus is adequate.
- The business office is open during hours which are convenient for most students.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.
- The student center is a comfortable place for students to spend their leisure time.
- There are a sufficient number of weekend activities for students.
- *Residence hall staff are concerned about me as an individual.*
- *I seldom get the 'run-around' when seeking information on this campus. (higher priority for men and all students)*
- *Student disciplinary procedures are fair.*
- *Residence hall regulations are reasonable. (higher priority for women)*

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

- Library staff are helpful and approachable.
- This institution has a good reputation within the community.
- Tutoring services are readily available.
- *Males and females have equal opportunities to participate in intercollegiate athletics.*

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Seven-point scales were used. Items in blue are only for men while items in dark pink are only for women. If an item is also italicized, then it is for all students as well. All other items (those in black) are for all three groups: All, Men, and Women.

# Strengths and Challenges

2013 Noel Levitz Student  
Satisfaction Inventory

**All Freshmen (N = 257)**

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- I am able to register for classes I need with few conflicts.
- It is an enjoyable experience to be a student on this campus.
- Major requirements are clear and reasonable.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.)
- Security staff respond quickly in emergencies.
- Faculty are fair and unbiased in their treatment of individual students.
- My academic advisor is knowledgeable about requirements in my major.
- The staff in the health services area are competent.
- Faculty provide timely feedback about student progress in a course.
- Faculty take into consideration student differences as they teach a course.
- There is an adequate selection of food available in the cafeteria.
- There are adequate services to help me decide upon a career.

- The content of the courses within my major is valuable.
- Adequate financial aid is available for most students.
- Tuition paid is a worthwhile investment.
- The campus is safe and secure for all students.
- Nearly all of the faculty are knowledgeable in their field.
- I am able to experience intellectual growth here.
- The quality of instruction I receive in most of my classes is excellent.
- There is a commitment to academic excellence on this campus.
- Faculty are usually available after class and during office hours.
- Freedom of expression is protected on campus.
- Students are made to feel welcome on this campus.
- On the whole, the campus is well-maintained.
- Library resources and services are adequate.
- Tutoring services are readily available.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- The assessment and course placement procedures are reasonable.
- Admissions counselors accurately portray the campus in their recruiting practices.
- Residence hall regulations are reasonable.
- I seldom get the "run-around" when seeking information on this campus.
- My academic advisor helps me set goals to work toward.
- Channels for expressing student complaints are readily available.
- The business office is open during hours which are convenient for most students.
- Parking lots are well-lighted and secure.
- Graduate teaching assistants are competent as classroom instructors.
- The amount of student parking space on campus is adequate.
- There are a sufficient number of weekend activities for students.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.

- This institution has a good reputation within the community.
- There is a strong commitment to racial harmony on this campus.
- Library staff are helpful and approachable.
- Bookstore staff are helpful.
- Males and females have equal opportunities to participate in intercollegiate athletics.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

# Strengths and Challenges

2013 Noel Levitz Student  
Satisfaction Inventory

**All Sophomores (N = 301)**

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- Faculty are fair and unbiased in their treatment of individual students.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
- It is an enjoyable experience to be a student on this campus.
- Faculty provide timely feedback about student progress in a course.
- There are adequate services to help me decide upon a career.
- There is an adequate selection of food available in the cafeteria.
- The staff in the health services area are competent.
- Billing policies are reasonable.
- Faculty take into consideration student differences as they teach a course.

- The content of the courses within my major is valuable.
- Tuition paid is a worthwhile investment.
- The instruction in my major field is excellent.
- Nearly all of the faculty are knowledgeable in their field.
- My academic advisor is knowledgeable about requirements in my major.
- I am able to experience intellectual growth here.
- My academic advisor is approachable.
- The quality of instruction I receive in most of my classes is excellent.
- Adequate financial aid is available for most students.
- My academic advisor is concerned about my success as an individual.
- Freedom of expression is protected on campus.
- There is a commitment to academic excellence on this campus.
- Faculty are usually available after class and during office hours.
- Students are made to feel welcome on this campus.
- The campus staff are caring and helpful.
- Library resources and services are adequate.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- Student activity fees are put to good use.
- Residence hall regulations are reasonable.
- Admissions counselors accurately portray the campus in their recruiting practices.
- I seldom get the "run-around" when seeking information on this campus.
- Channels for expressing student complaints are readily available.
- The business office is open during hours which are convenient for most students.
- Parking lots are well-lighted and secure.
- Graduate teaching assistants are competent as classroom instructors.
- The amount of student parking space on campus is adequate.
- Residence hall staff are concerned about me as an individual.
- The student center is a comfortable place for students to spend their leisure time.
- There are a sufficient number of weekend activities for students.
- The student handbook provides helpful information about campus life.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.

- Faculty care about me as an individual.
- This institution has a good reputation within the community.
- Tutoring services are readily available.
- Library staff are helpful and approachable.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant



# Strengths and Challenges

All Juniors (N = 331)

2013 Noel Levitz Student Satisfaction Inventory

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- Faculty are fair and unbiased in their treatment of individual students.
- It is an enjoyable experience to be a student on this campus.
- The staff in the health services area are competent.
- Financial aid counselors are helpful.
- Faculty provide timely feedback about student progress in a course.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.)
- Financial aid awards are announced to students in time to be helpful in college planning.
- Billing policies are reasonable.
- There is an adequate selection of food available in the cafeteria.
- I seldom get the "run-around" when seeking information on this campus.

- The content of the courses within my major is valuable.
- My academic advisor is knowledgeable about requirements in my major.
- The instruction in my major field is excellent.
- Tuition paid is a worthwhile investment.
- My academic advisor is approachable.
- Nearly all of the faculty are knowledgeable in their field.
- I am able to experience intellectual growth here.
- The quality of instruction I receive in most of my classes is excellent.
- My academic advisor is concerned about my success as an individual.
- Major requirements are clear and reasonable.
- Faculty are usually available after class and during office hours.
- There is a commitment to academic excellence on this campus.
- The campus staff are caring and helpful.
- Library resources and services are adequate.
- On the whole, the campus is well-maintained.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

Very Satisfied

LOWER PRIORITY

- Residence hall regulations are reasonable.
- Admissions counselors accurately portray the campus in their recruiting practices.
- Parking lots are well-lighted and secure.
- Student activity fees are put to good use.
- Channels for expressing student complaints are readily available.
- The business office is open during hours which are convenient for most students.
- The amount of student parking space on campus is adequate.
- Residence hall staff are concerned about me as an individual.
- There are a sufficient number of weekend activities for students.
- The student center is a comfortable place for students to spend their leisure time.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.

- Faculty care about me as an individual.
- My academic advisor helps me set goals to work toward.
- There is a strong commitment to racial harmony on this campus.
- This institution has a good reputation within the community.
- Tutoring services are readily available.
- Library staff are helpful and approachable.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

# Strengths and Challenges

2013 Noel Levitz Student  
Satisfaction Inventory

**All Seniors (N = 340)**

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- I am able to register for classes I need with few conflicts.
- Faculty are fair and unbiased in their treatment of individual students.
- Security staff respond quickly in emergencies.
- Faculty provide timely feedback about student progress in a course.
- The staff in the health services area are competent.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
- There is an adequate selection of food available in the cafeteria.
- Financial aid counselors are helpful.
- Faculty take into consideration student differences as they teach a course.
- I seldom get the "run-around" when seeking information on this campus.
- There are adequate services to help me decide upon a career.
- Residence hall regulations are reasonable.
- Channels for expressing student complaints are readily available.

- My academic advisor is knowledgeable about requirements in my major.
- The instruction in my major field is excellent.
- The content of the courses within my major is valuable.
- I am able to experience intellectual growth here.
- Nearly all of the faculty are knowledgeable in their field.
- My academic advisor is approachable.
- Adequate financial aid is available for most students.
- Tuition paid is a worthwhile investment.
- My academic advisor is concerned about my success as an individual.
- There is a commitment to academic excellence on this campus.
- The campus staff are caring and helpful.
- Faculty are usually available after class and during office hours.
- Faculty care about me as an individual.
- Students are made to feel welcome on this campus.
- On the whole, the campus is well-maintained.
- Library resources and services are adequate.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

Very Satisfied

**LOWER PRIORITY**

- Billing policies are reasonable.
- The business office is open during hours which are convenient for most students.
- Parking lots are well-lighted and secure.
- Admissions counselors accurately portray the campus in their recruiting practices.
- Student activity fees are put to good use.
- The amount of student parking space on campus is adequate.
- The student center is a comfortable place for students to spend their leisure time.
- Residence hall staff are concerned about me as an individual.
- There are a sufficient number of weekend activities for students.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.

- This institution has a good reputation within the community.
- Tutoring services are readily available.
- Library staff are helpful and approachable.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

# Strengths and Challenges Berea and Four-Year Private Institutions African-American Students (N = 209)

2013 Noel Levitz Student  
Satisfaction Inventory

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- I am able to register for classes I need with few conflicts.\*
- It is an enjoyable experience to be a student on this campus.\*
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.)\* (Lower Priority for National)
- Faculty are fair and unbiased in their treatment of individual students.\*
- Security staff respond quickly in emergencies.\*
- Faculty provide timely feedback about student progress in a course.
- Financial aid awards are announced to students in time to be helpful in college planning.\*
- The staff in the health services area are competent.\* (Lower Priority for National)
- There are adequate services to help me decide upon a career.
- Billing policies are reasonable.
- Faculty take into consideration student differences as they teach a course.\*
- There is an adequate selection of food available in the cafeteria.\* (Lower Priority for National)
- Admissions counselors accurately portray the campus in their recruiting practices.

- The content of the courses within my major is valuable.\*
- My academic advisor is knowledgeable about requirements in my major.\*
- The instruction in my major field is excellent.\*
- Adequate financial aid is available for most students. (Challenge for National)
- My academic advisor is approachable.\*
- My academic advisor is concerned about my success as an individual.
- Tuition paid is a worthwhile investment. (Challenge for National)
- The quality of instruction I receive in most of my classes is excellent.\*
- I am able to experience intellectual growth here.\*
- Nearly all of the faculty are knowledgeable in their field.\*
- Faculty are usually available after class and during office hours.\*
- There is a commitment to academic excellence on this campus.\*
- The campus staff are caring and helpful.
- Library resources and services are adequate.\*
- On the whole, the campus is well maintained.\*

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- Parking lots are well-lighted and secure. \*
- I seldom get the 'run-around' when seeking information on this campus.\*
- Student disciplinary procedures are fair.
- Residence hall regulations are reasonable.\*
- Student activities fees are put to good use.\*
- Channels for expressing student complaints are readily available.\*
- The amount of student parking space on campus is adequate.\*
- There are a sufficient number of weekend activities for students.\*
- Residence hall staff are concerned about me as an individual.\*
- The intercollegiate athletic programs contribute to a strong sense of school spirit.\*

- Faculty care about me as an individual.
- This institution has a good reputation within the community.\* (Higher Priority for National)
- Bookstore staff are helpful.\*
- Library staff are helpful and approachable.\*
- Males and females have equal opportunities to participate in intercollegiate athletics.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Lists are rank ordered by importance. Seven-point scales were used. \*Strengths or challenges for African-Americans at Four-Year Private Colleges and Universities. **Items highlighted in yellow are unique to African-American students at Berea.**

# Strengths and Challenges

Men: N = 76  
Women: N = 133

2013 Noel Levitz Student Satisfaction Inventory

## African American Students by Gender

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- Admissions counselors accurately portray the campus in their recruiting practices.
- Billing polices are reasonable
- Faculty are fair and unbiased in their treatment of individual students.
- I am able to register for classes I need with few conflicts.
- It is an enjoyable experience to be a student on this campus.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
- *Faculty provide timely feedback about student progress in a course.*
- *Faculty take into consideration student differences as they teach a course.*
- *Financial aid awards are announced to students in time to be helpful in college planning.*
- *The staff in the health services area are competent.*
- *There are adequate services to help me decide upon a career.*
- *There is an adequate selection of food available in the cafeteria. (lower priority for men and all students)*
- *Parking lots are well-lighted and secure. (lower priority for men and all students)*
- *Security staff respond quickly in emergencies. (lower priority for men)*
- There is a good variety of courses provided on this campus
- Freedom of expression is protected on campus.
- The assessment and course placement procedures are reasonable.
- Residence hall regulations are reasonable. (lower priority for women and all students)

- Faculty are usually available after class and during office hours.
- I am able to experience intellectual growth here.
- Library resources and services are adequate.
- My academic advisor is approachable.
- My academic advisor is concerned about my success as an individual.
- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- The campus staff are caring and helpful.
- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- There is a commitment to academic excellence on this campus.
- Tuition paid is a worthwhile investment.
- *On the whole, the campus is well-maintained.*
- *The quality of instruction I receive in most of my classes is excellent.*
- *Adequate financial aid is available for most students.*
- The campus is safe and secure for all students.
- Tutoring services are readily available.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

Very Satisfied

LOWER PRIORITY

- Channels for expressing student complaints are readily available.
- I seldom get the 'run-around' when seeking information on this campus.
- Student activities fees are put to good use.
- The amount of student parking space on campus is adequate.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.
- There are a sufficient number of weekend activities for students.
- *Residence hall staff are concerned about me as an individual.*
- *Residence hall regulations are reasonable. (higher priority for men)*
- *Student disciplinary procedures are fair.*
- *I feel a sense of pride about my campus.*
- *Most students feel a sense of belonging here.*
- *The student center is a comfortable place for students to spend their leisure time.*
- *There is an adequate selection of food available in the cafeteria. (higher priority for women and all African American students)*
- *Security staff respond quickly in emergencies. (higher priority for women and all African American students)*
- *Parking lots are well-lighted and secure. (higher priority for women and all African American students)*

- Library staff are helpful and approachable.
- Males and females have equal opportunities to participate in intercollegiate athletics.
- This institution has a good reputation within the community.
- *Faculty care about me as an individual.*
- *I can easily get involved in campus organizations.*
- *Bookstore staff are helpful.*

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Seven-point scales were used. Items in blue are only for men while items in dark pink are only for women. If an item is also italicized, then it is for all African American students as well. All other items (those in black) are for all three groups: All, Men, and Women.

# Strengths and Challenges

2013 Noel Levitz Student  
Satisfaction Inventory

## All Other Domestic Students (N = 951)

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- Faculty are fair and unbiased in their treatment of individual students.
- It is an enjoyable experience to be a student on this campus.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
- Faculty provide timely feedback about student progress in a course.
- The staff in the health services area are competent.
- Financial aid counselors are helpful.
- There is an adequate selection of food available in the cafeteria.
- Billing policies are reasonable.
- Faculty take into consideration student differences as they teach a course.
- I seldom get the 'run around' when seeking information on this campus.
- Residence hall regulations are reasonable.

- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- Tuition paid is a worthwhile investment.
- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- Adequate financial aid is available for most students.
- I am able to experience intellectual growth here.
- The quality of instruction I receive in most of my classes is excellent.
- My academic advisor is approachable.
- My academic advisor is concerned about my success as an individual.
- There is a commitment to academic excellence on this campus.
- Faculty are usually available after class and during office hours.
- On the whole, the campus is well-maintained.
- Library resources and services are adequate.
- Faculty care about me as an individual.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

Very Satisfied

LOWER PRIORITY

- Admissions counselors accurately portray the campus in their recruiting practices.
- Channels for expressing student complaints are readily available.
- Student activities fees are put to good use.
- The business office is open during hours which are convenient for most students.
- Parking lots are well-lighted and secure.
- The amount of student parking space on campus is adequate.
- Residence hall staff are concerned about me as an individual.
- The student service center is a comfortable place for students to spend their leisure time.
- There are a sufficient number of weekend activities for students.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.

- There is a strong commitment to racial harmony on this campus.
- This institution has a good reputation within the community.
- Tutoring services are readily available.
- Library staff are helpful and approachable.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Lists are rank ordered by importance. Seven-point scales were used.

# Strengths and Challenges

Men: N = 381  
Women: N = 570

## All Other Domestic Students by Gender

2013 Noel Levitz Student  
Satisfaction Inventory

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- Billing policies are reasonable.
- Faculty are fair and unbiased in their treatment of individual students.
- Faculty provide timely feedback about student progress in a course.
- Faculty take into consideration student differences as they teach a course.
- Financial aid counselors are helpful.
- I am able to register for classes I need with few conflicts.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
- Security staff respond quickly in emergencies.
- The staff in the health services area are competent.
- There is an adequate selection of food available in the cafeteria.
- *Financial aid awards are announced to students in time to be helpful in college planning.*
- *Residence hall regulations are reasonable. (lower priority for men)*
- *I seldom get the 'run-around' when seeking information on this campus. (lower priority for women)*
- *It is an enjoyable experience to be a student on this campus.*
- *There is a good variety of courses provided on this campus.*

- Adequate financial aid is available for most students.
- Faculty are usually available after class and during office hours.
- I am able to experience intellectual growth here.
- Library resources and services are adequate.
- My academic advisor is approachable.
- My academic advisor is concerned about my success as an individual.
- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- The quality of instruction I receive in most of my classes is excellent.
- There is a commitment to academic excellence on this campus.
- Tuition paid is a worthwhile investment.
- *Freedom of expression is protected on campus.*
- *On the whole the campus is well-maintained.*
- *The campus staff are caring and helpful.*
- *Faculty care about me as an individual.*

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

LOWER PRIORITY

Very Satisfied

- Admissions counselors accurately portray the campus in their recruiting practices.
- Channels for expressing student complaints are readily available.
- Parking lots are well-lighted and secure.
- Student activities fees are put to good use.
- The amount of student parking space on campus is adequate.
- The business office is open during hours which are convenient for most students.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.
- The student center is a comfortable place for students to spend their leisure time.
- There are a sufficient number of weekend activities for students.
- *Graduate teaching assistants are competent as classroom instructors.*
- *I seldom get the 'run-around' when seeking information on this campus. (higher priority for men and all students)*
- *I feel a sense of pride about my campus.*
- *Residence hall regulations are reasonable. (higher priority for women and all students)*
- *Student disciplinary procedures are fair.*
- *The student handbook provides helpful information about campus life.*

- Library staff are helpful and approachable.
- There is a strong commitment to racial harmony on this campus.
- This institution has a good reputation within the community.
- Tutoring services are readily available.
- *Bookstore staff are helpful.*

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Seven-point scales were used. Items in blue are only for men while items in dark pink are only for women. If an item is also italicized, then it is for all other domestic students as well. All other items (those in black) are for all three groups: All, Men, and Women.



# Strengths and Challenges Berea and Four-Year Private Institutions International Students (N = 100)

2013 Noel Levitz Student  
Satisfaction Inventory

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- There is a good variety of courses provided on this campus.\*
- Adequate financial aid is available for most students. \*
- I am able to register for classes I need with few conflicts.\*
- The instruction in my major field is excellent.\*(Both a strength {satisfaction in top quartile} and a challenge {in gap top quartile} for National)
- Faculty are fair and unbiased in their treatment of individual students.\*
- Security staff respond quickly in emergencies.
- This institution shows concern for students as individuals.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).\*
- Faculty provide timely feedback about student progress in a course.
- Faculty take into consideration student differences as they teach a course.\*
- There are adequate services to help me decide upon a career.\*
- There is an adequate selection of food available in the cafeteria.\* (Lower Priority for National)
- My academic advisor helps me set goals to work toward.\*
- The staff in the health services area are competent\* (Lower Priority for National)
- The assessment and course placement procedures are reasonable.

- The content of the courses within my major is valuable.\*
- My academic advisor is knowledgeable about requirements in my major.\*
- Nearly all of the faculty are knowledgeable in their field.\*
- I am able to experience intellectual growth here.\*
- My academic advisor is approachable.\*
- The campus is safe and secure for all students.\*
- Faculty are usually available after class and during office hours.\*
- Major requirements are clear and reasonable.\*
- Tuition paid is a worthwhile investment. (Challenge for National)
- There is a commitment to academic excellence on this campus.
- Library resources and services are adequate.
- On the whole, the campus is well-maintained.\*
- The campus staff are caring and helpful.\*
- Students are made to feel welcome on this campus.\*
- This institution has a good reputation within the community.\*
- New student orientation helps students adjust to college.

At or above the median in importance and in the bottom quartile of satisfaction  
OR the top quartile of performance gaps.

At or above the median in importance and in the top quartile of satisfaction.

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- Residence hall regulations are reasonable.\*
- Channels for expressing student complaints are readily available.\*
- Student activities fees are put to good use. \*
- Billing policies are reasonable.\*
- Residence hall staff are concerned about me as individual.\*
- Graduate teaching assistants are competent as classroom instructors.
- I seldom get the 'run-around' when seeking information on this campus.\*
- Admissions counselors accurately portray the campus in their recruiting practices.
- There are a sufficient number of weekend activities for students. \*
- The student center is a comfortable place for students to spend their leisure time.
- Parking lots are well-lighted and secure.\*
- A variety of intramural activities are offered.\*
- The intercollegiate athletic programs contribute to a strong sense of school spirit.\*
- The amount of student parking space on campus is adequate.\*

- Library staff are helpful and approachable.\*
- Tutoring services are readily available.
- I feel a sense of pride about my campus.

Below the median in importance and in the bottom quartile of satisfaction OR the top quartile of performance gaps.

Below the median in importance and in the top quartile of satisfaction.

Very Unimportant

NOTES: Lists are rank ordered by importance. Seven-point scales were used. \*Strengths or challenges for Four-Year Private Colleges and Universities. Items highlighted in yellow are unique to International Students at Berea.

# Strengths and Challenges

Men: N = 52  
Women: N = 48

## International Students by Gender

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- Adequate financial aid is available for most students.
- Faculty are fair and unbiased in their treatment of individual students.
- Faculty take into consideration student differences as they teach a course.
- I am able to register for classes I need with few conflicts.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
- The staff in the health services area are competent.
- There are adequate services to help me decide upon a career.
- There is an adequate selection of food available in the cafeteria.
- Financial aid awards are announced to students in time to be helpful in college planning.
- My academic advisor is concerned about my success as an individual.
- Financial aid counselors are helpful.
- My academic advisor helps me set goals to work toward.
- Security staff respond quickly in emergencies.
- The quality of instruction I receive in most of my classes is excellent.
- Faculty provide timely feedback about student progress in a course.
- The instruction in my major field is excellent.
- There is a good variety of courses provided on this campus.
- This institution shows concern for students as individuals.
- Channels for expressing student complaints are readily available. (lower priority for women and all students)
- Residence hall regulations are reasonable. (lower priority for women and all students)

- Faculty are usually available after class and during office hours.
- I am able to experience intellectual growth here.
- Major requirements are clear and reasonable.
- My academic advisor is approachable.
- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- New student orientation services help students adjust to college.
- There is a commitment to academic excellence on this campus.
- Tuition paid is a worthwhile investment.
- The content of the courses within my major is valuable.
- Library resources and services are adequate.
- The campus staff are caring and helpful.
- Tutoring services are readily available. (lower priority for men and all students)
- Library staff are helpful and approachable. (lower priority for men and all students)
- Faculty care about me as an individual.
- My academic advisor is concerned about my success as an individual.
- The campus is safe and secure for all students.
- Students are made to feel welcome on this campus. (lower priority for women)
- On the whole the campus is well-maintained. (lower priority for women)
- This institution has a good reputation within the community. (lower priority for women)

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

Very Satisfied

LOWER PRIORITY

- Billing policies are reasonable.
- Graduate teaching assistants are competent as classroom instructors.
- I seldom get the 'run-around' when seeking information on this campus.
- Parking lots are well-lighted and secure.
- Residence hall staff are concerned about me as an individual.
- The amount of student parking space on campus is adequate.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.
- The student center is a comfortable place for students to spend their leisure time.
- There are a sufficient number of weekend activities for students.
- The business office is open during hours which are convenient for most students.
- Admissions counselors accurately portray the campus in their recruiting practices.
- Channels for expressing student complaints are readily available. (higher priority for men)
- Student activities fees are put to good use.
- Residence hall regulations are reasonable. (higher priority for men)
- The assessment and course placement procedures are reasonable. (higher priority for all students)
- A variety of intramural activities are offered.

- I feel a sense of pride about my campus.
- I can easily get involved in campus organizations.
- Students are made to feel welcome on this campus (higher priority for men and all students)
- This institution has a good reputation within the community. (higher priority for men and all students)
- On the whole, the campus is well maintained. (higher for men and all students)
- Males and females have equal opportunities to participate in intercollegiate athletics.
- Library staff are helpful and approachable. (higher priority for women)
- Tutoring services are readily available. (higher priority for women)

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above top quartile of satisfaction.

Very Unimportant

NOTES: Seven-point scales were used. Items in blue are only for men while items in dark pink are only for women. If an item is also italicized, then it is for all international students as well. All other items (those in black) are for all three groups: All, Men, and Women.



# Strengths and Challenges

## White Male Students From At-Risk and Distressed Appalachian Counties (N = 99)

2013 Noel Levitz Student  
Satisfaction Survey

### CHALLENGES

Very Important  
**HIGHER PRIORITY**

### STRENGTHS

- I am able to register for classes I need with few conflicts.
- Faculty are fair and unbiased in their treatment of individual students.
- It is an enjoyable experience to be a student on this campus.
- Living conditions in the residence halls are comfortable (adequate, space, lighting, heat, air conditioning, telephones, etc.).
- Security staff respond quickly in emergencies.
- There is an adequate selection of food available in the cafeteria.
- Financial aid awards are announced to students in time to be helpful in college planning.
- I seldom get the 'run-around' when seeking information on this campus.
- Billing policies are reasonable.
- Financial aid counselors are helpful.
- Student disciplinary procedures are fair.
- The business office is open during hours which are convenient for most students.
- Residence hall regulations are reasonable.
- The staff in the health services area are competent.

- Tuition paid is a worthwhile investment.
- Nearly all of the faculty are knowledgeable in their field.
- My academic advisor is knowledgeable about requirements in my major.
- I am able to experience intellectual growth here.
- My academic advisor is approachable.
- The instruction in my major field is excellent.
- The quality of instruction I receive in most of my classes is excellent.
- Adequate financial aid is available for most students.
- My academic advisor is concerned about my success as an individual.
- Faculty are usually available after class and during office hours.
- There is a commitment to academic excellence on this campus.
- On the whole, the campus is well-maintained.
- Library resources and services are adequate.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

Very Satisfied

**LOWER PRIORITY**

- Student activities fees are put to good use.
- Admissions counselors accurately portray the campus in their recruiting practices.
- The amount of student parking space on campus is adequate.
- Channels for expressing student complaints are readily available.
- Administrators are approachable to students.
- The student center is a comfortable place for students to spend their leisure time.
- The student handbook provides helpful information about campus life.
- There are a sufficient number of weekend activities for students.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.

- My academic advisor helps me set goals to work toward.
- This institution has a good reputation within the community.
- Library staff are helpful and approachable.
- Bookstore staff are helpful.
- Tutoring services are readily available.
- Males and females have equal opportunities to participate in intercollegiate athletics.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Lists are rank ordered by importance. Seven-point scales were used.

**Strengths and Challenges by Selected Student Groups  
Spring 2013 Administration**

Noel-Levitz Student  
Satisfaction Inventory

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Men (N = 510)</b>	<b>All Students Women (N = 751)</b>	<b>African- American Men (N = 76)</b>	<b>African- American Women (N = 133)</b>	<b>All Other Domestic Men (N = 381)</b>	<b>All Other Domestic Women (N = 570)</b>	<b>Inter- national Men (N = 52)</b>	<b>Inter- national Women (N = 48)</b>	<b>White Men from Appalachian At Risk and Distressed Counties (N = 99)</b>	<b>Freshmen (N = 257)</b>	<b>Sophomores (N = 301)</b>	<b>Juniors (N = 331)</b>	<b>Seniors (N = 340)</b>
<b>LOW PRIORITY STRENGTH</b>													
<b>HIGH PRIORITY CHALLENGE</b>													
<b>LOW PRIORITY CHALLENGE</b>													
1. Most students feel a sense of belonging here.													
2. The campus staff are caring and helpful.													
3. Faculty care about me as an individual.													
4. Admissions staff are knowledgeable.													
5. Financial aid counselors are helpful.													
6. My academic advisor is approachable.													
7. The campus is safe and secure for all students.													
8. The content of the courses within my major is valuable.													
9. A variety of intramural activities are offered.													
10. Administrators are approachable to students.													
11. Billing policies are reasonable.													
12. Financial aid awards are announced to students in time to be helpful in college planning.													
13. Library staff are helpful and approachable.													
14. My academic advisor is concerned about my success as an individual.													
15. The staff in the health services area are competent.													
16. The instruction in my major field is excellent.													
17. Adequate financial aid is available for most students.													
18. Library resources and services are adequate.													
<b>HIGH PRIORITY STRENGTH:</b> At or above the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>LOW PRIORITY STRENGTH:</b> Below the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>HIGH PRIORITY CHALLENGE:</b> At or above the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													
<b>LOW PRIORITY CHALLENGE:</b> Below the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													

**Strengths and Challenges by Selected Student Groups  
Spring 2013 Administration**

Noel-Levitz Student  
Satisfaction Inventory

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Men (N = 510)</b>	<b>All Students Women (N = 751)</b>	<b>African- American Men (N = 76)</b>	<b>African- American Women (N = 133)</b>	<b>All Other Domestic Men (N = 381)</b>	<b>All Other Domestic Women (N = 570)</b>	<b>Inter- national Men (N = 52)</b>	<b>Inter- national Women (N = 48)</b>	<b>White Men from Appalachian At Risk and Distressed Counties (N = 99)</b>	<b>Freshmen (N = 257)</b>	<b>Sophomores (N = 301)</b>	<b>Juniors (N = 331)</b>	<b>Seniors (N = 340)</b>
<b>LOW PRIORITY STRENGTH</b>													
<b>HIGH PRIORITY CHALLENGE</b>													
<b>LOW PRIORITY CHALLENGE</b>													
19. My academic advisor helps me set goals to work toward.													
20. The business office is open during hours which are convenient for most students.													
21. The amount of student parking space on campus is adequate.													
22. Counseling staff care about students as individuals.													
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)													
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.													
25. Faculty are fair and unbiased in their treatment of individual students.													
26. Computer labs are adequate and accessible.													
27. The personnel involved in registration are helpful.													
28. Parking lots are well-lighted and secure.													
29. It is an enjoyable experience to be a student on this campus.													
30. Residence hall staff are concerned about me as an individual.													
31. Males and females have equal opportunities to participate in intercollegiate athletics.													
32. Tutoring services are readily available.													
33. My academic advisor is knowledgeable about requirements in my major.													
<b>HIGH PRIORITY STRENGTH:</b> At or above the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>LOW PRIORITY STRENGTH:</b> Below the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>HIGH PRIORITY CHALLENGE:</b> At or above the median in importance <u>and</u> at or below the bottom quartile of satisfaction <b>OR</b> at or above the top quartile of performance gaps.													
<b>LOW PRIORITY CHALLENGE:</b> Below the median in importance <u>and</u> at or below the bottom quartile of satisfaction <b>OR</b> at or above the top quartile of performance gaps.													

**Strengths and Challenges by Selected Student Groups  
Spring 2013 Administration**

Noel-Levitz Student  
Satisfaction Inventory

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Men (N = 510)</b>	<b>All Students Women (N = 751)</b>	<b>African- American Men (N = 76)</b>	<b>African- American Women (N = 133)</b>	<b>All Other Domestic Men (N = 381)</b>	<b>All Other Domestic Women (N = 570)</b>	<b>Inter- national Men (N = 52)</b>	<b>Inter- national Women (N = 48)</b>	<b>White Men from Appalachian At Risk and Distressed Counties (N = 99)</b>	<b>Freshmen (N = 257)</b>	<b>Sophomores (N = 301)</b>	<b>Juniors (N = 331)</b>	<b>Seniors (N = 340)</b>
<b>LOW PRIORITY STRENGTH</b>													
<b>HIGH PRIORITY CHALLENGE</b>													
<b>LOW PRIORITY CHALLENGE</b>													
34. I am able to register for classes I need with few conflicts.													
35. The assessment and course placement procedures are reasonable.													
36. Security staff respond quickly in emergencies.													
37. I feel a sense of pride about my campus.													
38. There is an adequate selection of food available in the cafeteria.													
39. I am able to experience intellectual growth here.													
40. Residence hall regulations are reasonable.													
41. There is a commitment to academic excellence on this campus.													
42. There are a sufficient number of weekend activities for students.													
43. Admissions counselors respond to prospective students' unique needs and requests.													
44. Academic support services adequately meet the needs of students.													
45. Students are made to feel welcome on this campus.													
46. I can easily get involved in campus organizations.													
47. Faculty provide timely feedback about student progress in a course.													
48. Admissions counselors accurately portray the campus in their recruiting practices.													
49. There are adequate services to help me decide upon a career.													
<b>HIGH PRIORITY STRENGTH:</b> At or above the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>LOW PRIORITY STRENGTH:</b> Below the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>HIGH PRIORITY CHALLENGE:</b> At or above the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													
<b>LOW PRIORITY CHALLENGE:</b> Below the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													

**Strengths and Challenges by Selected Student Groups  
Spring 2013 Administration**

Noel-Levitz Student  
Satisfaction Inventory

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Men (N = 510)</b>	<b>All Students Women (N = 751)</b>	<b>African- American Men (N = 76)</b>	<b>African- American Women (N = 133)</b>	<b>All Other Domestic Men (N = 381)</b>	<b>All Other Domestic Women (N = 570)</b>	<b>Inter- national Men (N = 52)</b>	<b>Inter- national Women (N = 48)</b>	<b>White Men from Appalachian At Risk and Distressed Counties (N = 99)</b>	<b>Freshmen (N = 257)</b>	<b>Sophomores (N = 301)</b>	<b>Juniors (N = 331)</b>	<b>Seniors (N = 340)</b>
<b>LOW PRIORITY STRENGTH</b>													
<b>HIGH PRIORITY CHALLENGE</b>													
<b>LOW PRIORITY CHALLENGE</b>													
50. Class change (drop/add) policies are reasonable.													
51. This institution has a good reputation within the community.													
52. The student center is a comfortable place for students to spend their leisure time.													
53. Faculty take into consideration student differences as they teach a course.													
54. Bookstore staff are helpful.													
55. Major requirements are clear and reasonable.													
56. The student handbook provides helpful information about campus life.													
57. I seldom get the "run-around" when seeking information on this campus.													
58. The quality of instruction I receive in most of my classes is excellent.													
59. This institution shows concern for students as individuals.													
60. I generally know what's happening on campus.													
61. Adjunct faculty are competent as classroom instructors.													
62. There is a strong commitment to racial harmony on this campus.													
63. Student disciplinary procedures are fair.													
64. New student orientation services help students adjust to college.													
65. Faculty are usually available after class and during office hours.													
<b>HIGH PRIORITY STRENGTH:</b> At or above the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>LOW PRIORITY STRENGTH:</b> Below the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>HIGH PRIORITY CHALLENGE:</b> At or above the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													
<b>LOW PRIORITY CHALLENGE:</b> Below the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													

**Strengths and Challenges by Selected Student Groups  
Spring 2013 Administration**

Noel-Levitz Student  
Satisfaction Inventory

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Men (N = 510)</b>	<b>All Students Women (N = 751)</b>	<b>African- American Men (N = 76)</b>	<b>African- American Women (N = 133)</b>	<b>All Other Domestic Men (N = 381)</b>	<b>All Other Domestic Women (N = 570)</b>	<b>Inter- national Men (N = 52)</b>	<b>Inter- national Women (N = 48)</b>	<b>White Men from Appalachian At Risk and Distressed Counties (N = 99)</b>	<b>Freshmen (N = 257)</b>	<b>Sophomores (N = 301)</b>	<b>Juniors (N = 331)</b>	<b>Seniors (N = 340)</b>
<b>LOW PRIORITY STRENGTH</b>													
<b>HIGH PRIORITY CHALLENGE</b>													
<b>LOW PRIORITY CHALLENGE</b>													
66. Tuition paid is a worthwhile investment.													
67. Freedom of expression is protected on campus.													
68. Nearly all of the faculty are knowledgeable in their field.													
69. There is a good variety of courses provided on this campus.													
70. Graduate teaching assistants are competent as classroom instructors.													
71. Channels for expressing student complaints are readily available.													
72. On the whole, the campus is well-maintained.													
73. Student activities fees are put to good use.													
<b>HIGH PRIORITY STRENGTH:</b> At or above the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>LOW PRIORITY STRENGTH:</b> Below the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>HIGH PRIORITY CHALLENGE:</b> At or above the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													
<b>LOW PRIORITY CHALLENGE:</b> Below the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													

# *Satisfaction Ratings by Item Groups*

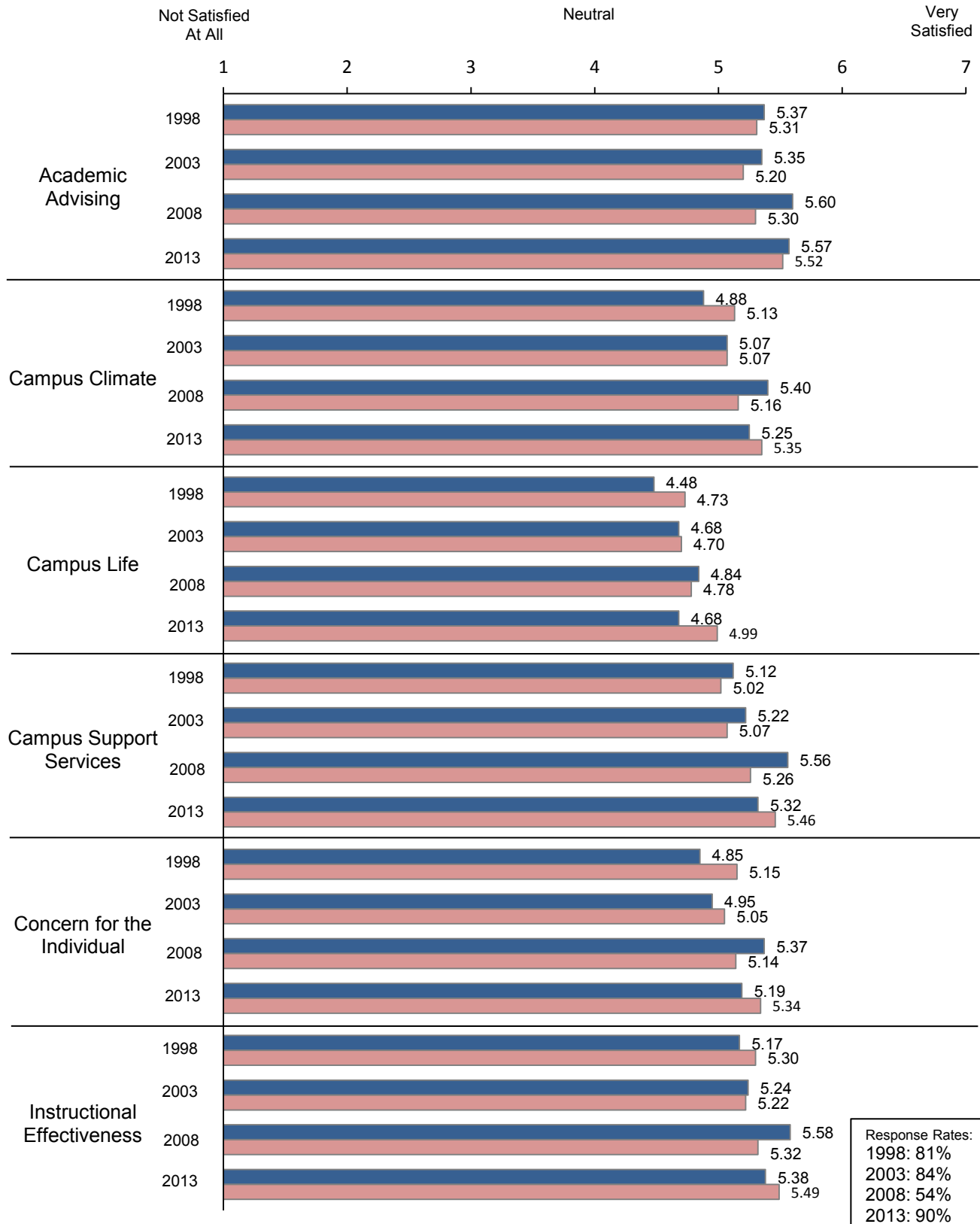
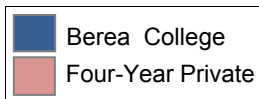
*All Years (1998, 2003, 2008, and 2013)  
with National Comparisons*

- All Students
- African-American Students
- International Students

**All Students**

**Berea College vs. Four-Year Private Institutions  
Satisfaction Ratings by Item Groups**

Noel-Levitz Student  
Satisfaction Inventory



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

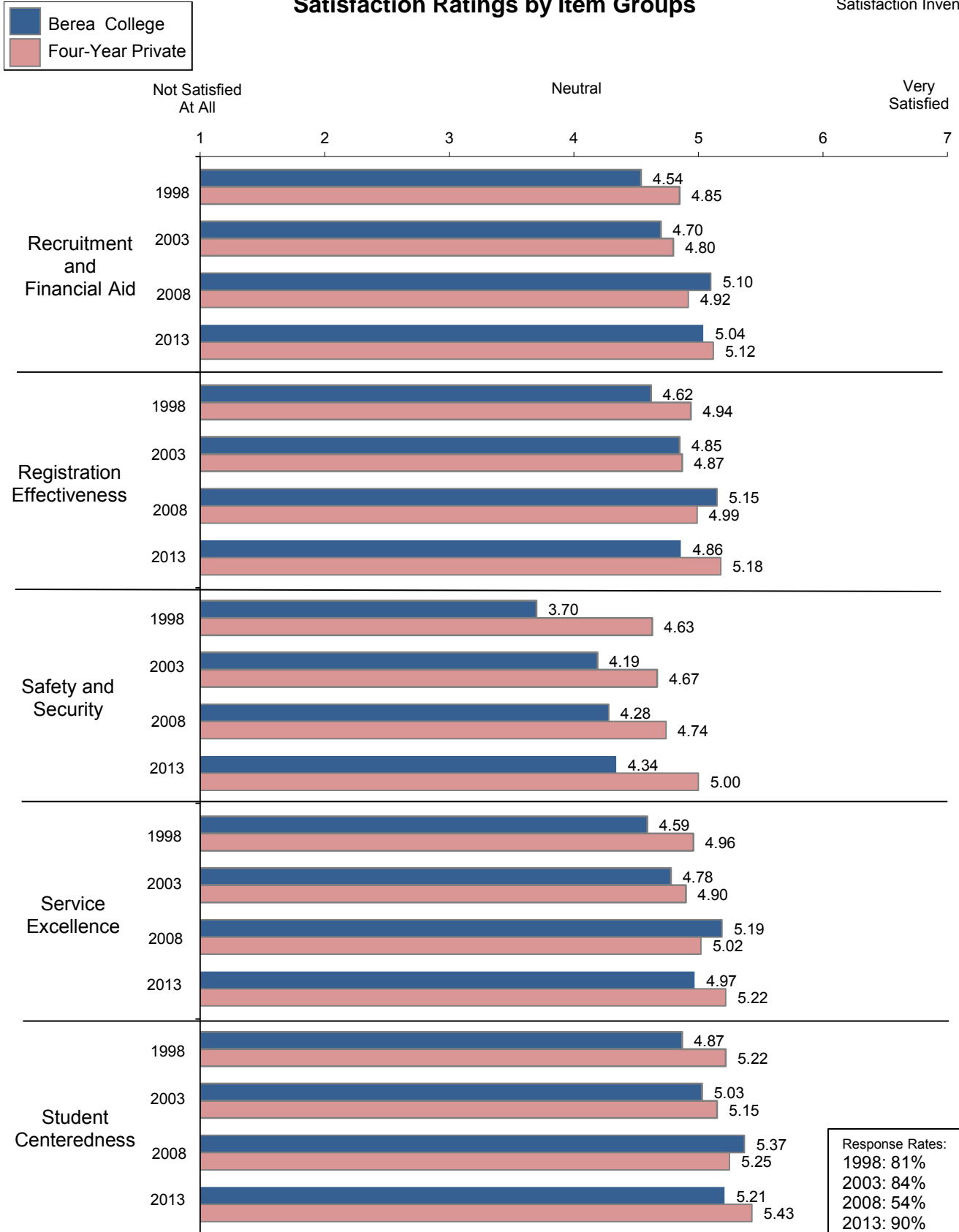
NOTE: The graphs above are means of individual item's means within the group.



**All Students**

**Berea College vs. Four-Year Private Institutions  
Satisfaction Ratings by Item Groups**

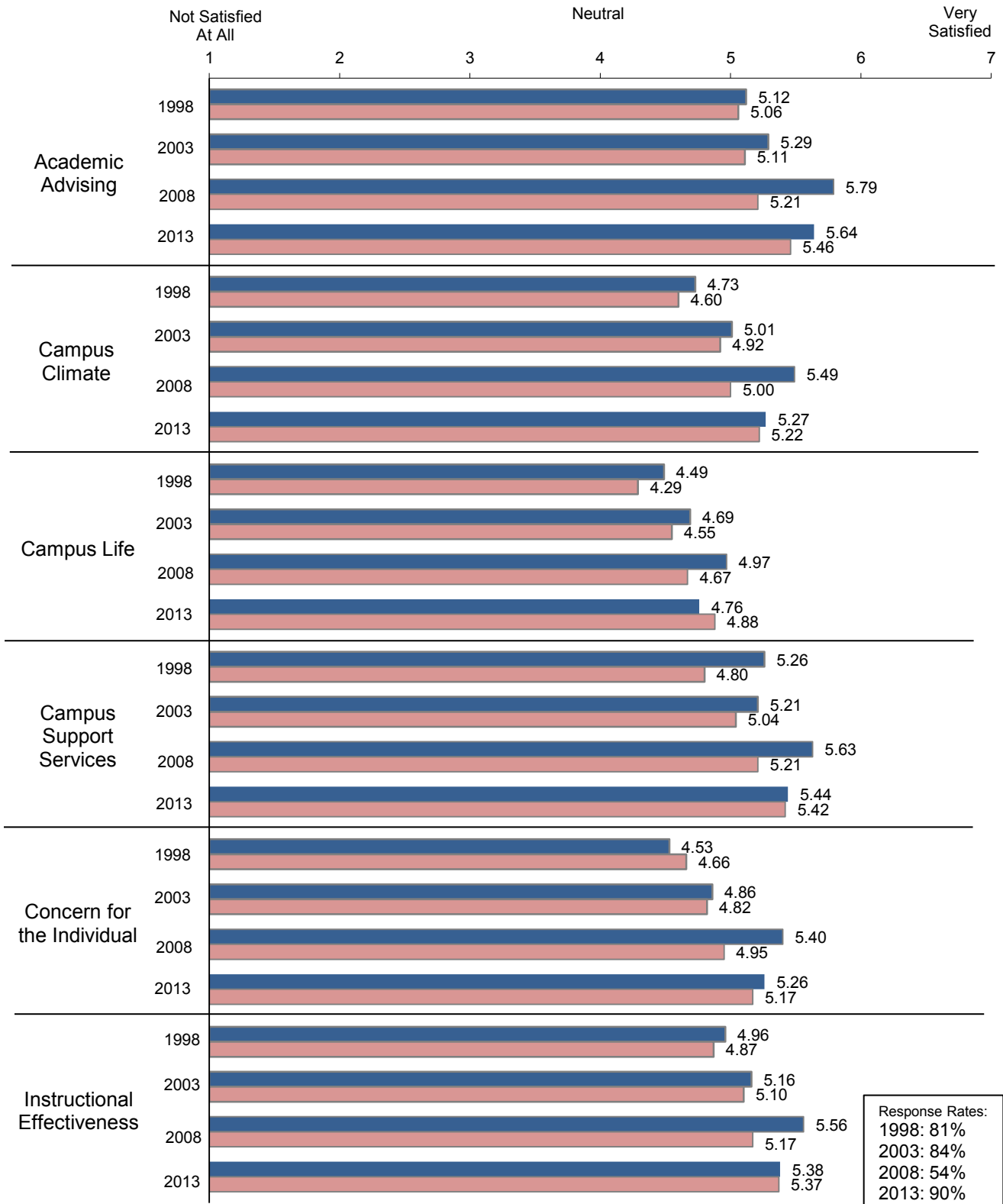
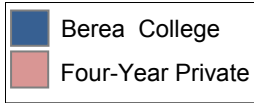
Noel-Levitz Student  
Satisfaction Inventory



NOTE: The graphs above are means of individual item's means within the group.

## African-American Students Berea College vs. Four-Year Private Institutions Satisfaction Ratings by Item Groups

Noel-Levitz Student  
Satisfaction Inventory



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

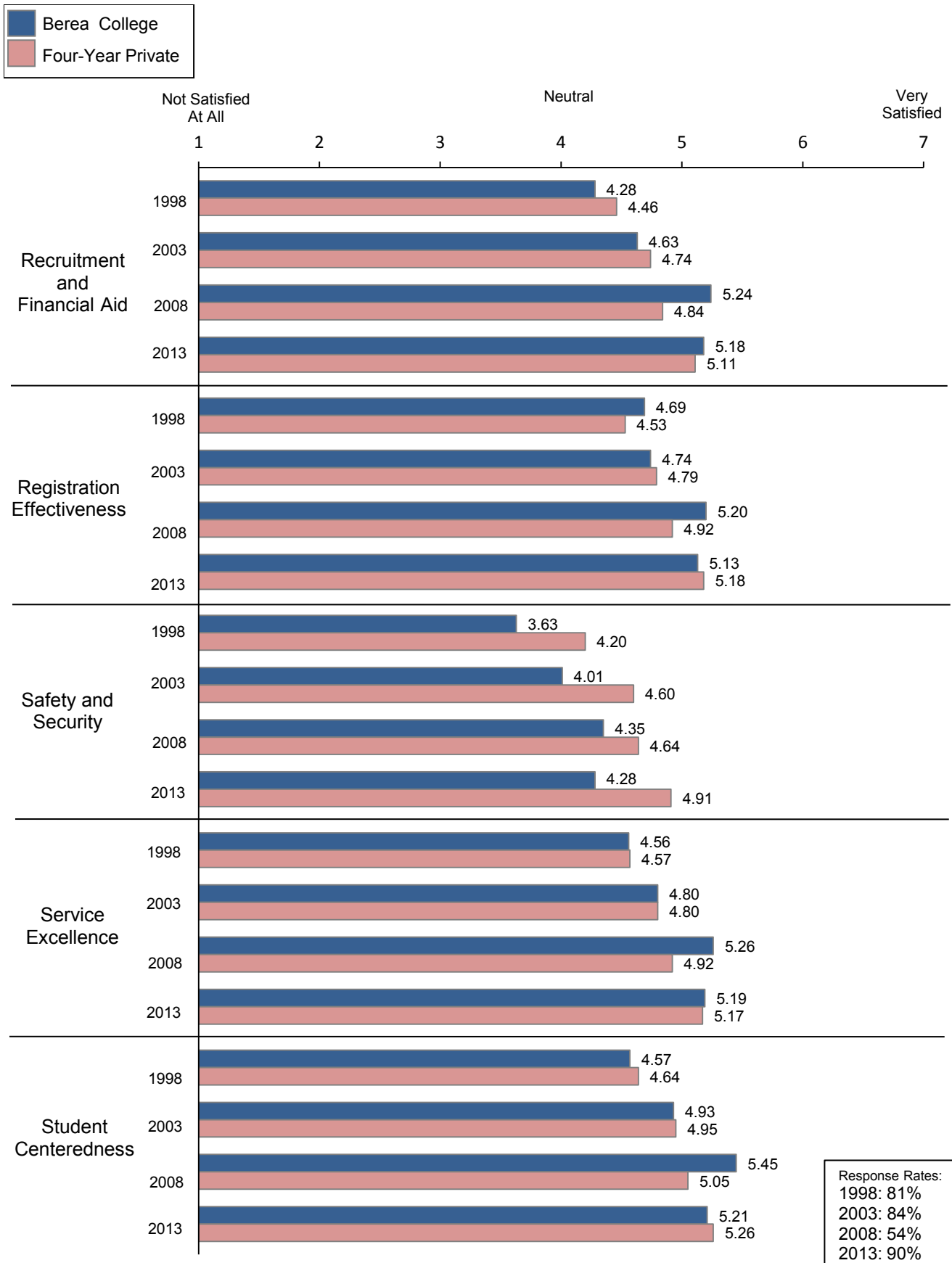
NOTE: The graphs above are means of individual item's means within the group.

# African-American Students

## Berea College vs. Four-Year Private Institutions

### Satisfaction Ratings by Item Groups

Noel-Levitz Student Satisfaction Inventory



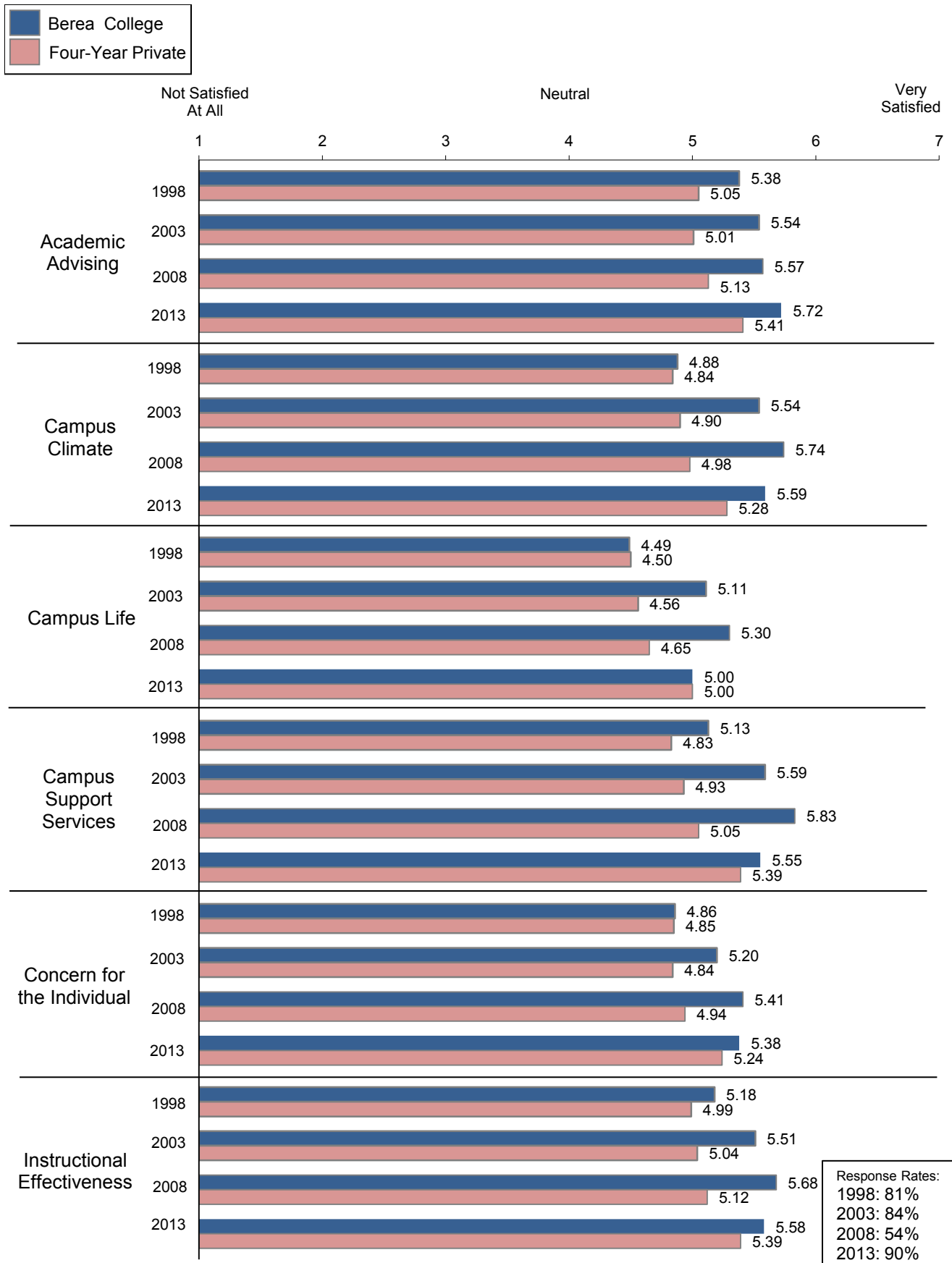
NOTE: The graphs above are means of individual item's means within the group.

# International Students

## Berea College vs. Four-Year Private Institutions

### Satisfaction Ratings by Item Groups

Noel-Levitz Student Satisfaction Inventory



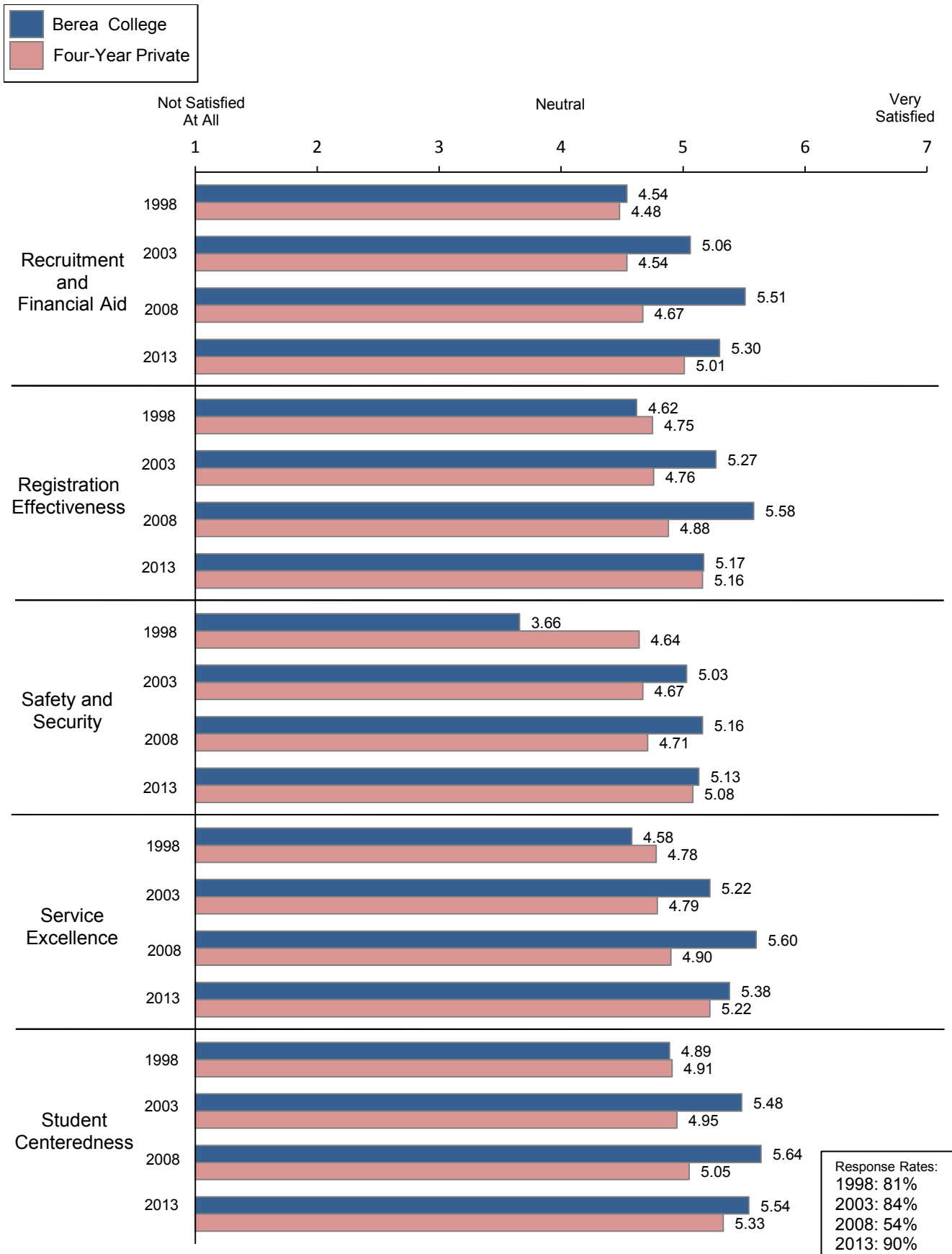
NOTE: The graphs above are means of individual item's means within the group.

# International Students

## Berea College vs. Four-Year Private Institutions

### Satisfaction Ratings by Item Groups

Noel-Levitz Student Satisfaction Inventory



NOTE: The graphs above are means of individual item's means within the group.

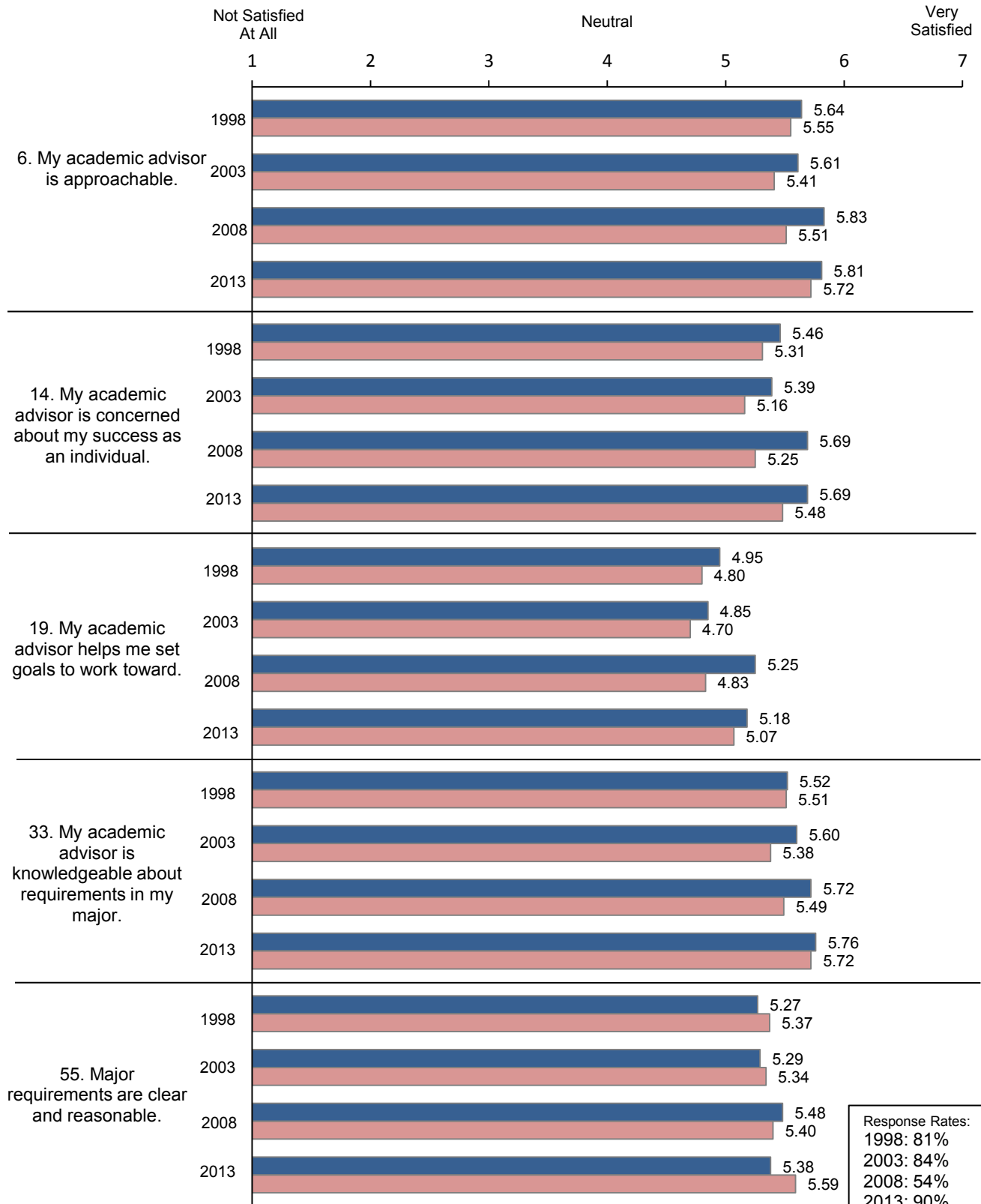
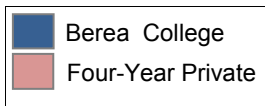
# *Individual Satisfaction Ratings within Item Groups*

*All Years (1998, 2003, 2008, and 2013)  
with National Comparisons for  
All Students, African-American Students,  
and International Students for the  
following Item Groups:*

<i>Academic Advising</i>	<i>Recruitment and Financial Aid</i>
<i>Campus Climate</i>	<i>Registration Effectiveness</i>
<i>Campus Life</i>	<i>Safety and Security</i>
<i>Campus Support Services</i>	<i>Service Excellence</i>
<i>Concern for the Individual</i>	<i>Student Centeredness</i>
<i>Instructional Effectiveness</i>	

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

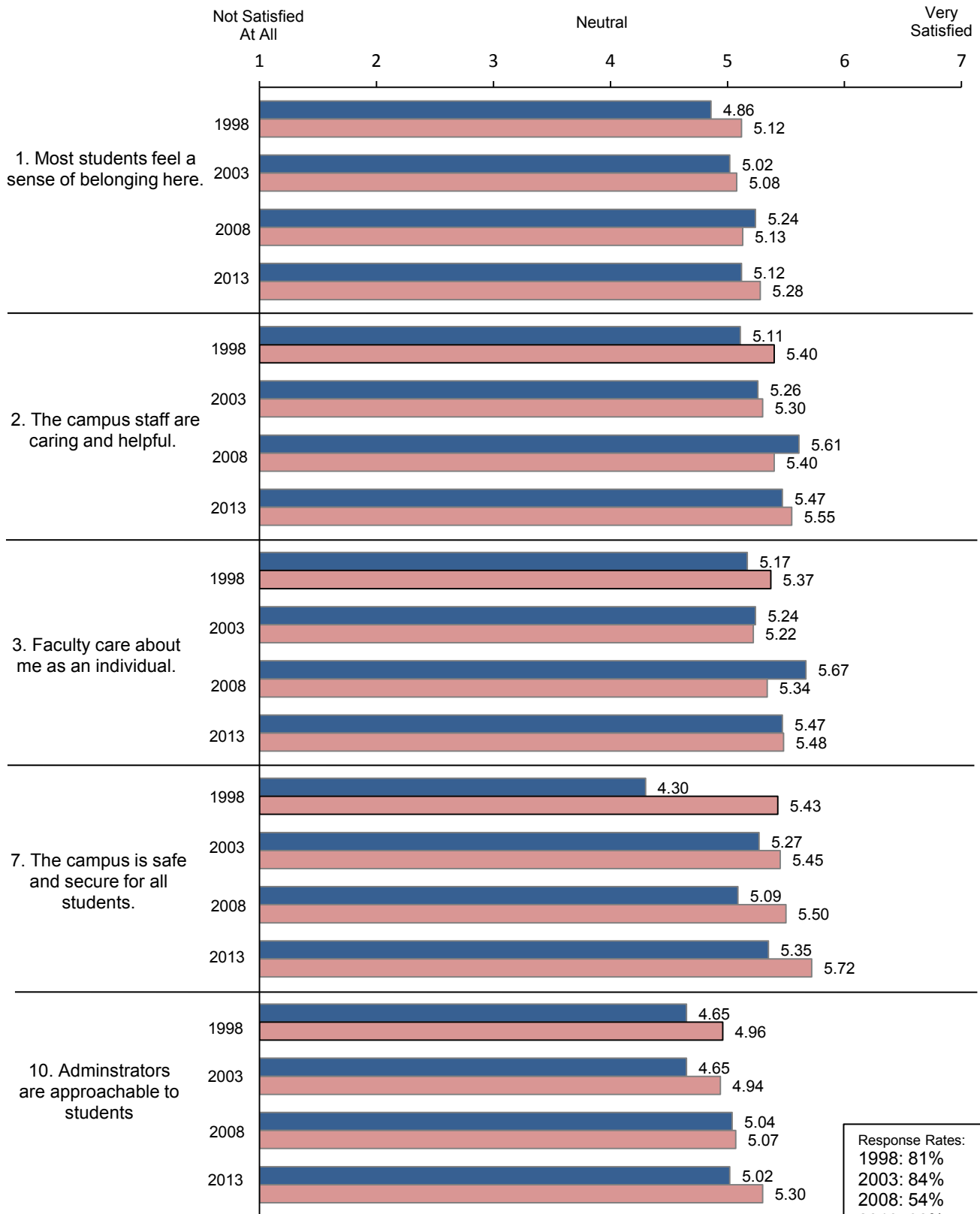
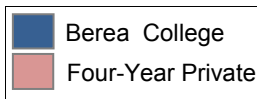
Noel-Levitz Student  
Satisfaction Inventory



Response Rates:  
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2013: 90%

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

Noel-Levitz Student  
Satisfaction Inventory

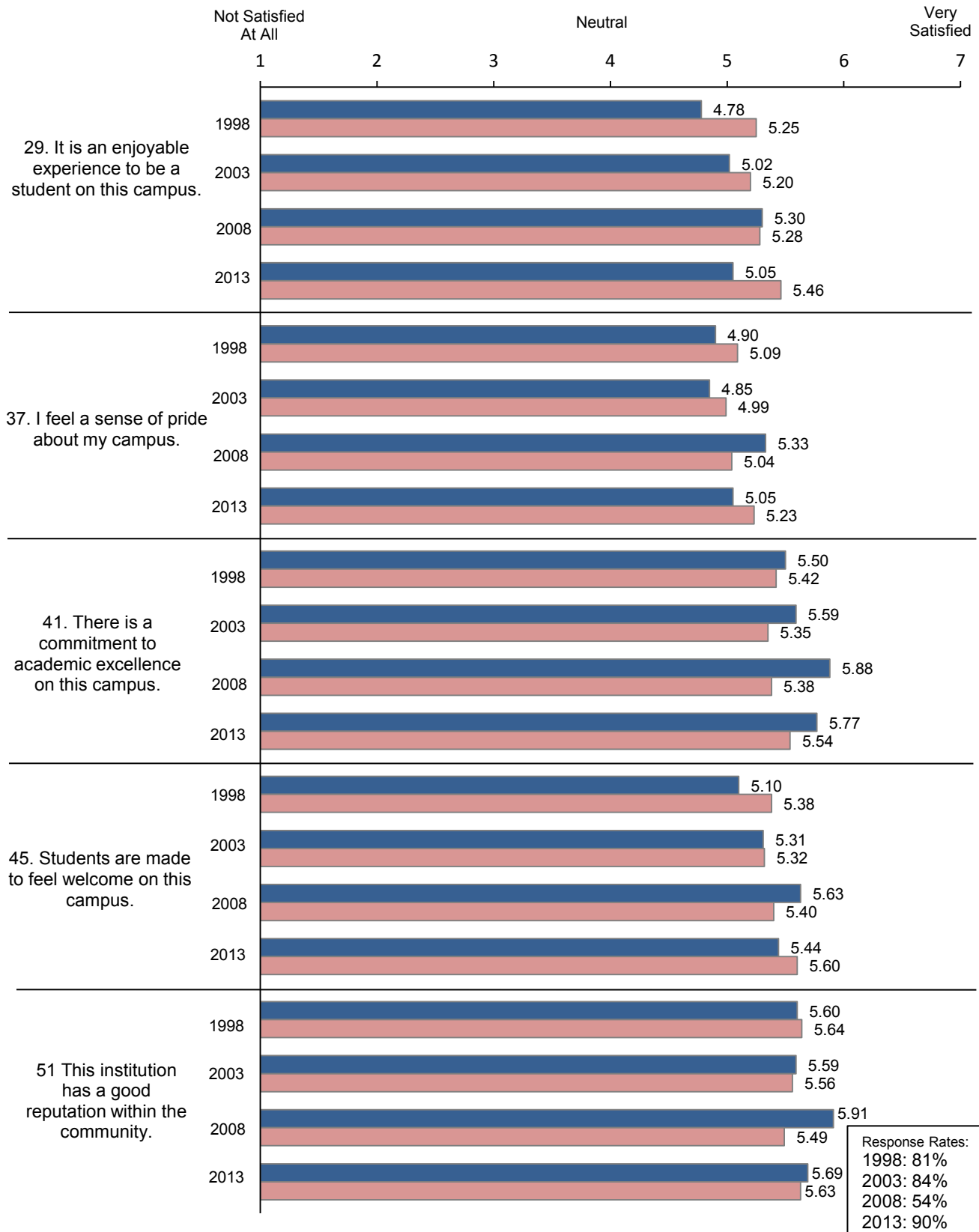
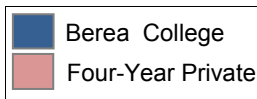


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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

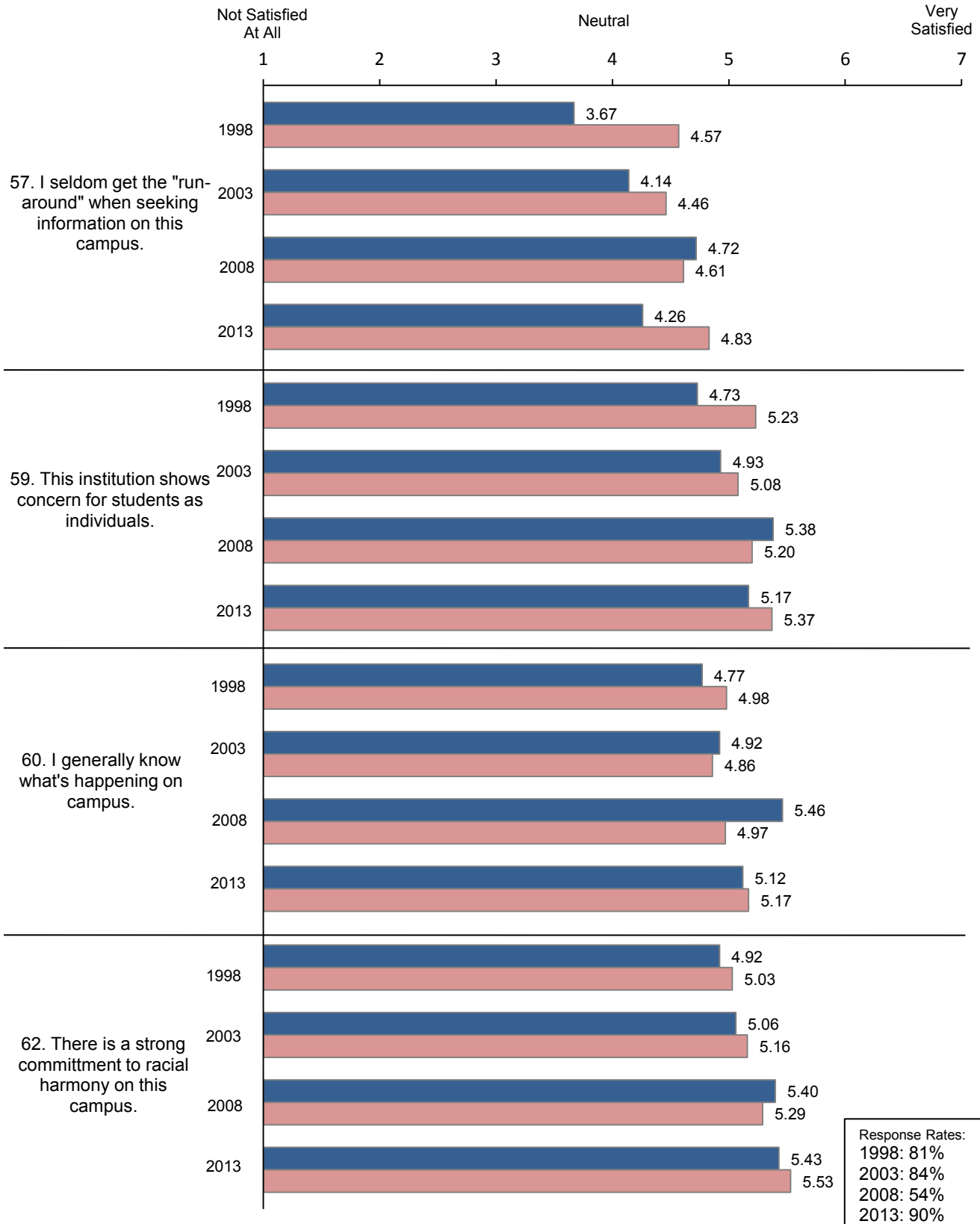
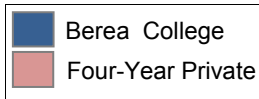
Noel-Levitz Student  
Satisfaction Inventory



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2013: 90%

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

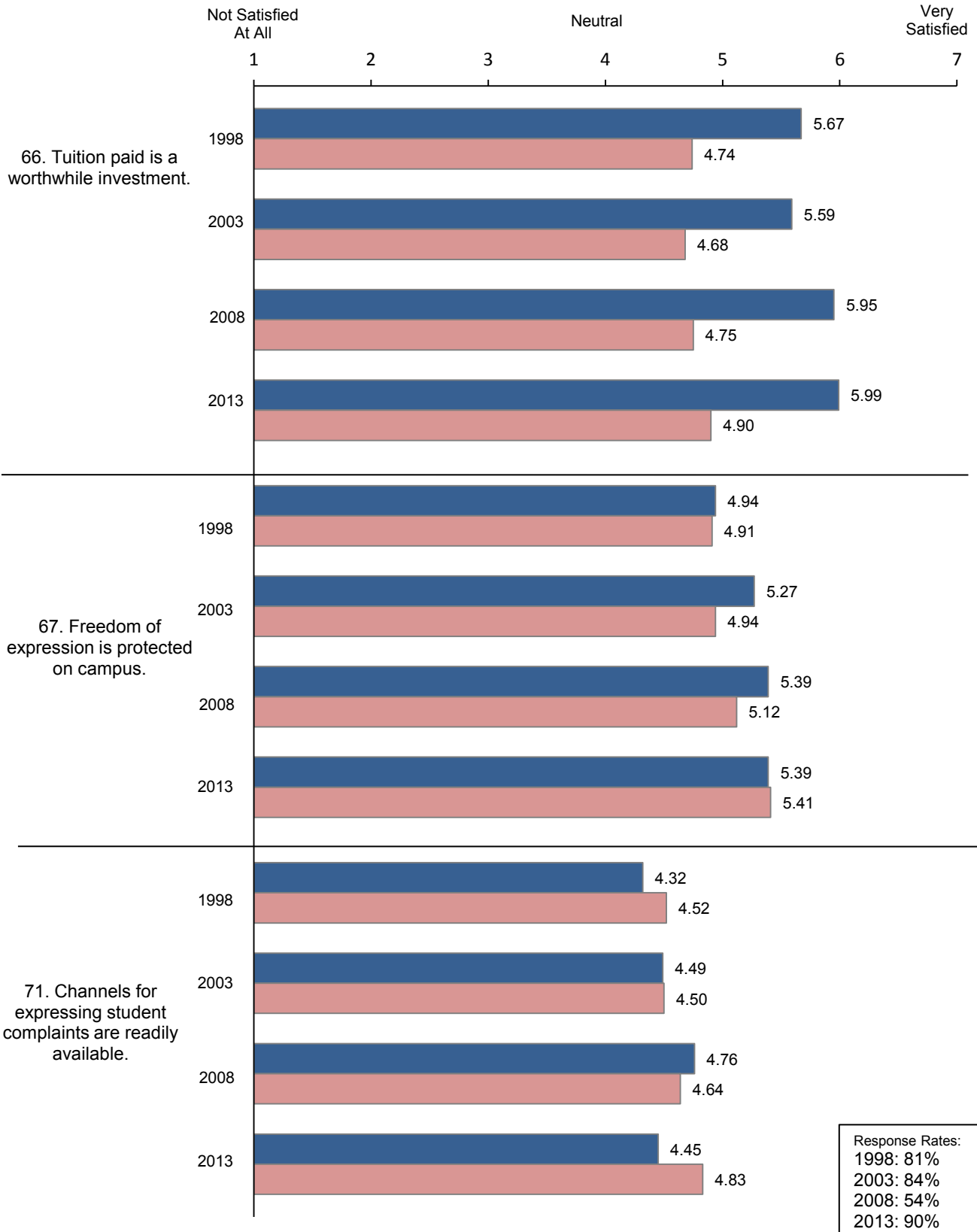
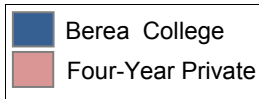
Noel-Levitz Student  
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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

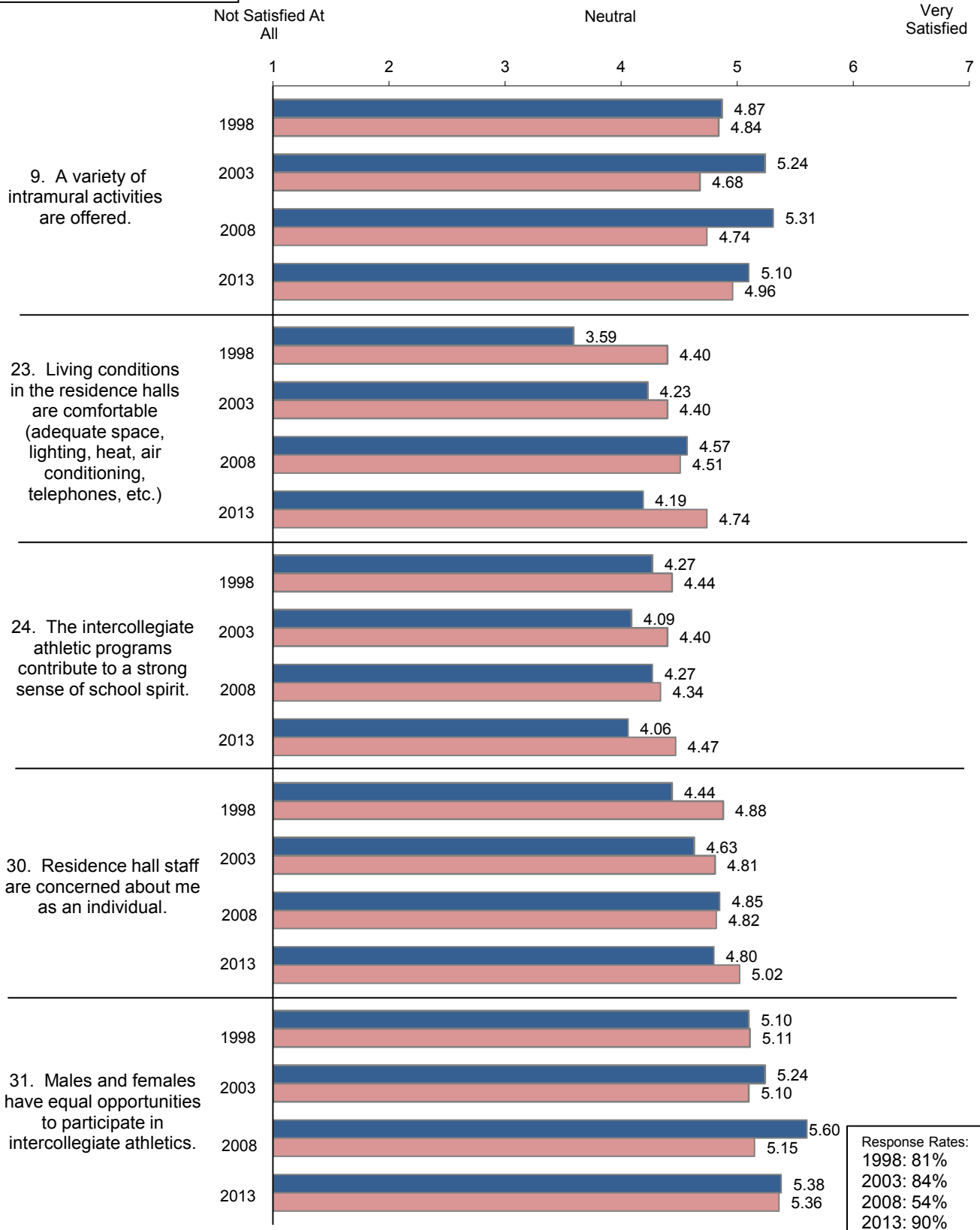
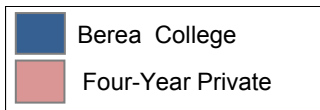
Noel-Levitz Student  
Satisfaction Inventory



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2013: 90%

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

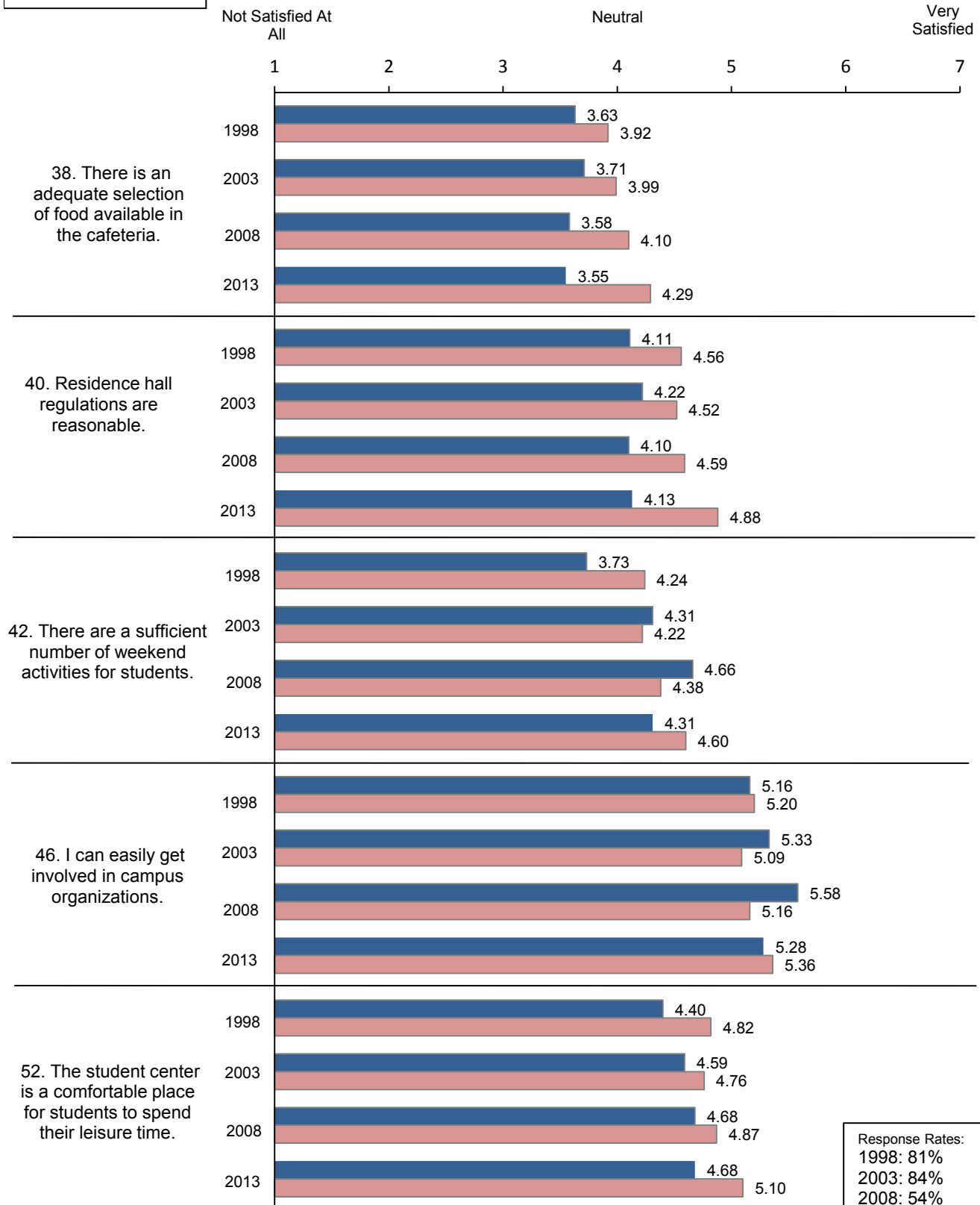
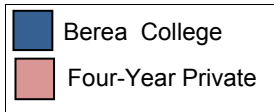
Noel-Levitz Student  
Satisfaction Inventory



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

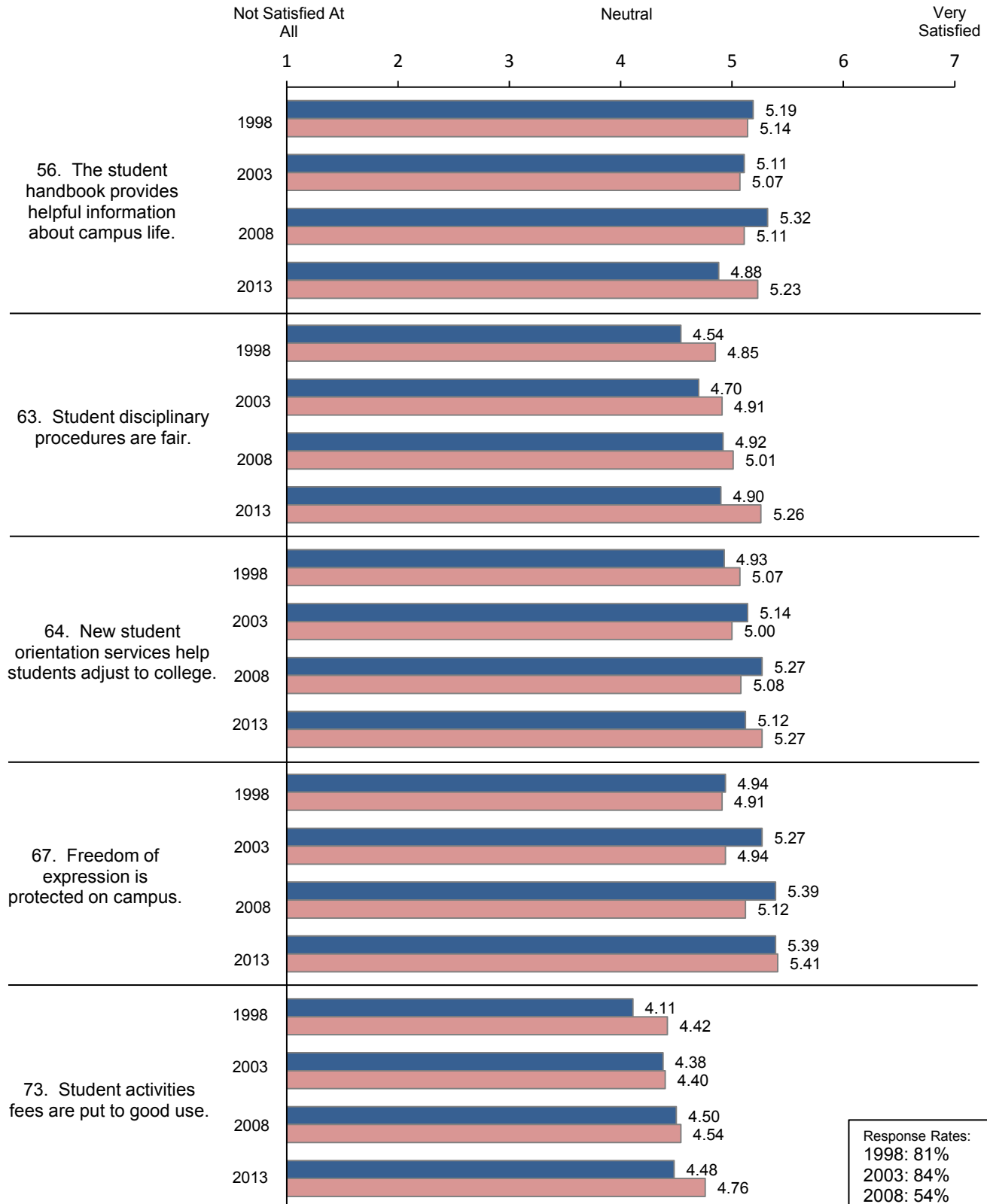
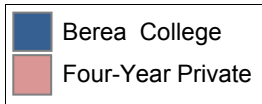
Noel-Levitz Student  
Satisfaction Inventory



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2013: 90%

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

Noel-Levitz Student  
Satisfaction Inventory

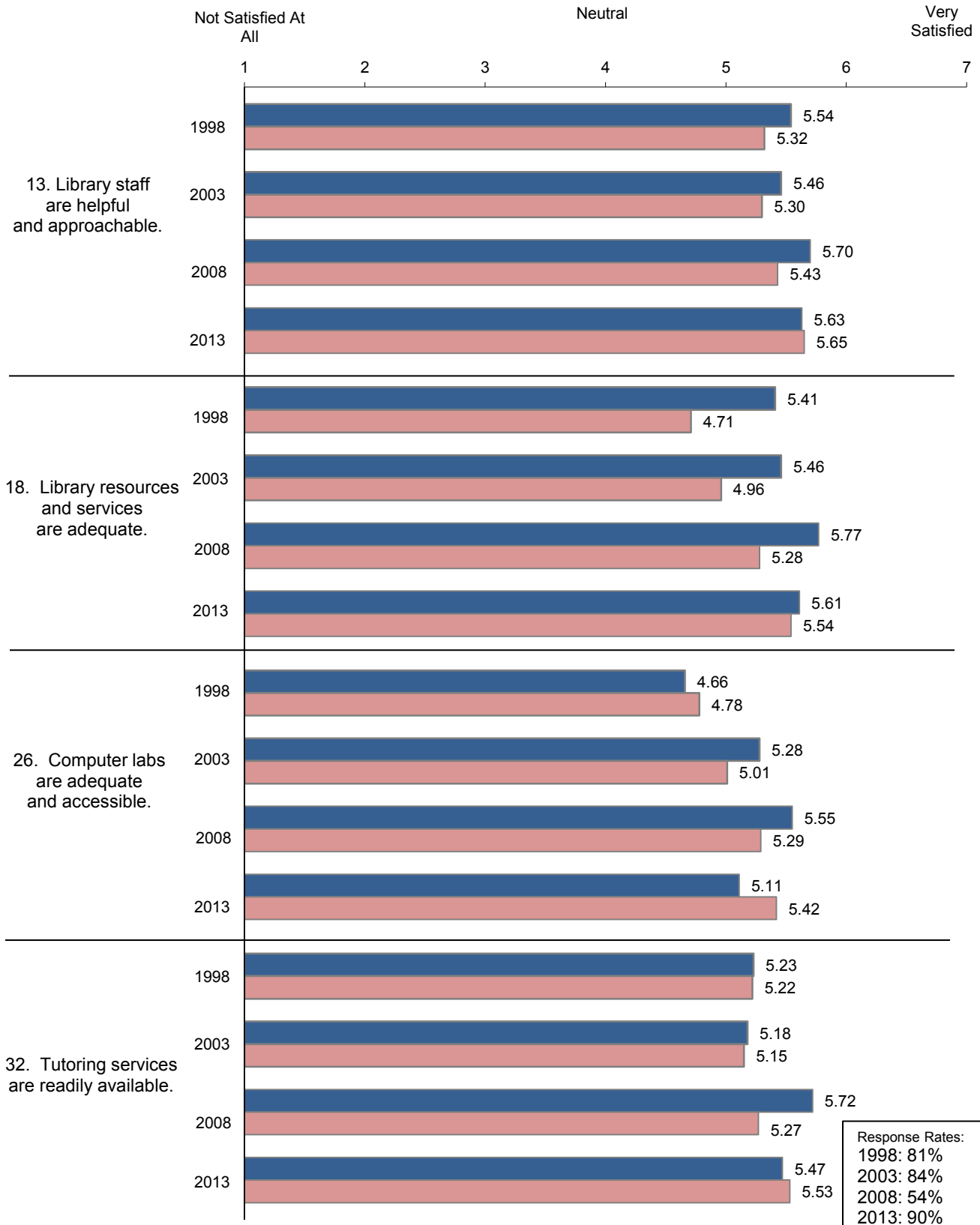
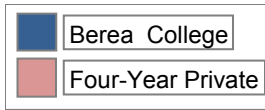


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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Support Services**

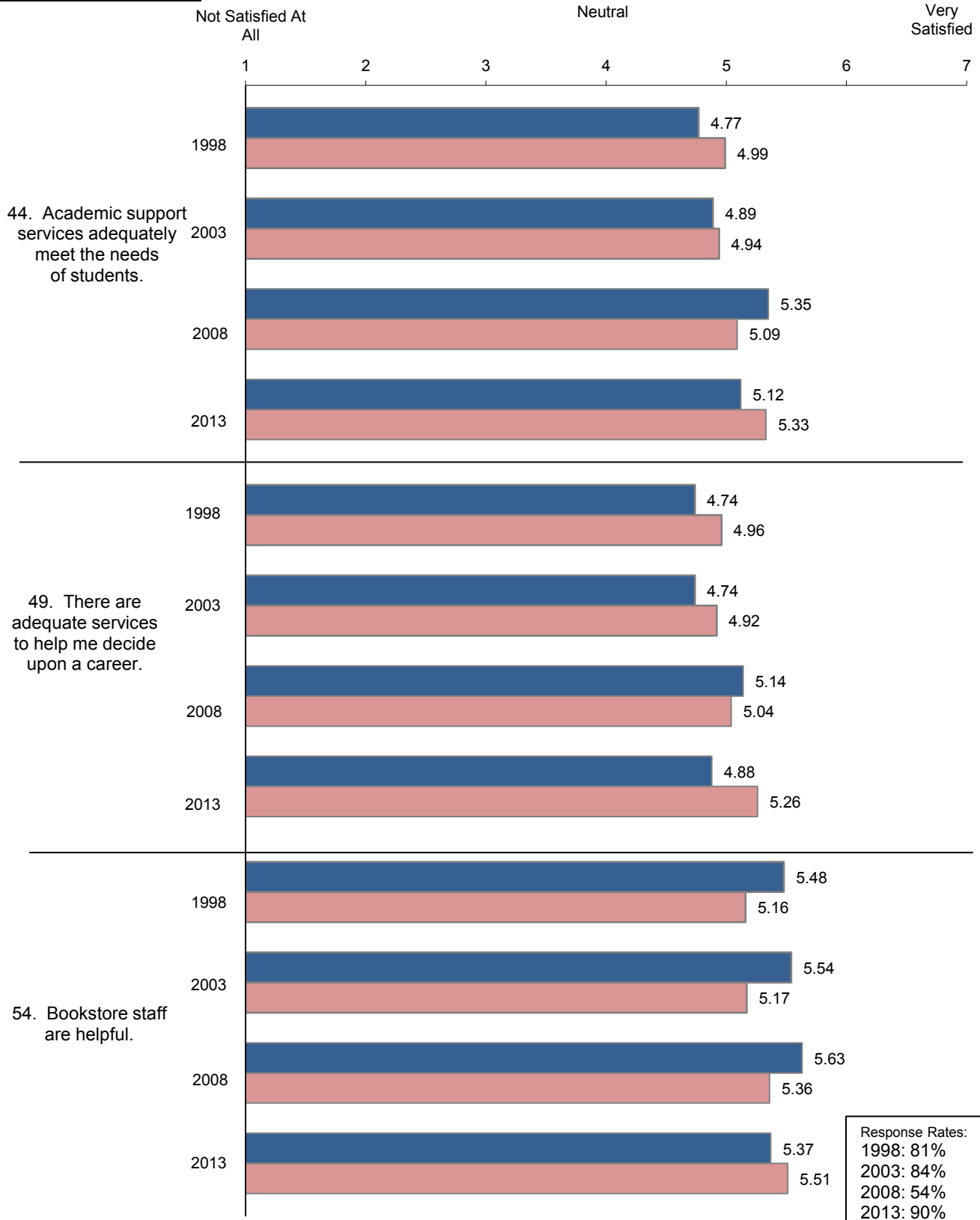
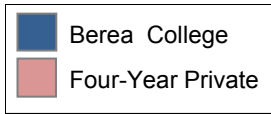
Noel-Levitz Student  
Satisfaction Inventory



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

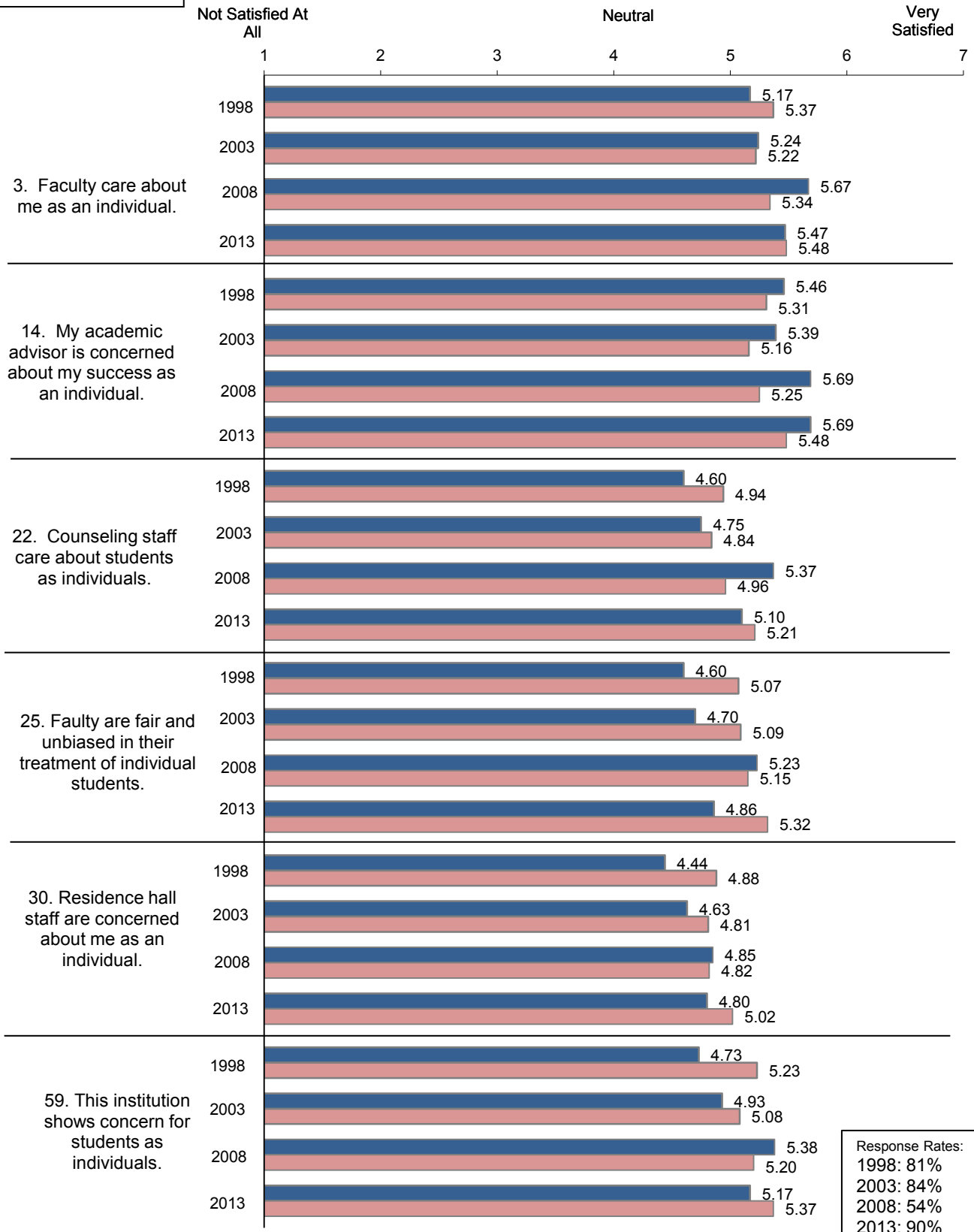
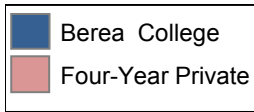
Noel-Levitz Student  
Satisfaction Inventory



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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Concern for the Individual***

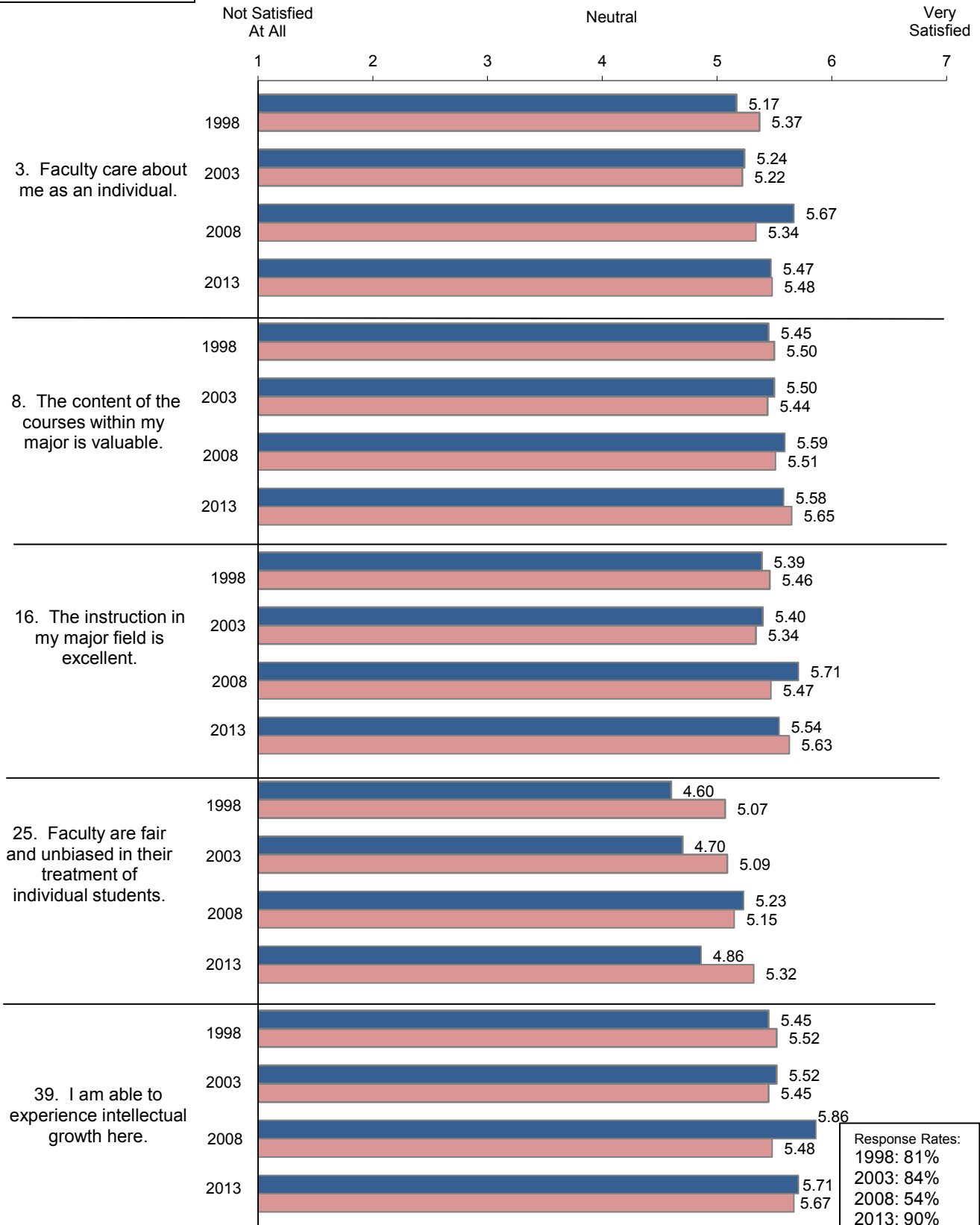
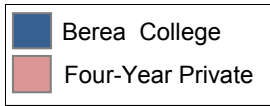
Noel-Levitz Student  
Satisfaction Inventory



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2013: 90%

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

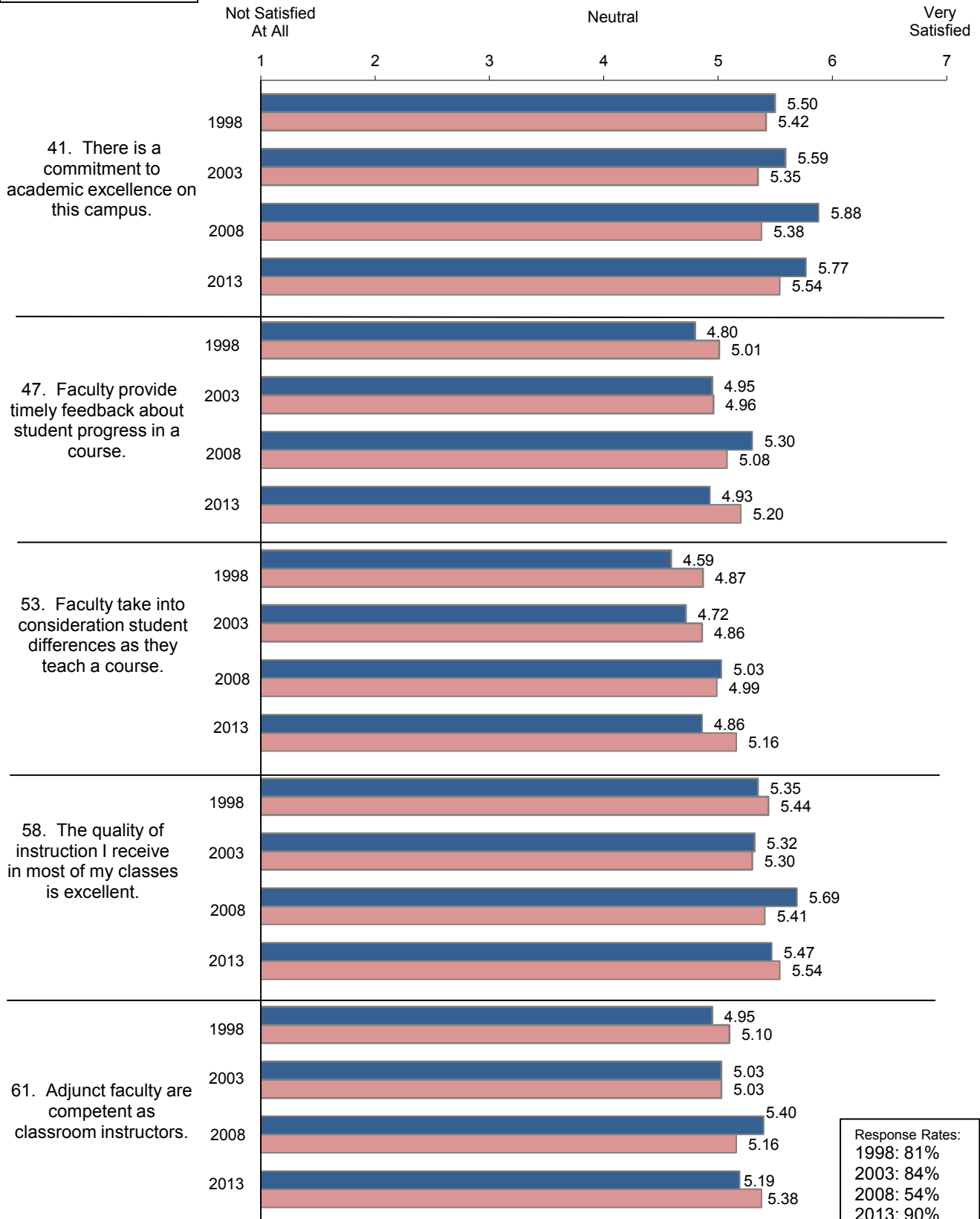
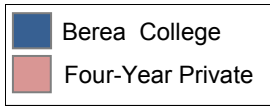
Noel-Levitz Student  
Satisfaction Inventory



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

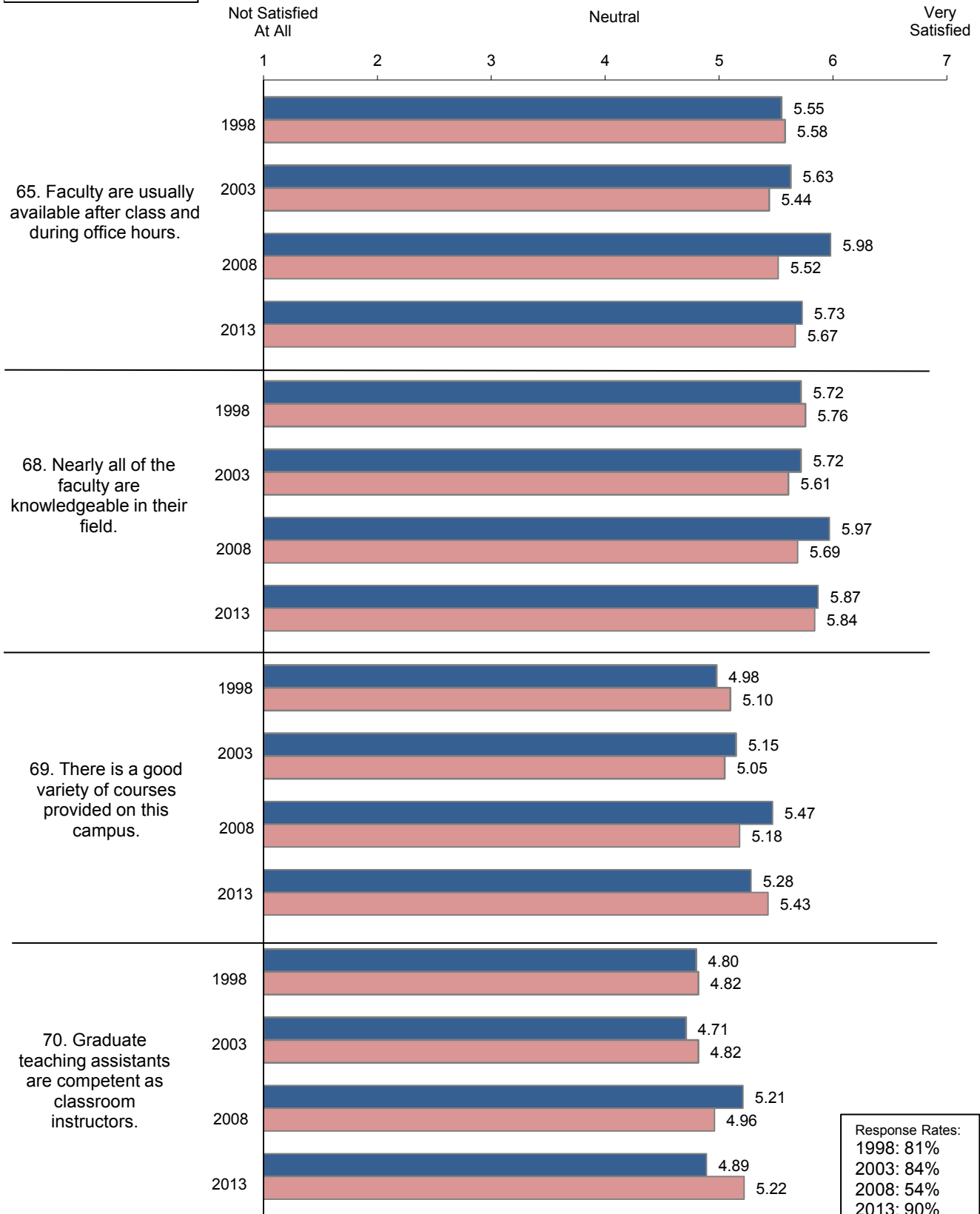
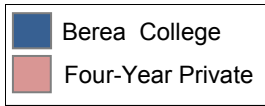
Noel-Levitz Student Satisfaction Inventory



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

Noel-Levitz Student  
Satisfaction Inventory

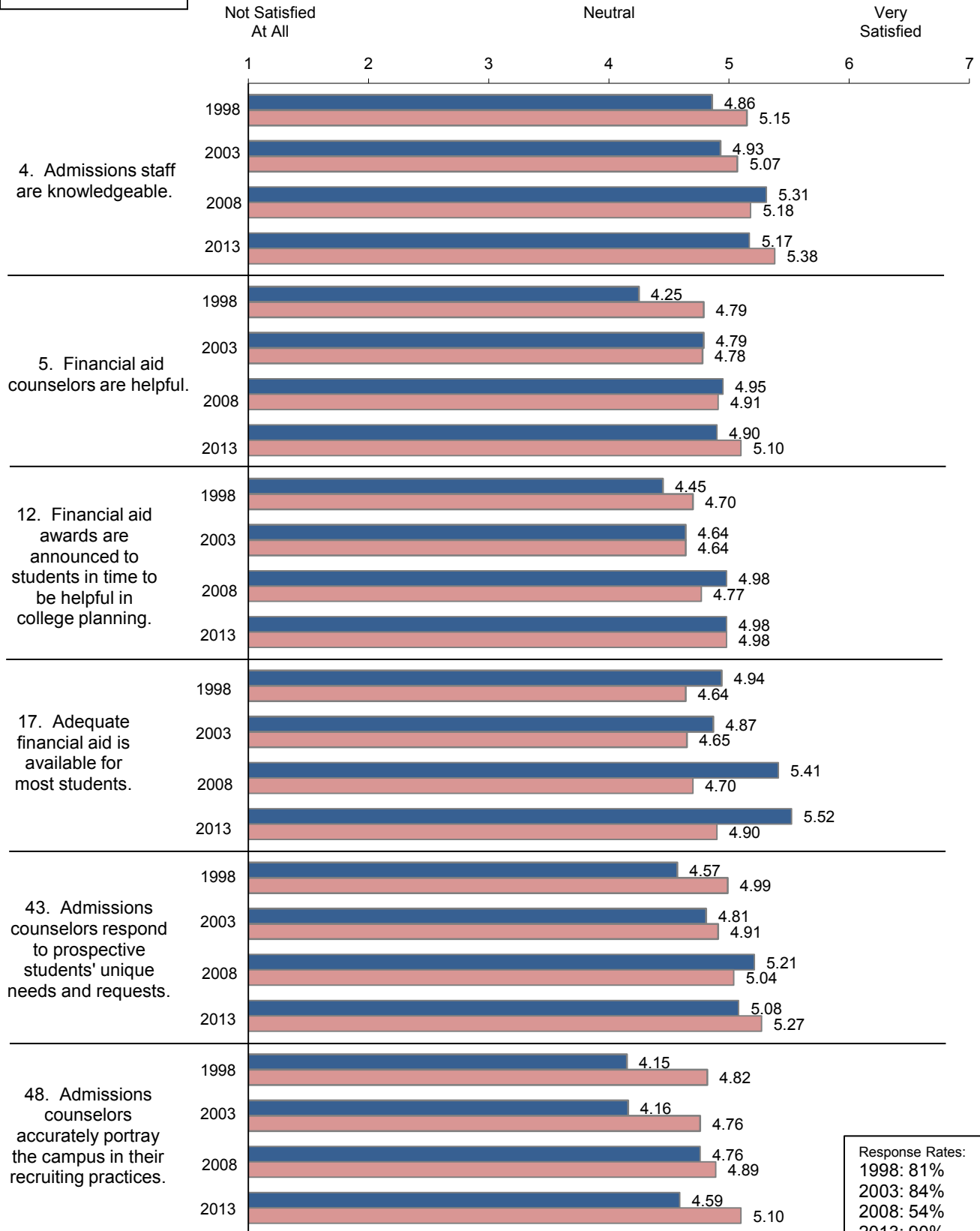
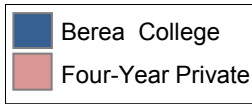


Response Rates:  
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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Recruitment and Financial Aid***

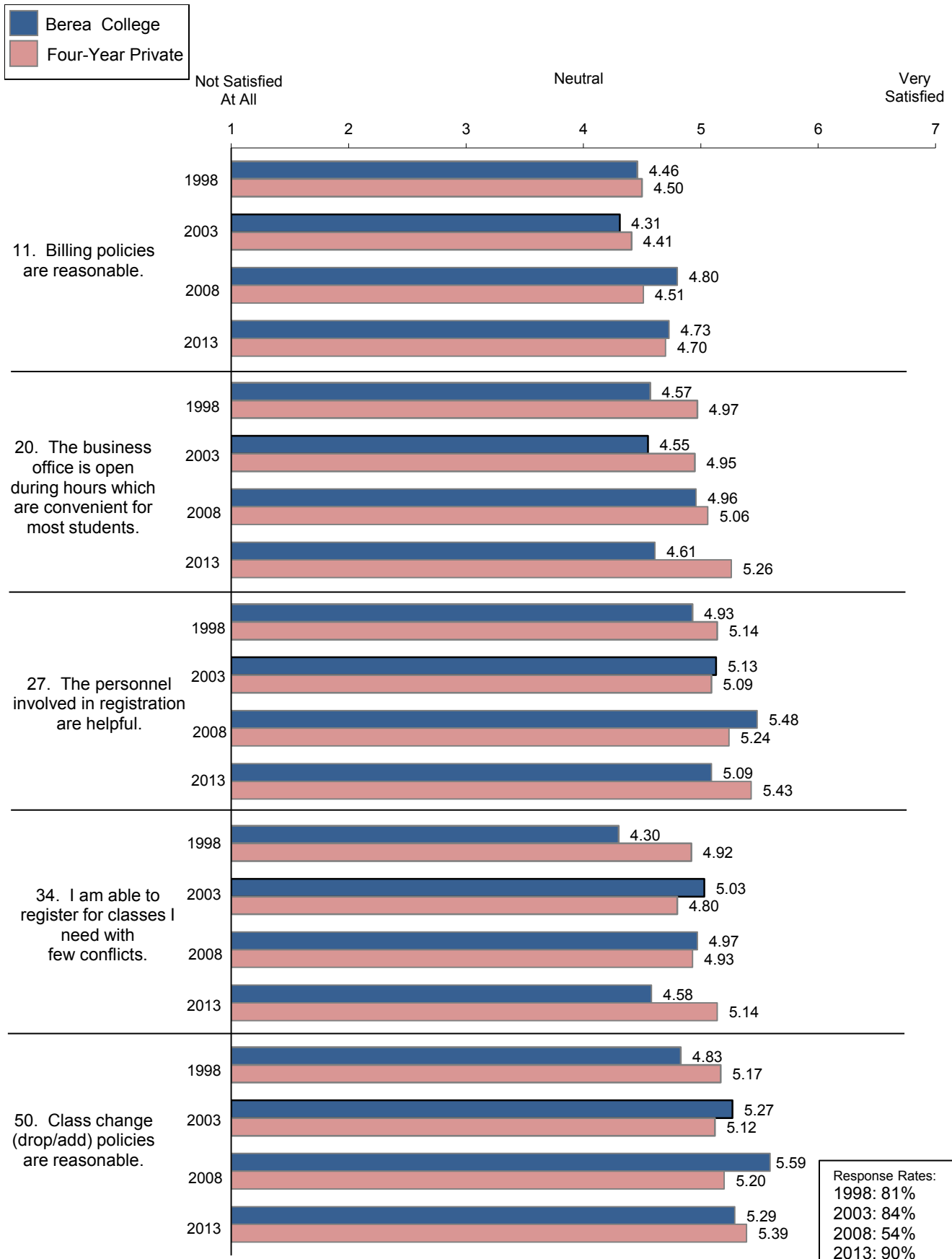
Noel-Levitz Student  
Satisfaction Inventory



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

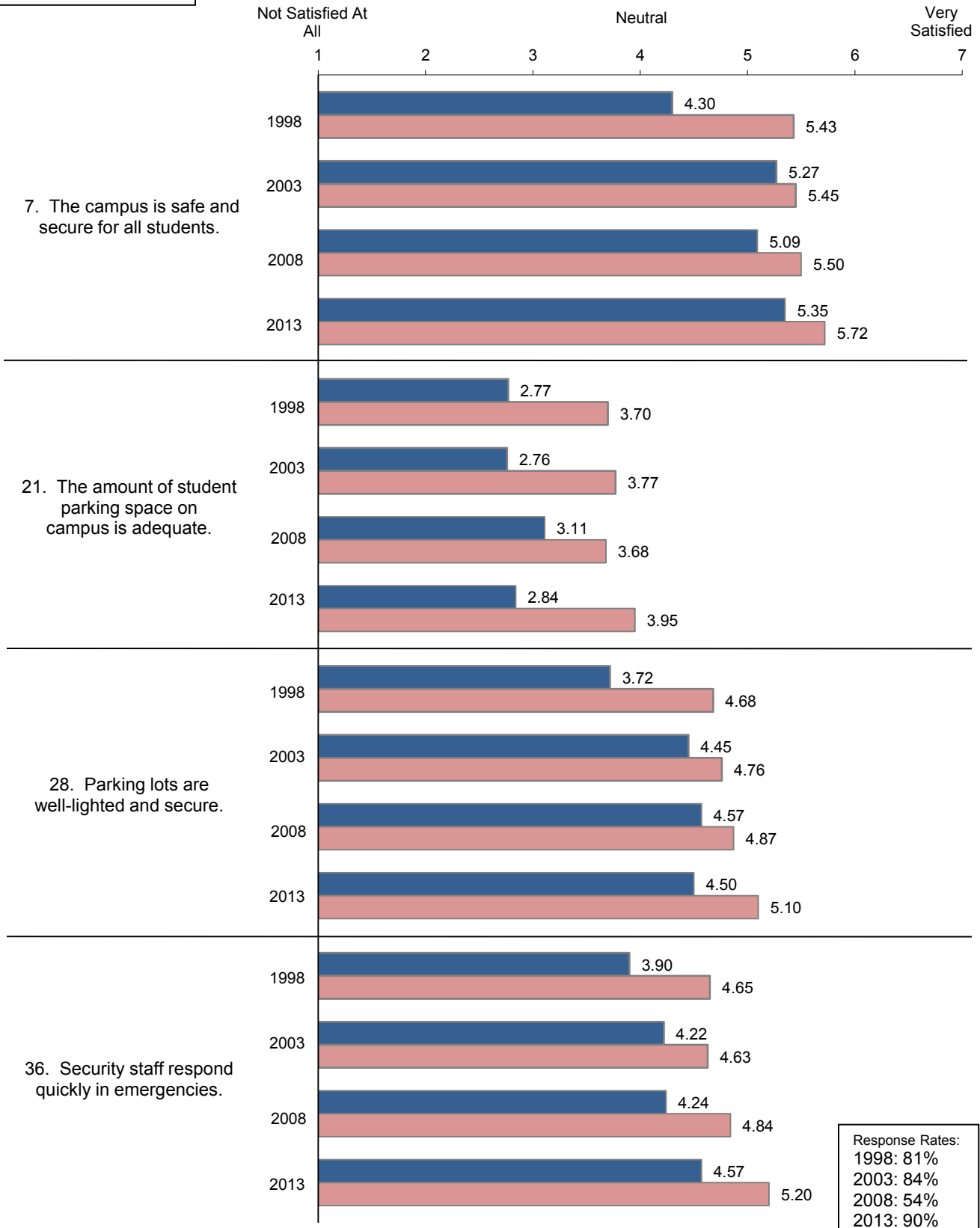
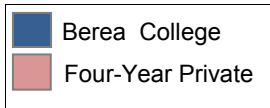
Noel-Levitz Student  
Satisfaction Inventory



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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Safety and Security*

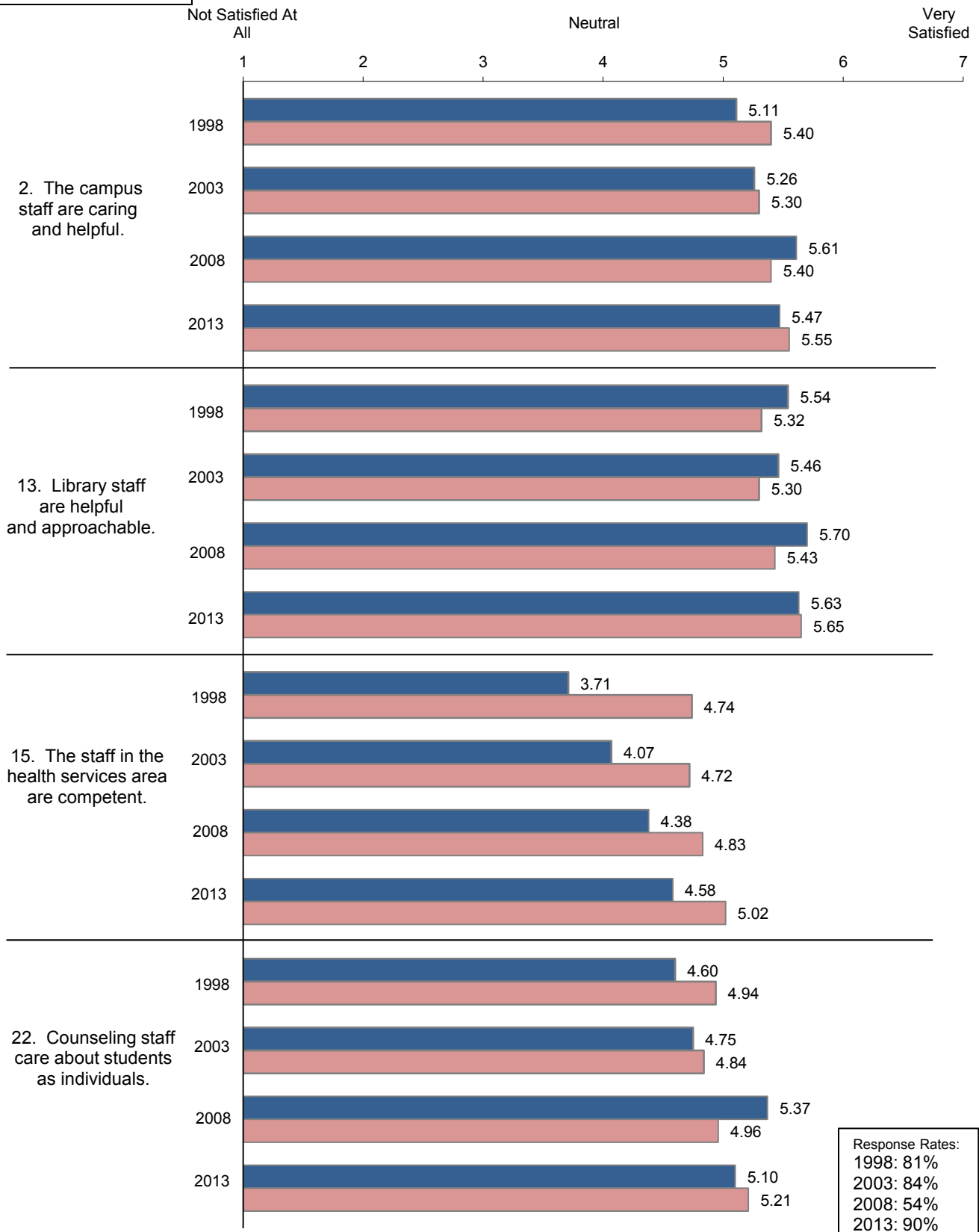
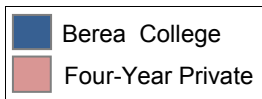
Noel-Levitz Student  
Satisfaction Inventory



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

Noel-Levitz Student  
Satisfaction Inventory

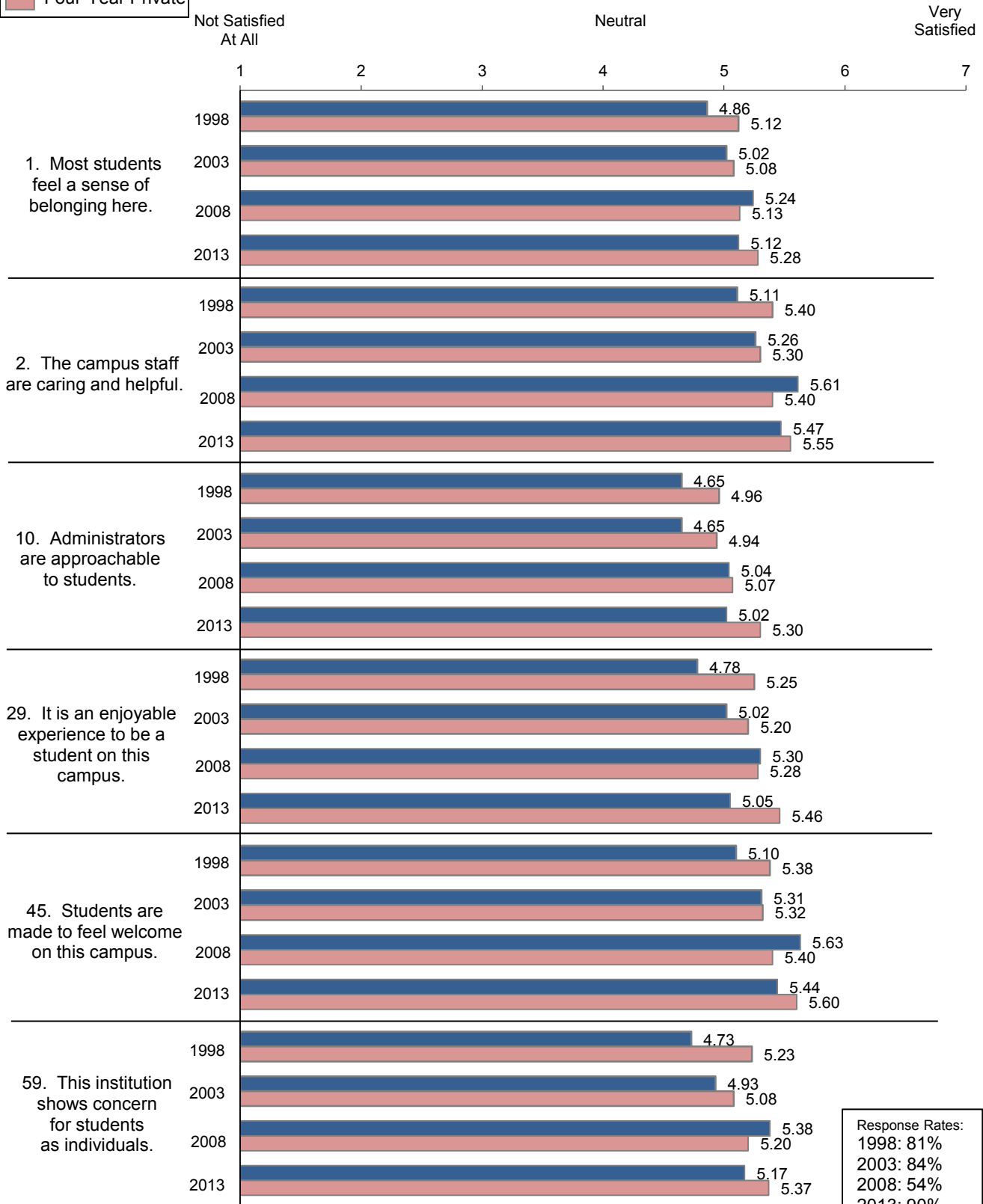
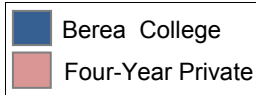


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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Student Centeredness*

Noel-Levitz Student  
Satisfaction Inventory

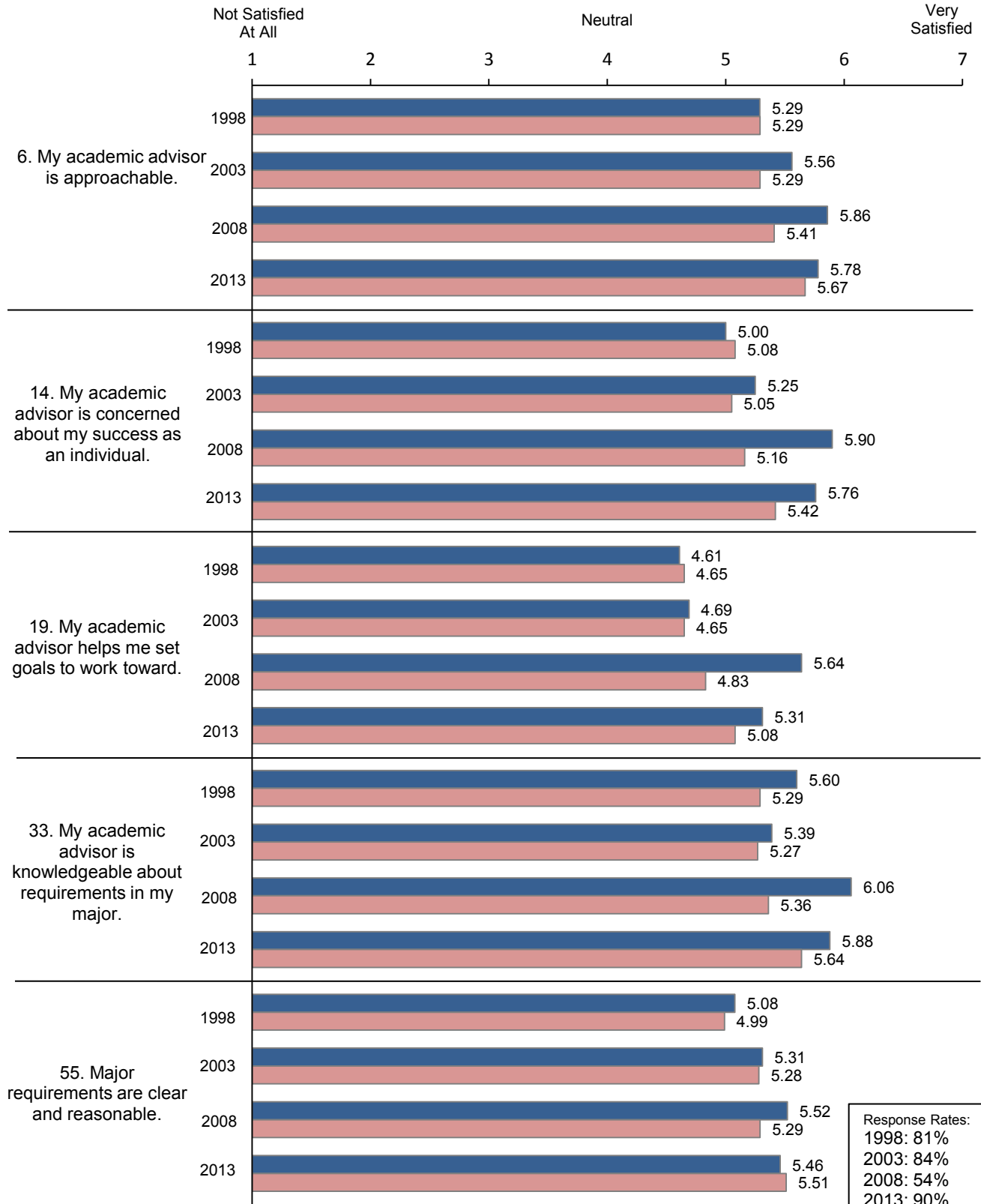
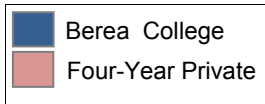


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**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Academic Advising**

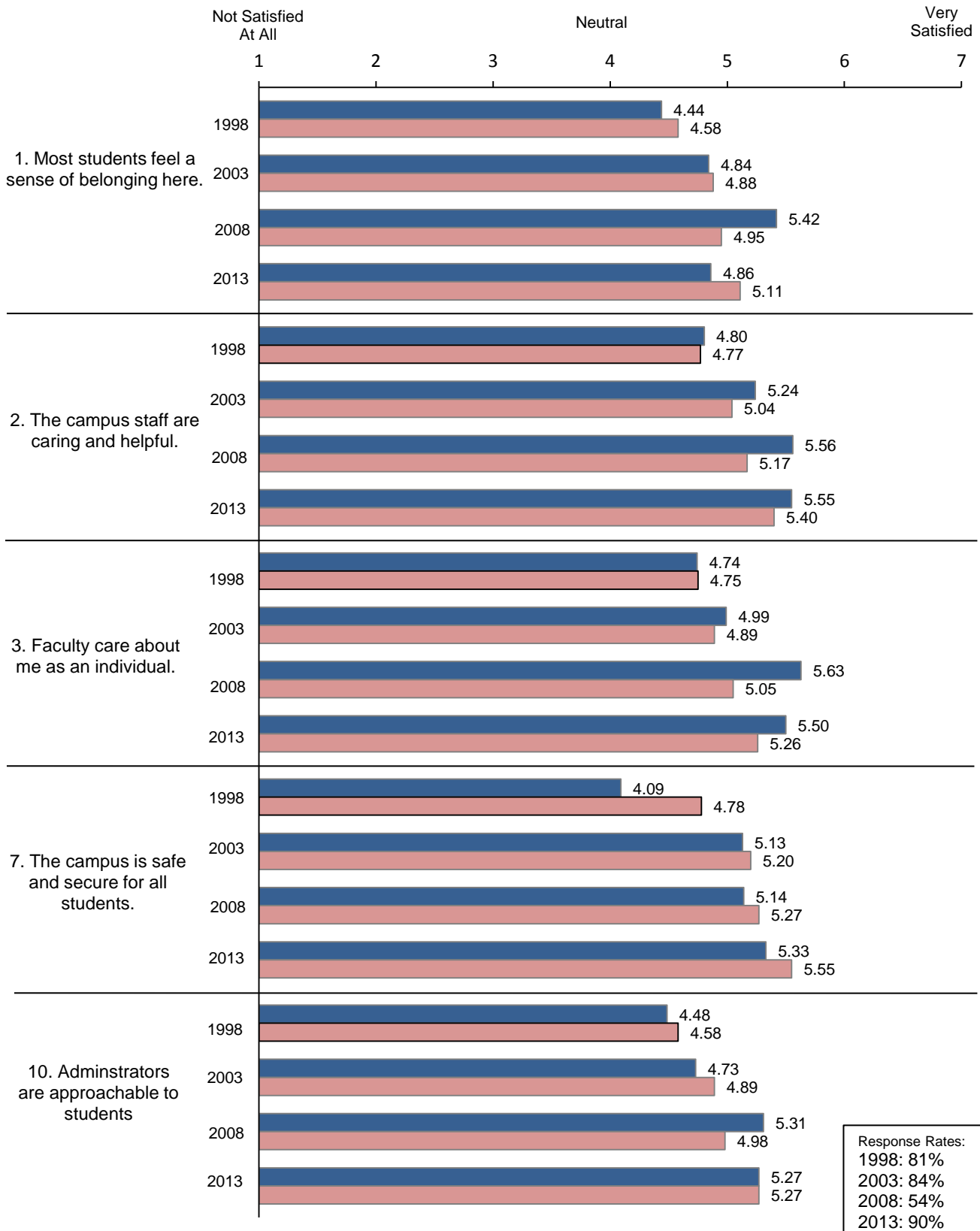
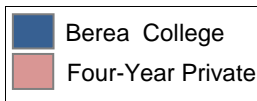
Noel-Levitz Student  
Satisfaction Inventory



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

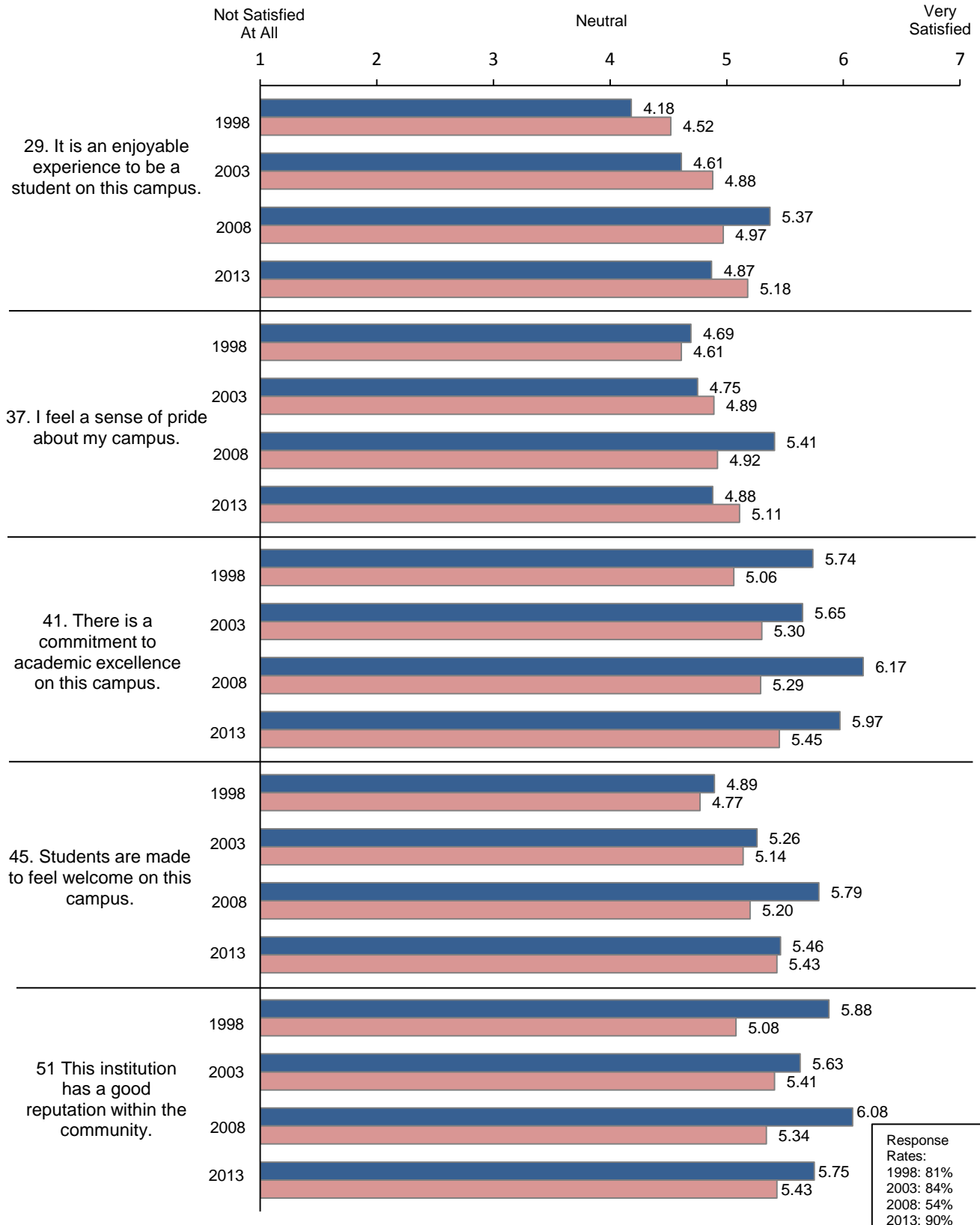
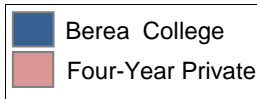
Noel-Levitz Student Satisfaction Inventory



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**Satisfaction Ratings within Item Group:**  
**Campus Climate**

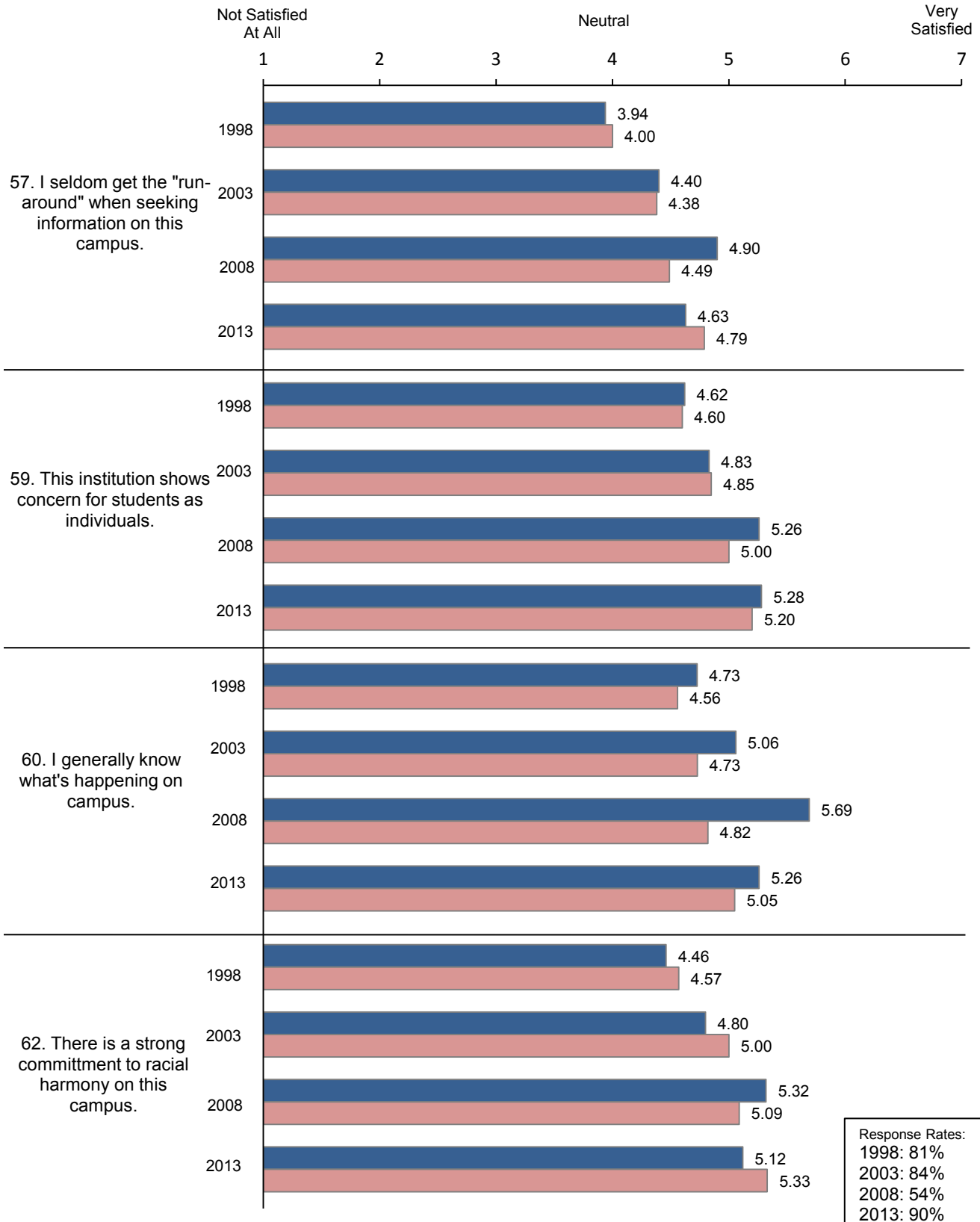
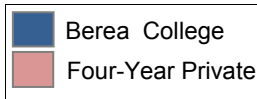
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**African-American Students**  
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**Satisfaction Ratings within Item Group:**  
**Campus Climate**

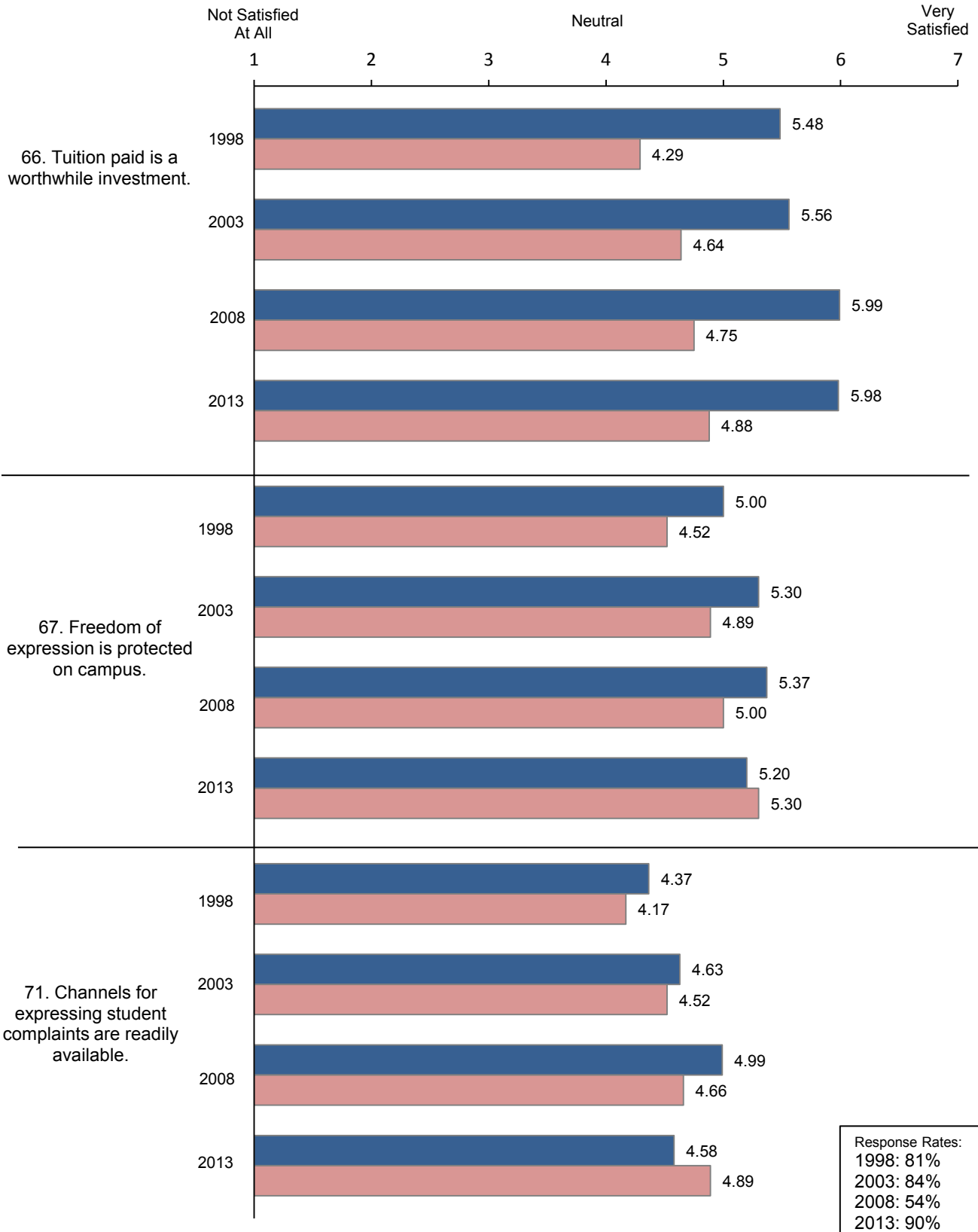
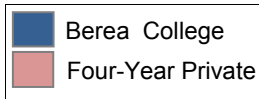
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**Satisfaction Ratings within Item Group:**  
**Campus Climate**

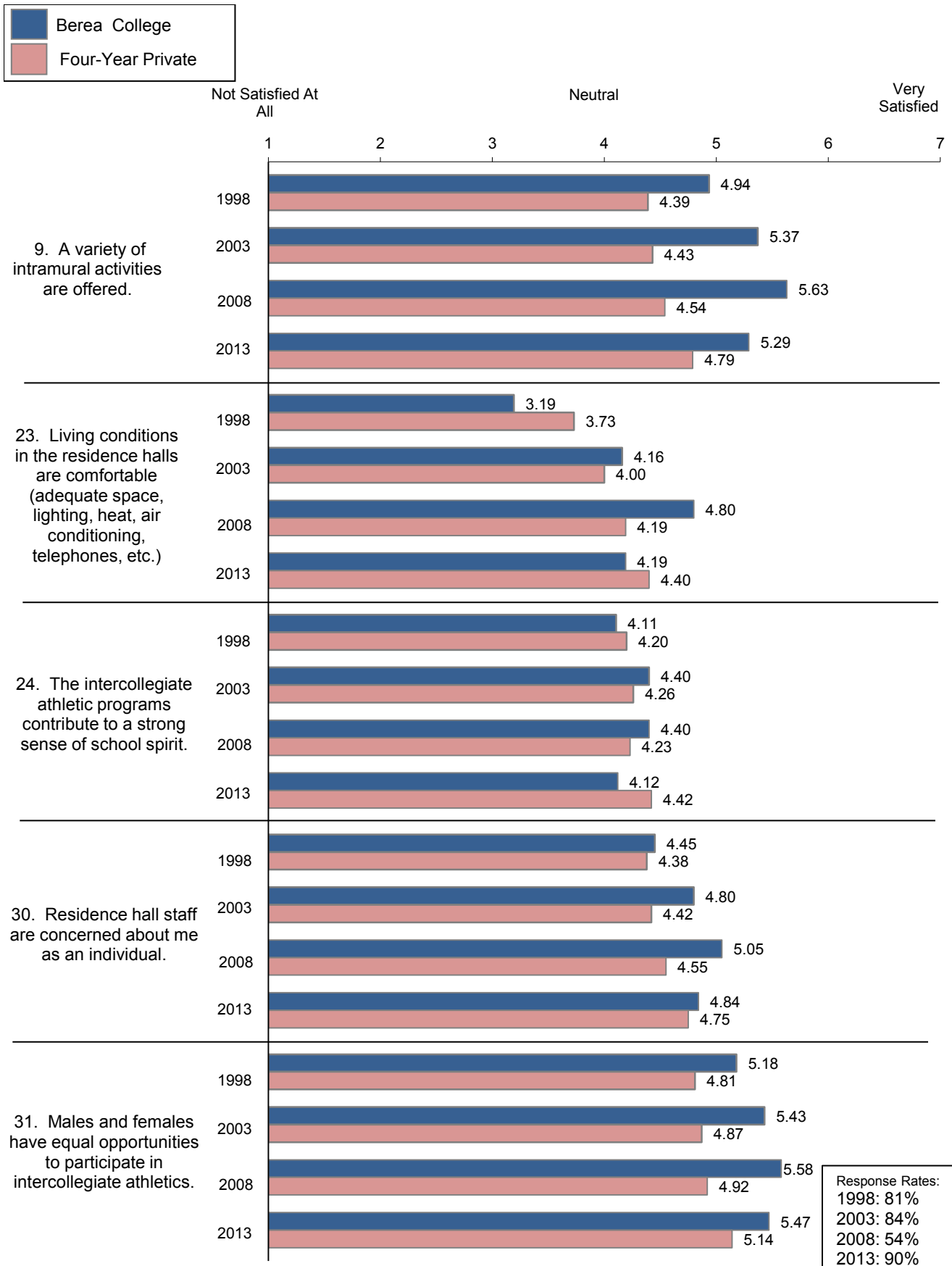
Noel-Levitz Student  
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**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Life**

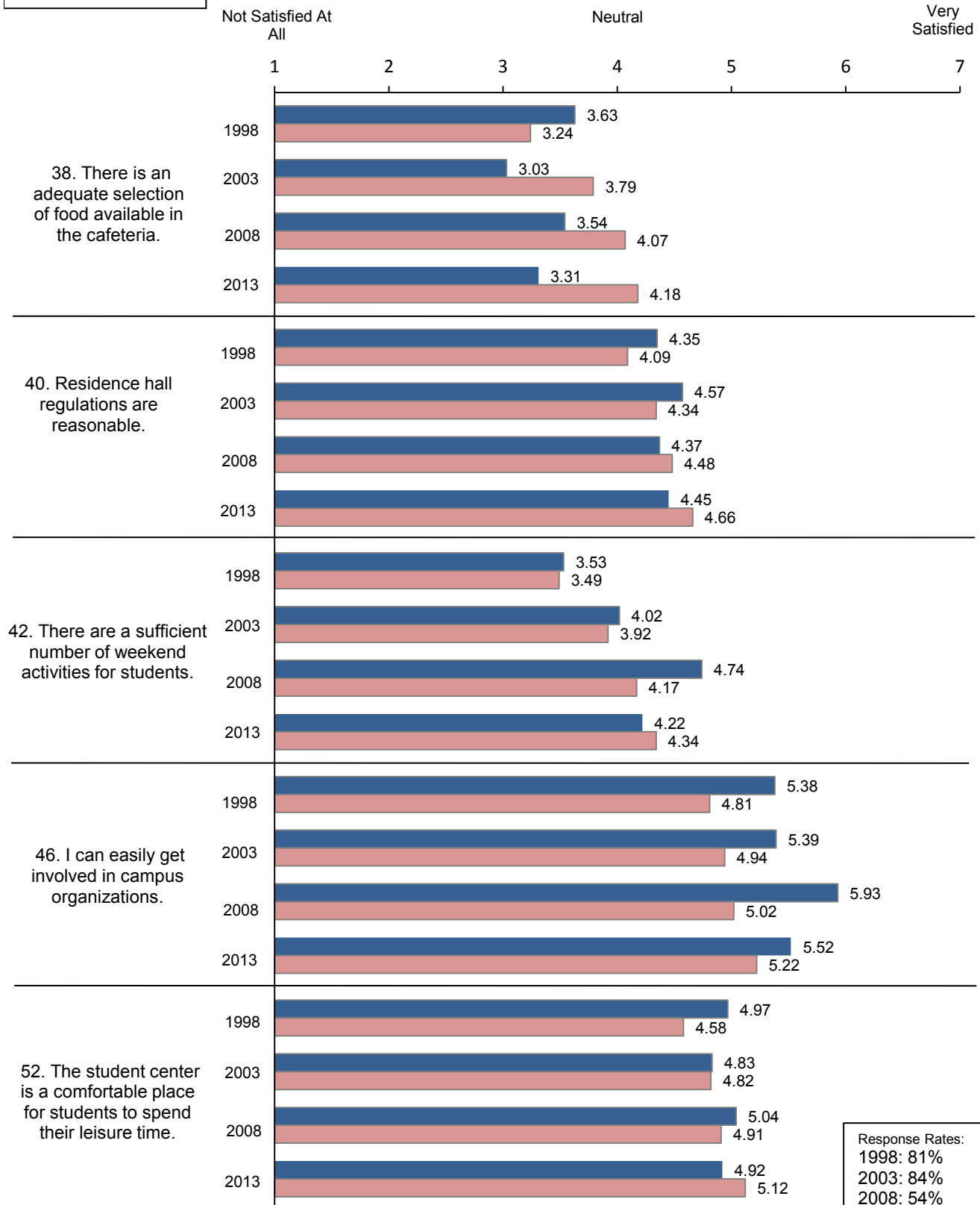
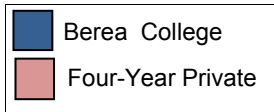
Noel-Levitz Student  
Satisfaction Inventory





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

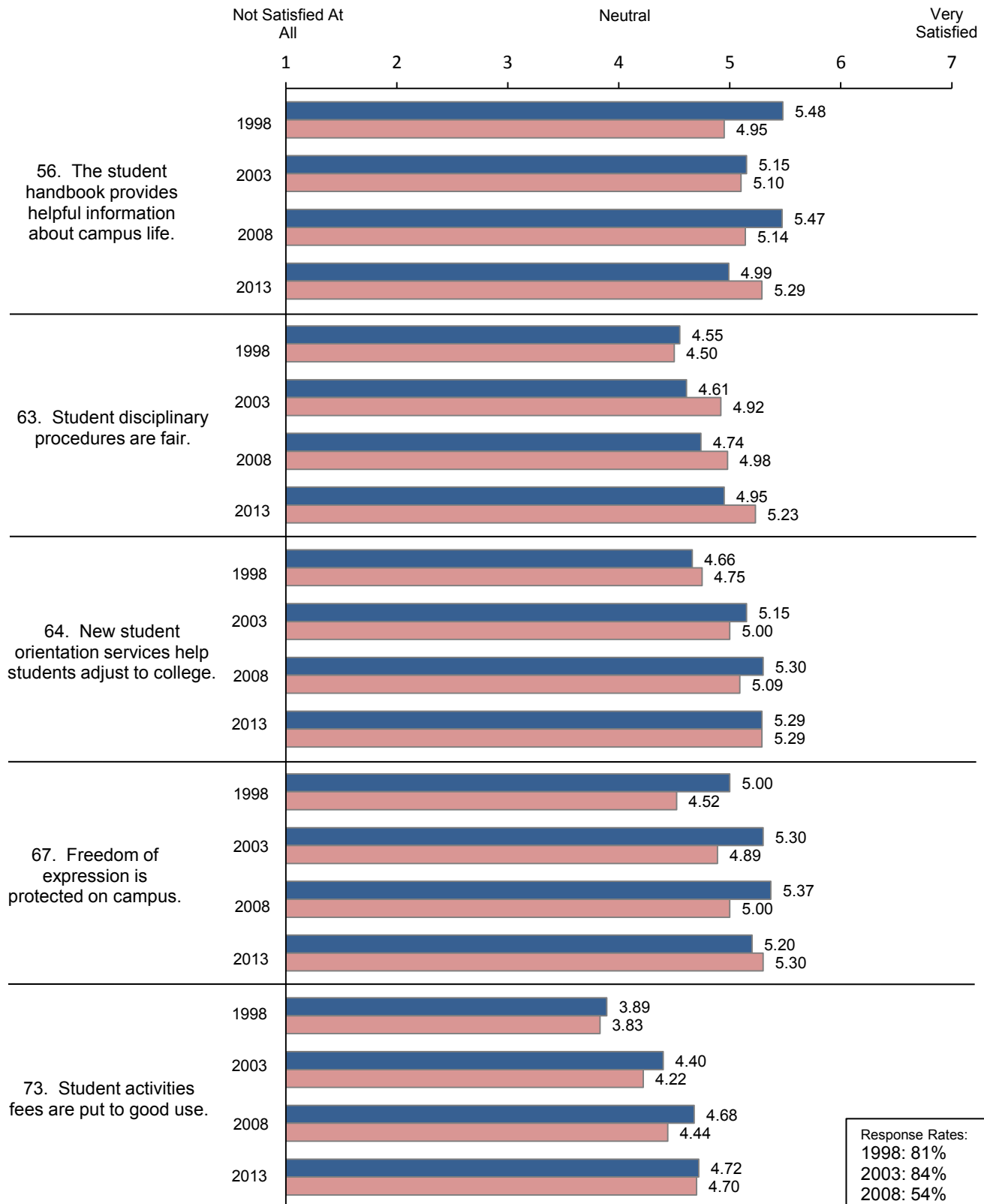
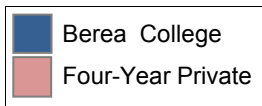
Noel-Levitz Student  
Satisfaction Inventory



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

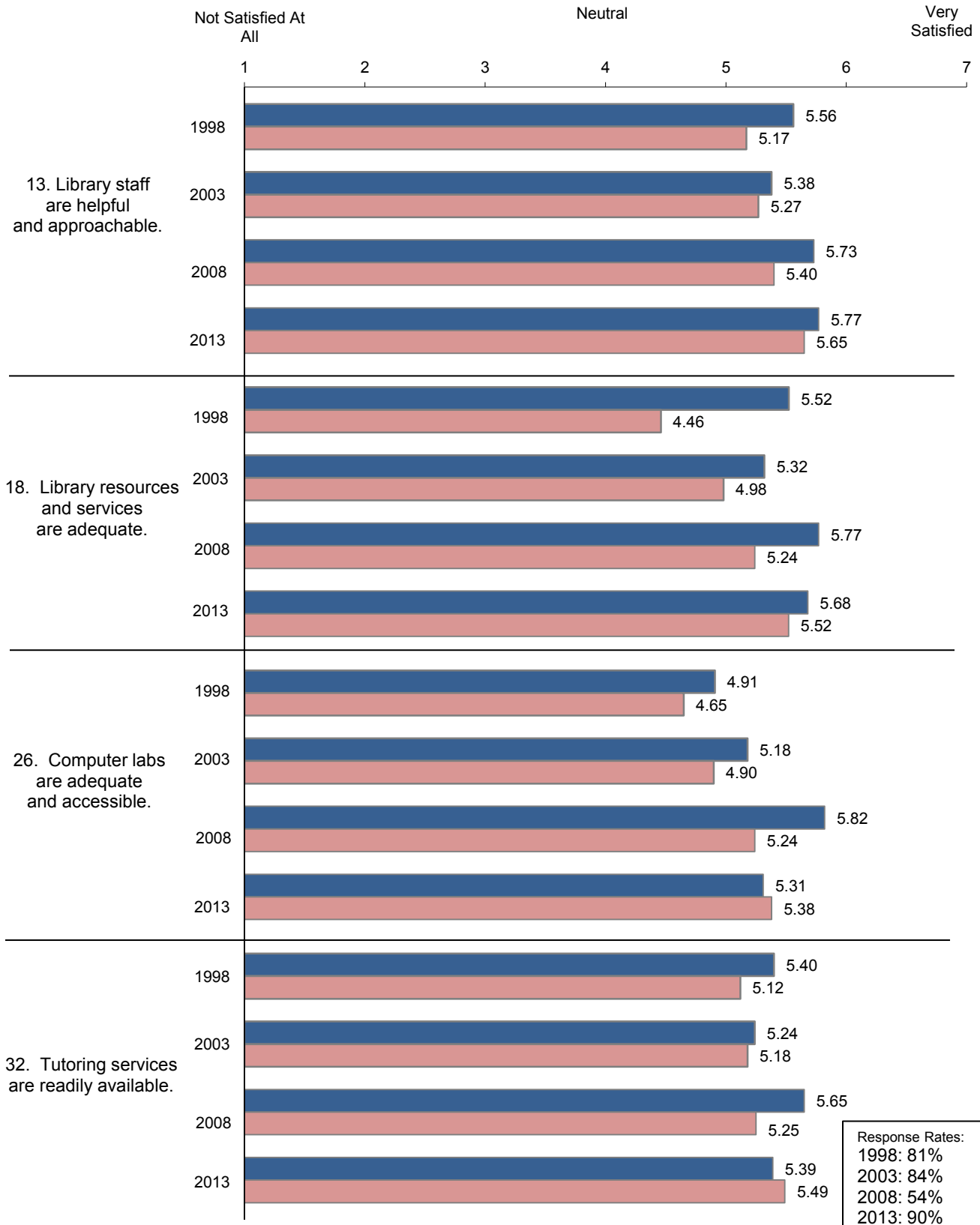
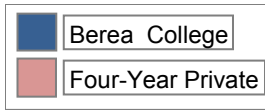
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**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Support Services**

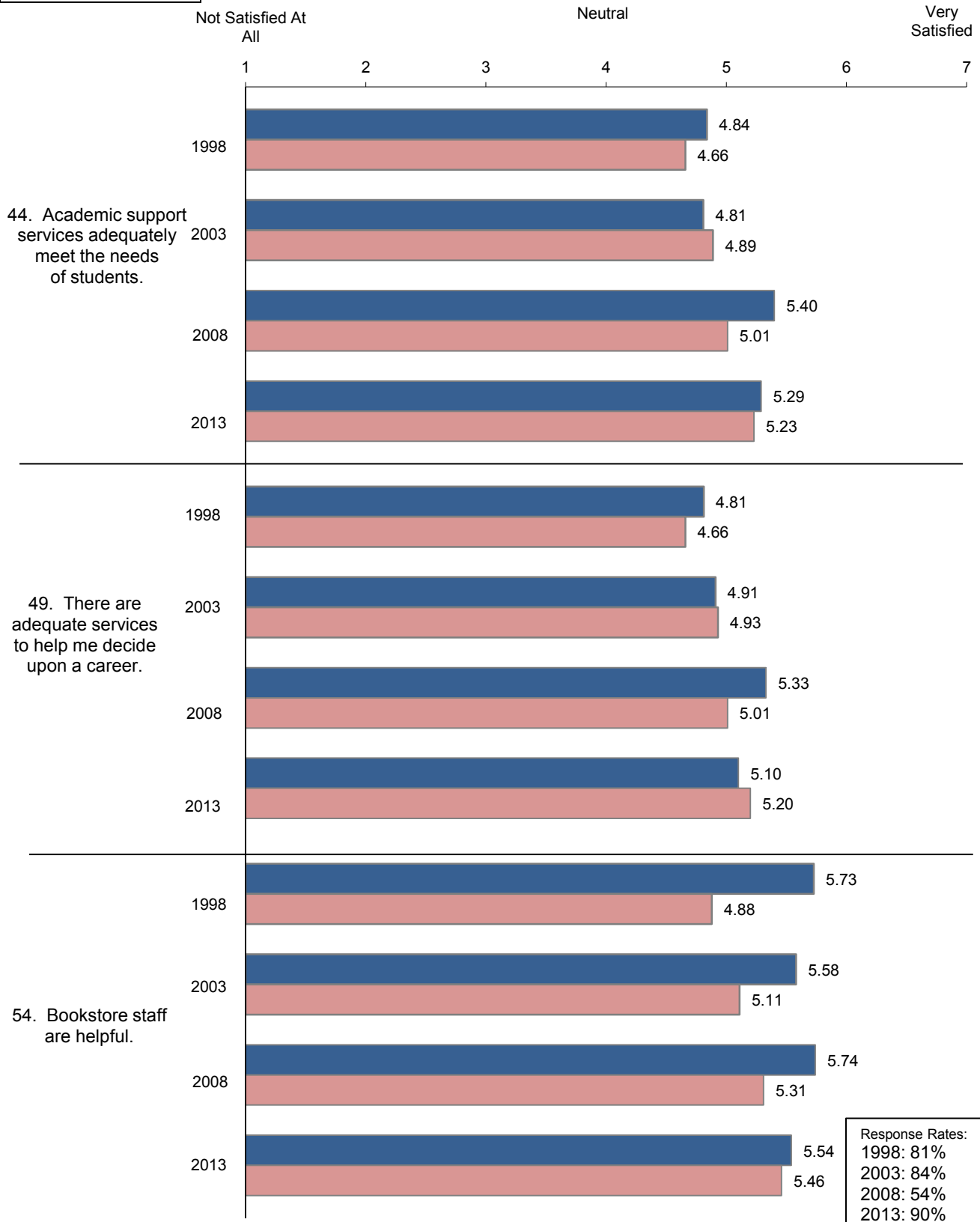
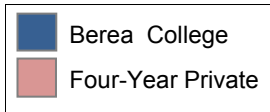
Noel-Levitz Student Satisfaction Inventory



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

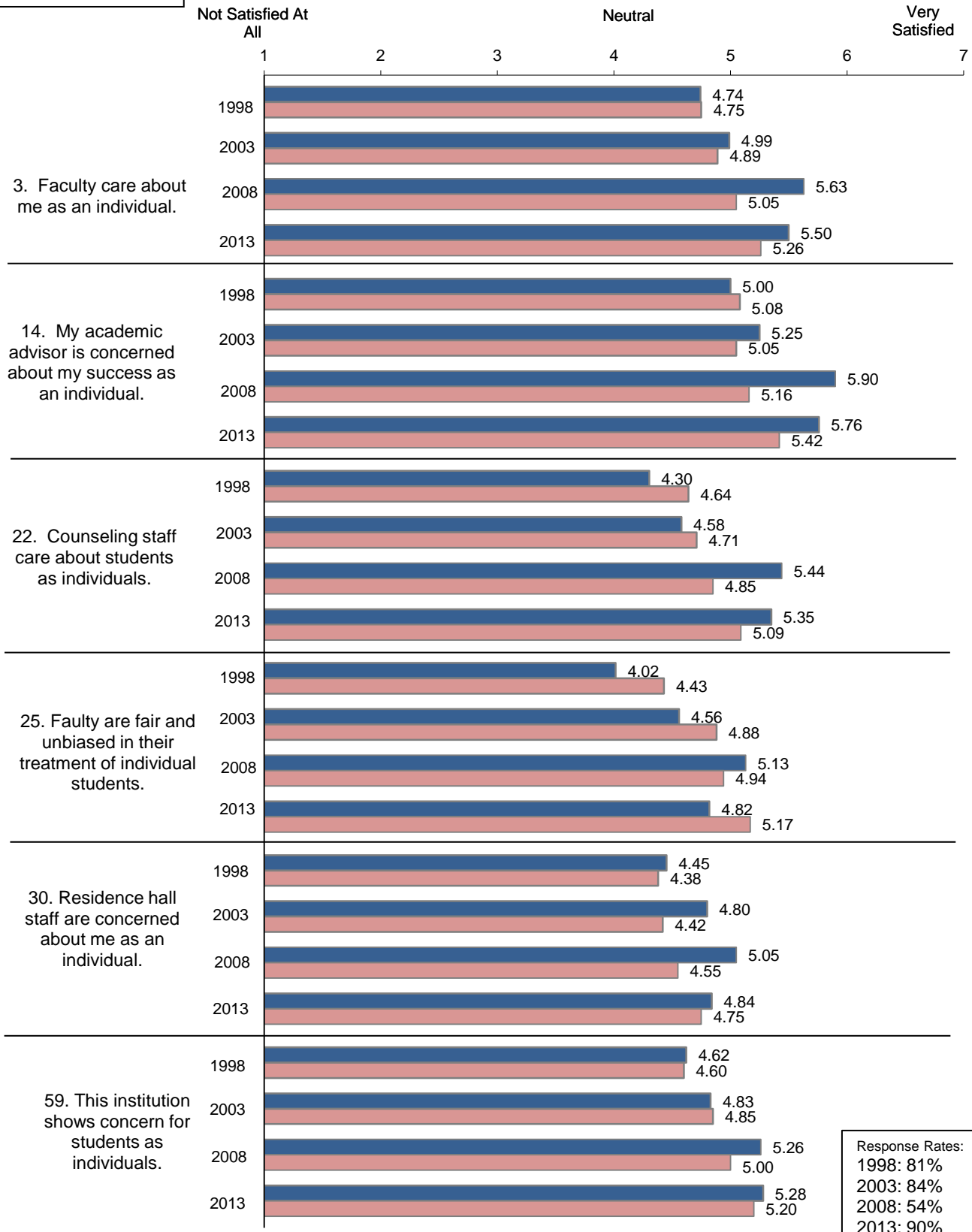
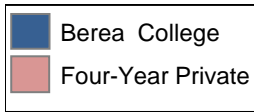
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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Concern for the Individual**

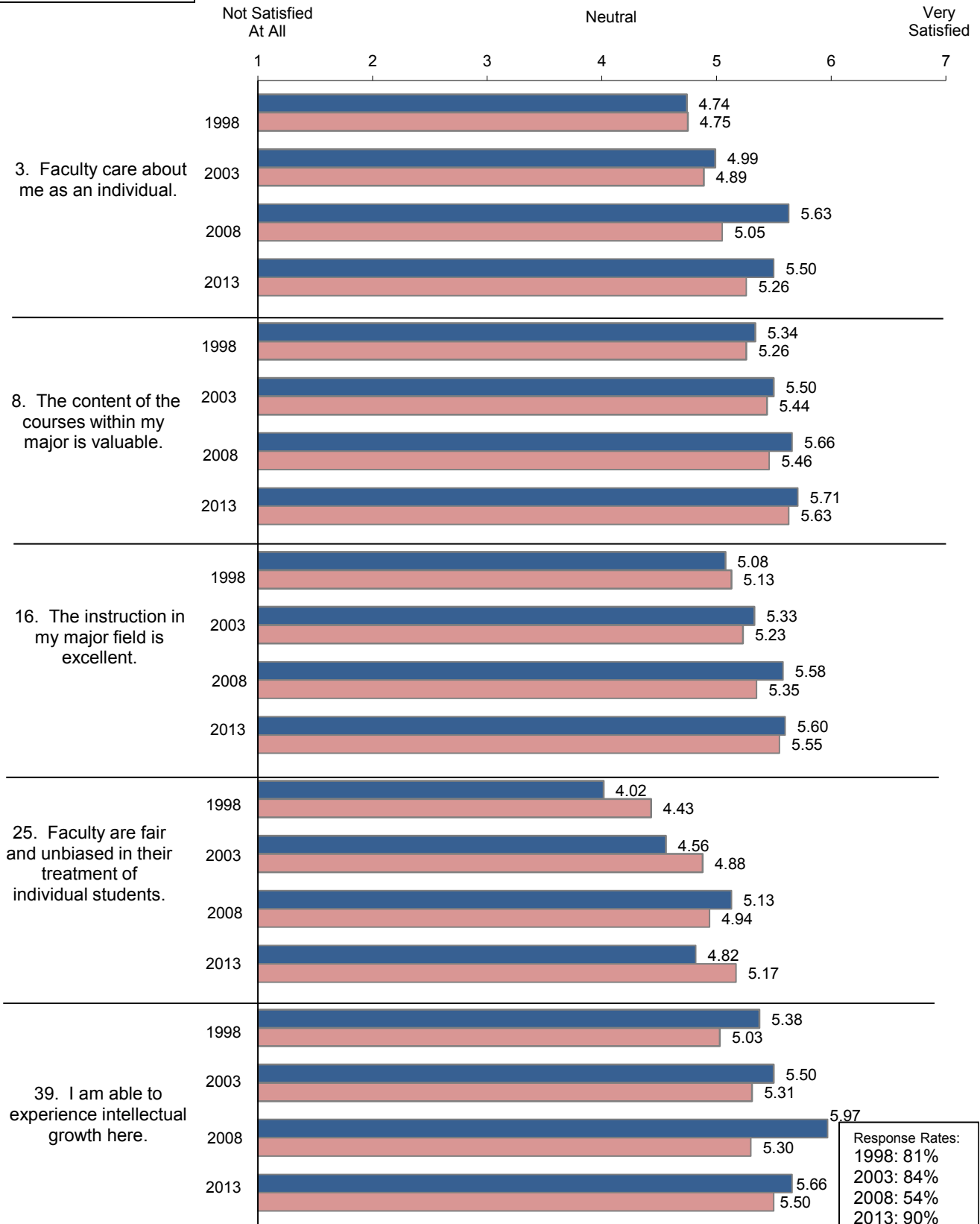
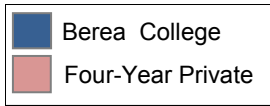
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**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Instructional Effectiveness**

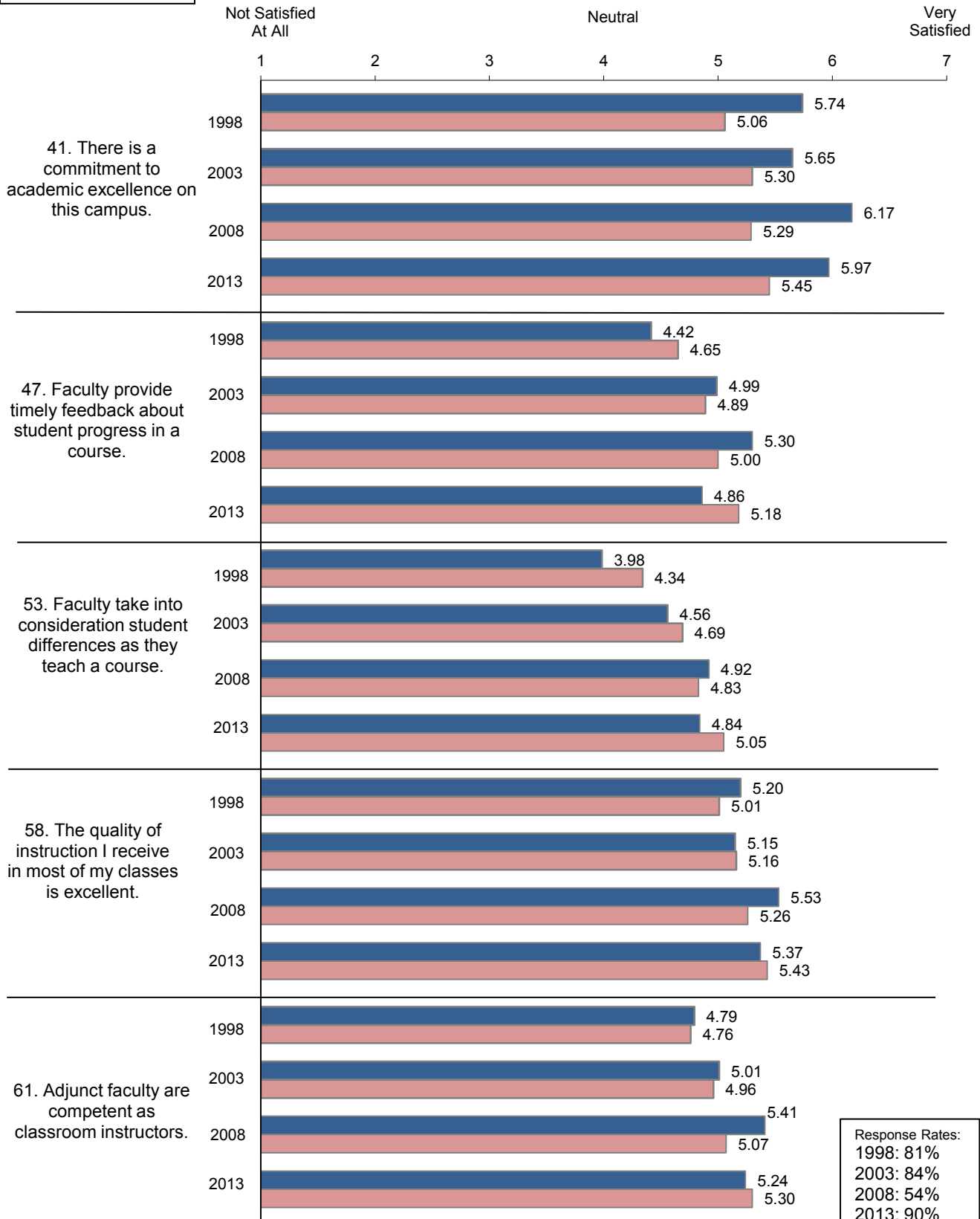
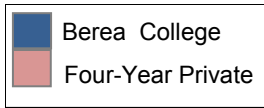
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**Satisfaction Ratings within Item Group:**  
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Noel-Levitz Student Satisfaction Inventory

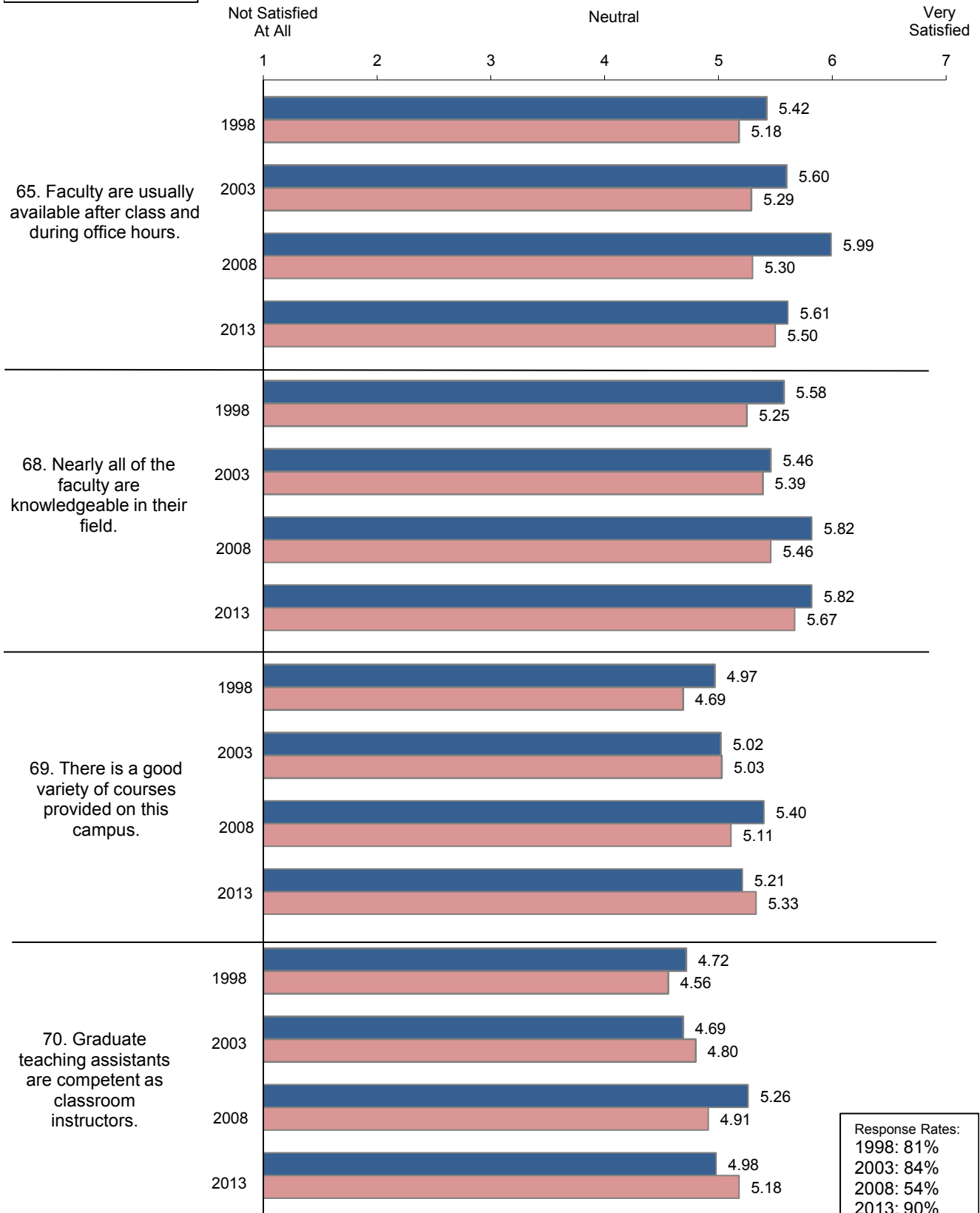
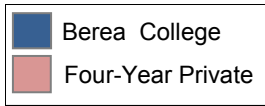


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**Satisfaction Ratings within Item Group:**  
**Instructional Effectiveness**

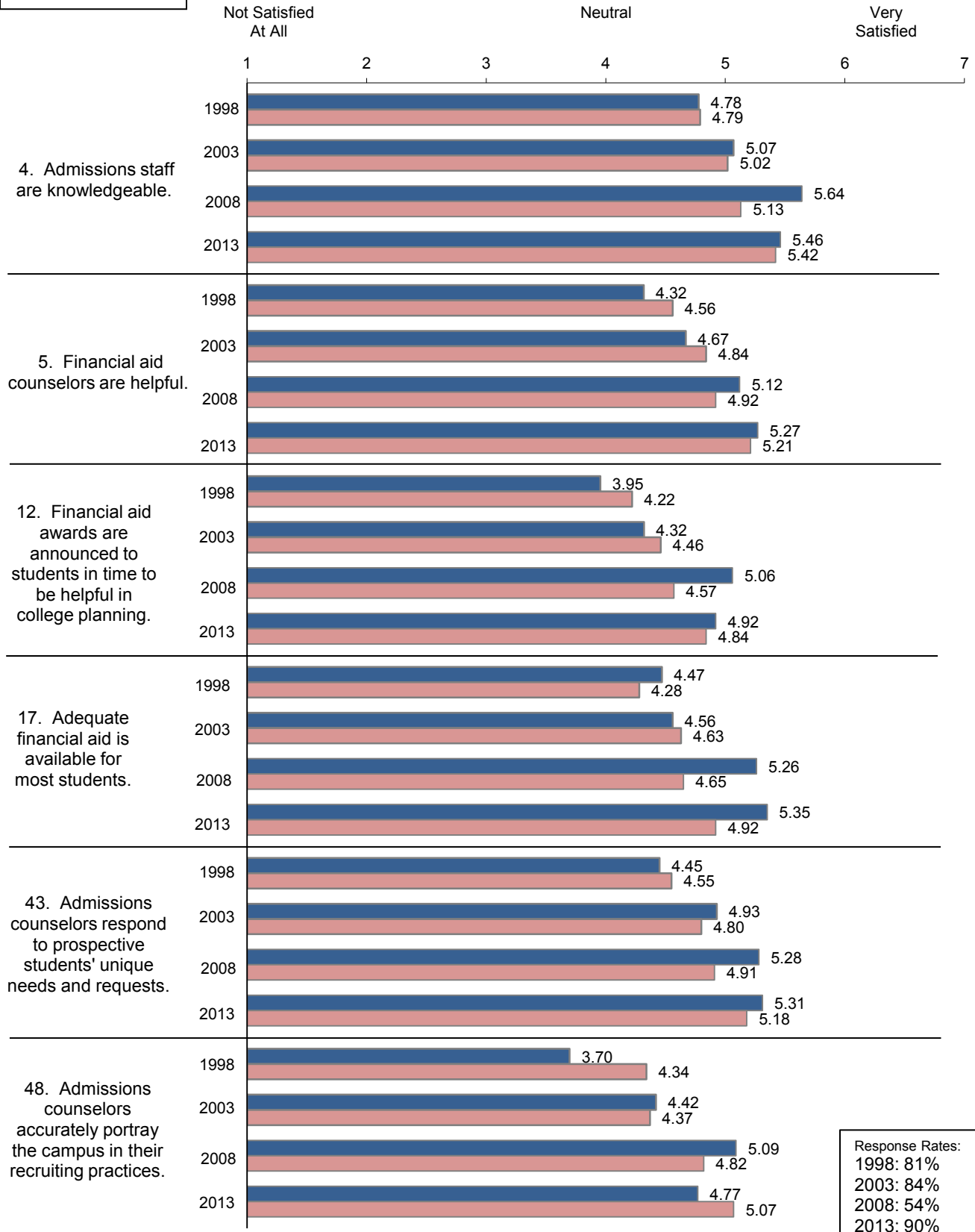
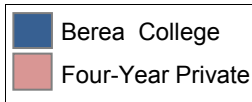
Noel-Levitz Student  
Satisfaction Inventory



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**African-American Students**  
**Berea vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Recruitment Financial Aid**

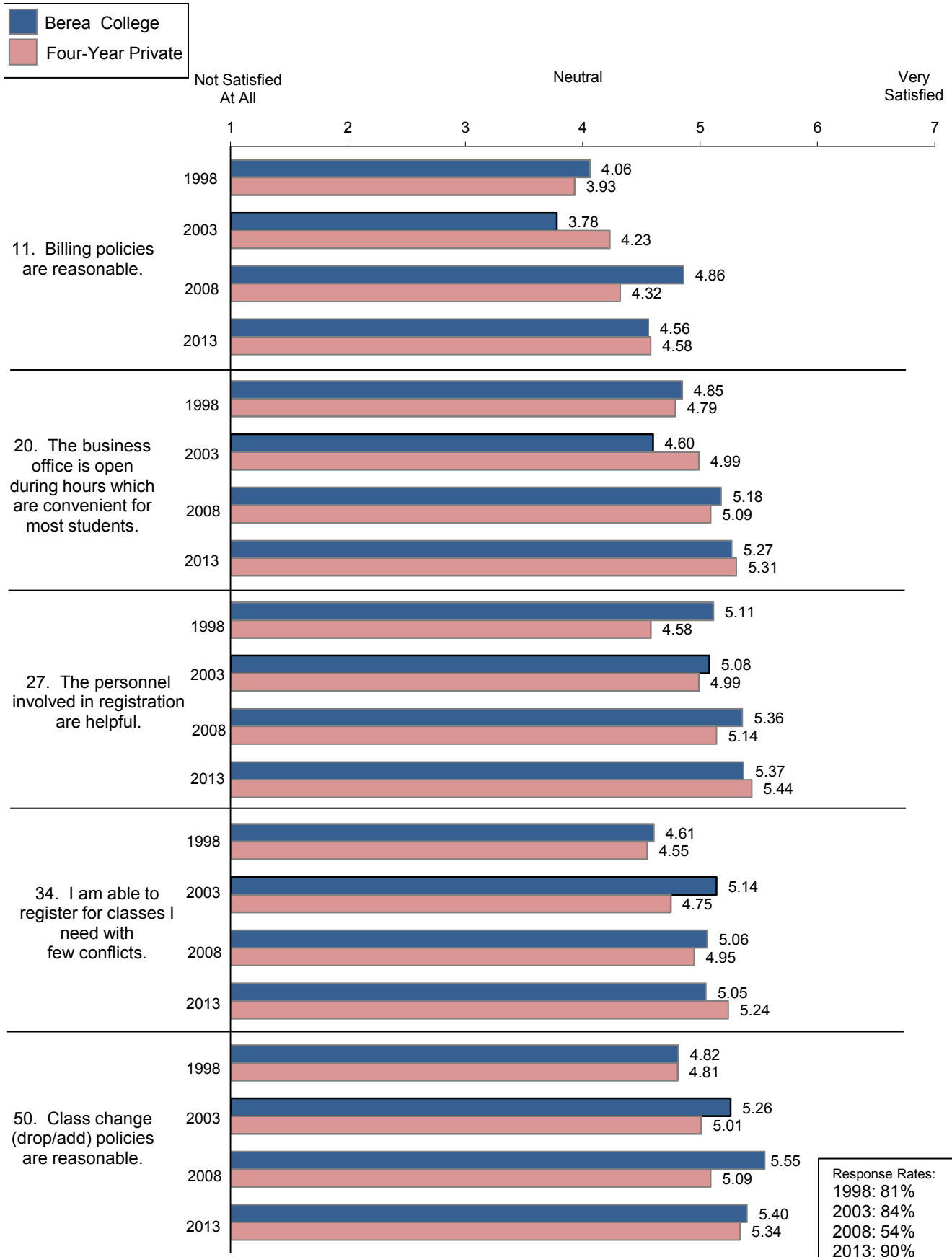
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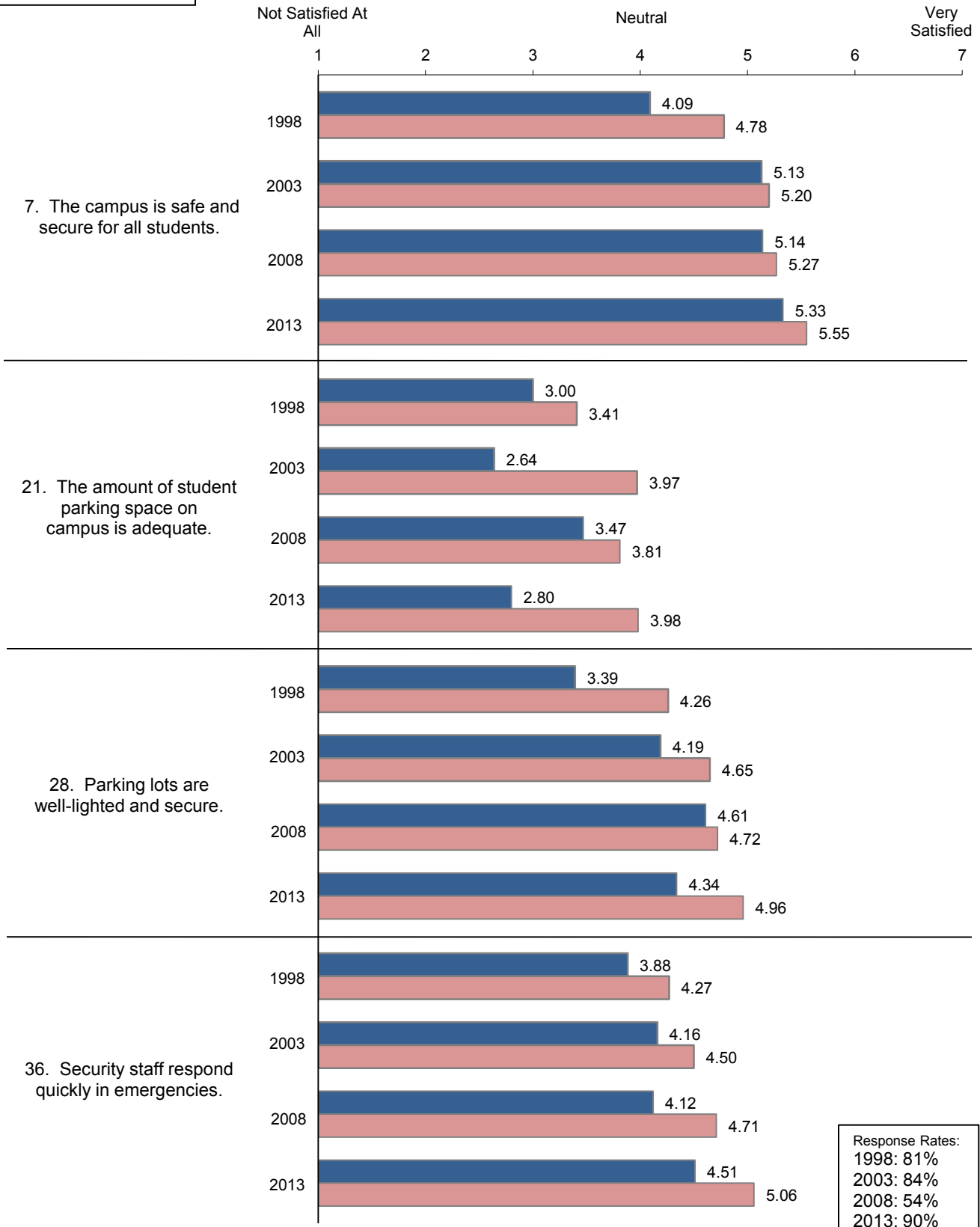
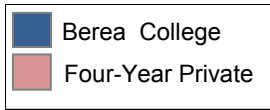
**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Registration Effectiveness**

Noel-Levitz Student  
Satisfaction Inventory



**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Safety and Security*

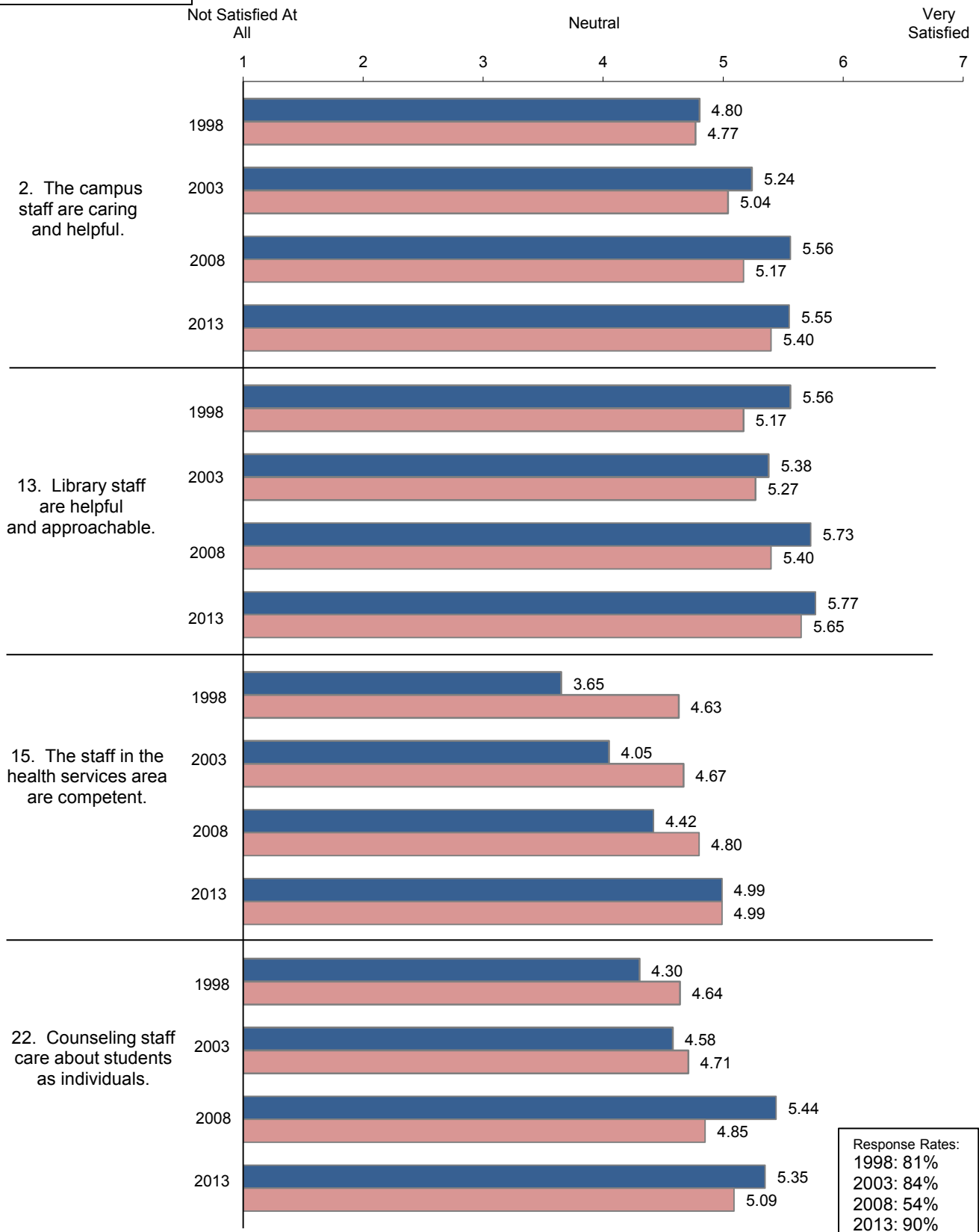
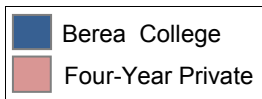
Noel-Levitz Student  
Satisfaction Inventory



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

Noel-Levitz Student  
Satisfaction Inventory

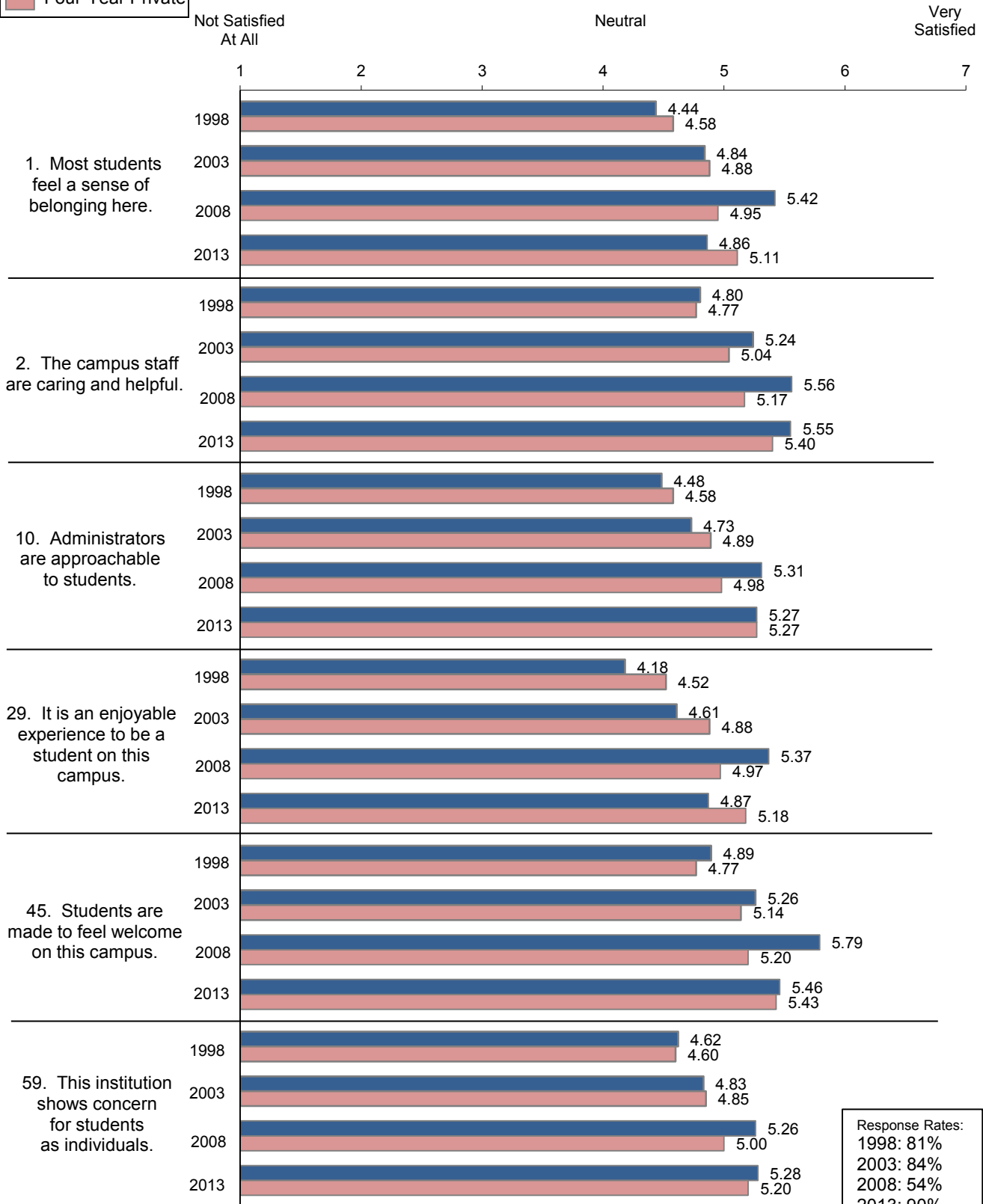
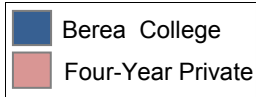


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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Student Centeredness***

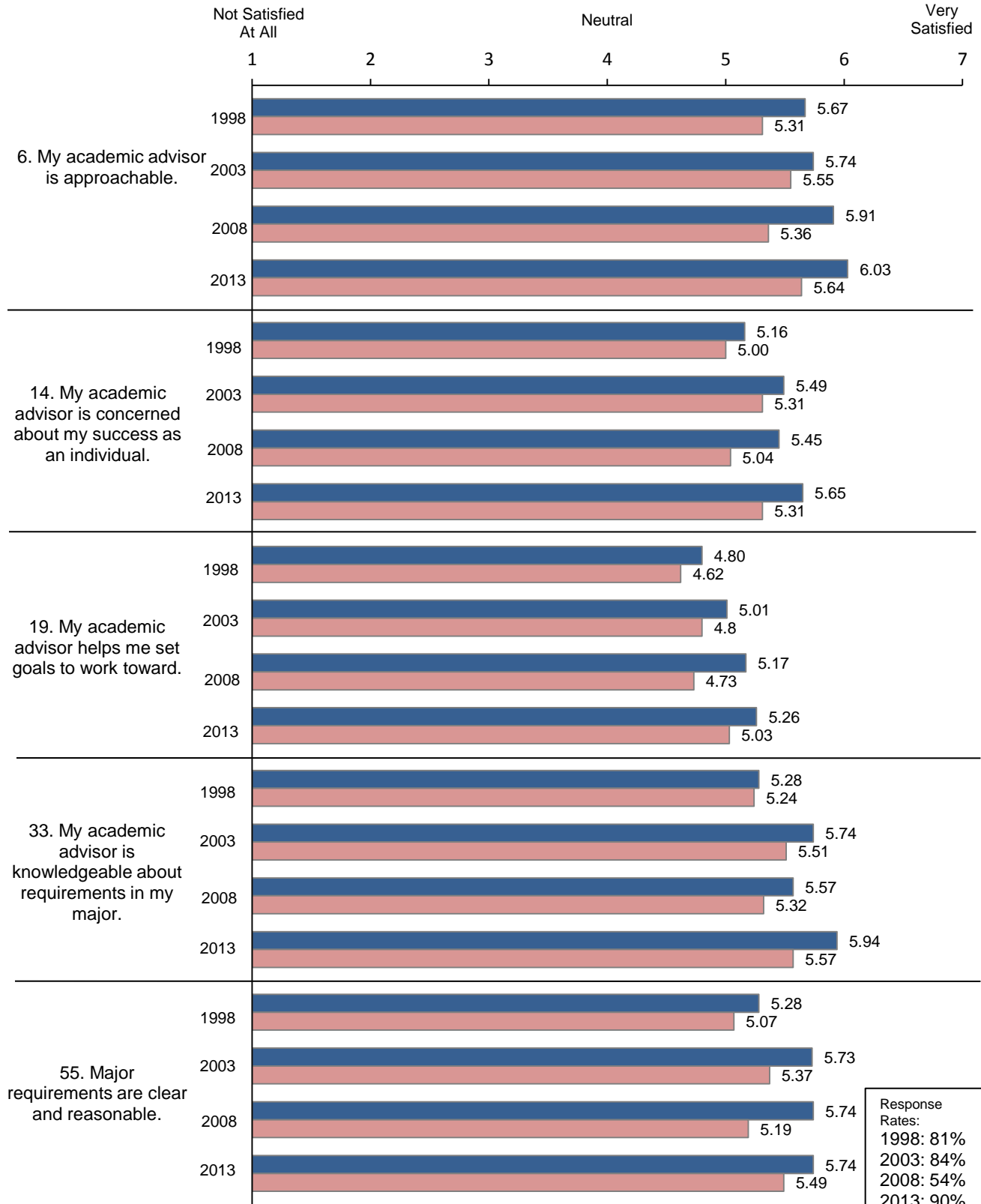
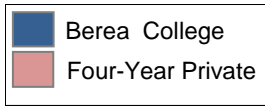
Noel-Levitz Student  
Satisfaction Inventory



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

Noel-Levitz Student  
Satisfaction Inventory

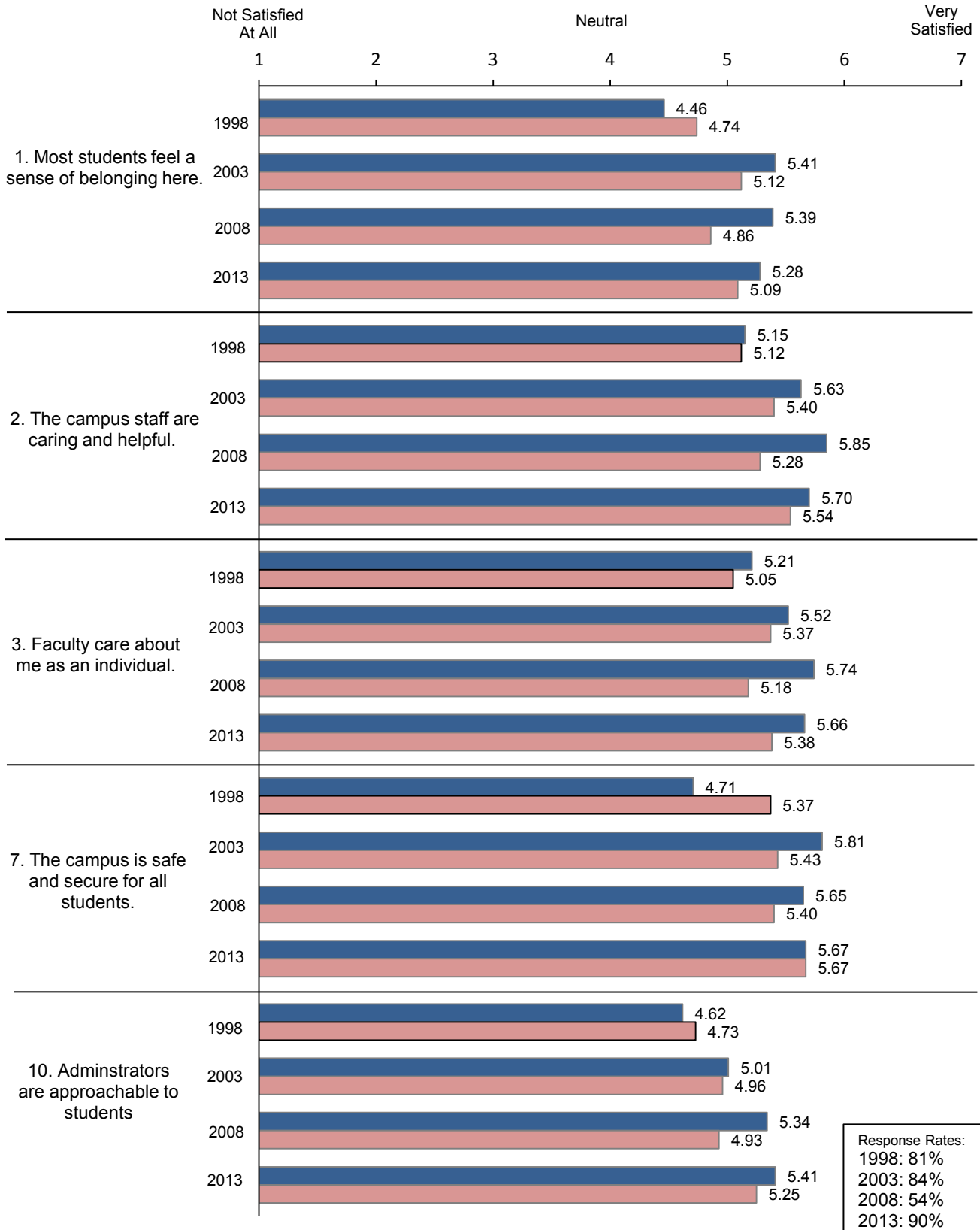
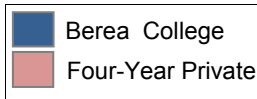


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**Satisfaction Ratings within Item Group:**  
**Campus Climate**

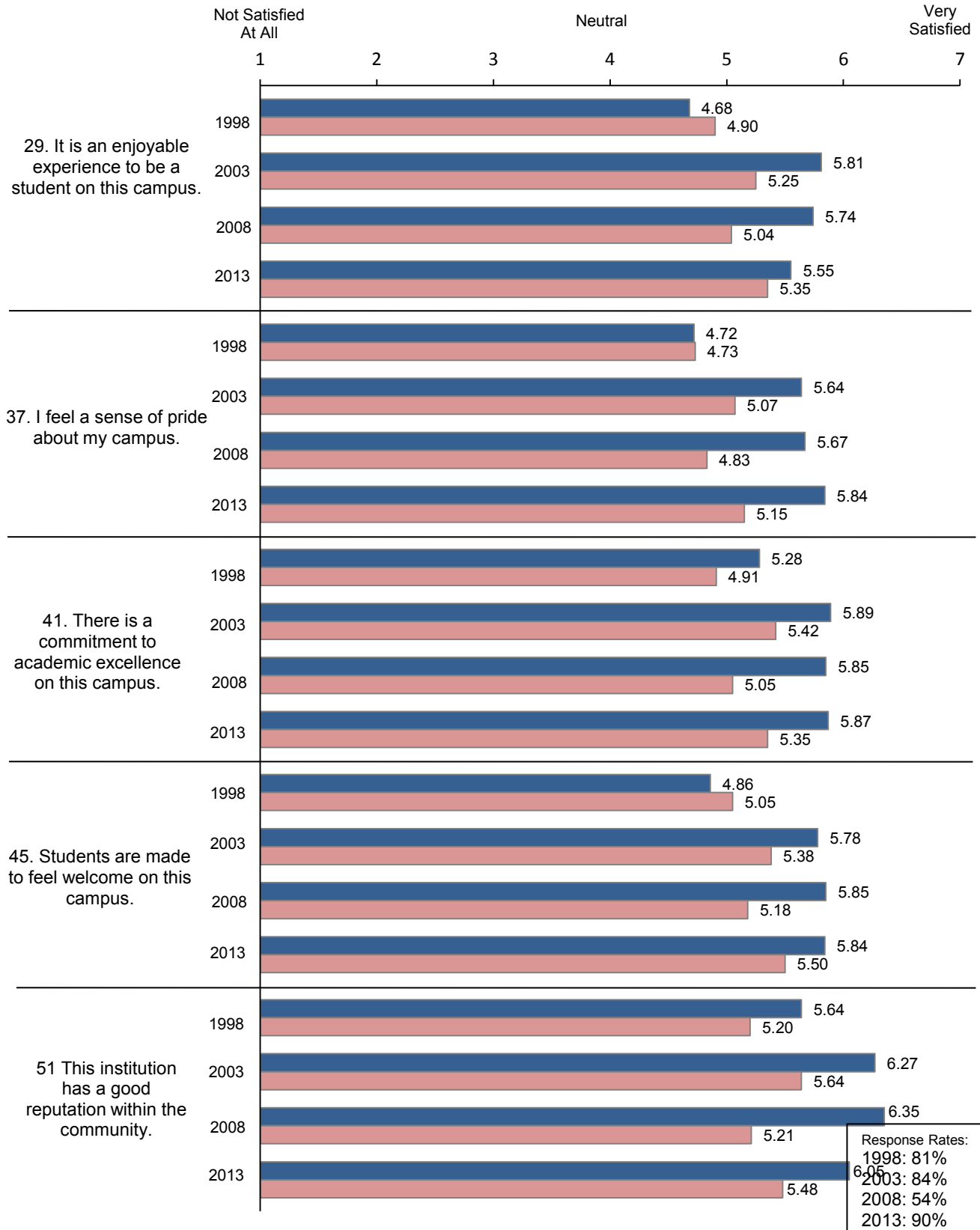
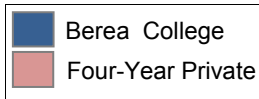
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**Satisfaction Ratings within Item Group:**  
**Campus Climate**

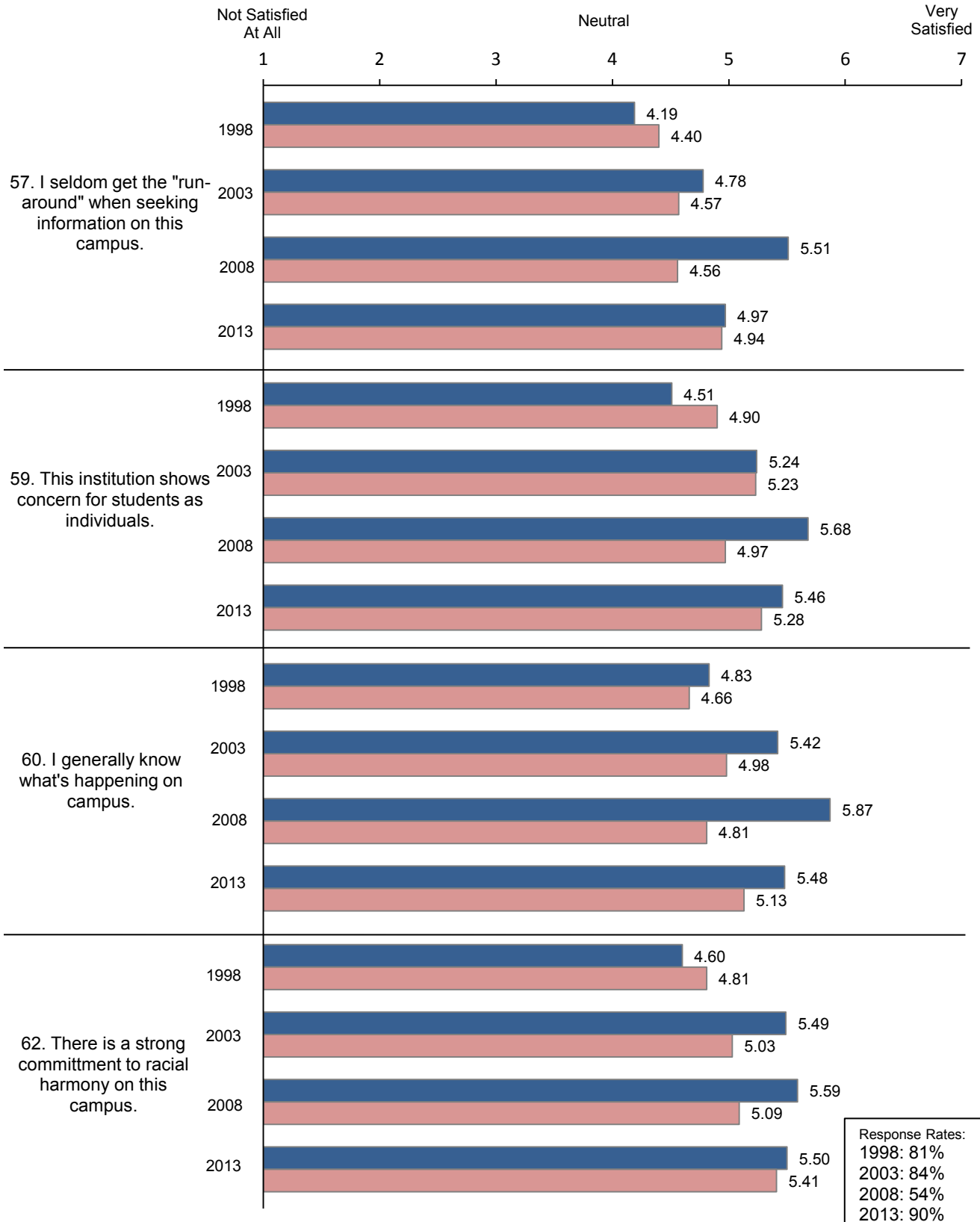
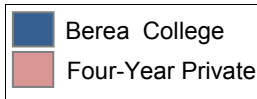
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**Satisfaction Ratings within Item Group:**  
**Campus Climate**

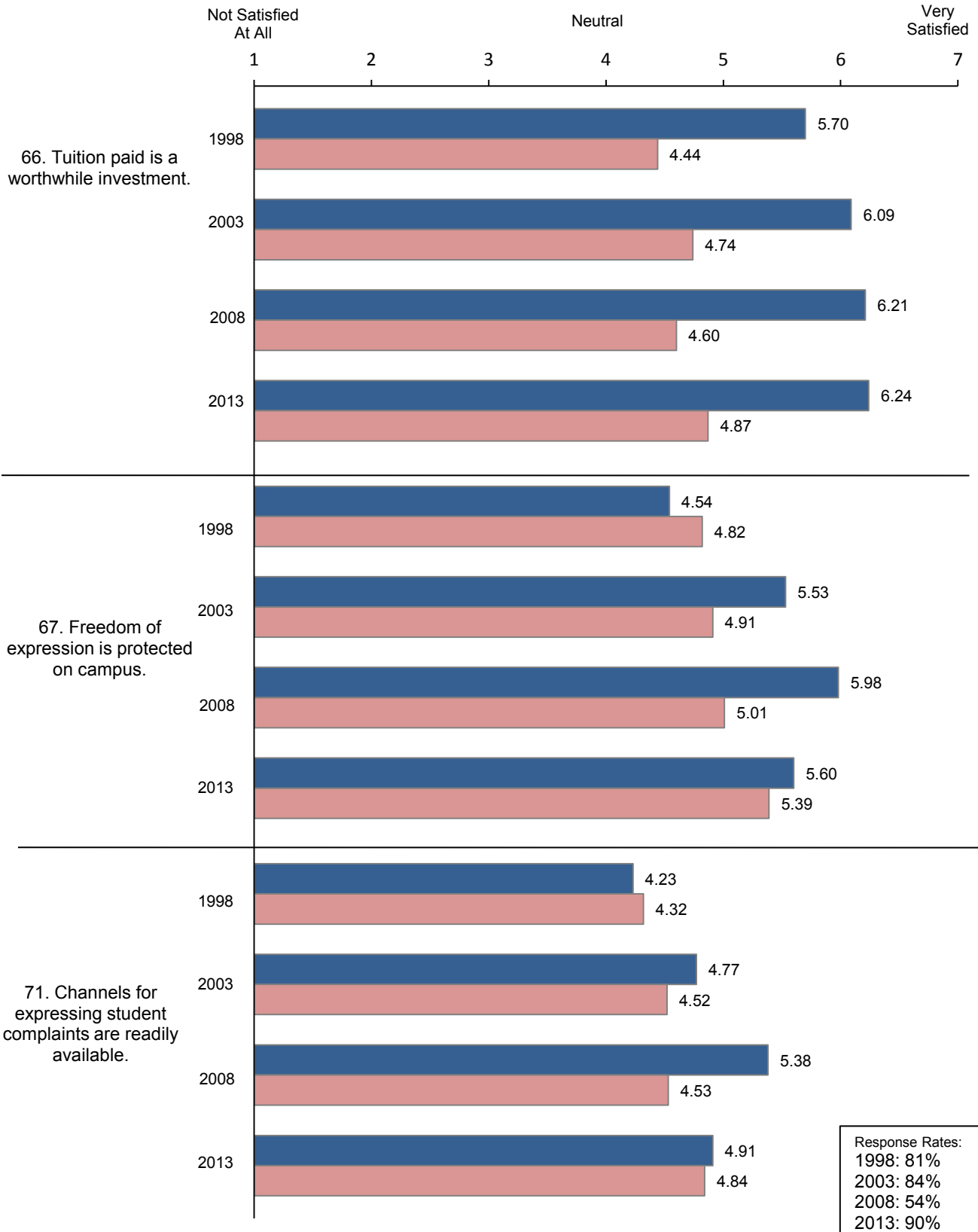
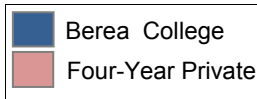
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**Satisfaction Ratings within Item Group:**  
**Campus Climate**

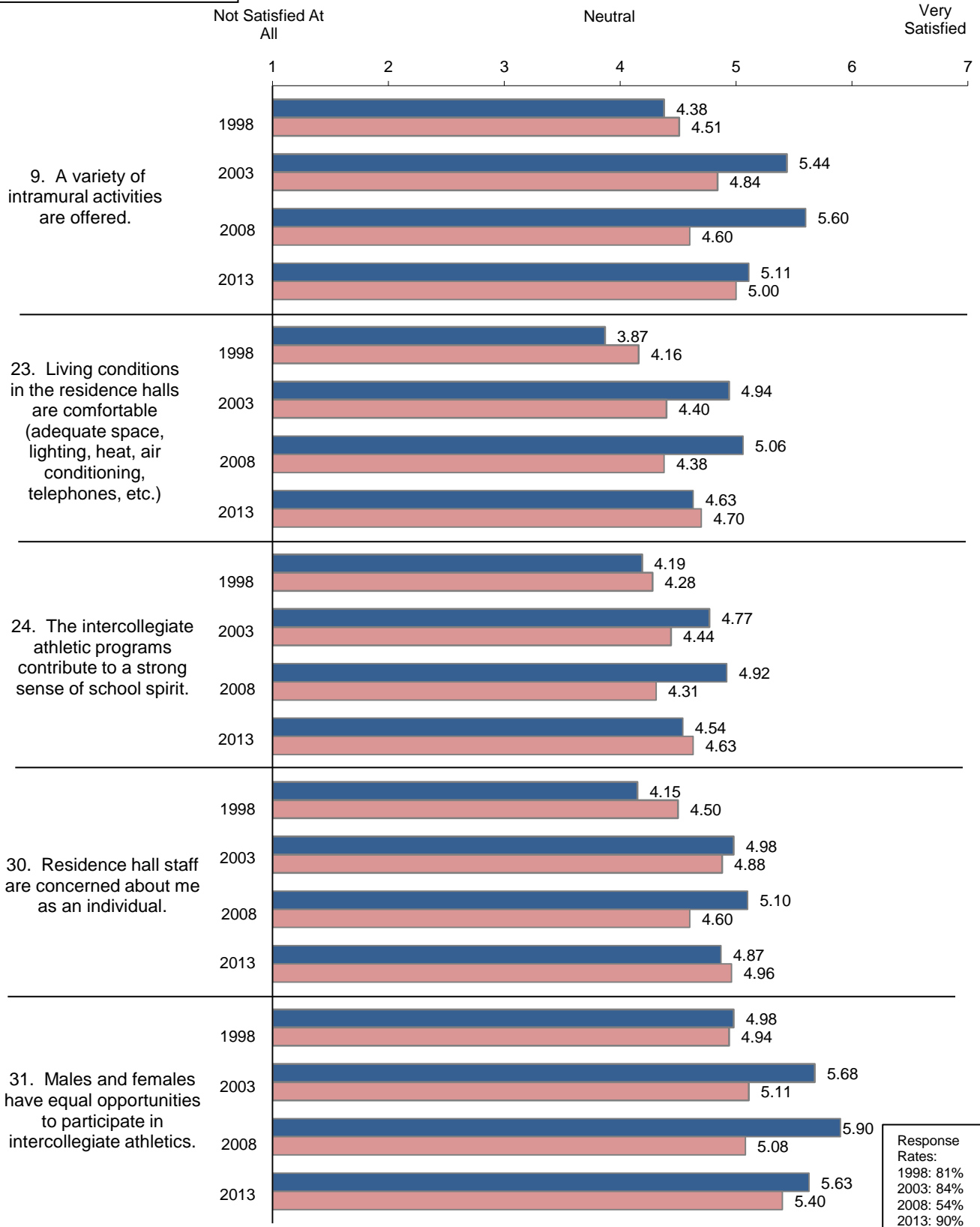
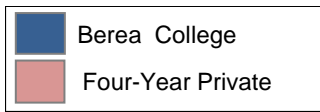
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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Campus Life*

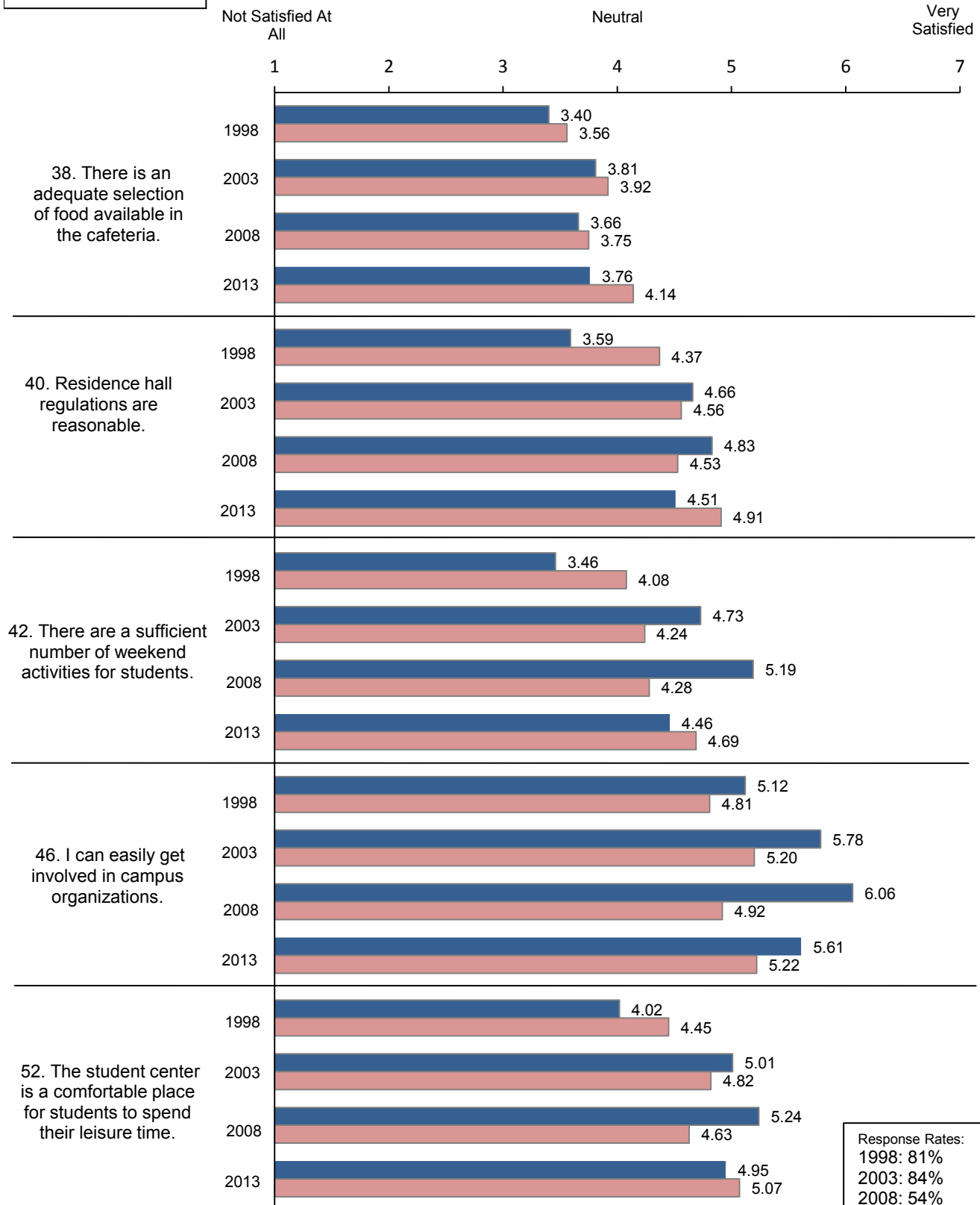
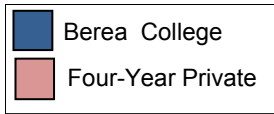
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**Satisfaction Ratings within Item Group:**  
**Campus Life**

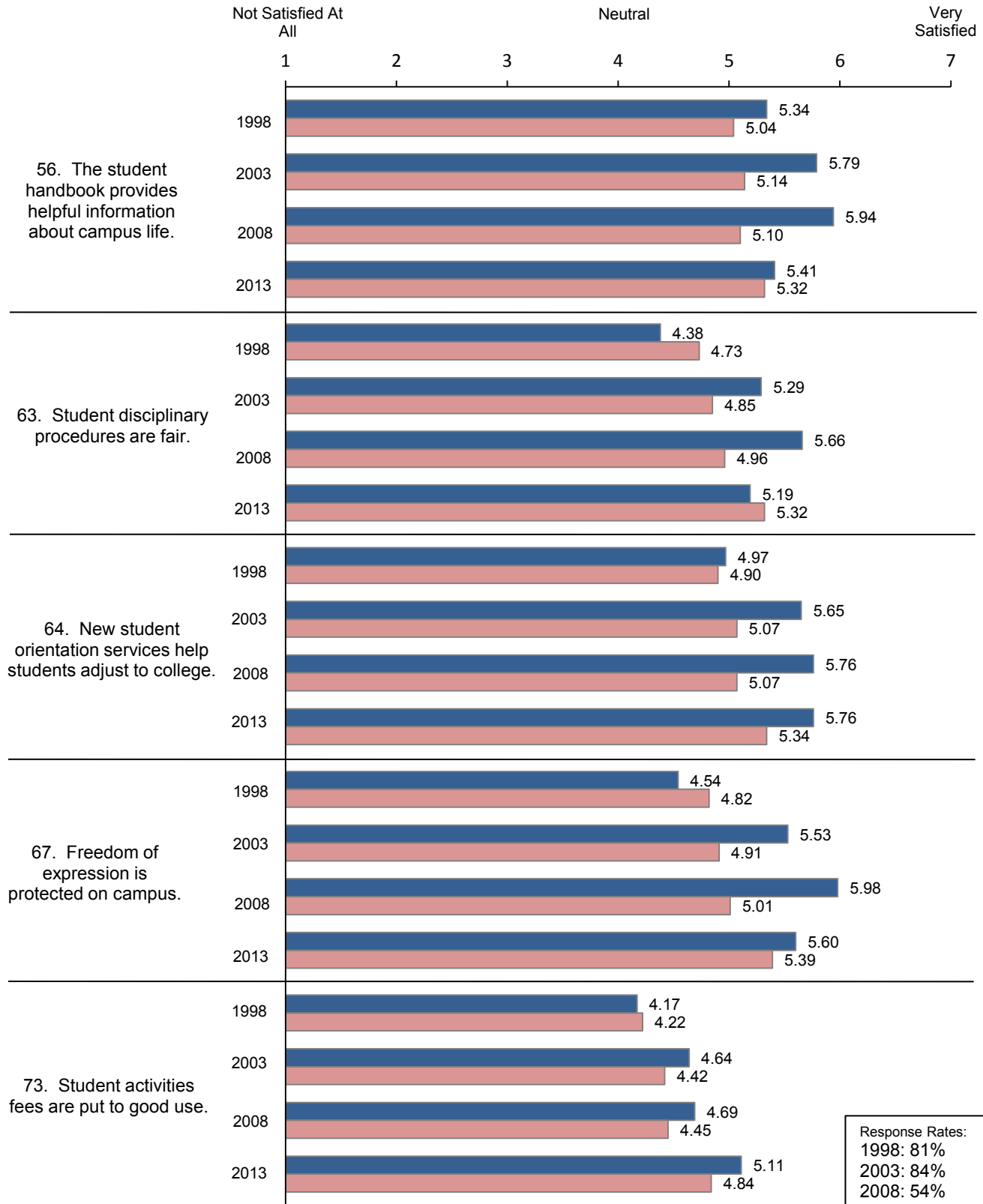
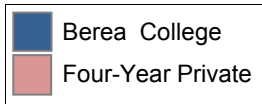
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**Satisfaction Ratings within Item Group:**  
*Campus Life*

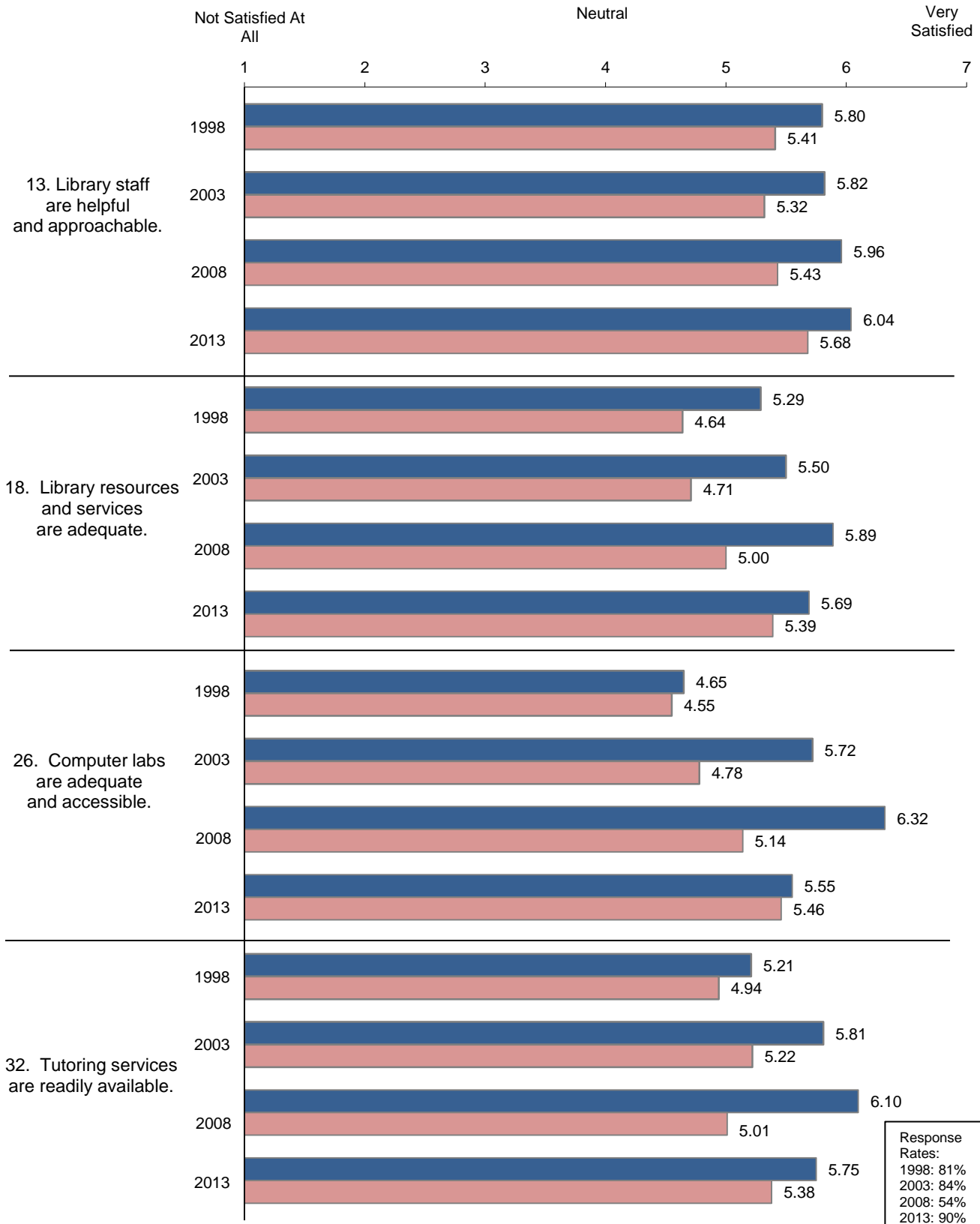
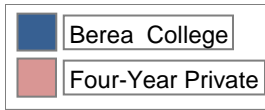
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**Satisfaction Ratings within Item Group:**  
**Campus Support Services**

Noel-Levitz Student  
Satisfaction Inventory

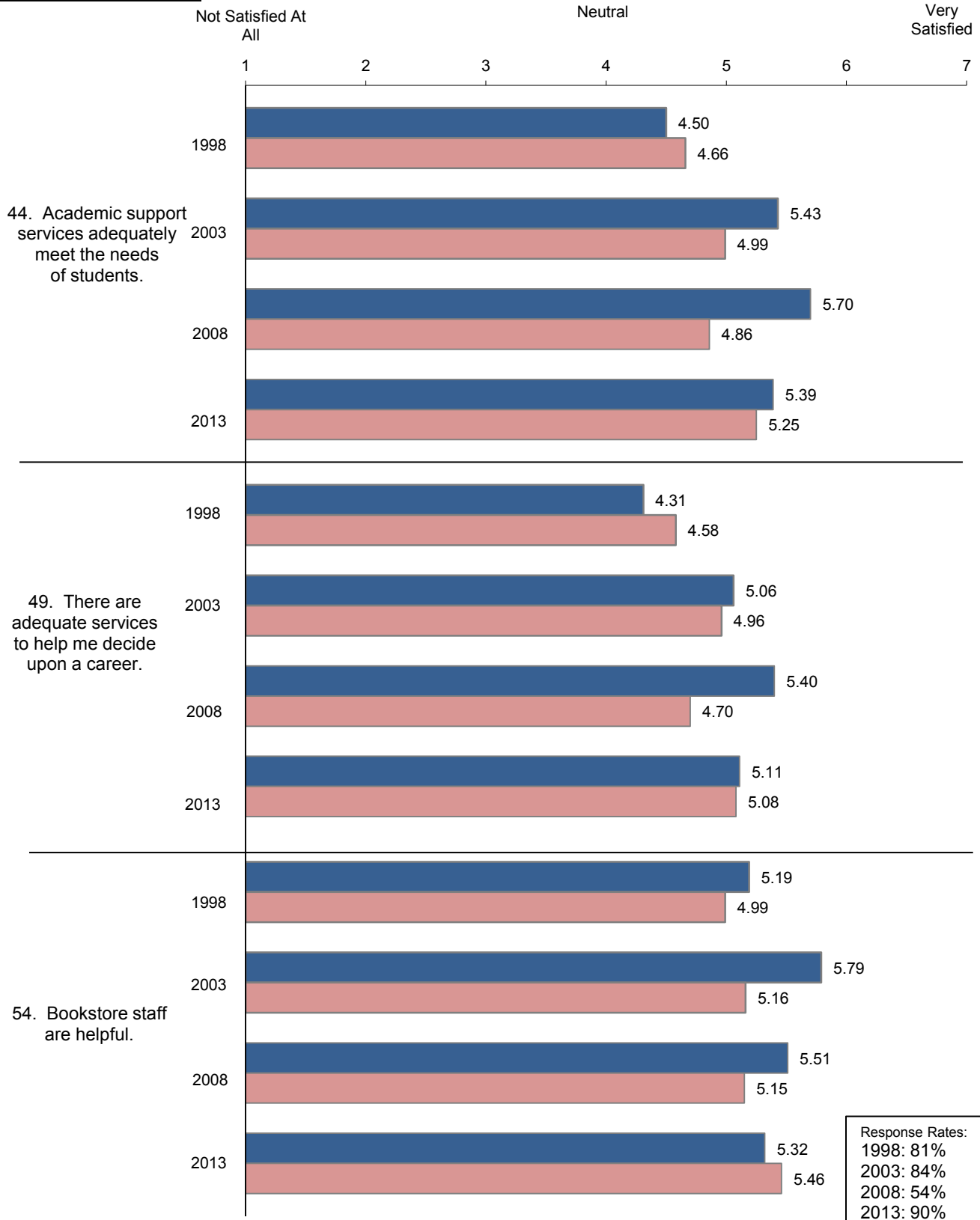
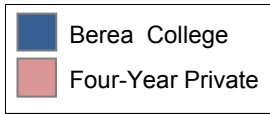


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**Satisfaction Ratings within Item Group:**  
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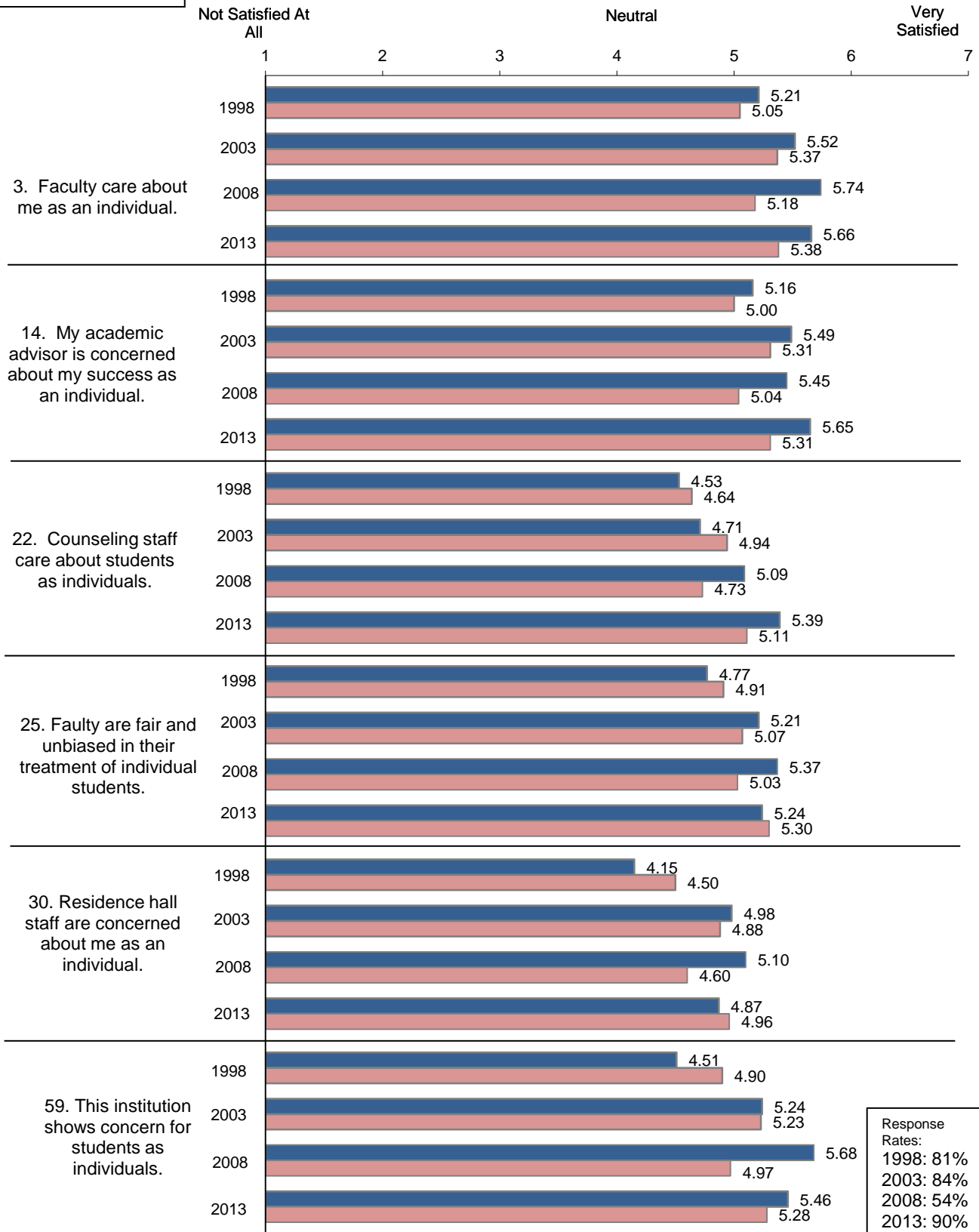
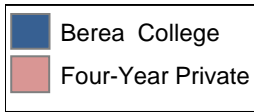
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**Satisfaction Ratings within Item Group:**  
***Concern for the Individual***

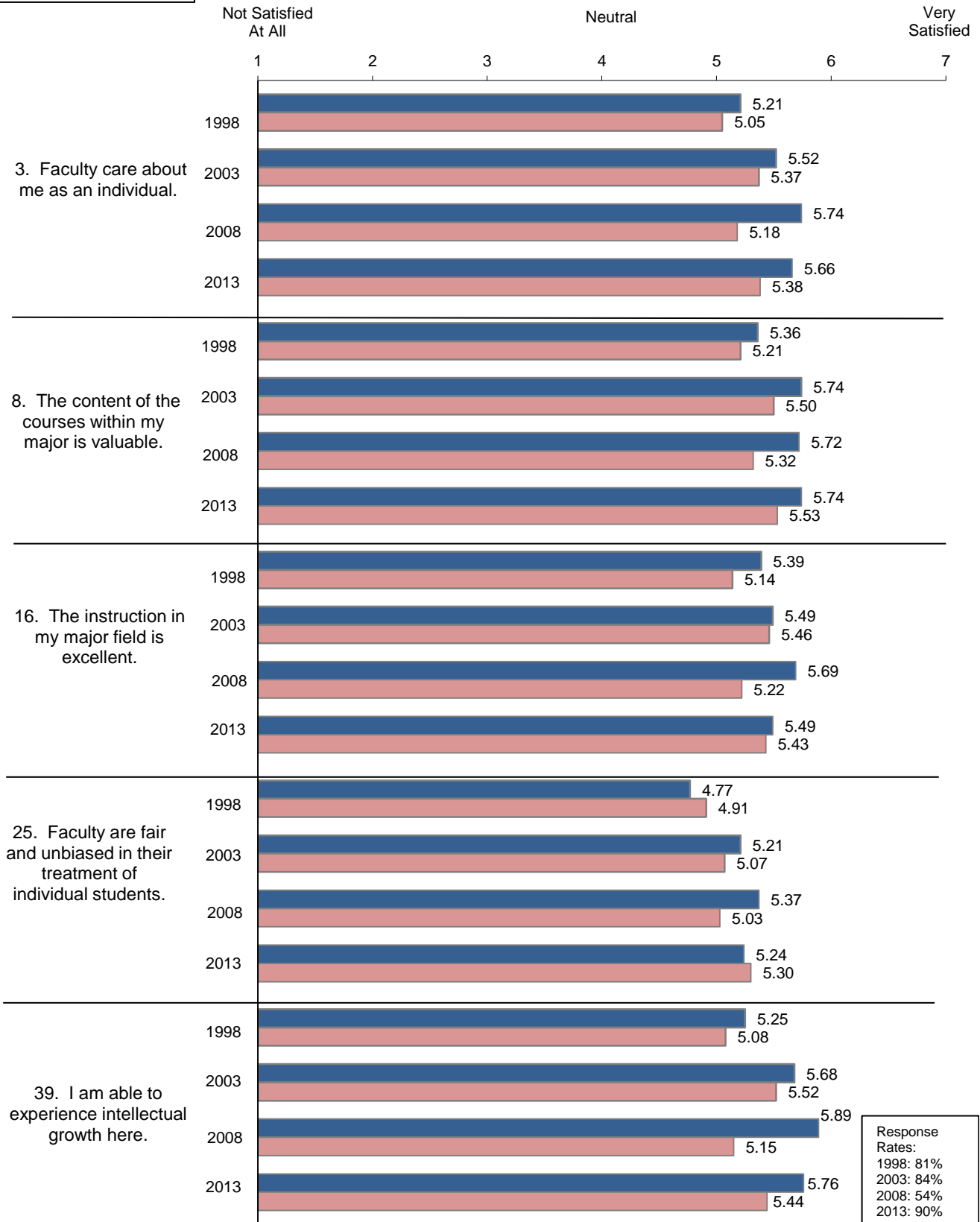
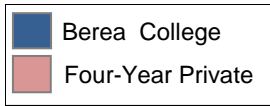
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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Instructional Effectiveness***

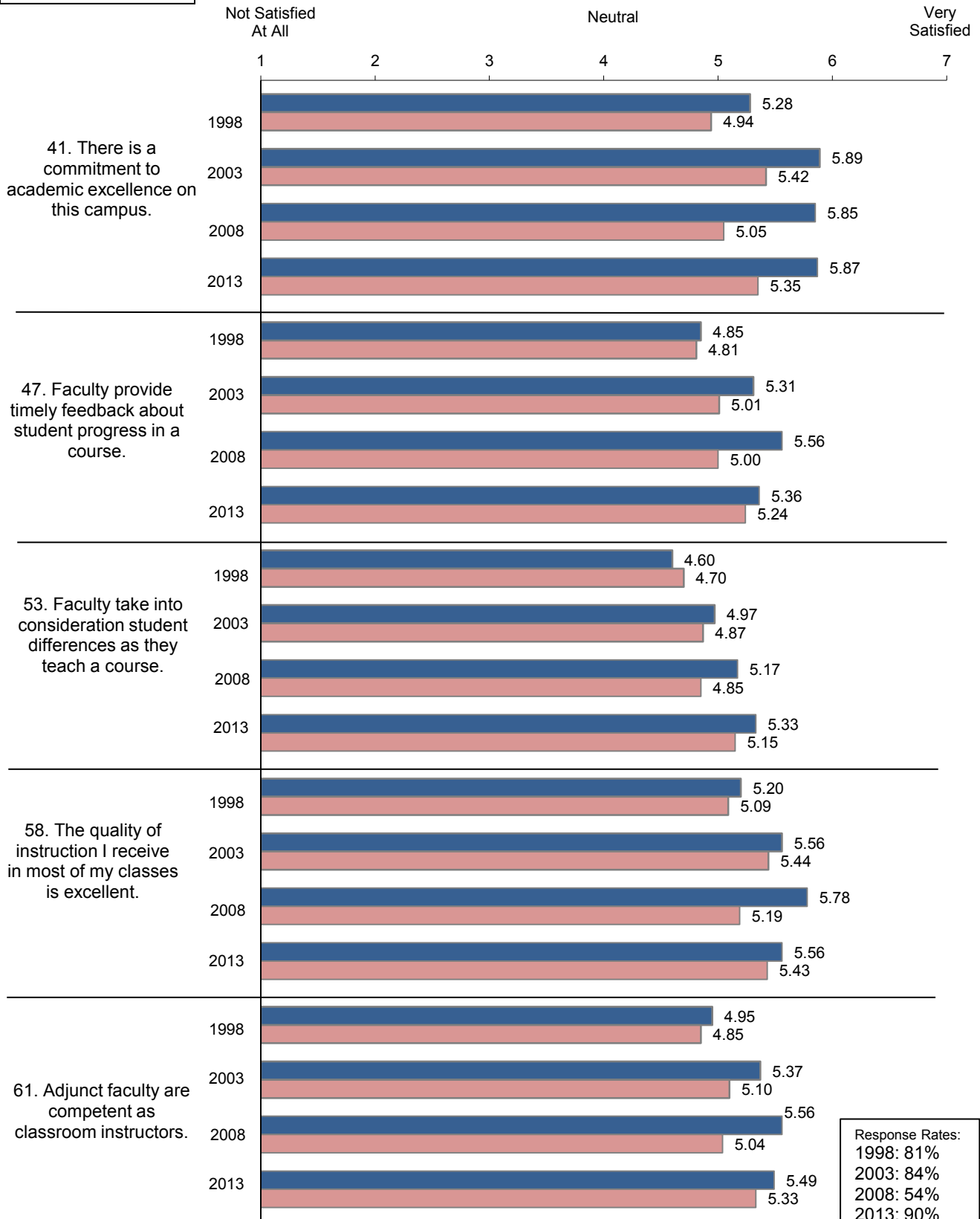
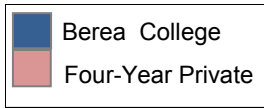
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**Satisfaction Ratings within Item Group:**  
***Instructional Effectiveness***

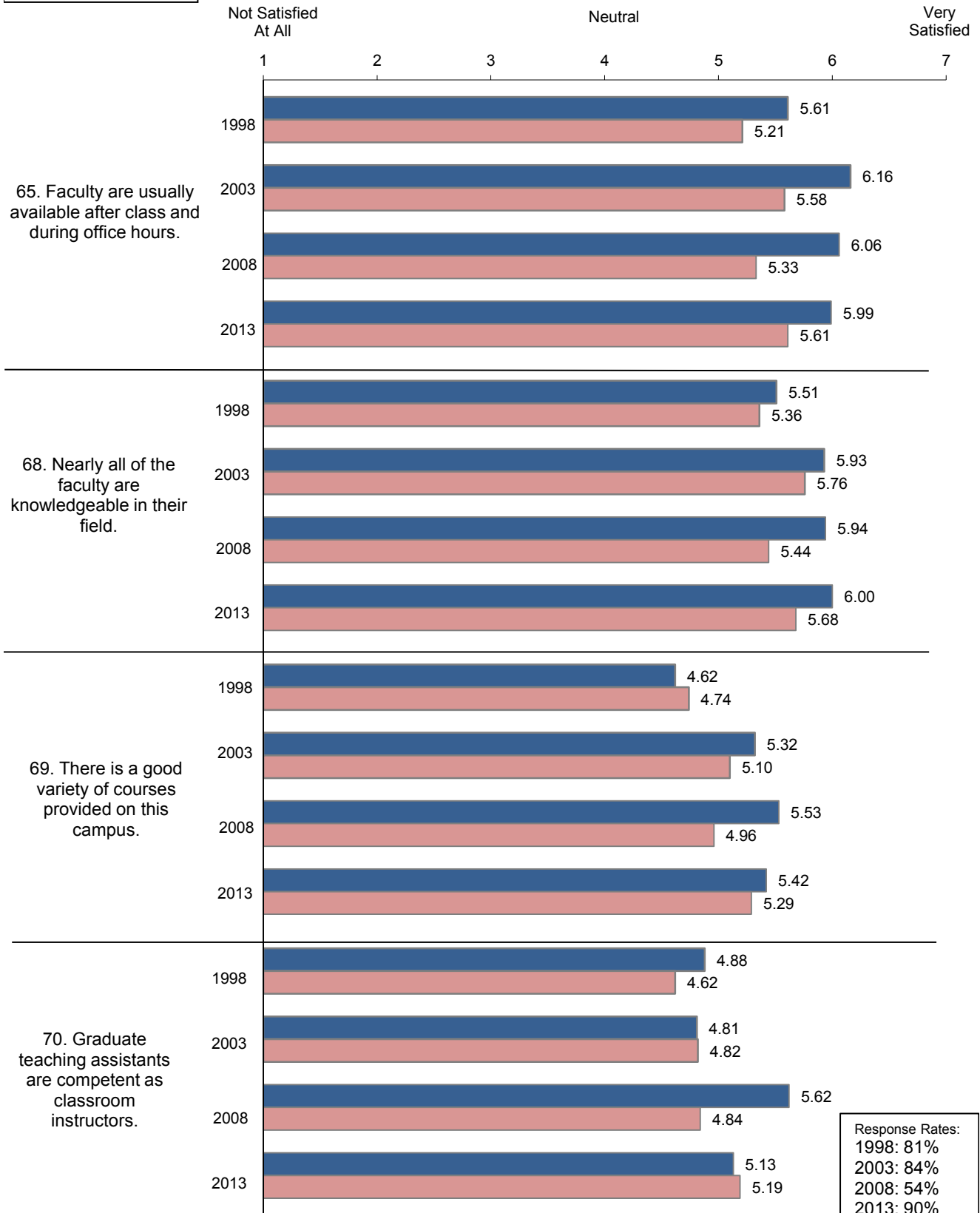
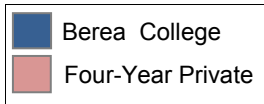
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**Satisfaction Ratings within Item Group:**  
***Instructional Effectiveness***

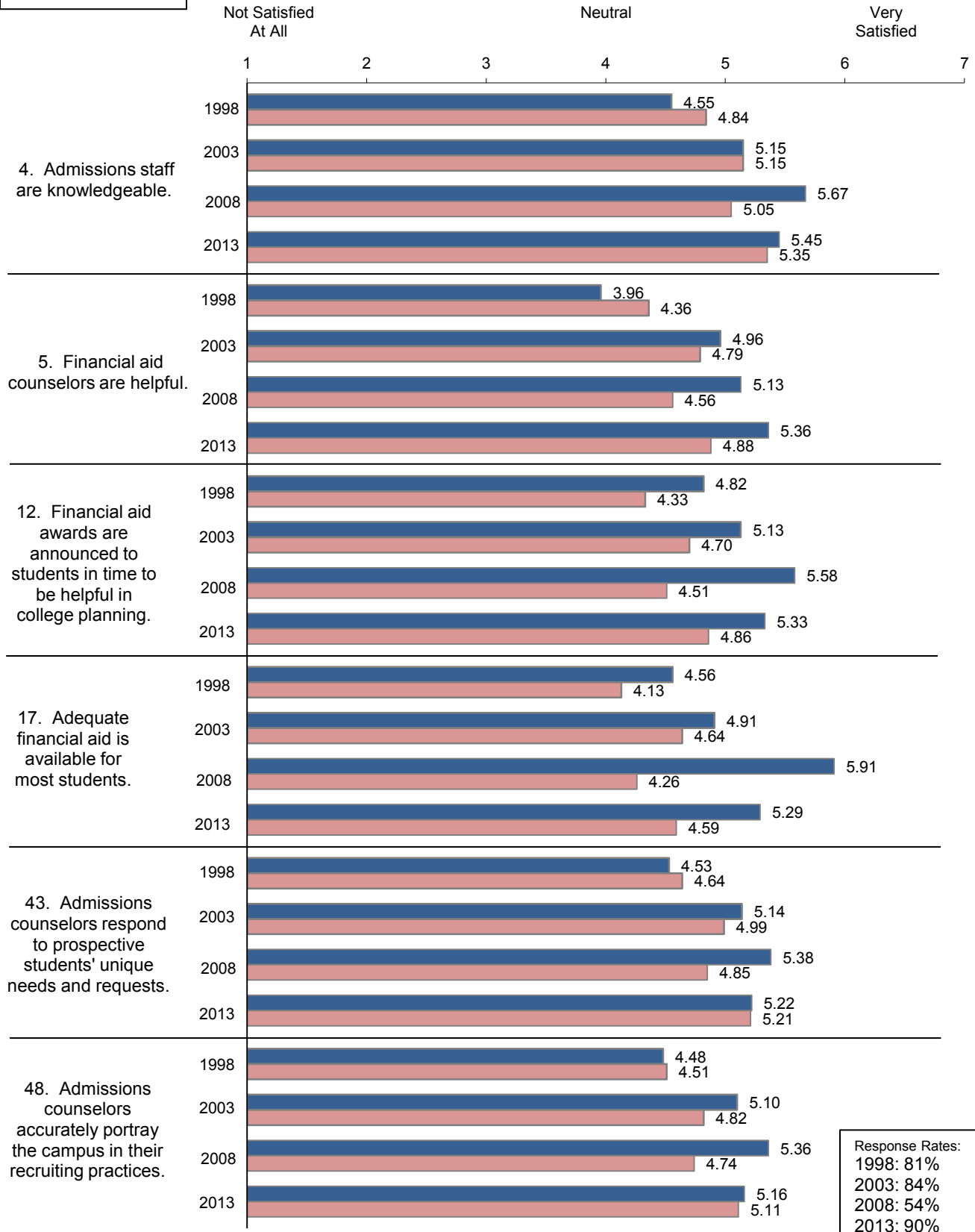
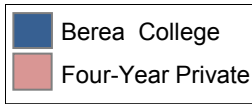
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**Satisfaction Ratings within Item Group:**  
**Recruitment Financial Aid**

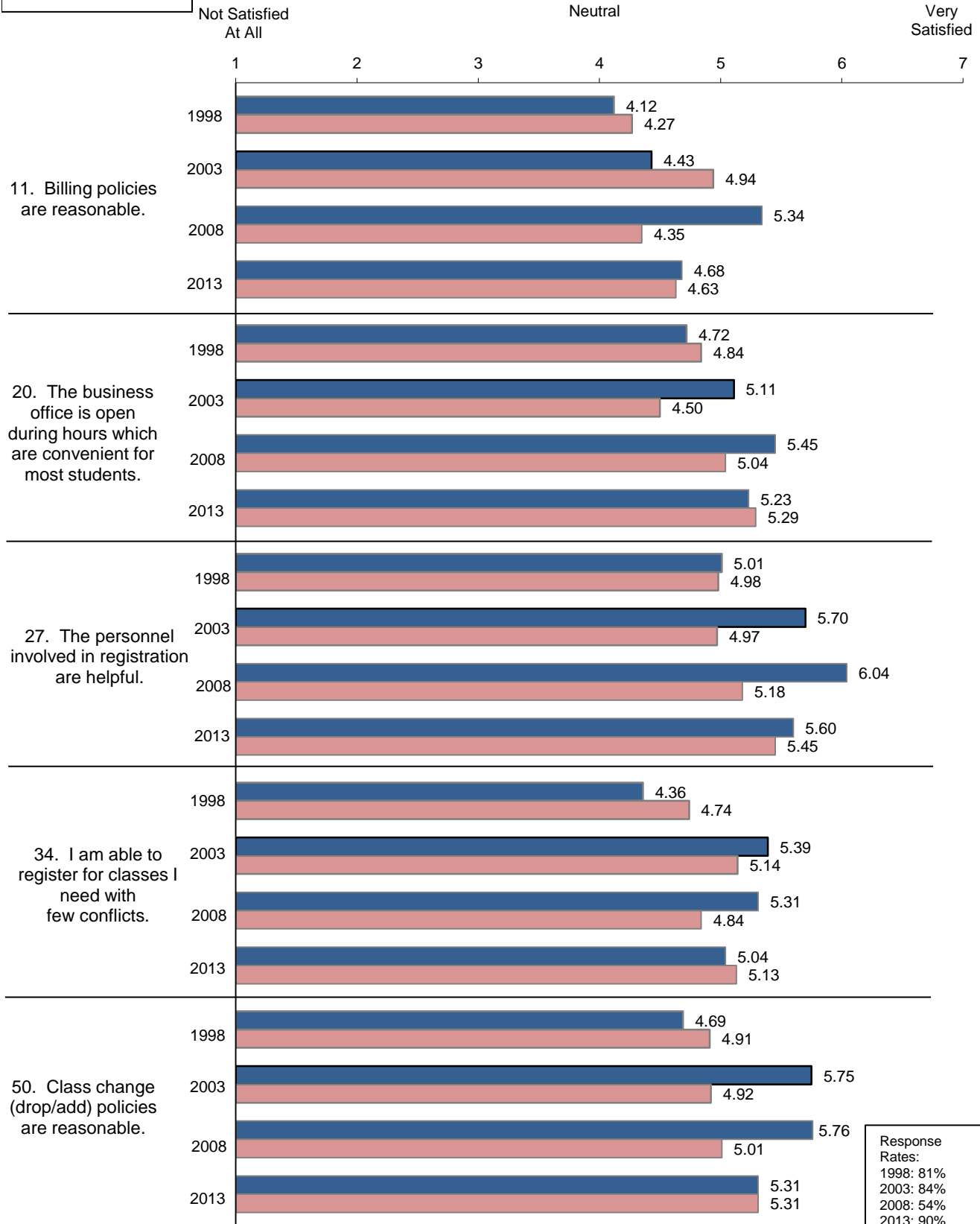
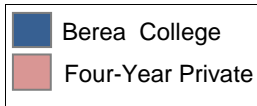
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**Satisfaction Ratings within Item Group:**  
**Registration Effectiveness**

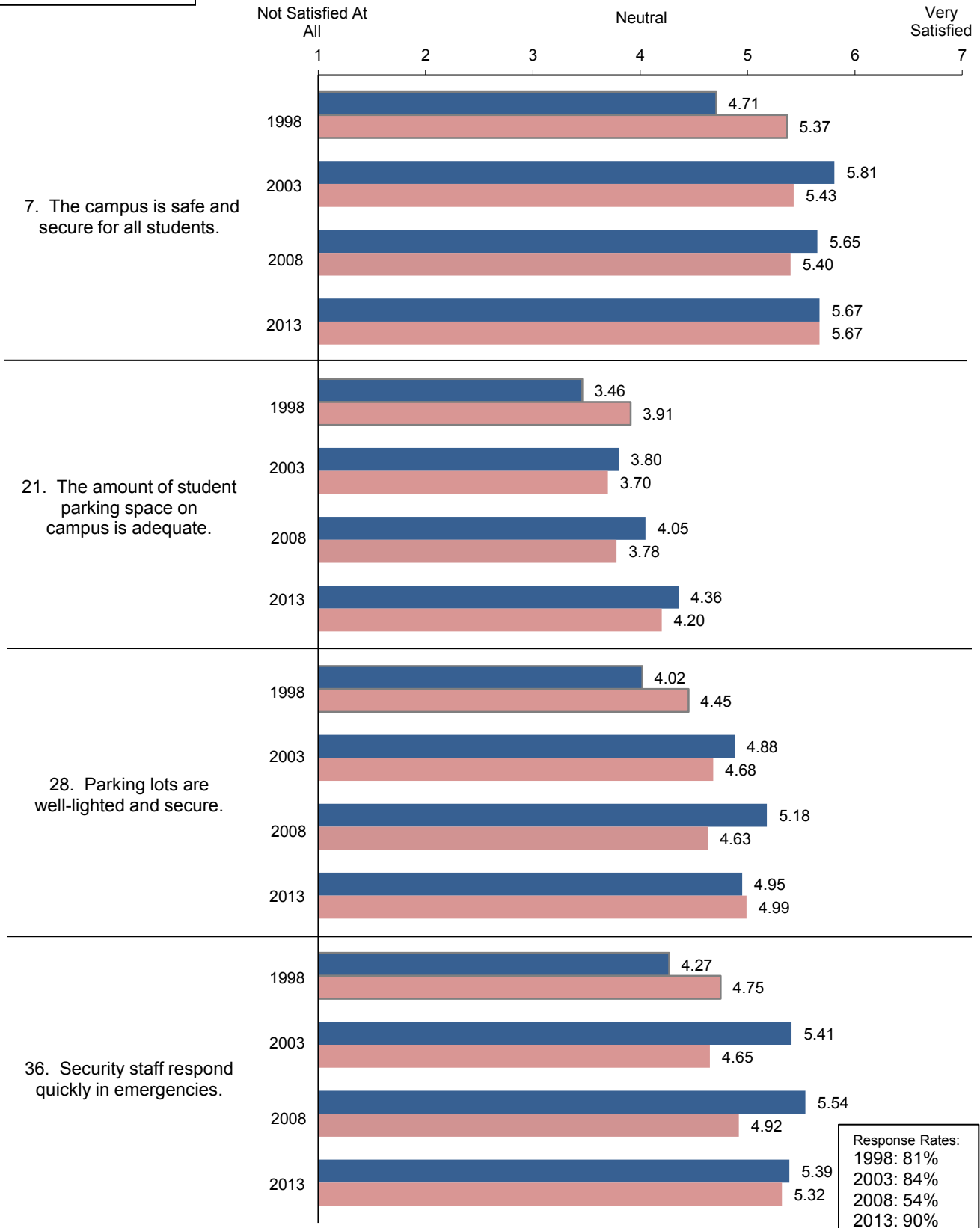
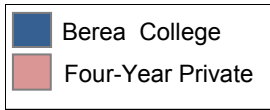
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**Satisfaction Ratings within Item Group:**  
*Safety and Security*

Noel-Levitz Student  
Satisfaction Inventory

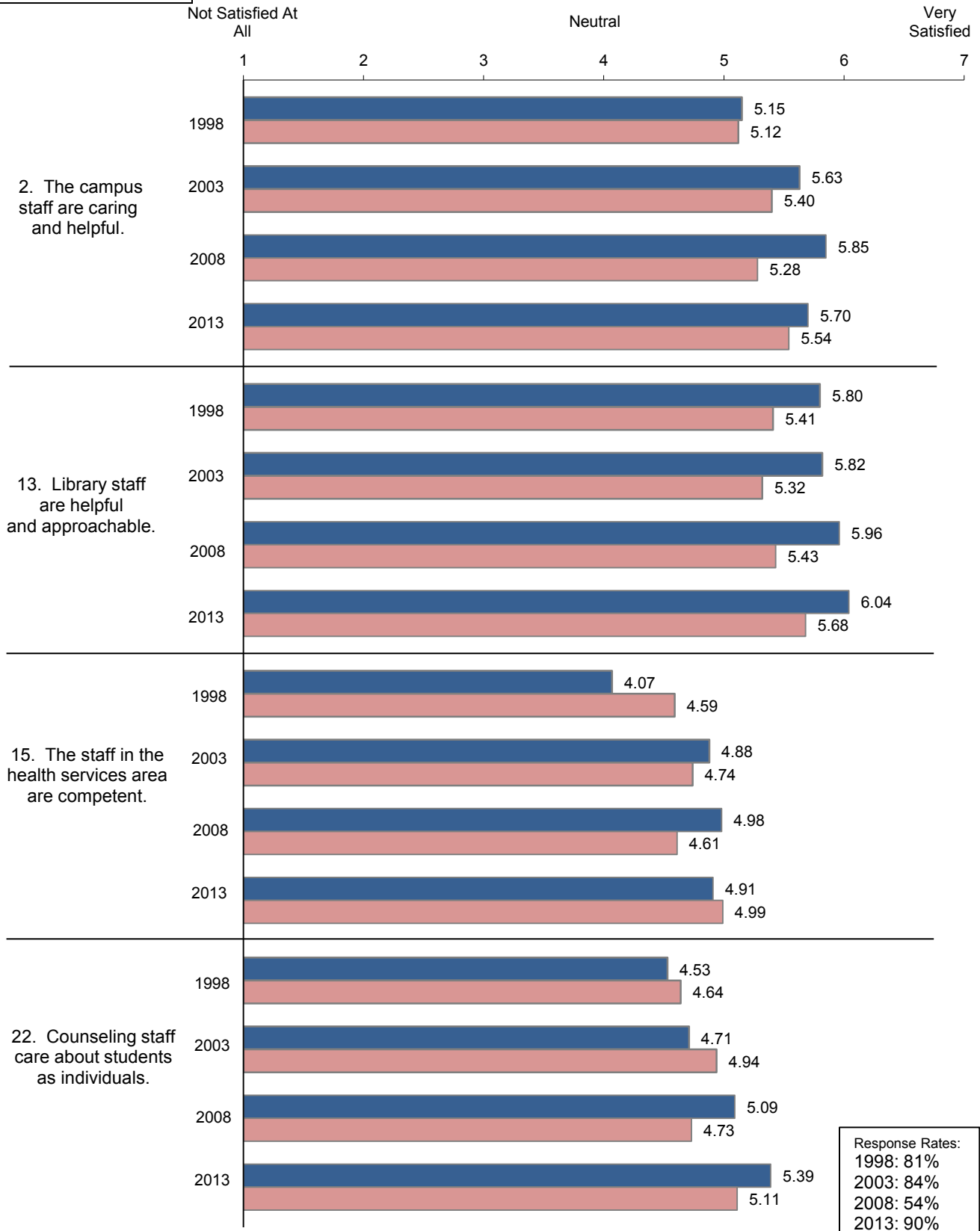
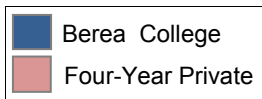


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**International Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Service Excellence***

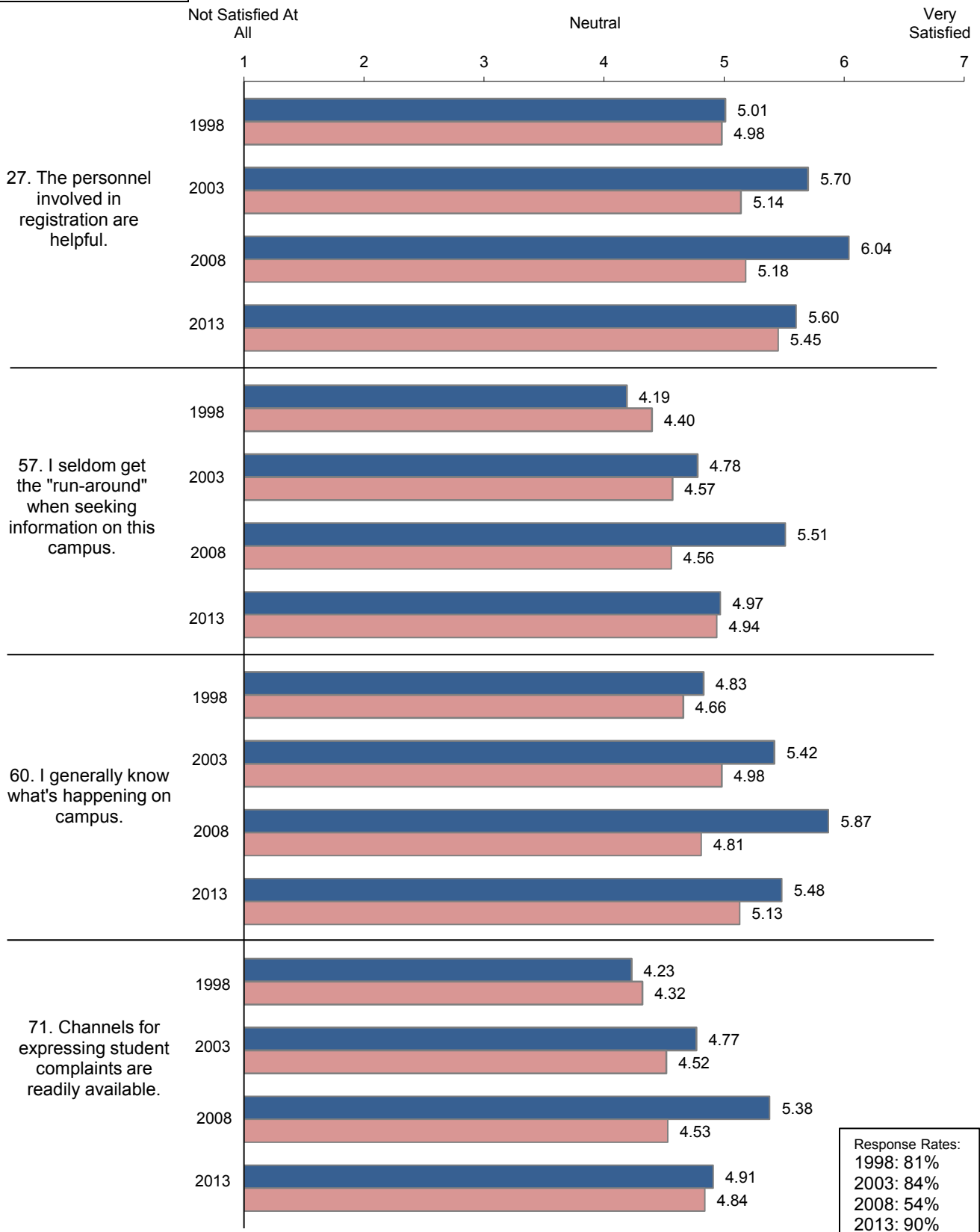
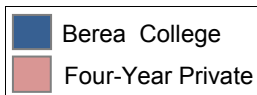
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**Satisfaction Ratings within Item Group:**  
***Service Excellence***

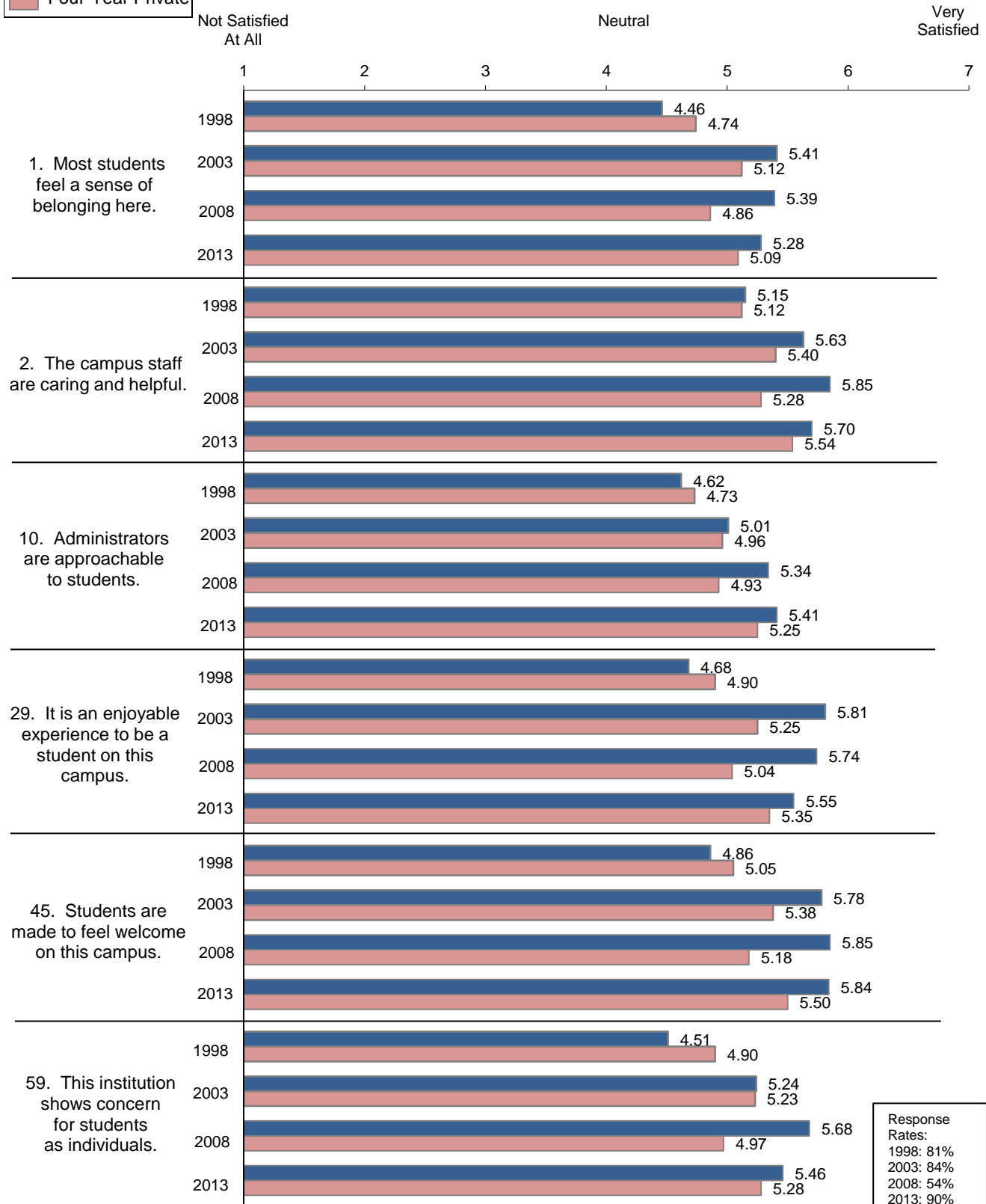
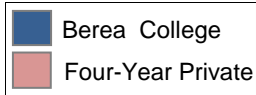
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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Student Centeredness***

Noel-Levitz Student  
 Satisfaction Inventory



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# *General Questions*

- How satisfied are you that this campus demonstrates a commitment to meeting the needs of..?
- How important were each of the following factors in your decision to enroll here?
- So far, how has your college experience met your expectations?
- Rate your overall satisfaction with your experience here thus far.
- All in all, if you had it to do over again, would you enroll here?

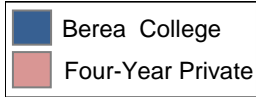
*All Years (1998, 2003, 2008, and 2013)  
with National Comparisons*

- All Students
- African-American Students
- International Students

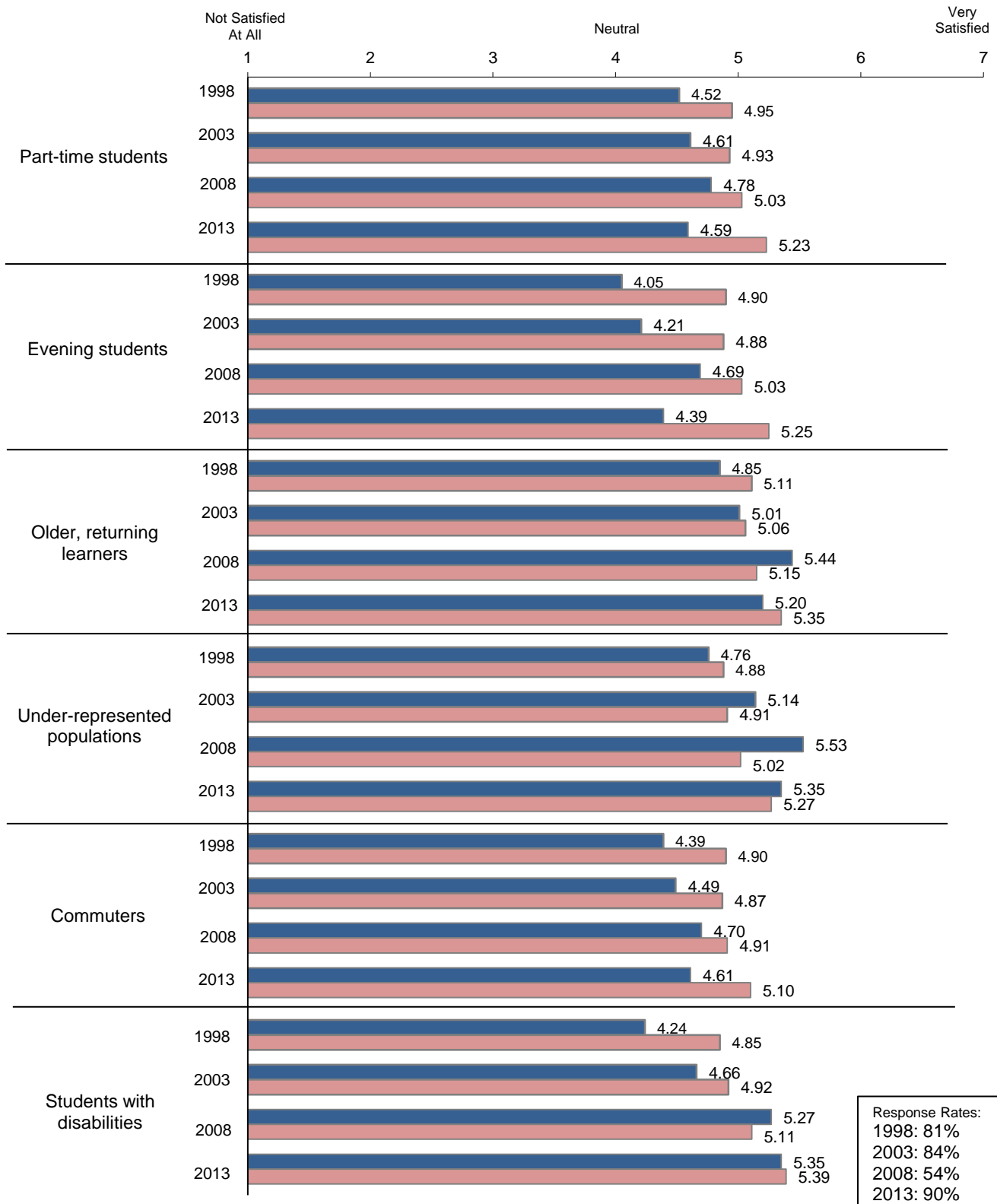
## All Students

### Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



*How satisfied are you that this campus demonstrates a  
commitment to meeting the needs of:*

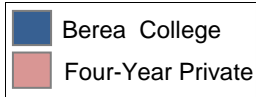


Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%

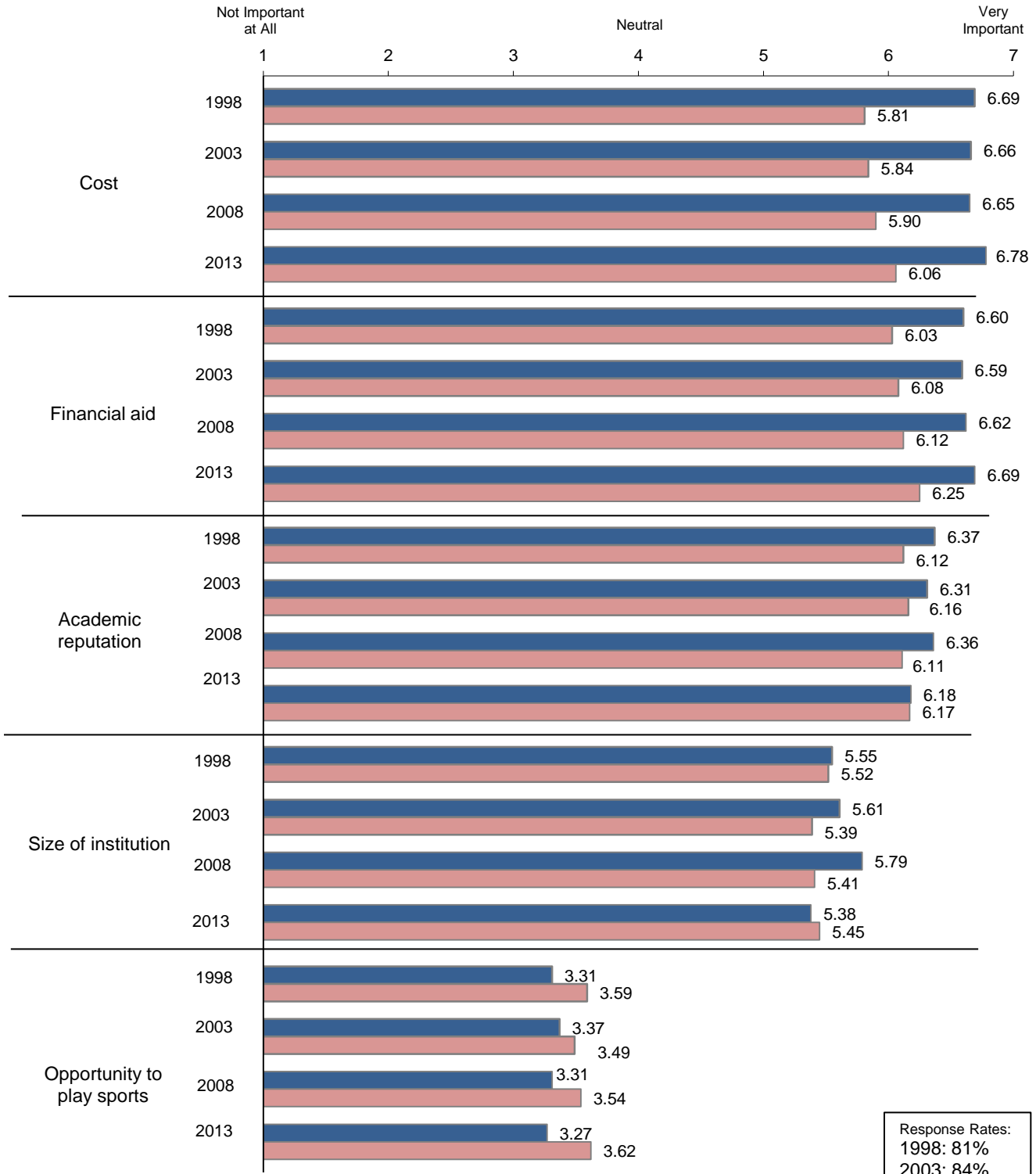
## All Students

### Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



*How important were each of the following factors  
in your decision to enroll here?*

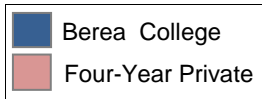


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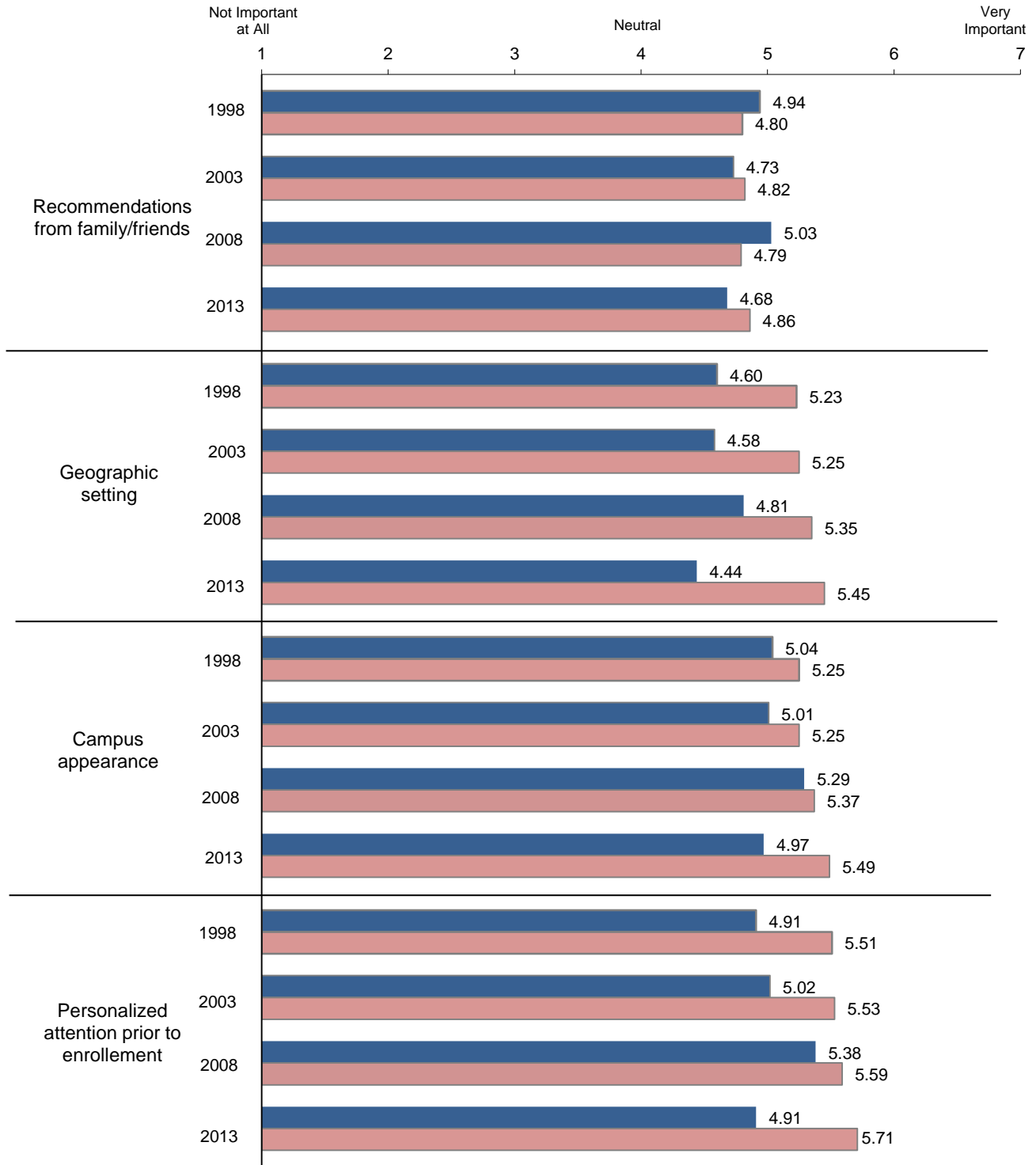
**All Students**

**Berea College vs. Four-Year Private Institutions**

Noel-Levitz Student Satisfaction Inventory



*How important were each of the following factors in your decision to enroll here?*

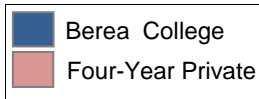


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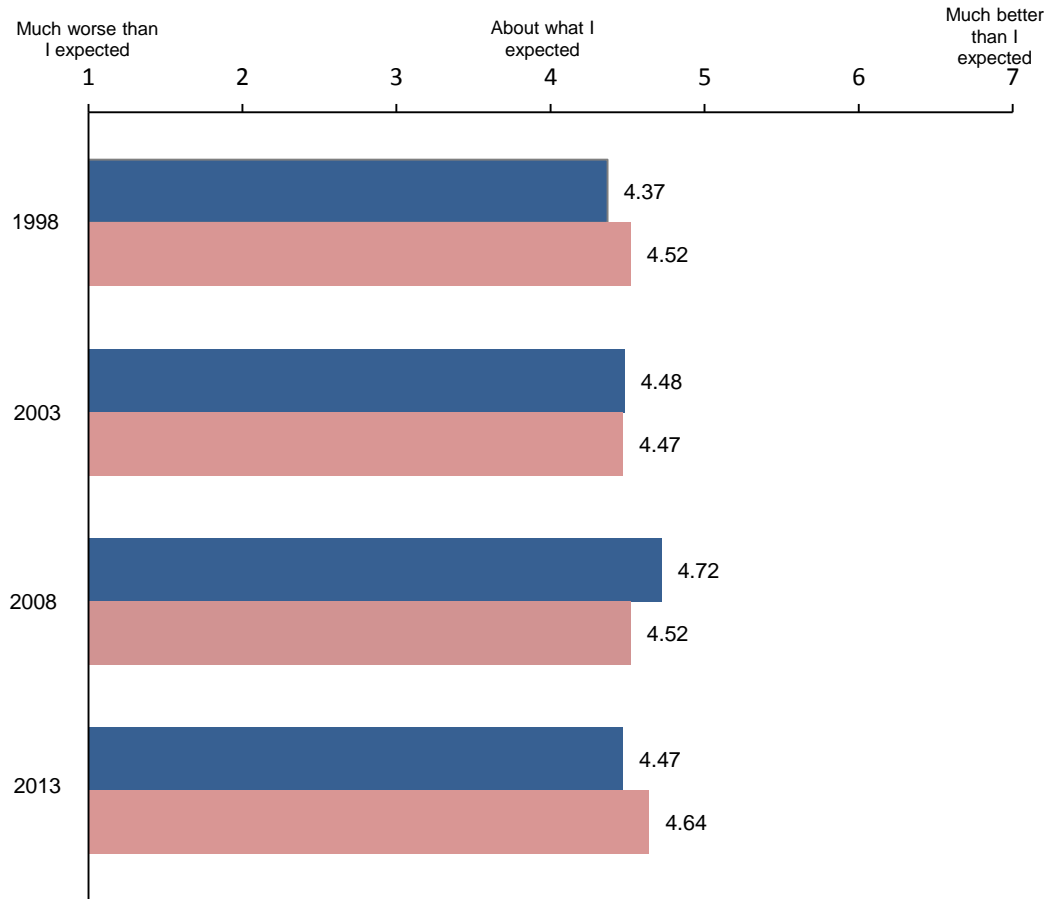
# All Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



*So far, how has your college experience met your expectations?*



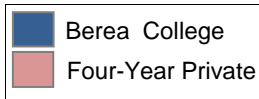
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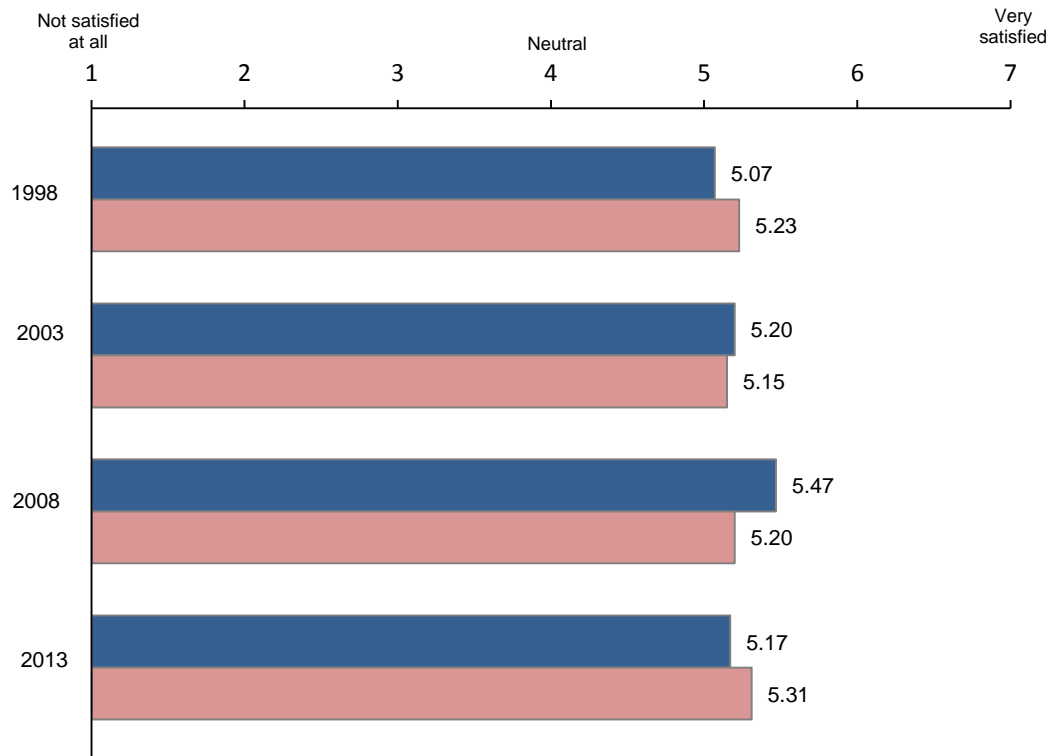
# All Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



*Rate your overall satisfaction with your experience here thus far.*

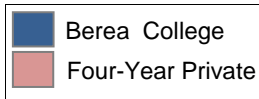


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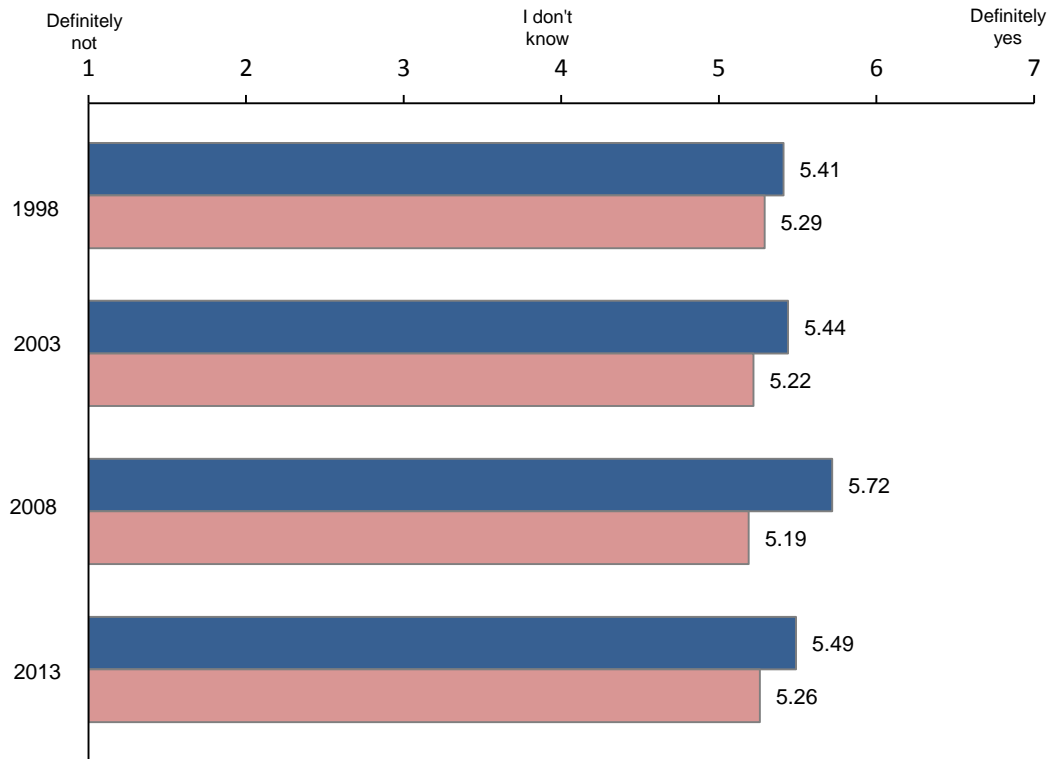
# All Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



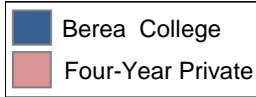
*All in all, if you had it to do over again, would you enroll here?*



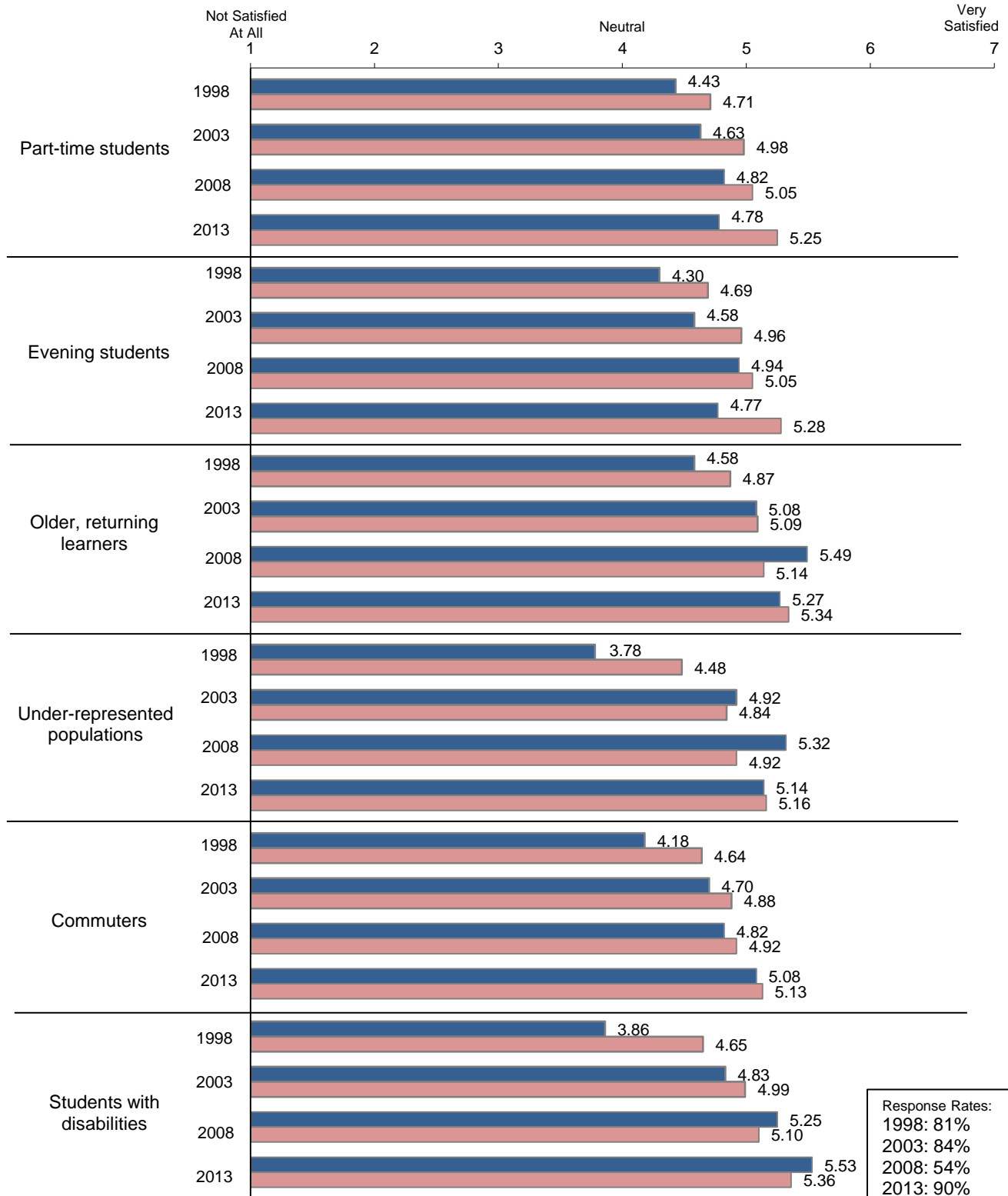
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## African-American Students Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



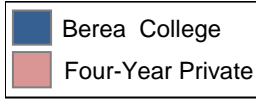
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commitment to meeting the needs of:*



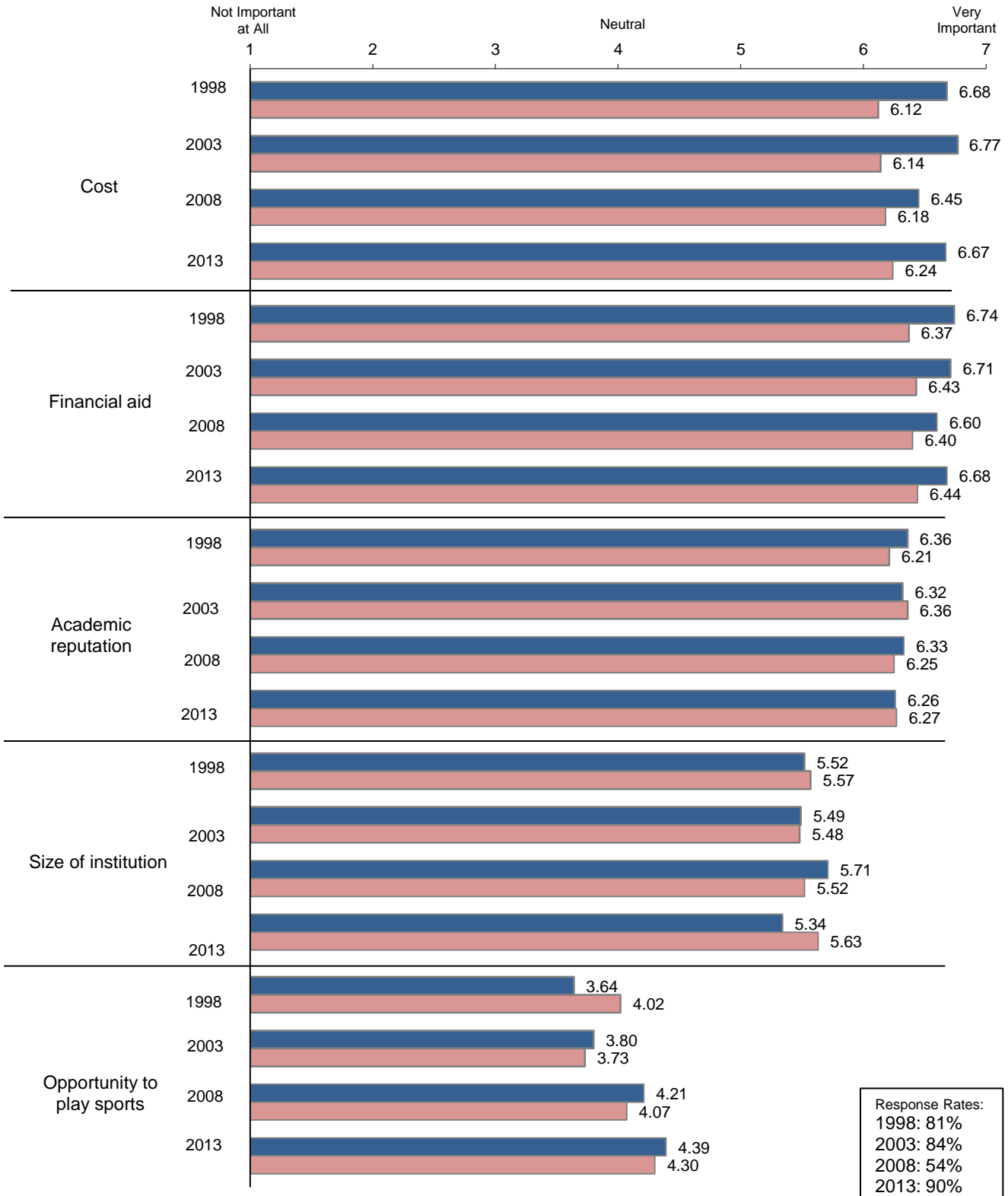
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## African-American Students Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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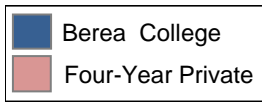


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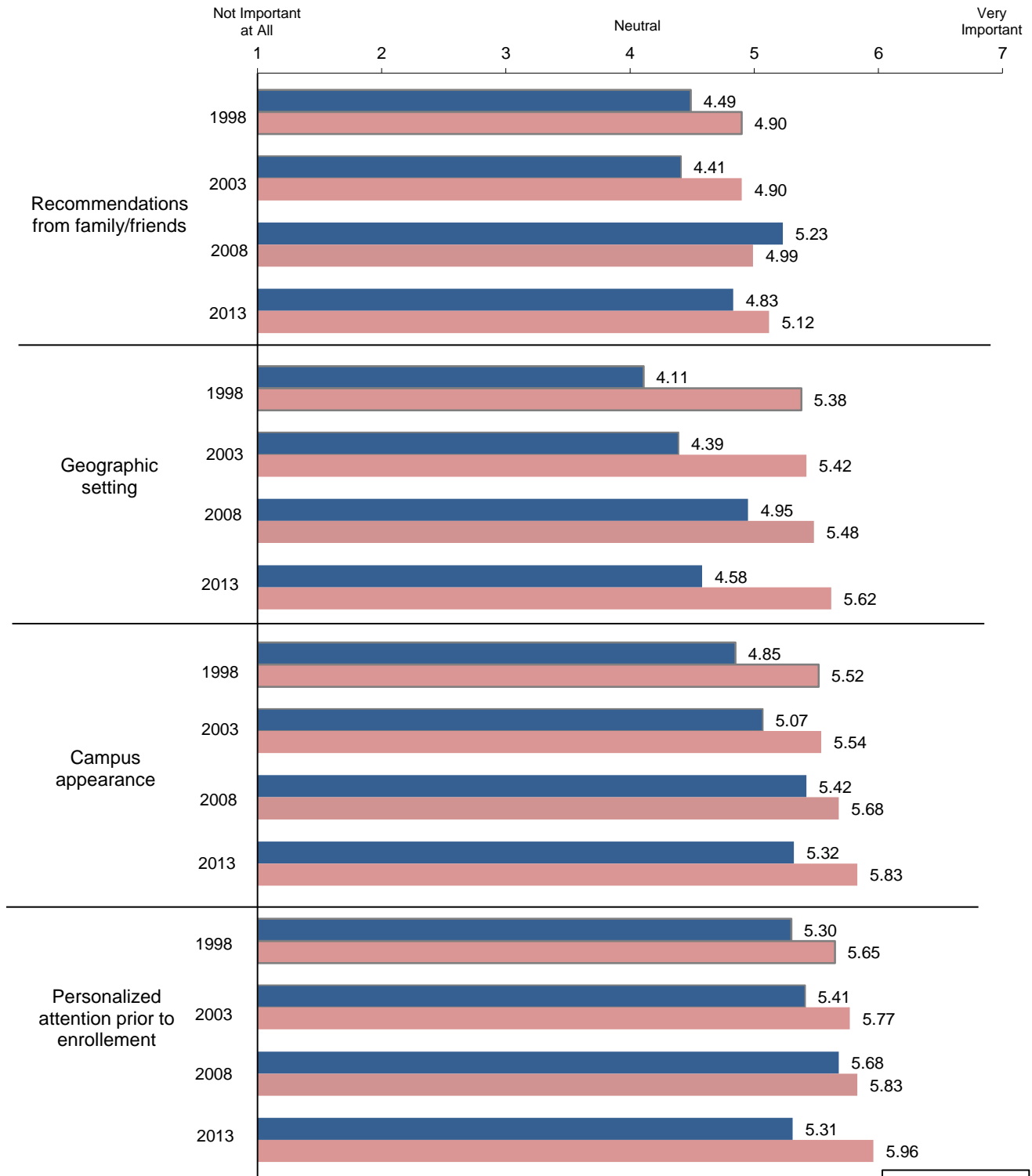
# African-American Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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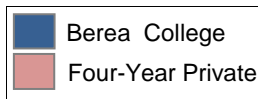


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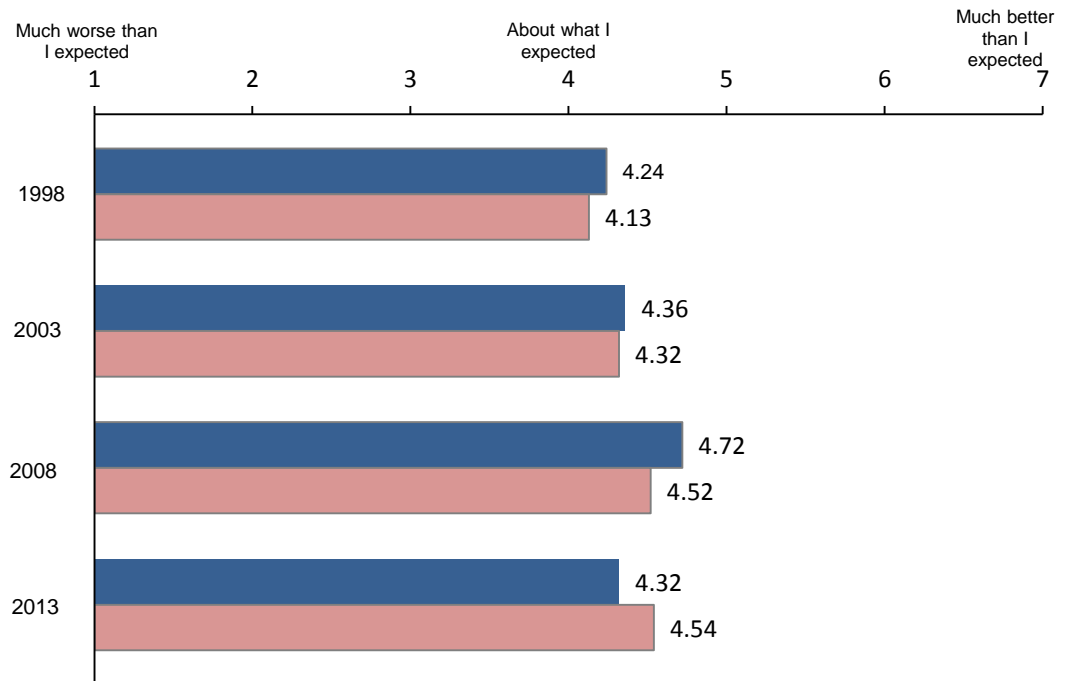
# African-American Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



*So far, how has your college experience met your expectations?*

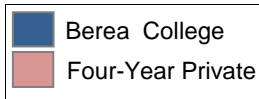


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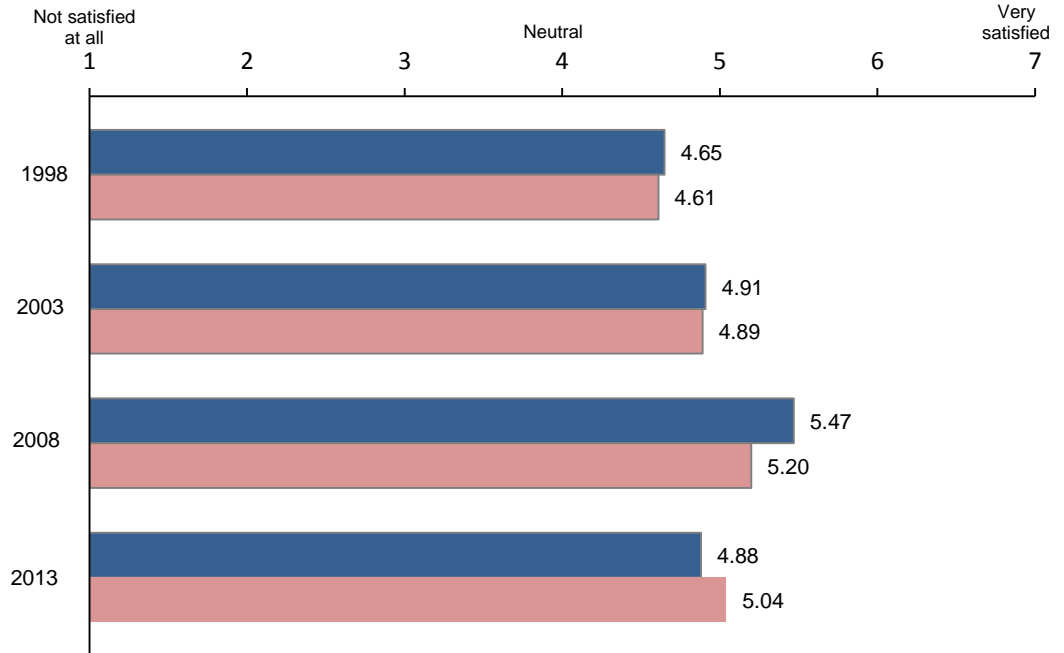
# African-American Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



*Rate your overall satisfaction with your experience here thus far.*

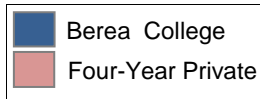


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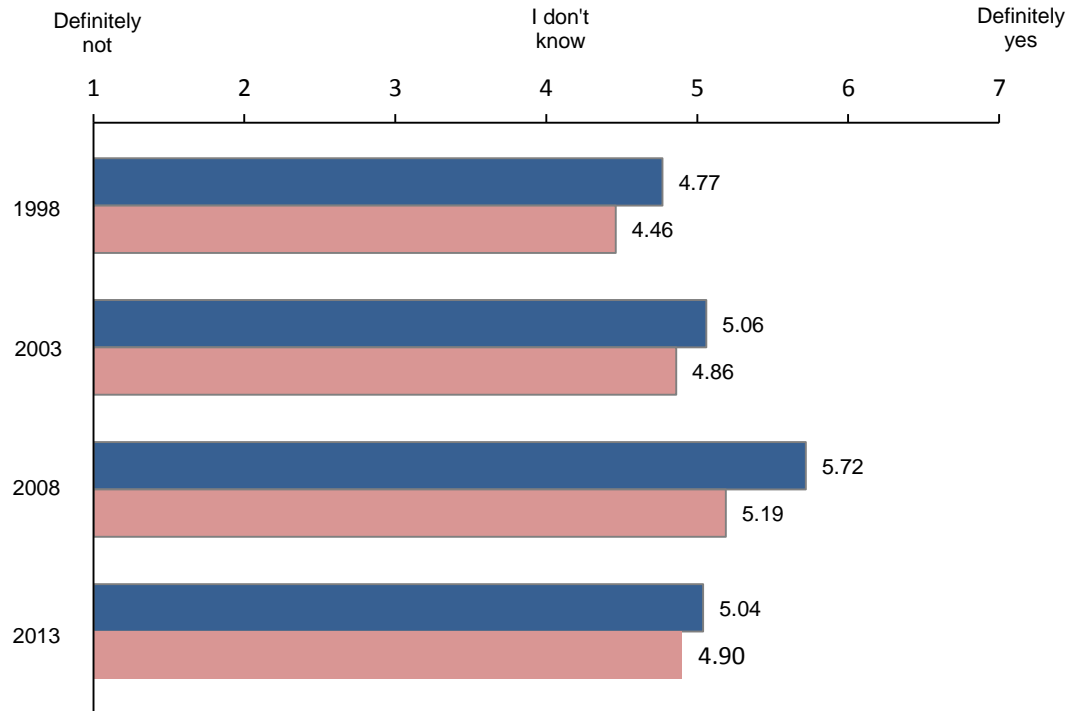
# African-American Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



*All in all, if you had it to do over again, would you enroll here?*



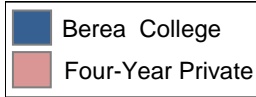
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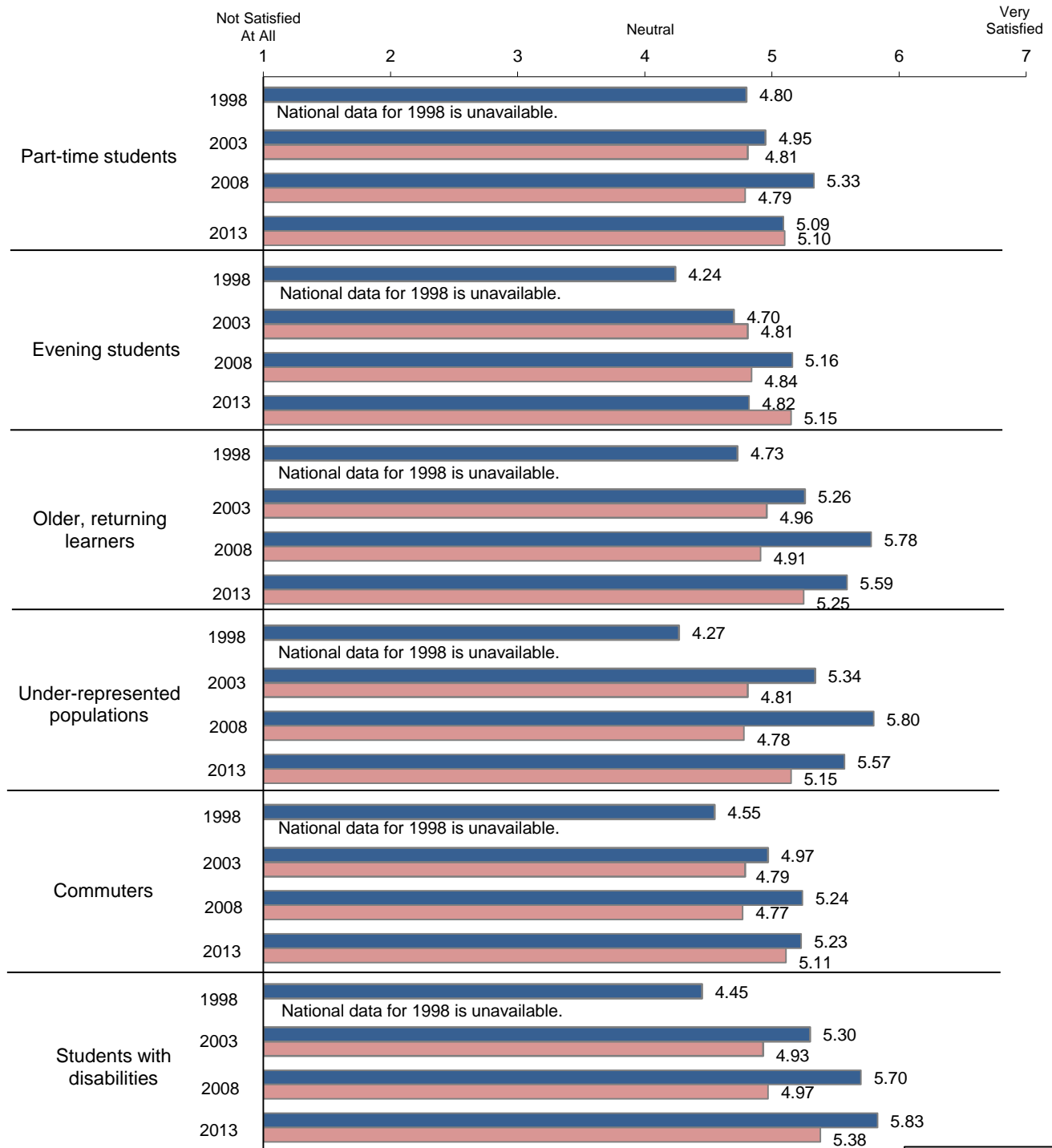
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



*How satisfied are you that this campus demonstrates a  
commitment to meeting the needs of:*

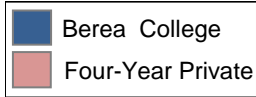


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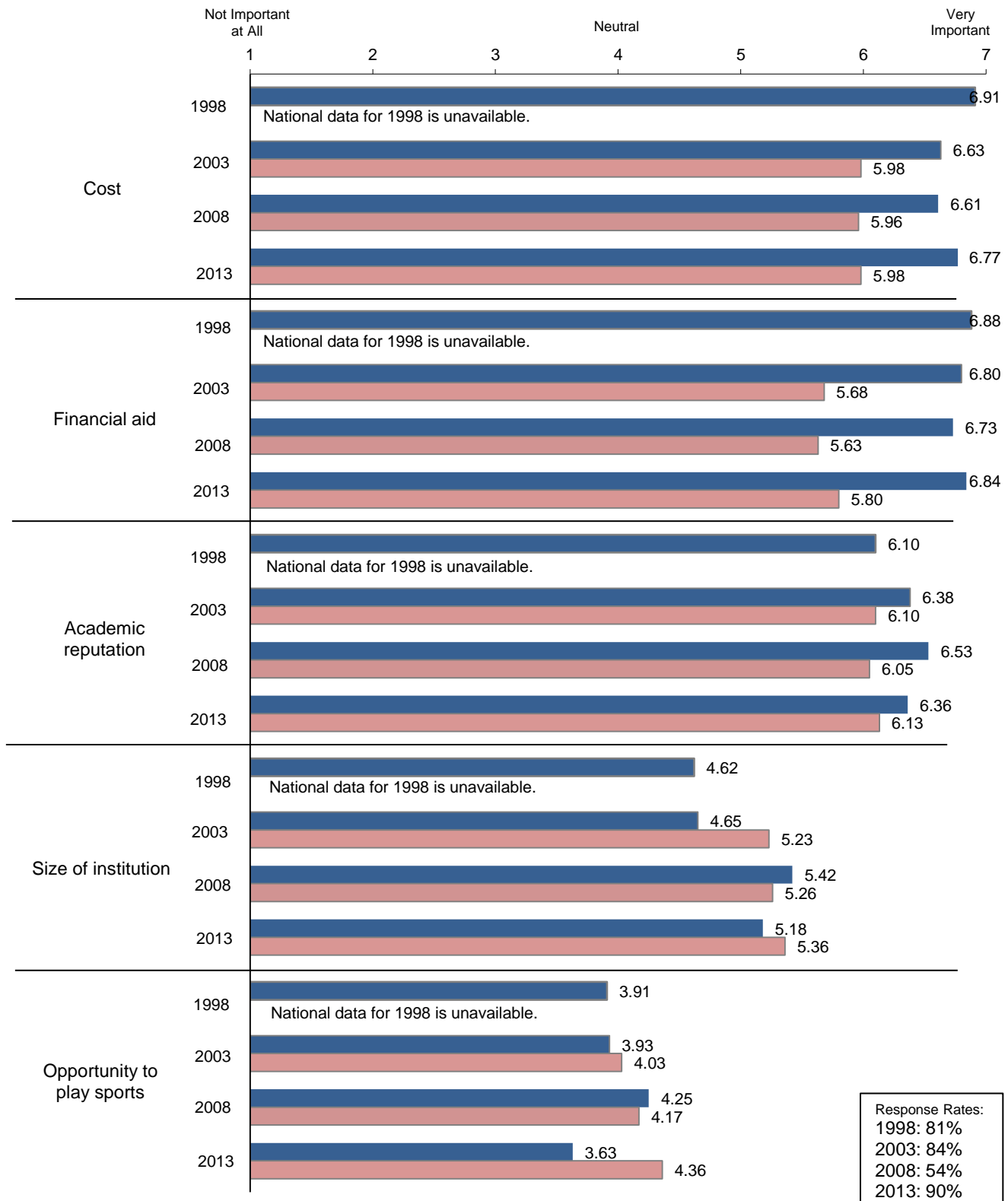
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## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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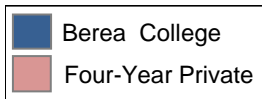


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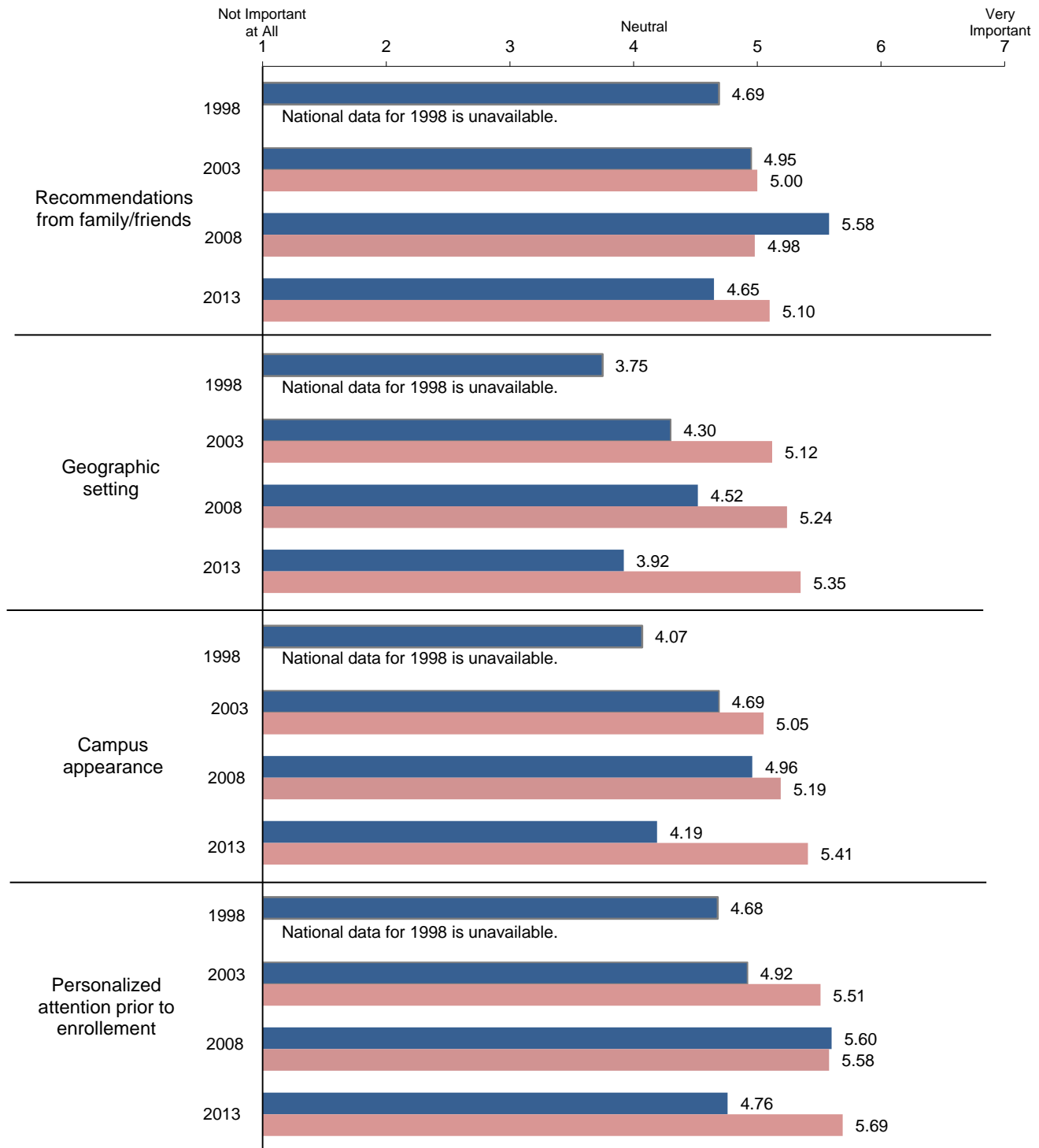
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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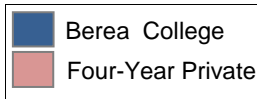


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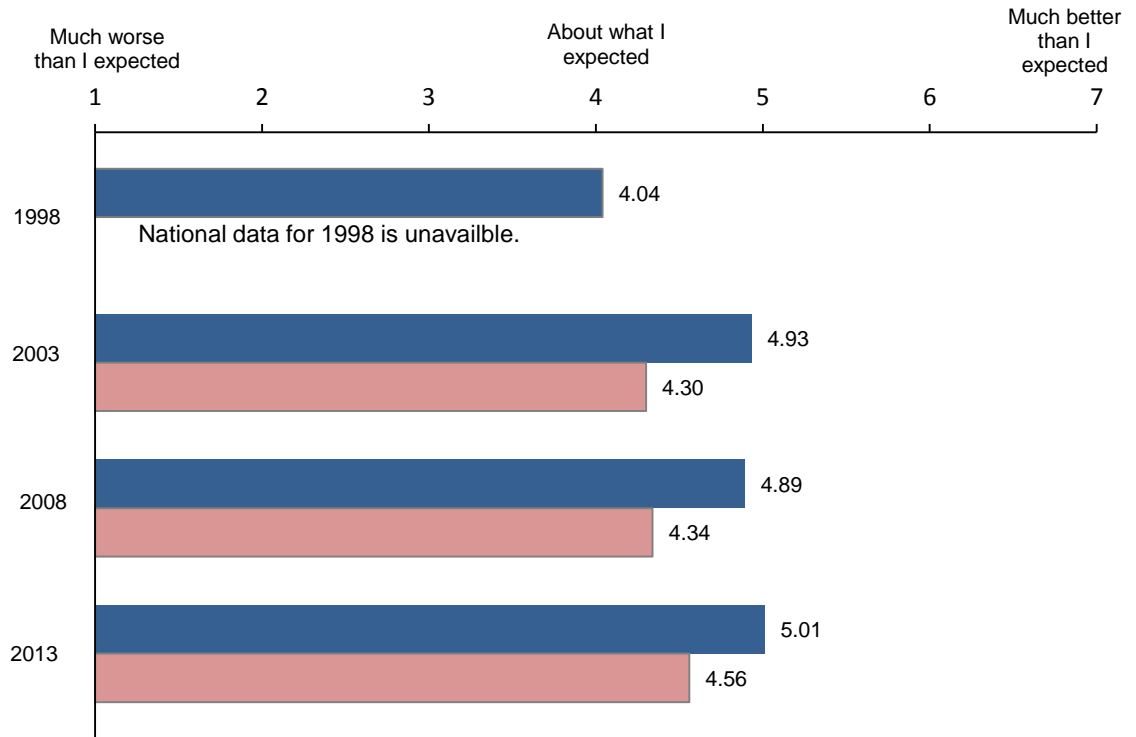
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



*So far, how has your college experience met your expectations?*

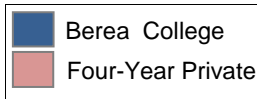


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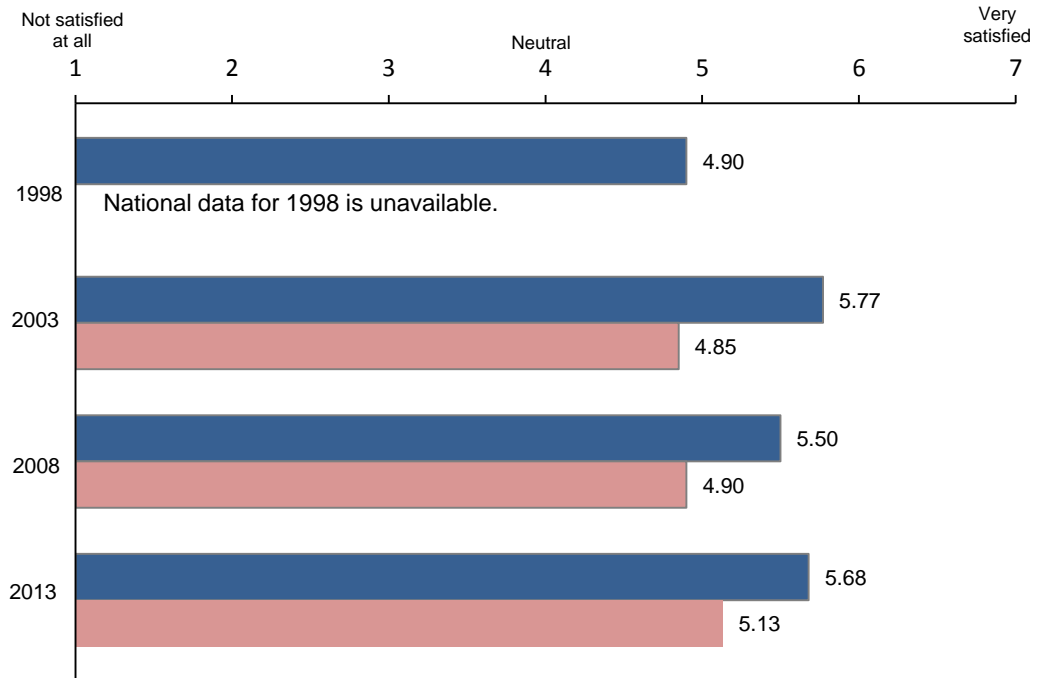
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



*Rate your overall satisfaction with your experience here thus far.*

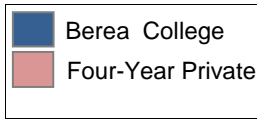


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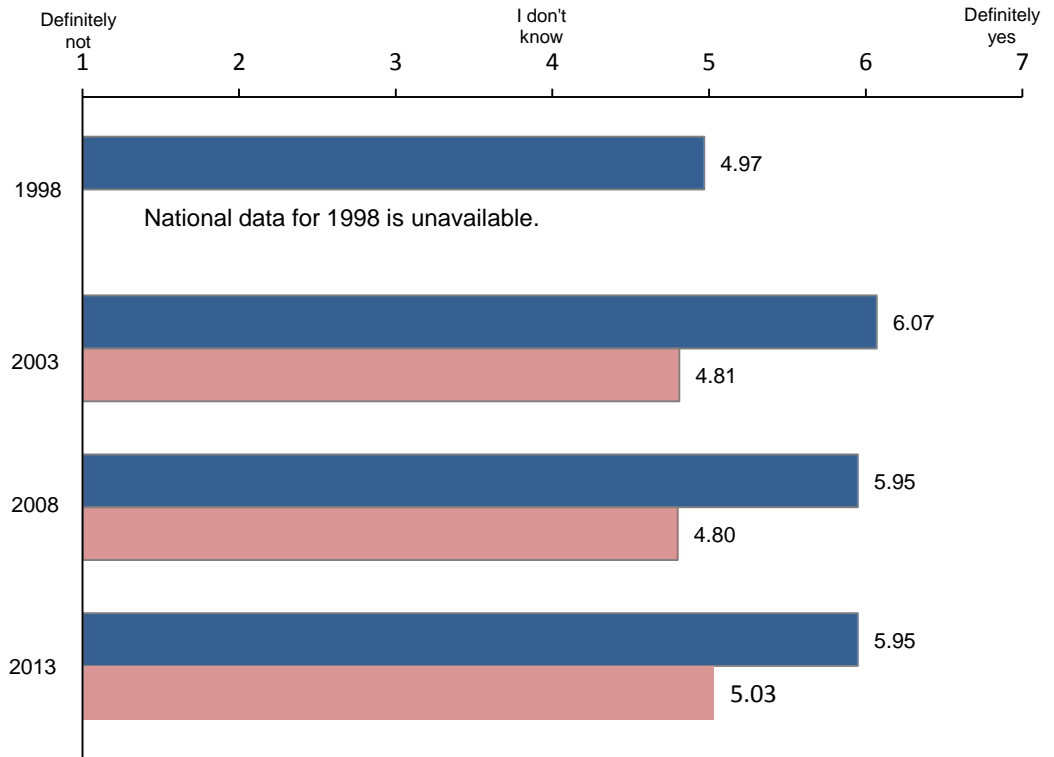
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



*All in all, if you had it to do over again, would you enroll here?*



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# *Spring 2013 Compared to Spring 2008 Administration: Strengths and Challenges Coded*

- Items Organized by Item Group
  - All Students
  - African-American Students
  - International Students
  
- Items in Survey Order
  - All Students

**All Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

Noel-Levitz Student  
Satisfaction Inventory

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Academic Advising</b>							
6. My academic advisor is approachable.	6.47	5.81	0.66	6.55	5.83	0.72	-0.02
14. My academic advisor is concerned about my success as an individual.	6.37	5.69	0.68	6.39	5.69	0.70	0.00
19. My academic advisor helps me set goals to work toward.	5.99	5.18	0.81	6.07	5.25	0.82	-0.07
33. My academic advisor is knowledgeable about requirements in my major.	6.53	5.76	0.77	6.69	5.72	0.97	0.04
55. Major requirements are clear and reasonable.	6.43	5.38	1.05	6.56	5.48	1.08	-0.10
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>6.36</b>	<b>5.57</b>	<b>0.79</b>	<b>6.45</b>	<b>5.60</b>	<b>0.85</b>	<b>-0.03</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Climate</b>							
1. Most students feel a sense of belonging here.	5.95	5.12	0.83	6.09	5.24	0.85	-0.12
2. The campus staff are caring and helpful.	6.28	5.47	0.81	6.42	5.61	0.81	-0.14
3. Faculty care about me as an individual.	6.13	5.47	0.66	6.34	5.67	0.67	-0.20
7. The campus is safe and secure for all students.	6.45	5.35	1.10	6.54	5.09	1.45	0.26
10. Administrators are approachable to students.	5.80	5.02	0.78	5.91	5.04	0.87	-0.02
29. It is an enjoyable experience to be a student on this campus.	6.38	5.05	1.33	6.57	5.30	1.27	-0.25
37. I feel a sense of pride about my campus.	5.73	5.05	0.68	5.88	5.33	0.55	-0.28
41. There is a commitment to academic excellence on this campus.	6.34	5.77	0.57	6.52	5.88	0.64	-0.11
45. Students are made to feel welcome on this campus.	6.24	5.44	0.80	6.40	5.63	0.77	-0.19
51. This institution has a good reputation within the community.	6.03	5.69	0.34	6.19	5.91	0.28	-0.22
57. I seldom get the "run-around" when seeking information on this campus.	6.09	4.26	1.83	6.31	4.72	1.59	-0.46
59. This institution shows concern for students as individuals.	6.27	5.17	1.10	6.47	5.38	1.09	-0.21
60. I generally know what's happening on campus.	5.71	5.12	0.59	6.02	5.46	0.56	-0.34
62. There is a strong commitment to racial harmony on this campus.	6.06	5.43	0.63	6.26	5.40	0.86	0.03
66. Tuition paid is a worthwhile investment.	6.51	5.99	0.52	6.63	5.95	0.68	0.04
67. Freedom of expression is protected on campus.	6.29	5.39	0.90	6.42	5.39	1.03	0.00
71. Channels for expressing student complaints are readily available.	5.99	4.45	1.54	6.21	4.76	1.45	-0.31
<b>Average Ratings for Item Group: "Campus Climate"</b>	<b>6.13</b>	<b>5.25</b>	<b>0.88</b>	<b>6.30</b>	<b>5.40</b>	<b>0.90</b>	<b>-0.15</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
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NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%



**All Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Life</b>							
9. A variety of intramural activities are offered.	4.66	5.10	-0.44	4.70	5.31	-0.61	-0.21
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.33	4.19	2.14	6.48	4.57	1.91	-0.38
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.61	4.06	0.55	4.83	4.27	0.56	-0.21
30. Residence hall staff are concerned about me as an individual.	5.61	4.80	0.81	5.74	4.85	0.89	-0.05
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.47	5.38	0.09	5.64	5.60	0.04	-0.22
38. There is an adequate selection of food available in the cafeteria.	6.21	3.55	2.66	6.27	3.58	2.69	-0.03
40. Residence hall regulations are reasonable.	6.09	4.13	1.96	6.30	4.10	2.20	0.03
42. There are a sufficient number of weekend activities for students.	5.40	4.31	1.09	5.66	4.66	1.00	-0.35
46. I can easily get involved in campus organizations.	5.72	5.28	0.44	5.95	5.58	0.37	-0.30
52. The student center is a comfortable place for students to spend their leisure time.	5.47	4.68	0.79	5.76	4.68	1.08	0.00
56. The student handbook provides helpful information about campus life.	5.44	4.88	0.56	5.79	5.32	0.47	-0.44
63. Student disciplinary procedures are fair.	6.08	4.90	1.18	6.33	4.92	1.41	-0.02
64. New student orientation services help students adjust to college.	5.97	5.12	0.85	6.20	5.27	0.93	-0.15
67. Freedom of expression is protected on campus.	6.29	5.39	0.90	6.42	5.39	1.03	0.00
73. Student activities fees are put to good use.	5.98	4.48	1.50	6.17	4.50	1.67	-0.02
<b>Average Ratings for Item Group: "Campus Life"</b>	<b>5.69</b>	<b>4.68</b>	<b>1.01</b>	<b>5.89</b>	<b>4.84</b>	<b>1.05</b>	<b>-0.16</b>

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Response Rates: Spring 2013: 90%; Spring 2008: 54%

**All Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Support Services</b>							
13. Library staff are helpful and approachable.	5.82	5.63	0.19	5.86	5.70	0.16	-0.07
18. Library resources and services are adequate.	6.17	5.61	0.56	6.38	5.77	0.61	-0.16
26. Computer labs are adequate and accessible.	5.59	5.11	0.48	5.88	5.55	0.33	-0.44
32. Tutoring services are readily available.	5.95	5.47	0.48	6.05	5.72	0.33	-0.25
44. Academic support services adequately meet the needs of students.	6.03	5.12	0.91	6.21	5.35	0.86	-0.23
49. There are adequate services to help me decide upon a career.	6.16	4.88	1.28	6.32	5.14	1.18	-0.26
54. Bookstore staff are helpful.	5.75	5.37	0.38	5.97	5.63	0.34	-0.26
<b>Average Ratings for Item Group: "Campus Support Services"</b>	<b>5.93</b>	<b>5.32</b>	<b>0.61</b>	<b>6.10</b>	<b>5.56</b>	<b>0.54</b>	<b>-0.24</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Concern for the Individual</b>							
3. Faculty care about me as an individual.	6.13	5.47	0.66	6.34	5.67	0.67	-0.20
14. My academic advisor is concerned about my success as an individual.	6.37	5.69	0.68	6.39	5.69	0.70	0.00
22. Counseling staff care about students as individuals.	6.02	5.10	0.92	6.21	5.37	0.84	-0.27
25. Faculty are fair and unbiased in their treatment of individual students.	6.39	4.86	1.53	6.53	5.23	1.30	-0.37
30. Residence hall staff are concerned about me as an individual.	5.61	4.80	0.81	5.74	4.85	0.89	-0.05
59. This institution shows concern for students as individuals.	6.27	5.17	1.10	6.47	5.38	1.09	-0.21
<b>Average Ratings for Item Group: "Concern for the Individual"</b>	<b>6.14</b>	<b>5.19</b>	<b>0.95</b>	<b>6.29</b>	<b>5.37</b>	<b>0.92</b>	<b>-0.18</b>

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Response Rates: Spring 2013: 90%; Spring 2008: 54%

**All Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Instructional Effectiveness</b>							
3. Faculty care about me as an individual.	6.13	5.47	0.66	6.34	5.67	0.67	-0.20
8. The content of the courses within my major is valuable.	6.59	5.58	1.01	6.70	5.59	1.11	-0.01
16. The instruction in my major field is excellent.	6.55	5.54	1.01	6.70	5.71	0.99	-0.17
25. Faculty are fair and unbiased in their treatment of individual students.	6.39	4.86	1.53	6.53	5.23	1.30	-0.37
39. I am able to experience intellectual growth here.	6.49	5.71	0.78	6.65	5.86	0.79	-0.15
41. There is a commitment to academic excellence on this campus.	6.34	5.77	0.57	6.52	5.88	0.64	-0.11
47. Faculty provide timely feedback about student progress in a course.	6.31	4.93	1.38	6.45	5.30	1.15	-0.37
53. Faculty take into consideration student differences as they teach a course.	6.18	4.86	1.32	6.32	5.03	1.29	-0.17
58. The quality of instruction I receive in most of my classes is excellent.	6.46	5.47	0.99	6.64	5.69	0.95	-0.22
61. Adjunct faculty are competent as classroom instructors.	5.95	5.19	0.76	6.23	5.40	0.83	-0.21
65. Faculty are usually available after class and during office hours.	6.32	5.73	0.59	6.44	5.98	0.46	-0.25
68. Nearly all of the faculty are knowledgeable in their field.	6.50	5.87	0.63	6.67	5.97	0.70	-0.10
69. There is a good variety of courses provided on this campus.	6.40	5.28	1.12	6.56	5.47	1.09	-0.19
70. Graduate teaching assistants are competent as classroom instructors.	5.79	4.89	0.90	6.14	5.21	0.93	-0.32
<b>Average Ratings for Item Group: "Instructional Effectiveness"</b>	<b>6.33</b>	<b>5.38</b>	<b>0.95</b>	<b>6.50</b>	<b>5.58</b>	<b>0.92</b>	<b>-0.20</b>

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**All Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Recruitment and Financial Aid</b>							
4. Admissions staff are knowledgeable.	6.00	5.17	0.83	6.11	5.31	0.80	-0.14
5. Financial aid counselors are helpful.	6.24	4.90	1.34	6.48	4.95	1.53	-0.05
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.20	4.98	1.22	6.34	4.98	1.36	0.00
17. Adequate financial aid is available for most students.	6.51	5.52	0.99	6.66	5.41	1.25	0.11
43. Admissions counselors respond to prospective students' unique needs and requests.	5.85	5.08	0.77	6.03	5.21	0.82	-0.13
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.03	4.59	1.44	6.26	4.76	1.50	-0.17
<b>Average Ratings for Item Group: "Recruitment and Financial Aid"</b>	<b>6.14</b>	<b>5.04</b>	<b>1.10</b>	<b>6.32</b>	<b>5.10</b>	<b>1.22</b>	<b>-0.06</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Registration Effectiveness</b>							
11. Billing policies are reasonable.	6.15	4.73	1.42	6.38	4.80	1.58	-0.07
20. The business office is open during hours which are convenient for most students.	5.94	4.61	1.33	6.00	4.96	1.04	-0.35
27. The personnel involved in registration are helpful.	6.04	5.09	0.95	6.19	5.48	0.71	-0.39
34. I am able to register for classes I need with few conflicts.	6.51	4.58	1.93	6.63	4.97	1.66	-0.39
50. Class change (drop/add) policies are reasonable.	6.08	5.29	0.79	6.21	5.59	0.62	-0.30
<b>Average Ratings for Item Group: "Registration Effectiveness"</b>	<b>6.15</b>	<b>4.86</b>	<b>1.29</b>	<b>6.28</b>	<b>5.15</b>	<b>1.13</b>	<b>-0.29</b>

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**All Students**  
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	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Safety and Security</b>							
7. The campus is safe and secure for all students.	6.45	5.35	1.10	6.54	5.09	1.45	0.26
21. The amount of student parking space on campus is adequate.	5.73	2.84	2.89	5.88	3.11	2.77	-0.27
28. Parking lots are well-lighted and secure.	5.90	4.50	1.40	6.14	4.57	1.57	-0.07
36. Security staff respond quickly in emergencies.	6.40	4.57	1.83	6.59	4.24	2.35	0.33
<b>Average Ratings for Item Group: "Safety and Security"</b>	<b>6.13</b>	<b>4.34</b>	<b>1.79</b>	<b>6.30</b>	<b>4.28</b>	<b>2.02</b>	<b>0.06</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Service Excellence</b>							
2. The campus staff are caring and helpful.	6.28	5.47	0.81	6.42	5.61	0.81	-0.14
13. Library staff are helpful and approachable.	5.82	5.63	0.19	5.86	5.70	0.16	-0.07
15. The staff in the health services area are competent.	6.30	4.58	1.72	6.42	4.38	2.04	0.20
22. Counseling staff care about students as individuals.	6.02	5.10	0.92	6.21	5.37	0.84	-0.27
27. The personnel involved in registration are helpful.	6.04	5.09	0.95	6.19	5.48	0.71	-0.39
57. I seldom get the "run-around" when seeking information on this campus.	6.09	4.26	1.83	6.31	4.72	1.59	-0.46
60. I generally know what's happening on campus.	5.71	5.12	0.59	6.02	5.46	0.56	-0.34
71. Channels for expressing student complaints are readily available.	5.99	4.45	1.54	6.21	4.76	1.45	-0.31
<b>Average Ratings for Item Group: "Service Excellence"</b>	<b>6.03</b>	<b>4.97</b>	<b>1.06</b>	<b>6.21</b>	<b>5.19</b>	<b>1.02</b>	<b>-0.22</b>

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	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Student Centeredness</b>							
1. Most students feel a sense of belonging here.	5.95	5.12	0.83	6.09	5.24	0.85	-0.12
2. The campus staff are caring and helpful.	6.28	5.47	0.81	6.42	5.61	0.81	-0.14
10. Administrators are approachable to students.	5.80	5.02	0.78	5.91	5.04	0.87	-0.02
29. It is an enjoyable experience to be a student on this campus.	6.38	5.05	1.33	6.57	5.30	1.27	-0.25
45. Students are made to feel welcome on this campus.	6.24	5.44	0.80	6.40	5.63	0.77	-0.19
59. This institution shows concern for students as individuals.	6.27	5.17	1.10	6.47	5.38	1.09	-0.21
<b>Average Ratings for Item Group: "Student Centeredness"</b>	<b>6.15</b>	<b>5.21</b>	<b>0.94</b>	<b>6.31</b>	<b>5.37</b>	<b>0.94</b>	<b>-0.16</b>

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**African-American Students**  
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Noel Levitz Student  
Satisfaction Inventory

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	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Academic Advising</b>							
6. My academic advisor is approachable.	6.41	5.78	0.63	6.43	5.86	0.57	-0.08
14. My academic advisor is concerned about my success as an individual.	6.41	5.76	0.65	6.44	5.90	0.54	-0.14
19. My academic advisor helps me set goals to work toward.	6.14	5.31	0.83	6.17	5.64	0.53	-0.33
33. My academic advisor is knowledgeable about requirements in my major.	6.48	5.88	0.60	6.65	6.06	0.59	-0.18
55. Major requirements are clear and reasonable.	6.38	5.46	0.92	6.55	5.52	1.03	-0.06
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>6.37</b>	<b>5.64</b>	<b>0.73</b>	<b>6.45</b>	<b>5.79</b>	<b>0.66</b>	<b>-0.15</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Climate</b>							
1. Most students feel a sense of belonging here.	5.80	4.86	0.94	6.19	5.42	0.77	-0.56
2. The campus staff are caring and helpful.	6.32	5.55	0.77	6.40	5.56	0.84	-0.01
3. Faculty care about me as an individual.	6.08	5.50	0.58	6.35	5.63	0.72	-0.13
7. The campus is safe and secure for all students.	6.50	5.33	1.17	6.43	5.14	1.29	0.19
10. Administrators are approachable to students.	5.99	5.27	0.72	6.20	5.31	0.89	-0.04
29. It is an enjoyable experience to be a student on this campus.	6.39	4.87	1.52	6.51	5.37	1.14	-0.50
37. I feel a sense of pride about my campus.	5.72	4.88	0.84	6.28	5.41	0.87	-0.53
41. There is a commitment to academic excellence on this campus.	6.33	5.97	0.36	6.56	6.17	0.39	-0.20
45. Students are made to feel welcome on this campus.	6.27	5.46	0.81	6.47	5.79	0.68	-0.33
51. This institution has a good reputation within the community.	6.10	5.75	0.35	6.40	6.08	0.32	-0.33
57. I seldom get the "run-around" when seeking information on this campus.	6.21	4.63	1.58	6.43	4.90	1.53	-0.27
59. This institution shows concern for students as individuals.	6.31	5.28	1.03	6.52	5.26	1.26	0.02
60. I generally know what's happening on campus.	6.02	5.26	0.76	6.31	5.69	0.62	-0.43
62. There is a strong commitment to racial harmony on this campus.	6.22	5.12	1.10	6.36	5.32	1.04	-0.20
66. Tuition paid is a worthwhile investment.	6.38	5.98	0.40	6.59	5.99	0.60	-0.01
67. Freedom of expression is protected on campus.	6.23	5.20	1.03	6.40	5.37	1.03	-0.17
71. Channels for expressing student complaints are readily available.	6.05	4.58	1.47	6.29	4.99	1.30	-0.41
<b>Average Ratings for Item Group: "Campus Climate"</b>	<b>6.17</b>	<b>5.27</b>	<b>0.90</b>	<b>6.39</b>	<b>5.49</b>	<b>0.90</b>	<b>-0.22</b>

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**African-American Students**  
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Noel Levitz Student  
Satisfaction Inventory

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Life</b>							
9. A variety of intramural activities are offered.	5.13	5.29	-0.16	5.36	5.63	-0.27	-0.34
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.44	4.19	2.25	6.57	4.80	1.77	-0.61
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.36	4.12	1.24	5.56	4.40	1.16	-0.28
30. Residence hall staff are concerned about me as an individual.	5.71	4.84	0.87	5.95	5.05	0.90	-0.21
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.75	5.47	0.28	5.92	5.58	0.34	-0.11
38. There is an adequate selection of food available in the cafeteria.	6.20	3.31	2.89	6.21	3.54	2.67	-0.23
40. Residence hall regulations are reasonable.	6.16	4.45	1.71	6.39	4.37	2.02	0.08
42. There are a sufficient number of weekend activities for students.	5.77	4.22	1.55	6.08	4.74	1.34	-0.52
46. I can easily get involved in campus organizations.	5.99	5.52	0.47	6.31	5.93	0.38	-0.41
52. The student center is a comfortable place for students to spend their leisure time.	5.88	4.92	0.96	6.17	5.04	1.13	-0.12
56. The student handbook provides helpful information about campus life.	5.93	4.99	0.94	6.07	5.47	0.60	-0.48
63. Student disciplinary procedures are fair.	6.15	4.95	1.20	6.39	4.74	1.65	0.21
64. New student orientation services help students adjust to college.	6.23	5.29	0.94	6.27	5.30	0.97	-0.01
67. Freedom of expression is protected on campus.	6.23	5.20	1.03	6.40	5.37	1.03	-0.17
73. Student activities fees are put to good use.	6.05	4.72	1.33	6.20	4.68	1.52	0.04
<b>Average Ratings for Item Group: "Campus Life"</b>	<b>5.93</b>	<b>4.76</b>	<b>1.17</b>	<b>6.13</b>	<b>4.97</b>	<b>1.16</b>	<b>-0.21</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Support Services</b>							
13. Library staff are helpful and approachable.	5.91	5.77	0.14	5.91	5.73	0.18	0.04
18. Library resources and services are adequate.	6.19	5.68	0.51	6.33	5.77	0.56	-0.09
26. Computer labs are adequate and accessible.	6.00	5.31	0.69	6.20	5.82	0.38	-0.51
32. Tutoring services are readily available.	6.21	5.39	0.82	6.31	5.65	0.66	-0.26
44. Academic support services adequately meet the needs of students.	6.14	5.29	0.85	6.31	5.40	0.91	-0.11
49. There are adequate services to help me decide upon a career.	6.28	5.10	1.18	6.42	5.33	1.09	-0.23
54. Bookstore staff are helpful.	6.01	5.54	0.47	6.30	5.74	0.56	-0.20
<b>Average Ratings for Item Group: "Campus Support Services"</b>	<b>6.11</b>	<b>5.44</b>	<b>0.67</b>	<b>6.25</b>	<b>5.63</b>	<b>0.62</b>	<b>-0.19</b>

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	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Concern for the Individual</b>							
3. Faculty care about me as an individual.	6.08	5.50	0.58	6.35	5.63	0.72	-0.13
14. My academic advisor is concerned about my success as an individual.	6.41	5.76	0.65	6.44	5.90	0.54	-0.14
22. Counseling staff care about students as individuals.	6.11	5.35	0.76	6.36	5.44	0.92	-0.09
25. Faculty are fair and unbiased in their treatment of individual students.	6.34	4.82	1.52	6.52	5.13	1.39	-0.31
30. Residence hall staff are concerned about me as an individual.	5.71	4.84	0.87	5.95	5.05	0.90	-0.21
59. This institution shows concern for students as individuals.	6.31	5.28	1.03	6.52	5.26	1.26	0.02
<b>Average Ratings for Item Group: "Concern for the Individual"</b>	<b>6.16</b>	<b>5.26</b>	<b>0.90</b>	<b>6.36</b>	<b>5.40</b>	<b>0.96</b>	<b>-0.14</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Instructional Effectiveness</b>							
3. Faculty care about me as an individual.	6.08	5.50	0.58	6.35	5.63	0.72	-0.13
8. The content of the courses within my major is valuable.	6.53	5.71	0.82	6.64	5.66	0.98	0.05
16. The instruction in my major field is excellent.	6.53	5.60	0.93	6.50	5.58	0.92	0.02
25. Faculty are fair and unbiased in their treatment of individual students.	6.34	4.82	1.52	6.52	5.13	1.39	-0.31
39. I am able to experience intellectual growth here.	6.40	5.66	0.74	6.50	5.97	0.53	-0.31
41. There is a commitment to academic excellence on this campus.	6.33	5.97	0.36	6.56	6.17	0.39	-0.20
47. Faculty provide timely feedback about student progress in a course.	6.28	4.86	1.42	6.49	5.30	1.19	-0.44
53. Faculty take into consideration student differences as they teach a course.	6.24	4.84	1.40	6.41	4.92	1.49	-0.08
58. The quality of instruction I receive in most of my classes is excellent.	6.37	5.37	1.00	6.57	5.53	1.04	-0.16
61. Adjunct faculty are competent as classroom instructors.	6.03	5.24	0.79	6.38	5.41	0.97	-0.17
65. Faculty are usually available after class and during office hours.	6.28	5.61	0.67	6.43	5.99	0.44	-0.38
68. Nearly all of the faculty are knowledgeable in their field.	6.30	5.82	0.48	6.56	5.82	0.74	0.00
69. There is a good variety of courses provided on this campus.	6.35	5.21	1.14	6.40	5.40	1.00	-0.19
70. Graduate teaching assistants are competent as classroom instructors.	5.81	4.98	0.83	6.19	5.26	0.93	-0.28
<b>Average Ratings for Item Group: "Instructional Effectiveness"</b>	<b>6.29</b>	<b>5.38</b>	<b>0.91</b>	<b>6.47</b>	<b>5.56</b>	<b>0.91</b>	<b>-0.18</b>

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	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Recruitment and Financial Aid</b>							
4. Admissions staff are knowledgeable.	6.22	5.46	0.76	6.26	5.64	0.62	-0.18
5. Financial aid counselors are helpful.	6.39	5.27	1.12	6.41	5.12	1.29	0.15
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.34	4.92	1.42	6.49	5.06	1.43	-0.14
17. Adequate financial aid is available for most students.	6.44	5.35	1.09	6.59	5.26	1.33	0.09
43. Admissions counselors respond to prospective students' unique needs and requests.	6.04	5.31	0.73	6.21	5.28	0.93	0.03
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.26	4.77	1.49	6.39	5.09	1.30	-0.32
<b>Average Ratings for Item Group: "Recruitment and Financial Aid"</b>	<b>6.29</b>	<b>5.18</b>	<b>1.11</b>	<b>6.39</b>	<b>5.24</b>	<b>1.15</b>	<b>-0.06</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Registration Effectiveness</b>							
11. Billing policies are reasonable.	6.23	4.56	1.67	6.44	4.86	1.58	-0.30
20. The business office is open during hours which are convenient for most students.	6.03	5.27	0.76	6.18	5.18	1.00	0.09
27. The personnel involved in registration are helpful.	6.27	5.37	0.90	6.40	5.36	1.04	0.01
34. I am able to register for classes I need with few conflicts.	6.45	5.05	1.40	6.55	5.06	1.49	-0.01
50. Class change (drop/add) policies are reasonable.	6.21	5.40	0.81	6.34	5.55	0.79	-0.15
<b>Average Ratings for Item Group: "Registration Effectiveness"</b>	<b>6.24</b>	<b>5.13</b>	<b>1.11</b>	<b>6.38</b>	<b>5.20</b>	<b>1.18</b>	<b>-0.07</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Safety and Security</b>							
7. The campus is safe and secure for all students.	6.50	5.33	1.17	6.43	5.14	1.29	0.19
21. The amount of student parking space on campus is adequate.	5.96	2.80	3.16	6.11	3.47	2.64	-0.67
28. Parking lots are well-lighted and secure.	6.21	4.34	1.87	6.21	4.61	1.60	-0.27
36. Security staff respond quickly in emergencies.	6.25	4.51	1.74	6.58	4.12	2.46	0.39
<b>Average Ratings for Item Group: "Safety and Security"</b>	<b>6.24</b>	<b>4.28</b>	<b>1.96</b>	<b>6.33</b>	<b>4.35</b>	<b>1.98</b>	<b>-0.07</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%

**African-American Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

Noel Levitz Student  
Satisfaction Inventory

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Service Excellence</b>							
2. The campus staff are caring and helpful.	6.32	5.55	0.77	6.40	5.56	0.84	-0.01
13. Library staff are helpful and approachable.	5.91	5.77	0.14	5.91	5.73	0.18	0.04
15. The staff in the health services area are competent.	6.23	4.99	1.24	6.33	4.42	1.91	0.57
22. Counseling staff care about students as individuals.	6.11	5.35	0.76	6.36	5.44	0.92	-0.09
27. The personnel involved in registration are helpful.	6.27	5.37	0.90	6.40	5.36	1.04	0.01
57. I seldom get the "run-around" when seeking information on this campus.	6.21	4.63	1.58	6.43	4.90	1.53	-0.27
60. I generally know what's happening on campus.	6.02	5.26	0.76	6.31	5.69	0.62	-0.43
71. Channels for expressing student complaints are readily available.	6.05	4.58	1.47	6.29	4.99	1.30	-0.41
<b>Average Ratings for Item Group: "Service Excellence"</b>	<b>6.14</b>	<b>5.19</b>	<b>0.95</b>	<b>6.30</b>	<b>5.26</b>	<b>1.04</b>	<b>-0.07</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Student Centeredness</b>							
1. Most students feel a sense of belonging here.	5.80	4.86	0.94	6.19	5.42	0.77	-0.56
2. The campus staff are caring and helpful.	6.32	5.55	0.77	6.40	5.56	0.84	-0.01
10. Administrators are approachable to students.	5.99	5.27	0.72	6.20	5.31	0.89	-0.04
29. It is an enjoyable experience to be a student on this campus.	6.39	4.87	1.52	6.51	5.37	1.14	-0.50
45. Students are made to feel welcome on this campus.	6.27	5.46	0.81	6.47	5.79	0.68	-0.33
59. This institution shows concern for students as individuals.	6.31	5.28	1.03	6.52	5.26	1.26	0.02
<b>Average Ratings for Item Group: "Student Centeredness"</b>	<b>6.18</b>	<b>5.21</b>	<b>0.97</b>	<b>6.38</b>	<b>5.45</b>	<b>0.93</b>	<b>-0.24</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%

**International Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

Noel Levitz Student  
Satisfaction Inventory

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Academic Advising</b>							
6. My academic advisor is approachable.	6.55	6.03	0.52	6.66	5.91	0.75	0.12
14. My academic advisor is concerned about my success as an individual.	6.51	5.65	0.86	6.58	5.45	1.13	0.20
19. My academic advisor helps me set goals to work toward.	6.33	5.26	1.07	6.28	5.17	1.11	0.09
33. My academic advisor is knowledgeable about requirements in my major.	6.63	5.94	0.69	6.65	5.57	1.08	0.37
55. Major requirements are clear and reasonable.	6.53	5.74	0.79	6.63	5.74	0.89	0.00
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>6.51</b>	<b>5.72</b>	<b>0.79</b>	<b>6.56</b>	<b>5.57</b>	<b>0.99</b>	<b>0.15</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Climate</b>							
1. Most students feel a sense of belonging here.	5.97	5.28	0.69	6.26	5.39	0.87	-0.11
2. The campus staff are caring and helpful.	6.37	5.70	0.67	6.53	5.85	0.68	-0.15
3. Faculty care about me as an individual.	6.22	5.66	0.56	6.44	5.74	0.70	-0.08
7. The campus is safe and secure for all students.	6.58	5.67	0.91	6.65	5.65	1.00	0.02
10. Administrators are approachable to students.	5.88	5.41	0.47	6.17	5.34	0.83	0.07
29. It is an enjoyable experience to be a student on this campus.	6.53	5.55	0.98	6.67	5.74	0.93	-0.19
37. I feel a sense of pride about my campus.	6.17	5.84	0.33	6.27	5.67	0.60	0.17
41. There is a commitment to academic excellence on this campus.	6.47	5.87	0.60	6.64	5.85	0.79	0.02
45. Students are made to feel welcome on this campus.	6.31	5.84	0.47	6.65	5.85	0.80	-0.01
51. This institution has a good reputation within the community.	6.28	6.05	0.23	6.59	6.35	0.24	-0.30
57. I seldom get the "run-around" when seeking information on this campus.	5.91	4.97	0.94	6.15	5.51	0.64	-0.54
59. This institution shows concern for students as individuals.	6.49	5.46	1.03	6.67	5.68	0.99	-0.22
60. I generally know what's happening on campus.	6.05	5.48	0.57	6.46	5.87	0.59	-0.39
62. There is a strong commitment to racial harmony on this campus.	6.24	5.50	0.74	6.62	5.59	1.03	-0.09
66. Tuition paid is a worthwhile investment.	6.52	6.24	0.28	6.79	6.21	0.58	0.03
67. Freedom of expression is protected on campus.	6.47	5.60	0.87	6.67	5.98	0.69	-0.38
71. Channels for expressing student complaints are readily available.	6.21	4.91	1.30	6.61	5.38	1.23	-0.47
<b>Average Ratings for Item Group: "Campus Climate"</b>	<b>6.27</b>	<b>5.59</b>	<b>0.68</b>	<b>6.52</b>	<b>5.39</b>	<b>1.13</b>	<b>0.20</b>

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<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
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NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%

**International Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

Noel Levitz Student  
Satisfaction Inventory

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Life</b>							
9. A variety of intramural activities are offered.	5.18	5.11	0.07	5.60	5.60	0.00	-0.49
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.47	4.63	1.84	6.65	5.06	1.59	-0.43
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.99	4.54	0.45	5.88	4.92	0.96	-0.38
30. Residence hall staff are concerned about me as an individual.	5.92	4.87	1.05	5.92	5.10	0.82	-0.23
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.85	5.63	0.22	5.92	5.90	0.02	-0.27
38. There is an adequate selection of food available in the cafeteria.	6.43	3.76	2.67	6.55	3.66	2.89	0.10
40. Residence hall regulations are reasonable.	6.25	4.51	1.74	6.46	4.83	1.63	-0.32
42. There are a sufficient number of weekend activities for students.	5.88	4.46	1.42	6.14	5.19	0.95	-0.73
46. I can easily get involved in campus organizations.	5.96	5.61	0.35	6.37	6.06	0.31	-0.45
52. The student center is a comfortable place for students to spend their leisure time.	5.64	4.95	0.69	6.16	5.24	0.92	-0.29
56. The student handbook provides helpful information about campus life.	5.84	5.41	0.43	6.24	5.94	0.30	-0.53
63. Student disciplinary procedures are fair.	6.23	5.19	1.04	6.47	5.66	0.81	-0.47
64. New student orientation services help students adjust to college.	6.27	5.76	0.51	6.62	5.76	0.86	0.00
67. Freedom of expression is protected on campus.	6.47	5.60	0.87	6.67	5.98	0.69	-0.38
73. Student activities fees are put to good use.	6.13	5.11	1.02	6.43	4.69	1.74	0.42
<b>Average Ratings for Item Group: "Campus Life"</b>	<b>5.97</b>	<b>5.00</b>	<b>0.97</b>	<b>6.27</b>	<b>5.30</b>	<b>0.97</b>	<b>-0.30</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Support Services</b>							
13. Library staff are helpful and approachable.	6.23	6.04	0.19	6.45	5.96	0.49	0.08
18. Library resources and services are adequate.	6.42	5.69	0.73	6.53	5.89	0.64	-0.20
26. Computer labs are adequate and accessible.	6.16	5.55	0.61	6.37	6.32	0.05	-0.77
32. Tutoring services are readily available.	6.22	5.75	0.47	6.45	6.10	0.35	-0.35
44. Academic support services adequately meet the needs of students.	6.26	5.39	0.87	6.54	5.76	0.78	-0.37
49. There are adequate services to help me decide upon a career.	6.42	5.11	1.31	6.71	5.40	1.31	-0.29
54. Bookstore staff are helpful.	6.04	5.32	0.72	6.10	5.51	0.59	-0.19
<b>Average Ratings for Item Group: "Campus Support Services"</b>	<b>6.25</b>	<b>5.55</b>	<b>0.70</b>	<b>6.45</b>	<b>5.83</b>	<b>0.62</b>	<b>-0.28</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
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NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%

**International Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

Noel Levitz Student  
Satisfaction Inventory

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Concern for the Individual</b>							
3. Faculty care about me as an individual.	6.22	5.66	0.56	6.44	5.74	0.70	-0.08
14. My academic advisor is concerned about my success as an individual.	6.51	5.65	0.86	6.58	5.45	1.13	0.20
22. Counseling staff care about students as individuals.	5.95	5.39	0.56	6.20	5.06	1.14	0.33
25. Faculty are fair and unbiased in their treatment of individual students.	6.58	5.24	1.34	6.75	5.37	1.38	-0.13
30. Residence hall staff are concerned about me as an individual.	5.92	4.87	1.05	5.92	5.10	0.82	-0.23
59. This institution shows concern for students as individuals.	6.49	5.46	1.03	6.67	5.68	0.99	-0.22
<b>Average Ratings for Item Group: "Concern for the Individual"</b>	<b>6.28</b>	<b>5.38</b>	<b>0.90</b>	<b>6.43</b>	<b>5.41</b>	<b>1.02</b>	<b>-0.03</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Instructional Effectiveness</b>							
3. Faculty care about me as an individual.	6.22	5.58	0.64	6.44	5.74	0.70	-0.16
8. The content of the courses within my major is valuable.	5.66	6.65	-0.99	6.69	5.72	0.97	0.93
16. The instruction in my major field is excellent.	6.57	5.74	0.83	6.60	5.69	0.91	0.05
25. Faculty are fair and unbiased in their treatment of individual students.	6.58	5.24	1.34	6.75	5.37	1.38	-0.13
39. I am able to experience intellectual growth here.	6.62	5.76	0.86	6.75	5.89	0.86	-0.13
41. There is a commitment to academic excellence on this campus.	6.47	5.87	0.60	6.64	5.85	0.79	0.02
47. Faculty provide timely feedback about student progress in a course.	6.42	5.36	1.06	6.65	5.56	1.09	-0.20
53. Faculty take into consideration student differences as they teach a course.	6.46	5.33	1.13	6.58	5.17	1.41	0.16
58. The quality of instruction I receive in most of my classes is excellent.	6.60	5.56	1.04	6.81	5.78	1.03	-0.22
61. Adjunct faculty are competent as classroom instructors.	6.20	5.49	0.71	6.57	5.56	1.01	-0.07
65. Faculty are usually available after class and during office hours.	6.57	5.99	0.58	6.73	6.06	0.67	-0.07
68. Nearly all of the faculty are knowledgeable in their field.	6.67	6.00	0.67	6.78	5.94	0.84	0.06
69. There is a good variety of courses provided on this campus.	6.63	5.42	1.21	6.62	5.53	1.09	-0.11
70. Graduate teaching assistants are competent as classroom instructors.	5.92	5.13	0.79	6.58	5.62	0.96	-0.49
<b>Average Ratings for Item Group: "Instructional Effectiveness"</b>	<b>6.48</b>	<b>5.58</b>	<b>0.90</b>	<b>6.49</b>	<b>6.66</b>	<b>5.68</b>	<b>-1.08</b>

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<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
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NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%



**International Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

Noel Levitz Student  
Satisfaction Inventory

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Recruitment and Financial Aid</b>							
4. Admissions staff are knowledgeable.	5.98	5.45	0.53	6.46	5.67	0.79	-0.22
5. Financial aid counselors are helpful.	6.25	5.36	0.89	6.48	5.13	1.35	0.23
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.33	5.33	1.00	6.56	5.58	0.98	-0.25
17. Adequate financial aid is available for most students.	6.61	5.29	1.32	6.71	5.91	0.80	-0.62
43. Admissions counselors respond to prospective students' unique needs and requests.	5.95	5.22	0.73	6.50	5.38	1.12	-0.16
48. Admissions counselors accurately portray the campus in their recruiting practices.	5.88	5.16	0.72	6.22	5.36	0.86	-0.20
<b>Average Ratings for Item Group: "Recruitment and Financial Aid"</b>	<b>6.17</b>	<b>5.30</b>	<b>0.87</b>	<b>6.49</b>	<b>5.51</b>	<b>0.98</b>	<b>-0.21</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Registration Effectiveness</b>							
11. Billing policies are reasonable.	6.09	4.68	1.41	6.51	5.34	1.17	-0.66
20. The business office is open during hours which are convenient for most students.	5.96	5.23	0.73	6.36	5.45	0.91	-0.22
27. The personnel involved in registration are helpful.	5.96	5.23	0.73	6.38	6.04	0.34	-0.81
34. I am able to register for classes I need with few conflicts.	6.11	5.60	0.51	6.71	5.31	1.40	0.29
50. Class change (drop/add) policies are reasonable.	6.58	5.04	1.54	6.57	5.76	0.81	-0.72
<b>Average Ratings for Item Group: "Registration Effectiveness"</b>	<b>6.19</b>	<b>5.17</b>	<b>1.02</b>	<b>6.51</b>	<b>5.58</b>	<b>0.93</b>	<b>-0.41</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Safety and Security</b>							
7. The campus is safe and secure for all students.	6.58	5.67	0.91	6.65	5.65	1.00	0.02
21. The amount of student parking space on campus is adequate.	4.58	4.36	0.22	5.52	4.05	1.47	0.31
28. Parking lots are well-lighted and secure.	5.49	4.95	0.54	6.15	5.18	0.97	-0.23
36. Security staff respond quickly in emergencies.	6.53	5.39	1.14	6.76	5.54	1.22	-0.15
<b>Average Ratings for Item Group: "Safety and Security"</b>	<b>5.85</b>	<b>5.13</b>	<b>0.72</b>	<b>6.31</b>	<b>5.16</b>	<b>1.15</b>	<b>-0.03</b>

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<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

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**International Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items organized by Item Group*

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Service Excellence</b>							
2. The campus staff are caring and helpful.	6.37	5.70	0.67	6.53	5.85	0.68	-0.15
13. Library staff are helpful and approachable.	6.23	6.04	0.19	6.45	5.96	0.49	0.08
15. The staff in the health services area are competent.	6.29	4.91	1.38	6.48	4.98	1.50	-0.07
22. Counseling staff care about students as individuals.	5.95	5.39	0.56	6.20	5.09	1.11	0.30
27. The personnel involved in registration are helpful.	6.11	5.60	0.51	6.38	6.04	0.34	-0.44
57. I seldom get the "run-around" when seeking information on this campus.	5.91	4.97	0.94	6.15	5.51	0.64	-0.54
60. I generally know what's happening on campus.	6.05	5.48	0.57	6.46	5.87	0.59	-0.39
71. Channels for expressing student complaints are readily available.	6.21	4.91	1.30	6.61	5.38	1.23	-0.47
<b>Average Ratings for Item Group: "Service Excellence"</b>	<b>6.14</b>	<b>5.38</b>	<b>0.76</b>	<b>6.41</b>	<b>5.60</b>	<b>0.81</b>	<b>-0.22</b>

	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Student Centeredness</b>							
1. Most students feel a sense of belonging here.	5.97	5.28	0.69	6.26	5.39	0.87	-0.11
2. The campus staff are caring and helpful.	6.37	5.70	0.67	6.53	5.85	0.68	-0.15
10. Administrators are approachable to students.	5.88	5.41	0.47	6.17	5.34	0.83	0.07
29. It is an enjoyable experience to be a student on this campus.	6.53	5.55	0.98	6.67	5.74	0.93	-0.19
45. Students are made to feel welcome on this campus.	6.31	5.84	0.47	6.65	5.85	0.80	-0.01
59. This institution shows concern for students as individuals.	6.49	5.46	1.03	6.67	5.68	0.99	-0.22
<b>Average Ratings for Item Group: "Student Centeredness"</b>	<b>6.26</b>	<b>5.54</b>	<b>0.72</b>	<b>6.49</b>	<b>5.64</b>	<b>0.85</b>	<b>-0.10</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%



**All Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items in Survey Order*

Noel-Levitz Student  
Satisfaction Inventory

Item	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
1. Most students feel a sense of belonging here.	5.95	5.12	0.83	6.09	5.24	0.85	-0.12
2. The campus staff are caring and helpful.	6.28	5.47	0.81	6.42	5.61	0.81	-0.14
3. Faculty care about me as an individual.	6.13	5.47	0.66	6.34	5.67	0.67	-0.20
4. Admissions staff are knowledgeable.	6.00	5.17	0.83	6.11	5.31	0.80	-0.14
5. Financial aid counselors are helpful.	6.24	4.90	1.34	6.48	4.95	1.53	-0.05
6. My academic advisor is approachable.	6.47	5.81	0.66	6.55	5.83	0.72	-0.02
7. The campus is safe and secure for all students.	6.45	5.35	1.10	6.54	5.09	1.45	0.26
8. The content of the courses within my major is valuable.	6.59	5.58	1.01	6.70	5.59	1.11	-0.01
9. A variety of intramural activities are offered.	4.66	5.10	-0.44	4.70	5.31	-0.61	-0.21
10. Administrators are approachable to students.	5.80	5.02	0.78	5.91	5.04	0.87	-0.02
11. Billing policies are reasonable.	6.15	4.73	1.42	6.38	4.80	1.58	-0.07
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.20	4.98	1.22	6.34	4.98	1.36	0.00
13. Library staff are helpful and approachable.	5.82	5.63	0.19	5.86	5.70	0.16	-0.07
14. My academic advisor is concerned about my success as an individual.	6.37	5.69	0.68	6.39	5.69	0.70	0.00
15. The staff in the health services area are competent.	6.30	4.58	1.72	6.42	4.38	2.04	0.20
16. The instruction in my major field is excellent.	6.55	5.54	1.01	6.70	5.71	0.99	-0.17
17. Adequate financial aid is available for most students.	6.51	5.52	0.99	6.66	5.41	1.25	0.11
18. Library resources and services are adequate.	6.17	5.61	0.56	6.38	5.77	0.61	-0.16

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%

**All Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items in Survey Order*

Noel-Levitz Student  
Satisfaction Inventory

Item	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
19. My academic advisor helps me set goals to work toward.	5.99	5.18	0.81	6.07	5.25	0.82	-0.07
20. The business office is open during hours which are convenient for most students.	5.94	4.61	1.33	6.00	4.96	1.04	-0.35
21. The amount of student parking space on campus is adequate.	5.73	2.84	2.89	5.88	3.11	2.77	-0.27
22. Counseling staff care about students as individuals.	6.02	5.10	0.92	6.21	5.37	0.84	-0.27
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.33	4.19	2.14	6.48	4.57	1.91	-0.38
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.61	4.06	0.55	4.83	4.27	0.56	-0.21
25. Faculty are fair and unbiased in their treatment of individual students.	6.39	4.86	1.53	6.53	5.23	1.30	-0.37
26. Computer labs are adequate and accessible.	5.59	5.11	0.48	5.88	5.55	0.33	-0.44
27. The personnel involved in registration are helpful.	6.04	5.09	0.95	6.19	5.48	0.71	-0.39
28. Parking lots are well-lighted and secure.	5.90	4.50	1.40	6.14	4.57	1.57	-0.07
29. It is an enjoyable experience to be a student on this campus.	6.38	5.05	1.33	6.57	5.30	1.27	-0.25
30. Residence hall staff are concerned about me as an individual.	5.61	4.80	0.81	5.74	4.85	0.89	-0.05
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.47	5.38	0.09	5.64	5.60	0.04	-0.22
32. Tutoring services are readily available.	5.95	5.47	0.48	6.05	5.72	0.33	-0.25
33. My academic advisor is knowledgeable about requirements in my major.	6.53	5.76	0.77	6.69	5.72	0.97	0.04
34. I am able to register for classes I need with few conflicts.	6.51	4.58	1.93	6.63	4.97	1.66	-0.39
35. The assessment and course placement procedures are reasonable.	6.11	4.98	1.13	6.34	5.20	1.14	-0.22
36. Security staff respond quickly in emergencies.	6.40	4.57	1.83	6.59	4.24	2.35	0.33

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<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied), Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%

**All Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items in Survey Order*

Noel-Levitz Student  
Satisfaction Inventory

Item	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
37. I feel a sense of pride about my campus.	5.73	5.05	0.68	5.88	5.33	0.55	-0.28
38. There is an adequate selection of food available in the cafeteria.	6.21	3.55	2.66	6.27	3.58	2.69	-0.03
39. I am able to experience intellectual growth here.	6.49	5.71	0.78	6.65	5.86	0.79	-0.15
40. Residence hall regulations are reasonable.	6.09	4.13	1.96	6.30	4.10	2.20	0.03
41. There is a commitment to academic excellence on this campus.	6.34	5.77	0.57	6.52	5.88	0.64	-0.11
42. There are a sufficient number of weekend activities for students.	5.40	4.31	1.09	5.66	4.66	1.00	-0.35
43. Admissions counselors respond to prospective students' unique needs and requests.	5.85	5.08	0.77	6.03	5.21	0.82	-0.13
44. Academic support services adequately meet the needs of students.	6.03	5.12	0.91	6.21	5.35	0.86	-0.23
45. Students are made to feel welcome on this campus.	6.24	5.44	0.80	6.40	5.63	0.77	-0.19
46. I can easily get involved in campus organizations.	5.72	5.28	0.44	5.95	5.58	0.37	-0.30
47. Faculty provide timely feedback about student progress in a course.	6.31	4.93	1.38	6.45	5.30	1.15	-0.37
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.03	4.59	1.44	6.26	4.76	1.50	-0.17
49. There are adequate services to help me decide upon a career.	6.16	4.88	1.28	6.32	5.14	1.18	-0.26
50. Class change (drop/add) policies are reasonable.	6.08	5.29	0.79	6.21	5.59	0.62	-0.30
51. This institution has a good reputation within the community.	6.03	5.69	0.34	6.19	5.91	0.28	-0.22
52. The student center is a comfortable place for students to spend their leisure time.	5.47	4.68	0.79	5.76	4.68	1.08	0.00
53. Faculty take into consideration student differences as they teach a course.	6.18	4.86	1.32	6.32	5.03	1.29	-0.17
54. Bookstore staff are helpful.	5.75	5.37	0.38	5.97	5.63	0.34	-0.26

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<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%

**All Students**  
**Spring 2013 Compared to Spring 2008 Administration**  
*Items in Survey Order*

Noel-Levitz Student  
Satisfaction Inventory

Item	Spring 2013			Spring 2008			Difference of Satisfaction Means (2013 minus 2008)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
55. Major requirements are clear and reasonable.	6.43	5.38	1.05	6.56	5.48	1.08	-0.10
56. The student handbook provides helpful information about campus life.	5.44	4.88	0.56	5.79	5.32	0.47	-0.44
57. I seldom get the "run-around" when seeking information on this campus.	6.09	4.26	1.83	6.31	4.72	1.59	-0.46
58. The quality of instruction I receive in most of my classes is excellent.	6.46	5.47	0.99	6.64	5.69	0.95	-0.22
59. This institution shows concern for students as individuals.	6.27	5.17	1.10	6.47	5.38	1.09	-0.21
60. I generally know what's happening on campus.	5.71	5.12	0.59	6.02	5.46	0.56	-0.34
61. Adjunct faculty are competent as classroom instructors.	5.95	5.19	0.76	6.23	5.40	0.83	-0.21
62. There is a strong commitment to racial harmony on this campus.	6.06	5.43	0.63	6.26	5.40	0.86	0.03
63. Student disciplinary procedures are fair.	6.08	4.90	1.18	6.33	4.92	1.41	-0.02
64. New student orientation services help students adjust to college.	5.97	5.12	0.85	6.20	5.27	0.93	-0.15
65. Faculty are usually available after class and during office hours.	6.32	5.73	0.59	6.44	5.98	0.46	-0.25
66. Tuition paid is a worthwhile investment.	6.51	5.99	0.52	6.63	5.95	0.68	0.04
67. Freedom of expression is protected on campus.	6.29	5.39	0.90	6.42	5.39	1.03	0.00
68. Nearly all of the faculty are knowledgeable in their field.	6.50	5.87	0.63	6.67	5.97	0.70	-0.10
69. There is a good variety of courses provided on this campus.	6.40	5.28	1.12	6.56	5.47	1.09	-0.19
70. Graduate teaching assistants are competent as classroom instructors.	5.79	4.89	0.90	6.14	5.21	0.93	-0.32
71. Channels for expressing student complaints are readily available.	5.99	4.45	1.54	6.21	4.76	1.45	-0.31
72. On the whole, the campus is well-maintained.	6.19	5.52	0.67	6.37	5.66	0.71	-0.14
73. Student activities fees are put to good use.	5.98	4.48	1.50	6.17	4.50	1.67	-0.02

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%; Spring 2008: 54%

*Spring 2013 Administration:  
Cohort Type by Gender  
Strengths and Challenges Coded*

**Cohort Type by Gender**  
**Spring 2013 Administration**  
*Items in Survey Order*

Item	African-American Women			African-American Men			Other Domestic Women			Other Domestic Men			International Women			International Men		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
1. Most students feel a sense of belonging here.	6.06	4.92	1.14	5.57	4.85	0.72	6.13	5.23	0.90	5.70	5.05	0.65	5.81	5.08	0.73	6.10	5.45	0.65
2. The campus staff are caring and helpful.	6.36	5.55	0.81	6.28	5.61	0.67	6.35	5.52	0.83	6.14	5.31	0.83	6.43	5.58	0.85	6.28	5.73	0.55
3. Faculty care about me as an individual.	6.23	5.45	0.78	5.99	5.55	0.44	6.24	5.49	0.75	5.93	5.40	0.53	6.08	5.36	0.72	6.34	5.83	0.51
4. Admissions staff are knowledgeable.	6.35	5.23	1.12	6.07	5.34	0.73	6.00	5.16	0.84	5.86	5.06	0.80	5.96	5.34	0.62	5.94	5.43	0.51
5. Financial aid counselors are helpful.	6.54	5.06	1.48	6.19	5.30	0.89	6.30	4.79	1.51	6.06	4.81	1.25	6.28	5.04	1.24	6.25	5.58	0.67
6. My academic advisor is approachable.	6.62	5.92	0.70	6.27	5.83	0.44	6.54	5.74	0.80	6.34	5.85	0.49	6.54	5.65	0.89	6.54	6.25	0.29
7. The campus is safe and secure for all students.	6.64	5.13	1.51	6.35	5.53	0.82	6.58	5.34	1.24	6.19	5.31	0.88	6.45	5.42	1.03	6.62	5.87	0.75
8. The content of the courses within my major is valuable.	6.67	5.72	0.95	6.53	5.45	1.08	6.64	5.68	0.96	6.50	5.39	1.11	6.60	5.59	1.01	6.66	5.77	0.89
9. A variety of intramural activities are offered.	4.88	5.19	-0.31	5.23	5.36	-0.13	4.38	5.06	-0.68	4.74	5.08	-0.34	4.90	5.00	-0.10	5.50	5.16	0.34
10. Administrators are approachable to students.	6.16	5.13	1.03	5.85	5.26	0.59	5.85	5.00	0.85	5.57	4.87	0.70	5.81	5.17	0.64	5.94	5.52	0.42
11. Billing policies are reasonable.	6.37	4.59	1.78	6.16	4.68	1.48	6.20	4.75	1.45	6.03	4.79	1.24	6.10	4.36	1.74	5.96	4.96	1.00
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.37	4.76	1.61	6.29	5.24	1.05	6.28	4.92	1.36	5.96	5.02	0.94	6.38	5.00	1.38	6.26	5.55	0.71
13. Library staff are helpful and approachable.	6.08	5.72	0.36	5.82	5.86	-0.04	5.77	5.59	0.18	5.70	5.52	0.18	6.21	5.85	0.36	6.28	6.12	0.16
14. My academic advisor is concerned about my success as an individual.	6.56	5.81	0.75	6.31	5.83	0.48	6.41	5.68	0.73	6.23	5.68	0.55	6.44	5.19	1.25	6.57	5.98	0.59
15. The staff in the health services area are competent.	6.51	4.80	1.71	6.04	5.26	0.78	6.44	4.36	2.08	6.06	4.60	1.46	6.29	4.58	1.71	6.29	5.16	1.13

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%

**Cohort Type by Gender**  
**Spring 2013 Administration**  
*Items in Survey Order*

Item	African-American Women			African-American Men			Other Domestic Women			Other Domestic Men			International Women			International Men		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
16. The instruction in my major field is excellent.	6.64	5.61	1.03	6.44	5.48	0.96	6.63	5.61	1.02	6.42	5.44	0.98	6.46	5.30	1.16	6.63	5.54	1.09
17. Adequate financial aid is available for most students.	6.55	5.33	1.22	6.43	5.66	0.77	6.63	5.57	1.06	6.34	5.55	0.79	6.46	4.96	1.50	6.69	5.59	1.10
18. Library resources and services are adequate.	6.36	5.70	0.66	6.14	5.60	0.54	6.19	5.65	0.54	6.04	5.51	0.53	6.29	5.58	0.71	6.51	5.73	0.78
19. My academic advisor helps me set goals to work toward.	6.26	5.23	1.03	5.85	5.26	0.59	6.03	5.12	0.91	5.77	5.24	0.53	6.35	4.67	1.68	6.29	5.75	0.54
20. The business office is open during hours which are convenient for most students.	6.26	4.93	1.33	5.69	5.27	0.42	5.97	4.42	1.55	5.83	4.51	1.32	5.75	4.83	0.92	6.16	5.55	0.61
21. The amount of student parking space on campus is adequate.	6.01	2.73	3.28	6.00	2.67	3.33	5.79	2.72	3.07	5.75	2.71	3.04	4.27	4.15	0.12	4.93	4.57	0.36
22. Counseling staff care about students as individuals.	6.36	5.31	1.05	5.91	5.21	0.70	6.16	5.13	1.03	5.74	4.88	0.86	5.93	5.10	0.83	5.93	5.50	0.43
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.52	4.20	2.32	6.24	3.93	2.31	6.42	4.35	2.07	6.11	3.87	2.24	6.26	4.46	1.80	6.60	4.83	1.77
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.13	3.99	1.14	5.42	4.35	1.07	4.35	4.02	0.33	4.54	3.97	0.57	4.77	4.30	0.47	5.20	4.70	0.50
25. Faculty are fair and unbiased in their treatment of individual students.	6.57	4.70	1.87	6.12	4.84	1.28	6.46	4.95	1.51	6.24	4.68	1.56	6.40	5.00	1.40	6.67	5.38	1.29
26. Computer labs are adequate and accessible.	5.98	5.17	0.81	5.92	5.17	0.75	5.37	5.03	0.34	5.56	5.07	0.49	5.84	5.21	0.63	6.43	5.78	0.65
27. The personnel involved in registration are helpful.	6.36	5.15	1.21	6.13	5.32	0.81	6.08	5.07	1.01	5.84	4.95	0.89	6.02	5.40	0.62	6.17	5.70	0.47
28. Parking lots are well-lighted and secure.	6.39	4.17	2.22	5.99	4.61	1.38	6.05	4.34	1.71	5.57	4.72	0.85	5.60	4.90	0.70	5.37	5.02	0.35
29. It is an enjoyable experience to be a student on this campus.	6.55	4.86	1.69	6.32	4.81	1.51	6.44	5.20	1.24	6.22	4.80	1.42	6.47	5.38	1.09	6.53	5.63	0.90

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%

**Cohort Type by Gender**  
**Spring 2013 Administration**  
*Items in Survey Order*

Item	African-American Women			African-American Men			Other Domestic Women			Other Domestic Men			International Women			International Men		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
30. Residence hall staff are concerned about me as an individual.	5.83	4.67	1.16	5.46	4.90	0.56	5.71	4.86	0.85	5.34	4.74	0.60	5.83	4.49	1.34	5.98	5.10	0.88
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.88	5.53	0.35	5.51	5.38	0.13	5.46	5.32	0.14	5.24	5.34	-0.10	5.64	5.27	0.37	6.02	5.89	0.13
32. Tutoring services are readily available.	6.36	5.34	1.02	6.04	5.53	0.51	5.95	5.53	0.42	5.74	5.35	0.39	6.17	5.56	0.61	6.21	5.84	0.37
33. My academic advisor is knowledgeable about requirements in my major.	6.76	5.98	0.78	6.29	5.64	0.65	6.61	5.71	0.90	6.37	5.75	0.62	6.54	5.58	0.96	6.69	6.19	0.50
34. I am able to register for classes I need with few conflicts.	6.61	4.85	1.76	6.32	4.88	1.44	6.58	4.55	2.03	6.38	4.36	2.02	6.42	5.06	1.36	6.69	4.98	1.71
35. The assessment and course placement procedures are reasonable.	6.43	4.95	1.48	6.06	4.90	1.16	6.18	5.06	1.12	5.85	4.83	1.02	6.32	5.23	1.09	6.23	5.16	1.07
36. Security staff respond quickly in emergencies.	6.59	4.50	2.09	5.94	4.54	1.40	6.57	4.59	1.98	6.15	4.39	1.76	6.54	4.96	1.58	6.41	5.73	0.68
37. I feel a sense of pride about my campus.	5.80	4.90	0.90	5.47	4.78	0.69	5.79	5.25	0.54	5.54	4.67	0.87	6.08	5.72	0.36	6.24	5.88	0.36
38. There is an adequate selection of food available in the cafeteria.	6.44	3.12	3.32	5.99	3.54	2.45	6.31	3.66	2.65	6.00	3.52	2.48	6.40	3.52	2.88	6.37	3.86	2.51
39. I am able to experience intellectual growth here.	6.56	5.77	0.79	6.22	5.42	0.80	6.60	5.89	0.71	6.33	5.50	0.83	6.42	5.52	0.90	6.75	5.88	0.87
40. Residence hall regulations are reasonable.	6.26	4.28	1.98	6.07	4.16	1.91	6.18	4.12	2.06	5.86	3.98	1.88	5.96	4.51	1.45	6.52	4.49	2.03
41. There is a commitment to academic excellence on this campus.	6.47	5.95	0.52	6.14	5.67	0.47	6.43	5.88	0.55	6.18	5.57	0.61	6.38	5.79	0.59	6.50	5.85	0.65
42. There are a sufficient number of weekend activities for students.	5.81	4.32	1.49	5.71	3.86	1.85	5.28	4.38	0.90	5.28	4.27	1.01	5.85	4.40	1.45	5.79	4.59	1.20
43. Admissions counselors respond to prospective students' unique needs and requests.	6.22	5.22	1.00	5.85	5.23	0.62	5.92	5.07	0.85	5.60	4.98	0.62	5.76	4.98	0.78	6.07	5.38	0.69

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NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%



**Cohort Type by Gender**  
**Spring 2013 Administration**  
*Items in Survey Order*

Item	African-American Women			African-American Men			Other Domestic Women			Other Domestic Men			International Women			International Men		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
44. Academic support services adequately meet the needs of students.	6.34	5.23	1.11	5.90	5.22	0.68	6.08	5.10	0.98	5.80	5.03	0.77	6.24	5.18	1.06	6.21	5.55	0.66
45. Students are made to feel welcome on this campus.	6.41	5.39	1.02	6.11	5.32	0.79	6.35	5.51	0.84	6.02	5.29	0.73	6.13	5.54	0.59	6.49	5.98	0.51
46. I can easily get involved in campus organizations.	6.18	5.51	0.67	5.63	5.10	0.53	5.75	5.26	0.49	5.47	5.20	0.27	5.81	5.47	0.34	6.06	5.65	0.41
47. Faculty provide timely feedback about student progress in a course.	6.54	4.81	1.73	6.07	4.88	1.19	6.41	4.93	1.48	6.11	4.90	1.21	6.34	5.22	1.12	6.49	5.38	1.11
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.37	4.71	1.66	6.07	4.60	1.47	6.09	4.61	1.48	5.86	4.38	1.48	5.74	4.93	0.81	5.96	5.32	0.64
49. There are adequate services to help me decide upon a career.	6.46	4.89	1.57	6.10	5.03	1.07	6.21	4.87	1.34	5.94	4.81	1.13	6.35	4.94	1.41	6.43	5.16	1.27
50. Class change (drop/add) policies are reasonable.	6.34	5.45	0.89	6.01	4.97	1.04	6.11	5.40	0.71	5.93	5.14	0.79	6.13	5.11	1.02	6.18	5.40	0.78
51. This institution has a good reputation within the community.	6.22	5.78	0.44	5.90	5.62	0.28	6.10	5.79	0.31	5.83	5.44	0.39	6.09	5.77	0.32	6.43	6.19	0.24
52. The student center is a comfortable place for students to spend their leisure time.	6.03	4.99	1.04	5.76	4.70	1.06	5.37	4.65	0.72	5.32	4.54	0.78	5.41	4.77	0.64	5.80	5.11	0.69
53. Faculty take into consideration student differences as they teach a course.	6.47	4.59	1.88	5.95	4.96	0.99	6.25	4.89	1.36	5.94	4.79	1.15	6.30	5.02	1.28	6.51	5.56	0.95
54. Bookstore staff are helpful.	6.13	5.49	0.64	5.88	5.33	0.55	5.71	5.37	0.34	5.59	5.36	0.23	5.90	5.25	0.65	6.10	5.35	0.75
55. Major requirements are clear and reasonable.	6.58	5.39	1.19	6.26	5.24	1.02	6.54	5.43	1.11	6.22	5.24	0.98	6.44	5.52	0.92	6.53	5.87	0.66
56. The student handbook provides helpful information about campus life.	5.95	4.87	1.08	5.64	4.96	0.68	5.38	4.92	0.46	5.20	4.66	0.54	5.51	5.17	0.34	6.20	5.63	0.57
57. I seldom get the "run-around" when seeking information on this campus.	6.34	4.30	2.04	6.01	4.55	1.46	6.14	4.14	2.00	5.99	4.19	1.80	5.54	4.76	0.78	6.19	5.12	1.07

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NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%

**Cohort Type by Gender**  
**Spring 2013 Administration**  
*Items in Survey Order*

Item	African-American Women			African-American Men			Other Domestic Women			Other Domestic Men			International Women			International Men		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
58. The quality of instruction I receive in most of my classes is excellent.	6.54	5.51	1.03	6.26	5.28	0.98	6.56	5.52	1.04	6.31	5.41	0.90	6.44	5.43	1.01	6.55	5.58	0.97
59. This institution shows concern for students as individuals.	6.49	5.07	1.42	6.04	5.30	0.74	6.36	5.20	1.16	6.05	5.07	0.98	6.30	5.17	1.13	6.59	5.61	0.98
60. I generally know what's happening on campus.	6.04	5.18	0.86	5.81	4.95	0.86	5.72	5.16	0.56	5.47	5.00	0.47	6.04	5.30	0.74	6.02	5.57	0.45
61. Adjunct faculty are competent as classroom instructors.	6.20	5.18	1.02	5.71	5.12	0.59	6.00	5.22	0.78	5.76	5.11	0.65	6.07	5.36	0.71	6.27	5.52	0.75
62. There is a strong commitment to racial harmony on this campus.	6.45	5.05	1.40	5.95	5.14	0.81	6.14	5.59	0.55	5.76	5.37	0.39	5.93	5.34	0.59	6.45	5.51	0.94
63. Student disciplinary procedures are fair.	6.31	4.93	1.38	5.97	4.69	1.28	6.14	4.99	1.15	5.90	4.74	1.16	6.11	5.00	1.11	6.29	5.30	0.99
64. New student orientation services help students adjust to college.	6.31	5.10	1.21	6.06	5.16	0.90	6.01	5.16	0.85	5.71	4.91	0.80	6.18	5.54	0.64	6.32	5.88	0.44
65. Faculty are usually available after class and during office hours.	6.55	5.64	0.91	6.07	5.54	0.53	6.38	5.85	0.53	6.16	5.57	0.59	6.40	5.87	0.53	6.63	6.02	0.61
66. Tuition paid is a worthwhile investment.	6.62	6.05	0.57	6.20	5.90	0.30	6.62	6.11	0.51	6.40	5.78	0.62	6.34	6.05	0.29	6.56	6.35	0.21
67. Freedom of expression is protected on campus.	6.36	5.31	1.05	6.17	5.01	1.16	6.37	5.60	0.77	6.12	5.14	0.98	6.34	5.33	1.01	6.49	5.75	0.74
68. Nearly all of the faculty are knowledgeable in their field.	6.56	6.00	0.56	6.12	5.66	0.46	6.61	6.01	0.60	6.36	5.66	0.70	6.49	5.83	0.66	6.73	6.02	0.71
69. There is a good variety of courses provided on this campus.	6.52	5.27	1.25	6.21	5.00	1.21	6.49	5.46	1.03	6.21	5.07	1.14	6.45	5.38	1.07	6.71	5.27	1.44
70. Graduate teaching assistants are competent as classroom instructors.	6.10	5.00	1.10	5.55	4.92	0.63	5.81	4.82	0.99	5.68	4.89	0.79	5.68	4.94	0.74	6.08	5.18	0.90
71. Channels for expressing student complaints are readily available.	6.29	4.36	1.93	5.83	4.64	1.19	6.07	4.44	1.63	5.77	4.37	1.40	5.91	4.58	1.33	6.40	5.06	1.34
72. On the whole, the campus is well-maintained.	6.37	5.47	0.90	6.00	5.36	0.64	6.22	5.69	0.53	6.06	5.23	0.83	6.13	5.46	0.67	6.60	6.12	0.48
73. Student activities fees are put to good use.	6.28	4.49	1.79	5.88	4.76	1.12	6.03	4.36	1.67	5.79	4.44	1.35	5.93	4.59	1.34	6.22	5.48	0.74

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NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%

*Significant Differences  
by Item Group  
between All Administrations  
(1998, 2003, 2008, and 2013)*

## Statistically Significant Differences between Administrations Satisfaction Ratings of Item Groups

### ALL STUDENTS

	1998			2003			2008			2013		Berea 1998 to 2003	Berea 2003 to 2008	Berea 2008 to 2013
	Berea (N = 1069)	4-Year Private		Berea (N = 1193)	4-Year Private		Berea (N = 777)	4-Year Private		Berea (N = 1262)	4-Year Private			
Academic Advising		5.37	5.31	***	5.35	5.20	***	5.60	5.30	**	5.57	5.52		***
Campus Climate	***	4.88	5.13		5.07	5.07	***	5.40	5.16	***	5.25	5.35	*	***
Campus Life	***	4.48	4.73		4.68	4.70		4.84	4.78	***	4.68	4.99	*	***
Campus Support Services	**	5.12	5.02	***	5.22	5.07	***	5.56	5.26	***	5.32	5.46	*	***
Concern for the Individual	***	4.85	5.15	**	4.95	5.05	***	5.37	5.14	***	5.19	5.34	*	***
Instructional Effectiveness	***	5.17	5.30		5.24	5.22	***	5.58	5.32	***	5.38	5.49		***
Recruitment and Financial Aid	***	4.54	4.85	**	4.70	4.80	***	5.10	4.92	*	5.04	5.12	*	***
Registration Effectiveness	***	4.62	4.94		4.85	4.87	***	5.15	4.99	***	4.86	5.18	*	***
Safety and Security	***	3.70	4.63	***	4.19	4.67	***	4.28	4.74	***	4.34	5.00	*	
Service Excellence	***	4.59	4.96	***	4.78	4.90	***	5.19	5.02	***	4.97	5.22	*	***
Student Centeredness	***	4.87	5.22	***	5.03	5.15	**	5.37	5.25	***	5.21	5.43	*	***

### AFRICAN-AMERICANS

	1998			2003			2008			2013		Berea 1998 to 2003	Berea 2003 to 2008	Berea 2008 to 2013
	Berea (N = 74)	4-Year Private		Berea (N = 183)	4-Year Private		Berea (N = 88)	4-Year Private		Berea (N = 209)	4-Year Private			
Academic Advising		5.12	5.06		5.29	5.11	***	5.79	5.21		5.64	5.46		***
Campus Climate		4.73	4.60		5.01	4.92	***	5.49	5.00		5.27	5.22	* (p<=.07)	*
Campus Life		4.49	4.29		4.69	4.55	*	4.97	4.67		4.76	4.88		
Campus Support Services	**	5.26	4.80		5.21	5.04	***	5.63	5.21		5.44	5.42		***
Concern for the Individual		4.53	4.66		4.86	4.82	***	5.40	4.95		5.26	5.17		***
Instructional Effectiveness		4.96	4.87		5.16	5.10	**	5.56	5.17		5.38	5.37		**
Recruitment and Financial Aid		4.28	4.46		4.63	4.74	**	5.24	4.84		5.18	5.11		***
Registration Effectiveness		4.69	4.53		4.74	4.79	*	5.20	4.92		5.13	5.18		*
Safety and Security	***	3.63	4.20	***	4.01	4.60	*	4.35	4.64	***	4.28	4.91		
Service Excellence		4.56	4.57		4.80	4.80	**	5.26	4.92		5.19	5.17		***
Student Centeredness		4.57	4.64		4.93	4.95	**	5.45	5.05		5.21	5.26	* (p<=.07)	***

### INTERNATIONAL

	1998			2003			2008			2013		Berea 1998 to 2003	Berea 2003 to 2008	Berea 2008 to 2013
	Berea (N = 70)	4-Year Private		Berea (N = 86)	4-Year Private		Berea (N = 56)	4-Year Private		Berea (N = 100)	4-Year Private			
Academic Advising	***	5.38	5.05	***	5.54	5.01	*	5.57	5.13	*	5.72	5.41		
Campus Climate		4.88	4.84	***	5.54	4.90	***	5.74	4.98	**	5.59	5.28	*	
Campus Life		4.49	4.50	***	5.11	4.56	***	5.30	4.65		5.00	5.00	*	*
Campus Support Services	***	5.13	4.83	***	5.59	4.93	***	5.83	5.05		5.55	5.39	*	
Concern for the Individual		4.86	4.85	**	5.20	4.84	**	5.41	4.94		5.38	5.24	*	
Instructional Effectiveness	***	5.18	4.99	***	5.51	5.04	***	5.68	5.12		5.58	5.39		
Recruitment and Financial Aid		4.54	4.48	***	5.06	4.54	***	5.51	4.67	*	5.30	5.01	*	
Registration Effectiveness	**	4.62	4.75	***	5.27	4.76	***	5.58	4.88		5.17	5.16	*	*
Safety and Security	***	3.66	4.64	*	5.03	4.67	**	5.16	4.71		5.13	5.08	*	
Service Excellence	***	4.58	4.78	***	5.22	4.79	***	5.60	4.90		5.38	5.22	*	
Student Centeredness		4.89	4.91	***	5.48	4.95	***	5.64	5.05		5.54	5.33	*	

\*Difference statistically significant at the .05 level.

\*\*Difference statistically significant at the .01 level.

\*\*\*Difference statistically significant at the .001 level.

NOTE: Satisfaction ratings are on a 7-point scale (7 = very satisfied).

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

*Percentage Frequency  
Distributions and Means*

**All Students**  
**Percentage Frequency Distribution and Means**

Mean	Importance to me....										Each item below describes an expectation about your experiences at Berea. On the <i>left</i> , tell us how <u>important</u> it is for Berea to meet this expectation. On the <i>right</i> , tell us how <u>satisfied</u> you are that Berea has met this expectation.	...My level of satisfaction										Mean
	1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	does not apply	Missing Info	not available/not used		Missing Info	not satisfied at all - 1	not very satisfied - 2	somewhat dissatisfied - 3	neutral - 4	somewhat satisfied - 5	satisfied - 6	very satisfied - 7			
<b>5.95</b>	1.3	1.0	1.3	10.7	13.2	28.8	43.1	0.4	0.4	1. Most students feel a sense of belonging here.	0.6	0.4	1.5	4.5	7.7	15.8	23.1	30.0	16.4	<b>5.12</b>		
<b>6.28</b>	0.3	0.5	1.0	4.4	10.9	28.1	54.0	0.2	0.8	2. The campus staff are caring and helpful.	0.9	0.2	0.6	2.1	4.7	10.9	23.3	38.7	18.6	<b>5.47</b>		
<b>6.13</b>	0.8	0.6	1.0	6.5	13.2	28.8	47.9	0.2	1.1	3. Faculty care about me as an individual.	1.0	0.2	1.0	1.9	5.0	12.9	22.0	33.0	23.0	<b>5.47</b>		
<b>6.00</b>	1.0	0.5	1.6	10.2	12.4	27.2	43.7	1.5	2.0	4. Admissions staff are knowledgeable.	2.3	3.2	1.7	2.1	5.9	20.6	18.1	31.0	15.2	<b>5.17</b>		
<b>6.24</b>	0.2	0.5	1.0	7.8	9.4	24.1	54.4	1.9	0.7	5. Financial aid counselors are helpful.	1.3	3.2	3.7	4.9	8.5	18.5	20.0	24.4	15.4	<b>4.90</b>		
<b>6.47</b>	0.4	0.3	0.6	3.4	6.3	23.4	64.7	0.2	0.7	6. My academic advisor is approachable.	1.0	0.2	2.1	1.8	4.4	9.2	12.4	25.7	43.3	<b>5.81</b>		
<b>6.45</b>	0.6	0.2	1.0	4.9	6.1	19.4	66.7	0.2	1.0	7. The campus is safe and secure for all students.	1.8	0.2	2.1	2.5	6.0	13.4	19.6	33.4	20.9	<b>5.35</b>		
<b>6.59</b>	0.4	0.2	0.4	3.2	3.9	17.7	72.2	0.2	1.8	8. The content of the courses within my major is valuable.	2.2	1.2	1.0	1.9	4.6	9.9	18.3	36.7	24.2	<b>5.58</b>		
<b>4.66</b>	7.8	5.2	6.5	22.3	22.3	16.9	16.1	2.0	0.9	9. A variety of intramural activities are offered.	1.6	7.5	1.0	1.0	3.5	31.2	14.9	24.4	14.9	<b>5.10</b>		
<b>5.80</b>	0.8	1.3	1.9	11.3	17.4	30.7	35.3	0.4	0.9	10. Administrators are approachable to students.	1.2	1.7	2.2	2.5	5.9	20.8	27.0	26.3	12.4	<b>5.02</b>		
<b>6.15</b>	0.6	0.5	1.3	8.0	10.6	26.8	50.0	1.3	1.0	11. Billing policies are reasonable.	1.6	1.7	3.9	6.0	9.7	20.6	20.4	24.6	11.6	<b>4.73</b>		
<b>6.20</b>	0.4	0.6	0.5	9.0	9.5	24.1	52.5	1.9	1.6	12. Financial aid awards are announced to students in time to be helpful in college planning.	1.6	2.8	2.6	4.0	8.6	19.7	19.4	25.2	16.2	<b>4.98</b>		
<b>5.82</b>	0.9	0.7	1.5	12.4	18.4	27.8	37.1	0.6	0.7	13. Library staff are helpful and approachable.	1.3	1.3	0.7	1.2	3.7	15.3	15.9	30.6	30.0	<b>5.63</b>		
<b>6.37</b>	0.4	0.5	0.5	5.3	8.0	23.8	60.5	0.3	0.7	14. My academic advisor is concerned about my success as an individual.	1.2	0.2	1.9	2.1	4.7	10.5	14.7	26.8	37.8	<b>5.69</b>		
<b>6.30</b>	0.5	0.9	1.0	5.8	8.2	23.4	57.8	1.3	1.1	15. The staff in the health services area are competent.	1.5	3.2	7.2	6.5	10.9	17.6	17.5	23.6	11.9	<b>4.58</b>		
<b>6.55</b>	0.2	0.2	0.6	4.3	4.0	18.6	70.3	0.6	1.2	16. The instruction in my major field is excellent.	1.7	1.4	1.1	2.5	4.1	9.7	21.7	33.5	24.2	<b>5.54</b>		
<b>6.51</b>	0.6	0.2	0.3	4.8	4.7	18.9	69.3	0.6	0.8	17. Adequate financial aid is available for most students.	1.0	1.0	1.6	2.5	5.5	11.6	19.3	27.5	30.0	<b>5.52</b>		
<b>6.17</b>	0.4	0.2	0.8	6.3	12.3	30.9	47.5	0.5	1.1	18. Library resources and services are adequate.	1.3	0.7	1.0	1.0	2.7	11.0	23.0	35.3	24.0	<b>5.61</b>		
<b>5.99</b>	1.0	0.8	1.0	9.4	14.5	28.9	43.0	0.5	1.0	19. My academic advisor helps me set goals to work toward.	1.0	1.0	3.0	2.9	7.5	18.0	17.8	26.1	22.7	<b>5.18</b>		
<b>5.94</b>	0.7	0.6	0.9	11.5	13.6	27.5	39.1	5.0	1.1	20. The business office is open during hours which are convenient for most students.	1.5	7.0	4.6	4.7	10.5	21.9	20.5	18.6	10.7	<b>4.61</b>		
<b>5.73</b>	3.2	2.5	1.7	10.8	11.3	22.2	39.3	8.2	0.8	21. The amount of student parking space on campus is adequate.	1.4	9.4	28.9	16.1	12.6	15.4	7.8	5.4	3.1	<b>2.84</b>		
<b>6.02</b>	0.9	0.7	1.0	11.4	8.3	25.7	43.7	7.5	0.8	22. Counseling staff care about students as individuals.	1.8	15.4	1.8	1.8	3.6	24.9	14.2	20.3	16.2	<b>5.10</b>		
<b>6.33</b>	0.6	0.6	1.2	5.8	6.9	21.3	58.5	4.1	1.0	23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	1.1	4.1	7.2	11.3	16.3	13.0	22.7	16.9	7.4	<b>4.19</b>		
<b>4.61</b>	10.5	5.2	5.5	21.0	14.4	15.2	19.3	7.8	1.0	24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	1.4	12.2	7.4	7.3	9.5	33.1	12.8	10.1	6.2	<b>4.06</b>		
<b>6.39</b>	0.5	0.3	0.9	4.9	7.3	22.8	62.3	0.2	0.8	25. Faculty are fair and unbiased in their treatment of individual students.	0.5	0.3	4.0	4.8	11.3	14.5	24.4	26.9	13.3	<b>4.86</b>		
<b>5.59</b>	1.2	1.6	3.2	16.6	13.6	20.9	32.3	9.8	0.7	26. Computer labs are adequate and accessible.	1.2	15.1	1.3	2.1	4.0	23.9	15.7	20.8	15.9	<b>5.11</b>		
<b>6.04</b>	0.4	0.5	1.3	9.2	13.1	29.8	43.3	1.3	1.2	27. The personnel involved in registration are helpful.	1.0	2.5	1.3	3.1	7.1	19.2	23.8	27.1	14.9	<b>5.09</b>		
<b>5.90</b>	1.4	0.8	1.6	11.9	11.4	25.2	40.6	5.2	2.0	28. Parking lots are well-lighted and secure.	2.4	6.7	4.7	5.9	12.2	21.3	18.7	19.0	9.0	<b>4.50</b>		
<b>6.38</b>	0.2	0.2	1.1	4.8	7.6	24.4	60.7	0.2	0.6	29. It is an enjoyable experience to be a student on this campus.	0.3	0.2	3.5	5.4	8.7	12.4	24.7	25.2	19.7	<b>5.05</b>		
<b>5.61</b>	1.9	2.5	2.5	12.8	16.0	25.7	32.4	5.4	0.8	30. Residence hall staff are concerned about me as an individual.	1.2	5.9	4.4	4.9	9.0	21.2	16.6	20.3	16.6	<b>4.80</b>		

**All Students**  
**Percentage Frequency Distribution and Means**

Mean	Importance to me....										Each item below describes an expectation about your experiences at Berea. On the <i>left</i> , tell us how <u>important</u> it is for Berea to meet this expectation. On the <i>right</i> , tell us how <u>satisfied</u> you are that Berea has met this expectation.	...My level of satisfaction										Mean
	1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	does not apply	Missing Info	not available/not used		Missing Info	not satisfied at all - 1	not very satisfied - 2	somewhat dissatisfied - 3	neutral - 4	somewhat satisfied - 5	satisfied - 6	very satisfied - 7			
<b>5.47</b>	4.2	1.7	2.6	18.9	10.0	18.2	35.0	8.3	1.0	31. Males and females have equal opportunities to participate in intercollegiate athletics.	1.7	14.2	0.9	0.7	2.5	24.3	10.9	22.8	21.9	<b>5.38</b>		
<b>5.95</b>	0.7	1.1	1.7	9.8	14.1	25.4	42.6	2.5	1.9	32. Tutoring services are readily available.	1.3	8.1	1.0	1.5	4.0	16.5	16.4	26.2	24.9	<b>5.47</b>		
<b>6.53</b>	0.5	0.1	0.6	4.4	4.5	18.1	70.4	0.6	0.7	33. My academic advisor is knowledgeable about requirements in my major.	0.6	1.0	1.9	2.8	4.0	9.7	13.1	25.4	41.5	<b>5.76</b>		
<b>6.51</b>	0.2	0.4	0.9	3.7	5.5	20.0	68.2	0.2	0.9	34. I am able to register for classes I need with few conflicts.	0.6	0.2	6.8	7.6	15.5	11.3	21.9	21.6	14.6	<b>4.58</b>		
<b>6.11</b>	0.5	0.3	0.7	8.9	11.4	29.3	45.2	2.2	1.4	35. The assessment and course placement procedures are reasonable.	1.7	2.9	2.1	2.3	7.3	23.8	20.6	27.3	12.1	<b>4.98</b>		
<b>6.40</b>	0.6	0.3	0.9	5.3	6.7	19.0	62.4	3.4	1.5	36. Security staff respond quickly in emergencies.	1.4	8.4	7.1	5.7	10.0	18.1	16.4	20.5	12.3	<b>4.57</b>		
<b>5.73</b>	1.4	1.1	2.2	13.8	16.9	26.9	35.9	1.0	0.9	37. I feel a sense of pride about my campus.	1.2	1.1	4.2	4.4	5.3	19.3	20.3	23.6	20.6	<b>5.05</b>		
<b>6.21</b>	1.3	0.3	1.0	6.4	8.3	24.8	51.9	4.8	1.2	38. There is an adequate selection of food available in the cafeteria.	1.0	5.0	17.5	13.5	14.8	15.5	18.1	9.2	5.3	<b>3.55</b>		
<b>6.49</b>	0.2	0.5	0.2	4.0	6.4	21.2	65.8	0.2	1.5	39. I am able to experience intellectual growth here.	1.4	0.2	1.1	1.2	3.7	9.7	18.7	32.6	31.3	<b>5.71</b>		
<b>6.09</b>	1.0	0.7	1.2	7.6	11.3	25.4	45.7	5.2	1.9	40. Residence hall regulations are reasonable.	2.1	5.2	12.4	9.0	13.2	15.0	16.7	15.3	11.1	<b>4.13</b>		
<b>6.34</b>	0.5	0.3	0.8	5.0	7.3	28.1	56.7	0.3	1.1	41. There is a commitment to academic excellence on this campus.	0.6	0.3	1.0	0.8	3.0	11.0	17.5	31.7	34.2	<b>5.77</b>		
<b>5.40</b>	2.7	2.1	3.4	17.1	18.2	24.3	27.6	3.5	1.1	42. There are sufficient number of weekend activities for students.	1.0	5.3	6.5	7.2	11.9	26.5	17.0	15.2	9.3	<b>4.31</b>		
<b>5.85</b>	0.8	0.5	1.3	12.8	14.0	25.9	36.1	6.7	1.7	43. Admissions counselors respond to prospective students' unique needs and requests.	1.5	9.9	1.0	2.0	4.7	26.6	17.0	21.9	15.4	<b>5.08</b>		
<b>6.03</b>	0.3	0.6	1.0	10.6	11.6	28.1	42.1	3.8	2.1	44. Academic support services adequately meet the needs of students.	2.0	7.0	1.0	1.7	5.6	23.1	19.9	25.5	14.3	<b>5.12</b>		
<b>6.24</b>	0.4	0.2	0.7	7.3	10.3	26.2	53.4	0.5	1.0	45. Students are made to feel welcome on this campus.	0.9	0.6	1.4	1.4	5.3	14.1	22.3	30.2	23.9	<b>5.44</b>		
<b>5.72</b>	1.1	1.0	2.6	13.3	17.0	27.9	34.1	1.4	1.5	46. I can easily get involved in campus organizations.	1.5	3.6	1.8	1.3	5.4	19.3	21.2	23.4	22.5	<b>5.28</b>		
<b>6.31</b>	0.2	0.5	0.6	5.5	9.0	27.5	54.6	0.6	1.5	47. Faculty provide timely feedback about student progress in a course.	1.5	0.7	2.8	3.4	10.4	15.0	27.8	26.2	12.2	<b>4.93</b>		
<b>6.03</b>	0.7	0.5	0.8	11.7	10.0	26.1	44.1	4.1	2.0	48. Admissions counselors accurately portray the campus in their recruiting practices.	1.9	5.6	4.4	6.7	11.7	20.2	17.8	20.0	11.6	<b>4.59</b>		
<b>6.16</b>	0.6	0.4	1.0	6.8	11.1	29.0	48.3	1.7	1.0	49. There are adequate services to help me decide upon a career.	0.9	4.9	3.1	3.2	9.6	20.4	22.2	21.6	14.1	<b>4.88</b>		
<b>6.08</b>	0.6	0.5	1.3	8.2	11.7	31.1	44.8	0.9	1.0	50. Class change (drop/add) policies are reasonable.	0.9	1.9	1.4	2.5	5.4	17.7	21.0	28.5	20.7	<b>5.29</b>		
<b>6.03</b>	1.0	0.6	2.1	10.1	10.5	26.5	47.2	0.6	1.3	51. This institution has a good reputation within the community.	1.1	1.4	1.0	1.5	2.9	13.2	15.8	31.5	31.5	<b>5.69</b>		
<b>5.47</b>	1.7	1.5	2.5	17.7	15.2	21.8	26.5	11.3	1.7	52. The student center is a comfortable place for students to spend their leisure time.	2.5	17.0	4.0	3.2	6.0	26.3	14.6	14.9	11.6	<b>4.68</b>		
<b>6.18</b>	0.7	0.4	0.6	7.1	11.5	28.1	49.8	0.5	1.3	53. Faculty take into consideration student differences as they teach a course.	0.8	0.8	2.9	3.6	11.6	17.8	25.9	23.5	13.2	<b>4.86</b>		
<b>5.75</b>	0.6	1.0	3.6	13.2	16.3	27.2	36.0	1.1	1.1	54. Bookstore staff are helpful.	0.9	1.3	2.1	1.7	4.4	18.5	18.3	29.0	23.9	<b>5.37</b>		
<b>6.43</b>	0.2	0.2	0.6	4.2	7.1	25.3	60.9	0.4	1.2	55. Major requirements are clear and reasonable.	1.0	0.5	1.0	2.4	8.4	11.6	21.2	30.5	23.4	<b>5.38</b>		
<b>5.44</b>	2.8	1.8	3.5	18.1	14.4	24.2	29.3	4.1	1.8	56. The student handbook provides helpful information about campus life.	1.7	8.1	2.7	2.9	4.7	28.6	17.7	20.8	12.8	<b>4.88</b>		
<b>6.09</b>	0.6	0.3	1.2	10.9	10.0	25.4	47.9	2.4	1.4	57. I seldom get the "run-around" when seeking information on this campus.	1.4	2.8	10.5	6.3	12.0	21.2	19.7	16.6	9.4	<b>4.26</b>		
<b>6.46</b>	0.3	0.1	0.9	4.2	6.5	21.4	65.0	0.2	1.4	58. The quality of instruction I receive in most of my classes is excellent.	1.2	0.2	1.0	1.7	5.5	10.5	24.3	33.8	21.8	<b>5.47</b>		
<b>6.27</b>	0.3	0.3	1.3	5.5	10.0	26.5	53.8	5.0	1.7	59. This institution shows concern for students as individuals.	1.6	0.5	2.9	2.7	8.2	13.7	23.4	27.7	19.3	<b>5.17</b>		
<b>5.71</b>	1.3	2.1	2.3	12.4	17.2	26.5	35.5	0.6	2.0	60. I generally know what's happening on campus.	1.9	1.0	2.3	2.8	6.1	20.0	22.4	25.6	17.9	<b>5.12</b>		
<b>5.95</b>	0.7	0.9	0.8	12.0	11.0	25.1	39.6	7.8	2.0	61. Adjunct faculty are competent as classroom instructors.	2.2	10.2	1.1	1.8	2.9	22.8	18.4	25.8	14.7	<b>5.19</b>		

**All Students**  
**Percentage Frequency Distribution and Means**

**Importance to me....**

**...My level of satisfaction**

Mean	Importance to me....										Each item below describes an expectation about your experiences at Berea. On the <i>left</i> , tell us how <u>important</u> it is for Berea to meet this expectation. On the <i>right</i> , tell us how <u>satisfied</u> you are that Berea has met this expectation.	...My level of satisfaction										Mean
	1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	does not apply	Missing Info	very satisfied - 7		satisfied - 6	somewhat satisfied - 5	neutral - 4	somewhat dissatisfied - 3	not very satisfied - 2	not satisfied at all - 1	not available/not used	Missing Info			
<b>6.06</b>	1.5	0.3	1.6	10.0	11.1	23.6	50.1	0.6	1.3	62. There is a strong commitment to racial harmony on this campus.	1.0	1.0	1.8	2.7	5.7	14.4	18.1	27.4	27.8	<b>5.43</b>		
<b>6.08</b>	0.6	0.6	1.4	9.1	10.5	27.4	45.9	2.9	1.7	63. Student disciplinary procedures are fair.	1.3	7.5	2.8	3.9	8.9	19.9	17.4	25.1	13.2	<b>4.90</b>		
<b>5.97</b>	1.0	1.0	1.3	10.7	12.4	25.5	43.7	2.1	2.4	64. New student orientation services help students adjust to college.	2.3	3.2	2.9	2.4	6.9	19.5	18.5	25.0	19.3	<b>5.12</b>		
<b>6.32</b>	0.2	0.3	0.8	4.1	9.0	30.1	53.9	0.2	1.3	65. Faculty are usually available after class and during office hours.	1.2	0.6	0.5	1.5	4.4	8.7	18.5	33.7	31.0	<b>5.73</b>		
<b>6.51</b>	0.2	0.2	0.3	5.1	4.4	17.2	64.8	6.5	1.3	66. Tuition paid is a worthwhile investment.	1.7	6.7	0.4	1.5	2.1	9.5	10.6	24.0	43.3	<b>5.99</b>		
<b>6.29</b>	0.3	0.6	1.0	6.6	8.6	24.2	56.5	0.6	1.7	67. Freedom of expression is protected on campus.	1.3	1.4	2.8	2.2	5.3	14.4	17.8	28.4	26.3	<b>5.39</b>		
<b>6.50</b>	0.2	0.3	0.5	4.2	5.1	21.0	66.3	0.3	2.1	68. Nearly all of the faculty are knowledgeable in their field.	1.7	2.0	0.4	0.5	2.9	9.5	15.8	33.8	35.3	<b>5.87</b>		
<b>6.40</b>	0.2	0.2	0.8	4.7	6.3	27.0	59.1	0.2	1.4	69. There is a good variety of courses provided on this campus.	1.0	0.2	2.6	2.7	8.9	10.5	22.3	29.6	22.3	<b>5.28</b>		
<b>5.79</b>	1.0	0.5	0.8	12.3	7.7	17.7	27.7	30.4	1.9	70. Graduate teaching assistants are competent as classroom instructors.	2.9	35.0	1.7	0.9	2.5	23.0	12.0	13.2	8.8	<b>4.89</b>		
<b>5.99</b>	0.6	0.6	1.3	10.6	12.0	28.1	41.8	3.5	1.7	71. Channels for expressing student complaints are readily available.	1.3	7.0	6.3	5.2	11.6	22.4	19.3	17.7	9.3	<b>4.45</b>		
<b>6.19</b>	0.3	0.2	1.2	7.3	10.4	28.9	49.5	0.6	1.7	72. On the whole, the campus is well-maintained.	1.2	0.6	1.4	2.0	5.2	11.6	20.4	30.9	26.7	<b>5.52</b>		
<b>5.98</b>	1.3	4.0	1.0	12.0	10.5	25.8	43.9	3.6	1.6	73. Student activity fees are put to good use.	1.2	6.6	6.6	5.7	9.7	24.5	17.3	17.7	10.8	<b>4.48</b>		



**All Students**  
**Percentage Frequency Distribution and Means**

...My level of satisfaction

How satisfied are you that this campus demonstrates a commitment to meeting the needs of:

	not available/not used	Missing Info	not satisfied at all - 1	not very satisfied - 2	somewhat dissatisfied - 3	neutral - 4	somewhat satisfied - 5	satisfied - 6	very satisfied - 7	Mean
Part-time students	3.6	28.8	3.5	2.7	3.4	27.3	10.1	12.8	7.8	<b>4.59</b>
Evening students	3.9	33.0	4.0	3.4	3.4	28.1	8.3	9.6	6.3	<b>4.39</b>
Older, returning learners	3.5	13.2	2.0	1.8	4.1	19.5	16.4	21.6	18.0	<b>5.20</b>
Under-represented populations	3.6	9.2	2.1	1.7	4.0	17.7	14.9	23.8	23.1	<b>5.35</b>
Commuters	3.7	19.2	4.0	4.0	7.1	24.2	13.5	12.5	11.8	<b>4.61</b>
Students with disabilities	3.4	8.4	2.8	2.2	4.7	15.0	13.5	26.7	23.3	<b>5.35</b>

Importance to me....

How important were each of the following factors in your decision to enroll here?

Mean	1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	does not apply	Missing Info	
<b>6.78</b>	0.6	0.4	0.0	1.4	2.1	7.7	86.5	0.4	1.0	Cost
<b>6.69</b>	0.4	0.5	0.2	2.6	3.6	9.7	81.8	0.4	0.9	Financial aid
<b>6.18</b>	1.2	0.8	1.3	5.5	12.1	23.1	54.5	0.4	1.0	Academic reputation
<b>5.38</b>	6.7	2.6	3.5	14.6	15.0	17.8	38.0	0.6	1.1	Size of institution
<b>3.27</b>	38.7	7.3	6.2	14.7	8.0	5.1	16.2	2.9	1.0	Opportunity to play sports
<b>4.68</b>	9.5	5.6	5.5	18.1	21.0	16.3	18.9	3.6	1.4	Recommendation from family/friends
<b>4.44</b>	12.5	5.9	7.2	20.9	19.4	14.1	17.3	1.6	1.0	Geographic setting
<b>4.97</b>	7.0	4.0	4.4	17.5	22.1	22.6	20.4	1.0	1.0	Campus appearance
<b>4.91</b>	7.7	4.0	5.7	19.3	18.1	19.1	22.7	2.4	0.9	Personalized attention prior to enrollment

*Berea-Specific  
Student Satisfaction Survey*

# *Strengths/Challenges*

# Strengths and Challenges

2013 Berea-Specific  
Satisfaction Survey

All Students (N = 1,256)

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- The academic program provides me with adequate opportunities to explore personal interests.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- The range of major programs available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- There are sufficient services on campus to help me prepare for a future career.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).
- My academic advisor has helped me plan for getting into graduate school.

- I feel safe on campus.
- I have made friends at Berea College.
- My use of the Internet and other technology contributes to my overall education.
- The library has adequate spaces for quiet and individual study.
- My personal relationships with others at the College contribute to my overall education.
- I understand the goals and expectations of the Labor Program.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- The Labor Program has been a valuable part of my overall education.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- There are adequate opportunities for me to provide community and other service.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

Very Satisfied

LOWER PRIORITY

- My academic advisor helped me make the transition from high school to college.
- There is a feeling of community in my residence hall.
- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- GSTR courses have helped me develop my quantitative reasoning skills.
- When the library is not open, I know I can use Ask-a-Librarian.
- The Career Development Office contributes to my overall education.
- Convocations have enriched my education at the College.
- The Center for Excellence through Service (CELTs) contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- The Woodson Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.

- The student body is racially/ethnically diverse.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Lists are rank ordered by importance. Seven-point scales were used.

CHALLENGES

Very Important  
HIGHER PRIORITY

STRENGTHS

- The academic program provides me with adequate opportunities to explore personal interests.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- The range of major programs available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- There are sufficient services on campus to help me prepare for a future career.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).
- My academic advisor has helped me plan for getting into graduate school.
- There is sufficient study space on the campus.
- There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.)

- I feel safe on campus.
- I have made friends at Berea College.
- My use of the Internet and other technology contributes to my overall education.
- The library has adequate spaces for quiet and individual study.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- My personal relationships with others at the College contribute to my overall education.
- I understand the goals and expectations of the Labor Program.
- *The Labor Program has been a valuable part of my overall education.*
- *There are adequate opportunities for me to provide community and other service. (lower priority for men)*
- Faculty are concerned about individual students learning.
- My labor supervisor is helping me understand the relationship between work and my overall education.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

Very Satisfied

LOWER PRIORITY

- GSTR courses have helped me develop my quantitative reasoning skills.
- When the library is not open, I know I can use Ask-a-Librarian.
- The Career Development Office contributes to my overall education.
- Convocations have enriched my education at the College.
- The Center for Excellence through Service (CELTs) contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- The Woodson Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.
- *My academic advisor helped me make the transition from high school to college.*
- *There is a feeling of community in my residence hall.*
- *Having my GSTR 110 instructor as my advisor helped me succeed in my first year.*
- GSTR courses have helped me develop my critical thinking skills.
- There is a feeling of community in the Ecovillage.
- The Center for International Education contributes to my overall education.

- The student body is racially/ethnically diverse.
- There are adequate opportunities for me to provide community and other service. (higher priority for women and all students)

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

# Strengths and Challenges

2013 Berea-Specific  
Satisfaction Survey

**Freshmen (N = 257)**

Very Important

## CHALLENGES

HIGHER PRIORITY

## STRENGTHS

- Faculty members provide feedback that helps me know what to do to improve my performance.
- The academic program provides me with adequate opportunities to explore personal interests.
- The range of major programs is available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- GSTR courses have helped me develop my writing skills.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).
- There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).

- I feel safe on campus.
- I have made friends at Berea College.
- My use of the Internet and other technology contributes to my overall education.
- I understand the goals and expectations of the Labor Program.
- The library has adequate spaces for quiet individual study.
- There is sufficient study space on the campus.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- My personal relationships with others at the College contribute to my overall education.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

LOWER PRIORITY

Very Satisfied

- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- My academic advisor has helped me plan for getting into graduate school.
- My academic advisor helped me make the transition from high school to college.
- When the library is not open, I know I can use Ask-a-Librarian.
- The Career Development Office contributes to my overall education.
- Convocations have enriched my education at the College.
- There is a feeling of community in the Ecovillage.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- The Woodson Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.

- The student body is racially/ethnically diverse.
- There are adequate opportunities for me to provide community and other service.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Lists are rank ordered by importance. Seven-point scales were used.

# Strengths and Challenges

2013 Berea-Specific  
Satisfaction Survey

**Sophomores (N = 308)**

Very Important

HIGHER PRIORITY

## CHALLENGES

- The academic program provides me with adequate opportunities to explore personal interests.
- The range of major programs is available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).
- There are sufficient services on campus to help me prepare for a future career.
- My academic advisor has helped me plan for getting into graduate school.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

## STRENGTHS

- I feel safe on campus.
- I have made friends at Berea College.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- My use of the Internet and other technology contributes to my overall education.
- The library has adequate spaces for quiet individual study.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- My personal relationships with others at the College contribute to my overall education.
- I understand the goals and expectations of the Labor Program.
- The Labor Program has been a valuable part of my overall education.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- There are adequate opportunities for me to provide community and other service.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

LOWER PRIORITY

Very Satisfied

- There is a feeling of community in my residence hall.
- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- My academic advisor helped me make the transition from high school to college.
- GSTR courses have helped me develop my quantitative reasoning skills.
- When the library is not open, I know I can use Ask-a-Librarian.
- The Career Development Office contributes to my overall education.
- There is a feeling of community in the Ecovillage.
- Convocations have enriched my education at the College.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Woodson Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

- The student body is racially/ethnically diverse.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Lists are rank ordered by importance. Seven-point scales were used.

# Strengths and Challenges

2013 Berea-Specific  
Satisfaction Survey

**Juniors (N = 331)**

Very Important

**HIGHER PRIORITY**

## CHALLENGES

- The academic program provides me with adequate opportunities to explore personal interests.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- The range of major programs is available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- My academic advisor has helped me plan for getting into graduate school.
- There are sufficient services on campus to help me prepare for a future career.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

## STRENGTHS

- I have made friends at Berea College.
- My use of the Internet and other technology contributes to my overall education.
- I feel safe on campus.
- My personal relationships with others at the College contribute to my overall education.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- I understand the goals and expectations of the Labor Program.
- The library has adequate spaces for quiet individual study.
- The Labor Program has been a valuable part of my overall education.
- My labor supervisor is helping me understand the relationship between work and my overall education.
- I feel comfortable seeking assistance from librarians and student workers at the library.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- GSTR courses have helped me develop my writing skills.
- GSTR courses have helped me develop my critical thinking skills.
- My academic advisor helped me make the transition from high school to college.
- There is a feeling of community in my residence hall.
- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- GSTR courses have helped me develop my quantitative reasoning skills.
- The Career Development Office contributes to my overall education.
- When the library is not open, I know I can use Ask-a-Librarian.
- Convocations have enriched my education at the College.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Woodson Center contributes to my overall education.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

- The student body is racially/ethnically diverse.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

NOTES: Lists are rank ordered by importance. Seven-point scales were used.



# Strengths and Challenges

2013 Berea-Specific  
Satisfaction Survey

Seniors (N = 338)

Very Important

HIGHER PRIORITY

## CHALLENGES

## STRENGTHS

- Faculty members provide feedback that helps me know what to do to improve my performance.
- The academic program provides me with adequate opportunities to explore personal interests.
- The range of major programs is available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- There are sufficient services on campus to help me prepare for a future career.
- There is sufficient study space on the campus.
- My academic advisor has helped me plan for getting into graduate school.
- My academic advisor has helped my understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).

- I feel safe on campus.
- I have made friends at Berea College.
- Faculty are concerned about individual student learning.
- My use of the Internet and other technology contributes to my overall education.
- The library has adequate spaces for quiet individual study.
- My personal relationships with others at the College contribute to my overall education.
- The Labor Program has been a valuable part of my overall education.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- I understand the goals and expectations of the Labor Program.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- There are adequate opportunities for me to provide community and other service.
- My labor supervisor is helping me understand the relationship between work and my overall education.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

LOWER PRIORITY

Very Satisfied

- GSTR courses have helped me develop my critical thinking skills.
- My academic advisor helped me make the transition from high school to college.
- There is a feeling of community in my residence hall.
- GSTR courses have helped me develop my quantitative reasoning skills.
- When the library is not open, I know I can use Ask-a-Librarian.
- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- The Career Development Office contributes to my overall education.
- Convocations have enriched my education at the College.
- The Appalachian Center contributes to my overall education.
- The Woodson Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.

*There were no items in this category.*

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

# Strengths and Challenges

All African-American Students (N = 208)

2013 Berea-Specific  
Satisfaction Survey

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- The academic program provides me with adequate opportunities to explore personal interests.
- The range of major programs available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- There are sufficient services on campus to help me prepare for a future career.
- Faculty are concerned about individual student learning.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).
- My academic advisor has helped me plan for getting into graduate school.
- The student body is racially/ethnically diverse.

- The library has adequate spaces for quiet individual study.
- I feel safe on campus.
- My use of the Internet and other technology contributes to my overall education.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- I have made friends at Berea College.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- I understand the goals and expectations of the Labor Program.
- My labor supervisor is helping me understand the relationship between work and my overall education.
- There are adequate opportunities for me to provide community and other service.
- My personal relationships with others at the College contribute to my overall education.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

LOWER PRIORITY

Very Satisfied

- My academic advisor helped me make the transition from high school to college.
- There is a feeling of community in my residence hall.
- GSTR courses have helped me develop my quantitative reasoning skills.
- When the library is not open, I know I can use Ask-a-Librarian.
- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- My labor supervisor encourages me to incorporate wellness/health practices into my everyday life.
- The Center for International Education contributes to my overall education.
- The Woodson Center contributes to my overall education.
- Convocations have enriched my education at the College.
- The Campus Christian Center contributes to my overall education.
- The Appalachian Center contributes to my overall education.

- I believe the College has initiated adequate environmental/sustainability practices.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

**CHALLENGES**

Very Important  
**HIGHER PRIORITY**

**STRENGTHS**

- The academic program provides me with adequate opportunities to explore personal interests.
- The range of major programs available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- There are sufficient services on campus to help me prepare for a future career.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).
- My academic advisor has helped me plan for getting into graduate school.
- The student body is racially/ethnically diverse.
- *Faculty are concerned about individual student learning.*

- The library has adequate spaces for quiet individual study.
- I feel safe on campus.
- My use of the Internet and other technology contributes to my overall education
- Faculty members provide feedback that helps me know what to do to improve my performance.
- I have made friends at Berea College.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- I understand the goals and expectations of the Labor Program.
- My personal relationships with others at the College contribute to my overall education.
- *There is sufficient study space on the campus.*
- *There are adequate opportunities for me to provide community and other service. (lower priority for men)*
- *My labor supervisor is helping me understand the relationship between work and my overall education.*

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- GSTR courses have helped me develop my quantitative reasoning skills.
- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- The Center for International Education contributes to my overall education.
- The Woodson Center contributes to my overall education.
- Convocations have enriched my education at the College.
- The Campus Christian Center contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- *My academic advisor helped me make the transition from high school to college.*
- *There is a feeling of community in my residence hall.*
- *When the library is not open, I know I can use Ask-a-Librarian.*
- *My labor supervisor encourages me to incorporate wellness/health practices into my everyday life.*
- The racial/ethnic diversity of the student body contributes to my overall education.
- The Career Development Office contributes to my overall education.
- The Black Cultural Center contributes to my overall education.
- The Center for Excellence through Service (CELTs) contributes to my overall education.

- *I believe the College has initiated adequate environmental/sustainability practices.*
- *There are adequate opportunities for me to provide community and other service. (higher priority for women and all African-American students)*

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

# Strengths and Challenges

**All Other Domestic Students (N = 931)**

2013 Berea-Specific  
Satisfaction Survey

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- The academic program provides me with adequate opportunities to explore personal interests.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- The range of major programs available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- There are sufficient services on campus to help me prepare for a future career.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).
- My academic advisor has helped me plan for getting into graduate school.

- I have made friends at Berea College.
- I feel safe on campus.
- My use of the Internet and other technology contributes to my overall education.
- My personal relationships with others at the College contribute to my overall education.
- I understand the goals and expectations of the Labor Program.
- The library has adequate spaces for quiet individual study.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- The Labor Program has been a valuable part of my overall education.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- My labor supervisor is helping me understand the relationship between work and my overall education.
- There are adequate opportunities for me to provide community service.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- GSTR courses have helped me develop my critical thinking skills.
- My academic advisor helped me make the transition from high school to college.
- GSTR courses have helped me develop my quantitative reasoning skills.
- When the library is not open, I know I can use Ask-a-Librarian.
- There is a feeling of community in the Ecovillage.
- Convocations have enriched my education at the College.
- The Career Development Office contributes to my overall education.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Woodson Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.

- The student body is racially/ethnically diverse.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

**CHALLENGES**

Very Important  
**HIGHER PRIORITY**

**STRENGTHS**

- The academic program provides me with adequate opportunities to explore personal interests.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- The range of major programs available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- My academic advisor has helped me plan for getting into graduate school.
- *My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).*
- *There are sufficient services on campus to help me prepare for a future career.*
- *There is sufficient study space on the campus.*
- *There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).*

- I have made friends at Berea College.
- I feel safe on campus.
- My use of the Internet and other technology contributes to my overall education.
- My personal relationships with others at the College contribute to my overall education.
- I understand the goals and expectations of the Labor Program.
- The library has adequate spaces for quiet individual study.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- My labor supervisor is helping me understand the relationship between work and my overall education.
- Faculty are concerned about individual student learning.
- *The Labor Program has been a valuable part of my overall education.*
- *There are adequate opportunities for me to provide community service. (lower priority for men)*

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- GSTR courses have helped me develop my quantitative reasoning skills.
- When the library is not open, I know I can use Ask-a-Librarian.
- Convocations have enriched my education at the College.
- The Career Development Office contributes to my overall education.
- The Center for Excellence through Service (CELTs) contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Woodson Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.
- *My academic advisor helped me make the transition from high school to college.*
- *There is a feeling of community in my residence hall.*
- *Having my GSTR 110 instructor as my advisor helped me succeed in my first year.*
- *GSTR courses have helped me develop my critical thinking skills.*
- *There is a feeling of community in the Ecovillage.*
- *GSTR courses have helped me develop my writing skills.*
- *The Center for International Education contributes to my overall education.*

- The student body is racially/ethnically diverse.
- *There are adequate opportunities for me to provide community service. (higher priority for women and all other domestic students)*

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

# Strengths and Challenges

2013 Berea-Specific  
Satisfaction Survey

## All International Students (N = 98)

Very Important

HIGHER PRIORITY

### CHALLENGES

- The academic program provides me with adequate opportunities to explore personal interests.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).
- My academic advisor has helped me plan for getting into graduate school.
- The range of major programs available at Berea is adequate.
- There are sufficient services on campus to help me prepare for a future career.
- My academic advisor has helped me plan for a future career.
- There is sufficient study space on the campus.
- The Learning Center services are adequate to support the needs of students.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Very Dissatisfied

### STRENGTHS

- My use of the Internet and other technology contributes to my overall education.
- I feel safe on campus.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- The library has adequate spaces for quiet individual study.
- I have made friends at Berea College.
- I understand the goals and expectations of the Labor Program.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- My labor supervisor is helping me understand the relationship between work and my overall education.
- The Labor Program has been a valuable part of my overall education.
- The student body is racially/ethnically diverse.
- There are adequate opportunities for me to provide community and other service.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Satisfied

LOWER PRIORITY

- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- My academic advisor helped me make the transition from high school to college.
- There is a feeling of community in my residence hall.
- GSTR courses have helped me develop my quantitative reasoning skills.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- The Woodson Center contributes to my overall education.
- There is a feeling of community in the Ecovillage.
- The Appalachian Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.

- I believe the College has initiated adequate environmental/sustainability practices.
- My personal relationships with others at the College contribute to my overall education.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant



**CHALLENGES**

Very Important  
**HIGHER PRIORITY**

**STRENGTHS**

- The academic program provides me with adequate opportunities to explore personal interests.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).
- My academic advisor has helped me plan for getting into graduate school.
- The range of major programs available at Berea is adequate.
- My academic advisor has helped me plan for a future career.
- *There are sufficient services on campus to help me prepare for a future career. (lower priority for men)*
- *Faculty are concerned about individual student learning.*
- *There is sufficient study space on the campus.*
- *There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).*

- My use of the Internet and other technology contributes to my overall education.
- I feel safe on campus.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- I have made friends at Berea College.
- I understand the goals and expectations of the Labor Program.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- *The library has adequate spaces for quiet individual study.*
- *The Labor Program has been a valuable part of my overall education. (lower priority for men)*
- *There are adequate opportunities for me to provide community and other service.*
- *My labor supervisor is helping me understand the relationship between work and my overall education.*
- *The student body is racially/ethnically diverse.*
- *I believe the College has initiated adequate environmental/sustainability practices. (lower for priority women and all international students)*
- *My personal relationships with others at the College contribute to my overall education. (lower priority for women and all international students)*

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- There is a feeling of community in my residence hall.
- GSTR courses have helped me develop my quantitative reasoning skills.
- The Woodson Center contributes to my overall education.
- There is a feeling of community in the Ecovillage.
- The Appalachian Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.
- My labor supervisor encourages me to incorporate wellness/health practices into my everyday life.
- *My academic advisor helped me make the transition from high school to college.*
- *There are sufficient services on campus to help me prepare for a future career. (higher priority for women and all international students)*
- *The Learning Center services are adequate to support the needs of students. (higher priority for all international students)*
- *The Center for Excellence through Service (CELTS) contributes to my overall education.*
- *GSTR courses have helped me develop my critical thinking skills.*
- *When the library is not open, I know I can use Ask-a-Librarian.*

- *I believe the College has initiated adequate environmental/sustainability practices. (higher priority for men)*
- *My personal relationships with others at the College contribute to my overall education. (higher priority for men)*
- *The Labor Program has been a valuable part of my overall education. (higher priority for women and all international students)*

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant

# Strengths and Challenges

2013 Berea-Specific  
Satisfaction Survey

## All White Male Students from At-Risk or Distressed Appalachian Counties (N = 99)

Very Important

### CHALLENGES

HIGHER PRIORITY

### STRENGTHS

- The academic program provides me with adequate opportunities to explore personal interests.
- My academic advisor has helped me plan for a future career.
- The range of major programs available at Berea is adequate.
- There are sufficient services on campus to help me prepare for a future career.
- My academic advisor has helped me plan for getting into graduate school.
- My academic advisor helped me make the transition from high school to college.

- I have made friends at Berea College.
- I feel safe on campus.
- The library has adequate spaces for individual study.
- My use of the Internet and other technology contributes to my overall education.
- My personal relationships with others at the College contribute to my overall education.
- I understand the goals and expectations of the Labor Program.
- Faculty are concerned about individual student learning.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- I feel comfortable seeking assistance from librarians and student workers at the library.
- My labor supervisor is helping me understand the relationship between work and my overall education.

At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

At or above the median in importance and at or above the top quartile of satisfaction.

Very Dissatisfied

LOWER PRIORITY

Very Satisfied

- There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).
- GSTR courses have helped me develop my critical thinking skills.
- GSTR courses have helped me develop my writing skills.
- GSTR courses have helped me develop my quantitative reasoning skills.
- When the library is not open, I know I can use Ask-a-Librarian.
- The Career Development Office contributes to my overall education.
- Convocations have enriched my education at the College.
- The Center for International Education contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- There is a feeling of community in the Ecovillage.
- The Woodson Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.

- There are adequate opportunities for me to provide community and other service.
- The student body is racially/ethnically diverse.

Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

Below the median in importance and at or above the top quartile of satisfaction.

Very Unimportant



**Strengths and Challenges by Selected Student Groups  
Spring 2013 Administration**

Berea-Specific  
Satisfaction Survey

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Men (N = 500)</b>	<b>All Students Women (N = 737)</b>	<b>African-American Men (N = 75)</b>	<b>African-American Women (N = 133)</b>	<b>All Other Domestic Men (N = 374)</b>	<b>All Other Domestic Women (N = 557)</b>	<b>International Men (N = 51)</b>	<b>International Women (N = 47)</b>	<b>White Men from Appalachian At Risk and Distressed Counties (N = 99)</b>	<b>Freshmen (N = 257)</b>	<b>Sophomores (N = 308)</b>	<b>Juniors (N = 331)</b>	<b>Seniors (N = 338)</b>
<b>LOW PRIORITY STRENGTH</b>													
<b>HIGH PRIORITY CHALLENGE</b>													
<b>LOW PRIORITY CHALLENGE</b>													
1. The range of major programs available at Berea is adequate													
2. The academic program provides me with adequate opportunities to explore personal interests.													
3. My academic advisor has helped me plan for getting into graduate school.													
4. My academic advisor has helped me plan for a future career.													
5. My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).													
6. Convocations have enriched my education at the College.													
7. The Labor Program has been a valuable part of my overall education.													
8. My labor supervisor encourages me to incorporate wellness/health practices into my everyday life.													
9. My academic advisor helped me make the transition from high school to college.													
10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.													
11. GSTR courses have helped me develop my writing skills.													
12. GSTR courses have helped me develop my critical thinking skills.													
<b>HIGH PRIORITY STRENGTH:</b> At or above the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>LOW PRIORITY STRENGTH:</b> Below the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>HIGH PRIORITY CHALLENGE:</b> At or above the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													
<b>LOW PRIORITY CHALLENGE:</b> Below the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													

**Strengths and Challenges by Selected Student Groups  
Spring 2013 Administration**

Berea-Specific  
Satisfaction Survey

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Men (N = 500)</b>	<b>All Students Women (N = 737)</b>	<b>African-American Men (N = 75)</b>	<b>African-American Women (N = 133)</b>	<b>All Other Domestic Men (N = 374)</b>	<b>All Other Domestic Women (N = 557)</b>	<b>International Men (N = 51)</b>	<b>International Women (N = 47)</b>	<b>White Men from Appalachian At Risk and Distressed Counties (N = 99)</b>	<b>Freshmen (N = 257)</b>	<b>Sophomores (N = 308)</b>	<b>Juniors (N = 331)</b>	<b>Seniors (N = 338)</b>
<b>LOW PRIORITY STRENGTH</b>													
<b>HIGH PRIORITY CHALLENGE</b>													
<b>LOW PRIORITY CHALLENGE</b>													
13. GSTR courses have helped me develop my quantitative reasoning skills.													
14. There is sufficient study space on the campus.													
15. There are sufficient services on campus to help me prepare for a future career.													
16. The Learning Center services are adequate to support the needs of students.													
17. The student body is racially/ethnically diverse.													
18. The racial/ethnic diversity of the student body contributes to my overall education.													
19. The Appalachian Center contributes to my overall education.													
20. The Center for International Education contributes to my overall education.													
21. The Campus Christian Center contributes to my overall education.													
22. The Center for Excellence through Service (CELTS) contributes to my overall education.													
23. The Woodson Center contributes to my overall education.													
24. The Office of Internships contributes to my overall education.													
25. The Career Development Office contributes to my overall education.													
26. The Black Cultural Center contributes to my overall education.													
HIGH PRIORITY STRENGTH: At or above the median in importance <u>and</u> at or above the top quartile of satisfaction.													
LOW PRIORITY STRENGTH: Below the median in importance <u>and</u> at or above the top quartile of satisfaction.													
HIGH PRIORITY CHALLENGE: At or above the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													
LOW PRIORITY CHALLENGE: Below the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													

**Strengths and Challenges by Selected Student Groups  
Spring 2013 Administration**

Berea-Specific  
Satisfaction Survey

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Men (N = 500)</b>	<b>All Students Women (N = 737)</b>	<b>African-American Men (N = 75)</b>	<b>African-American Women (N = 133)</b>	<b>All Other Domestic Men (N = 374)</b>	<b>All Other Domestic Women (N = 557)</b>	<b>International Men (N = 51)</b>	<b>International Women (N = 47)</b>	<b>White Men from Appalachian At Risk and Distressed Counties (N = 99)</b>	<b>Freshmen (N = 257)</b>	<b>Sophomores (N = 308)</b>	<b>Juniors (N = 331)</b>	<b>Seniors (N = 338)</b>
<b>LOW PRIORITY STRENGTH</b>													
<b>HIGH PRIORITY CHALLENGE</b>													
<b>LOW PRIORITY CHALLENGE</b>													
27. Faculty are concerned about individual student learning.													
28. I have made friends at Berea College.													
29. My personal relationships with others at the College contribute to my overall education.													
30. There is a feeling of community in my residence hall.													
31. There is a feeling of community in the Ecovillage.													
32. There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).													
33. I understand the goals and expectations of the Labor Program.													
34. I feel safe on campus.													
35. Faculty members provide feedback that helps me know what to do to improve my performance.													
36. I believe the College has initiated adequate environmental/sustainability practices.													
37. There are adequate opportunities for me to provide community and other service.													
38. My use of the Internet and other technology contributes to my overall education.													
HIGH PRIORITY STRENGTH: At or above the median in importance <u>and</u> at or above the top quartile of satisfaction.													
LOW PRIORITY STRENGTH: Below the median in importance <u>and</u> at or above the top quartile of satisfaction.													
HIGH PRIORITY CHALLENGE: At or above the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													
LOW PRIORITY CHALLENGE: Below the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													

**Strengths and Challenges by Selected Student Groups  
Spring 2013 Administration**

Berea-Specific  
Satisfaction Survey

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Men (N = 500)</b>	<b>All Students Women (N = 737)</b>	<b>African- American Men (N = 75)</b>	<b>African- American Women (N = 133)</b>	<b>All Other Domestic Men (N = 374)</b>	<b>All Other Domestic Women (N = 557)</b>	<b>Inter- national Men (N = 51)</b>	<b>Inter- national Women (N = 47)</b>	<b>White Men from Appalachian At Risk and Distressed Counties (N = 99)</b>	<b>Freshmen (N = 257)</b>	<b>Sophomores (N = 308)</b>	<b>Juniors (N = 331)</b>	<b>Seniors (N = 338)</b>
<b>LOW PRIORITY STRENGTH</b>													
<b>HIGH PRIORITY CHALLENGE</b>													
<b>LOW PRIORITY CHALLENGE</b>													
39. My labor supervisor is helping me understand the relationship between work and my overall education.													
40. I feel comfortable seeking assistance from librarians and student workers at the library.													
41. I can identify, find, and use relevant and appropriate sources of information at the library.													
42. Contacting the library via e-mail or phone is a helpful service.													
43. When the library is not open, I know I can use Ask-a-Librarian.													
44. The library has adequate spaces for quiet individual study.													
<b>HIGH PRIORITY STRENGTH:</b> At or above the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>LOW PRIORITY STRENGTH:</b> Below the median in importance <u>and</u> at or above the top quartile of satisfaction.													
<b>HIGH PRIORITY CHALLENGE:</b> At or above the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													
<b>LOW PRIORITY CHALLENGE:</b> Below the median in importance <u>and</u> at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.													

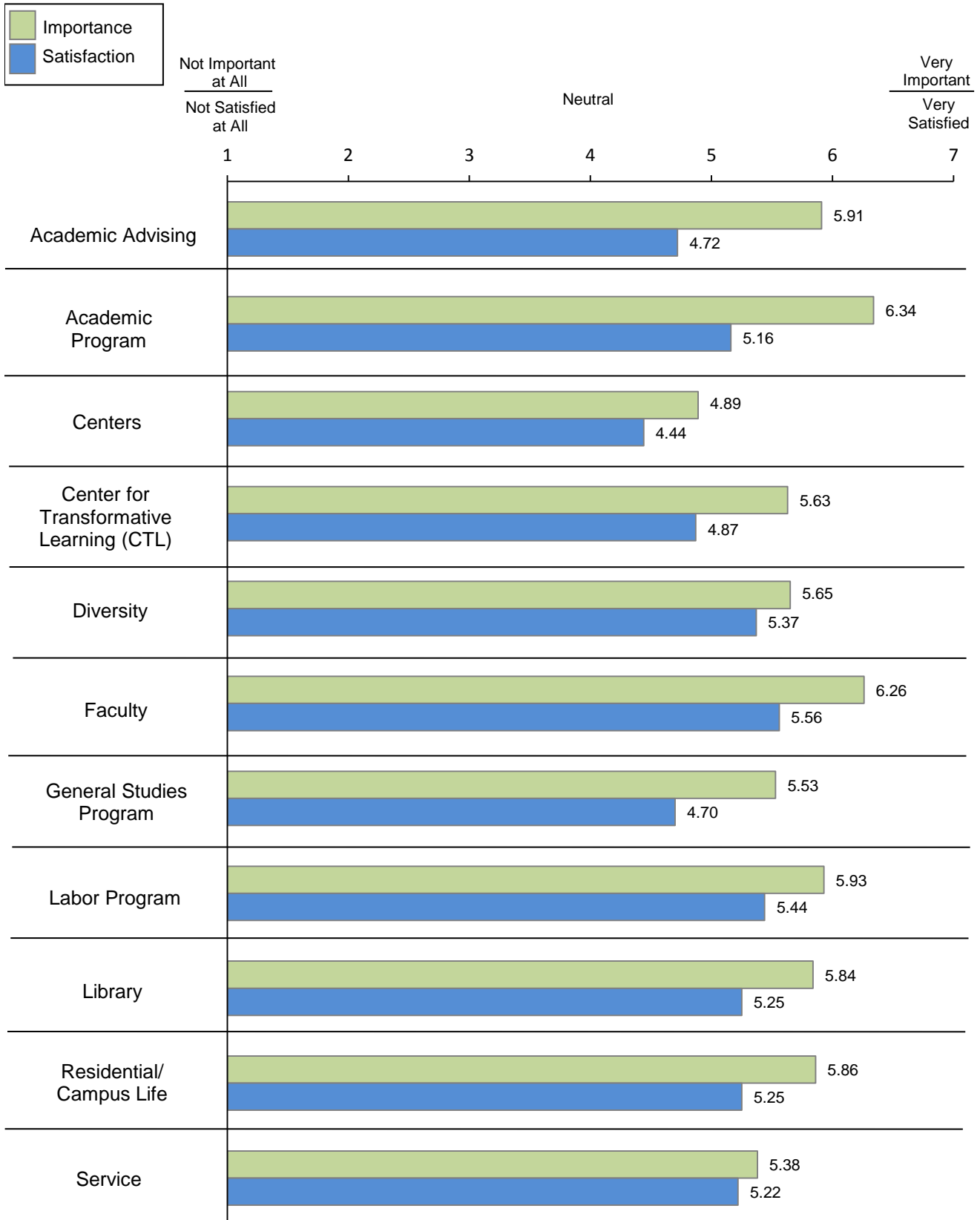
*Importance/Satisfaction  
Ratings  
by Item Groups*

*2013 Administration*

- All Students
- African-American Students
- International Students

**All Students**  
**Importance and Satisfaction Ratings by Item Groups**  
**2013 Administration**

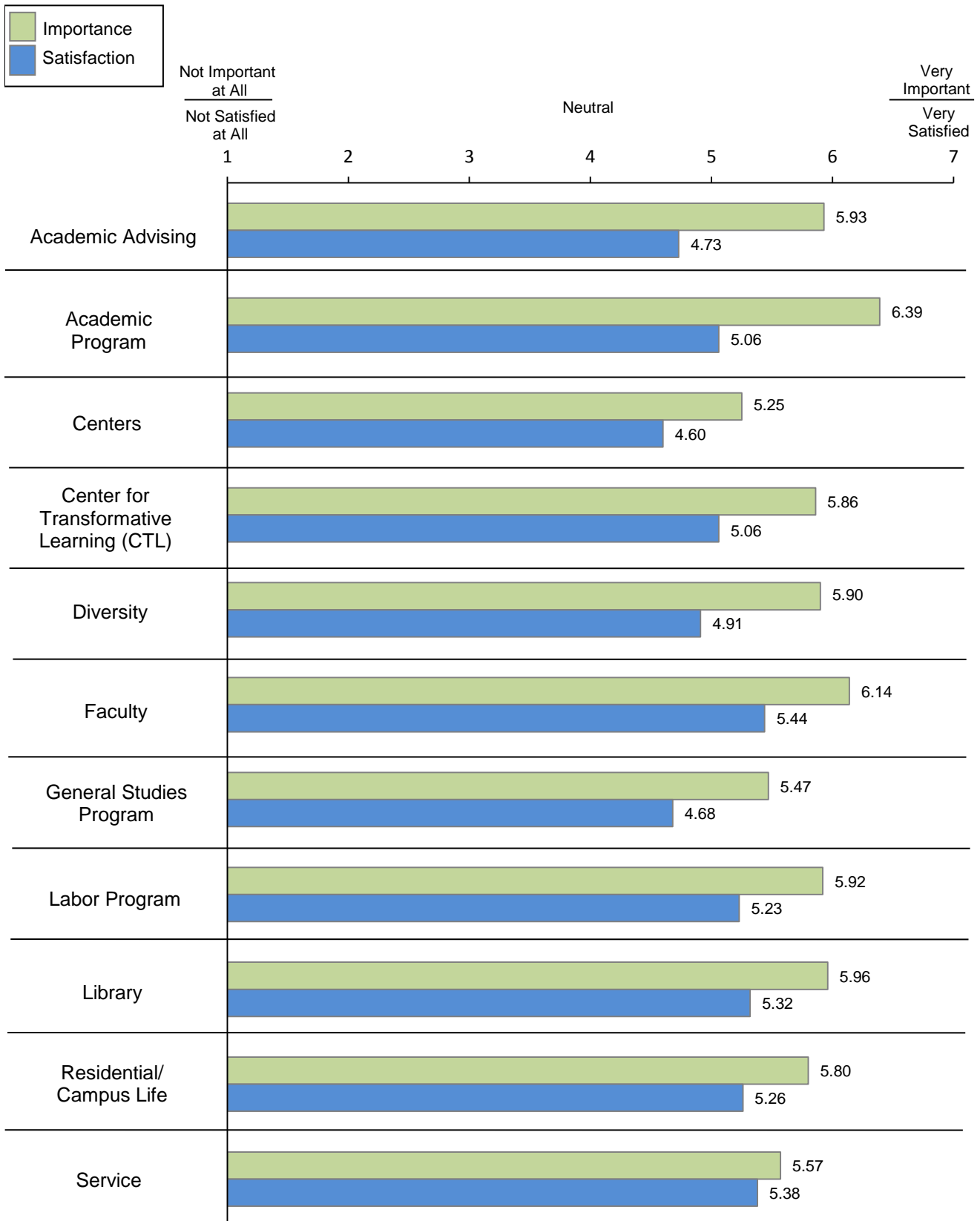
Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%

**African-American Students**  
**Importance and Satisfaction Ratings by Item Groups**  
**2013 Administration**

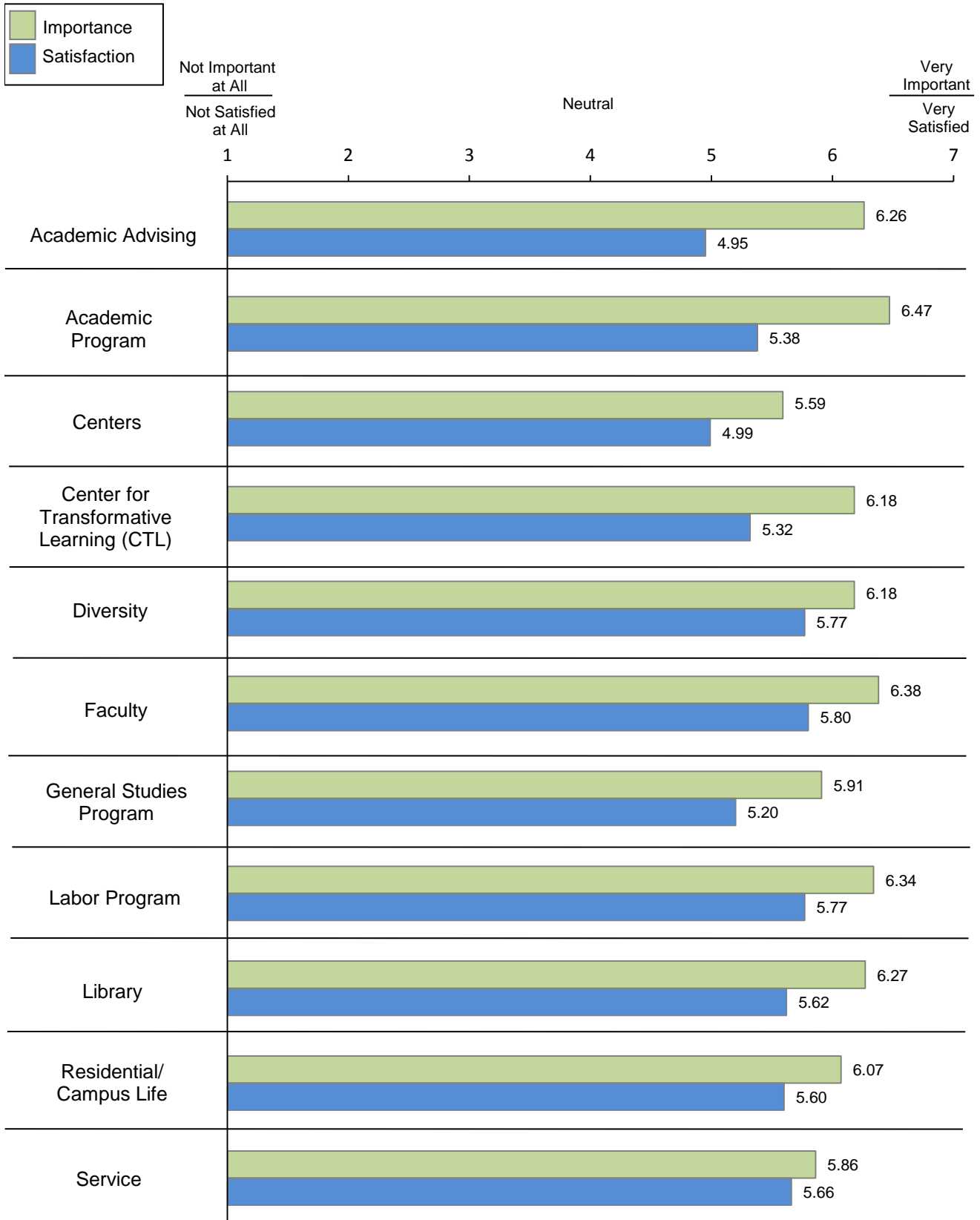
Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%

**International Students**  
**Importance and Satisfaction Ratings by Item Groups**  
**2013 Administration**

Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%



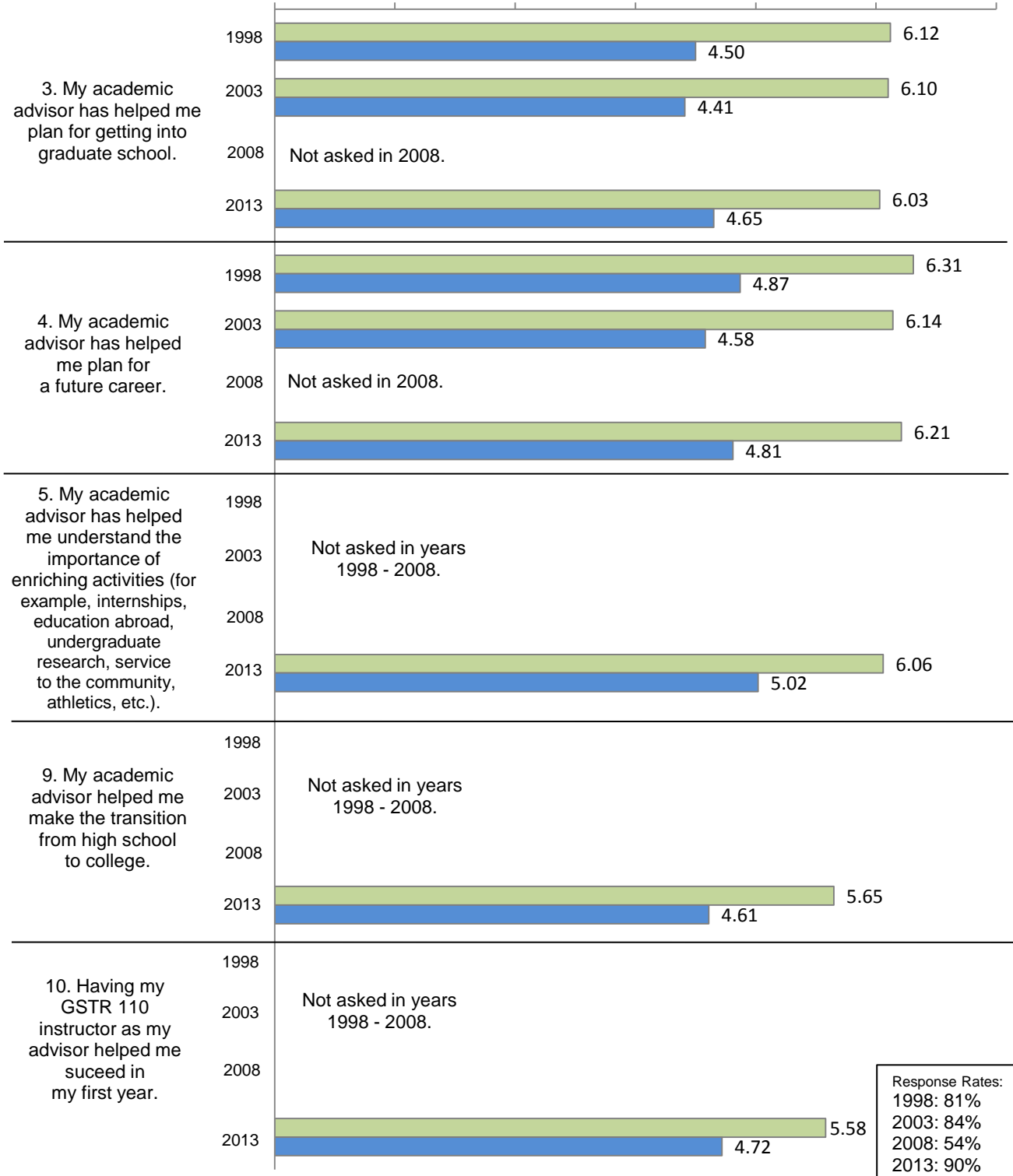
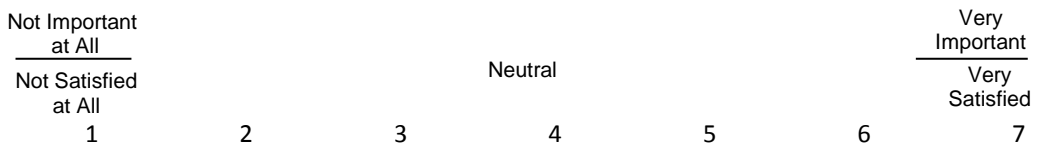
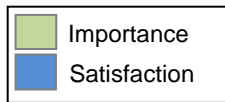
# *Importance/Satisfaction Ratings within Item Groups*

*All Years (1998, 2003, 2008, and 2013 when applicable)  
All Students, African-American Students,  
and International Students for the  
following Item Groups:*

<i>Academic Advising</i>	<i>General Studies Program</i>
<i>Academic Program</i>	<i>Labor Program</i>
<i>Centers</i>	<i>Library</i>
<i>Center for Transformative Learning (CTL)</i>	<i>Residential/Campus Life</i>
<i>Diversity</i>	<i>Service</i>
<i>Faculty</i>	<i>(Miscellaneous – 2 items)</i>

**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Academic Advising**

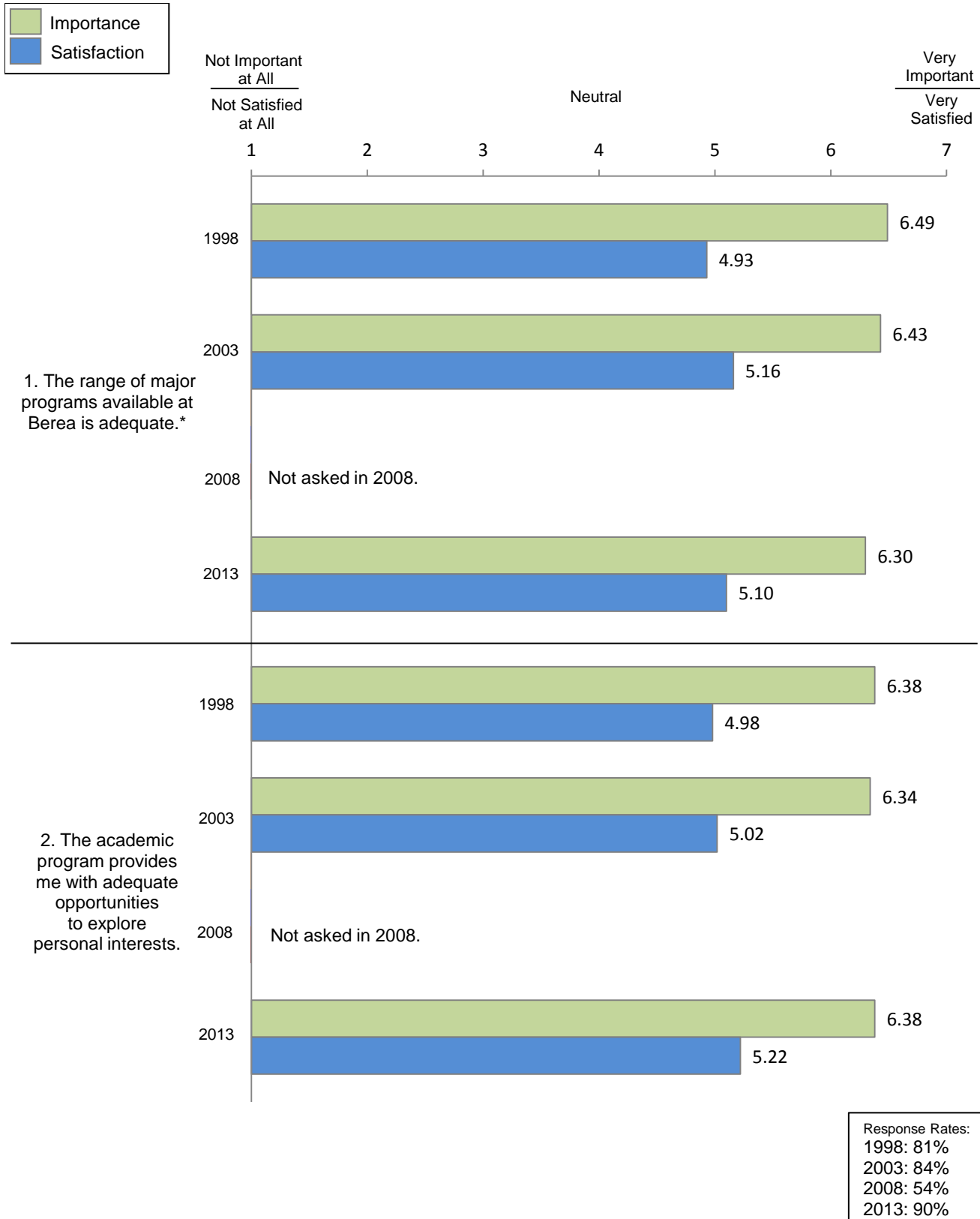
Berea-Specific  
Satisfaction Survey



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

**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Academic Program**

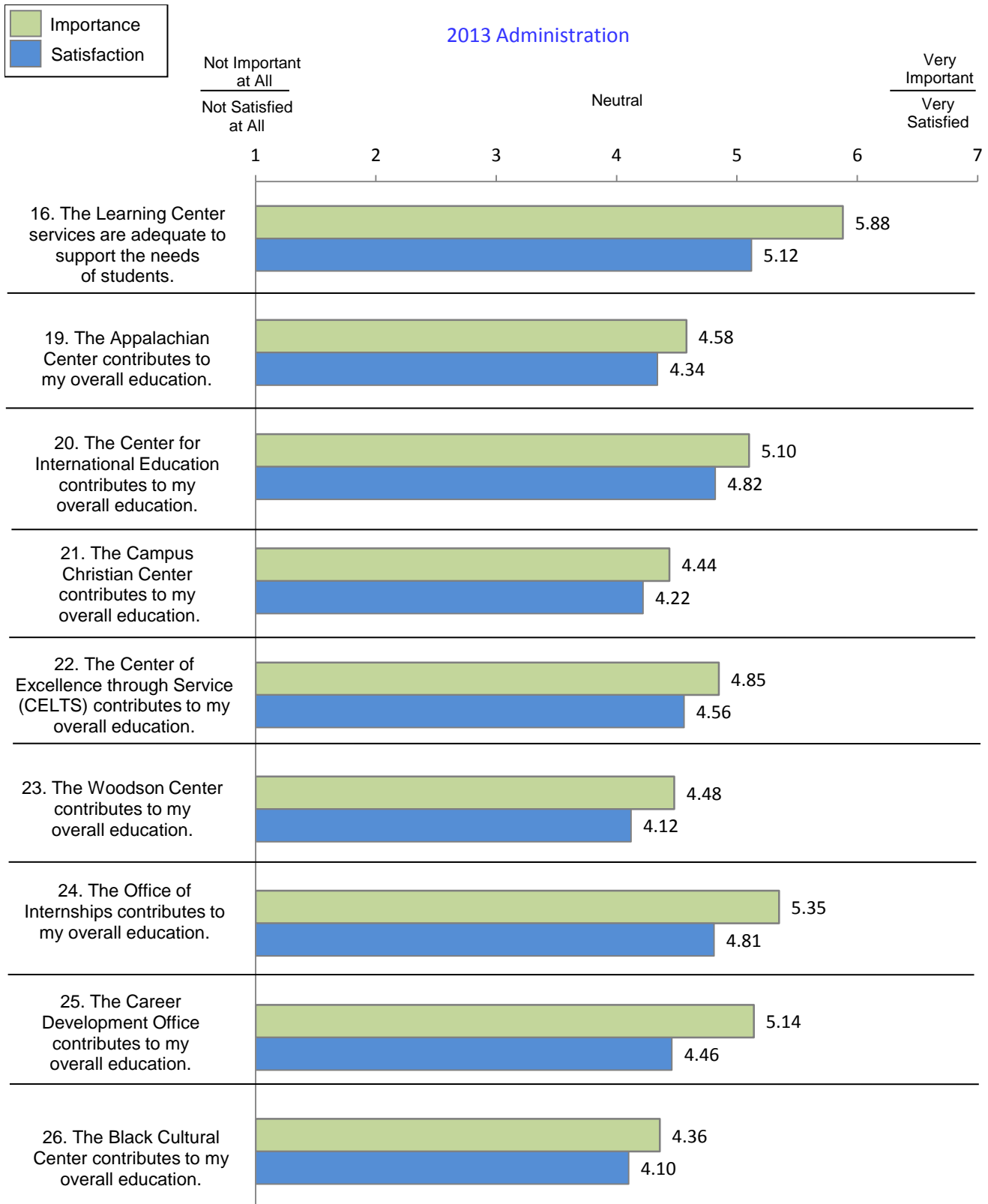
Berea-Specific  
Satisfaction Survey



\*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

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

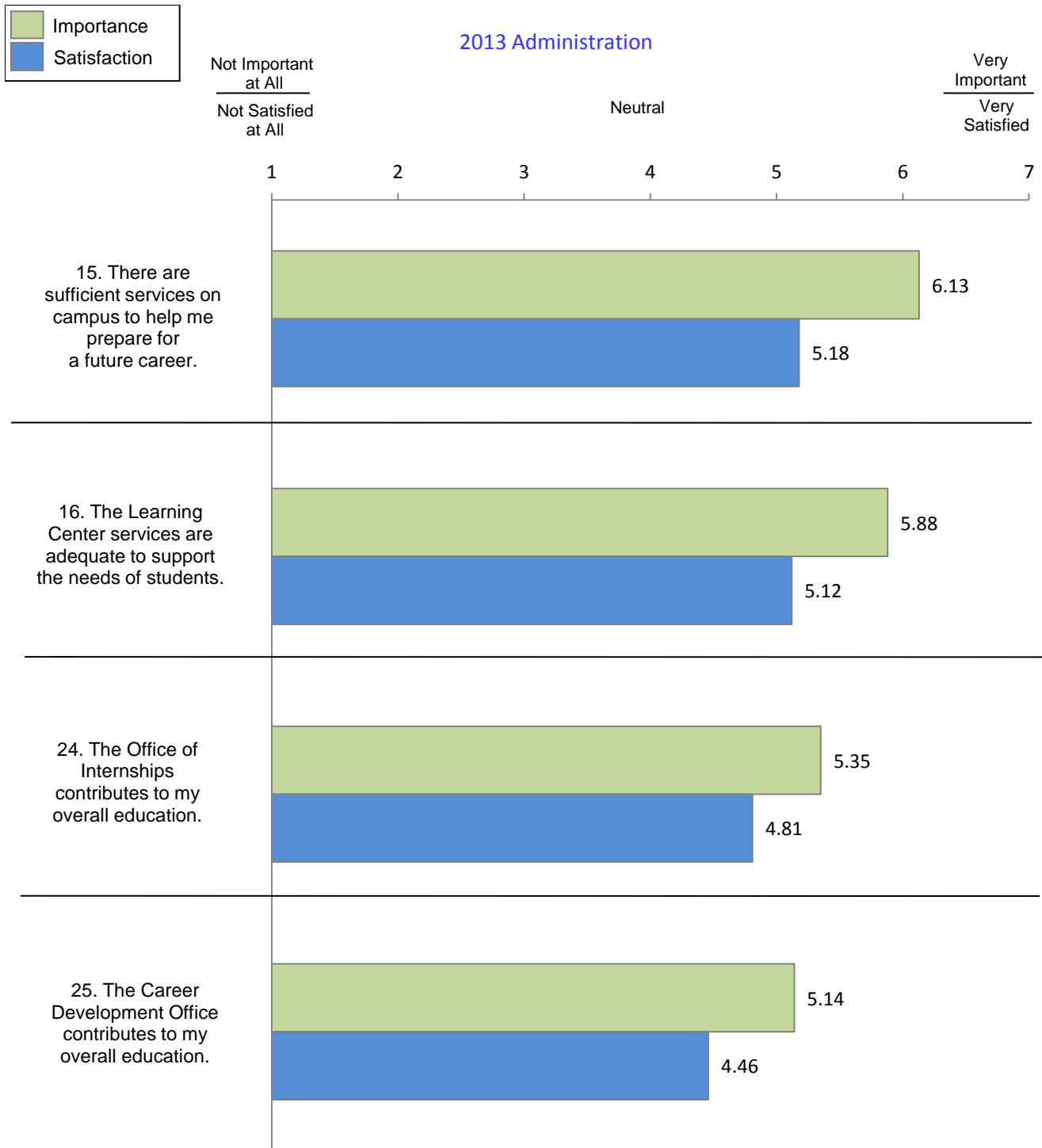
Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%

**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Center for Transformative Learning (CTL)**

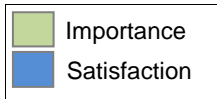
Berea-Specific  
Satisfaction Survey



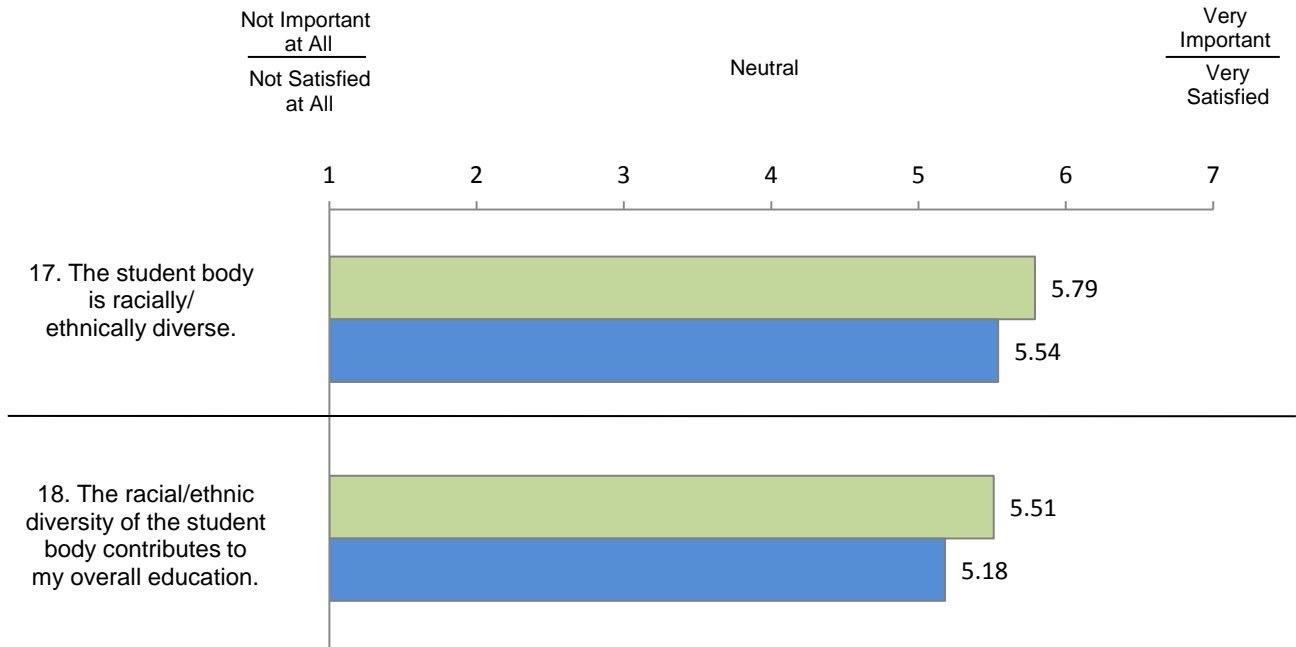
Response Rates:  
2013: 90%

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

Berea-Specific  
Satisfaction Survey



2013 Administration

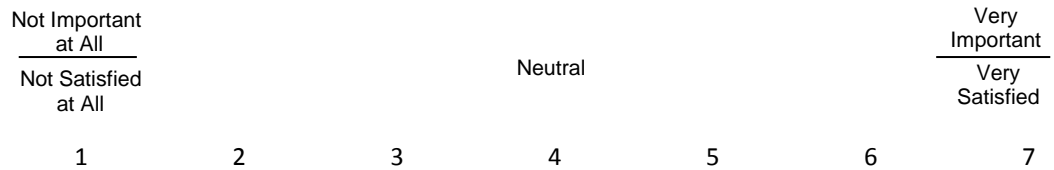
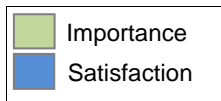


Response Rates:  
2013: 90%

**All Students**

**Importance and Satisfaction Ratings within Item Group:  
Faculty**

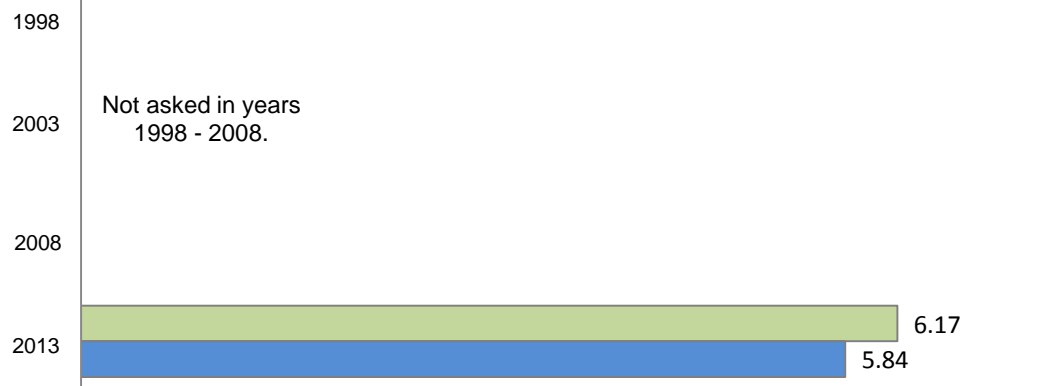
Berea-Specific  
Satisfaction Survey



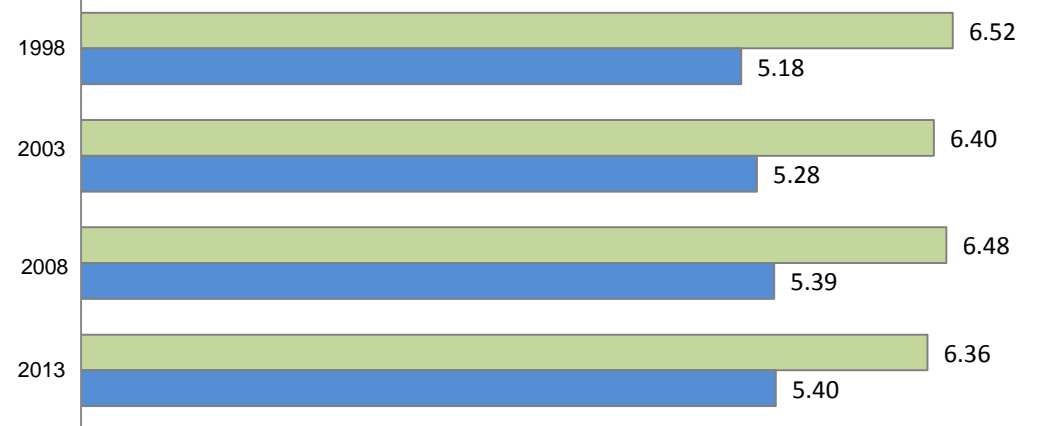
27. Faculty are concerned about individual student learning.



29. My personal relationships with others at the College contribute to my overall education.



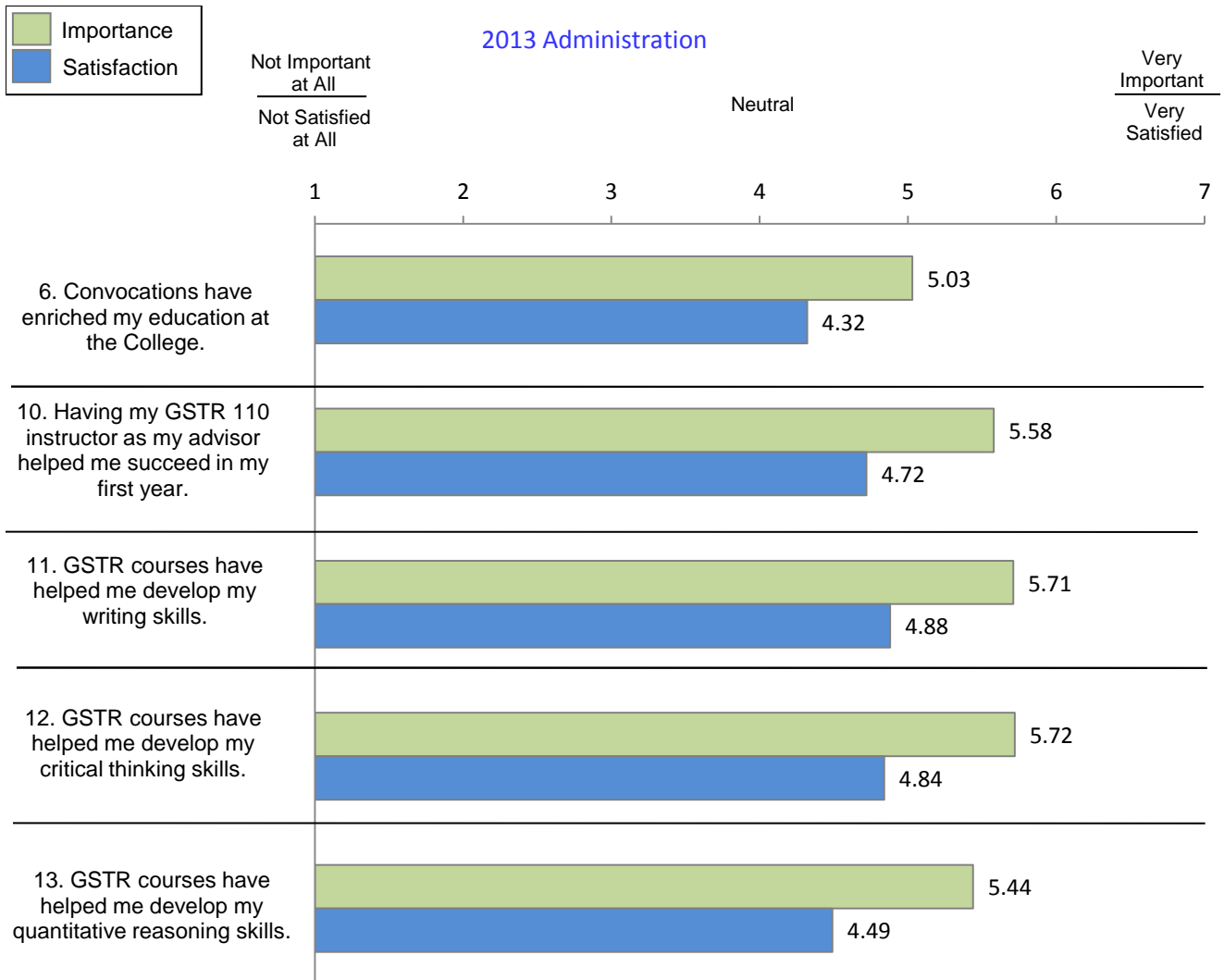
35. Faculty members provide feedback that helps me know what to do to improve my performance.



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

**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**General Studies Program**

Berea-Specific  
Satisfaction Survey

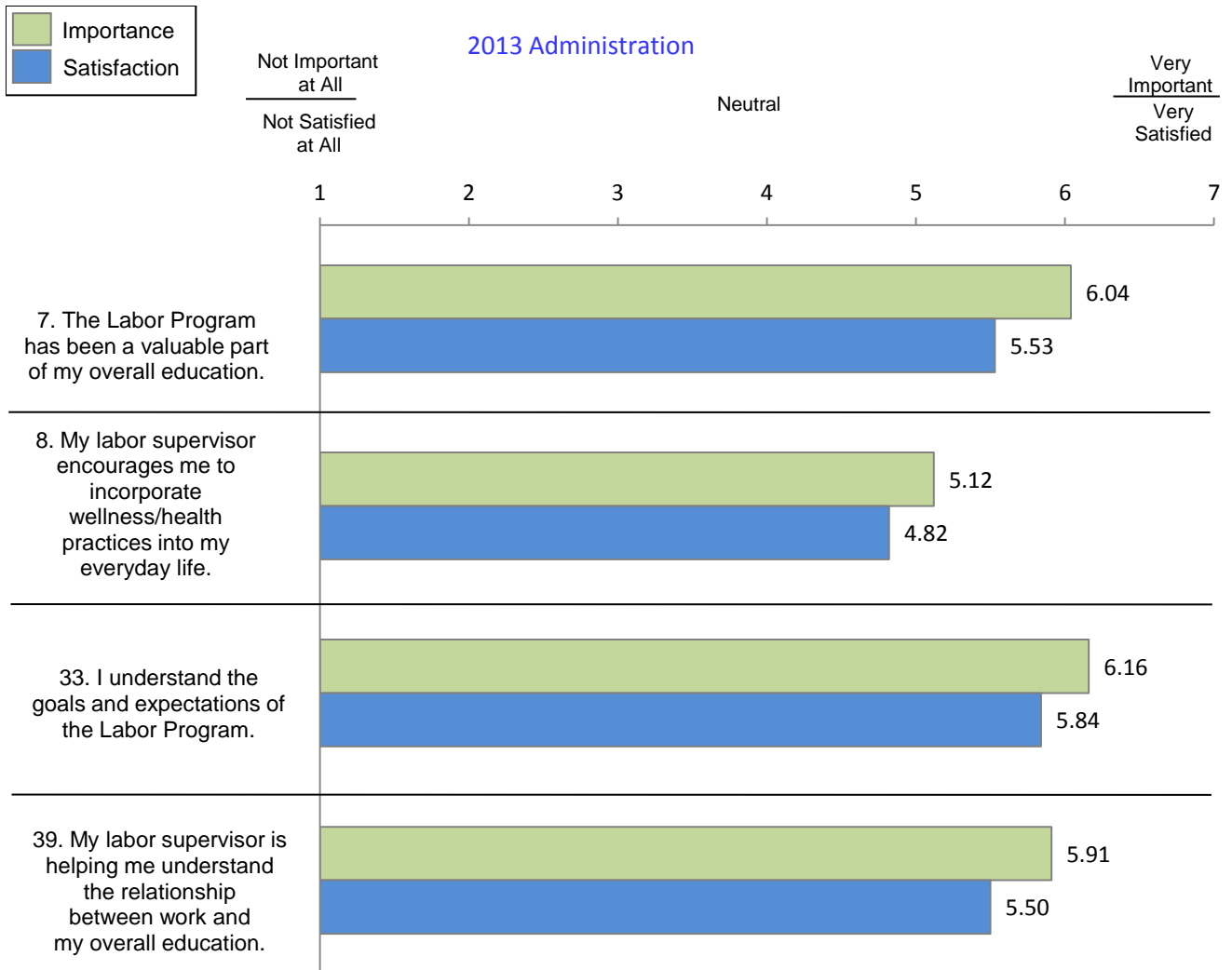


Response Rates:  
2013: 90%



**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Labor Program**

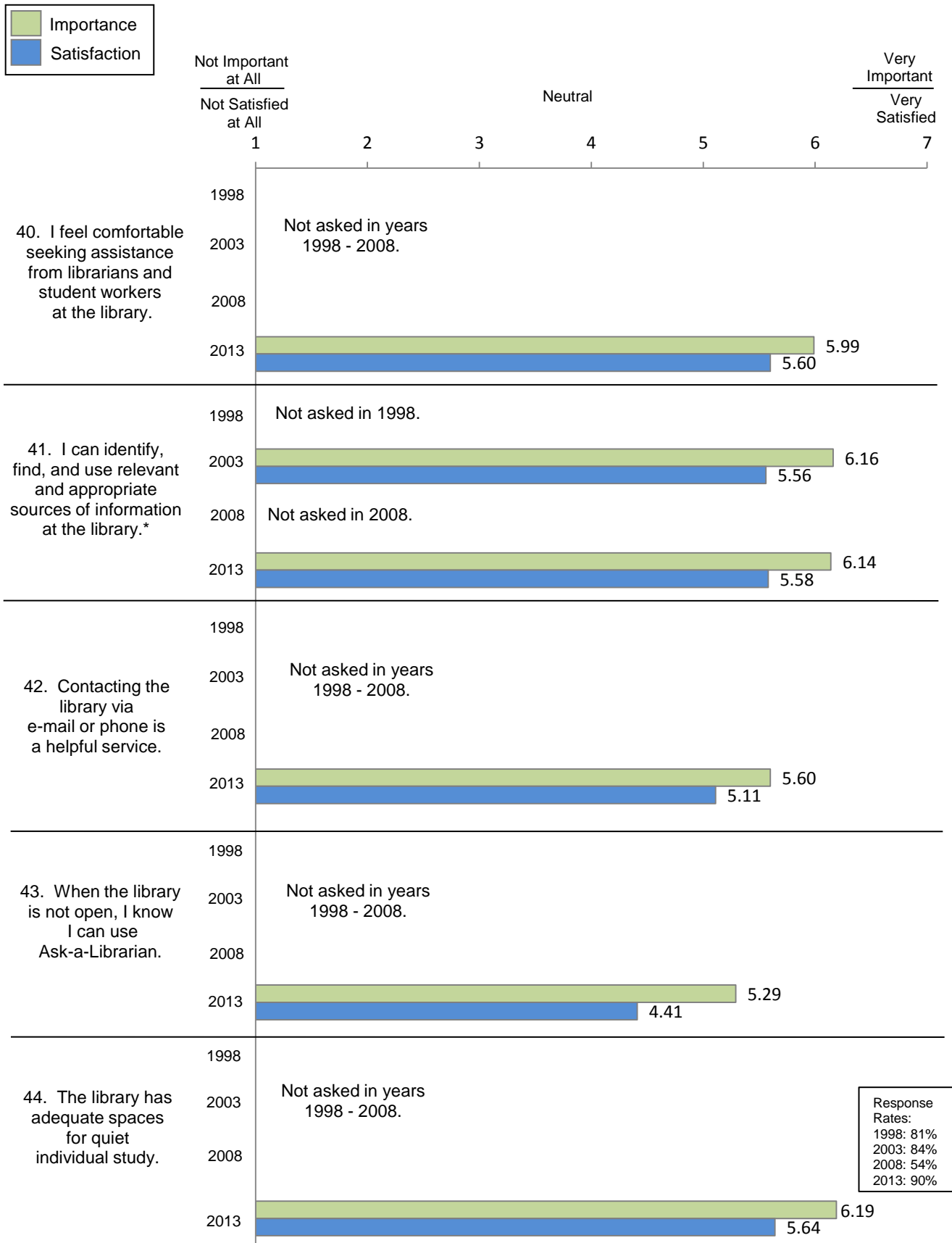
Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%

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

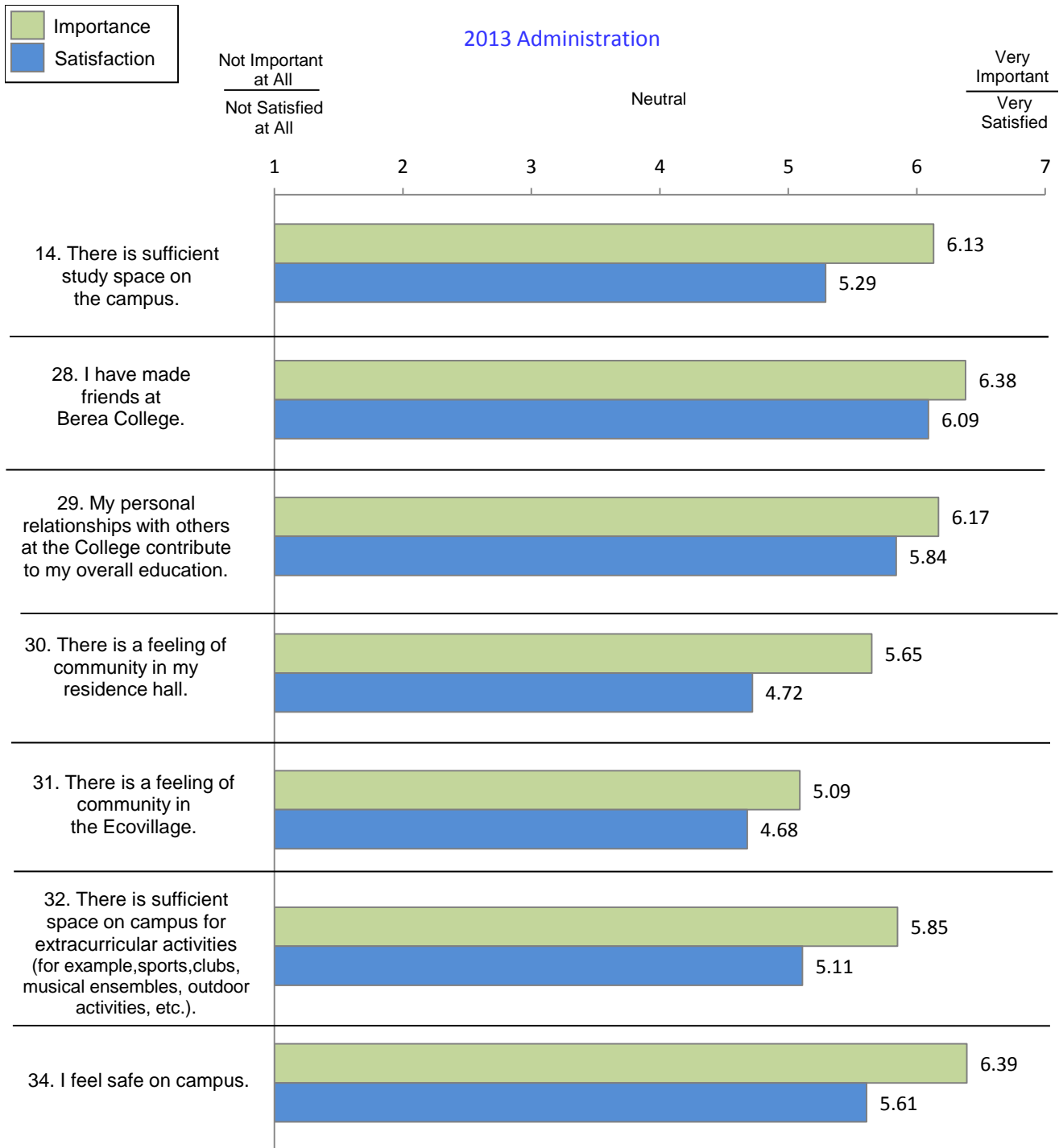
Berea-Specific  
Satisfaction Survey



\*Prior to 2013, this item was worded, "I have learned how to identify, use and evaluate the resources provided by the library."

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

Berea-Specific  
Satisfaction Survey

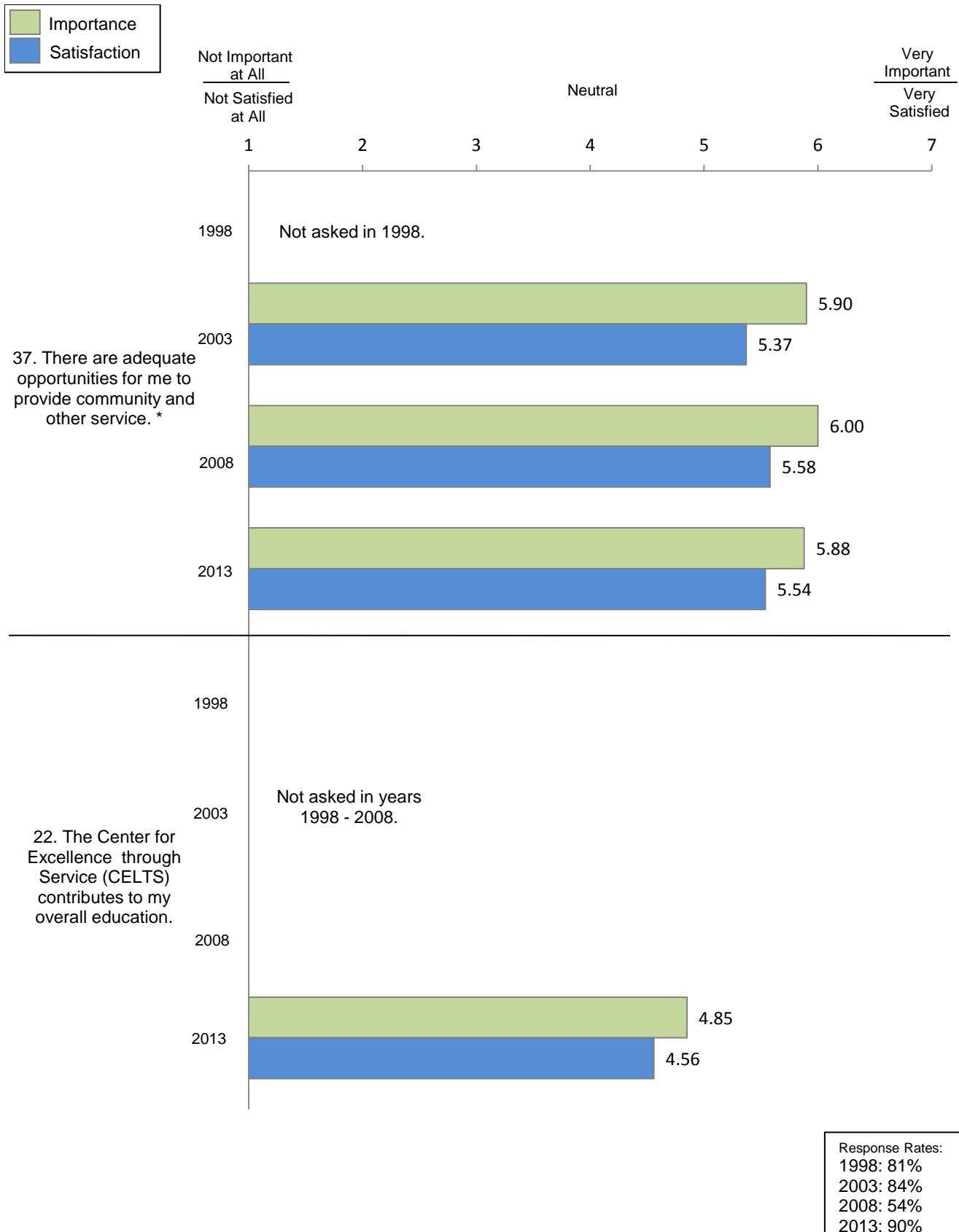


Response Rates:  
2013: 90%

**All Students**

**Importance and Satisfaction Ratings within Item Group:  
Service**

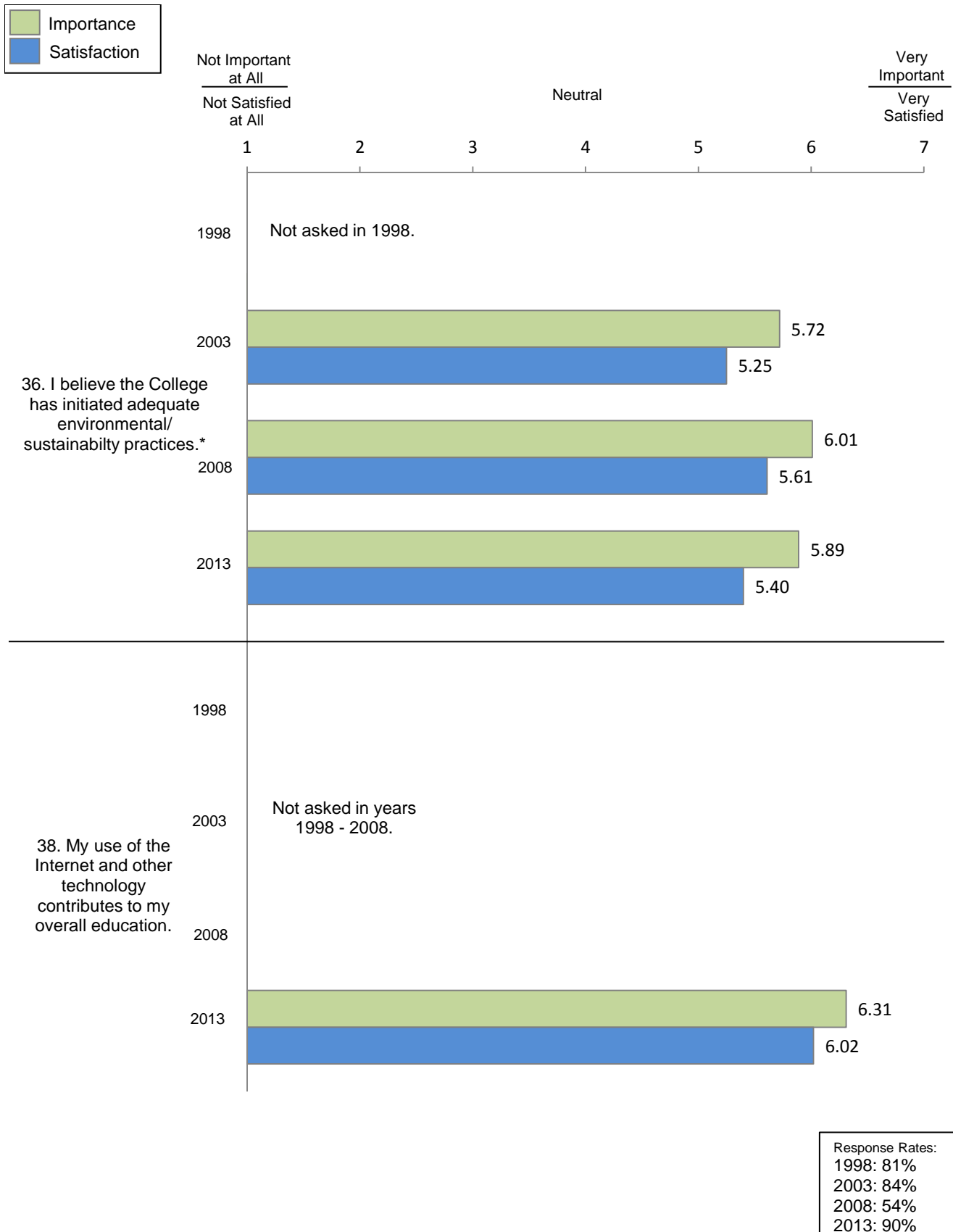
Berea-Specific  
Satisfaction Survey



\*Prior to 2013 this item was worded, "I feel that there are adequate opportunities for me to provide community and other service."

**All Students**  
**Importance and Satisfaction Ratings:**  
*Miscellaneous Questions*

Berea-Specific  
Satisfaction Survey

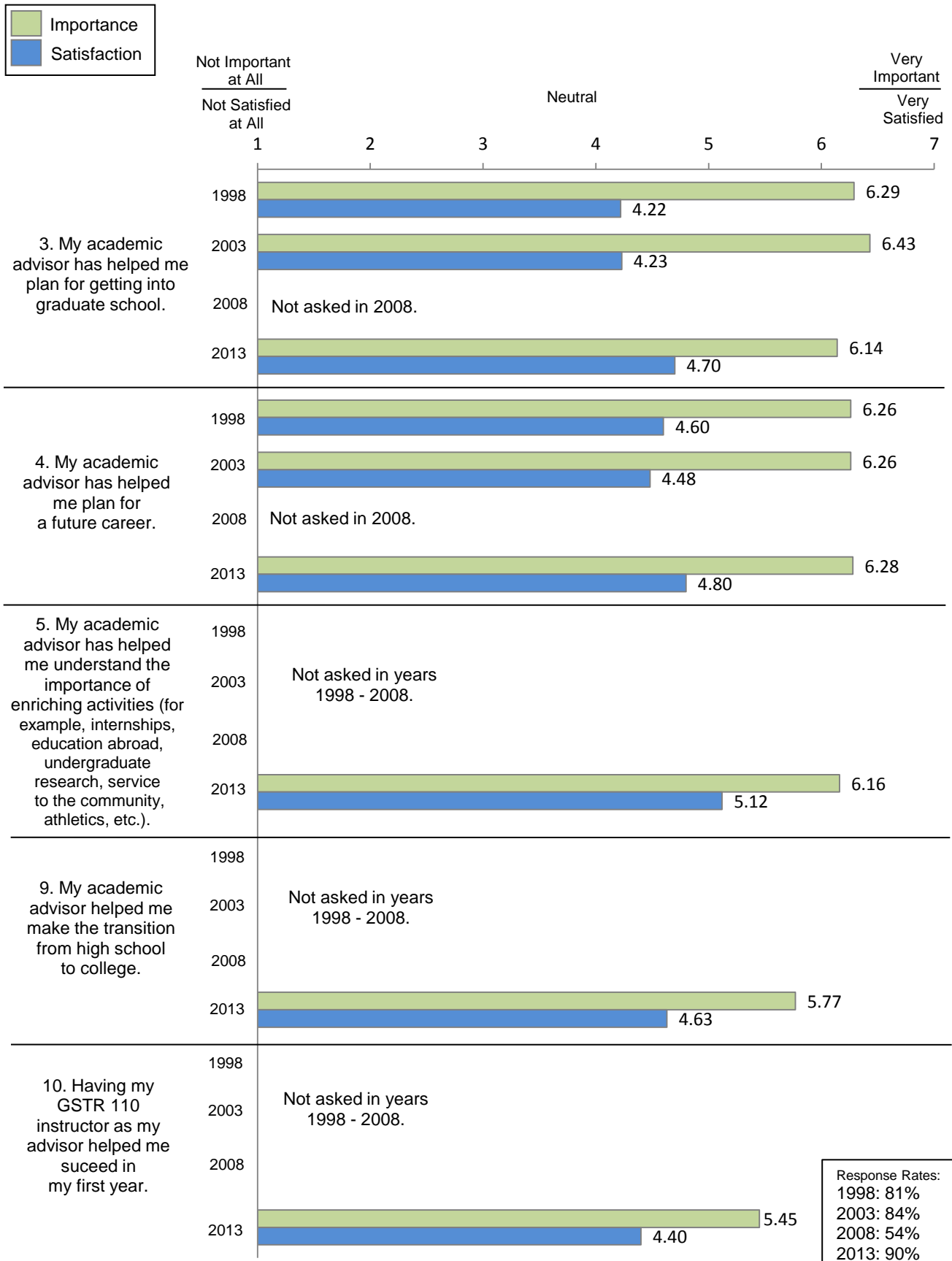


\*Prior to 2013 this item was worded, "I believe the college has initiated adequate environmental/sustainability practices (like recycling, energy management, etc.)".

## African-American Students

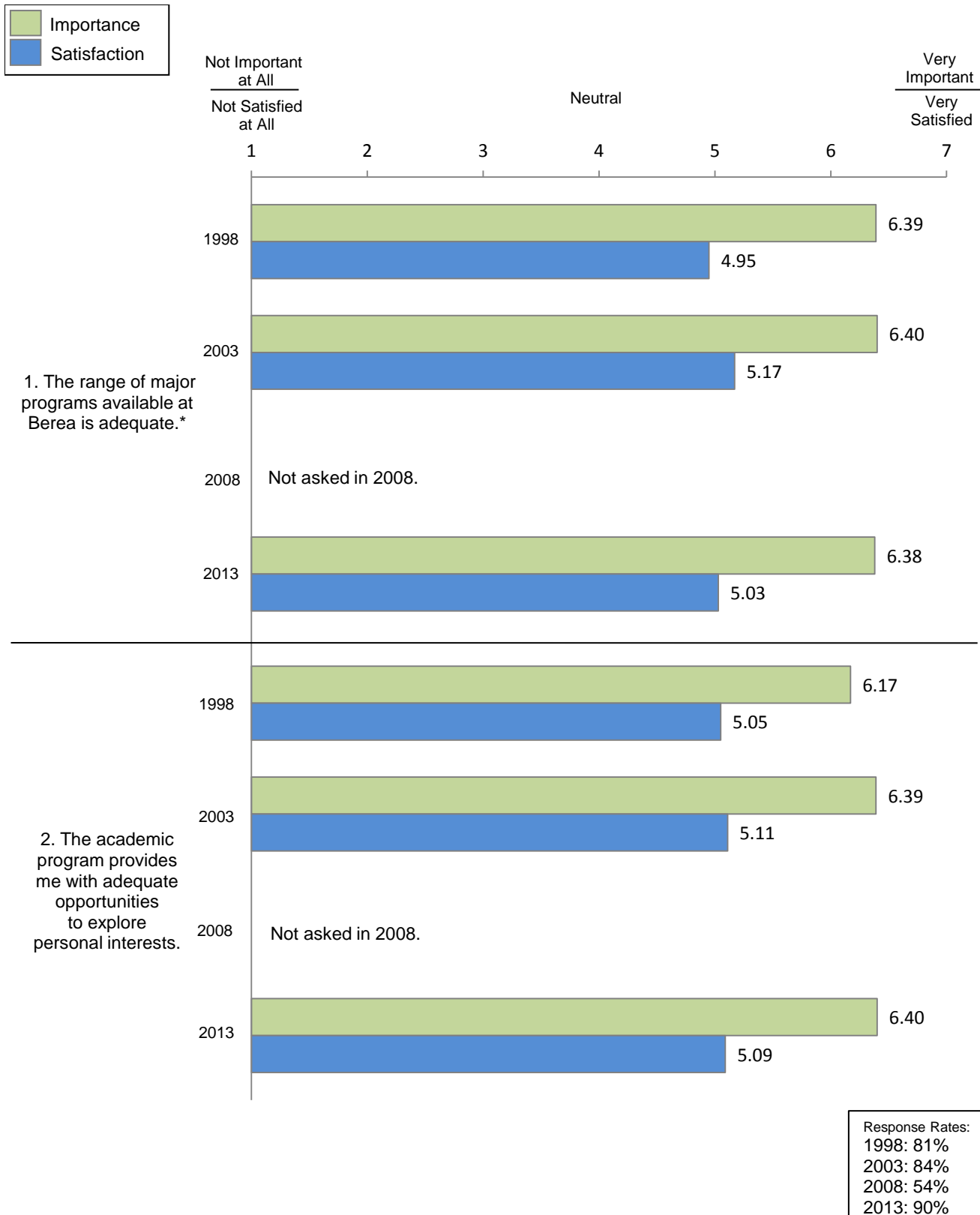
### Importance and Satisfaction Ratings within Item Group: *Academic Advising*

Berea-Specific  
Satisfaction Survey



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

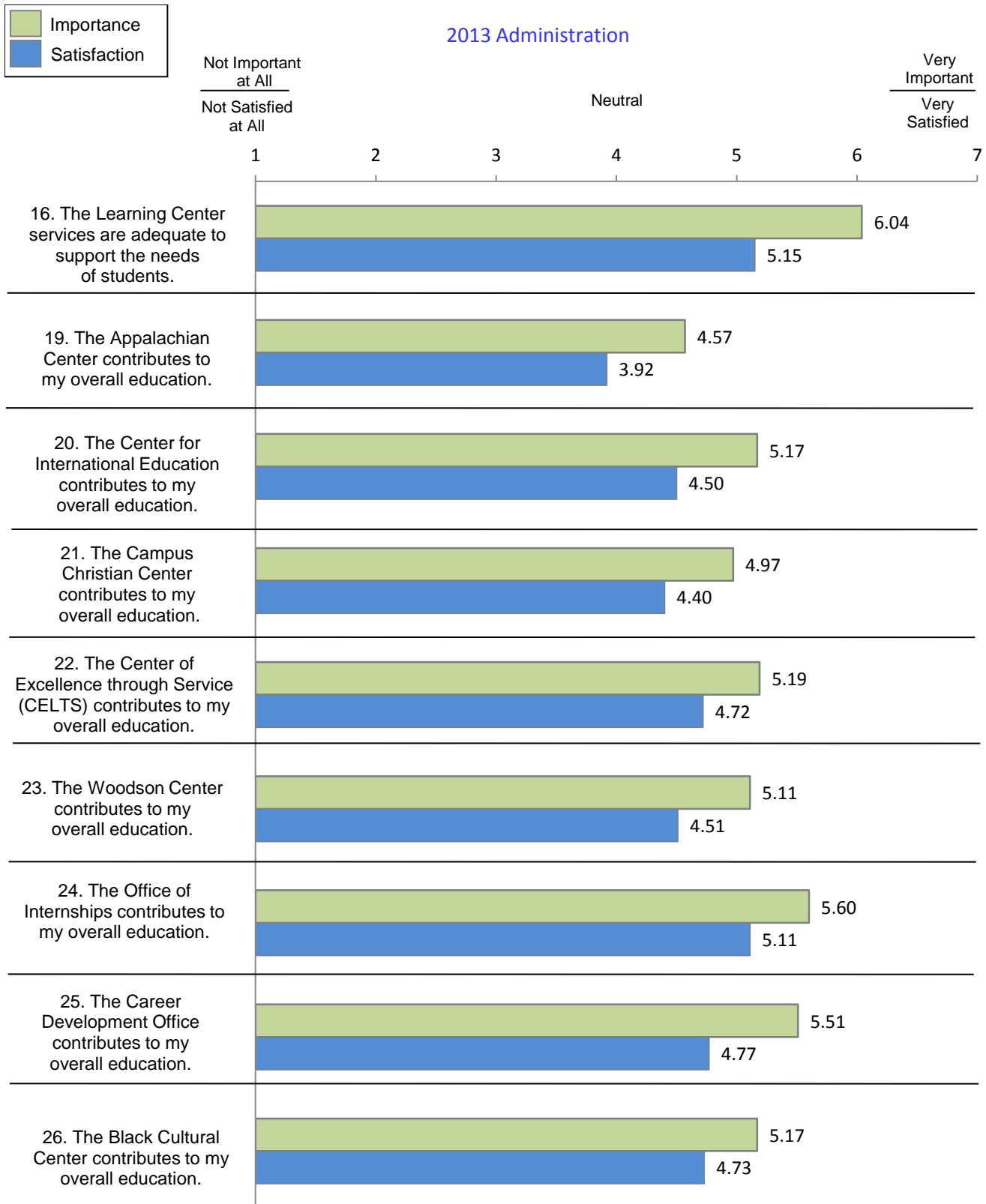
Berea-Specific  
Satisfaction Survey



\*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

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

Berea-Specific  
Satisfaction Survey

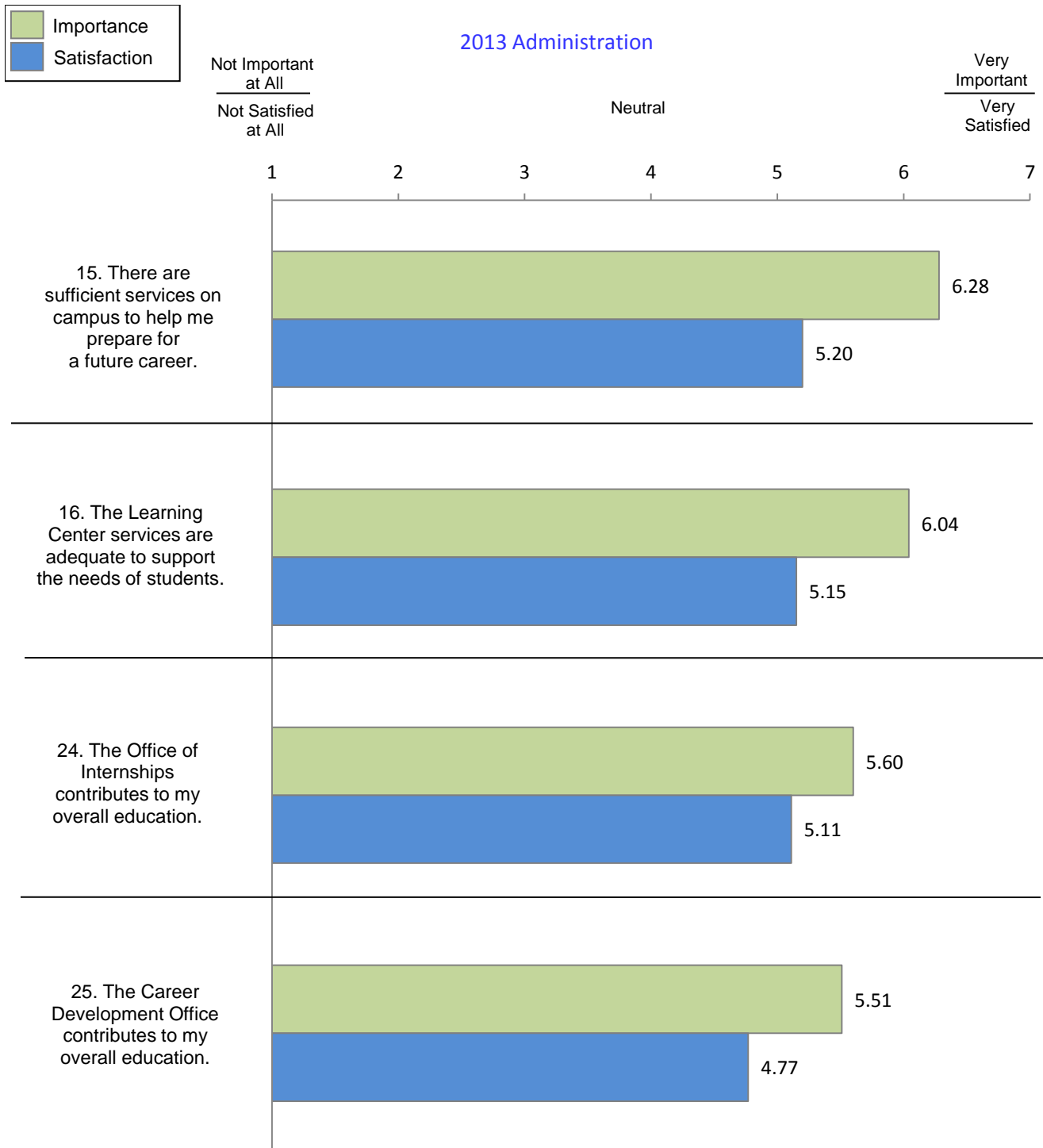


Response Rates:  
2013: 90%



**African-American Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Center for Transformative Learning (CTL)**

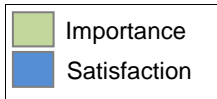
Berea-Specific  
Satisfaction Survey



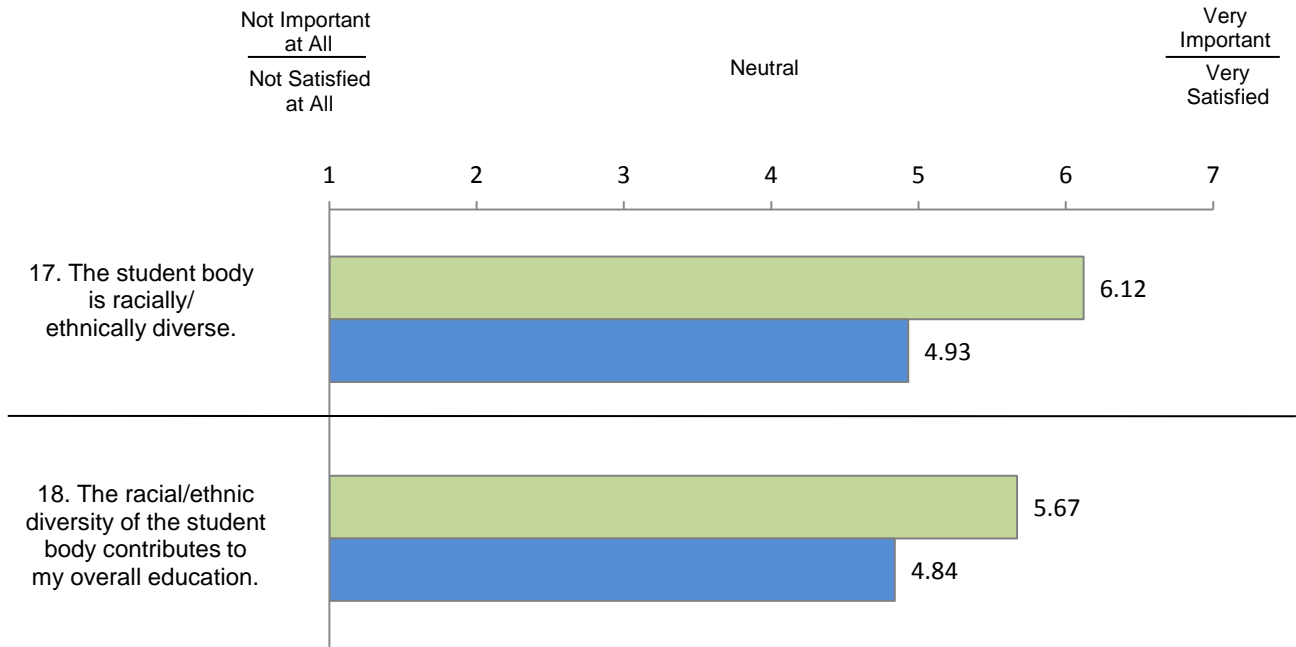
Response Rates:  
2013: 90%

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

Berea-Specific  
Satisfaction Survey



2013 Administration

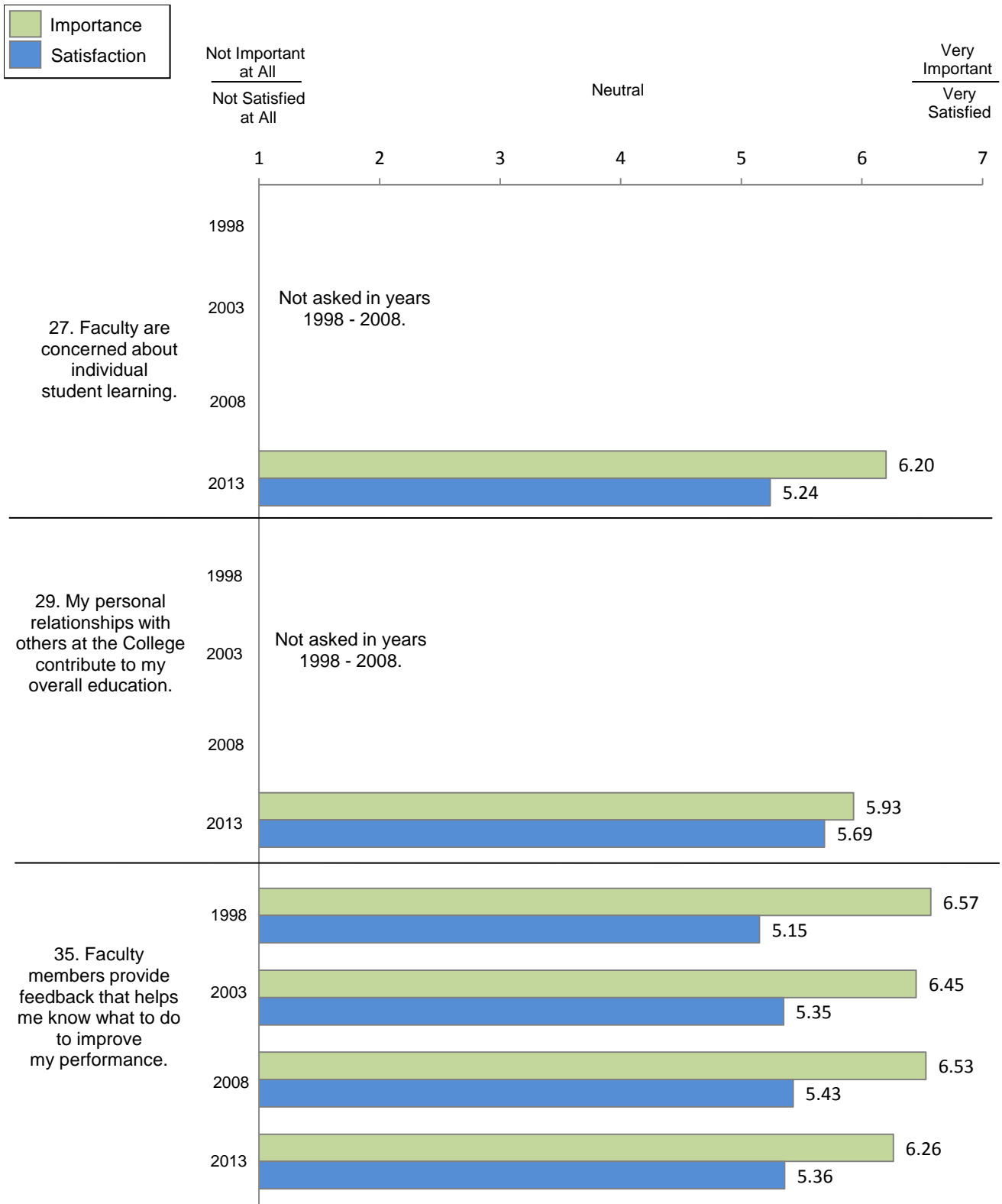


Response Rates:  
2013: 90%

## African-American Students

### Importance and Satisfaction Ratings within Item Group: *Faculty*

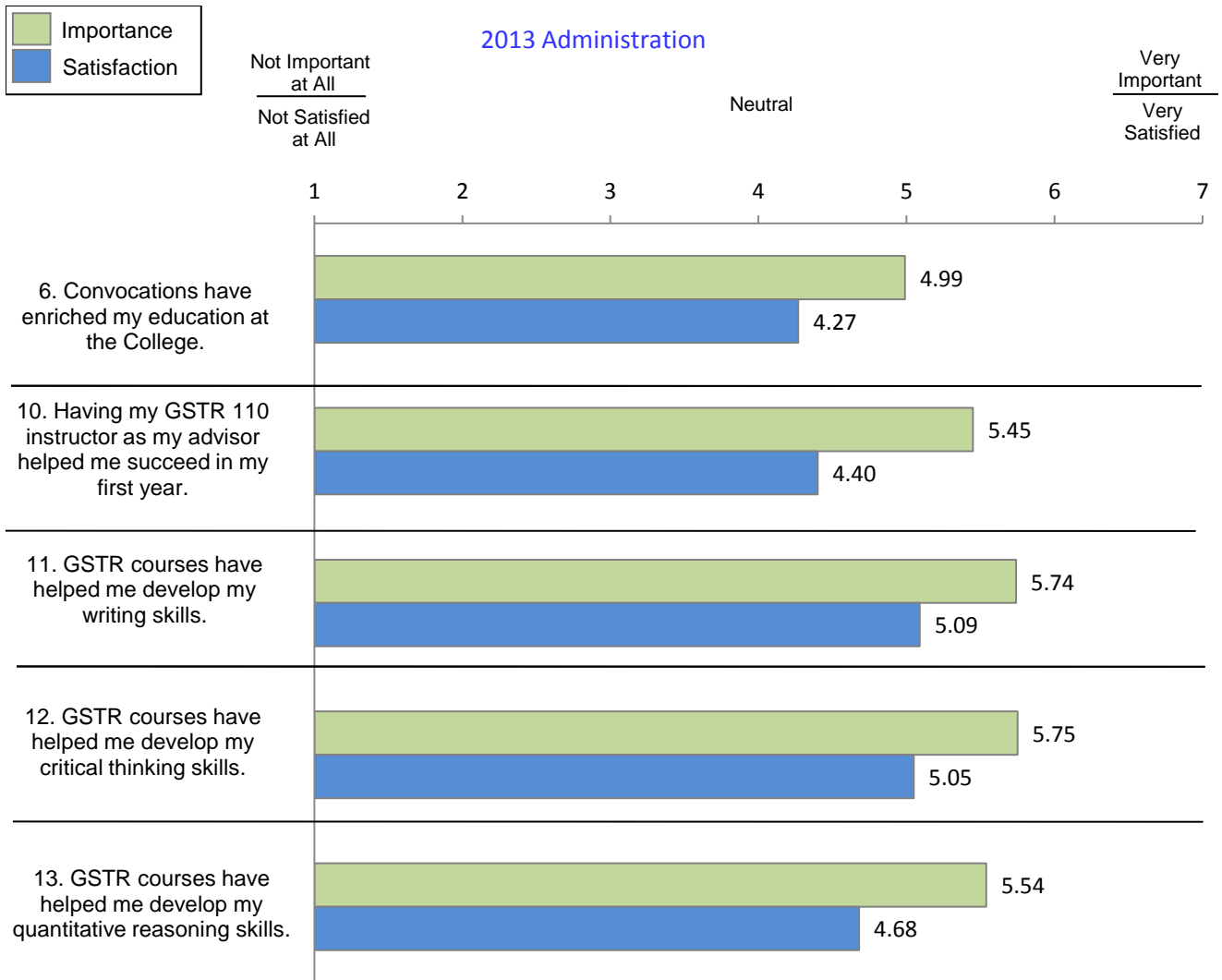
Berea-Specific  
Satisfaction Survey



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

**African-American Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**General Studies Program**

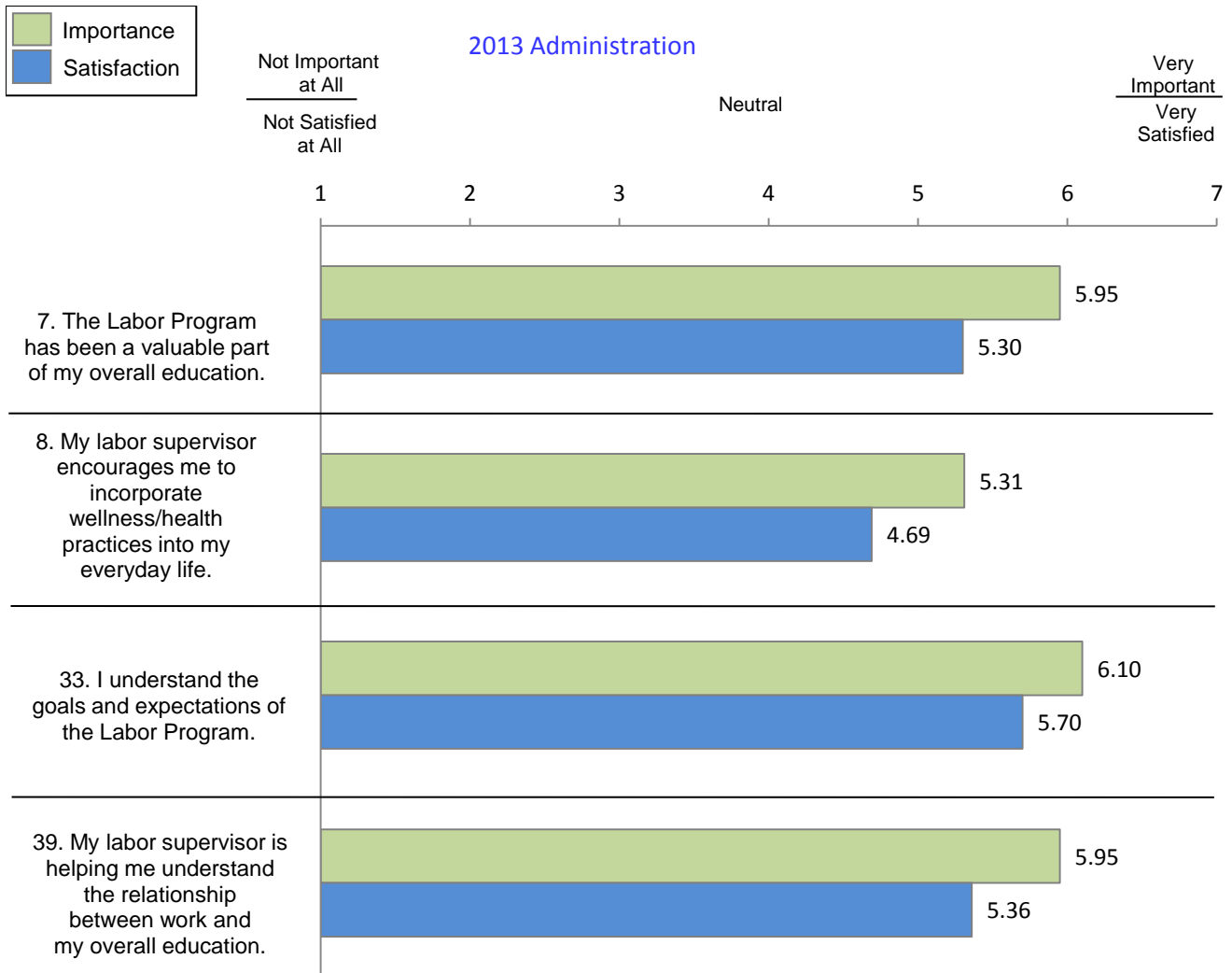
Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%

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

Berea-Specific  
Satisfaction Survey

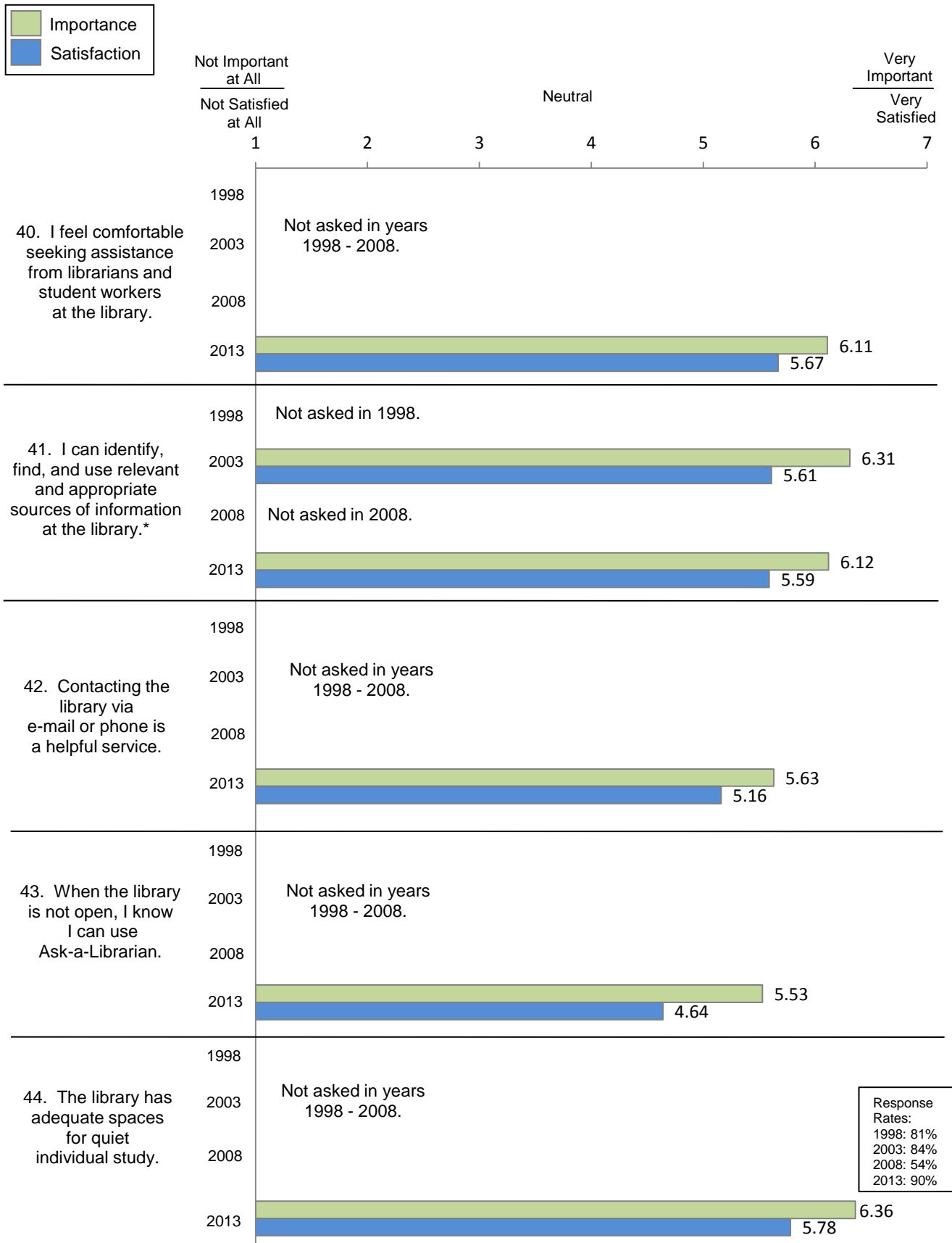


Response Rates:  
2013: 90%

## African-American Students

### Importance and Satisfaction Ratings within Item Group: *Library*

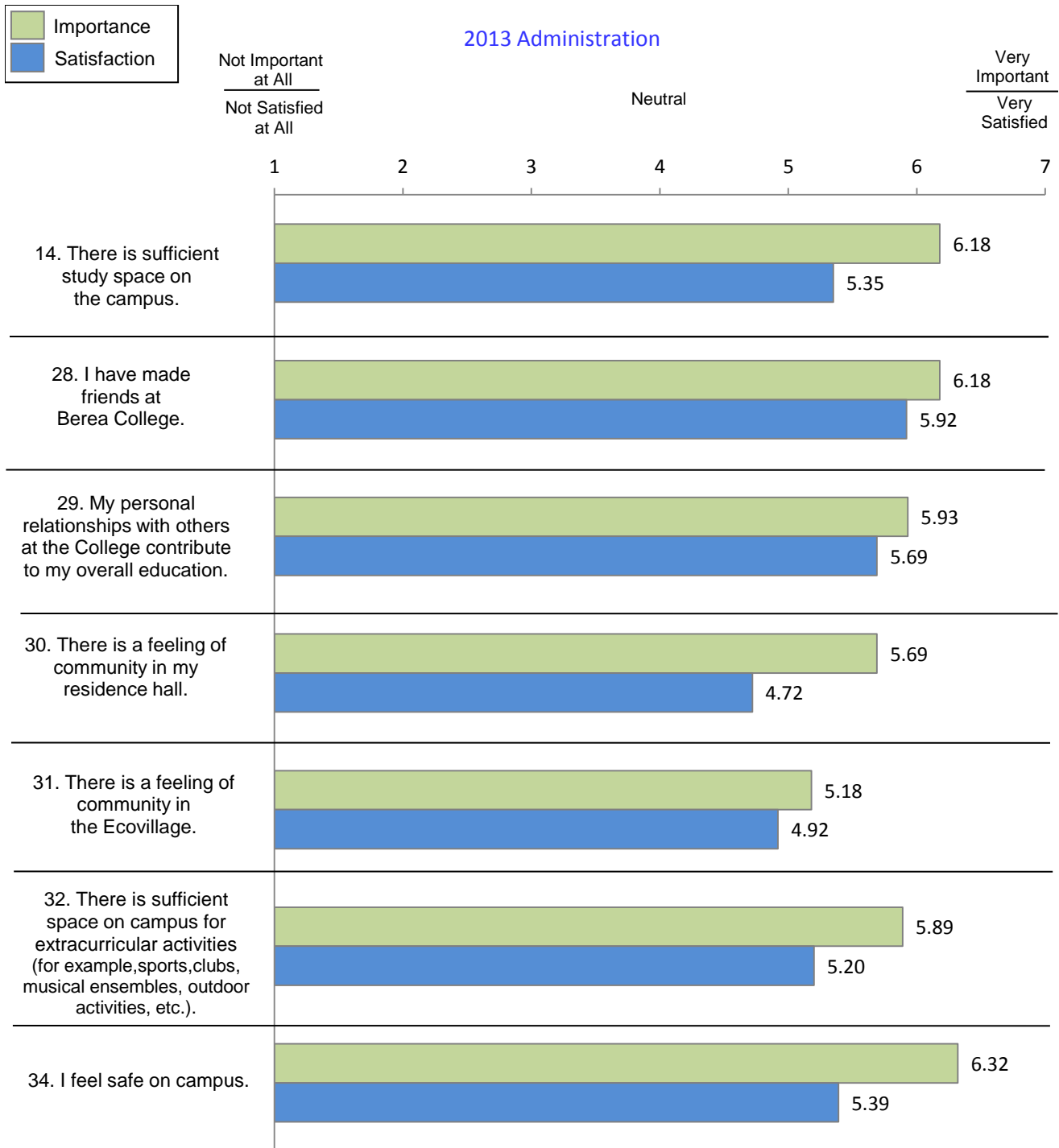
Berea-Specific  
Satisfaction Survey



\*Prior to 2013, this item was worded, "I have learned how to identify, use and evaluate the resources provided by the library."

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

Berea-Specific  
Satisfaction Survey

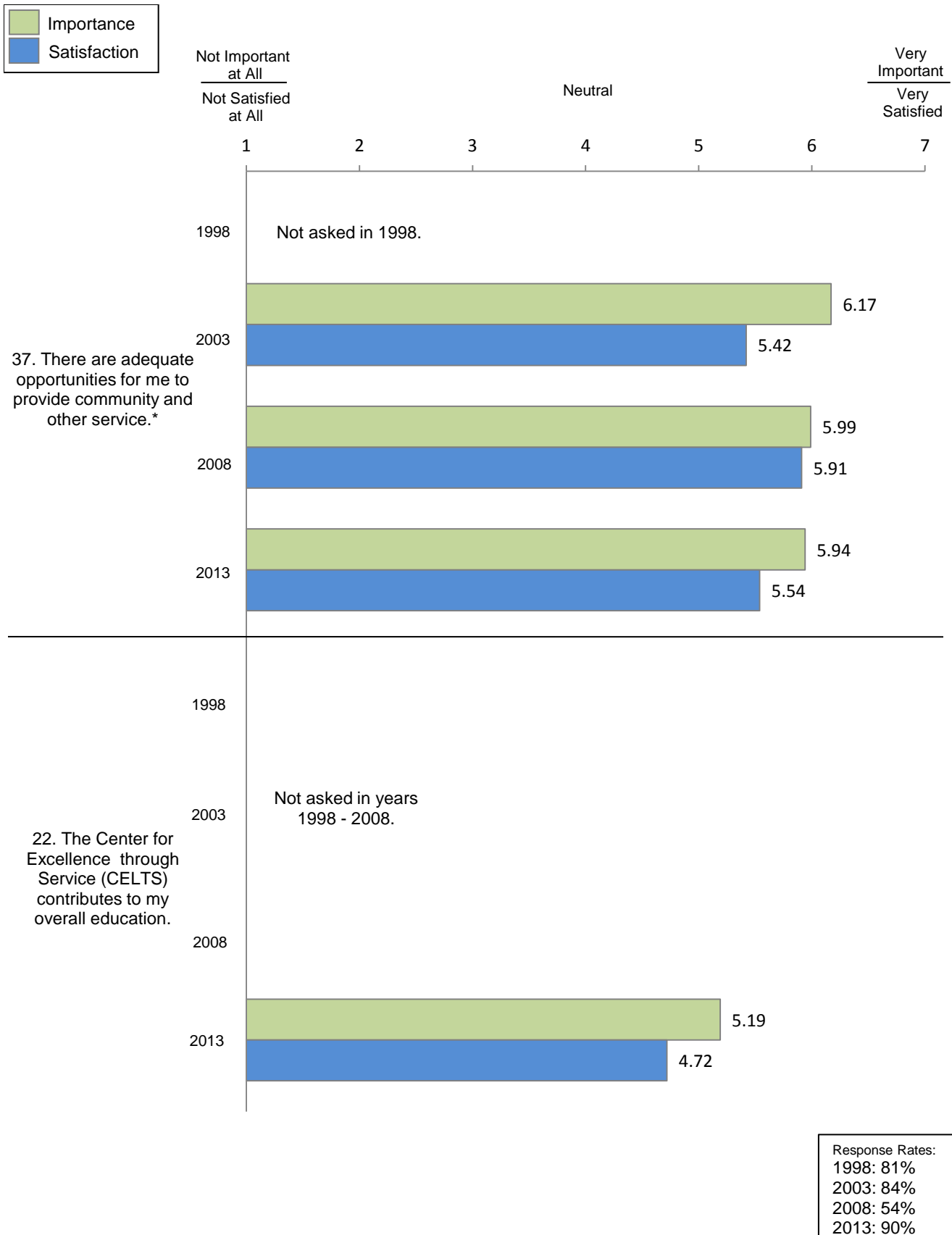


Response Rates:  
2013: 90%

## African-American Students

### Importance and Satisfaction Ratings within Item Group: **Service**

Berea-Specific  
Satisfaction Survey

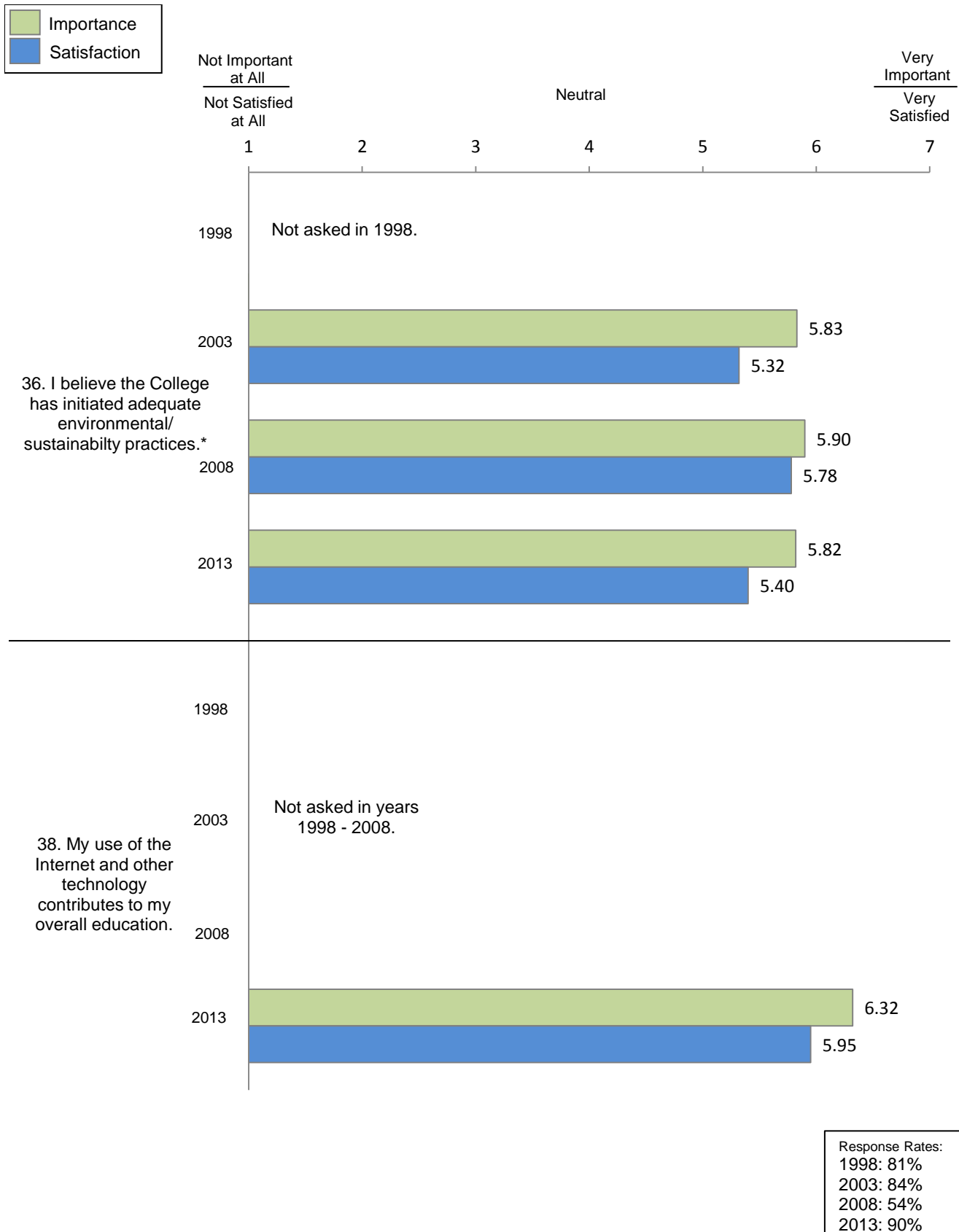


\*Prior to 2013 this item was worded, "I feel that there are adequate opportunities for me to provide community and other service."



## African-American Students Importance and Satisfaction Ratings: *Miscellaneous Questions*

Berea-Specific  
Satisfaction Survey

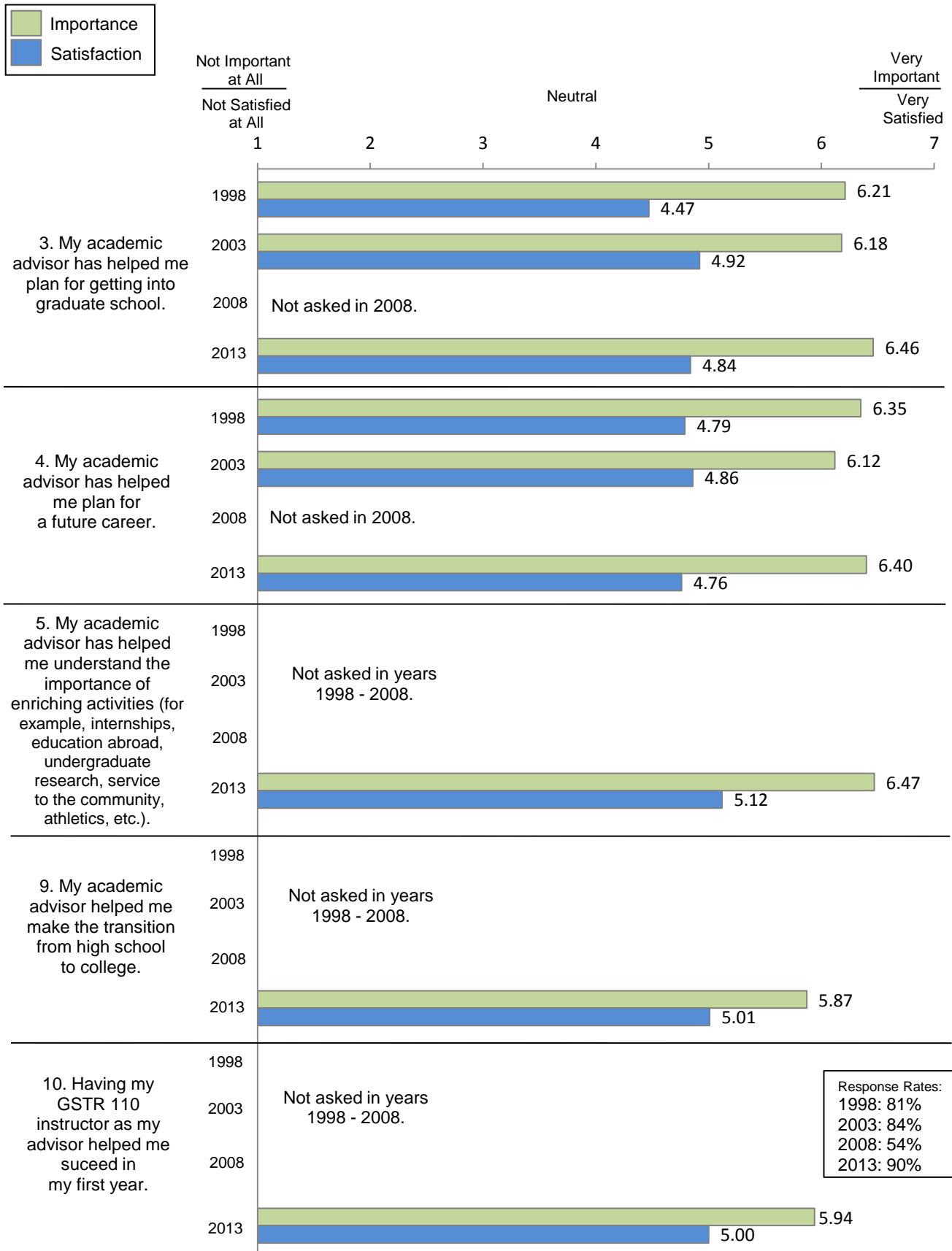


\*Prior to 2013 this item was worded, "I believe the college has initiated adequate environmental/sustainability practices (like recycling, energy management, etc.)".

## International Students

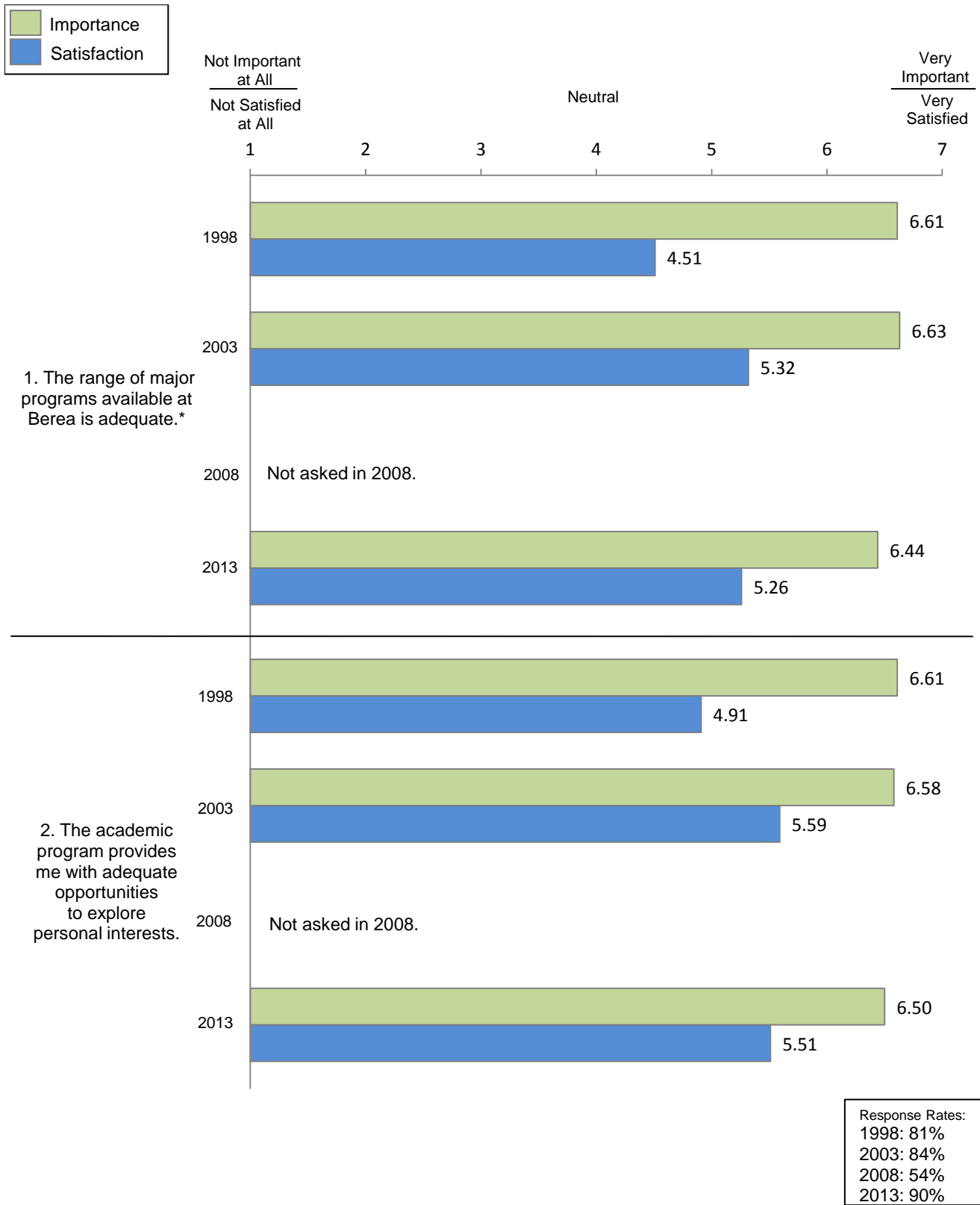
### Importance and Satisfaction Ratings within Item Group: *Academic Advising*

Berea-Specific  
Satisfaction Survey



**International Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Academic Program**

Berea-Specific  
Satisfaction Survey

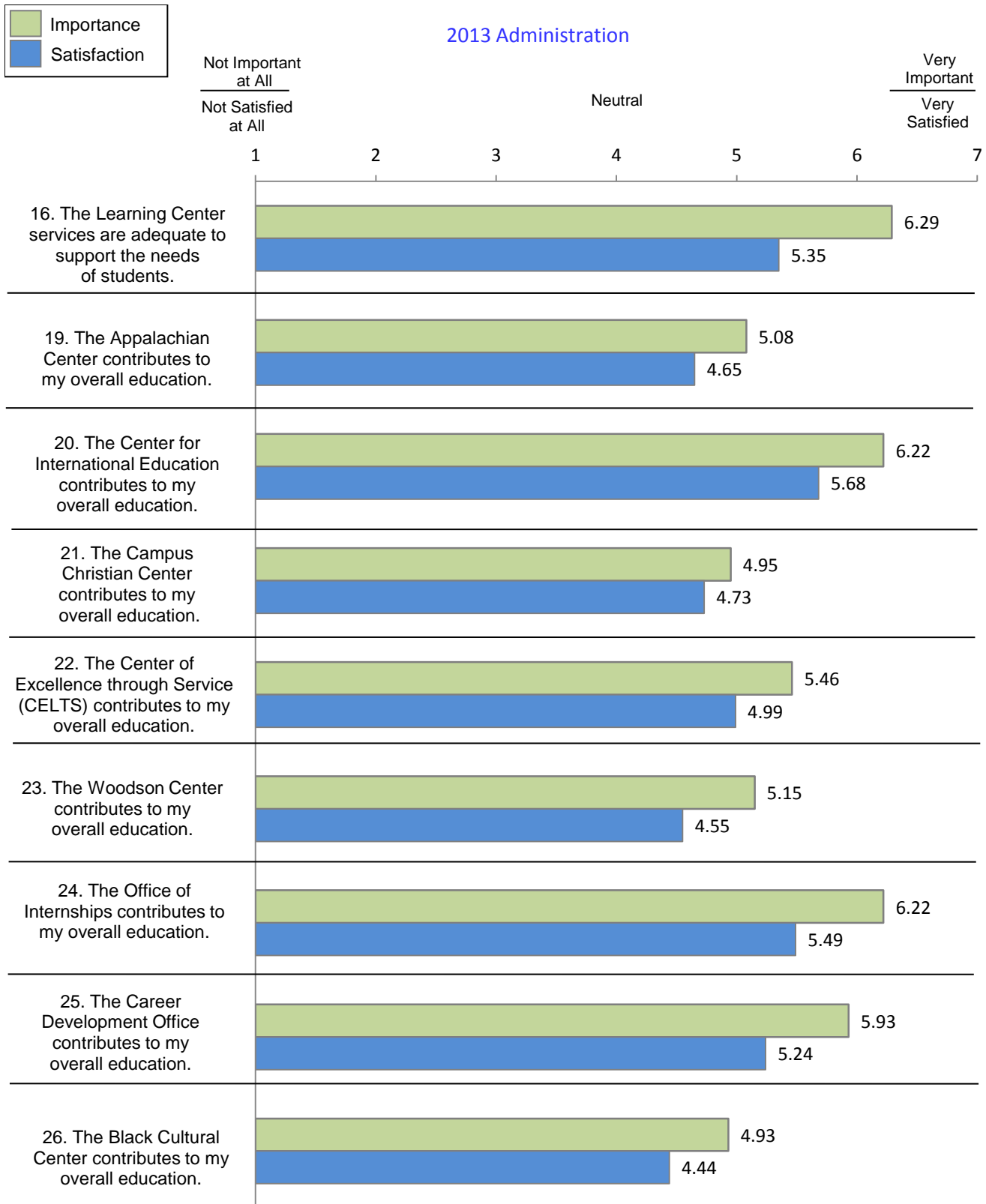


\*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

# International Students

## Importance and Satisfaction Ratings within Item Group: Centers

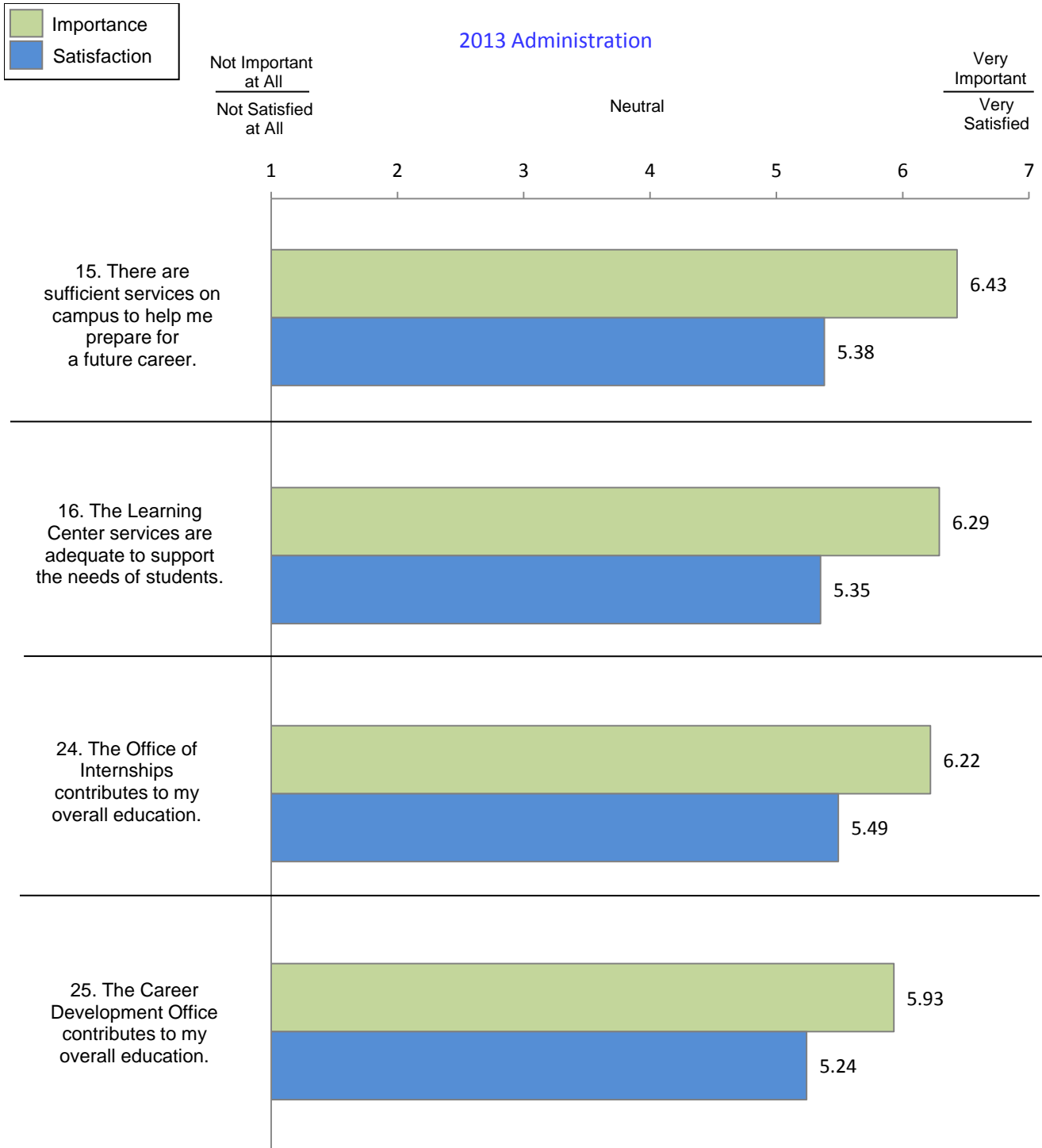
Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%

**International Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Center for Transformative Learning (CTL)**

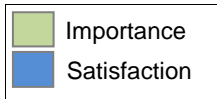
Berea-Specific  
Satisfaction Survey



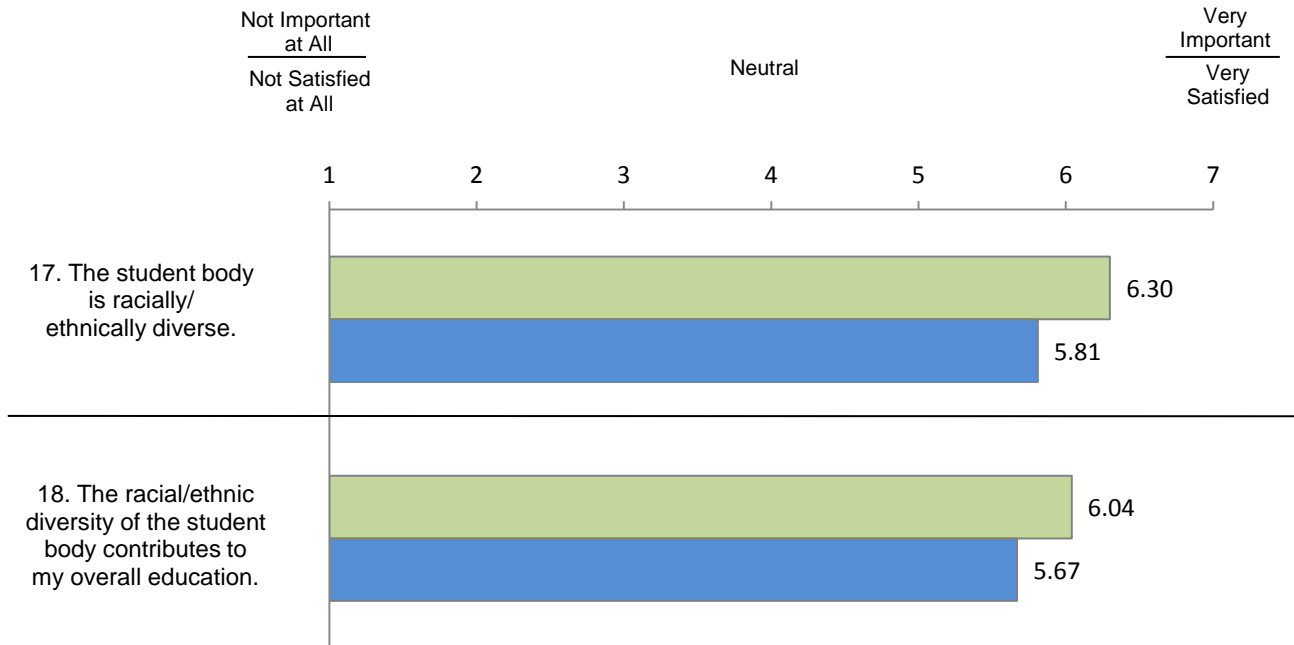
Response Rates:  
2013: 90%

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

Berea-Specific  
Satisfaction Survey



2013 Administration

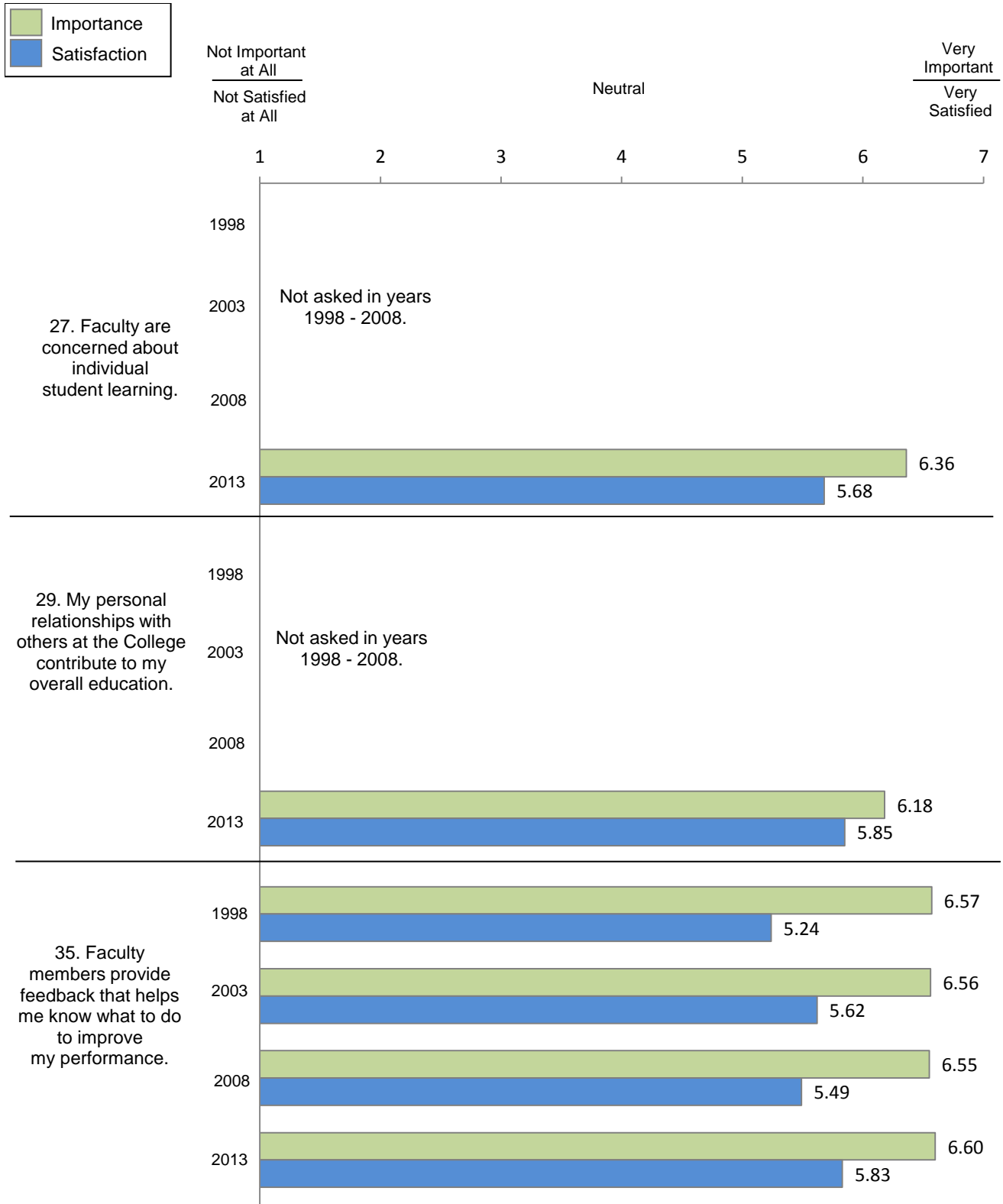


Response Rates:  
2013: 90%

# International Students

## Importance and Satisfaction Ratings within Item Group: *Faculty*

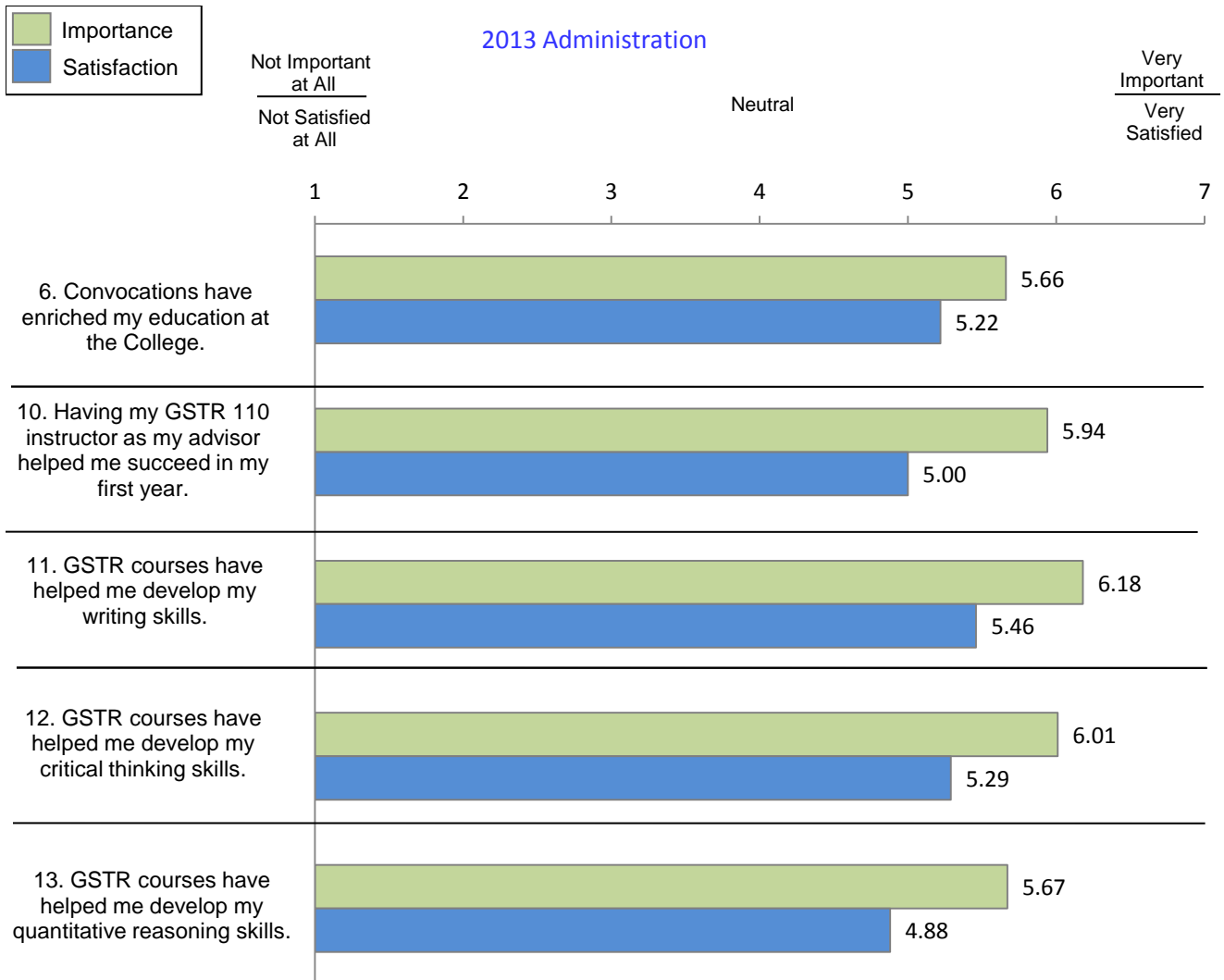
Berea-Specific  
Satisfaction Survey



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

**International Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**General Studies Program**

Berea-Specific  
Satisfaction Survey

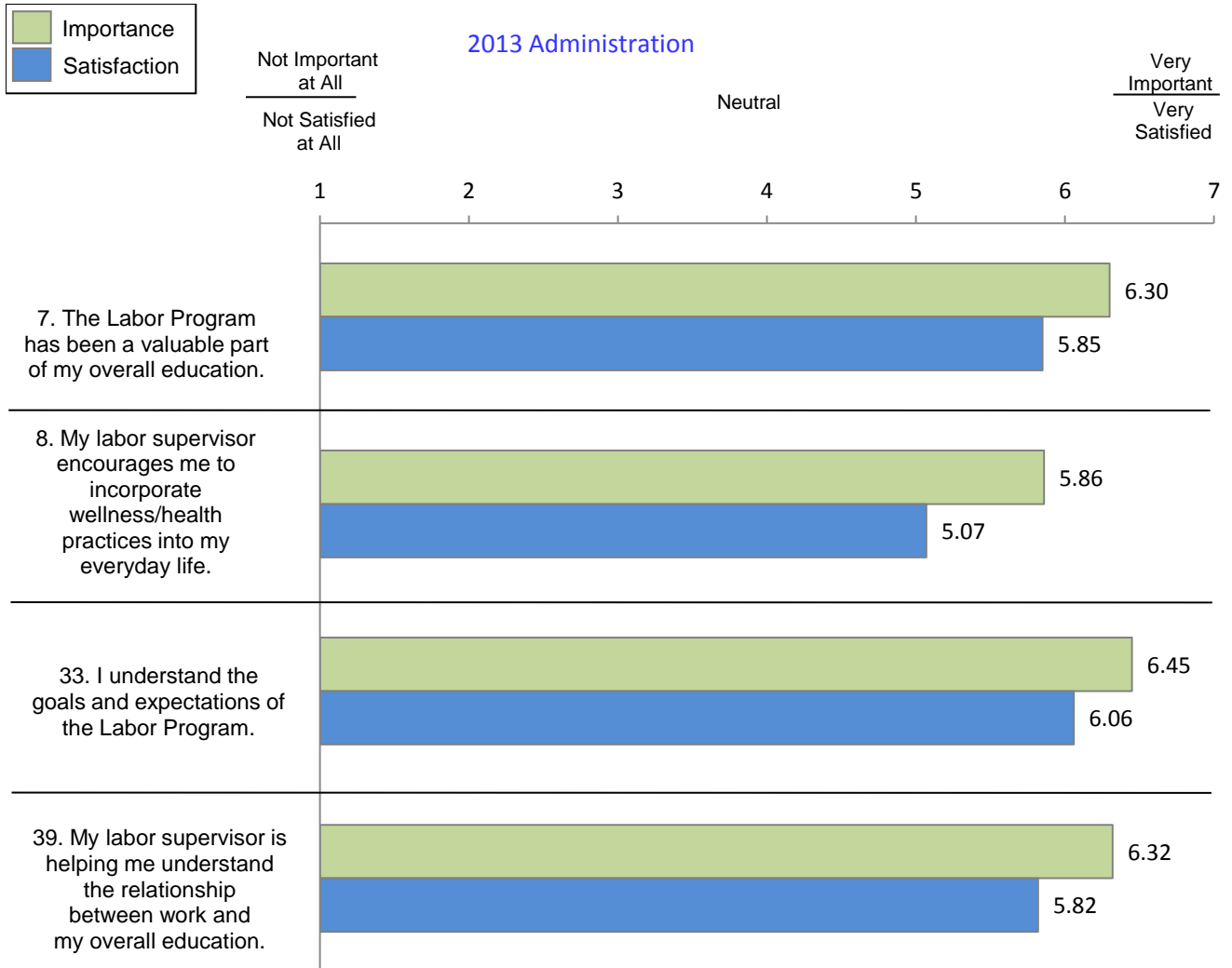


Response Rates:  
2013: 90%



**International Students**  
**Importance and Satisfaction Ratings within Item Group:**  
***Labor Program***

Berea-Specific  
Satisfaction Survey

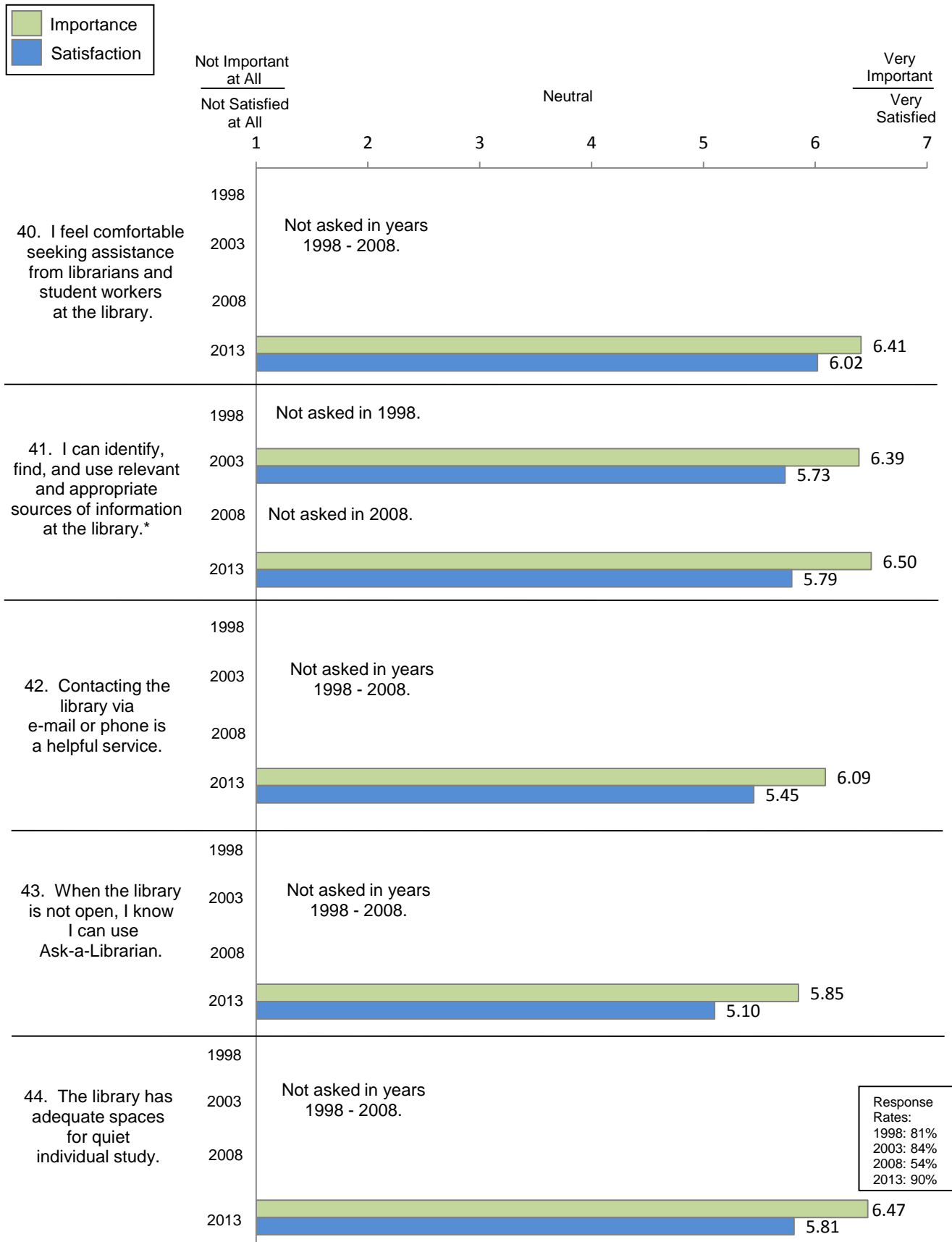


Response Rates:  
2013: 90%

# International Students

## Importance and Satisfaction Ratings within Item Group: *Library*

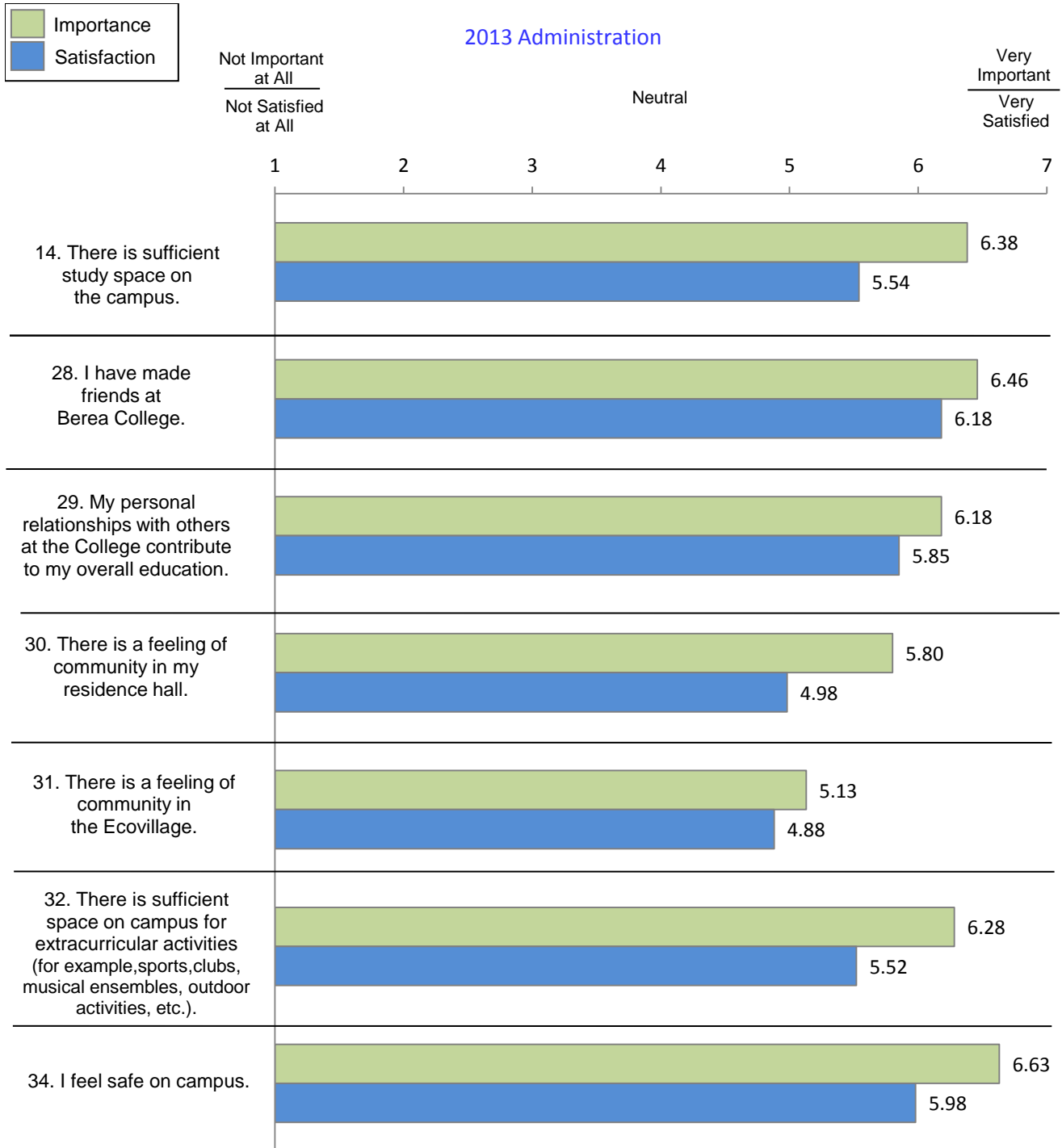
Berea-Specific  
Satisfaction Survey



\*Prior to 2013, this item was worded, "I have learned how to identify, use and evaluate the resources provided by the library."

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

Berea-Specific  
Satisfaction Survey

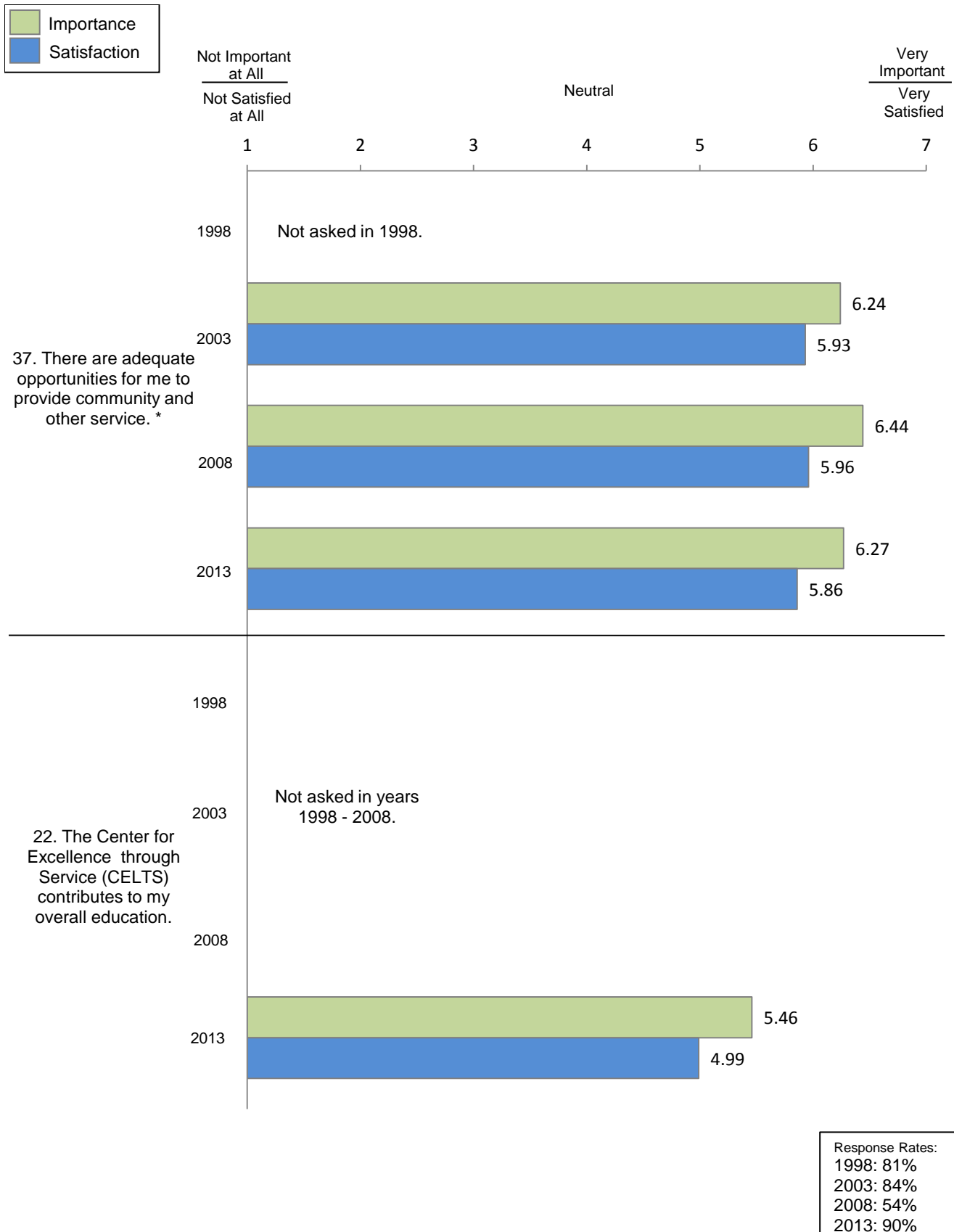


Response Rates:  
2013: 90%

## International Students

### Importance and Satisfaction Ratings within Item Group: **Service**

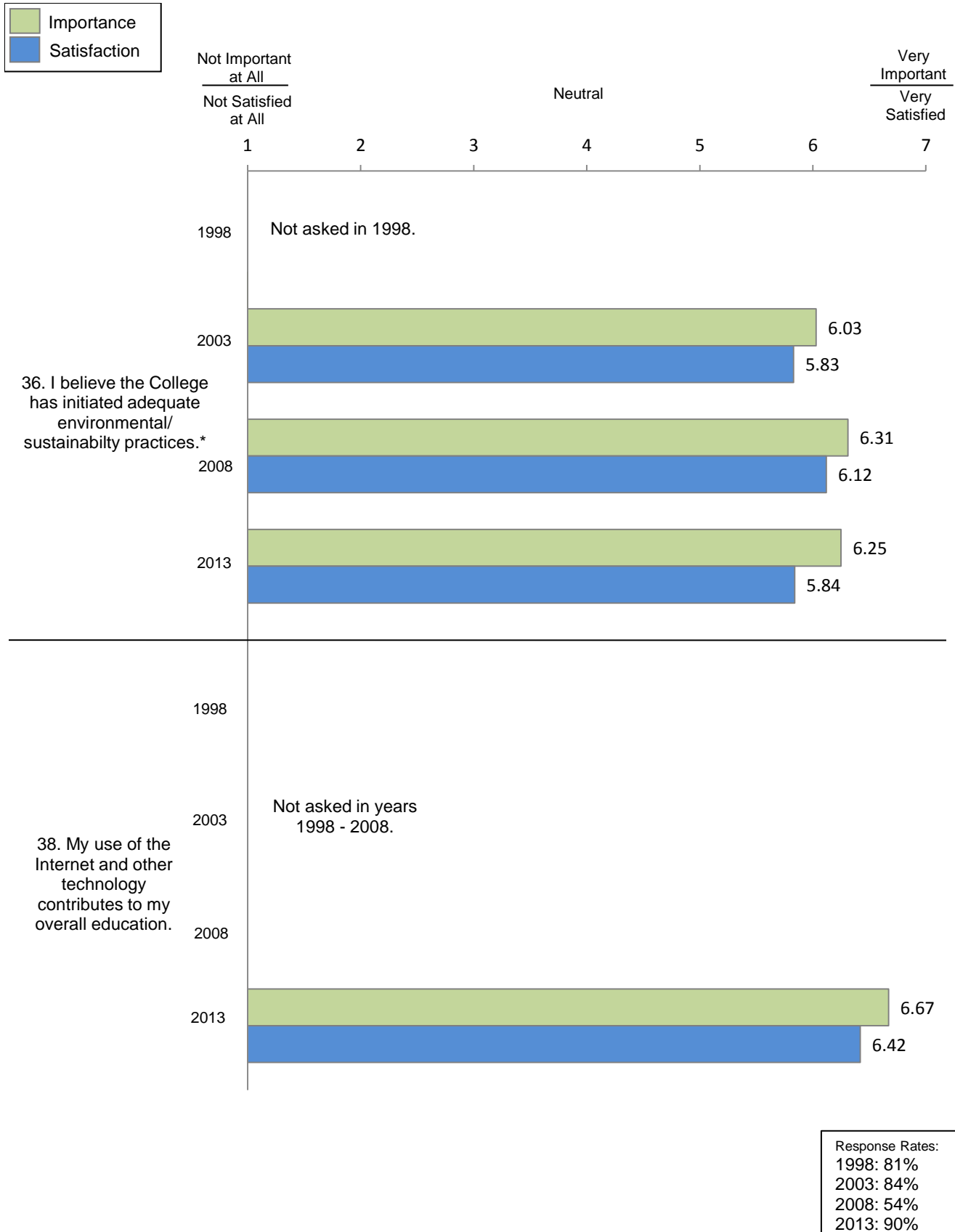
Berea-Specific  
Satisfaction Survey



\*Prior to 2013 this item was worded, "I feel that there are adequate opportunities for me to provide community and other service."

**International Students**  
**Importance and Satisfaction Ratings:**  
*Miscellaneous Questions*

Berea-Specific  
Satisfaction Survey



\*Prior to 2013 this item was worded, "I believe the college has initiated adequate environmental/sustainability practices (like recycling, energy management, etc.)".

*Importance/Satisfaction Ratings  
Organized by Item Group:*

*All Students*

*African-American Students*

*International Students*

**Strengths and Challenges Coded**

**Spring 2013 Administration**  
**All Students, African-American Students, and International Students**  
**Items organized within Item Group**

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Academic Advising</b>									
3. My academic advisor has helped me plan for getting into graduate school.	6.03	4.65	1.38	6.14	5.09	1.05	6.46	4.84	1.62
4. My academic advisor has helped me plan for a future career.	6.21	4.81	1.40	6.28	4.70	1.58	6.40	4.76	1.64
5. My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).	6.06	5.02	1.04	6.16	4.80	1.36	6.47	5.12	1.35
9. My academic advisor helped me make the transition from high school to college.	5.65	4.61	1.04	5.77	4.63	1.14	5.87	5.01	0.86
10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.	5.58	4.72	0.86	5.45	4.40	1.05	5.94	5.00	0.94
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>5.91</b>	<b>4.72</b>	<b>1.19</b>	<b>5.93</b>	<b>4.73</b>	<b>1.20</b>	<b>6.26</b>	<b>4.95</b>	<b>1.31</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Academic Program</b>									
1. The range of major programs available at Berea is adequate.	6.30	5.10	1.20	6.38	5.03	1.35	6.44	5.26	1.18
2. The academic program provides me with adequate opportunities to explore personal interests.	6.38	5.22	1.16	6.40	5.09	1.31	6.50	5.51	0.99
<b>Average Ratings for Item Group: "Academic Program"</b>	<b>6.34</b>	<b>5.16</b>	<b>1.18</b>	<b>6.39</b>	<b>5.06</b>	<b>1.33</b>	<b>6.47</b>	<b>5.38</b>	<b>1.09</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
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NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%

**Spring 2013 Administration**  
**All Students, African-American Students, and International Students**  
**Items organized within Item Group**

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Centers</b>									
16. The Learning Center services are adequate to support the needs of students.	5.88	5.12	0.76	6.04	5.15	0.89	6.29	5.35	0.94
19. The Appalachian Center contributes to my overall education.	4.58	4.34	0.24	4.57	3.92	0.65	5.08	4.65	0.43
20. The Center for International Education contributes to my overall education.	5.10	4.82	0.28	5.17	4.50	0.67	6.22	5.68	0.54
21. The Campus Christian Center contributes to my overall education.	4.44	4.22	0.22	4.97	4.40	0.57	4.95	4.73	0.22
22. The Center for Excellence through Service (CELTs) contributes to my overall education.	4.85	4.56	0.29	5.19	4.72	0.47	5.46	4.99	0.47
23. The Woodson Center contributes to my overall education.	4.48	4.12	0.36	5.11	4.51	0.60	5.15	4.55	0.60
24. The Office of Internships contributes to my overall education.	5.35	4.81	0.54	5.60	5.11	0.49	6.22	5.49	0.73
25. The Career Development Office contributes to my overall education.	5.14	4.46	0.68	5.51	4.77	0.74	5.93	5.24	0.69
26. The Black Cultural Center Contributes to my overall education.	4.36	4.10	0.26	5.17	4.73	0.44	4.93	4.44	0.49
<b>Average Ratings for Item Group: "Centers"</b>	<b>4.89</b>	<b>4.44</b>	<b>0.45</b>	<b>5.25</b>	<b>4.60</b>	<b>0.65</b>	<b>5.59</b>	<b>4.99</b>	<b>0.60</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Center for Transformative Learning</b>									
15. There are sufficient services on campus to help me prepare for a future career.	6.13	5.18	0.95	6.28	5.20	1.08	6.43	5.38	1.05
16. The Learning Center services are adequate to support the needs of students.	5.88	5.12	0.76	6.04	5.15	0.89	6.29	5.35	0.94
24. The Office of Internships contributes to my overall education.	5.35	4.81	0.54	5.60	5.11	0.49	6.22	5.49	0.73
25. The Career Development Office contributes to my overall education.	5.14	4.46	0.68	5.51	4.77	0.74	5.93	5.24	0.69
<b>Average Ratings for Item Group: "Center for Transformative Learning"</b>	<b>5.63</b>	<b>4.87</b>	<b>0.76</b>	<b>5.86</b>	<b>5.06</b>	<b>0.80</b>	<b>6.18</b>	<b>5.32</b>	<b>0.86</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
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<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%



**Spring 2013 Administration**  
**All Students, African-American Students, and International Students**  
**Items organized within Item Group**

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Diversity</b>									
17. The student body is racially/ ethnically diverse.	5.79	5.54	0.25	6.12	4.93	1.19	6.30	5.81	0.49
18. The racial/ethnic diversity of the student body contributes to my overall education.	5.51	5.18	0.33	5.67	4.84	0.83	6.04	5.67	0.37
<b>Average Ratings for Item Group: "Diversity"</b>	<b>5.65</b>	<b>5.37</b>	<b>0.28</b>	<b>5.90</b>	<b>4.91</b>	<b>0.99</b>	<b>6.18</b>	<b>5.77</b>	<b>0.41</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Faculty</b>									
27. Faculty are concerned about individual student learning.	6.25	5.45	0.80	6.20	5.24	0.96	6.36	5.68	0.68
29. My personal relationships with others at the College contribute to my overall education.	6.17	5.84	0.33	5.93	5.69	0.24	6.18	5.85	0.33
35. Faculty members provide feedback that helps me know what to do to improve my performance.	6.36	5.40	0.96	6.26	5.36	0.90	6.60	5.83	0.77
<b>Average Ratings for Item Group: "Faculty"</b>	<b>6.26</b>	<b>5.56</b>	<b>0.70</b>	<b>6.14</b>	<b>5.44</b>	<b>0.70</b>	<b>6.38</b>	<b>5.80</b>	<b>0.58</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
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Response Rates: Spring 2013: 90%

**Spring 2013 Administration**  
**All Students, African-American Students, and International Students**  
**Items organized within Item Group**

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>General Studies Program</b>									
4. Convocations have enriched my education at the College.	5.03	4.32	0.71	4.99	4.27	0.72	5.66	5.22	0.44
10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.	5.58	4.72	0.86	5.45	4.40	1.05	5.94	5.00	0.94
11. GSTR courses have helped me develop my writing skills.	5.71	4.88	0.83	5.74	5.09	0.65	6.18	5.46	0.72
12. GSTR courses have helped me develop my critical thinking skills.	5.72	4.84	0.88	5.75	5.05	0.70	6.01	5.29	0.72
13. GSTR courses have helped me develop my quantitative reasoning skills.	5.44	4.49	0.95	5.54	4.68	0.86	5.67	4.88	0.79
<b>Average Ratings for Item Group: "General Studies Program"</b>	<b>5.53</b>	<b>4.70</b>	<b>0.83</b>	<b>5.47</b>	<b>4.68</b>	<b>0.79</b>	<b>5.91</b>	<b>5.20</b>	<b>0.71</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Labor Program</b>									
7. The Labor Program has been a valuable part of my overall education.	6.04	5.53	0.51	5.95	5.30	0.65	6.30	5.85	0.45
8. My labor supervisor encourages me to incorporate wellness/health practices into my everyday life.	5.12	4.82	0.30	5.31	4.69	0.62	5.86	5.07	0.79
33. I understand the goals and expectations of the Labor Program.	6.16	5.84	0.32	6.10	5.70	0.40	6.45	6.06	0.39
39. My labor supervisor is helping me understand the relationship between work and my overall education.	5.91	5.50	0.41	5.95	5.36	0.59	6.32	5.82	0.50
<b>Average Ratings for Item Group: "Labor Program"</b>	<b>5.93</b>	<b>5.44</b>	<b>0.49</b>	<b>5.92</b>	<b>5.23</b>	<b>0.69</b>	<b>6.34</b>	<b>5.77</b>	<b>0.57</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
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Response Rates: Spring 2013: 90%

**Spring 2013 Administration**  
**All Students, African-American Students, and International Students**  
**Items organized within Item Group**

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Library</b>									
40. I feel comfortable seeking assistance from librarians and student workers at the library.	5.99	5.60	0.39	6.11	5.67	0.44	6.41	6.02	0.39
41. I can identify, find, and use relevant and appropriate sources of information at the library.	6.14	5.58	0.56	6.12	5.59	0.53	6.50	5.79	0.71
42. Contacting the library via e-mail or phone is a helpful service.	5.60	5.11	0.49	5.63	5.16	0.47	6.09	5.45	0.64
43. When the library is not open, I know I can use Ask-a-Librarian.	5.29	4.41	0.88	5.53	4.64	0.89	5.85	5.10	0.75
44. The library has adequate spaces for quiet individual study.	6.19	5.64	0.55	6.36	5.78	0.58	6.47	5.81	0.66
<b>Average Ratings for Item Group: "Library"</b>	<b>5.84</b>	<b>5.25</b>	<b>0.59</b>	<b>5.96</b>	<b>5.32</b>	<b>0.64</b>	<b>6.27</b>	<b>5.62</b>	<b>0.65</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Residential/Campus Life</b>									
14. There is sufficient study space on the campus.	6.13	5.29	0.84	6.18	5.35	0.83	6.38	5.54	0.84
28. I have made friends at Berea College.	6.38	6.09	0.29	6.18	5.92	0.26	6.46	6.18	0.28
29. My personal relationships with others at the College contribute to my overall education.	6.17	5.84	0.33	5.93	5.69	0.24	6.18	5.85	0.33
30. There is a feeling of community in my residence hall.	5.65	4.72	0.93	5.69	4.72	0.97	5.80	4.98	0.82
31. There is a feeling of community in the Ecovillage.	5.09	4.68	0.41	5.18	4.92	0.26	5.13	4.88	0.25
32. There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).	5.85	5.11	0.74	5.89	5.20	0.69	6.28	5.52	0.76
34. I feel safe on campus.	6.39	5.61	0.78	6.32	5.39	0.93	6.63	5.98	0.65
<b>Average Ratings for Item Group: "Residential/Campus Life"</b>	<b>5.86</b>	<b>5.25</b>	<b>0.61</b>	<b>5.80</b>	<b>5.26</b>	<b>0.54</b>	<b>6.07</b>	<b>5.60</b>	<b>0.47</b>

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%

**Spring 2013 Administration**  
**All Students, African-American Students, and International Students**  
**Items organized within Item Group**

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Service</b>									
37. There are adequate opportunities for me to provide community and other service.	5.88	5.54	0.34	5.94	5.54	0.40	6.27	5.86	0.41
22. The Center for Excellence through Service (CELTS) contributes to my overall education.	4.85	4.56	0.29	5.19	4.72	0.47	5.46	4.99	0.47
<b>Average Ratings for Item Group: "Service"</b>	<b>5.38</b>	<b>5.22</b>	<b>0.16</b>	<b>5.57</b>	<b>5.38</b>	<b>0.19</b>	<b>5.86</b>	<b>5.66</b>	<b>0.20</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Miscellaneous</b>									
36. I believe the College has initiated adequate environmental/sustainability practices.	5.89	5.40	0.49	5.82	5.40	0.42	6.25	5.84	0.41
38. My use of the Internet and other technology contributes to my overall education.	6.31	6.02	0.29	6.32	5.95	0.37	6.67	6.42	0.25

<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%

*Importance/Satisfaction Ratings  
in Survey Order:*

*All Students  
Cohort Type by Gender*

**Strengths and Challenges Coded**

**Spring 2013 Administration: Items in Survey Order**  
**All Students and by Cohort Type by Gender**

Berea-Specific  
Satisfaction Survey

Item	All Students			African-American Women			African-American Men			Other Domestic Women			Other Domestic Men			International Women			International Men		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
1. The range of major programs available at Berea is adequate.	6.30	5.10	1.20	6.52	5.07	1.45	6.15	4.96	1.19	6.40	5.24	1.16	6.09	4.92	1.17	6.46	5.22	1.24	6.43	5.30	1.13
2. The academic program provides me with adequate opportunities to explore personal interests.	6.38	5.22	1.16	6.51	5.12	1.39	6.20	5.04	1.16	6.48	5.37	1.11	6.20	5.00	1.20	6.52	5.40	1.12	6.48	5.60	0.88
3. My academic advisor has helped me plan for getting into graduate school.	6.03	4.65	1.38	6.33	4.59	1.74	5.80	4.88	0.92	6.16	4.50	1.66	5.70	4.78	0.92	6.41	4.12	2.29	6.50	5.39	1.11
4. My academic advisor has helped me plan for a future career.	6.21	4.81	1.40	6.48	4.72	1.76	5.91	4.97	0.94	6.30	4.78	1.52	5.99	4.91	1.08	6.38	4.22	2.16	6.43	5.16	1.27
5. My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).	6.06	5.02	1.04	6.25	5.11	1.14	5.99	5.14	0.85	6.15	4.95	1.20	5.78	5.08	0.70	6.39	4.83	1.56	6.55	5.37	1.18
6. Convocations have enriched my education at the College.	5.03	4.32	0.71	5.03	4.30	0.73	4.90	4.22	0.68	5.12	4.37	0.75	4.78	4.08	0.70	5.63	5.18	0.45	5.69	5.26	0.43
7. The Labor Program has been a valuable part of my overall education.	6.04	5.53	0.51	6.03	5.27	0.76	5.81	5.36	0.45	6.23	5.76	0.47	5.76	5.27	0.49	6.26	5.67	0.59	6.33	6.02	0.31
8. My labor supervisor encourages me to incorporate wellness/health practices into my everyday life.	5.12	4.82	0.30	5.15	4.48	0.67	5.60	5.04	0.56	5.07	4.88	0.19	4.92	4.77	0.15	5.80	4.95	0.85	5.92	5.17	0.75
9. My academic advisor helped me make the transition from high school to college.	5.65	4.61	1.04	5.88	4.41	1.47	5.58	5.00	0.58	5.72	4.47	1.25	5.42	4.71	0.71	5.86	4.68	1.18	5.87	5.28	0.59
10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.	5.58	4.72	0.86	5.58	4.44	1.14	5.23	4.34	0.89	5.74	4.78	0.96	5.34	4.74	0.60	5.63	4.74	0.89	6.23	5.22	1.01
11. GSTR courses have helped me develop my writing skills.	5.71	4.88	0.83	5.85	5.12	0.73	5.54	5.04	0.50	5.79	4.85	0.94	5.49	4.68	0.81	6.12	5.42	0.70	6.24	5.49	0.75
12. GSTR courses have helped me develop my critical thinking skills.	5.72	4.84	0.88	5.85	5.13	0.72	5.55	4.92	0.63	5.78	4.85	0.93	5.54	4.61	0.93	5.81	5.13	0.68	6.19	5.43	0.76
13. GSTR courses have helped me develop my quantitative reasoning skills.	5.44	4.49	0.95	5.66	4.70	0.96	5.32	4.64	0.68	5.47	4.47	1.00	5.27	4.33	0.94	5.71	4.73	0.98	5.64	5.00	0.64
14. There is sufficient study space on the campus.	6.13	5.29	0.84	6.31	5.34	0.97	5.96	5.36	0.60	6.19	5.32	0.87	5.96	5.17	0.79	6.36	5.55	0.81	6.41	5.53	0.88
15. There are sufficient services on campus to help me prepare for a future career.	6.13	5.18	0.95	6.39	5.15	1.24	6.07	5.29	0.78	6.21	5.25	0.96	5.86	5.03	0.83	6.53	5.40	1.13	6.33	5.37	0.96
<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.																				
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.																				
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.																				
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.																				

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%

**Spring 2013 Administration: Items in Survey Order**  
**All Students and by Cohort Type by Gender**

Berea-Specific  
Satisfaction Survey

Item	All Students			African-American Women			African-American Men			Other Domestic Women			Other Domestic Men			International Women			International Men		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
16. The Learning Center services are adequate to support the needs of students.	5.88	5.12	0.76	6.21	5.12	1.09	5.74	5.19	0.55	5.97	5.21	0.76	5.57	4.95	0.62	6.24	5.33	0.91	6.33	5.37	0.96
17. The student body is racially/ethnically diverse.	5.79	5.54	0.25	6.32	4.88	1.44	5.75	5.01	0.74	5.89	5.74	0.15	5.31	5.53	-0.22	6.13	5.57	0.56	6.45	6.02	0.43
18. The racial/ethnic diversity of the student body contributes to my overall education.	5.51	5.18	0.33	5.84	4.97	0.87	5.38	4.62	0.76	5.65	5.37	0.28	5.06	4.95	0.11	5.88	5.48	0.40	6.18	5.84	0.34
19. The Appalachian Center contributes to my overall education.	4.58	4.34	0.24	4.61	4.09	0.52	4.52	3.64	0.88	4.66	4.52	0.14	4.31	4.21	0.10	4.89	4.36	0.53	5.23	4.88	0.35
20. The Center for International Education contributes to my overall education.	5.10	4.82	0.28	5.26	4.69	0.57	5.02	4.19	0.83	5.12	4.95	0.17	4.70	4.58	0.12	6.00	5.40	0.60	6.41	5.92	0.49
21. The Campus Christian Center contributes to my overall education.	4.44	4.22	0.22	5.00	4.40	0.60	4.92	4.40	0.52	4.34	4.20	0.14	4.11	4.01	0.10	4.70	4.34	0.36	5.17	5.02	0.15
22. The Center for Excellence through Service (CELTs) contributes to my overall education.	4.85	4.56	0.29	5.36	4.83	0.53	4.91	4.53	0.38	4.87	4.61	0.26	4.44	4.30	0.14	5.27	5.00	0.27	5.63	4.98	0.65
23. The Woodson Center contributes to my overall education.	4.48	4.12	0.36	5.18	4.50	0.68	4.98	4.52	0.46	4.29	3.98	0.31	4.17	3.96	0.21	4.95	4.38	0.57	5.34	4.68	0.66
24. The Office of Internships contributes to my overall education.	5.35	4.81	0.54	5.74	5.25	0.49	5.36	4.89	0.47	5.34	4.72	0.62	4.99	4.61	0.38	6.16	5.30	0.86	6.27	5.64	0.63
25. The Career Development Office contributes to my overall education.	5.14	4.46	0.68	5.66	4.94	0.72	5.25	4.48	0.77	5.07	4.32	0.75	4.77	4.28	0.49	5.93	5.21	0.72	5.94	5.26	0.68
26. The Black Cultural Center contributes to my overall education.	4.36	4.10	0.26	5.27	4.79	0.48	5.00	4.63	0.37	4.20	3.94	0.26	3.88	3.83	0.05	4.49	4.09	0.40	5.28	4.68	0.60
27. Faculty are concerned about individual student learning.	6.25	5.45	0.80	6.38	5.21	1.17	5.88	5.30	0.58	6.38	5.56	0.82	6.05	5.37	0.68	6.33	5.43	0.90	6.39	5.90	0.49
28. I have made friends at Berea College.	6.38	6.09	0.29	6.23	5.95	0.28	6.09	5.86	0.23	6.54	6.14	0.40	6.25	6.08	0.17	6.22	6.07	0.15	6.69	6.29	0.40
29. My personal relationships with others at the College contribute to my overall education.	6.17	5.84	0.33	5.94	5.63	0.31	5.92	5.80	0.12	6.35	5.95	0.40	6.02	5.76	0.26	5.96	5.61	0.35	6.39	6.06	0.33
30. There is a feeling of community in my residence hall.	5.65	4.72	0.93	5.76	4.57	1.19	5.57	4.97	0.60	5.80	4.72	1.08	5.34	4.64	0.70	5.51	4.56	0.95	6.09	5.35	0.74
31. There is a feeling of community in the Ecovillage.	5.09	4.68	0.41	5.21	5.04	0.17	5.15	4.78	0.37	5.21	4.66	0.55	4.86	4.46	0.40	4.75	4.56	0.19	5.47	5.19	0.28
<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.																				
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.																				
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.																				
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.																				

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%

**Spring 2013 Administration: Items in Survey Order**  
**All Students and by Cohort Type by Gender**

Berea-Specific  
Satisfaction Survey

Item	All Students			African-American Women			African-American Men			Other Domestic Women			Other Domestic Men			International Women			International Men		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
32. There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).	5.85	5.11	0.74	5.94	5.26	0.68	5.82	5.10	0.72	5.81	5.19	0.62	5.75	4.82	0.93	6.20	5.40	0.80	6.35	5.62	0.73
33. I understand the goals and expectations of the Labor Program.	6.16	5.84	0.32	6.13	5.71	0.42	6.06	5.70	0.36	6.37	6.03	0.34	5.94	5.62	0.32	6.38	5.82	0.56	6.52	6.29	0.23
34. I feel safe on campus.	6.39	5.61	0.78	6.44	5.37	1.07	6.11	5.42	-0.17	6.58	5.60	0.98	6.12	5.66	0.46	6.58	5.80	0.78	6.67	6.14	0.53
35. Faculty members provide feedback that helps me know what to do to improve my performance.	6.36	5.40	0.96	6.34	5.33	1.01	6.14	5.42	-0.42	6.50	5.42	1.08	6.13	5.29	0.84	6.56	5.64	0.92	6.63	6.00	0.63
36. I believe the College has initiated adequate environmental/sustainability practices.	5.89	5.40	0.49	5.87	5.45	0.42	5.73	5.31	0.57	6.05	5.50	0.55	5.60	5.14	0.46	6.00	5.70	0.30	6.48	5.96	0.52
37. There are adequate opportunities for me to provide community and other service.	5.88	5.54	0.34	6.08	5.63	0.45	5.66	5.39	0.70	6.00	5.61	0.39	5.56	5.38	0.18	6.18	5.77	0.41	6.35	5.94	0.41
38. My use of the Internet and other technology contributes to my overall education.	6.31	6.02	0.29	6.41	6.14	0.27	6.16	5.60	0.32	6.35	6.10	0.25	6.16	5.86	0.30	6.56	6.36	0.20	6.78	6.48	0.30
39. My labor supervisor is helping me understand the relationship between work and my overall education.	5.91	5.50	0.41	6.05	5.32	0.73	5.77	5.44	0.13	6.00	5.55	0.45	5.67	5.45	0.22	6.05	5.50	0.55	6.57	6.10	0.47
40. I feel comfortable seeking assistance from librarians and student workers at the library.	5.99	5.60	0.39	6.18	5.69	0.49	5.99	5.63	-0.48	6.01	5.55	0.46	5.77	5.55	0.22	6.27	5.67	0.60	6.54	6.35	0.19
41. I can identify, find, and use relevant and appropriate sources of information at the library.	6.14	5.58	0.56	6.29	5.65	0.64	5.80	5.47	0.35	6.26	5.60	0.66	5.90	5.52	0.38	6.49	5.60	0.89	6.51	5.96	0.55
42. Contacting the library via e-mail or phone is a helpful service.	5.60	5.11	0.49	5.78	5.15	0.63	5.35	5.17	0.89	5.63	5.12	0.51	5.41	4.99	0.42	5.98	5.19	0.79	6.19	5.68	0.51
43. When the library is not open, I know I can use Ask-a-Librarian.	5.29	4.41	0.88	5.59	4.38	1.21	5.42	5.04	0.38	5.31	4.33	0.98	4.98	4.21	0.77	5.95	5.05	0.90	5.76	5.15	0.61
44. The library has adequate spaces for quiet individual study.	6.19	5.64	0.55	6.46	5.92	0.54	6.17	5.52	0.59	6.24	5.69	0.55	5.99	5.49	0.50	6.49	5.73	0.76	6.45	5.88	0.57
<b>HIGH PRIORITY STRENGTH:</b>	At or above the median in importance and at or above the top quartile of satisfaction.																				
<b>LOW PRIORITY STRENGTH:</b>	Below the median in importance and at or above the top quartile of satisfaction.																				
<b>HIGH PRIORITY CHALLENGE:</b>	At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.																				
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gaps.																				

NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2013: 90%



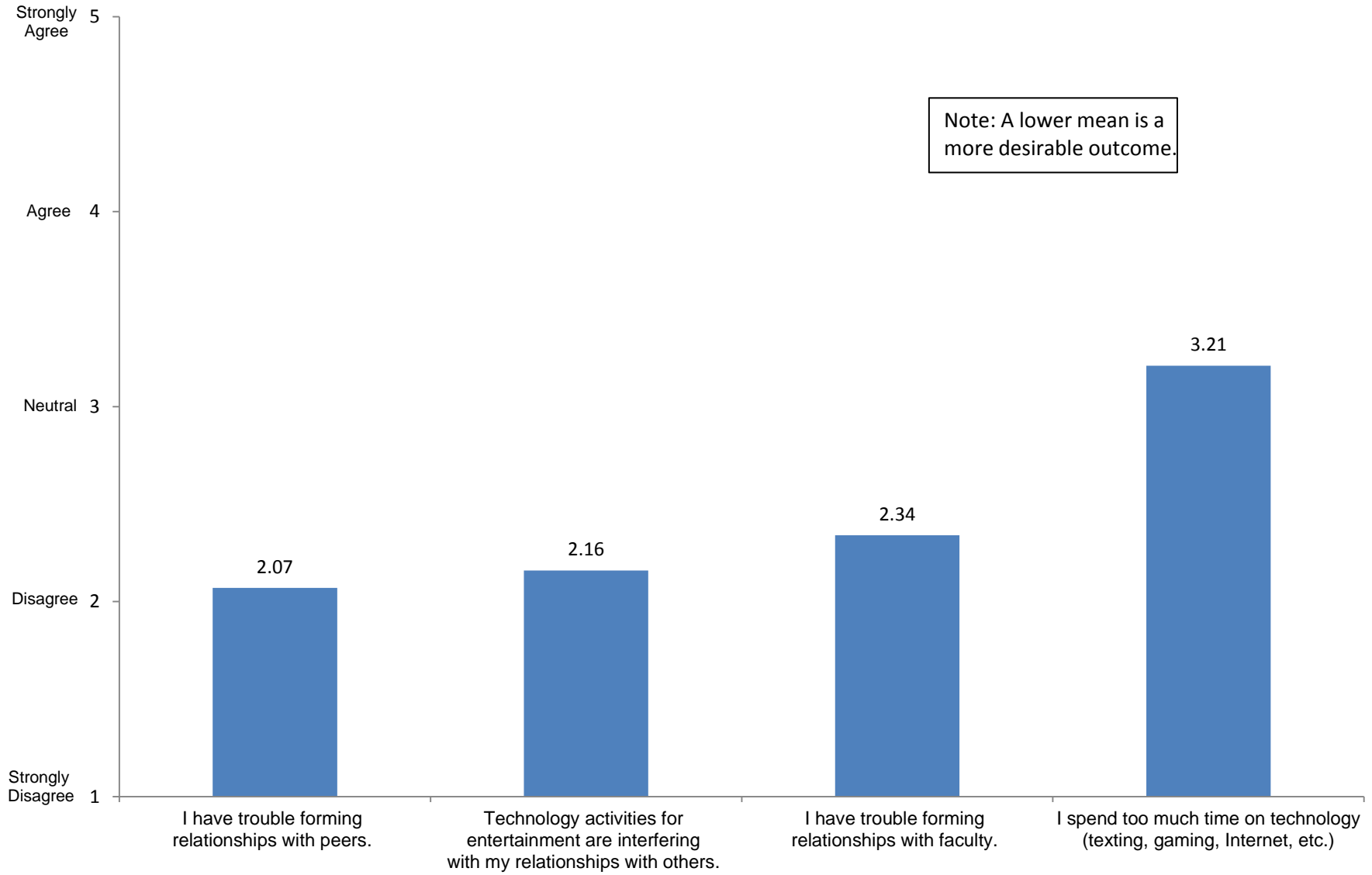
# *Agreement Items*

*All Students*

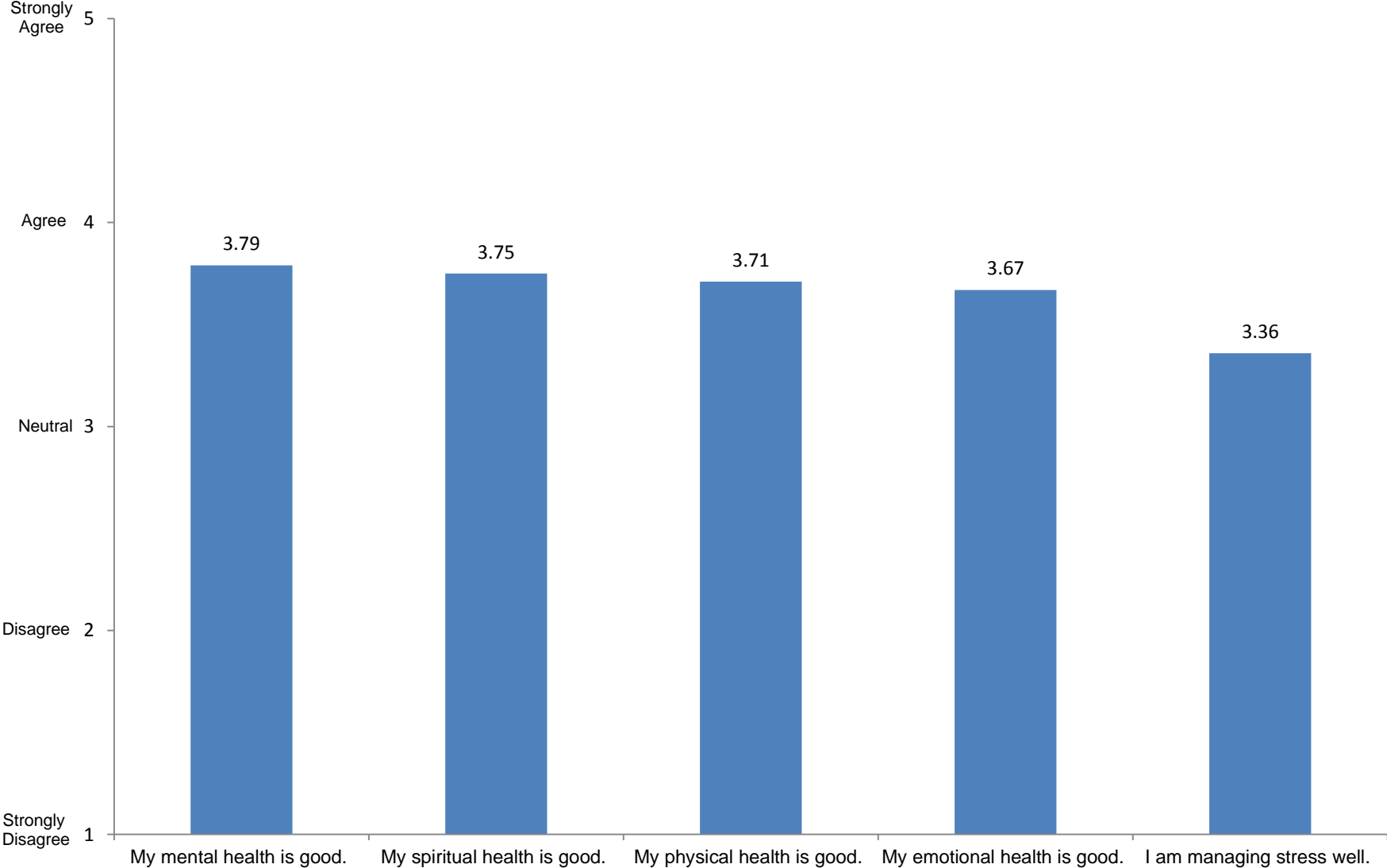
*African American Students*

*International Students*

Rate your level of agreement with the following statements:



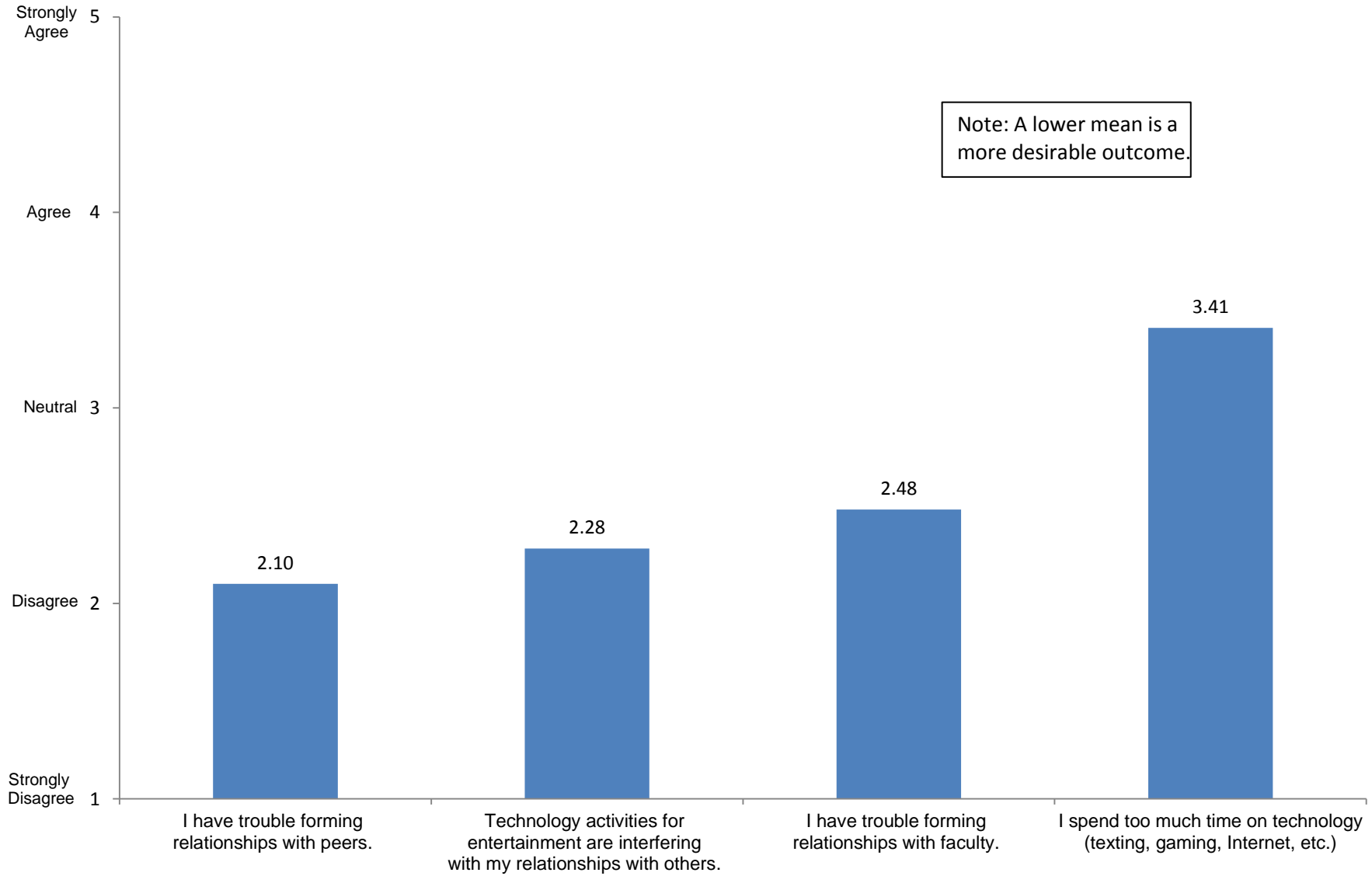
Rate your level of agreement with the following statements:



## African American Students (N = 209)

2013 Berea-Specific  
Satisfaction Survey

*Rate your level of agreement with the following statements:*

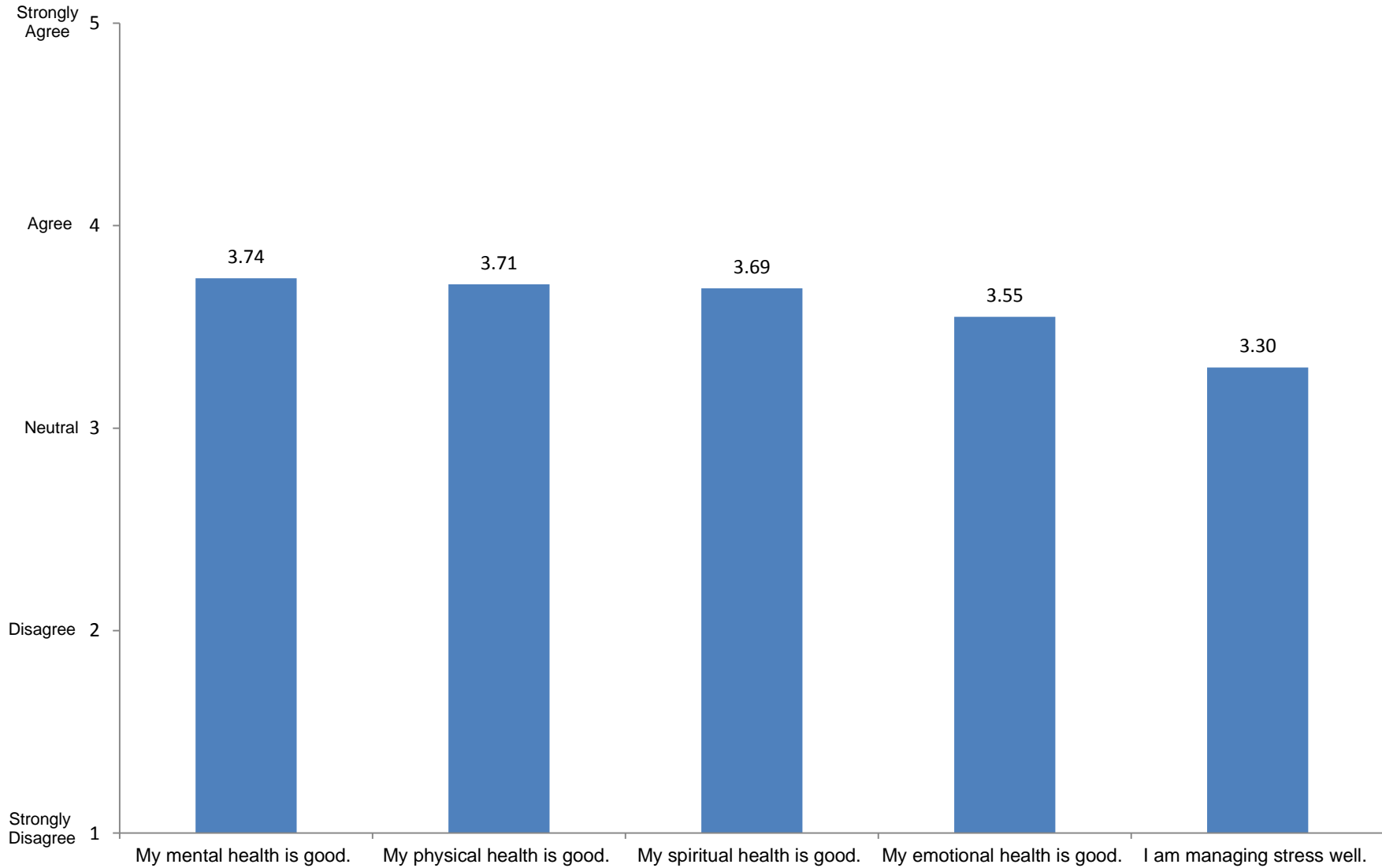


Response Rate: 90%

## African American Students (N = 209)

2013 Berea-Specific  
Satisfaction Survey

*Rate your level of agreement with the following statements:*

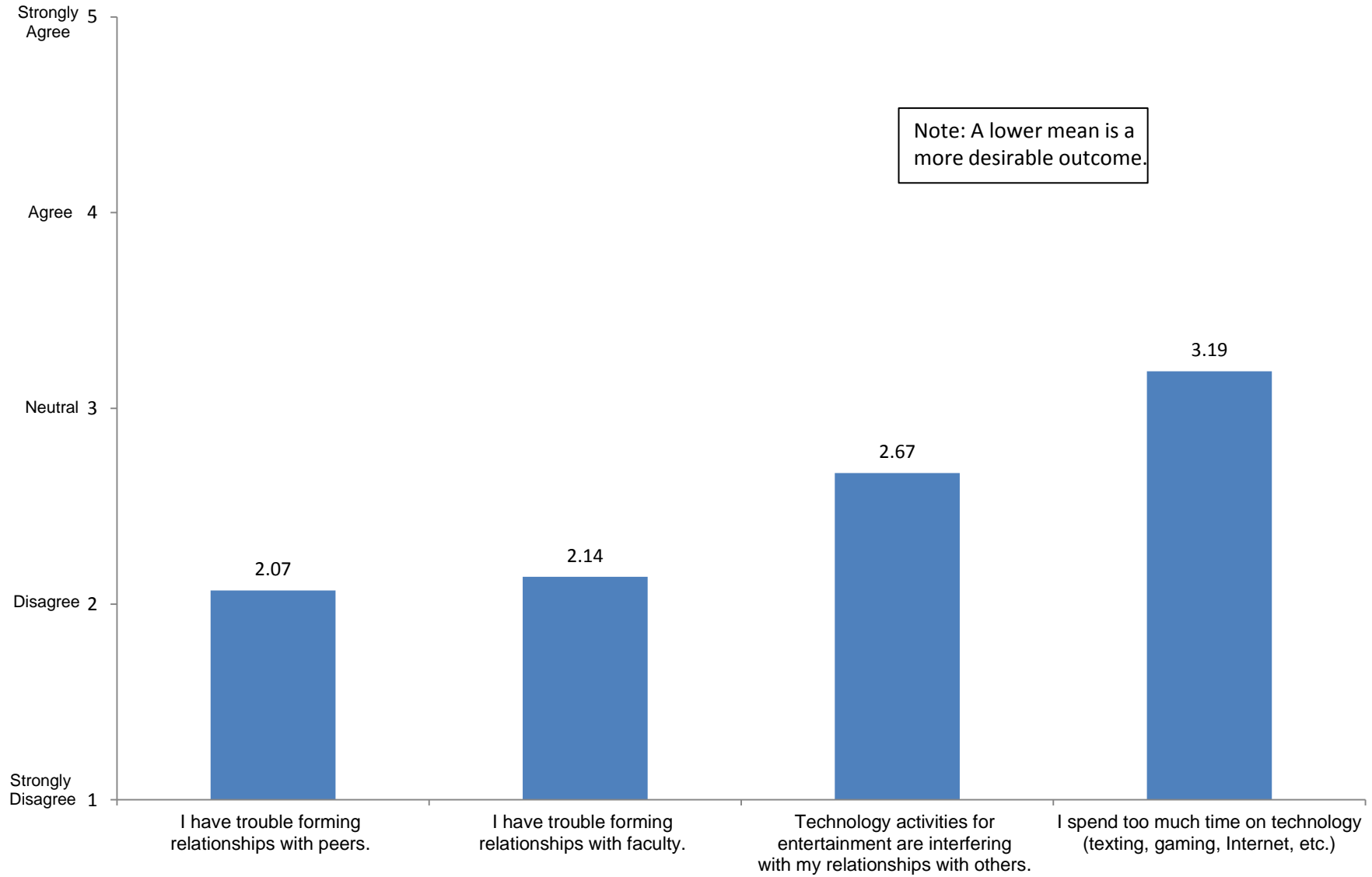


Response rate: 90%

## International Students (N = 100)

2013 Berea-Specific  
Satisfaction Survey

*Rate your level of agreement with the following statements:*

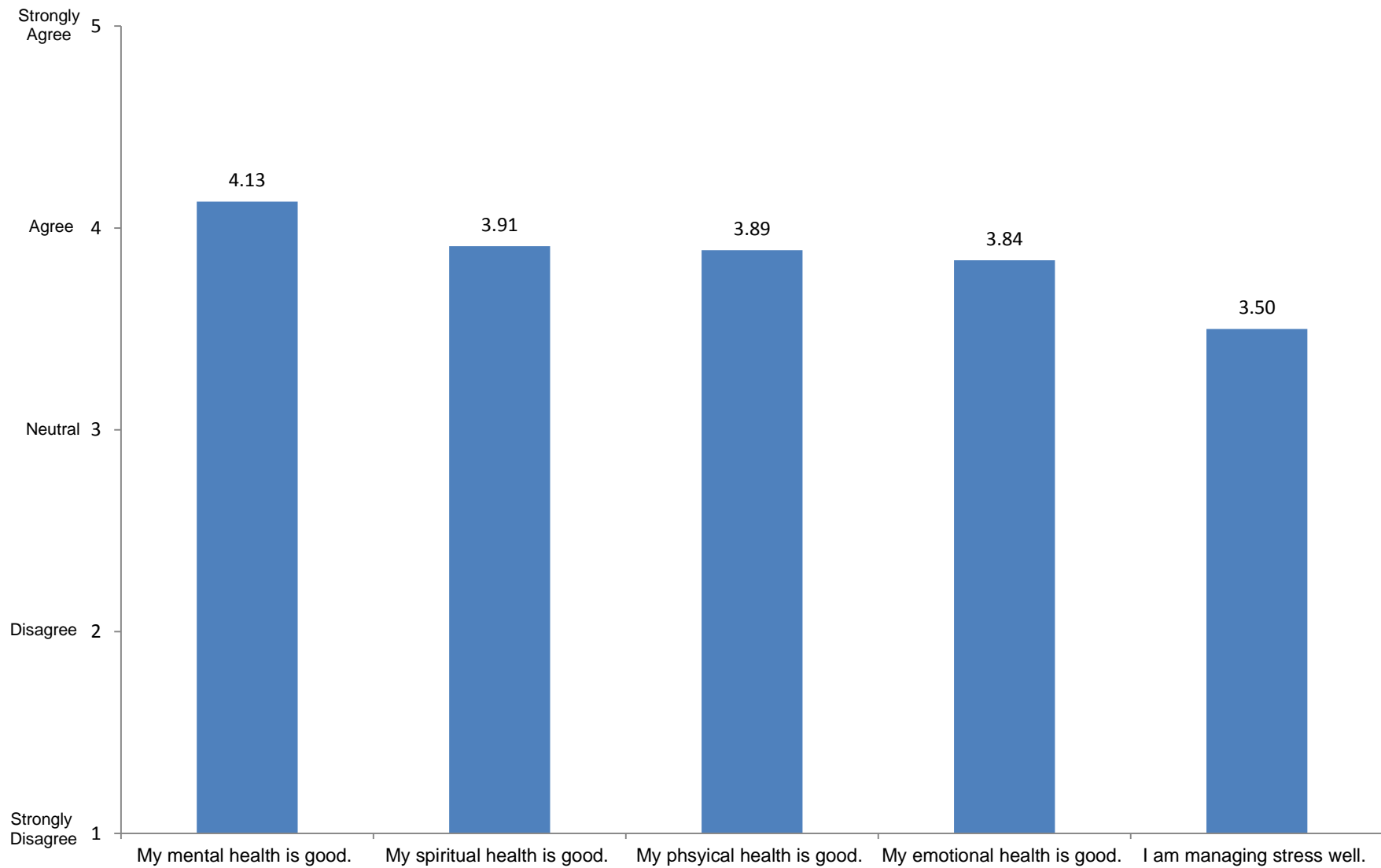


Response Rate: 90%

## International Students (N = 100)

2013 Berea-Specific  
Satisfaction Survey

*Rate your level of agreement with the following statements:*



Response rate: 90%

*Percentage Frequency  
Distributions and Means*



**All Students**  
**Percentage Frequency Distribution and Means**

Berea-Specific  
Satisfaction Survey

Mean	Importance to me....										Each item below describes an expectation about your experiences at Berea. On the <i>left</i> , tell us how <u>important</u> it is for Berea to meet this expectation. On the <i>right</i> , tell us how <u>satisfied</u> you are that Berea has met this expectation.	...My level of satisfaction										Mean
	1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	does not apply	Missing Info	not available/not used		Missing Info	not satisfied at all - 1	not very satisfied - 2	somewhat dissatisfied - 3	neutral - 4	somewhat satisfied - 5	satisfied - 6	very satisfied - 7			
<b>6.30</b>	0.6	0.6	0.7	4.9	9.0	27.5	55.5	0.7	0.6	1. The range of major programs available at Berea is adequate.	0.9	0.5	1.8	4.5	11.5	10.4	21.9	32.6	15.9	<b>5.10</b>		
<b>6.38</b>	0.3	0.2	0.5	4.3	7.6	28.8	56.8	0.4	1.2	2. The academic program provides me with adequate opportunities to explore personal interests.	1.4	0.5	2.1	3.5	7.6	12.3	23.0	31.5	18.1	<b>5.22</b>		
<b>6.03</b>	1.1	1.0	1.1	8.7	10.2	22.5	43.6	10.4	1.4	3. My academic advisor has helped me plan for getting into graduate school.	2.4	17.8	4.9	5.0	8.2	19.6	13.5	15.0	13.6	<b>4.65</b>		
<b>6.21</b>	0.3	0.6	1.0	6.8	8.7	27.7	49.3	4.1	1.4	4. My academic advisor has helped me plan for a future career.	2.1	7.6	5.1	5.8	9.1	17.4	14.9	19.7	18.3	<b>4.81</b>		
<b>6.06</b>	0.9	0.6	1.1	9.1	12.3	26.4	46.3	2.0	1.2	5. My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.).	2.1	3.2	5.1	3.7	7.3	18.3	16.5	20.9	22.9	<b>5.02</b>		
<b>5.03</b>	7.0	4.9	3.7	17.1	19.2	22.1	24.3	0.5	1.2	6. Convocations have enriched my education at the College.	1.2	0.3	11.5	7.3	9.7	21.1	19.5	17.5	11.9	<b>4.32</b>		
<b>6.04</b>	1.0	0.9	1.8	8.3	13.7	25.0	47.5	0.5	1.4	7. The Labor Program has been a valuable part of my overall education.	1.4	0.5	2.5	2.9	4.3	12.4	16.9	26.0	33.0	<b>5.53</b>		
<b>5.12</b>	6.1	3.7	3.0	19.6	18.5	17.3	27.6	2.9	1.3	8. My labor supervisor encourages me to incorporate wellness/health practices into my everyday life.	1.6	6.4	5.8	3.1	5.1	28.1	13.5	18.2	18.2	<b>4.82</b>		
<b>5.65</b>	2.9	1.2	2.1	14.1	11.6	21.7	34.4	10.7	1.4	9. My academic advisor helped me make the transition from high school to college.	2.1	13.3	7.2	4.8	8.4	20.3	12.8	15.0	16.1	<b>4.61</b>		
<b>5.58</b>	3.6	1.4	0.9	12.9	11.5	19.4	30.0	19.1	1.3	10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.	2.6	20.2	8.0	4.6	6.2	15.4	10.4	13.6	19.0	<b>4.72</b>		
<b>5.71</b>	2.6	1.5	2.8	10.6	15.9	27.4	36.8	1.0	1.4	11. GSTR courses have helped me develop my writing skills.	1.5	1.2	5.9	5.5	9.2	14.5	19.5	23.7	18.9	<b>4.88</b>		
<b>5.72</b>	2.7	1.1	2.1	12.3	15.4	27.2	37.1	0.8	1.2	12. GSTR courses have helped me develop my critical thinking skills.	1.6	0.7	5.7	6.3	8.4	16.3	20.1	22.9	18.0	<b>4.84</b>		
<b>5.44</b>	3.3	1.4	3.1	17.0	17.8	24.5	29.2	2.3	1.3	13. GSTR courses have helped me develop my quantitative reasoning skills.	1.6	2.5	7.2	6.0	9.4	24.7	19.5	17.2	12.0	<b>4.49</b>		
<b>6.13</b>	0.5	0.6	0.8	7.6	13.5	26.6	48.4	0.9	1.2	14. There is sufficient study space on the campus.	1.6	1.4	2.5	3.8	7.8	12.9	17.6	26.7	25.7	<b>5.29</b>		
<b>6.13</b>	0.5	0.6	0.5	8.7	10.9	29.1	46.6	1.5	1.7	15. There are sufficient services on campus to help me prepare for a future career.	2.0	3.7	1.8	1.8	7.9	16.6	22.3	25.8	18.1	<b>5.18</b>		
<b>5.88</b>	1.0	0.5	1.5	13.7	11.0	27.4	39.0	4.3	1.6	16. The Learning Center services are adequate to support the needs of students.	2.3	8.8	1.6	2.8	4.6	21.3	19.2	22.8	16.7	<b>5.12</b>		
<b>5.79</b>	2.0	1.0	3.2	13.1	13.8	22.9	42.2	0.8	1.1	17. The student body is racially/ethnically diverse.	1.1	1.1	1.3	2.1	6.0	14.5	15.4	26.2	32.4	<b>5.54</b>		
<b>5.51</b>	3.3	2.0	2.9	17.5	13.9	22.7	34.3	1.8	1.8	18. The racial/ethnic diversity of the student body contributes to my overall education.	1.6	2.9	2.7	1.5	4.7	24.5	17.0	24.1	20.9	<b>5.18</b>		
<b>4.58</b>	8.1	4.5	5.5	27.7	13.3	12.4	17.4	9.7	1.4	19. The Appalachian Center contributes to my overall education.	1.7	18.2	6.3	4.1	5.5	32.7	12.1	10.8	8.6	<b>4.34</b>		
<b>5.10</b>	5.1	2.4	3.4	22.7	13.6	15.8	25.2	10.4	1.5	20. The Center for International Education contributes to my overall education.	1.5	18.0	3.7	2.6	3.7	28.6	12.4	14.3	15.2	<b>4.82</b>		
<b>4.44</b>	11.7	4.9	3.7	25.7	11.9	13.2	16.2	11.3	1.4	21. The Campus Christian Center contributes to my overall education.	1.4	21.2	8.7	3.8	4.3	31.1	12.1	9.6	8.0	<b>4.22</b>		
<b>4.85</b>	6.4	3.3	3.3	25.3	13.1	15.1	20.0	11.8	1.6	22. The Center for Excellence through Service (CELTs) contributes to my overall education.	1.4	20.1	5.7	2.4	4.5	30.1	12.2	12.8	10.9	<b>4.56</b>		
<b>4.48</b>	8.6	4.3	4.0	30.0	12.3	10.0	15.4	13.7	1.7	23. The Woodson Center contributes to my overall education.	1.7	23.9	8.1	3.3	4.3	34.4	9.9	8.8	5.7	<b>4.12</b>		
<b>5.35</b>	3.7	1.5	1.9	22.5	12.2	17.8	29.7	9.3	1.4	24. The Office of Internships contributes to my overall education.	0.9	18.3	3.6	2.8	3.5	27.6	14.3	15.8	13.3	<b>4.81</b>		
<b>5.14</b>	4.7	2.5	1.9	23.6	11.3	16.6	24.5	13.1	1.8	25. The Career Development Office contributes to my overall education.	2.4	22.7	4.1	2.9	4.1	33.8	12.1	9.5	8.4	<b>4.46</b>		
<b>4.36</b>	10.1	4.4	4.3	28.9	10.7	9.0	14.6	15.9	2.0	26. The Black Cultural Center contributes to my overall education.	2.1	26.0	7.6	3.1	3.3	34.9	10.7	7.5	4.7	<b>4.10</b>		
<b>6.25</b>	0.5	0.6	0.8	6.3	9.7	26.3	53.3	0.3	2.2	27. Faculty are concerned about individual student learning.	2.4	0.6	1.9	1.9	4.7	11.5	22.1	31.8	23.0	<b>5.45</b>		
<b>6.38</b>	0.9	0.3	0.7	5.8	7.2	18.7	64.2	0.5	1.7	28. I have made friends at Berea College.	1.7	0.6	0.6	1.1	2.6	7.2	11.5	25.2	49.6	<b>6.09</b>		

**All Students**  
**Percentage Frequency Distribution and Means**

Berea-Specific  
Satisfaction Survey

Mean	Importance to me....										Each item below describes an expectation about your experiences at Berea. On the <i>left</i> , tell us how <u>important</u> it is for Berea to meet this expectation. On the <i>right</i> , tell us how <u>satisfied</u> you are that Berea has met this expectation.	...My level of satisfaction										Mean
	1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	does not apply	Missing Info	very satisfied - 7		satisfied - 6	somewhat satisfied - 5	neutral - 4	somewhat dissatisfied - 3	not very satisfied - 2	not satisfied at all - 1	not available/not used	Missing Info			
<b>6.17</b>	1.3	0.7	1.0	7.2	9.5	25.3	52.1	1.1	1.8	29. My personal relationships with others at the College contribute to my overall education.	1.8	1.1	0.8	0.9	2.4	11.3	15.7	29.1	37.0	<b>5.84</b>		
<b>5.65</b>	2.5	1.2	2.6	12.7	13.8	22.2	33.3	9.9	1.8	30. There is a feeling of community in my residence hall.	2.0	10.8	6.2	4.6	8.6	17.8	16.9	16.8	16.3	<b>4.72</b>		
<b>5.09</b>	2.9	1.1	1.2	15.5	4.2	8.1	14.5	50.0	2.5	31. There is a feeling of community in the Ecovillage.	4.1	55.7	1.3	1.4	1.4	18.8	5.2	6.1	6.1	<b>4.68</b>		
<b>5.85</b>	1.9	0.8	1.6	11.2	13.5	25.3	39.1	4.5	2.1	32. There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).	1.4	6.0	3.2	3.6	7.1	16.2	19.3	23.0	20.3	<b>5.11</b>		
<b>6.16</b>	0.7	0.2	1.3	7.6	11.5	25.8	50.6	0.5	1.8	33. I understand the goals and expectations of the Labor Program.	1.7	0.5	1.3	1.0	2.0	10.5	14.6	31.6	36.8	<b>5.84</b>		
<b>6.39</b>	0.4	0.3	0.6	5.8	6.8	21.7	61.9	0.6	1.8	34. I feel safe on campus.	1.7	0.6	1.4	2.1	4.3	10.7	17.3	33.7	28.3	<b>5.61</b>		
<b>6.36</b>	0.2	0.3	0.3	4.9	8.4	26.7	56.6	0.4	2.1	35. Faculty members provide feedback that helps me know what to do to improve my performance.	2.0	0.6	1.5	1.9	7.2	10.4	23.5	30.2	22.7	<b>5.40</b>		
<b>5.89</b>	1.9	1.0	2.1	11.3	12.9	22.9	44.8	1.0	2.0	36. I believe the College has initiated adequate environmental/sustainability practices.	1.9	1.7	1.6	2.5	5.7	13.9	19.7	28.3	24.8	<b>5.40</b>		
<b>5.88</b>	1.5	0.6	1.8	11.8	14.2	24.6	41.3	2.5	1.8	37. There are adequate opportunities for me to provide community and other service.	1.8	3.4	0.8	0.8	3.8	17.0	17.8	27.6	27.0	<b>5.54</b>		
<b>6.31</b>	0.5	0.3	0.8	6.4	9.3	21.5	58.5	0.7	2.0	38. My use of the Internet and other technology contributes to my overall education.	2.1	0.6	0.6	1.0	1.7	7.9	14.3	27.5	44.4	<b>6.02</b>		
<b>5.91</b>	1.3	0.7	1.7	11.9	13.3	25.2	43.0	1.1	1.9	39. My labor supervisor is helping me understand the relationship between work and my overall education.	2.0	1.3	2.5	1.8	4.2	16.7	14.7	24.7	32.1	<b>5.50</b>		
<b>5.99</b>	0.4	0.6	1.4	11.3	13.7	25.9	43.6	1.4	1.7	40. I feel comfortable seeking assistance from librarians and student workers at the library.	1.7	1.8	1.0	1.9	3.5	15.0	16.9	26.7	31.4	<b>5.60</b>		
<b>6.14</b>	0.3	0.5	0.8	9.2	10.3	27.5	48.5	1.0	1.8	41. I can identify, find, and use relevant and appropriate sources of information at the library.	1.8	1.4	1.3	1.3	3.7	13.4	19.3	29.6	28.3	<b>5.58</b>		
<b>5.60</b>	1.8	1.4	1.7	18.2	11.1	21.3	31.8	10.8	2.0	42. Contacting the library via e-mail or phone is a helpful service.	2.1	17.7	2.2	1.7	2.9	25.4	12.4	16.8	18.8	<b>5.11</b>		
<b>5.29</b>	3.2	1.4	1.8	23.0	12.1	16.7	25.5	14.3	2.1	43. When the library is not open, I know I can use Ask-a-Librarian.	2.1	24.0	8.0	3.3	5.4	26.1	8.4	10.3	12.4	<b>4.41</b>		
<b>6.19</b>	0.7	0.5	0.6	8.4	9.3	25.7	52.0	1.3	1.6	44. The library has adequate spaces for quiet individual study.	1.4	1.9	1.8	2.8	4.9	10.2	15.8	24.3	36.9	<b>5.64</b>		

**All Students**  
**Percentage Frequency Distribution and Means**

Rate your level of agreement with the following statements.

MEAN

	1 - strongly disagree	2 - disagree	3 - neutral	4 - agree	5 - strongly agree	Missing Info	
<b>3.21</b>	9.4	18.9	26.5	29.0	14.6	1.7	1. I spend too much time on technology (texting, gaming, Internet, etc.).
<b>2.16</b>	31.4	36.7	17.6	7.9	4.5	1.9	2. Technology activities for entertainment are interfering with my relationships with others.
<b>2.07</b>	37.7	32.3	14.7	10.0	3.4	1.9	3. I have trouble forming relationships with peers.
<b>2.34</b>	26.7	33.5	20.9	12.3	4.9	1.8	4. I have trouble forming relationships with faculty.
<b>3.36</b>	5.3	15.3	29.5	34.7	13.3	1.8	5. I am managing stress well.
<b>3.71</b>	2.9	10.9	21.6	39.3	23.4	1.9	6. My physical health is good.
<b>3.79</b>	2.7	9.8	19.0	40.4	26.4	1.6	7. My mental health is good.
<b>3.75</b>	3.0	6.9	28.5	32.6	26.7	2.2	8. My spiritual health is good.
<b>3.67</b>	3.6	10.4	23.8	37.7	22.9	1.7	9. My emotional health is good.